

**SMITHTOWN  
CENTRAL  
SCHOOL  
DISTRICT**



**CITIZENS ADVISORY HOUSING**

**COMMITTEE**

**FINAL REPORT**

**November 1989**

CITIZENS' ADVISORY HOUSING COMMITTEE

FINAL REPORT

NOVEMBER 1989

CITIZENS' ADVISORY COMMITTEE ON HOUSING  
FINAL REPORT OUTLINE  
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## 1.0 INTRODUCTION

At its regular meeting on Tuesday, February 14, 1989 the Board of Education approved a recommendation to establish a Citizens' Advisory Housing Committee to be chaired by Janice M. Sliva, Assistant for General Administration and Communications.

The charge read as follows:

### Recommendation to Form a Citizens' Advisory Committee on Housing

Upon recommendation of the Superintendent of Schools, be it  
" Resolved, that a Citizens' Advisory Committee on Housing be established to investigate long range enrollment projections and their impact on future educational programs and student housing patterns, as well as the financial implications involved with each pattern, and that the recommendations thereof to be submitted to the Board of Education no later than October 31, 1989."

The goal of the Citizens' Advisory Committee on Housing will be to address the Housing Organization and needs of the Smithtown Central School District for the next ten years. To achieve this goal the committee will conduct a needs assessment related to the specific criteria listed below.

The needs assessment will:

- Reflect the facilities required to effectively provide the educational program.
- Consider the feasibility of a single High School district.
- Address the Federal and State mandates for Pre-School education.
- Determine the community's wishes with respect to an Extended/Full day Kindergarten program.
- Reflect the current and projected housing and enrollment patterns.
- Identify those areas of concern to the community so that the Board can review and take action if necessary.
- Advise the Board and the Administration in developing and maintaining a stable, long range plan.

The recommendations of the Committee will be

- Recommendations that will address the Housing Organization and needs of the Smithtown Central School District for the next 10 years.

The composition of the Committee is as follows:

PTA REPRESENTATIVES

Accompsett Elementary  
Branch Brook Elementary  
Dogwood Elementary  
Mt. Pleasant Elementary  
Nesconset Elementary  
Smithtown Elementary  
Smithtown Elementary  
St. James Elementary  
Tackan Elementary  
Accompsett Intermediate  
Great Hollow Intermediate  
Nesapeake Intermediate  
Smithtown High School East  
Smithtown High School West  
SEPTA  
Smithtown Central School  
District PTA Council

Pat Straw  
Terry Boegel  
Karen Rosenthal  
Denise LaRocco  
Theresa Knox  
Steve Gold\*  
Barbara Lewis\*  
Linda Lynch  
Pat Brewer  
Tom Polivka  
Judy Viskupic  
Pam Wider  
Bea Fox  
Pat Melvin  
Deirdre Hulsén  
Mary K. Lebitz

REPRESENTATIVES/COMMUNITY-AT-LARGE

Daniel Alverson  
Louis Fusaro  
Warren Marx  
James Moore  
Diana Weir  
Ed Bracht\*\*  
Karen Harrington  
Gail Levitt  
Pat Pick  
David Parker\*\*

UNION REPRESENTATIVES

Cathy Miller  
June Ferri  
  
Al Mastrangelo  
  
Beth Nyberg

Smithtown Teachers Association  
Smithtown Schools Employees  
Association  
Smithtown Schools  
Administrators' Association  
Smithtown Professional Nurses  
Association

Janice M. Sliva - Ass't. For General  
Administration and  
Communications

Chairperson

\*Steve Gold replaced Barbara Lewis as she moved out of the District.

\*\*Dr. Parker replaced Edward Bracht when Mr. Bracht took his place as a member of the Board of Education

## 2.0 SUMMARY

The Citizens' Advisory Committee on Housing conducted a total of 12 meetings between March 15, 1989 and October 1, 1989. This Committee consisted of 29 members who represented the District PTA's, the District's bargaining units and members who were selected by the Board of Education to represent the total District community.

Our initial meeting was designed to establish a time frame for our meetings and review the background materials presented to the Committee. In addition this meeting afforded an opportunity for Committee Chairperson Janice Sliva, Board President Cora Crimmins, Board Vice President Alice Schultz, and Superintendent John J. Keough to review and clarify the specific charge to the committee. This was most necessary as once again the makeup of the Committee was diverse.

Due to the extent of the charge, the Chair of the Committee did not break the group into smaller working groups. Each member of the Committee participated in each presentation which allowed the group to work as a cohesive unit and understand the charge of each need discussed.

Over the next several months the meetings were designed to address each topic listed in the needs assessment. One of the needs led to an extended discussion of the "Nine Period Day" for the high schools. On this item only the Committee voted by majority to return that issue to the Board of Education at their April 10, 1989 meeting. The motion by the Committee is as follows:

"The Citizen Advisory Committee on Housing made a motion that the Board of Education take the information that they have received and make a decision on the nine period day for September 1989."

This motion was made, seconded and voted on.

The Committee acknowledges and thanks the following District administrative personnel who provided information at individual meetings:

<u>Name of Administrator</u>	<u>Title</u>	<u>Topic</u>
Mr. Paul Flaum	Associate Superintendent	Regents Action Plan
Mr. Harry Ortgies	Principal, Great Hollow	9 Period Day
Mr. Robert Badeer	Principal, Accomsett Intermediate	9 Period Day
Mr. Fred Stellhorn	Principal, Nesaquake Intermediate	9 Period Day
Mr. Richard Collins	Guidance Chairperson	Explanation of Regents Action Plan

Mr. Al Sedler	Assistant Principal, High School East	Plan Related to High School Programs and Meeting Graduation Requirements  Report on Student Survey-9 Period Day
Mr. Al Mastrangelo	Principal, High School West	Plan Related to High School Programs and Meeting Graduation Requirements  Single High School District
Mr. Roger Sullivan	Principal, High School East	Plan Related to High School Programs and Meeting Graduation Requirements  Single High School District
Mr. Holly Whitacre	Assistant Principal, High School West	Report on Student Survey-9 Period Day
Mr. Ronald Levine	Administrator for Special Education	State/Federal Mandated Special Education Pre- School/Special Education
Dr. Irene Nowell	Assistant Superintendent for Instruction and Elementary Education	Full/Extended Day Kindergarten  Elementary Education Instructional Program (Including Special Areas, Special Remedial and Support Programs, Computer Program, Multi- disciplinary Teams, and STEPS.)
Mr. Louis Brill	Administrator for Elementary Education	Full/Extended Day Kindergarten
Mr. C. Robert Clark	Assistant Superintendent for Business and Finance	Leased Properties and Maintenance Costs
Dr. David Dietz	Director of Personnel and Staffing Development	Staffing Implications

Mr. Martin Crowley Esq.    District Legal Advisor    Leased property

At the onset of the meetings, the Committee received information regarding current and projected enrollment figures. As each meeting evolved, discussion focussed on how the enrollment, program and facilities were affected. No specific conclusion or recommendations were made upon reviewing each of the items on the needs assessment except for the concept related to a Nine Period Day.

The Committee agreed that there were eight major areas of equal concern:

1. Uniformity and Equality of Program vs. Facilities.
2. Enrollment and Demographic Trends.
3. Impact of the Regents Action Plan at the High School.
4. Maintaining class size.
5. Establishing an East - West Balance.
6. Full/Extended Day Kindergarten.
7. Nine Period Day at the High School.
8. Effects of Special Education mandates.

Throughout the meetings the Committee was presented with materials they requested by Ms. Janice M. Sliva. The committee was reminded that any additional requests for information would be honored. The school personnel are to be thanked for the manner in which they carried out their responsibility. We received all the necessary data.

### 3.0 NEEDS ASSESSMENT

The needs assessment addressed all grade levels K-12. Since program requirements, facilities, and enrollment trends vary substantially at the elementary, intermediate, and high school levels, each of these levels was addressed separately as outlined in the subsequent discussion. In addition, each level was sub-divided into two (2) areas:

- 1) Current Environment
- 2) Projected 1988-1998 Environment

### 3.1 ELEMENTARY PROGRAM

#### 3.1.1 CURRENT ENVIRONMENT

The baseline elementary school program, facilities, and enrollment are summarized below along with an assessment of current needs.

##### 3.1.1.1. ELEMENTARY PROGRAM IN THE SMITHTOWN CENTRAL SCHOOL DISTRICT

The elementary school program consists of a Basic Instructional Program K-5, a Remedial and Support Program, a Computer Program, Music, Art, and Physical Education Programs, a Special Education Program, a Multi-disciplinary Building Team, STEPS Program, Pre-school and Co-curricular activities, as well as academic and enrichment summer school programs. In Appendix A we have included a detailed outline of these programs.

##### 3.1.1.2 EXISTING FACILITIES/ENROLLMENT

The current elementary school structure is composed of eight (8) facilities with the attendant building utilization as shown in Appendix B - Fig.I while Appendix C - Fig.II represents current district enrollment by school and grade level.

