



# **ITHACA CITY SCHOOL DISTRICT**

## **REDISTRICTING STUDY**

**JUNE, 2004**

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# ITHACA CITY SCHOOL DISTRICT

## REDISTRICTING STUDY

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## **SECTION 1: INTRODUCTION**

Over the past eighteen months, the Ithaca City School District Administration has undertaken a study for the purpose of considering the need for a redistricting plan. The intent of the study was to first examine the historical trends about the district's growth and to then make predictions about what adjustments might need to be made in terms of school zone boundaries, placement of special programs (such as the English as a Second Language and Special Education programs), feeder school patterns, and transportation changes that would address any major trends and allow the district to continue to deliver quality educational services in an effective and efficient manner.

This study is divided up into seven major sections:

- Introduction and Overview
- District and School Enrollment Projections
- Open Enrollment Study
- Free/Reduced Lunch Enrollment Study
- Programmatic Placement Study
- Building Capacity Study
- Appendices

## **OVERVIEW**

### GOALS AND OBJECTIVES

The administration met with several individuals who have conducted redistricting studies and implemented plans in other districts. A common theme during these discussions was that the district needed to set clear goals and parameters around the study. Their recommendations also included coordinating the work with a county GIS system, involving stakeholders, and using small study groups to gather data and analyze data.

The administration began by identifying several issues that a potential redistricting plan for the Ithaca City School District should address. The Board then supported the administration in the establishment of the following goals for the study.

#### **A. Address over-enrollment at some elementary schools and under-utilization at other schools.**

1. Keeping primary class sizes at desired levels
2. Address the concern that some students are currently transported out of their neighborhood school area
3. Pre-K programs are currently not able to fit in each elementary school

**B. Address the composition of student population within schools.**

1. The current clustering of students from low socio-economic backgrounds in schools needs to be examined
2. Examine middle school feeder patterns

**C. Ensure efficient and cost-effective transportation of students**

**D. Ensure efficient and cost effective delivery of programmatic services to students.**

1. ESL programs
2. Special Education programs

**E. Consider research in terms of the effects of school opening and closing times on adolescent sleep.**

1. Related issue: Differing middle school time schedules and their impact on after school activities

**F. Study the feasibility of school consolidation or closure.**

DATA AND INFORMATION NEEDS

The administration then identified the following data and information that would be needed in order to address the six goals outlined above:

**A. Demographic Data**

1. Current data on open enrollment
2. Current data on ESL placements and Special Education placements for students not assigned to their home school
3. Analysis of trends in student enrollment since 1994 and future projections
  - a. Research into planned and projected new housing (including multi-family housing)
  - b. Research into planned new roadways
  - c. Research trends in births and Pre-K enrollments

**B. Building Capacity Data**

Analyze current elementary building usage in terms of rated and actual capacity in terms of class size limitations and other needs (i.e. office space, programmatic needs, etc.).

**C. Transportation**

1. Purchase and install transportation software that aligns with county GIS system to plan cost effective and efficient routes.
2. Analyze costs of any proposals

**D. Examination of Commissioner's regulations, decisions, and relevant case law surrounding redistricting.**

BACKGROUND INFORMATION

Along with the data and information gathering discussed above, the administration also took a number of steps to expand its outreach in the schools and community on the subject of redistricting. Administration met with Cornell University staff members to discuss the possibility of their involvement in the study. One student group in the statistics department assisted the administration with some basic student enrollment projections. The other group, the Cornell Institute for Social and Economic Research (CISER) had just begun offering specific services in school district demography and enrollment projections in January, 2004, but that was well after our study in this area was underway and nearly completed.

In addition, the administration met with area realtors to discuss housing trends in the district, and the administration met with a small group of administrators to discuss the data being assembled.

Finally, the administration conducted a number of community meetings in order to present some of the preliminary findings of this report, prior to this report being completed (See Appendix A).

The administration also examined the 1994 ICSD redistricting study that was done by Lloyd Bishop and Paula Lester for the Ithaca City School District. The data collected during the 1994 study shows the district enrollment from 1984-1994 at a low of 5505 students (1987-88) and a high of 6212 (1994).<sup>1</sup> It is interesting to note that the same study, in its projection of future enrollment trends, projected an enrollment of between 6682-7681 students for the 2002-2003 school year.<sup>2</sup> The Ithaca City School District enrollment stands at about 5600 students at this time. It became clear that enrollment projections are difficult to calculate at best, and are made more difficult by the transient nature of our community.

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<sup>1</sup> A Study of the Ithaca Public Schools, Bishop and Lester, 1994, p. 40.

<sup>2</sup> *ibid*, pp. 53-54.

**Table 1** shows a summary of the projected and actual enrollments for the past seven years.

**Table 1**

**Ithaca City School District  
Projected and Actual Enrollments (Weighted\*)  
1996-2003**

Year		Projected	Actual (October)	+/(-)
1996-97		6180	5954	-226
1997-98		6084	5916	-168
1998-99		6006	5815	-191
1999-00		5898	5752	-146
2000-01		5712	5637	-75
2001-02		5552	5626	+74
2002-03		5555	5648	+93
2003-04		5590	n/a	n/a

**\*Weighted enrollments include students in BOCES programs and special education programs and counted as partial FTEs.**

The next section of the study examines the projected enrollment for the Ithaca City School District for the next five years, as researched and prepared by Dr. Ross Haber, of Ross Haber and Associates.



# **ITHACA CITY SCHOOL DISTRICT**

## **REDISTRICTING STUDY**

### **Section 2**

# **District and School Enrollment Projections**

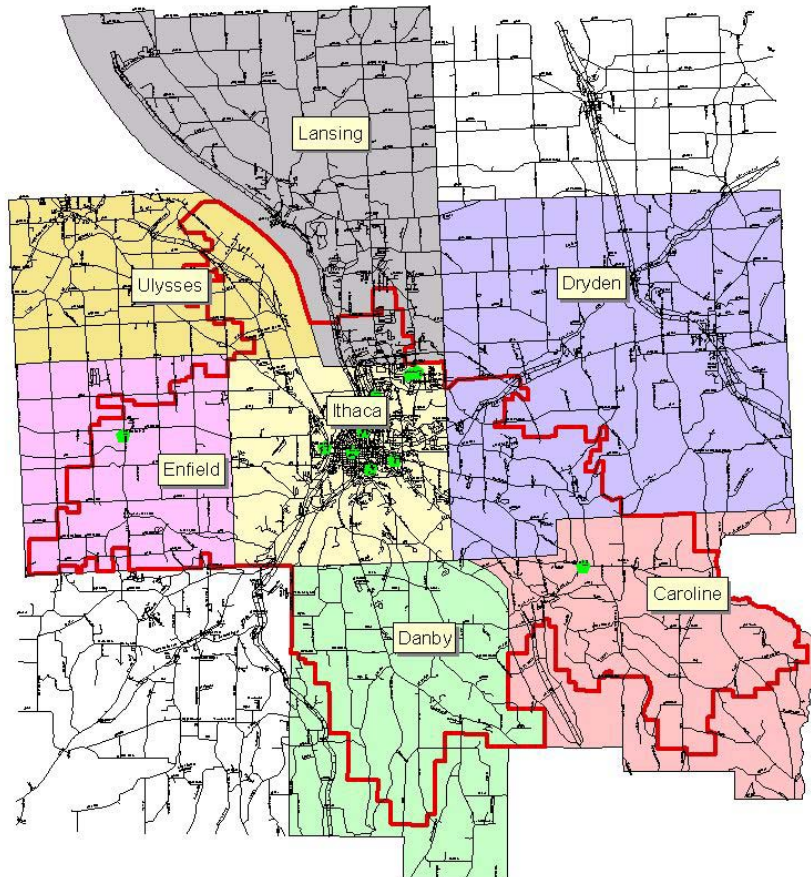
**Ross Haber, Ed.D.**

Ross Haber and Associates

## Introduction

The Ithaca City School District contracted with Ross Haber Associates to provide a five-year enrollment projection for the K-12 student population.

The Ithaca City Public Schools comprise eight elementary (K-5) schools, two middle (6-8) schools, one high school (9-12), and an alternative middle school and high school. The enrollment in the public schools as of October 2003 was 5,446. Of this, there were 2,403 in the elementary schools, 1,364 in the middle schools, and 1,757 in the high school. These figures include students attending the alternative middle and high school. The School District services eight communities. These include the entire Town and City of Ithaca, as well as part of Caroline, Danby, Dryden, Enfield, Lansing, and Ulysses. Map 1 is an illustration of the sending communities; the red outline is the District boundary.



**Map 1-Ithaca City School District**

## **Executive Summary**

### **Major Findings**

1. From 1999-2003 the overall enrollment in the District declined by 335 students from 5,782 in 1999 to 5,447 in 2003. This is a decrease of approximately 6%.
2. The district-wide five-year projection shows a continuing, but slower rate of decrease of 72 students from 5,447 in 2003 to 5,375 in 2008. This is a decrease of approximately 1% over the five-year period.
3. Of the eight elementary schools, four show a slight increase during the five-year projection period. These are Belle Sherman, Caroline, Cayuga Heights, and Northeast. Three of the elementary schools show a slight decrease over the projection period. These schools are Enfield, Fall Creek, and South Hill. Beverly J. Martin shows no overall change during the five-year projection period.
4. The overall elementary school population shows little change over the five-year projection period (2,403 students in 2003 to 2,414 students in 2008).
5. Both middle schools show a decline in population over the projection period. Boynton Middle School will show a decline from 660 students in 2003 to 538 in 2008. DeWitt Middle School will decline from 699 students in 2003 to 660 students in 2008.<sup>3</sup>
6. The Middle Schools show the most significant level of decline for the projection period. The overall decline is from 1,366 students in 2003 to 1,198 students in 2008. This is a decline of approximately 14%.
7. Ithaca High School will remain substantially stable in population having 1,757 students in 2003 to 1,763 students in 2008.
8. The birth rate from 1994-2003 has remained relatively stable for the communities that send students to the Ithaca City Schools. With the exception of 1994 in which 470 children were born, there has been stability in the birth rate averaging approximately 421 children per year.<sup>4</sup>

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<sup>3</sup> These enrollment figures include the students who attend ACS added back to their home schools.

<sup>4</sup> These are births allocated based on the approximate percentage of students from each of the sending communities. This is discussed in the section regarding live births.

9. From 1999-2003 the overall percentage of students receiving free and reduced lunch went from 19.3% of the population to 23.8%. This is an increase of 1% per year. It is reasonable to expect that this increase will continue during the projection period.
10. The minority population in the District grew from 21% of the total population in 1999-2000 to 26% of the enrollment in the current school year. This is an increase of approximately 1% per year. This rate of growth is expected to continue during the five-year projection.
11. New residential housing construction for all of the communities appears to be limited. Based upon the data received from the planning departments in each of the communities, there will be approximately 207 new housing units. This will result in an estimated 50 additional students to the system. The impact of housing re-sales (e.g. - empty nesters selling to younger families) is reflected in the cohort projection.

## Data

The enrollment study utilized the following data:

1. A five-year history of enrollment from 1999-2000. This data was as of the BEDS reporting date for each of the years for consistency. This data was provided by the Ithaca City School District.
2. Information regarding socio-economic status of students as defined by free and reduced lunch totals. This information was provided by the Ithaca City School District.
3. Information regarding minority enrollments in the schools. Information provided by the Ithaca City School District.
4. Birth rates for each of the towns and villages sending students to the Ithaca Public Schools. This information was provided by the Tompkins County Department of Health/Bureau of Vital Statistics.
5. Housing information came from various sources. This included the Building Departments and Code Enforcers for each of the towns. Information was also obtained from the United States Census Bureau and HUD (Housing and Urban Development).

## Methodology

The first phase of the study was to develop a five-year cohort survival projection. Cohort survival traces the history of students as they move from grade to grade. This study used a five-year history of K - 12 students to develop an average or survival ratio per grade. Survival ratio is the measurement of the increase or decrease of student population from year to year.

The following is an example. There were 62 students in Grade 1 in the year 1999. When these students became grade 2 students there were only 59.

***Example:***

Year	Grade	Students
1999	1	62
2000	2	59
Growth factor:	$59 / 62 = .95$	

This group of students decreased by 3 from 1999-2000 or 5% percent. By doing this for a five year period for all grades a statistically reliable ratio can be developed to project enrollments. Enrollment projections up to five-years are reliable, after five-years the reliability deteriorates.

Factors contributing to the decline in reliability are the lack of data on births past the last reporting year (after the current year's births only estimates can be made because the children have not yet been born). In addition, other unforeseen factors such as changes in the economy can impact projections.

### Birth Data

The initial set of survival ratios is based upon the current kindergarten enrollment and birthrate for the community five years earlier. The birth rates are recorded by the Tompkins County Department of Health. Births are reported by Town and Village. Because only the Town of Ithaca and the City of Ithaca send 100% of the students to the Ithaca City Public Schools allocations had to be made from the birth rates from each of the other towns. These allocations were an estimated percentage of the total births for each town based upon factors such as the percentage of children from those towns who attend the Ithaca Schools and the approximate land mass attributable to each of those towns (see Map 1).

