



**To the Parents & Faculty of
Great Plain, Hayestown
Avenue, Mill Ridge Primary,
Morris Street and Shelter Rock
Schools (open to the public)**

Please join us for a parent meeting on

October 24, 2011

6:00-7:00 p.m.

**at Broadview Middle School in the Auditorium
to discuss next year's school realignment plan
to address increasing enrollments in some
elementary schools.**

Redistricting Study Team Members:

Gladys Cooper, Board Member
Mary Cronin, Principal, Mill Ridge Primary
Joyce Emmett, Director of Special Services
William Glass, Deputy Superintendent

Julia Horne, Principal, Shelter Rock
Richard Jannelli, Board Member
Elio Longo, Director of Finance
Laura Kaddis, Principal, Hayestown Avenue
Melanie Lucas, Transportation Coordinator
Sai Pascarella, Superintendent

William Santarsiero, Principal, Morris Street
Keisha Smith, Principal, Great Plain
Mary Teicholz, City Council Member
Edie Thomas, Principal, Pembroke
Shuana Tucker, Director of Adult &
Continuing Education

(Childcare will be provided)

DANBURY PUBLIC SCHOOLS
ENROLLMENT
OCTOBER 1, 2011

Revised 10/7/11

School	PK	Kdg	Gr. 1	Gr. 2	Gr.3	Gr.4	Gr.5	Spec. Ed	2011 TOTAL	School readiness	Hd. Start	2010 TOTAL	Diff	2010 Sch. Rdines	2010 Hd Start	2010 PK
Ellsworth		53	59	65	66	75	60		378			396	-18			
Great Plain		66	60	46	54	35	45	8	314			299	15			
Hayestown		70	67	64	73	70	52		396			389	7			
K.S.P.		92	116	101	103				412			413	-1			
K.S.I.						181	190		371			373	-2			
M.R.P.		118	102	99	107			10	436			441	-5			
M.R.E.C.	146								0	20	287	0	0	19	287	147
Morris		71	67	58	88	49	72		405	40		342	63	40		
Park		63	89	72	70	62	67		423			426	-3			
Pembroke		55	56	46	62	57	48	53	377			342	35			
Shelter Rk		77	61	71	71	68	72		420			407	13			
South St.		62	55	53	61	66	46		343			387	-44			
Stadley Rgh		76	86	64	78	85	78		467			450	17			
AIS Magnet		65	68	64	65	63	64		389			387	2			
TOTAL		868	886	803	898	811	794	71	5131			5052	79			

Broadview	2011	2010	Diff	Rogers	2011	2010	Diff	DHS	2011	2010	Diff	ACE	2011	2010	Diff
Gr. 6	381	363	18	Gr. 6	365	317	48	Gr. 9	817	706	111	Gr. 9	21	11	10
Gr. 7	355	366	-11	Gr. 7	392	289	103	Gr.10	702	798	-96	Gr.10	22	26	-4
Gr. 8	374	376	-2	Gr. 8	343	316	27	Gr. 11	701	677	24	Gr. 11	27	20	7
** Sp. Ed -	24	20	4	Sp. Ed.	11	14	-3	Gr.12	643	680	-37	Gr.12	19	23	-4
included in the				STEM6	103	72	31	Sp. Ed.			0				
total grade numbers				STEM7	71	48	23	UG	10	22	-12				
				STEM8	38	41	-3	REACH							
Total	1110	1105	5	Total	1100	1083	17	Total	2873	2883	-10	Total	89	80	9

*** Special Ed and STEM are

	2011	2010	Diff	included in the total grade numbers							
Elementary	5131	5052	79	Reach	2011	2010	Diff	Endeav	2011	2010	Diff
Middle School	2229	2201	28	Gr 9	1	2	-1	Gr 6	0	0	0
High School	2972	2981	-9	Gr 10	1	11	-10	Gr 7	6	4	2
Head Start	287	287	0	Gr 11	4	2	2	Gr 8	13	9	4
School Readiness- Pre-School	206	206	0	Gr 12	4	3					
				TOTAL	10	18	-8	TOTAL	19	13	6
TOTAL	10825	10727	98								



HISTORY

The Danbury Public Schools has commissioned several studies since 2006 to study the short and long term strategies for facility management, including space utilization, of its public schools. The original study written in 2007 by Savin Engineers, P.C. was recently updated by the Danbury Public Schools in March of 2011. The space utilization findings of the more recent report show what has been a continuous need to find instructional spaces to deal with enrollment growth.

