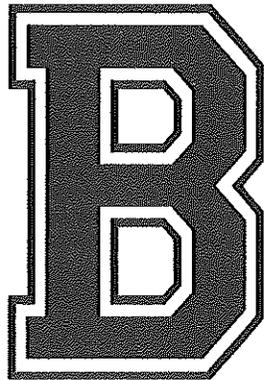


Merger Study Final Report

**Barker and Lyndonville  
Central School Districts**



*Prepared by*

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### Barker Committee Members

Margo Sue Bittner  
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Shane Price  
Ralph Smith  
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Finally, we need to express our gratitude to Dr. Suzanne Spear at the New York State Education Department. Ms. Spear has offered us direction and provided critical information that ensures we have complied with all Department requirements for a study of this nature. As always, she continues to advocate for quality work that will benefit all schoolchildren in New York.

To these and all other individuals who assisted us in bringing this study to a successful conclusion, we offer our deepest gratitude. If we have overlooked anyone that was supportive in our work, we apologize; but understand we are grateful nonetheless.

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William D. Silky

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Alan D. Pole

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Date

## Purpose of the Study

A number of factors are affecting the operation of public school districts in New York State today. State standards continue to rise requiring students to do more in order to attain a high school diploma. These standards are driven by a rapidly changing world where more skills than ever before are required in order to be successful in college, the world of work, or both. Pressures on schools to increase the number of students who successfully complete high school continue to mount.

At the same time that communities strive to do more for their students, enrollments in many school districts are declining. In small districts like Barker and Lyndonville, maintaining and expanding opportunities for students is an especially significant challenge if student enrollments are on a downward path.

The third challenge facing school districts in New York State is one of resources. As districts strive to provide more for their students, financial challenges continue to grow in our nation and in New York State in particular. Our national economy is more precarious than it has been in decades. Our state budget is in dire straits facing enormous deficits. Although many school budgets passed this past May, the coming year looms large in terms of additional revenue challenges. It is clearly time for courageous school leaders to begin discussions about doing business differently.

In 2009-10 the Barker and Lyndonville boards of education expressed interest in pursuing a study to examine the merger of the districts. Both districts approached the State Education Department and the New York State Department of State to secure funding for this study. The districts did receive a state grant to support this study and Barker was appointed as the Local Education Agency (LEA) to administer the funding.

A joint committee consisting of Lyndonville and Barker board of education members along with the Superintendent from each district interviewed several consulting groups that submitted applications to facilitate the study. Following these interviews, the committee selected Castallo and Silky-*Education Consultants* from Syracuse. Castallo and Silky had conducted 19 school district merger studies prior to this investigation. In May and June 2010 each board of education identified members of their respective school communities to form an advisory committee. The purpose of the advisory committee was to offer assistance to the consultants as

they went about their work and to serve as key communicators back to their school district communities.

The study began in earnest in June 2010 with an initial meeting of the Advisory Committee. This report represents the culmination of our work and offers an overview of each district in the essential areas of operation when a merger is being considered: enrollment and enrollment projections, program (academic, co-curricular and extra-curricular), facilities, finances, transportation, staffing patterns, and employee contracts. This report also contains our recommendations for consideration by a new Board of Education should residents of both Lyndonville and Barker Central School Districts approve a merger.

## Background

The Barker and Lyndonville Central School Districts are both located on the southern shore of Lake Ontario between Rochester and Buffalo. Barker is located in Niagara County and Lyndonville is located in Orleans County, contiguous to and just east of Barker. Both districts are components of the Orleans-Niagara Board Of Cooperative Educational Services. Additional information about the two school districts participating in this study is in the table that follows:

	<i>Barker</i>	<i>Lyndonville</i>
Board of Education (year of term expiration)	Gordon Kenyon, President (2012) Randall Atwater (2012) Ronald Clemens (2012) Louis Mead (2011) Anne Moeller (2013) William Smith (2013)	Edward Urbanik, President (2011) Christina Feldman, Vice-President (2011) Thomas Klotzbach (2013) William Jurinich (2011) Theodore Lewis (2012) James Moody (2012) Richard Mufford (2012) Tara Neace (2013) Terry Stinson (2013)
Superintendent	Roger Klatt	Barbara Deane-Williams
2009-10 Enrollment	954	690
Area of District	75 sq. mi.	66 sq. mi.
Grade Level Configurations	Pre-K-4 5-8 9-12	Pre-K-1 2-4 5-6 7-8 9-12

During the course of this study a terribly unfortunate event struck both school communities with the sudden passing of Barker board of education vice-president Fred Bennes.

Both districts have representation on the Orleans-Niagara BOCES board of education. Tom Klotzbach represents Lyndonville and Ruth Smith represents Barker. Both terms expire on June 30, 2011. Since a school district can have only one representative on a BOCES board of education, only one of these individuals could be nominated in 2011 if a merger took place. It is anticipated that, should the current boards of education decide to proceed with merger referenda,

a decision about merger could be made well in advance of the time that 2011 nominations would have to be made for the BOCES board seat.

Both Barker and Lyndonville are rural in nature and are communities where the school buildings serve as the hub of school and community activity. The schools also serve as the largest employers in the districts. Barker has a coal burning power plant named AES located within its borders, which is another large employer in the area. AES also contributes significantly to the financial standing of the district and is the major reason that the financial comparisons of the two districts look differently.

When the merger study has been completed, it will be reviewed by the State Education Department. Following SED approval of the report, presentations on the study will be made to the two boards of education. Ample opportunity for questions and answers will be provided to the boards and their staff. It is anticipated that the boards of education will take time to deliberate about this report and then make their decisions about how to proceed that will serve their districts in the best way.

This merger study has been about the centralization of Barker and Lyndonville. In a centralization, a new school district is created which encompasses the entire property of the two school districts being merged. A new board of education is elected to oversee the operations of the newly created school district.

Should the Barker and Lyndonville boards of education decide to move forward, an advisory referendum or "straw vote" is taken in both school district communities. If a majority of the voters in both communities approve the straw vote, the Commissioner of Education will then formally lay out the merged school district and call for a formal referendum. At this same public referendum, the public will also vote on whether there will be 5, 7, or 9 members on the board of education should the merger vote be successful and whether their terms of office will be 3, 4, or 5 years. If the merger vote is successful in both districts, the votes on the top two propositions regarding board of education structure will be combined from both districts with the results of the total tally prevailing.

Should the majority of residents voting from both school districts approve the merger in the public referendum, the merger of the two school districts is approved. Should the merger vote not receive majority voter approval in both districts, the merger vote fails and the two school

districts remain in their current status. Within a year and a day, a second vote on reorganization may be held. If the first vote failed in only one of the districts, it is possible that only that district will need to hold a second vote with the positive vote from the other district remaining valid. Subsequent to a successful merger vote, the Commissioner of Education calls a special meeting in the merged school district in order to elect a new board of education. Once this board of education is elected, it is empowered with all of the authority and responsibility of any other school district board of education to oversee the operations of the new school district.

A merged school district inherits all of the property of the previous two school districts as well as many of the contractual obligations that existed in both of the previous districts. One of the major decisions that the new board of education will make is to hire the new superintendent for the school district. While existing contractual obligations for the sitting superintendents must be honored by the new board of education, neither superintendent has a contractual right to the position of superintendent. The District Superintendent can serve as a valuable resource for the board of education in the process of selecting a superintendent.

Centralized school districts come into formal operation on July 1 of a given year. The consultants are quite confident that, should a merger take place, the steps outlined above can be accomplished for a new school district to be formed by July 1, 2011.

## Student Enrollment History and Projections

Accurate student enrollment projections are essential for district long range planning. Virtually all aspects of a school district's operation including program, staffing, facilities, and finances are related to the number of students enrolled. For this reason, updated enrollment projections are critical and serve as the first aspect of analysis for this study.

The procedure for projecting student enrollments is referred to as the Cohort Survival Method. This methodology is highly reliable and is the most frequently used projective technique for making short-term school enrollment projections. To calculate enrollment projections, the following data and procedures are used:

- Six years 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 into the enrollment of the following grade a year later. For example, the number of students in grade 3 in any year is divided by the number of students in grade 2 of the previous year. The ratios indicate the proportion of the cohort "surviving" to the following year. Cohort refers to the enrollment in a grade for a given year.

Using grade-to-grade survival ratios, an average of these ratios for each cohort progression is obtained. This average is referred to as an average projective survival ratio. This 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 more than one, more students "survived" to the next grade. Grade-to-grade survival ratios reflect the net effects of deaths, dropouts, the number of students who are home schooled, promotion policies, transfers to and from nonpublic schools, and migration patterns in and out of the school district.

Since estimating births introduces a possible source of error into the model, enrollment projections are most accurate when existing data on live residential births can be used. Live birth data is currently available for both school districts from 2002 through 2008. Enrollment

projections are therefore most accurate for five years into the future for the elementary grades. For purposes of this study, however, we have projected enrollments for seven years into the future, until 2016-17. In order to make those projections, we have held constant the number of live births in each school district with the number of live births in 2008.

The methodology used in this study was an extrapolation of kindergarten enrollment cohorts from live birth data from the two school districts. Live birth data for Barker and Lyndonville from 2002-2008 is shown in the following chart:

Calendar Year	Barker	Lyndonville
2002	58	38
2003	53	53
2004	56	47
2005	40	46
2006	42	51
2007	44	38
2008	54	41

Comparing the number of live births in any year with the number of students entering kindergarten five years later will produce a ratio. This ratio of live births to entering kindergarten students is the factor that is used to project kindergarten enrollments from live births into the future. Combining the kindergarten enrollment projections with the cohort survival ratios for each grade level, the K-12 enrollments for Barker and Lyndonville can now be projected through the 2016-17 school year. Tables 3 and 4 on the following pages present the projected enrollments for both of the study districts.

**Table 3: Barker Enrollment Projections**

Grade	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Births 5 Yrs. Prior													
PreK				58	53	56	40	42	44	54	54	54	54
K	50	52	58	67	49	47							
1	67	54	56	63	74	69	1.238	52	54	67	67	67	67
2	59	69	58	56	60	72	1.006	50	52	55	67	67	67
3	73	65	68	56	59	59	1.018	71	51	53	56	68	68
4	74	72	65	71	53	54	0.978	72	69	50	52	55	67
5	70	76	74	69	73	58	1.048	60	75	72	52	55	57
6	70	74	81	73	66	70	1.005	57	61	76	73	52	55
7	85	70	74	85	77	69	1.030	60	59	63	78	75	54
8	95	89	76	77	88	83	1.057	76	63	62	66	82	79
9	98	96	94	74	74	88	1.000	73	76	63	62	66	82
10	84	97	99	93	81	80	1.037	86	76	79	66	64	69
11	92	84	89	90	88	83	0.960	88	83	73	76	63	62
12	77	89	79	90	86	85	0.968	74	85	80	70	73	61
Total K-12	1032	1013	1008	973	974	954		900	879	878	866	860	863
K-6 Total	498	480	476	473	462	451		422	421	435	445	439	435
7-12 Total	534	533	532	500	512	503		479	458	443	421	421	428
7-8 Total	193	185	170	151	162	171		149	140	125	128	148	162
9-12 Total	341	348	362	349	350	332		330	319	318	293	272	266

**Table 4: Lyndonville Enrollment Projections**

Grade	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Births 5 Yrs. Prior													
PreK			0	37	36	29							
K	64	58	54	38	71	49	1.127	57	43	46	46	46	46
1	58	56	54	51	41	56	0.923	48	53	40	43	43	43
2	54	59	60	53	63	44	1.075	49	52	57	43	46	46
3	50	51	58	62	46	54	0.937	56	46	48	54	40	43
4	50	50	57	52	69	48	1.034	43	58	47	50	55	41
5	47	46	53	56	51	67	0.982	55	42	57	46	49	54
6	69	50	51	53	61	48	1.040	49	57	44	60	48	51
7	58	67	52	48	53	59	0.983	69	48	56	43	59	47
8	76	54	68	57	53	50	1.017	48	70	49	57	44	60
9	75	84	71	71	61	49	1.091	66	52	76	54	62	48
10	62	55	73	59	62	58	0.851	46	56	45	65	46	53
11	69	61	57	68	52	60	0.960	40	45	54	43	62	44
12	60	68	68	56	69	48	1.004	56	40	45	54	43	63
Total K-12	792	759	776	724	752	690		682	662	664	656	643	639
K-6 Total	392	370	387	365	402	366		357	351	339	341	327	325
7-12 Total	400	389	389	359	350	324		325	311	325	315	316	315
7-8 Total	134	121	120	105	106	109		117	118	105	100	102	107
9-12 Total	266	268	269	254	244	215		208	193	219	215	214	207

Overall, both districts have declined in enrollment in the past six years. Both districts are projected to continue losing enrollment. The K-12 enrollment in Barker declined by 8% from 2004-05 to 2009-10 (1,032 to 954) and is projected to drop to 863 by 2016-17. The K-12 enrollment in Lyndonville declined by 13% from 2004-05 to 2009-10 (792 to 690), and is projected to decline by another 7% (from 690 to 639) by 2016-17.

K-6 enrollment in Barker decreased in the past six years from 498 to 451 (9%), and is projected to decrease slightly over the next seven years to 435. Enrollment in grades 7-8 in Barker declined by 11% in the past five years (193 to 171), and is projected to decrease by 5% to 162 in 2016-17. High school enrollment decreased from 341 to 332 over the past six years (3%), and is projected to decrease to 266 in 2016-17, a decline of 20%.

At Lyndonville, K-6 enrollment declined over the past five years from 392 to 366 (7%) and is projected to further decrease over the next seven years to 325 (11%). The enrollment in grades 7-8 declined by 19% in the past six years (134 to 109), and is projected to decline to 107 (2%) in 2016-17. High school enrollment declined by 19% over the past six years (266 to 215), and is projected to remain fairly constant at 207 through 2016-17.

Many school districts in New York State are facing enrollment decline in the next five to ten years. Such is the case in Barker and Lyndonville. Over the next seven years, Barker's K-12 enrollment is projected to decline by 91 students (10%) and Lyndonville's K-12 enrollment is projected to decrease by 51 students (7%). This decline is something that must be monitored and managed. It is further our opinion that this continued enrollment decline in both districts is an important factor to consider as merger of these two districts is contemplated.

Should the districts decide to merge, Table 5 shows the projected enrollment of the merged district.

**Table 5: Combined Enrollment Projections**

Grade	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Births 5 Yrs. Prior				96	106	103	86	93	82	95	95	95	95
PreK				104	85	76							
K	131	112	110	101	145	118	102	111	97	113	113	113	113
1	117	125	112	107	101	128	114	98	106	94	109	109	109
2	127	124	128	109	122	103	134	118	103	111	98	113	113
3	124	123	123	133	99	108	99	128	114	98	106	94	109
4	120	126	131	121	142	106	112	103	133	118	102	111	98
5	117	120	134	129	117	137	106	112	102	133	118	102	110
6	154	120	125	138	138	117	142	109	116	106	137	122	105
7	153	156	128	125	141	142	120	145	112	119	109	141	125
8	174	150	162	131	127	138	143	121	146	113	120	109	142
9	159	181	170	164	142	129	146	151	128	155	119	126	116
10	154	139	162	149	150	141	117	133	138	116	141	109	115
11	146	150	136	158	138	145	136	113	128	133	112	136	105
12	148	146	163	132	164	132	147	137	114	129	134	113	137
Total K-12	1824	1772	1784	1697	1726	1644	1616	1580	1538	1537	1517	1497	1496
K-6 Total	1824	850	863	838	864	817	808	779	771	773	783	763	757
7-12 Total	934	922	921	859	862	827	809	801	766	765	735	734	739
7-8 Total	327	306	290	256	268	280	263	266	258	231	228	250	267
9-12 Total	607	616	631	603	594	547	546	535	508	533	506	484	473

In 2016-17, the merged school district is projected to have a K-12 enrollment of 1,496. Without merger, the 2016-17 enrollments will be 863 in Barker and 639 in Lyndonville (note-due to rounding adding these individual district projections will be slightly higher than a combined total). The program opportunities that would be available to students in a 1,496 pupil school district will be greater than those opportunities in an 866 or 656 pupil district.

District resident students in non-public schools is an important consideration when projecting future enrollments, especially if this is a large number and there is the possibility of one or more of the non-public schools closing and students returning to the public school system. Table 6 shows the number of students in both Barker and Lyndonville that have attended non-public schools since 2004-05.

Year	Barker			Lyndonville		
	Parochial	Amish	Total	Parochial	Amish	Total
2004-05	12	12	24	3	NA	3
2005-06	10	10	20	3	NA	3
2006-07	8	9	17	4	NA	4
2007-08	8	13	21	3	NA	3
2008-09	9	13	22	5	NA	5
2009-10	5	12-13*	17-18*	3	NA	3

\*NOTE: Although there are a sizeable number of children educated in Amish schools in Lyndonville, the district does not keep records of the number of students.

We also examined the impact of the number of students in each district that are home schooled. The following table shows the homeschooled populations for both districts.

**Table 7**  
**Home Schooled Students from 2004-05 to 2009-10**

Year	Barker				Lyndonville			
	Elem.	Sec.	Total	% of total enrollment	Elem.	Sec.	Total	% of total enrollment
2004-05	19	12	31	3.1	7	9	16	2.0
2005-06	19	16	35	3.5	9	10	19	2.5
2006-07	18	14	32	3.2	7	6	13	1.7
2007-08	17	14	31	3.2	5	8	13	1.8
2008-09	17	15	32	3.3	6	10	16	2.1
2009-10	15	13	28	2.9	7	5	12	1.7

The percentage of students home schooled in school districts in New York State usually ranges from 2-3% and is relatively constant. Such is also the case with Barker and Lyndonville. Based on this six year history, we see no reason to believe that the number of home schooled students will change significantly or in any other way influence the student enrollment projections which are made in this chapter.

It is also important to examine the overall demographic population trends for a geographic area and to estimate how these might impact school enrollments. The following table illustrates population trends for the two main villages and townships that comprise the two study school districts.

Village/ Township	Barker Central School District			Lyndonville Central School District		
	1990	2000	2008	1990	2000	2008
Barker Village	569	577	540			
Somerset	2655	2865	2749			
Hartland	3911	4165	4001			
Newfane	8996	9657	9334			
Ridgeway	7341	6886	6561	7341	6886	6561
Yates	2497	2510	2450	2497	2510	2450
Lyndonville Village				953	862	816
Carlton				2808	2960	2897
Gaines				3025	3740	3621
Totals	25966	26660	25635	16624	16958	16345

Although there has been a slight decline in overall population from 1990 and 2008 in the main village and townships that comprise each school district (1.3% decline in Barker and 1.7% decline in Lyndonville), it is too early to detect if this is an overall downward trend that might affect school enrollments. The decline in school enrollments are more likely due to an overall aging of child-bearing adults as evidenced by the live birth data provided previously.

In conclusion, the projected enrollments for each school district have not been adjusted to account for any returning students (such as home schooled or non-public school students). Consequently, the projected numbers in tables 2, 3 and 4 are best estimates.

## Instructional Program

The grade configuration of school districts varies from one district to another. Research on grade configuration is inconclusive as to the one best arrangement. In a study of this sort, it is important to begin by describing the existing grade organization of the two districts. As can be seen in Table 9, Barker has a PK-4, 5-8, 9-12 grade arrangement while Lyndonville is

Barker	Lyndonville
Elementary-PK-4	Primary-PK-1
Middle-5-8	Elementary-2-4
High-9-12	Intermediate-5-6
	Middle-7-8
	High-9-12

structured into a PK-1, 2-4, 5-6, 7-8, and 9-12 configuration. It should be noted however that these grade arrangements don't necessarily conform to the school buildings; in Lyndonville grades 2-4 are housed in a separate building across the street from the larger school building. At Barker grades PK-4, 5-8 and 9-12 are physically located in the same school. In Lyndonville, PK-1, 5-6, 7-8 and 9-12 are all in the same school building. The grade configurations have been determined primarily based on how the curriculum is organized. If a merger is to occur, the new district will have to make a determination as to the most appropriate grade arrangement for the future given the overriding curricular philosophy and the available building space.

We now turn our attention to the instructional program at each level of schooling in the study districts. For convenience sake, the following sections are grouped as elementary (PK-5), middle school (6-8) and high school (9-12).

