

# Peekskill City School District

## Long Range Planning Study Update & Facilities Analysis

2016-17

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DRAFT

# TABLE OF CONTENTS

<b>Introduction</b> .....	<i>i</i>
<b>Executive Summary</b> .....	<i>ii</i>

## **Section One: Demographic Analysis**

A. Births.....	1
B. Population.....	3
C. Housing.....	8
D. Non-Public School Enrollment.....	13
E. Enrollment Projection Methodology .....	15
F. District Enrollment .....	17
G. Enrollment Of Grade Configurations .....	19

## **Section Two: Facilities Analysis**

A. Facility Analysis Methodology .....	25
B. Operating Capacity.....	26
C. Space Allocation .....	27
1. Elementary Allocation Of Space.....	27
2. Elementary Grade Sections and Current Average Class Size.....	33
3. Allocation Of Space for Elementary Support Programs.....	33
4. Middle and High School Allocation Of Space .....	34
D. Future Facilities Analysis .....	39
E. Summary.....	42

## **APPENDICES**

Appendix A .....	Enrollment Worksheets
Appendix B.....	Enrollment Graphs
Appendix C .....	New Resident Surveys
Appendix D .....	Facilities Worksheets
Appendix E.....	School Floor Plans

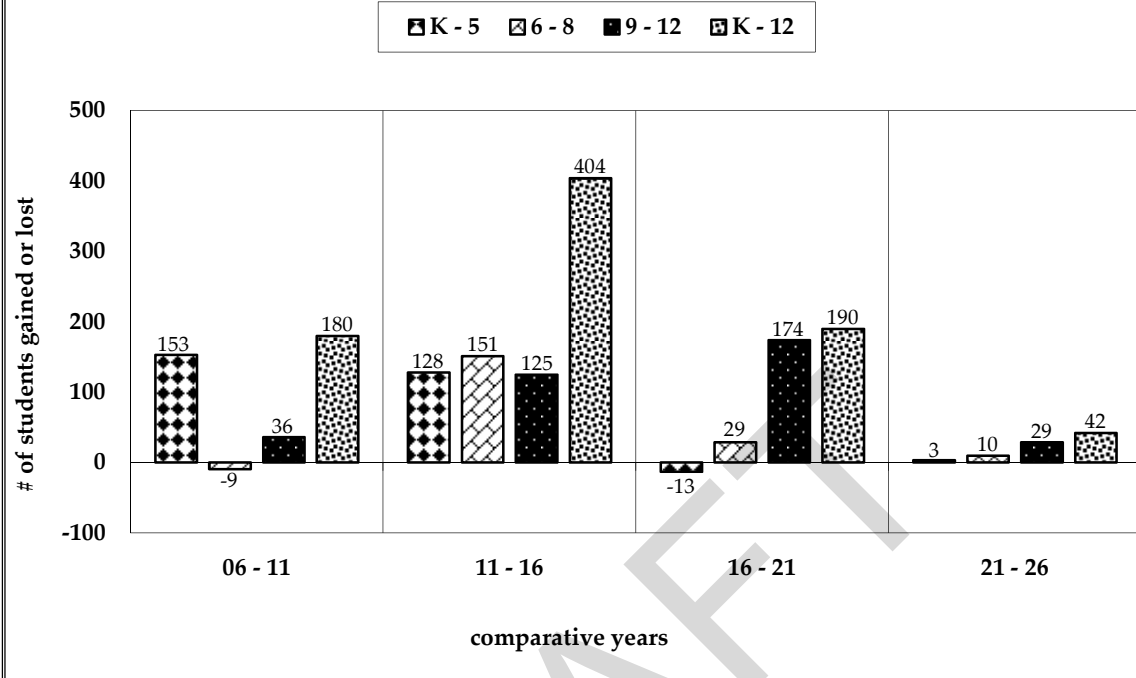
## TABLES

Table 1 - Number of Home Sales and Median Prices in Westchester County .....	8
Table 2 - Home Sales in the Peekskill City School District 2005 - 2016 .....	10
Table 3 - Approved and Proposed Housing in the Peekskill City School District .....	11
Table 4 - Projected Peekskill City SD Enrollment.....	17
Table 5 - Projected Peekskill City SD Elementary Enrollment .....	20
Table 6 - Projected Peekskill City SD Elementary Instructional Sections .....	23
Table 7 - Peekskill City School District Facility Utilization - 2016-17 .....	26
Table 8 - Elementary School Classrooms by Size .....	27
Table 9 - Elementary Instructional Space Dedication Rooms Greater Than 550 Square Feet .....	28
Table 10 - 2016-17 Elementary Instructional Sections.....	33
Table 11 - 2016-17 Average Elementary Class Size .....	33
Table 12 - 2016-17 Allocation of Space in Square Feet - Elementary Support Programs/Services.....	34
Table 13 - 2016-17 Middle and Secondary Instructional Space .....	36
Table 14 - Projected 2017 - 2026 School Enrollment Range .....	39
Table 15 - Facility Utilization Range 2017 - 2026 (K - 12) .....	39

## FIGURES

Figure 1 - New York State Births, 1995 - 2015 .....	2
Figure 2 - Westchester County Births, 1995 - 2015 .....	2
Figure 3 - Projected Age Structure of the U.S. Population.....	4
Figure 4 - Projected Racial Structure of the U.S. Population .....	6
Figure 5 - United States Public School Enrollment by Race/Ethnicity from 1998 - 2022.....	7
Figure 6 - Uriah Hill School - Capacity Utilization Level.....	40
Figure 7 - Woodside School - Capacity Utilization Level .....	40
Figure 8 - Oakside School - Capacity Utilization Level.....	40
Figure 9 - Hillcrest School - Capacity Utilization Level .....	41
Figure 10 - Peekskill Middle School - Capacity Utilization Level.....	41
Figure 11 - Peekskill High School - Capacity Utilization Level.....	41

### Peekskill City School District Enrollment Change, 2006 - 2026



The Peekskill City School District enrollment increased by 584 students (grades K - 12), or 21.5 percent, during the historical period. During the first half of the projection period, the elementary (K - 5) grades are expected to remain stable, while growth is forecasted in the middle (6 - 8) and high school (9 - 12) grades. During the latter half of the projection period, the elementary and middle grades are expected to remain stable, while the high school grades are expected to see a slight increase. In 2026, 3,538 students are forecasted to be enrolled in grades K - 12, reflecting a gain of 232 students, or 7.0 percent, over the next ten years.

## INTRODUCTION

At the request of the Peekskill City School District, the *Western Suffolk BOCES Office of School Planning and Research* conducted this study to assess recent demographic factors and enrollment trends in order to prepare projections through the year 2026.

The Peekskill City School District is committed to meeting the educational needs of its students. The continued monitoring of enrollment trends will give the district the data on which to consider a variety of educational issues. The foundation for this study is in keeping with the promotion of the basic district mission and philosophy.

The Board of Education and the Superintendent's efforts to plan for the future through sound management practices is fostered by comprehensive, objective data, such as contained within this *Long Range Planning Study Update and Facilities Analysis*. This study serves to provide objective data that the Board of Education and administration can use in planning for the future. Planning is, however, a dynamic process that needs to reflect change. Periodic updates would allow the incorporation of subtle changes in district trends. This study provides an update to the Long Range Planning Study prepared for the district during the 2011-12 school year.

Barbara Graziano, School Planning Manager, oversaw all aspects of the study and served as principal researcher. Shu-ling Liu, Research Analyst, served as analyst and forecaster. Irene Bradley, Program Specialist, prepared the report. Janice Schwartz, Educational Planning Assistant, provided research assistance and prepared the report for printing.

Dr. Lorenzo Licopoli, Superintendent of Schools, provided access to district records. Robin Zimmerman, Assistant Superintendent for Business, compiled the necessary data, and acted as district liaison, thus enabling the study to accomplish its objectives.

Additionally, selected references and resources were used, as indicated below:

Brookings Institution  
Bureau of Labor Statistics  
Center for Housing Policy  
Center for Immigration Studies  
Center for Public Education  
City of Peekskill Planning Department  
Core Logic  
Current Population Survey  
Forbes  
Freddie Mac  
Hudson Gateway Association of Realtors, Inc.  
Migration Policy Institute  
National Alliance for Public Charter Schools  
National Association of Homebuilders  
National Association of Realtors  
National Catholic Education Association  
National Center for Education Statistics  
National Center for Health Statistics  
National Home Education Research Institute  
New York State Education Department  
New York State Office of Real Property Services  
New York Times  
Pew Research Center  
The Empire Center  
The State of the Nation's Housing 2015, Joint Center for Housing Studies of Harvard University  
The Wall Street Journal  
Trulia  
US News & World Report  
United States Census Bureau

## Section One: Demographic Analysis

*School enrollment growth occurs as a result of more children being born, more families moving into a community, or more students returning from non-public schools. The Peekskill City School District is expected to experience an overall rise in district K - 12 enrollment during the projection period 2017 through 2026. This enrollment growth is accounted for by increased birth ratios, changing resident characteristics and housing factors.*

### A. BIRTHS

Data from the *National Center for Health Statistics* indicates that the number of recorded births dropped slightly in 2015 (latest available data) when compared to the prior year. There were 3,978,497 births reported in 2015, reflecting a decrease of less than one percent when compared to 2014. The preliminary fertility rate also decreased in 2015 to 62.5 births per thousand women between the ages of 15 - 44, down from 62.9 births in 2014. This is the lowest fertility rate on record; the fertility rate peaked at 122.7 births in 1957, during the Baby Boom years. The recent birth data came as a surprise to many experts. According to *The Wall Street Journal*, "Demographers had generally expected the number of births to rise in 2015, as it had in 2014. Instead, the United States appears to still be stuck in something of an ongoing baby bust that started with the recession and housing collapse and has yet to reverse."

Birth declines have been attributed to several factors, including high rates of unemployment during the recent recession, lower starting salaries and significant student loan debt, which have resulted in many young people continuing to live with their parents. As a result, many millennials have delayed marriage and childbearing. This is reflected in the average age of first birth, which has increased from 24.9 years in 2000 to 26.4 years in 2015, a record high for the country.

Birth rates for women in their early twenties reached record lows in 2015, decreasing by 3 percent when compared to the prior year, while the most significant decline (8 percent) in birth rates was seen in women between the ages of 15 - 19. Birth rates also decreased (1 percent) for women in their late twenties (25 - 29). However, between 2014 and 2015, gains in the numbers of births were recorded for women in their thirties and forties; the most significant birth gains were attributed to women aged 45 and over (6 percent), while women aged 35 - 39 saw a gain of 2 percent. Some experts feel this is due in part to women who, for various reasons, had previously delayed childbearing.

According to the *National Center for Health Statistics*, in 2015, Hispanic women had the highest fertility rates (72 births per 1,000 women), followed by blacks (64 births), whites (63 births), Asian/Pacific Islander women (59 births) and American Indian/Alaska Native women (44 births). However, between 2000 and 2015 fertility rates have fallen for all racial/ethnic groups, with the greatest declines seen in the Hispanic segment. The latest available data (2014) has shown that among Hispanic women, Central/South American women had the highest fertility rates, with 95 births per thousand women, compared to Mexican, Puerto Rican and Cuban women, with 67, 58 and 52 births, respectively.