The district's student enrollment has grown at a rate that has far exceeded all projections. This has caused individual schools to increase their operating capacity by converting non-instructional spaces to instructional spaces. For example, schools have converted rooms for art, music, reading and resource support to generate needed classroom instructional spaces. This has compromised the arts programs because services must be delivered on a cart to classrooms. In a number of schools pupil personnel services such as speech, psychology, social services are offered in spaces that were formerly closets. Pull out support services for reading, math, bilingual, OT/PT and ESL have been provided in hallways, closets, storage rooms and auditorium stages. These spaces were not designed to support instructional programs. Furthermore, many of these spaces lack heating and appropriate air circulation. These conditions provide for an inequitable educational experience throughout the district.

The situation that was first observed during the 2006-07 school year has grown more serious over the intervening years. The individual public schools are providing services under extreme conditions. Unless this situation is addressed it will only worsen as enrollment projections for the elementary, middle and high schools are expected to grow dramatically over the next eight years.

Elementary Enrollment

Figure 8 and Table 3 present observed enrollment from 1999 to 2009 and projected enrollment through 2019 in your 14 elementary schools. Enrollment by grade may be found in Appendix A. Enrollment in grades K-5 grew from 4,278 students in 1999 to 4,865 in 2009. The 587-pupil gain represented 13.7 percent of the 1999 elementary enrollment. Without non-resident enrollment in the magnet school, the gain would have been 10.1 percent. Statewide, K-5 enrollment declined 6.8 percent between 1999 and 2009.

I anticipate that there is more growth left. I believe that October 2010 elementary enrollment will be 90-100 students more than this year's. I project that elementary enrollment will peak at about 5,380 students in 2016 and end the projection period around 5,350 students. Between 2009 and 2019 the projected growth is about 480 students or 9.9 percent. Statewide, I am projecting a 1.2 percent decline in K-5 enrollment between 2009 and 2019. Over the ten-year projection period, I believe elementary enrollment will average almost 5,260 students compared to the average of 4,483 students observed over the past ten years.

These figures exclude pre-kindergarten children. In the past ten years, pre-kindergarten enrollment ranged from 106 to 343 children. There were 208 children in these programs in 2009. My model keeps pre-kindergarten enrollment constant at 208 children throughout the projection. In 2008, 159 Danbury residents attended pre-kindergarten in non-public elementary schools in Connecticut.

Table 3. Elementary Enrollment

Year	Students	Percent Change
1999	4278	
2000	4345	1.6%
2001	4360	0.3%
2002	4379	0.4%
2003	4355	-0.5%
2004	4369	0.3%
2005	4336	-0.8%
2006	4444	2.5%
2007	4578	3.0%
2008	4795	4.7%
2009	4865	1.5%
2010	4961	2.0%
2011	5068	2.2%
2012	5176	2.1%
2013	5256	1.5%
2014	5246	-0.2%
2015	5357	2.1%
2016	5384	0.5%
2017	5389	0.1%
2018	5375	-0.3%
2019	5346	-0.5%

ENROLLMENT PROJECTIONS

When the original Savin "Space Utilization Analysis" was written in 2007 it utilized State Department of Education's 10 year enrollment projections. Those numbers for the elementary school projected 4,832 students in 2011. The actual September 2011 numbers were 5,103 or 5.4% greater than the projection. The middle school projections for 2011 were 2,221 while the actual September numbers were 2,216. The high school projections for 2011 were 3,048 while the actual September number was 2,984.

It should be noted that while the middle and high school enrollment increases were close to the projections made, they nevertheless placed a burden on spaces that were either over capacity or close to full utilization.

When determining the relationship between the current capacities of facilities and future enrollments, the State Department of Education views capacity with a future vision of the K-5 enrollment to be served five years from now for elementary schools, the 6-8 enrollment to be served seven years from now in the middle schools and the 9-12 enrollment to be served ten years from now in the high school.

