

DeRuyter Central School District

Staffing & Efficiency Study



Castallo & Silky LLC

Dr. Jessica Cohen and Dr. William Silky

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I. Executive Summary

In August 2017, the DeRuyter Central School District Board of Education commissioned a study to examine the district's staffing patterns to determine if it is achieving maximum efficiency. The educational consulting firm of Castallo and Silky LLC (Syracuse, N.Y.) was engaged to conduct the study.

More specifically, the focus of the study was to examine staffing patterns and enrollment to make recommendations for potential realignment of personnel and other resource utilization. To address this purpose the consultants reviewed information provided by the district, conducted interviews with selected district staff, researched similar districts and interviewed their superintendents, and reviewed the related professional literature.

Following the information-gathering portion of this study, the consultants began preparing their report to the Board of Education and Superintendent.

A summary of the findings, conclusions and recommendations of the consultants follows:

1. The district has been experiencing declining K-12 enrollment for at least the past six years and it appears that its enrollment will continue to decline, however at a slower pace, in the next several years from a current enrollment of 343 to 326.
 - A very small number of non-resident students attend the DeRuyter School District. Consequently, should all of these students return to their home schools, it would not adversely affect future enrollment projections.
 - DeRuyter has a relatively high number of students whose families elect to educate them at home (an average of 33 per year). Should all these parents choose to discontinue this practice and return their students to the district, it could impact future enrollment estimates.
2. The district's instructional program offers core and special classes in alignment with NYS requirements. At the secondary level, core academic and elective courses are offered, including classes for college credit. In summary, the district offers a fairly comprehensive instructional program for a small, rural district to its students across the elementary and secondary grades.



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- There are two sections of classrooms at each of the elementary grades K-5, except 1st.
- Elementary class sizes average 14.3 students per section, much less than the state average.
- In addition to the classroom teachers at each level teaching the core areas of English, reading, science, math, and social studies, the elementary program provides instruction in art, music, library, and physical education. Physical education is provided in excess of the state requirements for 120 minutes a week.
- Students in DeRuyter scored lower than the NYS average in each of the four years on the state's 3rd – 8th grade ELA tests. Scores in math were at the state average in both the 2015-16 and 2016-17 school year. When scores were compared to the districts similar in size, wealth, and poverty level, it was apparent that DeRuyter scores in the 2017 year were higher than most of the similar districts.
- DeRuyter offers a typical middle level program to its 6th through 8th grade students.
- The district has been creative in scheduling to maximize offerings for high school students.
- There are 19 high school courses that have fewer than 10 students in the class. This represents 15% of all course sections (excluding those limited in size by regulation).
- DeRuyter offers high school students the opportunity to enroll concurrently in high school courses and college level courses; 9 are offered through Tompkins Cortland Community College and two through Cobleskill. In addition, there are three AP courses offered to students. While this is laudable, we found similar districts that offer even more college level courses for their students through the use of distance learning and on-line courses.
- During the current school year, DeRuyter has 23 junior and seniors taking courses at the OCM BOCES; this represents 43% of the total students in grades 11 and 12.

3: Almost 1 out of every 5 students (19%) in DeRuyter is classified as a student with a disability.

- The number of special education students in the district has increased in recent years from 52 (12% classification rate) in 2012-13 to 65 students (19% classification rate) in 2017-18.
- The majority of special needs students in DeRuyter are educated in district classrooms. There are only 8 students who are educated in out of district classrooms.



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4. DeRuyter's high school graduation rate has improved over the past four years from 72% to 93% and now exceeds the state average rate. This clearly is no easy feat for any school district. However, the number and percentage of students who received Advanced Designation on their Regents diploma is much lower and has varied over the years.
5. The district currently has 6.1 administrators including an interim superintendent, two principals, one director of special education, a half-time shared business administrator, a .6 treasurer, and a director of transportation/ buildings and grounds.
 - It appears that while the similar districts are organized in a variety of ways, the range of administrative Full Time Equivalents (FTE) is from 6.5 (Madison, and Stockbridge Valley) to 3.6 (Prattsburgh), with a mean of 5.6.
 - A significant amount of time is reported being spent by the building principals and the director of special education in fulfilling the requirements of the Annual Professional Performance Reviews.
 - The bottom line as far as administrative organizational structure is concerned in districts the size of DeRuyter is that each district formulates a structure around district needs and the background and skills of individuals hired by the district to fill administrative roles.
6. The district has very reasonable elementary class sizes (between 11 and 17 students per section). These class sizes are considerably below statewide averages. In some instances, the district could combine sections and still maintain reasonable class sizes.
7. Comparison with the other similar districts indicates that DeRuyter's use of teacher assistants and aides is higher than most of the other districts.
8. There is strong support by the DeRuyter community for the school district. District residents have passed school budgets every year since 2007 with the exception of 2017. In 2017, the board proposed a budget with an increase higher than the tax cap requiring a 60% majority to pass. While the vote was more than a majority, it did not meet the 60% approval needed. The budget was revised and voted on again in June and it passed.
9. The short-term fiscal picture of the district is fair but the long-term picture is harder to predict.
 - Over the past five years the district has been able to increase the amount of money it has added to reserve accounts; this is a positive sign.



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- The unassigned fund balance has fluctuated over the past five years and currently is 2.7% of the 2017-18 general fund budget; this is below the 4% cap required by the state.
- The amount of money the district has assigned to hold down the tax levy has declined since 2013; this is a positive fiscal sign.
- The most recent independent audit of DeRuyter's finances finds the district is likely to be financially stable for 2-3 years, however the longer-term picture is more difficult to project.
- In January 2017 the State Comptroller's audit of the district classified DeRuyter as a district "susceptible" to fiscal stress.

With these findings in mind, the following conclusions have been reached.

As the district moves forward, it is incumbent on the district to first attempt to match individuals to the particular vacancy role responsibilities or hire the most qualified person and, if necessary, continue to shape their duties (and perhaps those of others in the district) to ensure the work is completed successfully.

The Board of Education will need to make decisions within a short time frame regarding the administrative structure of the district. This will be an opportune time to reshape the roles and responsibilities of the position.

Recommendations.

1. First we recommend that the Board of Education should immediately conduct a search to find a new superintendent. Since a typical search process takes approximately six to nine months, it is essential that the board begin the process as soon as possible. Part of the discussion should be to identify if there are any internal candidates and if the search is to be limited to these candidates only or if this will be a full search open to any applicants.
2. Depending on the outcome of decisions surrounding the Superintendent search, the Board may wish to consider one of the following administrative staffing options:
 - In the first option for consideration, the Board of Education would secure a new Superintendent of Schools with experience and skill in managing the district's finances. This would then allow the district to reduce the part-time business administrator's position as it is currently structured.
 - A second possibility would be to reduce one principal position but add either an assistant principal or an administrative intern to support the PK-12



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principal. The Director of Special Education would assume the added responsibilities of coordinating curriculum work for the district.

- A third option for consideration would be to have a Superintendent of Schools, a part-time business administrator through BOCES, and two principals. The PK-5 Principal would be assigned the responsibilities of the Director of Special Education.
 - The fourth option would have the Superintendent assume the role of Principal for the PK-2 student and staff population. The Director of Special Education will assist the grades 3-12 Principal with some typical Assistant Principal duties and will oversee the district's professional development responsibilities.
 - A final possibility is to share a Superintendent of Schools with another school district willing to partner with DeRuyter.
3. We recommend that the administration and Board of Education monitor the assignment and use of teacher assistants to ensure that they have the appropriate staffing required. One step to doing this would be to determine how many individualized education plans require the use of teacher assistants. If the use of teacher assistants for students with disabilities is not part of the I.E.P., then serious consideration should be given to reducing the use of teacher assistants, especially in light of the district's small class sizes.
4. While recommendations concerning the use of distance learning and/or on-line learning are somewhat tangential to a study of staffing, we would recommend that the district consider investigating such programs in the similar schools studied. Since students attending college will, most likely, be required to take one or more on-line courses, it would be helpful for DeRuyter's students to have those experiences in high school. In addition, the use of distance learning/on-line programs would offer more varied courses to students without adding significant costs.



II. Acknowledgements

A study with this purpose and magnitude would not be possible without the support, cooperation, and encouragement of many individuals. We would first like to express our appreciation to Superintendent Chuck Walters and his most helpful secretary Sandy Welsh who were generous with their time for requested information. Without their willingness to accommodate these requests, the timeliness of this study would not have been achieved. In particular, we wish also to thank Jim Southard (Business Administrator), Sally Feinberg (High School Principal), Kim O'Brien (Elementary Principal), Lisa Garofalo (Director of Special Education), Ted Fuller and Kathy Cook (CSEA officers), Kevin Springer and Amanda Graham-Quirk (Middle Management), Donna Barber and Shannon Forrest (DFA officers), Ryan Wood and Brandon Burdick (students), Nancy Parkhurst (former Mayor of DeRuyter), and Dan Degear (Town of DeRuyter Supervisor) for the time they devoted to sharing their perspectives on the district. Thanks are also due to Maureen Alger who was very helpful in explaining high school offerings and scheduling strategies. Additionally, we thank the superintendents in the comparison districts for their willingness to take our phone calls and share their districts' information so that we could fairly examine how DeRuyter's personnel structure stacks up against these similar school districts.

Finally, we wish to thank the members of the DeRuyter Board of Education. As with all responsible school leadership teams, they took the risk of examining this critical issue knowing full well that simply asking questions about staffing patterns might raise some very uncomfortable issues. Despite this, they supported the study and actively followed its progress, while always 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!



III. Overview of the District and Study Process

This section provides background as to the need for the study. It offers a context within which to place the consideration of various options and their associated costs and benefits. This context offers perspective for the difficult decisions the DeRuyter Central School District Board of Education has before it.

Background

The DeRuyter Central School District is located in southwestern Madison County east of the City of Syracuse. The district includes students from the towns of DeRuyter, Sheds, Cuyler (in Cortland County), and Lincklaen (in Chenango County). The district houses all students in grades Kindergarten through 12th grade in a single school building. The district covers an area of 88.9 square miles.

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 in the past decade. It is the Board's appreciation and understanding of the fundamental significance of this challenge that served as the stimulus for this study.

As all good boards of education, the DeRuyter School District Board of Education chose to examine its staffing pattern to determine whether the district was efficient and effective in light of the challenges mentioned above.

The main focus of this study is whether, from an educational and financial perspective, it is feasible for the district to reorganize its staffing pattern in a more fiscally responsible way while at the same time continuing to maintain the quality of the educational program.

The timeline called for initiation of this study in late summer/early fall, and completion by early January 2018. As soon as the final report was complete, the Board would receive it and consider appropriate action or response.



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The Board of Education selected Castallo & Silky LLC, an educational consulting firm from Syracuse, New York. Dr. William Silky and Dr. Jessica Cohen led this study for the firm. Castallo & Silky LLC has extensive experience in working with school districts in New York State on a variety of management studies.

Purpose of the Study

The purpose of this study was outlined clearly in the proposal submitted by the consultants and in direct response to the needs expressed by the DeRuyter Board of Education. The goal of the study was examine staffing patterns in the school district in light of current and future student enrollment and to make recommendations on potential realignment of personnel and other resource utilization.

To address this purpose, a study design was developed with the express intent 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 the DeRuyter Central School District,
 - c. not be influenced by special interest groups,
 - d. be educationally sound,
 - e. be fiscally responsible and realistic, and
 - f. provide a multi year perspective.

