

# Unatego Reconfiguration Committee Report

Final Draft

Compiled By: Dale Losee

## Reconfiguration Committee Members

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## Summary

In November of 2009, the Unatego Central School District was exploring possible ways to achieve cost savings. As a result of this exploration process, the Unatego Reconfiguration Committee was formed to investigate different aspects of realignment. Throughout the first part of 2010, the Reconfiguration Committee worked together to develop ideas and questions related to the potential realignment of the Unatego Central School District. Contained below is a summary the Reconfiguration Committee Report. The first meeting held in February of 2010 had an attendance of approximately 80, with each meeting after having attendance ranging from 15-20 committee members.

The first alternative addressed in this report was a K-4, 5-12 configuration. The ramifications of this option consisted of two positive outcomes which were more effective programs and more efficient usage of school resources. One possible negative effect of this option would be the loss of a school building in a community.

The additional costs for transportation would be approximately \$80,000. The last item covered for this option was cost related items. The cost savings for this option equaled nearly seven hundred thousand dollars. The estimated net cost savings for alternative one equals \$586,000.

The second alternative consisted of a K-2, 3-5, 6-12 configuration. The positive ramifications for this alternative would be the potential for more effective and efficient programs and cost savings. One potential challenge could be the need to stagger the schedules of school buildings.

The additional costs equal slightly over \$61,000. While the total estimated cost savings for alternative two equals slightly over \$220,000. The estimated net cost savings would be \$159,000.

The final alternative examined in this report was a three building configuration. The two key positive ramifications for this alternative were more effective programs and potential cost savings. One potential challenge under this alternative could be logistic issues related to building usage.

Much like the previous alternatives, additional costs related to transportation appear to be the largest issue for alternative three. The additional transportation costs are nearly \$79,000. The estimated cost savings for this alternative equals approximately \$360,000. The estimated net cost savings for alternative three would be approximately \$281,000.

Overall, each alternative has the possibility for both positive and negative ramifications, and higher costs related to transportation. Finally, each alternative has the potential for cost savings.

## Alternative One: K-4, 5-12

### Part I: Ramifications

Alternative one would consist of closing one of Unatego's elementary schools. This would represent a significant change for the district, and could have both positive and negative implications, which are listed below.

- More effective programs due to students placed together sooner
- More efficient use of school resources; i.e. staff and facilities
- Loss of School in One Community

As noted above, the concept of placing students together sooner in their academic careers is considered favorable situation. This idea was mentioned several times throughout the Reconfiguration Committee meetings. Under this alternative, staff could collaborate on curriculum, due to the fact they would be in the same building. Also, students would experience socialization with their peers from the opposite community sooner.

The second positive outcome would be more efficient use of school resources. School resources can be divided into two categories: staff and facilities. After an examination of the 2011 projected enrollments for both schools, it may be possible that some of the class sections could be streamlined. It would appear that a more efficient use of school facilities could be obtained if there was enough space at either building to accommodate all elementary students.

One of the issues raised during the reconfiguration committee meetings was in regards to the capacity of each elementary school. After speaking with the Otego Elementary School (OES) administrator, it would appear that the student enrollment at OES is actually increasing (T. Ryan, personal communication, 2010). After performing a building walk through and speaking with the building administrator, it would appear that all classroom space is being utilized. Please see the appendix section for a five year student enrollment projection for both Otego and Unadilla Elementary Schools.

The same approach was taken when exploring capacity and student enrollment at Unadilla Elementary School (UES). After speaking with the Unadilla Elementary School administrator, several findings were made. First, UES is larger than OES, and has the potential to accommodate more students (G. Guidici, personal communication, 2010). It should be noted that some rearrangements would need to be made to provide additional classrooms.

Perhaps the single largest negative outcome for alternative one would be the loss of a school building in one of Unatego's communities. The idea of a school being part of a community's identity was mentioned many times during the Reconfiguration Committee meetings. Options exist for alternative one in regards to the fate of the closed building. First, Unatego could sell the property, which would allow the district to have less financial burden. Second, the district could lease the property, which allow for some revenue, and flexibility for future enrollment changes. It should be noted that neither selling nor renting the closed building are guaranteed to occur.

## Part II: Transportation

When considering the challenge of merging two elementary schools into one location, there are several issues which need to be addressed. The issues raised at the Reconfiguration Committee meeting were: length of bus ride for students, mileage, and cost. These issues are addressed below.

Currently, most students who ride the bus to school spend nearly forty five minutes on the bus. By closing a school, some students could be expected to ride the bus for an additional fifteen minutes, which would make the maximum trip time at approximately one hour. Currently, Unatego's large buses accumulate just over one hundred thousand miles. By closing a school building, an estimated additional twenty eight thousand miles would be required to transport students to their respective building.

The extra twenty eight thousand miles equates to an additional cost of seventy three thousand dollars. This cost includes salaries, benefits, and fleet operations costs. It should be noted that this figure is an estimate, and is not an exact figure. Based on the idea that one of the elementary buildings would be closed, K-4 students would remain on their buses until they arrived at the JR/SR High School. Once they arrived at the High School building, they would consolidate onto three transfer buses, which would then take them to the assigned building. Three other transfer buses would transport in-town students to their school buildings.

