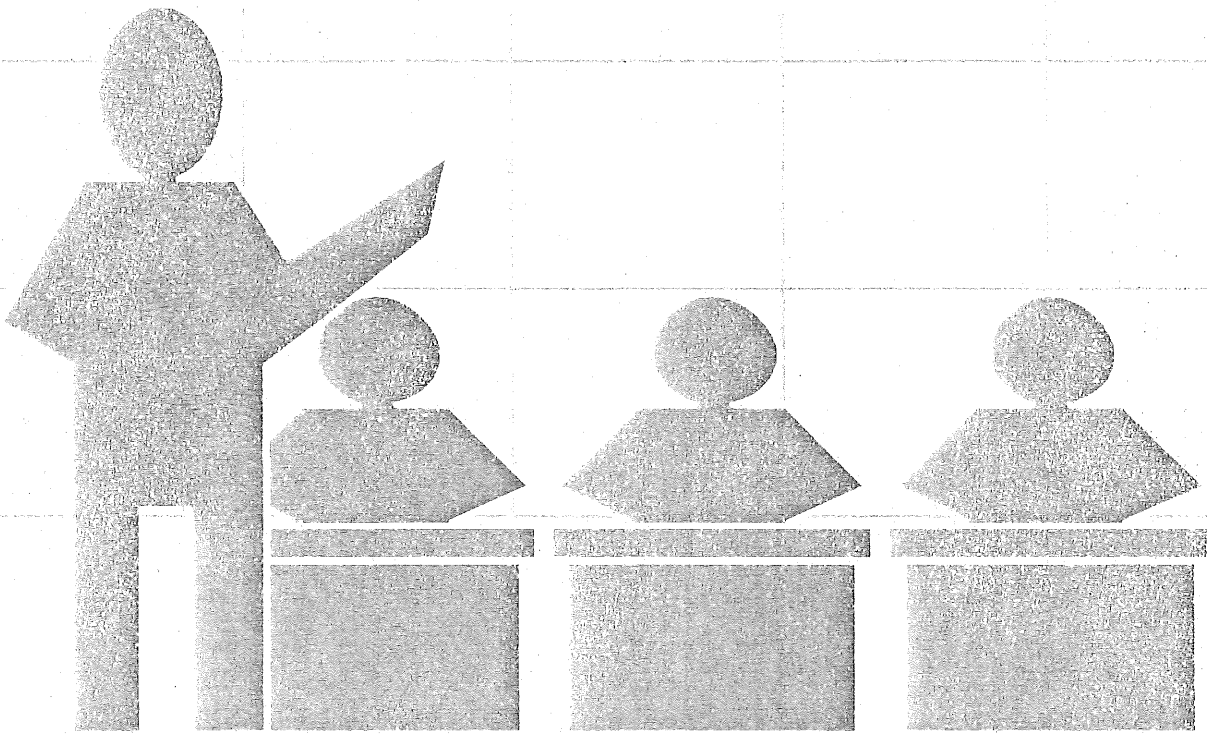


# Long Range Planning Study



A service of Western Suffolk BOCES Office of School Planning & Research

**City School District of New Rochelle**  
**Demographic, Enrollment and Facility Analysis**  
**July 2007 Final Draft**



# CITY SCHOOL DISTRICT OF NEW ROCHELLE

## COMPREHENSIVE LONG RANGE PLANNING STUDY DEMOGRAPHIC, ENROLLMENT AND FACILITY ANALYSIS JULY 2007

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### MISSION STATEMENT

The mission of the New Rochelle School System, acknowledging its richly complex history, is to produce responsible, self-sufficient citizens who possess the self-esteem, initiative skills, and wisdom to continue individual growth, pursue knowledge, develop aesthetic sensibilities, and value cultural diversity by providing intellectually challenging educational programs that celebrate change but affirm tradition and promote excellence through an active partnership with the community, a comprehensive and responsive curriculum, and a dedicated and knowledgeable staff.



# INTRODUCTION

City School District of New Rochelle K - 12 enrollment increased from 8,871 students in 1996 to 10,219 students in 2006, a gain of 1,348 students, or 15 percent. The changes in enrollment have been paired with changing student needs, programs, and mandated requirements. The ability to plan for the future excellence in education will be aided by the availability of data-driven information. The City School District of New Rochelle Board of Education commissioned this comprehensive long range planning study to be conducted by the Western Suffolk BOCES Office of School Planning and Research to address this need. The study presents enrollment projections through 2016 that were based on demographic factors and enrollment trends.

This Long Range Planning Study was designed to help the City School District of New Rochelle accomplish its educational goals for the future of its students. The ongoing monitoring of enrollment trends will provide the District with comprehensive data, which will be useful when considering a wide variety of educational issues and in planning for future District needs. Planning is, however, a dynamic process that requires continual updating to reflect changes in demographics and enrollment. Periodic updates to the assumptions of this study may be necessary in the event that any drastic changes in demographics and/or enrollment occur. The study is intended to be used as one of many tools in the District's planning process.

Bonnie Cap, School Planning Coordinator, oversaw all aspects of the study process. Barbara Colombo, Educational Research Technician, acted as principal demographic researcher and enrollment forecaster and prepared the demographic and enrollment sections of the report. Bonnie Cap conducted the facilities' analysis and prepared the facility and alternative sections of the report. Janice Schwartz, Educational Planning Clerk, prepared surveys, provided research assistance and arranged the report for printing.

Richard Organisciak, Superintendent of Schools, provided access to District records. Jeffrey Korostoff, Ed.D., Assistant Superintendent (Elementary Education), Thomas J. Ryan, Assistant Superintendent (Business and Administration), Yvette Goorevitch, Director of Special Education, Susan Yom, Coordinator Student Assessment, Data Analysis & Accountability, Chief Information Officer, and Linda E. Kelly, former Superintendent of Schools, acted as District liaisons and provided Western Suffolk BOCES with data and direction, thus enabling the study process to accomplish its goals successfully.

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

- City of New Rochelle, Dept. of Development Planning Board
- CNNMoney.com
- Educational Research Service, Arlington, Virginia
- Fairfield County Business Journal
- Local Non-Public Schools
- Marist College Bureau of Economic Research; *Economic Report of the Hudson Valley Annual 2005*
- Money.CNN.com
- New York State Data Center, Empire State Development website
- New York State Department of Health
- New York State Department of Education –  
Division of Educational Facilities Planning, Bureau of Educational Data Systems
- New York State Department of Labor, Workforce New York
- New York State Office of Real Property Services
- New York Times website
- NYSED website for education statistics
- The Rockefeller Institute of Government, New York State Statistical Briefs website
- School District Data Book, MESA, New York State Education Department
- The Journal News; lohud.com
- U.S. Census - Office of Immigration Statistics
- U.S. Department of Commerce, Bureau of the Census
- U.S. Department of Education National Center for Educational Statistics
- U.S. Department of Health  
National Center for Health Statistics – National Vital Statistics Reports Volume 54, Number 2



# EXECUTIVE SUMMARY

## City School District of New Rochelle Long Range Planning Study conducted by Western Suffolk BOCES (July 2007) Summary of Demographic, Enrollment, and Facility Analysis (page 1)

### Demographic Analysis

- Historically, the City School District of New Rochelle enrollment increased from 8,871 K - 12 students in 1996 to 10,219 students in 2006, reflecting a net gain of 1,348 students during this period. Pre-kindergarten enrollment added 287 - 334 students each year.
- The City School District of New Rochelle area demographics help us to understand the enrollment trends of the District.
- The **population** grew between 1990 and 2000. Population has continued to increase between 2000 and 2005 by an estimated 1.1 percent. Although the age distribution has remained relatively stable, increases were noted in the pre-school and school aged residents since 1990, contributing to the gains in enrollment. Larger incoming classes replaced smaller graduating classes during five years of the historical period, resulting in student gains in most years.
- Westchester County **births** fluctuated since 1990, with the lowest number of births recorded in 2005.
- The **housing** market has the greatest impact potential. The sale of approximately 506 to 701 homes per year since 1999 was noted. The number of homes sold in the District reached peak sales in 2004. New housing consists mostly of high rise complexes, some of which are luxury housing; senior housing complexes are also numerous.
- Approximately 15 - 18 percent of resident students attend **non-public schools**. The movement in and out of non-public schools may contribute to fluctuations in public school enrollment.

### District Enrollment

- City School District of New Rochelle educates students in grades PK - 12 in eleven schools. There are seven elementary schools, one housing PK - 2 students, six housing K - 5 students, two middle schools serving grades 6 and 8, and one high school for students in grades 9 -12 and an alternative high school.
- The District K - 12 enrollment increased between 1996 and 2006 by 1,348 students, or 15 percent. An overall loss of approximately 172 students, or 2 percent, is anticipated between the actual 2006 enrollment of 10,219 students and the projected 2016 enrollment of 10,047 students. This is considered to be a basically stable pattern.





# EXECUTIVE SUMMARY

**City School District of New Rochelle School District  
Long Range Planning Study conducted by Western Suffolk BOCES (July 2007)  
Summary of Demographic, Enrollment, and Facility Analysis (page 2)**

- There are several key factors that drive the projected enrollment trends. Housing turnover was at its highest in 2004. The kindergarten enrollment is projected to remain at a relatively stable level over the next few years, with small decreases during the remainder of the projection period. The kindergarten class is projected to be smaller than the exiting twelfth grade of the previous year throughout the projection period.
- According to Western Suffolk BOCES projections, the pre-kindergarten will be at its peak projection period enrollment of 313 students in 2007, while the elementary grade configuration (K - 5) is projected to reach its peak of 4,627 students in 2011. The middle grade configuration (6 - 8) will reach a projection period peak of 2,421 students by 2014, while the secondary grade configuration (9 - 12) is expected to reach its projection period peak of 3,261 students in 2007. The District K - 12 and PK - 12 enrollments are also expected to be at their projection period peak enrollments in 2007 with 10,183 and 10,496 students, respectively.

YEAR		PK	K - 5	6 - 8	9 - 12	K - 12	PK - 12
<b>Actual</b>	<b>2006</b>	307	4,618	2,332	3,269	10,219	10,526
<b>Projected</b>	<b>2007</b>	313*	4,607	2,315	3,261*	10,183*	10,496*
	<b>2008</b>	304	4,614	2,402	3,168	10,183*	10,488
	<b>2009</b>	306	4,611	2,406	3,134	10,152	10,458
	<b>2010</b>	305	4,626	2,352	3,161	10,139	10,444
	<b>2011</b>	304	4,627*	2,336	3,131	10,093	10,397
	<b>2012</b>	302	4,601	2,356	3,203	10,160	10,462
	<b>2013</b>	300	4,572	2,399	3,182	10,153	10,452
	<b>2014</b>	297	4,539	2,421*	3,147	10,107	10,403
	<b>2015</b>	296	4,521	2,395	3,157	10,073	10,369
	<b>2016</b>	294	4,502	2,368	3,177	10,047	10,341

Notes: The sum of the numbers may not equal the totals due to rounding.

\* shows peak enrollment during 2007 - 2016



## SECTION ONE: DEMOGRAPHIC ANALYSIS

*The objective of this section of the study was to evaluate demographic factors that can impact the City School District of New Rochelle. Change in school enrollment occurs because of the number of children being born, moving into a community, or attending non-public schools. Therefore, the demographic factors considered were population characteristics, birthrate, housing, and non-public school enrollment.*

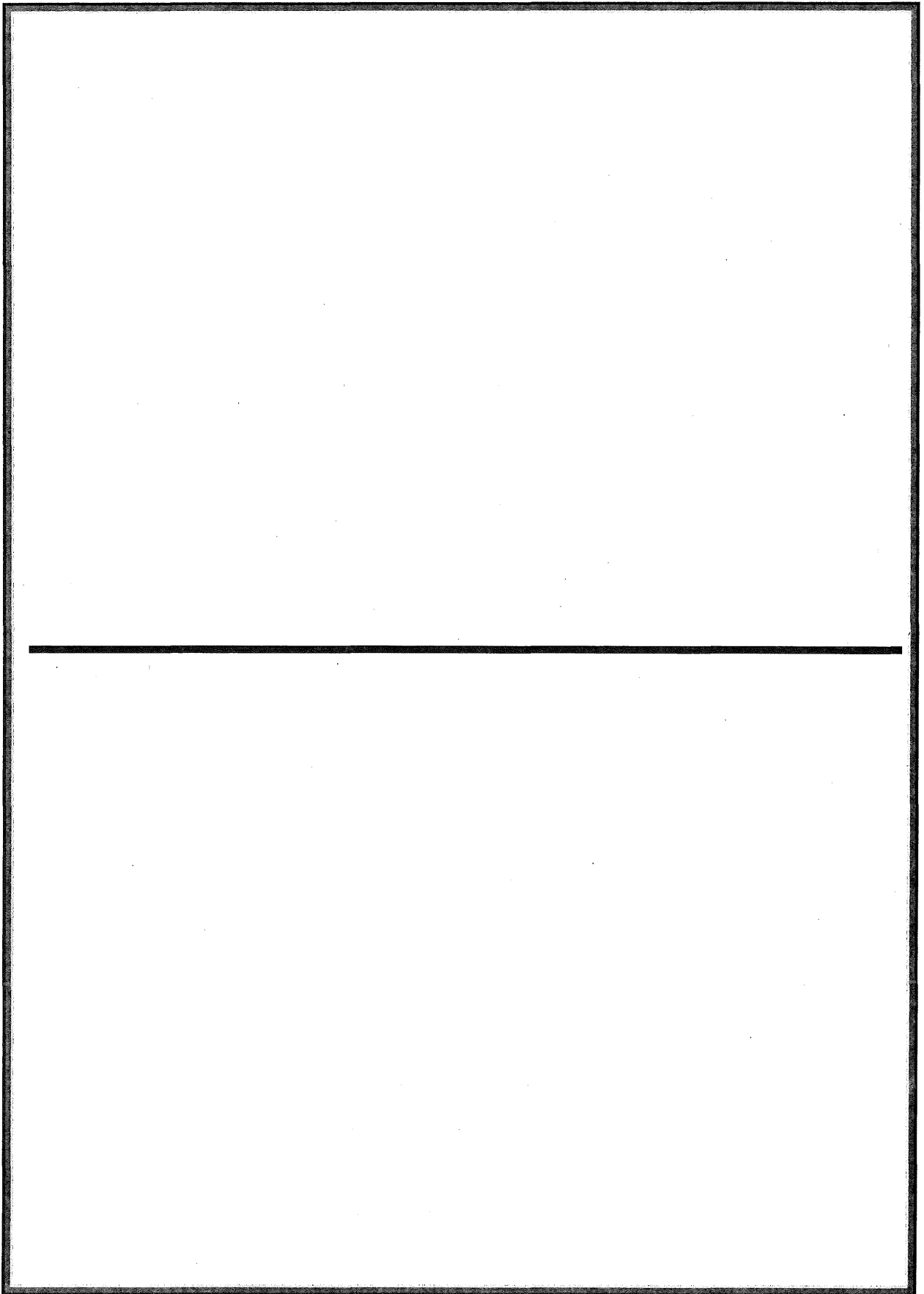
**The City School District of New Rochelle has been impacted by a variety of demographic factors. For example, the proportion of the school-age segment of the population increased steadily since 1990, which was evident in the growth in the public school K - 12 enrollment throughout the historical period. In-migration and larger cohorts moving through the system have also contributed to the growth seen. These gains were primarily related to housing factors that included the movement during this time of more school-aged children into the community.**

Residents of the City School District of New Rochelle had a median income of \$43,482 in 1990. That placed them below the median income of the residents of Westchester County (\$48,405), and all of the surrounding school districts, which ranged from \$48,187 in Tuckahoe UFSD to \$121,275 in Scarsdale UFSD. More recent estimates for Westchester County have suggested that the median household income grew by 31.4 percent between 1990 and 2000 (\$63,582). School district data from the 2000 Census show that the median income for the City of New Rochelle in 2000 was reported as \$56,147; a 29.1 percent increase from 1990 figures.

From 1990 to 2000, the City of New Rochelle, and the surrounding school districts of Eastchester, Pelham, and Tuckahoe school districts received reductions in the percentage of State sources of revenue. In fact, in 2000/01, approximately 16.3 percent of the total revenue of the City SD of New Rochelle was from State sources, while this comprised approximately 24.8 percent of the total revenue in 1990/91. In 2001/02, this percentage of state aid received in the City School District of New Rochelle increased to 17.0 percent; higher than the 2000/01 figure, but still lower than the percentage received in 1990/91.

As shown in Figure 1, the City School District of New Rochelle is located in lower Westchester County, falling within the City of New Rochelle. Dubbed "The Queen City on the Sound", New Rochelle is a commercial, educational, and entertainment center which attracts visitors from around the county and beyond. It is one of New York State's oldest communities on the Long Island Sound.

The District is approximately 10.4 square miles, and shares a common border with the following public school districts: Eastchester UFSD, Mamaroneck UFSD, Pelham UFSD, Scarsdale UFSD, and Tuckahoe UFSD, as well as the Long Island Sound.



*Figure 1 – Location of the City School District of New Rochelle*

## A. POPULATION

As shown in Table 1, historically (1990 - 2000), the resident population increased in Westchester County and the City School District of New Rochelle.

Population estimates for the City School District of New Rochelle suggest that there has been an increase in population since 2000, with 72,967 persons estimated to reside in the District in 2005. This constitutes a 787 person, or 1 percent gain over the last five years. Comparatively, Westchester County is estimated to have grown by 2.6% in this time period.

**TABLE 1 - COMPARATIVE POPULATION GROWTH**

LOCATION	1990	2000	% change 90 - 00
Westchester (C)	874,866	923,459	5.6%
City School District of New Rochelle	67,265	72,180	7.3%

Source: U.S. Dept. Of Commerce, Bureau of the Census; SDDB-MESA

As shown in Table 2, public school enrollment increased from 1990 to 2000 in the County, City School District of New Rochelle, and the surrounding districts. These gains continued from 2000 through 2005 in the County, City School District of New Rochelle and in each of the surrounding Districts. The largest gains over the last 15 years were observed in the Pelham school district, with the largest overall gains from 2000 - 2005 seen in the Eastchester school district.

**TABLE 2 - COMPARATIVE ENROLLMENT GROWTH**

LOCATION	1990 ENR	2000 ENR	2005 ENR	CHANGE 90 - 00	CHANGE 00 - 05
WESTCHESTER (C)	106,712	139,904	146,587	31.1%	4.8%
CITY SD of NEW ROCHELLE	7,464	9,806	10,317	31.4%	5.2%
EASTCHESTER UFSD	1,755	2,427	2,852	38.3%	17.5%
MAMARONECK UFSD	3,594	4,547	4,859	26.5%	6.9%
PELHAM UFSD	1,613	2,352	2,626	45.8%	11.6%
SCARSDALE UFSD	3,640	4,314	4,679	18.5%	8.5%
TUCKAHOE UFSD	855	958	995	12.0%	3.9%

Source: New York State Education Dept., BEDS

As shown in Figure 2, the pre-school-aged segment (0 - 4 years) and the school-aged segment (5 - 19) of the population in the City SD of New Rochelle increased from 1990 to 2000. The adult population 20 - 54, as well as the 55 and over age group showed a decline; the subgroups within this population include those most likely to have children. The historical increase and projected K - 12 enrollment stabilization in the City SD of New Rochelle through 2011, reflect the changes in the school-age population of the area.

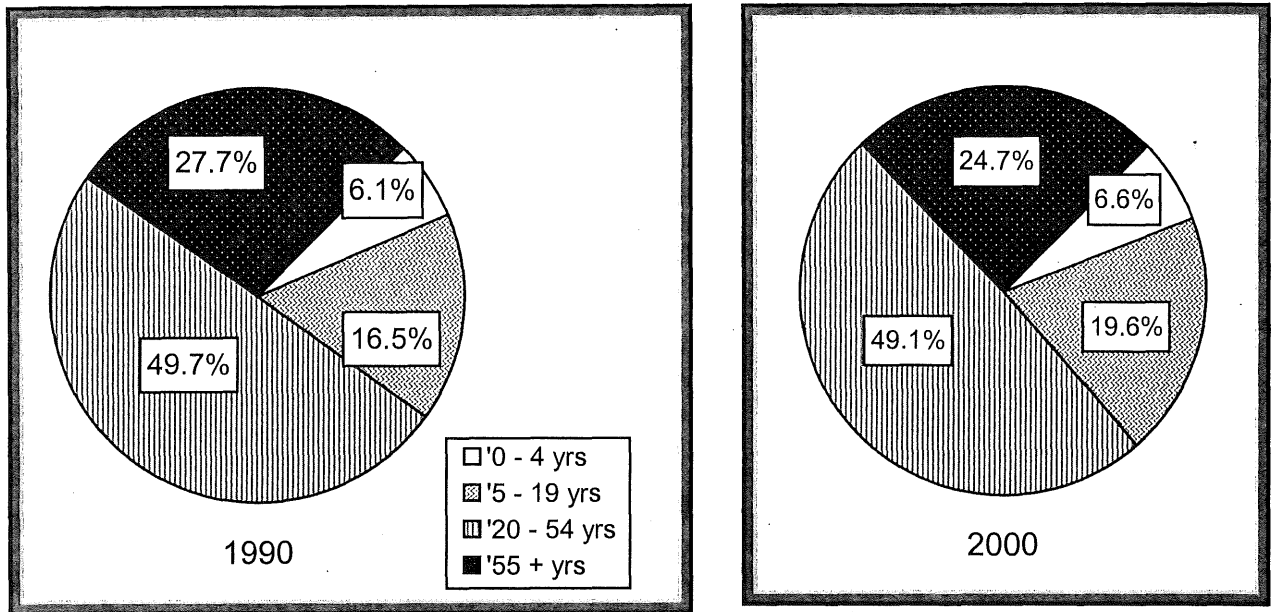


Figure 2 – Population Distribution by Age for the City SD of New Rochelle

## B. BIRTHRATE

Although nationally the annual number of births has generally been on the rise between the years 1973 and 1989, the fertility rate of women ages 15 - 44 years has not. This apparent discrepancy seems to support the thesis called the “baby boomlet”; that is, that the increases in the number of births are due to an increased number of women giving birth rather than an increase in the number of births per woman. Even though the birthrate for the United States as a whole declined between 1980 and 1987, New York and thirteen other states experienced increases in their birthrate during this time.

As shown in Table 3, the number of births increased in Westchester County, as well as in the City of New Rochelle between 1990 and 2000. However, the number of births and birthrates in Westchester County and the City of New Rochelle declined in 2005. The patterns of fertility, number of women in childbearing years, and the continued in-migration into the region will affect the future level of births.

TABLE 3 - BIRTHRATES PER THOUSAND POPULATION

LOCATION	1990: BIRTHS	BIRTHRATE	2000: BIRTHS	BIRTHRATE	2005: BIRTHS	BIRTHRATE
WESTCHESTER (C)	13,233	15.1	13,296	14.4	12,051	12.7
CITY of NEW ROCHELLE	995	14.8	1,038	14.4	978	13.4

Source: NYS Dept. of Health; U.S. Dept. of Commerce

## C. HOUSING

The amount of available land naturally affects potential housing starts. Population and enrollment density (persons/pupils per square mile, respectively) presents a general index of available land and population composition.

As shown in Table 4, 1990 and 2000 data indicate that the City SD of New Rochelle uses land at a higher density and with relatively higher student yields than Westchester County and Eastchester, Mamaroneck, and Scarsdale school districts. As of 2000, there were approximately 943 pupils and 6,940 persons per square mile in the City SD of New Rochelle, as compared to 312 students and 2,061 persons per square mile in Westchester County. Table 5 indicates that both enrollment and population density have increased between 1990 and 2000. This resulted in the enrollment increases that occurred throughout the County and school districts examined. More recent data indicates that the 2005 population and enrollment densities further increased in both Westchester County and the City School District of New Rochelle.

**TABLE 4 - POPULATION AND ENROLLMENT DENSITY (# PER SQUARE MILE)  
FOR SELECTED AREAS**

LOCATION	AREA (SQ. MILE)	1990 POP DENSITY	1990 ENROLL DENSITY	2000 POP DENSITY	2000 ENROLL DENSITY
WESTCHESTER (C)	448	1,952.8	238.2	2,061.3	312.3
CITY SD of NEW ROCHELLE	10.4	6,467.8	717.7	6,940.4	942.9
EASTCHESTER UFSD	4.22	4,178.2	415.9	4,105.5	575.1
MAMARONECK UFSD	5.83	4,668.3	616.5	4,851.3	779.9
PELHAM UFSD	2.33	5,108.6	692.3	5,092.7	1,009.4
SCARSDALE UFSD	20.88	837.0	174.3	886.4	206.6
TUCKAHOE UFSD	.74	9,739.2	1,155.4	10,067.6	1,294.6

Source: U.S. Dept. of Commerce, Bureau of the Census; NYSED

Land in Westchester County and the City of New Rochelle were viewed according to residential, non-residential and vacant utilization. In both the County and the City, the largest land use is for residential purposes. In fact, the downtown area of New Rochelle has been redeveloping many of its commercial buildings into residential buildings, with many offices being converted into condominiums and apartments.

There are approximately 6,656 acres within the City SD of New Rochelle. The residential land is primarily developed at high density. Other uses of land include commercial, institutional (schools, hospitals, religious houses of worship), recreation and open space, transportation, communication, and utilities.

Based on Census data, there were 873 occupied units added in the City School District of New Rochelle between 1990 and 2000. Western Suffolk BOCES estimates, based on 2000 U.S. Census data, indicate that there were approximately 26,190 occupied units in the District. Household increases since 1990 can be attributed to new construction of single and multi-family residences and activation of vacant homes from inactive status due to sale, fire, etc.

New Rochelle shares concerns about affordable housing with Westchester County. The City is undergoing a residential building boom, but the primarily luxury and upper-middle class housing being built does not address the affordable housing issues. The County has acquired property in downtown New Rochelle on which it will build senior assisted-living units and single-family homes. The County and the City also have plans to buy approximately 16 properties and turn them over to the New Rochelle Neighborhood Revitalization Corporation. The Corporation will coordinate the construction of a seven-story building with 102 rental units aimed at people 75 and over with incomes of about \$25,000 a year, as well as up to 20 single-family homes.

Housing activity was discussed with the *New Rochelle City Department of Development*. As shown in Table 5 below, the planning department reported that there currently three subdivisions in development and one recently completed subdivision within the City School District of New Rochelle. The developer of the New Rochelle Parcel 1A (Trump Plaza) stated that from what he has seen, these condominiums are mostly being sold to singles, childless couples, and empty-nesters, looking to move away from New York City, but still needing an easy commute to their employment.

**TABLE 5 - APPROVED AND PROPOSED RESIDENTIAL HOUSING IN THE  
CITY SCHOOL DISTRICT OF NEW ROCHELLE**

Subdivision	Number of Dwellings	Status
DGB Dev. Co.	10 single family homes	1 model built; 2 sold and almost completed
Glenview Terrace	4 sf homes & 12 condos	Early stages of development
New Rochelle Parcel 1A (Trump Plaza)	178 condos	Completed (Geared for young professionals; maybe a total of 10 school age children)
1265 Weaver Street	7 sf	Waiting for Health Dept. approval

Source: New Rochelle City Department of Development

The turnover of existing housing will bring additional school-age children to the City SD of New Rochelle. An analysis of deed transactions in the City SD of New Rochelle shows the sale of between approximately 500 and 700 homes per year. Table 6 presents home sale information for the District since 1999. It is evident that housing activity has remained at a high level, with continual increasing median home prices each year. The last two years for which data is available, 2004 and 2005, have shown the highest number of home sales, 701 and 636 homes, respectively. The median price has risen from \$287,500 in 1999 to \$650,000 in 2005; a \$362,500, or 126 percent, increase.

**TABLE 6 - HOME SALES 1999 - 2005**

Year	Number of Homes Sold	Median Selling Price
1999	563	\$287,500
2000	527	\$350,000
2001	512	\$380,000
2002	506	\$455,000
2003	566	\$510,000
2004	701	\$549,900
2005	636	\$650,000

Source: New York State Office of Real Property Service

According to a *Western Suffolk BOCES survey [Appendix A-1]* of local Realtors, the housing market within the City SD of New Rochelle is good. New Rochelle is being seen as an up-and-coming area that is growing rapidly. The City is considered to have a varied housing stock with small starter homes starting at \$155,000 to luxury homes. The many new apartments being built are attracting young professionals. The location next to I-95 and the Metro-North makes it an ideal place to live when commuting into New York City, upper Westchester County, or Connecticut.

The *Western Suffolk BOCES Planning Team* conducted a recent survey of new residents to the District [*Appendix A-2, A-3*]. A total of 175 households were surveyed, with a response rate of approximately 31 percent. Based on resident responses, the activity was split with approximately 17 percent new sales and 83 percent resales.

The displacement of school-age children between sellers and buyers was positive, that is, while 19 percent of sellers had children up to 18 years of age, 57 percent of buyers had children under the age of 18. This averages out to .31 children per seller household, as compared to 1.1 children per buyer household. About half of the buyers' children were pre-school aged. Approximately 68 percent of the respondents who have children or plan to have children stated that they would be sending their children to public schools. Reasons cited for moving to the area were the reputation of the School District, proximity to New York City, (as well as to work, family, transportation, and Greenwich, Connecticut), price of housing, low taxes, neighborhood safety, and an overall good value. More than 76 percent of new residents moved to the City SD of New Rochelle from areas within Westchester County. In fact, 44% of those respondents already lived in the City of New Rochelle area. Other areas in which new residents previously lived included Brooklyn, Bronx, Manhattan, and California.

Housing data for the area encompassed by the City SD of New Rochelle indicated that 96 percent of the total housing in 2000 was occupied and 4 percent was vacant. Occupied housing can be inhabited by the owner of the house or a renter. Rental property generally attracts a more transient population with fewer school-aged children than owner occupied housing. Transience within rental units may contribute to fluctuation in school grade to grade transitions.

The number of owner-occupied housing units decreased from 51.6% in 1990 to 50.3% in 2000. During this same time, the amount of occupied housing that is rented in the District increased from 48.4 percent in 1990 to 49.7 percent in 2000.



Other factors need to be considered when determining the impact of housing on school enrollment. These factors include the resident characteristics, number of households with children, and age of children.

Table 7 contains household characteristics for Westchester County residents, as well as residents within the City SD of New Rochelle. Nationally, since 1990, the number of households increased, while household size and school enrollments decreased. In the United States, the average household consisted of 2.64 persons in 1990 compared with 2.61 persons in 2000, a .3 percent decline. However, the household size in the County and the school district increased between 1990 and 2000.

For the County and the school district, between 1990 and 2000 the number of public school children per household increased as did the population under age 5. While the median age of the residents of Westchester County increased since 1990, the District median age has remained stable.

According to the 2000 Federal Census, approximately 37 percent of the occupied households in the City of New Rochelle SD contained children eighteen years and younger; an increase from the 30 percent reported by the 1990 Federal Census. This is equal to the 37 percent of Westchester County households in 2000, with children in this age range.

**TABLE 7 - POPULATION CHARACTERISTICS FOR SELECTED AREAS**

LOCATION		Westchester (C)	City of New Rochelle SD
Household Size	1990	2.63	2.66
	2000	2.67	2.68
% of Households with Children under 18	2000	36.6%	36.6%
# Public School Children per Household	1990	.33	.29
	2000	.41	.37
Median Age	1990	36.4	37.3
	2000	37.6	37.3
Population under Age 5	1990	7.0%	6.1%
	2000	7.0%	6.6%

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

A survey of local preschools in the City SD of New Rochelle was conducted by the *Western Suffolk BOCES Planning Team [Appendix A-4]*. The results of this survey suggest that two of the schools offer a full-day program for pre-kindergarten and kindergarten.

#### **D. NON-PUBLIC SCHOOL ENROLLMENT**

As shown in Table 8, the enrollment of resident students in area non-public schools in 2006/07 is 1,819 students, or 15.1 percent of the total resident student population. Historical data of non-public school enrollment shows initial stable enrollment, followed by a spike in 2002, and then consistent declines, ranging from 15.1 to 18.3 percent of the total enrollment. Of the students who attend non-public schools, 100 or more resident students attend one of five schools (Blessed Sacrament Elementary School, Blessed Sacrament High School, The French American School, Holy Name of Jesus School, and Iona Preparatory School). While the 17.7 percent non-public school enrollment within the district was slightly higher than the approximately 16 percent of Westchester County students enrolled in non-public schools in 2001/02 - the last year that County non-public school enrollment numbers are available - enrollment decreased by more than 2 percent since that time.

**TABLE 8 - CITY SD OF NEW ROCHELLE RESIDENT STUDENT ENROLLMENT IN  
NON-PUBLIC SCHOOLS**

<b>YEAR</b>	<b>Non-Public Enroll</b>	<b>Public Enroll</b>	<b>Total Resident Enroll</b>	<b>% Non-Public</b>
1999	1,967	9,466	11,433	17.2%
2000	2,103	9,806	11,909	17.7%
2001	2,116	9,845	11,961	17.7%
2002	2,240	10,011	12,251	18.3%
2003	2,030	10,176	12,206	16.6%
2004	1,857	9,444	11,301	16.4%
2005	1,952	10,349	12,301	15.9%
2006	1,819	10,219	12,038	15.1%

Source: City SD of New Rochelle Records

A survey of area schools [Appendix A-4] was conducted in order to ascertain whether future changes in the non-public schools would potentially impact public school enrollment. Most schools reported stability in enrollment. Of great concern to the non-public schools seems to be giving support and resources to IEP students, space, and lack of financial aid. Most schools reported an increase of special needs students attending their schools over the last five years. One non-public high school reported that one key issue as to why parents send their children to their school is that there is a smaller, safer setting with more structure, discipline and accountability. It is noted that the Blessed Sacrament and Holy Family Elementary Schools are scheduled to close at the end of this school year. An administrator at Blessed Sacrament reported that the majority of the students would probably transfer to Holy Name, Our Lady of Perpetual Help, Immaculate Conception or public school.

## SECTION TWO: ENROLLMENT ANALYSIS

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

This study uses enrollment data from the end of the first attendance period (September – October). The enrollment data was obtained from the *New York State Department of Education, Bureau of Educational Data* and the *City School District of New Rochelle*. The objective of this section of the study was to calculate enrollment projections by year, grade, and school for the next ten years. The methodology employed in the preparation of projections requires the use of number rounding of fractions to the nearest whole number (e.g., 31 could equal 31.33 or 30.82), therefore the detail presented in tables may not add up to the total due to rounding.

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

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

### A. PROJECTION METHODOLOGY

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

*Three basic inputs were necessary:*

1. Actual enrollment by grade for 1996 through 2006 for the District [Appendix B-1] and each school [Appendix B-7, B-9, B-11, B-13, B-15, B-17, B-19, B-21, B-23, B-25]
2. Grade-to-grade retention (migration) ratios for each two-grade transition to grades 1 - 12 for the past five to eight years for the District [Appendix B-1] and each school [Appendix B-7, B-9, B-11, B-13, B-15, B-17, B-19, B-21, B-23, B-25]
3. Projected kindergarten entering cohorts based on the number of live births in Westchester County five years before each year projected [Appendix B-3]

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

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

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

*This analysis led to the following assumptions:*

1. Population will increase as the turnover of existing homes brings younger families into the community. The sale of approximately 500 to 700 homes each year is anticipated.
2. The level of births and future kindergarten is anticipated to be maintained at its heightened level relative to housing turnover and continued changes in the population's ethnic composition.
3. Non-public school enrollment will continue to remain relatively stable, with approximately 15 - 18 percent of the City of New Rochelle resident children attending non-public schools each year.

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

- ❖ A level of new housing activity that is significantly higher or lower than that experienced by the District during the past three years.
- ❖ A significant change in the level of housing turnover from activity during the past three years.
- ❖ Expansion, consolidation, or the establishment of new non-public schools.
- ❖ Economic conditions that affect employment, finance, and housing in a manner dissimilar to the past three - five years.
- ❖ Major sociological changes that evidence in changed values or attitudes affecting anticipated family size and birthrate.
- ❖ Household characteristics that significantly differ from the past three - five years, including number of persons per household and age of household occupants.

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

- Category 1* - Those projections based on students already enrolled in the system are the most reliable projections.
- Category 2* - Those projections based on documented births are slightly less reliable than those of Category 1.
- Category 3* - Those projections based on estimates of future births are the least reliable.

Therefore, the most reliable projections are those calculated for the periods closest in time. Projections for periods further out in time are less reliable particularly those beyond five years from the year of the study. The five-year period (2007 - 2011) projections are those best used in District planning and decision making. That is because this first period consists mainly of Category 1 projections.

It is noted that the overall enrollment projections produced by Western Suffolk BOCES generally fall within a 4 percent margin of error. The greatest discrepancies in projections occur in the smallest subsets of those projections. For example, the projections for the District as a whole are likely to be the most accurate, and the projections of a building's particular grade level in a specific year are likely to be the least accurate.

It is advised that updates to projections be continued on a periodic basis to maintain modifications warranted by subtle shifts in migration trends and demographic factors.

## **B. GRADE - TO - GRADE RETENTION**

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

An analysis of average City School District of New Rochelle migration ratios [Appendix B-1] revealed the trend to gain or maintain enrollment in progression to grades one, two, five, six, seven, eight, ten, and eleven, and lose students in progression to all other grades. Average gains ranged from 1 to 15 percent, with the greatest gain noted in progression from kindergarten to first grade, which is most likely contributed to returns from non-public school. A review of each transition between 1996 and 2006 reflected fluctuating migrations, with variations accounted for by demographic factors, such as housing turnover and fluctuations in non-public school attendance.

The transition trends in the District and each school were analyzed and used to project enrollment. These ratios incorporate enrollment variables (housing, non-public enrollment, special education enrollment, population characteristics, birthrates, etc.) particular to the District and each school. The assumption that the historical trends will continue is based on the demographic analysis presented in Section One. These ratios play an integral role in the enrollment projections, since the current grade enrollments are multiplied by them to project future grade enrollments.

## **C. PROJECTED ENTERING COHORTS**

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

New housing and housing turnover bring younger women into the City SD of New Rochelle and subsequently affect the number of school-age children entering the District. This in-migration affects the percentage of children born five years earlier in Westchester County that will enter the District. It is noted that the average percentage of children entering the District kindergarten over the historical period has been relatively stable. A two year average of this ratio (.0523) was applied against births of 2001 - 2005 to project incoming District kindergarten for 2007 through 2010. Estimated births were used to forecast the District kindergarten for 2011 through 2016.

Over 13,000 births were recorded in Westchester County between 1990 and 1992, and again in 1994 and 2000. This accounts for the higher kindergarten enrollments seen some years, with a peak enrollment of 719 kindergarten students reached in 1995. The City School District of New Rochelle kindergarten enrollment has numbered between 609 and 719 students each year between 1996 and 2006. Births have remained relatively stable since 1991, and are projected to remain so over the next several years. Continued in-migration to the District is projected to result in a kindergarten class that is forecasted to remain fairly stable throughout the projection period.

#### **D. DISTRICT ENROLLMENT**

The City School District of New Rochelle educates students in grades PK - 12 in eleven District schools. Grades PK - 5 are currently contained within seven schools: Henry Barnard School houses students in grades PK - 2, while Columbus, Daniel Webster, George M. Davis, Jefferson, Trinity, and William B. Ward Elementary Schools house students in grades K - 5. The middle grades (6 - 8) are housed in two schools: Albert Leonard and Isaac E. Young Middle Schools, while the secondary grades (9 - 12) are housed in New Rochelle High School and the Campus School which houses an alternative school program for students in grades 9 - 12. All grade 9 - 12 students are included in New Rochelle High School's enrollment.

**The City SD of New Rochelle enrollment reflects the tendency to gain or maintain students in progression to the first, second, fifth, sixth, seventh, eighth, tenth and eleventh grades. The largest gains occurred in the transition from kindergarten to first grade. These migration patterns reflect historical trends and influences from housing turnover, birthrate, and non-public school factors. The District enrollment is projected to experience a relatively stable enrollment during the next ten years, with a small net total of 172 less students forecasted between 2006 and 2016.**

The District PK - 12 enrollment numbered **9,205** students in 1996. The District experienced increases in the next nine years, with 1,464 students added by 2005, bringing the enrollment to a peak of **10,669** students [Appendix B-1]. A slight loss the next year brought the current enrollment to 10,526 PK - 12 students. As seen in Figure 3, small enrollment losses are projected to continue through most of the projection period. A total of 185 students, or 1.8 percent, less than the current enrollment, is projected between 2006 and the 2016 enrollment of 10,341 PK - 12 students. The K - 12 enrollment is projected to range between 10,047 - 10,183 over the next 10 years [Appendix B-4].

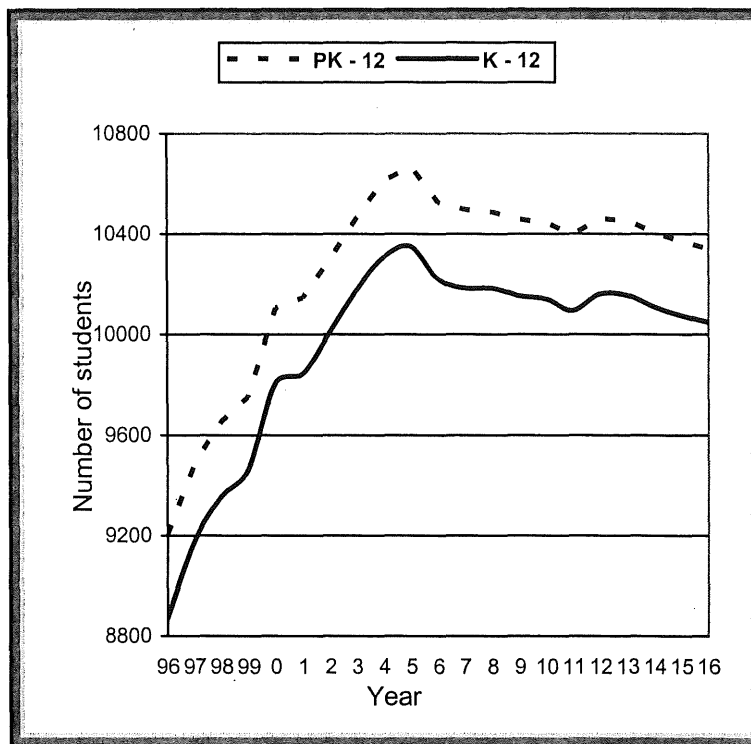


Figure 3 – City SD of New Rochelle PK - 12 and K - 12 Enrollment

Several factors contribute to the projected District enrollment trends.

*First*, the District has the tendency to gain or maintain students in transition to first, second, fifth, sixth, seventh, eighth, tenth and eleventh grades. This is due to new housing, continued housing resales, and returns from non-public schools [Appendix B-1].

*Second*, the kindergarten grade is expected to be maintained at the current level relative to the stabilized births and some in-movement to the District [Appendix B-3].

*Third*, a smaller incoming kindergarten replaced the larger outgoing twelfth grade of the previous year in five of the past 10 years. This trend is projected to continue throughout 2016 as the kindergarten stabilizes and the larger historical cohorts move through the grades; losses of 11 - 125 students are anticipated each year [Appendix B-6].

*Fourth*, larger grade levels were noted in grades K - 12 during 2001 through 2006, as compared to 1996 through 2001 as a result of the above factors. Grades 2 and 9 - 12 are projected to further increase through 2011, with slight increases in grades 5 - 9 between 2011 and 2016 [Appendix B-6].

It is shown in Figure 4 that the historical growth in all grade configurations contributed to the overall growth noted during the first half of the historical period. The elementary grade configuration experienced an overall loss during the second half of the historical period, while the middle and secondary grade configurations continued to grow.

The elementary and middle grades are projected to show slight growth during the first half of the projection period (2007 - 2011), with losses expected in the secondary grades. During the second half of the projection period, the middle and secondary grade configurations are expected to increase as the larger grade cohorts progress through the system.

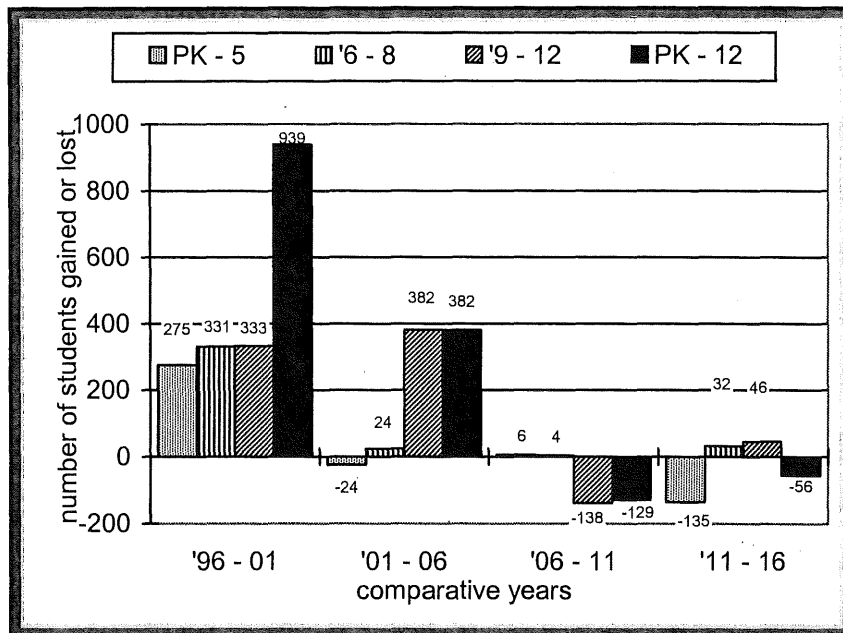


Figure 4 – Comparative Enrollment Growth 1996 - 2016

It is shown in Table 9 that the elementary grades (PK - 5) are projected to reach peak enrollment in 2010 and 2011, while the middle grades are expected to reach peak enrollment in 2014. The secondary grades, as well as the overall district enrollment, are projected to reach their maximums in 2007. It is noted that the current secondary grades and overall district enrollments are greater than the enrollments projected over the next 10 years.

TABLE 9 - CITY SD OF NEW ROCHELLE ENROLLMENT

Year	PK - 5	6 - 8	9 - 12	PK - 12	K - 12
Current 2006	4,925	2,332	3,269	10,526	10,219
2007	4,920	2,315	3,261*	10,496*	10,183*
2008	4,918	2,402	3,168	10,488	10,183*
2009	4,917	2,406	3,134	10,458	10,152
2010	4,931*	2,352	3,161	10,444	10,139
2011	4,931*	2,336	3,131	10,397	10,093
2012	4,903	2,356	3,203	10,462	10,160
2013	4,872	2,399	3,182	10,452	10,153
2014	4,836	2,421*	3,147	10,403	10,107
2015	4,816	2,395	3,157	10,369	10,073
2016	4,796	2,368	3,177	10,341	10,047

Notes: Numbers are fractions presented to the nearest whole number. The sum of the numbers may not add up to the totals due to rounding. \* shows peak enrollment during 2007 - 2016

## E. ENROLLMENT OF GRADE CONFIGURATIONS

### ELEMENTARY GRADES ENROLLMENT (GRADES PK - 5) [Appendix B-2, B-5]

The City SD of New Rochelle elementary grades enrollment consisted of **4,674 PK - 5** students in 1996. Enrollment climbed to a high of 5,054 students in 2003, and was followed by a decline to **4,925** students by 2006. Despite this decline, an overall increase of 251 students, or 5 percent of the 1996 enrollment, is noted. The number of students is projected to fluctuate within a narrow range over the next few years, reaching a projection period peak of **4,931** students in 2011; a difference of only 9 students compared to the current enrollment. Small decreases through the remainder of the projection period are then anticipated.



The projected elementary enrollment is influenced by a Pre-K enrollment that has ranged between 287 and 334 students and a kindergarten enrollment that has ranged from 609 to 719 students since 1996. Pre-K enrollment is projected to remain at a heightened level, similar to the current enrollment, while the Kindergarten enrollment is expected to remain above 650 students throughout the projection period, with approximately 655 - 696 students enrolled each year. Smaller incoming grades, paired with gains or maintenance in transition to the first, second, and fifth grade and losses to the remaining grades, will result in an overall enrollment loss by the end of the projection period.

The elementary enrollment, PK - 5, is currently housed within seven schools: Henry Barnard School houses students in grades PK - 2, while Columbus Elementary School, Daniel Webster Elementary School, George M. Davis Elementary School, Jefferson Elementary School, Trinity Elementary School, and William B. Ward Elementary School serve students in grades K - 5.

As shown in Table 10, the elementary school enrollment currently ranges from 458 students at Webster to 1,112 students at Ward. The enrollment is projected to peak at Barnard in 2007 and again in 2009, at Columbus in 2011, at Webster in 2007, at Davis in 2011, at Jefferson in 2010, at Trinity in 2007 and at Ward in 2011, as the smaller incoming classes move through the elementary grades. It is noted that the projected peak enrollment at Webster is equal to the current enrollment, and the projected peak enrollment at Trinity is actually lower than the current enrollment.

**TABLE 10 - CITY DISTRICT OF NEW ROCHELLE ELEMENTARY SCHOOL ENROLLMENT**

YEAR	Barnard	Columbus	Webster	Davis	Jefferson	Trinity	Ward
<b>CURRENT 2006</b>	<b>588</b>	<b>765</b>	<b>458</b>	<b>630</b>	<b>527</b>	<b>845</b>	<b>1,112</b>
<b>PROJECTED 2007</b>	605*	768	458*	632	518	821*	1,118
<b>2008</b>	603	764	438	651	523	812	1,127
<b>2009</b>	605*	776	428	664	528	801	1,115
<b>2010</b>	603	767	410	683	529*	794	1,146
<b>2011</b>	602	777*	391	690*	511	789	1,172*
<b>2012</b>	600	771	390	685	509	784	1,164
<b>2013</b>	598	766	390	679	508	777	1,155
<b>2014</b>	595	759	388	673	504	771	1,145
<b>2015</b>	594	756	386	671	502	769	1,140
<b>2016</b>	592	753	384	668	500	764	1,135

Note: Numbers are fractions presented to the nearest whole number. The sum of numbers may not add up to the totals due to rounding.

\* shows peak enrollment during 2007 - 2016

## **H**enry Barnard School [Appendix B-7]

enrolled **530** students in grades PK - 1 in 1996. Enrollment grew the following year when second grade students were added to this school. After fluctuations during the next eight years, enrollment grew through 2005 reaching the historical peak enrollment of 622 PK - 2 students. The number of students fell the next year, as shown in Figure 5, bringing the current enrollment to **588** PK - 2 students. The current enrollment shows a net gain of 58 students to the building enrollment since 1996. This school enrolls an average of 13.4 percent of the District kindergarten students.

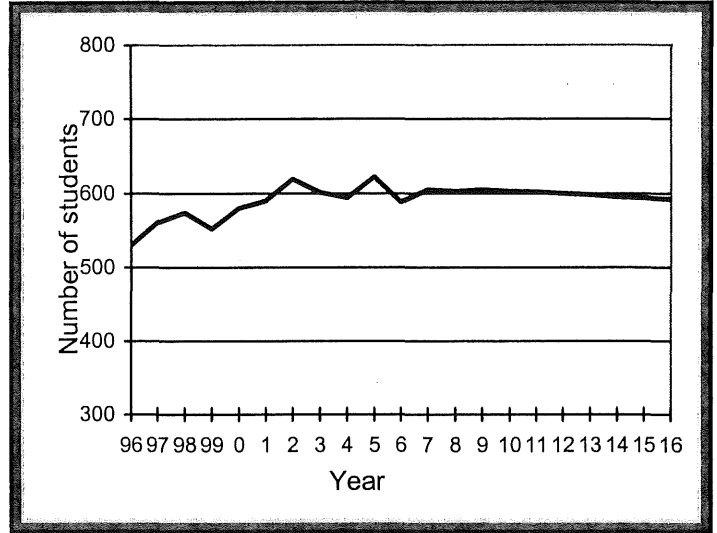


Figure 5 – Henry Barnard School Enrollment 1996 - 2016

The number of students is projected to fluctuate at a higher level over the next three years, reaching a projection period peak of **605** students in 2007 and again in 2009. Thereafter, a stable enrollment of 592 - 603 students is projected throughout the remainder of the projection period. The projected enrollment at Barnard is influenced by stabilized Pre-K and Kindergarten enrollments between 2007 and 2016.

The historical enrollment at Barnard has been influenced by a larger entering kindergarten replacing a larger graduating second grade of the previous year in each of the ten historical years. Projections suggest that this trend will continue throughout the entire projection period. As a result, it is projected that larger cohorts of children will be progressing through the system. Student enrollment losses in the transition to grades one and two will temper potential student losses.

# Columbus Elementary School

[Appendix B-9] enrolled **638** students in grades K - 5 in 1996. Enrollment rose in each of the next seven years to reach the historical peak enrollment of 785 students in 2003. Declines over the next two years were followed by a gain in 2006, bringing the current enrollment figure to **765** students. This constitutes an overall enrollment gain of 127 students, or 20 percent of the 1996 student body. This school enrolls an average of 15.4 percent of the District kindergarten students.

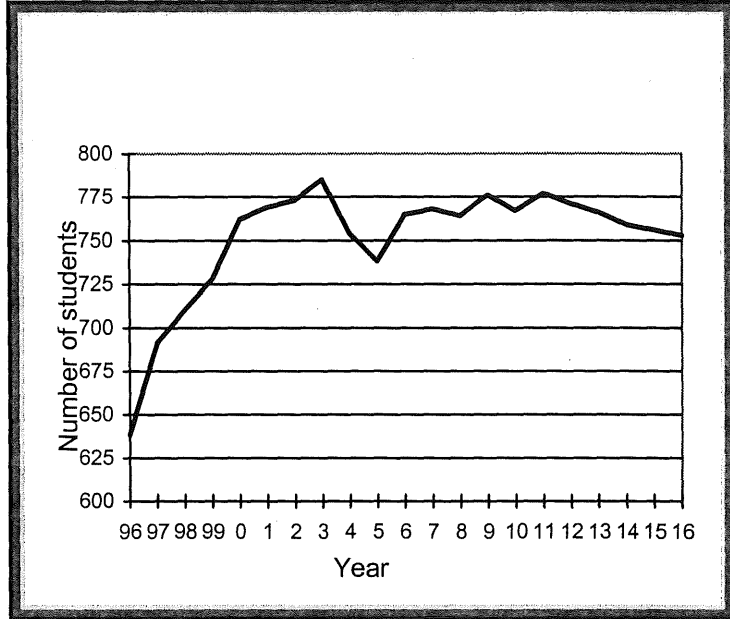


Figure 6 – Columbus E.S. Enrollment 1996- 2016

As shown in Figure 6, this school’s grade K - 5 enrollment is projected to fluctuate through 2011, when an overall increase of 12 students, will culminate in the projection period peak enrollment at **777** students.

According to projections, enrollment will decrease each year over the remainder of the projection period, ranging from 753 to 771 students. The historical enrollment at Columbus was influenced by a smaller entering kindergarten grade replacing a larger graduating fifth grade of the previous year in all ten years. Projections suggest that this trend will continue during each of the next ten years, which, when paired with the gains and losses in transition to all grades, will result in the projected enrollment.

The historical enrollment at Columbus has been influenced by a smaller entering kindergarten replacing a larger graduating fifth grade of the previous year in each of the ten historical years. Projections suggest that this trend will continue throughout the entire projection period. As a result, it is projected that smaller cohorts of children will be progressing through the system. Student enrollment gains in the transition to first and third grades will temper potential student losses.

## Daniel Webster Elementary

School [Appendix B-11] enrolled 490 students in grades K - 5 in 1996. Enrollment fluctuated over the next seven years, when an historical peak enrollment of 523 students was reached in 2003. Losses were seen over the next three years to reach the current enrollment of 458 students in 2006. This represents an overall loss of 32 students, or 7 percent of the 1996 enrollment. This school enrolls an average of 7.8 percent of the District kindergarten grade students.

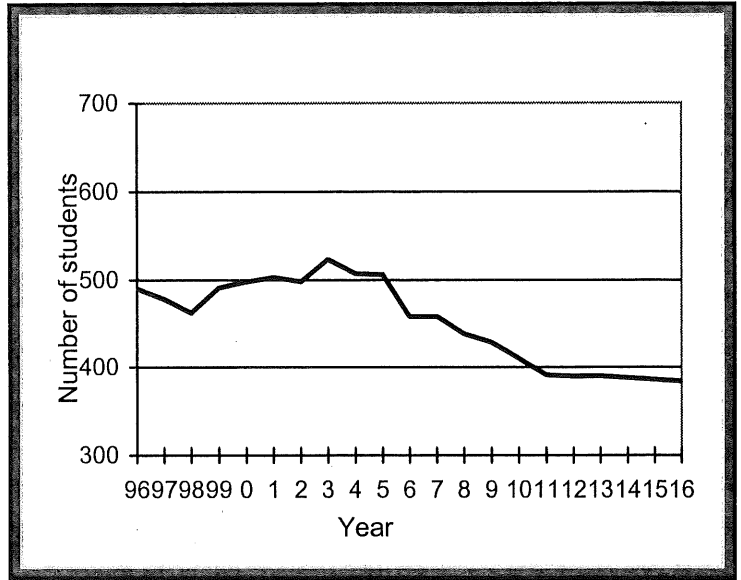


Figure 7 – Daniel Webster E.S. Enrollment 1996 - 2016

As shown in Figure 7, enrollment at this school is projected to lose students over the next ten years, with 384 students expected in 2016. According to projections, enrollment will range from 384 to 458 students during the projection period. The historical enrollment at Webster has been influenced by a smaller entering kindergarten replacing a larger graduating grade of the previous year throughout the historical years. This trend is expected to continue throughout the entire projection period. As a result, smaller cohorts of children will be progressing through the system, resulting in the projected enrollment decline through 2016.

The historical enrollment at Webster has been influenced by a smaller entering kindergarten replacing a larger graduating fifth grade of the previous year in each of the ten historical years. Projections suggest that this trend will continue throughout the entire projection period. As a result, it is projected that smaller cohorts of children will be progressing through the system. Student enrollment gains in the transition to all grades, except fourth, will temper potential student losses.

## George M. Davis Elementary

**School** [Appendix B-13] enrolled 717 students in grades K - 5 in 1996. Enrollment grew over the next two years to reach a peak historical enrollment of 738 students in 1998. Enrollment fluctuations over the following eight years culminated in the current enrollment of 630 K - 5 students; 87 students or 12 percent less than the 1996 enrollment. This school enrolls an average of 12.1 percent of the District kindergarten students.

As shown in Figure 8, enrollment is projected to increase in each of the next five years, reaching a projection period peak enrollment of 690 students in 2011. According to projections, enrollment is expected to decrease during the second half of the projection period, and will range between 668 and 690 students over the course of the projection period.

