

Cazenovia Central School District

A Grade Configuration Study



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I. Executive Summary

In the spring of 2015, the Cazenovia Central School District Board of Education commissioned a study to examine future grade organization options for the school district. The educational consulting firm of Castallo and Silky was engaged to conduct the study. Working with Superintendent Matthew Reilly, the following questions were posed and served as the focus of the study:

- *Is there a better way....educationally and fiscally....to reconfigure the grades to provide a sound instructional program now and in the future?*
- *If so, how should the grades and facilities be arranged?*

Alan Pole and Bill Silky of Castallo and Silky worked closely with a Board of Education appointed advisory committee throughout the data gathering, analysis, and recommendation development phases of the study. Following the information-gathering portion of this study, the consultants began preparing their report to the Board of Education and Superintendent.

The following is the conclusion being recommended by the consultants.

Realignment of the grades/facilities does not provide any educational and/or fiscal advantages in the immediate future and therefore the district should maintain its current grade/facility arrangement.

Based on the conclusion reached in the study, the consultants also offer the following recommendations for the district to pursue in the future.

- (1) We encourage the district to engage in a review of King & King's Building Condition Survey and immediately embark on a long-range facility improvement study. Such a study should involve a broad-based advisory group appointed by the Board of Education.**
- (2) In addition to making recommendations on facility improvements (structural and space utilization), this advisory committee should also revisit the grade configuration as part of its deliberations.**

(3) Concurrent with the above committee's work, the district should engage in formal exploration of a possible lease of space at the Burton Street Elementary School to prospective lessees.

Realignment of grades and facilities does not provide any educational and/or fiscal advantages in the immediate future and therefore the district should maintain its current grade/facility arrangement.

II. Acknowledgements

A study with this purpose and magnitude would not be possible without the support, cooperation, and encouragement of many individuals.

Superintendent Matthew Reilly and his most helpful secretary Patricia Marzeski were generous with their time to provide the requested information. Without their willingness to accommodate these requests, the timeliness of this study would not have been achieved. We also wish to thank elementary school principal Mary-Ann MacIntosh, middle school Dr. Jean Reagan, and high school principal Eric Knuth for their ongoing support of the study. In addition, Director of Facilities Matt Erwin, Transportation Supervisor Karen Cowherd, Coordinator of Athletics Mike Byrne, Director of Special Education Terry Ward, High School Assistant Principal Susan Vickers, and Assistant Superintendent for Finance Thomas Finnerty also provided input and support for this study.

We owe a debt of gratitude to the members of the study advisory committee listed below since they gave of their time to meet with us, share their thoughts and opinions on various aspects of our work, and served as key communicators with others in the school community.

Jonna Brown	Lucy Conner
Nikki Donlin	Tom Driscoll
Jana Harris	Betsy Kennedy
Julie Kubiniec	Eric Knuth
Lisa Liddell	Guy Linton
Mary Ann Macintosh	Ann-Marie Neuland
Trevor Reed	Jean Regan
Margareta Sevier	Catherine Taylor
Tricia Terranova	Nancy Westfall

Finally, we wish to thank the members of the Cazenovia Board of Education. As all responsible school leadership teams, they took the risk of asking about future directions for the district knowing full well that simply asking questions about a number of these sensitive topics might raise some very uncomfortable issues. Despite this, they supported

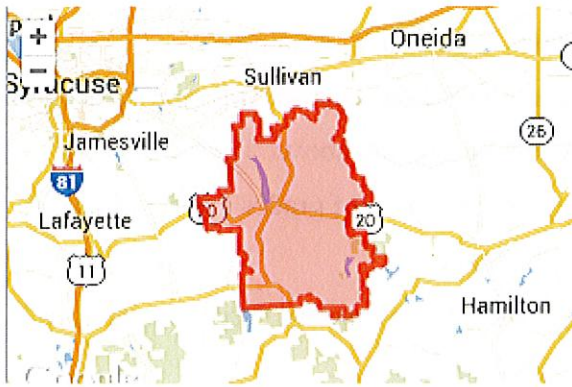
the study and actively followed its progress, while ensuring that all members of the community would be heard on this most important issue. This was no easy task, but they accepted the challenge!



*Thank
You*

III. Background and Purpose

The Cazenovia Central School District is located in Madison County and covers 113 square miles serving primarily the townships of Cazenovia, Nelson, Fenner, and the Village of Cazenovia. The district's facilities include the Burton Street Elementary School



(grades K-4), Cazenovia Middle School (grades 5-7), and Cazenovia High School (grades 8-12).

The Cazenovia school community has consistently shown its support for the education of resident students as noted in the historical voting pattern in the following table. Residents have passed school budgets

each year for the past eleven years shows in Table III.1 below.

Table III.1
History of School Budget Votes

	Cazenovia	
Year	Yes	No
2005	614	370
2006	648	279
2007	900	286
2008	444	192
2009	452	160
2010	516	241
2011	803	288
2012	592	159
2013	444	207
2014	451	112
2015	525	109

The Cazenovia school community has consistently shown its support for education

Nevertheless, finding the balance between the provision of a good education and the ability of a local community to provide the financial resources is an on-going challenge for any board of education and administration. Given the current economic condition of our country and our state and the continuing pressures to educate all children to higher levels, this challenge has become even more daunting over the past few years. It is the Board's

appreciation and understanding of the fundamental significance of this challenge that served as one of the stimuli for this study.

In addition to the economic challenges currently faced by the Cazenovia Board of Education, the district, like nearly every other upstate New York school district, is experiencing declining student enrollment. As enrollment declines, it is commonplace to ask whether all of the district facilities used in the past are still necessary to educate the current student population. This is the second major impetus for this study.

As all good boards of education, the Cazenovia School District Board of Education chose to examine possible ways to address the challenges listed above. Their choice of strategy was to study whether or not changing the organization of grades and buildings in the district would help to address its immediate challenges.

The main focus of this study was framed by the following two “critical questions” the board of education and administration asked that we address:

- *Is there a better way....educationally and fiscally....to reconfigure the grades to provide a sound instructional program now and in the future?*
- *If so, how should the grades and facilities be arranged?*

The timeline called for initiation of this study in mid-July 2015 with the final report due to the Board of Education around January 1, 2016 or as soon as possible thereafter.

The Board of Education selected Castallo & Silky, an educational consulting firm from Syracuse, New York to conduct the study. Mr. Alan Pole and Dr. William Silky led this study for the firm. Castallo & Silky has extensive experience in working with school districts in New York State that have considered a variety of reorganizational options.

To answer the “critical study questions,” a study design, which is presented in the next chapter, was developed with the express purpose of being open and complete. In order to emphasize the openness of this process, the consultants committed to the following guidelines for the study:

1. The study will be conducted in an open and fair manner;
2. All data will be presented to the Board of Education; and
3. Recommendations will:
 - a. benefit student learning,

- b. be sensitive to the unique cultural context of Cazenovia School District,
- c. not be influenced by special interest groups,
- d. be educationally sound,
- e. be fiscally responsible and realistic

The study concludes with this final report to the Board of Education. While the advisory committee provided oversight and recommendations throughout this study, the recommendations contained in this document represent those of the consultants and are presented as a vehicle for engaging the Board in discussion regarding the best organization of the district, its programs, and its facilities.

IV. Study Methodology

The methodology for this study was based upon what is commonly known as “responsive evaluation.” In essence, this methodology requires the design of data collection methods *in response to* critical study questions. In this specific study, the Board of Education posed the following questions that drove the study.

- *Is there a better way....educationally and fiscally....to reconfigure the grades to provide a sound instructional program now and in the future?*
- *If so, how should the grades and facilities be arranged?*

The following is a summary of the major activities undertaken as part of the study design. The consultants gathered considerable data from the district and other agencies. These data were summarized and analyzed as they were received. The data gathering was focused by the questions that drove the study. In addition, the consultants conducted interviews with key district staff and the district’s architect to gather perspectives on the various issues under study and to understand completely what the data was showing. A Board appointed advisory committee met with the consultant team on four occasions to review data that had been gathered, share thoughts and opinions, and to critique tentative recommendations before the study was concluded. Notes were kept on each of these meetings (see Appendix A). The draft of this report was shared with the advisory committee to seek final thoughts.

The final report was presented to the Board of Education in a public session on March 21, 2016.

V. Description of the School District and Current Programs

This section of the report provides a picture of the current status of the Cazenovia School District's student enrollment and instructional programs at all three levels of schooling—elementary, middle school, and high school.

Student Enrollment History and Projections

Accurate enrollment projections are essential data for district long-range planning. Virtually all aspects of a district's operation (educational program, staffing, facilities, finances, etc.) are dependent on the number of students enrolled. For this reason, updated enrollment projections are crucial for this study and serve as the launching pad for analysis.

The procedure for projecting student enrollments is the "cohort survival methodology." This methodology is highly reliable and is the most frequently used projective technique for making short-term school district enrollment projections. To calculate enrollment projections, the following data and procedures are used:

- Six year history of district enrollment by grade level
- Calculation of survival ratios by grade level
- Kindergarten enrollment projections based on resident live births

A survival ratio is obtained by dividing a given grade's enrollment by the enrollment of the previous grade a year earlier. For example, the number of students in third grade in any year is divided by the number of students in second grade the previous year. The ratio indicates the proportion of the cohort "surviving" to the following year. Cohort refers to the enrollment in a grade for a given year.

An average of these survival ratios for each cohort progression is obtained. This average survival ratio is then multiplied by each current grade enrollment to obtain the projected enrollment for the next successive year. The multiplicative process is continued for each successive year.

Survival ratios usually have values close to one, but may be less than or greater than one. Where the survival ratio is less than one, fewer students "survived" to the next grade. Where the survival ratio is greater than one, more students "survived" to the next grade. Grade-to-grade survival ratios reflect the net effect of deaths, dropouts, the number of

students who are home schooled, promotion policies, transfers to and from nonpublic schools, and migration patterns in and out of the school district.

Since estimating births introduces a possible source of error into the model, it is advisable to limit enrollment projections to a period for which existing data on live residential births can be used. This means that enrollment projections are possible for five years into the future for the elementary school grades, which is usually sufficient for most planning purposes. Beyond that point, the number of births must be estimated (an average of the previous four years) and the projective reliability is greatly reduced. Enrollment projections for grades 6-8 and for grades 9-12 can be projected for ten years into the future.

The methodology for projecting kindergarten enrollment is to extrapolate from live birth data to kindergarten enrollment cohorts. Live birth data from 2003-2013 is available from the New York State Department of Health. The history of live births and kindergarten enrollments and projected kindergarten enrollments are shown in the following table.

Table V.1 Number of Live Births, 2005 – 2013 Kindergarten Enrollment, 2010-11 to 2018-19			
Calendar Year	Live Births	School Year	K Enrollment by School Year
2005	93	2010-11	107
2006	73	2011-12	87
2007	79	2012-13	99
2008	62	2013-14	85
2009	62	2014-15	83
2010	76	2015-16	93
2011	82	2016-17	97
2012	78	2017-18	100
2013	67	2018-19	85
SOURCE: Live births provided by the NYS Department of Health.			

Now that the kindergarten enrollments are projected for the next five years, it is possible to project future enrollments. The following table provides a six-year history and a seven-year future projection of K-12 enrollments.

Table V.2 Cazenovia K-12 Enrollment History and Projections-2010-11 to 2022-23													
Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Birth Data	73	79	62	62	76	82	78	67	73	73	73	73	73
PreK	0	0		0	0	0							
K	107	87	99	85	83	93	97	100	85	93	93	93	93
1	102	97	82	100	93	88	83	97	100	86	93	93	93
2	93	104	96	94	102	104	98	88	103	106	91	99	99
3	117	93	106	101	98	107	105	102	91	106	109	94	102
4	140	109	96	104	103	95	97	104	100	90	105	108	92
5	125	142	108	104	109	110	107	101	108	104	93	109	112
6	133	124	141	111	112	117	113	111	104	112	108	97	113
7	124	132	121	143	117	113	113	114	112	105	113	109	97
8	143	122	126	125	149	115	117	113	113	112	105	113	109
9	141	145	117	135	125	148	150	118	114	114	112	106	113
10	140	139	147	113	140	131	126	152	119	115	116	114	107
11	143	137	133	148	113	137	138	124	149	117	113	114	112
12	150	135	140	136	148	109	112	136	123	148	116	112	113
Total K-12	1658	1566	1512	1499	1492	1467	1456	1459	1422	1407	1367	1359	1355
K-4 Total	559	490	479	484	479	487	481	490	479	481	491	487	480
5-7 Total	382	398	370	358	338	340	333	325	324	321	314	315	322
8-12 Total	717	678	663	657	675	640	643	643	619	606	562	558	553
Notes: 2018-19 to 2022-23 births are the average of the five previous years.													

In examining Table V.2, it is apparent that enrollment in Cazenovia has declined over the past six years. Since 2010-11, K-12 enrollment has declined from 1,658 to 1,467 this year, an 11.5% decrease. Looking to the future, this enrollment decline is expected to continue at a similar pace. Between the current year and 2022-23 it is projected that the district might lose another 112 students (7.6%) across all grade levels.

Important to this study are enrollments within the various grades according to how the district now has them arranged. Since 2010-11, K-4 enrollment has decreased by 12.9%, from 559 to 487. Assuming the same grade arrangement into the future, it is projected that the enrollment in grades K-4 will level off and remain quite constant. Examining the enrollment history of grades 5-7 we see that there has been a decline over the past six years from 382 students in 2010-11 to 340 this year an 11.0% drop. Looking to the future it appears as if this year's enrollment will continue to decline to approximately to 322 students in 2022-23, another 5.3% decline. Finally, looking at the 8-12 grade span,

enrollment has declined 10.7% (717 to 640) from 2010-11 to 2015-16 and this decline is expected to continue over the next seven years so that in 2022-23 the grades 8-12 high school is estimated to have 553 students, a decrease of another 13.6%. As is apparent, over the coming years the high school will continue feeling the brunt of significant enrollment decline seen recently by the elementary and middle school.