Mirroring the national trend, the number of births in New York State decreased slightly in 2015 when compared to the previous year. There were 235,964 births recorded in 2015, reflecting a decrease of 0.9 percent when compared to 2014. However, this represents a decrease of 6.6 percent when compared to the number of births in 2007 (252,662 births) and a decrease of 12.9 percent when compared to births in 1995 (271,042 births).

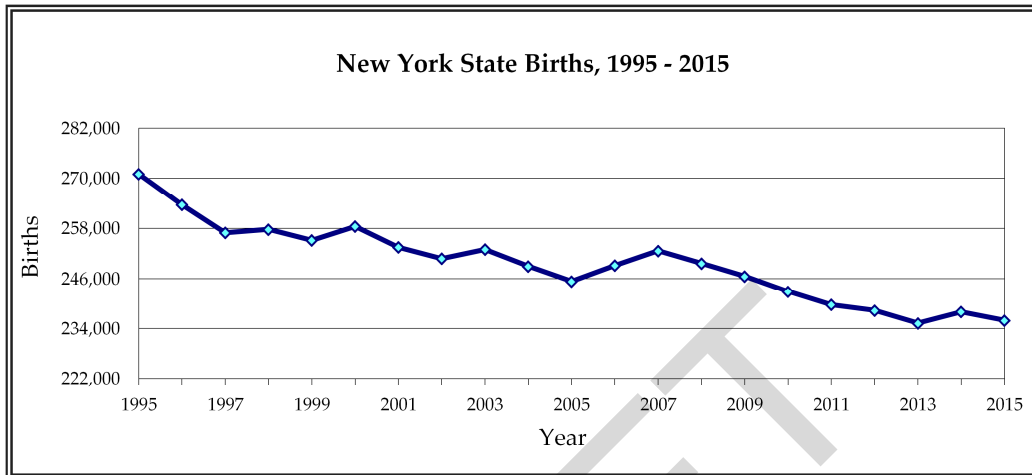


Figure 1 - New York State Births, 1995 - 2015

The number of births in Westchester County was at an historical low in 2012, when 10,439 births were recorded. Since then births have remained relatively stable, with 10,639 births reported in 2015. However, this represents a decrease of 18.0 percent over the twenty-year historical period (1995 - 2015).

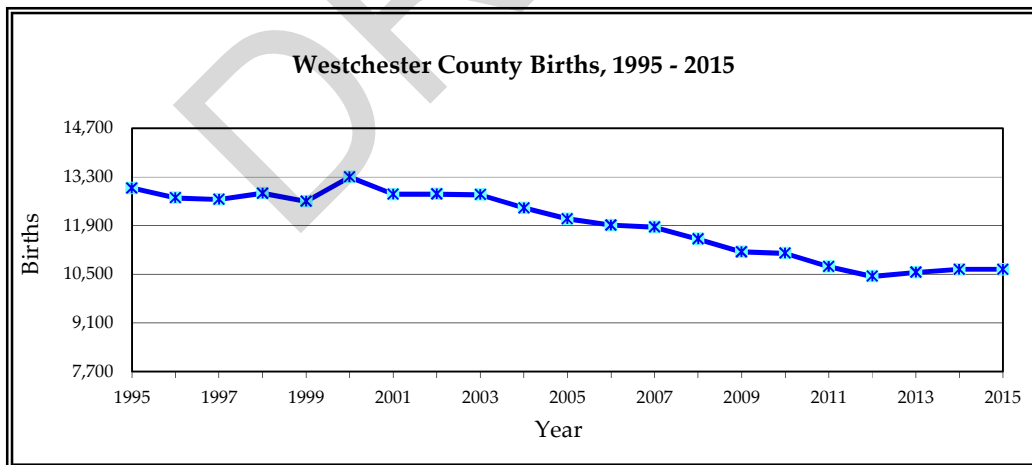


Figure 2 - Westchester County Births, 1995 - 2015

Between 2002 and 2007, 364 - 415 births were recorded within the Peekskill City School District each year. More recently, births have dropped to a lower level, with 310 - 348 births recorded each year between 2012 and 2015.

## B. POPULATION

The *Census Bureau* reported that there were an estimated 321.4 million people living in the United States in July 2015, reflecting an increase of 12.7 million people, or 4.1 percent, since the 2010 Census. Census Bureau projections indicate that the population will grow more slowly between 2010 and 2060, when compared to 1950 - 2010; an increase of 98.1 million people is expected by 2060, when 416.8 million people are projected to reside in the United States.

New York State's population totaled approximately 19.8 million people on July 1, 2015, reflecting a gain of 417,689 people, or 2.2 percent, since the 2010 Census. However, last year (2015), New York experienced a net migration loss of 23,832 people (between July 2014 and July 2015), meaning more residents moved to other states than moved in. In 2015, New York's domestic migration loss was significantly greater than any other state (-157,992), losing more residents to domestic migration than Illinois (-105,217) and New Jersey (-65,254), the next two states with the greatest losses. Recent domestic migration losses in New York have been partially offset by international migration; 630,763 international immigrants have moved into the state since 2010. The rise in population was due to natural increases (more births than deaths). However, gains through natural increase have declined since 2010; in 2015, the number of births decreased, while the number of deaths increased, when compared to 2010. Despite the slight overall population gain, New York has recently fallen to the fourth most populous state behind California (39.1 million people), Texas (27.5 million people) and Florida (20.3 million people).

Between 2010 and 2015, Westchester County recorded a greater gain of 2.9 percent when compared to New York State, with 976,396 residents in 2015. As seen in New York State, Westchester County has been experiencing losses due to domestic migration; however, those losses have been offset by gains from international migration and natural increases. Westchester County ranks seventh in population among New York's 62 counties.

Between 2010 and 2015, the City of Peekskill recorded a gain of 460 residents, (2.0 percent). The population of the Peekskill City School District also increased almost 2.0 percent during the same period, with an estimated 22,806 residents living within the district in 2015.

*Census Bureau* data indicates that the demographics in the United States are in the midst of a transformation, as the nation's population is aging and becoming far more diverse. The age structure of nation's population has been impacted by the oldest of the baby boomers (those born between 1946 and 1964) beginning to turn 65 in 2011. The youngest baby boomers will be turning 65 in 2029.

As shown in Figure 3, the nation's 65-and older segment consisted of 13 percent of the total population in 2010. It is forecasted that growth in this age segment will more than double from 47 million people in 2015, to 98 million people by 2060, when it is projected that the 65-and older segment will comprise almost 24 percent of the population. However, the percentage of residents under 20 years of age is projected to decrease from approximately 27 percent of the population in 2015 to 22 percent in 2060. There were an estimated 82.8 million younger adults aged 20 - 39 in the United States in 2010. This is the largest number in that age group in the last thirty years; however, younger adults now comprise a smaller share of the population (approximately 27 percent) than they did in 1980 (approximately 32 percent); this segment is projected to further decrease to 24 percent by 2060. The 40 - 64 age segment is also expected to see a decreasing share of population between 2015 and 2060, declining from more than 33 percent in 2015 to approximately 30 percent in 2060.

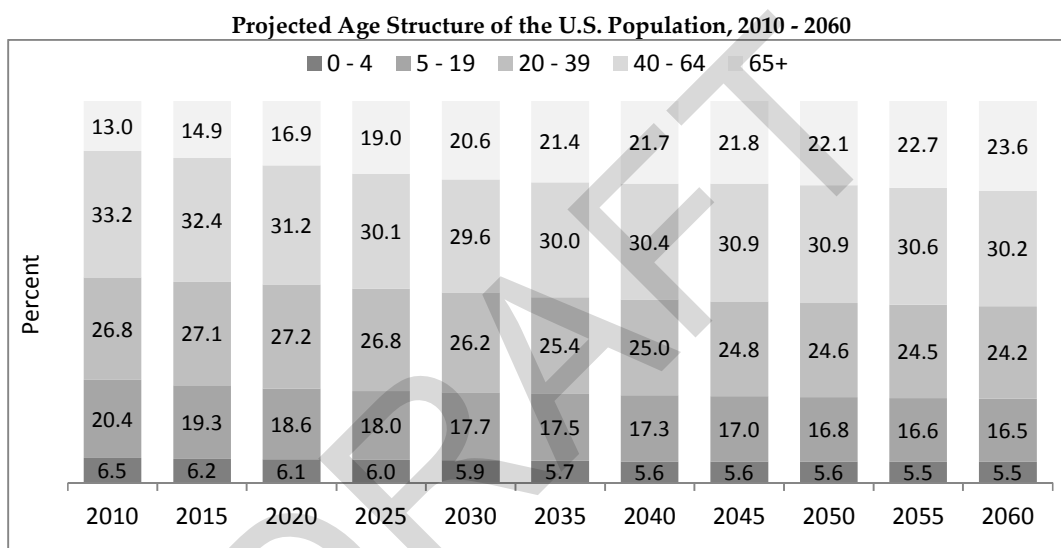


Figure 3 - Projected Age Structure of the U.S. Population  
Source U.S. Census Bureau

Changes in the age structure of the population are evident in New York State, as well. The 65-and older segment grew from 13.5 percent of the population in 2010 to 15.0 percent in 2015. However, the percentage of children under 18 years of age decreased from 22.3 to 21.3 percent during the same period. Between 2010 and 2015, the young adult population (20 - 34 years) grew slightly from 21.0 percent to 21.7 percent; however, in 1990, this age segment represented approximately 28 percent of the population.

In Westchester County, population trends mirror those of New York State and the nation. Between 2010 and 2015, the under-18 segment decreased from 24.0 to 22.7 percent of the population; however, the 65-and older segment grew from 14.7 to 15.8 percent during the same period. The median age in Westchester County has increased from 40.0 years in 2010 to 40.5 years in 2015; this is greater than the New York State median age of 38.3 years. The median age in the Peekskill City School District is approximately 38.5 years.

Immigration is the driving force behind the changing face of America. In 1990, foreign-born residents accounted for almost 8 percent (20 million people) of the population in the United States. As of 2015, 13.2 percent of the nation's population was foreign-born (latest available data). By 2025, the *Census Bureau* projects that one in seven people will be foreign-born (52 million people) and by 2060, one in five people are expected to be foreign-born (78 million people). A majority of the foreign-born population have immigrated from Latin America and Asia, with the greatest numbers settling in California, Nevada, Texas, Florida and New York. Immigrants from Latin America accounted for more than 50 percent of the nation's population increase between 2000 and 2014, and comprised approximately 52 percent (21 million people) of the foreign-born population in 2014. Asians accounted for 29 percent (12.0 million people) of the foreign-born population in 2014, while Europeans accounted for almost 12 percent of the foreign-born population, with 4.8 million people in 2014. This is a significant shift since 1960, when 75 percent of immigrants in the United States had been born in Europe and primarily settled in the Northeast and Midwest. In 1960, 9 percent of the foreign-born population was from Latin America and 5 percent was from Asia.

Currently, approximately 1 in 4 children under the age of 18 have at least one foreign-born parent. According to recent *Census Bureau* projections, by the 2050's, international migration will surpass natural increase as the primary reason for population growth. This would be the first time since 1850 that natural increase would not be the leading cause of population growth.

