



**Stamford** Public Schools

EXCELLENCE IS THE POINT.

# Addressing Program Equity and Capacity in Stamford Public Schools



September 2014

# Why A New School, Prek-5?

- Mandated requirements for instructional programs and increased enrollment have combined to create serious space inadequacies in the elementary schools.
- In 2013-14, six of the 12 elementary schools were at/above 100% capacity; in 2015-16 through 2023-24, all elementary schools will exceed capacity with 30 existing modular classrooms. Note that 90% capacity is optimal.
- By 2020-21, enrollment K-12 will approach the total capacity of the elementary, middle and high schools.
- Instruction is occurring in sub par or potentially unsafe locations.

- Inequities exist across elementary schools.
- In some schools lunch waves may extend from 10:30 – 1:30. PE classes are oversized because periods are limited. Bathroom use, hallway traffic, number of buses on arrival and dismissal and number of parent pickups are all impacted.
- Short term solutions to address crowding have been exhausted.
- A new Prek-5 magnet school with 5 classrooms per grade level would enable the most crowded elementary schools – Newfield, Springdale, Stark and Stillmeadow – to recover 24 classrooms. These schools would return to their original classroom model design. Prek classrooms could be added with State funding.
- The addition of a new Prek-5 school would reduce the current space inadequacies. Additional investments in school capacity are anticipated.

- The conditions of school facilities affect:
  - Educational quality
  - Health and safety
  - Community property
  - Stamford's reputation
- Stamford must make a collective investment in its future and create new space to accommodate the current student population and plan for future growth.

# Space Deficits and Inequities in the Elementary Schools

**SPACE DEFICITS = 41.5 ROOMS**

School	Deficit in Number of Art Rooms	Deficit in Number of Music Rooms	Deficit in Number of Computer Labs	Deficit in Classrooms used as Resource Rooms*	Total Rooms
Davenport	-	-	1	1.5	2.5
Hart	1	1	1	2.0	5
K.T. Murphy	1	1	1.5	2.0	5.5
Newfield	1	2	-	2.0	5
Northeast	-	-	1	-	1
Rogers	-	1	1	1	3
Roxbury	-	-	1	1	2
Springdale	-	1	-	2	3
Stark	-	-	1	2	3
Stillmeadow	1	1.5	2	2	6.5
Toquam	-	-	1	2	3
Westover	-	-	2	-	2
<b>Total</b>	<b>4</b>	<b>7.5</b>	<b>12.5</b>	<b>17.5</b>	<b>41.5</b>

\*Resource Rooms are counted as half sized classrooms.

# Why Space Deficits When Student Populations in Schools are Smaller than Years Ago?

- School capacity is determined by:
  - Classroom model size (e.g., K.T. Murphy is built as a 4 classroom model school but has 5 classrooms per grade level, using rooms designed for art, music and support rooms).
  - Number of students/classroom
  - Program needs – art, music, PE, media and small group instruction (Resource, Special Ed, ELL\* OT and PT)
- As programs change, capacity changes.
  - Elementary schools are providing mandated, small group instructional services in spaces that were originally created to be storage closets, teacher work rooms, office and portions of hallways.

- Since 2009 mandated space needs for intervention/resource programs has increased:
  - 20% for Special Ed students                      - About 6 half sized rooms = 3 full size rooms
  - 43% for ELL students\*                              - About 20 half sized rooms = 10 full size rooms
  - 60% for Response to Intervention - About 30 half sized rooms = 15 full size rooms  
students
  
- Autistic Spectrum (ASD) students have increased.
  - No more than 10 students in full sized room by CSDE guidelines.
  - 80% increase in ASD students from 80 (2007-08) to 146 (2013-14) – an additional 7 full size rooms needed.
  
- The additional space needed for Special Ed, ELL, Response to Intervention and ASD students = 35 classrooms!

\*Department of Justice Settlement has prescribed increased ELL services.

