

# LONG RANGE PLANNING STUDY & FACILTIES ANALYSIS



*A service of Western Suffolk BOCES  
Office of School Planning and Research*

***West Babylon  
Union Free  
School District  
November 2011***

# West Babylon Union Free School District

## Long Range Planning Study Demographic, Enrollment and Facility Analysis November 2011

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# WEST BABYLON UNION FREE SCHOOL DISTRICT

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November 21, 2011

Demographic, Enrollment and  
Facilities Overview

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# Enrollment on Long Island

## ■ 2004 - 2010

- ❑ Long Island: declined 3.4 percent
- ❑ Suffolk County: declined 3.9 percent
- ❑ West Babylon: declined 11.1 percent

## ■ 2010 - 2013

- ❑ Long Island: additional 2.5 percent decrease
  - ❑ Suffolk County: additional 2.7 percent decrease
  - ❑ West Babylon: additional 5.2 percent decrease
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# Enrollment History: 2004 - 2010

## ■ Long Island : 2004 - 2010

- Elementary Grades decreased 5.7 percent
- Middle Grades (6 - 8) decreased 4.7 percent
- High Schools increased 4.3 percent

## ■ Suffolk County: 2004 - 2010

- Elementary Grades decreased 6.1 percent
  - Middle Grades (6 - 8) decreased 4.4 percent
  - High Schools increased 5.0 percent
-

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# West Babylon UFSD: 2004 - 2010

- **Elementary Grades: decreased**

- 375 students
- 17.0 percent

- **Middle Grades: decreased**

- 115 students
- 10 percent

- **High School: decreased**

- 53 students
  - 3.4 percent
-

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# Enrollment: 2010-2013

## ■ Long Island:

- ❑ Elementary Grades: to decrease 3.1 percent
- ❑ Middle Grades: to decrease 1.9 percent
- ❑ High Schools: to decrease 2.1 percent

## ■ Suffolk County:

- ❑ Elementary Grades: to decrease 3.8 percent
  - ❑ Middle Grades: to decrease 2.3 percent
  - ❑ High Schools: to decrease 1.5 percent
-

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# West Babylon UFSD: 2010-2013

- **Elementary Grades: to increase**
    - 17 students
    - 0.9 percent
  - **Middle Grades: to decrease**
    - 143 students
    - 13.8 percent
  - **High School: to decrease**
    - 101 students
    - 6.8 percent
-

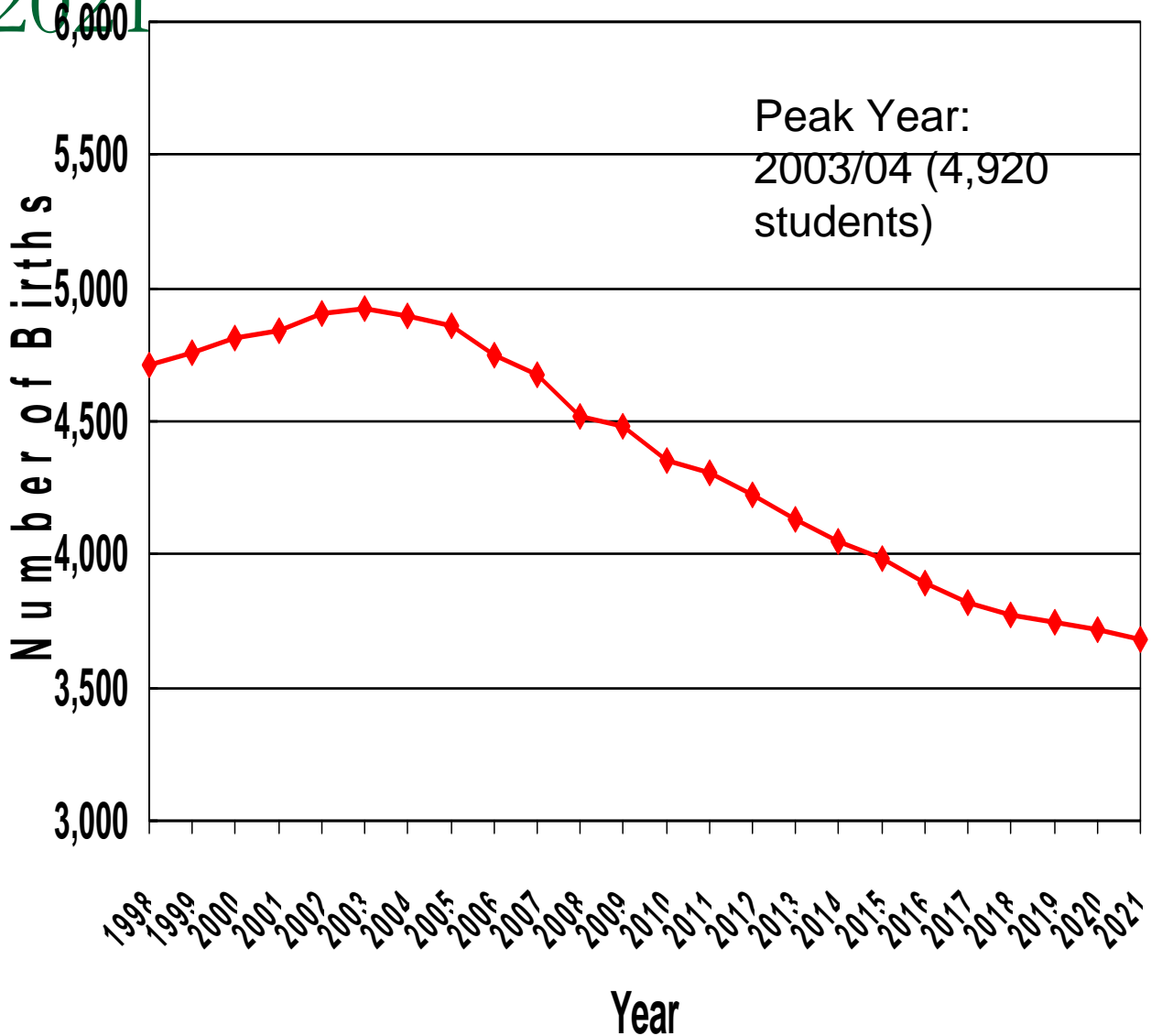


# West Babylon UFSD

## Enrollment

### History/Projections 1998 -

### 2021

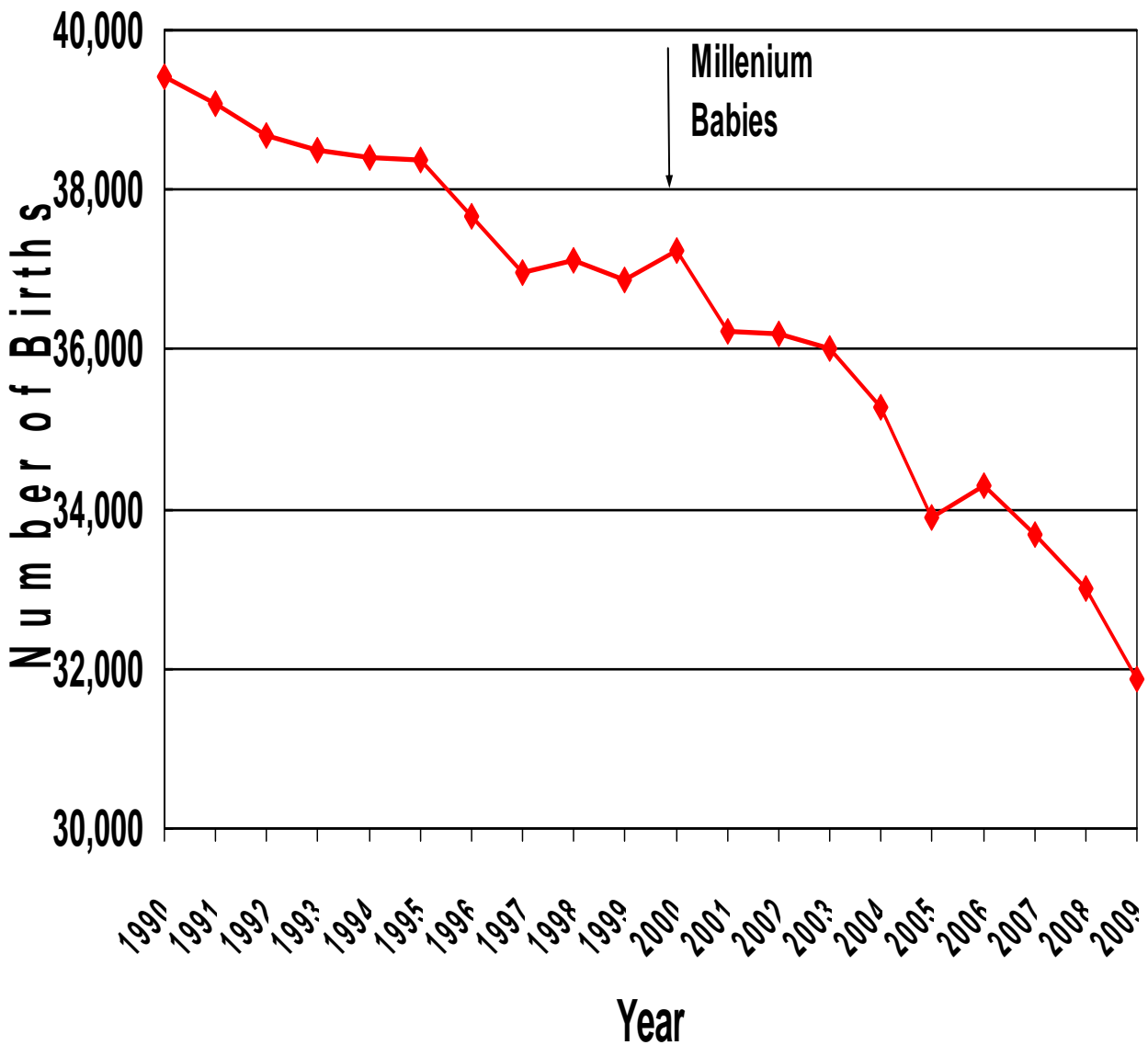


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**WHY ?**

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# Births on Long Island: 1990 - 2009



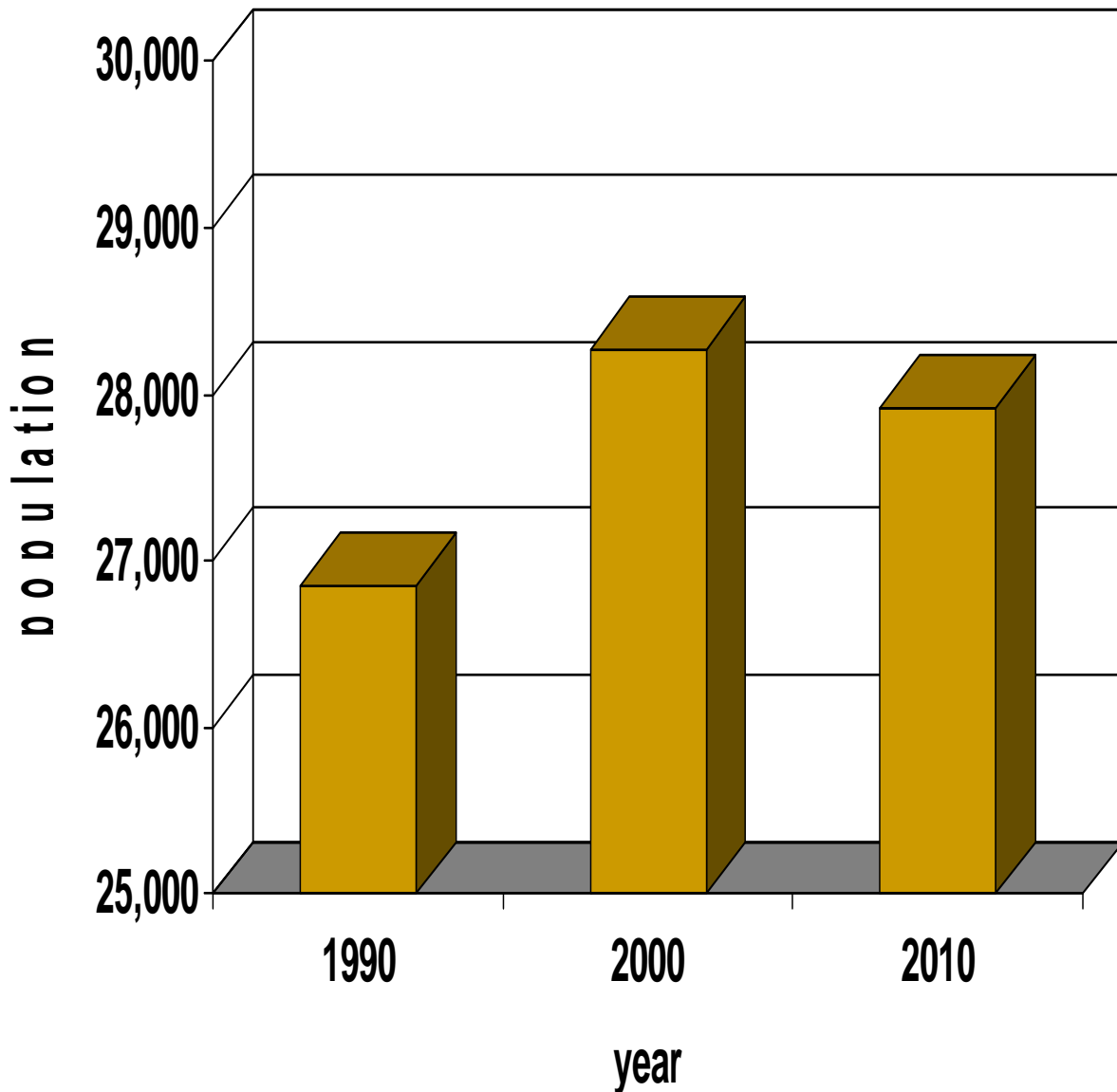
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## Other Factors:

- Housing:
    - Sales have plummeted on Long Island
    - New construction has come to a standstill
    - Values have decreased
  
  - Non-Public Enrollment: since 2004
    - Long Island: declined by 3.4 percent
    - Suffolk County: declined by 3.9 percent
    - West Babylon: decreased from 170 students (3.4 %) in 2004 to 124 students (2.8%) in 2011.
-

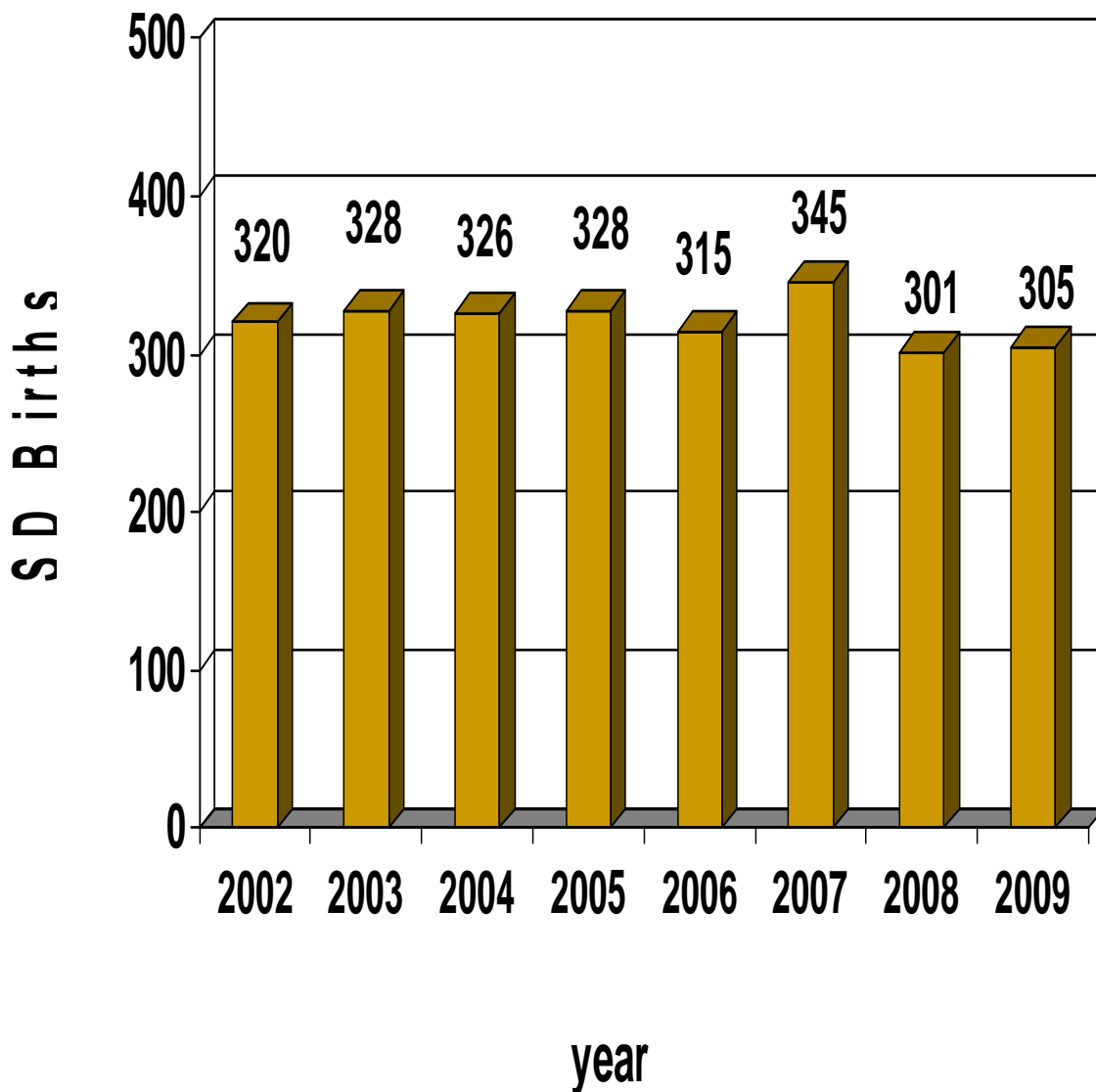
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West Babylon: Population –  
decreased by 1.25% (353 people) between  
2000-2010



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# West Babylon: School District Births



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# West Babylon – Other Demographics

- Age distribution has shifted -
    - fewer in the 0 - 4 age group; more in the 55+ age group
  - Ethnic composition has been relatively stable
    - the Hispanic group saw the most significant gains
  - Housing sales peaked in 1999 when 354 units sold
    - 138 units were sold in 2010
  - West Babylon: 0.44 public school children per household in 2010
    - lower than Suffolk County average (0.50)
  - West Babylon: % of households with children under 18 has decreased from 39.7% in 1990 to 34.6% in 2010.
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# West Babylon: Kindergarten Information

- Between 2001 – 2011: kindergarten cohorts ranged between:  
287 (2011) - 356 (2001)
  - Between 2011 – 2021: kindergarten cohorts are expected to range between:  
326 (2012) - 267 (2021)
  - Smaller kindergarten groups replaced larger exiting 12<sup>th</sup> grade students since 2003
  - Smaller kindergarten groups are expected to continue to replace larger exiting 12<sup>th</sup> grade students between 2012 – 2021
    - Displacement will range between 18 – 91 students
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# West Babylon: Migration Patterns

- Stable or Positive migrations to seven grades from one year to the next
  - Average losses are seen to five grades: Grades 1, 2, 8, 9 and 12
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# West Babylon: Enrollment 2011-2021

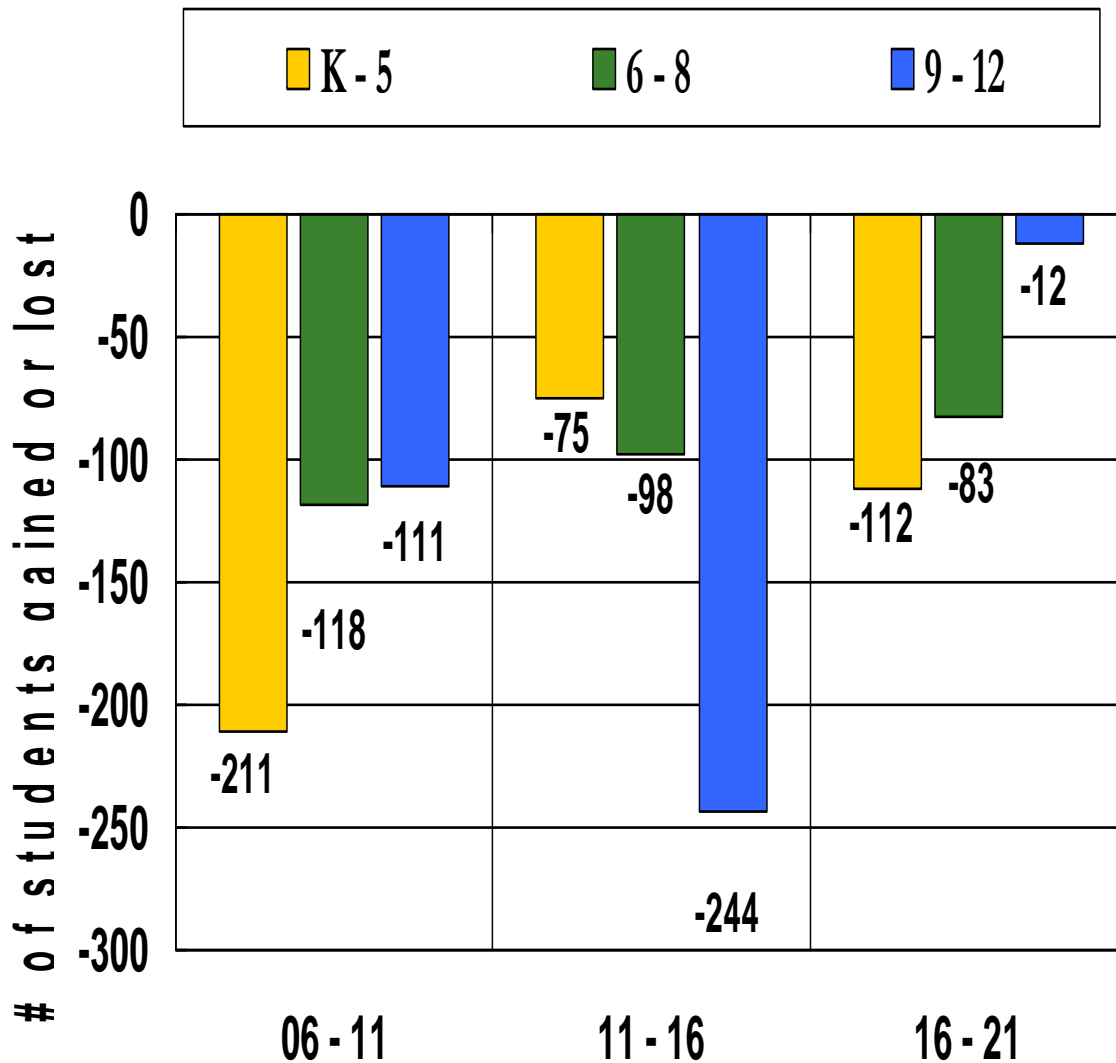
## Shaded Area: Students Already Enrolled

### PROJECTED DISTRICT ENROLLMENT

GRADE	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
KINDERGARTEN	287	326	281	288	279	276	272	273	270	270	267
FIRST	295	282	321	277	283	274	272	267	268	266	265
SECOND	321	293	280	318	275	281	272	269	265	266	264
THIRD	297	320	292	280	317	274	280	272	269	265	266
FOURTH	291	298	322	294	281	319	275	282	273	270	266
FIFTH	287	290	298	321	293	280	318	275	281	272	269
SIXTH	314	286	289	297	320	292	279	317	274	280	271
SEVENTH	333	316	288	291	299	322	294	281	320	276	282
EIGHTH	362	331	314	286	290	297	320	292	279	317	274
NINTH	331	359	328	312	284	287	295	318	290	277	315
TENTH	359	332	360	329	312	285	288	295	318	290	278
ELEVENTH	375	367	339	367	336	319	291	294	301	325	296
TWELFTH	403	372	364	336	365	333	317	289	292	299	323
SC SPED/UNGRADE D	52	53	52	52	51	50	49	48	48	47	47
<b>TOTAL</b>	<b>4,307</b>	<b>4,226</b>	<b>4,128</b>	<b>4,048</b>	<b>3,984</b>	<b>3,890</b>	<b>3,822</b>	<b>3,771</b>	<b>3,748</b>	<b>3,721</b>	<b>3,683</b>

% CHANGE	-	1.9%	-	2.3%	-	2.0%	-	1.6%	-	2.4%	-	1.7%	-	1.3%	-	0.6%	-	0.7%	-	1.0%
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# West Babylon UFSD : Enrollment Patterns, 2006 - 2021



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# West Babylon UFSD: Enrollment in Grades K - 5

<b>School</b>	<b>Current</b>	<b>Range 2012 - 2021</b>
<b>Forest Ave ES</b>	<b>334</b>	<b>297 - 339</b>
<b>Kennedy ES</b>	<b>441</b>	<b>385 - 433</b>
<b>Santapogue ES</b>	<b>388</b>	<b>353 - 410</b>
<b>South Bay ES</b>	<b>330</b>	<b>300 - 333</b>
<b>Tooker ES</b>	<b>337</b>	<b>306 - 349</b>

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# West Babylon UFSD:

## Enrollment in Grades 6 - 12

<b>School</b>	<b>Current</b>	<b>Range 2012 - 2021</b>
<b>West Babylon JHS</b>	<b>1,009</b>	<b>828 - 933</b>
<b>West Babylon HS</b>	<b>1,468</b>	<b>1,189 – 1,430</b>

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# Facility Utilization: 2011/12

<b>Facility</b>	<b>Grades</b>	<b>Capacity</b>	<b>% Utilization</b>
<b>Forest ES</b>	<b>K - 5</b>	<b>540</b>	<b>62%</b>
<b>Kennedy ES</b>	<b>K - 5</b>	<b>647</b>	<b>68%</b>
<b>Santapogue ES</b>	<b>K - 5</b>	<b>630</b>	<b>62%</b>
<b>South Bay ES</b>	<b>K - 5</b>	<b>372</b>	<b>89%</b>
<b>Tooker ES</b>	<b>K - 5</b>	<b>551</b>	<b>61%</b>
<b>West Babylon JHS</b>	<b>6 - 8</b>	<b>1,529</b>	<b>66%</b>
<b>West Babylon HS</b>	<b>9 - 12</b>	<b>1,935</b>	<b>76%</b>