##### 3.1.1.3 "AS-IS " ASSESSMENT

Our assessment of the baseline elementary school program focused upon three (3) principal areas of concern, namely uniformity of program, facilities and enrollment, and class size.

##### UNIFORMITY OF PROGRAM

At the elementary school level, there are presently in effect a number of approved elective and mandated instructional programs which require basic spatial considerations. The Committee considered the following allocation of room space to be essential in each elementary school building in order to provide for equal access by each student to resources and materials and uniformity of program implementation. It is the belief of this Committee that each student should receive an equal learning opportunity not to be diminished by a lack of facilities.

- Reading Room/Chapter I Room
  - Learning Center
  - Music Room
  - Art Room
  - Special Education (average of 2 Special Education per building) + a Resource Room
  - STEPS Room/Multi-Purpose Room (instrumental music, chorus, preschool, math olympiad, etc.)
- TOTAL = 8 rooms



These figures for support instruction may not be adequate if the number of class sections exceeds the basic classroom capacity of the facility due to the impact the addition of relocatables places on the common area space in the buildings.

This position is consistent with the report of the Citizens' Advisory Housing Committee of 1983 as well as 1986. This committee feels that space to house the elective and mandated programs are necessary to meet the educational and programmatic needs of all District students.

#### FACILITIES AND ENROLLMENT

Currently there are eight (8) elementary schools, of which three (3) are either at or near capacity (Accompsett, St. James and Smithtown Elementary). At present, 1,269 (42%) of the current elementary student population is housed within the Accompsett and St. James Elementary buildings.

As indicated on Appendix B - Fig.I, there are differences from building to building in the type of space provided for special programs. For example:

\*STEPS - Six (6) elementary schools have a regular classroom for STEPS which they may share part time with another program. The rest of the buildings have their STEPS program in areas which are not regular classrooms.

The other factors affecting a variable school enrollment are resales and new construction. Housing construction data by attendance area has been compiled by the District and is presented in Appendix D - Figure III. As can be seen from this table, growth will occur in most of the attendance areas. Historical analysis of the families moving into new homes indicates the District can anticipate one (1) elementary student from every 1.4 homes. However, there is no data base to reflect family composition of those moving into condominiums.

#### SUBDIVISION BREAKDOWN

Based upon the available housing data, it is reasonable to expect continued increases in school enrollment for St. James and Accompsett. In addition new growth can be anticipated for all other attendance areas with the possible exception of Smithtown Elementary.

#### CLASS SIZE

Over the years the Board of Education has worked to lower class size throughout the District. Earlier this year the Board of Education adopted the following class size policy for the District:

"The Board recognizes the influence of class size on the learning process and is committed to maintaining limits which will impact student learning in a positive manner, subject to budget, personnel, and housing limitations.



At the elementary level, where possible, Grades K-3 shall not exceed 25 students in a class, and Grades 4-5 shall not exceed 30 students in a class by the opening of school. Exceptions may be made at the discretion of the Superintendent.

At the secondary level schools shall be organized in a manner that will establish appropriate class sizes by the start of the semester for each level of instruction. Regular classes will average 25 to 28 students, where possible. Limited facility courses will average 15 to 20 students, where possible. Remedial classes will average 16 to 19 students, where possible. Electives will not be offered unless 12 or more students are enrolled for the course.

Any exceptions to these guidelines shall be approved by the Superintendent."

This policy allows for equalization throughout the District. It will follow that those schools with larger enrollments might well have larger class averages, while those with smaller enrollment may well have smaller class size averages.

#### RELOCATABLES

The relocatables as classrooms, while solving our housing needs, create a severe strain on the central facilities and building support staffs. As in St. James Elementary and Accomsett Elementary (Accompsett having attached relocatables but the same problems), the additional classrooms still use the same library, learning center, gymnasium, and cafeteria originally designed for use by the students housed within the main facility. The Committee feels strongly that wherever possible the number of relocatable classrooms be minimized, thereby reducing the strain on the facilities of the basic buildings.

#### 3.1.2 PROJECTED 1988-98 ENVIRONMENT

This projection starts with the existing curriculum, adjusting it according to the changes in program requirements, while taking into consideration any changes in enrollment and demographic trends.

##### 3.1.2.1 NEW ELEMENTARY PROGRAM REQUIREMENTS

#### REGENTS ACTION PLAN IMPACT

The Regents Action Plan is governed by a set of regulations called the Commissioners New Part 100 Regulations. While the Action Plan developed by the Regents did provide for some curricular changes, there has been no impact on the elementary schools relative to use of facilities. Students continue to take PEP tests in reading and math at the third grade level and a writing assessment in fifth grade. During the 1988-89 school year a PET test was administered in fourth grade for science. This will continue on a yearly basis. As in the past those students scoring below the State

reference point in math, reading, and writing will receive remedial instruction.

#### SPECIAL EDUCATION PROGRAM

Currently each of our eight (8) elementary schools have resource rooms in operation, seven (7) have self-contained K-5 classrooms and one (1) houses our Special Education Pre-school program. Students are not necessarily housed in their home schools because space is not available, or they are placed elsewhere to meet their educational needs Appendix E. Neither St. James nor Mt. Pleasant have students attending a home school K-5 program, Mt. Pleasant because the space is being used for our Special Education Pre-school program and St. James because it is not physically possible due to all building space currently being used to house regular classrooms and special area programs.

During the 1988-89 school year the district had (16) sixteen K-5 self-contained classes and (6) six pre-school classes which used (3) three classrooms. This is an increase of (1) one self-contained class from 1987-88. During the 1988-89 year there were 129 students in our K-5 special education program. We anticipate that this will be the same for the 1989-90 school year, but students are constantly being reviewed by the COSE and placements are made during the year. As it should be, the Special Education program is a flexible one.

The District is facing a serious problem in that the State Mandate, which reads "pupils with handicapping conditions shall be provided Special Education in the least restrictive environment," is not always being met. This committee feels strongly that the educational needs of our Special Education students should be met in accordance with state mandates and space should be designated in each elementary building for this purpose.

#### 3.1.2.2 ENROLLMENT AND DEMOGRAPHIC TRENDS

##### ENROLLMENT PROJECTIONS

Presentations by Ms. Sliva indicated the enrollment trend for elementary students is on the increase. Since it is difficult to project the incoming enrollment at the kindergarten level, the anticipated 1989 incoming kindergarten size of 531 was also used for the out years to 1998. This estimate is reasonable based upon available census information and percentage of error associated with this data. Using this projection (Appendix F), a current enrollment of 3,047 would translate to an enrollment of 3,347 by 1998, not including self-contained elementary Special Education classes. As a point of reference, the previous Housing Committee report (1985 data) anticipated a 1988 elementary enrollment of 2,983.

##### HOUSING DEVELOPMENTS

New home construction has been on an increase since 1982 in Smithtown. These new homes have increased the number of families with school age children. We are continuing to see an increase in the number of resales

within our community. We have several condominium units which are either already up and occupied, in the process of being built or have been declared. These are located throughout the school District except for St. James. St. James continues to have building space available however, the building here has been dedicated to individual homes. Developers are not putting entire developments up at one time; they build a few, sell them and then build additional homes. With regard to the building within the community, we can say that the condominiums built to this point do not yield any significant number of students. We continue to watch very carefully a proposed development for condominiums, apartments, and low income and senior housing to be built off of Terry Road. It is difficult to assess what the impact would be on our schools. The Accomsett and St. James attendance areas continue to have space available for building as do the Branch Brook, Nesconset and Tackan areas. Unfortunately, Accomsett and St. James have the least space available to handle any increase in student population building developments might present.

### 3.1.2.3 1988-1998 ASSESSMENTS

#### EFFECTS OF NEW PROGRAM REQUIREMENTS

At the elementary level the current programs required are in place, and the projections for current programs over the next few years indicate that the District will be able to provide these services with the existing facilities.

The Committee spent considerable time reviewing three (3) possible programs: Computer Writing labs, Full/Extended Day Kindergarten and Special Education programs.

While the Committee recognizes the importance of our students being computer literate and moving into a society where computers will be an everyday occurrence in their lives, at this time, due to financial and space needs, we are unable to dedicate specialized space for such a program. This does not mean that keyboarding and computer literacy programs should be overlooked. It is our belief that these programs can be addressed through a creative use of the existing hardware within each building.

With regard to Full/Extended Day Kindergarten the Committee reviewed the previous report, received and reviewed the current research and reviewed the financial and space requirements. The cost of starting up such a program would be approximately one(1) million dollars to include staff, materials, and transportation. We do not have space available to support this concept at this time. In addition there is no conclusive research supporting Full/Extended Day Kindergarten over a Half Day Program such as the one offered in Smithtown.

In regard to the computer writing labs and Full/Extended Day Kindergarten the Committee would encourage the Board of Education to continue to monitor these two areas. In the future a Committee should be established to review the educational and programmatic benefits of both programs. The community's feeling regarding such programs and the educational community including

teachers and administrators input should be considered at this time.