According to 2015 *American Community Survey* estimates, foreign-born residents in New York State and Westchester County represented 22.5 and 25.3 percent of the total populations, respectively. In the Peekskill City School District, almost 29 percent of the population in 2015 was foreign-born. This is a decrease since 2010, when 35 percent of residents were foreign-born. The greatest number of Peekskill City's foreign-born residents are from Ecuador (46 percent), followed by Mexico (16 percent), Jamaica (9 percent) and Guatemala (8 percent).

The recent trends in immigration have resulted in changes in the ethnic composition of the population in this country. In 2015, approximately 62 percent of the population in the United States was white, down from 85 percent in 1960. The country’s white population is forecasted to become “majority minority” in 2044; by 2060, the combined minority population is forecasted to comprise approximately 56 percent of the total population, compared to 38 percent in 2015. As shown in Figure 4, Hispanics were the largest minority group in 2015, accounting for approximately 18 percent of the population, followed by blacks (12.4 percent), Asians (6.2 percent) and those identifying themselves as two or more races (2.1 percent).

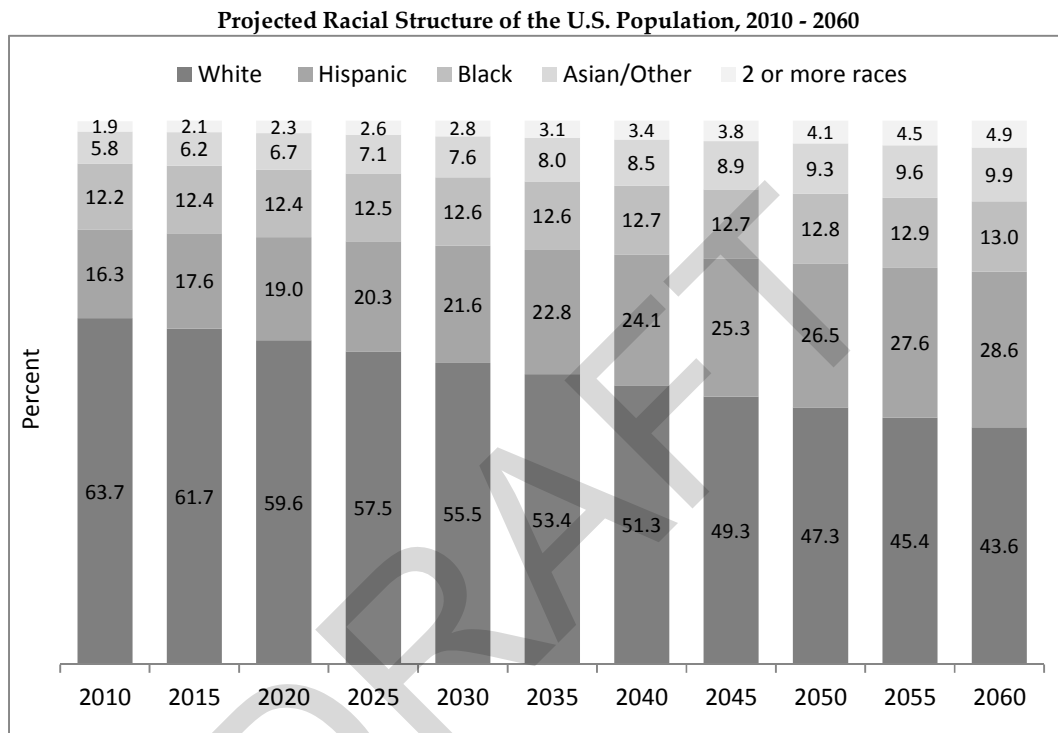


Figure 4 - Projected Racial Structure of the U.S. Population  
Source U.S. Census Bureau

Projected changes in the ethnic structure of the population are also linked to the aging of the baby boomers. The *Census Bureau* reported, “An overwhelming majority of baby boomers are non-Hispanic white and, as this cohort reaches the oldest ages, their projected declines due to mortality will contribute to projected decreases in the percentage of the population in the non-Hispanic white category. This pattern, combined with increases in immigration and births to minority populations, is expected to produce an increasingly diverse population in the years to come.”

In New York State, whites made up approximately 57 percent of the population in 2015, down from more than 58 percent in 2010, while minorities comprised 43 percent of state residents. Hispanics are the largest minority group at approximately 18.4 percent, followed by blacks (14.4 percent), Asians (7.9 percent) and those identifying themselves as two or more races (1.7 percent). Currently four states are “majority-minority” states: California, Hawaii, New Mexico and Texas.

According to data from the *Census Bureau*, the ethnic composition within Westchester County has also shifted. The Hispanic segment of the population increased from 21.8 percent in 2010 to 22.8 percent in 2014, while the white population decreased from 58.9 to 56.1 percent. The Asian and black segments remained relatively stable at approximately 5.4 and 13.3 percent, respectively, during the same period.

The ethnic composition within the Peekskill City School District has remained relatively stable between 2010 and 2014. According to the *American Community Survey*, in 2014 the resident population was approximately 37 percent Hispanic, 34 percent white, 22 percent black, 4 percent Asian, and approximately 3.4 percent of residents were identified as two or more races.

However, in 2014, the student enrollment was comprised of a greater percentage of Hispanic students (61 percent) when compared to the resident population, but a smaller percentage of white students (9 percent); black and Asian students comprised 27 and 2 percent, respectively, of the student population.

The *National Center for Education Statistics* reported that during the 2014-15 school year there were fewer white students than minority students in the nation’s public school system for the first time in the nation’s history. As shown in Figure 5, in 1998, white students comprised almost 63 percent of public school enrollment compared to an estimated 49.7 percent during the 2014 school year. By 2022, minority students are expected to comprise approximately 55 percent of public school enrollment and white students are projected to comprise 45 percent.

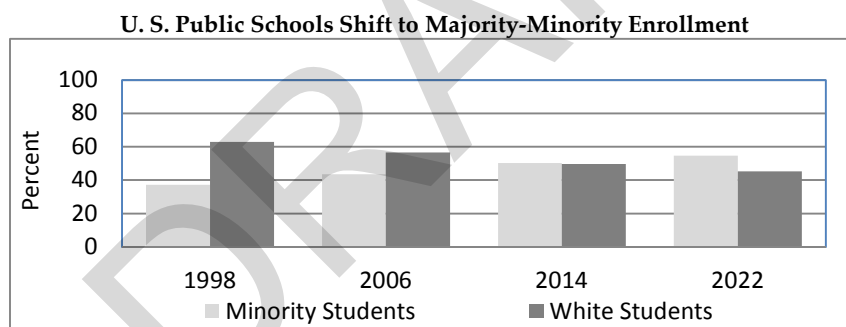


Figure 5 - United States Public School Enrollment by Race/Ethnicity from 1998 - 2022  
Source: Pew Research Center

According to *U.S. Customs and Border Protection*, there has been a surge of unaccompanied minor children (UAC) aged 0 - 17 years old who have entered the United States on humanitarian grounds in recent years (2011 - 2016); this influx reached record highs in 2014, when 68,541 children were apprehended, up from 15,949 children in 2011. Subsequently, there was a decline in the flow of UACs in 2015 (39,970 children), followed by an increase during the fiscal year 2016 (FY Oct. 1 - Sept. 30), as the number of arrivals totaled 59,692 children. During the first eight months of FY 2017, there has been a 19 percent decrease of UAC arrivals; however, the number of parents or guardians traveling with children (family units) who were apprehended at the border was up 37 percent over same period during the previous year. Minors from the countries of El Salvador, Guatemala and Honduras have accounted for the majority of the growth as they flee from high crime, gang violence and poverty in their home countries. The greatest numbers of UACs have settled in Texas, California, New York and Florida.

## C. HOUSING

A report issued by the *National Association of Realtors* indicates that 2016 was the best year for the housing market since the *Great Recession*, as existing home sales reached 5.45 million units, the highest level since 2006 (6.48 million). According to the *Census Bureau*, residential housing starts increased 5.7 percent between December 2015 and December 2016 and residential housing completions increased 8.7 percent. The median existing home price for all housing types in December (2016) was \$232,200, reflecting an increase of 4.0 percent from December 2015 (\$223,200); this is the 58<sup>th</sup> consecutive month of year-over-year price gains.

In the second quarter of 2017, the number of sales in Westchester County remained stable when compared to the same quarter in the prior year. However, the median sale price increased slightly during the same period, with a gain of 3.2 percent.

**Table 1 - Number of Home Sales and Median Prices in Westchester County**

County	2017 Q2		2016 Q2		Change	
	# Sales	Median Price	# Sales	Median Price	# Sales	Median Price
Westchester County	2,508	\$670,000*	2,496	\$649,000*	0.5%	3.2%

Source: Hudson Gateway Association of Realtors, Inc.

\*Median Price for Single Family Homes

Although positive signs have indicated continued recovery in the housing market, some economists have expressed concerns regarding factors which could negatively impact the housing forecast. According to *Ralph McLaughlin*, chief economist at *Trulia*, “At a time when rising prices should be inducing inventory, exactly the opposite is happening.” Although housing starts are up, according to *Forbes.com*, most of the newly constructed homes in recent years have been in the high-end market, rather than lower priced starter homes. In May (2016), the inventory of entry-level and mid-ranged homes dropped 8.9 and 9.7 percent respectively, compared to a year earlier, while the inventory of high-end homes fell 0.5 percent. In addition, homeowners aren’t moving as often, resulting in fewer existing homes coming on the market. These factors will impact first-time homebuyers attempting to enter the real estate market. The *National Association of Realtors* reported that first-time home buyers comprised 32 percent of all home buyers in 2015; this is well below the historical average of 40 percent of home buyers.

The young adult (25 - 34 years) population increased nationwide between 2010 - 2014 by approximately 2.1 million people, or 5.3 percent. New York State saw an increase of approximately 157,000 people in this age group, or 6.0 percent, while Westchester County saw a smaller increase in that age group of 3.3 percent. However, this generation has been delaying marriage and children, consequently changing the patterns of household formation. Some in this age group are still struggling to obtain good paying jobs and many are burdened with high levels of student loan debt. The *Joint Center for Housing Studies of Harvard University* reported an 18 percent drop in real incomes among 25 - 34 year olds between 2000 and 2014, and a 9 percent drop in real incomes for 35 - 44 year olds, during the same period. College graduates from the class of 2016 are carrying more debt than any previous graduating class; the average borrower graduated with a debt load of more than \$37,000. Additionally, a spike in the number of

households that were made up of multiple generations occurred during the *Great Recession*. This pattern is continuing, although at a slower pace, in the post-recession period. Data from the *American Community Survey* indicates that the share of 25 - 34 year olds living with their parents grew from 17 percent in 2008 to approximately 22 percent in 2014; more recent data from the *Current Population Survey* indicates that this trend is continuing.

Despite record low mortgage rates, the national homeownership rate fell for the eleventh straight year. In the third quarter of 2016, the national homeownership rate was recorded at 63.5 percent, down from a peak of 69.0 percent in the third quarter of 2006. This downward trend is fueled by tight credit, rising home prices and an increase in the number of renter households. The most significant drop has been for individuals in the 35 - 54 year old range (Generation X), decreasing from a peak of 65.6 percent in the second quarter of 2010 to 58.4 percent in the third quarter of 2016. Prior to the recession, this age group would have typically been trading up or remodeling homes; however, due to the lasting effects of the recent recession, earnings were impacted, which in turn affected the housing market. Among ethnic groups, homeownership rates for black and Hispanic households continue to remain well below those for whites, resulting in a gap between white and minority ownership. In the second quarter of 2016, the homeownership rate for blacks was 41.7 percent and for Hispanics 45.1 percent, compared to 71.5 percent for the white segment.