# Elementary Instructional Space

<b>School</b>	<b>Gen Ed + Sp Ed</b>	<b>Support</b>	<b>Other/ Unoccupied</b>	<b>% Support</b>	<b>Total Rooms</b>
<b>Forest</b>	<b>15</b>	<b>7</b>	<b>1</b>	<b>30.4%</b>	<b>23</b>
<b>Kennedy</b>	<b>20</b>	<b>6</b>	<b>4</b>	<b>20%</b>	<b>30</b>
<b>Santapogue</b>	<b>17</b>	<b>10</b>	<b>0</b>	<b>37%</b>	<b>27</b>
<b>South Bay</b>	<b>16</b>	<b>3</b>	<b>0</b>	<b>15.8%</b>	<b>19</b>
<b>Tooker</b>	<b>18</b>	<b>8</b>	<b>0</b>	<b>30.8%</b>	<b>26</b>
<b>Total Elementary</b>	<b>86</b>	<b>34</b>	<b>5</b>	<b>26.8% (5-school average)</b>	<b>125</b>

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# Secondary Instructional Space

<b>School</b>	<b>Inter-changeable rooms</b>	<b>Speciali zed rooms</b>	<b>Total Rooms</b>
<b>West Babylon JHS</b>	<b>45</b>	<b>29</b>	<b>74</b>
<b>West Babylon HS</b>	<b>55</b>	<b>34</b>	<b>89</b>
<b>Total</b>	<b>100</b>	<b>63</b>	<b>163</b>

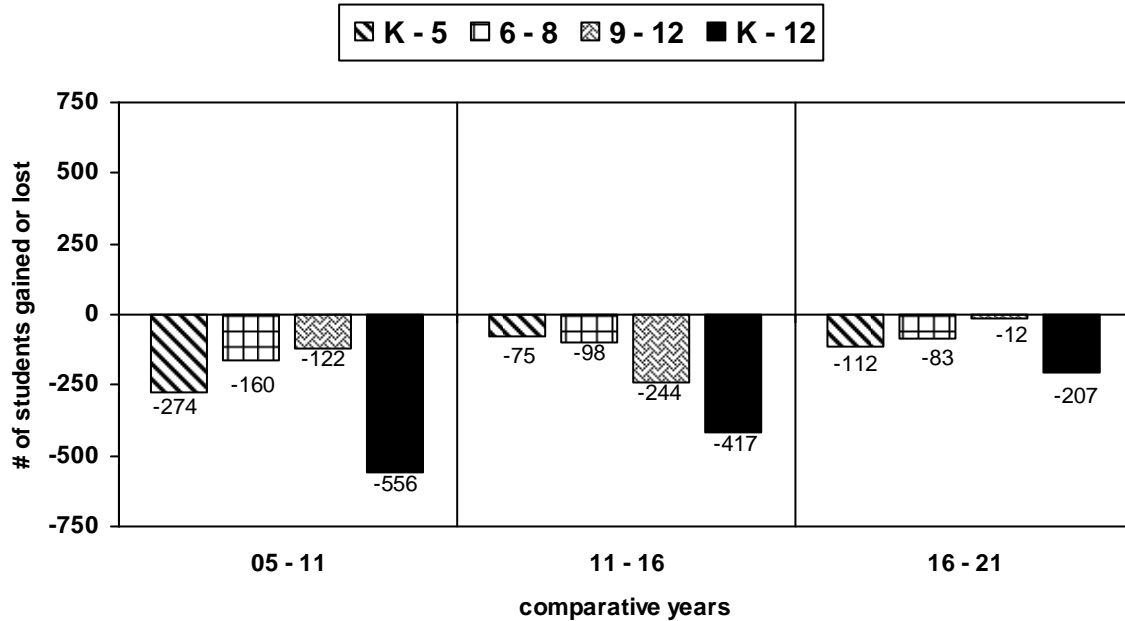
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# Projected Facility Utilization: 2012 - 2021

<b>Facility</b>	<b>Grades</b>	<b>Capacity</b>	<b>% Utilization</b>
<b>Forest Ave ES</b>	<b>K - 5</b>	<b>540</b>	<b>55% - 63%</b>
<b>Kennedy ES</b>	<b>K - 5</b>	<b>647</b>	<b>60% - 67%</b>
<b>Santapogue ES</b>	<b>K - 5</b>	<b>630</b>	<b>56% - 65%</b>
<b>South Bay ES</b>	<b>K - 5</b>	<b>372</b>	<b>81% - 89%</b>
<b>Tooker ES</b>	<b>K - 5</b>	<b>551</b>	<b>56% - 63%</b>
<b>West Babylon JHS</b>	<b>6 - 8</b>	<b>1,529</b>	<b>54% - 61%</b>
<b>West Babylon HS</b>	<b>9 - 12</b>	<b>1,935</b>	<b>61% - 74%</b>

### West Babylon Union Free School District Enrollment Change, 2005 - 2021 (inc. ungraded)



The West Babylon Union Free School District enrollment has declined each year since 2004, with an overall loss of 556 students noted between 2005 and 2011. All grade configurations showed losses during this time. Enrollment projections suggest that all grade configurations will continue to lose students over the next ten years, with an overall loss of 624 K - 12 students, or 14.5 percent, forecasted between 2011 and 2021.

## INTRODUCTION

At the request of the West Babylon Union Free School District, the Western Suffolk BOCES Office of School Planning and Research conducted this study that includes a review of past projections made by Western Suffolk BOCES, and an assessment of demographic and historical enrollment trends in order to prepare new projections through the year 2021.

The West Babylon Union Free School District is committed to meeting the educational needs of its students throughout the future. The continued monitoring of enrollment trends will allow the district the objective data to consider a variety of educational issues. The foundation for this study is in keeping with the promotion of the basic district mission and philosophy.

The Board of Education and the Superintendent's efforts to plan for the future through sound management practices is fostered by comprehensive, objective data, such as contained within this Comprehensive Long Range Planning Study Update. This update serves to provide data that the Board of Education and administration can use in planning for the future. Planning is, however, a dynamic process that needs to reflect change. The data provided to the district through this study can be modified through periodic updates that allow the incorporation of subtle changes in district trends. This study provides an update to the enrollment study update prepared for the district in December 2010.

Joan E. Townley, School Planning Coordinator, oversaw all aspects of the study and served as principal researcher, analyst and forecaster. Shu-ling Liu, Research Analyst, assisted with the enrollment projections and facilities analysis. Lisa Conte, Educational Research Analyst, assisted with enrollment projections while Barbara Graziano wrote the report. Janice Schwartz, Educational Planning Assistant, provided research assistance and prepared the report for printing.

Anthony Cacciola, Superintendent of Schools, acted as district liaison to the study, providing access to district records, as well as direction on the study scope, wisdom, and visions for the future, thus enabling the study to accomplish its objectives. Dr. Dominick Palma, Assistant Superintendent, provided enrollment information and clarification.

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

Bloomberg Businessweek  
Bureau of Labor Statistics  
Center for Disease Control and Prevention, NCHS Data Brief, Number 60 (March 2011)  
Housing Views - S&P's Blog on the Housing Market  
Long Island Index, 2011  
National Association of Home Builders  
New York State Education Department, Charter School Office  
New York State Education Department; Non-Public School Enrollment by County 2010-11  
New York State Education Department; Public School Enrollment by County Fall 2009  
New York State Health Department – Bureau of Vital Statistics  
New York Times  
Newsday  
Pew Research Center, U.S. Birth Rate Decline Linked to Recession, April, 2010  
The state of the Nation's Housing 2011, Joint Center for Housing Studies of Harvard University,  
[www.jchs.harvard.edu](http://www.jchs.harvard.edu)  
Town of Babylon Department of Planning  
U.S. Census Bureau  
U.S. Census Bureau, American Community Survey 2009  
U.S. Census Bureau, American Fact Finder 2, Census 2010  
U.S. Department of Education, National Center for Education Statistics (May 2011) Characteristics of  
Private Schools in the United States: Results from the 2009-10 Private School Universe Survey  
U.S. Department of Education, National Center for Education Statistics (2011) The Condition of  
Education; Indicator 4, Private School Enrollment  
U.S. Department of Health and Human Services – National Center for Health Statistics  
U.S. Housing Market Conditions, 1st & 2nd Quarter 2011, HUD.gov  
USA Today  
[www.housingtrendsnewsletter.com](http://www.housingtrendsnewsletter.com)  
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[www.moneymorning.com](http://www.moneymorning.com)

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## Section One: Enrollment - Past, Present & Future

*School enrollment decline occurs as a result of fewer children being born, fewer families moving into a community, or fewer students returning from non-public schools. The West Babylon Union Free School District has experienced an overall loss in district K - 12 enrollment during the historical period 2005 through 2011. This enrollment decline is accounted for by a decrease in birthrates, changing resident characteristics and housing factors.*

### A. BIRTHS

According to data from the *National Center for Health Statistics* a record high number of births (4,316,233) was recorded in the United States in 2007. However, between 2007 and 2009 the number of births decreased by four percent, with birth rates falling from 69.5 to 66.7 births per 1,000 women. Provisional data through June 2010 indicate continued declines in birth rates. Rates fell in most states; however, the largest decreases were noted in the western and southeastern states. Many researchers attribute the recent declines to the current economic climate. Some experts feel that a drop in immigration may be a factor as well. Nevada and Arizona, attractive states for immigrants, have experienced the greatest declines in birth rates and are also the two states with the highest foreclosure rates.

The number of births and birth rates declined across all race and Hispanic origin groups. However, the Hispanic group experienced the greatest decline in birth rates with a decrease of nine percent between 2007 - 2009; the 2009 rate of 93.3 births per 1,000 women is the lowest since 1999. The birth rates for the non-Hispanic white and non-Hispanic black segments each decreased three percent during the same time period.

According to the *U. S. Census Bureau* the country is experiencing a "delayer boom," as more women delay having children until they are in their thirties. The average age of first time mothers increased 3.7 years between 1970 and 2008, from 21.4 to 25.1 years. This increase also reflects, to some degree, a decline in births to women under 25 years of age. The teen birth rate has dropped from 61.8 births in 1991 to 39.1 births in 2009. The 40 - 44 year old segment was the only group to experience an increase. The 2008 birth rate for women aged 40 - 44 years was the highest since 1967; this rate has increased 32 percent since 1999.

Census Bureau data also indicates a correlation between education levels of women and number of births by the end of their childbearing years. Women aged 35 - 44 with at least a bachelor's degree had 1.7 births, while women aged 35 - 44 with less than a high school degree had 2.5 births. In 2010, 88 percent of women with less than a high school diploma had given birth compared with 76 percent with at least a bachelor's degree.

The total number of births to unmarried women decreased in 2009; however, the percentage of births to unmarried women increased from 40.6 to 41.0 percent in that year. In addition fewer families are having more than two children.

Additional facts reported by the U. S. Census Bureau:

- Foreign-born women were more likely to have had a baby (87 percent) than were native-born women (80 percent) by the age of 40-44.
- Approximately 23 percent of women who had a child last year reported living in households with family incomes of at least \$75,000; approximately 21 percent were living in households with incomes under \$20,000.
- By age 40 - 44, white non-Hispanic women (20.6 percent) were more likely to be childless than Hispanic women (12.4 percent), black women (17.2 percent) and Asian women (15.9 percent).
- Only 50.2 percent of babies under age one are non-Hispanic white, a decrease from 57.6 percent ten years ago.

Local data from the New York State Department of Health show stability in the number of births in Suffolk County from the late 1980's through 1995. Births from 1996-2004 remained at a slightly lower plateau with one unusual two percent rise in 2000. The increase in 2000 resulted in larger kindergarten cohorts in some districts in 2005 which will continue to influence enrollment in upper grades for the next few years. Births in 2005 were slightly lower than the plateau experienced previously, but rose again in 2006. However, since 2006 births have decreased 9.9 percent to the historical low (1990-2009) of 17,183 births in 2009, the last year of finalized data.

## **B. POPULATION**

The 2010 Census reported 308.7 million people living in the United States; a 9.7 percent increase from the 2000 Census population of 281.4 million people. Over the last year, however, the number of people living in the United States remained stable, with growth of less than 1 percent noted between 2009 and 2010. In comparison, the number of people living in New York State grew by 2.1 percent between 2000 and 2010, despite a loss of 1.9 million residents from 1998 to 2007. The population of New York showed overall stability over the last year, with only a slight loss of less than one percent noted between 2009 and 2010.

Revised U.S. Census estimates suggest that Suffolk County's population grew by 73,981 people, or 5.2% percent, between 2000 and 2010. Upon further analysis, the population of the West Babylon School District declined by 1.2 percent between 2000 and 2010, with an estimated 27,918 residents living within the district in 2010. Approximately 353 fewer people live in the district since the 2000 Census population of 28,271 was noted a decade ago.

Persons under 18 years old accounted for 22.3 percent of the population in New York and 24 percent of the population in the United States in 2010, according to the U.S. Census Bureau. Census 2010 indicated that children under the age of five represented 6 percent of New York residents and 6.5 percent of United States citizens last year, while 20.4 percent of the nation's population was made up of school-aged children aged 5 - 19.



Similarly, New York's school-aged population totaled 19.3 percent of all residents. Approximately 48 percent of the nation's population was between the ages of 20 and 54, and nearly 25 percent of the population was aged 55 and over in 2010. New York's resident population is reflective of the national distribution, with a reported 49.3 percent of adults falling between the ages of 20 - 54 and 25.3 percent of all people aged 55 years or older.

According to Census 2010 reports, Long Island's population balance has shifted. The percentage of people aged 55 and older has increased by 22 percent between 2000 and 2009 and now make up almost 27 percent of the region's total population. In comparison, the percentage of young people (25 - 34) living on Long Island dropped by 15 percent during this time.

