

WAPPINGERS CENTRAL SCHOOL DISTRICT

Facility Utilization Study

Findings and Conclusions

March 2014

Conducted by Dr. Philip Martin
On Behalf of



Leadership for Educational
Achievement Foundation, Inc.

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New York State Council of School
Superintendents

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Introduction

The purpose of this study is to provide the Wappingers Central School District with findings that may be used by the Board of Education and Superintendent to decide the best course of action on facility utilization. The objectives that follow were included in the proposal submitted by LEAF, Inc.

LEAF, Inc. is a 501-(c) 3, not-for-profit organization founded in 2006. The mission of LEAF, Inc. Consulting/Educorps is to provide expert professional consultation and advice to superintendents and their designated representatives in rural, suburban, and small-city public schools in New York State. Recognizing the increasing complications and demands placed on school district leadership, in 2007 LEAF partnered with The New York State Council of School Superintendents (THE COUNCIL) to enhance its services and rise to meet the increasingly complex needs of Superintendents around the state.

Dr. Philip Martin, a LEAF associate, was selected to conduct the study.

Purpose and Objectives

This study is being conducted for the Wappingers Central School District. The district has a student enrollment of approximately 11,650 students. The building infrastructure consists of ten elementary schools (Brinckerhoff, Evans, Fishkill, Fishkill Plains, Gayhead, Kinry Road, Myers Corners, Oak Grove, Sheafe Road, and Vassar Road Elementary Schools), a 6-8 middle school (Van Wyck Middle School), a 7-8 junior high school (Wappingers Junior High School), two 9 – 12 high schools (John Jay High School and Roy C. Ketcham High School), and the Orchard View Alternative High School program.

The purpose of this study is to provide objective data to assist the Board of Education and Superintendent with their decision making about the most effective and efficient use of district buildings.

This study is intended to focus on student enrollment data, school building capacities, and efficiency of building utilization at the K-8 levels. It provides preliminary findings for consideration by the Board of Education and Superintendent.

The objectives of the study for the consultant include:

1. Assessing whether the District could close one or more elementary schools;
2. Collecting basic information from the appropriate school district officials regarding student demographics, grade alignments, school facilities, attendance zones, and transportation routing;
3. Comparing current and projected student enrollments to existing building capacity of elementary schools;
4. Determining how to redraw attendance boundaries for K-8 schools that provide consistent grade configurations, greater operational and financial efficiency, and continued effectiveness of educational programs; and
5. Examining other locations for the district offices and the Orchard View program.

Procedures and Scope of Work

This study is divided into five phases for the consultant:

- Site visits and data collection
- Research and data analysis
- Work with an advisory committee
- Report preparation
- Presentation

The site visit phase of the study is to occur during a timeframe identified by the Assistant Superintendent for Administration in cooperation with the consultant. The consultant is to spend time in the school district to gather data and to meet with school officials about enrollment and the use of buildings. He then organizes and analyzes data collected from the on-site visits.

The consultant works with an advisory committee during the course of the study. The District Advisory Facilities Committee's role is to assist the consultant and district administrators in reviewing enrollment and building utilization, examining options for consistent grade configurations and attendance zone realignment, examining options for one or more possible schools closing and relocation of district offices and the Orchard View program.

The final two phases include the drafting and vetting of the report by the consultant and a formal on-site presentation of the report to the Superintendent and Board of Education.

Study Process

The study was conducted by Dr. Philip Martin, an Associate of the Leadership for Education Achievement Foundation, Inc., under the direction of Jose Carrion, Assistant Superintendent for Administration. The two worked collaboratively throughout the study process.

The study had three major components for the consultant. One was review of enrollment history, district maps, attendance zones, and transportation routes, examination of the elementary schools, meetings with the transportation department, and contact with the planning offices of the major towns that overlap with the school district. The second was meetings with Superintendent Marco Pochintesta, Assistant Superintendent for Administration Jose Carrion, Director of Special Education and Student Services Joseph Simoni, building principals, Director of Facilities and Operations Ron Broas, Supervisor of Transportation Kim Catalano, and district architect Philip Zemke. The meetings served to review and verify the accuracy of data, as well as to receive opinions and recommendations as the study process unfolded. It is important to note the able assistance provided by Patricia Anderson, Secretary to Jose Carrion.

The third component was working with a District Advisory Facilities Committee, under Jose Carrion's leadership. The Committee's function was to review salient information, consider building use options, and express preference for options to Mr. Carrion. The Committee's membership included Ron Broas, Marci Cox, Norma Drummond, Lisa Dwyer, Colleen Hardiman, Michael Havas, Chip Hogg, Robert Humphries, Maureen Irvin, Glen Jensen, Daren Lolkema, Portia McKinney, Najiba Meskadi, Keith Odums, Thom Piliouras, Angie Rooney, Anne Seymour, Joseph Simoni, and Sydnie Vasquez.

Enrollment History and Projections

Information about student enrollment and enrollment trends is critical to making decisions regarding attendance zone changes and school closings. When increases or decreases in enrollments occur in small increments they tend to balance out over time and can be absorbed by the school district without major ramifications. When increases or decreases are sustained over time, or are dramatically abrupt, they can have major impact. This report provides enrollment history and projections into the future.

Enrollment analysis begins with their history, and then proceeds to projections into the future. Ascertaining enrollment history is easy, while projecting future enrollments is a two-step process. It begins with enrollment history that forms the basis for understanding how grade-to-grade enrollments change over time. A standard statistical process, referred to as the cohort survival methodology, is utilized. This method uses survival ratios for individual cohorts of students. If, for example, there were 100 students in grade two in one year and 90 students in grade three the next year, the survival ratio would be 0.90, a 10% decrease from year-to-year. If there were 100 students in grade four in one year and 104 students in grade five the next year, the survival ratio would be 1.04, reflecting a 4% increase from year-to-year. Five-year averages of these ratios for gains and losses are calculated and used to project future enrollments as these cohorts move through the grades.

The second component of enrollment projection is more difficult since the district has no enrollment history with students not yet in the system. This component of the projection system relies on the number of live births within the district over the past several years. This live birth information is available from the New York State Department of Health. Live birth data for the Wappingers Central School District are shown in the following table.

Table 1

Live Births, Wappingers School District Source: NYS Department of Health	
Calendar Year	No. of Live Births
2002	791
2003	780
2004	775
2005	800
2006	714
2007	733
2008	720
2009	709
2010	662
2011	680
2012	676

From the previous table it is obvious that the number of live births within the district has declined significantly over the past ten years. It declined from 791 in 2002 to 676 in 2012, a 14.5% decrease (data for 2013 is not yet available). This decrease will correspondingly impact the size of incoming kindergarten classes in the next several years. It is important to note that the number of live births is recorded by calendar year in contrast to school enrollments that are registered by school year.

To project the size of future kindergarten classes, the number of kindergarten students is compared each year with the corresponding number of live births five years earlier. A correlation is calculated based on the most recent five-year period and then used to project future kindergarten enrollments. The following table shows kindergarten history over the past five years and projected kindergarten enrollments over the next five years.

Table 2

Kindergarten Enrollments										
School Year	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Kindergarten enrollment	724	767	655	767	730	692	646	664	660	678

Based on the decline in live births over the past several years it is logical to conclude that a comparable decline in kindergarten enrollments will follow. That is the case. However, the decline is mitigated by the district's recent decision to provide full day rather than half-day kindergarten. That decision caused a greater number of parents to enroll their incoming kindergarten students in the public schools rather than in the private school full day kindergartens. Thus the projections are somewhat less accurate than they would be ordinarily had the practice of full day versus half-day kindergartens remained the same over the past five years.