In any study involving enrollment forecasting it is important to examine whether there are related variables that could impact forecasts beyond the statistical projection. An important factor in examining projected school district enrollments is the regional economic outlook. Should a community and its school district be confronted with the loss of an industry or business within its local area, jobs can be lost and families relocated. The consequent impact on enrollment can be significant. Conversely, should a major source of



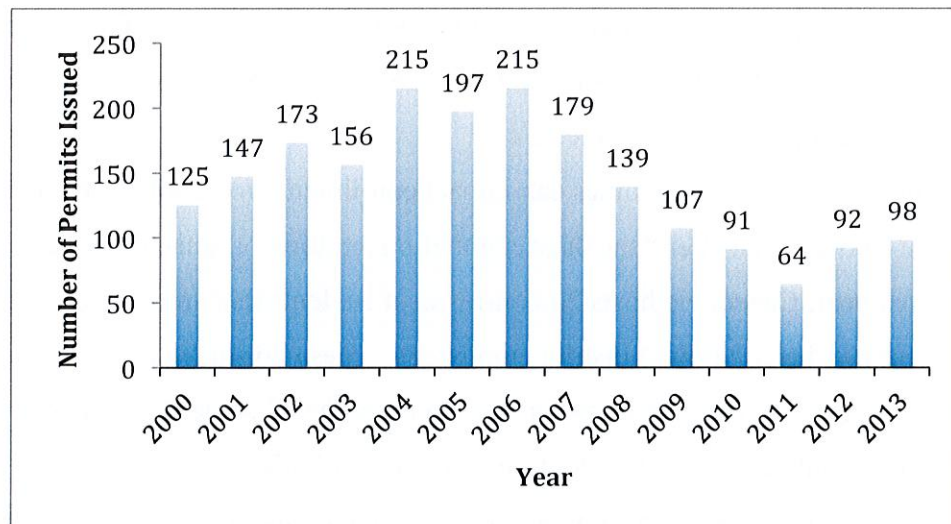
jobs enter the local area, the in-migration of families can also impact enrollment. In 2013, Madison County adopted an economic development plan after extensive study. The plan “provides a clear understanding of the current economic situation, identifies potential opportunities as well as

challenges for economic growth, and defines the efforts required to achieve specific goals.” The plan noted that public employment was the largest employment sector in the county representing 22% of all wage earners. The plan also noted that over the previous five years there had been growth in public employment while private sector jobs in manufacturing and professional, scientific and management fields declined. Top employers in Madison County include Colgate University, Oneida Healthcare Center, Morrisville College, Walmart Stores, Ferris Industries Inc., Esco Turbine Technology, Common Memory Skilled Nursing Care Facility, and Marquardt Switches Inc. In recent years there has been little major economic development in the county that would affect Cazenovia school enrollment. However, with the assistance of New York State economic development funds, there is some expected minor growth in local employment.

The Central New York Regional Economic Development Council recently released its wish list of economic development projects for the region. Included in the list are five expansion projects in Madison County including the expansion of the Good Nature New Farm Brewery Facility, building of a national chain hotel on Nelson Street in the Village of Cazenovia, expansion of the Oweria Farm Winery, renovation of underutilized commercial buildings into an agri-tourism destination, and relocation of two Colgate University programs to a newly constructed Center for the Arts and Culture. Despite these potential new initiatives, we do not believe that the Cazenovia Central School District will experience any increased school enrollment from these developments.

We also examined the overall housing stock in a community to determine if building is occurring. The chart below shows the trend in building permits (not just homes) in Madison County from 2000 to 2013. As is evident, from 2006 to 2013 the number of building permits issued has declined quite significantly.

Chart 1: Trend in Number of Building Permits Issued in Madison County



Another factor that needs to be considered when projecting future school enrollments is the number of students that parents in the district choose to educate at home. In a few communities in New York this makes up a sizeable percentage of the eligible K-12 student population and in some instances can vary significantly from year to year. Table V.3 summarizes the home-schooled students in Cazenovia for the past six years.

Examining these numbers, it can be seen that they are relatively stable. Furthermore, there is no indication of major changes that will likely occur in the near future to this pattern.

Table V.3 Number of Home Schooled Students from 2009-10 to 2014-15	
School Year	Number of Students
2009-10	54
2010-11	70
2011-12	72
2012-13	79
2013-14	79
2014-15	69
Average	70.5

Consequently, we have not adjusted our enrollment projections based on this variable.

A third factor that many times impacts school district enrollment is the number of resident students who attend

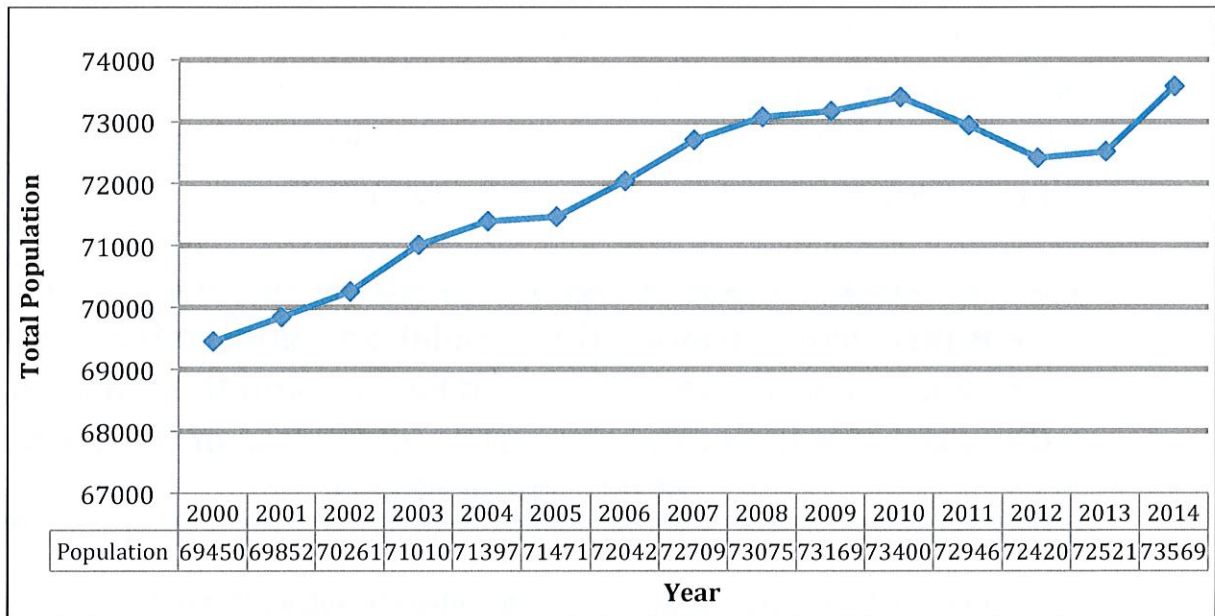
non-public schools, particularly if these schools are likely to close and thus return some or all of their students to the local public schools. During the current year there are 47 Cazenovia resident students that attend the following schools outside the district: Manlius-Pebble Hill, 18; Christian Brothers Academy, 12; Immaculate Conception School, 9; MLC, 1; Hebrew, 2; Bishop Grimes, 2; and Lebanon School, 3. It is highly unlikely that all of these students would return to the local public school. Therefore we consider this is a non-factor when projecting future enrollment.

A fourth factor that sometimes can impact enrollment projections is the number of non-resident students that attend the district either on a tuition or non-tuition basis. In the current school year, Cazenovia hosts 20 non-resident students that are not paying any tuition—these are the children of district employees. These 20 students are spread across all the grade levels with only kindergarten having more than 3 students at any one grade. Consequently, should the district discontinue the policy of allowing non-resident employee's children to attend Cazenovia, this would have little impact on the overall student enrollment at any one grade level, but it would affect the overall K-12 enrollment. We are assuming this policy will not be changing with our enrollment projections.

The projected decline in future school district enrollment is somewhat surprising in consideration of the overall Madison County population trends. As Graph 2 below shows, the total county population increased from 2000 to 2010 then began to decline. In the past

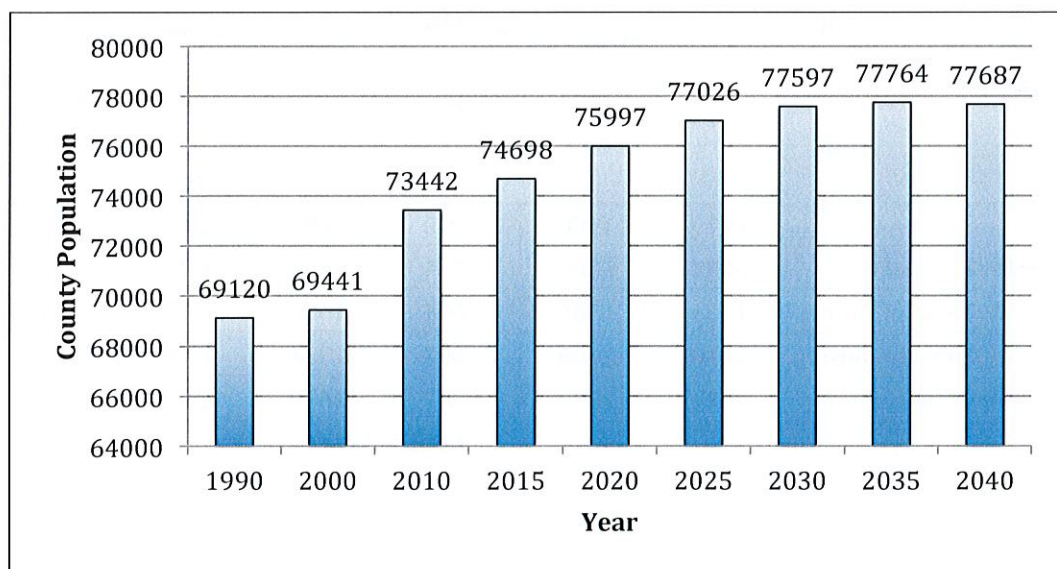
two years however, the decline appears to have leveled off and even started to head upward.

Graph 2: Madison County Population 2000-2014



Additionally, as the following graph shows, the recent decline in overall county population may indeed be temporary for the decennial census is projecting a slow growth pattern in county population for the next 25 years. Perhaps this will impact the Cazenovia school enrollment positively in future years.

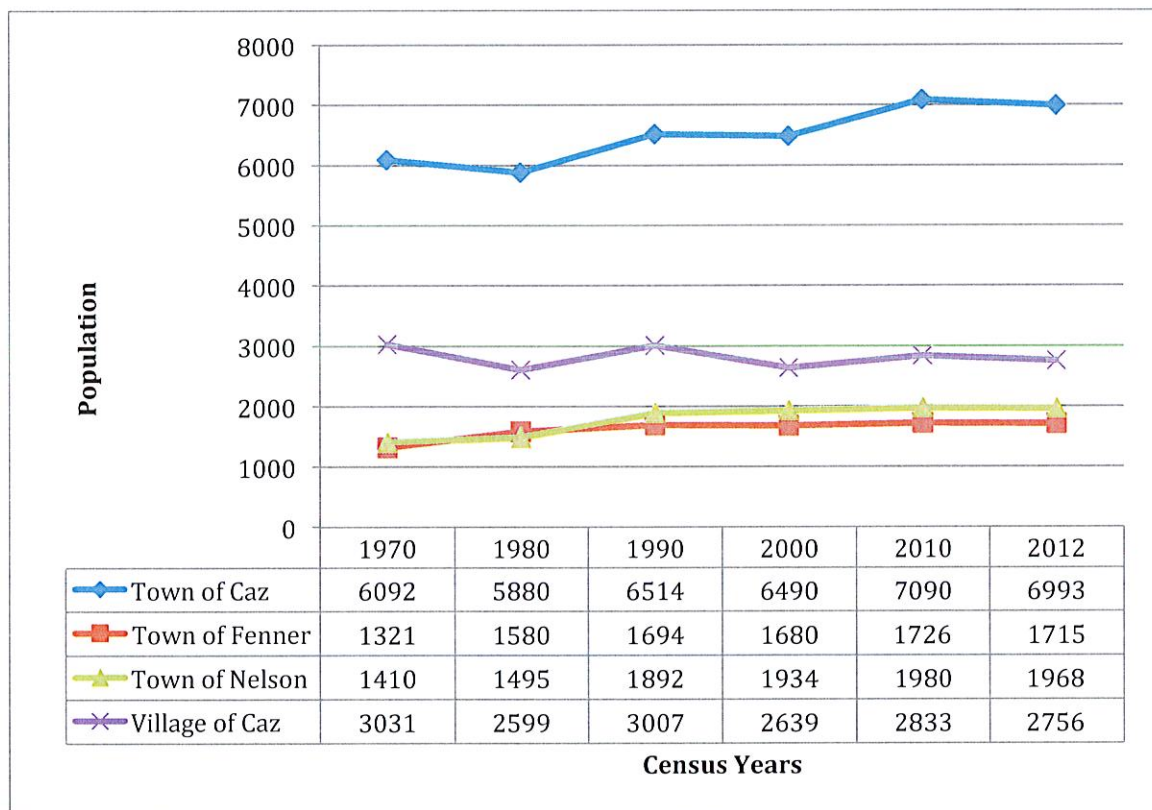
Graph 3: Madison County Total Population Trend and Projection to 2040



