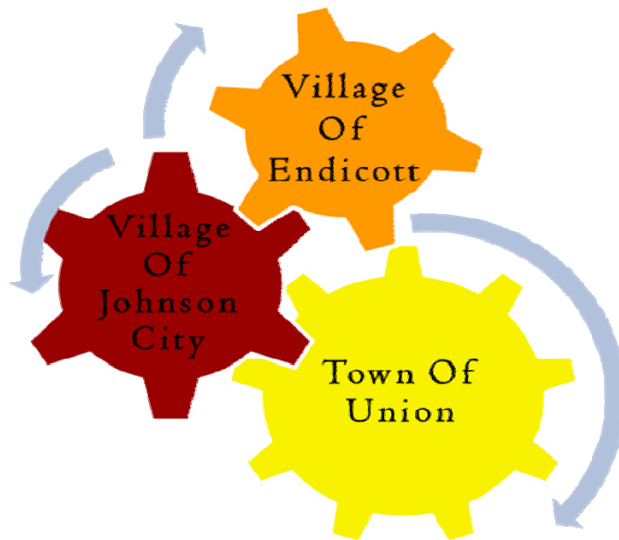


# Goals & Objectives

## Chapter 14



# E d u c a t i o n

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# Education

14

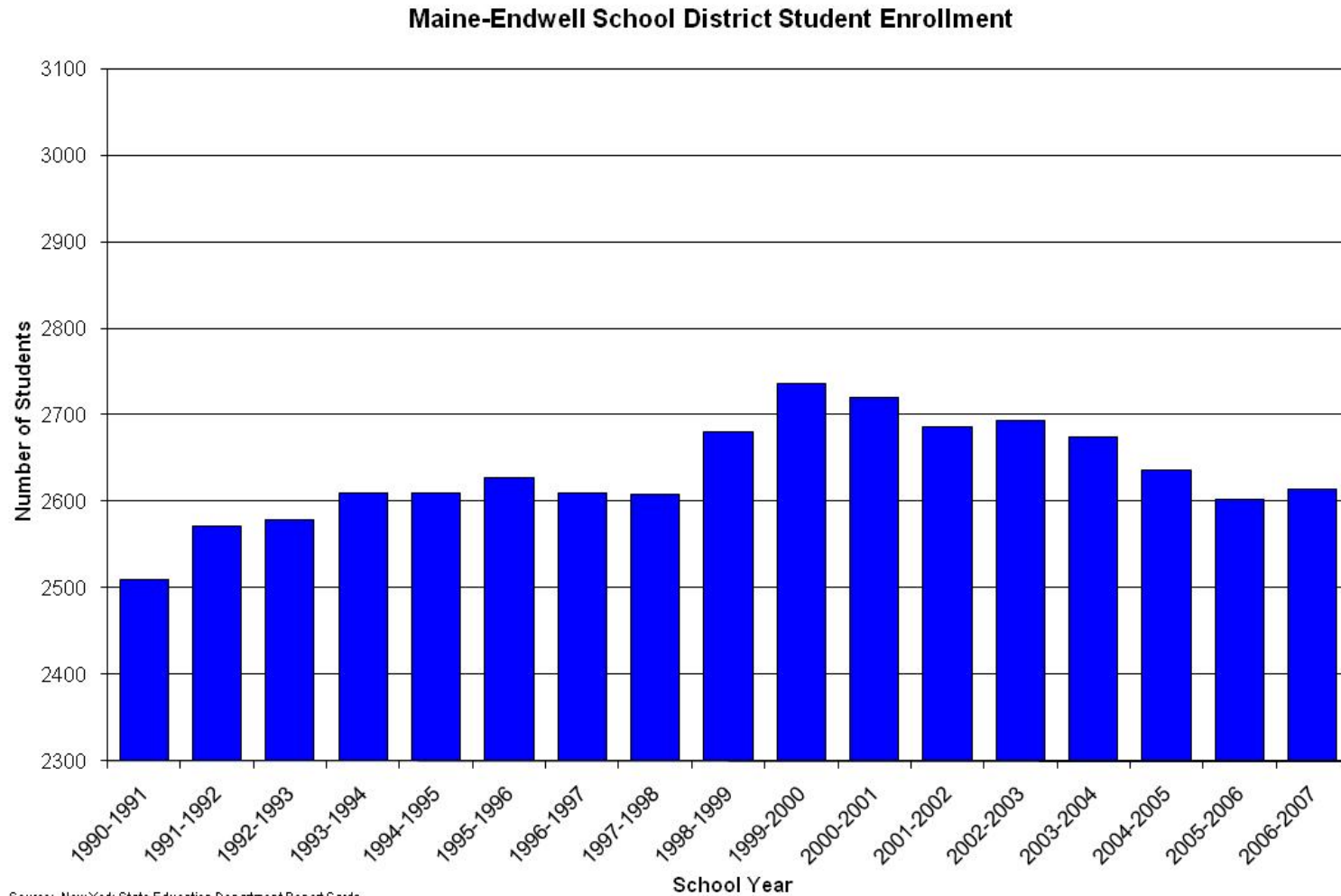
**MISSION STATEMENT: TO PROVIDE ALL STUDENTS WITH A QUALITY EDUCATION IN A SAFE AND SECURE LEARNING ENVIRONMENT IN A FISCALLY RESPONSIBLE MANNER.**

The Maine-Endwell School District occupies 50.8 square miles, but only 17%, or 8.7 square miles of the school district is inside the Town of Union. The majority of the district (42.1 square miles) extends north of the Town of Union into the Town of Maine, and a smaller portion extends to the northwest into Tioga County. The Johnson City School District occupies 21.4 square miles. Fifty-four percent, or 11.6 square miles of the district is within the Town of Union, and within the Village of Johnson City. The remainder extends north of the Town into the Town of Maine, and extends to the east into the Town of Chenango. The Union-Endicott School District occupies 28.6 square miles. Fifty-six percent of the district is within the Town of Union and the Village of Endicott. The remainder extends to the west into Tioga County (see **Map 1** Town of Union School Districts).