The following table shows K-12 enrollment history since 2008-09 and projected enrollments out to 2018-19. For the sake of consistency, as well as a common reference point in time, enrollments as of the first week in October each year are used in enrollment calculations.

Table 3

Wappingers Falls K-12 Enrollment History and Projections---October 2013													
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	770	724	767	655	767	730	692	646	664	660	678	NA	
1	871	879	814	812	747	777	800	758	708	727	723	743	NA
2	844	849	875	829	812	756	777	800	758	708	728	723	743
3	880	919	865	888	839	813	777	798	822	779	727	747	743
4	891	894	891	887	910	841	819	782	804	828	785	733	753
5	937	912	914	916	883	907	852	830	793	815	839	795	742
6	996	944	930	920	922	898	917	862	840	802	824	848	804
7	1005	1017	959	925	928	921	905	925	869	846	808	831	855
8	1021	998	1036	969	938	933	929	913	932	876	853	815	838
9	1022	1079	1047	1070	1009	976	974	970	953	973	915	891	851
10	1123	1018	1064	1022	1070	1007	967	966	961	944	965	907	883
11	1081	1124	1018	1063	985	1057	997	958	956	952	935	956	898
12	1040	1050	1134	1008	1080	1034	1065	1004	965	963	959	942	962
Total K-12	12481	12407	12314	11964	11890	11650	11471	11212	11025	10874	10739	NA	

Note: Kindergarten enrollment projections typically do not exceed five years.

From a broad perspective it is clear that incoming kindergarten enrollments and total K-12 district enrollments have declined in the past several years and are projected to continue declining. From 2008-09 district K-12 enrollment has declined by 6.7%, from 12,481 to 11,650, even with the additional kindergarten enrollment increase associated with the conversion to full-day kindergarten from half-day. Projected district K-12 enrollment is expected to decline by 7.8% over the next five years from 11,650 to 10,739.

It is also important to note that enrollment remained relatively stable from grade to grade over the past five years. The K-12 decline is due primarily to the significantly fewer number of incoming kindergarten students relative to high school enrollments. For example, high school grade enrollments in 2008-09 all were above 1,000, while the incoming kindergarten enrollment was 770. Each succeeding kindergarten was lower than 770. The consequence was a steady decline in K-12 enrollment, as well as K-5 enrollment.

While the district had experienced a substantial increase in housing over the last twenty years when the economy was robust, residential development over the past five years has declined due to economic factors and is not expected to increase in the near future.

The planning offices of the Towns of East Fishkill, Fishkill, Poughkeepsie, and Wappingers were contacted to ascertain past, current, and projected residential construction. From the information gathered it is clear that the prospect for new homes that could result in an increase in student population is not anticipated. The following table summarizes the status of residential construction in those towns.

Table 4

Residential Construction Wappingers School District
<p><u>Town of East Fishkill</u></p> <ul style="list-style-type: none"> • Homes constructed in last 5 years: • 2013 – 58 • 2012 – 46 • 2011 – 53 • 2010 – 67 • 2009 – 46 • Approximately 200 homes yet to be constructed in the Hopewell Glen Estates off Fishkill Road. There is no timetable for their construction. • There is an expectation that the rate of construction will increase slightly compared with the past 5 years.
<p><u>Town of Fishkill</u></p> <ul style="list-style-type: none"> • The only current residential construction activity is the Overlook project that is in phase 5. It provides for one bedroom and studio residences for individuals 55 years of age and older and for assisted living accommodations. • There are no active development proposals under consideration. “The height of residential construction has come and gone.” Moreover, “There is not a lot of property left for development.”
<p><u>Town of Poughkeepsie</u></p> <ul style="list-style-type: none"> • A development proposal for single or cluster homes called South Hills Land is in the preliminary stages only. There is no approval. • The River Point Residential is a multi-unit development for individuals 55 years of age and older and is in the beginning stages only.
<p><u>Town of Wappinger</u></p> <ul style="list-style-type: none"> • The Regency development of 225 single family homes and townhouses will be limited to individuals 55 years of age and older. • The Preserve development of 35 townhouses will proceed this year. • The rate of construction is estimated to be comparable to the last 5 years.

Enrollments by building also were examined. Table 5 that follows shows the history and projected enrollments for the ten elementary schools.

Table 5

Brinckerhoff Enrollment History and Projections---October 2013											
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	77	75	79	69	91	63	70	65	67	67	68
1	85	85	98	81	73	89	65	73	67	69	69
2	79	79	93	104	84	77	92	68	75	70	72
3	111	113	95	101	111	81	89	106	78	86	80
4	112	110	90	92	104	105	77	84	100	74	82
5	112	115	120	92	93	101	108	79	86	103	75
Total K-5	576	577	575	539	556	516	500	474	473	469	447

Fishkill Enrollment History and Projections---October 2013											
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	89	72	76	71	74	98	71	67	68	68	70
1	79	107	87	82	86	75	99	72	68	69	69
2	81	86	96	89	93	91	78	103	74	70	71
3	82	84	85	93	83	94	90	77	101	74	69
4	82	79	90	84	99	82	95	91	78	103	75
5	91	80	78	91	85	96	81	95	90	78	102
Total K-5	504	508	512	510	520	536	514	504	480	461	456

Fishkill Plains Enrollment History and Projections---October 2013											
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	84	84	105	81	87	81	84	78	80	80	82
1	114	90	100	100	88	90	84	87	81	83	83
2	105	115	103	95	101	90	92	86	89	83	85
3	117	106	126	105	97	103	93	96	89	92	86
4	69	116	117	127	108	100	106	96	99	92	95
5	123	83	116	119	124	112	105	111	100	103	96
Total K-5	612	594	667	627	605	576	564	554	538	533	527

Gayhead Enrollment History and Projections---October 2013											
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	135	144	128	120	137	148	129	121	124	123	127
1	138	174	148	147	153	144	155	135	127	130	129
2	184	154	174	153	155	163	152	163	142	133	137
3	168	215	171	178	158	165	176	164	176	154	144
4	178	182	212	187	180	163	172	183	171	183	160
5	179	179	188	218	188	175	164	173	185	172	185
Total K-5	982	1048	1021	1003	971	958	948	940	924	895	881

Evans Enrollment History and Projections---October 2013											
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	60	52	55	58	61	55	54	50	52	51	53
1	75	70	61	54	60	60	52	51	48	49	49
2	52	69	60	57	55	57	56	49	48	45	46
3	52	52	58	46	55	53	52	51	44	44	40
4	57	43	40	56	43	60	49	47	47	41	40
5	50	53	47	37	54	40	58	47	46	45	39
6	48	38	55	49	46	57	41	60	48	47	47
Total K-6	394	377	376	357	374	382	362	356	333	322	314

Myers Corners Enrollment History and Projections---October 2013											
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	94	59	70	77	76	53	64	60	62	61	63
1	108	94	67	79	70	82	55	67	63	65	64
2	104	98	103	80	79	71	85	58	70	65	67
3	83	106	86	115	85	80	72	87	59	71	66
4	110	91	93	99	121	88	83	75	91	61	74
5	116	110	101	112	102	121	94	89	81	97	65
6	282	272	203	173	196	181	213	161	176	158	182
Total K-6	897	830	723	735	729	676	668	598	601	580	584

