

Duanesburg Central School District

Proposed Budget

2019 – 2020

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Soaring Eagle

Proposed \$17,365,000 budget would not increase tax levy

Duanesburg Central School District residents will go to the polls on Tuesday, May 21 to vote on a proposed \$17,365,000 budget for the 2019-20 school year.

The proposed budget would not increase the tax levy. Because the 0.0 percent levy change is below the district's maximum allowable levy increase ("cap") of 0.44 percent, the proposed budget requires a simple majority (50 percent plus one vote) for approval.

The proposed budget increases spending by \$215,000 over the current year's budget. The goal of district officials is to develop a balanced budget that supports educational programs, accounts for rising costs, preserves an adequate fund balance and remains sensitive to the needs of the community.

"Our Board of Education is pleased to propose a budget that supports an educational program that will prepare our students for the future, while remaining responsive to the needs of our district residents," said Superintendent Frank Macri.

"At the same time, the Board planned strategically to ensure the continued fiscal health of our schools."

The Board of Education has appropriated \$620,048 from the district's reserve funds to balance the proposed budget.

DCS will receive \$8,412,851 in state aid, which is a 0.8 percent increase over last year. This includes a 2.3 percent increase in foundation aid and an 8.9 percent increase in transportation aid, along with decreases in state BOCES, library, textbook and building aid.

ADDING A.P. COURSES, AN AIDE

The proposed budget would fund new Advanced Placement courses in biology and capstone seminar/English at the high school.

Funding would also be included for a teacher aide at the elementary school to assist with a structured recess program, allowing for common team planning time for grade-level teachers.

The proposed budget also includes funds to replace a 15-year-old work truck/salter/plow for use at both schools and would cover increased costs of employee health insurance, energy, and facility maintenance and improvement.

"The board worked to develop a proposed budget for 2019-20 that is balanced, would fund our students' educational needs and is aimed at promoting a positive and safe learning environment," said Board of Education President Camille Siano Enders.

"We were also pleased to be able to propose a zero percent increase in the tax levy for the upcoming school year."



Budget At-A-Glance

- Proposed budget: \$17,365,000
- Tax levy increase: 0.0%
Below DCS's 0.44% tax levy limit
- Budget increase: \$215,000
- Percent increase: 1.25%

Where to vote on May 21

Polls are open on Tuesday, May 21, from 1-9 p.m. in the Duanesburg Elementary School lobby. School will not be in session during voting hours.

OTHER BALLOT ITEMS

Residents will also vote to fill three open seats on the Board of Education (*see page 5*) and on a bus purchase proposition (*see page 6*).



Proposed budget would add courses, staff, equipment

The proposed budget includes funding for items that have been identified as priorities by school staff, district leaders and members of the community for the continued education and success of our children. Funds would be provided for:

- Addition of Advanced Placement courses in biology and capstone seminar/English at the high school
- An elementary teacher aide to assist with a structured recess program, allowing for common team planning time for grade-level teachers
- Projected energy cost increases
- Replacement of a 15-year-old work truck/salter/plow for use at both schools
- Facility maintenance and improvement cost increases

Take Childhood Back From Cancer

by funding innovative research for Childhood Cancers.



Kristen Johnson has raised nearly \$3,000 for childhood cancer research by shaving her head for St. Baldrick's.



National Honor Society members volunteered to prepare the Little League field for the upcoming season.

Five fast facts about Duanesburg Central Schools

- 1** Duanesburg consistently ranks as a high-performing district, with one of the highest graduation rates in the region. DCS district is ranked among the top 100 school districts in upstate New York.
- 2** DCS seniors have bright futures. Thanks to advanced study opportunities provided by the district, many graduate with college credits already in hand, saving them both time and money. They study locally at Hudson Valley Community College, Schenectady County Community College, The College of Saint Rose, Russell Sage College, Siena College, Union College and SUNY Albany, Cobleskill and Polytechnic. Others attend Rochester Institute of Technology, University of Northwestern Ohio, University at Oxford and SUNY Alfred, Buffalo and Purchase. Our students proudly serve in the military, while others pursue apprenticeships and technical training and enter the workforce.
- 3** Duanesburg students excel in Career and Technical Education, further expanding their future options. Each May, they are among an elite group of students inducted into the National Technical Honor Society for achieving in both academic and career education. DCS students have won numerous local, regional and state competitions and have represented their school nationally.
- 4** DCS students also make their mark on music and the arts. Many annually score "outstanding" or "excellent" in the New York State School Music Association Festival, earn statewide recognition for their artwork and graduate with impressive portfolios.
- 5** DCS athletes excel on the field and in the classroom, earning New York State Public High School Athletic Association Scholar-Athlete team awards for maintaining a grade-point average greater than 90 and winning regional and state titles.



Three-Part Budget Summary

New York state requires school districts to present their budgets divided into three expenditure categories—administrative, program and capital.

ADMINISTRATIVE 2018-19 2019-20

AMOUNT: \$1,351,811 \$1,391,785

PERCENT OF TOTAL: 7.88% 8.02%

Includes salaries and benefits of administrators, supervisors and administrative clerical staff; school board costs; tax collection; legal and auditing costs; property insurance costs; BOCES administrative costs and central data processing.

PROGRAM 2018-19 2019-20

AMOUNT: \$12,821,565 \$12,883,537

PERCENT OF TOTAL: 74.76% 74.19%

Includes salaries and benefits of all teachers and staff who deliver pupil services (guidance, health, library/media, etc.), BOCES programs, special education services, textbooks, equipment, athletics and transportation costs (except bus purchases).

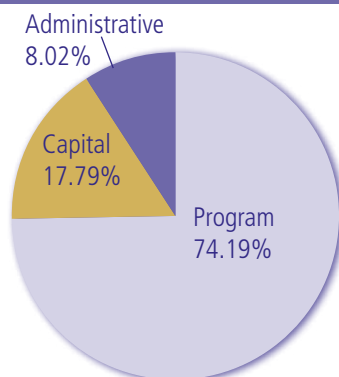
CAPITAL 2018-19 2019-20

AMOUNT: \$2,976,624 \$3,089,678

PERCENT OF TOTAL: 17.36% 17.79%

Includes salaries and benefits of maintenance and custodial staff, debt service on buildings, bus purchases, utilities, general insurance, tax certiorari and court-ordered costs.

2019-20 BUDGET SUMMARY



Projected expenses: Where the money goes

	2018-19 Budget	2019-20 Proposed	Dollar Change
Instruction	\$8,627,224	\$8,826,082	\$198,858
Employee Benefits	\$3,519,459	\$3,410,250	(\$109,209)
Transportation	\$1,112,637	\$1,094,280	(\$18,357)
Operations	\$726,278	\$861,199	\$134,921
Maintenance	\$354,601	\$373,161	\$18,560
General Support	\$860,306	\$895,960	\$35,654
Debt Service	\$1,894,495	\$1,854,068	(\$40,427)
Interfund Transfer	\$55,000	\$50,000	(\$5,000)
Total Expenditures	\$17,150,000	\$17,365,000	\$215,000

Revenue summary: Where money comes from

	2018-19 Budget	2019-20 Proposed	Dollar Change
Property Taxes	\$8,072,101	\$8,072,101	\$0
State Aid	\$8,345,551	\$8,412,851	\$67,300
All Other Revenue	\$215,000	\$235,000	\$20,000
Transfers	\$0	\$0	\$0
Medicaid	\$20,000	\$25,000	\$5,000
Total Revenues	\$16,652,652	\$16,744,952	\$92,300
Use of Fund Balance	\$497,348	\$620,048	\$122,700
Revenues & Fund Balance	\$17,150,000	\$17,365,000	\$215,000





Q & A on the proposed budget

Q.

IS THE PROPOSED BUDGET WITHIN THE TAX LEVY LIMIT?

A.

State law requires school districts to use a multi-step formula to calculate their tax levy limits. This is the maximum allowable tax levy that a district can propose as part of a budget that requires a simple majority of voters (50 percent plus one) for approval.

A proposed tax levy increase that is above the limit requires approval by a supermajority of a district's voters (60 percent).

Duanesburg is proposing a budget that includes a 0.0 percent tax levy increase, which is below its maximum allowable increase of 0.44 percent. Therefore, budget approval requires a majority vote of 50 percent plus one vote.

Q.

HOW IS TAX LEVY DIFFERENT FROM THE TAX RATE?

A.

The tax levy is the total amount of money that the district raises from local taxpayers, while a tax rate is the amount of money that property owners pay per \$1,000 of assessed value.

Q.

WHAT IS A FUND BALANCE RESERVE?

A.

It is a "rainy day" fund typically set aside to pay for emergencies. The district creates a fund balance reserve when it has a surplus due to receiving more revenue than expected and/or by

spending less than the amount budgeted. In the 2019-20 proposal, the board is appropriating \$620,048 of the district's available fund balance. Doing this allows the budget to stay below the district's maximum allowable tax levy increase.

Q.

DOES THE BUDGET INCLUDE SHARED SERVICES?

A.

Yes. DCS continues to work with other school districts to increase efficiency and decrease costs through sharing.

DCS partners with schools in the region to offer professional development and training.

Sharing bus runs with neighboring schools reduces transportation costs, makes efficient use of vehicles and conserves energy.

The district also saves money by participating in consortiums for health insurance and purchasing.

Distance learning technology provides expanded course offerings for DCS students through shared instruction and curricula.

The district also participates in shared special education services when appropriate and when those services would allow students to attend school closer to home.

In addition, DCS saves money by applying for grants to fund educational programs and services and by partnering with local organizations to enhance learning opportunities for students.

ABSENTEE BALLOTS

Residents who will be out of town or unable to vote in person due to illness or disability can vote by absentee ballot. For applications and information, visit the DCS website or call the district office at (518) 895-2279.

EXIT SURVEY

Following the school budget vote, district residents will be asked to complete a voluntary, anonymous exit survey to help the Board of Education gather community feedback to guide future budget and program decisions.



Sarah Johnson won a Schoharie County Music Educators Association Scholarship for her vocal talents.



Residents to elect three to Board

District residents will vote on May 21 to fill three seats on the Duanesburg Central School District Board of Education. Two candidates will serve three-year terms beginning July 1, 2019, for seats that are currently held by Kent Sanders and Deborah Grier, whose terms expire June 30.

One candidate will serve until June 30, 2021, to fill a vacancy created by the resignation of Board Member Joshua Menzies.

All candidates run at-large, rather than for a specific Board seat. The district received two candidate petitions for the three open seats. Therefore, the qualified resident who receives the highest number of valid write-in votes will win the Board seat with the shorter term.

The Board of Education is comprised of seven members who serve overlapping three-year terms. Members are elected by local residents to establish policy and direct the administration of the district's schools. As their representatives, the Board exercises the community's rights to citizen control over public education.

Each Board of Education has legal and financial control over local school matters that is subject to limitations imposed by the United States Constitution, federal and state law, regulations set by the state commissioner of education and the will of district residents as expressed in local elections.

A Meet the Candidates Night will be held by the Duanesburg Community PTA on May 9 at 7 p.m. in the high school's Joe Bena Auditorium. All district residents are encouraged to attend.

The following candidates, in ballot order, are running for the Board.



Dianne Grant is seeking her first term on the Board of Education. She lives in Duanesburg with her husband, Douglas, and their children John and Justin. She holds a bachelor's degree from SUNY Empire State College and works as a territory manager for Midwest Vet Supply. She has volunteered as vice president, president and board chair of Duanesburg Volunteer Ambulance Corps, member of the Zoning Board and current president of the DCS Booster Club.



Deborah F. Grier is running for her second term on the Board of Education. She lives in Delanson with her husband, Jason, and their children Alexis, Lorel, Allie, Keegan and Gavin. She holds a Bachelor of Science in Finance and Master of Science in Instructional Systems Design from Florida State University and is employed by Health Management Systems. Grier has been an active volunteer with Junior Achievement, the American Cancer Society, her high school alumni association and Pop Warner.

What a budget defeat would mean

If a majority of residents vote no on a proposed budget, the district has three options: resubmit the same or a revised budget for a revote on June 18, or adopt a contingent budget. If residents vote down a resubmitted or revised budget, the district must adopt a contingent budget.

Under a contingent budget, a district's total tax levy cannot exceed the current year's tax levy, which means a 0 percent tax levy increase.

A contingent budget cannot be used to fund certain items, such as field trips for social purposes, nonessential maintenance, new equipment, most student supplies or public use of school facilities except where there is no cost to the district (a district may charge a fee that meets or exceeds its costs).

A contingent budget funds expenditures specifically authorized by law, legal obligations, and items necessary to maintain a district's educational program, property, and student and staff safety and health.





Voters to decide on bus purchase proposition

On May 21, district residents will vote on a proposition to purchase three gasoline-powered school buses, a 65-passenger bus, a 71-passenger bus and a 21-passenger wheelchair-compatible bus, at a cost not to exceed \$290,000. If the proposition is approved, DCS would be reimbursed by state aid for nearly 70 percent of the total purchase price, reducing the local cost to approximately \$17,400 per year for five years.

NEW BUSES = COST SAVINGS

The proposition is part of the district's bus replacement plan that keeps the bus fleet in safe working order while reducing the cost to taxpayers. The new buses would replace older buses that are becoming costly to maintain due to frequent repairs and the need for replacement parts. The new buses will also have stop-arm safety cameras.

State law requires school buses to undergo rigorous safety inspections twice each year. State inspectors tell the district whether the buses are running efficiently and safely, and they also monitor body and undercarriage corrosion. Road salt and other de-icers used during our northeast winters can deteriorate bus bodies and frames.

The State Education Department recommends districts replace small buses every five to seven years and large buses every 10 years. DCS purchases an average of two to three buses each year. Retired buses are

typically 10 years old and unlikely to pass state safety inspections without significant investment in parts and repairs.

WHAT A DEFEAT WOULD MEAN

If the proposition is defeated, DCS would not be able to take advantage of the available state aid reimbursement for new buses. The district would continue to use existing vehicles, and further deterioration would potentially increase risks to students, decrease trade-in value and incur unexpected repair costs.

60 SQUARE MILES TO TRAVEL

The Duanesburg Central School District encompasses 60 square miles that buses travel daily. DCS buses are also used to transport students for field trips, sporting events and other out-of-district destinations throughout the year, including summer.

Whenever possible, DCS shares transportation services with other school districts to transport students efficiently and cost effectively. Such a practice, combined with the bus replacement program, helps keep the district's expenses down and students safe.



DCS students, staff and community: Small schools, big impact



Duanesburg Elementary sixth graders display their peaceful attitude.



The Duanesburg YMCA honored Karen Kanarkiewicz and Anna White.



Elementary BRAVES students prevent bullying and foster friendship.



The information below is the School District Budget Notice as required by New York State law. School districts must distribute this notice, as prescribed, to all district residents.

SCHOOL DISTRICT BUDGET NOTICE

Overall Budget Proposal	Budget Adopted for the 2018-19 School Year	Budget Proposed for the 2019-20 School Year	*Contingent Budget for the 2019-20 School Year
Total Budgeted Amount, Not Including Separate Propositions	\$17,150,000	\$17,365,000	\$17,140,242
Increase/Decrease for the 2019-20 School Year		\$215,000	(\$9,758)
Percentage Increase/Decrease in Proposed Budget		1.25%	-0.06%
Change in the Consumer Price Index		2.44%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$8,072,101	\$8,072,101	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable **	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$8,072,101	\$8,072,101	\$8,072,101
F. Total Permissible Exclusions	\$245,688	\$110,256	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$8,072,737	\$8,108,018	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$7,826,413	\$7,961,845	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$246,324	\$146,173	
Administrative Component	\$1,351,811	\$1,391,785	\$1,369,027
Program Component	\$12,821,565	\$12,883,537	\$12,781,537
Capital Component	\$2,976,624	\$3,089,678	\$2,989,678

*Contingent budget would focus on reducing increases in new programs, new services and additional equipment.

**List separate propositions that are not included in the total budgeted amount: (Tax levy associated with educational or transportation propositions are not eligible for exclusion and may affect voter approval requirements)

Description	Amount
Bus purchases	\$290,000

	Under the Budget Proposed for the 2019-20 School Year
Estimated Basic STAR Exemption Savings ¹	\$570

The annual budget vote for the fiscal year 2019-20 by the qualified voters of the Duanesburg Central School District, Schenectady County, New York, will be held in the Duanesburg Elementary School lobby in said district on Tuesday, May 21, 2019, between the hours of 1 and 9 p.m., prevailing time, at which time the polls will be opened to vote by voting ballot or machine.

¹ The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

Looking for more budget information?

Visit www.duanesburg.org for more 2019-20 budget news, updates and an informative article about how school districts develop budgets.

**Don't forget to vote
on the 2019-20 School Budget**
Tuesday, May 21, from 1 to 9 p.m. in the
Duanesburg Elementary School lobby.

BOARD OF EDUCATION

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Camille Siano Enders

Vice President
Deborah Grier

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Kent Sanders
Jennifer Sexton
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*Director of Phys. Ed. &
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Elementary School Principal
Andrea Conover

Transportation
Karen Weiler/
Russell Underwood

*Produced in cooperation with the Capital Region
BOCES Communications Service 4/2019*

Duanesburg

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CURRENT RESIDENT

8 Duanesburg CENTRAL SCHOOL DISTRICT



Enrollment is open for UPK program

District residents with children who will be four years old on or before Dec. 1, 2019, are eligible to enroll them in the DCS Universal Pre-Kindergarten (UPK) program at Duanesburg Elementary School for the 2019-20 school year.

Parents/guardians interested in having their eligible children attend UPK should contact the elementary office at (518) 895-2580.

There is no cost to families for the UPK program, but they must provide their own transportation.

Duanesburg Day a great celebration



Duanesburg Day returned to our high school campus on April 6 and was a great success. Thanks to all who participated in the free, family-friendly event.

YOU'RE INVITED

WHO: All eligible residents

WHAT: To vote on the 2019-20 school budget, bus proposition and Board of Education elections

WHEN: Tuesday, May 21, from 1 to 9 p.m.

WHERE: Duanesburg Elementary School, 165 Chadwick Road, Delanson

WHO'S ELIGIBLE TO VOTE:

To vote on a school budget, an individual must be a U.S. citizen, at least 18 years old and a resident of the school district for at least 30 days prior to the vote.

WHY: Because your vote counts.

2019-20 Property Tax Report Card

530101 - Duquesne Central School District			
Contact Person: Jeff Rivenburg	Budgeted 2019-2019	Proposed Budget 2019-2020	Percent Change
Telephone Number: (518) 855-2279	(A)	(B)	(C)
Total Budgeted Amount, Not Including Separate Propositions	\$ 17,150,000	\$ 17,385,000	1.25%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	\$ 8,072,101	\$ 8,072,101	
B. Tax Levy to Support Library Debt, if Applicable	\$ -	\$ -	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	\$ -	\$ -	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	\$ -	\$ -	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 8,072,101	\$ 8,072,101	0.00%
F. Permissible Exclusions to the School Tax Levy Limit	\$ 245,688	\$ 110,256	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	\$ 8,072,737	\$ 8,108,018	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E - B - F + D)	\$ 7,826,413	\$ 7,961,845	
I. Difference (G - H) (Negative Value Requires 60% Voter Approval) ²	\$ 246,324	\$ 146,173	
Public School Enrollment	691	665	-3.76%
Change in Consumer Price Index			2.0%

¹ Includes any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2019-20, includes any carryover from 2018-19 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2018-19 (D)	Estimated 2019-20 (E)
Adjusted Restricted Fund Balance	\$ 3,727,325	\$ 4,577,500
Assigned Appropriated Fund Balance	\$ 731,034	\$ 620,048
Adjusted Unrestricted Fund Balance	\$ 686,000	\$ 694,600
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

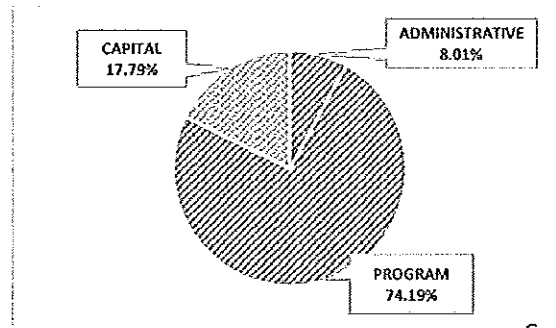
Schedule of Reserve Funds

Reserve Type	Reserve Name	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-2020 School Year	Reserve Description *
Capital	Capital	\$ 1,600,000	\$ 1,600,000		To pay the cost of any object or purpose for which bonds may be issued.
Repair	No Current Reserve			\$	To pay the cost of repairs to capital improvements or equipment.
Workers' Compensation	Workers Compensation	\$ 75,000	\$ 75,000	\$	To pay for Workers Compensation and benefits.
Unemployment Insurance	Unemployment	\$ 180,232	\$ 180,232	\$	To pay the cost of reimbursement to the State Unemployment Insurance Fund.
Reserve for Tax Reduction	No Current Reserve			\$	For the gradual use of the proceeds of the sale of school district real property.
Mandatory Reserve for Debt Service	No Current Reserve			\$	To cover debt service payments on outstanding obligations (bonds, BARS) after the sale of district capital assets or improvements.
Insurance	Insurance	\$ 733,000	\$ 733,000	\$	To pay liability, casualty, and other types of uninsured losses.
Property Loss	Property Loss	\$ 62,158	\$ 62,158	\$	To establish and maintain a program of reserves to cover property loss.
Liability	No Current Reserve			\$	To establish and maintain a program of reserves to cover liability claims incurred.
Tax Contingent	Tax Contingent	\$ -	\$ -	\$	To establish a reserve fund for tax contingent settlements.
Reserve for Insurance Recoveries	No Current Reserve			\$	To account for unexpended proceeds of insurance recoveries at the fiscal year end.
Employee Benefit Accrued Liability	Benefit Reserve	\$ 31,450	\$ 31,450	\$	For the payment of accrued employee benefits due to employees upon termination of service.
Retirement Contribution	Retirement Contributions	\$ 1,045,483	\$ 1,045,483	\$	To fund employer retirement contributions to the State and Local Employees' Retirement System.
Reserve for Uncollected Taxes	No Current Reserve			\$	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.
Other Reserve	No Current Reserve			\$	

Three-Part Budget Summary

New York State requires school districts to present their budgets divided into three expenditure categories: Administrative, Program, & Capital.

