Centralization Feasibility Study Report

Scio-Wellsville Central School Districts

Fall 2009

Rural Schools Association
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This report was prepared with funds provided by the New York State Department of State under the Local Government Efficiency Grant Program.

Acknowledgements:

We trust this report is an accurate reflection of the work of the Centralization Feasibility Study Committee. The Information that shaped this report was derived from many sources, which influenced the deliberations of the study committee. The Rural Schools Association is indebted to all who contributed to the report, and particular thanks must go to the:

- Members of the Centralization Feasibility Study Committee who dutifully attended the general sessions and the subcommittee meetings. They brought energy, enthusiasm, openness, and frankness to the process.
- Members of the Administrative Staff from the Scio and Wellsville School Districts who were open and responsive in working with the study consultants.
- Members of the Board of Education of the Scio and Wellsville School Districts. Both Boards were well represented at each work session. Their active participation in the study process was a clear indication of their support for this study.
- Superintendents Michael McArdle and Byron Chandler who attended every committee meeting and work session. They worked tirelessly on this project, and demonstrated a clear commitment to doing what was best for the children in their respective districts.

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Scio – Wellsville Centralization Feasibility Study

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Section I: Background, Schools and Community

The path to this merger study began with a request from the Scio and Wellsville Central School Districts to conduct a needs assessment survey to assist the two districts in making decisions about their futures. Both districts have recent histories of successful budget votes and taxpayer support for capital improvements. Both Superintendents had indicated their desire to retire within the 2009-10 school year and were aware of the financial challenges that were facing all school districts as New York State has recently experienced significant decline in revenues available to fund schools at the level that was anticipated. In light of the national and state economic downturn, the school districts were interested in additional ideas to provide strong educational programs in the most economical manner.

The Boards of Education in Scio and Wellsville engaged the New York State Rural Schools Association (RSA) to undertake the needs assessment survey in the spring of 2009. Four key questions guided the work of Dr. Lawrence Kiley and Dr. Dennis Sweeney, RSA consultants. The questions were:

- Should the Scio and Wellsville school districts remain as presently constituted?
- If not, should the districts consider expanded shared services and functional consolidation?
- Should the districts consider a tuition agreement that would send all Scio students in grades 9-12 to Wellsville?
- Should Scio and Wellsville consider merger?

Each of these questions was studied in detail to determine the impact on educational opportunities for students and potential cost savings. The Scio and Wellsville school boards received and reviewed the survey findings and decided to

proceed with a merger study. The RSA was selected to conduct the study that would answer the following question:

"Would instructional opportunity be enhanced for all students at a similar or reduced cost to taxpayers by consolidating the Scio and Wellsville Central School Districts?"

The Schools and Communities

The Scio and Wellsville school districts are located in Alleghany County in the Southern Tier region of Western New York State. The Wellsville Central School District encompasses the Village of Wellsville, and part of the Towns of Wellsville, Alma, Andover, Independence, Scio and Willing. The Village of Wellsville is the largest population center in a 30 mile radius with a population of 5171 recorded in the 2000 census.

The Town of Scio is located northwest of the Village of Wellsville. As of the 2000 census, there were 1914 people in the Town of Scio. The Scio Central School District includes residents in parts of the following Towns; Scio, Alma, Amity, Andover, Bolivar, Friendship, Ward, Wellsville, and Wirt.

The Scio and Wellsville school districts occupy 165.19 square miles in Allegany County. Settled in the early 1800's, the areas economy success has undergone many changes in its 200 years. The first industry in the area was tanning with Wellsville being the site of three large tannery operations during the early 19th century. Next came lumber and the railroad with the New York and Erie Railroad coming through Wellsville in 1851. This development gave lumbermen an efficient way to get their product to markets. After timber was harvested, the open land was used for grazing land for cows as the dairy industry flourished. In the last two decades of the 19th century, oil was discovered in the area, which led to the construction of the Sinclair Refinery which closed down in 1957.

More recently, Allegany County employment opportunities include jobs in the Trade, Transportation and Utility industries, Education and Health services, Leisure and Hospitality and Manufacturing and Construction. A regional hospital is located in the Village of Wellsville as are area manufacturing plants of Alstom and Dresser Rand.

Alfred University, Alfred State College and Houghton College are higher educational institutions located in the area.

Scio Central School District

The Scio Central School District No 1, (see Table 1), was established on October 4, 1937 and began operating in the 1938-39 school year. The vote for centralization of one Union Free school and eight Common schools was 355 For and 60 Against. In 1959, the Scio Central School District annexed the Allentown School District after residents in that district voted for the annexation. When the annexation was completed, the Scio school district occupied 59.62 square miles.

Students in Scio attend school in one facility which houses grades Pre-K -12. A district bus garage and school athletic fields are also located on the same site in Scio, NY.

Table 1
History of Scio Central School District

CENTRAL SCHOOL DISTRICT

SCIO SCHOOL DISTRICT No. 1 — *Address:* Scio
Supervisory District No. 1 — *County:* Allegany
School Referred to: SCIO CENTRAL SCHOOL
Date of Meeting: September 30, 1937
Date of Designation: October 4, 1937
Began Operating: School Year 1938-39
Vote: 355 For—60 Against—0 Blank or Void
Designation: Central School District No. 1 of the Towns of Scio, Amity, Friendship, Wirt, Ward, Andover, Allegany County

The original Central School District embraced the following school districts:

District		*Town*	*County*	*Date Effective*
UF	1	Scio	Allegany	10-4-37
		Amity	Allegany	
C	2	Scio	Allegany	10-4-37
C	4	Scio	Allegany	10-4-37
C	6	Scio	Allegany	10-4-37
C	7	Scio	Allegany	10-4-37
C	3	Scio	Allegany	10-4-37
		Amity	Allegany	
		Friendship	Allegany	
		Wirt	Allegany	
C	5	Scio	Allegany	10-4-37
		Wirt	Allegany	
C	5	Ward	Allegany	
		Amity	Allegany	
C	6	Ward	Allegany	10-4-37
		Andover	Allegany	
		Scio	Allegany	

The Reorganization Plan provides for the following central school combination:

CS	**1**	**Scio (Scio)**	**Allegany**
CS	**1**	**Independence (Whitesville)**	**Allegany**
ICS	**1**	**Wellsville (Wellsville Village)**	**Allegany**

Wellsville Central School District

The Wellsville School District No 1, (see Table 2), was established on June 11, 1948 and began operating in the 1948-49 school year. The vote to establish the district was 549 For and 89 Against with 1 blank or Void ballot. The newly formed district was composed of one Union Free school and seventeen Common schools. The Wellsville Central School District now operates in two buildings, one with grades Pre-K -5 and the second with grades 6-12. The district administrative offices are located in the 6-12 building. A bus garage is located at the district's elementary school site and both district properties have athletic fields.

Table 2
History of Wellsville Central School District

INDEPENDENT CENTRAL SCHOOL DISTRICT

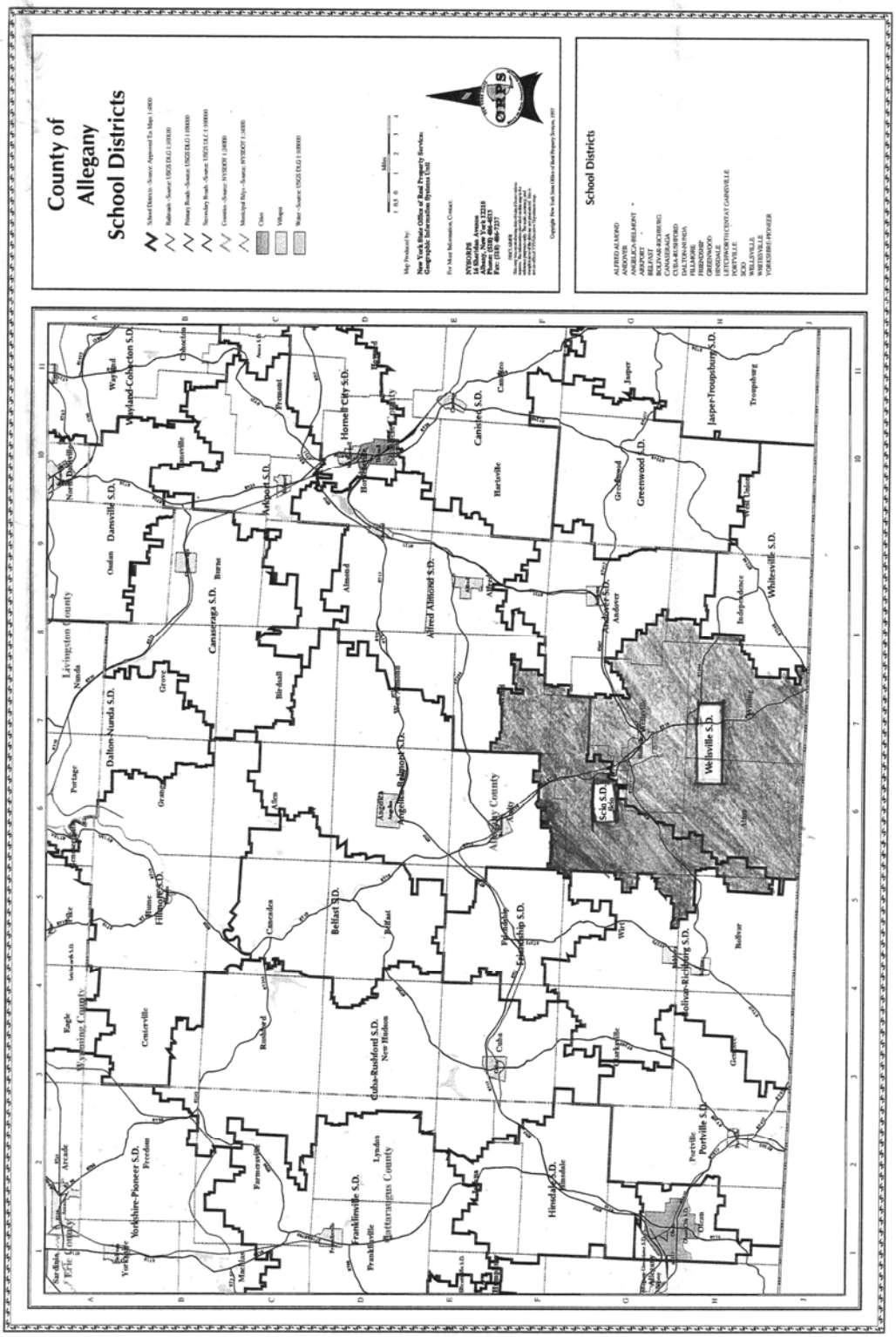
WELLSVILLE, VILLAGE OF

WELLSVILLE SCHOOL DISTRICT No. 1 — *Address:* Wellsville
Independent Village Superintendency — *County:* Allegany
School Referred to: WELLSVILLE CENTRAL SCHOOL
Date of Meeting: June 30, 1948
Date of Designation: June 11, 1948
Began Operating: School Year 1948-49
Vote: 549 For—89 Against—1 Blank or Void
Designation: Central School District No. 1 of the Towns of Wellsville, Scio, Willing, Alma, Andover, Independence, Allegany County

The original Central School District embraced the following school districts:

District		*Town*	*County*	*Date Effective*
IUF	1	Wellsville (Wellsville Village)	Allegany	6-30-48
		Scio	Allegany	
C	4	Wellsville	Allegany	6-30-48
C	6	Wellsville	Allegany	6-30-48
C	8	Wellsville	Allegany	6-30-48
C	5	Wellsville	Allegany	6-30-48
		Scio	Allegany	
C	2	Wellsville	Allegany	6-30-48
		Andover	Allegany	
C	3	Wellsville	Allegany	6-30-48
		Willing	Allegany	
C	8	Scio	Allegany	6-30-48
		Alma	Allegany	
		Wellsville	Allegany	
C	1	Willing	Allegany	6-30-48
C	3	Willing	Allegany	6-30-48
C	2	Willing	Allegany	6-30-48
		Wellsville	Allegany	
C	5	Willing	Allegany	6-30-48
		Independence	Allegany	
C	6	Willing	Allegany	6-30-48
		Independence	Allegany	
		Wellsville	Allegany	
C	7	Willing	Allegany	6-30-48
		Alma	Allegany	
C	1	Alma	Allegany	6-30-48
C	2	Alma	Allegany	6-30-48
C	4	Alma	Allegany	6-30-48
C	6	Alma	Allegany	6-30-48

Table 3 – Map –
Scio Wellsville Combined District



The map of Allegany County, on the previous page (see Table 3), shows the location of the school districts, with Scio and Wellsville school area shaded. Table 4 provides information as of the 2007-08 school year on the enrollment and size of the twelve school districts located in Allegany County.

Table 4
Allegany County School Districts

School District	2007-08 Enrollment	Square Miles
Alfred Almond	670	101.89
Andover	404	55.39
Angelica-Belmont	655	118.55
Belfast	395	69.40
Bolivar-Richburg	841	98.51
Canaseraga	290	77.92
Cuba-Rushford	951	159.55
Fillmore	699	111.70
Friendship	343	40.42
Scio	419	59.62
Wellsville	1327	105.57
Whitesville	275	48.79

New York State Master Plan for School Reorganization

The New York State Master Plan for School Reorganization provides for the central school combination of Scio and Wellsville. This means that in the estimation of the Master Plan Commission, the two school districts would be compatible for merger. The two districts administrative offices and largest schools are approximately five miles apart on a direct route.

Section II – Governance

Sub Committee Members

Scott Harting – Co-Chair	Deb Dunham
Jon Nickerson – Co-Chair	Lila Forcier
Hope Gilfert	Jeff Joselyn
Lisa Pizarro	Paula Whitney

In authorizing this study, the representative Boards of Education agreed that the reorganization of the two districts be as a "Centralization." That is, should a merger occur, the Scio and Wellsville Central Schools would cease to exist, and would become the newly formed Scio-Wellsville Central School District. Thus a newly formed district would be created. Guidelines governing "Centralization" are found in Education Law – Sections 1801 and 1804.

The Scio and Wellsville Boards of Education would be dissolved, and a new Board would have to be elected with full responsibility for the new district and any ongoing obligations incurred by the former districts. Among the initial actions that the new Board of Education would have to take are:

1. Identification and hiring of a Superintendent of Schools.
2. Development and adoption of Board Policy to govern the new district.
3. Design and adoption of a school district budget to present to the residents of the newly formed district.
4. Authorization for the Superintendent of Schools to enter into negotiations with various employee bargain units.

The procedures for addressing these and other tasks that would be faced by the Board of Education are provided through Education Law, Commissioner's Regulations, and State

Education rulings. The Governance, Personnel Administration, and Staffing Sub Committee reviewed these issues and other questions during the study period. Among the questions addressed by the committee were:

1. Can we insure the new Board will have proportional representation from the two communities?

   No, ALL seats on the new Board of Education must be elected district wide.

2. What will be the name of the new district?

   The new name should reflect the geographic location of the districts, and the legal name must contain the names of the new merged districts. The sub-committee suggested Riverside at Scio-Wellsville with Riverside being the "common-name"

3. What is the status of former district employees?

   They have the same protection that was previously held. A combined date of appointment list (seniority list) will have to be created for seniority purposes.

4. What will be the school colors, nickname, mascot, et al?

   This will be decided by the new Board of Education. The sub-committee recommended that the Board ask the students to select the mascot and colors through a two step process:

   a. Students vote on all submissions for mascot and colors with the assumption that there will be more than 3 submissions.

b. A 2nd vote on the highest 3 submissions will result in the selection of the mascot and colors.

The committee also suggested the use of voting machines. This would give the students experience using the machines.

5. What becomes of the bond debt that the two districts have for building construction and bus purchases?

   The debt becomes the obligation of the new district. The committee learned that because Scio and Wellsville have high building aid ratios, the building aid ratio with incentives would be .98

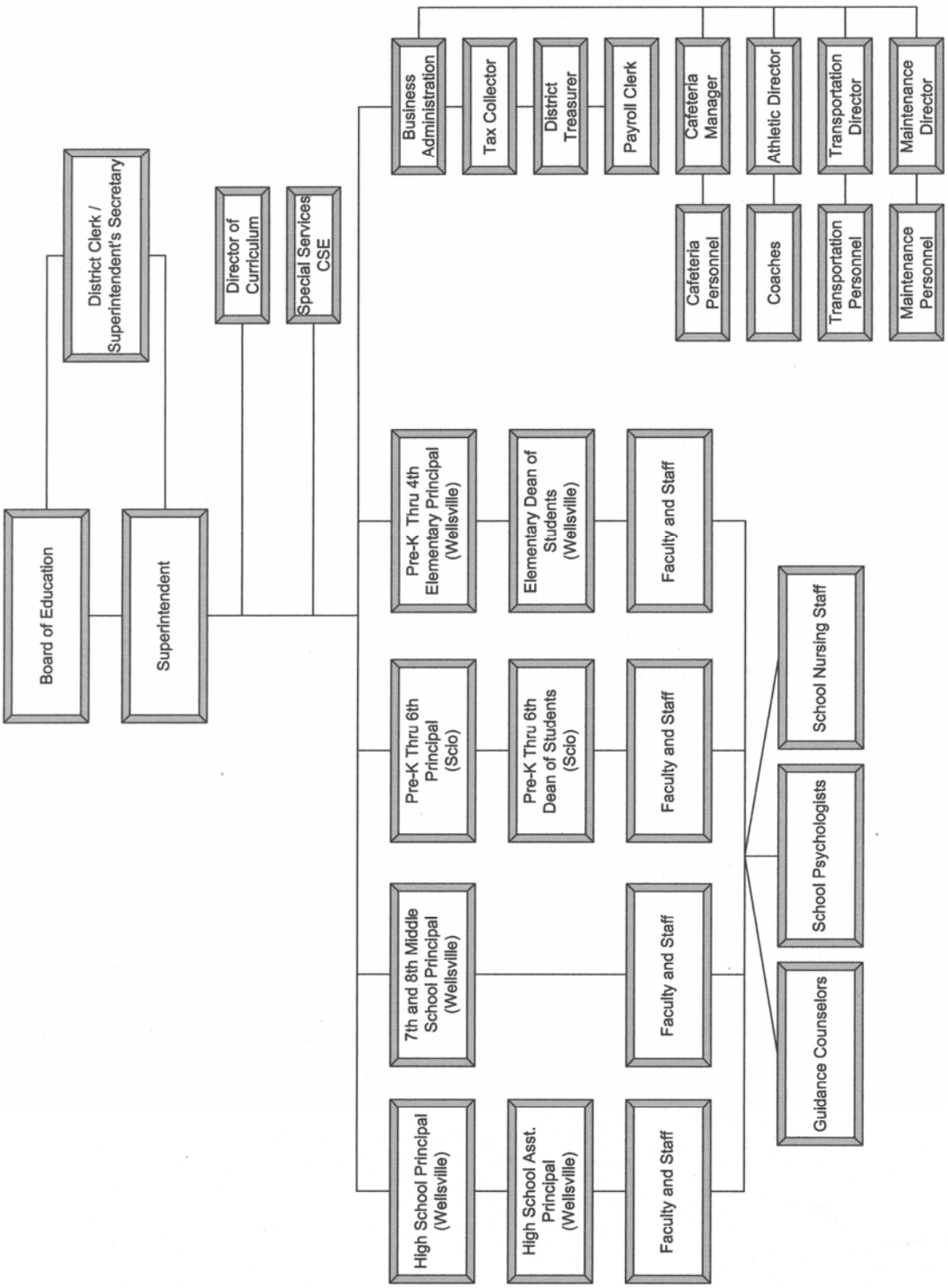
6. What is the number of Board Members and the Length of Terms for the Board of Education?