**Figure 1**

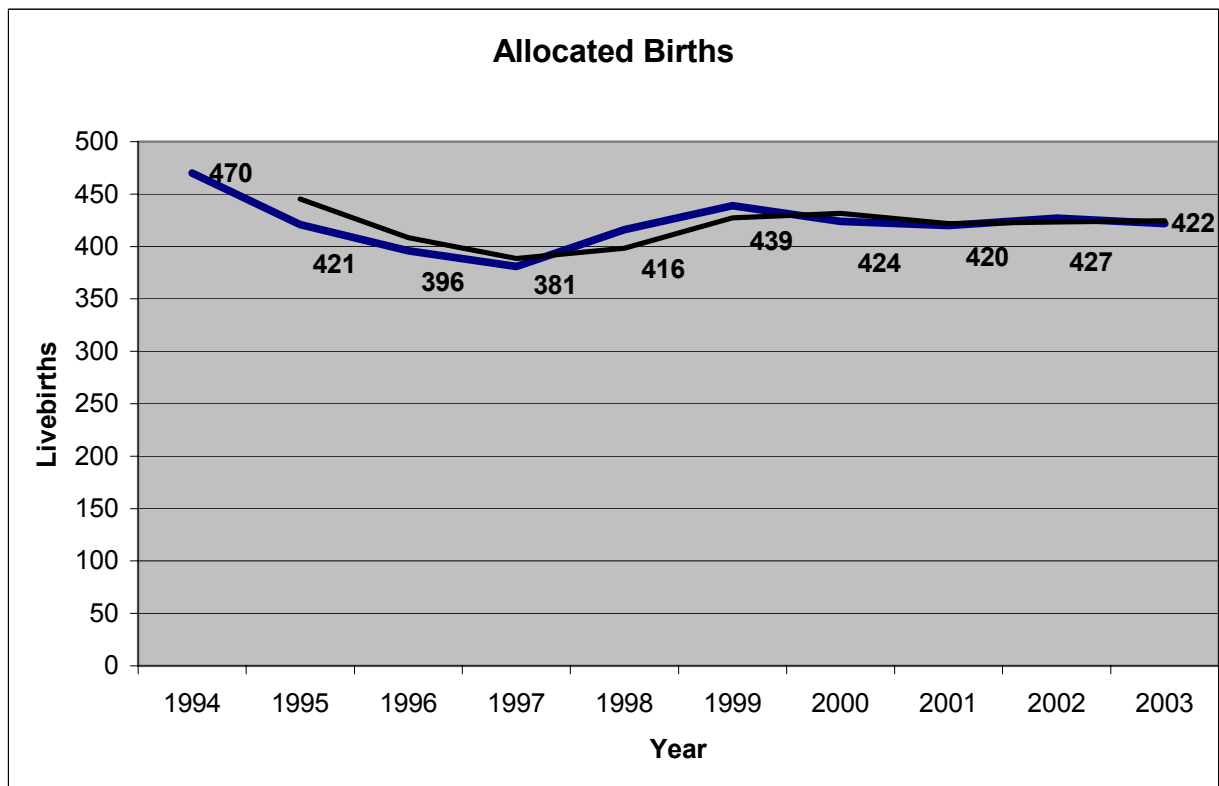


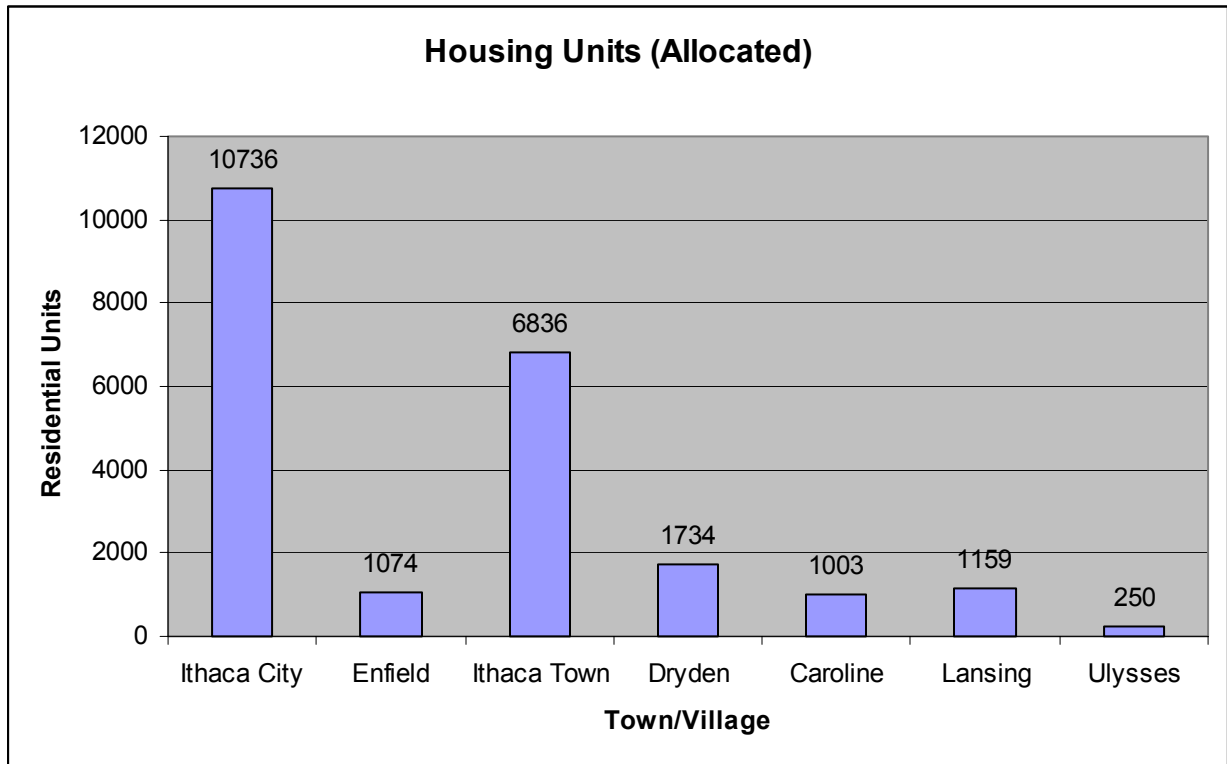
Figure 1 shows the births allocated to the district from all of the sending communities. These live birth totals project kindergarten births five years later. For example, children born in 1997 will become kindergarten students in the year 2002. By doing this for a five-year period an average growth/decline ratio is built to project future kindergarten populations. The table shows that with the exception of 1994 when there were 470 births allocated to the District, the birth rate has been relatively stable during the five years prior to 1999. It is expected that the birth rate will remain stable during the five-year period of the projection.

The five-year history of enrollment and the live-birth data are combined to produce the cohort projection.

### Impact of New Residential Housing

After the cohort projection is completed, the next step is to determine the impact that new housing will have on future enrollments. The first step in the process is estimate the number of new residences, which may be constructed during the projection period. If it is determined that new housing will not effect enrollments, then this stage is bypassed. In addition, the estimated number of students expected to be yielded by each new residence is calculated. The total number of residential units within the Ithaca City School District is 22,792 units. Figure 2 shows the number of units by sending community:

**Figure 2**



By dividing the total number of students by the total number of residential units a yield number is estimated. In this case the current enrollment is 5,447 students. The total number of units is 22,792. The formula is  $5,447/22,792 = .24$ . This means that for any new housing unit constructed in the District we can expect .24 students to enter the District.<sup>5</sup>

**Figure 3**

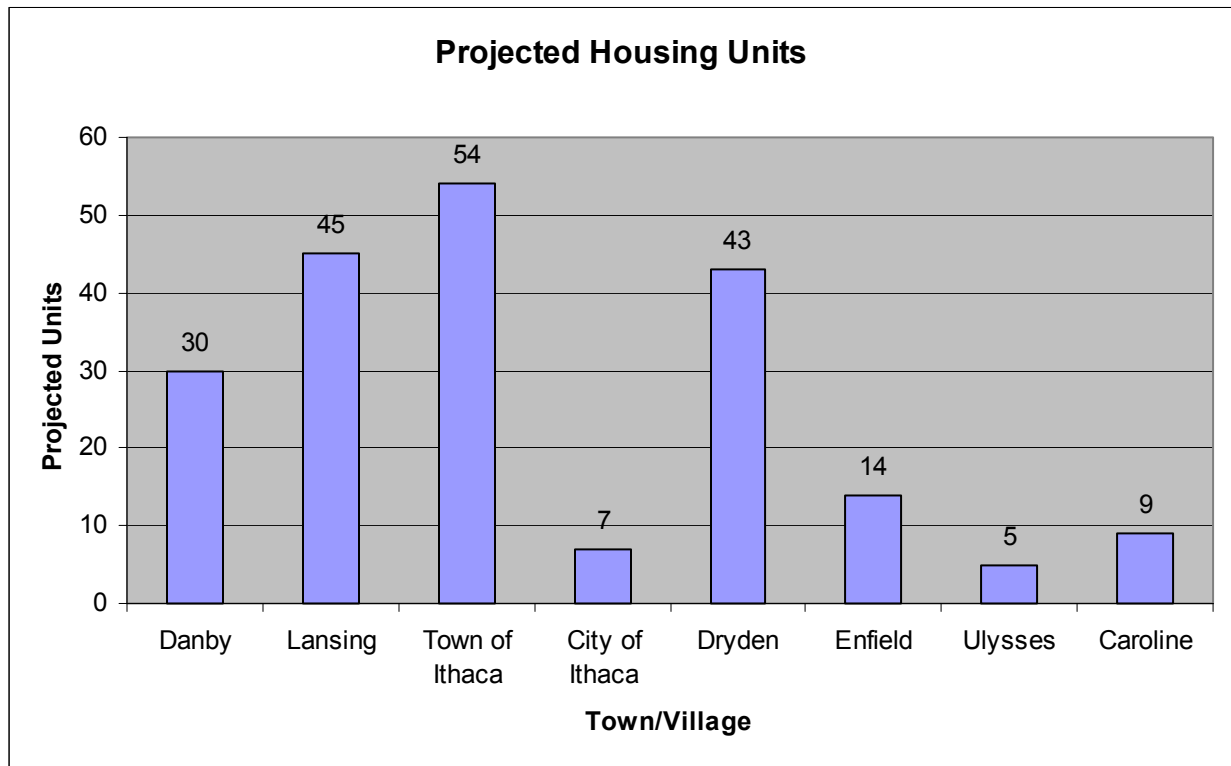


Figure 3 shows the number of expected housing units to be built in the District.<sup>6</sup> Currently permits have been issued for a total of 207 units to be built. Using the formula, which multiplies the number of expected students per new household (.24) by the number of units to be built, the number of new students based on new housing is estimated. In this case  $207 * .24 = 50$  students. These students are then allocated over the thirteen grades (K-12). As a result we add 4 students per grade level to the cohort projection ( $50 \text{ students}/13 \text{ grades} = 3.83$ --round up to 4). Because the majority of these

<sup>5</sup> This methodology takes into account all types of residential housing units. It does not assign a specific value to a specific type of housing unit, it also does not use bedroom counts which tend to inflate projections. It clearly does not mean that four houses produce one student, it states, rather, that four housing units (which could be apartments, townhouses, trailers, double-wides, etc.) will produce 1 student. This allows for units which do not result in students in the system.

<sup>6</sup> As with the birth calculations, the permits are allocated based upon the percentage of students and the approximate land mass of those towns and villages that are not completely contained in the Ithaca City School District).

units are single or two family homes and are minor subdivisions they are added to the first year of the projection as they are expected to be completed prior to the opening of school. The number of new housing units will have some impact on the projections and will be included.

The projections are made only on known new housing units, either information provided as issued permits or from new housing information provided from the Code Enforcers from each of the communities comprising the Ithaca City School District. Permit data is based upon permits issued between January, 2003 and October, 2003 (the latest information to date).

## **Enrollment History**

**Table 1 -- Five-Year Enrollment History**

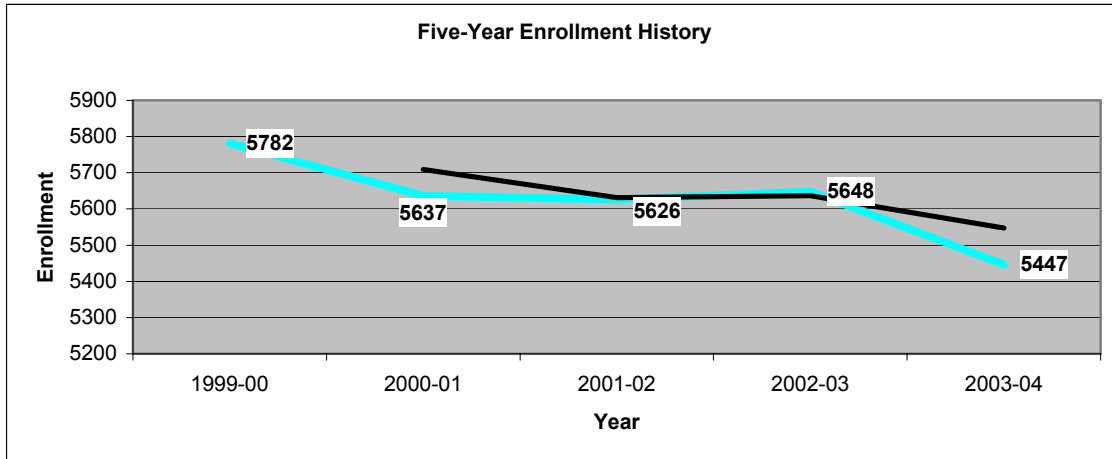
Table 1 shows the five-year enrollment history of the Ithaca City School District. The enrollment declined by 335 students or approximately 6%. Figure 4 shows the decrease. Note: There are some discrepancies between these numbers and the counts from the ICSD business office that will need to be addressed at a later time.

**Table 1**

Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	K-5	6-8	9-12	Sub	SP <sup>7</sup>	Total
99-00	470	454	422	444	444	459	447	405	433	479	470	448	475	440	2670	1317	1833	582	038	5782
00-01	421	411	433	415	441	439	446	448	405	434	485	462	448	435	2585	1287	1830	570	265	5637
01-02	396	412	397	415	406	438	426	487	449	424	477	494	449	420	2494	1360	1840	569	468	5626
02-03	381	428	392	398	410	404	455	424	487	453	483	425	502	470	2487	1364	1880	573	183	5648
03-04	416	389	429	373	393	414	405	456	426	484	477	438	396	446	2403	1366	1757	552	679	5447

<sup>7</sup> Special Education self-contained

**Figure 4**



The blue line in Figure 4 shows the decrease. The black line is the five-year moving average, which shows that the decline is slowing.

**Enrollment Projection**

Table 2 shows the five-year enrollment projection for the Ithaca City School District. This table is the cohort survival table based upon the five-year history **without** considering new housing. The table shows that the population decline will continue over the next five years, but at a slower rate than during the previous five-year period.

**Table 2--No Buildout**

Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	K-5	6-8	9-12	Total
04-05	439	443	377	418	368	392	412	414	457	432	521	453	429	375	2409	1303	1778	5490
05-06	424	427	429	367	412	367	390	422	415	463	464	495	444	407	2392	1299	1809	5501
06-07	420	423	414	417	362	411	365	399	422	420	498	441	485	421	2393	1242	1844	5479
07-08	427	431	410	403	412	361	409	374	400	428	452	473	432	459	2426	1201	1816	5444
08-09	427	431	417	399	398	411	359	419	374	405	460	430	463	409	2414	1198	1763	5375

**Figure 5--No Buildout**

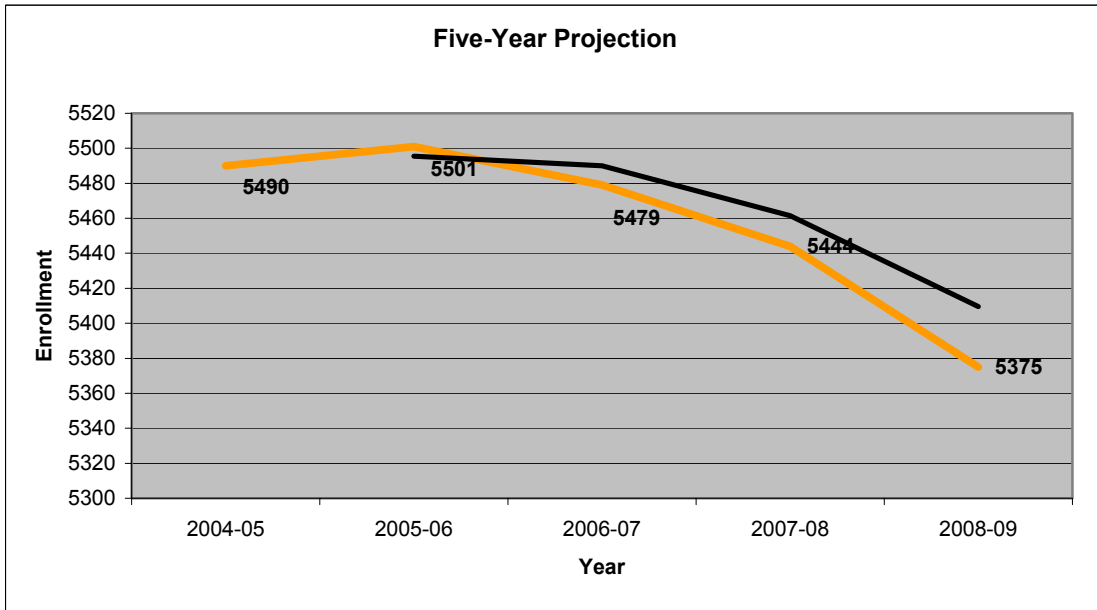


Figure 5 shows the enrollment decline from the first year of the projection (2004). The overall decline from the current school year (2003) is projected to be 72 students or approximately 1%.

Impact of New Housing Development

**Table 3-with Buildout**

Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	K-5	6-8	9-12	Sub	Total
04-05	439	447	381	422	372	396	416	418	461	436	525	457	433	379	2433	1315	1794	5542	5542
05-06	424	427	432	371	416	371	394	426	419	467	469	498	448	410	2412	1312	1825	5549	5549
06-07	420	423	414	421	366	415	369	403	427	424	502	445	488	424	2409	1254	1860	5523	5523
07-08	427	431	410	403	416	365	413	378	404	432	457	477	436	463	2437	1214	1833	5483	5483
08-09	427	431	417	399	398	414	363	423	378	409	465	434	467	413	2422	1210	1779	5411	5411

Table 3 shows the five-year projection, which includes potential students based upon new housing development. The estimated 50 new students are distributed in the first year of the projection. The five-year projection with build out (new homes being added) shows that the enrollments will be flat for the five-year period. The 2003 enrollment of 5,447 will decrease to 5,411, a decrease of 36 students that is insignificant.