### *Elementary*

The best place to start describing the instructional program of any school or school district is with an overview of the instructional day. As the following table illustrates, both districts have approximately the same beginning and ending times of the day for elementary

students. Consequently, if the districts were to merge there would not be a major adjustment for students.

Further, the elementary student day is only 5 minutes longer in Lyndonville than Barker and while a final length of day would have to be agreed upon by the new district, this should not be a major change for students. The elementary teacher workday is the same length in both districts.

<b>Table 10</b>				
<b>Daily Elementary Schedules</b>				
	Barker		Lyndonville	
	Start/End Times	Length of Day	Start/End Times	Length of Day
Staff Start	8:10/8:20	7hr 25 min	8:05	7 hr 25 min
Staff End	3:35/3:45		3:30	
Student Start	8:40	6 hr 40 min	8:35	6 hr 45 min
Student End	3:20		3:20	

Tables 11 and 12 present a summary of the elementary school sections and average class size of each section. Being a larger school district, Barker has more sections of each elementary grade than Lyndonville. Elementary class sizes are just slightly larger at most grade levels in Lyndonville. Neither district has adopted strict maximum class size guidelines yet both have a policy to keep elementary class sizes in a reasonable size range.

<b>Table 11</b>				
<b>Elementary Sections/Section Sizes 2009-10</b>				
Grade Level	Barker		Lyndonville	
	# Sections	Section Sizes	# Sections	Section Sizes
K	4	15/18/17/17	3	15/16/16
First Grade	4	17/18/18/19	3	20/20/18
Second Grade	3	21/20/21	2	21/20
Third Grade	3	18/19/19	3	17/17/17
Fourth Grade	3	19/20/21	2	23/23
Fifth Grade	4	18/16/19/17	3	21/25/18
Sixth Grade	4	17/17/17/18	3	15/15/17

<b>Table 12</b>								
<b>Average Class Sizes</b>								
Grade Level	Barker				Lyndonville			
	2006-07	2007-08	2008-09	2009-10	2006-07	2007-08	2008-09	2009-10
Elementary 1-6	17	16	16	16	21	18	19	20

If a merger were to occur there would not be a major change in elementary class sizes felt by students or staff in either district.

The heart of every school's instructional program is its core academic curriculum. The following table summarizes the elementary curriculum in both study districts.

**Table 13  
Elementary Curriculum**

Curricular Area	Barker	Lyndonville
Language Arts	<ul style="list-style-type: none"> <li>• Balanced literacy program (PreK-6)</li> <li>• Reading-Treasurers in grades 1-4</li> <li>• Handwriting-Handwriting Without Tears</li> <li>• <i>Literature and Language</i>, Mc Dougal &amp; Littell (6<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced literacy program</li> <li>• Harcourt Trophies 2007 (Kg-6)</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Math Advantage in grades K-4</li> <li>• <i>New York Math</i>, Scott-Foresman &amp; Addison Wesley (gr. 5)</li> <li>• <i>Mathematics Course 2</i>, Pearson (gr. 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday Mathematics 2004 (Kg-6)</li> </ul>
Science	<ul style="list-style-type: none"> <li>• MacMillian (2005) in grades 2-4</li> <li>• Scott-Foresman/Pearson Prentice Hall (Gr. 5-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Kg-1 no text; curriculum guide available</li> <li>• Gr. 2-4 Silver Burdett Science Horizons (1993); Elem. Science Kits ESP</li> <li>• Gr. 4-6: no texts; Elem. Science Kits ESP</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• New York Adventures in Time and Place</li> <li>• Periodical Subscriptions (<i>Time for Kids</i>, <i>Weekly Reader</i>, <i>Scholastic News</i>)</li> <li>• <i>Our World</i>, MacMillan/McGraw-Hill (gr. 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Kg-1 no text; curriculum map available</li> <li>• Gr. 2-3: MacMillan/McGraw-Hill (1995)</li> <li>• Gr. 4: MacMillan/McGraw-Hill (1998)</li> <li>• Gr. 5 Prentice-Hall (2001)</li> <li>• Gr. 6 Harcourt (2009)</li> </ul>
Physical Education/Health	<ul style="list-style-type: none"> <li>• <i>Jammin' Minute</i> (daily)</li> <li>• <i>Brain Gym</i> (Primary)</li> </ul>	<ul style="list-style-type: none"> <li>• Physically active for Life curriculum</li> <li>• Second Step violence prevention curriculum</li> </ul>

Both districts use a balanced literacy approach in the elementary grades, however different reading series are used in the two districts. Barker and Lyndonville elementary teachers

use different mathematics programs. In science, the two districts use different textbook series; Lyndonville teachers use BOCES science kits while Barker teachers use hands-on activities that have been locally developed. Different textbooks are used in social studies in the two districts. The physical education curriculum in the two districts is dissimilar. If the districts were to merge there would have to be considerable discussion and agreement on common textbooks/programs in nearly every elementary subject area. In addition to the core curriculum, each elementary school offers special area subjects to provide a well-rounded education to students. As Table 14 illustrates, Lyndonville and Barker offer approximately the same amount of art, music and physical education per week to students in grades K-4; Barker offers a formal library time to students in grades 2-5. Each district offers library services at the elementary level. A common agreed upon amount of special area instruction would have to be determined following merger of the districts.



Table 14: Elementary Special Area Subjects		
Special Area Subject	Barker	Lyndonville
Art	Gr PK: 1/30 minutes/week Gr K-5: 1/40 minutes/week*	Gr K-4: 1/40 minutes/week Gr 5-6: 2.5/40 minutes/week
Music	Gr K-5: 1/40 minutes/week*	Gr 2-4: 1/40 minutes/week Gr 5-6: 2.5/40 minutes/week
Physical Education	PK: 1/20-30 minutes/week plus daily class exercise Gr K-5: 3/40 minutes/week and everyday 5-15 minutes in-class exercise, nutrition, hygiene, etc.	Gr K-4: 3/40 minutes/week Gr 5-6: 2.5/45 minutes/ week
Library/Technology	<i>Library</i> Gr PK: 1/20-30 minutes/week Gr K-5: 1/30 minutes/week <i>Technology</i> Gr PK-5: Each teacher schedules 1/40 minutes/week	Gr K-1: 1/40 minutes/week
*In Barker, art and music also design and implement additional extra time once a week for a 4-6 week unit/theme for each grade/class. Barker also offers a Talent Development Program ("gifted and talented") for grades K-5 on a rotating basis based on both interests and academic ability.		

Although not illustrated in the above table, the following curricular information is critical to a complete understanding of the elementary program in Barker and Lyndonville. In Lyndonville, instrumental music starts in 4<sup>th</sup> grade. A librarian is split between the primary and elementary building with two aides that float between the buildings. The librarian is also the technology support person. There used to be a YMCA after school program but it has been discontinued. Lyndonville runs a summer literacy program (20 sessions, 9 a.m. to noon) that

also ties into the Village/Town Recreation Program. Lyndonville students go to Barker for summer swim lessons.

In Barker, chorus begins at grade 3 and band at grade 4. There is a full-time librarian in the elementary school that sees students from every classroom for 30 minutes per week. The district runs a morning tutoring program from 7:40-8:40 for 3<sup>rd</sup> and 4<sup>th</sup> grade students who are at-risk in English/Language Arts and/or math. There is also a morning day-care/kid watch program from 7:40-8:40 each day for which parents pay.

Finally, to ensure a complete picture of the elementary instructional program, it is necessary to present a summary of student academic performance. At the elementary level in New York State, the best way to accomplish this is by examining student performance on the English/Language Arts (ELA) and Mathematics state tests administered in grade 3-8. Before presenting recent results for Lyndonville and Barker, it is important to understand the rating system currently used in New York. The following summary describes the four-level system in place.

#### Performance Level Descriptors

##### *Grades 3-8 Assessment System*

#### **Level 1-Not Meeting Learning Standards**

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

#### **Level 2-Partially Meeting Learning Standards**

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

#### **Level 3-Meeting Learning Standards**

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

**Level 4-Meeting Learning Standards with Distinction**

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

The follow series of tables (15-20) presents a four-year summary of students scoring at each achievement level in both of the study districts.

<b>Table 15</b> <b>Percent of Students Scoring at Each Level</b> <b>English/Language Arts</b> <b>Grade 3</b>								
Level	2005-06		2006-07		2007-08		2008-09	
	Barker (70)	L'ville (54)	Barker (68)	L'ville (56)	Barker (67)	L'ville (62)	Barker (52)	L'ville (46)
1	3	0	6	2	3	0	0	2
2	17	20	16	25	10	10	25	22
3	71	73	72	55	71	71	67	63
4	9	7	6	18	16	19	8	13

( ) indicates the number tested

<b>Table 16</b> <b>Percent of Students Scoring at Each Level</b> <b>Math</b> <b>Grade 3</b>								
Level	2005-06		2006-07		2007-08		2008-09	
	Barker (70)	L'ville (52)	Barker (69)	L'ville (55)	Barker (67)	L'ville (64)	Barker (52)	L'ville (46)
1	0	0	0	0	0	0	0	0
2	7	2	11	2	5	3	4	4
3	72	54	69	42	54	66	75	81
4	21	44	20	56	41	31	21	15

( ) indicates the number tested

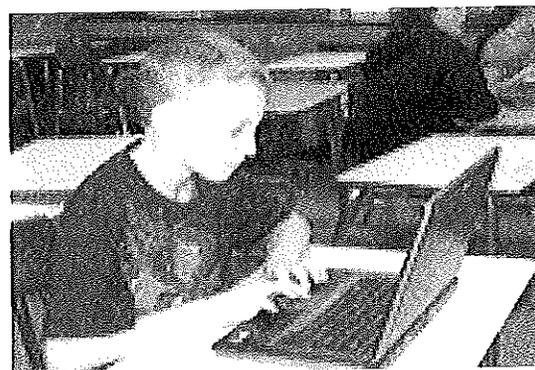
<b>Table 17</b> <b>Percent of Students Scoring at Each Level</b> <b>English/Language Arts</b> <b>Grade 4</b>								
Level	2005-06		2006-07		2007-08		2008-09	
	Barker (75)	L'ville (51)	Barker (75)	L'ville (56)	Barker (68)	L'ville (52)	Barker (70)	L'ville (67)
1	7	2	4	0	4	4	1	0
2	21	25	11	20	21	13	12	12
3	67	67	70	67	71	66	77	79
4	5	6	15	13	4	17	10	9

( ) indicates the number tested

<b>Table 18</b> <b>Percent of Students Scoring at Each Level</b> <b>Math</b> <b>Grade 4</b>								
Level	2005-06		2006-07		2007-08		2008-09	
	Barker (75)	L'ville (48)	Barker (76)	L'ville (57)	Barker (67)	L'ville (52)	Barker (71)	L'ville (66)
1	0	2	0	0	3	0	0	0
2	11	2	11	12	6	6	6	6
3	61	61	47	60	58	52	56	59
4	28	35	42	28	33	42	38	35

( ) indicates the number tested

Grade 3 and 4 ELA and math results are very comparable in the two districts over the period 2005-06 to 2008-09.



<b>Table 19</b> <b>Percent of Students Scoring at Each Level</b> <b>English/Language Arts</b> <b>Grade 5</b>								
Level	2005-06		2006-07		2007-08		2008-09	
	Barker (74)	L'ville (47)	Barker (80)	L'ville (53)	Barker (72)	L'ville (56)	Barker (68)	L'ville (49)
1	8	6	4	0	0	0	0	0
2	18	45	25	57	21	14	19	10
3	71	38	68	37	76	72	63	80
4	3	11	3	6	3	14	18	10

( ) indicates the number tested

<b>Table 20</b> <b>Percent of Students Scoring at Each Level</b> <b>Math</b> <b>Grade 5</b>								
Level	2005-06		2006-07		2007-08		2008-09	
	Barker (74)	L'ville (47)	Barker (87)	L'ville (54)	Barker (72)	L'ville (56)	Barker (69)	L'ville (50)
1	8	19	1	13	0	0	0	0
2	28	45	15	61	10	7	29	4
3	58	27	58	24	57	68	49	68
4	14	9	26	2	33	25	22	28

( ) indicates the number tested

Grade 5 ELA and math results the last two years (07/08 & 08-09) are more in line than the previous two years (Lyndonville has improved).

We now turn our attention to the instructional program in the middle grades in each district.

### *Middle School*

As with the elementary discussion previously, we look at the middle grades by first considering the daily schedules in each of the study districts. Table 21 summarizes this comparison.

<b>Table 21</b>				
<b>Daily Middle School Schedules</b>				
	<i>Barker</i>		<i>Lyndonville</i>	
	<b>Start/End Times</b>	<b>Length of Day</b>	<b>Start/End Times</b>	<b>Length of Day</b>
Staff Start	8:20 (5 <sup>th</sup> ) 7:30/7:40 (6-8)	7 hr 15 min (5 <sup>th</sup> ) 7 hr 30 min (6-8)	7:35	7 hr 25 min
Staff End	3:35 (5 <sup>th</sup> ) 3:00/3:10 (6-8)		3:00	
Student Start	8:40 (5 <sup>th</sup> ) 7:45 (6-8)	6 hr 30 min	7:35	6 hr 55 min
Student End	3:10 (5 <sup>th</sup> ) 2:15 (6-8)		2:30	

The middle school teacher workday in grades 6-8 is five minutes longer in Barker than Lyndonville. Barker middle school students start school at 7:45 and end at 2:15 p.m. while Lyndonville students start at 7:35 and end at 2:30. These differences in starting and ending times are not terribly different and it is reasonable to assume that a common schedule for the middle school could be achieved quite easily should a merger occur.

Middle school class sizes for 2006-07 and 2007-08 in Lyndonville were consistently four to six students larger than middle school class sizes in Barker as illustrated in Table 22. For 2008-09 the class sizes in Lyndonville are one to two students larger than in Barker. Note that neither district has adopted strict class size guidelines. If a merger were to occur there would not be a major change in middle school class sizes felt by students or staff in either district.

<b>Table 22</b>						
<b>Average Class Sizes in Grade 8</b>						
Grade Level	<i>Barker</i>			<i>Lyndonville</i>		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<i>Grade 8</i>						
English	17	14	14	22	19	15
Math	18	13	15	22	19	16
Science	18	14	15	24	18	17
Social Studies	18	14	15	22	19	17

Tables 23 through 28 present a summary of student performance on New York State tests for each district during the most recent four years of available data. After considerable study of these data, it is concluded that in grades 6-8, English/language arts (ELA) and math results are very comparable in the two districts. Upon closer examination, the results appear to be more similar in recent years.

<b>Table 23</b> <b>Percent of Students Scoring at Each Level</b> <b>English/Language Arts</b> <b>Grade 6</b>								
Level	2005-06		2006-07		2007-08		2008-09	
	Barker (70)	L'ville (47)	Barker (74)	L'ville (48)	Barker (84)	L'ville (52)	Barker (75)	L'ville (63)
1	7	6	0	4	0	0	0	0
2	29	34	22	71	20	38	12	22
3	53	54	73	25	76	60	83	62
4	11	6	5	0	4	2	5	16

( ) indicates the number tested

<b>Table 24</b> <b>Percent of Students Scoring at Each Level</b> <b>Math</b> <b>Grade 6</b>								
Level	2005-06		2006-07		2007-08		2008-09	
	Barker (71)	L'ville (49)	Barker (73)	L'ville (47)	Barker (85)	L'ville (51)	Barker (76)	L'ville (62)
1	7	4	3	17	1	2	3	2
2	17	65	20	57	8	12	5	17
3	68	27	66	26	62	68	67	57
4	8	4	11	0	29	18	25	24

( ) indicates the number tested

**Table 25**  
**Percent of Students Scoring at Each Level**  
**English/Language Arts**  
**Grade 7**

Level	2005-06		2006-07		2007-08		2008-09	
	Barker (88)	L'ville (64)	Barker (78)	L'ville (51)	Barker (76)	L'ville (48)	Barker (90)	L'ville (52)
1	3	3	5	0	1	0	0	0
2	36	50	32	65	19	33	9	12
3	53	39	59	33	80	63	82	84
4	8	8	4	2	0	4	9	4

( ) indicates the number tested

**Table 26**  
**Percent of Students Scoring at Each Level**  
**Math**  
**Grade 7**

Level	2005-06		2006-07		2007-08		2008-09	
	Barker (88)	L'ville (68)	Barker (75)	L'ville (53)	Barker (78)	L'ville (48)	Barker (90)	L'ville (51)
1	8	12	5	13	1	2	1	0
2	34	42	22	70	12	10	5	4
3	45	40	66	15	66	57	65	55
4	13	6	7	2	21	31	28	41

( ) indicates the number tested

**Table 27**  
**Percent of Students Scoring at Each Level**  
**English/Language Arts**  
**Grade 8**

Level	2005-06		2006-07		2007-08		2008-09	
	Barker (94)	L'ville (59)	Barker (94)	L'ville (70)	Barker (74)	L'ville (56)	Barker (74)	L'ville (52)
1	4	5	2	1	1	0	0	2
2	31	46	35	36	25	36	22	31
3	59	44	50	54	67	62	77	65
4	6	5	13	9	7	2	1	2

( ) indicates the number tested

Table 28 Percent of Students Scoring at Each Level Math Grade 8								
Level	2005-06		2006-07		2007-08		2008-09	
	Barker (92)	L'ville (56)	Barker (93)	L'ville (70)	Barker (75)	L'ville (56)	Barker (74)	L'ville (53)
1	7	5	14	3	1	2	0	2
2	33	68	35	58	6	12	4	9
3	48	22	41	26	68	77	69	70
4	12	5	10	13	25	9	27	19

( ) indicates the number tested

The next section will present similar data for the high school programs in Barker and Lyndonville.

### *High School*

Once again we begin by summarizing the daily high school schedules of the two schools being considered. Table 29 shows that the high school teacher workday is the same in both Lyndonville and Barker.

Table 29 Daily High School Schedules				
	Barker		Lyndonville	
	<i>Start/End Times</i>	<i>Length of Day</i>	<i>Start/End Times</i>	<i>Length of Day</i>
Staff Start	7:40	7 hr 25 min	7:35	7 hr 25 min
Staff End	3:05		3:00	
Student Start	7:50	6 hr 28 min	7:35	6 hr 55 min
Student End	2:18		2:30	

Barker high school students start at 7:50 a.m. and end at 2:18 p.m. Lyndonville high school students start at 7:35 a.m. and end the day at 2:30 p.m. These differences in start and end times are not terribly different and it is reasonable to assume that a common schedule for the high school could be achieved quite easily should a merger occur. The high school day is 27 minutes

longer in Lyndonville than in Barker. Since the staff workdays are so close in length, agreeing upon a length for the student day should not be a major factor following a merger of the districts.

Table 30 summarizes the average class sizes for the core academic subjects (English, math, science, social studies) in each district's high school. Except for a few rare instances, the high school class sizes in Lyndonville and Barker have been quite similar from 2006-07 through 2008-09. Neither district has adopted strict class size guidelines for high school courses. If a merger were to occur, there would not be a major change in high school class sizes felt by students or staff in either district.

Grade Level	Barker			Lyndonville		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<i>Grade 10</i>						
English	16	19	18	26	21	16
Math	16	18	20	NA	14	NA
Science	17	16	16	21	20	NA
Social Studies	20	19	18	18	20	15

The lengthy table that follows (Table 31) presents an overview of the curriculum in each district's high school. In addition to identifying the courses taught during 2009-10, the number or sections of each course and each section size is also shown in this table. For example, in Barker there were four sections of English 9 last year with section sizes of 17, 11, 17, and 11.

Both districts have a solid program in the core areas of English, math, science, and social studies for districts of their size. Barker, being the larger district, has more sections of these core courses. A number of Honors and Advanced Placement courses are available in both districts. Spanish is the predominant foreign language offering in both districts with Barker offering five years and Lyndonville offering four. Barker offers five years of French but with a very limited number of students. Lyndonville only offers Spanish.

