The background features a light blue and yellow color scheme. It is decorated with several gears of different sizes, some open books, and a large laurel wreath that frames the central text. A large, faint yellow star is also visible behind the text.

Scotia-Glenville Elementary Schools

Rick Arket, Assistant Superintendent for Curriculum and Instruction
John Geniti, Lincoln Elementary Principal

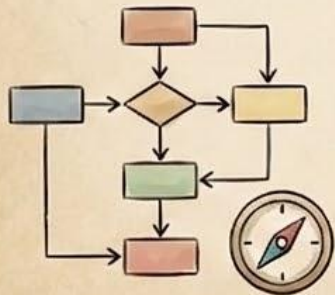
In the bottom right corner, there is a line drawing of a school building with a classical facade, including a portico with columns and a pediment. A small flag is flying from a pole on the roof.

Presentation Goals



1. Curriculum & Instruction Lens

Consider the RoS process through a lens of curriculum and instruction.

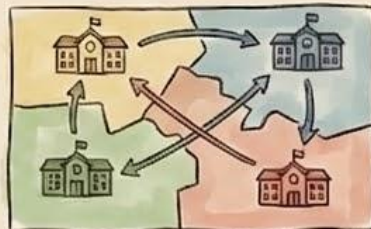


2. Logistics Scenarios

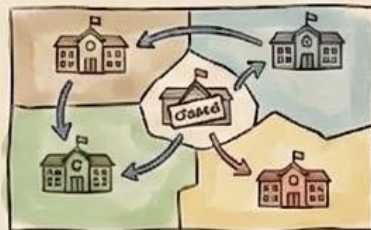
Consider the RoS process through a number of logistics scenarios.

3. Enrollment Forecasting

Forecast enrollments based on different redistricting scenarios.



a. A complete redistricting.



b. Maintain current boundaries and redistribute students from the closed building.

Scotia-Glenville CSD Mission Statement

The Scotia-Glenville Central School District is committed to providing an environment which allows students to realize their full potential and thus prepares them for life in an ever-changing world.



In the tradition of excellence, Board of Education, administration, staff, parents, business and community members will continue to ensure that our educational system fulfills the needs of our students.



Change



Change is hard and will surface strong emotions



Change is necessary



Change can be an opportunity



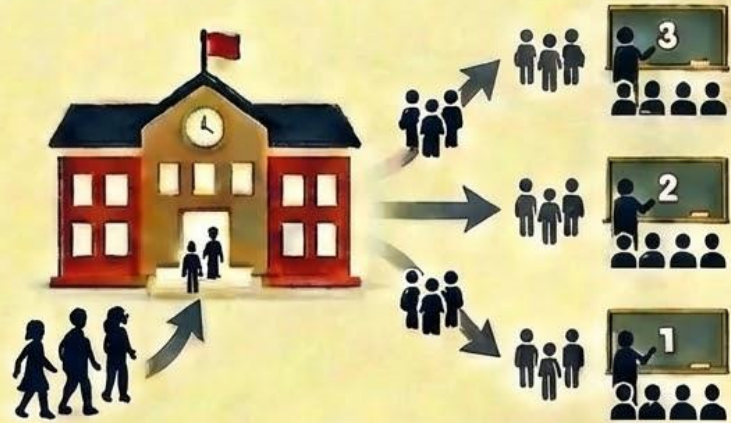
The time to act is now



Why close / repurpose an elementary school?



The district faces an approximate **\$2.7 million budget gap** for 2026-2027.



Enrollment decline. We can reduce sections at each grade and stay within class size guidelines by balancing sections. Our elementaries are functioning at approximately 60% enrollment capacity.

Elementary Enrollment

Elem Enrollment	SAC	GW	LINC	GD
2000	533	321	373	381
2005	368	279	242	303
2015	355	237	263	248
2021	325	220	231	187
2022	336	215	216	190
2023	320	211	238	196
2024	313	206	212	210
2025	301	208	192	212

Class Size by Elementary Bulding (Fall '25)

	Glendaal		Glen-Worden		Lincoln		Sacandaga			Max	Min	Total	Average
Grade K	12	13	18	18	17	17	21	19		21	12	135	16.9
Grade 1	18	17	16	15	22		19	19	18	22	15	144	18
Grade 2	19	18	14	13	14	14	17	18	20	20	13	147	16.3
Grade 3	17	15	16	16	18	18	21	20		21	15	141	17.6
Grade 4	19	19	15	13	22	21	22	22	21	22	13	174	19.3
Grade 5	12	14	17	17	26		22	21		26	12	129	18.4

SG Elementary Academic Comparison Considerations



Student Demographics

Differences in student populations and economic factors.