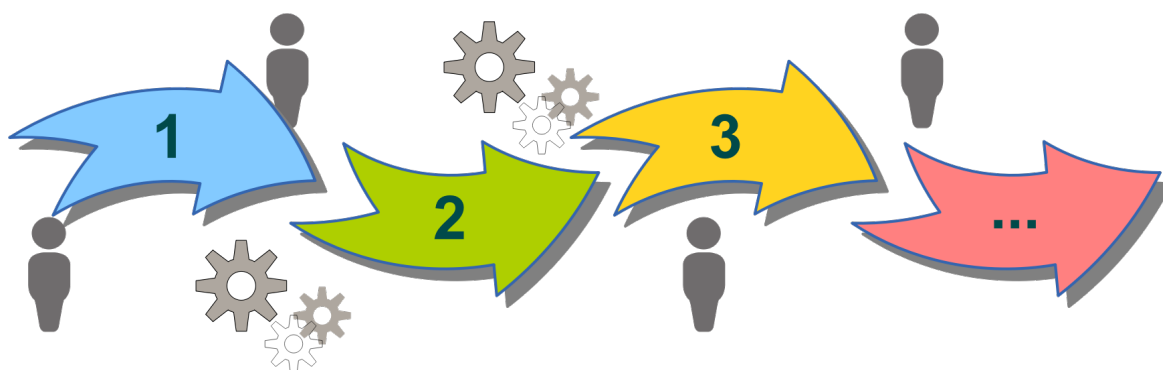
The study concludes with this final report to the Board of Education. The recommendations contained in this document represent those of the consultants only and are presented as a vehicle for engaging the Board in discussion regarding the best the way to staff the district in near-term future years.



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Study Process

The study process began with first having the DeRuyter Board of Education agree on a “critical study question” that would guide the effort. Once the critical question was established, a number of data gathering strategies were implemented that would yield insight for answering the critical study question. These strategies included extensive document gathering and review, individual and small group interviews, and surveys of similar districts. Following the extensive data gathering, analysis of the information provided the consultants with the answers to the critical question. Lastly, based on the conclusions or answer to the critical question, using their best judgment, the consultants offered a series of recommendations for Board consideration. The entire process concluded in this written report and an oral presentation of it to the Board of Education.





IV. Enrollment History and Projection

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.



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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 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 2008-2016 is available from the New York State Department of Health. The history of live births and kindergarten enrollments as well as *projected kindergarten enrollments* are shown in the following table.

Table 4.1 Number of Live Births, 2008 – 2016 Kindergarten Enrollment, 2012 - 2020 DeRuyter Central School District			
Calendar Year	Live Births	School Year	K Enrollment by School Year
2008	33	2013-14	39
2009	36	2014-15	42
2010	27	2015-16	30
2011	29	2016-17	14
2012	22	2017-18	27
2013	34	2018-19	35
2014	30	2019-20	31
2015	20	2020-21	21
2016	21	2021-22	22
SOURCE: Live births provided by the NYS Department of Health.			



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

Table 4.2 DeRuyter Enrollment History and Projections													
Grade	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23	2023 -24	2024 -25
Birth Data	33	36	27	29	22	34	30	20	21	25	25	25	25
K	29	39	42	30	14	27	35	31	21	22	26	26	26
1	25	25	34	33	30	16	25	33	29	19	20	24	24
2	30	27	29	30	30	29	16	25	33	29	19	20	24
3	22	32	23	28	30	29	28	16	24	32	28	19	20
4	25	26	35	27	24	30	31	30	16	26	34	30	20
5	27	26	24	33	24	23	29	29	28	16	25	32	28
6	28	28	27	26	30	24	23	29	30	29	16	25	33
7	28	25	31	29	23	30	24	23	29	29	29	16	25
8	40	31	26	33	29	25	32	25	25	30	31	30	17
9	28	38	30	30	31	26	25	31	25	24	30	31	30
10	34	28	36	29	27	30	25	23	30	24	23	29	29
11	26	35	30	34	31	26	30	25	24	30	24	23	29
12	22	26	34	26	34	28	25	29	24	23	29	23	22
Total	364	386	401	388	357	343	347	350	337	332	333	327	326
K-6 Total	186	203	214	207	182	178	187	193	181	172	168	176	174
7-12 Total	178	183	187	181	175	165	160	157	156	160	165	151	151

Note: Live births from 2021-22 to 2024-25 are estimated to be the average of the previous five years as these children are not yet born or the data is not available. Therefore, after 2020-21 projections are quite speculative.

In examining Table 4.2, it is apparent that enrollment in DeRuyter has declined slightly over the past six years. Since 2012-13, K-12 enrollment has declined from 364 to 343, a 5.7% decrease. This downward trend has been occurring for some time as shown in Table 4.3.

Table 4.3 DeRuyter Long-Term K-12 Total Enrollment History										
Year	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
K-12	576	573	567	568	566	559	517	505	491	508
Year	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K-12	493	529	497	459	427	420	409	380	364	386



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Projected future K-12 enrollment of 326 in 2024-25 indicates a 4.9% decrease over the current school year.

Examining the K-6 enrollment we can see that the past six years enrollment has dropped from 186 in 2012-13 to 178 (-4.3%) while the secondary enrollment has gone from 178 to 165 (-7.3%). Looking to the future, we are projecting both the elementary and secondary enrollments will continue to decline slightly.

In some school districts the number of home-schooled children and non-resident students can be a factor that, if past patterns change, can affect enrollment projections. In the current school year in DeRuyter only has five non-resident children that attend the district. Consequently, this number is so small that even if these students were to no longer attend it would have minimal impact on the enrollment projections in Table 4.2.

On the other hand, over the past five years there has been an average of 33 students per year that are residents of DeRuyter whose parents have chosen to educate them at home. This is approximately 9.6% of the current year's enrollment. A recent study by the National Center for Educational Statistics (2017) indicated that 3.3% of the nation's students were homeschooled. Our experience in New York State has been that the percentage typically ranges from 1% to 3%. Although it is highly unlikely, should all of these parents who homeschool decide to end this practice and send their children to the district, this could impact our projections.

In summary, it appears that the kindergarten through grade 12 enrollments in the district will remain somewhat stable or perhaps decline slightly in the next five or six years and the pattern is the same for the elementary and secondary grade ranges. Therefore and in light of this particular study, any modified staffing pattern will need to ensure a sound educational program for roughly the same number of students as at present.



V. Current Instructional Program

This section of the report presents an overview of the district’s instructional program and is broken down into two sections—elementary and secondary levels. The instructional program is reviewed to determine if there are areas of efficiency that might be pursued or if there are program enhancements that could be sought within the current financial constraints.

Elementary Program

The elementary level students at DeRuyter are educated in one wing of the K – 12 building. During the 2017-18 school year, all grades with the exception of first had two sections. Section size ranged from 11 in the 5th grade to 17 in the first grade, with an average class size of 14.3. Until this year, there were also two sections of a Pre-Kindergarten program. Because of funding issues, the program was eliminated.

Table 5.1 Elementary Section Sizes	
Grade Level	Sections & Size
Kindergarten	14, 14
1 st Grade	17
2 nd Grade	14, 15
3 rd Grade	16, 15
4 th Grade	14, 15
5 th Grade	12, 11
	Average Class Size = 14.3
Information on size of sections was provided as of 9/5/17. As a result, data is not completely aligned with the 10/4/17 BEDS information.	

Two sections at each grade level have been maintained, in part because, with the exception of the fifth grade, all of the total grade level enrollments exceed the contractual stipulation that “class size in the elementary shall be limited to twenty-five (25) whenever possible.” One or two sections at each grade level are very common in districts the size of DeRuyter as noted by our comparison analysis (see Appendix).

In addition to the classroom teachers at each level teaching the core areas of English, reading, science, math, and social studies, the elementary program provides instruction in art, music, library, and physical education. The elementary program, as the



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high school program, is organized on a four-day schedule. Elementary students at DeRuyter receive art instruction for 35 minutes once each four-day cycle at each grade level. Similarly, students in grades K – 5 receive music for 35 minutes once each four-day cycle. Physical education is provided for 35 minutes every day to all students in grades K – 5. Library/technology is offered 2 days every four-day cycle for 35 minutes a period. Table 5.2 summarizes the data for special area programs.

Table 5.2 Elementary Schedules for Art, Music, Physical Education, and Library				
Grade Level	Art	Music	Physical Education	Library/ Technology
Kindergarten	1 X 35/4 day	1 X 35/4 day	Daily x 35	2 X 35/4 day
1st	1 X 35/4 day	1 X 35/4 day	Daily x 35	2 X 35/4 day
2nd	1 X 35/4 day	1 X 35/4 day	Daily x 35	2 X 35/4 day
3rd	1 X 35/4 day	1 X 35/4 day	Daily x 35	2 X 35/4 day
4th	1 X 35/4 day	1 X 35/4 day	Daily x 35	2 X 35/4 day
5th	1 X 35/4 day	1 X 35/4 day	Daily x 35	2 X 35/4 day

Offerings in art, music, and library are similar to other districts of like size. Physical education at DeRuyter is offered for more time than at many similar size districts. State education regulations require students in Kindergarten through 3rd grade must have physical education daily; students in grades 4 – 6 have to have physical education not less than three times a week. Students are required to have physical education for 120 minutes a week. It appears that K – 5 students are scheduled to receive 175 minutes a week of physical education, more than the state requirement.

(<http://www.p12.nysed.gov/ciai/pe/documents/title8part135.pdf>.)

To gain a more complete understanding of instructional programs it is important to look at student achievement. 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. For many years, New York tested students in 4th and 8th grade in English/Language Arts and Mathematics. Since 2005-06, New York State, pursuant to the No Child Left Behind requirement, has tested all students in grades 3-8 in English/Language Arts and Mathematics.



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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.

Because of some changes in the format and content of the assessments over the past few years, comparability from year to year is somewhat problematic. However, comparing a district to the state average or to other similar districts will yield some insight into the relative readiness of students to move on to the next level. Proficiency on these assessments is defined by the state as achieving either Level 3 or Level 4 on the assessments. These levels indicate that at Level 3, the students are meeting the learning standards and demonstrating an understanding of the content expected in the subject and grade level. Students at level four demonstrate 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.

Table 5.3 provides a summary of the past four years' NYS ELA and Math scores for 3rd through 8th graders. DeRuyter's students scored lower than the NYS average in



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each of the four years on the ELA assessment. Scores in math were at the state average in both the 2015-16 and 2016-17 school year.

Table 5.3 % of Students Achieving Proficiency English Language Arts and Mathematics 3rd – 8th Grade Assessments				
	2013-14	2014-15	2015-16	2016-17
DeRuyter				
English Language Arts	18%	20%	26%	37%
Mathematics	34%	35%	39%	40%
New York State				
English Language Arts	31%	31%	38%	40%
Mathematics	36%	38%	39%	40%
Proficiency is defined as scoring at Level 3 or 4 on the assessment. Source: www.nysed.gov				

When scores were compared to the similar districts, it was apparent that DeRuyter scores in the 2017 year were higher than 6 of the 9 comparison districts. Table 5.4 provides a summary of that comparison.

Table 5.4 Comparison of NYS 3rd – 8th Grade Assessments Percentage of students at Proficiency 2016 and 2017				
District	2016 ELA	2016 Math	2017 ELA	2017 Math
DeRuyter	26%	39%	37%	40%
Madison	28%	27%	16%	25%
Milford	32%	49%	29%	27%
Morris	34%	50%	35%	34%
Otselic Valley	13%	11%	16%	24%
Prattsburgh	45%	32%	45%	25%
Schenevus	24%	33%	25%	27%
South Kortright	27%	26%	30%	25%
Stockbridge Valley	37%	41%	37%	33%
NYS	38%	39%	40%	40%
Source: www.nysed.org Numbers in () are the total number of students tested.				

**When 2017 student scores
on New York State tests
were compared to similar
districts, DeRuyter students
scored higher than most**



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Secondary program

The academic program for students in middle grades (6th – 8th grades) is fairly similar throughout New York State. In addition to the core courses of English, math, science, and social studies, students receive physical education and are exposed to exploratory courses in foreign languages, health, art, music, home and careers, and technology. In addition, students at the 8th grade level are allowed to take accelerated courses allowing for high school credit to be earned in math, science, and foreign languages. Students who are interested may also participate in chorus and band.

DeRuyter offers a typical middle level program to its 6th through 8th grade students. In addition to the typical courses, students take computers at the 6th and 7th grade levels. Participation in the 6th, 7th, and 8th grade bands and middle school chorus is robust.

