

Amherst Public School District
Pelham Elementary School District
Amherst-Pelham Regional School District

Budget Planning Meeting #1: Data and Direction Fiscal Year 2009

First Printing: December 4, 2007
Revised: December 7, 2007
December 11, 2007
December 17, 2007
January 2, 2008

Budget Development Meeting #1: Data and Direction

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**Budget Development Meeting #1—Data and Direction
December, 2007**

A. Current Demographics

AMHERST-PELHAM REGIONAL SCHOOL DISTRICT ENROLLMENTS

ENROLLMENT DETAIL a/o OCTOBER 1, 2007

1. Classroom Enrollments

AMHERST ELEMENTARY SCHOOLS

Class Size Guidelines for Budgetary Purposes

Grade	Target	Maximum	Grade	Target	Maximum
K	20	22	4	22	23
1	20	22	5	22	24
2	21	22	6	22	24
3	22	23			

Preschool	74
K-12 District Summary	
Enrollment a/o 10/1/07	3270
Free/Reduced Price Lunch	699 (21.4%)
IEPs	588 (18.0%)
504s	122 (3.7%)
ELL	237 (7.2%)

Crocker Farm	K	1	2	3	4	5	6	Total
Enrollment a/o 10/1/07	36 (2)	41 (3)	36 (2)	44 (2)	30 (2)	32 (2)	36 (2)	255 (15)
a.c.s.	18.0	13.7	18.0	22.0	15.0	16.0	18.0	17.0
Free/Reduced Price Lunch	15	19	14	23	13	16	16	116 (45.5%)
IEPs	3	10	5	8	7	10	5	48 (18.8%)
504s	0	0	0	2	0	1	3	6 (2.4%)
ELL	8	6	6	10	3	10	6	49 (19.2%)
Title 1	0	12	6	15	8	13	8	62 (24.3%)

PRESCHOOL	74
Free/Reduced Price Lunch	16 (21.6%)
IEPs	27 (36.5%)

Fort River	K	1	2	3	4	5	6	Total
Enrollment a/o 10/1/07	59 (3)	61 (3)	60 (3)	72 (4)	68 (3)	79 (3)	69 (3)	468 (22)
a.c.s.	19.7	20.3	20.0	18.0	22.7	26.3	23.0	21.3
Building Blocks	1	1	0	2	3	2	1	10
IEPs	4	11	9	12	13	12	11	72 (15.1%)
504s	0	0	1	0	1	2	3	7 (1.5%)
ELL	13	14	7	7	8	9	3	61 (12.8%)

Mark's Meadow	K	1	2	3	4	5	6	Total
Enrollment a/o 10/1/07	22 (1)	48 (3)	58 (3)	35 (2)	22 (1)	185 (10)		
a.c.s.		16.0	19.3	17.5	22.0	18.5		
Free/Reduced Price Lunch	19	23	23	23	12	15	14	160 (36.1%)

IEPs	1	2	8	9	3	23 (12.4%)		
504s	0	0	0	0	0	0		
ELL	5	9	11	7	2	34 (18.4%)		
Title I	0	11	17	7	2	37 (20.0%)		
Wildwood								
Enrollment a/o 10/1/07	58 (3)	60 (4)	57 (3)	60 (3)	62 (3)	53 (3)	68 (4)	418 (23)
a.c.s.	19.3	15.0	19.0	20.0	20.7	17.7	17.0	18.2
Free-Reduced Price Lunch	10	7	13	11	13	13	15	82 (19.6%)
IEPs	3	4	7	13	13	11	15	66 (15.8%)
504s	1	0	1	0	0	2	3	7 (1.7%)
ELL	8	6	10	5	8	4	3	44 (10.5%)

Pelham School								
Enrollment a/o 10/1/07	14	16	16	18	14	18	21	117
Free/Reduced Price Lunch			1	3	1	1	2	8 (6.8%)
IEPs	3	1	3	5	5	7	4	28 (23.9%)
504s	0	1	0	0	1	0	3	5 (4.3%)

Regional Schools							
Enrollment a/o 10/1/07	7	8	9	10	11	12	1817
Free/Reduced Price Lunch	291	284	314	299	315	314	306 (16.8%)
IEPs	64	72	50	39	38	43	345 (19.0%)
504s	63	61	53	59	49	60	97 (5.3%)
ELL	16	18	11	19	19	14	49 (2.7%)

2. Charter Out

When FY08 began, there were 55 regional level students pre-enrolled in state approved Charter Schools. The annual per pupil cost is set by the state. Families are responsible to provide transportation for their students. These Charter Schools included Hilltown Cooperative Charter School and Pioneer Valley Performing Arts .

There were 13 Amherst elementary aged students pre-enrolled in Charter Schools. These schools included Hilltown Cooperative and the Pioneer Valley Chinese Immersion Charter School.