Program Variation

Difference in program by elementary school.



Small School & Cohort Size

Impact of limited sample sizes on data.



Staffing Considerations

Variance in educator experience and student : teacher ratios.

Elementary School Demographics

% Economically Disadvantaged

	22-23	23-24	24-25	25-26	4 Year Average
GW	30%	34%	37%	25%	32%
GD	24%	23%	26%	26%	25%
LINC	45%	42%	43%	45%	44%
SAC	39%	40%	37%	33%	37%

% Students with Disabilities

	22-23	23-24	24-25	25-26	4 Year Average
GW	18%	18%	16%	15%	17%
GD	8%	11%	12%	15%	12%
LINC	21%	22%	24%	25%	23%
SAC	8%	9%	12%	13%	11%

Every Students Succeeds Act Data: 2024-2025

(All students)

SG ESSA 24 - 25	Weighted	Core	Growth	Attendance
GW	3	3	2	4
GD	4	4	4	4
LINC	4	4	3	4
SAC	3	3	4	4

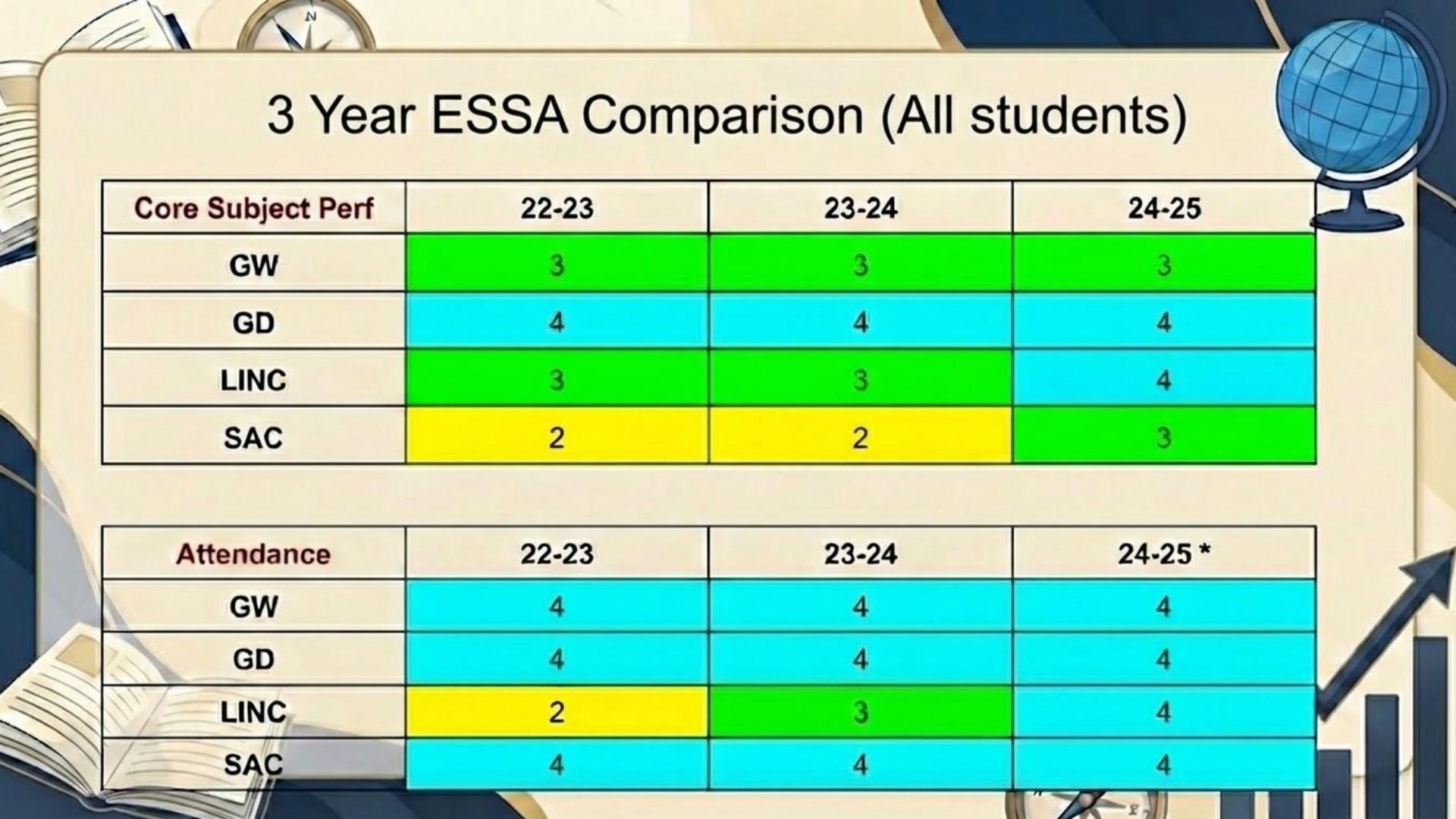
Weighted Average Achievement - measures academic achievement on Gr 3-8 ELA/Math Math and Science Gr 5 (impacted by refusals)