Oak Grove Enrollment History and Projections---October 2013											
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	66	70	75	41	65	49	57	54	55	55	56
1	68	65	65	87	56	61	49	57	54	55	55
2	58	61	62	65	74	50	56	45	52	49	50
3	64	54	51	63	67	66	47	53	42	49	46
4	77	70	67	51	79	68	74	53	59	47	55
5	71	81	70	65	51	77	68	74	53	59	47
Total K-5	404	401	390	372	392	371	351	335	315	314	310

Sheafe Road Enrollment History and Projections---October 2013											
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	77	70	87	71	95	91	80	74	76	76	78
1	102	97	79	90	84	94	89	78	73	75	75
2	90	92	106	79	91	83	94	89	78	73	74
3	85	90	90	105	79	94	83	94	89	78	73
4	84	87	83	92	96	73	90	80	90	86	75
5	101	90	75	85	83	92	70	87	77	87	83
Total K-5	539	526	520	522	528	527	507	502	483	474	458

Vassar Road Enrollment History and Projections---October 2013											
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	88	98	92	67	81	92	82	77	79	79	81
1	102	94	109	92	77	82	90	80	75	77	77
2	91	95	78	107	80	74	75	82	73	69	70
3	118	99	103	82	104	77	76	77	85	75	71
Total K-3	399	386	382	348	342	325	323	316	312	300	299

Kinry Road Enrollment History and Projections---October 2013											
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
4	122	116	99	99	80	102	75	75	75	91	74
5	95	122	119	97	103	93	106	78	78	78	95
6	224	186	198	200	168	158	174	170	143	124	143
Total 4-6	441	424	416	396	351	353	355	323	296	293	313

Sixth grade enrollments at Kinry and Myers Corners include the sixth grade students from Oak Grove and Sheafe Road, respectively. Without these additional sixth grade students the total enrollment at Kinry Road would be approximately 300 this year, and the total enrollment at Myers Corners would be approximately 595.

If students were to remain at Oak Grove for their sixth grade experience, as they do at Evans, their total K-6 enrollment for the 2013-14 school year would be approximately 425 students. Of particular note, the K-5 enrollments at Oak Grove for the school years from 2003-04 to 2007-08 ranged from 529 to 438. Thus, the current K-6 enrollment, should the sixth grade have remained there, would be less than the K-5 enrollment from 2003-04 to 2007-08.

Review of Table 5 shows total K-5 enrollment has decreased by 7.1%, from 5,194 to 4,824, over the past five years, and is projected to decrease by 7.1% over the next five years to 4,480. Total K-5 enrollment for the elementary schools on the north side of the district has decreased in the past five years by 11.2%, from 2,520 to 2,238, and on the south side of the district it has decreased by 3.3%, from 2,674 to 2,586. K-5 enrollment on the north side is projected to decrease by 9.9%, to 2,016 in five years, and is projected to decrease on the south side by 4.7% to 2,464.

From a longer perspective, the total K-6 enrollments for the elementary schools on the north side of the district decreased by 21.1% over the last ten years,

from 3,327 to 2,626, while the total K-5 enrollments for the elementary schools on the south side decreased by 5.1%, from 2,728 to 2,586.

Except for Evans, Fishkill, Gayhead, and Sheafe Road each building shows a measureable enrollment decline over the past five years. Another point of interest is the significant discrepancy between the kindergarten and fifth grade enrollments at Myers Corners. Kindergarten enrollment is at 53, while fifth grade enrollment is at 121.

It should be noted that enrollment overcapacity at Fishkill Elementary School has resulted in the relocation of a segment of its kindergarten population to Brinckerhoff Elementary School. Overcapacity at Fishkill is a significant issue for the district. It results from the lack of geographic alignment with the student population designated to attend Fishkill. Thus, a segment of its population is reassigned for kindergarten to Brinckerhoff. This relocation is not confined to one geographic area within Fishkill, but rather the population segment reassigned to Brinckerhoff is drawn from across the entire Fishkill attendance zone. The associated cost is an unnecessary burden, and the Fishkill boundary needs to be addressed. Moreover, without a modification of the attendance zone boundary a cadre of Fishkill kindergarten students will annually be transported to Brinckerhoff and then will enroll in Fishkill the following school year.

The enrollment tables for Fishkill and Brinckerhoff have been adjusted for the number of students assigned to Brinckerhoff for kindergarten. The respective kindergarten enrollments as shown reflect enrollments as though the Fishkill kindergarten students attended their home school.

Building Utilization and Capacities

An important dimension of this study is the classroom capacity of each of the elementary schools. To portray building capacity in terms of its ability to house general education students in full size classrooms as well as special education classes that require full size classrooms, each of the ten elementary schools was analyzed as to its number of full and smaller size rooms. The following table identifies the number of current general education sections by building, as well as the number special education classes that utilize full size classrooms by building. It also serves as a framework for gauging the number of class sections for either general or special education that each elementary school could accommodate.

Table 6

Wappingers Elementary School Classroom Usage				
Building	No. Full Size Classrooms	No. Gen Ed Classes	Other usage of Classrooms	Smaller Room Usage
Brinckerhoff	27	K-3 1-4 2-3 3-3 4-4 5-4 T-21	Special Ed (3) Computer Lab AIS ESL/OT OT-PT/ESL	Special Ed-Office Speech Reading Faculty
Evans	20	K-2 1-2 2-2 3-2 4-2 5-2 6-2 T-14	Special Ed (3) Computer Lab AIS (2)	Reading Speech OT/PT Faculty

Building	No. Full Size Classrooms	No. Gen Ed Classes	Other usage of Classrooms	Smaller Room Usage
Fishkill	19+2*	K-3 1-3 2-4 3-3 4-3 5-4 T-20	Special Ed (1)	OT/PT/Resource Faculty Spec.Ed(2/3 room) AIS *no art room *using 2 modular classrooms
Fishkill Plains	28	K-3 1-4 2-4 3-4 4-4 5-5 T-24	Computer Lab Sp Ed --pullout Speech/resource OT-PT/AIS	Reading Faculty
Gayhead	39	K-6 1-6 2-6 3-6 4-6 5-6 T-36	Special Ed (3)	Band/Orchestra AIS (3) Speech OT/PT Faculty Primary Library Computer Lab Special Ed
Kinry Road	20	4-4 5-3 6-6 T-13	Special Ed (1) Computer Lab AIS-Gr 6 Pullout-Gr 4 Pullout-Gr 5 Pullout-Gr 6 Bookroom/AIS	Reading AIS Speech/OT/PT Speech/pullout Speech/OT/PT Faculty
Sheafe Road	26	K-4 1-4 2-4 3-4 4-4 5-4 T-24	Computer Lab AIS/timeout	Reading (2) Speech Storage OT/PT AIS ESL Faculty
Oak Grove	23	K-2 1-2 2-2 3-3 4-3 5-3 T-15	Special Ed (3) Computer Lab Instr. Music OT/PT Vacant (2)	Reading AIS Speech Social Worker Speech Faculty Special Ed

Building	No. Full Size Classrooms	No. Gen Ed Classes	Other usage of Classrooms	Smaller Room Usage
Vassar Road	18	K-3 1-4 2-3 3-3 T-13	Special Ed (2) Computer Lab Vacant (2)	Reading-3 Psychology/Speech OT/PT-Faculty
Myers Corners	39	K-2 1-3 2-3 3-3 4-3 5-5 6-7 T-26	Special Ed (3) Computer Lab-2 AIS (3) Resource/AIS ESL ISR Pullout OT Vacant	Faculty Speech

The numbers of full size rooms in the previous table do not include an art room, a music room, or a library for each building. These rooms are assumed to be inherent in the structure of each building and therefore are not indicated. For Gayhead and Myers Corners, the respective numbers do not include two art rooms or two music rooms. Because of enrollment overcapacity, the art room at Fishkill is used as a general education classroom and the art teacher moves from room to room to provide the program.

