

A STUDY OF STUDENT AND COMMUNITY
DEMOGRAPHICS
AND ELEMENTARY SPACE UTILIZATION
FOR THE R-BBCSC

Presented to:
Board of School Trustees,
Dr. Mike Wilcox, Superintendent

Presented By:
Dr. Robert L. Boyd, Professor Emeritus
Indiana State University

Date:
November, 2016

INTRODUCTION

In the spring of 2016 the Board of School Trustees of the Richland-Bean Blossom Community School Corporation (R-BBCSC) authorized a school and community demographic study for the school corporation including an in depth analysis of educational space utilization throughout the elementary schools of the corporation. The study was designed to include analysis of community and student demographics including the projected student population by grade configuration. It was speculated at the outset of the study that the instructional classroom and support capacity of the school facilities could be challenged by recent student population growth in the area and anticipated growth as a result of the opening of Interstate 69 through the community. Thus, this study was commissioned to examine that assumption and develop a sound data base for use by decision makers.

The study was directed by Dr. Robert L. Boyd, Professor Emeritus, Department of Educational Leadership, Indiana State University, Terre Haute, Indiana. Dr. Boyd conducted the data collection and analysis. His work and analysis were greatly enhanced by the data support given to the study by the central office and building level administrative and clerical staffs of the corporation. The information and perceptions of the administrative staff is demonstrative of a strong commitment to quality education for the Richland-Bean Blossom Community School Corporation held by these groups.

The study was intended to conclude with the beginning of the 2016-2017 school year. However, in light of planning needs for possible facility expansion at the primary and intermediate elementary levels, a preliminary report on projected enrollment of the corporation was requested. The first part of this report is in response to that preliminary report request.

RICHLAND-BEAN BLOSSOM COMMUNITY SCHOOL CORPORATION COMMUNITY AND STATE OF INDIANA DEMOGRAPHICS

Enrollment projections are very important in the planning process for any school corporation. Projected enrollment is a critical factor in examining the basic question for this study. However, projecting school enrollments is always subject to many variables that might modify apparent trends. National trends often apply to specific geographic areas and should be carefully analyzed before incorporation into a local study.

A number of important considerations must be taken into account when reviewing past, current and future enrollments of a school corporation. The public schools of any community are a reflection of the understanding of the people they serve. The geography, population trends, socio-economic status, and work opportunities in the community will influence the type of educational and support programs to be offered by the schools. For this reason, a description of the more significant of these factors is essential in developing a perspective for the study of a school corporation.

In some instances these community factors may act as an inhibiting influence on the development of the highest possible quality of education. Such factors as a lack of understanding of the vital role education plays in the lives of today's citizens and a lack of resources to pay the price for quality education can inhibit the development of a sound educational program. Further, financial efficiencies are often difficult to achieve given the history, traditions and values of a given community.

The schools of a corporation have their own unique problems, which are the result of changes in population, in the nature of the school children, the social, cultural, and economic life of the area and the changes that occur in school programs. There are, however, other factors of a national scope that must be considered in planning and executing an educational program that meets the needs of the future citizens of our society. To the best of its ability, a modern school system must translate the demands of our times into experiences that equip students to live in a society that emphasizes change, mobility, and adaptability. Technological advances are creating a rapidly changing employment picture. The U.S. Department of Labor has estimated that these advances in technology will force some people to change the nature of their employment ten or more times during their lifetime.

While statistical summaries of any community can be misleading, they can provide prompts for thinking about the community and the role that a quality educational system does play in the viability of that community. In this regard, it is noted that according to the Federal Bureau of the Census, 137,974 people lived in Monroe County in 2010. The population is distributed rather unevenly across eleven of the townships that make up the county. Together, Bean Blossom and Richland townships contained 12.5% of the county population in 2010. The total population in 2010 was 17,411 more people than it was in 2000, a gain of 14.4%. ***The total population of the county has shown significant growth over the past three decades.*** The total

population has grown by 39,191 or 39.7% while Bean Blossom and Richland Townships have collectively grown by 5,526 people or 46.3% over the past three decades exceeding the rate of growth in the county as a whole by 6.6%.

Table 1

Total Population for Monroe County, 1970-2010 with Estimate for 2020

Year	1970	1980	1990	2000	2010	2020 Est.
Population	85,221	98,783	108,978	120,563	137,974	151,396

Source: U.S. Census Bureau/ibrc.indiana.edu

In Monroe County the population overall is younger, much better educated, but earning considerably less money in median household income and per capita income than is true in the rest of the state. This is skewed downward largely by the university student population that is counted in Monroe County census calculations. Such demographics suggest, however, an important need to seek fiscal efficiencies in the operation of community institutions and that quality of life components are very important in the values of the Monroe County community, and, thus, so are quality expectations for the public schools.

Other statistics of note for Monroe County and the state of Indiana are shown in Figure 1 below. It is noted that Monroe County has a significantly lower percentage of its population in the preschool and school aged population than is found across the state of Indiana. Preschool population in 2014 was 1.9% less than the state's preschool aged population, while the school aged population was some 6.0% less than the state's school aged population. Of interest as well is the fact that the median age in Monroe County in 2014 was 28.4 which is considerably younger than the state's median age. The median age in Indiana continues to go up year to year as the younger population has fewer and fewer children than was historically the case in Indiana. Monroe County reflects nearly the same unemployment rate as is found statewide. Monroe County is a net importer of workers with some 10,713 workers commuting into the county to work while just 3,460 Monroe County workers commute out of county to work.

Figure 1
General Demographic Characteristics for Monroe County and
State of Indiana

General Demographics	Monroe County	State Or, County V. State
*Total Population 2014	143,339	6,596,855
*Total Population 2010	137,969	6,483,797
*Total Population 2020 (Estimated)	151,396	6,852,121
*Preschool (age 0-4) 2014	6,478 or 4.5%	6.4%
*School Age (age 5-17) 2014	16,625 or 11.6%	17.6%
*College Age (age 18-24)	39,826 or 27.8%	10.1%
*Adults (age 18-64) 2014	103,925 or 72.5%	61.7%
*Older (age 65+) 2014	16,311 or 11.4%	14.3%
*K-12 School enrollment, 2013-2014	14,982	1,130,285
*Median Age 2014	28.4	37.5
*Married couples with children	7,574 or 14.1%	19.4%
*Married without children	12,890 or 24.0%	30.1%
*Single Parents	4,099 or 7.6%	9.9%
*Residents high school graduates	92.2%	87.6%
*Residents four years or more college	44.2%	23.6%
*Median household income 2014	\$43,841	\$49,384
*Per capita income 2014	\$33,953	\$39,578
*Median Value Home 2014	\$158,700	\$122,700
*Poverty Rate, 2014	24.0%	15.2%
*Residential bldg permits, 2014	521	17,816
*Residential bldg permits single family	215	12,140
*Residential bldg permits multi-family	306	5,676
*Total resident labor force (2014)	67,249	3,230,540
*Employed	63,342	3,035,581
*Annual Unemployment rate	5.8%	6.0%
*Unemployment rate (September 2016))	4.3%	4.2%
*10,713 workers commute into Monroe County to work each day from: Lawrence (3,668), Greene (2,884), Owen (2,347), Morgan (1,097), Marion (717).		
*3,460 workers commute out of county to work each day to: Marion (1,168), Martin (896), Lawrence (498), Out of State (474), Owen (424).		

