



**Long-Range School Facilities Planning
and Staffing and Efficiency Review**

SOUTH KINGSTOWN, RHODE ISLAND

March 23, 2010

NESDEC PROJECT TEAM

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PROGRAM CHANGES = DECREASED BUILDING CAPACITY		
ELEMENTARY:	<u>THEN</u> (50 years ago)	<u>NOW</u>
Classrooms	500-600 sq. ft. Desks in rows, no water	1000 sq. ft., learning centers, <u>in-class library</u> , sink & drinking fountain in room (primary grade toilets)
Kindergarten	None, or half-day, in standard classroom	Full-day, 1200 + sq. ft., toilets, sink & drinking fountain, etc.; some Preschool
Technology	None	<u>In classrooms</u> and Computer Lab
Special Education	Possibly separate classroom, few students in school	Included in regular classes, plus many small instruction rooms; parent conferences require parking
Art/Music	In classroom	Separate Art/Music rooms; 1200-1500 sq. ft., spec. equip.
Library	Depository for books	Books, computers, media major curriculum support; Library Science instruction
<small>See Rothstein, <i>The Way We Were: The Myths and Realities of America's Student Achievement</i> (2003); Tanner and Lackney, <i>Educational Facilities Planning</i> (2005); Castaldi, <i>Educational Facilities 4th edition</i> (1993); Conrad, <i>Educational Programs and School Capacity</i> (1952 Ohio-State University doctoral dissertation)</small>		

ELEMENTARY:	<u>THEN</u> (50 years ago)	<u>NOW</u>
Handicapped-Accessibility	Little or no accommodations were made	<u>All areas</u> of the school must be handicapped-accessible
Transportation	Some bused, but most children walked or rode bicycles to school	Many children ride buses or are driven to school
Security	Buildings unlocked; not a major concern	Schools are secured; <u>outside telephones</u> in classrooms for parent and emergency calls
Storage	Little needed	Schools use many educational materials; space required
Science	In classroom	Separate Science Room

JUNIOR HIGH: THEN (50 years ago) MIDDLE SCHOOL: NOW

Jr. High Departments, Students move <u>throughout building</u>	MS Teams, Students <u>remain in home base wing</u> for most classes
500-600 sq. ft. classrooms	900-1000 sq. ft. student projects, <u>In-class computers/Library</u>
Science Labs in one area	Lab in each team area
SPED in separate room, few students	Included in regular classes, small instruction rooms, parent conferences required
Library a depository for books	Books plus computers and other media; major curriculum support; Library Science instruction

HIGH SCHOOL: THEN (50 years ago) NOW

Technology	None	<u>In classrooms</u> and Comp. Lab
Labs	Ind. Arts; Home Ec. Demonstration in Sciences	Tech Ed; Fam/Consumer Sci. Active projects in Sciences
Special Education	Possibly separate classroom, few students in school	Included in regular classes, plus many small instruction rooms
Handicapped-Accessibility	Little or no accommodations were made	All areas of the school must be handicapped-accessible
Library	Depository for books	Books, computers, media Major curr. support; Lib. Sci. instruction
Security	Buildings unlocked; not a major concern	Schools are secured; outside phones for parent and emergency calls
Storage	Little needed	Schools use many educational materials; space required

DEFINITION OF TERMS

- **Current Operating Capacity (C.O.C.)**
 - Class size (PK = 15; K = 20; Grades 1-5 = 24; Grades 6-12 = 25)
 - Current building use including deficiencies

- **Planned Operating Capacity (P.O.C.)**
 - For future planning/construction purposes
 - Corrects deficiencies; keeps current programs
 - Provides appropriate core and specialized facilities
 - Parity/equity among all buildings
 - Eliminates temporary facilities
 - Provides appropriate core and specialized facilities
 - Meets current code requirements

POINTS TO CONSIDER

- **Important to have a Long-Range Master Plan**
- **Administration and School Committee to review and study final report**
- **Can “mix and match” among the options/phases**
- **School Committee adopts Master Plan**
- **Master Plan implemented over a multi-year period**
- **Costs spread over a multi-year period**
- **State/grants/income may pay a portion of costs**

“Equity” and “Inequity”

NESDEC has attempted to be attentive to situations of inequity in school facilities...that is, does a student in School X have a less-equitable educational experience than a student in School Y? **We find that “inequity” can be the result of two somewhat different issues: “configuration inequity” or “over-crowding inequity” ...or both simultaneously.**

CRITERIA FOR EVALUATION OF OPTIONS

- **Solves problem(s) as defined**
- **Provides long-term flexibility**
- **Provides for program improvement**
- **Is financially responsible**
- **Is consistent with School Committee’s Policy/Guidelines**

**“Efficient use of resources”
can look different...**



...depending upon one's perspective...