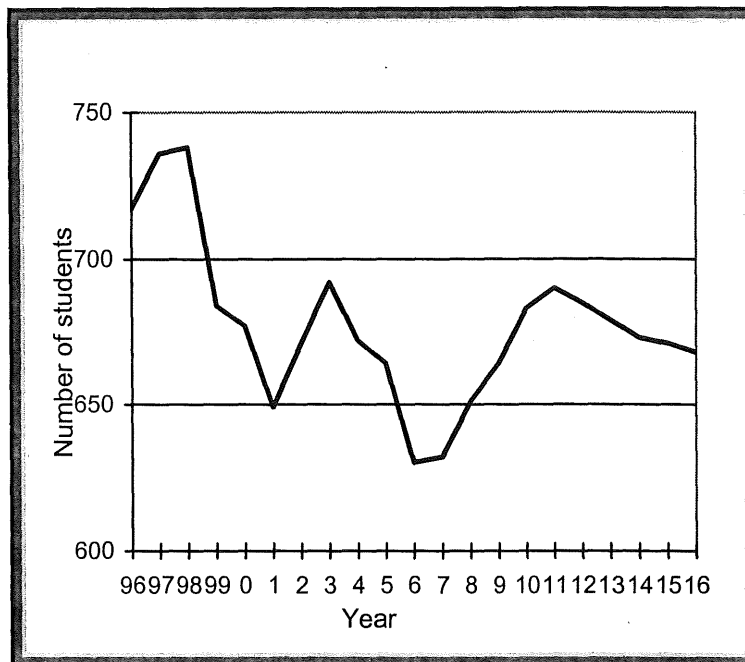


Figure 8 – George M. Davis E.S. Enrollment 1996 - 2016

The historical enrollment at Davis has been influenced by a smaller entering kindergarten replacing a larger graduating grade of the previous year in each of the ten historical years. Projections suggest that this trend will continue throughout the entire projection period. As a result, it is projected that smaller cohorts of children will be progressing through the system. Student enrollment gains in the transition to grades one through four will temper potential student losses.

## Jefferson Elementary

**School** [Appendix B-15] enrolled 611 students in grades K - 5 in 1996. Enrollment fell during the next two years and then grew to an historical peak enrollment of 591 students in 1999. It is noted that this enrollment is lower than the 1996 enrollment. Thereafter, enrollment fluctuated to reach the current enrollment of 527 students; a decrease of 84 students, or 14 percent of the 1996 enrollment. This school enrolls an average of 11.1 percent of the District kindergarten students.

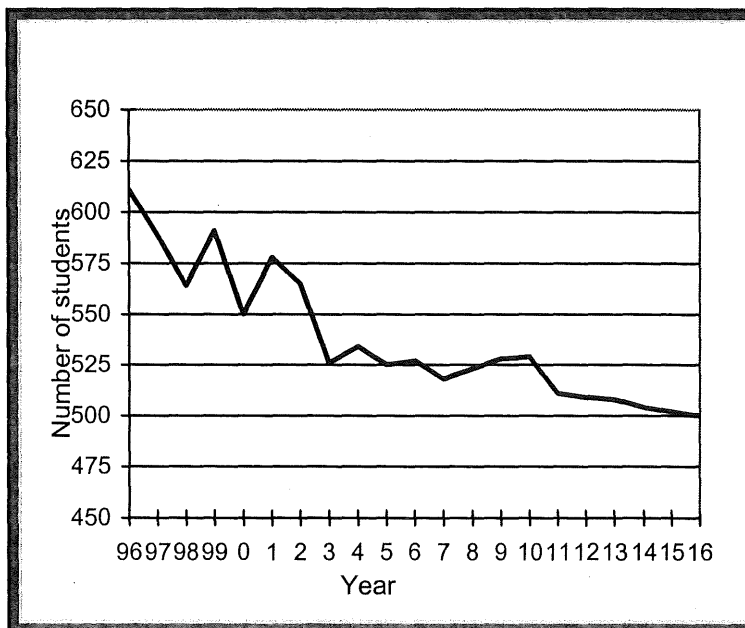


Figure 9 – Jefferson E.S. Enrollment 1996 - 2016

As shown in Figure 9, enrollment at this school is expected to decrease next year, followed by gains in each of the next three years to reach a projection period peak of **529** students in 2010; just 2 students greater than the current enrollment. Thereafter, enrollment will remain relatively stable through the remainder of the projection period. The projected enrollment at Jefferson is expected to range from 500 to 529 students over the next 10 years. The historical enrollment at Jefferson has been influenced by a smaller entering kindergarten replacing a larger graduating fifth grade of the previous year throughout the entire historical period. This trend is expected to continue throughout the projection period. As a result, it is projected that smaller cohorts of children will be progressing through the system. Student enrollment gains or maintenance in the transition to grades one, two, and three will temper these losses and result in the enrollment projections mentioned above.

**T**rinity Elementary

**School** [Appendix B-17] enrolled **789** students in grades K - 5 in 1996. Enrollment fluctuated and a peak historical enrollment of 896 students was reached in 2005. Enrollment fell by 51 students in the current year, bringing the 2006 enrollment to **845** K - 5 students, 56 students or 7 percent greater than the 1996 enrollment. This school enrolls an average of 18.1 percent of the District kindergarten students.

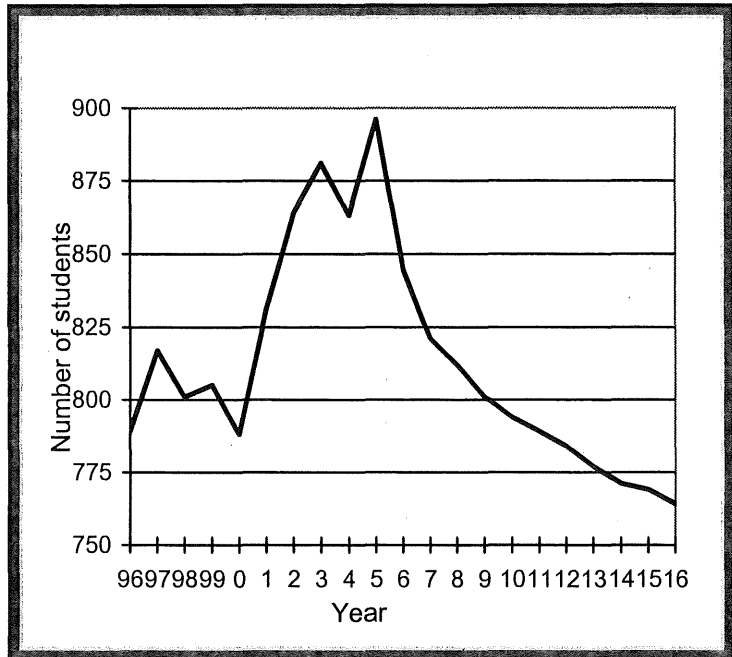


Figure 10 – Trinity E.S. Enrollment 1996 - 2016

As shown in Figure 10, enrollment at this school is expected to lose students each year throughout the projection period. The projected enrollment at Trinity expected to range between 764 and 821 students, with the projected 2016 enrollment of 764 students, 81 students, or 10 percent, less than the current enrollment. Trinity’s historical enrollment has been influenced by a smaller entering kindergarten replacing a larger graduating fifth grade of the previous year during seven years of the historical period. This trend is expected to continue throughout the projection period. As a result, it is projected that smaller cohorts of children will be progressing through the system. Student enrollment gains in the transition to all grades will temper these losses and result in the projected enrollment.

## William B. Ward Elementary

School [Appendix B-19] enrolled 899 students in grades K - 5 in 1996. Enrollment rose in nine of the next ten years to reach the current enrollment of 1,112 K - 5 students. The 2006 enrollment is 213 students or 24 percent greater than the 1996 enrollment. This school enrolls an average of 22.1 percent of the District kindergarten students.

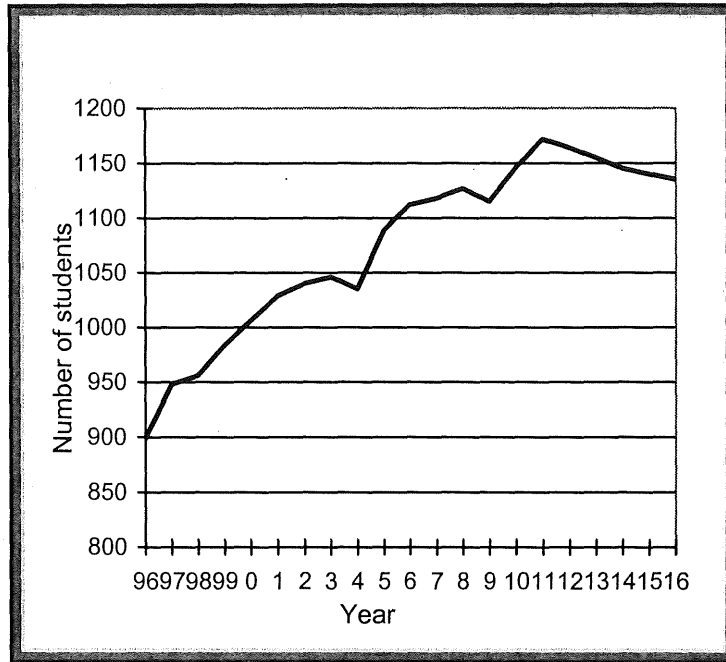


Figure 11 – William B. Ward E.S. Enrollment 1996 - 2016

As shown in Figure 11, enrollment at this school is expected to peak in 2011 with 1,172 students enrolled. Thereafter, enrollment will decline each year through 2016. The historical enrollment at Ward has been influenced by a smaller entering kindergarten replacing a larger graduating fifth grade class of the previous year throughout the entire projection period. This trend is expected to continue throughout the projection period. As a result, it is projected that smaller cohorts of children will be progressing through the system. Student enrollment gains and maintenance in the transition to all grades, except fourth, will temper these losses and result in the projected school enrollment.

## MIDDLE GRADES ENROLLMENT (GRADES 6 - 8) [Appendix B-2, B-5]

The City School District of New Rochelle middle grades enrollment consisted of 1,977 students in 1996. Enrollment increased in seven of the next eight years, numbering 2,459 students in 2004; an historical peak enrollment. Middle grades enrollment fell over the next to years to reach the current enrollment of 2,332 students in grades 6 - 8. This constitutes an enrollment increase of 355 students, or 18 percent above the 1996 enrollment. Middle Grades enrollment is projected to gain students in two of the next three years, reaching a projection period peak enrollment of 2,406 students in 2009. The District middle school students in the City School District of New Rochelle attend one of two middle schools: **Albert Leonard Middle School** and **Isaac E. Young Middle School**.

## Albert Leonard Middle School

[Appendix B-21] enrolled **1,095** students in grades 6 - 8 in 1996. Enrollment grew in six of the next eight years to reach an historical peak enrollment of 1,252 students. Enrollment fluctuated over the next two years, bringing the current grades 6 - 8 middle school enrollment at this school to **1,247** students. This represents an increase of 152 students, or 14 percent, of the 1996 enrollment.

As shown in Figure 12, enrollment is projected to increase during the next two years to a projection period peak enrollment of **1,305** students in 2008. Thereafter, enrollment is projected to fluctuate, with a range of 1,258 and 1,304 students between 2009 and 2016. The historical enrollment at Leonard Middle School has been influenced by a larger entering sixth grade replacing a smaller graduating eighth grade of the previous year in seven of the last ten years.

Projections suggest this trend will continue in only four of the next ten years. As a result, it is projected that smaller cohorts of children will be progressing through the system. Student enrollment gains in the transition to grades seven and eight will temper these losses, and will contribute to the fluctuating enrollment throughout the projection period.

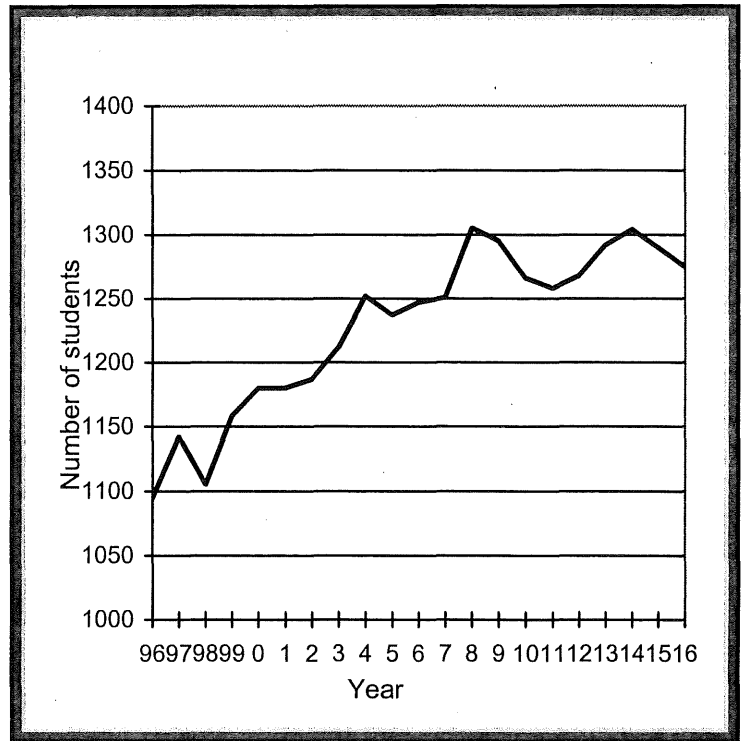


Figure 12 – Albert Leonard M.S. Enrollment 1996 - 2016

## Isaac E. Young Middle School

[Appendix B-23] enrolled **882** students in grades 6 - 8 in 1996. Enrollment grew in seven of the next eight years when the historical peak enrollment of 1,207 was reached in 2004. Losses in the next two years culminated in the current grades 6 - 8 enrollment at this school with **1,085** students. This represents an increase of 203 students, or 23 percent, of the 1996 enrollment. As shown in Figure 13, enrollment is projected to fluctuate over the next eight years, reaching a projection period peak enrollment of **1,117** students in 2014. Enrollment losses during the next two years will culminate in the 2016 enrollment of 1,093 students.

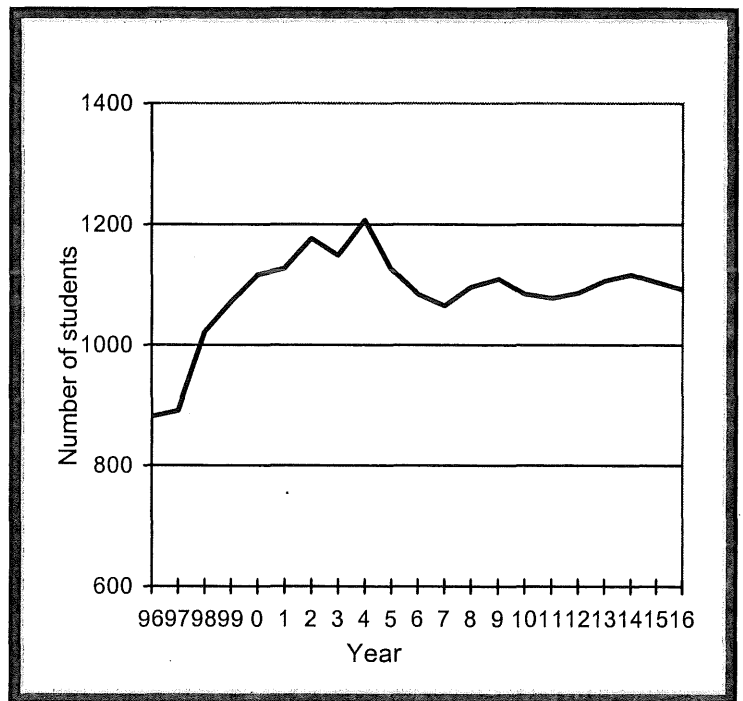


Figure 13 – Isaac E. Young M.S. Enrollment 1996 - 2016



The historical enrollment at Young Middle School has been influenced by a larger entering sixth grade replacing a smaller graduating eighth grade of the previous year in six of the last ten years. This trend is expected to continue in only three of the next ten years. As a result, it is projected that smaller cohorts of children will be progressing through the system. Student enrollment gains in the transition to seventh grade and maintenance in transition to eighth grade will temper these losses, and will contribute to the fluctuating enrollment throughout the projection period.

## SECONDARY GRADES ENROLLMENT (GRADES 9 - 12) [Appendix B-2, B-5]

The City School District of New Rochelle secondary grades enrollment consisted of **2,554** students in 1996. Enrollment grew in all but two years of the historical period, reaching the current peak enrollment of **3,269** students in 2006; a gain of 715 students, or 28 percent, over the 1996 enrollment. District students in grades nine through twelve attend **New Rochelle High School** and the **Campus School**; Campus School students are included in the high school enrollment.

### **N**ew Rochelle High School [Appendix

B-23] housed **2,554** students in grades 9 - 12 in 1996. Enrollment increased in eight of the ten years of the historical period, totaling **3,269** students in 2006; an overall increase of 715 students, or 28 percent. As shown in Figure 14, enrollment is expected to fluctuate over the next 10 years, with figures lower than the current enrollment. A range of 3,131 - 3,261 students is expected from 2007 - 2016.

Historical enrollment gains have been accounted for by larger incoming ninth grade classes replacing smaller graduating twelfth grade classes throughout the historical period. This trend is expected to continue in only six of the next ten years.

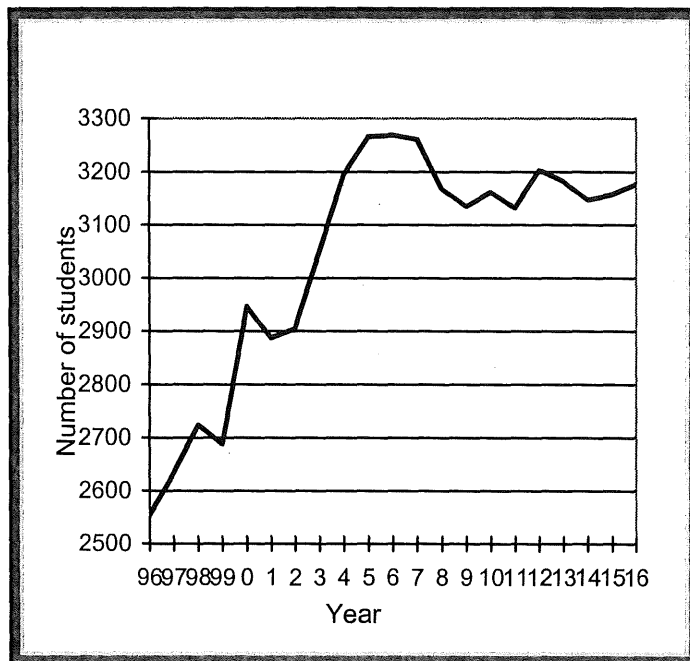


Figure 14 – New Rochelle H.S. Enrollment 1996 - 2016

As a result, it is projected that smaller cohorts of students will be progressing through the system. Student enrollment gains in the transition to tenth grade and maintenance in transition to eleventh grade will temper these losses, and will contribute to the fluctuating enrollment at a lower level throughout the projection period.

As shown in Table 11, the middle and high school enrollments currently range from 1,085 students at Young Middle School to 3,269 students at New Rochelle High School and the Campus School combined. The enrollment is projected to peak at Leonard Middle School in 2008, at Young Middle School in 2014, and at New Rochelle High School/Campus School in 2007. The total District grade 6 - 12 enrollment is expected to peak in 2013 with 5,581 students. It is noted that both the High School and total grade 6 - 12 enrollment is anticipated to be less than the current enrollment throughout the projection period.

**TABLE 11 - CITY DISTRICT OF NEW ROCHELLE MIDDLE/HIGH SCHOOL ENROLLMENT**

<b>YEAR</b>	<b>Leonard MS</b>	<b>Young MS</b>	<b>New Rochelle HS /Campus School</b>	<b>Total 6 - 12 Enrollment</b>
<b>CURRENT 2006</b>	1,247	1,085	3,269	5,601
<b>PROJECTED 2007</b>	1,251	1,065	3,261*	5,576
<b>2008</b>	1,305*	1,097	3,168	5,570
<b>2009</b>	1,295	1,110	3,134	5,540
<b>2010</b>	1,266	1,085	3,161	5,513
<b>2011</b>	1,258	1,078	3,131	5,467
<b>2012</b>	1,268	1,087	3,203	5,559
<b>2013</b>	1,292	1,107	3,182	5,581*
<b>2014</b>	1,304	1,117*	3,147	5,568
<b>2015</b>	1,290	1,105	3,157	5,552
<b>2016</b>	1,275	1,093	3,177	5,545

Note: Numbers are fractions presented to the nearest whole number. The sum of numbers may not add up to the totals due to rounding. \* shows peak enrollment during 2007 - 2016

## SECTION THREE: FACILITY ANALYSIS

*The objective of this section of the study was to analyze instructional space and the operating capacity for each City School District of New Rochelle educational facility.*

The analysis of instructional space was accomplished by a thorough analysis of each building's unique features and program offerings. Detailed information was provided by each building's Administrator and/or the Central Office of the City School District of New Rochelle. This information included room size in square feet, room use, average number of students scheduled for each room, and percent daily use.

### A. FACILITY ANALYSIS METHODOLOGY

The following information was used with current and projected enrollment to decide present usage and future needs:

1. **Room usage and type** - such as: general instruction, special education, art, music, computer, science, etc., and classroom, office, etc.
2. **Square footage** of each room.
3. **Class size guidelines or practices** - based on review of contractual class size guidelines and State Education Department (SED) guidelines. *These guidelines are used to determine state building aid for new construction. It is understood that all building guidelines were met at the various times of construction of each building and additions.*

**Maximum room capacities were based on the application of a maximum of 27 students for the elementary schools, and 30 students for the middle and high schools, as per SED guidelines. It is significant that the following District class size guidelines were used in determining sectional needs:**

<b>Grades K - 2</b>	<b>18 - 21/22 students</b>
<b>Grades 3 - 5</b>	<b>22 - 25/26 students</b>
<b>Grades 6 - 12</b>	<b>25 - 27 students and at or near current levels</b>

In addition, CILA classes are limited to 22 students per class.

However, classroom capacities were tempered by square footage. Actual room capacities were based on both programmatic usage of each room and on the allocation of a minimum of 33 square feet per kindergarten student, 29 square feet per student in grades 1 - 5, 26 square feet per student in grades 6 - 12, and 51 square feet per special education student. It is noted that specialized instruction areas required more space allocation, such as general science (30 square feet per student), computers (35 square feet per student), art (45 square feet per student), advanced science, home/careers, (50 square feet per student) and technology (75 square feet per student).

The standard size of a general education classroom, as per the 1999 *State Building Aid for Public School Districts and BOCES* publication is 770 square feet, although SED allows rooms down to 550 square feet to be included in building capacity rating. While most schools use some rooms under 770 square feet, some schools use rooms under 550 square feet for grade level, special education or core academic classes. All elementary schools, except Jefferson, use 1 - 3 rooms under 550 square feet for class or support class space. While all rooms at Leonard MS are over 550 square feet, Young MS uses five rooms under 550 square feet for core academic instruction. All rooms used at the Campus School contain at least 550 square feet, while New Rochelle HS uses 14 rooms under 550 square feet for core academic subject and special education classes. These rooms were included in the capacity rating since they are currently used for core instruction.

Additionally, current District practices dictate a need to view the room capacities with a degree of flexibility. This included the consideration of the incorporation of technology into classrooms, realistic enrollment of students at each grade level, and other programmatic needs.

4. **Average student use** - actual current average number of students in each room, when room is in use.
5. **Average percent daily use** - number of periods that the room is used for student instruction divided by the number of potential periods in the school day. The self-contained rooms used for elementary grade level or self-contained special education instruction were assumed to be used 100 percent daily.

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

## **B. OPERATING CAPACITY**

The State Education Department defines operating capacity as, *“the total number of students the building can reasonably and efficiently house based on the District’s educational program and class size policy, and the number, size and current use of rooms as represented on approved plans. The operating capacity of a building is computed using the space standards established by the Commissioner modified by any differences due to the District’s educational program and/or class size policy.”*

*It is noted that capacity is based on SED guidelines used for new construction. They do not mandate that the District follow these guidelines within existing structures. They are used in this study as a benchmark for defining equal square footage allowances per student reflecting programmatic needs.*

The maximum *operating capacities of all schools* include the sum of room capacities of *all* rooms that contain at least 550 square feet, with the exceptions noted above. The core/common spaces, non-instructional, and office spaces were not included.

The functional and efficient operation of each facility must be viewed in context of an operational range that allows for the support program space, realistic enrollment of students at each grade level, incorporation of students with special needs, class size load, programmatic considerations, and scheduling flexibility. The operation for each school facility is 70 - 75 percent of the total, maximum school capacity.

Therefore, *for planning purposes*, the total capacity of each school was reduced on a sliding scale to account for the stipulated class size guidelines. This is called the *functional capacity*.

The City School District of New Rochelle contains a total of eleven operational buildings, including one K - 2 elementary school [*Henry Barnard*], six K - 5 elementary schools [*Columbus, Daniel Webster, George M. Davis, Jefferson, Trinity, William B. Ward*], two middle schools [*Albert Leonard, Isaac E. Young*], one high school [*New Rochelle*], and the *Campus School*. District Offices are located in the City Hall building complex.

The maximum and functional capacities of each facility are specified in Table 12.

**TABLE 12 - CITY SCHOOL DISTRICT OF NEW ROCHELLE FACILITY UTILIZATION**

FACILITY	GRADES	CAPACITY		2006/07 % CAPACITY	
		Maximum	Functional	Maximum	Functional
Henry Barnard ES	K - 2	733	586	80%	100%
Columbus ES	K - 5	1,167	992	66%	77%
Daniel Webster ES	K - 5	789	670	58%	68%
George M. Davis ES	K - 5	930	790	68%	80%
Jefferson ES	K - 5	777	661	68%	80%
Trinity ES	K - 5	1,144	972	74%	87%
William B. Ward ES	K - 5	1,570	1,334	71%	83%
Albert Leonard MS	6 - 8	1,837	1,654	68%	75%
Isaac Young MS	6 - 8	1,548	1,393	70%	78%
Campus School	9 - 12	134	120	56%	62%
New Rochelle HS	9 - 12	3,736	3,362	85%	95%

## C. SPACE ALLOCATION

### 1. Elementary Allocation of Space

The District elementary program consists of educational programs for grades K - 5, with one building housing K - 2 students and six buildings housing K - 5 students. The elementary space allocation is presented in Table 13 and detailed below. All rooms containing at least 550 square feet were considered to have the potential for general instruction use, although this is less than the standard used by the *State Education Department (SED)* for new classroom construction (770 square feet). However, *SED* recognizes rooms of at least 550 square feet in the calculation of building capacity; exclusions for some rooms under 550 feet are described above.

- ▶ *Henry Barnard Elementary School (grades K - 2)* contains 27 rooms of at least 550 square feet, with no rooms containing 900 square feet or more. One room under 550 square feet is used for computers and is included in the capacity analysis.
- ▶ *Columbus Elementary School (grades K - 5)* contains 42 rooms of at least 550 square feet, with 18 rooms containing 900 square feet or more. One room under 550 square feet is used for a grade level class and is included in the capacity analysis.
- ▶ *Daniel Webster Elementary School (grades K - 5)* contains 27 rooms of at least 550 square feet, with 4 rooms containing 900 square feet or more. Three rooms under 550 square feet are used for self-contained classes and a computer lab and are included in the capacity analysis.
- ▶ *George M. Davis Elementary School (grades K - 5)* contains 34 rooms of at least 550 square feet, with 5 rooms containing 900 square feet or more. One room under 550 square feet is used for band/orchestra and is included in the capacity analysis.
- ▶ *Jefferson Elementary School (grades K - 5)* contains 32 rooms of at least 550 square feet, with one room containing 900 square feet or more.
- ▶ *Trinity Elementary School (grades K - 5)* contains 42 rooms of at least 550 square feet, with 9 rooms containing 900 square feet or more. One room under 550 square feet is used as for music and is included in the capacity analysis.
- ▶ *William B. Ward Elementary School (grades K - 5)* contains 57 rooms of at least 550 square feet, with 48 rooms containing 900 square feet or more. Three rooms under 550 square feet are used for transition classes and an art room and are included in the capacity analysis.

The schools also contain the following core facilities:

- ▶ *library, cafeteria, gymnasium, auditorium.*

Trinity Elementary School also has a TV studio, and Barnard and Columbus have greenhouses.

It is noted that rooms under 770 square feet, but larger than 550 square feet included in the analysis have lower capacities due to their reduced size. Barnard, Columbus, Davis and Trinity each use one room under 550 square feet, and Webster and Ward each use three rooms under 550 square feet. The use of rooms containing less than the 770 square feet recommended for new construction, reduce each building's capacity. Rooms delineated in Table 13 are used for classroom instruction and support programs:

**TABLE 13 - 2006/07 ELEMENTARY SCHOOL SPACE BY SIZE**

SIZE OF ROOM	# > 900 sq. ft.	# 770-899 sq. ft.	# 550-770 sq. ft.	Ttl 550-900+ sq. ft.	# under 550 sq. ft.
Henry Barnard *	0	1	26	27	13 *
Columbus ^	18	11	13	42	17 ^
Daniel Webster >	4	18	5	27	15 >
George M. Davis <	5	29	1	35	18 <
Jefferson	1	10	21	32	15
Trinity +	9	19	14	42	13 +
William W. Ward •	48	2	7	57	16 •
<b>Total Elementary</b>	<b>85</b>	<b>90</b>	<b>87</b>	<b>262</b>	<b>107 ◀</b>

- \* - includes one undersized 480 square foot room used as a computer room and included in the capacity rating
- ^ - includes one 540 square foot room used for a fifth grade class and included in the capacity rating
- > - includes three undersized rooms (432, 448 and 528 sf) used for special education and a computer lab
- <- includes one 450 square foot room used for band/orchestra
- + -includes one 520 square foot room used for music
- - includes three undersized rooms (2@ 504 and 506 sf each) used for transition classes and art
- ◀ - includes 10 rooms used for grade level, self-contained special education or large group support

While District schools provide support programs, the type of space available in each school varies to accommodate grade level appropriate programs. Table 14 indicates that dedicated space (over 550 square feet, with exceptions noted) for support programs at the K - 5 elementary schools is currently 9 - 23 percent with a District average of 16 percent. It is noted that a total of 10 rooms that contain less than 550 square feet are used for grade level, self-contained special education or large group support rooms. In addition, each school contains small spaces that can be used for small group instructional support programs. As shown previously in Table 13, each school provides 12 - 17 rooms/areas that contain less than 550 square feet (excluding those noted as being used for grade level, self-contained special education or for large group support programs) small group instruction.

**TABLE 14 - 2006/07 ELEMENTARY INSTRUCTIONAL SPACE DEDICATION**

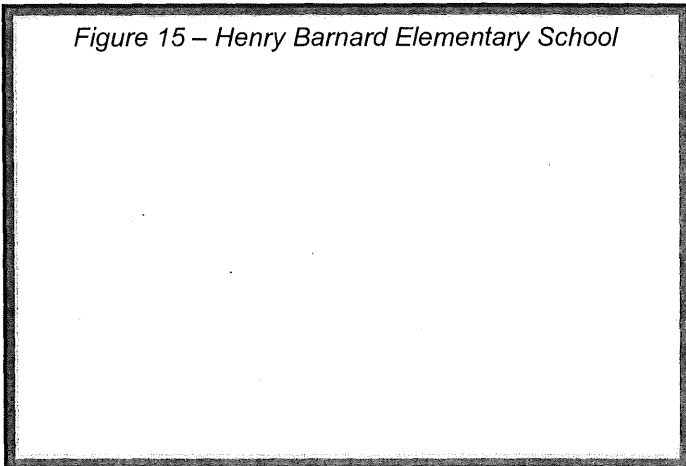
FACILITY	General	Support	% Support	Total Rooms
Henry Barnard	25	3 *	10.7%%	28 *
Columbus	35 ^	8	18.6%	43 ^
Daniel Webster	23>	7*	23.3%	30 * >
George M. Davis	30	6 *	16.7%	36 *
Jefferson	26	6	18.8%	32
Trinity	39	4*	9.3%	43 *
William B. Ward	53>	7 *	11.7%	60 * >
<b>Total</b>	<b>231</b>	<b>41</b>	<b>Average - 16%</b>	<b>272 ◀</b>

- \* - includes one undersized 480 square foot room used as a computer room and included in the capacity rating
- ^ - includes one 540 square foot room used for a fifth grade class and included in the capacity rating
- >- includes three undersized rooms (432, 448 and 528 sf) used for special education and a computer lab
- <- includes one 450 square foot room used for band/orchestra
- + -includes one 520 square foot room used for music
- - includes three undersized rooms (2@ 504 and 506 sf each) used for transition classes and art
- ◀ - includes 10 rooms used for grade level, self-contained special education or large group support

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

**H**enry Barnard Elementary School is a multi-level building constructed in 1939 on two acres of land with an addition built in 1975. Instructional spaces for students in kindergarten through second grade are currently provided along with space for the District's pre-kindergarten program. There are a total of 27 rooms greater than 550 square feet (plus one room less than 550 square feet) used, with 25 rooms currently used for grade level, special education, and pre-kindergarten instruction, and three rooms used for support programs (including the undersized room).

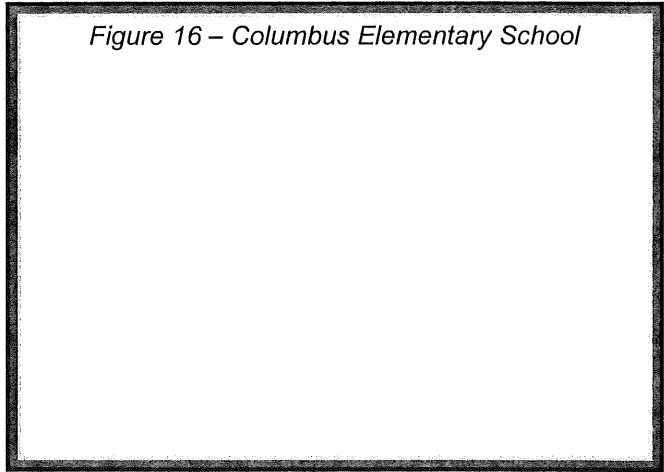
Figure 15 – Henry Barnard Elementary School



- ▶ The **twenty-five (25) self-contained instruction rooms** provided contain 720 square feet, with one room containing 816 square feet. Ten rooms are used for full- and half-day pre-kindergarten, with the remaining 15 rooms used for K - 2 general and special education classes.
- ▶ Three rooms are used for art, computers, and a room shared by music and art. The computer room uses an undersized 480 square foot room, while the other rooms contain 720 square feet each.
- ▶ **Instructional space, consisting of less than 550 square feet**, includes space used for ESL, speech (including a bilingual speech pathologist), resource, OT/PT, PT, psychologists and social workers; some spaces were created from a former closet, partitioned from a larger room or use space on and adjacent to the stage area. The 12 areas provided contain up to 180 square feet each. The undersized space used for computers is not included in this total.
- ▶ The **core facilities consist of five (5) spaces**, as follows:
  - ▶ One *gymnasium* (.85-station) used for physical education. Part of the stage is used for OT/PT
  - ▶ One *cafeteria* used for lunch; also used for speech and PT
  - ▶ A *library/media center* used for reference and instruction
  - ▶ An *auditorium* used for assemblies
  - ▶ A *greenhouse*.
- ▶ The non-instructional spaces housed in this school include administrative and health offices, staff room, District Director of Speech office, custodial and storage.
  - ▶ **Henry Barnard Elementary School is currently operating at 80 percent of the maximum capacity of 733 students and at 100 percent of the functional capacity of 586 students** (school program space) [Appendix C2 - C-6]. The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.

**C**olumbus Elementary School is a two-level building constructed in 1962 on 4 acres of land, with an addition built in 1999. Instructional spaces for students in kindergarten through fifth grade are currently provided. There are a total of 42 rooms greater than 550 square feet (plus one under 550 square feet) with 35 currently used for self-contained instruction (including the undersized room), and eight provided for support programs.

Figure 16 – Columbus Elementary School



- ▶ The **thirty-five (35) self-contained instruction rooms** used contain 612 - 1,217 square feet, and one 546 square foot room. These rooms are used for grade level, and self-contained special education instruction.
- ▶ The **eight (8) support rooms** are used for choir/music, band, art, computer, Discovery room, science Lab and Kaleidoscope. These rooms contain 624 - 1,800 square feet each; the science lab contains built-in cabinetry, counters and a teaching station.
- ▶ **Instructional space, consisting of less than 550 square feet**, excluding the undersized room used for a grade level class, includes space used for OT/PT, ESL, AIS/Literacy, math tutorials/special education pull-out, speech, reading, resource, and the psychologist and social worker; some rooms are shared by programs and teachers. The 16 areas used contain up to 522 square feet; three areas were created from library space.
- ▶ The **core facilities consist of five (5) spaces**, as follows:
  - ▶ One *gymnasium (3-station)* used for physical education classes
  - ▶ A *cafeteria* used for lunch
  - ▶ A *library/media center* used for reference and instruction
  - ▶ An *auditorium* for assemblies and performances
  - ▶ A *greenhouse*.
- ▶ The non-instructional spaces housed in this school include administrative and health offices, staff room, PTA office, copy room, conference room, custodial and storage.
  - ▶ **Columbus Elementary School is currently operating at 66 percent of the maximum capacity of 1,167 students and at 77 percent of the functional capacity of 992 students** (school program space) [Appendix C-7 - C-10]. The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.



Figure 17 – Daniel Webster Elementary School

**Daniel Webster Elementary School** is a two-story building, constructed in 1935 on 2 acres of land with an addition built in 1995. Instructional spaces for students in Kindergarten through fifth grade are currently provided. There are a total of 27 rooms greater than 550 square feet (and three under 550 square feet) used with 23 currently used for self-contained instruction (including two of the undersized rooms), and seven provided for support programs (including one undersized room).

- ▶ The **twenty-three (23) self-contained instruction rooms** used contain 672 - 1,380 square feet, one 448 square foot room and one 432 square foot room. These rooms are used for grade level, and self-contained special education instruction.
- ▶ The **seven (7) support rooms** are used for art, dance, computers, French, science and Kaleidoscope. These rooms contain 580 - 1,176 square feet and one room containing 528 square feet.
- ▶ **Instructional space, consisting of less than 550 square feet**, (excluding the undersized room used for computers) includes space used for music, reading recovery, remedial reading, resource, speech, ESL, Kids' Kitchen, social worker, and the psychologists. The twelve areas used contain up to 264 square feet each; one room was a former conference room and one room also contains an office.
- ▶ The **core facilities consist of five (5) spaces**, as follows:
  - ▶ One *1.4-station gymnasium* used for physical education classes
  - ▶ A *cafeteria* used for lunch
  - ▶ A *library* used for reference and instruction
  - ▶ A *mini-library* used for instruction
  - ▶ An *auditorium* for assemblies and performances; also used for music classes
- ▶ The non-instructional spaces housed in this school include administrative and health offices, staff room, Burak room, Teacher's Resource Literacy Center, custodial and storage.
  - ▶ **Daniel Webster Elementary School is currently operating at 58 percent of the maximum capacity of 789 students and at 68 percent of the functional capacity of 670 students** (school program space) [Appendix C-11 - C-15]. The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.

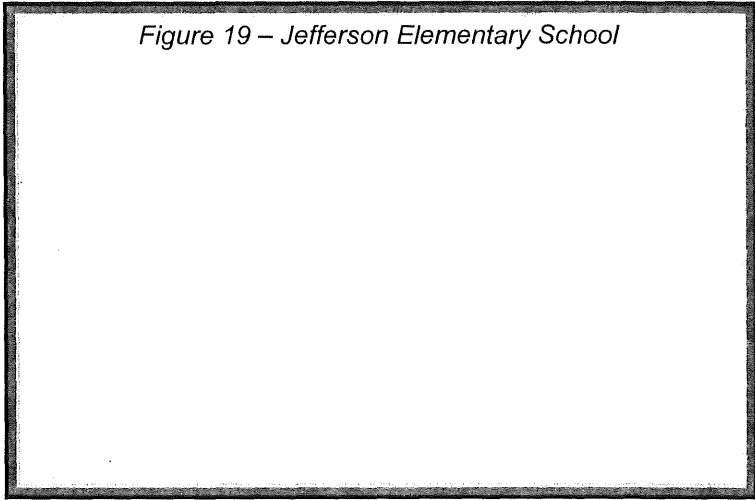
**George M. Davis Elementary School** is a two-story building, constructed in 1952 on 8 acres of land with additions built in 1985 and 1999, as well as other renovations. Instructional spaces for students in Kindergarten through fifth grade are currently provided. There are a total of 35 rooms greater than 550 square feet (and one under 550 square feet) with 30 currently used for self-contained instruction, and 6 provided for support programs, (including the undersized, shared room).

Figure 18 – George M. Davis Elementary School

- ▶ The **thirty (30) self-contained instruction rooms** used contain 770 - 1,158 square feet. These rooms are used for grade level, self-contained special education instruction and the District's Kaleidoscope program.
- ▶ The **six (6) support rooms** are used for art, vocal music, band/orchestra, computers and the Magnet Overlay Center. These rooms contain 576 - 1,064 square feet each and one 450 square foot room used for band/orchestra.
- ▶ **Instructional space, consisting of less than 550 square feet**, (excluding the undersized room used for band/orchestra) includes space used for reading specialists, transitional and inclusion teachers, modified Kaleidoscope, Resource, ESL, speech/language, the social worker and psychologists; several areas were full-size classrooms divided for these programs; one area is a former projection room and another is a former closet; one area is a renovated restroom. The 17 areas used contain up to 475 square feet each.
- ▶ The **core facilities consist of four (4) spaces**, as follows:
  - ▶ One 3.75-station gymnasium (realistically used as a 2-station gym) used for physical education classes
  - ▶ A cafeteria used for lunch
  - ▶ A library used for reference and instruction
  - ▶ An auditorium used for assemblies and performances
- ▶ The non-instructional spaces housed in this school include administrative and health offices, staff room, custodial and storage.
  - ▶ **George M. Davis Elementary School is currently operating at 68 percent of the maximum capacity of 930 students and at 80 percent of the functional capacity of 790 students** (school program space) [Appendix C-16 - C-19]. The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.

**J**efferson Elementary School is a two-story building, constructed in 1930 on 4 acres of land, with an addition in 1972. Instructional spaces for students in kindergarten to fifth grade are currently provided. There are a total of 32 rooms greater than 550 square feet with 26 currently used for self contained instruction and six rooms provided for support programs.

Figure 19 – Jefferson Elementary School



- ▶ The **twenty-six (26) self-contained instruction rooms** provided range in size from 616 - 968 square feet and are used for grade level and self-contained special education.
- ▶ The **six (6) support rooms** are used for art, music, computer, reading, and gifted and talented. These rooms contain 616 - 792 square feet each.
- ▶ **Instructional space, consisting of less than 550 square feet**, includes space used for reading, OT/PT, Multi-Sensory, ESL, speech/language, playroom (counseling), computer lab, resource, social workers and psychologists; several areas were created from storage closets, or library space, or were formerly part of a larger room. The 15 areas provided contain up to 400 square feet each.
- ▶ The **core facilities consist of five (5) spaces**, as follows:
  - ▶ One *2-station gymnasium* used for physical education
  - ▶ One *cafeteria* used for lunch
  - ▶ A *library* used for reference and instruction
  - ▶ An *auditorium* used for assemblies and performances
  - ▶ The *back of the auditorium* used for cheerleading and clubs.
- ▶ The non-instructional spaces housed in this school include administrative and health offices, staff room, file room, copy room, bookroom, custodial and storage.
  - ▶ **Jefferson Elementary School is currently operating at 68 percent of the maximum capacity of 777 students and at 80 percent of the functional capacity of 661 students** (school program space) [Appendix C-20 - C-23]. The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.

**T**rinity Elementary School is a multi-level building, constructed in 1953 on 8 acres of land, with an addition constructed in 2000. Instructional spaces for students in kindergarten through fifth grade are currently provided. There are a total of 42 rooms greater than 550 square feet (and one room under 550 square feet), with 39 currently used for self-contained instruction, and four provided for support programs (including the undersized room).

- ▶ The **thirty-nine (39) self-contained instruction rooms** provided range in size from 572 - 1,088 square feet and are used for grade level, special education and multi-sensory classes.
- ▶ The **four (4) support rooms** are used for art, music, computer lab, and gifted and talented. These rooms contain 728 - 1,134 square feet each, and one undersized 520 square foot room used for music.
- ▶ **Instructional space, consisting of less than 550 square feet**, (excluding the undersized music room) includes space used for music, reading, Reading Recovery, Math/RTI, ESL, resource, ESL, speech/language, art and a social worker; two areas were created from former teachers' lounge space, and some are shared. The art room is also used as a cafeteria. The 12 areas provided contain up to 480 square feet each.
- ▶ The **core facilities consist of five (5) spaces**, as follows:
  - ▶ One *1.9-station gymnasium* used for physical education
  - ▶ One *cafeteria* used for lunch (the art room is also used for lunch)
  - ▶ A *library/media center* used for reference and instruction
  - ▶ An auditorium used for assemblies and performances and for band and orchestra
  - ▶ A *TV Studio* with a *platform* and tiered seating.
- ▶ BOCES uses three additional rooms containing 616 or 704 square feet each.
- ▶ The non-instructional spaces housed in this school include administrative and health offices, staff room, copy room, custodial and storage.
  - ▶ **Trinity Elementary School is currently operating at 74 percent of the maximum capacity of 1,144 students and at 87 percent of the functional capacity of 972 students** (school program space) [Appendix C-24 - C-28]. The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.

**W**illiam B. Ward Elementary School is a multi-level building constructed in 1958 on 8 acres of land with an addition built in 1992. Instructional spaces for students in kindergarten through fifth grade are currently provided. There are a total of 57 rooms greater than 550 square feet (and three under 550 square feet) used, with 53 rooms currently used for grade level, transition, and special education instruction (including two undersized rooms), and seven rooms used for support programs (including one undersized room).

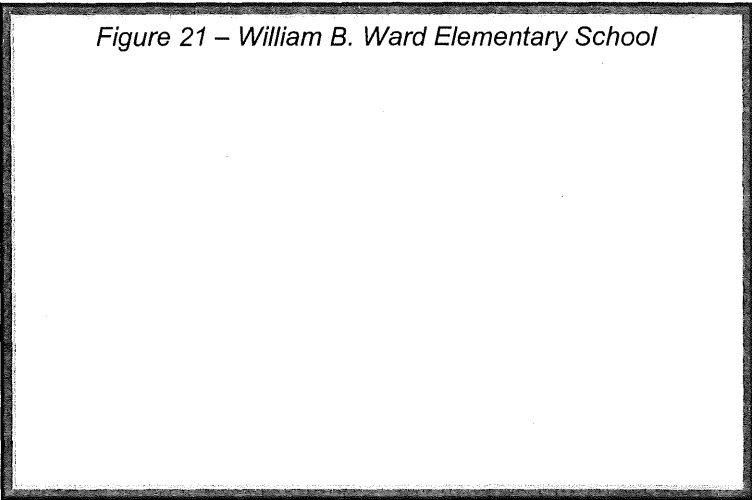


Figure 21 – William B. Ward Elementary School

- ▶ The **fifty-three (53) self-contained instruction rooms** provided range in size from 588 - 1,292 square feet, and two under-sized rooms containing 504 and 506 square feet each, and are used for general instruction, transition and self-contained special education classes.
- ▶ The **seven (7) support rooms** are used for art, music, computer lab, orchestra/band, and Kaleidoscope. These rooms contain 648 - 1,344 square feet each, and one undersized 504 square foot room used for art. Some division of rooms to create these spaces had occurred.
- ▶ **Instructional space, consisting of less than 550 square feet**, (excluding the undersized art room) includes space (some shared) used for reading, resource, speech, ESL, OT/PT, social workers and psychologists; one space was created from storage. The 13 areas provided contain up to 506 square feet each.
- ▶ The **core facilities consist of seven (7) spaces**, as follows:
  - ▶ One *2-station gymnasium* used for physical education
  - ▶ One *multi-purpose room*, half of which is a *.9 station gymnasium* for physical education, and half of which is used as a *cafeteria* for lunch
  - ▶ One *dining room* used for lunch
  - ▶ A *library/media center* used for reference and instruction, along with a *library/media center/class* and a *library reading room*
  - ▶ An *auditorium* for assemblies and performances.
- ▶ One additional 884 square foot room is used as a District-wide staff development room.
- ▶ The non-instructional spaces housed in this school include administrative and health offices, staff room, conference room, attendance/registrar, copy room, custodial and storage.
  - ▶ **William B. Ward Elementary School is currently operating at 71 percent of the maximum capacity of 1,570 students and at 83 percent of the functional capacity of 1,334 students** (school program space) [Appendix C29 - C-33]. The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.

## 2. Elementary Grade Sections and Current Average Class Size

There are 233 sections housed in 221 rooms for Kindergarten through fifth grade classes; prekindergarten classes add 19 sections (total 252 sections) in 10 rooms (total 231 rooms). As shown in Table 15 below and in Appendix pages B-8, B-10, B-12, B-14, B-16, B-18, and B-20 there are 33 - 36 sections per grade level.

**TABLE 15 - 2006/07 CURRENT ELEMENTARY INSTRUCTIONAL SECTIONS**

Grade/School	Kindergarten		First	Second	Third	Fourth	Fifth	Sp. Ed. /Transition + Kaleidoscope	TOTAL Sections/Rooms	
	Secs.	Rms.							Secs.	Rms.
Henry Barnard	4	4	4	4				3 #	15 + 19*	15 + 10*
Columbus ^	6	4	6	6	6	6	6	1	37	35
Daniel Webster >	3	2	4	3	4	3	5	2	24	23
George M. Davis	4	2	3	4	5	5	5	4+2	32	30
Jefferson	4	2	4	4	4	4	4	4	28	26
Trinity	6	4	6	6	7	6	8	2	41	39
William B. Ward •	8	5	8	7	10	9	8	6	56	53
	<b>35</b>	<b>23</b>	<b>35</b>	<b>34</b>	<b>36</b>	<b>33</b>	<b>36</b>	<b>24</b>	<b>233+19</b>	<b>221+10</b>

- \* - indicates 19 sections of pre-kindergarten in 10 rooms (inc. full-day prek sp ed); # - includes half-day K sp ed
- >- includes two undersized rooms (432 and 448 square feet) used for special education
- ^ - includes one 540 square foot room used for a fifth grade class and included in the capacity rating
- - includes two undersized rooms (2 @ 504 square feet each) used for transition classes

As shown in Table 16, average overall school class size ranges from 21.1 - 22.5 students in the District elementary schools.

**TABLE 16 - 2006/07 AVERAGE CLASS SIZE OF ELEMENTARY SCHOOLS**

SCHOOL	School Average
Henry Barnard	21.6 (K - 2)
Columbus ^	21.1
Daniel Webster >	21.6
George M. Davis	21.1
Jefferson	21.6
Trinity	21.5
William B. Ward •	22.5

- ^ - includes one 540 square foot room used for a fifth grade class
- >- includes two undersized rooms (432, 448) used for special education
- - includes two undersized rooms (2 @ 504) used for transition classes

## 3. Allocation of Space for Elementary Support Programs

The support programs offered to City School District of New Rochelle elementary students include art, music, computer, resource services, remedial services, ESL, speech/language services, occupational and physical therapies, guidance and a psychologist and social worker. Additional rooms are provided for subject areas that support the various Magnet programs.

As shown in Table 17, the size of the rooms used for support programs varies. All schools provide rooms of 770 square feet or more for the art program. While most schools provide rooms over 550 square feet for most support programs, some programs are presented in undersized rooms, as noted. The size of the instructional group, as well as the materials and equipment associated with the *art and music* programs, makes a full-size or oversized classroom the optimum environment for their delivery. Programs such as remedial reading and math, speech, resource, etc. can be conducted in smaller spaces due to the size of the instructional group.

The one Pre-K - 2 school currently uses 2 dedicated, classroom-sized spaces (at least 550 square feet) and one undersized 480 square foot room, for large group support programs, while the six K - 5 schools use 3 - 8 rooms.

**TABLE 17 - 2006/07 ALLOCATION OF SPACE FOR  
ELEMENTARY SUPPORT PROGRAMS**

PROGRAM	Barnard	Columbus	Webster	Davis	Jefferson	Trinity	Ward
Art	720 sf, 720 sf &	1,118 sf	1,176 sf	957 sf	768 sf	1,134 sf, 480 sf	1,260 sf, 504 sf
Music, Band, Orchestra	720 sf &	1,800 sf, 837 sf,	264 sf	576 sf, 450 sf	792 sf	520 sf, 290 sf	1,344 sf, 748 sf
Computer	480 sf	880 sf, 780 sf	780 sf, 528 sf	1,064 sf, 777 sf	792 sf, 392 sf	728 sf	864 sf, 648 sf
<b>RELATED SERVICES: Reading/Resource/AIS</b>	120sf, 50 sf	522 sf, 434 sf, 392 sf &, 392 sf, 165 sf	216 sf, 192 sf, 180 sf 120 sf, 192 sf &, 192 sf &	475 sf, 324 sf, 2@336 sf,	704 sf, 336 sf, 308 sf, 264 sf	165 sf, 3@ 336 sf 336 sf &	506 sf, 234 sf, 288 sf &, 2@ 192 sf,140 sf
<b>Transitional/Inclusion/ Multi-sensory</b>				378 sf, 256 sf, 252 sf	352 sf		
<b>OT/PT</b>	484 sf, rm off stage	351 sf			264 sf		150 sf
<b>Math lab/tutorials</b>		465 sf 419 sf				336 sf &	
<b>ESL</b>	144 sf	392 sf, 392 sf &, 3@ 200 sf, 200 sf &	192 sf	230 sf, 238 sf, 110 sf	288 sf, 216 sf	3@ 336 sf	140 sf, 224 sf, 288 sf &
<b>Speech</b>	120 sf, 2@ 150 sf	200 sf	192 sf	2@ 187 sf	400 sf, 240 sf	375 sf	224 sf, 266 sf
<b>Kaleidoscope/Discovery/GT Magnet Overlay Center</b>		743 sf, 624 sf	1,024 sf, 720 sf &	440 sf 930 sf	704 sf, 616 sf	825 sf	1,020 sf
<b>Science Lab</b>		783 sf	720 sf &				
<b>Dance Studio</b>			768 sf				
<b>French</b>			580 sf				
<b>Kids' Kitchen</b>			192 sf				
<b>Psychologist</b>	180 sf, 80 sf	198 sf	160 sf, 160 sf	187 sf, sm rm nr lib.	352 sf, 150 sf		285 sf
<b>Social Worker</b>	140 sf, 180 sf	288 sf	160 sf	187 sf	276 sf, 240 sf	170 sf	216 sf
<b>Playroom (counseling)</b>					160 sf		
<b>ROOMS - More than 550 sq. ft.</b>	<b>2</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>7</b>
<b>ROOMS - Less than 550 sq. ft.</b>	<b>13*</b>	<b>16</b>	<b>13&gt;</b>	<b>18&lt;</b>	<b>15</b>	<b>13+</b>	<b>14•</b>

& - indicates shared room

\* - includes one undersized 480 square foot room used as a computer room

>- includes one undersized 528 square foot room used as a computer lab

<- includes one undersized 450 square foot room used for band/orchestra

+ -includes one undersized 520 square foot room used for music

• - includes one undersized 506 square foot room used for art

For the purposes of this report, and as requested by the District Administration, current support room allocations in each school were maintained.

#### 4. Middle and Secondary Allocation of Space

The District middle grades (6 - 8) are located at *Albert Leonard Middle School* and *Isaac Young Middle School*, while the secondary grades (9 - 12) are located in the *New Rochelle High School* and at the *Campus School*. The middle and secondary space allocation of rooms that contains 550 square feet or more is presented in Table 18.

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

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

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

- **Technology** - 840 - 2,000 square feet suggested, dependent on program
- **Computer** - 840 square feet suggested
- **Home/Careers** - 1,200 square feet suggested
- **General Science** - 1,000 square feet suggested
- **Laboratory Science** - 1,200 square feet suggested
- **Music** - 1,200 - 1,400 square feet suggested
- **Art** - 1,200 square feet suggested
- **Physical Education** - Gymnasium of 1-station suggested for enrollment up to 500 students, 2-stations suggested (up to 1,000 students), with one additional station suggested for each 500-student increment.



**TABLE 18 - 2006/07 CURRENT ALLOCATION OF  
MIDDLE & SECONDARY INSTRUCTIONAL SPACE  
(over 550 square feet)**

USAGE	Leonard MS	Young MS	Campus Schl.	New Rochelle HS
General Instruction (Math, English, Social Studies, Language, Health)	38 ▶	32 ▶ (inc. 5 undersized rooms)	6 ▶ (incl. rm shared w/science, and rm. shared w/art)	90 ▶ (inc. 2 LGI rms) (inc. 12 undersized rooms)
Special Education	2	1	NA	6 (inc. 2 undersized rms)
Resource/Support/ESL/ISS	0	6	NA	6
Other	NA	NA	NA	2 (business)
<b>Ttl Interchangeable Rooms</b>	<b>40</b>	<b>39</b>	<b>6</b>	<b>104</b>
Science	10 ▶	10 ▶	1 ▶	26 ▶
Computer/Sketchpad/Keyboarding	4	3	1	9 (inc. archives, and ESL & art graphics labs)
Art	3	3	Shared room	8
Music	4	4	1	4
Technology	4	6	NA	0
Home/Careers	3	0	0	0
Other	NA	NA	NA	1 (TV Studio)
<b>Ttl Specialized Rooms</b>	<b>28</b>	<b>26</b>	<b>3</b>	<b>48</b>
<b>Core/Common Facilities:</b>				
Library	3,520 sf	2,140 sf	NA	9,300 sf
Auditorium w/stage	8,464 sf 1,344 sf	6,500 sf 2,000 sf balcony	NA	19,250 sf 3,078 sf
Cafeteria	5,520 sf	5,800 sf	748 sf	6,552 sf
Physical Education	11,200 sf gym 900 sf weight room	9,000 sf gym 3,500 sf gym 1,500 sf exercise room 1,150 sf exercise room	3,780 sf gym 748 sf ping pong rm 748 sf exercise rm	7,210 sf gym 2@ 3,564 sf gyms 2@ 2,040 sf gyms 2,496 sf fitness room 2,278 sf wrestling room 3,696 sf dance 990 sf dance Pool
<b>Ttl Core/Common Facilities</b>	<b>6</b>	<b>8</b>	<b>4</b>	<b>15</b>
<b>TOTAL ALL ROOMS</b>	<b>74</b>	<b>73</b>	<b>13</b>	<b>167</b>
Other non-school use	District AV shop	BOCES - 620 sf and 2@ 820 sf each		Baughman Museum Gallery District Coordinators' and Asst. Coordinator's Offices

▶ indicates core instruction rooms (Math, English, Social Studies, Language, Science, Health – some rooms shared)

**2006/07 Albert Leonard Middle School = 48 core rooms**

**Isaac Young Middle School = 42 core rooms**

**New Rochelle High School = 116 core rooms**

Table 19 below details specialized room size for the middle and high school facilities in relation to current *SED* guidelines. Of the 28 specialized rooms at *Albert Leonard Middle School*, 32 percent meet current *SED* guidelines. Of the 26 specialized rooms at *Isaac Young Middle School*, 8 percent meet current *SED* guidelines. Of the 3 specialized rooms at the *Campus School*, none meet current *SED* guidelines. Of the 47 specialized rooms (*SED* does not provide guidelines for a TV studio, so this room was not included in the rating) at *New Rochelle High School*, 44 percent, meet current *SED* guidelines. The rooms that do or do not meet the current guidelines are distributed through all room types; there is no one room category that is particularly lacking in appropriate room sizes, although few art rooms meet the criterion.

