
West Genesee Central School District

**Final Report: A Study of
Elementary and Middle School
Attendance Areas**



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June 2012





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Acknowledgements

A study of this magnitude could not be completed without the contribution of many, many people. We want to acknowledge the efforts of everyone involved and, if we have inadvertently omitted anyone, we ask your forgiveness. Nevertheless, we are grateful for your contribution.

First and foremost we must recognize the West Genesee Central School District Board of Education. The Board demonstrated the courage to undertake the difficult task of possibly modifying current attendance zones so that all students in the district have equal access to a high quality education—one that will prepare them for college and

Mission Statement:
The mission of the West Genesee Central School District, in partnership with the community, is to ensure that each student attains the knowledge, skills and attitudes necessary, not only for lifelong learning, but also for becoming a cooperative, self-directed, productive, caring citizen

career—regardless of the elementary school they attend. Although difficult, the Board felt this was necessary at this point in time. We also want to offer our gratitude to Dr. Christopher Brown, Superintendent of Schools, and his able staff. These dedicated administrators

offered us their time, knowledge, and experience as we continually asked them for information that would aid the study. It is very clear to us that these school leaders care greatly about the district, its staff, students and families through their caring efforts to ensure our work was done accurately and efficiently.

Finally, we offer our thanks to the members of the Redistricting Advisory Committee listed below:

- | | | |
|-------------------|------------------|---------------|
| Leticia Andolino | Kimberly Gdula | Deb Simon |
| Susie Behlen | Diana Luscombe | Barbara Soper |
| Kim Coyne | Kathy Maffei | Ray Togias |
| Michelle Cuttler | Mary Philipponne | Cheryl Vetter |
| Karen Fruscello | Rob Pienkowski | Neil Widrick |
| Nori Gartner-Baca | Bonnie Pirro | Tonya Wilson |



These committee members dedicated an enormous amount of time to share their perspectives on our work and to inform our work so that we had a true indicator of the thinking of their respective areas of the West Genesee community. This contribution ensured that this study was grounded in a solid knowledge of the district and the thinking of its key constituents. West Genesee is very fortunate to have such dedicated and involved parents and community members.



Principles and Purpose of the Study

Dr. Christopher Brown articulated the purpose of this study at the initial meeting of the Redistricting Advisory Committee on January 5, 2012 as follows:

“The purpose of the study is to accomplish three tasks: (1) to balance the enrollments of the elementary and middle schools to better align with the student capacities of those buildings, (2) to provide a balance of socio-economic factors with students across the buildings in order to equalize opportunities for students, and (3) to determine if realigning attendance zones would provide sufficient space for a full day kindergarten program in the district.”

The consultants held five meetings with the advisory committee in order to develop the report for this study. Meetings were held on January 5, 2012, February 2, 2012, February 9, 2012, March 8, 2012, and April 26, 2012. A final meeting was held with the advisory committee on May 10 in order to review the draft report.

All of the advisory committee meetings were very well attended by the members of the advisory committee. In addition, there were approximately sixty to seventy members of the community who attended each of the sessions. At each meeting, the community observers were given the opportunity to ask questions or make comments after the committee had completed its work.

As the consultants worked with the advisory committee a number of principles emerged that guided the development of the recommendations. Some of these principles follow:

1. Move as few students as possible from one school to another
2. Try not to disrupt existing neighborhoods
3. In residential neighborhoods, have school boundaries include both sides of streets

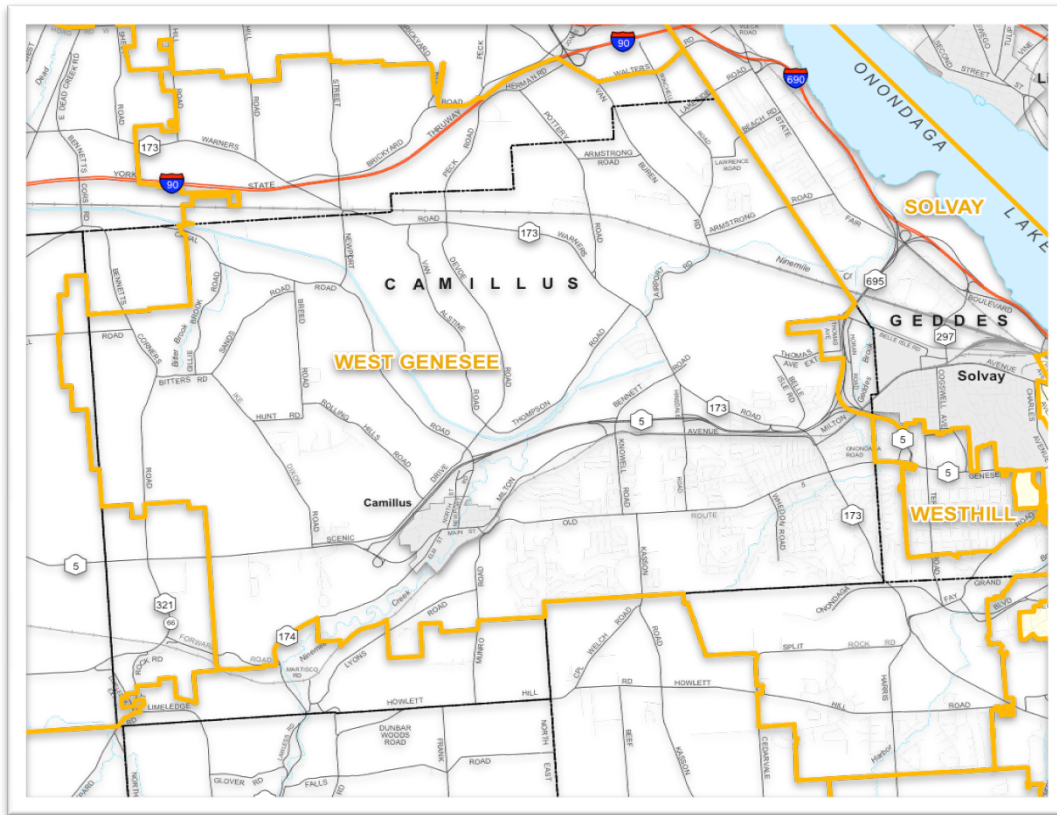


4. On busy, commercial streets such as West Genesee Street, Milton Avenue, and Onondaga Road, have boundaries go down the middle of those streets


As consultants, we were charged to make recommendations that would address each of the purposes. We worked diligently to gather the facts related to these specific purposes so that our recommendations are well grounded in empirical data. It should be noted that, although we worked closely with the district Redistricting Advisory Committee and district administration on this study, the resultant recommendations are those of the consultants alone.

Background

West Genesee Central School District is a fairly large, suburban school system just west of the City of Syracuse. It is bordered by several other school districts—Jordan-Elbridge to the west, Baldwinsville to the north, Solvay and Westhill to the east, Onondaga and Marcellus to the south. In the current school year (2011-12) the district enrolls 4,876 students in grades K-12.



The current grade configuration in the district is as follows: Four elementary schools housing grades K-5 (Split Rock Elementary, East Hill Elementary, Onondaga Road Elementary, and Stonehedge Elementary—the latter being a double size school), two middle schools (West Genesee Middle School and Camillus Middle School) contain grades 6-8, and the West Genesee High School educates students in grades 9-12. The feeder pattern of students leaving elementary school and advancing to middle school is as follows: Elementary students from Split Rock and East Hill elementary schools feed into



Camillus Middle School while the elementary students from Onondaga Road and Stonehedge attend West Genesee Middle School.

The school district, like most upstate New York school districts, has been declining in enrollment (as the next section will illustrate) and has seen some recent shifts in student population centers. Consequently, the distribution of students among the various elementary and middle schools has become disproportional. In addition, as will be discussed later, an imbalance in the socio-economic status of families with children attending these schools has also occurred. Unless these patterns change, these demographic shifts will eventually result in schools that will likely look very different with respect to the students being served and the programs that are offered.

As a result, the Board of Education is carrying out its charge to ensure that all children in the district have an equal opportunity to learn by commissioning this study.



Student Enrollment History and Projections

Accurate enrollment projections are essential data for school district long range planning. Virtually all aspects of district operation including program, staffing, facilities, and finances are related to the number of students enrolled. For this reason, updated enrollment projections are crucial and serve as the first aspect of analysis for this study.


The procedure for projecting student enrollments is referred to as the Cohort Survival Methodology. This methodology is highly reliable and is the most frequently used projective technique for making short-term school district enrollment projections. To calculate enrollment projections, the following data and procedures are used:

- Six year history of district enrollment by grade level
- Calculation of survival ratios by grade level
- Kindergarten enrollment projections based on resident live births

A survival ratio is obtained by dividing a given grade's enrollment into the enrollment of the following grade a year later. For example, the number of students in grade 3 in any year is divided by the number of students in grade 2 of the previous year. The ratios indicate the proportion of the cohort "surviving" to the following year. Cohort refers to the enrollment in a grade for a given year.

Using grade-to-grade survival ratios, an average of these ratios for each cohort progression is obtained. This average is referred to as an average projection survival ratio. This ratio is then multiplied by each current grade enrollment to obtain the projected enrollment for the next successive year. The multiplicative process is continued for each year thereafter.

Survival ratios usually have values close to one, but may be less than or greater than one. Where the survival ratio is less than one, fewer students "survived" to the next grade. Where the survival ratio is greater than one, more students "survived" to the next grade. Grade-to-grade survival ratios reflect the net effects of deaths, dropouts, the



number of students who are home schooled, promotion policies, transfers to and from nonpublic schools, and migration patterns in and out of the school district.

Since estimating births introduces a possible source of error into the model, it is advisable to limit enrollment projections to a period for which existing data on live residential births can be used. This means that enrollment projections are possible for five years into the future for the elementary grades, which is usually sufficient for most planning purposes. Beyond that point, the number of births must be estimated and the projective reliability is greatly reduced. Enrollment projections for grades 7 and 8 and for grades 9-12 can be projected for ten years into the future.

The methodology considered for this study was to extrapolate to kindergarten enrollment cohorts from live birth data for the school district: 298 children born in 2002 entered kindergarten in the fall of 2007; 300 children born in 2003 entered in 2008; those 266 children born in 2004 entered school in 2009; in 2005, 263 children born entered in 2010; and finally, the 267 births in 2006 entered kindergarten this current year. Live births allow us to project kindergarten enrollments into the 2015-16 school year, but beginning in academic year 2016-17 an estimate of live births (for these children are not yet born) was estimated by taking an average of the previous five years of live births.

Table I-1 illustrates the enrollment history of the district from 2006-07 to the current year. In addition, the table also provides district enrollment projections to 2018-19.

| Grade | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Birth Data | | 298 | 300 | 266 | 263 | 267 | 294 | 275 | 303 | 269 | 282 | 282 | 282 |
| PreK | 0 | 0 | 25 | 27 | 14 | 0 | | | | | | | |
| K | 325 | 326 | 309 | 282 | 258 | 256 | 262 | 288 | 270 | 297 | 264 | 276 | 276 |
| 1 | 367 | 368 | 378 | 346 | 330 | 294 | 293 | 299 | 330 | 308 | 340 | 302 | 316 |
| 2 | 359 | 373 | 363 | 398 | 345 | 328 | 297 | 296 | 302 | 333 | 311 | 343 | 304 |
| 3 | 368 | 363 | 373 | 353 | 392 | 361 | 329 | 298 | 297 | 303 | 334 | 312 | 344 |
| 4 | 369 | 377 | 370 | 377 | 363 | 392 | 367 | 334 | 303 | 301 | 308 | 339 | 317 |
| 5 | 388 | 385 | 375 | 380 | 380 | 372 | 400 | 374 | 341 | 308 | 307 | 314 | 346 |
| 6 | 416 | 416 | 398 | 378 | 391 | 390 | 385 | 413 | 387 | 353 | 319 | 318 | 325 |
| 7 | 404 | 418 | 437 | 422 | 391 | 403 | 404 | 398 | 428 | 401 | 365 | 330 | 329 |
| 8 | 439 | 400 | 410 | 427 | 421 | 393 | 399 | 400 | 395 | 424 | 397 | 362 | 327 |
| 9 | 389 | 431 | 406 | 405 | 442 | 426 | 395 | 402 | 403 | 397 | 427 | 399 | 364 |
| 10 | 487 | 397 | 440 | 409 | 403 | 439 | 429 | 398 | 405 | 406 | 400 | 430 | 402 |
| 11 | 406 | 486 | 408 | 437 | 417 | 404 | 443 | 433 | 402 | 408 | 409 | 403 | 433 |
| 12 | 429 | 387 | 470 | 398 | 424 | 418 | 393 | 431 | 421 | 391 | 397 | 398 | 393 |
| Total K-12 | 5146 | 5127 | 5137 | 5012 | 4957 | 4876 | 4795 | 4765 | 4681 | 4630 | 4578 | 4527 | 4478 |
| K-5 Total | 2176 | 2192 | 2168 | 2136 | 2068 | 2003 | 1947 | 1889 | 1842 | 1851 | 1864 | 1887 | 1904 |
| 6-8 Total | 1259 | 1234 | 1245 | 1227 | 1203 | 1186 | 1188 | 1212 | 1210 | 1177 | 1081 | 1010 | 981 |
| 9-12 Total | 1711 | 1701 | 1724 | 1649 | 1686 | 1687 | 1661 | 1664 | 1630 | 1602 | 1633 | 1631 | 1592 |

Examining Table I-1, we can see that the district K-12 enrollment declined from 5,146 students in 2006-07 to 4,876 this year, a 5.2% reduction. It is projected that the district K-12 enrollment will continue to decline through 2018-19 approximately another 8.2% leaving the school district with 4,478 students. Studying the current grade configuration pattern, we can see that the current 2,003 students enrolled in grades K-5 will decline to 1,904 in 2018-19 (-4.9%); the middle grades will decline from 1,186 this year to 981 in the same timeframe (-17.3%); and, the high school population will drop 95 students (5.6%) by 2019. All grade ranges will see continuing decline in student population with the middle grades experiencing the largest drop.

For the purposes of this study, it is important that we study the specific enrollments of each individual elementary and middle school. We begin by looking at the enrollment history of East Hill Elementary School. Table I-2 illustrates the school's enrollment history from 2006-07 to the current year.

| Table I-2 East Hill Elementary Enrollment History | | | | | | |
|--|------------|------------|------------|------------|------------|------------|
| Grade | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| K | 69 | 77 | 55 | 63 | 63 | 58 |
| 1 | 92 | 81 | 92 | 61 | 77 | 71 |
| 2 | 71 | 91 | 78 | 93 | 58 | 70 |
| 3 | 93 | 72 | 90 | 76 | 89 | 58 |
| 4 | 67 | 91 | 73 | 96 | 77 | 92 |
| 5 | 79 | 75 | 87 | 75 | 91 | 76 |
| K-5 Total | 471 | 487 | 475 | 464 | 455 | 425 |

As the table indicates, East Hill enrolled 471 students in 2006-07 and this year only educates 425, a decline of 9.8%. It is significant to point out that the kindergarten enrollments appear to be dropping with only 58 students enrolled this year.



East Hill Elementary

Table I-3 presents the enrollment history of Stonehedge Elementary School (keep in mind as we discuss enrollment that Stonehedge is a double elementary school building).

| Table I-3 Stonehedge Elementary Enrollment History | | | | | | |
|---|------------|------------|------------|------------|------------|------------|
| Grade | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| K | 139 | 132 | 146 | 127 | 113 | 137 |
| 1 | 145 | 157 | 152 | 162 | 139 | 125 |
| 2 | 152 | 148 | 153 | 160 | 159 | 136 |
| 3 | 145 | 150 | 153 | 143 | 166 | 168 |
| 4 | 169 | 150 | 148 | 148 | 146 | 168 |
| 5 | 160 | 170 | 155 | 151 | 155 | 156 |
| K-5 Total | 910 | 907 | 907 | 891 | 878 | 890 |

Stonehedge Elementary



We see a similar pattern of declining enrollment at Stonehedge Elementary. The 910 students that attended the building in 2006-07 is today down to 890 students, a decline of 2.2%. This percentage decline is considerably smaller than East Hill's.

The third elementary school, Split Rock, has its enrollment history summarized in Table I-4. As with East Hill and Stonehedge, we again see a declining enrollment pattern.

| Table I-4 | | | | | | |
|---|---------|---------|---------|---------|---------|---------|
| Split Rock Elementary Enrollment History | | | | | | |
| Grade | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| K | 66 | 61 | 58 | 47 | 47 | 39 |
| 1 | 77 | 73 | 76 | 62 | 55 | 61 |
| 2 | 83 | 81 | 74 | 81 | 69 | 62 |
| 3 | 64 | 82 | 77 | 77 | 75 | 75 |
| 4 | 83 | 66 | 87 | 81 | 83 | 73 |
| 5 | 93 | 85 | 66 | 88 | 79 | 82 |
| K-5 Total | 466 | 448 | 438 | 436 | 408 | 392 |

In 2006-07 Split Rock enrolled 466 students in grades K-5. This year only 392 students are attending the school. This represents an overall decline of 15.9%.

We now look at the fourth and final elementary school—Onondaga Road.



