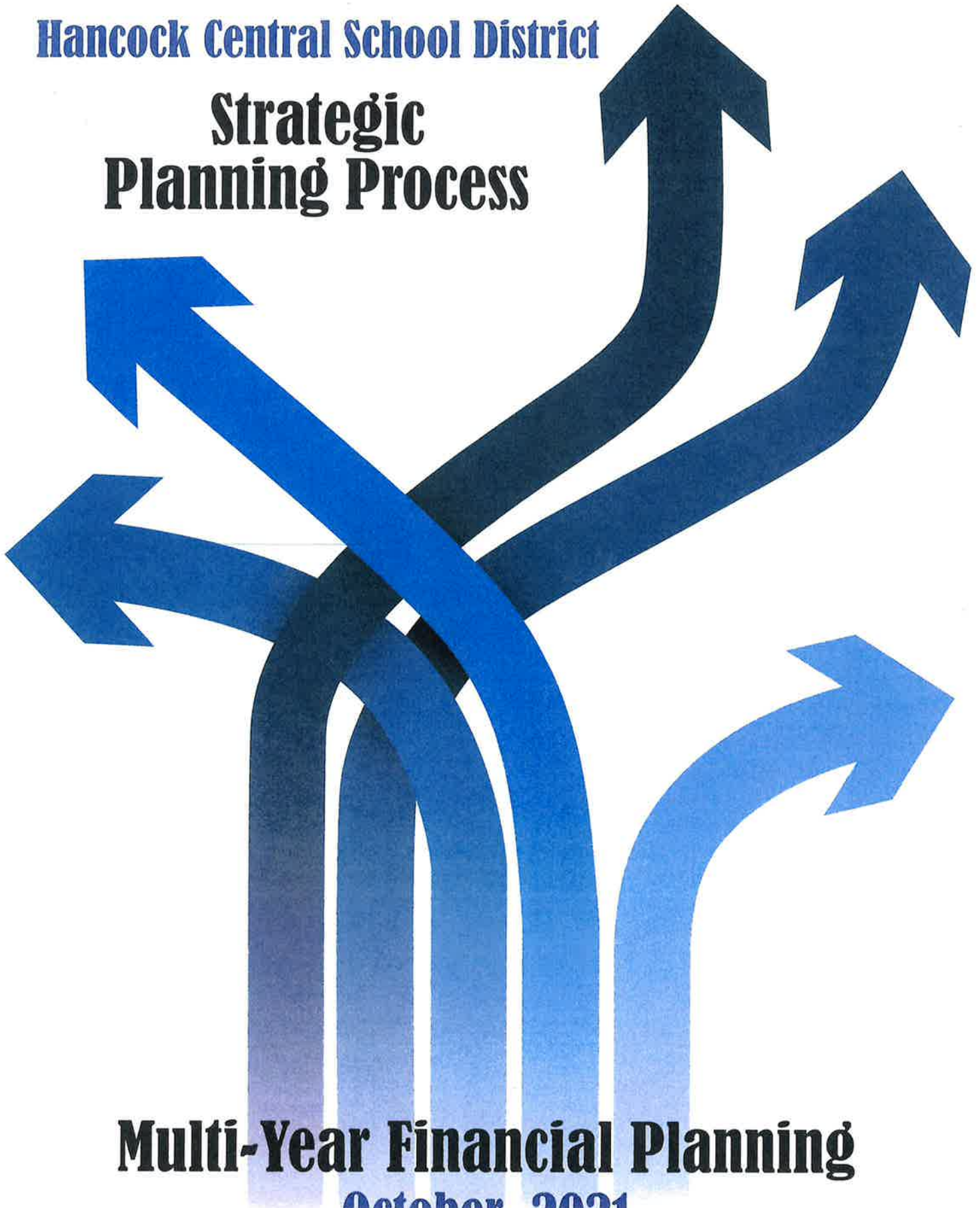


Hancock Central School District

**Strategic
Planning Process**



Multi-Year Financial Planning
October, 2021

Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- Collaboration: We work better together, always.
- Innovation: We embrace creativity and advancing technology.
- Integrity: We trust, respect, support and care for one another.
- Learning environment: Our approach is engaging, learner-centered and adaptable to individual needs.
- Student centered: We put students first.

Dear HCS Stakeholder:

The Hancock Central School District strives to make every student successful through the values of equity, innovation, and competence. We continue to celebrate and to benefit from the community's strong commitment to public education evidenced by the strong support of both our program offerings and our annual school district budget referendum.

Long-range financial planning plays an instrumental role in guaranteeing the future fiscal viability of the Hancock Central School District. Updated and approved annually by the board of education, the *HCS Multi-Year Financial Plan* supports several critical strategic planning roles. It provides insightful guidance relating to the district's capacity to financially support its instructional programs on an ongoing basis; it informs the continuity and alignment of fiscal resourcing to ensure long-term budgetary stability; and it validates the future-focused implications of fiduciary decisions made in the present moment. Most important, sound fiscal planning empowers the HCS Board of Education to seamlessly guarantee the uninterrupted provision of those vital programs and services most deeply valued by all school and community stakeholders.

Finally, Education Law 2022(7), regarding voting on school district budgets and the election of board members states: "Each school district, in a timely fashion, shall post on its website, if any, a financial budget or any multi-year financial plan adopted by the board of education or trustees." In Hancock, community residents can find this important financial information on our school district website, www.hancock.stier.org.

Please do not hesitate to contact us if you have questions regarding either this plan or the overall fiscal management of the Hancock Central School District.

Thank you for your ongoing support.

Sincerely,

Terrance P. Dougherty, Ph.D.
Superintendent of Schools
Hancock CSD
tdougherty@hancock.stier.org
(607) 637-1301

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Hancock CSD
2022-2023 District Initiatives/Theories of Action
PARTIAL LIST
Major Items

1. **Board of Education- Theory of Action: *An ongoing and intensely focused commitment to effective oversight through Visioning, Resourcing, and Monitoring will result in optimal board of education oversight of the organization.***
 - Presentation Program- Please note the attached 2022-2023 HCS BOE Presentation Program.
 - PD Program-
 - ✓ October 11, 2022-BOE Member 101- James Gregory
 - ✓ November 14, 2022- Legal Updates- NYSSBA Staff
 - ✓ February 20, 2023- Annual Budget Briefing- Terry Dougherty
 - Policy Committee- Activate the BOE policy committee in order to review existing BOE policies (and modify where necessary), add required policies and revisit the policy and procedure development cycles.
2. **Curriculum and Instruction-Theory of Action: *Reliance on and adherence to the shared and co-equal values of Mindset, Culture, and Practice will result in improved student performance and teacher practice.***
 - Instructional Leadership Team- The ILT will meet on a monthly basis in an ongoing effort to build consensus and collaborative instructional visioning.
 - Three Year Instructional Goals- Please see attached three year strategic plan.
 - Quarterly BOE Reporting Tool- I will be working with Diane Meredith and Julie Bergman to create a quarterly reporting tool to report out on issues pertaining to curriculum and instruction.
 - PD Program- Please see attached 2022-2023 HCS Admin./Teacher Professional Development Programs document.
 - Curriculum/Program Rollouts
 - ✓ Diversity/Equity/Inclusion (DEI)
 - ✓ SPED/IEP Creation/Implementation
 - ✓ Social Emotional Learning (SEL)
 - ✓ Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
3. **Operations- Theory of Action: *Implementation of pro-active management practices including job specific staff development, FAST (fair, authentic, specific, and timely) performance evaluation feedback, fiscally responsible practices, and industry standard benchmarks will result in greater organizational efficiency.***
 - Capital Outlay- Full develop and implement the HCSD Facilities Evaluation Tool.
 - Food Service- Successfully transition to the BOCES Managed Food Service Program.
 - Update Multi-Year Plans- Finance, transportation, and collective bargaining.
 - Budget Development- Update and clarify district budget development procedures
 - Shared Services Committee- Reconvene the D/H Shared Services Committee no less than two times during the course of the school year.
4. **Future Structural Challenges/Opportunities- Theory of Action: *Implementation of pro-active research, planning and strategic systems will empower the district to best manage significant structural challenges moving forward.***
 - **BOE Composition/Continuity/Training**
 - **Superintendent Succession Planning**
 - **Teacher Talent Acquisition**
 - Declining Enrollment
 - Increased Indexed Wealth
 - Electric Buses (Capacity Building)



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- *Learning environment:* Our approach is engaging, learner-centered and adaptable to individual needs.
- *Equity:* We ensure equity and create access and opportunity for all.
- *Student centered:* We put students first.

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HANCOCK CENTRAL SCHOOL DISTRICT 2018-21 Trends & 2025 Targets



Performance Measures ¹	2018	2019	2020	2021	2025 Target
Gr. K-4: % at/above year-end grade level literacy benchmark (F&P)	-	-	-	21	TBD
Gr. 5-8: % students failing ≥ 2 courses year-end	-	-	-	5	TBD
Regents commencement exams: % cohort ≥ 65 (4 yrs)	84	85	n/a	n/a	88
% cohort graduating (4 yrs – 8/31)	88	86	97	83	95
% cohort drop out (5 yrs – 6/30)	8	6	7	3	<5
% average daily attendance	97	93	n/a	93	96
% chronic absence	14	19	23	26	<5
% grads in 2- or 4-yr colleges, other post-secondary or military	71	67	69	43	75
% district cohort graduating & achieving ≥ 1 rigorous outcome	78	77	n/a	n/a	85
% cohort earning Adv Des Dip	36	32	22	13	
% cohort earning ≥ 12 college credits	-	58	63	37	
% cohort earning CDOs endorsement	-	0	0	0	
% earning technical endorsement	-	25	20	17	
% Gr. 7-12 participating in ≥ 1 extra-curricular activity	-	65	47	55	85

¹ See Appendix for all metric definitions, formulas and data sources.

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Ensure challenging curriculum and student-centered instruction

- Increase learning by ensuring engaging and rigorous curriculum, instructional, and assessment practices.
- Utilize data to inform instruction and improve learning.
- Enhance students' experience with project-based learning, such as STEAM, or career pathways to develop independent learning skills.
- Implement Integrated Career Readiness (ICR) model.



Empower

Provide social, emotional and academic supports for all learners

- Ensure a safe, supportive and caring learning environment through increased social-emotional learning (SEL) awareness.
- Continuously improve the effectiveness of RTI and SST PK - 12.
- Develop effective interventions to increase student attendance, participation, and engagement.



Nurture

Seek continuous growth and excellence

- Implement the 2022-24 Strategic Action Plan.
- Enhance and expand the effective use of technology as an instructional tool.



Strive

- Empowering each learner's unlimited capacity ●



HANCOCK CENTRAL SCHOOL DISTRICT 2022-24 Strategic Action Plan



Empower

Ensure challenging curriculum and student-centered instruction.

Action step	Owner	Due
Implement Wildcat Instructional Way: <ul style="list-style-type: none">• Set aspirational goals for curriculum, instructional practice and assessments.• Focus on developing both formative and summative assessments to consistently monitor student progress across the grade levels. Specifically, build common formative and summative assessments for each identified essential standard.• In CFS teams to utilize common formative and summative assessment data to improve instructional practices.• Ensure that addressing learning gaps is an instructional priority.	ILT	TBD
Identify and address student learning gaps to speed learning recovery: <ul style="list-style-type: none">• Leverage instructional technology, WIN, etc. as a tool to assist students to reconcile learning deficits.• Use an array of other strategies:<ul style="list-style-type: none">• Provide PD for staff specific to closing learning gaps within the regular classroom setting or through RTI and SST• Through partnerships with the home• With support of agencies• Using credit recovery through NYS approved resources	Admin, ILT	TBD
Building on the work of the Wildcat Instructional Way, explore ways to standardize grading practices to ensure consistency.	ILT	TBD
Review and implement the Integrated Career Readiness (ICR) model with a focus on STEAM, career pathways and micro-credentialing.	CSO, Admin, ILT	TBD
Update our curriculum to align with NYS standards and ensure compliance with NYSED's implementation timeline.	ILT, Admin	TBD

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HANCOCK CENTRAL SCHOOL DISTRICT 2022-24 Strategic Action Plan



Nurture

Provide social, emotional and academic supports for all learners.

Action step	Owner	Due
Ensure a safe, supportive and caring learning environment through increased social-emotional learning (SEL) awareness. <ul style="list-style-type: none">• Provide targeted SEL Professional development.• Increase use of SEL-focused classroom lessons.• Ensure SST meetings are scheduled with adequate time available.• Support students to develop their own SEL capacities.• Explore and implement authentic measures of social and emotional health.• Implement the recommendations from the district-wide SEL survey action plan.	Admin	TBD
Ensure our district practices meet the NYSED requirements for Diversity Equity & Inclusion. <ul style="list-style-type: none">• Implement a district DEI policy.• Explore and implement a DEI advisory committee.• Explore restorative discipline practices.	CSO, Admin	TBD
Continue to monitor chronic absence & student engagement.	SST, Admin	TBD

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HANCOCK CENTRAL SCHOOL DISTRICT 2022-24 Strategic Action Plan



Strive

Seek continuous growth and excellence.