Table 5.5 documents the enrollments in courses at the 6th through 12th grades taken from the September 7, 2017 Section Load Report provided by the district. The table summarizes the courses offered as well as the enrollments in each section.

Table 5.5 6th – 12th Grade Course Offerings 2017-18	
Course	# of sections and section sizes
English 6	11, 12
English 7	14, 16
English 8	12, 13
English 9	12, 12
English 10	15, 16
English 11	14, 13
English 12	13
AP English	11
Public Speaking ¹	7
Reading 6	11, 12
Reading 7	12
Social Studies 6	11, 12
Social Studies 7	15, 14
Social Studies 8	12, 13
Global I	13, 12
Global II	18, 15
US History & Government	12, 12



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Table 5.5 Continued 6th – 12th Grade Course Offerings 2017-18	
Course	# of sections and section sizes
Government ¹	14
Economics ¹	14
AP Government/Economics	11
Math 6	12, 11
Math 7	12, 12
Math 8	18
Algebra I	14, 18
Algebra I Ext ³	8
Algebra IB	10
Geometry	9, 13
Algebra II	8
Pre Calculus	5, 7
Calculus	7
Math Extension	7
Advanced Math	6
College Algebra	10
Science 6	12, 11
Science 7	15, 15
Science 8	13, 12
Earth Science & Lab	11, 10
Living Environment & Lab	13, 18
Chemistry & Lab	10
Physical Science	10
Physics & Lab	5
General Biology II	9
ENL Application	3
Spanish 8	13, 12
Spanish I	10, 11
Spanish II	16, 1 ²
Spanish III	9 ² , 1 ²
Focus on Freshman ³	12, 12
Computer 6 ³	10, 9
Computer 7 ³	13, 12
Computer AP/OP ¹	18, 14
Accounting	7, 1 ²
Marketing ³	10
Business/Sports ³	10
Art 6 ³	11, 8
Art 7	13, 12, 5 ³



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Table 5.5 Continued
6th – 12th Grade Course Offerings
2017-18

Course	# of sections and section sizes
Studio Art	16, 1
Advanced Art	1, 7, 1 ² , 1 ² , 7 ² , 10 ²
Tech 8	12, 13
Basic Ag	3, 3 ² , 4 ²
Advanced Ag	2, 10, 2 ³ , 7 ³ , 8 ³
Small Animal Science ³	10, 3 ³ , 1 ³
Supervised Ag	1
Spec. Ag. Science	2
Family and Consumer Sciences	15, 15
Health 8 ³	25
Health 10 ¹	14, 18
PE 6 ³	23
PE 7 ³	17, 13
PE 8 ³	25
PE 9 - 12 ³	16, 24, 20, 18, 14, 16
Journalism ³	7
Broadcast Media ³	11
Music 6 ³	15
Band 6 ³	18
Band 7 - 8 ³	35
Band 9 - 12 ³	41
MS Chorus ³	22
Chorus 9 -12 ³	34
Select Chorus ³	8
Beg. Piano ³	5
Adv. Piano ³	3
Resource Room ^{2,3}	5, 5, 4, 4, 4, 4, 4, 5, 3, 5, 3, 1, 1
English Lab ³	2, 3, 3, 4, 3, 1, 7, 8, 4, 4
SS Lab ³	3, 2, 2, 6, 2, 2, 4, 3
Science Lab ³	1, 3, 2, 5, 1, 3, 4, 1
Math Lab ³	4, 1, 5, 3, 2, 2, 5, 6, 4, 4
¹ One semester course	
² Students attending 2 days a cycle are in the same section as students who are attending 4 days a cycle	
³ Students attend this class for 2 days in a cycle.	

Course offerings at the high school level are also detailed in Table 5.5. Two sections of all of the core academic courses required for graduation in 9th, 10th, and 11th



DeRuyter Central School District Staffing and Efficiency Study
grade English and Social Studies are offered at each grade level. Beginning in 11th grade, science courses are offered in only one section of Chemistry, Physics, and General Biology. With the exception of Pre-Calculus, math courses beyond Geometry are offered in only one section. Students are offered Spanish as the only option for a foreign language. All 10th grade students take a course in computers.

One of the issues facing small high schools is the ability to meet students' needs and interests through the offering of electives meeting a wide variety of interests.

DeRuyter offers a number of electives in art, music, business, and agriculture.

While enrollments in classes such as agriculture, business, and art tend to be relatively small, the district staff has been creative in scheduling to maximize offerings for students. In art, for instance, students in studio art and advanced art may be in the same classroom at the same time. Similar situations occur in basic and advanced agriculture and in beginning and advanced piano. Other approaches that the district utilizes are to have students in some courses attend all 4 days of a block for 1 credit or 2 days out of the block for ½ credit. This approach accommodates students who have many interests and allows them to take a variety of courses. The courses that these approaches are utilized in tend to incorporate a hands-on and/or project-based approach to learning. Scheduling this way may have some planning and instructional challenges for the teachers but provides more opportunities for students.

Of the approximately 125 sections (excluding resource, AIS, and study halls), there are only about 19 courses that serve less than 10 students. This is about 15% of the course sections excluding courses that are limited in size by regulation or design such as AIS and resource. (Examining the table above to determine the number of sections that are below ten students may be somewhat misleading as some teachers teach multiple sections/courses during the same class period. The analysis above took this into account.)

It should be noted that the district has also emphasized the provision of concurrent enrollment and other college level opportunities for the students. There are 9 courses offered through Tompkins Cortland Community College and two through Cobleskill being offered now. In addition, there are three Advanced Placement courses offered. Table 5.6 summarizes the courses that are offered this year to interested students.



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Table 5.6 College and Advanced Placement Offerings		
College	Course	Credits
Tompkins Cortland Community College	Physics	4
	Accounting	4
	Marketing	3
	Sports Management	3
	Computer Operations/Applications	2
	College Algebra	3
	Pre-Calculus(One semester)	3
	Pre-Calculus (Year Long)	3
	Calculus	4
	General Biology	4
	Spanish 3	3
SUNY Cobleskill	Horticulture	3
	Small Animal Science (every other year)	3
	Large Animal Science (every other year)	3
Advanced Placement	English	
	Government	
	Economics	

While it is laudable that DeRuyter offers this many college level courses to its high school students, we have found from our comparison districts that some offer even more and, in part, because of the use of on-line instruction (for instance, see Madison, Milford, Morris, Prattsburgh, and Schenevus). Additionally, some innovative approaches such as the Franklin Academy employed by the Prattsburgh Central School District can be explored.

A third type of elective offering for students in DeRuyter is provided through the career and technical education (CTE) courses offered through the Onondaga Cortland Madison BOCES at the McEvoy Center in Cortland. Students in their junior and senior year taking CTE courses spend a half-day at the BOCES each year. Table 5.7 summarizes this year's enrollment in BOCES CTE courses. During the 2017-18 school year, 23 students or approximately 43% of the total junior and senior classes are enrolled in BOCES courses. Students who are successful in their course work receive a Technical Endorsement on their high school diploma and may be eligible for college credit or advanced placement depending on the college they attend.



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Table 5.7 BOCES Career & Technical Education Participation 2017-18		
# of students in class	26	28
# of students attending BOCES CTE	11	12
% of students attending BOCES CTE	42.3%	42.9%
% of attending BOCES CTE	42.6%	



It is not uncommon to have 40 – 50% of the eleventh and twelfth graders in a small, rural school district enrolled in BOCES CTE programs. The programs provide a hands-on alternative for many students and prepare the students for careers. The challenge for the district, however, is scheduling of classes around the students' absence from the district for a half-day.

Special Education

Special education services are a significant component of an educational program. The number and percentage of students who are classified as having a disability has increased in the DeRuyter School District over the past few years from 52 students and a 12% classification rate in the 2012-13 school year to 65 students and a classification rate of 19% in the current school year. This is a trend that is also seen at the state level with classification rates hovering around 17%. While the absolute number of students with disabilities has increased, the jump in the percentage of students with disabilities is also impacted by the enrollment decrease over time.

The majority of the students with disabilities are educated within district classrooms. DeRuyter does not have any self-contained special education classrooms. The two elementary special education teachers provide special education in a blended model with some students being served with pull out resource services and others being served with consultant teacher services. Secondary special education teachers provide resource room and direct consultant services. In addition, some students also receive push-in Teacher Assistant support.

Current placement information indicates that seven students identified with disability are educated in BOCES classrooms (with one on a waiting list) and 1 student is in a placement at George Junior Republic.



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Graduation Rates

One of the best measures of a district's effectiveness is the success it has in graduating its students as college and career ready. In New York State, the graduation rate is calculated based on the number of students who successfully graduate four years after they enter 9th grade. Table 5.8 provides a summary of the past four years worth of graduation data. Graduation rates in small districts tend to be somewhat volatile because of the low numbers of students in a graduating class and the impact that one or two students may have on the percentages. It is for that reason that we include in the table in parentheses the number of students in the cohort. Graduates include students who received a local diploma or a Regents diploma. This number is inclusive of the number of students who received the Advanced Designation on their Regents diploma.

DeRuyter's graduation rate has improved over the past four years from 72% to 93%. This is clearly no easy feat for any school district. However, the number and percentage of students who have received the Advanced Designation on their Regents diploma has varied over the years. DeRuyter's graduation rate was below the state average in the 2013 and 2014 school years but was at the state average in 2015 and exceeded the state average in the 2016-17 year. Similarly, comparisons with the 8 other similar districts exemplified the variability of the graduation rates. During the 2015-16 year, DeRuyter's graduation rate was the lowest of the 9 districts. In the 2016-17 year, its graduation rate was 3rd highest. In both years, the percentage of students receiving advanced designation on their diploma showed DeRuyter to be 6th of the 9 districts.





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Table 5.8
DeRuyter Central School District
Graduation Rate
2012-13 – 2016-17

2013		2014		2015		2016	
% Graduating	% of Regents Advanced Designation Diplomas	% Graduating	% of Regents Advanced Designation Diplomas	% Graduating	% of Regents Advanced Designation Diplomas	% Graduating	% of Regents Advanced Designation Diplomas
72% (29)	34%	69% (36)	8%	78% (41)	20%	93% (30)	17%

Source: www.nysed.gov

The graduation year represents those students who entered 9th grade in 4 years previously. % *Graduating* represents the % of students in the cohort who received either a local or Regents diploma. This number is inclusive of the number of students who received the Advanced Regents Diploma. The % of students receiving a Regents Advanced Designation Diploma reflects those students who passed 9 Regents exams in addition to their course and credit requirements. The number in () represents the number of students in the 9th grade cohort.

Table 5.9
Comparison of Graduation Rates
2015 & 2016

District	2015		2016	
	% Graduating	% of Regents Advanced Designation Diplomas	% Graduating	% of Regents Advanced Designation Diplomas
DeRuyter	78% (41)	20%	93% (30)	17%
Madison	80% (45)	20%	76% (37)	32%
Milford	86% (36)	31%	88% (32)	16%
Morris	79% (34)	21%	72% (29)	41%
Otselic Valley	96% (24)	25%	92% (24)	79%
Prattsburgh	95% (41)	37%	100% (22)	36%
Schenevus	89% (19)	11%	79% (28)	21%
South Kortright	93% (28)	29%	93% (28)	14%
Stockbridge Valley	98% (50)	32%	94% (31)	32%
NYS	78%	32%	80%	31%

Source: www.nysed.gov

The 2015 cohort represents those students who entered 9th grade in 2011. The 2016 cohort represents those students who entered 9th grade in 2012. % *Graduating* represents the % of students in the cohort who received either a local or Regents diploma. This number is inclusive of the number of students who received the Advanced Regents Diploma. The % of students receiving a Regents Advanced Designation Diploma reflects those students who passed 9 Regents exams in addition to their course and credit requirements.