Source: United States Census Bureau, Indiana Business Research Center

Table 2 presents the projected total population of Monroe County for 2010 to 2035. The Indiana Business Research Center projects Monroe County will continue to grow from a 2010 population of 137,974 to an estimated 168,613 in 2035 or by 30,639 people or 22.2%, while their projection for growth for all of Indiana is projected to be 11.8% over the same period. Table 2 shows the projected growth by age cohort for Monroe County for 2010, 2015, 2020, 2025, 2030 and 2035.

Table 2
Projected Population by Age Cohorts, 2010, 2015, 2020, 2025, 2030, and 2035
For Monroe County, Indiana

YEAR	Age 0-4	Age 5-19	Age 20-24	Age 25-44	Age 45-64	Age 65+	Total
2010	6,503	27,235	28,606	33,823	27,760	14,047	137,974
2015	6,565	28,268	28,647	35,933	28,325	17,076	144,814
2020	6,976	28,743	29,471	38,077	27,668	20,461	151,396
2025	7,286	29,458	29,520	39,748	27,905	23,766	157,683
2030	7,464	30,273	29,720	40,799	28,983	26,267	163,506
2035	7,598	31,111	29,761	41,450	31,088	27,605	168,613
% Change	16.8%	14.2%	4.0%	22.5%	12.0%	96.5%	22.2%
State % Change	7.3%	5.5%	5.3%	5.3%	-6.2%	77.4%	11.8%

U.S. Census Bureau, www.ibrc.indiana.edu/statsIndiana

It is noted that while the total population is projected to increase from 137,974 in 2010 to 168,613 in 2035, an increase of 22.2%, *the age 5-19 school age cohort is expect to increase significantly by 14.2% while the pre-school aged 0-4 age cohort is projected to increase by 16.8% both well above statewide projections.* This compares to a statewide projected increase of 5.5% for the 5-19 cohort and a 7.3% increase for the 0-4 school-age cohort. Thus, the younger, school age, cohorts will grow significantly while growth is expected to be less statewide in these age cohorts. It should be noted that the age 45-64 age cohort is projected to increase by a significant 12.0% by 2035, while to statewide 45-65 age group is projected to decline by 6.2%. In addition, the age 65 and older group is projected to increase by 96.5% in Monroe County from 2010 to 2035 while the statewide increase in this age cohort is projected to increase 77.4%. Clearly this older age cohort will increase in number more dramatically than the younger cohorts in future decades. *Monroe County is projected to be one of the population growth areas of the state of Indiana in the near term future.*

The median age in Monroe County in 2010 was 28.4 years of age. The median age for the county is projected to be 31.5 in 2035. This compares to a 37.5 median age in Indiana in 2010 and a projected 39.1 in 2035. *Thus the projected median age for Monroe County projects a younger population than will generally be found across the state of Indiana in the future and certainly younger than the current population. Such facts have a positive impact on birth rates and the number of younger citizens within the community.*

The student enrollment impact of this general population growth in the geographic area of Monroe County is demonstrated in Table 3 which presents the student population of Richland Bean Blossom Community School Corporation and its neighboring school corporations for 2005,

Table 3
Student Population of Monroe County School Corporation and Seven Neighboring
School Corporation, 2005-2015, With Number and Percentage Change,
Ranked Ordered by Percentage Change

School Corporation	2005	2009	2012	2015	Corporation Number Change	Corporation Percentage Change
Monroe County CS	10,875	10,751	10,813	11,054	+179	1.65%
Richland-Bean Blossom CSC	2,841	2,908	2,665	2,855	+14	0.49%
Spencer-Owen	3,108	2,912	2,728	2,612	-496	-16.00%
Martinsville Schools	5,620	5,445	5,076	4,896	-724	-12.88%
Eastern Greene County	1,415	1,334	1,303	1,302	-113	-7.99%
North Lawrence	5,433	5,345	5,193	5,021	-412	-7.58%
Brown County	2,272	2,178	2,035	2,107	-165	-7.26%
Brownstown Central	1,772	1,771	1,695	1,657	-115	-6.49%
Area Totals	33,336	32,644	31,508	31,504	-1,832	-5.50%
State Totals	1,035,228	1,047,617	1,041,311	1,046,527	11,299	1.09%

Source: www.doe.in.gov/Compass

2009, 2012, and 2015. Table 3 rank orders the eight school corporations by percent of student population increase/decrease over the past ten years. Of the eight school corporations, only two showed student population increases while six decreased in total student population. *Greatest number decline among the eight school corporations was MSD of Martinsville at minus 724 students or 12.88%, while Spencer-Owen had the greatest percentage decline at 16.0%. Monroe County School Corporation showed slight growth in student population change with an increase of just 179 students or 1.65%.* Richland-Bean Blossom Community School Corporation gained just 14 students or 0.49% during the period. *It is significant to this study that R-BBCSC grew by 190 students or 7.1% in just the last three years.* Indiana school corporations outside of the urban and suburban areas of the state are generally decreasing in student population at a significant rate. The slight growth shown above for Richland-Bean Blossom and Monroe County, while modest at best, runs contrary to what is found in most of Indiana. Monroe County school districts are “holding their own” in student population totals. The total student population for Monroe and its contiguous counties has decreased from 33,336 in 2005 to 31,504 in 2015 for a 1,832 student decrease. That represents a 5.5% decrease. The

total statewide public school student population grew from 1,035,228 to 1,046,527 or 1.09% during this same period. *How current economic and social factors that have contributed to the recent major increases in county population will persist in the future is a major consideration when planning for the future of human services needs in Monroe County, Indiana.*

STUDENT DEMOGRAPHICS

As this report moves toward projecting future student population it is important to delineate some assumptions that if not accurate can change the outcome of the projections. Those assumptions are:

1. The legal age for attending schools in Indiana will remain the same.
2. The percentage of children now attending public schools in Monroe County will remain at the present level.
3. The school corporation boundaries will remain as they are at present.
4. The students will progress through the grade levels at about the same continuation rates as at present.
5. The dropout rate will remain about the same.
6. The current pattern of enrollment increases and decreases due to “open enrollment schemes” will remain the same.