Split Rock Elementary



Onondaga Road Elementary

Onondaga Road Elementary School, the school with the smallest elementary school enrollment in the district, has also seen a decline in its K-5 student enrollment. Table I-5 shows us that today there are only 296 students enrolled at the school, but in 2006-07 they numbered 329. This represents a decline of 10.0%.

| Table I-5 | | | | | | |
|--|------------|------------|------------|------------|------------|------------|
| Onondaga Road Elementary Enrollment History | | | | | | |
| Grade | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| K | 51 | 56 | 50 | 45 | 35 | 22 |
| 1 | 53 | 57 | 58 | 61 | 59 | 37 |
| 2 | 53 | 53 | 58 | 64 | 59 | 60 |
| 3 | 66 | 59 | 53 | 57 | 62 | 60 |
| 4 | 50 | 70 | 62 | 52 | 57 | 59 |
| 5 | 56 | 55 | 67 | 66 | 55 | 58 |
| K-5 Total | 329 | 350 | 348 | 345 | 327 | 296 |

Now we turn our attention to the enrollment history of the two middle schools into which the four elementary schools feed.



| Table I-6 Camillus Middle School Enrollment History | | | | | | |
|--|---------|---------|---------|---------|---------|---------|
| Grade | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| 6 | 200 | 189 | 166 | 158 | 173 | 179 |
| 7 | 190 | 206 | 199 | 182 | 161 | 177 |
| 8 | 210 | 191 | 204 | 194 | 180 | 162 |
| 6-8 Total | 600 | 586 | 569 | 534 | 514 | 518 |



Camillus Middle School

Camillus, the newer of the two middle schools, enrolls 518 students this year in grades 6-8. As the table above show, this is down 82 students from 2006-07 when 600 were enrolled. This represents a decline of 13.7%. It appears as if this is a continuing decline.

| Table I-7 West Genesee Middle School Enrollment History | | | | | | |
|--|---------|---------|---------|---------|---------|---------|
| Grade | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| 6 | 216 | 227 | 232 | 220 | 218 | 211 |
| 7 | 214 | 212 | 238 | 240 | 230 | 226 |
| 8 | 229 | 209 | 206 | 233 | 241 | 231 |
| 6-8Total | 659 | 648 | 676 | 693 | 689 | 668 |




West Genesee Middle School educates 668 students this year, roughly the same number as in 2006-07. In fact, studying the school’s enrollment pattern it appears as if it has remained constant.

Table I-8 provides an historical look at the number of students in the West Genesee district that are being instructed at home. This information is important when projecting future enrollments for, in some cases, if these students were suddenly returned to the public schools, it could impact district planning.

| Table I-8 History of Home Instructed Students 2008-09 to 2011-12 | | | | |
|---|-------------|---------|---------|---------|
| Grade | School Year | | | |
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| K | 0 | 3 | 2 | 2 |
| 1 | 1 | 2 | 2 | 0 |
| 2 | 2 | 0 | 3 | 2 |
| 3 | 2 | 2 | 0 | 4 |
| 4 | 7 | 1 | 1 | 1 |
| 5 | 4 | 8 | 1 | 2 |
| 6 | 4 | 5 | 6 | 1 |
| 7 | 1 | 4 | 3 | 6 |
| 8 | 2 | 0 | 4 | 3 |
| 9 | 4 | 5 | 2 | 7 |
| 10 | 5 | 3 | 4 | 3 |
| 11 | 0 | 3 | 3 | 3 |
| 12 | 0 | 0 | 1 | 1 |
| Totals | 32 | 36 | 32 | 35 |

Table I-8 tells us that the number of K-12 students being instructed at home has remained very constant over the past four years. Further, looking at the figures for the current school year, the maximum number of students at any grade level being taught at home is seven (grade 9). We can conclude from these data that even if all the home schooled students were to return to the district at once (which is highly unlikely), it would have a negligible effect on the overall district enrollment.

One important variable to consider that may affect district enrollment, especially in light of the possibility of West Genesee implementing full-day kindergarten, is the potential impact of resident students currently attending Holy Family school. Quite a few families will start their children at Holy Family due to its full-day kindergarten program and then enroll them in the West Genesee district beginning in first grade. In the current



school year, Holy Family enrolls 61 kindergartners, 31 of these are residents of West Genesee school district. The pre-K program at Holy Family this year has 91 students with 50 of these children from families in the West Genesee district. With these relatively small numbers, even if all the parents of the current kindergartners chose to enroll their children in West Genesee—which would be highly improbable—it would have a negligible effect on building enrollments once these children were spread across the four elementary schools. Consequently, if West Genesee chooses to implement full-day kindergarten and thus draws some resident children to the district that may have chosen to attend Holy Family in the past, the students could easily be absorbed by the district.

An Overview of the Schools

Prior to exploring possible options for redistricting the elementary and/or middle schools in West Genesee, it is important to offer a clear picture of each school. This is especially critical to students, parents, and staff that may be affected by redistricting and finding they have to relocate to a new building. Our goal is to ensure that all are well informed as to the similarities and/or differences in the important aspects of each school's culture. We begin by describing the essential elements of each elementary school.

Elementary Schools

West Genesee Central School District currently operates four elementary schools- East Hill Elementary, Onondaga Road Elementary, Split Rock Elementary, and Stonehedge Elementary. It should be noted however that the Stonehedge Elementary School is a double size building and throughout the years has been organized either as a primary/intermediate school or as two separate elementary schools. The former is the current organizational pattern.

The following table summarizes the total square footage of each school and the number of square feet per enrolled student this current year. As can be seen, East Hill and Onondaga Road schools have exactly the same footprint, yet with the enrollment difference, East Hill is considerably more crowded. Split Rock Elementary is the school with the greatest available space on a per pupil basis.

| Table II-1 Elementary School Size and Square Footage Per Pupil | | | | |
|---|------------------|-------------------|-------------------|--------------------|
| <i>Size</i> | <i>East Hill</i> | <i>Stonehedge</i> | <i>Split Rock</i> | <i>Onondaga Rd</i> |
| Total Square Footage | 46,772 | 114,785 | 67,378 | 46,772 |
| Square Footage Per Pupil | 110 | 129 | 172 | 158 |

Studying the enrollment of each elementary school as a portion of the total elementary student population, we can see from the table below that district elementary enrollments have been declining since 2006-07. Further, this decline has been felt by each of the four elementary schools. Despite this across the board decline, as a percentage of the total district elementary enrollment, the percentage of students attending Stonehedge has increased (41.82% in 2006-07 to 44.43% in 2011-12) while there has been some decline at both Onondaga Road (15.12% in 2006-07 to 14.78% in 2011-12) and Split Rock (21.42% in 2006-07 to 19.57% in 2011-12).

| Table II-2 History of the Percentage of Total K-5 Enrollments by Elementary School | | | | | | | | | |
|---|--------------|-----------|----------------|------------|----------|---------------|--------|----------------|--------|
| Year | K-5 Total | East Hill | East Hill % | Stonehedge | Stone. % | Split Rock | SR % | Onondaga Rd | OR % |
| 2006-07 | 2176 | 471 | 21.65% | 910 | 41.82% | 466 | 21.42% | 329 | 15.12% |
| 2007-08 | 2192 | 487 | 22.22% | 907 | 41.38% | 448 | 20.44% | 350 | 15.97% |
| 2008-09 | 2168 | 475 | 21.91% | 907 | 41.84% | 438 | 20.20% | 348 | 16.05% |
| 2009-10 | 2136 | 464 | 21.72% | 891 | 41.71% | 436 | 20.41% | 345 | 16.15% |
| 2010-11 | 2068 | 455 | 22.00% | 878 | 42.46% | 408 | 19.73% | 327 | 15.81% |
| 2011-12 | 2003 | 425 | 21.22% | 890 | 44.43% | 392 | 19.57% | 296 | 14.78% |

It is also important to note that there are differences among the elementary schools regarding the socio-economic status of students that attend. One commonly used indicator of socio-economic status in school studies is the number of students attending a school whose families qualify for a free or reduced price, federally subsidized lunch. The following table summarizes these data for the four elementary schools over the past five years.

| Table II-3 Free and Reduced Price Lunch Percentages by School and Year-Elementary | | | | | |
|--|-----------|------------------|------------|------------|----------------|
| Year | Schools | | | | |
| | East Hill | Onondaga Road | Split Rock | Stonehedge | District Total |
| 2011-12 | 15% | 14% | 12% | 24% | 18% |
| 2010-11 | 14% | 13% | 11% | 24% | 17% |
| 2009-10 | 18% | 12% | 8% | 26% | 16% |
| 2008-09 | 18% | 15% | 8% | 26% | 16% |
| 2007-08 | 15% | 11% | 8% | 18% | 13% |

As can be seen, Stonehedge currently has a significantly larger percentage of students qualifying as compared to the other elementary schools with Split Rock having the fewest. Further, it appears as if the percentage of the Stonehedge student population qualifying for a free or reduced price lunch may be growing over time.

The following table provides an overview of the core curriculum used in each of the elementary schools. It is remarkable to note that in virtually every curricular area the

| Table II-4 Elementary School Curriculum: A Cross School Analysis ("X" indicates used in the school) | | | | |
|--|------------------|-------------------|-------------------|--------------------|
| <i>Curricular Area/Grade Level</i> | <i>East Hill</i> | <i>Stonehedge</i> | <i>Split Rock</i> | <i>Onondaga Rd</i> |
| Spelling K-1-No formal program | X | X | X | X |
| Spelling Gr 2-District Created | X | X | X | X |
| Spelling Gr 3-5-Words Their Way | X | X | X | X |
| Handwriting Gr K-2-Zaner-Bloser manuscript | X | X | X | X |
| Handwriting Gr 3-5-Zaner-Bloser cursive | X | X | X | X |
| Writing-Writing process, PbyD, 6+1 Traits | X | X | X | X |
| Reading K-2-Early Literacy Practices | X | X | X | X |
| Reading 3-5-Rigby Series | X | X | X | X |
| Science/Health-BOCES Kits & Growing Healthy | X | X | X | X |
| Mathematics K-5-Scott-Foresman & Study Island | X | X | X | X |
| Social Studies K-1-No series | X | X | X | X |
| Social Studies Gr 2-Map Skills for Today | X | X | X | X |
| Social Studies Gr 3-Horizons: People & Community | X | X | X | X |
| Social Studies Gr 4-New York Adventures in Time & Place | X | X | X | X |
| Social Studies Gr 5-Horizons: US History, Canada, Mexico & Central America | X | X | X | X |

same instructional programs are used across all four elementary schools. This is highly unusual and speaks loudly about the district's concern to not only ensure comparability across all schools, but also to help students whose families are mobile within the school district.

When we study the number of special education students that are currently enrolled in each elementary school, we again see some differences.

| Table II-5 | | | | |
|--|---------------|-------|------------|------------|
| Special Education Students Per Elementary School Building-2011-12 | | | | |
| Level of Special Education Service | <i>School</i> | | | |
| | East Hill | OR | Split Rock | Stonehedge |
| Related Services Only | 6 | 7 | 6 | 10 |
| Consultant Teacher Only | 7 | 10 | 9 | 10 |
| Resource/Consultant Teacher | 14 | 18 | 7 | 15 |
| Integrated Co-Teach 12:1:1 | 17 | 12 | 14 | 24 |
| Integrated To-Teach 8:1 | 0 | 0 | 5 | 12 |
| Total | 44 | 47 | 41 | 71 |
| % of Total School | 10.3% | 15.8% | 10.4% | 7.9% |

The school with the highest percentage of special education students is Onondaga Road (15.8%) and the one with the lowest percentage is Stonehedge (7.9%). However, it is instructive to not just consider the percentage of enrolled special needs youngsters, but rather the total number of these students. When we consider this we see that Stonehedge has by far the most special education students (71) of the four elementary schools.

Another variable to consider when possible redistricting is under discussion is the beginning and ending times of the school day for staff and students. This is important to

examine for it may mean changes will be necessary for affected families. Table II-6 that follows summarizes these times. It is interesting to note that all four elementary schools are on virtually the same time schedule for both staff and students. Consequently, there would be no adverse impact related to potential redistricting.

| Table II-6 Elementary School Student and Staff Start/End Times | | | | |
|---|--------------|------|-----------------|------|
| <i>School</i> | <i>Staff</i> | | <i>Students</i> | |
| | Start | End | Start | End |
| East Hill Elementary | 8:20 | 3:40 | 9:00 | 3:20 |
| Onondaga Rd. Elementary | 8:20 | 3:40 | 9:00 | 3:20 |
| Split Rock Elementary | 8:20 | 3:40 | 9:00 | 3:20 |
| Stonehedge Elementary- Gold | 8:20 | 3:40 | 9:00 | 3:20 |
| Stonehedge Elementary- Blue | 8:20 | 3:40 | 9:00 | 3:17 |

We now examine the academic performance of the students in grades 3-5. In New York State, the best way to accomplish this is by examining student performance on the English/Language Arts (ELA) and Mathematics state tests administered in grades 3-8. Before presenting recent results for the elementary schools, it is important to understand the rating system currently used in New York. The following summary describes the four-level system in place.

Student Performance on State Assessments

Performance Level Descriptors

Level 1-Not Meeting Learning Standards---Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2-Partially Meeting Learning Standards---Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3-Meeting Learning Standards---Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4-Meeting Learning Standards with Distinction---Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

Table II-7 summarizes the percentage of students in grades 3, 4 and 5 for each elementary school that scored at levels 3 and 4 on the spring 2011 administration of these tests. Examining this one year’s data, it is apparent there are not significant differences in either ELA or mathematics, however it is fair to say that Split Rock students appear to do somewhat better on both exams as compared to the other schools. It is important to note that this is simply a one year snapshot of student performance.

| Table II-7 | | | | |
|--|-----------|------------|---------------|------------|
| 2011 NYS Assessment Results--Percent Scoring at Levels 3 and 4-Elementary | | | | |
| <i>Grade Level/Test</i> | East Hill | Split Rock | Onondaga Road | Stonehedge |
| Grade 3/ELA | 65% | 78% | 73% | 62% |
| Grade 4/ELA | 64% | 80% | 69% | 70% |
| Grade 5/ELA | 74% | 82% | 69% | 60% |
| <hr/> | | | | |
| Grade 3/Math | 66% | 73% | 74% | 62% |
| Grade 4/Math | 78% | 87% | 84% | 80% |
| Grade 5/Math | 81% | 94% | 78% | 67% |

A final attribute when comparing the elementary schools is the amount of special area class time (art, music, physical education, and library) students receive as part of their total educational program. Table II-8 summarizes this by school. With few exceptions, this table shows us that there is nearly the exact amount of special area class time across all the school buildings. One might note that Stonehedge fourth and fifth graders received ten minutes less per week of library time as compared to the other schools. This is due to the fact the school implemented a school-wide reading program this year thus reducing this library time for these intermediate students.

| Table II-8 Elementary Special Area Classes Per Week by Grade Level | | | | |
|---|------------|--------------|---------------------|----------------|
| <i>School/Grade</i> | <i>Art</i> | <i>Music</i> | <i>Physical Ed.</i> | <i>Library</i> |
| East Hill | | | | |
| Kg | None | 1/20 min | 2/25 min | 1/30 min |
| 1 | 1/40 min | 1/30 min | 2/30 min | 1/30 min |
| 2 | 1/40 min | 1/30 min | 2/30 min | 1/30 min |
| 3 | 1/40 min | 1/30 min | 2/30 min | 1/30 min |
| 4 | 1/40 min | 1/40 min | 2/45 min | 1/40 min |
| 5 | 1/40 min | 1/40 min | 2/45 min | 1/40 min |
| Onondaga Rd. | | | | |
| Kg | None | 1/20 min | 2/25 min | 1/30 min |
| 1 | 1/45 min | 1/30 min | 2/30 min | 1/30 min |
| 2 | 1/45 min | 1/30 min | 2/30 min | 1/30 min |
| 3 | 1/45 min | 1/30 min | 2/30 min | 1/30 min |
| 4 | 1/45 min | 1/40 min | 2/45 min | 1/40 min |
| 5 | 1/45 min | 1/40 min | 2/45 min | 1/40 min |
| Split Rock | | | | |
| Kg | None | 1/20 min | 2/30 min | 1/30 min |
| 1 | 1/40 min | 1/30 min | 2/30min | 1/30 min |
| 2 | 1/40 min | 1/30 min | 2/30 min | 1/30 min |
| 3 | 1/40 min | 1/30 min | 2/30 min | 1/30 min |
| 4 | 1/40 min | 1/40 min | 2/45 min | 1/40 min |
| 5 | 1/40min | 1/40 min | 2/45 min | 1/40 min |
| Stonehedge | | | | |
| Kg | None | 1/20 min | 2/25 min | 1/30 min |
| 1 | 1/40 min | 1/30 min | 2/30 min | 1/30 min |
| 2 | 1/40 min | 1/30 min | 2/30 min | 1/30 min |
| 3 | 1/40 min | 1/30 min | 2/30 min | 1/30 min |
| 4 | 1/40 min | 1/40 min | 2/45 min | 1/30 min |
| 5 | 1/40 min | 1/40 min | 2/45 min | 1/30 min |

We now turn our attention to the middle schools.

Middle Schools

The West Genesee Central School District has two middle schools--Camillus Middle School and the West Genesee Middle School. Located approximately five miles apart, Camillus Middle School is in the western part of the district and West Genesee Middle School is in the eastern part of the district. The two middle schools are directly aligned with the elementary schools as far as feeder patterns. Except on very rare occasions, students from East Hill Elementary School and Split Rock Elementary School attend Camillus Middle School. Students from Onondaga Road Elementary School and Stonehedge Elementary School attend West Genesee Middle School.