Suffolk County experienced changes in the age distribution of its residents, as well. There was a decline in the number of children under age 5 between 2000 and 2010, while the school-aged population remained stable over the last ten years. The county showed a decline in the number of people between the ages of 20 and 54, falling from 50 percent in 2000 to approximately 48 percent in 2010. There was an increase, however, in the resident population aged 55 and over between 2000 and 2010.

The median age in Suffolk County continues to be greater than in New York State and the nation. In 2010, the median age in Suffolk County was 41.1 years (up from 36.5 years in 2000), while New York State's median age was 38.0 years, and the nation's was 37.2 years.

While age correlates with birth rate, other demographic factors, such as race, affect the population, as well. According to the U.S. Census Bureau, the percentage of foreign-born population in the U.S. has continued to grow over the last four decades; rising from 9.6 million, or 4.7 percent of the total population in 1970 to 31.1 million people, or 11.1 percent in 2000. Based upon the most recent American Community Survey, there were 38.5 million foreign-born residents, representing 12.5 percent of the total U.S. population in 2009. Between 2000 and 2009, the foreign-born population in the U.S. increased by 7.4 million persons, or by about 24 percent. In other words, by 2009, roughly 1 in 8 U.S. residents were born outside of the country.

In New York State, 4.2 million people were foreign-born in 2009. Approximately 1 in 5 (or 21.4%) residents were born outside of the country. Locally, the metropolitan area gained nearly 674,500 foreign-born residents since 2000, accounting for almost 27 percent of the population in 2008.

According to the U.S. Census Bureau, Suffolk County's foreign-born population mirrored that of the United States (11 percent) in 2000. The most recent updates available suggest that the number of foreign-born residents in Suffolk County grew approximately two percent between 2000 and 2009, from 11.2 percent to 12.9 percent.

While people from other countries continue to immigrate to the United States, their presence, alone, is not the only reason for the continued population growth. Births to foreign-born women account for a significant portion of total births in the U.S. The fertility rates of foreign-born women are significantly higher than that of native-born women. Based on 2009 American Community Survey data, foreign-born women had a birth rate of 23 births per 1,000 people, as compared to 13 births per 1,000 to native-born women. Births to foreign-born women are driving the population growth in this country. Population growth in the United States is accomplished through continued immigration, as well as fertility.

The trend toward greater diversity has been evident over the last several years. According to an article in USA Today, the kindergarten class of 2010-11 is “less white, less black, more Asian, and much more Hispanic than in 2000,” reflecting the nation’s rapid racial and ethnic transformation.

In 2010, approximately 84 percent of the United States population identified themselves as non-Hispanic or Latino, while 16 percent state they are of Hispanic origin. Of the non-Hispanic population, the percentage of people who identify themselves as White only has declined from 69.1 percent to 63.7 percent of the total resident population, while the Hispanic population has grown by almost 4 percent since the last Census. The Asian ethnic group has also grown slightly from 3.6 percent to 4.7 percent of the population between 2000 and 2010. The Black population remained stable during this time, as have the American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and other race populations. Those who considered themselves two or more races increased slightly from 1.6 percent to 1.9 percent over the last ten years.

The nation’s population is projected to increase to 392 million by 2050 -- more than a 20 percent increase from the 2010 population. By then, the nation’s racial and ethnic mix will look very different than it does now. As the Black, Asian and Pacific Islander, American Indian, Eskimo, Aleut and Hispanic-origin populations increase their proportions of the total population, the non-Hispanic White population proportion will decrease. By 2050, less than 53 percent of the population will be non-Hispanic White; 16 percent will be Black; 23 percent will be of Hispanic origin; 10 percent would be Asian and Pacific Islander; and about 1 percent would be American Indian, Eskimo, and Aleut.

According to the 2010 Census, the population of New York State continues to grow more racially and ethnically diverse, as well. The Hispanic or Latino population (of any race) makes up nearly 18 percent of the state population, as compared to 15.1 percent just ten years ago. Non-Hispanic Whites account for 58.3 percent of New York’s population, while the Black segment makes up 14.4 percent. Asian residents and those who identify themselves as a race other than those noted, account for 7.7 percent of the total population, while people who consider themselves two or more races made up about 1.7 percent in 2010. The American Indian and Alaskan Native and Native Hawaiian/Pacific Islander population currently account for less than one percent of the state’s population.

Black, Hispanic and Asian residents of the New York Metropolitan region (New York’s 5 boroughs, Nassau, Suffolk, Westchester, Rockland and Putnam Counties) are a majority, while non-Hispanic Whites have become a minority of the population. In 2000, non-Hispanic Whites made up 54 percent of the area’s population, as compared to 49.6 percent in 2010.

Suffolk County trends mirror national and state trends towards greater diversity and, more specifically, in the growth of the Hispanic and Asian ethnic groups over the last several years. The 2010 Census indicates that the White population accounts for 71.6 percent of the total population, while the Hispanic population makes up 16.5 percent of the population. The Black population represents 6.8 percent of Suffolk County residents, while 3.4 percent of the population is Asian. Just over one percent of Suffolk residents identified themselves as two or more races, while less than one percent indicate their race as American Indian/Alaska Native or some other race.

Within the West Babylon School District, 86.7 percent of the population was reported as White in the 2000 U.S. Census. By 2010, the White segment had decreased to 80.6 percent, with the Hispanic segment increasing from 7 percent in 2000 to 10.7 percent by 2010.

## C. HOUSING

Recent data indicates that the battered housing market continues to struggle to make a recovery. According to the *S&P Case/Schiller Index*, national home values have fallen to 2002 levels, with some of the hardest hit areas of the country falling to levels seen in the 1990's. The homebuyer tax credit caused a rebound in 2009-2010 but once it expired, home values continued to slide. Since the market's peak in 2006, the drop in home values equals a loss of \$9 trillion. Data for the month of July 2011 indicates that nationally the median price of a home was \$174,000, a decrease of 4.4 percent from a year earlier.

As shown in the table below, the median sale price in Nassau County increased in July 2010 when compared to the previous year but then decreased this year, while the median sale in price in Suffolk County has continued to decline. Since the start of the recession in 2007, home values have declined 12.6 percent in Nassau County and 21.2 percent in Suffolk County. Home values are not expected to return to the levels experienced at the 2006 peak anytime soon. There were 1,606 homes sold on Long Island in July 2010, an increase of 15.2 percent when compared to the same month last year. However, it should be noted that the sales numbers may be somewhat skewed due to unusually low sales after the tax credit incentive ended.

**Table 1 - Number of Sales and Median Sale Price by County**

	July 2009		July 2010		July 2011	
	#Sales	Median Price	#Sales	Median Price	#Sales	Median Price
<b>Nassau County</b>	961	\$410,000	701	\$431,000	826	\$415,000
<b>Suffolk County</b>	1,057	\$349,000	693	\$340,000	780	\$315,000

Source: Multiple Listing Service of Long Island

Homes are more affordable than they had been and mortgage rates have dropped to historic lows; however, stubbornly high employment rates and tightened lending standards have limited the ability of first time homeowners to enter the market. The national unemployment rate in August 2011 was 9.1 percent, while Long Island posted an unemployment rate of 6.8 percent. According to a study released by the *U.S. Conference of Mayors*, the New York area will not return to its pre-recession employment peak until April-June of 2013.

The ongoing foreclosure crises and the large number of "underwater homeowners," i.e. those living in homes that are worth less than their mortgages, are additional factors hindering a recovery. Of concern is the "shadow inventory," foreclosures that need to be sold but haven't yet been listed. It is estimated that 1.2 million homes will be foreclosed this year and an additional 1.7 million homes are at risk of foreclosure. This increased supply could effectively depress prices even further. According to a *National*

*Association of Realtors* survey, foreclosures and short sales accounted for 39 percent of sales in the first quarter of 2011, an increase from 34 percent of sales in the previous quarter.

During the first quarter of 2011, single-family housing production indicators (starts, permits and completions) all experienced declines. New single-family housing permits declined ten percent from a year earlier and new single-family housing completions fell six percent from the previous quarter (first quarter, 2011) and 30 percent from a year earlier. New home construction on Long Island has decreased approximately 50 percent since the start of the recession.

Last year (2010) was the fifth consecutive year of declines for new-home sales. More recently, sales of new single-family homes fell almost one percent in July 2011, the third straight month of declines. Some economists predict that 2011 could be the worst year on record for new-home sales. The glut of foreclosures is driving down the prices of existing homes, making new homes less attractive to buyers. The price of a new home is more than 30 percent higher than the median price of an existing home. New home sales represent only about 20 percent of the housing market; however, they have a significant impact on the economy in terms of jobs and new tax revenues.

A concern expressed by economists is that housing has not played the traditional role of helping the economy recover from a recession. Historically, housing investment has averaged five percent of the Gross Domestic Product. However, in the second quarter of 2011, housing investment was half that at 2.4 percent of Gross Domestic Product.

As foreclosure rates have increased, homeownership rates have declined. The current homeownership rate stands at 65.9 percent (second quarter, 2011), 2.6 percent less than the 2004 peak and the lowest since 1998. Although all age groups have experienced declines, those in the under 40 age segment have experienced the greatest impact. Additionally, homeownership rates have fallen more sharply for Black and Hispanic households, resulting in a widening gap between white and minority ownership.

One result of lowered homeownership rates is an increase in the rental market. The number of renters increased by 3.9 million between 2004 and 2010. In contrast to the previous 15 years, the growth in rental households far exceeded the growth in homeowner households. Nationally, rental vacancy rates have declined, while rents appear to be increasing. Job losses and reduced incomes are forcing former homeowners into the rental market. The rental segment of the housing market is expected to continue to show growth as the "echo boomers" (born 1986 and later) - the largest generation ever to reach their 20's - begin to set up households.

One bright spot in the housing market is the performance of the multifamily sector (five or more units). During the second quarter of 2011 building permits increased 28 percent when compared to the second quarter last year; completions, however, fell slightly.

Factors needed to spur improvement in the housing sector include job growth and improved consumer confidence. In addition, many experts fear that foreclosure delays, caused by the robo-signing scandal, when banks were accused of mishandling paperwork and failing to follow proper procedures, will hinder a housing recovery. Normally a drop in foreclosures would positively impact home prices, but due to the large inventory of foreclosures in process, a rebound in prices and a market recovery could be delayed for several years.

As shown in Table 2, housing sales in the West Babylon School District peaked in 2003 when 309 homes were sold. Following a decline the following year, sales rose once again to 307 homes sold in 2005. Sales have since shown an overall decline with 138 homes sold last year in 2010. The median selling price in 2010 was \$319,000, which was below the median sales price of \$340,000 for the existing single-family homes sold in Suffolk County in July 2010.

**Table 2 - Home Sales in the West Babylon School District 2000 - 2010**

<b>Year</b>	<b>Number Sold</b>	<b>Median Price</b>
<b>2000</b>	254	\$182,750
<b>2001</b>	217	\$215,000
<b>2002</b>	259	\$249,750
<b>2003</b>	309	\$295,000
<b>2004</b>	281	\$344,500
<b>2005</b>	307	\$376,000
<b>2006</b>	271	\$399,999
<b>2007</b>	190	\$390,700
<b>2008</b>	135	\$360,000
<b>2009</b>	161	\$335,000
<b>2010</b>	138	\$319,000

Source: NYS Office of Real Property Services

The changing resident characteristics of existing households or the development of new housing can bring students into the public schools. Census estimates indicate that there were approximately 9,850 occupied units in the district in 2010. This represents an additional 170 households that were added to the 2000 Census of 9,680 homes; a 1.7 percent increase between 2000 and 2010. These households reflect some that were vacant due to sale, moving, fire, etc. and the limited construction of new homes.

The Town and Village of Babylon Planning Departments were contacted regarding development within the West Babylon School District. According to a representative from the Village, there are no pending projects that will fall within the district boundaries. Table 3 details approved and proposed housing in the district that fall within the Town of Babylon jurisdiction. A total of 63 new units are proposed to be built within district boundaries. Six homes have been approved by the Board, while 54 units are pending or under review. One project has been denied by the Town, and another has been completed, with one of the two units awaiting occupancy.

**Table 3 - Approved and Proposed Housing in the West Babylon UFSD**

<b>Project Name</b>	<b>Location</b>	<b># Units</b>	<b>Status</b>
Pallotta	Forest Ave.	2 SF	Approved
Virzi	5th St.	2 SF	Pending
Wulffen	s/e/c 14th Ave. & 6th St.	1 SF	Denied
Scelfo	7th St. w/o Little East Neck	2 SF	Approved
JLP	East Neck Ct.	2 SF	Complete - 1 occupied
JLP	11th St. e/o Wellwood	2 SF	Approved
Evergreen Gardens	Great East Neck Rd/	14 Apts.	Under review
VMD	Rte. 109 w/o Arnold	38 Multi-Residential	Under review
<b>Total:</b>		<b>63</b>	

Source: Town of Babylon Planning Department, Babylon Village Planning Department

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

According to the *National Center for Education Statistics*, in 2009-2010 there were approximately 5.5 million students, or about ten percent of the national student population (pre-K-12), enrolled in 33,366 private schools in the United States. This is a decrease from twelve percent of students enrolled in non-public schools in 1995-1996. Non-public school enrollment peaked during the 2001-2002 school year with 6.3 million students, but has subsequently declined each year thereafter.