Core Subject Performance - measures academic achievement on Gr 3-8 ELA/Math and Science Gr 5 (not impacted by refusals)

Student Growth - measures student growth in ELA and Math compared to students across the state with similar test histories

Student Attendance - All students receive an attendance rank, used to calc school rank

3 Year ESSA Comparison (All students)



Core Subject Perf	22-23	23-24	24-25
GW	3	3	3
GD	4	4	4
LINC	3	3	4
SAC	2	2	3

Attendance	22-23	23-24	24-25 *
GW	4	4	4
GD	4	4	4
LINC	2	3	4
SAC	4	4	4



Curriculum and Instruction Summary



High Achievement

All four elementaries are now achieving above both the NYS and Capital Region average.

Each elementary has excellent teachers, staff, and leadership.



Complex Comparison

It is difficult to compare elementaries.



Observations

- Balanced class size is key.
- Is the Lincoln Co-Teach model replicable?
- Maintaining staffing consistency and support is critical.

FACTORS TO CONSIDER: SCHOOL CLOSURE ANALYSIS



FACTORS

STAFFING SAVINGS



- 10.0 FTE Certificated Staff (includes 7.0 FTE Classroom Teachers)
 - 1.0 FTE Administrator
 - .5 FTE licensed professional
 - 1 Teacher aide
 - 1 Monitor
- Staff savings = \$1,400,000
-Misc.Savings = \$100,000



CLOSING LINCOLN

Saves \$1.5 Million- The staff reduced is by seniority. This will not change.



CLOSING GLEN-WORDEN

Saves \$1.5 Million- The staff reduced is by seniority. This will not change.



CLOSING GLENDAAAL

Saves \$1.5 Million- The staff reduced is by seniority. This will not change.



UTILITY SAVINGS



Annual savings \$35,598

Annual savings \$39,523

Annual savings \$69,794

TRANSPORTATION COSTS



Annual Costs \$19,334
(With State Aid)

Annual Costs \$6,169.00
(With State Aid)

Annual Costs \$9,639
(With State Aid)

SAVINGS \$1.5 MILLION +

Annual Savings \$16,264

Annual Savings \$33,354

Annual Savings \$60,155

FACTORS TO CONSIDER: SCHOOL CLOSURE ANALYSIS

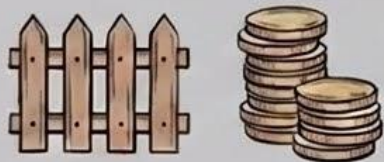


FACTORS

CLOSING LINCOLN

CLOSING GLEN-WORDEN

CLOSING GLENDAAAL



ONE TIME COSTS

Fence- \$60,000- Aid through capital project



TRANSPORTATION BUS TIMES

District's longest run will be GD's bus run of 90 & 95 Minutes. LN's longest run will be 68 and 88 Minutes. LN will need to add 6 Bus runs for 100+ students.

District's longest run will be GD's bus run of 90 & 95 Minutes.

GW's longest run will be 89 and 93 Minutes long.

GD's longest run will now be 99 & 104 Minutes. Will need to add 2 additional runs.

ACADEMIC & STAFFING TRANSITION CONSIDERATIONS

LINCOLN



PROGRAMS

Co-Teaching
37 Students



STAFFING CONTINUITY

All Senior Teachers.

11 LN Classroom
teachers to GD for CT. →

5 GD teachers to GW. →

5 GD teachers to Sac. →

Principal at GW and GD
would be new.