West Genesee Middle School is in the more populated portion of the district. It is a smaller facility than Camillus Middle School yet currently has more students as can be seen in the following table.

| Table II-9 Middle School Size and Square Footage Per Pupil | | |
|---|-------------------------------|-----------------------------------|
| <i>Size</i> | <i>Camillus Middle School</i> | <i>West Genesee Middle School</i> |
| Total Square Footage | 156,560 | 125,700 |
| Square Footage Per Pupil | 302 | 188 |

Camillus Middle School has 156,560 square feet while West Genesee Middle School has 125,700 square feet. When Camillus Middle School opened in 1971, there was projected to be significant development in the western portion of the district that, for a variety of reasons, did not materialize. As a result, the student population at Camillus Middle School has remained smaller than expected. For the 2011-12 school year, Camillus Middle School has 518 students while West Genesee Middle School has 668 students. Both middle schools serve grades 6-8. The table that follows shows the recent enrollment histories for the two schools.



| Table II-10 | | | | | |
|---|-----------|-------------|---------------|-----------------|---------|
| Middle School Enrollments as a Percentage of Total District 6-8 Enrollment | | | | | |
| Year | 6-8 Total | Camillus MS | Camillus MS % | West Genesee MS | WG MS % |
| 2006-07 | 1259 | 600 | 47.66% | 659 | 52.34% |
| 2007-08 | 1234 | 586 | 47.49% | 648 | 52.51% |
| 2008-09 | 1245 | 569 | 45.70% | 676 | 54.30% |
| 2009-10 | 1227 | 534 | 43.52% | 693 | 56.48% |
| 2010-11 | 1203 | 514 | 42.73% | 689 | 57.27% |
| 2011-12 | 1186 | 518 | 43.68% | 668 | 56.32% |

In addition to the student population, there are other differences between the students in the two middle schools. The table that follows shows the difference in the percentage of the student population that qualifies for free and reduced price lunches. While not a perfect indicator, this factor often reflects the socioeconomic status of the population. In examining this table, the higher the percentage of free and reduced lunch, the higher the level of poverty for the population. As can be seen from this table, West Genesee Middle School consistently has a higher percentage of students eligible for free and reduced lunch than does Camillus Middle School.

| Table II-11 | | |
|--|------------------------|----------------------------|
| Free and Reduced Price Lunch Percentages by School and Year | | |
| Year | Camillus Middle School | West Genesee Middle School |
| 2011-12 | 14% | 21% |
| 2010-11 | 13% | 20% |
| 2009-10 | 14% | 18% |
| 2008-09 | 18% | 20% |
| 2007-08 | 11% | 17% |

The other way that the student populations vary in the two middle schools is in the number of students with disabilities. Camillus Middle School has 35 special education students who have IEP's. They have another 3 students who have 504 plans. West Genesee Middle School, on the other hand, has 87 students with IEP's and 16 with 504 plans. This means that the percentage of students with disabilities in Camillus Middle

School is 6.7% while West Genesee Middle School has 13.0% of its population as students with disabilities.

| Table II-12 | | |
|--|-----------------|-------------|
| Special Education Students Per Middle School Building-2011-12 | | |
| Level of Special Education Service | <i>School</i> | |
| | West Genesee MS | Camillus MS |
| Consultant Teacher Only | 1 | 2 |
| Resource/Consultant Teacher | 80 | 30 |
| Integrated Co-Teacher English* | 43 | 13 |
| Integrated Co-Teach Math* | 21 | 8 |
| 15:1 Reading | 24 | 3 |
| 12:1:1 | 6 | 0 |
| Total | 87 | 35 |
| % of Total School | 13.0% | 6.7% |
| *Student numbers already included in Resource count. | | |

The special education students are primarily learning disabled in the area of reading. These students are mainstreamed for their regular academic classes and have a period of resource room to supplement that instruction. Some students may also have an extra period of reading instruction. There is one BOCES class for students with autism that is located in Camillus Middle School. As we did with the elementary school overview, we now turn to the beginning and ending times of day for the middle school students and staff.

The staff day begins at 7:40 am and ends at 3:00 pm in both middle schools. The student day begins at 7:50 am and ends at 2:50 pm.



| Table II-13 Middle School Student and Staff Start/End Times | | | | |
|--|--------------|------|-----------------|------|
| <i>School</i> | <i>Staff</i> | | <i>Students</i> | |
| | Start | End | Start | End |
| Camillus Middle School | 7:45 | 3:00 | 7:50 | 2:50 |
| West Genesee Middle School | 7:45 | 3:00 | 7:55 | 2:50 |

Both middle schools are organized around teacher teams. At Camillus Middle School, there are two full 6th grade teams, each with four teachers, one in English, one in math, one in science, and one in social studies. The teachers teach four sections of their core academic subject and one section of reading. In 7th and 8th grade, there is one full team for each grade level. Each team has five teachers, one in English, one in math, one in science, one in social studies, and one in foreign language. Each of these teachers teaches five sections of their academic speciality. In addition to these two teams, there is also a team which is split across grades 7 and 8 that has five teachers, one in each academic content area. Finally, there is a .8 FTE math teacher who teaches algebra to 8th graders.

West Genesee Middle School has two teacher teams per grade level. In 6th grade, teachers teach their core academic classes and also teach a class in reading. In 7th and 8th grades, there are five teachers on each team, one each for the four core academic areas and one foreign language teacher. All teachers in the same subject at the same grade level have common planning time. There are no special subjects offered first period which is when the special area teachers do their common planning.

Middle school special area classes are shown in the table that follows.

| Table II-14 Special Class Offerings at Camillus Middle School* | | | |
|--|---|---|---|
| Course | 6 th Grade | 7 th Grade | 8 th Grade |
| Art | 10 weeks-(every other day for 20 weeks) | 10 weeks-(every other day for 20 weeks) | Studio Art |
| Family and Consumer Science | 10 weeks-(every other day for 20 weeks) | 10 weeks-(every other day for 20 weeks) | 10 weeks-(every other day for 20 weeks) |
| Technology | 10 weeks-(every other day for 20 weeks) | 10 weeks-(every other day for 20 weeks) | 20 weeks-(every other day for 40 weeks) |
| General Music** | 10 weeks-(every other day for 20 weeks) | 10 weeks-(every other day for 20 weeks) | 10 weeks-(every other day for 20 weeks) |
| Health | | 10 weeks-(every other day for 20 weeks) | 10 weeks-(every other day for 20 weeks) |
| * Special area classes at West Genesee Middle School are the same except that they are scheduled every day instead of every other day. ** In both schools, students that participate in band, orchestra, and/or chorus do not take the general music class. | | | |

Students in the middle school are offered the opportunity to accelerate in math. If students accelerate, they take an accelerated math course in 7th grade that covers the content of 7th grade math and 8th grade math. As an 8th grader, these students then take algebra. Students may also take either French or Spanish beginning in 7th grade. Students who take a foreign language in 7th and 8th grades earn one high school credit. Students also have the opportunity to take Studio Art in 8th grade and earn high school credit for that course.

A family and consumer science teacher, technology teacher, librarian, and two library teaching assistants are shared between Camillus Middle School and West Genesee Middle School.

We now examine the academic performance of the students in grades 6-8. As explained previously when looking at the performance of students in the elementary grades, the state assessment system applies similarly to students in the middle grades.

The table that follows shows the percentage of students who score at levels 3 or 4 on these state assessments. Overall, the students in Camillus Middle School tend to score higher in both ELA and math in most years.

| Table II-15 | | | | | | | |
|---|------------------------|---------|---------|--|----------------------------|---------|---------|
| Percentage of Students Scoring at Levels 3 and 4 | | | | | | | |
| | Camillus Middle School | | | | West Genesee Middle School | | |
| Assessment | 2008-09 | 2009-10 | 2010-11 | | 2008-09 | 2009-10 | 2010-11 |
| Grade 6 ELA | 98 | 75 | 79 | | 89 | 56 | 72 |
| Grade 7 ELA | 93 | 79 | 77 | | 92 | 65 | 63 |
| Grade 8 ELA | 88 | 65 | 66 | | 77 | 71 | 53 |
| | | | | | | | |
| Grade 6 Math | 98 | 81 | 73 | | 90 | 70 | 78 |
| Grade 7 Math | 96 | 87 | 91 | | 95 | 73 | 75 |
| Grade 8 Math | 94 | 66 | 82 | | 95 | 72 | 74 |

A school band, orchestra, and chorus are available to the students beginning in 6th grade. Band and orchestra are offered opposite chorus so that students that want to sing and play an instrument are able to do that.

The table that follows shows the 2010-11 participation rates for students in interscholastic athletics.

| Table 16 | | | |
|---|------------------------|----------------------------|--------------|
| Interscholastic Athletic Participation for 2010-11 | | | |
| Sport | Camillus Middle School | West Genesee Middle School | 7/8 Combined |
| Football | 48 | 34 | |
| Soccer-Boys | 23 | 15 | |
| Soccer-Girls | 30 | 30 | |
| X-Country-Boys | | | 46 |
| X-Country-Girls | | | 37 |
| Swimming-Girls | | | 25 |
| Swimming-Boys | | | 15 |
| Wrestling | | | 43 |
| Basketball-Boys | 16 | 16 | |
| Basketball-Girls | 15 | 15 | |
| Volleyball-Girls | 18 | 17 | |
| Lacrosse-Boys | 34 | 35 | |
| Lacrosse-Girls | 28 | 25 | |
| Baseball | 19 | 16 | |
| Softball | 14 | 14 | |
| Track-Boys | | | 39 |
| Track-Girls | | | 41 |



Key findings and conclusions from the preceding data are contained near the end of this report. We now turn to an exploration of various possible redistricting options.



Redistricting Options

Before exploring the possible redistricting options that were considered, it is important to revisit the criteria established by the West Genesee Board of Education when the consultants were given the charge for this study. Any redistricting options were to meet the following three criteria:

1. To balance the enrollments of the elementary and middle schools to better align with the student capacities of those buildings;
2. To provide a balance of socio-economic factors with students across the buildings in order to equalize opportunities for students; and,
3. To determine if realigning attendance zones would provide sufficient space for a full day kindergarten program in the district.

These three criteria were the guideposts for any and all considered options that were discussed with the advisory committee.

We began our analysis by examining the current elementary and middle school attendance areas with regard to geographic distribution of students and families eligible for free and reduced price lunches. Note that the free and reduced price lunch count disaggregated by school was used as a proxy measure for the socio-economic make-up of a school. That said, we also considered assessed value of housing in all parts of the district as a secondary measure of socio-economic make-up of the schools. While there was considerable discussion at the advisory committee regarding the legitimacy of using free and reduced price lunch count as a proxy for socio-economics of a schools constitution, it is still our contention that this is the best single measure of this attribute. Free and reduced price counts are used frequently in nearly all education research for this specific purpose.

The following map depicts the current elementary attendance areas in the West Genesee school district and a gross depiction of the areas of dense student populations (the geographic mapping system that was used allows for much greater detail than can be permitted in a document such as this report) . Even without the street designations it is apparent that the population centers along West Genesee Street between Fairmount and Camillus, the Village of Camillus and the Howlett Hill area.

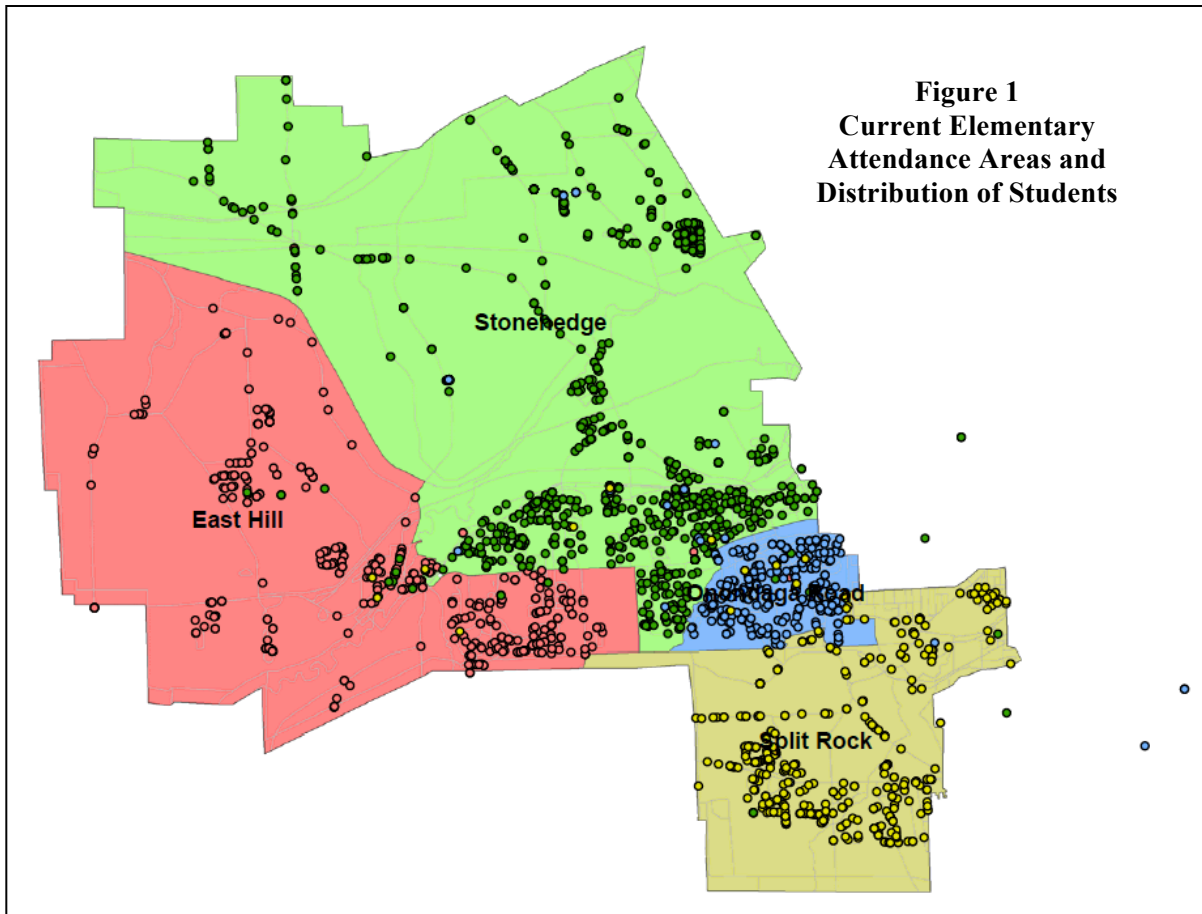
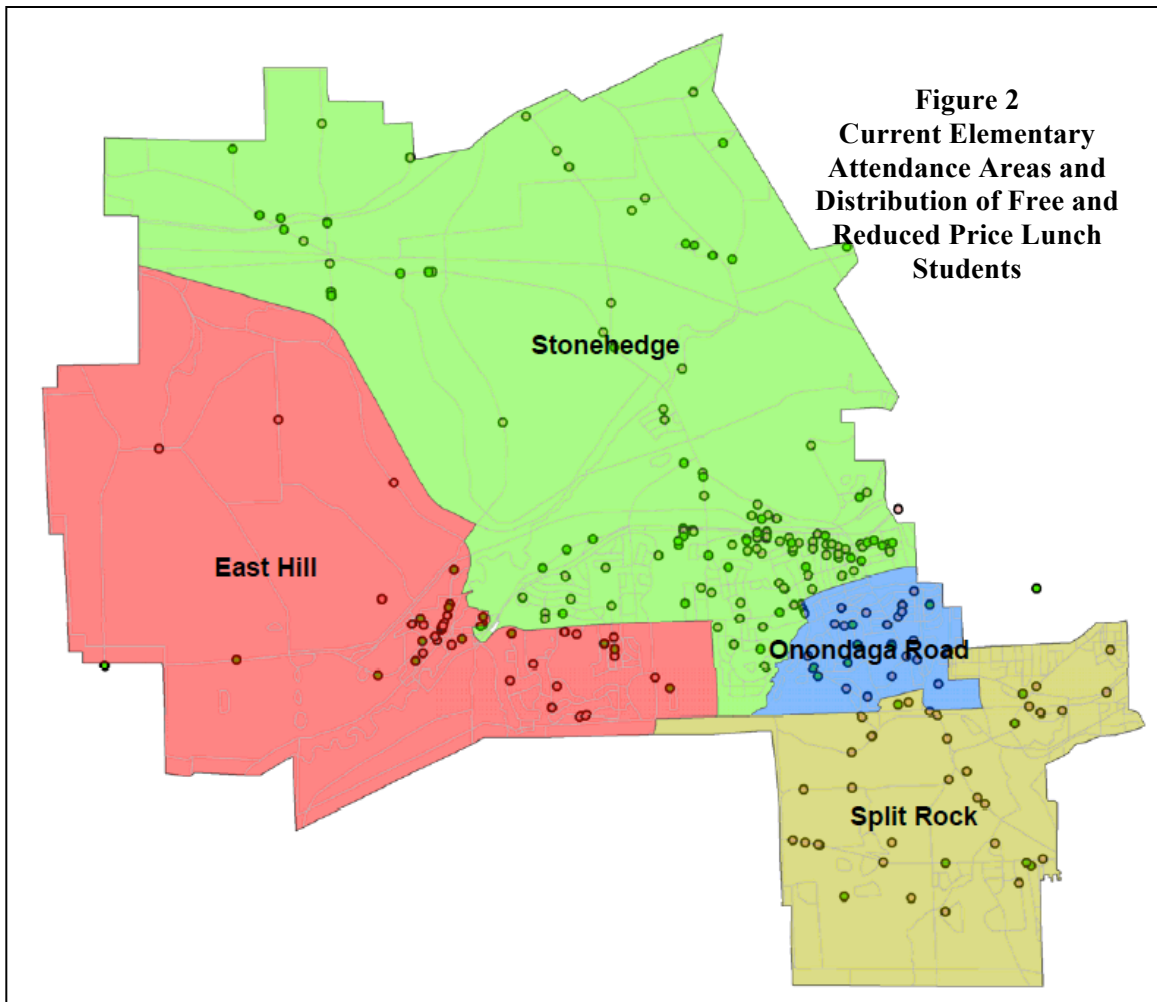


Figure 1
Current Elementary
Attendance Areas and
Distribution of Students

To a considerable degree, the concentration of enrolled elementary students in the aforementioned areas constrains possible redistricting options. For example, to move any significant number of students from one elementary school to another, it necessitates considering not only where the greatest number of students live, but also where the attendance areas converge. In addition, elementary redistricting options are also somewhat constrained by the geographic distribution of students from families that are eligible for free and reduced price lunches (a second criterion). Figure 2 that follows show this distribution. This figure shows that students eligible for free/reduced price lunches are concentrated in two areas—primarily along Milton Avenue and in the Village of Camillus.



In light of the above two maps showing the distribution of students in the elementary attendance areas and the first two redistricting criteria the Board established, we concluded that any elementary redistricting options would primarily (but not entirely) have to concentrate in the portion of the district where the four current attendance zones converge.

Since this study is also concerned with the possibility of redistricting the middle school attendance areas, it needs to be noted that the previous figures also represent the two middle school attendance zones. Currently, all students attending both Split Rock and East Hill elementary schools feed into Camillus Middle School while students going

to Onondaga Road and Stonehedge elementary schools attend West Genesee Middle School.

As is always a constraining factor, transportation routing was considered as we explored various options. Consequently, as options were considered they were reviewed with the district's transportation supervisor. His insight into the main roads and other transportation arteries was critical to ensuring any resultant recommendation would permit safe, sensible and efficient transportation routing to and from schools.