During our meetings Mr. Ronald Levine, Assistant for Special Education, provided the Committee with significant information regarding the District's compliance with State and Federal mandates. At this time Smithtown continues to offer a model program and meet the vast majority of requirements. Should additions and/or changes in the mandates require additional space, the Committee encourages the Board of Education to review their needs as some of our leased properties become available.

#### ENROLLMENT AND DEMOGRAPHIC TRENDS

Given that three elementary schools (Accompsett, St. James, and Smithtown Elementary) are either at or near capacity, no flexibility exists to increase local attendance area enrollment. This committee shares the concern expressed by the previous 1986 Housing Committee as to the ability of these schools to provide the appropriate resources and programs. The recommendation of that Committee was that a comprehensive long range plan be developed to address the crowded conditions at Accomsett and St. James specifically and that such a plan should achieve equal learning opportunities for all students. This Committee strongly supports this concept and will, in its recommendations, look to develop a plan that will address the current situation as well as provide for the District needs over the next 10 years. Such an approach will require adjustments throughout the District rather than looking only at isolated populations and capacities.

Given that there continues to be an enrollment imbalance today, the committee looked to future enrollment projections to see if this problem would somehow be alleviated. This was accomplished using the four-year-old age group as a barometer for projecting future kindergarten patterns by enrollment area. It should be understood that although this approach may not be sufficiently accurate to identify a specific class size, it is useful to predict growth trend and relative rate of change. Based upon the '87, '88, and '89 census data for four-year-olds Appendix G - Fig IV, the three schools of concern (St. James, Accomsett, and Smithtown Elementary) either maintain or show increases in their level of growth. As a result, no relief can be anticipated in any of these areas.

### 3.2 INTERMEDIATE PROGRAM

#### 3.2.1 CURRENT ENVIRONMENT

The baseline intermediate school program, facilities, and enrollment are summarized below along with an assessment of current needs.

##### 3.2.1.1 INTERMEDIATE PROGRAM IN THE SMITHTOWN CENTRAL SCHOOL DISTRICT

The Intermediate School program in the Smithtown School District has evolved into a comprehensive program which emphasizes not only a core academic curriculum but also a variety of elective and exploratory experiences. With the addition of a required 9th period of instruction in 1987 (in response to the Regents Action Plan), each Intermediate School delivers eight (8)



periods of instruction on a daily basis to all students plus lunch.

At the sixth grade level heterogeneous sections are created which form the basis of the instructional unit. Each section receives daily instruction in the four major subjects - Math, English (Language Arts), Science and Social Studies. Homogeneous groups are established for developmental reading which is also delivered on a daily basis. In addition to these basic courses, 6th grade students receive instruction in Performing Music (Band, Chorus, Orchestra), General Music, Technology, Home & Career Skills, Physical Education, and Art. Special remediation classes as well as enrichment classes (STEPS) also exist for youngsters with particular needs.

At the seventh and eighth grade levels, the required program also includes English, Math, Science and Social Studies. (These classes are heterogeneously formed although we also start to offer enriched/accelerated/honors sections for selected students.) Foreign Language is also required, beginning at 7th grade, which not only satisfies the Regents Action Plan requirement, but could also lead to high school credit. For those students weak in the basic skills, communication skills classes and PSEN classes are provided. All other (non-remedial) students have the opportunity to select an elective course ranging from the performing music groups to computers. In addition, instruction is provided in the areas of Technology, General Music, Art, Physical Education, Health and Home & Careers.

Special Education classes are provided at all three grades (6,7,8) of the Intermediate School. Currently there are 74 sections for Special Education instruction at our three (3) Intermediate Schools. These sections include instruction in English, Math, Social Studies, Science, Reading, Computer, and Practical Communications and support in the Resource Room for sixth, seventh, and eighth grade students. This accounts for the use of approximately 15 rooms between the three schools.

The sum and substance of all the above is the greatest concentration of required program at any level in the Smithtown School District.

#### 3.2.1.2 EXISTING FACILITIES AND ENROLLMENT

The capacity of a building to provide for the instructional needs of students is directly related to class size, staffing and programmatic considerations. During the sixties and early seventies the Intermediate Schools were able to accommodate more students than today because there were fewer District and State Education Department mandated programs. For example, at Accomsett there were 28 regular classrooms and 6 science labs when the school opened in 1972. During the past several years 7 regular classrooms (25%) have been rededicated because of speech remediation, small group instruction, special education, computer instruction, electives and additional foreign language requirements, thus impacting total capacity.

Given today's program considerations and requirements of the Smithtown School District, Intermediate Schools should be formed within the 500-650 student range.

### 3.2.1.3 "AS-IS" ASSESSMENT

#### UNIFORMITY OF PROGRAM

At the intermediate school level the following allocation of space now exists in each building Appendix I - Fig. VI. As can be seen from this table, there is little difference in this space allocation among the buildings.

### 3.2.2 PROJECTED 1988-1998 ENVIRONMENT

This projection starts with the existing curriculum, adjusting it according to the changes in program requirements, while taking into consideration any changes in enrollment and demographic trends.

#### 3.2.2.1 NEW INTERMEDIATE PROGRAM REQUIREMENTS

##### REGENTS ACTION PLAN IMPACT

The implementation of the Regents Action Plan has caused profound changes in the intermediate school program. The requirements for Home and Career Skills have been expanded to 30 weeks. Technology Education instruction education has been increased to 40 weeks. Smithtown always had thirty weeks of instruction in each of these areas. In order to meet the expanded technology requirements, an additional ten (10) weeks of Technology Instruction was added to the Grade 7 curriculum.

The Part 100 regulations require the average of one period per week in library skills. The decision in Smithtown has been to integrate library skills into the 7th and 8th grade curriculum disciplines.

Second language requirements were changed. The class of 1992 will have completed one (1) unit of study by the end of 9th grade in a second language. In addition, the class of 1994 will have two years of a second language by the end of 9th grade. All of our students, except those Special Education Students who are exempt by their IEP's, currently take a second language. We have also planned for the students in communication skills classes. These students use the ninth period to complete this requirement.

We did not want to lose the communication skills program which is very important. The language requirement make a claim on space, scheduling, and staffing. The nine period day has resolved these problems. There was also a mandate for computer lab by 1987. These labs use up traditional classroom space.

#### 3.2.2.2 ENROLLMENT AND DEMOGRAPHIC TRENDS

##### ENROLLMENT PROJECTIONS

Enrollment at the intermediate level has been declining over the past several years and will continue to do so for the next three (3) years, as shown in Appendix F. Based on the assumption that the elementary schools

will stabilize at approximately 3,300 students, it is anticipated that the intermediate school will drop from their current attendance of 1841 to a low of 1685 in 1991 and then begin increasing to an enrollment of 1912 in 1997. The out-year enrollment represents approximately the same size enrollment as today. It should be noted, however, that this projected enrollment represents a growth of 300 students over that which was projected only three (3) years ago.

#### HOUSING DEVELOPMENTS

A review of the current information relative to housing Appendix D - Figure III indicates that the greatest impact will be on the Nesaquake and Accomsett Intermediate attendance areas. This conclusion is based on the feeder patterns for each intermediate school. Currently Accomsett, Smithtown and Mt. Pleasant Elementary feed into Accomsett Intermediate and eventually into High School West. St. James and Dogwood Elementary and the students from Mills Pond Estate who attend Nesconset Elementary feed into Nesaquake Intermediate. Those students who attend Branch Brook, Tackan and the remaining Nesconset students attend Great Hollow Intermediate. The students from Nesaquake and Great Hollow currently move on to attend High School East.

#### 3.2.2.3 1988-1998 ASSESSMENTS

##### EFFECTS OF NEW PROGRAM REQUIREMENTS

There are so many new programs that we cannot use the same formula for building utilization as we have in the past.

At the intermediate schools the Regents Action Plan was accommodated with the current enrollment but the additional requirements could not be met without a reorganization of the day. If a student must take eight (8) classes, he/she must be given eight (8) periods to do it. The nine period day was implemented in 1987. All periods were shortened to forty (40) minutes, and passing time was changed to three (3) minutes. No curriculum changes were made because of the shorter instructional period. The state mandates 180 minutes of class time a week Smithtown School District has 200 minutes a week. The ninth period is being used in a variety of ways. For one, it is used to provide non-pullout remediations and support (communication skills classes). For another, it is when the performing music groups (band, chorus, orchestra) are offered. Finally, the ninth period is used as an elective period where each intermediate school has developed it's own set of offerings. These will vary from school to school and year to year, depending upon student interest, faculty training and availability and adequacy of facilities. The only exception are students who are using this period for Communication Skills. The nine period day provided an added bonus for our students. Since teachers also have an additional period, two teaching periods per week are used to provide extra help for the students. This can be voluntary, assigned, or requested by the parents during lunch. The number of rooms is another consideration. The new program requirements may also affect many marginal students in our district who will have to meet new requirements under the Regents Action Plan. As a

result, we see the possibility of the District having to provide contingency space which may be needed for remediation.

