

Merger Study Final Report

Crown Point and Ticonderoga Central School Districts



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August 2013



**This report was prepared with funds provided by the New
York State Department of State under the Local
Government Efficiency Grant Program**

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Acknowledgements

A study with this purpose and magnitude could not have been accomplished without the support and cooperation of many individuals. We would first like to express our appreciation to the members of the Crown Point and Ticonderoga boards of education, as well as superintendents Shari Brannock and John McDonald. Strong district leadership is not afraid to ask important yet difficult and sometimes controversial questions—that is what these district leaders have done in commissioning this study.

We also owe a large debt of gratitude to the members of the study Advisory Committee listed below. These individuals devoted considerable time and effort to assist us with this important work. They are to be commended for the commitment they have shown to their respective communities:

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The New York State Department of State graciously provided the funding for this study and deserves the gratitude of all involved. We would also like to express our gratitude to Suzanne Spear at the New York State Education Department. Ms. Spear has offered us direction and provided critical information that ensures we have complied with all Department requirements for a study of this nature. As always, she continues to advocate for quality work that will benefit all school children in New York.

To these and all other individuals who assisted us in bringing this study to a successful conclusion, we offer our deepest gratitude. If we have overlooked anyone that was supportive in our work, we apologize; but understand we are grateful nonetheless.

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August 2013

Chapter 1

Background

A number of factors are affecting the operation of public school districts in New York State today. State standards continue to rise requiring students to do more in order to attain a high school diploma. These standards are driven by a rapidly changing world where more skills than ever before are required in order for students to be successful in college, the world of work, or both. Pressures on schools to increase the number of students who successfully complete high school continue to mount.

At the same time that schools are requiring more of their students, the number of students attending New York State schools is declining. Other than in a few isolated sections of the state, most school district enrollments have declined in the past few years and are projected to continue to decline in the foreseeable future. It is a challenge for schools to do more with fewer students.

Another challenge facing school districts in New York State is one of resources. As districts strive to provide more for their students, financial challenges continue to grow in our nation and in New York State in particular. Our national economy is more precarious than it has been in decades. Our state budget is in dire straits facing significant challenges in the future. Radical cuts in state and federal aid to school districts have been made for the past several school years. A new law creating a local tax cap will further limit the ability of school districts to raise local revenues to fund their schools. It is clearly time for courageous school leaders to begin discussions about doing business differently.

In the fall of 2012, the Crown Point and Ticonderoga boards of education expressed interest in pursuing a study to examine the merger of their two school districts. Both districts approached the State Education Department and the New York State Department of State to secure funding for this study. The districts did receive a state grant to support this study and Ticonderoga was designated as the Local Education Agency (LEA) to administer the funding. The districts selected Castallo and Silky, Education Consultants from Syracuse, to conduct the study. Castallo and Silky has conducted more than 25 school district merger studies prior to this investigation. Each

board of education identified members of its respective school community to form an advisory committee. The purpose of the advisory committee was to offer assistance to the consultants as they went about their work and to serve as key communicators back to their school district communities.

The study began in earnest in January 2013 with an initial meeting of the advisory committee. This report represents the culmination of our work and offers an overview of each district in the essential areas of operation when a merger is being considered: enrollment and enrollment projections, program (academic, co-curricular, and extra-curricular), facilities, transportation, staffing, and finances. This report also contains our recommendations for consideration by a new board of education should residents of both the Crown Point and Ticonderoga Central School Districts approve a merger.

As a framework for completing this study, the following critical questions were regularly discussed with the advisory committee:

Program and Enrollment

- What are the enrollment historical patterns and projections for each district and how might these projections affect future program offerings?
- What programs does each district offer the other if they were to merge today?
- What new academic and extracurricular programs might be offered?
- How would merger affect class size?
- How would program-offering decisions be made?
- What effect would merger have on vocational programs, both on-site and presently offered at the BOCES?
- What effect would merger have on special education programs, both on-site and those offered through other organizations?

Facilities and Transportation

- What should be the configuration of the facilities by grade level?
- What is the status of the existing physical facilities?

- What immediate and longer term needs will have to be addressed and what are the cost implications for these needs if existing buildings remain in use?
- What other facilities options should be considered and what are the implications (cost, travel, space, etc.) for each?
- If new facilities were built, what general locations would be recommended?
- What is the longest bus run (distance/time) for a student in each district today?
- If existing facilities were used, how long would it take to reach each one?
- Would additional bus runs be feasible to cut down on travel time?
- Would one or two bus facilities be recommended?
- What would be the advantages/disadvantages of combining the transportation fleet, staff, inventory, or purchasing?

Staffing

- What might happen with disparate pay scales?
- What major provisions exist in present contracts and how do they compare? Are there significant language differences in contracts?
- Should provisions be recommended for continuation of present probationary and/or tenured staff for a period of time?
- How should assignments be made in a new district for administrators, teachers, support staff, coaches, and extracurricular advisors?
- What might be the administrative structure in a merged district?

Finance

- How have taxes varied in each district over the past five years?
- What proportion of additional state aid should be directed to program improvement, tax reduction, long-term fiscal stability, or facilities?
- What are the financial assets of each district?
- What are the financial liabilities of each district?
- How much incentive operating aid should the new district expect to receive?

- What would be the maximum approved building aid the new district would receive?
- What considerations should be placed in the financial plan to assure the new district will see long-term benefits from additional aid?
- What would be the impact on property taxes should the districts decide to merge?

In conducting this study, we examined data from the 2012-13 school year. The study took a “snapshot” of the conditions that existed in Crown Point and Ticonderoga at this point in time. This report is written with a clear understanding that things will change. As school leaders look to the future, they can use this study as a starting point but will have to adjust as a result of economic conditions and increased demands from the state.

The Crown Point and Ticonderoga Central School Districts are both located in the southern part of Essex County. The Hague portion of the Ticonderoga district is located in northern Warren County. Approximately one hour south of Plattsburgh, Crown Point is on Lake Champlain and Ticonderoga is on both Lake Champlain and Lake George. The two districts are east of Interstate 87, the Northway. Both school districts are rural in nature and are communities where the school buildings serve as the hub of school and community activity. While the school districts are among the largest employers in the area, there is also a large International Paper Company plant that is located in the Ticonderoga school district, approximately half way between the villages of Ticonderoga and Crown Point.

The Ticonderoga Central School District has already gone through a relatively recent reorganization. Discussions about reorganization between Hague Central School and Ticonderoga Central School started taking place in the early 1970’s. In 1971, 1974, and each year from 1976 through 1979, Hague voted six times to centralize with Ticonderoga. The vote was defeated in each of these six years. In 1978, State Education Department Deputy Commissioner Robert Spillane wrote to the superintendent in Hague saying that Hague “may not continue to graduate a senior class after June 1979.” In addition, he wrote “...it is imperative that the Hague Central School join with the Ticonderoga Central School before September 1979.” In 1979, the voters in Hague voted in favor of being annexed by Ticonderoga by a vote of 242 to 190.

Table 1.1 provides comparable demographic information about the study districts.

Table 1.1 Background Information on the Study Districts		
	<i>Crown Point</i>	<i>Ticonderoga</i>
Board of Education (year of term expiration)	Michael (Mitch) St. Pierre, President (2013) Jacalyn Popp, Vice President, (2014) Julie Budwick (2013) Kathy DeBrobander (2013) June Glebus (2015) Terry Ross (2014) Morgan Sprague (2014)	Frederick LaVallie, President (2015) Robert Palandrani, Jr., Vice President (2013) William Grinnell (2013) Mark Russell (2013) Paula Besson (2014) John Reale, Sr. (2014) James Wells, Sr. (2015) John Lenhart (2015) Martin Fitzgerald II (2014)
Superintendent	Shari Brannock	John McDonald
2011-12 Enrollment	256	841
Area of District	76.3 square miles	145.8 square miles
BOCES	Clinton-Essex	Clinton-Essex
Transportation Aid Ratio	.831	.437
BOCES Aid Ratio	.657	.360
Combined Wealth Ratio	.666	1.253
Full Value Tax Rate 2011-12	\$10.94	\$9.54
Grade Level Configurations (# of schools)	Pre-K-12	Pre-K-5 6-8 9-12
% of Attendance	94%	92%
Eligible for Free Lunch	39%	33%
Eligible for Reduced Price Lunch	8%	15%
White	97%	97%
African American	1%	1%
Hispanic or Latino	1%	0%
Asian or Native Hawaiian	1%	1%

Both districts are components of the Clinton-Essex BOCES. Mitch St. Pierre is the Crown Point representative on the BOCES board and Evan Glading represents Ticonderoga on the BOCES board of education.

This merger study has been about the centralization of Crown Point and Ticonderoga. In a centralization, a new school district is created that encompasses the entire property of the two school districts being merged. A new board of education is elected to oversee the operations of the newly created school district.

Upon its completion, the merger study will be reviewed by the State Education Department. Following SED approval of the report, presentations on the study will be made to the two boards of education. Ample opportunity for questions and answers will be provided to the boards and their staff. It is anticipated that the boards of education will take time to deliberate about this report and then make decisions about how to proceed in a manner that will best serve their districts.

Should the Crown Point and Ticonderoga boards of education decide to move forward, an advisory referendum or “straw vote” is taken in both school district communities. If a majority of the voters in both communities approve the straw vote, the Commissioner of Education will then formally lay out the merged school district and call for a formal referendum. At this same public referendum, the public will also vote on whether there will be 5, 7, or 9 members on the board of education should the merger vote be successful and whether terms of office will be 3, 4, or 5 years. If the merger vote is successful in each district, the votes on the two propositions regarding board of education structure will be combined from both districts with the results of the total tally prevailing.

Should the voters from both school districts approve the merger in the public referendum, the merger of the two school districts is approved. Should the merger vote not receive majority voter approval in each district, the merger vote fails and the two school districts remain in their current status. Within a year and a day, a second vote on reorganization may be held. If the first vote failed in only one of the districts, it is only that district that would hold a second vote with the positive vote from the other district remaining valid.

Subsequent to a successful merger vote, the Commissioner of Education calls a special meeting in the merged school district in order to elect a new board of education. Once this board of education is elected, it is empowered with all of the authority and

responsibility of any other school district board of education to oversee the operations of the new school district.

A merged school district inherits all of the property of the previous two school districts as well as some of the contractual obligations that existed in both of the previous districts. One of the major decisions that the new board of education will make is to hire the new superintendent for the school district. While existing contractual obligations for both of the sitting superintendents must be honored by the new board of education, neither superintendent has a contractual right to the position of superintendent in the merged district. The District Superintendent can serve as a valuable resource for the board of education in the process of selecting a superintendent.