# Addressing Crowded Elementary Schools: Short Term

- For 2014-15 school year:

Reductions	Additions
<ul style="list-style-type: none"> <li>- 2 Kindergartens at Springdale</li> <li>- 1 Kindergarten at Newfield</li> <li>- 1 Kindergarten at Stillmeadow</li> <li>- 2 Fifth grades at Springdale</li> <li>- 1 Fifth grade at Newfield</li> <li>- 1 Fifth grade at Stillmeadow</li> </ul>	<ul style="list-style-type: none"> <li>- 2 Kindergartens at Westover (8 Ks in all)</li> <li>- 1 Kindergarten at Toquam (7 Ks in all)</li> <li>- 1 Kindergarten at Hart (6 Ks in all)</li> <li>- 4 Fifth grades at Scofield</li> <li>- 2 Fifth grades at Rippowam</li> </ul>

- For 2015-16 school year:

Reductions	Additions
<ul style="list-style-type: none"> <li>- 2 Kindergartens at Springdale</li> <li>- 1 Kindergarten at Newfield</li> <li>- 1 Kindergarten at Stillmeadow</li> <li>- 2 Fifth grades at Springdale</li> <li>- 1 Fifth grade at Newfield</li> <li>- 1 Fifth grade at Stillmeadow</li> </ul>	<ul style="list-style-type: none"> <li>- 2 Kindergartens at Westover</li> <li>- 1 Kindergarten at Toquam</li> <li>- Hart not possible</li> <li>- 4 Fifth grades at Scofield</li> <li>- 2 Fifth grades at Rippowam</li> </ul>

- For 2016-17 school year:

- Kindergarten additions are not possible at Westover, Toquam or Hart.
- Fifth grade additions are not possible at Scofield.



# Vision for New Interdistrict Magnet IB School, Prek-5

- Why 200 Strawberry Hill site?
  - Optimally located to enroll students from the most crowded elementary schools – Newfield, Springdale, Stark and Stillmeadow.
  - May reduce bussing.
  - Would preserve green space.
  - Could accommodate an expanded facility in future years to include grades 6-8.
  - Would continue the legacy of the site as an educational facility for Stamford.
- Why K-5?
  - Crowding is most critical in the elementary schools.

- Why Prek?
  - Connecticut is moving to universal preschool.
  - PA 14-41 initiated CT Smart Start with a competitive grant to expand preschool.
- Why Interdistrict Magnet?
  - CSDE pays approximately 75% of construction costs.
  - CSDE covers approximately 33% of operating costs
    - \$7,085 tuition for out of town students (required to be 25% of the total student population).
    - \$3,000 tuition for Stamford students.
  - Example: Operating costs for Rogers International School of approximately \$5m are reduced to \$3.4m with the 33% reimbursement from CSDE.  
In fact CSDE reimbursement for out of town and Stamford students lowers the operational cost of running Rogers by \$1.6m.

- Why IB?
  - The Connecticut State Department of Education (CSDE) gives preference to interdistrict magnet schools that expand existing successful programs.
  
  - A total of 547 students applied for 88 kindergarten seats at Rogers for 2014-15. These applications included:
    - 490 Stamford applications
    - 57 Out of Town applications

# Timeline for Interdistrict Magnet Application to CSDE

- By June 30, 2014, SPS was required to submit educational specifications and estimated construction costs to the Construction Office of the CSDE.
- ***Initial reactions from the CSDE are very positive.***
- By the end of September 2014, an Operational Design Plan must be submitted to the Office of School Choice of the CSDE.
- By November 2014, a recommendation for “category placement review” from the Office of Construction Services to the State Legislature is expected.

# Pictures of Crowding in Elementary Schools



Prior to 2013-2014 this space was used to store cafeteria tables. This space is now used to teach small groups of struggling readers. Where are the cafeteria tables?

# Pictures of Crowding in Elementary Schools



The cafeteria tables are now stored in the main hallway.

## Pictures of Crowding in Elementary Schools



In one elementary school, mandated Bilingual instruction is provided in two open areas of the library. The space is noisy. It is impossible to display instructional materials or student work due to lack of wall space.



## Pictures of Crowding in Elementary Schools



In one elementary school two ESL teachers provide mandated English instruction in a “repurposed” storage closet.



## Long Term Options to Address Crowding in the Elementary Schools

1. Preferred Option: Add Prek-5 Interdistrict IB Magnet School at 200 Strawberry Hill Avenue.
2. If Interdistrict Magnet is not approved by CSDE:
  - Add Prek-5 IB School at 200 Strawberry Hill Avenue as a district funded school.
  - Add modulars at Davenport Ridge and Roxbury.
  - Place fifth graders in middle school.
  - Redesign Turn of River as a Prek-8 school.