ADMINISTRATIVE	2018-2019	2019-2020	Includes BOCES administrative costs and central data processing; salaries and benefits of administrators, supervisors and administrative clerical staff; school board costs; tax collection; legal and auditing costs; property insurance costs.
AMOUNT:	\$1,351,811	\$1,391,785	
PERCENT OF TOTAL:	7.882%	8.015%	
PROGRAM	2018-2019	2019-2020	Includes salaries and benefits of all teachers and staff who deliver pupil services (guidance, health, library/media, etc.), BOCES programs, special education services, textbooks, equipment, athletics and transportation costs (except bus purchases).
AMOUNT:	\$12,821,565	\$12,883,537	
PERCENT OF TOTAL:	74.761%	74.193%	
CAPITAL	2018-2019	2019-2020	Includes salaries and benefits of maintenance and custodial staff, debt service on buildings, bus purchases, utilities, general insurance, tax certiorari and court ordered costs.
AMOUNT:	\$2,976,624	\$3,089,678	
PERCENT OF TOTAL:	17.356%	17.793%	



DUANESBURG CENTRAL SCHOOL DISTRICT
2019-2020 PROPOSED BUDGET
ESTIMATED REVENUE AND STATE AID

	2018-2019 CURRENT BUDGET	2019-2020 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE	PERCENTAGE OF BUDGET
PROJECTED REVENUES					
REAL PROPERTY TAXES	\$8,072,101	\$8,072,101	\$0	0.00%	46.48%
STATE AID	\$8,345,551	\$8,412,851	\$67,300	0.81%	48.45%
ALL OTHER REVENUE	\$215,000	\$235,000	\$20,000	9.30%	1.35%
TRANSFERS	\$0	\$0	\$0	0.00%	0.00%
MEDICAID	\$20,000	\$25,000	\$5,000	25.00%	0.14%
TOTAL ESTIMATED REVENUE	\$16,652,652	\$16,744,952	\$92,300	0.55%	96.43%
RESERVE APPROPRIATION	\$0	\$0	\$0	0.00%	0.00%
APPROPRIATED FUND BALANCE	\$497,348	\$620,048	\$122,700	24.67%	3.57%
REVENUES & FUND BALANCE	\$17,150,000	\$17,365,000	\$215,000	1.25%	100.00%

DUANESBURG CENTRAL SCHOOL DISTRICT
2019-2020
PROPOSED BUDGET
SUMMARY OF EXPENDITURES

EXPENSE CATEGORY	2018-2019 CURRENT BUDGET	2019-2020 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE	PERCENT OF PROPOSED BUDGET
Instruction	\$8,627,224	\$8,826,082	\$198,858	2.25%	50.83%
Employee Benefits	\$3,519,459	\$3,410,250	-\$109,209	-3.20%	19.64%
Transportation	\$1,112,637	\$1,094,280	-\$18,357	-1.68%	6.30%
Operations	\$726,278	\$861,199	\$134,921	15.67%	4.96%
Maintenance	\$354,601	\$373,161	\$18,560	4.97%	2.15%
General Support	\$860,306	\$895,960	\$35,654	3.98%	5.16%
Debt Service	\$1,894,495	\$1,854,068	-\$40,427	-2.18%	10.68%
Interfund Transfer	\$55,000	\$50,000	-\$5,000	-10.00%	0.29%
Total Expenditures	\$17,150,000	\$17,365,000	\$215,000	1.25%	100.00%

Property Tax Report Card
530101 - DUANESBURG CSD

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Official - as of 05/06/2019 08:05
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****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2019-20 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)"

Form Due - April 29, 2019

Form Preparer Name:
Preparer's Telephone Number:

JEFFREY RIVENBURG
518-895-2279

<u>Shaded Fields Will Calculate</u>	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	17,150,000	17,365,000	1.25 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	8,072,101	8,072,101	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	8,072,101	8,072,101	0.00 %
F. Permissible Exclusions to the School Tax Levy Limit	245,688	110,256	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	8,072,737	8,108,018	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	7,826,413	7,961,845	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	246,324	146,173	
Public School Enrollment	691	665	-3.76 %
Consumer Price Index			2.44 %

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2019-20, includes any carryover from 2018-19 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2018-19 (D)	Estimated 2019-20 (E)
Adjusted Restricted Fund Balance	3,727,325	4,577,500
Assigned Appropriated Fund Balance	731,034	620,048
Adjusted Unrestricted Fund Balance	686,000	694,600
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-20 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL	For the cost of any object or purpose for which bonds may be issued.	1,600,000	1,600,000	To pay the cost of any object or purpose for which bonds may be issued.
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMPENSATION	For self-insured Workers Compensation and benefits.	75,000	75,000	To pay for Workers Compensation and benefits.
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	180,232	180,232	To pay the cost of reimbursement to the State Unemployment Insurance Fund.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance	INSURANCE	For liability, casualty, and other types of uninsured losses.	733,000	733,000	To pay liability, casualty, and other types of uninsured losses.
Property Loss	PROPERTY LOSS	To cover property loss.	62,158	62,158	To establish and maintain a program of reserves to cover property loss.

Liability	To cover incurred liability claims.	<input type="text"/>	<input type="text"/>	
Tax Certiorari	For tax certiorari settlements.	<input type="text"/>	<input type="text"/>	
Reserve for Insurance Recoveries	For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text"/>	<input type="text"/>	
Employee Benefit Accrued Liability	BENEFIT RESERVE For accrued 'employee benefits' due to employees upon termination of service.	31,450	31,450	For the payment of accrued 'employee benefits' due to employees upon termination of service.
Retirement Contribution	RETIREMENT CONTRIBUTIONS For employer retirement contributions to the State and Local Employees' Retirement System.	1,045,483	1,045,483	To fund employer retirement contributions to the State and Local Employees' Retirement System
Reserve for Uncollected Taxes	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve + (add)		<input type="text"/>	<input type="text"/>	

*** NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance:

<http://osc.state.ny.us/localgov/pubs/llstacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2019-20. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save & Ready

DUANESBURG CSD - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA

GOOD STANDING

EM INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	3	3	3	—	4	4
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino	2	4	3	—	—	—
Multiracial	—	—	—	—	—	—
White	3	3	3	—	4	2
English Language Learners	—	—	—	—	—	—
Students with Disabilities	2	3	3	—	2	1
Economically Disadvantaged	3	3	3	—	3	4

EM COMPOSITE PERFORMANCE

Subgroup	Level
All Students	3
American Indian or Alaska Native	—
Asian or Native Hawaiian/Other Pacific Islander	—
Black or African American	—
Hispanic or Latino	2
Multiracial	—
White	3
Students with Disabilities	2
Economically Disadvantaged	3

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	310	134.5	2
	Math	303	128.7	2
	Science	112	194.2	2
	Combined	725	141.3	2
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	—
	Science	1	—	—
	Combined	9	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	116.7	—
	Math	7	107.1	—
	Science	1	—	—
	Combined	14	—	—
Black or African American	ELA	7	92.9	—
	Math	7	100	—
	Science	2	—	—
	Combined	16	—	—
Hispanic or Latino	ELA	26	101.9	2
	Math	26	88.5	2
	Science	10	180	2
	Combined	62	108.9	2
Multiracial	ELA	8	100	—
	Math	8	62.5	—
	Science	2	—	—
	Combined	18	—	—
White	ELA	283	136.7	3
	Math	275	131.6	3
	Science	102	195.1	3
	Combined	660	143.6	3
Students with Disabilities	ELA	35	57.1	2
	Math	35	51.4	2
	Science	23	119.6	2
	Combined	93	70.4	2
Economically Disadvantaged	ELA	89	105.6	2
	Math	90	96.1	2
	Science	32	178.1	2
	Combined	211	112.6	2

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	314	132.8	4
	Math	314	124.2	4
	Science	112	194.2	4
	Combined	314	138.4	4
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	—
	Science	1	—	—
	Combined	4	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	100	—
	Math	7	107.1	—
	Science	1	—	—
	Combined	7	—	—
Black or African American	ELA	7	92.9	—
	Math	7	100	—
	Science	2	—	—
	Combined	7	—	—
Hispanic or Latino	ELA	31	85.5	2
	Math	31	74.2	2
	Science	12	150	2
	Combined	31	91.2	2
Multiracial	ELA	9	88.9	—
	Math	9	55.6	—
	Science	2	—	—
	Combined	9	—	—
White	ELA	287	134.8	4
	Math	286	126.6	4
	Science	102	195.1	4
	Combined	286	140.4	4
Students with Disabilities	ELA	38	52.6	3
	Math	37	48.6	3
	Science	29	94.8	3
	Combined	37	63	3
Economically Disadvantaged	ELA	96	97.9	3
	Math	95	91.1	3
	Science	32	178.1	3
	Combined	95	106.5	3

EM GROWTH (2015-16, 2016-17, AND 2017-18)

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	71,320	1,402	50.9	3
American Indian or Alaska Native	—	12	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—
Black or African American	—	20	—	—
Hispanic or Latino	3,313	61	54.3	4
Multiracial	—	14	—	—
White	64,953	1,286	50.5	3
English Language Learners	—	0	—	—
Students with Disabilities	5,853	115	50.9	3
Economically Disadvantaged	18,972	372	51	3

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	3
Hispanic or Latino	3
White	3
Students with Disabilities	3
Economically Disadvantaged	3

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	107.8	314	132.8	111.5%	100.7%	117.3	158.7	200	4	4
	Math	95.9	314	124.2	100.1%	103.3%	119.4	159.7	200	4	4
American Indian or Alaska Native	ELA	--	4	--	--	--	--	--	--	--	--
	Math	--	4	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	7	--	--	--	--	--	--	--	--
	Math	--	7	--	--	--	--	--	--	--	--
Black or African American	ELA	--	7	--	--	--	--	--	--	--	--
	Math	--	7	--	--	--	--	--	--	--	--
Hispanic or Latino	ELA	--	31	--	--	--	--	--	--	--	--
	Math	--	31	--	--	--	--	--	--	--	--
Multiracial	ELA	--	9	--	--	--	--	--	--	--	--
	Math	--	9	--	--	--	--	--	--	--	--
White	ELA	111.2	287	134.8	114.8%	98%	115	157.5	200	4	4
	Math	99.3	286	126.6	103.3%	106.3%	121.9	161	200	4	4
Students with Disabilities	ELA	25.7	38	52.6	32.7%	54.4%	78.6	139.3	200	2	2
	Math	21.6	37	48.6	28.7%	54.4%	78.6	139.3	200	2	2
Economically Disadvantaged	ELA	83.3	96	97.9	88%	90.7%	108.9	154.5	200	3	3
	Math	65.6	95	91.1	71%	89.4%	107.8	153.9	200	3	3

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	12.5	431	46	10.7%	12.2%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	--	4	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	7	--	--	--	--	--	--	--	--
Black or African American	--	8	--	--	--	--	--	--	--	--
Hispanic or Latino	--	42	--	--	--	--	--	--	--	--
Multiracial	--	10	--	--	--	--	--	--	--	--
White	12.9	397	44	11.1%	12.6%	10.7%	9.7%	7.4%	5%	2
Students with Disabilities	22.7	40	10	25%	22%	22.2%	19.3%	12.2%	5%	1
Economically Disadvantaged	18.8	124	21	16.9%	18.2%	20.5%	17.9%	11.5%	5%	4

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	686	91.1%
American Indian or Alaska Native	--	2	--
Asian or Native Hawaiian/Other Pacific Islander	--	4	--
Black or African American	--	4	--
Hispanic or Latino	--	14	--
Multiracial	--	5	--
White	X	626	91.5%
English Language Learners	--	0	--
Students with Disabilities	--	38	--
Economically Disadvantaged	X	204	86.8%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	687	88.5%
American Indian or Alaska Native	--	2	--
Asian or Native Hawaiian/Other Pacific Islander	--	4	--
Black or African American	--	4	--
Hispanic or Latino	--	14	--
Multiracial	--	5	--
White	X	627	88.4%
English Language Learners	--	0	--
Students with Disabilities	--	37	--
Economically Disadvantaged	X	203	86.2%

HS INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	4	3	4	—	3	4	4
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—
White	3	3	3	—	2	4	4
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	3	—	3	—	—	—	—
Economically Disadvantaged	3	2	3	—	—	4	—

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	52	207.7	198.7	4
	Math	52	150	198.7	4
	Science	52	240.4	198.7	4
	Social Studies	52	234.6	198.7	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	--	--	--
	Math	2	--	--	--
	Science	2	--	--	--
	Social Studies	2	--	--	--
Black or African American	ELA	1	--	--	--
	Math	1	--	--	--
	Science	1	--	--	--
	Social Studies	1	--	--	--
Hispanic or Latino	ELA	1	--	--	--
	Math	1	--	--	--
	Science	1	--	--	--
	Social Studies	1	--	--	--
Multiracial	ELA	2	--	--	--
	Math	2	--	--	--
	Science	2	--	--	--
	Social Studies	2	--	--	--
White	ELA	48	208.3	199.6	3
	Math	48	152.1	199.6	3
	Science	48	240.6	199.6	3
	Social Studies	48	234.4	199.6	3
Students with Disabilities	ELA	13	103.8	115.4	3
	Math	13	92.3	115.4	3
	Science	13	157.7	115.4	3
	Social Studies	13	134.6	115.4	3
Economically Disadvantaged	ELA	28	167.9	174.4	3
	Math	28	132.1	174.4	3
	Science	28	226.8	174.4	3
	Social Studies	28	216.1	174.4	3

HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	91.1%	71	94.4%	91.3%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	93.2%	56	91.1%	93.3%	84.5%	86.4%	91.2%	96%	3	4
	6-Year	89.9%	74	93.2%	90.2%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	2	—	—	—	—	—	—	—	—
	5-Year	—	1	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Black or African American	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Hispanic or Latino	4-Year	—	1	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	7	—	—	—	—	—	—	—	—
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
White	4-Year	90.9%	69	94.2%	91.1%	90%	90.8%	92.9%	95%	4	3
	5-Year	94.3%	55	90.9%	94.4%	91.3%	92.1%	94.1%	96%	1	3
	6-Year	93.4%	70	94.3%	93.5%	91%	92%	94.5%	97%	4	3
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	—	13	—	—	—	—	—	—	—	—
	5-Year	—	12	—	—	—	—	—	—	—	—
	6-Year	—	14	—	—	—	—	—	—	—	—
Economically Disadvantaged	4-Year	88%	29	86.2%	88.3%	76.1%	79.2%	87.1%	95%	3	3
	5-Year	75%	25	88%	75.8%	79.7%	82.4%	89.2%	96%	4	3
	6-Year	83.3%	20	75%	83.8%	80%	82.8%	89.9%	97%	1	3

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
White	3
Students with Disabilities	3
Economically Disadvantaged	3

HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	178.9	52	207.7	180.3%	189.4%	193.6	204.3	215	4	3
	Math	166.9	52	150	168.2%	149.1%	157.6	178.8	200	2	3
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	2	--	--	--	--	--	--	--	--
	Math	--	2	--	--	--	--	--	--	--	--
Black or African American	ELA	--	1	--	--	--	--	--	--	--	--
	Math	--	1	--	--	--	--	--	--	--	--
Hispanic or Latino	ELA	--	1	--	--	--	--	--	--	--	--
	Math	--	1	--	--	--	--	--	--	--	--
Multiracial	ELA	--	2	--	--	--	--	--	--	--	--
	Math	--	2	--	--	--	--	--	--	--	--
White	ELA	179.7	48	208.3	181.1%	207.8%	209	212	215	3	2
	Math	167.4	48	152.1	168.7%	166.4%	172	186	200	2*	2
Students with Disabilities	ELA	--	13	--	--	--	--	--	--	--	--
	Math	--	13	--	--	--	--	--	--	--	--
Economically Disadvantaged	ELA	--	28	--	--	--	--	--	--	--	--
	Math	--	28	--	--	--	--	--	--	--	--

*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	18.2	220	22	10%	17.7%	23.4%	20.4%	12.7%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—	—
Black or African American	—	7	—	—	—	—	—	—	—	—
Hispanic or Latino	—	10	—	—	—	—	—	—	—	—
Multiracial	—	8	—	—	—	—	—	—	—	—
White	17.7	205	21	10.2%	17.2%	16.1%	14.3%	9.7%	5%	4
Students with Disabilities	—	37	—	—	—	—	—	—	—	—
Economically Disadvantaged	31.8	61	11	18%	30.7%	31.3%	26.9%	16%	5%	4

CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	178.6	165.4	175	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—
White	177.9	164.6	175	148.6	153	164	175	4
Students with Disabilities	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—	—	—	—

CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	52	0	38	0	10	0
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	—	—	—
Black or African American	1	0	—	—	—	—
Multiracial	2	0	—	—	—	—
White	48	0	35	0	9	0
Students with Disabilities	11	0	—	—	—	—
Economically Disadvantaged	29	0	—	—	—	—

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	50	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Multiracial	—	2	—
White	✓	46	100%
English Language Learners	—	0	—
Students with Disabilities	—	2	—
Economically Disadvantaged	—	13	—

HS MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	50	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Multiracial	—	2	—
White	✓	46	100%
English Language Learners	—	0	—
Students with Disabilities	—	2	—
Economically Disadvantaged	—	13	—

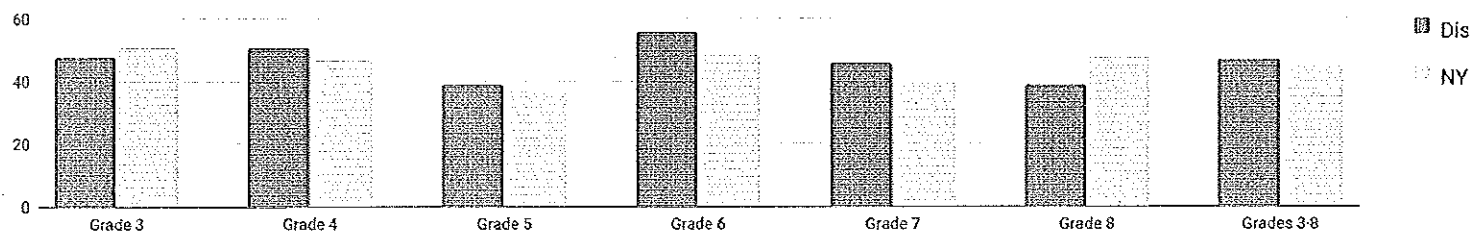
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	12	20%	1	50%	0	0%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