GLEN-WORDEN



PROGRAMS

DS Programs
13 Students



STAFFING CONTINUITY

Least Senior Teachers,
Least Senior Principal,
Least Senior Secretary.

1 GW Teacher to CD. →

1 GW Teacher to LN. ←

5 GW Teachers to SAC. →

GLENDAAL



PROGRAMS

15:1 (*Should be with CT)
18 Students



STAFFING CONTINUITY

Mostly Senior Teachers

← 5 GD Teachers move to
GW.

← 1 GD Teacher to LN.

→ 5 GD Teachers to SAC.

Principal at GW would
be new.

Closing a School

What do we do with the current K-4 students? What will the impact be?



Lincoln

166 students



Glen-Worden

161 students



Glendaal

186 students

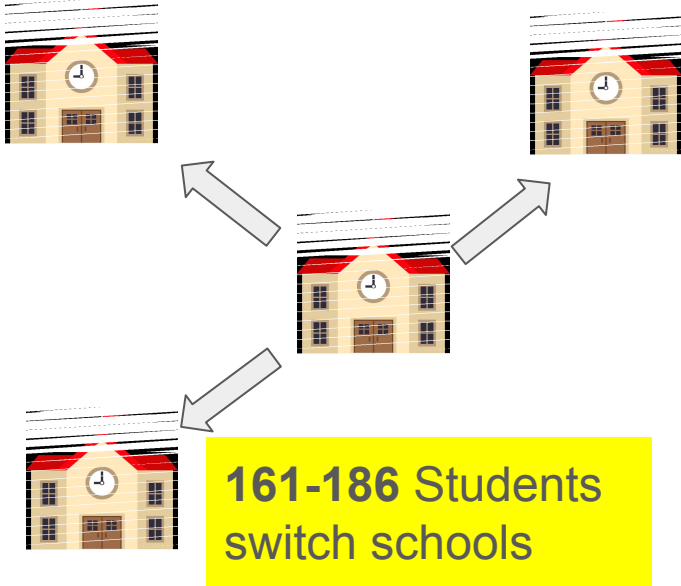


Sacandaga

258 students

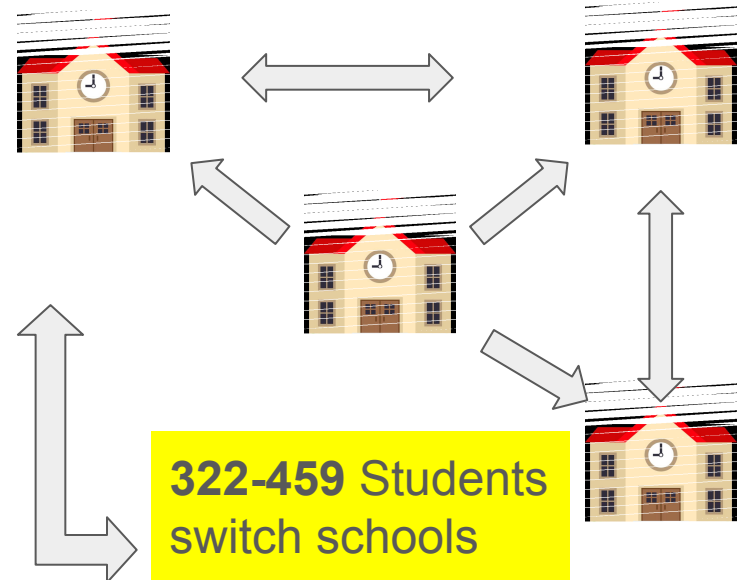
Option 1

Redistrict the closed school and adjust attendance zones.