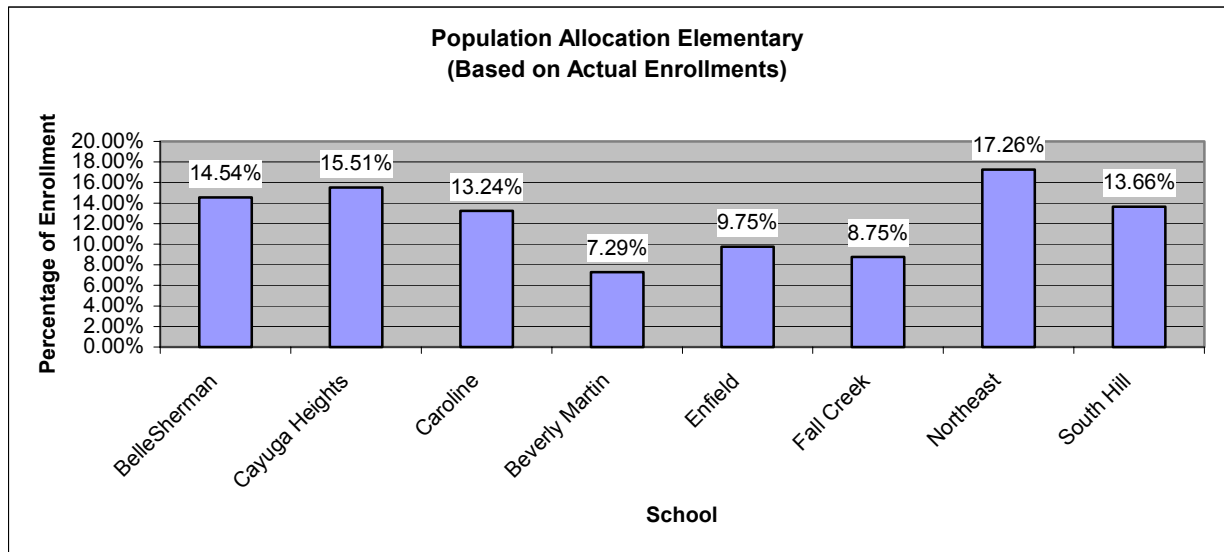
## Summary of District-Wide Projections

The five-year projection was presented in two ways. Table 2 showed the projection without build out (new housing). Table 3 presented the projection with buildout (housing). Without build out the cohort survival table shows that the District will decline by approximately 72 students during the next five years. With buildout the decline will be less significant (36 students). In either case the projection shows that enrollment will remain relatively flat during the five projected years.

## **Enrollment Projections by School**<sup>8</sup>

This section provides enrollment projections for each of the individual schools in the District. Because the population size used for district-wide projections is much larger than each individual school, adjustments to the school projections have to be made. In order to make school projections, the percentage of enrollment each school represents in the current year is allocated to the total district projection. For example, Belle Sherman over the five-year history represents 14.54% of the elementary population. When the projection is made for the District, 14.54% of the projected number is allocated to Belle Sherman. Figure 6 shows the allocation for each of the elementary schools (five-year average). Housing was not projected for the individual schools so this growth could possibly be slightly, but insignificantly, higher.

**Figure 6**



<sup>8</sup> Open enrollment was not considered for the individual school projections. The school projections were based upon the five-year actual enrollments in the building. The fluidity of open enrollment programs makes projections highly unreliable. The potential impact of open enrollment on the projections is shown in Appendix A.

Elementary Schools

The overall elementary school population shows little change over the five-year projection period (2,403 students in 2003 to 2,414 students in 2008).

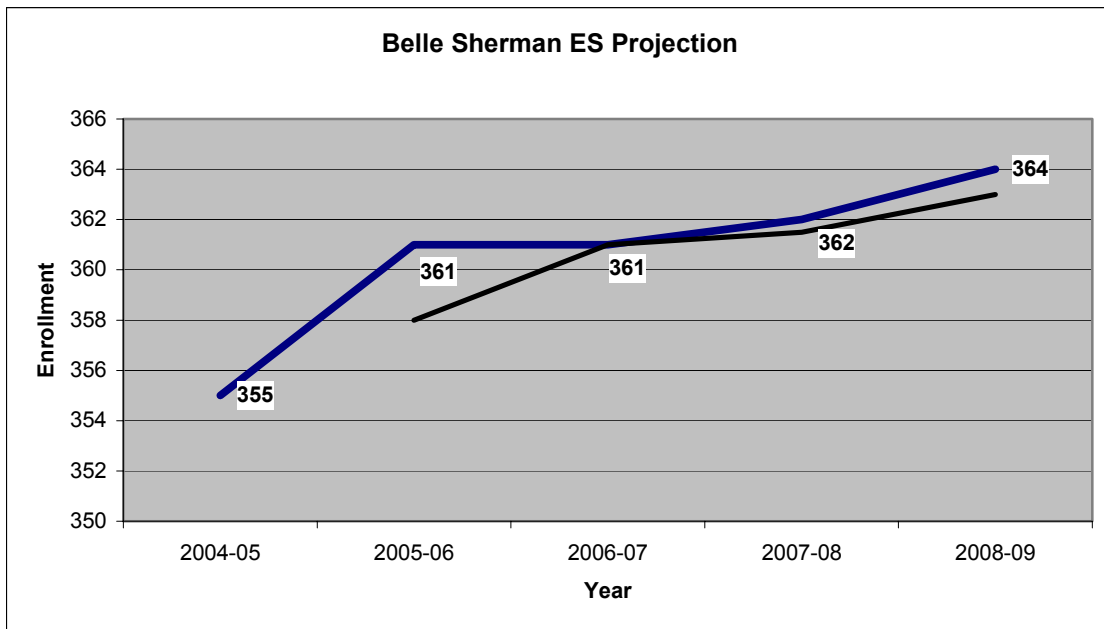
**Belle Sherman Elementary School**

Table 4 and Figure 7 show that Belle Sherman Elementary School will show slight growth during the projection period. The overall gain will be 9 students over the five-years.

**Table 4**

Year	Births	K	1	2	3	4	5	K-5	SP	Total
04-05	69	68	62	60	56	57	52	355		355
05-06	67	66	71	57	56	54	57	361		361
06-07	66	64	69	65	54	55	53	360		360
07-08	67	64	66	63	62	53	55	363		363
08-09	67	64	68	62	58	60	52	364		364

**Figure 7**



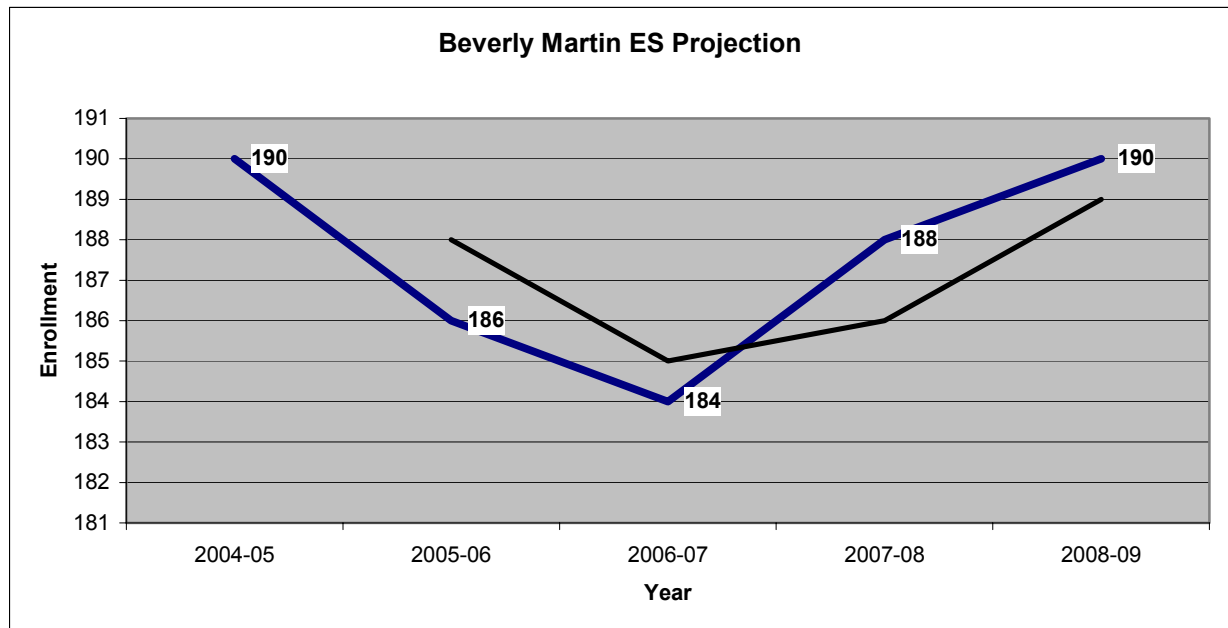
## Beverly J. Martin Elementary School

Table 5 and Figure 8 show that Beverly J. Martin Elementary School will maintain a stable enrollment during the projection period.

**Table 5**

Year	Births	K	1	2	3	4	5	K-5	SP	Total
04-05	34	41	33	28	25	29	34	190		190
05-06	33	39	37	29	27	25	29	186		186
06-07	33	39	37	34	26	23	25	184		184
07-08	33	39	36	32	33	25	23	188		188
08-09	33	37	35	31	32	29	26	190		190

**Figure 8**



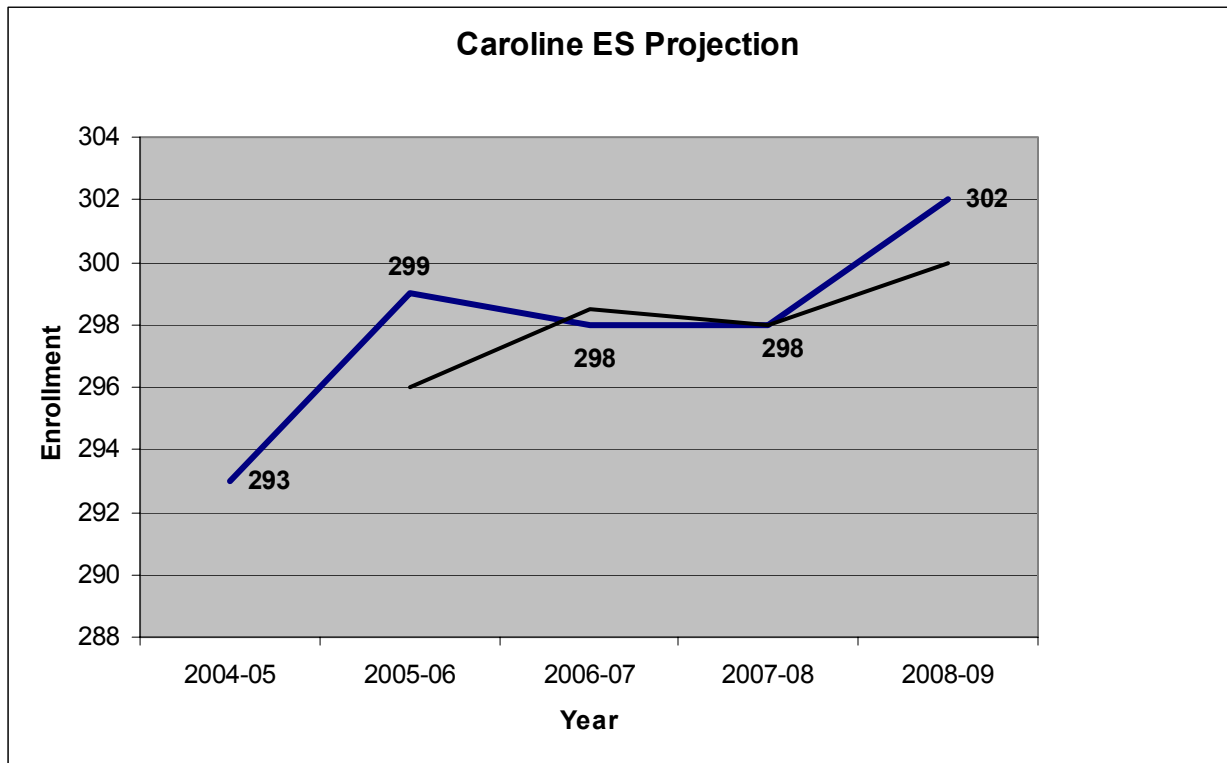
## Caroline Elementary School

Caroline Elementary School will show slight growth during the projection period. There will be an increase of approximately 9 students.

**Table 5**

Year	Births	K	1	2	3	4	5	K-5	SP	Total
04-05	64	56	51	44	49	51	45	296	3	293
05-06	61	53	54	47	45	52	51	302	3	299
06-07	61	53	51	51	48	47	51	301	3	298
07-08	62	53	50	48	51	51	48	301	3	298
08-09	62	53	51	48	48	54	51	305	3	302

**Figure 9**



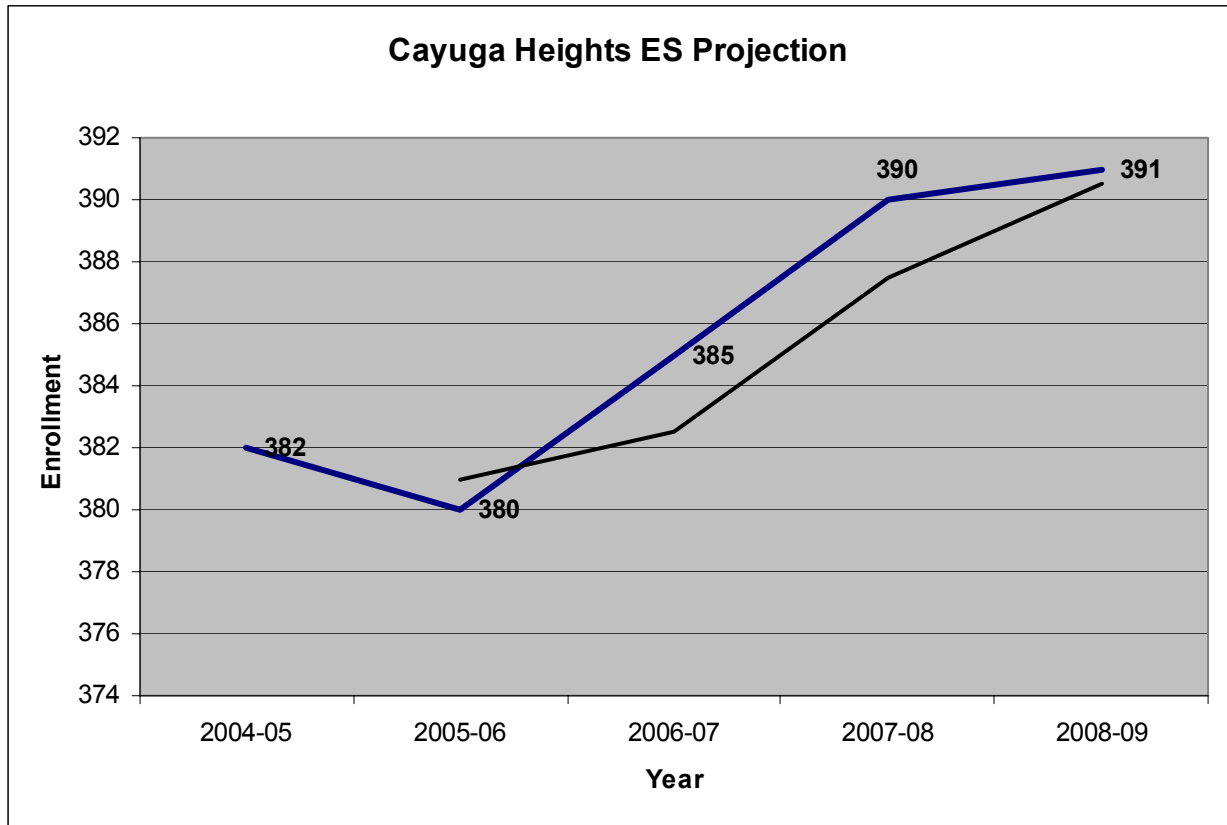
## Cayuga Heights Elementary School

Enrollment in Cayuga Heights Elementary School will increase by 9 students during the projection period.