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The School Committee and Superintendent wanted to insure that South Kingstown is investing in the future of its schools.

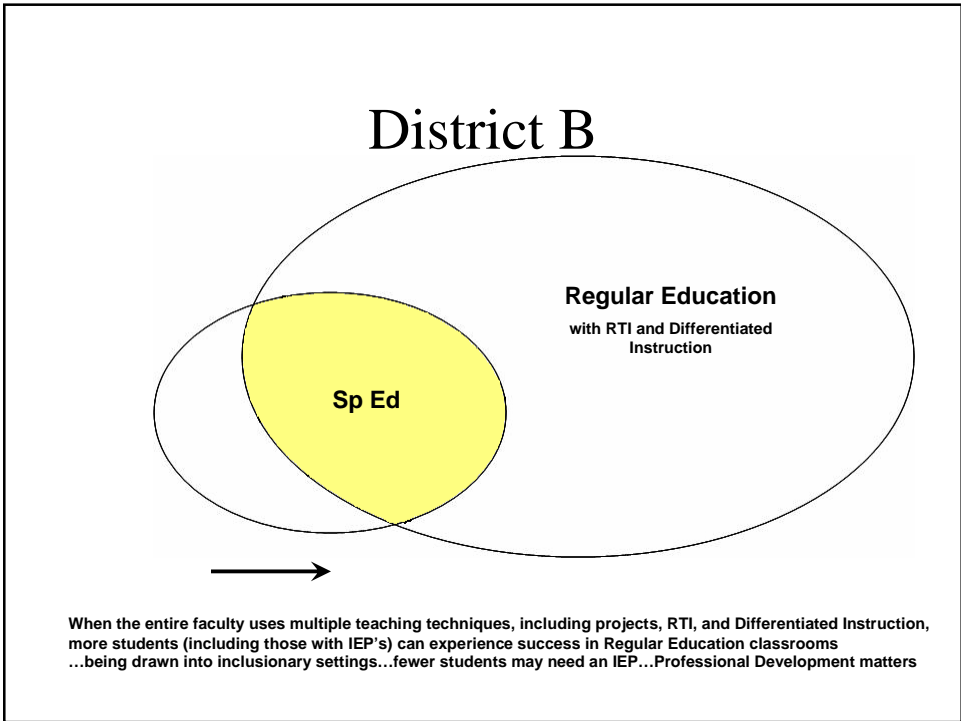
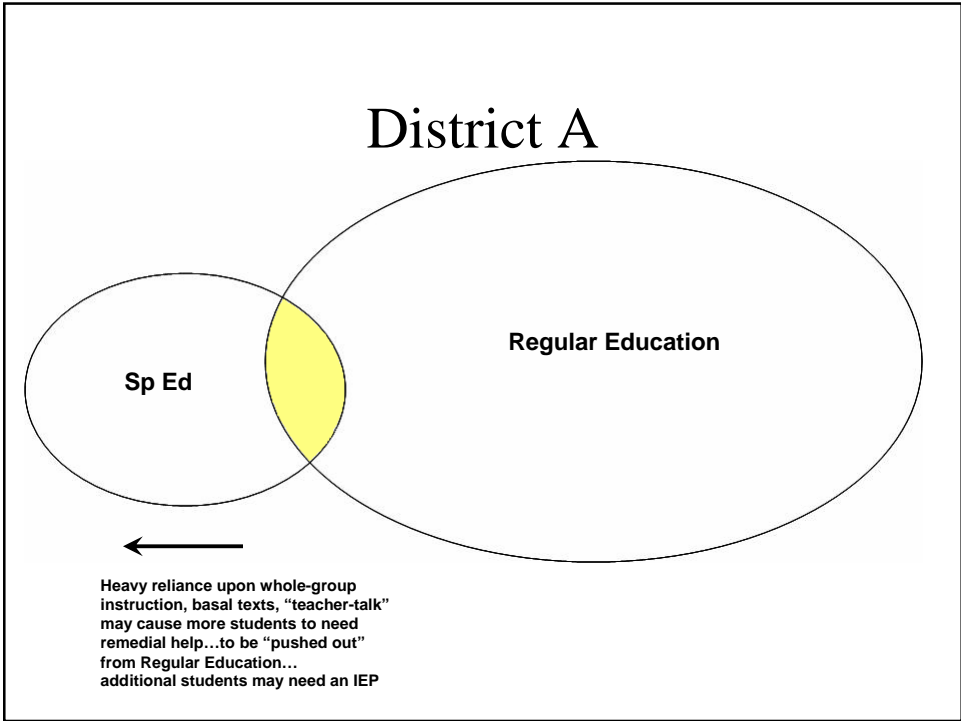
Good long-range planning requires a disciplined mind-set, temporarily casting aside more immediate concerns, in order to think long-term. In *“Leadership through the crisis and after”*, McKinsey & Co. (October, 2009) the McKinsey Quarterly noted: *“...the kinds of leadership behavior that will most help organizations through the current [economic] crisis, such as having a long-range vision, inspiring others and defining expectations and rewards, are the same ones that will help organizations thrive in the future.”* The 21st Century demands leadership with a global perspective, as there already exists an international world economy, fueled in part by Information Technology, with players who can compete regardless of place, space, or time. Educational institutions and solvent businesses evolve continuously. The most successful companies today are not doing business in the same ways they did 5-10 years ago...nor are the most successful schools in America. Thus we must bring schools out of the 20th Century, raising achievement for all students, in part through common standards and accountability...while remaining open to other means of measuring student progress, and maintaining support for the Arts.

