

Report For The
Conway School District

Subject:
**Assessment of
Educational Facility Needs
K – 8**

Prepared by:
New Hampshire School Administrators Association

**Dr. Mark V. Joyce
Dr. Carl M. Ladd
Dr. Richard W. Ayers
Mr. Keith R. Burke**

November 30, 2015

TABLE OF CONTENTS

Section	Topic	Page
I.	Introduction	4
II.	Consultants' Backgrounds	5
III.	Overview of the Conway School District	7
IV.	Process and Timeline	8
V.	Demographic Data and Enrollment Projections	11
VI.	Overview of State	14
VII.	Description of Elementary Schools in the Conway School District	18
VIII.	Future Facility Needs	33
IX.	Alternatives Based on the Study for Addressing Future Needs	41

APPENDICES

A.	Enrollment Projections	Page 44
B.	Conway Births	Page 55
C.	Staff Survey Results	Page 50
D.	Student Distribution Maps	Page 72

Copyright © 2015

All rights reserved. This report is intended for the exclusive use of the Conway School District and NHSAA. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, without permission in writing from the publishers except in the case of brief quotations embodied in reviews or articles.

The materials presented herein are the expressions of the authors and do not necessarily represent the policies of NHSAA. NHSAA is a registered service mark of the New Hampshire School Administrators Association. Printed in the United States of America.

LISTING OF TABLES

Table	Title	Page
1	Comparison of Conway Enrollment and Town Population	12
2	Native Population and Births from 2004 – 2013	13
3	Enrollment Projections – 1 Year Cohort Method – Conway	18
4	Conway Elementary School Capacity Using Conway Class Size Guidelines	20
5	Conway Elementary School Capacity Using NH Class Guidelines	21
6	Inventory of Current Program Spaces at Conway Elementary School	21
7	Pine Tree School Capacity Using Conway Class Size Guidelines	24
8	Pine Tree School Capacity Using NH Class Guidelines	24
9	Inventory of Current Program Spaces at Pine Tree School	25
10	John Fuller School Capacity Using Conway Class Sizes	27
11	John Fuller School Capacity Using NH Class Guidelines	28
12	Inventory of Current Program Spaces at John Fuller School	28
13	A. Crosby Kennett Middle School Capacity Using Conway Class Sizes	31
14	A. Crosby Kennett Middle School Capacity Using NH Class Guidelines	31
15	Inventory of Current Program Spaces at A. Crosby Kennett Middle School	32
16	Inventory of Unused Program Spaces at A. Crosby Kennett Middle School	33
17	Summary of K – 8 Functional Educational Capacity Using Conway Guidelines	38
18	Summary of K – 8 Functional Educational Capacity Using NH Guidelines	39
19	Summary of Observations & Findings for Conway Elementary Schools	40

LISTING OF TABLES

Table	Title	Page
1	School Enrollment as % of Town Population	12
2	Building Permits	14

I. Introduction

Purpose of Study

New Hampshire School Administrators Association (NHSAA) is a private, non-profit organization founded in 1941 to provide support to the leadership of public education in New Hampshire, to offer high quality services to its members, and to support and promote public education in NH. As part of our ongoing service to schools, NHSAA periodically provides specialized services directly to individual public school districts in NH. It is our commitment that we will provide high quality work that meets all components of our agreed upon design, on time or ahead of schedule.

The Conway School District contracted to perform an independent investigation and analysis of the demographic needs for the district's K-8 student population and educational spaces for the elementary schools (in total including three buildings) and the middle school. The study will focus on understanding local educational programs, their compliance with state expectations, and their adaptability to 21st century learning expectations. This proposal is our response to your invitation to complete a study and a definition of our intended scope of work and methodology.

Scope of Work and Timeline

NHSAA completed a demographic analysis of current and future student enrollments (K – 8). In addition, NHSAA created a profile of how existing space (building and land) is utilized in all of the districts' elementary school buildings, with an analysis of educational efficiency, and developed suggestions for improvement in the use of the current spaces. In addition, all the previous studies and initiatives related to educational space or program were reviewed. In identifying educational program needs, we developed a "dynamic space analysis" (100% utilization analysis of how space is and may be utilized). This lead to the creation of a functional educational analysis that will accommodate changes in expected enrollments, suggested adjustments necessary because of state guidelines, and created a listing of potential alternatives for K – 8 schools' housing and usage.

Throughout the project NHSAA maintained informal communication with the Superintendent of Schools and we are prepared to make an oral report to the Superintendent (or a Board subcommittee) in December 2015.

NHSAA agreed to complete the study as defined and to submit fifteen (15) copies of the final report to the School Board through Superintendent Kevin Richard on or before November 30, 2015.

II. Consultants' Backgrounds

A. Lead Project Investigator and Contact: Dr. Mark V. Joyce

Education and Professional Experience:

Dr. Joyce earned his BA from Niagara University, along with a teaching certification and a Masters in Education specializing in Educational Administration from the University of New Hampshire. In 1986, Mark earned his Doctorate in Education (with highest distinction) from Boston College with a specialization in leadership, curriculum and instruction.

Mark has been a teacher of students in grades 7 – 12 and teaches at the graduate school level at Plymouth State University and the University of New Hampshire. In addition, he has served as a secondary and elementary school principal and an assistant superintendent of schools in New Hampshire. Mark has also served as a superintendent of schools in both New Hampshire and Maine. Dr. Joyce is currently the executive director of the New Hampshire School Administrators Association, a consultant to school districts and businesses throughout New England, a member of various statewide boards and served as a national representative of the Association of State Executives. Mark is a resident of Newington, N.H.

B. Co-Investigator: Dr. Richard W. Ayers

Education and Professional Experience:

Dr. Ayers graduated from Norwich University with a BS in Mathematics Education, received his Masters in Educational Administration from the University of Colorado. He also received his Doctorate in Education from the University of Colorado with specialization in curriculum, instruction and educational administration.

Dr. Ayers was a teacher at the middle and high school level before entering into secondary school administration in Colorado and New Hampshire. After 16 years of serving as a middle/high school principal, he served as assistant superintendent and superintendent of schools in New Hampshire. Dr. Ayers has also taught graduate courses in educational leadership and philosophy and ethics of education at the University of New Hampshire and Plymouth State University. Dick served as the acting director of SERESC where he directed consultation and program development in many New Hampshire schools and school districts. Dick now conducts independent studies/projects and resides in Sanbornton, N.H.

C. Co-investigator: Dr. Carl M. Ladd

Education and Professional Experience:

Dr. Ladd earned his Bachelor of Science and teaching certification from Lyndon State College, a Master of Education with honors from Norwich University and a Certificate of Advanced Graduate Studies from Plymouth State University, both specializing in Educational Leadership. In 2010, he earned his Doctorate in Education, with highest distinction, from Argosy University with a specialization in Educational Leadership. In 1996, Dr. Ladd was named a Harry S. Truman National Scholar Finalist.

Dr. Ladd has been a teacher of students in grades 5-12 and at the graduate school level. He has served as an assistant principal and principal at the elementary and middle school levels and as a Superintendent of Schools in both New Hampshire and Massachusetts. In addition, Dr. Ladd served as a school board member for eight years, of which seven were as chairperson. He was honored as the 2014 NH Superintendent of the Year. He is currently the Associate Executive Director of the New Hampshire School Administrators Association. Carl resides in Groveton, N.H.

D. Co-investigator: Keith R. Burke

Education and Professional Experience:

Mr. Burke worked as an educator in New Hampshire for over 36 years. He has held positions as a teacher, curriculum coordinator, high school principal, assistant superintendent, and in 2007 retired as superintendent of schools for SAU #1. Mr. Burke has also served as a consultant to the New Hampshire department of education in the areas of special education, assessment, accountability, school standards, and data analysis.

During his career Mr. Burke has directly supervised more than 15 school building projects. He has demonstrated expertise in all phases of planning, construction, and financing.

Mr. Burke received his Bachelor of Science degree from Norwich University, and his Master's degree from St. Michael's College. In 2001, Mr. Burke was accepted to the Cooperative System Fellows Program of the National Center for Educational Statistics. In addition to his service to school districts, Keith has participated both as a member and chairman of NEASC accreditation teams, and represented New Hampshire in statewide and regional educational leadership initiatives and organizations. Keith is a resident of Hancock, N.H.

In addition to their extensive educational experience, the consultants have been directly involved in completing over 55 major construction projects totaling over five

hundred million dollars (\$500,000,000) in construction costs. Furthermore, over the last nine years, NHSAA has completed more than forty (40) different educational facility studies for New Hampshire school districts.

The contents of this report represent the best professional judgment of the consultants, not necessarily the ideas of NHSAA or its members. Any questions about the report should be directed to Dr. Joyce. He can be contacted by calling the NHSAA office at (603) 225-3230, faxing to (603) 225-3225, or emailing him at mark@nhsaa.org. The NHSAA office is located at 46 Donovan Street, Suite 3, Concord, NH 03301.

III. Overview of the Conway School District

The Conway Community

The Conway School District is a New Hampshire school district that is coterminous with the town of Conway. The school district is governed by a seven-member school board and operates under New Hampshire's statutes. The district's legislative body is the town of Conway's School District Meeting.

The Superintendent of Schools Office (NH School Administrative Unit #9) provides the system administrative and leadership services for Conway and the Albany, Bartlett, Chatham, Eaton, Harts Location and Jackson school districts. The services include a full range of leadership and administrative services including acting as the school district's executive officer, business operations center and providing all central system leadership.

History of School Facility Studies

The consultants were presented with a variety of data about the school district from the superintendent's office, from the principals within the Conway School District, and from interviews with district administrators and employees. In addition, extensive materials were shared that were developed by the Conway School District. These materials included floor plans, programs of study, demographic data, and capital improvement plan.

It is in the context of the above materials that this study was commissioned with the goal of detailing the adequacy of the current facilities in effectively accommodating the anticipated infrastructure and programmatic needs of what is anticipated to be characteristic of 21st century learning communities.

IV. Process and Timeline

Process/Steps Completed

As part of our investigation we accomplished the following major activities:

1. *Demographic Trend Analysis:*

Analyzed and interpreted enrollment projections that included a review of six (6) to ten (10) years of history for grades K – 12 and projections for the next ten (10) years of the student population for grades K – 12.

As part of our analysis, we investigated local conditions as reported by town and school agents, and analyzed the data in comparison to historic data including: births, building permits, census information, overall population trends, regional trends and more.

2. *Review documents:*

- Reviewed and analyzed local planning documents, state requirements and local educational materials that define policy, programs and short and long-range plans

3. *Program/Use Analysis:*

- Toured Pine Tree, John Fuller, and Conway Elementary Schools as well as A. Crosby Middle School when students were in session
- Conducted a complete review of written information including reports, prior studies and other significant artifacts
- Conducted interviews with administrators, teachers, and staff as necessary, and provided opportunities for informal input
- Created a detailed study of the current educational program expectations and requirements of Conway School District, and analyzed how students are scheduled into identified programs for grades K – 8 in the Conway School District
- Reviewed the district's recently developed strategic plan with particular attention to future programmatic and facility needs

4. *Building/Room Utilization Analysis:*

- Completed building/ room utilization analysis for grades K – 8 by creating a profile of how existing space (buildings and land) are utilized in the district's elementary and middle schools and assessed educational efficiency with suggestions for improvement in the use of current facilities

5. *Visioning For the Future, We:*

- Surveyed the Conway School District's staff members and the school principal to collect feedback and ideas about the educational programs and future facility needs

- Compiled information gained and presented findings to the Conway School Board for review and use as a planning tool

6. *Future Space Needs:*

*Following steps 1 – 5, we:

- Developed a list of the number and type of rooms or spaces needed (if any) to accommodate projected enrollment and program needs for the district's students in grades K – 8

7. *Solution Evaluation:*

*In light of the above, we:

- Investigated possible solutions to the identified needs and defined “feasible options/alternatives” for the Conway School Board to consider in meeting the identified educational program needs, particularly as related to the characteristic of 21st century learning environments

The final report provides a clear statement of Conway School District's educational program and its projected facility needs for the next five to ten (5 – 10) years, as well as a projected vision of what the school's facilities may be like over this period of time. Architectural assessments or designs are not provided as a component of this study.

Timeline

The following is a listing of major steps that were completed in and the approximate date of completion.

<u>Process Steps</u>	<u>Date of Completion</u>
a. Received authorization to proceed	August 21, 2015
b. Met with Central Office Staff Members <ul style="list-style-type: none"> - defined and secured data for research - secured and reviewed enrollment research and other data 	August 28, 2015
c. Reviewed prior facility and/or program studies	Aug – Sept 2015
d. Initial tours of school buildings and grounds <ul style="list-style-type: none"> - met with building principals - toured all facilities while students were present - analyzed use of all spaces - created detailed utilization analysis of building and site 	September 2015
e. Completed demographic analysis <ul style="list-style-type: none"> - Analyzed historic data - Reviewed planning and local data and patterns - Developed and checked all projections 	October 2015

- | | |
|---|-------------------|
| f. Continued tours of all school buildings | October 2015 |
| g. Defined program needs | November 2015 |
| - considered enrollment projections, state standards, priorities and good educational practice in developing educational specifications | |
| - outlined possible solutions/alternatives | |
| - provided oral update to school Superintendent | |
| h. Compared desired program to existing facility and site | November 2015 |
| - determined needs for future | |
| - updated enrollment projections | |
| i. Created statement of findings and drafted report | November 13, 2015 |
| - detailed all feasible options/alternatives and listed strengths and weaknesses of each | |
| - detailed all enrollment patterns and developed report | |
| - created mapping of student residencies to schools | |
| j. Shared final report | November 30, 2015 |
| - submitted final report to the Superintendent of Schools and scheduled public meeting to review final report | |

Overview of Process

The Conway School District was initially toured in the timeframe noted above and additional visits and discussions were necessary to clarify specific information. The initial visit was scheduled when students and teachers were present so that the school could be observed under operational conditions. Extensive discussions were held with the principals of the district's schools and other staff members, as requested or possible.

The consultants reviewed a variety of written materials and documents including floor plans, time schedules, room utilization data, and program of study. A facility data form was used as a guide for collecting and recording needed information. Class size data and building utilization data were prepared, examined and analyzed.

During the process of the study, the consultants reviewed enrollment projections and analyzed local and regional demographic conditions. From projections dated October 2015 (See Appendix A) and information provided by state and local officials, it appeared that the one-year cohort method was most appropriate in projecting future enrollment trends.

Once the data was collected and analyzed and enrollment projections became available, the consultants began the task of formulating alternatives for addressing facility needs and recommendations. They drew upon their prior experience as school administrators and consultants as one element in their recommendation-making

process. It was also important to take into account local traditions and practices, goals and needs articulated by administrators, faculty, school board members and citizens, and certain externally generated guidelines and standards. Key examples of the latter are the newly revised New Hampshire Department of Education's Manual for Planning and Construction of School Buildings and Minimum Standards for Public School Approval.

The consultants also conferred on occasion with the superintendent of schools, and other school administrators. These contacts enabled the investigators to obtain information, seek clarification, and better understand the background shaping current conditions.

The consultants express their gratitude to Superintendent Kevin Richard, the principals, faculty, staff, and school board members, for sharing information, impressions and future visions. People within the Conway School District are sincerely interested in improving educational opportunities for children.

V. Demographic Data and Enrollment Projections

Profile of Conway School District

The Conway Community

The Town of Conway is a historic community incorporated in 1765 that is located near the eastern edge of Carroll County, New Hampshire. The community is bordered by: Chatham, Jackson, Bartlett, Albany, Madison, and Eaton, N.H.; and Fryeburg, Maine. Conway is within a 100-mile drive to Manchester, N.H., a 56-mile drive to Portland, Maine, and a 134-mile drive to Boston, Mass. The community is located along U.S. Route 302, and N.H. Routes 16, 112, 113 and 153. The nearest access to I-93 is Exit 32 about 39 miles away.

The town's 2013 population was estimated to be 10,023 by the US Census Bureau; decreased by 92 people since 2010 but increased by 829 since 2006. This rural suburban community offers small town atmosphere marked by attractive homes, beautiful mountains and forest land, commercial and tourist attractions, and the relatively centrally located educational facilities. These unique characteristics mark the community of Conway as a desirable location to live, raise a family, spend leisure time and commute to work.

The town's 2013 population included a fairly even mixture of ages with the largest age group of 3,047 between ages thirty-five to fifty-four (30.3%), about 2,087 age nineteen or younger (20.7%), 1,903 between ages twenty to thirty-four (18.9%), 1,316 between the ages fifty-five to sixty-four (13%), and 1,712 age sixty-five or older (17%). According to the 2013 NH Community Profile the median age was 45.2 years of age.

The town of Conway's 2013 property tax rate was \$17.86 with a 2013 Equalization ratio of 95.3 and 2013 Full Value Tax Rate (per 1000 of value) of \$16.97. The total percent of assessed value by property type was: residential land and buildings

(68.5%), commercial land and buildings (29.2%), and public utilities, current use, and other (2.3%). The 2013 median household income was \$44,331.

