

School Facilities Use Study

Cortland Enlarged City School District

Advisory Committee Meeting
September 13, 2017



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Purpose of the Study

"What options exist to arrange the grades and school buildings to maintain, and perhaps enhance, the education of Cortland City School District students while ensuring fiscal responsibility to the taxpayer. How could the grades and schools be organized?"



Major Study Conclusions



- The district has suffered declining enrollment the past five years and this trend will continue for at least the next six years.
- Research tells us “what” a district does with grade configuration, not “which” grade configuration it uses, is what determines student success.
- While there are some minor differences in elementary programs from school-to-school, the district generally is getting good results in terms of student learning.

Major Study Conclusions



- The Junior and Senior High School program offerings are quite broad and approximately 27% of the juniors and seniors avail themselves of offerings at the local BOCES.
- There are many athletic and curricular offerings for students in the Junior/Senior High School.
- The district has excess capacity in nearly all of its school buildings.
- All of the district's school buildings need some capital work.

Major Study Conclusions



- The district's transportation program has a very complex routing system resulting in many buses having to drop off and/or pick-up students at multiple schools.
- There are a number of "feasible" options for possibly reconfiguring the grades and schools that may be educationally and fiscally to the district's benefit.

Staffing



Staffing Overview-2016-17

<i>Title</i>	<i>Number of Staff</i>	<i>Total Salaries</i>	<i>Average Salary</i>
Aide	48	794,331	16,549
Bus Aide	2	26,035	13,018
Bus driver	20	261,862	13,093
Bus mechanic	2	76,978	38,489
10 mo. clerical	12	276,763	23,064
11 mo. clerical	1	33,106	33,106
12 mo. Clerical	10	356,085	35,608
Custodian/Cleaner	24	720,947	30,039
Food Service	21	294,001	14,000
Operations & Maintenance	8	329,048	41,131
Nurse	7	215,881	30,840
10.5 month Principals	1	109,407	109,407
12 month Principals	8	708,735	88,592
Teacher	255	14,513,806	56,917
Teaching Assistant	33	795,887	24,118

Staffing Overview



Staffing Overview with Fringe Benefits-2016-17

<i>Title</i>	<i>Number of Staff</i>	<i>Total Salaries</i>	<i>Average Salary</i>	<i>Average Salary with 47% Fringe</i>
Aide	48	794,331	16,549	24,326
Bus Aide	2	26,035	13,018	19,136
Bus driver	20	261,862	13,093	19,247
Bus mechanic	2	76,978	38,489	56,579
10 mo. clerical	12	276,763	23,064	33,904
11 mo. clerical	1	33,106	33,106	48,666
12 mo. Clerical	10	356,085	35,608	52,344
Custodian/Cleaner	24	720,947	30,039	44,158
Food Service	21	294,001	14,000	20,580
Operations & Maintenance	8	329,048	41,131	60,462
Nurse	7	215,881	30,840	45,335
10.5 month Principals	1	109,407	109,407	160,829
12 month Principals	8	708,735	88,592	130,230
Teacher	255	14,513,806	56,917	83,668
Teaching Assistant	33	795,887	24,118	35,453

Staffing Overview With 47% Fringe Benefits



Staffing by Elementary Building

Staffing Overview by Building-2016-17					
<i>Title</i>	<i>Barry</i>	<i>Parker</i>	<i>Randall</i>	<i>Smith</i>	<i>Virgil</i>
Aide	7	7	5	7	7
10 mo. clerical	2	1	2	2	
12 mo. Clerical	1	1			1
Custodian/ Cleaner	3	3	3	3	2
Food Service	3	2	2	3	2
Nurse	1	1	1	1	1
10.5 month Principals				1	
12 month Principals	1	1	1		1
Teacher	38	32	30	27	16
Teaching Assistant	9	5	5	5	4



Staff Reduction Options

- Involuntary reductions
 - More predictable
 - Causes more anxiety
 - Maximizes savings
- Attrition
 - Driven by decisions staff make
 - Generally well accepted
 - Savings accrue when appropriate vacancies occur



5 Year History of Staff Hires

History of Staff Hires					
<i>School Year</i>	<i>Teachers</i>	<i>Teacher Aides & Teaching Assistants</i>	<i>Support Staff</i>	<i>Administrators</i>	<i>Total</i>
2013-14	31	5	11	2	49
2014-15	29	8	12	0	49
2015-16	30	4	17	3	54
2016-17	34	11	7	3	55
2017-18	30	?	?	1	31 +



What Are Some Financial Trends and Current Financial Status of the District



What Has Been the Community Support of Spending Plans?