The most recent long term projections for the elementary schools shows an increase of 281 students, to 5,384, for 2016-17, or another 5.5% increase over the September 2011 actual enrolment number. The elementary schools simply do not have the classroom spaces to absorb another increase of this magnitude. The middle schools are projected to have an enrollment increase of 403 students, to 2,619, for 2018-19, or an increase of 18.2% over the 2011 their actual enrollment number. The two middle schools have already converted nearly all non-instructional spaces into classrooms. They cannot absorb this enrollment increase without additional middle school spaces being made available.

The high school projection for 2019-20, the most recent projection available, is for 3,438 students, or 454 more students than were in the high school in September 2011, a 15.2% increase. The high school enrollment in 2011 was over capacity by 10%. This staggering projection will increase the utilization rate to 124%. Long term something must be done to address this lingering issue.

Shelter Rock School Enrollment

Figure 14 and Table 11 present observed enrollment from 2004 to 2009 and projected enrollment through 2019 in the Shelter Rock School. Enrollment by grade may be found in Appendix I. Shelter Rock covers grades PK-5. Enrollment declined from 368 students in 2004 to 338 in 2007 and then rebounded to 396 in 2009. The school lost five students when the AIS Magnet opened in 2006. The 28-pupil gain represented a 7.6 percent increase over the 2004 elementary enrollment. Statewide between 2004 and 2009, K-5 enrollment declined by 4.1 percent. Resident enrollment in grades K-5 in that interval in Danbury increased by 7.8 percent.

I anticipate that there is more growth left. I believe that October 2010 Shelter Rock School enrollment will be 20-25 students more than this year. I project that enrollment will peak at about 650 students in 2018 and end the projection period around 625 students. Between 2009 and 2019 the projected growth is about 227 students or 57.3 percent. Statewide, I am projecting a 1.2 percent decline in K-5 enrollment between 2009 and 2019 and a 6.2 percent increase in Danbury. Over the ten-year projection period, I believe school enrollment will average almost 550 students compared to the average of 364 students observed over the past five years.

These figures include pre-kindergarten children. In the past six years, pre-kindergarten enrollment ranged from zero to two children. There was one child in this program in 2009. My model keeps pre-kindergarten enrollment constant at one child throughout the projection.

Year	Students	Percent Change
2004	368	
2005	362	-1.6%
2006	342	-5.5%
2007	338	-1.2%
2008	375	10.9%
2009	396	5.6%
2010	420	6.1%
2011	454	8.1%
2012	470	3.5%
2013	521	10.9%
2014	534	2.5%
2015	581	8.8%
2016	613	5.5%
2017	622	1.5%
2018	648	4.2%
2019	623	-3.9%

Great Plain School Enrollment

Figure 5 and Table 2 present observed enrollment from 2004 to 2009 and projected enrollment through 2019 in the Great Plain School. Enrollment by grade may be found in Appendix B. Great Plain covers grades K-5. Enrollment grew from 301 students in 2004 to 314 in 2007 and then retreated to 307 students in 2009. The school lost seven students to the AIS Magnet School in 2006. The six-pupil gain represented a 2.0 percent increase over the 2004 elementary enrollment. Statewide between 2004 and 2009, K-5 enrollment declined by 4.1 percent. Danbury resident enrollment in grades K-5 in that interval increased by 7.8 percent.

I anticipate that there is more growth left. I believe that October 2010 school enrollment will be 5-10 students more than this year's. The expected enrollment of 315 students next year will likely be the peak. I project that Great Plain School enrollment will be about 260 students in 2019. Between 2009 and 2019 the projected decline is about 50 students or 16.0 percent. Statewide, I am projecting a 1.2 percent decline in K-5 enrollment between 2009 and 2019 and a 6.2 percent increase in Danbury. Over the ten-year projection period, I believe Great Plain School enrollment will average almost 290 students compared to the average of 308 students observed over the past five years.