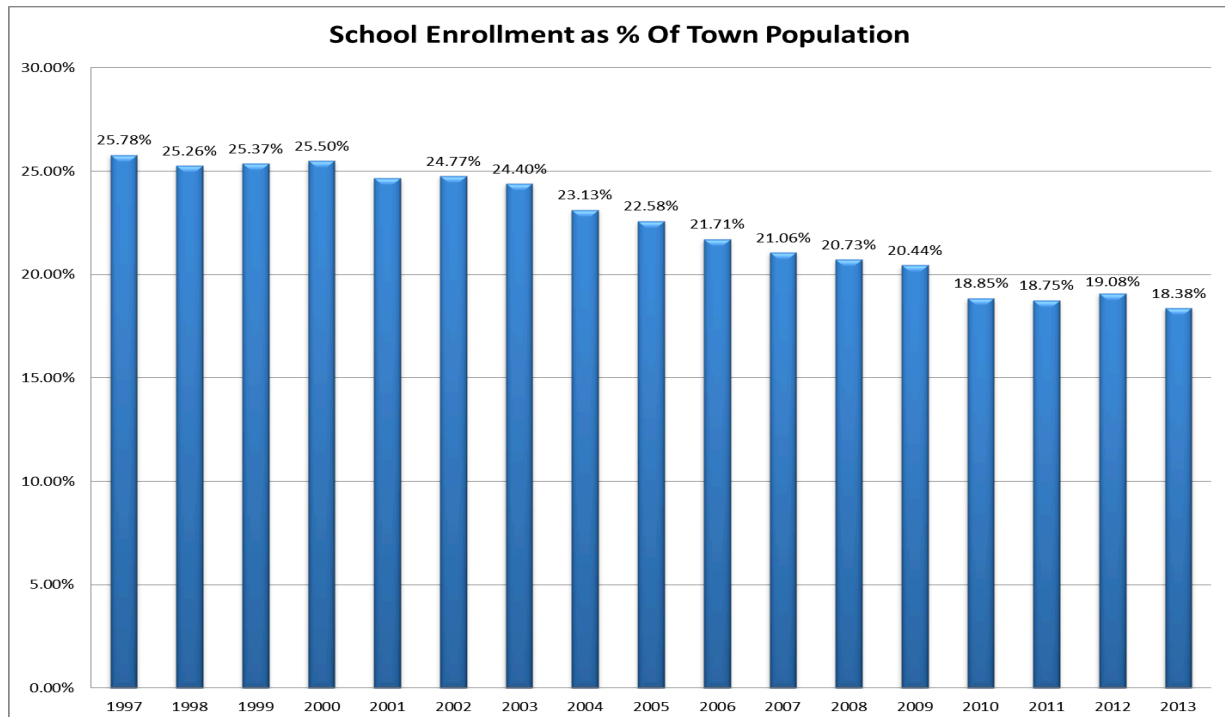
The Conway School District

The Conway K – 12 school district is a single town school district that is coterminous with the town of Conway. The system maintains five school divisions including three elementary schools, one middle school and one high school to service the K – 12 population of students.

TABLE 1
Comparison of Conway Enrollment and Town Population

Year	School Enrollment	Town Population	Student Enrollment (K –12) as a % of Town Population
2006	1,996	9,194	21.71%
2007	1,953	9,272	21.06%
2008	1,928	9,301	20.73%
2009	1,891	9,250	20.44%
2010	1,907	10,115	18.85%
2011	1,886	10,058	18.75%
2012	1,922	10,074	19.08%
2013	1,842	10,023	18.38%

GRAPH 1



The school district's K – 12 student enrollment has seen a decrease (see Table 1) over the last eight (8) years (2006-13), with a net decrease of 154 students. During the same nine-year period, the district's overall population in the town has increased by 829 people. The percent of the population that was of school age in grades K – 12 ranged from a high of 21.71% in 2006, to a low of 18.38% in 2013. It is important to note that an increase or decrease in a community's total population does not always lead to a corresponding change in student enrollment. In particular, this is true when certain other demographic, economic and growth characteristics of the community appear to cause a lowering of student enrollment.

The following table shows the pattern of births to residents of the district, which is an important indicator of student population.

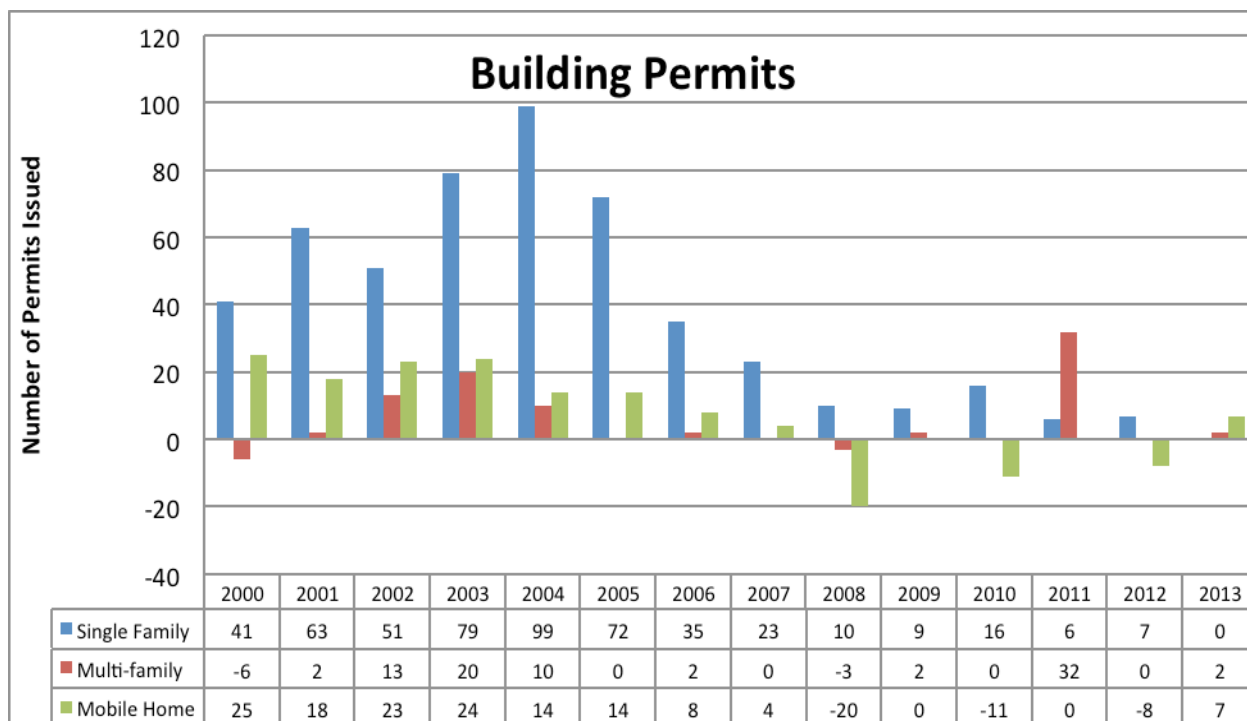
TABLE 2
Native Population and Births from 2004 – 2013

Year	Births (Bureau of Vital Records)	Town Population	Births as a % of District Population
2004	102	9,029	1.13%
2005	115	9,055	1.27%
2006	106	9,194	1.15%
2007	112	9,272	1.21%
2008	93	9,301	1.00%
2009	91	9,250	0.98%
2010	107	10,115	1.06%
2011	102	10,058	1.01%
2012	101	10,074	1.00%
2013	99	10,023	0.99%

The number of births in relation to the number of residents in the district has been variable since 2004. The average of births is about 109 per year. The number reached a high of 115 (1.27%) in 2005 and a low of 91 (0.98%) in 2009. It will be important to continue to monitor the number of births to residents in order to identify any significant changes in this pattern.

Another feature illustrating the potential for student growth within the district is the history of building permits issued. The following table depicts the number of building permits issued during the last 14 years in the school district.

GRAPH 2



It is estimated by one N.H. study that each residential new house, on average, may add .45 school age students to the school enrollments (Thibeault, 2006). Based upon US Census data (Census 2000 Summary File 1 (SF 1) 100-Percent Data) and household data from the NH Office of Energy and Planning, it is estimated that there are .5 students (ages 6 – 17) per household in the town. The fact that the school population has decreased and overall town population has slightly increased over the past few years while building permits have remained low and consistent; would seem to indicate a fairly stable and positive turnover of property within the town during a slow growing economic period. From discussions with the Town Planning Office, it would appear that there is a slight increase in residential permits this year. However, there are no large-scale new developments in the planning stage and future changes appear to be modest and stable. There are, however, a number of small subdivisions already approved. This would appear to suggest the potential for a slight pressure for positive growth in population.

VI. Overview of State

Overview

New Hampshire's student enrollments on average have shown a decline over the past 10 years from 205,769 in the 2005-06 school year to 183,604 in the 2014-15 school year, a decrease of 22,163 students.

According to the NH Economic and Labor Market Information Bureau:

The New Hampshire economy has been working through the difficult economic times like all states, and in fact countries, during the last decade. However, indicators suggest that as the economy does grow slowly, so will New Hampshire:

- The unemployment rate remains below the national average.
- Resident labor force growth in the state has nearly kept pace with growth of the U.S. labor force.
- Non-farm jobs in New Hampshire have accrued at about the same rate as the nation.
- Housing permits in New Hampshire have declined and now stabilized as a symptom of the recovering real estate market.

Many of the forces that determine the success of the New Hampshire economy are external. World events and, closer to home, a slow growth New England economy may moderate growth in New Hampshire. As the national economy stabilizes and grows, it is expected that New Hampshire will respond with positive growth, particularly in higher wage jobs. These jobs signal the continued growth of the service sector, requiring education and training.

The State of New Hampshire's overall population has grown significantly over the past 40 years, with the state growing by an average of 14,000 people per year. This trend is expected to continue with the NH Office of Energy and Planning forecasting a growth of nearly 10% from 2000 to 2015. While this growth has been high, it has not been uniform for all N.H. communities. Clearly, communities in the south central and southeastern counties have seen significantly higher growth with some northern and western counties witnessing a decline. While regions that border Massachusetts have experienced historic growth, there is also a trend for expanded development for communities that border our cities and major thoroughfares.

Cohort Survival Enrollment Projections

Accurate enrollment forecasting is particularly important to school boards and administrators. Enrollment estimates have an obvious impact on the budget, facility planning, and staffing.

Projecting future student enrollments is a difficult task at best. The cohort survival method is generally the most reliable measure used as a short-range (one to five years) forecasting tool. It is based on the calculation of a series of survival rates that indicate the fraction of students in one grade, in a given year, who "survive" to the next grade in the next year. First grade enrollments are calculated independently on the basis of past (six year prior) birth data, i.e., the birth to first grade ratio is always the result of comparing grade one enrollments to the number of births six years prior. Projections are then made using a grade progression ratio multiplied by the enrollment for a previous grade in a prior year. Kindergarten estimates are based on the first grade projection for the next year divided by the kindergarten to first grade ratio. Thus, kindergarten

projections are an inverse operation since they are based on the first grade estimate for the following year.

The basic idea behind this technique is that what has happened historically can be used to project trends for the future. It is important to note that the technique does not predict, but rather it is a process by which trends can be identified. It is good practice to keep this information updated on an annual basis, and for the district to keep abreast of demographic and economic changes in the area, which could potentially affect the local school population and the resources needed to support it.

The enrollment projections contained in this report are presented in three formats. The first is a five-year average which, briefly defined, is an average of the grade-to-grade progressions over the past five years (shown as 5 yr. avg.) The second format takes into account some of the trends of the most recent years, as well as considering some of the historical trends. This procedure is identified as a three-year weighted average, in which greater weight is given to the most recent year and correspondingly less weight for those years further back in history (shown as 3 yr. avg.). The third simply compares the last two years and uses that data as a basis for a projection (shown as 1 yr. avg.) The one-year average may fluctuate more because it is looking at only the last two years of data, and it does not reflect the longer-term data. It is, though, a good means for spotting trends, which may indicate some change in the normal patterns experienced by the district. Some examples of this may be a major business opening or closing, significant housing changes or changes in employment opportunities.

Information used to develop the survival percentages came from two sources: (1) to determine the projections for the first year of school (first grade), resident live births, as collected by the New Hampshire Bureau of Vital Statistics, are used to compare with the number of children who actually show up in first grade six years later and (2) the yearly October 1 enrollment data by grades as provided by the Superintendent of School's office to the NH Department of Education.

The data does not include students classified as out-of-district special education or home study. The reason for this is that these children are not reported in a particular grade grouping, nor is the figure apt to be a stable one. However, it is necessary to consider these children in any analysis of the need for space. One way to determine a potential number for the future is to calculate the percentage of these children as related to the total number of students. If, for example, the resulting percentage was 10%, then for planning purposes the projected populations should be increased by that percentage to account for those so classified. Home study children would not be a part of this percentage. However, if at some point they do enter the public school system, then depending upon the numbers, some adjustments may be necessary.

Appendix A contains detailed, grade-by-grade enrollment projections for the Conway school district. The data is presented in chart and graph form. The charts include historic enrollment data, resident live births, and projections using the three methods described herein. Graphs include (1) line graph depicting historical and projected trends; and (2) bar graphs showing actual resident live births for the past ten years and estimated live births for 2013 and into the future.

Summary

The cohort survival method relies on historical birth and enrollment data to calculate the various grade progression ratios. It is a common method used by demographers to estimate future school enrollments. It has proven to be accurate in most situations; however, it is a historical approach and assumes that all conditions will remain substantially unchanged. There is, however, no built-in consideration for an extraneous factor's impact, such as new industry, a significant change in economic conditions or a significant change in land availability or use. Grade by grade projections require counts for each grade and therefore any out-of-district special education, home schooled or private school students have not been included.

The Conway's K – 12 student population has decreased by 154 students since 2005-6 to 2014-15. When the overall change over this period is examined, it shows a total decrease of 7%. During that same period the average number of building permits for single-family homes in Conway has been low, showing a slight increase in 2015. In addition, the town's population has increased (829 from 2006-2013) while the number of births to residents has remained stable showing a slight variation over the last five years – an average of just over 108 per year. It is important to note that recent year's show and increase in kindergarten age students beyond what would be expected from the resident birth numbers. This would appear to suggest in migration of young families with preschool age children to the community.

Based on an examination of the cohort models, the number of births, the history of building permits and the population change, it is our belief that enrollments projected by the one year average model are the most reliable and that the district should adopt the model as the "reasonable" basis for assessing future student populations and facility needs.

A word of caution is important when predicting future changes based on a very small sample enrollment. For example, a slight change in the number of births may have a significant impact on a grade/school enrollment; however the gross changes would still be minor.

The confidence level of any enrollment projection drops as we extend further into the future and as birth data becomes projected information. As a result, it is recommended that the district continue its practice of revising projections annually based on the most current information.

A comprehensive demographic analysis was completed in October 2015 and the recommended enrollment projections are the basis of analysis of capacity and future need in this report. (See following Table)

TABLE 3

ENROLLMENT PROJECTIONS - 1 Year Cohort Method										
CONWAY										
2016 - 2017 to 2025 - 2026										
Grade	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
K	112	101	106	107	109	107	106	107	107	108
1	114	109	98	103	104	106	104	103	104	104
2	102	120	115	103	108	109	112	109	108	109
3	99	101	119	114	102	107	108	111	108	107
4	102	96	98	115	110	99	103	104	107	104
5	113	102	96	98	115	110	99	103	104	107
6	111	117	106	100	102	119	114	103	107	108
7	150	155	164	148	140	143	166	159	144	150
8	141	154	160	169	152	144	147	171	164	148
9	209	211	230	239	252	227	215	220	255	245
10	221	209	211	230	239	252	227	215	220	255
11	190	201	190	192	209	217	229	206	196	200
12	155	172	182	172	174	190	197	208	187	178
TOTAL	1,819	1,848	1,875	1,890	1,916	1,930	1,927	1,919	1,911	1,923
K-6	753	746	738	740	750	757	746	740	745	747
7-12	1,066	1,102	1,137	1,150	1,166	1,173	1,181	1,179	1,166	1,176
9-12	775	793	813	833	874	886	868	849	858	878

The confidence level of any enrollment projection drops as we extend further into the future and as birth data becomes projected information. As a result, it is recommended that the district continue its practice of revising projections annually based on the most current information.

VII. Description of the Elementary Schools in the Conway School District

A. Conway Elementary School (Grades K – 6)

Introduction

Conway Elementary School houses students in grades K – 6 for a total school enrollment on September 2015 of 264 students. There are fifteen class divisions within this school. These include: three full-day kindergarten, two divisions of each grade one through 6.

Program Description

The 2015-16 school day for the students at the Conway Elementary School extends from 9:00 am to 3:15 pm; however, students may arrive early at 8:30 am for a morning recess. In addition, the school, through a private provider using school facilities, offers a early morning program starting at 8 am and after school program starting at school closing (3:15) and lasting to 5 pm for students and families.

Students are grouped heterogeneously and generally receive instruction in all core subjects in their self-contained classrooms. The school uses a literacy block working with “Readers Workshop” and mathematics block using the “Everyday Math” program; each for a 75 minute block; each followed by a 30 minute subject appropriate intervention time. In addition, classroom teachers in self-contained classrooms teach science and social studies subjects.

Students are also exposed to a comprehensive integrated arts program including weekly instruction in Art, general Music, Library/Media, Technology (each 30-45 minutes per week depending on grade level), and Physical education (2-sessions per week). In addition, students in grades four through six have the opportunity to be exposed to Choral music and/or Instrumental Music/Band instruction during their instructional week.

The continuum of supplemental services available to students also include: a fully developed RTI (Response to Intervention) program, special education services if appropriate, a reading specialist, 504 plans, English Language Learners (ELL), Title One staff, school nurse, guidance services, a school psychologist, occupational therapy and speech services.