**Table 31**  
**High School Curriculum Offerings-2009-10**

Course	Barker	Lyndonville
<b>ENGLISH</b>		
English 9	17, 11, 17, 11	14, 12
English 9 Honors	22	
English 10	12, 20, 13, 14	10, 16
English 10 Honors	23	
English 11	21, 15, 22, 11	19, 12
AP English 11		16, 16
English 12	11, 9, 22, 20	19, 16
AP Composition	21	
AP English	20	15
Pre AP English 9		16, 8
Pre AP English 10		15, 14
<b>SOCIAL STUDIES</b>		
Global History I	15, 15, 15, 18, 15	16, 18, 18, 18
Global History II	16, 15, 18, 13	21, 21, 14,
Global History II Honors	18	
US History	19, 20, 24, 16, 8	18, 18
Economics	15, 16, 16, 19, 19	23, 19
Participation in Government	14, 14, 16, 20, 21	22, 19
AP US Government		8
AP US History		22
Sociology	25	
Psychology	24	
<b>MATH</b>		
Geometry	18,14, 10	22, 15, 15
Accelerated Geometry	10	
Math Exploration I	15	
Math Exploration II	15	
Pre-Algebra	17	
Integrated Algebra	14, 20, 21, 17, 13(MS)	17, 25, 12,
Algebra 2		13, 16, 16
Math B	19, 13, 7	
Accelerated Math B	19	
Math B Regents Prep		8
Math B Lab	4/2	
Pre-Calculus	17, 12	11, 17
Calculus	13	
AP Calculus		7
Integrated Math	7	

**Table 31 Continued**  
**High School Curriculum Offerings-2009-10**

Course	Barker	Lyndonville
<b>SCIENCE</b>		
Earth Science	16, 22, 24, 22	18, 24, 16, 17
Living Environment	11, 23, 18, 15, 16	15, 15, 13
Ecology		9
Anatomy	20	
Physiology	20	
AP Biology	6	
Chemistry	19, 20	17, 24
AP Chemistry		6
Introduction to Forensics		14
Forensics I	10, 13	
Forensics II	11, 13	
Physics	19, 14	7
<b>FOREIGN LANGUAGE</b>		
Spanish 1	(8 <sup>th</sup> grade class)	8, 11, 14, 24
Spanish 2	12, 23, 15	13, 9, 14
Spanish 3	15, 16, 6	17, 18
Spanish 4	21	20
Spanish 5	13	
French 1	(8 <sup>th</sup> grade class)	
French 2	9	
French 3	8	
French 4 & 5	2 & 2	
<b>BUSINESS</b>		
Accounting	12, 19	10
Advanced Accounting	12	
Introduction to Business		18
Business Analysis/App's	11	
Personal Finance	15, 12	
Career & Finance	10, 8	16, 12
Computer Skills	9	
Computer Applications	12	
Advanced Software	10	
Marketing	5	
Business Law	13	15
<b>TECHNOLOGY</b>		
Principles of Engineering	10	
Materials Processing	18	
Production Systems		9, 9
Transportation Systems	13	

<b>Table 31 Continued</b>		
<b>High School Curriculum Offerings-2009-10</b>		
Course	Barker	Lyndonville
<b>TECHNOLOGY CONTINUED</b>		
Architectural Design/Drawing	11	4, 4
Design/Drawing – Production	7, 11	
Electricity/Electronics	13	
Communication Systems	19	
Engineering Drawing		12
Computer Drafting		12
<b>ART</b>		
Drawing	15, 9	
Painting	4, 8	
Portfolio	7	
Animation	9	
Advanced Design	8	
Latrator/Yearbook	15	
Studio in Art	18, 15, 12, 13	22, 9
Printmaking	8	
Watercolor	8	
<b>FAMILY AND CONSUMER SCIENCE</b>		
Intro to Human Nutrition		12
<b>HEALTH</b>		
Health	12, 18, 18, 10, 19	17, 14, 16, 16

In the business area, Barker offers ten different courses, three of which are focused on computer operations. Lyndonville offers four different business courses. In technology, Barker offers seven courses and Lyndonville offers four. Barker provides ten different art courses while Lyndonville has only one. Barker, being the larger district, offers more electives than does Lyndonville. A merger would significantly enhance the high school offerings that are currently available to the students of these two districts. In addition, a larger high school would allow more college credit bearing courses and more specialized programs like the International Baccalaureate program and Project Lead the Way to be available to students.

In addition to the courses listed in Table 31, high school students from both districts have access to the following Career and Technical Education courses from the Orleans-Niagara BOCES:

Air Conditioning/Refrigeration/Heating	Health Occupations Technician
Auto Body	Heavy Equipment/Diesel
Auto Mechanics	Precision Machine Technology
Building Trades	Project Based Engineering
Computer Technology	Security & Law Enforcement
Conservation of Natural Resources	Welding
Cosmetology	Allied Health Tech Prep
Digital Media	Automotive Tech Prep
Early Childhood Education	VIP Auto Service
Electricity/Electronics	VIP Buildings and Grounds
Emergency Medical Services	VIP Human Services
Food Service	Multi-Occupations
Graphic Communications	

Table 32 summarizes the 2009-10 enrollments in each of the BOCES career and technical education courses for both Lyndonville and Barker.

<b>Table 32</b>		
<b>Enrollment in BOCES Career &amp; Technical Education Courses 2009-10</b>		
	<i>Barker</i>	<i>Lyndonville</i>
<b>Junior Class</b>		
# of Students in Class	84	61
# of students in BOCES CTE	31	16
<b>Senior Class</b>		
# of Students in Class	86	49
# of Students in BOCES CTE	22	13
# of Juniors and Seniors in BOCES CTE Courses	53 of 170	29 of 110
% of Juniors & Seniors in BOCES CTE Courses	31.2%	26.4%

As with the elementary and middle school summaries, we now turn to examine high school student performance on New York State Regents examinations. Table 33 provides these data.

Performance of students on Regents examinations from 2006-07 to 2008-09 has been quite similar when looking at the percentage of students that have passed these assessments at 55% or 65%. While the overall results are quite similar there are a few exceptions. For example, Barker students have consistently performed well on Regents exams in mathematics. Barker had a greater percentage of students scoring 85% or higher four times. Close examination of these assessments will show mixed results with Barker students performing better on some and Lyndonville students doing better on others.

**Table 33**  
**Student Performance on Regents Examinations**  
**(All Students)**

Regents Examination	Year	# Tested		% at or above 55		% at or above 65		% at or above 85	
		BAR	LYN	BAR	LYN	BAR	LYN	BAR	LYN
English	08-09	91	56	98	95	98	91	47	38
	07-08	90	71	100	94	97	93	36	11
	06-07	81	60	100	90	98	87	41	37
Math A	08-09	75	12	100	100	100	92	56	17
	07-08	87	82	100	90	100	82	48	28
	06-07	95	81	100	91	100	88	44	22
Math B	08-09	67	72	70	67	63	58	18	13
	07-08	61	64	89	41	84	30	28	3
	06-07	52	45	81	80	73	73	21	20
Algebra	08-09	71	67	99	87	93	72	23	10
	07-08	0	92		91		75		5
	06-07	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Geometry	08-09	0	63		79		60		2
	07-08	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	06-07	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Global History	08-09	106	77	98	81	89	77	42	35
	07-08	102	65	91	85	84	66	44	31
	06-07	98	79	93	94	81	85	32	29
US History	08-09	91	61	96	89	96	80	59	34
	07-08	90	68	99	97	97	94	53	53
	06-07	83	54	100	96	96	93	53	52
Living Environment	08-09	88	84	100	95	99	90	61	43
	07-08	93	72	97	88	92	76	45	22
	06-07	83	74	99	97	99	91	49	23
Earth Science	08-09	83	52	95	90	87	87	54	52
	07-08	90	65	93	98	83	97	37	42
	06-07	106	62	92	90	85	90	35	29
Chemistry	08-09	54	33	96	91	72	79	17	24
	07-08	58	29	95	97	64	79	0	14
	06-07	55	34	87	97	67	79	4	29
Physics	08-09	24	10	83	90	58	90	4	0
	07-08	24	12	88	83	79	58	21	0
	06-07	14	15	100	100	93	93	50	33

An important aspect of any student's high school education is the availability of opportunities to offer a well-rounded education. Consequently, we now turn to student athletic and extra-curricular opportunities and participation rates in both of the study districts during the 2009-10 academic year.

Tables 34, 35 and 36 summarize the athletic offerings and the number of students that participated by season (fall, winter and spring).

<b>Table 34</b>		
<b>Athletic Participation for Fall 2009-10</b>		
<b>Sport</b>	<b>Barker</b>	<b>Lyndonville</b>
Football, Varsity	17	
Football, JV	20	
Football, Modified	23	
Soccer, Boys Varsity		18
Soccer, Boys JV		20
Soccer, Boys Modified	19	12
Soccer, Girls Varsity	19	22
Soccer, Girls JV	21	
Soccer, Girls Modified	19	15
Volleyball, Girls Varsity	13	8
Volleyball, Girls JV	11	9
Volleyball, Girls Modified	10	16
Cross Country, Boys Varsity	23	
Cross Country, Boys Modified	7	
Cross Country, Girls Varsity	9	
Cross Country, Girls Modified	3	
Golf, Boys Varsity	12	1 (Spring)
Golf, Boys Modified	5	
Cheerleading, Varsity	6	
Field Hockey, Varsity	17	
Field Hockey, JV		

**Table 35**  
**Athletic Participation for Winter 2009-10**

Sport	Barker	Lyndonville
Basketball, Boys Varsity	10	8
Basketball, Boys JV	12	10
Basketball, Boys Modified	19	22
Basketball, Girls Varsity	12	8
Basketball, Girls JV	12	12
Basketball, Girls Modified	26	24
Wrestling, Boys Varsity	20	12
Wrestling, Boys Modified	9	13
Swimming, Boys Varsity	16	
Swimming, Boys Modified	15	
Swimming, Girls Varsity	17	
Swimming, Girls Modified	8	
Cheerleading, Girls Varsity	6	12
Indoor Track, Boys Varsity		2
Indoor Track, Girls Varsity		1

**Table 36**  
**Athletic Participation for Spring 2009-10**

Sport	Barker	Lyndonville
Baseball, Boys Varsity	12	12
Baseball, Boys JV	17	14
Baseball, Boys Modified		10
Softball, Girls Varsity	13	11
Softball, Girls JV	16	14
Softball, Girls Modified		16
Tennis, Boys Varsity	29	
Track and Field, Boys Varsity	35	15
Track and Field, Boys Modified	30	12
Track and Field, Girls Varsity	30	6
Track and Field, Girls Modified	31	10

Barker, being the larger of the two districts, has more athletic opportunities for its students. In the fall this includes football, boys and girls cross country, golf, cheerleading, and field hockey. Lyndonville offers boys varsity and JV soccer in the fall that is not available to Barker students. In winter, only Barker offers boys and girls swimming while only Lyndonville offers boys and girls indoor track. In spring, only Lyndonville offers modified baseball while only Barker provides tennis.

The number of students participating on teams in both districts is becoming quite close to the minimum number of students needed to field a team. Given the predicted enrollment decline in both districts, athletic teams will be in even more jeopardy in the future. Merging high schools would significantly increase the number of athletic offerings available to students. At the same time, given a larger high school population, competition for students to participate on teams will also increase.

Table 37 presents a summary of the clubs and extracurricular activities offered by each district's high school last year.

<b>Table 37</b>		
<b>Clubs/Extracurricular Activities Grades 9-12</b>		
<b>2009-10</b>		
<i>Activity</i>	<i>Barker</i>	<i>Lyndonville</i>
Envirothon		X
Academic Decathlon		X
Yearbook		X
Virtual Enterprise		X
National Honor Society	X	X
Musical/Theater Production	X	X
Senior/High School Band	X	X
Jazz Band	X	X
Chorus		X
Operetta		X
English Club	X	
French Club	X	
Spanish Club	X	
School Shop	X	
Student Council	X	X
Tech War Team	X	
Video Club	X	
Senior Play		X
Varsity Club	X	X
FCCLA Club (Family Career Community Leaders of America)	X	
GAVEL Club (Public Speaking)	X	
Multicultural/Diversity Club	X	X
Science Olympiad		X

Analysis of clubs and extra-curricular activities has not been taken any further in this study. Most districts are usually willing to start any club in which there is sufficient student interest and a faculty advisor can be secured. Districts find clubs much more affordable than inter-scholastic athletics and much easier to administer. Following a merger of the districts, students and faculty will determine which clubs will continue or not. It is safe to assume, however, that having more students in the middle school and in the high school will create more opportunities for students to participate in clubs.

### *Special Education*

Finally, it is important to have an understanding of the special education program in each school district. Table 38 that follows summarizes the number of special needs students in Barker and Lyndonville, by disability, for the past two academic years. A considerable amount of information can be gleaned from studying this table. For example, New York State typically wants school districts to have no more than 12% of their total student population to be identified as in need of special education services. If the percentage is greater than 12%, it is surmised that perhaps the district is over-identifying students. Both of the study districts are below 12% of their total student population that are classified as in need of special education services and both have approximately the same percentage of students in special education programs. Like all districts, Barker and Lyndonville's special needs students are predominantly classified as learning disabled. Neither district has an inordinately large percentage of severely disabled students.

If the districts merge, a new Committee on Special Education will be formed. It does not appear as if there will be a major philosophical shift in identification and placement of students with special needs.

<b>Table 38</b>				
<b>Barker and Lyndonville Special Education Students by Disability</b>				
<b>2008-09 and 2009-10</b>				
<b>Disability</b>	<b>Barker 2008-09</b>	<b>Lyndonville 2008-09</b>	<b>Barker 2009-10</b>	<b>Lyndonville 2009-10</b>
Autism	0	2	0	2
Emotional Disturbance	5	6	3	7
Learning Disability	62	31	55	37
Mental Retardation	5	1	4	0
Deafness	0	0	0	0
Hearing Impairment	0	1	1	1
Speech Impairment	14	7	9	7
Visual Impairment	0	0	0	1
Orthopedic Impairment	0	1	0	1
Other Health Impairment	18	11	19	15
Multiple Disabilities	9	4	8	3
Deaf-Blindness	0	0	0	0
Traumatic Brain Injury	0	1	0	0
Totals	113	65	99	74
% of Total Students	11.6%	8.6%	10.4%	10.7%

This concludes the overview of each district's instructional program. The following section will explore the finances of Barker and Lyndonville and the impact of a possible merger on these finances.

## Fiscal Condition of the Districts

In addition to enhancing educational opportunities for students, a second major consideration in any discussion of possible district consolidation revolves around finances. Therefore, this section of the report will provide an overview of the financial condition of each study district and offer insight into the potential financial ramifications should a merger occur.

**NOTE: The appendix contains a much more complete financial analysis than is contained in the following body of the report.**

As Table 39 below illustrates that the residents of both Barker and Lyndonville consistently support proposed spending plans put forth by their respective boards of education. Over the past

School Year	Barker				Lyndonville			
	Budget Votes				Budget Votes			
	YES	NO	Total	% YES	YES	NO	Total	% YES
2005-06	323	137	460	70%	249	120	369	67%
2006-07	272	97	369	74%	197	66	263	75%
2007-08	253	93	346	73%	246	82	328	75%
2008-09	282	82	364	77%	159	63	222	72%
2009-10	182	77	259	70%	169	97	266	64%
2010-11	223	29	252	88%	198	84	282	70%
School Year	Barker Capital Proj/Reserve				Lyndonville Bus Votes			
	YES	NO	Total	% YES	YES	NO	Total	% YES
	2005-06				145	125	270	54%
2006-07	243	112	355	68%	200	62	262	76%
2007-08	233	90	323	72%	216	110	326	66%
2008-09	276	67	343	80%	178	44	222	80%
2009-10	191	64	255	75%	206	60	266	77%
2010-11					217	64	281	77%
					2007 Lyndonville \$9.9 Million Project			
					YES	NO	Total	% YES
					125	48	173	72%

six years the budget passage rate has not dipped below 64% approval in either district and in nearly every year was at least 70% approval. A similar pattern of support is found with the Barker capital project and reserve voting and with Lyndonville's bus purchase and capital project in 2007.

Throughout this chapter on finances reference will be made to AES Corporation, a large coal burning power plant that is located in Barker. The AES plant was a taxable property through 2007. When AES came off the tax rolls in 2008, the property value per enrolled pupil dropped from \$982,570 to \$230,722. To compensate for this dramatic decrease in real property value, the district negotiated a Payment In Lieu Of Taxes (PILOT) agreement with AES for the 2007-08, 2008-09, and 2009-10 fiscal years. A new PILOT agreement has recently been negotiated with AES whereby AES will pay the Barker school district \$9,361,500 per year from 2010-11 through 2014-15.

Examination of each district's general fund balance sheets (Table 40) shows that both districts had healthy fund balances on June 30, 2009 (Barker, \$15,496,706; Lyndonville, \$6,898,965). Each district has been able to reserve funds for specific purposes such as retirement, capital spending, liability, etc. The bulk of Barker's reserved funds reside in a tax certiorari reserve fund for any future property assessment challenges and subsequent reductions. This is critical given the AES power plant's impact on local assessed values and resultant school tax levy. In terms of undesignated or unappropriated fund balances, Barker had \$805,155 at years end while Lyndonville's undesignated fund balance was \$520,887.

<b>Table 40</b>			
<b>Barker and Lyndonville General Fund Balance Sheets, June 30, 2009</b>			
	Barker	Lyndonville	IF Combined
<b>BALANCE SHEET:</b>			
<b>ASSETS:</b>			
Cash- Unrestricted	14,808,852	6,023,610	20,832,462
Cash- Restricted			-
Due from other Funds	337,466	280,762	618,228
Due from State and Federal	167,358	591,968	759,326
Due from Other Governments	181,455		181,455
Deferred Expenses			-
Other	1,575	2,625	4,200
<b>Total Assets</b>	<b>\$15,496,706</b>	<b>\$6,898,965</b>	<b>\$22,395,671</b>
<b>LIABILITIES:</b>			
Accounts payable	106,653	1,039,761	1,146,414
Accrued Liabilities	332,476	4,811	337,287
Revenue Anticipation Notes Payable			-
Due to Other Funds			-
Due to Other Govts.			-
Due to Retirement Systems	633,077	479,500	1,112,577
<b>Total Liabilities</b>	<b>\$1,072,206</b>	<b>\$1,524,072</b>	<b>\$2,596,278</b>
<b>FUND EQUITY:</b>			
<b>Reserved for:</b>			
Encumbrances	250,619	51,060	301,679
Retirement Contribution Reserve	-	200,000	200,000
Unemployment Insurance	46,852	299,380	346,232
Insurance	-	311,035	311,035

<b>Table 40 Continued</b>			
<b>Barker and Lyndonville General Fund Balance Sheets, June 30, 2009</b>			
	<b>Barker</b>	<b>Lyndonville</b>	<b>IF Combined</b>
Capital Reserve	2,809,582	3,031,143	5,840,725
Liability	70,356	365,310	435,666
Tax certiorari	6,519,013	-	6,519,013
Workers' Compensation	58,635	-	58,635
Other	-	-	-
Employee Benefit Liability	3,589,424	296,078	3,885,502
Debt Service	274,864	-	274,864
<b>Reserved Fund Balance</b>	<b>13,619,345</b>	<b>4,554,006</b>	<b>18,173,351</b>
Unreserved:			
Designated for subsequent year's expenditures	-	300,000	300,000
Undesignated	805,155	520,887	1,326,042
<b>Unreserved Fund Balance</b>	<b>805,155</b>	<b>820,887</b>	<b>1,626,042</b>
<b>Total Fund Equity</b>	<b>\$14,424,500</b>	<b>\$5,374,893</b>	<b>\$19,799,393</b>
<b>Total Liabilities and Fund Equity</b>	<b>\$15,496,706</b>	<b>\$6,898,965</b>	<b>\$22,395,671</b>

The following table (41) shows what has been happening to each district's total fund balance over the past several years. This too is a measure of a district's overall fiscal health—if the fund balance has remained stable or increased in subsequent years, it typically means there has been prudent fiscal management. Barker's total fund balance has increased substantially as the district planned for its major school tax reduction as the AES power plant came off the tax rolls. Lyndonville has also been able to grow its fund balance in recent years to ensure the fiscal health of the district as the current tight fiscal year approached.

June 30 <sup>th</sup> of Fiscal Year	Barker	Lyndonville
2005	\$5,235,774	\$2,100,153
2006	\$6,137,407	\$3,195,325
2007	\$8,887,649	\$3,734,891
2008	\$10,707,329	\$4,098,900
2009	\$14,424,500	\$5,374,893
2010 (estimate)	\$14,424,500	\$5,024,893

Review of each district's finances by their independent auditors in the late summer 2009 concluded the following:

*Barker Central School District*

Lumsden & McCormick, LLC, CPA's whose clients include many western New York school districts prepared the Barker CSD independent audit report. The "Summary of Auditors" Results (p. 34) states an "Unqualified" audit opinion.