In 2009-2010 the highest percentages of private school enrollment were noted in the Northeast (14 percent), and the Midwest (11 percent), while the West and South enrolled smaller numbers (eight and nine percent, respectively). Non-public schools in New York State enrolled 429,658 K-12 students, or 14.0 percent of school age children. This is a decrease from 14.9 percent of New York State students attending private schools in the 2000-2001 school year. On Long Island, approximately 13.8 percent of Nassau County students and 5.7 percent of Suffolk County students attend non-public schools.

The West Babylon School District reported that currently 124 students, or 2.8 percent of the total student population, attend private schools. This number has declined since 2003 when 197 students, or 3.8 percent, attended non-public schools.

In 2009 - 2010 the majority of private schools (68 percent), enrolling 80 percent of private school students, had a religious orientation. Between 1995 and 2005 Catholic schools enrolled the largest share of private school students; however, Catholic school enrollments have been particularly hard hit in recent years, decreasing from 45 percent of private school students in 1995-96 to 39 percent in 2009-10. This is due in part to a decrease in the number of students attending parochial schools, i.e. schools administered by a local parish. During the past year, four Long Island Catholic elementary schools have been forced to close due to financial difficulties and declining enrollments.

In addition, the Diocese of Rockville Center has announced that a plan to further consolidate and close some elementary schools is expected for September 2012. In contrast, non-religious private schools have maintained enrollment between 1995-96 and 2009-10.

Charter schools are also a factor to be considered when analyzing enrollment trends. From 1999-2000 to 2008-09 charter school enrollment in this country more than tripled from 340,000 to 1.4 million students. In New York State there were approximately 57,105 students enrolled in 171 charter schools during the 2010-11 school year. In May 2010, New York increased its charter limit from 200 to 460 schools and approval has been granted for the opening of 25 new charter schools for the 2011-12 school year. In addition, the U.S. Department of Education recently awarded a grant of more than \$113 million to New York State, to be distributed over a five year period, targeted for new charter schools. The majority of charter schools are located in large, low-income urban areas but it is expected that the increased cap and distribution of federal grant money may lead to the opening of charter schools in suburban communities as well. Currently there are five charter schools in operation on Long Island, located in Hempstead (2), Riverhead, Roosevelt and Wainscott.

## **E. ENROLLMENT PROJECTION METHODOLOGY**

This study, like the previous Western Suffolk BOCES study update completed in December 2010, utilizes fall enrollment data provided by the West Babylon Union Free School District. The methodology employed in preparation of projections requires the use of statistics, and number rounding of fractions to the next highest whole number (e.g., 31 could equal 31.33 or 30.82). Therefore, individual numbers may not always add up to the presented total.

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 2005 - 2011 for the district [Appendix A-2] and each school [Appendix A-9, A-11, A-13, A-15, A-17, A-20, A-21].
2. Grade-to-grade retention (migration) ratios for each two-grade transition to grades 1 - 12 for the past five - seven years for the district [Appendix A-2] and each school [Appendix A-9, A-11, A-13, A-15, A-17, A-20, A-21].
3. Projected Kindergarten entering cohorts based on the number of live births in Suffolk County five years before each year projected [Appendix A-4].

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 stabilize as the turnover of existing homes and limited new residential development brings fewer younger families into the community than in the past. The turnover of approximately 135 - 275 homes each year is anticipated to continue.
2. The level of births and future kindergarten are anticipated to be maintained at a somewhat lower level during most of the projection period than has been seen in the recent past, relative to current birth-to-kindergarten relationships and the level of housing turnover.
3. Non-public school enrollment will continue to enroll approximately 3 percent of West Babylon UFSD resident students each year.

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

- A level of new housing activity which 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, closing or the establishment of new non-public schools.
- Economic conditions that affect employment, finance, and housing in a manner dissimilar to the past three - five years.
- Major sociological changes resulting 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 (2012 - 2016) 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.

## F. ACCURACY OF PREVIOUS PROJECTIONS

A comparison was made between the enrollment projections presented in the *December 2010 Western Suffolk BOCES* study and the actual enrollment observed in the 2011/12 school year.

As shown in Appendices A - 1, B - 1, and Table 4, the *December 2010* study projected the 2011/12 K - 12 enrollment at 4,296 students, while there were actually 4,307 students enrolled. This projection was within 11 students of the actual enrollment, reflecting accuracy within 0.3 percent.

The projections for each grade from K - 12 showed variation ranging from 1 - 22 students. The K - 5 grade configuration was projected within 30 students of the actual enrollment, while grades 6 - 8 were projected within 2 students. The secondary grades (9 - 12) were projected within 17 students of the actual enrollment.

The inspection of the variations in the enrollment, particularly in the grade-to-grade migrations this past year, revealed some fluctuation. These variations may be accounted for, in part, by housing and non-public school attendance factors. Additionally, self-contained special education students were included in grade level enrollments this year. This increase in grade level totals was not accounted for in the projections, resulting in an under projection of each of the elementary grades.

These variations were taken into account in the current update. The subtle changes used in projection methodology as updates are conducted yield data which are accurate for enrollment and facilities planning.

**Table 4 - Projection Accuracy of December 2010 Western Suffolk BOCES Study**

Grades	2011/12 Actual	2011/12 Projected	Difference	Accuracy
K - 5	1,830	1,800	-30	98.4%
6 - 8	1,009	1,011	2	100.2%
9 - 12	1,468	1,485	17	101.2%
K - 12	4,307	4,296	-11	99.7%

## G. DISTRICT ENROLLMENT

The West Babylon Union Free School District educates students within grades K - 12 in seven district schools. The elementary grades (K - 5) are housed in five schools: Forest Avenue, John F. Kennedy, Santapogue, South Bay and Tooker Avenue Elementary Schools. Students in grades 6 - 8 are housed West Babylon Junior High School and the secondary grade students (9 - 12) are housed at West Babylon High School.

Table 5 presents the current and projected enrollment through 2021 for the district and each grade configuration. The elementary grades are projected to show growth next year, and then decline thereafter. Grades 6 - 8 and Grades 9 - 12 are projected to lose students during the projection period. The elementary grades are projected to peak at 1,863 students in 2012, as will the middle grades with 933 students. The secondary grades will see the projection period peak enrollment of 1,430 students in 2012 as well; 38 students less than enrolled in 2011. The overall district (K - 12) is projected to total 4,226 students in 2012. This is 81 fewer students than currently enrolled this year.

**Table 5 - West Babylon UFSD Projected Enrollment (including ungraded students)**

		K - 5	6 - 8	9 - 12	K - 12
<b>Current</b>	<b>2011</b>	1,830	1,009	1,468	4,307
<b>Projected</b>	<b>2012</b>	1,863*	933*	1,430*	4,226*
	<b>2013</b>	1,846	892	1,390	4,128
	<b>2014</b>	1,829	875	1,344	4,048
	<b>2015</b>	1,779	908	1,297	3,984
	<b>2016</b>	1,755	911	1,224	3,890
	<b>2017</b>	1,739	894	1,189	3,822
	<b>2018</b>	1,686	891	1,195	3,771
	<b>2019</b>	1,674	873	1,201	3,748
	<b>2020</b>	1,656	874	1,192	3,721
	<b>2021</b>	1,643	828	1,212	3,683

\* = denotes peak enrollment during 2012 - 2021

K - 12 enrollment [Appendix A-2, A-6] consisted of 4,863 students in 2005. The number of students declined each year to the current enrollment of 4,307 students in 2011. An overall loss 556 students, or 11.4 percent of the 2005 enrollment, was noted over the historical period. Student enrollment is forecasted to decline during the projection period. A peak enrollment of 4,226 students is expected next year; 81 fewer students than currently enrolled. An overall loss of 624 students, or 14.5 percent, is projected between 2011 and 2021.

The projected losses can be attributed to the following factors:

- First, kindergarten enrollment has ranged between 293 and 336 students throughout the historical period examined. The number of students is expected to remain relatively stable, although at a reduced level, within a range of 267 and 326 students per year over the next ten years [Appendix A - 4].
- Second, the kindergarten class was smaller than the twelfth grade class of the previous year in each of the historical years examined. Smaller incoming kindergarten classes are expected to continue to replace larger graduating classes throughout the projection period [Appendix A-8].
- Third, the district displays the average tendency to gain or maintain students in transition to most grades; losses are noted to grades 1, 2, 8, 9 and 12 [Appendix A-2].
- Fourth, the average grade level size is expected to decrease at all grade levels when comparing the 2011-2016 period to the period between 2005 – 2011. These smaller grade level sizes are expected to continue to decrease during the 2016 – 2021 time period. [Appendix A-8].

## **H. ENROLLMENT OF GRADE CONFIGURATIONS**

### **ELEMENTARY GRADES (K - 5) ENROLLMENT** [Appendix A-3, A-7]

The elementary enrollment consisted of 2,104 students in grades K - 5, including ungraded students, in 2005. The number of students fell each year to a low of 1,829 students in 2010; enrollment was maintained this year with 1,830 students in 2011. An overall loss of 274 students, or 13 percent, was noted over the historical period. The number of students is projected to grow next year, with a peak enrollment of 1,863 students forecasted in 2012. Losses are anticipated each year thereafter, with an overall loss of 187 students, or 10.2 percent, forecasted between the current enrollment and the projected 2021 enrollment of 1,643 students.

The elementary grades (K - 5) are housed in five schools: Forest Avenue, John F. Kennedy, Santapogue, South Bay and Tooker Elementary Schools.

Table 6 presents the current and projected enrollment through 2021 for each district elementary school. It is shown that, in 2011, enrollment ranges from 330 students at South Bay Elementary School to 441 students at Kennedy Elementary School. Western Suffolk BOCES' projections suggest that all but one of the elementary schools (Kennedy ES) will peak at an enrollment greater than currently housed at each school. Forest Avenue is projected to grow to 339 students in 2012 and 2013, while Santapogue will enroll 410 students in 2012. South Bay is expected to reach 333 students in 2012 and 2014, and Tooker will rise to 349 students next year. John F. Kennedy is expected to lose students throughout the projection period. The 2012 enrollment of 433 students is expected to be the highest of the projection period.

**Table 6 - Projected West Babylon UFSD Elementary School Enrollment**

Year	Forest Ave.	John F. Kennedy	Santapogue	South Bay	Tooker
<b>Current</b> 2011	334	441	388	330	337
<b>Projected</b> 2012	339*	433*	410*	333*	349*
2013	339*	432	403	327	346
2014	337	431	392	333*	335
2015	317	410	391	332	328
2016	312	413	381	329	319
2017	315	408	374	317	324
2018	305	395	362	308	314
2019	303	393	360	306	312
2020	300	388	356	302	319
2021	297	385	353	300	306

\* denotes peak enrollment during 2012 - 2021

**Forest Avenue Elementary School** [Appendix A-9, A-10] housed 398 K - 5 students in 2005. Enrollment fell each year through 2008, and then jumped to 374 students in 2009. Declines over the next two years led to the current enrollment of 334 students in 2011. An overall loss of 64 students, or 16 percent, is noted over the historical period examined.

Growth is forecasted over the next two years, followed by declines in seven of the remaining eight years of the projection period. An overall loss of 37 students is anticipated between 2011 and the projected enrollment of 297 students in 2021.

Forest Avenue Elementary School displays the average trend to gain or maintain students as they progress to grades 2, 3 and 5. Losses in transition are typically noted from kindergarten to first grade and third to fourth grade. The entering kindergarten class is expected to be smaller than the exiting fifth grade class of the prior year in five of the ten years of the projection period, minimizing gains that occur through migration. The entering kindergarten is projected to average approximately 18.6 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses fifteen (15) sections for the instruction of 2 - 3 sections per grade level. The average section size for this school is 22.8 students, ranging from an average of 18.3 students per first and third grade classes to 27.0 students in fifth grade.

Enrollment projections suggest the need for 12 - 15 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 24 students in grades K - 2 and 26 students in grades 3 - 5 when the allowance of an additional ten percent (per contractual agreement) is applied.

**John F. Kennedy Elementary School** [Appendix A-11 A-12] enrolled 498 students in grades K - 5 in 2005. The number of students declined in five of the last six years; falling to the current enrollment of 441 students in 2011. An overall loss of 57 students, or 11 percent, is noted over the historical period examined.

Declines are forecasted in nine of the next ten years, with a peak enrollment of 433 students projected next year in 2012; this is 8 students fewer than currently enrolled at this school in 2011. An overall loss of 56 students, or 12.7 percent, is anticipated over the next ten years.

John F. Kennedy Elementary School displays the average trend to gain or maintain students as they transition to most grades, and lose students in movement to the second grade. The entering kindergarten is expected to be smaller than the exiting fifth grade class throughout the entire projection period. These factors, together, will minimize any gains that occur through migration. The entering kindergarten is projected to average approximately 23.1 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses twenty (20) sections for the instruction of 3 - 4 sections per grade level. The average section size for this school is 22.1 students, ranging from an average of 20.7 students in first grade to 23.7 students per third grade class. Enrollment projections suggest the need for 18 – 19 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 24 students in grades K - 2 and 26 students in grades 3 - 5 when the allowance of an additional ten percent (per contractual agreement) is applied.

**Santapogue Elementary School** [Appendix A-13, A-14] housed 425 K - 5 students in 2005. Enrollment declined each year through 2009, and then rose over the next two years to the current enrollment of 388 students in 2011. Despite the recent gains, an overall loss of 37 students, or 8.7 percent, is noted over the historical period examined.