The Superintendent and School Committee should be commended for their willingness to think long-term at the same time they are experiencing a difficult FY-11 budget-planning cycle.

SOME SOUTH KINGSTOWN FINDINGS

- Over the next decade, the K-12 enrollment is projected to decline by 432 students...and to shrink by 288 of those pupils within the next five school years. In grades K-4, the expected five-year loss is 87 students (see pages 77-96).

- For eight years the District has been productively moving (from an earlier notion of “site-based management”) toward a more integrated vision, especially in PK-12 curriculum, instruction, and assessment consistent with Rhode Island standards and New England Common Assessment Program (NECAP) testing. The Professional Development activities of the District need to continue to emphasize an all-inclusive PK-12 team of teachers and administrators who are working to integrate regular and special education...and to focus upon Response to Intervention in Differentiated Instruction, especially at the middle and high school levels (see pages 49-50). “A”



- The South Kingstown Educational Foundation (SKEF) has provided invaluable support to the District. SKEF may be helpful in the current budget situation by offering assistance to the faculty in areas of Professional Development that otherwise would go unfunded (see pages 49-50). “A”

- Broad Rock Middle School currently houses Grade 6 in one-half of the building, with the other half of this excellent 21st Century facility, used only for storage. If Grade 5 (self contained) were moved to Broad Rock, the facility will be able to house both Grades 5-6 for the foreseeable future. The move of Grade 5 would increase student access to excellent facilities, increase equity in Grade 5, and provide needed space to improve educational programs in Grades K-4. **The total annual net savings are estimated between \$63,000 and \$127,000 per year, depending upon the transportation revision selected...and with an improved Grade 5 program** (see pages 50-51). “B”

- The educational effectiveness and cost-effectiveness of the elementary “split classes” needs to be assessed, and other options considered; there will be fewer split classes if Grade 5 moves to Broad Rock (see page 51). “C”

- Curtis Corner Middle School and the High School need additional meeting/conferencing spaces; the High School ALP program at Hazard also needs student space. The relocation of several administrative offices, in conjunction with the move of Grade 5 to Broad Rock, can improve the efficiency of these offices, and can make space available to Curtis Corner and the High School (see pages 51-52). “D”

- NESDEC calculated an elementary capacity of 1,588 students for the four buildings (Peace Dale 536; Matunuck and West Kingston 376 each; and Wakefield 300). As the K-4 elementary enrollment is expected to decline over the next few years, it may be possible to close the smallest school (Wakefield) and could make the building available for other municipal purposes (see page 52). “E”

- Over the past three school years, the administration has exhibited stable and positive leadership in district-wide Special Education which have led to increasingly improved outcomes for students. Data from four important measures indicates that students are more often finding success within the general (regular) education program in a manner that is increasingly cost-effective for the district (for example, 263 fewer Individualized Education Programs than in December, 2005).
(continues) “F”

“F” (continued)

The ITA program appears to be thoughtfully designed, well-run, cost effective, and best located in its new age-appropriate site at URI. The ITA, in its present location, has the capability of becoming a “best professional practice” program, and therefore likely to attract additional out-of-district tuition students.