Centralized school districts come into formal operation on July 1 of a given year. This study was conducted with the understanding that the merged district would begin operation on July 1, 2014. However, recent conversations between the school district superintendents and representatives from the State Education Department have structured a time line that would have a merged district begin operation on July 1, 2015.

Chapter 2

Enrollment History and Projections

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

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

- Six years 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 by the enrollment of the preceding grade a year earlier. For example, the number of students in grade three in any year is divided by the number of students in grade two of the previous year. The ratio indicates 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 projective 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 successive year.

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 more 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, enrollment projections are most accurate when existing data on live residential births can be used. Live birth data is currently available from the New York State Department of Health for both school districts from 2002 through 2010. Enrollment projections are therefore most accurate for five years into the future for the elementary grades.

The methodology used in this study was an extrapolation of kindergarten enrollment cohorts from live birth data from the two school districts. Live birth data for Crown Point and Ticonderoga from 2002-2010 are shown in the following table:

Table 2.1			
Number of Live Births, 2002 – 2010			
Calendar Year	Crown Point	Ticonderoga	Total
2002	15	57	72
2003	15	49	64
2004	22	58	80
2005	23	55	78
2006	21	47	68
2007	20	59	79
2008	29	71	100
2009	12	56	68
2010	28	63	91

Comparing the number of live births in any year with the number of students entering kindergarten five years later will produce a ratio. This ratio of live births to entering kindergarten students is the factor that is used to project kindergarten enrollments from live births into the future. Combining the kindergarten enrollment projections with the cohort survival ratios for each grade level, the K-12 enrollments for Crown Point and Ticonderoga can now be projected through the 2019-20 school year. Tables 2.2 and 2.3 on the following pages present the projected enrollments for both of the study districts. NOTE: It is important to point out that column totals of projected K-12 students may not equal the sum of the column (perhaps off by one or two students) due to rounding errors created by the survival ratios.

Table 2.2 Crown Point Enrollment History and Projection														
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	2019-20
Births 5 yrs. earlier		15	15	22	23	21	20	29	12	28	22	22	22	22
K	24	16	14	19	13	19	20	18	26	11	25	20	20	20
1	12	22	19	18	17	14	20	22	20	29	12	28	22	22
2	18	14	23	16	15	16	15	19	21	19	27	11	26	21
3	23	17	13	22	15	16	18	15	19	21	19	28	11	27
4	23	19	15	15	21	15	16	18	15	19	21	19	27	11
5	18	19	21	14	15	21	19	17	19	16	20	22	20	29
6	22	19	18	23	16	15	22	20	18	20	17	21	23	21
7	18	23	23	21	24	19	18	26	23	21	23	19	24	27
8	18	16	20	23	16	21	19	16	23	21	19	21	17	22
9	23	21	20	23	23	20	24	22	19	27	24	22	24	20
10	25	24	19	19	28	21	22	24	22	19	27	25	22	25
11	29	22	21	18	19	25	18	20	22	20	17	25	22	20
12	29	28	19	20	19	19	23	17	19	21	20	17	24	21
Ungraded Elementary														
Ungraded Secondary	2													
Total K-12	284	260	245	251	241	241	254	255	267	264	272	277	285	286
Total K-5	118	107	105	104	96	101	108	109	120	115	125	128	127	130
Total 6-8	58	58	61	67	56	55	59	62	64	61	58	61	65	70
Total 9-12	108	95	79	80	89	85	87	84	83	88	88	88	92	86

NOTE: Live births to estimate 2017-18 and 2019-20 Kindergarten enrollments were averages of the previous five years of live births.

Table 2.3 Ticonderoga Enrollment History and Projection														
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	2019-20
Births 5 yrs. earlier		57	49	58	55	47	59	71	56	63	59	59	59	59
K	75	62	66	71	79	65	70	81	77	86	81	81	81	81
1	56	59	49	49	56	56	54	54	62	59	67	62	62	62
2	66	57	62	48	43	55	53	52	52	60	57	64	60	60
3	60	68	59	55	43	37	55	50	49	49	57	54	60	57
4	65	59	64	58	59	41	41	56	50	49	49	57	54	61
5	65	63	61	63	58	54	38	40	54	49	48	48	56	53
6	61	67	61	54	70	54	56	37	39	53	48	47	47	55
7	81	67	82	70	66	82	66	67	45	47	64	58	57	57
8	79	83	68	73	78	64	77	65	66	44	46	63	57	56
9	95	95	87	69	82	82	76	84	71	72	48	50	68	62
10	99	68	92	85	68	77	76	73	80	68	69	46	48	66
11	67	104	65	81	82	55	76	70	67	74	62	63	42	44
12	85	65	104	75	78	80	62	79	73	70	77	65	66	44
Ungraded Elementary						3	3							
Ungraded Secondary						8	6							
Total K-12	954	917	920	851	862	813	809	808	786	781	773	759	760	757
Total K-5	387	368	361	344	338	311	314	332	345	353	359	367	374	374
Total 6-8	221	217	211	197	214	200	199	170	150	145	158	168	161	168
Total 9-12	346	332	348	310	310	302	296	306	291	283	256	225	225	216

NOTE: Live births to estimate 2017-18 through 2019-20 enrollments were averages of the previous five years of live births.

The K-12 enrollment in Crown Point has been declining since 2006-07 to the current year (-10.6%) similar to Ticonderoga's (-15.2%). This pattern is not unusual for upstate New York school districts. The elementary (K – 5) enrollments in each district declined during this time period (Crown Point, -8.5%; Ticonderoga, -18.9%) and the middle school (6-8) and secondary (9-12) enrollments also show reductions (Crown Point, -1.7% and 19%; Ticonderoga, -10% and -14.5%). Projections for Crown Point predict that the K-12 student body will increase from 254 students to 286, an increase of 12.6%. Ticonderoga's enrollment is projected to decline to 757 students, a decline of 6.4%. Projections for the elementary level at Crown Point show an increase of 20.4% and for Ticonderoga an increase of 19.1%.

Should the districts decide to merge, table 2.4 shows the projected enrollment of the merged district. The projected enrollment of a merged district will be 1,062 next year and only slightly decline (2%) by 2019-20.

Table 2.4 Combined Enrollment Projections 2013-14 to 2019-20							
Grade	Year						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
K	99	103	97	106	101	101	101
1	76	82	88	79	90	84	84
2	71	73	79	84	75	86	81
3	65	68	70	76	82	71	84
4	74	65	68	70	76	81	72
5	57	73	65	68	70	76	82
6	57	57	73	65	68	70	76
7	93	68	68	87	77	81	84
8	81	89	65	65	84	74	78
9	106	90	99	72	72	92	82
10	97	102	87	96	71	70	91
11	90	89	94	79	88	64	64
12	96	92	91	97	82	90	65
Total	1062	1051	1044	1044	1036	1040	1044
K-5	442	464	467	483	494	499	504
6-8	231	214	206	217	229	225	238
9-12	389	373	371	344	313	316	302
NOTE: Due to rounding error, these totals will not exactly match the totals in the individual district enrollment projections and some may be off by 1-3 students.							

Today, a growing number of parents have chosen to educate their children at home. Some school districts have a large number of these “home-schooled children” and, should these families all decide to discontinue this practice, it could possibly place a strain on the district of residence to welcome them into the public schools. Consequently, it is important to examine the number of these home-schooled students in each of the study districts. Table 2.5 provides a summary of the home-schooled students in both the Crown Point and Ticonderoga Central School Districts.

Table 2.5 Number of Home Schooled Students 2007-08 to 2011-12		
Year	Crown Point	Ticonderoga
2007-08	19	6
2008-09	20	8
2009-10	15	6
2010-11	19	8
2011-12	16	10
Average	17.8	7.6

The number of home-schooled children in Crown Point has declined slightly in the past five years while those in Ticonderoga have increased slightly from 2007-08 through 2011-12. This number of home-schooled students is relatively low for school districts in upstate New York. It is interesting to note that there are only 4 families home schooling the 16 students in Crown Point in the 2011-12 year. In any event, should all of the home schooled students decide to start attending the public schools, it does not appear that there would be a significant impact on any area of school operations.

District resident students in non-public schools is sometimes an important consideration when projecting future enrollments, especially if there is a large number and there is the possibility of one or more of the non-public schools closing and students returning to the public school system. Table 2.6 that follows examines the number of Crown Point and Ticonderoga students who have been enrolled in non-public schools for the past five years.

Table 2.6 Number of Resident Students in Non-Public Schools 2007-08 to 2011-12		
Year	Crown Point	Ticonderoga
2007-08	30	49
2008-09	25	49
2009-10	24	42
2010-11	25	57
2011-12	18	62
Average	24.4	51.8

The vast majority of the students identified in table 2.6 above attend St. Mary's Elementary School, a K-8 Catholic school located in Ticonderoga. At the end of eighth grade, most of these students return to Crown Point and Ticonderoga. This is the reason for the increase in enrollment for both districts between eighth and ninth grades. There is

no indication that St. Mary's is in danger of closing in the near future. However, if St. Mary's should close, accommodations would have to be made for the approximately 75 students who would presumably return to the two public schools. However 75 students spread across grades K-8 would not materially impact the projections in this chapter.

In addition to district students attending non-public schools, there are also non-resident students who attend Ticonderoga. The Putnam Central School District pays tuition for 39 7th – 12th graders to attend school in Ticonderoga. There are currently no non-resident students attending Crown Point.

In conclusion, the projected student enrollments have not required adjustment to account for any returning students such as home schooled or non-public school students. Consequently, the projected enrollment numbers in Tables 2.2, 2.3, and 2.4 are best estimates.

Chapter 3

Instructional/Extra-Curricular Program

In a study of this sort, it is important to begin by describing the existing grade organization of the two districts as grade configuration of school districts varies from one district to another. Research on grade configuration is inconclusive as to the one best arrangement. As can be seen from table 3.1, Crown Point students are all housed in the same building. Pre-Kindergarten through 6th grade are organized into self-contained classes, while 7th – 12th graders are departmentalized. There is one principal for Pre-K through 12th grades. Ticonderoga's elementary school (Pre-K – 5) and middle school (6th – 8th grade) share one facility. Until last year, there were separate principals for the elementary and middle school. This year the building is administered by one principal. The high school is a traditional 9th – 12th grade organization.

Table 3.1	
Grade Configurations of the Study Districts	
Crown Point	Ticonderoga
Pre-K- 12	Elementary-Pre-K-5
	Middle School-6-8
	High School-9-12

We now turn our attention to the instructional program at each level of schooling in the study districts. For convenience sake, the following sections are grouped as elementary (PK-5), middle school (6-8), and high school (9-12).

