LONG-RANGE SCHOOL FACILITIES PLANNING AND STAFFING AND EFFICIENCY REVIEW SOUTH KINGSTOWN, RHODE ISLAND

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INTRODUCTION AND EXECUTIVE SUMMARY

NESDEC entered into an agreement with the South Kingstown School Department and School Committee to develop a "Facility Utilization and Staffing Audit." When we met with the School Committee and Superintendent, however, many additional questions were raised. It was evident that in addition to the stated scope, the District also was looking for a Report which could serve as the basis for a PK-12 Long-Range Facilities Plan. **Thus 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 to 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. That said, aspects of this NESDEC Report also can be useful in making near-term decisions in three respects: a. providing a better understanding of the long-term educational program future of each building, thereby suggesting the assignment of educational programs to buildings in a manner that is both efficient and consistent with the District's long-term plan; b. assisting budget planning, so that funds

can be earmarked for purposes that are consistent with intended long-range use of each facility; and c. moving in the direction of educational equity for all students.

Members of the NESDEC Team visited all of the South Kingstown schools while in session, and met with persons in the schools. Dr. Palladino concentrated upon the area of Special Education, including visiting the Independence Transition Academy (ITA) program at URI. We studied prior documents, including facilities reports, district goals and curriculum and program information. The NESDEC Team also conferred with a number of school and municipal officials, as well as others, resulting in the collection of school, community, and municipal data. Town Manager Stephen Alfred and Finance Director Alan Lord were helpful in explaining the impact of the current fiscal context and related funding issues. The current FY10 school budget was used as the baseline against which to calculate potential savings or additional costs.

Some South Kingstown Findings (see Report for details):

- 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 and Differentiated Instruction, especially at the middle and high school levels (see pages 49-50).
- 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).
- 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).

- 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).
- 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).
- 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).
- 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). 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).

- 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.
- 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).
- 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).

Projections should be updated annually in order to identify any changes in enrollment and/or demographic patterns which might occur. Once the real estate market picks up, South Kingstown again may begin to grow in population. How many of the

new families will have children of school age is a complex issue addressed in the demographic section of the Report.

The South Kingstown schools are generally well-maintained on a daily basis; however, some school buildings require upgrades. Some school programs or services have moved into regular classrooms, storage areas, alcoves and wherever else space could be carved out.

The NESDEC Team has developed both near-term and long-term options for resolving the space, upgrade, and capital improvement problems, some of which assume rehabilitation, construction and maintenance of school facilities. All of the options are designed to serve as catalysts for further analysis and discussion. **This document should be considered not as an end-product but, rather, as a beginning point for public discussion and planning, followed by decision-making by school administrators, School Committee, and Town officials. In developing a Long-Range Plan, South Kingstown can "mix-and-match" among the options.**

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. Staff cheerfully "find" space for new students and programs, and enthusiastically focus on students' education. The District is engaged in thoughtful planning and prudent use of available resources. The School Committee and Administration deserve to be commended for their commitment to seeking "out-of-the-box" possibilities to strengthen educational programs in a time of fiscal difficulty.

As we begin this new decade, school and municipal leaders face an inherent tension: budget shortfalls and economic uncertainty v. the historic promise of the United States. In May, 2009 the Federal Reserve Bank of Boston hosted a seminar by the New England Economic Partnership (NEEP) *"Can We Afford the Future: The Fiscal and Economic Outlook for New England"*. In addition to a forecast from Mark Zandi, Chief Economist for Moody's Economy.com, two Rhode Island economists (Edward Mazze of the University of Rhode Island and Edinaldo Tebaldi of Bryant University) offered a

paper *"The Rhode Island Economic Outlook and Forecast: Can Rhode Island Afford the Future?"*, at least partially explaining the reasons why the recent recession has hit Rhode Island harder than have earlier economic cycles, and why the Rhode Island recovery may be gradual and slow when compared with other parts of the U.S. Mazze and Tebaldi expect tax revenues to be down for an extended period, thus fiscal help from the State to municipalities and public schools may take a long time in coming…hence government services may need to be cut back, with municipalities and schools facing revenue deficits for some years.

Yet as difficult as the fiscal future may be, it can also provide an opportunity. Completely apart from the budget issues which schools face, changes in technology and in the international economy are rapidly altering the world in which we live and in which our students will spend their entire working lives. 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 Dynamic Schools,* Educational Research Service (2009). Schools are not atypical; most organizations and individuals traditionally resist change. Although changes in society have been dramatic and are ever-evolving, only minimal modifications have been made to daily school schedules and curricula. In many ways, current curricular offerings and student schedules in most schools are consistent with the offerings of decades ago. Leaders of schools who understand the dynamic nature of international, national, and local events and how they affect teaching and learning are able to influence school culture so that adaptability to the changing conditions becomes more likely. The fact that the Superintendent and School Committee have chosen to confront both the budget issues as well as the need for serious long-term planning, suggests that they understand the nature of these opposing tensions and appreciate the need to tackle both simultaneously. For this they deserve to be commended. We hope that this Report helps to delineate more clearly some of the choices South Kingstown will need to make.

I. SCHOOL CAPACITIES

As part of the Long-Range School Facility Master Plan, the Current Operating Capacity (COC) and the Planned Operating Capacity (POC) were determined for each school. The COC is based on the space in the building **as it is currently being used**, including classrooms, core, and specialized areas. This figure may differ from the architects for it includes all spaces used for instructional purposes, some of which may be inappropriate, or temporary portable classrooms. The POC is based on **planned usage** of the building, recommended class size policy, **elimination of space needs or deficiencies**, and the inclusion of appropriate classroom, laboratory, core (auditorium, Library, gym, etc.) and special use areas (Special Education, Art, Music, instructional specialists, etc.). Temporary, portable classrooms are **not** included in the POC. Analyzing each space in the schools, observing the schools while in session, reviewing the program of studies, and interviews with staff are all included in the process of determining school capacities. The POC connects the demands/requirements of the educational program to the facilities needs of that program. **Thus it is not enough to "count classrooms"; a room may be needed for a unique educational purpose (examples, one room each at Wakefield and at Matunuck is needed for OT/PT/Resource staff, and at Peace Dale for Special Education and literacy staff…thus these rooms should not be counted as available for regular classroom space).**

Counting the number of rooms in a school at times can be relatively straightforward. However, counting "classrooms" for the purpose of establishing student capacity (i.e., "homerooms") is more complex…especially in an open space school with few walls or temporary moveable walls. What does NESDEC count as a "classroom?" Although Rhode Island has square footage guidelines for elementary/middle/high school general purpose classrooms, in older schools a classroom may be somewhat smaller. NESDEC does not automatically exclude a room of 600-700 square feet from its count. NESDEC looks at square footage, program uses, and code issues. The Life Safety Code of the National Fire Protection Association (NFPA) requires two means of egress from a classroom. Thus, NESDEC would not count a room with a single exit as a classroom although the room might be satisfactory for other uses. Finally, a room with adequate

square footage and adequate egress could be devoted to a use other than housing a "homeroom" (e.g., might be the Art or Music room, or the only Teacher Workroom-Lunchroom…or might be needed as a Special Education classroom) in which case, NESDEC would not count it as a general purpose classroom. For each school, the detailed room count is indicated as a "full-sized room" or "conference-sized room" and its use is noted. The following paragraphs describe the unique program uses of the rooms in each school. Factors unique to elementary and to middle/high schools are described.

The reader will note that NESDEC's method of calculating school capacity is directly related to the ever-changing educational program. For the purposes of a quick snapshot, architects often will divide the gross square footage of an existing school by a square-foot-per-pupil ratio in order to make a quick estimate of the school's capacity. Sometimes the architect may multiply the result by a factor of 90% for elementary schools and 70-85% for middle and high schools in order to acknowledge that no school can schedule 100% of its space all of the time. Although commonly applied and somewhat useful, the resulting estimated "capacity" based upon square footage ignores the actual configuration of space within the school. In NESDEC's experience, there are many older schools in which a disproportionately large amount of the square footage is found in large hallways, foyers or locker rooms; or extra shop, gym or auditorium space…while the school has too few academic classrooms, an overcrowded cafeteria, etc., or other problems of configuration which act to lower the effective student capacity of the facility for offering a high quality 21st Century educational program.

A. HIGH SCHOOL CAPACITY

At the high school level, in addition to the general classrooms, the special area rooms such as Art rooms, laboratories and shops **are** included in the determination of capacity. Each general classroom has been assigned a capacity depending upon size and use. The capacity assigned to each special area room is usually contingent upon the number of workstations existing in the space. Once the capacity of each instructional space is determined, a total capacity can be computed based on the sum of the individual capacities.

No high school (or middle school) building can operate effectively at 100% capacity. First, students cannot be scheduled into neat groups of 25, 22 or 20. Second, the elective system provides opportunities for students to choose from a variety of course

offerings. Third, schools which choose to provide ability-level grouping, enrichment classes and programs for the academically advanced, accept increased problems in achieving evenly-balanced classes. A comprehensive educational program requires, therefore, a greater number of teaching stations than would be the case in a school without an elective program. If secondary schools were to operate at total capacity, comprehensiveness and course electives would have to be severely curtailed. For this reason, the operating capacity of a high school reflects not only spaces available, but also the program design of the school and is calculated in South Kingstown High School at 85% of the maximum capacity of the building. General classrooms were assigned 25 pupils as described in the capacity charts which follow.

B. MIDDLE SCHOOL CAPACITY

To determine the capacity of a middle school, an inventory is made of spaces available for instructional use. Each instructional space is assigned a capacity based upon its use and school practice relative to class size and grouping of students. Consideration is also given to the way in which middle schools are organized and operated.

Middle schools recognize the special developmental differences – physical, intellectual, social, and emotional – of pre- or early-adolescents. Recent research suggests that a curriculum and instructional program which takes into account the differences in these students "in transition" positively affects student achievement, personal development, learning climate, faculty morale, staff development, and parental and community involvement. The POC incorporates facility space to address these needs and differences.

Because students are moving along a developmental continuum, a middle school program should provide a "continuity of schooling," where students begin with greater degrees of supervision and advance to more opportunities for independence with a rich program of exploratory experiences.

The program should also ensure a strong student-teacher relationship with the teacher as mentor-advisor, and should be developed around small teams of teachers who get to know the same students better through an interdisciplinary team organization and common planning time.

For the purpose of determining the operating capacity of the Broad Rock and Curtis Corner Middle Schools, NESDEC followed a procedure which is typically used

for the secondary level (although the middle school multiplier often is .70 - .75 rather than the high school multiplier of .85…due to the unique nature of the educational programs in some middle schools). Middle schools typically are less space-efficient than high schools due to the pattern of scheduling required by a true "middle school model" with a team of students taught by a unique team of teachers; common planning time for teachers on the team; an "Arts rotation" for the students; and student room assignments within limited corridors of the building. The general classrooms in the middle schools were assumed to hold an average of 25 students although the square footage of an undersized classroom could affect its functional capacity. See each school's capacity charts.

C. ELEMENTARY SCHOOL CAPACITY

To determine the operating capacity of an elementary school, it is necessary to consider the following three factors:

1. **Physical Space** – The volume and extent of space available.
2. **Pupil/Teacher Ratios** – School policy/practice on grouping students for instruction has a direct bearing on the classroom space that will be required. For this Report, NESDEC has used the class sizes as provided by the District in computing the POC: 11-15 students for PK; 20 pupils for Kindergarten; 24 for Grades 1-5 and 25 for Grades 6-12.
3. **School Programs** – The allocation of appropriate space for present and planned educational programs offered outside of the regular classroom setting is considered when establishing the POC. In an elementary school, rooms used for such programs as Special Education and resource services, Physical Education, computer education, Art and Music instruction, are not counted in the capacity determination, since they serve as "pull-out" programs. However, the need for these specialized spaces, addressed in the POC, in some cases will reduce the COC. If separate rooms are not available for Art or Music, the taught curriculum will change. NESDEC has found that elementary Art teachers who did not have an assigned Art room space with adequate storage were able to offer only 35% of the lessons in the curriculum. This was due to the "one-shot" nature of projects which had to be offered when the teacher was rapidly moving from classroom to

classroom. Thus considered, facilities have a direct effect upon the nature of classroom instruction. Special Education is mandated, thus other spaces would need to be taken to house Special Education if its current space was needed for a regular classroom.

D. "THEN-NOW"

The student capacity of a school is directly related to the changing nature of the school's educational program. Four "Then-Now" charts are included to display the educational program factors which have combined to reduce the student capacity of older school buildings constructed 40-50 years ago. Many schools were designed and built when desks were in straight rows; there were few, if any, Special Education services, and no use of computers. Such buildings served well the programs for which they were designed. Little storage space for educational materials was required. Twenty-First Century schools, however, are expected to provide a broader program to a more comprehensive spectrum of students. Thus, a school which once housed 600 students a generation ago now may be overcrowded at 500 students. The "Then-Now" charts provide detail in describing this phenomenon, in which new educational programs have decreased the student capacity of older school buildings.

"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.**

PROGRAM CHANGES = DECREASED BUILDING CAPACITY

ELEMENTARY:	**THEN (50 years ago)**	**NOW**
Classrooms	500-600 sq. ft. Desks in rows, no water	1000 sq. ft., learning centers, in-class library, sink & drinking fountain in room (prim. Gr. toilets)
Kindergarten	None, or Half-day, in standard classroom	Full-day, 1200 + sq. ft. toilets sink & drinking fountain, etc.; some preschool
Technology	None	In classrooms and Comp. Lab
Science	In classroom	Separate Science Room
Art/Music	In classroom	Separate Art/Music Rooms; 1200-1500 sq. ft., spec. equip.
Library	Depository for books	Books, computers, media major curr. support; Lib. Sci. instruction

See Rothstein, *The Way We Were: The Myths and Realities of America's Student Achievement (2003);* Tanner and Lackney, *Educational Facilities Planning* (2005); Castaldi, *Educational Facilities 4th edition (1993);* Conrad, *Educational Programs and School Capacity* (1952 Ohio-State University doctoral dissertation)

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ELEMENTARY (cont'd): THEN (50 years ago) NOW

Special Education	Possibly separate classroom, few students in school	Included in regular classes, plus many small instruction rooms; parent conferences required
Handicapped-Accessibility	Little or no accommodations were made	All areas of the school must be handicapped-accessible
Transportation	Some bused, but most children walked or rode bicycles to school	Most children ride buses or are driven to school
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

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

Jr. High Departments, Students move throughout building	MS Teams, Students remain in home base wing for most classes
500-600 sq. ft. classrooms	900-1000 sq. ft. student projects, In-class computers/library
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 curric. support; Lib. Sci. instruction

HIGH SCHOOL: THEN (50 years ago) NOW

Technology	None	In classrooms and Comp. Lab
Labs	Ind. Arts; Home Ec. Demonstration in Sciences	Tech Ed; Fam/Consumer Sci. Active projects in Sciences
Special Educ.	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

HAZARD SCHOOL

Hazard School was built in 1911 and renovated in 1996. It is a 26,503 square foot, two-story stone and wood structure with exterior walls of stone on the first level and stucco with wood trim on the second floor. It is across the road from South Kingstown High School on 2.6 acres of land, which includes a small fenced-in early childhood play area and a large parking lot, which is shared with the high school. Replacement thermal-paned windows were installed recently. On the main floor there are six offices, the main office, Early Childhood Coordinator's Office, Psychologist/Social Worker's Office and three district Pupil Personnel Service administrators, and four classrooms, two are in use by the high school Alternative Learning Program (ALP), one is used by four Technology staff and the other by four Special Services staff. There are four early childhood classrooms on the upper floor, each with an attached lavatory, three include a room divider to create a speech area and the fourth includes a fully separated nurse's office, which shares the classroom lavatory. The upper floor also includes a resource room, with a separated therapy space and an attached lavatory, and a therapy office, shared by multiple staff. There is an elevator providing access to all three levels, as well as stairways. The Preschool students moved upstairs five years ago when all Kindergartners were assigned to their neighborhood schools. The basement includes multiple storage

areas and a large sensory-motor room used by the Preschool program. The offices and several of the classrooms, which are used throughout the year, are air-conditioned.

The Preschool enrollment on October 1, 2009, as provided by the school, was 88 students. Throughout the school year the Preschool enrollment grows as children qualify for the special services provided by the program. The COC with three rooms of 15 am and 15 pm students and one smaller classroom of 11 am and 11 pm students is 112. This enrollment does not include the ALP students who are enrolled in the high school. The POC was not calculated, as this is dependent on the use of the space and program needs. The location of the school so close to the high school makes it ideal for housing staff and programs associated with the high school.