**TABLE 19 - MIDDLE AND SECONDARY SPECIALIZED ROOM SIZE**

<b>SCHOOL/PROGRAM</b>	<b>Leonard MS</b>	<b>Young MS</b>	<b>Campus School</b>	<b>New Rochelle HS</b>
<b>Computers - Rooms that:</b>				
<b>Meet SED guidelines</b>	1	1	0	3
<b>do not meet SED guidelines</b>	3	2	1	6
<b>Science - Rooms that:</b>				
<b>Meet SED guidelines</b>	3	0	0	14
<b>do not meet SED guidelines</b>	7	10	1	12
<b>Music - Rooms that:</b>				
<b>Meet SED guidelines</b>	1	1	0	3
<b>do not meet SED guidelines</b>	3	3	1	1
<b>Art - Rooms that:</b>				
<b>Meet SED guidelines</b>	1	0	NA	1
<b>do not meet SED guidelines</b>	2	3	NA	7
<b>Technology - Rooms that:</b>				
<b>Meet SED guidelines</b>	3	0	NA	NA
<b>do not meet SED guidelines</b>	1	6	NA	NA
<b>Home/Careers - Rooms that:</b>				
<b>Meet SED guidelines</b>	0	NA	NA	NA
<b>do not meet SED guidelines</b>	3	NA	NA	NA
<b>TOTAL ROOMS that:</b>				
<b>Meet SED guidelines</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>21</b>
<b>do not meet SED guidelines</b>	<b>19</b>	<b>24</b>	<b>3</b>	<b>26</b>

Note: computer rooms are included in the categories detailed in Table 18 above.

TV Studio @ HS excluded from analysis

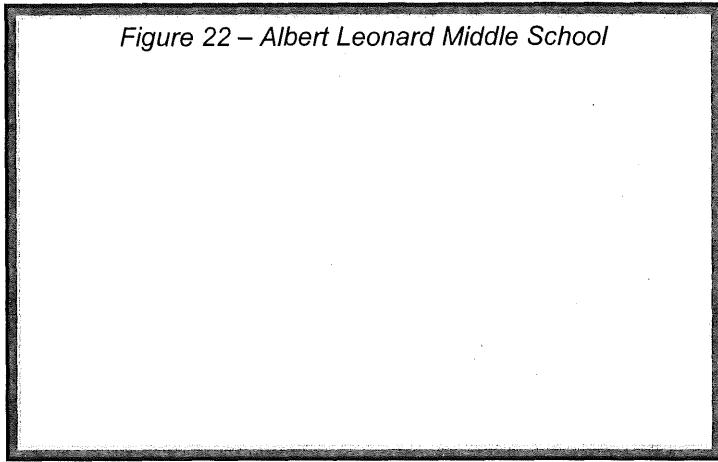
Note: all references to 'SED guidelines' reference *current* guidelines

NYSED designates a 3,168 square foot gymnasium as a one-station gym for secondary grades student populations of up to 500 students. For each additional 500 students, an additional station is required. SED designates 6,336 square feet for a two-station gym, 8,208 square feet for a three-station gym, and 1,872 square feet for each additional station.

*Albert Leonard Middle School's* 11,200 square foot gymnasium would be designated as a four-station gym, providing space for up to 2,000 students. *Isaac Young Middle School's* 9,000 square foot gymnasium would be designated as a three-station gym (although realistically would be used as a 2-station gym), and its 3,500 square foot gym would be designated as a one-station gym; combined, these spaces would provide for 1,500 students. Two exercise rooms provide additional physical education space. The *Campus School's* 3,780 square foot gymnasium would be designated as a two-station gym, providing space for up to 500 students. The ping-pong room provides additional physical education space. *New Rochelle High School* provides five gymnasiums for a total of 5.2 stations, providing space for approximately 2,500 students. A wrestling room, fitness room, two dance rooms and a pool provide additional space for physical education groups.

**A**lbert Leonard Middle School is a two-story facility built in 1960 on 10 acres of land, with an addition built in 1978. Students in sixth through eighth grade attend classes at this facility. There are a total of seventy-four (74) spaces greater than 550 square feet currently being used. These include 40 interchangeable rooms, 28 specialized rooms, and six core/common rooms.

Figure 22 – Albert Leonard Middle School



- ▶ The **forty (40) interchangeable rooms** are used for core instruction in the subjects of English, social studies, language, math, health, and special education classrooms. These rooms range in size from 620 - 915 square feet.
- ▶ **Twenty-eight (28) specialized rooms** are designed to accommodate specialized equipment, storage and space to meet specific programmatic requirements. These rooms are designed for programs that include science (10), art (3), computer (4), music (4), technology (4) and Home and Careers (3). As noted in Table 19 above, nine, or 32 percent of the rooms meet *SED* suggested size guidelines.
- ▶ Instructional support space, consisting of less than 550 square feet, is used for special education, resource, ISS, test center, and time out. Four of these spaces were created by partitioning sections of other classrooms. The 11 spaces used contain up to 525 square feet each. A Guidance office is also provided.
- ▶ **The core/common facilities consist of six (6) spaces**, as follows:
  - ▶ A *four-station gymnasium* and a *weight room* used for physical education classes. *Locker rooms* are available.
  - ▶ A *library* used for reference and media instruction
  - ▶ A *cafeteria* used for lunches
  - ▶ An *auditorium* and a *Junior Auditorium/LGI* for school performances, assemblies; dance classes are held on the auditorium stage.
- ▶ The non-instructional rooms housed in this school include administrative and faculty offices, school nurse, faculty room, copy room, custodial, and storage. The District AV shop is also located at this site.
- ▶ It is noted that one room is used every period, and ten rooms are used all but one period a day, suggesting some limitations on additional scheduling capability for the school.
  - ▶ **Albert Leonard Middle School currently operates at 68 percent of the maximum capacity of 1,837 students and at 75 percent of the functional capacity of 1,654 students** [Appendix C-34 - C-38]. The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.

**I**saac Young Middle School is a multi-level facility including a tower, built in 1925 on 8 acres of land, with additions accomplished in 1972 and 2000. Students in sixth through eighth grade attend classes at this facility. There are a total of sixty-eight (68) spaces greater than 550 square feet and five (5) spaces less than 550 square feet (total 73) currently being used. These include 39 interchangeable rooms, 26 specialized rooms, and eight core/common rooms.

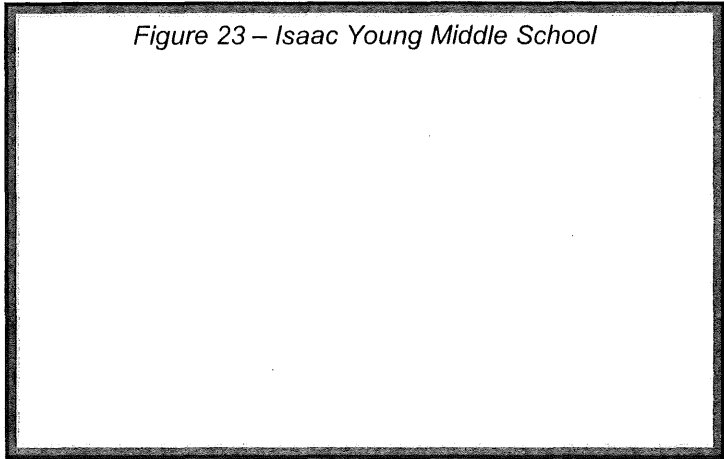


Figure 23 – Isaac Young Middle School

- ▶ The **thirty-nine (39) interchangeable rooms** are used for core instruction in the subjects of English, social studies, language, math, health, academic support and special education classrooms. These rooms range in size from 550 - 880 square feet, and include five undersized rooms containing 528 or 530 square feet.
- ▶ **Twenty-six (26) specialized rooms** are designed to accommodate specialized equipment, storage and space to meet specific programmatic requirements. These rooms are designed for programs that include science (10), art (3), computer (3), music (4), and technology (6). As noted in Table 19 above, two rooms, or 8 percent of the rooms meet *SED* suggested size guidelines.
- ▶ Instructional support space, consisting of less than 550 square feet, is used for special education, resource, ESL, speech, Time Out, psychologist and social worker. One room is divided for use by three professionals. The 11 spaces used contain up to 530 square feet each. Guidance suites are also provided.
- ▶ **The core/common facilities consist of eight (8) spaces**, as follows:
  - ▶ A *three-station gymnasium* (realistically used as a 2-station gym), a *one-station gymnasium*, and *two exercise rooms* used for physical education classes. *Locker rooms* are available.
  - ▶ A *library* used for reference and media instruction
  - ▶ A *cafeteria* used for lunches
  - ▶ An *auditorium* with a *balcony*, and a stage used for school performances, assemblies and dance classes.
- ▶ Three rooms over 550 square feet (containing 820 or 620 square feet) are used by BOCES.
- ▶ The non-instructional rooms housed in this school include administrative and faculty offices, school nurse, faculty room, conference room, copy room, custodial, and storage.
- ▶ It is noted that the majority of rooms are used 100 percent of the day, and many rooms are used during all but one period a day, suggesting little additional scheduling capability for the school.
  - ▶ **Isaac Young Middle School currently operates at 70 percent of the maximum capacity of 1,548 students and at 78 percent of the functional capacity of 1,393 students** [Appendix C-21 - C-24]. The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.

**N**ew Rochelle High School is a two-story facility built in 1926 on 8 acres of land, with additions built in 1971, 2000 and renovations completed at various times. This facility provides space for most District ninth through twelfth grade students. There are a total of one hundred fifty-three (153) spaces greater than 550 square feet and fourteen (14) spaces less than 550 square feet currently being used (total 167). These include 104 interchangeable rooms, 48 specialized rooms, and 15 core/common rooms.

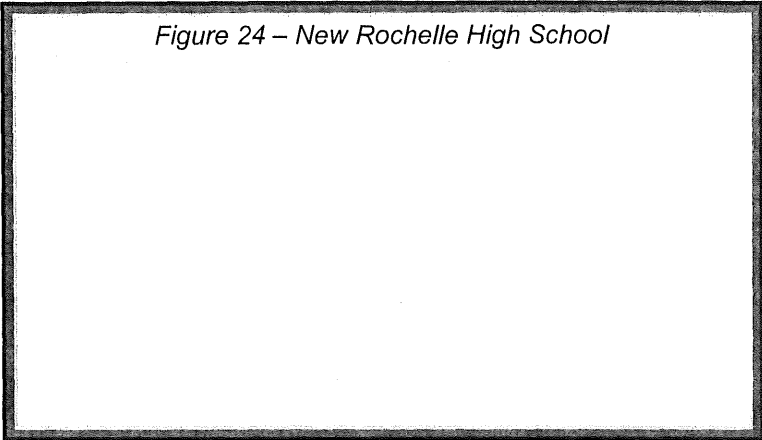


Figure 24 – New Rochelle High School

- ▶ The **one hundred four (104) interchangeable rooms** are used for core instruction for English, social studies, language, science, math, and health; special education, business, LGI, and ESL; most rooms used contain 550 - 1,856 square feet; 14 rooms contain 484 - 528 square feet. The LGI rooms are the largest.
- ▶ **Forty-eight (48) specialized rooms** are designed to accommodate specialized equipment, storage and space to meet specific programmatic requirements. These rooms are designed for programs that include science (26), art (8), computer (9 including archives, ESL, and art graphics lab), music (4), and life TV studio (1). As noted in Table 19 above, 21 of the rooms (44%) [excluding the TV studio] meet *SED* suggested size guidelines.
- ▶ Instructional support space, consisting of less than 550 square feet, is used for special education, speech therapy, tutoring, ISS, school newspaper, testing, practice rooms, kiln or darkroom, social workers and psychologists. The nineteen spaces used contain up to 420 square feet each. A Guidance office and Career Center are also provided.
- ▶ **Additional rooms** are used for the Baughman Museum, the Gallery, and offices for District Directors and Assistant Directors.
- ▶ **The core/common facilities consist of fifteen (15) spaces**, as follows:
  - ▶ Two *one-station gymnasiums*, two *.6-station gymnasiums*, one *two-station gymnasium*, a *wrestling room*, a *fitness room*, two *dance rooms* and a *pool* used for physical education classes. *Locker rooms* are available.
  - ▶ A *library* used for reference and media instruction
  - ▶ Two *cafeterias* used for lunches
  - ▶ An *auditorium* and the *Linda E. Kelly Theater* used for school performances and assemblies.
- ▶ The non-instructional rooms housed in this school include administrative and faculty offices, health offices, faculty rooms, copy rooms, meeting room, science prep rooms, Staff Resource Center, food service offices, custodial, and storage.
- ▶ It is noted that sixteen (16) rooms are used 100 percent of the day, and almost 30 percent of all interchangeable and specialized rooms are currently used for all but one period per day, suggesting limited additional scheduling capability within the school.
  - ▶ **New Rochelle High School currently operates at 85 percent of the maximum capacity of 3,736 students and at 95 percent of the functional capacity of 3,362 students** [Appendix C-45 - C-56]. The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.

**C**ampus School uses rooms on three levels of the former St. Gabriel's School which was built in 1926, with an addition in 1961. This facility provides space for some District ninth through twelfth grade students. There are a total of thirteen (13) spaces greater than 550 square feet currently being used. These include six interchangeable rooms, three specialized rooms, and four core/common rooms.

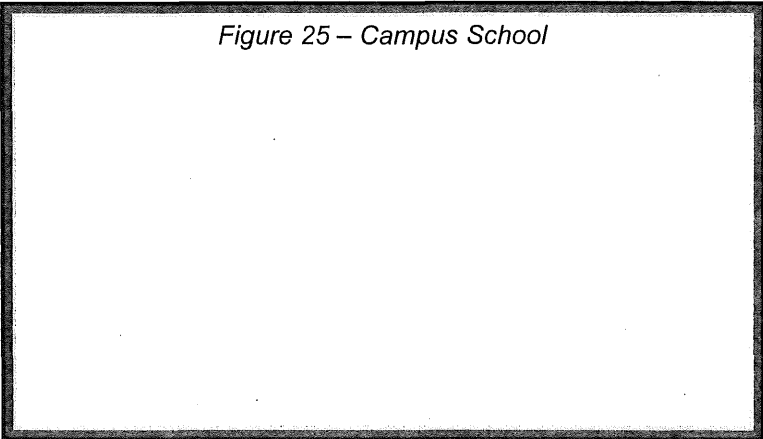


Figure 25 – Campus School

- ▶ The **six (6) interchangeable rooms** are used for core instruction for English, social studies, language, science, math, and health; rooms used contain 748 or 759 square feet each. It is noted that one room is shared with a specialized space.
- ▶ **Three (3) specialized rooms** are designed to accommodate specialized equipment, storage and space to meet specific programmatic requirements. These rooms are designed for programs that include science (1), computer (1), and music (1). As noted in Table 19 above, none of the rooms meet *SED* suggested size guidelines. It is also noted that art shares a room with English.
- ▶ Instructional support space, consisting of less than 550 square feet, is used for the SAC, and contains 500 square feet.
- ▶ **The core/common facilities consist of four (4) spaces**, as follows:
  - ▶ A *one-station gymnasium*, a *ping pong room*, and an *exercise room* used for physical education classes.
  - ▶ A *cafeteria* used for lunches; lockers are located in this space.
- ▶ The non-instructional rooms housed in this school include administrative and faculty offices, school nurse (including space for the psychologist and guidance), faculty room, custodial, and storage.
- ▶ It is noted that all rooms except music are used 100 percent of the day, suggesting extremely limited additional scheduling capability within the school.
- ▶ **The Campus School currently operates at 56 percent of the maximum capacity of 134 students and at 62 percent of the functional capacity of 120 students [Appendix C-57].** The functional capacity is defined as the total building capacity tempered to include provision for the District's class size guidelines.

## 5. Average Middle and Secondary Section Size

The average middle and secondary grades section sizes were calculated by dividing the total school enrollment into the current allocation of rooms. The core rooms include sixth to twelfth grade instruction in the subject areas of English, math, language, social studies, science and health.

As shown in Appendix B-22 and B-24 the average core instruction section size at Albert Leonard Middle School is 25.9 students, while the average core instruction section size at Isaac Young Middle School is 25.0 students. The average core instruction size at New Rochelle High School, Appendix B-26, is 27.1 students. The students attending Campus School and special education students were deducted from the total enrollment at the High School to determine this average, since the rooms used for special education are not included in the core room total.

## D. FUTURE FACILITIES ANALYSIS

**The enrollment projections suggest that most schools will operate under 75 percent of their maximum capacities, with only Henry Barnard and New Rochelle High School operating above 75 percent maximum capacity. All schools, with the exception of Henry Barnard will also operate under 90 percent functional capacity; Henry Barnard will operate above 100 percent functional capacity. It is projected that additional core academic instructional sections will be needed during all or some of the projection period at most schools, with the greatest need at Ward Elementary School. The need for additional rooms will require reconsideration of the allocation of space for support programs and other methods for meeting the projected student needs. The impact of the need for added space in the schools will impact instructional space and core/common facilities. *This section may indicate the need for more rooms, given the enrollment figures presented. Please note that the District has the capacity to manage space needs through its system of magnet schools and program options.***

### 1. Basic Considerations

Enrollment projections suggest a District K - 12 net decline of less than two percent during 2006 - 2016, with the loss of 172 students in that time period, indicating relative stability. A projection period peak enrollment of 10,183 students is anticipated in 2007 and 2008.

The change in students between 2006 and 2016 is as follows:

- ▶ **Henry Barnard School** is projected to show an enrollment range of 592 - 605 students, with the highest enrollment of the projection period expected in 2007 and again in 2009. This range compares to the current enrollment of 588 students.
- ▶ **Columbus Elementary School** is projected to show an enrollment range of 753 - 777 students, with the highest enrollment expected in 2011. This range compares to the current enrollment of 765 students.
- ▶ **Daniel Webster Elementary School** is projected to show an enrollment range of 384 - 458 students, with the highest enrollment expected in 2007. This range compares to the current enrollment of 458 students.
- ▶ **George M. Davis Elementary School** is projected to show an enrollment range of 632 - 690 students, with the highest enrollment expected in 2011. This range compares to the current enrollment of 630 students.
- ▶ **Jefferson Elementary School** is projected to show an enrollment range of 500 - 529 students, with the highest enrollment expected in 2010. This range compares to the current enrollment of 527 students.

▶ **Trinity Elementary School** is projected to show an enrollment range of 764 - 821 students, with the highest enrollment expected in 2007. This range compares to the current enrollment of 845 students.

▶ **William B. Ward Elementary School** is projected to show an enrollment range of 1,115 - 1,172 students, with the highest enrollment expected in 2011. This range compares to the current enrollment of 1,112 students.

▶ **Albert Leonard Middle School** is projected to show an enrollment range of 1,251 - 1,305 students, with the highest enrollment expected in 2008. This range compares to the current enrollment of 1,247 students.

▶ **Isaac Young Middle School** is projected to show an enrollment range of 1,065 - 1,117 students, with the highest enrollment expected in 2014. This range compares to the current enrollment of 1,085 students.

▶ **New Rochelle High School/Alternative Campus School** is projected to show an enrollment range of 3,131 - 3,261 students, with the highest enrollment expected in 2007. This range compares to the current enrollment of 3,269 students.

Class sizes used as a guideline for future elementary and secondary section needs were based on current practices, regional trends, and consideration of programmatic space needs. The following class size guidelines, with consideration of current levels were used in determining sectional needs:

<b>Grades K - 2</b>	<b>18 - 21/22 students</b>
<b>Grades 3 - 5</b>	<b>22 - 25/26 students</b>
<b>Grades 6 - 12</b>	<b>25 - 27 students and at or near current levels</b>

These guidelines, tempered by room capacities and programmatic considerations, were used to assess future section needs in this section of the study.

The number of grade sections directly affects the section size. The analysis of the projected enrollments, paired with the available space, suggests that the average general instruction section sizes would exceed the above limits at some schools, unless additional space was provided. The available space for support programs was determined based on the current dedication of rooms at each school; as requested by the District Administration, these current allocations were maintained.

Once these guidelines are applied, the number of support rooms, deducted from the total number of rooms over 550 square feet at each school (with the exceptions noted earlier), provides the number of rooms available for grade level classes at the elementary level and core classes (English, social studies, language, math, science and health) at the middle and secondary schools. Table 20 details the breakdown of grade level or core rooms available at each school.



**TABLE 20 - AVAILABLE SPACE FOR CORE INSTRUCTION**

Primary School	Total Rms over 550 sf (excluding core/common facilities)	Support at Current Building Allocations	Remaining Available for Core Instruction
Barnard *	28	3	25
Columbus ^	43	8	35
Webster >	30	7	23
Davis <	36	6	30
Jefferson	32	6	26
Trinity +	43	4	39
Ward -	60	7	53
<b>Total ES</b>	<b>272 ◀</b>	<b>41</b>	<b>231</b>
Secondary School	Total Rms over 550 sf (excluding core/ common facilities)	Support at Current Building Allocations	Remaining Available for Core Instruction
Albert Leonard MS	68	20	48
Isaac Young MS ▶	65	22	43
<b>Total MS</b>	<b>133</b>	<b>42</b>	<b>91</b>
New Rochelle HS ▶	152	36	116
Campus School ▶	9	2.5 ▶	6.5 ▶
<b>Total Secondary</b>	<b>161</b>	<b>38.5</b>	<b>122.5</b>

- \* - includes one undersized 480 square foot room used as a computer room and included in the capacity rating
- ^ - includes one 540 square foot room used for a fifth grade class and included in the capacity rating
- >- includes three undersized rooms (432, 448 and 528 sf) used for special education and a computer lab
- <- includes one 450 square foot room used for band/orchestra
- + -includes one 520 square foot room used for music
- includes three undersized rooms (2@ 504 and 506 sf each) used for transition classes and art
- ◀ - includes 10 rooms used for grade level, self-contained special education or large group support
- ▶ - includes 5 undersized rooms used for core instruction
- ▶ -includes 14 undersized rooms used for special education and core instruction
- ▶ - includes a room shared between core and support

Tables 21 and 22 below detail the number of rooms needed during the projection period for grade level or core academic instruction. The number of available rooms, once support room space has been allocated, is indicated as well.

**TABLE 21 - PROJECTED NUMBER OF GRADE LEVEL INSTRUCTIONAL ROOMS BY SCHOOL**

SCHOOL	Current	07	08	09	10	11	12	13	14	15	16
<b>HENRY BARNARD ES</b> (Avail. rooms=25+3* support rms)	25	27	28	28	28	28	28	28	28	28	28
<b>COLUMBUS ES</b> (Avail. rooms=35^+8 support rms)	35	36	36	37	35	36	37	35	34	34	34
<b>DANIEL WEBSTER ES</b> (Avail. rooms=23>+7> support rms)	23	24	23	23	23	22	22	22	22	22	22
<b>GEORGE M. DAVIS ES</b> (Avail. rooms=30+6 <support rms)	30	33	33	34	34	35	35	35	34	34	34
<b>JEFFERSON ES</b> (Avail. rooms=26+6 support rms)	26	27	27	26	26	26	26	26	26	26	26
<b>TRINITY ES</b> (Avail. rooms=39+4+ support rms)	39	38	38	38	38	38	37	37	37	37	37
<b>WILLIAM B. WARD ES -</b> (Avail. rooms=53+7* support rms)	53	54	54	54	56	58	57	56	55	55	55
<b>Total District Rooms</b>	<b>231</b>	<b>239</b>	<b>239</b>	<b>240</b>	<b>240</b>	<b>243</b>	<b>242</b>	<b>239</b>	<b>236</b>	<b>236</b>	<b>236</b>

- \* - includes continued use of one undersized 480 square foot room used as a computer room
  - ^ - includes the continued use of one 540 square foot room used for a fifth grade class
  - >- includes the continued use of three undersized rooms (432, 448 and 528 sf) used for special education and a computer lab
  - <- includes the continued use of one 450 square foot room used for band/orchestra
  - + -includes the continued use of one 520 square foot room used for music
  - includes the continued use of three undersized rooms (2@ 504 and 506 sf each) used for transition classes and art
- Italicized numbers indicate years when more than the current number of classrooms will be needed*

**TABLE 22 - PROJECTED NUMBER OF CORE ACADEMIC INSTRUCTIONAL ROOMS BY SCHOOL**

SCHOOL	Current	07	08	09	10	11	12	13	14	15	16
<b>ALBERT LEONARD MS *</b> (Avail. rooms= <b>48</b> +20 supp. rms)	48	48	50	50	49	49	49	50	50	50	50
<b>ISAAC YOUNG MS ▶ **</b> (Avail. rooms= <b>43</b> +22 supp. rms)	43	43	44	44	43	43	43	44	44	44	43
<b>NEW ROCHELLE HS ▶ ***</b> (Avail. rooms= <b>116</b> +36 supp. rms)	116	116	114	113	114	113	114	114	113	114	114
<b>CAMPUS SCHOOL ▶</b> (Avail. rooms= <b>6.5</b> +2.5 supp. rms)	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5
<b>Total Secondary Rooms</b>	<b>213.5</b>	<b>213.5</b>	<b>214.5</b>	<b>213.5</b>	<b>212.5</b>	<b>211.5</b>	<b>212.5</b>	<b>214.5</b>	<b>213.5</b>	<b>214.5</b>	<b>213.5</b>

\* - one additional ungraded section would be added each year

\*\* - two ungraded sections would be added each year

\*\*\* - several (potentially up to nine) ungraded sections would be added each year

▶ - includes the continued use of 5 undersized rooms used for core instruction

▶ - includes the continued used of 14 undersized rooms used for special education and core instruction

▶ - includes the continued use of a room shared between core and support

*Italicized numbers indicate years when more than the current number of classrooms will be needed*

The maintenance of current class size guidelines specified above, combined with current practice and paired with the dedication of sufficient support space (as defined above), along with the maintenance of current programs, suggests the need for additional space at all schools except Jefferson and Webster (ungraded classes at the middle and high schools would be in addition to the core academic class needs included in the table). It is noted that current average class sizes at the middle and high schools were maintained.

- ▶ **Henry Barnard Elementary School** currently uses 25 rooms for self-contained instruction, and 4 rooms for large group support programs (including one undersized computer room); these figures were maintained for the space analysis. The anticipated need during the projection period is for 28 rooms during all but one year when 27 rooms would be needed; thus, two or three more rooms would be needed throughout the projection period. The use of two and then all support rooms would provide the needed space; the programs would then be presented in an On-the-Cart or push-in format which would impact the scope of the programs. During the one year when 27 rooms are needed, one room would be available for a support program. There is no alternative space available to be recouped for classroom space in this facility.

The impact of the projected enrollment on the core facilities (library, cafeteria, gymnasium, auditorium) was assessed. The .85-station gymnasium would not be able to accommodate the projected enrollment by SED standards, even with consideration of only the K - 2 classes; one gym station is recommended for schools with up to 14 classes (the maximum of 18 grade K - 2 sections would indicate the need for more than a 1-station gym). The cafeteria is rated for 48 students each period, which requires creative scheduling and overlapping schedules to accommodate all students. The current 720 square foot library does not meet SED standards which indicate the need for a library of at least 900 square feet. The auditorium can accommodate the full K - 2 student population in one seating.

- ▶ **Columbus Elementary School** currently uses 35 rooms for self-contained instruction (including one undersized room), and 8 rooms for support programs; these proportions were maintained for the space analysis. The anticipated need during the projection period is for 34 - 37 rooms which is one or two rooms more than those available during five years, and one room less than those available during three years. During the years when one less room is needed, the addition of enhanced or new programs could be considered. During the years when one to two additional rooms would be needed, one or two support programs may be displaced. Since there is no alternative space in which to relocate these programs, they may

need to be presented in an On-the-Cart or push-in format, limiting the scope of the program. There is no alternative space within the facility to recoup for a grade level class.

The impact of the projected enrollment on the core facilities (library, cafeteria, gymnasium, auditorium) was assessed. The 3-station gymnasium would just be able to accommodate the projected enrollment with additional scheduling and with the use of all three stations. Realistically, this space is used as a 2-station gym, indicating the need for a third gym station. The use of this room as a cafeteria at times, places additional scheduling constraints on the space. The cafeteria can accommodate 276 students each period, which would provide space for two grade levels and limited staff during some years; during other years, one grade and a portion of another grade could be housed. The current 2,183 square foot library meets SED standards for a school this size and should accommodate the projected enrollment. The auditorium could accommodate three grade levels and associated staff, requiring two assemblies at times.

- ▶ **Daniel Webster Elementary School** currently uses 23 rooms for self-contained instruction (including two undersized rooms), and 7 rooms for large group support programs (including one undersized room); these proportions were maintained for the space analysis. The anticipated need during the projection period is for 22 - 24 rooms, which is one room more than those available during one year and one room less than those available during six years. During the year when one additional room would be needed, one support program may be displaced. Since there is no alternative space in which to relocate a program, it may need to be presented in an On-the-Cart or push-in format, limiting the scope of the program. During the years when one less grade level room will be needed would provide one room for an enhanced or new program.

The impact of the projected enrollment on the core facilities (library, cafeteria, gymnasium, auditorium) was assessed. The 1.4-station gymnasium would not meet SED guidelines; additional space would be needed. The cafeteria can accommodate 144 students each period, which would provide space for some combinations of two grades, and space for only one of the larger grade levels and associated staff; alternatively, grade levels could be split. The current 1,728 square foot library and 336 square foot mini-library should meet student needs. The auditorium can house 771 people, allowing for full-school assemblies with associated staff and community/family members.

- ▶ **George M. Davis Elementary School** currently uses 30 rooms for self-contained instruction, and 6 rooms for large group support programs (including one undersized room); these proportions were maintained for the space analysis. The anticipated need during the projection period is for 33 - 35 rooms during the next ten years; thus, three to five more rooms would be needed throughout the projection period. The use of three to five support rooms would provide the needed space; the programs would then be presented in an On-the-Cart or push-in format which would impact the scope of the programs. Alternatively, the Kaleidoscope program which uses two rooms, could be relocated to a school that has additional space available freeing two rooms. One to three more rooms would still be needed. There is no alternative space available to be recouped for classroom space in this facility.

The impact of the projected enrollment on the core facilities (library, cafeteria, gymnasium, auditorium) was assessed. The 3.75-station gymnasium should be adequate for the projected enrollment, although the realistic use of this space as a two-station gym would not provide the space needed for the anticipated enrollment. The cafeteria can accommodate 197 students each period, which would

accommodate an entire grade level and a portion of another grade, along with associated staff each period, thus requiring splitting grades. The current 1,300 square foot library is rated for 520 students, which is undersized for the current and anticipated enrollment. The auditorium can house 498 students, which would accommodate three grade levels and associated staff.

- ▶ **Jefferson Elementary School** currently uses 26 rooms for self-contained instruction, and 6 rooms for large group support programs; these proportions were maintained for the space analysis. Twenty-six rooms will continue to be needed during most of the projection period; 27 rooms would be needed during two years of the projection period. The use of one support room would provide the needed space; the program would then be presented in an On-the-Cart or push-in format which would impact the scope of the program. Alternatively, a previously subdivided room (ie: 16A & B or 64A & B) could be recombined to provide the needed room. The displaced small group support programs would need to be relocated to other spaces, creating shared areas which may not be an optimum learning environment; creating push-in formats may be considered. The programs would only be displaced for the two years the additional room is needed.

The impact of the projected enrollment on the core facilities (library, cafeteria, gymnasium, auditorium) was assessed. The current 2-station gymnasium should meet the needs of the projected enrollment although renovations to the space could be considered. The cafeteria can accommodate 144 students each period, which would allow one grade level and a portion of another grade level to have lunch each period; the flow of the cafeteria may need to be adjusted. The current 792 square foot library does not meet SED guidelines; a 900 square foot library could be provided, although a larger space may be considered due to the inclusion of computers in the program. The auditorium should accommodate the entire student body and associated staff in one assembly.

- ▶ **Trinity Elementary School** currently uses 39 rooms for self-contained instruction, and 4 rooms for large group support programs (including an undersized room) these figures were maintained for the space analysis. The anticipated need during the projection period is for 37 - 38 rooms which is one to two rooms less than those available. During the years when fewer rooms are needed, the addition of enhanced or new programs could be considered.

The impact of the projected enrollment on the core facilities (library, cafeteria, gymnasium, auditorium, TV Studio) was assessed. The 1.9-station gymnasium is undersized for this number of sections according to SED guidelines; a minimum of one more gym station would be required. The cafeteria can accommodate 96 students each period, which would require splitting grades; the use of the art room as a supplementary cafeteria allows one grade level to have lunch at the same time; however, this would indicate the need for six lunch periods which may not be realistic for students in this age group. The current 2,160 square foot library should support the programmatic needs of the projected enrollment. The auditorium can accommodate 543 people at a time, which would not house the entire school population; two assemblies would be needed. There are no guidelines for the size of a TV studio for comparison purposes.

- ▶ **William B. Ward Elementary School** currently uses 53 rooms for self-contained instruction (including two undersized rooms), and 7 rooms for large group support programs (including one undersized room); these proportions were maintained for the space analysis. The anticipated need during the projection period is for 54 - 58 rooms which is one to five rooms more than those available. The use of support rooms for grade level classes would reduce the number of support rooms to 3 - 6 rooms, resulting in fewer rooms than currently allocated. The only room available for

support program use is the newly created District-wide staff development room. No alternative space in this building could be allocated for this purpose. Even with the use of this room, several programs would need to be presented in an alternative manner, possibly in an On-the-Cart format, impacting program delivery. There is no other alternative space to recoup for a grade level class.

The impact of the projected enrollment on the core facilities (library, cafeteria, gymnasium, auditorium) was assessed. The two-station gymnasium and the .9-station gym (half of the multi-purpose room) do not provide adequate space according to SED guidelines; the addition of one more station would be appropriate for this number of classes. The cafeteria and the multi-purpose room are rated for 222 students each, resulting in the need for three lunch periods, although four lunch periods may be more realistic considering the traffic flow and allowing for sufficient staff for supervision. The time needed for set-up and breakdown to change from cafeteria to gym needs to be factored into the scheduling constraints. The current combination of library space, rated for 502 students, may not meet the needs of the anticipated enrollment, particularly since the use of libraries for multi-media and computer equipment limits space. The auditorium can accommodate 703 people at a time, which would not house the entire school population; two assemblies would be needed.

- ▶ **Albert Leonard Middle School** currently uses 48 rooms for core academic instruction (English, math, social studies, science, language, health) and 20 rooms for support programs; these proportions were maintained for the space analysis. The anticipated need during the projection period is for 48 rooms one year and then 49 - 50 rooms for the remainder of the projection period; this is one to two rooms more than those available. Two rooms, 142 and 214 have been divided for small group support space. The recombination of these spaces could provide the two additional rooms needed. However, dedicated space in which to relocate these programs - other than using office space - is not available within the facility; sharing rooms or delivering the services in a push-in mode may change the effectiveness of those displaced programs. While some additional scheduling of existing rooms could be accomplished, it would not provide all the additional space needed. The use of support program space for core instruction would severely impact this grade configuration's programs; in addition, specialized equipment for some support classes would intrude on core instruction. One additional room to be used for ungraded students is anticipated to be needed, as well.

Of further concern is the fact that two-thirds of the specialized classrooms are undersized for their intended programs. The small size of seven of the ten existing science rooms, paired with the increasing need for science study space due to graduation requirements, dictates the need to expand or replace these rooms. Another consideration is the cluster approach to education for this age group; refurbished rooms may not be located in the areas where space is needed. There is no other space within the current facility that would be of sufficient size to convert to instructional use.

The core facilities (i.e., library, cafeteria, gymnasium, auditorium) were also assessed. The current four-station gymnasium and weight room should provide the space needed for the projected student enrollment, with additional scheduling. The cafeteria, rated for 368 students, would require at least four lunch periods. The 3,520 square foot library would just meet the needs of the maximum projected enrollment, although the use of library for media and computer applications requires additional space. The auditorium cannot quite accommodate the entire student body; two assemblies would be needed to seat students and appropriate staff. The junior auditorium can accommodate 192 students for small presentations.

- ▶ **Isaac Young Middle School** currently uses 43 rooms for core academic instruction (English, math, social studies, science, language, health - including five undersized rooms) and 22 rooms for support programs; these proportions were maintained for the space analysis. The anticipated need during the projection period is for 43 - 44 rooms; equal to those available in five years and one more in five years. The use of one support room would provide the needed space, requiring a change in program delivery which could potentially affect the program scope. Alternatively, one of the rooms is used by BOCES could be considered for classroom use. While some additional scheduling of existing rooms could be accomplished, the high number of rooms used 100% of the day or used during all but one period, precludes more intense use of existing rooms. Two additional rooms to be used for ungraded students are anticipated to be needed, as well

Of further concern is the fact that twenty-four of the twenty-six specialized classrooms are undersized for their intended programs. In particular, the small size of all existing science rooms, paired with the increasing need for science study space due to graduation requirements, dictates the need to expand or replace these rooms.

The core facilities (i.e., library, cafeteria, gymnasium, auditorium) were also assessed. The current three-station gymnasium, one-station gymnasium and two exercise rooms should provide the space needed for the projected student enrollment, with additional scheduling. The use of the gymnasium for after-lunch break during inclement weather impinges on the scheduling of physical education classes. The cafeteria, rated for 387 students, would require three lunch periods; a fourth may be required due to scheduling constraints and the inclusion of supervising staff. The 2,140 square foot library would provide space for a population of 856 students, and will be undersized for the projected enrollment. The auditorium can accommodate approximately 929 people which would preclude all middle school-aged students attending an assembly together, along with associated staff members; assemblies for two grade levels could be accommodated.

- ▶ **New Rochelle High School** currently uses 116 rooms for core academic instruction and 23 rooms for support programs; a total of 36 undersized rooms are used for core and special education classrooms); these proportions were maintained for the space analysis. The anticipated enrollment is expected to require two or three fewer rooms in all but one of the next ten years; the current level will be needed next year. However, the increased need for ungraded classrooms next year will most likely result in these spaces being used. This reduced need may allow two or three of the undersized rooms to be converted for small group instruction or office space. Some switching of office and the undersized classrooms could also be considered, since some offices are located in classroom-size space. However, the House concept may preclude the use of some spaces due to location.

Of further concern is the fact that more than half of the specialized classrooms are undersized for their intended programs, as per current SED guidelines. In particular, the small size of 12 of the 26 existing science rooms, paired with the increasing need for science study space due to graduation requirements, dictates the need to expand or replace these rooms. Another consideration is the House approach to education for this age group; refurbished or switched rooms may not be located in the areas where space is needed. Six additional rooms to be used for ungraded students are anticipated to be needed as well.

The core facilities (i.e., library, cafeteria, gymnasium, auditorium) were also assessed. The five gymnasiums currently used provide 4 stations and two stations that are slightly more than a half-station each; a wrestling room, fitness room, two

dance rooms and a pool are also provided. The combination of these areas should provide the space needed for the projected student enrollment. The two cafeterias, rated for 354 and 437 students each, cannot accommodate a full grade level in most years. Five lunch periods would need to be scheduled, with grade levels split; actual classroom scheduling could affect the number of periods needed, as well. The courtyard presents possibilities for expansion. The 9,300 square foot library in this school should meet the needs of the maximum projected enrollment. The Whitney Young Auditorium can accommodate approximately 2,750 people, allowing three grade levels to attend an assembly, along with associated staff members; the entire school enrollment could not be housed at one time. The 3,708 square foot Linda E. Kelly Theater could accommodate half a grade level.

## 2. Future Utilization as a Percent of Capacity

*It is important to state again that the operation of each school should remain at or under 75 percent of the maximum capacities and should not exceed 100 percent of the functional capacity, with the favorable operation at or below 90 percent functional capacity. As shown in Table 23, the projections indicate that all schools except Barnard and New Rochelle High School will remain at or under 75 percent maximum capacity, and all schools except Barnard and New Rochelle High School will remain under 90 percent functional capacity during the projection period.*

**TABLE 23 - ENROLLMENT RELATIVE TO RATED FACILITY FUNCTIONAL CAPACITIES**

FACILITY	GRADES	2006 % CAPACITY		2007 - 2016 RANGE OF % OF CAPACITY	
		Maximum	Functional	Maximum	Functional
Henry Barnard ES	K - 2	80%	100%	81% - 83%	101% - 103%
Columbus ES	K - 5	66%	77%	65% - 67%	76% - 78%
Daniel Webster ES	K - 5	58%	68%	49% - 58%	57% - 68%
George M. Davis ES	K - 5	68%	80%	68% - 74%	80% - 87%
Jefferson ES	K - 5	68%	80%	64% - 68%	76% - 80%
Trinity ES	K - 5	74%	87%	67% - 72%	79% - 84%
William B. Ward ES	K - 5	71%	83%	71% - 75%	83% - 87%
Albert Leonard MS	6 - 8	68%	75%	68% - 71%	76% - 79%
Isaac Young MS	6 - 8	70%	78%	69% - 72%	76% - 80%
Campus School	9 - 12	56%	62%	56%	62%
New Rochelle HS	9 - 12	85%	95%	82% - 85%	91% - 95%

Note: Percent capacity excludes the three rooms used for BOCES at Trinity and Isaac Young, Conference room at Ward, and the Museum at New Rochelle HS

The functional capacity is defined as the total building capacity tempered to include the provision of the District's class size guidelines.

**Henry Barnard Elementary School** operation is anticipated to range between 81 and 83 percent of maximum capacity and 101 and 103 percent of functional capacity in the years 2007 through 2016 as shown in Figure 26.

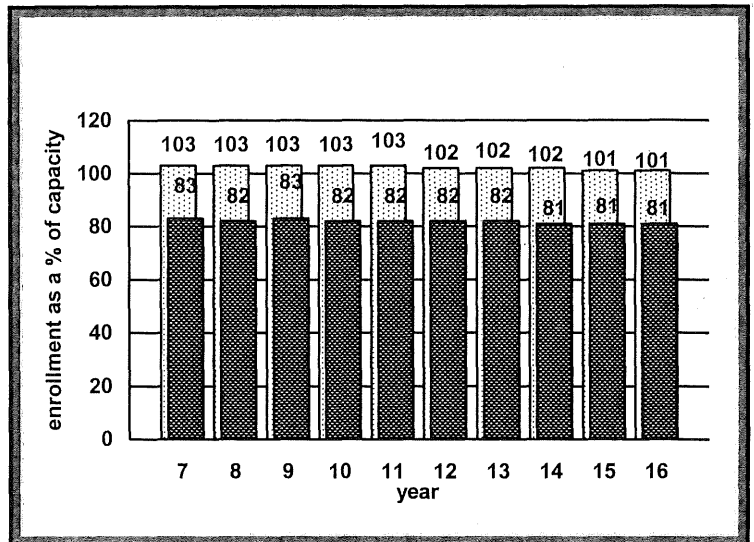


Figure 26 – Henry Barnard Elementary School Enrollment as a % of School Capacities

**Columbus Elementary School** operation is anticipated to range between 65 and 67 percent of maximum capacity and between 76 and 78 percent of functional capacity in the years 2007 through 2016 as shown in Figure 27.

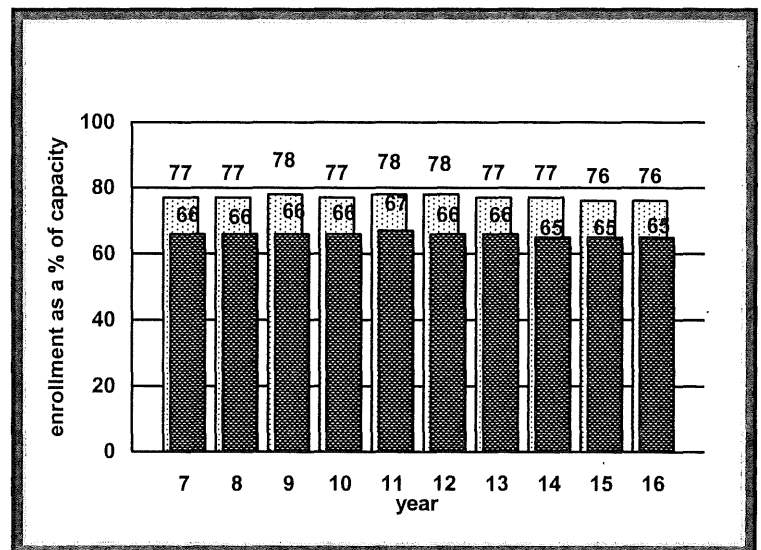


Figure 27 – Columbus Elementary School Enrollment as a % of School Capacities



**Daniel Webster Elementary School** operation is anticipated to range between 49 and 58 percent of maximum capacity and between 57 and 68 percent of functional capacity in the years 2007 through 2016 as shown in Figure 28.

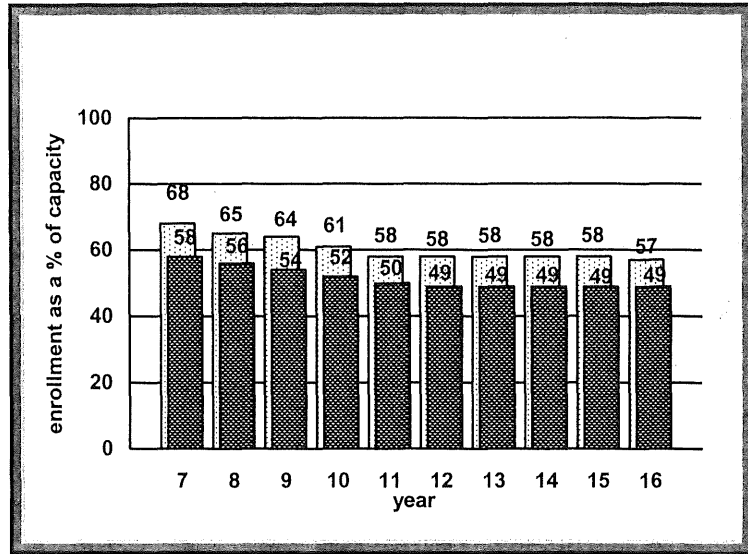


Figure 28 – Daniel Webster Elementary School Enrollment as a % of School Capacities

**George M. Davis Elementary School** operation is anticipated to range between 68 and 74 percent of maximum capacity and between 80 and 87 percent of functional capacity in the years 2007 through 2016 as shown in Figure 29.

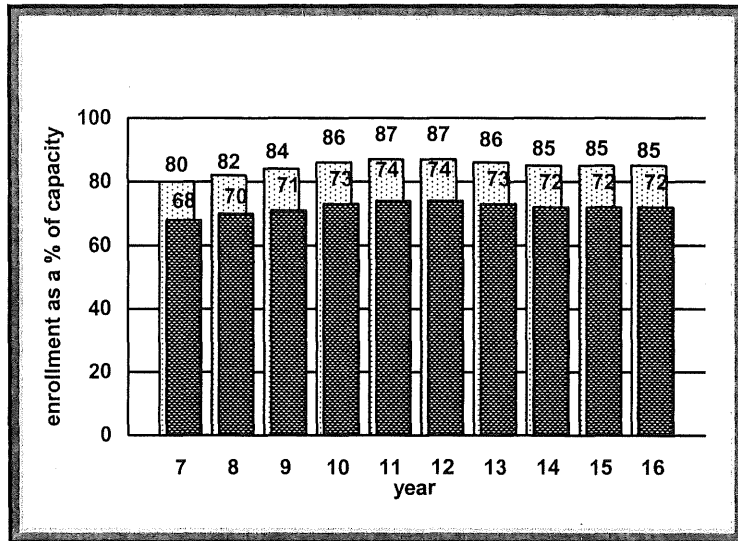


Figure 29 – George M. Davis Elementary School Enrollment as a % of School Capacities

**Jefferson Elementary School** operation is anticipated to range between 64 and 68 percent of maximum capacity and between 76 and 80 percent of functional capacity in the years 2007 through 2016 as shown in Figure 30.

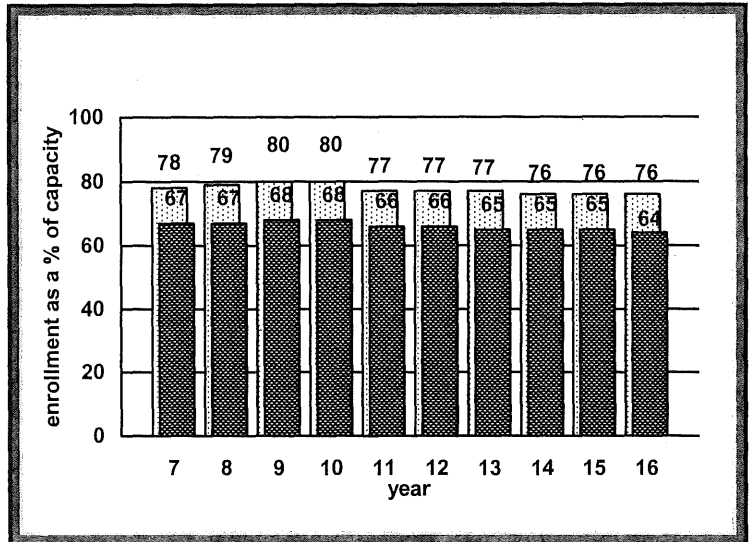


Figure 30 – Jefferson Elementary School Enrollment as a % of School Capacities

**Trinity Elementary School** operation is anticipated to range between 67 and 72 percent of maximum capacity and between 79 and 84 percent of functional capacity in the years 2007 through 2016 as shown in Figure 31.

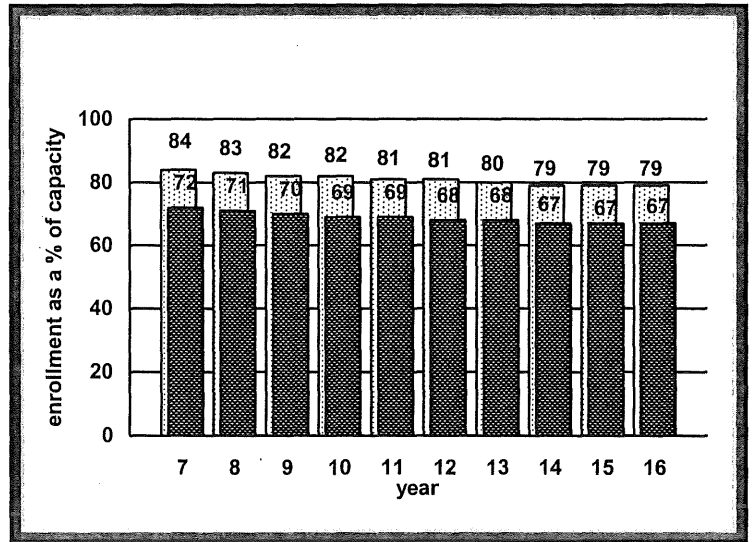


Figure 31 – Trinity Elementary School Enrollment as a % of School Capacities

**William B. Ward Elementary School** operation is anticipated to range between 83 and 87 percent of maximum capacity and between 83 and 87 percent of functional capacity in the years 2007 through 2016 as show in Figure 32.

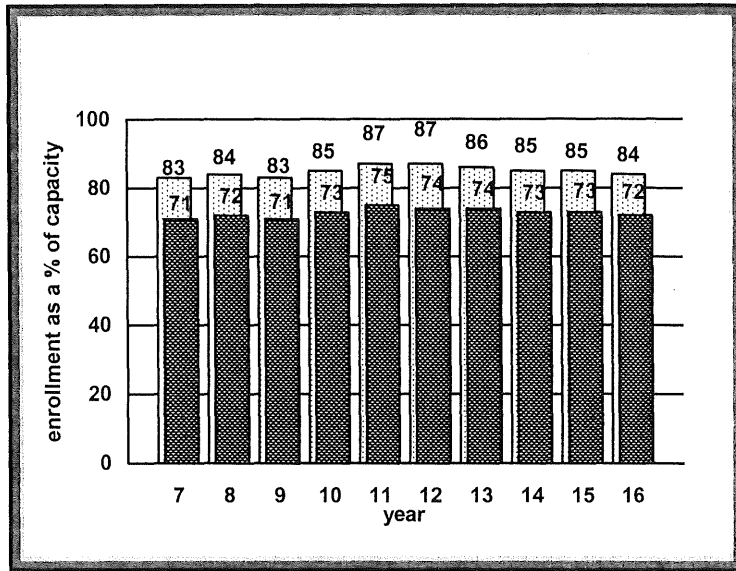


Figure 32 – William B. Ward Elementary School Enrollment as a % of School Capacities

**Albert Leonard Middle School** operation is anticipated to range between 68 and 71 percent of maximum capacity and between 76 and 79 percent of functional capacity in the years 2007 through 2016 as shown in Figure 33.

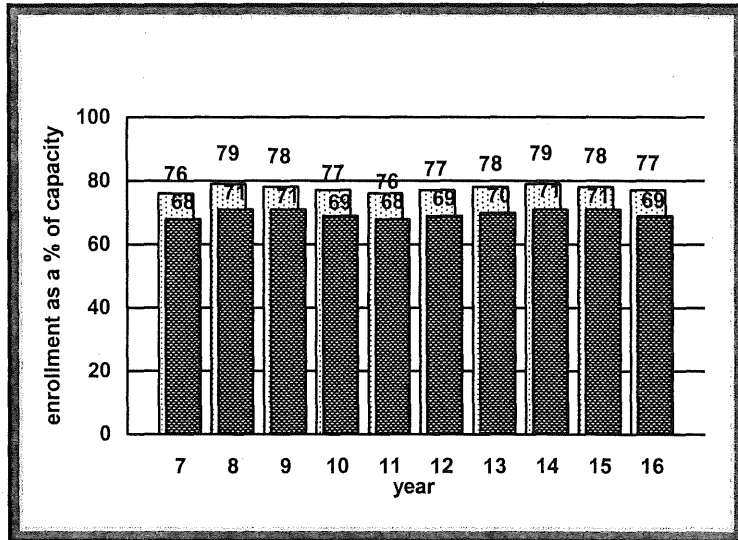


Figure 33 – Albert Leonard Middle School Enrollment as a % of School Capacities

**Isaac Young Middle School** operation is anticipated to range between 69 and 72 percent of maximum capacity and between 76 and 80 percent of functional capacity in the years 2007 through 2016 as shown in Figure 34.

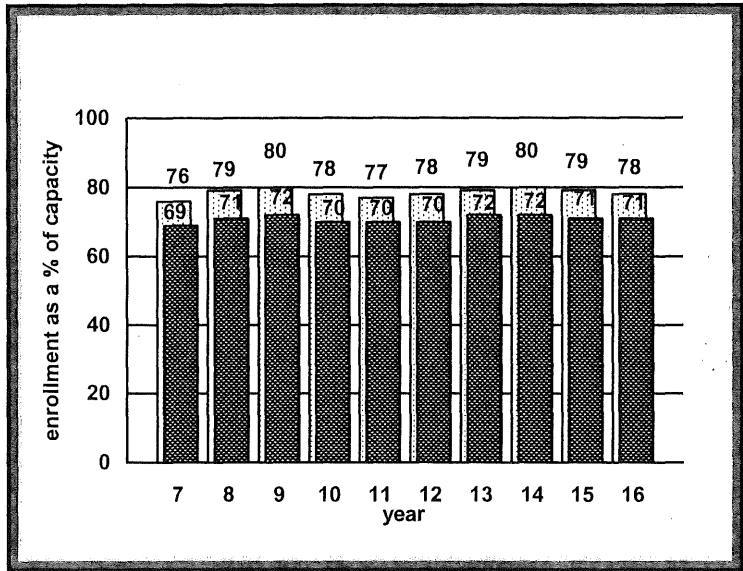


Figure 34 – Isaac Young Middle School Enrollment as a % of School Capacities

**New Rochelle High School** operation (excluding 75 students enrolled at the Campus School each year) is anticipated to range between 82 and 85 percent of maximum capacity and between 91 and 95 percent of functional capacity in the years 2007 through 2016 as show in Figure 35.

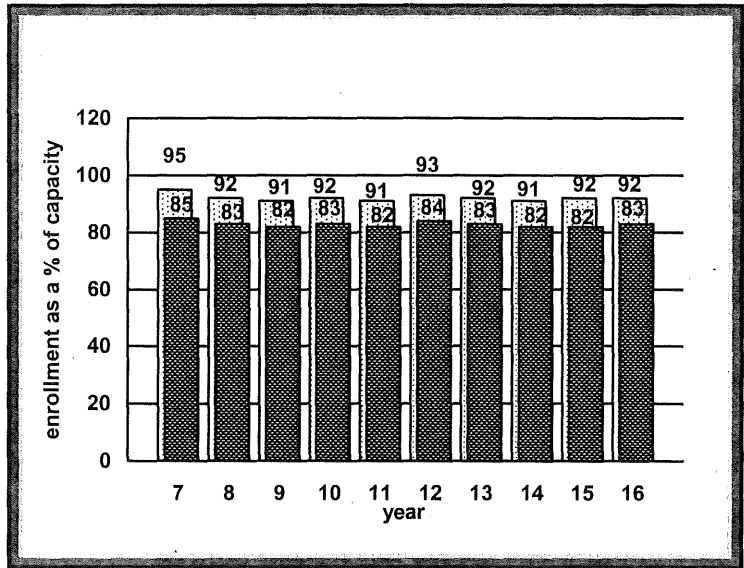


Figure 35 – New Rochelle High School Enrollment as a % of School Capacities

**Campus School** operation is anticipated to be maintained at 56 percent of maximum capacity and at 62 percent of functional capacity in the years 2007 through 2016 as shown in Figure 36 due to the maintenance of the current enrollment throughout the projection period.