### Alternative One Mileage and Costs

Description	Trip Mileage	Daily Mileage	Yearly Mileage	Total Cost Per Year
Transfer Bus One	13	26	4706	\$13,271
Transfer Bus Two	13	26	4706	\$13,271
Transfer Bus Three	13	26	4706	\$13,271
Transfer Bus Four	19	38	6878	\$19,396
HS Transfer Bus	7	14	2534	\$7,146
HS Transfer Bus	7	14	2534	\$7,146
<b>Total</b>	<b>72</b>	<b>144</b>	<b>26064</b>	<b>\$73,501</b>

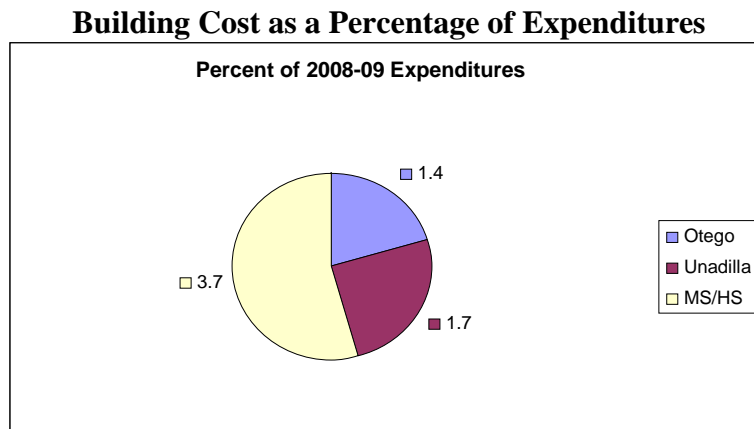
Other considerations for the transportation component of alternative one would be personnel and the number of buses needed. Currently, there are ten large bus routes between Otego and Unadilla. In addition to these bus routes, there are a variety of special needs routes. Many of the personnel from the large bus routes also staff the special needs routes. Should this alternative be selected, additional staff would be needed for the special needs routes.

Although no extra buses would be needed for this alternative, more frequent replacement of the bus fleet may need to be considered. This due to the extra miles

placed on the existing fleet of vehicles. Extra miles usually equates to more wear and tear, which leads to the need to replace buses sooner.

### Part III: Cost Related Information

Perhaps the most notable feature of this option is the potential cost savings for the district. Otego Elementary school costs \$ 254,354 for Operations & Maintenance (O&M) on a yearly basis. Unadilla Elementary School costs the district \$310,388 for O&M<sup>1</sup> for the 2009-2010 budget year. By closing one of the elementary buildings, Unatego could decrease expenditures by nearly two percent. To illustrate how each of Unatego's school buildings impact expenditures, please see the chart below.



The next component for cost related information is cost savings of salaries. Alternative one represents the potential for maximum cost savings for Unatego. Although no one would want to see staff positions eliminated, cost savings would be conceivable by merging elementary schools into one building. Illustrated below are the potential cost savings of decreasing staff.

#### Potential Cost Savings: Staff Positions

Description	Cost
One Building Principal	\$107,000
Two Teaching Positions	\$120,000
Two Aide Positions	\$64,000
One LTA Position	\$37,000
One Nurse	\$46,000
One Secretary	\$32,000
<b>Total</b>	<b>\$406,000</b>

\* Figures based on average salary, health benefits, and retirement.

The net cost savings of alternative one after subtracting transportation costs from cost savings obtained from closing a school building and eliminating staff would be five hundred and eighty six thousand dollars.

<sup>1</sup> O&M costs based on the FY 2008-2009.

As indicated previously, the positions identified are duplicated in each school. It would seem reasonable to have a single principal, nurse, and secretary. There is evidence that one nurse could manage four hundred students; the recommended nurse to student ratio according to the National Association of School Nurses (NASN) is 1:750 (NASN, 2010). The instructional positions are based on the potential number of sections at a merged elementary. Two grade levels, Kindergarten and fifth grade have five class sections. If the elementary schools were merged, it could be possible to reduce the number of sections to four for all grade levels. Also, the Aide and LTA positions could be reduced due to class section reduction. It should be noted that under the proposed reductions, none of the class sections would be over the current Board of Education policy. The current Board of Education policy for Kindergarten through third grade is a maximum of twenty four students, and twenty five students for grades fourth through fifth (Unatego, 2000). Please see the appendix section for the number of current and possible class enrollments and number of sections.

## **Alternative Two: K-2(Otego), 3-5(Unadilla), 6-12**

### **Part I: Ramifications**

Alternative two would consist of placing students in grade levels Kindergarten through second in one building, and placing students in grade levels third through fifth in one building. This option also would represent a change in operations for Unatego as an organization, and could have both positive and negative outcomes, which can be seen below.

- More effective programs due to focused grade level buildings
- Cost savings from reduction in staff
- Schedule Changes
- Community Impact

Much like alternative one, this alternative has potential benefits from placing students together sooner at specific grade levels. The difference between the two alternatives is that certain grade levels are placed together, rather than simply merging the two elementary schools. Latent benefits from this option would be earlier socialization of students, consolidated curriculum, and streamlining of staff training. Other school districts, such as Oswego have reconfigured their elementary schools for cost savings and increased efficiency reasons (Groom, 2010).

There is also the benefit of cost savings. Although it would not be as significant as closing a building, there would be cost savings from eliminating staff positions. An example of potential savings from eliminating staff would be reducing Kindergarten and fifth grade to four sections each. It is possible that sections of classes could be merged for a more efficient and effective education program. This of course depends on the approach which is taken in eliminating positions; the more conservative the approach, the less cost savings can occur.

The single largest impact for Unatego as an organization would be the need to adjust the current schedule. Due to transportation timing and staffing needs, it would appear that it would be necessary to stagger the school schedule for the three school buildings. It is estimated that the Middle and High School would start at its current

schedule. The changes would most likely occur at the elementary schools, which would start school at 8:15AM, approximately fifteen minutes later than the current start time.

Another possible concern for alternative two would be logistical issues for community members who have children in elementary school. Unique situations may occur for parents, such as scheduling conferences.