Table 8.?
District Budget Vote History

<i>Year</i>	<i>Yes Votes</i>	<i>No Votes</i>	<i>Total Votes</i>
2017	399	84	483
2016	456	95	551
2015	281	189	470
2014	328	177	505
2013	400	166	566
2012	685	319	1004
2011	365	1137	1502
2010	363	308	671
2009	549	218	767
2008	457	417	874

- Budget has passed 9 out of 10 previous years
- The last two capital project votes (2007 & 2014) have been approved as have 11 of 12 bus propositions since 2005



Recent History of Restricted Fund Balance

Restricted Fund Balance						
Category	6/30/13	6/30/14	6/30/15	6/30/16	6/30/17 Est	6/30/18 Est
Unemployment	\$368,012	\$368,496	\$360,542	\$347,224	\$316,024	\$286,024
Retirement	\$3,031,976	\$3,036,918	\$2,248,554	\$1,483,450	\$1,335,048	\$687,691
Tax Cert	\$809,222	\$810,352	\$811,123	\$811,895	\$1,011,895	\$1,011,895
Liability	\$877,668	\$879,000	\$379,835	\$30,126	\$0	\$0
Emp Benefits	\$1,823,774	\$1,540,505	\$1,289,413	\$965,696	\$615,696	\$265,696
Capital	\$1,503,910	\$1,506,368	\$1,508,252	\$1,510,141	\$2,281,889	\$2,881,889
Workers Comp	\$0	\$1,570,000	\$786,896	\$576,892	\$355,904	\$134,916
Insurance	\$2,004,191	\$2,007,458	\$2,009,969	\$2,012,487	\$241,884	\$241,884
Debt Service	\$513,865	\$513,865	\$1,612,865	\$1,113,917	\$1,117,193	\$1,117,193
Repair	\$0	\$0	\$466,364	\$466,545	\$684,545	\$584,545
Total	\$10,932,618	\$12,232,962	\$11,473,813	\$9,318,373	\$7,960,078	\$7,211,733



Recent History of Unassigned Fund Balance

Unassigned Fund Balance 6/30/13 to 6/30/17					
	<u>6/30/13</u>	<u>6/30/14</u>	<u>6/30/15</u>	<u>6/30/16</u>	<u>6/30/17</u>
Total	\$1,731,901	\$1,520,715	\$720,230	\$30,480	\$159,000



The district is estimating the Unassigned Fund Balance will be \$159,000 at the end of the 2017-18 year.

Recent History of Assigned Fund Balance

Five-Year History of Assigned Fund Balance					
	<u>6/30/13</u>	<u>6/30/14</u>	<u>6/30/15</u>	<u>6/30/16</u>	<u>6/30/17</u>
Total	\$500,000	\$500,000	\$500,000	\$500,000	\$535,000