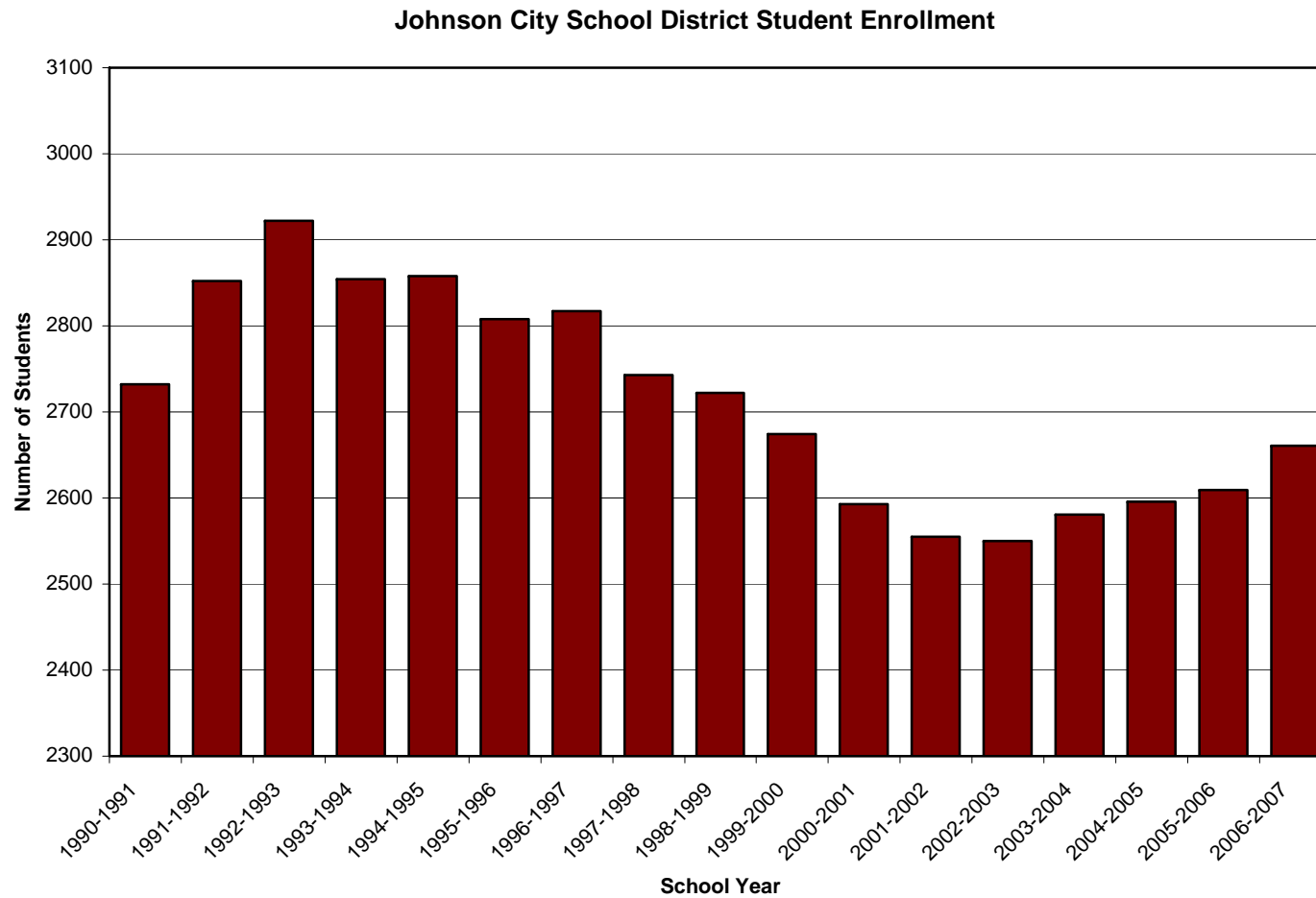
## Enrollment

The following data in **Figures 1, 2, and 3** was gathered from the New York State District School Report Card Comprehensive Information Reports provided by the New York State Education Department.

❖ Figure 1 ~ Maine-Endwell School District Enrollment

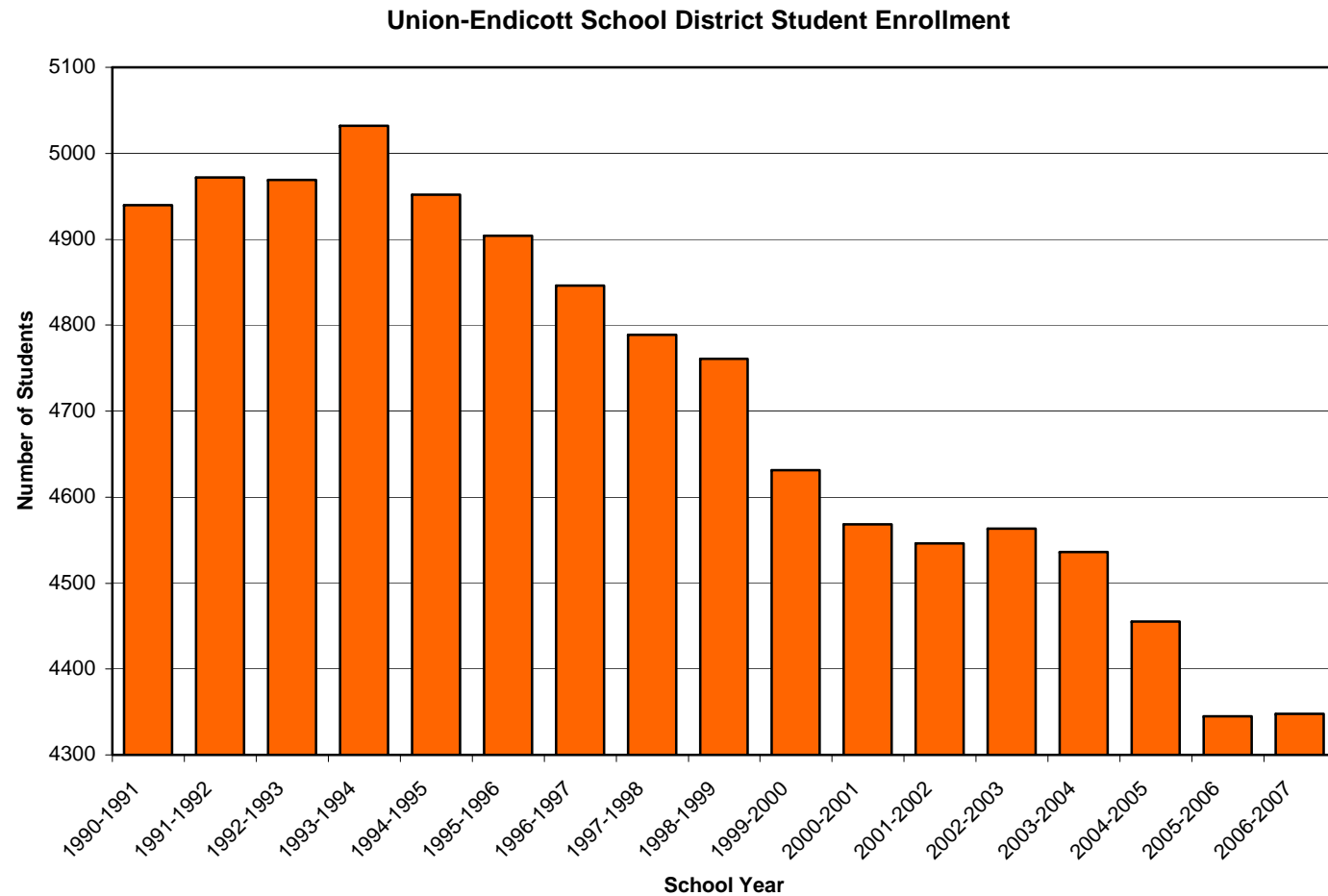


❖ Figure 2 ~ Johnson City School District Enrollment



Source: New York State Education Department Report Cards  
Web Site: <http://www.emsc.nysed.gov>

❖ Figure 3 ~ Union-Endicott School District Enrollment (Note: Different Scale Used Due To Size Of District)



### Student Racial/Ethnic Origin

During the 2005-2006 school year, 11% of Union-Endicott students, 5% of Maine-Endwell students, and 22% of Johnson City students were racial/ethnic minorities. From the 2003-2004 to the 2005-2006 school year minority student enrollment at Union-Endicott increased from 10% to 11%, at Maine-Endwell increased from 4% to 5%, and at Johnson City increased from 19% to 22%.