#### ENROLLMENT AND DEMOGRAPHIC TRENDS

Analysis of the subdivision breakdown Appendix D - Fig III indicates that all three intermediate schools would be affected by new housing developments. Since each of these schools has reserve capacity, reasonable growth should not be a problem.

It should be noted here that any additional facilities which become available due to short term decline enrollment should be used as the contingency space for new program requirements and/or remediation. Over the longer term it is anticipated that the District will have to draw upon this space for anticipated enrollment increase.

#### EAST-WEST BALANCE

The Committee recognizes that there presently exists an imbalance in the total student enrollment between east and west. As of October 1988 the west side of town had 1191 high school students, 677 intermediate school students and 1181 elementary students for a total of 3049 students. The east side of town housed 4422, 1769 at the high school level, 1164 at the intermediate level and 1489 at the elementary level. The intermediate schools are nicely balanced, but in order to provide equality of program and equal access to facilities, the problem of overcrowding at some of our elementary schools must be addressed immediately. At the same time this problem is addressed, the balance between east and west can be adjusted by slightly altering the feeder pattern of our intermediate school eighth graders. This would ensure that students in both the east and west side of town can be provided with equality of programs and equal access to facilities.

### 3.3 HIGH SCHOOL PROGRAM

#### 3.3.1 CURRENT ENVIRONMENT

The baseline High School Program, facilities, and enrollment are summarized below along with an assessment of current needs.

##### 3.3.1.1 HIGH SCHOOL PROGRAM IN THE SMITHTOWN CENTRAL SCHOOL DISTRICT

The committee was presented with a tremendous amount of information from a number of speakers regarding scheduling, course offerings, class size, and graduation requirements. The District offers a wide variety of courses to our students, but with the constraints of an 8 period day, scheduling problems arise, and students are often unable to avail themselves of these offerings. We discussed the results of the survey taken by the students in grades 8-11 regarding the possibility of a 9 period day. The survey indicated that approximately 84% chose a class, 14% lunch and 2% study hall. Currently 40% of our high school students do not have a lunch period, an increase from 20% in 1984.



Enrollment is down in many elective areas, those hardest hit being Technology, Business and Home Economics.

Special Education classes continue to be offered on the secondary level. These classes are content oriented and operate under the same time and space constraints as all other classes at the high schools. A total of 80 academic sections in English, Math, Social Studies, Science, Practical communications, Criminal Law and Justice, Social Psychology, Health, and Life Skills as well as Resource Room support accommodate the District's ninth through twelfth grade Special Education student population.

The Special Education classes at the secondary level are formed around the state mandate of 12:1:1. Prior to 1988 we were able to support two classes in each classroom with permanent dividers. In 1988 the Fire Codes for schools in New York changed, and we were no longer allowed to conduct our classes in this fashion. These changes have put an additional strain on the facilities we require to service our students at the high school level, particularly at High School East.

#### 3.3.1.2 EXISTING FACILITIES AND ENROLLMENTS

Currently there are two (2) high schools in the District. The philosophy of the secondary administration of these schools is such that every effort is made to accommodate the student's request subject to Board Policy IHD-Scheduling of High School Students.

Our high schools were built with certain capacities in mind. While we realize that the enrollment numbers are declining, there has been an increase in the program over the past several years. Also the required number of credits for graduation has increased to 18<sup>1</sup>/<sub>2</sub>. The availability of classroom space has therefore lessened.

#### 3.3.1.3 "AS-IS" ASSESSMENT

##### UNIFORMITY OF PROGRAM

Program offerings should be made available to all students regardless of their attendance area. We support the concept of two (2) high schools. In the early 1990's there is an anticipated decline in enrollment in High School West to under 900 students. This decline, however, only continues until 1995. At that point there is an increase.

Due to the Regents Mandates in past years, the availability of electives has decreased. In order for students to add electives to their schedules a need for a nine (9) period day should be considered. If the availability for classroom space doesn't exist, then a consolidation of certain related courses should be considered.

##### FACILITIES AND ENROLLMENT

At this time our high schools are smaller in population than in the past. New mandated programs (i.e. Special Education) and the development of new

programs (e.g. High Tech Program) will absorb the space created by the decline in enrollment during the next few years.

Average class size numbers given to the Committee appear to be within an acceptable range. We would prefer that these averages be calculated without the inclusion of Plus and Honors classes and that those figures be listed separately.

In addition the Board of Education policy on class size will aid in minimizing the number of below minimum classes for high school electives. This policy coupled with the policy on student schedules will lead to more consolidated, efficient course offerings at our high schools.

### 3.3.2 PROJECTED 1988-1998 ENVIRONMENT

This projection starts with the existing curriculum, adjusting it according to the changes in program requirements, while taking into consideration any changes in enrollment and demographic trends.

#### 3.3.2.1 NEW HIGH SCHOOL PROGRAM REQUIREMENTS

##### REGENTS ACTION PLAN IMPACT

The major changes involve the diploma requirements. The class of 1993 will need  $20\frac{1}{2}$  credits to graduate, regardless of which diploma they receive. This change is due to crediting Physical Education with  $\frac{1}{4}$  unit per semester. Previous graduation requirements were  $18\frac{1}{2}$  credits for either a local or a regents diploma.

Before the Regents Action Plan went into effect, it was easier for students to develop a (3) three year sequence. Now specific courses must be taken, and requirements are more specific. Under this new plan it is more difficult for students to take electives because they need to meet sequence requirements.

Because approximately 85% of our students are college bound they are seeking to meet the competitive entrance requirements by taking additional academic subjects and AP courses. They often take a (4) four year sequence in areas that require only a (2) two or (3) three year sequence.

The scheduling problems of the Regents Action Plan impact the flexibility of students to take electives in either academic or elective areas. Having a 9 period day would offer these students the opportunity to avail themselves of the many courses offered.

There are major increases that the state is mandating. The mandated program changes are as follows:

Fourth unit of social studies. Smithtown has had a fourth year.  
Second year of science. Smithtown has required a second year of science.

Second year of mathematics. Previously 88% of our students took a second year of math. This meant the creation of two or three additional sections District-wide.

Art/Music requirement. The requirement is one unit of music and/or art. Students who participate in band or chorus meet the requirement. However, 50% of our student body does not currently take the equivalent of a year of art and/or music. This could have major facilities implications. The district is encouraging students to meet this requirement in grade 9.

Second language. A three year sequence is required for a Regent diploma. Students will be encouraged to begin in grade nine, especially if they are unsure if they are going to pursue a Regent or Local diploma.

Sequence. In the past only a three year sequence was required. Now there will be three possibilities.

- a) 2-3 units of credit sequences
- b) 1-5 units of credit sequence (other than in English or social studies)
- c) 1-3 units of credit sequence and  
1-5 units of credit sequence in English or social studies.

If you add:

4	years of English
4	years of Social Studies
3	years of language
3	years of Math
3	years of Science
1	year of Art/Music
1/2	year Health
2	credits Physical Education
20 1/2	credits

The average senior carried 6.09 courses.

### 3.3.2.2 ENROLLMENT AND DEMOGRAPHIC TRENDS

#### ENROLLMENT PROJECTIONS

Enrollment at the secondary level is continuing to decline, but at a rate lower than previously projected. Although it is anticipated that District-wide enrollment will decrease by 22% over the next five years, this is at a rate significantly lower than that projected only three years ago. For example, the previous Housing Committee data indicated that high school enrollment would continue to decline ('85 through '95) to a level of 1986 students while the current 10-year projection ('88 through '98) will reach a low of 2,269 in '95 and begin to increase to 2,371 in '98. The current end-of-period projections represent an approximate 20% increase in enrollment as compared to the '86 projections.

### 3.3.2.3 1988-98 ASSESSMENTS

#### EFFECTS OF NEW PROGRAM REQUIREMENTS

The effects of the Regents Action Plan have been numerous. Given the current structure at our high school, the student does not have the time or the opportunity to take full advantage of the electives available. Many of our students resolve this by using their lunch period as an extra period of instruction. Serious consideration must be given to extending the high school to a 9 period day so that our students can take full advantage of the educational opportunities available. The programs available to them must be looked at and possibly consolidated to counterbalance lower enrollments. Achieving balance between east and west would assist in meeting a quality of programs and greater access to facilities.

#### EAST-WEST BALANCE

At the present time, there is an imbalance in enrollment between east and west. The biggest obstacle has been and still is the fact that west has only one feeder intermediate school.

The Committee feels that balancing the student enrollment at the two high schools is desirable. This could be accomplished by moving the 9th graders from one elementary school attendance area over from the east end to the west end, as they leave the intermediate school and enter 9th grade level. Also a look into any problem in transportation of these students should be considered.

### 3.4 CONFIGURATIONS

The Committee looked at many plans for the configuration of our schools. They were cognizant of the concern for space and program at both the elementary and high school level.

Due to the enrollment at the elementary schools, a K-3 4-5 plan was reviewed. This plan would pair schools in quadrants whereby one school would house K-3 students and another school 4-5. Based on the Committees analysis, this plan would still not provide an equatable distribution of students with the necessary number of classrooms at each level and for each special area program.