Elementary School (PK-5)

The best place to start describing the instructional program of any school or school district is with an overview of the instructional day. As the following table illustrates, the two districts have relatively similar school days for their students. The student day in Crown Point is 10 minutes longer than the student day in Ticonderoga. However, the staff day in Ticonderoga is 20 minutes longer than the official staff day for Crown Point teachers. Consequently, if the districts were to merge there would have to be discussion on how to make the school days more alike for students and staff.

Table 3.2 Elementary School Schedules				
	Crown Point		Ticonderoga	
Staff Start	8:10	6 hours & 55 minutes	7:45	7 hours & 15 minutes
Staff End	3:05		3:00	
Student Start	8:10	6 hours & 55 minutes	8:00	6 hours & 45 minutes
Student End	3:05		2:45	

Table 3.3 presents a summary of the elementary school sections and average class size of each section.

Table 3.3 Elementary Sections/Section Sizes for 2012-13					
Grade Level	Crown Point		Ticonderoga		Statewide Average 2011-12
	# Sections	Section Sizes	# Sections	Section Sizes	
Pre-K (1/2 Day)	1	20	1	23	18.5
Kindergarten	1	20	4	15*, 18, 18, 19	21.5
First Grade	1	20	3	17, 17, 18	22.6
Second Grade	1	15	3	17, 17, 18	22.0
Third Grade	1	18	3	19, 19, 19	22.6
Fourth Grade	1	16	2	20, 21	23.0
Fifth Grade	1	19	2	19, 20	23.5
TOTAL	7		18		
*=Young 5 program					

Crown Point has self-contained classrooms from grades Pre-K through 6. Grades 7 and 8 are departmentalized and students change classes for their academic courses.

Class sizes in both districts are less than the statewide average. Examining the data in Table 3.3 shows that Crown Point K – 1st grade class sizes are slightly larger than Ticonderoga. However, beginning in 2nd grade, the Crown Point class sizes are lower than in Ticonderoga. Based on the enrollment data projecting increases at the elementary level, if a merger were to occur there would still need to be the same number of elementary classrooms.

The heart of every school's instructional program is its core academic curriculum. Table 3.4 summarizes the elementary curriculum in both study districts by reviewing the textbooks and instructional materials that are utilized.

Table 3.4 Elementary Curriculum		
Curricular Area	Crown Point	Ticonderoga
Language Arts	<ul style="list-style-type: none"> • Steck Vaughn Elements of Reading Vocabulary K - 6 • Fountas & Pinnell Phonics K – 3 • Guided Reading with Leveled Text (Fountas & Pinnell leveling) K – 6 • 3 Minute Reading Assessments 1 - 6 • Foundations K - 3 • Wilson Reading • DRA II K - 6 • Word Analysis K - 3 • America's Choice Author Studies • America's Choice Genre Studies • NYS Common Core Coach ELA • Ladders to Success 3 – 5 AIS • Common Core Clinic 2 • Daily Language Review 4 – 6 • Daily Reading Comprehension 1 – 3 • Comprehension Plus (piloting in Grade 3) 	<ul style="list-style-type: none"> • Storytown Reading Series – Harcourt 2008 • Dibels Data System – Track reading progress • Piloting AIMSweb – academic skill tracking • Teacher developed materials
Mathematics	<ul style="list-style-type: none"> • Envision Math K - 6 • NYS Common Core Coach Math 3 - 6 	<ul style="list-style-type: none"> • My Math – McGraw Hill 2013 • Dibels Data System – Track math progress • Piloting AIMSweb – academic skill tracking
Science	<ul style="list-style-type: none"> • Scott Foresman Science Diamond Edition K-6 	<ul style="list-style-type: none"> • Macmillan/McGraw Hill • Teacher developed materials
Social Studies	<ul style="list-style-type: none"> • Scott Foresman Social Studies 3 - 6 	<ul style="list-style-type: none"> • Macmillan/McGraw Hill • Teacher developed materials

While different series are currently utilized, both districts are moving to the adoption of the Common Core curriculum that will require new textbook adoptions in the next few years.

In addition to the core curriculum, each elementary school offers special area subjects to provide a well-rounded education to students. As Table 3.5 illustrates, the core elementary special subjects (art, music and physical education) are taught in each district. However the amount of time students get per week varies considerably between the two districts.

Table 3.5 Elementary Special Area Subjects		
Special Area Subject	Crown Point	Ticonderoga
Music	<ul style="list-style-type: none"> • Pre K – Gr. 1: 80 min/ 6 day cycle • Gr 2: 120 min/ 6 day cycle • Gr. 3: 80 min/6 day cycle • Gr 4: 120 min/ 6 day cycle • Gr 5: 40 min/ 6 day cycle • Gr 6: 40 min/ 6 day cycle 	<ul style="list-style-type: none"> • Pre-K – Gr 5: 60 min/ 6 day cycle
Art	<ul style="list-style-type: none"> • Pre K – Gr 4: 80 min/6 day cycle • Gr 5: 120 min/ 6 day cycle • Gr 6: 80 min/ 6 day cycle 	<ul style="list-style-type: none"> • Pre-K – Gr 5: 60 min/ 6 day cycle
Physical Education	<ul style="list-style-type: none"> • Pre K – Kg: 200 min/ 6 day cycle • Gr. 1 – 6: 120 min/ 6 day cycle 	<ul style="list-style-type: none"> • Pre K: 30 min/6 day cycle • Kg – Gr. 3: 180 min/6 day cycle • Gr 4: 135 min/6 day cycle • Gr. 5: 180 min/ 6 day cycle
Library or Computer	<ul style="list-style-type: none"> • Pre K: 80 min/6 day cycle (Library) • Kg: 40 min/per 6 day cycle (Library) • Gr 1: 40 min/ (Library);80 min/ (Computer)/6 day cycle • Gr 2: 40 min/ (Library); 40 min/(Computer)/ 6 day cycle • Gr 3: 40 min/(Library); 40 min/ (Computer)/6 day cycle • Gr 4 – Gr 5: 40 min/ 6 day cycle for Computer 	<ul style="list-style-type: none"> • Kg: 60 min Computer/6 day cycle • Gr 1 – Gr 2: 90 minutes Computer/ 6 day cycle • Gr. 3 – Gr 5: 90 minutes Computer /6 day cycle and 30 min Library Research/6 day cycle
Nutrition/Health	<ul style="list-style-type: none"> • Gr 1 – Gr 5: 40 min/6 day cycle 	

Spanish	<ul style="list-style-type: none"> Gr 3 – Gr 5: 40 min/6 day cycle 	
Technology	<ul style="list-style-type: none"> Gr 5: 40 min/6 day cycle Gr. 6: 60 min/6 day cycle 	
Family & Consumer Science	<ul style="list-style-type: none"> Gr. 6: 60 min/6 day cycle 	

Finally, to ensure a complete picture of the elementary school instructional program, it is necessary to present a summary of student academic performance. At the elementary and middle levels 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 Crown Point and Ticonderoga, it is important to understand the rating system currently used in New York. The following summary describes the four-level system in place.

Performance Level Descriptors
(Grades 3-8 Assessment System)

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.

The following series of tables (3.6-3.11) present a four-year summary of students scoring at each achievement level in both of the study districts in grades 3-5.

Table 3.6 Percent of Students Scoring at Each Level English/Language Arts-Grade 3								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (15)	TI (58)	CP (23)	TI (55)	CP (15)	TI (44)	CP (16)	TI (37)
1	0	7	17	5	0	9	0	19
2	7	7	31	22	27	27	38	30
3	93	76	35	62	73	59	63	43
4	0	10	17	11	0	5	0	8
() indicates the number tested								

Table 3.7 Percent of Students Scoring at Each Level Math-Grade 3								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (15)	TI (57)	CP (23)	TI (55)	CP (15)	TI (44)	CP (16)	TI (37)
1	0	0	0	2	0	5	0	14
2	0	5	26	29	27	29	38	30
3	67	63	65	34	53	57	56	46
4	33	32	9	35	20	9	6	11
() indicates the number tested								

Table 3.8 Percent of Students Scoring at Each Level English/Language Arts-Grade 4								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (16)	TI (64)	CP (15)	TI (58)	CP (20)	TI (57)	CP (15)	TI (41)
1	6	2	0	12	0	2	0	5
2	13	15	53	28	25	28	20	37
3	81	77	40	57	75	65	80	59
4	0	6	7	3	0	5	0	0
() indicates the number tested								

Table 3.9 Percent of Students Scoring at Each Level Math-Grade 4								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (16)	TI (63)	CP (15)	TI (58)	CP (20)	TI (57)	CP (15)	TI (41)
1	0	3	0	5	5	0	0	5
2	19	7	40	35	25	16	20	22
3	68	60	40	50	45	58	60	51
4	13	30	20	10	25	26	20	22
() indicates the number tested								

Table 3.10 Percent of Students Scoring at Each Level English/Language Arts-Grade 5								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (22)	TI (59)	CP (15)	TI (62)	CP (15)	TI (56)	CP (21)	TI (54)
1	0	0	0	5	7	12	0	4
2	5	19	33	47	66	18	38	30
3	90	69	60	37	27	63	62	63
4	5	12	7	11	0	7	0	4
() indicates the number tested								

Table 3.11 Percent of Students Scoring at Each Level Math-Grade 5								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (22)	TI (59)	CP (15)	TI (63)	CP (15)	TI (56)	CP (21)	TI (54)
1	0	3	7	2	0	5	0	2
2	5	14	26	17	60	18	19	11
3	45	44	60	59	33	52	29	57
4	50	39	7	22	7	25	52	30
() indicates the number tested								

Caution should be exercised in drawing conclusions regarding the performance of the two districts because of the small number of students in each grade level in the districts. With that in mind, it appears that there is very little difference in performance between the districts. In some years, Crown Point students do better than Ticonderoga students and in other years the reverse is true. Overall, both districts have similar performance.

Middle School (Grades 6-8)

As was done with the elementary schools, the following table shows the daily schedules for the middle schools.

Table 3.12 Middle School Daily Schedule				
	Crown Point		Ticonderoga	
MIDDLE SCHOOL				
	Start/End Times	Length of Day	Start/End Times	Length of Day
Staff Start	8:10	6 hours & 55 minutes	7:45	7 hours and 15 minutes
Staff End	3:05		3:00	
Student Start	8:10	6 hours & 55 minutes	7:50	6 hours & 58 minutes
Student End	3:05		2:48	

At the middle schools, we find that the daily schedules are much more alike than they are different for students but not for staff. Middle school staff days at Crown Point begin twenty-five minutes later and end five minutes earlier than at Ticonderoga. The Ticonderoga middle school staff day is twenty minutes longer than at Crown Point. Currently, the middle school teachers in Ticonderoga work one hundred minutes more per week than do the teachers in Crown Point.