The Facility and Site

The Conway Elementary School is a facility built in 1955, with additions in 1978 (four classrooms) and 1990 (Kindergarten, cafeteria, and administrative spaces). The district’s maintenance department estimates the total square footage of the structure to be 40,000 square feet. The structure is located on 25 acres. However, the site acreage is shared with the Middle School facility and approximately 15 acres is considered to be in the flood plain. Clearly, among the facility's greatest strengths is its location within a neighborhood, a well-maintained structure and ample school site.

The facility's limitations include: lack of secure entrances with visual oversight, lack of parking, limited storage areas and some confusing traffic patterns for vehicle traffic at opening and closing of school.

Facility and Site Strengths

- School is located in the center of a neighborhood and adjacent to middle school and promotes community access
- General condition of the building is clean, bright and well maintained
- Facility offers a community resource and a strong sense of community for staff and students

- Playgrounds, fields and equipment are ample, well equipped, maintained and accessible for students

Facility and Site Limitations

- Entrances do not allow for visual oversight and monitoring of entering visitors
- Lack of storage
- Traffic flow appears confusing for drop off and pickup of students
- Lack of parking for community use, parents and visitors

Determining Functional Capacity of Conway Elementary School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size or the number of teams will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, in order to meet the learning needs for the K – 6 population, the school needs spaces for programs such as art, music, physical education, special education, reading, library/media, and food preparation, as well as areas for a variety of support services. Included under support services are spaces for guidance, health services, administration, food services, and custodial support. The continuum of supplemental services available to students also include: a reading specialist, 504 plans, English Language Learners (ELL), school nurse, guidance and counseling services, a school psychologist, occupational therapy, vision and speech services

Conway Elementary School currently has fourteen (14) regular or core classrooms. These are the rooms that form the basis of analysis of the functional educational capacity for core subjects. Specialized rooms such as art or music "receive" groups of students daily, under the Related Arts program, from the regular core-subject classrooms. At the present time, all classrooms are utilized on a daily basis.

TABLE 4
Conway Elementary School Capacity
Using Conway Class Size Guidelines

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten Full Day	2	20	40
Grades 1 - 6	12	20	240
Total	14		280

$$\text{Functional Capacity} = 95\% \text{ of } 280 \quad (.95 \times 280 =) 266$$

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., 1 – 2), and to make allowances for assigning fewer students. The school's overall capacity is 280. Using the 95 percent factor, it is 266 students using the Conway local guidelines.

TABLE 5
Conway Elementary School Capacity
Using NH Class Guidelines

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten Full Day – Grade 2	6	25	150
Grades 3 – 6	8	30	240
Total Functional Capacity	14		390

Note to Table: The NH Administrative Rules offer “(h) For the elementary and middle schools, a general purpose classroom shall provide a minimum of 900 square feet, including storage, or 36 square feet per child, whichever is greater.”

$$\text{Functional Capacity} = 95\% \text{ of } 390 \quad (.95 \times 390 =) 370$$

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., 1 – 2), and to make allowances for assigning fewer students to undersized classrooms as is the case here. The school's overall capacity is 390. Using the 95 percent factor, it is 370 students using the NH State Guidelines.

TABLE 6
Inventory of Current Program Spaces at Conway Elementary School

Function	Quantity	Comments
Kindergarten classrooms	2	Rooms 151 and 155 @1200sf
Classrooms Grades 1-6	12	Rooms 148, 144, 140, 136, 135, 134, 187, 188, 189, 190, 191, 192
Multi purpose room/gymnasium and stage	1	Room 122, 129, 127
Physical Education Storage	2	Rooms 126, 123
Special Education	3	Rooms 159, 161, and 193
Special Education Specialist areas	1	OT Room 124, Speech Room 160,
Library-Media Center	1	Room 117
Music	2	Portable Classrooms adjacent to Grade 5-6 classrooms

Function	Quantity	Comments
Cafeteria	1	Room 104
Title 1 and Interventionist	2	Room 165 and 180
Family Liaison	2	Rooms 130, 162
Kitchen	1	Room 105
Computer Lab	1	Room 133
Art	1	Room 167
Guidance	1	Room A103 @200sf
Nurse Office	1	Room L105 @200sf
Admin Office-Gen Office, Reception and Conference	3	Rooms 116, 114, 113
Staff bathrooms	2	
Student bathrooms	4	A 106-107 and L 104-103 All ADA compliant
Staff work rooms	2	Room A 105 @ 224sf and A 104 @ 160 sf
Storage	Several	Room L107 @484sf
Janitor	1	Room 106
Boiler Room	1	Room L108

Note: The inventory of current program space represents usage during the 2015-16 school year.

B. Pine Tree School (Grades K – 6)

Introduction

Pine Tree School houses students in grades K – 6 for a total school enrollment on October 1, 2015 of 266 students. There are fourteen class divisions within this school. These include: two full-day kindergartens and two divisions per each grade 1 through 6. Approximately 30 students are enrolled under the district's school choice policy.

Program Description

The 2015-16 school day for the students at the Pine Tree School extends from 9:00 am to 3:15 pm, with a morning recess beginning at 8:30 a.m. Students have access to Project Succeed, which provides before and after school programming for all students from 7:45 – 8:30 a.m. and 3:15-5:15 p.m.

Students are grouped heterogeneously and generally receive instruction in all core subjects in their self-contained classrooms. The school uses Lucy Calkins for Literacy working in a 70-minute block followed by a 30-minute Reading Intervention period. Mathematics instruction uses the Everyday Math program followed by a 30-minute Math Intervention period. Teachers are beginning to incorporate the Next Generation Science Standards into the teaching of science at separate times throughout the week. Social Studies is also taught at separate times.

Students are also exposed to an integrated arts program including weekly 30-45 minute (time depends on the grade) instruction in Art, Music, Physical Education (2x per week), Technology (computers) and Library. Instrumental music and Choral music group ensembles are available for students in grades 4-6 along with individual lessons.

The continuum of supplemental services available to students also include: a reading specialist, 504 plans, English Language Learners (ELL), Title One staff, school nurse, guidance and counseling services, a school psychologist, occupational therapy, vision and speech services.

The Facility and Site

The Pine Tree School is a facility built in 1990. The district's maintenance department estimates the total square footage of the structure to be 40,000 gross square feet. The structure is located on 14 acres. Clearly, among the facility's greatest strengths is its location within a neighborhood, well maintained structure and idyllic setting.

The facility's limitations include: lack of town water and sewer, need to update heating system, lack of a generator in times of power outages, inadequate storage and uneven heat control through all areas of the building.

Facility and Site Strengths

- School is located in the center of a neighborhood allowing some walking access
- General condition of the building is clean and bright
- Facility is very well maintained with great pride in building
- Facility offers a community resource and a strong sense of community for staff and students
- Windows allow ample light
- Playground field and equipment is well maintained and accessible

Facility and Site Limitations

- Poor air circulation in some areas and uneven heating throughout building; no uniform ventilation system
- Parking is limited with some safety concerns (grate located 18" below grade)
- Back field area and points of entry not under surveillance
- Lack of storage throughout the building (i.e. locker rooms are used for storage)

Determining Functional Capacity of Pine Tree School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size or the number of teams will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, in order to meet the learning needs for the K - 6 population, the school needs spaces for programs such as art, music, physical education, special education, reading, library / media, and food preparation, as well as

areas for a variety of support services. Included under support services are spaces for guidance, health services, administration, food services, and custodial support.

Pine Tree School currently has fourteen (14) regular or core classrooms. These are the rooms that form the basis of analysis of the functional educational capacity for core subjects. Specialized rooms such as art or music "receive" groups of students daily, under the Related Arts program, from the regular core-subject classrooms. At the present time, all classrooms are utilized on a daily basis.

TABLE 7
Pine Tree School Capacity
Using *Conway* Class Size Guidelines

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten Full Day	2	20	40
Grades 1-6	12	20	240
Total	14		280

$$\text{Functional Capacity} = 95\% \text{ of } 280 \quad (.95 \times 280 =) 266$$

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., 1 – 2), and to make allowances for assigning fewer students. The school's overall capacity is 280. Using the 95 percent factor, it is 266 students using the Conway local guidelines.

TABLE 8
Pine Tree School Capacity
Using *NH* Class Guidelines

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten – Grade 2	6	25	150
Grades 3-6	8	30	240
Total Functional Capacity	14		390

$$\text{Functional Capacity} = 95\% \text{ of } 390 \quad (.95 \times 390 =) 371$$

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., 1 – 2), and to make

allowances for assigning fewer students to certain classrooms. The school's overall capacity is 390. Using the 95 percent factor, it is 371 students.

TABLE 9
Inventory of Current Program Spaces at Pine Tree School

Function	Quantity	Comments
Kindergarten classrooms	2	117 & 120 @1200sf
Classrooms Grades 1-2	4	Rooms 126, 129, 137, and 140 @ 900sf
Classrooms Grades 3-4	4	Rooms 143, 146, 192, 194 @ 900 sf
Classrooms Grade 5 - 6	4	Rooms 197 and 199 @ 900 sf
Gymnasium	1	Room 160
Physical Education Storage	1	Room 161
Speech	1	Room 136
Special Education Areas	2	Learning Centers – Rooms 123 and 200
Library-Media Center	1	Room 107
Music	1	Room 174 – Stage area @560sf
Art	1	Room 182
Kitchen	1	Room 170
Guidance	1	Room 106
Nurse Office	1	Room 105
Admin Office-Gen Office, Reception and Conference	3	Rooms 109, 113, and 114
Computer Lab	1	Room 132
Staff bathrooms	3	
Student bathrooms	4	All ADA compliant
Staff work room	1	Room 133
Storage	Several	
Janitor	1	
Boiler Room	1	

Note: The inventory of current program space represents usage during the 2015-16 school year.

C. John Fuller School

Introduction

John Fuller School houses students in grades K – 6 for a total school enrollment on October 1, 2015 of 207 students. There are fourteen (14) class divisions within this school. These include: two full-day kindergartens and two divisions per each grade 1 through 6.

Program Description

The 2015-16 school day for the students at the John Fuller School extends from 9:00 am to 3:15 pm. Students are grouped heterogeneously and generally receive instruction in all core subjects in their self-contained classrooms. The school uses Lucy

Calkins for Literacy working in two 60-minute daily blocks (one for Reading and one for Writing). Mathematics instruction uses the Everyday Math program in a 60-minute daily block. Teachers are beginning to incorporate the Next Generation Science Standards into the teaching of science at separate times throughout the week. Social Studies is also taught at separate times. Chromebooks are integrated into daily classroom instruction in grades 3 – 6.

Students are also exposed to an integrated arts program including weekly 45-minute instruction in Art, Music, Physical Education (2x per week), and Library for grades 3 – 6. Students in grades K – 2 receive weekly 30-minute instruction in Music, Physical Education (2x per week), Computers, and Library, with a weekly 45-minute block in Art. Instrumental music and Choral music group ensembles are available for students in grades 4 – 6 along with individual lessons. The continuum of supplemental services available to students also include: a reading specialist, 504 plans, English Language Learners (ELL), Title One staff, school nurse, guidance and counseling services, a school psychologist, occupational therapy, physical therapist, Behavior Analyst and speech services.

The Facility and Site

The John Fuller School is a facility built in 1953, with additions in 1978 (Grades 5 & 6 currently) and 1990 (Grades K – 2 currently and cafeteria). The district's maintenance department estimates the total square footage of the structure to be 43,000 gross square feet. The structure is located on approximately 6 acres. Clearly, among the facility's greatest strengths is its location within a neighborhood, well-maintained structure, and abundance of instructional space.

The facility's limitations include: exterior and entrance security, insufficient storage and uneven heat control through all areas of the building.

Facility and Site Strengths

- School is located in the center of a neighborhood allowing some walking access
- General condition of the building is clean and bright
- Facility offers a community resource and a strong sense of community for staff and students
- Specialists have dedicated space that is more than adequate
- Spacious classrooms
- Windows allow ample light
- Playground field and equipment are well maintained and accessible

Facility and Site Limitations

- Poor air circulation in some areas and significantly uneven heating throughout building; no uniform ventilation system
- Parking is limited
- Entrance security needs upgrade
- Playground area is not enclosed for security purposes
- No interior access to Boiler Room

- Insufficient storage space (i.e. stage area used for storage)
- Lack of video surveillance for exterior of building and at points of entry
- Classroom access security needs upgrade
- Lack of burglar alarm

Determining Functional Capacity of John Fuller School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size or the number of teams will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, in order to meet the learning needs for the K – 6 population, the school needs spaces for programs such as art, music, physical education, special education, reading, library / media, and food preparation, as well as areas for a variety of support services. Included under support services are spaces for guidance, health services, administration, food services, and custodial support.

John Fuller School currently has fourteen (14) regular or core classrooms. These are the rooms that form the basis of analysis of the functional educational capacity for core subjects. Specialized rooms such as art or music "receive" groups of students daily, under the Related Arts program, from the regular core-subject classrooms. At the present time, all classrooms are utilized on a daily basis.

TABLE 10
John Fuller School Capacity
Using *Conway* Class Sizes

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten Full Day	2	20	40
Grades 1 - 6	12	20	240
Total	14		280

$$\text{Functional Capacity} = 95\% \text{ of } 280 \quad (.95 \times 280 = 266)$$

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., 1 – 2), and to make allowances for assigning fewer students. The school's overall capacity is 280. Using the 95 percent factor, it is 266 students using the Conway local guidelines.

TABLE 11
John Fuller School Capacity
Using NH Class Guidelines

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten – Grade 2	6	25	150
Grades 1 - 6	8	30	240
Total Functional Capacity	14		390

Note to Table: The NH Administrative Rules offer “(h) For the elementary and middle schools, a general purpose classroom shall provide a minimum of 900 square feet, including storage, or 36 square feet per child, whichever is greater.”

$$\text{Functional Capacity} = 95\% \text{ of } 390 \quad (.95 \times 390 =) 371$$

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., 1 – 2), and to make allowances for assigning fewer students to undersized classrooms as is the case here. The school's overall capacity is 390. Using the 95 percent factor, it is 371 students.

TABLE 12
Inventory of Current Program Spaces at John Fuller School

Function	Quantity	Comments
Kindergarten classrooms	2	Rooms 151 and 155 @ 1,050 sf with a pod between @80 sf
Classrooms Grades 1-2	4	Rooms 146, 150, 157 and 161 @900 sf with pods between each grade @80 sf
Classrooms Grades 3-4	4	Rooms 139, 141, 175 and 176 @900 sf
Classrooms Grades 5-6	4	Rooms 180, 181, 182 and 183 @900 sf
Gymnasium	1	Room 119
Cafeteria	1	Room 104
PE Office	1	Room 114
Special Education	2	Rooms 135, 136 and 166 used by multiple special education staff and specialists each @480 sf
Title I & Reading	1	Room 140 @900sf used by multiple education staff and specialists
Library-Media Center	1	Room 120 @ approx. 2000 sf with two separate offices attached
Music	1	Room 112 @640 sf (sharing wall with gym)
Art	1	Room 137 @840 sf
Computer Lab	1	Room 138 @900 sf
Study Hall	1	Room 177 @189 sf
Student Support Center	1	Room 168 @432 sf
Speech	2	Room 169 @240 sf and Room 170 @144 sf
OT / PT	1	Room 163 @168 sf

Function	Quantity	Comments
Psychology	1	Room 165 @216 sf
OT Office / ESOL	1	Room 145 @160 sf
Kitchen	1	Room L102 @726 sf 108/105
Guidance	1	Room 134 @210 sf
Nurse Office	1	Located in office area
Admin Office-Gen Office, Reception and Conference	2	Conference Room 130 @160 sf; Office Area includes Reception, Nurse, and Principal's Office
Staff bathrooms	2	
Student bathrooms	10	8 bathrooms are located in classrooms – not ADA compliant; 2 bathrooms (Rooms 130 and 131) are general use and are ADA compliant
Staff Room	1	Room 111 @374 sf
Storage	Several	Rooms 116 and 117 @120 sf; and 162 @288 sf
Janitor	2	
Boiler Room	1	Can only be accessed from the exterior of the building

Note: The inventory of current program space represents usage during the 2015-16 school year.

D. A. Crosby Kennett Middle School

Introduction

A. Crosby Kennett Middle School serves students in grades 7 & 8 with a total student population of 277 students as of October 1, 2015. There are 3 teams within the school, each with a section of 7th and 8th grade students.

Program Description

The school day for students extends from 7:30 a.m. to 2:30 p.m. with the first hour dedicated to a short homeroom period followed by a 20-minute reading period and a 25-minute concentrated instruction/support in core academics. The remainder of the day consists of seven (7) 45-minute instructional blocks in Reading/Language Arts, Mathematics, Social Studies and Science. The school utilizes Calkins workshop for literacy, CPM Math (being phased in over the next year), and NGSS for science curriculum. High School credit is available to 8th graders in Algebra I and Spanish. Chromebooks are utilized throughout the school and are available to all students.

The trimester schedule allows for all students to participate in a range of integrated arts programs in 45 minute blocks that include; physical education, music, health, family and consumer science, art and technology education. A full scope of services are available to students facilitated by 3 special education teachers who work with the instructional team and 2 additional teachers who coordinates interventions for students with significant needs.