Other proposals included moving the eighth grade into the high schools, creating two 6-7 middle schools and using the remaining middle school as an elementary school. This plan was met with concern regarding extensive financial costs in refitting a middle school for an elementary school, negative reaction to moving eighth graders into the high school, and concern regarding the undermining of the intermediate school sports program as well as the Middle Level Education concept.

Another concept considered in balancing the two high schools was to create two 6 to 12 schools. This plan would require some architectural changes to both schools such as creating separate lunchrooms for 6-8 and 9-12, separate



libraries and possibly some special rooms to divide each school internally into somewhat separate buildings. It was suggested that different starting and ending times could lead to double use of the fields as well as sharing administrators and supervisors. The financial implication required here was of major concern to the Committee as well as the time that would be needed to convert the space and the transportation costs with two starting and ending times.

Six possible plans for a single high school were addressed and will be discussed in detail in the next section of this report.

#### 4.0 CONCLUSIONS AND RECOMMENDATIONS

##### 4.1 REFLECT THE FACILITIES REQUIRED TO EFFECTIVELY PROVIDE THE EDUCATIONAL PROGRAM.

Current building utilization does not provide all of our students equal opportunities for District programs. Overcrowding at some of our elementary schools (Accompsett, St. James and Smithtown Elementary) means that the needs of many of our students cannot be met. At present, 1,269 (42%) of the current elementary student population is housed within the Accomsett and St. James Elementary buildings. The Committee felt that a student's learning opportunity should not be diminished by a lack of facilities. Relocatables, while temporarily solving housing needs, create a strain on the central facilities and support staff.

The Special Education department has stated that Mt. Pleasant and St. James Elementary schools do not house any self-contained classrooms and Smithtown Elementary only houses one. Because of these conditions the children from these schools who need the self-contained classes are bussed to other schools. This, however, does not meet the state regulation defining the "least restrictive environment as the placement of an individual pupil with a handicap condition which is determined following consideration of the proximity of the placement to the pupil's place of residence."

After reviewing all this information the Committee is recommending that as space does become available, the Board of Education increase the number of self-contained classrooms in each building.

This Committee recommends that the Board of Education dedicate one classroom for each of the programs listed below which includes space for Special Education classes within each of the District's elementary schools.

- (1) Reading Room/Chapter I Room
  - (1) Learning Center
  - (1) Music Room
  - (1) Art Room
  - (3) Special Education (average of 2 Special Education per building) + a Resource Room
  - (1) STEPS Room/Multi-Purpose Room (instrumental music, chorus, preschool, math olympiad, etc.)
- TOTAL = 8 rooms

On the Intermediate level a need for more classrooms for Special Education should be considered.

The utilization of our middle schools currently allows all of our students equal opportunities for our programs but this does not remain true on the high school level. Equal opportunities for programs can only be met if there is an equal base from which to develop these programs, and the current imbalance between East and West makes this difficult. We recommend a comprehensive look at our entire District's enrollment with the goal of changing patterns of attendance as the only solution. This can not be done piecemeal as this is only a bandaid solution. The use of relocatables should be kept to a minimum.

#### 4.2 CONSIDER THE FEASIBILITY OF A SINGLE HIGH SCHOOL DISTRICT

Listed below are six alternatives the Committee reviewed as it considered the feasibility of a single high school district. For each option the pros and cons are listed. In addition, the grade configurations and number of students for each configuration are listed. The figures used are based on the 1990 - 91 enrollment projections.

The Committee has reviewed six (6) alternative configurations:

##### PLAN 1 - ONE HIGH SCHOOL DISTRICT (9-12) (2,566)

- A. Pros: reduce the cost of operating two (2) High Schools; making available funds from possible sale or rental of facility.
- B. Cons: overcrowding which impacts on the basic building facilities; increased class sizes; changes in programming; negative impact on programs such as computer labs; English/Writing labs; High Tech and Special Education programs; transportation difficulty and costs.

##### PLAN 2 - ONE HIGH SCHOOL (11 & 12) (1,291) ONE JUNIOR HIGH (9 & 10) (1,276) THREE INTERMEDIATES (6-7-8) (659,536,504)

- A. Pros: equalized population and balance of program.
- B. Cons: loss of availability of courses and the flexibility of the students' choices; negative impact on music and sports programs; increased transportation costs and lack of school identity.

##### PLAN 3 - ONE HIGH SCHOOL (10-11-12) (1,957) ONE JUNIOR HIGH (7-8-9) (1,761)

- A. Pros: more facilities available for possible sale or rental; possible use of intermediate schools for elementary

facilities.

- B. Cons: overcrowding of both schools which impacts on the basic building facilities; getting away from Middle Level Education concept; negative impact on music and sports programs; transportation difficulties and costs.

PLAN 4 - ONE SENIOR HIGH SCHOOL (11-12) (1,291)  
ONE JUNIOR HIGH SCHOOL (9-10) (1,276)  
THREE INTERMEDIATE SCHOOLS (5-8) (885,709,671)

- A. Pros: Alleviates the housing problem on elementary level; balances uniformity of programs.
- B. Cons: increases population on intermediate level; social and academic changes for 5th graders, negative impact on music and sports programs; loss of availability of courses and the flexibility of the students' choices.

PLAN 5 - ONE HIGH SCHOOL (10-12) (1,957)  
THREE MIDDLE SCHOOLS (6-9) (869,731,697)

- A. Pros: availability of facility for sale or rental, uniformity of program at high school level.
- B. Cons: overcrowding at both levels which impacts on the basic building facilities; changes in guidance counselors for 9th graders; negative impact on sports and music programs.

PLAN 6 - TWO HIGH SCHOOLS (8-12) (1,958,1,211)  
TWO INTERMEDIATES (6-7) (598,498)

- A. Pros - makes an intermediate school available for the elementary level.
- B. Cons - loss of Middle Level Education, increase cost for revamping intermediate school to house elementary students, social and academic changes for 8th graders, negative impact on intermediate sports programs.

The Committee concludes that the cons outweigh the pros on all of the configurations reviewed and that none of these plans are feasible at this time.

We strongly recommend that we remain a two (2) High School District.

Every effort should be made to maintain programs of equal scope in all the basic academic areas in both schools.

We also recommend a balance of population between east and west by altering the feeder pattern with the incoming 9th graders from one elementary school attendance area, thereby offering a better opportunity for participation in

sports, music and other activities and maintaining two comprehensive high schools. In addition this plan would assist in meeting the needs for program and space for the District's secondary special education program.

Leave the Intermediate School "as-is." The program that has been implemented is providing students with all necessary academic requirements. It is also in line with the Middle Level Education concepts.

It is also the recommendation of this committee that the Nine Period Day at the high school level be strongly considered. This will increase the availability of electives and, if necessary, alleviate elimination of courses due to insufficient students taking a course.

#### 4.3 ADDRESS THE FEDERAL AND STATE MANDATES FOR PRE-SCHOOL EDUCATION.

At this time we meet all the requirements for the Federal and State mandates for Pre-School education.

If the State and/or Federal regulations change in the upcoming years and the needs for Special Education increases, the Committee recommends moving the Pre-School program to a facility within the District where more space is available.

#### 4.4 DETERMINE THE COMMUNITIES WISHES WITH RESPECT TO AN EXTENDED/FULL DAY KINDERGARTEN PROGRAM.

Given that three elementary schools (Accompsett, St. James and Smithtown Elementary) are either at or over capacity, the Committee feels that, even with a major redistricting involving all the elementary schools, the biggest problem involving Extended/Full day Kindergarten at this time is a lack of needed facilities.

In addition, the cost factor, which involves additional staffing, transportation and outfitting costs, is also a concern to the Committee. (Appendix J - Figure VII).

The Committee realizes that the trend in recent years has been toward a Full Day Kindergarten; however, it feels that such a program would not be practical at this time due to the lack of needed facilities and the current budget climate on Long Island. The Committee recommends that the Board of Education review this program again. The Committee would suggest further research be reviewed on the pros and cons of Full Day Kindergarten. It further recommends that the community's input about implementing such a program be assessed. Lastly, but not with any less importance, the Committee would like District teachers' and administrators' views regarding Extended/Full day Kindergarten to be considered in the process.

#### 4.5 REFLECT THE CURRENT AND PROJECTED HOUSING AND ENROLLMENT PATTERNS

Accompsett, St. James and Smithtown Elementary are either at or over capacity. Demographic trends indicate that these conditions can be expected to either continue or worsen over the next five (5) years.



An alternate elementary configuration of K-2 and 3-5 developed by pairing the contiguous schools showed no programmatic benefits, nor did this plan provide the necessary space required.

Enrollment at the secondary level is currently declining, but at a rate lower than previously projected. For the first time a bottoming out of the decline is anticipated in the mid '90's, followed by an enrollment growth.

The Special Education department has stated that Mt. Pleasant and St. James Elementary schools do not house any self-contained classrooms and Smithtown Elementary houses only one. Because of these conditions, the children from these schools who need the self-contained classes are bussed to other schools. This, however, does not meet the state regulation defining the "least restrictive environment as the placement of an individual pupil with a handicap condition which is determined following consideration of the proximity of the placement to the pupil's place of residence."