HAZARD SCHOOL NEEDS/DEFICIENCIES

- PK students are housed on the top floor of the school and must climb two sets of stairs to access their classrooms or exit the building
- Dividers for speech therapy in rooms 302, 303 and 304 do not reach the ceiling
- Parking and traffic during high school and PK arrivals and dismissals is congested
- Conference table for the PK program is in the Early Childhood Coordinator's Office
- Social Worker (shared with HS) and Psychologist (HS and ALP) share one space with no separation for visual and/or auditory privacy
- Custodial services are limited to after-school hours, which have not always been sufficient, especially when there is a need during the school day
- Maintenance issues:
  - Interior painting needed in high traffic areas
  - Holes in ceiling of storage room in basement need repair
  - Humidity issues, dehumidifier in room 301
  - Aging floor tiles need replacement

FACILITY PROFILE – ELEMENTARY SCHOOL

Name: **Hazard School**		Grades: **PK and HS ALP**	Reg. enr.: **88**	Total Classrooms: **8**
Year of Construction: **1911**	Year of Additions/ Renovations: **1996**	Sq. ft. of bldg: **26,503**		Acres: **2.6**
Number of early childhood classrooms: **4**		Number of Interchangeable classrooms: **4 (2 for ALP, 1 in use for 4 Special Services staff, 1 in use for 4 District Technology staff)**		

In addition, does the school have dedicated space for (indicate number of rooms in the appropriate box):

	Full-size room	Conference-size room	Space shared with	Comments (if desired)
Art				
Computer				
Health				
Music				
Reading				
Science				
Foreign Languages				
Auditorium				
Cafeteria				
Gym				
Library				
Special Needs Classrooms		1	Multiple staff	Therapy Office
Resource Rooms		2		Room 306 for FDPK with therapy room
Psychologist/Testing		1	Social worker	Part-time soc. Wkr for PK, rest for HS
Social Worker			See Psychologist	
Title I				
Speech		3	In 302, 303, 304	Partitions in classrooms
Nurse's Office		1	In 301	Full walls, impacts enrollment in 301
Administrative Offices		5		Main, ECC, and 3 PPS Admin
Teachers' Room		1	In kitchenette	
Teachers' Workroom			Use hallway area	
Conference Room				Table in Coordinator's Office
PT/OT	1			Large room in basement
Math Coach				
Quiet/Time-out area				
ESL/ELL				

Current Operating Capacity = 112 + ALP
3 PK @ 15 am/15 pm = 90
1 PK @ 11 am/11 pm = 22

Planned Operating Capacity = Dependent on use

MATUNUCK ELEMENTARY SCHOOL

Matunuck Elementary School was built in 1975 with two additions, one in 1987 with nine classrooms and one in 1990 with four classrooms. It has the same floor plan as West Kingston Elementary School. Matunuck Elementary is a 43,532 square foot, one-story, masonry structure on 13.71 acres about a mile from Block Island Sound. A new blue roof was added to the older parts of the school recently. The school includes a separate gymnasium and cafeteria, kitchen, Library, Art room, Music room, teachers' room, conference room, and smaller spaces for Occupational Therapy/Physical Therapy/Adaptive Physical Education, Special Education, Speech, school psychologist/social worker, Math coach, Reading, nurse's office, main office and Principal's office. The original school was built with one Kindergarten room with a lavatory. A second room in the first addition was also built with a lavatory and is used for Kindergarten. In addition to two Kindergarten classrooms, there are 15 interchangeable elementary classrooms.

The enrollment on October 1, 2009, as provided by the school, was 330 students. Using class sizes of 20 students per classroom in Kindergarten and 24 students per classroom in Grades 1 through 5, as requested by the district, the COC of the school is 400 students with two Kindergarten classes and 15 Grades 1 through 5 classes. Due to

the lack of adequate space for Occupational/Physical Therapy, one classroom was taken off-line to calculate the POC of 376 students, with two Kindergartens of 20 students each and 14 Grades 1 through 5 classes of 24 students each.

This school year, half of the class in the split grade classes (Grades1/2 and 4/5) share an additional classroom for half of each day. In calculating the COC and the POC, it was not possible to anticipate the fluctuating need for split class space. Without dedicated classroom space for the part-time teacher, half of the split class does not have consistent instructional space for half of each day. If there are split classes at the school, the operating capacities are reduced by 22-24 students, depending on the grade levels involved, for every one or two split classes, provided the schedule for more than one part-time teacher allows the sharing of one room.

MATUNUCK ELEMENTARY SCHOOL NEEDS/DEFICIENCIES

- Intercom system does not function properly and needs replacement
- Blowers in heating units disturb instruction, heating system does not provide consistent heat
- Two split classes (1/2 and 4/5) use three classrooms this school year
- No sink in nurse's office (only in adjacent lavatory); lavatory is not handicapped-accessible
- Technology: Library and wireless laptop cart, no instructional technology staff
- OT/PT in substandard space, insufficient for hanging apparatus and gross motor services
- Storage is limited; some former storage spaces in use for other purposes
- Maintenance issues:
  - Gutters from roof do not drain properly and cause pooling of water
  - Worn interior paint resulting in rust on metal; interior of school needs painting
  - Deteriorating cabinets, countertops and doors in original building need refurbishing
  - Aging and cracked floors throughout (except newer floor in gym) need replacement

- Cement on outdoor walkway behind newest addition is breaking up
- Asphalt pavement on play area behind school and elsewhere needs resurfacing
- Upgrade HVAC – consider conversion to oil/propane-fired
- Pneumatics need replacement with DDC (digital)

FACILITY PROFILE – ELEMENTARY SCHOOL

Name: **Matunuck Elementary School**		Grades: **K-5**	Reg. enr.: **330**	General Education Classrooms: **17**
Year of Construction: **1975**	Year of Additions: **1987 and 1990**	Sq. ft. of bldg: **43,532**		Acres: **13.71**
Number of classrooms built for Kindergartens: **2**		Number of Interchangeable classrooms: **15 (1 shared by 2 split classes daily)**		

In addition, does the school have dedicated space for (indicate number of rooms in the appropriate box):

	Full-size room	Conference-size room	Space shared with	Comments (if desired)
Art	1			
Computer				
Health				
Music	1			Strings use Stage
Reading		1		
Science				
Foreign Languages				
Auditorium				
Cafeteria	1		Stage	Stage also opens to gym
Gym	1	1		Smaller gym and office space
Library	1	1		
Special Needs Classrooms	1			District Alternative Learning Program
Resource Rooms		3		
Psychologist/Testing		1	Social Worker	
Social Worker				
Title I				
Guidance				
Speech		1		
Nurse's Office		1		2 daybeds, no sink, full bath not ADA
Administrative Offices		2		Main and Principal
Teachers' Room	1			
Teachers' Workroom		1		Additional copier in storage closet
Conference Room		1		
PT/OT		1		Substandard, no space for hanging equip
Math Coach		1		Off Library
Quiet/Time-out Area				
ESL/ELL				

Current Operating Capacity = 400
2 K @ 20 = 40
15 Gr. 1-5 @ 24 = 360

Planned Operating Capacity = 376
2 K @ 20 = 40
14 Gr. 1-5 @ 24 = 336
1 classroom off-line for OT/PT

PEACE DALE ELEMENTARY SCHOOL

Peace Dale Elementary School was built in 1923, with a major addition and renovations to the original building in 1993. It is an 81,298 square foot, brick-faced building with a main floor and a finished lower level on 6.23 acres of land. The main floor includes three larger Kindergarten classrooms with lavatories, Library, gymnasium, cafeteria with stage, kitchen, computer lab, smaller rooms used by special educators and other professional staff, a nurse's office, conference room, main office, Principal and Assistant Principal's offices, teachers' room, workroom and 14 regular classrooms, ten in use as Grades 1, 4 and 5 classrooms, one in use for the fourth Kindergarten class, one in use for Occupational Therapy/Physical Therapy/Adaptive Physical Education, one shared by multiple Special Education and Literacy staff and one in use for a district-wide Special Education class. The lower level includes a large Art room, two Music rooms, three practice rooms, numerous smaller rooms used for Special Education, Speech, Reading, social worker, school psychologist, testing and copy room (former dark room), and ten Grades 1 through 3 classrooms.

The enrollment of Peace Dale Elementary School on October 1, 2009, as provided by the school, was 507 students. Using class sizes of 20 in four Kindergarten classrooms and 24 in 20 Grades 1 through 5 classrooms, as requested by the District, the COC of this

school is 560 students. Due to multiple Special Education and Literacy staff sharing space, one classroom was taken off-line to calculate the POC of 536 students, with four Kindergarten classes of 20 students each and 19 Grades 1 through 5 classes of 24 students each. The current split grade class requires an additional classroom for half of the day to accommodate the half-time teacher. In calculating the COC and POC, it was not possible to anticipate the fluctuating need for split class space. Without dedicated classroom space for the part-time teacher, half of the split class does not have a consistent instructional space for half of each day. If there are split classes at the site, the operating capacities are reduced by 22-24 students, depending on the grade levels involved, for every one or two split classes.

PEACE DALE ELEMENTARY SCHOOL NEEDS/DEFICIENCIES

- Improve building security with surveillance cameras in hallways used for entry to school
- Heaved wooden flooring on gym floor poses safety concern, despite efforts to correct
- No dedicated handicapped lavatory associated with district Special Education classroom
- Four full-day Kindergarten classes, three larger classrooms built for Kindergarten with lavatories
- One split Grade 4/5 class, uses two classrooms this school year
- Many pull-out spaces are too small for small group instruction
- Technology – limited computers and no instructional technology staffing
- Storage issues – stage used for some storage
- Active leaking into classrooms in addition and main office and hallway in original building through roof and exterior walls
- Humidity issues throughout lower level of building require dehumidifiers, which are not fully effective; none are installed units; some require daily emptying
- Multiple staff in some Special Ed and Support Staff spaces, including Occupational Therapy/Physical Therapy/Adaptive Physical Education, without full separation

- Maintenance issues:
  - Gym floor needs repair of buckled boards, sanding and refinishing
  - Interior wall paint chipping and wearing, needs repainting
  - Worn stage floor
  - Chipped exterior paint, especially on exterior columns
  - Inconsistent heat throughout school, original building is cold
  - Pneumatic controls need upgrading to DDC (digital)

FACILITY PROFILE – ELEMENTARY SCHOOL

Name: **Peace Dale Elementary School**		Grades: **K-5**	Reg. enr.: **507**	General Education Classrooms: **24**
Year of Construction: **1923**	Year of Additions: **1993**	Sq. ft. of bldg: **81,298**		Acres: **6.23**
Number of classrooms built for Kindergartens: **3**		Number of Interchangeable classrooms: **21** **(1 in use for K, 1 for split class)**		

In addition, does the school have dedicated space for (indicate number of rooms in the appropriate box):

	Full-size room	Conference-size room	Space shared with	Comments (if desired)
Art	1			
Computer	1			
Health				
Music	2			General and Instrumental
Reading		3		
Science				
Foreign Languages				
Auditorium				
Cafeteria	1			Stage with lift
Gym	1			
Library/Media Center	1			
Special Needs Classrooms	1			District Program, no dedicated lavatory
Resource Rooms	3	3	Multiple Staff	Literacy Staff share Room 13
Psychologist		1		
Social Worker		1		
Title I		3		
Guidance				
Speech		2		
Nurse's Office	1			
Administrative Offices		4		
Teachers' Room	1			
Teachers' Workroom		1		+ 2 copy rooms
Conference Room		1		
PT/OT	1		4 staff	Includes Adaptive PE
Math Coach		1		
Quiet/Time-out area				
ESL/ELL				

Current Operating Capacity = 560
4 K @ 20 = 80
20 Gr. 1-5 @ 24 = 480

Planned Operating Capacity = 536
4 K @ 20 = 80
19 Gr. 1-5 @ 24 = 456
1 classroom off-line to provide more space
for Special Education and Literacy Staff

SOUTH ROAD ELEMENTARY SCHOOL

South Road Elementary School was built in 1964 with an addition of three classrooms and a new Library in 1989. It is a 34,004 square foot, brick-faced, cement block one-story building. It is built on a 50.78 acre site shared with Curtis Corner Middle School and the Administration Building. It has a multi-purpose room with a stage, a Music room (the former Library), 16 interchangeable classrooms, an Art classroom, one Kindergarten classroom, and smaller spaces suitable for social worker, school psychologist, Speech services, Literacy and administration. The nurse's office has a sink and an attached lavatory. The student lavatories include a handicapped stall, but the lavatory in the nurse's office and doorknobs throughout the school are not fully ADA compliant.

South Road Elementary School is currently closed, thus it was not possible to develop a Current Operating Capacity (COC) based upon present use by students. The school has an identical floor plan to Wakefield Elementary School and was constructed for elementary students in the same year. Therefore, the POC of the school is also 300 students (three Kindergarten classes of 20 students each and ten Grades 1-5 classrooms of 24 students each), with four classrooms taken off-line for a resource room, and space for Occupational/Physical Therapy, Math coach, Speech and counseling staff.

If at some point the school becomes an early childhood Preschool facility, removing walls to create larger classrooms and adding lavatories to each classroom will be needed. Many of the maintenance issues listed below, such as new doors, windows, countertops, windowsills and painting, could be accomplished at the time of the renovations. The playground equipment on the site is appropriate for elementary-aged students and would not be safe for Preschoolers. Therefore, new play structures and equipment would be needed at the site with fencing to limit the supervision area.

SOUTH ROAD ELEMENTARY SCHOOL NEEDS/DEFICIENCIES

This building would be well-suited for the lower elementary grades but not for the upper grades (ie. no separate gym, no Science facilities, etc.). Issues to be addressed if re-opened as a pre-school:

- One larger Kindergarten classroom with lavatory will not accommodate multiple early childhood classes
- Islands with sinks in original classrooms reduce instructional space
- Security system with buzzer and monitor needed on site
- Older swings on property need replacement
- Generator on site needs replacement (approximately $30,000)
- Gas service to kitchen needs upgrading
- Maintenance issues:
  - Aging single-pane aluminum windows need replacement
  - Interior painting needed (some metal areas rusting; residue on interior walls needs removal prior to painting)
  - Stage floor needs refinishing
  - Office spaces and sliding glass doors need renovation
  - Doors and hardware need replacement
  - Classroom electrical needs upgrading
  - Aged countertops, wooden base cabinets, windowsills and floor tiles need replacement
  - Deteriorating asphalt pavement behind school

FACILITY PROFILE – ELEMENTARY SCHOOL

Name: **South Road Elementary School**		Grades: **Unoccupied**	Reg. enr.: **Unoccupied**	General Education Classrooms: **17**
Year of Construction: **1964**	Year of Additions: **1989**	Sq. ft. of bldg**: 34,004**		Acres: **50.78 South Rd. + CCMS + Admin. Bldg**
Number of classrooms built for Kindergarten: **1**		Number of Interchangeable classrooms: **16**		

In addition, does the school have dedicated space for (indicate number of rooms in the appropriate box):

	Full-size room	Conference-size room	Space shared with	Comments (if desired)
Art	1			
Computer				
Health				
Music	1			
Reading				
Science				
Foreign Languages				
Auditorium				
Cafeteria	1		Multi-purpose	Stage, adjacent kitchen
Gym				
Library	1			With Office
Special Needs Classrooms				
Resource Rooms				
Psychologist/Testing				Office and Testing Space
Social Worker				Office
Title I				
Guidance				
Speech				
Nurse's Office		1		With lavatory
Administrative Offices		2		Main and Principal
Teachers' Room	1			
Teachers' Workroom		1		
Conference Room		1		
PT/OT				
Math Coach				
Quiet/Time-out area				
ESL/ELL				

Current Operating Capacity = Unoccupied

Planned Operating Capacity = 300
3 K @ 20 = 60
10 Gr. 1-5 @ 24 = 240
4 off-line for Special Education, OT/PT, Speech, Literacy, Math, Counseling

WAKEFIELD ELEMENTARY SCHOOL

Wakefield Elementary School was built in 1964 with an addition of three classrooms and a new Library in 1989. It is a 34,004 square foot, brick-faced, cement block one-story building on 7.79 acres along the Saugatucket River. It has a multi-purpose room with a stage, which is used for Physical Education instruction and as a cafeteria, a Music room (the former Library), three classrooms in use by occupational therapy and multiple special needs staff, a classroom in use as an Art room, one Kindergarten classroom with lavatory, 13 interchangeable classrooms and smaller spaces used for social worker, school psychologist, speech services, literacy and administration. The nurse's office has a sink and an attached lavatory. The student lavatories include a handicapped stall, but the lavatory in the nurse's office and doorknobs throughout the school are not fully ADA compliant.

The enrollment on October 1, 2009, as provided by the school, was 301 students. Using class sizes of 20 students in Kindergarten and 24 students in Grades 1 through 5, as requested by the District, the COC of this school is 326 students with the 2.5 Kindergartens and 11.5 Grades 1 through 5 classes. Due to the lack of an adequate, separated space for Occupational/Physical Therapy, a classroom was taken off-line to calculate the POC of 300 students, with three Kindergartens of 20 students each and ten

Grades 1 through 5 classes of 24 students each. The current split grade class requires an additional classroom for half of the day to accommodate the half-time teacher. In calculating the COC and the POC, it was not possible to anticipate the fluctuating need for split class space. Without dedicated classroom space for the part-time teacher, half of the split class does not have a consistent instructional space for half of each day. If there are split classes at the school, the operating capacities are reduced by 22-24 students, depending on the grade levels involved, for every one or two split classes, provided the schedule for more than one part-time teacher allows the sharing of one room.