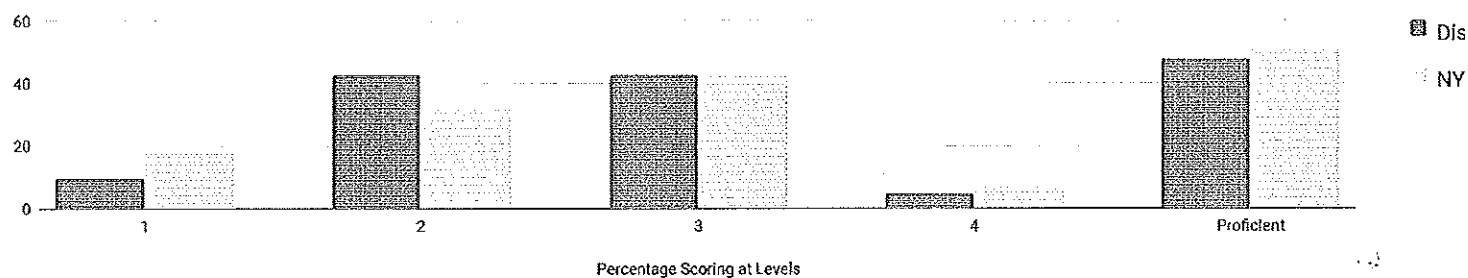
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	3	40	4	10%	17	43%	17	43%	2	5%	19	48%
Grade 4	5	49	11	22%	13	27%	16	33%	9	18%	25	51%
Grade 5	4	44	14	32%	13	30%	8	18%	9	20%	17	39%
Grade 6	7	64	13	20%	15	23%	14	22%	22	34%	36	56%
Grade 7	2	57	14	25%	17	30%	21	37%	5	9%	26	46%
Grade 8	7	57	13	23%	22	39%	13	23%	9	16%	22	39%
Grades 3-8	28	311	69	22%	97	31%	89	29%	56	18%	145	47%

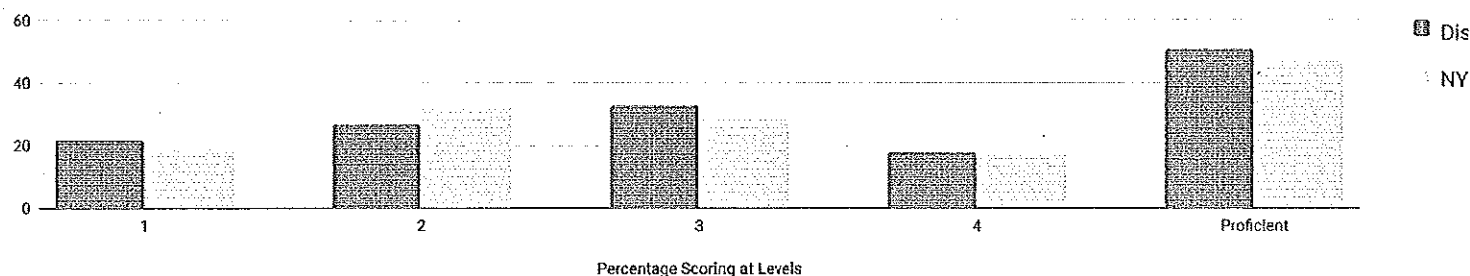
GRADE 3 ELA RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	40	4	10%	17	43%	17	43%	2	5%	19	48%
General Education	—	36	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	37	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	40	4	10%	17	43%	17	43%	2	5%	19	48%
Female	1	21	2	10%	8	38%	9	43%	2	10%	11	52%
Male	2	19	2	11%	9	47%	8	42%	0	0%	8	42%
Non-English Language Learners	3	40	4	10%	17	43%	17	43%	2	5%	19	48%
Economically Disadvantaged	0	15	1	7%	10	67%	4	27%	0	0%	4	27%
Not Economically Disadvantaged	3	25	3	12%	7	28%	13	52%	2	8%	15	60%
Not Migrant	3	40	4	10%	17	43%	17	43%	2	5%	19	48%
Not Homeless	3	40	4	10%	17	43%	17	43%	2	5%	19	48%
Not in Foster Care	3	40	4	10%	17	43%	17	43%	2	5%	19	48%
Parent Not in Armed Forces	3	40	4	10%	17	43%	17	43%	2	5%	19	48%

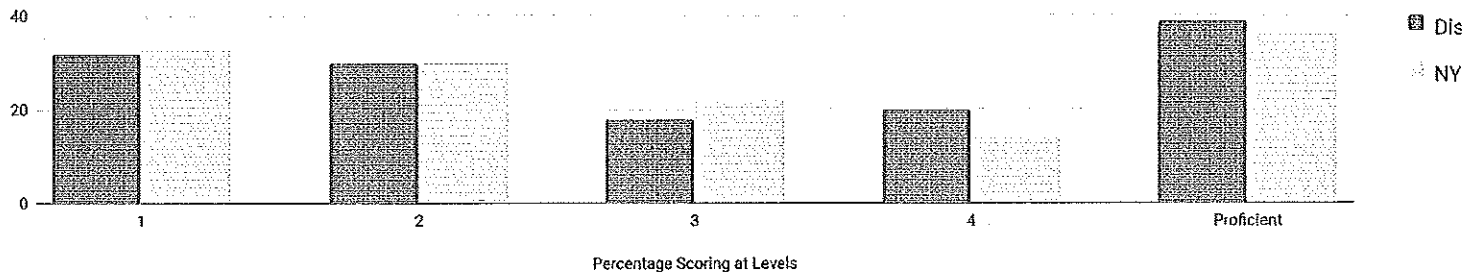
GRADE 4 ELA RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	49	11	22%	13	27%	16	33%	9	18%	25	51%
General Education	2	44	6	14%	13	30%	16	36%	9	20%	25	57%
Students with Disabilities	3	5	5	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	5	—	—	—	—	—	—	—	—	—	—
White	5	43	7	16%	13	30%	15	35%	8	19%	23	53%
Small Group Total	0	6	4	67%	0	0%	1	17%	1	17%	2	33%
Female	2	21	5	24%	5	24%	8	38%	3	14%	11	52%
Male	3	28	6	21%	8	29%	8	29%	6	21%	14	50%
Non-English Language Learners	5	49	11	22%	13	27%	16	33%	9	18%	25	51%
Economically Disadvantaged	2	15	7	47%	3	20%	3	20%	2	13%	5	33%
Not Economically Disadvantaged	3	34	4	12%	10	29%	13	38%	7	21%	20	59%
Not Migrant	5	49	11	22%	13	27%	16	33%	9	18%	25	51%
Not Homeless	5	49	11	22%	13	27%	16	33%	9	18%	25	51%
Not in Foster Care	5	49	11	22%	13	27%	16	33%	9	18%	25	51%
Parent Not in Armed Forces	5	49	11	22%	13	27%	16	33%	9	18%	25	51%

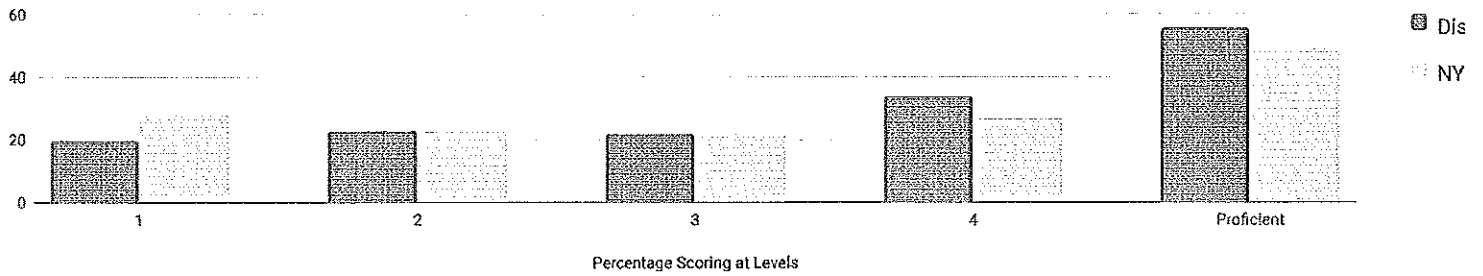
GRADE 5 ELA RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	44	14	32%	13	30%	8	18%	9	20%	17	39%
General Education	—	41	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	42	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	44	14	32%	13	30%	8	18%	9	20%	17	39%
Female	2	24	5	21%	7	29%	5	21%	7	29%	12	50%
Male	2	20	9	45%	6	30%	3	15%	2	10%	5	25%
Non-English Language Learners	4	44	14	32%	13	30%	8	18%	9	20%	17	39%
Economically Disadvantaged	3	15	8	53%	3	20%	2	13%	2	13%	4	27%
Not Economically Disadvantaged	1	29	6	21%	10	34%	6	21%	7	24%	13	45%
Not Migrant	4	44	14	32%	13	30%	8	18%	9	20%	17	39%
Not Homeless	4	44	14	32%	13	30%	8	18%	9	20%	17	39%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	43	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	4	44	14	32%	13	30%	8	18%	9	20%	17	39%

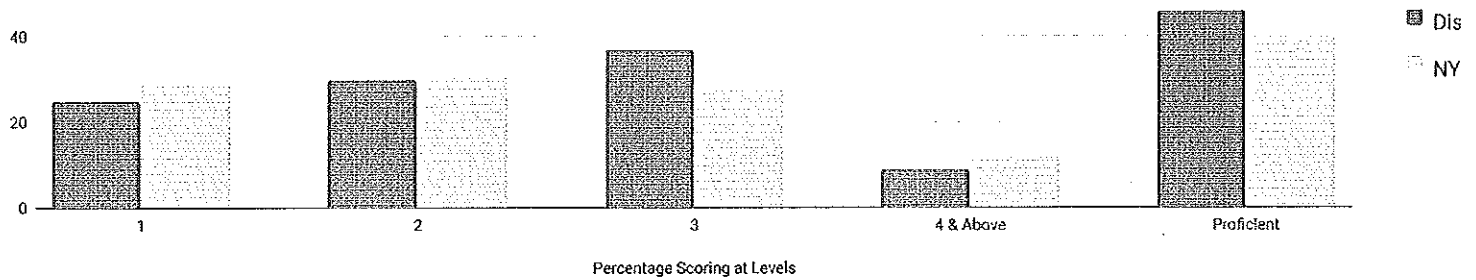
GRADE 6 ELA RESULTS



MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	64	13	20%	15	23%	14	22%	22	34%	36	56%
General Education	6	59	9	15%	15	25%	13	22%	22	37%	35	59%
Students with Disabilities	1	5	4	80%	0	0%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	--	1	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	--	3	--	--	--	--	--	--	--	--	--	--
White	5	59	11	19%	15	25%	14	24%	19	32%	33	56%
Multiracial	--	1	--	--	--	--	--	--	--	--	--	--
Small Group Total	2	5	2	40%	0	0%	0	0%	3	60%	3	60%
Female	4	33	1	3%	8	24%	6	18%	18	55%	24	73%
Male	3	31	12	39%	7	23%	8	26%	4	13%	12	39%
Non-English Language Learners	7	64	13	20%	15	23%	14	22%	22	34%	36	56%
Economically Disadvantaged	3	15	5	33%	2	13%	3	20%	5	33%	8	53%
Not Economically Disadvantaged	4	49	8	16%	13	27%	11	22%	17	35%	28	57%
Not Migrant	7	64	13	20%	15	23%	14	22%	22	34%	36	56%
Not Homeless	7	64	13	20%	15	23%	14	22%	22	34%	36	56%
In Foster Care	--	1	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	--	63	--	--	--	--	--	--	--	--	--	--
Parent Not in Armed Forces	7	64	13	20%	15	23%	14	22%	22	34%	36	56%

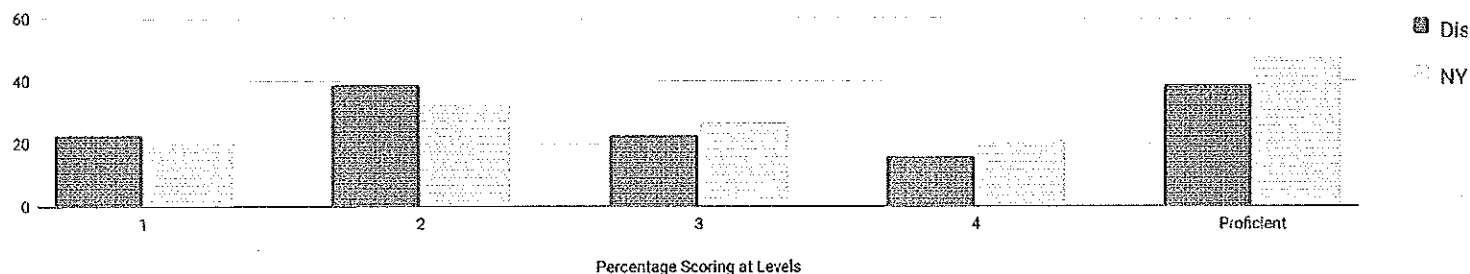
GRADE 7 ELA RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	57	14	25%	17	30%	21	37%	5	9%	26	46%
General Education	0	51	11	22%	15	29%	20	39%	5	10%	25	49%
Students with Disabilities	2	6	3	50%	2	33%	1	17%	0	0%	1	17%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	2	50	12	24%	14	28%	19	38%	5	10%	24	48%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	7	2	29%	3	43%	2	29%	0	0%	2	29%
Female	0	19	3	16%	5	26%	8	42%	3	16%	11	58%
Male	2	38	11	29%	12	32%	13	34%	2	5%	15	39%
Non-English Language Learners	2	57	14	25%	17	30%	21	37%	5	9%	26	46%
Economically Disadvantaged	2	17	7	41%	6	35%	3	18%	1	6%	4	24%
Not Economically Disadvantaged	0	40	7	18%	11	28%	18	45%	4	10%	22	55%
Not Migrant	2	57	14	25%	17	30%	21	37%	5	9%	26	46%
Not Homeless	2	57	14	25%	17	30%	21	37%	5	9%	26	46%
Not in Foster Care	2	57	14	25%	17	30%	21	37%	5	9%	26	46%
Parent Not in Armed Forces	2	57	14	25%	17	30%	21	37%	5	9%	26	46%

GRADE 8 ELA RESULTS

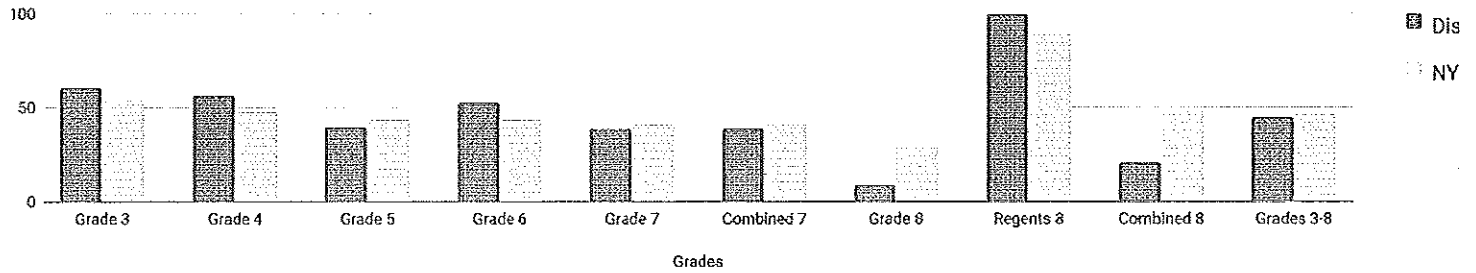


MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	57	13	23%	22	39%	13	23%	9	16%	22	39%
General Education	5	51	8	16%	21	41%	13	25%	9	18%	22	43%
Students with Disabilities	2	6	5	83%	1	17%	0	0%	0	0%	0	0%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	53	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	57	13	23%	22	39%	13	23%	9	16%	22	39%
Female	3	26	3	12%	8	31%	9	35%	6	23%	15	58%
Male	4	31	10	32%	14	45%	4	13%	3	10%	7	23%
Non-English Language Learners	7	57	13	23%	22	39%	13	23%	9	16%	22	39%
Economically Disadvantaged	4	12	3	25%	4	33%	3	25%	2	17%	5	42%
Not Economically Disadvantaged	3	45	10	22%	18	40%	10	22%	7	16%	17	38%
Not Migrant	7	57	13	23%	22	39%	13	23%	9	16%	22	39%
Not Homeless	7	57	13	23%	22	39%	13	23%	9	16%	22	39%
Not in Foster Care	7	57	13	23%	22	39%	13	23%	9	16%	22	39%
Parent Not in Armed Forces	7	57	13	23%	22	39%	13	23%	9	16%	22	39%

GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

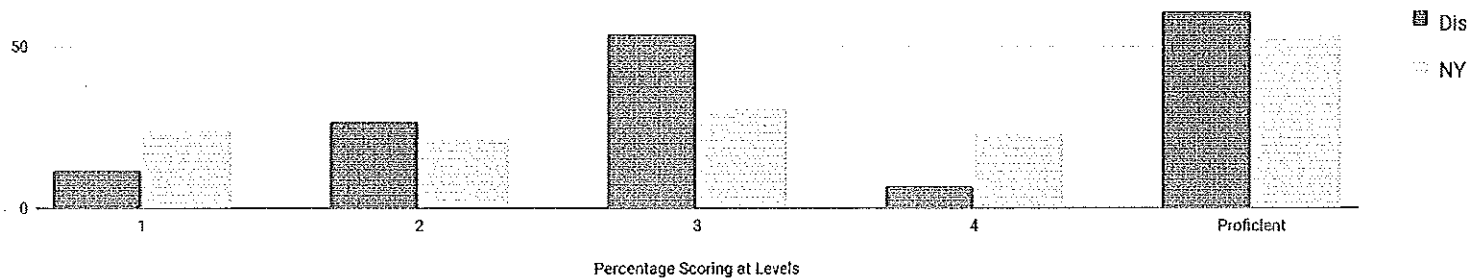
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	1	41	5	12%	11	27%	22	54%	3	7%	25	61%
Grade 4	7	47	7	15%	13	28%	16	34%	11	23%	27	57%
Grade 5	3	45	12	27%	15	33%	8	18%	10	22%	18	40%
Grade 6	7	64	15	23%	15	23%	19	30%	15	23%	34	53%
Grade 7	2	57	18	32%	17	30%	14	25%	8	14%	22	39%
Combined 7	2	57	18	32%	17	30%	14	25%	8	14%	22	39%
Grade 8	19	45	19	42%	22	49%	4	9%	0	0%	4	9%
Regents 8	—	7	0	0%	0	0%	1	14%	6	86%	7	100%
Combined 8	19	52	19	37%	22	42%	5	10%	6	12%	11	21%
Grades 3-8	39	306	76	25%	93	30%	84	27%	53	17%	137	45%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

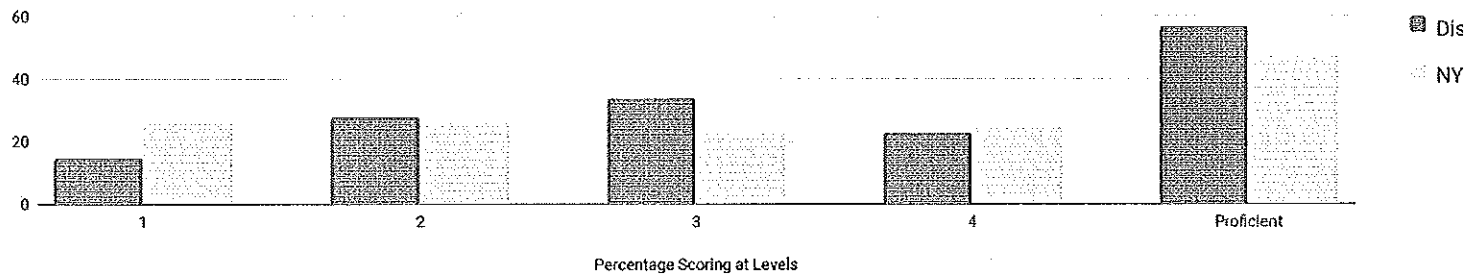
GRADE 3 MATH RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	1	41	5	12%	11	27%	22	54%	3	7%	25	61%
General Education	—	37	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	38	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	41	5	12%	11	27%	22	54%	3	7%	25	61%
Female	1	21	2	10%	6	29%	11	52%	2	10%	13	62%
Male	0	20	3	15%	5	25%	11	55%	1	5%	12	60%
Non-English Language Learners	1	41	5	12%	11	27%	22	54%	3	7%	25	61%
Economically Disadvantaged	0	15	3	20%	7	47%	5	33%	0	0%	5	33%
Not Economically Disadvantaged	1	26	2	8%	4	15%	17	65%	3	12%	20	77%
Not Migrant	1	41	5	12%	11	27%	22	54%	3	7%	25	61%
Not Homeless	1	41	5	12%	11	27%	22	54%	3	7%	25	61%
Not in Foster Care	1	41	5	12%	11	27%	22	54%	3	7%	25	61%
Parent Not in Armed Forces	1	41	5	12%	11	27%	22	54%	3	7%	25	61%