Charter School	K	1	2	3	4	5	6	7	8	9	10	11	12	total
Hilltown Cooperative	0	0	0	0	1	0	0							1
Pioneer Valley Chinese Immersion	5	7	0	0	0	0	0							12
Hilltown Cooperative								0	1	0	0	0	0	1
Pioneer Valley Performing Arts								10	8	11	10	8	8	55

Note: 2007-2008: The D.O.E. will provide documentation of actual enrollment during January 2008.

3. Choice-In 2007/2008

Pelham: There are 117 students at Pelham Elementary School. 35 of these students are School Choice students. This year School Choice students are from Amherst, Belchertown, Hadley, Monson and Sunderland.

Amherst Middle School: There are 576 students at the Amherst Middle School of which 16 are School Choice students. There were no new seats open for the 2007-2008 school year.

Amherst Pelham Regional High School: There are 1,236 student at the high school of which 80 are School Choice students. There were 9 new seats opened for the 2007-2008 school year, all at the 9th grade level. There are 27 School Choice seniors who are anticipating graduating in June of 2008.

The sending school districts for the regional schools include: Athol, Belchertown, Easthampton, Erving, Frontier, Gill Montague, Granby, Hadley, Hampshire, Hatfield, Holyoke, Mahar, Mohawk, Monson, Northampton, South Hadley, Springfield and Ware.

	0	1	2	3	4	5	6	7	8	9	10	11	12	Totals
ARHS										19	19	15	27	
ARMS								6	10					
Pelham	4	7	4	7	7	3	3							

The decision regarding the number of open seats for the 2008-2009 school year has not been made yet.

4. Choice-Out 2007-2008

Students have the opportunity to enroll in other districts that accept School Choice students. FY’08 end of the year figures remain consistent with the FY’07 end of the year figures. Our students are attending schools in the following districts: Belchertown, Deerfield, Frontier, Gill Montague, Hadley, Hatfield, Leverett, New Salem, Northampton, Pelham, and Sunderland.

	Amherst	Pelham	Region
2004-2005	15	2	18
2005-2006	15	1	18
2006-2007	23	0	13
2007-2008	23	0	14

Note: The verification of the 2007-2008 data for “Choice Out” students will not be available from the D.O.E. until January of 2008; however, we expect the numbers to be similar to FY ’08.

5. Vocational Tuition Out

There are currently 34 students attending vocational school. We have students at both Smith Vocational School and Franklin County Tech.

6. ELL Enrollments and Profile 2007-2008

	Level 1	Level 2	Level 3	Level 4	Level 5	Total ELL Students
Crocker Farm	3	5	22	13	4	47
Ft. River	5	4	17	13	2	41
Mark’s Meadow	7	0	9	16	2	34
Wildwood	3	5	6	19	10	43
Pelham	0	0	0	0	0	0
District Total	18	14	54	61	18	165/1527 (approx. 10%)

Distribution of students by School and “proficiency level” in the elementary schools, as of October 30, 2007
(5 levels based on performance on state mandated testing)

Distribution of students by School and “proficiency level” in the Middle and High Schools, as of October 30, 2007

	Level 1	Level 2	Level 3	Total ELL Students
Middle School	8	9	4	21
High School	5	6	16	27
District Total	13	15	20	52/1805 (approx. 3%)

(3 levels based on a combination of testing)

Elementary Levels 1, 2, 3=Level 1 at Middle School “beginner”

Elementary Level 4= Level 2 at Middle School/High School “intermediate”

Elementary Level 5=Level 3 at Middle School/High School “transitional”

Native Languages spoken by the districts’ English Language Learners:

There are 31 native languages represented in the Amherst-Pelham Schools as of Oct 1, 2007. Prominent languages are Spanish (34% of ELLs), Korean (12%), Khmer (9%), Chinese (8%) and Japanese (8%). Other languages reported include: Vietnamese, Urdu, Yurkish, Tibetan, Thai, Tamil, Tagalog, Swedish, Swahili, Pushtu, Portuguese, Krio, Hindi, Hebrew, Greek, German, French, Dzongkha Tibetan, Crioulo, Crioulo (Haitian), Chinese Mandarin, Chichewa, Basque, Bambara and Arabic.

7. Special Education

Amherst:

- Of the 1408 Amherst elementary level students, 234 are students with an Individualized Educational Program (I.E.P.). This is 17 % of the student population.
- There are two students placed in out of district placements

Region:

- Of the 1805 regional level students, 329 are students with an I.E.P. This is 18% of the student population.
- There are 35 students attending vocational schools. Of these vocational students, 18 are students with and I.E.P. (Tuition Public Line)
- There are no students at collaborative placements at this time.
- There are currently 14 regional level students attending out of district day or residential placements.

Pelham:

- Of the 117 students at Pelham Elementary School, 27 are students with an I.E.P. This is 23 % of the student population.
- There is a single SE student tuitioned-out to Amherst.