Record growth in rental demand has resulted in continued strength in multifamily construction. As reported by *Freddie Mac*, the multifamily rental market experienced its strongest post-recession growth in 2015, with continued growth anticipated in 2016. In 2015, 306,000 multifamily units were completed and entered the market, which was the most in any single year since 1989. According to the *Joint Center for Housing Studies of Harvard University*, the share of U.S. households that rent their homes grew to the highest level in over twenty years, at 36.4 percent in 2015, up from 35.5 percent in 2014. Most of the projected 20 million household formations by young adults over the next ten years are expected to be rental units.

The *Joint Center for Housing Studies of Harvard University* reported that the overall number of cost-burdened households (those paying more than 30 percent of their income for housing) increased from 39.6 million in 2013 to 39.8 million in 2014. This increase is driven by cost-burdened renter households, which has increased from 17.7 million in 2008 to 21.3 million in 2014. This upsurge is credited to a lack of affordable housing options in many communities; however, the number of cost-burdened homeowners has declined for the fourth straight year to its lowest share in over a decade.

The median monthly rental cost in the nation increased from \$841 in 2010 to \$920 in 2014, reflecting an increase of 9.4 percent; however, the median monthly cost for owner households has declined by 1.6 percent, from \$1,126 in 2010 to \$1,108 in 2014. In comparison, the median monthly rental cost in New York State increased from \$977 in 2010 to \$1,117 in 2014, reflecting an increase of 14.3 percent and the median monthly cost for owner households also increased (3.6 percent), from \$1,364 in 2010 to \$1,413 in 2014.



As shown in Table 2, housing turnover in the Peekskill City School District bottomed out in 2009 and again in 2010 and 2012, with 101 homes were sold in each of those years. Subsequently, sales have increased, with 167 homes sold in 2016. However, this remains 70.4 percent below the peak sales (565 homes) in 2005. The median sale price decreased to \$285,000 in 2016, reflecting a decrease of 3.6 percent when compared to the prior year.

**Table 2 - Home Sales in the Peekskill City School District 2005 - 2016**

<b>Year</b>	<b>Number Sold</b>	<b>Median Price</b>
2005	565	\$325,000
2006	369	\$352,000
2007	275	\$354,000
2008	141	\$316,000
2009	101	\$292,500
2010	101	\$315,000
2011	102	\$229,500
2012	101	\$230,000
2013	106	\$252,250
2014	117	\$274,000
2015	118	\$295,500
2016	167	\$285,000

Source: NYS Office of Real Property Services

The Planning and Development Department of the City of Peekskill was contacted regarding the status of potential building projects, as well as any new developments before the planning board. The City provided the following information on projects that are in various stages of development:

**Table 3 - Approved and Proposed Housing in the Peekskill City School District**

<b>Project Name</b>	<b>Type of Units</b>	<b>Status</b>
<b>Fort Hill (Fort Hill Road)</b>	178 luxury rental units one-BR and two-BR units	Under Construction
<b>The Lofts at Main (922 Main, 921 Diven)</b>	75 rental units 50 artists lofts; one-BR and two-BR units	Under Construction
<b>Gateway Condos (Main, Spring, Hadden)</b>	16 three-BR units	Approved, Construction to start soon
<b>One Park Place</b>	150 rental units: 42 S; 60 one-BR; 32 two-BR; 15 three-BR	Approved, Construction Delayed
<b>Artists Lofts (1698 Main Street)</b>	9 rental artists lofts studios and one-BR units	Approved, Construction Delayed
<b>1847 Crompond Road</b>	52 independent living senior housing rental units one-BR and two-BR units	Vote to approve was expected in June 2017
<b>956 Lockwood Subdivision</b>	32 sf lots	Subdivision approved but never filed, would need new approvals

The *Western Suffolk BOCES Planning Team* conducted a recent survey of new residents to the district; there were 30 respondents to the survey. The majority of people responding to the survey (13) were in the 35 - 49 age segment, with (2) respondents in the 18 - 34 age segment, (11) respondents in the 50 - 64 age segment and (4) respondents in the 65+ age segment.

Approximately 13 percent of the respondents had children of school age or pre-school age. An equivalent number of buyers and sellers had children between the ages of 0 - 18. Twenty-three percent claimed that they would send any children they may have in the future to Peekskill City School District and thirteen percent said they would send their children to non-public school; however, it should be noted that 63 percent did not provide an answer for this question.

A majority of the homes purchased by those responding were built since 1970. Eight of the homes were built since 2000. Fifty percent of the homes purchased were single-family dwellings; there were twelve condominiums, one multi-family home, one townhouse and one home type not specified. Thirty-three percent of the respondents replied that this was the first home they owned; most indicated they had relocated from other areas in New York State. The price of the home, as well as, the location and proximity to the railroad were important factors for those purchasing in the area.

Housing data for the area encompassed by the Peekskill City School District indicated that 91.3 percent of the total housing in 2015 was occupied; the percentage of vacant housing increased from 6.7 percent in 2010 to 8.7 percent in 2015. Occupied housing can be inhabited by the owner of the house or a renter. Rental property generally attracts a more transient population with fewer school-aged children than owner occupied housing. The percentage of owner-occupied houses decreased from 54.0 percent in 2010 to 49.6 percent in 2015, while the amount of occupied housing that is rented in the district increased from 46.0 percent in 2010 to 50.4 percent in 2015.

## D. NON-PUBLIC SCHOOL ENROLLMENT

The National Center for Education Statistics reported that private school enrollment in pre-kindergarten through grade 12 increased from 5.9 million to 6.3 million students between 1995-96 and 2001-02. This was followed by a decrease to an estimated 5.4 million students in 2013-14 (latest available data); projections suggest a further decrease to 5.1 million students in 2025-26.

According to the New York State Education Department, in 2013, private schools in New York enrolled approximately 415,400 students (13.5 percent) in grades K - 12. This is a 16.2 percent decrease since 2000, when approximately 495,000 students, or almost 15 percent of all New York State school-age children, attended private schools. Westchester County has also seen a decrease in the number of students in grades K - 12 attending non-public schools; between 2000 and 2013, the percentage of all school age children attending private schools decreased from 16.5 to 13.9 percent.

The *New York State Education Department* reported that 354 students, or 9.7 percent of Peekskill School District resident students, attended private schools in 2016. This number has decreased since 2012, when 456 students, or 13.5 percent of district resident students, attended non-public schools.

It is important to note that New York State recently (April 2016) passed legislation establishing a new *Office of Religious and Independent Schools*. State funding for non-public schools includes \$2 million for grants and resources, \$15 million for increased security and an additional \$52 million for the *Comprehensive Attendance Policy* program.

*The National Catholic Education Association* reported that Catholic school enrollment in the United States peaked in the early 1960's, when approximately 5.2 million students were enrolled in nearly 13,000 Catholic schools. By 1990, Catholic school enrollment had decreased approximately 52.0 percent to 2.5 million students, enrolled in 8,719 Catholic schools; Catholic school enrollment has further decreased, with approximately 1.9 million students enrolled in 6,525 Catholic schools in 2015-16.

The decline in Catholic school enrollment has been attributed to several influences, including rising tuition costs, an increase in the number of charter schools, particularly in urban areas, an increase in the number of students being homeschooled and *School Choice* (22 states), which provides students the opportunity to attend a school that will provide services that best fits their needs. Catholic school enrollment has also been impacted by the *Great Recession* (2007 - 2009) as families were affected by job losses, lower salaries and pay cuts. Although many Catholic school tuitions are subsidized by a parish, diocesan or a religious congregation, many families have found it increasingly more difficult to pay for private school tuition. The *Census Bureau* reports that another reason Catholic school enrollment has declined is that families who generally would have sent their children to Catholic schools in large metropolises have relocated to the suburbs, where suburban public schools seemingly offer a higher quality of education than public schools in urban areas.

Charter schools have contributed to the decline in private school enrollment. The *National Center for Education Statistics* reported that charter school enrollment increased from 400,000 students to 2.9 million students between 2000-01 and 2015-16. Many students who otherwise would have been enrolled in private schools have transferred to charter schools as they offer a tuition-free alternative to traditional public schools and frequently offer an education that is centered on a private school model. The *National Alliance for Public Charter Schools* reported that there are more than 6,800 charter schools in operation, including more than 400 charter schools that opened in the 2015-16 school year. This is a 78 percent increase from the 1999-2000 school year when 1,500 Charter Schools were in operation.

The *New York State Department of Education* reported that there are over 126,000 students enrolled in 301 charter schools throughout New York State during the 2016-17 school year. At the present time, there are two charter schools in operation in Westchester County, located in Yonkers and Mount Vernon.

The decline in private school enrollment has also been linked to an increase in homeschooling. The recent economic recession has resulted in a greater number of families with non-working adults who would have previously sent their children to a private school deciding to homeschool their children. Dr. Brian D. Ray, founder and president of the *National Home Education Research Institute*, reported that homeschooling may be the fastest-growing form of education in the United States. Estimates indicate that over 2.3 million children were homeschooled during the 2015-16 school year, up from 1.1 million students in 2003.

According to a report from the *National Home Education Research Institute* families choose to homeschool for a variety of reasons, including the ability to customize curriculum and the learning environment, the flexibility to use different pedagogical approaches, the ability to provide a safer environment and the freedom to enhance family relationships. Approximately, four percent of school-age children in the United States are being taught at home.

## E. ENROLLMENT PROJECTION METHODOLOGY

The *Cohort Survival Technique* was used to project the district’s enrollment patterns for the next ten years.

*Three basic inputs were necessary:*

1. Actual enrollment by grade for 2006 - 2016 for the district [Appendix A-1] and each school [Appendix A-7, A-8, A-10, A-12, A-15, A-16].
2. Grade-to-grade retention (migration) ratios for each two-grade transition to grades 1 - 12 for the past ten years for the district [Appendix A-1] and each school [Appendix A-7, A-8, A-10, A-12, A-15, A-16].
3. Projected kindergarten entering cohorts based on the number of live births in Westchester County five years before each year projected, with consideration given to city and school district births [Appendix A-3].

The *Cohort Survival Model* takes into consideration the normal community processes that affect school enrollment, which include:

1. The number of births and fertility rates
2. Normal in and out migration
3. Transfers to and from non-public schools
4. Population variations
5. Resident family characteristics

The enrollment projections contained within this report are based on assumptions generated through the demographic analysis. *This analysis led to the following assumptions:*

1. Population will continue to grow slowly due to limited new affordable residential development and a reduced level of turnover of existing housing. The turnover of approximately 100 - 170 homes each year is anticipated to continue.
2. Future kindergarten classes are anticipated to be maintained close to the current level, relative to housing turnover and continued changes in the population’s ethnic composition.
3. Non-public schools will continue to enroll approximately ten percent of district resident students, as has been experienced in recent years.