Year	Students	Percent Change
2004	301	
2005	311	3.3%
2006	313	0.6%
2007	314	0.3%
2008	301	-4.1%
2009	307	2.0%
2010	315	2.6%
2011	307	-2.5%
2012	309	0.7%
2013	303	-1.9%
2014	294	-3.0%
2015	286	-2.7%
2016	273	-4.5%
2017	267	-2.2%
2018	258	-3.4%
2019	258	0.0%

Mill Ridge Primary School K-3 Enrollment

Figure B2 and Table B2 present enrollment from 2004 to 2009 and projected enrollment through 2019 in grades K-3 at a reconfigured Mill Ridge Primary School. Enrollment by grade may be found in Appendix B2. Mill Ridge Primary currently covers grades PK-2. Students in Grade 3 are currently enrolled in Mill Ridge Intermediate School. Enrollment in grades K-3 would have fallen from 393 students in 2004 to 381 in 2009. The school would have lost 42 students when the AIS Magnet opened in 2006. The 12-pupil loss through 2009 would have represented 3.1 percent of the 2004 school enrollment. Statewide between 2004 and 2009, K-3 enrollment declined by 4.4 percent. Danbury resident enrollment in grades K-3 in those years increased by 9.5 percent.

I anticipate enrollment in grades K-3 would grow slightly over the upcoming years. I believe that October 2010 grade K-3 enrollment would be about 15 students more than this year. I project that the school's K-3 enrollment would peak at 411 students in 2013 and end the projection period around 390 students. Between 2009 and 2019 the projected growth would be 12 students or 3.1 percent. Statewide, I am projecting a 0.4 percent increase in K-3 enrollment between 2009 and 2019 and a 3.7 percent increase in Danbury. Over the ten-year projection period, I believe Mill Ridge Primary K-3 enrollment would average 399 students compared to the average of 390 students that would have been observed in grades K-3 over the past five years.

These figures exclude pre-kindergarten children. In recent years, the number of children enrolled in pre-kindergarten programs in this school and Mill Ridge Intermediate ranged from 54 in 2005 to 84 in 2009.

Year	Students	Percent Change
2004	393	
2005	406	3.3%
2006	389	-4.2%
2007	391	0.5%
2008	384	-1.8%
2009	381	-0.8%
2010	397	4.2%
2011	393	-1.0%
2012	397	1.0%
2013	411	3.5%
2014	405	-1.5%
2015	407	0.5%
2016	398	-2.2%
2017	393	-1.3%
2018	394	0.3%
2019	393	-0.3%

Hayestown Avenue School Enrollment

Figure 6 and Table 3 present observed enrollment from 2004 to 2009 and projected enrollment through 2019 in the Hayestown Avenue School. Enrollment by grade may be found in Appendix C. Hayestown Avenue covers grades PK-5. Enrollment fell from 400 students in 2004 to 359 students in 2006. A loss of seven students to the AIS Magnet School contributed a little to the decline. By 2009, enrollment recovered to 438 students. The net 38-pupil gain represented a 9.5 percent increase over the 2004 school enrollment. Statewide between 2004 and 2009, K-5 enrollment declined by 4.1 percent. Resident enrollment in grades K-5 in that interval in Danbury increased by 7.8 percent.

I anticipate that there is more growth left. I believe that October 2010 Hayestown Avenue School enrollment will be about 10 students more than this year's. I project that school enrollment will peak at almost 490 students in 2018 and end the projection period around 480 students. Between 2009 and 2019 the projected growth is 40 students or 9.1 percent. Statewide, I am projecting a 1.2 percent decline in K-5 enrollment between 2009 and 2019 and a 6.2 percent increase in Danbury. Over the ten-year projection period, I believe Hayestown Avenue School enrollment will average almost 470 students compared to the average of 399 students observed over the past five years.

Year	Students	Percent Change
2004	400	
2005	391	-2.3%
2006	359	-8.2%
2007	398	10.9%
2008	406	2.0%
2009	438	7.9%
2010	447	2.1%
2011	449	0.4%
2012	460	2.4%
2013	470	2.2%
2014	469	-0.2%
2015	481	2.6%
2016	482	0.2%
2017	481	-0.2%
2018	487	1.2%
2019	478	-1.8%

These figures include pre-kindergarten children. In the past five years, pre-kindergarten enrollment grew from 44 to 86 children. My model keeps pre-kindergarten enrollment constant at 86 children throughout the projection.