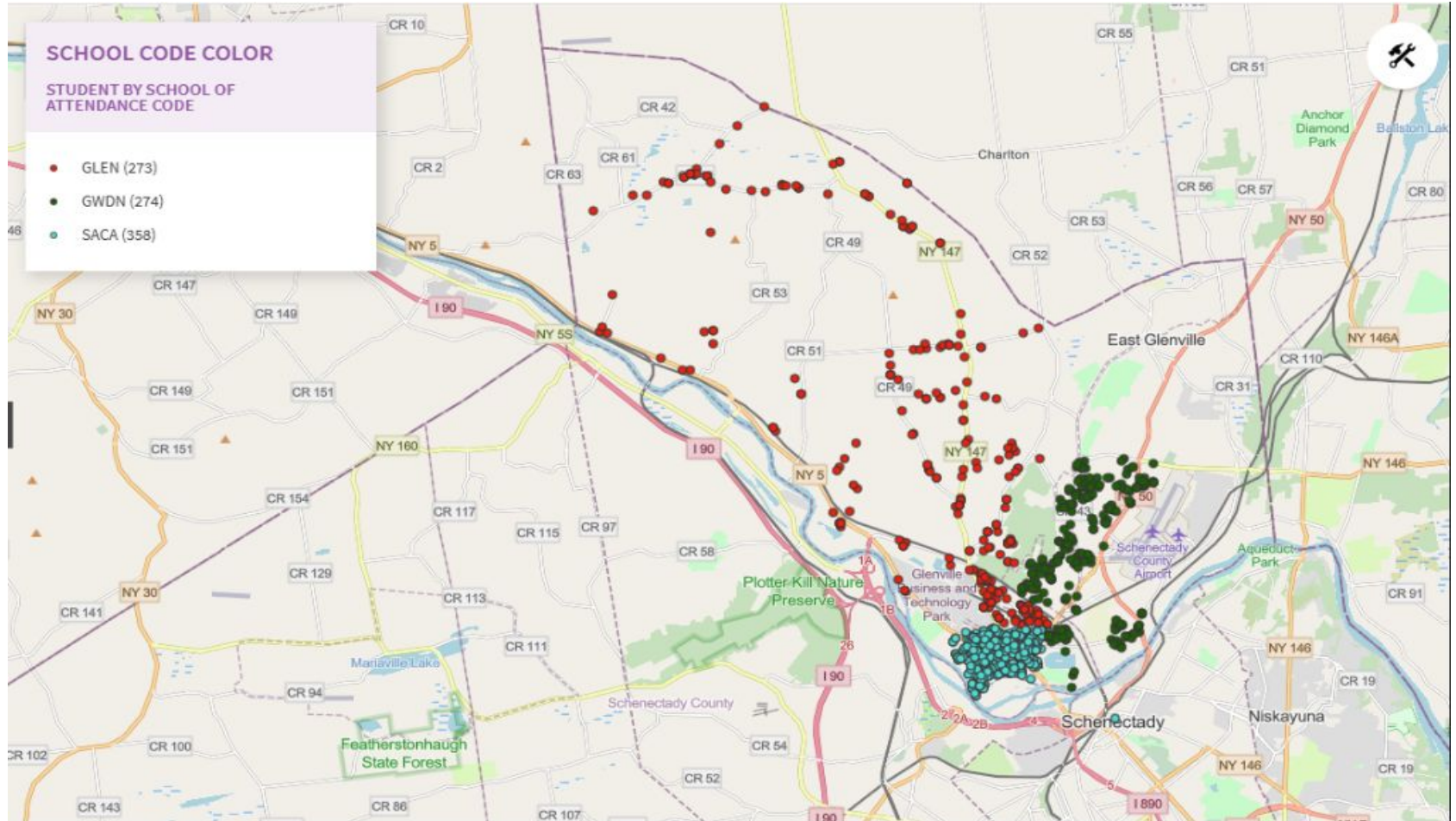


Option 2

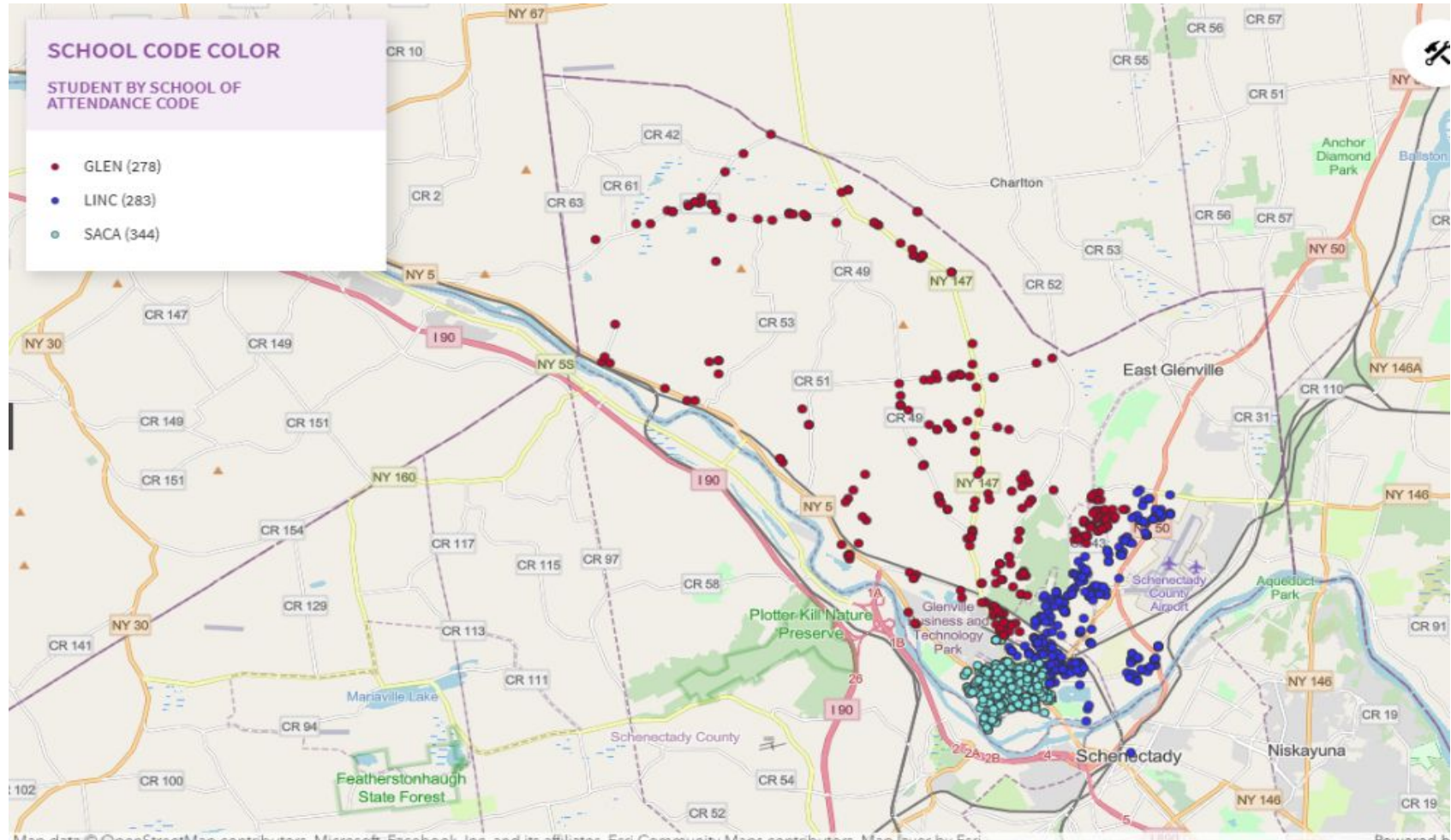
Redistrict ALL buildings and create all new attendance zones.