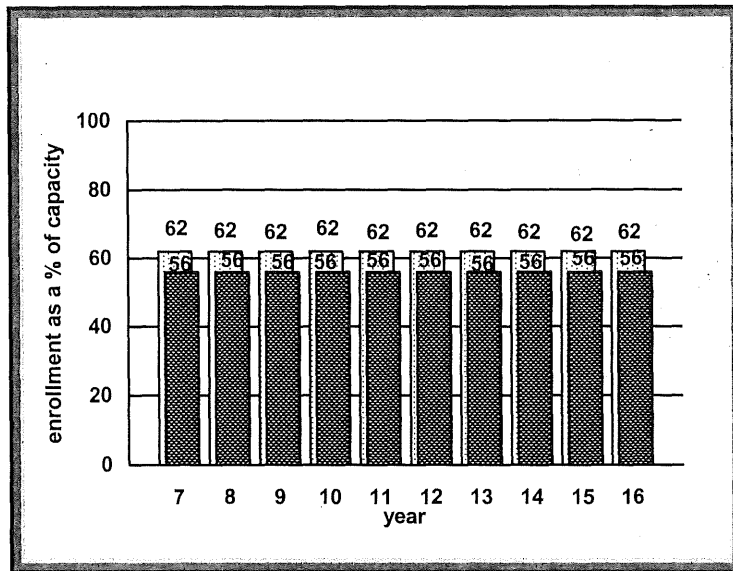


Figure 36 – Campus School Enrollment as a % of School Capacities

## E. SUMMARY

- ▶ The City School District of New Rochelle enrollment is projected to experience mostly stability during the ten-year projection period presented.
- ▶ Consideration of several factors will help the District in moving toward meeting future needs. The primary factor is for the maintenance of quality educational opportunities across the District schools, along with class sizes that fall within accepted ranges. Secondary factors include the dedication of space for support programs; expansion of current programs (i.e., to meet Regents requirements and progressive needs of students for the 21<sup>st</sup> century, the expansion of the fine arts programs); and educational philosophy.
- ▶ The existing general classroom space at most schools will need to be increased during the projection period, in order to reflect programs and District class size guidelines. The change in enrollment will impact the number of instructional and support rooms, as well as the core facilities. Alternate use of existing space within the schools includes the reduction or consolidation of the rooms dedicated to support programs. It was noted that *the operation of a facility in this manner would affect program delivery*. The alternative to the use of existing space would be some limited room renovations, sharing support room space, transfer of BOCES rooms to District use, or limited construction.
- ▶ The maintenance of class sizes at no greater than 21/22 students in Kindergarten through second grade and 25/26 students in third through fifth grade is projected to require additional rooms at most elementary schools, with the consideration of equitable support room space among schools. The maintenance of the current average class size at the Middle and High Schools, within the maximum of 26 +1 students and maintaining the current level to reflect programmatic considerations, will result in the need for additional sections, as well as additional or enlarged support/specialized room space in some schools due to the small size of many support rooms. The heavy daily use of many rooms at both the middle and high schools indicates limited scheduling flexibility.
- ▶ The efficient use of facilities is deemed conducive to an optimal learning environment. Space availability, with good management and administration of programs, contributes to an effective school. The excellence of the City School District of New Rochelle’s educational program can be supported through informed decision making in preparation for meeting future needs that considers the use of facilities and space availability for the future enrollment.

## SECTION FOUR: FUTURE ORGANIZATIONAL ALTERNATIVES

*The objective of this section of the study was to examine the ramifications of creating a Full-Day Kindergarten program for all kindergarten students. Alternatives for housing kindergarten students are presented for the purpose of providing sufficient and adequate space to support the future educational needs of these City School District of New Rochelle students.*

**The options presented here should not be considered recommendations. On the contrary, they simply represent alternatives that try to create a “fit” between projected enrollment, District considerations, and the District facilities. Whether they are, in fact, feasible for the City School District of New Rochelle to consider for implementation can only be decided by the New Rochelle Board of Education itself based on the educational, student, community, staff, and financial impact of these options. *This section may indicate the need for more rooms, given the enrollment figures presented. Please note that the District has the capacity to manage space needs through its system of magnet schools and program options.***

Table 24 shows the options for District consideration detailed below.

**TABLE 24 - SUMMARY OF ALTERNATIVES**

ALTERNATIVE	DESCRIPTION
1	Facility needs for a Full-Day K program with current projections
2	Facility needs for a Full-Day K program with potential additional K students
3	Creation of three Full-Day Kindergarten Centers

### **A. DESCRIPTION OF ALTERNATIVES**

The charge and objective in this section of the *Long Range Planning Study* by Western Suffolk BOCES was to arrive at multiple, feasible alternatives that presented the District with data upon which to make further planning decisions. The following alternatives present a category of choices. Within each category other options beyond those presented could be generated.

#### **ALTERNATIVE ONE, Facility Needs for a Full-Day Kindergarten program with current Kindergarten projections**

*[Appendix D-1 – D-8]*

This alternative maintains the current grade configurations in each school, incorporating full-day kindergarten classes at all schools using the kindergarten projections presented. Class size limits remain the same; an exploration of space needed in comparison to space available, with equitable support program space provided, is presented. The District kindergarten population was allocated to each school in the same proportion as for the base projections.

Barnard’s current program was maintained; thus this school is unaffected by this alternative. All other schools would need additional space, ranging from 1 - 2 more classrooms at each school as compared to the continuation of the current kindergarten program at each school. All schools, except Davis, could meet the full-day program needs with a reduction of support room space; both Barnard and Ward would need to eliminate all support program space in order to provide the needed grade level rooms. It is noted that the continued use of the undersized rooms would be required.

Table 25 on the next page details room needs for all schools using this alternative as compared to the current half-day kindergarten room need. This Alternative does not affect room usage at the middle or high schools.

**TABLE 25 - ALTERNATIVE ONE - FORECASTED NEED FOR INSTRUCTIONAL CLASSROOM SPACE**  
**Full-day kindergarten at all schools – using current kindergarten projections**

School	Total Rooms ▶	Current # Support Program Rooms	# Rooms for Core Instruction	Rooms Needed (Current half- day and/or full-day programs)	Rooms Needed (Full-day program)
Henry Barnard ES	28	3*	25	27 - 28	27 - 28
Columbus ES	43	8	35^	34 - 37	36 - 38
Daniel Webster ES	30	7>	23>	22 - 24	23 - 25
George M. Davis ES	36	6	30<	33 - 35	35 - 37
Jefferson ES	32	6	26	26 - 27	28 - 29
Trinity ES	43	4+	39	37 - 38	38 - 39
Ward ES	60	7▪	53▪	54 - 58	56 - 60

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

\* - includes one undersized 480 square foot room used as a computer room and included in the capacity rating

^ - includes one 540 square foot room used for a fifth grade class and included in the capacity rating

>- includes three undersized rooms (432, 448 and 528 sf) used for special education and a computer lab

<- includes one 450 square foot room used for band/orchestra

+ -includes one 520 square foot room used for music

▪ - includes three undersized rooms (2@ 504 and 506 sf each) used for transition classes and art

**Henry Barnard Elementary School** [Appendix D-2] will require the same number of rooms with either plan, since the full-day program and the maximum number of students in the program are already in place. If the three large group support program rooms are maintained, then up to three additional classrooms would be needed.

**Columbus Elementary School** [Appendix D-3] would need one additional room beyond those needed for the current program. If eight large group support program rooms would be maintained, then up to three additional rooms beyond the current allocation would be needed.

**Daniel Webster Elementary School** [Appendix D-4] would need one additional section beyond those needed for the current program. If seven large group support program rooms are maintained, then up to two additional rooms beyond those currently allocated would be needed.

**George M. Davis Elementary School** [Appendix D-5] would need two additional sections beyond those needed for the current program. If six large group support program rooms are maintained, then up to seven additional rooms beyond those currently allocated would be needed.

**Jefferson Elementary School** [Appendix D-6] would need two additional sections beyond those needed for the current program. If six large group support program rooms are maintained, then up to three additional rooms beyond those currently allocated would be needed.

**Trinity Elementary School** [Appendix D-7] would need one additional section beyond those needed for the current program; however, the additional room would meet the current allocation. Four large group support program rooms would still be maintained.

**William B. Ward Elementary School** [Appendix D-8] would need two additional sections beyond those needed for the current program. If seven large group support program rooms are maintained, then up to seven additional rooms beyond those currently allocated would be needed.

**ALTERNATIVE TWO, Facility Needs for a Full-Day Kindergarten program with potential additional Kindergarten students** [Appendix D-9 – D-16]

This alternative maintains the current grade configurations in each school, incorporating full-day kindergarten classes at all schools, and including additional students anticipated to enroll in a full-day program. The District typically gains students in transition to first grade. This transition, on average, is 50 percent more than the number of half-day students in the District. Variations in the actual transitions led to the assumption that 90 percent of this 50 percent increase could occur, resulting in the projection that approximately 103 - 109 additional students could enroll in the District in the future. Should the District move to this program, an analysis of the actual rise in enrollment can be determined once the program is in place for a few years. Class size limits remain the same; an exploration of space needed in comparison to space available, with the current level of support program space maintained, is presented. The District kindergarten population was allocated to each school in the same proportion as for the base projections.

Barnard's current program was maintained; thus this school is unaffected by this alternative. While most other schools would maintain the same number of sections with the current kindergarten projections (as if all students were in full-day programs), section sizes would rise. Davis, Trinity and Ward would each need one additional section. All other schools would need additional space, ranging from 1 - 2 more classrooms at each school as compared to the current kindergarten program at each school, as described for the previous alternative. All schools, except Davis and Ward, could meet the full-day program needs with a reduction of support room space. Barnard, Davis and Ward would need to eliminate all support program space; Davis and Ward would need one additional room each for grade level use. It is noted that the continued use of the undersized rooms would be required.

Table 26 below details room needs with this scenario.

**TABLE 26 - ALTERNATIVE TWO - FORECASTED NEED FOR INSTRUCTIONAL CLASSROOM SPACE  
Full-day kindergarten at all schools – with potential additional kindergarten students**

School	Total Rooms ▶	# Support Program Rooms	# Rooms for Core Instruction	Rooms Needed (Current half-day and/or full-day programs)	Rooms Needed (Full-day program)	Rooms Needed (Full-day program with additional stud.)
Henry Barnard	28	3*	25	27 - 28	27 - 28	27 - 28
Columbus	43	8	35^	34 - 37	36 - 38	36 - 38
Daniel Webster	30	7>	23>	22 - 24	23 - 25	23 - 25
George M. Davis	36	6	30<	33 - 35	35 - 37	35 - 38
Jefferson	32	6	26	26 - 27	28 - 29	28 - 29
Trinity	43	4+	39	37 - 38	38 - 39	39 - 40
Ward	60	7▪	53▪	54 - 58	56 - 60	57 - 61

- Note: ▶ Total rooms do not include non-instructional rooms, or core/common spaces  
 \* - includes one undersized 480 square foot room used as a computer room and included in the capacity rating  
 ^ - includes one 540 square foot room used for a fifth grade class and included in the capacity rating  
 >- includes three undersized rooms (432, 448 and 528 sf) used for special education and a computer lab  
 <- includes one 450 square foot room used for band/orchestra  
 + -includes one 520 square foot room used for music  
 ▪ - includes three undersized rooms (2@ 504 and 506 sf each) used for transition classes and art

**Henry Barnard Elementary School** [Appendix D-10] will require the same number of rooms with either plan, since the full-day program and the maximum number of students in the program are already in place. Three large group support program rooms would be maintained and up to three additional classrooms would be needed.



**Columbus Elementary School** [Appendix D-11] would maintain the same number of sections for this scenario as for the full-day program with the current number of students projected, but with increased class size. If eight large group support program rooms are maintained, then up to three additional rooms beyond those currently allocated would be needed.

**Daniel Webster Elementary School** [Appendix D-12] would maintain the same number of sections for this scenario as for the full-day program with the current number of students projected, but with increased class size. If seven large group support program rooms are maintained, then up to two additional rooms beyond those currently allocated would be needed.

**George M. Davis Elementary School** [Appendix D-13] would need one more room beyond those needed for the full-day program with the current number of students projected. If six large group support program rooms are maintained, then up to eight additional rooms beyond those currently allocated would be needed.

**Jefferson Elementary School** [Appendix D-14] would maintain the same number of sections for this scenario as for the full-day program with the current number of students projected, but with increased class size. If six large group support program rooms are maintained, then up to three additional rooms beyond those currently allocated would be needed.

**Trinity Elementary School** [Appendix D-15] would need one additional section beyond those needed for the full-day program with the current number of students projected. If four large group support program rooms are maintained, then up to one additional room beyond those currently allocated would be needed.

**William B. Ward Elementary School** [Appendix D-16] would need one additional section beyond those needed for the full-day program with the current number of students projected. If seven large group support program rooms are maintained, then up to eight additional rooms beyond those currently allocated would be needed.

### **ALTERNATIVE THREE, Creation of Three Full-Day Kindergarten Centers** [Appendix D-17]

This alternative moves all kindergarten students into three centers on sites to be determined. The potential kindergarten enrollment was split evenly among three centers. As a result, the following would be needed at each site:

- ▶ Twelve to thirteen grade level rooms plus one self-contained special education room would be needed. Additional special education classes may be indicated, depending on the District's evolving programs.
- ▶ Approximately three large group support programs, such as art, music, computers.
- ▶ A 1,872 square foot, one-station gymnasium, for up to 14 classrooms.
- ▶ A multi-purpose room (cafeteria and auditorium) containing approximately 2,200 square feet to provide space for the maximum number of students and personnel in two lunch periods. A smaller, 1,500 square foot, cafeteria could be considered, with three lunch periods scheduled.
- ▶ Although a 900 square foot library is recommended for elementary schools, a 700 square foot library may be considered for this age group. Consideration of the inclusion of media equipment for new libraries, however, may indicate the need for the larger library.
- ▶ Approximately three to four small rooms for support programs, such as speech, ESL, resource, psychologist and social worker; some staff may be shared among the schools.
- ▶ Main and administrative offices, nurse's office, faculty lounge, custodial and storage.

Barnard could be considered as one of the full-day kindergarten sites. The prekindergarten program could be maintained, with 15 rooms available for the District full-day kindergarten program.

## **B. CONCLUSIONS**

1. The City School District of New Rochelle enrollment is expected to experience relatively stable enrollment during the next ten years.
2. The creation of a full-day kindergarten program, assuming the current kindergarten projections, would create the need for additional classes at all elementary schools except Barnard, which would maintain the current number of sections.
3. The creation of a full-day kindergarten program, assuming the inclusion of potential additional students, would create the need for more rooms beyond the first alternative at three elementary schools, with rising class sizes – within the guidelines – at all other schools; Barnard would again maintain the current allocation.
4. The creation of three full-day kindergarten centers for all District kindergarten students would result in the need for sites with approximately 12 - 13 number of classrooms, and approximately three support rooms, available. In addition, each site would need a gymnasium, cafeteria and library. Administrative and health offices, faculty room, custodial and storage areas would need to be provided. Financial ramifications may include transportation and renovation/remodeling costs, staff costs, etc.

# Appendix A



**REAL ESTATE QUESTIONNAIRE**

SCHOOL DISTRICT \_\_\_\_\_ DATE: \_\_\_\_\_

REAL ESTATE FIRM: \_\_\_\_\_

CONTACT (Name & Phone): \_\_\_\_\_

**MARKET ANALYSIS:**

How is the market this year compared to last year? \_\_\_\_\_

What is the turnover rate within neighborhoods in this area? \_\_\_\_\_

What is the average age of the homes being sold? \_\_\_\_\_

**RESALE MARKET:**

What is the average market time for resale? \_\_\_\_\_

What is the average age of the seller? \_\_\_\_\_ Buyer? \_\_\_\_\_

Average price of the resale? \_\_\_\_\_

Family structure (number of kids in school age years) \_\_\_\_\_

Reasons for selling \_\_\_\_\_

Reasons for buying \_\_\_\_\_

**NEW HOME MARKET:**

What is the average market time for a new home? \_\_\_\_\_

What is the average age of the buyer \_\_\_\_\_ Average price of home \_\_\_\_\_

Family structure (number of kids in school age years) \_\_\_\_\_

Reasons for buying \_\_\_\_\_

Are there any developments currently being planned for the district area? \_\_\_ If so, details:

\_\_\_\_\_  
\_\_\_\_\_

Are there any plans for affordable housing projects within the district? \_\_\_ If so, details:

\_\_\_\_\_  
\_\_\_\_\_

**SUMMARIZATION:**

Your perception of the future market is (interest rates, economic factors, etc.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What is the impact of the current housing situation on the district? \_\_\_\_\_

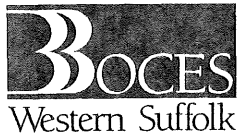
\_\_\_\_\_  
\_\_\_\_\_

**SEASONAL MARKET:**

What is the % of seasonal homes in this area? \_\_\_\_\_

Is there an increase in the number of seasonal owners to year-round owners? \_\_\_\_\_

Would like to be cited in report



DIVISION OF INSTRUCTIONAL SUPPORT SERVICES

Professional Development  
FAX 631/ 623-xxxx  
Planning & Research  
FAX 631/623-4913  
School Library  
FAX 631/623-4916

Paula H. Klingelhofer, *Division Director*  
31 Lee Avenue  
Wheatley Heights, NY 11798  
631/242-1128  
FAX 631/623-4913

January 22, 2007

Dear New Homeowner:

Congratulations on the purchase of your home within the New Rochelle City School District. We are in the process of conducting a demographic study for the school district. This study will assist the New Rochelle City School District in planning for its future student enrollment.

I am writing to request your assistance in the study. I have enclosed a survey that will aid in monitoring changes in household composition. This information is critical for forecasting student enrollment.

Your cooperation is appreciated. An addressed return envelope has been enclosed for your convenience, or you may fax it back to us at 631-623-4913. If you should want to reach us for any reason, my new direct phone number is 631-595-6802.

Sincerely,

*Bonnie Cap*

Bonnie Cap  
School Planning Coordinator

enc.

## New Rochelle City SD New Resident Survey

«buyer\_first\_nam» «buyer\_last\_nam»  
 «ST\_NBR» «st\_nam»  
 «muni\_nam», New York «buyer\_zip5»

- 
1. How important was the school district in your decision to purchase land/home in the «school\_nam» area?  
 very important     somewhat important     not important
  
  2. What is your age group?     18-34     35-49     50-64     65+
  
  3. In what year was your house built? \_\_\_\_\_
  
  4. Is this the first home you have owned?     Yes     No
  
  5. If this house was previously owned, did the former owners have any children between the ages of 0-18 years attending «school\_nam» public schools?     Yes     No  
 If Yes, how many \_\_\_\_\_ and what were their approximate ages? \_\_\_\_\_
  
  6. Do you have any children between the ages of 0 -18 who are or will be attending «school\_nam» public schools?  
 Yes     No  
 If Yes, how many \_\_\_\_\_ and what are their ages? \_\_\_\_\_
  
  7. Do you have any children between the ages of 0 - 18 who are or will be attending non-public schools?     Yes     No  
 If yes, how many \_\_\_\_\_ and what were their ages? \_\_\_\_\_  
 Do you plan on having them return to the public school?     Yes     No  
 If yes, in what grade(s) will they return to public school? \_\_\_\_\_
  
  8. If you plan on having children in the future, would they attend:  
 public school     non-public school
  
  9. What attracted you to the location of your home/property? (e.g. schools, price of housing, proximity to work/family, etc.)  
 \_\_\_\_\_
  
  10. Did you live in the «school\_nam» school district prior to purchasing this home?     Yes     No  
 If not, where did you live? \_\_\_\_\_
  
  11. Is this a:     condominium     single family home     multi-family home     residential lot?
  
  12. If this is a residential lot, do you plan to build a year-round residence on the property?     Yes     No





# Appendix B



CITY OF NEW ROCHELLE SCHOOL DISTRICT  
HISTORICAL DISTRICT ENROLLMENT:

GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	334	307	300	287	298	299	288	288	305	320	307
HDK	568	595	574	465	470	525	495	498	492	517	463
FDK	97	94	106	144	139	183	189	184	183	202	234
FIRST	738	739	772	803	706	756	827	806	810	758	774
SECOND	729	757	758	748	813	722	783	835	795	796	757
THIRD	660	737	757	743	773	822	712	783	846	787	775
FOURTH	708	679	731	755	749	780	837	716	765	818	779
FIFTH	664	758	696	729	781	740	798	855	736	746	803
SIXTH	656	704	761	741	781	778	771	776	857	705	770
SEVENTH	678	660	695	776	750	782	783	804	793	857	711
EIGHTH	637	669	670	713	766	748	810	781	809	801	837
NINTH	681	641	875	676	724	761	719	796	795	822	787
TENTH	645	684	704	715	743	748	766	746	865	829	824
ELEVENTH	654	623	606	671	727	727	758	784	771	845	805
TWELFTH	574	685	493	562	733	651	662	723	763	770	808
UNGRADED	182	154	157	225	151	122	101	89	27	96	92
TOTAL PK - 12	9,205	9,486	9,655	9,753	10,104	10,144	10,299	10,464	10,612	10,669	10,526
% CHANGE		3.1%	1.8%	1.0%	3.6%	0.4%	1.5%	1.6%	1.4%	0.5%	-1.3%
TOTAL K - 12	8,871	9,179	9,355	9,466	9,806	9,845	10,011	10,176	10,307	10,349	10,219
% CHANGE		3.5%	1.9%	1.2%	3.6%	0.4%	1.7%	1.6%	1.3%	0.4%	-1.3%
MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	AVERAGE
K - 1	111.1%	112.0%	118.1%	115.9%	124.1%	116.8%	117.8%	118.8%	112.3%	107.6%	<b>114.7%</b>
1 - 2	102.6%	102.6%	96.9%	101.2%	102.3%	103.6%	101.0%	98.6%	98.3%	99.9%	<b>100.3%</b>
2 - 3	101.1%	100.0%	98.0%	103.3%	101.1%	98.6%	100.0%	101.3%	99.0%	97.4%	<b>99.3%</b>
3 - 4	102.9%	99.2%	99.7%	100.8%	100.9%	101.8%	100.6%	97.7%	96.7%	99.0%	<b>99.2%</b>
4 - 5	107.1%	102.5%	99.7%	103.4%	98.8%	102.3%	102.2%	102.8%	97.5%	98.2%	<b>100.6%</b>
5 - 6	106.0%	100.4%	106.5%	107.1%	99.6%	104.2%	97.2%	100.2%	95.8%	103.2%	<b>100.1%</b>
6 - 7	100.6%	98.7%	102.0%	101.2%	100.1%	100.6%	104.3%	102.2%	100.0%	100.9%	<b>101.6%</b>
7 - 8	98.7%	101.5%	102.6%	98.7%	99.7%	103.6%	99.7%	100.6%	101.0%	97.7%	<b>100.5%</b>
8 - 9	100.6%	130.8%	100.9%	101.5%	99.3%	96.1%	98.3%	101.8%	101.6%	98.3%	<b>99.2%</b>
9 - 10	100.4%	109.8%	81.7%	109.9%	103.3%	100.7%	103.8%	108.7%	104.3%	100.2%	<b>103.5%</b>
10 - 11	96.6%	88.6%	95.3%	101.7%	97.8%	101.3%	102.3%	103.4%	97.7%	97.1%	<b>100.4%</b>
11 - 12	104.7%	79.1%	92.7%	109.2%	89.5%	91.1%	95.4%	97.3%	99.9%	95.6%	<b>95.9%</b>

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CITY OF NEW ROCHELLE SCHOOL DISTRICT  
HISTORICAL DISTRICT ENROLLMENT:

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GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	334	307	300	287	298	299	288	288	305	320	307
HDK	568	595	574	465	470	525	495	498	492	517	463
FDK	97	94	106	144	139	183	189	184	183	202	234
FIRST	738	739	772	803	706	756	827	806	810	758	774
SECOND	729	757	758	748	813	722	783	835	795	796	757
THIRD	660	737	757	743	773	822	712	783	846	787	775
FOURTH	708	679	731	755	749	780	837	716	765	818	779
FIFTH	664	758	696	729	781	740	798	855	736	746	803
UNGRADED	176	154	111	161	132	122	101	89	27	96	33
TOTAL PK - 5	4,674	4,820	4,805	4,835	4,861	4,949	5,030	5,054	4,959	5,040	4,925
% CHANGE		3.1%	-0.3%	0.6%	0.5%	1.8%	1.6%	0.5%	-1.9%	1.6%	-2.3%
TOTAL K - 5	4,340	4,513	4,505	4,548	4,563	4,650	4,742	4,766	4,654	4,720	4,618
% CHANGE		4.0%	-0.2%	1.0%	0.3%	1.9%	2.0%	0.5%	-2.3%	1.4%	-2.2%
SIXTH	656	704	761	741	781	778	771	776	857	705	770
SEVENTH	678	660	695	776	750	782	783	804	793	857	711
EIGHTH	637	669	670	713	766	748	810	781	809	801	837
UNGRADED	6	0	0	0	0	0	0	0	0	0	14
TOTAL 6 - 8	1,977	2,033	2,126	2,230	2,297	2,308	2,364	2,361	2,459	2,363	2,332
% CHANGE		2.8%	4.6%	4.9%	3.0%	0.5%	2.4%	-0.1%	4.2%	-3.9%	-1.3%
NINTH	681	641	875	676	724	761	719	796	795	822	787
TENTH	645	684	704	715	743	748	766	746	865	829	824
ELEVENTH	654	623	606	671	727	727	758	784	771	845	805
TWELFTH	574	685	493	562	733	651	662	723	763	770	808
UNGRADED	0	0	46	64	19	0	0	0	0	0	45
TOTAL 9 - 12	2,554	2,633	2,724	2,688	2,946	2,887	2,905	3,049	3,194	3,266	3,269
% CHANGE		3.1%	3.5%	-1.3%	9.6%	-2.0%	0.6%	5.0%	4.8%	2.3%	0.1%
TOTAL PK - 12	9,205	9,486	9,655	9,753	10,104	10,144	10,299	10,464	10,612	10,669	10,526
% CHANGE		3.1%	1.8%	1.0%	3.6%	0.4%	1.5%	1.6%	1.4%	0.5%	-1.3%
TOTAL K - 12	8,871	9,179	9,355	9,466	9,806	9,845	10,011	10,176	10,307	10,349	10,219
% CHANGE		3.5%	1.9%	1.2%	3.6%	0.4%	1.7%	1.6%	1.3%	0.4%	-1.3%

CITY OF NEW ROCHELLE SCHOOL DISTRICT  
 PRE-K AND KINDERGARTEN PROJECTIONS:

Year	births.....		enrollment.....		ratios.....	County	City	County	City		
	County	City	Year	PK		Birth/K	Birth/K	Birth/PK	Birth/PK		
1991	13,333	1,001	1996	334	665	0.0499	0.6643	0.0254	0.3384		
1992	13,139	987	1997	307	689	0.0524	0.6981	0.0237	0.3001		
1993	12,946	1,023	1998	300	680	0.0525	0.6647	0.0231	0.2979		
1994	13,002	1,007	1999	287	609	0.0468	0.6048	0.0221	0.3063		
1995	12,980	937	2000	298	609	0.0469	0.6499	0.0235	0.2986		
1996	12,696	998	2001	299	708	0.0558	0.7094	0.0236	0.3036		
1997	12,655	985	2002	288	684	0.0540	0.6944	0.0224	0.2843		
1998	Year-to-year	12,829	1,013	Year-to-year	2003	288	682	0.0532	0.6732	0.0229	0.2892
1999	change	12,598	996	change	2004	305	675	0.0536	0.6777	0.0229	0.2938
2000	105.5%	13,296	1,038	104.2%	2005	320	719	0.0541	0.6927	0.0250	0.2996
2001	96.2%	12,795	1,068	102.9%	2006	307	697	0.0545	0.6526	0.0240	0.2943
2002	100.2%	12,816	1,043	97.7%	2007	313	696	<b>0.0543</b>	<b>0.6833</b>	<b>0.0245</b>	<b>0.2941</b>
2003	99.7%	12,781	1,005	96.4%	2008	304	694	2-yr avg			
2004	97.2%	12,427	941	93.6%	2009	306	674				
2005	97.0%	12,051	978	103.9%	2010	305	672	Note: 2005 births appear unusually low; monitor NYS Dept. of Health for updates			
est. 2006		12,459			2011	304	676				
est. 2007	Avg. change	12,411		Avg. change	2012	302	674				
est. 2008	<b>99.3%</b>	12,335		<b>99.8%</b>	2013	300	669				
est. 2009		12,241			2014	297	664				
est. 2010		12,122			2015	296	658				
est. 2011		12,076			2016	294	655				

CITY OF NEW ROCHELLE SCHOOL DISTRICT  
 PROJECTED DISTRICT ENROLLMENT:

GRADE	2006 current	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K	307	313	304	306	305	300	300	300	297	296	294
HDK	463	462	461	448	446	449	441	445	441	437	435
FDK	234	234	233	226	226	227	226	225	223	221	220
FIRST	774	799	798	795	773	771	775	772	768	762	754
SECOND	757	776	801	800	798	775	773	777	774	770	764
THIRD	775	751	770	795	794	792	770	767	772	769	764
FOURTH	779	768	745	764	789	787	785	763	760	765	762
FIFTH	803	784	773	749	768	793	792	790	768	765	770
SIXTH	770	804	785	774	750	769	794	793	791	769	766
SEVENTH	711	782	817	797	786	762	782	807	805	803	781
EIGHTH	837	715	786	821	801	790	766	786	811	810	807
NINTH	787	830	709	780	815	795	784	760	779	805	803
TENTH	824	798	842	719	791	826	806	795	771	790	816
ELEVENTH	805	816	790	834	712	783	818	798	787	763	782
TWELFTH	808	772	782	757	799	682	751	784	765	754	731
UNGRADED	92	92	92	91	91	91	91	91	91	91	90
TOTAL PK - 12	10,526	10,496	10,488	10,458	10,444	10,397	10,462	10,452	10,403	10,369	10,341
% CHANGE		-0.3%	-0.1%	-0.3%	-0.1%	-0.5%	0.6%	-0.1%	-0.5%	-0.3%	-0.3%
TOTAL K - 12	10,219	10,183	10,183	10,152	10,139	10,093	10,160	10,153	10,107	10,073	10,047
% CHANGE		-0.4%	0.0%	-0.3%	-0.1%	-0.5%	0.7%	-0.1%	-0.5%	-0.3%	-0.3%

Note: The sum of the numbers may not add up to the total due to rounding.

B-4

CITY OF NEW ROCHELLE SCHOOL DISTRICT  
PROJECTED DISTRICT ENROLLMENT:

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
PRE-K	307	313	304	306	305	304	302	300	297	296	294
HDK	463	462	461	448	446	449	447	445	441	437	435
FDK	234	234	233	226	226	227	226	225	223	221	220
FIRST	774	799	798	795	773	771	775	772	768	762	754
SECOND	757	776	801	800	798	775	773	777	774	770	764
THIRD	775	751	770	795	794	792	770	767	772	769	764
FOURTH	779	768	745	764	789	787	785	763	760	765	762
FIFTH	803	784	773	749	768	793	792	790	768	765	770
UNGRADED	33	33	33	33	33	33	33	33	33	33	32
TOTAL PK - 5	4,925	4,920	4,918	4,917	4,931	4,931	4,903	4,872	4,836	4,816	4,796
% CHANGE		-0.1%	0.0%	0.0%	0.3%	0.0%	-0.6%	-0.6%	-0.7%	-0.4%	-0.4%
TOTAL K - 5	4,618	4,607	4,614	4,611	4,626	4,627	4,601	4,572	4,539	4,521	4,502
% CHANGE		-0.2%	0.1%	-0.1%	0.3%	0.0%	-0.6%	-0.6%	-0.7%	-0.4%	-0.4%
SIXTH	770	804	785	774	750	769	794	793	791	769	766
SEVENTH	711	782	817	797	786	762	782	807	805	803	781
EIGHTH	837	715	786	821	801	790	766	786	811	810	807
UNGRADED	14	14	14	14	14	14	14	14	14	14	14
TOTAL 6 - 8	2,332	2,315	2,402	2,406	2,352	2,336	2,356	2,399	2,421	2,395	2,368
% CHANGE		-0.7%	3.7%	0.2%	-2.3%	-0.7%	0.9%	1.8%	0.9%	-1.1%	-1.1%
NINTH	787	830	709	780	815	795	784	760	779	805	803
TENTH	824	798	842	719	791	826	806	795	771	790	816
ELEVENTH	805	816	790	834	712	783	818	798	787	763	782
TWELFTH	808	772	782	757	799	682	751	784	765	754	731
UNGRADED	45	45	45	45	45	44	45	45	45	44	44
TOTAL 9 - 12	3,269	3,261	3,168	3,134	3,161	3,131	3,203	3,182	3,147	3,157	3,177
% CHANGE		-0.3%	-2.8%	-1.1%	0.8%	-1.0%	2.3%	-0.7%	-1.1%	0.3%	0.6%
TOTAL PK - 12	10,526	10,496	10,488	10,458	10,444	10,397	10,462	10,452	10,403	10,369	10,341
% CHANGE		-0.3%	-0.1%	-0.3%	-0.1%	-0.5%	0.6%	-0.1%	-0.5%	-0.3%	-0.3%
TOTAL K - 12	10,219	10,183	10,183	10,152	10,139	10,093	10,160	10,153	10,107	10,073	10,047
% CHANGE		-0.4%	0.0%	-0.3%	-0.1%	-0.5%	0.7%	-0.1%	-0.5%	-0.3%	-0.3%

Note: The sum of the numbers may not add up to the total due to rounding.

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CITY OF NEW ROCHELLE SCHOOL DISTRICT  
AVERAGE GRADE LEVEL SIZE

GRADE	1 96 - 01	2 01 - 06	3 06 - 11	4 11 - 16	change..... 2/1*	3/2	4/3
KINDERGARTEN	330	<b>347</b>	342	333	<b>5.2%</b>	-1.3%	-2.7%
FIRST	752	<b>789</b>	785	767	<b>4.8%</b>	-0.4%	-2.3%
SECOND	755	<b>781</b>	<b>785</b>	772	<b>3.6%</b>	<b>0.4%</b>	-1.6%
THIRD	749	<b>788</b>	780	772	<b>5.2%</b>	-1.0%	-1.0%
FOURTH	734	<b>783</b>	772	770	<b>6.7%</b>	-1.3%	-0.2%
FIFTH	728	<b>780</b>	778	<b>779</b>	<b>7.1%</b>	-0.2%	<b>0.1%</b>
SIXTH	737	<b>776</b>	775	<b>780</b>	<b>5.3%</b>	-0.1%	<b>0.6%</b>
SEVENTH	724	<b>788</b>	776	<b>790</b>	<b>9.0%</b>	-1.6%	<b>1.8%</b>
EIGHTH	701	<b>798</b>	792	<b>795</b>	<b>13.9%</b>	-0.7%	<b>0.4%</b>
NINTH	726	<b>780</b>	<b>786</b>	<b>788</b>	<b>7.4%</b>	<b>0.8%</b>	<b>0.2%</b>
TENTH	707	<b>796</b>	<b>800</b>	800	<b>12.7%</b>	<b>0.4%</b>	<b>0.1%</b>
ELEVENTH	668	<b>782</b>	<b>790</b>	789	<b>17.0%</b>	<b>1.1%</b>	-0.2%
TWELFTH	616	<b>730</b>	<b>767</b>	745	<b>18.4%</b>	<b>5.1%</b>	-2.9%

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CITY OF NEW ROCHELLE SCHOOL DISTRICT  
DIFFERENCE BETWEEN ENTERING & EXITING GRADES

Year	Grade 12	Year	K	Difference
1996	574	1997	689	<b>115</b>
1997	685	1998	680	-5
1998	493	1999	609	<b>116</b>
1999	562	2000	609	<b>47</b>
2000	733	2001	708	-25
2001	651	2002	684	<b>33</b>
2002	662	2003	682	<b>20</b>
2003	723	2004	675	-48
2004	763	2005	719	-44
2005	770	2006	697	-73
2006	808	2007	694	-114
2007	772	2008	674	-97
2008	782	2009	672	-110
2009	757	2010	676	-81
2010	799	2011	674	-125
2011	682	2012	671	-11
2012	751	2013	669	-81
2013	784	2014	664	-119
2014	765	2015	658	-107
2015	754	2016	655	-99
Average Difference 96 - 01				<b>50</b>
Average Difference 01 - 06				-22
Average Difference 06 - 11				-106
Average Difference 11 - 16				-84



HENRY BARNARD SCHOOL  
HISTORICAL SCHOOL ENROLLMENT:

GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	334	307	300	287	298	299	288	288	305	320	307
HDK	0	0	0	0	0	0	0	0	0	0	6
FDK	92	92	92	92	92	92	92	92	91	92	92
FIRST	85	91	90	87	92	92	91	88	91	88	88
SECOND	0	46	68	56	70	83	87	88	80	88	79
UNGRADED	19	25	24	30	28	24	61	45	27	34	16
<b>TOTAL</b>	<b>530</b>	<b>561</b>	<b>574</b>	<b>552</b>	<b>580</b>	<b>590</b>	<b>619</b>	<b>601</b>	<b>594</b>	<b>622</b>	<b>588</b>
<b>% CHANGE</b>		<b>5.8%</b>	<b>2.3%</b>	<b>-3.8%</b>	<b>5.1%</b>	<b>1.7%</b>	<b>4.9%</b>	<b>-2.9%</b>	<b>-1.2%</b>	<b>4.7%</b>	<b>-5.5%</b>
BARNARD MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	<b>AVERAGE</b>
K - 1	98.9%	97.8%	94.6%	100.0%	100.0%	98.9%	95.7%	98.9%	96.7%	95.7%	<b>96.7%</b>
1 - 2	54.1%	74.7%	62.2%	80.5%	90.2%	94.6%	96.7%	90.9%	96.7%	89.8%	<b>94.7%</b>

HENRY BARNARD SCHOOL  
PROJECTED SCHOOL ENROLLMENT:

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
PRE-K	307	313	304	306	305	304	302	300	297	296	294
HDK	6	6	6	6	6	6	6	6	6	6	6
FDK	92	92	92	92	92	92	92	92	92	92	92
FIRST	88	95	95	95	95	95	95	95	95	95	95
SECOND	79	83	90	90	90	90	90	90	90	90	90
UNGRADED	16	16	16	16	16	16	16	16	16	16	16
<b>TOTAL</b>	<b>588</b>	<b>605</b>	<b>603</b>	<b>605</b>	<b>603</b>	<b>602</b>	<b>600</b>	<b>598</b>	<b>595</b>	<b>594</b>	<b>592</b>
<b>% CHANGE</b>		<b>2.9%</b>	<b>-0.4%</b>	<b>0.3%</b>	<b>-0.2%</b>	<b>-0.2%</b>	<b>-0.3%</b>	<b>-0.4%</b>	<b>-0.5%</b>	<b>-0.2%</b>	<b>-0.3%</b>
Functional Capacity	586										
% Funct. Capacity	100%	103%	103%	103%	103%	103%	102%	102%	102%	101%	101%
Maximum Capacity	733										
% Max. Capacity	80%	83%	82%	83%	82%	82%	82%	82%	81%	81%	81%

Note: The sum of the numbers may not add up to the total due to rounding.

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HENRY BARNARD SCHOOL  
 PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22

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GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
PRE-K	307	313	304	306	305	304	302	300	297	296	294
# OF SECTIONS	19	19	19	19	19	19	19	19	19	19	19
# OF ROOMS *	10	10	10	10	10	10	10	10	10	10	10
AVG SECTION SIZE	16.2	16.5	16.0	16.1	16.1	16.0	15.9	15.8	15.6	15.6	15.5
HDK	6	6	6	6	6	6	6	6	6	6	6
# OF SECTIONS +	1	1	1	1	1	1	1	1	1	1	1
AVG SECTION SIZE	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0
# OF ROOMS	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
FDK	92	92	92	92	92	92	92	92	92	92	92
# OF SECTIONS	4	5	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	23.0	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4
FIRST	88	95	95	95	95	95	95	95	95	95	95
# OF SECTIONS	4	5	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	22.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0
SECOND	79	83	90	90	90	90	90	90	90	90	90
# OF SECTIONS	4	4	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	19.8	20.8	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0
UNGRADED	16	16	16	16	16	16	16	16	16	16	16
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	8.0	8.0	8.0	7.9	7.9	7.9	8.0	7.9	7.9	7.9	7.9
TTL ENROLLMENT	588	605	603	605	603	602	600	598	595	594	592
TTL SECTIONS	34	36	37	37	37	37	37	37	37	37	37
AVG SEC. SIZE K-2	21.6	16.0	15.3	15.3	15.3	15.3	15.3	15.3	15.3	15.3	15.3
TTL ROOMS	25	27	28	28	28	28	28	28	28	28	28

Note: The sum of the numbers may not add up to the total due to rounding. \* -Includes one full-day Prekindergarten class + -including half-day K

COLUMBUS ELEMENTARY SCHOOL  
HISTORICAL SCHOOL ENROLLMENT:

GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
HDK	85	97	95	92	88	104	113	99	112	105	67
FDK	5	2	12	9	0	0	0	0	0	0	46
FIRST	86	106	113	113	132	115	136	135	126	133	120
SECOND	109	114	118	136	131	116	119	134	123	118	134
THIRD	119	117	133	141	144	159	127	137	146	136	128
FOURTH	124	112	112	124	142	139	151	125	123	131	137
FIFTH	98	131	115	113	125	136	127	155	124	115	129
UNGRADED	12	12	12	0	0	0	0	0	0	0	4
<b>TOTAL</b>	<b>638</b>	<b>691</b>	<b>710</b>	<b>728</b>	<b>762</b>	<b>769</b>	<b>773</b>	<b>785</b>	<b>754</b>	<b>738</b>	<b>765</b>
<b>% CHANGE</b>		<b>8.3%</b>	<b>2.7%</b>	<b>2.5%</b>	<b>4.7%</b>	<b>0.9%</b>	<b>0.5%</b>	<b>1.6%</b>	<b>-3.9%</b>	<b>-2.1%</b>	<b>3.7%</b>
COLUMBUS MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	<b>AVERAGE</b>
K - 1	117.8%	114.1%	105.6%	130.7%	130.7%	130.8%	119.5%	127.3%	118.8%	114.3%	<b>117.5%</b>
1 - 2	132.6%	111.3%	120.4%	115.9%	87.9%	103.5%	98.5%	91.1%	93.7%	100.8%	<b>97.5%</b>
2 - 3	107.3%	116.7%	119.5%	105.9%	121.4%	109.5%	115.1%	109.0%	110.6%	108.5%	<b>110.5%</b>
3 - 4	94.1%	95.7%	93.2%	100.7%	96.5%	95.0%	98.4%	89.8%	89.7%	100.7%	<b>94.7%</b>
4 - 5	105.6%	102.7%	100.9%	100.8%	95.8%	91.4%	102.6%	99.2%	93.5%	98.5%	<b>97.0%</b>

COLUMBUS ELEMENTARY SCHOOL  
PROJECTED SCHOOL ENROLLMENT:

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	67	67	67	64	64	65	64	64	63	63	62
FDK	46	46	46	44	44	44	44	44	43	43	43
FIRST	120	133	132	132	128	127	128	128	127	126	124
SECOND	134	116	129	129	129	125	124	125	124	124	122
THIRD	128	148	128	144	144	143	139	138	139	138	139
FOURTH	137	121	140	121	136	136	136	131	131	132	131
FIFTH	129	133	118	136	118	132	132	132	127	127	128
UNGRADED	4	4	4	4	4	4	4	4	4	4	4
<b>TOTAL</b>	<b>765</b>	<b>768</b>	<b>764</b>	<b>776</b>	<b>767</b>	<b>777</b>	<b>771</b>	<b>766</b>	<b>759</b>	<b>756</b>	<b>753</b>
<b>% CHANGE</b>		<b>0.4%</b>	<b>-0.4%</b>	<b>1.5%</b>	<b>-1.1%</b>	<b>1.3%</b>	<b>-0.7%</b>	<b>-0.8%</b>	<b>-0.8%</b>	<b>-0.5%</b>	<b>-0.4%</b>
Functional Capacity	992										
% Funct. Capacity	77%	77%	77%	78%	77%	78%	78%	77%	77%	76%	76%
Maximum Capacity	1,167										
% Max. Capacity	66%	66%	66%	66%	66%	67%	66%	66%	65%	65%	65%

Note: The sum of the numbers may not add up to the total due to rounding.

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COLUMBUS ELEMENTARY SCHOOL  
 PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

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GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	67	67	67	64	64	65	64	64	63	63	62
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	16.8	16.7	16.7	16.1	16.1	16.2	16.1	16.0	15.8	15.7	15.6
# OF ROOMS	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
FDK	46	46	46	44	44	44	44	44	43	43	43
# OF SECTIONS	2	3	3	3	2	3	3	2	2	2	2
AVG SECTION SIZE	23.0	15.3	15.2	14.8	22.0	14.8	14.7	21.9	21.7	21.5	21.4
FIRST	120	133	132	132	128	127	128	128	127	126	124
# OF SECTIONS	6	7	7	7	6	6	7	6	6	6	6
AVG SECTION SIZE	20.0	19.0	18.9	18.9	21.3	21.2	18.3	21.3	21.1	20.9	20.7
SECOND	134	116	129	129	129	125	124	125	124	124	122
# OF SECTIONS	6	6	7	7	7	6	6	6	6	6	6
AVG SECTION SIZE	22.3	19.3	18.5	18.5	18.4	20.8	20.7	20.8	20.7	20.6	20.4
THIRD	128	148	128	144	144	143	139	138	139	138	139
# OF SECTIONS	6	6	5	6	6	6	6	6	6	6	6
AVG SECTION SIZE	21.3	24.7	25.6	24.0	24.0	23.9	23.1	23.0	23.2	23.1	23.1
FOURTH	137	121	140	121	136	136	136	131	131	132	131
# OF SECTIONS	6	5	6	5	6	6	6	6	6	6	6
AVG SECTION SIZE	22.8	24.3	23.4	24.3	22.7	22.7	22.6	21.9	21.8	22.0	21.9
FIFTH	129	133	118	136	118	132	132	132	127	127	128
# OF SECTIONS	6	6	5	6	5	6	6	6	5	5	5
AVG SECTION SIZE	21.5	22.2	23.5	22.7	23.6	22.1	22.0	22.0	25.5	25.4	25.6
UNGRADED	4	4	4	4	4	4	4	4	4	4	4
# OF SECTIONS	1	1	1	1	1	1	1	1	1	1	1
AVG SECTION SIZE	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9	3.9
TTL ENROLLMENT	765	768	764	776	767	777	771	766	759	756	753
TTL SECTIONS	37	38	38	39	37	38	39	37	36	36	36
AVG SEC. SIZE (K-5)	21.1	20.2	20.3	19.9	21.2	20.2	19.7	21.0	21.4	21.3	21.2
TTL ROOMS	35	36	36	37	35	36	37	35	34	34	34

Note: The sum of the numbers may not add up to the total due to rounding.

DANIEL WEBSTER ELEMENTARY SCHOOL  
HISTORICAL SCHOOL ENROLLMENT:

GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
HDK	72	67	67	56	73	54	67	78	57	64	47
FDK	0	0	2	0	0	0	0	0	0	0	0
FIRST	84	70	85	93	67	82	71	87	84	68	73
SECOND	96	84	72	89	96	88	79	73	104	86	83
THIRD	76	88	82	78	101	99	79	96	90	109	85
FOURTH	84	75	81	83	77	93	100	75	97	81	94
FIFTH	78	84	73	82	84	81	95	106	75	98	76
UNGRADED	0	10	0	10	0	6	7	8	0	0	0
TOTAL	490	478	462	491	498	503	498	523	507	506	458
% CHANGE		-2.4%	-3.3%	6.3%	1.4%	1.0%	-1.0%	5.0%	-3.1%	-0.2%	-9.5%
WEBSTER MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	AVERAGE
K - 1	97.2%	126.9%	134.8%	119.6%	112.3%	131.5%	129.9%	107.7%	119.3%	114.1%	123.7%
1 - 2	100.0%	102.9%	104.7%	103.2%	131.3%	96.3%	102.8%	119.5%	102.4%	122.1%	114.7%
2 - 3	91.7%	97.6%	108.3%	113.5%	103.1%	89.8%	121.5%	123.3%	104.8%	98.8%	112.1%
3 - 4	98.7%	92.0%	101.2%	98.7%	92.1%	101.0%	94.9%	101.0%	90.0%	86.2%	94.6%
4 - 5	100.0%	97.3%	101.2%	101.2%	105.2%	102.2%	106.0%	100.0%	101.0%	93.8%	101.4%

DANIEL WEBSTER ELEMENTARY SCHOOL  
PROJECTED SCHOOL ENROLLMENT:

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	47	47	47	45	45	45	45	45	44	44	44
FDK	0	0	0	0	0	0	0	0	0	0	0
FIRST	73	58	58	58	57	57	57	57	56	56	55
SECOND	83	84	67	67	66	65	65	66	65	65	64
THIRD	85	93	95	77	77	77	76	76	76	76	76
FOURTH	94	80	90	91	73	72	73	72	72	72	72
FIFTH	76	95	82	91	92	74	73	74	73	73	73
UNGRADED	0	0	0	0	0	0	0	0	0	0	0
TOTAL	458	458	438	428	410	391	390	390	388	386	384
% CHANGE		-0.1%	-4.3%	-2.2%	-4.4%	-4.6%	-0.2%	-0.2%	-0.5%	-0.4%	-0.4%
Functional Capacity	670										
% Funct. Capacity	68%	68%	65%	64%	61%	58%	58%	58%	58%	58%	57%
Maximum Capacity	789										
% Max. Capacity	58%	58%	56%	54%	52%	50%	49%	49%	49%	49%	49%

Note: The sum of the numbers may not add up to the total due to rounding.

DANIEL WEBSTER ELEMENTARY SCHOOL

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

GRADE	2006 current	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
HDK	47	47	47	45	45	45	45	45	44	44	44
# OF SECTIONS	3	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	15.7	15.6	15.6	15.1	15.0	15.1	15.1	14.9	14.8	14.6	14.6
# OF ROOMS	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
FDK	0	0	0	0	0	0	0	0	0	0	0
# OF SECTIONS	0	0	0	0	0	0	0	0	0	0	0
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FIRST	73	58	58	58	57	57	57	57	56	56	55
# OF SECTIONS	4	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	18.3	19.4	19.3	19.3	19.0	18.9	19.0	19.0	18.8	18.7	18.4
SECOND	83	84	67	67	66	65	65	66	65	65	64
# OF SECTIONS	3	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	27.7	27.9	22.2	22.2	22.1	21.8	21.7	21.8	21.7	21.6	21.4
THIRD	85	93	95	77	77	77	76	76	76	76	76
# OF SECTIONS	4	5	5	4	4	4	4	4	4	4	4
AVG SECTION SIZE	21.3	18.6	19.0	19.2	19.1	19.3	19.1	19.0	19.1	19.0	18.9
FOURTH	94	80	90	91	73	72	73	72	72	72	72
# OF SECTIONS	3	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	31.3	26.8	30.0	30.3	24.2	24.2	24.4	24.1	24.0	24.1	24.0
FIFTH	76	95	82	91	92	74	73	74	73	73	73
# OF SECTIONS	5	6	5	6	6	5	5	5	5	5	5
AVG SECTION SIZE	15.2	15.9	16.3	15.2	15.3	14.7	14.7	14.8	14.6	14.6	14.7
UNGRADED *	0	0	0	0	0	0	0	0	0	0	0
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TTL ENROLLMENT	458	458	438	428	410	391	390	390	388	386	384
TTL SECTIONS	24	25	24	24	24	23	23	23	23	23	23
AVG SEC. SIZE >	21.6	20.7	20.4	20.2	19.1	19.0	19.0	18.9	18.8	18.8	18.7
TTL ROOMS	23	24	23	23	23	22	22	22	22	22	22

Note: The sum of the numbers may not add up to the total due to rounding. \* - students included in the grade level totals

> -Grade level class sizes appear larger due to the inclusion of special education students; school average incorporates special education sections

GEORGE M. DAVIS ELEMENTARY SCHOOL  
HISTORICAL SCHOOL ENROLLMENT:

GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
HDK	84	93	95	76	63	69	70	70	83	81	90
FDK	0	0	0	0	0	0	0	0	0	0	0
FIRST	106	100	120	92	86	79	94	83	95	89	96
SECOND	128	112	114	109	103	90	94	106	95	87	87
THIRD	105	116	143	112	119	123	108	119	128	103	110
FOURTH	138	127	133	135	116	128	143	134	138	137	116
FIFTH	115	137	133	118	146	113	129	144	133	132	130
UNGRADED	41	51	0	42	44	47	33	36	0	35	1
TOTAL	717	736	738	684	677	649	671	692	672	664	630
% CHANGE		2.6%	0.3%	-7.3%	-1.0%	-4.1%	3.4%	3.1%	-2.9%	-1.2%	-5.1%
DAVIS MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	AVERAGE
K - 1	119.0%	129.0%	96.8%	113.2%	125.4%	136.2%	118.6%	135.7%	107.2%	118.5%	114.8%
1 - 2	105.7%	114.0%	90.8%	112.0%	104.7%	119.0%	112.8%	114.5%	91.6%	97.8%	101.0%
2 - 3	90.6%	127.7%	98.2%	109.2%	119.4%	120.0%	126.6%	120.8%	108.4%	126.4%	120.3%
3 - 4	121.0%	114.7%	94.4%	103.6%	107.6%	116.3%	124.1%	116.0%	107.0%	112.6%	111.9%
4 - 5	99.3%	104.7%	88.7%	108.1%	97.4%	100.8%	100.7%	99.3%	95.7%	94.9%	98.3%

GEORGE M. DAVIS ELEMENTARY SCHOOL  
PROJECTED SCHOOL ENROLLMENT:

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	90	90	90	87	86	87	86	86	85	84	84
FDK	0	0	0	0	0	0	0	0	0	0	0
FIRST	96	103	103	103	99	99	100	99	99	98	97
SECOND	87	96	104	104	104	100	100	101	100	100	99
THIRD	110	105	115	125	125	125	121	120	121	121	120
FOURTH	116	123	117	129	140	140	140	135	135	135	135
FIFTH	130	114	121	115	127	138	138	137	133	132	133
UNGRADED	1	1	1	1	1	1	1	1	1	1	1
TOTAL	630	632	651	664	683	690	685	679	673	671	668
% CHANGE		0.3%	3.1%	2.0%	2.8%	1.1%	-0.7%	-0.8%	-0.9%	-0.4%	-0.4%
Functional Capacity	790										
% Funct. Capacity	80%	80%	82%	84%	86%	87%	87%	86%	85%	85%	85%
Maximum Capacity	930										
% Max. Capacity	68%	68%	70%	71%	73%	74%	74%	73%	72%	72%	72%

Note: The sum of the numbers may not add up to the total due to rounding.

GEORGE M. DAVIS ELEMENTARY SCHOOL

Ungraded sections include 2 District Kaleidoscope classes

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

GRADE	2006 current	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
HDK	90	90	90	87	86	87	86	86	85	84	84
# OF SECTIONS	4	5	5	4	4	4	4	4	4	4	4
AVG SECTION SIZE	22.5	18.0	17.9	21.7	21.6	21.7	21.6	21.5	21.3	21.0	20.9
# OF ROOMS	2.0	2.5	2.5	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
FDK	0	0	0	0	0	0	0	0	0	0	0
# OF SECTIONS	0	0	0	0	0	0	0	0	0	0	0
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FIRST	96	103	103	103	99	99	100	99	99	98	97
# OF SECTIONS	3	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	32.0	25.8	25.8	25.7	24.9	24.7	24.9	24.8	24.6	24.4	24.1
SECOND	87	96	104	104	104	100	100	101	100	100	99
# OF SECTIONS	4	4	5	5	5	5	5	5	4	4	4
AVG SECTION SIZE	21.8	24.0	20.9	20.8	20.7	20.1	20.0	20.1	25.1	24.9	24.7
THIRD	110	105	115	125	125	125	121	120	121	121	120
# OF SECTIONS	5	5	5	6	6	6	6	6	6	6	6
AVG SECTION SIZE	22.0	20.9	23.1	20.9	20.9	20.8	20.1	20.0	20.2	20.1	19.9
FOURTH	116	123	117	129	140	140	140	135	135	135	135
# OF SECTIONS	5	6	5	6	6	6	6	6	6	6	6
AVG SECTION SIZE	23.2	20.5	23.4	21.5	23.4	23.3	23.3	22.5	22.4	22.6	22.5
FIFTH	130	114	121	115	127	138	138	137	133	132	133
# OF SECTIONS	5	5	5	5	5	6	6	6	6	6	6
AVG SECTION SIZE	26.0	22.8	24.2	23.0	25.4	23.0	22.9	22.9	22.1	22.0	22.2
UNGRADED*	1	1	1	1	1	1	1	1	1	1	1
# OF SECTIONS+	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TTL ENROLLMENT	630	632	651	664	683	690	685	679	673	671	668
TTL SECTIONS	32	35	35	36	36	37	37	37	36	36	36
AVG SEC. SIZE >	21.1	18.9	19.3	19.1	19.5	19.1	19.0	18.8	19.4	19.3	19.2
TTL ROOMS	30	33	33	34	34	35	35	35	34	34	34

Note: The sum of the numbers may not add up to the total due to rounding. \* - other special education students included in the grade level totals

> -Grade level class sizes appear larger due to the inclusion of special education students; school average incorporates sp ed sections



JEFFERSON ELEMENTARY SCHOOL  
HISTORICAL SCHOOL ENROLLMENT:

GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
HDK	80	82	72	73	59	81	61	65	78	85	72
FDK	0	0	0	0	0	0	0	0	0	0	0
FIRST	100	97	92	104	84	104	101	71	86	81	100
SECOND	97	98	103	93	100	89	103	99	70	83	81
THIRD	88	102	99	97	100	107	99	100	118	86	85
FOURTH	88	105	102	108	99	101	102	90	88	102	85
FIFTH	94	105	96	116	108	96	99	101	94	88	96
UNGRADED	64	0	0	0	0	0	0	0	0	0	8
<b>TOTAL</b>	<b>611</b>	<b>589</b>	<b>564</b>	<b>591</b>	<b>550</b>	<b>578</b>	<b>565</b>	<b>526</b>	<b>534</b>	<b>525</b>	<b>527</b>
<b>% CHANGE</b>		<b>-3.6%</b>	<b>-4.2%</b>	<b>4.8%</b>	<b>-6.9%</b>	<b>5.1%</b>	<b>-2.2%</b>	<b>-6.9%</b>	<b>1.5%</b>	<b>-1.7%</b>	<b>0.4%</b>
JEFFERSON MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	<b>AVERAGE</b>
K - 1	121.3%	112.2%	144.4%	115.1%	176.3%	124.7%	116.4%	132.3%	103.8%	117.6%	<b>119.0%</b>
1 - 2	98.0%	106.2%	101.1%	96.2%	106.0%	99.0%	98.0%	98.6%	96.5%	100.0%	<b>99.7%</b>
2 - 3	105.2%	101.0%	94.2%	107.5%	107.0%	111.2%	97.1%	119.2%	122.9%	102.4%	<b>110.6%</b>
3 - 4	119.3%	100.0%	109.1%	102.1%	101.0%	95.3%	90.9%	88.0%	86.4%	98.8%	<b>93.4%</b>
4 - 5	119.3%	91.4%	113.7%	100.0%	97.0%	98.0%	99.0%	104.4%	100.0%	94.1%	<b>99.1%</b>

JEFFERSON ELEMENTARY SCHOOL  
PROJECTED SCHOOL ENROLLMENT:

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	72	72	72	69	69	70	69	69	68	67	67
FDK	0	0	0	0	0	0	0	0	0	0	0
FIRST	100	86	85	85	82	82	83	82	82	81	80
SECOND	81	100	85	85	85	82	82	82	82	81	81
THIRD	85	90	110	94	94	94	93	92	92	93	92
FOURTH	85	79	84	103	88	88	88	87	86	86	87
FIFTH	96	84	79	83	102	87	87	87	86	86	85
UNGRADED	8	8	8	8	8	8	8	8	8	8	8
<b>TOTAL</b>	<b>527</b>	<b>518</b>	<b>523</b>	<b>528</b>	<b>529</b>	<b>511</b>	<b>509</b>	<b>508</b>	<b>504</b>	<b>502</b>	<b>500</b>
<b>% CHANGE</b>		<b>-1.6%</b>	<b>0.9%</b>	<b>0.9%</b>	<b>0.2%</b>	<b>-3.4%</b>	<b>-0.3%</b>	<b>-0.4%</b>	<b>-0.6%</b>	<b>-0.4%</b>	<b>-0.5%</b>
Functional Capacity	661										
% Funct. Capacity	80%	78%	79%	80%	80%	77%	77%	77%	76%	76%	76%
Maximum Capacity	777										
% Max. Capacity	68%	67%	67%	68%	68%	66%	66%	65%	65%	65%	64%

Note: The sum of the numbers may not add up to the total due to rounding.