07/08 PELHAM							
Grade	# of students	# of students w/ IEPs	% of students	placement	total students by disability*		
K-6	117	27	23%	10 = 19	Intell = 0	Aut = 4	
				20 = 8	S/H = 1	Neur = 6	
					Com = 8	DD = 1	
					Emot= 2	S/V = 0	
					Healt= 2	Phys= 0	
					SLD = 2	MD = 1	
Total Population and Special Education Population by Racial Ethnic Group							
Total SE	AmIndAlaskan	Asian	African Amer	Hispanic Latino	White	N.Hawai P.I.	MultiRacial
117	n=1 n=0	n=7 n=3	n=2 n=1	n=6 n=3	n=99 n=19	n=0 n=0	n=2 n=1
27	<1% 0%	6% 11%	2% 4%	5% 11%	85% 70%	0% 0%	2% 4%

07/08 AMHERST											
Grade	# of students	# of students with IEPs	% of students with IEPs	placement	total students by disability*						
K-6	1408	234	17%	10 = 106	Intel = 5 Aut = 24						
				20 = 74	S/H = 0 Neur= 18						
				40 = 19	Com= 56 DD = 37						
				ages 3-5:	Emot= 16 S/V = 1						
				30 = 28	Healt= 15 Phy = 1						
				32 = 1	SLD = 60 MD = 1						
				34 = 6							
Total Population and Special Education Population by Racial Ethnic Group											
Total SE	AmInd Alaskan	Asian	African Amer	Hispanic Latino	White	N.Hawai P.I.	MultiRacial				
1408	n=3 n=0	n=187 n=18	n=116 n=23	n=232 n=58	n=742 n=112	n=4 n=2	n=124 n=21				
234	<1% 0%	13% 8%	8% 10%	16% 25%	53% 48%	<1% <1%	8% 9%				

07/08 REGION											
Grade	# of students	# of students with IEPs	% of students with IEPs	placement	total students by disability**						
7-12	1806	329	18%	10 = 182	Intell = 9 Aut = 32						
				20 = 79	S/H = 1 Neur= 35						
				40 = 26	Com = 35 DD = 0						
				41 = 42	Emot= 40 S/V = 1						
					Healt= 55 Phys = 1						
					SLD= 115 MD = 5						
Total Population and Special Education Population by Racial Ethnic Group											
Total SE	AmInd Alaskan	Asian	African Amer	Hispanic Latino	White	N.Hawai/P.I.	MultiRacial				
1806	n=8 n=3	n=166 n=21	n=143 n=42	n=177 n=52	n=1236 n=198	n=0 n=0	n=76 n=13				
329	<1% <1%	9% 6%	8% 13%	10% 16%	68% 60%	0% 0%	4% 4%				

***DOE SPECIAL EDUCATION PLACEMENT KEY ages 3-5**

- 0 Not a Special Education Student, age 3-5
- 1 Not currently a Special Education student age 3-5 but was previously a Special Education student during the current school year
- 5 3-5 year olds, General Education students serving as role models in Pre-K classes
- 30 In the regular early childhood program at least 80% of the time
- 32 In the regular early childhood program 40% to 79% of the time
- 34 In the regular early childhood program less than 40% of the time
- 36 Substantially Separate Class (previously 40)
- 38 Public Separate School (previously 41)
- 42 Private Separate Day (previously 50)
- 44 Residential Facility (previously 60)
- 45 Public Residential Institutional Facilities (previously 90)
- 46 Home (previously 70)
- 48 Service Provider Location (private clinician's offices, clinician's office in school building, hospital facilities)

****DOE SPECIAL EDUCATION PLACEMENT KEY ages 6-21**

- 0 Not a Special Education Student, age 6-21
- 1 Not currently a Special Education Student age 6-21, but was previously a Special Education student during the current school year
- 10 Full Inclusion - special education services outside the general education classroom less than 21% of the time
- 20 Partial Inclusion - special education services outside the general education classroom 21% to 60% of the time
- 40 Substantially Separate Classroom - special education services outside the general education classroom more than 60% of the time
- 41 Public Separate Day School
- 50 Private Separate Day School
- 60 Residential School
- 70 Homebound/Hospital
- 90 Public Residential Institutional Facilities

8. Free and Reduced Lunch Enrollments

Crocker Farm	K	1	2	3	4	5	6	Total
Free/Reduced Price Lunch	15 (41.7%)	19 (46.3%)	14 (38.9%)	23 (52.2%)	13 (43.3%)	16 (50.0%)	16 (44.4%)	116 (45.5%)
PRESCHOOL							74	
Free/Reduced Price Lunch							16 (21.6%)	

Fort River								
Free/Reduced Price Lunch	15 (25.4%)	23 (37.7%)	13 (21.7%)	23 (31.9%)	12 (17.6%)	17 (21.5%)	17 (24.6%)	120 (25.1%)

Mark's Meadow								
Free-Reduced Price Lunch	10 (45.5%)	21 (43.8%)		17 (29.3%)		15 (42.9%)	4 (18.2%)	67 (36.2%)

Wildwood								
Free-Reduced Price Lunch	10 (17.2%)	7 (11.7%)	13 (22.8%)	11 (18.3%)	13 (20.9%)	13 (24.5%)	15 (22.1%)	82 (19.6%)

Pelham School				1	3	1	1	2	8 (6.8%)
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Regional Schools	7	8	9	10	11	12	
Free/Reduced Price Lunch	64 (22.0%)	72 (25.4%)	50 (15.9%)	39 (13.0%)	38 (12.1%)	43 (13.7%)	306 (16.8%)

9. Current Staffing Report

The Amherst-Pelham Regional School District serves 3,334 regular education and special education students and contracts with a total of 726 (696.03 FTE) regular and special education professional and support staff. All student enrollments are based on October 1, 2007 data. The totals by school in the chart below include school administrators.