After reviewing all this information the Committee recommends that as space does become available, due to redistricting on the elementary level, the Board of Education should increase the number of self-contained classrooms in each building in order to meet these needs.

This Committee recommends that the Board of Education dedicate one classroom for each of the programs listed below, which includes space for Special Education classes within each of the District's elementary schools.

- (1) Reading Room/Chapter I Room
- (1) Learning Center
- (1) Music Room
- (1) Art Room
- (3) Special Education (average of 2 Special Education per building) + a Resource Room
- (1) STEPS Room/Multi-Purpose Room (instrumental music, chorus, preschool, math olympiad, etc.)

TOTAL = 8 rooms

In addition, on the Intermediate level a need for more classrooms for Special Education should be considered if the need arises.

The Board of Education should adopt and implement for September, 1990 a comprehensive, long range redistricting plan which addresses the imbalance in the school population. This plan should focus upon the establishment of balanced program implementation at the elementary level and incorporate sufficient flexibility for anticipated growth patterns. In addition, this plan should attempt to alleviate the East/West population imbalance. This plan must clearly improve the equality of program and avoid patchwork solutions so as to enjoy community support.

4.6 IDENTIFY THOSE AREAS OF CONCERN TO THE COMMUNITY SO THAT THE BOARD CAN REVIEW AND TAKE ACTION IF NECESSARY.

CONCLUSIONS AND RECOMMENDATIONS

Throughout our meetings certain areas of concern of the community became clear to the Committee. Equal opportunity for programs is an essential concern, and this refers not only to building utilization but also to time utilization. The Regents Action Plan necessitated the expansion of the intermediate school day to a nine (9) period day, and it has had an equal impact on the high school's program. Many of our students must sacrifice their lunch period in order to fulfill their sequence requirements and take advantage of the full range of electives available. By also extending our high school to a nine period day, these problems can be alleviated.

Currently we have a situation where the overutilization of some of our elementary schools impact on students' access to programs. On the high school level both the imbalance between East and West, which affects the base from which programs can be developed, and the limitations of the current school day impact on students' abilities to have full access to programs. Changes made at one level have an effect on the other levels; therefore, we must look at the District's entire attendance area and make the changes comprehensive.

Although at this time we do not have space available for Extended/Full day Kindergarten, it will continue as a concern of the community. Future plans should include ongoing assessment of housing and program needs, particularly how these affect our leased buildings. Our needs assessment must be done before these buildings are due for renewal. Should changes in programs occur, for example Extended/Full day Kindergarten or additional state mandates, our close monitoring of our needs can determine whether our leased buildings should be made available for renewal.

The lease on Mills Pond expires on June 30, 1992. Meadow Glen lease expires in 1992 and contains a five year renewal option. In 1995 the lease on New York Avenue expires. Due to the time remaining on these leases and the legal ramifications of breaking a lease, the Committee could not consider these buildings as an option for our housing problem at this time. The district must be very careful about encumbering that space again for such a lengthy period.

The Board must complete another analysis of housing patterns and program needs as we move further into the 1990's before any decisions can be made regarding these facilities.

4.7 ADVISE THE BOARD AND ADMINISTRATION IN DEVELOPING AND MAINTAINING A STABLE, LONG RANGE PLAN

The Committee has looked long and hard at our existing status and at what the projected future appears to hold for us. It is the recommendation of the Committee that a comprehensive redistricting project at the elementary level begin as soon as possible. It is our intent that this project be

implemented for September, 1990. We have reviewed the building activity within Smithtown. Current plans affect all schools, and comprehensive redistricting now will enable us not to have to redistrict every three or four years. Such a long term plan will contribute to the integrity of our School System, which is excellent.

The Committee encourages the Board of Education to work with the administrators at the school level when such a plan is developed. We encourage you to call upon the community as you have now to assist in the support of any developed plan.

As the Committee looked at each school level within our System, it was obvious to us that each level has programmatic needs on which the individual environment and population impact upon. At the intermediate level the configuration and population lends itself to the implementation and support of the Middle Level Education concept. As stated in the Board of Education Goals, Smithtown strives to educate the total child and is aware of social, emotional, psychological and educational needs. Our current program is able to meet these goals. But programs and mandates change. Some of our programs, such as Special Education, are flexible. Through redistricting at the elementary level we may find a slight readjustment of numbers from the feeder schools to the intermediate schools. This action could assist with space if some of our more flexible programs need additional space.

At the high school level the Committee examined student projections, the programmatic difficulties, the maintenance of a comprehensive program, equal educational opportunities for all students and elective opportunities. The Committee sees that, while we are still in a decline at the high schools, the number of students will increase again. At this level, as at all levels, mandated requirements impact on students and space. The Committee strongly encourages the Board of Education to support a Nine Period Day for the high schools. In addition, we see the consolidation of some of the courses offered as a means of minimizing classes falling below District Policy on class size. The Committee also recommends a minor redistricting at the high school level. By making a minor adjustment in the feeder school pattern when eighth graders leave the intermediate school, we can accommodate the Special Education Program, offer more students an opportunity to participate in Band, Orchestra, Thespians, and varsity sports, as well as having a wider core of students. Both schools will then be able to alleviate some of the singleton and doubleton problems the District faces with its scheduling at this time.

The Committee is pleased that we are able to meet the Special Education Pre-School requirements and that our provision for space is adequate. The Committee encourages the Board of Education to be flexible should more space be necessary for this program.

#### 5.0 CLOSING STATEMENT

The Citizens' Advisory Committee on Housing is well aware that the Board of Education, Administration and staff of our District work diligently to provide an excellent education for the students entrusted in their care. The Board of Education is to be congratulated in developing a policy on

class size that is fair and equitable. This, coupled with the goal to provide equal educational opportunities, sets the standards for our students. At this time we are faced with an incongruent situation throughout our District that keeps us from attaining these goals.

This Committee has studied carefully the problems we face related to academic programs, physical space and fiscal responsibility. We have made recommendations which we feel address the immediate needs while looking to the future. Once again we have two major concerns. These are imbalance of population at the elementary level and maintenance of a comprehensive program at the secondary level. Both are of equal importance.

The Committee recognizes that solving these challenges will not be easy. We support the concept of equal educational opportunities for all of our students regardless of their level, geographic location or building. To reach this goal, the Board of Education must incorporate a District-wide comprehensive realignment of the elementary school attendance areas along with a smaller population adjustment at the secondary level. These actions are due to our growing elementary population and our secondary population which is projected to stabilize by the mid nineties.

We hope that the aforementioned recommendations will assist the Board of Education in meeting its long term academic and housing goals.



# SMITHTOWN CENTRAL SCHOOL DISTRICT

## Outline of the Elementary Program

### I. Instructional, Basic K-5

1. Language Arts - Supervised by Reading Teacher
  - a. District-Wide Developmental reading program - Addison-Wesley
  - b. Writing, spelling, penmanship
  - c. Speaking
  - d. Listening
2. Mathematics - spiral - District-Wide state syllabus-computation, concepts and problem solving, numeration, operations, whole numbers, geometry & measurement, Probability and Statistics, Fractions.
3. Science, Health and Safety
  - a. District-Wide ESP Science Units- State Syllabus - 1 physical and 1 Biological Unit per grade level
  - b. HAP Units (Health Activities Project)
  - c. Outdoor Learning Lab BOCES
  - d. Growing Healthy Pilot (K and 1)
4. Social Studies District-Wide Units - Neighborhood, Community, L.I. Studies, The World, U.S., Canada and Latin America. (Social, Political, Cultural, economic, geographic, historical).
5. Music - sequential program, 2 periods a week, vocal music teacher - Maximum of 60 minutes weekly.
6. Art - sequential program, 1 period a week, art teacher - maximum of 50 minutes per week.
7. Physical Education- sequential program, 2 periods a week, phys. ed. teacher - Maximum 70 minutes per week, Grades K-2, Maximum 90 minutes per week, Grades 3-5
8. Library Program - Librarian
  - a. Scheduled Skills classes once a week
  - b. Open Library for research skills development and media circulation.

### II. Remedial and Support Programs

1. Reading Center - Reading Teacher
  - a. PSEN youngsters in reading and language
  - b. Support for K-5 Program
  - c. CAI (Computer Assisted Instruction)



2. Learning Center - Teacher Aide
  - a. PSEN youngsters in mathematics, reading and language K-5
  - b. Support for K-5 Instructional Program
  - c. Enrichment for K-5 Instructional Program
  - d. CAI
3.
  - a. Chapter I - Tutors and Aides for remediation in Mathematics, reading, and language, grades 1-3
  - b. Ossining Tutorial Grant - Aids Remediation in reading, grades 1-3.