The "Litigation" section (p. 24) of the Audit Report is relevant to the large Reserve for Tax Certiorari, \$6,519,013 or 42% of the total 06/30/2009 Fund Balance of \$15,496,706. The Litigation section states:

*The District's boundaries include a power plant that has been assessed at \$650,000,000 and contributes a significant amount of the District's annual tax levy. From time to time the operators of the facility will enter into Payment In Lieu Of Taxes (PILOT) agreements with*

*the County's Industrial Development Agency (IDA). The District and other municipalities have challenged the IDA's ability to enter into such an agreement, and the matter is pending in the courts.*

*The District has used its tax certiorari reserve to provide funding should this matter result in an unfavorable ruling against the District. Additionally, even if an agreement was reached between the parties there is a possibility the power plant's operators could later challenge the assessed value of the facility under Article 7 proceedings of the State's Real Property Tax law. Management does not believe an accrual is necessary at this time since no determination can reasonably be made of the eventual outcome of this case.*

The table of PROPERTY VALUE PER ENROLLED PUPIL included in another section of this report shows a dramatic drop from \$982,570/pupil in 2007 down to \$230,722/pupil in 2008 reflecting the power plant valuation coming off the tax roll and migrating to the PILOT payments.

#### *Lyndonville Central School District*

Raymond F. Wager, CPA, P.C., whose clients include many New York school districts, prepared the Lyndonville CSD independent audit report. The report also states an "Unqualified" audit opinion.

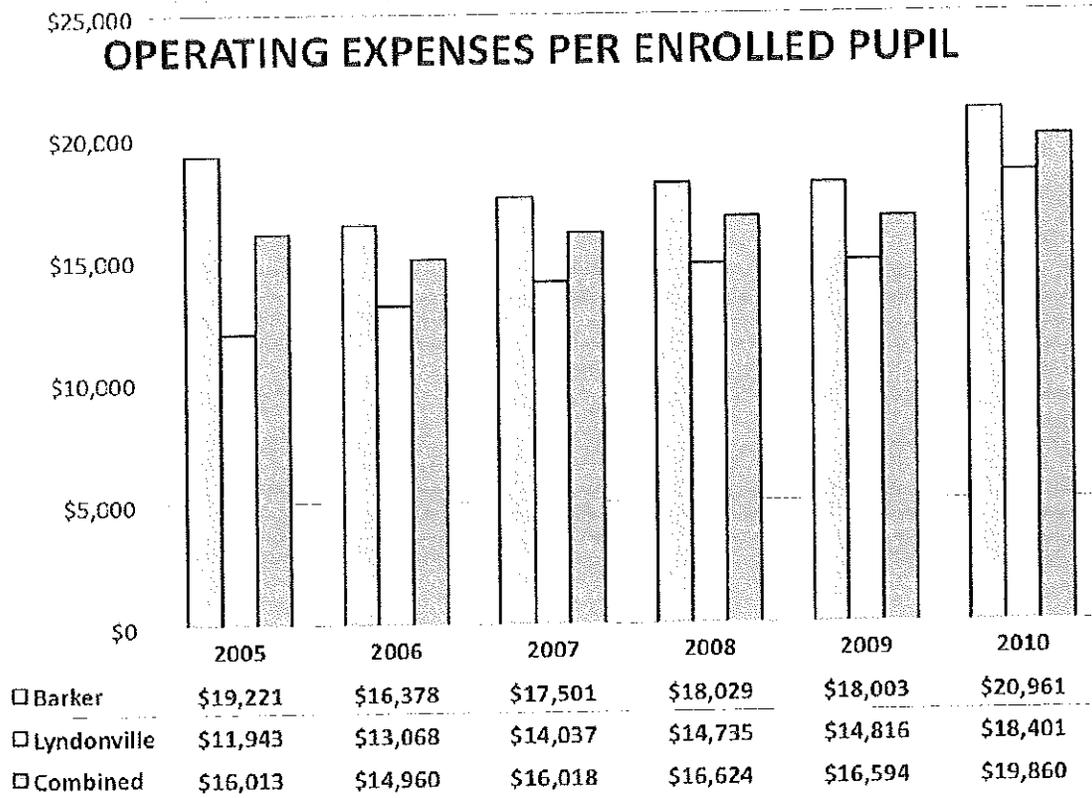
The INTERNAL CONTROL section notes significant deficiencies in internal control over financial reporting:

1. The Business Official/Treasurer is both the Purchasing Agent and System Administrator who has full access rights to all functions.

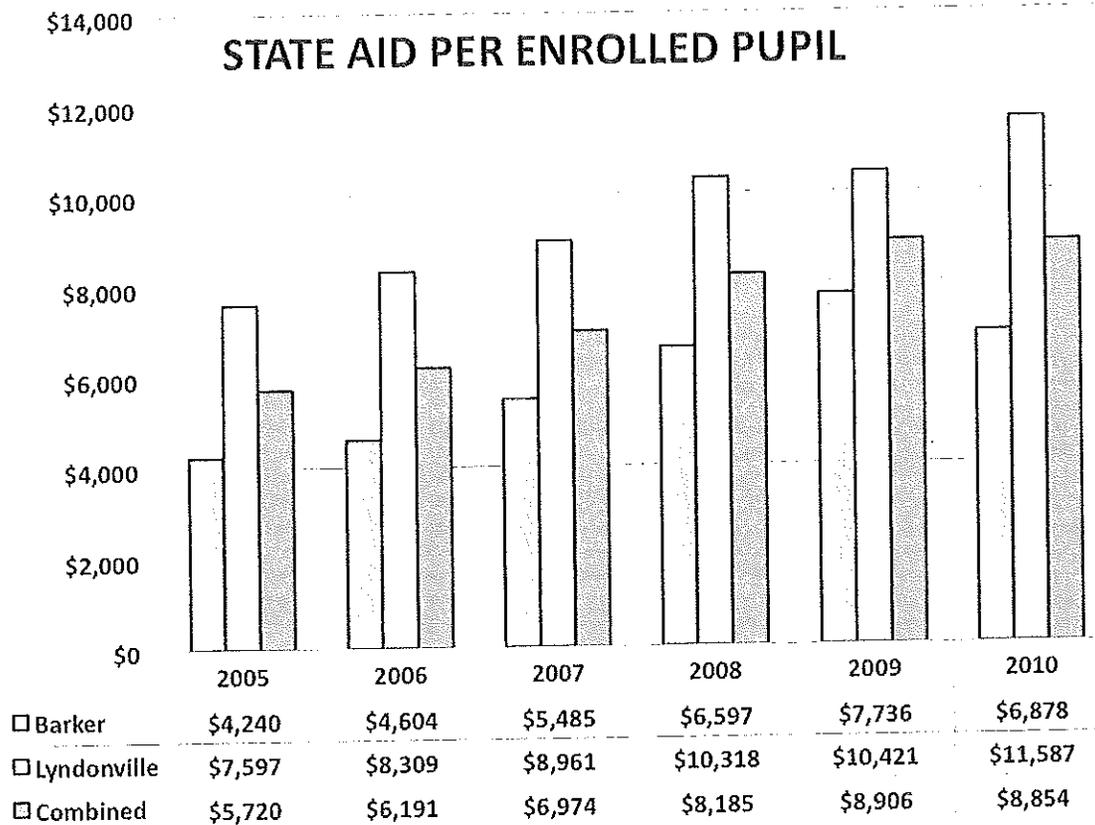
Many small school districts do not have sufficient personnel to provide accounting separation of functions.

We now turn our attention to examining how much money the districts spend per pupil. It is important to note that this amount is affected by a number of variables such as the overall wealth of the community, regional differences, salary scales, etc. As the graph that follows shows, over the past six years, Barker has outspent Lyndonville on a per pupil basis from its operating budget. However it is significant that the difference in the spending gap has been

narrowing in recent years as Lyndonville has increased its ability to apply more resources while Barker's per pupil expense has remained relatively flat. Note too that, if merged the past six years, the spending per pupil would have declined for Barker students but increased for Lyndonville students.



Theoretically, state aid to education in New York is supposed to help less wealthy districts more than those with greater fiscal capacity. And to some degree this occurs. However, it is not an exact balancing aid situation where all districts are able to spend the same amount of money on the education of their children as all other districts in the state. It is important however to examine how much state support each district receives—especially upstate—as most districts are highly dependent on fiscal support from the state. The graph below illustrates the state aid per pupil Barker and Lyndonville received over the past six years.



As can be seen, being the poorer district due to property wealth, Lyndonville has received more state aid per pupil than Barker in each of the years listed. This is true even since the power plant reassessment in 2007 as Barker received offsetting revenue from its PILOT agreement and special state legislation. The graph that follows pictorially illustrates the property wealth of each study district and clearly shows what happened to Barker's property wealth in 2008 after the power plant was reassessed.

\$1,200,000

## PROPERTY VALUE PER ENROLLED PUPIL

\$1,000,000

\$800,000

\$600,000

\$400,000

\$200,000

\$0

2005

2006

2007

2008

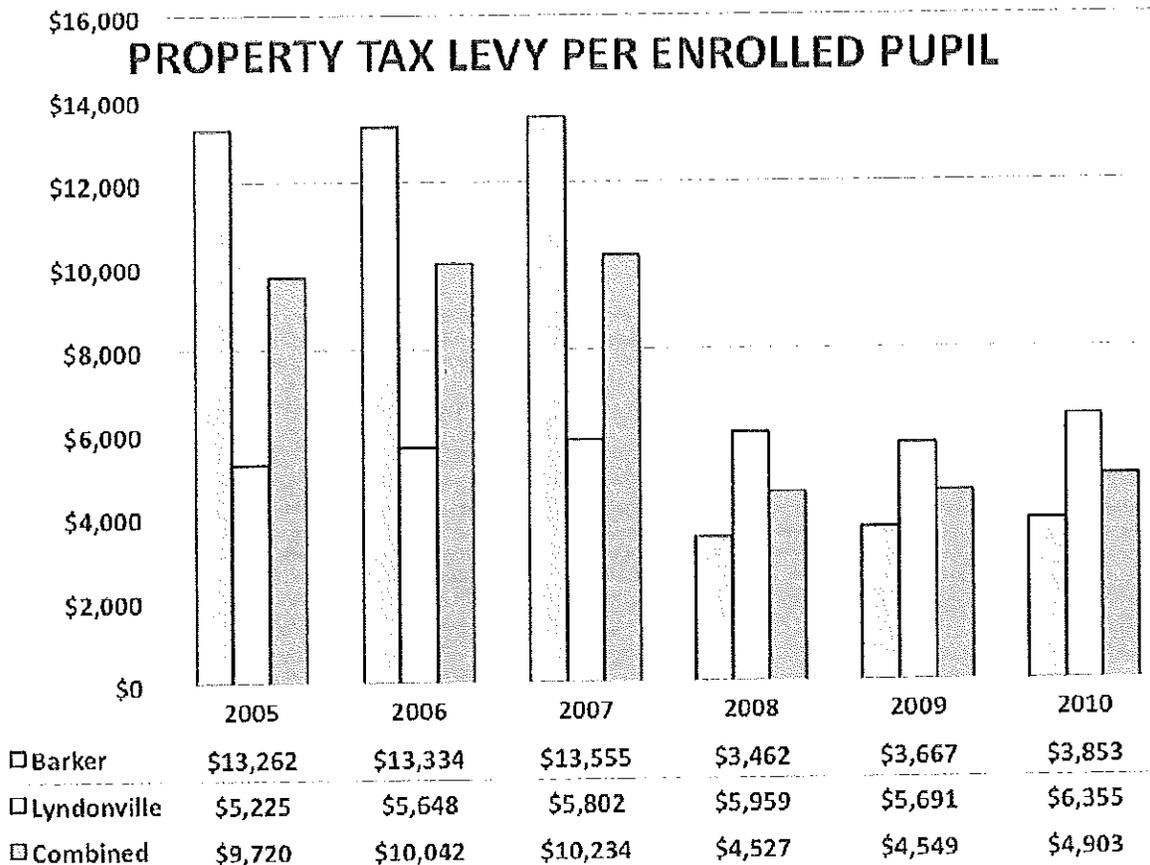
2009

2010

□ Barker	\$655,005	\$801,180	\$982,570	\$230,722	\$240,790	\$249,551
□ Lyndonville	\$237,937	\$254,972	\$266,586	\$296,981	\$292,926	\$336,843
□ Combined	\$471,189	\$567,223	\$675,951	\$258,991	\$263,505	\$286,188

In 2008, Barker's property value per student decreased by approximately \$750,000. Fortunately, special state legislation granted the district additional aid and the PILOT agreement reached with AES helped ease the potential devastating impact of such a dramatic reduction.

In a related analysis, it is instructive to study the impact of the loss of assessed property wealth in Barker on the taxes able to be raised per pupil in the district. The following graph illustrates this quite clearly.



As can be seen, in 2008 the property tax levy per pupil in Barker declined sharply due to the reassessment of the AES property. If a PILOT (Payment In Lieu Of Taxes) agreement and special state aid did not materialize, local Barker residents would have been faced with the difficult choice of either drastically cutting the school budget and/or experiencing a sizeable school tax increase.

It is important for each district to know the extent of debt the other district would bring to a merger if it were to occur. The following tables (42 and 43) show the schedule of indebtedness each of the districts currently holds. Lyndonville has \$19,803,028 in principal and interest payments over the next 15 years while Barker's capital debt is \$11,483,400 and will be retired in 2024.

**Table 42  
Lyndonville Building Debt**

<b>Year Ending 30-Jun</b>	<b>15-Jun Principal</b>	<b>Interest</b>	<b>Total P+I</b>	<b>Amortized Building Aid</b>	<b>Estimated Local Share</b>
2010	630,000	327,928	957,928	842,782	115,146
2011	1,116,766	535,026	1,651,792	1,617,981	33,811
2012	1,135,000	514,953	1,649,953	1,617,982	31,971
2013	1,165,000	477,335	1,642,335	1,617,982	24,353
2014	1,155,000	437,610	1,592,610	1,537,545	55,065
2015	1,200,000	398,241	1,598,241	1,537,546	60,695
2016	1,250,000	356,366	1,606,366	1,537,547	68,819
2017	1,300,000	310,616	1,610,616	1,537,548	73,068
2018	1,350,000	260,956	1,610,956	1,537,549	73,407
2019	1,400,000	207,431	1,607,431	1,537,550	69,881
2020	565,000	149,400	714,400	820,436	(106,036)
2021	585,000	126,800	711,800	820,436	(108,636)
2022	610,000	103,400	713,400	820,436	(107,036)
2023	630,000	79,000	709,000	820,436	(111,436)
2024	660,000	53,800	713,800	775,198	(61,398)
<b>2025</b>	<b>685,000</b>	<b>27,400</b>	<b>712,400</b>	<b>233,334</b>	<b>479,066</b>
	<b>\$15,436,766</b>	<b>\$4,366,262</b>	<b>\$19,803,028</b>	<b>\$19,212,288</b>	<b>\$590,740</b>

If a merger occurs, Lyndonville's current outstanding capital debt will become aidable at a higher aid ratio than the level at which it is presently aided. Specifically, Barker's building aid ratio (94.9%) means Barker residents only pay approximately \$ .05 on the dollar for approved capital construction. Lyndonville's building aid ratio is 89.4%. Following a merger, Lyndonville's existing outstanding debt (\$19,803,028) would be aided at Barker's current building aid ratio of 94.9%.

**Table 43  
Barker Building Debt**

<b>Year Ending 30-Jun</b>	<b>Principal</b>	<b>Interest</b>	<b>Annual Total P+I</b>	<b>Amortized Building Aid</b>	<b>Estimated Local Share</b>
2010	875,000	318,328	<b>1,193,328</b>	1,264,322	(70,994)
2011	895,000	325,625	1,220,625	1,584,857	(364,232)
2012	925,000	295,156	1,220,156	1,584,857	(364,701)
2013	950,000	262,766	1,212,766	1,584,857	(372,091)
2014	985,000	228,731	1,213,731	1,584,857	(371,126)
2015	1,015,000	192,494	1,207,494	1,584,857	(377,363)
2016	1,055,000	154,262	1,209,262	1,584,857	(375,595)
2017	1,100,000	111,775	1,211,775	1,584,857	(373,082)
2018	350,000	67,500	417,500	781,192	(363,692)
2019	365,000	53,213	418,213	781,192	(362,979)
2020	375,000	38,325	413,325	774,971	(361,646)
2021	165,000	22,500	187,500	496,021	(308,521)
2022	165,000	15,075	180,075	496,021	(315,946)
<b>2023</b>	170,000	7,650	177,650	486,398	(308,748)
2024				164,192	
	<b>9,390,000</b>	<b>2,093,400</b>	<b>11,483,400</b>	<b>16,338,313</b>	<b>(4,690,721)</b>

The financial impact of a merger of Lyndonville and Barker Central School Districts would be significant. In addition to the additional building aid mentioned above on existing Lyndonville building debt, the newly merged district would benefit from two types of additional state aid available to merged districts. The first is incentive operating aid that is designed to help the two existing districts transition to a new district. This aid is paid out over fourteen years following the merger. A conservative estimate (as formula aid in future years is held constant) of incentive operating aid to the merged district over the 14 years of payment would be an additional \$20,149,620 in state aid. Table 44 shows this calculation. As one Advisory Committee member noted however, while the district would actually receive this amount of additional state operating aid, the value of the dollar will decline due to inflation similar to the value of tax dollars. If the districts had merged on July 1, 2010 and used *all* of this incentive operating aid to reduce taxes, it would have resulted in a 24% reduction in taxes for Lyndonville residents (\$18.87 minus \$4.51) and a 29% reduction for Barker residents (\$15.44 minus \$4.51).

NOTE: We would never recommend that any merged district use *all* of its incentive operating aid to reduce taxes. This will be discussed in greater detail later in the report.

**Table 44**  
**Incentive Operating Aid of a Merged District**

Merger Year		BASIC Formula Aid 2006-07 COMBINED GEN Reports	Aid%	ESTIMATED Incentive Aid	Estimated FV Tax Rate Benefit
1	2011 - 12	5,302,533	40%	\$2,121,012	\$4.51
2	2012 - 13	5,302,533	40%	2,121,012	\$4.51
3	2013 - 14	5,302,533	40%	2,121,012	\$4.51
4	2014 - 15	5,302,533	40%	2,121,012	\$4.51
5	2015 - 16	5,302,533	40%	2,121,012	\$4.51
6	2016 - 17	5,302,533	36%	1,908,912	\$4.06
7	2017 - 18	5,302,533	32%	1,696,811	\$3.61
8	2018 - 19	5,302,533	28%	1,484,709	\$3.16
9	2019 - 20	5,302,533	24%	1,272,608	\$2.70
10	2020 - 21	5,302,533	20%	1,060,507	\$2.25
11	2021 - 22	5,302,533	16%	848,405	\$1.80
12	2022 - 23	5,302,533	12%	636,304	\$1.35
13	2023 - 24	5,302,533	8%	424,203	\$0.90
14	2024 - 25	5,302,533	4%	212,101	\$0.45
15	2025 - 26	5,302,533	0%	-	
Total Incentive Operating Aid				\$20,149,620	

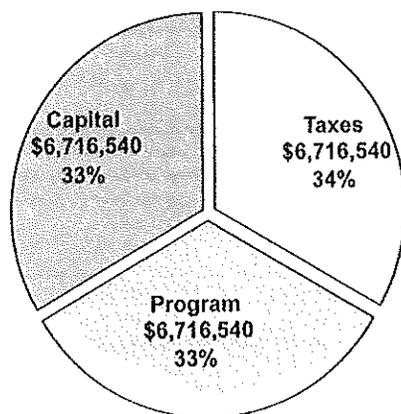
A second category of financial assistance that districts receive from New York State following a merger is additional money for newly approved capital expenditures. This additional aid is calculated by adding 30% of the higher district's building aid ratio to the existing aid ratio up to a maximum of 95% state aid on approved capital expenditures. For

example, if two districts merge and one district has a current building aid ratio of 60% and the other has a 70% aid ratio, the state will take 30 percent of the higher ratio (30% times 70%=21%) and add this to the highest ratio (70% plus an additional 21%=91%). The resultant state building aid ratio of 91% will be used for ten years following the merger to determine the amount of building aid New York State will pay the district on approved capital project expenditures (NOTE: For many years the state legislature has extended this ten year period for all districts. This extension has come to an end with the most recent legislative session).