Despite the progress to date, the School Committee may wish to consider a Special Needs audit to look at speech/language, occupational therapy, and the roles and number of teacher assistants...and other matters specified in this Report (see pages 52-56). “F”

- Each fall many of the 220-230 children arrive well-prepared for Kindergarten, yet as many as 70-95 have had no Preschool experience of learning-how-to-learn-in-a-group-setting. The SKIP Preschool staff should share more widely the successful strategies to insure school-readiness, both with private-providers and with the parents of other three and four-year olds. Over the long-term future, the School Committee may wish to expand beyond the space boundaries of the SKIP program at Hazard, offering an enlarged Preschool program at South Road (or other site); see pages 56-58 and 67-70. “G”

- High schools all over America are beginning to consider alternatives to the “industrial society” model upon which high schools were based/designed in the early 1900’s. Business partnerships and internships, university partnerships and local environmental studies (for which South Kingstown is ideally located), community service, on-line learning, and other alternatives are supported by national not-for-profit organizations. When South Kingstown is planning its Professional Development, changes in the Program of Studies, or Self-Study for high school accreditation, it may wish to begin to plan alternatives, especially in Grades 11 and 12 (see pages 58-59). “H”

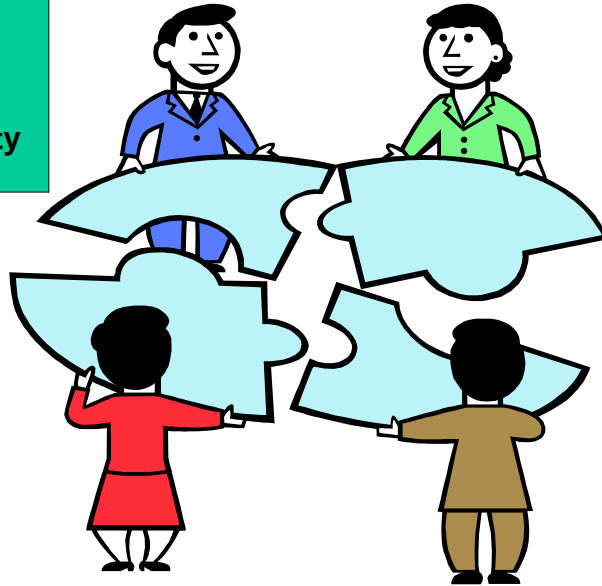
- The Town should be commended for continuing to include school projects in the bonded Capital Improvement Program; similarly, kudos are due to the School Committee who have consistently budgeted smaller “maintenance” items in the District’s Capital Purchase Program. That said, a list of additional facilities issues appears in this Report (see pages 59-61). “I”

The NESDEC Team found the school staff to be cooperative and forthright in our school visits. We suggest that similar tours be organized for members of Town boards (and others), so that they may observe first hand what we have seen and have attempted to describe in this Report.

Good teaching is taking place in South Kingstown classrooms.

Thus there is a need to “bring [all of] our schools out of the 20th Century” write Steven Edwards and Paul Chapman in *Six Pillars of Dynamics Schools*, Educational Research Service (2009). Schools are not atypical; most organizations and individuals traditionally resist change.

**Discussion/
engagement
of
South Kingstown
staff and community**



**BEST WISHES,
SOUTH KINGSTOWN, RHODE ISLAND**

**You will be addressing some significant tasks of
great importance to your children and to your
community. It is a pleasure to serve you.**

The NESDEC Team



South Kingstown, RI Historical Enrollment

School District: South Kingstown, RI

12/3/09

Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1994	272	1999-00	0	278	306	327	364	348	365	328	344	345	360	349	331	285	53	4383	4383
1995	252	2000-01	0	242	332	307	328	377	345	366	324	349	339	354	325	315	62	4365	4365
1996	281	2001-02	0	223	295	336	312	332	358	359	387	348	350	336	341	310	34	4321	4321
1997	269	2002-03	0	207	263	291	333	317	331	381	360	384	341	346	306	318	60	4238	4238
1998	269	2003-04	90	232	267	251	296	328	319	338	380	349	357	329	327	292	0	4085	4175
1999	263	2004-05	82	211	263	276	286	291	325	321	347	368	338	343	322	329	0	3990	4072
2000	249	2005-06	97	201	241	252	264	250	296	334	319	353	334	329	322	322	0	3817	3814
2001	252	2006-07	105	245	231	247	254	263	251	301	336	322	333	337	310	318	0	3748	3853
2002	262	2007-08	107	215	255	240	246	267	257	279	297	322	281	321	324	297	0	3601	3708
2003	275	2008-09	95	234	216	271	245	247	273	288	282	292	280	275	303	298	0	3504	3599
2004	230	2009-10	88	237	237	220	262	246	252	310	290	276	272	290	269	295	2	3458	3546