### English as a Second Language

The percentage of students learning English as a Second Language (ESL) at Union-Endicott schools, from the 2003-2004 to the 2005-2006 school years, fluctuated between 0.9% and 0.6%. At Maine-Endwell schools the percentage of ESL students fluctuated between 0.1% and 0.6% during the above-mentioned school years. The percentage of ESL students at Johnson City schools was higher than the aforementioned schools, but decreased over time, decreasing from 4.0% during the 2003-2004 school year to 3.6% during the 2004-2005 school year, and then declining even more to 2.9% during the 2005-2006 school year.

### Free/Reduced Lunch

In the Union-Endicott School District the percentage of students eligible for free lunches increased from 20% during the 2003-2004 school year to 24% during the 2005-2006 school year. The percentage of students benefiting from reduced lunch fees fluctuated between 8% and 10% in that same period. In the Maine-Endwell School District the percentage of students eligible for free lunches decreased from 11% during the 2003-2004 school year to 9% during the 2005-2006 school year. The percentage of students with reduced lunch fees also decreased during this period from 6% to 5%. In the Johnson City School District the percentage of students eligible for free lunches was greatest during the 2004-2005 school year at a very high 41%. Overall it increased from 33% during the 2003-2004 school year to 37% during the 2005-2006 school year. The percentage of students benefiting from reduced lunch fees fluctuated between 10% and 12% in that same period.

### Regents Diplomas

The percentage of graduates earning a Regents Diploma at the Union Endicott School District increased from 72% to 87% between 2004 and 2006. The percentage of graduates receiving Regents Diploma at the Maine-Endwell School District went from 75% in 2004 to 93% in 2005, and then decreased to 88% in 2006. The percentage of graduates earning Regents Diploma at the Johnson City School District increased from 76% for the class of 2004 to 89% for the class of 2005, and then to 92% for the class of 2006.

### Post Secondary Plans

Approximately 44% percent of the Union-Endicott class of 2005-2006 graduates planned on attending a 4-year college, while 49% planned on attending a 2-year college. The remaining 7% of graduates planned on going directly to employment, enlisting in the military, or had other known or unknown plans. Like Union-Endicott, 44% of the Maine-Endwell class of 2005-2006 had plans on going on to a 4-year college, while only 43% had 2-year college plans. The remaining 13% of graduates planned on going directly to employment, enlisting in the military, or had other known or unknown plans. Approximately 42% percent of the Johnson City class of 2005-2006 graduates planned on attending a 4-year college, while 48% planned on attending a 2-year college. The remaining 10% of graduates planned on going directly to employment, enlisting in the military, or had other known or unknown plans.

### High School Non-completion Rates

At the Union-Endicott School District the percentage of high school non-completers decreased from 7% during the 2003-2004 school year to 5% during the 2005-2006 school year. The percentage of dropouts during this period fluctuated between 2% and 3%. At the Maine-Endwell School District the percentage of non-completers hovered around 2% and 3% between the above-mentioned school years, while the percentage of dropouts stayed at a constant 1%. At the Johnson City School District the percentage of non-completers floated around 3% to 4% between the 2003-2004 and 2005-2006 school year, while the percentage of dropouts was around 1% to 2%.

The three public school systems, Johnson City, Maine-Endwell, and Union-Endicott serve the Villages and the Town and extend into other townships and a portion of Tioga County. The school districts have been buffeted with increased State and Federal mandates, aging school facilities, fluctuating enrollments, and declining tax bases. The Catholic school system and other private schools have problems similar to those of public schools without the benefit of public property taxes paying the expenses.

The State and Federal governments have established minimum achievement levels for all students. Failure to maintain these levels can impact public funding and taxpayer satisfaction with the school system.

The schools are required to offer a wide range of services to educate children with developmental and physical disabilities. Mainstreaming disabled children requires additional teaching staff, aides, special education rooms, and physical adaptations to the school facilities.

The schools face the problem of aging buildings and facilities. With the notable exception of the recently completed George F. Johnson Elementary School on Buffalo Road, the school buildings were built between the 1920's and the 1960's. Many of the schools lack adequate outdoor play area, proper classroom space and design, and handicapped accessibility for staff and students. Structural problems exist in some of the buildings. Closing long established



neighborhood schools creates issues of loss of neighborhood assets, vacant buildings, renovation versus new construction costs, and site selection controversy for new schools.

Demographic changes impact the schools. Fluctuating school enrollment creates problems at individual schools causing intermittent overcrowding and underutilization. The population is becoming more racially and ethnically diverse because of refugee resettlement and in-migration from the New York City metropolitan area. The diversity of the population creates educational and social interaction challenges and opportunities.

As the industrial and commercial sectors have declined, the property tax base has contracted. The property tax burden continues to shift from the industrial and commercial properties to the residential properties. The increasing proportion of lower income elderly property owners receiving senior citizen exemptions exacerbates the property tax burden by narrowing the number of residential properties that are fully taxable. The state STAR Program has helped to reduce the property tax burden, but rising school costs and the declining tax base may offset the reductions.

The schools' main function is to educate the children and to provide them with the skills necessary to gain employment or continue their education at the post high school level. But, schools are expected to serve other functions. Schools are expected to teach life skills, community values, and mores. Schools are expected to babysit the children of working parents. Schools are expected to provide social, community involvement, and recreational opportunities. And, schools are expected to teach cutting edge technology while focusing on the basics. All functions are to be provided in an atmosphere that is safe, secure, and drug-free.

### **Objectives - Education**

1. Encourage the maintenance and improvements of school facilities, as needed, to meet State standards;
2. Encourage a safe, secure, and drug-free learning environment for all students with programs geared to produce graduates prepared for responsible citizenship, employment, or college.