The student days in the middle schools are more similar than the staff schedules. The lengths of the middle school student days are different by only three minutes but the start times vary by twenty minutes and the end times differ by seventeen minutes. If the districts were to merge, there will have to be agreement regarding the staff and student days in the middle school.

As was done with the elementary schools, we now look at the instructional program. At the middle school level, we do this by reviewing the courses offered and the section sizes. Table 3.13 that follows provides this data.

Table 3.13 Middle School Sections/Section Sizes-2012-13 (Maximum Class Size of 25; AIS - 15)									
Course	CP	TI	No. of Students	No. of Sections		Merged District	No. of Sections	No. of Fewer Sections	Net Reduction in Sections
6-Math	22	19, 18, 17	76	4		19, 19, 19, 19	4	0	12 fewer sections of Middle School
6-Science		20, 18, 17	77	4		20, 19, 19, 19	4	0	
6-Social Studies		19, 18, 18	77	4		20, 19, 19, 19	4	0	
6-English		19, 18, 18	77	4		20, 19, 19, 19	4	0	
6-Reading		20, 16, 18	54	3		18, 18, 18	3	0	
6-Spanish	22 (1/2)		22	1		22	1	0	
6-Math Lab		12	12	1		12	1	0	
6-Science Lab		13	13	1		13	1	0	
6-Soc. Stud. Lab		12	12	1		12	1	0	
6-Eng. Lab		13	13	1		13	1	0	
7-Math	18	19, 22, 22	81	4		20, 20, 20, 21	4	0	
7-Science		20, 21, 24	83	4		21, 21, 21, 20	4	0	
7-Social Studies		19, 21, 26	84	4		21, 21, 21, 21	4	0	
7-English		20, 23, 22	83	4		21, 21, 21, 20	4	0	
7-Math Lab	18	16	34	2		17, 17	2	0	
7-Science Lab		14	14	1		14	1	0	
7-Soc. Stud. Lab		15	15	1		15	1	0	
7-English Lab	18	16	34	2		17, 17	2	0	
7-French		9, 23	32	2		16, 16	2	0	
7-Spanish	15 (1/2)	9, 20	44	3		22, 22	2	1	
8-Math (Algebra)	19	20, 21, 15, (21)	75 (21)	4 (1)		25, 25, 25, (21)	3 (1)	1	
8-Science (Biology)		19, 22, 10, 11 (17)	81 (17)	5 (1)		20, 20, 20, 21 (17)	4 (1)	1	

8-Social Studies		21, 23, 11, 23	97	5		24, 24, 24, 25	4	1
8-English		19, 19, 24, 16	97	5		24, 24, 24, 25	4	1
8-Math Lab	19	14	33	2		17, 18	2	0
8-Science Lab		14	14	1		14	1	0
8-Biology Lab (1/2)		17	17	1		17	1	0
8-Eng. Lab		13	13	1		13	1	0
8-French		17, 19	36	2		17, 19	2	0
8-Spanish	17	14, 18	49	3		25, 24	2	1
AIS		6, 7, 7, 5, 6, 6	37	6		12, 12, 13	3	3
Physical Education (1/2)	19, 18, 22	17, 19, 18, 18, 22, 21, 8, 11, 16, 16, 16, 17	258	15		24 (10) 18	11	4
Study Hall		27, 11, 32, 32, 41	143	5		25, 25, 25, 25, 23, 20	6	(1)

Table 3.13 shows the courses and the section sizes for the middle school academic programs. In addition, the table also shows what the middle school section sizes might look like should the districts decide to merge. In looking at the section sizes of a merged district, the assumption was made that no class section would exceed twenty-five students with the exception of AIS classes that would not exceed 15 students. Applying this assumption to the merged student population would have the potential of saving a total of 12 sections of middle school classes.

Each section of an academic course represents a period of an academic teacher's time. Additional support staff might also be represented by these blocks of time. By eliminating twelve sections of classes, at least two opportunities potentially exist for the merged district. First, it might be possible to replace those sections with additional courses, thereby increasing the program opportunities for students. Or, on the other hand, by reducing the number of sections, it might be possible to reduce staff and thereby reduce budget expenses or free up staff to work in other buildings in the district. Table 3.14 provides some additional information on offerings for special area subjects in the two districts.

Table 3.14 Middle School Special Area Subjects		
Special Area Subject	Crown Point	Ticonderoga
Music	<ul style="list-style-type: none"> • Gr. 6: 50 min/6 day cycle • Gr. 7: 80 min/6 day cycle • Gr. 8: None 	<ul style="list-style-type: none"> • Gr. 6: 10 weeks • Gr. 7: 10 weeks • Gr. 8: 10 weeks
Art	<ul style="list-style-type: none"> • Gr. 6: 100 min/ 6 day cycle • Gr. 7: 120 min/6 day cycle • Gr. 8: None 	<ul style="list-style-type: none"> • Gr. 6: 10 weeks • Gr. 7: 10 weeks • Gr. 8: 10 weeks
Physical Education	<ul style="list-style-type: none"> • Gr. 6 – 8: 120 min/ 6 day cycle 	<ul style="list-style-type: none"> • Gr. 6 – 8: 3 days of 6 day cycle
Health	<ul style="list-style-type: none"> • Gr. 7: 120 min/ 6 day cycle 	<ul style="list-style-type: none"> • Gr. 6: 10 weeks • Gr. 7: 10 weeks
Technology	<ul style="list-style-type: none"> • Gr. 6: 120 min/6 day cycle • Gr. 8: 120 min/6 day cycle 	<ul style="list-style-type: none"> • Gr. 6: 10 weeks • Gr. 7: 10 weeks • Gr. 8: 20 weeks
Family & Consumer Science	<ul style="list-style-type: none"> • Gr. 6: 60 min/6 day cycle • Gr. 8: 120 min/6 day cycle 	<ul style="list-style-type: none"> • Gr. 6: 10 weeks • Gr. 7: 10 weeks • Gr. 8: 20 weeks

While there are some differences in the grade levels that courses are offered, both districts currently offer approximately the same amount of time in these areas for students in accordance with state regulations. It should not be difficult to organize these offerings if a merger were to occur.

The following tables look at the student performance for both districts on the state assessments for English Language Arts and Math in grades six through eight.

Table 3.15 Percent of Students Scoring at Each Level English/Language Arts-Grade 6								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (19)	TI (59)	CP (24)	TI (56)	CP (16)	TI (68)	CP (16)	TI (54)
1	0	0	8	7	0	3	19	4
2	32	7	25	18	37	37	50	35
3	68	78	63	55	63	57	31	59
4	0	15	4	20	0	3	0	2
() indicates the number tested								

Table 3.16 Percent of Students Scoring at Each Level Math-Grade 6								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (19)	TI (59)	CP (24)	TI (56)	CP (16)	TI (69)	CP (16)	TI (54)
1	0	0	0	4	19	3	31	4
2	5	5	46	32	62	33	38	39
3	84	56	37	37	19	54	25	41
4	11	39	17	27	0	10	6	17
() indicates the number tested								

Table 3.17 Percent of Students Scoring at Each Level English/Language Arts-Grade 7								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (23)	TI (80)	CP (20)	TI (72)	CP (24)	TI (66)	CP (18)	TI (83)
1	0	0	20	3	4	6	11	4
2	30	5	45	40	25	27	39	29
3	66	90	35	46	67	56	50	61
4	4	5	0	11	4	11	0	6
() indicates the number tested								

Table 3.18 Percent of Students Scoring at Each Level Math-Grade 7								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (22)	TI (79)	CP (20)	TI (72)	CP (24)	TI (67)	CP (18)	TI (83)
1	0	0	15	4	0	4	6	1
2	9	8	25	32	25	20	33	16
3	59	60	50	47	50	34	44	57
4	32	32	10	17	25	42	17	27
() indicates the number tested								

Table 3.19 Percent of Students Scoring at Each Level English/Language Arts-Grade 8								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (21)	TI (66)	CP (22)	TI (74)	CP (18)	TI (78)	CP (24)	TI (63)
1	0	2	5	4	6	8	4	5
2	19	21	45	35	50	48	25	40
3	81	74	36	52	44	38	71	52
4	0	3	14	9	0	6	0	3
() indicates the number tested								

Table 3.20 Percent of Students Scoring at Each Level Math-Grade 8								
Level	2008-09		2009-10		2010-11		2011-12	
	CP (22)	TI (65)	CP (22)	TI (72)	CP (18)	TI (75)	CP (24)	TI (62)
1	0	0	5	1	6	0	8	3
2	9	5	27	13	16	24	25	29
3	82	70	45	50	50	64	50	50
4	9	25	23	36	28	12	17	18
() indicates the number tested								

It is difficult to draw any fair comparisons between the two districts in terms of how middle school students performed on state test for the four years shown due to the relatively small number of students and the variance that one or two students may cause in each district taking the tests. In some years it appears as if Crown Point students outperformed Ticonderoga students while other years it is just the opposite. In summary, there does not seem to be significant consistent differences (year-to-year) between the two districts in terms of how their elementary and middle school students performed on the state ELA and math assessments.

High School (Grades 9-12)

As illustrated in the section on middle schools, the following table shows the daily schedule for the high schools in the study districts.

Table 3.21 High School Daily Schedule				
	Crown Point		Ticonderoga	
	Start/End Times	Length of Day	Start/End Times	Length of Day
Staff Start	8:10	6 hours & 55 minutes	7:45	7 hours and 15 minutes
Staff End	3:05		3:00	
Student Start	8:10	6 hours & 55 minutes	7:57	7 hours & 3 minutes
Student End	3:05		3:00	

At the high school level, we find that the daily schedules are much more alike than they are different for students but not for staff. High school staff days at Crown Point begin twenty-five minutes later and end five minutes earlier than at Ticonderoga. The Ticonderoga High School staff day is twenty minutes longer than at Crown Point. Currently, the high school teachers in Ticonderoga work one hundred minutes more per week than do the teachers in Crown Point.

The student days in the high schools differs by eight minutes and the start times differ by thirteen minutes. If the districts were to merge, there will have to be agreement made on the staff and student days in the high school.

Table 3.22 that follows presents an overview of the curriculum in each district's high school. In addition to identifying the courses taught during 2012-13, the number of sections of each course and each section size are also shown in this table. For example, in Crown Point there is one section of English 9 with a section size of 23 (1.5 refers to the fact that the course is given for 1.5 periods a day); Ticonderoga has four sections of English 9 with 10, 17, 22, and 18 students in the classes.