Morris Street School Enrollment

Figure 11 and Table 8 present observed enrollment from 2004 to 2009 and projected enrollment through 2019 in the Morris Street School. Enrollment by grade may be found in Appendix F. Morris Street covers grades PK-5. Enrollment fell from 368 students in 2004 to 343 in 2007 and then recovered to 373 students in 2009. The school lost eight students when the AIS Magnet opened in 2006. The five-pupil gain represented a 1.4 percent increase over the 2004 elementary enrollment. Statewide between 2004 and 2009, K-5 enrollment declined by 4.1 percent. Resident enrollment in grades K-5 in that interval in Danbury increased by 7.8 percent.

I anticipate a period of enrollment growth. I believe that October 2010 Morris Street School enrollment will be about the same as this year. I project that enrollment will peak at 450 students in 2016 and end the projection period around 430 students. Between 2009 and 2019 the projected growth is about 60 students or 15.8 percent. Statewide, I am projecting a 1.2 percent decline in K-5 enrollment between 2009 and 2019 and a 6.2 percent increase in Danbury. Over the ten-year projection period, I believe school enrollment will average about 425 students compared to the average of 357 students observed over the past five years.

These figures include pre-kindergarten children. In the past six years, pre-kindergarten enrollment has been 39 or 40 children. My model keeps pre-kindergarten enrollment constant at 39 children throughout the projection.

Year	Students	Percent Change
2004	368	
2005	351	-4.6%
2006	359	2.3%
2007	343	-4.5%
2008	346	0.9%
2009	373	7.8%
2010	372	-0.3%
2011	406	9.1%
2012	417	2.7%
2013	440	5.5%
2014	431	-2.0%
2015	440	2.1%
2016	450	2.3%
2017	441	-2.0%
2018	434	-1.6%
2019	432	-0.5%

Criteria for Redistricting

1. Neighborhoods should be kept intact -- Every effort should be made to avoid splitting a definable neighborhood area.
2. Geo-physical Boundaries -- Use main streets, highways, rivers, wooded areas, parks, etc. to define the boundaries.
3. Walkers -- Start with walkers, those within the prescribed walking distance. Then, extend the boundaries out to include nearby intact neighborhoods that can be easily transported to the school.
4. Bus Transportation -- Design bus routes so as to minimize distance and time on the bus and maximize efficiency (such as: "second runs", or "loops" to other schools).
5. Expansion -- Allow room for enrollment increases in each school so as to preclude the need to redistrict too soon.
6. Avoid Multiple Moves -- If possible, do not move children who have previously been redistricted.
7. Transition Year -- Consider a "transition year" for those in the culminating grade. For example, in a 6-8 middle school system that is redistricting its elementary schools, consider leaving the incoming 5th graders in their current schools so that they do not have to make a transition to a new elementary for one year only and then another transition to the Middle School the next year. This may also be done on a voluntary basis with parents providing their own transportation or the school district may opt to provide the extra transportation for one year.
8. Permanency -- Will the new district boundaries sustain the school system over a multi-year period, 5-8 years?