WAKEFIELD ELEMENTARY SCHOOL NEEDS/DEFICIENCIES

- One larger Kindergarten classroom with lavatory and 2.5 full-day Kindergarten classes
- Islands with sinks in original classrooms reduce instructional space
- More surveillance cameras needed on property, which has foot bridge over river and community park adjacent
- Play area would benefit from fencing, near school driveway
- Multi-purpose room, used as cafeteria and for Physical Education instruction, has no storage for cafeteria tables
- One split class Grade K/1 limited to one classroom, no overflow classroom for .5 teacher, so cart in use to move instruction to different locations, dependent on availability
- Technology – limited computer technology and no instructional technology staffing
- Instructional, general and custodial storage is limited – much of stage in use for storage
- Resource Room (two staff) and Occupational Therapy (one staff) share one classroom without full separation
- Psychologist, Math Coach and Resource share one classroom without full separation
- Library office in use as speech room; two speech spaces small for group instruction

- Maintenance issues:
  - Interior painting needed (some metal areas rusting)
  - Stage floor needs refinishing
  - Office spaces and sliding glass doors need renovation
  - Doors and hardware need replacement
  - Classroom electrical needs upgrading
  - Aged countertops, wooden base cabinets, windowsills need replacement

FACILITY PROFILE – ELEMENTARY SCHOOL

Name: **Wakefield Elementary School**		Grades: **K-5**	Reg. enr.: **301**	General Education Classrooms: **14**
Year of Construction: **1964**	Year of Additions: **1989**	Sq. ft. of bldg: **34,004**		Acres: **7.79**
Number of Classrooms built for Kindergarten: **1**		Number of Interchangeable classrooms: **13** **(1 in use for K and 1 in use for K/1 split)**		

In addition, does the school have dedicated space for (indicate number of rooms in the appropriate box):

	Full-size room	Conference-size room	Space shared with	Comments (if desired)
Art	1			Regular classroom, not built for Art
Computer				
Health				
Music	1			Original Library
Reading/Literacy		1		
Science				
Foreign Languages				
Auditorium				
Cafeteria	1			With stage
Gym				Tables in room for PE Instruction
Library	1			Added in 1989
Special Needs Classrooms				
Resource Rooms	3		Multiple Staff	Rooms 2, 6 and 16
Psychologist				Shares Rm. 2 with Math Coach & Sped
Social Worker		1	Psych. Testing	
Title I				
Speech		2		Small for Group Instruction
Nurse's Office		1		1 Day Bed, Lav not ADA compliant
Administrative Offices		2		Main and Principal
Teachers' Room	1			
Teachers' Workroom		1		
Conference Room		1		
PT/OT				Shares Rm 16 with Resource Staff
Math Coach				Shares Rm 2 with Sped & Psychologist
Quiet/Time-out area				
ESL/ELL				

Current Operating Capacity = 326
2.5 K @ 20 = 50
11.5 Gr. 1-5 @ 24 = 276

Planned Operating Capacity = 300
3 K @ 20 = 60
10 Gr. 1-5 @ 24 = 240
1 off-line for OT/PT/Resource Staff

WEST KINGSTON ELEMENTARY SCHOOL

West Kingston Elementary School was built in 1975 with two additions, one in 1987 with nine classrooms and one in 1990 with four classrooms. It has the same floor plan as Matunuck Elementary School. West Kingston Elementary is a 43,532 square foot, one-story, masonry structure on 12.78 acres of land. A new brown roof was recently added to the older parts of the school. The school includes a separate gymnasium and cafeteria, kitchen, Library, Art room, Music room, teachers' room, conference room, and smaller spaces for Special Education resource rooms, Speech, school psychologist/social worker, Math coach, nurse's office, main office and Principal's office. A former practice room is currently in use as a quiet/time-out space. The original school was built with one Kindergarten room with a lavatory. A second room in the first addition was also built with a lavatory and is used for Kindergarten. In addition to two Kindergarten classrooms, there are 14 interchangeable elementary classrooms for a total of 16 classrooms.

The enrollment on October 1, 2009, as provided by the school, was 322 students. Using class sizes of 20 students per classroom in Kindergarten and 24 students per classroom in Grades 1 through 5, as requested by the district, the COC of the school is 376 students with two Kindergarten classes and 14 Grades 1 through 5 classes. The POC

remains 376 students, with two Kindergartens of 20 students each and 14 Grades 1 through 5 classes of 24 students each.

This school year, half of the class in the split grade classes (Grade 2/3 and 4/5) shares an additional classroom for half of each day. In calculating the COC and the POC, it was not possible to anticipate the fluctuating need for split class space. Without dedicated classroom space for the part-time teacher, half of the split class does not have consistent instructional space for half of each day. If there are split classes at the school, the operating capacities are reduced by 22-24 students, depending on the grade levels involved, for every one or two split classes, provided the schedule for more than one part-time teacher allows the sharing of one room.

WEST KINGSTON ELEMENTARY SCHOOL NEEDS/DEFICIENCIES

- Original gym floor needs replacement; damaged surface and cracked areas
- Blowers in heating units disturb instruction, heating system does not provide consistent heat
- Two Kindergarten classrooms with lavatories and three full-day Kindergarten classes
- Two split classes (Grade 2/3 and 4/5) use three classrooms this school year
- District-wide ESL site – 5% of enrolled students benefit from ESL support
- No sink in nurse's office (only in adjacent lavatory); temporary disabled toilet
- Room dividers in OT/PT/APE room would be beneficial
- Technology – Library and laptop cart, no instructional technology staffing
- Instructional storage is limited; some former storage spaces in use for other purposes
- Pavement near front door collects water and buckled pavement surrounding tree out back where children play, need replacement
- Driveway and parking area pavement is cracked and needs filling and sealing
- Maintenance issues:
  - Replace 1990 addition rubber roof with modified bitumen roof
  - Gutters from roof do not drain properly and cause pooling of water
  - Worn interior paint, needs repainting

- Deteriorating cabinets, countertops and doors in original building need refurbishing
- Aging and cracked floors throughout school, including gym floor, need replacement
- Water damaged ceiling tiles, despite new roof, need replacement
- Upgrade HVAC – consider conversion to oil/propane fired
- Pneumatics need replacement with DDC (digital)

FACILITY PROFILE – ELEMENTARY SCHOOL

Name: **West Kingston Elementary School**		Grades: **K-5**	Reg. enr.: **322**	General Education Classrooms: **16**
Year of Construction: **1975**	Year of Additions: **1987, 1990**	Sq. ft. of bldg: **43,532**		Acres: **12.78**
Number of classrooms built for Kindergarten: **2**		Number of Interchangeable classrooms: **14** **(1 shared by 2 split classes daily)**		

In addition, does the school have dedicated space for (indicate number of rooms in the appropriate box):

	Full-size room	Conference-size room	Space shared with	Comments (if desired)
Art	1			
Computer				
Health				
Music	1			Band uses stage
Reading	1		3 staff	
Science				
Foreign Languages				
Auditorium				
Cafeteria	1		Stage	Stage also opens to Gym
Gym	1	1		Smaller gym and office in former closet
Library	1			
Special Needs Classrooms				
Resource Rooms		4		
Psychologist/Testing		1	Social Worker	
Social Worker				See Psychologist
Title I			See Reading	
Guidance				
Speech		1		
Nurse's Office		1		2 daybeds, no sink, full bath
Administrative Offices		2		Main and Principal
Teachers' Room	1			
Teachers' Workroom		1		Additional copier in storage closet
Conference Room		1		
PT/OT	1		Adaptive PE	Separators would improve space use
Math Coach		1		Off Library
Quiet/Time-out area		1		Former Practice Room
ESL/ELL		1		

Current Operating Capacity = 376
2 K @ 20 = 40
14 Gr. 1-5 @ 24 = 336

Planned Operating Capacity = 376

BROAD ROCK MIDDLE SCHOOL

Broad Rock Middle School is a two-story brick structure, located on an 8 acre site. The 77,781 square foot building was constructed in 2001 and has had no major renovations or additions.

The school currently houses 311 Grade 6 students. The building, which has many 21st Century instructional features, has 24 regular interchangeable classrooms. An additional four classrooms are designated as Science labs. The building also houses two Art rooms and three Music rooms. There are two computer labs, one of which is available for teacher sign out. Two full-sized spaces and five smaller-sized instructional spaces are also provided for Special Education instruction. One conference-sized room is available for Reading instruction. A gymnasium with locker rooms and a fitness room are available for Physical Education instruction. Although Broad Rock Middle School is a modern structure, there is a lack of sufficient storage space for instructional materials within the school facility. Using the class size numbers provided by the district of 25 students per classroom, the school has a COC of 672. Under the present alignment which has only Grade 6 students housed at the school, several instructional spaces are vacant, partially utilized or used for non-instructional purposes.

The Broad Rock Middle School Library has a capacity of approximately 40 students. The space has an adjacent computer work area which is available for teachers to sign out. The cafetorium has a full kitchen and serving capacity of 175 students. The stage area is handicapped-accessible and the cafetorium has a production seating capacity of 255.

The administrative offices have sufficient work and conference spaces. The nurse's office is located near the main office. It has adequate space to service students and provide privacy. The Guidance offices are also located in close proximity to the main office. Teacher work spaces are adequate.

With two rooms taken off-line to provide storage space for instructional materials the POC of the Broad Rock Middle School is 622.

BROAD ROCK MIDDLE SCHOOL NEEDS/DEFICIENCIES

- Storage space for instructional materials
- Display boards in hallways for student work (plexiglass covers)

FACILITY PROFILE – MIDDLE SCHOOL

Name: **Broad Rock Middle School**	Grades: **6**	Reg. enr.: **311**	Spec. Ed. Enr.: **44**
Year of Construction: **2001**	Year of Additions: **None**	Sq. ft.: **77,781**	Acres: **8**
Optimum number of pupils per class: **25**	Number of interchangeable general classrooms: **24 Regular**		

In addition, does the school have dedicated space for (indicate number of rooms in the appropriate box):

	Full-size room	Conference-size room	Space shared with	No. of student stations	Comments (if desired)
Art	2			50	1 is not in use as Art room
Computer	2			50	1 sign out
Family and Consumer Science	0				
Band/Chorus	3			75	
Physical Education	3			75	2 gym, 1 fitness
Science Labs	4			100	Some missing equipment
Special Needs Classrooms	2	4		42	SP. Needs, time/out, sp. Lang./2
Reading		1		5	Orton Gillingham
Health	2			50	Included w/reg c.r.
Psychologist		1			
Guidance/Testing		2			1 counselor, 1 secretary
OT/PT	1				Large space/unused Art room
Auditorium	0				
Cafeteria/Cafetorium	1			175	Full kitchen, 2 waves, 255 for prod.
Library	1			40	Computer room adjacent
Nurse's Office		1			Adequate
Administrative Offices		2			Plus 5 secretarial work stations
Teachers' Room – Lunch		1			
Teachers' Workroom		2			

Current Operating Capacity = 672 Planned Operating Capacity = 622
See attached Capacity Computation Page

BROAD ROCK MIDDLE SCHOOL
CURRENT AND PLANNED OPERATING CAPACITY

Current Operating Capacity – COC	**Number of Teaching Stations**	**Student Stations**	**Total Student Stations**
Regular Classrooms	22	25	550
Special Education (Reg. Size)	2	11	22
Science Labs	4	25	100
Music Rooms	3	25	75
Fitness Room	1	25	25
Art Room	1	25	25
Gym	2	25	50
Computer Room	1	25	25
Large Room	1	25	25
Total	37		897
Current Operating Capacity – COC		897 student stations x .75 utilization factor = 672 COC	**COC = 672**
Planned Operating Capacity – POC		2 rooms off-line for instructional materials storage 672 – 50 = 622 POC	**POC = 622**

CURTIS CORNER MIDDLE SCHOOL

The Curtis Corner Middle School is a single-story masonry structure located on a 50.78 acre site, which is shared with the Central Office and the South Road Elementary School. The 96,697 square foot Curtis Corner building was constructed in 1964 and has had major additions/renovations in 1987 and 1994.

The school currently houses 566 Grades 7-8 students. The building has 24 regular interchangeable classrooms, as well as additional special-purpose instructional spaces. Six Science labs are utilized to implement the hands-on standards specified in the Science curriculum. The building also houses one Art room, two Music rooms and a Family and Consumer Science room which support the Unified Arts program. There are two computer labs, one of which is available for teacher sign-out. Two full-sized spaces and five smaller-sized instructional spaces are also provided for Special Education instruction. One conference-sized space is utilized for OT/PT and Speech/Language, and as an office for the Social Worker. This multiple use creates scheduling and privacy issues. The Psychologist's office is a converted closet which is not heated. A gymnasium with locker rooms, and an up-to-date fitness room are utilized for Physical Education instruction. The gym locker rooms and bleachers are in need of an upgrade. The Curtis Corner site provides ample field and play-space for middle school students.

There is a lack of sufficient storage space for instructional materials in some parts of the building. Computer and instructional technology are lacking in the classrooms. Using the class size numbers provided by the district of 25 students per classroom, the school has a COC of 729.

The Curtis Corner Middle School Library has a capacity of approximately 40 students. The space has 16 computers which are available for student use. The cafetorium has a full kitchen and a serving capacity of 180 students. There is only one serving line and this slows the lunch distribution process. The stage area is handicapped-accessible and the cafetorium has a production seating capacity of 300.

The administrative offices have sufficient work spaces, however, conference space is lacking. The nurse's office is located near the main office. It has inadequate space to service students and provide privacy. The guidance offices are lacking in conference space. Teacher work spaces are also inadequate.

With four rooms taken off-line to provide additional space for the nurse, OT/PT, social worker, teacher work space and instructional storage areas, the POC of the Curtis Corner Middle School is 629.

CURTIS CORNER MIDDLE SCHOOL NEEDS/DEFICIENCIES

- Meeting and conference space is inadequate
- Adequate teacher workspace is lacking
- Pick up congestion issues
- The nurse's space is small, lacks privacy and is inadequate
- OT/PT is in a shared space
- The Psychologist's office is in a converted closet – not heated
- Classroom access to computers, LCD and overhead projectors is limited and insufficient
- Surveillance is limited to the front entrance
- The cafeteria has only one serving line
- Storage for instructional materials is lacking
- Event parking is difficult during sporting events
- Building issues:

- Windows in original part of building are single-paned
- Windows need screens – bees are a problem
- Water pressure problems – these are being addressed
- Heat in the 400 wing
- Electrical panel capacity
- Roofing other than on the most recent addition
- Paint student bathrooms, hallways and lockers
- Some ceiling grids need replacement
- Light switches in 300 wing restrooms
- Gym bleachers need replacement, floor needs sanding and locker room needs upgrade
- Repair and replace wood doors
- Replace rooftop HVAC above 400 wing

FACILITY PROFILE – MIDDLE SCHOOL

Name: **Curtis Corner Middle School**	Grades: **7-8**	Reg. enr.: **566**	Spec. Ed. Enr.: **80**
Year of Construction: **1964**	Year of Additions: **1987 and 1994**	Sq. ft.: **96,697**	Acres: **50.78 shared**
Optimum number of pupils per class: **25**	Number of interchangeable general classrooms: **24**		

In addition, does the school have dedicated space for (indicate number of rooms in the appropriate box):

	Full-size room	Conference-size room	Space shared with	No. of student stations	Comments (if desired)
Art	1			25	
Computer	2			50	1 sign out
Family and Consumer Science	1			25	
Band/Chorus	2			50	
Physical Education	2			75	2 gym stations, 1 fitness
Science Labs	6			150	
Special Needs Classrooms	2	6		27	2 reg, 6 resource
Reading	3			75	Included with reg classroom
Health	2			50	
World Language	1			25	
Psychologist		1			Office – converted closet – no heat
Social Worker		1			Shared w/OT/PT and Speech
Guidance/Testing		2			2 counselor, 1 sec., conf. shared
OT/PT		1			Shared space – inadequate
Speech/Language					Shared w/OT/PT and Soc. Worker
Auditorium	0				
Cafeteria/Cafetorium	1		Aud – 300	180	Full kitchen, 3 waves, 1 line
Library	1			40	1 class, 16 computers
Nurse's Office		1			Inadequate, lacks privacy, small
Administrative Offices		2			Plus 5 secretarial stations, 1 conf.
Teachers' Room – lunch					
Teachers' Workroom		1			Work and meeting space lacking

Current Operating Capacity = 729 Planned Operating Capacity = 629
See attached Capacity Computation Page

CURTIS CORNER MIDDLE SCHOOL
CURRENT AND PLANNED OPERATING CAPACITY

Current Operating Capacity – COC	**Number of Teaching Stations**	**Student Stations**	**Total**
Regular Classrooms	24	x 25	600
Art Room	1	x 25	25
Computer Room	1	x 25	25
Band/Chorus	2	x 25	50
Physical Ed/Fitness	3	x 25	75
Science Labs	6	x 25	150
Special Education	2	x 11	22
Family and Consumer Science	1	x 25	25
Total	40		972
Current Operating Capacity – COC		972 x .75 Utilization Factor = 729	**COC = 729**
Planned Operating Capacity – POC		4 rooms off-line for teacher workspace, conference space, OT/PT, Nurse's space 729 – 100 = 629	**POC = 629**

SOUTH KINGSTOWN HIGH SCHOOL

South Kingstown High School is a three-story masonry structure located on a 6.4 acre site which is shared with the Hazard Building. The 215,634 square foot building was constructed in 1954 and had major renovations/additions in 1987 and 1994.

The high school currently houses 1,132 students in Grades 9-12. The building contains 57 regular education classrooms. An additional two classrooms are designated as Science labs. The building also houses three Art rooms, a Family and Consumer Science area, four Computer/Business Education rooms, and a Band/Chorus classroom. Classroom spaces are also provided for Technical Education instruction in Robotics, Automotives, Carpentry and Drafting. The building also houses a TV studio. Full- and smaller-sized classroom spaces are also provided for Special Education. The self-contained Special Education classroom is overcrowded. A full-sized gymnasium, smaller gym, fitness room and weight room are available for Physical Education instruction, however, storage space for Physical Education equipment is lacking. Field space for athletic activities is insufficient. The classroom utilization rate at the high school is approximately 91%. Using the class size numbers provided by the district of 25 students per classroom, the school has a COC of 1,730.