	Total FTE Staff	Total # Students
Central Office Administration and Support	35.79	
Central Maintenance/Transp	23.75	
District (Shared School Personnel)	17.84	
RNs/LPNs	8.8	
All Schools Secretaries/Custodial/Food Service	78.21	
Crocker Farm School	68.30	329
Fort River School	80.91	468
Mark's Meadow School	32.59	185
Wildwood School	83.79	418
Pelham School	22.06	117
Regional Middle School	80.45	575
Regional High School	164.54	1242

The following district programs provide special education support for students. Please note that these students and staff are reflected in the per-building staffing reported above.

SPECIALIZED PROGRAMS	Total FTE Staff	Total # Students
Elementary & Pre-School		
AIM Program (WW)	3.0	6
Building Blocks (FR)	9.3	11
Intensive Learning Center (WW)	17.84	17
LLD Program (FR)	1.6	3
Preschool (CF)	17.05	72
Secondary		
South Amherst Campus	11.7	28
East Street Alternative School	6.23	17
AIM (MS)	3.0	14
Bridges (MS)	2.0	7
Intensive Learning Center (MS)	5.0	8
CDL (HS)	3.0	10
AIM (HS)	3.0	12
SSP (HS)	3.0	17
LLD (HS)	3.0	17

10. Extended Day and Year Program 2007-2008

a. Special Education

Given the unique needs of students with disabilities, a variety of service and programs are required to provide these students with a Free Appropriate Public Education. Extended year services (summer programming) may be provided to students on IEPs from preschool through age 21. Special Education Regulations require IEP Teams to consider the need for extended year services for each student, and the IEP's for those students who are found eligible by the Team reflect the level of support and amount of services that the District is required to provide.

While the number of students attending the program varies annually because IEP Teams are required to consider eligibility for extended year services every year, consistent with past averages, the attending numbers for the Summer of 2007 approximated one hundred students in grades kindergarten through age 21.

b. Other

A variety of extended day program options are offered across the school districts, including established and piloted activities. The Pipeline Project is an academic support and enrichment program for upper elementary and secondary school students in partnership with Amherst College. Pipeline scholars meet with their Amherst College tutors after school during the fall and spring. During the summer of 2007, the College also hosted a four-week summer program for Pipeline scholars staffed by district teachers and Pipeline tutors. We plan to run the summer program again in 2008. Homework clubs and structured study support programs are run in all the schools. The Saturday Scholars Program piloted last year (Saturday program for 3rd and 4th grade ELL students for four weeks prior to MCAS) and the MSAN (HS)-Crocker Farm Mentoring Project (for 5th grade students) will be offered again in the 2007-2008 school year.

11. Tuitioned-In Students

There are currently three special education students tuitioned-in to the Amherst-Pelham Regional Schools and one student tuitioned-in to the Amherst Public Schools.

12. Homeless Students

As of October 4, 2007, there were 19 homeless students in grades Pre-K through 12. These students were housed in shelters, shared housing and motels/hotels. None were living in unsheltered situations.

13. Student Enrollment from UMass Property

There are currently 45 students enrolled at Marks Meadow School who reside in UMass housing. In addition, there are 3 students at Fort River and 4 students at Wildwood who reside in University housing.

B. Preliminary Projections Demographic Data

1. Classroom Enrollment Projections for 2008-2009 as of October 1, 2007 (See Also Appendix B) (Updated 12/7/07)

AMHERST ELEMENTARY SCHOOLS

Class Size Guidelines for Budgetary Purposes

Grade	Target	Maximum	Grade	Target	Maximum
K	22	23	4	23	25
1	22	23	5	24	27
2	22	23	6	24	27
3	23	25			

Crocker Farm	K	1	2	3	4	5	6	Total
Projected FY09	47 (3)	34 (2)	37 (2)	33 (2)	42 (2)	28 (2)	32 (2)	253 (15)
a.c.s.	15.7	17.0	18.0	16.5	21.0	14.0	16.0	16.9
2 fewer students than 07-08 Same number of classrooms projected as current 07-08								
Fort River								
Projected FY09	57 (3)	60 (3)	65 (3)	64 (3)	74 (4)	69 (3)	85 (4)	474 + 9 = 483 (23)
a.c.s.	19.0	20.0	21.7	21.3	18.5	23.0	21.3	20.6
Building Blocks	0	1	1	0	2	3	2	9
5 more students than 07-08 1 additional classroom section than 07-08								
Mark's Meadow								
Projected FY09	25 (1)	22 (1)	22 (1)	26 (1)	26 (2)	29 (2)	34 (2)	183 (10)
a.c.s.	25.0	22.0	22.0	26.0	13.0	14.5	17.0	18.3
10 more than 07-08								
Wildwood								
Projected FY09	58 (3)	57 (3)	62 (3)	59 (3)	61 (3)	63 (3)	54 (3)	414 (21)
a.c.s.	19.3	19.0	20.7	19.7	20.3	21.0	18.0	
4 fewer students than 07-08 2 less classroom sections than 07-08								

Total Amherst Classrooms 07-08	70
Total Projected Classrooms 08-09	69

*

There are 2 classes (6 rooms) at FR within one student short of the target
There are 5 classes (14 rooms) at CF, FR and WW within two students short of the target.