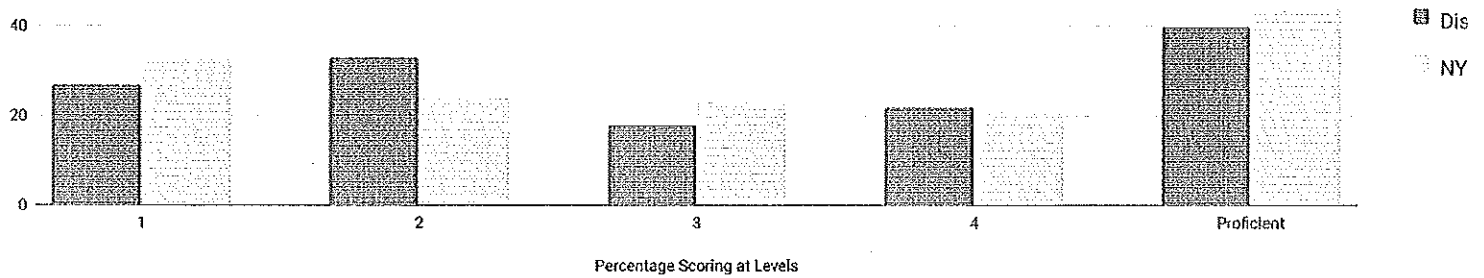
GRADE 4 MATH RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	47	7	15%	13	28%	16	34%	11	23%	27	57%
General Education	—	43	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	5	—	—	—	—	—	—	—	—	—	—
White	7	41	6	15%	10	24%	14	34%	11	27%	25	61%
Small Group Total	0	6	1	17%	3	50%	2	33%	0	0%	2	33%
Female	3	20	5	25%	6	30%	6	30%	3	15%	9	45%
Male	4	27	2	7%	7	26%	10	37%	8	30%	18	67%
Non-English Language Learners	7	47	7	15%	13	28%	16	34%	11	23%	27	57%
Economically Disadvantaged	2	15	5	33%	4	27%	4	27%	2	13%	6	40%
Not Economically Disadvantaged	5	32	2	6%	9	28%	12	38%	9	28%	21	66%
Not Migrant	7	47	7	15%	13	28%	16	34%	11	23%	27	57%
Not Homeless	7	47	7	15%	13	28%	16	34%	11	23%	27	57%
Not in Foster Care	7	47	7	15%	13	28%	16	34%	11	23%	27	57%
Parent Not in Armed Forces	7	47	7	15%	13	28%	16	34%	11	23%	27	57%

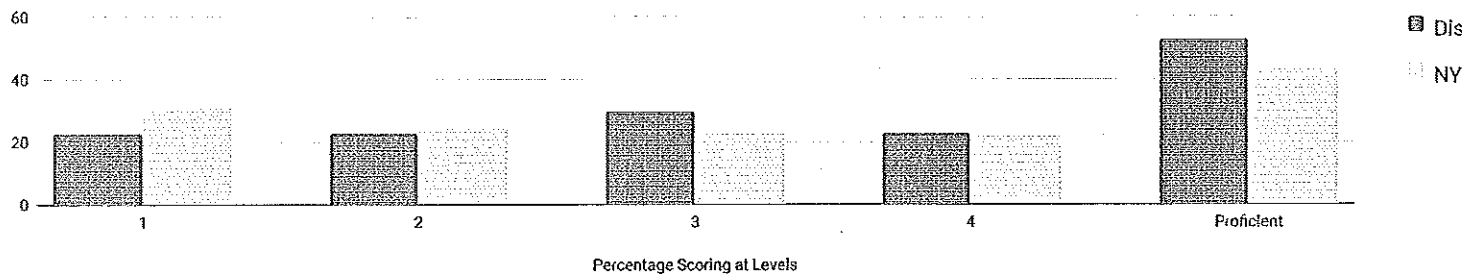
GRADE 5 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	45	12	27%	15	33%	8	18%	10	22%	18	40%
General Education	—	42	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	43	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	45	12	27%	15	33%	8	18%	10	22%	18	40%
Female	1	25	6	24%	10	40%	5	20%	4	16%	9	36%
Male	2	20	6	30%	5	25%	3	15%	6	30%	9	45%
Non-English Language Learners	3	45	12	27%	15	33%	8	18%	10	22%	18	40%
Economically Disadvantaged	2	16	6	38%	6	38%	2	13%	2	13%	4	25%
Not Economically Disadvantaged	1	29	6	21%	9	31%	6	21%	8	28%	14	48%
Not Migrant	3	45	12	27%	15	33%	8	18%	10	22%	18	40%
Not Homeless	3	45	12	27%	15	33%	8	18%	10	22%	18	40%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not In Foster Care	—	44	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	3	45	12	27%	15	33%	8	18%	10	22%	18	40%

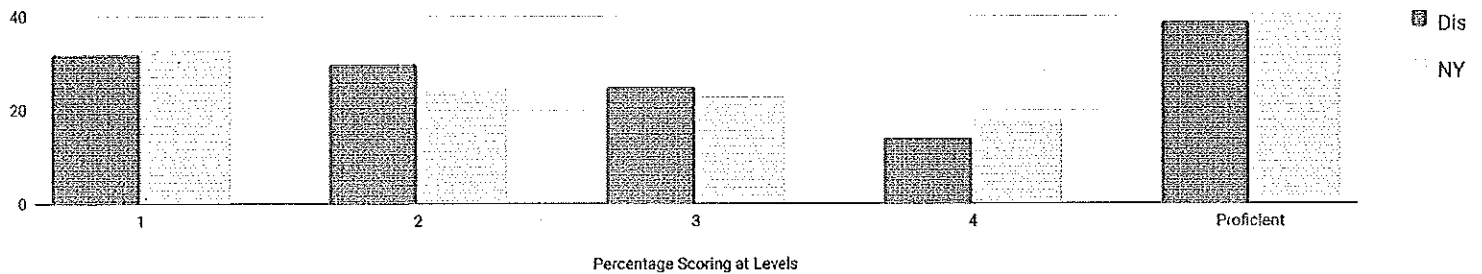
GRADE 6 MATH RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	64	15	23%	15	23%	19	30%	15	23%	34	53%
General Education	7	58	10	17%	14	24%	19	33%	15	26%	34	59%
Students with Disabilities	0	6	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	--	2	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	--	3	--	--	--	--	--	--	--	--	--	--
White	6	58	12	21%	14	24%	18	31%	14	24%	32	55%
Multiracial	--	1	--	--	--	--	--	--	--	--	--	--
Small Group Total	1	6	3	50%	1	17%	1	17%	1	17%	2	33%
Female	4	33	4	12%	11	33%	8	24%	10	30%	18	55%
Male	3	31	11	35%	4	13%	11	35%	5	16%	16	52%
Non-English Language Learners	7	64	15	23%	15	23%	19	30%	15	23%	34	53%
Economically Disadvantaged	3	15	4	27%	4	27%	3	20%	4	27%	7	47%
Not Economically Disadvantaged	4	49	11	22%	11	22%	16	33%	11	22%	27	55%
Not Migrant	7	64	15	23%	15	23%	19	30%	15	23%	34	53%
Not Homeless	7	64	15	23%	15	23%	19	30%	15	23%	34	53%
In Foster Care	--	1	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	--	63	--	--	--	--	--	--	--	--	--	--
Parent Not in Armed Forces	7	64	15	23%	15	23%	19	30%	15	23%	34	53%

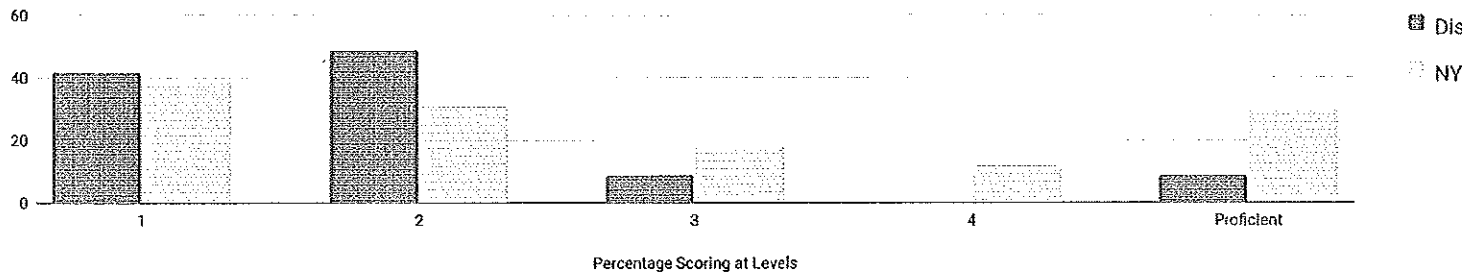
GRADE 7 MATH RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	57	18	32%	17	30%	14	25%	8	14%	22	39%
General Education	0	51	13	25%	17	33%	13	25%	8	16%	21	41%
Students with Disabilities	2	6	5	83%	0	0%	1	17%	0	0%	1	17%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	2	50	16	32%	13	26%	13	26%	8	16%	21	42%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	7	2	29%	4	57%	1	14%	0	0%	1	14%
Female	0	19	5	26%	7	37%	5	26%	2	11%	7	37%
Male	2	38	13	34%	10	26%	9	24%	6	16%	15	39%
Non-English Language Learners	2	57	18	32%	17	30%	14	25%	8	14%	22	39%
Economically Disadvantaged	2	17	10	59%	6	35%	0	0%	1	6%	1	6%
Not Economically Disadvantaged	0	40	8	20%	11	28%	14	35%	7	18%	21	53%
Not Migrant	2	57	18	32%	17	30%	14	25%	8	14%	22	39%
Not Homeless	2	57	18	32%	17	30%	14	25%	8	14%	22	39%
Not in Foster Care	2	57	18	32%	17	30%	14	25%	8	14%	22	39%
Parent Not in Armed Forces	2	57	18	32%	17	30%	14	25%	8	14%	22	39%

GRADE 8 MATH RESULTS

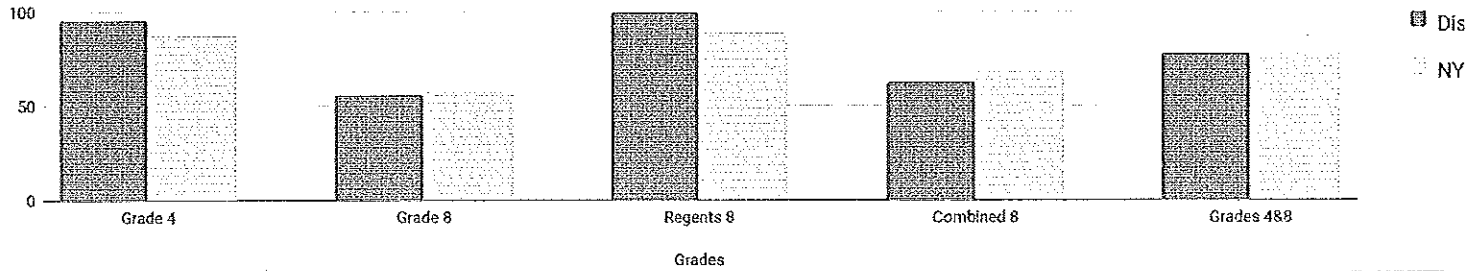


MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	19	45	19	42%	22	49%	4	9%	0	0%	4	9%
General Education	17	39	13	33%	22	56%	4	10%	0	0%	4	10%
Students with Disabilities	2	6	6	100%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	41	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	45	19	42%	22	49%	4	9%	0	0%	4	9%
Female	7	22	6	27%	13	59%	3	14%	0	0%	3	14%
Male	12	23	13	57%	9	39%	1	4%	0	0%	1	4%
Non-English Language Learners	19	45	19	42%	22	49%	4	9%	0	0%	4	9%
Economically Disadvantaged	5	11	6	55%	5	45%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	14	34	13	38%	17	50%	4	12%	0	0%	4	12%
Not Migrant	19	45	19	42%	22	49%	4	9%	0	0%	4	9%
Not Homeless	19	45	19	42%	22	49%	4	9%	0	0%	4	9%
Not in Foster Care	19	45	19	42%	22	49%	4	9%	0	0%	4	9%
Parent Not in Armed Forces	19	45	19	42%	22	49%	4	9%	0	0%	4	9%

GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2017-18)

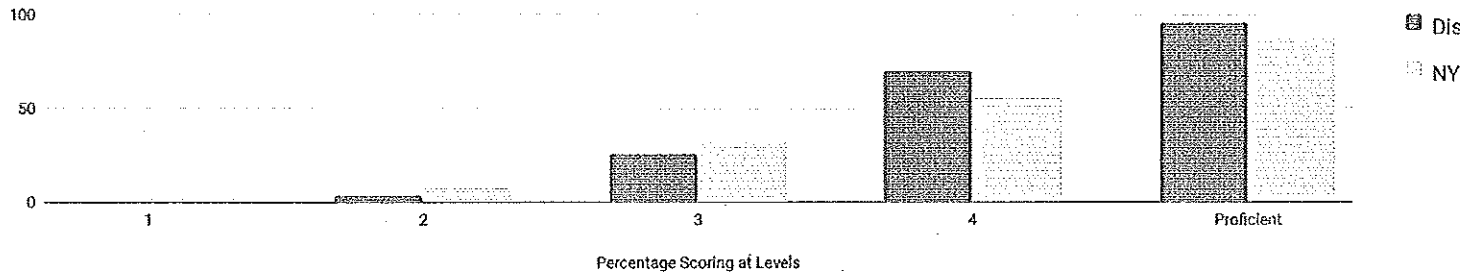
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	4	50	0	0%	2	4%	13	26%	35	70%	48	96%
Grade 8	13	52	8	15%	15	29%	23	44%	6	12%	29	56%
Regents 8	0	11	0	0%	0	0%	2	18%	9	82%	11	100%
Combined 8	13	63	8	13%	15	24%	25	40%	15	24%	40	63%
Grades 4&8	17	113	8	7%	17	15%	38	34%	50	44%	88	78%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

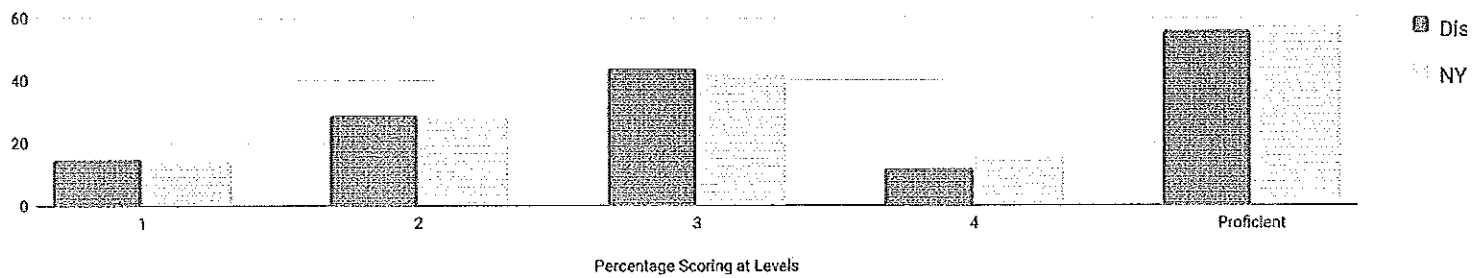
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 88

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	50	0	0%	2	4%	13	26%	35	70%	48	96%
General Education	1	45	0	0%	0	0%	11	24%	34	76%	45	100%
Students with Disabilities	3	5	0	0%	2	40%	2	40%	1	20%	3	60%
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	5	—	—	—	—	—	—	—	—	—	—
White	4	44	0	0%	1	2%	11	25%	32	73%	43	98%
Small Group Total	0	6	0	0%	1	17%	2	33%	3	50%	5	83%
Female	1	22	0	0%	1	5%	8	36%	13	59%	21	95%
Male	3	28	0	0%	1	4%	5	18%	22	79%	27	96%
Non-English Language Learners	4	50	0	0%	2	4%	13	26%	35	70%	48	96%
Economically Disadvantaged	0	17	0	0%	1	6%	9	53%	7	41%	16	94%
Not Economically Disadvantaged	4	33	0	0%	1	3%	4	12%	28	85%	32	97%
Not Migrant	4	50	0	0%	2	4%	13	26%	35	70%	48	96%
Not Homeless	4	50	0	0%	2	4%	13	26%	35	70%	48	96%
Not in Foster Care	4	50	0	0%	2	4%	13	26%	35	70%	48	96%
Parent Not in Armed Forces	4	50	0	0%	2	4%	13	26%	35	70%	48	96%

GRADE 8 SCIENCE RESULTS

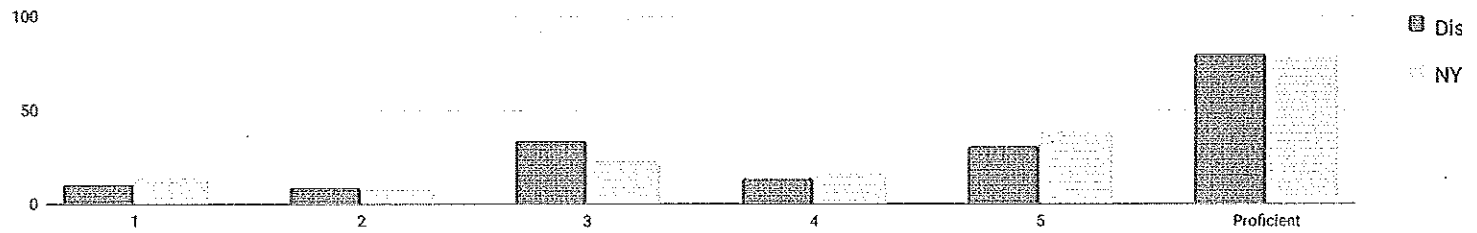


MEAN SCORE: 65

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	52	8	15%	15	29%	23	44%	6	12%	29	56%
General Education	11	45	3	7%	14	31%	22	49%	6	13%	28	62%
Students with Disabilities	2	7	5	71%	1	14%	1	14%	0	0%	1	14%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	48	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	52	8	15%	15	29%	23	44%	6	12%	29	56%
Female	9	20	2	10%	6	30%	11	55%	1	5%	12	60%
Male	4	32	6	19%	9	28%	12	38%	5	16%	17	53%
Non-English Language Learners	13	52	8	15%	15	29%	23	44%	6	12%	29	56%
Economically Disadvantaged	2	14	3	21%	5	36%	4	29%	2	14%	6	43%
Not Economically Disadvantaged	11	38	5	13%	10	26%	19	50%	4	11%	23	61%
Not Migrant	13	52	8	15%	15	29%	23	44%	6	12%	29	56%
Not Homeless	13	52	8	15%	15	29%	23	44%	6	12%	29	56%
Not in Foster Care	13	52	8	15%	15	29%	23	44%	6	12%	29	56%
Parent Not in Armed Forces	13	52	8	15%	15	29%	23	44%	6	12%	29	56%