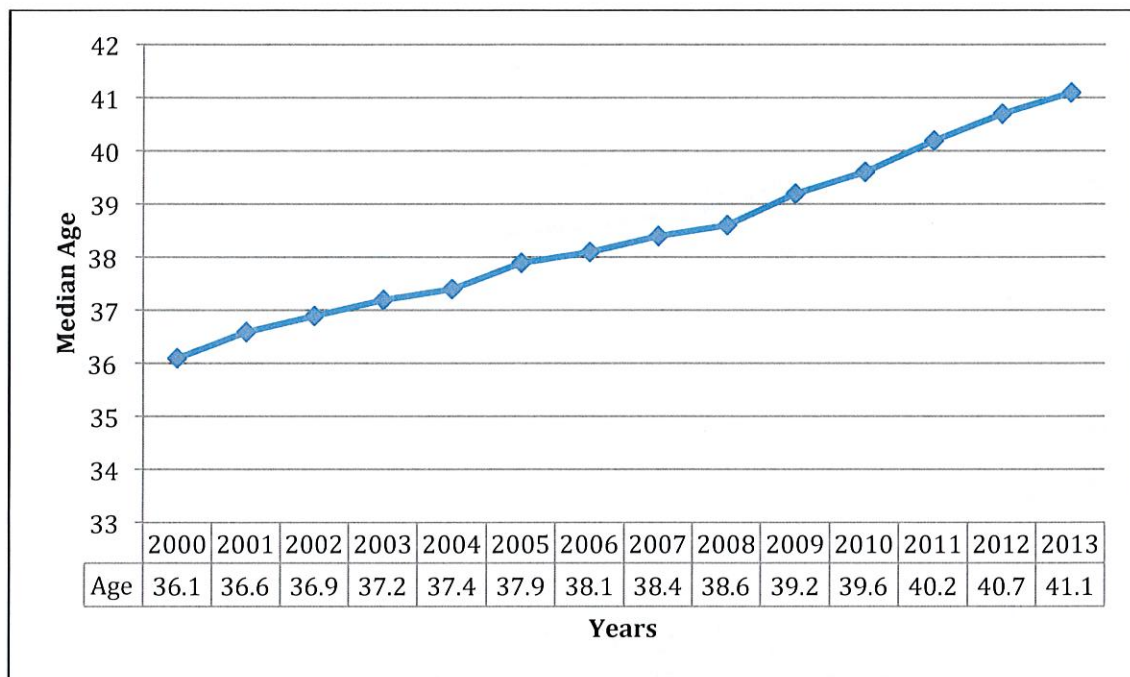
Examining recent trends at the sub-county level, it is instructive to study the population trends in the major towns of Cazenovia (Nelson and Fenner) and the Village of Cazenovia for they comprise nearly all (97.7%) of the tax base of the school district. The following graph represents a view from the 1970 U.S. census through 2012 (the 2012 figures are estimates at this time). A slight dip in population was projected for all four municipalities between 2010 and 2012 with the Village of Cazenovia experiencing the largest percentage drop mirroring the overall county population decline.

It is instructive to study the population trends in the major towns of Cazenovia, Nelson and Fenner, and the Village of Cazenovia for they comprise nearly all (97.7%) of the tax base of the school district

Graph 4: Population Trend-Towns & Village in School District



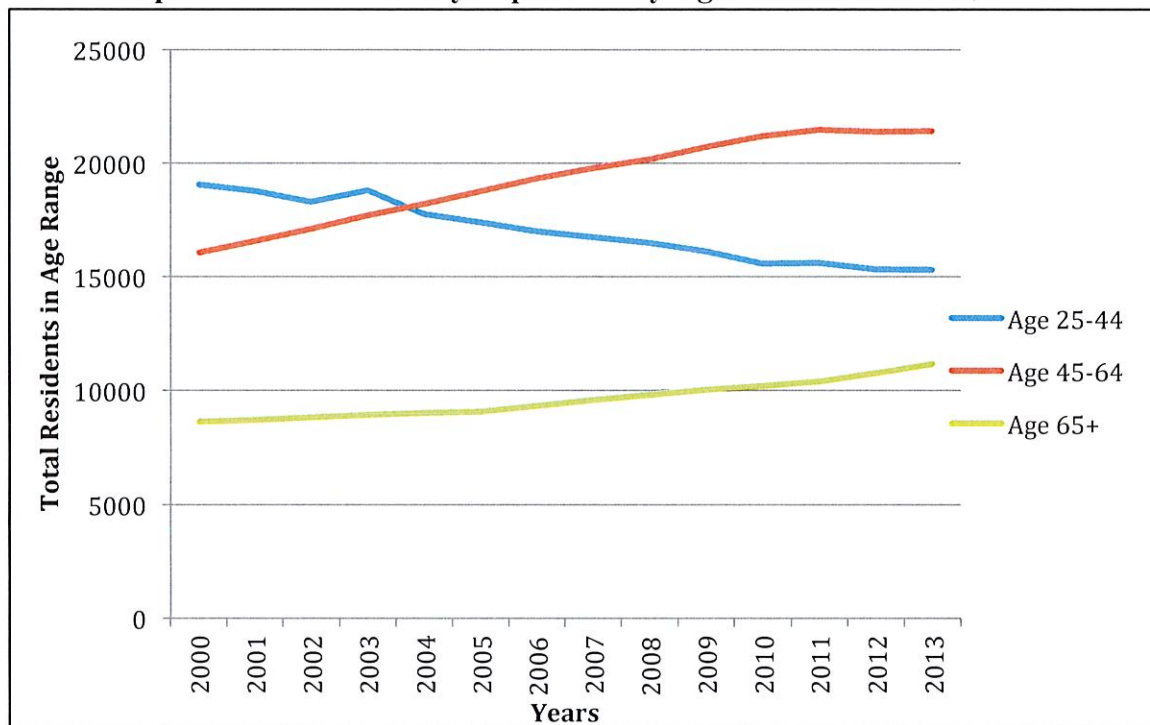
Graph 5: Median Age of Madison County Residents 2000-2013



Examining the trend in median age of all residents in Madison County (see Graph 5), it is clear that the population is aging. As the graph illustrates, by 2013 the median age of all Madison residents was 41.1 years, up from 36.1 years old in 2000. A rising median age implies that the number of residents likely to have school age children is decreasing over time.

Lastly, it is also important to examine the cohort of adults in various age ranges. Most importantly those adults in the childbearing age span, typically 25-44 years of age. As the following graph 6 illustrates, the number of Madison County residents in this critical age range has been declining over the past 13 years while at the same time county residents in the 45-64 and 65+ age ranges have been increasing consistently. This indicates a trend that does not bode well for the Cazenovia Central School District's future enrollment.

Graph 6: Madison County Population by Age 25-44 Cohort-2000-2013



In conclusion, although some indicators point to a continued upward population trend at the county level, immediate past school district enrollment trends coupled with the aging overall population and declining number of residents of childbearing age cause us to be cautious projecting any increase in school district enrollments. Consequently, we have not adjusted our enrollment projections as contained earlier in this report.

Building Organization

Since this study focuses in part on a possible grade and/or building reconfiguration, an analysis of district building utilization is being conducted. It is first important to examine how the schools are being used in this academic year, and to gauge how enrollments may impact the buildings in the future. Table V.4 provides an overview of the district school buildings.

Table V.4 Overview of School Buildings ¹			
Schools	Burton Street Elementary	Middle/High School	Bus Garage
Address	37 Burton St.	32 Emory Ave.	Route 20 East
Year of Original Building	1957	1930	1976
Sq. Ft. in Current Building	81,200	217,190	7,240
Number of Floors	1	3	1
Grades Housed	K-4	5-7-MS 8-12-HS	n/a
Students Served	550	1,097	n/a
Number of Instructional Classrooms	40	107	n/a
Rating of Space Adequacy (Good/Fair/Poor)	Good	Good	Fair
Overall Building Rating (E/S/U/P)	Unsatisfactory	Unsatisfactory	Satisfactory
Architect	Tetra-Tech ²		
NOTES:			
1-All information was taken from the NYS Building Conditions Survey completed in 2010 except the enrollments that were drawn from the 2014-15 academic year data base.			
2-Tetra-Tech was the district’s architect when the Building Conditions Survey was done in 2010. The district now uses King and King as its architect.			

Cazenovia, like most upstate New York school districts, has experienced a significant decline in its enrollment over the past several years. From 2009-10 until 2015-16, the total K-12 enrollment has declined from 1,663 to 1,454. In examining the enrollment changes by school building for that same period of time, we see that the enrollment in grades K-4 has declined from 559 to 487; grades 5-7 enrollment has declined from 382 to 340, and the enrollment in grades 8-12 has declined from 717 to 640. This significant decline in the number of students attending school in Cazenovia has resulted in a large amount of unused or partially used space in all three of the district's buildings.

Burton Street Elementary School houses grades kindergarten through 4. It is a single story structure located in the village of Cazenovia. Table V.5 that follows shows how the elementary school is being utilized for the 2015-16 school year.

Table V.5 Burton Street Elementary School Classroom Usage for 2015-16 (Includes Gym, Cafetorium with Stage, Library with Classrooms, Music Room, & 2 Art Rooms)				
School Building	No. Full Size Rooms	Grade Level Classrooms (21)	Other Usage of Full Size Rooms (16)	Usage of Small Rooms, Not Full Size, Other Than Administration
Burton Street Elementary	37	K-4 1-3 Multi-age-2 2-3 3-5 4-4	Special Ed Office/Teacher Room-3 Reading-4 Math Support-1 Music Strings-1 Social Worker-1 Computer Lab-1 Empty-5	Volunteer Room Speech Faculty Room Health Office Storage

As can be seen from table V.5, there are five empty classrooms for the 2015-16 school year. In addition, full size classrooms that could be utilized for whole class grade level instruction are being used for small group instruction, simply because the room is available. Small group reading instruction is taking place in full size classrooms; special education teacher rooms and offices are located in full size classrooms, a full size classroom is devoted to string instruments. This is not at all an unusual occurrence since it is very common for people to occupy vacant space. However, it is not the most efficient use of the space. Given all of the underutilized space in the Burton Street Elementary School, it is clear that, should the district desire to move another grade level to this building, there would be ample room to accommodate this move.

The Cazenovia Middle School is attached to the high school and is also located in the village of Cazenovia, approximately one mile from the elementary school. The middle school houses grades 5-7. Table V.6 that follows shows how the middle school is being utilized for the 2015-16 school year.

Table V.6 Middle School Classroom Usage for 2015-16 (Includes Gym, an Auxiliary Gym that is shared with the High School, Art Room, Music Room, & Library)				
School Building	No. Full Size Rooms	Grade Level Classrooms (17)	Other Usage of Full Size Rooms (6)	Usage of Small Rooms, Not Full Size, Other Than Administration
Cazenovia Middle School	23	5-5 6-5 7-4 Foreign Language-3	Spec Ed Resource-3 Special Ed 12:1:1-1 Reading Specialist-2	Math Specialist Psychologist/Counselor Speech & Language Health Office District Office

Like the elementary school and the high school, the middle school has also lost significant enrollment in the past decade. As a result, there is underutilized space in the middle school as well. Special education resource rooms are located in full size classrooms and reading specialists who provide small group instruction are housed in full size classrooms. Again, this is not an unusual phenomenon. It is simply human nature for people to occupy vacant space; but again, from the district perspective, this is not the most efficient use of the space in the building.

The other aspect of the middle school that makes it different from the other two buildings is that the middle school houses the district offices. One wing of the middle school is occupied by the superintendent's office, the business office, and district conference/meeting space. This is a function that does not have to be located in the middle school and could be relocated to either of the other two district facilities or located in another building altogether.

Cazenovia High School was opened in 1931 and houses grades 8-12. It is attached to the middle school and is located in the village of Cazenovia. Table V.7 that follows shows the utilization of the high school for the 2015-16 school year.

Table V.7 High School Classroom Usage for 2015-16 (Includes Gym, 2 Art Rooms, Library, Auditorium with Stage, Choral Room, & Band Room)				
School Building	No. Full Size Rooms	Grade Level Classrooms (31)	Other Usage of Full Size Rooms (22)	Usage of Small Rooms, Not Full Size, Other Than Administration
Cazenovia High School	53	English-6 Social Studies-6 Science-8 Math-6 Foreign Language-5	Health-1 Spec Ed 12:1:1-1 Spec Ed Life Skills-1 Spec Ed Resource-4 Senior Lounge-1 Business-1 Computer Lab-3 PLTW-3 Robotics-2 Agriculture-3 ENL-1 Fitness Room-1	Reading Psychologist OT/PT Teacher Offices Conference Room Storage

The high school is a building that is revered by the Cazenovia community. Since its opening, there have been numerous upgrades and renovations to the building in order to make it as productive a facility as possible. Like the elementary school and the middle

school, declining enrolment has also affected the high school so that there is space that is underutilized. However, unlike the elementary school and the middle school, the underutilized space in the high school is not nearly as useful as the space in the other two buildings. The high school has numerous small rooms that are located all over this large facility that are either not used at all or are used very infrequently. A meeting room on the third floor, open spaces with little or no function, and numerous small rooms are examples of spaces that are not well utilized. However, without a facilities project that would rethink and repurpose the high school, it will be difficult to use this space in a productive manner.

In addition to the manner in which schoolrooms are used, another question needs to be addressed for the middle school and the high school. That question deals with the amount of time in any day that each of the classrooms are being occupied. While it may be known that a particular room is a science room, this does not tell us how many periods a day that science room is in use. Table V.8 that follows examines the percentage of time that each room is utilized on a typical day.

Table V.8	
Room Utilization in the Middle School	
7th Grade-Scheduled by Period	
Average of .57	
Room	% Usage
102	.67
103	.61
104 (Art)	.52
108	.67
109	.57
110 (Special Ed)	.39
111	.56
112	.56
6th Grade-Scheduled by Time	
208, 209, 210, 211, 212	
Average of .67	
Excluding homeroom, rooms are used from 8:00-11:00 and from 1:15-2:45 each day out of a 6.75 hour student day	
5th Grade-Scheduled by Time	
202, 203, 206, 207, 214	
Average of .67	
Excluding homeroom, rooms are used from 8:00-11:00 and from 1:15-2:45 each day out of a 6.75 hour student day	
Other Rooms	
Average of .44	
201-Reading	Used periods 6, 7, 8, and 9 (.44)
204-Special Education	Used periods 5 and 6 (.22)
205-Special Education	Used period 9 (.11)
213-Math Specialist	Used periods 6, 7, 8, and 9 (.44)
215-Special Education	Used all day (1.0)
Conclusion for study purposes-Room utilization in the middle school is at approximately 65%.	

