Purpose of Presentation

A. Origin of the Enrollment Committee

B. Committee Update

C. Moving Forward
Guiding Principles

• Convey high expectations for all students

• Provide all students the opportunity to challenge the most rigorous curriculum

• Provide the support required for all students to succeed
Historical Data – Graduating Class Size
Historical Data

NUMBER OF STUDENTS

YEAR | Number of Students
--- | ---
2011-12 | 2470
2012-13 | 2425
2013-14 | 2397
2014-15 | 2339
2015-16 | 2335
2016-17 | 2228
2017-18 | 2208
2018-19 | 2139

TOTAL: 331 Students
## Original Elementary Projections

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<tr>
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<td><strong>905</strong></td>
<td><strong>871</strong></td>
<td><strong>833</strong></td>
<td><strong>801</strong></td>
<td><strong>780</strong></td>
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Elementary Actuals

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<td>Kindergarten</td>
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<td>135</td>
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<tr>
<td>Grade 1</td>
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<td>146</td>
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<tr>
<td>Grade 2</td>
<td>117</td>
<td>141</td>
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<td>Grade 3</td>
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<td>120</td>
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<tr>
<td>Total</td>
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2018-19 difference between predicted and actual enrolled: 32 more students
## Projections By Elementary School

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## Middle School Projections

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<td>Grade 8</td>
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<td>184</td>
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<td>Sub Total</td>
<td>537</td>
<td>523</td>
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2018-19 difference between predicted and actual enrolled: 5 less students
## High School Projections

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<td>167</td>
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<td>Grade 10</td>
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<td>165</td>
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<td>Grade 12</td>
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<td>182</td>
<td>191</td>
<td>190</td>
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<td>Total</td>
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<td>751</td>
<td>729</td>
<td>727</td>
<td>703</td>
<td>681</td>
<td>668</td>
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2018-19 difference between predicted and actual enrolled: 12 less students
Enrollment Projections

NUMBER OF STUDENTS

2139  2091  2053  1988  1940  1911


228 Students
Enrollment Projections

NUMBER OF STUDENTS

- 2011-12: 2470
- 2023-24: 1911

559 Students
Committee

A. Members
   • 20 In-district
   • 20 Community stakeholders

B. Meetings
   • Monthly basis

C. Transparency – see website
   • Meeting Minutes
   • Data gathered
   • Other handouts
What information did we start to gather?

- Physical plans
- Student to teacher ratio
- Retirement
- Demographics of area
- Tax cap information
- Feedback from other districts
- Shifts in enrollment
- Error rate on previous study
- Transportation analysis
- Pre-K
- Tuition
- Per pupil expenditure
- How is districting done
- Future projections
- Financial projections
- Graduation numbers – last 20 years
- Staffing numbers
A. Research

B. Discussed 10 grade configuration scenarios
   - Various questions that arose
     - Building capacity
     - Transportation
     - Program mandates
     - Special Education programs
     - Curriculum concerns
     - Related service/AIS supports
     - Class size
     - Staffing implications
     - SEL
     - Redistricting mandates/implications
     - Pre-k – is it an option?
Three Groups

A. What do you value in BBP?

B. What should be the criteria for deciding the K-5 configuration in BBP?

c. What other questions do you need answered before we can move forward together?
Committee Discussed: Possible Elementary Scenarios

A. (1) Pre-K through 1 building, (2) grade 2-5 buildings
B. (1) K-2 building, (1) grade 3-5 building, close a building
C. (1) K-1 building, (1) grade 2-3 building, (1) grade 4-5 building
D. (2) K-3 buildings, (1) grade 4-5 building
E. (1) Pre-K building, (2) grade 1-5 buildings
F. (1) Pre-K & K building, (1) grades 1-2 building, (1) grades 3-5 building
G. (2) Pre-K-2 building, (1) grades 3-5 building
H. Leave as is and pierce the cap
I. Bring 6th grade back to elementary: (1) K-1 building, (2) grades 2-6 building
J. Change boundary lines
K. Current configuration
Pre-K Discussion

A. Presentation – Summer 2018

- Universal Pre-k
- SCOPE
- ES BOCES
- St. Joseph’s
Scenario Analysis

A. Three Groups

- Two K-3, one grade 4-5
- Two Pre-K-2, one grade 3-5
- One K-1, one grade 2-3, one grade 4-5
- Change boundary lines
- Current configuration
# Building Capacity

## Summary

<table>
<thead>
<tr>
<th></th>
<th>Classrooms</th>
<th>Special Purpose</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>REG</td>
<td>Art</td>
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<td>ACADEMY</td>
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<td>1</td>
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<td>BLUEPOINT</td>
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<td>1</td>
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<tr>
<td>SYLVAN</td>
<td>19</td>
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</tbody>
</table>

* Not classroom size
** 2 rooms not classroom size

AIS - Academic Intervention Services
Additional Studies

A. Updated demographic study

B. Facility utilization analysis

C. District mapping
Moving Forward

A. Review and discuss additional studies

B. Evaluate and assess each scenario

C. Create timeline

D. Community forum

E. Present Information
Goals for the Committee
Questions?