Finally, as the advisory committee recommended, options given serious consideration were careful not to disrupt existing neighborhoods. While this is difficult, a primary concern was to ensure that students residing on both sides of secondary streets would attend the same elementary school. Of course, this did not apply to primary arteries such as West Genesee Street, Milton Avenue, and Onondaga Road.

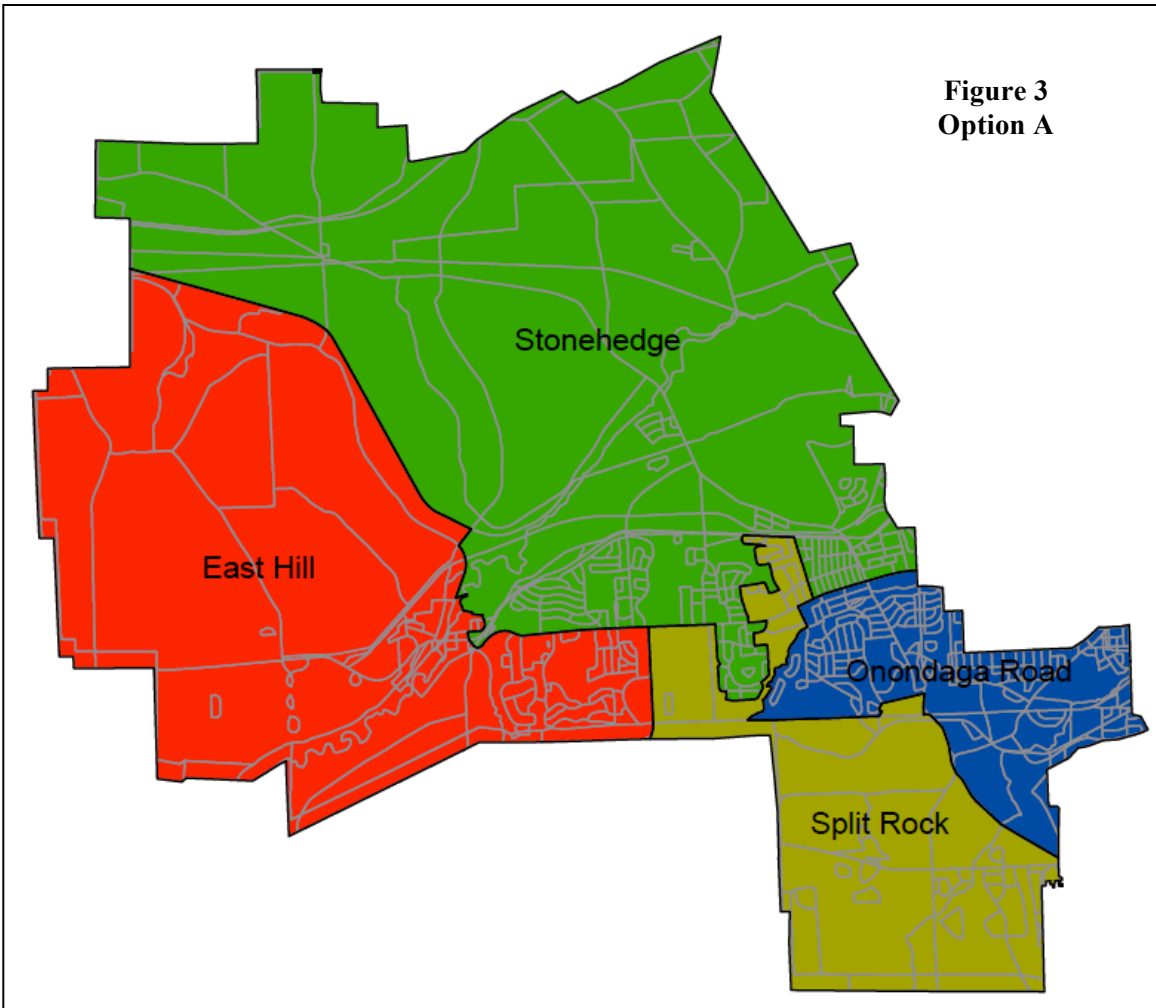
Taking all of the above constraints and considerations into account, a number of possible options were presented to and discussed by the advisory committee prior to formulating our final recommendation.

Considered Options

Three primary possible options were presented and discussed with the advisory committee. The committee was asked to work in small groups and list advantages and disadvantages to each of these options. Below we will present each as it was discussed by the committee (note-minor alterations in these primary options were also reviewed with the committee but these three formed the basis of all discussion).

Option A

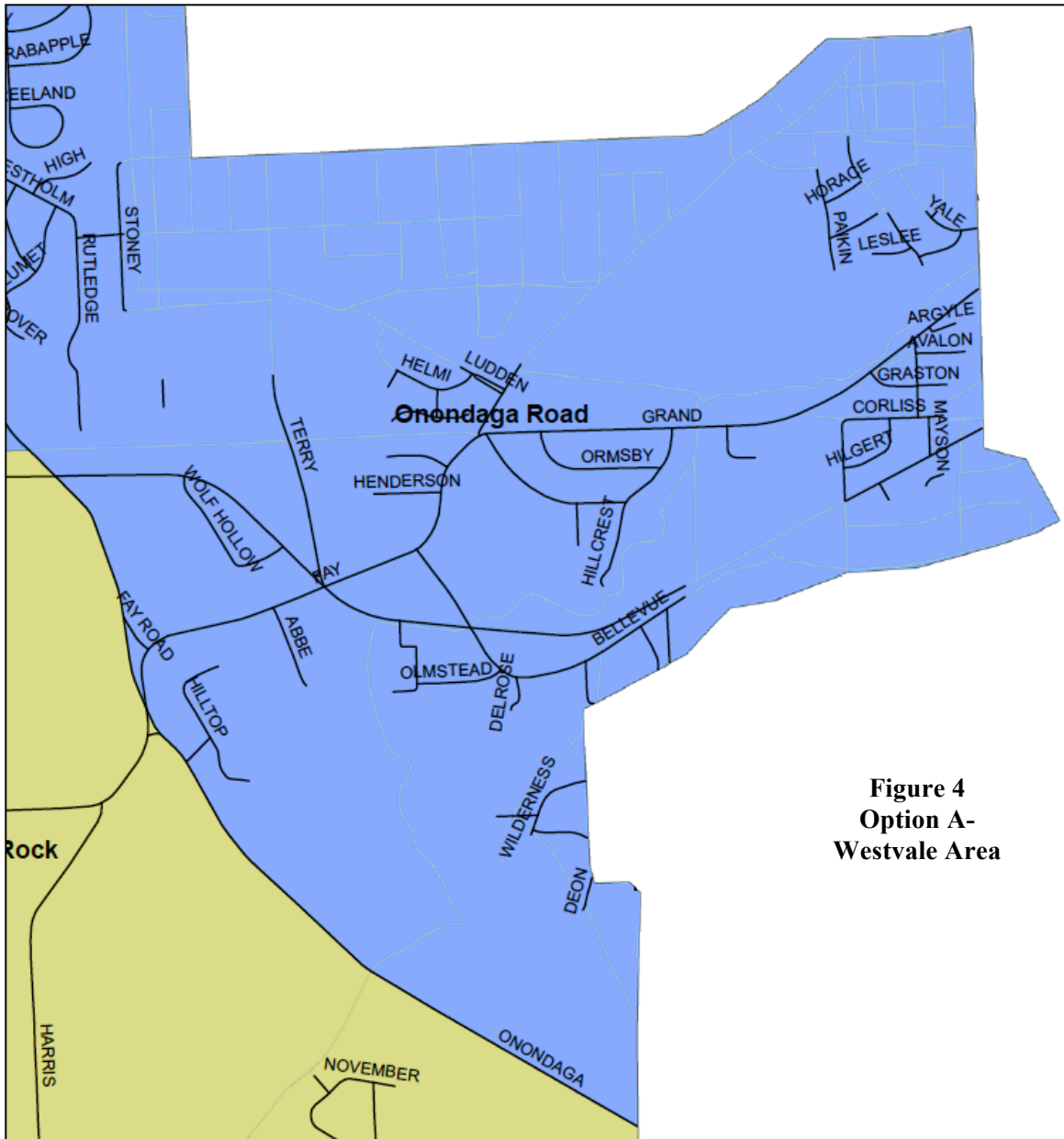
The first option (referred to as Option A) presented to the advisory committee is illustrated in Figure 3. In its initial form, the option included more of the Stonehedge attendance area between East Hill and Onondaga Road and proposed sending those students to Split Rock Elementary. However, when examining the enrollments per



building, and based on the initial critique of the Advisory Committee, the revised Option A depicted above was created.

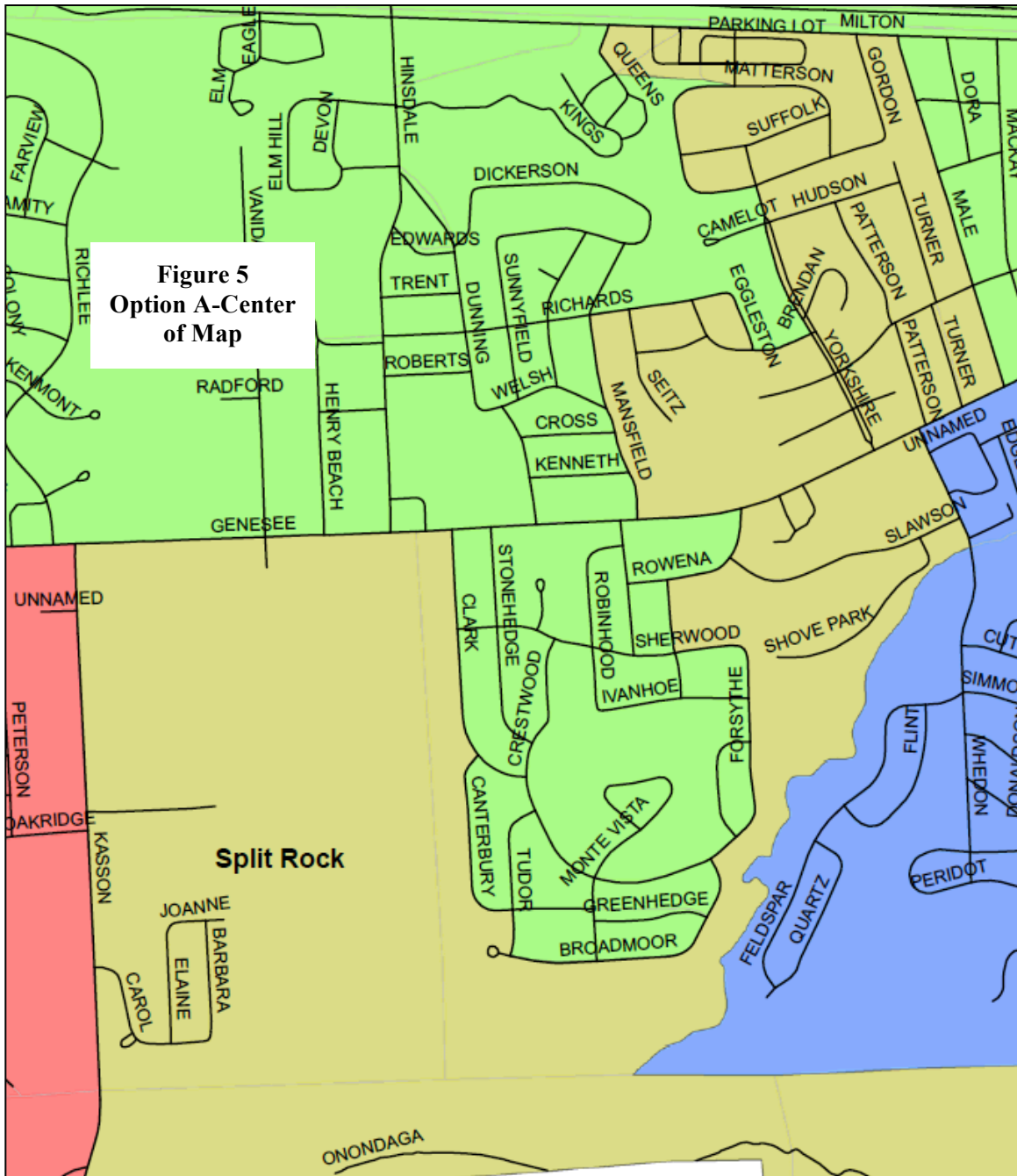
Option A made the following attendance boundary changes. In the Westvale area to the east of Onondaga Road, these students currently attend Split Rock Elementary School (Figure 4). While this appears to be somewhat logical, two primary reasons dictate that these students be switched to Onondaga Road for elementary school. First, Onondaga Road is considerably under-utilized and could hold many more students. Second, the students in this area by virtue of attending Split Rock then attend Camillus Middle School. The distance from this area of the district to Camillus Middle School is considerable thus resulting in a lengthy bus ride for students and routing difficulty for the

transportation department. A less important but third reason for this move would be to free up room at Split Rock school so it could take more students from other areas.



**Figure 4
Option A-
Westvale Area**

A second area affected by Option A is shown in Figure 5. This center of the district map relocates two attendance lines. The first includes the neighborhood just east of Kasson Road (Barbara, Joanne, Elaine, Carol). These streets are currently in the East



Hill attendance area. Option A proposes that students living on these streets would now attend Split Rock Elementary. The other, larger area to switch elementary schools will be that slim portion just west of the Onondaga Road attendance zone (in beige), up through Shove Park, crossing West Genesee Street, and extending to Milton Avenue.

Having the students in the area near Kassar Road under this option now attend Split Rock is justified due to similar distances to the two elementary schools and to


relieve East Hill of some enrollment. The larger portion of the district that this option would shift from Stonehedge to Split Rock is to add more students to Split Rock (in light of taking the Westvale area students from Split Rock and sending them to Onondaga Road). In addition, by doing so, this also takes students whose families qualify for free/reduced price lunch thus bringing greater socioeconomic balance across all four elementary schools.

Using the current 2011-12 enrollments for each school, the following tables present how implementation of Option A this year would have affected each elementary school in our efforts to meet the study criteria.

| Table III-1 Impact of Option A | | | | | |
|---|-----------------------------|--------------------|--------------------------------|------------------------|-------------------------|
| School | Practical Capacity (w Full- | Current Enrollment | Enrollment-Option A-Full Day K | Current Free & Reduced | Free & Reduced-Option A |
| East Hill | 522 | 424 | 411 | 15% | 16% |
| Onondaga Rd | 522 | 296 | 366 | 14% | 16% |
| Split Rock | 568 | 394 | 437 | 12% | 19% |
| Stonehedge | 1038 | 892 | 746 | 24% | 21% |

| Table III-2 Option A Grade Level Enrollments by Building | | | | |
|---|-----------|-------------|------------|------------|
| Grade Level | East Hill | Onondaga Rd | Split Rock | Stonehedge |
| Kg | 53 | 36 | 54 | 107 |
| 1 | 70 | 50 | 65 | 103 |
| 2 | 68 | 68 | 66 | 118 |
| 3 | 61 | 74 | 77 | 142 |
| 4 | 85 | 69 | 87 | 142 |
| 5 | 74 | 69 | 88 | 134 |
| Total | 411 (412) | 366 (370) | 437 (445) | 746 (749) |

NOTE: The grade level totals for each school represent the number of students in each grade that live within the attendance area boundaries. The totals in parentheses represent the actual number of students in the school including those that may live outside the attendance area (i.e., special education students placed in the school).




If Option A were implemented, an overview of each elementary school is shown in tables III-1 and III-2. In Table III-1 for example, East Hill is shown with a practical maximum student capacity of 522 students (Note: We have calculated the “practical” capacity of each school as opposed to state rated capacities for it is more realistic given how schools are used today. Despite this, it is important to keep in mind that it is nearly impossible for a school to reach its practical capacity for this would require perfectly efficient scheduling. Any school that is 80-90% of its practical capacity from our experience is approximating near practical capacity). The current enrollment of East Hill is 424 students. If Option A were implemented this year, the student enrollment at East Hill would be slightly less (411 students). The current percent of total student body at East Hill that is eligible for free/reduced lunch is 15%; if Option A were implemented this would be slightly higher (16%). This is how one reads the table for each school. Table III-2 simply provides a grade-by-grade breakdown of the resultant enrollments.

Consequently, if Option A were implemented it would help the district more equitably balance elementary enrollments between East Hill (411) and Onondaga Road (366). This option would also reduce the number of students attending Stonehedge while increasing those going to Split Rock. Option A would also bring somewhat greater socio-economic balance to the elementary schools as shown by the free/reduced price lunch distribution.

Since Option A does not alter the feeder pattern to the two district middle schools, these shifting demographics would ultimately, as the children age up, bring better balance of enrollment and socioeconomics to these schools as well.