Two other matters should be indicated. First, beginning next year the art room at Evans will be moved upstairs from the basement. This will reduce the number of full size classrooms available for general education sections from 20 to 19. Second, not every building has a computer lab. Instruction in the use of computers has been found to be equally effective through the use of computers on mobile carts as it is within a computer lab.

Before moving on, it also is important to note disparities in grade alignment between the north and south sides of the district, as well as disparities in grade alignment among the elementary schools in the north side of the district. The north side of the district generally has a K-6/7-8 grade configuration, while the south side has a K-5/6-8 grade configuration. In the north side of the district Vassar Road and Kinry Road partner as K-3/4-6 schools. In addition, because of capacity limitations sixth grade students from Oak Grove attend Kinry Road and sixth grade

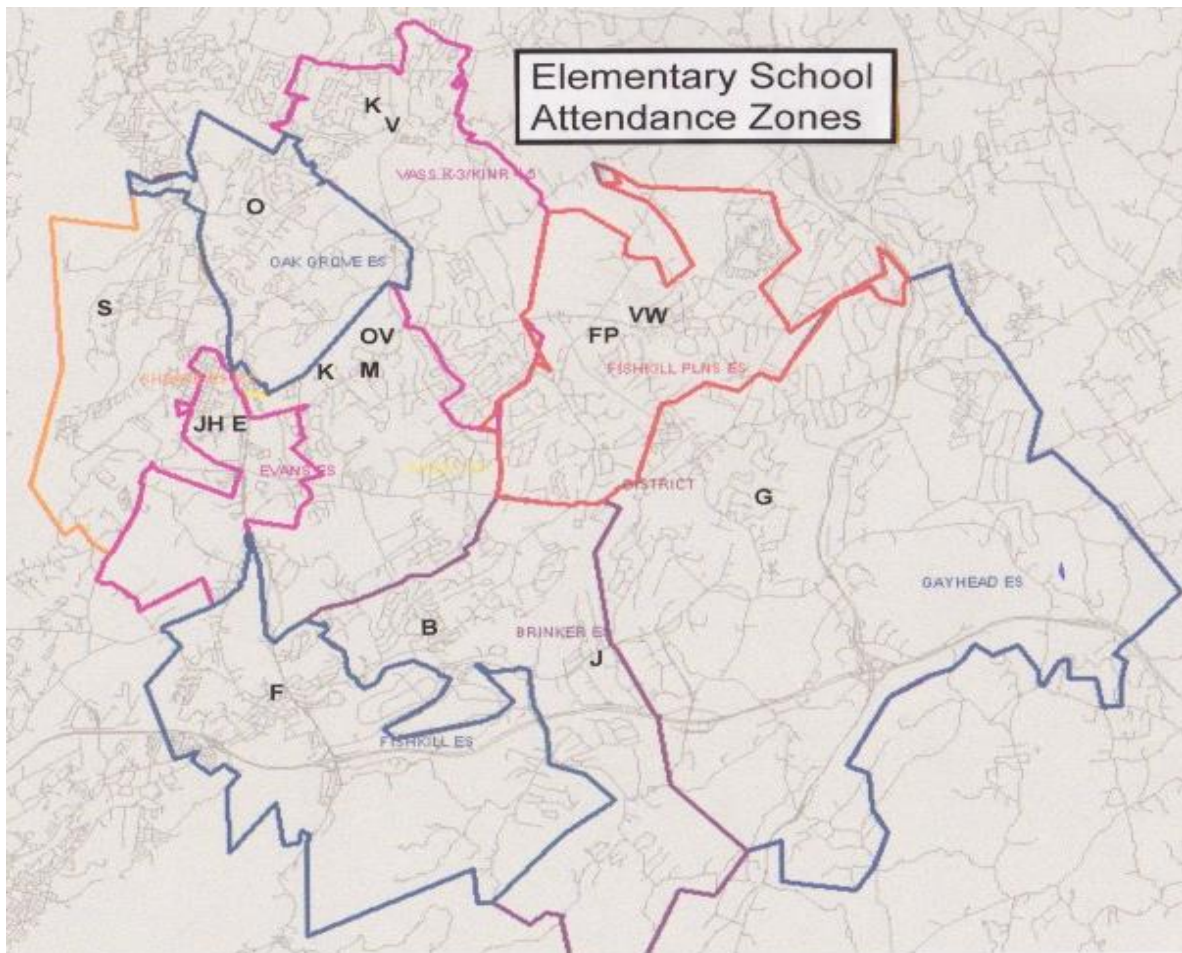
students from Sheafe Road attend Myers Corners. Accordingly, these particular students attend three different schools in three consecutive years, and Oak Grove and Sheafe Road operate as K-5 buildings. Evans and Myers Corners are the only two buildings that operate as K-6 buildings.

In addition, it should be noted that to accommodate previous enrollment increase, the district added two modular classrooms at the Fishkill Elementary School, four at Gayhead Elementary School, and four at Van Wyck Middle School. The modulars at Fishkill and Van Wyck are still in use as general education classrooms. However, the four at Gayhead are used now for offices and storage.

Attendance Zones

To lay the groundwork for examining rezoning and school closing options a map of the district that depicts its elementary school attendance zones is shown below. In addition to the elementary school attendance zones, the map shows each of the K-12 schools with its name abbreviated.

It is interesting to note that except for Fishkill Plains, each elementary school building is located at the northern end of its attendance zone. The Fishkill Plains building is relatively close to the center of the attendance zone.



Attendance Zone Realignment and School Closing Considerations

A primary objective of the study is to obtain data to assist the Board of Education and Superintendent with decision making as to the most effective and efficient use of school buildings in order to maintain or enhance the instructional program. At a minimum the study is to assess whether there is a more efficient way to realign attendance zones and close one or more elementary school buildings. From a broader perspective, particularly for program efficacy, the study is to examine whether consistency in the elementary school and middle/junior high school configurations could be achieved. Essentially this leads to an examination as to whether the north side of the district could be reconfigured as K-5/6-8.

Barring that possibility, then eliminating the three transitions in three years for the sixth grade students at Oak Grove and Sheafe, and eliminating the annual assignment of a cadre of Fishkill kindergarten students to Brinckerhoff become high priorities.

During the 2013-14 school year, seven out of the nine elementary schools have kindergarten classes of 25 students or more. These large kindergarten classes do not have teaching assistants to provide additional instructional and hands-on supports to students and the classroom teacher. The coming school year also will reflect a lack of supports for these substantial class sizes. A concerted effort in this study is to address the current large class sizes in kindergarten by realigning attendance zones. The goal for 2014-15 is to ensure that in September kindergarten classrooms do not exceed 23 students. Although this may not be accomplished in all schools, this goal will be met in six or more of the schools district wide.

Additionally, the study is, to the extent reasonably possible, to achieve a greater balance between general and special education students across the elementary schools. Currently, multiple special education delivery models are utilized among the schools. The special education program currently consists of nineteen elementary self-contained classrooms that serve a variety of student needs. These classrooms range in ratio from 1:12:1 to 1:15:1, and are specifically designated to meet the needs of students with intensive learning and

communication difficulties. The various programs in the district serve all students regardless of home school designation.

Lastly, emphasis is given to eliminating the use of the modular classrooms at Fishkill, at least for general and special education purposes.

To their credit these broader objectives are those of Marco Pochintesta and Jose Carrion. It would be simple to just examine whether an elementary school could be closed. However, these two administrators insisted on taking a broader perspective that considers a wider range of parameters in the best interest of instructional and operational efficacy, as well as overall unity of the district as a whole.