JEFFERSON ELEMENTARY SCHOOL  
 PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

GRADE	2006 current	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
HDK	72	72	72	69	69	70	69	69	68	67	67
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	18.0	18.0	17.9	17.3	17.2	17.4	17.3	17.2	17.0	16.8	16.8
# OF ROOMS	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
FDK	0	0	0	0	0	0	0	0	0	0	0
# OF SECTIONS	0	0	0	0	0	0	0	0	0	0	0
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FIRST	100	86	85	85	82	82	83	82	82	81	80
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	25.0	21.4	21.4	21.3	20.6	20.5	20.7	20.6	20.4	20.2	20.0
SECOND	81	100	85	85	85	82	82	82	82	81	81
# OF SECTIONS	4	5	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	20.3	19.9	21.3	21.3	21.2	20.5	20.5	20.6	20.5	20.4	20.2
THIRD	85	90	110	94	94	94	93	92	92	93	92
# OF SECTIONS	4	4	5	4	4	4	4	4	4	4	4
AVG SECTION SIZE	21.3	22.4	22.0	23.6	23.5	23.5	23.2	23.1	23.0	23.2	23.0
FOURTH	85	79	84	103	88	88	88	87	86	86	87
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	21.3	19.9	20.9	25.7	22.0	22.0	21.9	21.7	21.6	21.5	21.7
FIFTH	96	84	79	83	102	87	87	87	86	86	85
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	24.0	21.1	19.7	20.7	25.5	21.9	21.8	21.7	21.5	21.4	21.3
UNGRADED *	8	8	8	8	8	8	8	8	8	8	8
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
TTL ENROLLMENT	527	518	523	528	529	511	509	508	504	502	500
TTL SECTIONS	28	29	29	28	28	28	28	28	28	28	28
AVG SEC. SIZE >	21.6	20.4	20.5	21.7	21.7	21.0	20.9	20.8	20.7	20.6	20.5
TTL ROOMS	26	27	27	26	26	26	26	26	26	26	26

Note: The sum of the numbers may not add up to the total due to rounding. \* - other special education students included in the grade level totals  
 > -Grade level class sizes appear larger due to the inclusion of special education students

TRINITY ELEMENTARY SCHOOL  
HISTORICAL SCHOOL ENROLLMENT:

GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
HDK	127	138	122	92	90	104	83	84	74	79	66
FDK	0	0	0	0	0	47	46	45	42	66	45
FIRST	134	137	133	151	107	116	150	153	143	138	130
SECOND	139	143	138	122	149	114	121	156	151	142	134
THIRD	116	134	147	154	143	161	122	144	174	161	147
FOURTH	136	116	127	143	150	141	177	124	138	176	151
FIFTH	137	149	122	123	149	148	165	175	141	134	172
UNGRADED	0	0	12	20	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>789</b>	<b>817</b>	<b>801</b>	<b>805</b>	<b>788</b>	<b>831</b>	<b>864</b>	<b>881</b>	<b>863</b>	<b>896</b>	<b>845</b>
<b>% CHANGE</b>		<b>3.5%</b>	<b>-2.0%</b>	<b>0.5%</b>	<b>-2.1%</b>	<b>5.5%</b>	<b>4.0%</b>	<b>2.0%</b>	<b>-2.0%</b>	<b>3.8%</b>	<b>-5.7%</b>
TRINITY MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	<b>AVERAGE</b>
K - 1	107.9%	96.4%	123.8%	116.3%	128.9%	99.3%	118.6%	110.9%	119.0%	89.7%	<b>116.1%</b>
1 - 2	106.7%	100.7%	91.7%	98.7%	106.5%	104.3%	104.0%	98.7%	99.3%	97.1%	<b>101.7%</b>
2 - 3	96.4%	102.8%	111.6%	117.2%	108.1%	107.0%	119.0%	111.5%	106.6%	103.5%	<b>106.3%</b>
3 - 4	100.0%	94.8%	97.3%	97.4%	98.6%	109.9%	101.6%	95.8%	101.1%	93.8%	<b>100.5%</b>
4 - 5	109.6%	105.2%	96.9%	104.2%	98.7%	117.0%	98.9%	113.7%	97.1%	97.7%	<b>104.9%</b>

TRINITY ELEMENTARY SCHOOL  
PROJECTED SCHOOL ENROLLMENT:

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	66	66	66	64	63	64	63	63	62	62	61
FDK	45	45	45	43	43	43	43	43	43	42	42
FIRST	130	129	129	128	124	124	124	124	123	122	121
SECOND	134	132	131	131	130	126	126	127	126	125	124
THIRD	147	142	141	141	141	141	136	136	136	136	135
FOURTH	151	149	144	143	142	143	141	137	137	138	137
FIFTH	172	158	156	151	150	149	150	148	143	144	145
UNGRADED	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>845</b>	<b>821</b>	<b>812</b>	<b>801</b>	<b>794</b>	<b>789</b>	<b>784</b>	<b>777</b>	<b>771</b>	<b>769</b>	<b>764</b>
<b>% CHANGE</b>		<b>-2.8%</b>	<b>-1.2%</b>	<b>-1.3%</b>	<b>-0.9%</b>	<b>-0.6%</b>	<b>-0.7%</b>	<b>-0.9%</b>	<b>-0.7%</b>	<b>-0.3%</b>	<b>-0.6%</b>
Functional Capacity	972										
% Funct. Capacity	87%	84%	83%	82%	82%	81%	81%	80%	79%	79%	79%
Maximum Capacity	1,144										
% Max. Capacity	74%	72%	71%	70%	69%	69%	68%	68%	67%	67%	67%

Note: The sum of the numbers may not add up to the total due to rounding.

TRINITY ELEMENTARY SCHOOL

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 & 5 = 22 - 25/26, Gr. 4 larger due to KAL

GRADE	2006 current	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
HDK	66	66	66	64	63	64	63	63	62	62	61
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	16.5	16.5	16.4	15.9	15.8	15.9	15.9	15.7	15.6	15.4	15.4
# OF ROOMS	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
FDK	45	45	45	43	43	43	43	43	43	42	42
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	22.5	22.4	22.4	21.7	21.6	21.7	21.6	21.5	21.3	21.0	20.9
FIRST	130	129	129	128	124	124	124	124	123	122	121
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	21.7	21.5	21.4	21.4	20.7	20.6	20.7	20.6	20.5	20.3	20.1
SECOND	134	132	131	131	130	126	126	127	126	125	124
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	22.3	22.0	21.8	21.8	21.7	21.0	20.9	21.1	21.0	20.8	20.7
THIRD	147	142	141	141	141	141	136	136	136	136	135
# OF SECTIONS	7	7	7	7	7	7	6	6	6	6	6
AVG SECTION SIZE	21.0	20.3	20.2	20.2	20.1	20.1	22.7	22.6	22.7	22.6	22.5
FOURTH	151	149	144	143	142	143	141	137	137	138	137
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	25.2	24.8	24.0	23.9	23.7	23.8	23.5	22.8	22.9	23.0	22.8
FIFTH	172	158	156	151	150	149	150	148	143	144	145
# OF SECTIONS	8	7	7	7	7	7	7	7	7	7	7
AVG SECTION SIZE	21.5	22.6	22.3	21.6	21.4	21.3	21.4	21.2	20.5	20.5	20.7
UNGRADED *	0	0	0	0	0	0	0	0	0	0	0
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TTL ENROLLMENT	845	755	746	738	731	725	720	714	709	707	703
TTL SECTIONS	41	40	40	40	40	40	39	39	39	39	39
AVG SEC. SIZE >	21.5	22.3	22.0	21.7	21.5	21.4	21.8	21.6	21.5	21.4	21.3
TTL ROOMS	39	38	38	38	38	38	37	37	37	37	37

Note: The sum of the numbers may not add up to the total due to rounding. \* - special education students included in the grade level totals  
 > -Grade level class sizes appear larger due to the inclusion of special education students; school average incorporates sp ed sections

WILLIAM B. WARD ELEMENTARY SCHOOL  
HISTORICAL SCHOOL ENROLLMENT:

GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
HDK	120	118	123	76	97	113	101	102	88	103	115
FDK	0	0	0	43	47	44	51	47	50	44	51
FIRST	143	138	139	163	138	168	184	189	185	161	167
SECOND	160	160	145	143	164	142	180	179	172	192	159
THIRD	156	180	153	161	166	173	177	187	190	192	220
FOURTH	138	144	176	162	165	178	164	168	181	191	196
FIFTH	142	152	157	177	169	166	183	174	169	179	200
UNGRADED	40	56	63	59	60	45	0	0	0	27	4
<b>TOTAL</b>	<b>899</b>	<b>948</b>	<b>956</b>	<b>984</b>	<b>1,006</b>	<b>1,029</b>	<b>1,040</b>	<b>1,046</b>	<b>1,035</b>	<b>1,089</b>	<b>1,112</b>
<b>% CHANGE</b>		<b>5.5%</b>	<b>0.8%</b>	<b>2.9%</b>	<b>2.2%</b>	<b>2.3%</b>	<b>1.1%</b>	<b>0.6%</b>	<b>-1.1%</b>	<b>5.2%</b>	<b>2.1%</b>
WARD MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	<b>AVERAGE</b>
K - 1	115.0%	117.8%	132.5%	116.0%	116.7%	117.2%	124.3%	124.2%	116.7%	113.6%	<b>117.8%</b>
1 - 2	111.9%	105.1%	102.9%	100.6%	102.9%	107.1%	97.3%	91.0%	103.8%	98.8%	<b>99.6%</b>
2 - 3	112.5%	95.6%	111.0%	116.1%	105.5%	124.6%	103.9%	106.1%	111.6%	114.6%	<b>109.1%</b>
3 - 4	92.3%	97.8%	105.9%	102.5%	107.2%	94.8%	94.9%	96.8%	100.5%	102.1%	<b>97.8%</b>
4 - 5	110.1%	109.0%	100.6%	104.3%	100.6%	102.8%	106.1%	100.6%	98.9%	104.7%	<b>102.3%</b>

WILLIAM B. WARD ELEMENTARY SCHOOL  
PROJECTED SCHOOL ENROLLMENT:

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	115	115	114	111	110	111	111	110	109	107	107
FDK	51	51	51	49	49	49	49	49	48	48	47
FIRST	167	196	195	194	188	187	189	188	187	185	183
SECOND	159	165	195	194	194	187	187	188	187	186	184
THIRD	220	173	180	213	213	212	205	205	206	205	204
FOURTH	196	215	170	176	209	208	208	201	200	202	201
FIFTH	200	198	218	173	179	212	212	211	204	204	205
UNGRADED	4	4	4	4	4	4	4	4	4	4	4
<b>TOTAL</b>	<b>1,112</b>	<b>1,118</b>	<b>1,127</b>	<b>1,115</b>	<b>1,146</b>	<b>1,172</b>	<b>1,164</b>	<b>1,155</b>	<b>1,145</b>	<b>1,140</b>	<b>1,135</b>
<b>% CHANGE</b>		<b>0.5%</b>	<b>0.8%</b>	<b>-1.1%</b>	<b>2.8%</b>	<b>2.3%</b>	<b>-0.7%</b>	<b>-0.8%</b>	<b>-0.8%</b>	<b>-0.4%</b>	<b>-0.5%</b>
Functional Capacity	1,343										
% Funct. Capacity	83%	83%	84%	83%	85%	87%	87%	86%	85%	85%	84%
Maximum Capacity	1,570										
% Max. Capacity	71%	71%	72%	71%	73%	75%	74%	74%	73%	73%	72%

Note: The sum of the numbers may not add up to the total due to rounding.

WILLIAM B. WARD ELEMENTARY SCHOOL  
 PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

GRADE	2006 current	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
HDK	115	115	114	111	110	111	111	110	109	107	107
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	19.2	19.1	19.1	18.4	18.4	18.5	18.4	18.3	18.1	17.9	17.8
# OF ROOMS	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
FDK	51	51	51	49	49	49	49	49	48	48	47
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	25.5	25.4	25.4	24.5	24.4	24.6	24.5	24.3	24.1	23.8	23.7
FIRST	167	196	195	194	188	187	189	188	187	185	183
# OF SECTIONS	8	9	9	9	9	9	9	9	9	9	9
AVG SECTION SIZE	20.9	21.7	21.7	21.6	20.9	20.8	21.0	20.9	20.7	20.5	20.3
SECOND	159	165	195	194	194	187	187	188	187	186	184
# OF SECTIONS	7	8	9	9	9	9	9	9	9	9	9
AVG SECTION SIZE	22.7	20.7	21.6	21.6	21.5	20.8	20.7	20.9	20.8	20.6	20.5
THIRD	220	173	180	213	213	212	205	205	206	205	204
# OF SECTIONS	10	8	8	10	10	10	9	9	9	9	9
AVG SECTION SIZE	22.0	21.7	22.5	21.3	21.3	21.2	22.8	22.7	22.9	22.8	22.6
FOURTH	196	215	170	176	209	208	208	201	200	202	201
# OF SECTIONS	9	10	8	8	10	10	10	9	9	9	9
AVG SECTION SIZE	21.8	21.5	21.2	22.0	20.9	20.8	20.8	22.3	22.2	22.4	22.3
FIFTH	200	198	218	173	179	212	212	211	204	204	205
# OF SECTIONS	8	8	9	7	7	9	9	9	8	8	8
AVG SECTION SIZE	25.0	24.8	24.2	24.6	25.6	23.6	23.6	23.5	25.6	25.5	25.6
UNGRADED *	4	4	4	4	4	4	4	4	4	4	4
# OF SECTIONS +	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
TTL ENROLLMENT	1,112	1,118	1,127	1,115	1,146	1,172	1,164	1,155	1,145	1,140	1,135
TTL SECTIONS	56	51	51	51	53	55	54	53	52	52	52
AVG SEC. SIZE >	22.4	22.1	22.2	22.0	21.9	21.5	21.7	21.8	22.1	21.9	21.8
TTL ROOMS	53	54	54	54	56	58	57	56	55	55	55

Note: The sum of the numbers may not add up to the total due to rounding. \* - other special education students included in the grade level totals

+ - includes transition classes

> -Grade level class sizes appear larger due to the inclusion of special education students

ALBERT LEONARD MIDDLE SCHOOL  
HISTORICAL SCHOOL ENROLLMENT:

GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
SIXTH	360	387	380	384	405	405	377	417	448	372	431
SEVENTH	398	359	365	389	392	388	404	389	414	447	375
EIGHTH	331	396	360	385	383	387	406	406	390	418	439
UNGRADED	6	0	0	0	0	0	0	0	0	0	2
TOTAL	1,095	1,142	1,105	1,158	1,180	1,180	1,187	1,212	1,252	1,237	1,247
% CHANGE		4.3%	-3.2%	4.8%	1.9%	0.0%	0.6%	2.1%	3.3%	-1.2%	0.8%
LEONARD MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	AVERAGE
6 - 7	99.7%	94.3%	102.4%	102.1%	95.8%	99.8%	103.2%	99.3%	99.8%	100.8%	100.6%
7 - 8	99.5%	100.3%	105.5%	98.5%	98.7%	104.6%	100.5%	100.3%	101.0%	98.2%	100.9%

ALBERT LEONARD MIDDLE SCHOOL  
PROJECTED SCHOOL ENROLLMENT:

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
SIXTH	431	437	427	421	408	418	432	431	430	418	416
SEVENTH	375	433	440	429	423	410	421	434	433	432	420
EIGHTH	439	378	436	444	433	427	414	424	438	437	436
UNGRADED	2	2	2	2	2	2	2	2	2	2	2
TOTAL	1,247	1,251	1,305	1,295	1,266	1,258	1,268	1,292	1,304	1,290	1,275
% CHANGE		0.3%	4.3%	-0.7%	-2.3%	-0.7%	0.9%	1.8%	0.9%	-1.1%	-1.1%
Functional Capacity	1,654										
% Funct. Capacity	75%	76%	79%	78%	77%	76%	77%	78%	79%	78%	77%
Maximum Capacity	1,837										
% Max. Capacity	68%	68%	71%	71%	69%	68%	69%	70%	71%	70%	69%

Note: The sum of the numbers may not add up to the total due to rounding.

ALBERT LEONARD MIDDLE SCHOOL      Maintain average at/near current usage, and not above maximum of Grades 6 - 8 = 26+1											
PROJECTED DISTRICT ENROLLMENT: SECTIONAL ANALYSIS      Core subjects=English, math, social studies, language, science,health											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
SIXTH - EIGHTH	1,245	1,249	1,303	1,293	1,264	1,256	1,267	1,290	1,302	1,288	1,273
# OF SECTIONS	48	48	50	50	49	49	49	50	50	50	50
AVG SECTION SIZE	25.9	26.0	26.1	25.9	25.8	25.6	25.8	25.8	26.0	25.8	25.5
UNGRADED	2	2	2	2	2	2	2	2	2	2	2
# OF SECTIONS	1	1	1	1	1	1	1	1	1	1	1
AVG SECTION SIZE	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0



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ISAAC E. YOUNG MIDDLE SCHOOL  
HISTORICAL SCHOOL ENROLLMENT:

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GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
SIXTH	296	317	381	357	376	373	394	359	409	333	339
SEVENTH	280	301	330	387	358	394	379	415	379	410	336
EIGHTH	306	273	310	328	383	361	404	375	419	383	398
UNGRADED	0	0	0	0	0	0	0	0	0	0	12
TOTAL	882	891	1,021	1,072	1,117	1,128	1,177	1,149	1,207	1,126	1,085
% CHANGE		1.0%	14.6%	5.0%	4.2%	1.0%	4.3%	-2.4%	5.0%	-6.7%	-3.6%
YOUNG MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	<b>AVERAGE</b>
6 - 7	101.7%	104.1%	101.6%	100.3%	104.8%	101.6%	105.3%	105.6%	100.2%	100.9%	<b>102.7%</b>
7 - 8	97.5%	103.0%	99.4%	99.0%	100.8%	102.5%	98.9%	101.0%	101.1%	97.1%	<b>100.1%</b>

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ISAAC E. YOUNG MIDDLE SCHOOL  
PROJECTED SCHOOL ENROLLMENT:

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GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
SIXTH	339	367	358	353	342	351	362	362	361	351	349
SEVENTH	336	349	377	368	363	352	361	372	372	371	360
EIGHTH	398	336	350	377	368	363	352	361	373	372	371
UNGRADED	12	12	12	12	12	12	12	12	12	12	12
TOTAL	1,085	1,065	1,097	1,110	1,085	1,078	1,087	1,107	1,117	1,105	1,093
% CHANGE		-1.9%	3.0%	1.2%	-2.2%	-0.7%	0.9%	1.8%	0.9%	-1.1%	-1.1%
Functional Capacity	1,393										
% Funct. Capacity	78%	76%	79%	80%	78%	77%	78%	79%	80%	79%	78%
Maximum Capacity	1,548										
% Max. Capacity	70%	69%	71%	72%	70%	70%	70%	72%	72%	71%	71%

Note: The sum of the numbers may not add up to the total due to rounding.

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ISAAC E. YOUNG MIDDLE SCHOOL		Maintain average at/near current usage, and not above maximum of Grades 6 - 8 = 26+1									
PROJECTED DISTRICT ENROLLMENT: SECTIONAL ANALYSIS		Core subjects=English, math, social studies, language, science,health									
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
SIXTH - EIGHTH	1,073	1,053	1,085	1,098	1,073	1,066	1,075	1,095	1,105	1,093	1,081
# OF SECTIONS	43	43	44	44	43	43	43	44	44	44	43
AVG SECTION SIZE	25.0	24.5	24.7	25.0	25.0	24.8	25.0	24.9	25.1	24.9	25.1
UNGRADED	12	12	12	12	12	12	12	12	12	12	12
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	6.0	6.0	6.0	6.0	6.0	5.9	6.0	6.0	5.9	5.9	5.9

NEW ROCHELLE HIGH SCHOOL  
HISTORICAL SCHOOL ENROLLMENT:

GRADE	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
NINTH	681	641	875	676	724	761	719	796	795	822	787
TENTH	645	684	704	715	743	748	766	746	865	829	824
ELEVENTH	654	623	606	671	727	727	758	784	771	845	805
TWELFTH	574	685	493	562	733	651	662	723	763	770	808
UNGRADED	0	0	46	64	19	0	0	0	0	0	45
TOTAL	2,554	2,633	2,724	2,688	2,946	2,887	2,905	3,049	3,194	3,266	3,269
% CHANGE		3.1%	3.5%	-1.3%	9.6%	-2.0%	0.6%	5.0%	4.8%	2.3%	0.1%
HS MIGRATION	96 - 97	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	AVERAGE
9 - 10	100.4%	109.8%	81.7%	109.9%	103.3%	100.7%	103.8%	108.7%	104.3%	100.2%	<b>103.5%</b>
10 - 11	96.6%	88.6%	95.3%	101.7%	97.8%	101.3%	102.3%	103.4%	97.7%	97.1%	<b>100.4%</b>
11 - 12	104.7%	79.1%	92.7%	109.2%	89.5%	91.1%	95.4%	97.3%	99.9%	95.6%	<b>95.9%</b>

NEW ROCHELLE HIGH SCHOOL  
PROJECTED SCHOOL ENROLLMENT:

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
NINTH	787	830	709	780	815	795	784	760	779	805	803
TENTH	824	798	842	719	791	826	806	795	771	790	816
ELEVENTH	805	816	790	834	712	783	818	798	787	763	782
TWELFTH	808	772	782	757	799	682	751	784	765	754	731
UNGRADED	45	45	45	45	45	44	45	45	45	44	44
TOTAL	3,269	3,261	3,168	3,134	3,161	3,131	3,203	3,182	3,147	3,157	3,177
% CHANGE		-0.3%	-2.8%	-1.1%	0.8%	-1.0%	2.3%	-0.7%	-1.1%	0.3%	0.6%
Functional Capacity	3,362										
% Funct. Capacity	95%	95%	92%	91%	92%	91%	93%	92%	91%	92%	92%
Maximum Capacity	3,736										
% Max. Capacity	85%	85%	83%	82%	83%	82%	84%	83%	82%	82%	83%

Note: The sum of the numbers may not add up to the total due to rounding.

% capacity excludes students @ Campus School

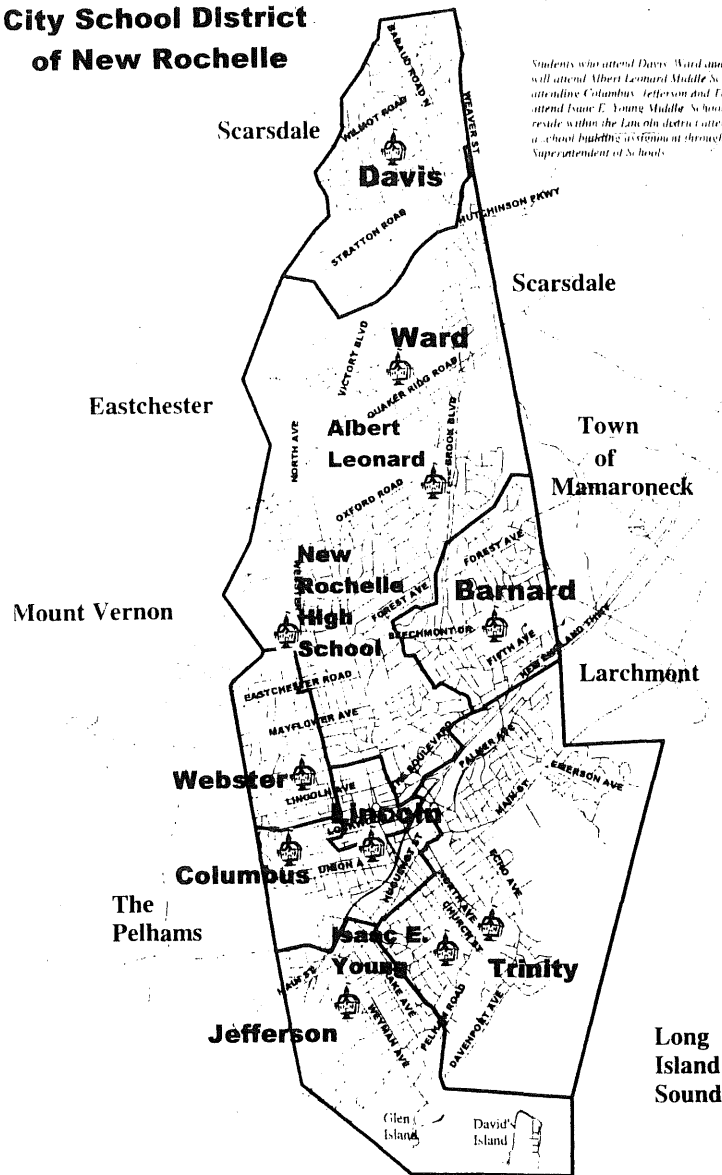
NEW ROCHELLE HIGH SCHOOL		Maintain average at/near current usage, and not above maximum of Grades 9 - 12 = 26+1									
PROJECTED DISTRICT ENROLLMENT: SECTIONAL ANALYSIS		Core subjects = English, math, social studies, language, science									
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
NINTH - TWELFTH	3,149	3,141	3,048	3,015	3,041	3,011	3,083	3,062	3,027	3,038	3,058
# OF SECTIONS	116	116	114	113	114	113	114	114	113	114	114
AVG SECTION SIZE	27.1	27.1	26.7	26.7	26.7	26.6	27.0	26.9	26.8	26.6	26.8
UNGRADED	45	45	45	45	45	44	45	45	45	44	44
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	7.5	7.5	7.5	7.5	7.4	7.4	7.5	7.5	7.4	7.4	7.4

Note: The sum of the numbers may not add up to the total due to rounding.  
 Students attending Campus School are deducted from total number of students to determine % capacity and sectional needs.  
 Self-contained special education students are deducted from total to determine sectional needs as other dedicated rooms are provided

# Appendix C



**City School District  
of New Rochelle**



*Students who attend Davis, Ward and Webster schools will attend Albert Leonard Middle School. Students attending Columbus, Jefferson and Trinity schools will attend Isaac E. Young Middle School. Students who reside within the Lincoln district attendance area receive a school building assignment through the office of the Superintendent of Schools.*

SCHOOL	GRADES	LOCATION	PRINCIPAL/ ADMINISTRATOR	2006/07 ENR.
Henry Barnard School	PreK - 2	129 Barnard Road	Patricia Lambert	588
Columbus Elementary School	K - 5	275 Washington Ave.	Yigal Joseph	765
Daniel Webster Magnet School	K - 5	95 Glenmore Drive	Joseph Williams	458
George M. Davis, Jr. Elementary School	K - 5	80 Iselin Drive	William Harrell	630
Jefferson Elementary School	K - 5	131 Weyman Avenue	Cynthia Slotkin	527
Trinity Elementary School	K - 5	180 Pelham Road	Jacqueline Herman	845
William B. Ward Elementary School	K - 5	311 Broadfield Road	Kenneth M. Regan	1,112
Albert Leonard Middle School	6 - 8	25 Gerada Lane	William Evans	1,247
Isaac E. Young Middle School	6 - 8	270 Centre Avenue	Anthony Bongo	1,085
New Rochelle High School	9 - 12	265 Clove Road	Donald T. Conetta	3,269
Alternative Campus School	9 - 12	50 Washington Ave.	Joel Fridovich	Inc. w/HS

HENRY BARNARD SCHOOL  
Analysis of Instructional Space

CILA classes are limited to 22 students.  
Maximum class size: PK = 18, K - 2 = 18-21/22

All spaces are included that contain a minimum of 550 square feet, with the exception of spaces designated for school office, faculty, nurse

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
Lower Level	3	Prekindergarten - Half-Day	720	36	36	100%	
Lower Level	4	Prekindergarten - Half-Day	720	36	36	100%	
Lower Level	5	Prekindergarten - Half-Day	720	36	36	100%	
Lower Level	6	Prekindergarten - Half-Day	720	36	36	100%	
Lower Level	7	Prekindergarten - Half-Day	720	36	36	100%	
Lower Level	8	Prekindergarten - Half-Day	720	36	36	100%	
Lower Level	9	Prekindergarten - Half-Day	720	36	36	100%	
Lower Level	10	Prekindergarten - Half-Day	816	36	36	100%	
Main Level	102	Kindergarten Special Education - Half-day	720	14	6	100%	
Main Level	103	K - 1 Special Education	720	14	8	100%	
Main Level	104	Prekindergarten Special Education - Full-day	720	14	8	100%	
Main Level	105	Prekindergarten - Half-Day	720	36	20	100%	
Main Level	107	Kindergarten - Full-day	720	22	22	100%	Full-day program
Main Level	108	Kindergarten - Full-day	720	22	23	100%	Full-day program
Upper Level	201	Second Grade	720	25	21	100%	
Upper Level	202	First Grade	720	25	23	100%	
Upper Level	203	Second Grade	720	25	21	100%	
Upper Level	204	First Grade	720	25	23	100%	
Upper Level	205	Second Grade	720	25	21	100%	
Upper Level	206	First Grade	720	25	23	100%	
Upper Level	207	First Grade	720	25	23	100%	
Upper Level	208	Second Grade	720	25	18	100%	
Upper Level	210	K - 1 Special Education	720	14	8	100%	
Upper Level	211	Kindergarten - Full-day	720	22	23	100%	Full-day program
Upper Level	212	Kindergarten - Full-day	720	22	23	100%	Full-day program
<i>Dedicated support instructional spaces containing 550 square feet or greater</i>							
Main Level	101B	Art	720	25	23	75%	
Main Level	109	Music/Art	720	25	23	50%	Two teachers share. Involves 2 set ups
Main Level		Computer room	480	17	23	65%	Full classes scheduled
<b>Total Number of Rooms 550 square feet or greater =</b>			28	(including undersized computer room)			
<b>Maximum Capacity =</b>			733	sum of all room maximum capacities			
<b>Functional Capacity =</b>			586	allows for application of class size guidelines (20%)			
<b>Current # of rooms used for Self-Contained Instruction =</b>			25	(including undersized computer room)			
<b>Current # of Support Rooms =</b>			3				
<b>Current % of Support Rooms =</b>			10.7%				
<b>Support Rooms Maintained at Current Level =</b>			3				
<b>Remaining Rooms for Self-Contained Instruction =</b>			25				
<b>2006 Enrollment =</b>			588				
<b>% Functional Capacity =</b>			100%				
<b>% Maximum Capacity =</b>			80%				



HENRY BARNARD SCHOOL  
Analysis of Instructional Space

**INSTRUCTIONAL SUPPORT SPACE LESS THAN 550 SQUARE FEET**

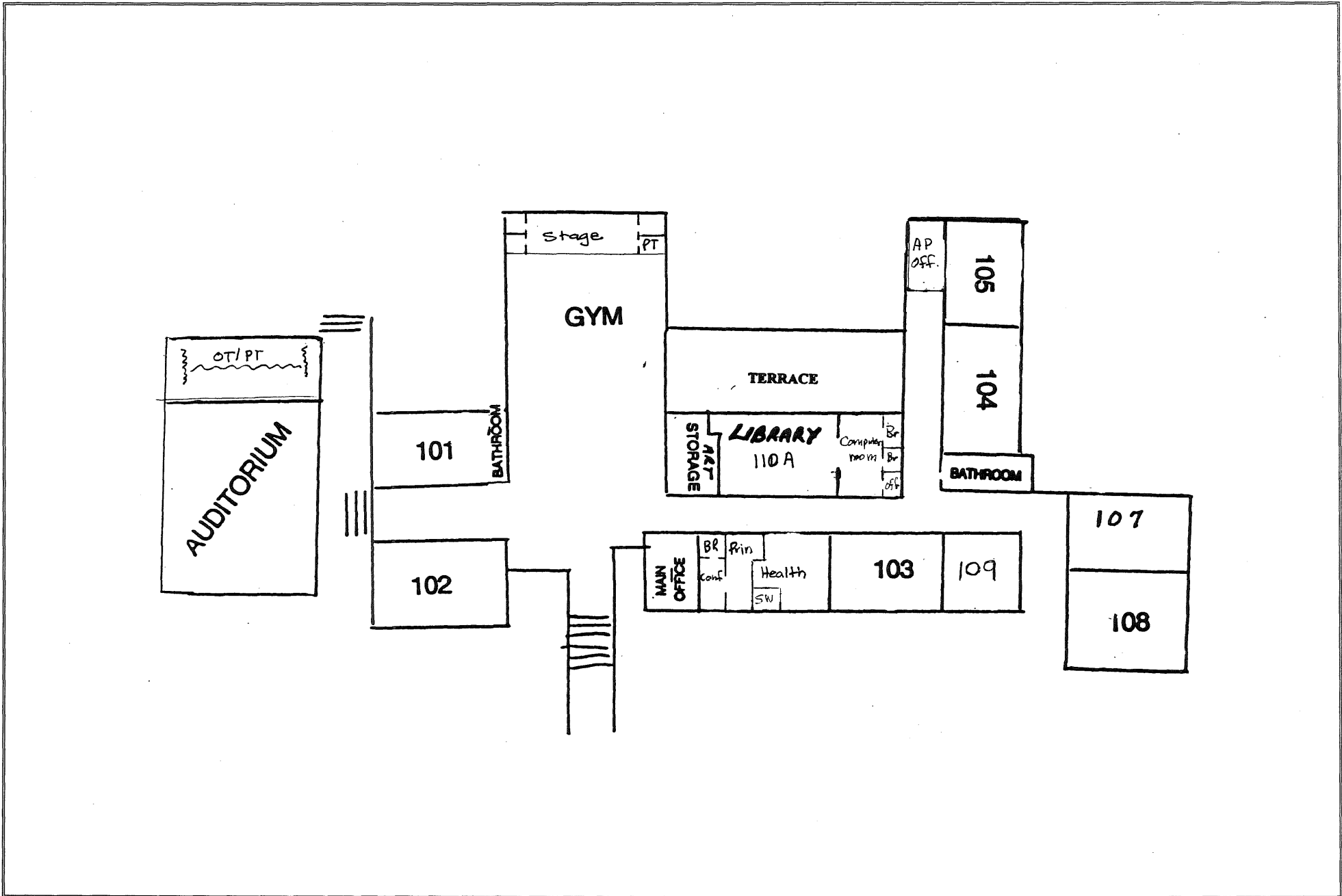
Lower Level 3A	Bilingual Speech Pathologist/K, 1 & 2	120	3 - 4	90%	Former closet
Lower Level 10A	ESL	144			Includes storage and work area
Upper Level 202B	Speech	150		90%	
Upper Level 202C	Speech	150		90%	
Upper Level 208A	Resource Room	50			Originally part of room 208
Upper Level 209	Resource Room	120			
Main Level	OT/PT	484			Behind curtain on auditorium stage.
Main Level	PT				Some PT in small room off stage in gym
Upper Level 209A	Psychologist	180		90%	
Upper Level 209D	Psychologist	80			
Upper Level 209B	Social Worker	180		90%	
Main Level	Social Worker	140			Office within Health office

**CORE/Common FACILITIES**

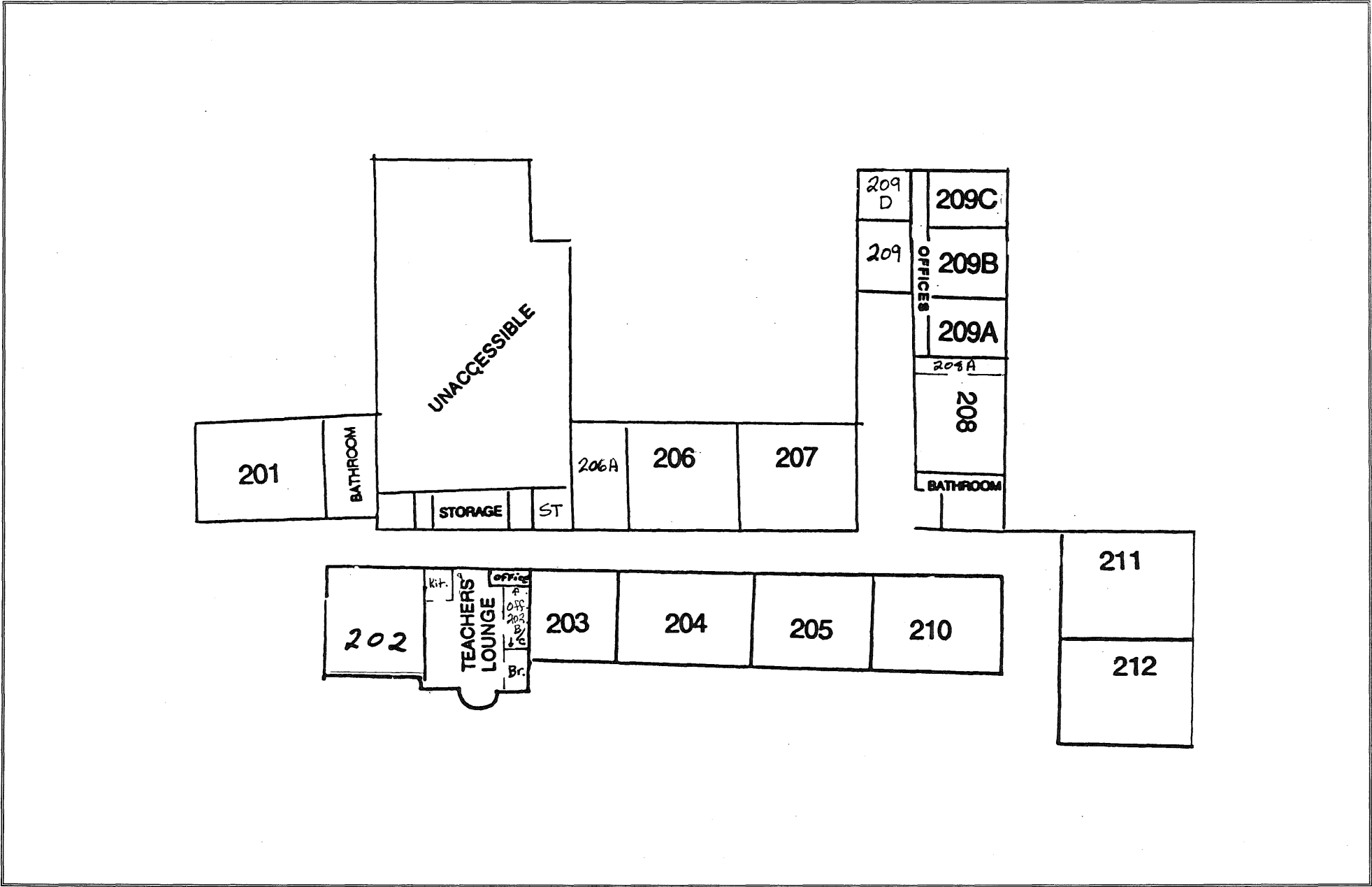
Lower Level	Lunchroom	720	48		Also used for speech and physical therapy
Main Level	Library	720	288		
Main Level	Gymnasium (.85-station)	1,600	23		
Main Level	Auditorium	1,600	229		
Main Level	Greenhouse				Accessible only from outside

**NON-INSTRUCTIONAL SPACE**

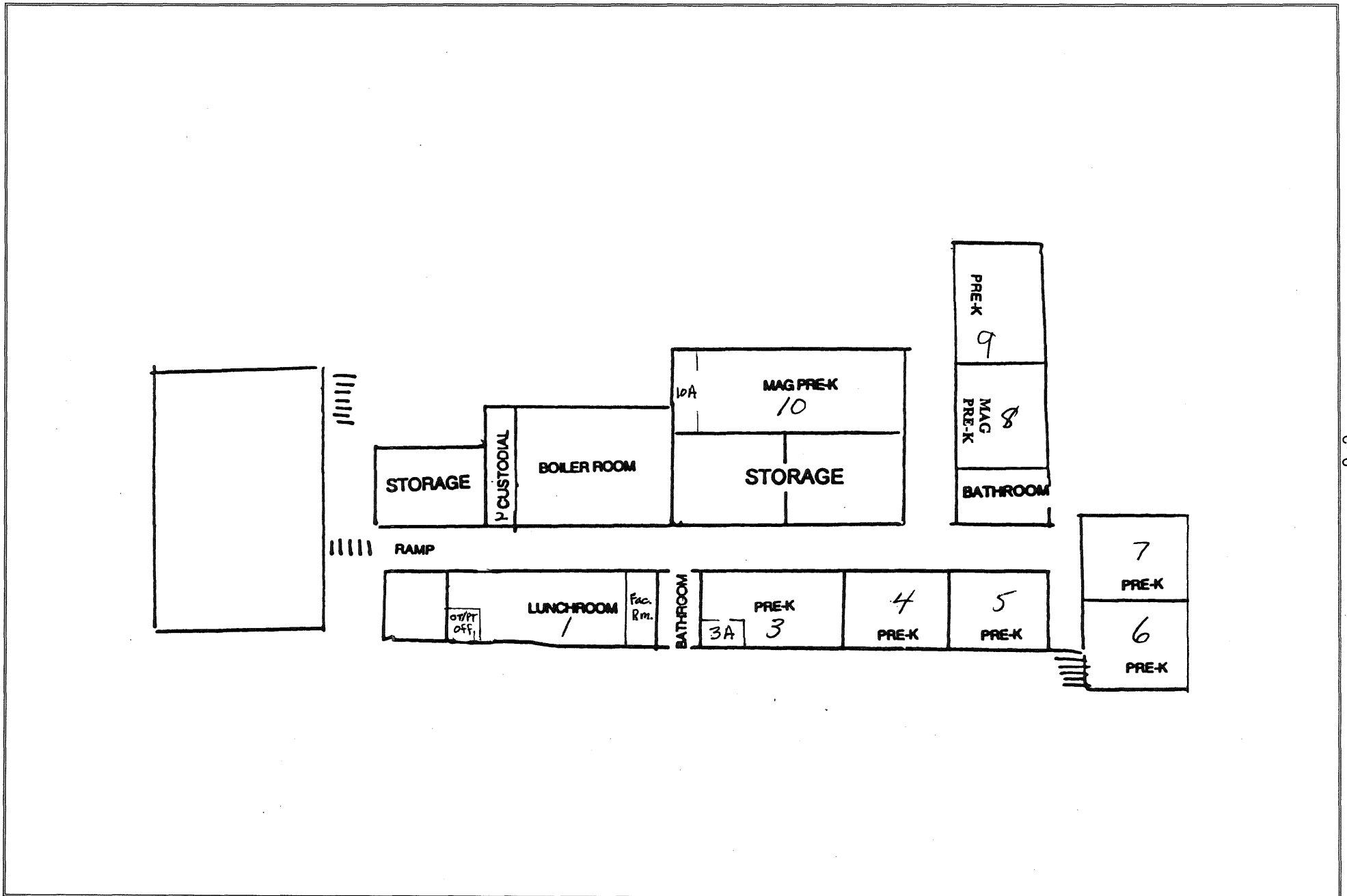
Main Level	Main Office	288			
Main Level	Principal	324			
Main Level	Assistant Principal	240			
Main Level	Health Office	288			
Main Level	Principal's Conference room	120			
Upper Level	Staff Room	720			
Lower Level	Faculty lunchroom	112			
Upper Level 202B	Speech Office	150			Accessible through Teacher's Lounge
Upper Level 202C	Speech Office	150			
Upper Level 206A	Pre-school Special Education Office	130			
Upper Level 209C	District Director of Speech Office	180		90%	
Lower Level	OT/PT Office	162			Next to lunchroom
Lower Level 2	Custodial Office	220			
All	Storage				
All	Custodial				



FLOOR PLAN – HENRY BARNARD ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Main Level



FLOOR PLAN – HENRY BARNARD ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Upper Level



FLOOR PLAN – HENRY BARNARD ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Lower Level

COLUMBUS ELEMENTARY SCHOOL  
Analysis of Instructional Space

CILA classes are limited to 22 students.  
Maximum class size: K - 2 = 18-21/22; 3 - 5 = 22-25/26

All spaces are included that contain a minimum of 550 square feet, with the exception of spaces designated for school office, faculty, nurse

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
Ground Floor	2	First Grade	675	23	25	100%	Created by converting 3-room office complex (rooms 2, 2A & 2B)
Ground Floor	4	First Grade	932	27	25	100%	
Ground Floor	5	Special Education	756	15	6	100%	Originally intended to be storage
Ground Floor	6	First Grade	932	27	25	100%	
Ground Floor	8	First Grade	932	27	25	100%	
Ground Floor	9	First Grade	932	27	25	100%	
Ground Floor	11	First Grade	932	27	25	100%	
Ground Floor	15	Second Grade	1,125	27	25	100%	
Ground Floor	17	Kindergarten - Full-Day (CILA)	1,064	27	24	100%	
Ground Floor	18	Kindergarten - Half-Day	1,217	54	40	100%	
Ground Floor	20	Kindergarten - Half-Day	1,140	54	40	100%	
Ground Floor	22	Kindergarten - Full-Day (CILA)	1,215	27	24	100%	New wing
Ground Floor	23	Second Grade	960	27	25	100%	New wing
Ground Floor	24	Second Grade	960	27	25	100%	New wing
Ground Floor	26	Second Grade	960	27	25	100%	New wing
Ground Floor	28	Second Grade	960	27	25	100%	New wing
1st	29	Fifth Grade	546	19	25	100%	
Ground Floor	30	Second Grade	960	27	25	100%	New wing
1st	36	Fifth Grade	743	26	25	100%	
1st	38	Fifth Grade	743	26	25	100%	
1st	47	Fifth Grade	928	27	25	100%	
1st	48	Third Grade	743	26	25	100%	
1st	49	Fifth Grade	612	21	25	100%	
1st	52	Fifth Grade	743	26	25	100%	
1st	54	Third Grade	743	26	25	100%	
1st	57	Third Grade	743	26	25	100%	
1st	58	Third Grade	743	26	25	100%	
1st	61	Third Grade	743	26	25	100%	
1st	62	Third Grade	783	27	25	100%	New wing
1st	64	Fourth Grade	783	27	25	100%	New wing
1st	65	Fourth Grade	783	27	25	100%	New wing
1st	66	Fourth Grade	783	27	25	100%	New wing
1st	67	Fourth Grade	783	27	25	100%	New wing
1st	68	Fourth Grade	783	27	25	100%	New wing
1st	70	Fourth Grade	783	27	25	100%	New wing
<i>Dedicated support instructional spaces containing 550 square feet or greater</i>							
Ground Floor	1	Chorus/Music Room	1,800	27	25	100%	Has movable tiers. Former storage
Ground Floor	7	Computer Lab	880	27	25	100%	
Ground Floor	25	Band Room	837	27	25	80%	
1st	27	Computer Lab	780	27	25	100%	28 student computers
1st	32	Discovery Room	624	22	2 classes		
1st	42	Kaleidoscope	743	26	25	100%	
1st	44	Science Lab	783	27	25	100%	Includes built-in cabinetry, countertops and teaching station
1st	53	Art Room	1,118	27	25	100%	
<b>Total Number of Rooms 550 square feet or greater =</b>			43	(including undersized room 29)			
<b>Maximum Capacity =</b>			1,167	sum of all room maximum capacities			
<b>Functional Capacity =</b>			992	allows for application of class size guidelines (15%)			
<b>Current # of rooms used for Self-Contained Instruction =</b>			35	(including undersized room 29)			
<b>Current # of Support Rooms =</b>			8				
<b>Current % of Support Rooms =</b>			18.6%				
<b>Support Rooms Maintained at Current Level =</b>			8				
<b>Remaining Rooms for Self-Contained Instruction =</b>			35				
<b>2006/07 Enrollment =</b>			765				
<b>% Functional Capacity =</b>			77%				
<b>% Maximum Capacity =</b>			66%				

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COLUMBUS ELEMENTARY SCHOOL  
Analysis of Instructional Space

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**INSTRUCTIONAL SUPPORT SPACE LESS THAN 550 SQUARE FEET**

			Total students	
Ground Floor	13	OT/PT	351	5 100%
Ground Floor	16C	AIS/Literacy	165	24 100% Originally part of library. Waterford Program to be located here.
Ground Floor	16D	ESL	392	20 60% Originally part of library
Ground Floor	19	Math Lab	465	10 70% New wing. Also District Math Facilitator's Office
Ground Floor	21	Reading Lab	434	20 100% New wing
1st	34	ESL/Literacy/Native Language Arts	200	15 60%
1st	40	ESL	200	15 80%
1st	46	Math Tutotials/ Sp Ed pullout	419	20 70% 2 teachers
1st	50	Speech	200	25 100% Also speech office
1st	51	Reading Lab	522	20 100% Includes bookroom
1st	56	ESL	200	15 60%
1st	59	ESL	200	15 60%
1st	60	ESL/Reading AIS	392	32 100% 1 teacher
1st	63	Resource Room	392	20 100% New wing
Ground Floor	16B	Psychologist	198	10 100% Originally part of library
1st	31	Social Worker	288	15 100% Also used for parent meetings

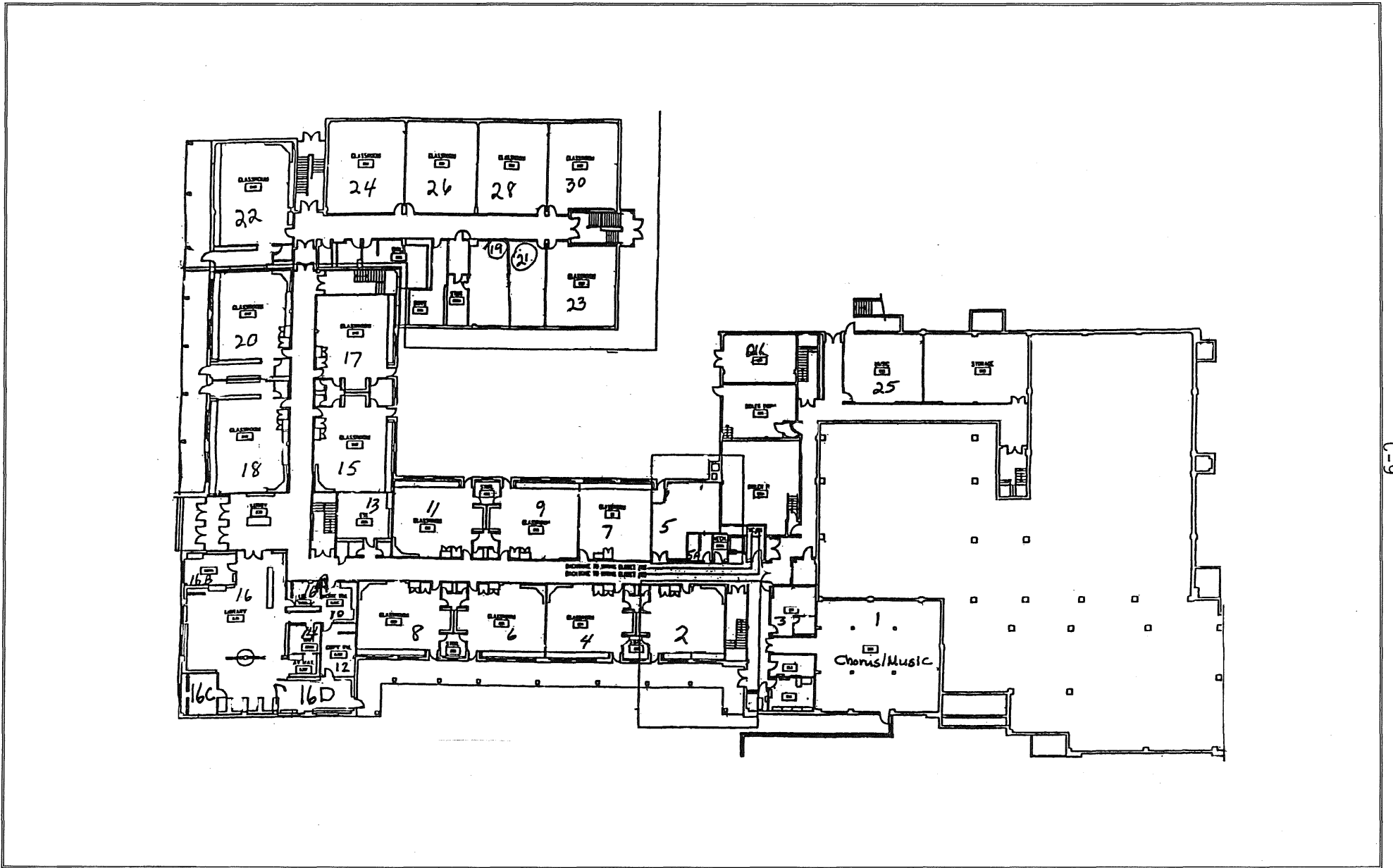
**CORE/Common FACILITIES**

1st		Cafeteria	4,144	276	
Ground Floor		Library/Media Center	2,183	873	
1st		Gymnasium (3-station)	5,700	81	
1st		Auditorium	3,366	481	
Outdoors		Greenhouse			Not accessible from building

**NON-INSTRUCTIONAL SPACE**

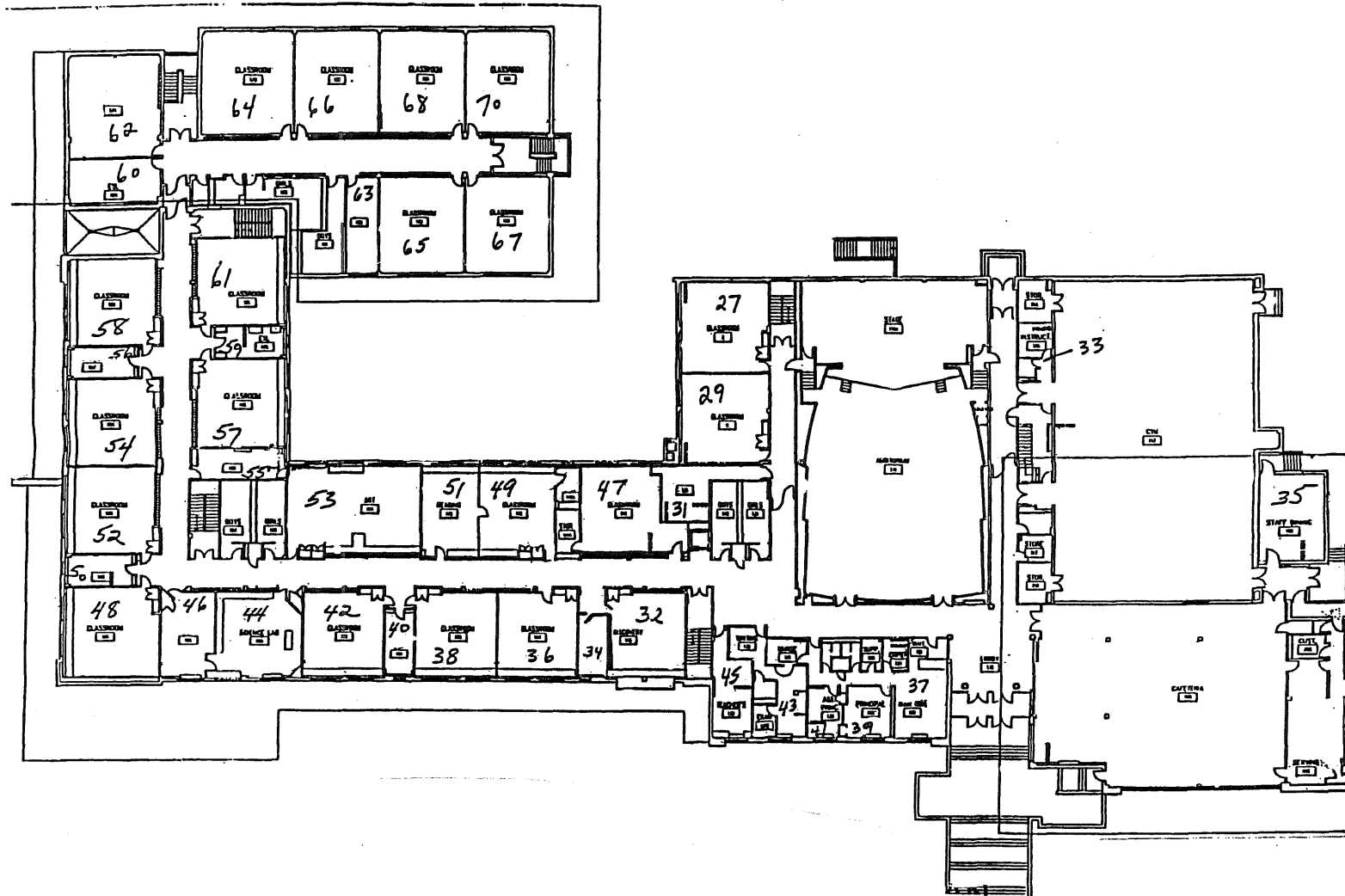
1st	37	Main Office	174	
1st	39	Principal	181	
1st	41	Assistant Principal	155	
1st	43	Health Office	825	
1st	35	Staff Room	527	
1st	45	Conference Room	413	Staff/Grade level meetings
Ground Floor	10	Library Office/workroom	195	
Ground Floor	12	Copy room		
Ground Floor	16A	Library Office		
1st	55	IT Office	276	
1st	33	PE Office	90	
Ground Floor	3	Custodian's Office	333	
Ground Floor	5A	PTA Office	105	
Ground Floor	19A	Math storage	171	
Ground/1st		Storage/Custodial		
Ground Floor		School storage	1,040	
Ground Floor		Supply Room	153	
1st		Custodial		