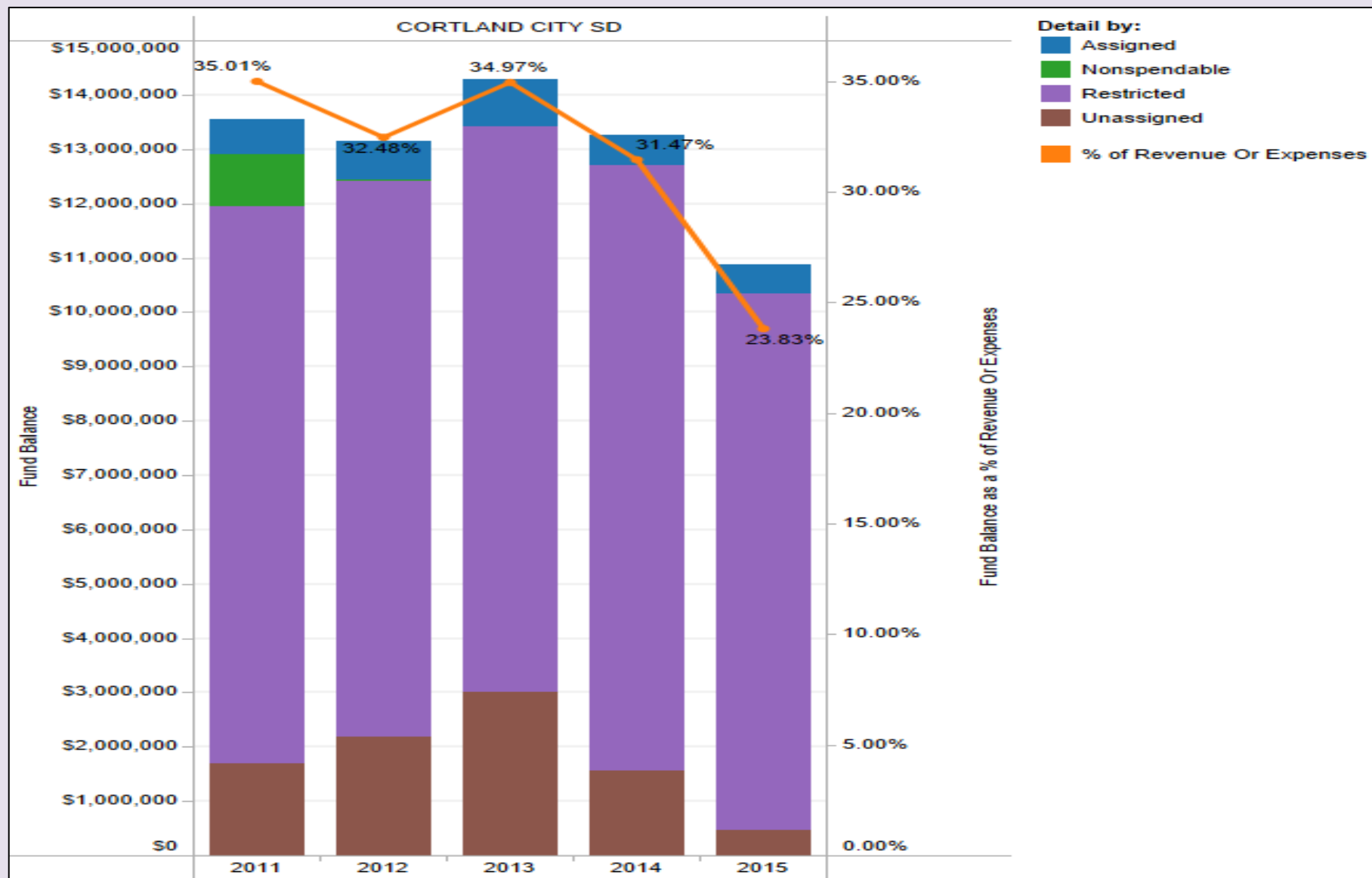
The district is estimating the Assigned Fund Balance at the end of 2017-18 will again be \$535,000.