   The official merger referendum would include a provision on the size of the new board and the length of term of its members. State Education Law provides that central school districts may have boards of education that consist of 5, 7, or 9 members, and the length of term can be established as 3, 4, or 5 years. The subcommittee recommended that a newly formed district have a Board of Education consisting of 9 members with 4 year terms. However, registered voters of the Scio and Wellsville School Districts will make the final determination on the number of board members and length of term.

As part of the Governance component of the study, the sub-committee also looked at the issue of Administrative Leadership. They developed an Administrative Organizational Chart for the consideration of the new Board of Education if

Centralization does occur, (see Table 5). Much of what is recommended represents what is currently in place in Wellsville with the addition of a Dean of Students for the Scio facility.

Table 5
Administrative Centralization Chart
Newly Centralized District



Section III – Personnel

Sub-Committee Members

Scott Harting – Co-Chair
Jon Nickerson – Co-Chair
Hope Gilfert
Lisa Pizarro
Deb Dunham
Lila Forcier
Jeff Joselyn
Paula Whitney

Should centralization become a reality, both school districts would cease to exist. Employees of the dissolved districts have certain rights to positions within the newly created district. It would become the responsibility of the Board of Education of the newly centralized district to respect these rights and establish procedures to review disputes in an orderly manner. Central to this process, would be the creation of an accurate seniority list that blends the two faculties and support staffs, based upon appointments as made by the Scio and Wellsville Boards of Education.

An analysis of the teaching staffs of the Scio and Wellsville Districts shows that both districts have experienced a significant transition of staffing as a result of retirement. The personnel review also revealed the potential of eight retirements by the 2012-13 school year.

The support service employees are members of the New York State Public Employee Retirement system. Employees in the support service area at Wellsville and Scio entered public sector employment at an older age and, thus, will retire at an older age. In addition several members will never formally retire from the public system as they took positions in the Scio and Wellsville systems as post retirement jobs. Thus, it is difficult to make a determination of job change through attrition for support service personnel.

The committee also reviewed current staffing in both school districts, (see Table 6) and discussed potential staffing reductions through centralization (see Table 7). It appears that a newly centralized district would need fewer teaching positions. At the same time, the committee recognized that additional student support would be appropriate during the transition period, and recommended that the Board of Education in the newly formed centralized district reduce these positions through attrition. That is, when a teacher chooses to leave the system, either by changing jobs or retiring, the position would not be filled.

The Committee did not wish to develop a comprehensive list of recommendations on personnel for the new Board of Education if centralization were to occur. They recognize that these decisions fall within the purview of the Board and would best be left to their discretion. Please see Exhibit 1 for a complete report of the Governance, Personnel Administration, and Staffing Sub Committee.

Table 6

Administrative, Supervisory, Instructional and Other Professional Staff

	Scio	Wellsville
Superintendent	1	1
Principals	1	3
Asst. Principals	0	1
Teachers	42	112
Teachers (part-time)	1	1
Teaching Asst. (Sp. Ed)	0	10
Teaching Asst.(other)	7	5
Teacher Aides (Sp. Ed)	3	25
Teacher Aides	0	1
Part-time	0	0
Health Services	1	4
Guidance Counselors	2	5
Secretaries, typists, clerks	4	10
Part-time	0	
Maintenance, custodians, cleaners	7	15
Part-time	0	1
Bus Drivers, Mechanics	5	19
Part-time	7	3
Bus Attendants	2	
Part-time	7	
School Lunch Workers	3	8
Part-time	4	7
Business Office	1	1
Part-time	2	
Other Support Staff	2	5
Total	102	263* (including other)*

*CSE/CPSE Chairperson 1; Psychologists 2 (Intern 1); Speech/Hearing 3; Teachers on Special Assignment (Dean of Students) 3; Director of Curriculum and Instruction 1; Library Support Staff 3; Monitors FT 7; PT 5

Table 7
Staffing Needs – Newly formed District
Number of Students

Grade Level	Scio	Wellsville	Merged District	Recommended Staff
Pre K				
K	31	96	127	7
1	31	92	123	7
2	34	95	129	7
3	35	79	114	6
4	30	100	130	7
5	24	83	107	6
6	36	90	126	7
7	29	108	137	# of sections at 20:1 7
8	27	101	128	7
9	30	109	139	7
10	34	97	131	7
11	25	106	131	7
12	29	92	121	6

Section IV - Pupil Enrollments and Projections

One of the critical elements in the planning process is the determination of the number and grade level of the students to be educated. The process to project future student enrollments began with a review of enrollment history in Scio and Wellsville. Each district provided enrollment figures for the previous six years of school operation.

Methodology

The method used to produce enrollment projections utilizing historical enrollment information is called the **Cohort Survival Method**. The method analyzes the survival ratios for student cohorts moving from grade to grade and then projects those ratios to determine future grade enrollments.

The cohort survival ratio compares the number of students in a particular grade this year against the number of students who were in the preceding grade the previous year. For example, if there were 100 first graders in 2008-09 and 115 second graders in 2009-10, then the survival ratio for the second grade class is 115%. All of the students in grades K-12 were projected this way in the study.

Cohort survival ratios were determined for each grade level for each of the six year history of actual enrollments. The ratios were then averaged to determine a single ratio for that grade level based on the six year history.

There are two major assumptions that were made in preparing these projections:

- The K-12 student population information on actual enrollments includes non resident students who attend both Scio and Wellsville. The first assumption is

that the same percentage of non resident students will continue to attend the two districts during the life of our projections.

- The second assumption is that residential housing starts will not exceed the current rate of housing starts in the school districts in the future.

Enrollment Tables

.

Table 8 shows the number of live births for Allegany County for the past ten years. This information was used to project the proportion of children born in the county who will become kindergarten students in Scio and Wellsville. For example the number of births in Allegany County in 1998 was 548. In 2003, five years later, there were 105 students enrolled in kindergarten in Wellsville. The ratio of enrolled kindergarten students in Wellsville to the number of births five years earlier in Allegany County is 19.2%.

Table 8 – Births/ Allegany County
Wellsville CSD

Year	Births Allegany County		K-enrollment Five Years Later	Ratio: K Enrollment/Births
1998	548		105 (2003)	.192
1999	561		102 (2004)	.182
2000	543		107(2005)	.197
2001	526		100(2006)	.190
2002	541		91(2007)	.168
2003	552		104(2008)	.188
	County	Wellsville	Estimated	Ratio – K Estimates
2004	534	(110)	99(2009)	.186
2005	514	(109)	96(2010)	.186
2006	504	(119)	94(2011)	.186
2007	525	(97)	98(2012)	.186

Table 9 uses the same live birth methodology for the Scio CSD

Table 9 – Births/Allegany County
Scio CSD

Year	Births Allegany County		K-enrollment Five Years Later	Ratio: K enrollment/Births
1998	548		33 (2003)	.060
1999	561		35 (2004)	.062
2000	543		26 (2005)	.047
2001	526		29 (2006)	.055
2002	541		37 (2007)	.068
2003	552		37 (2008)	.067
	County	Scio		Ratio for K Estimates
2004	534	25	32 (2009)	.060
2005	514	19	31 (2010)	.060
2006	504	25	30 (2011)	.060
2007	525	27	32 (2012)	.060

Table 10 provides the actual enrollments for the Wellsville CSD. The information in the top of each box is the pupil enrollment. The number below is the ratio for that grade.

Wellsville CSD
Table 10 - Actual Enrollments

Grade	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
K	105	102 18.2	107 19.7	100 19	91 16.8	104 18.6
1	97	103 98	92 90.2	84 78.5	109 109	82 90
2	104	92 95	104 100.1	90 97.8	87 104	103 94.5
3	88	97 93.3	91 99	109 105	87 96.6	84 96.6
4	103	84 95.5	93 95.9	95 104	105 96.3	88 101.1
5	84	108 105	80 95.2	88 94.6	97 102	105 100
6	109	92 110	103 95.4	85 106	89 101	98 101
7	122	108 99	96 104	103 100	85 106	86 96.6
8	84	123 101	120 111	98 102	104 101	85 100
9	137	111 132	151 123	142 118	118 120	125 120
10	134	132 96.4	105 94.6	134 88.7	135 95	104 88.1
11	116	111 82.8	119 90.2	95 90.5	129 96.3	131 97
12	106	119 102.6	107 96.4	112 94.1	84 88.4	130 100.8

K-5	581	586	567	566	576	566
6-8	315	323	319	286	278	269
9-12	493	473	482	483	466	490
Ungraded	1	1	0	2	7	5
K-12	1390	1383	1368	1337	1327	1330

Table 11 provides the actual enrollments for the Scio CSD.

SCIO CSD
Table 11 - Actual Enrollment

Grade	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
K	33 6.0	35 6.2	26 4.7	29 5.5	37 6.8	37 .060
1	35 94.6	30 90.9	33 94.3	26 1.00	27 93.1	38 95.5
2	33 94.3	30 85.7	29 96.7	40 1.21	24 92.3	31 98.0
3	34 91.9	36 1.09	29 96.7	25 86.2	37 92.5	24 95.3
4	33 1.00	33 97.1	39 1.08	32 1.10	24 96.0	37 102.2
5	38 1.09	34 1.03	36 1.09	33 84.6	28 87.5	29 98.6
6	43 1.05	37 97.4	31 91.2	36 1.00	35 1.06	28 99.9
7	33 91.7	46 1.07	40 1.08	31 1.00	34 94.4	32 100.2
8	49 1.14	34 1.03	45 97.8	31 77.5	27 87.1	37 95.9
9	37 90.2	49 1.00	34 1.00	43 95.6	33 1.07	27 98.6
10	33 94.3	37 1.00	47 95.9	31 91.2	35 81.4	30 92.6
11	38 1.09	33 1.00	35 94.6	44 93.6	34 1.10	34 101.4
12	28 1.00	37 97.4	29 87.9	31 88.6	44 94.8	34 93.7
UNGR						19

K-5	206	198	192	175	177	196
6-8	125	117	116	108	96	97
9-12	136	156	145	149	146	125
UNGR						19
K-12	467	471	453	432	419	437

Table 12 provides a ten year projection for enrollment in the Wellsville CSD. The number in the top of the box is the projected pupil enrollment. The number below is the ratio used for the projection. The number is the average of the five ratios in Table 3 that were calculated from actual enrollments. The kindergarten pupil projections for 2014-15 are not based on live births, since those pupils haven't been born.

Wellsville CSD
Table 12 – Enrollment Projected Ten Years

Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	101 .186	96 .186	94 .186	98 .186	97 .186	97 .186	97 .186	97 .186	97 .186	97 .186
1	97 .931	94 .931	89 .931	88 .931	91 .931	91 .931	91 .931	91 .931	91 .931	91 .931
2	78 .983	95 .983	92 .983	87 .983	87 .983	90 .983	90 .983	90 .983	90 .983	90 .983
3	99 .981	77 .981	93 .981	90 .981	85 .981	85 .981	88 .981	88 .981	88 .981	88 .981
4	90 .986	97 .986	76 .986	92 .986	89 .986	84 .986	84 .986	87 .986	87 .986	87 .986
5	80 .994	89 .994	96 .994	76 .994	91 .994	88 .994	84 .994	84 .994	87 .994	87 .994
6	109 1.03	82 1.03	92 1.03	99 1.03	78 1.03	94 1.03	91 1.03	87 1.03	87 1.03	90 1.03
7	93 .999	109 .999	82 .999	92 .999	99 .999	78 .999	94 .999	91 .999	87 .999	87 .999
8	91 1.03	96 1.03	112 1.03	84 1.03	95 1.03	102 1.03	80 1.03	97 1.03	94 1.03	90 1.03
9	114 1.23	112 1.23	118 1.23	138 1.23	103 1.23	117 1.23	125 1.23	98 1.23	119 1.23	116 1.23
10	115 .926	106 .926	104 .926	109 .926	128 .926	95 .926	108 .926	116 .926	91 .926	110 .926
11	96 .914	105 .914	97 .914	95 .914	100 .914	117 .914	87 .914	99 .914	106 .914	83 .914
12	122 .965	93 .965	101 .965	94 .965	92 .965	97 .965	113 .965	84 .965	96 .965	102 .965

K-5	545	548	540	531	540	535	534	537	540	540
6-8	293	287	286	266	272	274	265	275	268	267
9-12	447	416	420	436	423	426	433	397	406	411
UNGR	3	4	4	4	4	4	4	4	4	4
K-12	1288	1255	1250	1237	1239	1239	1236	1213	1218	1222

Table 13 provides a ten year enrollment projection for Scio CSD

Scio CSD
Table 13 - Enrollment Projected Ten Years

Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	38 .060	31 .060	30 .060	32 .060	32 .060	32 .060	32 .060	32 .060	32 .060	32 .060
1	34 95.5	36 95.5	30 95.5	29 95.5	31 95.5	31 95.5	31 95.5	31 95.5	31 95.5	31 95.5
2	35 98.0	33 98.0	35 98.0	29 98.0	28 98.0	30 98.0	30 98.0	30 98.0	30 98.0	30 98.0
3	31 95.3	33 95.3	31 95.3	33 95.3	28 95.3	27 95.3	29 95.3	29 95.3	29 95.3	29 95.3
4	19 102.2	32 102.2	34 102.2	32 102.2	34 102.2	29 102.2	28 102.2	30 102.2	30 102.2	30 102.2
5	32 98.6	19 98.6	32 98.6	34 98.6	32 98.6	34 98.6	29 98.6	28 98.6	30 98.6	30 98.6
6	30 99.9	32 99.9	19 99.9	32 99.9	34 99.9	32 99.9	34 99.9	29 99.9	28 99.9	29 99.9
UNGR	5	5	5	5	5	5	5	5	5	5
7	31 100.2	30 100.2	32 100.2	19 100.2	32 100.2	34 100.2	32 100.2	34 100.2	29 100.2	28 100.2
8	31 95.9	30 95.9	29 95.9	31 95.9	18 95.9	31 95.9	33 95.9	31 95.9	33 95.9	29 95.9
9	33 98.6	31 98.6	30 98.6	29 98.6	31 98.6	18 98.6	31 98.6	33 98.6	31 98.6	33 98.6
10	25 92.6	31 92.6	29 92.6	28 92.6	27 92.6	29 92.6	17 92.6	29 92.6	31 92.6	29 92.6
11	27 101.4	25 101.4	31 101.4	29 101.4	28 101.4	27 101.4	29 101.4	17 101.4	29 101.4	31 101.4
12	28 93.7	25 93.7	23 93.7	29 93.7	27 93.7	26 93.7	25 93.7	27 93.7	16 93.7	27 93.7
UNGR	13	13	13	12	12	12	12	13	12	13

K-5	189	185	189	188	182	179	179	180	182	182
6-8	92	92	88	89	89	98	98	91	86	86
9-12	113	118	113	113	112	104	105	111	110	116
UNGR	18	18	18	17	17	17	17	18	17	18
K-12	412	413	408	407	399	398	399	400	395	402

Table 14 provides the combined projected enrollment for the Scio and Wellsville school districts.

Scio-Wellsville
Table 14-Combined Enrollment Projected Ten Years

Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	139	127	124	130	129	129	129	129	129	129
1	131	130	119	117	122	122	122	122	122	122
2	113	128	127	116	115	120	120	120	120	120
3	130	110	124	123	113	112	117	117	117	117
4	109	129	120	124	123	113	112	117	117	117
5	112	108	128	110	123	122	113	112	117	117
6	139	114	111	131	112	126	125	116	115	119
UNGR	5	5	5	5	5	5	5	5	5	5
7	124	139	114	111	131	112	126	125	116	115
8	122	126	141	115	113	133	113	128	127	119
9	147	143	148	167	134	135	156	131	150	149
10	140	137	133	137	155	124	125	145	122	139
11	123	130	128	124	128	144	116	116	135	114
12	150	128	124	123	119	123	138	111	112	129
UNGR	16	15	17	16	16	16	16	17	16	17

K-5	734	733	729	719	722	714	713	717	722	722
6-8	385	379	374	355	361	372	363	366	354	353
9-12	560	534	533	549	535	530	538	508	516	527
UNGR	21	22	22	21	21	21	21	22	21	22
K-12	1700	1668	1658	1644	1639	1637	1635	1613	1613	1624

Other Enrollment Considerations

Both Scio and Wellsville have pupils who are residents that attend other school districts, private schools or are taught at home. They also accept students who are non-residents. Scio has accepted non residents without tuition and Wellsville charges $ 300 for tuition grades K-5 and $ 600 for grades 6-12. Table 15 indicates the number of students in each of these categories:

Table 15-Resident Pupils Attending Elsewhere

Number of Students	Scio	Wellsville
Home Schools	10	28
Parochial Schools	10	138
Nonresidents Attending	28	30
Residents Attending Other School Districts	23	28

The largest numbers of students attending other schools attend the Immaculate Conception Catholic School in Wellsville. The school houses grades Pre-k-8. The number of nonresidents attending Scio and Wellsville is close to the number of residents attending other schools. Many of the public schools in Allegany County do not charge tuition for non residents to attend. While this may change in the future, it is estimated that the capacity of the Scio-Wellsville combined school district would be sufficient to accommodate such changes.

Tables 16 and 17 indicate the number and grade level of non-resident students attending Scio and Wellsville.

Table 16-Non Resident Pupils Attending Scio CSD

Home School	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Wellsville	3	2	2	2	1	5		1		1	1	1	1	20
Bolivar	1				1				1				1	4
Genesee Valley	1													1

Table 17-Non Resident Pupils Attending Wellsville CSD

Home School	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Scio		1	1		1					5		2	2	12
Andover							1	1	2		1			5
Bolivar-Richburg								1			1			2
Genesee Valley				1	1					1				3
Hinsdale		1												1
OswayoValley			1		1	1	1							4
Northern Potter							1			1			1	3

There are 20 pupils from Wellsville who attend Scio and 12 pupils from Scio who attend Wellsville. Of the 55 non residents attending Scio and Wellsville, 32 would be residents of a combined district if it existed and 7 are from Pennsylvania.

The typical enrollment pattern for students in Scio and Wellsville is to attend school in the district in which they reside. Non-typical enrollments include those students who are residents who are educated in settings other than district schools or are non-

residents who are permitted to attend district schools. Table 18 describes the volume of non-typical pupil enrollments.

Table 18-Non-typical School Enrollment

	Resident Pupils Elsewhere		**Non Resident Pupils Enrolled**	
	Number	**% of Enr.**	**Number**	**% of Enr.**
Scio	43	10.4	25	6
Wellsville	194	15	30	2.3
Combined	237	13.9	55	3.2

District leaders are aware of “pupil movement” among districts in Allegany County and the implications it holds for a district where school populations are joined. A combined district would have the capacity to educate all resident pupils if that became necessary.

Section V – Grade Level Configuration and Building Use

Decisions regarding grade level configuration and use are difficult. Parents, particularly those of elementary age children, are concerned about potential change in child-teacher relationships, the maintenance of a quality program, and changes in bus transportation that may increase time on the school bus. Community members are concerned about the future of THEIR school. They want the school building to remain open. Because of the divisiveness that this issue can create, the school administrators from Wellsville and Scio School Districts agreed to serve as an Ad hoc Committee to develop several housing options for consideration by the Merger Study Committee. (see Table 19 - ad-hoc committee members)

The Ad Hoc Committee began the process by identifying a set of assumptions that would help to shape each option. The assumptions that served as a framework in the design of housing options are as follows:

1. The educational vitality of both communities must be maintained. In short, all buildings will remain open. Both school communities have a great deal of pride in their schools which is reflected in the level of resources directed at school maintenance and upkeep. Neither board of education would accept the closing of a school building as a viable option.
2. The efficient use of available resources which included staff, transportation, and building capacity.
3. Housing configurations that had a sound educational basis; e.g. age appropriate groupings and developmentally appropriate curriculum.