In the case of a Barker-Lyndonville merger, this second category of additional state aid (incentive building aid) is a non-factor. Barker's current building aid ratio of 94.9% is nearly at the maximum cap New York State will reimburse merged districts for future capital construction. However, be reminded that Lyndonville's current outstanding capital debt following a merger would be aided at Barker's higher building aid ratio as noted previously.

Ultimately, residents of school districts considering a possible merger are interested in knowing how additional state aid might improve the academic program and help stabilize taxes.

**Possible Allocation of \$20,149,620  
Incentive operating Aid**



A new board of education would have to decide how to best use the additional incentive operating aid the district would receive for each of these purposes and to plan for a long-term weaning off this additional aid as it gradually decreases over fourteen years. The illustration at left presents one way to consider how to distribute the additional

\$20,149,620 a merged Barker-Lyndonville district would receive over the next 14 years. In essence, one-third would go toward each of three purposes-improvement of the instructional program, stabilization of taxes, and funding of reserves for long-term fiscal stability.

The Advisory Committee endorsed the notion that, if a merger were to occur, local residents of each district would expect some tax relief. Examining full-value tax rates for 2010, Barker was taxing at a rate of \$15.44 per thousand dollars while Lyndonville's full-value tax rate was \$18.87. Without any additional incentive operating aid to help the districts (assuming they had merged), the combined full-value tax rate in 2010 would have been \$17.13. This would increase a Barker resident's tax payment while reducing that of a resident of Lyndonville. Consequently, following an actual merger, at least some portion of the additional incentive operating aid would be needed to ensure Barker residents did not see an increase in their tax levy. For example, if the new board of education in a merged district decided to use 34% of the incentive operating aid to reduce taxes as illustrated in the previous pie chart, taxes for residents of both districts would decrease.

Also, while some significant staff salary and benefit saving can be realized after districts merge, it is very common for newly formed districts to level-up (that is, raise lowering paid employees from one of the previous districts to the salary and benefit scale of the higher paying former district) salaries. This may happen at the beginning of the merged district or it might be phased in over a number of years. This additional money to level-up salaries reduces the positive impact of additional incentive operating aid. The cost of leveling up the Lyndonville teaching staff has been estimated at \$257,385. If some of the additional incentive operating aid is not used to cover this additional cost, when distributed over the \$470,492,677 combined full value of district property, the potential tax rate increase would be \$0.55/thousand dollars of full-value. This is discussed further in the section of the report on staffing and contracts.

As noted earlier, a much more in-depth analysis of each district's finances and impact of a potential merger is contained in the financial appendix to this report. We now turn our attention to current transportation provided by Lyndonville and Barker.

# Student Transportation

## *Lyndonville Central School District*

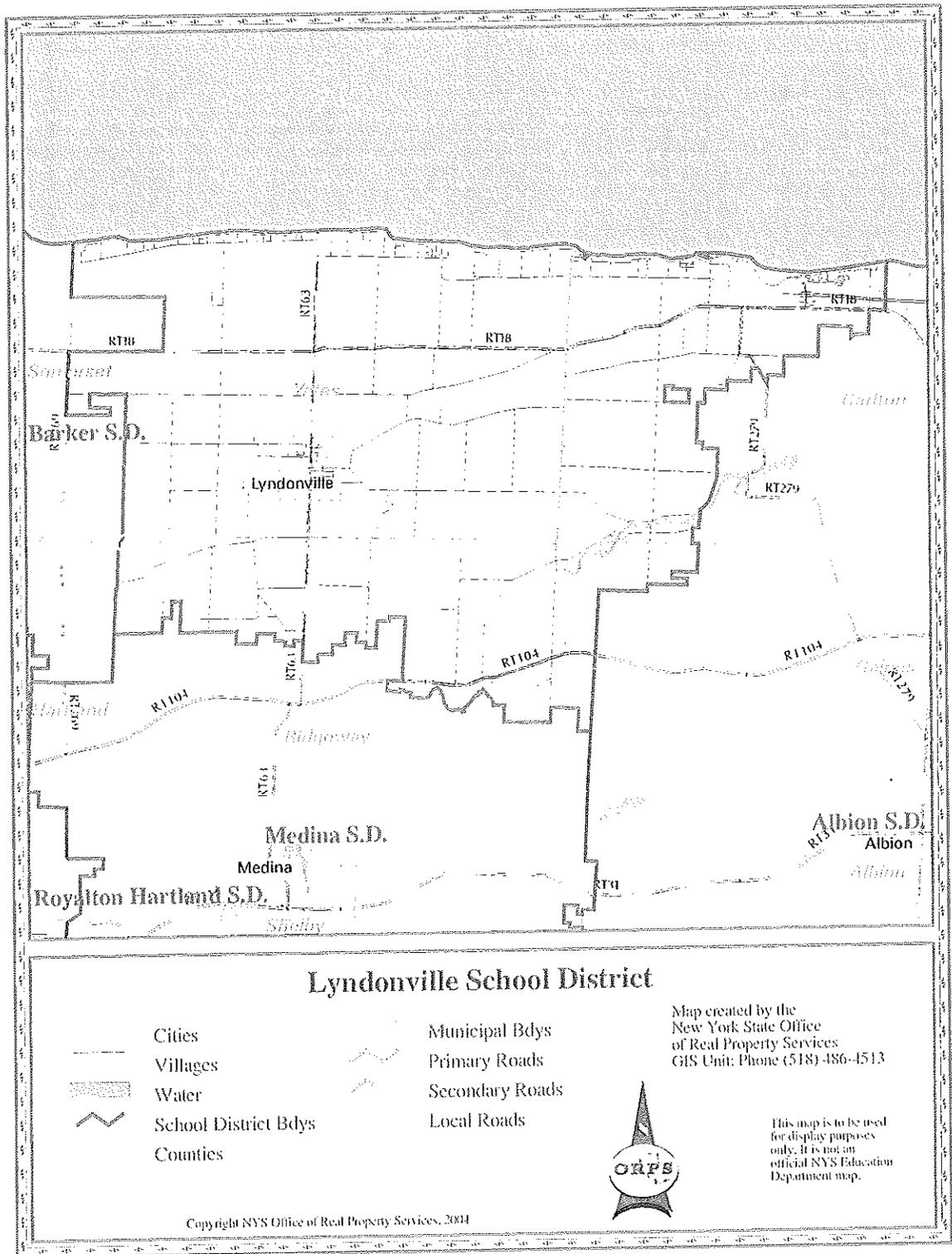
Lyndonville conducts its own transportation program. The district has a transportation supervisor, one full-time mechanic, one part-time mechanic, nine full-time drivers, one part-time driver, and one bus aide that operate out of the bus garage. The table below summarizes the current transportation fleet the district owns. The district has been on a bus replacement schedule that calls for the purchase of one bus and a van or handicapped accessible bus every year. As the table illustrates, this permits the district to keep its fleet in good condition and it regularly receives a 98% passage rate by the Department of Transportation.

Bus #	Year	Condition	Capacity	Model	Current Mileage
63	1986	Good	42/28/3W	International	129,025
77	1999	Fair	65/43	Thomas	124,587
78	2000	Fair	66/44	Thomas	128,707
79	2001	Fair	66/44	Thomas	189,361
81	2002	Good	66/44	Thomas	73,956
82	2004	Good	66/44	Thomas	120,287
83	2003	Good	6/1 Voyager	Chrysler	196,178
84	2005	Good	66/44	Thomas	100,928
85	2007	Good	66/44	Thomas	99,709
86	2007	Good	66/44	Thomas	72,872
87	2007	Good	21/1 WC	Ford	23,765
88	2007	Good	6/1 Van	Chevy	114,839
89	2007	Good	66/44	Thomas	52,401
90	2009	Good	64/42	Thomas	33,682
91	2010	New	64/42	Thomas	14,184
92	2010	New	6/1	Ford	7,591
93	New bus arriving August 8, 2010 and bus 79 will be traded in				
<b>Other Vehicles</b>					
	2001	Fair		Chevy	
	2008			Ford F250 Pickup	

All students in the Village of Lyndonville walk to school. The district transports the other children on seven regular bus runs each day. Two loops—one for Kindergarten and grade 5-12 students and a second for PreK and grade 1-4 students--are made each morning and afternoon to pick up and take home students. The district also has a mid-day run to take home and bring in PreK students. In addition, Lyndonville transports students outside the district to Orleans-Niagara BOCES, to special education placements (Medina), and to one parochial school. Lyndonville also does some contracting out of transportation to Ridge Road Express. One difficulty noted with routing is getting to all the students down the fire lanes at Lake Ontario; consequently the district does not go down fire lanes. The district runs a late bus run daily for students who stay for athletics, credit recovery, alternative education, clubs and extra academic assistance. It should be noted that Lyndonville uses *E-School* to monitor student demographics (addresses and phone numbers). Table 46 summarizes the district regular bus runs and the map that follows illustrates the district's boundaries.

**Table 46**  
**Regular Bus Runs for Lyndonville**

Bus #	Leaves Garage	First HS/MS Pickup	Release at MS/HS Schools	First Elem. Pickup	Release at Elem.	Last MS/HS Drop off	Last Elem. Drop off	Return to Garage
82	6:50	6:55	2:35	7:55	3:20	3:10	4:10	4:20
84	6:45	6:55	2:35	7:55	3:20	2:40	4:00	4:20
85	6:40	6:45	2:35	6:45	3:20	3:25	4:25	4:20
86	6:50	6:55	2:35	7:55	3:20	2:38	4:00	4:15
89	6:50	6:55	2:35	7:55	3:20	2:40	3:40	4:20
90	6:45	7:00	2:35	8:00	3:20	3:15	4:20	4:20
91	6:50	6:55	2:35	7:50	3:20	3:15	4:05	4:20
78	7:30							3:00
87	No morning run only a return run from Orleans County Christian School							3:00
92	7:00	BOCES special education run						3:00
NOTE: Buses 85 and 86 also do the mid-day PreK runs and bus 90 also does a BOCES run.								



*Barker Central School District*

Barker has contracted its transportation services for more than fifteen years. Ridge Road Express, owned by Tom Weeks, provides Barker's services. Wilma Fox is the Ridge Road Express contact for Barker. Wilma's full time responsibility at Ridge Road is for Barker. She is responsible for overseeing the drivers and the aides, 19-A certifications, and handling all phone calls from parents. Barker uses 30 drivers and 3 aides from Ridge Road. DOT inspections are done at the Ridge Road bus garage on Quaker Road. Ridge Road also has a mechanic on staff that performs most of the bus maintenance.

Ridge Road double trips to get elementary and secondary school students to and from school. This is accomplished with ten regular runs daily. The schedule for the ten "main line" runs is as follows.

Bus #	Leaves Garage	First MS/HS Pickup	Release at MS/HS	First Elementary Pickup	Release at Elementary	Last MS/HS Drop off	Last Elementary Drop off	Return to Garage
1	6:41	6:51	7:40	8:03	8:40	2:57	4:15	4:25
2	6:40	6:50	7:40	8:06	8:40	2:53	4:03	4:15
3	6:55	7:04	7:40	8:15	8:40	2:47	4:04	4:15
4	6:53	7:05	7:40	8:10	8:40	2:50	4:01	4:10
5	6:55	7:03	7:40	8:08	8:40	2:55	4:05	4:12
6	6:50	6:57	7:40	8:12	8:40	2:50	4:08	4:17
7	6:52	6:58	7:40	8:01	8:40	2:52	4:10	4:20
8	6:40	6:50	7:40	7:55	8:40	2:55	4:15	4:30
9	6:50	7:00	7:40	8:05	8:40	2:50	4:10	4:20
10	6:50	6:55	7:40	7:55	8:40	2:55	4:08	4:20

In addition to the ten buses that Ridge Road has for the main line runs, they also have two BOCES buses and three spares for Barker. They also transport special education, alternative education, and private school students to BOCES and other schools in Medina, Sanborn, Buffalo, North Tonawanda, and Lockport. In addition to these runs, Ridge Road also handles all of the transportation for athletic runs, field trips and extended day transportation.

Barker owns one 16-passenger bus for occasional use only.

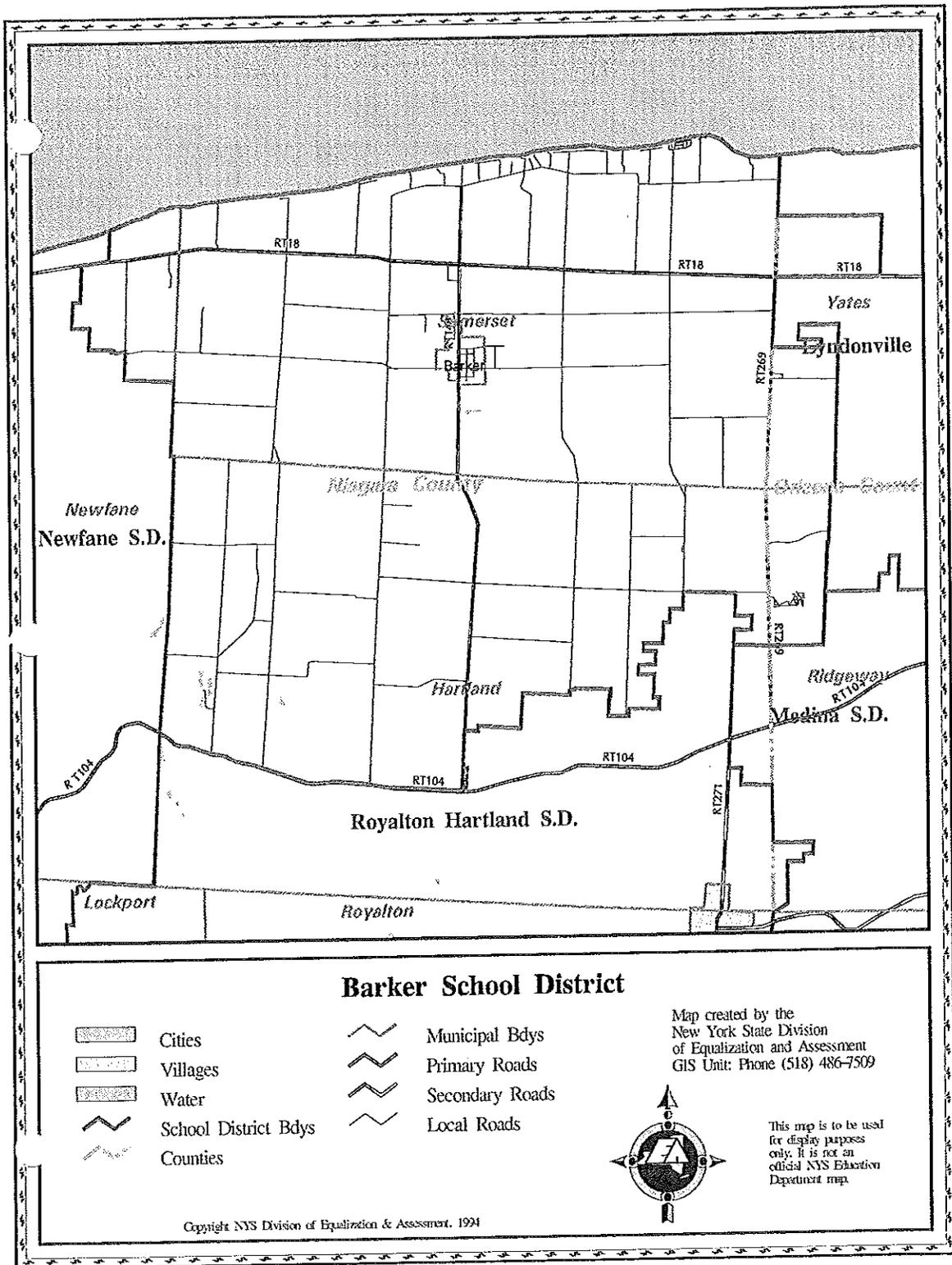
In addition to the regular bus runs that are provided by Ridge Road Express in Barker, the



company also provides special run transportation for both Barker and Lyndonville. These runs provide transportation for special education and alternative education students who attend classes at locations that are outside the local school district. Table 48 details the contract information associated with these special runs. The map that follows Table 48 presents the boundaries of the district.

**Table 48  
Transportation Runs/Contracts with Ridge Road Express -2009-10**

<i>Barker</i>		<i>Lyndonville</i>	
<i>Destination/Run</i>	<i>Contract</i>	<i>Destination/Run</i>	<i>Contract</i>
Regular Bus Runs	\$389,363		
Late Buses-5:15 pm	\$22,550		
Pre-K Mid Day	\$23,035		
Medina BOCES CTE	\$35,285		
Medina BOCES Noon Shuttle	\$23,651		
Sanborn BOCES Noon Shuttle	\$10,550		
Niagara Academy and Sanborn BOCES	\$33,043		
Summit	\$5,464	Summit	\$21,463
Oak Orchard	\$28,891		
Meadow Elementary	\$27,303		
School 53	\$24,908		
Falk-Cambridge	\$5,076	Falk-Cambridge	\$15,851
Emmett Belknap	\$27,022		
Athletics	\$32,876		
Field Trips	\$14,886		
		Niagara Academy	\$34,767
		Niagara Falls Alternative	\$14,942
<b>Total Contract</b>	<b>\$703,903</b>		<b>\$87,023</b>



Finally, the Advisory Committee requested that the consultants provide comparative cost information on each district's transportation operation. The following table summarizes the cost per student per transportation mile.

<b>Table 49</b>		
<b>Transportation Cost per Student Mile-183 Day School Year-2009-10</b>		
<i>Item</i>	<i>Barker</i>	<i>Lyndonville</i>
Total Expenses	\$481,137	\$478,916*
# of Students Transported in district for daily runs	183,732	94,245
Cost per Student	\$2.62	\$5.08
# of Miles for regular runs	114,569	124,440
Cost per mile	\$4.20	\$3.85
Cost per Student Mile	\$.000023	\$.000041
*Does not include \$109,749 for the purchase of a bus and a van in 2009-10		

As Table 49 illustrates, Lyndonville's per student transportation costs are significantly higher than Barker's. Assuming a merger, this and other transportation considerations will necessitate further study to determine how best to provide student transportation.

An important consideration of parents when a merger is being considered is how long their children, particularly the young ones, will have to be on a bus to get to and from school each day. While this can be influenced by many variables (and in Barker and Lyndonville's case, if transportation is contracted out entirely or the district runs its own bus operation, or some combination of the two), a representative of Ridge Road transportation has calculated that the longest time a child would be on a school bus would be between 60 minutes. However, it was the feeling of the Advisory Committee that the maximum time for students to be on buses should remain at the current maximum time of 40-45 minutes. If the wishes of the Advisory Committee are to be met, additional bus runs will be required.