Redistricting Strategies as of October 3, 2011

Schools	Actions	Pros	Cons	Notes
Shelter Rock & Hayestown	Move 70 students from Shelter Rock to Hayestown	<ul style="list-style-type: none"> - Stabilize Shelter Rock's enrollment and provide a slight buffer for future enrollment - New students who move into the redistricting pocket will automatically be moved - May reduce the class size of some of Hayestown's classrooms 	<ul style="list-style-type: none"> - Cost of 4 teachers for Hayestown - Possible increased cost for special subject area services such as art, music, PE, ELL and Resource - Loss of Early Academic Skills (EAS) classroom - Loss of Multipurpose Instructional Room - Loss of Conference Room - Loss of OT/PT Room - Increased busing costs - Cost due to need to outfit new classrooms including furniture, classroom library, math kits, etc. - Parents bought "into this neighborhood" 	<ul style="list-style-type: none"> - No grade 5 students would be moved - Siblings would be kept together - Need to relocate EAS class to a school TBD - Action will increase the F/R Lunch numbers raising the poverty level of a "school in need of improvement" - Hayestown's enrollment will increase to 466 and Shelter Rock will decrease to 350: Oct 1, 2011 data - \$570,000 est. cost
Mill Ridge Primary & Great Plain	Move 59 students from Mill Ridge Primary to Great Plain	<ul style="list-style-type: none"> - Stabilize Mill Ridge Primary's enrollment - New students who move into the redistricting pocket will automatically be moved - May reduce the class size of some of MRP's classrooms 	<ul style="list-style-type: none"> - Cost of three teachers for Great Plain - Possible increased cost for special subject area services such as art, music, PE, ELL and Resource - Loss of Art Room - Loss of Computer Lab - Cost of purchasing mobile laptop cart(s) - Loss of Developmental Kindergarten room - Increased busing costs - Cost due to need to outfit new classrooms including furniture, classroom library, math kits, etc. - Parents bought "into this neighborhood" 	<ul style="list-style-type: none"> - Need to relocate Developmental Kindergarten class - Art instruction and computer instruction will need to be "on a cart" - Developmental Kindergarten will need to be moved out of MRP and relocated in a school TBD - Great Plain's enrollment will increase to 373 and MRP will decrease to 377: Oct 1, 2011 data - \$460,000
Morris Street	Eliminate one School Readiness class	<ul style="list-style-type: none"> - Free up one classroom 	<ul style="list-style-type: none"> - Loss of educational services to 20 children and their families - Loss of external funding for one readiness class 	<ul style="list-style-type: none"> - Morris Street will decrease to 385: Oct 1, 2011 data

Recommendations Regarding Redistricting

It is recommended that the district not implement a pocket-redistricting plan for numerous reasons, which are detailed below. Rather, the approach that is more conducive to the educational needs of children and their families as well as being more fiscally responsible is to create formal sister school relationships building on our current model, as needed, to address enrollment issues.

Reasons not to implement pocket redistricting:

- Any form of redistricting is extremely disruptive to the families and students affected by the process
- The concept of creating parity between sending and receiving schools cannot be accomplished in our district due to the fact that almost all of our schools are nearing their maximum projected capacity levels for enrollments.
- An analysis of the current enrollment patterns using the official October 1, 2011, enrollment numbers indicates that the only benefit of redistricting would be to foster a reduction in the teacher/student ratio in some classes at the targeted sending schools including Shelter Rock and Mill Ridge Primary.
- The impact on the targeted receiving schools including Great Plain and Hayestown would be extremely negative with regard to the loss of special subject area classrooms and a reduction in the quality of instruction provided by the special subject area teachers due to the move to an "on the cart" model of instruction.
- There are substantial new costs associated with the presented pocket redistricting options totally approximately \$1,100,000 needed to cover staffing, transportation, material and supply expenses.
- The current enrollment driven concerns at Morris Street School, while not optimum, are acceptable when viewed in light of the one viable solution. This solution is to move one of the school readiness classes out of the school. This action would free up a classroom that could be used for one of the special area programs. However, it appears that the district would not be able to place this readiness class in any other location without substantial difficulties such as site-licensing of a new classroom location, the creation of a licensed playground area and other possible legal requirements that would need to be addressed. This concern could be mitigated by offering only one readiness class at Morris Street so as to use the vacant classroom to address any future enrollment spikes or to house the previously mentioned special subject area program.

Therefore, we recommend the following short-term solutions:

1. Continue to adhere to the recommendation in the Savin Report to transform special subject instructional areas and ancillary space into grade level classrooms wherever necessary.
2. Formalize the pilot Sister School relationship between Shelter Rock School and Great Plain School
3. Create a Sister School relationship between Mill Ridge Primary School and Hayestown Avenue School.
4. Consider downsizing the Pre-Kindergarten Readiness Classes at Morris Street School by one class and repurposing the newly vacated classroom for increased enrollment.

In conclusion, the 2020 task force will determine the long-term solution. In the interim period, we need to continue to explore possible options for the use of the Mill Ridge Education Center pending the move of the Head Start Program to its new site while also continuously monitoring the ongoing mobility rate between our schools and the prevailing enrollment patterns.