In addition to showing the current classes being offered, the number of sections, and the section sizes, the table also shows what might reasonably be expected to happen to the section sizes should the two districts decide to merge. This analysis assumes that all of the courses that are currently being offered will continue to be offered. No new course offerings have been introduced. The creation of section sizes in the potentially

merged district is guided by the assumption that class size in the core academic areas will not exceed twenty-five students. AIS class sizes will not exceed fifteen students.

We also believe that the consolidation of classes described in the following table is very plausible given the size of a new merged high school. Scheduling students in a smaller high school offers limited flexibility. The limited number of periods, BOCES classes, limited certification flexibility for staff, and facilities constraints often limit scheduling options in a small high school. Should the high schools merge, we believe that much more flexibility would be available for arranging student schedules and therefore the reductions in section numbers identified could be realized.

Finally, a word of caution is offered. The reduction in the number of sections shown in the following table should not be assumed to be directly connected to staff reductions. Following mergers, curriculum opportunities often expand for students. Table 3.22 frees up teacher schedules in order to potentially offer more electives and broaden the high school curriculum. It is also noted that many merged districts' boards of education agree to reduce staff only by attrition. If this is the position taken by the board of education in this merged district, a combination of more electives and staff reductions through attrition can be implemented over an extended period of time. This would have the long-term effect of reducing staff costs without layoffs while increasing program offerings for the students.

Table 3.22									
High School Curriculum Offerings-2012-13 (Maximum Class Size of 25)									
Course	CP	TI	No. of Students	No. of Sections		Merged District	No. of Sections	No. of Fewer Sections	Net Reduction in Sections
ENGLISH									
English 9	23 (1.5)	10, 17, 22, 18	90	5.5		22 (2), 23 (2)	4	1.5	2.5 fewer sections of English
English 10	23	20, 17, 18, 18	96	5		24 (4)	4	1	
English 11	18	32	50	2		25 (2)	2	0	
English 12	22	23, 22	67	3		22 (2), 23	3	0	
Alt. Ed. English		11	11	1		11	1	0	
AP English Language		19, 19	38	2		19 (2)	2	0	
AP English Lit/Comp		11	11	1		11	1	0	
NCCC-App. for Literature (1/2)	7		7	1		7	1	0	
Comp. Lit – (1/2)	23		23	1		23	1	0	

SOCIAL STUDIES								
Global Studies 9	23	17, 25, 27	92	4		23 (4)	4	0
Global Studies 10	22	17, 14, 20, 19	92	5		23 (4)	4	1
US History	19	11, 15, 26	71	4		24 (2), 23	3	1
Participation in Government-(1/2)	23	21, 18	62	3		21 (2), 20	3	0
Economics-(1/2)	23	18	41	2		20, 21	2	0
AP US History		10, 23	33	2		16, 17	2	0
Philosophy-(1/2)		11	11	1		11	1	0
Psychology-(1/2)		6	6	1		6	1	0
NCCC-World History	11		11	1		11	1	0
MATHEMATICS								
Algebra 1/Int.Alg.	23	17, 16, 17	73	4		24 (2), 25	3	1
Algebra 1 A		10	10	1		10	1	0
Algebra 1 B		13	13	1		13	1	0
Geometry	26	19, 16, 13, 22	96	5		24(4)	4	1
Algebra 2		18, 17	35	2		18, 17	2	0
Trigonometry	8	13	21	2		21	1	1
Pre-Calculus		15, 9	24	2		24	1	1
Math AIS-(1/2)		1				1	1	0
Occupational Math		9	9	1		9	1	0
Alt Ed Math		12	12	1		12	1	0
Paul Smiths-Calculus – (1/2)	9		9	1		9	1	0
Paul Smiths-Statistics – (1/2)	8		8	1		8	1	0
AP Calculus		7	7	1		7	1	0
AP Statistics		9	9	1		9	1	0
SCIENCE								
Earth Science	21	20, 19, 13, 22	95	5		24 (3), 23	4	1
Earth Science Lab-(1/2)	21	20, 19, 13, 22	95	5		24 (3), 23	4	1
Biology	25	19, 21, 25	90	4		22(2), 23 (2)	4	0
Biology Lab-(1/2)	25	21, 25	90	4		22(2), 23 (2)	4	0
Chemistry	12	22, 18	52	3		17 (2), 18	3	0
Chem.Lab-(1/2)	12	22, 18	52	3		17 (2), 18	3	0
Physics		10	10	1		10	1	0
Physics Lab-(1/2)		10	10	1		10	1	0
Alt. Ed. Science		11	11	1		11	1	0
Environmental Science-(1/2)	16		16	1		16	1	0
Anatomy & Physiology		20	20	1		20	1	0

2 fewer sections of Social Studies

4 fewer sections of Math

2 fewer sections of Science

Forensics-(1/2)		22	22	1		22	1	0	
AP Biology		6	6	1		6	1	0	
AP Biology Lab-(1/2)		6	6	1		6	1	0	
NCCC-Concepts of Wellness (1/2)		21	21	1		21	1	0	
LANGUAGES OTHER THAN ENGLISH									
Spanish 1	17	5	22	2		22	1	1	1 less section of Spanish; 1 less section of French
Spanish 2	22	18	40	2		20 (2)	2	0	
Spanish 3	16	15	31	2		16, 15	2	0	
Spanish 4	6		6	1		6	1	0	
SUNY-Spanish 103		10	10	1		10	1	0	
SUNY-Spanish 104		9	9	1		9	1	0	
French 2		16, 14	30	2		15 (2)	2	0	
French 3		12, 10	22	2		22	1	1	
NCCC-French 101		8	8	1		8	1	0	
NCCC-French 102		2	2	1		2	1	0	
BUSINESS									
Career &Financial Management-(1/2)	23	17	40	2		20 (2)	2	0	Same number of Business sections
Finance	6		6	1		6	1	0	
NCCC-Accounting	17		17	1		17	1	0	
NCCC-Bus. 101 Acct I		11	11	1		11	1	0	
Bus. 102/Acct II		7	7	1		7	1	0	
Comp Info Systems-NCC		11	11	1		11	1	0	
TECHNOLOGY									
Intro to Tech		7	7	1		7	1	0	2 fewer sections of Tech
Basic Woodshop		8	8	1		8	1	0	
Marine Technology		10, 10	20	2		20	1	1	
Woods-(1/2)	11		11	1		11	1	0	
Rustic Furniture-(1/2)	6, 2		8	2		8	1	1	
Construction-(1/2)	1		1	1		1	1	0	
Transportation Systems – (1/2)	8		8	1		8	1	0	
Structures-(1/2)	7		7	1		7	1	0	
HOME AND CAREER SKILLS									
Gourmet Foods-(1/2)		12	12	1		12	1	0	Same number of H&C sections
Food & Nutrition-(1/2)		10	10	1		10	1	0	
Early Childhood		12	12	1		12	1	0	
HEALTH									
Health-(1/2)	22	12, 14	48	3		24 (2)	2	1	1 less section of Health
Stress Management (1/2)	16		16	1		16	1	0	
ART									
Mixed Media-Art 1-(1/2)		30	30	1		15 (2)	2	+1	1 more section of

Studio Art		18	18	1		18	1	0	Art
Studio Drawing & Painting-(1/2)	20	25	45	2		23, 22	2	0	
General Art-(1/2)	20, 11		31	2		15, 16	2	0	
Sculpture -(1/2)	12		12	1		12	1	0	
MUSIC									
Band-(1/2)	12	40	52	2		52	1	1	2 fewer sections of Music
Orchestra-(1/3)	10		10	1		10	1	0	
Popular Guitar		3	3	1		3	1	0	
Music Technology		9	9	1		9	1	0	
Chorus-(1/2)	1	77	78	2		78	1	1	
PHYSICAL EDUCATION									
Phys Ed-(1/2)	8, 11, 7, 18, 19, 18, 16	16, 18, 14, 31, 27, 17, 23, 23, 19, 25	310	17		24 (12), 22	13	4	4 fewer sections of Physical Education
Dance-(1/2)	25		25	1		25	1	0	
OTHER									
Drivers Ed-Car		4, 4, 4, 4	16	4		4 (4)	4	0	1 less section of Ti TV
Drivers Ed-Class-(1/2)		16	16	1		16	1	0	
Ti TV		5, 4	9	2		9	1	1	
AIS and Study Halls (Maximum size in AIS classes is 15)									
AIS	8	1, 4, 5, 5, 4, 9, 1, 4, 4, 1, 5, 3, 2, 8, 3, 19, 12, 4, 1, 1, 7, 4, 2	117	24		15 (5), 14 (3)	8	16	16 fewer sections of AIS
Study Halls/Academic Labs	20, 16, 9, 10, 6, 13, 10, 9, 35, 16, 16, 21, 11, 16	16, 22, 16, 18, 19, 16, 5, 20, 25, 17, 23, 22, 18, 12, 19	6	29		24 (19), 20	20	9	9 fewer sections of Study Hall

Should the two school districts merge, it would be reasonable to assume that 46.5 sections of courses could be freed up at the high school level, 12.5 in the core academic areas of English, social studies, math, science, and languages other than English and 9 in the related areas of business, technology, art, music, and health. The remaining reductions would be in study halls and AIS. Given these changes, there would still be 31 sections of courses offered in the high school with ten or less students, not including AIS or special education classes. This means that electives would not be reduced. No current

courses would be eliminated. The number of section reductions is summarized in table 3.23 that follows.

Table 3.23 Number of Middle and High School Section Reductions by Subject Area (Maximum of 25 Students Per Section)			
	Middle School	High School	Total
English	1	2.5	3.5
Social Studies	1	2	3
Math	1	4	5
Science	1	2	3
Spanish/French	2	2	4
Business	-	-	0
Home and Careers	-	-	0
Technology	0	3	3
Art	0	+1	-1
Music	0	2	2
Health	-	1	1
Physical Education	4	4	8
Study Halls	+1	9	8
AIS	3	16	19
Total	12	46.5	58.5

Both districts have a solid program in the core areas of English, math, science, and social studies for districts of their size. A fair number of elective courses are available in the core areas in both districts although some of them have small enrollments. Spanish is offered for three years at Crown Point. Both Spanish and French are offered for five years at Ticonderoga, with the last two years being offered for college credit. The technology area has a fair number of offerings in both districts. Crown Point offers a variety of courses including rustic woods, construction, transportation, and structures while Ticonderoga offers courses in marine technology, woodshop and introduction to technology. The enrollments in these courses are lower than the enrollments in the core academic areas and may be impacted as financial constraints force districts to more closely examine courses with lower enrollments. The observations that are made about the technology offerings in the two districts could also be made about the business and art electives that currently exist.

There are a fair number of college courses available in both districts as described in Table 3.24. Advanced placement courses are offered only in Ticonderoga.