Action step	Owner	Due
Implement a new educator onboarding process, including mentoring, for both teaching and administrative positions.	Admin	TBD
Implement Cat Tech Wired: <ul style="list-style-type: none">• Based on the survey results, develop and implement an action plan to<ul style="list-style-type: none">• build on our recent technology successes.• ensure integration of technology as a core instructional tool.• and ensure our students achieve 21st Century skills, capacities and proficiencies.• Develop network capacity, a device replacement schedule, and preventative repair and maintenance processes.• Increase reliable community access to the Internet.• Implement the SchoolTool learning management system, and build user capacity and access for all stakeholders.	ILT, Admin	TBD

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Appendix



Term or metric	Definition
Mission	Clearly communicates the primary aim or goal of an organization. Defines the organization's single-most important reason for being. Answers the question: Why do we exist?
Vision	Indicates what the organization aspires to become. A vision is inspiring and may be unattainable. It compels the organization's members and other stakeholders to extraordinary levels of commitment.
Core beliefs	A super set of beliefs that guide daily behavior and decision-making, large and small. They act as a touchstone to achieve the culture you aspire to have.
Gr. K-4: % at/above year-end grade level literacy benchmark (F&P)	Metric definition, calculation & source: TBD (We will begin to track the new K-4 and 5-8 metrics in the 2021-22 school year.)
5-8: % students failing >= 2 courses year-end level literacy benchmark	Metric definition, calculation & source: TBD
% cohort scoring >=65 on Regents commencement exams (4 yrs - 6/30)	This is the average of the cohort passing rates on the five Regents commencement exams: ELA, Global History, US History, a Math and a Science. To calculate the pass rate on a single exam: the numerator is the count of students in the cohort who have scored >= 65 after four years of enrollment by June 30 and the denominator is the cohort count. The pass rates on the five exams are then averaged to get the "% cohort scoring >=65 on Regents commencement exams (4 yrs - 6/30)." Source: TBD
Cohort	A cohort is defined as the group of students who enroll in the district's 9th grade in a given year and are present on BEDS day in October of that year. This year for example, we will form the 2021 cohort. After that, students are removed from the accountability cohort if, for example, they transfer to another district or pass away, and students are added to the cohort if they transfer in, even for just one day. The state then measures the performance of the cohort at five different intervals after four, five and six years on a variety of indicators, including graduation rate and dropout rate. For graduation outcome reporting, members of a cohort are in one of five buckets: (a) graduated with a Regents or local diploma, (b) received a non-diploma credential, (c) transferred to GED program, (d) are still enrolled or (e) dropped out.

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Appendix



Term or metric	Definition
% cohort graduating (4 yrs - 8/31)	The numerator is the count of students in the cohort who have graduated with a Regents or local diploma after four years of enrollment by August 31, and the denominator is the cohort count. See next page for a detailed breakdown of graduation outcomes. Source: TBD
% cohort dropping out (5 yrs - 6/30)	The numerator is the count of students who have dropped out of school after five years of enrollment by June 30 and the numerator is the cohort count. Source: TBD
% chronic absence	A student is considered chronically absent if they are absent $\geq 10\%$ of enrolled attendance days. Each student's status is calculated based upon their individual date of enrollment. In the percentages above, the numerator is the count of students chronically absent and the denominator is the enrollment count. Chronically absent students are removed from the numerator under certain circumstances (e.g., they are receiving home instruction). Source: SIRS 108
% grads in 2- or 4-yr colleges, other post-secondary or military	Metric definition, calculation & source: TBD
% district cohort graduating & achieving ≥ 1 rigorous outcome	The state's college, career and civic (CCCCR) readiness index weights student's graduation outcomes. Those outcomes weighted 1.5 and 2.0 in the index are considered rigorous. 1.5 weighted outcomes include: Regents diploma with a Career Development and Occupational Studies (CDOS) Credential and Regents diploma and earned high school credit for an AP or IB course. 2.0 weighted outcomes include: Regents diploma with Advanced Designation; Regents and ≥ 3 an AP exam; Earned high school credit for a dual enrollment course (college level); and Regents or local diploma with Career & Technical Ed endorsement. In the above calculation, the numerator is the count of students in the cohort who have graduated and earned a 1.5 or 2.0 weighted CCCR outcome and the denominator is the cohort count. Source: SIRS-108
% Gr. 7-12 participating in ≥ 1 extra-curricular activity ⁴	Denominator = the count enrolled Gr. 7-12 (from School Tool as of June, 202X) & the Numerator = the count participating in any of clubs, theater, sports, after school program (as verified by coach, advisors and instructors). Source: TBD
Pandemic impacts on student data	As of the March 2020 governor's order to close schools due to COVID-19. Sport seasons all compressed and offered in Spring, 2021 only, due to COVID-19.

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Appendix

Grade 3-8 NYS Assessment Trends

Gr. 3 – 8 NYS Assessments	2017	State avg	2018	State avg	2019	State avg	2020	State avg	2021	State avg
Grade 3 – 8 ELA: % proficient	32	40	39	45	32	45	n/a	n/a	n/a	n/a
Grade 3 – 8 Math: % proficient	27	40	23	45	27	47	n/a	n/a	n/a	n/a
Gr. 4 – 8 ELA: MGP	41	n/a	51	n/a	43	n/a	n/a	n/a	n/a	n/a
Gr. 4 – 8 ELA: MGP	42	n/a	43	n/a	45	n/a	n/a	n/a	n/a	n/a

Breakdown of graduation outcomes

Graduation outcomes	2017	2018	2019	2020	2021
% cohort graduating (4 yrs – 8/31)	90	88	86	97	83
- % Regents diploma	50	39	54	67	70
- % local diploma	15	12	0	8	0
- % Adv. Designation Diploma	26	36	32	22	13
- % Regents w/ CTE endorsement	4	25	tbd	tbd	tbd

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HANCOCK CENTRAL SCHOOLS:

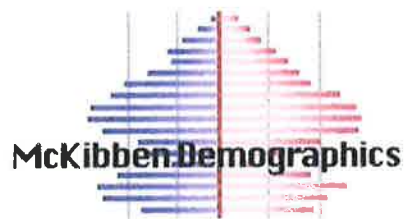
**POPULATION AND ENROLLMENT FORECASTS,
2018-19 THROUGH 2028-29**

December 2018

**McKibben Demographic Research, LLC
Jerome McKibben, Ph.D.
Rock Hill, SC**

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EXECUTIVE SUMMARY

1. The resident total fertility rate for the Hancock Central Schools over the life of the forecasts is below replacement level. (1.81vs. the replacement level of 2.1)
2. Most in-migration to the district continues to occur in the 0-to-9 and 25-to-44 year old age groups.
3. The local 18-to-24 year old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out migration flow and will increase steadily over the next 10 years. The second largest migration outflow is in the 70+ age groups.
4. The primary factors causing the district's enrollment to decrease over the next 10 years is the increase in empty nest households, the relatively low number of elderly housing units turning over coupled with a flat rate of in migration of young families.
5. Changes in year-to-year enrollment over the next ten years will primarily be due to small cohorts entering and moving through the school system in conjunction with larger cohorts leaving the system.
6. The elementary enrollment will slightly increase over the next 10 years school years.
7. The median age of the district's population will increase from 45.3 in 2010 to 47.0 in 2030.
8. Even if the district continues to have some amount of annual new housing unit construction over the next 10 years, the rate, magnitude and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.
9. Total district enrollment is forecasted to decrease by 13 students, or -4.0%, between 2018-19 and 2023-24. Total enrollment will decrease by 11 student, or-3.5%, from 2023-24 to 2028-29.

INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district is influenced by a variety of factors. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district.

The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to more accurately predict likely changes. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district, realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area. The

unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Hancock Central Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

DATA

The data used for the forecasts come from a variety of sources. The Hancock Central Schools provided enrollments by grade and attendance center for the school years 2014-15 to 2018-19. Birth and death data for the years 2000 through 2017 were obtained from the New York Department of Health. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2016. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts. For example, given the sampling framework used by the Census Bureau, each year only 40 of the over 1,200 current households in the district would have been included. For comparison 160

households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross migration, the age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered to be primary variables. In addition, the change in household size relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in the Hancock Central Schools as well as most other areas of the state during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2010. While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2028. Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the

forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year to year change in an area's number of births is due to changes in the number of women in child bearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The total fertility rate (TFR), the average number of births a woman will have while living in the school district during her lifetime, is estimated to be 1.81 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be below the level needed to maintain the current level of population and enrollment within the Hancock Central Schools over the course of the forecast period.

A close examination of data for the Hancock Central Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in and out migrants has changed in past years for the Hancock Central Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future.

This pattern of migration shows most of the local out-migration occurring in the 18-to-24 year old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their

residences. Most of the in-migration occurs in the 0-to-9 and 25-44 age groups (the bulk of the which come from areas within 75 miles of the Hancock Central Schools) primarily consisting of younger adults and their children.

As the Delaware County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the Hancock Central Schools and its attendance areas will remain the same through the year 2028.

Below is a list of assumptions and issues that are specific to the Hancock Central Schools. These issues have been used to modify the population forecast models to more accurately predict the impact of these factors on each area's population change. Specifically, the forecasts for the Hancock Central Schools assume that throughout the study period:

- a. The national, state or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
- b. Interest rates have come off their historic lows and will not fluctuate more than one percentage point in the short term; the interest rate for a 30 year fixed home mortgage stays between 5.0% and 6% for the 10 years of the forecasts;
- c. The rate of mortgage approval stays at 1999-2003 levels and lenders do not return to "sub-prime" mortgage practices;

- d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
- e. The rate of housing foreclosures does not exceed 125% of the 2005-2007 average of Delaware County for any year in the forecasts;
- f. All currently planned, platted, and approved housing is built and completed by 2027. All housing units constructed are occupied by 2028;
- g. The unemployment rates for the Delaware County will remain below 7.0% for the 10 years of the forecasts;
- h. The intra-district student transfer policy remains unchanged over the next 10 years;
- i. The rate of students transferring into and out of the Hancock Central Schools will remain at the 2017-18 level;
- j. There are no new private schools opened in the district or in Delaware County over the next 10 years;
- k. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
- l. The state of New York does not change the current policy on open enrollment, charters or school vouchers anytime in the next 10 years;
- m. There will be no building moratorium within the district;
- n. Businesses within the district and the Hancock Central Schools area will remain viable;
- o. There is no expansion or contraction of the group quarters population in the district;
- p. The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
- q. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 60;
- r. The current rates of private school and home school attendance rates will remain constant;
- s. The rate of foreclosures for commercial property remains at the 2004-2008 average for Delaware County.

If a major employer in the district or in the Delaware County area closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from the Hancock Central Schools that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their

departure is a major reason for the extremely high out-migration in the 18 to 24 age group, and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration), the age structure of the total population and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

- a. a base-year population (here, the 2010 Census population for the Hancock Central Schools);
- b. a set of age-specific fertility rates for the district to be used over the forecast period;
- c. a set of age-specific survival (mortality) rates for the district;
- d. a set of age-specific migration rates for the district; and;
- e. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Hancock Central Schools is classified as a "small area" population (as compared to the population of the state of New York or to that of the United States).

Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Hancock Central Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age

and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in the Hancock Central Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17 year old cohorts to each of the attendance centers in Hancock Central Schools for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years.

These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9 year old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation

of previous class sizes. Given the potentially large amount of variation in Kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be $\pm 2.0\%$ for the life of the forecasts.

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Appendix A: Supplemental Tables

Table 1: Forecasted Elementary Area Population Change, 2010 to 2020

	2010	2015	2010-2015 Change	2020	2015-2020 Change	2010-2020 Change
District Total	2,724	2,710	-0.5%	2,710	0.0%	-0.5%

Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
District Total	263	23.0%	1,144	2,576	2.25

Table 3: Householder Characteristics by Elementary Area, 2010 Census

	Percentage of Householders aged 35-54	Percentage of Householders aged 65+	Percentage of Householders who own homes
District Total	33.7%	30.2%	73.2%

Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area , 2010 Census

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
District Total	33.0%	14.3%

Table 5: Elementary Enrollment (PS-5), 2017, 2022, 2027

	2017	2022	2016-2021 Change	2027	2021-2026 Change	2016-2026 Change
District Total	156	156	0.0%	163	4.5%	4.5%

Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census

	Under 1year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
District Total	25	20	22	27	28	25	23	31	33	27	32

Table 7: Comparison of District Resident Enrollment by Grade with 2010 Census Counts by Age, 2012-2017

2010 Census	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years
Hancock Central Schools Total	25	20	22	27	28	25	23	31	33	27	32	34	32	26
2018 Enrollment	22 88.0%	17 85.0%	21 95.5%	20 74.1%	29 103.6%	16 64.0%	33 143.5%	31 100.0%	35 106.1%	24 88.9%				
2017 Enrollment	21 84.0%	15 75.0%	23 104.5%	19 70.4%	30 107.1%	15 60.0%	23 100.0%	31 100.0%	35 106.1%	25 92.6%	30 93.8%			
2016 Enrollment	24 96.0%	16 80.0%	26 118.2%	19 70.4%	24 85.7%	17 68.0%	23 100.0%	24 77.4%	42 127.3%	29 107.4%	30 93.8%	37 108.8%		
2015 Enrollment	24 96.0%	19 95.0%	27 122.7%	22 81.5%	25 89.3%	20 80.0%	25 108.7%	24 77.4%	28 84.8%	30 111.1%	31 96.9%	38 111.8%	41 128.1%	
2014 Enrollment		21 105.0%	24 109.1%	18 66.7%	27 96.4%	21 84.0%	26 113.0%	28 90.3%	28 84.8%	21 77.8%	31 96.9%	47 138.2%	39 121.9%	33 126.9%