This table shows the percentage of use of rooms that are allocated to 5th, 6th, and 7th grade use. As the conclusion in this table points out, the rooms in the middle school are used approximately 65% of the time. In looking at this utilization, it should be understood that no school building can ever be scheduled 100% of the time. A school building that is being well utilized is often scheduled for approximately 80% of the time. Looking at Cazenovia Middle School, it can be concluded that (1) there a number of rooms that are not utilized, and (2) the rooms that are regularly occupied are underutilized as well since they are only scheduled 65% of the time. A similar analysis was completed for the high school

with very similar results identified; high school classrooms were scheduled for approximately 65% of the school day, on average.

In analyzing the room utilization of the three buildings, it is obvious that there is extra room in all three buildings. There is a great deal of room in Burton Street and the middle school....and while there is also extra room in the high school, it is not room that is easily used. As a result, it is possible to move grades from one building to another in a variety of ways. However, with all of the movement that is possible, grades should not be moved simply to move grades. That is, the questions associated with this study should be the major questions for moving grades; that is, are there educational advantages that can be derived from moving the grades, and/or are there financial advantages that can be gained from moving the grades?

There do not appear to be any educational advantages that would be gained from moving grade levels. Moving the fifth grade from the middle school to the elementary school could certainly be accomplished but with no apparent educational benefit. The eighth grade could certainly be moved from the high school to the middle school but with no apparent educational advantage. In fact, there is a strongly held belief in the district that eighth graders benefit significantly from being located in the high school. Therefore, there are no educational benefits to moving any grade levels.

This study, as well as other studies across the state, has shown that financial advantages can be achieved in a school district grade reorganization only when one or more school buildings can be closed. Significant savings accrue only where staff functions can be consolidated. In Cazenovia, it is clear that none of the three school buildings can be closed....there is space in every building but not enough space to close a building. As a result, the question about whether or not financial savings can be realized by realigning grades is also answered in the negative.

In addition to space utilization, another important aspect for determining future facility use is the overall physical condition of the buildings themselves. The New York State Education Department requires all school districts to conduct a Building Condition Survey every five years. King and King (Syracuse) is the district architectural firm that conducted the 2015 review of Cazenovia's schools. At the time of this study, the Building Condition Survey had just been completed. However, the full report was not available to

the consultants. Despite that, after a meeting with Jason Benedict of King and King, cost estimates for improvements to the schools were obtained. The total estimated cost (including labor, material, equipment general conditions, etc., projected to 2020) of improvements to Burton Street is \$3,125,720. Detail of the work to be done can be obtained in the final Building Condition Survey. Total estimated cost for improvements to the middle/high school complex is estimated to be approximately \$1,218,676.

We also questioned Mr. Benedict about a number of issues related to this study. Specifically, we inquired about the overall status of the buildings. He replied that all three buildings are in good shape. He stated that the middle/high school complex mechanical systems are fine now following improvements; however the boilers at Burton Street are near the end of their life (they were installed in 1992). We also inquired how King and King viewed the space utilization in each building. Mr. Benedict indicated that the middle/high school complex has a great deal of wasted space and code violations (i.e., dead end corridors).

As one aspect of our work, we questioned if the district were to relocate grades to the middle school, where would be the most appropriate place to add parking. The architect informed us the only real option would be to add space in the front of the building in the center of the traffic circle. This option is not desirable for several reasons. First, commencement exercises would have to be relocated, and, second, there is emotional attachment to the trees that are in this area. (Note: The district's Facilities Director Matt Erwin informed us that there are 140 parking spaces at the High School with approximately 20 unused on any given day; there are 34 + 7 at the middle school; and 111 parking spaces at Burton Street).

It was brought to our attention when discussing various grade/facility options that securing the schools, especially if a lessee were engaged, would be very important. Therefore, we questioned Mr. Benedict about securing the middle school and Burton Street and his observation was that Burton Street would be considerably easier to secure than the middle school. Also in light of the various options in front of the advisory committee, we inquired about estimated cost to relocate the district offices to either the high school or Burton Street. King and King informed us that relocating the high school and district

offices would cost approximately \$1,200,000 inclusive of all costs; it would be approximately \$600,000 to relocate just the district offices.

Lastly, we queried Mr. Benedict regarding his opinion concerning the district engaging in a long-range planning effort before considering relocating grades. He replied that he felt this would be wise.

Elementary Program

One major concern when any district is considering the possible restructuring of its grades and/or facilities is whether the customary elementary class sizes will be adversely affected. Consequently, the following table shows a summary of these class sizes at Burton Street this current school year.

Table V.9 2015-16 Elementary Enrollment & Number of Sections		
Grade	No. of Sections (Students)	No of Students
K	4 (92)	21, 23, 24, 24
1	3 (69)	22, 23, 24
1/2	2 (45)	23, 22
2	3 (76)	25, 25, 26
3	5 (108)	21, 21, 22, 22, 22
4	4 (95)	23, 25, 24, 23
Total	21 (485)	Average=23.1
The Total and Average data shown above do not include the 1 section of special education with 1 student in the section.		

The average section size for grades K-5 is 23.1 students

As table V.9 shows, the largest section of any grade this current year is 26 students in one section of grade 2. In all other grades the section size is between 20 and 24. The average section size for grades K-4 is 23.1 students. These elementary class sizes are very reasonable given comparative statewide data.

A second concern regarding elementary students when considering reorganization is how a grade/facility change might affect student learning. This section will review recent results on the New York State standardized tests in English/Language Arts (ELA) and Mathematics.

For decades, New York State has provided standardized assessments to measure the extent to which students in all schools are achieving standards that have been established by the state. Since 2005-06, New York State, pursuant to the No Child Left Behind legislation, has tested all students in grades 3-8 in English/ Language Arts and Mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and high school levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

The performance of students in grades 3-8 who take the state tests are “graded” according to the following performance level descriptors:

Level 1: Not Meeting Learning Standards

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards With Distinction

Student performance demonstrates a thorough understanding of the content expected in the subject and the grade level.

Given these performance levels, students who score at Level 3 and Level 4 are deemed to be making adequate progress in school and are on track to successfully complete their school experience. Regulations of the Commissioner of Education require that students who score at Level 1 and Level 2 receive academic intervention services. The purpose of these services is to remediate student learning in order that students might be successful in school.

Studies have shown that the performance levels for the grade 3-8 assessments are relatively good predictors of the future performance of students. Students who score at Level 1 are more likely to have difficulty in completing school and have a higher dropout rate than students who score at higher levels. Students who score at Level 2 show more future success in school than do Level 1 students, especially if they score in the upper range of the Level 2 scores. Students who score at Level 3 and Level 4 are considered to be performing at an appropriate level to be successful in school. In large measure, these Level 3 and 4 students do well in school for the rest of their school careers.



The following table summarizes how Cazenovia students have scored on grades 3-4 state assessments from 2012-13 through 2014-15 in English/ Language Arts and Mathematics. This table shows the percentage of students that scored at levels 3 and 4 for each year tested. It should be noted that in 2012-13, New York State had school districts implement a new set of ELA and Mathematics tests based on a much more difficult set of curriculum standards commonly known as the common core. As predicted, student performance results all across New York declined; we found this to be true in Cazenovia as well. Furthermore, during the 2014-15 academic year a large number of families chose to opt out their students from this testing regimen thus affecting percentages in future year results. However this impact was minimal with the results presented here.

Table V.10 Percent of Students Scoring at Levels 3 and 4 English/Language Arts and Mathematics						
Grade	2012-13		2013-14		2014-15	
	ELA	Math	ELA	Math	ELA	Math
3	47%	52%	47%	52%	55%	49%
4	69%	65%	69%	65%	64%	70%

Research has clearly indicated a negative correlation between students coming from families living in poverty and their standardized achievement test scores. Specifically, schools with more families that qualify for the federally subsidized free and reduced price

lunch program (this is based on family income) almost always have more students who score poorly on these types of tests. The next table summarizes the percent of the overall elementary student population whose families were considered economically disadvantaged from 2009-10 to 2013-14.

Table V.11 Percent of Economically Disadvantaged Students		
School Year	Cazenovia	Madison County
2013-14	16%	40%
2012-13	17%	39%
2011-12	15%	NA
2010-11	8%	NA
2009-10	11%	NA
NOTE: In 2011-12 the SED changed data sources to include more that free/reduced price lunch count. Since then other sources were also incorporated into the percentage of students from “economically disadvantaged” families.		



Although only two years of data are available for all Madison County school districts, examining the above table shows us that Cazenovia has a significantly smaller percentage of its students coming from economically disadvantaged homes as compared to neighboring districts. Consequently, one would logically expect a consistently greater percentage of students in Cazenovia achieving grade level scores on the state ELA and math examinations.

Middle/High School

We also provide an overview of student performance on these same two test areas for middle school students in years 2012-13, 2013-14, and 2014-15. The results of the assessments for the middle grades are similar to those for Grades 3 and 4.

Table V.12 Students Scoring at Levels 3 and 4 English/Language Arts and Mathematics						
Grade	2012-13		2013-14		2014-15	
	ELA	Math	ELA	Math	ELA	Math
5	50%	52%	50%	52%	61%	70%
6	47%	50%	47%	50%	47%	51%
7	65%	52%	65%	52%	60%	61%
8	61%	43%	61%	43%	53%	47%
NOTE: We chose to include the 8 th grade results here although the grades are actually housed in the high school.						

The course offerings at the middle and high school levels are presented to provide a summary of the programs available to students. Table V.13 that follows presents an overview of the curriculum in the middle school and high school during the 2014-15 school year. The middle school curriculum required by New York State regulations provides classes in the core curriculum of English, mathematics, social studies, and science as well as opportunities to explore coursework in foreign languages, family and consumer sciences, art, music, and technology. Opportunities for students to accelerate their studies and take courses that will earn high school credit in mathematics, science, and foreign languages are also encouraged under the middle school regulations. Acceleration opportunities in Cazenovia are available through earning high school credit for Algebra and Earth Science. Table V.13 that follows presents an overview of the curriculum offered in the middle school and the high school.

**Acceleration opportunities in Cazenovia are
available through earning high school credit for
Algebra and Earth Science.**

**Table V.13
Middle School/High School Course Offerings-Spring 2015**

Course	Section Size
ENGLISH	
English 8	28, 28, 31, 28, 14, 28, 24
English 9	25, 18, 20, 15, 22
English 9 Honors	22
English 10	17, 24, 17, 26
English 10 Honors	28
English 11	17, 19, 25, 13, 14
English 12	27, 15, 29, 16
English AIS	1, 1, 4, 4, 2, 4, 3, 3, 1, 4, 1, 4, 2, 4, 1, 2, 2, 4, 2, 2
AP English Literature	20
AP English Language	25
English as a Second Language	2, 2, 3
SOCIAL STUDIES	
Social Studies 8	26, 25, 25, 28, 20, 26
Global History & Geography I	22, 30, 28, 22
Global History & Geography I Honors	24
Global History & Geography II	28, 17, 16, 28
US History & Government	26, 14, 19, 14
Participation in Government (1/2 year)	27, 27, 19, 17
Economics (1/2 year)	27, 31, 20, 17
Social Studies AIS	3, 4, 3, 1, 8, 4, 3, 9
AP World History	26
AP US History	16, 19
AP US Government & Politics	20, 26
MATHEMATICS	
Math 8	27, 25, 28, 26, 19
Algebra 1 8H	24
Algebra 1 9	27, 28, 24, 25
Algebra 1 9H	4
Algebra 2	8, 11
Algebra 2/Trigonometry	21, 18, 16, 13
Algebra 2/Trigonometry Honors	21, 12
Applied Math	8
Math AIS	3, 4, 3, 4, 1, 4, 5, 7, 4
Geometry	16, 10, 20, 22
Geometry Honors	20, 23
Math 12	15
Pre Calculus	20, 29, 25
Pre Calculus Honors	30
AP Calculus	16

Table V.13 Continued Middle School/High School Course Offerings-Spring 2015	
Course	Section Size
SCIENCE	
Physical Science 8	12, 24, 24, 24, 24, 13
Earth Science	15, 15, 19, 16, 18, 9, 12
Earth Science Honors 8	15
Earth Science Honors 9	4
Environmental Science	16, 19
Biology	23, 25, 13, 21, 17, 16
Biology Honors	21
Chemistry	18, 10, 20, 12, 22
Chemistry in the Community	12, 6
AP Chemistry	24
Physics	14, 24, 13, 17
AP Physics	12
AP Biology	20
Planet Earth	23
Basic Agricultural Science	13
FOREIGN LANGUAGE	
Spanish 2	23, 25, 18, 13
Spanish'3	15, 18, 16, 17
Spanish 4	28, 11, 16, 26
College Spanish	16
Advanced Spanish	19, 11
French 2	28, 27
French 3	15, 20
French 4	18, 17
College French	25
Advanced French	10, 13
BUSINESS	
Career Financial Management	17, 22
Personal Business Finance	22
21 st Century Leadership	25, 13
Fashion Marketing	23
Entrepreneurship	25, 24
Sports & Entertainment Marketing	24
Introduction to Keyboarding	23

Table V.13 Continued Middle School/High School Course Offerings-Spring 2015	
Course	Section Size
TECHNOLOGY	
Exploratory 8 Computer Technology	19, 19
Intro to Technology 8	16, 21, 25, 24, 24, 24, 15, 15
Intro to Computer Programming	13, 1
Advanced Computer Programming	17
Intro to Computer Applications	17, 15, 15, 18
Web Page Design	22
Communications Systems	20, 8
Engineering Design & Development	16
Digital Electronics	16
Computer Integrated Manufacturing	14, 14
Design & Drawing for Production	21, 14, 17
Architectural Drawing I	9, 9
Architectural Drawing II	3
Video Broadcast Communications	8
Materials Processing	10, 14
Agricultural Mechanics	19
Biotechnology	20
Metal Fabrication	18, 14
Small Animal Care	18, 11
Conservation-Natural Resources	17
Equine Science	16
FAMILY AND CONSUMER SCIENCE	
Family & Careers 8	16, 11, 18, 18, 16, 11, 18, 18, 22, 19, 16, 19, 22, 19, 16, 19