#### **a. Land Use and Ordinance**

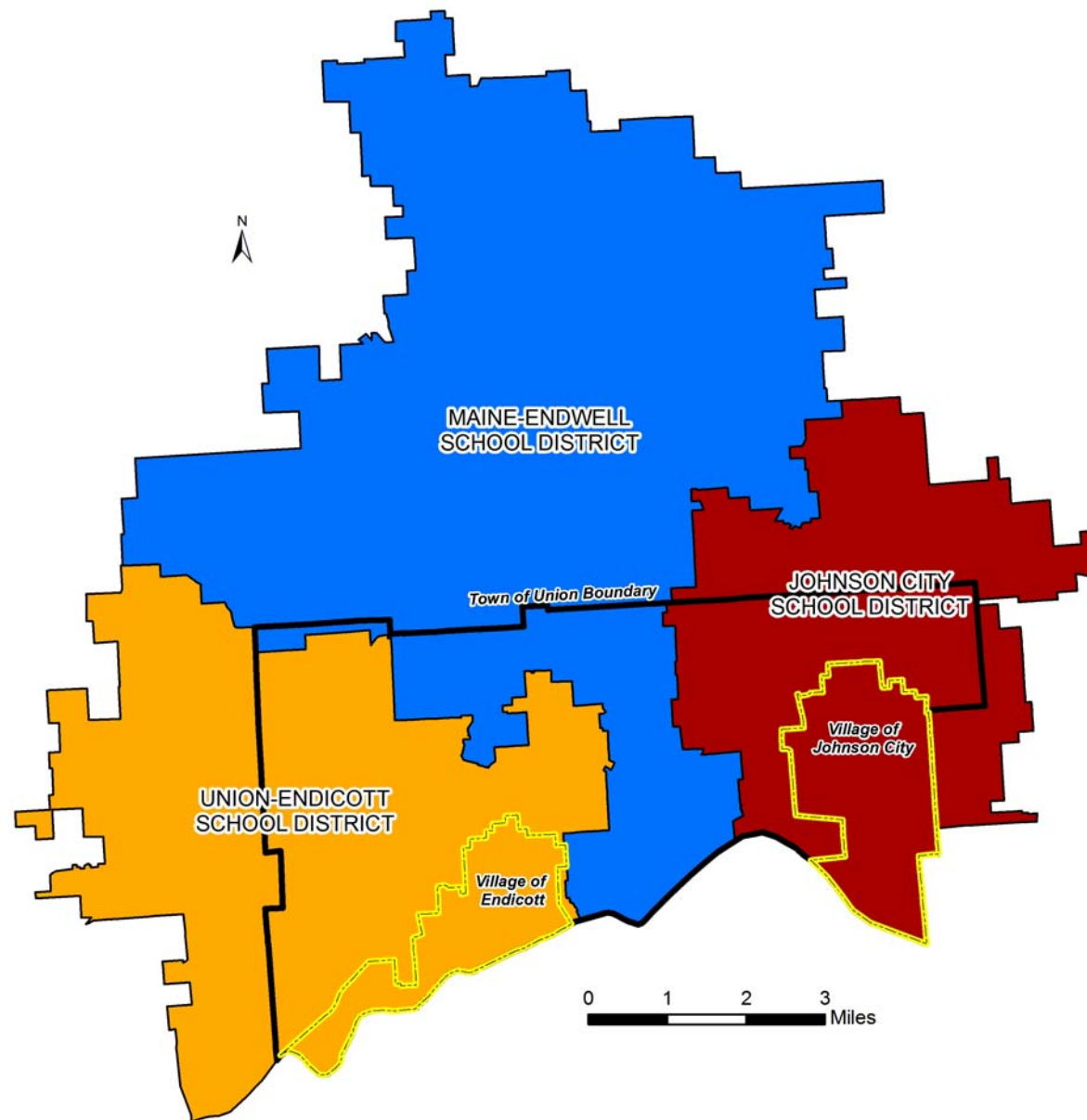
##### **Policies**

1. New school sites should be integrated into and compatible with their surrounding neighborhoods;
2. Closed school buildings should be reused in a manner compatible with zoning and with surrounding land uses;
3. Municipalities should work with school districts and state and county governments to be sure that properties no longer used for education are put to good use in the private sector.