The Facility and Site

The A. Crosby Kennett Middle School (formerly Kennett High School) is prominently located in the center of Conway, N.H. The original school was constructed in 1923 with substantial additions and upgrades in 1938, 1939, 1963, 1978, and 1979. The building is estimated to 187,000 gross square feet. The structure is located on 25 acres that include several athletic fields. However, the site acreage is shared with the Conway Elementary School facility and approximately 15 acres is considered to be in the flood plain. The building also houses the superintendent's office for SAU #9. The school is located on Main Street, Conway, abutting the Swift River and scenic railway, and the Conway Elementary School.

The relatively recent conversion of the school from a middle and high school to an exclusive middle school in 2007 has resulted in approximately 40% of the building currently unoccupied, estimated to be 60,000 square feet.

The facility has few limitations due to the expanse of available space however, has experienced roof leaks and balance of HVAC systems within the facility. The location of the reception area by the entrance to the school is some distance from the second floor administrative offices causing some inconvenience for visitors. The entry area configuration is difficult to monitor.

Facility and Site Strengths

- School holds a strong commitment to the traditions established in this setting over many years
- The school is very well maintained, clean and promotes an atmosphere of pride
- The school continues to be a community resource and is convenient to access
- The athletic fields are well maintained, easily accessible by students and community members

Facility and Site Limitations

- Unbalanced HVAC systems
- Occasional roof leakage
- Security in the entrance area that opens to the cafeteria needs improvement
- Several open spaces, including unoccupied classrooms, that are unsecured
- Traffic flow appears confusing for drop off and pickup of students
- Lack of parking for community use, parents and visitors

Determining Functional Capacity for A. Crosby Kennett Middle School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size or the number of teams will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, in order to meet the learning needs for the 7 – 8 population, the school needs spaces for programs such as art, music, physical education, special education, reading, library/ media, and food preparation, as well as areas for a variety of support services. Included under support services are spaces for guidance, health services, administration, food services, and custodial support.

A. Crosby Kennett Middle School currently has fifteen (15) regular or core classrooms that are currently being used. In addition, there are eleven (11) regular or core classrooms that are *not* currently being used. These rooms, in totality, form the basis of the analysis of the functional educational capacity for core subjects. Specialized rooms such as art or music "receive" groups of students daily, under the Related Arts program, from the regular core-subject classrooms. At the present time, only 60% of the available classrooms are utilized on a daily basis.

TABLE 13
A. Crosby Kennett Middle School Capacity
Using Conway Class Sizes

Usage Status	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Currently In Use	15	20	300
Currently Not In Use	11	20	220
Total Functional Capacity	26	20	520

$$\text{Functional Capacity} = 95\% \text{ of } 520 \quad (.95 \times 520 = 494)$$

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., 7 – 8), and to make allowances for assigning fewer students. The school's overall capacity is 520. Using the 95 percent factor, it is 494 students using the Conway local guidelines.

TABLE 14
A. Crosby Kennett Middle School Capacity
Using NH Class Guidelines

Usage Status	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Currently In Use	15	30	450
Currently Not In Use	11	30	330
Total Functional Capacity	26	30	780

Note to Table: The NH Administrative Rules offer "(h) For the elementary and middle schools, a general purpose classroom shall provide a minimum of 900 square feet, including storage, or 36 square feet per child, whichever is greater."

$$\text{Functional Capacity} = 95\% \text{ of } 780 \quad (.95 \times 780 =) 741$$

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., 7 – 8), and to make allowances for assigning fewer students to undersized classrooms as is the case here. The school's overall capacity is 780. Using the 95 percent factor, it is 741 students.

TABLE 15
Inventory of Current USED Program Spaces at A. Crosby Kennett Middle School

Function	Quantity	Comments
Grades 7-8 CORE classrooms (ELA, Math, SS, Reading)	12	Rooms A24, A25, A26, A30, B5, B6, B7, B8, B15, B16, B17, and B18
Science Labs	3	Rooms B9, B20, A29/31
Music	1	Room C2
Art	1	Room B40
Special Education	4	Offices next to Lecture Hall: B19, B37, B38, A28
Gymnasium	1	
Cafeteria	1	Off main entrance – glass wall separating foyer from student area
Kitchen	1	
Health	1	Room B39
Foreign Language	2	Rooms B4 and B14
Library-Media Center	1	
Lecture Hall	1	Theater-style seating – seats 100
Student Support Center	1	A-4S and A-4N
Student Services Suite (OT, PT, Speech, Psychology)		No numerical designation – located by Courtyard and Lecture Hall – 4 offices and a work area
Nurse	1	Room B-1 – total 600 sf
Main Office - Gen Office, Guidance, Reception and Conference		No numerical designation – located by Library - Conference Room – 1,620 sf; Office Area includes Reception, Guidance, and Principal's Office – total 870 sf
Alumni Room	1	Room B33
Team Meeting Room	3	Rooms A27, B25, and B32
Student bathrooms	8	
Staff bathrooms	3	2 women / 1 men
Staff Room	1	
Janitor		Entire wing on bottom floor – several janitor's closets throughout the building
Boiler Room	1	

Note: The inventory of current program space represents usage during the 2015-16 school year.

TABLE 16
Inventory of Current UNUSED Program Spaces at A. Crosby Kennett Middle School

Function	Quantity	Comments
General Classrooms Currently Empty	11	Rooms A3, A4, A5, A12, A14, A16, A19, A20, A21, A22, and A23
Offices	2	Rooms A17 and A18
Old Gymnasium	1	Room A12 - Currently split into smaller spaces to accommodate former student population

Note: The inventory of current program space represents areas not being utilized during the 2015-16 school year.

VIII. Future Facility Needs

A. Assumptions That Guide Development of Findings and Recommendations

The following assumptions were used in analyzing facilities and in projecting future program space needs:

1. Student enrollments will approximate the projected number of students using a three-year average method. (See Table 1)
2. Curriculum changes can be expected and technology will continue to advance in regard to program availability and integration with a breadth of options for delivery evolving gradually over the next 5 years
3. Significant changes in the length of the school day or the school year are not anticipated, however, it is anticipated that school districts will be providing a greater expanse of learning options for students in the summer months and after traditional school hours
4. Class size guidelines will be sustained at current level however blended and on-line courses will be more prevalent and elected by students
5. The schools will continue to serve as a valuable community resource and will be used for community education and by community groups during non-school hours

Our purpose in outlining these assumptions is merely to identify conditions and practices which impact facility and space needs. We do not advance these as judgments about what necessarily should be. A few of these assumptions may be changed over a period of years through policy and operational decisions made by officials of the Conway School District.

Consideration for the Future of Conway School District

As part of this study, the investigators considered potential future trends and implications for the conditions for learning in general and translated to recommendations for the Conway School District. While the authors do not profess to

have a secret “window into the future,” we did give considerable attention to the concept future needs and trends in our overall report.

In particular, we addressed this expectation in affirming the recent study of enrollment trends and gave special consideration to the options for consolidation of educational programs and services to realize greater efficiencies in operations. Additionally, the following observations are offered for consideration in the planning for the transformation of schools in the foreseeable future. At a minimum, a school district that strives to meet the needs of its community for the next decade will need to insure facilities are Community Friendly, Technology Sophisticated, Secure, Flexible and Adaptable to Potential Change and efficient in all aspects of the infrastructure.

1. Be Community Friendly

As is noted in several recent studies New Hampshire, and in fact, communities nationally, are realizing the effects of an aging population. With the advent of the graying of the Baby Boom generation, we not only have a diminishing natural political constituency (fewer parents as voters); we are experiencing increased competition for public resources by the other governmental services (community senior centers, health costs, etc.) designed to meet the needs of this ever increasing segment of the population.

In response, schools and all public service agencies must transform and extend programs and services to directly engage and serve this non-traditional group. Programs like senior centers in the schools, offering access to unique services like technology access and education, adult learning, and enrichment programs would be beneficial. The benefits would likely include a much stronger connection between the school and its community.

2. Be Technology Smart

The growth and impact of new technologies in all aspects of society suggest that these effects will expand and become integral to all forms of work and leisure activities. Schools will logically be the host for these activities. We easily envision this will impact the delivery system (e.g., one-on-one learning, research techniques, writing, etc.) Futurists tell us that the amount of “known information (knowledge)” expands two-fold in less than six months. Consider the impact upon the available resources available to students and the public, for which the public schools will be the point of access!

As noted, the impact of this apparently escalating change will be profound on the field of education causing in part potentially drastic changes in the delivery system of learning. Students and parents will expect an ever-increasing use of the current and emerging technologies in the day-to-day delivery of instruction. As examples, they will expect greater use of the web, wireless access, use and access of data in all forms in the learning and evaluation process and progress reporting in real time.

As schools plan for the future, at a minimum, they must include allowances for all of the known technologies (e.g., web-based learning, technology labs, technical services, fiber optic pathways and built-in flexibility to allow for the inexpensive integration of new dimensions for learning (e.g., open conduits, flexible spaces, access

to a wide expanse of research materials, and extended day opportunities for individual and group learning).

3. Be Flexible and Adaptable

Over the last fifty years, public education has seen many changes and the physical structure of schools has not always been friendly to the new additions and/or changes. Schools built in the 1950's were built to educate larger class sizes of relatively pre-selected students and designed to deliver a similar education to all students. In the 1970's, schools were built to suit a new philosophy of open education (e.g., schools with out walls) and since the 1990's, we have struggled to find small group instructional spaces to meet the demand of a more specialized educational program for all students.

In addition, improvements in utility systems, safety knowledge, changed governmental standards and technologies have caused a major overhaul of school buildings to accommodate a variety of new rules, laws and practices. These include the allowances for Internet access, new communications systems, energy-efficient heating and cooling systems, efficient HVAC systems, handicap accessibility and more.

If there is a lesson from our past, it may be that we must build in flexibility and adaptability into all school structures. Since school buildings are the largest public investments in most communities, it is essential that they be adaptable to yet to be known purposes. Architects and engineers are increasingly aware of this need and have developed techniques and strategies that meet this need. As examples, they encourage the creation of flexible multi-use spaces (e.g., a few rooms with portable walls), avoid overly specialized areas (e.g., rooms with fixed furniture or fixtures), and allow for easily accessible overhead areas.

There is no question that the future will pose new challenges for education and school structures must be built or transformed in a way that allows for the economical transformation of space and inclusion of all foreseen changes. It is clearly more economical to build this capacity during a time of construction or alteration than it is to alter after the fact. In many ways the old adage of "penny wise and pound foolish" applies to new public construction. The need to create a careful and informed plan is perhaps the greatest lesson learned.

4. Be Open to Change in the Scope and/or Purpose of Education

Educational historians have noted a significant change in the scope and purposes of education throughout history. As an example of this changing role we can consider that the percent of students who entered kindergarten together and reasonably expected to graduate together roughly mirrors the decade markers of the 20th Century. In the 1950's only about 50% of the students graduated together. Many left school for a variety of reasons often accepted by society (e.g., work, war, to raise a family, and more). In the 1960's about 60% of the students graduated, in the 80's, about 80% and so on. Beginning at about the turn of this century, we justifiably now expect that ALL children will be in school through at least graduation.

The inclusion of all students in public education has, by action, significantly changed schools. Public educational institutions must now be equipped to meet the learning needs of all children. These include the children who want to be in school and those that do not, the disabled (physically, emotionally and mentally), as well as the highly able, the medically fragile and the physically strong. We need only look at the impact of federal laws like “No Child Left Behind” (NCLB), the “Individuals with Disability Act” (IDEA), or state initiatives like “Follow the Child” as evidence of this changed expectation. While these laws and society’s expectations have changed the needs for space and facilities in our schools and are addressed in this report, we need to consider the potential changes on the horizon.

While there will no doubt be many unexpected new responsibilities for public education in response to the needs of society, it is clear that there appears to be an emerging movement towards greater individual choice in the education system. There is clear evidence when one considers the increase in the number of families that choose to home educate children, and the increasing pressure to allow for open choice for parents among schools. This movement towards an individualized or personalized education for each child is supported by recent changes in the State of New Hampshire’s new School Approval Standards, as well as in some aspects of the federal ESEA Act and the recent emphasis upon competency-based learning continuum, and the national common core standards initiative. This movement also gains some momentum from the advances in technology that now allows remote access to graduation credit for an expansive variety of courses through school programs and services from home.

With the convenient access to traditional school programs and services in non-traditional ways, schools have modified policies, practices and delivery system to meet the corresponding demand from students, parents, citizens and taxpayers. These changes may offer additional support to the notations above and, at a minimum, require educators and policy makers to be vigilant in assessing public interest and needs, and reevaluating and changing past practices.

Twenty-First Century Learning

The elements above represent many of the preliminary conditions that are the preamble to what is commonly regarded as 21st Century Learning (for lack of a more convenient term). As noted, the dynamics of schooling will be altered dramatically over the next 5 – 10 years requiring the adaptation to a more expansive set of options for teaching, learning and educational leadership and, accordingly, facilities that will be adaptive to the refined adaptations for learning.

The conditions for learning, teaching and educational leadership include:

- Personalized learning plans for each student
- Focus upon specialized skills in teaching rather than predominance of generalist in each level of learning
- Recognition that major concepts in curricular can be best represented in web-based learning connections, leaving the teaching specialist to facilitate the application and supports for application as well as remediation

- Recognition that age-based grouping will transform to levels of readiness as determined by an elevated system for measuring competencies matched with personal academic and persona; maturity to advance
- Recognition that investments in early childhood learning will greatly impact the necessity of expansive intervention and remediation provisions for students particularly at the middle and high school levels
- The investment in schooling will include a commitment to educating parents and the communities at large in the intricacies of learning and engaging their assistance in insuring students meet their potential
- The calendar for schooling will expand upon the current limitations and expand to avail instructional and support programs in an expanded school day and year

The adaptation of educational facilities to best accommodate these dimensions for learning include:

- Adaptive learning classrooms that are designed for both personalized learning supports as well as group project-based learning initiatives
- Widespread web-based learning capabilities that require dependable access to high demand sites
- Adaptable school environments that are available to students and the greater public up to 18 hours per day, year round
- Availability of community-based support programs that include parent/ community services, wraparound interventions and alternative learning environments
- Formal connected learning options with on-line credit bearing entities as well as community colleges and higher education institutions
- Serving as a focal point for community resources that include supportive services to families as well as disadvantaged students and families

Summary of Facility Needs at Conway School District

The need for realigned or expanded facilities can be determined by comparing existing facilities with the facilities that will be needed at select future dates. By determining potential discrepancies, school officials may then choose one or more solutions to close the gap between what will be needed and what is currently available.

In general, educational facility needs may be caused by a wide variety of reasons. These needs may be organized into five major categories: capacity, structural/compliance, program crowding and future considerations.

- Capacity issues relate to those needs caused by the building's ability to house those students (known and projected) in appropriate spaces/classrooms. (Is there enough appropriate space for the students within the building or in the case of declining enrollment, is there more feasible ways to consolidate programs and services without compromising the delivery of programs and services to students, faculty and staff and families?)
- Structural and compliance needs often relate largely to the age of the structure, it's adaptability to modifications for varied learning programs and systems. Primary is

the measure of building safety and compliance with current standards/codes/guidelines?)

- Program crowding issues center on whether or not there are appropriate spaces for programs currently offered (or expected to be offered) within either the prescribed or required educational program
- Consideration of future needs as addressed in the prior section of this report. What will be the most economically and educationally sound decisions for facility use and modification to meet future needs?
- Building Security needs include secure entrances, monitoring of areas of high traffic (hallways and common areas) and securing of classrooms and office spaces as well as vacant and storage spaces

Within the Conway School District there are clear needs for remodeled educational spaces and realigned use of other spaces in relation to the notations above.

B. Findings and Recommendations

The Conway School District the facility needs are complex. In the grades K – 8 facilities, the needs center on infrastructural improvements. These findings are based on the observations of the consultants and the feedback from staff.

The following table shows the total functional educational capacity of the current K – 8 school facilities and compares that capacity to the October 2015 student enrollment.

TABLE 17
Summary of K – 8 Functional Educational
Capacity using *Conway* guidelines
in Relation to 2015 Enrollment

School	2015 Enrollment	Functional Educational Capacity	Difference
Conway Elementary	264	266	+2
Pine Tree	266	266	0
John Fuller	207	266	+59
A. Crosby Kennett Middle School	277	494	+217
Total	1,014	1,292	+278

TABLE 18
Summary of K – 8 Functional Educational
Capacity using NH guidelines in
Relation to 2015 Enrollment

School	2015 Enrollment	Functional Educational Capacity	Difference
Conway Elementary	264	371	+107
Pine Tree	266	371	+105
John Fuller	207	371	+164
A. Crosby Kennett Middle School	277	741	+464
Total	1,014	1,854	+840

Currently, the school district would have an excess of capacity when using N.H. higher class size guidelines for grades K – 8 as well as using Conway class size goals. If we were to project the future capacity needs using the K – 8 projections for 2015-16 to 2024-25 (See Table 1), we would show a potential enrollment of about 1,044 in a year. It is important to note that this projected capacity assumes the continued use of spaces that are less than ideal for instruction of students as noted in the individual school descriptions.

C. Summary of Findings and Observations

Many factors influence the future facility use and planning for Conway School District. Among the most important are recognizing the implications of the projected school enrollments, enrollments by grade levels, department/program area, class size goals, requirements for support program spaces and allowance for community use of the school and site.