Table 3.24 College and Advanced Placement Course Offerings for 2012-2013	
Crown Point	Ticonderoga
North Country Community College English Composition 1 English Composition 2 Appreciation of Literature World History 1 World History 2 US History 1 US History 2 Algebra II/Trigonometry Accounting	North Country Community College French 101 French 102 Psychology 101 Philosophy 101 Concepts of Wellness & Physical Fitness Personal Health Business 101 Business 102 Concepts in Windows Based Software – CIS 130
Paul Smith Calculus Statistics	SUNY at the High School Spanish 103 Spanish 104
	Advanced Placement Courses AP Biology AP Calculus AB AP Statistics AP English Literature & Composition AP United States History

Research on merged school districts has consistently found that academic opportunities for students increase after a merger. Such could also be the case here. A merger would significantly enhance the high school offerings that are currently available to the students of these two districts. In addition, a larger high school would allow more college credit bearing courses, more electives, more honors courses, and more Advanced Placement courses to be available for the students. Specialty courses like the International Baccalaureate program and Project Lead the Way might also be offered in a larger high school. It might be possible to increase foreign language courses. Offerings in the arts could be increased. It will be up to the administration and the board of education of the merged district to determine the breadth of the high school curriculum. However, it is safe to assume that all courses currently offered in each district would continue and that other courses would be added. A merger would provide the potential for a greater number

of options than would otherwise exist in either of the two individual high schools in the future.

In addition to the courses listed in Table 3.22 high school students from both districts have access to a wide array of Career and Technical Education courses from the Clinton-Essex BOCES. Table 3.25 which follows shows the number of students from each of the districts who are currently taking CTE courses at their BOCES.

Table 3.25		
Enrollment in BOCES Career & Technical Education Courses-2012-13		
	Crown Point	Ticonderoga
Junior Class		
No. of Students in Class	18	76
No. of students in BOCES CTE	7	12
Senior Class		
No. of Students in Class	23	62
No. of Students in BOCES CTE	9	6
Total		
No. of Juniors and Seniors in BOCES CTE Courses	16 of 41	18 of 138
% of Juniors & Seniors in BOCES CTE Courses	39.0%	13.0%

The difference in the percentage of juniors and seniors in BOCES may be reflective of the number of electives offered in each school district or the philosophy of the administration or guidance staff.

As with the elementary and middle school student performance summaries, we now turn to examine high school student performance on New York State Regents examinations. Table 3.26 that follows provides this data for all students.

Table 3.26 High School Regents Exam Performance-All Students									
Regents Examination	Year	No. Tested		% at or above 55%		% at or above 65%		% at or above 85%	
		CP	TI	CP	TI	CP	TI	CP	TI
English	09-10	21	78	90%	97%	76%	96%	10%	38%
	10-11	23	82	96%	96%	91%	91%	30%	28%
	11-12	48	74	96%	88%	85%	84%	6%	21%
Integrated Algebra	09-10	26	69	92%	96%	85%	88%	12%	14%
	10-11	22	66	82%	94%	73%	86%	18%	9%
	11-12	25	73	88%	99%	84%	92%	4%	15%
Algebra 2/ Trigonometry	09-10	10	34	60%	97%	60%	97%	30%	82%
	10-11	2	35	0%	100%	0%	97%	0%	71%
	11-12	13	41	77%	100%	69%	95%	23%	46%
Geometry	09-10	23	62	96%	94%	87%	81%	17%	24%
	10-11	1	51	0%	96%	0%	90%	0%	39%
	11-12	22	39	64%	100%	55%	95%	14%	46%
Global History	09-10	24	83	100%	92%	100%	86%	46%	30%
	10-11	27	63	93%	87%	85%	78%	33%	24%
	11-12	18	78	100%	85%	100%	77%	39%	31%
US History	09-10	21	78	100%	91%	100%	87%	52%	49%
	10-11	20	82	100%	91%	100%	83%	65%	34%
	11-12	24	58	100%	91%	96%	79%	63%	40%
Living Environment	09-10	24	65	92%	94%	83%	85%	25%	32%
	10-11	27	40	93%	98%	74%	78%	22%	28%
	11-12	24	75	88%	97%	58%	93%	8%	37%
Earth Science	09-11	22	79	100%	89%	95%	78%	18%	27%
	10-11	24	62	92%	84%	75%	69%	25%	18%
	11-12	21	74	67%	88%	48%	73%	19%	38%
Chemistry	09-10	14	48	71%	85%	21%	69%	0%	0%
	10-11	6	29	67%	97%	50%	62%	0%	10%
	11-12	17	28	71%	82%	47%	61%	0%	11%
Physics	09-10	6	3	100%	0%	83%	0%	17%	0%
	10-11	-	15	-	73%	-	60%	-	13%
	11-12	-	22	-	67%	-	59%	-	18%
Spanish	09-10	14	26	93%	96%	50%	92%	7%	15%
	10-11	6	16	83%	100%	67%	100%	0%	31%
	11-12								

At this point in the report, we have examined student performance on elementary, middle, and high school assessments. Like in the elementary school and in the middle school, comparing student performance results across both districts yields very similar

results. Again, there are exams in various years where students in Crown Point outscored their counterparts in Ticonderoga. However, in other years and with other exams, the opposite is true. In short, student performance on high school Regents examinations have been similar and should not be an issue should the high schools decide to merge.

We now examine the types of diplomas that graduates of each high school receive. Table 3.27 that follows looks at the data for those graduates.

Table 3.27			
Diplomas Received By Graduates			
Year	Diploma Type	Crown Point	Ticonderoga
2009 ¹	Total Graduates	75%	82%
	Regents Diploma	20%	35%
	Advanced Regents Diploma	50%	41%
	IEP Diploma	0%	2%
	<i>Dropped Out</i>	13%	8%
	<i>Entered GED Program</i>	0	0
	<i>Still Enrolled</i>	13%	9%
2010 ²	Total Graduates	72%	82%
	Regents Diploma	28%	38%
	Advanced Regents Diploma	38%	38%
	IEP Diploma	3%	3%
	<i>Dropped Out</i>	10%	14%
	<i>Entered GED Program</i>	10%	0%
	<i>Still Enrolled</i>	3%	7%
2011 ³	Total Graduates	85%	84%
	Regents Diploma	40%	36%
	Advanced Regents Diploma	35%	40%
	IEP Diploma	0%	1%
	<i>Dropped Out</i>	5%	13%
	<i>Entered GED Program</i>	0%	0%
	<i>Still Enrolled</i>	10%	3%
2012 ⁴	Total Graduates	83%	81%
	Regents Diploma	39%	36%
	Advanced Regents Diploma	35%	38%
	IEP Diploma	0%	0%
	<i>Dropped Out</i>	4%	13%
	<i>Entered GED Program</i>	0%	0
	<i>Still Enrolled</i>	13%	6%

¹Based on a 6 year graduation outcome

²Based on a 5 year graduation outcome

³ & ⁴Based on a 4 year graduation outcome

As can be seen in table 3.27 above, the percentage of students who complete high school and earn a diploma is very similar in both districts. However, since 2010, the percentage of students who drop out has been consistently higher in Ticonderoga than it has been in Crown Point.

Measuring students' plans after high school also provides insight into the effectiveness of the high school programs. Table 3.28 provides some data on students' plans after graduation.

Table 3.28										
Post-Graduate Follow Up										
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	CP	TI	CP	TI	CP	TI	CP	TI	CP	TI
4-year College	9	27	9	42	8	21	1	22	8	19
2-year College	8	21	9	31	8	21	11	25	7	28
Technical/Vocational	3	0	0	5	1	6	2	4	2	1
Military	0	7	0	3	0	4	1	6	0	7
Total # of Graduates	29	68	19	92	21	59	21	69	22	68
Percentage Continuing	70%	80%	95%	88%	81%	88%	71%	82%	77%	80%

As can be seen in table 3.28 above, while there is variation from year to year as to the percentage of students attending college or entering the military, overall there is little difference between the two districts.

An important aspect of any student's high school education is the availability of extra-curricular opportunities to offer a well-rounded education. Consequently, we now turn to student athletic and extra-curricular opportunities currently available to the high school students. Table 3.29 that follows shows the athletic opportunities that are currently available to the students of the two study districts as well as the level of participation in each of these sports.

Table 3.29 Athletic Participation-2012-13		
Sport	Crown Point	Ticonderoga
Baseball, Varsity	12	13
Baseball, JV	-	13
Baseball, Modified	12	26
Basketball, Varsity Boys	13	13
Basketball, JV Boys	10	13
Basketball, Modified Boys	14	15
Basketball, Varsity Girls	11	9
Basketball, JV Girls	-	12
Basketball, Modified Girls	7	16
Bowling, Varsity	-	25
Cheerleading, Varsity & Modified	23	-
X-Country, Boys	-	17
X-Country, Girls	-	8
X-Country, Modified	-	6
Football, Varsity	-	24
Football, JV	-	20
Football, Modified	-	41
Golf, Varsity	10	9
Indoor Track, Varsity	-	53
Indoor Track, Modified	-	18
Soccer, Boys Varsity	16	-
Soccer, Boys Modified	15	-
Soccer, Varsity Girls	15	17
Soccer, JV Girls	-	21
Soccer, Modified Girls	12	25
Softball, Varsity	11	13
Softball, JV	-	23
Softball, Modified	13	20
Track, Varsity	-	49
Track, Modified	-	7

Athletic teams in a high school are often a great sense of pride for a community and often times, districts are highly protective of their teams. In examining the participation rates in the previous table, it is clear that, as the larger district, Ticonderoga offers a wider variety of interscholastic athletic opportunities for its students. Students in Crown Point do not have access to bowling, cross-country, football, indoor track, and track and field that are all options for the Ticonderoga students. In addition, Crown Point does not field junior varsity teams in baseball, girls basketball, girls soccer, and softball.

Not having a junior varsity program may mean that students are pushed to the varsity level before they are really ready to compete at that level. On the other hand, the students in Ticonderoga do not have a boys soccer program that is enjoyed by the Crown Point students.

A further examination of this table reveals relatively low participation rates in a number of sports in both districts. Having 12 students on a baseball team, 20 students on a football team, and 11 students on a softball team should raise concern for the future. These participation numbers are close to the point of jeopardizing the continuation of these athletic teams into the future.