Appendix B: Population Forecast

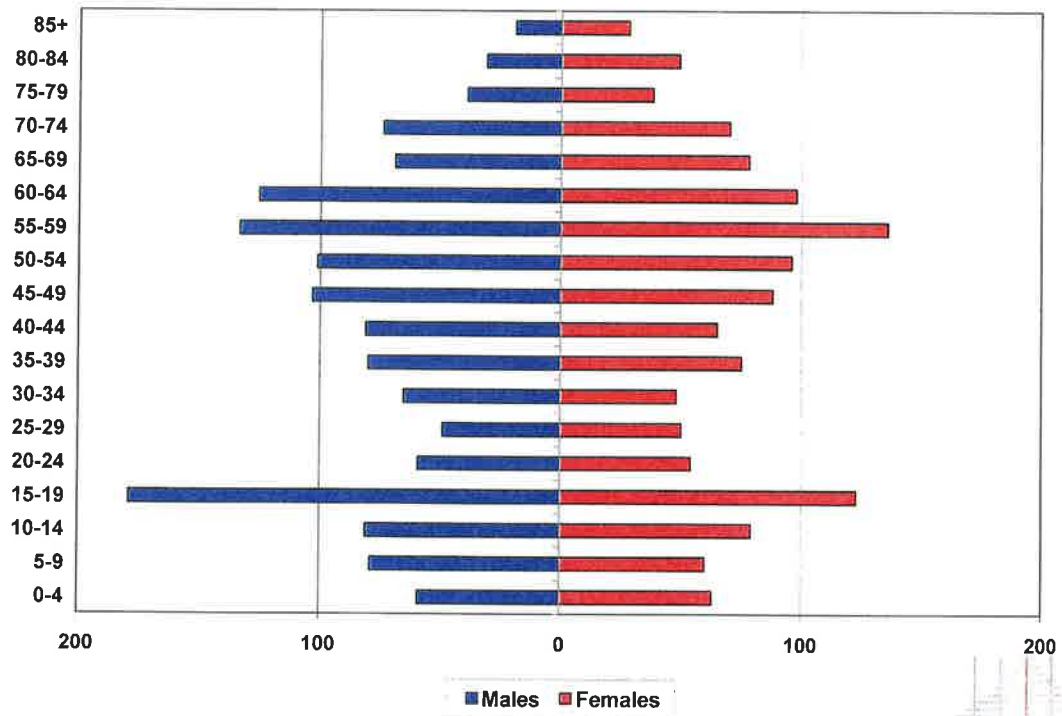
Hancock Central Schools Total Population

	2010	2015	2020	2025	2030
0-4	122	120	120	110	110
5-9	139	130	120	120	120
10-14	160	140	140	130	120
15-19	302	310	290	290	280
20-24	113	90	100	80	80
25-29	99	120	100	110	100
30-34	113	120	140	120	120
35-39	155	140	140	160	140
40-44	146	160	140	140	180
45-49	191	140	160	140	140
50-54	197	190	140	160	140
55-59	269	190	190	140	160
60-64	223	260	180	170	130
65-69	147	210	250	180	170
70-74	144	130	200	230	160
75-79	77	120	120	170	200
80-84	80	60	100	100	140
85+	47	80	80	110	120
Total	2,724	2,710	2,710	2,660	2,610
Median Age	45.3	45.9	47.0	47.5	47.0
Births	100	100	100	100	100
Deaths	130	140	170	180	180
Natural Increase	-30	-40	-70	-80	-80
Net Migration	30	30	30	30	30
Change	0	-10	-40	-50	-50

Differences between period Totals may not equal Change due to rounding.

Appendix C: Population Pyramid

Hancock Central Schools Total Population—2010 Census



McKibben Demographics

Appendix D: Enrollment Forecast

Hancock Central Schools: Total Enrollment

	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29
PK	12	15	6	7	7	7	7	7	7	7	7	7	7	7
K	24	28	33	16	21	22	24	26	27	28	28	27	27	28
1	19	24	21	29	15	19	20	21	22	23	24	24	23	23
2	27	16	21	22	28	14	20	21	22	23	24	23	23	22
3	22	26	15	22	23	29	13	19	20	21	22	23	22	22
4	25	19	23	17	21	22	28	12	18	19	20	21	22	21
5	20	24	19	21	16	20	21	27	12	17	18	19	20	21
6	22	26	15	22	22	17	21	22	28	12	18	17	18	19
Total: PK-6	171	178	153	156	153	150	154	155	156	150	161	161	162	163
7	24	23	15	29	18	20	16	20	21	27	12	17	16	17
8	28	24	23	16	30	19	21	17	21	22	28	12	16	15
9	30	42	31	33	22	42	27	30	24	30	32	41	18	24
10	31	29	35	31	32	21	40	26	29	23	29	31	39	17
11	38	30	25	35	29	29	19	37	24	27	21	27	29	36
12	41	37	30	24	34	28	28	18	36	23	26	20	26	28
Other Second.	3	2	2	2	2	2	2	2	2	2	2	2	2	2
Total: 7-12	195	187	161	170	167	161	153	150	157	154	150	150	146	139
Total: PK-12	366	365	314	326	320	311	307	305	313	304	311	311	308	302
Total: PK-12	366	365	314	326	320	311	307	305	313	304	311	311	308	302
Change		-1	-51	12	-6	-9	-4	-2	8	-9	7	0	-3	-6
% Change		-0.3%	-14%	3.8%	-1.8%	-2.8%	-1.3%	-0.7%	2.6%	-2.9%	2.3%	0.0%	-1.0%	-1.9%
Total: PK-6	171	178	153	156	153	150	154	155	156	150	161	161	162	163
Change		7	-25	3	-3	-3	4	1	1	-6	11	0	1	1
% Change		4.1%	-14%	2.0%	-1.9%	-2.0%	2.7%	0.6%	0.6%	-3.8%	7.3%	0.0%	0.6%	0.6%
Total: 7-12	195	187	161	170	167	161	153	150	157	154	150	150	146	139
Change		-8	-26	9	-3	-6	-8	-3	7	-3	-4	0	-4	-7
% Change		-4.1%	-14%	5.6%	-1.8%	-3.6%	-5.0%	-2.0%	4.7%	-1.9%	-2.6%	0.0%	-2.7%	-4.8%

Blue cells are historical data; Red numbers are current enrollment; orange cells are forecasted enrollment.



A. EXECUTIVE SUMMARY

The purpose of this report is to survey Hancock Central School District facilities and develop a five (5) year Capital Plan that fulfills the requirements of the New York State Education Department.

District Overview

The Hancock Central School District consists of approximately 149,127 square feet of academic space in two (2) buildings. The Bus Garage is 8,250 square feet and the Library is 5,300 square feet for a total of 162,677 square feet.

The following is a list of the District's facilities included in this report:

- Middle/High School
- Elementary School
- Bus Garage Facility
- Library

General Conditions

The general condition of the Elementary School and the Middle/High School is satisfactory.

The general condition of the Bus Garage Facility is unsatisfactory.

The general condition of the Library is satisfactory.

Goals

- Evaluate the current physical condition of the District facilities.
- Analyze the District's Comprehensive Long Range Plan.
- Identify and address the District's reconstruction and alteration needs for the next five (5) year period.
- Establish budget costs and prioritize projects within the five (5) year framework in an orderly and cost-effective manner.

Methodology

This plan was developed by Highland Associates' team of Architects and Engineers; including structural, mechanical, electrical, plumbing and fire protection. The Highland Team worked closely with District Administration and Staff, including the Director of Facilities. The estimated costs have been developed by Highland Associates and used for SED purposes only.



Information gathered in the process typically identifies capital improvements that should or could be implemented within the next five (5) years. The team approach used by the team involved specific tasks as follows:

- Compilation and review of existing data including record drawings.
- Field investigations by the project team of campus buildings and grounds to analyze specific components.
- Information gathered from the District Administration and Facilities Personnel.
- Architectural and engineering analysis of data with an emphasis on cost projections and prioritization of projects.
- The development of a Five (5) Year Reconstruction & Alteration Program.

The following were reviewed to generate the required capital improvements:

- Building Condition Surveys
- Building Code Compliance
- Accessibility
- Visual Inspection
- Recommendations by the evaluation team

Estimated costs have been developed as a basis for future planning by the Hancock Central School District Board of Education, the New York State Education Department and historical costs.

Basis for Recommendation & Analysis

The basis for analysis, decisions and recommendations rely to varying extents on information data and input from other sources. Information is verified where practical, feasible and noted as an assumption where verification is not practical. The basis for key areas of this study is as follows:

- Existing conditions have been obtained from existing drawings and records along with input from District staff. This information was verified during field investigations where possible. It is not practical nor is it within the scope of this study to physically uncover or dismantle building and site components for the purpose of verification. Certain verifications are possible and may occur during detailed design of individual projects.
- Prioritization of projects within the five-year program has been done with an emphasis on Health and Safety Improvements. These improvements are recommended as critical and are intended to occur promptly within the first year. Reconstruction and alteration projects are recommended next. Their level of urgency is based on potential costs that may occur due to postponing projects. The remaining work items are prioritized by a combination of need and an attempt to create a fiscally responsible plan over the five-year program.



**Five Year Capital Plan
Hancock CSD
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- Budget costs for the project include labor and materials and are escalated to the projected year work is to be accomplished. Costs are based on preliminary solutions that are intended to be verified and developed during detailed project design. The costs have been obtained from a combination of published data, local suppliers and contractors as well as historical costs compiled.

This Executive Summary was a collaborate effort from the following individuals.

*Terry Dougherty, Superintendent of Schools
David Gilmore, Partner, Highland Associates
Raymond Smith, Project Job Captain, Highland Associates
Drew Marcinkevich, Project Manager, Highland Associates
Joseph Hunt, HVAC Engineer, Highland Associates
Rick Clift, Electrical Engineer, Highland Associates
Carl Pisack, Plumbing Engineer, Highland Associates*

Hancock Central School District
Multi-Year Expense/Revenue Analysis
October, 2021

Budget Account	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Budget Projection	2023-24 Budget Projection
General Support-Board of Education						
A1010.16	Noninstructional Salaries	\$ -	\$ 253	\$ -	\$ -	\$ -
A1010.4	Contractual Services	\$36,353	\$47,344	\$19,000	\$19,000	\$19,000
A1010.45	Materials & Supplies	4,958	3,387	6,000	6,000	6,000
A1010.490	BOCES Services					
	Total Board of Education	41,311	50,984	25,000	25,000	25,000
General Support-District Clerk						
A1040.16	Noninstructional Salaries	\$5,308	\$5,966	\$5,700	\$5,871	\$6,047
A1040.4	Contractual Services	-	-	-	-	-
A1040.45	Materials & Supplies	-	-	-	-	-
	Total District Clerk	\$5,308	\$5,966	\$5,700	\$5,871	\$6,047
General Support - District Meeting						
A1060.4	Contractual Services	\$1,134	\$438	\$1,000	\$1,000	\$1,000
A1060.45	Materials & Supplies	\$4,602	\$0	\$4,500	\$200	\$200
	Total District Meeting	\$5,736	\$438	\$5,500	\$1,200	\$1,200
	Total Board of Education	\$52,354	\$57,388	\$36,200	\$32,071	\$32,247
General Support - Chief School Administrator						
A1240.15	Instructional Salaries	\$129,426	\$142,500	\$147,487	\$154,920	\$159,568
A1240.16	Noninstructional Salaries	\$36,307	\$38,438	\$38,241	\$39,675	\$40,865
A1240.2	Equipment	-	-	1,500	1,299	1,299
A1240.4	Contractual Services	13,518	6,139	7,500	7,500	7,500
A1240.45	Materials & Supplies	8,554	2,632	7,500	7,500	7,500
	Total Chief School Administrator	\$187,805	\$189,709	\$202,228	\$210,894	\$216,732
General Support - Finance						
Business Administration						
A1310.15	Instructional Salaries	\$5,775	\$0	\$0	\$0	\$0
A1310.16	Noninstructional Salaries	\$48,040	\$50,003	\$51,753	\$79,823	\$82,218
A1310.4	Contractual Services	66,617	63,619	\$70,100	76,860	72,500
A1310.45	Materials & Supplies	4,603	4,577	\$8,000	8,000	8,000
A1310.490	BOCES Services	24,995	25,667	\$26,954	90,616	95,147
	Total Business Administration	\$150,030	\$143,866	\$156,807	\$255,299	\$257,864
Auditing						
A1320.16	Noninstructional Salaries					
A1320.4	Contractual Services	11,506	13,828	20,000	30,000	30,000
	Total Auditing	\$11,506	\$13,828	\$20,000	\$30,000	\$30,000
Treasurer						
A1325.16	Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0
A1325.2	Equipment					
A1325.4	Contractual Services					
A1325.45	Materials & Supplies					
	Total Treasurer	\$0	\$0	\$0	\$0	\$0
Tax Collector						
A1330.16	Noninstructional Salaries	\$10,689	\$11,450	\$11,851	\$12,848	\$13,233
A1330.4	Contractual Services	3,565	3,768	4,750	3,800	3,800
	Total Tax Collector	\$ 14,254	\$ 15,218	\$ 16,601	\$ 16,648	\$ 17,033
General Support - Purchasing						
A1345.16	Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0
A1345.49	BOCES Services	2,521	2,819	2,962	3,110	3,266
	Total Purchasing	\$2,521	\$2,819	\$2,962	\$3,110	\$3,266
	Total Finance	\$178,310	\$175,731	\$196,370	\$305,057	\$308,164
General Support-Staff						
Legal						
A1420.4	Contractual Services	\$14,671	\$19,718	\$24,000	\$26,500	\$22,000
	Total Legal	\$14,671	\$19,718	\$24,000	\$26,500	\$22,000
Personnel						
A1430.16	Noninstructional Salaries	\$4,839	\$4,984	\$5,084	\$5,237	\$5,394
A1430.20	Equipment	\$1,378	\$0			
A1430.4	Contractual Services	1,108	5,913	5,000	5,000	5,000
A1430.45	Materials & Supplies	-	-	-	50	50
A1430.49	BOCES Services	32,950	38,224	34,955	36,703	38,538
	Total Personnel	\$40,275	\$49,121	\$45,039	\$46,989	\$48,982
Records Management Officer						
A1460.16	Noninstructional Salaries	\$5,987	\$6,212	\$6,459	\$6,734	\$6,936
A1460.4	Contractual Services	-	-	1,000	950	950
A1460.45	Materials & Supplies	84	50	200	100	100
	Total Records Management Officer	\$6,071	\$6,262	\$7,659	\$7,784	\$7,986
Public Information and Services						
A1480.4	Contractual					
A1480.49	BOCES Services	\$67,253	\$69,115	\$71,643	\$75,225	\$78,986
	Total Public Information and Services	\$67,253	\$69,115	\$71,643	\$75,225	\$78,986
	Total Staff	\$128,269	\$144,216	\$148,341	\$156,498	\$157,953
General Support - Central Services						
Operation of Plant						
A1620.16	Noninstructional Salaries	\$210,547	\$218,926	\$234,028	\$243,974	\$251,293
A1620.2	Equipment	11,579	46,827	5,000	12,223	12,223
A1620.4	Contractual Services	263,376	244,443	325,832	342,124	359,230
A1620.45	Materials & Supplies	33,824	168,616	34,720	36,456	39,008
A1620.49	BOCES Services					
	Total Operation of Plant	\$519,327	\$678,812	\$599,580	\$634,777	\$661,754
Maintenance of Plant						
A1621.16	Noninstructional Salaries	\$158,968	\$157,298	\$155,074	\$161,665	\$166,515
A1621.2	Equipment	470	-	1,000	1,000	1,000
A1621.4	Contractual Services	15,829	5,065	23,950	25,148	26,908
A1621.45	Materials & Supplies	12,843	10,268	29,000	30,450	32,582
	Total Maintenance of Plant	\$188,109	\$172,631	\$209,024	\$218,262	\$227,004