**Table 7**

Year	Births	K	1	2	3	4	5	K-5	SP	Total
04-05	75	68	56	59	65	63	71	382		382
05-06	72	65	66	52	68	67	63	380		380
06-07	72	65	63	62	60	69	66	385		385
07-08	73	65	63	60	72	61	69	390		390
08-09	73	67	65	58	69	73	59	391		391

**Figure 10**



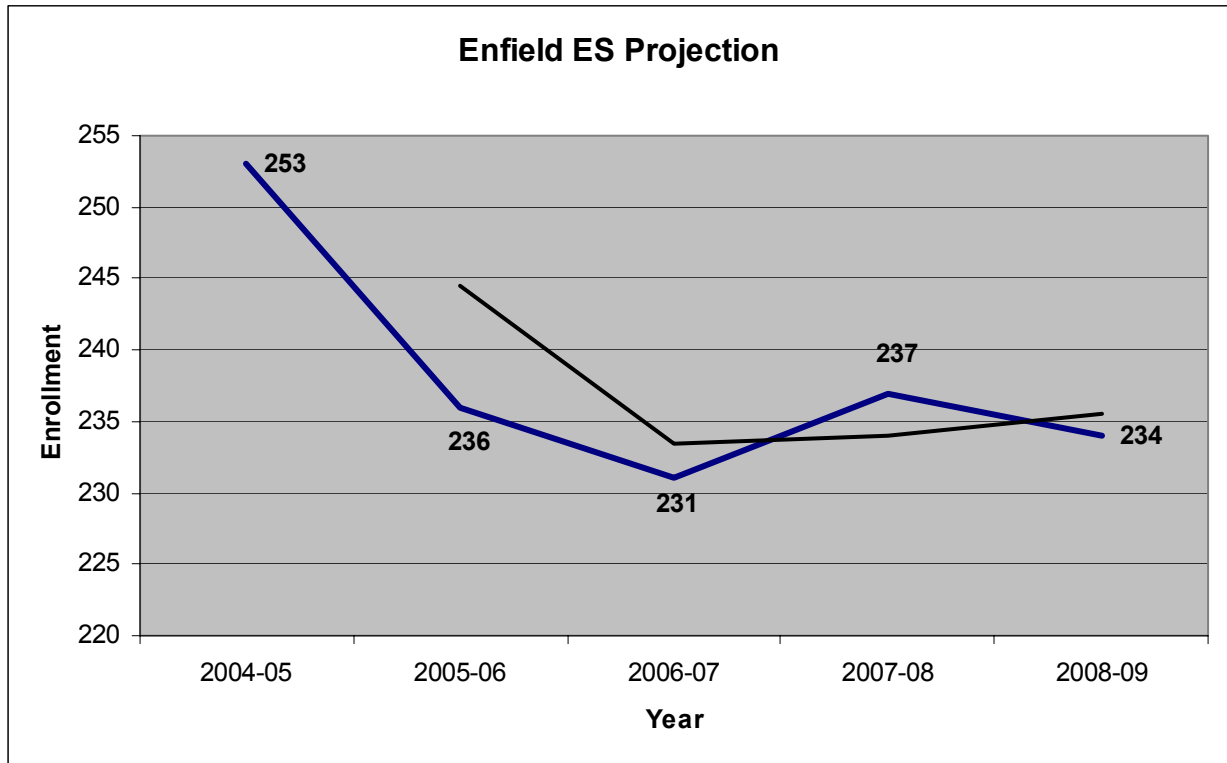
## Enfield Elementary School

Enfield Elementary School enrollment will decline by 19 students during the projection period.

**Table 8**

Year	Births	K	1	2	3	4	5	K-5	SP	Total
04-05	41	46	44	43	32	38	50	253		253
05-06	39	43	41	44	37	31	40	236		236
06-07	39	43	39	43	39	36	31	231		231
07-08	40	43	39	40	39	38	38	237		237
08-09	40	42	40	40	36	37	39	234		234

**Figure 11**



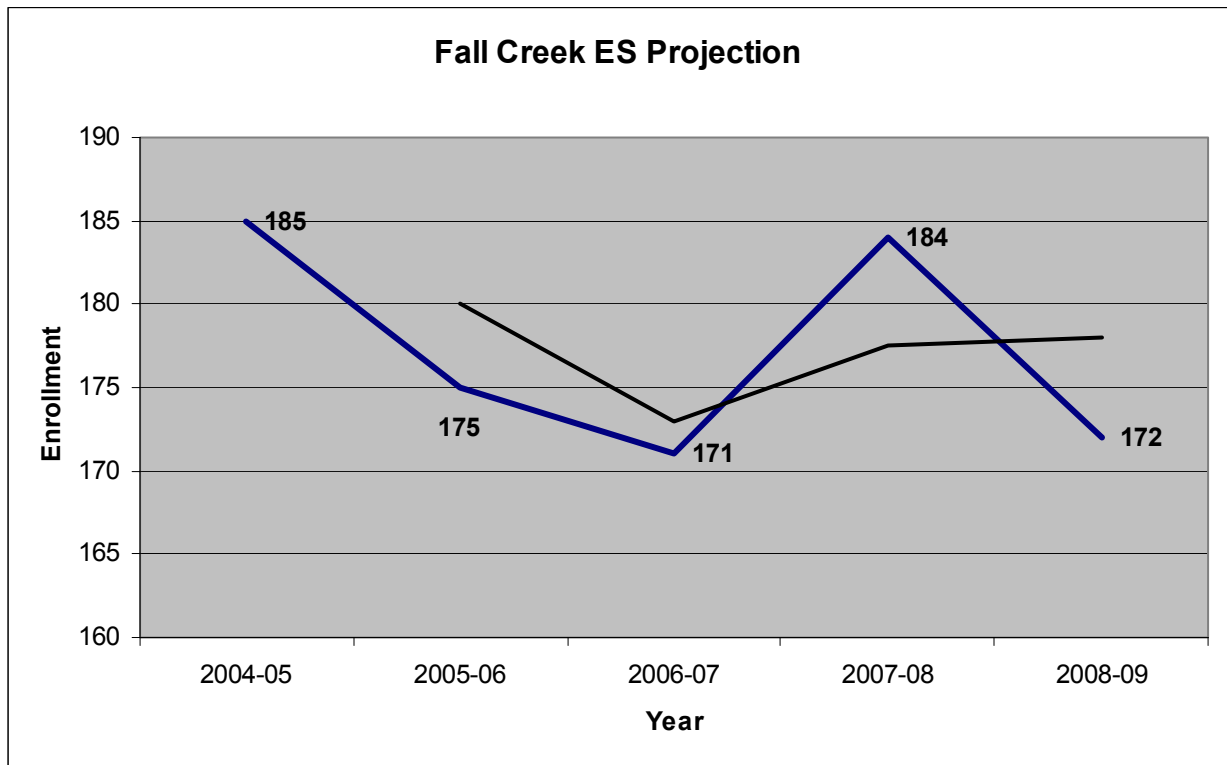
## Fall Creek Elementary School

Fall Creek Elementary School will show a decline in enrollment during the projection period of 13 students.

**Table 9**

Year	Births	K	1	2	3	4	5	K-5	SP	Total
04-05	43	39	16	45	18	31	36	185	0	185
05-06	41	36	35	15	41	17	31	175	0	175
06-07	41	36	33	34	14	38	16	171	0	171
07-08	42	36	32	34	31	14	37	184	0	184
08-09	42	34	33	31	31	30	13	172	0	172

**Figure 12**



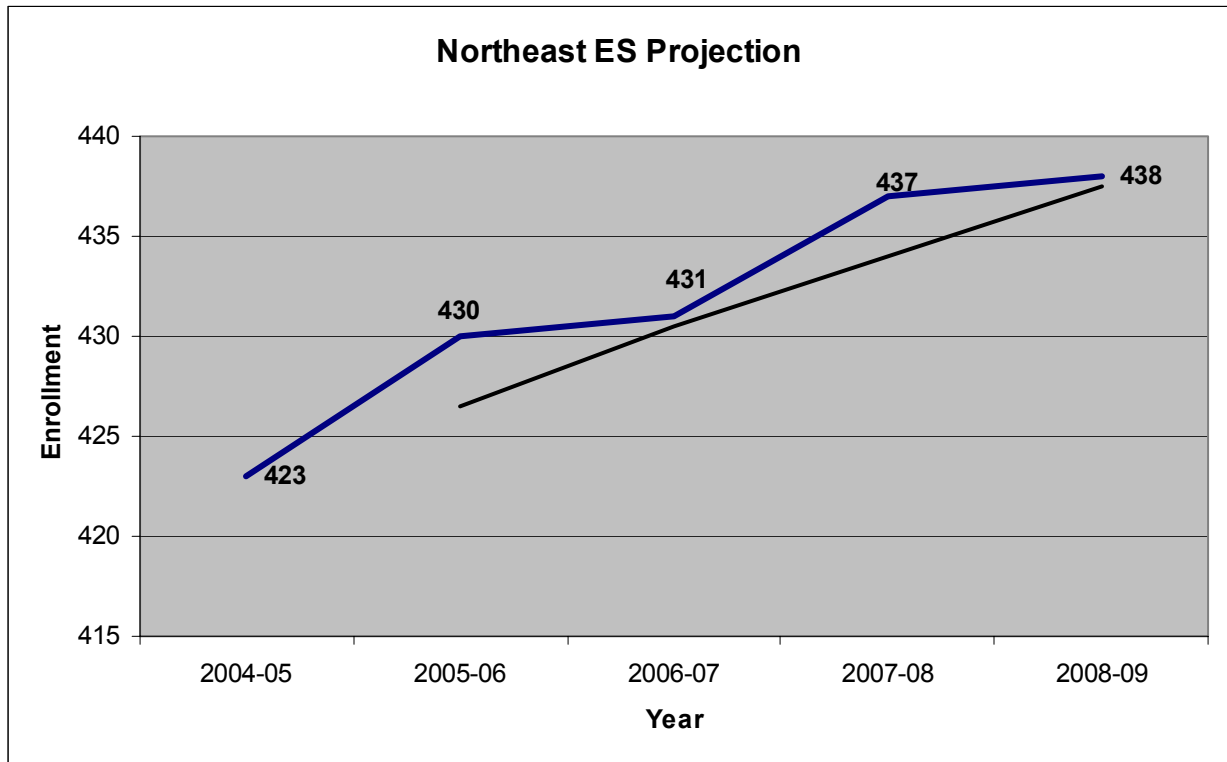
## Northeast Elementary School

Northeast Elementary School will show an increase of 15 students during the projection period.

**Table 10**

Year	Births	K	1	2	3	4	5	K-5	SP	Total
04-05	79	77	71	74	70	73	69	434	11	423
05-06	77	74	76	74	72	71	74	441	11	430
06-07	76	73	74	80	71	73	71	442	11	431
07-08	77	73	73	77	76	74	75	448	11	437
08-09	77	73	74	76	74	78	74	449	11	438

**Figure 13**



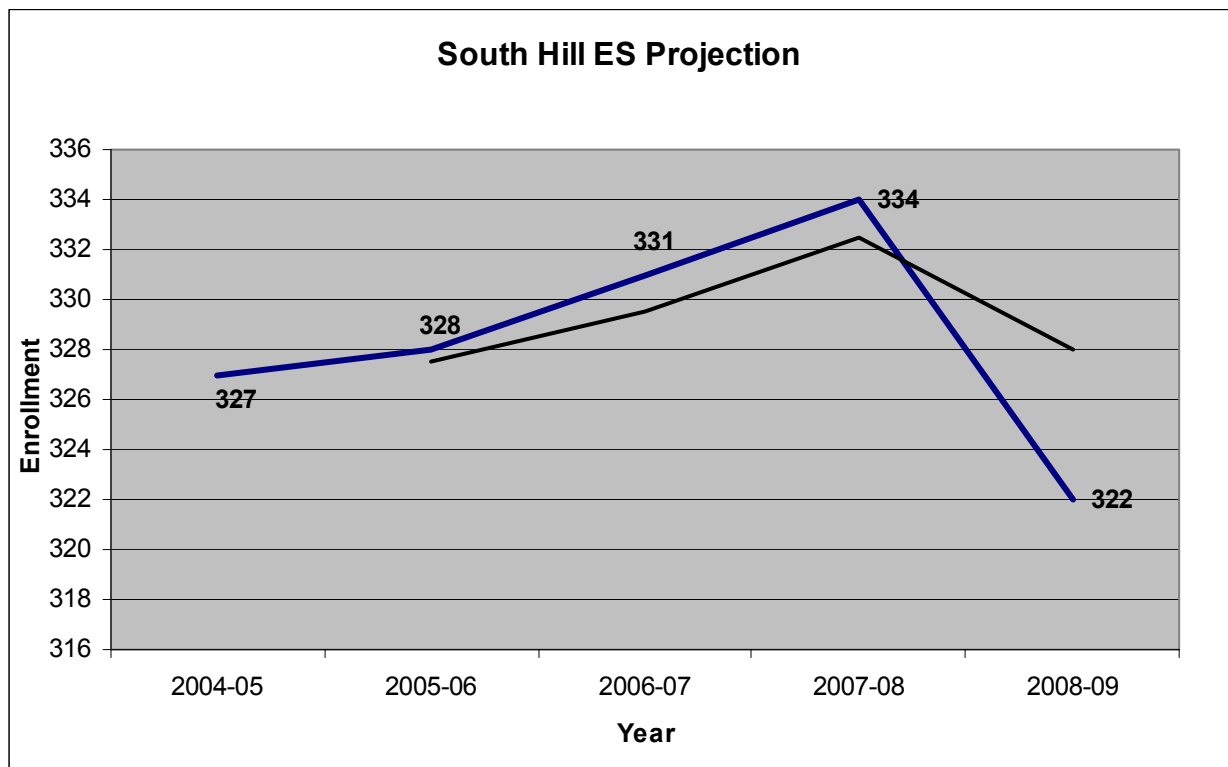
## South Hill Elementary School

**Table 11**

South Hill Elementary School will show a slight decline of 5 students during the projection period.

Year	Births	K	1	2	3	4	5	K-5	SP	Total
04-05	67	66	48	66	52	50	50	332	5	327
05-06	65	63	61	47	62	53	47	333	5	328
06-07	64	62	58	59	45	63	49	336	5	331
07-08	66	63	57	57	56	46	60	339	5	334
08-09	66	63	58	55	53	55	43	327	5	322

**Figure 14**



## Middle Schools

The middle schools show the most significant level of decline for the projection period. The overall decline is from 1,366 students in 2003 to 1,198 students in 2008. This is a decline of approximately 14%.