In looking ahead through the next decade, it appears that Conway Kindergarten through grade 12's current enrollment as of October 1, 2015 is 1,819 students, and is expected to increase gradually to 1,923 over the next 10 years. This is an important factor in future use of the elementary facilities that has a functional capacity beyond the current enrollment.

Our use of a room utilization factor of 95 percent for elementary schools when using the state class size guidelines is predicated on three factors: (1) the realities of school enrollments that are determined by defined parameters for student enrollment that are rarely perfectly balanced; (2) allowing some flexibility for new program initiatives; and (3) providing some margin for modest increases in average class size should such increases become necessary.

We must emphasize that our recommendations are predicated on minimal programmatic shifts and those brought forward represent patterns in the learning continuum that are proven to be more effective and efficient. Accordingly, if

programmatic priorities change, then some accompanying changes should occur in terms of specific space needs.

It should be noted and emphasized that the realities of dealing with an existing structure often require adjustments and compromises. Although it appears that some appropriate program space can be achieved within the existing building, professional advise from an architect is suggested to analyze various design options to determine the best solution(s) in achieving desired program space while insuring proper accommodations for safety and operational efficiencies.

It is important to emphasize as shown in Table 18 that even though the district's K – 6 schools and middle school may have excess functional capacity, they are in need of renovations and infrastructure upgrades in order to provide appropriate space for existing and possibly future programs. These include in general, the HVAC systems, plant operation systems and availability of storage space, appropriate space for technology upgrades and sufficient web access, small group and project-based learning / support, parking area improvement and possibly more, as may be determined by the forthcoming recommendations. See Table 19 below.

Table 19
Summary of Observations & Findings for Conway Elementary Schools

Consultants' observations and findings
<p>a.) If the district keeps its Conway class size goals in place, all three elementary schools are virtually at or slightly under their Functional Educational Capacity at the current time. (See Table 17)</p> <p>b.) If the Conway School District changes its class size guidelines to use the state of NH's guidelines (25 or less in K-2 and 30 or less in Grades 3-12) there is an excess capacity. (See Table 18)</p> <p>c.) Under both the district and state class size guidelines there is clearly excess capacity at A. Crosby Kennett Middle School. (See Tables 17 & 18)</p> <p>d.) There exists some minor structural and infrastructural needs in all buildings.</p> <p>e.) The projected enrollment K-8 in the Conway School District indicate that facility planning should be based on a maximum enrollment of 1,044 students. (See Table 3)</p> <p>f.) There is a general lack of suitable parking at all facilities, most notably at the Conway Elementary / A. Crosby Kennett Middle School site.</p> <p>g.) There are building and grounds security monitoring needs in all four facilities.</p>

IX. Alternatives Based on the Study for Addressing Future Needs

The following are suggestions that emerge as potential ideas for future action by the Conway School District based on observations of consultants and feedback from staff surveys.

Alternative 1:

Continue to develop and implement the district's Capital Improvement Plan to effect needed maintenance to school buildings.

Alternative 2:

Maintain current Conway class sizes policy and three elementary schools as currently used.

Alternative 3:

Close one elementary school and move K-6 students to middle school.

Alternative 4:

Move grade 6 students from each elementary school to the middle school.

A more detailed look at each Alternative

Alternative 1:

Continue to develop and implement your Capital Improvement Plan to effect needed maintenance to school buildings.

Alternative 1 has 1 element:

- Build upon the past practices and success of planning major capital improvements

Advantages (+)	Disadvantages (-)
<ul style="list-style-type: none">• Builds a strong infrastructure• Improve infrastructure and security concerns that will improve learning environment• Allows for prudent stewardship of community resources	<ul style="list-style-type: none">• Requires time and energy• Does not address crowding issues at two of the elementary schools• Does not address excess capacity at the middle school

Alternative 2:

Maintain current Conway class sizes policy and three (3) elementary schools in their current configurations.

Alternative 2 has 3 elements:

- Reaffirm class size guidelines

- Effect infrastructure repairs
- Explore reassigning future students to balance enrollments in elementary schools

Advantages (+)	Disadvantages (-)
<ul style="list-style-type: none"> • Provides for consistency of school attendance, programs and offerings • Maintains neighborhood schools • Maintains current staff assignments • Maintains current transportation routes 	<ul style="list-style-type: none"> • Two schools (Conway Elementary & Pine Tree) are currently at capacity using Conway Class Size Guidelines and may require changes in attendance patterns or may limit Open Enrollment practice • No cost savings

Alternative 3:

Close one elementary school and move K-6 students to the middle school.

Alternative 3 has 4 elements:

- Move a K-6 school to the middle school
- Adopt State Class Size Guidelines in at least the relocated elementary school and middle school in order to create sufficient space
- Possible redistrict attendance areas for K-6
- Reconfigure transportation routes (if necessary)

Advantages (+)	Disadvantages (-)
<ul style="list-style-type: none"> • Potential cost savings of closing one elementary building • Would allow for possible expanded community use of closed building 	<ul style="list-style-type: none"> • Increase class sizes to state guidelines in two schools • Parking at middle school site already overcrowded – would need expansion • Need to reconfigure MS classroom and core spaces assignments to meet new enrollment. • The lose of one neighborhood elementary school

Alternative 4:

Move Grade 6 students from each elementary school to the middle school

Alternative 4 has 4 elements:

- Relocate six (6) Grade 6 classrooms to the middle school
- Reconfigure classroom use and layout at the MS

- Readjust regular 6th grade teachers, special education & Related Arts staffing and schedules
- Reconfigure transportation routes (if necessary)

Advantages (+)	Disadvantages (-)
<ul style="list-style-type: none"> • Creates space and capacity at each elementary school • Allows for a more integrated middle school instructional and co-curricular program (grades 6-8) • Maintains Conway class size guidelines • Allows for excess capacity in all four (4) schools to accommodate possible future growth 	<ul style="list-style-type: none"> • Staff and students will need to transfer to another school • Staff may need to be reassigned due to certification requirements

In brief, the educational space utilization plan for the Conway School District centers on the need to decide on the class size guidelines it wishes to use, the development of a plan to improve building systems and determine whether the community wishes to close an elementary school or relocate grade 6 students to the middle school building. In projecting into the future, it would be prudent to plan on a potential maximum enrollment of 1,044 students in grades K – 8 (or a maximum of about 116 students per grade level) but also plan for greater community use of facilities.

APPENDIX A

A-1	Enrollment History Conway	45
A-2	Enrollment Projections – 5 Year Average Method	46
A-3	Enrollment Projections – 3 Year Weighted Method	47
A-4	Enrollment Projections – 1 Year Cohort Method	48
A-5	Enrollment Projections K – 12	49
A-6	Enrollment Projections K – 6	50
A-7	Enrollment Projections 6 – 8	51
A-8	Enrollment Projections 9 – 12	52
A-9	Enrollment History Projections – Model Comparison	53
A-10	K-12 Enrollment History	53
A-11	K-12 Enrollment Changes	54

A-1

ENROLLMENT HISTORY										
CONWAY										
October 1, 2006 To October 1, 2015										
Grade	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
K	103	95	93	95	92	93	103	94	100	108
1	92	108	107	98	97	102	111	105	95	97
2	113	95	105	106	102	104	102	110	107	100
3	113	113	103	105	103	98	94	104	117	106
4	113	113	106	98	116	107	96	91	107	113
5	105	120	113	99	99	119	109	97	103	107
6	128	105	122	110	105	110	112	106	98	107
7	149	162	156	155	159	147	148	146	136	137
8	150	148	168	161	163	157	147	150	148	140
9	233	227	227	268	252	216	249	201	209	221
10	251	256	225	218	233	242	240	271	188	209
11	237	198	206	202	209	213	204	180	237	171
12	209	213	197	176	177	178	207	187	168	215
TOTAL	1,996	1,953	1,928	1,891	1,907	1,886	1,922	1,842	1,813	1,831
K-6	767	749	749	711	714	733	727	707	727	738
7-12	1,229	1,204	1,179	1,180	1,193	1,153	1,195	1,135	1,086	1,093
9-12	930	894	855	864	871	849	900	839	802	816

A-2

ENROLLMENT PROJECTIONS -5 Year Average Method										
CONWAY										
2016 - 2017 to 2025 - 2026										
Grade	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
K	95	86	91	92	93	92	91	92	92	91
1	106	101	91	96	97	98	97	96	97	97
2	99	109	104	93	98	99	100	99	98	99
3	99	98	108	103	92	97	98	99	98	97
4	106	99	98	108	103	92	97	98	99	98
5	117	110	102	101	112	107	95	100	101	102
6	108	118	111	103	102	113	108	96	101	102
7	144	145	159	149	138	137	152	145	129	136
8	138	145	146	160	150	139	138	153	146	130
9	201	198	208	209	229	215	199	198	219	209
10	226	205	202	212	213	234	219	203	202	223
11	179	193	175	173	181	182	200	187	174	173
12	157	164	177	160	158	166	167	183	171	159
TOTAL	1,775	1,771	1,772	1,759	1,766	1,771	1,761	1,749	1,727	1,716
K-6	730	721	705	696	697	698	686	680	686	686
7-12	1,045	1,050	1,067	1,063	1,069	1,073	1,075	1,069	1,041	1,030
9-12	763	760	762	754	781	797	785	771	766	764

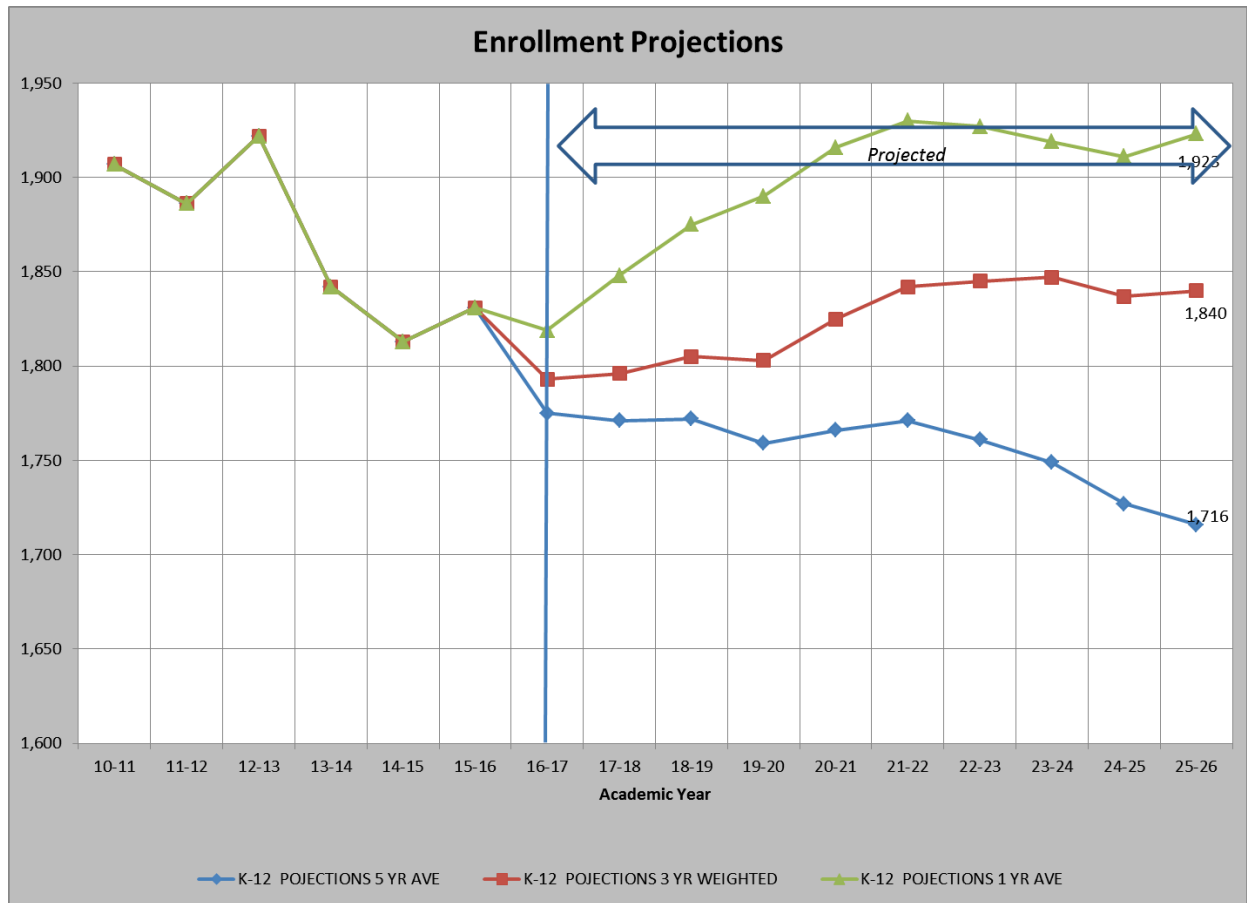
A-3

ENROLLMENT PROJECTIONS - 3 Year Weighted Method										
CONWAY										
2016 - 2017 to 2025 - 2026										
Grade	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
K	106	95	101	102	103	102	101	102	102	101
1	110	105	94	100	101	102	101	100	101	101
2	100	113	108	97	103	104	105	104	103	104
3	102	102	115	110	99	105	106	107	106	105
4	105	101	101	113	108	98	104	105	106	105
5	118	109	105	105	118	113	102	108	109	110
6	109	120	111	107	107	120	115	104	110	111
7	144	146	161	149	144	144	161	154	140	148
8	140	147	149	164	152	147	147	164	157	143
9	201	201	212	214	236	219	212	212	236	226
10	220	200	200	211	213	235	218	211	211	235
11	181	191	173	173	183	185	204	189	183	183
12	157	166	175	158	158	168	169	187	173	168
TOTAL	1,793	1,796	1,805	1,803	1,825	1,842	1,845	1,847	1,837	1,840
K-6	750	745	735	734	739	744	734	730	737	737
7-12	1,043	1,051	1,070	1,069	1,086	1,098	1,111	1,117	1,100	1,103
9-12	759	758	760	756	790	807	803	799	803	812

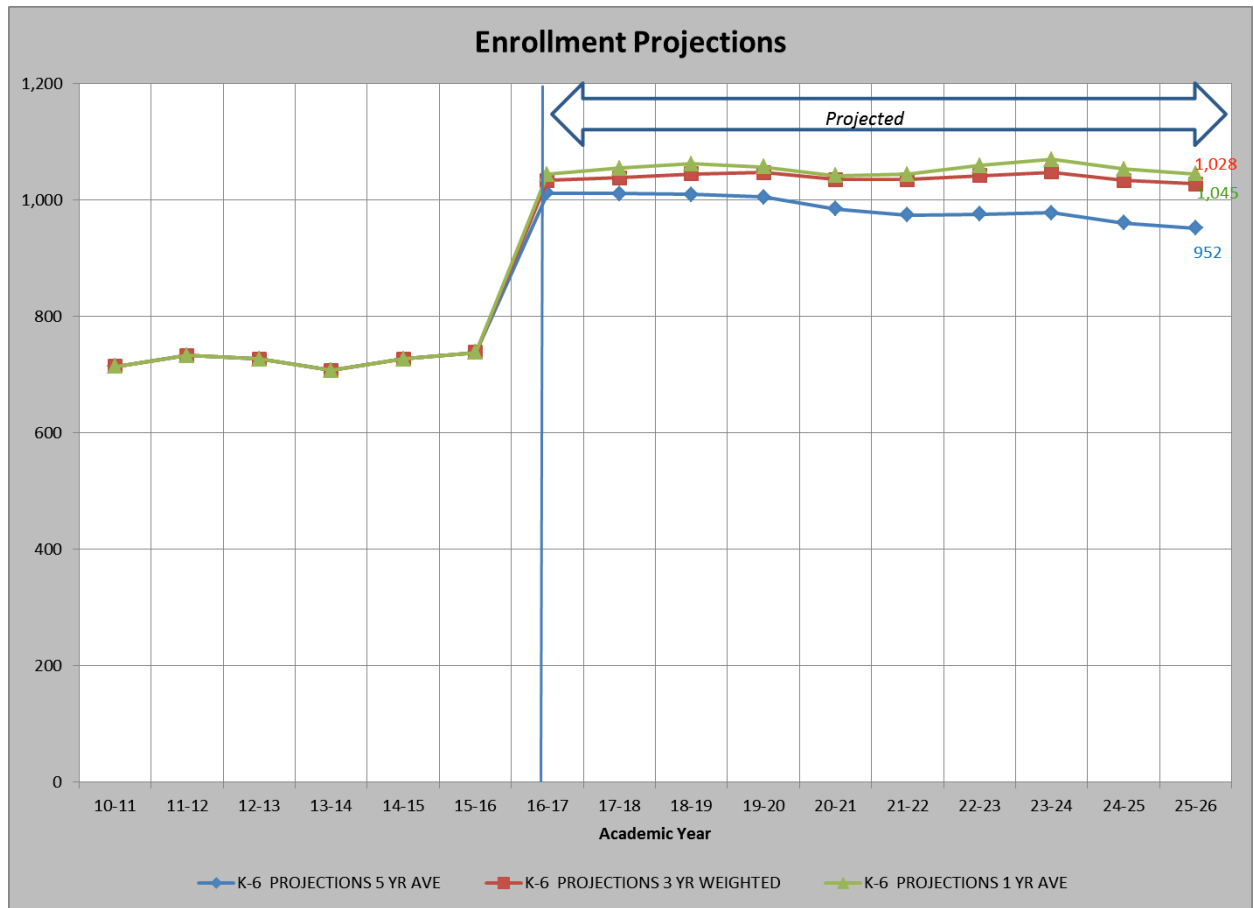
A-4

ENROLLMENT PROJECTIONS - 1 Year Cohort Method										
CONWAY										
2016 - 2017 to 2025 - 2026										
Grade	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
K	112	101	106	107	109	107	106	107	107	108
1	114	109	98	103	104	106	104	103	104	104
2	102	120	115	103	108	109	112	109	108	109
3	99	101	119	114	102	107	108	111	108	107
4	102	96	98	115	110	99	103	104	107	104
5	113	102	96	98	115	110	99	103	104	107
6	111	117	106	100	102	119	114	103	107	108
7	150	155	164	148	140	143	166	159	144	150
8	141	154	160	169	152	144	147	171	164	148
9	209	211	230	239	252	227	215	220	255	245
10	221	209	211	230	239	252	227	215	220	255
11	190	201	190	192	209	217	229	206	196	200
12	155	172	182	172	174	190	197	208	187	178
TOTAL	1,819	1,848	1,875	1,890	1,916	1,930	1,927	1,919	1,911	1,923
K-6	753	746	738	740	750	757	746	740	745	747
7-12	1,066	1,102	1,137	1,150	1,166	1,173	1,181	1,179	1,166	1,176
9-12	775	793	813	833	874	886	868	849	858	878