Hancock Central School District
Multi-Year Expense/Revenue Analysis
October, 2021

Central Printing and Mailing						
A1670.4	Contractual Services	\$12,484	\$13,361	\$14,000	\$12,000	\$12,000
A1670.45	Materials & Supplies	\$10,775	\$10,265	\$8,000	\$8,000	\$8,000
A1670.490	BOCES Services	\$44,362	\$39,723	\$40,000	\$42,000	\$44,100
	Total Central Printing and Mailing	\$67,621	\$63,349	\$62,000	\$62,000	\$64,100
Central Data Processing						
A1680.49	BOCES Services	\$268,899	\$318,834	\$344,610	\$361,841	\$379,933
	Total Central Data Processing	\$268,899	\$318,834	\$344,610	\$361,841	\$379,933
	Total Central Services	\$1,043,957	\$1,233,626	\$1,215,214	\$1,276,879	\$1,332,791
Special Items						
A1910.4	Unallocated Insurance	\$48,369	\$48,311	\$55,000	\$65,000	\$65,000
A1930.4	Judgements and Claims	7,283	838	1,500	-	-
A1964.4	Refund on Real Property Taxes	908	-	2,500	2,500	2,500
A1981.49	BOCES Administrative Costs	67,202	60,540	63,575	66,754	70,091
A1983.49	BOCES Capital Expenses	128,502	121,878	127,976	134,375	141,094
	Total Special Items	\$252,264	\$231,567	\$250,551	\$268,629	\$278,685
	Total General Support	\$1,842,959	\$2,032,237	\$2,048,904	\$2,250,028	\$2,326,572
Insruccion-Administration and Improvement						
A2010.15	Instructional Salaries	\$31,057	\$45,360	\$19,284	\$19,525	\$20,062
A2010.4	Contractual Services	\$13,670	\$16,999	\$17,210	\$28,000	\$28,001
	Total Curriculum Development and Supervision	\$44,727	\$62,359	\$36,494	\$47,525	\$48,063
Supervision-Regular School						
A2020.15	Instructional Salaries	\$118,942	\$106,328	\$110,316	\$115,004	\$118,455
A2020.16	Noninstructional Salaries	\$52,155	\$54,319	\$58,500	\$60,986	\$62,816
A2020.2	Equipment	\$0	\$92	\$0	\$1,181	\$1,182
A2020.4	Contractual Services	5,399	5,316	5,332	9,582	9,582
A2020.45	Materials & Supplies	7,079	5,569	6,017	17,020	17,020
A2020.49	BOCES Services	40,005	6,107	40,460	42,483	44,607
	Total Supervision - Regular School	\$223,579	\$177,731	\$220,625	\$246,257	\$253,662
Research, Planning and Evaluation						
A2060.49	BOCES Services	\$1,832	\$1,869	\$3,009	\$3,159	\$3,317
	Total Research, Planning and Evaluation	\$1,832	\$1,869	\$3,009	\$3,159	\$3,317
Inservice Training - Instruction						
A2070.15	Instructional Salaries					
A2070.4	Contractual and Other					
A2070.49	BOCES Services		25,831			
	Total Inservice Training - Instruction		\$25,831			
	Total Administration and Improvement	\$270,139	\$267,790	\$260,128	\$296,941	\$305,042

Hancock Central School District
Multi-Year Expense/Revenue Analysis
October, 2021

Instruction - Teaching						
Teaching-Regular School						
A2110.10	Teacher Salaries, Pre-Kindergarten	\$0	\$0	\$0	\$0	\$0
A2110.12	Teacher Salaries, Full Day K-6	\$653,704	\$589,748	\$696,216	\$725,805	\$747,579
A2110.13	Teacher Salaries, 7-12	\$1,222,141	\$1,034,385	\$1,181,069	\$1,231,264	\$1,268,202
A2110.14	Substitute Teacher Salaries	\$60,034	\$82,400	\$95,000	\$99,038	\$120,001
A2110.16	Noninstructional Salaries	\$73,920	\$42,333	\$36,339	\$37,883	\$39,020
A2110.2	Equipment	-	-	-	-	-
A2110.4	Contractual and Other	10,605	8,500	17,058	22,445	22,445
A2110.45	Materials and Supplies	36,016	33,343	21,548	42,000	42,000
A2110.471	Tuition paid to Public Districts in NYS	-	-	-	1,000	1,000
A2110.48	Textbooks	20,504	12,261	25,482	18,000	18,000
A2110.49	Other BOCES Services - Not LEP	143,910	129,257	136,351	143,169	150,327
Total Teaching - Regular School		\$2,220,834	\$1,932,227	\$2,209,063	\$2,320,604	\$2,408,575
Program for Students w/Disabilities School Age - School Year						
A2250.15	Instructional Salaries	\$260,970	\$307,133	\$316,964	\$330,435	\$340,348
A2250.16	Noninstructional Salaries	\$125,209	\$134,947	\$139,727	\$145,665	\$150,035
A2250.4	Contractual and Other	8,296	68,778	20,000	\$20,850	25,000
A2250.45	Materials and Supplies	4,360	5,840	2,973	5,000	5,000
A2250.471	Tuition paid to Public Districts in NYS	17,426	-	-	-	-
A2250.472	Tuition - All Other	-	-	-	-	-
A2250.480	Textbooks	-	-	-	1,203	1,203
A2250.49	BOCES Services	274,931	322,309	425,873	447,167	456,110
Total Program for Students w/Disabilities		\$691,192	\$839,007	\$905,537	\$950,320	\$977,696
Occupational Education (Grades 9-12)						
A2280.15	Instructional Salaries	\$58,516	\$61,532	\$63,839	\$66,552	\$68,549
A2280.2	Equipment	\$0	\$0	\$0	\$0	\$1
A2280.4	Contractual and Other	\$48,302	\$50,937	\$52,720	\$54,302	\$55,931
A2280.45	Materials and Supplies	\$2,350	\$6,009	\$1,000	\$4,300	\$4,300
A2280.49	BOCES Services	\$250,055	\$236,792	\$278,634	\$292,566	\$298,417
Total Occupational Education		\$359,223	\$355,270	\$396,193	\$417,719	\$427,197
Teaching - Special Schools						
A2330.45	Materials and Supplies	\$0	\$0	\$5,000	\$0	\$0
A2330.4	Contractual Services	\$0	\$0	\$0	\$0	\$0
A2330.49	BOCES Services	\$5,594	\$1,150	\$15,410	\$16,181	\$16,990
Total Teaching-Special Schools		\$5,594	\$1,150	\$20,410	\$16,181	\$16,990
Total Teaching		\$3,276,843	\$3,127,654	\$3,531,203	\$3,704,824	\$3,830,458
Instruction - Instructional Media						
School Library and Audiovisual						
A2610.15	Instructional Salaries	\$89,193	\$92,623	\$95,739	\$99,808	\$102,802
A2610.16	Noninstructional Salaries	\$30,854	\$6,176	\$22,868	\$23,554	\$24,261
A2610.2	Equipment	-	-	-	-	-
A2610.4	Contractual and Other	-	-	2,760	6,000	6,000
A2610.45	Materials and Supplies	1,316	6,307	11,452	8,500	8,500
A2610.46	School Library A/V Loan Program	4,176	2,591	5,000	2,168	2,168
A2610.49	BOCES Services	39,684	37,568	39,376	41,345	43,412
Total School Library and Audiovisual		\$165,223	\$145,265	\$177,195	\$181,375	\$187,143
Computer Assisted Instruction						
A2630.15	Instructional Salaries	-	-	-	-	-
A2630.16	Noninstructional Salaries	-	-	-	-	-
A2630.22	State-Aided Computer Hardware-Purchase	-	9,718	2,490	5,000	5,000
A2630.4	Contractual and Other-Aided Comp. Hard. Repair	-	-	-	-	-
A2630.4	Contractual and Other-(Not Aided Lease/Repair)	-	-	-	-	-
A2630.45	Materials and Supplies	-	-	-	-	-
A2630.46	State-Aided Computer Software	140	-	4,659	5,000	5,000
A2630.49	BOCES Services	96,951	100,208	52,487	30,000	30,000
Total Computer Assisted Instruction		\$97,091	\$109,926	\$59,636	\$40,000	\$40,000
Total Instructional Media		\$262,313	\$255,191	\$236,831	\$221,375	\$227,143

Hancock Central School District
Multi-Year Expense/Revenue Analysis
October, 2021

Instruction - Pupil Services						
Attendance - Regular School						
A2805.15	Instructional Salaries	\$4,361	\$4,448	\$4,513	\$4,705	\$4,846
Total Attendance- Regular School		\$4,361	\$4,448	\$4,513	\$4,705	\$4,846
Guidance - Regular School						
A2810.15	Instructional Salaries	\$78,529	\$78,460	\$71,476	\$74,514	\$76,749
A2810.16	Noninstructional Salaries	\$24,366	\$25,219	\$29,250	\$30,493	\$31,408
A2810.2	Equipment	-	-	-	-	-
A2810.4	Contractual and Other	3,719	1,725	10,225	9,800	9,800
A2810.45	Materials and Supplies	2,737	2,115	3,883	5,000	5,000
A2810.49	BOCES Services	-	-	-	-	-
Total Guidance - Regular School		\$109,352	\$107,519	\$114,834	\$119,807	\$122,957
Health Services - Regular School						
A2815.16	Noninstructional Salaries	\$93,508	\$99,642	\$98,372	\$102,553	\$105,629
A2815.4	Contractual and Other	9,170	12,345	13,000	13,390	13,792
A2815.45	Materials and Supplies	1,016	2,410	1,371	1,800	1,800
A2815.49	BOCES Services	-	-	718	754	792
Total Health Services - Regular School		\$103,694	\$114,397	\$113,461	\$118,497	\$122,013
Psychological Services - Regular School						
A2820.15	Instructional Salaries	-	\$38,462	\$46,224	\$72,976	\$75,165
A2820.4	Contractual and Other	40,460	19,479	20,000	20,600	21,218
Total Psychological Services - Regular School		\$40,460	\$57,941	\$66,224	\$93,576	\$96,383
Social Work Services - Regular School						
A2825.15	Instructional Salaries	\$0	\$0	\$0	\$0	\$1
Total Social Work Services - Regular School						
Instruction - Pupil Services (Con't)						
Pupil Personnel Services - Special School						
A2830.15	Instructional Salaries	\$ 80,839	\$ 47,493	\$ 50,322	\$ 52,461	\$ 54,035
A2830.2	Equipment	-	-	-	-	-
A2830.4	Contractual and Other	-	-	-	-	-
A2830.45	Materials and Supplies	-	-	-	-	-
Total Pupil Personnel Services - Special School		\$ 80,839	\$ 47,493	\$ 50,322	\$ 52,461	\$ 54,035
Co-Curricular Activities - Regular School						
A2850.15	Instructional Salaries	\$67,711	\$51,928	\$71,096	\$74,118	\$76,341
A2850.16	Noninstructional Salaries	\$0	\$0	\$2,394	\$2,496	\$2,571
A2850.4	Contractual and Other	3,096	919	6,124	5,600	5,600
A2850.45	Materials & Supplies	961	-	1,000	800	800
Total Co-Curricular Activities - Regular School		\$71,768	\$52,847	\$80,614	\$83,013	\$85,312
Interscholastic Athletics - Regular School						
A2855.15	Instructional Salaries	\$93,221	\$118,029	\$148,160	\$154,457	\$159,091
A2855.16	Noninstructional Salaries	\$9,741	\$14,351	\$11,859	\$12,363	\$12,734
A2855.2	Equipment	180	242	732	732	732
A2855.4	Contractual and Other	38,776	36,689	59,165	50,000	50,000
A2855.45	Materials and Supplies	14,079	3,283	18,041	1,600	1,600
A2855.490	BOCES Services	3,728	4,768	5,007	5,257	5,520
Total Interscholastic Athletics - Regular School		\$159,725	\$177,362	\$242,964	\$224,409	\$229,677
Total Pupil Services		\$570,199	\$562,007	\$672,932	\$696,468	\$715,222
TOTAL INSTRUCTION		\$4,379,495	\$4,212,642	\$4,701,094	\$4,919,608	\$5,077,864
Pupil Transportation						
District Transportation Services						
A5510.15	Instructional Salaries (Trans. Sup. Office)	-	-	-	-	-
A5510.16	Noninstructional Salaries (Excl Trans Supv Office)	232,607	226,716	250,845	261,506	269,351
A5510.16	Noninstructional Salaries (Trans Supv Office)	58,081	60,165	37,302	38,887	40,054
A5510.2	Equipment	-	-	-	-	-
A5510.21	Purchase of Buses	-	-	-	-	-
A5510.4	Contractual and Other	20,897	22,586	19,259	30,700	30,700
A5510.45	Materials and Supplies	57,271	60,281	88,800	84,700	90,629
A5510.49	BOCES Bus Driver Training Services	2,319	2,059	4,790	5,030	5,281
Total District Transportation Services		\$371,174	\$371,807	\$400,996	\$420,823	\$436,015
Garage Building						
A5530.2	Equipment	\$4,620	\$0	\$5,000	\$0	\$1
A5530.4	Contractual and Other	10,731	14,754	18,950	19,898	20,892
A5530.45	Materials and Supplies	2,767	1,984	2,300	2,415	2,584
Total Garage Building		\$18,118	\$16,738	\$26,250	\$22,313	\$23,477
Contract Transportation						
A5540.4	Contract Transportation	-	-	-	-	-
Total Contract Transportation						
Total Pupil Transportation		\$389,292	\$388,545	\$427,246	\$443,135	\$459,492