The school Library has a capacity of approximately 82 students. The space has an adjacent computer work area which is available for teachers to sign out. The auditorium which has a seating capacity of 775 is spacious and the lighting and sound systems are in good working order. The stage needs repair and refinishing. The stage area is used for drama instruction. This situation is viewed by administration as adequate and appropriate. The high school cafeteria has a full kitchen and a serving capacity of 412 students. There are four lunch waves and two serving lines.

The administrative suite has sufficient work space and conference space is adequate, however, some staff offices are located in converted closets. The nurse's office is located near the main office. It has adequate space to service students and provide privacy. There are six guidance offices located on the second floor.

After reducing the room utilization rate to 85% and taking six rooms off-line to provide office and storage space and to accommodate for additional Special Education and OT/PT space needs, the POC is 1,466.

SOUTH KINGSTOWN HIGH SCHOOL NEEDS/DEFICIENCIES

- Having three major entrances creates a monitoring and access issue
- Field space is limited – some practices and games off-site
- Surveillance sites could be expanded
- Scheduling the Science labs to meet individual classroom needs is sometimes a problem
- Moisture in some classrooms during warmer months (May-September)
- Special Education classroom overcrowded
- Storage for gym equipment is lacking
- Office spaces in converted closets
- OT/PT space inadequate
- Building issues:
  - Replace sanitary piping system
  - Roof over latest addition needs replacement
  - Gym floor needs to be sanded and recoated
  - Interior needs to be repainted and corridor ceramic tiles need replacement

- Girls’ locker room needs renovation
- Flooring replacement first floor and carpet replacement in administrative area
- Update rubber flooring in stairways and replace rubber floor in small gym
- The auditorium stage needs repair and refinishing

FACILITY PROFILE – HIGH SCHOOL

Name: **South Kingstown High School**	Grades: **9-12**	Reg. ed. Enr.: **1,132**	Spec. ed. Enr.: **181**
Year of construction: **1954**	Year of additions**: 1987 and 1994**	Sq. ft.: **215,634**	Acres: **1 plus Hazard Field 6.4 = 7.4**
Pupils per class (used in calculation): **25**	Number of interchangeable general classrooms: **57**		

In addition, does the school have dedicated space for (indicate number of rooms in the appropriate box):

	Full-size room	Conference-size room	Space shared with	No. of student stations	Comments (if desired)
Art	3			72	Includes kiln
Computer	4			100	Instructional, 2 mobile labs
Family and Consumer	1			22	2nd room included gen. c.r.
TV Studio		1		18	
Woods	1			16	
Automotive	1			16	6 computers
Robotics	2			32	
Drama	1			25	On auditorium stage
Music-Theory					
Band/Chorus	1			60	
Orchestra					
Physical Education	4	1		4@25 + 1@15	3 gym stations, 1 fit, 1 wgt.
Science Classrooms	13			325	Included with gen. classroom
Science Labs	2			50	Sign out
ESL			F.L. C.R.		Included with gen. c.r.
Special Needs	3			33	2 Alt at Hazard + 1
Resource Rooms	2	3		25	Scheduled as regular classes
Psychologist		1			Adequate
Social Worker		1			Adequate
Guidance/Testing		5 + 1 Dir.			Conf., reception area
Auditorium	1		Drama	775	Light/sound good – no stor.
Cafeteria	1			412 dining	4 waves, 2 lines, full kit.
Library	1			82	3 classes – 42 comp. s/out
Nurse's Office		1			Adequate
Administrative Offices		3			10 sec. stations, conf. adequ.
Teachers' Lunch Room		1			
Teachers' Workroom		7			Adequate space
In-school Suspension		1			Adequate
OT/PT		1			Inadequate
Health	2				Included with gen. c.r.
School Resource Officer		1			

Current Operating Capacity =1,730 Planned Operating Capacity = 1,466
See attached Capacity Computation Page

SOUTH KINGSTOWN HIGH SCHOOL
CURRENT/PLANNED OPERATING CAPACITY

Current Operating Capacity – COC	**Number of Teaching Stations**	**Student Stations**	**Total**
Room Description			
Regular Interchangeable Classrooms	57	x 25	1425
Art Rooms	3	x 24	72
Business/Computer	4	x 25	100
Foods and Consumer Science	1	x 22	22
Tech Ed.	4	x 16	64
Band/Chorus/Orchestra	1	x 25	25
Drama (Auditorium)	1	x 25	25
Physical Education/Health	4 1	x 25 x 15	100 15
TV Studio	1	x 18	18
Special Needs (Excluding Hazard.ALT and ITA)	1 5	x 11 x 5	11 25
Total	83	Student Stations	1902
Current Operating Capacity – COC		1902 x .91 Space Utilization Factor	**COC = 1730**
Planned Operating Capacity – POC		1902 x .85 Space Utilization Factor = 1616 6 Rooms off-line for OT/PT, Special Ed space, Storage including Gym, Office space 6 x 25 = 150 1616 – 150 = 1466 POC	**POC = 1466**

SOUTH KINGSTOWN ALTERNATIVE LEARNING PROGRAM

The South Kingstown High School Alternative Learning Program (ALP), which includes students in Grades 9-12, is located in the Hazard School building next to the South Kingstown High School. The goal of the program is to facilitate transitions into adulthood. The 19 students who are currently participating in the program are included in the high school enrollment. ALP enrollments may fluctuate during the course of the school year as students move into or transition out of the program. The high school Principal is ultimately responsible for the administration of the alternative program. A high school Assistant Principal is assigned to the program to handle discipline issues and program participants are serviced by the high school Guidance Department. A school Psychologist, a Social Worker and the Assistant Director of Special Education are also involved with the program. In addition to administrative and support staff, the ALP staff includes two Special Education certified teachers, and two teaching assistants.

The Alternative Learning Program currently occupies two classrooms on the first floor of the Hazard Building. One classroom is self-contained. Students remain in the room all day and eat lunch in the classroom. Students in the second classroom are integrated into the high school program. Some participate in high school classes and have lunch in the high school cafeteria. The level of integration into the high school program varies from student to student.

PROGRAM ISSUES

- The ALP shares the Hazard building with the Preschool and this creates concerns regarding limiting contact between the two groups
- Students in the ALP self-contained classroom remain in the room for the full day; all instruction, including PE takes place in the room

ITA PROGRAM AT URI

The Independence Transition Academy (ITA) program has an enrollment of eight students. Two program participants are "tuitioned in" (one is half-time) from surrounding communities. The ITA students are included in the high school enrollment.

Since its inception, the program has moved from an off-site location in the community to a portable classroom on the URI Campus, to its present location in a modern facility on Independence Way on the URI Campus. Program participants are adults with mild to moderate Special Needs between the ages of 18 and 21. The goals of the program are to facilitate a transition to the work force and to develop life skills that will enable participants to live independently. Program components include work and life skills training, as well as on-the-job training at local work sites.

The ITA program utilizes two classrooms, one of which is outfitted for life skills training, a nursing station, a restroom, an administrative office and a reception area. The classroom spaces are adequate in size.

Staffing for the program includes a coordinator/teacher, a nurse/teacher, and two job coaches. A speech/language teacher, a social worker, an OT trainer, and a PE instructor also provide services during the week. According to administration, the ITA program could expand to ten students without requiring additional staffing.

The program is somewhat integrated with URI. A class is co-taught by a URI staff member and a graduate student one day a week. A fraternity has begun work mentoring students. Students eat lunch at the URI student union one day a week and students get job training at five campus worksites. Additional university partnerships are being explored.

The South Kingstown School Department transports students to and from the ITA site. Students either walk or take public transportation to job sites, three of which are located off the URI campus. The program could expand to about ten students without requiring additional staffing.

ADMINISTRATION BUILDING

The South Kingstown Administration Building is an 8,000 square foot, cinder block building located at the site of the Curtis Corner Middle School. The building was constructed at the same time as the 400 wing addition of the Curtis Corner Middle School. The building contains a reception area, 16 offices with 24 work stations, a copy room, a filing storage room, mail room, custodial area, a dining area and a large meeting room and restrooms. The building appears best suited as an office site. It is not suitable for regular classroom instruction, however some conference spaces could be useful for meetings related to Curtis Corner and other schools.

Four of the building's office spaces are currently occupied by groups/agencies that are not a part of the South Kingstown School Administration (Food Services, School Volunteers, Family Out-Reach and Math Coaches). Another office space is vacant.

The building has adequate electrical service, however, its cinder block construction and a lack of insulation creates heating problems. There is no food preparation or serving capacity within the building. There is no capacity for bus pick up or drop off at the building.

II. STATEMENT OF THE PROBLEM, FINDINGS, OPTIONS

NEAR-TERM

- Need to continue strong town-school communication/cooperation regarding school facilities and budget issues
- School Department needs to continue to fund schedules for maintenance/repair of schools in Capital Purchase Program and the Town needs to continue to include school items in the bonded Capital Improvement Program
- Schools need to update long-range plan for PK-12 educational program planning and PK-12 facilities and to make efficient use of space

LONG-TERM

- Need to address lack of equity in facilities
- Need to rehabilitate/replace school spaces which do not support 21st Century educational programs
- Need to consider additional space for Preschool and for future High School alternatives

On the following pages, the NESDEC Project Team offers findings of fact and options to resolve the short-range and long-range problems previously identified. We considered additional solutions, yet rejected them for not meeting the NESDEC criteria (on pages 64-66) or for not being particularly appropriate for South Kingstown. The findings and options, which are labeled "A, B, C" etc. for ease of discussion, are not intended to imply an order of priority. The current FY10 school budget was used as the baseline against which to calculate potential savings or additional costs.

Finding A: For about eight years the school district has been productively moving (from an earlier notion of "site-based management") toward a more integrated common vision, especially in PK-12 curriculum, instruction and assessment consistent with Rhode Island standards and New England Common Assessment Program testing (NECAP). Math appears to be going well with important support from the Math Coaches and from the East Bay Education Center (EBEC). Similarly, Professional Development in Science appears to be on track with support from both EBEC and from the Dana Center. An emphasis on Literacy continues; a priority this school year has been Reading/Writing. South Kingstown has many different certified providers in this area (regular classroom teacher, Reading teacher, Special Education teacher, Speech-language pathologist, Occupational Therapist for Handwriting, etc.) often with substantial reliance upon basal readers and upon whole-group instruction. There needs to be additional continuity, more common language/vocabulary between schools, within schools, and within grade levels, avoiding duplication of effort. From the point of view of an individual student who is learning to read, there needs to be one main provider (usually the regular classroom teacher). There also could be an additional helper, yet that second person needs to be in regular communication with the classroom teacher, thereby assuring consistency of approach and monitoring of progress. There may be individual cases which differ, yet for each student the unique approach needs to be clear and consistent when viewed from the perspective of the student or parent, with a "quarterback" who is aware of all providers for a student, and the methodologies being used (see also page 53 top).

Option A: The district needs to continue to emphasize and develop a Professional Learning Community, an all-inclusive PK-12 team of teachers and administrators, who are working to integrate regular and Special Education. The faculty should begin to develop vocabulary and skills related to Response to Intervention (RTI) including Differentiated Instruction, causing more students to experience educational success, and fewer students to require extensive remediation. See especially Barbara Ethren, *Response to Intervention: An Action Guide for School Leaders,* Educational Research Service (2009) which includes high school and middle school examples as well as the elementary schools. Also helpful is the website www.rtinetwork.org. Visits might be planned to schools which are moving away from whole-group instruction toward differentiation. A

useful resource is Carol Ann Tomlinson, *Leadership for Differentiating Schools and Classrooms*, Association for Supervision and Curriculum Development (ASCD, 2000) as well as these more references: *At Work in the Differentiated Classroom*; *Differentiated Instruction: A Guide for Middle and High School Teachers; and Differentiated Instruction in Action.* Thus, Professional Development, which supports the teachers, and emphasizes faculty teamwork and common teaching skills and vocabulary, is a necessary feature of increasing educational success in South Kingstown. Finding A and Option A (Professional Development) is a long-term key to future budget savings. If there is any way to protect the Professional Development budget, it will pay long-term dividends in: a. educational success of students and b. the District's ability to make future budget reductions while protecting the educational program. 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.

Finding B: Broad Rock Middle School, an excellent 21st Century facility, houses Grade 6 in one-half of the building, with the other half used only for storage.
Option B: If Grade 5 were moved to Broad Rock (retaining its self-contained academic program), the facility will be able to house both Grades 5-6 for the foreseeable future…and students would spend two years in the Broad Rock building, as opposed to the single year that Grade 6 now is located in this facility. The move would improve Grade 5 student access to improved facilities (e.g., access to Science facilities; access to additional technology; access to instrumental music facilities…stage in cafeteria, and to excellent art spaces; access to excellent gym, fitness rooms, and playing fields; Wakefield Grade 5 has no separate gym). The move of Grade 5 also would provide needed space to improve educational programs in Grades K-4. The revised bus schedule would cost between $0 and $64,000, depending upon the option chosen (see three options described in study by First Student), and the bus-transfer of middle school students at the high school would be eliminated. Although many teachers and staff would be transferred to Broad Rock with Grade 5, there would be net personnel savings due to the opportunity to consolidate the assignments of support staff. Regardless of the transportation option that

was chosen, housing Grade 5 at Broad Rock will cost less than the status quo, and with an improved Grade 5 program. In Rhode Island there are K-4 schools in the Chariho District (3 schools), Jamestown, Middletown (3 schools), Narragansett, Portsmouth, and Tiverton (3 schools); thus each of these districts begin a new school level with Grade 5. There are a large number of K-4 schools in Connecticut and Massachusetts; elementary schools housing Grades K-4 are the norm outside of the Northeast. **The annual net savings from moving Grade 5 to Broad Rock conservatively are estimated to be between $63,000 and $127,000 per year, depending upon the transportation schedule revision selected.**

Finding C: In 2009-10, due to class sizes, the elementary schools have six instances of "split classes" (or "split grades"): a Grade 4/5 split at Peace Dale; a Grade K/1 split at Wakefield; a Grade 1/2 split and a Grade 4/5 split at Matunuck and a Grade 2/3 split and a Grade 4/5 split at West Kingston. Currently 3.0 teachers have been employed part-time to provide additional staff for these six split classes, and extra classrooms are utilized.
Option C: The educational and cost-effectiveness of these elementary "split classes/grades" needs to be assessed, and other options considered. There will be fewer split classes if Grade 5 moves to the Broad Rock building. Many different solutions to this fairly common issue are in place in other districts.

Finding D: Both Curtis Corner Middle School and the High School need additional meeting/conferencing space; the High School ALP program at Hazard also needs additional classroom space for students. The move of Grade 5 to the Broad Rock School could make important conference/meeting spaces available to the two schools, if coupled with the relocation of several office spaces to more cost-effective locations…**also improving the efficiency of these administrative support functions.**
Option D: Valuable space for Curtis Corner Middle School and for the High School can be made available by moving four offices from the Administrative Building (Chartwells Food Service; CARES school volunteers; Family and Community Engagement; Math Coaches) to related vacant space in the K-4 schools or at Hazard…and also moving the Maintenance Department carpentry shop from Curtis Corner Middle School to the

Columbia Street Maintenance Shop. Once these functions are relocated, Curtis Corner can make use of the vacated wood shop and the additional meeting space which then would be available in the Administrative Building. The High School can make important use of the additional meeting/conferencing space at Hazard, as well as an additional classroom for students in the ALP program (the highest priority among these relocations).

Finding E: NESDEC has calculated a planned capacity of 1,588 students for the four elementary buildings (Peace Dale 536; Matunuck and West Kingston 376 each; and Wakefield 300). The present K-4 enrollment is 1202 students.

Option E: 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), which could make the building available for other municipal purposes. Wakefield was identified because it is the smallest school (and has no separate gym). There would not be enough student capacity remaining to close one of the larger schools (Peace Dale, Matunuck, or West Kingston). Nor could Grades 7-8 fit into (the smaller) Broad Rock building in attempting to relocate Grades K-8. NESDEC estimates that the annual savings to be realized by closing Wakefield, in round numbers, to be about $550,000. This calculation assumes a $40,000 annual saving in utilities (South Road now costs $20,000 v. Wakefield's $60,000); $510,000 of staff savings; and no increased costs for transportation. South Road School had a large number of student walkers. Thus when South Road was closed, funds were budgeted in anticipation of increased transportation costs…which failed to materialize. There turned out to be no increased transportation costs when South Road closed. The slightly longer bus rides for some students were balanced by the fact that there were fewer destinations requiring unique routes, hence more efficient loading of all elementary bus routes. Worst case, if an extra bus was required due to the closing of Wakefield School, a bus would cost only a small fraction of the $550,000 annual saving resulting from closing a school (about $60-70,000).