Reserves

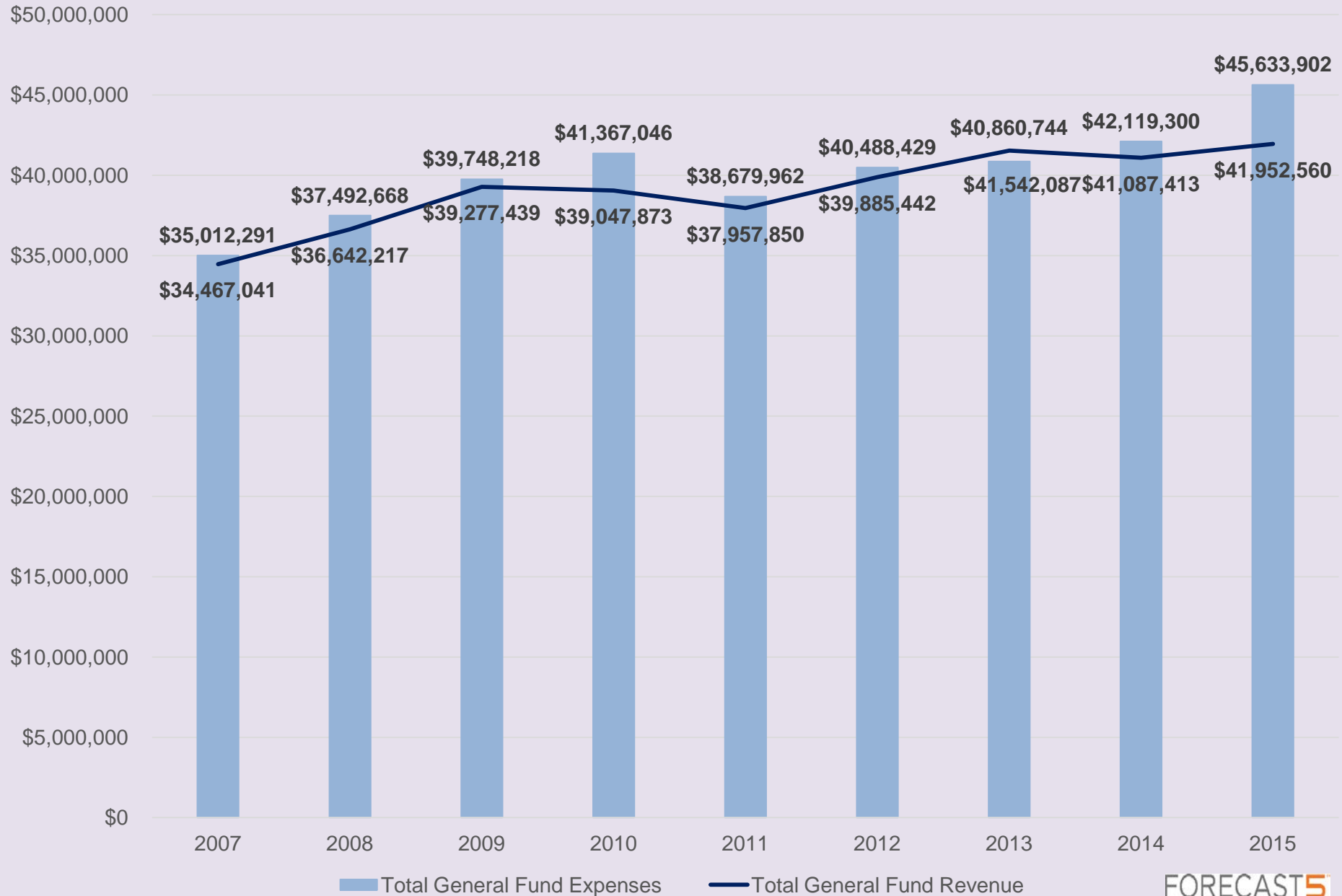


General Fund Balance Trend

(Shown as % of Expenses)



General Fund Revenue vs General Fund Expenses



Recent History of Full-Value Tax Rates

Five-Year History of Full-Value Tax Rates

	2013-14	2014-15	2015-16	2016-17	2017-18	Avg. % Chg.
Tax Levy	\$16,162,674	\$16,631,392	\$17,006,932	\$17,006,932	\$17,006,932	
Full-Value	\$913,917,285	\$916,123,152	\$920,933,354	\$933,734,081	\$945,565,786	
FV Rate	\$17.69	\$18.15	\$18.47	\$18.21	\$17.99	
% Change		+2.6%	+1.8%	-1.4%	-1.2%	+0.45%



What Do The Auditors Say?



The district's independent audit for the 2015-16 school year by Raymond Wager, CPA, PC concluded that the district had a decrease in the amount by which assets exceeded liabilities and a decrease in the combined fund balances compared to the previous year.

The NYS Comptroller's office audited Cortland's General Fund Balance and issued its report (January 2017) saying "the District has had average annual operating deficits of approximately \$1.6 million over the past three years and we project a similar operating deficit for the 2016-17 year." The report went on to say "Continuing to finance operating deficits with fund balance and reserves has negatively impacted the District's financial condition."

Additionally, the January 2016 NYS Comptroller's report on the fiscal stress of districts classified Cortland as "moderately stressed"

Summary of Principal & Interest on Capital Debt-Net Local Share

Year	Total Debt Service	Estimated Building Aid	Aid on Capital Outlay	Estimated Net Local Share
2017-18	\$3,671,250	\$3,218,110	\$88,600	\$364,640
2018-19	\$3,667,650	\$3,218,110		\$449,540
2019-20	\$3,660,125	\$3,218,110		\$442,015
2020-21	\$3,657,150	\$3,218,110		\$439,040
2021-22	\$3,658,250	\$3,218,110		\$440,140
2022-23	\$3,662,925	\$3,218,110		\$444,815
2023-24	\$3,660,675	\$3,218,110		\$442,565
2024-25	\$3,661,500	\$3,218,110		\$443,390
2025-26	\$3,664,925	\$3,218,110		\$446,815
2026-27	\$870,425	\$916,096		-\$45,671
2027-28	\$867,525	\$916,096		-\$48,571
2028-29	\$863,225	\$916,096		-\$52,871
2029-30	\$547,500	\$779,907		-\$232,407
2030-31	\$545,900	\$643,718		-\$97,818
2031-32	\$543,400	\$513,896		\$29,504
Totals	\$37,202,425	\$33,648,799	\$88,600	\$3,465,126

Outstanding
District Capital
Indebtedness:
Short and Long-
Term



Exploring Options



Feasible vs. Desirable Options

- Feasible Options: Grade/building arrangements that can be implemented based on available space and facility conditions. (Is it possible?)
- Desirable Options: Grade/building arrangements that are feasible *and* are desirable based on available space, facility conditions, educational soundness and fiscal responsibility. (Is it a good idea?)