III. Computer Program - Learning Center Aide and Reading Teacher  
Title I Tutors, Classroom Teachers

1. PSEN youngsters in math, reading, language
2. Support for classroom program
3. Enrichment
4. Computer awareness program for interested youngsters
5. Logo
6. Classroom Teacher - appropriate curriculum applications

IV. Music Offerings

1. Chorus, once a week, vocal music teacher
2. Instrumental and string lessons, once a week, string teacher and instrumental teacher
3. Band, once a week, instrumental teacher

V. S.T.E.P.S. Program

1. Grade 2/3 combination
2. Grade 4/5 combination
3. Math Olympiad Grades 4/5

VI. ESL Program for non-English speaking students, BOCES teacher

VII. Comprehensive Testing Program

1. California Achievement Test K-5 Spring - Administered to all students except those exempted by language deficiency or handicapping conditions
2. PEP Tests Grade 3, Reading and Math, Spring
3. NYS Writing Test, Grade 5, Spring
4. Individual testing where indicated by building team, parent, or teacher recommendation.
5. Diagnostic Screening - State Mandated - or new entrants

VIII. Multi-Disciplinary Building Team - Meets once a week for individual student program evaluation, COH and STEPS screening.

- IX. Pre-School Program - PTA Volunteers, Advisors - Reading Teachers, Kindergarten Teachers, Principal
- X. Extra-Curricular Activities - Afterschool e.g. Computer Clubs, roller skating, gymnastics, chess clubs, etc., varying from school to school





FIGURE I

## ELEMENTARY SCHOOL BUILDING UTILIZATION 1988-89

Basic Classrooms	Relocatables	Total Rooms	Classrooms K-5	Music	Art	L.C.	Sp. Ed.	STEPS	Reading	PTA Pre-School	Other	Total
Accompsett	5	29+2K	22+2K	1A+F	1	4	1	1	1A			29+2K
Branch Brook	1	16+2K	11+1K	1	K	1	2+1A	1	1A	2K		16+2K
Dogwood	0	18+2K	10+1K	1+1F	1	1	3+1K+1A	1	1A	1	1/Psychol	18+2K
Mt. Pleasant	0	18+2K	10+1K	1+1A	1K	1	4+3A	1	1	1		18+2K
Nesconset	1	22+2K	14+1+5/K	1+1A	1	1	3+.5K	1	1A	1		22+2K
St. James	0	27+2K	23+5/K+2K	1+1A	1+2A	1	1A	1A	1.5A	.5		27+2K
Smithtown	0	18+2K	14.5/K+1K	1K+1A	0	1	1+1	1A	1A	.5K		18+2K
Tackon	0	24+2K	15+1K	1+1F+E	1	1	4	2	1A	1	BOCES 1K Faculty 1+1A	24+2K
Totals	15	172+16K	120+10.5K	6+1K	6+2K	8	22+1.5K	8	1	1+2K	2	175+16K

Chart denotes:

Regular classroom utilization

District programs housed in regular classrooms

District programs housed in other areas

Other programs operating in reg. and/or other areas.

Does not reflect "other areas" used by social worker,

psychologist, speech teacher, etc.

1 Regular Classroom

1A not a classroom

K-Kindergarten

D-3rd grades have music in classrooms

E-2nd grades have music in classrooms

F-28 music classes in classrooms

G-10 art classes in classrooms

/Shared at alternate times



Fig. II  
SMITHTOWN CENTRAL SCHOOL DISTRICT  
SPECIAL SERVICES  
October 7, 1988

ELEMENTARY & SECONDARY ENROLL & ATTEND/ELEMENTARY CLASS SIZE REPORT

SCHOOL	KOG		1	2	3	4	5	Spec	Avg.	Total
Accompt. Elem	AM	PM								
	23	25	22 21	25 24	21 21	26 26	26 27	9 11		
	24	22	21 21	25 24	20 21	25 26	27 26		*23.4	
	Enr	47 47	106	98	103	103	106	27		637
	Att	46 44	99	94	101	100	103	24		611
Branch Brook		19 21	23 22	20 20	17 18	22 22	21 23	6 7		
					17				*20.3	
	Enr	19 21	45	40	52	44	44	13		278
	Att	18 19	43	39	51	43	43	13		269
Oogwood		20 19	21 20	21 21	23 24	22 22	27 27	7 8		
								4 9	*22.2	
	Enr	20 19	41	42	47	44	54	28		295
	Att	19 16	40	41	44	42	54	27		283
Mt. Pleasant		21 17	22 21	17 18	14 15	22 23	17 18		18.7	
	Enr	21 17	43	35	29	45	35			225
	Att	20 17	42	34	28	43	33			217
Nesconset		17 19	19 18	17 17	20 20	18 19	22 22	9 7		
		17	17	17	19			5	*18.6	
	Enr	34 19	54	51	59	37	44	21		319
	Att	33 19	53	48	57	36	42	19		307
St. James		24 23	21 23	24 24	22 22	26 25	27 26			
		24 21	22 22	24 24	22 22	25 25	27 26		23.5	
		22	22	23	21					
	Enr	70 44	110	119	109	101	106			659
	Att	69 40	107	116	107	95	98			632
Smithtown Elem	AM	PM								
	20	19	21 18	17 18	20 21	20 21	25 25	11		
		22	21	17	21	20			*20.3	
	Enr	20 41	60	52	62	61	50	11		357
	Att	18 40	59	51	60	56	49	10		343
Tackan		22 23	21 20	20 20	21 21	25 26	24 23	8 9		
			21	19	20	26	25	7	*23.5	
	Enr	22 23	62	59	62	77	72	24		401
	Att	19 22	61	53	61	75	67	23		381
TOTALS	ENR	253 231	521	496	523	512	511	124		3171
	ATT	242 217	504	476	509	490	489	116	*21.6	3043

\*Students in self-contained special education classes are not included in these figures.





Figure III

SMITHTOWN CENTRAL SCHOOL DISTRICT  
SMITHTOWN, NEW YORK

SUBDIVISION BREAKDOWN 7/89

SCHOOL	# HOMES OCCUPIED 10/87 - 10/88	# HOMES ANTICIPATED TO BE OCCUPIED BY 10/89	# HOMES UNDETERMINED
ACCOMPSETT	5	82	152*
BRANCH BROOK	2	94	7
DOGWOOD	7	58	503*
MT. PLEASANT	27	10	31*
NESCONSET	26	52	60
ST. JAMES	23	36	51
SMITHTOWN	1	2	11
TACKAN	19	63	26

\* These projected housing units include condominiums. The history of Smithtown has been that very few students come to the District from condominiums.

APPENDIX D



Full-Time Special Education Class Students Identified As Having A Handicapping Condition  
By Their Home School And The Number Of Those Students Attending Programs In Buildings  
Other Than Their Home School - (As of 5-1-89)

<u>School</u>	<u>Total Self-Contained Students (K-5)</u>	<u># Attending Home School Program</u>	<u># Attending Other Buildings</u>
Accomp. Elem.	23	21	1 - Br. Br. 1 - Sm. Elem.
Br. Brook	8	7	1 - Tackan
Dogwood	9	8	1 - Nesconset
Mt. Pleasant	9	0	2 - Acc. Elem. 1 - Br. Br. 2 - Dogwood 2 - Nesconset 2 - Sm. Elem.
Nesconset	15	15	0
St. James	22	0	18 - Dogwood 4 - Nesconset
Smithtown Elem.	17	8	6 - Acc. Elem. 1 - Br. Br. 1 - Nesconset 1 - Sm. Elem.
Tackan	26	24	1 - Br. Br. 1 - Nesconset

N.B. - These numbers do not reflect students placed in Resource Room programs.  
Each building has its own Resource Room program which accommodates  
all of its students.



ACTUAL AND PROJECTED ENROLLMENT, BY GRADE  
October, 1988 to 1998

Grade	Actual 1988	Proj. 1989	Proj. 1990	Proj. 1991	Proj. 1992	Proj. 1993	Proj. 1994	Proj. 1995	Proj. 1996	Proj. 1997	Proj. 1998	% of Increase/ Decrease
ELEMENTARY												
K	484	549	549	549	549	549	549	549	549	549	549	
1	521	497	564	564	564	564	564	564	564	564	564	
2	496	530	505	574	574	574	574	574	574	574	574	
3	523	500	534	509	579	579	579	579	579	579	579	
4	512	541	517	552	526	599	599	599	599	599	599	
5	511	517	546	522	557	531	604	604	604	604	604	
Totals Gr. K-5	3047	3134	3215	3270	3349	3396	3469	3469	3469	3469	3469	14%
INTERMEDIATE												
6	591	540	546	577	551	588	561	638	638	638	638	
7	595	600	549	555	586	560	597	570	648	648	648	
8	655	598	603	552	558	589	563	600	573	651	651	
Totals Gr. 6-8	1841	1738	1698	1684	1695	1737	1721	1808	1859	1937	1937	5%
HIGH SCHOOLS												
9	654	667	609	614	562	568	600	573	611	583	663	
10	683	655	668	610	615	563	569	601	574	612	584	
11	767	668	641	653	597	601	551	556	588	561	599	
12	856	750	653	627	639	584	588	539	544	575	549	
Totals Gr. 9-12	2960	2740	2571	2504	2413	2316	2308	2269	2317	2331	2395	-19%
Elementary Sp.Ed	124	125	125	125	125	125	125	125	125	125	125	
TOTALS	7972	7737	7609	7583	7582	7574	7623	7671	7770	7862	7926	-1%

Based on October 7, 1988 Class Size, Enrollment and Attendance Report and  
Five Year Progression Ratios.