# APPENDICES

- A. What Are the Sources for Capacity and Enrollment Data?
- B. Enrollment Is Increasing: School Years 1989-1990 through 2013-14.
- C. On What Do Enrollment Projections Depend?
- D. Enrollment in SPS is Projected to Exceed Capacity Systemwide
- E. Modular Classrooms in SPS
- F. Looking Beyond the Prek-5 Interdistrict Magnet School
- G. What about Prekindergarten?
- H. What about the Proposed Charter School?
- I. What about Elementary Schools with Decreasing Enrollment?
- J. What about Elementary Schools Below 95% Capacity?
- K. Implications/Costs of Long Term Solutions to Add Elementary Capacity

# What Are the Sources for Enrollment and Capacity Data?

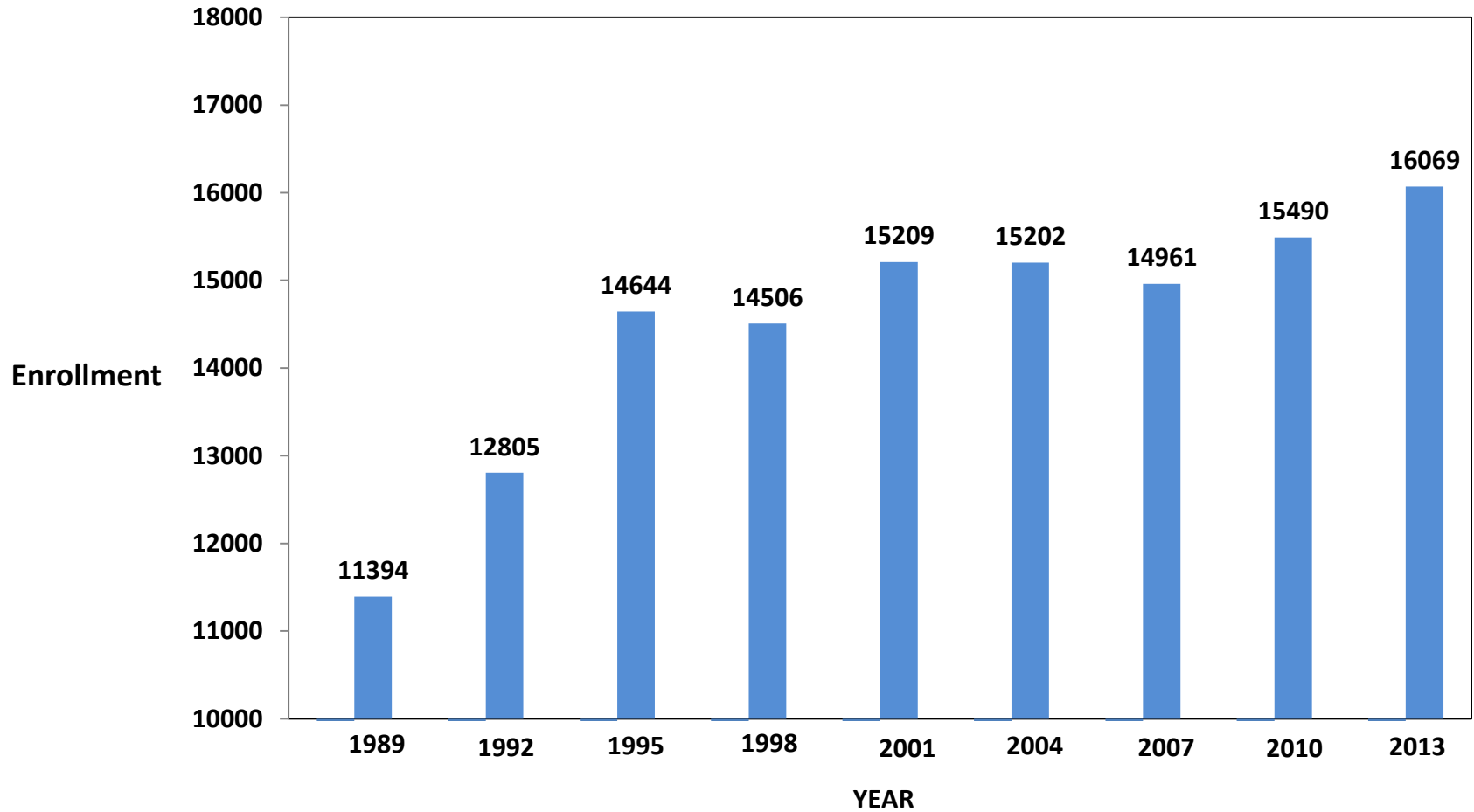
## Enrollment:

- Milone and MacBroom Enrollment and Capacity Report, August 2013 and updated December 2013
- Annual Enrollment Projections, Research Office, Stamford Public Schools

## Capacity:

- Milone and MacBroom Enrollment and Capacity Report, August 2013 and updated December 2013
- Perkins/Eastman Facility Study, 1996
- EMG Facilities Study, 2009
- Fletcher Thompson Space Study 2003
- Educational Space Standards, Connecticut State Department of Education
- Legal Standards
- Principals' reports on school facilities
- Building walkthroughs by members of Enrollment and Capacity Working Committee (Board of Education and City)

## Enrollment in SPS is Increasing: School Years 1989-90 through 2013-14



# On What Do Enrollment Projections Depend?

- Enrollment projections depend upon:
  - ➔ Birth rate
    - Stamford’s birth rate is projected to remain stable through 2018 at approximately 1,825, generating about 1,225 kindergartners through 2023.
  - ➔ Migration
    - US census statistics (2013) project Stamford to exceed New Haven as the second largest town in Connecticut by 2017.

# Enrollment in Stamford Public Schools is Projected to Exceed Capacity System-Wide

Grade	Capacity	Projected Enrollment						
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K-5	7626	7913	7882	7838	7769	7816	7770	7701
6-8	4010	3350	3336	3476	3618	3626	3638	3621
<i>Subtotal</i>	<i>11636</i>	<i>11,263</i>	<i>11,218</i>	<i>11,314</i>	<i>11,387</i>	<i>11,442</i>	<i>11,408</i>	<i>11,322</i>
9-12	4891	4678	4800	4833	4889	4951	5036	5236
<b>Total</b>	<b>16517</b>	<b>15,941</b>	<b>16,018</b>	<b>16,147</b>	<b>16,276</b>	<b>16393</b>	<b>16,444</b>	<b>16,558</b>

**Note:**

1. Cells highlighted in red indicate enrollment exceeds 100% capacity.
2. Cells highlighted in yellow indicate enrollment is at 90% capacity or higher.

# Modular Classrooms in SPS

- There are presently 30 modular classrooms included in the capacity of five elementary schools. Most modulares are ten years old or more. Many are in a deteriorated condition.

School	Number	Installation Date
Newfield	4	1996
	2	2005
Northeast	2	1998
	2	2005
Roxbury	6	1992
	3	1998
Stillmeadow	2	1990
Toquam	4	1994
	1	1997
Turn of River	4	1997
<b>Total</b>	<b>30</b>	

# Looking Beyond the Prek-5 Interdistrict IB Magnet School

- The site at 200 Strawberry Hill Avenue could accommodate additional classrooms to expand to a Prek-8 IB school.
- Rippowam, an IB middle school, could accommodate additional students in grades 5-8.
- The IB program could be extended to the high school grades. Rogers, the new interdistrict Prek-5 school, and Rippowam “feed” to Stamford High.
- Stamford High has begun to discuss the creation of an IB program.



# What about Prekindergarten?

- Connecticut, like states across the country, is moving toward universal preschool. Opportunity for state funding will be coming.
- There is currently no space to house a preschool program in SPS.
- CLC received 37 new slots for 2014 and needed temp space: SPS could only accommodate 14 students. There is truly no additional space in SPS.

# What About the Proposed Charter Elementary School?

- The Charter Elementary School is proposing:
  - 58 students/grade level
  - Phase in of Prek – grade 2, beginning in September 2016.
- Operating design of Charter School may reduce class size in some elementary schools but unless student recruitment is targeted, the Charter will not recover classrooms.