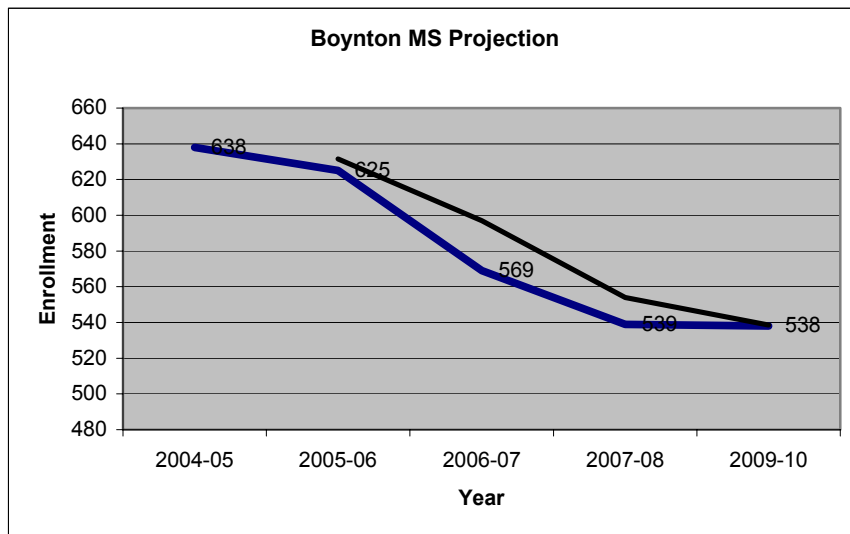
### **Boynton Middle School**

Boynton Middle School shows a substantial decline in enrollment during the projection period. The 2003-2004 population of Boynton Middle School was 660 students. This is expected to decline to 538 students during the 2008-2009 school year. That is an estimated decline of 122 students or approximately 22%.

**Table 12<sup>9</sup>**

Year	6	7	8	6-8
04-05	192	205	241	638
05-06	212	199	214	625
06-07	144	219	206	569
07-08	165	149	225	539
08-09	212	174	152	538

**Figure 15**



<sup>9</sup> These figures include grades 6-8 ACS students who have been added back to their home school for the purposes of this study.

One of the reasons for this significant decline in the enrollment may be attributable to issues regarding one of the feeder schools--Fall Creek Elementary School. Fall Creek has a significantly declining enrollment. In addition, there are two grades in the 2003 school year, which have far lower enrollments than the other grades. Kindergarten has only 17 students enrolled while the second grade has only 19. The other grades are in the 30's and 40's. This has impacted the projections for Boynton (and for the overall middle school projection).

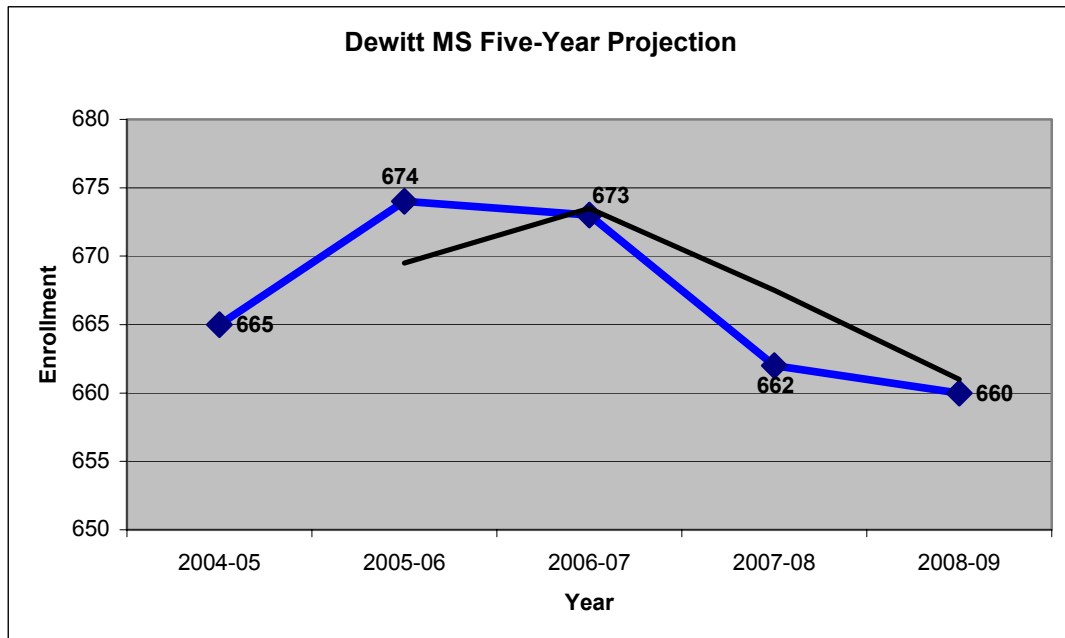
## DeWitt Middle School

DeWitt Middle School will show minimal growth during the projection period. It is estimated that the growth will be approximately 5 students during the five-year projection.

**Table 13<sup>10</sup>**

Year	5	6	7	8	6-8
04-05	202	217	224	224	665
05-06	197	227	223	224	674
06-07	182	223	232	218	673
07-08	185	206	227	229	662
08-09	206	210	220	230	660

**Figure 16**



<sup>10</sup> These figures include grades 6-8 ACS students who have been added back to their home school for the purposes of this study.

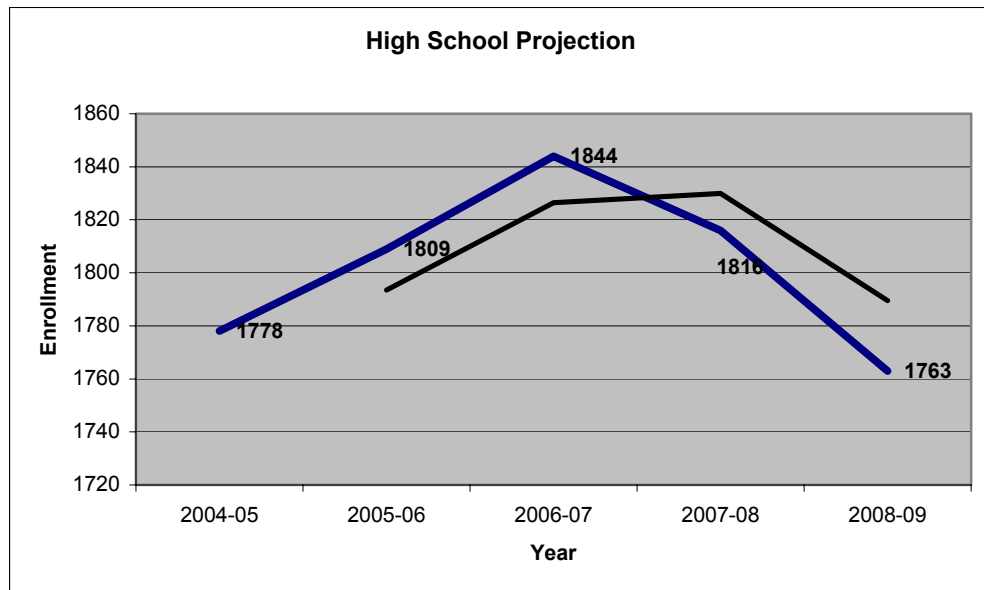
## Ithaca High School

Ithaca High School will show a slight decline over the period of the projection. By the fifth year of the projection period there will be a decrease of 15 students. However, there will be a spike in the enrollment in the second, third, and fourth year of the projection with the greatest number of students in the 2006-2007 school year (1,844).

**Table 14**<sup>11</sup>

Year	9	10	11	12	9-12
04-05	521	453	429	375	1778
05-06	464	495	444	407	1809
06-07	498	441	485	421	1844
07-08	452	473	432	459	1816
08-09	460	430	463	409	1763

**Figure 17**



<sup>11</sup> These figures include ACS students in grades 9-12 that have been added back into the Ithaca High School enrollments for the purposes of this study.

## Minority Population

The minority population in the District grew from 21% of the total population in 1999-2000 to 26% of the enrollment in the current school year. This is an increase of approximately 1% per year. This rate of growth is expected to continue during the five-year projection.

**Figure 18**

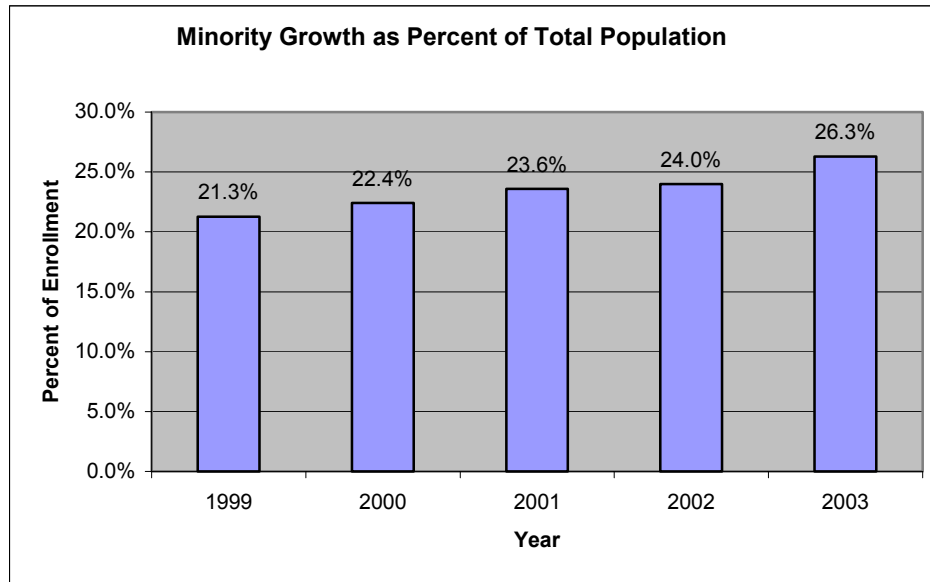
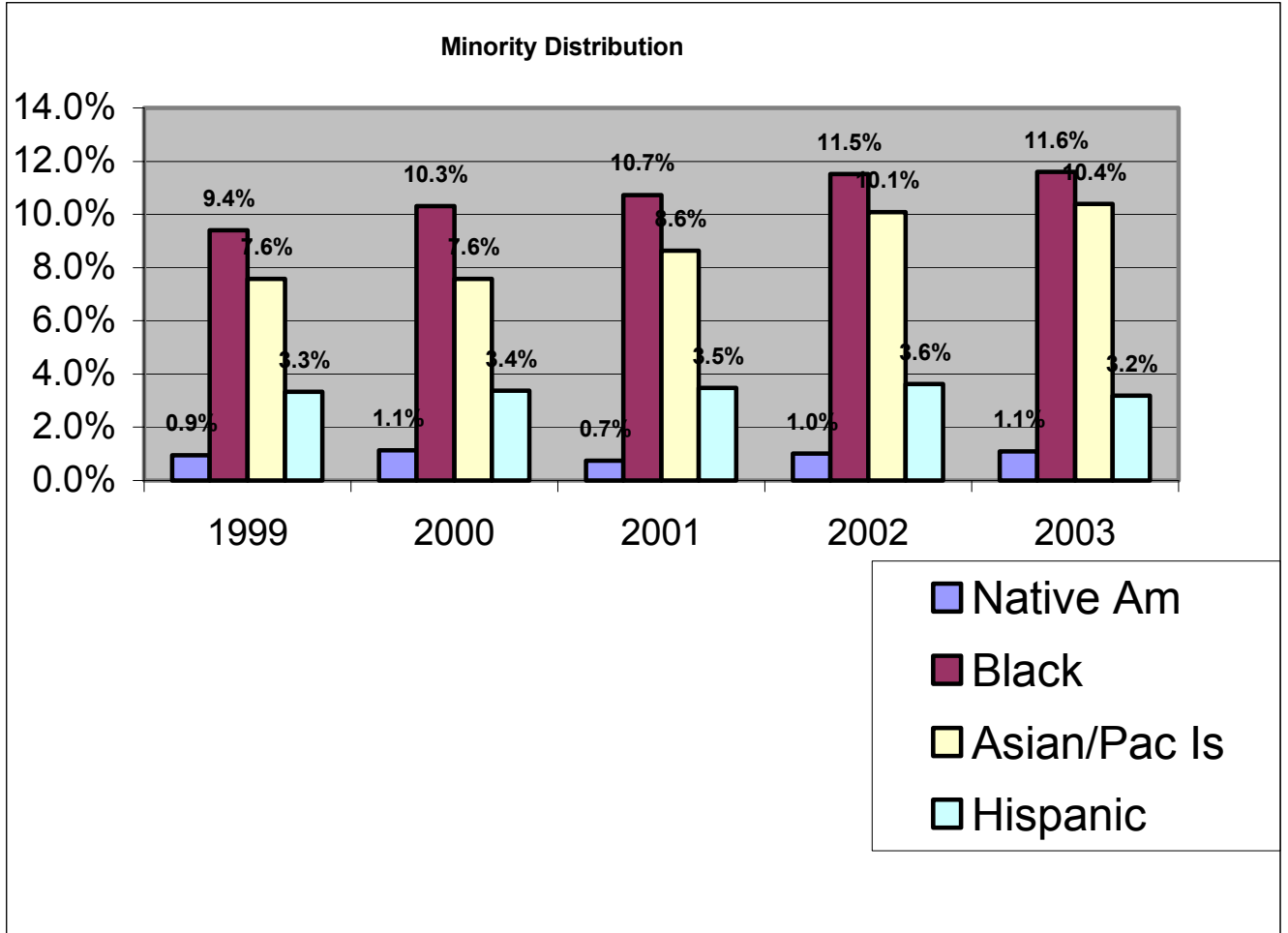


Figure 19 shows the percentage of minority students by ethnicity. The largest minority group in the District comprises African-American students. The African-American population grew from 9.4% in 1999 to 11.6% in 2003. This is an average growth of .44% per year. The Asian-Pacific Islander population grew from 7.6% of the population in 1999 to 10.4% in 2003. This is an average annual growth of .56% per year. All other minority groups remained relatively stable in terms of percentage of population.

The two largest minority groups in the District are African-American students and students classified as Asian/Pacific Islander. Although both groups are growing at less than 1% per year there is a slightly higher growth rate amongst the Asian/Pacific Islander group.

Figure 19



## Socio-Economic Status

Information regarding students defined as coming from a lower socio-economic status is provided. This data may be of use in determining the need for additional student services. The only way in which student in this category can be defined is by those who receive free and reduced lunch.

From 1999-2003 the overall percentage of students receiving free and reduced lunch went from 19.3% of the population to 23.8%. This is an increase of 1% per year. It is reasonable to expect that this increase will continue during the projection period.