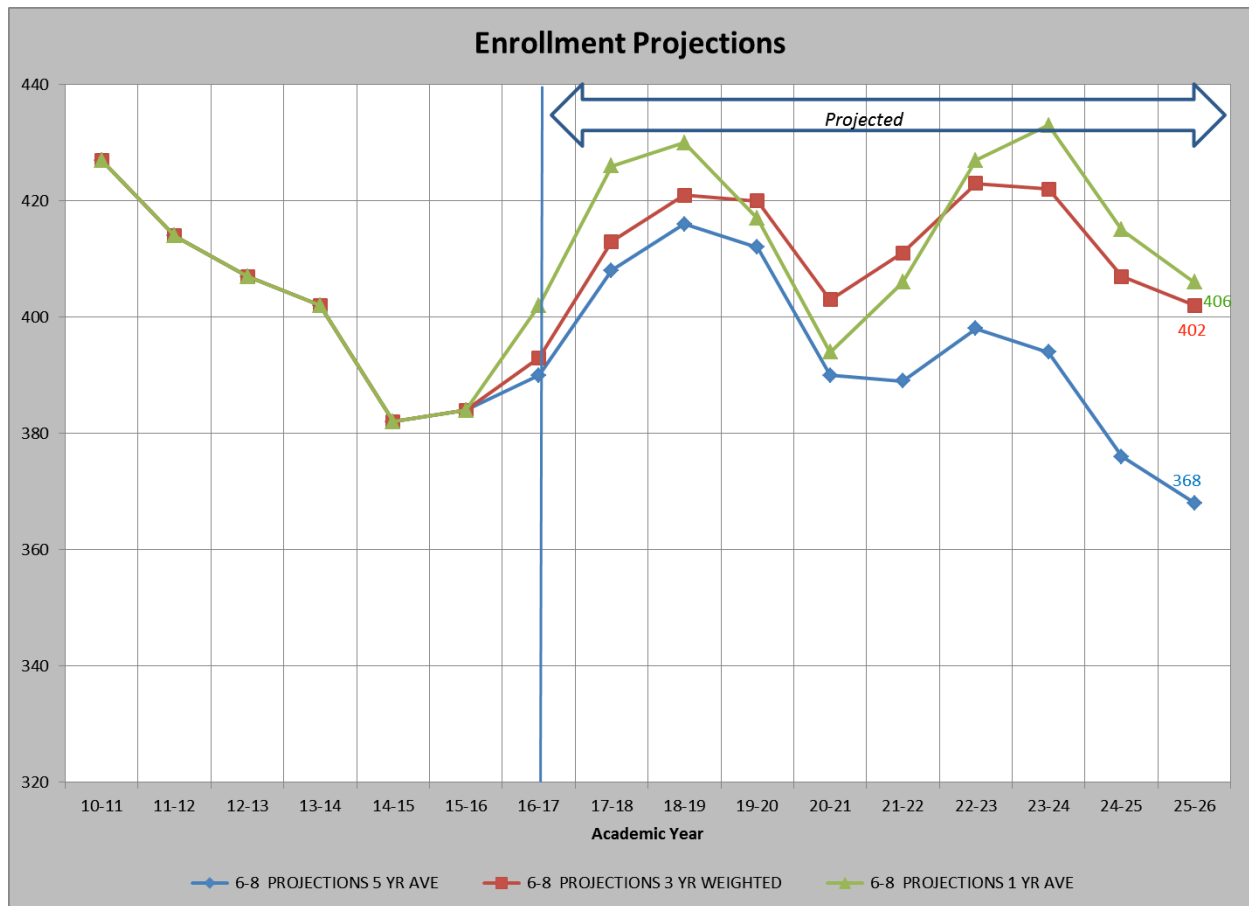
A-5

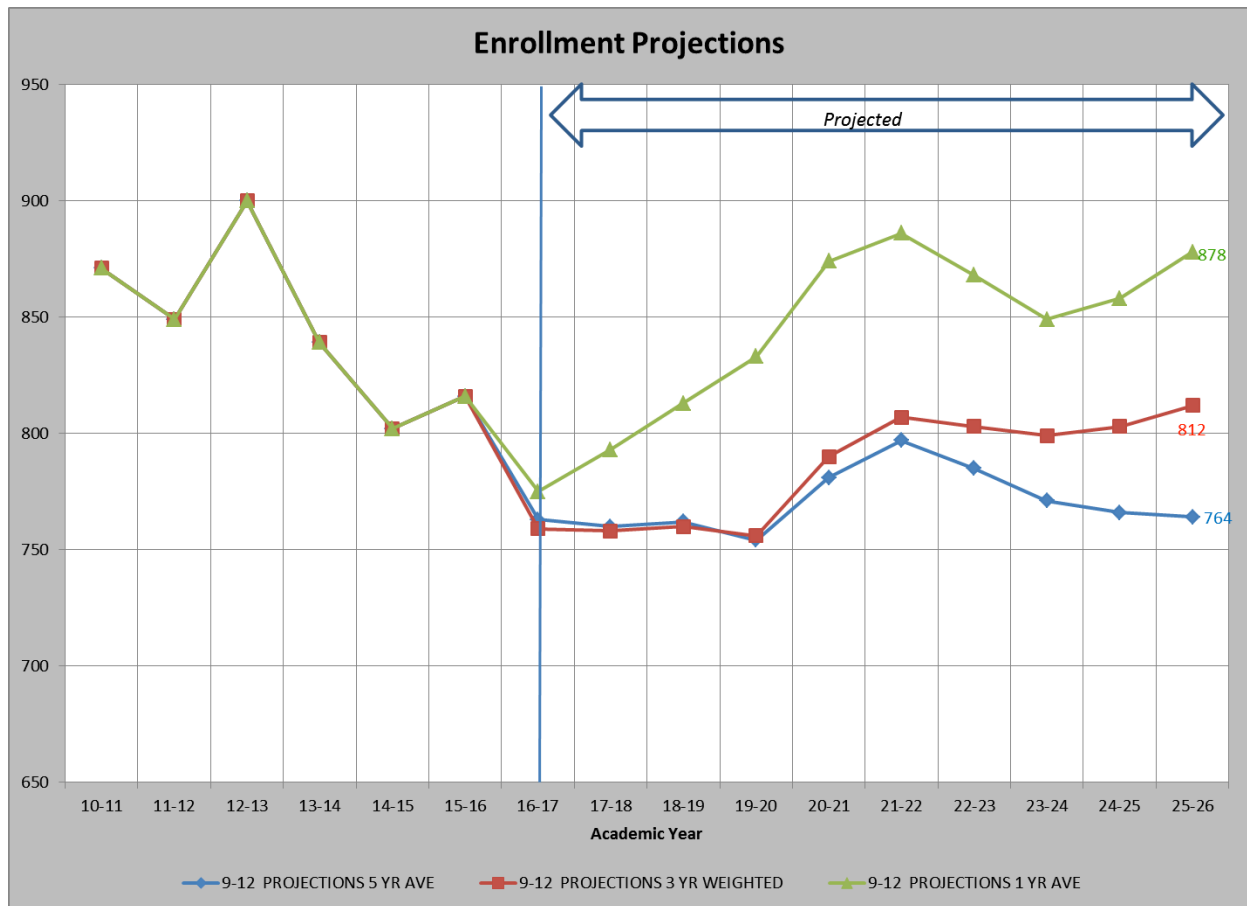


A-6



A-7



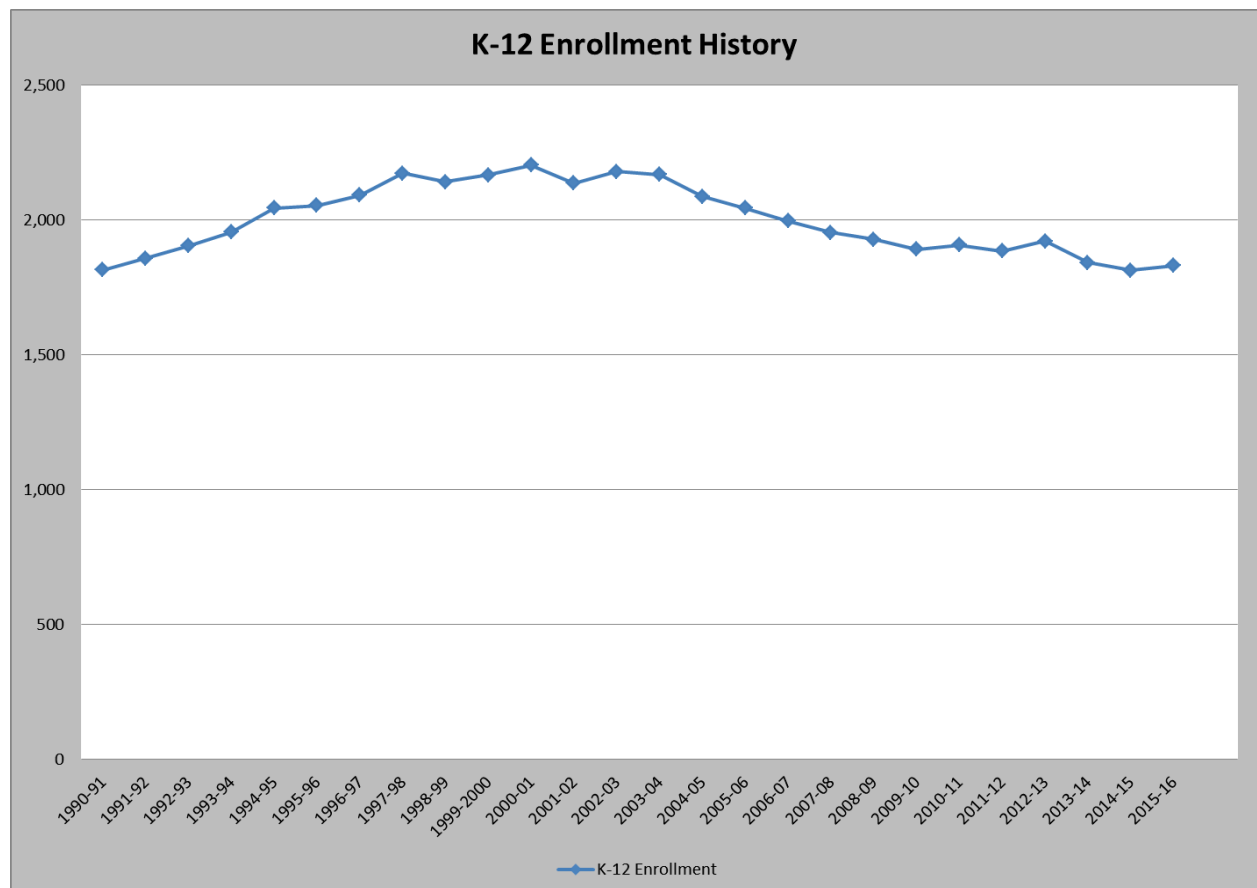


A-9

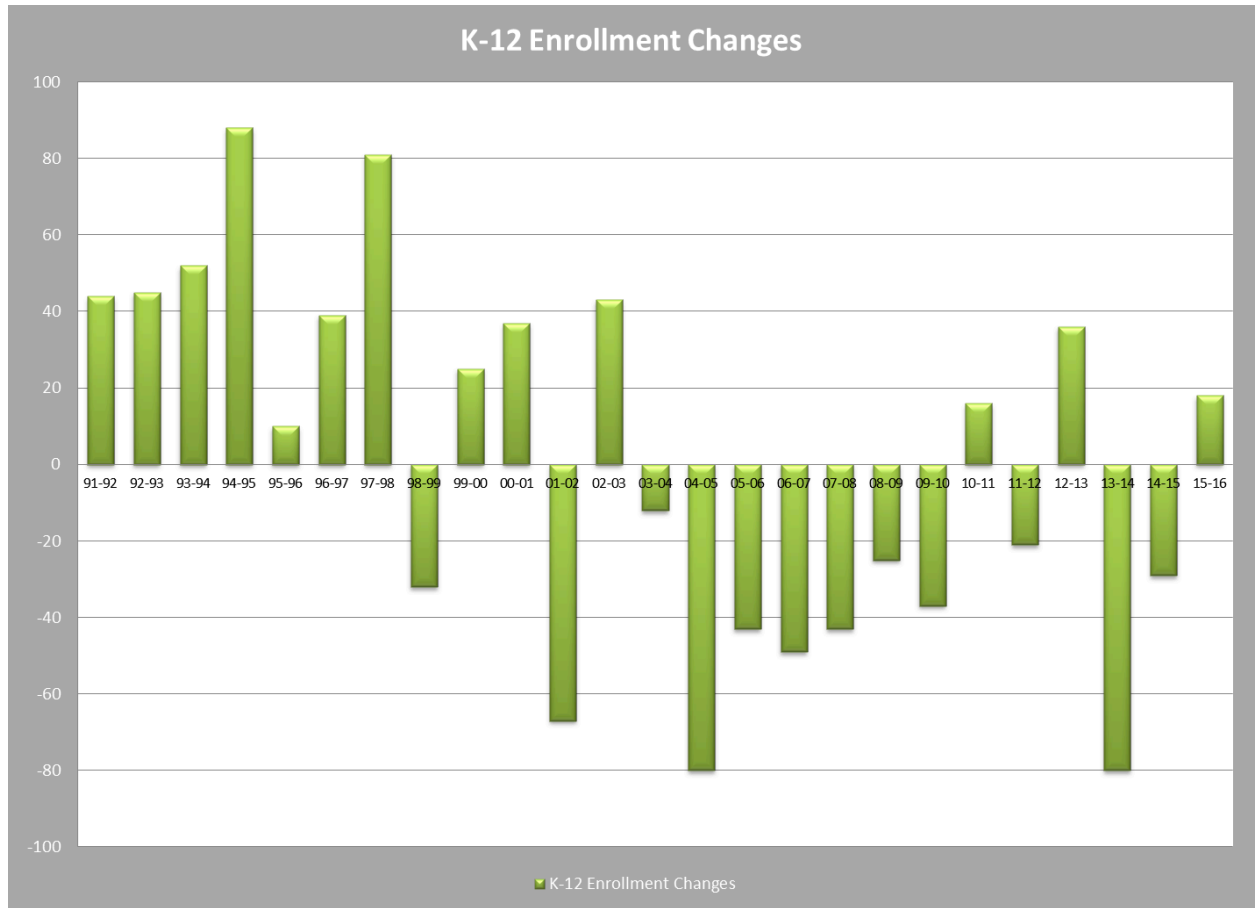
ENROLLMENT HISTORY PROJECTIONS - Model Comparisons CONWAY 2015 - 2016 to 2024 - 2025

Model	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
5 Year Average	1,793	1,743	1,759	1,767	1,774	1,797	1,809	1,807	1,786	1,758
3 Year Weighted	1,797	1,735	1,744	1,738	1,739	1,759	1,779	1,785	1,769	1,753
1 Year Cohort	1,807	1,755	1,772	1,788	1,819	1,865	1,913	1,946	1,951	1,949