Options From August 2 Meeting

#1-Keep the current grade arrangement and fix up the buildings according to a priority list determined by the Board of Education based on the recent building condition survey.

#2-Move the 6th grade to the Junior-Senior High School and create a 6-8 Middle School.

#3-Create a 6-8 middle school using one of the existing elementary schools.

#4-Make the elementary grade configuration Pre-K-1, 2-3, 4-5, and 6-8.

#5-Make one building a Pre-K center for all Pre-K students.

#6-Consider a Pre-K-8 configuration.

#7-Make the elementary schools specialty (magnet) schools like science/tech or fine arts.

#8-Create two grade centers at the elementary level (PK-2 Smith; 3-5 at Parker/PK-2 Barry; 3-5 at Randall), close Virgil Elementary School. Make the Junior High a 6-8 Middle School.

#9-Close all elementary schools and build a new single elementary school to house all the students in grades Pre-K-5.

#10-Add a second floor to Virgil and add students from other schools.

#1-Keep the current grade arrangement and fix up the buildings according to a priority list determined by the Board of Education based on the recent building condition survey.

Priorities from 2015 Building Conditions Survey				
<i>Facility</i>	<i>Priority 1 (1-2 Years)</i>	<i>Priority 2 (3-5 Years)</i>	<i>Priority 3 (6-10 Years)</i>	<i>Other</i>
Barry	\$4,770,081	\$996,438	\$1,033,200	\$1,800,645
Parker	\$4,278,395	\$851,875	\$365,250	\$16,380
Randall	\$1,118,799	\$895,500	\$799,725	\$50,820
Smith	\$4,160,393	\$1,800,075	\$228,908	\$18,900
Virgil	\$638,935	\$587,813	\$329,805	\$71,400
Jr-Sr High	\$11,697,895	\$3,644,938	\$3,614,850	\$213,885
DO/Bus Garage	\$1,056,028	\$323,313	\$60,750	\$1,575
District Total	\$27,720,525	\$9,108,950	\$6,432,488	\$2,173,605

#2-Move the 6th grade to the Junior-Senior High School and create a 6-8 Middle School.

- ✓ Would represent the programming option that is preferred by many people in the district.
- ✓ Would result in approximately 10 more empty classrooms in the elementary schools.
- ✓ Further planning would be required to determine if the 6th grade could fit in the junior-senior high school without significant additions for classrooms and ancillary space.



#3-Create a 6-8 middle school using one of the existing elementary schools.

Per King & King-"relocating...would require significant additions and/or renovations."

- ✓ Existing building is missing a number of program spaces like technology, science rooms, family & consumer science, etc.
- ✓ Would have to make renovations to toilet rooms and possibly the serving lines to reflect a more age appropriate configuration.
- ✓ Probable costs would be approximately \$300/square foot for new space.
- ✓ Green space might be inadequate and athletic facilities & playscapes might have to be modified to be age appropriate.



Elementary Class Sizes: 2016-17
(Does not include Pre-K)

<i>Grade</i>	<i>Barry</i>	<i>Parker</i>	<i>Randall</i>	<i>Smith</i>	<i>Virgil</i>	<i>TOTAL</i>	<i># of Sections</i>
K	16, 16, 18	21, 20	21, 22	18, 16	13	181	10
1	22, 19	15, 17	14, 17	22, 20	17	163	9
2	23, 21	19, 18	23, 23	19, 21	16	183	9
3	18, 18, 18	20, 21	21, 24	20, 17	24	201	10
4	17, 18, 18	18, 15	22, 23	20, 20	20	191	10
5	24, 24	15, 18	20, 19	16, 14	12	162	9
TOTAL	290	217	249	223	102	1,081	57

Note: Average common branch class size in Cortland County=19 (2015-16) and average common branch class size in NYS=22

#4-Make the elementary grade configuration Pre-K-1, 2-3, 4-5, and 6-8.

Elementary Section Sizes for K-1, 2-3, and 4-5
(Does not include Pre-K)

<i>Grades</i>	<i># of Students</i>	<i>Current # of Sections</i>	<i>Potential # of Sections with 22 Students Max./Section</i>
K-1	344	19	9+8=17
2-3	384	19	9+10=19
4-5	353	19	9+8=17
Total		57	53



#5-Make one building a Pre-K center for all Pre-K students.