One final consideration for alternative two should be considered. Both OES and UES have after school programs. However, there is one difference between the two programs: the after school program at OES is operated by the school district, whereas the program at UES is operated by Latchkey, a nonprofit organization (D. Whitbeck, personal communication, July 27, 2010). Further study is needed to determine the specifics regarding the implementation of the after school program for each alternative.

## Part II: Transportation

The most efficient and effective way to transport students for this option would be to maintain the current bus route structure and add the appropriate number of transfer buses at each end of the district. Based on the projected enrollment numbers, it can be determined that two transfer buses would be needed from the Otego end of the district. It can also be determined that there would need to be two buses on the Unadilla end of the district. It should be noted that the Unadilla buses would not represent an additional cost based on the idea that the buses would need to return to the bus garage, which is in Otego.

The second point of interest for this option is the extra miles placed on the buses. Although it is less of a mileage increase than the K-4, 5-12 option, there is still an increase which should be noted. The additional mileage and costs of alternative two are outlined in the table below.

**Alternative Two: Additional Mileage and Cost**

Description	Trip Mileage	Yearly Mileage	Total Cost Per Year
AM	51	9231	\$26,031
PM	70	12670	\$35,729
Total	121	21901	\$61,760

Much like alternative one, there would also be issues centered on driver availability; many of the bus drivers already have extra bus routes which they do after their AM bus route. Attention to this detail would be important based on the idea of efficiency; it would actually cost the school district more money to hire new drivers to fill the routes the current bus drivers carry out.

It should also be noted that it would be necessary to stagger school building start times. After examining the possible transportation possibilities, it became apparent that the most cost effective way to transport students under this alternative would be to maintain the current number of buses and drivers. Students would be dropped off at their home elementary school, and would be provided breakfast. While that occurred, the buses would continue to the JR/SR High School to drop off the older students. After the older students were dropped off, they would return to the elementary schools and pick up elementary students and transport them to their assigned school building. Clearly, it would not be possible to accomplish this under the current time limits. Please see the appendix section of this report for an example of a detailed bus route.

### **Part III: Cost Related Information**

Unlike alternative one, there would be no cost savings related to building operations. However, there could be cost savings in regards to staff related expenses, such as salary and benefits. Another difference between alternative one and two regarding staff related expenses is that the scope of the savings is more limited for alternative two. Due to the fact that both buildings would remain open, the following positions could not be eliminated: Building Principal, Building Nurse, and the Building Secretary. The positions which could be eliminated for cost savings purposes would be two Teachers, two Aide positions, and one LTA position.

Using the same employee costs from alternative one, it is estimated that Unatego could save \$221,000 through elimination of positions. The net savings after subtracting the transportation costs would be \$159,000.

Much like alternative one, staff level decisions are entirely the school district's decision. The figures indicated above are only intended to provide an example of potential cost savings. It should also be noted that there could be other ways to establish transportation scenarios, which could be more or less costly for the school district. The costs portrayed in the transportation component of this report are based on that particular set of circumstances.

## **Alternative Three: K-4, 5-8, 9-12**

### **Part I: Ramifications**

Alternative three would consist of having three separate buildings for housing the elementary students, middle school students, and the high school students. Much like alternatives one and two, there are likely outcomes which are listed below.

- More effective programmatic structure for students
- Possible cost savings
- Community Impact

The concept of placing students in the same grade levels together would be similar to the previous alternatives. One outcome would be a greater emphasis on specific grade levels based on the idea that each level of students would have their own designated building. There is also some evidence to support the idea of having separate buildings for certain grade levels (Reeves, 2005).

Alternative three could also save the district money from staff elimination, which would be very similar to the staff cost savings for alternative one. The main difference would be that there would be no cost savings from closing a building. The positive results of alternative three would be potentially better programmatic structure as well as some cost savings.

Although neither community would lose their school building, some community members may be dissatisfied that their younger children need to travel to another community to attend school. Much like the other two alternatives, issues regarding after school programs would need to be addressed.

The long term outcome of selecting this alternative would have comparable benefits and risks as the first two alternatives. It would share some of the cost savings of

the first alternative in staff elimination. Likewise, it would be share the same flexibility mention for the second alternative. It would beneficial to the school district to further explore the risks identified for alternative three to obtain a clear and more precise understanding of the potential effects to the district.

## Part II: Transportation

The transportation component for alternative three would combine elements or alternatives one and two. Elementary students would need to be bused to one building instead of two. Middle and high school students would also have separate buildings. Transfer buses would be needed to transport students of all age levels to their correct buildings. The transfer buses would accumulate an additional twenty seven thousand miles per year. The costs would be approximately seventy eight thousand dollars. A more detailed view of transportation information can be seen in the table below.

**Alternative Three: Additional Mileage and Cost**

Description	Trip Mileage	Yearly Mileage	Total Cost Per Year
AM	77	13937	\$39,302
PM	76	13756	\$38,792
Total	153	27693	\$78,094