There will be changes in the interscholastic athletic program should a merger occur. First, with a combination of teams, it could reasonably be assumed that current athletic teams would be stabilized and that these opportunities would continue to exist for students into the future. Current students in Ticonderoga will have access to their sports as well as the sports in Crown Point. Current Crown Point students will have access to their sports as well as the sports in Ticonderoga. Junior varsity opportunities for students will increase. Second, in a merged high school, there will be fewer students playing some sports than currently play in Crown Point and Ticonderoga. For example, there are currently two boys basketball teams and two girls basketball teams; after a merger, it is reasonable to assume that there would be one of each. This could be viewed as a negative aspect of a merger. However, students who will no longer be playing on these teams will be available to play other sports and those opportunities will exist. The increased enrollment at the high school will also provide the opportunity to start additional athletic teams. Perhaps there will be enough students to have volleyball, lacrosse, ice hockey and/or wrestling teams at the merged high school.

Table 3.30 that follows presents a summary of the clubs and extracurricular activities offered for the high school students in 2011-12.

Table 3.30 Club Participation-2012-13		
Club	Crown Point	Ticonderoga
Academic Bowl	11	22
Art Club	-	11
Drama Club/School Play	14	27
FBLA	-	14
Family Community Career Leaders of America	8	10
Foreign Language Club	-	20
Journalism	13	-
Key Club	-	16
National Honor Society	18	40
Night Shadows Musical Group	-	22
Quiz Bowl	18	-
S.A.D.D.	23	-
Sentinel Big Band	-	25
Student Council/Student Voice	14	10
Varsity Club	25	-
Yearbook	25	12
Youth & Government	-	18

In analyzing table 3.30 above, it is apparent that the students in both high schools have a reasonable number of opportunities to participate in extra-curricular activities. Most districts are usually willing to start any club in which there is sufficient student interest and a faculty advisor can be secured. Districts find clubs much more affordable than interscholastic athletics and much easier to administer. Should a merger of the districts occur, students, faculty, and the board will determine which clubs will or will not continue. It is safe to assume, however, that students in the merged high school would have access to all of the clubs that currently exist in either high school. It can also be predicted that having more students in the middle school and in the high school in a merged district will create more opportunities for students to participate in clubs and other extra-curricular activities.

Finally, it is important to have an understanding of the special education program in each school district. Table 3.31 that follows summarizes the number of special needs students in Crown Point and Ticonderoga, by disability, for the past two academic years. A considerable amount of information can be gleaned from studying this table. For example, New York State typically has a goal for school districts to have no more than

12% of their total student population identified as in need of special education services. However, while this may be a laudable state goal, the identification of students with special needs is a process that varies greatly from district to district for a variety of reasons, one of which may be the philosophy of the district's Committee on Special Education and/or Committee on Pre-School Special Education. Crown Point's special education students represent 18.2% of the total district enrollment in 2010-11 and 14.4% in 2011-12. In these same two years, Ticonderoga identified special needs students are 13.7% and 15.6% for 2010-01 and 2011-12 respectively. Over time, the percentage of students with disabilities has varied at numbers slightly higher than the state but not significantly different from each other. Like all districts, special needs students are predominantly classified as either learning disabled or other health impaired in Crown Point and Ticonderoga. Generally speaking, the majority of "other health impaired" includes students who have been classified because of an attention deficit disorder. Neither district has an inordinately large percentage of severely disabled students.

Table 3.31
Special Education Students by Disability-2011-12 and 2012-13

Disability	Crown Point 2010-11	Crown Point 2011-12	Ticonderoga 2010-11	Ticonderoga 2011-12
Autism	4	4	6	6
Emotional Disturbance	0	0	8	6
Learning Disability	15	8	49	45
Intellectual Disability	0	0	3	3
Deafness	0	0	0	0
Hearing Impairment	0	1	1	1
Speech Impairment	8	9	27	23
Visual Impairment	0	0	2	2
Orthopedic Impairment	0	0	0	0
Other Health Impairment	19	15	32	36
Multiple Disabilities	4	3	6	4
Deaf-Blindness	0	0	0	0
Traumatic Brain Injury	0	0	0	0
Totals	50	40	134	126
% -Total Students	18.2%	14.4%	13.7%	15.6%

In addition to looking at the numbers of students with disabilities, it is often helpful to review the teaching models and programs that are provided for students with disabilities. As Table 3.32 below indicates, both districts use resource room and consultant teacher models for the majority of their students with disabilities.

Ticonderoga has recently established an 8:1:1 class for primary students with autism, allowing them to serve some students who had previously been in programs outside of the district. There are 6 students whose needs can not be currently met in Ticonderoga programs and are served at the BOCES. Crown Point has relied on BOCES classrooms for students with disabilities whose needs cannot be served within the district.

Table 3.32 Special Education		
	Crown Point	Ticonderoga
Teaching Models	Resource Room and Consultant Teacher	Resource Room and Consultant Teacher
8-1-1 Classes		1 Primary Classroom
Students educated at other locations	15 students at BOCES	6 students at BOCES

If the districts merge, a new Committee on Special Education and Committee on Pre-School Special Education will be formed. There may be some philosophical differences that will have to be addressed to bring consistency in student identification, interventions, programming, and placement, but we do not see this as a major obstacle.

Chapter 4 Facilities

The construction, maintenance, and enhancement of educational facilities are extremely important functions for school leaders. Capital costs to construct school facilities are significant. Housing children in safe and healthy facilities that are conducive to learning is an ongoing challenge. The physical structures in school districts have a great deal to do with the way that grades are aligned and programs are delivered. This section of the report will provide an overview of the current facilities that each district owns, how they are used, a general analysis of their conditions, and implications should a merger occur.

Instructional space in Crown Point is provided in one building while Ticonderoga houses its students in two different buildings on two separate campuses; a Pre-K-8 elementary-middle school and a 9-12 high school. An overview of the Crown Point and Ticonderoga Central School buildings is provided in the following table. The data for this table was taken from the building condition survey that is required of all school buildings every five years and is conducted by each district's architectural firm.

Table 4.1 Overview of Crown Point and Ticonderoga School Buildings			
Schools	Crown Point	Ticonderoga High School	Ticonderoga Elementary/Middle School
Address	2758 Main St. Crown Point	5 Calkins Place Ticonderoga	116 Alexandria Ave Ticonderoga
Year of Original Building	1928	1928	1966
Sq. Ft. in Current Building	80,227	85,900	100,000
Number of Floors	3	3	1
Grades Housed	Pre-K-12	9-12	Pre-K-8
Students Served this year	254	290	540
Number of Instructional Classrooms	27	17	35
Rating of Space Adequacy (Good/Fair/Poor)	Good (300)	Fair (373)	Good (619)
Overall Building Rating (E/S/U/F)	Excellent	Satisfactory	Satisfactory
Architect	AES Northeast	W-P-S Consulting	W-P-S Consulting Engineers

		Engineers	
<p>NOTE: 1-All information was taken from the most recent NYS Building Conditions Survey except the enrollments that were drawn from the 2012-13 academic year database.</p>			

In rating the overall condition of the buildings, architects use a continuum of Excellent – Satisfactory – Unsatisfactory – Failing. As can be seen in Table 4.1 above, all three school buildings are rated as either Excellent or Satisfactory.

In addition to rating the overall condition of the buildings, architects also rate a number of systems within the buildings. These systems include site utilities, pavement, electrical, plumbing, water, air handling, and a number of other systems usually found in school buildings. The rating for these systems follows a continuum of Excellent – Satisfactory – Unsatisfactory – Non-Functioning. All of the systems in all three buildings were rated as Excellent or Satisfactory with the exception of the following items in the Ticonderoga Elementary/Middle School.

Table 4.2 Systems in Ticonderoga Elementary/Middle School Rated As Unsatisfactory	
Item	Estimated Cost to Remediate
Replace asphalt at main parking lot	\$270,000
Replacement of lockers	\$140,000
Plumbing-water booster system	\$66,000
Plumbing-correct drainage in kitchen and locker rooms	\$310,000
TOTAL	\$786,000

After the completion of the building condition survey, a major capital project was completed at Ticonderoga that dealt with all of the issues listed above in table 4.2.

In addition to the districts' instructional buildings, each district has its own bus garage. Table 4.3 that follows provides an overview of these bus garages.

Table 4.3 Overview of Crown Point and Ticonderoga Bus Garages		
Schools	Crown Point	Ticonderoga
Address	2758 Main St. Crown Point	104 Alexandria Ave Ticonderoga
Year of Original Building	2001	1969
Sq. Ft. in Current Building	8,334	8,600
Number of Floors	1	1

Recent Capital Improvements	None	Added booster pump to domestic hot water system; added fire alarm system
Rating of Space Adequacy (Good/Fair/Poor)	Good	Fair
Overall Building Rating (E/S/U/P)	Excellent	Satisfactory
Architect	AES Northeast	W-P-S Consulting Engineers
<p>NOTE: All information was taken from the most recent NYS Building Conditions Survey except the enrollments that were drawn from the 2012-13 academic year data base.</p>		

In analyzing the systems inside the bus garages, all systems were rated Excellent or Satisfactory with the exception of the Ticonderoga bus garage where the following items were cited.

Table 4.4 Systems in Ticonderoga Bus Garage Rated As Unsatisfactory	
Item	Estimated Cost to Remediate
Replace paving and provide additional paving	\$450,000
Add fire alarm system and connect to elementary school	\$10,000
TOTAL	\$460,000

As with the instructional buildings, the capital project that was recently completed at Ticonderoga dealt with both of the issues listed in table 4.4 above. Both districts have undertaken significant capital project work fairly recently. Neither district has any current capital projects in the planning.

The second major consideration with respect to facilities is exploring the available space and how it might be used should a merger occur. It is recommended that the current grade configuration currently in place in Ticonderoga be maintained. This would result in a merged school district with a grade configuration of Pre-K-5, 6-8, and 9-12. Student enrollment projections performed earlier in this report show the past and future enrollments for a merged school district to be as shown in the following table 4.5.

Table 4.5			
Student Enrollment History and Projections for a Merged District			
Grade Level	2006-07	2012-13	2019-20
K-5	505	422	504
6-8	279	258	238
9-12	454	383	302

As can be seen from table 4.5 above, enrollment in the elementary school is expected to increase by 82 students over the next seven years from 422 to 504 students. This is approximately the same elementary school enrollment that the two districts had in 2006-07. The middle school enrollment, which has declined by 21 students in the past six years, is expected to continue to decrease by another twenty students from 258 to 238. The high school enrollment has dropped by 71 students in the past six years and is expected to continue to drop by another 81 students from 383 to 302.

In addition to examining the enrollment projections for a merged district, it is also important to understand the manner in which the current school buildings are being utilized. Table 4.6 that follows provides an overview of how the current Crown Point school building was utilized in the 2012-13 school year.