Hancock Central School District
Multi-Year Expense/Revenue Analysis
October, 2021

Community Service						
Recreation						
A7140.15	Instructional Salaries					
	Total Recreation					
Youth Program						
A7310.4	Contractual and Other	\$3,000	\$0	\$3,000	\$3,000	\$3,000
	Total Youth Program	\$3,000	\$0	\$3,000	\$3,000	\$3,000
Census						
A8070.16	Noninstructional Salaries	\$1,522	\$0	\$1,600	\$1,668	\$1,726
	Total Census	\$1,522	\$0	\$1,600	\$1,668	\$1,726
	Total Community Services	\$4,522	\$0	\$4,600	\$4,668	\$4,726
Undistributed Expenditures						
Employee Benefits						
A9010.8	State Retirement	\$174,087	\$202,738	\$243,203	\$155,642	\$165,605
A9020.8	Teachers' Retirement	\$283,841	\$251,585	\$428,912	\$320,812	\$360,314
A9030.8	Social Security	\$322,586	\$292,187	\$374,075	\$330,094	\$348,034
A9040.8	Workers' Compensation	48,447	49,804	72,464	65,000	65,000
A9045.8	Life Insurance	-	-	-	-	-
A9050.8	Unemployment Insurance	24,672	-	5,000	5,000	5,000
A9060.8	Hospital, Medical and Dental Insurance	1,880,831	1,917,480	2,456,037	2,529,718	2,630,907
A9089.8	Other	58,200	113,261	12,000	12,000	12,000
	Total Employee Benefits	\$2,792,664	\$2,827,055	\$3,591,691	\$3,418,266	\$3,586,859
Debt Service - Principal						
A9711.6	Serial Bonds - School Construction	\$590,000	\$610,000	\$625,000	\$645,000	\$660,000
A9731.6	BAN Principal				\$226,000	\$226,000
	Total Principal	\$590,000	\$610,000	\$625,000	\$871,000	\$886,000
Debt Service - Interest						
A9711.7	Serial Bonds - School Construction	\$256,925	\$242,200	\$225,100	\$204,950	\$186,750
A9731.7	BAN Interest				\$165,000	\$165,000
	Total Interest	\$256,925	\$242,200	\$225,100	\$369,950	\$351,750
	Total Debt Service	\$846,925	\$852,200	\$850,100	\$1,240,950	\$1,237,750
Interfund Transfers						
A9901.93	Transfer to School Lunch Fund	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
A9901.95	Transfer to Special Aid Fund	\$4,913	\$5,356	\$4,000	\$4,000	\$4,000
A9950.9	Transfer to Capital Fund					
	Total Interfund Transfers	\$104,913	\$105,356	\$104,000	\$104,000	\$104,000
	Total Undistributed Expenditures	\$3,744,501	\$3,784,611	\$4,545,791	\$4,763,216	\$4,928,609
TOTAL GENERAL FUND EXPENDITURES AND INTERFUND TRANSFERS		\$10,360,769	\$10,418,035	\$11,727,635	\$12,380,654	\$12,797,264
Original Budget Amount		\$11,590,423	\$11,671,074			
Percentage of Budget Spent		89%	89%			

5 YEAR FINANCIAL PLAN
REVENUES
Years ending 6/30/20-6/30/24

5 Year Financial Plan
Revenues
Years ending 6/30/11-6/30/15

Revenue Account	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Budget Projected	2023-24 Budget Projected	Assumptions
A1001	Real Property Taxes (Excl STAR)	3,659,589	3,740,411	3,807,566	3,883,717	3,961,392	Tax Cap Maximum
A1081	Other Payments in Lieu of Taxes	\$235,156	\$247,199	\$235,109	\$235,464	\$235,820	Actual P.L.O.T.s on file
A1085	School Tax Relief Reimbursement	298,862	289,340	279,290	280,000	280,000	Keep flat
A1090	Interest and Penalties on Real Property Taxes	13,765	34,512	14,000	14,000	14,000	
A1310	Day School Tuition-Resident (from Indiv.)	7,623	-				
A1335	Other Student Fees/Charges (from Indiv.)		195				
A1489	Other Charges - Services (from Indiv.)	9,045	-				
A2230	Tuition - Other Public Schools		-	-			
A2389	Shared Services-Trans	47,764	49,966	-			
A2395	Tuition-Districts in Other States	229,835	251,164	225,000	225,000	225,000	Keep flat
A2401	Interest and Earnings	35,528	7,626	20,000	5,000	5,000	
A2410	Rental of Facilities		-				
A2413	Rental of Real Property, BOCES		-				
A2665	Sale of Equipment		-				Minor sales will fluctuate -
A2666	Sale of Transportation Equipment		-				projected zero to be conservative
A2670	Sale of Instructional Supplies		-				
A2680	Insurance Recoveries	181	1,801				
A2701	Refund of Prior Years Expenses - BOCES	87,770	82,192	90,000	90,000	90,000	Keep flat for
A2703	Refund of Prior Years Expenses - Other (Not Tra	21,258	6,556	15,000	15,000	15,000	Has been decreasing -
A2705	Gifts and Donations	-	128	1,000	1,000	1,000	projected low to be conservative
A2770	Other Unclassified Revenues	65,597	45,971	5,000	15,000	15,000	
A3101	Basic Formula Aid - General Aids payable	5,047,301	4,849,862	5,168,147	5,288,172	5,564,391	Flat - Building Aid in 22-23
A3101	Excess Cost Aids (NYSSEL 3609-b)	709,445	758,326	750,000	710,000	710,000	Flat
A3102	Lottery Aid (Sect. 3609a)	210,085	214,681	210,000	210,000	210,000	Flat
A3102	VLT Lottery Grants (Sect. 3609f)	255,046	262,122	250,000	250,000	250,000	Flat
A3102	Commercial Gaming Grant	29,291	42,883	40,000	30,000	30,000	Flat
A3103	BOCES Aid (Sect. 3609d)	273,034	409,181	316,081	365,000	365,000	Flat
A3104	Tuition for Students with Disabilities		-				
A3260	Textbook Aid (Incl. Textbook/Lottery Aid)	16,252	15,728	15,000	17,331	17,331	Based on pupil count
A3262	Computer Software Aid	4,794	4,659	4,500	5,000	5,000	Based on pupil count
A3262	Hardware Aid	2,804	2,490	2,858	1,116	1,116	Keep flat - based on tech factor.
A3263	Library A/V loan Program Aid	2,000	1,943	2,084	2,000	2,000	Based on pupil count
A3265	Small Govt Assistance Aid	108,192	108,192	-	-	-	Keep flat - has remained the same
A4286	Federal Aid - CARES		155,719				
A4601	Medicaid Assistance-School Age-School Year Pro	4,332	3,987	2,000	2,000	2,000	Keep flat
A4960	Emergency Disaster Assistance (FEMA)		-				
A5050	Transfers from Reserves/Other	150,000	150,000	125,000	125,000	125,000	
	Fund Balance	200,000	200,000	150,000	150,000	150,000	
	TOTAL REVENUES	11,724,550	11,936,834	11,727,635	11,919,800	12,274,050	

12,380,654 12,797,264
(460,854) (523,214)

Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- Collaboration: We work better together, always.
- Innovation: We embrace creativity and advancing technology.
- Integrity: We trust, respect, support and care for one another.
- Learning environment: Our approach is engaging, learner-centered and adaptable to individual needs.
- Student centered: We put students first.

Multi-Year Strategic Financial Plan Summary

Revenue and Expense Trends

Expenditure Summary	Actual	Actual	Current	Projected	Projected
	2019-20	2020-21	2021-22	2022-23	2023-24
General Support	\$1,842,959	\$2,032,237	\$2,048,904	\$2,250,028	\$2,326,572
Instruction	\$4,379,495	\$4,212,642	\$4,701,094	\$4,919,608	\$5,077,864
Transportation	\$389,292	\$388,545	\$427,246	\$443,135	\$459,492
Community Services	\$4,522	\$0	\$4,600	\$4,668	\$4,726
Employee Benefits	\$2,792,664	\$2,827,055	\$3,591,691	\$3,418,266	\$3,686,859
Debt Service	\$846,925	\$852,200	\$850,100	\$1,240,950	\$1,237,750
Interfund Transfer	\$104,913	\$105,356	\$104,000	\$104,000	\$104,000
Grand Total	\$10,360,769	\$10,418,035	\$11,727,635	\$12,380,654	\$12,797,264

Revenue Summary	Actual	Actual	Current	Projected	Projected
	2019-20	2020-21	2021-22	2022-23	2023-24
Property Taxes	\$3,958,451	\$4,029,751	\$4,086,856	\$4,163,717	\$4,241,392
State Revenue	\$6,658,244	\$6,670,067	\$6,758,670	\$6,878,619	\$7,154,838
Federal Revenue	\$4,332	\$3,987	\$2,000	\$2,000	\$2,000
Other Sources	\$753,523	\$726,987	\$605,109	\$600,464	\$600,820
Appr. Fund Balance/Reserves			\$275,000	\$275,000	\$275,000
Grand Total	\$11,374,550	\$11,430,792	\$11,727,635	\$11,919,800	\$12,274,050
				(\$460,854)	(\$523,214)

Fund Balance Details

BUDGET 2021-22	\$11,727,635
Restricted Fund Balance (Reserves)	
Unemployment Reserve	\$ 33,334
ERS Reserve	\$ 1,221,474
TRS Reserve	\$ 118,356
Tax Cert. Reserve	\$ 114,144
Employee Benefit Reserve	\$ 479,592
Capital Reserve	\$ 2,257
Capital Reserve Buses	\$ 389,160
Capital Reserve Buses 2019	\$ 150,681
Capital Reserve 2017	\$ 1,527
Capital Reserve 2018	\$ 1,987
Capital Reserve 2021	\$ 500,000
Repair Reserve	\$ 50,370
Insurance Reserve	\$ 10,013
Reserve Total (26% of Budget)	\$ 3,039,830
Unassigned Fund Balance	\$ 2,333,010

Key Assumptions

REVENUE	EXPENSE
Flat/Reduced State Aid	NYS HI \$4317
Tax to levy limit	CPI Projection of 6.2%
Plots and local revenues hold constant	Market influences (undistributed lines)
Maximize use of reserves	22-23 BAN Payment ('19 Project)
Leverage best possible cash position	Salary Increases 4% (net)