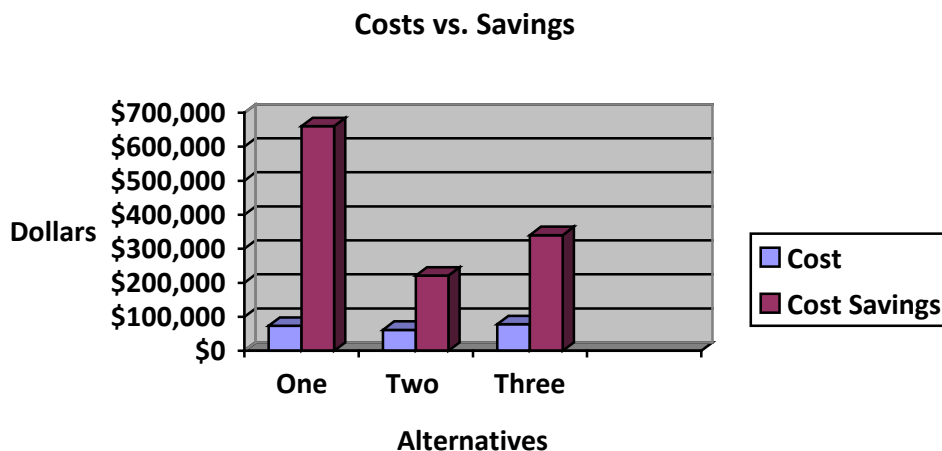
Finally, considerations in staff availability need to be considered for alternative three. Much like alternatives one and two, additional personnel may be needed to staff the required bus routes in both the morning and the afternoon. It should also be noted that any additional staff would represent an increase in costs for the school district.

## Part III: Cost Related Information

Cost related information for alternative three would be very similar to alternative two. All three of the school buildings would remain open, so there would be no cost savings from closing a building. However, there could be some cost savings from eliminating staff positions. Based on the idea that the elementary schools would be merged, the following cost savings could be realized due to staff reductions: one building principal, two teaching positions, two aid positions, one LTA position, and one secretary position. The building principal position could be eliminated based on the idea that all elementary school students would be in the same building. The teacher, aid, and LTA positions could be eliminated by reducing Kindergarten and fifth grade class sections from five to four sections. The net cost savings after subtracting the transportation costs from the cost savings obtained from decreasing staff positions would be approximately \$281,000.

## Conclusion

Clearly, each alternative represents both challenge and opportunity for Unatego as an organization. Many of those in attendance at the Reconfiguration Committee meetings expressed concern over issues such as community identity, staffing, and transportation. The cost savings identified in this report are illustrative only; none of them need to be implemented precisely the way this report describes them. Layoffs could be avoided by using attrition methods. It is conceivable that enough staff members would retire. Costs and potential savings of each alternative are illustrated in the chart below.



All three alternatives represent potential opportunities and challenges for the Unatego Central School District. Modifications of each alternative could be made to match the preferences of the Unatego community. Cost savings for items such as staff positions are illustrative only. However, it should be noted that most of the potential cost savings would be realized by eliminating staff positions. Unfortunately, the harsh economic climate has forced many organizations to consider all possibilities, no matter how unpleasant they may be. It is also the intent of this report to show other positive outcomes which are not financial in nature. None of these alternatives should be selected if there is negative programmatic impact.

## Reconfiguration Committee Comments

To: The Board of Education

Angela Flavell  
779 Taylor Rd  
Otego, Ny 13825

My name is Angela Flavell. I have the pleasure of working as an aide at Otego Elementary School. I am also an Otego Resident and am proud to say I have two children in your school district. This is why I decided to be part of the Configuration Committee.

I attended the first public meeting in the auditorium last year. I was there observing and listening to the community as they groaned, shouted and complained. Those same people have not been to a single meeting since. I personally said nothing as I like to view from many different perspectives.

This is my suggestion after a year of working on the team. The BOE should present the three different reconfigurations that the Committee designed to the communities again and have another public meeting. We as a Committee have looked at many different ways to help with our academics and financial situation. My personal opinion we should not be closing any schools right away. First we must see how reconfiguring will improve our academic numbers and improve our graduation numbers. I would like to see an over 80% goal for graduation and plan on higher education goals for these children. If we have 26 children to a class we have to make sure no child "falls between the cracks." We must make sure that the children have a safe and loving environment like the one we have now. I know your decision is not an easy one. New York State has a lot of financial burdens. I hope these burdens do not impact our classrooms in a negative way. I do know Unatego Central School can find a positive solution to a growing problem. Thank you for your time.

Angela Flavell

I urge School Board members to consider the reconfiguration described as Alternative Two in this report. My opinion is based on discussions I have heard during many Reconfiguration Committee meetings, as well as my family's own situation as members of the Otego Community, with one kindergartner and one third grader currently attending Otego Elementary. My family and I moved here in 2008 because of

my job at SUNY Oneonta, and we chose to settle in Otego mainly because the school has a good reputation. We do not regret our move, and have been very happy with the quality of education our children are experiencing here.

Alternative Two would require 3rd through 5th graders to attend school in Unadilla. A major disadvantage would be transport to that school. I, however, feel that this disadvantage is by far less of a pain than the disadvantage of Alternative One (see below). Alternative Two would allow some financial savings because the merging of grade levels between the two elementary schools would make possible staff cuts (some teachers and aides). This is a very unfortunate situation, but it seems that the District must do something to enable cost savings.

Based on cost savings, many people will argue for Alternative One, the closing of an elementary school. If this alternative is chosen, the school that would be closed would be Otego Elementary, because it is a smaller facility than the elementary school in Unadilla. While that alternative may be financially attractive, I urge Board members to consider other factors. Namely, closing Otego Elementary would be a severe punch in the stomach to this community and its economy. The elementary school here IS the community; it is its key asset, and it brings people together. (As proof of this, I encourage you to attend Halloween night, school assemblies, or other such gatherings in which the community is always in STRONG attendance). Essentially, the closing of Otego Elementary would affect quality of life here in this community in a very negative way. It would hurt local property value and it would hurt local businesses. My wife Laura is planning on setting up her practice on Main Street in Otego next year once she gets her license, but if the school closes, that may not be an option.

I realize that Unatego, like many other districts in the state, is in hard financial times.

Our taxes are already high, but I would like to emphasize given the choice between losing our school, or continuing to pay high taxes, I would choose the latter, while recognizing that I have 2 children in the school system. I therefore urge Board members to consider these many factors that will affect the community here before making what is potentially a life-changing decision for us.