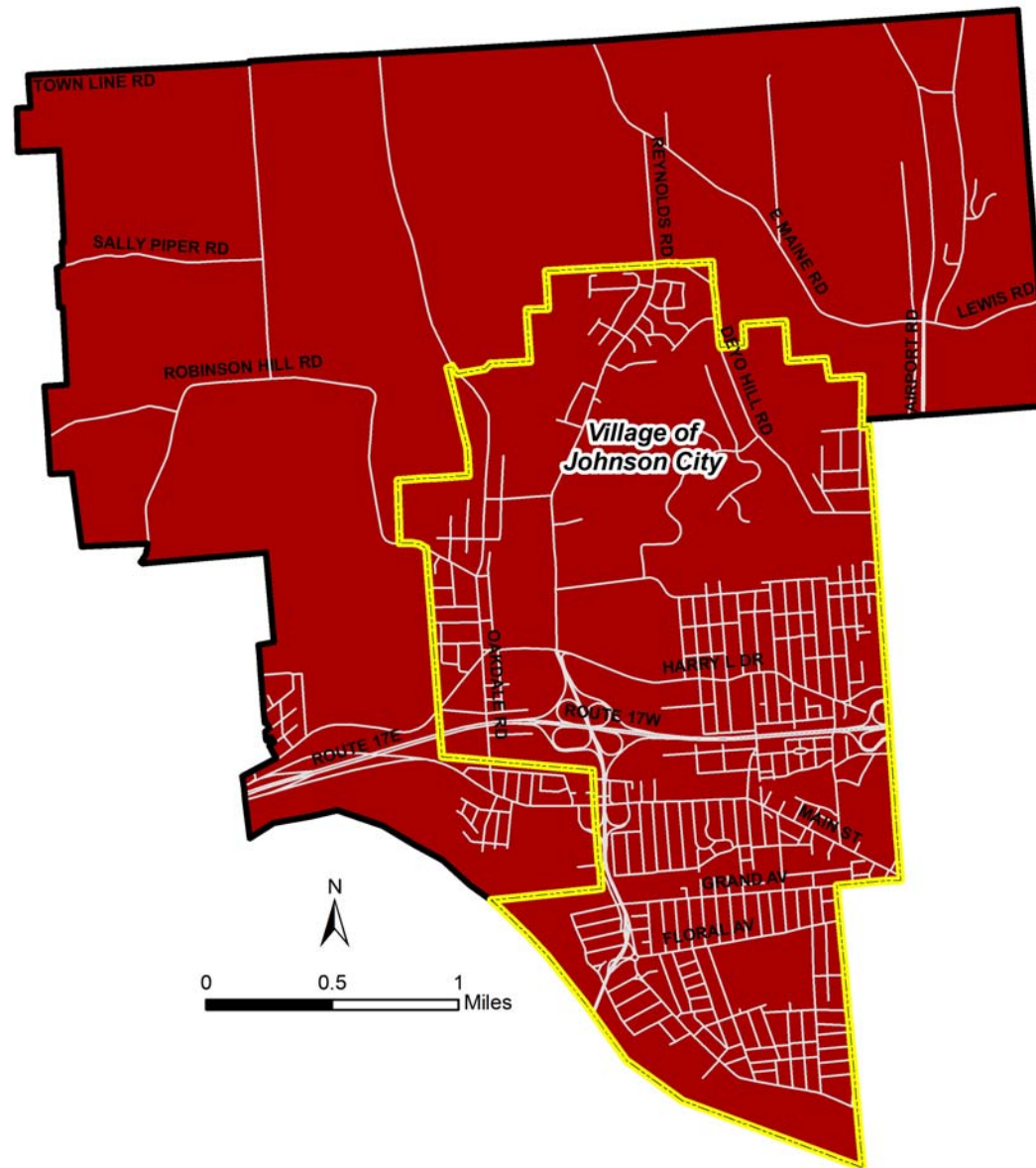
**b. Assistance****Policies**

1. Promote local government and industry involvement in providing mentoring programs.

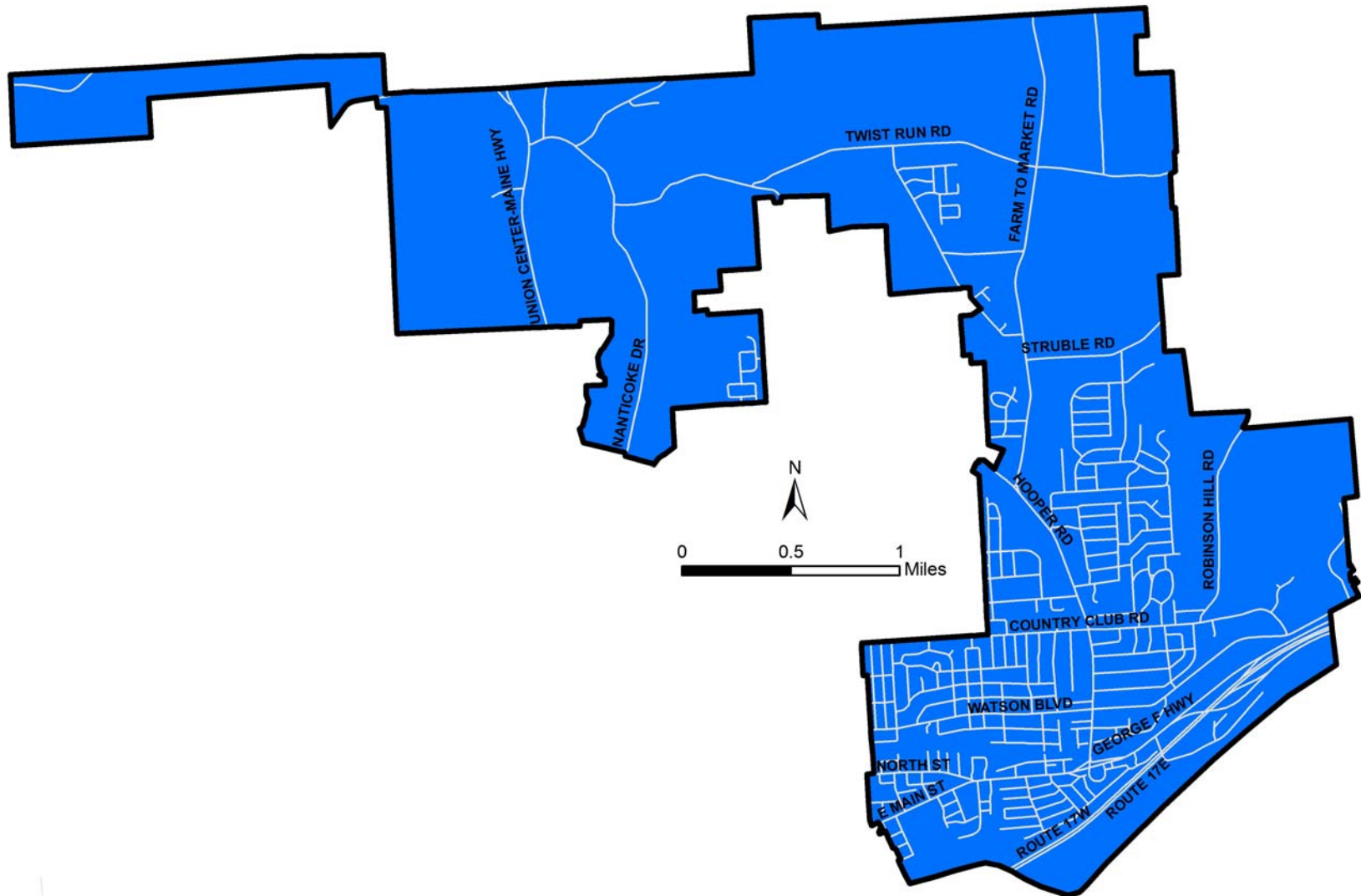
Map 1 ~ Town Of Union School Districts



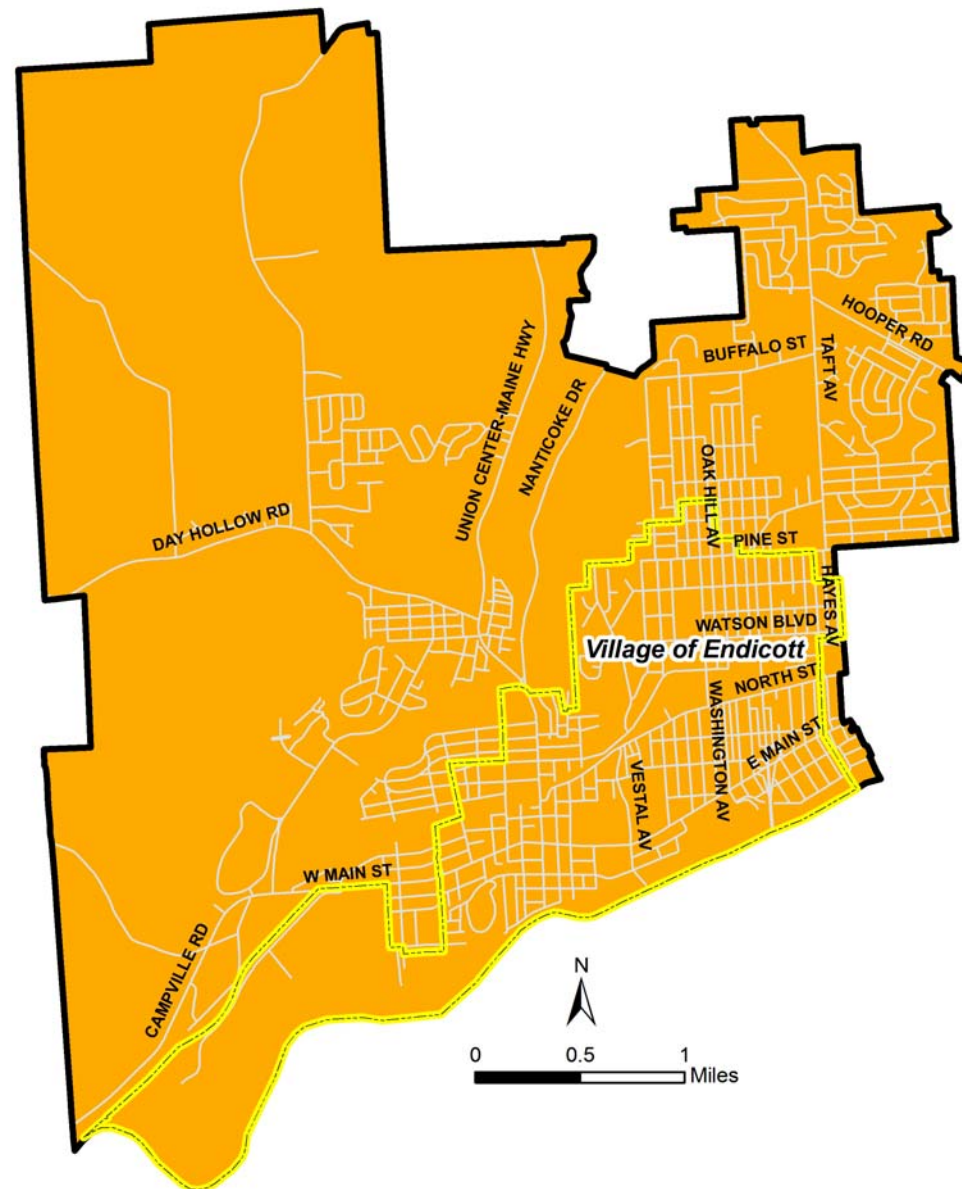
Map 2 ~ Town of Union Portion Of Johnson City School District