OFFICIAL	2020-2021		2021-2022		2021-2022		2021-2022		2021-2022		2021-2022	
	SALARY	3.5%	SALARY 3.75% & FICA & MED	ON GROSS	HEALTH & DENTAL	ERS (16.1%)	TRS (9.8%)	COMP	TOTAL	2021-2022	TOTAL	
CARE												
RIEMAN	15,912	16,469	1,259.87	22,833.24	2,651.50			645.58	43,859.11			
2 3hr Subs	23,000	23,805	1,821.08	0.00	933.16			933.16	30,391.84			
KUEHN, S	23,118	23,927	1,830.43	22,833.24	3,852.27			937.94	53,381.01			
DINNERS	4,000	4,140	316.71		666.54			162.29	5,285.54			
SMITH	67,620	69,987	5,353.98	23,570.52	11,267.86			2,743.48	112,922.54			
Cafeteria Sub Total	133,650	138,328	10,582	69,237	22,271	0	5,422		245,840			
BUS DRIVERS												
BOCES (2)	31,600	32,706	2,502.01		5,265.67			1,282.08	41,755.75			
APPLEY	9,672	10,011	765.80	22,833.24	1,611.69			392.41	35,613.67			
CZAPNIK	49,705	51,445	3,935.52	22,833.24	8,282.59			2,016.63	88,512.66			
CZAPNIK- Head Mechanic		1,625	124.31		261.63			63.70	2,074.64			
DRUMM	9,847	10,192	779.66	22,833.24	1,640.85			399.51	35,844.91			
DELIA, S	10,448	10,814	827.25	22,833.24	1,741.00			423.90	36,639.07			
MILLER (4hrs)	17,042	17,638	1,349.34	22,833.24	2,889.79			691.43	45,352.27			
NEWMAN, M	11,264	11,658	891.86	1,200.00	1,876.98			457.00	16,084.08			
O'BRIEN	9,672	10,011	765.80	1,200.00	1,611.69			392.41	13,980.43			
SOUTIER	14,374	14,877	1,138.10	22,833.24	2,395.21			583.18	41,826.82			
VETROME	11,318	11,714	896.13	22,833.24	1,885.97			459.19	37,788.67			
WORMUTH, M	13,650	14,128	1,080.77	22,833.24	2,274.57			553.81	40,870.14			
XTRA TRIPS, SUBS, H-CAP, AFTER SCHOOL	58,669	60,722	4,645.26		9,776.31			2,380.32	77,574.31			
Bus Drivers Sub Total	248,886	257,540	19,702	185,066	41,464	0	10,096		513,867			
CUSTODIANS												
DRUMM	53,105	53,929	4,125.54	22,833.24	8,682.52			2,114.00	91,683.38			
GALES	36,637	37,919	2,900.83	9,265.32	6,105.01			1,486.44	57,676.88			
GALES - night shift	1,679	1,738	132.94		279.78			68.12	2,218.60			
GILL	28,080	29,053	2,223.30	1,200.00	4,679.11			1,139.26	38,304.48			
GILL - night shift	1,287	1,332	101.90		214.46			52.22	1,700.62			
GOTHARDT	50,022	51,773	3,960.62	22,833.24	8,335.42			2,029.49	88,931.54			
MEAD	30,142	31,197	2,386.57	22,589.88	5,022.71			1,222.92	62,419.05			
MILLER	29,123	30,142	2,305.89	9,167.28	4,852.91			1,181.58	47,649.96			
MILLER - night shift	1,335	1,382	105.70		222.46			54.16	1,764.05			
SCHOONMAKER	13,832	14,316	1,095.18	0.00	2,304.90			561.19	18,277.39			
SHANNON	43,571	45,096	3,449.84	22,833.24	7,260.45			1,767.76	80,407.28			
SHANNON - night shift	1,997	2,067	158.12		332.77			81.02	2,638.80			
HEAD CUSTODIAN	1,625	1,625	124.31		261.63			63.70	2,074.64			
OT, SUBS, SECURITY, SUMMER HELP, NIGHT												
Rate	51,000	52,785	4,038.05	27,109	8,498.39	57,052	0	13,891	67,390.61			
Custodial Sub Total	342,435	354,363	27,109	110,722	57,052	0	13,891		563,138			
HAP												
ALDERMAN	28,480	29,477	2,254.98	400.00	4,745.76			168.90	37,046.44			
BROCK	26,078	26,991	2,064.79	23,516.64	4,345.51			154.66	57,072.33			
CHRISTIAN, B	17,513	18,126	1,386.64	23,516.64	2,918.28			103.86	46,051.37			
CZAPNIK	15,014	15,539	1,188.77	400.00	2,501.86			89.04	19,719.16			
GILL, C	37,957	39,285	3,005.34	9,526.32	6,324.96			225.11	58,367.23			
HUNT	48,446	50,142	3,835.83	23,516.64	8,072.80			287.31	85,854.19			
KRAVETSKY	25,219	26,102	1,996.78	23,516.64	4,202.37			149.56	55,967.01			
PETRIELLA	16,264	16,833	1,287.74	23,516.64	2,710.15			96.45	44,444.23			
POBORSKY	17,513	18,126	1,386.64	23,516.64	2,918.28			103.86	46,051.37			
PRICE	17,890	18,516	1,416.49	400.00	2,981.10			106.10	23,419.83			
RECEIVING CLERK	4,500	4,658	356.30	0.00	749.86			26.69	5,790.34			
RHINEBECK	14,994	15,519	1,187.19	400.00	2,498.53			88.92	19,693.43			
RUTLEDGE	16,264	16,833	1,287.74	23,516.64	2,710.15			96.45	44,444.23			
SHERBURNE	19,177	19,848	1,518.39	23,516.64	3,195.56			113.73	48,192.51			
SMITH	25,219	26,102	1,996.78	23,516.64	4,202.37			149.56	55,967.01			
WORMUTH, A	15,798	16,351	1,250.85	23,516.64	2,632.50			93.69	43,844.61			
HAP Sub Total	346,326	358,447	27,421	246,293	57,710	0	2,054		691,925			

TEACHERS

BARNES	92,279	95,739	7,324.07	21,536.64	9,382.47	548.59	134,531.23
BARNES (SUMMER)	2,412	184.53		0.00	236.39	13.82	2,846.94
BASS	65,552	68,010	5,202.78	21,536.64	6,665.00	389.70	101,804.32
BEDIENT	45,984	47,708	3,649.69	8,691.60	4,675.42	273.37	64,998.48
CHARLES, C	26,179	27,161	2,077.79	23,516.64	2,661.75	155.63	56,572.53
COOPER	62,491	64,834	4,959.83	21,536.64	6,353.77	371.50	98,056.16
DABRESCIA	56,222	58,330	4,462.27	21,536.64	5,716.37	394.23	90,379.84
DABRESCIA (SUB CALLING)	4,984	5,171	395.57	0.00	506.75	29.63	6,102.85
DAVIS	55,011	57,074	4,366.15	21,536.64	5,593.24	327.03	88,896.98
DMG	57,676	59,839	4,577.67	21,536.64	5,864.21	342.88	92,160.25
DRUMM, T	26,314	27,301	2,088.51	9,668.64	2,675.48	156.43	41,889.83
DUFFON	52,665	54,640	4,179.96	21,536.64	5,354.71	313.09	86,024.33
DULAY	48,693	50,519	3,864.70	21,536.64	4,950.86	289.47	81,160.66
ELLIS	24,429	25,345	1,938.90	9,668.64	2,483.82	145.23	39,581.67
GROSS, D	58,313	60,500	4,628.23	21,536.64	5,928.97	346.66	92,940.25
GROSS, P	44,151	45,807	3,504.21	21,536.64	4,489.05	262.47	75,599.04
HAZEN	50,287	52,173	3,991.22	21,536.64	5,112.93	298.95	83,112.50
HERZOG	50,273	52,158	3,990.11	21,536.64	5,111.51	298.87	83,095.36
HULL	66,984	69,496	5,315.44	21,536.64	6,810.60	398.21	103,557.79
JORDAN	43,000	44,613	3,412.86	21,536.64	4,372.03	255.63	74,188.65
KARCHER	70,849	73,506	5,623.20	21,536.64	7,203.57	421.19	108,290.43
KELLY	60,920	63,205	4,835.14	21,536.64	6,194.04	362.16	96,132.49
KENYON	16,487	17,105	1,308.55	23,516.64	1,676.32	98.01	43,704.78
MACDONALD KIM	50,000	51,875	3,968.44	8,691.60	5,083.75	297.24	69,916.03
MAKOWSKI	70,706	73,357	5,611.85	21,536.64	7,189.03	420.34	106,115.33
MANEERIDA	47,999	49,799	3,809.62	8,691.60	4,880.30	285.35	67,465.83
MANI	48,787	50,617	3,872.16	21,536.64	4,960.42	290.03	81,275.77
MESSINGER	48,003	49,803	3,809.94	8,691.60	4,880.71	285.37	67,470.73
MILK	57,814	59,982	4,588.62	21,536.64	5,878.24	343.70	92,329.23
MURRAY	45,919	47,641	3,644.53	8,691.60	4,668.81	272.98	64,918.89
NOVO	60,551	62,822	4,805.86	21,536.64	6,156.52	359.97	95,680.65
NYBERG	70,188	72,820	5,570.73	21,536.64	7,136.36	417.26	107,481.05
O'BOYLE	66,053	68,530	5,242.54	21,536.64	6,715.94	392.68	102,417.79
PASCARELLI	45,822	47,540	3,636.83	8,691.60	4,658.95	272.41	64,800.12
PRESCOTT	70,132	72,762	5,566.29	21,536.64	7,130.67	416.93	107,412.48
RADOPPI	49,000	51,356	3,928.75	21,536.64	5,032.91	294.27	82,148.83
RICE	68,893	71,476	5,467.95	21,536.64	7,004.70	409.56	105,895.33
RICE, K	57,412	59,565	4,556.72	21,536.64	5,837.37	341.31	91,836.98
ROBINSON	51,751	53,692	4,107.41	21,536.64	5,261.78	307.65	84,905.15
SAMBY	65,423	68,084	5,208.42	2,000.00	6,672.22	390.12	82,354.62
B SMITH	28,811	29,891	2,286.69	21,652.22	2,929.36	171.28	56,930.96
VASCONI-SMITH	65,872	68,342	5,228.18	21,536.64	6,697.54	391.60	102,196.15
WHITE, G	77,193	80,088	6,126.71	21,536.64	7,848.60	458.90	116,058.59
WHITE, K	61,258	64,074	4,901.66	8,691.60	6,279.24	367.14	84,313.57
WORMUTH, J	71,355	74,031	5,663.36	21,536.64	7,255.02	424.20	108,910.03
SUBSTITUTES (ESTIMATED)	100,000	103,750	7,936.88	0.00	0.00		
Teacher Sub Total	2,462,210	2,554,563	195,423	796,963	250,345	14,638	3,811,911
			0				

COACHES									
ASST GOLF		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ASST V FOOTBALL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ASST TRACK		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ATHLETIC DIRECTOR	7,201	7,474	571.76	732.45	42.83	8,821.04	7,071.94	7,071.94	7,071.94
BOWLING	5,889	5,992	458.39	587.22	34.33	7,071.94	7,071.94	7,071.94	7,071.94
BOYS TENNIS	5,889	5,992	458.39	587.22	34.33	7,071.94	7,071.94	7,071.94	7,071.94
GIRL'S TENNIS	5,889	5,992	458.39	587.22	34.33	7,071.94	7,071.94	7,071.94	7,071.94
JV BASEBALL	4,947	5,034	385.10	493.33	28.84	5,941.28	5,941.28	5,941.28	5,941.28
JV BOY'S BASKETBALL	4,947	5,034	385.10	493.33	28.84	5,941.28	5,941.28	5,941.28	5,941.28
JV FIELD HOCKEY	4,947	5,034	385.10	493.33	28.84	5,941.28	5,941.28	5,941.28	5,941.28
JV FOOTBALL	4,947	5,034	385.10	493.33	28.84	5,941.28	5,941.28	5,941.28	5,941.28
JV GIRLS BASKETBALL	4,947	5,034	385.10	493.33	28.84	5,941.28	5,941.28	5,941.28	5,941.28
JV SOFTBALL	4,947	5,034	385.10	493.33	28.84	5,941.28	5,941.28	5,941.28	5,941.28
JV VOLLEYBALL	4,947	5,034	385.10	493.33	28.84	5,941.28	5,941.28	5,941.28	5,941.28
JV WRESTLING		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MOD BASEBALL	4,710	4,792	366.59	469.62	27.46	5,655.66	5,655.66	5,655.66	5,655.66
MOD BOY'S BASKETBALL	4,710	4,792	366.59	469.62	27.46	5,655.66	5,655.66	5,655.66	5,655.66
MOD FOOTBALL	4,710	4,792	366.59	469.62	27.46	5,655.66	5,655.66	5,655.66	5,655.66
MOD GIRLS BASKETBALL	4,710	4,792	366.59	469.62	27.46	5,655.66	5,655.66	5,655.66	5,655.66
MOD SOFTBALL	4,710	4,792	366.59	469.62	27.46	5,655.66	5,655.66	5,655.66	5,655.66
MOD VOLLEYBALL	4,710	4,792	366.59	469.62	27.46	5,655.66	5,655.66	5,655.66	5,655.66
MOD WRESTLING	4,710	4,792	366.59	469.62	27.46	5,655.66	5,655.66	5,655.66	5,655.66
MOD FIELD HOCKEY	4,710	4,792	366.59	469.62	27.46	5,655.66	5,655.66	5,655.66	5,655.66
MOD GIRLS BASKETBALL	4,710	4,792	366.59	469.62	27.46	5,655.66	5,655.66	5,655.66	5,655.66
VAR BOY'S BASKETBALL	5,889	5,992	458.39	587.22	34.33	7,071.94	7,071.94	7,071.94	7,071.94
VAR FIELD HOCKEY	5,889	5,992	458.39	587.22	34.33	7,071.94	7,071.94	7,071.94	7,071.94
VAR FOOTBALL	5,889	5,992	458.39	587.22	34.33	7,071.94	7,071.94	7,071.94	7,071.94
VAR GIRLS BASKETBALL	5,889	5,992	458.39	587.22	34.33	7,071.94	7,071.94	7,071.94	7,071.94
VAR GOLF	5,889	5,992	458.39	587.22	34.33	7,071.94	7,071.94	7,071.94	7,071.94
VAR SOFTBALL	5,889	5,992	458.39	587.22	34.33	7,071.94	7,071.94	7,071.94	7,071.94
VAR VOLLEYBALL	5,889	5,992	458.39	587.22	34.33	7,071.94	7,071.94	7,071.94	7,071.94
SCOREKEEPERS ETC (ESTIMATED)	10,000	11,000	841.50	1,078.00	63.03	14,753.53	14,753.53	14,753.53	14,753.53
Athletic Sub Total	154,289	157,960	12,084	1,771.00	15,480	905	905	188,200	188,200