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

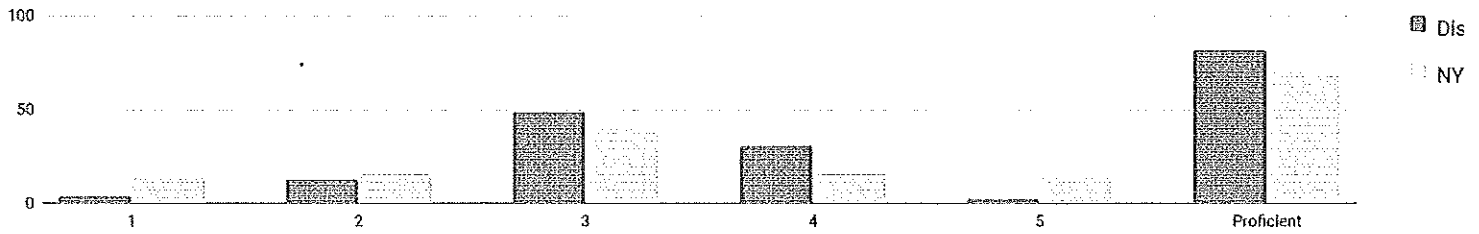
ANNUAL REGENTS ENGLISH (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	7	11%	6	9%	22	34%	9	14%	20	31%	51	80%
General Education	55	1	2%	4	7%	21	38%	9	16%	20	36%	50	91%
Students with Disabilities	9	6	67%	2	22%	1	11%	0	0%	0	0%	1	11%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	60	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	64	7	11%	6	9%	22	34%	9	14%	20	31%	51	80%
Female	29	3	10%	3	10%	7	24%	3	10%	13	45%	23	79%
Male	35	4	11%	3	9%	15	43%	6	17%	7	20%	28	80%
Non-English Language Learners	64	7	11%	6	9%	22	34%	9	14%	20	31%	51	80%
Economically Disadvantaged	19	3	16%	3	16%	10	53%	1	5%	2	11%	13	68%
Not Economically Disadvantaged	45	4	9%	3	7%	12	27%	8	18%	18	40%	38	84%
Not Migrant	64	7	11%	6	9%	22	34%	9	14%	20	31%	51	80%
Not Homeless	64	7	11%	6	9%	22	34%	9	14%	20	31%	51	80%
Not in Foster Care	64	7	11%	6	9%	22	34%	9	14%	20	31%	51	80%
Parent Not in Armed Forces	64	7	11%	6	9%	22	34%	9	14%	20	31%	51	80%

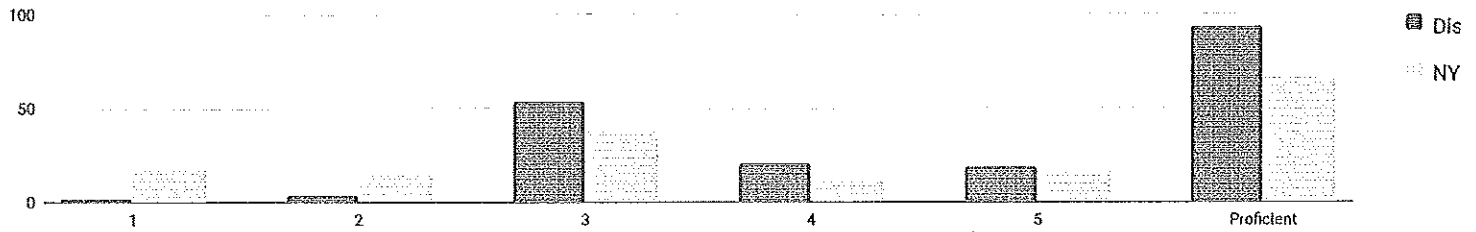
ANNUAL REGENTS ALGEBRA I (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	3	4%	9	13%	33	49%	21	31%	2	3%	56	82%
General Education	58	0	0%	4	7%	31	53%	21	36%	2	3%	54	93%
Students with Disabilities	10	3	30%	5	50%	2	20%	0	0%	0	0%	2	20%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	66	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	68	3	4%	9	13%	33	49%	21	31%	2	3%	56	82%
Female	36	2	6%	3	8%	16	44%	13	36%	2	6%	31	86%
Male	32	1	3%	6	19%	17	53%	8	25%	0	0%	25	78%
Non-English Language Learners	68	3	4%	9	13%	33	49%	21	31%	2	3%	56	82%
Economically Disadvantaged	15	2	13%	4	27%	6	40%	3	20%	0	0%	9	60%
Not Economically Disadvantaged	53	1	2%	5	9%	27	51%	18	34%	2	4%	47	89%
Not Migrant	68	3	4%	9	13%	33	49%	21	31%	2	3%	56	82%
Not Homeless	68	3	4%	9	13%	33	49%	21	31%	2	3%	56	82%
Not in Foster Care	68	3	4%	9	13%	33	49%	21	31%	2	3%	56	82%
Parent Not in Armed Forces	68	3	4%	9	13%	33	49%	21	31%	2	3%	56	82%

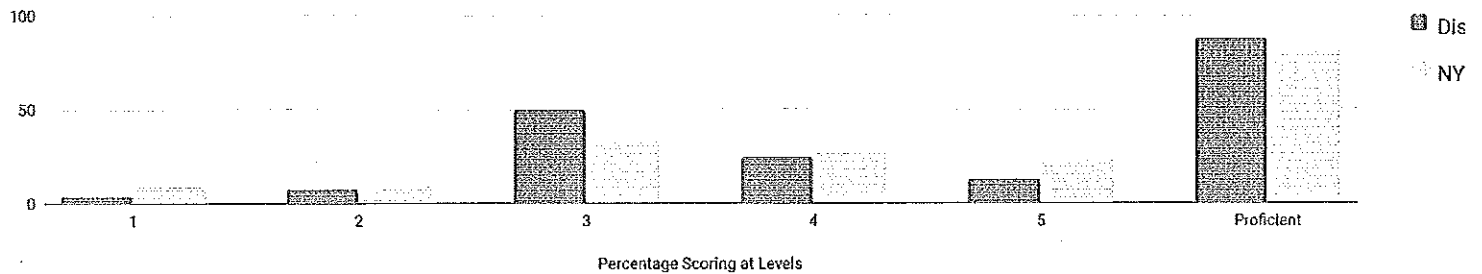
ANNUAL REGENTS GEOMETRY (2017-18)



Percentage Scoring at Levels

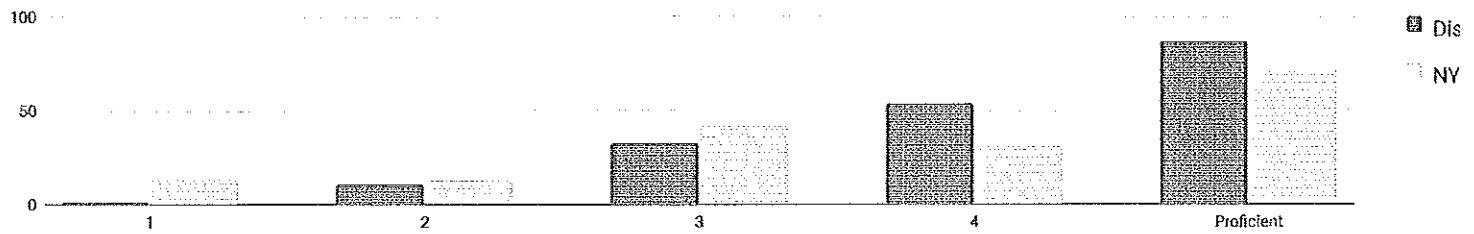
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	1	2%	2	4%	28	54%	11	21%	10	19%	49	94%
General Education	52	1	2%	2	4%	28	54%	11	21%	10	19%	49	94%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	49	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	52	1	2%	2	4%	28	54%	11	21%	10	19%	49	94%
Female	25	1	4%	1	4%	11	44%	5	20%	7	28%	23	92%
Male	27	0	0%	1	4%	17	63%	6	22%	3	11%	26	96%
Non-English Language Learners	52	1	2%	2	4%	28	54%	11	21%	10	19%	49	94%
Economically Disadvantaged	14	1	7%	0	0%	10	71%	1	7%	2	14%	13	93%
Not Economically Disadvantaged	38	0	0%	2	5%	18	47%	10	26%	8	21%	36	95%
Not Migrant	52	1	2%	2	4%	28	54%	11	21%	10	19%	49	94%
Not Homeless	52	1	2%	2	4%	28	54%	11	21%	10	19%	49	94%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	51	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	52	1	2%	2	4%	28	54%	11	21%	10	19%	49	94%

ANNUAL REGENTS ALGEBRA II (2017-18)



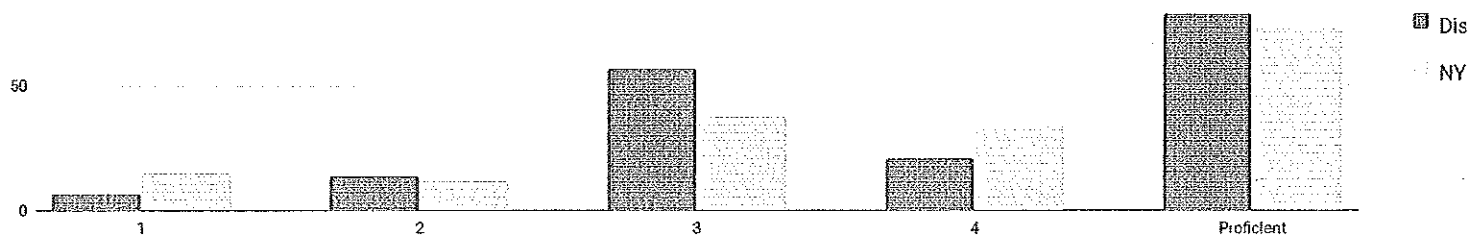
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	24	1	4%	2	8%	12	50%	6	25%	3	13%	21	88%
General Education	24	1	4%	2	8%	12	50%	6	25%	3	13%	21	88%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
White	23	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	24	1	4%	2	8%	12	50%	6	25%	3	13%	21	88%
Female	9	1	11%	1	11%	3	33%	3	33%	1	11%	7	78%
Male	15	0	0%	1	7%	9	60%	3	20%	2	13%	14	93%
Non-English Language Learners	24	1	4%	2	8%	12	50%	6	25%	3	13%	21	88%
Economically Disadvantaged	5	0	0%	1	20%	3	60%	0	0%	1	20%	4	80%
Not Economically Disadvantaged	19	1	5%	1	5%	9	47%	6	32%	2	11%	17	89%
Not Migrant	24	1	4%	2	8%	12	50%	6	25%	3	13%	21	88%
Not Homeless	24	1	4%	2	8%	12	50%	6	25%	3	13%	21	88%
Not in Foster Care	24	1	4%	2	8%	12	50%	6	25%	3	13%	21	88%
Parent Not in Armed Forces	24	1	4%	2	8%	12	50%	6	25%	3	13%	21	88%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



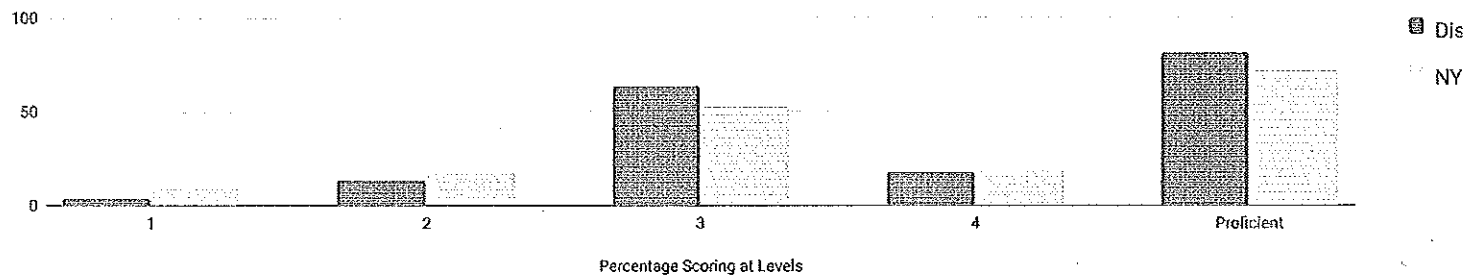
Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	70	1	1%	8	11%	23	33%	38	54%	61	87%
General Education	62	0	0%	3	5%	21	34%	38	61%	59	95%
Students with Disabilities	8	1	13%	5	63%	2	25%	0	0%	2	25%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	67	—	—	—	—	—	—	—	—	—	—
Small Group Total	70	1	1%	8	11%	23	33%	38	54%	61	87%
Female	40	1	3%	4	10%	12	30%	23	58%	35	88%
Male	30	0	0%	4	13%	11	37%	15	50%	26	87%
Non-English Language Learners	70	1	1%	8	11%	23	33%	38	54%	61	87%
Economically Disadvantaged	15	0	0%	3	20%	5	33%	7	47%	12	80%
Not Economically Disadvantaged	55	1	2%	5	9%	18	33%	31	56%	49	89%
Not Migrant	70	1	1%	8	11%	23	33%	38	54%	61	87%
Not Homeless	70	1	1%	8	11%	23	33%	38	54%	61	87%
Not in Foster Care	70	1	1%	8	11%	23	33%	38	54%	61	87%
Parent Not in Armed Forces	70	1	1%	8	11%	23	33%	38	54%	61	87%

ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



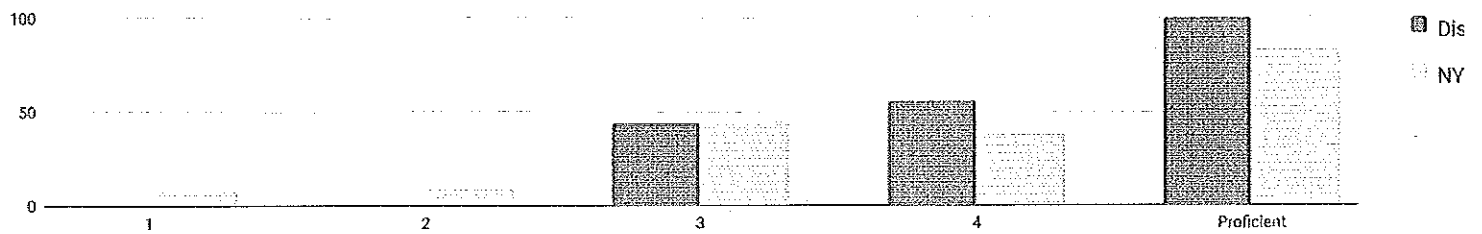
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	42	3	7%	6	14%	24	57%	9	21%	33	79%
General Education	40	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	40	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	42	3	7%	6	14%	24	57%	9	21%	33	79%
Female	17	3	18%	3	18%	8	47%	3	18%	11	65%
Male	25	0	0%	3	12%	16	64%	6	24%	22	88%
Non-English Language Learners	42	3	7%	6	14%	24	57%	9	21%	33	79%
Economically Disadvantaged	19	1	5%	5	26%	11	58%	2	11%	13	68%
Not Economically Disadvantaged	23	2	9%	1	4%	13	57%	7	30%	20	87%
Not Migrant	42	3	7%	6	14%	24	57%	9	21%	33	79%
Not Homeless	42	3	7%	6	14%	24	57%	9	21%	33	79%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	41	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	42	3	7%	6	14%	24	57%	9	21%	33	79%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	28	1	4%	4	14%	18	64%	5	18%	23	82%
General Education	28	1	4%	4	14%	18	64%	5	18%	23	82%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	24	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	28	1	4%	4	14%	18	64%	5	18%	23	82%
Female	13	1	8%	1	8%	8	62%	3	23%	11	85%
Male	15	0	0%	3	20%	10	67%	2	13%	12	80%
Non-English Language Learners	28	1	4%	4	14%	18	64%	5	18%	23	82%
Economically Disadvantaged	5	0	0%	2	40%	2	40%	1	20%	3	60%
Not Economically Disadvantaged	23	1	4%	2	9%	16	70%	4	17%	20	87%
Not Migrant	28	1	4%	4	14%	18	64%	5	18%	23	82%
Not Homeless	28	1	4%	4	14%	18	64%	5	18%	23	82%
Not in Foster Care	28	1	4%	4	14%	18	64%	5	18%	23	82%
Parent Not in Armed Forces	28	1	4%	4	14%	18	64%	5	18%	23	82%

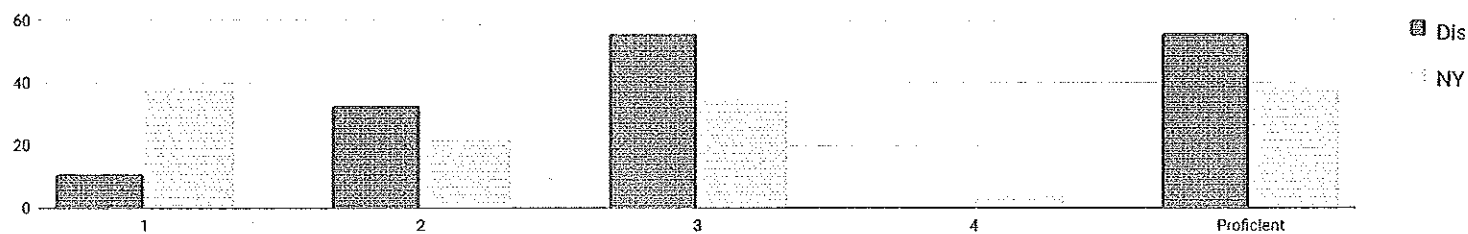
ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	25	0	0%	0	0%	11	44%	14	56%	25	100%
General Education	25	0	0%	0	0%	11	44%	14	56%	25	100%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	23	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	25	0	0%	0	0%	11	44%	14	56%	25	100%
Female	13	0	0%	0	0%	7	54%	6	46%	13	100%
Male	12	0	0%	0	0%	4	33%	8	67%	12	100%
Non-English Language Learners	25	0	0%	0	0%	11	44%	14	56%	25	100%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	22	—	—	—	—	—	—	—	—	—	—
Not Migrant	25	0	0%	0	0%	11	44%	14	56%	25	100%
Not Homeless	25	0	0%	0	0%	11	44%	14	56%	25	100%
Not in Foster Care	25	0	0%	0	0%	11	44%	14	56%	25	100%
Parent Not in Armed Forces	25	0	0%	0	0%	11	44%	14	56%	25	100%

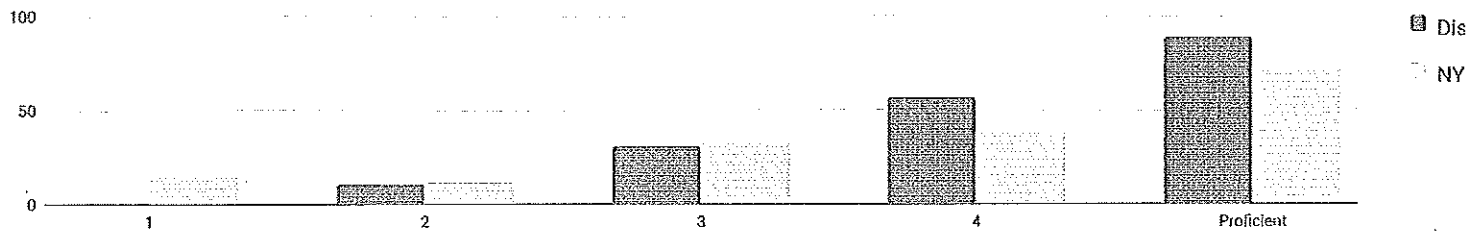
ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Percentage Scoring at Levels

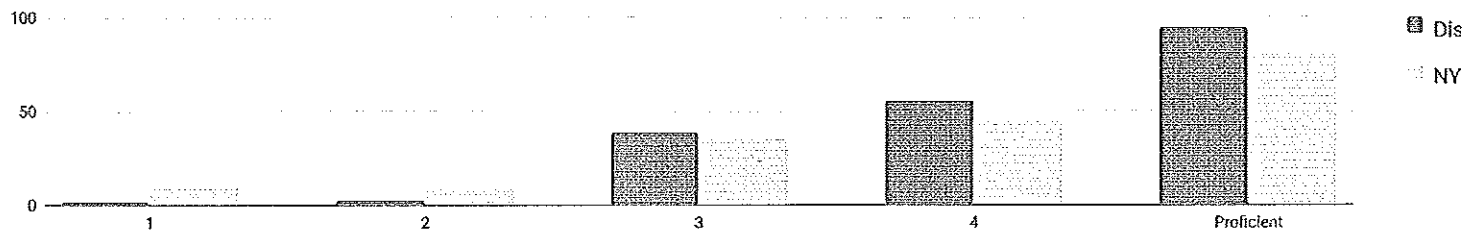
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	9	1	11%	3	33%	5	56%	0	0%	5	56%
General Education	7	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
White	9	1	11%	3	33%	5	56%	0	0%	5	56%
Female	3	—	—	—	—	—	—	—	—	—	—
Male	6	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	9	1	11%	3	33%	5	56%	0	0%	5	56%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	5	—	—	—	—	—	—	—	—	—	—
Not Migrant	9	1	11%	3	33%	5	56%	0	0%	5	56%
Not Homeless	9	1	11%	3	33%	5	56%	0	0%	5	56%
Not in Foster Care	9	1	11%	3	33%	5	56%	0	0%	5	56%
Parent Not in Armed Forces	9	1	11%	3	33%	5	56%	0	0%	5	56%

ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	54	0	0%	6	11%	17	31%	31	57%	48	89%
General Education	49	0	0%	2	4%	16	33%	31	63%	47	96%
Students with Disabilities	5	0	0%	4	80%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	50	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	54	0	0%	6	11%	17	31%	31	57%	48	89%
Female	21	0	0%	3	14%	8	38%	10	48%	18	86%
Male	33	0	0%	3	9%	9	27%	21	64%	30	91%
Non-English Language Learners	54	0	0%	6	11%	17	31%	31	57%	48	89%
Economically Disadvantaged	18	0	0%	2	11%	5	28%	11	61%	16	89%
Not Economically Disadvantaged	36	0	0%	4	11%	12	33%	20	56%	32	89%
Not Migrant	54	0	0%	6	11%	17	31%	31	57%	48	89%
Not Homeless	54	0	0%	6	11%	17	31%	31	57%	48	89%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	53	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	54	0	0%	6	11%	17	31%	31	57%	48	89%

ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)

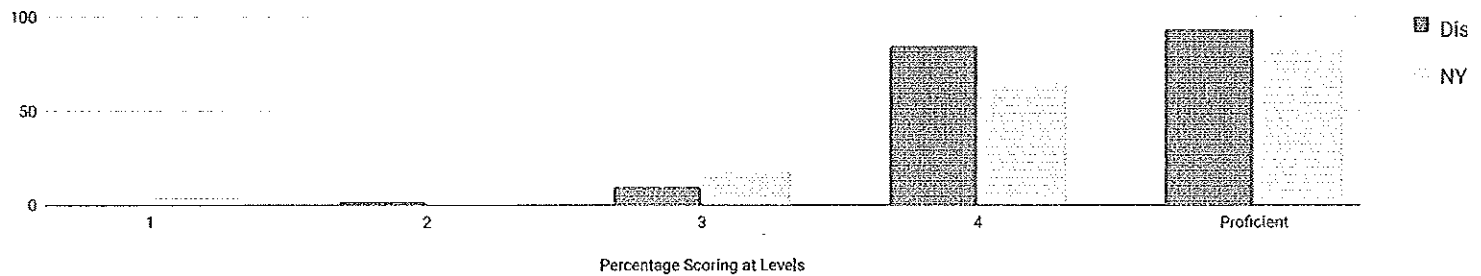


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	59	1	2%	2	3%	23	39%	33	56%	56	95%
General Education	53	0	0%	1	2%	21	40%	31	58%	52	98%
Students with Disabilities	6	1	17%	1	17%	2	33%	2	33%	4	67%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	55	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	59	1	2%	2	3%	23	39%	33	56%	56	95%
Female	28	1	4%	2	7%	9	32%	16	57%	25	89%
Male	31	0	0%	0	0%	14	45%	17	55%	31	100%
Non-English Language Learners	59	1	2%	2	3%	23	39%	33	56%	56	95%
Economically Disadvantaged	15	0	0%	1	7%	6	40%	8	53%	14	93%
Not Economically Disadvantaged	44	1	2%	1	2%	17	39%	25	57%	42	95%
Not Migrant	59	1	2%	2	3%	23	39%	33	56%	56	95%
Not Homeless	59	1	2%	2	3%	23	39%	33	56%	56	95%
Not in Foster Care	59	1	2%	2	3%	23	39%	33	56%	56	95%
Parent Not in Armed Forces	59	1	2%	2	3%	23	39%	33	56%	56	95%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

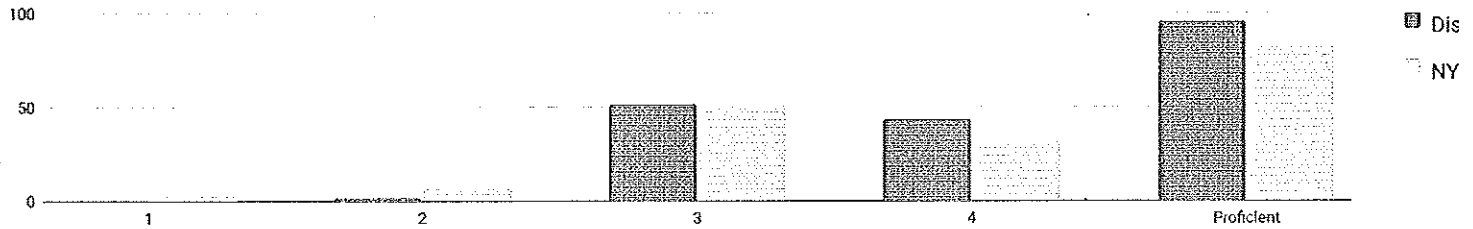
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	2	4%	50	96%	0	0%	1	2%	5	10%	44	85%	49	94%
General Education	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	52	2	4%	50	96%	0	0%	1	2%	5	10%	44	85%	49	94%
Female	25	0	0%	25	100%	0	0%	0	0%	2	8%	23	92%	25	100%
Male	27	2	7%	25	93%	0	0%	1	4%	3	11%	21	78%	24	89%
Non-English Language Learners	52	2	4%	50	96%	0	0%	1	2%	5	10%	44	85%	49	94%
Economically Disadvantaged	14	1	7%	13	93%	0	0%	1	7%	2	14%	10	71%	12	86%
Not Economically Disadvantaged	38	1	3%	37	97%	0	0%	0	0%	3	8%	34	89%	37	97%
Not Migrant	52	2	4%	50	96%	0	0%	1	2%	5	10%	44	85%	49	94%
Not Homeless	52	2	4%	50	96%	0	0%	1	2%	5	10%	44	85%	49	94%
Not in Foster Care	52	2	4%	50	96%	0	0%	1	2%	5	10%	44	85%	49	94%
Parent Not in Armed Forces	52	2	4%	50	96%	0	0%	1	2%	5	10%	44	85%	49	94%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

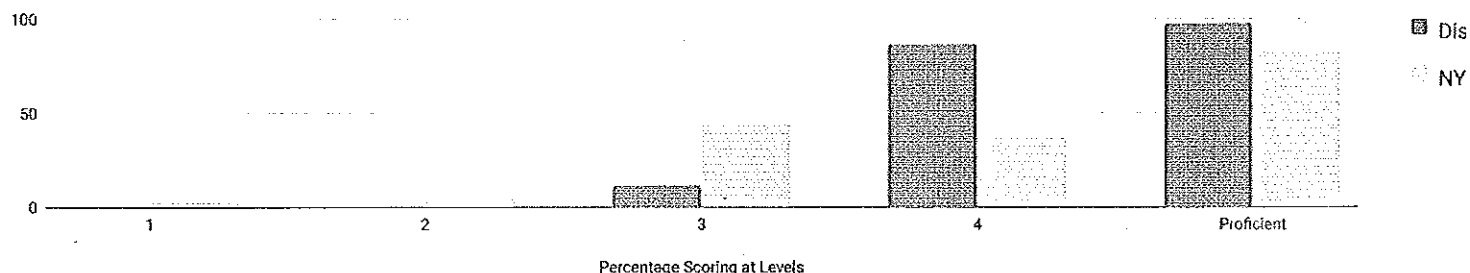
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	1	2%	51	98%	0	0%	1	2%	27	52%	23	44%	50	96%
General Education	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	52	1	2%	51	98%	0	0%	1	2%	27	52%	23	44%	50	96%
Female	25	0	0%	25	100%	0	0%	0	0%	14	56%	11	44%	25	100%
Male	27	1	4%	26	96%	0	0%	1	4%	13	48%	12	44%	25	93%
Non-English Language Learners	52	1	2%	51	98%	0	0%	1	2%	27	52%	23	44%	50	96%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	1	7%	9	64%	4	29%	13	93%
Not Economically Disadvantaged	38	1	3%	37	97%	0	0%	0	0%	18	47%	19	50%	37	97%
Not Migrant	52	1	2%	51	98%	0	0%	1	2%	27	52%	23	44%	50	96%
Not Homeless	52	1	2%	51	98%	0	0%	1	2%	27	52%	23	44%	50	96%
Not In Foster Care	52	1	2%	51	98%	0	0%	1	2%	27	52%	23	44%	50	96%
Parent Not in Armed Forces	52	1	2%	51	98%	0	0%	1	2%	27	52%	23	44%	50	96%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

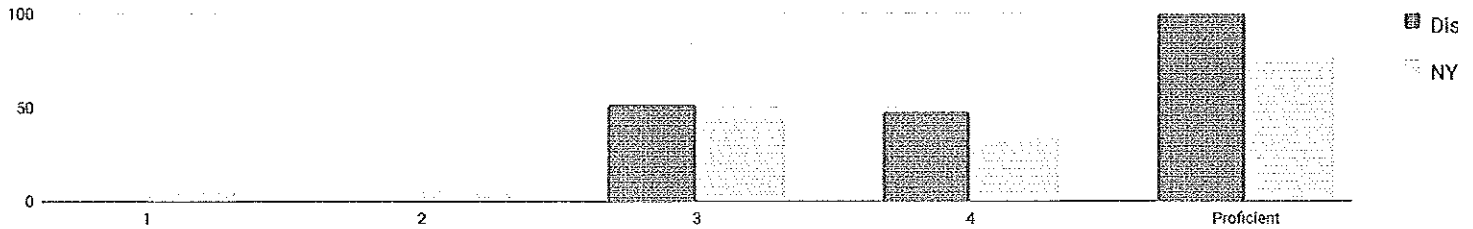
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	1	2%	51	98%	0	0%	0	0%	6	12%	45	87%	51	98%
General Education	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	52	1	2%	51	98%	0	0%	0	0%	6	12%	45	87%	51	98%
Female	25	0	0%	25	100%	0	0%	0	0%	4	16%	21	84%	25	100%
Male	27	1	4%	26	96%	0	0%	0	0%	2	7%	24	89%	26	96%
Non-English Language Learners	52	1	2%	51	98%	0	0%	0	0%	6	12%	45	87%	51	98%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	0	0%	2	14%	12	86%	14	100%
Not Economically Disadvantaged	38	1	3%	37	97%	0	0%	0	0%	4	11%	33	87%	37	97%
Not Migrant	52	1	2%	51	98%	0	0%	0	0%	6	12%	45	87%	51	98%
Not Homeless	52	1	2%	51	98%	0	0%	0	0%	6	12%	45	87%	51	98%
Not in Foster Care	52	1	2%	51	98%	0	0%	0	0%	6	12%	45	87%	51	98%
Parent Not in Armed Forces	52	1	2%	51	98%	0	0%	0	0%	6	12%	45	87%	51	98%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

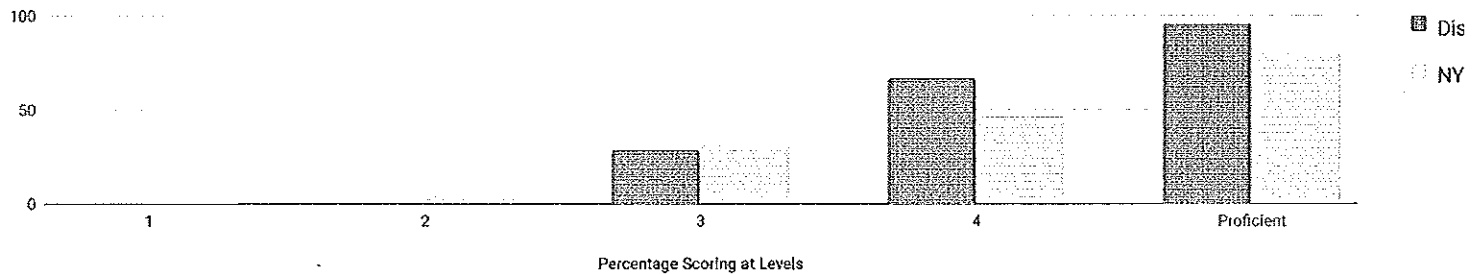
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Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	0	0%	52	100%	0	0%	0	0%	27	52%	25	48%	52	100%
General Education	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	52	0	0%	52	100%	0	0%	0	0%	27	52%	25	48%	52	100%
Female	25	0	0%	25	100%	0	0%	0	0%	14	56%	11	44%	25	100%
Male	27	0	0%	27	100%	0	0%	0	0%	13	48%	14	52%	27	100%
Non-English Language Learners	52	0	0%	52	100%	0	0%	0	0%	27	52%	25	48%	52	100%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	0	0%	9	64%	5	36%	14	100%
Not Economically Disadvantaged	38	0	0%	38	100%	0	0%	0	0%	18	47%	20	53%	38	100%
Not Migrant	52	0	0%	52	100%	0	0%	0	0%	27	52%	25	48%	52	100%
Not Homeless	52	0	0%	52	100%	0	0%	0	0%	27	52%	25	48%	52	100%
Not in Foster Care	52	0	0%	52	100%	0	0%	0	0%	27	52%	25	48%	52	100%
Parent Not in Armed Forces	52	0	0%	52	100%	0	0%	0	0%	27	52%	25	48%	52	100%

2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	2	4%	50	96%	0	0%	0	0%	15	29%	35	67%	50	96%
General Education	48	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	4	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black or African American	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White	48	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Multiracial	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Small Group Total	52	2	4%	50	96%	0	0%	0	0%	15	29%	35	67%	50	96%
Female	25	0	0%	25	100%	0	0%	0	0%	6	24%	19	76%	25	100%
Male	27	2	7%	25	93%	0	0%	0	0%	9	33%	16	59%	25	93%
Non-English Language Learners	52	2	4%	50	96%	0	0%	0	0%	15	29%	35	67%	50	96%
Economically Disadvantaged	14	1	7%	13	93%	0	0%	0	0%	5	36%	8	57%	13	93%
Not Economically Disadvantaged	38	1	3%	37	97%	0	0%	0	0%	10	26%	27	71%	37	97%
Not Migrant	52	2	4%	50	96%	0	0%	0	0%	15	29%	35	67%	50	96%
Not Homeless	52	2	4%	50	96%	0	0%	0	0%	15	29%	35	67%	50	96%
Not in Foster Care	52	2	4%	50	96%	0	0%	0	0%	15	29%	35	67%	50	96%
Parent Not in Armed Forces	52	2	4%	50	96%	0	0%	0	0%	15	29%	35	67%	50	96%

NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 4 ELA	—	2	—	—	—	—
Grade 4 Math	—	2	—	—	—	—
Grade 4 Science	—	2	—	—	—	—
Grade 5 ELA	—	1	—	—	—	—
Grade 5 Math	—	1	—	—	—	—
Grade 7 ELA	—	1	—	—	—	—
Grade 7 Math	—	1	—	—	—	—

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DUANESBURG
CENTRAL SCHOOL DISTRICT

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

Year Ended June 30, 2018

DUANESBURG CENTRAL SCHOOL DISTRICT

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INDEPENDENT AUDITOR'S REPORT

To the Board of Education of the
Duanesburg Central School District:

We have audited the accompanying financial statements of the governmental activities, each major fund, and the fiduciary funds of the Duanesburg Central School District as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the Duanesburg Central School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the fiduciary fund information of the Duanesburg Central School District, as of June 30, 2018, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information and the schedule of changes in the total OPEB liability, the District's proportionate share of the net pension asset/liability, and the District's contributions on pages M1-M9 and 48-52 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Government Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the Duanesburg Central School District's basic financial statements as a whole. The other supplementary information is presented for purposes of additional analysis and is not a required part of the financial statements, but is supplementary information required by the New York State Education Department. The other supplementary information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2018 on our consideration of the Duanesburg Central School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Duanesburg Central School District's internal control over financial reporting and compliance.

Raymond G. Prenosier, CPA, PC

Claverack, New York
October 30, 2018

DUANESBURG CENTRAL SCHOOL DISTRICT
Management's Discussion and Analysis (MD&A)
June 30, 2018

INTRODUCTION

The Duanesburg Central School District offers readers of the District's financial statements this narrative overview and analysis of the financial activities of the District for the fiscal year ended June 30, 2018. Please review it in conjunction with the District's financial statements and the accompanying notes to the financial statements.

FINANCIAL HIGHLIGHTS

- Net position increased from (\$3,483,601) restated due to implementation of GASB 75 to (\$1,361,895), an increase of \$2,121,706.
- As of the close of this fiscal year, the District's governmental funds reported combined fund balances of \$6,654,806, a decrease of \$5,721,216 in comparison with the prior year.
- The District appropriated \$731,034 of the fund balance to offset 2018-2019 taxes. The Board of Education and District Administrators recognize the probability of difficult budget cycles for the next few years. We continue to be conservative in our expenditures and planning while preserving an excellent academic program for our students. Our planning includes understanding and balancing taxpayer burden and the responsible use of our Reserve Funds. This ensures the District's long term financial viability and ability to respond to emergencies.

OVERVIEW OF THE FINANCIAL STATEMENTS

This Management's Discussion and Analysis narrative (required supplemental information) is intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements are comprised of three components:

1. District-wide Financial Statements
2. Fund Financial Statements
3. Notes to the Financial Statements

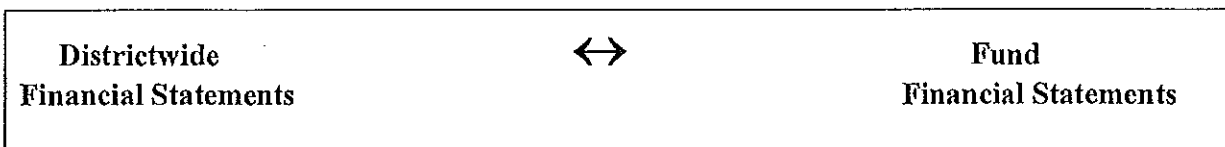
In addition to these statements, this report also includes required supplemental information and other supplemental information.

Our auditor has provided assurance in the independent auditor's report that the Basic Financial Statements are fairly stated. A different degree of assurance is being provided by the auditor regarding the supplemental information identified below. A user of this report should read the independent auditor's report carefully to ascertain the level of assurance being provided for each part in the financial statements.

Financial Statements

Required Supplemental Information (Part A)
Management's Discussion & Analysis (MD&A)

Basic Financial Statements



Notes to the Basic Financial Statements

Required Supplemental Information (Part B)

General Fund Budget to Actual Schedule

Changes in the Total OPEB Liability

District's Proportionate Share of the Net Pension Asset/Liability

District Contributions

Other Supplemental Information

General Fund Budget & Fund Balance Information

Capital Project Funds Schedule of Project Expenditures

Schedule of Net Investment in Capital Assets

DISTRICTWIDE FINANCIAL STATEMENTS

The district wide financial statements are designed to provide readers with a broad overview of the District's finances in a manner similar to a private-sector business.

The statement of net position presents information on all of the District's assets and liabilities, with the difference between the two reported as net position. Over time, increases and decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The statement of activities presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. certain federal/state grants earned but not yet received, unused vacation/sick leave, and proceeds from Revenue Anticipation Notes and related interest).

All of the District's services are reported in the districtwide financial statements as *governmental activities*, including general support, instruction, pupil transportation, community services, and school lunch. Property taxes, state/federal aid, and investment earnings finance most of these activities. Additionally, all capital and debt financing activities are reported here.