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Florian B. Reyda, Ph.D.

Assistant Professor of Invertebrate Zoology & Biological Field Station Researcher

## Reference List

- NASN (2010). *Position statement: caseload assignments*. Retrieved from <http://www.nasn.org/Default.aspx?tabid=209>
- Groom, D (2010, June 4). Oswego students on the move this fall. *Post Standard*.
- Reeves, K. (2005). *Figuring and reconfiguring grade spans*. The School Administrator.
- Unatego (2000). *Board of Education maximum class size: K-6*. Retrieved from [http://www.unatego.org/Admin/Secure\\_Do/Uploaded/policy\\_book.pdf](http://www.unatego.org/Admin/Secure_Do/Uploaded/policy_book.pdf)

## Appendix A: Bus Route Examples

### Alternative One: K-4, 5-12

Provided below is an example of what a bus route would look like for alternative one. Although some bus routes may be slightly different, the times and destinations will all be similar. The total number of transfer buses which would be needed for alternative is estimated at three sixty five passenger buses to transport elementary students. For mileage and cost information please see the transportation and cost sections of this report.

#### **Example Bus Route-Alternative One**

6:45AM- Departure from bus garage.

7:00AM- First student boards bus.

7:35AM- Last student on designated route boards bus.

7:45AM- Students arrive at JR/SR High School building.

7:45AM- Elementary students remain on the bus, elementary students from other buses are consolidated onto one of three transfer buses.

7:50AM- Transfer buses depart from JR/SR High School building, continue to Unadilla Elementary.

8:00AM- Transfer bus arrives at Unadilla Elementary.

8:15AM- Bus arrives at bus garage.

Notes: Total driving time would be one and a half hours. Total time on the bus for students would be one hour.

## Appendix A: Bus Route Examples

Provided below is an example of what a bus route would look like for alternative two. Although some bus routes may be slightly different in mileage, the time and destinations will be similar. Alternative two would require a total of four transfer buses (two for Otego and Two for Unadilla) to transport students. Also, alternative two would require some modification of the current schedule, due to driving time.

### Example Bus Route-Alternative Two

6:45AM- Departure from bus garage.  
7:00AM- First student boards bus.  
7:35AM- Last student on designated route boards bus.  
7:40AM- Bus arrives at elementary school. (All elementary students exit the bus)  
7:45AM- JR/SR commuter students board the bus.  
7:50AM- JR/SR commuter students exit the bus.  
7:55AM- Bus arrives at elementary school. Third through fifth grade students board bus. (Kindergarten through second grade students would remain in Otego for this option)  
8:00AM- Bus departs Otego Elementary for Unadilla Elementary.  
8:15AM- Bus arrives at Unadilla Elementary.  
8:30AM- Bus arrives at bus garage.

Notes: Total driving time would be one hour and forty five minutes. Total time on the bus for students would be one hour. After students exit the bus at the elementary school, they would be provided breakfast while they waited for their transfer bus to arrive.

## Appendix A: Bus Route Examples

Provided below is an example of what a bus route would look like for alternative three. Although some bus routes may be slightly different in mileage, the time and destinations will be similar.

### **Example Bus Route- Alternative Three**

6:45AM- Departure from bus garage.  
7:00AM- First student boards bus.  
7:35AM- Last student on designated route boards bus.  
7:40AM- Bus arrives at Otego. (middle school students exit the bus)  
7:45AM- Bus arrives at JR/SR High School. (high school students exit the bus)  
7:45AM- Elementary students remain on the bus, elementary students from other buses are consolidated onto one of three transfer buses.  
7:50AM- Transfer buses depart from JR/SR High School building, continue to Unadilla Elementary.  
8:00AM- Transfer bus arrives at Unadilla Elementary.  
8:15AM- Bus arrives at bus garage.

Notes: Total driving time would be one and a half hours. Total time on the bus for students would be one hour.

## Appendix B: Enrollment Projections

**Five Year Enrollment Projections: Otego Elementary School**

Otego	K	1	2	3	4	5	Total
2006	41	43	40	38	28	30	220
2007	38	40	40	41	41	27	227
2008	37	32	43	46	40	41	239
2009	36	34	35	44	43	39	231
2010	41	33	36	31	46	44	231
2011	41	37	34	37	31	46	226
2012	41	38	39	35	37	31	220
2013	41	38	39	40	35	37	229
2014	41	38	39	40	40	35	233
2015	41	38	39	40	40	40	238