Table 4 presents the student enrollment for R-BBCSC by grade level and current grade configuration for the period 2006 to and including the 2016-2017 school year. From 2006 to the current 2016-2017 school year the Richland-Bean Blossom Community School Corporation decreased from 2,760 students to 2,720. That represents a 40 student decrease or 1.4% over the past 11 years. This reflects a relatively stable student population over the period. However, it is noted that the low point in total student population was in 2013 with 2,661 students. **Since 2013 the population has increased by 59 students or 2.22%.** This is reportedly due in large part to the influx of transfer students from neighboring school corporations and has impacted the Primary and Intermediate elementary school enrollments as well as at the high school.

The Primary elementary enrollment increased by 47 students from 2013 to 2015 but tapers off in 2016 as the Primary total is 38 students less in 2016 than it was in 2015. The Intermediate elementary increased by 39 students from 2013 to 2015 but declined by 10 students in 2016 from 2015. The high school increased by 65 students from 2013 to 2015 and

held that number increase for 2016.

Table 4
Resident and Transfer Students, Total R-BBCSC Student Enrollment, 2006-2016

Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016*
Kdg	202	207	190	195	254	231	209	196	233	223	201
1	226	230	239	209	190	245	213	213	207	245	230
2	194	215	233	235	212	188	241	224	218	212	211
Primary Total	622	652	662	639	656	664	663	633	658	680	642
Ave. per Grade	207	217	220	213	218	221	221	211	219	226	214
3	202	196	224	226	234	202	186	229	231	208	229
4	184	191	193	222	230	236	218	181	234	221	218
5	199	192	197	203	230	226	236	212	182	232	204
Intermediate Total	585	579	614	651	694	664	640	622	647	661	651
Ave. per Grade	195	193	204	217	231	221	213	207	215	220	217
6	226	208	193	209	199	225	225	220	209	193	218
7	220	224	204	187	213	187	225	220	215	209	221
8	235	215	217	209	196	222	189	218	216	223	175
Middle School Total	681	647	614	605	608	634	639	658	640	625	614
Ave. per Grade	227	215	204	201	202	211	213	219	213	208	205
9	231	232	216	226	210	200	209	184	211	218	200
10	220	224	225	219	223	205	188	207	186	212	208
11	218	204	217	214	213	216	188	171	191	194	205
12	203	210	194	204	201	214	202	186	167	189	200
High School Total	872	870	852	863	847	835	787	748	755	813	813
Ave. per Grade	218	217	213	215	211	208	196	187	188	203	203
Corporation Total	2,760	2,748	2,742	2,758	2,805	2,797	2,729	2,661	2,700	2,779	2,720
Ave. per Grade	212	211	210	212	215	215	210	204	207	213	210
Year Number Change		-12	-6	16	47	-8	-68	-68	39	79	-59
Year Percentage Change		-0.43	-0.22	0.60	1.70	-0.29	-2.43	-2.49	1.47	2.93	-7.5%

Source: www.doe.in.gov/Compass * Corporation report

The Primary elementary enrollment by grade has increase from 207 students per grade to 214 students per grade, an increase of 7 students per grade, while the Intermediate enrollment has increased by 22 students per grade from 195 to 217 students per grade.

Table 5 presents the Edgewood Primary Elementary School, Edgewood Intermediate Elementary School, and Stinesville Elementary School enrollment by grade level from 2011 to 2016.

Table 5**Edgewood Primary Elementary School Enrollments by Grade Level, 2011-2016**

Grade	2011	2012	2013	2014	2015	2016
Kdg	171	168	200	203	211	179
1	178	176	181	205	201	207
2	206	188	182	187	204	193
Primary Total	555	532	563	595	616	579
Average per Grade	185	177	188	198	205	193

Edgewood Intermediate Elementary School Enrollments by Grade Level, 2011-2016

Grade	2011	2012	2013	2014	2015	2016
3	155	196	194	173	197	200
4	184	155	201	189	168	198
5	184	179	154	198	188	167
Intermediate Total	523	530	549	560	553	565
Average per Grade	174	177	183	187	184	189

Stinesville Elementary School Enrollments by Grade Level, 2011-2016

Grade	2011	2012	2013	2014	2015	2016
Kdg	38	28	33	20	23	22
1	35	37	26	40	18	23
2	35	36	36	25	31	18
3	31	33	37	35	23	29
4	34	26	33	32	37	20
5	52	33	28	34	32	37
Total	225	193	193	186	164	149
Average per Grade	38	32	32	31	27	25

The last five years shows a 24 student increase at the Edgewood Primary School and 42 student increase at the Edgewood Intermediate School. Stinesville has decreased by 76 students over the same period. The per grade average at the Primary School increased from 185 students per grade to 193 students per grade, while the Intermediate level increased from 174 students per grade to 189 students per grade. Stinesville has decreased from an average of 38 students per grade to 25 students per grade over the period.

The first three years of kindergarten enrollment as shown in Table 5 above averaged 200 kindergarten students per year, while the past three years have averaged 219. This is an increase of 19 kindergarten students on average per year. If you increase each class in the three-year primary elementary school life by 19 students per year, you would project a primary elementary enrollment of approximately 57 students more than historical numbers. Table 5 also demonstrates that at each grade level, the total primary and intermediate elementary enrollment

and the average number of students per grade were all on a trend line of increasing numbers **until the current 2016-2017 school year.**

The corporation increased its total student population by just 19 students from 2006-2015. The middle school lost 56 students during this period, while the high school was decreasing by 59 students. However, the primary and intermediate levels gained 134 students during the period thus making up for the secondary student loss. However, the enrollment for 2016-2017 shows a sharp 59 student or 7.5% decrease from 2015-2016 totals. How these trend lines will continue into the short and long term future constitutes the tipping point for future facility development.

PROJECTED STUDENT ENROLLMENTS

Table 6 presents an analysis of the resident live birth rates for Monroe County and the number of kindergarten students entering the Richland-Bean Blossom Community School Corporation five years later beginning with 1989. Such a calculation is important in determining future enrollments by projecting future kindergarten enrollments. There has been a steady increase in year-to-year resident live births in Monroe County over the past 15 years. From 1989 to 1993 resident live births averaged of 1,214 per year. From 1994 to 1997, an average of 1,203 resident live births were recorded for Monroe County, while from 1998 to 2000 an average of 1,257 resident live births were recorded. The period 2001 to 2007 an average of 1,288 resident live births were recorded for Monroe County, while the period 2008 to 2010 recorded an average of 1,299 resident live births. Resident live births reflect where the mother lived at the time of birth, not where the baby was born. In 2013, the most recent year for full year data, a total of 1,265 resident live births were recorded for Monroe County. ***For only 2002 and 2003 has the county resident live birth rates shown any major departure from the increasing trend line.***

In terms of kindergarten enrollment five years after a given years' resident live births, from 2003 to 2005 Richland-Bean Blossom enrolled an average of 15.9% of the resident live births from five years previous. For the period 2001 to 2007 that average had increased to 16.5% per year. For the period 2008 to 2010 the Richland-Bean Blossom Community School Corporation enrolled 16.7% of the resident live births on a year-to-year basis.