Finding F: For a decade, the South Kingstown Schools had substantial turnover in among the administrators of Special Education. Over the past three years, however, the present Director of Pupil Personnel Services has exhibited stable and positive leadership

which have led to increasingly improved outcomes for students…in an area which has been a topic of substantial public scrutiny. **Although there is more work to be done, the District appears to be on a positive path, with some improvements noted below. Some of the next steps include further Professional Development for all faculty, blending together both regular and special education, as noted in Finding A on page 49.** The "Reading teach example" on page 49 applies as well in Special Education: there needs to be coordination of services and methodology from the perspective of the student and parent, a step consistent with the spirit of the IEP process. Services must address the needs of specific students as expressed in their Individualized Education Programs (IEP's)…contracts which are proscribed and regulated Federal and State law, and monitored by these officials. During this earlier period it appears that there was little coordination between the general education program and Special Education. A larger number of students than one might have expected were referred to SPED. Each of the next four charts display data indicating, especially within the past three years, that Special Education is becoming a more coordinated and cost-effective program. First, in the total number of students with an Individualized Education Program (IEP):

Students ages 3-21 with an Individualized Education Program (IEP): South Kingstown v. Rhode Island Average (rounded %)		
	SK	**RI**
December 2005	835 students (21%)	20%
December 2006	812 students (21%)	20%
December 2007	751 students (20%)	19%
December 2008	684 students (19%)	23%
December 2009	572 students (16%)	n/a

Second, the most expensive IEP's frequently are those for students being served out-of-district. These tuitions are typically offset by $150-160K in annual reimbursements from Medicare. In order to return students to the South Kingstown schools, it is often necessary to add additional staff within the South Kingstown faculty (although the net cost will be less than out-of-district tuition even if the student requires a 1:1 staff member).

Out-of-District Tuition: Number of SK Students		
2005-06	61 students	total tuition $1.9M
2006-07	54 students	total tuition $1.7M
2007-08	48 students	total tuition $1.6M
2008-09	38 students	total tuition $1.4M
2009-10*	24 students	total tuition $1.1M
* As of February, 2010; may rise during final four months		

Third, when the needs of children for instruction in Reading can be met within the general (regular) education program, there is less need for "outside tutors":

Outside Reading Tutors (contracted service)	
2006-07	$83,300
2007-08	$83,000
2008-09	$74,500
2009-10*	$63,900
*Encumbered as of February 1, 2010	

And fourth, an important goal is to meet the needs of students (whenever possible) within the general (regular) education classroom:

SK Program Placement of Students in Special Education (ages 6-21) Students Assigned 80 to 100% of time in General Education (rounded %)						
	SK	**RI**	**Portsmouth**	**Chariho**	**NK**	**Lincoln**
December 2004	52%	60%	-	-	-	-
December 2005	55%	64%	-	-	-	-
December 2006	54%	63%	-	-	-	-
December 2007	73%	75%	81%	70%	63%	82%
December 2008	76%	71%	83%	68%	65%	81%

Data from the four charts above all reflect significant recent progress (for example, 263 fewer IEP's than in December, 2005). On the one hand, the needs of students are being met; on the other, students are more often finding success within the general (regular) education program in a manner which also is increasingly cost-effective for the district.

The District operates an Independence Transition Academy (ITA) program for students with mild to moderate disabilities, ages 18 to 21, as they transition from school to post-secondary school experiences. The program has recently moved into a new building on the URI campus. NESDEC was asked whether the new location of the program is cost-effective, when compared with returning the ITA to a South Kingstown school? As of November the ITA had 7.5 students (six SK residents; one Exeter-West Greenwich resident and one NK resident now half-time in the ITA program). The current staffing (all of whom are required to run the program) can accommodate ten students…thus 2.5 students could be added without increasing the number of staff. The approved tuition rate is $39,500 per year. Including the 1.5 out-of-district tuitions which are being paid to SK, the present per-student cost to SK is $31,125. Present tuition income was $49,685 as of the fall, whereas the cost of the URI lease-plus-utilities was $48,245 (actually being paid from the Federal IDEA Grant). There are 15 additional SK-resident students within this age range (18-21) who also have Special Needs. **None of these 15 additional students would be candidates for the ITA program regardless of its location** (for a combination of reasons related to each of their needs…five currently attend the ALP program at Hazard; two attend a day school out-of-district; and eight attend SKHS…two about to turn age 21 and six with needs not appropriate for the ITA program). The several career exploration employment opportunities (about 17 in the fall) in part occur due to the unique location on the URI campus. As the staff seeks new opportunities for ITA students, NESDEC suggests that more emphasis be placed upon real-world jobs v. additional transition/career exploration. **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.**

Option F: Despite the progress to date, the School Committee may wish to consider a Special Needs audit to look specifically at speech/language, occupational therapy, and the roles and number of teacher assistants. When the school year began there were 17 teacher assistants assigned 1:1 with students who need the services (this number is not unusual). However there were 55 additional teacher assistants: is the need for these, their specific assignments and utilization, coordinated among the principals and Special Education administrators? An audit also should focus upon transition points in the school system, that is, PK/K to Grade 1; elementary school to middle school; and middle school to high school. Questions which might be asked include: Are any Special Education personnel being asked to take on remedial Reading and Math responsibilities that should be handled in regular education? How are Reading and Math programs coordinated for consistency between Special Education and regular education? Is there over-reliance on Special Education rather than differentiated instruction in regular education? Does strong coordination exist among the principals, the Assistant Superintendent, and Special Education administrators? Is the frequency of IEP's (and IEP's prescribing the individual delivery of services) for PK-through-elementary Speech/Language and OT, appropriate to the needs of the children? Is there consistency among service-providers and school buildings regarding service delivery and termination? Professional Development is described above as an important key to the overall educational success of the South Kingstown schools: is there a system-wide seamless approach between regular education and Special Education for the support and coordination of the general PK-12 program which includes: 1. differentiated instruction at all grade levels; 2. continuing Response to Intervention (RTI) efforts with a focus upon the key student transitions and especially at the middle and high school levels; and 3. the Related Services (of Speech-Language, Occupational Therapy, Psychological Services, etc.) especially in the case management, service delivery, and Entry/Exit criteria for consistency throughout the district?

Finding G: Each fall about 220-230 children enter Kindergarten in South Kingstown. Of these, about 60-70 will have attended the SKIP Preschool program also run by the school district; and perhaps 10-12 have attended Head Start. Another 50-75 children will have attended private Preschools including the Child Development Center, Gingerbread

House, Stepping Stone, Village Coop or Windswept Montessori. Other students will have been in daycare, including A Place to Grow, First Step, Cane, Goddard School, Growing Children, and Joyful Learning. **One of the key goals of Preschool is to teach children how to become confident, focused learners in a group setting. 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.**

Near-Term Option G1: Informing all South Kingstown families and private Preschools of the educational expectations of the South Kingstown schools (and successful strategies to insure school-readiness) will benefit all children, and will increase the probability of children's educational success. The South Kingstown schools already offer Professional Development activities for SKIP staff, with invitations to the private providers. Many of these training activities could be made available, even more widely, to staff of the private Preschools (for example, successful intervention strategies, means of identifying "at risk" children, providing a common vocabulary for discussions, and supporting one another during the NAEYC accreditation process…or other accreditation). South Kingstown already has a relationship with First Step at URI. Similarly, many of these activities might be offered to groups of Preschool parents, as well as in a handbook for parents. Recent studies underscore the twin educational and economic benefits of insuring the school-readiness of 3-5 year olds. **Helping students to learn how to learn in a group setting, and addressing any learning issues early on leads to: a. greater success in school; b. less need for later (expensive) remediation; and c. greater self-esteem/confidence/social adjustment**. **The children and families of South Kingstown will benefit from additional/more comprehensive cooperation between the South Kingstown schools and the private Preschools (and those families whose children do not attend any Preschool). A broad goal of "school-readiness for all" is in the interest of the children, the families, and the taxpayers of South Kingstown. The South Kingstown schools can play a leadership role.** See also pages 67-70.

Long-Term Option G2: Just as public school Kindergarten programs expanded over the last generation, public Preschools have begun to grow beyond the stage of serving only the students with special needs plus an equal number of typically-developing peers. At some point the South Kingstown schools may want to expand beyond the present bounds

of SKIP. The School Committee may wish to study the economic and educational aspects to prepare long-range plans for a more extensive tuition-based Preschool program, an option which likely would involve moving the SKIP program to a different site. Although South Road and Wakefield are sister schools in design, South Road is better located geographically to serve the town-wide population, including students who could derive particular benefit from a Preschool experience. The South Road building appears to be generally in good shape. The cost of re-opening South Road as a Preschool, in current dollars, would be about $180K ($30K for a generator; $150K for plumbing of eight small toilets/security/painting, etc.). If Wakefield were utilized as a Preschool, the conversion cost would be quite similar: about $150K for plumbing of eight small toilets/cosmetic work on the building. Excess space at South Road might be leased to a Head Start program. There would be space at South Road for aftercare, and South Road also could include recreational and/or Child Opportunity Zone (COZ) offerings in partnerships with local agencies. Transportation might be offered for families who desired it, and were willing to pay the fee.

Finding H: 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. For example, the Association for High School Innovation (www.ahsi.org) and Expeditionary Learning Outward Bound (www.elschools.org) both are supported by grants from the William and Melinda Gates Foundation. "Expeditionary learning" often involves long-term, "real world" investigations, by teachers and students, of compelling subjects, which may culminate in public presentations. "Project Lead the Way" (www.pltw.org) prepares middle and high school students in Science, Technology, Engineering, and Mathematics (STEM) to make meaningful progress and pioneering contributions, and has been unusually successful in interesting both young women and men to pursue advanced work in these high-skill, high-tech fields. High schools are finding that students who had previously appeared to be less motivated, often become

enthusiastic about authentic "real world" learning…thereby also decreasing the number of dropouts.

Option H: When South Kingstown High School is planning its Professional Development, changes to the Program of Studies, and its self-study for the New England Association of Schools and Colleges (NEASC) accreditation, the district may wish to consider 21st Century alternatives, especially in Grades 11 and 12.

Finding I: In December 2001, the District established a list of facilities issues based upon a study by Applied Management Engineering (AME), an architectural/engineering firm. The Town Manager agreed to include in the Town's Capital Improvement Program items which qualified for bonding. Thus, for several years, many items on the 2001 list (especially building envelope issues) have been completed. All involved deserve a commendation for protecting these expensive assets of the Town…and the program continues. Items which do not qualify for bonding often are included in the annual school district budget, in the Capital Purchase Program sometimes referred to as "maintenance" issues. The need for funding of these items has been on-going. However, actual approval of funds varies depending upon the magnitude of budget requests in any given year. The roof replacements and other bonded building envelope projects have significantly improved the buildings, from the conditions described in the 2001 AME report. Similarly, the (smaller) maintenance and Capital Purchase projects have made additional improvements. **The dollars spent have yielded good value on the investment, and the projects addressed have been well-chosen.** That said, additional maintenance remains to be accomplished.

Option I: It may be helpful to review the current list of projects planned, updating the priorities in light of information in this NESDEC Report. Below is a small sampling of some outstanding facilities issues viewed by NESDEC in the South Kingstown schools and **not currently scheduled to be addressed** within the next five years. **For a more complete list see the above individual school reports (on pages 8-47):**

Curtis Corner Middle School

- Screens for windows
- Water pressure problems
- Light switches in the 200 wing restrooms

Broad Rock Middle School

- Install bulletin boards to display student work (covered by plexiglass)

Hazard School

- Correct problems with replacement thermal windows: difficult to open and close

West Kingston Elementary School

- Replace original gym floor
- Install sink in nurse's office
- Replace pavement near front door (collects water) and buckled pavement surrounding tree in back where children play
- Repair gutters from roof, which do not drain properly, causing water to pool

Matunuck Elementary School

- Asphalt pavement on play area behind school and elsewhere needs resurfacing
- Intercom system does not function properly and needs replacement
- Install sink in nurse's office
- Replace rusting door frames and repaint all rusting surfaces
- Repair gutters from roof, which do not drain properly, causing water to pool

Peace Dale Elementary School

- Improve building security with surveillance cameras in hallways used for entry to school
- Replace roofs, replace rooftop units
- Add handicapped lavatory adjacent to district Special Education classroom

- Correct cause of buckled wooden flooring, sand and refinish problem area on gym floor, which poses safety concern

Wakefield Elementary School

- Add fencing to separate play area from school driveway
- Provide storage for cafeteria tables when cafeteria is in use for PE

South Road Elementary School

Building is currently unoccupied, if reopened as a lower elementary school:

- Add security system with buzzer and monitor
- Replace generator on site
- Replace doors and hardware

More changes may be needed if the school becomes an early childhood building, including eight small toilets in classrooms, etc.

TECHNICAL NOTES REGARDING STAFFING

The items in this section are technical notes which serve as detailed technical backup for points made in the Report.

1. In 2009-10, South Kingstown has 373.3 FTE certified staff district-wide (excluding administrators) for 3458 K-12 students = 9.3 students per full-time equivalent (FTE) certified staff. Portsmouth has 243.1 FTE certified staff for 2771 K-12 students = 11.4 students per certified staff (excluding administrators).

2. NESDEC noticed at the outset of the study that the student load per teacher and class sizes in South Kingstown High School were smaller than in many of the high schools we have visited. Also because personnel reductions had been made in prior years in Grades PK-8, NESDEC focused on the high school level. Below we have compared South Kingstown with its current "cohort group" of Chariho, North Kingstown, and Portsmouth.

High School Cohort Group: Students Per Teacher

School Name	Grade 9-12 Enrollment	Assistant Principals	FTE Teachers	Students per FTE	FTE ** SPED
Portsmouth HS	1029	2+1*	98.5	10.4	**11.0**
South Kingstown HS	**1126**	**3**	**105.6**	**10.7**	**16.0**
Chariho HS	1219	1	103.1	11.8	**14.7**
North Kingstown HS	1672	3	126.0	13.3	**17.0**

*Portsmouth HS includes 2.0 Assistant Principals and a 1.0 "Director of Student Support" who has administrative duties in Guidance, Special Education, and other areas.

South Kingstown High School currently has one more Assistant Principal than many high schools of its size. Thus as enrollments decline, there may be conversations regarding SKHS's three Assistant Principal positions. At that point it may be helpful to review the duties assigned to each of the positions. An approach of a Director (similar to Portsmouth) or a 10-month Dean would be a possibility. Also considered should be the thrust of Finding/Option H regarding new high school alternatives (see pages 58-59)…and who should provide leadership and oversight for these new initiatives.

** These Special Education-related positions are included in the "FTE Teachers" column, and in the "Students per FTE" calculation.

SKHS Class Sizes in Five Academic Departments

(English, Math, Science, Social Studies, and Foreign Language, counted by semesters)

Some of the smaller class sizes are in English, Foreign Language, and Tech Ed

SKHS Semester Sections	**Students 10 or fewer**	**Students 14 or fewer**	**Students 20 or fewer**	**Students 20+**
634	76 sections	205 sections	435 sections	199 sections
-	12%	32.3%	68.6%	31.4%
"Typical Ranges"	5-6%	11-12%	35-40%	60-65%
In other HS's	of sections	of sections	of sections	of sections

Suggestion: When the Master Schedule is being built, many districts require permission of Central Office administrator(s) to authorize section sizes below specified numbers. Sometimes sequential courses can be combined. Sometimes courses can be offered in alternate years. On-line courses (e.g. Virtual High School-VHS) can be an alternative.

One might assume that staff positions readily can be reduced in those areas in which South Kingstown has more FTE positions, in relation to the size of its student body, than do other high schools. This would be wrong, and can lead to lowering the quality of educational experiences for students. Step 1 would be to address the unique needs of South Kingstown's students and the unique skills and strengths of its faculty…both of these will differ from district-to-district. Also in Step 1 it will be important to consider and act upon all of the Findings and Options, A-I…especially A, F, G, and H. **Simply to reduce staff by applying ratios would not be educationally responsible.**

III. CRITERIA FOR THE EVALUATION OF OPTIONS

To assist South Kingstown in making decisions as to the best way to proceed in updating the Master Plan for the schools and for facilities, the NESDEC Project Team suggests the application of the following criteria to the options presented. **In developing a Long-Range Plan, South Kingstown may wish to "mix-and-match" among the options, and to commission any additional required study in light of choices being actively considered by the School Committee.**

Evaluation Criteria for Long-Range Planning Options

1. Solves the Problems as Defined

How well does the option solve the problems as defined? Does it solve the problems for the long-term, or is it merely a quick fix or "band aid" approach which will serve well for only a year or two?

2. Provides Long-Term Flexibility

Does the option provide long-term flexibility? Enrollment projections are just that – projections; they are not guarantees. Whatever the School Committee chooses to do, it should take into account the possibility of a 10% swing either way in terms of enrollment at all levels. In other words, the School Committee should be prepared to respond to the questions: "How will the space be used if 10% fewer students materialize?" and "How will the space be provided if 10% more students materialize?"

3. Provides for Improvement in the Educational Program

Does the option improve the educational program (or is it at least program-neutral)? It is not acceptable to provide additional program spaces for one group of students at the expense of the program of another. Does it move toward or assure equity (see page 5) for all students with respect to program and curriculum consistency?

4. Provides for Minimum Disruption

What is the "disruption factor" in the options being discussed? It is important to consider whether students might need to be relocated during any school renovation projects and, if so, where will the pupils be relocated? Smaller projects can be timed to occur during the summer vacation (with materials delivered in advance), or in May through October when

students are more often out-of-doors. More important, however, is the fact that certain school architects and school construction firms specialize in providing for school children to be safe and for learning to be disrupted as little as possible. These could be included as criteria in Requests for Proposals issued by the South Kingstown School District.