Map 3 ~ Town of Union Portion Of Maine Endwell School District

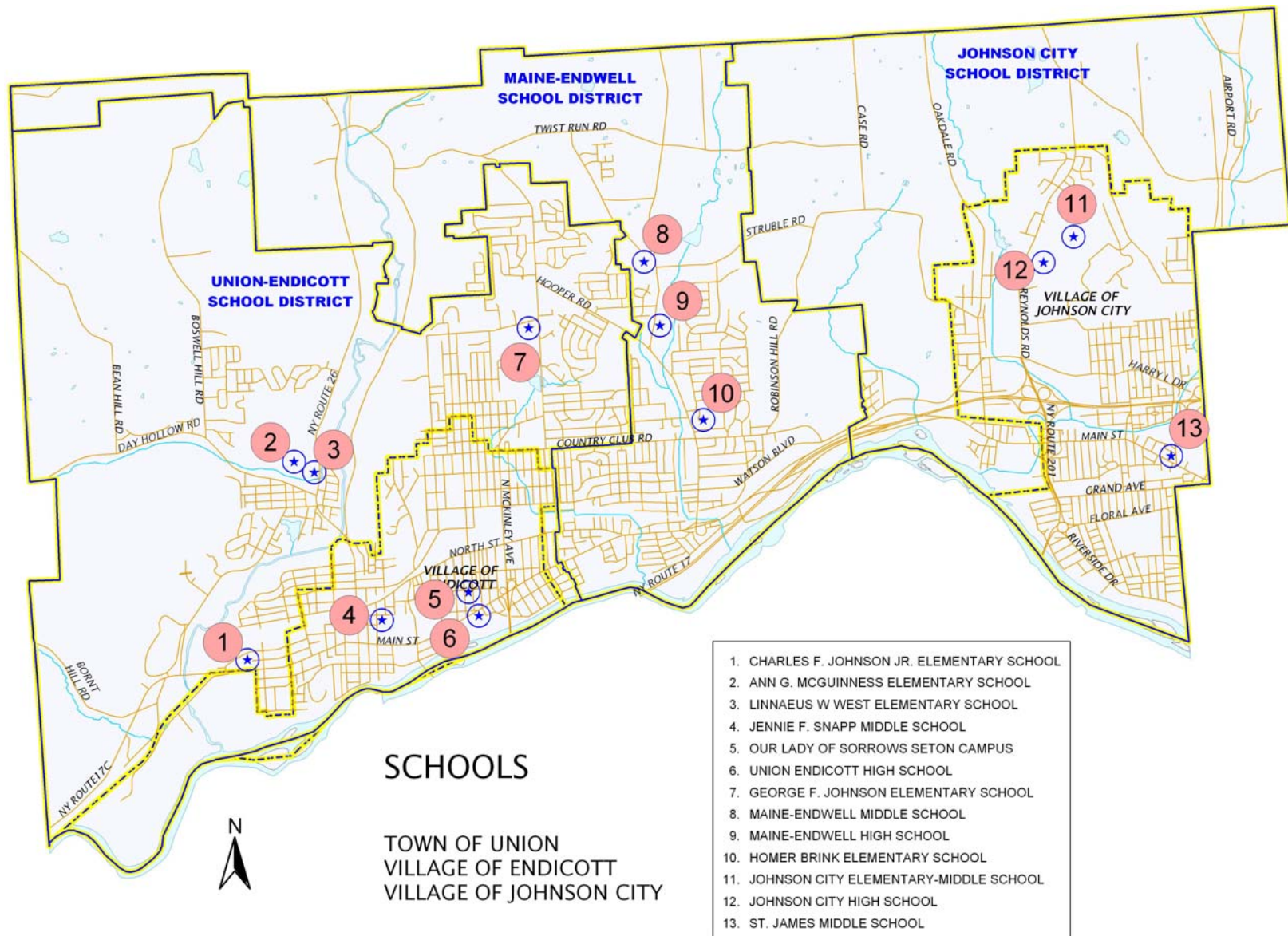


Map 4 ~ Town of Union Portion Of Union Endicott School District

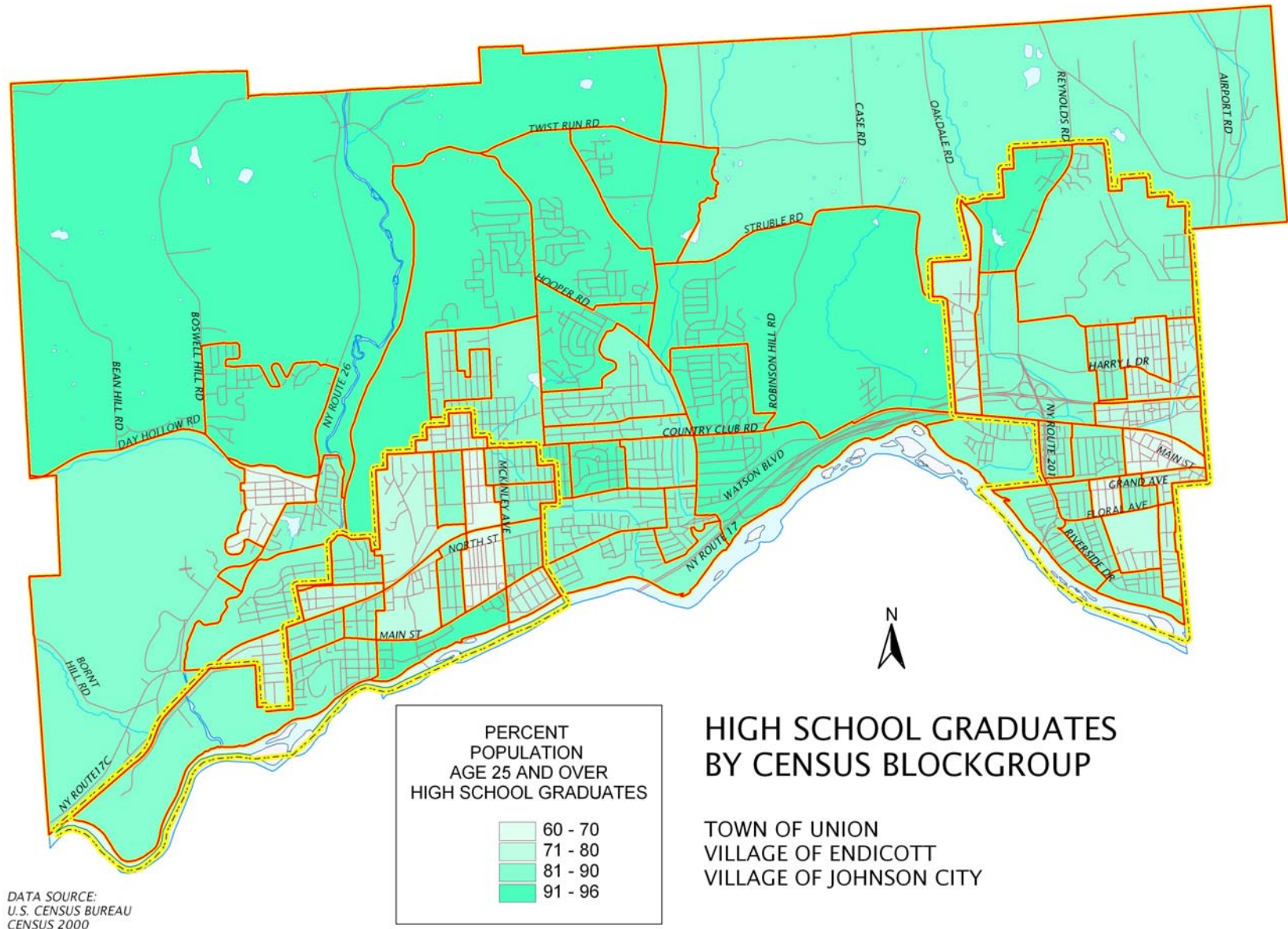