The *Cohort Survival Model* is very accurate in forecasting future enrollment patterns, but the occurrence of certain conditions would warrant modifications in these projections. *These conditions include:*

- A level of new housing activity that is significantly higher or lower than that experienced by the district during the past three years.
- Expansion, consolidation, closing or the establishment of new non-public schools.
- Economic conditions that affect employment, finance, and housing in a manner dissimilar to the past three - five years.
- Sociological changes that reflect changed values or attitudes concerning family size and birthrate.
- Household characteristics that significantly differ from the past three - five years, including number of persons per household and age of household occupants.

It is important for the reader to understand the nature of enrollment projections. Regardless of the methodology employed to produce projections, *all outcomes fall into three categories of reliability:*

*Category 1* - Those projections based on students already enrolled in the system are the most reliable projections.

*Category 2* - Those projections based on documented births are slightly less reliable than those of Category 1.

*Category 3* - Those projections based on estimates of future births are the least reliable.

Therefore, the most reliable projections are those calculated for the periods closest in time. Projections for periods further out in time are less reliable, particularly those beyond five years from the year of the study. The five-year period (2017 - 2021) projections are those best used in district planning and decision-making. That is because this period consists mainly of Category 1 projections.

It is noted that the overall enrollment projections produced by Western Suffolk BOCES generally fall within a 4 percent margin of error. The greatest discrepancies in projections occur in the smallest subsets of those projections. For example, the projections for the district as a whole are likely to be the most accurate, and the projections of a particular grade level in a specific year are likely to be the least accurate. It is advised that updates to projections be continued on a periodic basis to maintain modifications warranted by subtle shifts in migration trends and demographic factors.

## F. DISTRICT ENROLLMENT

The Peekskill City School District educates students in pre-kindergarten and grades K - 12 in six district schools. The pre-kindergarten program is housed at Uriah Hill School and the elementary (K - 5) grades are housed at Woodside, Oakside and Hillcrest Schools. The middle (6 - 8) grades are housed at Peekskill Middle School and the secondary (9 - 12) grades are housed at Peekskill High School.

Table 4 presents the current and projected enrollment through 2026 for the district and each grade configuration. It is shown that the elementary (K - 5) grade configuration is expected to be at its projection period peak enrollment in 2019, while the middle (6 - 8) and high school (9 - 12) grades are expected to enroll the greatest numbers of students in 2022 and 2026, respectively. The overall district (K - 12) enrollment is expected to peak in 2026, with 3,538 students; this represents a gain of 232 students, or 7.0 percent, when compared to the current enrollment.

**Table 4 - Projected Peekskill City SD Enrollment**

Year	K - 5	6 - 8	9 - 12	Total K - 12
<b>Actual 2016</b>	1,560	741	1,005	3,306
<b>Projected 2017</b>	1,549	766	1,093	3,408
<b>2018</b>	1,540	766	1,134	3,440
<b>2019</b>	1,577*	762	1,109	3,448
<b>2020</b>	1,558	770	1,150	3,478
<b>2021</b>	1,547	770	1,179	3,496
<b>2022</b>	1,542	809*	1,124	3,475
<b>2023</b>	1,543	790	1,181	3,514
<b>2024</b>	1,543	782	1,186	3,511
<b>2025</b>	1,544	781	1,178	3,503
<b>2026</b>	1,550	780	1,208*	3,538*

\* = denotes peak enrollment during 2017 - 2026



District enrollment [Appendix A-1, A-4] consisted of 2,722 students in grades K - 12 in 2006. Gains in nine of the next ten years resulted in the current and historical peak enrollment of 3,306 students in 2016; this represents a gain of 584 students, or 21.5 percent, during the historical period.

Gains in seven of the next ten years will lead to the enrollment of 3,538 students in 2026. This represents a gain of 232 students, or 7.0 percent, when compared to the current enrollment.

*The projected enrollment can be attributed to several factors:*

- ☞ **First**, the kindergarten enrolled between 220 and 291 students each year between 2006 and 2016; there were 272 kindergarten students enrolled in 2016-17. Birth numbers have decreased during the last four years; however, kindergarten-birth ratios have been trending upward. This will result in kindergarten cohorts being maintained at a level close to the current enrollment. Kindergarten cohorts are projected to range within 265 - 271 students between 2017 and 2026 [Appendix A-3].
- ☞ **Second**, the district exhibits wide fluctuations in grade-to-grade migration ratios. The highest average migration is noted to ninth grade (131.6 percent), while the lowest average losses are seen to eleventh and twelfth grades (85.4 and 88.1 percent, respectively) [Appendix A-1].
- ☞ **Third**, the incoming kindergarten class was larger than the graduating twelfth grade class of the previous year in each of the last ten years. This trend is expected to continue in seven of the next ten years, with gains of between 19 - 102 students expected in those years [Appendix A-6].
- ☞ **Fourth**, the average grade level size increased in grades K - 9 and 11 - 12 during 2011 - 2016 as compared to 2006 - 2011. Grade level size increases are anticipated in grades K - 12 during 2016 - 2021. Grade level size increases are anticipated in kindergarten and grades 6 - 12 during 2021 - 2026 [Appendix A-6].

## G. ENROLLMENT OF GRADE CONFIGURATIONS

### **PRE-KINDERGARTEN ENROLLMENT** *[Appendix A-2, A-5]*

The pre-kindergarten program enrolled 135 students in 2006. Enrollment increases in each of the next three years led to the historical peak enrollment of 163 students in 2009. Subsequently, decreases in four of the seven remaining years of the historical period resulted in the current enrollment of 139 students in 2016. This represents an overall gain of four students during the last ten years.

Pre-kindergarten enrollment is expected to remain stable, with 148 students anticipated each year through 2026, as a result of a cap on pre-kindergarten funding.

### **Uriah Hill School - Pre-K Center** *[Appendix A-7]*

Uriah Hill School enrolled 366 students in pre-kindergarten and kindergarten in 2006. A district reconfiguration in 2009 relocated all students from this school to Woodside School, resulting in the closure of this school. In 2013, this school reopened and became a pre-kindergarten center; thus relocating the pre-kindergarten students from Woodside School to this school, bringing the enrollment to 140 students. Pre-kindergarten enrollment ranged between 136 - 144 students between 2013 and 2016.

The pre-kindergarten program consists of two full-day and six half-day sections. In addition, four half-day afternoon sections also educate some students from the morning sessions, thereby extending those students' schooling time into full-day.

## ELEMENTARY GRADES (K - 5) ENROLLMENT *[Appendix A-2, A-5]*

The elementary enrollment consisted of 1,279 students in 2006. Subsequently, gains in eight of the next ten years led to the historical peak enrollment of 1,560 students in 2016. This represents an increase of 281 students, or 22.0 percent, during the historical period.

Enrollment is expected to grow to a peak of 1,577 students in 2019. Subsequently, losses are projected in the next three years, followed by stability between 2022 and 2026. The forecasted 2026 enrollment of 1,550 students represents a loss of 10 students, when compared to the current enrollment.

Table 5 shows the projected enrollment in the district’s elementary schools through 2026. It is shown that Woodside School is expected to be at its projection period peak enrollment in 2026 with 539 students, while Oakside and Hillcrest Schools are expected to enroll the greatest numbers of students in 2017 and 2019, respectively.

**Table 5 - Projected Peekskill City SD Elementary Enrollment**

Year	Woodside (Grades K - 1)	Oakside (Grades 2 - 3)	Hillcrest (Grades 4 - 5)	Total K - 5
<b>Actual</b> 2016	548	490	522	1,560
<b>Projected</b> 2017	535	534*	480	1,549
2018	532	520	488	1,540
2019	537	509	531*	1,577*
2020	533	507	518	1,558
2021	529	511	507	1,547
2022	530	507	505	1,542
2023	530	504	509	1,543
2024	533	505	505	1,543
2025	537	505	502	1,544
2026	539*	508	503	1,550

\*denotes peak enrollment during 2017 - 2026

**Woodside School** [Appendix A-8, A-9]

Woodside School enrolled 387 students in grades 3 - 4 in 2006. A district reconfiguration in 2009 brought the pre-kindergarten program and kindergarten students from Uriah Hill School to this school; the third grade students were relocated to Oakside School and the fourth grade students were relocated to Hillcrest School. In 2009, Woodside School enrolled 529 students in grades K - 1. Subsequently, gains in four of the last seven years resulted in the enrollment of 548 students in 2016. This represents a gain of 19 students, or 3.6 percent, between 2009 and 2016. (The pre-kindergarten program housed 128 - 163 students at this school between 2009 and 2012. In 2013, the pre-kindergarten program was relocated to Uriah Hill School).

Enrollment is expected to remain relatively stable during the projection period. The forecasted 2026 enrollment of 539 students represents a loss of 9 students, when compared to the current enrollment.

Woodside School displays the average trend to lose students in transition to first grade. However, the entering kindergarten class is expected to be larger than the exiting first grade class of the previous year in six of the next ten years. These factors will result in the projected enrollment pattern.

This school currently houses twenty-eight (28) sections for the instruction of 13 sections per grade level, and two sections of self-contained special education. The average section sizes are 20.9 students in kindergarten and 21.2 students in first grade. The need for 28 - 29 instructional sections, including three sections of self-contained special education, is projected through 2026, in order to maintain maximum class sizes of 22 students in grades K - 1.

**Oakside School** [Appendix A-10, A-11]

Oakside School enrolled 445 students in grades 1 - 2 in 2006. A district reconfiguration in 2009 brought the third grade students from Woodside School to this school; first grade students were relocated to Woodside School. In 2009, Oakside School enrolled 467 students in grades 2 - 3. Subsequently, gains in four of the last seven years resulted in the enrollment of 490 students in 2016. This represents a gain of 23 students, or 4.9 percent, since 2009.

The projection period peak enrollment of 534 students is expected in 2017. The forecasted 2026 enrollment of 508 students represents a gain of 18 students, or 3.7 percent, when compared to the current enrollment.

Oakside School displays the average trend to maintain students in transition to third grade. The entering second grade class is expected to be smaller than the exiting third grade class of the previous year in six of the next ten years. These factors will result in the projected enrollment pattern.

This school currently houses twenty-three (23) sections for the instruction of 13 sections of second grade, 9 sections of third grade and one section of self-contained special education. The average section sizes are 20.7 students in second grade and 24.4 students in third grade. Enrollment projections suggest the need for 21 - 25 instructional sections, throughout the projection period, in order to maintain class sizes at a maximum of 25 students in grades 2 - 3.

**Hillcrest School** [Appendix A-12, A-13]

Hillcrest School enrolled 425 students in grades 5 - 6 in 2006. A district reconfiguration in 2009 relocated the sixth grade students to Peekskill Middle School; the fourth grade students were relocated Woodside School to this school. In 2009, Hillcrest School enrolled 341 students in grades 4 - 5. Subsequently, gains in five of the last seven years resulted in the enrollment of 522 students in 2016, representing a gain of 181 students, or 53.1 percent, between 2009 and 2016.

The projection period peak enrollment of 531 students is expected in 2019. The forecasted 2026 enrollment of 503 students represents a loss of 19 students, or 3.6 percent, when compared to the current enrollment.

Hillcrest School displays the average trend to gain students in transition to fifth grade. However, the entering fourth grade class is expected to be smaller than the exiting fifth grade class of the previous year in seven of the next ten years. These factors will result in the projected enrollment pattern.