4. Grade level configurations that had the potential to sustain and enrich the instructional and co-curricular programs. One of the reasons that school boards agreed to enter the merger discussion is tied directly to the quality and scope of the educational program.
5. Acknowledgment that the Wellsville Middle School/High School complex is best suited for secondary programming, and has the capacity to house all secondary students from Scio and Wellsville.

In addition to these assumptions, the following variables were considered as part of school reorganization and student housing:

1. New York State Learning Standards. The Standards provide a framework for teaching and learning in New York State. They must be considered when grouping students. The current Standards Framework is organized with a focus on grade k – 4, 5 – 8, and 9 – 12. Any discussions on school organization must consider these groupings.
2. The New York State Graduation Requirements – All students are required to accumulate 22 units of credit and pass 5 regents examinations for a New York State Regents Diploma. This must include 4 units of English, 4 units of Social Studies, 3 units of Mathematics, 3 units of Science, and 2 units of Physical Education. The 5 required regents examinations are:

English – 1

Mathematics – 1

Science – 1

Social Studies – 2

In addition, students must pass a proficiency examination in a 2nd Language. The 2nd Language requirement may be waived if a child chooses to pursue a program in Career and Technical Education. It can also be fulfilled before entering Grade 9 if 2nd language instruction is offered in grades 7 and/or 8. New York State also requires that acceleration opportunities be provided for students in grade 8 in the areas of Mathematics and Language Arts. Thus, the locations of grade 8 programs must be considered in exploring the housing options.

3. No Child Left Behind – This federal legislation requires grade-by-grade testing in grades 3 – 8. It also includes the expectation that all children in a cohort meet graduation requirements within a 4 year period. In addition, the legislation requires that schools not meeting academic standards meet school improvement targets expressed in terms of "Annual Yearly Progress." These No Child Left Behind (NCLB) requirements have resulted in schools expanding remedial service commonly referred to as Academic Intervention Services. Such services necessitate more academic space and should be factored into decisions regarding housing.

All of these factors guided the thinking of the Ad Hoc Committee of Administrators in the design of the 6 options that they shared with the Study Committee. The options included:

Option # 1

Pre k – 5 – Wellsville Elementary

Pre k – 5 – Scio Elementary

6 – 8 – Scio

9 – 12 – Wellsville

This option was not recommended as Scio does not have the capacity to house all students grades 6 – 8 from Scio and Wellsville.

Option # 2

Pre k – 5 – Wellsville Elementary

Pre k – 5 – Scio Elementary

6 – 7 – Scio

8 – Wellsville Middle School

9 – 12 – Wellsville High School

This option was eliminated in that it would reduce the flexibility of assigning middle school teachers, and the isolation of one grade level is not the best educational option.

Option # 3

Pre k – 4 – Wellsville Elementary

Pre k – 4 – Scio Elementary

5 – 7 – Scio

8 – Wellsville Middle School

9 – 12 – Wellsville High School

This option was eliminated in that Scio does not have the capacity to house a combined 5 – 7 student population from Scio and Wellsville. As

with Option # 2, it also limits flexibility in teacher assignment and isolates grade 8 students.

Option # 4

Pre k – 5 – Wellsville Elementary

Pre k – 5 – Scio Elementary

6 – 8 – Wellsville Middle School

9 – 12 – Wellsville High School

This option was eliminated in that it would reduce the educational vitality of the Scio school, and would not make the most efficient use of facilities and staff. .

Option # 5

Pre k – 4 – Wellsville Elementary

Pre k – 4 – Scio Elementary

5 – 6 – Scio

7 – 8 – Wellsville Middle School

9 – 12 – Wellsville High School

This option was recommended for consideration. Students in grade k – 4 would remain in their current setting – thus creating a stable environment. Students would be combined at an appropriate development level – grade 5. The merged population would allow for expanded curricular and co-curricular options.

Option # 6

Pre k – 5 – Wellsville Elementary

Pre k – 5 – Scio Elementary

6 – 8 – Wellsville Middle School

9 – 12 – Wellsville High School

This option was recommended based on balancing pre k – 5 populations in Scio and Wellsville. It would provide a 6 – 8 middle school program for all students.

Following the presentation of these options by Wellsville Middle School Principal, Mary Ellen O'Connell, and Scio k – 12 Principal, Matt Hopkins, the Curricular/ Co-Curricular Committee was asked to review each of the options and make a recommendation for full committee consideration. At the close of the meeting of October 1, 2009, Option # 5 was agreed on by the Study Committee.

Pre k – 4 – Wellsville Elementary

Pre k – 4 – Scio Elementary

5 – 6 – Scio

7 – 8 – Wellsville Middle School

9 – 12 – Wellsville High School

Some committee members expressed concern about the 5 – 6 and 7 – 8 split and its impact on Middle School programming. At the same time, they also recognized, that this option would maintain the educational vitality of the Scio School. Following the meeting, the Wellsville educational community requested that the committee revisit the housing

options. They suggested that Option # 6 would maintain the vitality of the Scio School provided that a commitment was made to achieving educational balance in the pre k – 5 student populations attending the Scio and Wellsville Elementary Schools. To this end, they agreed to look at redistricting the elementary student population so that a minimum of 320 elementary school aged students attend the Scio Elementary School. The committee agreed to provide a hearing for the Wellsville proposal and fully discuss both options at the meeting of October 21, 2009. This meeting was devoted to a discussion of the progress of the study to date and the strengths of both options. It was agreed that committee members would vote by paper ballot at the meeting of October 28, 2009. The results of the vote were as follows:

Option # 5	14
Pre k – 4 – Wellsville Elementary	
Pre k – 4 – Scio Elementary	
5 – 6 – Scio	
7 – 8 – Wellsville Middle School	
9 – 12 – Wellsville High School	
Option # 6	13
Pre k – 5 – Wellsville Elementary	
Pre k – 5 – Scio Elementary	
6 – 8 – Wellsville Middle School	
9 – 12 – Wellsville High School	
Abstentions	1

A majority of those completing paper ballots favored keeping the option as agreed on by voice vote at the meeting of October 1, 2009. The committee member who abstained from voting was a resident of the Scio School District.

While almost evenly divided on this question, the committee accepted the decision and continued with subcommittee work based on the approved housing option. The six options as presented are included as Exhibit 2.

Table 19

Ad-Hoc Committee

Options for Grade Level Configuration

Dean Giopulos
Principal
Wellsville High School

Mary Ellen O'Connell
Principal
Wellsville Middle School

Tyke Tenney
Director of Instruction
Wellsville CSD

Mary Van Etten
Principal
Wellsville Elementary

Emory Roethel
Assistant Principal
Wellsville High School

David Foster
Business Official
Wellsville CSD

Byron Chandler
Superintendent
Wellsville CSD

Michael McArdle
Superintendent
Scio CSD

Matt Hopkins
pre K-12 Principal
Scio CSD

Section VI – School Facilities

Sub-Committee

Don Cinque – Co-Chair
Jami D'Arcy – Co-Chair
Marsha Habberfield
Elva Cornell
Joan Ball
Kevin Gildner
Lisa Mead

Charge:

The charge to the Facilities and Finance Committee as it pertains to Facilities was to analyze and evaluate the current condition and adequacy of existing school facilities and project building needs if centralization were to occur.

Objectives:

1. Inventory all the school district buildings and grounds.
2. Examine enrollment projections and determine spaces needed for instruction.
3. Determine building needs and wants.
4. Make facility recommendations related to:
    a. Capital improvement needs
    b. Building security needs
    c. Health and safety concerns

Committee Deliberations

As part of the study the committee:

1. Toured the school buildings in Scio and Wellsville as well as the two bus garages.
2. Were provided with floor and plot plans/diagrams for the school buildings and bus garages.

3. Examined the Building Condition surveys.
4. Discussed building condition and needs with school business officials.

Key Findings:

1. Determined that the Scio and Wellsville School Buildings had adequate classroom space to address the grade level configuration proposal agreed on by the committee.
2. Learned that a newly formed centralized Scio-Wellsville Central School District would be eligible for the maximum 98% state building aid.
3. Learned that there would be no additional tax burden for any existing bonded indebtedness with a 98% building aid ratio.
4. Determined that there is no immediate need for building upgrades or new construction as both Scio and Wellsville have made major capital improvements to their facilities.

Key Recommendations:

1. The incentive aid allocated to capital needs should be placed in a capital reserve account for future capital needs.
2. Any renovations to existing school facilities should be based on:
    a. The teaching and learning needs of faculty and students.
    b. Building security.
    c. The demands of the school curriculum.
    d. Issues of Health and Safety.

Exhibit 3 (Scio) and 4 (Wellsville) provides floor plans for each facility, the building condition surveys, and a brief history related to the construction and updates to each building.

Section VII – Student Transportation

Support Services Sub-Committee

Lorie Ebert – Co-Chair
Ron Alsworth – Co-Chair
Robin Kellogg
Matt Burdick
Jim Gilfert
Steve Havey

Charge:

Review current transportation programs in Wellsville and Scio. Make recommendations for a newly formed Scio-Wellsville Board of Education if centralization of the two districts were to occur.

Objectives:

1. Inventory the school bus fleet for each district. – see Table 20
2. Review the school transportation staffing in each district.
3. Inventory the current transportation facilities and future use of the facilities if centralization were to occur.
4. Review current transportation staffing levels and recommend possible changes if centralization were to occur. – see Table 21
5. Review current policies and practices for each district.
6. Develop recommendations for the operation of the transportation program if centralization were to be approved.

Committee Deliberations:

As part of their analysis the Support Services on Student Transportation:

1. Toured the Scio Bus Garage and reviewed the plans for the new Wellsville Bus Garage which is under construction.
2. Were provided copies of policies and practices related to the transportation programs in each district. – Exhibits 5 (Scio) and 6 (Wellsville)

3. Interviewed the two Transportation Supervisors to learn about current routing, bus maintenance procedures, transportation policies.
4. Discussed transportation changes that would be required with a newly centralized district.

Key Findings:

1. Scio has a state of the art school transportation facility. Wellsville is currently in the process of constructing a new facility.
2. There are enough buses/equipment to support a newly centralized district.
3. There are sufficient drivers/mechanics/monitors to support a newly centralized district.
4. Scio and Wellsville have similar transportation policies and procedures with one exception. Scio has door to door pickup and Wellsville has specific pick-up points. This difference will need to be reconciled by the newly formed Board of Education if centralization does occur.
5. There will only be a need for one Transportation Supervisor and Dispatcher. It appears that this may be resolved through retirement and/or reassignment.
6. Scio currently operates a single bus run, while Wellsville has a system of double runs.

Key Recommendations:

1. New transportation routes need to consider the length of time that a child is on the school bus. No student should be required to be on the bus for more than one hour.

2. The newly formed Board of Education should explore feasibility of establishing a single bus run for all students. It appears that a double bus run would be needed to serve the Scio section of a newly formed district. This would increase transportation costs.
3. Both bus garages should remain in operation. Staffing should include one Transportation Supervisor and Dispatcher with two mechanics at each garage.
4. While routine maintenance would take place at each garage, DOT inspections should be conducted at a single site.

The full report of the Sub-committee on Support Services (Transportation) can be found as Exhibit 7.

Table 20a

Inventory of Wellsville's Fleet

Bus #	Year	Capacity	Mileage	Condition
101	1196s	54c + 1 w.c.	97898	Poor
106	1198s	65c	156878	Poor
107	1999s	65c	122925	Poor
110	2000s	6c + 4 w.c.	92765	Fair
111	1999s	65c	123429	Fair
112	2001	65c	109146	Fair
113	2001	65c	119134	Fair
114	2002	65c	120523	Fair
115	2002	54c + 1 w.c.	97162	Good
116	2003	65c	74374	Good
117	2003	65c	84116	Good
118	2004	65c	59290	Good
119	2005	65c	77409	Good
120	2006	42c	86490	Good
121	2006	65c	49220	Good
122	2006	22c	65765	Good
123	2006	22c	78290	Good
124	2007	65c	47042	Good
125	2007	65c	36983	Good
126	2008	65c.	34213	Excellent
127	2008	15c + 4 w.c.	19975	Excellent
128	2009	42c	17566	Excellent
129	2009	65c	14077	Excellent
130	2010	65c	200	New

We have used a 10 year replacement program since the early 1980's.

Table 20b

Inventory of Scio's Fleet

Bus #	Route	Students	Vehicle	Miles Per Day
67	Snowball Hollow, Comfort Hollow	45	48 Passenger Bus	40
69	Davis Hill, Drybrook, 19 North	57	65 Passenger Bus	30
70	Phillips Hill, 417	40	54 Passenger Bus, 1 W/C	45
71	Drum Rd., Knights Creek	45	65 Passenger Bus	38
73	Rt. 19 South, Cottage Bridge	50	65 Passenger Bus	20
75	Vandermark	51	65 Passenger Bus	35
76	Middaugh Hill, Back River Road	38	54 Passenger Bus, 1 W/C	38
77	White Hill	43	65 Passenger Bus	60
Van 4	New Visions	3	7 Passenger Van	70
Car 5	Hornell	2	4 Passenger Car	120
Van 6	Randolph	4	7 Passenger Van	165
67	Cuba	4		120
73	BOCES/GVCS	70		60
70	Wellsville	6, 1 w/c		28
73-77	Late Run (4:00)	60		150
77	Late-Late run (6:00)	40		75

Table 21a

Wellsville Transportation Employee Hours

Drivers

2 at 7.5 hrs/day

2 at 6.5 hrs/day

1 at 6.0 hrs/day

1 at 5.5 hrs/day

7 at 5.0 hrs/day

2 at 4.75 hrs/day

1 at 4.5 hrs/day

2 at 2.5 hrs/day

Monitors

1 at 6.25 hrs/day

1 at 5.5 hrs/day

1 at 4.25 hrs/day

1 at 3.0 hrs/day

Chauffeurs

2 at 2.0 hrs/day

Bus Washer

1 at 2.0 hrs/day

Bus Garage

1 at 8 hrs/day – Supervisor

2 at 8 hrs/day – Mechanics

Scio Transportation Employee Hours

Daily		Bi-Weekly
8 hrs	Transportation Supervisor	80 hours
8 hrs	Mechanic	80 hours
8 hrs	Bus Driver	80 hours
8 hrs	Bus Driver	80 hours
8 hrs	Bus Driver	80 hours
3 hrs	Bus Driver	30 hours
5 hrs	Bus Driver	50 hours
4 hrs	Bus Driver	40 hours
5 hrs	Bus Driver	50 hours
1.5 hrs	Bus Attendant	15 hours
1.5 hrs	Bus Attendant	15 hours
1.5 hrs	Bus Attendant	15 hours
8 hrs	Bus Attendant	80 hours
4 hrs	Bus Attendant	40 hours
1.5 hrs	Bus Attendant	15 hours
7 hrs	Bus Attendant	70 hours
5 hrs	Bus Attendant	50 hours
3 hrs	Bus Attendant	30 hours
3.5 hrs	Bus Attendant	35 hours

Section VIII – Co-Curricular Activities

Sub-Committee

Loren Knapp – Co-Chair
Roxy Schmidt – Co-Chair
Danielle Williams
Nancy Williams
Terry Loucks
Barbara Dodge
Bonnie Collins

Charge:

Review the co-curricular (after school) activity programs in each school district and describe the expected co-curricular program if centralization takes place.

Objectives:

1. Inventory current scholastic, intramural, and club activities in Scio and Wellsville Central School Districts.
2. Recommend changes that could be made if centralization takes place.

Committee Deliberations:

As part of their review of Co-Curricular activities, the Sub-Committee:

1. Toured all school facilities and took special note of athletic fields, gymnasiums, and other facilities that would be available to support the interscholastic athletic, intramural, and club programs.
2. Were provided a complete inventory of interscholastic, intramural, and club activities currently available at Scio and Wellsville. – see Tables 22 & 23
3. Reviewed policies and procedures pertaining to the co-curricular program

Key Findings:

1. Both school districts have a variety of extra-curricular programs to offer to all levels.
    a. The data suggests that Scio would bring one additional opportunity not available in Wellsville.
    b. The data suggests that Wellsville would bring eleven additional opportunities not available in Scio.
2. The data suggests that up to five additional Interscholastic Athletic opportunities would be available to Scio Students.
3. While there is a possibility of students being cut from some interscholastic athletic teams, there is the potential of many more interscholastic, intramural, and club activities being made available if centralization does occur.

Key Recommendations:

1. Increase the extra-curricular and interscholastic opportunities for students in the new district by simply merging the current offerings.
2. Establish a strong intramural program for all students (pre k – 12) in the new district.
3. Create a policy to allow students to present recommendations for new extra-curricular and interscholastic opportunities for students to the administration via the student council.

The report of the Sub-committee on Curricular and Extracurricular Activities can be found as Exhibit 8.

Table 22- Extracurricular Program Comparison

Activity	Scio	Wellsville
AV Club		Yes
Band	Yes	Yes
Choir	Yes	Yes
DECA		Yes
FBLA	Yes	Yes
International		Yes
Key Club		Yes
LEDS		Yes
National Honor Society	Yes	Yes
OWL (H.S. Newspaper)		Yes
SADD	Yes	Yes
Science Club		Yes
Ski Club	Yes	Yes
Student Council	Yes	Yes
Yearbook	Yes	Yes
Odyssey of the Mind	Yes	Yes
Reality Check	Yes	
FFA		Yes
Jump Club (MS)		Yes
Orchestra		Yes
Readers Café		Yes
Chess Club	Yes	

Table 23 – Interscholastic Athletic Program Comparison

Sport	Scio	Wellsville
Soccer	VB, MB, VG, JVG, MG	VB, JVB, MB, VG, JVG, MG
Tennis		B G
Basketball	VB, JVB, MB, VG, , MG	VB, JVB, MB(2), VG, JVG, MG(2)
Volleyball	Boys-combined	B VG, JVG
Cheerleading	Winter (Boys Basketball)	Fall (Football) Winter (Boys Basketball)
Baseball	VB, MB	VB, JVB, MB
Softball	VG, MG	VG, JVG, MG
Track/Field	VB, VG, Modified Combined	VB, VG, Modified Combined
Football		VB, JVB
Swimming/Diving		VG
Wrestling		VB, MB
Golf		Varsity Combined

Section IX – Curricular Program

Sub-Committee

Loren Knapp – Co-Chair
Roxy Schmidt – Co-Chair
Danielle Williams
Nancy Williams
Terry Loucks
Barbara Dodge
Bonnie Collins

Charge:

Compare the curricular opportunities offered students in each district and project the new opportunities that will be available to students if centralization were to occur.

Objectives:

1. Inventory current course offerings in Scio and Wellsville School Districts pre k – 12.
2. Reconcile the differences that appear as a result of the inventory.
3. Make recommendations regarding future educational opportunities if centralization were to occur.

Committee Deliberations:

As part of their study the sub-committee:

1. Toured the Wellsville Elementary School, the Wellsville Middle School – High School complex, and the Scio K – 12 building. They took special note of the unique features that could impact instructional offerings; e.g. the introduction of the Smartboard in Scio and the Promethean Board in Wellsville.
2. Inventoried available curricular and program offerings in grade K – 8 in Scio and Wellsville.