When these general parameters were presented to and discussed with the District Advisory Facilities Committee, the Committee developed a set of criteria for decision-making. These criteria are presented in the following table.

Table 7

School Closing Decision Criteria
Maintain program integrity (instruction, class size consistency, and equity)
Close one or more school buildings
Create K-6 schools
Create a grade 6 instructional program that is consistent and uniform district-wide in spite of location (for example, middle school team concept)
Gradually eliminate the use of modulars for general and special education classes
Achieve greater alignment of grades across the district
Maintain class sizes at the kindergarten and first grade levels
Maintain the current K-8 elementary/middle school feeder pattern
Maintain neighborhood integrity within school attendance zones
Improve geographic and enrollment balance among elementary school attendance zones
Create a more balanced enrollment on the north side of the district (Sheafe Road, Oak Grove, Evans, Kinry Road, Vassar Road, and Myers Corners)

Accordingly, the possible closing of one or more elementary schools is considered within the context of these criteria.

Preliminarily, each elementary school was considered for closing. Based on classroom capacities and enrollments, Brinckerhoff, Fishkill Plains, and Gayhead in the south side of the district were ruled out of consideration. Oak Grove and

Sheafe Road on the north side were ruled out on the same bases. Given its location in the center of the district and its classroom capacity, Myers Corners was eliminated from consideration. The remaining schools of Evans, Fishkill, Kinry Road, and Vassar Road were examined for closing. Given Kinry Road's twenty full size classrooms compared with Vassar Road at eighteen full size classrooms, it was ruled out of consideration.

If Fishkill were to close, a substantial portion of its student population would need to be rezoned to one of the elementary schools in the north side of the district, most probably Myers Corners since it shares a common attendance zone boundary and has available classroom capacity. Since such a reconfiguration would violate the elementary/middle school feeder pattern, Fishkill was removed from consideration.

Alongside this line of examination, the feasibility of creating a third middle school (with Wappingers Junior High considered a middle school) was developed and presented to the District Advisory Facilities Committee. To do so, the District would renovate Myers Corners Elementary School into a grades 6-8 middle school. The student population would be drawn from both the current Van Wyck attendance area and the Wappingers Junior High attendance area. This would alleviate the crowding at Van Wyck, as well as eliminate the use of its modulars as classrooms, since a portion of the students would be rezoned to attend Myers Corners as a middle school. This would also allow for Wappingers Junior High School to decrease in student numbers, and become a true middle school inclusive of grade 6-8.

However, the district does not have the economic means to renovate Myers Corners as a middle school since it would require the addition of science classrooms with laboratories, family and consumer science classrooms, and vocational classrooms.

The consequence also would disrupt the feeder pattern, since a percentage of the students on the south side of the district would need to attend Myers Corners instead of Van Wyck for middle school, and then return back to the south side for John Jay High School for grades 9-12.

At one of its last meetings the District Advisory Facilities Committee addressed the possibility of a sixth grade center at one of the elementary schools in the north side of the district. After discussion the concept was rejected based on its inherent three buildings in three years characteristic.

Thus the school closing options devolved to two buildings, Evans and Vassar Road.

In conjunction with school closing, the feasibility of rezoning a segment of the Fishkill attendance zone to Brinckerhoff was a major consideration. Based on its common boundary with only Brinckerhoff in the south side of the district the reconfiguration of that boundary was explored. This component of the study was critical so as to mitigate the enrollment overcrowding of Fishkill and the annual assignment of a cadre of Fishkill kindergarten students to Brinckerhoff.

In summary, the scenarios that were examined in detail were the closing of either Evans or Vassar Road and the reconfiguration of the Fishkill/Brinckerhoff attendance boundary line. These scenarios are presented in the next section of this chapter.

It is important to note that the closure of an elementary school at the end of June 2014 provides the opportunity to renovate the closed building to accommodate district offices prior to their relocation there. The district has a contractual obligation to maintain the district offices in their current location for 2014-15, but not the Orchard View program. The Orchard View program could be housed in the closed school beginning in September 2014.

School Closing/Consolidation/Merger

The choice for school closing was narrowed to two schools---Evans and Vassar Road. Both schools have eighteen full size classrooms and both share a common boundary with Myers Corners, which, based on its location and current underutilization, is the logical candidate for absorbing all or a portion of either population. An advantage that Vassar Road possesses is the availability of classrooms at its partner school Kinry Road, so that Kinry Road could operate as a K-6 building for the remainder of students in the attendance zone. In other words,

Vassar Road could be closed without requiring Myers Corners to absorb its entire population. A similar advantage does not exist for Evans, since its adjoining elementary schools, Fishkill, Oak Grove, and Sheafe Road are near or at capacity.

The following scenarios present essential geographic and enrollment information for the two elementary school closing possibilities. They also include information relative to rezoning a portion of Fishkill to Brinckerhoff that would allow Fishkill to operate without overcrowding and without using the two modular classrooms for general or special education classes.

The enrollments presented in these two scenarios have three characteristics. First, rather than projected enrollments, 2013-14 enrollments are used since they are actual rather than projected. Class section calculations are based on moving the current K-4 or K-5 building enrollments forward as grades 1-5 or 1-6 enrollments.

Second, January building enrollments are used because they are more current, and thus have a slightly greater level of accuracy. And third, general education enrollments that are used for determining the number of general education sections by building for next year have been adjusted to account for special education students who are served in self-contained rooms.

Evans Scenario Description

In this scenario the entire Evans student population is merged into the Myers Corners student population and the Evans building is closed as an elementary school. In addition, a portion of the Fishkill attendance area is rezoned to Brinckerhoff. Oak Grove and Sheafe Road become K-6 buildings.

The streets, either in whole or in part, rezoned from Fishkill to Brinckerhoff are Brooks Road, Carey Road, Carl Court, Carrington Drive, Connecting Road, Creekside Lane, Dutcher Drive, East Hook Road, Fishkill Hook Road, Fishkill Lane, Fox Run Road, Grove Court, Hocks Lane, Honness Road, Huntington Drive, Kathy Court, Ladue Road, Leisure Drive, Logans Way, Merritt Boulevard, Monarch Drive, Monday Lane, Old Fishkill Hook Road, Pheasant Run, Pine Lane, Quail Run, Roosevelt Drive, Sean Road, Sharpe Reservation, Snook Road, Spur Court, Stony Brook Road, Thistle Lane, Vanderbilt Way, Van Wyck Lake Road, Vassar Place, West Hook Road, Willow Lake Drive, and Windham Rock Road.

This set of streets, and each set identified hereafter, is based on relocating whole neighborhoods. In other words, the intent is to make rezoning decisions based on intact neighborhoods, rather than dividing them for the sake of benefitting class section calculations.

Table 8 that follows illustrates the result of merging the Evans student population with the Myers Corners student population and the rezoning a portion of the Fishkill student population with Brinckerhoff. Within the table, “SC” refers to self-contained special education classes that use a full size classroom, and “Sect.” refers to the number of general education or self-contained special education classes that require use of a full size classroom. Class section sizes are calculated in accordance with contractual provisions.