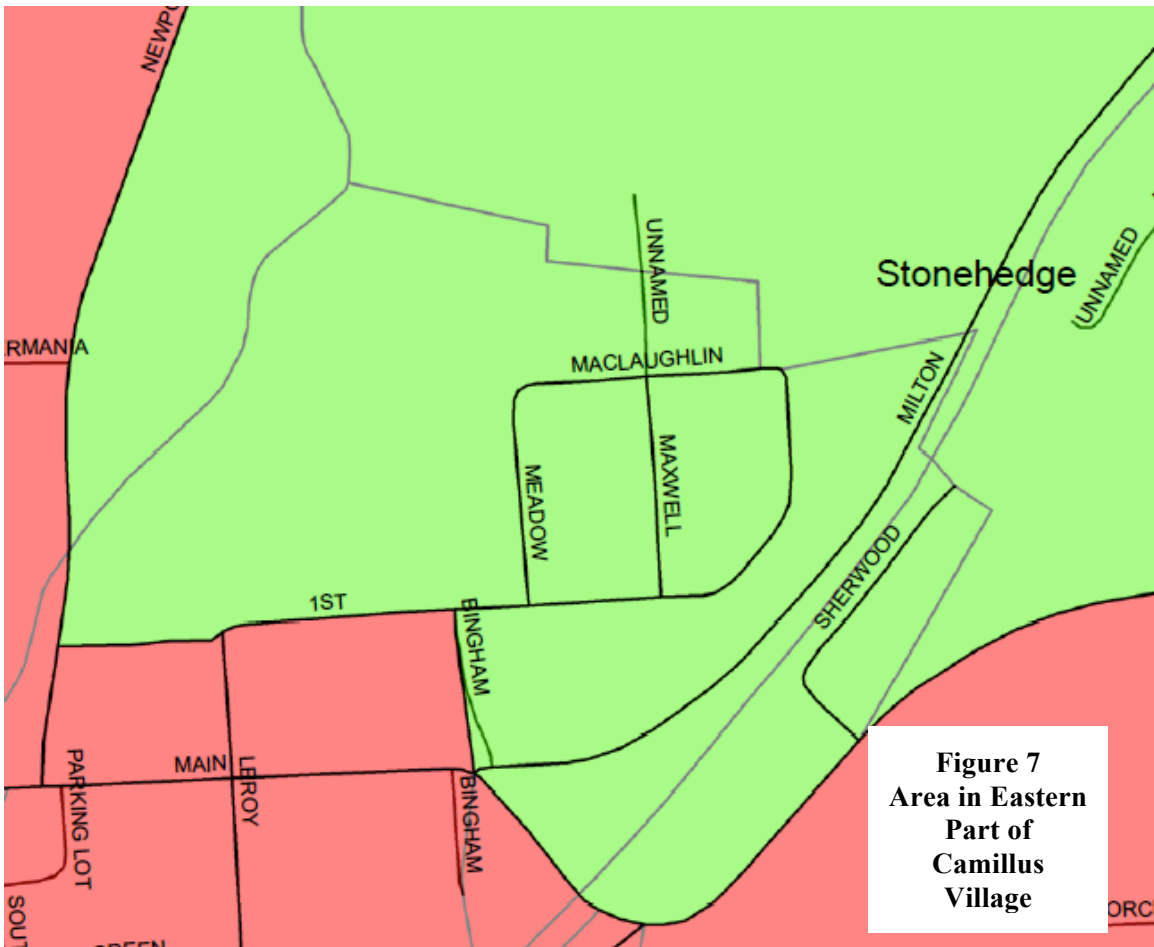
The advisory committee was asked to critique this option. The committee agreed that this option does help balance the enrollments among the elementary schools and, to some degree, brings better balance to the socio-economic make-up of each school. The committee also noted that it would bring students in the eastern part of the district (Westvale area) closer to home and would likely help reduce transportation costs by having these students attend West Genesee Middle versus Camillus Middle School. However, the committee also noted several disadvantages. The new boundary area for Split Rock between the Onondaga Road and Stonehedge areas is choppy and divided.



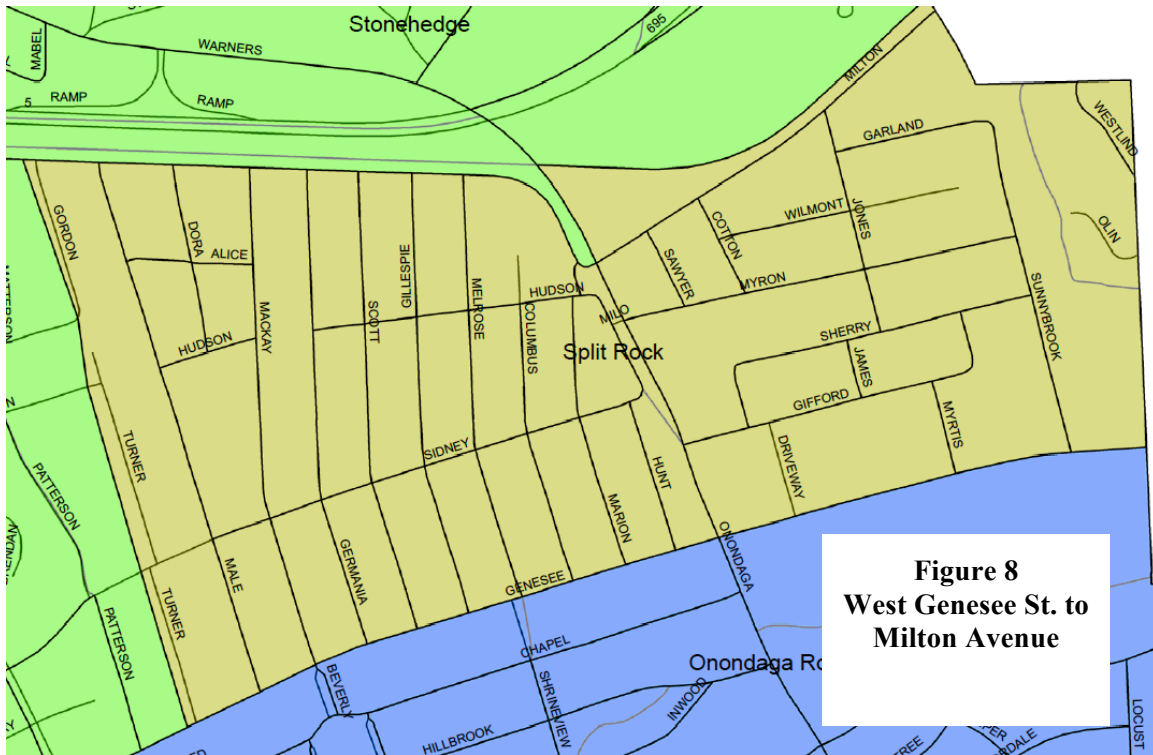
(and by virtue of not altering the middle school feeder pattern, this also shows the attendance areas for West Genesee and Camillus middle schools).

Option B proposes the following changes in the current elementary attendance zones. Similar to Option A, the area east of Onondaga Road in the Westvale area would shift from Split Rock school to Onondaga Road for the same rationale as noted previously. Also similar to Option A, the students living just east of Kasson Road (on Barbara, Joanne, Carol and Elaine) would no longer attend East Hill, but unlike Option A (where they would be shifted to Split Rock), these students would now go to Stonehedge. This change was made after consultation with the district's transportation director and offered improved student safety in routing buses and the distance differences.

Another parcel of district property relocated is shown in Figure 7. This small portion of the district (Maxwell, Meadow, MacLaughlin and part of Bingham streets) is quite close to Stonehedge Elementary, yet these students attend East Hill. Moving these students to Stonehedge would help reduce a few more students from East Hill, add some students to Stonehedge, and yet not alter the socioeconomic make-up of the schools.



Finally, and perhaps most interestingly, the area north of Onondaga Road’s attendance area that currently has students attending Stonehedge would now go to Split Rock. Figure 8 illustrates a closer look at this area. The western boundary of this area would be Gordon and Turner (both sides of the street attending Split Rock) while the northern border would be Milton Ave. On the east, this area would extend to the district line and to the south it would end at Genesee Street. Initially this might look quite odd. It also raises a legitimate question—aren’t people going to complain if students from this area are bussed to Split Rock by driving directly by Onondaga Road Elementary? After consultation with the district’s transportation director and careful consideration of the impact on student enrollments and school socioeconomic make-up, this option does make considerable sense.



Students in this area currently attend Stonehedge Elementary. Measuring the distance from the furthest point in this area to Stonehedge and Split Rock shows that it is virtually equidistant. However, students on the western edge of this area (Male, Turner, and Gordon) are closer to Stonehedge than Split Rock. According to the district transportation director, it would be relatively easy to pick up and deliver these students to Split Rock by traveling directly from West Genesee Street, east on Onondaga Road, to Split Rock Road. Furthermore, these students would attend Camillus Middle versus West Genesee Middle School where they currently feed. This is an easy commute using the Camillus Bypass (and perhaps ever faster). Consequently, from a transportation perspective, this makes quite good sense.

Tables III-3 and III-4 summarize the impact of implementing Option B on the elementary schools this year. This option does reduce Stonehedge and East Hill’s enrollments while at the same time bringing East Hill and Onondaga Road into better balance. It also reduces the number of students attending Stonehedge while keeping Split Rock at approximately the same size as at present.

| Table III-3 Impact of Option B | | | | | |
|---|-----------------------------|--------------------|---------------------------------|------------------------|--------------------------|
| School | Practical Capacity (w Full- | Current Enrollment | Enrollment- Option B-Full Day K | Current Free & Reduced | Free & Reduced- Option B |
| East Hill | 522 | 424 | 400 | 15% | 15% |
| Onondaga Rd | 522 | 296 | 376 | 14% | 16% |
| Split Rock | 568 | 394 | 403 | 12% | 19% |
| Stonehedge | 1038 | 892 | 793 | 24% | 21% |

| Table III-4 Option B1 Grade Level Enrollments by Building | | | | |
|--|-----------|-------------|------------|------------|
| Grade Level | East Hill | Onondaga Rd | Split Rock | Stonehedge |
| Kg | 52 | 36 | 45 | 118 |
| 1 | 69 | 50 | 62 | 104 |
| 2 | 68 | 68 | 65 | 118 |
| 3 | 58 | 74 | 74 | 150 |
| 4 | 82 | 68 | 70 | 160 |
| 5 | 70 | 69 | 86 | 140 |
| Total | 399 (400) | 365 (376) | 402 (403) | 790 (793) |

NOTE: The grade level totals for each school represent the number of students in each grade that live within the attendance area boundaries. The totals in parentheses represent the actual number of students in the school including those that may live outside the attendance area (i.e., special education students placed in the school).

In terms of socio-economic balance, it lowers the free/reduced price lunch percentage at Stonehedge, raises it at Split Rock, yet keeps East Hill and Onondaga Road approximately the same as at present. Given the constraints of geography and transportation, it is unlikely to ever completely balance the socioeconomics of the elementary schools.

As with Option A, since this option does not change the feeder pattern into the middle schools, as the students age up into the middle grades, the schools too will see better balance in enrollments and socio-economic make-up.

The advisory committee had an opportunity to discuss and critique Option B. Feedback received primarily from the committee and members of the public that were present revolved around a concern with the area shown in Figure 8. The central issues of concern voiced was separating students from their friends in the neighborhood, students adjusting to a new school and social group, and a sense that this neighborhood was being targeted due to socio-economics.

We now turn to the third and final primary option considered.

Option C

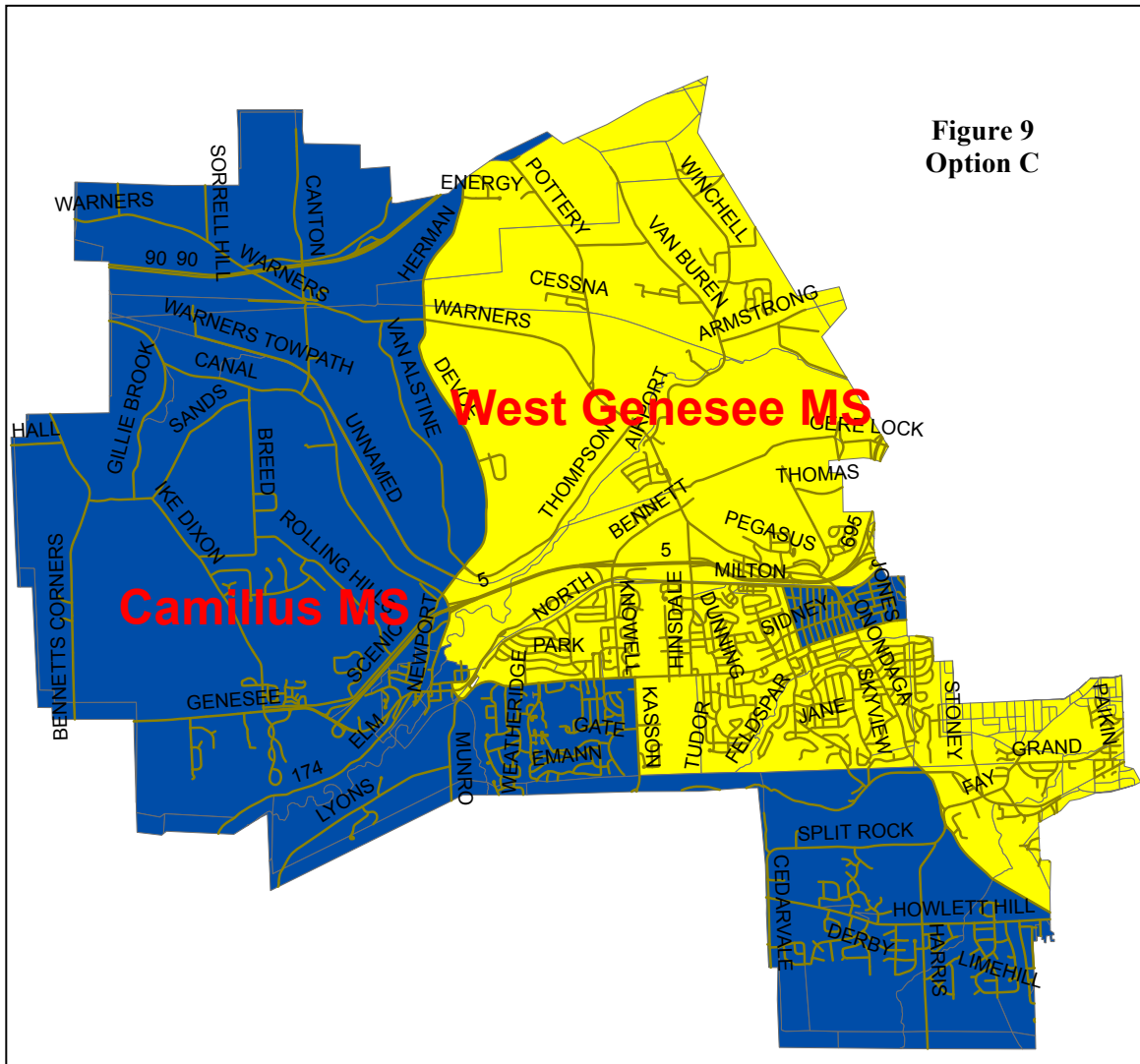
Option C is a variant of Option B. That is, the elementary attendance areas in Option B would remain exactly the same in Option C. Option C however splits the elementary students attending Stonehedge between the two middle schools. Figure 9 shows how this middle school division would be implemented.

The primary purpose in proposing this particular option was to achieve greater balance in student enrollments between the two middle schools. Table III-5 shows us that the practical capacity of the two middle schools is quite similar although the actual enrollments this year are very different. Camillus Middle enrolls 150 fewer students than does West Genesee Middle. Consequently, Option C is an effort to bring actual enrollments into better alignment.

| Table III-5 Practical Capacity of the Middle Schools | | |
|---|----------------------------------|---------------------------|
| <i>School</i> | <i>2011-12 Actual Enrollment</i> | <i>Practical Capacity</i> |
| Camillus | 518 | 740 |
| West Genesee | 688 | 725 |


In essence, there are three elementary schools feeding into West Genesee Middle School (since Stonehedge is a double elementary in size) while only two feed Camillus Middle School. The only practical way to achieve the goal of similar enrollment size is through splitting one elementary school's graduates and sending them off to the two

different middle schools. Due to size and proximity to both middle schools, Stonehedge is the logical building that would be divided. Along Van Alstine and Herman Roads in the northern part of the school district, students currently attend West Genesee Middle School. Under Option C these students, upon completing elementary school, would now go to Camillus Middle School.



**Figure 9
Option C**

This option would result in the same number of elementary students in each school as in Option B. However, the following current number of Stonehedge students, by grade,



would attend Camillus Middle School instead of West Genesee Middle School: Kindergarten (9), first (9), second (6), third (12), fourth (13), and fifth (10). Consequently, within three years from now (the current third through fifth graders) 35 fewer students will attend West Genesee Middle School and will go to Camillus Middle School instead. Of the total 59 students above, 25 qualify for free or reduced priced lunch.

The Redistricting Advisory Committee critiqued this option as well. While the committee did note that this does make some geographic and transportation sense (the Warner's area students would be closer to Camillus Middle School), it felt it would move too few students to justify splitting the elementary social groups. The committee also noted that West Genesee Middle School can handle this number of students and a move of this sort might create other unnecessary problems (socially isolate students perhaps, confusing paperwork, etc.). In the final analysis, the Advisory Committee encouraged us to not give this option serious consideration.

We now turn to key findings from this investigation as they relate to the purpose of the study and to our recommendations for Board consideration.



Key Findings and Recommendations

A tremendous amount of data has been provided in this report. The following key findings stem directly from these data. We will then follow with our recommendations.

Finding #1: The West Genesee Central School District enrollment has been declining and is likely to continue to decline thus resulting in further altering the organization of the schools.

The overall K-12 enrollment has declined from 5,146 in 2006-07 to 4,876 this year. Furthermore, there is no evidence that either increased births, residential development, or returning of resident students educated elsewhere (at home or in the local Catholic elementary school) will alter this pattern.

Finding #2: Given the practical capacity of the elementary and middle schools, there is inequitable enrollment sizes among the schools.

For example, although both schools have identical footprints and the same practical capacity of 522 (with full-day kindergarten), East Hill and Onondaga Road have widely different student enrollments-East Hill with 425 students this year, Onondaga Road with only 296 students.

Finding #3: Given the current elementary school enrollments and an analysis of building usage, three of the four elementary schools could house full-day kindergarten at present. Further, with a more equitable balance in enrollments, all four schools could accommodate full-day kindergarten.

Stonehedge, Split Rock and Onondaga Road elementary schools have adequate room at present to house a full-day kindergarten program; East Hill does not. It is estimated that approximately \$200,000 would be saved in transportation costs annually if full-day kindergarten were implemented due to elimination of the midday bus runs.