This increase in percentage is consistent with the analysis of the demographic data presented earlier and suggests a continuing increase in total student population into the future as total population increases. It is speculative to project a continuing increase in resident live

Table 6

Number of Live Births in Monroe County from 1989 Through 2015 And Number of Students Entering Kindergarten in R-BBCS Five Years Later

Birth Rate Year	Monroe County Live Births	Kindergarten Enrollment Year	R-BB Kindergarten Enrollment	Percent of Live Births as Kdg Enrollment
1989	1,227	1994		
1990	1,271	1995		
1991	1,166	1996		
1992	1,199	1997		
1993	1,205	1998		
Totals/Ave	6,068/1,214			
1994	1,128	1999		
1995	1,162	2000		
1996	1,190	2001		
1997	1,269	2002		
Totals/Ave	6,013/1,203			
1998	1,264	2003	206	16.3
1999	1,261	2004	194	15.4
2000	1,246	2005	199	16.0
Totals/Ave	3,771/1,257		599/200	15.9
2001	1,280	2006	202	15.8
2002	1,239	2007	207	16.7
2003	1,229	2008	190	15.5
2004	1,273	2009	195	15.3
2005	1,309	2010	254	19.4
2006	1,298	2011	231	17.8
2007	1,388	2012	209	15.1
Totals/Ave	9,016/1,288		1,488/213	16.5
2008	1,298	2013	196	15.1
2009	1,281	2014	233	18.2
2010	1,318	2015	223	16.9
Totals/Ave	3,897/1,299		652/217	16.7
2011	1,286	2016	201	15.6
2012	1,301	2017	217**	16.7***
2013	1,265	2018	211**	16.7***
2014	1,290*	2019	215**	16.7***
2015	1,292*	2020	216**	16.7***
2016	1,287*	2021	215**	16.7***
2017	1,287*	2022	215**	16.7***
2018	1,284*	2023	214**	16.7***

Source: Indiana Department of Health

*Estimate based on rolling five-year average.

**Estimate based on 16.7% of resident live births,

***Estimate based on the average of the past three years, less 0.2

birth rates. Birth rates tend to decline during times of economic downturn as recently

experienced in Indiana and the nation. It is less speculative to project that the percentage of resident live births in the townships of R-BB will continue to increase. However, this study assumes a continuing resident live birth rate stability consistent with the average number of resident live births recorded over the past five years. Further, this study assumes that the percentage of resident live births that will enroll in the BGCS five years later will be 16.7%, the average over the past three years.

The projection of future kindergarten enrollments is shown in Table 6 above. The resident live birth rates for Monroe County have increased at an average annual rate of approximately 0.33% per year. The projected resident live births in Table 6 assume a resident live birth rate equal to a rolling 5 year average through 2018. Further, the projections for R-BB schools kindergarten enrollment is based on 16.7% of the resident live births enrolling in the R-BB five years later. This method of projecting may be conservative on the live birth side, given the current changing economic climate, and liberal on the enrollment side. None-the-less, the projections are for kindergarten enrollments of 215 in 2016, 217 in 2017, 211 in 2018, 215 in 2019, 216 in 2020, 215 in 2021, 215 in 2022, and 214 in 2023. **These projections represent continued stability in kindergarten enrollment when compared to the recent past and does not consider net in/out migration.**

While the above calculations help project how many students will enter the system in kindergarten in the future, year-to-year continuation rates help to understand how students stay with the system once enrolled and the net effect of in and out migration of students. The continuation rate is a ratio between the number of pupils at one grade level succeeding to the next grade level the next year, net in/out migration. For example, if in one year there were 200 students in one grade level and the following school year that number was 220 in the next grade level, the continuation rate would be 110.0% or a net in-migration of 10% for that grade cohort. A continuation rate of less than 100 would be evident in a grade that one year had 200 students while the next year at the next grade there were just 180 for a continuation rate of 90.0%. ***These factors are influenced by migration in and out of the school district as well as retention policy or fluctuations in non-public school enrollments.***

Table 7 presents the average continuation rates for 2010 through 2015 by grade level and grade configuration for the R-BBCSC. Also, Table 7 presents the average continuation rates for the past three, four and six years. For only one of the school years shown is the

average continuation rate above 100%. The three-year average continuation rates for the corporation at 99.3% and the 99.0% continuation rate over the past six years indicate the continuing stability in total population experienced by the corporation over the period studied. *The continuation rates are higher at the elementary level over the past three years. This is a result of the increases in total student population across the elementary grades of the grade configuration of the corporation.* The reader will note that the 2015-2016 school year shows the highest continuation rates that have resulted from net in-migration. The average first grade class over the past three years has averaged 4.2% more students than the previous year's kindergarten, while the average second grade class over the past three years have averaged 3.3% more than the previous year's first grade class.

Table 7

**Average Continuation Rate 2010 through 2015 by Grade Level
With Past Three and Six Year Average**

Grade Level	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	3 Year Average 2013-2015	4year Average 2013-2016	6 year Average 2013-2015
Kdg										
1	97.4	96.5	92.2	101.9	105.6	105.2	103.1	104.2	104.0	99.8
2	101.4	98.9	98.4	105.2	102.3	102.4	86.1	103.3	99.0	101.4
3	99.6	95.3	98.9	95.0	103.1	95.4	108.0	97.8	100.4	97.8
4	101.8	100.9	107.9	97.3	102.2	95.7	104.8	98.4	100.0	101.0
5	103.6	98.3	100.0	97.2	100.6	99.1	92.3	99.0	97.3	99.8
Elementary Average	100.8	98.0	99.5	99.2	102.8	99.6	98.9	100.5	100.1	100.0
6	98.0	97.8	99.6	93.2	98.6	106.0	94.0	97.5	98.0	98.0
7	101.9	94.0	100.0	97.8	97.7	100.0	114.5	98.5	102.5	98.6
8	104.8	104.2	101.1	96.9	98.2	103.7	83.7	99.6	95.6	101.5
MS Average	101.6	98.7	100.2	96.0	98.2	103.2	97.7	98.5	98.7	99.4
9	100.5	102.0	94.1	97.4	96.8	100.9	89.7	98.4	96.2	98.6
10	97.3	96.9	94.0	99.5	101.1	100.5	95.4	100.4	99.1	98.6
11	97.3	96.9	91.7	91.0	92.3	104.3	96.7	95.9	96.7	95.6
12	93.9	100.5	93.5	98.9	97.7	99.0	103.1	98.5	99.7	97.2
High School Ave	97.6	99.3	93.3	96.7	97.0	101.2	96.2	98.3	97.9	97.5
Corporation Ave	99.9	98.6	97.6	97.6	99.7	101.0	97.6	99.3	100.9	99.0