ADVISORS									
ADVISOR-FRESHMAN (2) TOTAL	2,340	2,381	182.15	233.34	13.64	2,810.13	2,810.13	2,810.13	2,810.13
ADVISOR-SOPH (2) TOTAL	2,357	2,602	199.05	255.00	14.91	3,070.96	3,070.96	3,070.96	3,070.96
ADVISOR-JUNIOR(2) TOTAL	3,095	3,149	240.90	308.60	18.04	3,716.54	3,716.54	3,716.54	3,716.54
ADVISOR-SENIOR(2) TOTAL	3,095	3,149	240.90	308.60	18.04	3,716.54	3,716.54	3,716.54	3,716.54
ATTENDANCE	4,448	4,526	346.24	443.55	25.93	5,341.72	5,341.72	5,341.72	5,341.72
BAND	3,296	3,354	256.58	328.69	19.22	3,958.49	3,958.49	3,958.49	3,958.49
CENSUS	1,552	1,579	120.75	154.74	9.05	1,863.58	1,863.58	1,863.58	1,863.58
CHAPERONE (SR TRIP)(2) TOTAL (4 DAYS)	2,900	2,973	227.40	291.31	17.03	3,508.23	3,508.23	3,508.23	3,508.23
CHORUS	3,296	3,354	256.58	328.69	19.22	3,958.49	3,958.49	3,958.49	3,958.49
CHORUS CHAPERONE(5 TIMES)	450	461	35.29	45.20	2.64	544.38	544.38	544.38	544.38
CURR COORD-MATH	3,520	3,582	274.02	351.04	20.52	4,227.58	4,227.58	4,227.58	4,227.58
CURR COORD-ELA	3,520	3,582	274.02	351.04	20.52	4,227.58	4,227.58	4,227.58	4,227.58
CURR COORD-ELEM MATH	3,520	3,582	274.02	351.04	20.52	4,227.58	4,227.58	4,227.58	4,227.58
CURR COORD-ENGLISH	3,520	3,582	274.02	351.04	20.52	4,227.58	4,227.58	4,227.58	4,227.58
CURR COORD-SCIENCE	3,520	3,582	274.02	351.04	20.52	4,227.58	4,227.58	4,227.58	4,227.58
CURR COORD-SOC STUDIES	3,520	3,582	274.02	351.04	20.52	4,227.58	4,227.58	4,227.58	4,227.58
DIR LIGHTING & SOUND	2,673	2,720	208.08	266.56	15.59	3,210.73	3,210.73	3,210.73	3,210.73
DIRECTOR-BOTH PLAYS TOTAL	4,464	4,542	347.46	445.12	26.03	5,360.60	5,360.60	5,360.60	5,360.60
ELEM YEARBOOK	1,803	1,835	140.38	179.83	10.51	2,165.72	2,165.72	2,165.72	2,165.72
HONOR SOCIETY	1,052	1,070	81.86	104.86	6.13	1,262.85	1,262.85	1,262.85	1,262.85
JOURNALISM	927	943	72.14	92.41	5.40	1,112.96	1,112.96	1,112.96	1,112.96
KOALITY KID	1,754	1,785	136.55	174.93	10.23	2,106.71	2,106.71	2,106.71	2,106.71
SCHOOL NEWSPAPER	1,864	1,897	145.12	185.91	10.87	2,238.90	2,238.90	2,238.90	2,238.90
SPEECH & DEBATE	1,713	1,743	133.34	170.81	9.99	2,057.14	2,057.14	2,057.14	2,057.14
STUDENT COUNCIL (2) TOTAL	2,104	2,140	163.71	205.72	12.26	2,525.69	2,525.69	2,525.69	2,525.69
TECH DIR BOTH PLAYS TOTAL	3,066	3,120	238.68	305.76	17.88	3,682.32	3,682.32	3,682.32	3,682.32
WEBMASTER	1,917	1,951	149.25	191.20	11.18	2,302.63	2,302.63	2,302.63	2,302.63
WEIGHT ROOM SUPERVISOR	1,713	1,743	133.34	170.81	9.99	2,057.14	2,057.14	2,057.14	2,057.14
YEARBOOK	2,909	2,960	226.44	290.08	16.96	3,493.48	3,493.48	3,493.48	3,493.48
ON CORE SUB	3,520	3,582	274.02	351.04	20.52	4,227.58	4,227.58	4,227.58	4,227.58
DASA (3)	2,514	2,559	195.76	250.78	14.66	3,020.21	3,020.21	3,020.21	3,020.21
Spanish Club (2)	2,062	2,098	160.50	205.60	12.02	2,476.12	2,476.12	2,476.12	2,476.12
Assistant Speech and Debate	1,031	1,049	80.25	102.80	6.01	1,238.06	1,238.06	1,238.06	1,238.06
CD-Curricular Sub Total	85,235	86,757	6,637	8,502	497	101,393	101,393	101,393	101,393

NON-CONTRACTUAL									
DOUGHERTY	142,500	147,488	11,282.79	22,062.60	14,453.78	895.10	196,131.77		
BARTHOLOMEW	58,797	60,855	4,655.40	22,062.60		348.70	97,715.23		
BERGMAN	106,328	110,049	8,418.79	22,062.60	10,784.85	630.58	151,946.30		
GILL	97,006	100,401	7,680.69	22,062.60	9,839.32	575.30	140,559.12		
GILL	50,003	51,753	3,959.11	22,062.60		296.55	86,403.61		
NEWMAN	57,665	59,683	4,565.77	22,062.60	8,332.25	341.99	96,262.64		
WADESON	36,948	38,241	2,925.45	22,062.60	9,609.01	341.99	69,605.18		
SUMMER HELP	25,000	25,875	1,979.44	0.00	6,156.83	219.12	69,605.18		
DISTRICT CLERK	5,507	5,700	436.03	0.00	4,165.88	148.26	32,168.58		
TAX COLLECTOR	11,450	11,851	906.58		917.66	32.66	7,086.09		
RECORDS MANAGEMENT	6,212	6,429	491.85			67.90	12,825.24		
Sub Total	597,416	618,126	47,302	154,438	38,979	3,543	897,666		
District Sub-Totals	4,370,447	4,526,264	346,259	1,562,719	219,248	51,046	7,014,941		
Special Aid Funds			0						
Total District Cost	4,370,447	4,526,264	346,259	1,562,719	219,248	51,046	7,015,026		
Total TRS Salaries	3,340,747	3,158,063							
Total ERS Salaries	1,315,217	1,361,786							
Total Non-ERS/TRS Salaries	17,662	18,280							
Total Dist. Cost w/O Fed Funds	4,673,626	4,538,129							

HANCOCK CENTRAL SCHOOL DISTRICT
TAX CAP CALCULATION
2021-2022 BUDGET

Tax Levy Limit Before Adjustments and Exclusions

Real Property Tax Levy Prior Year
Tax Cap Reserve Offset from Previous FYE used to reduce Proposed FYE
Total Tax Cap Reserve Amount (Including Interest Earned) from Current FYE
Tax Base Growth Factor
PILOTs Receivable Previous FYE
Tort Exclusion Amount Claimed in Prior FYE
Capital Tax Levy Exclusion Previous FYE
BOCES Capital Exclusion Prior FYE
Allowable Levy Growth Factor
PILOTs Receivable Proposed FYE
Available Carryover from Previous FYE

Actual FYE 2020	Actual FYE 2021	Proposed FYE 2022	Potential FYE 2023	Potential FYE 2024
3,942,627	3,958,451	4,036,647	4,086,856	4,183,389
-	-	-	-	-
1,0034	1,0069	1,0000	1,0000	1,0000
172,762	168,791	237,613	235,464	235,820
154,364	73,323	78,598	76,498	65,928
1,0200	7,000	67,580	66,965	65,000
168,791	1,0181	1,0123	1,0100	1,0100
-	237,613	235,464	235,820	236,175
-	-	-	-	-

**NYS Determines based on Property Sales
**Increase in PILOT Payments

68,822

**NYS Determination based on CPI

Tax Levy Before Adjustments/Exclusions

3,885,128	3,910,489	3,943,393	4,052,461	4,160,638
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Exclusions

Tort Exclusions
Capital Tax Levy Exclusion Proposed FYE
BOCES Capital Exclusion Proposed FYE
T.R.S. Exclusion
E.R.S. Exclusion

73,323	78,598	76,498	65,928	65,928
-	75,368	66,965	65,000	65,000
-	-	-	-	-
-	-	-	-	-

Total Exclusions

73,323	153,966	143,463	130,928	130,928
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Total Tax Levy Limit, Adjusted for Transfers plus Exclusions

3,958,451	4,064,455	4,086,856	4,183,389	4,291,566
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Allowable Tax Levy Increase

15,824	106,005	50,209	96,532	108,178
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Prior Year Adjustments (if any)

Proposed Levy, Net of Reserve and Adjustments
Percent Increase of Proposed Levy

3,958,451	4,036,647	4,086,856	4,183,389	4,291,566
0.40%	1.98%	1.24%	2.36%	2.59%

Amount of Under (Over) Tax Cap

-	27,808	0	-	-
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OVERRIDE NECESSARY?

NO	NO	NO	NO	NO
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Potential Tax Levy Increase By Percentage

-	2.68%	1.24%	2.36%	2.59%
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**Hancock Central School District
Reserve Fund Report and Analysis
2020-2021 Year-End Summary Report- Final
Board of Education Review/Approval
November 2021**

Prepared By:

**Terrance P. Dougherty, Ph.D. Superintendent of Schools
Raymond G. Preusser, CPA, External Auditor
Aimee Skiff- Treasurer**

Overview

The New York State Comptroller's guidance on the Reserve Fund describes the importance of Reserve Funds for good financial management.

"Saving for future projects, acquisitions, and other allowable purposes is an important planning consideration for local governments and school districts. Reserve funds provide a mechanism for legally saving money to finance all or part of future infrastructure, equipment, and other requirements. Reserve funds can also provide a degree of financial stability by reducing reliance on indebtedness to finance capital projects and acquisitions. In uncertain economic times, reserve funds can also provide officials with a welcomed budgetary option that can help mitigate the need to cut services or to raise taxes. In good times, money not needed for current purposes can often be set aside in reserves for future use."

The establishment and funding of reserves is an important consideration in the maintenance of a sound financial plan for any school district. Strict adherence to state laws is required to ensure reserves are both legal and appropriate. Adequately funded reserves are vital to the long-term health and stability of the school district.

The Hancock Central School District believes that the judicious use of reserves reduces long-term borrowing costs, smoothes large fluctuations in tax rates, and minimizes the possibility of mid-year budget cuts which could have a direct impact on students. We believe it is in the best interest of students, staff, and taxpayers to prudently establish and use reserves to weather the financial storms and uncertainties that can occur throughout a school year.

Since New York State law mandates that expenditures can be no greater than the budget approved by the voters in May each year, Hancock Central School District budgets conservatively to ensure that unanticipated expenditures do not result in mid-year cuts that could have an immediate impact on students and/or staff. This practice has allowed the District to weather revenue reductions, state aid holdbacks, increases in expenditures such as transportation or Special Education, and other negative adjustments without impacting instructional programs. However, conservative budgeting can also result in budget surpluses at year-end. The Board of Education reviews budget surpluses via the annual Fund Balance Report and determines the best use of these surpluses including transfers to voter or Board approved reserves, or to a reduction in the ensuing year tax levy.

Legally established reserves can provide many benefits to the school district and to its taxpayers. However, these reserves can also cause confusion when not utilized and/or their purpose is not clearly understood by the community.

Finally, Education Law 2022(7), regarding voting on school district budgets and the election of board members states: "Each school district, in a timely fashion, shall post on

its website, if any, a financial budget or any multi-year financial plan adopted by the board of education or trustees.” In Hancock, community residents can find this important financial information on our school district website, www.hancock.stier.org.

Reserves

As stated, the Board is responsible for appropriately managing the financial affairs of the District. Reserves may be established by the Board in accordance with applicable laws. Money set aside in reserves must be used in compliance with statutory provisions which determine how reserves are established and how they may be funded, expended, and/or discontinued. Generally, school districts are not limited as to how much money can be held in reserves. However, reserve balances must be reasonable.

Funding reserves at greater than reasonable levels contributes to real property tax levies that are higher than necessary because the excessive reserve balances are not being used to fund operations. The Board is responsible for developing a formal plan for the use of its reserves, including anticipated use and need of reserve funds and how and when disbursements should be made. By maintaining excessive and/or unnecessary reserves, the Board and District officials may miss opportunities to lower the property tax burden and/or funds from being used to meet District needs.

Best Practices for Reserves

1. Familiarize yourself, the administrative team and the Board of Education as to the purpose and rules of Reserve Funds. Listed above are Reserve Funds available to school districts and BOCES. But not all school districts or BOCES can establish each of the listed funds. For example, the big five school districts, school districts with more than 125,000 inhabitants, cannot use the Insurance Reserve Fund, Employee Benefit Accrued Liability Reserve Fund or the Retirement Contribution Reserve Fund. Only a BOCES can use the Career Education Instructional Equipment Reserve Fund.
2. Share the New York State Comptroller’s guidance document with interested parties. The document can be found at the link noted below in the resource section.
3. Review your district’s reserve funds annually to assure that the funding level is appropriate based on the prescribed purpose of the Reserve Fund. Share an update with the Superintendent and Board of Education.
4. When establishing a Reserve Fund, document the reasons and the dollar amount. Keep a record of discussion with the Board of Education and any Board action. Keep the documentation in the business office.
5. Share information with your external auditor during the school year as you make changes to Reserve Funds.

6. If the district changes the level of funding in a reserve fund, document the reasons, inform the Board of Education and keep a copy of the resolution in the business office.

Resources

- New York State Office of State Comptroller guidance document: This document outlines all of the Reserves available to municipalities and school districts.
 - <http://osc.state.ny.us/localgov/pubs/lgmg/reservefunds.pdf>
- New York State Office of State Comptroller Local Government and School Accountability Accounting Releases: The state may create new reserves or clarify requirements related to a reserve. This information is released in a bulletin. Bulletins can be found at this link:
 - <http://osc.state.ny.us/localgov/pubs/releases/pastreleases.htm>

The following is a report/analysis of the current status and internal controls over Reserve Funds at Hancock Central School District:

Reserve for Encumbrances

Funding Goal- Each year the reserve amount is equal to the outstanding purchase order obligations to be satisfied in the following school year.

Creation – This reserve was created in 1993 via board resolution.

Purpose – This reserve allows outstanding encumbrances remaining at the end of a school year to be carried over to the next school year.

Funding Methods – The funding is realized from revenue gleaned from the prior school year.

Use of Reserve – The reserve is used to liquidate purchase orders and requisitions from prior school years.

Monitoring of Reserve – The reserve will be monitored by the Superintendent and Business Manager.

Caution- This reserve exists only for so long as there exists an encumbrance (eg. P.O.) to match the funds in the reserve.

Tax Certiorari Reserve

Funding Goal- As the district receives tax certiorari claims, we reserve funds based on the following: based on two individual claims not to exceed the actual claims. Tax certiorari claims older than four years should be based on the actual claim. The Tax Certiorari Reserve shall not be funded to an amount beyond 2% of the District's tax levy for the current year's approved budget.

Creation – This reserve was created in June of 1993 via board resolution.

Purpose – This reserve is used to pay for prior year judgments and claims in tax certiorari proceedings.

Funding Methods – Funding methods may include from excess fund balance or transfers from other reserves. Funds placed in this reserve that are not used to pay tax certiorari judgments or claims must be returned to the General Fund by the first day of the fourth fiscal year after the establishment of the fund.

Use of Reserve – This reserve would be used to pay for prior year tax certiorari claims.