Historical Enrollment in Grade Combinations

Year	K-4	K-5	K-6	K-8	5-6	6-8	7-8	7-12	9-12
1999-00	1623	1988	2316	3005	693	1017	689	2014	1325
2000-01	1586	1931	2297	2970	711	1039	673	2006	1333
2001-02	1498	1856	2215	2850	717	1094	735	2072	1337
2002-03	1411	1742	2123	2867	712	1125	744	2055	1311
2003-04	1394	1713	2051	2780	657	1067	729	2034	1305
2004-05	1297	1622	1943	2658	646	1036	715	2047	1332
2005-06	1208	1504	1838	2510	630	1006	672	1979	1307
2006-07	1240	1491	1792	2450	552	959	658	1956	1298
2007-08	1223	1480	1759	2378	536	898	619	1842	1223
2008-09	1213	1486	1774	2348	561	862	574	1730	1156
2009-10	1202	1454	1764	2330	562	876	566	1692	1126

Historical Percentage Changes

Year	K-12	Diff.	%
1999-00	4383	0	0.0%
2000-01	4365	-18	-0.4%
2001-02	4321	-44	-1.0%
2002-03	4238	-83	-1.9%
2003-04	4085	-153	-3.6%
2004-05	3990	-95	-2.3%
2005-06	3817	-173	-4.3%
2006-07	3748	-69	-1.8%
2007-08	3601	-147	-3.9%
2008-09	3504	-97	-2.7%
2009-10	3458	-46	-1.3%
K-12 Change		-925	-21.1%

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South Kingstown, RI Projected Enrollment

School District: South Kingstown, RI

12/3/09

Enrollment Projections By Grade*

Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2004	230	2009-10	88	237	237	220	262	246	252	310	290	276	272	290	269	295	2	3458	3546
2005	252	2010-11	89	227	242	246	219	267	248	283	310	282	246	270	278	256	0	3375	3464
2006	229	2011-12	90	206	231	252	245	223	269	278	283	302	251	244	260	265	0	3309	3399
2007	229	2012-13	91	206	210	240	251	250	224	302	278	275	269	249	235	247	0	3236	3327
2008	243	2013-14	92	219	210	218	239	256	252	251	302	271	245	267	239	223	0	3192	3284
2009	237	(est.) 2014-15	93	213	223	218	217	244	258	283	251	294	242	243	257	227	0	3179	3263
2010	238	(est.) 2015-16	94	214	217	232	217	221	246	290	283	244	262	240	234	244	0	3144	3238
2011	235	(est.) 2016-17	95	212	218	226	231	221	222	276	290	275	217	260	231	222	0	3101	3196
2012	236	(est.) 2017-18	96	213	216	227	225	236	222	249	276	282	245	215	250	220	0	3076	3172
2013	238	(est.) 2018-19	97	214	217	225	226	229	238	249	249	269	251	243	207	238	0	3055	3152
2014	237	(est.) 2019-20	98	213	218	226	224	230	231	267	249	242	240	249	234	197	0	3020	3118

*Projections should be updated on an annual basis. Based on an estimate of births Based on children already born Based on students already enrolled

Projected Enrollment in Grade Combinations*

Year	K-4	K-5	K-6	K-8	5-6	6-8	7-8	7-12	9-12
2009-10	1202	1454	1764	2330	562	876	566	1692	1126
2010-11	1201	1449	1732	2324	531	875	592	1643	1051
2011-12	1157	1426	1704	2289	547	863	585	1605	1020
2012-13	1157	1381	1683	2236	526	855	553	1553	1000
2013-14	1142	1394	1645	2218	503	824	573	1547	974
2014-15	1115	1372	1656	2201	641	828	545	1514	969
2015-16	1101	1347	1637	2164	536	817	527	1507	980
2016-17	1108	1330	1606	2171	498	841	555	1495	930
2017-18	1117	1338	1588	2146	471	807	558	1488	930
2018-19	1111	1348	1598	2116	487	767	516	1457	939
2019-20	1111	1342	1609	2100	488	758	491	1411	920

Projected Percentage Change

Years	K-12	Diff.	%
2009-10	3458	0	0.0%
2010-11	3375	-83	-2.4%
2011-12	3309	-66	-2.0%
2012-13	3236	-73	-2.2%
2013-14	3192	-44	-1.4%
2014-15	3170	-22	-0.7%
2015-16	3144	-26	-0.8%
2016-17	3101	-43	-1.4%
2017-18	3076	-25	-0.8%
2018-19	3055	-21	-0.7%
2019-20	3020	-35	-1.1%
K-12 Change		-438	-12.7%

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South Kingstown Historical & Projected Enrollment

PK-12, 1999 TO 2019