3. Conducted a detailed review of current course offerings in grades 9 – 12 at Scio and Wellsville. – see Table 24

Key Findings:

1. There is potential to bring students identified with a handicapping condition who are educated in programs offered by the Cattaraugus-Allegany-Erie-Wyoming BOCES back to a newly centralized district and educate them in district based programs.
2. There will be expanded program opportunities for students in grade K – 5 and 6 – 8; e.g., use of Waterford and Accelerated Reader along with Storybook Weaver, Riverdeep, LMS, and JSAdvanced K – 3.
3. At the high school level, the data suggests that up to 22 additional course/program opportunities for students in Scio, and 9 additional course/program opportunities for students in Wellsville. This does not include courses that are part of the Wellsville Honors program. (see Table 24)
4. The centralization would allow for the potential of offering Driver Education during the school year as well as the summer.
5. Scio secondary students will have access to the Honors program currently operating in Wellsville.

Key Recommendations:

1. Explore opportunities to offer expanded enrichment and college credit programs in grade 9 – 12.

2. The new grade level configuration, (grades 5 – 6 at Scio and grades 7 -8 at Wellsville), requires that Middle School staff (grades 5 – 8) develop approaches that allow continuity across the grade levels and make the program seamless for students.
3. Assure that age appropriate programming is offered to all students.

See Exhibit 8 for a complete report of the Curricular and Extracurricular Committee.

Table 24 - High School Program Comparison

Course	Scio	Wellsville
Earth Science	X	X
Living Environment	X	X
Earth Science H		X
Living Environment H		X
Chemistry	X	X
Physics	X	X
Forensic Science	X	
G.I.S. (1/2 year)	X	
Integrated Algebra Honors(8th grade)		X
Integrated Algebra (1 year course)	X	X
Integrated Algebra (2 year course)		X
Geometry	X	X
Algebra II/Trigonometry	X	X
Algebra II/Trigonometry Honors		X
Math Applications		X
College Algebra (college credit)		X
Elementary Statistics	X	
Elementary Statistics (college credit)		X
Advanced Placement Math		X
Accounting (offered as either math or business elective)	X	
Global 9	X	X
Global 9 H		X
Global 10	X	X
Global 10 H		X
US History/Govt.	X	X
AP History (US)		X

Economics/PIG	X	X
Psychology		X
Sociology		X
English 9	X	X
English 9 H		X
English 10	X	X
English 10 H		X
English 11	X	X
English 11 H		
English 12	X	
AP English		X
Speech	X	X
S.A.T. Prep	X	X
Microsoft Office 1 & 2	X	
Accounting	X	X
Business Analysis		X
Intro. to Occupations & Entrepreneurship	X	
Business (BABCA) Analysis		X
Everyday Law		X
Keyboarding		X
Marketing		X
Desktop Publishing (½ yr.) Financial Lit. (½ yr.)		X
Spanish 1	X	X
Spanish 2	X	X
Spanish 3	X	X
Spanish 4	X (Dist. Learning)	X

Spanish 5		X
French 1		X
French 2		X
French 3		X
French 4		X
Drafting (Mech. comp. w/design)		
Drawing & Painting	X	X
Ceramics/Sculpture	X	X
Portfolio Development	X	X
Comp. Art/Graphic Design		X
Photography	X	X
Technology		
C.A.D (Comp. Aided Design)	X	
College Physics	X	
College English	X	
"On-line" offerings	X	
Building Construction & Design	X	
JAVA Programming (6 credits JCC)	X	
Intro. to Programming	X	
Intro. to Computer Applications	X	

Notes: * H=Honors

Possible Opportunities: Drivers Education offered during the school year.

Music Program Comparison
Orchestra/Music Theory

Program	Course	Scio	Wellsville
Orchestra			
	4th		X
	5th		X
	6th		X
	7 – 8th		X
	9 – 12th		X
	Musical		X
	Ensembles		X
Additional			
	Music Theory		X

Notes:

- Music Theory is ffered to provide students with a music major.

Section X– Other Support Services (Food Service and Technology)

Sub-Committee Members

Lorie Ebert – Co-Chair
Ron Alsworth – Co-Chair
Robin Kellogg
Matt Burdick
Jim Gilfert
Steve Havey

Charge:

Compare the current Food Service and Technology Programs in each district and recommend service delivery model for both programs if centralization were to occur.

Objectives:

1. Food Service
    a. Analyze current program and staffing levels in each district.
    b. Make recommendations for program if centralization were to occur.
2. Technology
    a. Identify similarities and differences in the Scio and Wellsville Technology Plans.
    b. Make recommendation for integration of the plans if centralization were to occur.

Committee Deliberations:

a. Toured the Wellsville Elementary School, Wellsville Middle School – High School complex, and the Scio K – 12 building giving special note to Cafeteria facilities and technology opportunities for students.
b. Interviewed Wellsville Food Service Director and Scio Business Official who oversees Cafeteria operations.

c. Reviewed cafeteria staffing for both districts – see Table 25

d. Analyzed revenues and expenses to determine if Food Service Program was self-sufficient.

e. Received and reviewed analysis of the Scio and Wellsville Technology Plans as prepared by Scio Technology Coordinator, Michael Pavlock and Wellsville Director of Instruction, Leslie Tenney.

Key Findings:

1. Cafeteria operations in Scio and Wellsville should remain the same with food preparation taking place at both sites.
2. No renovations or updates will be needed for the cafeterias.
3. The number of meals served should remain about the same as a percent of enrollment. There will be a decrease in the number served at Wellsville Elementary, and an increase in the number served at Wellsville Middle School – High School complex. The number of students served at Scio should remain the same.
4. Staffing levels should remain the same with a shift of personnel to reflect the changes in the number of children served in each building.
5. The program will require only one Food Service Manager.
6. There are more similarities than differences in the Technology support programs for instruction. – see Table 26
7. Staffing levels in support of instructional technology should be reviewed.

Please see Exhibit 7 for a complete report of the Support Services Committee.

Recommendations:

1. With more students being served in the Food Service programs at Wellsville High School, the program should be closely monitored to assure that there is appropriate staffing levels and service.
2. There will be a need to reconcile the differences in the technology program to support instruction.
    a. What can be integrated?
    b. What standards should be established?
    c. What software should be chosen where integration is not possible?
    d. Where should there be dual platforms?
3. Consideration should be given to the assignment of a technology support person in each school, and a district wide coordinator.

Table 25
Food Service Staffing

Sub Committee Support Services and Community Connection

WELLSVILLE
Food Service: All staff work 178 days except manager

Staffing 3 cooks
2 @ 6.5 hours
1 @ 6.25 hours

Food Service Helpers
1 @6.5 hours
1 @ 5.5 hours
4 @ 5 hours
1 @ 4.5 hours
2 @ 4 hours
1 @ 3.5 hours
3 @ 2.5 hours
1 @ 2 hours

Cafeteria Manager 7.5 hours for 220 days

Scio CSD Support Services Information

Food Service Information

Staffing: The District employs 7 people which total 4.6 FTE's to work in the cafeteria. The positions and hours worked per day are as follows:

Cook/Manager	8.0
Cook	6.5
Assistant cook/Food Service Helper	8.0
Food Service Helper	5.0
Cashier - Lunch	4.0
Food Service Helper - Dishwasher	2.5
Monitor	3.0

Pricing: Pricing for meals is the same for all students K-12

Breakfast:	$	0.80
Lunch:	$	1.35

Table 26

Review of the Scio and Wellsville Technology Plans
By Mike Pavlock and Tyke Tenney

The following are the findings in review of both plans.

Similarities:

- Both plans were created and are implemented in a similar manner.
- The goals of both plans are similar.
- Both district classrooms have six drops per classroom.
- Classroom is both districts are equipped with a teacher workstation and student computers.
- Teachers use Lotus Notes as the e-mailing system and have classroom telephones that are equipped with voice mail.
- Both district libraries are automated and the use the Mandarin program
- There are student labs available for all students.
- Both districts utilize the services of Cattaraugus-Allegany Board Of Cooperative Educational Services, the services of the Western New York Regional Informational Center and are a part of the Common Set of Learning Objectives.
- Both districts use Microsoft Office as the primary software for word processing, spreadsheet and PowerPoint applications.
- We both use "Castle Learning" (School Island), "Kid Pix", "Kidspiration", and "Type-to-Learn" software.

Differences:

- Scio operates two computer platforms (PCs and Macs) while Wellsville only uses PCs
- Scio allows for more community use of their network.
- Scio uses "Smartboard" technology while Wellsville uses "Promethean Board" technology
- Scio uses Power School as the student information system while Wellsville uses eSchool.
- Scio receives three days of technical support from Erie 1 BOCES, while Wellsville receives five days.
- Wellsville uses "Waterford" and "Accelerated Reader".
- Scio uses "Storybook Weaver:, "Riverdeep LMS" and "JS Advanced K – 3"

Section XI - Financial

The initial examination of financial factors concerning the possible merger of the Scio Central School District and the Wellsville Central School District included information and analysis contained in the Needs Assessment Study Report prepared by the Rural Schools Association (RSA). Following the decision of both boards of education to conduct a merger study, a more detailed financial analysis was performed by Mr. Roy McMaster of Capital Markets Advisor, LLC, a financial consultant with expertise in municipal finance.

Financial factors have been significant in considering a merger of Scio and Wellsville. New York State has experienced a dramatic and continuing decline in income tax revenue as well as decline in other sources of revenue. The Executive Budget Proposal for 2009-10 included a Deficit Reduction Assessment that would have meant a reduction in operating aid, if enacted. Sufficient funds were available through the American Reinvestment and Recovery Act to make the reduction unnecessary. Those funds are expected to expire at the conclusion of the 2010-11 school year.

Recent state revenue calculations indicate a growing deficit that is likely to impact the amount of state aid available for schools in the immediate future. While both districts have managed resources well and voters have approved budgets and capital projects in recent years, a freeze or reduction in state aid would affect the ability of both districts to retain quality educational programs and manage school property taxes. Both districts agreed to an initial study to look at several options to operate more efficiently in view of the current economic climate. The study provided information on the financial factors, associated with functional consolidation, Scio paying tuition to Wellsville for enrolling

Scio students in grades 9-12 and the merger of the two districts. Both boards of education agreed to proceed with a merger study following the receipt and review of the Needs Assessment Study.

A substantial amount of financial information was presented to merger committee members. It included background information, projections for the growth of school budgets, property values and tax levies. Information on each district's recent financial history and the impact of Incentive Aid on the tax rate of a combined school district were completed for the committee's review.

An examination of the financial data in Table 27 indicates areas of similarity and difference between the two school districts.

Table 27 - Local Ability to Support Education

Factor	Scio	Wellsville	State Average
Combined Wealth Ratio (CWR)	.302	.487	1.00
Income per TWPU	$50,381	$85,219	$148,900
Property Value per TWPU	$127,128	$192,439	$477,400
Pupil Units for Aid	540	1569	
True Value Tax Rate	$23.30	$22.99	

The Combined Wealth Ratio is the means the state uses to measure a school districts ability to support education. It is developed by using property wealth and income wealth information from each district and comparing that information to other districts in New York State. As indicated in the table, Wellsville has a slightly higher Combined Wealth Ratio, and a higher Income and Property Value per pupil unit than

Scio. However both districts are well below the state-wide average CWR of 1.00 and are described as high needs districts for state assistance purposes. This means that with limited local capacity to support education, both districts are heavily dependent on state aid to operate educational programs and services.

Despite some differences in the fiscal profiles of the two districts, Scio and Wellsville have similar Full Value tax rates, with Scio at $23.30/thousand and Wellsville at $ 22.99/ thousand. This similarity means that any amount of Incentive Aid applied to tax reduction or stabilization if a merger were to occur, will impact taxpayers in each district in a close to equal manner.

The local property tax effort has been mitigated by the impact of the State Tax Relief (STAR) Program. Table 28 displays the number of tax parcels in each district, those eligible for STAR and Enhanced STAR tax reductions and those parcels that pay a tax bill under $500.

Table 28 - Real Property Tax Parcel Information

	Scio	**Wellsville**
Total Number of Parcels	1815	5644
Basic STAR Reduction	486 (26.7%)	1739 (30.8%)
Enhanced STAR Reduction	198 (10.9%)	763 (13.5%)
Tax Bill Under $ 500	1007 (55.5%)	2935 (52%)

Approximately 55.5 % of the tax bills for parcels of property in Scio are in an amount of less than $500. The Basic and Enhanced STAR exemptions in Scio reduce the school property tax for 37.6% of the property owners. This is about 6.7% fewer property owners who receive the benefit of the STAR reduction in Scio than in Wellsville where

44.3% of property owners receive the benefit. Slightly more than half the residents in Scio (55.5%) and (52%) of the residents in Wellsville pay a school tax bill under $500.

Table 29 presents an historical view of the two districts changes in True Value and Tax Levy from 2005-09.

Table 29 – Scio Central School District and Wellsville Central School District Five Year Tax Rate History

	Scio Central School District				Wellsville Central School District		
Fiscal Year	Tax Levy	Property Value	Tax Rate		Tax Levy	Property Value	Tax Rate
2005	$1,862,032	$68,649,298	$27.124		$6,649,693	$301,938,111	$22.023
2006	$1,889,963	$70,454,826	$26.825		$6,865,804	$306,085,027	$22.431
2007	$1,832,363	$76,036,521	$24.098		$7,118,000	$311,110,937	$22.879
2008	$1,896,495	$77,109,215	$24.595		$7,383,511	$325,628,109	$22.675
2009	$1,879,035	$80,643,744	$23.300		$7,679,000	$333,683,510	$23.013
2005-09 % Change	9%	17.4%	-14.1%		15.5%	10.5%	4.5%

The information in Table 29 shows the tax levy in Scio has increased a total of 9% over the five year period illustrated in the table. In Wellsville the tax levy has increased a total of 15.5% in the same period. True Value has increased 17.4 % in Scio compared to 10.5% in Wellsville in the five year period. During this period, Scio was able to reduce the true value tax rate by 14.1% while the true value tax rate grew by 4.5% in Wellsville. As noted previously in the report, the true value tax rates in 2009 were almost identical.

Financial Factors and Merger Aid Possibilities

The following charts, graphs, and comments were prepared by the financial consultant, Mr. Roy McMaster. They describe the impact of Merger Aid for a combined school district using various assumptions on how the aid will be utilized. The report was presented to the merger committee on October 14, 2009.

The key points of the report are:

- A combined Scio-Wellsville School District will receive $27, 362,024 in merger incentive aid over 14 years.
- After merger, there would be no local share of building debt remaining for Scio or Wellsville School Districts.
- Property taxes would be reduced and stabilized using merger incentive aid. The report scenario shows an initial year decline of 17% in the Time Value Tax Ratio.

Table 30 – Financial Factors and Merger Aid Possibilities

Scio and Wellsville CENTRAL
SCHOOL DISTRICTS

ALLEGANY COUNTY

FINANCIAL FACTORS and MERGER AID POSSIBILITIES

Estimated Aid Calculations

October 14, 2009

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Prepared by:

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Office of Ed.Management/Grants Management
School Districts By County 2005 - 2006
Fall 2005 Enrollments
http://www.emsc.nysed.gov/mgtserv/BOCES/enrollment.shtml

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Office of District Superintendants and BOCES
School Districts By County 2007 - 2008
Fall 2007 Enrollments

NAME	REORG	ENRLMT	AREA	DENSITY	LEVEL
ALLEGANY COUNTY					
Alfred-Almond	5	670	95.36	7.03	K12
Andover	5	404	50.77	7.96	K12
Belfast	3	395	65.61	6.02	K12
Bolivar-Richburg		841	98.87	8.51	K12
Canaseraga	1	290	77.74	3.73	K12
Cuba-Rushford		951	156.98	6.06	K12
Fillmore	5	699	106.85	6.54	K12
Friendship	3	343	41.66	8.23	K12
Genesee Valley	5	655	123.21	5.32	K12
Scio	**2**	**419**	**81.11**	**5.17**	**K12**
Wellsville	**2**	**1,327**	**107.40**	**12.36**	**K12**
Whitesville	2	275	47.59	5.78	K12
12 DISTRICTS		**7,269**	**1,053.15**	**6.90**	

KEY TO REORGANIZATION STATUS

GROUP 1 - A Commissioner's Announcement or Reaffirmation order has been issued with a recommended combination which has not yet been completed.

GROUP 2 - A Recommended combination appeared in the 1958 Master Plan or in a subsequent amendment.

GROUP 3 - A Commissioner's Announcement Order has been issued designating the district "for future study" or "for future determination." The combination will be decided at a future date.

GROUP 4 - Designated for future study with the intention that the district is freed from being subject to reorganization.

GROUP 5 - By SED policy, under study and considered subject to reorganization until some definite determination is made: not proposed for reorganization in the 1958 Plan or Amendment, thereof.

BLANK - Not currently being considered for reorganization. This does not prevent these districts from consolidating on their own initiative, with the approval of the Commissioner of Education.