Map 5 ~ Town Of Union Schools

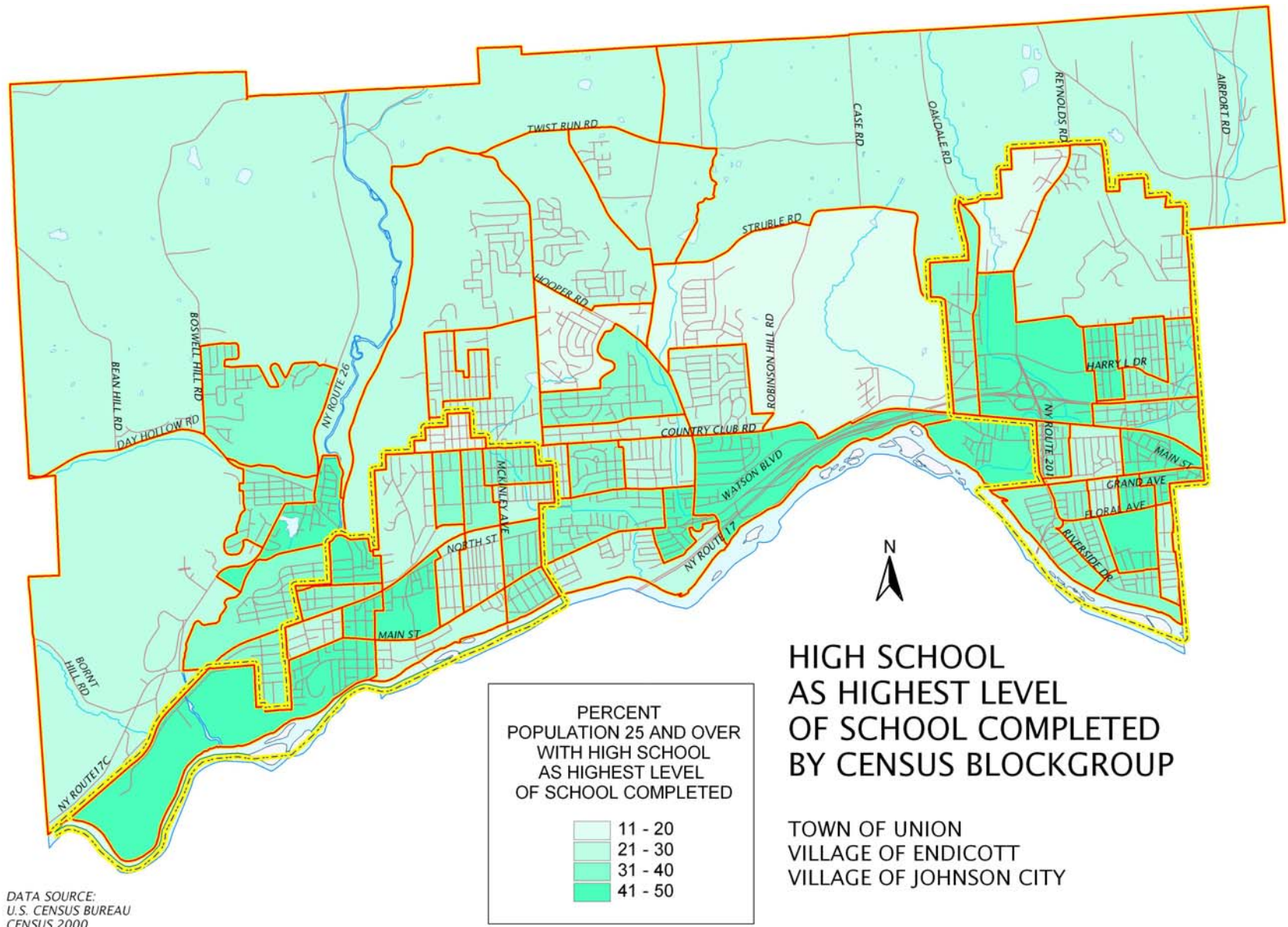


Map 6 ~ Town Of Union, Percentage Of Population Aged 25 And Over High School Graduates, By Block Group