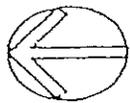
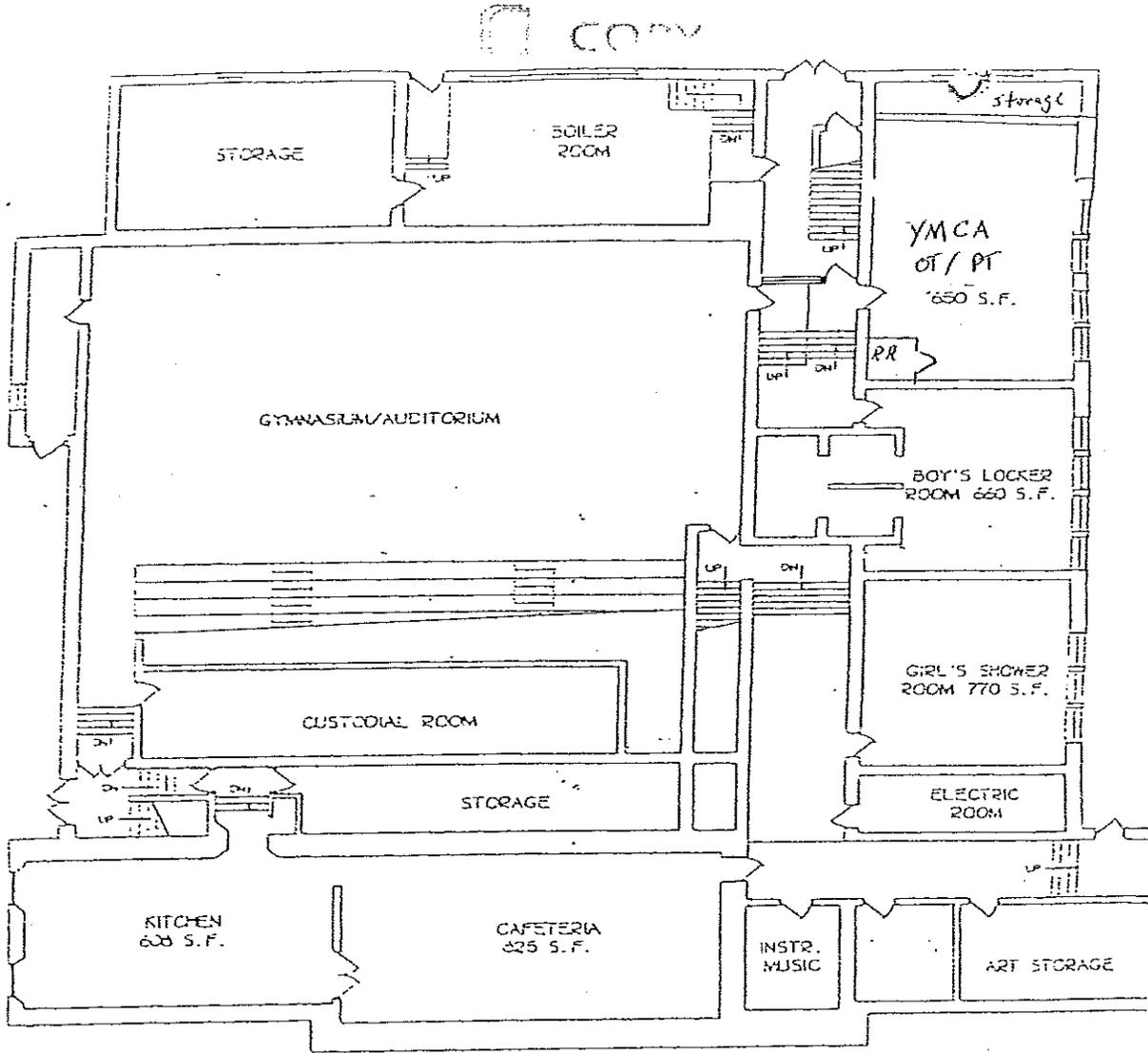
## Facilities

This section of the report will provide an overview of the current facilities that each of the study districts owns—how they are used (grade arrangements), a general analysis of their conditions, and implications should a merger occur.

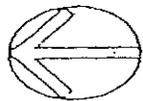
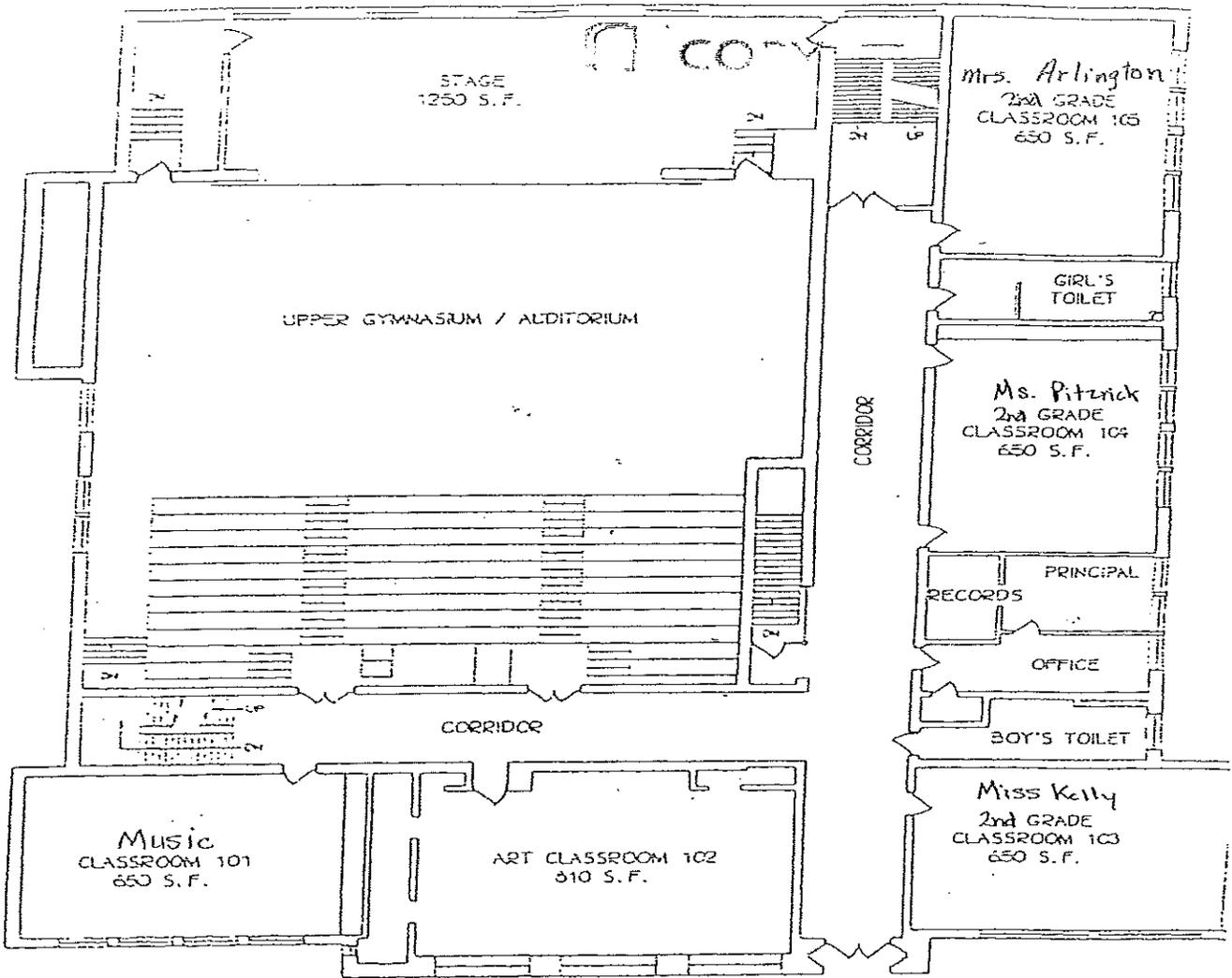
### *Lyndonville Central School District*

Lyndonville Central School District owns two schools and a bus garage. The Lyndonville Elementary School is located at 90 North Main Street in Lyndonville. The three-story school was built in 1934 and had no additions since. The school occupies 36,695 square feet. In 2009-10 it housed grades 2, 3 and 4. The latest building conditions survey (2005) indicated that it was in “good” condition and at that time had a replacement value of \$8,806,800. It is heated by natural gas and the architect assessment indicated the probable useful life of the building to be nine years.

The following pages provide a visual picture of how the facility was used as a school during the 2009-10 academic year.

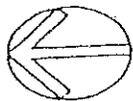
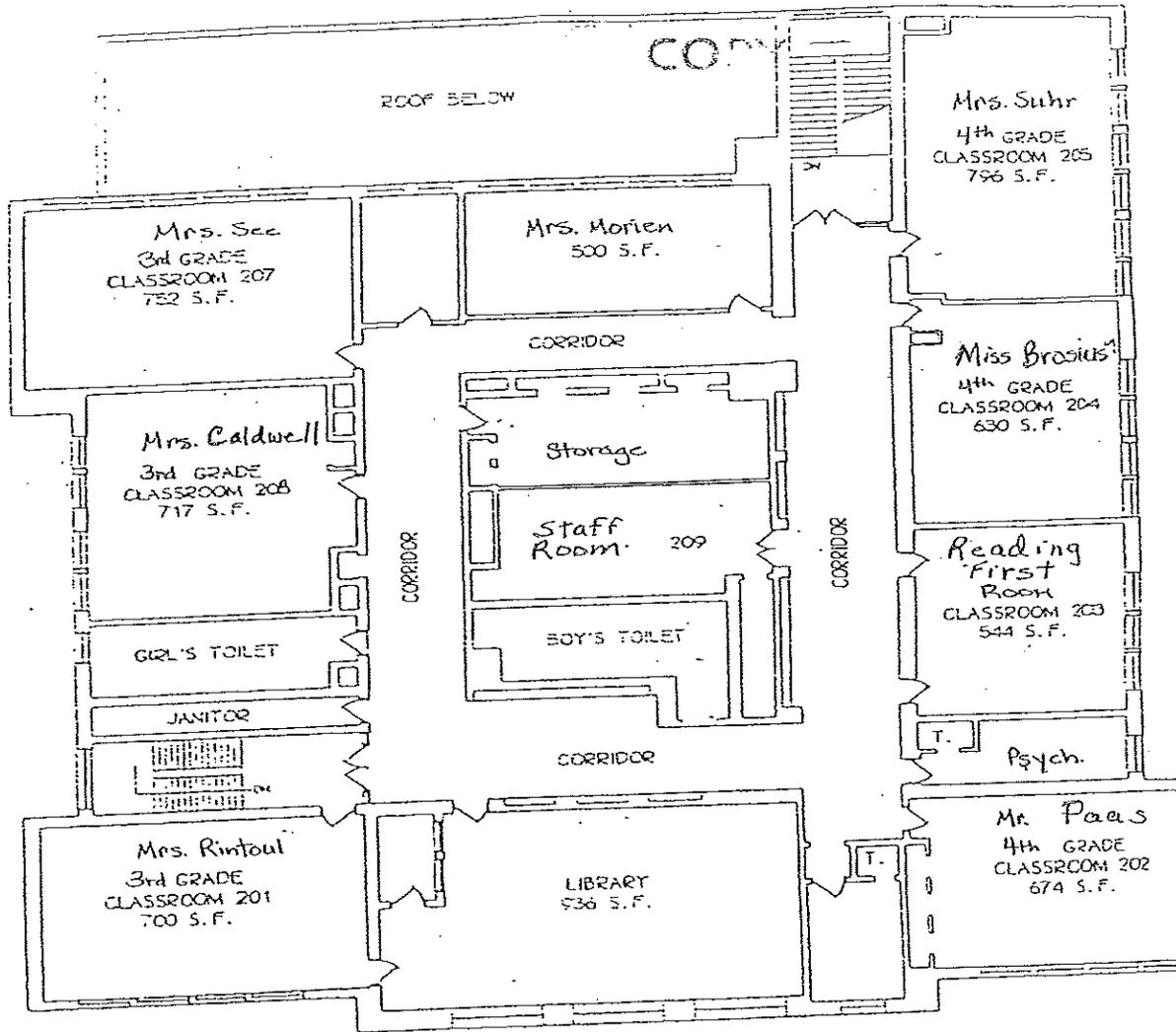


**GROUND FLOOR PLAN**  
 1/16" = 1'-0"      ELEMENTARY SCHOOL



FIRST FLOOR PLAN

1/16" = 1'-0" ELEMENTARY SCHOOL



**SECOND FLOOR PLAN**  
 1/16" = 1'-0"      ELEMENTARY SCHOOL

The second school building that Lyndonville owns is considered the Middle/High School but in 2009-10 housed grades PK-1 and 5-12. The school is located at 25 Housel Avenue in the Village of Lyndonville on 22 acres of land. The original structure was built in 1951 and has had since six additions (1956, 1962, 1968, 1968, 1971, 2000). The school is current undergoing another construction project. In 2005 when the latest building conditions survey was completed, the building was valued at \$41,366,875 and the building was rated at that time in "good" condition. This is a natural gas heat facility. In 2005 the architects projected the probable useful life of the building to be 51 years.

The following page illustrates how the school was used during the past academic year.



Lyndonville conducts its own transportation program as noted earlier. Consequently, it has need for a bus garage facility. This bus garage is located at 77 Housel Avenue in Lyndonville on two acres of land. The building has a total of 9,870 square feet of space. The original structure was built in 1953 and has had one addition since in 1982. In 2005 the estimated replacement value of the building was \$2,072,700 and was predicted to have a probable useful life of 36 years. The garage is heated by natural gas and has two maintenance bays for servicing and eight bays for vehicle storage. The facility also houses parts and materials.

### *Barker Central School District*

Although connected as one building, the Barker schools actually consist of three sections: the Central Building, the Pratt Elementary School and the 1911 building (the Central Building and the 1911 building house grades 5-12). The following assessment of the facilities comes from the most recent (2006) five-year capital facility plan the district has on file, completed in conjunction with Trautman Associates.

The Central building at 1628 Quaker Road was originally built in 1938 and had additions in each of the following years: 1948, 1955, 1962, 1985, and 2000. The building currently has 246,540 square feet and in 2006 was rated as "satisfactory" by Trautman. The probable useful life of the building at the time was considered to be 50 years and had a replacement value of \$40,000,000. Natural gas heats the Central Building.

The 1911 building, also located at 1628 Quaker Road, has had no additions since the original structure was erected. This building has 17,030 square feet, is heated by natural gas, had an estimated probable useful life expectancy of 30 years in 2006, and was rated as "satisfactory" by Trautman. The estimated replacement value at the time of assessment was \$5,000,000.

Pratt Elementary School at the same address was originally constructed in 1968 and has had two additions, both occurring in 2000. The school is 76,143 square feet, heated by natural gas, has a probable useful life (in 2006) of 50 years. It was valued at \$15,000,000 at the last assessment. Trautman rated Pratt Elementary School as "satisfactory" in 2006.

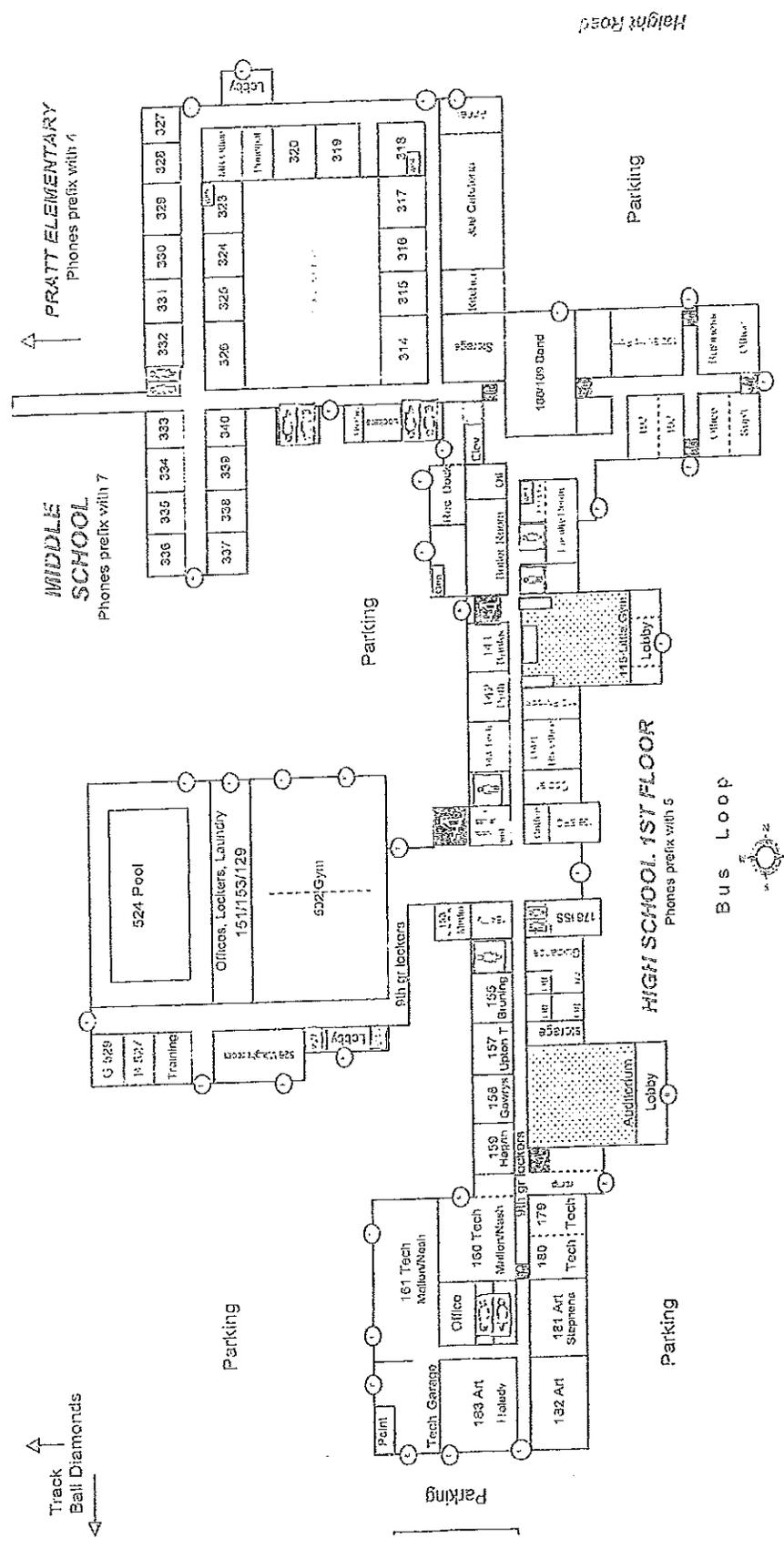
Barker also owns a 5,100 square foot maintenance building that is located at 1628 Quaker Road. The original structure was built in 1955 and has had one addition in 1985. The maintenance building is heated by natural gas and the replacement value was estimated to be \$4,000,000 in 2006. The architects rated it as in “satisfactory” condition when the capital facilities plan was completed four years ago.

The following floor plans illustrate how the schools were utilized this past year (2009-10).