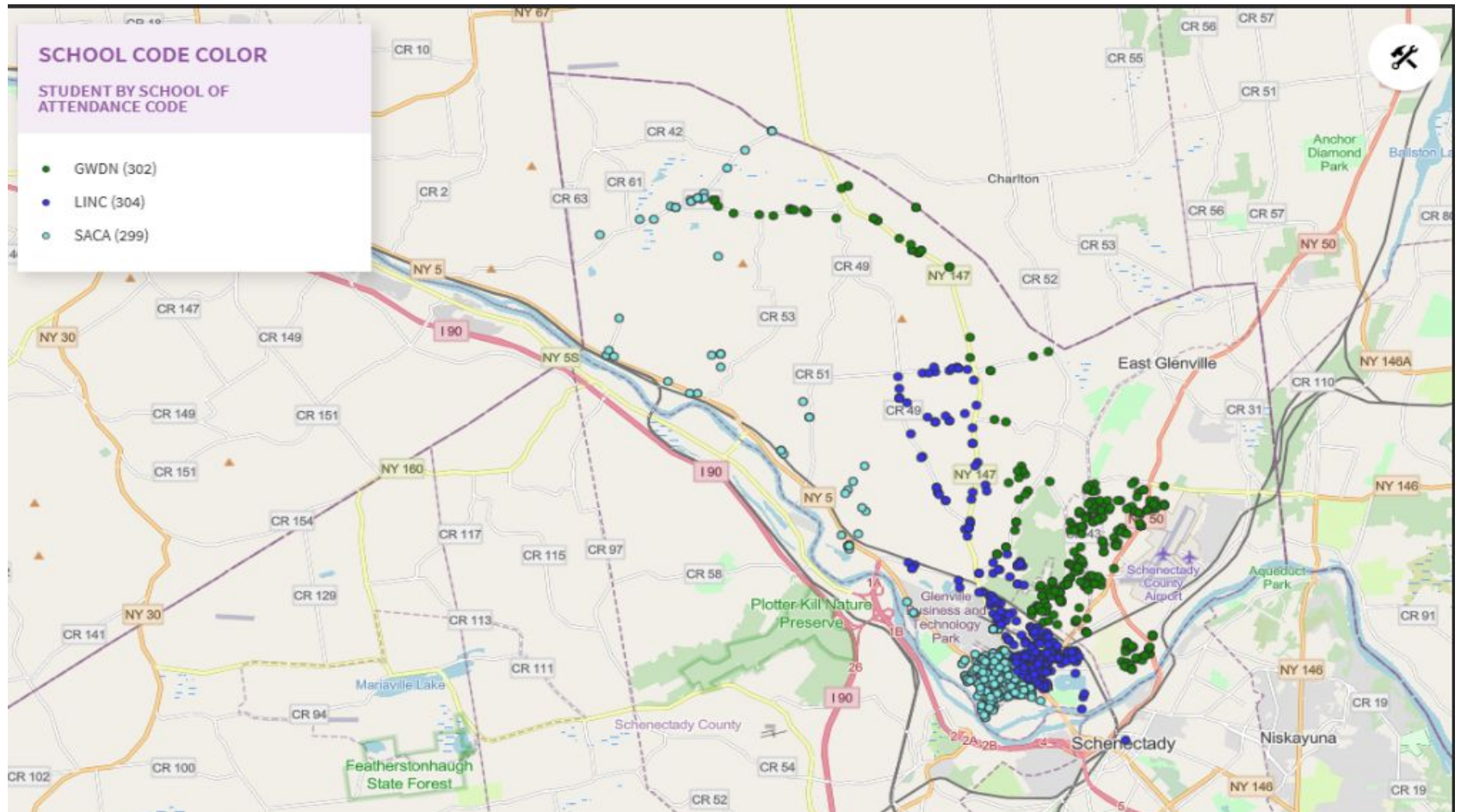
All New Zones if Lincoln Closes



All New Zones if Glen-Worden Closes



All New Zones if Glendaal Closes




School Enrollment Scenarios if we redistrict closed building and start new zones with new K families

Lincoln 	Glen-Worden 	Glendaal 	Sacandaga 
Closes	268 Students	270 Students	371 Students
270 Students	Closes	268 Students	371 Students
270 Students	268 Students	Closes	371 Students



School Enrollment Scenarios if we create new zones



Lincoln 	Glen-Worden 	Glendaal 	Sacandaga 
Closes	259 Students	296 Students	354 Students
292 Students	Closes	275 Students	342 Students
318 Students	272 Students	Closes	319 Students

Options to Move Students	Strategically redistrict the closed school.			Redistrict ALL buildings- All New attendance zones.																
The smallest and largest section vs district guidelines. <table><tr><th>Grade</th><th>Guideline</th></tr><tr><td>K</td><td>22</td></tr><tr><td>1</td><td>22</td></tr><tr><td>2</td><td>23</td></tr><tr><td>3</td><td>24</td></tr><tr><td>4</td><td>25</td></tr><tr><td>5</td><td>26</td></tr></table>	Grade	Guideline	K	22	1	22	2	23	3	24	4	25	5	26		Smallest Section	Largest Section		Smallest Section	Largest Section
	Grade	Guideline																		
	K	22																		
	1	22																		
	2	23																		
	3	24																		
	4	25																		
5	26																			
1st Grade	20	20	1st Grade	17	24															
2nd Grade	20	21	2nd Grade	17	24															
3rd Grade	20	21	3rd Grade	14	31															
4th Grade	19	20	4th Grade	14	27															
5th Grade	24	25	5th Grade	20	28															
Are sections balanced across the district?	YES			NO- Must move students from their new zone to balance sections.																
Will section sizes stay within grade level guidelines?	YES			NO- Must move students from their new zone to stay within guidelines.																
Can we predict the staffing/support needed at each building for the new students?	YES- Can possibly find staffing efficiencies.			NO- The demographics of each building can change significantly.																

FACTORS TO CONSIDER

ANY QUESTIONS?