This school currently houses twenty-four (24) sections for the instruction of 12 sections of fourth grade, 10 sections fifth grade and two sections of self-contained special education. The average section sizes are 21.7 students in fourth grade and 26.2 students in fifth grade. Enrollment projections suggest the need for 23 - 25 instructional sections, including three sections of self-contained special education, throughout the projection period, in order to maintain class sizes at a maximum of 25 students in grades 4 - 5.

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## ELEMENTARY INSTRUCTIONAL SECTIONS

The current and projected need for elementary instructional sections is presented in Table 6. These needs are based on the following district class size guidelines:

- Grades K - 1                      maximum of 22 students
- Grades 2 - 5                     maximum of 25 students

It is shown that the district’s projected K - 5 enrollment suggests the need for 73 - 76 sections during the projection period, in order to accommodate the above stated class size guidelines. When compared to the current allocation of sections (75), it is projected that the district will require two additional sections (77) next year and the same allocation of sections (75) in 2026. Additionally, the pre-kindergarten program is expected to maintain eight sections throughout the projection period [Appendix A-14].

When compared to the current allocation, it is anticipated that Woodside School will require the same allocation of sections next year and one additional section in 2026; Oakside School will require two additional sections next year and one fewer section in 2026; and Hillcrest School will require the same allocation of sections next year and again in 2026.

**Table 6 - Projected Peekskill City SD Elementary Instructional Sections**

Year		Woodside (Grades K - 1)	Oakside (Grades 2 - 3)	Hillcrest (Grades 4 - 5)	Total K - 5
<b>Actual</b>	2016	28	23	24	75
<b>Projected</b>	2017	28	25	24	77
	2018	28	22	23	73
	2019	29	22	25	76
	2020	29	22	25	76
	2021	28	22	24	74
	2022	28	21	25	74
	2023	28	22	25	75
	2024	28	22	24	74
	2025	29	22	25	76
	2026	29	22	24	75

Note: Includes self-contained special education sections

## **MIDDLE GRADES (6 - 8) ENROLLMENT** *[Appendix A-2, A-5]*

### **Peekskill Middle School**

*[Appendix A-15]*

Peekskill Middle School enrolled 390 students in grades 7 - 8 in 2006. A district reconfiguration in 2009 relocated the sixth grade students from Hillcrest School to this school, thereby increasing the enrollment to 590 students in 2009. Gains in five of the next six years led to the historical peak enrollment of 768 students in 2015. Subsequently, a loss this year resulted in the current enrollment of 741 students in 2016. This represents an overall gain of 151 students, or 25.6 percent, between 2009 and 2016.

Gains in three of the next six years will lead to the projection period peak enrollment of 809 students in 2022. The forecasted 2026 enrollment of 780 students represents a gain of 39 students, or 5.3 percent, when compared to the current enrollment.

This school displays the average trend to maintain students in progression to seventh grade and gain students in progression to eighth grade. The entering sixth grade class is expected to be smaller than the exiting eighth grade class of the previous year in seven of the next ten years. These factors will result in the projected enrollment pattern.

## **SECONDARY GRADES (9 - 12) ENROLLMENT** *[Appendix A-2, A-5]*

### **Peekskill High School** *[Appendix A-16]*

Peekskill High School enrolled 844 students in grades 9 - 12 in 2006. Gains in five of the last ten years resulted in the current and historical peak enrollment of 1,005 students in 2016. This represents a gain of 161 students, or 19.1 percent, during the historical period.

Gains in seven of the next ten years will lead to the projection period peak enrollment of 1,208 students in 2026; this represents an increase of 203 students, or 20.2 percent, when compared to the current enrollment.

This school displays the average trend to lose students in transition to tenth and eleventh grades and gain students in transition to twelfth grade. However, the entering ninth grade class is expected to be larger than the exiting twelfth grade class of the previous year in each of the next ten years. These factors will result in the projected enrollment pattern.

## Section Two: Facilities Analysis

*The objective of this section of the study is to analyze instructional space and the operating capacity for each educational facility in the Peekskill City School District.*

The analysis of instructional space was accomplished by a thorough study of each building's unique features and program offerings. Detailed information, including room size in square feet and room use, was provided by school administrators in the Peekskill City School District.

### A. FACILITY ANALYSIS METHODOLOGY

The following information was used in conjunction with current and projected enrollment in order to determine present building capacities as well as future needs:

- a. **Room usage and type** - categories include but are not limited to: general instruction, special education, support programs, art, music, computer, science, office space, etc.
- b. **Square footage** of each room.
- c. **Class size guidelines or practices** - based on the review of contractual class size guidelines or current practice along with State Education Department (SED) guidelines.

**It should be noted that the following class size guidelines were used in determining sectional needs and room capacities:**

Pre-kindergarten	maximum of 20 students
Grades K - 1:	maximum of 22 students
Grades 2 - 8:	maximum of 25 students
Grades 9 - 12:	maximum of 30 students

Classroom capacities can be tempered by square footage. Actual room capacities were based on programmatic usage of each room and were calculated using the allocation of a minimum of 33 square feet per kindergarten student, 29 square feet per student in grades 1 - 5, 26 square feet per student in grades 6 - 12, and at least 51 square feet per special education student. It is noted that specialized instruction areas require more space allocation, such as science (30 square feet per student), computer labs (35 square feet per student), art (45 square feet per student), home/careers (50 square feet per student) and technology (75 square feet per student).

The standard size of a general education classroom is 770 square feet, although the *New York State Education Department* includes rooms of 550 square feet in building capacity rating. While schools do use some rooms under 770 square feet as instructional space, some schools also use rooms under 550 square feet for grade level, support or core academic classes.

The analysis of each building included space designed for instructional use and spaces currently used for office, storage, or special purposes. Spaces that were physically altered were also considered. It is noted that instructional spaces less than 550 square feet in each district school were not considered in the analysis, unless such spaces are currently being used for core/grade level classes or large group support room space.



## B. OPERATING CAPACITY

The State Education Department defines operating capacity as, *“the total number of students the building can reasonably and efficiently house based on the district’s educational program and class size policy, and the number, size and current use of rooms as represented on approved plans. The operating capacity of a building is computed using the space standards established by the Commissioner modified by any differences due to the district’s educational program and/or class size policy.”* It is noted that capacity is based on State Education Department guidelines used for new construction. They do not mandate that the district follow these guidelines within existing structures. However, they are used in this study as a benchmark for defining equal square footage allowances per student reflecting programmatic needs. The operating capacities of all schools include the sum of capacities of all rooms that contain at least 550 square feet, with the exceptions noted above. The core/common spaces, non-instructional, and office spaces were not included.

The functional and efficient operation of each facility must be viewed in the context of an optimal operational range that allows for support program space, realistic enrollment of students at each grade level, incorporation of students with special needs, optimal class size load, programmatic considerations, and scheduling flexibility. The reallocation of rooms and classes would affect capacity ratings. It is important to note that the actual enrollment by grade in each school will not conform to the available number of seats in each grade level or special education classroom. **Therefore, it would be unrealistic to expect utilization levels to be at 100 percent of capacity.**

The Peekskill City School District educates students in pre-kindergarten and grades K - 12 within six district facilities. The pre-kindergarten program is housed at Uriah Hill School. Grades K - 5 are currently housed in three schools: Woodside, Oakside and Hillcrest Schools. Grades 6 - 8 are housed at Peekskill Middle School and grades 9 - 12 are housed at Peekskill High School. The operational capacities of each facility are listed in the following table.

**Table 7 - Peekskill City School District Facility Utilization - 2016-17**

Facility	Grades	Operational* Capacity	2016-17 Operational Capacity Utilization
Uriah Hill ES	Pre-kindergarten	152	91%
Woodside ES	K - 1	555	99%
Oakside ES	2 - 3	630	78%
Hillcrest ES	4 - 5	601	87%
Peekskill MS	6 - 8	958	77%
Peekskill HS	9 - 12	1,059	89%

\*Operational capacities derived from the maximum class sizes of 20 students for pre-kindergarten, 22 students for grades K - 1, 25 students for grade 2 - 8 and 30 students for grades 9 - 12

## C. SPACE ALLOCATION

### 1. Elementary Allocation of Space

The district pre-kindergarten and elementary (K - 5) programs are housed within four buildings. Rooms listed in the following tables are used for classroom instruction and support programs. Also included are “other usage” or vacant rooms greater than 550 square feet:

1. *Uriah Hill School* (pre-kindergarten program) contains 8 rooms of at least 550 square feet, with four of these rooms containing 900 or more square feet.
2. *Woodside School* (grades K - 1) contains 32 rooms of at least 550 square feet, with two of these rooms containing 900 or more square feet.
3. *Oakside School* (grades 2 - 3) contains 31 rooms of at least 550 square feet, with five of these rooms containing 900 or more square feet.
4. *Hillcrest School* (grades 4 - 5) contains 30 rooms of at least 550 square feet, with eleven of these rooms containing 900 or more square feet.

The schools also contain some or all of the following core facilities:

1. Library
2. Gymnasium
3. Auditorium
4. Cafeteria
5. Stage area

**Table 8 - Elementary School Classrooms by Size**

Elementary School	Size of Room (in Square Feet)				Total
	Less than 550	550 - 769	770 - 899	900+	
Uriah Hill*	0	0	4	4	8
Woodside	0	14	16	2	32
Oakside	0	18	8	5	31
Hillcrest	0	0	19	11	30
<b>Total Elementary</b>	0	32	47	22	101

\*Uriah Hill School contains additional space currently used by Summit Academy

Elementary space allocation is presented in the following table. All rooms containing at least 550 square feet were considered to have the potential for general instructional or support use, as per State Education Department guidelines. It should be noted that two schools also use rooms of less than 550 square feet for small group instruction (5 rooms in Woodside, 1 room in Hillcrest). Support programs provided in rooms of greater than 550 square feet include English as a New Language (ENL), physical therapy (PT) and occupational therapy (OT), technology lab, reading, music and art.

**Table 9 - Elementary Instructional Space Dedication Rooms Greater Than 550 Square Feet**

Elementary School	General (w/ s/c spec. ed.)	Support	Other Usage	Total Rooms
Uriah Hill	8	0	0	8
Woodside	28	4	0	32
Oakside	23	5	3*	31
Hillcrest	24	6	0	30
<b>Total Elementary</b>	83	15	3	101

\*Oakside other usage: 1 book room, 1 room used for speech & language, 1 unoccupied room

The elementary schools also contain small spaces that are used for small group instructional support programs, including school psychologists, social workers, physical therapists and occupational therapists.

*It should be noted that only those rooms that are dedicated for instructional use were considered in the analysis within the following section. It was assumed that the dedication of space for offices, faculty, and storage would continue.*

## **Uriah Hill School - Pre-K Center**

Uriah Hill School provides instructional spaces for pre-kindergarten students. There are a total of 8 teaching spaces (all rooms are greater than 550 square feet); 7 rooms are currently used for grade level instruction and one room is used for self-contained special education.

The **eight (8) instructional rooms** used for pre-kindergarten and self-contained special education each contain 841 - 1,100 square feet.

The **common facilities consist of five (5) spaces**, as follows:

- A **gymnasium** used for physical education classes
- A **library** used for instruction (also used for staff meetings, parent meetings and district workshops)
- A **cafeteria** used for student lunches
- A **stage** area
- A **napping room**

The non-instructional spaces housed in this school include administrative and health offices, registration & transportation office, conference room, parent resource center, faculty lounge/copier room, offices for therapy services and a custodial office.