Table V.13 Continued Middle School/High School Course Offerings-Spring 2015	
Course	Section Size
MUSIC	
Music 8	16, 16, 17, 17
Music Theory	6
Advanced Music Theory	4
Jr. Hi. Chorus	24, 20
Concert Choir	44
Women's Choir	36
Chamber Choir	17
Guitar I	16
Guitar II	10
Jr. Hi. Band	37
Jr. Hi. Orchestra	15
Orchestra	34
Concert Band	55
Wind Ensemble	44
String Ensemble	16
Jazz Ensemble	20
ART	
Introduction to Art	15, 19
Studio in Art	16, 24, 14, 21, 13
AP Studio Art	2, 2
Advanced Drawing & Painting	7, 7
Studio in Sculpture	14, 12
Sculpture	1
Advanced Sculpture	7, 2
Studio in Painting & Drawing	22
Digital Imaging	22
Digital Graphic Design	19
Studio Photography	10, 12, 18
Advanced Photography	7, 6, 7
SPECIAL EDUCATION	
Resource Room	4, 3, 6, 2, 3, 3, 3, 3, 3, 5, 3, 4, 6, 3, 5, 4, 4, 3, 5, 3, 4, 2, 1, 3, 3, 2, 3, 3, 2, 4, 2, 4, 6, 5, 5, 5, 4, 11
Academic Support Services	18, 8, 11
HEALTH	
Jr. Hi. Health	21, 28, 24, 28, 24, 25
Sr. Hi. Health	29, 28, 20, 18, 28, 10

Table V.13 Continued Middle School/High School Course Offerings-Spring 2015	
Course	Section Size
PHYSICAL EDUCATION	
Physical Education 8	23, 23, 31
Physical Education-9-12	23, 21, 22, 16, 25, 28, 25, 17, 29, 27, 19, 17, 13, 25, 31, 25, 16, 31, 17, 12, 17, 17, 20, 29, 33, 18, 15, 13
Adaptive Physical Education	4
OTHER	
Life Skills	7, 8
Basic Math	7
Basic English	8
Basic Social Studies	7
Basic Science	7
College-Career Seminar	13, 12, 7, 22
Study Hall	14, 16, 15, 15, 13, 20, 7, 22, 10, 13, 10, 10, 7, 10, 9, 13, 11, 10, 6, 20, 15, 17, 26, 18, 28, 9, 10, 1, 17, 17, 11, 15, 12, 14, 10, 9, 25, 24, 9, 21, 15, 21, 19, 15, 22, 24, 18, 24, 25, 13, 13, 25, 18, 5, 15, 20, 13, 21, 10, 14, 19, 22, 3, 29, 16, 13, 10, 20, 28, 18, 9, 9, 21, 21, 19, 23
The data source for this table was the spring semester of the 2014-15 master schedule. Science labs for earth science, biology, chemistry, and physics are part of the count for each section of classes. Not included in this table are hall supervision, cafeteria duty, and independent study courses. Also not included in this table are the academic and career courses offered at the BOCES.	

In addition to identifying the courses being taught during the 2014-15 school year, the number of sections of each course and each section size is also shown in this table.

The high school has a very extensive program in the core areas of English, math, science, and social studies and these courses are well enrolled. Advanced Placement courses are available in English, world history, US government, calculus, biology, chemistry, physics, and studio art. Excluding the Advanced Placement courses, electives in the four core academic areas are somewhat limited. Both French and Spanish are offered as foreign languages. In short, the core academic areas offer a very rich curriculum for the students in Cazenovia.

Outside the four core academic curriculum areas, there is a wide array of courses for students to pursue. While many school districts have cut their business programs, Cazenovia still maintains six business courses for its students. In addition, there are an exceptional variety of courses for students to take in the technology area. Numerous

courses also exist in the areas of art and music. In summary, whether considering the core academic areas of elective and related courses available to students, Cazenovia students are indeed fortunate to have a broad array of curriculum offerings from which to build a comprehensive high school program.



In addition to the courses listed in Table V.13, high school students have access to a wide array of Career and Technical Education courses from the Onondaga-Cortland-Madison BOCES. Typically, only 11th and 12th graders attend career and technical education programs at BOCES. Only ten students at Cazenovia attend CTE programs at BOCES. Table V.14 that follows shows the number of students who are currently taking CTE courses at BOCES.

Table V.14 Enrollment in BOCES Career & Technical Education Courses 2014-15	
Junior Class	
Number of Students in Class	113
Number of Students in BOCES CTE	2
Number of Students in Class	148
Number of Students in BOCES CTE	8
Number of Juniors & Seniors in BOCES CTE Courses	10
% of Juniors & Seniors in BOCES CTE Courses	3.8%



Special Education

The district pursues a variety of options in educating its students with disabilities. Cazenovia had 177 students receiving special education services in 2014-15 representing approximately 11.6% of its K-12 population. This is almost exactly the percentage that New York State says most school districts should have as a percentage of the overall population (12%). Table V.15 that follows summarizes the number of students identified with disabilities for the past three years. Examining these numbers, like most school districts, the most common disabilities are learning disabled, speech/language impairment, and multiple disabilities. The low incident disabilities are deafness, visual impairment and traumatic brain injury. The three-year trend shows that the total number of students has been declining from 193 in 2012-13 to the current year mirroring the overall K-12 student enrollment decline.

Table V.15 Summary of Special Education Students by Disability Classification: 2012-13 to 2014-15			
Identification	Number of Students by School Year		
	2012-13	2013-14	2014-15
Autism	13	13	12
Emotional Disturbance	3	2	2
Learning Disability	99	95	84
Intellectual Disability	7	6	6
Deafness	0	1	0
Hearing Impairment	1	1	1
Speech or Language Impairment	15	20	14
Visual Impairment (including blindness)	1	1	0
Orthopedic Impairment	0	0	0
Other Health Impairment	37	32	41
Multiple Disabilities	17	16	16
Deaf-Blindness	0	0	0
Traumatic Brain Injury	0	0	1
Total	193	187	177
SOURCE: NYS VR-2 PD Data System Report Forms			

The district has an inclusive model for delivering special education services to its students.

The district has an inclusive model for delivering special education services to its students. In 2014-15 Burton Street houses one 12:1:1 class that has 10 students enrolled, Cazenovia Middle School has a 12:1:1 class with 10-12 students, and the high school has a 12:1:1 special class with 11 students.

There are just six students presently that are placed in classes outside of the district, all of whom attend Onondaga-Cortland-Madison BOCES for their educational program.

Transportation

Cazenovia transports many children to school on a daily basis just like most upstate, rural districts. There are 20 in-district runs daily that transport students to and from the elementary, middle and high schools. School buses leave the Transportation Center in the morning at either 6:40 or 7:00 a.m. and in the afternoon buses leave the high school at 2:55 p.m. All of these in-district bus runs this year are listed below with the route taken. It is important to have any understanding of these routes should any resultant grades change buildings the routes may have to be altered.

Bus 196: Cheeseactory Road, East Lake Road from Stanley Road to the district line, Peth Road, Stanley Road, Mount Pleasant Drive, Oxbow Road, Ridge Road, Indian Lookout Road, and the bus stops at Wright Road and Audobon.

Bus 215: East Lake Road from North Lake road to Peth Road, West Lake Road, Temperance Hill Road, Owahgena Road, Palmer Road, the west side of Route 92/Syracuse Road from Pompey Hollow Road to Route 20, Ledyard Ave.

Bus 194: East Lake Road from the Village to North Lake Road, North Lake Road, Oweria Point, Mark Lane, Christian Drive, Cazenovia Terrace, Chard Road. Ormonde Drive, Glenwood/Preston Drive, Hoffman Lane, Hickory Lane, with a shuttle stop at 44 Lincklaen Street.

Bus 207: Stonebridge Road from Argos Road to Francis Road, Wyss Road from #3549 to #3696, Nelson Road from Wyss Road to Cody's corners to East Road east side, Bingley

Road from Nelson Road to Shephards Road, Shephards Road, Fenner Road from Cody's corners to Village, Davis Road, Hill Road, bus stop at Douglas Way and Fennaway Green. In the morning: Shuttle stop at Upper Farnham Street for the High School and Middle School students leaving Burton Street. Afternoon add: Shuttle stops at Park Street, Nelson Street crosswalk (south side) and Carriage Lane.

Bus 211: Route 20 west to Route 92 to the district line, Pompey Center Road, Windy Hill, Oran Gulf Road north of Route 20, Oran Delphi Road north of Route 20 from Pompey Hollow Road to Route 92, Meadow Hill, Grassy Lane, Willow Place, Carpenter Street and Hurd Street. Shuttles Burton Street students from Green Street to Burton Street in the morning and back in the afternoon.

Bus 195: Hall Road, North Lake Road, Tuscarora Road, Jones Road, Green Road, Walrath Road, bus stop at Funk Road, bus stop at Tainter Road for Chaphe Hill Road, Tainter Road and Marris Road, Damon Road to ball field, Erieville Road from Post Office to Hardscrabble Road, Hardscrabble Road, Irish Hill Road, Constine Bridge Road, Morning bus stop on Nelson Street north side. Afternoon add Number Nine Road and Ballina Road from East Road to Johnson's four corners.

Bus 204: Route 13, Gorge Road from Maple Road to Rathbun Road, Emhoff Road, Lincklaen Road from Maple Road to Summerfield Road, Syossett Drive, Lincklaen Road from Syossett Drive to TenEyck Ave. Morning add shuttle stop for Burton Street students at Upper Farnham Street and Sweetland Street.

Bus 222: 2645 Route 13, Route 80 from Bass Road to the district line, Kiley Road, Reservoir Road, Dam Road, Tucker Road, Stanton Road, south side of Village of New Woodstock from Bass Road to School Street including bus stop at Pearl Street, 2 bus stops in Village of New Woodstock north side, Route 13 from Delphi Road to Rippleton Cross Road. Afternoon add 1 Ledyard Ave. and Route 13/Rippleton Road from Village to Burlingame Road.

Bus 218: Siedenbaum Road, Main Street Perryville, Perryville Road from Falls Road north to district line, Dwyer Road, Falls Road from Perryville to Route 13, bus stop at Carey Hill Road, Route 13 north from Falls Road to district line, Lincklaen Road from Route 13 to Syossett Drive, Maple Road, Lucas Cross Road, bus stop on Ten Eyck Ave. Afternoon add bus stop on William Street and Nickerson Street on way to High School. Bus stop on Lincklaen Street/Corwin Street after leaving High School.

Bus 214: Damon Road, Smith Road, Corkinsville Road, Route 13 south from School Street to district line, Barrett Road, Parker Road, Webber Road, School Street, East Road from Juddville Road to Number Nine Road Intersection, Chenango Street from Number Nine Road to Gillette Lane. Afternoon add Wellington Drive.

Bus 209: Cobb Hill Road, Dugway Road, north end of Kiley Road, Delphi Road, Thurber Road, 2930 East Road, Thompson Road, Burlingame Road. Morning only add Route 13/Rippleton Road from Burlingame Road to Village. Afternoon only add Chenango Street to Gillette Lane, Gillette Lane to Rippleton Cross Road.

Bus 217: Route 20 east from #2390 to the district line, Midstate Lane, Erieville Road from Nelson to Nourse Road, Judd Road, Lyon Road from Judd Road to Erieville Road, Welsh Church Road, Old State Road, Richards Road, Argos Road, Putnam Road Nelson Road from Putnam Road to Nelson, Cazenovia Children's House morning and afternoon. Morning add shuttle stop on Carriage Lane

Bus 206: Nelson Road from Putnam Road to Wyss Road, Nelson Road from East Road to Cody Road west side only, Cody Road, Buyea Road, South Road, Mutton Hill Road, Francis Road from Wyss Road to Mutton Hill Road, Maple View Trailer Park, Moraine Road, Roberts Road from Fenner Road to Michigan Road, Michigan Road.

Bus 208: Nelson Heights, Moseley Road, Thomas Road, Lyon Road from Judd Road to Johnson's four corners, Eastview Drive, Stone Quarry Road from Johnson's four corners to Route 20, Charles Road.

Bus 224: Peterboro Road, Nelson Road from Bear Swamp Road to Ingalls Corners Road, Ingalls Corners Road to the district line, Quarry Road to the district line, Ray Road, Milestrip Road, Perryville Road from Village of Perryville to Christianson's Corners, Roberts Road from Bingley Road to Michigan Road. Morning shuttle students from Burton Street to Green Street.

Bus 219: Erieville Road from Post Office to the district line, Firetower Road Sanderson Road, Dugway Road, Eatonbrook Road, Nourse Road.

Bus 216: Juddville Road, Coulter Road, Holmes Road, East Road from Juddville Road into New Woodstock, bus stop at Mill Street/Elm Street, Route 13 north side from Railroad Street to Delphi Road.

Bus 223: Larkin Road, Buyea Road from Larkin Road to East Road, East Road, Nelson Road from East Road to Bear Swamp Road, Bear Swamp Road, Woodland Road, Sledenbaum Road from Woodland Road to Irish Ridge Road, Irish Ridge Road, bus stop at Carey Hill Road, Bingley Road from Shephard Road to Route 13/Gorge Road, Route 13/Gorge Road from Bingley Road to Corwin Street, Corwin Street, bus stop on Lincklaen Street. Afternoon add shuttle stop on Farnham Street and Burton Street after leaving High School.

Bus 210: Route 98/ Syracuse Road (east side) from Route 20 to the district line, bus stops on Route 92/Syracuse Road at Marilyn Park, Sunset Lane, 4400 Route 92/Syracuse Road and Coe Road, Route 92/Syracuse Road west side from the district line to Pompey Hollow Road, Pompey Hollow Road north and south of Route 20, bus stop at Bethel Road, Oran Delphi Road from the district line to Route 20, Gulf Road, Route 20 East from Gulf Road to Pompey Hollow Road.