The number of students is expected to grow to a peak of 410 students in 2012. Declines are anticipated in the remaining nine years of the projection period. An overall loss of 35 students, or 9.0 percent, is anticipated between 2011 and the projected enrollment of 353 students in 2021.

Santapogue Elementary School displays the average trend to gain or maintain students as they progress to most grades, with losses occurring in transition to first and third grades. The entering kindergarten class is expected to be smaller than the exiting fifth grade class of the prior year in nine of the next ten years. These factors, together, will minimize any gains that occur through migration. The entering kindergarten is projected to average approximately 21.7 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses seventeen (17) sections for the instruction of 2 - 3 sections per grade level. The average section size for this school is 23.0 students, ranging from an average of 20.7 students per second grade class to 25.5 students in fifth grade. Enrollment projections suggest the need for 18 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 24 students in grades K - 2 and 26 students in grades 3 - 5. The number of sections remains the same if the contractual maximum is applied.

**South Bay Elementary School** [Appendix A-15, A-16] enrolled 368 students in grades K - 5 in 2005. Enrollment grew the following year, and then declined each year thereafter through 2010. Growth this past year resulted in the current enrollment of 330 students in 2011. An overall loss of 38 students, or 10.3 percent, is noted over the historical period examined.

The number of students is forecasted to fluctuate slightly and reach a projection period peak of 333 students in 2012 and again in 2014. Declines are anticipated each year thereafter, with an overall loss of 30 students, or 9.1 percent, projected between 2011 and the 2021 enrollment of 300 students.

South Bay Elementary School displays the average trend to maintain students as they transition to first grade. Losses are noted in movement to all other grades. The entering kindergarten is projected to be larger than the exiting fifth grade class of the previous year in eight of the next ten years. However, these gains will be impacted by losses in transition. The entering kindergarten is projected to average approximately 17.6 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses sixteen (16) sections for the instruction of 2 - 3 sections per grade level and 3 sections of self-contained special education. The average section size for this school is 22.6 students, ranging from an average of 20.0 students in kindergarten and third grade to 25.0 students in first grade. Enrollment projections suggest the need for 15 - 17 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 24 students in grades K - 2 and 26 students in grades 3 - 5 when the allowance of an additional ten percent (per contractual agreement) is applied. Without this allowance, 15 - 19 sections would be needed.

**Tooker Avenue Elementary School** [Appendix A-17, A-18] housed 415 K - 5 students in 2005. Enrollment declined in five of the next six years falling to the current enrollment of 337 students in 2011. An overall loss of 78 students, or 18.8 percent, is noted over the historical period examined.

The number of students is expected to rise to a projection period peak of 349 students in 2012. Declines are projected in eight of the subsequent nine years. An overall loss of 31 students, or 9.2 percent, is anticipated between 2011 and the 2021 enrollment of 306 students.

Tooker Avenue Elementary School displays the average trend to gain or maintain students as they progress to third and fourth grades, with losses noted in transition to grades 1, 2 and 5. The entering kindergarten class is expected to be smaller than the exiting fifth grade class of the prior year in five of the next ten years. These factors, together, will result in the enrollment pattern described. The entering kindergarten is projected to average approximately 19.0 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses eighteen (18) sections for the instruction of 2 - 3 sections per grade level, and three ungraded special education sections. The average section size for this school is 22.1 students, ranging from an average of 18.3 students in second grade to 27.0 students per fourth grade class. Enrollment projections suggest the need for 15 - 18 instructional sections per year, including three self-contained special education classes, in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 24 students in grades K - 2 and 26 students in grades 3 - 5. This reflects the application of the additional ten percent allowance (per contractual agreement). Without this allowance, 17 - 20 sections would be needed.

## ELEMENTARY INSTRUCTIONAL SECTIONS

The current and projected need for elementary instructional sections is presented in Table 7 and Appendix A-19. The district currently maintains the class size policy noted below, as per contractual guidelines, and was used as the benchmark for determining sectional needs over the next ten years. It should be noted that, per contractual agreement, these maximums can be exceeded by ten percent which was factored into the analysis.

Grades K - 2	maximum of 24 students
Grades 3 - 5	maximum of 26 students

It is shown that the district currently maintains a total of 86 elementary sections for the core instruction of grades K - 5 and self-contained special education. The projected enrollment suggests the need for 78 - 87 sections throughout the projection period in order to accommodate the projected K - 5 enrollment between 2012 and 2021. If the district should decide to implement higher or lower limits, then the section needs will change.

Forest Avenue is projected to need 1 - 3 fewer sections during most of the projection years while J. F. Kennedy will need 1 - 2 fewer sections. Santapogue is projected to need one additional section throughout the projection period. South Bay will need one additional section through 2013 and then one less section than currently allocated for the remainder of the projection period. Tooker will require up to three fewer sections during the next ten years.

**Table 7 - Projected Elementary Instructional Sections (including self-contained special education)**

Year	Forest Ave.	John F. Kennedy	Santapogue	South Bay*	Tooker Ave.*	Total
<b>Current</b> 2011	15	20	17	16	18	86
<b>Projected</b> 2012	15	19	18	17	18	87
2013	14	19	18	17	17	85
2014	14	19	18	15	18	84
2015	13	18	18	15	16	80
2016	13	18	18	15	16	80
2017	13	18	18	15	16	80
2018	12	18	18	15	15	78
2019	12	18	18	15	15	78
2020	12	18	18	15	15	78
2021	12	18	18	15	15	78

\* - Includes 3 sections self-contained special education

It should be noted that should the class size policy be changed, the sectional needs would correspondingly change as well.

**MIDDLE GRADES (6 - 8) ENROLLMENT** [Appendix A-3, A-7] is housed in the *West Babylon Junior High School* [Appendix A-20]. Enrollment totaled 1,169 sixth, seventh, and eighth graders in 2005 and declined in five of the next six years to the current enrollment of 1,009 students in 2011. An overall loss of 160 students, or 13.7 percent, was noted over the historical period examined.

Declines are projected in seven of the next ten years. Enrollment is expected to range between a peak of 933 students in 2012 and a low of 828 students in 2021. It is important to note that the projected peak enrollment is less than the current enrollment in 2011. An overall loss of 181 students, or 17.9 percent of the current enrollment, is expected over the next ten years.

**SECONDARY GRADES (9 - 12) ENROLLMENT** [Appendix A-3, A-7], housed at *West Babylon High School* [Appendix A-21], totaled 1,590 students in grades 9 - 12 in 2005. The number of high school students declined in five of the next six years to the current enrollment of 1,468 students in 2011. An overall loss of 122 students, or 7.7 percent, was noted over the historical period examined.

Declines are projected in seven of the next ten years, with enrollment forecasted to range between a peak of 1,430 students in 2012 and 1,189 students in 2017. It is important to note that the projected peak enrollment of 1,430 students in 2012 is 38 students less than currently are enrolled in 2011. An overall loss of 256 students, or 17.4 percent of the current enrollment, is expected over the next ten years.

Table 8 shows that the enrollments at both the Junior High School and High School are projected to decline. Peak enrollments at both schools are expected next year in 2012, with 933 students at the Junior High School and 1,430 students at the High School; both enrollments are less than the current enrollments. The district's total 6 - 12 enrollment is projected to peak in 2012 with 2,363 students.

**Table 8 - Projected West Babylon Middle and High School Enrollment**

		West Babylon JHS	West Babylon HS	Total 6 - 12 Enrollment
<b>Current</b>	<b>2011</b>	1,009	1,468	2,477
<b>Projected</b>	<b>2012</b>	933*	1,430*	2,363*
	<b>2013</b>	892	1,390	2,282
	<b>2014</b>	875	1,344	2,219
	<b>2015</b>	908	1,297	2,205
	<b>2016</b>	911	1,224	2,135
	<b>2017</b>	894	1,189	2,083
	<b>2018</b>	891	1,195	2,086
	<b>2019</b>	873	1,201	2,074
	<b>2020</b>	874	1,192	2,066
	<b>2021</b>	828	1,212	2,040

\* denotes peak enrollment during 2012 - 2021



## Section Two: Facilities Analysis

*The objective of this section of the study is to analyze instructional space and the operating capacity for each educational facility in the West Babylon Union Free School District.*

The analysis of instructional space was accomplished by a thorough study of each building's unique features and program offerings. Detailed information, including room size in square feet, room use, average number of students scheduled for each room, and percent daily use was provided by a district administrator of the West Babylon Union Free School District. In addition, site visits were made to facilities in order to gather additional information.

### A. FACILITY ANALYSIS METHODOLOGY

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

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

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

<b>Kindergarten</b>	<b>24 (27)* students</b>
<b>Grades 1 - 2</b>	<b>24 (27)* students</b>
<b>Grades 3 - 5</b>	<b>26 (29)*students</b>
<b>Grades 6 - 12</b>	<b>27 students</b>

**\*Per contractual agreement an additional ten percent can be applied; this was included for the analysis.**

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

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

- d. **Average student use** - actual current average number of students in each room, when room is in use.
- e. **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 grade level or self-contained special education instruction were assumed to be used 100 percent daily.

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

## **B. OPERATING CAPACITY**

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

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

The West Babylon Union Free School District contains a total of seven operational schools, including **five** K - 5 elementary schools (*Forest Avenue Elementary School, John F. Kennedy Elementary School, Santapogue Elementary School, South Bay Elementary School, Tooker Avenue Elementary School*), **one** middle school for grades 6 - 8 (*West Babylon Junior High School*), and **one** high school (*West Babylon Senior High School*) for grades 9 - 12. The operational capacities of each facility are listed in the following table.

**Table 9 -West Babylon Facility Utilization - 2011/12**

Facility	Grades	Operational Capacity	2011/12 Operational Capacity Utilization
Forest Ave. ES	K - 5	540	62%
J. F. Kennedy ES	K - 5	647	68%
Santaogue ES	K - 5	630	62%
South Bay ES	K - 5	372	89%
Tooker Ave. ES	K - 5	551	61%
W. Babylon JHS	6 - 8	1,529	66%
W. Babylon SHS	9 - 12	1,935	76%

## C. SPACE ALLOCATION

### 1. Elementary Allocation of Space

The district elementary program, housed within five buildings, consists of educational programs for grades K - 5. Rooms listed on the following page are used for classroom instruction and support programs:

- **Forest Avenue Elementary School** (grades K - 5) contains 23 rooms of at least 550 square feet, with 3 of these rooms containing 896 square feet.
- **John F. Kennedy Elementary School** (grades K - 5) contains 30 rooms of at least 550 square feet, with 3 of these rooms containing 936 square feet.
- **Santapogue Elementary School** (grades K - 5) contains 27 rooms of at least 550 square feet, with 3 of these rooms containing 1,000 square feet or more.
- **South Bay Elementary School** (grades K - 5) contains 19 rooms of at least 550 square feet, with 3 of these rooms containing more than 800 square feet.
- **Tooker Avenue Elementary School** (grades K - 5) contains 26 rooms of at least 550 square feet, with most of these rooms containing 950 square feet or more.

The schools also contain some of the following core facilities:

- Library/media center
- Cafeteria with stage
- Gymnasium
- All-Purpose Room

**Table 10 - Elementary School Instruction/Support Classrooms by Size**

Elementary School	Size of Room (in Square Feet)				
	550-769	770-899	900+	Total Over 550	Under 550
Forest Ave. ES	0	23	0	23	3
J. F. Kennedy ES	27	0	3	30	2
Santapogue ES	1	23	3	27	1
South Bay ES	16	3	0	19	6
Tooker Ave. ES	1	3	22	26	1
<b>Total Elementary</b>	45	52	28	125	13

Elementary space allocation is presented in the following table. All rooms containing at least 550 square feet were considered to have the potential for general instruction use, as per State Education Department guidelines.

**Table 11 - Elementary Instructional Space Dedication Rooms Greater than 550 Square Feet**

Elementary School	General (incl. SC SP ED )	Support	Other/ Unoccupied	% Support	Total Rooms
Forest Ave. ES	15	7	1	30.4%	23
J. F. Kennedy ES	20	6	4	20.0%	30
Santapogue ES	17	10	0	37.0%	27
South Bay ES	16	3	0	15.8%	19
Tooker Ave. ES	18	8	0	30.8%	26
<b>Total Elementary</b>	86	34	5	27.2% (District Average)	125

While all district schools provide support/resource programs, the type of space available in each school varies to accommodate each building's unique programs. Dedicated space (over 550 square feet) for support programs at the K - 5 schools currently ranges between 15.8 and 37.0 percent with a district average of 27.2 percent. Santapogue Elementary School allocates the most space for support programs (37.0 percent) while South Bay Elementary School has the lowest allocation at 15.8 percent. In addition, most K - 5 schools contain small spaces that are used for small group instructional support programs in areas that include but are not limited to remedial reading, academic intervention services, music, English Language Learning, speech, special education and resource support.

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

## **Forest Avenue Elementary School**

is a two-story building built in 1956. Instructional spaces for students in kindergarten through fifth grade are currently provided at this site. There are a total of 23 rooms greater than 550 square feet with 15 currently used for grade level instruction, 1 utilized for other purposes (speech) and 7 used for support programs.