**Five Year Enrollment Projections: Unadilla Elementary School**

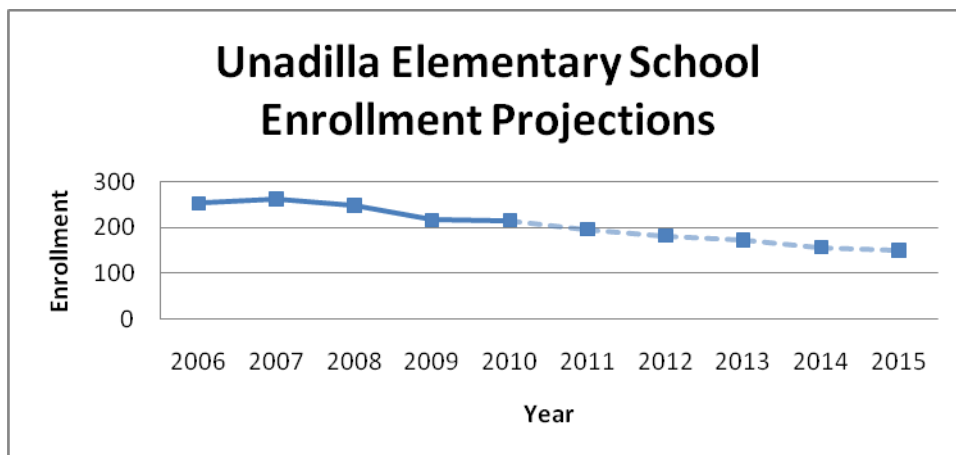
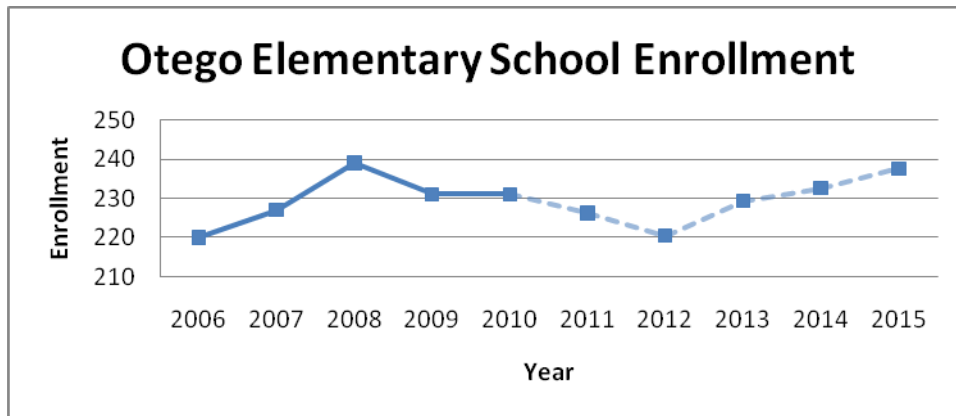
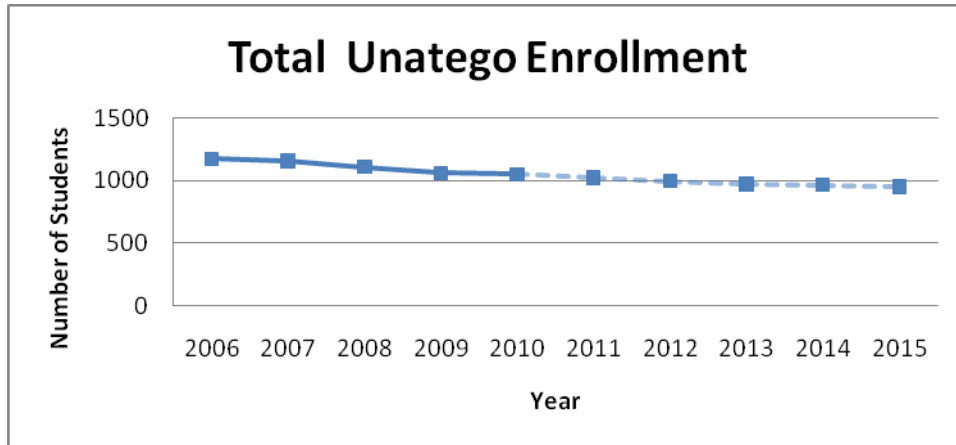
Unadilla	K	1	2	3	4	5	Total
2006	41	43	39	44	47	39	253
2007	42	43	48	38	44	47	262
2008	43	37	42	45	35	46	248
2009	30	41	35	36	41	33	216
2010	31	28	42	33	37	44	215
2011	29	30	28	39	32	38	196
2012	28	28	30	26	38	32	182
2013	26	26	28	28	25	38	172
2014	25	25	28	26	27	27	157
2015	23	23	25	26	25	27	150