A-10



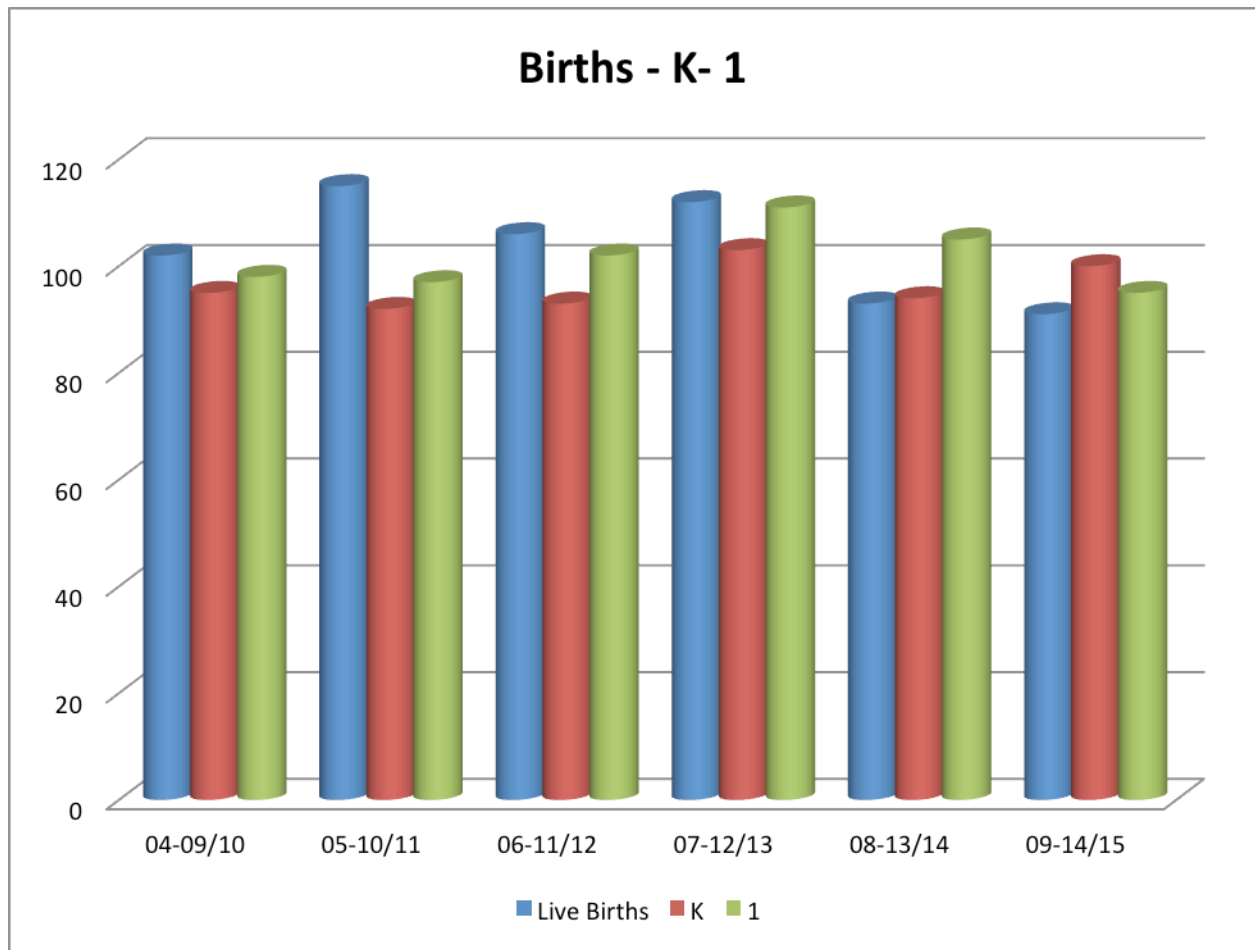
A-11



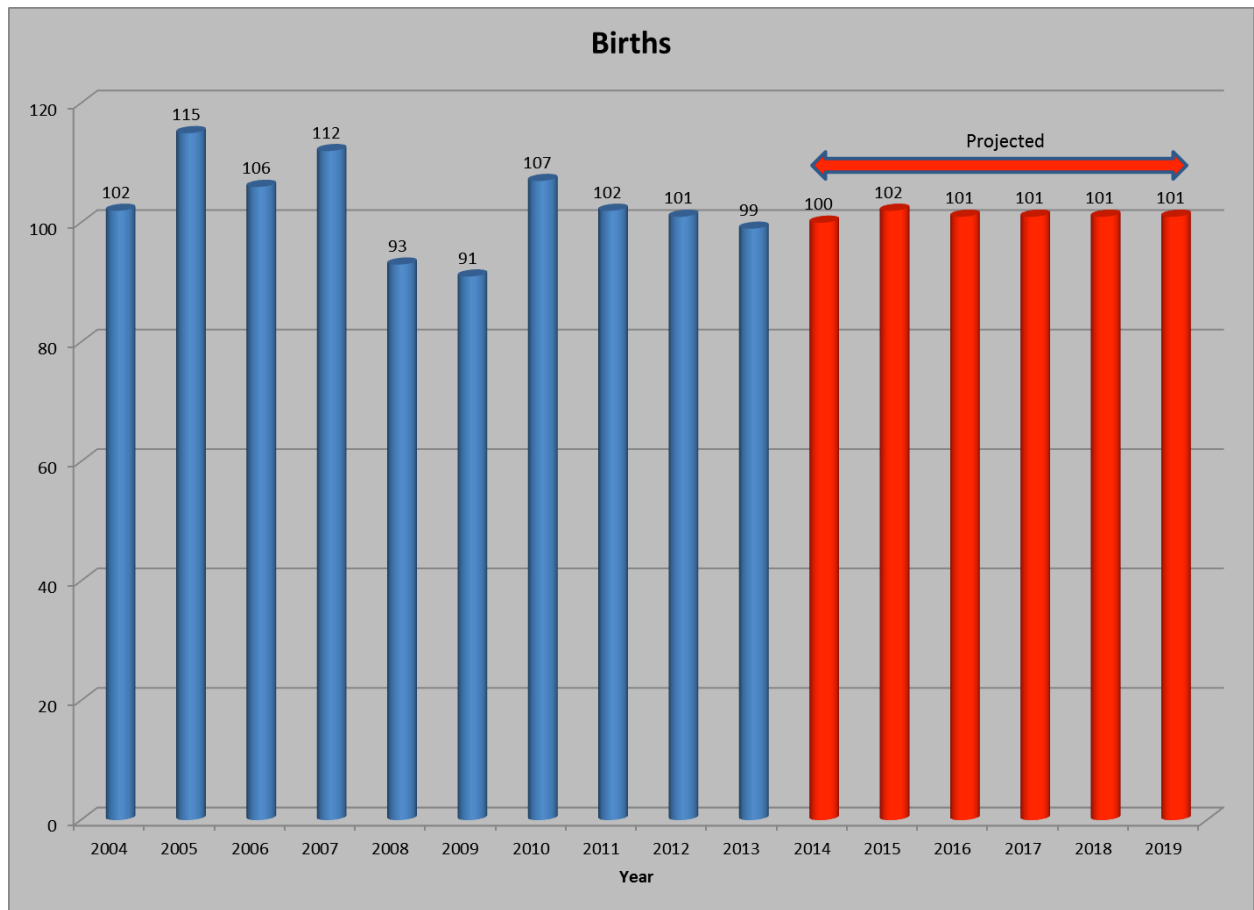
APPENDIX B

B-1	Conway Births K-1	56
B-2	Conway Births	57

B-1



B-2



APPENDIX C

C-1	John H. Fuller Elementary School Staff Survey Results	59
C-2	Pine Tree Elementary School Staff Survey Results	62
C-3	Conway Elementary School Staff Survey Results	65
C-4	A. Cosby Kennett Middle School Staff Survey Results	68

John H. Fuller Elementary School Staff Survey Results

John H. Fuller Elementary School Survey Summary

Based on 10 responses received as of October 21, 2015. Strengths, Limitations and Emerging Facility Needs as reported through the John H. Fuller Elementary School faculty and staff responses to the survey.

Question 1(a) – As you assess your current school facility (building and site), what do you believe are its strengths and limitations?

Strengths	# of References
Pods in between classrooms in grades K – 2	3
Doors between all grades	1
New library layout	1
Reading team all being in one classroom	1
Classrooms with pods for storage	1
Utilize space effectively – use rooms/offices when not in use	1
Adequate facility with some extra space for small group work	1
Study halls for small group instruction	1
Size of classroom for utilizing other instruction methods	2
Layout of classroom for division of grade levels	1
Surrounding community for outdoor discovery	1
Floors instead of carpets	1
Nice play area with community ball field	1
Plenty of quiet work spaces to work with children 1 to 1 or small group setting	1
Spread out design	1
Upper/lower wing	1
Great location	1
Easily accessible to North/South Road, Rt. 16, West Side Road	1
Next to Whitaker Woods	1
School is heart of the community	1

Question 1(b) – Limitations or areas in need of change:

Limitations or Areas in Need of Change	# of References
Storage space is limited	5
Outdated materials being stored	1
Book room as a book room without being used as a supply room	1
Upper wing closet for supplies that is not a laminating room	1
Free space for floating groups of small students is limited	1
Major differences in room features (shelving, coat hooks, etc.)	1

Poor location of teacher's room	1
No separate staging area	2
Inconsistent heating	3
Cooling	2
Gymnasium size limitation with larger class size (20-30 range)	1
Chair racks in cafeteria	1
PE equipment stored on stage and loft above	1
Music equipment stored in classroom	1
Internet strength	1
Wireless coverage	1
Septic smell on warm days	1
Lighting	1
Air exchange	1
Outside play areas need work	1
For safety, main office as entry point to building	1

Question 2(a) – As you look more specifically at the facilities available to your program area or grade level, what do you see as strengths and limitations?

Strengths	# of References
Pod between classroom	1
Reading all in one room	1
Classroom size	2
Access to printer	1
Technology	1
Outside access	2
Sink	1
Blackboards	1
Outdoor space	1
Surrounding fields	1
Water fountain inside gymnasium	1
Location of gymnasium in reference to school nurse	1
Rooms with boards that can easily be raised or lowered	1
Great space and location for SLP and SLA	1
Updated library	1
Centrally located office with room for storage	1

Question 2(b) – Limitations:

Limitations	# of References
Storage	4
Workspace for groups	1
Noise levels being so close to other rooms	1
Shelving, bookcases, coat hooks, benches	1
Natural lighting	1

Window draft	1
Stain on ceiling	1
PE equipment stored on stage – need ladder to get equipment	1
Gymnasium too small for large classes	1
Room heating source a safety hazard	1
Gymnasium concrete walls could be padded for safety	1
Lack of electrical outlets	1
Space (size)	1

Question 3 – What do you envision as emerging facility needs over the next decade?

Emerging Needs	# of References
More heat in the building	2
Air conditioning	2
Better organized storage	1
More rooms/ offices for small group work	2
Differentiated Instruction/ groupings	1
Improved wireless Internet coverage	2
More technological advances	1

Pine Tree Elementary School Staff Survey Results

Pine Tree Elementary School Survey Summary

Based on 13 responses received as of September 29, 2015. Strengths, Limitations and Emerging Facility Needs as Reported Through the Pine Tree Elementary School Faculty and Staff Responses to the Survey.

Question 1(a) – As you assess your current school facility (building and site), what do you believe are its strengths and limitations?

Strengths	# of References
Beautiful facility	4
Well maintained	3
Clean	5
Incredibly conducive to learning	1
Open concept	2
Bulletin boards	1
Layout	4
Bright	2
Plenty of windows allow natural light and circulation	1
Excellent space for recess and outdoor learning	3
Age – new relative to other Conway schools	2
Location	5
Security system	1
Pods between classrooms for breakout sessions/ quiet space	4
High ceilings	1
Enough space for population	1
Warm and inviting	2
Strong community support	1
Positive climate	2
Separate gym/ cafeteria	1
Stage – dual access – gym/ cafeteria	1
Courtyard great for staff/ students	2
Playground	3
Child centered	2
Classrooms	2
Drywall instead of cement block	1
Current with education practices	1

Question 1(b) – Limitations or areas in need of change:

Limitations or Areas in Need of Change	# of References
Lack of space, utilized efficiently but feels cramped	1
Cameras at outside doors	1
Speakers outside	1
More clear recycling bins	1
Generator for power outages	2
Outdoor lighting	2
Addition of more academic learning spaces	3
Storage space for materials	2
Addition of music room	2
Without town water/ sewer	1
Addition of meeting/ professional development space	2
Parking	3
Buses	1
Better cell service	1
School wide behavior plan	1

Question 2(a) – As you look more specifically at the facilities available to your program area or grade level, what do you see as strengths and limitations?

Strengths	# of References
School culture and climate is positive and welcoming	1
Great space, located well	1
Access to tools and materials needed academically & behaviorally	1
Pod between classrooms	5
Access to woods and lake for science	1
Quiet outdoor spaces to work on grounds	1
Walkability to town offices, rec	1
Music room – lots of storage space and nice size for classes	1
Gymnasium is a great spot for PE classes and concerts	1
Showcases	1
Content with space for learning and activities	2
K classrooms slightly larger, great size for students	1
Joined classrooms	1
Student workspaces	1
Natural lighting	1
Exterior access	1
Special Education – shared space allows for fluid grouping	1
Windows in the office	1
Location of the office	1
Visibility to hallway is excellent	1
Backup batter for intercom system and phones	1

Technology	1
Plenty of current books for reading	1

Question 2(b) – Limitations:

Limitations	# of References
Even with door closed, you hear everything outside	1
Limited storage space	2
Walkability to businesses/museum/library	1
Curtain separating music classes from cafeteria. Noise is a problem	1
Large classroom to allow two classrooms to join quickly	1
Book shelves	1
More outlets to eliminate extension cords	1
Intercom system	1
Program aide per grade level	1

Question 3 – What do you envision as emerging facility needs over the next decade?

Emerging Needs	# of References
Safety of students	2
Cameras outside	2
More space	3
Speakers	2
Better food plan for uneaten/untouched food - waste	1
Increased parking	1
Larger classrooms	3
Technology	1
Gymnasium floor	1
Additional classrooms	1
Backup generator	1
Music classroom	1
Smartboards	1
iPads	1
Books	1
Training on all new curriculums	1
Training in differentiation centered around common core	1

Conway Elementary School Staff Survey Results

Conway Elementary School Survey Summary

Based on 23 responses received as of November 13, 2015. Strengths, limitations and emerging facility needs as reported through the Conway Elementary School faculty and staff responses to the survey.

Question 1(a) – As you assess your current school facility (building and site), what do you believe are its strengths and limitations?

Strengths	# of References
Bright	5
Clean	7
Inviting - lobby /entryway	7
Colorful	1
Part of the SAU campus	3
Location - easy access to nature /town	4
Progressive library media center	5
Safe	3
Nice sized classrooms	7
Views	1
Plenty of parking	3
Good outdoor space /playground	12
Good layout	4
Community based	2
Number of exits	1
Building construction - materials	1
Gym	1
Bathrooms	1
Updated - current	2

Question 1(b) – Limitations or areas in need of change:

Limitations or Areas in Need of Change	# of References
Heating/Cooling system	8
Traffic leaving the campus	2
Wi-Fi connections	3
Limited storage	1
Bathrooms - small, need updating	5
No staff room	4
Windows	2
Portable trailer for music	4

Small gymnasium	1
Not enough emergency exits	2
Safety/ security	1
Playground too accessible	1
Lack of "science" space	1
Ants	1
Cinderblock walls - difficult to hang student work	1
Parking lot - asphalt, lighting	3
Fencing around playground - incomplete, not high enough	1
Lack of outlets	2
Lack of water fountains	1
Small specialized instruction areas	1

Question 2(a) – As you look more specifically at the facilities available to your program area or grade level, what do you see as strengths and limitations?

Strengths	# of References
Room size	6
Ability to close the door	2
Access bathrooms, sinks	2
Access to a kiln	1
Access to playground	1
"Pods" between classrooms - small instruction space	3
Nurse's office centrally located	1
Storage	2
Lighting	4
New flooring	2
Conjoining classrooms	4
Multiple outdoor areas	1
Strong tech focus	2

Question 2(b) – Limitations:

Limitations	# of References
Doors can only lock from the outside	1
Heating/cooling system	2
Bathrooms	4
Storage	6
Small gymnasium	1
Lack of space for interventions, special ed.	2
Small nurses space	1
Ants	1
Drinking water	2
Lack of electrical outlets	1
Inconsistent Wi-Fi	1

Question 3 – What do you envision as emerging facility needs over the next decade?

Emerging Needs	# of References
Fence in playground	1
Storage	1
Wi-Fi/technology needs	6
Better utilization of existing buildings	1
Restructure parking lot – alleviate traffic	1
Additional space	4
Cosmetic/functional updates	4
Security - doors, windows	2
Bathrooms	1
Update heating/cooling system	2
Larger cafeteria	1

A. Crosby Kennett Middle School Staff Survey Results

A. Crosby Kennett Middle School Survey Summary

Based on 17 responses received as of November 13, 2015. Strengths, limitations and emerging facility needs as reported through the A. Crosby Kennett Middle School faculty and staff responses to the survey.

Question 1(a) – As you assess your current school facility (building and site), what do you believe are its strengths and limitations?

Strengths	# of References
Enough space	7
Location - views	2
Lecture hall	1
Beautiful - well maintained	4
Layout - organization, team hallways	2
Cleanliness	3
Natural lighting	2
Outdoor space	1
Not overcrowded	1
Iconic piece of town - history, character	4
Teams in the same area/close proximity	2
Key pads outside doors	1
Perfect for 7 th and 8 th grade	1
Safe	1
Newly renovated	1

Question 1(b) – Limitations or areas in need of change:

Limitations or Areas in Need of Change	# of References
Some teachers isolated from others	2
Heating/cooling systems	7
Limited indoor space - activities, plays, musical presentations	4
Storage	1
Small classrooms	1
Water leakages	4
Feeling of three separate schools	1
Handicap access between main building and PE/gym area	1
Accessibility to outdoor space	1
Proximity to major road	1
Multiple additions to the structure	1
Unused spaced not utilized - windowless rooms	2

Emergency fire drills place students in path of emergency vehicles	1
No door on male staff bathroom	1
No phones on classrooms	1
Too many students in a team	1

Question 2(a) – As you look more specifically at the facilities available to your program area or grade level, what do you see as strengths and limitations?