There are currently 4 classrooms allocated to UPK/Head Start programming. This would mean that a complete building would be operating 4 classrooms and that the Pre-K students and teachers would be segregated/separated from the other elementary programs.



#6-Consider a Pre-K-8 configuration.

- ✓ Using the 2016-17 enrollment of 190 students in grades 7 and 181 students in grade 8...and assuming 22 students per section, it would be necessary to create 9 classrooms for grade 7 and 9 classrooms for grade 8 in the 5 existing elementary schools.
- ✓ There is limited site space at the elementary schools to accommodate middle school extra-curricular activities.
- ✓ The current junior high school would be vacant.



#7-Make the elementary schools specialty (magnet) schools like science/tech or fine arts.

- ✓ Would further complicate an already complex transportation system.
- ✓ Is the “elementary magnet” concept consistent with the district’s educational philosophy about having children choose an academic focus so early?



Elementary Class Sizes: 2016-17
(Does not include Pre-K)

<i>Grade</i>	<i>Barry</i>	<i>Parker</i>	<i>Randall</i>	<i>Smith</i>	<i>Virgil</i>	<i>TOTAL</i>	<i># of Sections</i>
K	16, 16, 18	21, 20	21, 22	18, 16	13	181	10
1	22, 19	15, 17	14, 17	22, 20	17	163	9
2	23, 21	19, 18	23, 23	19, 21	16	183	9
3	18, 18, 18	20, 21	21, 24	20, 17	24	201	10
4	17, 18, 18	18, 15	22, 23	20, 20	20	191	10
5	24, 24	15, 18	20, 19	16, 14	12	162	9
TOTAL	290	217	249	223	102	1,081	57

Note: Average common branch class size in NYS=22

Grade Center Elementary Sections for 2 K-2 Schools & 2 3-5 Schools
(Does not include Pre-K)

<i>Grades</i>	<i>Current # of Students</i>	<i>Current # of Sections</i>	<i># of Students with Virgil Students at Barry & Randall</i>	<i>Potential # of Sections with 22 Students/Section</i>
K-2 Smith	226 (P & S))	12	226 (P & S)	4 + 4 + 4=12
K-2 Barry	255 (B & R)	13	301 (B, R, & V)	5 + 5 + 5=15
3-5 Parker	214 (P & S)	12	214 (P & S)	4 + 4 + 3=11
3-5 Randall	284 (B & R)	14	340 (B, R, & V)	6 + 6 + 5=17
(Virgil)		6		-
Total		57		55

#8-Create two grade centers at the elementary level (K-2 Smith; 3-5 at Parker/K-2 Barry; 3-5 at Randall), close Virgil Elementary School and send students to Barry & Randle. Make the Junior High a 6-8 Middle School.



#9-Close all elementary schools and build a new single elementary school to house all the students in grades Pre-K-5.

Cost per King & King:

1,160 students in Pre-K-5

X 150 square feet/student

174,000 square feet

X \$300 per square foot

\$52,200,000 + cost of property

✓ *Would result in an elementary school with 1,160 students and 5 empty elementary schools in the district.*



#10-Add a second floor to Virgil and add students from other schools.

Per King & King: ...”adding a second floor is usually not a practical solution”

- ✓ *”Foundations, footings, etc. can be much more complicated and labor intensive to build.”*
- ✓ *”May be additional costs to reinforce structural systems.”*
- ✓ *”All rooftop mounted equipment need to be either relocated or removed and replaced.”*
- ✓ *Multiple floors can be a bit more challenging...especially for younger students.”*
- ✓ *ADA-elevators would be required (increased cost).”*
- ✓ *Aesthetics-How does the new construction relate to the existing?”*



Take-A-Ways

1. The purpose of the study has been refined to provide options for grade and school organization.
2. The cost for staff salaries and fringe benefits is approximately $\frac{2}{3}$ – $\frac{3}{4}$ of the district's budget.
3. Should staff reductions be part of the future facilities plan, it is very reasonable to assume that those reductions could be accomplished through attrition.
4. For at least the past 5 years, the full value tax rate for the district has remained approximately the same.
5. The district has financed operating deficits with fund balance and reserves which has negatively impacted the district's financial condition.
6. The district has some significant financial challenges for the future.



Option 1: Remain As Is: PK-6, 7-8, 9-12 and renovate current buildings

Pros

Cons

Discussing the Options



Questions????