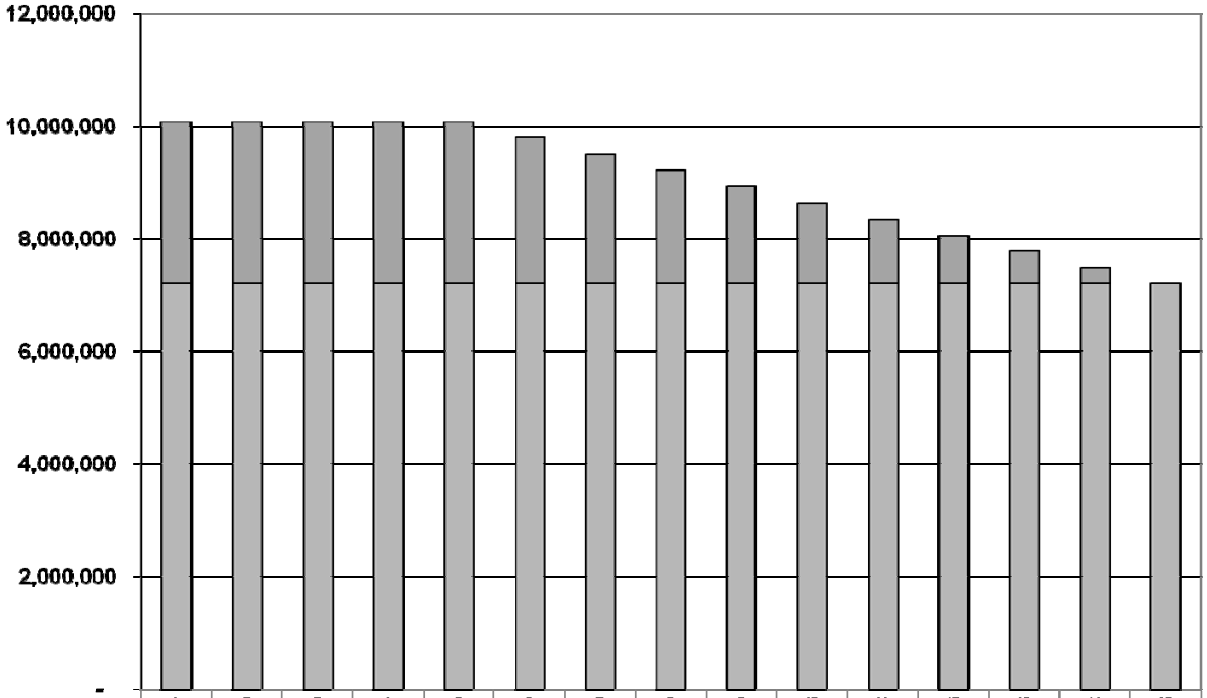
STATE AID INCENTIVE TO MERGED DISTRICTS:

- **OPERATING INCENTIVE. Additional % of 2006-07 GEN (General Formula Aid Calculation) starting at 40% for 5 years, then decreasing by 4% per year for next 9 so year 15 receives no Incentive Merger Aid.**
  [Ed. Law §3602, 14, c,d,e,f & j]

STATE AID INCENTIVE TO MERGED DISTRICTS:

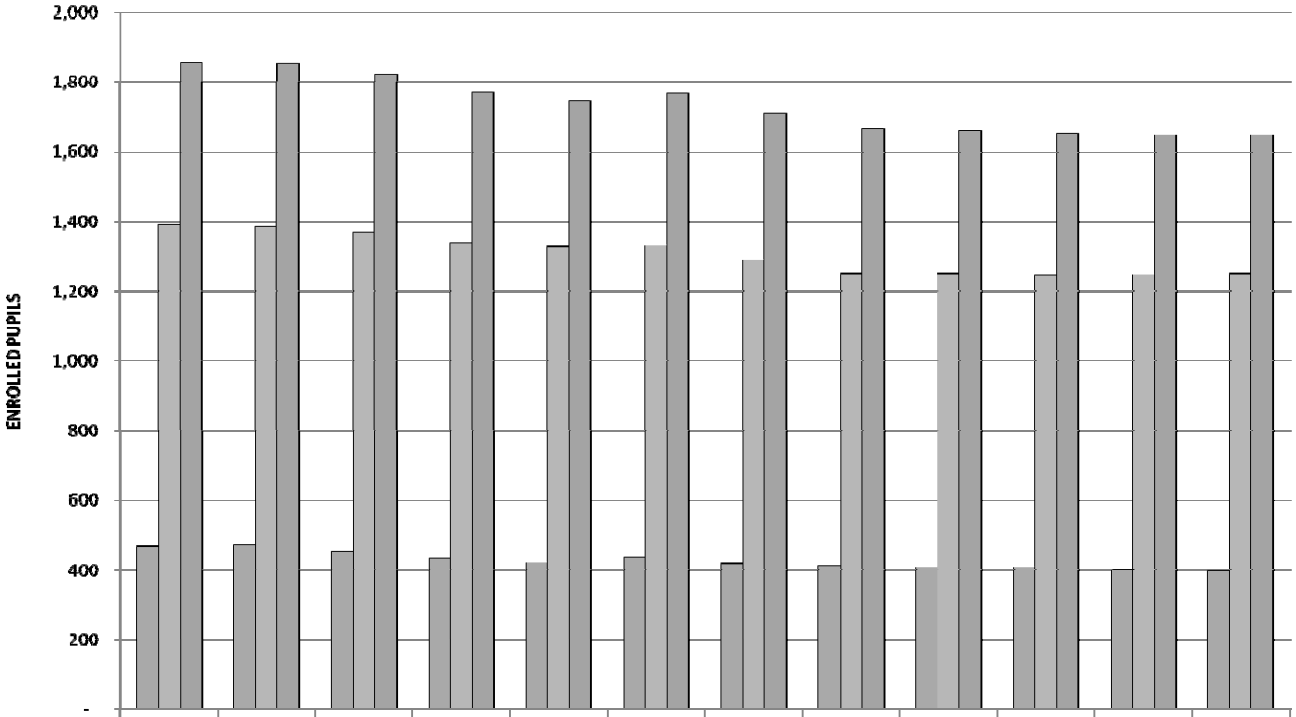
- **BUILDING INCENTIVE. Additional 30% of the HIGHEST of the Former School Districts' SEL Selected Building Aid Ratio, capped at 95% (98% High Needs Dist.) for any NEW project approved within 10 years of the official date of Reorganization.**
- **Remaining Debt of former Districts becomes aided at the Highest Selected RWADA Aid Ratio of the former Districts, but is not eligible for the additional 30%. (Scio .980, Wellsville .942)** *[Ed. Law §3602, 6, c,(2),(a); 14, c (vi)]*

Basic Formula and $27,362,024 Merger Incentive Aid



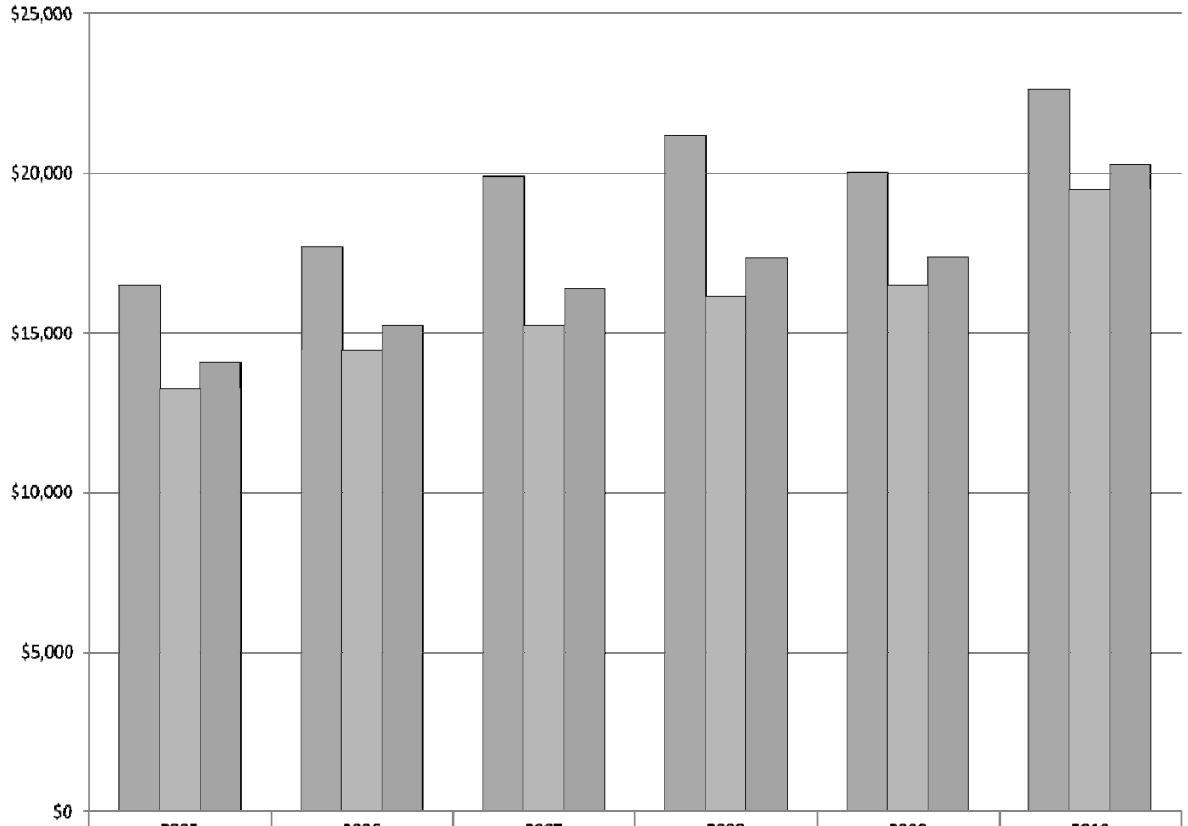
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Merger Incentive %	40%	40%	40%	40%	40%	36%	32%	28%	24%	20%	16%	12%	8%	4%	0%
Est. INCENTIVE AID	$2,880,213	2,880,213	2,880,213	2,880,213	2,880,213	2,592,192	2,304,170	2,016,149	1,728,128	1,440,107	1,152,085	864,064	576,043	288,021	-
Est. BASIC FORMULA	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533	7,200,533

ENROLLMENTS (FALL BEDS DATA) & PROJECTIONS



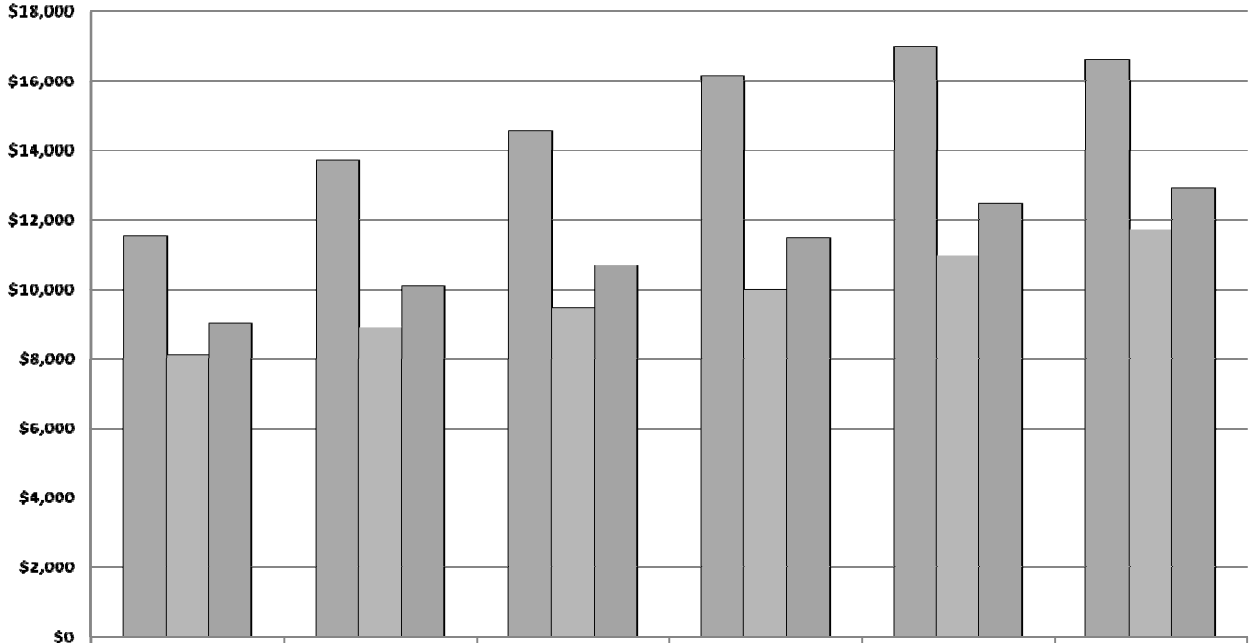
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Scio	467	471	453	432	419	437	418	413	408	407	399	398
Wellsville	1,390	1,383	1,368	1,337	1,327	1,330	1,289	1,252	1,250	1,246	1,248	1,250
Combined	1,857	1,854	1,821	1,769	1,746	1,767	1,707	1,665	1,658	1,653	1,647	1,648

OPERATING EXPENSES PER ENROLLED PUPIL



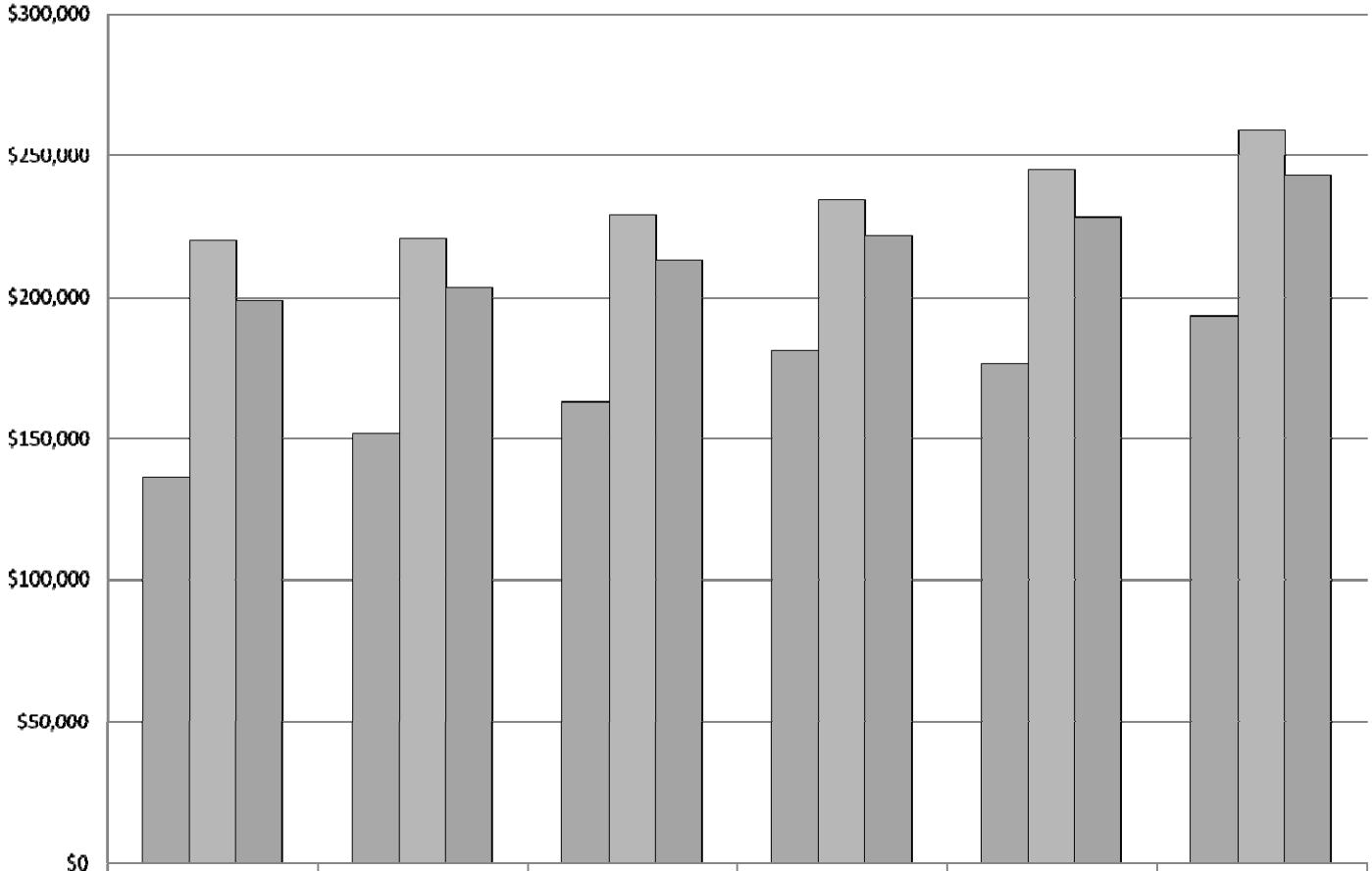
	2005	2006	2007	2008	2009	2010
Scio	$16,523	$17,716	$19,894	$21,151	$20,019	$22,597
Wellsville	$13,222	$14,441	$15,254	$16,148	$16,513	$19,501
Combined	$14,060	$15,256	$16,387	$17,349	$17,380	$20,259

STATE AID PER ENROLLED PUPIL



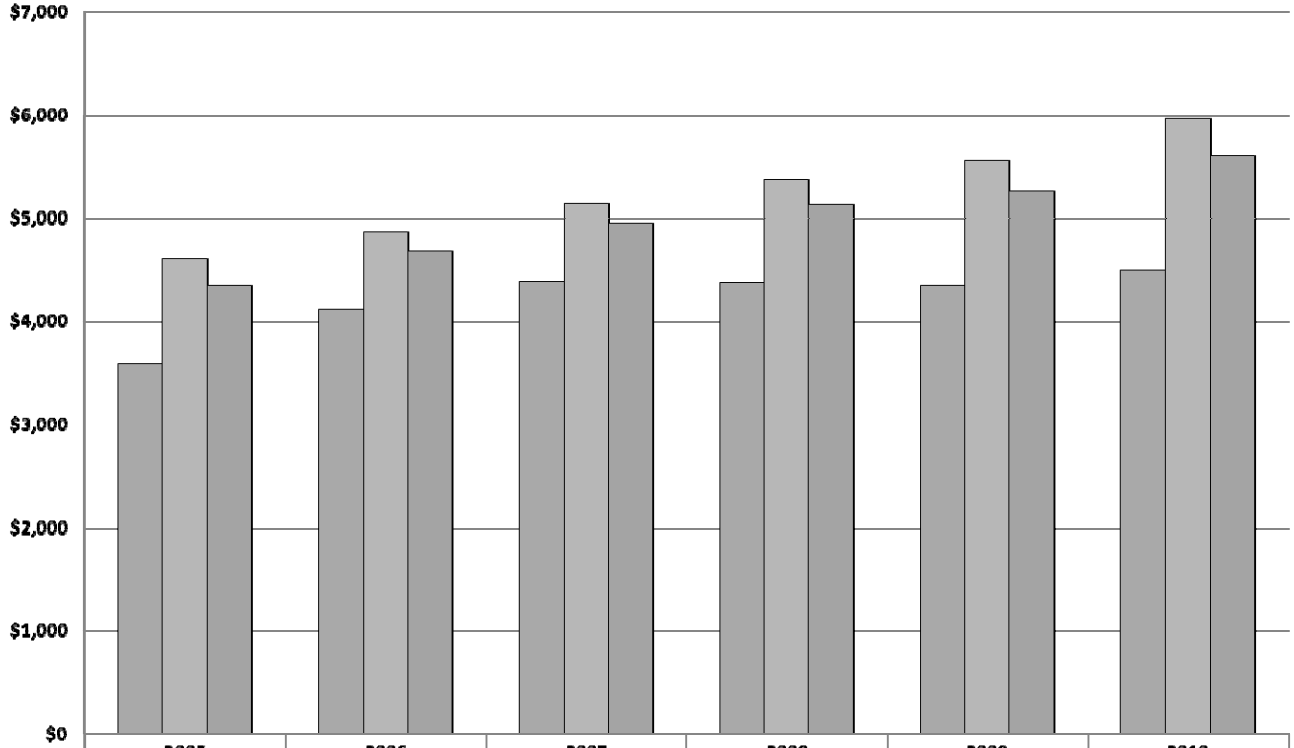
	2005	2006	2007	2008	2009	2010
Scio	$11,540	$13,715	$14,536	$16,166	$16,975	$16,612
Wellsville	$8,131	$8,892	$9,461	$9,990	$10,967	$11,714
Combined	$8,997	$10,092	$10,700	$11,472	$12,453	$12,914