Figure 1 - Forest Avenue Elementary School

- ☞ The **fifteen (15) instructional rooms** used contain 880 to 896 square feet.
- ☞ **Seven (7) support rooms** are used for art (1), remedial math (1), music (1), remedial reading (2), ESL (1) and remedial services for special education(1). These rooms each contain 880 square feet.
- ☞ **Instructional Space, consisting of less than 550 square feet**, includes a computer lab (375 square feet), music lessons(180 square feet) and remedial reading (500 square feet).
- ☞ The **core facilities consist of four (4) spaces**, as follows:
  - One **gymnasium** (2.1 station) used for physical education classes.
  - A **library/media center** used for reference and instruction.
  - A **cafeteria** used for lunches and assemblies.
  - A **stage** area used for musical instrument lessons and performances.
- ☞ The non-instructional spaces housed in this school include administrative and health offices, faculty room, office for the psychologist, custodial offices and storage.

**Forest Avenue Elementary School** is currently operating at **62 percent** of the operational capacity of 540 students, when district class size guidelines and practice are applied [Appendix C-1- C-2].

**John F. Kennedy Elementary School**

is a two-story building that was built in 1964. In 2002, an addition consisting of seven classrooms was added to the original structure. Instructional spaces for students in kindergarten - fifth grade are currently provided at this site. There are a total of 30 rooms greater than 550 square feet with 20 currently used for grade level instruction, 4 utilized for other purposes (meeting room, OT/PT, unoccupied space (2)) and 6 used for support programs.



Figure 2 - John F. Kennedy Elementary School

- ☞ The **twenty (20) instructional rooms** used contain 754 - 936 square feet.
- ☞ **Six (6) support rooms** are used for art (1), math (1), music (2), ESL (1) and a book room (1). These rooms contain 729 - 754 square feet.
- ☞ **Instructional space, consisting of less than 550 square feet**, includes rooms for reading (377 square feet) and resource room (448 square feet).
- ☞ The **core facilities consist of four (4) spaces**, as follows:
  - One **gymnasium** (1.9-station) used for physical education classes.
  - A **library/media center** used for reference and instruction.
  - A **cafeteria** used for lunches.
  - A **stage area** used for musical instrument instruction and performances.
- ☞ The non-instructional spaces housed in this school include administrative and health offices, faculty room, office for the psychologist and custodial offices and storage.

**John F. Kennedy Elementary School** is currently operating at **68 percent** of the operational capacity of 647 students, when district class size guidelines and practice are applied [Appendix C-3- C-4].

**Santapogue Elementary School** is a one-story building built in 1951, with an addition in 1964 that added space for the library, gym and five classrooms. Instructional space for students in kindergarten - fifth grade are currently provided at this site. There are a total of 27 rooms greater than 550 square feet with 17 currently used for grade level instruction and 10 used for support programs.



Figure 3 - Santapogue Elementary School

- ☞ The **seventeen (17) instructional rooms** used for kindergarten - grade 5 contain 800 - 1,100 square feet.
- ☞ **Ten (10) support rooms** are used for art (1), computer lab (1), music (1), reading/speech (2), math support (1), ESL (1), resource room (1), a literacy center (1) and a wellness center (1). All but one of these rooms contain 800 square feet.
- ☞ **Instructional space, consisting of less than 550 square feet** includes a room used for music lessons and testing (169 square feet).
- ☞ The **core facilities consist of four (4) spaces**, as follows:
  - One **cafeteria/gymnasium** (1.5 station) used for assemblies, lunch and physical education classes and one smaller **gymnasium** (1.0 station) also used for physical education classes.
  - A **library/media center** used for reference and instruction.
  - A **multi-purpose room** used for indoor play, after school program and PTA events.
- ☞ The non-instructional spaces housed in this school include administrative and health offices, copy room, faculty lunch & meeting room, offices for the psychologist, social worker and OT/PT and custodial offices and storage.

**Santapogue Elementary School** is currently operating at **62 percent** of the operational capacity of 630 students, when district class size guidelines and practice are applied [Appendix C-5 - C-6].



**South Bay Elementary School** is a one-story building built in 1952. Following a fire in February 2010, the school was rebuilt and re-opened in September 2011. Instructional spaces for students in kindergarten through fifth grade and special education are currently provided at this site. There are a total of 19 rooms greater than 550 square feet with 13 currently used for grade level instruction, 3 used for self-contained special education and 3 used for support programs.



Figure 4 - South Bay Elementary School

- ☞ The **sixteen (16) instructional rooms** used for kindergarten - grade 5 and self-contained special education contain 703 - 889 square feet.
- ☞ **Three (3) support rooms** are used for art (1), music (1) and math/ESL (1).
- ☞ **Support rooms consisting of less than 550 square feet** include rooms used for ESL/small group instruction (1), reading (1), resource room (1), OT/PT/visually impaired (1), AIS (1) and a book room (1).
- ☞ The **core facilities consist of four (4) spaces**, as follows:
  - One **gymnasium** (2.0-station) used for physical education classes.
  - A **cafeteria** used for lunches.
  - A **library/media center** used for reference and instruction.
  - A **stage** area.
- ☞ The non-instructional spaces housed in this school include administrative and health offices, a room for speech services, staff room, office for the psychologist and custodial offices and storage.

**South Bay Elementary School** is currently operating at **89 percent** of the operational capacity of 372 students, when district class size guidelines and practice are applied [Appendix C-7- C-8]. It should be noted that it is recommended that for maximum efficiency, a building should not exceed 90 percent capacity. In addition, if current class size guidelines are maintained, this school will require additional classroom space during the next ten years.

## **Tooker Avenue Elementary School**

is a two-story building built in 1962. Instructional spaces for students in kindergarten - fifth grade and special education are currently provided at this site. There are a total of 26 rooms greater than 550 square feet with 15 currently used for grade level instruction, 3 rooms used for self-contained special education (autism program) and 8 used for support programs.



Figure 5 - Tooker Avenue Elementary School

- ☞ The **eighteen (18) instructional rooms** used for kindergarten - grade 5 and special education contain 868 - 1,045 square feet.
- ☞ **Eight (8) support rooms** are used for art (1), math (1), music (1), reading/book room (2), fitness room (1), ESL/Resource Room (1) and special education/speech/OT (1). These rooms each contain 672 - 1,045 square feet.
- ☞ **One (1) support room consisting of less than 550 square feet** is used for Foundations (reading).
- ☞ The **core facilities consist of four (4) spaces**, as follows:
  - One **gymnasium** (2.3 station) used for physical education classes.
  - A **library/media center** used for reference and instruction.
  - A **cafeteria/auditorium** used for lunches.
  - A **stage** area used for musical instrument instruction and performances.
- ☞ The non-instructional spaces housed in this school include administrative and health offices, faculty room, offices for the psychologists, district technology office, office for speech services, kitchen, custodial offices and storage.

**Tooker Avenue Elementary School** is currently operating at **61 percent** of the operational capacity of 551 students, when district class size guidelines and practice are applied [Appendix C-9- C-10].

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

There are 86 sections for kindergarten - fifth grade, including self-contained special education, in the district. As shown in the table below, there are 12 - 15 sections per grade level (K - 5) and 6 sections of self-contained special education (K - 5).

**Table 12 - 2011/12 Elementary Instructional Sections (K - 5)**

	K	First	Second	Third	Fourth	Fifth	Sp Ed	Total
<b>Forest Ave. ES</b>	2	3	3	3	2	2	0	15
<b>J. F. Kennedy ES</b>	3	3	4	3	3	4	0	20
<b>Santapogue ES</b>	3	3	3	3	3	2	0	17
<b>South Bay ES</b>	3	2	2	2	2	2	3	16
<b>Tooker Road ES</b>	2	3	3	3	2	2	3	18
<b>Total Elementary</b>	13	14	15	14	12	12	6	86

As shown in the following table, average overall class sizes range from 22.1 students at J. F. Kennedy and Tooker Elementary Schools to 23.0 at Santapogue Elementary School.

**Table 13 - 2011/12 Average Elementary Class Size**

	K	First	Second	Third	Fourth	Fifth	School Average
<b>Forest Ave. ES</b>	24.0	18.3	24.0	18.3	25.0	27.0	22.8
<b>J. F. Kennedy ES</b>	22.0	20.7	21.3	23.7	23.3	21.8	22.1
<b>Santapogue ES</b>	22.0	22.7	20.7	23.7	23.3	25.5	23.0
<b>South Bay ES</b>	20.0	25.0	23.5	20.0	23.5	23.5	22.6
<b>Tooker Ave. ES</b>	23.5	20.0	18.3	20.0	27.0	24.0	22.1
<b>Grade Level Average</b>	22.8	22.0	22.3	21.7	24.9	25.0	23.1 (District Average)

### **3. Allocation of Space for Elementary Support Programs**

The support programs offered to West Babylon Union Free School District's elementary students include art, music, computer, remedial math and reading, resource room services, English Language Learning Services (ESL), speech and hearing services, occupational and physical therapies, counseling and psychologist/social worker services. It should be noted that all schools do not offer the same programs. In addition, self-contained special education programs are assigned to two buildings.

As shown in the following table, the square footage allocated to support programs varies. It should be noted that the size of the instructional group, as well as the materials and equipment associated with the art and music programs, makes a full-size or oversized classroom the optimum environment for the delivery of their curriculum. In contrast, programs such as reading and math support, speech, and resource room can be conducted in smaller spaces due to the number of students in the instructional group. At the present time, West Babylon elementary schools currently utilize 3 - 10 dedicated, classroom-sized spaces (at least 550 square feet) for support programs in each of its buildings. At the K - 5 level, this space averages 27.2 percent of all rooms greater than 550 square feet. The dedication of 20 - 25 percent of the total instructional space for support programs is suggested. However, it should be noted that the building's percentages range from 15.8 percent at South Bay Elementary School to 37.0 percent at Santapogue Elementary School. It should also be noted that the State Education Department also suggests that small rooms (designated as containing about 200 square feet) be set aside for support room space.

**Table 14 - 2011/12 Allocation of Space in Square Feet - Elementary Support Programs/Services**

<b>Program</b>	<b>Building</b>	<b>Forest ES</b>	<b>Kennedy ES #</b>	<b>Santapogue ES</b>	<b>South Bay ES</b>	<b>Tooker ES</b>
<b>Self-Contained Special Education</b>					703 sf 703 sf 726 sf	868 sf 950 sf 950 sf
<b>Art</b>		880 sf*	729 sf	800 sf	748 sf	950 sf
<b>Music</b>		880 sf* 180 sf	729 sf 729 sf	800 sf 169 sf	687 sf	1045 sf
<b>Computer Lab</b>		375sf		800 sf		
<b>Literacy Center</b>				800 sf		
<b>Math Lab</b>					726sf>	
<b>ESL</b>		880 sf	754 sf	800 sf	177sf	672sf<
<b>Reading/Math Support</b>		880 sf 880 sf 896 sf* 500 sf	377 sf 754sf	800 sf 800sf	425 sf 308 sf	868 sf 950 sf 250 sf 950 sf
<b>Special Ed/Resource Room</b>		880 sf	448sf	800 sf	306 sf	950 sf\$
<b>OT/PT</b>		880sf*	754 sf	528 sf^	425 sf	
<b>Speech</b>		880 sf		665 sf+	432 sf	250sf
<b>Psychologist/ Social Worker</b>		140 sf	448 sf	185 sf	154 sf	100 sf 196 sf
<b>Professional Development/ Book Room</b>			729 sf		308 sf	
<b>Fitness Room/ Wellness Center</b>				800 sf		868 sf
<b>Conference Room</b>			754 sf			

\*shared with OT/PT

>Shared with ESL

<Shared with Resource Room

^shared with social worker

+shared with reading support

\$Shared with Speech/OT

#In addition, J.F. Kennedy ES has 2 classroom-size rooms (620 sf & 754 sf) that are unoccupied

#### 4. Middle and High School Allocation of Space

Students in the West Babylon School District in grades 6 through 8 attend **West Babylon Junior High School** and students in grades 9 - 12 attend **West Babylon Senior High School**. The middle and secondary space allocation of rooms that contains 550 square feet or more is presented in the next table.

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

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

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

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

**Table 15 - 2011/12 Middle and Secondary Instructional Space**

<b>Rooms</b>	<b>School</b>	<b>West Babylon JHS</b>	<b>West Babylon SHS</b>
<b>Rooms =&lt; 550 square feet</b>		4	4
<b>Rooms &gt; 550 square feet</b>		70	85
<b>Total Instruction Space/Rooms:</b>		74	89
<b>Interchangeable Rooms</b>		45	55
<b>Specialized Rooms:</b>		29	34
<b>Science Lab</b>		9	9
<b>Computer Lab</b>		2	3
<b>Art</b>		3	5
<b>Music</b>		4	4
<b>Technology</b>		4	3
<b>Home and Careers/FACS</b>		2	3
<b>Physical Education</b>		5	7

The New York State Education Department designates a 3,168 square foot gymnasium as a one-station gym for secondary student populations of up to 500 students. For each additional 500 students, an additional station of 1,872 is required. The State Education Department designates 5,040 square feet for a two-station gym, 6,912 square feet for a three-station gym, and 1,872 square feet for each additional station. In grades 6 - 12, there is a variety of available gym space. In the middle school, there are 5 stations, including the Fitness Center; there are 7 stations, including the Fitness Center, at North Babylon High School.

**West Babylon Junior High School** is

a two-story facility built in 1956. Students in grades 6 - 8 attend classes at this facility during a nine-period day. There are a total of 74 spaces used for instruction, with all but four of them greater than 550 square feet. Common facilities are in addition to this count.