**Figure 20**

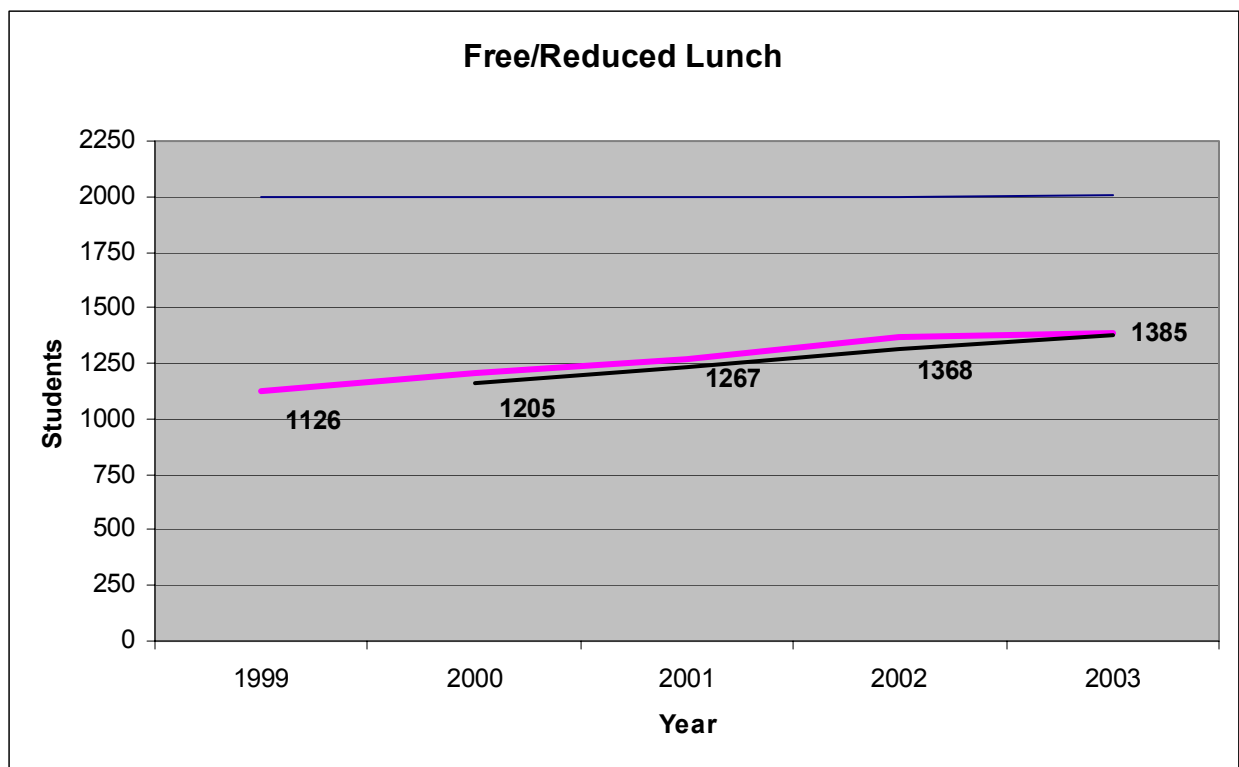
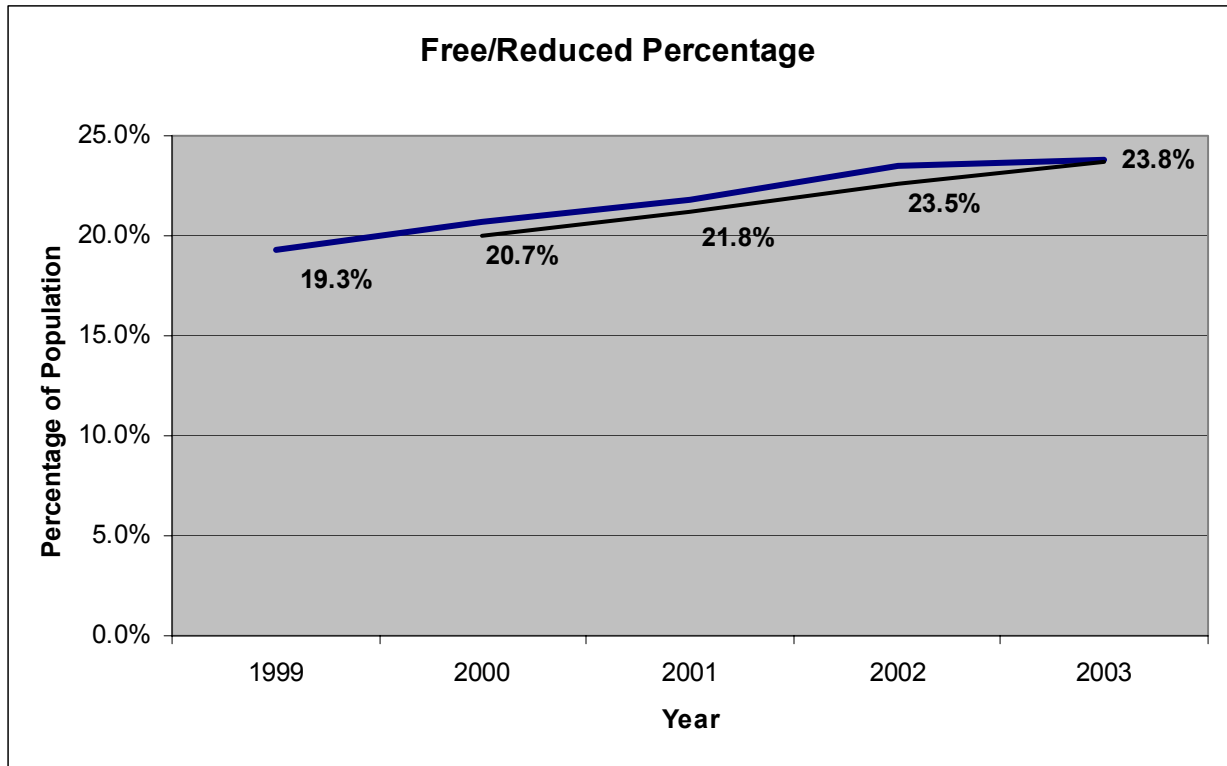


Figure 20 shows the increase in students receiving free or reduced lunch from 1,126 in 1999-2000 to 1,385 in 2003-2004. This is an increase of 259 students.

Figure 21 shows the increase as a percentage of enrollment. The percentage of students receiving free and reduced lunch increased from 19% of the population in 1999 to 24% of the population in 2003.

**Figure 21**



## Potential Impact of Open Enrollment

School	In Year 1	In Year 2	Average	Out Year 1	Out Year 2	Average	Net
Belle Sherman	62	48	55	36	46	41	+14
Beverly J. Martin	39	54	47	47	39	43	+4
Caroline	6	8	7	29	29	29	-22
Cayuga Hgts	11	17	14	60	43	52	-38
Enfield	2	2	2	42	49	46	-44
Fall Creek	85	80	83	13	49	31	+52
Northeast	30	18	24	10	13	12	+13
South Hill	40	38	39	26	22	24	+15
Total	275	265	270	263	290	277	-7

## Appendix A-Potential Impact of Open Enrollment

**Table 15 --Net Effect of Open Enrollment**

Open enrollment was not considered in the elementary school projections. Projections were based on the five-year average of actual enrollments in each elementary school. Table 15 above shows data on a two year average of open enrollments at each of the elementary schools. The first two columns show the number of open enrollment students received by each elementary school, the third column is the average for two years. The fourth and fifth columns show the number of students who attend elementary schools outside of their home district, the sixth column is the average. The net column shows the number which results in whether the school gains or loses population based upon open enrollment.

It must be emphasized that two years is statistically not reliable therefore, the impact of open enrollment on projections must be analyzed in that light. In addition, the fluidity and change based upon parental decisions makes accurate projections using open enrollment virtually impossible. However, an inference as to the impact on the facilities can be made by adding or subtracting the open enrollment students from the projections.

School	Year	2004	2005	2006	2007	2008
Belle Sherman		341	347	346	349	350
Beverly J. Martin		186	182	180	184	186
Caroline		315	321	320	320	324
Cayuga Hgts		420	418	423	428	429
Enfield		297	280	275	281	278
Fall Creek		133	123	119	132	120
Northeast		410	417	418	424	425
South Hill		312	313	316	319	307

**Table 16--Potential School Enrollments without Open Enrollment**

Table 16 shows the impact on the projections when the open enrollment students are retained in their home schools.

The effect is that each school would be effected, however the major impact would be on:

1. Caroline -- would increase population by 22 in each year.
2. Cayuga Heights -- would increase by 38
3. Enfield -- would increase by 44.
4. Fall Creek -- would decrease by 52

The rest of the schools would increase or decrease by less than 15 students.

The changes by retaining students in home schools have implications for capacity analysis of each building, potential changes in boundaries, or consolidation of schools. This should be subject for further study.



# **ITHACA CITY SCHOOL DISTRICT**

## **REDISTRICTING STUDY**

### **Section 3**

# **Open Enrollment Study**

## OVERVIEW OF OPEN ENROLLMENT STUDY

The recent status of open enrollment in the Ithaca City School District was examined as a part of this study. One issue that needed to be addressed was the historical tracking of open enrollment, by school, in the district's student information system files.

Since the advent of SASIxp as the district's student information software of choice, the staff has been working to integrate the new system into many different areas of recordkeeping. The administration has developed a process by which students who attend schools other than their home school of assignment can now be tracked over the course of their school career.

Previously, when a student was approved for open enrollment, the student was assigned to their school of choice and the student "became" a student of that school in terms of their student information historical file. There had been no way to flag a student's file to indicate that the student was in fact attending a school outside of their home school assignment. Because of this, there has been no way to track open enrollment trends over the past several years except by use of the paper applications that were submitted. However, this methodology was cumbersome, and also limited by the fact that enrollment history was not tracked in the system.

This study included data that examines open enrollment trends in a number of ways. First, open enrollment statistics were examined, by school, for the 2003-2004 school year and the 2002-2003 school year. Summary tables of the numbers of students school zones send out and receive through the open enrollment process are included. In addition, a current snapshot of the numbers of open enrolled students who are also enrolled in the federal free or reduced price lunch program are also included. Please note that, in this discussion of open enrollment, students that attend schools for programmatic reasons (such as English as a Second Language [ESL] or Special Education programs) are not included here. Those programs and their associated enrollments are addressed in Section 5 of this report.

### OPEN ENROLLMENT 2002-2003

In 2002-2003, a total of 275 (11.25%) elementary students were open enrolled to a school other than their home school. **Table 3.1** shows this information and is arranged by school site. The left hand column identifies the school and grade that the student attends through the open enrollment program, and the successive columns to the right of the first column displays the counts of students from each school, by grade, that attend the school of open enrollment. For example, in 2002-2003, Belle Sherman Elementary had a total enrollment of 352 students, and 62 of those students were actually open enrolled and resided in school zones other than Belle Sherman's established zone. In that school year, 17.61% of Belle Sherman's students actually resided in one of the other seven elementary school zones. For the 2002-2003 school year, the range of percentages of open enrolled students for the ICSD elementary schools ranged from a low of less than 1% (Enfield) to a high of 39.53 % (Fall Creek).

Table 3.1

### ICSD Open Enrollment, By School and Grade, 2002-2003

This chart shows open enrollments for each school (left column). Home schools are listed across the top of the chart. **Example:** Belle Sherman has 8 open-enrolled Kindergarten Students, and their home schools are: BJM(2), Caroline (2), Enfield (2) , and South Hill (2).

	Home School →									Total OE	Total Enr.	Total % O/E
	BS	BJM	CAR	CH	ENF	FC	NE	SH	Other			
Belle Sherman K	na	2	2	0	2	0	0	2	0	8	352	17.61%
Belle Sherman 1	na	0	2	2	1	2	1	4	1	13		
Belle Sherman 2	na	1	5	1	1	3	0	1	1	13		
Belle Sherman 3	na	0	1	1	0	0	2	1	1	6		
Belle Sherman 4	na	3	3	1	1	0	0	2	1	11		
Belle Sherman 5	na	1	7	1	0	0	1	1	0	11		
<b>Total</b>	<b>na</b>	<b>7</b>	<b>20</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>62</b>		
BJM K	1	na	0	4	0	0	0	2	0	7	179	21.79%
BJM 1	5	na	0	1	1	0	0	1	0	8		
BJM 2	4	na	0	3	0	0	0	0	0	7		
BJM 3	4	na	0	3	2	0	0	0	0	9		
BJM 4	1	na	0	1	0	0	0	3	0	5		
BJM 5	2	na	0	0	0	1	0	0	0	3		
<b>Total</b>	<b>17</b>	<b>na</b>	<b>0</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>39</b>		
Caroline K	0	0	na	0	0	0	0	0	0	0	301	1.99%
Caroline 1	0	0	na	0	0	0	0	1	0	1		
Caroline 2	0	0	na	0	1	0	0	0	0	1		
Caroline 3	0	0	na	0	0	0	0	0	0	0		
Caroline 4	0	0	na	1	0	0	0	2	0	3		
Caroline 5	0	0	na	0	0	0	0	1	0	1		
<b>Total</b>	<b>0</b>	<b>0</b>	<b>na</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>6</b>		
Cay. Hts K	0	0	0	na	0	0	0	0	0	0	389	2.83%
Cay. Hts 1	0	1	0	na	0	0	1	0	0	2		
Cay. Hts 2	1	0	0	na	0	0	0	0	0	1		
Cay. Hts 3	0	0	0	na	0	0	1	0	0	1		
Cay. Hts 4	0	0	0	na	1	0	0	1	1	3		
Cay. Hts 5	0	0	1	na	0	1	2	0	0	4		
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>na</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>11</b>		

	Home School →										Total	Enr.	% O/E
	BS	BJM	CAR	CH	ENF	FC	NE	SH	Other	Total OE			
Enfield 1	0	0	0	0	na	0	0	0	0	0	0	242	0.83%
Enfield 2	0	0	0	1	na	0	0	0	0	0	1		
Enfield 3	0	0	0	0	na	0	0	0	0	0	0		
Enfield 4	1	0	0	0	na	0	0	0	0	0	1		
Enfield 5	0	0	0	0	na	0	0	0	0	0	0		
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>na</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>		

Fall Creek K	1	6	1	3	2	na	0	0	1	14	215	39.53%
Fall Creek 1	0	0	0	3	1	na	0	1	0	5		
Fall Creek 2	2	8	1	2	3	na	0	0	1	17		
Fall Creek 3	0	6	1	4	2	na	1	2	0	16		
Fall Creek 4	2	5	2	5	2	na	0	1	1	18		
Fall Creek 5	1	7		4	2	na	0	0	1	15		
<b>Total</b>	<b>6</b>	<b>32</b>	<b>5</b>	<b>21</b>	<b>12</b>	<b>na</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>85</b>		

Northeast K	0	0	0	0	0	0	na	0	0	0	433	6.93%
Northeast 1	1	0	0	2	0	0	na	0	1	4		
Northeast 2	0	0	0	3	3	0	na	0	0	6		
Northeast 3	1	1	0	0	3	0	na	0	0	5		
Northeast 4	0	0	0	0	2	0	na	0	1	3		
Northeast 5	0	0	0	7	5	0	na	0	0	12		
<b>Total</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>na</b>	<b>0</b>	<b>2</b>	<b>30</b>		

S. Hill K	2	2	2	0	0	1	1	na	0	8	333	12.01%
S. Hill 1	1	0	1	1	2	1	0	na	1	7		
S. Hill 2	0	1	0	1	2	2	0	na	0	6		
S. Hill 3	2	0	0	4	1	0	0	na	0	7		
S. Hill 4	2	1	0	0	0	0	0	na	0	3		
S. Hill 5	2	2	0	1	2	2	0	na	0	9		
<b>Total</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>na</b>	<b>1</b>	<b>40</b>		

**Totals by school**      36      47      29      60      42      13      10      26      12      **275**      **2444**      **11.25%**

\*1/03

**Table 3.2** summarizes the 2002-2003 open enrollment statistics by sending school. The chart shows, for example, that in 2002-2003, Belle Sherman’s attendance zone contained 36 students living in that zone, but attended school elsewhere through the district’s open enrollment program.

**Table 3.2**

**ICSD Open Enrollment by Sending School, 2002-2003**

<u>Sending School</u>	<u>Grade</u>							
	<b><u>K</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>		<b><u>Total</u></b>
<b>Belle Sherman</b>	4	7	7	7	6	5		<b>36</b>
<b>BJM</b>	10	1	10	7	9	10		<b>47</b>
<b>Caroline</b>	5	3	6	2	5	8		<b>29</b>
<b>Cay. Hts</b>	7	9	11	12	8	13		<b>60</b>
<b>Enfield</b>	4	5	10	8	6	9		<b>42</b>
<b>Fall Creek</b>	1	3	5	0	0	4		<b>13</b>
<b>Northeast</b>	1	2	0	4	0	3		<b>10</b>
<b>South Hill</b>	4	7	1	3	9	2		<b>26</b>
<b>Other</b>	1	3	2	1	4	1		<b>12</b>
<b><u>Total</u></b>								<b><u>275</u></b>

**Table 3.3** summarizes the number of students in 2002-2003 that each school sent and received within the open enrollment program.