Table 8

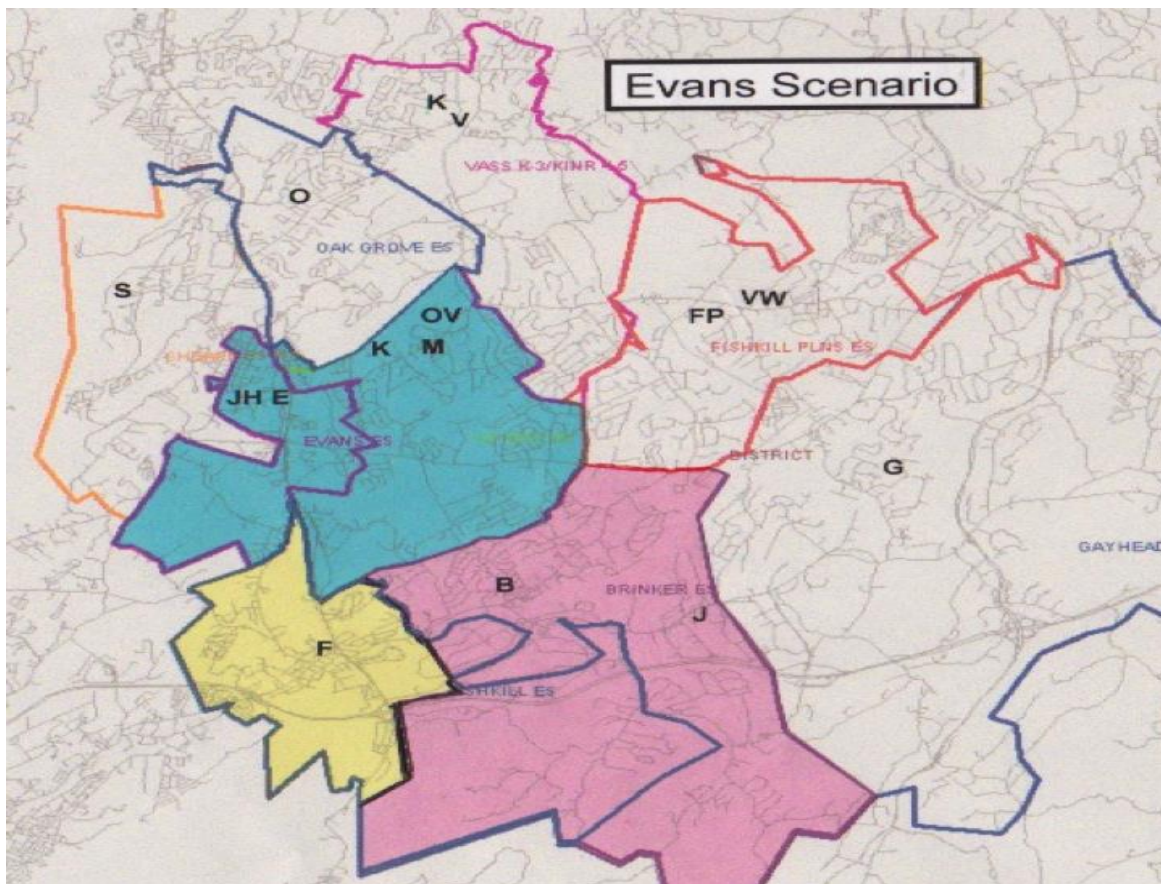
Evans Scenario												
Evans Closed, K-6 / 7-8 on RCK side, K-5 / 6-8 on JJ side												
Student population from Evans to Myers Corners												
Approximately 20-30 students/grade from Fishkill to Brinckerhoff												
Based on January 2014 general education class enrollments moved forward one year												
Myers Corners as K-6 39 Rooms				Fishkill as K-5 18 Rooms				Brinckerhoff as K-5 27 Rooms				
	Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.	
K	109	5	21.8	K	52	3	17.3	K	92	4	23.0	
1	108	5	21.6	1	78	3	26.0	1	78	3	26.0	
2	124	5	24.8	2	58	2	29.0	2	105	4	26.3	
3	113	5	22.6	3	70	3	23.3	3	97	4	24.3	
4	119	5	23.8	4	65	3	21.7	4	100	4	25.0	
5	132	5	26.4	5	58	2	29.0	5	108	4	27.0	
6	150	6	25.0	SC	-	1	-	SC	-	3	-	
SC	-	3	-	Total	381	17	23.8	Total	580	26	25.2	
Total	855	39	23.7									
Vassar Road as K-3 18 Rooms				Kinry Road as 4-6 20 Rooms				Fishkill Plains as K-5 28 Rooms				
	Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.	
K	75	3	25.0	4	75	3	25.0	K	84	4	21.0	
1	76	3	25.3	5	100	4	25.0	1	84	4	21.0	
2	79	3	26.3	6	90	4	22.5	2	91	4	22.8	
3	71	3	23.7	SC	-	3	-	3	88	4	22.0	
SC	-	3	-	Total	265	14	24.1	4	102	4	25.5	
Total	301	15	25.1					5	104	4	26.0	
								SC	-	2	-	
								Total	553	26	23.0	
Oak Grove as K-6 23 Rooms				Sheafe Road as K-6 26 Rooms				Gayhead as K-5 39 Rooms				
	Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.	
K	50	2	25.0	K	80	4	20.0	K	129	6	21.5	
1	43	2	21.5	1	95	4	23.8	1	147	6	24.5	
2	53	2	26.5	2	96	4	24.0	2	144	6	24.0	
3	45	2	22.5	3	83	3	27.7	3	153	6	25.5	
4	61	3	20.3	4	92	4	23.0	4	150	6	25.0	
5	63	3	21.0	5	73	3	24.3	5	150	6	25.0	
6	67	3	22.3	6	90	4	22.5	SC	-	2	-	
SC	-	4	-	SC	-	-	-	Total	873	38	24.3	
Total	382	21	22.5	Total	609	26	23.4					

Examination of Table 8 shows that Myers Corners, along with Sheafe Road, would be at classroom capacity with the Evans population merged into the building. All other buildings would have at least one full size classroom available for other instructional purposes. Fishkill Plains and Oak Grove would have two, Vassar Road would have three, and Kinry Road would have six available.

It is important to note that the delivery of special education service at Fishkill Plains and Sheafe Road, as is true in other buildings as well, is by integrated co-teaching, with both a general education and a special education teacher in the classroom.

The district is looking to provide more consistency and less movement to the special education population as a result of a school closing. In this Evans closing scenario, Fishkill would include one self-contained special education class that would require a full size classroom, Fishkill Plains and Gayhead would have two each, Brinckerhoff, Kinry Road, Myers Corners, and Vassar Road would have three each, and Oak Grove would have four.

The following map is a graphic representation of the rezoning associated with this scenario.



The advantages of this scenario include:

1. A significant cost savings would accrue to the district.
2. A portion of the Fishkill kindergarten class would no longer be assigned to Brinckerhoff for one year.
3. Fishkill would no longer need to use the modular classrooms for general or special education instruction.
4. Transportation time for current Fishkill students rezoned to Brinckerhoff would be comparable or better than it is currently.
5. Oak Grove and Sheafe Road become K-6 buildings.
6. Oak Grove and Sheafe Road students would no longer have three building locations in three years.
7. The district elementary/middle school feeder pattern would remain the same.
8. The location of district offices would be near the center of the district.
9. Title I funds at Evans could transfer to the merged population at Myers Corners.

The disadvantages of this scenario include:

1. Transportation time for Evans students would increase.
2. The availability of full size classrooms for other instructional purposes would not be evenly distributed among the remaining nine elementary schools.

Vassar Road Scenario

For this scenario a portion of the Vassar Road/Kinry Road students would be rezoned to Myers Corners and the same portion of the Fishkill attendance area would be rezoned to Brinckerhoff, as in the Evans closing scenario. Vassar Road would be closed and used as district offices and the Orchard View alternative program site. Kinry Road would become a K-6 building serving the remaining

student population within the current Vassar Road/Kinry Road attendance zone. Oak Grove and Sheafe Road become K-6 buildings.