Pelham	K	1	2	3	4	5	6	
Projected FY09	10	14	16	17	19	13	20	109

Region	7	8	9	10	11	12	
Projected FY09	273	290	299	304	295	311	1802

2. Charter Out Projections for 2007–2008

There were 13 Amherst elementary aged students pre-enrolled in Charter Schools. These schools include the Hilltown Cooperative and the Pioneer Valley Chinese Immersion School. None of these students were sixth graders.

There were no students from Pelham Elementary School pre-enrolled in Charter Schools.

When FY '08 began, there were 56 regional level students pre-enrolled in state approved Charter Schools. These schools include the Hilltown Cooperative and the Pioneer Valley Performing Arts. 8 of these pre-enrolled students are members of the senior class and it can be anticipated that they will graduate at the end of the 2007-2008 academic year.

The Department of Education will verify actual Charter School enrollment in January 2008.

	K	1	2	3	4	5	6	7	8	9	10	11	12	total
Hilltown Cooperative	0	0	0	0	1	0	0							01
Pioneer Valley Chinese Immersion	5	7	0	0	0	0	0							12
Hilltown Cooperative								0	1	0	0	0	0	01
Pioneer Valley Performing Arts								10	08	11	10	08	08	55

3. Choice In Projections for 2008-2009

The Massachusetts School Choice Program allows parent(s)/guardian(s) the opportunity to send their children to schools in communities, other than the city or town in which they reside, but only to districts who annually vote to participate as “schools of choice”. The Amherst Elementary Schools do not participate in this program. The Pelham Elementary School and the Amherst-Pelham Regional Schools do participate. Participation and the number of seats for the 2008-2009 school year has yet to be determined.

The revenues that accompanies each student is approximately \$5,000.00. Any additional costs associated with a school choice student, such as special education services, are reimbursed in full to the district. The transportation of the school choice student is the responsibility of the parent(s)/guardian(s).

Pelham Elementary School:

For the 2007-2008 school year, the Pelham School Committee voted to continue to be a school of choice. There are 35 school choice students attending Pelham. Three of these students are in the 6th grade. While these students have the opportunity to continue to our regional schools, they have not made their intentions know at this time.

Amherst-Pelham Regional Middle School:

There are 16 school choice students attending the Amherst-Pelham Regional Middle School. Ten of these students are in the 8th grade and have the opportunity to transition to the high school at the end of this year. There are six school choice students in the 7th grade and there is a possibility that the three students from Pelham will opt to continue in the school choice program.

Amherst-Pelham Regional High School:

There are 80 school choice students attending Amherst-Pelham Regional High School. Twenty-seven of these students are members of the senior class and anticipate graduating during June 2008. It is anticipated that the 10 school choice students, currently in the 8th grade, will transition to the high school next year.

4. Choice Out Projections for 2008-2009

The Massachusetts School Choice Program allows parent(s)/guardian(s) the opportunity to send their children to schools in communities, other than the city or town in which they reside, but only to districts who annually vote to participate as “schools of choice”.

The revenue that accompanies each student is approximately \$5,000.00. Any additional costs associated with a school choice student, such as special education services, are reimbursed in full to the receiving district. The transportation of the school choice student is the responsibility of the parent(s)/guardian(s).

The number of students electing to participate in the school choice program has remained relatively consistent since 2004.

	Amherst	Pelham	Region
2004-2005	15	2	18
2005-2006	15	1	18
2006-2007	23	0	13
2008-2009	25	0	14

Projection:

It is difficult to project the number of student who will elect to participate in school choice ; however, five of the regional level school choice students are seniors. It is anticipated that these students will graduate at the end of the current school year

5. Vocational Tuition Out Projections for 2008–2009

There are currently 34 students attending vocational school. 11 of these students are members of the senior class and anticipate graduating at the end of the current school year. It is difficult to project the number of incoming freshmen who will elect to attend vocational school, yet over the past two years the number has been under 6. Another factor impacts participation; some students leave the vocational programs and return to the Amherst-Pelham Regional High School.

6. ELL Projections for 2008–2009

Projecting the number of students who will be eligible for ELL services is challenging given the difficulty projecting the number of students who enter and exit our schools as well as the progress of our current students in terms of language acquisition.