Bus 212: (Mornings only) Ballina Road from Johnson's four corners to Route 13, Rippleton Cross Road, Lane Road, Wellington Drive, Number Nine Road, Gillette Lane,

Chenango Street from Gillette Lane to Riverside Drive. Bus stop on Park Street and Nelson Street south side.

In addition to these regular in-district bus runs, each day Cazenovia sends two buses to the Thompson Road BOCES Center (buses 209 and 212), one in the morning and one in the afternoon. And, like most school districts, there are some students who attend special programs out-of-district that are required to be transported by Cazenovia district buses. Currently the district runs buses to VVS Middle School and J.D. George (bus 221); Morgan Road BOCES, Longbranch Elementary School, Stonehedge Elementary School, and Solvay Middle School (bus 220); and, Homer High School and the Cortland McEvoy BOCES program. Some Cazenovia families choose to send the children to private schools and the district is responsible for taking them to and from these schools within a mileage limitation. Presently the district transports students to Bishop Grimes, Syracuse Hebrew Day School, Manlius Pebble Hill, Christian Brothers Academy and Immaculate Conception School in Fayetteville (buses 205 and 213).

Finally, it should be noted that Cazenovia offers late bus runs for students that stay afterschool for extracurricular activities. Bus 206 returns these students to Fenner, Nelson and the Erieville areas; bus 204 takes home those students that live south of the Village of Cazenovia and in the New Woodstock area; bus 216 transports to Chittenango Falls, Perryville, and the Fenner area; and, bus 222 covers homes on Cazenovia Lake and in the Pompey area.

District Finances

The Cazenovia community consistently supports the annual school district budget presented by the Board of Education. This is a strong indicator of the trust the community has in district leadership to balance the quality of education it wants for its children with local residents' ability and willingness to pay for it. We might add that this is quite remarkable given the very trying financial times schools have been confronting.

While it is not the purpose of this study to go in depth on Cazenovia's finances, we believe it is important to at least summarize the current fiscal situation of the district in light of any financial impact considered options might have on the district.

Table V.16		
District Balance Sheets as of June 30, 2014 & June 30, 2015		
ASSETS	6/30/14	6/30/15
Cash – Unrestricted	\$2,341,348	\$1,933,512
Cash-Restricted	\$1,850,238	\$1,854,927
Accounts receivable	\$35,774	\$63,809
Due from other funds	\$1,294,433	\$1,294,434
Due from State and Federal	\$210,597	\$403,624
Due from other governments	\$280,376	\$256,061
Total Assets	\$6,013,016	\$5,806,367
LIABILITIES		
Accounts Payable	\$317,301	\$146,220
Accrued Liabilities	\$41,414	\$37,357
Due to other funds	\$743,709	\$743,709
Due to employees' retirement system	\$133,285	\$123,656
Due to teachers' retirement system	\$1,671,176	\$1,749,355
Deferred Revenue	\$300,833	\$480,221
Total Liabilities/Deferred Revenues	\$3,207,718	\$3,280,518
FUND BALANCE		
Restricted Fund Balance		
Workers' Compensation Reserve	\$145,911	\$159,804
Unemployment Reserve	\$65,000	\$65,000
Reserve for Retirement Contributions	\$533,143	\$494,624
Reserve for Liability Claims	\$250,000	\$250,000
Reserve for Tax Certiorari	\$33,500	\$33,500
Reserve for Employee Benefits & Accrued Liabilities	\$822,684	\$754,682
Total Restricted Fund Balance	\$1,850,238	\$1,757,610
Assigned Fund Balance		
Assigned Appropriated Fund Balance	\$750,000	\$250,000
Assigned Unappropriated Fund Balance*	\$120,101	\$124,610
Total Assigned Fund Balance	\$870,101	\$374,610
Unassigned Fund Balance		
Unassigned Fund Balance	\$84,959	\$393,629
Total Unassigned Fund Balance	\$84,959	\$393,629
*Includes encumbrances that are not reported in Committed and Restricted Fund Balance.		



The above table shows the General Fund balance sheets for the district as of June 30, 2014 and June 30, 2015, the end of the most recent fiscal year. Looking at the table it is clear that the district has set aside money in reserve accounts (workers' compensation, unemployment, liability, retirement, tax certiorari, and employee benefits and accrued liabilities) to help offset future expenses. This shows sound fiscal planning.

In June 2014 the district appropriated \$750,000 to help reduce the amount of money needed to be raised in taxes and it ended the fiscal year with \$84,959 in its unassigned fund

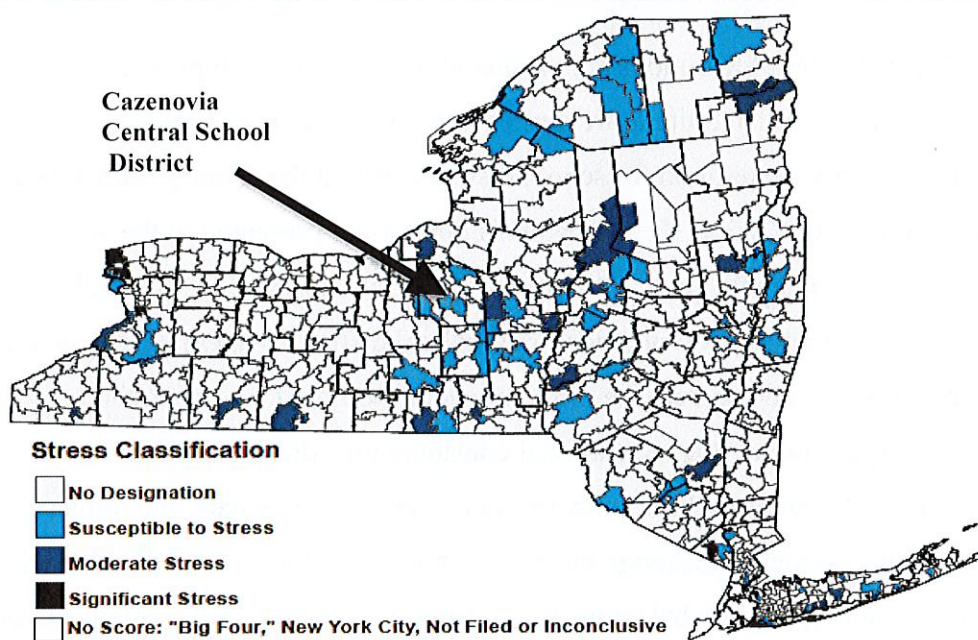
balance. The June 30, 2015 balance sheet shows that the district reduced its appropriation for tax relief from \$750,000 in 2014 to \$250,000 and increased its unassigned fund balance from \$84,959 to \$393,629. While this shows a strengthening of the district's fiscal status, the \$393,629 unassigned fund balance on June 30, 2015 still only represents approximately 1% of the current (2015-16) general fund budget—this is well below the 4% cap allowed by law and generally considered to be a minimal amount for sound, long-term financial stability.

Since the 2007-08 school year, the district has been very cost conscious and has made a number of staff reductions (25 teaching positions, 3 teaching assistants, 7 maintenance jobs, transportation personnel, 8 support staff, 2 administrative positions) as well as reduced funding for professional development, and energy costs. In addition, the district has negotiated reductions in health insurance costs, refinanced debt, and generated more state aid by greater utilization of services offered by OCM BOCES.

In the summer/fall of 2014, the district's annual independent audit was conducted by D'Arcangelo & Co., LLP of Rome, New York. The management letter provided to the Board of Education dated October 14, 2014 states that the firm had "no difficulties in dealing with management in performing and completing the audit." The auditors found the district's accounting estimates of future liabilities were "reasonable in relation to the financial statements taken as a whole" and that "the financial statement disclosures are neutral, consistent, and clear". In summary, the independent audit found "no material instances of noncompliance." The 2015 independent audit was not available at the time of this report.

Lastly, the recently (January 2015) released New York State Comptroller's report on fiscally stressed school districts in New York classified Cazenovia as a district in "moderate fiscal stress".

School Districts in Fiscal Stress 2014



Source: OSC.

In summary, like many other school districts in New York State, Cazenovia has faced significant financial challenges since 2008. While the Cazenovia Board has been able to keep the financial condition of the district sound enough to offer a strong educational program, the district is in a precarious financial condition. While the most recent financials show that the district's finances are improving, those improvements are small and continuing financial challenges remain ahead.

While the most recent financials show that the district's finances are improving, those improvements are small and continuing financial challenges remain ahead.

VI. Research and Literature on Grade Reorganization

Before the feasible options are presented, it is important to provide a brief overview of the relevant research and literature that were fundamental to the study. Grade configuration study is common for school districts around the country; thus substantial research and literature exist. Key research findings were presented to the advisory committee. The Appendix contains a more in-depth summary of the research.

First, it is important to note that most school districts that embark on grade configuration studies do so because of too much or too little capacity in their schools. In other words, space rather than educational considerations drives the decision. Cazenovia is the exception. It approached the study of grade configurations with one primary purpose in mind—how the district can arrange the K-12 schools to achieve more positive educational outcomes for students while balancing the community's ability to financially support any new grade/facility arrangement. The Cazenovia Board of Education and Superintendent are to be commended for addressing grade configuration for the right reason.

Examination of school districts around the country finds virtually any possible grade configuration. For example, a K-4, 5-8, 9-12 pattern is common in suburban school districts. Some districts have adopted a grade center plan, with, for example, all K-3 students in one building and all 4-6 students in another. The K-8, 9-12 grade arrangement is still found in many small rural districts and is a recent trend in the urban areas. The oldest grade configuration is K-12, and is still seen in many small rural districts, even in New York State.

The most common pattern of organizing grades in New York State today is K-5, 6-8, 9-12. As can be seen from the following table of similar size/type of New York State districts, this pattern holds true during the current school year although other grade arrangements occur.

Table VI.1		
2014-15 Similar NYS Districts and Grade Configurations		
<i>District Name</i>	<i>K-12 Enrollment</i>	<i>Grade Configuration</i>
Cazenovia	1490	K-5, 6-7, 8-12
Canastota	1375	K-1, 2-3, 4-6, 7-12
Fonda-Fultonville	1379	K-4, 5-8, 9-12
General Brown	1533	K-6, 7-12
Lowville	1384	K-5, 6-8, 9-12
Dansville	1549	K-2, 3-6, 7-12
Catskill	1620	K-5, 6-8, 9-12
Salmon River	1591	K-5, 6-8, 9-12
Spackenkill	1457	K-2, 3-5, 6-8, 9-12
Eden	1486	K-2, 3-6, 7-12
Saranac	1448	K-5, 6-8, 9-12
Taconic Hills	1427	H-6, 7-12
Southwestern	1419	K-5, 6-8, 9-12
Fredonia	1556	K-4, 5-8, 9-12
Susquehanna Valley	1547	K-5, 6-8, 9-12
Chenango Forks	1507	K-5, 6-8, 9-12
Royalton-Hartland	1418	K-4, 5-8, 9-12
Solvay	1495	K-3, 4-8, 9-12
Skaneateles	1416	K-2, 3-5, 6-8, 9-12
Dobbs Ferry	1460	K-5, 6-8, 9-12
Valhalla	1496	K-2, 3-5, 6-8, 9-12
SOURCE: New York State Education Department		

Over the past thirty years there has been a trend by districts to change from the K-6, 7-9, 10-12 configuration to K-5, 6-8, 9-12. The impetus for this large scale and pervasive shift has been due to what is commonly known as “the middle school movement.” The middle school movement is an effort to provide a transition phase of schooling—taking children from the cloistered setting of an elementary school to the less structured environment of a high school. Middle school age children have unique needs during this rapidly changing phase of life that may not be adequately addressed in either the typical elementary school or high school.

Unfortunately, school district planners cannot look to the research for the “one best way” to configure the grades. While there is evidence to support any grade configuration, there is no conclusive research that indicates one alignment is necessarily any better than another. A general conclusion that most researchers have reached is that it is “what” a district does with the grade configuration that ultimately determines success or failure, rather than “which” grade arrangement is endorsed. For example, many districts that

changed their grade configuration to either a 5-8 or 6-8 middle school never adopted the philosophy and necessary practices to have a true middle school (for example, team teaching, advisor-advisee programs). Consequently, these districts have been unsuccessful in achieving the positive outcomes advanced by middle school advocates.

Finally, the research indicates that school districts studying grade configuration typically must confront a set of common issues. Indeed, some of these surfaced as this study progressed. Specifically, the cost and length of travel for children to get to and from school; how long will students be on the school bus is always a concern that must be addressed if a reconfiguration is to occur. The favorable or unfavorable impact of parent involvement in a child's schooling is an element that arises in every instance. The manner in which students will be grouped for instruction (i.e., teaming at the middle school level) is a frequent issue.

Research has found that the number of transitions during a student's K-12 experience should be considered. Each time a student moves from one school to another the educational process is disrupted. Although the student recovers, it is important to minimize the number of transitions in a student's education.

Interaction between various age groups and the influence of older students on younger is usually a significant consideration for districts considering reconfiguration. How will fifth or sixth graders be impacted by proximity to eighth graders?

And finally, the relationship of a building's design for accommodating the instructional program of different grade configurations must be examined. This, too, was a focus of advisory committee consideration.

VII. Options for Maintaining and/or Reconfiguring the Building/Grade Organization of the District

When evaluating the current status of Cazenovia's grade and facility organization, the consultants first attempted to identify "feasible" options—in other words, how *could* the grades/facilities be arranged. Following this, the next step was to identify the "desirable" options—among the feasible ways, what is/are the option(s) that make the most educational and fiscal sense. Following are the "feasible" options with advantages and disadvantages of each followed by our selection of the "desirable" options.

Feasible and Desirable Grade/Facility Options

Along with the advisory committee, the consultants explored a number of *feasible* and *desirable* options for organizing the facilities and grades in Cazenovia into the future. Feasible options are defined as "grade and building arrangements that can be implemented based on available space and facility conditions". These *feasible* options were distinguished from *desirable* options in that the latter are defined as "grade and building arrangements that are feasible and are desirable based on available space, facility conditions, educational soundness, and fiscal responsibility". This section of the report will present and discuss both the feasible and desirable options. But first, it is important to understand that unless a school district can entirely close a school building, little cost savings are rarely if ever realized. Simply rearranging grades from one building to another does little if anything to save costs for the school district.