**Table 3.3**

**ICSD Open Enrollment Send/Receive 2002-2003**

	<b>Sends</b>	<b>Receives</b>	<b>Net</b>
<b>Belle Sherman</b>	36	<b>62</b>	26
<b>BJM</b>	<b>47</b>	39	-8
<b>Caroline</b>	<b>29</b>	6	-23
<b>Cay. Hts</b>	<b>60</b>	11	-49
<b>Enfield</b>	<b>42</b>	2	-40
<b>Fall Creek</b>	13	<b>85</b>	72
<b>Northeast</b>	10	<b>30</b>	20
<b>South Hill</b>	26	<b>40</b>	14
<b><u>TOTAL</u></b>	<b>263</b>	<b>275*</b>	

\*includes 12 from other districts  
(tuition paying and staff waivers)

**OPEN ENROLLMENT 2003-2004**

For 2003-2004, open enrollment has changed only slightly. **Table 3.4** shows this information and is arranged by school site. The left hand column identifies the school and grade that the student attends through the open enrollment program, and the successive columns to the right of the first column displays the counts of students from each school, by grade, that attend the school of open enrollment. For example, in 2003-2004, Belle Sherman Elementary had a total enrollment of 345 students, and 48 of those students were actually open enrolled and resided in school zones other than Belle Sherman’s established zone. In that school year, 13.91% of Belle Sherman’s students actually resided in one of the other seven elementary school zones. During the 2003-2004 school year, the range of percentages

of open enrolled students for the ICSD elementary schools ranged from a low of less than 1% (Enfield) to a high of 43.24 % (Fall Creek).

**Table 3.4**

**ICSD Open Enrollment, by School and Grade  
2003-2004**

This chart shows open enrollments for each school (left column).  
Home schools are listed across the top of the chart.

	Home School									OE	Total Enr.	Total % O/E
	BS	BJM	CAR	CH	ENF	FC	NE	SH	Other			
Belle Sherman K	na	0	0	0	0	0	0	0	0	0	345	13.91%
Belle Sherman 1	na	2	2	0	2	0	1	1	1	9		
Belle Sherman 2	na	0	3	2	1	2	1	1	0	10		
Belle Sherman 3	na	2	4	1	1	3	0	1	1	13		
Belle Sherman 4	na	0	1	1	0	0	1	1	1	5		
Belle Sherman 5	na	1	5	1	1	0	1	1	1	11		
<b>Total</b>	<b>na</b>	<b>5</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>48</b>		
BJM K	10	na	0	0	0	1	0	1	0	12	191	28.27%
BJM 1	5	na	0	0	2	0	0	1	0	8		
BJM 2	6	na	0	1	1	0	0	1	0	9		
BJM 3	4	na	0	2	2	0	2	0	0	10		
BJM 4	4	na	2	2	2	0	0	0	0	10		
BJM 5	1	na	0	2	0	0	0	2	0	5		
<b>Total</b>	<b>30</b>	<b>na</b>	<b>2</b>	<b>7</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>54</b>		
Caroline K	0	0	na	1	1	1	0	0	0	3	295	2.71%
Caroline 1	0	0	na	0	0	0	0	0	0	0		
Caroline 2	0	0	na	0	1	0	0	1	0	2		
Caroline 3	0	0	na	0	0	0	0	0	0	0		
Caroline 4	0	0	na	0	0	0	0	0	0	0		
Caroline 5	0	0	na	1	0	0	0	2	0	3		
<b>Total</b>	<b>0</b>	<b>0</b>	<b>na</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>8</b>		
Cay. Hts K	0	0	0	na	0	0	0	0	0	0	367	4.63%
Cay. Hts 1	1	0	1	na	0	1	0	0	0	3		
Cay. Hts 2	0	2	1	na	0	0	0	0	0	3		
Cay. Hts 3	1	0	0	na	0	1	0	0	0	2		
Cay. Hts 4	0	0	0	na	0	0	1	0	0	1		
Cay. Hts 5	0	1	0	na	2	0	2	2	1	8		
<b>Total</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>na</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>17</b>		

	BS	BJM	CAR	CH	ENF	FC	NE	SH	Other	Total	Total	% OE
										OE	Enr*	
Enfield K	0	0	0	0	na	0	0	0	0	0	0	255 0.78%
Enfield 1	0	0	0	0	na	0	0	0	0	0		
Enfield 2	0	0	0	0	na	0	0	0	0	0		
Enfield 3	0	0	0	0	na	0	0	0	0	0		
Enfield 4	0	0	1	0	na	0	0	0	0	1		
Enfield 5	1	0	0	0	na	0	0	0	0	1		
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>na</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>		

Fall Creek K	1	3	0	1	2	na	0	0	0	7	185 43.24%
Fall Creek 1	0	4	1	2	6	na	0	1	0	14	
Fall Creek 2	0	1	0	4	1	na	0	1	0	7	
Fall Creek 3	2	7	1	3	4	na	0	0	1	18	
Fall Creek 4	0	5	1	3	4	na	1	2	0	16	
Fall Creek 5	1	5	2	5	3	na	0	2	0	18	
<b>Total</b>	<b>4</b>	<b>25</b>	<b>5</b>	<b>18</b>	<b>20</b>	<b>na</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>80</b>	

Northeast K	1	0	0	0	2	0	na	0	1	4	392 4.59%
Northeast 1	0	0	0	1	1	0	na	0	0	2	
Northeast 2	0	0	0	1	0	0	na	1	1	3	
Northeast 3	0	0	0	1	1	0	na	0	0	2	
Northeast 4	1	0	0	1	3	0	na	0	0	5	
Northeast 5	0	0	0	0	1	0	na	0	1	2	
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>Na</b>	<b>1</b>	<b>3</b>	<b>18</b>	

S. Hill K	1	1	0	1	1	0	0	na	0	4	314 12.10%
S. Hill 1	1	1	2	1	0	2	2	na	0	9	
S. Hill 2	0	1	1	2	2	1	0	na	1	8	
S. Hill 3	0	2	0	1	1	1	1	na	0	6	
S. Hill 4	3	0	1	2	1	0	0	na	0	7	
S. Hill 5	2	1	0	0	0	1	0	na	0	4	
<b>Total</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>na</b>	<b>1</b>	<b>38</b>	

**Totals by school** 46 39 29 43 49 14 13 22 10 **265** **2344** **11.31%**

\*1/03

**Table 3.5** summarizes the 2003-2004 open enrollment statistics by sending school. For example, in 2003-2004, Belle Sherman’s attendance zone contained 46 students living that attended school elsewhere through the district’s open enrollment program.

**Table 3.5**

**ICSD Open Enrollment by Sending School, 2003-2004**

<u>Sending School</u>	<u>Grade</u>							
	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>		<u>Total</u>
<b>Belle Sherman</b>	13	7	6	7	8	5		<b>46</b>
<b>BJM</b>	4	7	4	11	5	8		<b>39</b>
<b>Caroline</b>	0	6	5	5	6	7		<b>29</b>
<b>Cay. Hts</b>	3	3	10	9	9	9		<b>43</b>
<b>Enfield</b>	6	11	6	9	10	7		<b>49</b>
<b>Fall Creek</b>	2	3	3	5	0	1		<b>14</b>
<b>Northeast</b>	0	3	1	3	3	3		<b>13</b>
<b>South Hill</b>	1	3	5	1	3	9		<b>22</b>
<b>Other</b>								<b>10</b>
<b><u>Total</u></b>								<b><u>265</u></b>

**Table 3.6** summarizes the number of students in 2002-2003 that each school sent and received within the open enrollment program.

**Table 3.6**

**ICSD Open Enrollment Send/Receive 2002-2003**

	<b>Sends</b>	<b>Receives</b>	<b>Net</b>
<b>Belle Sherman</b>	46	<b>48</b>	+2
<b>BJM</b>	39	<b>54</b>	+15
<b>Caroline</b>	<b>29</b>	8	-21
<b>Cay. Hts</b>	<b>43</b>	17	-26
<b>Enfield</b>	<b>49</b>	2	-47
<b>Fall Creek</b>	14	<b>80</b>	+66
<b>Northeast</b>	13	<b>18</b>	+5
<b>South Hill</b>	22	<b>38</b>	+16
<b><u>TOTAL</u></b>	<b>255</b>	<b>265*</b>	---

\*(includes 10 from other districts)



# ITHACA CITY SCHOOL DISTRICT

## REDISTRICTING STUDY

### Section 4

# Free and Reduced Lunch Program

## FREE AND REDUCED PRICE LUNCH PROGRAM, 1999-2004

Since one of the goals of this redistricting study was to examine the poverty levels at each school, this study examined the rates of participation in the federal free and reduced-price lunch program since 1999. The participation of students in this federal program is the only authentic way to examine levels of poverty in public educational institutions, although it is in itself limited, because it is based on an application process that begins with the parent or guardian of the student who must self-report their eligibility.

In 1999, the percentages of students participating in the free and reduced-price lunch program ranged from a low of 22% (Ithaca High School) to a high of 85% (Beverly J. Martin Elementary). Among the district's eight elementary schools, the lowest percentage of participants in 1999 could be found at Cayuga Heights Elementary (22%). Between 1999 and 2004, the percentage of students enrolled in the free and reduced-price lunch program decreased at five elementary schools (Belle Sherman, Cayuga Heights, Fall Creek, Northeast, and South Hill), although Belle Sherman showed a fairly large increase during one year. The percentages increased at the other elementary schools, most notably from 85% to 94% at Beverly J. Martin, and from 25% to 31% at Caroline. Five ICSD schools qualify for Federal Title I services based on current participation percentages in the federal free and reduced price lunch program. Table 4.1 displays the percentages of students in the free and reduced price lunch program from 1999-2004.

**Table 4.1**

### **ICSD Free and Reduced-Price Lunch Percentages, 1999-2004, By School**

School	School Year				
	99-00	00-01	01-02	02-03	03-04 (3/04)
<b>ACS</b>	25%	25%	21%	25%	17%
<b>Ithaca HS</b>	22%	19%	19%	21%	20%
<b>Boynton</b>	23%	22%	20%	25%	20%
<b>DeWitt*</b>	29%	30%	33%	32%	31%
<b>Belle Sherman*</b>	39%	38%	36%	55%	39%
<b>BJM*</b>	85%	86%	86%	92%	94%
<b>Caroline</b>	25%	28%	29%	29%	31%
<b>Cayuga Hts</b>	22%	22%	23%	19%	22%
<b>Enfield*</b>	50%	49%	50%	57%	53%
<b>Fall Creek*</b>	43%	36%	38%	32%	37%
<b>Northeast</b>	27%	26%	28%	24%	21%
<b>South Hill</b>	26%	28%	22%	27%	23%

\*Title I school

## OPEN ENROLLMENT AND POVERTY LEVELS

A question that arose during this study was whether the poverty rates of students who elect to open enroll to schools other than their school of assignment in the district was representative of the district as a whole. To answer this, the study examined the open enrollment records from the current school year (2003-2004) and compared those records to the free and reduced-price lunch records for the same time period. The study showed that approximately 29% of the students who open-enroll in the district's schools (as of March, 2004) are served by the federal free lunch program, and the reduced-price lunch program serves approximately 8% of the open-enrolled students in the ICSD. In sum, the federal free and reduced-price lunch program serves 37% of the open-enrolled students (of the 318 open-enrolled students total) in the ICSD. In comparison, the free and reduced price lunch program currently serves 28% of the total of enrolled students in the ICSD.

**Table 4.2** shows the March 2004 data that compares open-enrollment figures to free and reduced price lunch enrollments by school. Schools of assignment are shown in the left column, and home schools are shown in column 2. The total number of students that are sent by each of the other schools to the school of assignment are shown in column 3, and the numbers of those students that are enrolled in the free lunch or reduced-price lunch program are displayed in columns five and six.

**Table 4.3** displays summary information about the number of students each school currently sends to other schools via the open enrollment program, and the numbers of those students that are served by the free and reduced price lunch program as of March 2004.

**Table 4.2**

**ICSD Open-Enrolled Students and Free/Reduced Lunch Enrollments, by School**

School of Assignment ↓	Home School	Total # Open Enrolled (OE) (3/04)	# OE-Free	# OE-Reduced
<b>Belle Sherman</b>	Caroline	14	3	0
	Cayuga Heights	4	0	0
	BJM	9	3	0
	Enfield	3	0	0
	Fall Creek	5	1	0
	South Hill	6	1	0
	Northeast	2	1	0
	<b>Subtotal</b>	<b>43</b>	<b>9</b>	<b>0</b>
<b>Caroline</b>	Belle Sherman	0	0	0
	Cayuga Heights	2	1	0
	BJM	0	0	0
	Enfield	3	1	1
	Fall Creek	0	0	0
	South Hill	3	0	0
	Northeast	1	0	0
	<b>Subtotal</b>	<b>9</b>	<b>2</b>	<b>1</b>
<b>BJM</b>	Belle Sherman	30	23	6
	Cayuga Heights	6	4	0
	Caroline	1	0	1
	Enfield	8	7	0
	Fall Creek	1	1	0
	South Hill	4	4	0
	Northeast	1	1	0
	<b>Subtotal</b>	<b>51</b>	<b>40</b>	<b>7</b>
<b>Cayuga Heights</b>	Belle Sherman	3	0	0
	BJM	3	0	0
	Caroline	0	0	0
	Enfield	2	1	0
	Fall Creek	1	0	0
	South Hill	1	0	0
	Northeast	2	0	1
	<b>Subtotal</b>	<b>12</b>	<b>1</b>	<b>1</b>

**Table 4.2--Continued**

School of Assignment ▼ Enfield	Home School	Total # Open Enrolled (OE) (3/04)	# OE-Free	# OE-Reduced
	Belle Sherman	2	0	0
	BJM	0	0	0
	Caroline	1	1	0
	Cayuga Heights	1	1	0
	Fall Creek	0	0	0
	South Hill	0	0	0
	Northeast	0	0	0
	<b>Subtotal</b>	<b>4</b>	<b>2</b>	<b>0</b>
<b>Fall Creek</b>	Belle Sherman	5	2	0
	BJM	28	8	3
	Caroline	5	0	0
	Cayuga Heights	18	6	5
	Enfield	19	2	0
	South Hill	7	0	1
	Northeast	1	0	0
	<b>Subtotal</b>	<b>83</b>	<b>18</b>	<b>9</b>
<b>Northeast</b>	Belle Sherman	1	1	0
	BJM	0	0	0
	Caroline	0	0	0
	Cayuga Heights	3	0	1
	Enfield	8	0	0
	South Hill	1	0	0
	Fall Creek	0	0	0
	<b>Subtotal</b>	<b>13</b>	<b>1</b>	<b>1</b>
<b>South Hill</b>	Belle Sherman	8	3	1
	BJM	7	3	0
	Caroline	3	1	0
	Cayuga Heights	5	2	0
	Enfield	5	0	0
	Northeast	3	0	0
	Fall Creek	4	0	0
	<b>Subtotal</b>	<b>35</b>	<b>9</b>	<b>1</b>
<b>Boynton DeWitt</b>		47	7	2
		21	2	2
	<b>Subtotal</b>	<b>68</b>	<b>9</b>	<b>4</b>
<b>Grand Total</b>		<b>318</b>	<b>91</b>	<b>24</b>
<b><u>% of OE Students</u></b>			<b><u>28.62%</u></b>	<b><u>7.55%</u></b>

**Table 4.3**

**ICSD Open Enrollment and Free/Reduced Lunch Counts, by Sending School,  
March 2004**

<b>School</b>	<b># SENDS Total Open Enroll</b>	<b># SENDS: Free Lunch</b>	<b># SENDS: Reduced Lunch</b>
<b>Belle Sherman</b>	49	29	7
<b>BJM</b>	47	14	3
<b>Caroline</b>	24	5	1
<b>Cayuga Heights</b>	39	14	6
<b>Enfield</b>	48	11	1
<b>Fall Creek</b>	11	2	0
<b>Northeast</b>	10	2	1
<b>South Hill</b>	22	5	1
<b>Boynton</b>	21	2	2
<b>DeWitt</b>	47	7	2
<b>Total</b>	<b>318</b>	<b>91</b> 28.62%	<b>24</b> 7.55%



## **ITHACA CITY SCHOOL DISTRICT**

### **REDISTRICTING STUDY**

#### **Section 5**

# **Student Placements Based on Programs**

## OVERVIEW

Another goal of the ICSD redistricting study was to examine the placement of students in various programs at particular school sites in relation to where they reside.