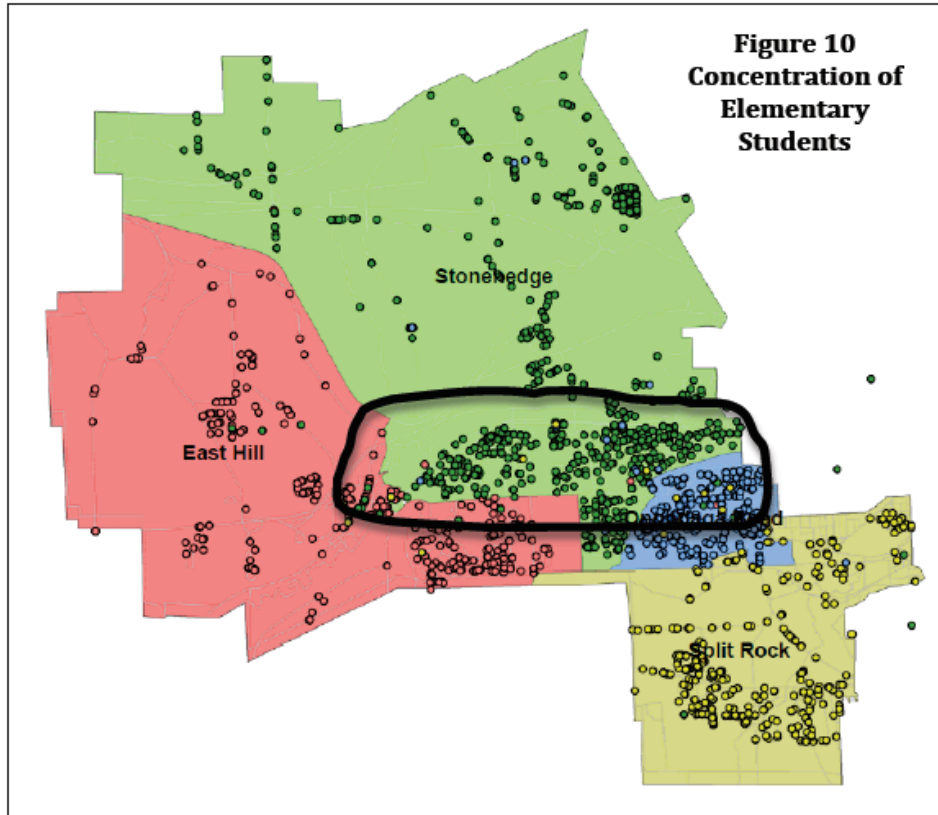


Finding #4: The educational program across the elementary schools and middle schools is exceptionally equitable.

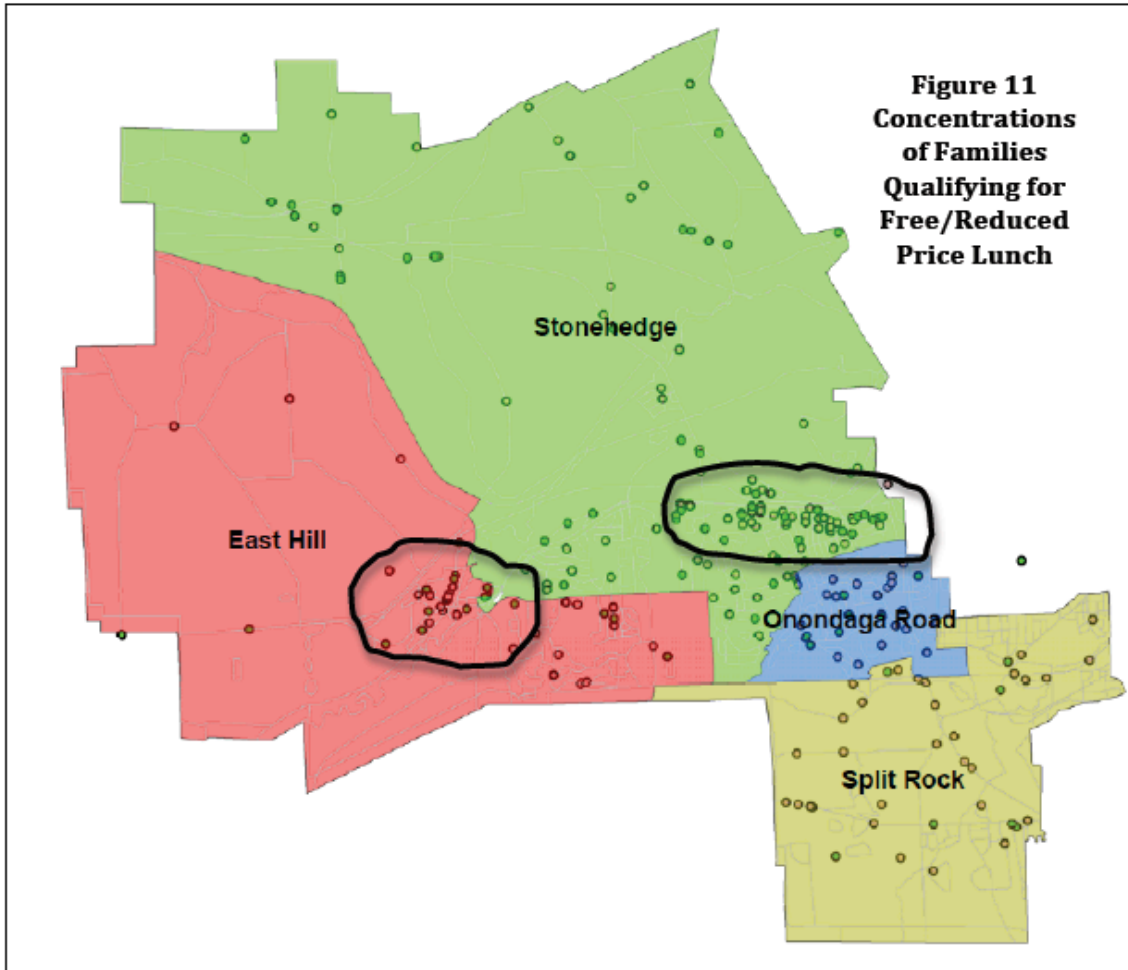
Unlike most school districts, examining the master schedules of each building we found the daily start and end times are nearly identical, the curriculum (core and special area) is very similar, student achievement is quite comparable, etc. There are some minor student performance differences among the elementary schools however. This is a testimony to the incredible focus on ensuring comparability across all schools of which the district governance and staff should be proud.

Finding #5: Transportation distances, concentration of families (generally and those receiving free/reduced price lunches) in certain areas, and street patterns limit available options for realistically redistricting attendance boundaries while moving as few students as possible.

Figure 10 illustrates that elementary students are concentrated primarily in the geographic center of the district along the Route 5 corridor (Fairmount to the Village of Camillus). Consequently, to redistrict elementary students necessitates altering the attendance zones within this concentration of students. Furthermore, as Figure 11 shows us, the families that qualify for the free or reduced price lunch program are concentrated mainly in two



areas: the streets between Genesee Street in Fairmount and Milton Avenue and in the Village of Camillus. Therefore, to bring greater socio-economic balance to the elementary schools, it dictates considering these two areas for redistricting.



Street patterns present limitations on sound and efficient transportation of students. For example, it is important for safety reasons (and in most cases, neighborhood cohesion) to use main, busy arteries as logical attendance/boundary dividing lines. Several main roads in West Genesee include West Genesee Street (Route 5), Milton Avenue, Hinsdale Road, Howlett Hill Road, Kasson Road and Onondaga Road. Consequently, these main roads were given serious consideration when redrawing attendance borders.

Finding #6: Currently students from the Westvale area attend Camillus Middle School because they attend Split Rock Elementary—one of the feeder elementary schools to CMS. This continues to present a transportation challenge given the distance, the need for multiple trip bussing, and school beginning and ending times of the schools. And, it requires students to ride the bus for a considerable time.

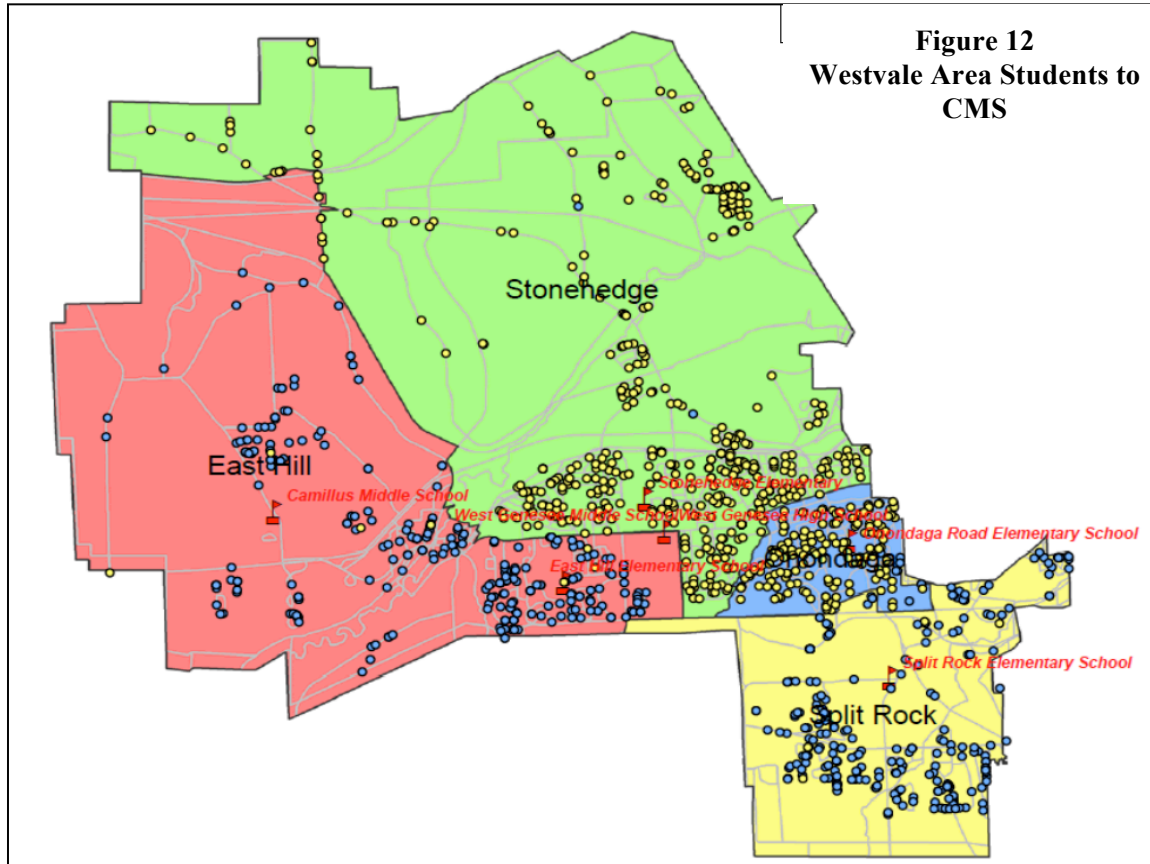



Figure 12 depicts the distance from the Westvale portion of the school district and its distance from Camillus Middle School on Ike Dixon Road. This geographic spread coupled with the way transportation has to be organized to get all elementary, middle and high school students to and from school is inefficient and cost ineffective. Consequently, when considering redistricting it became important to try and rectify this transportation dilemma at the same time as accomplishing the other purposes of this study.

We now turn to our recommendations for Board consideration.

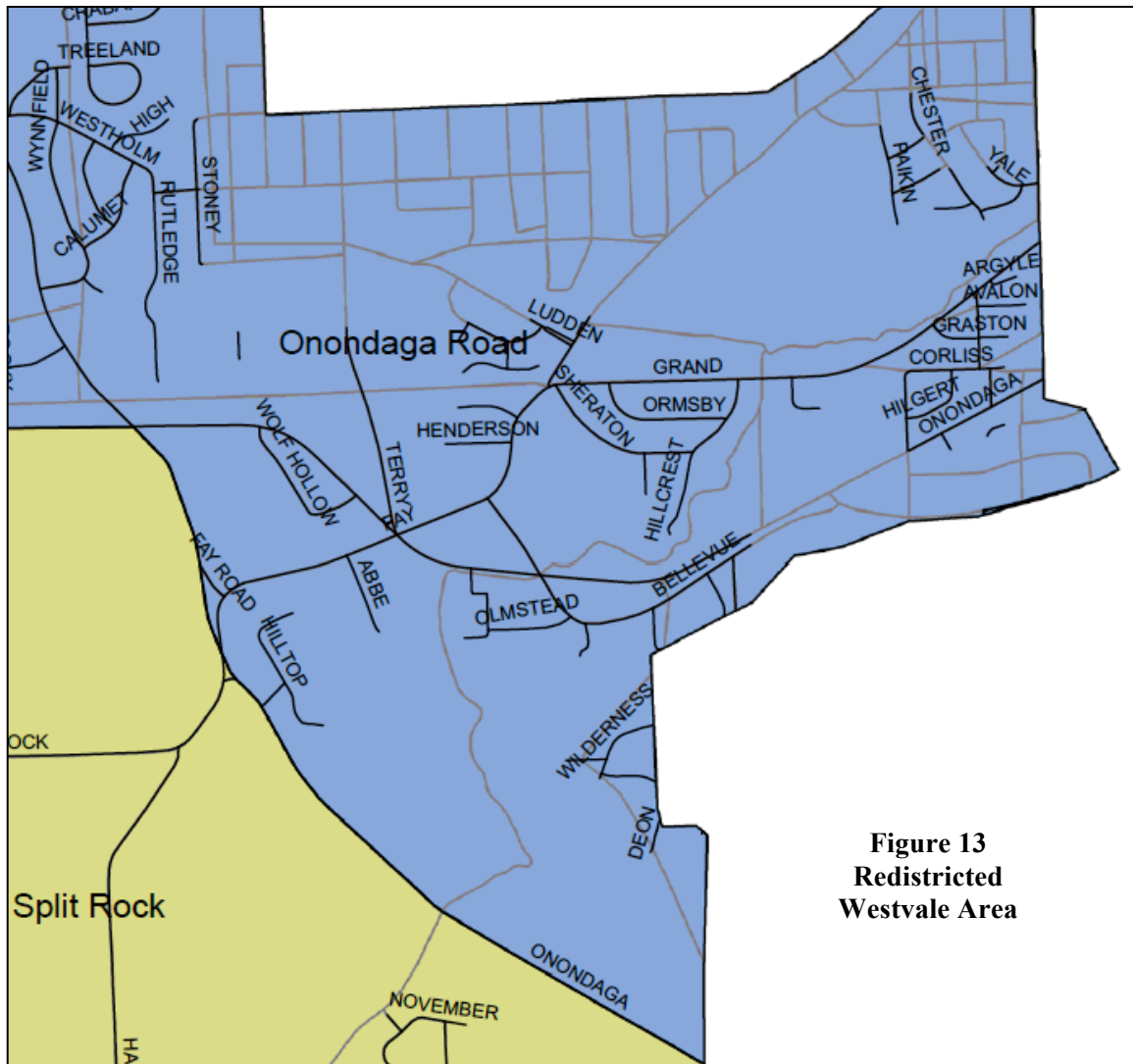
Recommendations

1. *A slight modification of Option B (presented previously) should be adopted for the 2013-14 school year.*



Option B came very close to achieving the three criteria set forth by the Board of Education (balancing elementary and middle school enrollments to be in better alignment with facility capacity, ensuring similar socio-economic make-up of all schools, and permitting room in each elementary school to house full-day kindergarten programs). However, as noted by the advisory committee, while the option had many positive outcomes, it did not balance enrollments and socio-economic make-up as much as we had hoped. Therefore, we have modified Option B for this recommendation to achieve greater balance of these variables. Four areas of the current elementary attendance zones will require modification.

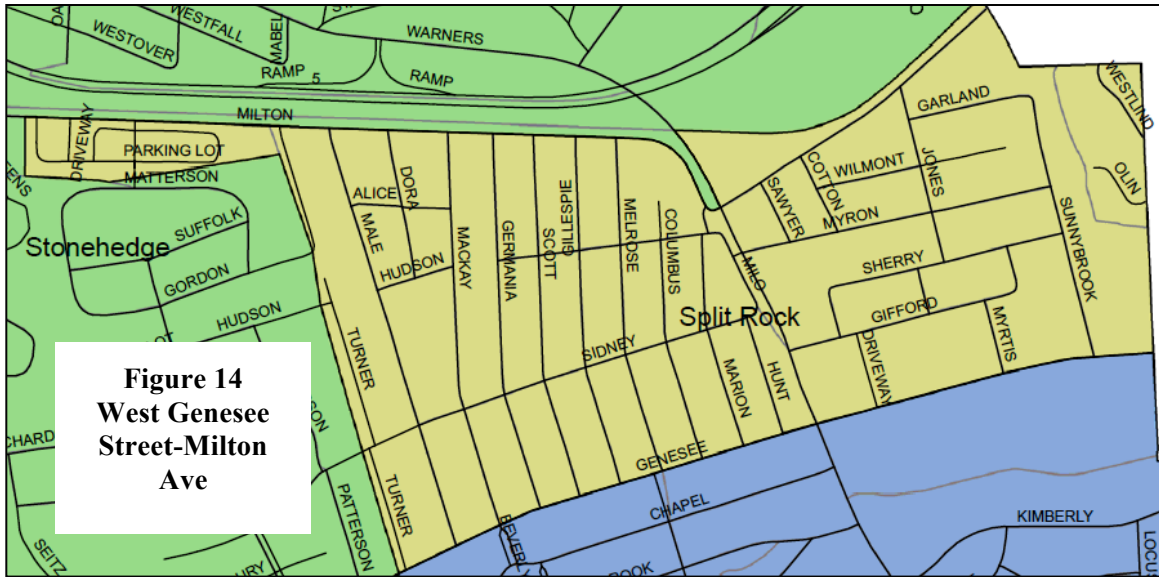
First, the Westvale portion of the district east of Onondaga Road will have elementary students now attending Onondaga Road Elementary instead of Split Rock (as in the original Option B). Onondaga Road is a main dividing artery. This will not only help equalize enrollments between East Hill and Onondaga Road, but it will also improve the transportation restrictions that now exist when these students attend middle school. Furthermore, as will be seen with the shifting of the second area to be discussed, this change will add these Westvale area students to West Genesee Middle School to replace students that will henceforth attend Camillus Middle School. Figure 13 shows the neighborhood streets affected.