*Uriah Hill School* is currently operating at **91 percent** of the operational capacity of **152 students**, when district class size guidelines and practice are applied [Appendix D-1, D-2].

## **Uriah Hill School - Summit Academy**

Uriah Hill School also provides instructional spaces for Summit Academy, an alternative learning program for grades 9 - 12. There are a total of seven teaching spaces:

- Five rooms are used for the core instruction of English (1), math (1), science (1) and social studies (2); these rooms range in size from 900 - 1,740 square feet.
- One room is used for art instruction (1,548 square feet).
- One room is used for study skills (720 square feet).

*Summit Academy* is currently operating at 90 percent of the operational capacity of 71 students, when district class size guidelines and practice are applied [Appendix D-1, D-2].

## **Woodside School**

Woodside School provides instructional spaces for students in grades K - 1. There are a total of 32 teaching spaces (all rooms are 550 square feet or greater); 26 rooms are currently used for grade level instruction, two room are used for self-contained special education and four rooms are used for support programs.

The **twenty-eight (28) instructional rooms** used for grades K - 1 and self-contained special education each contain 550 - 945 square feet.

**Four (4) support rooms** are used for art (1), music (1), English as a New Language (1) and OT/PT (1). These rooms contain 576 - 840 square feet.

**The common facilities consist of four (4) spaces, as follows:**

- A **cafetorium** used for lunch and grade level assemblies
- A **gymnasium** used for physical education classes
- A **library** used for instruction
- A **stage** area

The non-instructional spaces housed in this school include administrative and health offices, faculty room, space for speech services, clinical suite with a psychologist's office, social workers office and meeting room, a custodial office, spaces for WJCS (Westchester Jewish Community Services) and a book room.

*Woodside School* is currently operating at **99 percent** of the operational capacity of **555 students**, when district class size guidelines and practice are applied [Appendix D-3, D-4, D-5].

## **Oakside School**

Oakside School provides instructional services for students in grades 2 - 3. There are a total of 31 teaching spaces (all rooms are more than 550 square feet); 22 rooms are currently used for grade level instruction, one room is used for self-contained special education, five rooms are used for support programs, two rooms are used for other purposes and one room is unoccupied.

The **twenty-three (23) instructional rooms** used for grades 2 - 3 and self-contained special education each contain 720 - 960 square feet.

**Five (5) support rooms** are used for art (1), English as a New Language (1), music (1), reading (1), and a technology lab (1). These rooms contain 624 - 1,152 square feet.

**Two (2) rooms** are used for other purposes: book room (1) and speech & language (1). These rooms contain 720 square feet.

**One unoccupied room** contains 768 square feet.

**The common facilities consist of four (4) spaces, as follows:**

- A **cafeteria** used for lunch and grade level assemblies
- A **gymnasium** used for physical education classes
- A **library** used for instruction
- A **stage** area

The non-instructional spaces housed in this school include administrative and health offices, staff room, social worker's office, space for occupational therapy and physical therapy, psychologist's office, staff room, WJCS (Westchester Jewish Community Services) offices for family counseling and a custodial office.

*Oakside School* is currently operating at **78 percent** of the operational capacity of **630 students**, when district class size guidelines and practice are applied [D-6, D-7, D-8].

## **Hillcrest School**

Hillcrest School provides instructional spaces for students in grades 4 - 5. There are a total of 30 teaching spaces (all rooms are more than 550 square feet); 22 rooms are currently used for grade level instruction, two rooms are used for self-contained special education and six rooms are used for support programs.

The **twenty-four (24) instructional rooms** used for grades 4 - 5 and self-contained special education each contain 800 - 1,025 square feet.

**Six (6) support rooms** are used for art (1) English as a Second Language/speech (1), music (2), reading/book room/occupational therapy/physical therapy (1) and technology (1). These rooms contain 840 and 960 square feet.

**The common facilities consist of four (4) spaces, as follows:**

- A **cafeteria/auditorium** used for lunch and assemblies
- A **gymnasium** used for physical education classes
- A **library** used for reference and instruction
- A **stage** area

The non-instructional spaces housed in this school include administrative and health offices, faculty lounge, office for the library, office for the director or literacy, psychologist's office, social worker's office, office for the SEED program, reflection room and a custodial office.

**Hillcrest School** is currently operating at **87 percent** of the operational capacity of **601 students**, when district class size guidelines and practice are applied [Appendix D-9, D-10, D-11].

## 2. Elementary Grade Sections and Current Average Class Size

As shown in Table 10, the district housed 83 sections for pre-kindergarten and grades K - 5 during the 2016-17 school year, including 9 - 13 sections per grade level (K - 5), eight sections of pre-kindergarten and five sections of self-contained special education.

**Table 10 - 2016-17 Elementary Instructional Sections**

School	Pre-k	K	1st	2nd	3rd	4th	5th	SPED	Total
Uriah Hill	8								8
Woodside		13	13					2	28
Oakside				13	9			1	23
Hillcrest						12	10	2	24
<b>Total Elementary</b>	8	13	13	13	9	12	10	5	83

As shown in the following table, average overall class sizes range from 17.4 students at Uriah Hill School to 23.9 students at Hillcrest School.

**Table 11 - 2016-17 Average Elementary Class Size**

School	Pre-k	K	1st	2nd	3rd	4th	5th	School Average
Uriah Hill	17.4							17.4
Woodside		20.9	21.2					21.0
Oakside				20.7	24.4			22.6
Hillcrest						21.7	26.2	23.9
<b>Grade Level Average</b>	17.4	20.9	21.2	20.7	24.4	21.7	26.2	22.5 (District Average)

## 3. Allocation of Space for Elementary Support Programs

The support programs offered to Peekskill City School District's elementary students include art, music, speech services, occupational/physical therapy services and psychologist services. In addition, self-contained special education programs are assigned to Woodside, Oakside and Hillcrest Schools. All buildings also offer one or more of the following: reading, computer lab, and English as a Second Language/English as a New Language (ESL/ELL).



As shown in the following table, the square footage allocated to support programs varies. It should be noted that the size of the instructional group, as well as the materials and equipment associated with the art and music programs, makes a full-size or oversized classroom the optimum environment for the delivery of their curriculum. In contrast, programs such as reading/math support and speech can be conducted in smaller spaces due to the number of students in the instructional group. At the present time, Peekskill City School District's elementary schools utilize classroom-sized spaces (at least 550 square feet) for support programs in its buildings. It also should be noted that the State Education Department suggests that small rooms (designated as containing about 200 square feet) be set aside for small group support room space.

**Table 12 - 2016-17 Allocation of Space in Square Feet - Elementary Support Programs/Services**

	<b>Uriah Hill<sup>^</sup></b>	<b>Woodside</b>	<b>Oakside</b>	<b>Hillcrest</b>
<b>SC SPED</b>	988 sf	748 sf 748 sf	896 sf	850 sf 952 sf
<b>Art</b>		840 sf	1,152 sf	896 sf
<b>Music</b>		840 sf	1,152 sf	840 sf 960 sf
<b>ESL/ELL/ENL</b>		800 sf	896 sf	896 sf*
<b>Reading</b>		250 sf 280 sf 322 sf 195 sf	624 sf	875 sf** 375 sf
<b>Computer Lab</b>		120 sf	768 sf	850 sf
<b>Speech/Language</b>		224 sf 506 sf	720 sf	896 sf*
<b>OT/PT</b>		576 sf	416 sf	875 sf**
<b>Psychologist</b>		203 sf	280 sf	300 sf
<b>Social Worker</b>		203 sf	200 sf	325 sf
<b>SEED Program</b>				182 sf

\*Shared ESL and speech room

\*\*Shared reading/OT/PT

<sup>^</sup>Only spaces used by PK program are included in this chart

#### 4. Middle and High School Allocation of Space

Students in the Peekskill City School District in grades 6 - 8 attend *Peekskill Middle School* and students in grades 9 - 12 attend *Peekskill High School*. The middle and secondary space allocation of rooms that contain approximately 550 square feet or more is presented in the next table.

School spaces are divided into the following three categories for the purposes of this report:

- a. **Interchangeable Rooms** - rooms that are designed as classrooms - without specialized equipment - that can be used for teaching a variety of subjects. Interchangeable rooms have the greatest flexibility for alternative scheduling.
- b. **Specialized Rooms** - rooms that are designed to meet specific program needs, including specialized equipment or design (i.e., wiring for computer labs, science lab equipment, home/careers equipment, technology labs, art studios, music labs).
- c. **Core Facilities** - rooms that are designed to meet specific purposes, such as the cafeteria, auditorium, gymnasium, and library. These spaces are generally larger than instructional classrooms to meet the needs of a larger group.

The *New York State Education Department* guidelines for specialized rooms in secondary schools are indicated below. These guidelines, which are mandated for new construction, were used as a benchmark for establishing suggested programmatic space allocations. The space allocations are as follows:

<b>Technology</b>	- 840 to 2,000 square feet suggested, program dependent
<b>Computer/Business</b>	- 840 - 1,000 square feet suggested
<b>Home/Careers</b>	- 1,200 square feet suggested
<b>General Science</b>	- 1,000 square feet suggested
<b>Laboratory Science</b>	- 1,200 square feet suggested
<b>Music</b>	- 1,200 to 1,400 square feet suggested
<b>Art</b>	- 1,200 square feet suggested
<b>Physical Education</b>	- Gymnasium
	1-station suggested for enrollment up to 500 students
	2-stations suggested for up to 1,000 students
	3-stations suggested for up to 1,500 students
	4-stations suggested for up to 2,000 students

**Table 13 - 2016-17 Middle and Secondary Instructional Space**

	<b>Peekskill MS</b>	<b>Peekskill HS</b>
<b>Rooms &lt; 550 square feet</b>	0	0
<b>Rooms &gt; 550 square feet</b>	57	53
<b>Total Instruction Space/Rooms:</b>	57	53
<b>Interchangeable Rooms</b>	36	31
<b>Specialized Rooms:</b>	21	22
<b>Science Lab</b>	6	9
<b>Computer Lab/Tech Lab</b>	1	1
<b>Art</b>	2	2
<b>Music</b>	3	3
<b>Physical Education</b>	7	5
<b>STEM</b>	1	0
<b>Technology</b>	1	0
<b>Culinary</b>	0	1
<b>Robotics</b>	0	1

The *New York State Education Department* designates a 3,168 square foot gymnasium as a one-station gym for secondary student populations of up to 500 students. For each additional 500 students, an additional station of 1,872 square feet is required. The State Education Department designates 5,040 square feet for a two-station gym, 6,912 square feet for a three-station gym, and 1,872 square feet for each additional station. There are seven physical education stations at the middle school level, including a pool, and five physical education stations at the high school level.

## **Peekskill Middle School**

Peekskill Middle School provides instructional services for students in grades 6 - 8. There are a total of 57 teaching spaces in this facility (all rooms are more than 550 square feet); 36 of the teaching spaces are interchangeable rooms and 21 are specialized rooms.

**Thirty-six (36) interchangeable rooms** are used for core subject instruction and self-contained special education. These rooms range in size from 726 - 920 square feet.