As school districts all over New York State look to optimize student programming with limited resources, consolidation of services and staff reductions are options that are often chosen. Since seventy to seventy-five percent of most school district budgets are devoted to paying staff salaries and fringe benefits, significant savings can only be realized by reducing staff. If staff reductions, either through lay offs or through attrition, are inevitable, districts generally want to make changes by reducing their instructional program only as a last resort.

We now turn to the various options reviewed by the consultants and the advisory committee. Included in the pros and cons listed are those items noted by both the consultants and the advisory committee members, as well as district administrators. Note that the items that have been italicized in each table are those generated by the members of the Advisory Committee and those in **bold** were added following meetings with district administrators.

Option 1: Remaining as is (K-4, 5-7, 8-12)

<u>Pros</u>	<u>Cons</u>
<ul style="list-style-type: none"> *will not create turmoil (no disruption): <i>keeps everyone happy</i> *allows 8th graders to accelerate due to being in the same building with the HS teachers? <i>*eighth graders are treated as high schoolers and there are higher expectations of them</i> <i>*relationships between students and teachers are formed earlier (rather than waiting till the 8th graders are in 9th grade)</i> <i>*there is a positive transition for students to high school</i> <i>*this option makes the maintenance schedule easier</i> <i>*the cafeteria schedule works with the current number of students in the cafeteria</i> <i>*there would be less impact academically with this option</i> <i>*this option versus others would still leave room at Burton Street for PK if the districts starts it</i> <i>*with the fifth grade in the middle school (versus other options) teaches them more independence</i> <i>*after school care would still be an option and might not be if a lessee is in either Burton Street or the Middle School</i> 	<ul style="list-style-type: none"> *most costly-less staff savings? *not the best use of space; <i>space not used efficiently</i> *8th grade not part of the MS <i>*kids are moving up to early developmentally</i> <i>*the location of 8th grade hall makes no sense</i> <i>*current high school entrance is not secure</i>

Option 2: K-5, 6-8, 9-12 and relocate the District Offices to the High School

<u>Pros</u>	<u>Cons</u>
<ul style="list-style-type: none"> *provides much better use of space by consolidating it in one wing of the current middle school *could possibly result in additional revenue for the district if the middle school space is leased; <i>potential to lease out space (Town perhaps?)</i> *permits the district to develop a school-within-a-school for the middle school students *still permits 8th graders to accelerate by being in the same building as the high school teachers *<i>keeps the fifth graders younger longer in Burton Street</i> *<i>potential to sell excess Burton Street furniture and raise some revenue</i> *<i>reduces the social gap between an 8th grader and a senior</i> *<i>permits a sports configuration-7-8 modified, 9-10 JV, 11-12 varsity</i> *<i>fully utilizes Burton Street</i> *access for non-ambulatory students in grade 5 would improve with single floor at Burton Street. 	<ul style="list-style-type: none"> *the district might not find a lessee for the space in the middle school and it would remain vacant *the option would affect students at the high school and middle school-causes the most movement *there is a financial cost to making this move *the bus ride would be longer for 5th graders *<i>teachers might have to travel between schools to be shared</i> *<i>limits space for PK at Burton Street</i> *<i>this may create some parking problems</i> *<i>security issues would have to be addressed if space is leased out</i> *<i>there is potential space might not be leased out</i>

Option 3: K-4, 5-8, 9-12 and move the District Offices to the high school

<u>Pros</u>	<u>Cons</u>
<ul style="list-style-type: none"> *still allows for acceleration of 8th graders *creates room for potential lease (perhaps to BOCES or approved day care provider?) *grade ranges seem more similar *Head Start and PK together potentially-they are developmentally similar *fills the middle school to capacity *solves several pieces of the puzzle 	<ul style="list-style-type: none"> *only grade 8 students and staff are moved *the high school still has a large amount of extra unused space *there is a financial cost to making this move; where would the money come from to do this? *may result in need for more teachers at the middle school and perhaps more sharing of teachers between the high school and middle school *there may be some difficulty because of teacher certification areas *relocating existing middle school teacher rooms would have to be addressed *potentially this might be the most costly option

Option 4: K-2, 3-6, 7-12 and move the District Office to Burton Street Elementary

<u>Pros</u>	<u>Cons</u>
<ul style="list-style-type: none"> *consolidates excess space at Burton Street which could be leased out and is easier to secure the building as compared to the other options *still provides room in Burton Street should the district start Pre-K *this would make it easier to share special education staff *would permit the development of a 7-12 special education option class 	<ul style="list-style-type: none"> *creates a lot of movement (students and staff) *an OT room would have to be added and perhaps a little OT time *scheduling of PE space would be more problematical *parking at the Jr-Sr High School campus could be a problem (140 at high school, 41 at middle school; 20 extra on an average day)

VII. Findings, Conclusions and Recommendations

In a study such as this, consideration must be given to several school related factors. These include student enrollment history and projections, instructional programs, student achievement, student transportation, facilities, finances, and the emotions associated with the possibility of realigning school buildings. While hard data, such as numbers, facilities, and grade configurations contribute significant facts to study findings, it is important to recognize that emotions contribute as well. The fabric of schools and communities is directly related to the emotional connection people have with them. These emotions are as much “fact” as are hard data. Accordingly, our recommendations are made with mindful consideration of all the facts associated with the study process.

Findings

The following are study findings of the consultants.

Finding 1: Over the past eleven years the Cazenovia community has supported school budgets on the first vote every year.

Finding 2: The K-12 school enrollment has declined 11.5% over the past six years and is projected to decline by another 112 students over the next seven years.

Finding 3: While the elementary population is expected to remain fairly constant over the next seven years, the middle school and high school enrollment are expected to decline, especially the high school.

Finding 4: Neither home schooled children or non-public school students returning to the district will impact the enrollment projections.

Finding 5: Business growth in the general area is unlikely to have any impact—positive or negative—on student enrollment.

Finding 6: Overall demographics of Madison County and the major townships that comprise the school district show continued gradual decline in the number of residents, thus supporting a continued decline in the school age population.

Finding 7: Examining the median age of Madison County residents it is clear that this is increasing thus resulting in a lower number in the cohort of childbearing individuals.

Finding 8: The current district grade organizational pattern (K-4, 5-7, 8-12) is quite unique compared to similar size school districts and districts in general

Finding 9: The Burton Street Elementary School has 16 full-size classrooms that are used for special purposes other than housing a self-contained elementary section of students.

Finding 10: The middle school has six (6) full size classrooms that are used for special education resource (3), a 12:1:1 special class and reading specialists (2).

Finding 11: Of the 53 full-size classrooms at the high school, 31 are used for academic courses while 22 are used for other purposes such as health, special education, senior lounge, computer lab, etc.

Finding 12: Elementary class sizes are reasonable at 23.1 students per section.

Finding 13: Elementary and middle school students have scored favorably compared to similar districts on the New York State math and ELA exams the last three years.

Finding 14: The percentage of students coming from homes that are “economically disadvantaged” has been fairly constant the past three years hovering around 16% of the overall population.

Finding 15: The high school has a very extensive program in the core areas of English, math, science, and social studies and these courses are well enrolled.

Finding 16: Advanced Placement courses are available in English, world history, US government, calculus, biology, chemistry, physics, and studio art.

Finding 17: Outside the four core academic curriculum areas, there is a wide array of courses for students to pursue.

Finding 18: 3.8% of the juniors and seniors attend BOCES Career and Technical Education courses at the OCM BOCES.

Finding 19: The district has an inclusive philosophy in special education with approximately 175 student receiving services in the district and just six this year going out of district for their program.

Finding 20: While the most recent financials show that the district's finances are improving, those improvements are small and continuing financial challenges remain ahead.

Finding 21: There are no educational benefits to moving any grade levels.

Finding 22: There are no financial benefits to moving any grade levels.

Conclusions

With these findings in mind, the following conclusions—or answers to the key questions that focused this study—have been reached.

- *Is there a better way....educationally and fiscally....to reconfigure the grades to provide a sound instructional program now and in the future? If so, how should the grades and facilities be arranged?*

Realignment of the grades/facilities does not provide any educational and/or fiscal advantages in the immediate future and therefore the district should maintain its current grade/facility arrangement.

Recommendations

In consideration of our findings and conclusions as noted, we make the following recommendations for Board consideration.

- (1) We encourage the district to engage in a review of King & King's Building Condition Survey and immediately embark on a long-range facility improvement study. Such a study should involve a broad-based advisory group appointed by the Board of Education.**
- (2) In addition to making recommendations on facility improvements (structural and space utilization), this advisory committee should also revisit the grade configuration as part of its deliberations.**
- (3) Concurrent with the above committee's work, the district should engage in formal exploration of possible lease of space at the Burton Street Elementary School to prospective lessees.**

APPENDIX

Appendix A

MEMORANDUM

TO: Cazenovia Redistricting Study Advisory Committee
FROM: Alan Pole and Bill Silky
RE: Meeting Notes-Meeting of July 14, 2015
DATE: July 21, 2015

Attendance:

Committee Members: Jonna Brown, Lucy Connor, Nicki Donlin, Jana Harris, Betsy Kennedy, Eric Knuth, Julie Kubiniec, Lisa Liddell, Guy Linton, Mary Ann MacIntosh, Anna-Marie Neuland, Trevor Reed, Jean Regan, Catharine Taylor, Tricia Terranova, and Nancy Westfall

Consultants: Alan Pole and Bill Silky

Superintendent Advisor: Matt Reilly

Observers: None

Location: Burton Street Elementary School

1. Superintendent Matt Reilly welcomed everyone to the meeting and introduced the study consultants. He also gave a brief overview of the purpose of the study. Committee members were asked to introduce themselves and discuss their connection with the school district.

2. Alan Pole reviewed the purpose of the study which is to answer the following question:
Is there a better way, educationally and fiscally, to reconfigure the grades to provide a sound instructional program now and in the future? If so, how should the grades and facilities be arranged?

3. Meetings of the Advisory Committee will be held from 6:00-8:00 pm as follows:

Date	Topic	Location
July 14	General Review of study, committee's role, and current status of the district	Burton Street
September 29	Review of district's current position and possible future reorganization options	Middle School
November 18*	Review of draft report and tentative recommendations	High School

* The November 18 date was agreed to by the advisory committee at the meeting. While the meetings of the advisory committee will begin at 6:00 pm, tours of the middle and high schools will be held before each of the next two meetings beginning at 5:15 pm.

4. A contact list of the members of the Advisory Committee was shared with email addresses. Members of the group were asked to verify the accuracy of the information since email will serve as the primary means of communication between the consultants and the committee members. Meeting materials will be emailed to all committee members prior to the meeting. Paper copies of the materials will also be made available at each meeting.

5. Meeting notes will be provided after each meeting. The notes will be emailed to all committee members and copied to the superintendent. It will be the responsibility of the superintendent to distribute the notes within the district, as he deems appropriate. It is anticipated that, at a minimum, notes will be provided to board members and posted on the district's web site. The Power Point that is used at each meeting will also be posted on the district's website after the meeting occurs.

6. All meetings of the advisory committee will be open. Members of the public will be welcome at these meetings. At the conclusion of each meeting, the observers will have the opportunity to offer comments or ask questions.

7. Alan Pole presented a PowerPoint overview of the study process and the role of the advisory committee. He indicated that the function of the committee is to advise the Board of Education and the consultants, to communicate with the public about the process, and to prepare informative materials. In short, the committee will add a cultural context for Cazenovia as the various aspects of the study emerge. The superintendent is not a member of the committee but serves as resources to the committee. Committee members are expected to attend all committee meetings, freely express their points of view, be key communicators with stakeholder groups, and be a respectful, contributing member of the committee.

He emphasized that the consultants bring an outside, unbiased perspective and will ensure that the process is open. They will produce meetings notes after each committee meeting and will be responsible for the final report. The recommendations in the report will benefit student learning and will be educationally sound and fiscally responsible. They will also be independent of special interest groups.

8. Bill Silky presented an overview of past enrollments for Cazenovia as well as projected future enrollments for the district. The study begins by reviewing enrollment trends since enrollments influence all decisions regarding staffing, class and curricular offerings, facilities, transportation, and finances.

Enrollment has been declining over the past few years. Since the 2009-2010 school year, the enrollment in Cazenovia has declined from 1,681 students to 1,492 students in the 2014-15 school year.

To predict future enrollment, the consultants employ the Cohort Survival Projection method that uses information on the number of births in each school district over a period of years and calculates patterns of enrollment. A cohort survival ratio is developed that tracks how each cohort of students changes as it moves through the grade levels. This ratio, used with the live birth information, predicts what the enrollment will be for a period

of years given consistent and predictable conditions. It does not take into account significant economic development changes such as a major employer leaving or entering the area and other similar changes. However, it is not anticipated that either of these conditions will be taking place in Cazenovia.

Using this method, the enrollment in Cazenovia is predicted to decrease from 1,492 in 2014-15 to 1,333 students in the 2021-2022 school year. The number of home schooled students, non-resident students, and resident students enrolled in non-public schools are all factors that are considered in projecting enrollment. It does not appear that any of these factors will significantly influence the enrollment projections that were made. Bill also reviewed demographic information for Madison County.

9. Alan Pole provided an overview of the district's facilities as evaluated by the Building Conditions Survey conducted in 2010. Since that time, the district has passed a \$17.3 million referendum and is in the process of significantly upgrading its facilities.

10. Alan also reviewed the elementary school class sizes as well as the grades 3-8 state assessment results. He also reviewed the classes that are currently being offered in the middle and the high school along with the number of students in each of the sections of each course. The district has a very solid offering of courses at the secondary level.

11. Bill Silky provided a brief overview of the single trip transportation system that is currently being used in the district. He also reviewed the district balance sheet for June 30, 2014 that showed an unexpended fund balance of only \$84,959. Bill also noted that the district has been determined to be in moderate fiscal distress.