**Figure 13
Redistricted
Westvale Area**

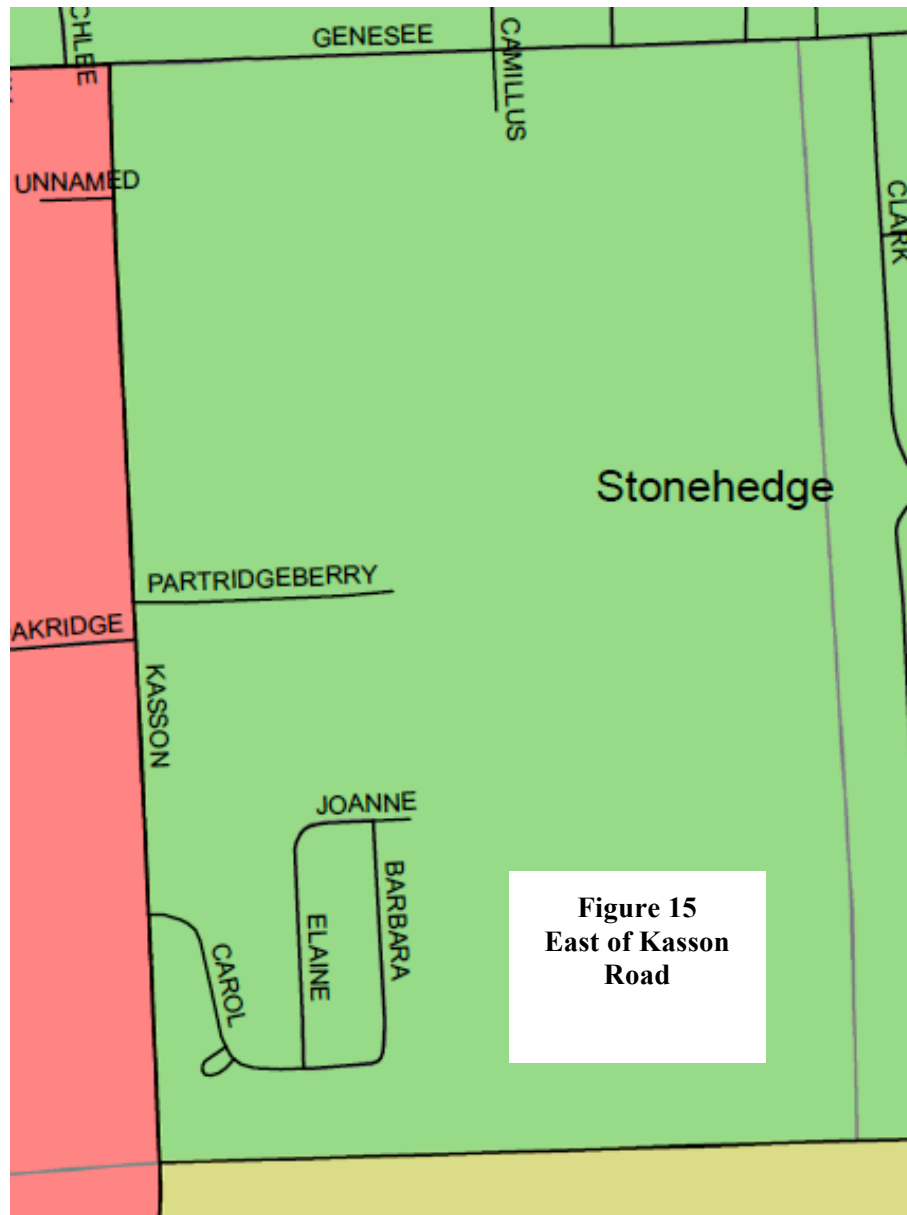
A second geographic area to be redistricted rests north of Genesee Street over to Milton Avenue. Figure 14 depicts the area to be impacted. Shifting the elementary schools for students in this specific portion of the district permits more equal distribution of socio-economics (free/reduced price eligible families). While initially this concept was rejected, it was brought to our attention that transportation plans to accommodate this are easily arranged. Specifically, bussing in this area would pick elementary students up and transport them over Onondaga Road directly to Split Rock School. While these students would pass right by Onondaga Road Elementary School, the furthest distance traveled is approximately 2.1 miles—nearly the exact same distance these students currently travel to Stonehedge.

The western most boundary would include Turner Avenue (both sides of the street), a section of Gordon Parkway (both sides of the street) and the Aaron Manor Townhouse complex. The district border with the Solway School District would determine the eastern



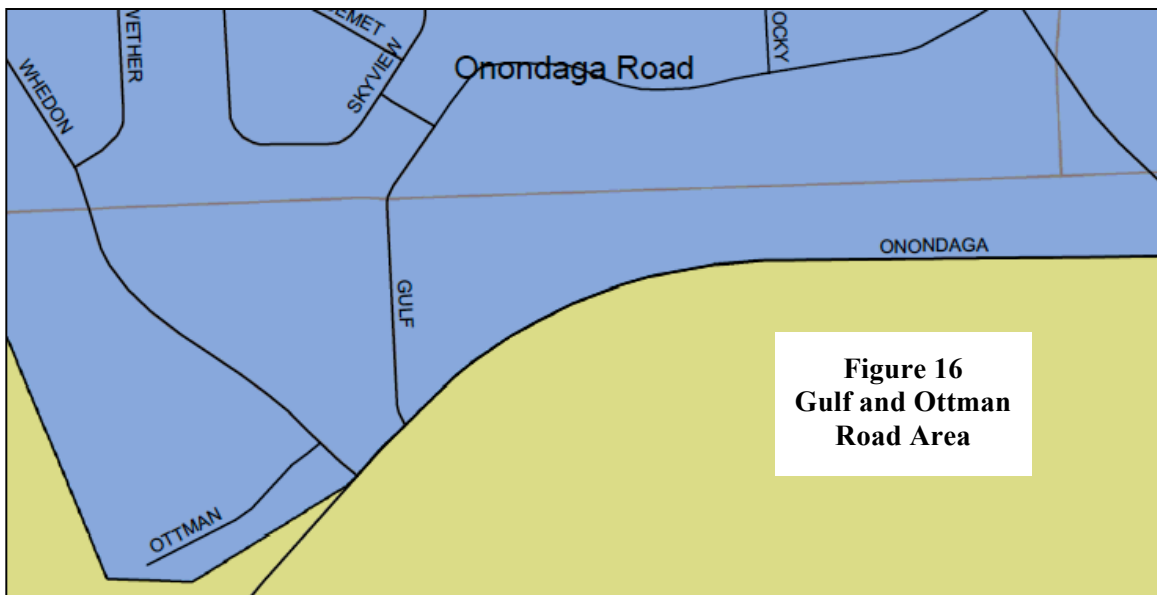
attendance line. Milton Avenue on the north and West Genesee Street on the south would serve as borders.

A third impacted area lies just east of Kasson Road. Figure 15 depicts the streets in this area. Elementary students in this area currently attend East Hill Elementary. This recommendation shifts the neighborhood to Stonehedge Elementary School. The affected streets include those east of Kasson Road including Partridgeberry, Joanne, Barbara, Elaine, and Carol. Transportation is easily accomplished by using Kasson Road to West Genesee Street to Stonehedge. This recommendation helps reduce the enrollment at East Hill Elementary and adds students to Stonehedge to help adjust for those removed in the Milton Ave/West Genesee Street boundary change.



Finally, a fourth area impacted by this recommendation is shown in Figure 16. At present, elementary students living on Gulf Road and Ottman Road attend Split Rock Elementary School. Adopting this recommendation will require all students living on Gulf Road and those on the upper section of Ottman Road to now attend Onondaga Road. The distance to either Onondaga Road or Split Rock school is nearly the same yet adopting this recommendation adds an appropriate number of students to Onondaga Road to help equalize its enrollment with that of East Hill.

Adopting the above recommendation would, in the current year, result in the



following make-up of each elementary school (Table IV-1). Let's examine these data in light of the charge given for this study.


First, we attempted to find a redistricting plan that would align each elementary school more closely with its capacity and, in particular, right size East Hill and Onondaga Road schools. Implementation of this recommendation this past year would have lowered East Hill's enrollment by 13 students while at the same time increasing Onondaga Road's enrollment to 380 (84 students more than current). Both schools this year would have been quite a bit below the calculation of practical capacity even with full-day kindergarten in place. Stonehedge Elementary would have had 770 students under this plan versus the 892 it actually enrolled, while Split Rock's pupil count would have gone up by 19 students. Both of these elementary schools would have been well within the facility's practical capacity even if a full-day kindergarten program was operational. It is important to keep in mind that districtwide elementary enrollment is projected to continue to decline by more than 100 students by 2013-14 when this recommendation would be actually implemented.

Accepting the wisdom of the advisory committee and not splitting elementary students in any single school to attend two different middle schools, does not allow us to achieve better balance of enrollments at the middle level. With Stonehedge as a "double"

elementary school, essentially there are three elementary schools feeding West Genesee Middle School but only two that send students to Camillus Middle School. As Table IV-1 shows, this recommendation reduces Stonehedge’s enrollment while raising Onondaga Road’s, thus offsetting any potential decline when these children reach middle school.

| Table IV-1 Summary of Recommendation Impact on the Elementary Schools | | |
|--|-----------------------|-----------------------|
| | 2011-12 Actual | Recommendation |
| EAST HILL | | |
| Enrollment | 424 | 411 |
| Capacity with full day K | 476 | 476 |
| Free/Reduced Price Lunch | 15% | 16.02% |
| ONONDAGA ROAD | | |
| Enrollment | 296 | 380 |
| Capacity with full day K | 476 | 476 |
| Free/Reduced Price Lunch | 14% | 18.16% |
| SPLIT ROCK | | |
| Enrollment | 394 | 415 |
| Capacity with full day K | 522 | 522 |
| Free/Reduced Price Lunch | 12% | 18.27% |
| STONEHEDGE | | |
| Enrollment | 892 | 770 |
| Capacity with full day K | 969 | 969 |
| Free/Reduced Price Lunch | 24% | 19.28% |

Studying the socio-economic make-up of each elementary school, it is clear that if this recommendation had been adopted this past year there would have been a much closer alignment across the elementary schools. Specifically, using the percentage of families that qualify for free or reduced price lunch in each school, all schools would be within three percentage points of one another (East Hill, 16.02%; Stonehedge, 19.28%). For all practical purposes, and given extensive study, this brings each school as close to one




another as any of the options that were studied. This distribution of families will likely alter the current pattern of increasing lower income families in the Stonehedge zone for the near future. The adjustment in socio-economic make-up of the elementary schools as discussed will eventually alter the make-up of the two middle schools as students age up. It is estimated that adoption and implementation of this recommendation would affect approximately 172 families out of approximately 3000 in the school district, or 5.7% of the overall families that have children in school and just 1.3% of the overall population of the school district.

2. The district should use the 2012-13 academic year to fine tune this recommendation and to develop detailed plans for its implementation.

The West Genesee Board of Education was wise to announce early in this process that any potential adopted change in attendance boundaries would not be implemented until the fall of 2013. Essentially what is provided here is an overarching concept of how best to redraw the attendance zones to meet the Board's criteria. More detailed, fine-tuned planning (staffing, transportation, etc.) will need to be conducted to ensure this transition goes smoothly. Consequently, following Board adoption, we strongly encourage the central office administration to form an implementation committee. This committee should include administrators, instructional and non-instructional staff, and parents. The committee's role is to advise the administration on the specific issues to be resolved for implementation of the Board's action.

3. The elementary and middle school attendance zones recommended should be implemented completely in September 2013 rather than phased in over time .

While some major school district changes make sense to be implemented incrementally, redistricting of attendance boundaries is not one of them. A number of significant issues can be avoided if the redistricting is instituted in total for all grades and geographic areas at the same time. If the plan were phased in for example, parents with children at different elementary grades would have to attend open houses, parent



conferences, concerts, etc. in two elementary schools. Young siblings would not be able to support one another. Bussing would be immensely complicated for students, parents and the transportation department with elementary students living at the same address yet attending different elementary schools. It would extend these same issues to the middle school level as well.

In conclusion, we clearly recognize that redistricting attendance boundaries is a difficult and emotional issue. That said, it is one that must be tackled occasionally by many school districts to ensure that *all students* receive quality and equitable opportunities to learn. We wish the Board all the best as it grapples with this difficult decision.

The appendix that follows in this report contains reference materials that the reader may find interesting and informative. Most of this material was distributed to the Redistricting Advisory Committee as it engaged in its work or was the result of the Committee's efforts.



APPENDIX



A. Minutes of the Redistricting Advisory Committee Meetings



MEMORANDUM

TO: West Genesee Community Advisory Committee

FROM: Alan Pole and Bill Silky

RE: Meeting Notes-Meeting of January 5, 2012


DATE: January 16, 2012

Present-Committee: Leticia Andolino, Susie Behlen, Kim Coyne, Michelle Cuttler, Karen Fruscello, Nori Gartner-Baca, Kimberly Gdula, Diana Luscombe, Kathy Maffei, Rob Pienkowski, Bonnie Pirro, Deb Simon, Barbara Soper, Ray Togias. Cheryl Vetter, Neil Widrick, and Tonya Wilson

Consultants: Bill Silky and Alan Pole

Observers: Kim Hagadorn, Kate Korzeniewski, Jennifer Christie, Julia Walker, Danielle Quinn, Tina Peyton, Jennifer Putnem, Kathy Lowther, Kristin Tessier, Mary Ellen Guinto, Michael Liber, Brandon Barba, Todd Klaben, Heather Valerino, Heather Saroney, Caroline Flaherty, Joan D'Alessandro, Megan Matthewson, Donna Gillette, Suzie Shoults, Jennifer Goshow. Linda McManus, Patty Searle, Colleen Pierce, Brandi Lawson, Amy Drury, Susan Unz, Allyson Winters, Kathy Dugan, John Lawrence, William Washington, Ron Lape, Rich Guile, Susan Stukus, Theresa Desko, Karla Reighter, Erin Bednarski, Katherine Bidwell, Karen Kelly, Courtney Lyons, Cynthia Smith, Cathy Emery, Steve Emery, Cristy Bobbett, Ann Barlow, Linda Salmons, Debbie Simon, Sarah Long, Kristen Lounsbery, Sharon Osterdale, Lisa Tyszka, Patricia Conroy, Vladimiro Hart-Zavoli, David Pinker, Mark Boyer, Kelly Boyer, Kim Mangano, Kara Lux, Tia Marino-Kieffer, Lisa Trivison, Dawn McIlroy, Ginny Cummings, Susan Marshall, Lori Keevil, Lisa Craig, Margaret Barbuto, Susan Winn, Rene Dhice, David Savarese, Ike Sisson, Joe Shields, Beth Caraccio, Ann Henderson, Bill Petty, Ellen Grasser, Debra Abbott, Kristine Breault, Deborah Geiss, Brian Kesel, Gary Gerst, Jackie Randall, Vicki Schlenker, Carol Doucette, Greg Catore, Liz Mossotti, Patti Garrison, Susan Zoanetti, Gloria Francisco, Meredith Buza, Elizabeth Ivery, Pearlene Amica, Joe Flynn, Mary Luber, Tom Warzecha, Jeff Reina, and Halyna Mekker

Location-Library at Stonehedge Elementary School

- 
1. Superintendent Chris Brown welcomed everyone and thanked the committee members for their participation on this committee. Dr. Brown then introduced Bill Silky and Alan Pole as the consultants. Introductions of the committee were made. A committee roster with names and email addresses was reviewed.
 2. The consultants introduced themselves and gave an overview of their backgrounds. Bill Silky also described how Pat Dolan who will be working as part of the consultant team. He has expertise in using district maps to reconfigure attendance zones.
 3. Bill Silky reviewed the following: The mission of the West Genesee Central School District, in partnership with the community, is to ensure that each student attains the knowledge, skills and attitudes necessary, not only for lifelong learning, but also for becoming a cooperative, self-directed, productive, caring citizen.
 4. Superintendent Chris Brown defined the charge to the committee as follows:

To advise the consultants in making recommendations to the West Genesee Board of Education on the following items:

a. to balance the enrollments of the elementary and middle schools to better align with the student capacities of those buildings;

b. to provide a balance of socio-economic factors with students across the buildings in order to equalize opportunities for students;

c. to determine if realigning attendance zones would provide sufficient space for a full day kindergarten program in the district.

5. Bill Silky gave a PowerPoint presentation where he reviewed committee operating procedures, committee expectations, and demographic data about the school buildings. He also reviewed the district's policy on attendance that follows:

Attendance areas for the various schools of the district will be documented by the superintendent and approved by the Board. The primary considerations that govern the establishment of a school attendance area are school capacity and transportation. The following general guidelines will also apply:

1. *Attendance lines will be constructed on the basis of projected enrollment to achieve a balance within each school in relation to their capacity at the opening of the school year. Attendance areas will be*

reviewed annually, although the Board reserves the right to take action during the school year if necessary.

2. *In adjusting lines, every effort will be made to assure that a child is not moved involuntarily more than once during his elementary school years.*
3. *Children will attend the school in the attendance area in which they live in accordance with the zone approved by the Board unless exceptions are provided under the policy.*
 - A. *Exceptions for babysitters residing in a different attendance area will be considered annually if the following conditions are present:*
 1. *Student enrollment will not result in overcrowding of school or grade level.*
 2. *Transportation will not result in overcrowding of buses and/or incur additional costs.*
 3. *Residence of babysitter must be in attendance area for which transportation is already provided.*

6. All future committee meetings will begin at 6:30 and end at 8:30 pm. The future meeting schedule for the committee was reviewed. Meetings are currently scheduled for:

February 2

February 9

March 8

April 12

April 26

7. The next meeting of the advisory committee is scheduled for Thursday, February 2nd at 6:30 in the Camillus Middle School library.