**Twenty-one (21) specialized rooms** are designed to accommodate specialized equipment and space to meet specific programmatic requirements. These rooms are designed for programs that include art (2), computer labs (1), STEM (science, technology, engineering and math) room (1), music (3), technology (1), science labs (6) and physical education (including one swimming area) (7). These rooms contain 678 - 12,000 square feet.

The **common facilities consist of six (6) spaces**, as follows:

- A **library** used for reference and instruction
- One **cafeteria** used for lunches
- One **gymnasium** (6 stations) used for physical education classes
- One **swimming pool**
- An **auditorium** used for assemblies and other activities
- A **stage area**

The non-instructional spaces housed in this school include administrative and health offices, teachers' lounge, library office, guidance suite, counseling office for SEED program, psychologists' offices, space for speech services, security office, technology office, shirt room, locker rooms, coaches' offices, dressing room, drama room, control room, storage, common spaces, and custodial offices.

*Peekskill Middle School* currently operates at **77 percent** of the operational capacity of **958 students**, when scheduling flexibility is applied [Appendix D-12, D-13, D-14, D-15, D-16].

## Peekskill High School

Peekskill High School provides instructional services for students in grades 9 - 12. There are a total of 53 teaching spaces in this facility (all rooms are more than 550 square feet); 31 of the teaching spaces are interchangeable rooms and 22 are specialized rooms.

**Thirty-one (31) interchangeable rooms** are used for core subject instruction and self-contained special education. These rooms range in size from 630 - 1,221 square feet.

**Twenty-two (22) specialized rooms** are designed to accommodate specialized equipment and space to meet specific programmatic requirements. These rooms are designed for programs that include art (2), computer lab (1), culinary (1), music (3), robotics (1) science labs (9) and physical education (5 stations).

The **common facilities consist of five (5) spaces**, as follows:

- One **library** used for reference and instruction
- One **cafeteria** used for lunches
- One **gymnasium** (5 stations) used for physical education classes
- An **auditorium** used for assemblies and other activities
- A **stage area**

The non-instructional spaces housed in this school include administrative and health offices, curricula offices, athletic offices, CRS conference room, school resource office, science prep room, security office, social worker's and psychologists' offices, testing room, teachers' lounge, guidance suite, counseling offices, TV studio, fitness center, dark room, storage, and custodial offices.

**Peekskill High School** currently operates at **89 percent** of the operational capacity of **1,059 students**, when scheduling flexibility is applied [Appendix D-17, D-18, D-19, D-20, D-21, D-22].

## D. FUTURE FACILITIES ANALYSIS

The range of projected enrollment and operational utilizations in each facility are presented in the next two tables:

**Table 14 - Projected School Enrollment Range 2017 - 2026**

School	2016 Enrollment	Peak Enrollment	Peak Year	Lowest Enrollment	Lowest Year
Uriah Hill (PK)	139	148	2017-2026	148	2017-26
Woodside	548	539	2026	529	2021
Oakside	490	534	2017	504	2023
Hillcrest	522	531	2019	480	2017
Peekskill MS	741	809	2022	762	2019
Peekskill HS*	941	1,144	2026	1,029	2017

\*Does not include students enrolled at Summit Academy

**Table 15 - Facility Utilization Range 2017 - 2026 (K - 12)**

School	Capacity	Peak Utilization	Peak Year(s)	Lowest Utilization	Lowest Year(s)
Uriah Hill (PK only)	152	97%	2017-26	97%	2017-26
Woodside	555	97%	2019, 2025, 2026	95%	2021, 2022, 2023
Oakside	630	85%	2017	80%	2020, 2022, 2023, 2024, 2025, 2026
Hillcrest	601	88%	2019	80%	2017
Peekskill MS	958	84%	2022	80%	2017, 2018, 2019, 2020, 2021
Peekskill HS*	1,059	108%	2026	97%	2017

\*Does not include students enrolled at Summit Academy

The following should be noted:

- During the ten-year projection period, peak utilizations in the elementary schools will range between 85 percent at Oakside School and 97 percent at Uriah Hill and Woodside Schools.
- Utilizations at Peekskill Middle School will range within 80 - 84 percent.
- Peekskill High School enrollment will exceed 100 percent of building capacity in seven of the next ten years, with utilizations ranging within 97 - 108 percent.

**Uriah Hill School:** capacity utilization is anticipated to be maintained at 97 percent between 2017 and 2026.

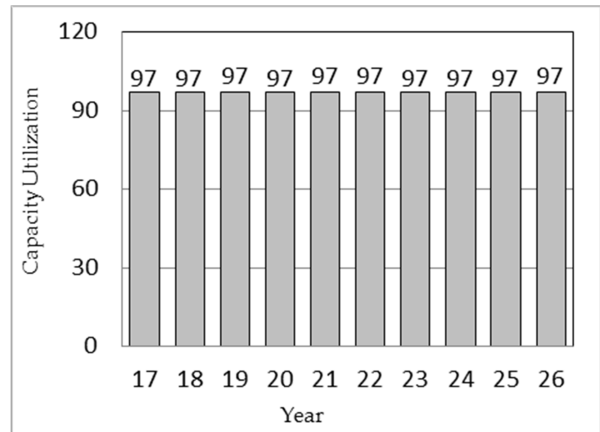


Figure 6 - Uriah Hill School Capacity Utilization Level

**Woodside School:** capacity utilization is anticipated to range between 95 and 97 percent between 2017 and 2026.

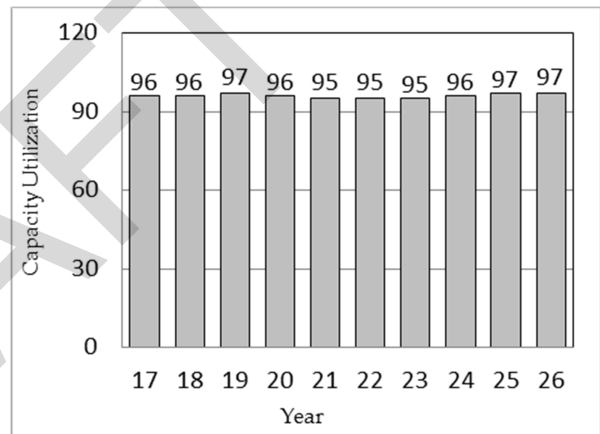


Figure 7 - Woodside School Capacity Utilization Level

**Oakside School:** capacity utilization is anticipated to range between 80 and 85 percent between 2017 and 2026.

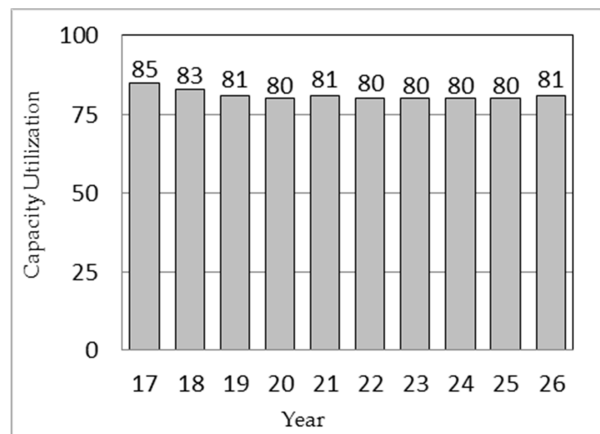


Figure 8 - Oakside School Capacity Utilization Level

**Hillcrest School:** capacity utilization is anticipated to range between 80 and 88 percent between 2017 and 2026.

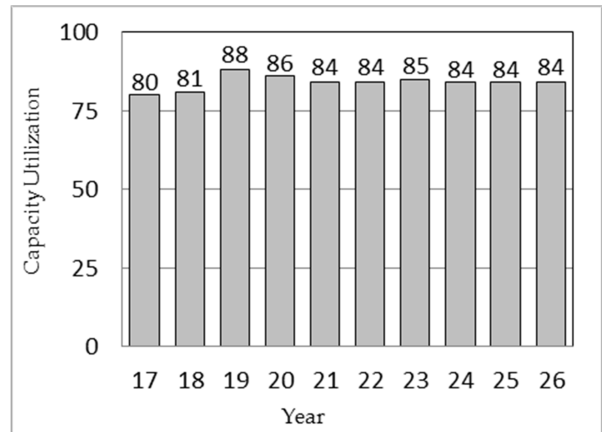


Figure 9 - Hillcrest School - Capacity Utilization Level

**Peekskill Middle School:** capacity utilization is anticipated to range between 80 and 84 percent between 2017 and 2026.

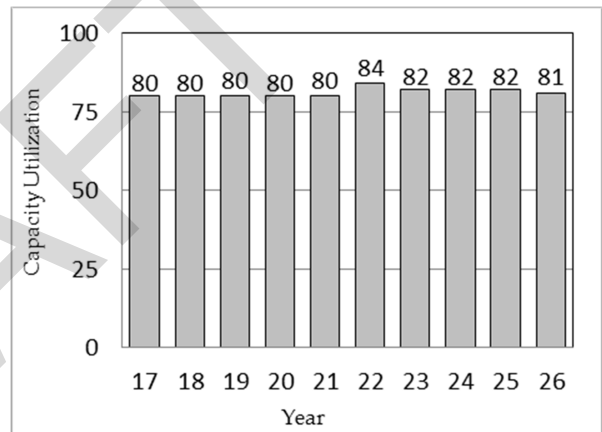


Figure 10 - Peekskill Middle School - Capacity Utilization Level

**Peekskill High School:** capacity utilization is anticipated to range between 97 and 108 percent between 2017 and 2026.

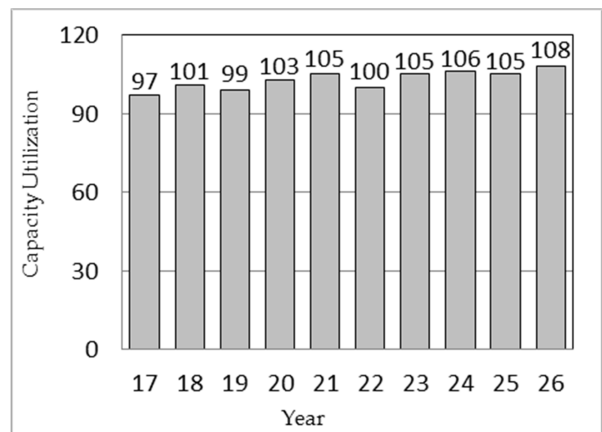


Figure 11 - Peekskill High School Capacity Utilization Level



## E. SUMMARY

It is expected that enrollment in the Peekskill City School District will grow by **232** students, or 7.0 percent, between the actual enrollment of **3,306** students in 2016 and the forecasted enrollment of **3,538** students in 2026. The following should be noted:

- The 13 rooms in **Uriah Hill School** dedicated to the pre-kindergarten program will adequately house 148 students (current cap due to PK funding) each year; however, should additional funding be secured to expand the program, extra space would be needed to accommodate an expansion.
- **Woodside School** will be operating at close to 100 percent of the operational capacity of 555 students during the next ten years, thereby limiting scheduling flexibility for core instruction and support programs.
- **Oakside and Hillcrest Schools** will have space to adequately house the projected enrollment during the next ten years.
- **Peekskill Middle School** will have space to adequately house the projected enrollment during the next ten years.
- **Peekskill High School** is projected to be operating above 100 percent of capacity in seven of the next ten years; this will limit scheduling flexibility and possible expansion of programs needed to meet NYS Regents Standards.

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