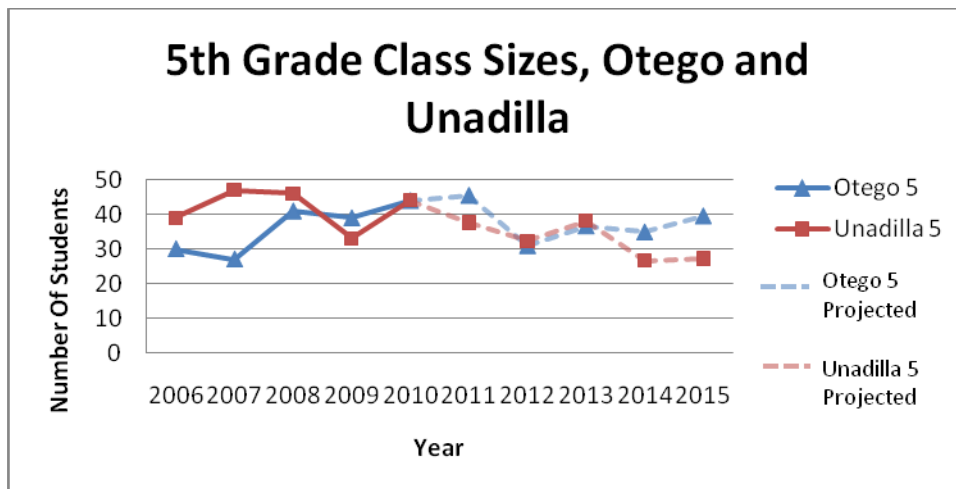
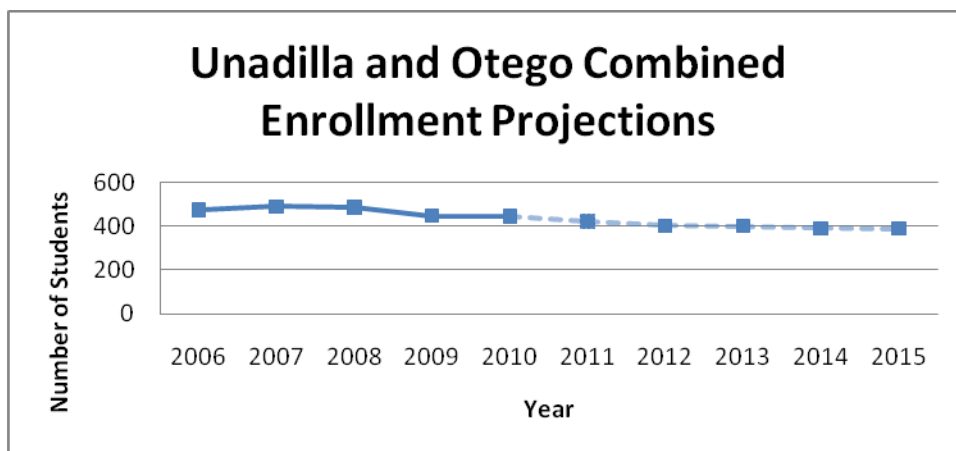
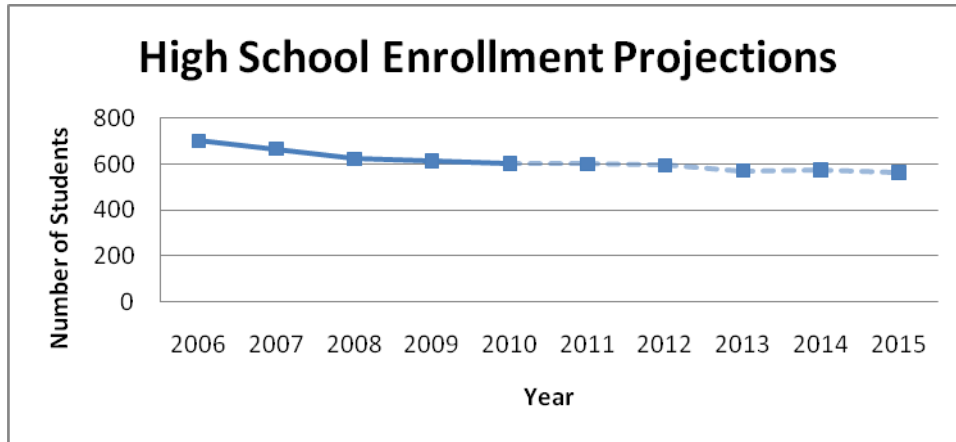
### Five Year Enrollment Projections: JR/SR High School

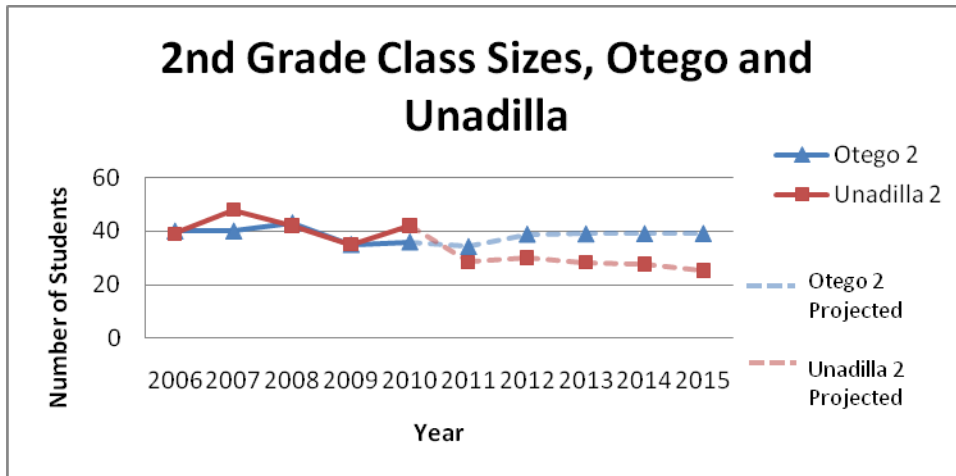
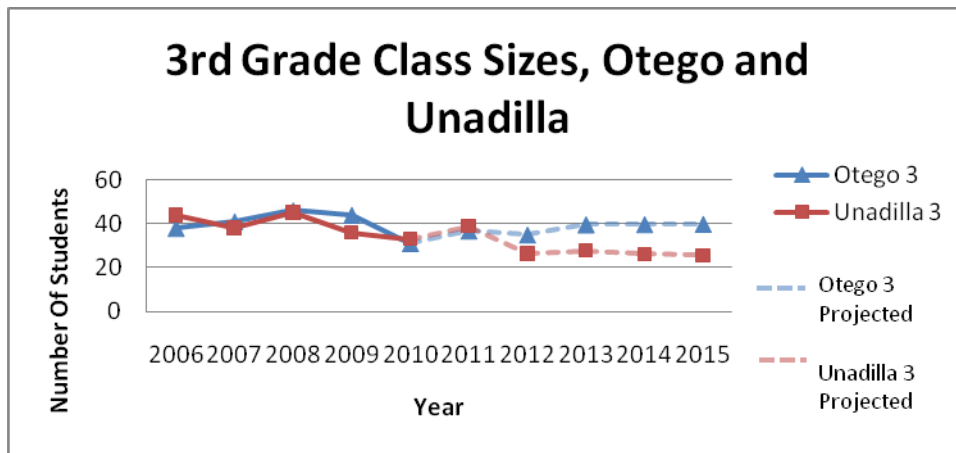
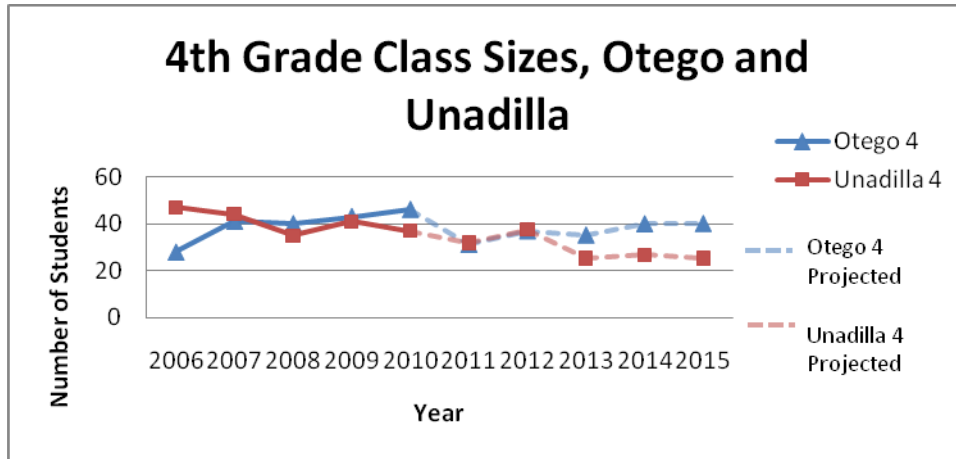
JR/SR High School	6	7	8	9	10	11	12	Total
2006	89	88	110	105	112	113	84	701
2007	78	86	85	121	96	94	106	666
2008	77	75	90	119	95	79	88	623
2009	87	80	76	112	102	74	82	613
2010	73	93	77	97	93	87	83	603
2011	92	74	93	97	81	77	88	600
2012	87	93	73	116	82	67	77	595
2013	66	88	92	92	98	67	67	571
2014	78	66	87	116	78	81	68	575
2015	65	79	66	109	98	64	81	563