Calculations by study author

By using the projected kindergarten enrollments presented in Table 6 and the continuation rates as averaged in Table 7 for the most recent four-year period, the projected

enrollment for the Richland-Bean Blossom Community School Corporation from the present to 2024 is presented in Table 8 for each grade level of the corporation. *It is noted that the mathematical model used in these projections is generally within one to one and one-half percent accuracy over a six year period of projection.* However, drastic changes in local economic and/or demographic conditions can change the projections and thus need to be monitored carefully.

Table 8

Projected Student Enrollment, 2016-2024 Based on Five-year Rolling Average Resident Live Birth Rates and Four-year Average Continuation Rates

Grade	2016	2017	2018	2019	2020	2021	2022	2023	2024
Kdg	201	217	211	215	216	215	215	214	214
1	230	209	226	220	224	225	224	224	223
2	211	228	207	224	218	222	223	222	222
Primary Total	642	654	644	659	658	662	662	660	659
Ave. per Grade	214	218	215	220	220	221	221	220	220
3	229	212	229	208	225	219	223	224	223
4	218	229	212	229	208	225	219	223	224
5	204	213	223	207	223	203	220	214	217
Intermediate Total	651	654	664	644	656	647	662	661	664
Ave. per Grade	217	218	222	215	219	216	221	221	222
6	218	200	209	219	203	219	199	216	210
7	221	224	205	214	225	209	225	204	222
8	175	212	215	196	205	216	200	216	196
Middle School Total	614	636	629	629	633	634	624	636	628
Ave. per Grade	205	212	210	210	211	212	208	212	210
9	200	169	204	207	189	198	208	193	208
10	208	199	168	203	206	188	197	207	192
11	205	202	193	163	197	200	182	191	201
12	200	204	202	193	163	197	200	182	191
High School Total	813	774	767	766	755	783	789	773	792
Ave. per Grade	203	194	192	192	189	196	197	194	198
Corporation Total	2,720	2,718	2,705	2,698	2,702	2,726	2,735	2,730	2,743
Ave. per Grade	210	210	208	208	208	210	211	210	211
Year Number Change		-2	-14	-6	4	24	9	-5	13
Year Percentage Change		-0.07	-0.05	-0.02	0.01	0.09	0.04	-0.01	0.05

The total enrollment of R-BBCSC is projected to increase from the current year total of 2,720 to 2,743 by 2024. That is an increase of 23 students or 0.85%. The per-grade

corporation average increases from 210 students per grade to 211 students per grade in this projection. *The primary elementary enrollment, grades kindergarten through grade two as presented in Table 8 is projected to increase from 642 to 659 an increase of 17 students or 2.6%. The intermediate elementary enrollment, grades three through five as presented in Table 8 is projected to increase from 651 to 664 an increase of 13 students or 2.0%. The middle grades, grades six, seven, and eight are projected to increase from 614 to 628 or by 14 students or 2.3%*, while the per grade average increases from 208 to 220 students per grade.

A change in population within the grade configuration of the corporation is also projected for the high school. *High school projections show the total student population decreasing by 21 students from 813 to 792, a decrease of 2.6%.* The per-grade average declines from 203 to 198 at the high school level. It is noted that the main factors generating this projected stability are the number of kindergarten students entering the school corporation each year and the continuation rates detailing how the students will persist year to year in the school corporation **together with the net in-migration across all grade levels.** Each of these factors was determined through a proven historical trend line and mathematical analysis. **However, too little data on net in-migration exist to establish a firm trend line for the future. If the net in-migration persists, the total enrollments will obviously increase.** This must be carefully monitored going forward and will be updated in the fall of 2016 for this study.

A summary of projected enrollments for R-BBCSC is presented in Table 9 below:

Table 9

R-BB Corporation-wide Enrollments Projected on Five-Year Average Resident Live Birth Rates and Four-Year Continuation Rates By K-2, 3-5, 6-8, 9-12 Grade Configuration, 2015-2023

Grade Level	2016	2017	2018	2019	2020	2021	2022	2023	2024
K-2 Totals	642	654	644	659	658	662	662	660	659
3-5 Totals	651	654	664	644	656	647	662	661	664
6-8 Totals	614	636	629	629	633	634	624	636	628
9-12 Totals	813	774	767	766	755	783	789	773	792
K-12 Totals	2,720	2,718	2,705	2,698	2,702	2,726	2,735	2,730	2,743

ELEMENTARY SCHOOL FACILITIES

The R-BBCSC operates and maintains three elementary schools for grades kindergarten through grade five. Edgewood Primary Elementary includes grades kindergarten through grade two, Edgewood Intermediate houses grades three through five, while Stinesville Elementary includes grades kindergarten through grade five. R-BBCSC has one middle school for grades six through eight and one senior high school for grades nine through twelve. This study now turns to an analysis of each of the elementary buildings in terms of their current space utilization and appropriateness to deliver modern educational programs. **The analysis is based on enrollments and the utilization of classroom spaces at the beginning of the 2016-2017 schoolyear.**

One of the most significant changes to occur in elementary school programs in Indiana in the past several decades was the advent of Prime Time. Classroom enrollment in kindergarten through grade one was reduced to the level of 18 pupils to one teacher, and in grades two and three to a ratio of 20 pupils to one teacher. These standards obviously changed the way we view Functional Capacity of an elementary building. Buildings designed to hold 500 pupils could no longer accommodate 500 pupils with reduced class size guidelines. However, when total numbers of students within a specific grade level at a school divide into sections of significantly less than 18 to one in kindergarten and grade one, less than 20 to one in grades two and three, and significantly below 25 to 30 students in grades four and five, the school corporation is not getting the most efficient use of faculty and staff as well as existing facilities. **While those guidelines no longer drive classroom population size in Indiana they do continue to be the benchmark for the delivery of quality elementary program and are, therefore, used in this analysis of space utilization.**

At the same time, increased emphasis in special education, technology, and federal supported remediation programs all serve to require space for programs which foster the concept of working with students in one to one and small group activity. The R-BBCSC has made a sound educational commitment to providing for those programs as well as necessary support programs. Art, music and physical education instruction in all elementary grades is provided in appropriate facilities. In addition, the elementary program, to be complete, requires space in the elementary school for the development of viable media center and technology programs. **To be sure, space needs change as a result of the educational programs to be delivered and historically elementary educational programs have expanded to utilize the space allotted to**

them.