DeRuyter Central School District Staffing and Efficiency Study

In summary, the district offers a fairly comprehensive instructional program for a small, rural district to its students across the elementary and secondary levels. At the elementary level, it appears the district exceeds the physical education requirements of 120 minutes. At the secondary level, students are afforded a solid program of core academics with elective offerings across a variety of areas including career and technical education taught locally as well as at BOCES and advanced courses that offer college credit.

In summary, DeRuyter offers a fairly comprehensive instructional program for a small, rural district to its students across the elementary and secondary grades.



VI. Staffing

Education is a labor-intensive business. School districts routinely spend 70-75% of their operating budgets on salaries and fringe benefits for the people who work in their schools. Therefore, it is imperative that a school district hires the most qualified individuals it can attract to fill each position and that the correct number of staff be employed. Furthermore, the number of employees in each category of service (administrative, instructional, support staff) and how these positions are organized is critical for any district to adequately serve its students. We begin this staffing section of the report by describing the overall staffing pattern in DeRuyter.

Administration

DeRuyter has a full-time superintendent of schools. The incumbent in the job has been superintendent since 2008. He retired in July 2017 and is serving the district as an interim for the 2016-17 school year at a salary of \$30,000 from July 1 to December 31, 2017 and an additional \$30,000 from January 1, 2018 to June 30, 2018. Regulations governing the NYS Teacher Retirement System dictate he will not be able to be employed beyond the June 30, 2018 school year. The district will be seeking a Superintendent to begin on July 1, 2018.

Reporting to the superintendent are the K-5 Principal, a 6-12 Principal, the Director of Special Education, and a .5 FTE shared business administrator. Also reporting to the superintendent are a technology coordinator (teacher on a stipend), cook manager, head custodian/head bus driver, and a director of technology.

The K-5 Principal is also identified as the curriculum director for the district. She supervises 18 K-5 regular education teachers as well as the library/media specialist, the school nurse, and the security office aide/substitute caller. The 6-12 principal is also responsible for professional development and supervises 25 grade 6-12 regular education teachers including the guidance counselor, athletic director, and a teacher assistant who serves the ISS room. The Director of Special Education supervises seven special education teachers as well as 16 teacher assistants, the school psychologist, two aides, and part-time occupational therapist, physical therapist, and speech language teacher.



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The two principals and the Director of Special Education are responsible for 28 APPR formal evaluations, 70 informal evaluations, and 21 evaluations of Teaching Assistants and teacher aides as well as the supervision and evaluation of three secretarial staff assigned to the building. The APPR evaluations, while important for teacher professional development, are also time consuming both during the school day and after. A significant amount of time is reported being spent by the building principals and the director of special education in fulfilling the requirements of the Annual Professional Performance Review in addition to their regular administrative duties.

The administrative structures (certified administrators and non-instructional supervisors) of the comparison districts are summarized in Table 6.1. It appears that while districts are organized differently, the range of administrative Full Time Equivalents (FTE) for the positions described below is from 6.5 (Madison, and Stockbridge Valley) to 3.6 (Prattsburgh), with a mean of 5.5. DeRuyter, since the mid-year reduction of the treasurer position from 1.0 FTE to .6 FTE is at 6.1

Table 6.1 Summary of Administrative & Supervisory Structure in Comparison Districts 2017-2018						
	Supt.	Principals	Special Education	Business Official	Treasurer	Transportation Bldgs./Grounds
DeRuyter	1.0	2.0	1.0	.5	.6	1.0
Madison	1.0	2.0	.5		1.0	2.0
Milford	1.0	1.0	.6	1.0	1.0	1.0
Morris	1.0	1.0	1.0		1.0	2.0
Otselic Valley	1.0	1.0	1.0	.5	1.0	1.0
Prattsburgh	1.0	2.0	.6			
Schenevus	1.0	1.0	1.0			2.0
South Kortright	1.0	1.0		1.0		2.0
Stockbridge Valley	1.0	2.0	.5	1.0		2.0
Notes: <ul style="list-style-type: none"> • Prattsburgh – The superintendent also serves as Business Administrator and supervises Buildings and Grounds; the Assistant Superintendent also serves as PK-6 principal and treasurer; Cafeteria Director is .33 through BOCES; Contract for transportation and custodial. • Schenevus – Teacher on Special Assignment doing Internship as principal; Business function is done by Cooperstown for \$67,000 including treasurer; .2 cafeteria manager through BOCES. • South Kortright – Pre-K – 12 principal also is Director of CSE • Stockbridge Valley – Currently the CSE chair is a Teacher on Special Assignment who is working on administrative certification. 						



DeRuyter Central School District Staffing and Efficiency Study

Reviewing the administrative structures in the similar comparison districts we find a variety of arrangements. For example, one district (Milford Central School District) employs a Superintendent, a Principal/Dean of Students/Director of Instructional Programs, a full-time Business Administrator, and a .6 FTE (full-time equivalent) CSE/CPSE Chairperson. Another district (Prattsburgh Central School District) is organized as follows: A Superintendent/Business Administrator, a full-time Assistant Superintendent/PK-6 Principal/Treasurer, and a .6 FTE CSE/CPSE Chairperson. Yet a third district (Morris Central School District) has a full-time Superintendent, a PK-12 Principal, and a full-time PPS Director. The bottom line as far as administrative organizational structure is concerned in districts the size of DeRuyter is that each district formulates a structure around district needs and the background and skills of individuals hired by the district to fill administrative roles.

Considering the administrative cost per student compared to the similar districts contacted, DeRuyter is has the third highest cost as shown in the following table.

Table 6.2		
Administrative Cost Per Student-2017-18		
<i>District</i>	<i>Administrative Budgeted Amount</i>	<i>Cost Per Student</i>
Otselic Valley	\$1,711,081	\$5,003
Stockbridge Valley	\$1,427,850	\$3,267
DeRuyter	\$1,136,257	\$2,974
Milford	\$1,044,706	\$2,665
South Kortright	\$1,005,948	\$2,620
Morris	\$899,271	\$2,491
Schenevus	\$817,764	\$2,175
Madison	\$932,569	\$2,032
Prattsburgh	\$735,236	\$1,876

Teachers

At the elementary level, the district currently has two classroom teachers at each grade level Kindergarten to 5 except 1st (see Table 6.3). By doing so, the district is able to maintain very reasonable elementary class sizes between 11 and 17 per section. These class sizes are considerably below statewide averages and somewhat a function of being a small school district. For example, at kindergarten with a total of 28 students, it would not be desirable to have all of the young children in a single section of the grade; hence the district has split these students into two sections. On the other hand, at grade five this



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year with a total of 23 students, the district again made a decision to have two versus a single section of the grade. While these decisions are never made lightly, perhaps the district could have had a single section and saved one teaching position.

Table 6.3
Elementary Teaching Staff and Sections

Grade Level	Teachers	Sections & Size
Kindergarten	2	14, 14
1 st Grade	1	17
2 nd Grade	2	14, 15
3 rd Grade	2	16, 15
4 th Grade	2	14, 15
5 th Grade	2	12, 11
Art	1	
Special Education Resource	4	
Physical Education	1	
Library/media specialist	1	
Total	18	

At the middle and high school level, it is significant to note that in the core academic classes there are three teachers each in English, math, science, and social studies. This does not happen in all small schools and is important to be able to provide a



diversity of teaching styles as well as collegial interactions for teachers. With the exception of music and physical education with two teachers each at the middle and high school levels, all other subjects are taught by one teacher. Table 6.4 has a listing of the middle and high school staff.



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Table 6.4 Middle and High School Staff	
Course	Number of Teachers
English	3
Math	3
Science	3
Social Studies	3
Art	1
Spanish	1
Music	2
PE	2
Technology/Agriculture	1
Business	1
Library/Media	1
Counselor	1.5
ESL	.2
School Psychologist	1
Speech	1
Nurse	1
Special Education	1
Special Education Resource	2

Teacher Assistants and Aides

The use of teacher assistants and aides is common in many school districts. In most cases, they serve a function defined by students' individualized education plans. In some school districts, teacher assistant and aides are also used to provide support for students in AIS, ISS, and other student support functions. DeRuyter has 16 teacher assistants and four aides fulfilling a number of student and building support roles including coverage for teachers' breaks and other duties. Table 6.5 describes the placement of the aides and teacher assistants.

Table 6.5 Teacher Assistant and Aide Roles 2017-18			
	Elementary	High School	Shared
Special Education 1:1	4	0	
Special Education	6	4	
Other		1 (ISS)	1(Shared)
Aides	1 (Kindergarten)		1(Library) 1(Security)
All elementary TAs have lunch and recess duty. All TAs have an am and pm duty assignment. All elementary TAs except 1:1 TAs cover breaks			



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Comparison with the other similar districts (Table 6.6) indicates that DeRuyter's use of teacher assistants and aides is higher than most of the other districts. An analysis of individual student's individualized education plans was not a part of this study so we could not identify if the use of teacher assistants was specified in the IEPs or was a district decision.

Table 6.6 Use of Teacher Aides and Teacher Assistants (LTA)	
DeRuyter	4 aides, 16 Teacher Assistants
Madison	6 aides
Milford	12 aides; 14 LTA in special education
Morris	17 aides
OV	6
Prattsburg	1
Schenevus	3
S. Kortright	12 LTA, 2 aides
Stockbridge Valley	5 TA

Comparison with similar districts indicates that DeRuyter's use of teacher assistants and aides is higher than most of the other comparison districts contacted for this study.



DeRuyter Central School District Staffing and Efficiency Study

Previous Changes

The organization of the certified administrators at DeRuyter has seen a variety of changes over the past seven years. These changes are summarized in Table 6.7.

Table 6.7 History of Administrative Changes: 2010-11 through 2017-18							
	Superintendent	Business Administrator		Principals		Director Special Education	Total
2010-11	1.0	1.0	Assistant Superintendent for Business	1.0 1.0 .5	Pk-8 Principal 9-12 Principal/ Sp. Ed. Dir. Dean	0	4.5
2011-12	1.0	1.0	Assistant Superintendent for Business	1.0 1.0	Pk-8 Principal 9-12 Principal & Sp. Ed.	0	4
2012-13	1.0	.5	Business Administrator	1.0 1.0	9-12 Principal & Sp. Ed. Pk-8 Principal	0	3.5
2013-14	1.0	.9	Business Administrator	1.0 1.0	PK-5 Principal 6-12 Principal	.5	4.4
2014-15	1.0	1.0	Business Administrator	1.0 1.0	PK-5 Principal 6-12 Principal	.5	4.5
2015-16	1.0	.5	Business Administrator	1.0 1.0	PK-5 Principal 6-12 Principal	1.0	4.5
2016-17	1.0	.5	Business Administrator	1.0 1.0	PK-5 Principal 6-12 Principal	1.0	4.5
2017-18	1.0	.5	Business Administrator	1.0 1.0	K-5 Principal 6-12 Principal	1.0	4.5
<p>The Superintendent is an Interim position during the 2017-18 school year.</p> <p>The Business Administrator position is currently a shared position through BOCES; it was shared through BOCES in 2012-13, 2013-14, 2015-16 and 2016-17.</p> <p>The Director of Special Education position was shared with Cincinnatus in 2013-14 and 2014-15.</p>							

Administrative changes were made as a result of staff leaving the district, changes in the availability of shared positions through BOCES and/or other districts, and budgetary pressures. It is not atypical to see variability in administrative positions in small, rural districts as a result of staff turnover and financial pressures and it is anticipated that the changes in the organization of the district will continue. It should be noted that another change was made in the business office during the 2017-18 time



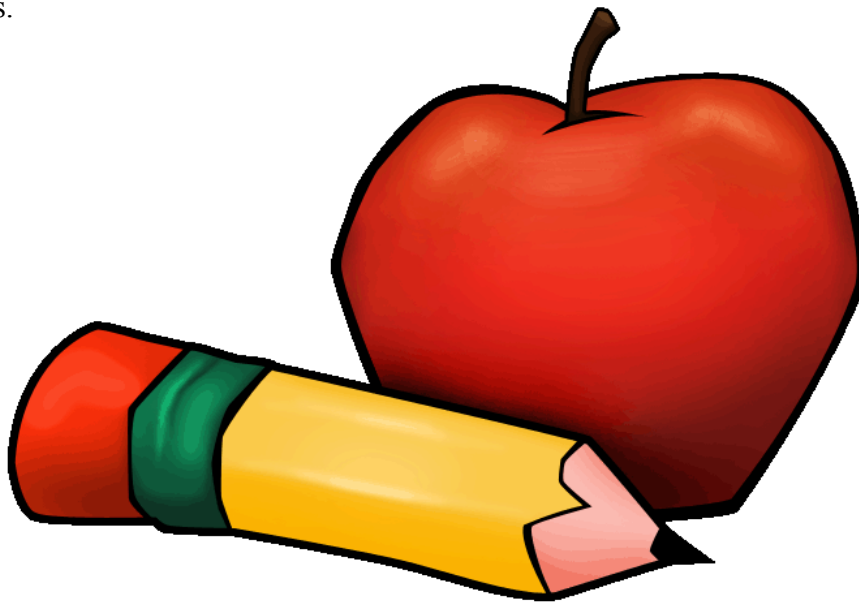
DeRuyter Central School District Staffing and Efficiency Study period. When the full-time treasurer left, her position was changed to a .6 FTE position and additional duties were assigned to other staff.