7. Special Education Projections for 2008–2009

Projecting the number of students in special education for an upcoming year is challenging because there are so many variables. It is anticipated that the number of students in district in special education will be consistent with the current data in all three districts. Please see the historical chart below. Some other points to note include:

- Initial evaluations that identify students in need of special education services are conducted throughout the school year. Thus, there will be more students identified as needing special education services as the year progresses.
- It is too early to determine the number of students who will be tuitioned in next year in Amherst and the Region. No students with assigned I.E.P.s are anticipated to be tuitioned in at Pelham.
- It is difficult to anticipate how many students will be placed in out of district programs at this point in the year. It is appropriate to anticipate a minimum of three slots in Amherst and one slot in Pelham. In the Region, the numbers of students in out of district placements will most likely increase slightly due to new families who have moved into the district with students placed in out of district programs.

Students and Percentages in Special Education—Historical Review

FY	REGION	AMHERST	PELHAM	TOTAL
2002	389/2068 18.80%	227/1535 14.80%	24/129 18.60%	640/3732 17.10%
2003	384/2096 18.30%	236/1536 15.10%	23/111 20.70%	643/3770 17.10%
2004	348/2043 17%	204/1481 13.70%	25/119 21%	576/3639 15.80%
2005	311/1952 16%	266/1491 15%	23/116 20%	560/3559 15.73%
2006	312/1925 16%	222/1488 15%	24/119 21%	558/3532 15.79%
2007	330/1873 18%	257/1464 18%	23/127 18%	610/3464 17.60%
2008	329/1806 18 %	234/1408 17 %	27/117 23 %	590/3331 18 %

8. Free and Reduced Lunch Enrollment 2007-2008

K-12 District Summary	
Enrollment a/o 10/1/07	3270
Free/Reduced Price Lunch	699 (21.4%)
Amherst K-6 Summary	
Enrollment a/o 10/1/07	1326
Free/Reduced Price Lunch	385 (29.0%)
Pelham K-6 Summary	
Enrollment a/o 10/1/07	117
Free/Reduced Price Lunch	8 (6.8%)
7-8 Summary	
Enrollment a/o 10/1/07	575
Free/Reduced Price Lunch	136 (23.7%)
9-12 Summary	
Enrollment a/o 10/1/07	1242
Free/Reduced Price Lunch	170 (13.7%)

9. Student Enrollment from UMass Property

In 2007-2008 there are a total of 52 students enrolled in the Amherst Schools who reside in University housing. Due to the transient nature of the university population, it is

10. Tuitioned-In Students

It is too early to determine the number of students who will be tuitioned-in next year for the Amherst Elementary or for the Amherst-Pelham Regional Schools. No special education students are anticipated to be tuitioned-in at Pelham Elementary School.

C. Long-Range Planning

- 1. New and Continuing Initiatives**
- 2. The Changing Face of Amherst**

Appendix A

Special Education Glossary of Terms

Massachusetts Special Education - Disability Definitions

Special education is mandated by the federal government as well as by the Commonwealth of Massachusetts. The federal legislation is Public Law 105-17 referred to as **IDEA** or the Individuals with Disabilities Act. In Massachusetts special education regulations are known as **603 CMR 28.00 (Also referred to as Chapter 766 Regulations)**. Chapter 766 follows the goals and objectives of IDEA. In some areas Massachusetts exceeds the federal mandates. In other areas it uses different language, but the emphasis and intent are still in concert with the federal guidelines. The major goal of both federal and Massachusetts's regulations is to provide educational services to students with special education needs. These services are to be provided in the least restrictive environment possible. In many, but not all cases, this is the regular (general) education classroom.

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction. The term shall have the meaning given it in federal law at 34 CFR 300.7.

Federal Definition:

- (i) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section.
- (ii) A child who manifests the characteristics of "autism" after age 3 could be diagnosed as having "autism" if the criteria in paragraph (c)(1)(i) of this section are satisfied.

Communication Impairment

The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: speech, such as articulation and/or voice; conveying, understanding, or using spoken, written, or symbolic language. The term may include a student with impaired articulation, stuttering, language impairment, or voice impairment if such impairment adversely affects the student's educational performance.

Developmental Delay

The learning capacity of a young child (3-9 years old) is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: receptive and/or expressive language; cognitive abilities; physical functioning; social, emotional, or adaptive functioning; and/or self-help skills.

Emotional Impairment

As defined under federal law at 34 CFR §300.7, the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The determination of disability shall not be made solely because the student's behavior violates the school's discipline code, because the student is involved with a state court or social service agency, or because the student is socially maladjusted, unless the Team determines that the student has a serious emotional disturbance.

Health Impairment

A chronic or acute health problem such that the physiological capacity to function is significantly limited or impaired and results in one or more of the following: limited strength, vitality or alertness including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment. The term shall include health impairments due to asthma, attention deficit disorder or attention deficit with hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, if such health impairment adversely affects a student's educational performance.

Intellectual Impairment

The permanent capacity for performing cognitive tasks, functions, or problem solving is significantly limited or impaired and is exhibited by more than one of the following: a slower rate of learning; disorganized patterns of learning; difficulty with adaptive behavior; and/or difficulty understanding abstract concepts. Such term shall include students with mental retardation.