The impact of educational program change is readily apparent in the elementary schools of the R-BBCSC. Teaching stations have been allocated to provide remediation space, special education instructional space, music, art, physical education, and media and technology. Most of these programs are housed in spaces designed for their respective special instruction but because of the very small total student enrollment at Stinesville Elementary School those spaces are used sparingly during the course of an instructional week.

The total student population during the 2016-2017 school year at Edgewood Primary School Elementary School is approximately 579 students, Edgewood Intermediate School has 561 students, while Stinesville Elementary has 136. Over the past six years the kindergarten through grade two student population of the Primary School has ranged from a high of 616 in 2015 to a low of 532, while the Intermediate School ranged from a high of 565 in this current school year to a low of 523. Stinesville has ranged from a high of 225 in 2011 to a low of 136 in the current school year. Projections for the period 2016 through 2024 indicate a total increase of the primary enrollment to 659 students, an increase of 17 students over the current year and 664 students in the intermediate grades for an increase of 13 students over the current year enrollment. **Thus, essentially stable enrollments in the near term are projected.**

In Table 10 is presented data on the student capacity of the three R-BBCSC elementary schools prior to Prime Time considerations, i.e. **Actual Capacity based on 25 students per classroom, and without class size guidelines, while the Functional Capacity is based on 18 students in kindergarten and grade one, 20 students in grades two and three and 25 students per classroom in grades four and five** for students enrolled during the 2016-2017 school year.

The reader will note that the total current enrollment is 52 students more than the total Functional Capacity of the three facilities and 174 students less than the Actual Capacity. ***The facilities together are being utilized at 104.2% of their Functional Capacity and 88.0% of their Actual Capacity. Ideal utilization of an elementary school is believed to be between 90 and 95% of Functional Capacity allowing for population growth and flexibility in the delivery of educational program while efficiently utilizing the school facility. Thus, the elementary facilities are over-utilized in terms of functional capacity and a bit underutilized in terms of actual capacity rendering them efficient utilization.***

Table 10

Functional and Actual Capacity of the Elementary Schools of the R-BBCSC, 2016-2017

SCHOOL	NUMBER OF STUDENTS	FUNCTIONAL CAPACITY	% OF FUNCTIONAL CAPACITY	ACTUAL CAPACITY	% OF ACTUAL CAPACITY
Edgewood Primary School	579	488	118.6%	650	89.1%
Edgewood Intermediate School	561	585	95.9%	625	89.8%
Stinesville	136	151	90.1%	175	77.7%
TOTALS	1,276	1,224	104.2%	1,450	88.0%

In essence, educational programs have often been characterized as "expanding to fill the space allotted to them." While this may be true in the elementary programs of the R-BBCSC, such expansion has been educationally sound and enhancing for the delivery of the education programs. Future planning for needed instructional space should give strong consideration to the possibilities of continuing public school pre-school programs, extension of reduced class size limits to the intermediate grades, a further developing individualized approach to elementary education in the future, and the specialized space needs required by future technologies in instruction and learning. All of these considerations can be accommodated by the R-BBCSC with adjustments in the way support spaces are currently assigned in the educational program. The following pages and Tables present the elementary schools of the R-BBCSC in terms of student capacity of the buildings, and a general assessment of the facility. The general assessment classifies each facility into one of the following four categories:

ADEQUATE - 20 PLUS YEARS OF FUNCTIONAL LIFE

(Facility is generally structurally sound, well maintained, and contains spaces that are appropriate for a modern educational program. Its functional student capacity provides for effective and efficient educational programming)

MARGINALLY ADEQUATE IN THE SHORT TERM

(Facility may be generally structurally sound and well maintained, but contains spaces that are less than appropriate for educational programming into the 21st century and shows the need for attention to several areas that go beyond normal cosmetic attention. Such a facility often requires extensive study to determine its feasibility for remodel or discontinued use in the long term. Its functional capacity is marginal in terms of effective and efficient educational programming)

INADEQUATE – REMODEL

(Facility is generally structurally sound, but contains spaces that are less than appropriate for educational programming into the 21st century and shows the need for attention to several areas

as well as the need for immediate attention to major cosmetic renovation. Its functional capacity after remodeling would provide for effective and efficient educational programming)

INADEQUATE - DISCONTINUE USE

(Facility has outlived its usefulness as an appropriate educational facility and generally would require more capital expenditure to remodel than to replace the facility. Further, remodeling would yield spaces less than appropriate for the delivery of modern educational programming into the 21st century)

The basis for the assessment rating on each facility is based on a "congruence of purpose" with educational program and is drawn from the Profile for Evaluating School Buildings.

EDGEWOOD PRIMARY ELEMENTARY SCHOOL

Figures 2 and 3 show how Edgewood Primary School Elementary School measures up to the Indiana Department of Education Elementary School Facility Standards and a profile evaluation of 38 selected features of the school. The evaluations for all of those features are "GOOD TO EXCELLENT" regarding the current condition of the facility.

The general evaluation of this facility:

ADEQUATE - 20 PLUS YEARS OF FUNCTIONAL LIFE

(Facility is generally structurally sound, well maintained, and contains spaces that are appropriate for a modern educational program. Its functional student capacity provides for effective and efficient educational programming)

Figure 2

<u>Edgewood Primary Elementary School</u>			
Indiana Department of Education	Comply		Remarks
General Requirements	Yes	No	
<u>Classrooms</u> 900 sq. feet	X		Generally
<u>Media Center</u> Minimum of 1,000 sq. feet plus auxiliary areas. Seating for 10% of students at 25 sq. feet per student.	X		
<u>Physical Education</u> Minimum of 4,000 sq. feet plus auxiliary areas.	X		
<u>Music</u> Minimum of 1,000 sq feet plus storage.	X		
<u>Art</u> Minimum of 1,000 sq. feet plus sink and storage.	X		

<u>Kindergarten</u> Minimum of 1,100 sq. feet plus storage and restroom facilities.	X
<u>Special Education</u> Each area 900 sq. feet and auxiliary restroom, storage and play areas.	X
<u>Speech Pathology</u> Minimum of 150 sq. feet with acoustic features.	X
<u>Administration</u> Office area.	X
<u>Multi-Purpose Area</u> Minimum of 1,800 sq. feet.	X
<u>Cafeteria</u> Minimum of 10-12 sq. feet per seat	X
<u>General Storage</u> Minimum of 2% of gross area.	X
<u>Maintenance Work Area</u> Provided.	X

Figure 3

Profile for Evaluating School Buildings
Edgewood Primary Elementary School

<u>FEATURE</u>	<u>MISSING</u>	<u>POOR</u>	<u>AVERAGE</u>	<u>GOOD</u>	<u>EXCELLENT</u>
Site Location.....					
Site size.....					
Site condition.....					
<u>FEATURE</u>	<u>MISSING</u>	<u>POOR</u>	<u>AVERAGE</u>	<u>GOOD</u>	<u>EXCELLENT</u>
Exterior condition.....					
Interior condition.....					
General purpose classrooms.....					
Special purpose classrooms					
Art.....					
Music.....					
Kindergarten.....					
Physical education.....					
Special education.....					
Media.....					
Technology.....					