Board Resolution

Discussions held while considering the process to replace the superintendent upon the June 30, 2017 retirement of Chuck Walters resulted in the following board resolution at the March 8, 2017 meeting of the Board of Education:

Resolved, That the Board will appoint an interim superintendent for the period of August 1, 2017 through June 30, 2018 with a commitment to examine an administrative realignment to be effective July 1, 2018.

This resolution, coupled with the decision to budget only \$60,000 for the salary of the superintendent for the 2017-18 year indicates the intent to reduce administrative staffing and costs.



SCHOOL BOARD



VII. Finances

Effective management of finances is an important requirement of any school district. It is particularly important in the challenging national and state economy we have experienced over the past seven or eight years.

One important measure of a Board of Education's ability to find the balance between the quality of education that the community wants for its children with the community's ability to support this education is the annual school district budget vote. The following table summarizes the results from school district budget votes from 2007 to 2017. As can be seen, the budget has passed every year since 2007 with the exception of 2017. In 2017, the board proposed a budget with an increase higher than the tax cap requiring a 60% super majority to pass. While the vote was more than a simple majority, it did not meet the 60% approval needed. The budget was revised and voted on again in June 2017 and it passed (238 yes vs. 75 no votes). This is a solid 11 year record for any district and demonstrates strong support of the DeRuyter community for the school district.

Table 7.1 District Budget Vote History			
Year	Yes Votes	No Votes	Total Votes
2017*	202	156	358
2016	173	33	206
2015	233	60	293
2014	198	48	246
2013	245	110	355
2012	185	102	287
2011	230	76	306
2010	192	130	322
2009	188	109	297
2008	254	148	402
2007	189	103	292
* In 2017, the first budget vote required a supermajority and was defeated. The second budget vote passed with 238 yes votes and 75 no votes.			

A second window into the district's current fiscal situation is through examining the amount of money the district has in reserve accounts (restricted fund balance) for this is an indicator of long-range fiscal planning. As can be seen from Table 7.2, over the past four years the district has increased the amount of money it has been able to reserve



DeRuyter Central School District Staffing and Efficiency Study for various purposes such as unemployment, liability, etc. from \$43,186 in 2014 to an estimated amount of \$128,950 in 2017. This is a positive sign for the district.

Table 7.2			
Five Year Fund Balance History			
Fiscal Year Ending 6/30	Restricted Fund Balance	Appropriated Fund Balance	Unassigned Fund Balance
2017	\$128,950	\$277,531	\$271,206
2016	\$112,875	\$337,046	\$157,627
2015	\$43,186	\$376,626	\$192,639
2014	\$43,186	\$715,122	\$257,661
2013	\$346,955	\$756,302	\$287,339
Source: New York State Tax Report Cards			
Note: The 2017 figures are still estimates.			

Another indicator of fiscal health is the amount of unassigned fund balance a district maintains. State law restricts a school district to carrying no more than 4% of the subsequent year's budget in its unassigned fund balance. As Table 7.2 notes, this amount has fluctuated somewhat over the past five years going from \$287,339 in 2013 to \$157,627 in 2016 and then back up to \$271,206 in 2017. The 2017 amount is 2.7% of the current year's budget and is below the 4% cap the state requires and shows sound fiscal management.

Third, we examine the amount of money a school district uses to hold down the tax rate each year; that is, money the district has in hand at the end of the previous year that it applies to the revenue side of the ledger for the coming year. The State Comptroller's office noted in 2015 that the Board "has appropriated a significant amount of fund balance to the District's budget during the past few years and has not adopted a fund balance policy establishing the level of unrestricted fund balance to maintain." From the 2016-17 general fund budget, DeRuyter applied \$277,531 to hold the tax rate down (see Table 7.2). If it had not done so, the district would have had to raise this additional revenue from the local taxpayers to support the 2017-18 school year operation. The end result however is that the district will again have to have at least \$277,531 excess revenue this year to do the same procedure or the local residents will have to make up any difference that is short of this amount. It is important to note that this assigned fund balance has gone down significantly since 2013 when the district had to appropriate \$756,302 to hold the tax levy and rate down. This is a positive sign.



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Finally, we look at the most recent independent audit of the district's finances as well as the New York State Comptroller's report on districts in fiscal stress. Annually, all school districts in New York must have an audit of their finances. The most recent audit of DeRuyter's fiscal status was conducted by Raymond F. Wager, CPA,, P.C. (Henrietta, New York) and presented to the Board of Education in October 2017. In relation to the district's general fund, the audit states "the school district remains heavily dependent upon state aid and long term projections remain subject to adjustments at the state level. The decrease in aid for 2017-18 required difficult reductions in personnel, academic programs and co-curricular activities." He went on to say, "The 5-year projection for the district, updated with all significant changes in the assumptions on the revenue and expense sides, shows a relatively stable future for the next 2-3 years with moderate assumptions of state aid, projected retirements over the period, and staying within the tax cap. The longer term picture is more difficult to project and may require substantial change." In his January 2017 Fiscal Stress Report, the New York State Comptroller classified DeRuyter as a district that is "susceptible" to fiscal stress. This designation means the district is experiencing some signs of fiscal pressures.

In summary, from our analysis we have concluded the district is in fair fiscal condition. That said however, as with all school districts in New York, financial challenges remain to be addressed with higher expectations for students, loss of enrollments, and increasing costs such as health insurance and retirement payments all while living within the state required 2% annual tax levy increase cap.

In summary, we have concluded the district is in fair fiscal condition however challenges remain with increasing costs and the state required 2% tax cap

Considering how much DeRuyter spends to educate each of its students, we offer the following table that summarizes total budgeted amounts for DeRuyter and the similar



DeRuyter Central School District Staffing and Efficiency Study
districts in our comparison sample for the current school year (administrative, program
and capital areas).

Table 7.3 Summary of 2017-18 Budgets				
<i>District</i>	Administration	Program	Capital	Total
DeRuyter	\$1,136,257	\$7,492,848	\$1,164,300	\$9,793,405
Madison	\$932,569	\$7,418,258	\$1,732,754	\$10,083,581
Milford	\$1,044,706	\$8,123,912	\$1,119,545	\$10,288,163
Morris	\$899,271	\$6,956,625	\$1,951,086	\$9,806,982
Otselic Valley	\$1,711,081	\$7,777,595	\$1,420,019	\$10,908,695
Prattsburgh	\$735,236	\$6,927,671	\$2,068,624	\$9,731,521
Schenevus	\$817,764	\$6,881,622	\$1,351,167	\$9,050,553
South Kortright	\$1,005,948	\$7,137,382	\$1,144,922	\$9,288,252
Stockbridge Valley	\$1,427,850	\$7,419,824	\$1,404,394	\$10,252,068
Source: Budget newsletters for 2017-18				

Table 7.4 Comparing Program & Administrative Cost Per Student: DeRuyter to Similar Districts	
<i>District</i>	<i>Cost Per Student</i>
Otselic Valley	\$27,745
Milford	\$23,389
DeRuyter	\$22,589
Morris	\$21,761
Stockbridge Valley	\$20,246
South Kortright	\$21,207
Schenevus	\$20,477
Prattsburgh	\$19,548
Madison	\$18,194

Primarily because capital budgeted amounts can vary considerable from one district to the next, it is more telling to simply consider the administrative and program budgeted amounts for all districts when making comparisons. Therefore, using just these two budgeted areas of this years budgets and the 2016-17 total enrollments in DeRuyter and the comparison districts, Table 7.4 shows the cost per student for program and administrative portions of

each district budget in rank order, highest to lowest. DeRuyter has the third highest cost per student however it is within the range of the majority of comparison district's cost.



VIII. Findings, Conclusions and Recommendations

In an involved study such as this, consideration must be given to a number of factors. These include student enrollment history and projections, instructional programs, student achievement, finances, staff considerations (number of individuals, qualifications, job description and responsibilities, etc.), and the emotions associated with making change of any sort. While hard data, such as numbers and comparisons 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, these recommendations are made with mindful consideration of all the facts associated with the study process.

Study Findings

1. The district has been experiencing declining K-12 enrollment for at least the past six years and it appears that its enrollment will continue to decline, however at a slower pace, in the next several years from a current enrollment of 343 to 326.
 - A very small number of non-resident students attend the DeRuyter School District. Consequently, should all of these students return to their home schools, it would not adversely affect future enrollment projections.
 - DeRuyter has a relatively high number of students whose families elect to educate them at home (an average of 33 per year). Should all these parents choose to discontinue this practice and return their students to the district, it could impact future enrollment estimates.
2. The district’s instructional program offers core and special classes in alignment with NYS requirements. At the secondary level, core academic and elective courses are offered, including classes for college credit. In summary, the district offers a fairly comprehensive instructional program for a small, rural district to its students across the elementary and secondary grades.
 - There are two sections of classrooms at each of the elementary grades K-5, except 1st.
 - Elementary class sizes average 14.3 students per section, much less than the state average.



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- In addition to the classroom teachers at each level teaching the core areas of English, reading, science, math, and social studies, the elementary program provides instruction in art, music, library, and physical education. Physical education is provided in excess of the state requirements for 120 minutes a week.
- Students in DeRuyter scored lower than the NYS average in each of the four years on the state's 3rd – 8th grade ELA tests. Scores in math were at the state average in both the 2015-16 and 2016-17 school year. When scores were compared to the districts similar in size, wealth, and poverty level, it was apparent that DeRuyter scores in the 2017 year were higher than most of the similar districts.
- DeRuyter offers a typical middle level program to its 6th through 8th grade students.
- The district has been creative in scheduling to maximize offerings for high school students.
- There are 19 high school courses that have fewer than 10 students in the class. This represents 15% of all course sections (excluding those limited in size by regulation).
- DeRuyter offers high school students the opportunity to enroll concurrently in high school courses and college level courses; 9 are offered through Tompkins Cortland Community College and two through Cobleskill. In addition, there are three AP courses offered to students. While this is laudable, we found similar districts that offer even more college level courses for their students through the use of distance learning and on-line courses.
- During the current school year, DeRuyter has 23 junior and seniors taking courses at the OCM BOCES; this represents 43% of the total students in grades 11 and 12.

3: Almost 1 out of every 5 students (19%) in DeRuyter is classified as a student with a disability.

- The number of special education students in the district has increased in recent years from 52 (12% classification rate) in 2012-13 to 65 students (19% classification rate) in 2017-18.
- The majority of special needs students in DeRuyter are educated in district classrooms. There are only 8 students who are educated in out of district classrooms.

4. DeRuyter's high school graduation rate has improved over the past four years from 72% to 93% and now exceeds the state average rate. This clearly is no easy feat for any school district. However, the number and percentage of students who received Advanced Designation on their Regents diploma is much lower and has varied over the years.