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C-9

FLOOR PLAN – COLUMBUS ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Ground Floor



FLOOR PLAN – COLUMBUS ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: First Floor



DANIEL WEBSTER MAGNET ELEMENTARY SCHOOL  
Analysis of Instructional Space

CILA classes are limited to 22 students.  
Maximum class size: K - 2 = 18-21/22; 3 - 5 = 22-25/26

*All spaces are included that contain a minimum of 550 square feet, with the exception of spaces designated for school office, faculty, nurse*

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
1st	101	First Grade	864	27	22	100%	
1st	102	Second Grade	864	27	22	100%	
1st	103	Fourth Grade	864	27	22	100%	
1st	104	Second Grade	864	27	22	100%	
1st	105	First Grade	864	27	22	100%	
1st	106	First Grade	864	27	22	100%	
1st	108	Special Education 3/4	432	8	12	100%	
1st	109	Second Grade	672	23	22	100%	
1st	110	Kindergarten - Half-Day	816	54	22	100%	
1st	111	Kindergarten - Half-Day	1,380	54	22	100%	
1st	112	First Grade	920	27	22	100%	Former computer lab
2nd	201	Third Grade	864	27	22	100%	
2nd	202	Third Grade	864	27	22	100%	
2nd	203	Third Grade	864	27	22	100%	
2nd	204	Third Grade	864	27	22	100%	
2nd	205	Fifth Grade	864	27	22	100%	
2nd	206	Fifth Grade	864	27	22	100%	
2nd	207	Fifth Grade	864	27	22	100%	
2nd	208	Fourth Grade	864	27	22	100%	
2nd	209	Fourth Grade	864	27	22	100%	
2nd	210	Fifth Grade	720	25	22	100%	
2nd	211A	Fifth Grade	896	27	22	100%	To be Fifth Grade in 2007/08
2nd	212	Special Education	448	9	12	100%	Former Primary computer lab
<i>Dedicated support instructional spaces containing 550 square feet or greater</i>							
Basement	009	Primary Computer Lab	528	18	18	80%	Former classroom
Basement	010	Dance Studio	768	12	20	20%	
Basement	012	French	580	20	20	50%	
Basement	011	Kaleidoscope	1,024	27	25	50%	
2nd	213	Art	1,176	27	22	80%	
2nd	214	Science/Kaleidoscope	720	25	22	80%	
2nd	215	Computer room	780	27	22	60%	
<b>Total Number of Rooms 550 square feet or greater =</b>			30	(including undersized rooms 108, 212, and primary computer room)			
<b>Maximum Capacity =</b>			789	sum of all room maximum capacities			
<b>Functional Capacity =</b>			670	allows for application of class size guidelines (15%)			
<b>Current # of rooms used for Self-Contained Instruction =</b>			23	(including undersized rooms 108, 212, primary computer room)			
<b>Current # of Support Rooms =</b>			7				
<b>Current % of Support Rooms =</b>			23.3%				
<b>Support Rooms Maintained at Current Level =</b>			7				
<b>Remaining Rooms for Self-Contained Instruction =</b>			23				
<b>2006/07 Enrollment =</b>			458				
<b>% Functional Capacity =</b>			68%				
<b>% Maximum Capacity =</b>			58%				

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DANIEL WEBSTER MAGNET ELEMENTARY SCHOOL  
Analysis of Instructional Space

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**INSTRUCTIONAL SUPPORT SPACE LESS THAN 550 SQUARE FEET**

1st		Music room	264			Former conference room
1st	107B	Reading Recovery	120			
1st	107C	Remedial Reading	216			
1st	113	Kids' Kitchen	192			Prepare and eat food
2nd	211B	Resource Room	180			Also office
2nd	216	Speech	192			
2nd	217	ESL	192			
2nd	218	Remedial reading	192			
2nd	219	Reading Recovery/Resource	192			
1st	112B	Social Worker	160			
1st	115	Psychologist	160			
1st	116	Psychologist	160			

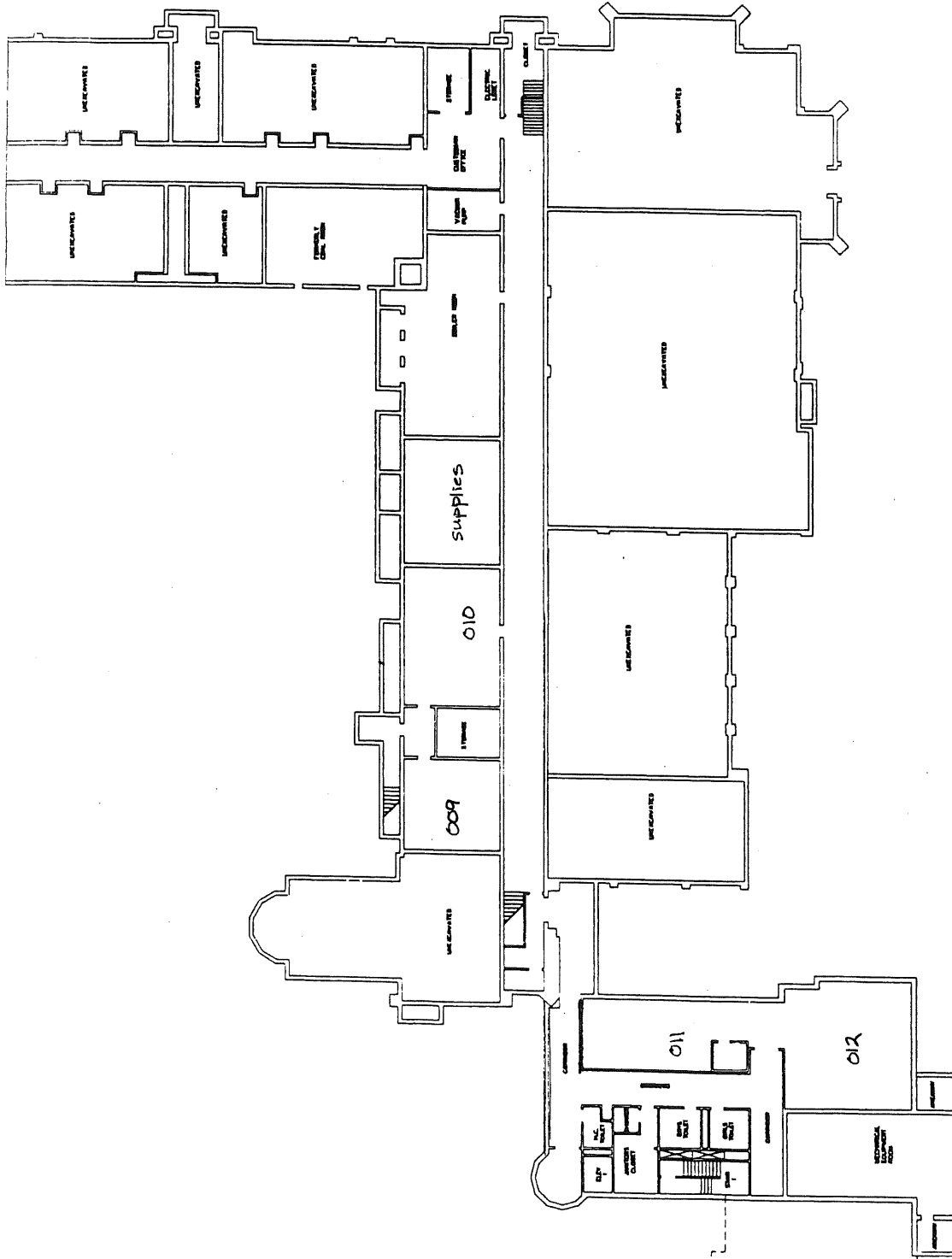
**CORE/Common FACILITIES**

1st		Cafeteria	2,160	144	400	
2nd		Library/Media Center	1,728	691	22/class	
2nd		Mini-Library	336	134		
1st		Gymnasium (1.4-station)	2,640	38	25	
1st		Auditorium	5,400	771	300	

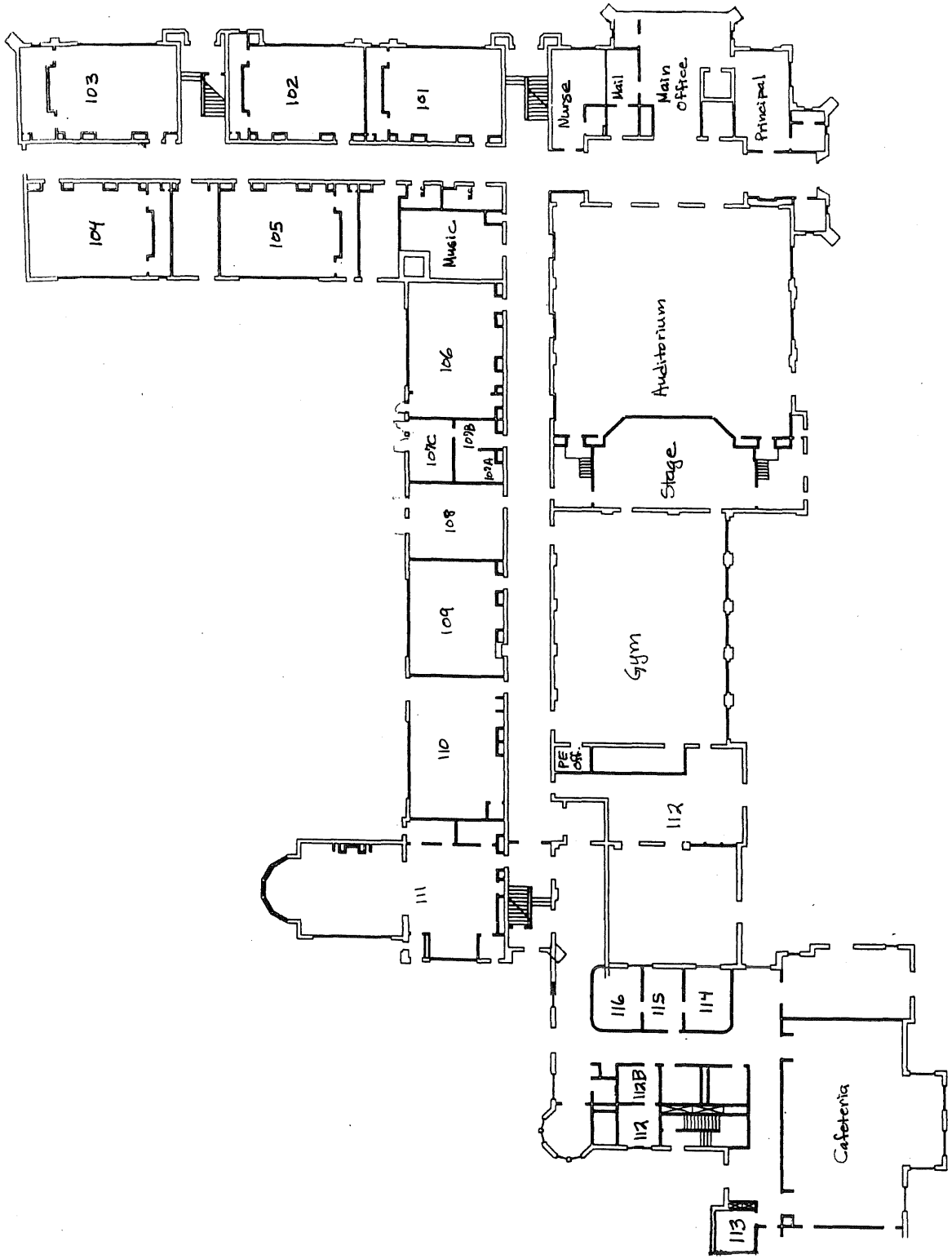
**NON-INSTRUCTIONAL SPACE**

1st		Main Office	576			
1st		Principal	408			
1st	114	Assistant Principal	192			
1st		Health Office	336			
2nd		Staff Room	320			
2nd		Burack Room	240			Former science storage
1st		PE Office				
1st	107A	Spanish Office	80			
2nd		Teacher's Resource Literacy Center				Former bookroom
1st/2nd		Storage				
1st/2nd		Custodial				

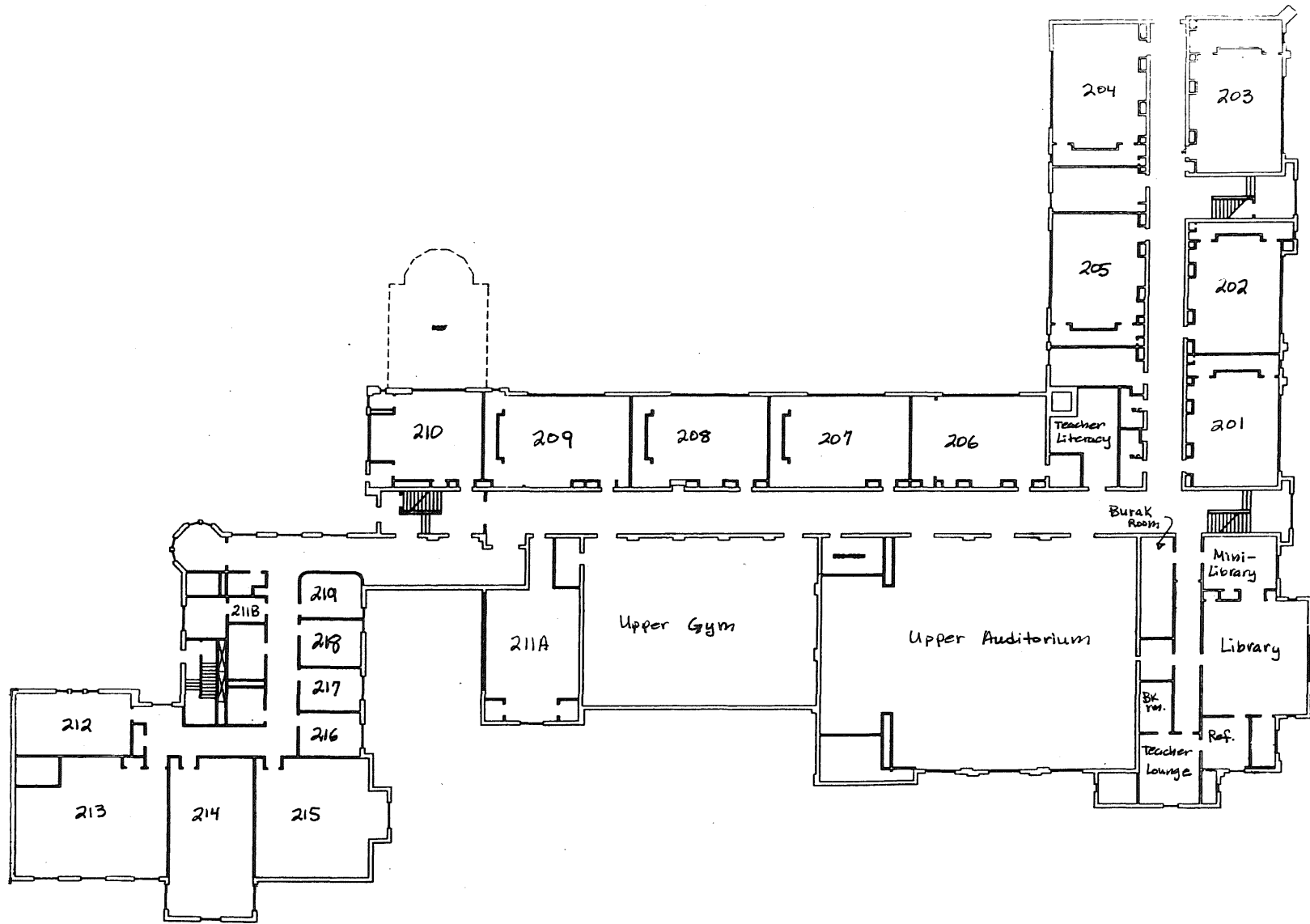
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FLOOR PLAN - DANIEL WEBSTER ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Lower Floor



FLOOR PLAN - DANIEL WEBSTER ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: First Floor



C-15

FLOOR PLAN – DANIEL WEBSTER ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Second Floor

GEORGE M. DAVIS ELEMENTARY SCHOOL  
Analysis of Instructional Space

CILA classes are limited to 22 students.  
Maximum class size: K - 2 = 18-21/22; 3 - 5 = 22-25/26

All spaces are included that contain a minimum of 550 square feet, with the exception of spaces designated for school office, faculty, nurse

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
1st	1	Kindergarten - Half-day	1,158	54	44	100%	
1st	2	Kindergarten - Half-day	1,100	54	46	100%	
1st	3	Grades 1/2 special education	798	15	10	100%	
1st	4	First Grade	798	24	22	100%	
1st	5	Grades 4/5 special education	798	15	15	100%	
1st	6	First Grade special education	798	15	15	100%	
1st	7	Kaleidoscope (District)	798	27	22	100%	
1st	8	First Grade	798	27	28	100%	
1st	9	Kaleidoscope (District)	798	27	27	100%	
1st	10	First Grade	798	27	22	100%	
1st	15	Second Grade	888	27	22	100%	
1st	16	Second Grade	798	27	23	100%	
1st	18	Second Grade special education	798	15	15	100%	
1st	19	Second Grade	798	27	20	100%	
1st	20	Second Grade	798	27	22	100%	
1st	21	Third Grade	798	27	21	100%	
1st	22	Third Grade	770	27	21	100%	
1st	23	Third Grade	770	27	20	100%	
1st	24	Third Grade	770	27	21	100%	
1st	25	Third Grade	770	27	21	100%	
2nd	26	Fifth Grade	777	27	22	100%	
2nd	28	Fifth Grade	777	27	23	100%	
2nd	29	Fifth Grade	777	27	21	100%	
2nd	30	Fifth Grade	777	27	22	100%	
2nd	31	Fifth Grade	777	27	21	100%	
2nd	32	Fourth Grade	770	27	18	100%	
2nd	34	Fourth Grade	770	27	17	100%	
2nd	35	Fourth Grade	770	27	18	100%	
2nd	36	Fourth Grade	770	27	18	100%	
2nd	37	Fourth Grade	770	27	18	100%	
<i>Dedicated support instructional spaces containing 550 square feet or greater</i>							
Lower Level		Computer room (K - 2)	1,064	27		100%	Original science room - contains fixed teaching table. 31 computers
1st	38	Art Room	957	27		100%	
1st		Vocal Music Room	576	20		100%	Former band and orchestra room
1st		Magnet Overlay Center	930	27		100%	Former Media Center
1st		Band/Orchestra	450	16		100%	Former storage. Located next to auditorium
2nd	33	Computer room Grades 3/5	777	27		100%	
<b>Total Number of Rooms 550 square feet or greater = 36 (including undersized band/orchestra room)</b>							
<b>Maximum Capacity = 930 (sum of all room maximum capacities)</b>							
<b>Functional Capacity = 790 (allows for application of class size guidelines (15%))</b>							
<b>Current # of rooms used for Self-Contained Instruction = 30 (including undersized band/orchestra room)</b>							
<b>Current # of Support Rooms = 6</b>							
<b>Current % of Support Rooms = 16.7%</b>							
<b>Support Rooms Maintained at Current Level = 6</b>							
<b>Remaining Rooms for Self-Contained Instruction = 30</b>							
<b>2006/07 Enrollment = 630</b>							
<b>% Functional Capacity = 80%</b>							
<b>% Maximum Capacity = 68%</b>							

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**GEORGE M. DAVIS ELEMENTARY SCHOOL**  
**Analysis of Instructional Space**

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**INSTRUCTIONAL SUPPORT SPACE LESS THAN 550 SQUARE FEET**

1st	14	Reading Specialist	336			Divided larger classroom with 14A
1st	14A	Reading Specialist	336			Divided larger classroom with 14
1st	17	Grades 2 - 5	378	10		
1st	17A	Transitional Teacher	378	10		
Lower level	40	Reading Specialist	475			
Lower level	41	Inclusion Teacher K/1	252	10		Former supply closet
1st	107	Modified Kaleidoscope Grades 4/5	440			Former music room - with 108 & 109
1st	108	LD Resource Room Grades 1 - 5	324			Former music room - with 107 & 109
1st	109	Transitional Teacher	256			Former music room - with 107 & 108
2nd	42	ESL	230			
2nd	201	Speech/language	187			
2nd	202	Speech/language	187			
2nd	205	ESL	238			
2nd		ESL	110			Former projection room
2nd	203	Social Worker	187			
2nd	204	Psychologist	187			
1st		Psychologist				Located adjacent to library; renovated rest room

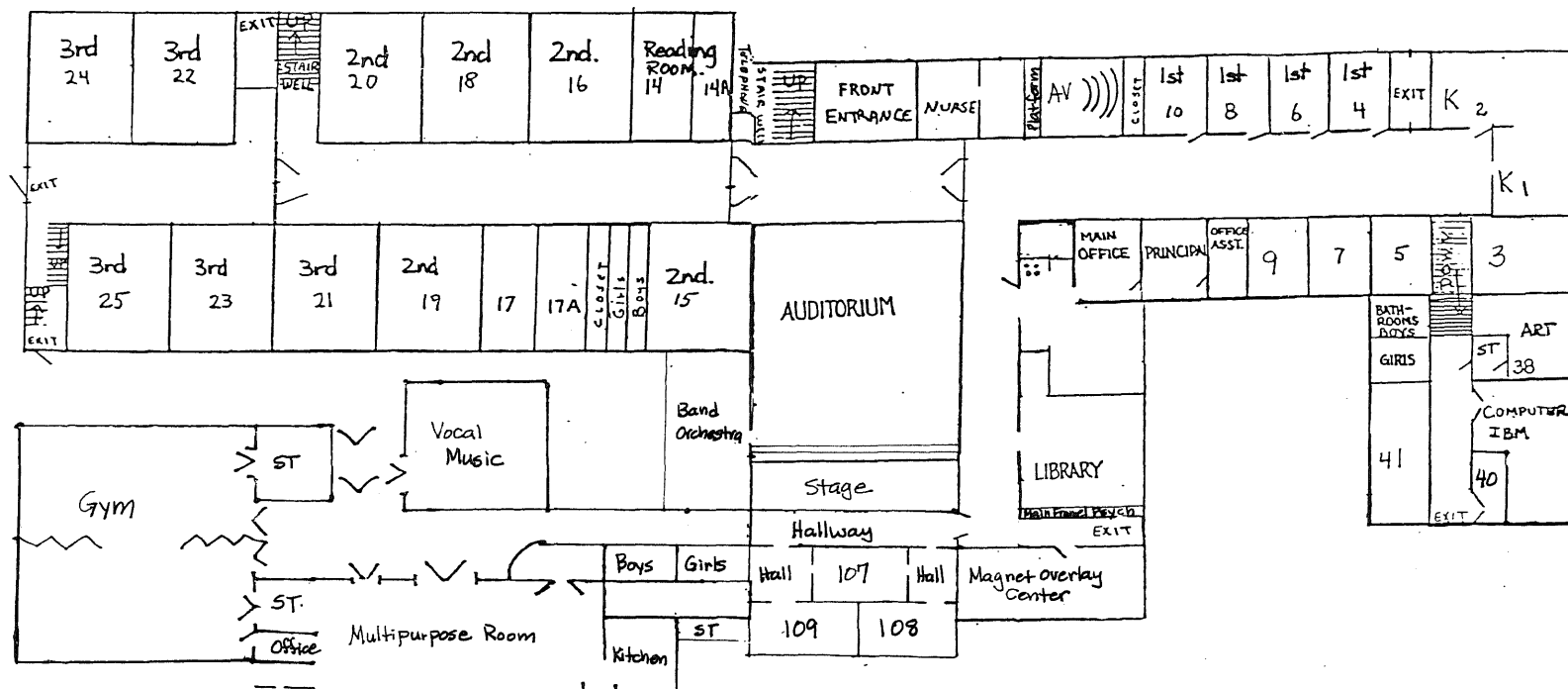
**CORE/Common FACILITIES**

			Capacity	
1st		Cafeteria	2,950	197
1st		Library	1,300	520
1st		Gymnasium (3.75-station - used as 2-station gym)	7,040	102
1st		Auditorium	3,484	498

**NON-INSTRUCTIONAL SPACE**

1st		Main Office	644			
1st		Principal	340			
1st		Assistant Principal	220			
1st		Nurse/Health Office				
1st		Faculty Lounge	456			Includes area for copy machine
All		Custodial				
Basement		Storage				

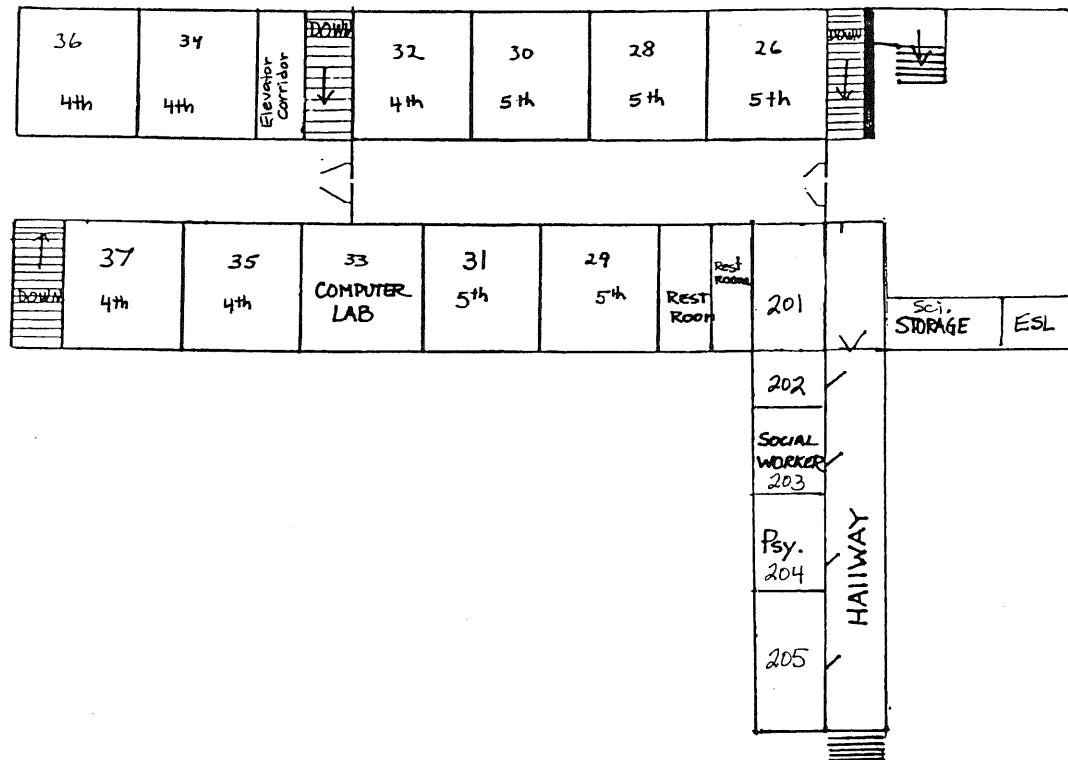
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FLOOR PLAN – GEORGE M. DAVIS ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: First Floor





FLOOR PLAN – GEORGE M. DAVIS ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Second Floor

JEFFERSON ELEMENTARY SCHOOL  
Analysis of Instructional Space

Maximum class size: K - 2 = 18-21/22; 3 - 5 = 22-25/26

All spaces are included that contain a minimum of 550 square feet, with the exception of spaces designated for school office, faculty, nurse

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
1st	2	Kindergarten - Half-day (CILA)	968	54	40	100%	
1st	4	Kindergarten - Half-day	704	43	40	100%	Room originally larger - created 4B
1st	8	First Grade	896	27	22	100%	
1st	10	First Grade	896	27	22	100%	
1st	12	First Grade	896	27	22	100%	
1st	14	First Grade	896	27	22	100%	
1st	18	Second Grade	616	21	25	100%	
1st	20	Second Grade	616	21	25	100%	
1st	22	Second Grade	616	21	25	100%	
1st	24	Second Grade	616	21	25	100%	
1st	28	Special Education	616	12	8	100%	
1st	30	Special Education	616	12	16	100%	
1st	32	Special Education	616	12	16	100%	
2nd	33	Fifth Grade	704	24	25	100%	
2nd	34	Fourth Grade	616	21	25	100%	
2nd	37	Special Education	704	14	15	100%	
2nd	40	Fifth Grade	616	21	25	100%	
2nd	44	Third Grade	896	27	25	100%	
2nd	46	Fourth Grade	896	27	25	100%	
2nd	48	Third Grade	896	27	25	100%	
2nd	50	Third Grade	896	27	25	100%	
2nd	52	Fourth Grade	616	21	25	100%	
2nd	54	Fourth Grade	616	21	25	100%	
2nd	56	Third Grade	616	21	25	100%	
2nd	60	Fifth Grade	704	24	25	100%	Former music room
2nd	68	Fifth Grade	704	24	25	100%	
<i>Dedicated support instructional spaces containing 550 square feet or greater</i>							
1st	6	Reading	704	24		100%	Also testing, teacher meetings/training
2nd	35	Art	768	26	25	100%	
2nd	36	Gifted and Talented	616	21	18	100%	Also teacher training
2nd		Computer Room	792	27	25	100%	To include media center in 2007/08
2nd	58	Music	792	27	15	100%	Half-hour classes. Former science room
2nd	66	Gifted and Talented	704	24	20	50%	Pull-out program
<b>Total Number of Rooms 550 square feet or greater =</b>			32				
<b>Maximum Capacity =</b>			777	sum of all room maximum capacities			
<b>Functional Capacity =</b>			661	allows for application of class size guidelines (15%)			
<b>Current # of rooms used for Self-Contained Instruction =</b>			26				
<b>Current # of Support Rooms =</b>			6				
<b>Current % of Support Rooms =</b>			18.8%				
<b>Support Rooms Maintained at Current Level =</b>			6				
<b>Remaining Rooms for Self-Contained Instruction =</b>			26				
<b>2006/07 Enrollment =</b>			527				
<b>% Functional Capacity =</b>			80%				
<b>% Maximum Capacity =</b>			68%				

JEFFERSON ELEMENTARY SCHOOL

Analysis of Instructional Space

AVG. USE    % DAILY USE    COMMENTS

**INSTRUCTIONAL SUPPORT SPACE LESS THAN 550 SQUARE FEET**

Grade	Room	Room Name	Sq. Ft.	Avg. Use	% Daily Use	Comments
1st	2B	OT/PT	264	5	100	Two people share; also used for meetings & testing. Originally part of room 2
1st	4B	Multi-Sensory	352		75%	Originally part of room 4
1st	16A	ESL	216	10	100%	
1st	16B	Reading	264	6	100%	
1st	26	Speech/Language	400		50%	
1st		Playroom	160		50%	Counseling
2nd	Off Library	Computer Lab	392			Room created from former library office and storage - awkward shape
2nd	42	Special Education Resource	336	12/group		Six groups
2nd	62	Speech/Language	240		100%	
2nd	64A	ESL	288	8	100%	
2nd	64B	Reading	308	8	100%	
2nd	70A	Social Worker	276	5	40%	Formerly a storage closet
2nd	70B	Psychologist	150	5	40%	Formerly a storage closet
1st	1B	Social Worker	240	7	100%	Counseling groups and parent meetings
1st	1C	Psychologist	352	7	100%	Counseling groups and parent meetings

**CORE/Common FACILITIES**

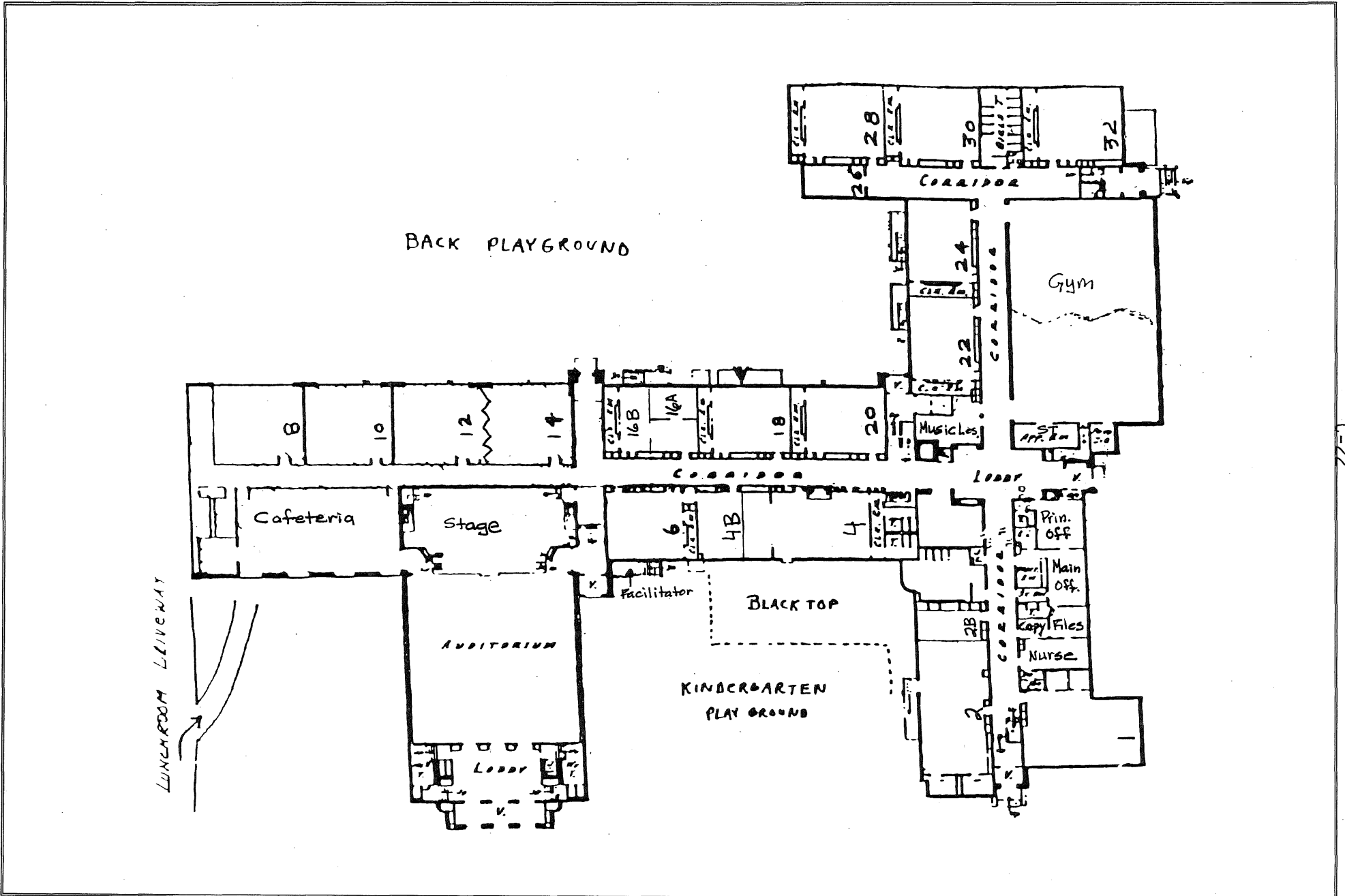
Grade	Room	Room Name	Sq. Ft.	Avg. Use	% Daily Use	Comments
1st		Cafeteria	2,160	144		Also after school programs and evening parent meetings
1st		Library/Media Center	792	317		
1st		Gymnasium (2-station)	4,000	54		
1st		Auditorium	4,550	650		
1st		Back of Auditorium	1,050			Cheerleading & clubs in winter

**NON-INSTRUCTIONAL SPACE**

Grade	Room	Room Name	Sq. Ft.	Avg. Use	% Daily Use	Comments
1st		Main Office	480			
1st		Principal	265			
1st	1A	Assistant Principal	240			
1st		Health Office	240			
2nd	38	Teachers' Lounge	49	2		
1st		File cabinet room	160			
1st		Copy room	72			
1st		Book Room	360			
1st/2nd		Storage				
1st/2nd		Custodial				

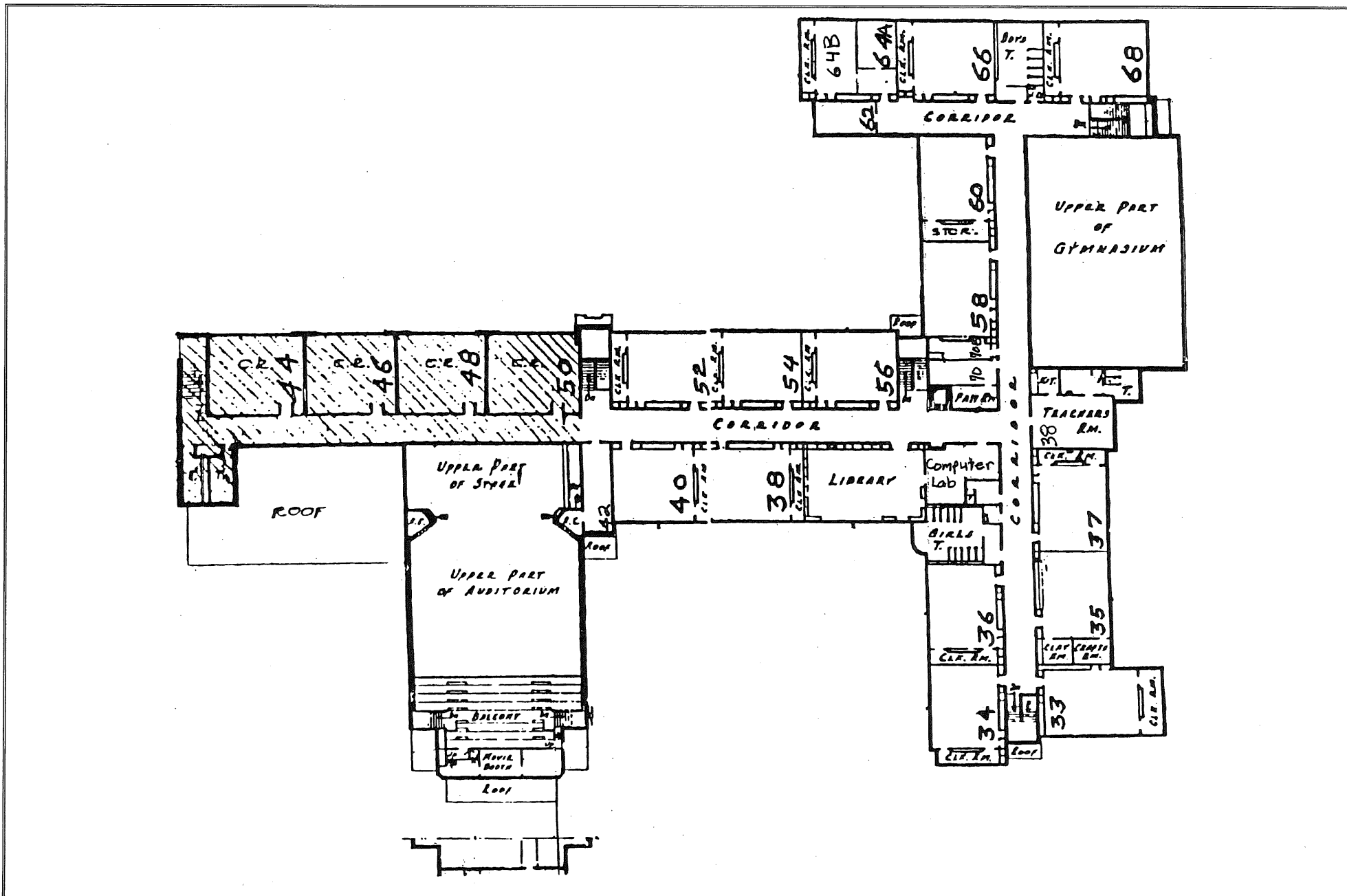
**NOTES:**

Room changes for 2007/08:	Approx. sq. ft.	Approx. Cap	Comments
1A, B, C To be full-day kindergarten CILA classroom	832	22	Currently social worker, psychologist and assistant principal
2B To be Asst. Princ. Office	264		Currently OT/PT
Playroom To be shared by Band and Strings	160		Currently playroom
6 To be classroom	704	24	Currently reading, testing, meetings
4B To be reading room	352		Currently multi-sensory
<b>New room needed for multi-sensory class (2 additional in future years)</b>			



C-22

FLOOR PLAN – JEFFERSON ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: First Floor



FLOOR PLAN – JEFFERSON ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Second Floor

TRINITY ELEMENTARY SCHOOL  
Analysis of Instructional Space

CILA classes are limited to 22 students  
Maximum class size: K - 2 = 18-21/22; 3 - 5 = 22-25/26

All spaces are included that contain a minimum of 550 square feet, with the exception of spaces designated for school office, faculty, nurse

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
1st	1	Kindergarten - Half-day	999	54	40	100%	Half-day program
1st	2	Kindergarten - Full-day (CILA)	988	27	22	100%	Full-day program
1st	3	First Grade	850	27	19	100%	
1st	4	First Grade	850	27	21	100%	
1st	5	First Grade	850	27	19	100%	
1st	6	Second Grade	850	27	19	100%	
1st	7	Second Grade	850	27	20	100%	
1st	8	Kindergarten - Full-day (CILA)	1,088	27	22	100%	Full-day program
1st	9	Kindergarten - Half-day	950	54	34	100%	Half-day program
1st	10	Second Grade	800	27	20	100%	
1st	11	First Grade	1,054	27	20	100%	Former instrumental music room
1st	12	First Grade (CILA)	825	27	22	100%	
1st	13	First Grade (CILA)	825	27	22	100%	
1st	14	Third Grade	825	27	23	100%	
1st	15	Third Grade	792	27	23	100%	
1st	16	Third Grade (CILA)	720	25	17	100%	
1st	17	Third Grade	800	27	22	100%	
1st	18	Third Grade	720	25	22	100%	
1st	19	Third Grade (CILA)	704	24	17	100%	
1st	21	Fourth Grade	704	24	29	100%	
1st	23	Third Grade	704	24	22	100%	
2nd	2G-H	Fifth Grade (CILA)	672	23	20	100%	
2nd	20	Second Grade (CILA)	912	27	20	100%	
2nd	22	Second Grade	912	27	21	100%	
2nd	24	Second Grade (CILA)	912	27	22	100%	
2nd	25	Grades 1/2 Multi-sensory program	576	11	15	100%	Formerly two small group support rooms
2nd	26	Fourth Grade	874	27	28	100%	
2nd	30	Fourth Grade	800	27	28	100%	
2nd	31	Fifth Grade	825	27	22	100%	
2nd	32	Fourth Grade (CILA)	825	27	20	100%	
2nd	33	Fifth Grade (CILA)	792	27	16	100%	
2nd	35	Fourth Grade	800	27	28	100%	
2nd	36	Fifth Grade	720	25	22	100%	
2nd	37	Fifth Grade	704	24	21	100%	
2nd	38	Fifth Grade	720	25	23	100%	
2nd	39	Fifth Grade	704	24	20	100%	
2nd	41	Fifth Grade	704	24	22	100%	
2nd	44A/B	Fifth Grade Special Education	572	11	6	100%	Accordion wall between spaces open
2nd	199	Fourth Grade (CILA)	784	27	17	100%	Former computer lab
<i>Dedicated support instructional spaces containing 550 square feet or greater</i>							
2nd		Art	1,134	27	25		
2nd		Computer Lab	728	25	25		
2nd	34	Gifted and Talented	825	27	25	100%	
Ground	44	Music	520	18	25	100%	New wing
<b>Total Number of Rooms 550 square feet or greater =</b>			43	(including undersized music room)			
<b>Maximum Capacity =</b>			1,144	sum of all room maximum capacities			
<b>Functional Capacity =</b>			972	allows for application of class size guidelines (15%)			
<b>Current # of rooms used for Self-Contained Instruction =</b>			39	(including undersized music room)			
<b>Current # of Support Rooms =</b>			4				
<b>Current % of Support Rooms =</b>			9.3%				
<b>Support Rooms Maintained at Current Level =</b>			4				
<b>Remaining Rooms for Self-Contained Instruction =</b>			39				
<b>2006/07 Enrollment =</b>			845				
<b>% Functional Capacity =</b>			87%				
<b>% Maximum Capacity =</b>			74%				

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**TRINITY ELEMENTARY SCHOOL**  
Analysis of Instructional Space

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**INSTRUCTIONAL SUPPORT SPACE LESS THAN 550 SQUARE FEET**

1st		Music (K - 5)	290		100%	
1st		Reading (K - 5)/ Reading Recovery	165		100%	
1st		Math/RTI	336		100%	Also Math Facilitator's office. Room next to Room 13. Former Teachers' Lounge
1st	1A	ESL	336	8	100%	
1st	1B	Reading	336	8	100%	
1st	1C	Reading	336	8	100%	
1st	1D	Resource Room	336	8	100%	
2nd	144	Speech/language	375		100%	Two spaces and office. Former faculty lounge
2nd	2E	ESL	336		100%	
2nd	2F	ESL	336		100%	
Ground		Art	480			
1st		Social Worker	170			Also used as Cafeteria. New wing

**CORE/Common FACILITIES**

Ground		Cafeteria	1,440	96		New wing
1st		Library/Media Center	2,160	864		
1st		Gymnasium (1.9-station)	3,626	51		
1st		Auditorium	3,800	543		
1st		TV Studio	1,392			

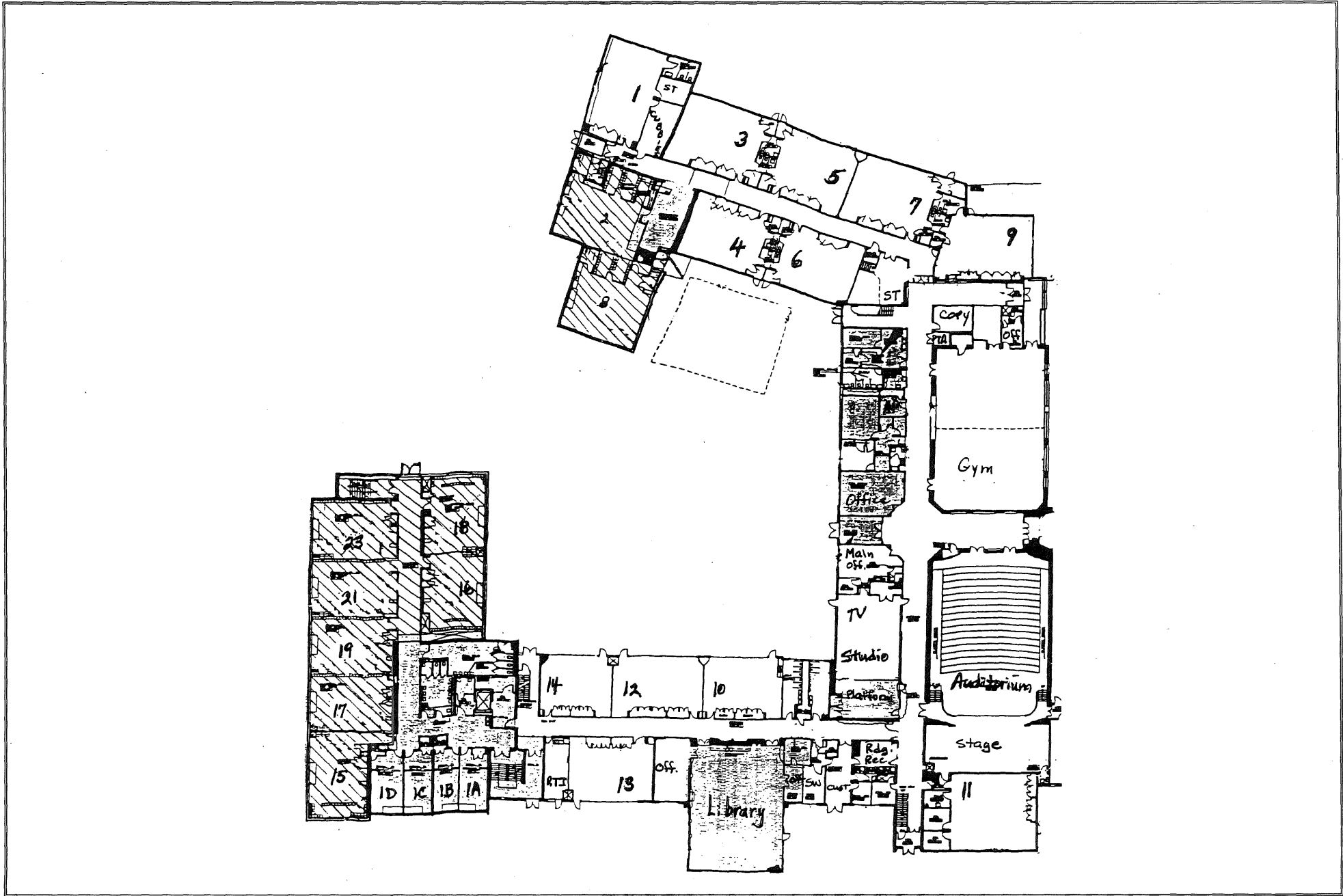
**NON-INSTRUCTIONAL SPACE**

1st		Main Office	500			
1st		Principal	352			
1st		Assistant Principal	312			
1st		Health Office	425			
1st		Teachers' Lounge	572			
1st		ESL/Reading Offices	435			Room between Library and room # 13.
1st	27	Office	168			Former ESL space
1st		Copy room	126			Near gym
1st		PE Office				
1st		Storage				
1st		Custodial				

**OTHER**

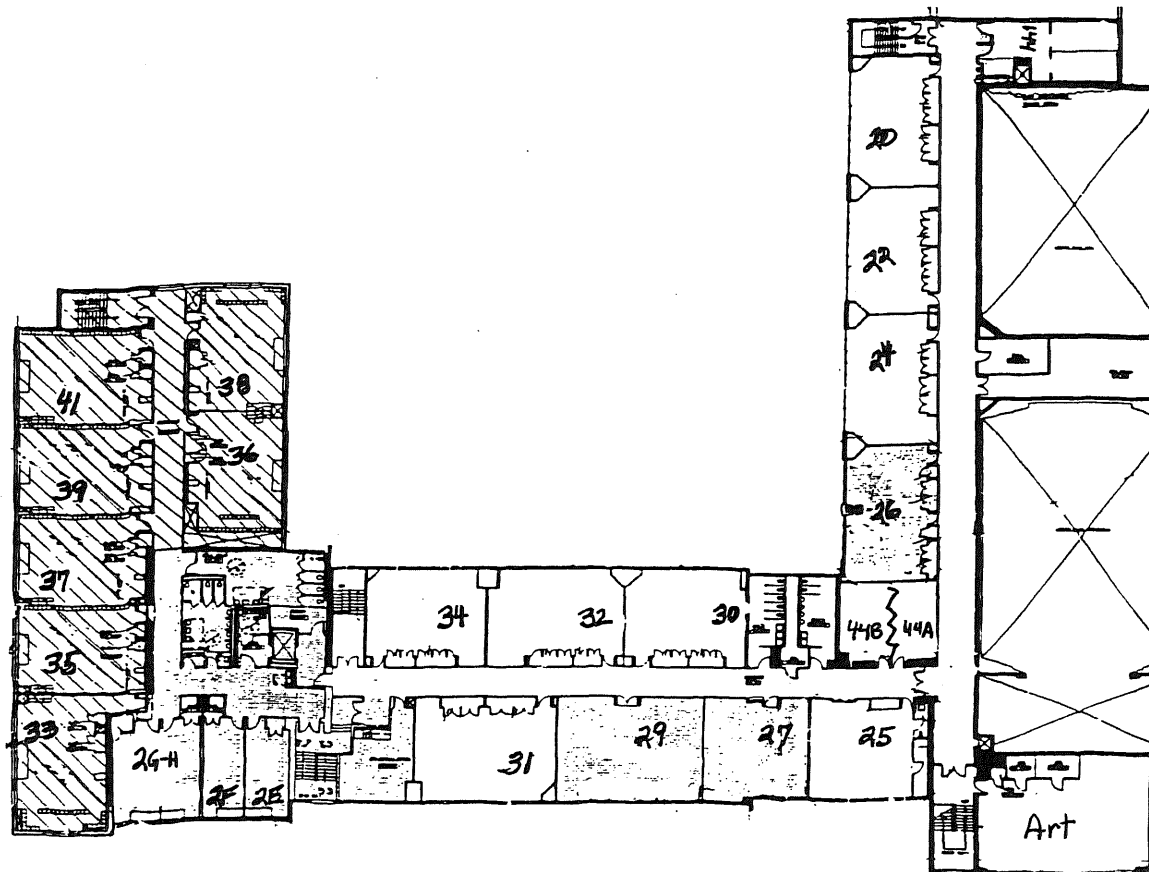
Ground	40	BOCES Ungraded	704	14	10	100%
Ground	42	BOCES Ungraded	616	12	10	100%
Ground	43	BOCES OT/PT/Speech	704	14		100%

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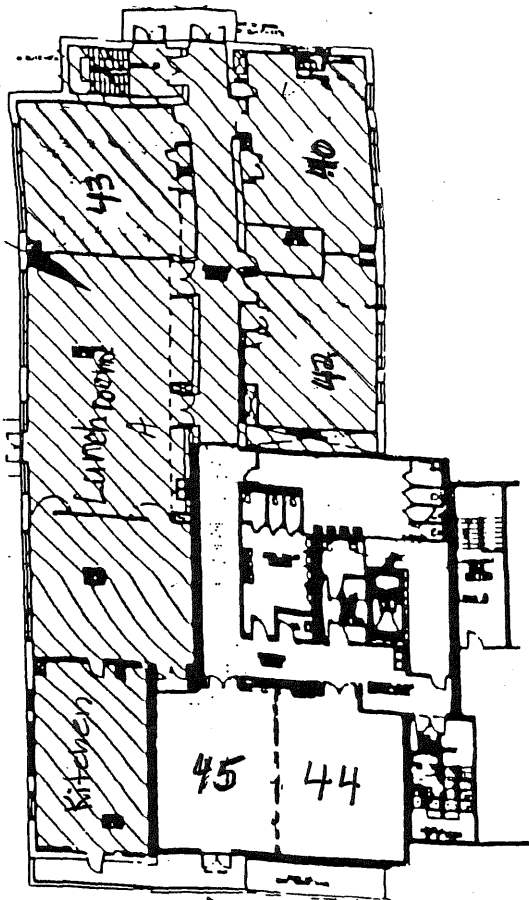
FLOOR PLAN - TRINITY ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: First Floor





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FLOOR PLAN – TRINITY ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Second Floor



FLOOR PLAN – TRINITY ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Ground Floor

WILLIAM B. WARD ELEMENTARY SCHOOL  
Analysis of Instructional Space

CILA classes are limited to 22 students.  
Maximum class size: K - 2 = 18-21/22; 3 - 5 = 22-25/26

All spaces are included that contain a minimum of 550 square feet, with the exception of spaces designated for school office, faculty, nurse  
FLOOR ROOM USAGE SQUARE FEET CAPACITY AVG. USE % DAILY USE COMMENTS

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
Lower Level	103	Second Grade	952	27	23	100%	
Lower Level	104	Second Grade (CILA)	952	27	18	100%	
Lower Level	105	Second Grade	952	27	23	100%	
Lower Level	106	Second Grade	952	27	24	100%	
Lower Level	107	Second Grade	714	25	22	100%	
Lower Level	108	Second Grade (CILA)	952	27	19	100%	
Lower Level	110	Grades 4/5 special education	952	8	4	100%	
Lower Level	111	Grades 4/5 special education	672	13	17	100%	
Lower Level	111B	Third Grade	588	20	17	100%	
Lower Level	112	First Grade	612	21	20	100%	
Lower Level	113	Second Grade	1,080	27	23	100%	Former science room
Lower Level	115A	Grades 2/3 transition	504	10	12	100%	Formerly part of large music room divided with room 115
Lower Level	118	Third Grade	980	27	21	100%	
Lower Level	119	Fifth Grade	1,224	27	25	100%	Former science room
Lower Level	120	Third Grade	960	27	21	100%	
Lower Level	122	Third Grade	960	27	22	100%	
Lower Level	123	Fourth Grade transition	506	10	12	100%	
Lower Level	124	Third Grade	980	27	22	100%	
Lower Level	125	Fifth Grade	952	27	26	100%	
Lower Level	126	Third Grade	952	27	25	100%	
Lower Level	127	Fifth Grade	952	27	25	100%	
Lower Level	128	Third Grade	952	27	25	100%	
Lower Level	129	Third Grade	952	27	21	100%	
Lower Level	131	Third Grade (CILA)	952	27	20	100%	
Lower Level	133	Third Grade (CILA)	952	27	21	100%	
1st	2	Kindergarten/First special education	788	15	10	100%	Full day program; room does not have a bathroom
1st	4	Kindergarten - Half-day	1,116	54	37	100%	
1st	6	Kindergarten - Half-day	1,292	54	38	100%	
1st	7	First Grade	952	27	20	100%	
1st	8	First Grade	1,292	27	21	100%	
1st	9	First Grade	952	27	19	100%	
1st	10	Kindergarten - Half day	1,292	54	34	100%	
1st	11	First Grade	952	27	21	100%	
1st	12	First Grade	952	27	21	100%	
1st	14	First Grade (CILA)	952	27	21	100%	
1st	16	First Grade (CILA)	952	27	22	100%	
1st	18	Kindergarten - Full-day (CILA)	952	27	23	100%	
1st	20	Kindergarten - Full-day (CILA)	952	27	23	100%	
1st	25	Fourth Grade	952	27	23	100%	
1st	27	Fourth Grade	918	27	23	100%	
1st	29	Fourth Grade	952	27	23	100%	
1st	31	Fourth Grade	952	27	23	100%	
1st	32	Fourth Grade	1,020	27	24	100%	
1st	33	Fourth Grade	952	27	22	100%	
1st	35	Fourth Grade	952	27	25	100%	Former Kaleidoscope room
1st	36	Fourth Grade (CILA)	952	27	14	100%	
1st	37	Fourth Grade (CILA)	952	27	18	100%	
1st	38	Fifth Grade	952	27	24	100%	
1st	39	Fifth Grade	952	27	25	100%	
1st	40	Fifth Grade	952	27	25	100%	
1st	41	Fifth Grade (CILA)	952	27	23	100%	
1st	42	Fifth Grade - transition class	952	15	12	100%	
1st	46B	Fifth Grade	896	27	25	100%	Formerly part of music room
<i>Dedicated support instructional spaces containing 550 square feet or greater</i>							
Lower Level	130	Computer Lab	864	27	24	100%	Grades 3 - 5, 29 computers
Lower Level	102	Computer Room	648	13	13	100%	Waterford Computer Reading Program for small groups in K - 2 classes
Lower Level	115B	Art	504	17	24	100%	Formerly one large Art room with 115A
Lower Level	117	Art	1,260	27	24	100%	
1st	21	Orchestra/Band	1,344	27		100%	Includes a raised platform at one end
1st	44	Kaleidoscope	1,020	27	30/40	100%	Former multipurpose room for district-wide staff development/other uses
1st	46A	Music	748	26	24	100%	Formerly part of larger music room with 46B