C: Chris Brown

MEMORANDUM

TO: West Genesee Community Advisory Committee

FROM: Alan Pole and Bill Silky

RE: Meeting Notes-Meeting of February 2, 2012

DATE: February 4, 2012

Present-Committee: Leticia Andolina, Susie Behlen, Kimberly Coyne, Michelle Cuttler, Karen Fruscello, Nori Gartner-Baca, Kimberly Gdula, Diana Luscombe, Mary Philipppone, Rob Pienkowski, Bonnie Pirro, Deb Simon, Barbara Soper, Ray Togias. Cheryl Vetter, Neil Widrick, and Tonya Wilson

Consultants: Bill Silky and Alan Pole

Observers: Ginny Cummings, Michael Perkins, Celene Fryba-Uezen, Jeff Reina, Kim Hagadorn, Tricia Bacon, Nancy Kastick, Matt Mahoney, Amy Drury, Allyson Winters, Kathy Dugan, Sue Unz, Lisa Craig, Linda Priest Sheedy, Cynthia Smith, Ellen Miller, Anne Marie Donohue, Kathy Lowther, Kristin Tessier, Cheryl Saidel, Brian Kesel, David Paczkowski, Steve Dunham, Todd Freeman, Earl Sanderson, Scott Donaldson, Dan Sheehan, Patty Conroy, Suzie Shoults, Ike Sisson, Meredith Buza, Liz Ivery, Meghan Channels, Kate Korzaniewski, Cristy Bobbett, Ann Barlow, Debbie Simon, Inge Spang, Kristine Breault, Amy Wenner, Julia Gauzza, Cathy Emery, Beth Caraccio, Halyna Mekker, Lisa Tyszka, Tom Warzecha, Deidre Tait, Jackie Randall, Susan Zoanetti, Donna Gillette, Tina Peyton, Danielle Quinn, Julia Walker, Allison Oudemool, Patti Gabello, Kate Bidwell, Vladimiro Hart-Zavoli, Kimbra Dudzinski, Clara Monz, Tammy Gilbert, Karin Trapasso, Brandi Lawson, Michelle Scott, Lorraine Clarke, Latrina Brumfield, Gregory Couture

Location-Cafeteria at West Genesee Middle School

1. Bill Silky welcomed everyone and thanked Principal Earl Sanderson for hosting the meeting.
2. There were no questions or comments on the notes from the January 5 meeting of the committee. Meeting notes are routinely published on the district's web site.
3. The charge to the committee was reviewed as follows:

To advise the consultants in making recommendations to the West Genesee Board of Education on the following items:

a. to balance the enrollments of the elementary and middle schools to better align with the student capacities of those buildings;

b. to provide a balance of socio-economic factors with students across the buildings in order to equalize opportunities for students;

c. to determine if realigning attendance zones would provide sufficient space for a full day kindergarten program in the district.

4. Bill Silky reviewed the highlights of the January 5 meeting. He then provided an overview of the elementary schools including a review of their program, class sizes, socio-economic status of the students, state assessment results, special education students, and the physical plants. He also reviewed the practical capacities of the four elementary schools that are currently rated at the following capacities:

East Hill-81%

Onondaga Road-57%

Split Rock-69%

Stonehedge-86%

5. Alan Pole provided an overview of the two middle schools. East Hill and Split Rock students go to Camillus Middle School while Stonehedge and Onondaga Road students go to West Genesee Middle School. He reviewed the schools' program, class sizes, socio-economic status of the students, state assessment results, special education students, and the physical plants. Camillus Middle School has 156,560 square feet and 518 students while West Genesee Middle School has 125,700 square feet and 668 students.


6. The future meeting schedule was discussed and a change in the previous schedule was made. The April 12 meeting has been cancelled and a meeting on May 10 will now be held. This means that the schedule of future meetings is as follows:

February 9-Camillus Middle School

March 8

April 26

May 10



7. The meeting was then opened to the floor. A number of questions and comments were received from the audience.

8. The next meeting of the advisory committee is scheduled for Thursday, February 9th at 6:30 in the Camillus Middle School. A tour of the building will be held at 5:45 for anyone who is interested.

C: Chris Brown

MEMORANDUM

TO: West Genesee Community Advisory Committee

FROM: Alan Pole and Bill Silky

RE: Meeting Notes-Meeting of February 9, 2012

DATE: February 13, 2012

Present-Committee: Susie Behlen, Kimberly Coyne, Michelle Cuttler, Karen Fruscello, Nori Gartner-Baca, Kimberly Gdula, Diana Luscombe, Kathy Maffei, Mary Philipponne, Rob Pienkowski, Bonnie Pirro, Deb Simon, Barbara Soper, Ray Togias. Cheryl Vetter, and Tonya Wilson

Consultants: Bill Silky and Alan Pole

Observers: Susan Stukus, Carol Pettinelli, Kathy McDonald, Amy Drury, Caroline Flaherty, Heather Saroney, Dylan Pensabene, Michael Heise, James Wenner, Amy Wenner, Scott Smith, Pat McGee, Laurie Whann, Beth Caraccio, Julia Gauzza, Cathy Emery, Stephen Emery, Todd Freeman, Earl Sanderson, Inge Spang, Ann Henderson, Jerry Williams, Debbie Quick, Lori Keevil, Ann Barlow, Cristy Bobbett, Megan Vertucci, Rene Druce, David Paczkowski, Colleen Lauricella, Joe Jasinski, Meredith Buza, Lisa Trivison, Dina Mango, Kristin Sperduti, Anne Marie Donohue, Ellen Graser, Kathy Dugan, Allyson Winters, Sue Unz, Jennifer Groth, Karen Kelly, Gregory Couture, Kim Dunham, Nancy Kastick, Danielle Quinn, Allison Oudemoor, Correne Tucciarone, Crystal Furbeck, Sheila Mello, Cindy Smith, Ginny Cummings, Lisa Craig, Kim Hagadorn, Deb Geiss, and Brian Kesel

Location-Large Group Instruction Room at Camillus Middle School

1. Bill Silky welcomed everyone and thanked Principal Beth Lozier for hosting the meeting and for providing a tour of the building prior to the meeting.
2. There were no questions or comments on the notes from the February 2 meeting of the committee. Meeting notes and meeting handouts are routinely published on the district's web site.
3. Bill Silky reviewed the data that had previously been previously shared with the committee and tied that data to the following three portions of the charge to the committee:

a. to balance the enrollments of the elementary and middle schools to better align with the student capacities of those buildings;

b. to provide a balance of socio-economic factors with students across the buildings in order to equalize opportunities for students;

c. to determine if realigning attendance zones would provide sufficient space for a full day kindergarten program in the district.

4. Jerry Williams, the transportation supervisor for West Genesee, gave an overview of the district's transportation system. West Genesee buses travel approximately one million miles per year in transporting students to and from school. In the event that the district decides to proceed with a full day kindergarten program, the mid-day bus runs could be eliminated and a significant amount of money could be saved from the cost of transportation. The longest bus runs that currently exist for students in the district are as follows:

High School-45 minutes

Middle Schools-50 minutes

Elementary Schools-50 minutes

5. Bill Silky provided an overview of the computer program that allows school boundaries to be altered and studied. He then provided the first option for redistricting the elementary schools. The committee was then broken up into four groups and asked to do two things:

1. react to the redistricting proposal that was presented by Bill;

2. develop any new redistricting proposals that could be considered at a future meeting that would meet the objectives of the study.

6. The four committee groups reported out on their discussions. Future redistricting options will be considered at upcoming meetings.

7. The meeting was then opened to the floor. A number of questions and comments were received from the audience.

8. The next meeting of the advisory committee is scheduled for Thursday, March 8th at 6:30 in the Onondaga Road Elementary School. A tour of the building will be held at 5:45 for anyone who is interested.

C: Chris Brown



MEMORANDUM

TO: West Genesee Community Advisory Committee

FROM: Alan Pole and Bill Silky

RE: Meeting Notes-Meeting of March 8, 2012

DATE: March 9, 2012


Present-Committee: Leticia Andolina, Susie Behlen, Kimberly Coyne, Karen Fruscello, Nori Gartner-Baca, Kimberly Gdula, Diana Luscombe, Kathy Maffei, Mary Philipppone, Bonnie Pirro, Deb Simon, Ray Togias. Cheryl Vetter, Neil Widrick, and Tonya Wilson

Consultants: Bill Silky and Alan Pole

Observers: Jennifer Sheldon, Karin Trapasso, Erica Jocz, Angela McShane, Sarah Long, Tracie O'Connor, Erin Paoli, Ginny Cummings, Jackie Walton, Amy Graham, Kimberly Barry, Cristy Bobbett, Lori Keevil, Lisa Craig, Paul Dunning, Michael Salucci, Patty Searle, Dorin Laufer, Kim Hagadorn, Tricia Bacon, Melissa Pensabene, David Paczkowski, Brian Kesel, Christopher Brown, Todd Freeman, Tracy Corcoran, Debbie Quick, Julia Gauzza, Loren Gauzza, Cathy Emery, Allyson Winters, Kathy Dugan, Sue Unz, Ann Henderson, Ellen Graser, Beth Caraccio, Allison Oudemool, Jenn D'Alessandro, Megan Mathewson, Thomas Royal, Heather Valereino, Lisa Trivison, Tia Marino-Kieffer, Debbie Simon, Caroline Flaherty, Heather Saroney, Gregory Couture, Julie Darmody-Latham

Location-Cafeteria at Split Rock Elementary School

1. Bill Silky welcomed everyone and thanked Principal Todd Freeman for hosting the meeting.
2. There were no questions or comments on the notes from the February 9 meeting of the committee. Bill reminded the committee and observers that meeting notes and PowerPoint presentations are routinely published on the district's web site.
3. Bill Silky reviewed the charge to the committee and updated some district data from last meeting regarding Academic Intervention Services and socio-economic status.



4. Bill indicated he had met with the Superintendent of Schools for the Syracuse Roman Catholic Diocese to inform him of the study and to get information about enrollments at Holy Family School. He was told that for 2011-12, Holy Family has 61 kindergarten students, 31 of whom are from West Genesee. Their Pre-K program enrolls 91 students, 50 of whom are from West Genesee. Bill said that given this small number of students in Holy Family's kindergarten, and knowing some percentage will remain at Holy Family for their entire elementary experience, if West Genesee implements a full-day kindergarten program the district could easily absorb the Holy Family students.

5. Bill Silky provided three options for redistricting the elementary schools, Option A, Option B, and Option C. The committee was then broken up into three groups and asked to list the advantages and disadvantages for each of the three options. The three committees reported out on their discussions and it appeared as if Option B was the preferred choice of each discussion group. Based on this feedback, one or more options will be developed for the next meeting and further discussion will take place.

6. The meeting was then opened to the floor. A number of questions and comments were received from the audience.

8. The next meeting of the advisory committee is scheduled for Thursday, April 26th at 6:30 pm in the Onondaga Road Elementary School. A tour of the building will be held at 5:45 for anyone who is interested.

C: Chris Brown

MEMORANDUM

TO: West Genesee Community Advisory Committee

FROM: Alan Pole and Bill Silky

RE: Meeting Notes-Meeting of April 26, 2012

DATE: April 27, 2012


Present-Committee: Leticia Andolina, Susie Behlen, Kimberly Coyne, Karen Fruscello, Nori Gartner-Baca, Kimberly Gdula, Diana Luscombe, Mary Philipponne, Rob Pienkowski, Bonnie Pirro, Deb Simon, Ray Togias, Cheryl Vetter, Neil Widrick, and Tonya Wilson

Consultants: Bill Silky and Alan Pole

Observers: Terry Boiselle, Amy Wenner, Jim Wenner, Tricia Bacon, Kim Hagadorn, Susan Stukus, Michael Perkins, Sue Unz, Allyson Winters, Kathy Dugan, Linda North, Linda Sheedy, Caroline Flaherty, Amy Drury, Christopher Jewell, Tim Mullane, Theresa Garvey, Tina Pexton, Stephanie Skardinski, Allison Oudemoor, Zachary Boronka, Karen Kelly, Debbie Simon, Patty Searle, Lisa Trivison, Matthew Snow, John Dalgety, David Paczkowski, Brian Kesel, Lori Keevil, Jeff Reina, Gary Gerst, Deborah Geiss, Ingebjorg Spang, Lisa Craig, Vladmoro Haszwoi, Greg Couture, Angela McShane, Kelly Abbott, Kelly DeSena, Amber Shoudy, Alexander Talev, Sanna Abedrabbah, Suhad Abedrabbah, Abedallah Abedrabbah, Alae Abedrabbah, Catherine Mason, Shelley Trace, Paul Ponto, David Wocks, Jennifer Tucker, Chris Tucker, Michele Ambriati, Heather Fairchild, Holly Grobsmith, Douglas Grobsmith, Cathy Emery, Julia Gauzza, Beth Caraccio, Loretta Chomyszak, Ann Barlow, Linda Crossett, Cathi Henderson, Christine Congel, Kimberly Purcell, Karin Trapasso, and Brandi Lawson

Location-Gymnasium at Onondaga Road Elementary School

1. Bill Silky welcomed everyone and thanked Principal Deborah Geiss for hosting the meeting and for the building tour prior to the meeting.
2. There were no questions or comments on the notes from the March 8 meeting of the committee. Bill reminded the committee and observers that meeting notes and PowerPoint presentations are routinely published on the West Genesee district web site.



3. After reviewing the agenda for the meeting, Bill Silky reviewed the charge to the committee, consultant activity updates since the last meeting, the consultants' tentative recommendation, and the extent to which the tentative recommendation meets the charge from the board of education.

4. After presenting the tentative recommendation of the consultants, the committee discussed the recommendation and provided feedback for the consultants.

5. The meeting was then opened to the floor. A number of questions and comments were received from the audience including the following:

- Opposed to having East Hill, Onondaga Road, and Split Rock all go to Camillus Middle School

- It is inappropriate to move students for reasons of socio-economic status

- Redistricting should be done by geography rather than by SES

- What are the next steps in the process?

- We bought our house so our children would go to a particular elementary school and we don't want them changed

- What does equal opportunity mean; what opportunities are my children going to have after these changes that they don't have currently?

6. Bill Silky reviewed the next steps in the process. The May 10 committee meeting will be focused on a review of the draft report of the consultants. The draft report will be emailed to all committee members by May 4. After consideration of the draft report by the committee, changes will be made in the report. The consultants will then present their report to the West Genesee board of education at one of their June meetings.

7. The next meeting of the advisory committee is scheduled for Thursday, May 10th at 6:30 pm in the East Hill Elementary School. A tour of the building will be held at 5:45 for anyone who is interested.

C: Chris Brown



B. The Committee's Analyses of Possible Redistricting Options

(Note: Three options were initially presented and labelled A, B and C. At the following meeting a modification of Option B was again analyzed by the committee as relabelled Option 2)

Option A Analysis: Report of the Committee (3/8/12)

The following summarizes the advantages and disadvantages the Redistrict Advisory Committee identified at the March 8th meeting. Also noted are any questions/comments/concerns that the committee listed.

Advantages of Option A

- Stonehedge population is reduced while Split Rock's is increased
- More students were added to Onondaga Road
- Most southern boundary have two schools meeting, not three
- There is a more diverse group of students going into Split Rock

Disadvantages of Option A

- The new boundary area is divided and choppy
- Still not enough students are attending Onondaga Road
- There are not enough students leaving East Hill
- Transportation
- Some neighborhood children will have to go to a different middle school

Comments/Questions/Concerns


- None

Option B Analysis: Report of the Committee (3/8/12)

The following summarizes the advantages and disadvantages the Redistrict Advisory Committee identified at the March 8th meeting. Also noted are any questions/comments/concerns that the committee listed.

Advantages of Option B

- The neighborhood of kids stays together west of Onondaga Road
- Balances the socioeconomics
- Ease of transportation
- This option is easily "tweakable"
- The small Split Rock section just added is bordered by main roads



Disadvantages of Option B

- Kids on each side of Onondaga Road do not hang out together
- Will transport the small pocket right by Onondaga Road to Split Rock
- Children are in elementary school longer than middle or high school and this change might impact them more
- The number of students is still not similar in schools
- Increases the number of lower SES students attending Onondaga Road
- East Hill is still not small enough
- Small pocket could be more easily incorporated into Onondaga Road but it does not address the socio-economic issue or ease of transportation to Camillus Middle School
- There is a triangle of three schools converging in the southern, middle portion of the map

Comments/Questions/Concerns

- None

Option C Analysis: Report of the Committee (3/8/12)

The following summarizes the advantages and disadvantages the Redistrict Advisory Committee identified at the March 8th meeting. Also noted are any questions/comments/concerns that the committee listed.

Advantages of Option C

- Would make geographic and transportation sense-Warner's kids are closer to Camillus Middle School
- Only moves about 10 students per grade level

Disadvantages of Option C

- Splitting elementary social groups
- Splits a pocket away from the elementary school to the middle school
- Can emotionally affect children and possibly socially isolate them; West Genesee Middle School can handle this number of students
- Confused paperwork for such a small number of students going to CMS while other Stonehedge students go to WGMS



Comments/Questions/Concerns

- None

Option 2 Analysis: Report of the Committee (3/18/12)

The following summarizes the advantages and disadvantages the Redistrict Advisory Committee identified at the February 9th meeting. Also noted are any questions/comments/concerns that the committee listed.

Advantages of Option 2


- Increases enrollments in Split Rock and Onondaga Road while lowering Stonehedge and East Hill enrollment
- Somewhat balances socioeconomic make-up of the schools
- Students in the eastern part of the district will go to an elementary school closer to their home; this make sense
- Helps reduce the cost of bus routing

Disadvantages of Option 2

- East Hill and Onondaga Road not affected enough; more kids need to move from East Hill and more need to be added to Onondaga Road
- Sends too many kids to Split Rock
- Kids (although a small number) from Kasson Road would be isolated from neighborhood friends by going to Split Rock
- Kids between Hinsdale, Milton and West Genesee should be able to go to West Genesee Middle School due to proximity to the building; they could walk there
- Northern most Split Rock extension seems out of sync; is awkward; would be shorter commute for these kids to attend Onondaga Road

Comments/Questions/Concerns

- Is it possible to make Onondaga Road and East Hill K-2 buildings and Split Rock and Stonehedge 3-5 buildings?
- Keep balancing populations as charged
- Use development in East Hill district—Barbara Lane and Carroll Drive development to go to Split Rock
- In our opinion—need 40-60 kids moved from East Hill to accommodate all day Kindergarten but in doing that you may pull neighborhood children from the school
- Move more kids to Onondaga Road; add Gulf Road to Onondaga Road

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- Take kids from over by West Colony Point and Pete's Polar Parlor and send them to Split Rock or Onondaga Road; an advantage would be not breaking up a neighborhood—a disadvantage would be driving past Onondaga Road to get to Split Rock
 - Consider west of Onondaga Road (the street) to go to Split Rock. Use West Genesee Street as north/south boundary which eliminates small pocket of Split Rock.