PROPERTY VALUE PER ENROLLED PUPIL



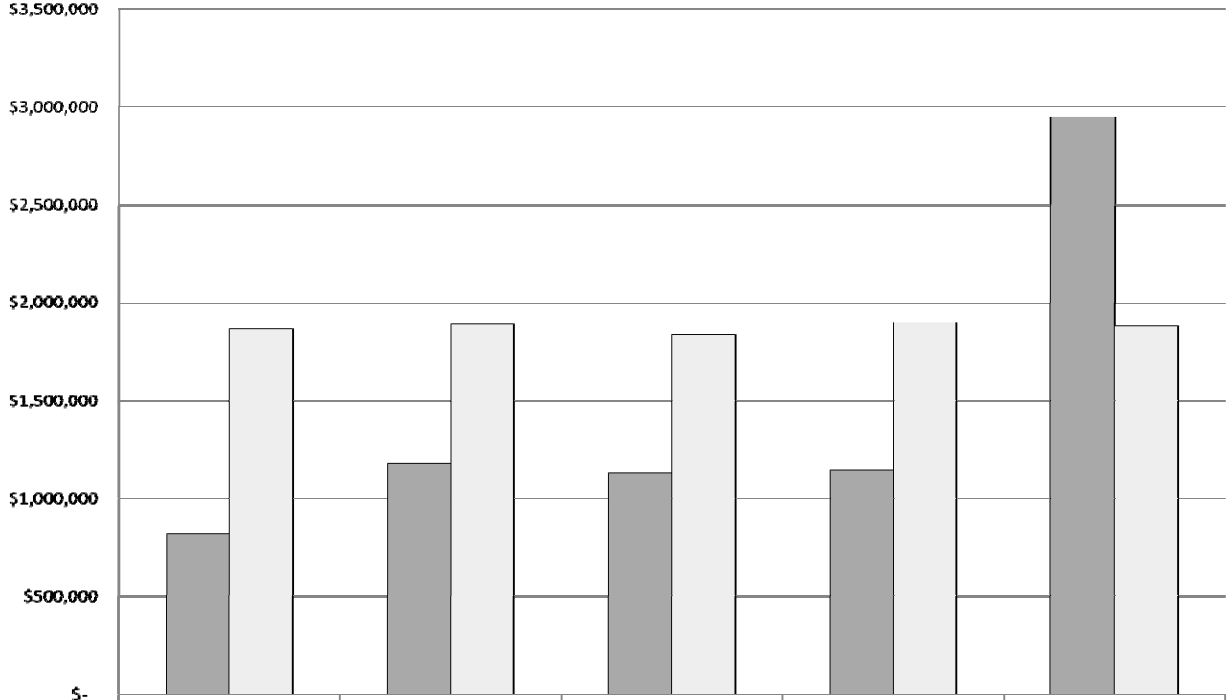
	2005	2006	2007	2008	2009	2010
Scio	$136,043	$151,544	$163,090	$181,471	$176,451	$192,928
Wellsville	$220,238	$220,715	$228,934	$234,447	$244,833	$258,870
Combined	$198,849	$203,508	$212,855	$221,734	$227,922	$242,722

PROPERTY TAX LEVY PER ENROLLED PUPIL



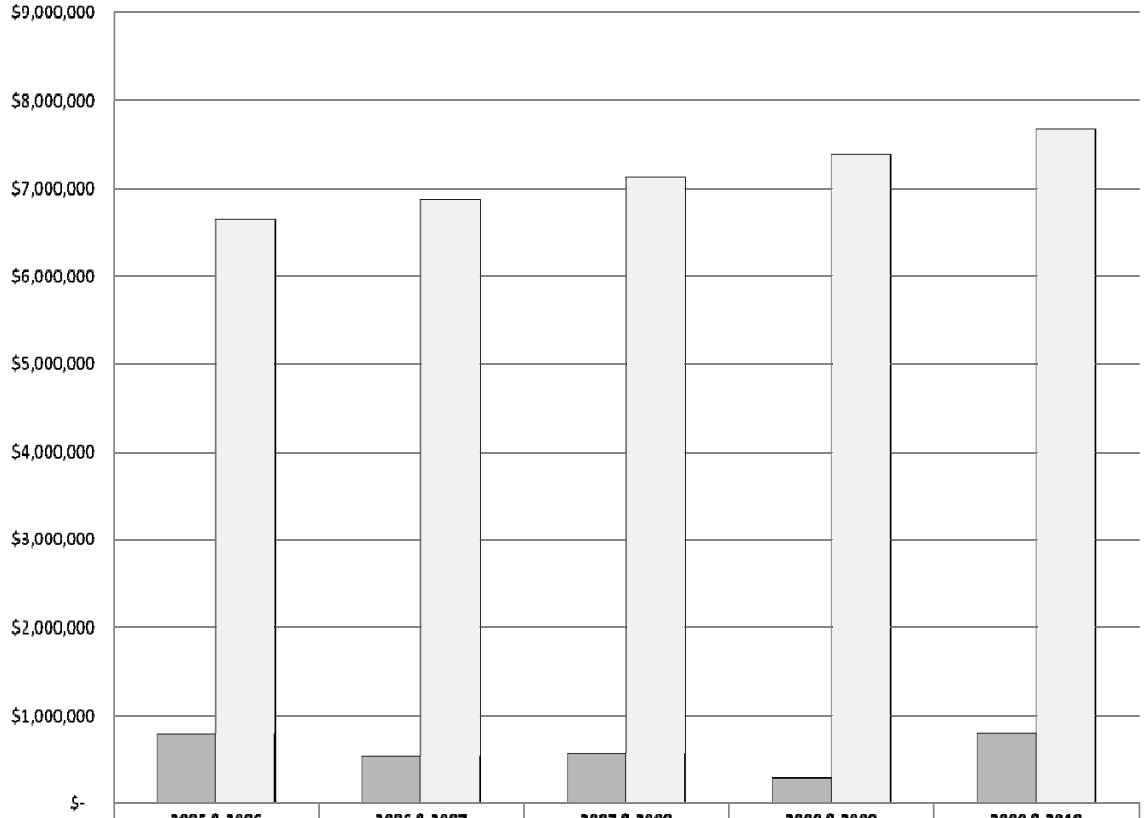
	2005	2006	2007	2008	2009	2010
Scio	$3,586	$4,110	$4,375	$4,373	$4,340	$4,495
Wellsville	$4,604	$4,861	$5,135	$5,364	$5,552	$5,957
Combined	$4,345	$4,674	$4,950	$5,126	$5,252	$5,599

SCIO FUND BALANCE & NEXT YEAR TAX LEVY



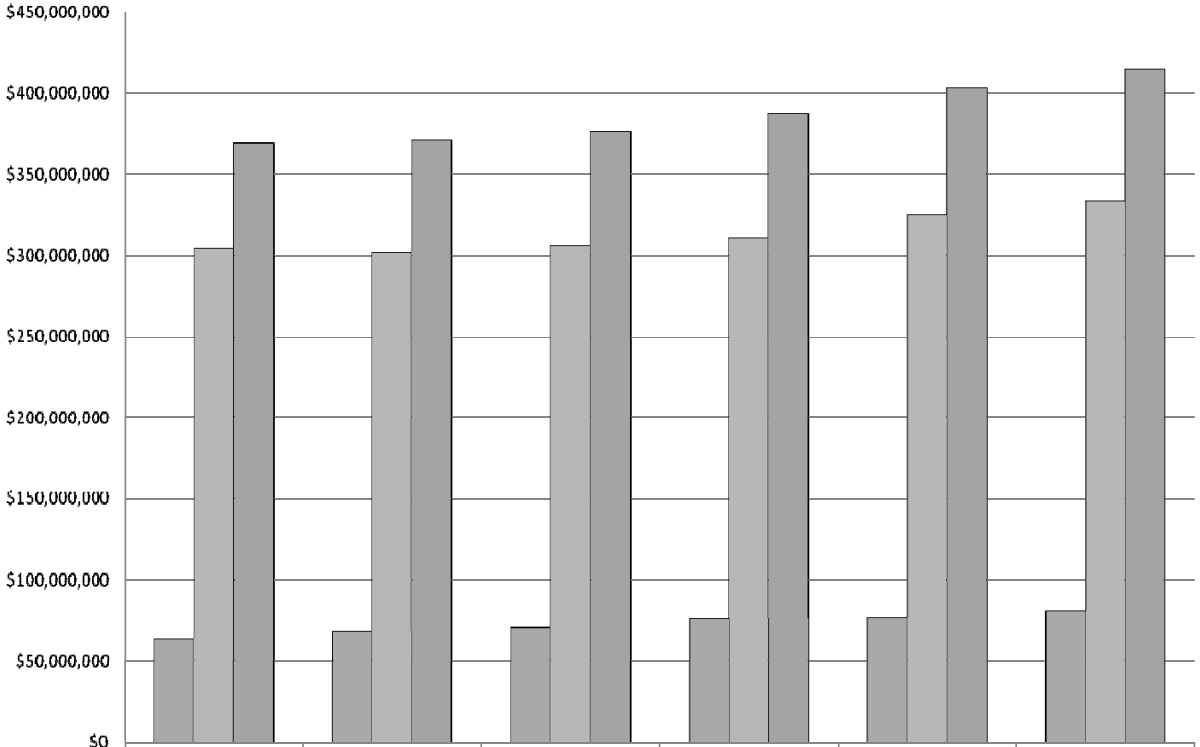
	2005 & 2006	2006 & 2007	2007 & 2008	2008 & 2009	2009 & 2010
Fund Balance	$820,233	$1,179,458	$1,127,524	$1,141,837	$2,949,136
Next Year Levy	$1,862,032	$1,889,963	$1,832,363	$1,896,495	$1,879,035

WELLSVILLE FUND BALANCE AND NEXT YEAR TAX LEVY



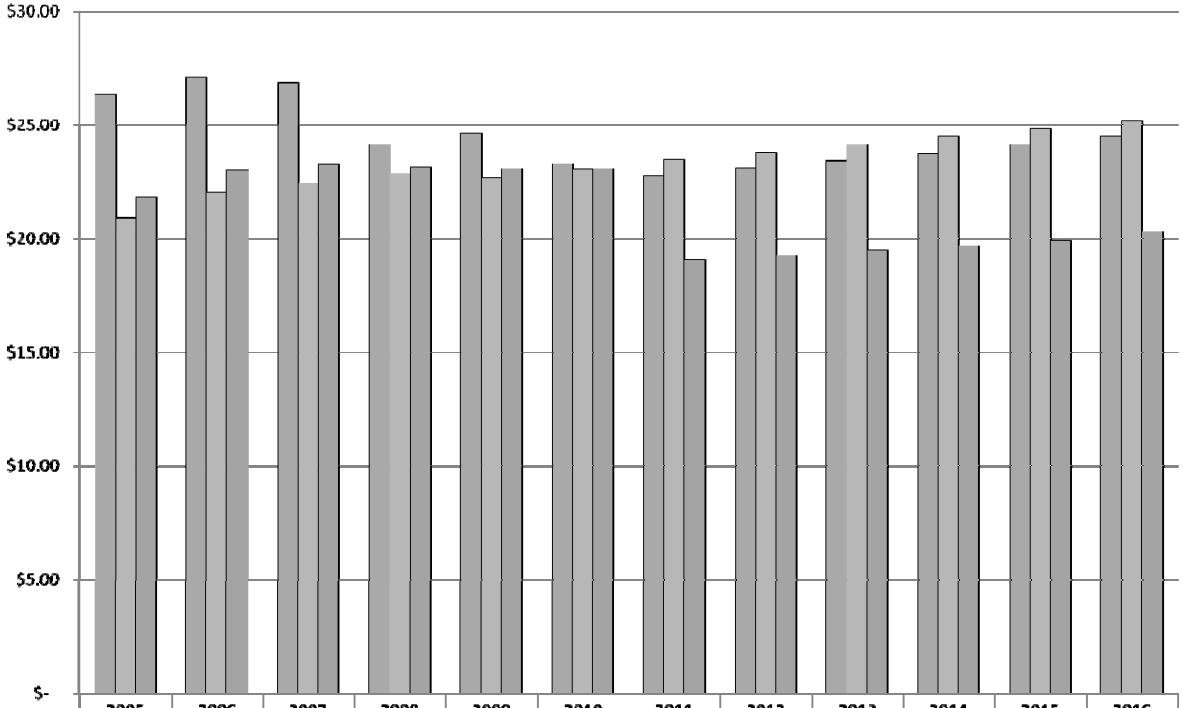
	2005 & 2006	2006 & 2007	2007 & 2008	2008 & 2009	2009 & 2010
Fund Balance	$794,460	$533,609	$553,523	$289,142	$811,755
Next Year Levy	$6,649,693	$6,865,804	$7,118,000	$7,383,511	$7,679,000

REAL PROPERTY FULL VALUE



	2005	2006	2007	2008	2009	2010
Scio	$64,076,258	$68,649,298	$70,454,826	$76,036,521	$77,109,215	$80,643,744
Wellsville	$304,589,201	$301,938,111	$306,085,027	$311,110,937	$325,628,109	$333,683,510
Combined	$368,665,459	$370,587,409	$376,539,853	$387,147,458	$402,737,325	$414,327,254

ACTUAL (2005-2010) AND PROJECTED (2011-2016) TAX RATES



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Scio	$26.36	$27.12	$26.83	$24.10	$24.59	$23.30	$22.75	$23.08	$23.42	$23.76	$24.10	$24.45
Wellsville	$20.90	$22.02	$22.43	$22.88	$22.67	$23.01	$23.42	$23.76	$24.11	$24.46	$24.82	$25.18
Combined	$21.85	$22.97	$23.25	$23.12	$23.04	$23.07	$19.08	$19.28	$19.48	$19.70	$19.92	$20.35

TAX RATE PROJECTION ASSUMPTIONS

1. The non-merger TAX LEVY of each District would continue to grow over 2009-10 values at 3.50% Per Year.
2. The real property Full Value of each District would continue to grow over 2009-10 values at 2.00% per year.
3. Tax Rate is a CALCULATED value resulting from the LEVY and the FULL VALUE.

TAX RATE PROJECTION ASSUMPTIONS

4. With declining enrollments staff attrition would save $200,000/year in salary and benefits beginning in 2010-11 and stabilizing five years out at $1,000,000.
5. Merger Incentive operating Aid would be applied to match the 2015-16 reduced staffing so that the intervening years would each receive the full $1,000,000 benefit immediately after Merger. This would consume $3,000,000 of the incentive, but not result in unfunded expenses when the Incentive Aid runs out.

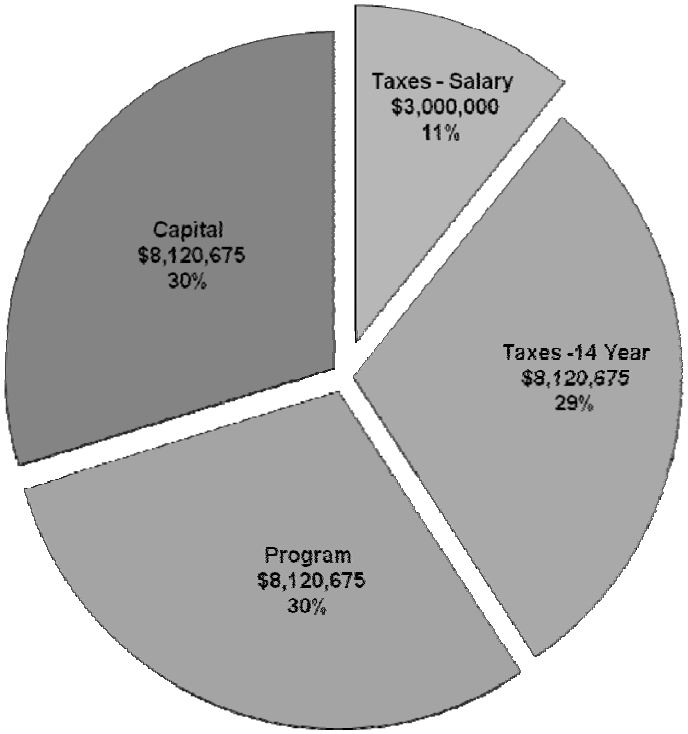
TAX RATE PROJECTION ASSUMPTIONS

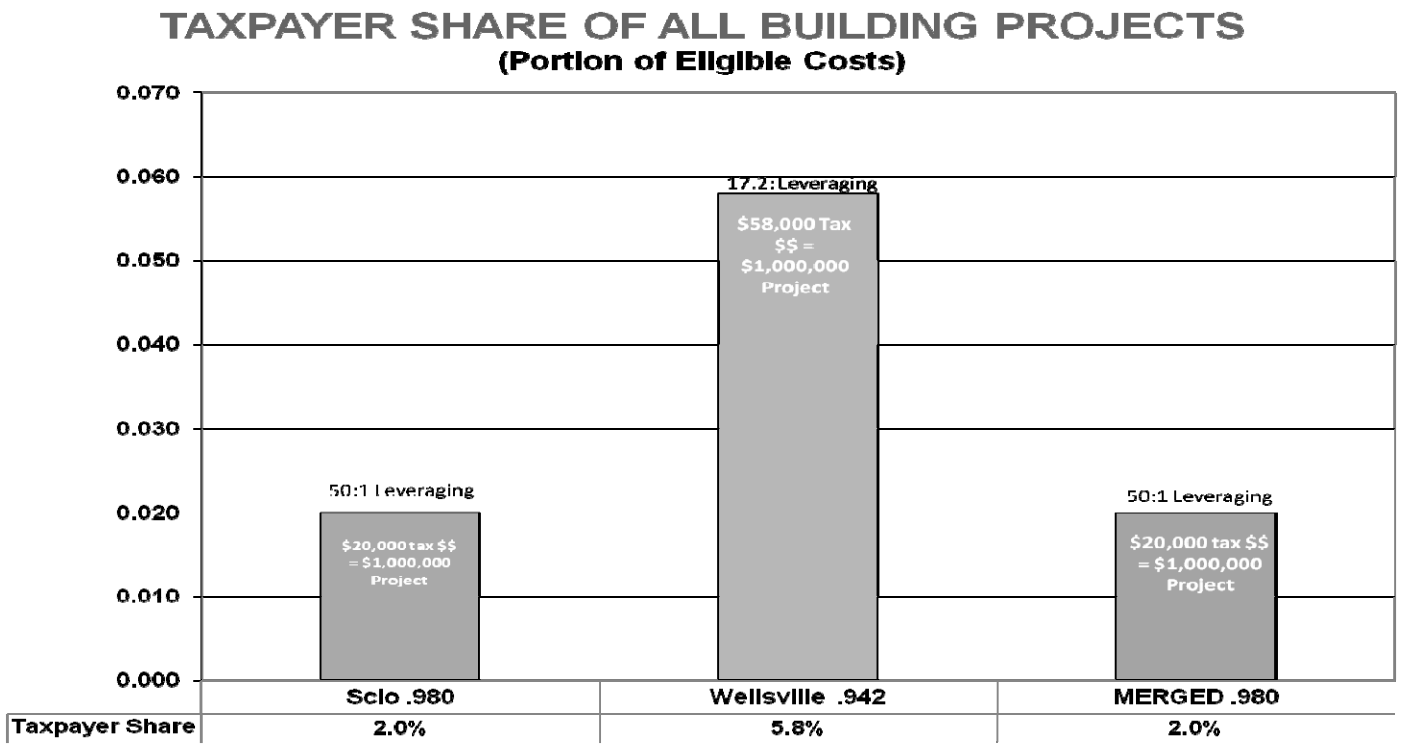
6. The remaining Incentive Operating aid ($24 million) received over 14 years would be applied one third each ($8 million) to Taxes, Program and Capital Infrastructure.

7. AFTER Merger, the Wellsville Assumed Amortized Debt (Including the new $25,895,000 Project) would be aided at the higher .980 Scio Selected Building Aid Ratio rather than .942 resulting in an annual reduction of the tax levy of $175,699.