<b>Total Number of Rooms 550 square feet or greater =</b>	60	(Including undersized rooms 115A, 123, and one art room)
<b>Maximum Capacity =</b>	1,570	sum of all room maximum capacities
<b>Functional Capacity =</b>	1,334	allows for application of class size guidelines (15%)
<b>Current # of rooms used for Self-Contained Instruction =</b>	53	(Including undersized rooms 115A, 123, and one art room)
<b>Current # of Support Rooms =</b>	7	
<b>Current % of Support Rooms =</b>	11.7%	
<b>Support Rooms Maintained at Current Level =</b>	7	
<b>Remaining Rooms for Self-Contained Instruction =</b>	53	
<b>2006/07 Enrollment =</b>	1,112	
<b>% Functional Capacity =</b>	83%	
<b>% Maximum Capacity =</b>	71%	

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WILLIAM B. WARD ELEMENTARY SCHOOL  
Analysis of Instructional Space

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**INSTRUCTIONAL SUPPORT SPACE LESS THAN 550 SQUARE FEET**

Lower Level	109	Speech/Language	224	5	100%	
Lower Level	114	ESL	140	5	100%	
Lower Level	116	Reading	234	9		
1st		OT/PT	150			Former storage (between rooms 128 & 130)
1st	121	Reading	506	12 - 14		Two teachers share room
1st	13	Resource	192	5		
1st	13A	Resource	192	5		
1st	26	Speech	266		100%	Space also for psychologist
1st	34	ESL/Reading	288		100%	Divided room - two programs plus storage
1st	"	Reading	140			Divided room - two programs plus storage
1st	47	ESL	224		100%	
1st	17A/B	Social Workers (2)	216			
1st	15	Psychologist	285			

**CORE/Common FACILITIES**

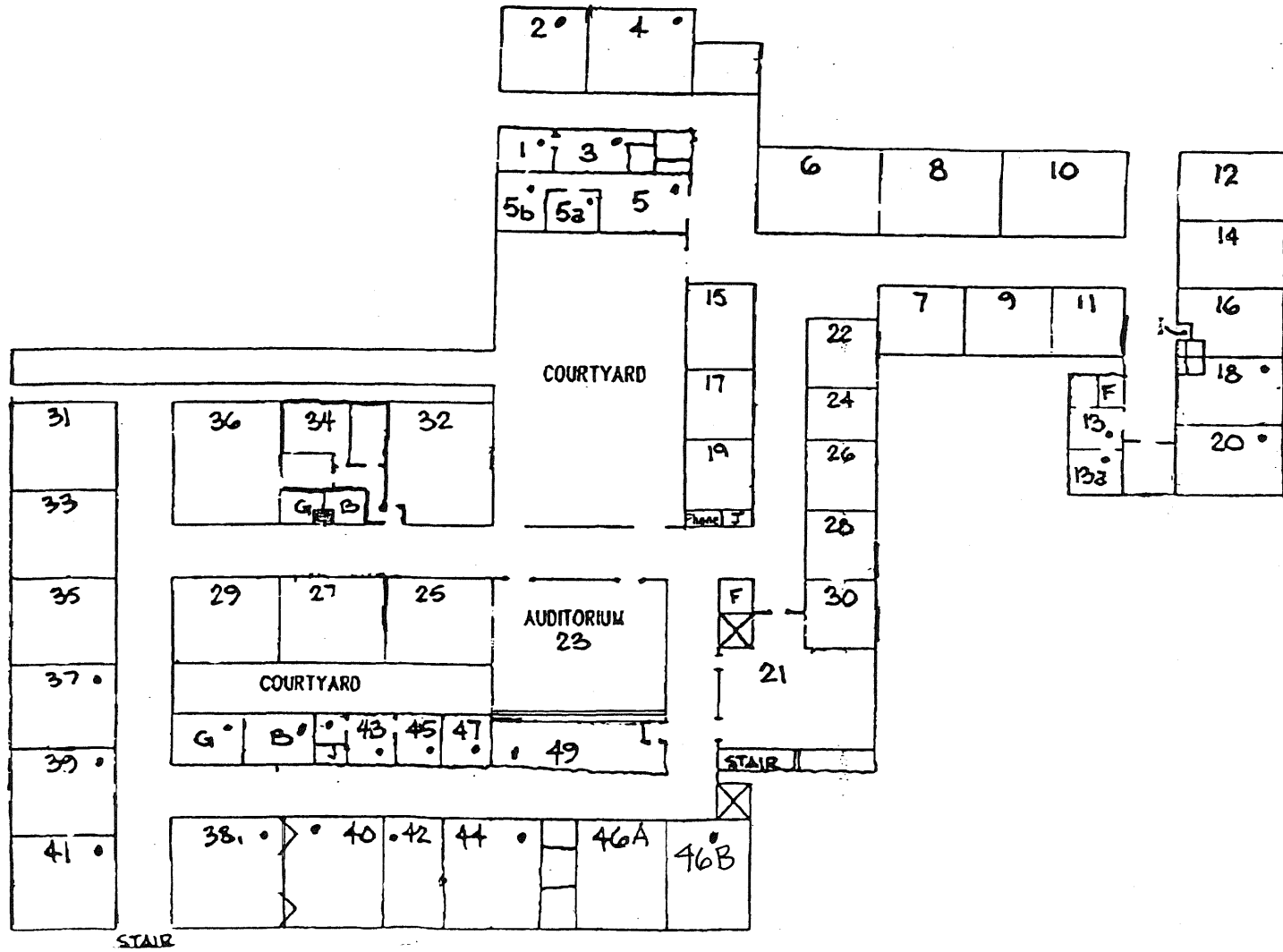
Ground	206	Multi-purpose room (half = .9 gym stations)	3,328	As café	Half as gym	
Ground	210	Dining Room	3,328	222	24	Full room used for lunch. Half of room used for am & pm PE also.
1st	100	Library/Media Center	520	208		
1st	100B	Library/Media Center/Class	216	86	Library total:	
1st	100A	Library reading room	520	208	502	
Ground	220	Gymnasium (2-station)	3,840	54		
1st	23	Auditorium	4,920	703		
Ground	208	Serving for both dining areas	1,144			

**NON-INSTRUCTIONAL SPACE**

1st	5	Main Office	440			
1st	5B	Principal's Office	304			
1st	43	Assistant Principal	256			
1st	5A	Conference Room	345			
1st	1/3	Health Office	558			
1st	19	Faculty Lounge	216			Former speech room
1st	24	Attendance Office/Registrar	140			
1st	28	Reading Office	126			
1st	45	Conference Room	256			
1st	30	Administrative Assistant's Office	285			
1st	22	Copy room	140			
Lower Level	132	Custodian Office/School storage	112			
All levels		Storage				

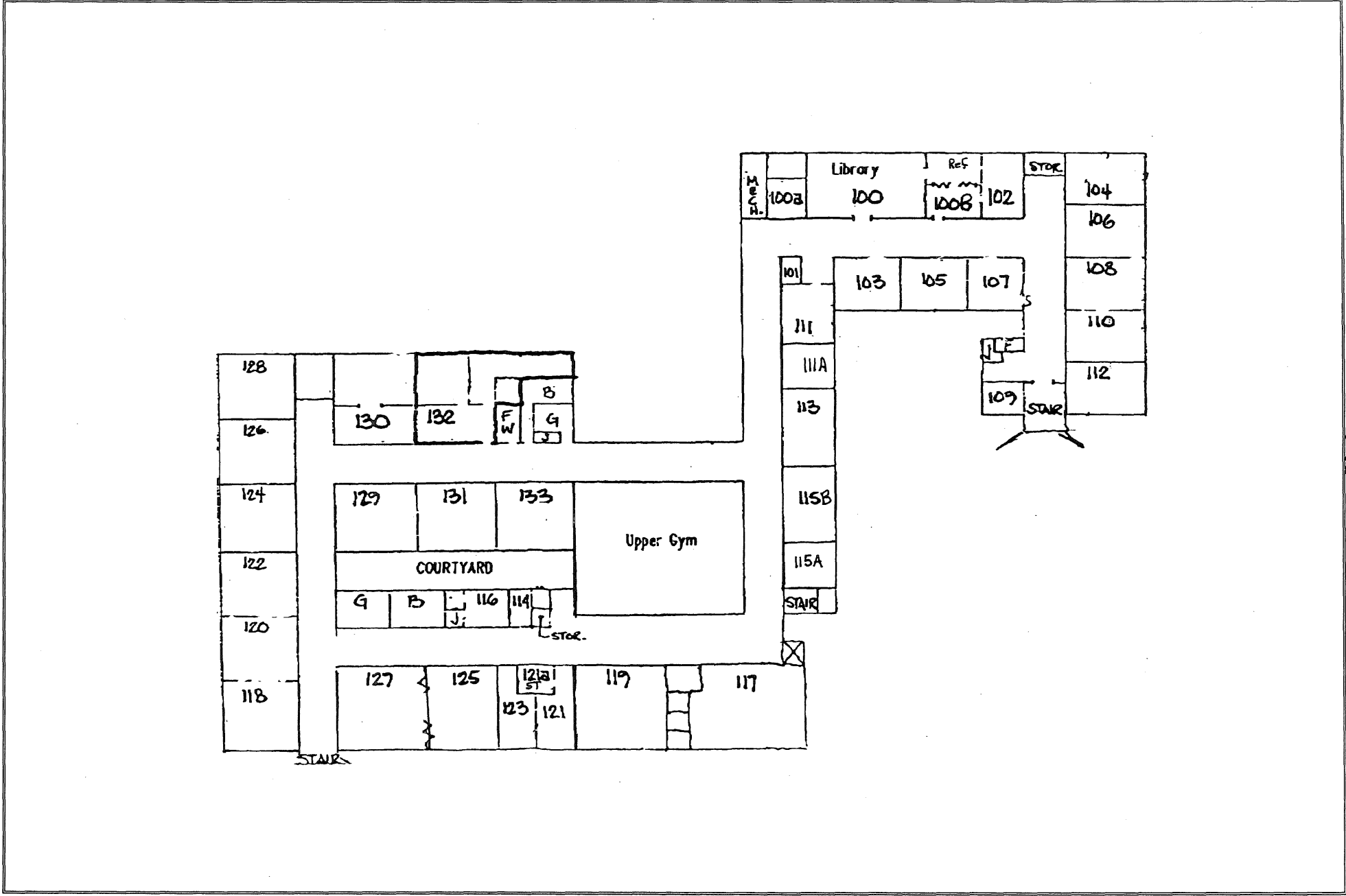
**OTHER**

Basement	101	Conference Room	884			New District-wide staff development room. Also used as faculty room
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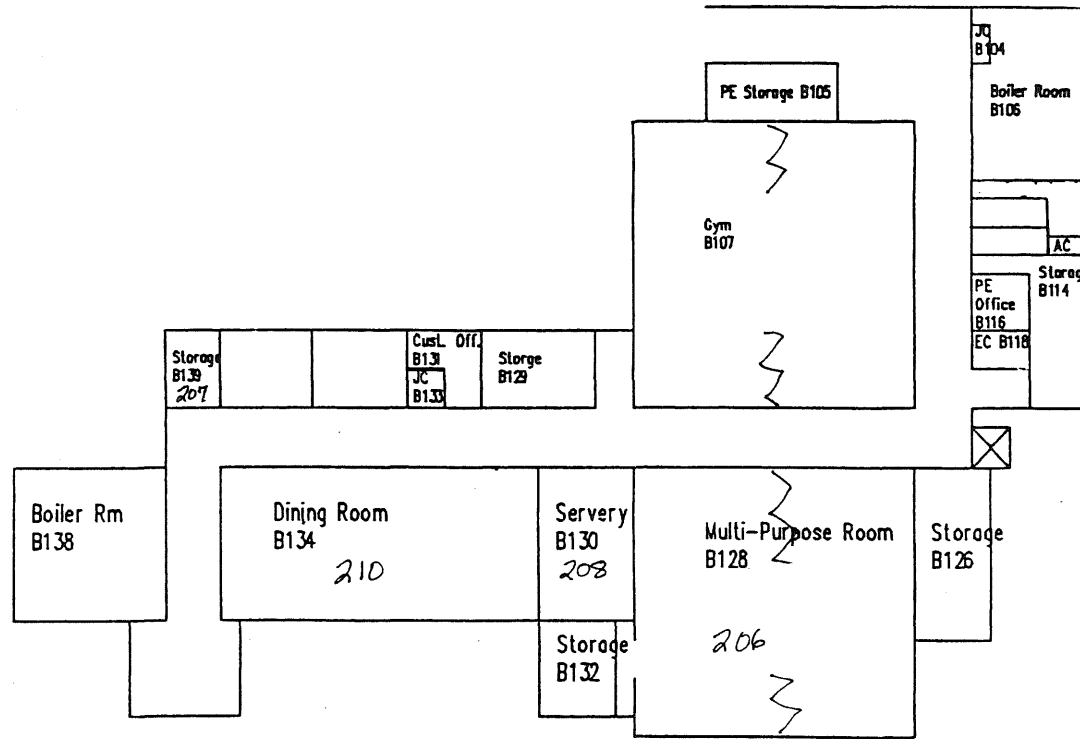
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FLOOR PLAN – WILLIAM B. WARD ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: First Floor



C-32

FLOOR PLAN – WILLIAM B. WARD ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Lower Level



C-33

FLOOR PLAN – WILLIAM B. WARD ELEMENTARY SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Ground Level

ALBERT LEONARD MIDDLE SCHOOL  
Analysis of Instructional Space

Class size 25 - 27

8 period day

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
1st	101	English	660	25	14	75%	
1st	102	English	780	30	22	63%	
1st	103	Social Studies	780	30	21	88%	
1st	104	Social Studies	780	30	24	63%	
1st	105	General Science	960	30	22	63%	
1st	106	Advanced Science	1,080	22	32	63%	
1st	107	General Science	960	30	24	75%	
1st	111	Language Arts	660	25	26	75%	
1st	112	Language Arts	780	30	26	63%	
1st	113	Social Studies	780	30	25	75%	
1st	114	Math	780	30	21	63%	
1st	115	General Science	960	30	23	63%	
1st	116	General Science	1,080	30	20	75%	
1st	117	General Science	960	30	28	75%	
1st	118	Math	780	30	27	75%	
1st	120	Advanced Science	1,080	22	27	63%	
1st	121	General Science	900	30	18	63%	
1st	122	General Science	900	30	28	63%	
1st	123	English	780	30	23	75%	
1st	124	Visual Art	1,296	25	18	63%	
1st	125	Health	780	30	20	80%	
1st	127	English	660	25	23	75%	
2nd	200	Math	780	30	23	63%	
2nd	201	Computer Lab	780	22			Also storage for laptop carts
2nd	202	Math	780	30	23	63%	
2nd	203	Social Studies	780	30	24	63%	
2nd	204	Language Arts	915	30	27	63%	
2nd	205	Language Arts	780	30	16	88%	
2nd	206	Math	780	30	24	63%	
2nd	207	Math	780	30	18	88%	
2nd	208	Computer Lab	780	22			
2nd	209	Computer Lab	780	22			

Continued on next page



ALBERT LEONARD MIDDLE SCHOOL  
Analysis of Instructional Space

Class size 25 - 27

8 period day

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
2nd	210	<b>Foreign Language</b>	900	30	19	88%	Incorporates former office space
2nd	211	<b>Math</b>	780	30	20	63%	
2nd	212	<b>Math</b>	780	30	22	88%	
2nd	213	<b>English</b>	780	30	21	88%	
2nd	215	<b>Foreign Language</b>	780	30	19	75%	
2nd	216	<b>Social Studies</b>	780	30	24	100%	
2nd	217	<b>Foreign Language</b>	780	30	19	75%	
2nd	218	<b>English</b>	780	30	21	63%	
2nd	219	<b>Social Studies</b>	780	30	21	63%	
2nd	220	<b>Social Studies</b>	780	30	27	75%	
2nd	221	<b>Social Studies</b>	780	30	21	75%	
2nd	222	<b>Language Arts</b>	780	30	19	63%	
2nd	223	<b>Language Arts</b>	780	30	22	88%	
2nd	224	<b>Math</b>	780	30	25	63%	
2nd	225	<b>Social Studies</b>	915	30	25	75%	
2nd	226	<b>Language Arts</b>	780	30	22	75%	
2nd	227	<b>Social Studies</b>	780	30	23	75%	
2nd	228	<b>Social Studies</b>	780	30	22	63%	
2nd	229	<b>Math</b>	780	30	22	88%	
1st	143	Home and Careers	1,044	21	26	63%	
1st	144	Home and Careers	1,044	21	22	75%	
1st	145	Home and Careers	960	19	25	75%	
1st	146	<b>Advanced Science</b>	960	19	26	63%	
1st	161	Special Education	620	12	5	69%	
1st	151A	Technology Computer lab	896	24	18	56%	
1st	152	Technology/General	2,016	24	20	63%	
1st	153	Technology/Electrical	2,016	24	20	63%	
1st	154	Technology/Metal	2,016	24	22	63%	
1st	155	Technology/Wood	1,908	24	18	63%	
1st	93	Visual Art	832	18	18	75%	
1st	94	Visual Art	720	16	16	63%	
1st	95	Band room	2,484	40	15	88%	
1st	171	Special Education	780	15	8	63%	
1st	172	Music	892	30	21	88%	
1st	173	Music	900	30	26	88%	
1st	174	Music	940	30	20	75%	
<b>Total Number of Rms 550 square feet or greater =</b>			68				
<b>Maximum Capacity =</b>			1,837	sum of all room maximum capacities			
<b>Functional Capacity =</b>			1,654	allows for application of District class size guidelines (10%)			
<b># of core rooms dedicated (shown in bold) =</b>			48				
<b>Current Dedication of Support Rooms =</b>			20	29.4%			
<b>Support Rooms Maintained at Current Level =</b>			20				
<b>Remaining Rooms for Core Instruction =</b>			48	core rms = English, math, social studies, language, science, health			
<b>2006/07 Enrollment =</b>			1,247				
<b>% Functional Capacity =</b>			75%				
<b>% Maximum Capacity =</b>			68%				

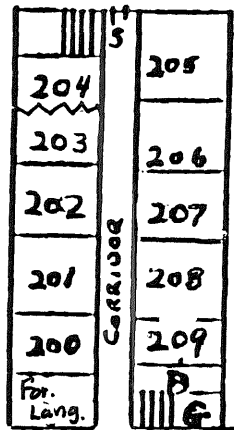
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ALBERT LEONARD MIDDLE SCHOOL  
Analysis of Instructional Space

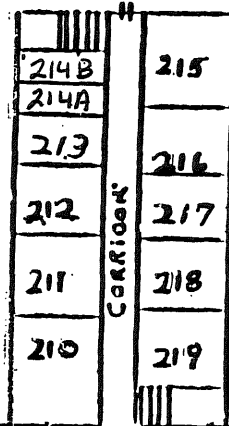
FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	COMMENTS
<b>INSTRUCTIONAL SUPPORT SPACE OR INSTRUCTIONAL SPACE LESS THAN 550 SQUARE FEET</b>					
1st	104A	Special Education	390	8	8 63% Room partitioned from 104
1st	114A	Special Education	390	8	13 63%
1st	142A	Special Education	322	6	8 88% Formerly one standard classroom space with 142B
1st	142B	Resource	420	8	6 75% Formerly one standard classroom space with 142A
1st	146A	Resource	450	9	7 38% Former student council office
1st	151B	ISS	350	7	38%
1st	160	Special Education test center	320	6	100% Formerly part of room 161
1st		Time out	156	3	Room near auditorium
2nd	214A	Resource room	525	10	4 63% Includes book storage (135 square feet)
2nd	214B	Special Education	390	8	7 88%
1st		Guidance			Included in House Offices
<b>CORE/Common FACILITIES</b>					
1st		Gymnasium (4-station)	11,200	120	
1st		Weight Room	900	15	
1st		Cafeteria	5,520	368	
1st		Auditorium (including stage)	8,464	1,209	Special floor for dance classes; mirrored back wall
1st		Junior Auditorium/LGI	1,344	192	Angled floor
1st		Library	3,520	1,408	
1st		Locker Rooms			
1st		Kitchen/Serving area	1,920	1,680	
<b>NON-INSTRUCTIONAL SPACE</b>					
1st		Main Office	1,680		Includes Principal, Assistant Principal, etc. Offices
1st		Nurse	728		
1st	140	Staff Lounge	780		
1st		Siwanoy Office	660		
1st		Huguenot Office	660		
1st		Rockwell Office	1,200		
1st	126	Math/Science Office	224		
1st	108	Humanities Office	288		
1st		PE Offices	128, 200		
1st	141A	Robinson Center	640		Professional Development, CSE meetings, etc.
1st	144A	Speech Office	180		Originally part of room 144
1st		Special Education Office	360		Former bathroom
1st	119	Copy room/paper storage	288, 240		
2nd		Copy room	256		Was former electrical room
2nd		Foreign Language Center Office	330		Former bathrooms
2nd	230	Offices	360		Former bathroom
1st	106A, 116A	Lab Storage	240, 240		
1st	120A	Lab Storage	2 @ 240		
		Housekeeping	25, 96, 42, 48, 42		
1st		Custodial Department	640		Offices and storage
1st		District AV Shop	620		
1st	150	Receiving room	1,440		
1st/2nd		Custodial			
1st/2nd		Storage			



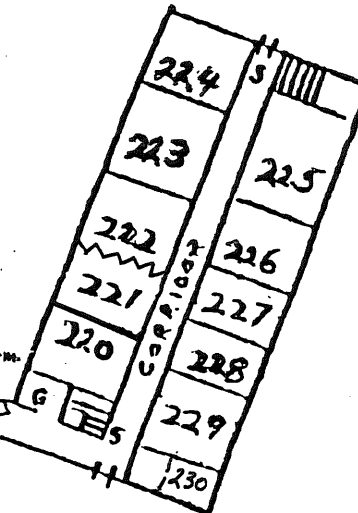
SIWANoy HOUSE



HUGUENOT HOUSE



ROCKWELL HOUSE



Boiler Room

FLOOR PLAN – ALBERT LEONARD MIDDLE SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Second Floor

ISAAC E. YOUNG MIDDLE SCHOOL  
Analysis of Instructional Space

Class size 25 - 27

8 period day

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE (per day)	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
Middle Level	204	ESL	620	24	100	100%	
Middle Level	205	Reading	550	11	200	90%	
Middle Level	211	English/Foreign Language	600	23	200	100%	Accordion door between 211 and 212
Middle Level	212	Social Studies	600	23	180	100%	Accordion door between 211 and 212
Middle Level	221	Computers	880	24		100%	
Middle Level	222	Music/Choir	880	14	370	100%	Includes computer use
Middle Level	223	Music	880	30	370	100%	
Middle Level	227	Foreign Language/Science	740	28	200	100%	
Middle Level	228	Math/Foreign Language	550	21	200	100%	
Middle Level	233	Science/Health	900	30	100	75%	
Middle Level	234	Art	900	20	370	100%	
Middle Level	235	Social Studies	800	30	200	100%	
Middle Level	236	English	800	30	150	75%	Accordion door between 236 and 237
Middle Level	237	Math	800	30	150	75%	Accordion door between 236 and 237
Middle Level	249	Social Studies/Foreign Language	730	28		88%	
Middle Level	250	Computer based Sketch Pad	730	21		100%	Math/Engineering
Middle Level	251	Math/Foreign Language	730	28	200	100%	
Middle Level	253	Reading	730	14	150	100%	
Middle Level	254	Social Studies	730	28	200	90%	
Middle Level	255	English	730	28	200	100%	
Middle Level	256	Math	730	28	200	100%	
Middle Level	257	Science/Health	700	23	100	75%	
Middle Level	258	English	530	20	160	90%	
Middle Level	266	Math	530	20	100	75%	
Middle Level	267	Social Studies	530	20	100	75%	
Middle Level	268	English	530	20	100	75%	
Top Level	307	Foreign Language/English	600	23	100	75%	
Top Level	308	Math	600	23	100	75%	
Top Level	313	Math/Foreign Language	880	30	200	100%	
Top Level	314	Social Studies	880	30	150	90%	

Continued on next page

ISAAC E. YOUNG MIDDLE SCHOOL  
Analysis of Instructional Space

8 period day

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE (per day)	% USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
Top Level	315	English/Foreign Language	880	30	150	100%	
Top Level	319	Science/ESL	740	25	150	100%	
Top Level	320	Foreign Language/Social Studies	580	22		88%	
Top Level	321	Reading 180/Foreign Language/ESL	800	15	75	100%	
Top Level	324	Science/ESL	900	30	150	90%	
Top Level	325	Art/Theatre	900	20	370	100%	
Top Level	326	Foreign Language/Social Studies	800	30	100	75%	
Top Level	327	English/Foreign Language	800	30	100	90%	Accordion door between 327 and 328
Top Level	328	Foreign Language/Math	800	30	100	90%	Accordion door between 327 and 328
Top Level	330	Math/ESL	528	20	200	100%	
Top Level	338	Env. Studies/Health/Pre-living Env.	600	20	200	100%	Former Home/Careers; kitchen set-ups remain
Top Level	339	Science	800	30	200	100%	Former Home/Careers; kitchen set-ups remain
Top Level	341	Social Studies/Foreign Language	730	28	150	90%	
Top Level	342	Computers	730	21	150	90%	
Top Level	343	English/Foreign Language	730	28	150	100%	
Top Level	345	Social Studies/Foreign Language	730	28	150	90%	
Top Level	346	Math	730	28	150	90%	
Top Level	347	English/Foreign Language	730	28	150	100%	
Top Level	349	Science	880	30	200	100%	Former Home/Careers; kitchen set-ups remain
Top Level	350	Science/Health	880	29	150	100%	
Top Level	352	Health	850	30	75	100%	
Top Level	353	Science/Lab/Health	800	27	300	100%	
Ground Level	104	Technology shop	1,344	18	220	75%	
Ground Level	108	Technology shop	1,250	17	720	75%	Wood shop
Ground Level	128	Technology shop	1,400	19	220	75%	Model cars/computers
Ground Level	129	ISS	600	12	15	100%	To be special education in 2007
Ground Level	139	<b>Biology</b>	900	30	100	100%	
Ground Level	140	Art	900	20	370	75%	
Ground Level	141	Music	1,675	27	100	75%	
Ground Level	142	Music/Choir	840	13	375	75%	
Ground Level	145	ESL	660	25	120	75%	
Ground Level	148/149	Technology shop	1,344	18	220	75%	
Ground Level	164	Technology shop	1,344	18	220	75%	Electric/wood
Ground Level	166	Special Education	864	15	35	100%	
Ground Level	168	Technology	864	12	220	75%	

=====  
**Total Number of Rms 550 square feet or greater =** 65 (including undersized rooms: 258, 266, 267, 268, 330)  
**Maximum Capacity =** 1,548 sum of all room maximum capacities  
**Functional Capacity =** 1,393 allows for application of District class size guidelines (10%), realistic scheduling,  
 =====

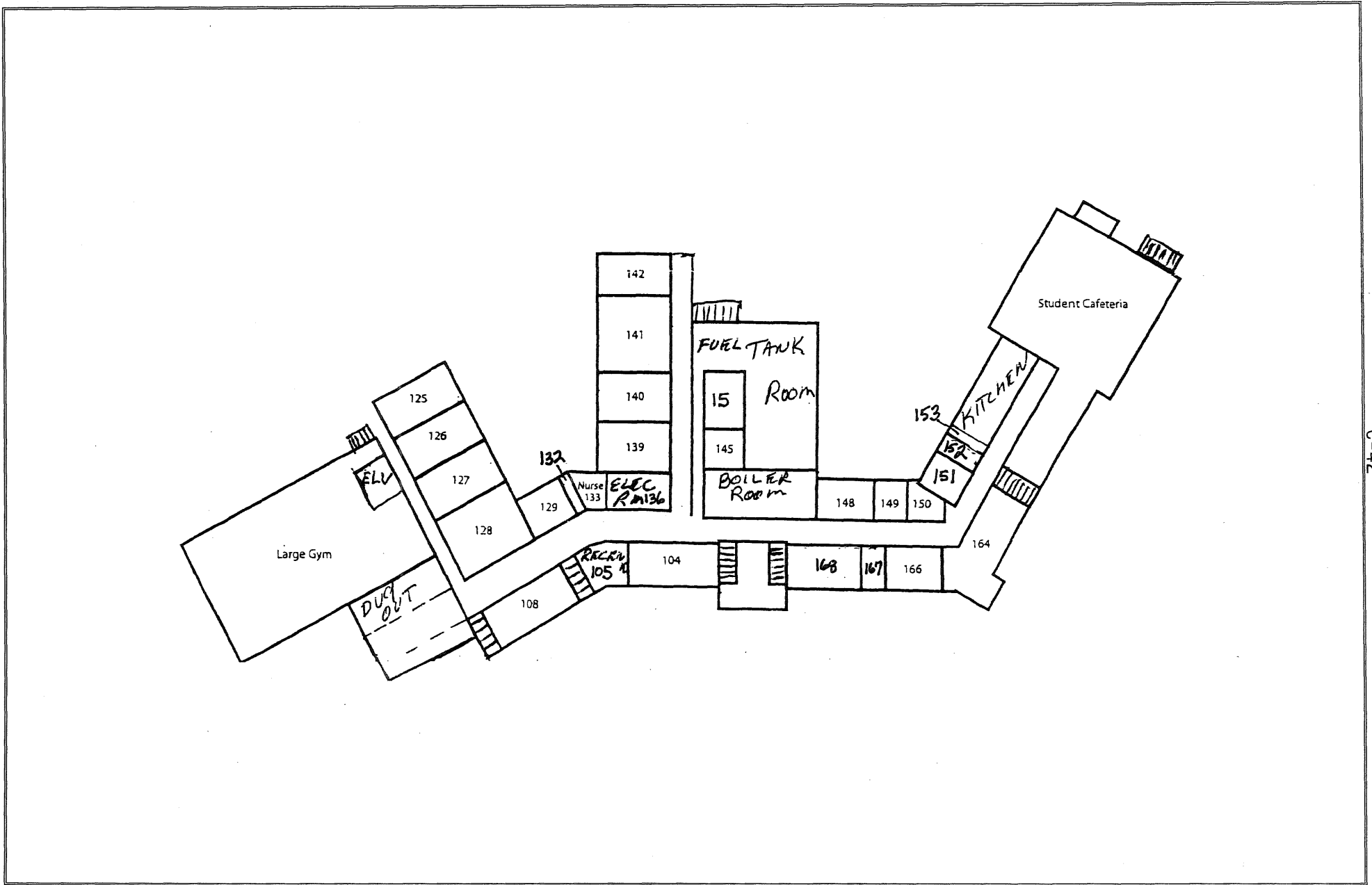
**# of core rooms dedicated (shown in bold) =** 43  
**Current Dedication of Support Rooms =** 22 33.8%

**Support Rooms Maintained at Current Level =** 22  
**Remaining Rooms for Core Instruction =** 43 core rms = English, math, social studies, language, science, health

**2006/07 Enrollment =** 1,085  
**% Functional Capacity =** 78%  
**% Maximum Capacity =** 70%

ISAAC E. YOUNG MIDDLE SCHOOL  
Analysis of Instructional Space

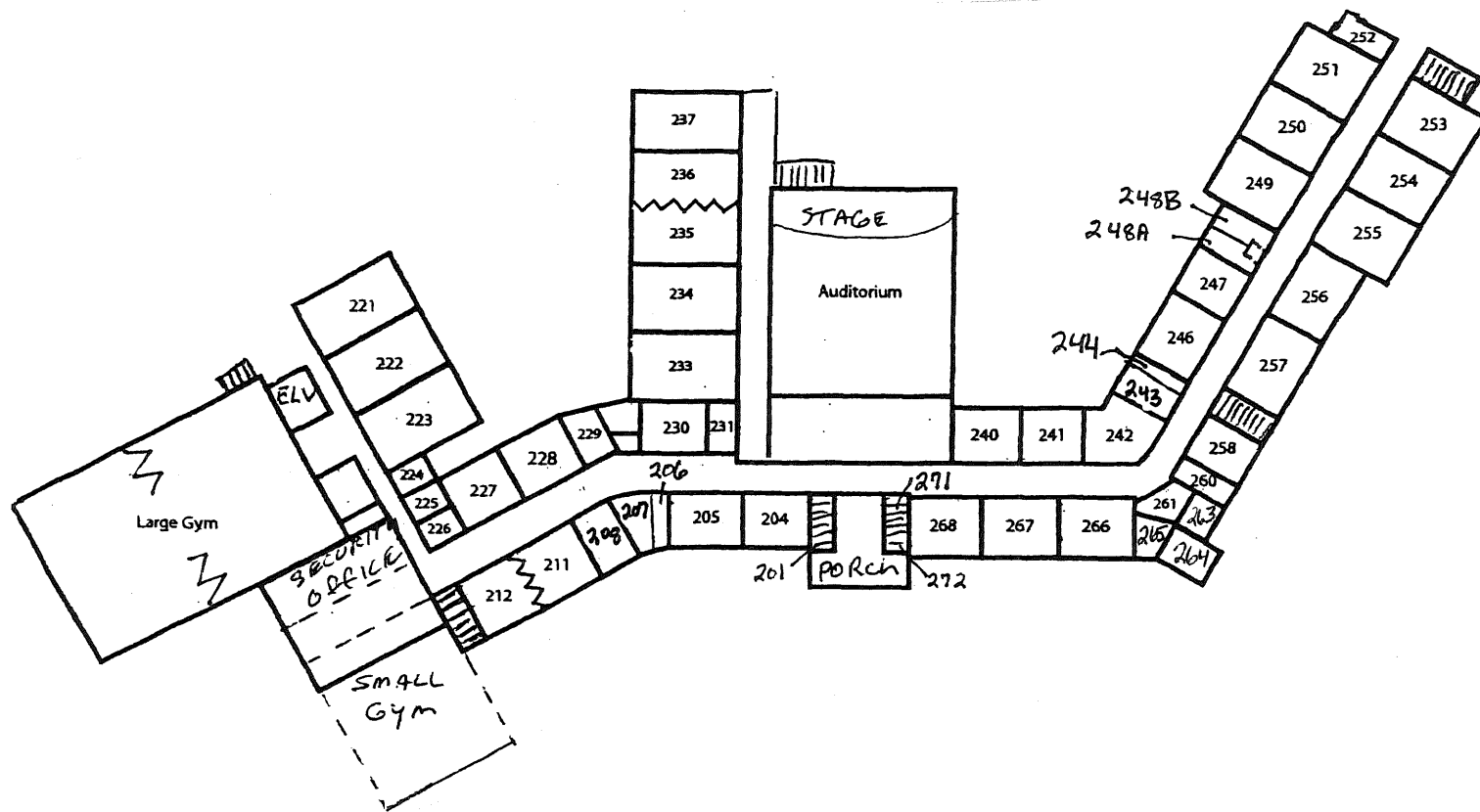
FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	COMMENTS
<b>INSTRUCTIONAL SUPPORT SPACE OR INSTRUCTIONAL SPACE LESS THAN 550 SQUARE FEET</b>					
Middle Level	240	ESL	530	20	100%
Middle Level	241	ESL	530	20	100%
Middle Level	242	Special Educatoin	530	10	12 100%
Middle Level	246	Reading	530	10	75%
Middle Level	247	Resource	260	5	100%
Middle Level	248B	Special Education support	260	5	100%
Middle Level	252	Psychologist	200	8	
Top Level	322	Social Worker/Psych./Testing Ctr.	400	8	Room divided into three sections
Top Level	344	Speech	200	4	90%
Top Level	348	Special Education Resource	350	7	100%
Ground Level	150	Time Out Room	400	8	
Middle Level	224,225,226	Guidance Suite	470		
Top Level	316 - 318	Guidance Suite	400		
<b>CORE/Common FACILITIES</b>					
Middle Level		Gymnasium (3-station)	9,000	90	
Middle Level		Small Gym (1-station)	3,500	30	
Top Level		Exercise Room	1,500	24	
Top Level		Exercise Room	1,150	19	
Middle Level		Auditorium	6,500	929	
Middle Level		Stage			Used for Dance
Top Level		Balcony	2,000	286	
Ground Level		Cafeteria	5,800	387	
Top Level		Library/Media Center	2,140	856	
Ground Level		Locker Rooms			
<b>NON-INSTRUCTIONAL SPACE</b>					
Middle Level	230	Main Office	520		
Middle Level	229	Principal's Office	400		
Top Level	333	Assistant Principal's reception/Office	240 each		
Ground Level	133	Health Office	750		
Ground Level	167, 168	Faculty lounge/dining room	340,864		
Ground Level	135	College Planning Office	150		
Middle Level		Office	200		
Middle Level	201	Office	176		
Middle Level	231	Special Education Office	240		
Middle Level	248A	Office	300		100%
Middle Level	260	Copy room			
Middle Level	261,263-265	Reception, Social Worker, Dean, Registrar	1,000		
Middle Level	216	Security Office	200		
Middle Level	272	Conference	200		
Top Level	331	English Department Chair office	240		
Top Level	332	Foreign Language Office	300		
Top Level	333	Library Office	240		
Top Level	351	Foreign Language Office/Copy room			Greenhouse located behind this room
Tower		Science Department Chair's Office			
Ground Level	105	Office - Receiving	675		
Ground Level	101A	Storage	320		
Ground Level	101B	Custodian	320		
Ground Level		Security	1,800		
Ground Level	153	Kitchen Office	90		
Ground Level	Old # 15	Unused space			Potential site for production studio
Top Level		Xerox room	160		
Ground Level		Custodial Office			
All levels		Custodial			
Tower		Drama storage			
All Levels		Storage			
<b>OTHER</b>					
Ground Level	125	BOCES	820	15	
Ground Level	126	BOCES	620	12	
Ground Level	127	BOCES	820	15	



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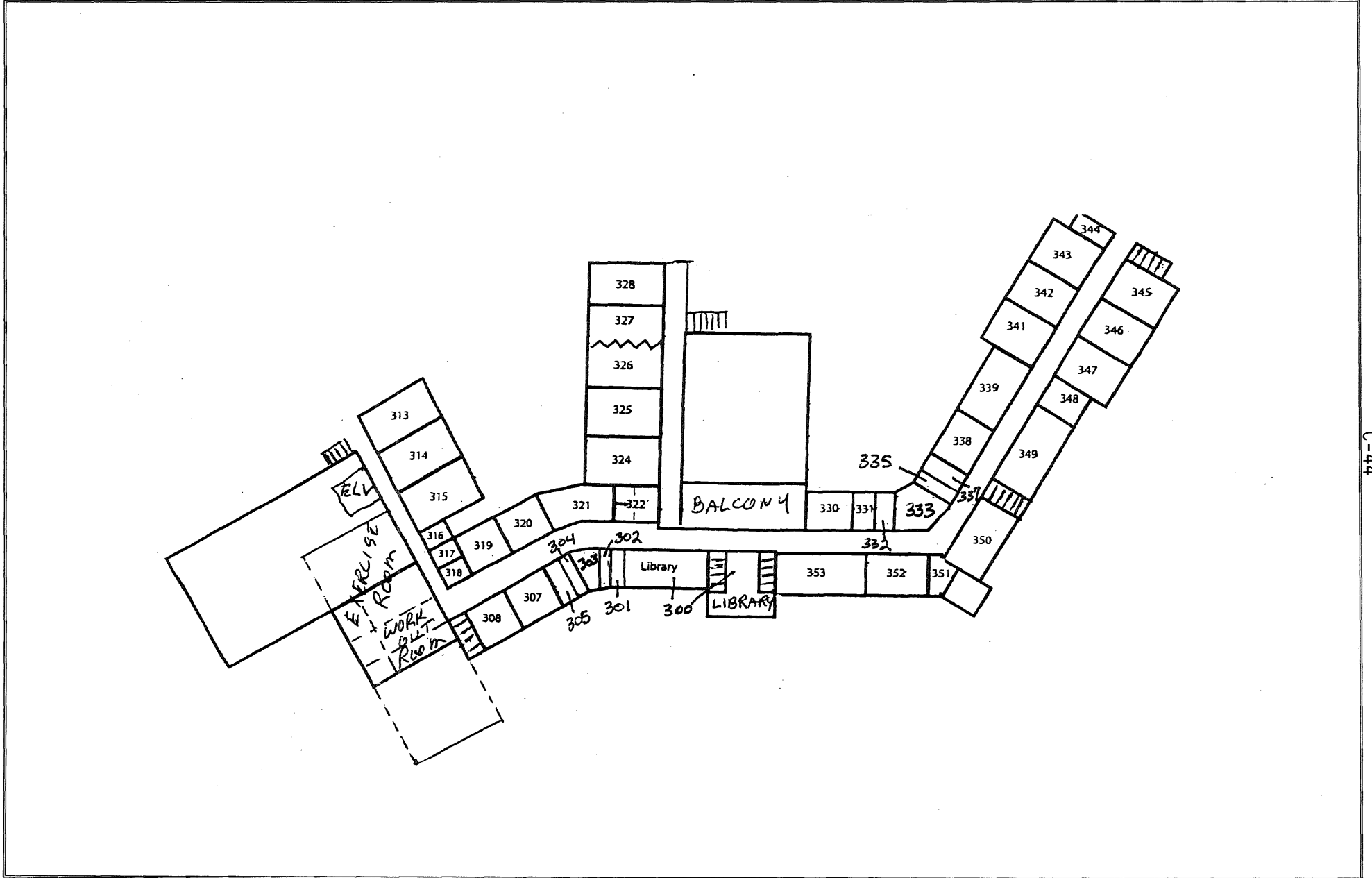
FLOOR PLAN – ISAAC YOUNG MIDDLE SCHOOL, CITY OF NEW ROCHELLE SCHOOL DISTRICT: Ground Level





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FLOOR PLAN – ISAAC YOUNG MIDDLE SCHOOL, CITY SCHOOL DISTRICT OF NEW ROCHELLE: Middle Level



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FLOOR PLAN – ISAAC YOUNG MIDDLE SCHOOL, CITY OF NEW ROCHELLE SCHOOL DISTRICT: Top Level

NEW ROCHELLE HIGH SCHOOL  
Analysis of Instructional Space

Class size 25 - 27

8 period day

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
1st	103	English	660	25	29	71%	
1st	104	Social Studies	598	23	25	86%	
1st	105	Special Education	598	12	11	71%	
1st	106	Special Education	621	12	15	71%	
1st	107	Special Education	484	9	12		
1st	108	Foreign Language	660	25	25	100%	
1st	109	Math	729	28	27	71%	
1st	110	ESL	704	27	16	86%	
1st	113	Math	528	20	13	71%	
1st	115	Social Studies	528	20	23	71%	
1st	116	Foreign Language	528	20	23	71%	
1st	117	English	528	20	21	71%	
1st	121	Foreign Language	713	27	13	86%	
1st	122	Foreign Language	744	29	21	100%	
1st	125	Foreign Language	552	21	19	86%	
1st	126	Foreign Language	660	25	21	71%	
1st	127	Foreign Language	552	21	18	71%	
1st	129	Math/ESL/Foreign Language	552	21	23	100%	
1st	134	Math	704	27	16	71%	
1st	135	English	550	21	27	71%	
1st	136	Social Studies	572	22	21	57%	
1st	137	Math	572	22	22	86%	
1st	138	Special Education	704	14	12	100%	
1st	139	Math	572	22	23	71%	
1st	141	Social Studies	840	30	24	71%	
1st	142	English	780	30	22	71%	
1st	143	English	780	30	25	71%	
1st	144	Math/Business	810	30	20	86%	
1st	147	Math	930	30	20	71%	
1st	148	English	780	30	21	71%	
1st	149	Social Studies	900	30	21	71%	
1st	150	English/Special Education	780	30	20	86%	
1st	151	Social Studies/ESL	930	30	24	71%	
1st	152	Social Studies/Special Education/ESL	780	30	22	86%	
1st	153	Social Studies	780	30	20	71%	
1st	154	Social Studies/Business	780	30	26	100%	
1st	155	Social Studies/Foreign Language	780	30	25	86%	
1st	156	ESL	780	30	18	71%	
1st	158	Social Studies	780	30	27		
1st	A	Health/PE	792	30			Created (with B) from former Team room.
1st	B	Health/PE	572	22			86% Created (with A) from former Team room

Continued on next page

NEW ROCHELLE HIGH SCHOOL  
Analysis of Instructional Space

Class size 25 - 27

8 period day

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
2nd	203	English	660	25	26	71%	
2nd	204	Foreign Language/Math	598	23	22	100%	
2nd	205	English/Foreign Language	598	23	26	86%	
2nd	206	Foreign Language	621	24	20	57%	
2nd	207	LGI	1,590	60			Also meetings. Open space with tables
2nd	209	ESL	729	28	18	71%	
2nd	210	Social Studies/Business	704	27	24	71%	
2nd	213	Math	528	20	21	71%	
2nd	215	Foreign Language	528	20	24	71%	
2nd	216	English	484	19	29	71%	
2nd	217	Foreign Language	528	20	24	71%	
2nd	225	English	552	21	30	71%	
2nd	227	Social Studies	552	21	29	71%	
2nd	229	Math	552	21	28	71%	
2nd	232	Business - computers	690	27	20	57%	
2nd	234	ESL Lab - computers	704	27			
2nd	235	Math/Special Education	550	21	27	86%	
2nd	236	Computers	760	29	25	86%	
2nd	238	Science	1,728	24	19	71%	
2nd	239	Math	616	24	21	71%	
2nd	241	Science	990	20	22	71%	
2nd	242	Science	990	20	26	86%	
2nd	245	Science	980	20	25	86%	
2nd	248	Math	660	25	26	71%	
2nd	249	Science	1,050	21	27	86%	
2nd	250	Science	900	18	23	71%	
2nd	251	Science	1,050	21	23	71%	
2nd	252	Science	1,140	23	23	86%	
2nd	253	Science	1,200	24	23	71%	
2nd	254	Science	1,200	24	25	71%	
2nd	255	Science	1,500	24	24	86%	

Continued on next page

NEW ROCHELLE HIGH SCHOOL  
Analysis of Instructional Space

Class size 25 - 27

8 period day

ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>						
303	English	660	25	21	71%	
304	Foreign Language	598	23	16	86%	
305	English	598	23	28	71%	
306	Math/PAVE	621	24	21	86%	
307	Social Studies/PAVE	1,590	30	27	71%	
309	Social Studies/Business	729	28	29	71%	
310	Foreign Language/English	704	27	13	86%	
313	Foreign Language	528	20	17	71%	
315	English	528	20	22	86%	
316	English	528	20	21	57%	
317	Math	528	20	24	100%	
321	English	713	27	23	86%	
322	Social Studies	744	29	27	71%	
325	Social Studies/Special Education	552	21	19	71%	
326	Social Studies	660	25	24	57%	
327	Social Studies	552	21	23	57%	
329	Math	552	21	23	71%	
332	Social Studies	682	26	20	57%	
334	ESL	759	29	19	71%	
335	Math	598	23	15	57%	
336	Social Studies	572	22	23	86%	
337	Math	598	23	28	71%	
338	English	1,550	30	23	71%	Former orchestra room
340	English	598	23	22	71%	
360F	Computer Lab	576	16			
360G	Computer Lab	576	16		57%	
361	Computer Lab	728	21			
365	Social Studies	925	30	24	71%	
366	English	1,258	30	22	71%	
367	LGI	1,856	60			Former band room
370	Resource	722	14	11	71%	

Continued on next page

NEW ROCHELLE HIGH SCHOOL  
Analysis of Instructional Space

Class size 25 - 27

8 period day

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
1st House IV	410	Orchestra	2,560	41	36	43%	No tiers
1st House IV	411	Band room	2,560	41	37	17%	Includes tiered platforms
1st House IV	413	<b>Foreign Language</b>	820	30	22	86%	
1st House IV	415	Choral music	1,440	23	44	43%	Accordion partition between 415 and 417. Usually left open. Includes movable tiers
1st House IV	417	Choral music	1,080	17	36	43%	Accordion partition between 415 and 417. Usually left open. Includes movable tiers
2nd House IV	420	Studio art	896	20	23	71%	
2nd House IV	422	Studio art	896	20	23	86%	
2nd House IV	424	Art - photography	896	20	21	43%	
2nd House IV	428	Studio art	896	20	23	86%	
2nd House IV	429	Computers - Graphics Lab	864	24	20	57%	Includes computers
2nd House IV	430	Studio art	896	20	20	71%	
2nd House IV	432	Drawing and painting - art	896	20	21	86%	
2nd House IV	433	Ceramics	1,444	25	21	71%	
2nd House IV	434	Sculpture	896	20	18	71%	
1st	1104	<b>Social Studies/Health</b>	2,640	30	27	86%	
1st	1105	<b>Health/ESL/Math</b>	924	30	29	100%	
1st	1106	<b>Math</b>	819	30	16	100%	
1st	1107	<b>Math/Health</b>	924	30	26	100%	
1st	1108	Computer Archives room	924	24	15	86%	
1st	1109	<b>Health</b>	924	30	26	100%	
1st	1110	<b>Math</b>	924	30	13	57%	New CISCO program to be located in this room in 2007
1st	1111	<b>Science/ESL</b>	726	15	18	100%	
1st	1112	<b>English</b>	924	30	29	71%	
1st	1113	<b>Science</b>	988	20	24	100%	
1st	1114	<b>Social Studies</b>	924	30	22	71%	
1st	1115	<b>Science</b>	952	19	27	86%	
1st	1116	<b>English</b>	850	30	27	71%	
1st	1117	<b>Math</b>	735	28	25	71%	
1st	1118	<b>Social Studies &amp; Special Education</b>	858	30	25	71%	
1st	1119	<b>Math</b>	700	27	26		
1st	1305	TV Studio	1,421	30			
1st		Computer Lab	1,280	30		71%	Located within library

Continued on next page

NEW ROCHELLE HIGH SCHOOL  
Analysis of Instructional Space

Class size 25 - 27

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>						
2nd	2202	<b>Science</b>	1,380	24	28	86%
2nd	2203	<b>Science</b>	1,426	24	27	86%
2nd	2204	<b>Science</b>	1,350	24	26	86%
2nd	2205	<b>Science</b>	1,440	24	29	86%
2nd	2206	<b>Science</b>	1,170	23	29	86%
2nd	2207	<b>Science</b>	1,344	24	23	86%
2nd	2208	<b>Science</b>	1,530	24	27	71%
2nd	2209	<b>Science</b>	1,410	24	27	86%
2nd	2210	Business	720	28	28	100%
2nd	2211	<b>Science</b>	1,363	24	20	100%
2nd	2212	Business	704	27	22	86%
2nd	2213	<b>Science</b>	1,120	22	27	86%
2nd	2214	Special Education Science	1,120	15	16	86%
2nd	2216	<b>Science</b>	1,280	24	27	100%
2nd	2217	ESL Science	1,380	30	23	86%
2nd	2219	<b>Science/ESL</b>	1,500	24	23	86%
3rd	360D	Special Education	416	8	8	71%

<b>Total Number of Rms 550 square feet or greater =</b>	152	(including 14 undersized rooms currently used for instructional purposes)
<b>Maximum Capacity =</b>	3,736	sum of all room maximum capacities
<b>Functional Capacity =</b>	3,362	allows for application of District class size guidelines (10%)
<b># of core rooms dedicated (shown in bold) =</b>	116	
<b>Current Dedication of Support Rooms =</b>	36	23.7%
<b># of Support Rooms dedicated at current level (24%) =</b>	36	
<b>Remaining Rooms for Core Instruction =</b>	116	core rooms = English, math, social studies, language, science, health
<b>2006/07 Enrollment =</b>	3,194	(excluding students at Campus School)
<b>% Functional Capacity =</b>	95%	
<b>% Maximum Capacity =</b>	85%	
<b>Combined Campus School and New Rochelle High School</b>		
<b>Total Number of Rms 550 square feet or greater =</b>	161	(including 14 undersized rooms currently used for instructional purposes)
<b>Maximum Capacity =</b>	3,869	sum of all room maximum capacities
<b>Functional Capacity =</b>	3,482	allows for application of District class size guidelines (10%)
<b># of core rooms dedicated (shown in bold) =</b>	122.5	
<b>Current Dedication of Support Rooms =</b>	38.5	
<b>Support Rooms Maintained at Current Level =</b>	38.5	
<b>Remaining Rooms for Core Instruction =</b>	122.5	core rooms = English, math, social studies, language, science, health
<b>2006/07 Enrollment =</b>	3,269	(including students at the Campus School)
<b>% Functional Capacity =</b>	94%	
<b>% Maximum Capacity =</b>	84%	

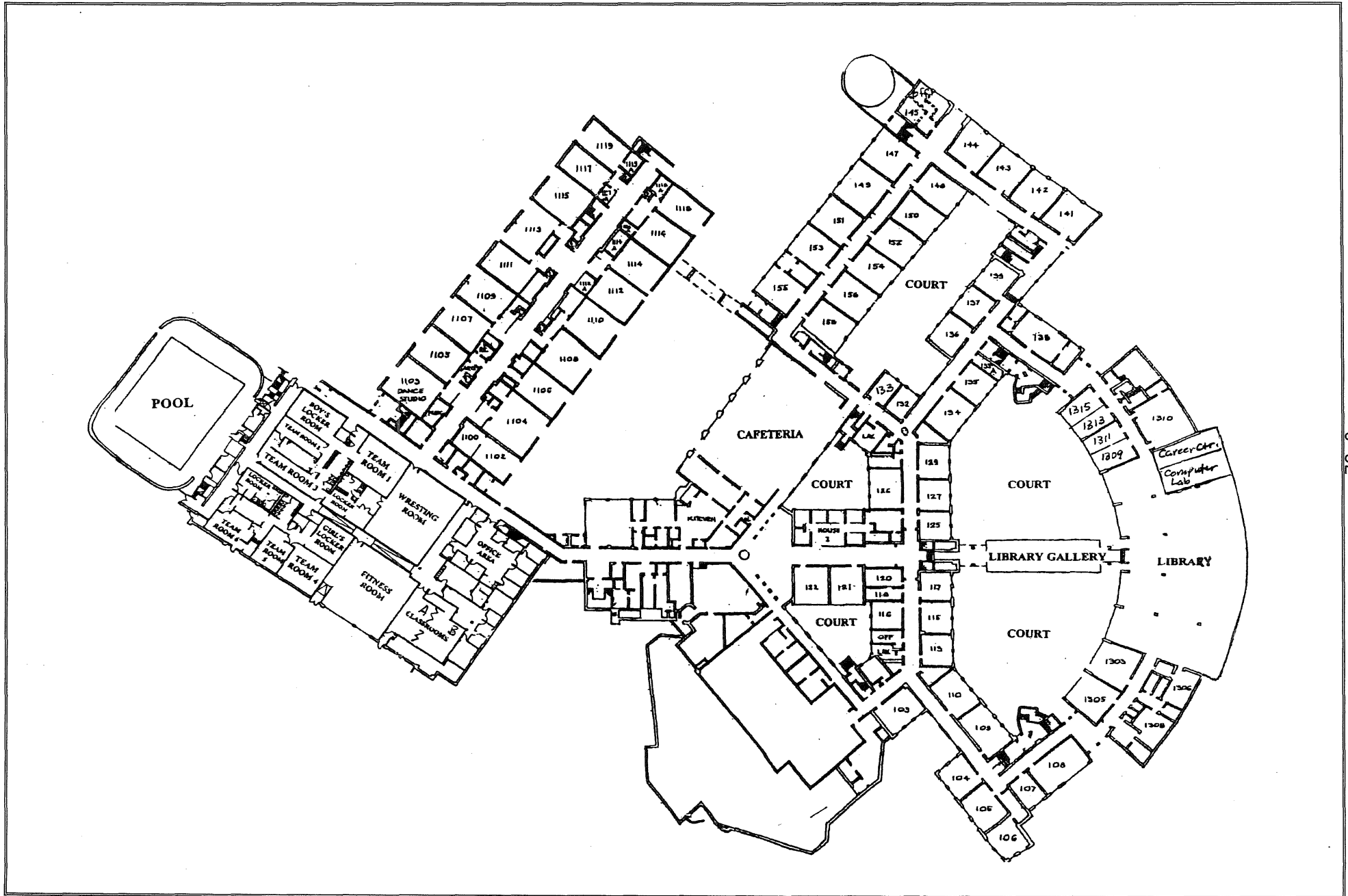
NEW ROCHELLE HIGH SCHOOL  
Analysis of Instructional Space