General administration.....
 Guidance services.....
 Health services.....
 Conference areas.....
 Testing areas.....
 Cafeteria.....
 Teacher work area.....
 Custodial area.....

 Decorations.....
 Paint and plaster.....
 Drinking fountains.....
 Electrical systems.....
 Fire protection.....
 Furniture and equipment.....
 Heating and ventilating.....
 Lighting.....
 Sewage disposal.....
 Restrooms.....
 Water supply.....
 General layout.....
 Expandability.....
 Flexibility.....
 Handicap Accessibility.....

Table 11 shows building capacity prior to reduced class size considerations, with class size considerations and present enrollment of the 26 general purpose and 14 special purpose classrooms of the Edgewood Primary Elementary School. As previously noted, a total of 579 pupils are enrolled in this school during the 2016-2017 school year. As currently used, the Functional Capacity of this building is 488 students, thus the pupil station utilization of the building is 118.6% of Functional Capacity, and 89.1% of its Actual Capacity. Fourteen classrooms are being used as direct instructional support areas. On a Functional Capacity basis the school exceeds its 488 student maximum by 91 students.

**Table 11
 Space Utilization Edgewood Primary Elementary School 2016-2017**

ROOM NUMBER	GRADE	NUMBER OF STUDENTS	FUNCTIONAL CAPACITY	ACTUAL CAPACITY
119	Kdg	22	18	25
129	Kdg	23	18	25
125	Kdg	24	18	25
128	Kdg	22	18	25
122	Kdg	23	18	25
115	Kdg	22	18	25
121	Kdg	23	18	25

124	Kdg	21	18	25
332	1	27	18	25
127	1	24	18	25
132	1	25	18	25
331	1	24	18	25
326	1	25	18	25
130	1	26	18	25
334	1	25	18	25
327	1	25	18	25
325	2	24	20	25
317	2	23	20	25
322	2	25	20	25
316	2	25	20	25
319	2	24	20	25
313	2	24	20	25
318	2	24	20	25
323	2	23	20	25
310	Spec Needs	6	20	25
311	Spec Needs		20	25
TOTAL		579	488	650
Classroom Number	Program Support			
310	Spec Needs			
311	Spec Needs			
312	Inclusion			
111	Title I			
114	Speech			
308	Title I			
113	Art			
127	Music			
Gym	Physical Education			
Media	Media Center			
201	Computer Lab			
113	Art			
131	Music			
308	STEM			

EDGEWOOD INTERMEDIATE ELEMENTARY SCHOOL

Figures 4 and 5 show how Edgewood Intermediate School Elementary measures up to the Indiana Department of Education Elementary School Facility Standards and a profile evaluation of 38 selected features of the school. The evaluations for all of those features are “GOOD TO EXCELLENT” regarding the current condition of the facility.

The general evaluation of this facility:

ADEQUATE - 20 PLUS YEARS OF FUNCTIONAL LIFE

(Facility is generally structurally sound, well maintained, and contains spaces that are appropriate for a modern educational program. Its functional student capacity provides for effective and efficient educational programming)

Figure 4

Edgewood Intermediate Elementary School

Indiana Department
of Education

Comply

Remarks

General Requirements	Yes	No
<u>Classrooms</u> 900 sq. feet	X	Generally
<u>Media Center</u> Minimum of 1,000 sq. feet plus auxiliary areas. Seating for 10% of students at 25 sq. feet per student.	X	
<u>Physical Education</u> Minimum of 4,000 sq. feet plus auxiliary areas.	X	
<u>Music</u> Minimum of 1,000 sq feet plus storage.	X	
<u>Art</u> Minimum of 1,000 sq. feet plus sink and storage.	X	
<u>Kindergarten</u> Minimum of 1,100 sq. feet plus storage and restroom facilities.	X	
<u>Special Education</u> Each area 900 sq. feet and auxiliary restroom, storage and play areas.	X	
<u>Speech Pathology</u> Minimum of 150 sq. feet with acoustic features.	X	
<u>Administration</u> Office area.	X	
<u>Multi-Purpose Area</u> Minimum of 1,800 sq. feet.	X	
<u>Cafeteria</u> Minimum of 10-12 sq. feet per seat	X	
<u>General Storage</u> Minimum of 2% of gross area.	X	
<u>Maintenance Work Area</u> Provided.	X	

Figure 5

Profile for Evaluating School Buildings
Edgewood Intermediate Elementary School

<u>FEATURE</u>	<u>MISSING</u>	<u>POOR</u>	<u>AVERAGE</u>	<u>GOOD</u>	<u>EXCELLENT</u>
Site Location.....					
Site size.....					
Site condition.....					
<u>FEATURE</u>	<u>MISSING</u>	<u>POOR</u>	<u>AVERAGE</u>	<u>GOOD</u>	<u>EXCELLENT</u>
Exterior condition.....					
Interior condition.....					
General purpose classrooms.....					
Special purpose classrooms					
Art.....					
Music.....					
Kindergarten.....					
Physical education.....					
Special education.....					
Media.....					
Technology.....					
General administration.....					
Guidance services.....					
Health services.....					
Conference areas.....					
Testing areas.....					
Cafeteria.....					
Teacher work area.....					
Custodial area.....					
Decorations.....					
Paint and plaster.....					
Drinking fountains.....					
Electrical systems.....					
Fire protection.....					
Furniture and equipment.....					
Heating and ventilating.....					
Lighting.....					
Sewage disposal.....					
Restrooms.....					
Water supply.....					
General layout.....					
Expandability.....					
Flexibility.....					
Handicap Accessibility.....					