Figure IV

SMITHTOWN CENTRAL SCHOOL DISTRICT  
Smithtown, New York

## Kindergarten

SCHOOL	1987		1988		1989	
	#Census 10/86	Actual 10/87	#Census 10/87	Actual 10/88	#Census 10/88	Projected 10/89
Accompsett	99	88	90	94	91	91
Branch Brook	44	47	45	40	56	49
Dogwood	40	34	40	39	46	44
Mt. Pleasant	35	43	43	38	54	44
Nesconset	50	52	50	53	55	55
St. James	109	101	109	114	143	111
Smithtown	64	63	65	61	83	71
Tackan	54	63	60	45	67	66
Total	495	491	502	484	595	531

Census numbers for 10/86 and 10/87 are the numbers which resulted after review of the student names by building principals in March.

APPENDIX G



FIGURE V

SMITHTOWN CENTRAL SCHOOL DISTRICT  
SMITHTOWN, NEW YORK

AVERAGE CLASS SIZES - INTERMEDIATE SCHOOLS

<u>SUBJECT</u>	<u>DISTRICT AVERAGE</u>	<u>NO. OF CLASSES</u>	<u>NO. OF STUDENTS</u>
<u>ENGLISH</u>			
6TH GRADE	25.16	24	604
7TH GRADE	22.04	27	595
8TH GRADE	22.72	29	659
<u>SOCIAL STUDIES</u>			
6TH GRADE	25.95	23	597
7TH GRADE	23.84	25	596
8TH GRADE	24.44	27	660
<u>MATH</u>			
6TH GRADE	25.65	23	590
7TH GRADE	24.70	24	593
8TH GRADE	23.46	28	657
<u>SCIENCE</u>			
6TH GRADE	25.25	24	606
7TH GRADE	23.76	25	594
8TH GRADE	23.44	27	654

APPENDIX H





# FIGURE VI - INTERMEDIATE ROOM UTILIZATION

## Accompsett Intermediate

1988-89

### School Facilities

Regular Classrooms	19
Small Instructional Room	3
Science Laboratory Rooms	6
(+1 Inst. & Prep. area)	
Reading Laboratory Rooms	2
Mathematics Laboratory/Computer	1
Art Rooms	2
Music Rooms	3
(includes one portable)	
Industrial Art Rooms	2
Home Economics Rooms	2
Special Education Rooms	4
Library	1
Auditoriums	1
Gymnasiums	2
P.E. Teaching Stations	5
Photography Dark Rooms	2
Computer Laboratory	1

## Great Hollow Intermediate

1988 -89

### School Facilities

Regular Classrooms	20
Science Laboratory Rooms	5
Reading Laboratory	1
Mathematics Laboratory	1
Art Rooms	2
Music Rooms	2
Technology Education	2
Home & Career Skills	2
Special Education Rooms	5
(3 reg. classrooms total)	
Library	1
Auditorium	1
Gymnasiums	1
(+ 2 Auxiliary Gym)	
P.E. Teaching Stations	4
Computer Laboratory	1

## Nesaquake Intermediate

1988-89

### School Facilities

Regular Classrooms	22
Small Instructional Room/Speech	1
Science Laboratory Rooms	6
Reading Laboratory	1
Mathematics Laboratory	1
Art Rooms	2
Music Rooms	1
Industrial Art Rooms	2
Home and Career Rooms	2
Special Education Rooms	4
Library	1
Auditorium/Music	1
Gymnasiums	1
Auxiliary Gymnasium	1
P.E. Teaching Stations	3
Photography Dark Room	1
Computer Laboratory	1



FIGURE VI  
REPORT TO HOUSING COMMITTEE MAY 31, 1989

Table I: Staffing and Classroom Needs for Extended/Full Day Kindergarten 1990\*  
Current District Configuration

	<u>No. of Teachers Needed</u>		<u>Addt'l Teachers Per Bldg.</u>	<u>No. of Classrooms Needed</u>		<u>Addt'l Rooms Per Bldg.</u>
	<u>Half-Day</u>	<u>Ext./Full</u>		<u>Half-Day</u>	<u>Ext./Full</u>	
Acc.	2	4	2			
Br. Bk.	1	2	1	2	4	2
Dogwood	1	2	1	1	2	1
Mt. Pl.	1	2	1	1	2	1
Nesc.	1.5	3	1.5	1	2	1
St. James	2.5	5	2.5	2	3	1
Sm.	1.5	3	1.5	3	5	2
Tackan	1.5	3	1.5	2	3	1
				2	3	1
TOTALS	12	24 <i>5 1/2</i>	12	14	24	10

Anticipated Class Sizes Under Current Configuration

Accompsett	23,23,23,22 (91)
Branch Brook	24,25 (49)
Dogwood	22,22, (44)
Mt. Pleasant	22,22, (44)
Nesconset	18,18,19 (55)
St. James	22,22,22,22,23 (111)
Smithtown	23,24,24 (71)
Tackan	22,22,22 (66)

Using Aggregate Numbers For Extended/Full Day Kindergarten

<u>Total Enrollment of Kdg.</u>	<u>Class Size</u>	<u>No. of Teachers</u>	<u>No. of Classrooms</u>
531	25	22	22
<u>Number of Additional Teachers To Be Hired</u>		<u>Number of Additional Classrooms To Be Used</u>	
10		8	

\*Enrollment figures projected from 1990 onward remain constant at 531



CITIZENS' ADVISORY COMMITTEE ON HOUSING  
ATTENDANCE 1989

PTA	3/15	3/30	4/10	4/26	5/9	5/31	6/20	6/28	7/12	8/9	9/20	9/27	10/11
PAT STRAW	X	X	X	X	X	X	X	X		X	X	X	X
ANNA RAUSS*			X	X	X		X	X		X	X	X	X
TERRY BOEGEL		X				X	X	X	X	X	X		
MARY SOMELOFSKE/*	X						X	X	X	X	X		X
COLLEEN GALIONE*	X												
KAREN ROSENTHAL	X	X	X	X		X	X			X	X	X	
DENISE LAROCCO	X	X		X			X	X	X		X	X	
THERESA KNOX	X	X	X	X	X	X	X	X	X		X	X	
LINDA LYNCH	X	X	X	X	X	X	X	X	X	X	X		X
BARBARA LEWIS**		X		X	X				X	X	X		X
STEVE GOLD**						X	X	X	X	X	X	X	X
PAT BREWER	X	X	X	X	X	X	X	X	X	X	X	X	X
TOM POLIVKA	X	X	X	X	X	X	X			X		X	X
JUDY VISKUPIC	X	X	X	X	X	X	X					X	X
PAM WIDER		X	X	X		X			X	X	X	X	X
PAT MELVIN	X	X	X	X	X		X	X	X				
BEA FOX	X	X	X				X	X	X		X	X	
MARY K. LEBITZ	X	X		X	X	X	X				X		
DEIRDRE HULSEN	X	X		X	X	X	X	X	X	X	X	X	X
													X
<b>BARGAINING UNITS</b>													
CATHY MILLER	X	X	X	X	X	X	X	X					
JUNE FERRI		X	X	X	X	X	X	X			X	X	X
AL MASTRANGELO	X	X			X	X	X	X	X	X	X		X
BETH NYBERG		X	X		X	X	X	X	X	X	X	X	
											X		
<b>COMMUNITY AT LARGE</b>													
DANIEL ALVERSON	X	X	X	X	X		X	X		X	X	X	
LOUIS FUSARO	X		X	X	X	X		X	X		X	X	
WARREN MARX	X	X		X		X	X	X	X		X	X	X
JAMES MOORE	X			X	X	X	X	X	X	X	X	X	X
DIANA WEIR	X						X	X	X		X		
ED BRACHT ***	X	X	X	X	X								
DAVID PARKER***													
KAREN HARRINGTON	X	X	X	X		X	X		X			X	
GAIL LEVITT	X	X	X			X			X	X	X		X
PAT PICK	X	X	X	X	X		X						
CHAIRPERSON										X	X	X	X
JANICE M. SLIVA													
	X	X	X	X	X	X	X	X	X	X	X	X	X

\* ANNA RAUSS, MARY SOMELOFSKE, AND COLLEEN GALIONE SAT IN FOR TERRY BOEGEL BECAUSE OF HEALTH REASONS

\*\* STEVE GOLD TOOK BARBARA LEWIS'S PLACE BECAUSE SHE MOVED

\*\*\* DR. PARKER TOOK ED BRACHT'S SEAT ON THE COMMITTEE BECAUSE MR. BRACHT WAS ELECTED TO THE BOARD OF EDUCATION