5. Is Financially Responsible

Is the option financially responsible? Does it provide the "most for the least?" The best approach may not be either the most expensive or the least expensive option. A key phrase is "financially responsible." While a less expensive option may have immediate appeal, it may end up costing the district more money over the long term.

6. Is Consistent with School Committee Policy/Guidelines

The option should support and enhance the community's educational programs as defined by School Committee guidelines and policy. For example, if the option were to call for raising basic class sizes to 30 pupils, it would create a major change and disruption in educational programming and School Committee policy/guidelines.

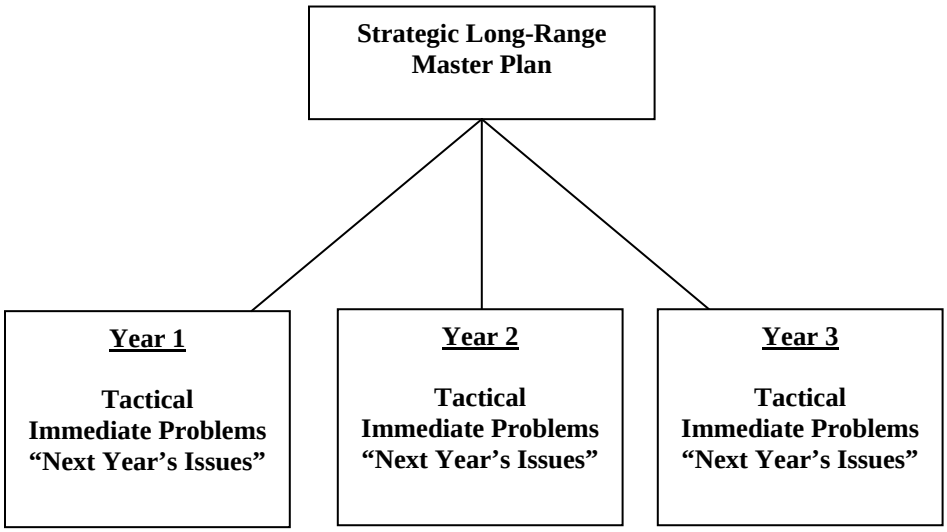
The first step is for the administration and School Committee to study the Report and Findings, communicate with the community and, ultimately, for the School Committee to adopt a Long-Range School Facilities Master Plan. Then, the Committee will develop a step-phase sequence for implementing the plan over the subsequent years.

A word of caution is in order here. We all have a human tendency to focus on immediate issues and concerns. Failure to have a long-range strategic plan that encompasses the entire scope of the program over a decade or more, often leads to decisions that may temporarily resolve an immediate problem while building in some significant longer term problems. Implementing a Long-Range School Facilities Master Plan in phases is desirable for several reasons:

a) funds can be expended over a period of time;
b) care can be taken to provide adequate supervision of the several projects; and
c) students can be subject to less disruption of their schooling.

The administration and School Committee should think, plan, and act both strategically and tactically. Adopt a long-term Strategic Master Plan, and then make year-to-year tactical decisions that aim toward the eventual attainment of the Master Plan

Goals. As year-to-year decisions are made, care should be taken to ascertain that they are in concert with the Strategic Long-Range Master Plan.



Facilities and educational program issues are, unfortunately, somewhat expensive. Problems will not go away or self-correct. Sites will not expand, buildings will not grow nor will they self-improve. Rather, as each year passes, the buildings will only become more obsolete unless decisive action is taken to modernize them and to add the necessary facilities to support the programs.

We trust that NESDEC's analysis of the problems and the phases presented will assist the School Committee, the School Administration, and the Town in resolving these issues in order to provide improved programs and sound educational facilities for all of South Kingstown's pupils...for many years to come. We view this Report as a beginning point for study and discussion. Ultimately, the Board of Education should adopt an updated Master Plan for South Kingstown's future educational programs and facilities and provide the community leadership for implementing the plan.

The NESDEC
South Kingstown Team

IV. APPENDICES

A. EARLY CHILDHOOD EDUCATION AND PRESCHOOL

South Kingstown in planning its educational facilities for the next decade and beyond, may wish to consider expanding its South Kingstown Integrated Preschool (SKIP) program to offer Preschool classes for additional four-year olds, expanding beyond the current target population now limited to classes which integrate typically-developing peers with children with special needs. Thus far, neither the space nor the funding has been available to take these next steps, although the District has taken the important step of offering full-day Kindergarten for all students (although in some cases, additional facilities improvements are needed in order to provide support for the program). Best case, 1,000 square foot classrooms designed for Kindergarten, with sinks and toilets, are required to support a strong full-day Kindergarten; Preschool rooms would be similar, yet would include changing tables. Both programs require fenced outdoor play space.

Some districts, when tough financial times occur, consider restricting budgets in Early Childhood education. This is understandable as strong Early Childhood programs were unknown a generation ago. Yet the evidence is massive that such programs are the bedrock for later school success. One example is a New England district which has had a strong Early Childhood program (full-day Kindergarten for all, plus an integrated Preschool) for about eight years. The District already is experiencing almost no need for students to repeat Kindergarten or to enter a Readiness program, as well as much stronger success in Grade 1 and 2 Reading, considerably fewer high-cost referrals to Special Education, and cost-containment in its overall budget. Other districts across New England are achieving similar positive results. **The January 2010, Educational Research Service's "ERS e-Bulletin" reported that despite budget shortfalls, most states are continuing to fund Preschool programs…in light of the substantial educational success of children who have attended quality Preschools.**

Over the last three decades, studies consistently have found that a high quality Early Childhood experience boosts both later school achievement and social adjustment, reducing the likelihood of grade retention or placement in Special Education and increasing the probability of graduation from high school (a perennial issue in communities with demographic challenges). Research also has shown that the negative effects of poverty can be reduced by participation in high quality Early Childhood education programs. In planning strong educational programs for Preschool and Kindergarten, the District could consider many of the accreditation standards set by the National Association for the Education of Young Children (NAEYC). "All-Day Kindergarten" (Clark and Kirk, 2000) indicates a long-lasting benefit for children in quality full-day Kindergarten programs. **Given the demographics of the South Kingstown student population with a small yet increasing number of English Language Learners and some students from transient family situations, a strong Preschool could yield significant benefits for South Kingstown children and the community.**

Dramatic evidence of vital importance to Early Childhood education has come from the field Neuroscience. We now know that early experience has a direct influence on the connective pathways that are established in the brain during the early years of life. The quality of a child's early experiences not only affects his/her comfort and sense of security, it actually affects his/her brain development and later ability to learn and to reason. Research studies document that early identification and early intervention with respect to language, cognitive, developmental, physical, social and emotional issues in young children, from birth to six or seven years of age, provides substantial long-term positive impact on the overall development of children. More recently, studies have demonstrated that normally-developing children benefit substantially from sound early developmentally-based educational programs. Researchers Betty Hart (University of Kansas) and Todd Risley (University of Alaska) found that by the age of four, children from working class families have been exposed to only 13 million words v. 45 million words experienced by upper middle class children ("The Early Catastrophe: The 30 Million Word Gap," 2003 and *Meaningful Differences in the Everyday Experiences of Young American Children).* Drs. Hart and Ridley advocate for strong universal Early

Childhood education in order to cause all children to be ready for success in school. Also see *What Do We Know About Early Childhood Education?: Research Based Practice* by Sandra Crosser (2004).

In the early 1980's, only about 30% of U.S. Kindergarten children attended full-day programs; by 1993, the number had risen to 54%; currently it is about 60-62%… although New England and Rhode Island lag behind the national average in this matter. In facilities planning, some states now require communities to plan sufficient space for full-day Kindergarten and for Preschool when requesting grant monies for major renovations or for new elementary schools. "Securing Our Future" (MA Department of Education, 2001) notes that 65% of infants and toddlers spend eight hours or more per day in daycare…and would benefit from quality educational programs.

In short, formal school-based Early Childhood programs enhance the development of **all** children and significantly reduce the incidence of cognitive/developmental psycho-emotional difficulties through the pre-adolescent and adolescent years. There is an economic advantage to the school, as well, in terms of cost-avoidance and the distress that unaddressed problems of this nature create. The evaluation of the Perry Preschool/High Scope Study (which documents the participants lives at age 27, compared with a control group who did not attend Preschool) shows that **for every $1 invested in high quality Preschool programs, over $7 is saved in later remedial education services, criminal justice spending, and welfare costs** (Schweinhart et al, 1993). A study of 17,600 Philadelphia school children further supports the academic and financial benefits of full-day Kindergarten (Andrea de Gaudio-Weiss, American Educational Research Association, April 2002).

Economists have noted the long-term financial savings of providing Early Childhood programs, a strong argument for investing in accessible, comprehensive early care and education for all families. The National Committee for Economic Development, a group of 250 leaders in business, industry, and education, has published The Unfinished Agenda: A New Vision for Child Development and Education which strongly advocated for Preschool educational programs and full-day Kindergarten. James Heckman, a Nobel Prize-winning economist, advocated for strong Preschool programs in "Preschool for All: Investing in a Productive and Just Society" (2004). Economist Arthur Rolnick made

similar points in a study for the Minneapolis Federal Reserve Bank (2004). "Exceptional Returns: Economic, Fiscal and Social Benefits of Investment in Early Childhood Development" by economist Robert Lynch (2004) finds such programs pay for themselves, generating $2 in returns to school taxpayers for every $1 invested…and the total benefits to society exceed 8 to l.

A compelling case regarding strong programs for three to five year-olds is made by the National Governors Association Task Force on School-readiness; see "Building the Foundation for School-readiness" (2005) available on-line at www.nga.org/cda/files/0501TaskForceReadiness.pdf.

Given the number of students entering Kindergarten with no Preschool experience, South Kingstown would be serving its students (and its taxpayers) well by planning to add appropriate space for an expanded Preschool program.

IV. B. GUIDELINES FOR ADJUSTING SCHOOL BOUNDARIES

School districts must periodically adjust school attendance boundaries. Adjusting school boundaries often is fraught with misunderstandings, disagreements, and unpleasant, emotionally-charged exchanges. With careful and deliberate planning that engages all interested parties over an appropriate period of time in the development of agreed-upon criteria and procedures, there is a strong likelihood that adjusting school boundaries will be successfully accomplished.

New school opening(s) or closing(s), changing demographics, and "pockets" of over-crowding typically are factors that prompt or necessitate adjusting school boundaries. Noting that "pockets" of over-crowding already exist in the South Kingstown Public Schools, it may be an opportune time for having the school boundary adjustments agreed and ready to implement. However, if the demographic shift proves to be more substantial, or occurs later than anticipated, the South Kingstown Public Schools may wish to defer adjusting school boundaries and opt for correcting inequities through other means, such as "open enrollment" of students in schools…or use a combination of the two methods.

Below are some of the more commonly asked questions pertaining to school boundary adjustments…some questions will be more applicable to South Kingstown, other questions less applicable.

Q. Why do we need to adjust the boundary?

A. Usually, to correct imbalances in the schools. Some schools are overcrowded; others are underutilized. In order to assure equity among the schools, some schools may need to convert regular classrooms to special purpose or core facilities thus lowering the capacity of the building and the resultant need to transfer a number of students to another school.

Q. Are there other reasons?

A. Yes, sometimes community-wide enrollments have grown (or shifted) to the point where a new school or school addition is needed. In other instances, racial balance laws require the redrawing of attendance areas.

Q. Can these conditions be avoided with better planning?

A. Generally not. This depends upon the geography and topography of the community, the location of buildable land, the rate of development, and the unique demographic makeup of the community. In some communities, people raise their children and when they graduate from high school, sell their homes to families with school-age children. Thus, the school enrollment remains quite constant. In other school communities, older residents remain in their homes, there is no significant real estate turnover and the school enrollment drops. Sometimes, a large tract of land that no one foresaw as developable land spawns hundreds of single-family residences, over-populating a particular school. Sometimes, a street or two at a time can be moved in a mini-boundary adjustment mode, and if this is done on a regular basis every year or so, the community evolves its school boundaries on a continual, rolling basis, obviating the need for a large system-wide change. Most communities do not do this. The moment of truth comes when buildings become so overcrowded the schools cannot function effectively.

Q. How long does it take for these conditions to develop?

A. Unless there has been a sudden, massive recent housing development, most of these imbalances occur little-by-little, over a long period of time. Class sizes increased to the breaking point, a new section was created for Grade 2 and the Principal housed it in the Art room. Two years later, another new section was put in the Music room, a year later another section was housed in the Special Education resource room, and soon storage rooms, closets and alcoves were pressed into service as instructional areas. Meanwhile, other buildings, in other locations, could actually be losing enrollment and the excess space utilized for all sorts of amenities and add-on programs, creating an even greater disparity and lack of equity among the schools.

Q. Who makes the adjustment?

A. Often, the administration develops and proposes a plan for new school attendance boundaries. The School Committee must vote to approve whatever plan is to be enacted.

Q. How is this done?

A. Differently, in different communities. Sometimes the administration draws up the proposed new school attendance boundaries, presents the plan to the School Committee

and it is voted. In other communities, there is much more involvement of staff, parents and other community members.

Q. My children currently walk to school; will they be bused?

A. Possibly. Yet remember, that the large majority of children are bused to school in this country. School bus transportation is the safest of all forms of transportation by a wide margin. In fact, your children may be safer on a school bus than walking, where they could be struck at a crosswalk or by a vehicle coming up onto the sidewalk.

Q. Will adjusting boundaries hurt my property values?

A. No, this is one of the myths surrounding this issue. What will hurt property values is continuing obsolete buildings in service, failing to assure equity among school buildings throughout the community, and failing to provide a strong instructional program and educationally sound learning environments for the children.

Q. Isn't it difficult for the children to adjust to a new school?

A. "No, not in our experience." Children are resilient and adjust to changes in a short period of time. It is the parents who may have difficulty adjusting. Children adjust to the change from Preschool to Kindergarten to Grade 1; they adjust to changes in elementary schools; they adjust to the moves to middle school and to high school; they adjust to the moves to college or further education; and they adjust as readily to a new elementary school.

We have observed school boundary adjustments in many cities, as well as suburban and rural communities throughout New England. The changes that have been implemented more smoothly have been characterized by four features:

1. Good planning on the part of the district
2. Involvement of parents in the planning stages
3. A clear explanation of the need for the changes
4. Adequate notice so that implementation can be planned, both by the school and by the families

Next, we suggest some criteria and procedures to assist South Kingstown in its efforts. While it may be possible to implement the full process within a six- to eight-month period in smaller districts, larger school systems often will need to allow a full

year to two full years for planning and preparing the new district boundaries for the schools.

Moving teachers takes time, as job assignment rules must be followed in a prescribed sequence; moving instructional materials (such as Library collections) also is time-consuming. Training is helpful for new teams of professionals who will be working together, even if they are veteran teachers in the District. Often parents, given enough time to attend meetings, to make plans for transportation and childcare, to meet new Principals and teachers, will become supportive of a change…if given sufficient opportunity to adjust.

IV. C. WHY INVEST SCARCE DOLLARS IN SCHOOL BUILDINGS?

These are difficult financial times and money is tight. In these circumstances we often are asked: "Why should we spend dollars on school facilities when we are finding it difficult to afford enough books and adequate numbers of teachers?" *"Growth and Disparity: A Decade of U.S. Public School Construction"* by the 21st Century School Fund (October 2006) addresses these questions at this critical time when municipal and school budgets are as tight as any in recent memory. Although superintendents and school committees rightly will place emphasis on "dollars for the classroom," it is important to recognize that failing to address facilities needs in timely fashion can result in higher costs over the long term. In the December, 2009 issue of *School Construction News*, Dr. William S. DeJong wrote "Protect your investment…the current (budget) situation is reminiscent of the early 1980's…the deferred maintenance of the 1980's is a major reason why so many buildings were replaced or renovated during the past decade."

Education Quality and the Condition of School Buildings

Research has confirmed what many educators have held as common sense – the quality of a school facility has an impact on students' experiences, and ultimately on their educational achievement. The research on school building conditions and student outcomes finds a consistent relationship between poor facilities and poor performance: **When school facilities are clean, in good repair, safe, and designed to support high academic standards, there will be higher student achievement, independent of student socio-economic status**. There is growing evidence supporting these findings:

- The cognitive requirements for learning and teaching – motivation, energy, attention, hearing, and seeing – are affected by the physical surroundings where they take place (Schneider 2002);
- The amount of natural light, the indoor air quality, the temperature, and the cleanliness of schools and classrooms all impact student learning (Earthman 2004);

- Overcrowded schools lead to higher absenteeism rates for both students and teachers and have detrimental effects on children's ability to learn and perform well (PolicyLink 2005);
- Poor building conditions greatly increase the likelihood that teachers will leave their school – a troubling fact given the need for more and better teachers in the most disadvantaged schools (Buckley et al. 2004).

We know that if school facilities are unsafe, unhealthy and unable to support technology for the delivery of curriculum…or to provide the support services needed for students to succeed, minority and low-income children are further disadvantaged.