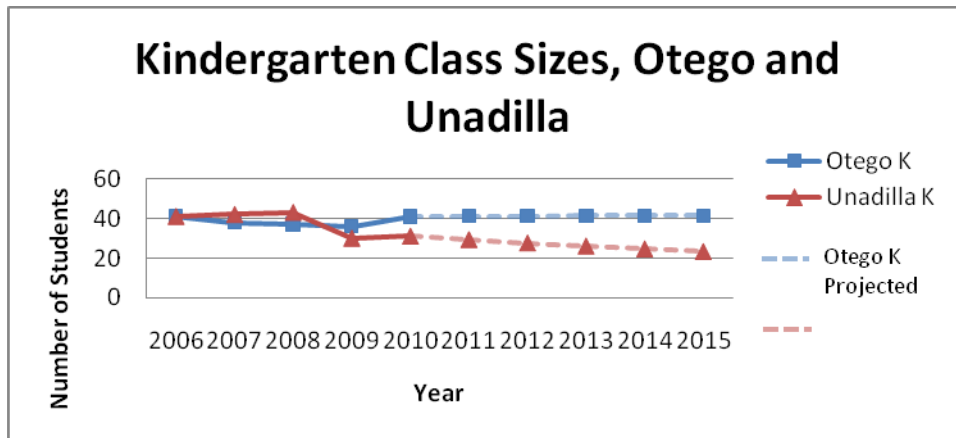
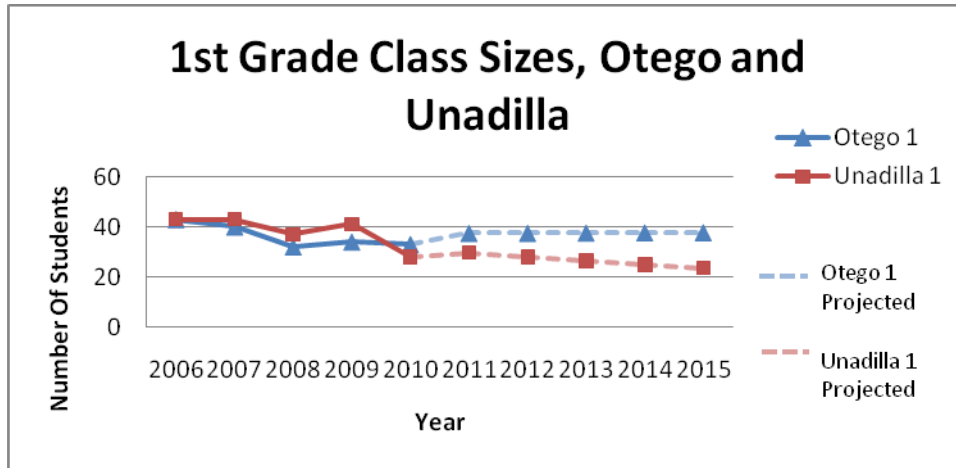
Projections calculated by using the Cohort Survival Ratio method.

**Appendix C: Enrollment Graphs**









**Appendix D: Classroom Inventory**

## Alternative One: K-4, 5-12

Grade	Available	Needed	Difference
K-4 (Unadilla)	20 Full Size Classrooms Other Possible Classroom Space: - 1 Head Start Room - 1 Work Room - 1 Staff Room - Extra Space in Library	20	0
Small Classrooms	7		
Art & Music	2	2	0

## Alternative Two: K-2, 3-5, 6-12

Grade	Available	Needed	Difference
K-2 (Otego)	13 (not including Special Education)	12	1

Grade	Available	Needed	Difference
3-5 (Unadilla)	20	12	8

## Alternative Three: K-4, 5-8, 9-12

Grade	Available	Needed	Difference
5-8 (Otego)	17	16	1
Music & Art	2	2	0
Science Labs	0	2	-2
Small Classrooms	3		

\*(Classroom inventories compiled by utilizing Reconfiguration Committee member input on availability of classroom space at each elementary school building)