Neurological Impairment

The capacity of the nervous system is limited or impaired with difficulties exhibited in one or more of the following areas: the use of memory, the control and use of cognitive functioning, sensory and motor skills, speech, language, organizational skills, information processing, affect, social skills, or basic life functions. The term includes students who have received a traumatic brain injury.

Physical Impairment

The physical capacity to move, coordinate actions, or perform physical activities is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: physical and motor tasks; independent movement; performing basic life functions. The term shall include severe orthopedic impairments or impairments caused by congenital anomaly, cerebral palsy, amputations, and fractures if such impairment adversely affects a student's educational performance.

Sensory Impairment

The term shall include the following:

Hearing - The capacity to hear, with amplification, is limited, impaired, or absent and results in one or more of the following: reduced performance in hearing acuity tasks; difficulty with oral communication; and/or difficulty in understanding auditorally-presented information in the education environment. The term includes students who are deaf and students who are hard-of-hearing.

Vision - The capacity to see, after correction, is limited, impaired, or absent and results in one or more of the following: reduced performance in visual acuity tasks; difficulty with written communication; and/or difficulty with understanding information presented visually in the education environment. The term includes students who are blind and students with limited vision.

Deaf-Blind - Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs.

Specific Learning Disability

The term shall have the meaning given in federal law at 34 C.F.R. §§300.7 and 300.541.

Federal Definition:

Specific learning disability is defined as follows:

(i) General. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage

SOURCE: <http://www.doe.mass.edu/sped/definitions.html>

Appendix B

Enrollment Projections—Cohort Survival Method

ENROLLMENT PROJECTIONS

AMHERST ELEMENTARY SCHOOLS

Oct-07

	5 yr Earlier Births	K	1	2	3	4	5	6	Total
1998-99	196	200	197	237	226	249	224	259	1592
1999-00	176	186	210	206	236	229	251	220	1538
2000-01	191	199	192	208	212	236	220	259	1526
2001-02	186	191	198	197	214	209	238	230	1477
2002-03	168	220	199	198	204	212	204	235	1472
2003-04	155	178	210	192	203	208	220	205	1416
2004-05	179	193	193	210	193	210	210	221	1430
2005-06	188	195	193	200	206	204	206	213	1417
2006-07	160	192	181	198	206	199	196	224	1396
2007-08	165	176	185	179	205	194	201	196	1336
survival fac		1.09	0.96	1.03	1.01	1.00	0.99	1.03	
2008-09	170	186	168	190	181	205	192	206	1329
2009-10	175	191	178	173	193	181	203	197	1316
2010-11	182	199	183	183	176	193	179	208	1320
2011-12	179	196	190	188	185	175	191	184	1309
2012-13	180	197	188	194	196	196	194	199	1364

ENROLLMENT PROJECTIONS

AMHERST ELEMENTARY SCHOOLS

Crocker Farm School

Oct-07

	5 yr Earlier Births	K	1	2	3	4	5	6	Total
1998-99	196	41	44	47	57	65	51	61	366
1999-00	176	37	37	48	42	49	67	48	328
2000-01	191	41	40	36	45	46	57	71	336
2001-02	186	42	37	40	39	43	46	55	302
2002-03	168	42	49	39	39	39	38	45	291
2003-04	155	37	49	48	37	41	45	41	298
2004-05	179	54	43	48	43	34	40	46	308
2005-06	188	48	53	37	45	49	39	44	315
2006-07	160	52	43	50	36	39	42	41	303
2007-08	165	36	41	36	44	30	32	36	255
survival fac		0.27	0.94	0.91	0.92	0.94	0.94	1.01	

2008-09	170	47	34	37	33	42	28	32	253
2009-10	175	48	44	31	34	31	39	28	256
2010-11	182	50	45	40	28	32	29	39	264
2011-12	179	49	47	41	37	27	30	29	261
2012-13	180	49	46	43	38	35	25	31	267

**ENROLLMENT
PROJECTIONS**

**AMHERST ELEMENTARY SCHOOLS Fort River School
Oct-06**

	5 yr Earlier Births	K	1	2	3	4	5	6	Total
1998-99	196	54	67	70	70	77	77	90	505
1999-00	176	65	60	68	73	76	75	79	496
2000-01	191	71	66	58	76	73	71	79	494
2001-02	186	59	74	70	62	76	75	80	496
2002-03	168	75	59	85	76	64	78	76	513
2003-04	155	55	72	57	85	77	67	78	491
2004-05	179	60	56	73	61	96	77	65	488
2005-06	188	59	58	63	70	60	87	78	475
2006-07	160	55	57	66	71	69	60	98	476
2007-08	165	60	62	60	74	71	81	70	478
survival fac		0.34	1.02	1.07	1.07	1.03	1.01	1.07	
2008-09	170	57	61	66	64	76	72	87	483
2009-10	175	59	58	65	71	66	77	77	473
2010-11	182	62	60	63	70	73	67	82	476
2011-12	179	61	63	64	67	72	74	71	471
2012-13	180	61	62	67	69	69	72	79	478