5. The district currently has 6.1 administrators/supervisors including an interim superintendent, two principals, one director of special education, a half-time shared



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business administrator, a .6 treasurer, and a director of transportation/ buildings and grounds.

- It appears that while the similar districts are organized in a variety of ways, the range of administrative Full Time Equivalents (FTE) is from 6.5 (DeRuyter, Madison, and Stockbridge Valley) to 3.6 (Prattsburgh), with a mean of 5.6.
- A significant amount of time is reported being spent by the building principals and the director of special education in fulfilling the requirements of the Annual Professional Performance Reviews.

6. The district has very reasonable elementary class sizes (between 11 and 17 students per section). These class sizes are considerably below statewide averages. In some instances, the district could combine sections and still maintain reasonable class sizes.

7. Comparison with the other similar districts indicates that DeRuyter's use of teacher assistants and aides is higher than most of the other districts.

8. There is strong support by the DeRuyter community for the school district. District residents have passed school budgets every year since 2007 with the exception of 2017. In 2017, the board proposed a budget with an increase higher than the tax cap requiring a 60% majority to pass. While the vote was more than a majority, it did not meet the 60% approval needed. The budget was revised and voted on again in June and it passed.

9. The short-term fiscal picture of the district is fair but the long term picture is harder to predict.

- Over the past five years the district has been able to increase the amount of money it has added to reserve accounts; this is a positive sign.
- The unassigned fund balance has fluctuated over the past five years and currently is 2.7% of the 2017-18 general fund budget; this is below the 4% cap required by the state.
- The amount of money the district has assigned to hold down the tax levy has declined since 2013; this is a positive fiscal sign.
- The most recent independent audit of DeRuyter's finances finds the district is likely to be financially stable for 2-3 years, however the longer-term picture is more difficult to project.
- In January 2017 the State Comptroller's audit of the district classified DeRuyter as a district "susceptible" to fiscal stress.



DeRuyter Central School District Staffing and Efficiency Study

Conclusions

With these findings in mind, the following conclusions have been reached.

1: In small school districts such as DeRuyter, many individuals have to play a variety of roles whether outlined or not in a formal job description. This is true in DeRuyter as well as in the similar comparison districts we contacted. Larger districts have the luxury of more finely differentiating duties or responsibilities to employees. Consequently, it is important that districts like DeRuyter find individuals that can assume the variety of tasks assigned to a particular job OR shape a job's duties to the skills and experiences an individual brings to the role.

2: DeRuyter has done a fine job maximizing the experiences and talents of staff it has hired in the past, however as future vacancies occur (administrative, instructional, or support staff), it is incumbent on the district to first attempt to match individuals to the particular vacancy role responsibilities or hire the most qualified person and, if necessary, continue to shape their duties (and perhaps those of others in the district) to ensure the work is completed successfully.

3. Because the current superintendent is an interim who will not be able to work beyond July 1, 2018, the Board of Education will need to make decisions within a short time frame regarding the administrative structure of the district. This will be an opportune time to either hire someone with similar skills as the individual or individuals who are exiting or reshape the roles and responsibilities of various positions to balance with those of the individual(s) ultimately hired.

As the district moves forward, it is incumbent on the district to first attempt to match individuals to the particular vacancy role responsibilities or hire the most qualified person and, if necessary, continue to shape their duties (and perhaps those of others in the district) to ensure the work is completed successfully.



DeRuyter Central School District Staffing and Efficiency Study

The Board of Education will need to make decisions within a short time frame regarding the administrative structure of the district. This will be an opportune time to reshape the roles and responsibilities of the position.

Recommendations

The following recommendations for the DeRuyter Board of Education to consider as it moves forward ensuring the district is staffed appropriately.

1. First we recommend that the Board of Education should immediately conduct a search to find a new superintendent. Since a typical search process takes approximately six to nine months, it is essential that the board begin discussions as soon as possible. Part of this discussion should be to identify if there are any internal candidates and if the search is to be limited to these candidates only or if this will be a full search open to any applicants.
2. Depending on the outcome of decisions surrounding the Superintendent search, the Board may wish to consider one of the following administrative staffing options:

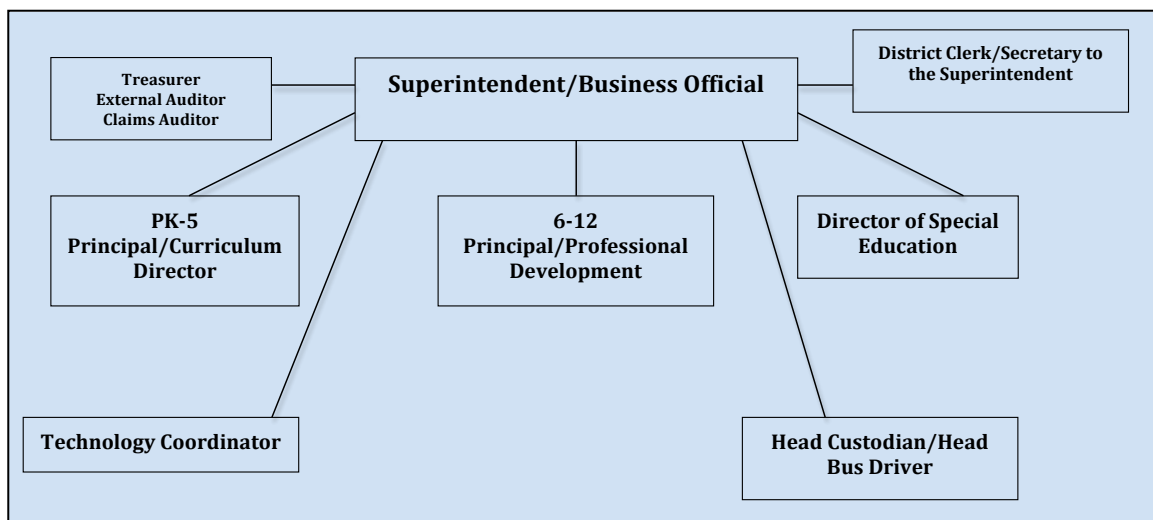
Option 1

In the first option for consideration, the Board of Education would secure a new Superintendent of Schools with experience and skill in managing the district's finances in addition to the responsibilities of superintendent. This would then allow the district to reduce the part-time business administrator's position as it is currently contracted through the BOCES. This option results in an approximate savings of \$40,000 annually to the district after BOCES aid is received. Some of the advantages of this option include (a) financial savings to the district, (b) maintaining the current building level administrative structure, and (c) little impact on reporting relationships since the Superintendent currently supervises some district office staff. Major disadvantages include (a) the difficulty of finding an individual with the somewhat unique experience and background to adequately serve also as the Business Official and (b) having a superintendent playing multiple roles may detract from the



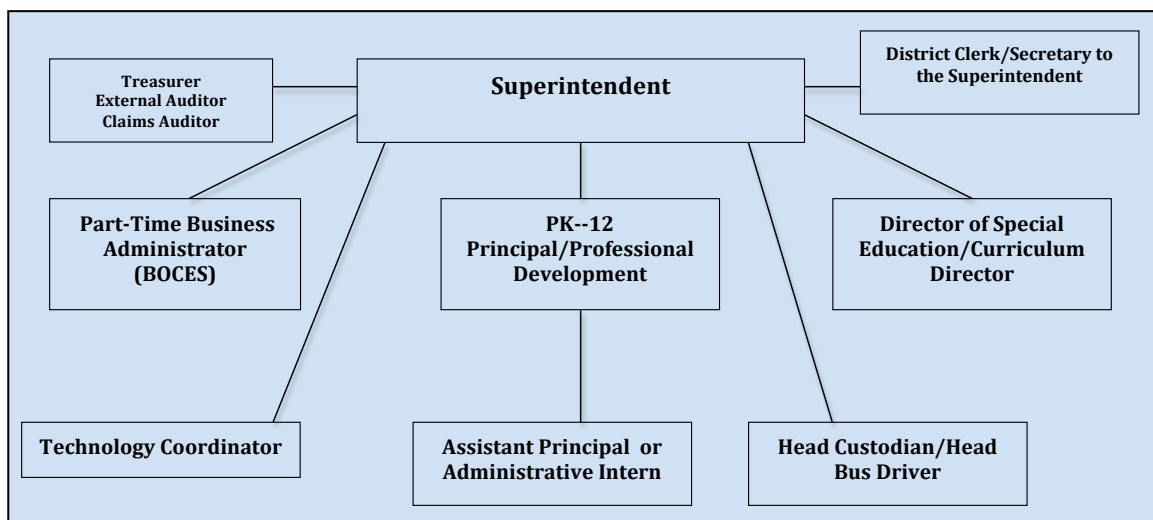
DeRuyter Central School District Staffing and Efficiency Study
responsibilities of both positions including decreased visibility within the district and community.

Option 1



Option 2

In this option, the district reduces one principal position but adds either an assistant principal or an administrative intern to support the lone PK-12 principal. Depending on the support position (assistant principal or administrative intern), the district may choose to also tag the Superintendent with the responsibilities for





DeRuyter Central School District Staffing and Efficiency Study professional development in the district. The Director of Special Education would assume the added responsibilities of coordinating curriculum work for the district. Advantages of this option include (a) some cost savings by reducing the principal position while adding either an assistant principal or administrative intern. For example, considering this year's salaries, the reduction of a principal would save approximately \$128,146 in salary and benefits. If the district replaces this position with an entry-level assistant principal at \$75,000 plus benefits (total \$105,000), the district saves roughly \$23,000. Should DeRuyter choose to replace the principal position with an administrative intern, the cost savings could be the entire \$128,146 for many internships are non-paid. However, paying a smaller stipend such as \$25,000 would likely ensure the district could secure an intern, especially if the additional \$10,000 for benefits were also offered. In this case the district could realize approximately \$103,000 in cost savings; (b) permitting a more wide-open search for the new superintendent and his/her skill set, and (c) ensures better coordination/articulation of the instructional program by having a single principal for all grades PK-12. Some disadvantages are (a) getting an inexperienced school administrator to serve as Assistant Principal or administrative intern, (b) if an administrative intern is hired, dealing with the annual turnover of individuals once they finish their program, and (c) dealing with the perception that the district continues to be administratively over-staffed. This would also require the excessing of one of the current administrators.