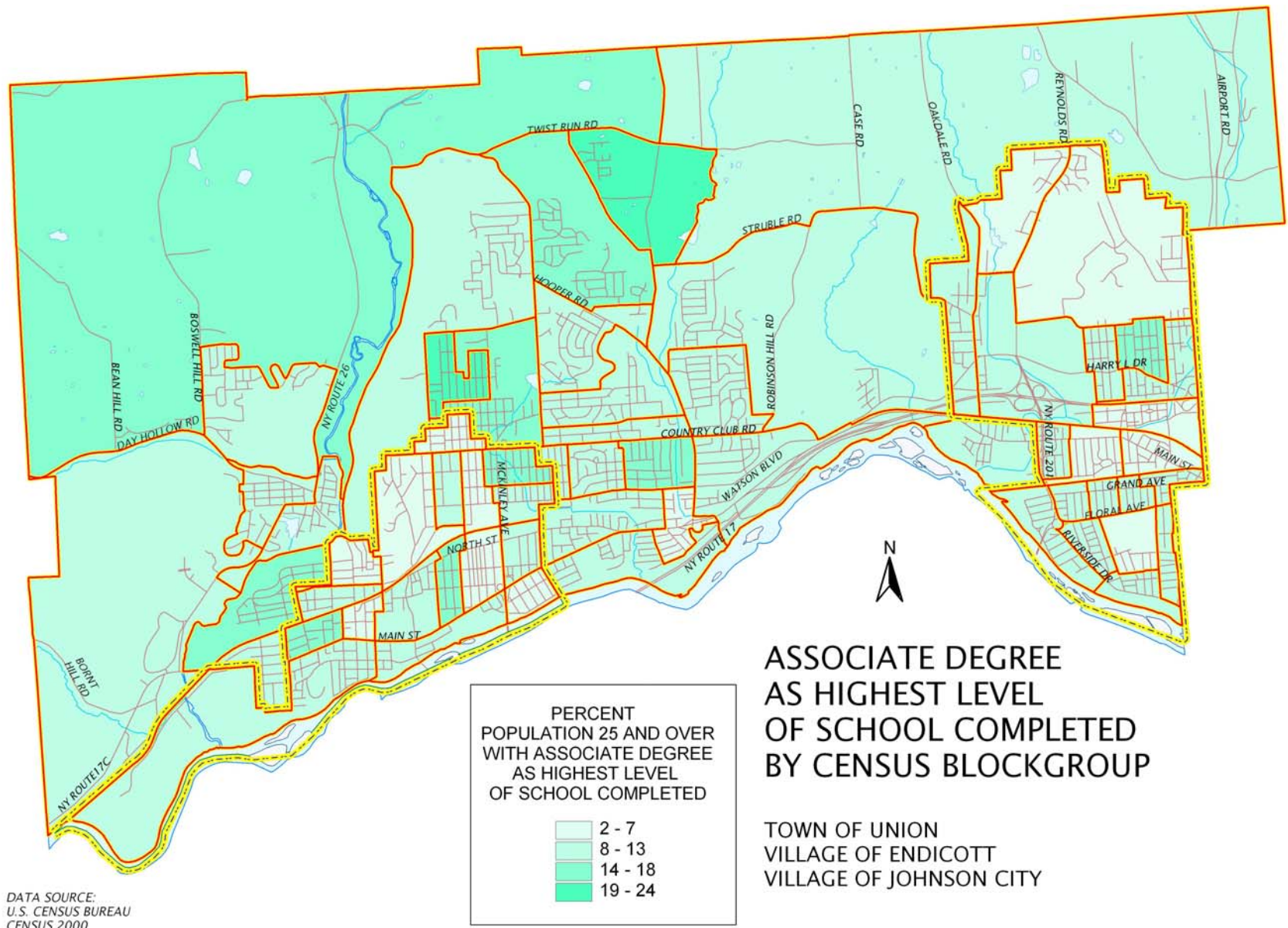




Map 6 Town Of Union, Percentage Of Population Aged 25 And Over With High School As Highest Level Completed, By Block Group

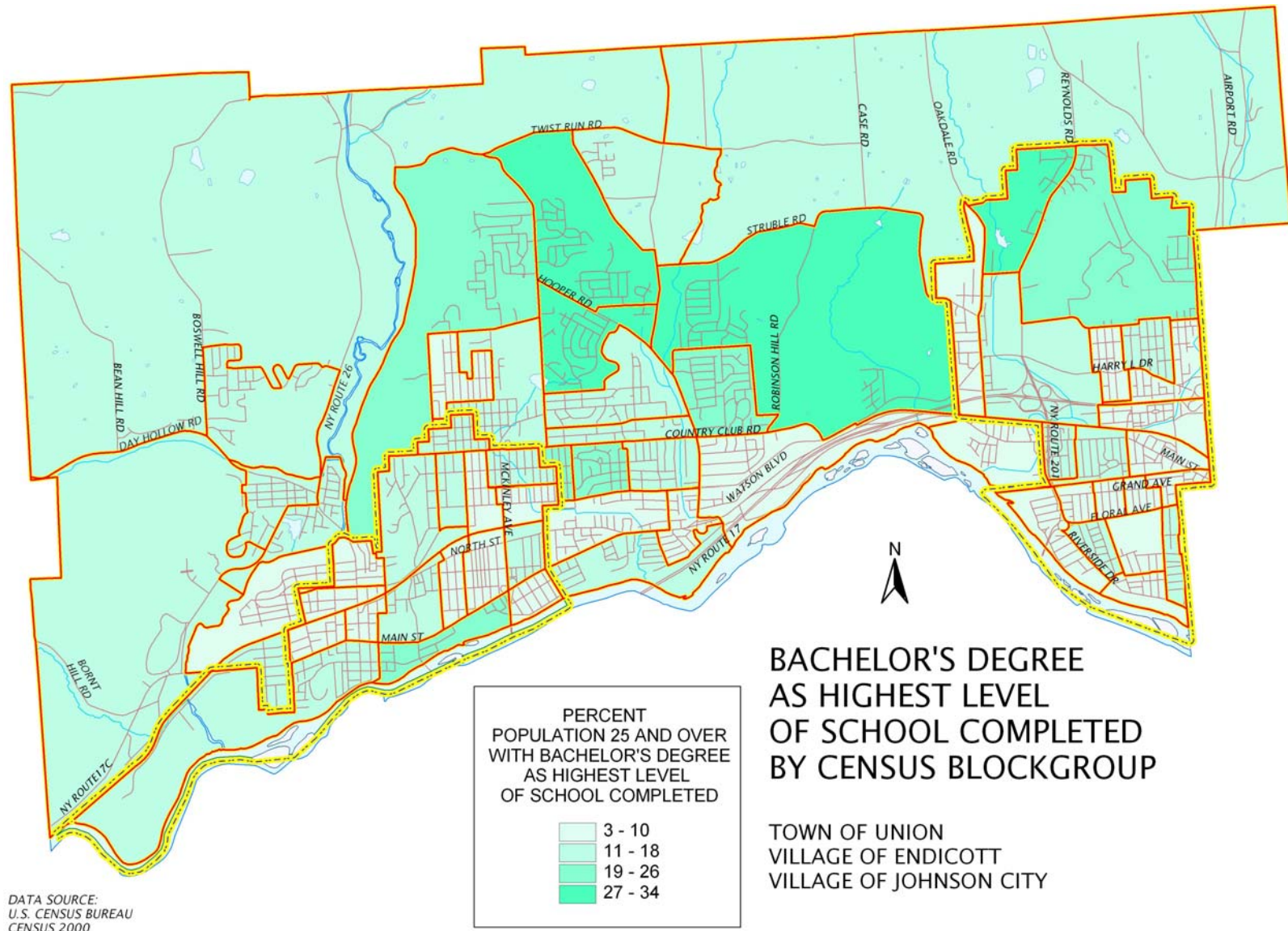


⬆ Map 8 ~ Town Of Union, Percentage Of Population Aged 25 And Over With Associate's Degree As Highest Level Completed, By Block Group





Map 9 ~ Town Of Union, Percentage Of Population Aged 25 And Over With Bachelor's Degree As Highest Level Completed, By Block Group



Map 10 ~ Town Of Union, Percentage Of Population Aged 25 And Over With Master's Degree As Highest Level Completed, By Block Group