8. **The potential of LEVEL STATE OPERATING AID in the near future is not factored into these assumptions. If that becomes reality the remaining Incentive Operating Aid could be used to back-fill the difference.**

Possible Allocation of $27,362,024 Operating Incentive Aid




TAXPAYER SHARE OF ALL BUILDING PROJECTS
(Portion of Eligible Costs)
0.070
0.060
0.050
0.040
0.030
0.020
0.010
0.000
50:1 Leveraging
$20,000 tax $$ = $1,000,000 Project
17.2:Leveraging
$58,000 Tax $$ = $1,000,000 Project
50:1 Leveraging
$20,000 tax $$ = $1,000,000 Project
Scio .980
Wellsville .942
MERGED .980
Taxpayer Share
2.0%
5.8%
2.0%

S&P "A" 2008

SCIO BUILDING DEBT

GRAND TOTAL

Year Ending 30-Jun	Principal	Interest	Annual Total P+I	Amortized Building Aid	Estimated Local Share	2009-10 Full Value Tax Rate $ 80,643,744
2010	590,000	308,579	**898,579**	1,052,561	(153,982)	**$ (0.19)**
2011	610,000	284,803	894,803	1,052,561	(157,759)	**$ (0.20)**
2012	640,000	259,937	899,937	1,052,561	(152,624)	**$ (0.19)**
2013	665,000	233,441	898,441	838,718	59,723	**$ 0.07**
2014	695,000	205,725	900,725	838,718	62,007	**$ 0.08**
2015	520,000	176,325	696,325	759,968	(63,643)	**$ (0.08)**
2016	545,000	154,381	699,381	661,778	37,603	**$ 0.05**
2017	570,000	130,838	700,838	661,778	39,059	**$ 0.05**
2018	590,000	106,188	696,188	661,778	34,409	**$ 0.04**
2019	620,000	80,563	700,563	661,778	38,784	**$ 0.05**
2020	645,000	53,003	698,003	661,778	36,225	**$ 0.04**
2021	255,000	23,531	278,531	280,474	(1,943)	**$ (0.00)**
2022	270,000	12,206	282,206	280,474	1,732	**$ 0.00**
2023	140,000	3,150	143,150	140,237	2,913	**$ 0.00**
	7,355,000	**2,032,669**	**9,387,669**	**9,605,163**	**(217,494)**	**$ (0.05)**

WELLSVILLE BUILDING DEBT

GRAND TOTAL

Year Ending 30-Jun	15-Jun Principal	Interest	Total P+I	AFTER Merger Amortized Building Aid	Estimated Local Share	2009-10 Full Value Tax Rate $ 333,683,510
2010	1,400,000	944,381	2,344,381	2,360,124	(15,743)	$ (0.00)
2011	1,455,000	886,100	2,341,100	2,360,124	(19,024)	$ (0.01)
2012	1,520,000	823,450	2,343,450	2,360,124	(16,674)	$ (0.00)
2013	1,590,000	757,863	2,347,863	2,360,124	(12,262)	$ (0.00)
2014	1,660,000	688,838	2,348,838	2,360,124	(11,287)	$ (0.00)
2015	1,730,000	616,775	2,346,775	2,360,124	(13,349)	$ (0.00)
2016	1,800,000	541,650	2,341,650	2,360,124	(18,474)	$ (0.01)
2017	1,755,000	463,475	2,218,475	2,230,481	(12,006)	$ (0.00)
2018	1,530,000	386,813	1,916,813	1,920,669	(3,857)	$ (0.00)
2019	1,295,009	319,600	1,614,609	1,609,167	5,442	$ 0.00
2020	1,345,000	261,800	1,606,800	1,609,167	(2,367)	$ (0.00)
2021	1,405,000	201,275	1,606,275	1,609,167	(2,892)	$ (0.00)
2022	1,465,000	138,050	1,603,050	1,609,167	(6,117)	$ (0.00)
2023	1,525,000	71,075	1,596,075	1,605,464	(9,389)	$ (0.00)
	12,910,000	**5,722,531**	**18,632,531**	**18,751,351**	**(118,820)**	**$ (0.00)**

Wellsville Central School District

BUILDING CAPITAL PROJECT 25,895,000

SERIAL BOND NET OF EXCEL AID $24,830,000

ESTIMATED GROSS DEBT SERVICE, AID & LOCAL SHARE

	Fiscal Year	Beginning Balance Outstanding	Principal Payments June 15	Estimated Interest 3.625%	Total Debt Service	Merger Scio BLD4 Amortized Building Aid 0.980	ESTIMATED Net Local Cost	MERGED $434,197,928 Full Value Tax Rate
BAN	2010 - 2011	**$ 25,895,000**	**$ 1,065,000**	**$ 938,694**	$ 2,003,694	**$ 2,003,694**	**$ (0)**	**$ (0.00)**
1	2011 - 2012	**24,830,000**	1,275,000	900,088	2,175,088	2,194,798	(19,711)	**$ (0.05)**
2	2012 - 2013	23,555,000	1,320,000	853,869	2,173,869	2,194,798	(20,929)	**$ (0.05)**
3	2013 - 2014	22,235,000	1,370,000	806,019	2,176,019	2,194,798	(18,779)	**$ (0.04)**
4	2014 - 2015	20,865,000	1,420,000	756,356	2,176,356	2,194,798	(18,442)	**$ (0.04)**
5	2015 - 2016	19,445,000	1,470,000	704,881	2,174,881	2,194,798	(19,917)	**$ (0.05)**
6	2016 - 2017	17,975,000	1,525,000	651,594	2,176,594	2,194,798	(18,204)	**$ (0.04)**
7	2017 - 2018	16,450,000	1,580,000	596,313	2,176,313	2,194,798	(18,486)	**$ (0.04)**
8	2018 - 2019	14,870,000	1,635,000	539,038	2,174,038	2,194,798	(20,761)	**$ (0.05)**
9	2019 - 2020	13,235,000	1,695,000	479,769	2,174,769	2,194,798	(20,029)	**$ (0.05)**
10	2020 - 2021	11,540,000	1,755,000	418,325	2,173,325	2,194,798	(21,473)	**$ (0.05)**
11	2021 - 2022	9,785,000	1,820,000	354,706	2,174,706	2,194,798	(20,092)	**$ (0.05)**
12	2022 - 2023	7,965,000	1,885,000	288,731	2,173,731	2,194,798	(21,067)	**$ (0.05)**
13	2023 - 2024	6,080,000	1,955,000	220,400	2,175,400	2,194,798	(19,398)	**$ (0.04)**
14	2024 - 2025	4,125,000	2,025,000	149,531	2,174,531	2,194,798	(20,267)	**$ (0.05)**
15	2025 - 2026	2,100,000	2,100,000	76,125	2,176,125	2,194,798	(18,673)	**$ (0.04)**
	TOTALS		**$ 24,830,000**	**$ 7,795,744**	**$ 32,625,744**	**$ 32,921,973**	**$ (296,230)**	**$ (0.04)**

$ -	Capitalized Interest	$ 938,694
	Accessible EXCEL Grant	**1,065,000**
		$ 2,003,694

AMORTIZED COST ALLOWANCE:	**Wellsville BLD4**	**Scio BLD4**
Aided Cost Allowance	**$ 24,830,000**	**$ 24,830,000**
Presumed Capitalized interest	*$ 908,245*	*$ 908,245*
Total Amount to be Amortized	*$ 25,738,245*	*$ 25,738,245*
Aid Amortization Period *(Not Local Finance Law)*	**15**	**15**
Statewide Assumed Interest Rate ('08-'09 CAD)	3.625%	3.625%
Full Year's Amortized Debt Service	**$ 2,239,590**	**$ 2,239,590**
BUILDING AID CALCULATION:		
Building Aid Ratio (BLD-SBA Larger of Line 25 or 26)	**0.942**	**0.980**
Reorganization Incentive Decimal (BLD, line 39)	**-**	**-**
Aid Ratio For Amortized Debt Service	**0.942**	**0.980**
Full Year's Aid	**$2,109,694**	**$ 2,194,798**
	$85,104	

x 15 years = $1,276,566

OBSERVATIONS AND COMMENTS

1. **Both Districts have experienced declining enrollments projected to continue into the future. From 2005-06 to 2009-10 the combined decline is 150 students or about 8 classrooms in six years. Continued delivery of services will likely be strained in subsequent years, particularly for Scio as it has few opportunities to down-size. Some services may have to be abandoned because of cost. Scio has one third the enrollment of Wellsville and would contribute about 25% of a potential combined enrollment.**

OBSERVATIONS AND COMMENTS

2. **Scio is constrained by low enrollments limiting efficient use of staff. A minimum of one class at each grade level is required. The enrollments result in low teacher/pupil ratios, wonderful from an education standpoint, but very costly from a financial standpoint as is supported the expense per enrolled pupil table included herein. Scio would receive significant program benefit from a potential merger, particularly on the secondary level and extracurricular opportunities. Without a Merger, Scio is facing significant program reduction and potential significantly larger class sizes if reduced to one section per grade level.**

OBSERVATIONS AND COMMENTS

3. **Scio has about 18% less Property Wealth/Enrolled Pupil than Wellsville and about 77% of the Combined 2009-10 Full Value/Enrolled Pupil. Potential property value growth is more likely in an urban environment than in a rural setting.**

4. **In 2008-09 Scio expended $20,019 per enrolled pupil while the larger Wellsville cost was $3,506 lower at $16,513 or almost 18% less from the economies of scale. Those economies of scale should be continued in a Merged District with an estimated $17,370 simply from adding together the two annual reports and enrollments. After potential economies of scale integrate into a Merged District the beneficial difference will be more.**

OBSERVATIONS AND COMMENTS

5. **As the less wealthy District, by State Aid Formula standards in 2008-09, Scio received 54% more aid per pupil at $16,975 while Wellsville was $10,967. The Wellsville State Aid value will increase with additional Building aid on the new $25,895,000 Building Project over the next several years.**

6. **Receiving less State Aid per Pupil, Wellsville has to raise more by Property Tax at $5,552 per enrolled pupil compared with Scio's $4,430. The simple combining of 2008-09 values does not factor in the proven economies of scale from a potential Merged District that will reduce the tax impact.**

OBSERVATIONS AND COMMENTS

7. **The anticipated continuing decline in combined enrollments should be mirrored with reduced staffing, probably through normal retirements and attrition. This can be accomplished with a larger combined population permitting more efficient use of the combined staff. The anticipated savings in salary and benefits should total about $200,000/year beginning in the second year after merger. Over five years that will result in legacy savings of $1,000,000. To gain immediate tax reduction benefit without causing problems when the merger Incentive operating Aid ends, the recommendation is to use $1,000,000 in year one for tax reduction and reduce it by $200,000/year through year six. That presumed use of Incentive Operating Aid is factored into the tax rate calculations and would use $3,000,000 of the anticipated $27,000,000.**

OBSERVATIONS AND COMMENTS

8. **The difference in Building Aid Ratios does not sound like much until it is inverted to look at the net taxpayer share. After a merger Wellsville's .942 (5.8% Local Share) would benefit from the Scio .980 Building Aid Ratio with a 2.0% local share applied to the EXISTING and NEW capital projects. In addition to the $27,000,000 Incentive Operating Aid there would be very significant additional aid on the Wellsville Building Projects. The way the PROSPECTIVE AMORTIZATION of Approved Capital Expenditures is calculated Districts with a .980 Building Aid Ratio virtually have NO LOCAL SHARE. Scio currently has no local share and the residual Wellsville projects would also have NO LOCAL SHARE AFTER MERGER!**

OBSERVATIONS AND COMMENTS

9. **The local combined community would benefit by an additional $29,708,590 of state aid or about $17,404 per enrolled student. The aid consists of the 14 year Incentive Operating Aid of $27,362,024, additional aid on the existing Wellsville Capital Projects of $1,276,566 and additional aid on the new Wellsville projects of $1,070,000.**

Projections-Budget and Tax Rates

Local school property taxes are determined by establishing expenditures (the school budget) and then subtracting all available revenues other the land tax. This produces what is referred to as a Local Tax Levy or Local Tax Warrant. The amount of the levy or warrant is divided among the real property owners in the entire district, based upon the Actual Value (also called the Full or True Value) of their properties. Since the tax rates are dependent upon school budgets and state aid, which are determined annually by the New York State Legislature, tax rate projections are based on historical data. The known tax levy, taxable property values and tax rates for the prior five years (2005-2009) were used to project the future tax rates for 2010 to 2016.

There are several unique conditions currently that needed to be considered in projecting a tax rate. Estimates of future state aid and growth of property values is highly volatile during these very difficult economic times. The merger committee also recognized that there were no major capital needs which were identified in the study process. At the request of the facilities and finance sub-committee, Roy McMaster was requested to provide several additional scenarios for the utilization of incentive operating aid to reduce and stabilize property taxes. The following are the assumptions he used in preparing the graphs and charts which follow. The merger committee is aware that the Board of Education of a newly merged school district is the body empowered to set tax rates based on the conditions experienced each year.

Scenario (Original) utilizes the stated Tax Rate Projection in the Financial Report. This results in a 17.3% reduction in the True Value tax rate in the first year of the merger.

Scenario 1 changes the full value growth assumption from 2% to 1%. This results in a 16.2% reduction in the True Value tax rate in the first year of the merger.

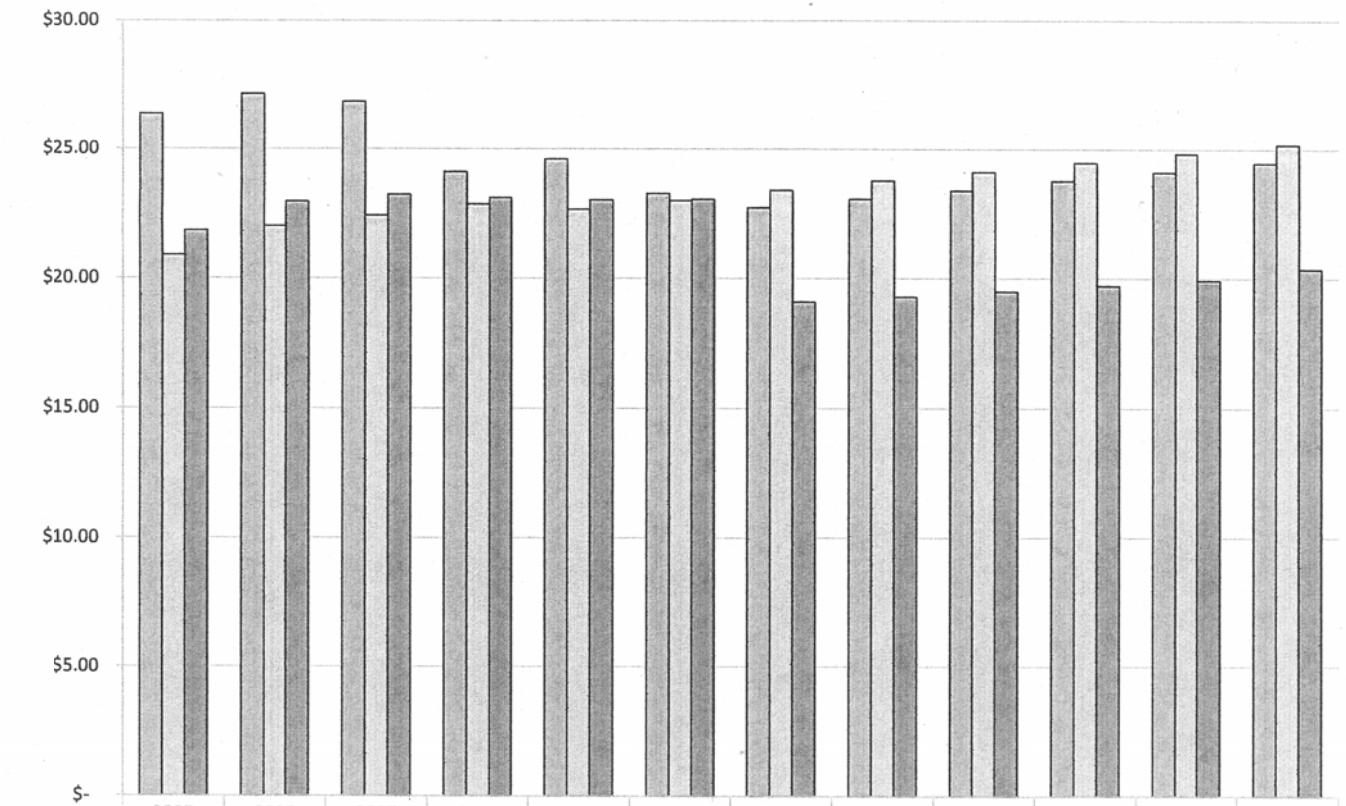
Scenario 2 changes the Full Value growth assumption form 2% to 1% and applies 61% of the Incentive Growth Aid to tax reduction and stabilization. This results in a 25% reduction in the True Value tax rate in the first year of the merger.

This additional analysis is provided in the supplement to the Financial Factors and Merger Aid Possibilities which follows.

Scio-Wellsville
MERGER STUDY

Original

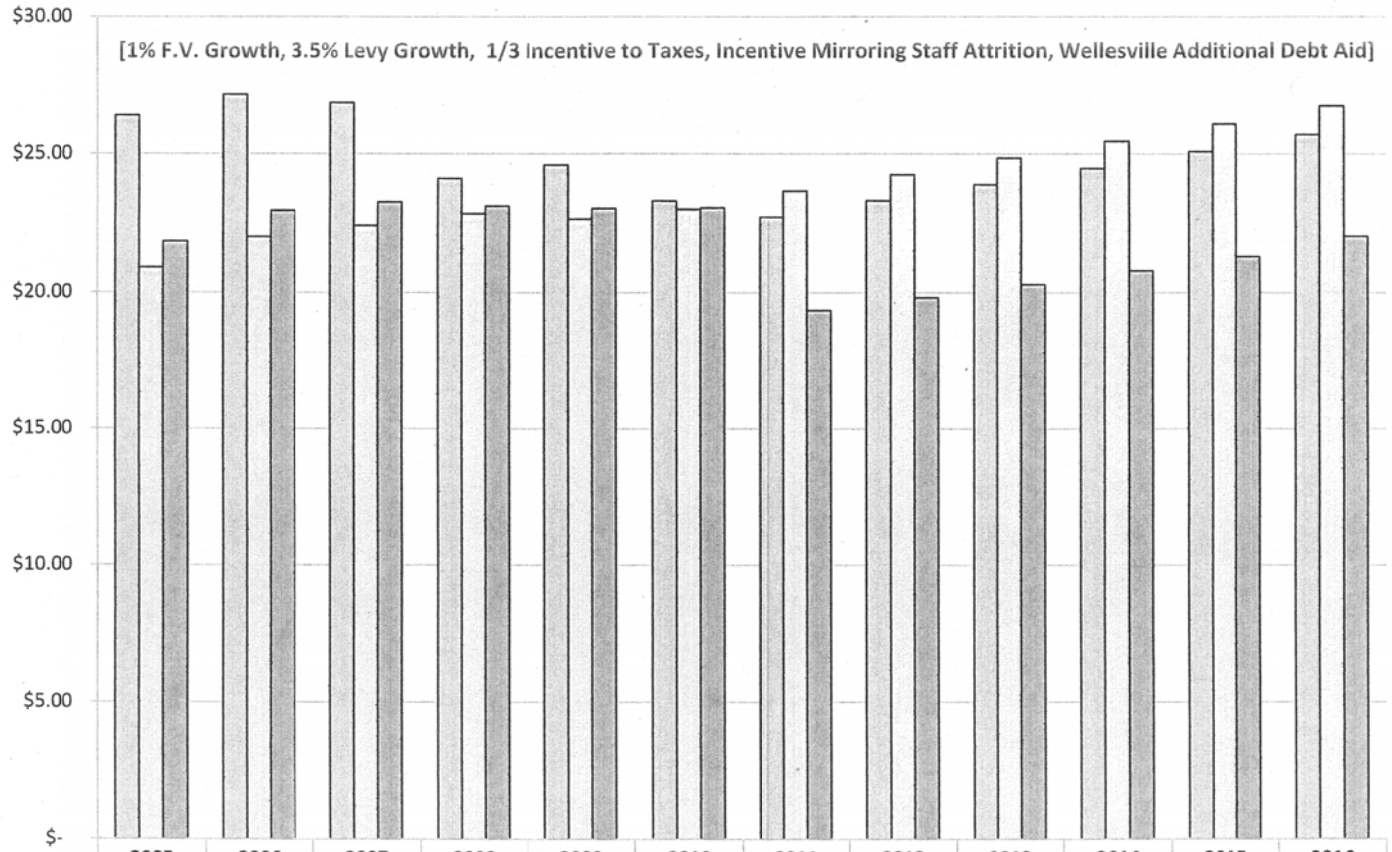
ACTUAL (2005-2010) AND PROJECTED (2011-2016) TAX RATES



