

### **Building Capacity Study report clarifications**

*All corrected items are noted by an underline in the text below.*

#### **Page 3, class size chart:**

The first bullet should read:

- Grades K-2, 18-23 pupils per class which reflects a 23% to 40% flexibility factor in implementing the program compared to the class size guidelines

#### **Page 9, paragraph 1 (regarding the middle school house structure):**

In the 2013-2014 school year, the Middle School served students in grades 6-8 in a team teacher structure to deliver instruction. In 2013-2014, the Middle School served 1141 pupils who were broken down into three smaller houses: Seneca, Tawasentha and Hiawatha. All of our 6-8 students received instruction in World Languages and Cultures in our Mohawk House, with some students also receiving English as a Second Language (ESL) services. One self-contained special education program was also located in Mohawk House. There were 375 grade 6 pupils and 766 grade 7 and 8 pupils enrolled.

In order to accommodate the increased size of our new 6th grade cohort this coming 2014-2015 school year, we have re-purposed Mohawk House. As a result, the Middle School will serve students in grades 6-8 in four smaller houses: Seneca, Tawasentha, Mohawk and Hiawatha. Our Mohawk House will now have homeroom sections in grades 6-8 with portions of Tawasentha House allocated for instruction in World Languages and Cultures and Health.

#### **Page 11, chart of available instructional support spaces in elementary school buildings:**

The numbers on the chart represent square footage.

#### **Page 37, 2008-2013 enrollment change chart:**

There is an error on the chart at the top of the page, showing elementary enrollment changes from 2008-2013. The Altamont change from 2008 to 2013 is +7 students, or +2.5 percent.

#### **Page 46, third bullet (regarding the role of library media specialists):**

The information presented in this section of the report is absent of certain details specific to library media specialists at Guilderland. Specifically, information was missing about the instructional and/or curricular demands of library media specialists.

All elementary library media specialists maintain a regular/daily schedule of classes seen each week, and each class section participates in a weekly 30-minute library time. In addition, each library media specialist provides direct instruction to students in the areas of: research model, cybersafety, digital citizenship, and information technology.

**Page 50, fourth bullet (regarding 2013-14 average cost for one-way bus routes)**

The fourth bullet should read:

- The 2013-2014 average cost per one-way bus route for AM to school and PM to home transportation is \$39,294. The average state support of each Guilderland one-way bus route is \$22,751. The local taxpayer average cost for each Guilderland one-way bus route is \$16,543.

**Page 63, scenario B chart:**

The fourth bullet on the right-hand column, related to middle school capacity, should be omitted as the text is not relevant to the chart.

**Page 65, scenario C chart:**

The last bullet in the left-hand column should read:

- Students would have four educational level transitions instead of three in thirteen years

The eighth bullet in the right-hand column should read:

- Students would have four educational level transitions instead of three in thirteen years

**Page 67, scenario D chart:**

The last bullet in the left-hand column should read:

- Students would have four educational level transitions instead of three in thirteen years

The eighth bullet in the right-hand column should read:

- Students would have four educational level transitions instead of three in thirteen years

**Page 71, scenario F chart:**

The last bullet in the left-hand column should read:

- Students would have five educational level transitions instead of three in thirteen years

The sixth bullet in the right-hand column should read:

- Students would have five educational level transitions instead of three in thirteen years