Table 12 shows building capacity prior to reduced class size considerations, with class size considerations and present enrollment of the 26 general purpose and 14 special purpose classrooms of the Edgewood Intermediate Elementary School. As previously noted, a total of 579 pupils are enrolled in this school during the 2016-2017 school year. As currently used, the Functional Capacity of this building is 488 students thus, the pupil station utilization of the building is 118.6% of Functional Capacity, and 89.1% of its Actual Capacity. Fourteen classrooms are being used as direct instructional support areas. On a Functional Capacity basis the school exceeds its 488 student maximum by 91 students.

Table 12

Space Utilization Edgewood Intermediate Elementary School 2016-2017

ROOM NUMBER	GRADE	NUMBER OF STUDENTS	FUNCTIONAL CAPACITY	ACTUAL CAPACITY
120	3	25	20	25
122	3	23	20	25
115	3	25	20	25
123	3	24	20	25
114	3	23	20	25
119	3	24	20	25
124	3	25	20	25
125	3	27	20	25
324	4	24	25	25
328	4	22	25	25
135	4	26	25	25
133	4	23	25	25
134	4	24	25	25
132	4	22	25	25
321	4	26	25	25
323	4	25	25	25
313	5	24	25	25
312	5	24	25	25
317	5	24	25	25
315	5	24	25	25
320	5	23	25	25
318	5	25	25	25
316	5	24	25	25
310	Spec Needs	5	25	25
TOTAL		561	585	625
Classroom Number	Program Support			
128	OT-PT			
113	Art			
136	Inclusion			
127	Inclusion			
138	ENL			
201	Comp Lab			
331	Title I			
329	Comp Lab			
330	Inclusion			
311	Inclusion			
308	STEM			
200	Media			
500	Gym			
319	UNASSIGNED			

STINESVILLE ELEMENTARY SCHOOL

Figures 6 and 7 show how Stinesville Elementary School measures up to the Indiana Department of Education Elementary School Facility Standards and a profile evaluation of 38 selected features of the school. The evaluations for all of those features are “average to good” regarding the current condition of the facility.

The general evaluation of this facility:

MARGINALLY ADEQUATE IN THE SHORT TERM

(Facility may be generally structurally sound and well maintained, but contains spaces that are less than appropriate for educational programming into the 21st century and shows the need for attention to several areas that go beyond normal cosmetic attention. Such a facility often requires extensive study to determine its feasibility for remodel or discontinued use in the long term. Its functional capacity is marginal in terms of effective and efficient educational programming)

Figure 6

<u>Stinesville Elementary School</u>		
Indiana Department of Education General Requirements	Comply Yes No	Remarks

<u>Classrooms</u> 900 sq. feet	X	Generally
<u>Media Center</u> Minimum of 1,000 sq. feet plus auxiliary areas. Seating for 10% of students at 25 sq. feet per student.	X	
<u>Physical Education</u> Minimum of 4,000 sq. feet plus auxiliary areas.	X	
<u>Music</u> Minimum of 1,000 sq feet plus storage.	X	
<u>Art</u> Minimum of 1,000 sq. feet plus sink and storage.	X	
<u>Kindergarten</u> Minimum of 1,100 sq. feet plus storage and restroom facilities.	X	
<u>Special Education</u> Each area 900 sq. feet and auxiliary	X	

restroom, storage and play areas.

Speech Pathology Minimum of 150 sq. feet with acoustic features. X

Administration Office area. X

Multi-Purpose Area Minimum of 1,800 sq. feet. X

Cafeteria Minimum of 10-12 sq. feet per seat X

General Storage Minimum of 2% of gross area. X

Maintenance Work Area Provided. X

Figure 7

Profile for Evaluating School Buildings
Stinesville Elementary School

<u>FEATURE</u>	<u>MISSING</u>	<u>POOR</u>	<u>AVERAGE</u>	<u>GOOD</u>	<u>EXCELLENT</u>
Site Location.....					
Site size.....					
Site condition.....					
Exterior condition.....					
Interior condition.....					
General purpose classrooms.....					
Special purpose classrooms					
Art.....					
Music.....					
Kindergarten.....					
Physical education.....					
Special education.....					
Media.....					
Technology.....					
General administration.....					
Guidance services.....					
Health services.....					
Conference areas.....					
Testing areas.....					

Cafeteria.....
 Teacher work area.....
 Custodial area.....
 Decorations.....
 Paint and plaster.....
 Drinking fountains.....
 Electrical systems.....
 Fire protection.....
 Furniture and equipment.....
 Heating and ventilating.....
 Lighting.....
 Sewage disposal.....
 Restrooms.....
 Water supply.....

General layout.....
 Expandability.....
 Flexibility.....
 Handicap Accessibility.....

Table 13 shows building capacity prior to reduced class size considerations, with class size considerations and present enrollment of the seven general purpose and 12 special purpose classroom areas of the Stinesville Elementary School. As previously noted, a total of 136 pupils are enrolled in this school during the 2016-2017 school year. As currently used, the Functional Capacity of this building is 151 students; thus, the pupil station utilization of the building is 90.1% of Functional Capacity and just 77.7% of Actual Capacity.

Table 13

Space Utilization Stinesville Elementary School 2016-2017

ROOM NUMBER	GRADE	NUMBER OF STUDENTS	FUNCTIONAL CAPACITY	ACTUAL CAPACITY
201	Kdg	23	18	25
208	1	24	18	25
210	2	18	20	25
212	3	14	20	25
504	4	20	25	25
503	5	19	25	25
508	5	18	25	25
TOTAL		136	151	175
Classroom Number	Program Support			
203	Head Start			
205	Copy Room			
209	Spec Needs			
210	Speech			
405	Music			
410	Data Room			
402	Art			
111	Media			
112	Gym			

501	STEM			
502	Comp Lab			
505	Minds In Motion			

Seven regular classrooms are being used as direct instructional support areas, while twelve non-classroom areas are currently being used to supplement the delivery of the academic program. On a Functional Capacity basis the school has an excess capacity of 15 students.

The distribution of students by grade across the three elementary schools creates some challenging imbalances to maintaining equity per classroom according to reduced class size student population targets. Table 14 below shows the number of sections at each grade at each school together with the corporation average per classroom per grade.

Table 14

Number of Sections and Average Student Population per Classroom for the Elementary Schools of the R-BBCSC, 2016-2017

Grade	Edgewood Primary School	Edgewood Intermediate School	Stinesville	Average
K	<u>8@22.5</u>		1@23	22.5
1	<u>8@25.1</u>		1@24	25.0
2	<u>8@24.0</u>		1@18	23.8
3		<u>8@24.5</u>	1@14	23.6
4		<u>8@24.0</u>	1@20	23.6
5		<u>7@24.0</u>	<u>2@18.5</u>	22.5
Corp Totals	24	23	7	54/23.6

A total of 54 regular classroom teachers deliver the educational program in the three schools with an average of 23.6 students per classroom.