DISTRICTWIDE FINANCIAL ANALYSIS

Duanesburg Central School District's Net Position June 30, 2018 and 2017

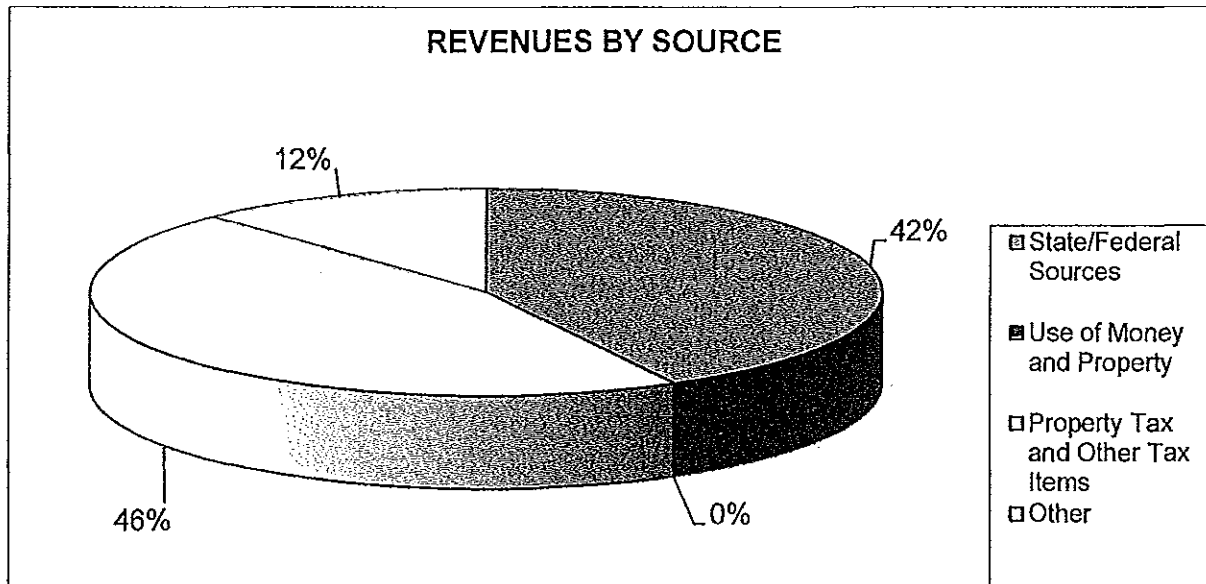
	Governmental Activities		Variance Increase (Decrease)
	2018	Restated 2017	
Current Assets	\$21,066,042	\$12,790,428	\$ 8,275,614
Capital Assets	29,377,874	20,191,751	9,186,123
Net Pension Asset	226,489	-	226,489
Total Assets	50,670,405	32,982,179	17,688,226
Deferred Outflows of Resources	4,270,759	4,335,004	(64,245)
Total Assets and Outflows of Resources	54,941,164	37,317,183	17,623,981
Current Liabilities	14,737,125	12,419,720	2,317,405
Long-Term Obligations	39,119,786	27,265,136	11,854,650
Net Pension Liability	182,891	875,431	(692,540)
Total Liabilities	54,039,802	40,560,287	13,479,515
Deferred Inflows of Resources	2,263,257	240,497	2,022,760
Total Liabilities and Inflows of Resources	56,303,059	40,800,784	15,502,275
Net Position:			
Investment in capital assets, net of related debt	13,259,954	12,181,717	1,078,237
Restricted	5,293,523	11,659,203	(6,365,680)
Unrestricted (deficit)	(19,915,372)	(27,324,521)	7,409,149
Total Net Position	\$ (1,361,895)	\$ (3,483,601)	\$ 2,121,706

**Duanesburg Central School District's
Changes in Net Position
For the Years Ended June 30, 2018 and 2017**

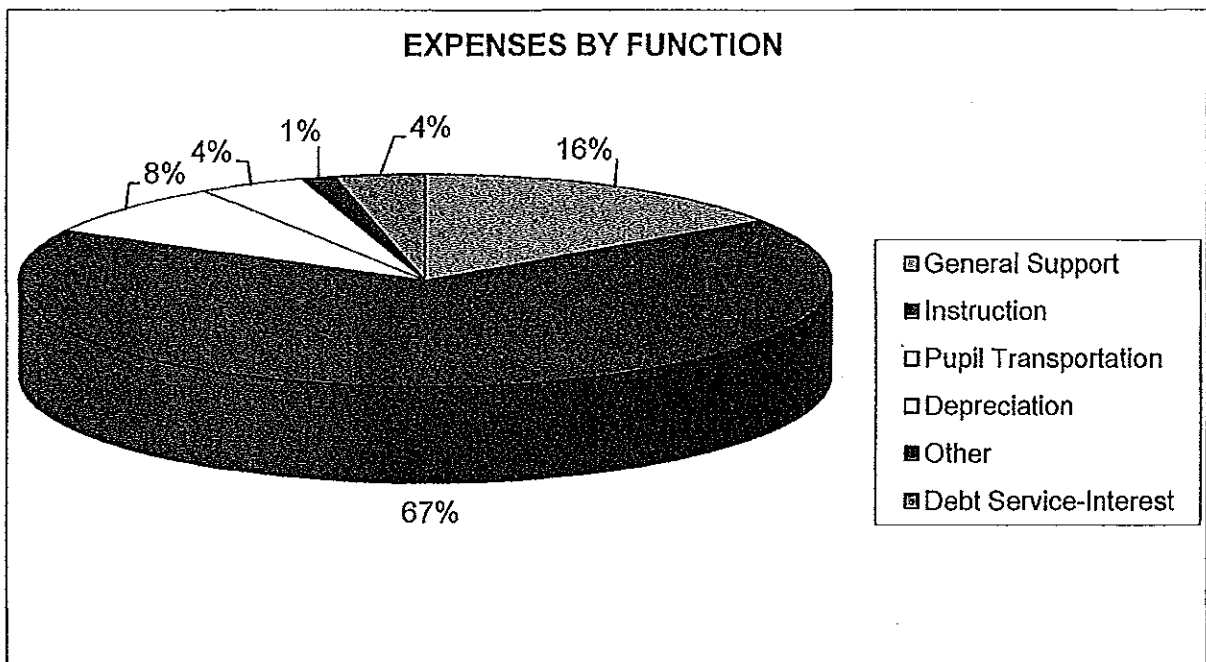
	Governmental Activities		Variance Increase (Decrease)
	2018	2017	
<u>Revenues:</u>			
Program Revenues:			
Charges for Services	\$ 262,096	\$ 270,043	\$ (7,947)
Operating Grants and Contributions	536,812	552,856	(16,044)
Total Program Revenues	<u>\$ 798,908</u>	<u>\$ 822,899</u>	<u>\$ (23,991)</u>
General Revenues:			
Real Property Taxes	\$7,060,910	\$ 6,938,969	\$ 121,941
Other Tax Items	944,196	941,805	2,391
Use of Money and Property	11,546	22,935	(11,389)
Sale of Property and Compensation for Loss	7,452	26,753	(19,301)
Miscellaneous	199,953	164,888	35,065
State Sources	7,351,764	7,097,200	254,564
Federal Sources	7,302	33,222	(25,920)
Premium on Obligations	1,913,381	69,742	1,843,639
Total General Revenues	<u>17,496,504</u>	<u>15,295,514</u>	<u>2,200,990</u>
<u>Expenses:</u>			
Instruction	10,328,188	9,870,203	457,985
Support Services:			
General Support	2,389,840	2,104,609	285,231
Pupil Transportation	1,252,677	1,259,861	(7,184)
Debt Service-Interest	547,010	100,211	446,799
Depreciation	646,357	631,604	14,753
Fiscal Agent Fees	177,410	-	177,410
School Lunch	33,316	56,929	(23,613)
Total Expenses	<u>15,374,798</u>	<u>14,023,417</u>	<u>1,351,381</u>
Change in Net Position	<u>\$ 2,121,706</u>	<u>\$ 1,272,097</u>	<u>\$ 849,609</u>

The following charts provide the percentage breakdowns of all revenues by source and all expenses by function for the entire District.

District-wide Revenues by Source
For the Year Ended June 30, 2018



District-wide Expenses by Function
For the Year Ended June 30, 2018



FUND FINANCIAL STATEMENTS

The fund financial statements provide more detailed information about the District's funds, focusing on its most significant or "major" funds.

A fund is a grouping of related accounts, and is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance related legal requirements. The District establishes other funds to control and manage money for particular purposes (such as repaying its long-term debts) or to show that it is properly using certain revenues (such as federal grants). All of the funds of the District can be divided into two categories; governmental funds, and fiduciary funds.

- **Governmental funds:** All of the District's services are reported in governmental funds. Governmental fund reporting focuses on showing how money flows into and out of funds, and the balances left at year-end that are available for spending. They are reported using the modified accrual method of accounting, which measures cash and all other financial assets that can readily be converted into cash. The governmental fund statements provide a detailed short-term view of the District's operations and the services it provides. Governmental fund information helps the reader determine whether there are more or fewer financial resources available to be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the districtwide statements, additional information at the bottom of the governmental funds statements explains the relationship (or differences) between them.
- **Fiduciary funds:** The District is the trustee, or *fiduciary*, for assets that belong to others, such as the scholarship fund and the student activities funds. The District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. The District excludes these activities from the districtwide financial statements because it cannot use these assets to finance its operations.

FUND FINANCIAL ANALYSIS (DISTRICT'S FUNDS)

The District's governmental funds (as presented on the balance sheet) reported a combined Fund Balance of \$6.7 million, which is above last year's total of \$.93 million. The schedule below indicates the fund balance and the total change in fund balance by fund type as of June 30, 2018 and 2017.

	<u>Fund Balance 2018</u>	<u>Fund Balance 2017</u>	<u>Variance Increase (Decrease)</u>
General	\$ 5,243,829	\$ 4,631,049	\$ 612,780
School Lunch	29,191	37,507	(8,316)
Special Aid	-	-	-
Capital	914,530	(4,075,885)	4,990,415
Debt Service	467,256	340,919	126,337
Totals	<u>\$ 6,654,806</u>	<u>\$ 933,590</u>	<u>\$ 5,721,216</u>

General Fund

The tables that follow assist in illustrating the financial activities and balance of the general fund.

<u>Revenues:</u>	<u>2018</u>	<u>2017</u>	<u>Variance Increase (Decrease)</u>
Taxes and Other Tax Items	\$ 8,005,106	\$ 7,880,774	\$ 124,332
Use of Money and Property	9,436	17,359	(7,923)
State/Federal Sources	7,273,300	7,130,422	142,878
Other	360,553	349,071	11,482
Totals	<u>\$ 15,648,395</u>	<u>\$ 15,377,626</u>	<u>\$ 270,769</u>

<u>Expenses:</u>	<u>2018</u>	<u>2017</u>	<u>Variance Increase (Decrease)</u>
General Support	\$ 1,978,607	\$ 1,701,527	\$ 277,080
Instruction	7,744,169	7,300,993	443,176
Pupil Transportation	871,715	855,876	15,839
Employee Benefits	2,916,209	2,872,143	44,066
Debt Service	1,474,003	1,048,904	425,099
Other	50,912	1,660,207	(1,609,295)
Totals	<u>\$ 15,035,615</u>	<u>\$ 15,439,650</u>	<u>\$ (404,035)</u>

GENERAL FUND BUDGET INFORMATION

The District's budget is prepared in accordance with New York State law and is based on the modified accrual basis of accounting, utilizing cash receipts, disbursements, and encumbrances. The most significant budgeted fund is the General Fund.

The difference between the general fund's original budget and the final amended budget was \$387,619. This amount represents the carryover encumbrances from 2016/17 of \$272,519, additional state aid of \$100,000, gifts and donations of \$9,957 and sale of surplus equipment of \$5,143.

CAPITAL ASSETS

The District's capital assets (net of accumulated depreciation) as of June 30, 2018 are as follows:

<u>Asset Description</u>	<u>Amount</u>
Land	\$ 9,000
Construction in Progress	17,845,244
Buildings and Improvements	9,865,823
Machinery and Equipment	669,784
Vehicles	<u>988,023</u>
Total	<u>\$29,377,874</u>

The total increase in the District's capital assets (net of accumulated depreciation) for the current fiscal year was \$9,186,123. The most significant increases to capital assets were attributable to the purchase of equipment and vehicles plus capital project costs less the depreciation expense.

DEBT

The District had total debt including a bond anticipation note payable and serial bonds outstanding in the amount of \$29,076,144 as of June 30, 2018 an increase over the previous year of \$14,238,474. The debt outstanding for the year ended June 30, 2018 is summarized as follows:

<u>Debt Description</u>	<u>Outstanding Balance</u>
Bond Anticipation Note Payable	\$13,621,244
Bonds	<u>15,454,900</u>
Total	<u>\$29,076,144</u>

The District has refunding bonds outstanding, the proceeds of which are in escrow to fund other previously existing debt. The refunding was done to reduce future interest payments.

Under current state statutes, the District's general obligation bonded debt issues are subject to a legal limitation based on 10% of the total full value of real property. At June 30, 2018 the District's general obligation debt was significantly lower than its total debt limit. The District has a bond rating of Aa3.

District residents have been supportive to the capital project that started in 2016. Debt increased since borrowing occurred to pay for the project.

FACTORS BEARING ON THE DISTRICT'S FUTURE

At the time these financial statements were prepared and audited, the District was aware of existing circumstances that could significantly affect its financial health in the future.

Challenges facing the District are the state's economy and its effect on state aid funding levels and the enactment of the Property Tax Cap Chapter 97 of the Laws of 2011 which could result in revenue forecasts having to be revised downward and could cause the District to scale down the educational program offerings or seek additional resources.

The future cost of employee benefits continues to be a major budgetary factor for all school districts. The continued rapid growth in the cost of health insurance combined with the costs of funding the Teachers' Retirement System and Employees' Retirement System are projected to have a significant budgetary impact in the future. Although current forecasts expect a leveling of the rates, the market's volatility is a major factor of concern.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

It is the intent of this report to provide the District's citizens, taxpayers, customers, investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the funds it receives. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the following:

Duanesburg Central School District
133 School Drive
Delanson, New York 12053

DUANESBURG CENTRAL SCHOOL DISTRICT
STATEMENT OF NET POSITION
June 30, 2018

ASSETS

Unrestricted cash	\$ 2,192,310	
Restricted cash	17,706,325	
Other receivables, net	292	
State and federal aid receivable	904,693	
Due from other governments	251,215	
Inventories	11,207	
Capital assets, net	29,377,874	
Net pension asset	226,489	
Total Assets		<u>\$ 50,670,405</u>

DEFERRED OUTFLOWS OF RESOURCES

Pensions	\$ 3,717,322	
OPEB-GASB 75	553,437	
Total Deferred Outflows of Resources		<u>\$ 4,270,759</u>

LIABILITIES

Current Liabilities:

Accounts payable	\$ 140,784	
Accrued liabilities	348,278	
Bond anticipation notes payable	13,621,244	
Due to other governments	192	
Due to teachers' retirement system	545,917	
Due to employees' retirement system	65,101	
Unearned revenue	15,609	

Long-Term Liabilities:

Due and payable within one year

Bonds payable	<u>579,900</u>	
---------------	----------------	--

Due and payable after one year

Bonds payable	14,875,000	
Compensated absences payable	31,450	
Other postemployment benefits payable	23,633,436	
Net pension liability - proportionate share	<u>182,891</u>	

Total Liabilities		<u>\$ 54,039,802</u>
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DEFERRED INFLOWS OF RESOURCES

Pensions	1,239,579	
OPEB-GASB 75	<u>1,023,678</u>	

Total Deferred Inflows of Resources		<u>\$ 2,263,257</u>
-------------------------------------	--	---------------------

NET POSITION

Net Investment in Capital Assets	13,259,954	
Restricted	5,293,523	
Unrestricted (deficit)	<u>(19,915,372)</u>	
Total Net Position		<u>\$ (1,361,895)</u>

See auditor's report. See notes to financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT
STATEMENT OF ACTIVITIES AND CHANGES IN NET POSITION
For Year Ended June 30, 2018

	Expenses	Expenses Allocation	Program Revenues		Net (Expense) Revenue and Changes in Net Position
			Charges for Services	Operating Grants	
FUNCTIONS/PROGRAMS					
General support	\$ 1,927,367	\$ 462,473	\$ -	\$ -	\$ (2,389,840)
Instruction	7,896,996	2,982,769	153,148	398,429	(10,328,188)
Pupil transportation	905,271	370,152	-	22,746	(1,252,677)
Employee benefits	3,867,668	(3,867,668)	-	-	-
Debt service-interest	547,010	-	-	-	(547,010)
Depreciation	646,357	-	-	-	(646,357)
School lunch program	205,627	52,274	108,948	115,637	(33,316)
Fiscal agent fees	177,410	-	-	-	(177,410)
Total Functions and Programs	\$ 16,173,706	\$ -	\$ 262,096	\$ 536,812	(15,374,798)
GENERAL REVENUES					
Real property taxes					7,060,910
Other tax items					944,196
Use of money and property					11,546
Sale of property and compensation for loss					7,452
Miscellaneous					199,953
State sources					7,351,764
Federal sources					7,302
Premium on obligations					1,913,381
Total General Revenues					17,496,504
Change in Net Position					2,121,706
Total Net Position - Beginning of year, restated (See Note X.)					(3,483,601)
Total Net Position - End of year					\$ (1,361,895)

See auditor's report. See notes to financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT
RECONCILIATION OF GOVERNMENTAL FUNDS BALANCE SHEET TO THE
STATEMENT OF NET POSITION
June 30, 2018

	Total Governmental Funds	Long-term Assets, Liabilities	Reclassifications and Eliminations	Statement of Net Position Totals
ASSETS				
Unrestricted cash	\$ 2,192,310	\$ -	\$ -	\$ 2,192,310
Restricted cash	17,706,325	-	-	17,706,325
Other receivables, net	292	-	-	292
Due from other funds	184,570	-	(184,570)	-
Due from other governments	251,215	-	-	251,215
State and federal aid receivable	904,693	-	-	904,693
Inventories	11,207	-	-	11,207
Capital assets, (net)	-	29,377,874	-	29,377,874
Net pension asset	-	226,489	-	226,489
Total Assets	<u>\$ 21,250,612</u>	<u>\$ 29,604,363</u>	<u>\$ (184,570)</u>	<u>\$ 50,670,405</u>
DEFERRED OUTFLOWS OF RESOURCES				
Pensions	\$ -	\$ 3,717,322	\$ -	\$ 3,717,322
OPEB-GASB 75	-	553,437	-	553,437
Total Deferred Outflows of Resources	<u>\$ -</u>	<u>\$ 4,270,759</u>	<u>\$ -</u>	<u>\$ 4,270,759</u>
LIABILITIES				
Accounts payable	\$ 140,784	\$ -	\$ -	\$ 140,784
Accrued liabilities	22,389	325,889	-	348,278
Bond anticipation notes payable	13,621,244	-	-	13,621,244
Bonds payable	-	15,454,900	-	15,454,900
Due to other funds	184,570	-	(184,570)	-
Due to other governments	192	-	-	192
Due to teachers' retirement system	545,917	-	-	545,917
Due to employees' retirement system	65,101	-	-	65,101
Other postemployment benefits payable	-	23,633,436	-	23,633,436
Compensated absences	-	31,450	-	31,450
Unearned revenues	15,609	-	-	15,609
Net pension liability- proportionate share	-	182,891	-	182,891
Total Liabilities	<u>\$ 14,595,806</u>	<u>\$ 39,628,566</u>	<u>\$ (184,570)</u>	<u>\$ 54,039,802</u>
DEFERRED INFLOWS OF RESOURCES				
Pensions	\$ -	\$ 1,239,579	\$ -	\$ 1,239,579
OPEB-GASB 75	-	1,023,678	-	1,023,678
Total Deferred Inflows of Resources	<u>\$ -</u>	<u>\$ 2,263,257</u>	<u>\$ -</u>	<u>\$ 2,263,257</u>
FUND BALANCE/NET POSITION				
Total Fund Balance/Net Position	<u>\$ 6,654,806</u>	<u>\$ (8,016,701)</u>	<u>\$ -</u>	<u>\$ (1,361,895)</u>
Total Liabilities, Deferred Inflows of Resources, and Fund Balance/Net Position	<u>\$ 21,250,612</u>	<u>\$ 33,875,122</u>	<u>\$ (184,570)</u>	<u>\$ 54,941,164</u>

See auditor's report. See notes to financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT
RECONCILIATION OF GOVERNMENTAL FUNDS REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCE TO THE STATEMENT OF ACTIVITIES
For Year Ended June 30, 2018