Community Vitality and School Buildings

Research also has confirmed that public schools affect communities and their economic strength (Weiss 2004). Schools influence the reputation, quality of life, and vitality of neighborhoods. Conversely, the quality, vitality, and support of a neighborhood effects local schools. Because school facility improvements mean an influx of capital dollars in a neighborhood, there is great potential to positively impact that community. Evidence increasingly supports the following:

- School quality has a direct and positive impact on residential property values (Kane et al. 2003);
- School quality helps determine a community's quality of life and can affect the ability of an area to attract businesses and workers (Salveson and Renski 2002);
- Investments in the construction and maintenance of school facilities inject money into local economies through job creation and supply purchases (Economics Center for Education and Research 2003);
- New or well-maintained school facilities can help revitalize distressed neighborhoods (Local Government Commission 2002);
- The activities that occur in and around school buildings can help build neighborhood social capital and affect student achievement (Blank et al. 2003).

IV. D. METHODOLOGY AND ASSUMPTIONS FOR PROJECTED ENROLLMENT

The ten-year enrollment projection totals that follow are based upon the historical enrollment data in the tables below and the assumptions here described. The cohort survival technique is the most frequently used method of preparing school enrollment forecasts. NESDEC uses this technique but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important and current town-specific information into the generation of the enrollment forecasts. Basically, percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 200 students enrolled in Grade 1 in 2008-2009 and the class increased to 220 students in Grade 2 in 2009-2010, the percentage of survival would have been 110%, or a ratio of 1.10. Such ratios are calculated between each pair of grades or years in school over several recent years.

The ratios used are the key factors in the reliability of the projections, given the validity of the data at the starting point. The strength of the ratios lies in the fact that each ratio encompasses **collectively** the variables that could possibly account for an increase or decrease in the size of a grade enrollment as it moves on to the next grade. Each ratio, then, represents the cumulative effect of the following factors:

1. Migration, in or out of the schools
2. Retention in the same grade
3. Changes in school program
4. Dropouts, transfers, etc.
5. Births and deaths
6. Housing growth

Based upon a reasonable set of assumptions in regard to each of these factors, ratios most indicative of present/future trends are determined for each pair of grades or years. To project for the future, the ratios thus selected are applied to the present

enrollment statistics for a predetermined number of years. In the case of South Kingstown, the assumptions are these:

1. In the decade from 1994-2003, South Kingstown averaged 264 births per year; more recently there have been about 27 fewer births. Through 2014, the expected annual number of births to residents will remain in the range of 229-243 per year.
2. The rate of housing growth over the next ten years will continue at approximately the same rate as that of the recent past (2005-2009).
3. The pattern and numbers involved in the turnover of existing housing stock (330-350 single-family homes; 25-35 condos per year) will not vary appreciably from the recent past, which is the period 2000-2009. Over these ten years Grades 1-12 have experienced one year of 1% in-migration; two flat years; and seven years of 1-2% out-migration.
4. There will continue to be public Kindergarten registration that averages approximately 90% of the South Kingstown births five years previous; the class will increase by 2% in Grade 1; by 4% in Grade 2; with another 2% increase by Grade 5; experience a 12% increase in Grade 6; flat enrollment in Grade 7; and then decrease by 2.5% in Grade 8.
5. The high school level will experience 11% out-migration at Grade 9; then begin the decrease found in most high schools…in South Kingstown's case: -1% in Grade 10; -4% in Grade 11 and also in Grade 12.
6. The numbers of South Kingstown students in non-public schools (see tables below…currently there are about 33 per grade in K-8 non-public schools, and about 67 per grade at the high school level) and in home-schooling will remain at present levels.

If any of these assumptions need to be altered in the future, so too will the projections. It is important to note that NESDEC annually updates projections for affiliated school districts at no cost. This provides an opportunity for the district to plan adequately for any changes that might occur.

Reliability of Projections

While the reliability of projections, in general, rests upon the soundness of the assumptions on which they are based, there are degrees of reliability over the grades and the ten-year period shown. **The enrollment projection table below can be divided into three sections. The top and largest section represents the projections based on students who are already enrolled in the South Kingstown Public Schools. This projection has the highest reliability. The projections based on children who have been born, but are not yet in school, are somewhat less reliable. The projections for students who are not yet born are the least reliable projections.**

A ten-year projection (which drops in reliability after the fifth year) is a very small window into the future. The "leveling" of the elementary enrollment which occurs in years six-to-ten of the projections is caused by holding the births stable during that period. If the births should increase during that period, the Kindergarten class will increase, thereby causing growth which would ultimately spread to all the elementary grades. If the rate of housing growth were to increase dramatically from past levels (or if property turnover increased markedly), the projections would rise. At all grade levels, changes in programs/facilities could lead to additional South Kingstown residents attending (or remaining in) the public schools. Ten-year enrollment projections are just that, projections, they are not guarantees. Whatever the School Committee chooses to do in making plans, it should take into account the possibility of a 10% swing either way in terms of enrollment at all grade levels. In other words, the School Committee should be prepared to respond to the questions: "How will the space be used if 10% **fewer** students materialize?" and "How will the space be provided if 10% **more** students materialize?"

The research literature on enrollment projections finds that a 1.0% variance per year is as close as K-12 district-wide enrollment forecasts are likely to come to the actual enrollment (ie. a 5% variance over five years into the future). **NESDEC's projections for South Kingstown have been in that "best case" range…averaging a 1.07% variance for the past decade, with four of the ten years experiencing less than a 1% variance between the actual K-12 enrollment and the NESDEC forecast for the enrollment.** The literature cautions that the variance is likely to be greater for individual

grades, or for grade-groupings by school levels (elementary, middle, high school), due to the smaller size of the group (cohort)…that is, 3-4,000 K-12 v. fewer than 1,000 in Grades 6-8. For example, in 2002-03 there were 1,125 pupils in Grades 6-8 in South Kingstown. In October, 2002 NESDEC projected that this Grade 6-8 enrollment of 1,125 students would decline to 808 pupils by 2009 ("seven years out"). By the fall of 2009 there were 876 students in Grades 6-8 (a 7.7% variance over seven years, or a 1.1% variance per year). Thus the projected decline did occur, yet at a slightly slower rate than expected based upon data known in October, 2002.

The factors contained in the assumptions used to calculate the South Kingstown projections bear careful watching. As new information is obtained, it can be used to further illuminate and/or modify the enrollment projections for South Kingstown. For example, by tracking births, building permits and property sales, future enrollments can be forecast that will update or modify these projections. Factors which influence school enrollments can (and will) change on a continuing basis.

South Kingstown Building Permits

	Single-Family	Multi-Family			Single-Family	Multi-Family
1996	140	n/a		2003	141	104
1997	248	n/a		2004	102	52
1998	169	n/a		2005	98	167
1999	158	n/a		2006	95	0
2000	154	n/a		2007	57	28
2001	133	n/a		2008	54	0
2002	121	136		2009	45	0

Source: Building Department and HUD… Economists project that it will take at least until 2012 for the RI economy to return to 70% of the new construction of the past decade; extrapolating upon this state-wide number for South Kingstown could yield in the range of 100-108 building permits by 2012.

Although knowing the number of building permits is helpful, school enrollments are even more closely correlated with the turnover of real estate (new and existing homes). Said differently, when new families move into town in greater numbers, school enrollments are more likely to increase. Thus, as soon as the economy and real estate sales improve, stronger in-migration may return to the South Kingstown schools. In 2008 and 2009, there were sold in South Kingstown about 72% as many single-family homes as the average for 2005-07 (224 homes per year in 2008 and 2009 v. an average of 311 homes in the prior three years). If we take an even longer view of real estate sales in South Kingstown we find that during the ten-year period prior to 2008, the town averaged 350 single-family home sales, consequently the 2008-09 average of 224 homes was only 64% as many sales as during the prior decade (1998-2007…the peak year was 450 sales in 2004). Rhode Island economists Edward Mazze (URI) and Edinaldo Tebaldi (Bryant University) have noted that falling sales prices have contributed to additional home sales during this recession. Median sales prices for single-family homes in South Kingstown declined from a high of $390,000 in 2005; to $370,000 in 2006; to $359,500 in 2007; to $317,000 in 2008; and lastly to $285,000 in 2009. Condo sales have tracked a bit differently: the condos sold in the 2008-09 period were 79% as many units as the 2005-07 average (38 avg. in 2008 and 2009 v. 48 avg. in 2005-2007). The condo median sales

prices have varied considerably: $265,000 in 2006; $460,000 in 2007; $307,000 in 2008; and $368,750 in 2009. For the South Kingstown data, our source is The Warren Group, *The Commercial Record*.

South Kingstown's Capacity for Additional Growth

A well-managed town with good amenities and a reputation for quality of life and good schools can experience additional school enrollments. Despite the current conditions regarding the residential housing market, there are presently-existing factors which indicate that South Kingstown could experience significant housing turnover during the course of the next decade.

These factors include the following:

- The "baby boom" cohort, which accounts for an important portion of South Kingstown's population, will reach an important age threshold during the next ten years. According to local realtors, some of these residents may wish to downsize to smaller homes or condos once the housing market rebounds from its present slump – many of these residents would be vacating three- and four-bedroom homes which could quite likely be purchased by families with school-age children.
- Due to existing economic conditions nation-wide, private and parochial school enrollments have been declining. These numbers should be watched as there could be a small increase in South Kingstown's public school enrollments (see below).

Due to the present uncharted economic times, it is impossible to predict when these growth factors might begin to affect population and enrollments.

A final word about the effect upon school facilities of changing educational programs: **due to changes in educational programs over recent decades, the student capacity of older school buildings across America has been reduced**…making them less able to serve as many additional students as in the past (see pages 5-7). Given these facts it is important for districts to develop facilities plans which increase operational efficiency, promote equity, and improve instructional program delivery. **Maintaining a sufficient "capacity cushion" is a key element in the facilities planning process.**

NON-PUBLIC ENROLLMENTS

The final four charts display the number of South Kingstown residents who attended non-public schools during the decade between 1999-00 and 2008-09. The first chart tracks pupils attending Catholic Diocesan Schools. The second chart is devoted to students who attended Independent Schools. Charts three and four display the sum of the first two charts. The K-12 total reached its peak of 640 students in 2005-06; and had declined to about 560 pupils in non-public enrollment for each of the three school years ending with 2008-09. Of special interest in this Report are the K-5 sub-totals. The K-5 peak enrollment in Catholic Diocesan Schools was 146 students in 2002-03; this number had dropped by 36 pupils in 2008-09 to 110 students. Similarly, the K-5 peak enrollment in Independent Schools of 146 pupils in 2001-02 shrank to 73 students in 2008-09, a 50% decline. Thus the 2008-09 total non-public enrollment of 183 students is well below the peak of 289 pupils in 2002-03, by 106 students. **From these data we can draw two generalizations: a. the recent K-5 enrollment decline within the South Kingstown Schools would have been even more pronounced but for the "cushion" provided when fewer residents chose to attend non-public schools; and b. this recent pattern makes it quite unlikely that, over the new few school years, that non-public enrollments would fuel any new spikes in K-4 or K-5 public school enrollments.**

HOUSING, FAMILIES AND SCHOOL-AGE CHILDREN (excerpts from "Housing the Commonwealth's School-Age Children," CHAPA, 2003). There is no comparable set of case studies of Rhode Island communities in relation to their public schools.

- Compared to single-family homes, new multi-family developments almost always house fewer school-age children per dwelling unit.
- The probability that multi-family developments will generate school children is influenced by several factors, including:
    - <u>The number and percentage of dwelling units sized for family households</u>. In virtually all cases, developments that offer three- or four-bedroom units generate more school children per unit than developments limited to one- and two-bedroom units.

- The reputation of a community's public schools. In most cases, multi-family developments in suburbs with prestigious school systems house more school-age children than communities with average or less competitive schools. The same usually holds true for single-family homes.
- Scale, density and location. Location matters. Large, high-density multi-family developments appear to be less attractive to families with children than low-rise, moderately dense developments with fewer units per building. Developments that offer yards, walkways and common open space typically house more children. In addition, developments located near schools, playgrounds, or established residential areas – developments that connect logically to adjoining neighborhoods and the larger community – usually have more children than developments that are isolated, by location or design, or occupy sites near offensive land uses.
- Composition, age and character of existing housing stock. In communities with relatively high percentages of two-, three- or four-unit homes in traditional neighborhoods, new multi-family developments seem to attract fewer families with school-age children.
- Units for low- and moderate-income households. Multi-family housing developed exclusively or primarily as affordable to low- and moderate-income families generates more children than a development with 25% low- and moderate-income units, i.e., the minimum required for comprehensive permit development. (The multiplier for low- and moderate-income is generally in the range of 130-140% for two BR and 160% for three BR, although a myth exists that the number would be far greater…NESDEC.) Although the perception exists that units for low/moderate-income households may include a higher proportion of students with Special Needs, NESDEC has not found this to be true. That said, there is an increase throughout New England in the number of families for whom English is not the primary language; this trend toward the need for English-Language Learner (ELL) classes seems to be present regardless of the types of housing being constructed.

- In high-growth communities, large multi-family developments that include three- or four-bedroom units can sometimes accelerate the need for new or expanded community facilities, notably schools.

New multi-family developments often attract occupants who already live in the community. (In the case of South Kingstown, these may be seniors…NESDEC) The scale, character and location of a new development, coupled with the cost to live there, will influence the extent to which it generates children from in-town moves with the seniors moving to the new, smaller units, and new families moving into the larger homes being vacated by the long-time residents. (In NESDEC's experience, this indirect affect upon school enrollments seldom accounts for more than 7-15% of the housing turnover).

NESDEC

South Kingstown, RI Historical Enrollment

School District: **South Kingstown, RI** **12/3/2009**

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	287	251	296	328	319	338	380	349	357	329	327	292	0	4085	4175
1999	263	2004-05	82	211	263	276	256	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	3914
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

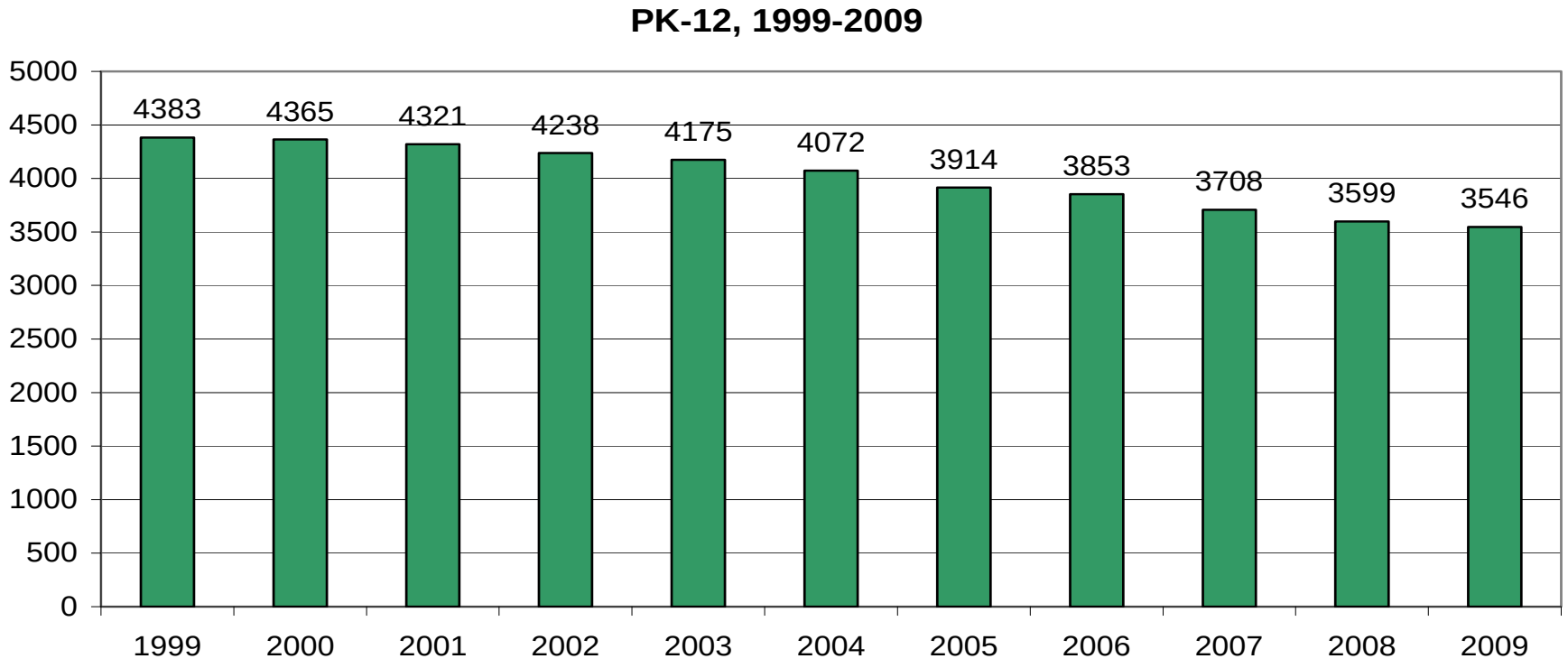
Historical Enrollment in Grade Combinations

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	2950	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%**

South Kingstown, RI Historical Enrollment



South Kingstown, RI Projected Enrollment

School District: **South Kingstown, RI** **12/3/2009**

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**	**279**	**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	(est.)	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	**3170**	**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.)	2016-178	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*