The streets, either in whole or in part, rezoned from Vassar Road and Kinry Road are All Angels Hill Road, American Way, Beatty Road, Brothers Road, Deer Run Road, Degarmo Hills Road, Diddell Road, Dillon Court, Dogwood Hill Road, Dorett Drive, Dose Road, Edgehill Drive, Edgehill Extension, Elizabeth Terrace, Gabriella Road, Goal Road, Hillcrest Court, Hilltop Drive, Hi View Road, Joe Place, Larissa Lane, Little Road, Long Court, Lor-Mar Court, Magura Drive, Martin Drive, Maurice Drive, Montfort Road, Montfort Woods Road, Myers Corners Road, Namoth Road, Oneil Farm Lane, Partners Road, Plum Court, Pye Lane, Rock Road, Route 376, Sabra Lane, Schnorr Lane, Scheuele Drive, Scribo Road, Shale Drive, Taryl Court, Top Ohill Road, Tor Road, Valley Road, and Vorndran Drive.

The streets, either in whole or in part, rezoned from Fishkill to Brinckerhoff are the same as those in the Evans scenario and are Brooks Road, Carey Road, Carl Court, Carrington Drive, Connecting Road, Creekside Lane, Dutcher Drive, East Hook Road, Fishkill Hook Road, Fishkill Lane, Fox Run Road, Grove Court, Hocks Lane, Honness Road, Huntington Drive, Kathy Court, Ladue Road, Leisure Drive, Logans Way, Merritt Boulevard, Monarch Drive, Monday Lane, Old Fishkill Hook Road, Pheasant Run, Pine Lane, Quail Run, Roosevelt Drive, Sean Road, Sharpe Reservation, Snook Road, Spur Court, Stony Brook Road, Thistle Lane, Vanderbilt Way, Van Wyck Lake Road, Vassar Place, West Hook Road, Willow Lake Drive, and Windham Rock Road.

Table 9 that follows illustrates the result of merging a portion of the student population at Vassar Road and Kinry Road with the student population at Myers Corners and the rezoning a portion of the Fishkill student population to Brinckerhoff.

Table 9

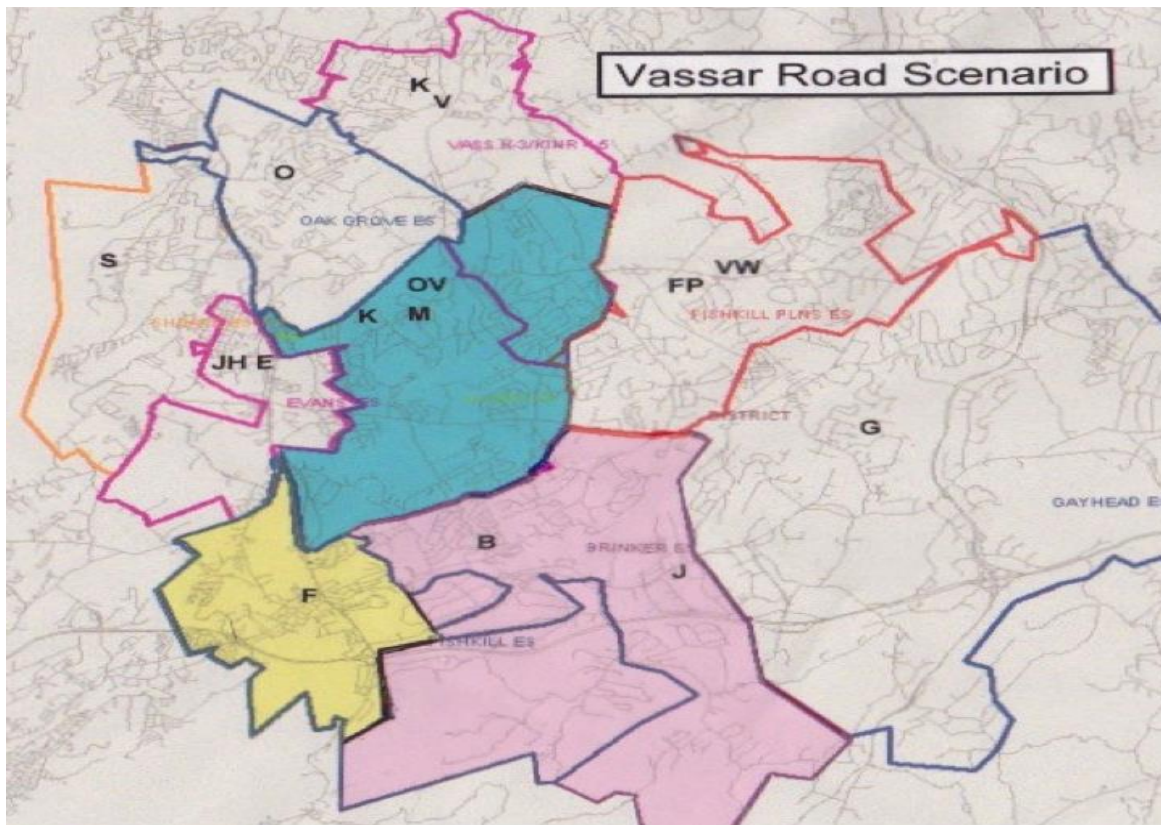
Vassar Road Scenario												
Vassar Road Closed, K-6 / 7-8 on RCK side, K-5 / 6-8 on JJ side												
Approximately 25-40 students/grade from Vassar/Kinry to Myers Corners												
Approximately 20-30 students/grade from Fishkill to Brinckerhoff												
Based on January 2014 general education class enrollments moved forward one year												
Myers Corners as K-6 39 Rooms				Brinckerhoff as K-5 27 Rooms				Evans as K-6 19 Rooms				
	Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.	
K	90	4	22.5	K	92	4	23.0	K	45	2	22.5	
1	80	4	20.0	1	78	3	26.0	1	54	2	27.0	
2	95	4	23.8	2	105	4	26.3	2	53	2	26.5	
3	95	4	23.8	3	97	4	24.3	3	45	2	22.5	
4	103	4	25.8	4	100	4	25.0	4	42	2	21.0	
5	116	5	23.2	5	108	4	27.0	5	53	2	26.5	
6	155	6	25.8	SC	-	3	-	6	37	2	18.5	
SC	-	3	-	Total	580	26	25.2	SC	-	3	-	
Total	734	34	23.7					Total	329	17	23.5	
Kinry as K-6 20 Rooms				Fishkill as K-5 18 Rooms				Fishkill Plains as K-5 28 Rooms				
	Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.	
K	49	2	24.5	K	52	3	17.3	K	84	4	21.0	
1	48	2	24.0	1	78	3	26.0	1	84	4	21.0	
2	55	2	27.5	2	58	2	29.0	2	91	4	22.8	
3	44	2	22.0	3	70	3	23.3	3	88	4	22.0	
4	49	2	24.5	4	65	3	21.7	4	102	4	25.5	
5	63	3	21.0	5	58	2	29.0	5	104	4	26.0	
6	48	2	24.0	SC	-	1	-	SC	-	2	-	
SC	-	4	-	Total	381	17	23.8	Total	553	26	23.0	
Total	356	19	23.7									
Oak Grove as K-6 23 Rooms				Sheafe Road as K-6 26 Rooms				Gayhead as K-5 39 Rooms				
	Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.		Enr.	Sect.	Av.Cl.Sz.	
K	50	2	25.0	K	80	4	20.0	K	129	6	21.5	
1	43	2	21.5	1	95	4	23.8	1	147	6	24.5	
2	53	2	26.5	2	96	4	24.0	2	144	6	24.0	
3	45	2	22.5	3	83	3	27.7	3	153	6	25.5	
4	61	3	20.3	4	92	4	23.0	4	150	6	25.0	
5	63	3	21.0	5	73	3	24.3	5	150	6	25.0	
6	67	3	22.3	6	90	4	22.5	SC	-	2	-	
SC	-	3	-	SC	-	-	-	Total	873	38	24.3	
Total	382	20	22.5	Total	609	26	23.4					

Table 9 shows that, in contrast to the Evans scenario, Myers Corners would not be at classroom capacity. All other buildings, except Sheafe Road, would have at least one full size classroom available for other use, and the availability of full size classrooms for other instructional purposes is more evenly balanced among the schools.