Middle School 716-791-33  
 Mrs. Cheryl-Cardone  
 Middle School

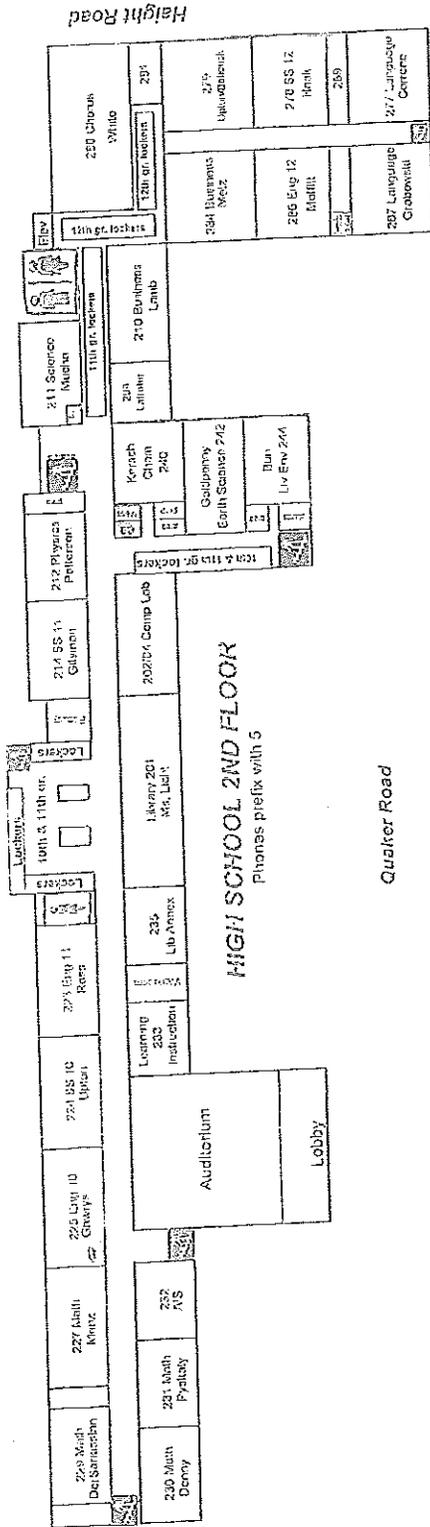
**BARKER CENTRAL SCHOOL**  
 1628 Quaker Road  
 Barker NY 14012

High School 716-795-3201  
 Mr. John Hoar



High Sch. 716-795-3201

**BARKER CENTRAL SCHOOL**  
1628 Quaker Road  
Barker NY 14012



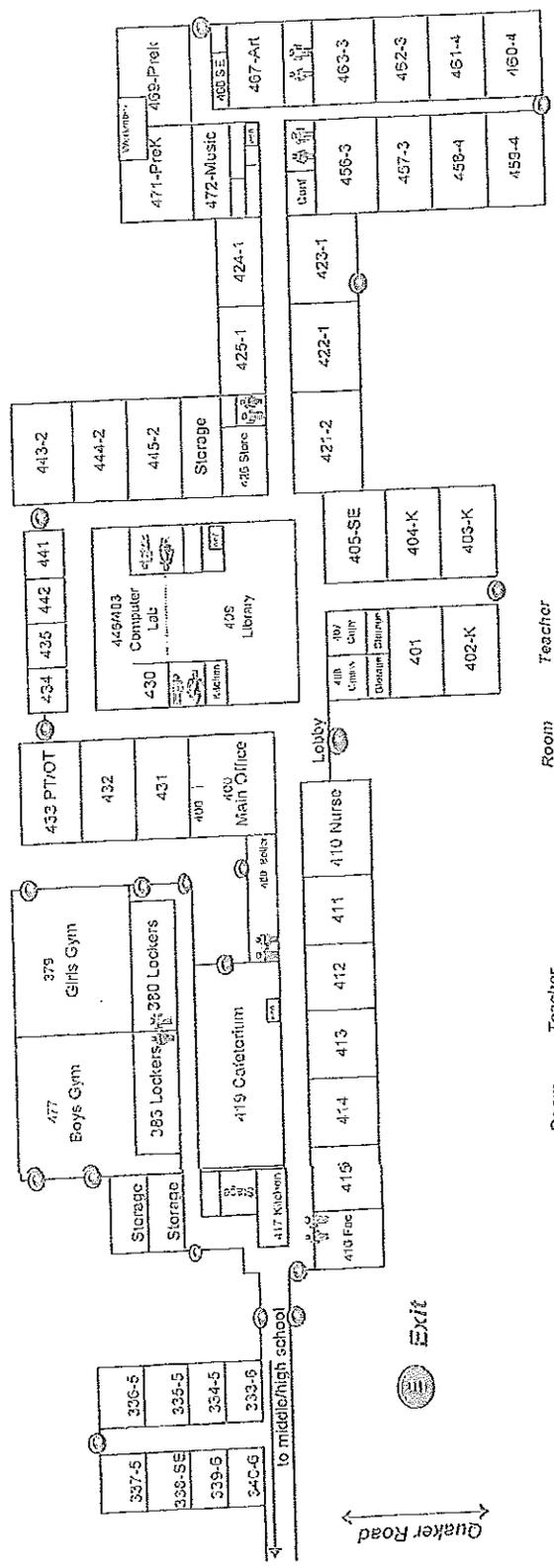
- |         |                                       |     |  |
|---------|---------------------------------------|-----|--|
| 102     | Weight Room (526)                     | 229 | Mr. Dersarkissian, Math                  |
| 110     | Mr. Hoar, H.S. Principal              | 230 | Mrs. Denny, Math                         |
| 114     | High School Office                    | 231 | Mr. Pyskaly, Math                        |
| 118     | Mrs. Annable, Psychologist            | 232 | AIS                                      |
| 122     | Mrs. Pezzano, School Resource Officer | 233 | Learning & Instruction Room              |
| 129     | Mr. Carson, Athletic Director         | 234 | Mrs. Kersch, Chemistry                   |
| 130/65  | High School Faculty Room              | 240 | Mr. Goldpenny, Earth Science             |
| 141     | Mr. Jurewicz, Social Studies 9        | 242 | Mr. Burt, Living Environment             |
| 142     | Mr. Pettit, English 9                 | 244 | Mrs. Broderick-Cerrone, Foreign Language |
| 143     | Mr. Luckman, Mr. Manning, Tech Dept.  | 277 | Mr. Haak, Social Studies 12              |
| 143     | Mrs. Dearborn, Tech Dept.             | 278 | Mrs. Upton, Mrs. Babcock                 |
| 151     | Mr. Sanford, PE                       | 279 | Mrs. White, Chorus                       |
| 152     | Pool                                  | 280 | Mr. Metz, Business                       |
| 153     | Mrs. Cio, PE                          | 284 | Mrs. Whitle, Chorus                      |
| 155     | Mr. Bruning, Health                   | 286 | Mrs. Maffitt, English 12                 |
| 157     | Mr. Hagan, Mrs. Bailey                | 267 | Mrs. Grabowski, Foreign Language         |
| 158     | Mrs. Degustine                        | 306 | Mr. Bentley, CED                         |
| 157/158 | Mrs. Flagler, Mr. Gersting            | 308 | Mrs. Jenkins, Public Relations/Banner    |
| 159     | Mrs. Lulhart                          |     |  |
| 150/161 | Mr. Mallon/Mr. Nash, Technology       |     |  |

Mrs. Nicolette St. ...

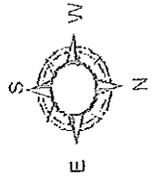
**PRATT ELEMENTARY SCHOOL**

Haight Road  
Barker NY 14012

716-795-3237



Room	Teacher	Room	Teacher
306-5	Caterina 4+95	443	Pelti
307-5	Kirchman	444	LaRock
308-SE	Tomaszewski	445	McMurray
309-5	Ober	446	Computer 4483
340-6	Norris	455	Rinaldo
	Dabill	457	Ingro
	Damen	456	Grimaldi
	Elem Once	458	D'Angelo
	Conference	459	Grott
		460	Costello
		461	Pavlock
		462	Calandra
		463	Brown
		464	Provancher
		465	Beecher
		466	Mccanski
		467	Hamann
		468	Harvey
		469	
		470	
		471	
		472	
		473	
		474	
		475	
		476	
		477	



Prefix room numbers with 4 to call, highlighted rooms with 7 (middle school)

Lyndonville and Barker have both made considerable investments in their schools in recent years. A complete summary cannot be provided here, however following is a general overview of the capital work the two study districts have completed since their most recent building conditions survey.

#### *Barker Central School District*

Barker has had two major capital construction projects since 2007. The first included upgrades to the second floor of the High School (tiling and lighting), classroom renovation on the second floor of the High School, the addition of three new science classrooms/labs over the existing gymnasium at the High School, development of open space from the previous locker alcove, and improvements to the HVAC system at the High School.

In 2009 Barker undertook a second major capital improvement project. This project made the following major enhancements to district facilities: the all-weather track at the High School was resurfaced, repairs were made to the parking lot, curbing, drainage and lighting were added to the physical education parking lot, HVAC work was completed in the 1911 building, three new tennis courts were added, the roof over the pool and High School gymnasium was repaired and the chimney at the High School was repaired.

#### *Lyndonville Central School District*

Like Barker, Lyndonville also has completed and is still finishing a great deal of capital improvements to its facilities since the 2005 architect's building conditions survey was completed. While a detailed list was provided to the study Advisory Committee, a general summary of the work includes roofing at the middle and high school, parking lot improvements, stone and brick repair at several buildings, safety improvements such as external lighting, HVAC enhancements, and many additional minor repairs.

In addition, the district's current project is also doing considerable handicapped accessibility work at the Elementary School and the High School/Middle School to come into compliance with ADA as well as asbestos removal and replacement at both buildings.

## Staffing and Contracts

Education is a labor-intensive business. School districts routinely spend 70% of their operating budgets on salaries and benefits for the people who work in those schools. As school districts contemplate a merger, consideration of the staffing needs of the merged district is important. This chapter of the report will examine the current staffing in both districts as well as the staffing implications should a merger occur. This analysis will examine teaching, administrative, and support staff.

In a school district merger by centralization, as opposed to an annexation, a new board of education is elected to serve the newly created school district. One of the functions of the new board of education will be to recognize newly configured bargaining units and an appropriate bargaining agent to represent the instructional, administrative, and support staff in the district. The board and the unions would bargain new collective bargaining agreements which would set forth the terms and conditions of employment for the employees of the consolidated school district. The existing contracts would remain in place until a successor agreement is negotiated.

The teacher contracts from both districts have been analyzed. The Barker contract “expired” on June 30, 2010. While the “expiration date” on the contract is June 30, 2010, the district is obligated to maintain the terms and conditions of employment spelled out in the contract so that staff continues to receive the salaries and benefits that were in place prior to June 30, 2010.

The Lyndonville teacher contract, which was in place when this study began, expired on June 30, 2009. However, the district and the teachers’ association have recently completed negotiations on a successor agreement that runs from July 1, 2009 through June 30, 2012.

Aside from the salary schedules, the teacher contracts are fairly similar. The composition of the bargaining units, the grievance procedures, the leave articles, the insurance provisions, and the financial arrangements with retirees for termination payments and payments for health insurance in retirement are much more alike than different.

The table that follows is a comparison of the major provisions in the teacher contracts. Not every clause was compared. This analysis looked only at the major provisions in the contracts. In providing this review of the collective bargaining agreements and noting their many similarities, we recognize that there are important differences in these contract provisions. However, it is our opinion that negotiation of these matters for the successor agreement in the new school district could be accomplished without major difficulty. Table 50 comparing some of the major contract provisions follows.

<b>Table 50</b>		
<b>Teacher Contract Comparison-2009-10</b>		
<i>Item</i>	<i>Barker</i>	<i>Lyndonville</i>
Duration	2007-2010	2009-2012
Recognition	Teachers, long term substitutes, guidance counselors, school psychologist, social worker, and teaching assistants	All regularly employed teachers excluding administrators, substitutes, school psychologist, and teaching assistants
Grievance Procedure	Grievance definition relates to the contract; 4 step process ending in binding arbitration; Board renders its decision after receipt of the arbitrator's award	Grievance definition relates to the contract; 4 step process ending in binding arbitration
Health Insurance	District pays 100% of the premium	District pays 97% of the premium
Health Insurance Opt Out	\$2,000 paid for a family plan, \$1,485 for a 2 person plan, and \$1,000 for an employee whose spouse is covered by the district plan	0-10 teachers opt out-\$800; 11-15 teachers opt out-\$1500; over 15 teachers opt out-\$2000
Dental Insurance	District pays 100% of the premium	-
Sick Leave	14 days per year, cumulative to 295 days	15 days per year, cumulative to 190 days
Personal Leave	3 days per year with unused days added to sick leave accumulation	3 days per year with unused days added to sick leave accumulation

**Table 50 Continued**  
**Teacher Contract Comparison-2009-10**

<i>Item</i>	<i>Barker</i>	<i>Lyndonville</i>
Sabbatical Leave	May be granted at half pay for 1 or 2 semesters to teachers with 6 years experience in Barker	May be granted at half pay to no more than one teacher at a time; teacher is expected to return to Lyndonville for 3 years after completing sabbatical
Sick Leave Bank	Voluntary by contributing 1 day per year then needed; 45 days maximum per year after exhausting personal sick leave	Voluntary by contributing 2 days per year until the bank reaches 400 days; 180 days maximum per member with a maximum of 60 being granted at any one time after exhausting all personal sick leave; first 30 working days of illness are not covered by the bank
Association Business	6 paid days off per year to attend the teachers' state conference	5 days per year to conduct association business
Work Day	7 hours, 25 minutes; teachers can leave 20 minutes early before the start of the Christmas, Easter, and Thanksgiving holidays	7 hours, 35 minutes; day before Thanksgiving, winter recess, and spring recess shall be 5.5 hours
Work Year	Maximum of 187 days plus 6 hours of professional development beyond the 187 days; Elementary teachers get 4 half days during the last 5 days of school if state attendance requirements have been met	Friday before Memorial Day is a holiday for teachers if no snow days were used prior to May 15; K-8 gets shortened days during Regents week if all state attendance requirements have been met

**Table 50 Continued**  
**Teacher Contract Comparison-2009-10**

<i>Item</i>	<i>Barker</i>	<i>Lyndonville</i>
Teacher Load	Should not exceed 5 periods per day. Where it is necessary to assign a 6 <sup>th</sup> period to a teacher in grades 6-12, the teacher will not be given a study hall or a hall duty assignment. Special ed teachers who write 5 or more IEP's are given 1 day per year without students. Elementary teachers get 4 ½ days in the last week of school if minimum number of school days have been met	7-12-25 teaching periods plus 10 duty periods per week; teachers with 30 teaching periods get an additional \$2,000 or have one less duty assignment; implementation of additional teacher assignments shall not result in the layoff of a full time teacher K-6-same as 7-12 for teachers with an 8 period day;
Preparation Periods	5 prep periods per week except in the middle school where teachers get 5 prep periods and 5 team planning periods per week	K-6 teachers get 40 minutes of prep time per day
Class Size	-	Board will continue policy to decrease class size that can be financially assimilated by the district to approximately 25 at the earliest possible time
Non-Resident Tuition	Except for special ed students and students attending BOCES programs, children of non-resident certified staff can attend Barker for 25% of regular non-resident tuition rate	-
Retirement Incentive	\$20,000 for teachers retiring with at least 20 years experience in Barker	With 15 years experience in Lyndonville and 15 months notice, retiring teacher gets \$8,000

**Table 50 Continued**  
**Teacher Contract Comparison-2009-10**

<i>Item</i>	<i>Barker</i>	<i>Lyndonville</i>
<p>Termination Payments/ Retiree Health Insurance</p>	<p>For the first 120 days of accumulated sick leave, retiree can get a year of fully paid health insurance coverage for each block of 12 days with the teacher paying 50% of the premium increase after retirement.....</p> <p align="center">-OR-</p> <p>Retiree can be paid for up to 120 days of unused sick days at the rate of 1/1000 of the final year salary per day of unused sick leave.....</p> <p align="center">-OR-</p> <p>A combination of the above 2 options may be used.</p> <p>In addition, if the employee has 20 years experience in Barker, employee can receive payment for additional unused sick days according to the following: 121-145 days-1/800<sup>th</sup> of final average salary per day; 146-195 days-1/700<sup>th</sup> of final average salary per day; 196-295 days-1/600<sup>th</sup> of final average salary per day.</p>	<p>Staff hired prior to 7.1.00 with at least 15 years of service get one year of single coverage for each 20 days of accumulated sick leave up to 400 days;</p> <p>Staff hired on or after 7.1.00 and before 7.1.10 with at least 20 years of service get one year of single coverage for each 25 days of accumulated sick leave up to 375 days;</p> <p>Staff hired after 7.1.10 with at least 20 years of service get one year of coverage for each 25 days of accumulated sick leave up to 200 days</p>
<p>Tuition Reimbursement</p>	<p>Tuition reimbursement at SUNY rate for up to 30 hours after permanent certification.</p>	<p align="center">-</p>

With respect to the comparison of salary schedules, an analysis was completed at various points on the schedules. Table 51 shows those comparisons for the 2009-10 school year.

	<i>Barker</i>	<i>Lyndonville</i>
B-Step 1	\$35,865	\$35,139
B-Step 5	37,753	39,475
B-Step 10	43,826	43,879
B-Step 15	52,924	52,675
B-Step 20	78,969 (top)	62,851
B-Step 24		73,630 (top)
M-Step 1	40,605	37,639
M-Step 5	42,494	40,975
M-Step 10	48,565	46,379
M-Step 15	57,646	55,175
M-Step 20	84,306 (top)	65,351
M-Step 24		76,130 (top)
M+30-Step 1	44,161	40,639
M+30-Step 5	46,050	43,975
M+30-Step 10	52,120	49,379
M+30-Step 15	61,186	58,175
M+30-Step 20	88,310 (top)	68,351
M+30-Step 24		79,130 (top)

As can be seen from the table above, the teacher salary schedules for the two districts are fairly similar in the early to middle years of a teacher's career. However, at the top end of the schedules, major differences are apparent. Teachers in Barker take 20 years to get to the top of their schedule while it takes Lyndonville teachers 24 years to get to their top step. In addition, the top salaries for all of the columns in Barker are approximately \$5-8,000 higher than the top

steps in Lyndonville and it takes the Lyndonville teachers four years longer to get to those top steps.

There is no state statute or regulation that determines the level at which the successor teacher agreement must be negotiated with respect to salary. Labor and management are free to negotiate a salary schedule that is similar to, higher than, or lower than the existing salary schedules. However, in districts that have merged in New York State, there has traditionally been some “leveling up” process that takes place with regard to salary and benefits. That is, teachers in the lower paying of the merged districts have their salaries “leveled up” to the higher district salary schedule. In some cases this happens in the first year of the new contract. In other cases, this salary and benefit “leveling up” happens over a period of years.

Beyond the analysis of the teacher salary schedules, further analysis was performed by examining each teacher’s salary from both districts. In making this analysis, the assumption was made that teacher salaries would be “leveled up.” Because Barker has the higher salary schedule, this analysis assumes that the Lyndonville teachers would be leveled up to the Barker salary schedule. Analyzing the payrolls results in the following teacher salary comparison table.

	<i>Barker</i>	<i>Lyndonville</i>
# of FTE Teachers	97.5	73.4
Teacher Payroll	\$6,178,137	\$4,321,896
Average Teacher Salary	\$63,366	\$58,881

The average teacher salary does not always indicate the richer salary schedule because the years of experience and degrees that the teachers possess may influence the average salary as much or more than the schedule itself. However, it is clear that the schedule in Barker is the higher of the two schedules.

In analyzing the cost of leveling up the Lyndonville teachers, the step and degree level was determined for each Lyndonville teacher. Using this information, each teacher was then placed on the Barker salary schedule according to that step and education level. In-service hours, a minor adjustment in salaries, were not included in the analysis. The result was that moving the

Lyndonville teaching staff to the Barker salary schedule would result in a payroll of \$4,540,019. This is \$218,123 higher than Lyndonville's existing payroll of \$4,321,896. In addition to the salary impact, we have estimated the increase in fringe benefits due to leveling up to be approximately 18%, using 8% for retirement, 8% for social security, and 2% for workers compensation. This adds another \$39,262 for increased fringe benefit costs. The total cost of salaries and benefits for leveling up the Lyndonville teachers to the Barker salary schedule is \$257,385.

Stipends for coaches were next examined. Barker has a four-step schedule for coaches that is indexed to step 1 of the BA column of the salary schedule. Lyndonville has a five-step schedule for coaches with stipend amounts specified in the contract. After coaching for five years in Lyndonville, coaches receive a 2.5% raise for each continuous year of service. The following table (53) displays some of the coaching salary ranges for the two districts.

<i>Sport</i>	<i>Barker</i>	<i>Lyndonville</i>
Varsity Football	\$4,921-5,154	
Assistant Football	\$3,748-3,988	
Varsity Soccer	\$4,385-4,598	\$2,450-2,704
JV Soccer	\$3,368-3,608	\$2,010-2,219
Varsity Basketball	\$4,921-5,154	\$2,700-2,980
JV Basketball	\$3,988-4,221	\$2,355-2,600
Varsity Wrestling	\$4,921-5,154	\$2,700-2,980
Varsity Volleyball	\$4,385-4,598	\$2,700-2,980
JV Volleyball	\$3,368-3,608	\$2,355-2,600
Varsity Baseball/Softball	\$4,497-4,731	\$2,450-2,704
JV Baseball/Softball	\$3,565-3,784	\$2,010-2,219
Varsity Track	\$4,497-4,731	\$2,450-2,704
Fall Cheerleading	\$2,543-2,751	\$1,335-1,474
Winter Cheerleading	\$2,833-3,041	\$1,700-1,876

We now turn to the analysis of the administrators currently employed by both districts. Both of the superintendents have individual employment contracts with their districts. The Barker superintendent's contract expires in 2012 and the Lyndonville superintendent's contract expires in 2015. When two school districts merge, the new board of education is obligated to honor the terms of the superintendent contracts that were in place at the time of the merger. Obviously, the merged district will have only one superintendent. This new superintendent may be one of the existing superintendents or it might be another individual. While there is no obligation for the new board of education to hire either of the currently sitting superintendents, often a new board will offer the position to one of the incumbents. In this case, the second superintendent often serves as the assistant superintendent upon the merger of the districts. It is not uncommon for the assistant superintendent to search for a job in another district as a superintendent. Should that individual secure such a position, the board then decides whether or not to fill the assistant superintendent position. However, regardless of who is chosen for the position and what changes in title may occur, the terms of each of the current superintendent's contracts must be honored for as long as the merged district employs the two individuals.

Currently, each district has a superintendent, a business official, and an elementary principal. Barker has a high school principal and a middle school principal while Lyndonville has a middle/high school principal and an assistant middle/high school principal. Barker also has a director of instructional services. Salaries for these administrative positions are shown in Table 54.