Table 4.6 Utilization of Crown Point School-2012-13 <i>Building Has a Full-Size Art Room, Music Room, Library, Auditorium, Offices, Cafeteria, and Gymnasium that are Independent of the Count of Full-Size Classrooms Below</i>				
School Building	No. of Full-Size Rooms	No. of Classes (21)	Other Usage of Full-Size Rooms	Usage of Small Rooms, Not Full-Size, Other Than Administration, Guidance, CSE, Nurse, and Custodian
Crown Point School	24	Pre-K-1 K-1 1-1 2-1 3-1 4-1 5-1 6-1 English-2 Soc Stud-1 Math-1 Science-1 Business-1 Home Ec.-1 Tech-1 Computer-1 AIS-2 Sp. Ed.-2	Fitness Room-1 Extra-2 (On 2 nd floor labeled as English and Science)	Speech Athletic Director OT and AIS

Similarly, table 4.7 that follows depicts the utilization of the school buildings in Ticonderoga for the 2012-13 school year.

Table 4.7
Ticonderoga Classroom Usage-2012-13

*Middle School has a Full-Size Art Room, Music Room, Library, and Offices;
Elementary School has a Full Size Art Room, Music Room, Library, and Offices;
Gymnasium, Fish Bowl (Multi-Purpose Room) and Cafeteria are Shared. These
Rooms are Independent of the Count of Classrooms Below*

School Building	No. of Full-Size Rooms	No. of Classes	Other Usage of Full-Size Rooms	Usage of Small Rooms, Not Full-Size, Other Than Administration, Guidance, CSE, Nurse, Storage, and Custodian
Ticonderoga High School	35	English-4 Soc Stud-4 Math-4 Science-4 Spanish-1 French-1 Health-1 Sp. Ed.-3	Study Hall-1 ISS-1 Ti TV-1 Computer Lab-2 Testing Area-1 Teachers Room-1 Weight Room-1 Planetarium-1 Home Ec-1 Tech-3	AIS-1 Server Room-1 Conference Room-1 Records Room-1 Admin. Conference-1
Ticonderoga Middle School	18	English-3 Soc Stud-2 Math-3 Science-3 Spanish-1 French-1	Computer-1 Shop-1 Resource-2 Home Ec-1	
Ticonderoga Elementary School	31	Pre-K-1 Young 5-1 K-3 1-3 2-3 3-3 4-2 5-2 Sp. Ed.-4	AIS-1 Comm. Dev.-1 Computer Lab-1 OT/PT-1 Psychologist-1 Reading-1 Speech-1 Work Room-1 Vacant-1	Teachers Room-1 Fitness Room-1

In addition to identifying the types of classrooms in all of the schools, an analysis was also made of the extent to which both the middle school and the high school rooms were being utilized. Table 4.8 that follows is the middle school room utilization for the current Ticonderoga Middle School.

Table 4.8 Ticonderoga Middle School Classroom Usage-2012-13										
Room	Period									
	1	2	3	4	5	6	7	8	9	10
2001						x	x		x	
2002	x		x		x	x		x	x	x
2003			x		x	x	x	x		x
2004		x		x	x	x	x		x	x
2005	1	1	1	1	1	1	1	1	1	1
2006			x	x	x		x	x	x	x
2007	x		x	x	x		x		x	x
2008	x	x		x	x	x		x	x	x
2009	x	x		x		x	x		x	x
2010		x	x		x	x	x		x	x
2011			x	x	x			x	x	x
2012	x			x	x		x	x	x	x
2013			x		x		x	x	x	x
2014	x		x	x		x		x	x	x
2015	x	x			x		x	x	x	x
2016		x	x	x		x	x		x	x
2017		x		x	x	x		x	x	x
2018	x	x	x			x	x	x		
2019		x		x	x	x	x	x	x	x
2020	x	x	x				x			
2021	2	2	2	2	2	2	2	2	2	2
Notes: (1)-assumes computer lab (2005) is occupied every period; (2)-assumes library (2021) is occupied every period; (3)-Of 210 total periods, 144 are currently occupied, 66 are currently vacant										

Given the assumptions identified in the table above, there are 210 periods of available time in the middle school. Currently, 144 of those periods are occupied and 66 are vacant. This means that there is room in the middle school for more students.

In similar fashion, table 4.9 that follows shows the current utilization of classrooms in the Ticonderoga High School.

Table 4.9 Ticonderoga High School Classroom Usage-2012-13										
Room	Period									
	1	2	3	4	5	6	7	8	9	GO
1015		x	x		x		x	x	x	
1116		x	x	1		x	x	x	x	x
1118	x	x	x	x	x		x		x	x
1119	x							x	x	x
1122										
1201	x		x	x		x	x		x	x
1202	2	2	2	2	2	2	2	2	2	2
1203		x	x	x			x	x	x	x
1204	x		x	x				x	x	x
1212	x	x		x	1		x	x		
1213	x	x		x	x	x				
1214	x	x	x		x		x	x		x
1215	x									
1216	x	x	x	x		x	x		x	x
1217	x		x		x	x		x	x	x
1218	x	x	x		x	x		x		
1301	x	x	x			x	x	x		x
1302	x		x	x		x			x	
1303	x	x	x	x	x	x	x	x	x	x
1304						x	x		x	
1305	x		1	x	x	x		x	x	x
1312	3	3	3	3	3	3	3	3	3	3
1314	x		x		x	x		x	x	x
1316	x	x	x	x	x		x		x	
1317	x		x	x	x			x	x	x
1318		1		x	x	x		x	x	
1319		x	x	x		x	x	x		x
1321		x	x	x	x		x	x		
1415	x	x							x	x
Gym	x	x	x	x	x		x	x	x	
Notes: (1)-class is taught at alternative school; (2)-assumes computer room (1202) is occupied every period; (3)-assumes library (1302) is occupied every period; (3)-Of 300 total periods, 187 are currently occupied, 113 are vacant GO = Guide On										

In analyzing the utilization of the high school, we see that of the 300 total periods that are available, 187 are currently occupied and 113 are vacant. This means that there is room for additional students in the high school.

In considering the merger of the two existing high schools, more students will be attending the high school and more periods of instruction will be required to teach this larger group of high school students. Table 4.10 that follows compares the current number of class sections being taught at Ticonderoga High School with the number of anticipated sections that would be needed in a merged high school.

Table 4.10		
Room Usage in Ticonderoga High School Compared with Merged High School		
Area	Number of Sections Currently in Ticonderoga High School	Number of Sections Needed for Merged High School
English	15	19
Social Studies	17	21
Math	19	20
Science	25	31
LOTE	11	13
Business	4	7
Technology	4	8
Home & Career Skills	3	3
Health	2	3
Art	3	8
Music	4	5
Physical Education	10	14
Other	7	6
AIS	23	8
Study Halls/Academic Labs	15	20
TOTAL	162	186

As table 4.10 indicates, merging the high schools will require 24 more classroom periods of instruction. However, given the number of available periods shown in table 4.9, fitting the students from both of the current high schools into the current Ticonderoga High School should be easily accomplished.

As a result of the data presented in this chapter, should the districts decide to merge, it is recommended that:

a.) Each district will continue to keep its elementary students in their existing buildings for grades Pre-K-5. This will allow the youngest elementary school students to attend the school that is closest to their home and not have an extended amount of time on the bus riding to and from school. This recommendation will also accommodate the enrollment increase at the elementary level that is anticipated in the next seven years.

b.) The current middle school in Ticonderoga will serve as the merged district's middle school. If the current Crown Point elementary students are going to remain in Crown Point, the Ticonderoga Middle School is the only building that is large enough to house the approximately 250 middle school students that are expected in the merged district. Also, given the analysis of the current building utilization tables, it is apparent that sufficient room exists to accommodate all of the middle school students in the merged district.

c.) Ticonderoga's secondary school will serve as the merged district's high school. The Ticonderoga High School is the only building that is large enough to house the number of students that will be in high school in a merged school district. In addition, compared with Crown Point, Ticonderoga has significantly more athletic fields which are critical to providing a well rounded education to the middle and high school students. Crown Point has a playground, a softball field, a baseball field, two soccer fields, and a tennis court. The Ticonderoga High School has a multi-purpose play/practice field, a softball field, and a tennis/basketball court. The Ticonderoga Elementary/Middle School has a playground, a 5 lane track, a football stadium, a softball field, two baseball fields, two soccer fields, two basketball courts, a multi-purpose play/practice field, and an undeveloped field for potential future expansion.

d.) At least for the short term, the two bus garages in the existing districts should be maintained. While there may be opportunities for efficiencies should all transportation functions be carried on in one building, it appears that constantly transporting buses from one end of the merged district to the other for repairs and storage would more than mitigate any savings that might be realized. However, we recommend

that, should the districts decide to merge, a full transportation study be conducted to ensure the most cost effective transportation program possible.

It should also be noted that both districts allow outside groups to use the facilities. Table 10 that follows summarizes the major organizations that use each district's schools. It is recommended that the practice that exists in both districts of allowing access to school facilities by community groups be continued and that a new policy and procedures be developed for the use of the buildings should a merger occur.

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Table 4.11 Outside Groups Using Crown Point & Ticonderoga District Buildings	
Crown Point	Ticonderoga
<ul style="list-style-type: none"> • Men's Basketball League • Boy Scouts • Girl Scouts • SUNY Plattsburgh Teach Mentor Program • Crown Point Youth Commission • Crown Point Fire District • Distinguished Young Woman of the Year • Champlain Valley String Orchestra • Champlain Valley Chorale • Adirondack Mountain Men AAU Program • Crown Point Memorial Day Committee • Town of Crown point • Ragnar Events • Center Stage Dance • EF Tour Group • Ticonderoga Little League • Crown Point Chamber of Commerce • Mountain Lake Services • SADD • On Common Ground Theater Group • Performance Art Connection Wrestling 	<ul style="list-style-type: none"> • 4-H • 4th of July Committee • Accelerated Christian Education Athletics • Adirondack Mountainmen Basketball • Behavioral Health Services North • Boy Scouts/ Girl Scouts/ Cub Scouts • Community Band • Distinguished Young Woman Program • Essex County Board of Elections • Families & Schools Together Program • Fort Ticonderoga Fife & Drum Corp • James Cawley Photo Shoot • Kiwanis • NCCC Nurse Pinning Ceremony • Plymouth Fife & Drum Corp • Ragnar Relay Adirondacks Race • Road Runners • Royal Winter Pageant • St. Mary's School • Ti Alumni Organization • Ti Booster Club • Ti Federal Credit Union • Ti Fire Department • Ti Little League and Ti T-Ball • Ti Titans • Ti Youth Center • Tiny Tim Organization • Town of Ti Basketball • Town of Ti Bass Federation Registration • Town of Ti Little League • Town of Ti Summer program • Town of Ti Youth Football • Town of Ti Youth Commission • Town of Ti Youth Soccer