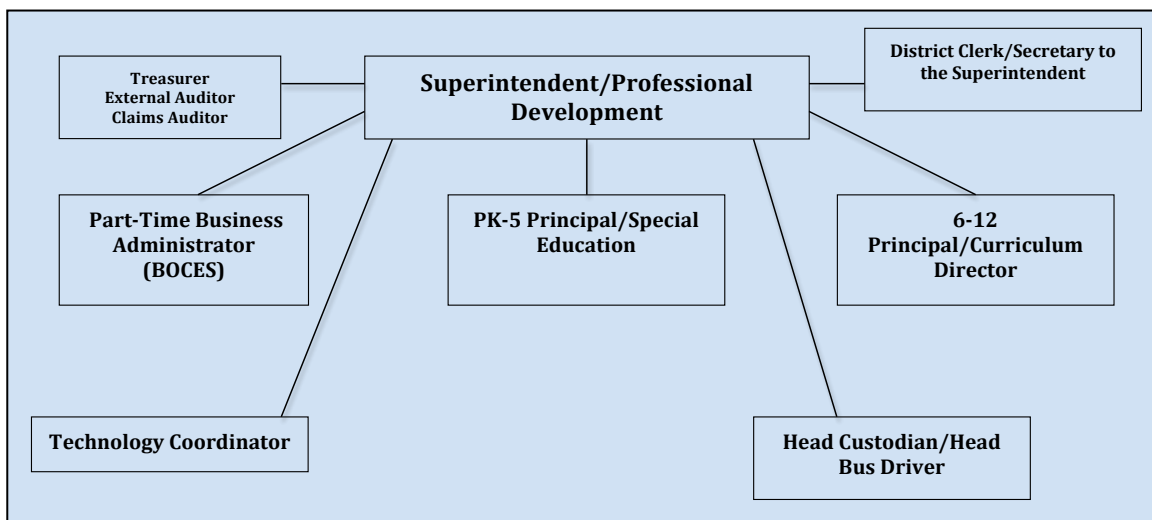
Option 3

A third option for consideration is shown below. The major difference in option 3 from current practice is the reassignment of supervision for the special education program to the Elementary Principal and having the Superintendent assume professional development duties. This would require the elimination of the Director of Special Education position. Curriculum oversight would now become the responsibility of the Secondary Principal. The very obvious advantage of this option is the saving that would accrue to the district by reducing one full administrative position (the Director of Special Education). This would result in an approximate



DeRuyter Central School District Staffing and Efficiency Study

Option 3

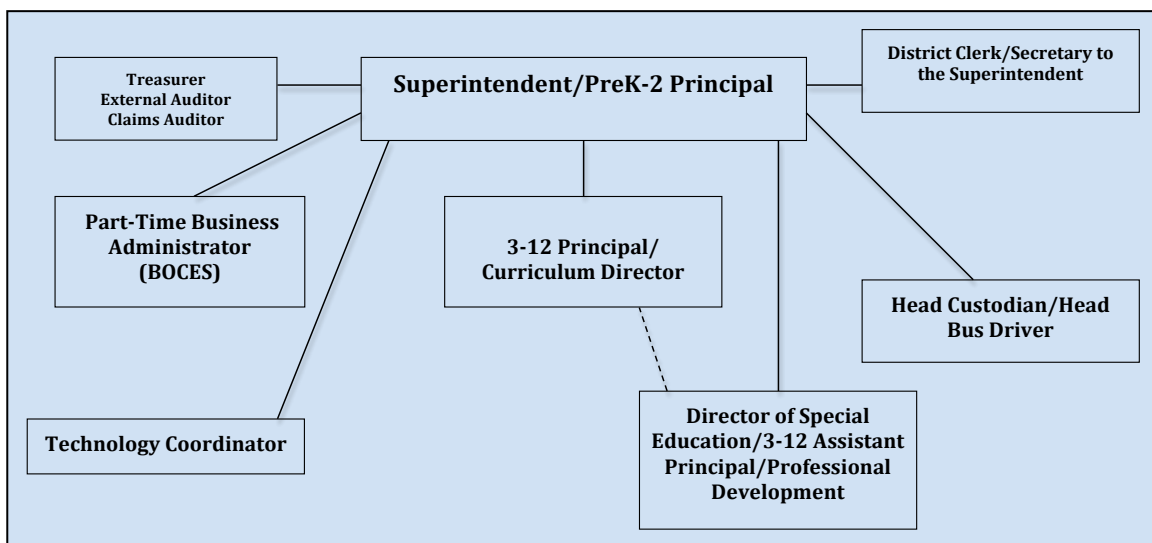


savings of \$115,360 (\$82,400 salary plus \$32,960 benefits). A major consideration however is the ability of the PK-5 Principal having the knowledge of special education laws and regulations to successfully guide the staff, CSE and CPSE. The disadvantage is the need for special education support given the high percentage of students with disabilities in the district.

Option 4

The next option for consideration is somewhat of a variant of Option 3.

Option 4





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In this option, the Superintendent assumes the role of Principal for the PK-2 student and staff population. The Director of Special Education will assist the grades 3-12 Principal with some typical Assistant Principal duties and will oversee the district's professional development responsibilities. Advantages of this option include (a) reduction of one full-time administrative position and saving approximately \$128,146 (\$91,533 salary and \$36,613 in benefits), (b) increasing the visibility of the Superintendent in the school building as well as his/her understanding of PK-2 concerns, and (c) offering the Director of Special Education greater insight into general education curriculum and concerns. Disadvantages include (a) placing building level responsibility on the Superintendent, thus somewhat detracting from his/her responsibilities while at the same time providing less building level support for staff and students in grades PK-2, (b) similarly placing a split role on the Director of Special Education by adding the Assistant Principal responsibilities.

Option 5

A fifth possibility is to share a Superintendent of Schools with another school district willing to partner with DeRuyter. No graphic is needed to illustrate this option for the overall current administrative structure would remain the same. This arrangement has been used in a small number of school districts in New York in recent years. Research done by Jason Andrews (2014) for his doctoral dissertation suggests that there are several prerequisite conditions that must be in place “to commence a successful shared superintendency including a previous successful shared service agreement between the districts, experience as a superintendent, familiarity with at least one of the districts by the shared superintendent, and a competent administrative team in each participating school district.” The districts we are familiar with that successfully share a superintendent find it takes an experienced individual to make it work. The major advantage of this option is the cost savings of some percentage of the Superintendent's salary and benefit package. For example, assuming a Superintendent is hired at \$130,000 plus benefits (\$52,000) and the sharing is 50%-50% by each district, DeRuyter could realize approximately a savings of approximately \$91,000 over the cost of hiring its own superintendent.



DeRuyter Central School District Staffing and Efficiency Study

Having a shared superintendent may also facilitate the sharing of services and programs between districts. Obviously the major disadvantage is not having a dedicated superintendent full-time in district. Another disadvantage may be that the arrangement may not last for an extended period of time. Information on shared superintendents provided by the New York State Council of School Superintendents indicates at the beginning of the 2017-18 school year there were 6 such arrangements statewide including:

- Barker and Royalton Hartland
- Clymer and Panama
- Southold and Greenport
- Lyme and General Brown
- Andes and Margaretville
- Roscoe, Livingston Manor and Downsville

Of these six arrangements, three will have ended by the conclusion of this school year as the incumbent retires, decides that he/she wants to work in only one district, or the board of education has become dissatisfied with the arrangement. The history of such arrangements has been that they have tended to be time limited.

3. We recommend that the administration and Board of Education monitor the assignment and use of teacher assistants. One step to doing this would be to determine how many individualized education plans require the use of teacher assistants. If the use of teacher assistants for students with disabilities is not part of the I.E.P., then serious consideration should be given to reducing the use of teacher assistants, especially in light of the small class sizes.

4. While recommendations concerning the use of distance learning and/or on-line learning are somewhat tangential to a study of staffing, we would recommend that the district consider investigating such programs in the similar schools studied. Since students attending college will, most likely, be required to take one or more on-line courses, it would be helpful for DeRuyter's students to have those experiences in high



DeRuyter Central School District Staffing and Efficiency Study school. In addition, the use of distance learning/on-line programs would offer more varied courses to students at little additional financial cost.



The district is at a critical decision point in terms of its staffing. Whatever decision the Board of Education makes may result in fewer administrators and other staff and a slightly reduced budget. However, given the fiscal pressures of the times, this will not be a long-term solution to the financial issues of this or any small, rural New York State school district.



APPENDIX



DeRuyter Central School District Staffing and Efficiency Study

Comparison Districts

Comparison Districts						
<i>District</i>	<i>Type</i>	<i>County</i>	<i>Enrollment</i>	<i>No. of School Buildings</i>	<i>CWR</i>	<i>% Disadvantaged*</i>
DeRuyter	Rural	Madison	382	1	.570	57%
Morris	Rural	Otsego	361	1	.490	58%
Georgetown-So. Otselec	Rural	Chenango	342	1	.603	68%
Gilbertsville-Mt. Upton	Rural	Otsego	364	1	.621	56%
Schenevus	Rural	Otsego	376	1	.576	38%
Milford	Rural	Otsego	392	1	.735	55%
Herman-DeKalb	Rural	St. Lawrence	396	1	.468	60%
Prattsburgh	Rural	Steuben	392	1	.616	60%
Stockbridge Valley	Rural	Madison	437	1	.441	50%
Madison	Rural	Madison	459	1	.504	52%
South Kortright	Rural	Delaware	384	1	.880	45%
*2015-16 data.						

Note: While ten “similar” districts were identified, only eight willingly provided information for this study.

Comparison of NYS 3rd – 8 th Grade Assessments Percentage of students at Proficiency 2016 and 2017				
District	2016 ELA	2016 Math	2017 ELA	2017 Math
DeRuyter	26%	39%	37%	40%
Madison	28%	27%	16%	25%
Milford	32%	49%	29%	27%
Morris	34%	50%	35%	34%
Otselic Valley	13%	11%	16%	24%
Prattsburgh	45%	32%	45%	25%
Schenevus	24%	33%	25%	27%
South Kortright	27%	26%	30%	25%
Stockbridge Valley	37%	41%	37%	33%
NYS	38%	39%	40%	40%
Source: www.nysed.org Numbers in () are the total number of students tested.				



DeRuyter Central School District Staffing and Efficiency Study

Comparison of Graduation Rates 2015 & 2016				
District	2015		2016	
	% Graduating	% of Regents Advanced Designation Diplomas	% Graduating	% of Regents Advanced Designation Diplomas
DeRuyter	78% (41)	20%	93% (30)	17%
Madison	80% (45)	20%	76% (37)	32%
Milford	86% (36)	31%	88% (32)	16%
Morris	79% (34)	21%	72% (29)	41%
Otselic Valley	96% (24)	25%	92% (24)	79%
Prattsburgh	95% (41)	37%	100% (22)	36%
Schenevus	89% (19)	11%	79% (28)	21%
South Kortright	93% (28)	29%	93% (28)	14%
Stockbridge Valley	98% (50)	32%	94% (31)	32%
NYS	78%	32%	80%	31%
Source: www.nysed.gov The 2015 cohort represents those students who entered 9 th grade in 2011. The 2016 cohort represents those students who entered 9 th grade in 2012. % <i>Graduating</i> represents the % of students in the cohort who received either a local or Regents diploma. This number is inclusive of the number of students who received the Advanced Regents Diploma. The % of students receiving a Regents Advanced Designation Diploma reflects those students who passed 9 Regents exams in addition to their course and credit requirements.				

Administrative Cost Per Student-2017-18		
<i>District</i>	<i>Administrative Budgeted Amount</i>	<i>Cost Per Student</i>
Otselic Valley	\$1,711,081	\$5,003
Stockbridge Valley	\$1,427,850	\$3,267
DeRuyter	\$1,136,257	\$2,974
Milford	\$1,044,706	\$2,665
South Kortright	\$1,005,948	\$2,620
Morris	\$899,271	\$2,491
Schenevus	\$817,764	\$2,175
Madison	\$932,569	\$2,032
Prattsburgh	\$735,236	\$1,876



DeRuyter Central School District Staffing and Efficiency Study

Summary of 2017-18 Budgets				
<i>District</i>	Administration	Program	Capital	Total
DeRuyter	\$1,136,257	\$7,492,848	\$1,164,300	\$9,793,405
Madison	\$932,569	\$7,418,258	\$1,732,754	\$10,083,581
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South Kortright	\$1,005,948	\$7,137,382	\$1,144,922	\$9,288,252
Stockbridge Valley	\$1,427,850	\$7,419,824	\$1,404,394	\$10,252,068
Source: Budget newsletters for 2017-18				

Comparing Program & Administrative Cost Per Student: DeRuyter to Similar Districts	
<i>District</i>	<i>Cost Per Student</i>
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Milford	\$23,389
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Morris	\$21,761
Stockbridge Valley	\$20,246
South Kortright	\$21,207
Schenevus	\$20,477
Prattsburgh	\$19,548
Madison	\$18,194



DeRuyter Central School District Staffing and Efficiency Study

Summary of Administrative Structure in Comparison Districts 2017-2018						
	Supt.	Principals	Special Education	Business Official	Treasurer	Transportation Bldgs./Grounds
DeRuyter	1.0	2.0	1.0	.5	1.0	1.0
Madison	1.0	2.0	.5		1.0	2.0
Milford	1.0	1.0	.6	1.0	1.0	1.0
Morris	1.0	1.0	1.0		1.0	2.0
Otselic Valley	1.0	1.0	1.0	.5	1.0	1.0
Prattsburgh	1.0	2.0	.6			
Schenevus	1.0	1.0	1.0			2.0
South Kortright	1.0	1.0		1.0		2.0
Stockbridge Valley	1.0	2.0	.5 (?)	1.0		2.0
Notes: <ul style="list-style-type: none"> • Prattsburgh – The superintendent also serves as Business Administrator and supervises Buildings and Grounds; the Assistant Superintendent also serves as PK-6 principal and treasurer; Cafeteria Director is .33 through BOCES; Contract for transportation and custodial. • Schenevus – Teacher on Special Assignment doing Internship as principal; Business function is done by Cooperstown for \$67,000 including treasurer; .2 cafeteria manager through BOCES. • South Kortright – Pre-k – 12 principal also is Director of CSE • Stockbridge Valley -- 						



DeRuyter Central School District Staffing and Efficiency Study

Summary of Comparison District Data

Can you provide us with an organizational chart so we can see how many administrators/supervisors the district employs? Also., let us know if any are less than 1.0 FTE.