	<i>Barker</i>	<i>Lyndonville</i>	<i>Total</i>
Number of Administrators	6	5	11
Total Administrative Salaries	\$616,378	\$496,214	\$1,112,592
Cost of fringe benefits estimated @ 35%	\$215,732	\$173,675	\$389,407
Total cost of administrative salaries and fringe benefits	\$832,110	\$669,889	\$1,501,999

Administrative staffing for a merged district would be at the discretion of the new board of education. However, it is reasonable to assume that fewer administrators would be needed in a merged district. In considering how many administrators might be hired by the board in the merged district, we examined the administrative staffing patterns in other school districts of approximately 1,500 students. Given this comparison, and for purposes of this study only, we assume that the following administrative staffing would occur in a merged district:

- 1 Superintendent
- 1 Business Official
- 1 Director of Instruction
- 2 Elementary Principals
- 1 Middle School Principal
- 1 High School Principal
- 1 Assistant High School Principal

This would make a total of eight administrators compared with the current number of eleven.

This means that a superintendent, a business official, and a high school principal position would be eliminated. Using the average salaries from the incumbents in these positions and estimating fringe benefits at 35%, we estimate the savings from these reductions to be \$465,750, for salaries and fringe benefits.

In Barker, the administrators have a recognized bargaining unit and their own contract. This contract covers the elementary school principal, the middle school principal, the high school principal, and the director of instructional services. In Lyndonville, administrators are not formally recognized for purposes of collective bargaining. Rather, the administrators have individual employment contracts with the district. These positions include the school business manager, elementary school principal, assistant principal, and the middle/high school principal. The salaries and benefits for administrators in the two districts are relatively similar except for a \$20,000 retirement incentive for Barker administrators after seven years of service. Should a merger occur, it is our belief that financial implications would be significant only in the number of positions that could be eliminated, not in leveling up changes that might occur in administrative salaries and fringe benefits.

With respect to support staff, Barker has three recognized bargaining units, the Cafeteria Staff Association, Teacher Aides and Clerical Staff, and the Central Services Association that

covers custodial staff. In addition, the superintendent has a written agreement with the Micro Computer Help Desk Receptionist which defines her terms and conditions of employment. The contract with the teacher aides and clerical staff expired on June 30, 2008. A new contract has not been negotiated for that group at this time.

Support staff in Lyndonville is not organized for purposes of collective bargaining. Rather, the Board of Education has developed summary statements of benefits and procedures for each of the following groups:

- Custodial staff
- School security officer
- Head Custodian
- Part-time mechanic
- School bus drivers
- Head bus driver
- Secretary I, secretary II, senior account clerk, account clerk/typist
- Building level clerical employees
- 10, 10 1/2, and 11-month clerical employees
- Teacher aides
- Teaching assistants
- School nurse
- Bus aides, cafeteria monitors, and part time school nurse

We now compare salaries paid for support staff in Barker as compared with Lyndonville. The following Barker salary data was taken from the salary ranges contained in their collective bargaining agreements. Since Lyndonville has no bargaining units, the salaries listed in the following table represent the actual salaries paid to staff in 2009-10 and do not equate to any type of step schedule or necessarily reflect years of service of the employees. Where hourly ranges are shown, they represent the difference in the highest and lowest salaries paid to staff within each of the following job titles.

**Table 55**  
**Support Staff Salary Comparisons-2009-10**

<i>Position</i>	<i>Barker</i>	<i>Lyndonville</i>
Account Clerk Typist	\$31,827	
Assistant Cook	\$8.38-9.98 (5)	
Bus Driver		\$13.48-26.81
Cafeteria Monitor		\$8.67-9.86
Cleaner	\$26,915-38,008 (10)	\$12.92-17.62
Clerk	\$26,043-36,433	
Cook	\$9.29-11.14 (5)	
Custodian	\$28,550-41,844 (10)	
Food Service Helper	\$7.96-9.55 (5)	
Grounds Person	\$27,464-39,539 (10)	\$15.00
Keyboard Specialist		\$12.56-19.64
Maintenance Worker	\$29,498-45,348 (10)	\$21.36
Micro Computer Help Desk Receptionist	\$18,472-39,484 (20)	
Nurse	\$45,257	\$17.24-21.92
School Security Officer		\$11.22
Secretary to the Superintendent	\$36,174	\$21.67
Secretary I		\$19.01
Secretary II		\$16.84
Senior Account Clerk Typist/Treasurer	\$48,129	
Typist	\$26,043-36,433	
Teacher Aide	\$9.77-13.72 (07-08)	\$8.90-12.42
Teaching Assistant	\$18,472-39,484 (20)	\$12.37-16.56

( ) = the number of schedule steps from the lowest to the highest salary

From the salary comparison table above, it is obvious that the Barker wages are usually expressed in annual salary amounts and the Lyndonville wages are expressed in hourly rates. Staff who work 37.5 hours per week work 1,950 hours per year; staff who work 40 hours per week work 2,080 hours per year. Therefore, the wages for the two districts can be compared by multiplying the Lyndonville hourly rates by 2,000 to get an approximate equivalent annual salary. Estimating the annual equivalent salaries for Lyndonville shows that the wages paid to support staff in the two districts are fairly similar.

In addition to the salary schedule comparison above, cooks, assistant cooks, and food service helpers in Barker have a profit sharing plan with the district. The cafeteria fund in any school is separate from the general fund that accounts for most of the school district's operation. This fund is supposed to be self-sustaining; that is, cafeteria operations are supposed to generate enough revenue to support all of the expenses associated with running the cafeteria. In Barker, any profits made in the operation of the school cafeterias are split equally between the district and the cafeteria employees.

The final table (56) shows the complete staffing for the two districts. This table provides information that will also be valuable to the new board of education regarding the staffing level for the merged district. Again, the level of staffing is completely up to the board. Often, a board of education commits to maintaining all staff currently employed in both districts. When employees leave the district, however, the board may decide to fill or not to fill that position. In looking at the table, when the board feels the time to be appropriate, it would be reasonable to assume that some or all of the following duplicate positions/responsibilities may be combined or eliminated in a merged district. The following is in addition to the potential administrative position savings noted earlier in this section.

- Athletic Director
- Director of Facilities
- Food Service Manager
- Micro Computer Coordinator
- Micro Computer Help Desk Receptionist
- Superintendent's Secretary
- Treasurer

In addition to these potential position reductions, there may be numerous opportunities to reduce the number of positions in clerical and teaching positions as well. The degree to which positions are reduced and when these reductions might occur will be completely at the discretion of the new board of education.

**Table 56  
Staffing for 2010-11**

Positions	Barker	Lyndonville
Assistant Principal	0	1
Athletic Director	1	.4
Bus Driver	0	9
Head Bus Driver		1
Auto Mechanic PT		.6
Bus Aide		.3
Business Administrator	1	.8
Clerk	5	4
Custodian/Cleaner/Grounds Worker	12	9
Director of Facilities	1	1
Director of Instruction	1	
Cafeteria Monitors PT		3 - (3-4 hr/day)
Food Service Helper/Cook	7	
Food Service Manager	1	
Maintenance Worker	2	
Micro Computer Coordinator	1	
Micro Computer Help Desk Receptionist	1	
Nurse	1	1.5
Principal	3	2
Superintendent	1	1
Superintendent's Secretary	1	1
Teacher	97.5	72.4
Teacher Aide	12	11
Teaching Assistant	6	2
Technician	1	
Therapists-Occupational	1	
Treasurer	1	.2
Typist	7	6
<b>Total Staff</b>	<b>164.5</b>	<b>124.2</b>

The major fringe benefit cost in Barker and Lyndonville is for health insurance. The table that follows (57) compares the health insurance costs for the two districts.

**Table 57**  
**Health Insurance Costs and Participation Rates for Active Employees**

	Barker	Lyndonville
Family Plan		
Annual Premium	\$14,504	\$14,504
# of Participants	72	47
District Cost	\$1,035,586	\$639,554
2 Person Plan		
Annual Premium	\$9,621	\$9,621
# of Participants	33	21
District Cost	\$314,607	182,330
Single Plan		
Annual Premium	\$4,692	\$4,692
# of Participants	22	23
District Cost	\$102,520	\$92,888
Total # of Employees in Plan	127	91
Total Health Insurance Costs	\$1,452,713	\$914,772
Barker pays 100% of the premium for teachers, teaching assistants, and most clerical staff and pays 90% of the premium for cafeteria staff, administrators, and department heads; Lyndonville pays 97% of the premium for teachers, 90% of the premium for administrators, and varying percentages for support staff groups.		

Barker and Lyndonville both participate in the same health insurance consortium so their premiums are identical. In both districts, the board pays nearly all the premium for most employees. Once again, we find great similarity in the way that health insurance coverage is administered in both districts and believe that, in a merged district, negotiating a plan and premium contribution rates could be accomplished without major difficulty.

Now we turn our attention to recommendations for a new Board of Education to consider should residents of both Barker and Lyndonville vote merge their respective districts into a new central school district.

## Key Findings and Recommendations

It is not within our province or the purpose of this study to recommend whether Lyndonville and Barker should merge their two districts into one. However, it is important that following this in-depth investigation, key findings and related recommendations be offered to a new board of education should residents of both districts vote to centralize the districts into a new single school system. It should also be understood by the reader that any of our recommendations are non-binding on a board of education if a merger occurs, but rather offer a starting point for discussion and policymaking.

Finding 1: A merged Lyndonville-Barker Central School District will experience declining enrollment of approximately 9% in the next seven years. If the districts do not centralize, they will find it difficult to maintain their current level of academic and extra-curricular student programming as individual district enrollment continues to decline (p. 17).

*Recommendation 1: The newly merged district should annually update its enrollment projections so that sound decisions can be made about staffing, facility use, and programs.*

Finding 2: The two current districts have different grade configurations (p. 21).

*Recommendation 2a: In the short term, Lyndonville Elementary should keep its PK-1, 2-4, 5 (was part of a 5-6 configuration) and Barker Elementary should keep its PK-4, 5 (moved from the 5-8 middle school configuration) arrangements. However, a study committee of teachers, administrators, and parents should be formed to determine a long-term elementary grade configuration.*

*Recommendation 2b: A 6-8 middle school and 9-12 high school grade configuration should be adopted for the new school district.*

Finding 3: The elementary student and teacher days in both current districts begin and end at about the same time (p. 22).

*Recommendation 3: In the merged district, a common beginning and ending time for the elementary students and staff should be determined using the existing times.*

Finding 4: Elementary class sizes are approximately the same in the current districts (p. 23).

*Recommendation 4: The new district should make every effort to keep the elementary class section sizes similar in both of the elementary schools and in-line with those presently existing.*

Finding 5: Despite somewhat comparable student achievement, there are considerable curricular differences between Barker and Lyndonville elementary programs at present (p. 24).

*Recommendation 5: In the short-term, current curricular programs should be used in each respective elementary school. However, a committee of teachers and administrators should be formed immediately after reorganization to study and recommend a common curriculum for grades K-5.*

Finding 6: There are some differences in the amount of special area time (art, music, library and physical education) that elementary school students in the two districts now experience (p. 26).

*Recommendation 6: The same curriculum committee as included recommendation 6 should also take up the task of finding a common intensity of these special area classes for grades K-5.*

Finding 7: The performance of Barker and Lyndonville students on the New York State assessments in English/Language Arts and mathematics is quite similar in grades 3-8 from 2005-06 through 2008-09 (p. 28-30, 32-34).

*Recommendation 7: The board of education and school staff should continue to monitor student achievement on state assessments to ensure a quality education for all students in the merged district.*

Finding 8: Current middle school student and teacher start and end times of the day are similar in the two districts (p. 31).

*Recommendation 8: As a single middle school, beginning in the first year of the merger, a single beginning and ending time for the student and teacher day should be established as close as possible to the two current schedules in the districts.*

Finding 9: Middle school class sizes in both Barker and Lyndonville were similar in 2008-09. Lyndonville lowered its class sizes in recent years (p. 31).

*Recommendation 9: Class sizes in the new district middle school should remain about the size of the current classes in 2008-09 of both Lyndonville and Barker.*

Finding 10: Current high school student and teacher start and end times of the day are similar in the two districts (p. 34).

*Recommendation 10: As a single high school, beginning in the first year of the merger, a single beginning and ending time for the student and teacher day should be established as close to the two current schedules in the districts.*

Finding 11: Barker's high school class sizes in core subjects are slightly smaller than Lyndonville's during the period 2006-2009 (p. 35).

*Recommendation 11: The new high school should make every effort to keep high school core class sizes in line with Barker's right after the merger.*

Finding 12: Each district offers a fairly comprehensive high school curriculum with Barker currently offering more variety because of its larger student population. A merger would significantly enhance the academic offerings currently available to students in both high schools (p. 36-38).

*Recommendation 12: Immediately after a merger (and if possible in the spring prior to the actual merger), a committee of teachers and administrators should be formed to assess the breadth and depth of the desired curriculum of the new high school. In the short-term, all courses offered at both current high schools should comprise the new high school curriculum.*

Finding 13: Both Lyndonville and Barker send students to Orleans-Niagara BOCES for career and technical education courses (p. 40).

*Recommendation 13: The new merged district should continue to contract with BOCES for students to attend and enroll in career and technical education courses.*

Finding 14: The performance of Barker and Lyndonville high school students on Regents examinations has been quite similar from 2006-07 to 2008-09 (p. 41).

*Recommendation 14: The board of education and school staff should continue to monitor student performance on Regents examinations to ensure a quality education for all students in the merged district.*

Finding 15: Athletic opportunities for students in the two districts are similar yet there are significant differences (for instance, Barker offers football and Lyndonville offers soccer for boys in the fall). Merging high schools would significantly increase the number of athletic opportunities for students while increasing competition for participation (p. 42-43).

*Recommendation 15: The athletic opportunities for middle school and high school students should include all the existing offerings after a merger and each year be evaluated based on student interest and participation.*

Finding 16: Clubs/extracurricular activities for students in Lyndonville and Barker are similar yet there are some unique to each district. Merging the districts will create more extracurricular opportunities for middle and high school students (p. 44).

*Recommendation 16: Initially, all clubs and extracurricular activities currently offered to students in both districts be available in the new high school. As student interest dictates, adjustments in these activities can be made with some discontinued and some added.*

Finding 17: A similar philosophy appears to exist regarding identification, programming for, and placement of special needs students in both the current districts (p. 46).

*Recommendation 17: Immediately following the merger, the new Committee on Special Education and Pre-School Committee on Special Education should be comprised of members from each of the previous districts' committees to ensure familiarity of students from both districts and their programs.*

Finding 18a: The communities of both current districts consistently demonstrate support for the school spending plans (p. 47).

Finding 18b: Barker and Lyndonville are both in sound fiscal health as determined by their most recent independent audits, their financial reserves, and general fund balances (p. 49-52).

Finding 18c: Barker consistently spends more per student than Lyndonville, although this difference has been getting considerably closer in recent years (p. 53).

Finding 18d: Lyndonville, having less property wealth, has received more state aid annually than Barker for the past six years (p. 54).

Finding 18e: Barker's property wealth per pupil declined dramatically after 2007 when the AES power plant was removed from the tax rolls. Barker's property wealth is more in-line with that of Lyndonville (p. 55).

Finding 18f: Barker's property tax levy per pupil was considerably higher than Lyndonville's until 2008 when ACS was reassessed. Barker has been able to hold property taxes down through a Payment In Lieu Of Taxes (PILOT) with AES and with special state legislation. Although the PILOT will continue into the immediate future, the special state legislation providing additional aid to Barker is subject to year-to-year determination of the state legislature (p. 56).

*Recommendation 18: The newly merged district should continue to add to existing reserves to help offset future loss of revenue due to PILOT negotiations and/or special state aid.*

Finding 19a: Both districts have current outstanding capital debt to be repaid (p. 57-58).

Finding 19b: The new district will not materially benefit from any additional building aid as a result of the merger as Barker's building aid ratio is very, very close to the cap on state building aid (p. 57).

Finding 19c: Lyndonville's outstanding capital debt of approximately \$15 million, currently funded at 89.4% state aid, would be funded at 94.9% state aid in a merger (p. 57).

*Recommendation 19: The new district should continue to add money to its capital reserve to offset future capital projects.*

Finding 20: The merged district will be eligible for approximately \$20,149,620 of incentive operating aid from New York State over the fourteen years following the merger (p. 59).

*Recommendation 20: The new district should determine the appropriate percentages of distribution of this incentive operating aid to (a) enhance the education program for students, (b) stabilize local school taxes, and (c) plan for the loss of the incentive aid over time by continuing to fund district reserves.*

Finding 21a: Barker contracts all of its student transportation out to Ridge Road Express. Lyndonville on the other hand conducts its own school bus operation with some contracting with Ridge Road (p. 62-67).

Finding 21b: Barker spends less to transport students to and from school daily (p. 69).

*Recommendation 21: Immediately after the merger, the new district should continue a combination of district operated and contracted transportation. However, as soon as possible after July 1, 2011, the new board of education should undertake an in-depth study of its transportation operation and ultimately decide if the district should (a) completely contract its student transportation, (b) run its own program with some minor contracting, or (c) have a combination of district run and significant contracting.*

Finding 22: Students in the Village of Barker are transported to school presently; those in the Village of Lyndonville must walk to school (p. 63).

*Recommendation 22: The current requirements for students getting to and from school at present should remain in effect immediately after the merger. However, as part of the in-depth transportation study recommended above, a policy should be adopted by the new Board of Education to continue to ensure treat all students in like circumstances equally.*

Finding 23: The regular longest bus run to and from school for students in either district presently is between 40 and 45 minutes. The Advisory Committee felt this maximum time should be honored in a merged district (p. 69).

*Recommendation 23: A new transportation plan for the merged district should ensure that no student is on the bus any longer than at present—40 to 45 minutes.*

Finding 24a: Both Barker and Lyndonville have maintained the physical plant through regular maintenance and recent capital construction (p. 70-81).

Finding 24b: The current district building configurations are different (p. 21, 70-81).

*Recommendation 24: The school building configuration following a merger should be as follows-Lyndonville will house its current elementary students as it presently does for grades PK-5 (in the two buildings), Barker students in grades PK-5 should attend the current Barker Elementary School. Students in grades 6-8 from both current districts will attend the existing Lyndonville High School for middle school, and high school students from both current districts should attend Barker High School for grades 9-12.*

Finding 25: While there are many similarities, there are also a number of differences in the teacher contracts in the two study districts (for example, Barker teachers on the upper end of the pay scale are compensated at a higher level than are Lyndonville teachers). It was determined that the cost of leveling up teacher salaries and benefits could be approximately \$257,385 (p. 83-89).

*Recommendation 25: A new teacher agreement should be negotiated as soon as possible after a merger occurs and the new teacher bargaining unit is organized.*

Finding 26: There are a total of 11 administrators in the two study districts at present (p. 90).

*Recommendation 26: Three administrative positions should be eliminated through attrition following the merger leaving a superintendent, a business official, a director of instruction, two elementary principals, one middle school principal, one high school principal, and one assistant high school principal. Reducing these three administrative positions will save the merged district approximately \$465,750.*

Finding 27: The superintendent contracts expire in 2015 for Lyndonville and 2012 in Barker. Both superintendent contracts must be honored following the merger (p. 90).

*Recommendation 27: The new Board of Education should interview both current superintendents as soon as possible to determine which will become the new district's superintendent. The sitting superintendent not offered the job should be given the option of staying with the district in an administrative capacity on special projects until he/she finds other employment or a position in the district opens in which s/he is qualified and interested.*

Finding 28: The salaries paid to administrative staff in Barker and Lyndonville are quite similar (p. 90).

*Recommendation 28: Following a merger, the new board of education should determine an administrative staffing structure and either set salaries or recognize an administrative bargaining unit.*

Finding 29: The support staff in Barker is much larger than in Lyndonville due to the varying sizes of the districts (p. 92-94).

*Recommendation 29: All support staff from the two districts should be offered positions in the merged district and as attrition occurs, each position should be evaluated for possible elimination.*

Finding 30: Salaries paid to support staff in Barker and Lyndonville are quite similar (p. 93).

*Recommendation 30: Following a merger, the new board of education should determine a support staff structure and recognize a bargaining unit to negotiate terms and conditions of employment.*

Finding 31: Health insurance plans and contribution rates, the most costly fringe benefit provided to employees, are quite similar in the two districts (p. 96).

*Recommendation 31: After the merger, health insurance plans and premium contribution rates should be negotiated with all employee groups.*

## **FINANCIAL APPENDIX**