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Scio	$26.36	$27.12	$26.83	$24.10	$24.59	$23.30	$22.75	$23.08	$23.42	$23.76	$24.10	$24.45
Wellsville	$20.90	$22.02	$22.43	$22.88	$22.67	$23.01	$23.42	$23.76	$24.11	$24.46	$24.82	$25.18
Combined	$21.85	$22.97	$23.25	$23.12	$23.04	$23.07	$19.08	$19.28	$19.48	$19.70	$19.92	$20.35

Scio-Wellsville
MERGER STUDY

ACTUAL (2005-2010) AND PROJECTED (2011-2016) TAX RATES

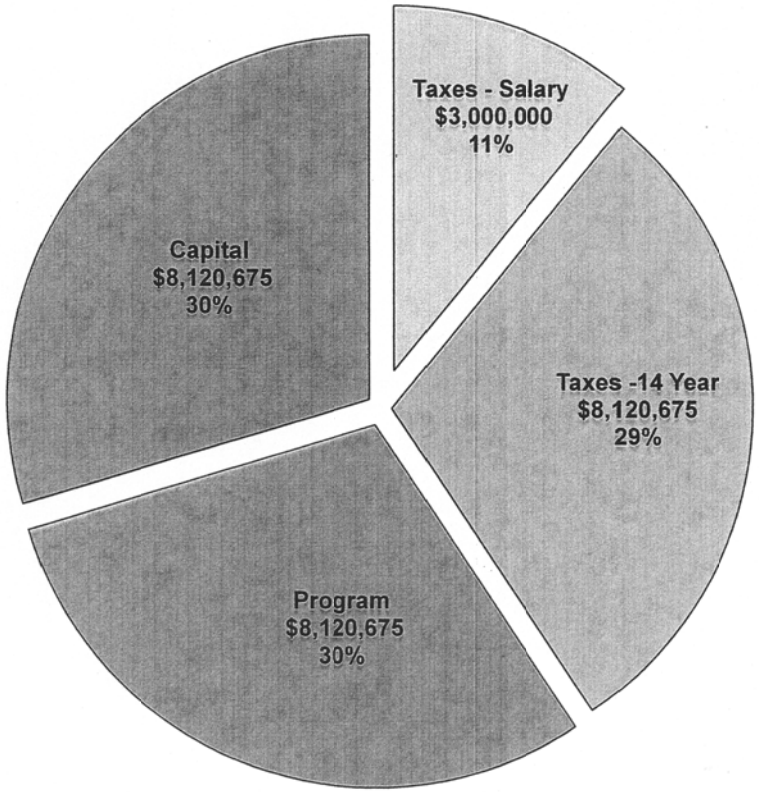


	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Scio	$26.36	$27.12	$26.83	$24.10	$24.59	$23.30	$22.75	$23.31	$23.88	$24.47	$25.07	$25.69
Wellsville	$20.90	$22.02	$22.43	$22.88	$22.67	$23.01	$23.66	$24.24	$24.83	$25.45	$26.07	$26.71
Combined	$21.85	$22.97	$23.25	$23.12	$23.04	$23.07	$19.34	$19.80	$20.29	$20.79	$21.31	$22.06

Scio-Wellsville
MERGER STUDY

Possible Allocation of $27,362,024 Operating Incentive Aid

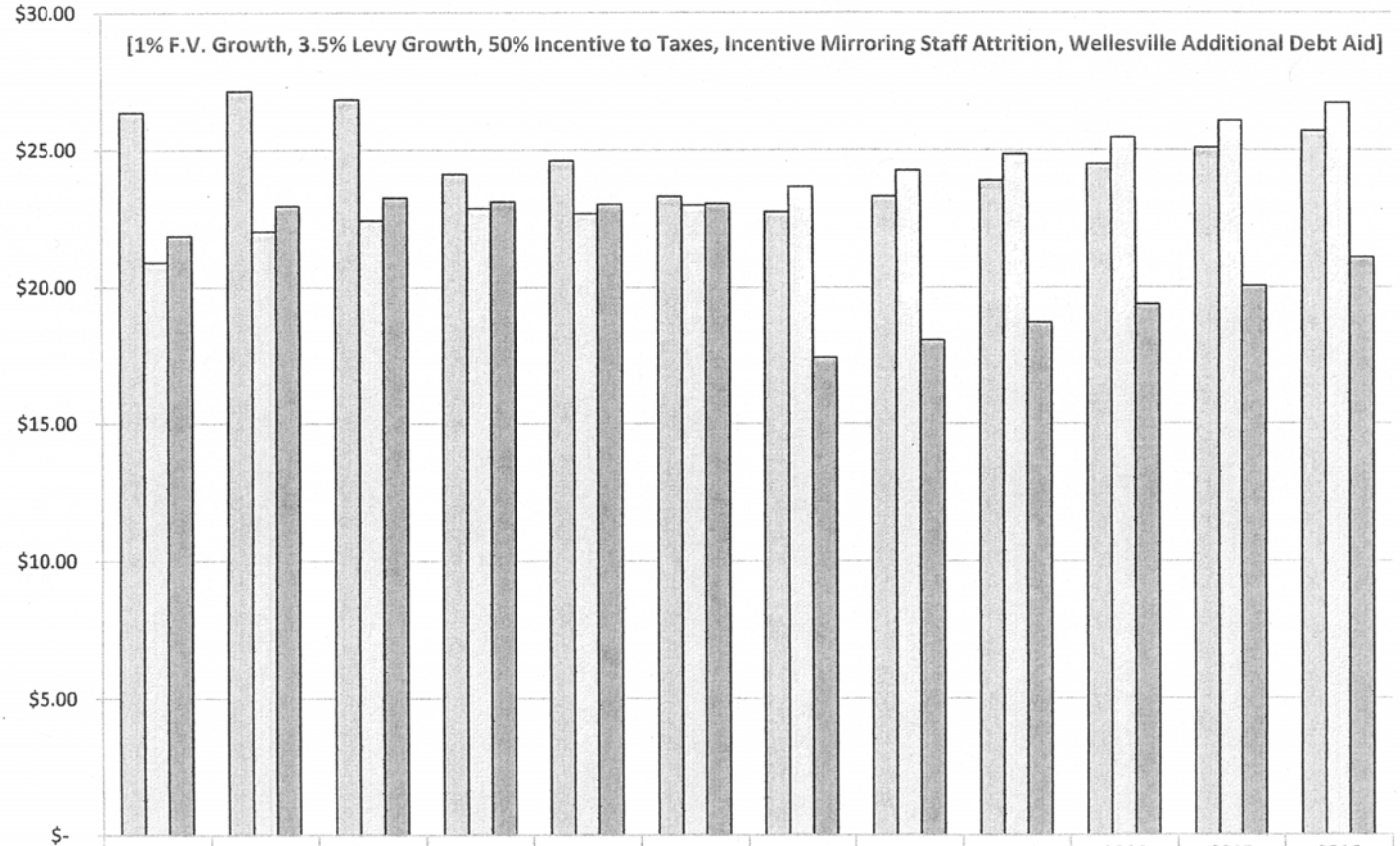
Original & #1



Scio-Wellsville
MERGER STUDY

2

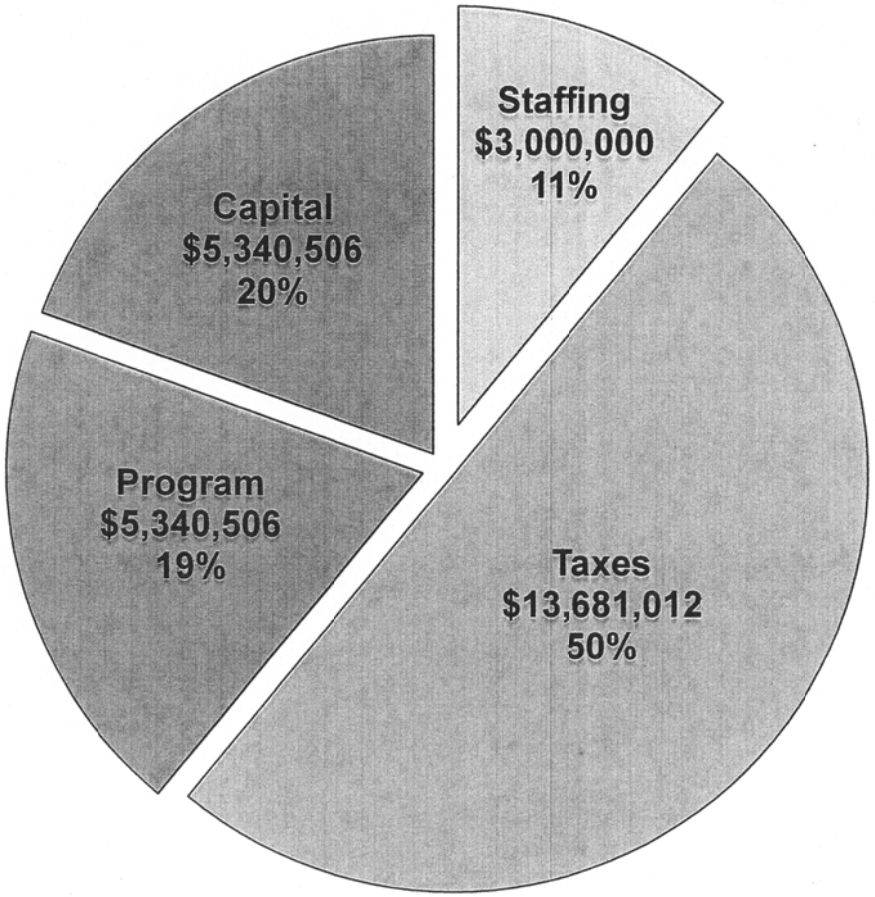
ACTUAL (2005-2010) AND PROJECTED (2011-2016) TAX RATES



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Scio	$26.36	$27.12	$26.83	$24.10	$24.59	$23.30	$22.75	$23.31	$23.88	$24.47	$25.07	$25.69
Wellsville	$20.90	$22.02	$22.43	$22.88	$22.67	$23.01	$23.66	$24.24	$24.83	$25.45	$26.07	$26.71
Combined	$21.85	$22.97	$23.25	$23.12	$23.04	$23.07	$17.39	$18.04	$18.69	$19.36	$20.05	$21.08

Possible Allocation of $27,362,024 Operating Incentive Aid

Sceneario #2



Scio-Wellsville
MERGER STUDY

14-YEAR MERGER INCENTIVE OPERATING AID

	Merger Year	BASIC Formula Aid *2006-07 COMBINED GEN Reports*	Aid%	*ESTIMATED* Incentive Aid	Taxes = 5-Yr. Staffing Attrition	Original & Scenaerio #1 1/3 to Tax Reduction	Scenaerio #2 1/2 to Tax Reduction
1	2010 - 11	7,200,533	40%	$ 2,880,213	1,000,000	960,071	1,440,107
2	2011 - 12	7,200,533	40%	2,880,213	800,000	960,071	1,440,107
3	2012 - 13	7,200,533	40%	2,880,213	600,000	960,071	1,440,107
4	2013 - 14	7,200,533	40%	2,880,213	400,000	960,071	1,440,107
5	2014 - 15	7,200,533	40%	2,880,213	200,000	960,071	1,440,107
6	2015 - 16	7,200,533	36%	2,592,192		864,064	1,296,096
7	2016 - 17	7,200,533	32%	2,304,170		768,057	1,152,085
8	2017 - 18	7,200,533	28%	2,016,149		672,050	1,008,075
9	2018 - 19	7,200,533	24%	1,728,128		576,043	864,064
10	2019 - 20	7,200,533	20%	1,440,107		480,036	720,054
11	2020 - 21	7,200,533	16%	1,152,085		384,028	576,043
12	2021 - 22	7,200,533	12%	864,064		288,021	432,032
13	2022 - 23	7,200,533	8%	576,043		192,014	288,022
14	2023 - 24	7,200,533	4%	288,021		96,007	144,011
15	2024 - 25	7,200,533	0%	-		-	-
	Total Incentive Aid			$27,362,024	$3,000,000	$9,120,675	$13,681,012

The financial information that has been provided and analyzed indicates that a newly merged school district will be able to reduce and stabilize tax rates and operate a more efficient and more comprehensive educational program. The degree to which the illustrated tax reduction scenarios could be utilized will depend on the amount of state aid available in the future, the opportunity to reduce staff costs through attrition and the growth of property values in the districts.

Summary of Fiscal Condition of Scio and Wellsville Central School Districts

The comprehensive financial analysis conducted by Roy McMaster included a review of budget documents, tax levy information, audit reports for the fiscal years that ended in 2005 through 2009, serial bond maturity rate schedules, details of any outstanding debt, information on current major capital projects and any information on special concerns or circumstances that would affect the financial relationship if the merger goes forward.

All the data indicate that the Scio and Wellsville Central school Districts are in sound fiscal condition. Mr. Michael McArdle, Superintendent in Scio and Mr. Byron Chandler, Superintendent in Wellsville indicate that there are no outstanding state operating aid or building aid claims in the school districts in the following letters.

SCIO CENTRAL SCHOOL

3968 WASHINGTON STREET
SCIO, NEW YORK 14880

585-593-5510

MR. MICHAEL J. McARDLE
SUPERINTENDENT OF SCHOOLS

MR. MATTHEW D. HOPKINS
PK-12 PRINCIPAL
DIRECTOR OF CURRICULUM AND LEARNING
MAIN OFFICE FAX (585) 593-0653

MR. JOSEPH M. BUTLER
BUSINESS MANAGER
DISTRICT OFFICE FAX (585) 593-3468

MRS. PAMELA CROWELL-KETCHNER
GUIDANCE COUNSELOR
GUIDANCE OFFICE FAX (585) 593-0704

November 10, 2009

Lawrence Kiley
Rural Schools Association
111 Kennedy Hall
Cornell University
Ithaca, NY 14853

Dear Mr. Kiley

Please be advised that the Scio Central School District has no pending state aid claims or building aid claims.

If you should need any additional information, please do not hesitate to contact me.

Sincerely,

Michael J. McArdle

Michael J. McArdle
Superintendent

Wellsville Central School District
Established 1882

Our Mission
To prepare our students to be successful, contributing members of their communities through excellence in education.
126 West State Street - Wellsville, New York 14895 - 585-596-2170

Dr. Byron M. Chandler, Superintendent **www.wellsville.wnyric.org**

November 10, 2009

Lawrence Kiley
Rural Schools Assoc.
111 Kennedy Hall
Cornell University
Ithaca, NY 14853

Dear Mr. Kiley:

Please be advised that there are no pending state aid claims, nor building aid claims.

Thank you!

Sincerely,

Byron M. Chandler
Superintendent

BMC:dy

The report of the Sub-committee on facilities and finance can be found in Exhibit 9.

Section XII – Summary and Conclusions

The Merger Study Committee was asked to address the central question:

> "Would instructional opportunity be enhanced for all students at similar or reduced cost to taxpayers by merging the Scio and Wellsville Central School Districts?"

In an effort to address this question, the Feasibility Study Committee took a comprehensive look at the Scio and Wellsville School Districts. Key committee findings include:

- Personnel – Staffing levels could be reduced in a merged district, and savings of up to $1 million could be realized through staff reductions. The committee recommended that these reductions be achieved through attrition. If a staff member chooses to leave for another position or chooses to retire the open position would not be filled.
- Pupil Enrollment – Both districts will continue to experience enrollment decline over the next several years. The K – 12 enrollment in Scio will stabilize at approximately 400 in the year 2016. The same pattern will occur in Wellsville with the K – 12 enrollment leveling off at approximately 1225 by 2016.
- Pupil Configuration and Building Use – The committee was evenly divided on the two proposals presented by the Ad Hoc Committee that designed the Housing options. The proposal that was suggested with a very narrow margin included:

K – 4 – Wellsville Elementary

K – 4 – Scio Elementary

5 – 6 – Scio Middle School

7 – 8 – Wellsville Middle School

9 – 12 – Wellsville High School

Once voted upon, the committee accepted the results and developed their recommendations based on this housing option.

- Facilities – Both school districts have taken advantage of the opportunities provided with EXCEL aid. They were successful in securing voter approval for building updates and new construction which has been completed or is in the process of being completed. In short all facilities, including bus garages, are in excellent shape. The same is true of the athletic fields. Little, if any, funding will be needed for capital upgrades.
- Transportation – Scio has an excellent Transportation Facility and Wellsville is in the process of constructing a new Bus Garage. The committee recommended maintaining both facilities with one Transportation Supervisor. They also recognized that transportation routes would need to be modified and/or changed with the proposed housing arrangement. They recommended that the maximum that a child should spend on the bus is one hour, and ask that this be factored into routing decisions. They also learned that the Scio district only has one bus run, and would like to see this continued in an effort to control costs. Both Scio and Wellsville Transportation Supervisors reported

that no additional buses would be needed and that staffing levels were adequate.

- Co-Curricular Activities - the number of interscholastic sports, intramural sports, co-curricular clubs, and co-curricular activities would increase if a merger were to occur. The committee concurred that facilities to support the interscholastic and intramural athletic programs were more than sufficient.
- Educational Programs - The number of new courses available to all students would increase by 25 if a merger were to occur. The same can be said for Advanced Placement and College Credit courses.
- Other Support Services- (Food Service and Technology) – The existing Cafeteria space would be adequate and could meet the needs of a merged Scio –Wellsville School District. Staffing levels are adequate, and the Wellsville Food Service Director could provide leadership for the Food Service Program. An analysis of the Technology Plans of the Scio and Wellsville School district revealed more similarities then differences. The Technology Directors believed that the differences could be reconciled. This would include the reconciliation of the Microsoft and Macintosh platforms, and the Smartboard and Promethean technologies.

These conclusions were arrived at after six business meetings and two meetings devoted to a tour of all school facilities. The work of the committee began on September 17 and concluded on November 3. It included presentations on the School District Centralization process, Current and Projected Student Enrollment, Financial Factors, and Merger Aid Possibilities. Time was also devoted to subcommittee work for more in-depth

analysis on the areas cited above. At the concluding meeting of the committee, November 3, 2009, committee members were asked to respond to two questions cited below with the results of their responses:

1. Would instructional opportunity be enhanced for all students at a similar or reduced cost to taxpayers by consolidating the two districts?

   Yes - 21 No – 1 Undecided – 4

2. Should the Boards of Education engage the respective communities in public comment and a straw vote to determine if there is support for consolidating the two districts?

   Yes - 22 No – 3 Undecided – 1

The results would suggest that the committee, by an overwhelming majority believes that there can be enhanced programs for all students at a reduced cost. They also overwhelmingly support engaging the Scio and Wellsville communities in public comment and conducting a straw vote to determine the level of support for merger.