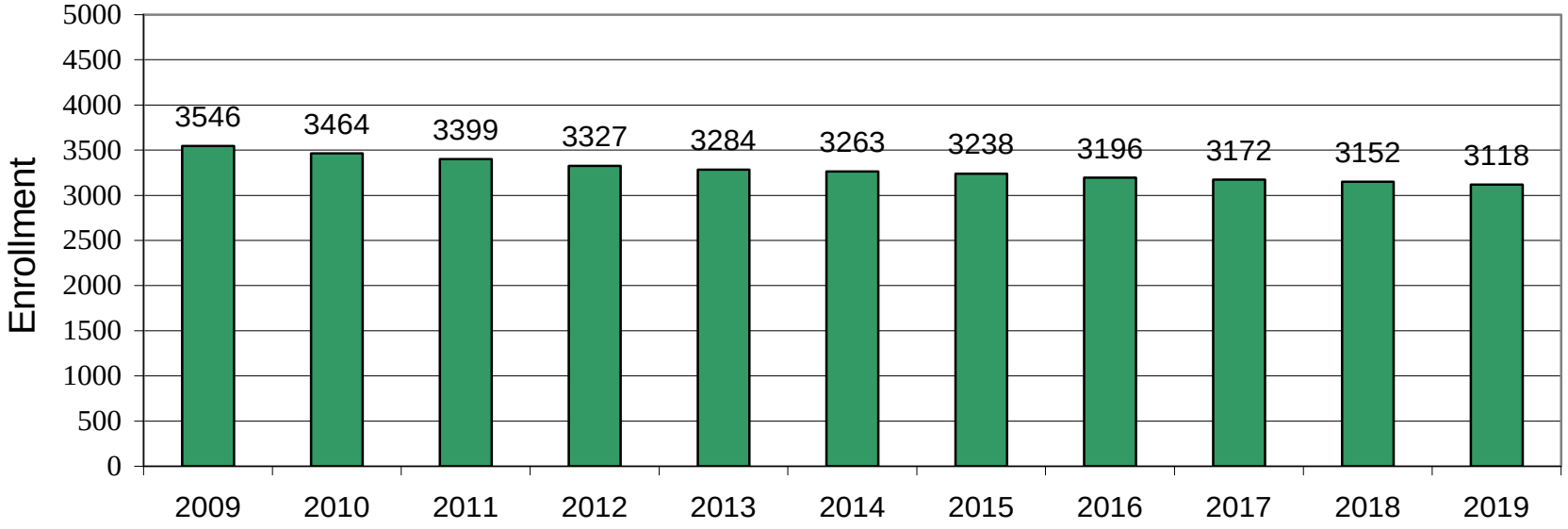
Year	K-4	K-5	K-6	K-8	5-6	6-8	7-8	7-12	9-12
2009-10	1202	1454	1764	2330	562	876	566	1692	1126
2010-11	1201	1449	1732	2324	531	875	592	1643	1051
2011-12	1157	1426	1704	2289	547	863	585	1605	1020
2012-13	1157	1381	1683	2236	526	855	553	1553	1000
2013-14	1142	1394	1645	2218	503	824	573	1547	974
2014-15	1115	1373	1656	2201	541	828	545	1514	969
2015-16	1101	1347	1637	2164	536	817	527	1507	980
2016-17	1108	1330	1606	2171	498	841	565	1495	930
2017-18	1117	1339	1588	2146	471	807	558	1488	930
2018-19	1111	1349	1598	2116	487	767	518	1457	939
2019-20	1111	1342	1609	2100	498	758	491	1411	920

Projected Percentage Changes

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%**

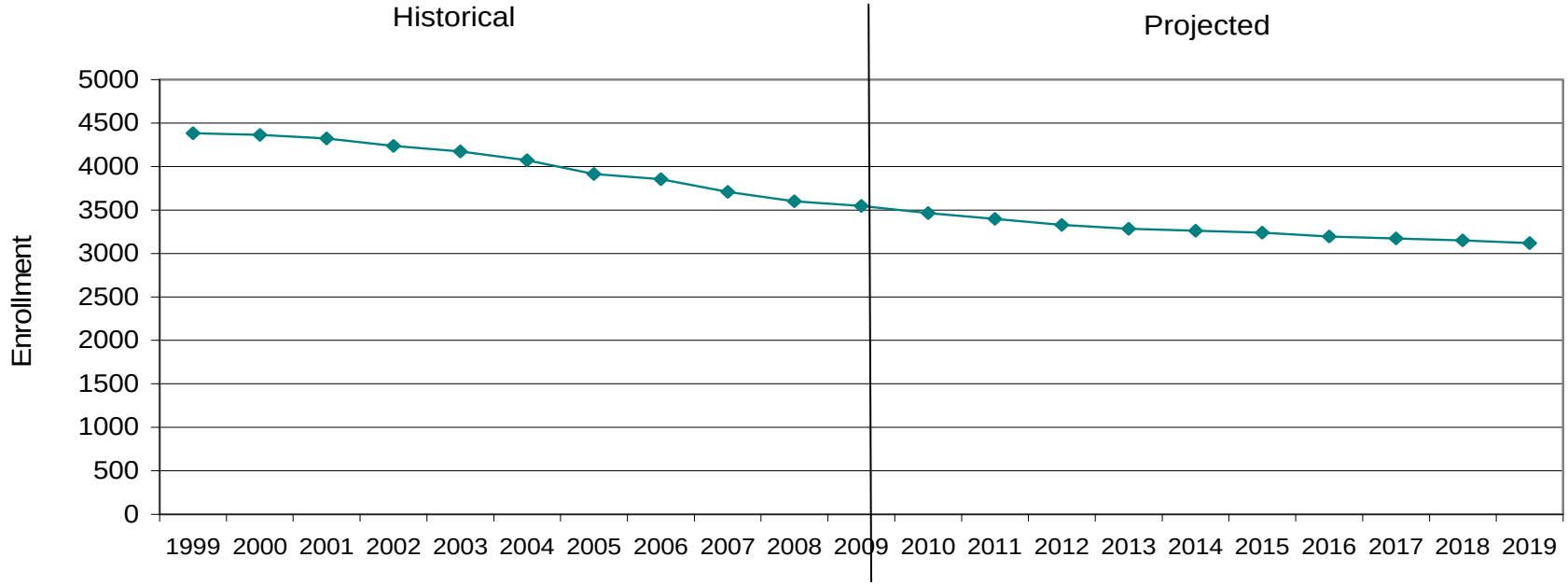
South Kingstown, RI Projected Enrollment

PK-12 TO 2019 Based On Data Through School Year 2009-10

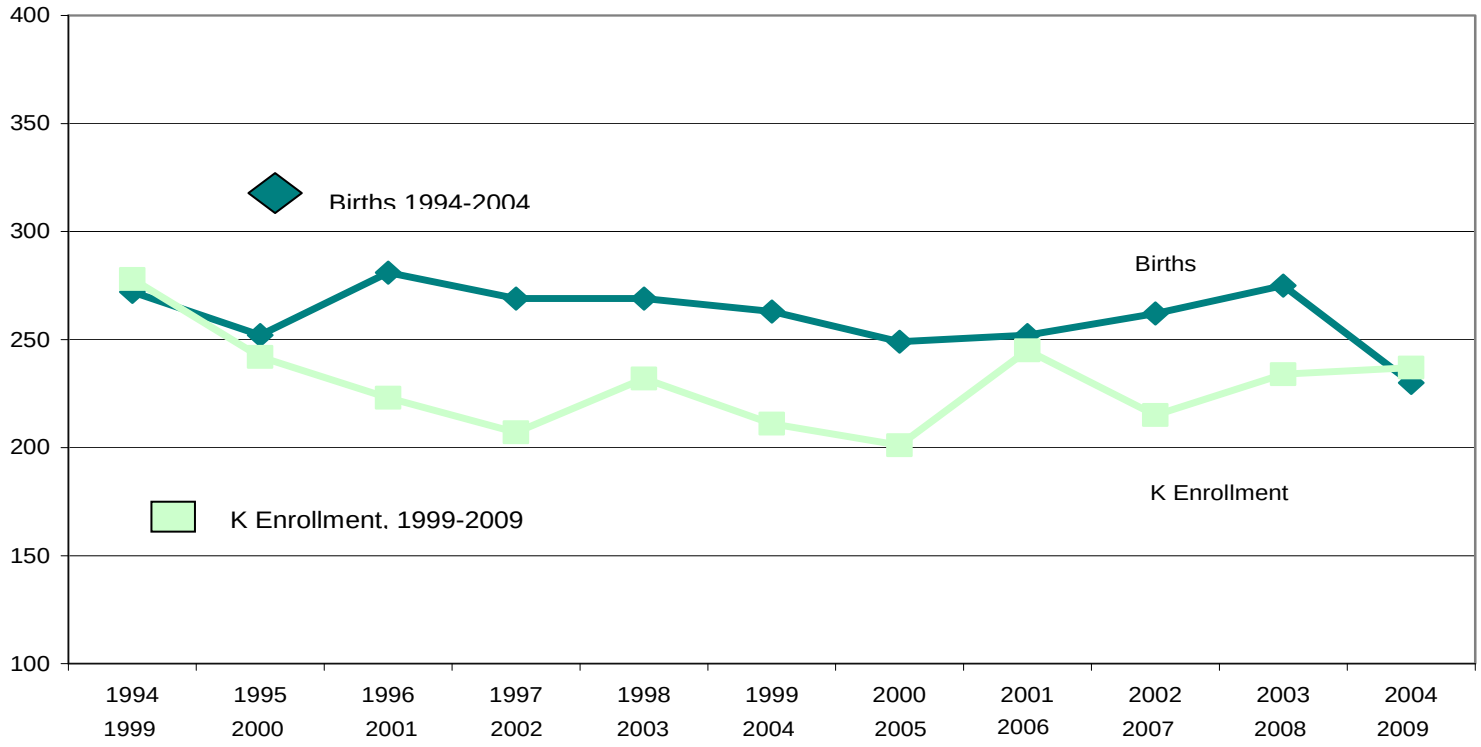


South Kingstown Historical & Projected Enrollment

PK-12, 1999 TO 2019



South Kingstown Birth-to-Kindergarten Relationship



South Kingstown, RI Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
1998	169	0
2005	98	167
2006	95	0
2007	57	28
2008	54	0
2009	37 to 10/31	0

Source: HUD

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
1999-00	n/a	339
2005-06	19	640
2006-07	19	561
2007-08	16	559
2008-09	18	561
2009-10	18	n/a

Residents in Non-Public Independent and Parochial Schools (Regular Education)														
Enrollments Oct. 1, 2009	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	30	30	26	28	37	32	33	35	42	70	80	57	61	561

K-12 Home-Schooled Students	
2009	24

K-12 Residents Enrolled in Charter or Magnet Schools	
2009	101

K-12 SpEd Outplaced Students	
2009	18

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2009	0

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

S. Kingstown (Residents in Catholic Diocesan Schools)

School District: **South Kingstown, RI (Residents in Catholic Schools)** **12/3/2009**

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	0	1999-00	19	20	18	14	17	20	20	13	21	13	21	18	13	8	0	216	235
1995	0	2000-01	17	23	21	20	21	20	21	20	23	21	20	15	13	10	0	248	265
1996	0	2001-02	24	28	24	23	23	20	23	22	24	26	34	28	19	16	0	310	334
1997	0	2002-03	24	24	26	26	24	23	23	21	24	22	30	36	29	26	0	334	358
1998	0	2003-04	29	16	25	21	22	21	15	21	19	24	47	25	35	26	0	317	346
1999	0	2004-05	27	26	16	23	28	23	22	22	19	22	57	47	25	34	0	364	391
2000	0	2005-06	19	19	22	18	23	21	22	21	19	16	51	68	52	24	0	376	395
2001	0	2006-07	18	15	16	24	21	28	24	22	23	19	38	49	53	45	0	377	395
2002	0	2007-08	15	13	11	15	22	22	24	19	28	26	68	41	47	52	0	388	403
2003	0	2008-09	17	15	20	14	16	24	21	26	23	26	54	67	42	46	0	394	411

Source: RI Department of Education (RIDE) S-7 Statistical Table

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	89	109	122	156	33	47	34	94	60
2000-01	105	126	146	190	41	64	44	102	58
2001-02	118	141	163	213	45	72	50	147	97
2002-03	123	146	167	213	44	67	46	167	121
2003-04	105	120	141	184	36	64	43	176	133
2004-05	116	138	160	201	44	63	41	204	163
2005-06	103	125	146	181	43	56	35	230	195
2006-07	104	128	150	192	46	64	42	227	185
2007-08	83	107	126	180	43	73	54	262	208
2008-09	89	110	136	185	47	75	49	258	209

Historical Percentage Changes

Year	K-12	Diff.	%
1999-00	216	0	0.0%
2000-01	248	32	14.8%
2001-02	310	62	25.0%
2002-03	334	24	7.7%
2003-04	317	-17	-5.1%
2004-05	364	47	14.8%
2005-06	376	12	3.3%
2006-07	377	1	0.3%
2007-08	388	11	2.9%
2008-09	394	6	1.5%
K-12 Change		**178**	**82.4%**

S. Kingstown (Residents in Independent Schools)

School District: **S. Kingstown, RI (Residents in Independent Schools)** **12/3/2009**

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	0	1999-00	22	21	11	8	7	15	4	10	8	10	14	5	7	3	0	123	145
1995	0	2000-01	77	44	12	15	14	9	18	4	9	10	13	6	5	4	0	163	240
1996	0	2001-02	121	67	18	17	14	19	11	16	8	8	8	12	7	4	0	209	330
1997	0	2002-03	77	62	10	18	20	15	18	15	20	7	8	15	18	10	0	236	313
1998	0	2003-04	82	56	10	13	20	16	14	14	17	14	7	6	13	13	0	213	295
1999	0	2004-05	67	46	9	12	12	22	19	18	17	18	21	16	35	25	0	270	337
2000	0	2005-06	99	58	15	8	9	10	19	16	18	15	22	31	21	22	0	264	363
2001	0	2006-07	95	48	7	12	8	10	12	14	13	14	14	13	10	9	0	184	279
2002	0	2007-08	58	35	15	7	11	12	11	10	16	14	11	8	9	12	0	171	229
2003	0	2008-09	36	15	10	12	12	13	11	7	12	16	16	13	15	15	0	167	203

Source: RI Department of Education (RIDE) S-8 Statistical Table

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	62	66	76	94	14	28	18	47	29
2000-01	94	112	116	135	22	23	19	47	28
2001-02	135	146	162	178	27	32	16	47	31
2002-03	125	143	158	185	33	42	27	78	51
2003-04	115	129	143	174	28	45	31	70	39
2004-05	101	120	138	173	37	53	35	132	97
2005-06	100	119	135	168	35	49	33	129	96
2006-07	85	97	111	138	26	41	27	73	46
2007-08	80	91	101	131	21	40	30	70	40
2008-09	62	73	80	108	18	35	28	87	59

Historical Percentage Changes

Year	K-12	Diff.	%
1999-00	123	0	0.0%
2000-01	163	40	32.5%
2001-02	209	46	28.2%
2002-03	236	27	12.9%
2003-04	213	-23	-9.7%
2004-05	270	57	26.8%
2005-06	264	-6	-2.2%
2006-07	184	-80	-30.3%
2007-08	171	-13	-7.1%
2008-09	167	-4	-2.3%
K-12 Change		**44**	**35.8%**

South Kingstown Non-Public Enrollment

School District: **South Kingstown, RI (Non-Public Enrollment)** **12/3/2009**

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	0	1999-00	41	41	29	22	24	35	24	23	29	23	35	23	20	11	0	339	380
1995	0	2000-01	94	67	33	35	35	29	39	24	32	31	33	21	18	14	0	411	505
1996	0	2001-02	145	95	42	40	37	39	34	38	32	34	42	40	26	20	0	519	664
1997	0	2002-03	101	86	36	44	44	38	41	36	44	29	38	51	47	36	0	570	671
1998	0	2003-04	111	72	35	34	42	37	29	35	36	38	54	31	48	39	0	530	641
1999	0	2004-05	94	72	25	35	40	45	41	40	36	40	78	63	60	59	0	634	728
2000	0	2005-06	118	77	37	26	32	31	41	37	37	31	73	99	73	46	0	640	758
2001	0	2006-07	113	63	23	36	29	38	36	36	36	33	52	62	63	54	0	561	674
2002	0	2007-08	73	48	26	22	33	34	35	29	44	40	79	49	56	64	0	559	632
2003	0	2008-09	53	30	30	26	28	37	32	33	35	42	70	80	57	61	0	561	614

Source: Consolidated RI Department of Education (RIDE) S-7 and S-8 Statistical Tables

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	151	175	198	250	47	75	52	141	89
2000-01	199	238	262	325	63	87	63	149	86
2001-02	253	287	325	391	72	104	66	194	128
2002-03	248	289	325	398	77	109	73	245	172
2003-04	220	249	284	358	64	109	74	246	172
2004-05	217	258	298	374	81	116	76	336	260
2005-06	203	244	281	349	78	105	68	359	291
2006-07	189	225	261	330	72	105	69	300	231
2007-08	163	198	227	311	64	113	84	332	248
2008-09	151	183	216	293	65	110	77	345	268

Historical Percentage Changes

Year	K-12	Diff.	%
1999-00	339	0	0.0%
2000-01	411	72	21.2%
2001-02	519	108	26.3%
2002-03	570	51	9.8%
2003-04	530	-40	-7.0%
2004-05	634	104	19.6%
2005-06	640	6	0.9%
2006-07	561	-79	-12.3%
2007-08	559	-2	-0.4%
2008-09	561	2	0.4%
K-12 Change		**222**	**65.5%**

Non-Public Historical Enrollment

PK-12, 1999-2009