12. The next advisory committee meeting will be held on Tuesday, September 29, 2015 at the Cazenovia Middle School. A tour of the middle school will begin at 5:15 for anyone who is interested.

The meeting of the Advisory Committee will begin at 6:00 p.m.

We believe this covers the essence of the discussions at our meeting on July 14. If you have questions with these notes, please feel free to contact me. We will also review these notes as the first agenda item at our next meeting.

Looking forward to seeing you again on 9.29.15 in the middle school. Tour at 5:15 and meeting at 6!!

C: Matt Reilly

MEMORANDUM

TO: Cazenovia Grade Configuration Study Advisory Committee
FROM: Bill Silky and Alan Pole
RE: Meeting Notes-Meeting of September 29, 2015
DATE: October 1, 2015

Present: Committee Members-Jonna Brown, Lucy Conner, Nicki Donlin, Tom Driscoll, Jana Harris, Julie Kubiniec, Lisa Liddell, Guy Linton, Mary Ann MacIntosh, Trevor Reed, Jean Regan, Margeret Sevier, Tricia Terranova, and Nancy Westfall

Consultants: Bill Silky and Alan Pole

Observers: Matt Reilly and Matt Erwin

Location: Cazenovia Middle School

1. Bill Silky welcomed everyone to the meeting and thanked principal Jean Regan for giving a tour of the middle school prior to the meeting.
2. Bill also provided updates from the last meeting by sharing the results of the grades 3-8 ELA and math scores from the 2014-15 school year. He also reminded the group that the walk through for the state mandated Building Condition Survey would be completed on October 12.
3. Bill reviewed the various grade configurations that exist in similar sized districts as well as grade configurations in other area districts. He also reviewed research on grade configuration and pointed out that one primary conclusion is that there is no one best way to arrange grade levels that enhances student achievement.
4. Alan Pole reviewed the current utilization of the Burton Street Elementary School, the middle school, and the high school. It is clear from this analysis that there is a significant amount of empty or underutilized space in all three buildings. This would provide the opportunity to rearrange grade levels and school functions should that be the most appropriate thing to do.
5. Bill Silky then asked the committee members to work in three different groups to discuss feasible and desirable options for rearranging the grade levels. Feasible options are defined as grade/building arrangements that can be implemented based on available space and facility considerations. Desirable options are defined as grade/building arrangements that are feasible and desirable based on available space, facility conditions, educational soundness, and fiscal responsibility.

6. After discussions, each group reported out their pros and cons on the three options that were considered as follows:

Option1-Remain as is (K-4, 5-7, 8-12)

PROS:

- ✓ 8th grades are treated as high schoolers
- ✓ 8th graders have higher expectation and responsibilities
- ✓ Teacher relationships are formed earlier
- ✓ Positive transition period
- ✓ Opportunity for accelerated classes
- ✓ Maintenance schedule is easier
- ✓ Cafeteria schedule works with the current number of kids in the cafeteria
- ✓ Less impact academically
- ✓ There would be room for Pre-K and head start at Burton Street
- ✓ Keeps everyone happy
- ✓ 5th grade independence in the middle school
- ✓ Lessee for district, after school care at Burton Street or the middle school

CONS:

- ✓ Schedule differences would not allow kids to take accelerated classes
- ✓ Transition from buildings would be difficult/complicated
- ✓ Would have to link both school bells/schedules
- ✓ Too much unused space; space not used efficiently
- ✓ Kids are moved up too early developmentally
- ✓ Location of 8th grade hall makes no sense
- ✓ Security within leased space
- ✓ Current high school entrance is not secure
- ✓ Move high school office to entrance wing, regardless of reconfiguration
- ✓ Storage and loading zone-big picture at the high school
- ✓ Increased empty space at Burton Street

Option 2-K-5, 6-8, 9-12 & relocate District Office to the high school

PROS:

- ✓ Keep them young
- ✓ Potential to lease out space
- ✓ Sell extra furniture from unused classrooms
- ✓ Parents want 5th graders to stay at Burton Street

- ✓ Social gap between an 8th grader and a senior
- ✓ Sports configuration-7-8 modified; 9-10 JV, 11-12 varsity
- ✓ Fully utilize Burton Street
- ✓ Lessee at middle school really an option
- ✓ Keeping 5th grade at Burton Street one extra year
- ✓ Town office interest in space?

CONS:

- ✓ Teachers might have to transport to both schools
- ✓ Limits space for Pre-K
- ✓ Many people being added with not much space
- ✓ Cost to move district offices
- ✓ Parking
- ✓ Shared (increase) will dictate scheduling more
- ✓ Security if space is leased
- ✓ What happens to space if not leased?
- ✓ Eliminates UPK and head start options
- ✓ Rezoning the potential lessee space to be separate and safe
- ✓ Parking spaces
- ✓ Trying to find appropriate tenant

Option 3-K-4, 5-8, 9-12 & relocate District Office to the high school

PROS:

- ✓ Room for either lease or BOCES
- ✓ Similar grade ranges
- ✓ Head start and Pre-K developmentally similar
- ✓ BOCES programs?
- ✓ Amish use of building?
- ✓ Approved day care provider
- ✓ Potential at Burton Street
- ✓ Fills middle school to capacity
- ✓ Solves several pieces of puzzle

CONS:

- ✓ More teachers for middle school
- ✓ Teachers coming over to middle school
- ✓ Not all teachers have specific grade certification
- ✓ Where would the money come from for this?
- ✓ Where do we relocate these teachers that we are taking their rooms?
- ✓ Capacity in middle school
- ✓ Potentially most costly

✓ Financial impact

7. After reporting out the results of the group discussions, the major “take-aways” from the meeting were reviewed:

- a. There are many grade configurations across the state
- b. There is no one best way to arrange grades
- c. There are numerous available rooms at Burton Street
- d. Both the high school and the middle school are currently at approximately 65% capacity

8. Because of the delay in completing the building condition survey and receiving the financial audit for the 2014-15 school year, it was agreed that another meeting of the committee should be scheduled. The group agreed to schedule a fourth meeting for **Tuesday December 8**. The meeting will be held at the Burton Street Elementary School.

9. The next committee meeting is scheduled for **Wednesday, November 18**, 2015 in the Large Group Instruction room at the high school. A tour of the high school will begin at 5:15 for anyone who is interested. The business meeting will begin at 6 pm.

C: Matt Reilly

MEMORANDUM

TO: Cazenovia Grade Configuration Study Advisory Committee
FROM: Bill Silky and Alan Pole
RE: Meeting Notes-Meeting of November 18, 2015
DATE: November 20, 2015

Present: Committee Members-Jonna Brown, Lucy Conner, Tom Driscoll, Jana Harris, Betsy Kennedy, Eric Knuth, Julie Kubiniec, Mary Ann MacIntosh, Ann-Marie Neuland, Jean Regan, Margeret Sevier, Catherine Taylor, Tricia Terranova, and Nancy Westfall

Consultants: Bill Silky and Alan Pole

Observers: Matt Reilly and Thomas Finnerty

Location: Cazenovia High School

1. Alan Pole welcomed everyone to the meeting and thanked principal Eric Knuth for giving a tour of the high school prior to the meeting. Alan also reviewed the date and location for the final committee meeting—December 8th at Burton Street and confirmed that there will be an optional tour of the school at 5:30 for anyone interested.
2. Updates from the September 29th meeting were discussed including:

- **8th Grade Acceleration:** Alan Pole answered a question that was raised at the last meeting regarding middle school course acceleration by telling the committee that the district accelerates math and science in the 8th grade. He also shared that Algebra Honors currently has 20 students, Algebra 1 enrolls 6 students, and Physical Settings/Earth Science Honors has 20 students that are accelerated. **Alan also pointed out and teachers on the committee confirmed that regardless of the various grade configurations under consideration there would be no effect on how the district currently accelerates in the middle grades.**

- **Enrollment Update:** Bill Silky shared updated district enrollment projections telling the committee that with the actual fall 2015 enrollment numbers, the projections show that 13 more students are enrolled this year versus the earlier projections. In the K-4 grade range 9 more students actually were enrolled compared to the projected number, in grades 5-7 an additional 10 students are attending, and in the high school (grades 9-12) has 6 fewer students than earlier projected. Bill mentioned he hoped this would be a trend of lower declining enrollment than earlier projected, however **there still is a downward trend in enrollment.**

- **Fiscal Status of the District:** Bill Silky share the June 30, 2015 General Fund Balance Sheet with the committee now that it is available. He compared it to the June 30, 2014 balance sheet the committee had seen previously. Bill pointed out that reserve funds have improved, the appropriated funds to reduce taxes have declined, and the unappropriated fund balance has increased over the past year. **These, he mentioned, are all signs of improving fiscal health of the district but the district is still fiscally challenged.** Bill also mentioned that the recently completed independent audit shows the district has no material weaknesses or significant deficiencies in its financial practices.

- **2015 Building Conditions Survey:** Bill informed the committee that the state mandated building conditions survey has been completed by King and King architects and, although the final report is not yet available, he and Alan Pole had discussed it with Jason Benedict of King and King. Bill shared that the architects have concluded to repair the existing schools would cost approximately \$3,125,720 at Burton Street and \$1,218,676 at the middle/high school complex. These costs do not include any additions or alterations of the buildings. He informed the committee that a specific breakdown of these costs are not yet available from King and King.
 Bill also reviewed notes from the conversation with Jason Benedict relative to the grade/facility options under considerations. According to the architect all three building are in good shape, however Burton Street's boilers will need

replacement (he explained that due to state requirements, the buildings have to be rated as “unsatisfactory” since each has at least one aspect rated as unsatisfactory; Jason stressed however that this does not mean either facility is not in good shape). The gross space utilization will be rated as adequate yet he shared that there is a great deal of unused space and some code violations. Asked if the district were to add parking space at the middle school, where the most logical place would be, he said in the center of the driveway loop in front. Bill pointed out that this would likely not be an acceptable alternative. The architect indicated, when asked, that to secure any of the buildings should the district lease out space, that Burton Street would be the easier facility to accomplish securing. When queried about estimated cost to relocate the district offices, the architect projected approximately \$500,000-\$600,000 inclusive of all costs. Moving the district offices and the high school offices would cost approximately \$1.2 million. Finally, asked if he would recommend the district engage in developing a long-range facility plan prior to making any grade configuration changes, Mr. Benedict felt strongly that this would be a wise decision.

3. Bill then quickly reviewed the four facility/grade configuration options the committee had discussed previously along with the advantages and disadvantages of each. He mentioned that since the last meeting he and Alan had met with the school principals, the business administrator, the special education administrator and the district’s athletic director to discuss the options. Added to the option analyses they reviewed at the last meeting were the committee’s input and that of the administrators.
4. Prior to sharing the consultant’s tentative major conclusion and recommendations, Alan and Bill reviewed for the committee the purpose questions that from the outset drove this study: *Is there a better way...educationally and fiscally...to reconfigure the grades to provide a sound instructional program now and in the future? If so, how should be grades and facilities be arranged?* Then they offered their tentative conclusion: *Realignment of the grades/facilities does not provide any educational and/or fiscal advantages in the immediate future and therefore the district should maintain its current grade/facility arrangement.* This was followed by their tentative recommendations: *(1) We encourage the district to engage in a review of King and King’s Building Conditions Survey and immediately embark on a long-range facility improvement study. Such a study should involve a broad-based advisory group appointed by the Board of Education, and (2) in addition to making recommendations on facility improvements, this advisory committee should also revisit the grade configuration as part of its deliberations.* Bill Silky then added that in the final analysis a third recommendation will likely be added

recommending the district *concurrent to the above committee's work, engage in formal exploration of possible lease of space at the Burton Street School to prospective lessees.*

5. The committee was then asked for questions/input on this tentative study conclusion and recommendations. By and large, the committee members shared that the conclusion follows from the data presented and that the tentative recommendations make sense.

The next committee meeting is scheduled for **Tuesday, December 8, 2015** at Burton Street Elementary School. A tour of the elementary school will begin at 5:30 for anyone who is interested. The business meeting will begin at 6 pm.

C: Matt Reilly

MEMORANDUM

TO: Cazenovia Grade Configuration Study Advisory Committee
FROM: Bill Silky and Alan Pole
RE: Meeting Notes-Meeting of December 8, 2015
DATE: December 9, 2015

Present: Committee Members-Lucy Connor, Jana Harris, Lisa Liddell, Mary Ann MacIntosh, Ann-Marie Neuland, Margeret Sevier, and Catherine Taylor

Consultants: Bill Silky and Alan Pole

Observer: Matt Reilly

Location: Burton Street Elementary School

1. Bill Silky welcomed everyone to the meeting and thanked principal Mary Ann MacIntosh for giving a tour of the elementary school prior to the meeting.
2. In response to a question from a previous meeting, Bill Silky shared information about the revenue that might be generated by the school district if space in some building could be leased out. In Cazenovia, office space is currently renting for approximately \$15 per square foot for private businesses. Depending on the tenant and the amount of space needed, the amount of monthly revenue that could be generated by the school district could be calculated. Matt Reilly will contact potential tenants to ascertain this information. Bill indicated that this summary would be placed in the report's appendix.
3. Bill Silky and Alan Pole reviewed the key findings, conclusion, and recommendations from the draft study. Committee members were then asked for their input on the study. By and large, the committee members shared that the conclusion follows from the data presented and that the tentative recommendations make sense.
4. The next step in the process is to present the report to the board of education. Matt Reilly will determine possible dates and then communicate with the consultants. Committee members will be informed of that date and will be welcome to attend that board meeting.

C: Matt Reilly

Appendix B

An Advisory Committee member inquired as to the amount of space at Burton Street that might be leased out to an interested party. Assuming no grade reconfiguration and Burton Street were leasing space this year *and* assuming it was a commercial lessee, the following data was presented to the Advisory Committee in December.

Available Space for Leasing at Burton Street

1. Burton Street has 5 empty classrooms
2. Classrooms are generally 770 sq. ft.
3. Assume 4,000 sq. ft. is leased at \$15/sq. ft.
4. \$6,000/month could be generated



Castallo & Silky-Education Consultants

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