**ENROLLMENT
PROJECTIONS**

**AMHERST ELEMENTARY SCHOOLS Marks Meadow School
Oct-07**

	5 yr Earlier Births	K	1	2	3	4	5	6	Total
1998-99	196	30	30	37	28	26	23	34	208
1999-00	176	19	35	33	32	29	30	20	198
2000-01	191	28	21	33	33	25	25	26	191
2001-02	186	22	24	22	26	30	25	25	174
2002-03	168	40	22	19	25	36	23	26	191
2003-04	155	32	34	21	23	28	41	21	200
2004-05	179	28	36	33	18	20	25	37	197
2005-06	188	30	25	38	36	22	19	24	194
2006-07	160	21	26	25	35	35	20	18	180
2007-08	165	22	22	26	27	31	35	22	185

survival fac		0.15	0.98	1.01	0.99	0.96	0.94	0.96	
2008-09	170	25	22	22	26	26	29	34	183
2009-10	175	26	24	22	22	25	25	28	171
2010-11	182	27	25	25	22	21	23	24	166
2011-12	179	26	26	25	24	21	20	23	165
2012-13	180	26	26	26	25	23	20	19	166

ENROLLMENT PROJECTIONS

AMHERST ELEMENTARY SCHOOLS Wildwood School
Oct-07

	5 yr Earlier Births	K	1	2	3	4	5	6	Total
1998-99	196	75	56	83	71	81	73	74	513
1999-00	176	65	78	57	89	75	79	73	516
2000-01	191	59	65	81	58	92	67	82	504
2001-02	186	68	63	65	77	60	92	70	495
2002-03	168	63	69	55	64	73	65	88	477
2003-04	155	54	55	66	58	62	67	65	427
2004-05	179	57	58	56	71	60	68	73	443
2005-06	188	58	57	62	55	73	61	67	433
2006-07	160	64	55	57	64	56	74	67	437
2007-08	165	58	60	57	60	62	53	68	418

survival fac		0.34	0.99	1.03	1.04	1.01	1.02	1.02	
2008-09	170	58	57	62	59	61	63	54	414
2009-10	175	60	57	59	64	60	62	64	427
2010-11	182	62	59	59	61	65	61	63	431
2011-12	179	61	62	61	61	62	66	62	436
2012-13	180	62	61	63	63	62	63	67	442

ENROLLMENT PROJECTIONS

Pelham with current Choice included, but no new projected students for 08-09

Oct-07

	K	1	2	3	4	5	6	Total
1998-99	13	15	22	24	18	26	25	143
1999-00	15	14	15	22	24	15	25	130
2000-01	15	18	14	18	21	25	17	128
2001-02	13	16	18	14	17	22	24	124
2002-03	14	15	14	16	14	18	21	112
2003-04	11	14	19	17	18	17	20	116
2004-05	16	13	15	18	19	15	18	114
2005-06	16	17	13	17	19	20	17	119

2006-07	16	18	17	16	19	19	21	126
2007-08	14	16	16	18	14	18	21	117
survival fac		0.98	0.98	1.08	1.04	0.96	1.08	
2008-09	10	14	16	17	19	13	20	109
2009-10	10	10	14	17	18	18	15	101
2010-11	12	10	10	15	18	17	20	101
2011-12	12	12	10	10	15	17	19	95

REGIONAL ENROLLMENT PROJECTIONS

Oct-07 (Includes "Roll-Over School Choice in Grade 7 from Pelham & Leverett)

	A L P S							
	Previous 6	7	8	9	10	11	12	Total
1990-91	248	247	247	250	272	246	238	1500
1991-92	262	275	248	239	269	253	215	1499
1992-93	286	283	278	243	253	256	229	1542
1993-94	313	336	294	276	282	237	240	1665
1994-95	345	358	334	268	307	239	216	1722
1995-96	342	328	348	318	274	278	223	1769
1996-97	361	378	314	329	351	256	279	1907
1997-98	316	334	368	311	334	330	260	1937
1998-99	348	362	329	363	317	318	318	2007
1999-00	338	366	359	341	357	307	319	2049
2000-01	302	324	364	363	347	359	300	2057
2001-02	333	344	317	361	342	339	365	2068
2002-03	319	333	351	332	349	365	307	2037
2003-04	312	327	337	378	320	349	332	2043
2004-05	267	288	318	334	358	310	341	1949
2005-06	273	289	289	333	334	358	321	1924
2006-07	304	275	282	309	321	333	357	1877
2007-08	270	291	284	314	299	315	314	1817
survival fac		1.03	0.99	1.05	0.97	0.99	0.99	
2008-09	270	277	290	299	304	295	311	1776
2009-10	266	273	276	305	290	300	291	1735
2010-11	265	272	272	290	295	286	297	1711
2011-12	248	254	271	286	281	291	282	1665
2012-13	260	267	253	285	277	277	288	1647