Figure 6 - West Babylon Junior High School

- ☞ The **forty-five (45) interchangeable rooms** are used for instruction in the subjects of English, social studies, languages other than English, math, health, science, special education, ESL, reading and resource room. Sixth grade classrooms are included in this category. These rooms range in size from 314 - 891 square feet.
- ☞ **Twenty-nine (29) specialized rooms, including five (5) physical education stations**, are designed to accommodate specialized equipment, storage and space to meet specific programmatic requirements. These rooms are designed for programs such as art (3), computer (2), music (4), technology (4), Home and Careers (2), and physical education (5) and science labs(9). The largest of these are the technology rooms measuring 1,322 - 1,651 square feet each.
- ☞ The **core/common facilities consist of six (6) spaces**, as follows:
  - Two (2) **gymnasias** (approximately 4 stations) used for physical education classes.
  - A **library/media center** used for reference and instruction.
  - An **auditorium** used for assemblies and concerts.
  - Two (2) **cafeterias** used for lunches.
- ☞ The non-instructional rooms housed in this school include administrative offices, school nurse's office, faculty rooms, guidance offices, In-School Suspension room, kitchen and custodial and storage space.

**West Babylon Junior High School** is currently operating at **66 percent** of the operational capacity of 1,529 students, when district class size guidelines, class loads, and scheduling flexibility are applied [Appendix C-11 - C-13].



## **West Babylon Senior High School**

is a three-story building which houses district students in grades 9 - 12. The building was built in 1958. There are a total of 89 teaching spaces in this facility; all but four are greater than 550 square feet. Fifty-four of the teaching spaces are interchangeable rooms and 35 are specialized rooms.



*Figure 7 - West Babylon High School*

- ☞ **The fifty-five (55) interchangeable rooms** are used for instruction in English, social studies, science (lecture), business, languages other than English, math, special education, and health. These rooms range in size from 468 - 936 square feet. One room, measuring 1,438 square feet, can be utilized for large group instruction (112 people).
- ☞ **Thirty-four (34) specialized rooms** are designed to accommodate specialized equipment and space to meet specific programmatic requirements. These rooms are designed for programs that include art (5), computer (3), music (4), technology (3), home and careers (3) science labs (9), and physical education (7 spaces - including gymnasias and weight room).
- ☞ **The core/common facilities consist of seven (7) spaces**, as follows:
  - A **library/media center** used for reference and instruction.
  - **Three cafeterias**, including a senior cafeteria, used for lunches.
  - An **Auditorium/Performing Arts Center** used for concerts and performances.
  - **Two gymnasias** used for physical education classes (approximately 6.0 stations)
- ☞ The non-instructional rooms housed in this school include various administrative and curricular offices, faculty rooms, offices for the psychologist and social worker, guidance suite, science prep rooms, broadcasting room, in-school suspension room, locker rooms, wrestling room, kitchen, custodial offices and storage.

**West Babylon High School** currently operates at **76 percent** of the operational capacity of 1,935 students when scheduling flexibility is applied [Appendix C-15-C18].

## D. FUTURE FACILITIES ANALYSIS

The enrollment projections suggest that all schools will experience decreasing enrollment during the projection period. Usage at all buildings will decrease when compared to current usage. The current facilities will adequately house the expected enrollment during the projection period; capacity at all buildings will be below their maximum capacity.

### Projected Enrollment and Capacity

Between 2011 and 2021, it is expected that the West Babylon School District will experience a decrease of 624 students, or 14.5 percent of the current enrollment. An enrollment of 3,683 students in grades kindergarten - grade 12 is anticipated by 2021.

The range of enrollment and operational capacities in each facility for the projection period (2012-2021) is as follows:

**Table 16 - School Enrollment Range 2012 - 2021**

School	Peak Enrollment	Peak Year	Lowest Enrollment	Lowest Year
Forest Ave. ES	339	2013 & 2014	297	2021
J. F. Kennedy ES	433	2012	385	2021
Santapogue ES	410	2012	353	2021
South Bay ES	333	2012 & 2014	300	2021
Tooker Ave. ES	349	2012	306	2021
W. Babylon JHS	933	2012	828	2021
W. Babylon SHS	1,430	2012	1,189	2017

**Table 17 - Operational Capacity Range 2012 - 2021 (K - 12)**

School	Capacity	Highest Capacity Usage	Peak Year	Lowest Capacity Usage	Lowest Year
Forest Ave. ES	540	63%	2012 & 2013	55%	2020 2021
J.F. Kennedy ES	647	67%	2012, 2013 & 2014	60%	2020 2021
Santapogue ES	630	65%	2012	56%	2020 2021
South Bay ES	372	89%	2012, 2014 & 2015	81%	2021
Tooker Ave.ES	551	63%	2012, 2013	56%	2021
W. Babylon JHS	1,529	61%	2012	54%	2021
W. Babylon SHS	1,935	74%	2012	61%	2017

The following should be of note:

- All schools except **South Bay Elementary** will be operating below capacity throughout the projection period.
- **South Bay Elementary School** will be the most utilized school throughout the projection period, with capacity usage ranging from 81 - 89 percent. It should be noted that 90 percent is the recommended maximum for operational efficiency.
- **Forest Avenue Elementary School** will exhibit the lowest capacity usage of all elementary schools throughout the projection period, ranging from 55 - 63 percent.
- The **Middle School and High School** will be operating at below capacity throughout the projection period. The capacity usage for middle school will range from 54 - 61 percent throughout the projection period, while the high school will operate at between 61 - 74 percent during the projection period.

**Forest Avenue Elementary School:** capacity utilization is anticipated to range between 55 and 63 percent in the years 2012 through 2021.

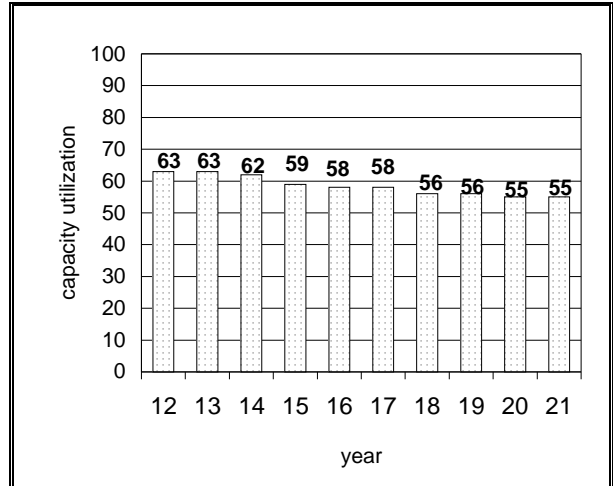


Figure 8 - Forest Avenue Elementary School Operational Capacity Usage Level

**John F. Kennedy Elementary School:** capacity utilization is anticipated to range between 60 and 67 percent in the years 2012 through 2021.

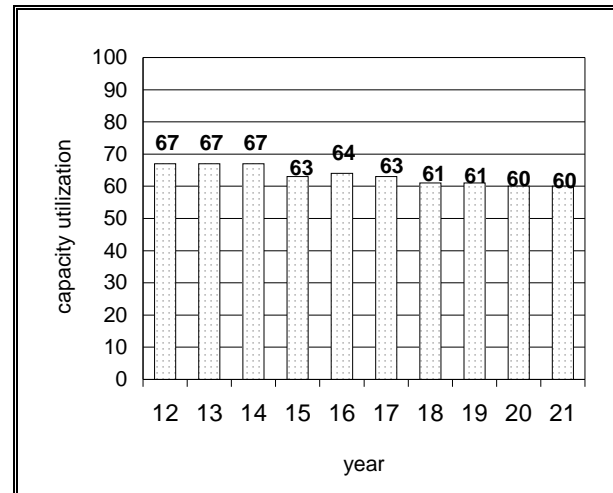


Figure 9 - J. F. Kennedy Elementary School Operational Capacity Usage Level

**Santapogue Elementary School:** capacity utilization is anticipated to range between 56 and 65 percent in the years 2012 through 2021.

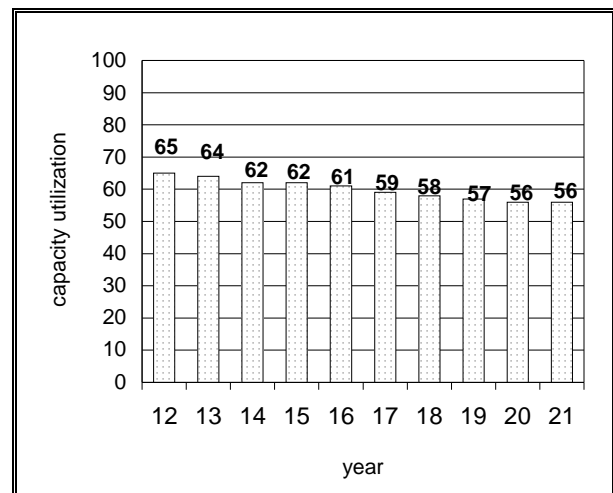


Figure 10 - Santapogue Elementary School Operational Capacity Usage Level

**South Bay Elementary School:** capacity utilization is anticipated to range between 81 and 89 percent in the years 2012 through 2021.

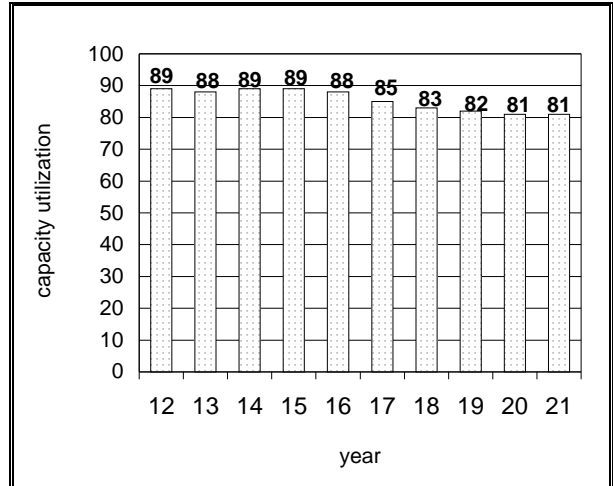


Figure 11 - South Bay Elementary School Operational Capacity Usage Level

**Tooker Avenue Elementary School:** capacity utilization is anticipated to range between 56 and 63 percent in the years 2012 through 2021.

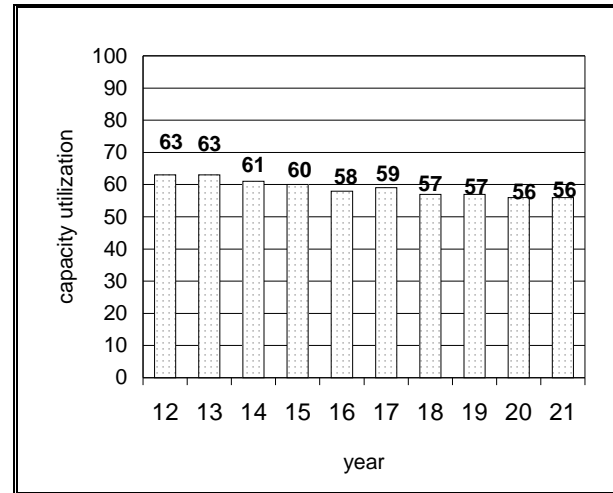


Figure 12 - Tooker Ave. Elementary School Operational Capacity Usage Level

**West Babylon Junior High School:** capacity utilization is anticipated to range between 54 and 61 percent in the years 2012 through 2021.

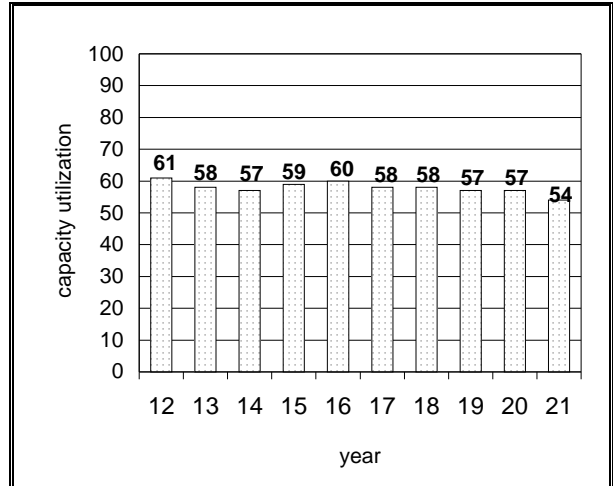


Figure 13 - West Babylon Junior High School Operational Capacity Usage Level

**West Babylon Senior High School:** capacity utilization is anticipated to range between 61 and 74 percent in the years 2012 through 2021.

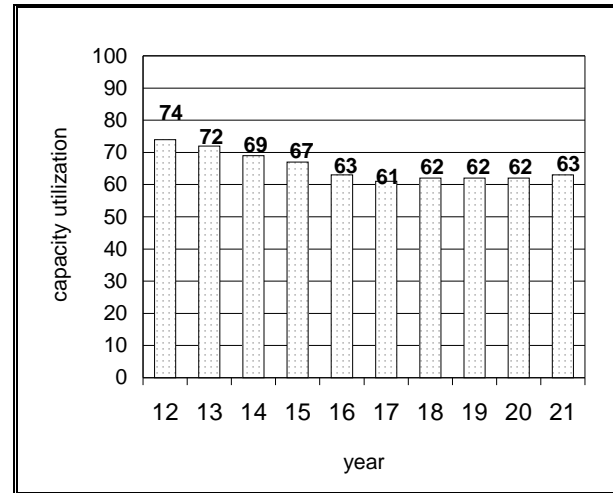


Figure 14 - West Babylon Senior High School Operational Capacity Usage Level