Strengths	# of References
View	3
Space - open, spacious room, appropriate for student population	8
Storage	2
Library	1
Maintenance requests answered in timely manner	1
Cleanliness	1
Privacy	1
Elevator easily accessible to Essential Skills homeroom	1
Access to lab stations	2
Layout - office is in close proximity to most of the school	2
1:1 ratio of students to computers	1
Newly renovated	1
Separate team areas	1

Question 2(b) – Limitations:

Limitations	# of References
Limited indoor space - activity space, auditorium, meeting space	3
Acoustics - background noise, lack of ceiling tiles	1
Small classroom size	1
New furniture	1
More technology	1
Location in school - basement, distance from one team	2
Water leakages - puddles on floor	1
Outdated equipment	2
Not enough lab stations for all students	1
Room set-up not conducive for student supervision	1
Only one gym and cafeteria	1
Office areas separated by stairs	1
Building temperature - cold, North facing, ventilation	2
No bookcases in reading rooms	1
Poor wireless Internet	1
No phones in classrooms	1
Need another PE teacher	1

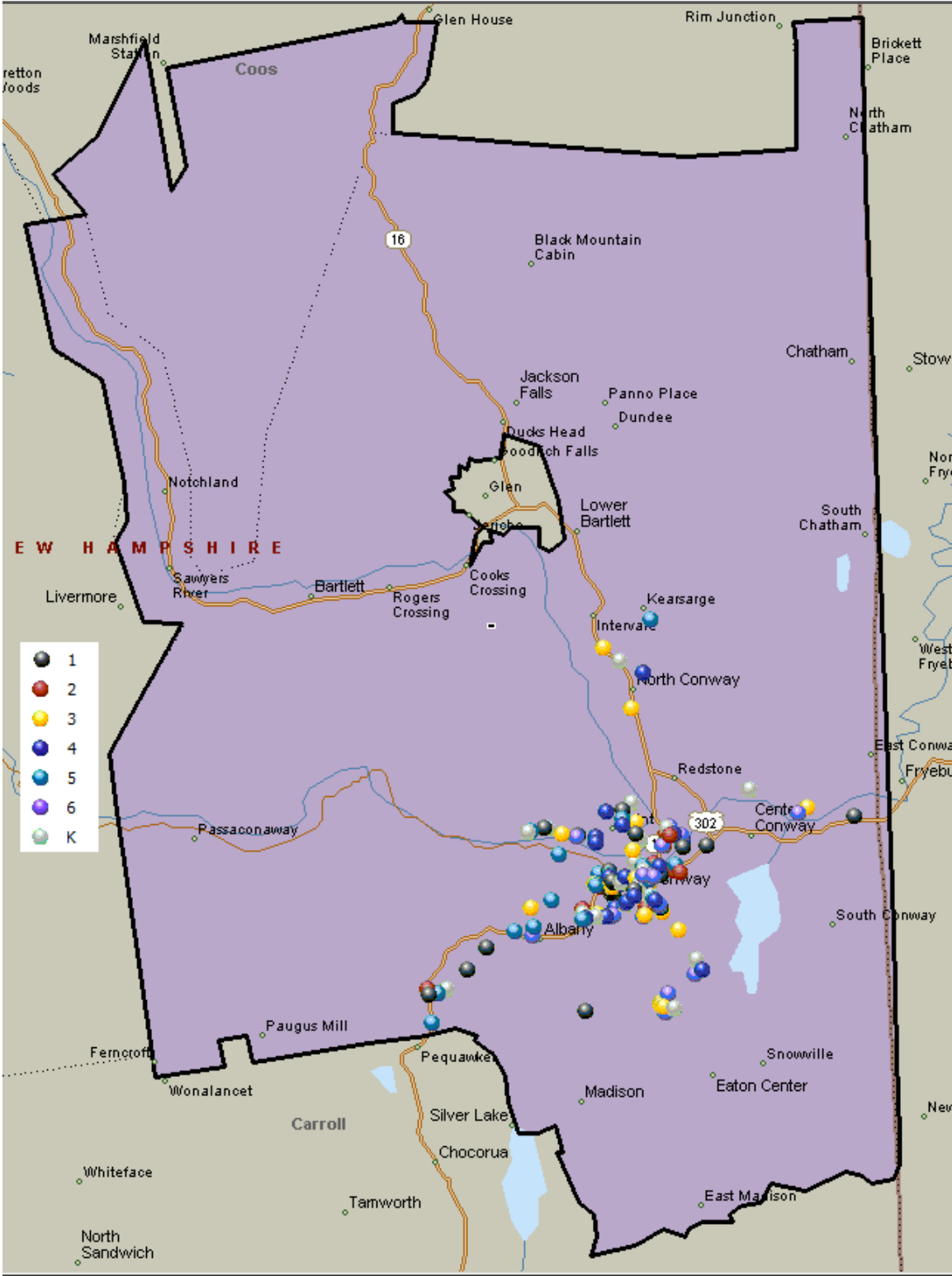
Question 3 – What do you envision as emerging facility needs over the next decade?

Emerging Needs	# of References
Install ceiling tiles	1
Develop/create sustainable room with lighting - gardening	1
Improved parking	1
Small class sizes - more space for independent student work/interdisciplinary work	2
Renovate the gym - multipurpose space for students	4
Smartboards	1
More accessible handicap options	1
Essential Skills room closer to the homerooms	1
New heating/cooling system	3
Repair roof	1
New Wi-Fi access points	2
Telephones in classrooms	1
Ability to completely lock classrooms	1
Keep elementary school open	1
Improved seating in cafeteria	1

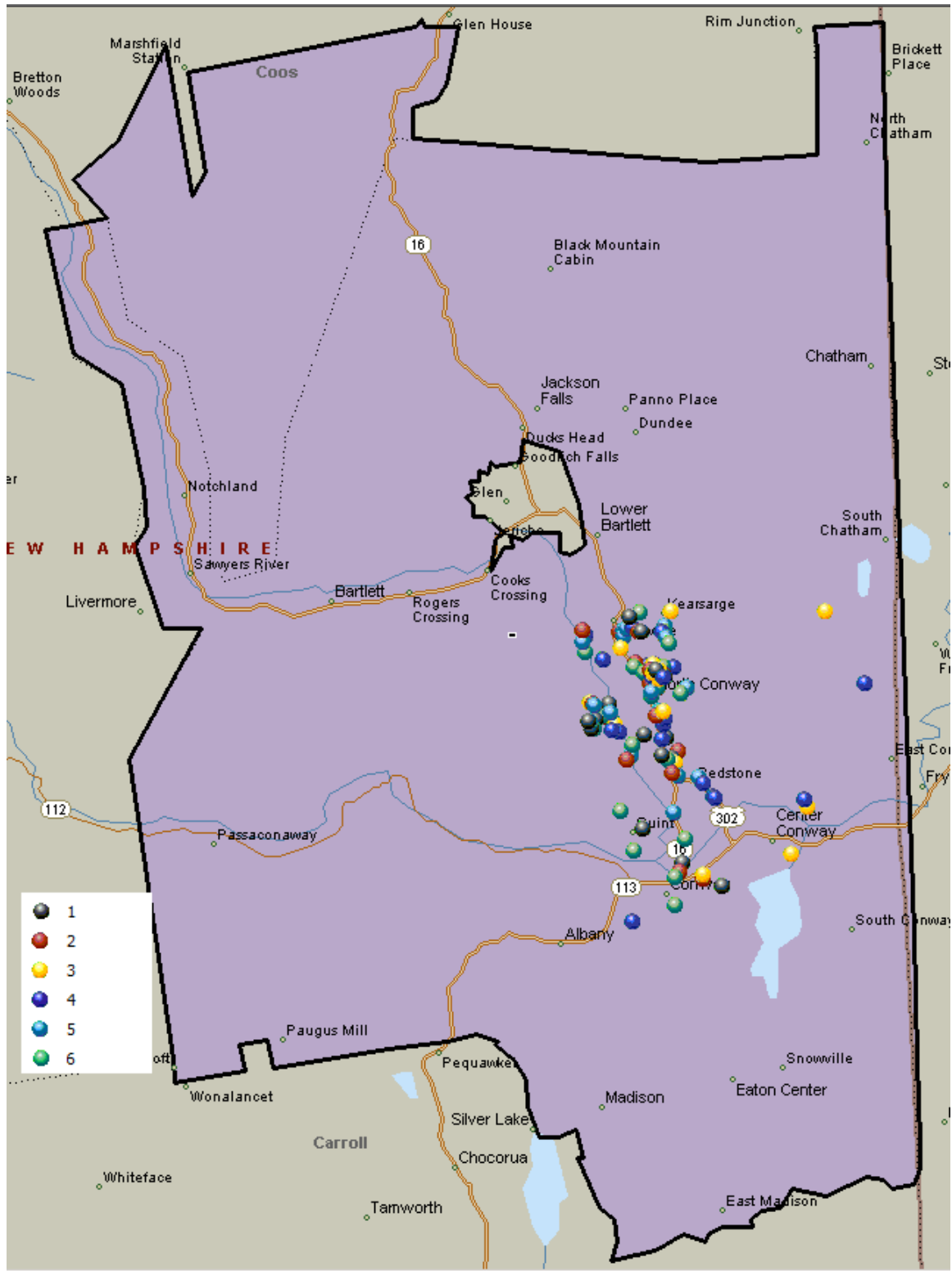
APPENDIX D

D-1	Conway Elementary School	73
D-2	John H. Fuller Elementary School	74
D-3	Pine Tree Elementary School	75
D-4	A. Crosby Kennett Middle School	76
D-5	Conway – All Elementary Schools	77

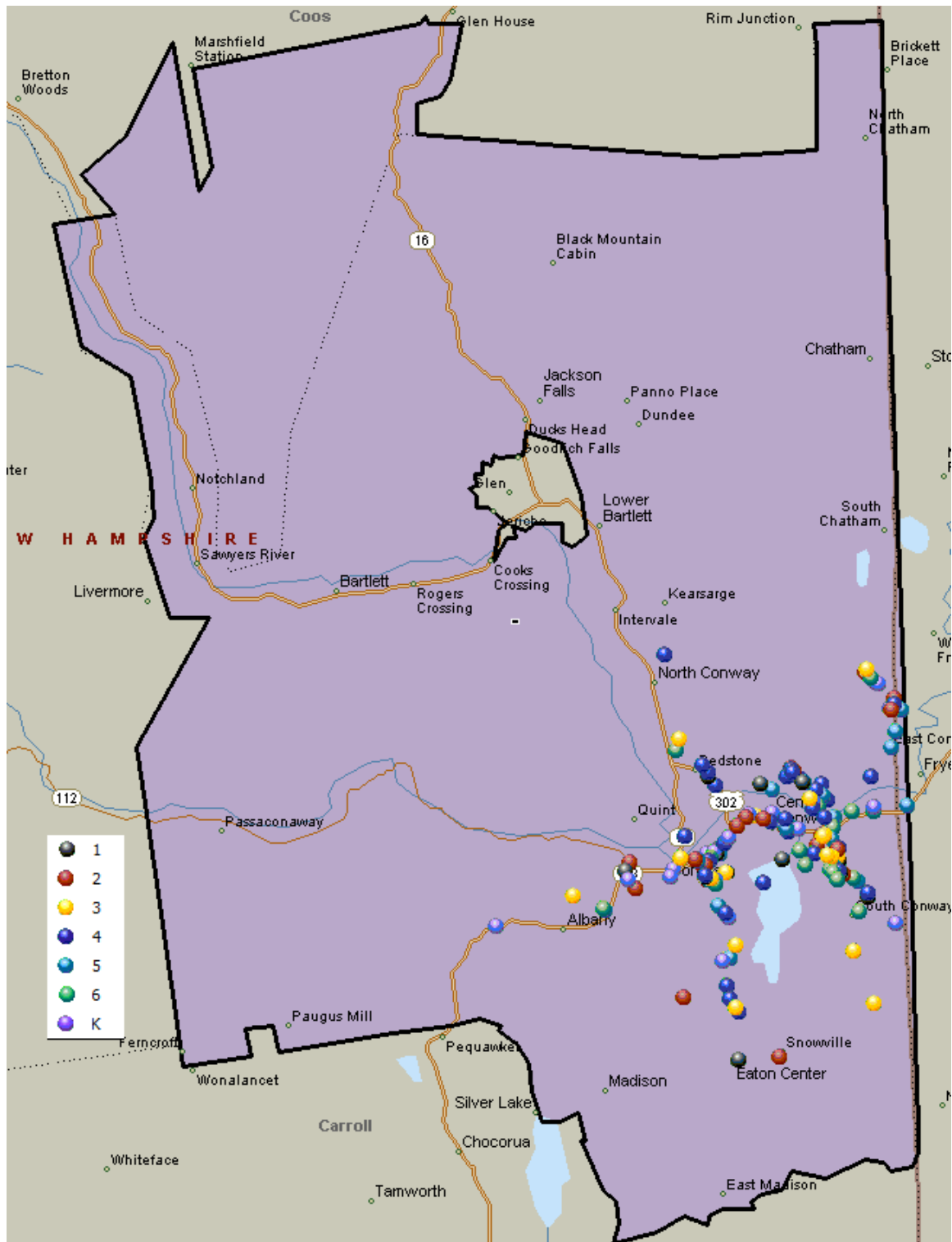
CONWAY ELEMENTARY SCHOOL



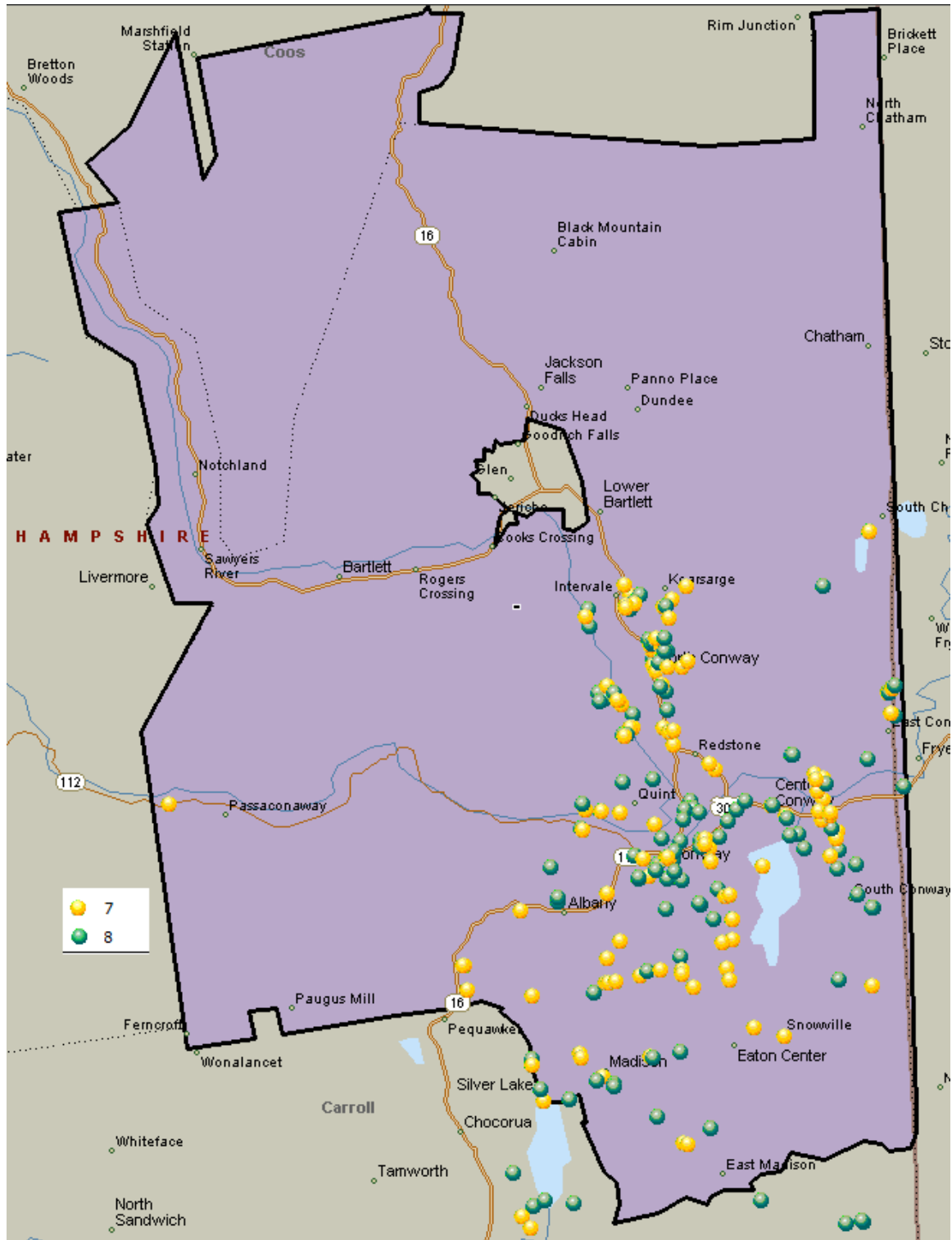
JOHN H. FULLER ELEMENTARY SCHOOL



PINE TREE ELEMENTARY SCHOOL



A. CROSBY KENNETT MIDDLE SCHOOL



CONWAY – ALL ELEMENTARY SCHOOLS