The delivery of special education service at Sheafe Road, again, is by integrated co-teaching, with both a general education and a special education teacher in the classroom. In this scenario, Fishkill would have one self-contained special education class that would require a full size classroom, Fishkill Plains and

Gayhead would have two each, Brinckerhoff, Evans, Myers Corners, and Oak Grove would have three each, and Kinry Road would have four.

The following map is a graphic representation of the rezoning associated with this scenario.



The advantages of this scenario include:

1. A significant cost savings would accrue to the district.
2. The section of the Vassar Road/Kinry Road attendance zone that would be merged into the Myers Corners attendance zone is as close to Myers Corners as it is to Vassar Road/Kinry Road.
3. A portion of the Fishkill kindergarten class would no longer be assigned to Brinckerhoff for one year.
4. Fewer students would be impacted compared with the Evans scenario.
5. Fishkill would no longer need to use the modular classrooms for general or special education instruction.

6. Transportation time for the portion of Vassar Road/Kinry Road students rezoned to Myers Corners and for the portions of Fishkill rezoned to Brinckerhoff would be either comparable or less than it is currently.
7. All the elementary school buildings on the north side of the district would operate as K-6 buildings, thereby enhancing program consistency.
8. Oak Grove and Sheafe Road students would no longer have three building transitions in three years.
9. The district elementary/middle school feeder pattern would remain the same.
10. There would be a more even distribution of full size classrooms available for other instructional purposes in this scenario compared with the Evans scenario.

The disadvantages of this scenario is:

1. The location of the district offices would not be near the center of the district.

Findings

1. The number of live births within the school district decreased by 14.5% from 2002 to 2012.
2. District K-12 enrollment declined by 6.7% since 2008, from 12,481 students to 11,650, and is projected to decrease by 7.8% over the next five years to 10,739.
3. District K-5 enrollment declined by 7.1% over the past five years, and is projected to decline by 7.1% over the next five years.
4. District K-5 enrollment declined 11.2% in the north side of the district in the past five years, while it declined by 3.3% in the south side.
5. District K-5 enrollment is projected to decline by 9.9% on the north side of the district in the next five years, and by 4.7% on the south side.
6. The district has inconsistent grade configurations. The south side of the district operates on a K-5/6-8 configuration. The north side has two buildings that are K-6, two buildings that are K-5, and one K-3 building that partners with a neighboring 4-6 building. The junior high operates as a 7-8 building.
7. Oak Grove and Sheafe Road students experience three different buildings in three years. Oak Grove sixth grade students are transported to Kinry Road and Sheafe Road sixth grade students are transported to Myers Corners.
8. Some elementary buildings currently operate at capacity, while some operate at much less than capacity. Fishkill is overcapacity, with a segment of its kindergarten students transported to Brinckerhoff. Gayhead currently operates at, or near, capacity. However, Myers Corners is significantly below capacity.

9. The kindergarten enrollment at Myers Corners of 53 contrasts dramatically with its fifth grade enrollment of 121.
10. The district has multiple delivery systems for special education instruction.
11. Planning office information from the towns of East Fishkill, Fishkill, Poughkeepsie, and Wappinger does not indicate any surge of residential construction that would affect student enrollment in the next several years.
12. It is possible to reconfigure the Fishkill/Brinckerhoff attendance boundary so that Fishkill would no longer be overcapacity, no longer need to assign a cadre of its kindergarten class to Brinckerhoff, and no longer need the modulars for general or special education sections.
13. It is possible to close either Evans or Vassar Road beginning July 1, 2014.
14. The advantages associated with the Evans scenario include
 - a. A significant cost savings would accrue to the district.
 - b. A portion of the Fishkill kindergarten class would no longer be assigned to Brinckerhoff for one year.
 - c. Fishkill would no longer need to use the modular classrooms for general or special education instruction.
 - d. Transportation time for current Fishkill students rezoned to Brinckerhoff would be comparable or better than it is currently.
 - e. Oak Grove and Sheafe Road become K-6 buildings.
 - f. Oak Grove and Sheafe Road students would no longer have three building locations in three years.
 - g. The district elementary/middle school feeder pattern would remain the same.
 - h. The location of district offices would be near the center of the district.
 - i. Title I funds at Evans could transfer to the merged population at Myers Corners.

15. The disadvantages associated with Evans scenario include
 - a. Transportation time for Evans students would increase.
 - b. The availability of full size classrooms for other instructional uses would not be evenly distributed among the remaining nine elementary schools.

16. The advantages associated with the Vassar Road scenario include
 - a. A significant cost savings would accrue to the district.
 - b. The section of the Vassar Road/Kinry Road attendance zone that would be merged into the Myers Corners attendance zone is as close to Myers Corners as it is to Vassar Road/Kinry Road.
 - c. A portion of the Fishkill kindergarten class would no longer be assigned to Brinckerhoff for one year.
 - d. Fewer students would be impacted compared with the Evans scenario.
 - e. Fishkill would no longer need to use the modular classrooms for general or special education instruction.
 - f. Transportation time for the portion of Vassar Road/Kinry Road students rezoned to Myers Corners and for the portions of Fishkill rezoned to Brinckerhoff would be either comparable or less than it is currently.
 - g. All the elementary school buildings on the north side of the district would operate as K-6 buildings, thereby enhancing program consistency.
 - h. Oak Grove and Sheafe Road students would no longer have three building transitions in three years.
 - i. The district elementary/middle school feeder pattern would remain the same.
 - j. There would be a more even distribution of full size classrooms available for other instructional purposes in this scenario compared with the Evans scenario.

17. The disadvantage of the closing of Vassar Road scenario is:
 - a. The location of the district offices would not be near the center of the district.

18. Compared with Evans, the closing of Vassar Road would affect fewer students, permit bus travel time for the Vassar Road/Kinry Road students to Myers Corners to be the same as or less than it is currently, and provide for a more even distribution among the schools of full size classrooms available for other instructional purposes.

Conclusions

It is possible to close one or more elementary schools and simultaneously maintain and enhance the instructional program. Conversion of the entire district to either a K-6/7-8 or K-5/6-8 grade configuration would carry with it a significant financial burden and would impact the current elementary/middle school feeder pattern.

It is possible to reconfigure the Fishkill/Brinckerhoff attendance boundary so that Fishkill would no longer be overcapacity, no longer need to assign a cadre of its kindergarten class to Brinckerhoff, and no longer need the modulars for general or special education sections.

The closing of an elementary school would generate a significant cost savings for the district for 2014-15 and would allow the district to repurpose the building for other uses. It would allow the district to relocate the Orchard View alternative education program to the closed building in September 2014 and the district offices there in July 2015.