Monitoring of Reserve – This reserve, if needed, will be monitored by the Superintendent and Business Manager. It is anticipated that detailed calculations will be required each year to support the amounts in this reserve.

Capital Reserve for Construction

Funding Goal- The board is presented with an annual fund balance report and recommendations from the superintendent and the business office in support of offsetting local costs related to future capital projects (\$6.5 project was passed in December of 2014 based on a zero tax impact pledge). Recommendations to the capital reserve fund are based on operating surpluses from the general fund and are approved by the board.

Funding Level – Please reference summary page at end of report, Page 13.

Creation – This reserve was created on 2014 via voter approval. Must be expended prior to 2025.

Purpose – The purpose of the fund is for construction, repair and construction of capital improvements and the acquisition of equipment.

Funding Methods – The source from which the funds will be obtained can include any or all of the following: unappropriated fund balance from the general fund as determined by the Board of Education, State aid related to expenditures from the capital reserve fund, interest income related to investments of monies in the fund, and any other monies thereafter authorized by the voters of the district.

Use of Reserve – Use of this reserve requires voter approval. The proposition to use these funds must be specific to a set of projects and dollar amounts.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

Capital Reserve for Bus Replacement

Funding Goal- The board is presented with an annual fund balance report and recommendations from the superintendent and the business office in support of costs related to the implementation of the district's five year bus purchasing program (please see attachments). Recommendations to the bus reserve are based on estimated surpluses from the general fund and are approved by the board.

Funding Level – Please reference summary page at end of report, Page 13.

Creation – This reserve was created in June 2009 and 2019 via voter approval.

Purpose – The purpose of the fund is for the replacement and acquisition of School District buses per the District's five year bus replacement planning cycle.

Funding Methods – The source from which the funds will be obtained can include any and all of the following: unappropriated fund balance from the general fund as determined by the Board of Education, State aid relating to expenditures from the bus replacement reserve fund and transportation aid, interest income related to the investment of monies in the fund, and any other additional monies thereafter authorized by the voters of the District.

Use of Reserve – Use of this reserve requires voter approval. The proposition to use these funds must be specific to a set of projects and dollar amounts.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

Employee Benefit Accrued Liability Reserve (EBLAR)

Funding Goal- Not to exceed the value of compensated absences for those employees approaching retirement age.

Funding Level – Please reference summary page at end of report, Page 13. If the District determines that such an account is no longer needed or is overfunded, monies may be transferred to a reserve fund established under Education Law §3651, but only to the extent that the monies in the employee benefit accrued liability reserve fund exceed a sum sufficient to pay all liabilities incurred or accrued against the employee benefit accrued liability fund, as certified to the governing board by the fiscal and legal officers of the local government prior to the discontinuance of the fund. Consequently, the business manager and

superintendent, working in concert with the external auditor and the board of education, will transfer excess EBLAR reserve funds to the Retirement Contribution (ERS) or unemployment reserves pending BOE approval on the following schedule: As of July 1, 2016, any excess funds in the EBLAR reserve that exceed the District's liability for compensated absences will be reallocated to the capital reserve or Employee Retirement Contribution Reserve (ERS).

Creation – This reserve was created in June of 2003 via board resolution.

Purpose – The purpose of this fund is to pay accrued benefits due to employees upon termination of service for vacation, sick, leave, personal leave, etc.

Funding Methods – The source from which the funds will be obtained can include any and all of the following: unappropriated fund balance from the general fund as determined by the Board of Education, , interest income related to the investment of monies in the fund, and any other additional monies thereafter authorized by the voters of the District.

Use of Reserve – This reserve is used to pay for employee compensated absences upon termination of employment from the school district. Recent amendments to General Municipal Law allows for use of the reserve as a revenue to cover the amount equivalent to a district's remaining gap elimination adjustment or the dollar value of excess funding remaining in the fund as determined by the Comptroller.

Monitoring of Reserve – The reserve is monitored by the Superintendent and Business Manager.

Reserve for Repairs

Funding Goal- In any given school year, fund to a level sufficient to account for approximately 1% of the approved budget.

Funding Level – Please reference summary page at end of report, Page 13.

Creation – This reserve was established in June of 2003 via board resolution.

Purpose – This reserve is used to pay for unanticipated, non-recurring repairs to district capital improvements, facilities and equipment.

Funding Methods – Voter approval is required to fund this reserve.

Use of Reserve – In accordance with the law, a public hearing must be held in order to use funds from this reserve, except in an emergency. Funds used for an emergency without holding a public hearing must be returned to the fund over two years with at least one-half in the first year. A vote of two-thirds of the Board is required to authorize an emergency expenditure. Use is restricted to the purpose stated above.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

Employee Retirement Contribution (ERS) Reserve Fund

Funding Goal- A minimum funding level equivalent to the value of five consecutive years as of the close of the current year.

Funding Level – Please reference summary page at end of report, Page 13.

Creation – This reserve was created in June of 2010 via board resolution.

Purpose – This reserve is used to pay for district expenses to the NYS Employee's Retirement System only.

Funding Methods – Funds are placed in this reserve from excess fund balance.

Use of Reserve – Funds are to be appropriated against ERS billings for the current budget year.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

***NYS Teachers Retirement – Subfund of the Retirement Contribution Reserve**

The law was amended in 2019 to authorize a sub-fund within the Retirement Contribution Reserve Fund to finance retirement contributions to the NYS Teachers Retirement System and/or offset all or some of the amount deducted from the moneys apportioned to the district from the state under Education Law §521 (e.g., collection of employer contributions to TRS).

Funding Goal- The amount of moneys contributed annually to the TRS sub-fund cannot exceed 2% of the total compensation or salaries of all teachers employed by the district who are members of TRS paid during the immediately preceding fiscal year. Nor can the balance of the sub-fund exceed 10% of the total compensation or salaries of all teachers employed by the district who are members of TRS paid during the immediately preceding fiscal year.

Creation – This reserve was created in June of 2019 via board resolution.

Purpose – This reserve is used to pay for district expenses to the NYS Teachers Retirement System only.

Funding Methods – Funds are placed in this reserve from excess fund balance.

Use of Reserve – Funds are to be appropriated against TRS billings for the current budget year.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

Unemployment Insurance Reserve

Funding Goal- Currently, reserve balance represents approximately 0.007% of the 2020-2021 budget salaries.

Funding Level – Please reference summary page at end of report, Page 13.

Creation – This reserve was established in June of 2003 via board resolution.

Purpose – This reserve is used to pay the cost of reimbursement to the New York State Unemployment Insurance Fund for unemployment benefit payments to claimants.

Funding Methods – This reserve may be established by a board resolution and funded by budgetary appropriations or other funds as may be legally appropriated.

Use of Reserve – In accordance with the law, this reserve may be used at the discretion of the superintendent and business manager specifically to offset expenses tied to unemployment insurance claims related to employee attrition.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

Insurance Reserve

Funding Goal- The maximum amount paid into this reserve is limited to \$33,000 or 5% of the total annual budget for that year. \$10,000 was approved for funding in June 2019.

Funding Level – Please reference summary page at end of report, Page 13.

Creation – This reserve was established in June of 2019 via board resolution.

Purpose – This reserve is used to to fund certain uninsured losses, claims, actions, or judgments for which the local government is authorized or required to purchase or maintain insurance, with a number of exceptions. An insurance reserve fund may also be used to pay for expert or professional services in connection with the investigation, adjustment, or settlement of claims, actions, or judgments.

Funding Methods – This reserve may be established by a board resolution and funded by budgetary appropriations or other funds as may be legally appropriated.

Use of Reserve – In accordance with the law, this reserve may be used at the discretion of the superintendent and business manager specifically to offset expenses tied to insurance claims.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

Hancock Central School District: Statutory Reserve Fund Analysis Report

Reserve Name	Year Established	2015–2016			2016–2017			Balance 7/1/17
		Balance 6/30/15	Transfers In	Withdrawals	Balance 7/1/16	Transfers In	Withdrawals	
Tax Certiorari	1993	\$163,128		\$14,480	\$148,648	0	0	\$148,648
Capital Reserve	2014	\$200,000			\$200,000	\$410,000	0	\$610,000
Capital Reserve Buses	2009	\$797,869		\$256,300	\$541,569	\$200,096	\$132,038	\$609,607
EBLAR	2003	\$742,296		\$164,862	\$577,434	0	\$3,000	\$574,434
Reserve for Repairs	2003	\$90,130			\$90,130	0	\$39,875	\$50,255
ERS Reserve	2010	\$831,000	\$801,000	\$50,000	\$1,582,000	0	\$200,000	\$1,382,000
Unemployment Reserve	2003	\$33,923	\$7	\$630	\$33,300	7	0	\$33,307
Total		\$2,858,346			\$3,173,081			\$3,408,251
Total Budget		\$10,307,946			\$10,537,072			\$10,684,945
Percent Reserved		27.7%			30.1%			31.9%

2016-2017 Supporting BOE Resolution (August 28, 2017 Meeting):

Homer moved, with a second by Smith as recommended by Superintendent Dougherty to adopt the following:

BE IT RESOLVED, the Board of Education, Hancock Central School District does hereby approve the transfer of \$410,000 from the unappropriated fund balance to the Capital Reserve Fund toward reducing local costs pertaining to future renovation/re-construction of the District bus garage per the District's five year facility plan and the transfer of \$200,000 from the unappropriated fund balance to the Capital Reserve for Buses to offset costs related to future bus purchases per the District's five year bus replacement plan.

2017-18 Supporting BOE Resolution (October 22, 2018 Meeting): Todd Jacobs moved, with a second by Becky Smith as recommended by Superintendent Dougherty to adopt the following: E IT RESOLVED, the Board of Education, Hancock Central School District does hereby approve the transfer of \$1,128,166 from the unappropriated fund balance to the Capital Reserve Fund toward reducing local costs pertaining to future renovation/re-construction of the District bus garage per the District's five year facility plan and the transfer of \$300,000 from the unappropriated fund balance to the Capital Reserve for Buses to offset costs related to future bus purchases per the District's five year bus replacement plan and reduce the ERS Reserve by \$332,000 and transfer to unappropriated fund balance.

Reserve Name	Year Established	2017-2018			2018-2019		
		Balance 7/1/17	Transfers In	Withdrawals	Balance 7/1/18	Transfers In	Withdrawals
Tax Certiorari	1993	148,648		15,392	133,256	302	20,000
Capital Reserve	2014	610,000			610,000	1,688	
Capital Reserve 2017	2017		500,000		500,000	21	
Capital Reserve 2018	2018		628,166		628,166	99	
Capital Reserve Buses	2009	609,607	300,207	194,430	715,384	2,085	184,657
Capital Reserve Buses	2019					150,000	
EBLAR	2003	574,434			574,434	147,120	151,482
Reserve for Repairs	2003	50,255			50,255	101	
ERS Reserve	2010	1,382,000		332,000	1,050,000	21,229	1,071,229
TRS Reserve	2019					56,485	
Unemployment Reserve	2003	33,307	8		33,315	5	
Insurance Reserve	2019					10,000	
Total		3,408,251	1,428,381	541,822	4,294,810	389,135	356,139
Total Budget					11,161,753		
Percent Reserved					38.4%		38%

2018-19 Supporting BOE Resolution (October 28, 2019 Meeting):

Smith moved, with a second by Geer as recommended by Superintendent Dougherty to adopt the following: BE IT RESOLVED, the Board of Education, Hancock Central School District does hereby approve the transfer of \$21,229 to the Retirement Contribution Reserve and \$56,485 to the TRS Subfund from the unappropriated fund balance for the purpose of funding future retirement expenses and the transfer of \$150,000 from the unappropriated fund balance to the Capital Reserve for Buses to offset costs related to future bus purchases per the District's five year bus replacement plan and the transfer of \$10,000 from the unappropriated fund balance to the Insurance Reserve to fund future insurance claims and the transfer of \$147,120 from the unappropriated fund balance to the EBLAR Reserve to fund employee benefits costs incurred upon retirement and reduce the Tax Certiorari Reserve by \$20,000 and transfer to unappropriated fund balance.

Reserve Name	Year Established	2019-2020			2020-2021		
		Balance 7/1/19	Transfers In	Withdrawals	Balance 7/1/20	Transfers In	Withdrawals
Tax Certiorari	1993	113,558	457		114,015	129	
Capital Reserve	2014	611,688	2,048	611,688	2,048	479	
Capital Reserve 2017	2017	500,021	1,527	500,021	1,527		
Capital Reserve 2018	2018	628,265	1,987	628,265	1,987		
Capital Reserve 2021	2021				0	500,000	
Capital Reserve Buses	2009	532,813	2,629	146,282	389,160		
Capital Reserve Buses	2019	150,000	495		150,495	186	
EBLAR	2003	570,072	292	58,200	512,164	89	32,661
Reserve for Repairs	2003	50,356	14		50,370		
ERS Reserve	2010	1,071,229	46		1,071,275	150,199	
TRS Reserve	2019	56,485	2		56,487	61,869	
Unemployment Reserve	2003	33,320	7		33,327	7	
Insurance Reserve	2019	10,000	13		10,013		
Total		4,327,806	9,517	1,944,456	2,392,867	712,951	32,661
Total Budget		11,590,423			11,671,074		
Percent Reserved		37.4%			20.5%		

2019-20 – No movement of fund balance into reserves due to COVID 19.

2020-21 Supporting BOE Resolution (October 25, 2021 Meeting):

Geer moved, with a second by Jacobs, as recommended by Superintendent Dougherty to adopt the following: BE IT RESOLVED, the Board of Education, Hancock Central School District does hereby approve the transfer of \$150,199 to the Retirement Contribution Reserve and \$61,869 to the TRS Subfund from the unappropriated fund balance for the purpose of funding future retirement expenses and the transfer of \$500,000 from the unappropriated fund balance to the Capital Reserve for Buses to offset costs related to future bus purchases per the District's five year bus replacement plan.