<i>District</i>	<i>Comments</i>
Madison	Supt, Pre-K – 5 Principal, 6-12 Principal, Pt. time CSE Chair (120 days), .4 psychologist shared through BOCES, 1.0 treasurer, Bus maintenance through BOCES, 1.0 Director of Transportation/driver, 1.0 Head custodian
Milford	Supt, Principal/Dean of Students/Dir. of Instructional Programs (not yet certified), 1.0 Business Admin, 1.0 Dir of Trans, 1.0 Café Manager, CSE/CPSE Chair is .6 FTE and .4 psychologist
Morris	Supt, PK-12 Principal, Dir. of PPS, Treasurer, PE/AD (one period/day release), 1.0 Trans Supervisor, 1.0 B&G Supervisor, 1.0 Cafeteria Manager
Otselic Valley	Supt (also does athletic director), 1.0 P-12 principal; 1.0 Special Education/Curriculum; Shared Business Administrator, Transportation through Sherburne-Earlville
Prattsburgh	Supt/Business Administrator; 1.0 Asst. Supt/PK-6 principal/treasurer; 7-12 principal; .5 AD; .4 teacher/.6 CSE-CPSE; we contract for transportation; we contract for custodial (but have one cleaner that plows and does landscaping); no director B&G-supt does it; cafeteria manager is .33 thru BOCES
Schenevus	Supt, Dir of SpEd, TSA doing internship as principal; 1.0 Dir of Trans, .2 FTE Cafeteria Manager thru BOCES, 1.0 Supt of B&G
South Kortright	Supt, 1.0 PK-12 Principal/Dir. of CSE, 1.0 Business Manager, Transportation Director, Cafeteria Manager, Buildings and Grounds Supervisor, Athletic Director (Retired Teacher)
Stockbridge Valley	Supt, 1.0 Business Official, 1.0 K-6 principal, 1.0 7 – 12 Principal; 1 Head Bus Driver, 1.0 Head Custodian

How is your business office structured?

<i>District</i>	<i>Comments</i>
Madison	1.0 Treasurer
Milford	1.0 School Business Manager, 1.0 Deputy Treasurer, 1.0 account clerk
Morris	Shared ONC Business Office (AP, payroll)
Otselic Valley	Shared Business Administrator, BOCES CBO, Treasurer/Secretary
Prattsburgh	Supt does business; 1.0 clerk for AP; payroll is thru GST BOCES
Schenevus	Cooperstown CSD does business-their business admin does ours as does their treasurer-one of their clerks is dedicated full-time to us; costs \$67,000/year
South Kortright	1.0 Business Manager, 1.0 Accounts payable/benefits clerk
Stockbridge Valley	1.0 Business Official; CBO at BOCES for AP, AR, payroll



DeRuyter Central School District Staffing and Efficiency Study

How many sections of each elementary grade do you have this year?

<i>District</i>	<i>Comments</i>
Madison	2 at every grade K - 6
Milford	1-PK; 2-1 st ; 2-2 nd ; 2-3 rd ; 2-4 th ; 2-5 th
Morris	1-PK, 2-Kg, 2-1 st , 1-2 nd , 1-3 rd , 2-4 th , 1-5 th , 2-6 th
Otselic Valley	1 section at each grade level except 2 grades; there are about 25 to 31 students per grade
Prattsburgh	1-full day Kg; 2-1 st ; 2-2 nd ; 1-3 rd ; 1-4 th ; 1-5 th ; 2-6 th
Schenevus	K-6, 2 sections each (K-6 teachers do own AIS); Board says 25 is the maximum number but we have made exceptions
South Kortright	2 sections at each grade K – 6; 1 Pre-K
Stockbridge Valley	2 at every grade level

How many and what high school electives and college-level courses do you offer and do you offer any distance learning/on-line courses?

<i>District</i>	<i>Comments</i>
Madison	41 electives at the college level; many through distance learning
Milford	12 electives; 5 college level classes; 5 distance learning courses
Morris	15 electives; 9 college level classes; 5 distance learning (4 of which are college level; have mobile lab for distance learning
Otselic Valley	Offer approximately 12 courses TC3 and 3 through SUNY Morrisville as well as online courses and blended classes with our teacher and students from other schools; Spanish with Afton; college biology with Oxford
Prattsburgh	Franklin Academy-24 ACE courses (see link on website)
Schenevus	16 college level classes of which 7 are distance learning
South Kortright	
Stockbridge Valley	18 TC3 classes, 4 classes through SUNY Morrisville, subscribe to APEX for credit recovery

Do you have a full-time librarian, guidance counselor, social worker, psychologist? If not, what percentage do you have?

<i>District</i>	<i>Comments</i>
Madison	1.0 librarian, 1.0 guidance counselor, .4 fte psychologist
Milford	1.0 librarian; 2.5 FTE counselors; 1.0 psychologist; .6 social worker (paid by Bassett Health Center); .6 FTE caseworker (shared with DSS; we pay 14%)
Morris	1.0 librarian; .4 library aide; 2.0 guidance (1-K-6; 1-7-12); .5 psychologist thru BOCES; .6 social worker (not district employee)
Otselic Valley	1.0 Librarian, .5 psychologist (BOCES), 1.4 counselors (.4 is through BOCES), .6 social worker (BOCES), OT, PT (BOCES)
Prattsburgh	1.0 librarian; 1.0 guidance; .5 psych; .5 family worker; we contract 3 days/wk for family counseling
Schenevus	1.0 librarian (also runs T&G program); 1.0 elementary counselor; .1.0 secondary counselor; .4 psych; no social worker
South Kortright	1.0 FTE Librarian, 2.0 FTE Guidance, .6 Psychologist
Stockbridge Valley	1.0 librarian, 1.0 high school guidance counselor, .6 elementary counselor,



DeRuyter Central School District Staffing and Efficiency Study

Do you have any specified minimum/maximum class size requirements?

<i>District</i>	<i>Comments</i>
Madison	Contract says that the board will try to keep class sizes below 25. The most in any grade is section is 18-20.
Milford	None in writing; split sections if over 20 students in elementary; K-5 if over 25 have to consider an aide in the classroom.
Morris	No-23 kids this year (2 sections); over 22 for K-1 we split; 23-24 for grades 2-6 split. We have no minimum class sizes-we have very small classes; merged athletic teams with Gilbertsville (X-country, track) and may be looking to share more down the road
Otselic Valley	No
Prattsburgh	Elementary-25 is maximum; no formal policy, just practice; we offer high school low enrolled courses
Schenevus	No specified minimum or maximum; some classes have 4 kids
South Kortright	Additional pay above 30 students; minimum number of students for electives
Stockbridge Valley	If exceeds 26, aide needs to be added

Do you have any shared staff either through BOCES or with other districts?

<i>District</i>	<i>Comments</i>
Madison	Psychologist, OT, PT, Speech, Health
Milford	None this year.
Morris	Shared PT with Unadilla Valley (.2 FTE); BOCES art teacher (.3 FTE); shared social studies teacher with Gilbertsville (.5 FTE); 1.0 FTE S/L person in district (not shared)
Otselic Valley	CBO, .5 school psychologist, .4 counselor, .6 social worker, OT/PT, considering .5AIS teacher for reading
Prattsburgh	.3 Tech Integration and .3 Prof Development thru BOCES; we get courses from Odessa-Montour and Avoca; we share sports programs with Hammondsport and Avoca
Schenevus	Health (2 classes/day; BOCES person); PT thru BOCES;
South Kortright	Shared psychologist, speech therapist; Hire PT/OT privately. Share PT with another district
Stockbridge Valley	.4 school psychologist, .6 elementary counselor, CSE secretary, bus maintenance service, cafeteria



DeRuyter Central School District Staffing and Efficiency Study

Do you have any regular classroom aides (not special ed) and, if so, how many?

<i>District</i>	<i>Comments</i>
Madison	One in PK, Two aides who are not special education and three who are special education.
Milford	One in PK and one in each Kg & 1 st grade sections (total 5); one shared at each grade level for grades 3,, 4, 5 (total 3.0 FTE); 3.0 FTE to support secondary needs; also have 14.0 FTE LTEs all in special ed except one.
Morris	17 total aides; 2 in Pre-K (by state regs); 1.0 at front door (security); .6 sp. Ed aid then .4 in classroom; 3.0 in classroom to cover recess time; 1.0 in distance learning room
Otselic Valley	Aides at Pre-K, K, 1, 3, LTA - %th, aide does transportation and high school, library aide
Prattsburgh	Only in Kg
Schenevus	1.0 in DL and lunch duty; 1 .0 in library; 1.0 PK on UPK grant
South Kortright	12 Teaching Assistants, 2 aides – Special Education, Pre-K (2), K – (2), 1 st (1) SH/PE (1), 1-1 (1)
Stockbridge Valley	No aides; 5 teaching assistants; 3 that are not special education that help out with AIS

2017-18 three-part budget for instruction?

<i>District</i>	<i>Comments</i>
Madison	\$7,418,258
Milford	\$8,123,912
Morris	\$6,956,625
Otselic Valley	\$7,777,595
Prattsburgh	\$6,927,671
Schenevus	\$6,458,000
South Kortright	\$6,994,622
Stockbridge Valley	\$7,419,824

What do you do at the elementary and secondary levels with small class sizes?

<i>District</i>	<i>Comments</i>
Madison	In electives, we look for at least 5 students to be in class. Make decision in April.
Milford	We will run low enrollment classes to meet student needs; we utilized BOCES CTE heavily
Morris	Only do every-other-year with art (drawing, painting, sculpture); we run small classes (no minimum class size)
Otselic Valley	Chemistry/Physics are every other year; biology and living environment are every other year; merge high school English at grades 9 and 10 (literature changes every year).
Prattsburgh	Physics and Chemistry every other year; CAD, college art and music courses every other year
Schenevus	No every other year offerings; some years have 3 kids in Physics
South Kortright	Single section for elementary; Alternate physics and chemistry every year
Stockbridge Valley	Many electives are provided every other year



DeRuyter Central School District Staffing and Efficiency Study

Is your cafeteria operation self-sustaining?

<i>District</i>	<i>Comments</i>
Madison	No.
Milford	Yes; however we exclude the cost of health benefits from the cafeteria operating budget otherwise we would run in the red
Morris	Running the red (2015-16, -\$35,000; 2016-17, -\$26,000)
Otselic Valley	About \$60,000 in deficit
Prattsburgh	Well into the black
Schenevus	Ran in red last year but may be in black this year; have full-time cook/manager
South Kortright	Ran in the red; we include benefits for four cafeteria workers
Stockbridge Valley	Yes. Through BOCES

Have you had any, or do you anticipate having any, changes in your administrative structure?

<i>District</i>	<i>Comments</i>
Madison	No. The APPR regs. Have impacted the need for more administrators
Milford	Have discussed if we need to separate the Dean of Students position from the instructional component but have not done it.
Morris	No, my 9 th year and have always had 3 administrators; did look at sharing Sp Ed a few years ago; spread evaluations across all 3 admin, 1/3 each.
Otselic Valley	
Prattsburgh	No, maybe K-12 PE after I retire in fall 2018
Schenevus	No
South Kortright	No but we could use a third administrator
Stockbridge Valley	Looking at how we structure CSE