# What about Elementary Schools with Declining Enrollment?

## Northeast



- At 20 students/classrooms, 155 students = 7 classrooms
- Two new ASD classrooms (Autistic Spectrum Disorder) capped at 10 students/classroom.
- Two new ESL “pull out” rooms for mandated English instruction.
- One additional Reading Resource Room??
- Music back in two classrooms (no music on stage)
- Art back in two classrooms (no art on a cart)

# What about Elementary Schools with Declining Enrollment?

## Roxbury



- At 20 students/classrooms, 122 students = 6 classrooms
- Two new ASD classrooms (Autistic Spectrum Disorder) capped at 10 students/classroom.
- Two new ESL “pull out” rooms for mandated English instruction.
- One preschool program to be added in 2014-15

# What about Elementary Schools below 95% Capacity?

## Westover

- Westover is being used short term to manage increased enrollment. “Swing space” is not existent in the SPS which makes it very difficult to manage projects.
- 2014-15 – Two kindergarten classes added for a total of 8 kindergartens, 160 students.
- 2015-16 – Two additional kindergarten classes will be added.
- One classroom being used by CLC to temporarily house new preschool slots.

# Implications/Costs of Long Term Solutions to Add Elementary Capacity

## I. Add Prek-5 Interdistrict IB Magnet School at 200 Strawberry Hill Avenue.

Number of Students Served, Prek-5	720
Number of Classrooms Added	33
*Construction Costs	\$65 m with approximately 75% reimbursed by CSDE
Annual Operating Costs	Approximately \$5m reduced to \$3.4m with a 33% reimbursement by CSDE

### Notes:

1. Targeted recruitment of students would recover classes at selected elementary schools.
2. The IB Program is very attractive to Stamford families.
3. Reimbursement from the CSDE makes the solution cost effective.
4. \*Construction costs were estimated by Silver/Petrucci, Inc.

# Implications/Costs of Long Term Solutions to Add Elementary Capacity

## II. Add Modular Classrooms. at Davenport Ridge and Roxbury\*

Number of Students Served	300 (Davenport) <u>300</u> (Roxbury) 600 Total
Number of Rooms Added	30 Classrooms

*Purchase and Installation of Modulares	\$21m (Davenport) <u>\$27m</u> (Roxbury) \$48m Total
Annual Operating Costs	Salaries for additional administrators and support staff

### Notes:

1. This option would require redistricting.
2. Stamford's elementary schools with an average student population of 662 are larger than elementary schools in Stamford's Reference Group, at 448. We do not want to warehouse students.
3. \*Cost estimates for the purchase and installation of modulares were provided by Mr. Lewis Finkel, Professional Construction Services, Inc.

# Implication/Costs of Long Term Solutions to Add Elementary Capacity

## III. Place Fifth Graders in Middle School

Number of Students	1100
Number of Rooms Recovered	55 (in elementary schools)
*Construction Costs to add 300 seats at Scofield	\$24m
Annual Operating Costs	Salaries for additional administrators and support staff

### Notes:

1. Would require expansion of Scofield Magnet Middle School.
2. \*Cost estimate for the expansion of Scofield were provided by Mr. Lewis Finkel, Professional Construction Services, Inc.
3. Loss of dedicated classrooms in middle school; not optimal educational instruction.



# Implications/Costs of Long Term Solutions to Add Elementary Capacity

## IV. Redesign Turn of River, Prek-8

Number of Students	900
Number of Rooms	45 Classrooms
*Construction Costs	
New Building	\$65m
Renovate Existing Building Open	\$38m
Renovate Existing Building Closed	\$36m
Annual Operating Costs	Est. at \$5.2m grades Prek-2 & 6**
	Est. at \$9.1m grades Prek-8**

Notes:

1. Would require redistricting
2. \*Cost estimates for the redesign of TOR were provided by Mr. Lewis Finkel, Professional Construction Services, Inc.
3. \*\* Would require phase-in of student population over four years; Prek-2 and 6 (Year I); Prek-3, 6, 7 (Year II); Prek-4, 6-8 (Year III); Prek-8 (Year IV)
4. Would involve moving students during construction and again following construction to implement phase-in of students Prek-8.