This study examined student placements within the English as a Second Language Program (ESL), special education programs that are housed at certain school sites, and the early childhood program.

## ENGLISH AS A SECOND LANGUAGE (ESL)

Five Ithaca City School District School sites are designated as English as a Second Language (ESL) sites. Three of the schools are elementary schools (Belle Sherman, Beverly J. Martin, and Northeast), one is a middle school (DeWitt), and one is a grades 6-12 school (Alternative Community School). In addition, Ithaca High School offers ESL services to students in grades 9-12.

**Table 5.1** shows the student counts for the ESL program from 1996-2004, by school. (Note: ESL counts for the secondary schools were not available for the years 1996-1998).

**Table 5.1**

### **ICSD ESL Student Counts, 1996-2004**

<b>1996-1997</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>									<b>Total</b>
Beverly J. Martin	9	9	10	6	7	15									56
Belle Sherman	7	7	19	26	12	20									91
Northeast	30	30	22	20	18	17									137
<b>1997-1998</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>									<b>Total</b>
Beverly J. Martin	13	12	7	10	12	9									63
Belle Sherman	6	0	13	9	13	8									49
Northeast	7	24	10	6	14	10									71

*Continued*

**Table 5.1—continued**

<b>1998-1999</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>									<b>Total</b>
Beverly J. Martin	10	10	9	5	7	6									47
Belle Sherman	11	11	12	10	10	10									64
Northeast	20	18	18	9	9	7									81
<b>1999-2000</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>	
Beverly J. Martin	15	10	8	9	3	3								48	
Belle Sherman	15	8	13	13	11	9								69	
Northeast	18	13	7	15	7	9								69	
ACS							2	3	2	1	1	1	2	12	
DeWitt							28	20	15	0	0	0	0	63	
IHS										8	18	27	23	76	
<b>2000-2001</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>	
Beverly J. Martin	11	13	10	6	8	4								52	
Belle Sherman	10	13	7	6	8	9								53	
Northeast	16	14	12	6	18	7								73	
ACS							2	2	2	2	2	3	1	14	
DeWitt							16	16	13	0	0	0	0	45	
IHS										21	10	9	12	52	
<b>2001-2002</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>	
Beverly J. Martin	9	7	9	4	3	7								39	
Belle Sherman	14	13	8	4	4	6								49	
Northeast	16	14	15	8	10	11								74	
ACS							0	0	0	1	1	1	0	3	
DeWitt							19	18	14	0	0	0	0	51	
IHS										15	19	13	11	58	
<b>2002-2003</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>	
Beverly J. Martin	10	9	4	9	5	3								40	
Belle Sherman	22	13	11	9	8	8								71	
Northeast	10	9	9	7	12	9								56	
ACS							0	2	1	3	2	3	3	14	
DeWitt							19	20	19	0	0	0	0	58	
IHS										19	12	20	13	64	

Continued

**Table 5.1--continued**

<b>2003-2004</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Beverly J. Martin	6	7	6	5	8	4								36
Belle Sherman	12	22	12	10	8	7								71
Northeast	9	10	9	12	7	10								57
ACS							4	1	2	3	2	1	2	15
DeWitt							18	29	24					71
IHS										17	18	13	18	66

**ESL PLACEMENTS OUTSIDE OF HOME SCHOOLS**

One aspect of the redistricting study was to examine the enrollment patterns for ESL students. The district has maintained school centers (three for elementary, one for middle, an ACS center, and a senior high school center) for ESL students. Students who qualify for ESL services attend one of those schools. If a student lives within one of the zones designated for the ESL schools, he or she generally attends their home school and is served by the ESL program at that location. If, however, a student lives in one of the other five elementary school zones, or in Boynton Middle School's zone, the student attends DeWitt.

**Table 5.2** shows the Fall, 2003 student placements for the elementary schools, middle schools, and ACS.

**Table 5.2**

**ICSD ESL Student Placements Outside of Home School, 2003-2004**

School	Grade	# ESL From Cayuga Hts	# ESL From Fall Creek	
<b><u>BJM</u></b>	<b>K</b>	5	0	<div style="border: 1px solid black; padding: 5px;">                     These students live in the Boynton zone, but attend DeWitt as 6th graders if they remain in the ESL program (21 students).                 </div>
	<b>1</b>	3	0	
	<b>2</b>	4	1	
	<b>3</b>	3	0	
	<b>4</b>	1	2	
	<b>5</b>	2	0	
			<b><u>18</u></b>	
<b><u>Belle Sherman</u></b>	<b>K</b>	1	1	<div style="border: 1px solid black; padding: 5px;">                     Caroline students live in the DeWitt Zone, and attend DeWitt as 6th graders whether or not they remain in ESL (7 students).                       South Hill students are in the Boynton zone, but attend DeWitt as 6th graders if they remain in ESL (9 students).                 </div>
	<b>1</b>	1	2	
	<b>2</b>	1	1	
	<b>3</b>	2	1	
	<b>4</b>	0	2	
	<b>5</b>	2	2	
			<b><u>7</u></b>	
<b><u>DeWitt</u></b>		<b><u>25</u></b>		<div style="border: 1px solid black; padding: 5px;">                     25 students who reside in the Boynton zone currently attend DeWitt as ESL students.                 </div>
<b><u>ACS</u></b>		<b><u>5</u></b>	<b><u>2</u></b>	<b><u>8</u></b>

As one might infer from Table 5.2, students who attend a school outside of their home school for reasons of ESL placement are offered school bus transportation by the district. Student transportation for ESL services is sometimes handled by interpolating the students into existing routes (often adding time to those bus runs) or it necessitates the creation of new bus routes.

For example, about 15 students who live in the Boynton zone but attend DeWitt for ESL services were added on to existing routes that add about 30 minutes to those DeWitt bus runs, which also transport non-ESL students. The remaining ESL students were added into existing routes that did not cause a longer bus run time. For students living in the Cayuga Heights zone, but who must attend BJM for ESL services, some bus routes are increased by up to one hour in length to accommodate the time and distance needed to pick up those students. Non-ESL students ride these buses as well. When Caroline ESL students were added to a Belle Sherman route, it adds one hour to the bus run time, and approximately one hour was added to a South Hill route in order to accommodate ESL students.

Within the Cayuga Heights school zone, there is an apartment complex that is a part of Cornell University. The residents of the Hasbrouck Apartments are older undergraduate students or graduate students with families. All of the elementary and middle school students living in the Hasbrouck apartments attend Belle Sherman or DeWitt Middle School (except one student who is open-enrolled to Northeast). For 2003-2004, 39 students living at Hasbrouck are in the ESL program, and 34 are not. **Table 5.3** summarizes this information.

**Table 5.3**

**ICSD Students Residing in Hasbrouck Apartments, Cornell 2004**

<b><u>School</u></b>	<b><u>#ESL students</u></b>	<b><u># Non-ESL Students</u></b>
<b>Belle Sherman</b>	33	19
<b>Northeast</b>	1	2
<b>Boynton</b>	0	2
<b>DeWitt</b>	3	2
<b>ACS</b>	0	3
<b>Ithaca HS</b>	2	6

## SPECIAL EDUCATION PLACEMENT

The Ithaca City School District has special education programs in each of the district's schools. Several schools, however, offer self-contained special education programs that serve as district-wide sites. **Table 5.4** displays this information. The vertical left column shows the school site with the self-contained program, and the right columns show the school from which those students are drawn from.

**Table 5.4**

### **ICSD Special Education Placements, 2004**

School of Placement ↓	<u>Home Schools</u> →							
	BS	BJM	CAR	CH	ENF	FC	NE	SH
Belle Sherman				1				1
BJM								
Caroline 8-1-2		1		2	1	2		1
Cay. Hts								
Enfield								
Fall Creek								
Northeast 12-1-2	4	4	2	4	3	3		3
South Hill 12-1-2		3	3	2	4			
Boynton enrolls 1 student from Dewitt								
DeWitt enrolls 2 students from Boynton								

## EARLY CHILDHOOD PROGRAM

The Ithaca City School District serves three- and four- year olds with pre-kindergarten programs at seven of the district's eight elementary schools.

Because of space limitations, thirty-two students in the Cayuga Heights Elementary zone attend pre-kindergarten classes at six other elementary schools and Ithaca High School. **Table 5.5** displays the numbers of students at each pre-kindergarten site and their school zones of residence. Special class placements for pre-kindergarten students are available at South Hill, Beverly J. Martin, and Caroline.

The pre-kindergarten program serves students of lower income families first, and there is a waiting list of about 112 students as of October 2003.

**Table 5.5**

### **ICSD Early Childhood Program Placements, 2004**

School of Placement ↓	<u>Home Schools</u> →								
	BS	BJM	CAR	CH	ENF	FC	NE	SH	other
Belle Sherman (1 class)	15	0	1	0	0	0	1	1	
BJM* (3 classes)	10	21	2	12	1	0	0	0	
Caroline* (2 classes)	0	0	33	0	0	0	0	0	
Cay. Heights	No program								
Enfield (2 classes)	0	0	0	3	31	0	0	0	
Fall Creek* (1 class)	1	2	0	4	0	8	0	0	1**
Northeast (1 class)	0	0	0	2	0	0	14	0	
South Hill* (2 classes)	2	3	2	5	1	0	2	11	
Ithaca HS (1 class)	2	1	0	6	1	1	1	1	

\*Special class available

\*\*Lansing



# **ITHACA CITY SCHOOL DISTRICT**

## **REDISTRICTING STUDY**

### **Section 6**

# **Building Capacity**

## ICSD BUILDING USAGE

This study examined the current usage of each elementary and middle school building in the district in terms of its function and capacity. In the context of this study, the term “capacity” does not specifically refer to the rated capacity in the sense of what building and safety codes allow; rather, it refers to considerations of room usage and program in educational terms.

Appendix 7.6 shows, by school, the findings in detail of this portion of the study. A summary table showing the number of classroom and office areas, by school, is shown in **Table 6.1**.

Current classroom enrollment counts at each elementary and middle school are within the ranges targeted by the district’s practices over the past several years. For early elementary grades, class sizes are in the mid- to high teens. For upper elementary grades, class sizes are in the high teens to low twenties. For middle schools, class sizes range from the low twenties to mid-twenties, with higher counts in some advanced classes. Overall, the district’s classrooms seem able to accommodate those class sizes satisfactorily. And, as Section 2 of this study shows, the district is not projected to gain or lose many students over the next several years, with a few exceptions in individual schools.

An overriding issue that is problematic in most of the district’s schools is the lack of appropriate alternative, small-group and/or one-to-one type of instructional space. Because of the need to offer differentiated instruction to more and more individual students and small groups of students, students must often be pulled from their regular classrooms to a different location for this instruction. Examples include reading groups, math remediation groups, or more specialized services such as speech and hearing services, occupational therapy, and social worker or psychological services. Students who receive these services carry classifications on Individual Education Plans (IEPs), a diagnosis through federal section 504 (of the Health and Rehabilitation Act of 1973) rules, or are identified through federal and state programs such as Title I and Academic Intervention Services (AIS) that require school districts to offer special services, intervention, and accommodations.

Every elementary school (except for Beverly J. Martin) and both middle schools have a dearth of space for students to receive these services and for professionals to deliver the services in an appropriate, private, and confidential environment. There are several instances where two or more professionals have some office space in a classroom that is divided by cubicle-type walls. Students work with these professionals in this environment, which is not conducive to quiet, one-to-one or small group work, and where confidentiality is virtually nonexistent.

On a related note, most of the elementary schools have inadequate space for instrumental music programs. Teachers and students work together on stages, and because of scheduling, sometimes must work while a lunch period is occurring at the same time in

the cafeteria where the stage is located. Other instrumental teachers must travel to different rooms, with equipment, in order to find adequate teaching space. One school, Enfield, has expressed a concern over burgeoning enrollments that might force the school to have the music or art teacher move between classrooms using a cart, instead of having a separate music or art room. This however, has not yet occurred.

**Table 6.1**

**ICSD Elementary Building Usage**

	<b>Classrooms</b>	<b>Offices</b>	<b>Other rooms/offices</b>	<b>Room Number</b>
<b>Belle Sherman</b>	14	9	Instrumental Music/School	Basement
			Staff lounge	
			After school room	Basement
			Occupational Therapy	BA7
			Speech office/pullout	A41
			Conference	Main office
			mailroom	125
			Spec. ed resource	211
Title I Office/pullout	210			
<b>Annex</b>	8	--	Spec. Ed. Resource	2
			Principal/speech cubby area	7
<b>Caroline</b>	21	9	staff lounge	63-64
			Library area—speech	
			Conference room	Main office
			Spec. ed pullouts	A53, 19
<b>Cayuga Heights</b>	20	4	Special ed. resource room	247
			K-2 PCEN	107
			Computer lab	A11
			Speech-pullout	237
			Math PCEN 3-5	239

	<b>Classrooms</b>	<b>Offices</b>	<b>Other rooms/offices</b>	<b>Room Number</b>
<b>BJM</b>	18	6	ICSD Offices	Floor 2
			After school room	206
			Occ. Ther. and Speech pullout	163
			SOAR/Youth Bureau	124
			Speech pullout	204
			Computer lab	210
			Staff room	223
			Reading/Title I pullout	227
			Title I	301
			Sp. Ed resource	302
			ESOL	311
<b>Enfield</b>	18	6	Testing/Storage	A18
			Reading/Speech <i>(folding walls)</i>	A3-A4
			Reading/Spec. ed <i>4 teachers</i>	34
			CSE/Pullout <i>Spec. ed, speech, reading</i>	A2
			OT and copy room	23
			Reading <i>no wall from library area</i>	A6
<b>Fall Creek</b>	14	5	Title 1 Math	Stairwell
			AIS/ psych pullout	A125
			Social worker	201
			Staff room	204
			Sp. Ed/reading <i>4 teachers</i>	A209
			Speech pullout	A210
			Title 1 math/ reading	A127

	Classrooms	Offices	Other rooms/offices	Room Number
<b>Northeast</b>	24	6	ESL	214/214 A <i>half wall)</i>
			Spec ed pull out	214B
			Spec ed self contained	A25, 104
			Reading pullout	A26, 103
			BOCES: Deaf Ed	A8
			ESL/reading (3 teachers)	A21
			Speech	A22
<b>South Hill</b>	22	7	Staff room	A219
			Speech/OT	241
			Psych/After school program	119
			Reading	211
			<i>2 teachers</i>	
			Special ed	202
Math support/Computer lab	235			

### **OPEN ENROLLMENT AND BUILDING CAPACITY**

In reviewing the open enrollment statistics for the past two years, many class sizes would increase significantly in several schools if those students who are currently open enrolled returned to their home schools. For example, **Table 3.6** (page 45) shows the net gain/loss of students based on current open enrollment. If students returned to their home school, Caroline would see a net gain 21 students, Cayuga Heights 36, and Enfield, 47. The other five schools would see a decline in enrollment. Some of the gains could be such that it would push classroom numbers over the district's preferred counts, and straining the educational capacities of regular classrooms.

# ITHACA CITY SCHOOL DISTRICT

## REDISTRICTING STUDY

### Section 7

# Appendices (not available online)

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**Appendix 7.2**

# Update Memoranda

**Appendix 7.3**

# PowerPoint Presentations

Appendix 7.4

# School Enrollment Projections

Provided by  
*Demographic Techniques* class

Cornell University

[Appendix 7.5](#)

# **Building Capacity Study**

[Appendix 7.6](#)

# Legal Research

Provided by

**Bond, Schoeneck & King, PLLC**