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	COMMENTS
<b>INSTRUCTIONAL SUPPORT SPACE OR INSTRUCTIONAL SPACE LESS THAN 550 SQUARE FEET</b>					
1st	120	Tutoring	416		Also LC office
1st	132	Special Education	308	6	17 71%
2nd	220	Tutoring	416		5/6 Office space also
3rd	360A	Special Education	416	8	13 71%
3rd	360B	Special Education	416	8	11 86%
3rd	360C	Special Education	416	8	7 71%
3rd	360E	ISS	432		
3rd	362	Speech Therapy	432	8	13 57% Created (with 263) from former classroom
3rd	363	School Newspaper	300		Created (with 262) from former classroom
3rd		Testing			Former practice rooms. Located next to rooms 369 & 370
1st	1309	Special Education	364	7	10 Created (with 1311) from former classroom
1st	1311	Special Education	392	8	14 Created (with 1309) from former classroom
1st	1313	Special Education	336	7	Created (with 1315) from former classroom
1st	1315	Special Education	420	8	13 Created (with 1313) from former classroom
1st House IV		Studios - practice rooms			
2nd House IV	433B	Kiln			
2nd House IV	424 B	Darkroom			
2nd House IV	424C	Darkroom			
1st	133	Social Worker	350	7	Other locations within Houses as well
2nd	235A	Social Worker			
1st/2nd	114/214	Psychologist			Other locations within Houses as well
1st		Career Center	1,020	30	Located within library
1st	268	Guidance			Other locations within Houses as well
<b>CORE/Common FACILITIES</b>					
2nd		Girls' Gymnasium (1-station)	3,564	30	
2nd		Boys' Gymnasium (2-station)	7,210	60	
2nd		Girls' Gymnasium (1-station)	3,564	30	
2nd		Boys' Gymnasium (.6-station)	2,040	18	
2nd		Boys' Gymnasium (.6-station)	2,040	18	
1st		Wrestling room	2,278	37	
1st		Fitness room	2,496	40	
2nd House IV	431	Dance	3,696	60	
1st	1103	Dance	990	16	
1st		Pool			
1st House IV	414	Cafeteria	5,304	354	
2nd		Cafeteria	6,552	437	
1st		Whitney Young Auditorium	19,250	2,750	
1st		Linda E. Kelly Theater	3,078	440	
1st		Library (excluding Career Ctr & Comp. Lab)	9,300	3,720	Special events/presentations/community events/student drama productions, Board meetings
1st		Locker Rooms			
1/2 House IV	431B/C	Dressing rooms			



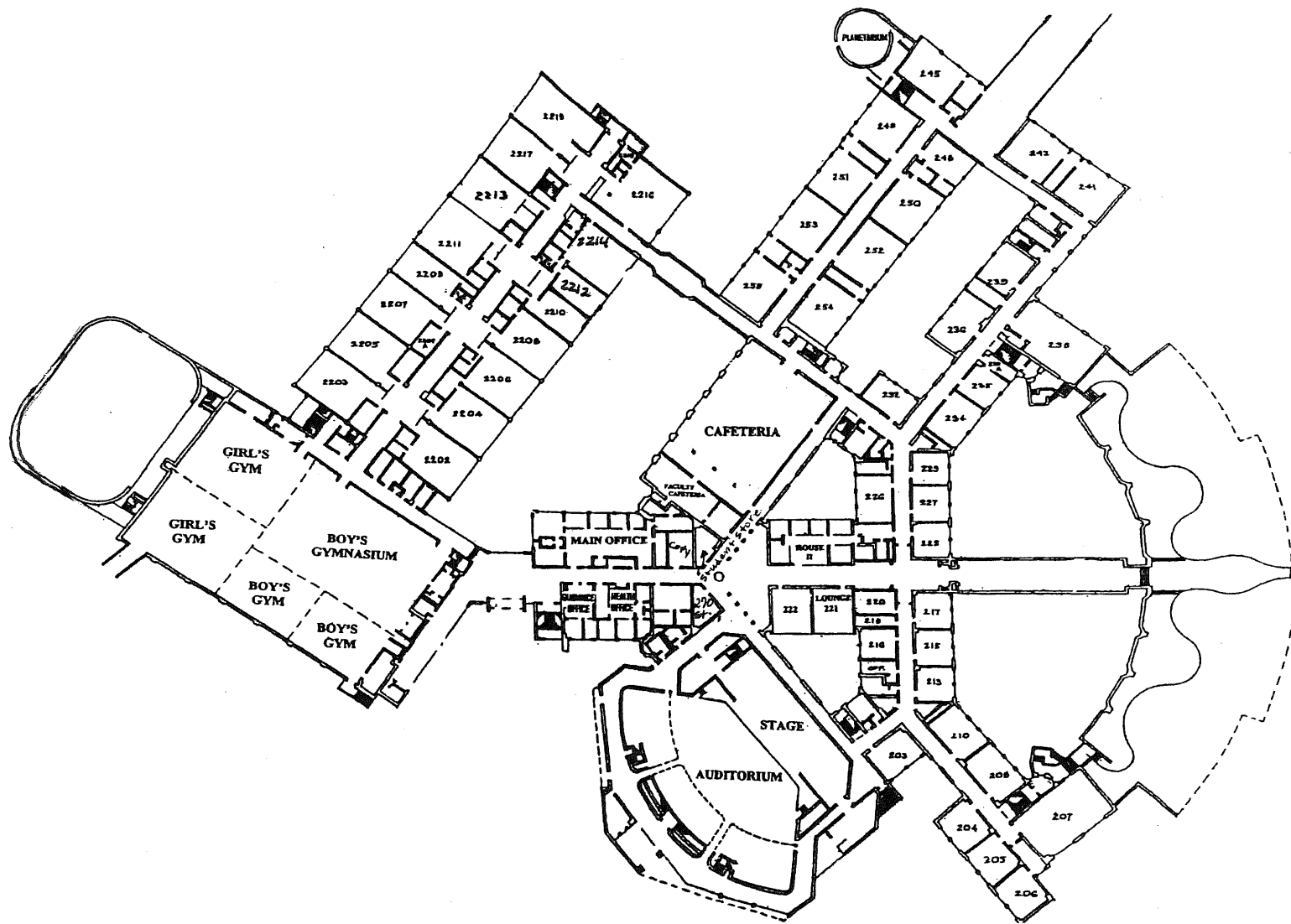
NEW ROCHELLE HIGH SCHOOL  
Analysis of Instructional Space

FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	COMMENTS
<b>NON-INSTRUCTIONAL SPACE</b>					
2nd		Main Office			Includes Principal, Assistant Principal, Treasurer, etc.
1st		House I Office			Includes Principal, Guidance, conference, staff room, etc.
2nd		House II Office			Includes Principal, Guidance, conference, staff room, Special Education Facilitator, etc.
3rd		House III Office			
2nd	421	House IV Office			Added when new wing constructed
1st		Health Office			
2nd House IV	427	Satellite Health Office			
2nd	221	Faculty Lounge	713		
2nd House IV	425	Faculty Lounge	432		
2nd		Science prep rooms			
1st		Copy room/paper storage			
1st	145	Extended Day School Offices			
2nd	220	SLC Office	416		
2nd	222	Meeting Room	744		
2nd	226	Office/Meeting room/Servers/Senior Program	660		
3rd	320	Math Office	320		
3rd	361C/D	Social Studies/English Offices; storage	728		
1st House IV	410A, 415A	Offices			
2nd House IV	420A/422A	Offices			
2nd House IV	426,430A,431A	Offices			
2nd House IV	432A,433C,434A	Offices			
2nd	242A	Security Office			
1st	1303	AV Media Center			
1st	1306	Library Office			
1st	1310	Staff Resource Center	1,224		
3rd	369	Assistant Director of Special Education			
2nd	423	District Music and Art Coordinator Office	648		
2nd	218	Foreign Language Office			Former bookroom
2nd	237	Learning Center Office			
1st		PE Offices			Includes District Athletic Director, Coaches, PE Teachers, etc.
1st	1100, 1102	Food Service Offices			
All		Custodial			
1st		Lower stock room	5,000		
3rd		Store room	3,854		
3rd		Chiller room	2,420		
All		Storage			
<b>OTHER</b>					
2nd House IV	406	Baughman Museum	640		Located on 'Bridge' to main building
2nd House IV	408	Gallery	300		Located on 'Bridge' to main building

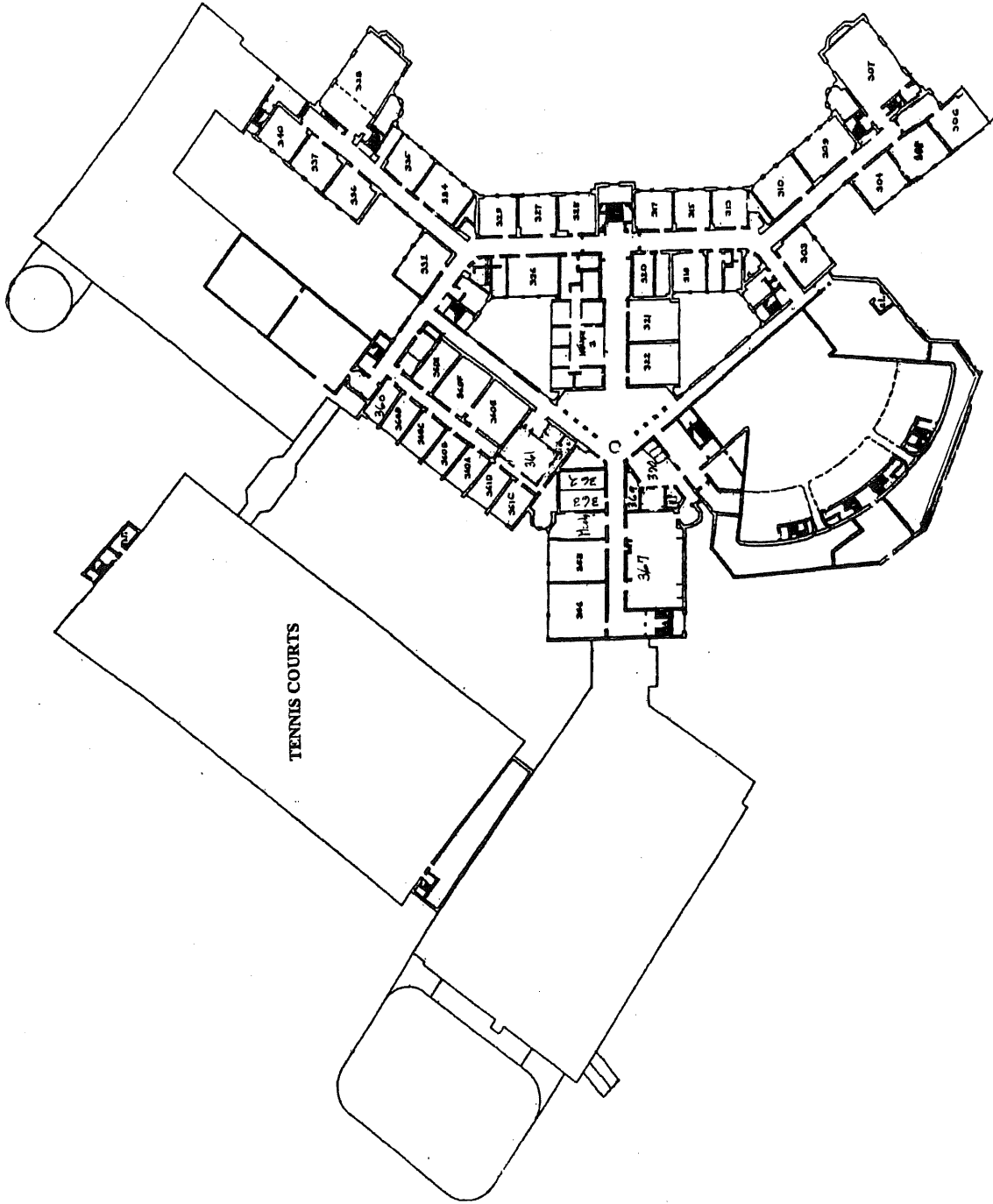


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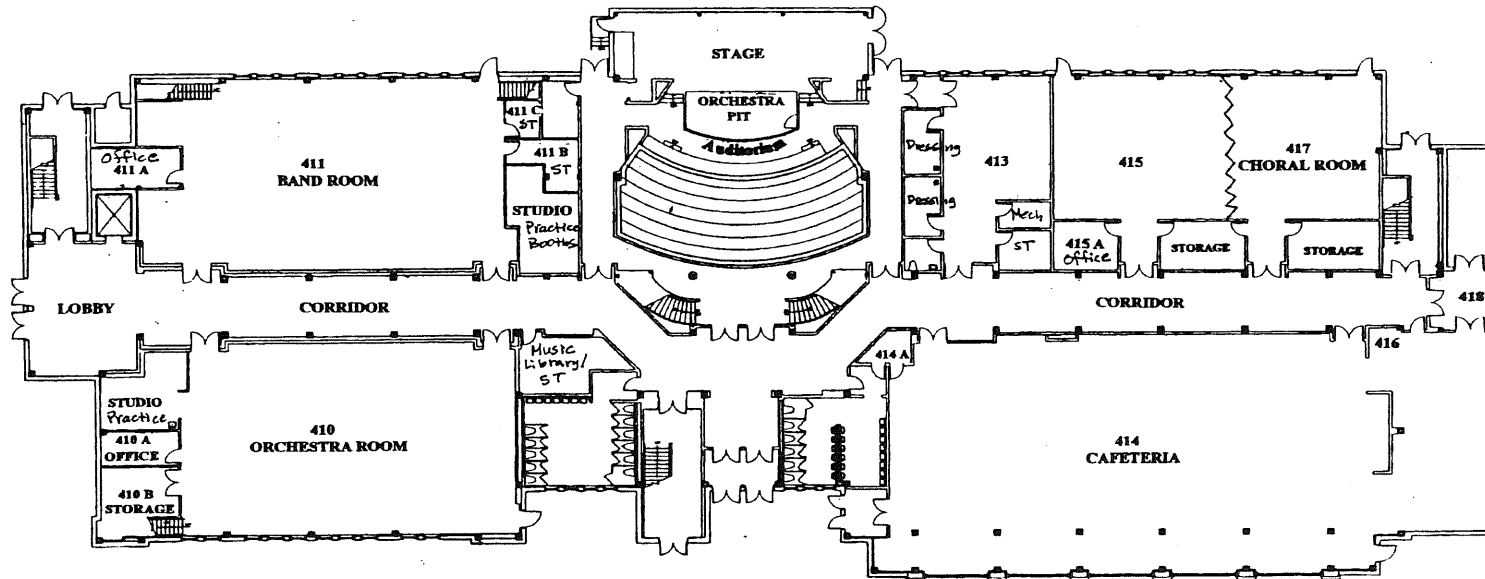
FLOOR PLAN – NEW ROCHELLE HIGH SCHOOL, CITY OF NEW ROCHELLE SCHOOL DISTRICT: First Floor



FLOOR PLAN – NEW ROCHELLE HIGH SCHOOL, CITY OF NEW ROCHELLE SCHOOL DISTRICT: Second Floor



FLOOR PLAN – NEW ROCHELLE HIGH SCHOOL, CITY OF NEW ROCHELLE SCHOOL DISTRICT: Third Floor



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**FLOOR PLAN – NEW ROCHELLE HIGH SCHOOL, CITY OF NEW ROCHELLE SCHOOL DISTRICT: House IV – First Floor**



CAMPUS SCHOOL		9 period day					
Analysis of Instructional Space							
FLOOR	ROOM	USAGE	SQUARE FEET	CAPACITY	AVG. USE	% DAILY USE	COMMENTS
<i>Self-contained instructional spaces containing 550 square feet or greater and those used for self-contained classes</i>							
1st	1	<b>Global Studies/Science</b>	759	15	15	100%	
1st	2	<b>Science-class &amp; lab/Health</b>	759	15	15	100%	Includes hood/burner/sink and countertop for equipment
1st	3	<b>Math</b>	759	15	15	100%	
1st	4	<b>Art/English</b>	759	15	15	100%	Half of room set up as English class/half as art
2nd	5	<b>English</b>	759	15	15	100%	Includes 8 computers
2nd	6	<b>History</b>	759	15	15	100%	
2nd	7	Computer	759	15	15	100%	
1st	104	<b>Spanish</b>	748	15	15	100%	
1st	105	Music	748	15	15	30%	Includess keyboards
<b>Total Number of Rms 550 square feet or greater =</b>			9				
<b>Maximum Capacity =</b>			134 sum of all room maximum capacities				
<b>Functional Capacity =</b>			120 allows for application of District class size guidelines, realistic scheduling, (10%)				
<b># of core rooms dedicated (shown in bold) =</b>			6.5				
<b>Current Dedication of Support Rooms =</b>			2.5				
<b>Support Rooms Maintained at Current Level =</b>			2.5 Maintain current dedication				
<b>Remaining Rooms for Core Instruction =</b>			6.5				
<b>2006/07 Enrollment =</b>			75				
<b>% Functional Capacity =</b>			62%				
<b>% Maximum Capacity =</b>			56%				





# Appendix D



DISTRICT ENROLLMENT

Projected Kindergarten

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K = 18 - 21/22

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
DISTRICT FULL-DAY K	697	696	694	674	672	676	674	669	664	658	655
# OF ROOMS	32	32	32	31	31	31	31	31	31	30	30
AVG SECTION SIZE	21.8	21.7	21.7	21.8	21.7	21.8	21.7	21.6	21.4	21.9	21.8
UNGRADED	24	24	24	24	24	24	24	24	24	24	24
# OF ROOMS	3	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	8.0	8.0	8.0	8.0	8.0	7.9	8.0	8.0	7.9	7.9	7.9
TTL ENROLLMENT	721	720	718	698	696	700	698	693	688	682	679
TTL ROOMS	35	35	35	34	34	34	34	34	34	33	33

Note: The sum of the numbers may not add up to the total due to rounding.

Ungraded includes estimates of students at all schools

HENRY BARNARD SCHOOL

Full-Day Kindergarten

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
PRE-K	307	313	304	306	305	304	302	300	297	296	294
# OF SECTIONS	19	19	19	19	19	19	19	19	19	19	19
# OF ROOMS *	10	10	10	10	10	10	10	10	10	10	10
AVG SECTION SIZE	16.2	16.5	16.0	16.1	16.1	16.0	15.9	15.8	15.6	15.6	15.5
HDK (FDK 2007-16)	6	6	6	6	6	6	6	6	6	6	6
# OF SECTIONS +	1	1	1	1	1	1	1	1	1	1	1
AVG SECTION SIZE	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0
# OF ROOMS	0.5	1	1	1	1	1	1	1	1	1	1
FDK	92	92	92	92	92	92	92	92	92	92	92
# OF SECTIONS	4	5	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	23.0	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4
FIRST	88	95	95	95	95	95	95	95	95	95	95
# OF SECTIONS	4	5	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	22.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0
SECOND	79	83	90	90	90	90	90	90	90	90	90
# OF SECTIONS	4	4	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	19.8	20.8	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0
UNGRADED	16	16	16	16	16	16	16	16	16	16	16
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	8.0	8.0	8.0	7.9	7.9	7.9	8.0	7.9	7.9	7.9	7.9
TTL ENROLLMENT	588	605	603	605	603	602	600	598	595	594	592
TTL SECTIONS	34	36	37	37	37	37	37	37	37	37	37
AVG SEC. SIZE K-2	21.6	19.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4
TTL ROOMS	25	27	28	28	28	28	28	28	28	28	28

Note: The sum of the numbers may not add up to the total due to rounding. \* -Includes one full-day Prekindergarten class + -including half-day K

D-2

COLUMBUS ELEMENTARY SCHOOL

Full-Day Kindergarten

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
FDK	67										
# OF SECTIONS	4										
AVG SECTION SIZE	16.8										
# OF ROOMS	4										
FDK	46	113	112	109	108	109	109	108	107	106	105
# OF SECTIONS	2	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	23.0	18.8	18.7	18.1	18.0	18.2	18.1	18.0	17.8	17.6	17.5
FIRST	120	133	132	132	128	127	128	128	127	126	124
# OF SECTIONS	6	7	7	7	6	6	7	6	6	6	6
AVG SECTION SIZE	20.0	19.0	18.9	18.9	21.3	21.2	18.3	21.3	21.1	20.9	20.7
SECOND	134	116	129	129	129	125	124	125	124	124	122
# OF SECTIONS	6	6	7	7	7	6	6	6	6	6	6
AVG SECTION SIZE	22.3	19.3	18.5	18.5	18.4	20.8	20.7	20.8	20.7	20.6	20.4
THIRD	128	148	128	144	144	143	139	138	139	138	139
# OF SECTIONS	6	6	5	6	6	6	6	6	6	6	6
AVG SECTION SIZE	21.3	24.7	25.6	24.0	24.0	23.9	23.1	23.0	23.2	23.1	23.1
FOURTH	137	121	140	121	136	136	136	131	131	132	131
# OF SECTIONS	6	5	6	5	6	6	6	6	6	6	6
AVG SECTION SIZE	22.8	24.3	23.4	24.3	22.7	22.7	22.6	21.9	21.8	22.0	21.9
FIFTH	129	133	118	136	118	132	132	132	127	127	128
# OF SECTIONS	6	6	5	6	5	6	6	6	5	5	5
AVG SECTION SIZE	21.5	22.2	23.5	22.7	23.6	22.1	22.0	22.0	25.5	25.4	25.6
UNGRADED	4	4	4	4	4	4	4	4	4	4	4
# OF SECTIONS	1	1	1	1	1	1	1	1	1	1	1
AVG SECTION SIZE	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9	3.9
TTL ENROLLMENT	765	768	764	776	767	777	771	766	759	756	753
TTL SECTIONS	37	37	37	38	37	37	38	37	36	36	36
AVG SEC. SIZE (K-5)	21.1	21.4	21.5	21.1	21.3	21.5	20.8	21.2	21.7	21.6	21.5
TTL ROOMS	37	37	37	38	37	37	38	37	36	36	36

Note: The sum of the numbers may not add up to the total due to rounding.

DANIEL WEBSTER ELEMENTARY SCHOOL

Full-Day Kindergarten

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	47										
# OF SECTIONS	3										
AVG SECTION SIZE	15.7										
# OF ROOMS	3										
FDK	0	47	47	45	45	45	45	45	44	44	44
# OF SECTIONS	0	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	0.0	15.6	15.6	15.1	15.0	15.1	15.1	14.9	14.8	14.6	14.6
FIRST	73	58	58	58	57	57	57	57	56	56	55
# OF SECTIONS	4	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	18.3	19.4	19.3	19.3	19.0	18.9	19.0	19.0	18.8	18.7	18.4
SECOND	83	84	67	67	66	65	65	66	65	65	64
# OF SECTIONS	3	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	27.7	27.9	22.2	22.2	22.1	21.8	21.7	21.8	21.7	21.6	21.4
THIRD	85	93	95	77	77	77	76	76	76	76	76
# OF SECTIONS	4	5	5	4	4	4	4	4	4	4	4
AVG SECTION SIZE	21.3	18.6	19.0	19.2	19.1	19.3	19.1	19.0	19.1	19.0	18.9
FOURTH	94	80	90	91	73	72	73	72	72	72	72
# OF SECTIONS	3	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	31.3	26.8	30.0	30.3	24.2	24.2	24.4	24.1	24.0	24.1	24.0
FIFTH	76	95	82	91	92	74	73	74	73	73	73
# OF SECTIONS	5	6	5	6	6	5	5	5	5	5	5
AVG SECTION SIZE	15.2	15.9	16.3	15.2	15.3	14.7	14.7	14.8	14.6	14.6	14.7
UNGRADED *	0	0	0	0	0	0	0	0	0	0	0
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TTL ENROLLMENT	458	458	438	428	410	391	390	390	388	386	384
TTL SECTIONS	24	25	24	24	24	23	23	23	23	23	23
AVG SEC. SIZE >	21.6	20.7	20.4	20.2	19.1	19.0	19.0	18.9	18.8	18.8	18.7
TTL ROOMS	24	25	24	24	24	23	23	23	23	23	23

Note: The sum of the numbers may not add up to the total due to rounding. \* - students included in the grade level totals  
 > -Grade level class sizes appear larger due to the inclusion of special education students; school average incorporates special education sections

GEORGE M. DAVIS ELEMENTARY SCHOOL

Ungraded sections include 2 District Kaleidoscope classes

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
=====	current	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
HDK	90										
# OF SECTIONS	4										
AVG SECTION SIZE	22.5										
# OF ROOMS	2.0										
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
FDK	0	90	90	87	86	87	86	86	85	84	84
# OF SECTIONS	0	5	5	4	4	4	4	4	4	4	4
AVG SECTION SIZE	0.0	18.0	17.9	21.7	21.6	21.7	21.6	21.5	21.3	21.0	20.9
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
FIRST	96	103	103	103	99	99	100	99	99	98	97
# OF SECTIONS	3	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	32.0	25.8	25.8	25.7	24.9	24.7	24.9	24.8	24.6	24.4	24.1
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
SECOND	87	96	104	104	104	100	100	101	100	100	99
# OF SECTIONS	4	4	5	5	5	5	5	5	4	4	4
AVG SECTION SIZE	21.8	24.0	20.9	20.8	20.7	20.1	20.0	20.1	25.1	24.9	24.7
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
THIRD	110	105	115	125	125	125	121	120	121	121	120
# OF SECTIONS	5	5	5	6	6	6	6	6	6	6	6
AVG SECTION SIZE	22.0	20.9	23.1	20.9	20.9	20.8	20.1	20.0	20.2	20.1	19.9
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
FOURTH	116	123	117	129	140	140	140	135	135	135	135
# OF SECTIONS	5	6	5	6	6	6	6	6	6	6	6
AVG SECTION SIZE	23.2	20.5	23.4	21.5	23.4	23.3	23.3	22.5	22.4	22.6	22.5
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
FIFTH	130	114	121	115	127	138	138	137	133	132	133
# OF SECTIONS	5	5	5	5	5	6	6	6	6	6	6
AVG SECTION SIZE	26.0	22.8	24.2	23.0	25.4	23.0	22.9	22.9	22.1	22.0	22.2
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
UNGRADED*	1	1	1	1	1	1	1	1	1	1	1
# OF SECTIONS+	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TTL ENROLLMENT	630	632	651	664	683	690	685	679	673	671	668
TTL SECTIONS	32	35	35	36	36	37	37	37	36	36	36
AVG SEC. SIZE >	21.1	22.0	22.5	22.3	22.8	22.3	22.1	22.0	22.6	22.5	22.4
TTL ROOMS	30	35	35	36	36	37	37	37	36	36	36
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====

Note: The sum of the numbers may not add up to the total due to rounding. \* - other special education students included in the grade level totals

+ - two Kaleidoscope classes included in total

> -Grade level class sizes appear larger due to the inclusion of special education students; school average incorporates sp ed sections

JEFFERSON ELEMENTARY SCHOOL Full-Day Kindergarten  
 PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	72										
# OF SECTIONS	4										
AVG SECTION SIZE	18.0										
# OF ROOMS	2.0										
FDK	0	72	72	69	69	70	69	69	68	67	67
# OF SECTIONS	0	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	0.0	18.0	17.9	17.3	17.2	17.4	17.3	17.2	17.0	16.8	16.8
FIRST	100	86	85	85	82	82	83	82	82	81	80
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	25.0	21.4	21.4	21.3	20.6	20.5	20.7	20.6	20.4	20.2	20.0
SECOND	81	100	85	85	85	82	82	82	82	81	81
# OF SECTIONS	4	5	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	20.3	19.9	21.3	21.3	21.2	20.5	20.5	20.6	20.5	20.4	20.2
THIRD	85	90	110	94	94	94	93	92	92	93	92
# OF SECTIONS	4	4	5	4	4	4	4	4	4	4	4
AVG SECTION SIZE	21.3	22.4	22.0	23.6	23.5	23.5	23.2	23.1	23.0	23.2	23.0
FOURTH	85	79	84	103	88	88	88	87	86	86	87
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	21.3	19.9	20.9	25.7	22.0	22.0	21.9	21.7	21.6	21.5	21.7
FIFTH	96	84	79	83	102	87	87	87	86	86	85
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	24.0	21.1	19.7	20.7	25.5	21.9	21.8	21.7	21.5	21.4	21.3
UNGRADED *	8	8	8	8	8	8	8	8	8	8	8
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
TTL ENROLLMENT	527	518	523	528	529	511	509	508	504	502	500
TTL SECTIONS	28	29	29	28	28	28	28	28	28	28	28
AVG SEC. SIZE >	21.6	20.4	20.5	21.7	21.7	21.0	20.9	20.8	20.7	20.6	20.5
TTL ROOMS	26	29	29	28	28	28	28	28	28	28	28

Note: The sum of the numbers may not add up to the total due to rounding. \* - other special education students included in the grade level totals  
 > -Grade level class sizes appear larger due to the inclusion of special education students



TRINITY ELEMENTARY SCHOOL

Full-Day Kindergarten

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 & 5 = 22 - 25/26, Gr. 4 larger due to KAL

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
===== current =====											
HDK	66										
# OF SECTIONS	4										
AVG SECTION SIZE	16.5										
# OF ROOMS	2.0										
=====											
FDK	45	111	110	107	106	107	107	106	105	104	103
# OF SECTIONS	2	5	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	22.5	22.1	22.1	21.4	21.3	21.4	21.3	21.2	21.0	20.8	20.7
=====											
FIRST	130	129	129	128	124	124	124	124	123	122	121
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	21.7	21.5	21.4	21.4	20.7	20.6	20.7	20.6	20.5	20.3	20.1
=====											
SECOND	134	132	131	131	130	126	126	127	126	125	124
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	22.3	22.0	21.8	21.8	21.7	21.0	20.9	21.1	21.0	20.8	20.7
=====											
THIRD	147	142	141	141	141	141	136	136	136	136	135
# OF SECTIONS	7	7	7	7	7	7	6	6	6	6	6
AVG SECTION SIZE	21.0	20.3	20.2	20.2	20.1	20.1	22.7	22.6	22.7	22.6	22.5
=====											
FOURTH	151	149	144	143	142	143	141	137	137	138	137
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	25.2	24.8	24.0	23.9	23.7	23.8	23.5	22.8	22.9	23.0	22.8
=====											
FIFTH	172	158	156	151	150	149	150	148	143	144	145
# OF SECTIONS	8	7	7	7	7	7	7	7	7	7	7
AVG SECTION SIZE	21.5	22.6	22.3	21.6	21.4	21.3	21.4	21.2	20.5	20.5	20.7
=====											
UNGRADED *	0	0	0	0	0	0	0	0	0	0	0
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
=====											
TTL ENROLLMENT	845	821	812	801	794	789	784	777	771	769	764
TTL SECTIONS	41	39	39	39	39	39	38	38	38	38	38
AVG SEC. SIZE >	21.5	22.2	22.0	21.7	21.5	21.4	21.8	21.6	21.4	21.4	21.2
TTL ROOMS	39	39	39	39	39	39	38	38	38	38	38

Note: The sum of the numbers may not add up to the total due to rounding. \* - special education students included in the grade level totals  
 > -Grade level class sizes appear larger due to the inclusion of special education students; school average incorporates sp ed sections

WILLIAM B. WARD ELEMENTARY SCHOOL

Full-Day Kindergarten

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
===== current =====											
HDK	115										
# OF SECTIONS	6										
AVG SECTION SIZE	19.2										
# OF ROOMS	3.0										
=====											
FDK	51	166	165	160	159	160	160	158	157	155	154
# OF SECTIONS	2	7	7	7	7	7	7	7	7	7	7
AVG SECTION SIZE	25.5	23.7	23.6	22.8	22.7	22.9	22.8	22.6	22.4	22.2	22.1
=====											
FIRST	167	196	195	194	188	187	189	188	187	185	183
# OF SECTIONS	8	9	9	9	9	9	9	9	9	9	9
AVG SECTION SIZE	20.9	21.7	21.7	21.6	20.9	20.8	21.0	20.9	20.7	20.5	20.3
=====											
SECOND	159	165	195	194	194	187	187	188	187	186	184
# OF SECTIONS	7	8	9	9	9	9	9	9	9	9	9
AVG SECTION SIZE	22.7	20.7	21.6	21.6	21.5	20.8	20.7	20.9	20.8	20.6	20.5
=====											
THIRD	220	173	180	213	213	212	205	205	206	205	204
# OF SECTIONS	10	8	8	10	10	10	9	9	9	9	9
AVG SECTION SIZE	22.0	21.7	22.5	21.3	21.3	21.2	22.8	22.7	22.9	22.8	22.6
=====											
FOURTH	196	215	170	176	209	208	208	201	200	202	201
# OF SECTIONS	9	10	8	8	10	10	10	9	9	9	9
AVG SECTION SIZE	21.8	21.5	21.2	22.0	20.9	20.8	20.8	22.3	22.2	22.4	22.3
=====											
FIFTH	200	198	218	173	179	212	212	211	204	204	205
# OF SECTIONS	8	8	9	7	7	9	9	9	8	8	8
AVG SECTION SIZE	25.0	24.8	24.2	24.6	25.6	23.6	23.6	23.5	25.6	25.5	25.6
=====											
UNGRADED *	4	4	4	4	4	4	4	4	4	4	4
# OF SECTIONS +	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
=====											
TTL ENROLLMENT	1,112	1,118	1,127	1,115	1,146	1,172	1,164	1,155	1,145	1,140	1,135
TTL SECTIONS	56	56	56	56	58	60	59	58	57	57	57
AVG SEC. SIZE >	22.4	22.3	22.5	22.3	22.2	21.7	21.9	22.2	22.4	22.3	22.2
TTL ROOMS	53	56	56	56	58	60	59	58	57	57	57

Note: The sum of the numbers may not add up to the total due to rounding. \* - other special education students included in the grade level totals

+ - includes transition classes

> -Grade level class sizes appear larger due to the inclusion of special education students

DISTRICT ENROLLMENT

Projected Kindergarten w/additional percent

PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K = 18 - 21/22

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
FULL-DAY K	697	805	802	780	777	782	779	774	769	761	758
# OF ROOMS	32	37	37	36	36	36	36	36	36	35	35
AVG SECTION SIZE	21.8	21.7	21.7	21.7	21.6	21.7	21.6	21.5	21.3	21.7	21.7
UNGRADED	24	24	24	24	24	24	24	24	24	24	24
# OF ROOMS	3	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	8.0	8.0	8.0	8.0	8.0	7.9	8.0	8.0	7.9	7.9	7.9
TTL ENROLLMENT	721	829	826	804	801	806	803	798	792	785	782
TTL ROOMS	35	40	40	39	39	39	39	39	39	38	38

Note: The sum of the numbers may not add up to the total due to rounding.

HENRY BARNARD SCHOOL							FDK with potential additional students				
PROJECTED SCHOOL ENROLLMENT:							No change - remains the same				
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
PRE-K	307	313	304	306	305	304	302	300	297	296	294
HDK	6	6	6	6	6	6	6	6	6	6	6
FDK	92	92	92	92	92	92	92	92	92	92	92
FIRST	88	95	95	95	95	95	95	95	95	95	95
SECOND	79	83	90	90	90	90	90	90	90	90	90
UNGRADED	16	16	16	16	16	16	16	16	16	16	16
TOTAL	588	605	603	605	603	602	600	598	595	594	592
% CHANGE		2.9%	-0.4%	0.3%	-0.2%	-0.2%	-0.3%	-0.4%	-0.5%	-0.2%	-0.3%
Capacity	469										
% capacity	125%	129%	129%	129%	129%	128%	128%	128%	127%	127%	126%

Note: The sum of the numbers may not add up to the total due to rounding.

HENRY BARNARD SCHOOL							FDK with potential additional students				
PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22							No additional students				
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
PRE-K	307	313	304	306	305	304	302	300	297	296	294
# OF SECTIONS	19	19	19	19	19	19	19	19	19	19	19
# OF ROOMS *	10	10	10	10	10	10	10	10	10	10	10
AVG SECTION SIZE	16.2	16.5	16.0	16.1	16.1	16.0	15.9	15.8	15.6	15.6	15.5
HDK (FDK 2007-16)	6	6	6	6	6	6	6	6	6	6	6
# OF SECTIONS +	1	1	1	1	1	1	1	1	1	1	1
AVG SECTION SIZE	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0
# OF ROOMS	0.5	1	1	1	1	1	1	1	1	1	1
FDK	92	92	92	92	92	92	92	92	92	92	92
# OF SECTIONS	4	5	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	23.0	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4
FIRST	88	95	95	95	95	95	95	95	95	95	95
# OF SECTIONS	4	5	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	22.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0
SECOND	79	83	90	90	90	90	90	90	90	90	90
# OF SECTIONS	4	4	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	19.8	20.8	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0
UNGRADED	16	16	16	16	16	16	16	16	16	16	16
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	8.0	8.0	8.0	7.9	7.9	7.9	8.0	7.9	7.9	7.9	7.9
TTL ENROLLMENT	588	605	603	605	603	602	600	598	595	594	592
TTL SECTIONS	34	36	37	37	37	37	37	37	37	37	37
AVG SEC. SIZE K-2	21.6	19.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4
TTL ROOMS	25	27	28	28	28	28	28	28	28	28	28

Note: The sum of the numbers may not add up to the total due to rounding. \* -Includes one full-day Prekindergarten class + -including half-day K

COLUMBUS ELEMENTARY SCHOOL											
											FDK with potential additional students
PROJECTED SCHOOL ENROLLMENT:											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
Potential Additional Students		21	21	20	20	20	20	20	20	19	19
HDK	67	67	67	64	64	65	64	64	63	63	62
FDK	46	46	46	44	44	44	44	44	43	43	43
FIRST	120	133	132	132	128	127	128	128	127	126	124
SECOND	134	116	129	129	129	125	124	125	124	124	122
THIRD	128	148	128	144	144	143	139	138	139	138	139
FOURTH	137	121	140	121	136	136	136	131	131	132	131
FIFTH	129	133	118	136	118	132	132	132	127	127	128
UNGRADED	4	4	4	4	4	4	4	4	4	4	4
TOTAL	765	788	785	796	787	797	791	785	779	775	773
% CHANGE		3.1%	-0.4%	1.3%	-1.1%	1.3%	-0.7%	-0.7%	-0.8%	-0.5%	-0.4%
Capacity	805										
% capacity	95%	98%	98%	99%	98%	99%	98%	98%	97%	96%	96%

Note: The sum of the numbers may not add up to the total due to rounding.

COLUMBUS ELEMENTARY SCHOOL											
											Full-Day Kindergarten w/ potential additional students
PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	67										
# OF SECTIONS	4										
AVG SECTION SIZE	16.8										
# OF ROOMS	4										
FDK	46	133	133	129	128	129	129	128	126	125	125
# OF SECTIONS	2	7	7	6	6	6	6	6	6	6	6
AVG SECTION SIZE	23.0	19.0	19.0	21.5	21.4	21.5	21.4	21.3	21.1	20.8	20.8
FIRST	120	133	132	132	128	127	128	128	127	126	124
# OF SECTIONS	6	7	7	7	6	6	7	6	6	6	6
AVG SECTION SIZE	20.0	19.0	18.9	18.9	21.3	21.2	18.3	21.3	21.1	20.9	20.7
SECOND	134	116	129	129	129	125	124	125	124	124	122
# OF SECTIONS	6	6	7	7	7	6	6	6	6	6	6
AVG SECTION SIZE	22.3	19.3	18.5	18.5	18.4	20.8	20.7	20.8	20.7	20.6	20.4
THIRD	128	148	128	144	144	143	139	138	139	138	139
# OF SECTIONS	6	6	5	6	6	6	6	6	6	6	6
AVG SECTION SIZE	21.3	24.7	25.6	24.0	24.0	23.9	23.1	23.0	23.2	23.1	23.1
FOURTH	137	121	140	121	136	136	136	131	131	132	131
# OF SECTIONS	6	5	6	5	6	6	6	6	6	6	6
AVG SECTION SIZE	22.8	24.3	23.4	24.3	22.7	22.7	22.6	21.9	21.8	22.0	21.9
FIFTH	129	133	118	136	118	132	132	132	127	127	128
# OF SECTIONS	6	6	5	6	5	6	6	6	5	5	5
AVG SECTION SIZE	21.5	22.2	23.5	22.7	23.6	22.1	22.0	22.0	25.5	25.4	25.6
UNGRADED	4	4	4	4	4	4	4	4	4	4	4
# OF SECTIONS	1	1	1	1	1	1	1	1	1	1	1
AVG SECTION SIZE	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9	3.9
TTL ENROLLMENT	765	788	785	796	787	797	791	785	779	775	773
TTL SECTIONS	37	38	38	38	37	37	38	37	36	36	36
AVG SEC. SIZE (K-5)	21.1	21.4	21.5	21.6	21.9	22.0	21.4	21.7	22.2	22.1	22.1
TTL ROOMS	37	38	38	38	37	37	38	37	36	36	36

Note: The sum of the numbers may not add up to the total due to rounding.

DANIEL WEBSTER ELEMENTARY SCHOOL											
											FDK with potential additional students
PROJECTED SCHOOL ENROLLMENT:											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
Potential Additional Students		9	9	8	8	8	8	8	8	8	8
HDK	47	47	47	45	45	45	45	45	44	44	44
FDK	0	0	0	0	0	0	0	0	0	0	0
FIRST	73	58	58	58	57	57	57	57	56	56	55
SECOND	83	84	67	67	66	65	65	66	65	65	64
THIRD	85	93	95	77	77	77	76	76	76	76	76
FOURTH	94	80	90	91	73	72	73	72	72	72	72
FIFTH	76	95	82	91	92	74	73	74	73	73	73
UNGRADED	0	0	0	0	0	0	0	0	0	0	0
TOTAL	458	466	446	437	418	399	399	398	396	394	392
% CHANGE		1.8%	-4.2%	-2.2%	-4.3%	-4.5%	-0.2%	-0.2%	-0.5%	-0.4%	-0.4%
Capacity	544										
% capacity	84%	86%	82%	80%	77%	73%	73%	73%	73%	72%	72%

Note: The sum of the numbers may not add up to the total due to rounding.

DANIEL WEBSTER ELEMENTARY SCHOOL Full-Day Kindergarten w/ potential additional students  
 PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	47										
# OF SECTIONS	3										
AVG SECTION SIZE	15.7										
# OF ROOMS	3										
FDK	0	55	55	54	53	54	53	53	53	52	52
# OF SECTIONS	0	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	0.0	18.5	18.4	17.8	17.8	17.9	17.8	17.7	17.5	17.3	17.3
FIRST	73	58	58	58	57	57	57	57	56	56	55
# OF SECTIONS	4	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	18.3	19.4	19.3	19.3	19.0	18.9	19.0	19.0	18.8	18.7	18.4
SECOND	83	84	67	67	66	65	65	66	65	65	64
# OF SECTIONS	3	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	27.7	27.9	22.2	22.2	22.1	21.8	21.7	21.8	21.7	21.6	21.4
THIRD	85	93	95	77	77	77	76	76	76	76	76
# OF SECTIONS	4	5	5	4	4	4	4	4	4	4	4
AVG SECTION SIZE	21.3	18.6	19.0	19.2	19.1	19.3	19.1	19.0	19.1	19.0	18.9
FOURTH	94	80	90	91	73	72	73	72	72	72	72
# OF SECTIONS	3	3	3	3	3	3	3	3	3	3	3
AVG SECTION SIZE	31.3	26.8	30.0	30.3	24.2	24.2	24.4	24.1	24.0	24.1	24.0
FIFTH	76	95	82	91	92	74	73	74	73	73	73
# OF SECTIONS	5	6	5	6	6	5	5	5	5	5	5
AVG SECTION SIZE	15.2	15.9	16.3	15.2	15.3	14.7	14.7	14.8	14.6	14.6	14.7
UNGRADED *	0	0	0	0	0	0	0	0	0	0	0
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TTL ENROLLMENT	458	466	446	437	418	399	399	398	396	394	392
TTL SECTIONS	24	25	24	24	24	23	23	23	23	23	23
AVG SEC. SIZE >	21.6	21.2	20.9	20.7	19.6	19.5	19.5	19.4	19.3	19.2	19.1
TTL ROOMS	24	25	24	24	24	23	23	23	23	23	23

Note: The sum of the numbers may not add up to the total due to rounding. \* - students included in the grade level totals

> -Grade level class sizes appear larger due to the inclusion of special education students; school average incorporates sp ed sections

GEORGE M. DAVIS ELEMENTARY SCHOOL											
PROJECTED SCHOOL ENROLLMENT											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
Potential Additional Students	16	16	16	16	16	16	16	16	16	15	15
HDK	90	90	90	87	86	87	86	86	85	84	84
FDK	0	0	0	0	0	0	0	0	0	0	0
FIRST	96	103	103	103	99	99	100	99	99	98	97
SECOND	87	96	104	104	104	100	100	101	100	100	99
THIRD	110	105	115	125	125	125	121	120	121	121	120
FOURTH	116	123	117	129	140	140	140	135	135	135	135
FIFTH	130	114	121	115	127	138	138	137	133	132	133
UNGRADED	1	1	1	1	1	1	1	1	1	1	1
TOTAL	630	648	668	680	699	706	701	695	689	686	683
% CHANGE		2.9%	3.0%	1.8%	2.8%	1.0%	-0.7%	-0.8%	-0.9%	-0.4%	-0.4%
Capacity	641										
% capacity	98%	101%	104%	106%	109%	110%	109%	108%	107%	107%	107%

Note: The sum of the numbers may not add up to the total due to rounding. Full-Day Kindergarten w/ potential additional students

GEORGE M. DAVIS ELEMENTARY SCHOOL  
 PROJECTED SCHOOL ENROLLMENT SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26  
 Ungraded sections include 2 District Kaleidoscope classes

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	90										
# OF SECTIONS	4										
AVG SECTION SIZE	22.5										
# OF ROOMS	2.0										
FDK	0	106	106	103	102	103	102	102	101	100	99
# OF SECTIONS	0	5	5	5	5	5	5	5	5	5	5
AVG SECTION SIZE	0.0	21.2	21.2	20.5	20.4	20.6	20.5	20.3	20.1	19.9	19.8
FIRST	96	103	103	103	99	99	100	99	99	98	97
# OF SECTIONS	3	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	32.0	25.8	25.8	25.7	24.9	24.7	24.9	24.8	24.6	24.4	24.1
SECOND	87	96	104	104	104	100	100	101	100	100	99
# OF SECTIONS	4	4	5	5	5	5	5	5	4	4	4
AVG SECTION SIZE	21.8	24.0	20.9	20.8	20.7	20.1	20.0	20.1	25.1	24.9	24.7
THIRD	110	105	115	125	125	125	121	120	121	121	120
# OF SECTIONS	5	5	5	6	6	6	6	6	6	6	6
AVG SECTION SIZE	22.0	20.9	23.1	20.9	20.9	20.8	20.1	20.0	20.2	20.1	19.9
FOURTH	116	123	117	129	140	140	140	135	135	135	135
# OF SECTIONS	5	6	5	6	6	6	6	6	6	6	6
AVG SECTION SIZE	23.2	20.5	23.4	21.5	23.4	23.3	23.3	22.5	22.4	22.6	22.5
FIFTH	130	114	121	115	127	138	138	137	133	132	133
# OF SECTIONS	5	5	5	5	5	6	6	6	6	6	6
AVG SECTION SIZE	26.0	22.8	24.2	23.0	25.4	23.0	22.9	22.9	22.1	22.0	22.2
UNGRADED*	1	1	1	1	1	1	1	1	1	1	1
# OF SECTIONS+	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2	4+2
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TTL ENROLLMENT	630	648	668	680	699	706	701	695	689	686	683
TTL SECTIONS	32	35	35	37	37	38	38	38	37	37	37
AVG SEC SIZE >	21.1	22.5	23.1	22.1	22.6	22.1	22.0	21.8	22.4	22.3	22.2
TTL ROOMS	30	35	35	37	37	38	38	38	37	37	37

Note: The sum of the numbers may not add up to the total due to rounding. \* - other special education students included in the grade level totals  
 + - two Kaleidoscope classes included in total  
 > - Grade level class sizes appear larger due to the inclusion of special education students, school average incorporates sp ed sections

JEFFERSON ELEMENTARY SCHOOL											
											FDK with potential additional students
PROJECTED SCHOOL ENROLLMENT:											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
Potential Additional Students		13	13	13	13	13	13	13	13	12	12
HDK	72	72	72	69	69	70	69	69	68	67	67
FDK	0	0	0	0	0	0	0	0	0	0	0
FIRST	100	86	85	85	82	82	83	82	82	81	80
SECOND	81	100	85	85	85	82	82	82	82	81	81
THIRD	85	90	110	94	94	94	93	92	92	93	92
FOURTH	85	79	84	103	88	88	88	87	86	86	87
FIFTH	96	84	79	83	102	87	87	87	86	86	85
UNGRADED	8	8	8	8	8	8	8	8	8	8	8
TOTAL	527	531	536	541	541	524	522	520	517	514	512
% CHANGE		0.8%	0.9%	0.8%	0.1%	-3.3%	-0.3%	-0.4%	-0.6%	-0.5%	-0.5%
Capacity	536										
% capacity	98%	99%	100%	101%	101%	98%	97%	97%	96%	96%	96%

Note: The sum of the numbers may not add up to the total due to rounding.

JEFFERSON ELEMENTARY SCHOOL											
											Full-Day Kindergarten w/ potential additional students
PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	72										
# OF SECTIONS	4										
AVG SECTION SIZE	18.0										
# OF ROOMS	2.0										
FDK	0	85	85	82	82	82	82	81	81	80	79
# OF SECTIONS	0	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	0.0	21.2	21.2	20.5	20.4	20.6	20.5	20.3	20.1	19.9	19.8
FIRST	100	86	85	85	82	82	83	82	82	81	80
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	25.0	21.4	21.4	21.3	20.6	20.5	20.7	20.6	20.4	20.2	20.0
SECOND	81	100	85	85	85	82	82	82	82	81	81
# OF SECTIONS	4	5	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	20.3	19.9	21.3	21.3	21.2	20.5	20.5	20.6	20.5	20.4	20.2
THIRD	85	90	110	94	94	94	93	92	92	93	92
# OF SECTIONS	4	4	5	4	4	4	4	4	4	4	4
AVG SECTION SIZE	21.3	22.4	22.0	23.6	23.5	23.5	23.2	23.1	23.0	23.2	23.0
FOURTH	85	79	84	103	88	88	88	87	86	86	87
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	21.3	19.9	20.9	25.7	22.0	22.0	21.9	21.7	21.6	21.5	21.7
FIFTH	96	84	79	83	102	87	87	87	86	86	85
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	24.0	21.1	19.7	20.7	25.5	21.9	21.8	21.7	21.5	21.4	21.3
UNGRADED *	8	8	8	8	8	8	8	8	8	8	8
# OF SECTIONS	4	4	4	4	4	4	4	4	4	4	4
AVG SECTION SIZE	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
TTL ENROLLMENT	527	531	536	541	541	524	522	520	517	514	512
TTL SECTIONS	28	29	29	28	28	28	28	28	28	28	28
AVG SEC SIZE >	21.6	21.0	21.1	22.2	22.2	21.5	21.4	21.3	21.2	21.1	21.0
TTL ROOMS	26	29	29	28	28	28	28	28	28	28	28

Note: The sum of the numbers may not add up to the total due to rounding. \* - other special education students included in the grade level totals  
 > -Grade level class sizes appear larger due to the inclusion of special education students



TRINITY ELEMENTARY SCHOOL											FDK with potential additional students
PROJECTED SCHOOL ENROLLMENT:											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
Potential Additional Students		20	20	20	20	20	20	19	19	19	19
HDK	66	66	66	64	63	64	63	63	62	62	61
FDK	45	45	45	43	43	43	43	43	43	42	42
FIRST	130	129	129	128	124	124	124	124	123	122	121
SECOND	134	132	131	131	130	126	126	127	126	125	124
THIRD	147	142	141	141	141	141	136	136	136	136	135
FOURTH	151	149	144	143	142	143	141	137	137	138	137
FIFTH	172	158	156	151	150	149	150	148	143	144	145
UNGRADED	0	0	0	0	0	0	0	0	0	0	0
TOTAL	845	842	832	821	813	809	803	796	790	788	783
% CHANGE		-0.4%	-1.2%	-1.3%	-0.9%	-0.6%	-0.7%	-0.9%	-0.7%	-0.3%	-0.6%
Capacity	789										
% capacity	107%	107%	105%	104%	103%	102%	102%	101%	100%	100%	99%

Note: The sum of the numbers may not add up to the total due to rounding.

TRINITY ELEMENTARY SCHOOL											Full-Day Kindergarten w/ potential additional students
PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 & 5 = 22 - 25/26, 4 larger due to KAL											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	66										
# OF SECTIONS	4										
AVG SECTION SIZE	16.5										
# OF ROOMS	2.0										
FDK	45	131	131	126	126	127	126	125	124	123	122
# OF SECTIONS	2	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	22.5	21.8	21.8	21.1	21.0	21.1	21.0	20.9	20.7	20.5	20.4
FIRST	130	129	129	128	124	124	124	124	123	122	121
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	21.7	21.5	21.4	21.4	20.7	20.6	20.7	20.6	20.5	20.3	20.1
SECOND	134	132	131	131	130	126	126	127	126	125	124
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	22.3	22.0	21.8	21.8	21.7	21.0	20.9	21.1	21.0	20.8	20.7
THIRD	147	142	141	141	141	141	136	136	136	136	135
# OF SECTIONS	7	7	7	7	7	7	6	6	6	6	6
AVG SECTION SIZE	21.0	20.3	20.2	20.2	20.1	20.1	22.7	22.6	22.7	22.6	22.5
FOURTH	151	149	144	143	142	143	141	137	137	138	137
# OF SECTIONS	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	25.2	24.8	24.0	23.9	23.7	23.8	23.5	22.8	22.9	23.0	22.8
FIFTH	172	158	156	151	150	149	150	148	143	144	145
# OF SECTIONS	8	7	7	7	7	7	7	7	7	7	7
AVG SECTION SIZE	21.5	22.6	22.3	21.6	21.4	21.3	21.4	21.2	20.5	20.5	20.7
UNGRADED *	0	0	0	0	0	0	0	0	0	0	0
# OF SECTIONS	2	2	2	2	2	2	2	2	2	2	2
AVG SECTION SIZE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TTL ENROLLMENT	845	842	832	821	813	809	803	796	790	788	783
TTL SECTIONS	41	40	40	40	40	40	39	39	39	39	39
AVG SEC. SIZE >	21.5	22.2	21.9	21.6	21.4	21.3	21.7	21.5	21.4	21.3	21.2
TTL ROOMS	39	40	40	40	40	40	39	39	39	39	39

Note: The sum of the numbers may not add up to the total due to rounding. \* - special education students included in the grade level totals  
 > -Grade level class sizes appear larger due to the inclusion of special education students, school average incorporates sp ed sections

WILLIAM B WARD ELEMENTARY SCHOOL											
PROJECTED SCHOOL ENROLLMENT:											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
Potential Additional Students		30	30	29	29	29	29	29	29	29	28
HDK	115	115	114	111	110	111	111	110	109	107	107
FDK	51	51	51	49	49	49	49	49	48	48	47
FIRST	167	196	195	194	188	187	189	188	187	185	183
SECOND	159	165	195	194	194	187	187	188	187	186	184
THIRD	220	173	180	213	213	212	205	205	206	205	204
FOURTH	196	215	170	176	209	208	208	201	200	202	201
FIFTH	200	198	218	173	179	212	212	211	204	204	205
UNGRADED	4	4	4	4	4	4	4	4	4	4	4
TOTAL	1,112	1,148	1,157	1,144	1,175	1,201	1,193	1,184	1,174	1,169	1,163
% CHANGE		3.2%	0.8%	-1.1%	2.7%	2.2%	-0.7%	-0.8%	-0.8%	-0.5%	-0.5%
Capacity	1,083										
% capacity	103%	106%	107%	106%	108%	111%	110%	109%	108%	108%	107%

Note: The sum of the numbers may not add up to the total due to rounding

WILLIAM B WARD ELEMENTARY SCHOOL											
PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K - 2 = 18 - 21/22, 3 - 5 = 22 - 25/26											
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	current										
HDK	115										
# OF SECTIONS	6										
AVG SECTION SIZE	19.2										
# OF ROOMS	3.0										
FDK	51	196	195	189	188	190	189	187	186	184	183
# OF SECTIONS	2	8	8	8	8	8	8	8	8	8	8
AVG SECTION SIZE	25.5	24.5	24.4	23.6	23.5	23.7	23.6	23.4	23.2	23.0	22.9
FIRST	167	196	195	194	188	187	189	188	187	185	183
# OF SECTIONS	8	9	9	9	9	9	9	9	9	9	9
AVG SECTION SIZE	20.9	21.7	21.7	21.6	20.9	20.8	21.0	20.9	20.7	20.5	20.3
SECOND	159	165	195	194	194	187	187	188	187	186	184
# OF SECTIONS	7	8	9	9	9	9	9	9	9	9	9
AVG SECTION SIZE	22.7	20.7	21.6	21.6	21.5	20.8	20.7	20.9	20.8	20.6	20.5
THIRD	220	173	180	213	213	212	205	205	206	205	204
# OF SECTIONS	10	8	8	10	10	10	9	9	9	9	9
AVG SECTION SIZE	22.0	21.7	22.5	21.3	21.3	21.2	22.8	22.7	22.9	22.8	22.6
FOURTH	196	215	170	176	209	208	208	201	200	202	201
# OF SECTIONS	9	10	8	8	10	10	10	9	9	9	9
AVG SECTION SIZE	21.8	21.5	21.2	22.0	20.9	20.8	20.8	22.3	22.2	22.4	22.3
FIFTH	200	198	218	173	179	212	212	211	204	204	205
# OF SECTIONS	8	8	9	7	7	9	9	9	8	8	8
AVG SECTION SIZE	25.0	24.8	24.2	24.6	25.6	23.6	23.6	23.5	25.6	25.5	25.6
UNGRADED	4	4	4	4	4	4	4	4	4	4	4
# OF SECTIONS +	6	6	6	6	6	6	6	6	6	6	6
AVG SECTION SIZE	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
TTL ENROLLMENT	1,112	1,148	1,157	1,144	1,175	1,201	1,193	1,184	1,174	1,169	1,163
TTL SECTIONS	56	57	57	57	59	61	60	59	58	58	58
AVG SEC SIZE >	22.4	22.5	22.6	22.5	22.3	21.8	22.1	22.3	22.6	22.5	22.4
TTL ROOMS	53	57	57	57	59	61	60	59	58	58	58

Note: The sum of the numbers may not add up to the total due to rounding. \* - other special education students included in the grade level totals

+ - includes transition classes

> -Grade level class sizes appear larger due to the inclusion of special education students

DISTRICT ENROLLMENT  
 PROJECTED SCHOOL ENROLLMENT: SECTIONAL ANALYSIS - max class size K = 18 - 21/22

Projected Kindergarten w/additional percent  
 Three Kindergarten Centers

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FULL-DAY K	268	267	260	259	261	260	258	256	254	253
# OF ROOMS	13	13	12	12	12	12	12	12	12	12
AVG SECTION SIZE	20.6	20.6	21.7	21.6	21.7	21.6	21.5	21.3	21.1	21.1
UNGRADED	8	8	8	8	8	8	8	8	8	8
# OF ROOMS	1	1	1	1	1	1	1	1	1	1
AVG SECTION SIZE	8.0	8.0	8.0	8.0	7.9	8.0	8.0	7.9	7.9	7.9
TTL ENROLLMENT	276	275	268	267	269	268	266	264	262	261
TTL ROOMS	14	14	13	13	13	13	13	13	13	13

Note: The sum of the numbers may not add up to the total due to rounding.







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