	Total Governmental Funds	Long-term Revenue, Expenses	Capital Related Items	Long-term Debt Transactions	Statement of Activities Totals
REVENUES					
Real property taxes	\$ 7,060,910	\$ -	\$ -	\$ -	\$ 7,060,910
Other tax items	944,196	-	-	-	944,196
Charges for services	153,148	-	-	-	153,148
Use of money and property	11,546	-	-	-	11,546
Sale of property and compensation for loss	7,452	-	-	-	7,452
Miscellaneous	208,243	-	-	-	208,243
State sources	7,459,429	-	-	-	7,459,429
Federal sources	430,065	-	-	-	430,065
Sales - school lunch	107,042	-	-	-	107,042
Total Revenues	16,382,031	-	-	-	16,382,031
EXPENDITURES\EXPENSES					
General support	1,978,607	-	(51,240)	-	1,927,367
Instruction	8,168,510	(16,459)	(255,055)	-	7,896,996
Pupil transportation	894,461	-	10,810	-	905,271
Employee benefits	2,968,483	899,185	-	-	3,867,668
Debt service-principal	1,212,670	-	-	(1,212,670)	-
- interest	261,333	285,677	-	-	547,010
Cost of sales	205,627	-	-	-	205,627
Depreciation	-	-	646,357	-	646,357
Capital outlay	9,536,995	-	(9,536,995)	-	-
Total Expenditures	25,226,686	1,168,403	(9,186,123)	(1,212,670)	15,996,296
Excess (Deficiency) of Revenues Over Expenditures	(8,844,655)	(1,168,403)	9,186,123	1,212,670	385,735
OTHER SOURCES AND USES					
BANS redeemed from appropriations	690,000	-	-	(690,000)	-
Premium on obligations	1,913,381	-	-	-	1,913,381
Proceeds from debt	12,139,900	-	-	(12,139,900)	-
Fiscal agent fees	(177,410)	-	-	-	(177,410)
Operating transfers in	50,912	(50,912)	-	-	-
Operating transfers (out)	(50,912)	50,912	-	-	-
Total Other Sources (Uses)	14,565,871	-	-	(12,829,900)	1,735,971
Net Change for the Year	\$ 5,721,216	\$ (1,168,403)	\$ 9,186,123	\$ (11,617,230)	\$ 2,121,706

See auditor's report. See notes to financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT
BALANCE SHEET- GOVERNMENTAL FUNDS
June 30, 2018

	General	Special Aid	School Lunch	Debt Service	Capital Projects	Total Governmental Funds
ASSETS						
Unrestricted cash	\$ 1,139,571	\$ 12,045	\$ 16,664	\$ -	\$ 1,024,030	\$ 2,192,310
Restricted cash	3,727,325	-	-	467,256	13,511,744	17,706,325
Other receivables, net	-	-	292	-	-	292
State and federal aid receivable	712,433	185,663	6,597	-	-	904,693
Due from other governments	251,215	-	-	-	-	251,215
Due from other funds	184,570	-	-	-	-	184,570
Inventories	-	-	11,207	-	-	11,207
Total Assets	\$ 6,015,114	\$ 197,708	\$ 34,760	\$ 467,256	\$ 14,535,774	\$ 21,250,612
LIABILITIES						
Accounts payable	\$ 139,647	\$ 1,137	\$ -	\$ -	\$ -	\$ 140,784
Accrued liabilities	20,620	-	1,769	-	-	22,389
Bond anticipation notes payable	-	-	-	-	13,621,244	13,621,244
Due to other funds	-	184,570	-	-	-	184,570
Due to other governments	-	-	192	-	-	192
Due to teachers' retirement system	545,917	-	-	-	-	545,917
Due to employees' retirement system	65,101	-	-	-	-	65,101
Unearned revenues	-	12,001	3,608	-	-	15,609
Total Liabilities	771,285	197,708	5,569	-	13,621,244	14,595,806
FUND BALANCES						
Non-spendable	-	-	11,207	-	-	11,207
Restricted	3,727,325	-	-	467,256	1,098,942	5,293,523
Assigned	830,504	-	17,984	-	-	848,488
Unassigned (Deficit)	686,000	-	-	-	(184,412)	501,588
Total Fund Balances	5,243,829	-	29,191	467,256	914,530	6,654,806
Total Liabilities and Fund Balance	\$ 6,015,114	\$ 197,708	\$ 34,760	\$ 467,256	\$ 14,535,774	\$ 21,250,612

See auditor's report. See notes to financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE- GOVERNMENTAL
FUNDS
For Year Ended June 30, 2018

	General	Special Aid	School Lunch	Debt Service	Capital Projects	Total Governmental Funds
REVENUES						
Real property taxes	\$ 7,060,910	\$ -	\$ -	\$ -	\$ -	\$ 7,060,910
Other tax items	944,196	-	-	-	-	944,196
Charges for services	153,148	-	-	-	-	153,148
Use of money and property	9,436	-	-	2,110	-	11,546
Sale of property and compensation for loss	7,452	-	-	-	-	7,452
Miscellaneous	199,953	6,384	1,906	-	-	208,243
State sources	7,265,998	103,646	4,019	-	85,766	7,459,429
Federal sources	7,302	311,145	111,618	-	-	430,065
Sales	-	-	107,042	-	-	107,042
Total Revenues	15,648,395	421,175	224,585	2,110	85,766	16,382,031
EXPENDITURES						
General support	1,978,607	-	-	-	-	1,978,607
Instruction	7,744,169	424,341	-	-	-	8,168,510
Pupil transportation	871,715	22,746	-	-	-	894,461
Employee benefits	2,916,209	-	52,274	-	-	2,968,483
Debt service						
Principal	1,212,670	-	-	-	-	1,212,670
Interest	261,333	-	-	-	-	261,333
Cost of sales	-	-	205,627	-	-	205,627
Capital outlay	-	-	-	-	9,536,995	9,536,995
Total Expenditures	14,984,703	447,087	257,901	-	9,536,995	25,226,686
Excess (Deficiency) of Revenues Over Expenditures	663,692	(25,912)	(33,316)	2,110	(9,451,229)	(8,844,655)
OTHER SOURCES AND USES						
BANS redeemed from appropriations	-	-	-	-	690,000	690,000
Premium on obligations	-	-	-	124,227	1,789,154	1,913,381
Proceeds from debt	-	-	-	-	12,139,900	12,139,900
Fiscal agent fees	-	-	-	-	(177,410)	(177,410)
Operating transfers in	-	25,912	25,000	-	-	50,912
Operating transfers (out)	(50,912)	-	-	-	-	(50,912)
Total Other Sources (Uses)	(50,912)	25,912	25,000	124,227	14,441,644	14,565,871
Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses	612,780	-	(8,316)	126,337	4,990,415	5,721,216
Fund Balance- (Deficit) Beginning of year	4,631,049	-	37,507	340,919	(4,075,885)	933,590
Fund Balance - (Deficit) End of year	\$ 5,243,829	\$ -	\$ 29,191	\$ 467,256	\$ 914,530	\$ 6,654,806

See auditor's report. See notes to financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT
STATEMENT OF FIDUCIARY NET POSITION
June 30, 2018

	Private Purpose Trusts	Agency
ASSETS		
Cash	\$ 52,930	\$ 406,356
Total Assets	<u>\$ 52,930</u>	<u>\$ 406,356</u>
LIABILITIES		
Extraclassroom activity balances	\$ -	\$ 44,377
Other liabilities	<u>-</u>	<u>361,979</u>
Total Liabilities	<u>-</u>	<u>\$ 406,356</u>
NET POSITION		
Reserved for scholarships	<u>\$ 52,930</u>	

See auditor's report. See notes to financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
For Year Ended June 30, 2018

	Private Purpose Trusts
ADDITIONS	
Contributions	<u>\$ 12,000</u>
Total Additions	<u>12,000</u>
 DEDUCTIONS	
Scholarships and awards	<u>12,664</u>
Change in Net Position	(664)
Net Position - Beginning of year	<u>53,594</u>
Net Position - End of year	<u><u>\$ 52,930</u></u>

See auditor's report. See notes to financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

I. Summary of Significant Accounting Policies

The financial statements of the Duanesburg Central School District have been prepared in conformity with generally accepted accounting principles (GAAP). Those principles are as prescribed by the Governmental Accounting Standards Board (GASB) which is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

Significant accounting principles and policies utilized by the District are described below:

A. Reporting Entity

The Duanesburg Central School District is governed by the laws of New York State. The District is an independent entity governed by an elected Board of Education consisting of 7 members. The President of the Board serves as the chief fiscal officer and the Superintendent is the chief executive officer. The Board is responsible for and controls all activities related to public school education within the District. Board members have authority to make decisions, power to appoint management, and primary accountability for all fiscal matters.

The reporting entity of the District is based upon criteria set forth by GASB Statement 14, The Financial Reporting Entity, as amended by GASB Statement 39, Component Units. The financial reporting entity consists of the primary government, organizations for which the primary government is financially accountable and other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete.

The accompanying financial statements present the activities of the District. The District is not a component unit of another reporting entity. The decision to include a potential component unit in the School District's reporting entity is based on several criteria including legal standing, fiscal dependency, and financial accountability. Based on the application of these criteria, the following is a brief review of certain entities included in the School District's reporting entity:

The Extraclassroom Activity Funds

The Extraclassroom Activity Funds of the Duanesburg Central School District represent funds of the students of the School District. The Board of Education exercises general oversight of these funds. The Extraclassroom Activity Funds are independent of the School District with respect to its financial transactions and the designation of student management. Separate audited financial statements (cash basis) of the Extraclassroom Activity Funds are included in these financial statements. The District accounts for assets held as an agent for various student organizations in an agency fund.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. Summary of Significant Accounting Policies (Continued)

B. Joint Venture

The Duanesburg Central School District is one of 23 component school districts in the Capital District Board of Cooperative Educational Services (BOCES). A BOCES is a voluntary, cooperative association of school districts in a geographic area that share planning, services, and programs which provide educational and support activities.

BOCES are organized under Section 1950 of the Education Law. A BOCES Board is considered a corporate body. All BOCES property is held by the BOCES Board as a corporation (Section 1950(6)). In addition, BOCES Boards are considered municipal corporations to permit them to contract with other municipalities on a cooperative basis under Section 119-n(a) of the General Municipal Law.

A BOCES' budget is comprised of separate budgets for administrative, program, and capital costs. Each component school district's share of administrative and capital cost is determined by resident public school district enrollment as defined in Education Law, Section 1950(4)(b)(7). In addition, component districts pay tuition or a service fee for programs in which its students participate.

There is no authority or process by which a school district can terminate its status as a BOCES component. In addition, component school districts pay tuition or a service fee for programs in which their students participate. Members of a BOCES Board are nominated and elected by their component member boards in accordance with provisions of Section 1950 of the Education Law.

During the year ended June 30, 2018, the Duanesburg Central School District was billed \$1,732,950 for BOCES administrative and program costs. The District's share of BOCES Aid amounted to \$523,417. Financial statements for the BOCES Aid are available from the BOCES administrative office.

C. Basis of Presentation

1. Districtwide Statements

The Districtwide Statement of Net Position and the Statement of Activities present financial information about the District's governmental activities. These statements include the financial activities of the overall government in its entirety, except those that are fiduciary. Eliminations have been made to minimize the double counting of internal transactions. Governmental activities generally are financed through taxes,

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. **Summary of Significant Accounting Policies (Continued)**

C. **Basis of Presentation (Continued)**

1. **Districtwide Statements (Continued)**

State Aid, intergovernmental revenues, and other exchange and nonexchange transactions. Operating grants include operating-specific and discretionary (either operating or capital) grants, while the capital grants column reflects capital-specific grants.

The Statement of Net Position presents the financial position of the District at fiscal year end. The Statement of Activities presents a comparison between program expenses and revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with and are clearly identifiable to a particular function. Program revenues include charges paid by the recipients of goods or services offered by the programs, and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues. Indirect expenses, principally employee benefits, are allocated to functional areas in proportion to the payroll expended for those areas.

2. **Fund Financial Statements**

The fund financial statements provide information about the District's funds, including fiduciary funds. Separate statements for each fund category (governmental and fiduciary) are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column.

The District reports the following funds:

a. **Major Governmental Funds**

- (1) **General Fund** - This is the District's primary operating fund. It accounts for all financial transactions that are not required to be accounted for in another fund.
- (2) **Special Aid Fund** - These funds account for the proceeds of specific revenue sources, such as federal and state grants, that are legally restricted to expenditures for specified purposes and other activities whose funds are restricted as to use. These legal restrictions may be imposed either by governments that provide the funds, or by outside parties.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. **Summary of Significant Accounting Policies (Continued)**

C. **Basis of Presentation (Continued)**

2. **Fund Financial Statements (Continued)**

a. **Major Governmental Funds (Continued)**

- (3) **School Lunch Fund** – Used to account for transactions of the District's lunch and breakfast programs.
- (4) **Debt Service Fund** -- This fund accounts for the accumulation of resources and the payment of principal and interest on long-term obligations for governmental activities.
- (5) **Capital Projects Fund** – This fund is used to account for the financial resources used for acquisition, construction, or major repair of capital facilities.

b. **Fiduciary Funds**

Fiduciary activities are those in which the District acts as trustee or agent for resources that belong to others. These activities are not included in the districtwide financial statements, because their resources do not belong to the District, and are not available to be used. There are two classes of fiduciary funds:

- (1) **Private Purpose Trust Funds** -- These funds are used to account for trust arrangements in which principal and income benefits annual third party awards and scholarships for students. Established criteria govern the use of the funds and members of the District or representatives of the donors may serve on committees to determine who benefits.
- (2) **Agency Funds** – These funds are strictly custodial in nature and do not involve the measurement of results of operations. Assets are held by the District as agent for various student groups or extraclassroom activity funds and for payroll or employee withholding.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. Summary of Significant Accounting Policies (Continued)

D. Measurement Focus and Basis of Accounting

Accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as current financial resources or economic resources. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The districtwide and fiduciary fund financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash transaction takes place. Nonexchange transactions, in which the District gives or receives value without directly receiving or giving equal value in exchange, include property taxes, grants and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenues from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

The fund statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if the revenues are collected within 60 days after the end of the fiscal year.

Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

E. Cash and Investments

The District's cash and cash equivalents consist of cash on hand, demand deposits, and short-term investments with original maturities of three months or less from date of acquisition. New York State law governs the District's investment policies. Resources must be deposited in FDIC-insured commercial banks or trust companies located within the State. Permissible investments include obligations of the United States Treasury, United States Agencies, repurchase agreements and obligations of New York State or its localities. Collateral is required for demand and time deposits and certificates of deposit not covered by FDIC insurance. Obligations that may be pledged as collateral are obligations of the United States and its agencies and obligations of the State and its municipalities and districts. Certain cash balances are restricted by various legal and contractual obligations, such as legal reserves and debt agreements.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. Summary of Significant Accounting Policies (Continued)

F. Property Taxes

Real property taxes are levied annually by the Board of Education no later than September 1, and become a lien on August 15. Taxes are collected during the period September 1 to October 31.

Uncollected real property taxes are subsequently enforced by the Counties of Albany and Schenectady. An amount representing uncollected real property taxes is transmitted to the Counties for enforcement and is paid by the Counties to the District no later than the forthcoming April 1.

G. Restricted Resources

When an expense is incurred for purposes for which both restricted and unrestricted net assets are available, the District's policy concerning which to apply first varies with the intended use, and with the associated legal requirements, many of which are described elsewhere in these Notes to Financial Statements.

H. Interfund Transactions

The operations of the District include transactions between funds. These transactions may be temporary in nature, such as with interfund borrowings. The District typically loans resources between funds for the purpose of providing cash flow. These interfund receivables and payables are expected to be repaid within one year. Permanent transfers of funds include the transfer of expenditures and revenues to provide financing or other services.

In the districtwide statements, the amounts reported on the Statement of Net Position for interfund receivables and payables represent amounts due between different fund types (governmental activities and fiduciary funds). Eliminations have been made for all interfund receivables and payables between funds, with the exception of those due from or to the fiduciary funds.

The governmental funds report all interfund transactions as originally recorded. Interfund receivables and payables may be netted on the accompanying governmental funds balance sheet when it is the District's practice to settle these amounts at a net balance based upon the right of legal offset.

Refer to Note V for a detailed disclosure by individual fund for interfund receivables, payables, expenditures and revenues activity.

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. Summary of Significant Accounting Policies (Continued)

I. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles in the United States of America requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported revenues and expenses during the reporting period. Actual results could differ from those estimates. Estimates and assumptions are made in a variety of areas, including computation of encumbrances, compensated absences, potential contingent liabilities and useful lives of long-lived assets.

J. Receivables

Accounts receivable are shown gross, with uncollectible amounts recognized under the direct write-off method. No allowance for uncollectible accounts has been provided since it is believed that such allowance would not be material.

K. Inventories and Prepaid Items

Inventories of food in the School Lunch Fund are recorded at cost on a first-in, first-out basis, or in the case of surplus food, at stated value that approximates market. Purchases of inventorable items in other funds are recorded as expenditures at the time of purchase, and are considered immaterial in amount.

Prepaid items represent payments made by the District for which benefits extend beyond year-end. These payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the districtwide and fund financial statements. These items are reported as assets on the Statement of Net Position or balance sheet using the consumption method. Under the consumption method, a current asset for the prepaid amounts is recorded at the time of purchase and an expense/expenditure is reported in the year the goods or services are consumed.

A portion of fund balance has been classified as nonspendable to indicate that inventory and prepaids do not constitute available spendable resources.

L. Other Assets/Restricted Assets

Certain proceeds from serial bonds and bond anticipation notes, as well as resources set aside for their repayment are classified as restricted assets in the districtwide financial statements and their use is limited by applicable bond covenants.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. **Summary of Significant Accounting Policies (Continued)**

L. **Other Assets/Restricted Assets (Continued)**

In the districtwide financial statements, bond discounts and premiums, and any prepaid bond insurance costs are deferred and amortized over the life of the debt issue. Bond issuance costs are recognized as an expense in the period incurred.

M. **Capital Assets**

Capital assets are reflected in the districtwide financial statements. Capital assets are reported at historical cost or estimated historical costs, based on appraisals conducted by independent third party professionals. Donated assets are reported at fair market value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred.

Capital assets, except land, are depreciated on a straight-line basis over their estimated useful lives. Capitalization thresholds and estimated useful lives of capital assets reported in the districtwide statements are as follows:

	Capitalization Threshold	Estimated Useful Life
Buildings and Improvements	\$ 5,000	15-50
Furniture and Equipment	\$ 5,000	5-15
Vehicles	\$ 5,000	8

N. **Compensated Absences**

Compensated absences consist of unpaid accumulated annual sick leave, vacation, and sabbatical time.

Sick leave eligibility and accumulation is specified in negotiated labor contracts, and in individual employment contracts. Upon retirement, resignation or death, employees may contractually receive a payment based on unused accumulated sick leave.

District employees are granted vacation in varying amounts, based primarily on length of service and service position. Some earned benefits may be forfeited if not taken within varying time periods.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. **Summary of Significant Accounting Policies (Continued)**

N. **Compensated Absences (Continued)**

Consistent with GASB Statement 16, Accounting for Compensated Absences, the liability has been calculated using the vested method and an accrual for that liability is included in the Districtwide Financial Statements. The compensated absences liability is calculated based on the pay rates in effect at year end. In the fund statements only the amount of matured liabilities is accrued within the General Fund based upon expendable and available resources. These amounts are expensed on a pay-as-you-go basis.

O. **Accrued Liabilities and Long-Term Obligations**

Payables, accrued liabilities and long-term obligations are reported in the districtwide financial statements. In the governmental funds, payables and accrued liabilities are paid in a timely manner and in full from current financial resources.

Claims and judgments and compensated absences that will be paid from governmental funds are reported as a liability in the funds financial statements only to the extent that they are due for payment in the current year. Bonds and other long-term obligations that will be paid from governmental funds are recognized as a liability in the fund financial statements when due.

Long-term obligations represent the District's future obligations or future economic outflows. The liabilities are reported as due in one year or due within more than one year in the Statement of Net Position.

P. **Deferred Outflows of Resources**

Deferred outflows of resources, in the Statement of Net Position, represents a consumption of net position that applies to a future reporting period and so will not be recognized as an outflow of resources (expense/expenditure) until that time. The District has three items that qualify for reporting in this category, both of which relate to pensions. The first item represents the effect of the net change in the District's proportion of the collective net pension asset or liability and the difference during the measurement period between the District's contributions and its proportionate share of total contributions to the pension systems not included in pension expense. The second item is the District's contributions to the pension systems (TRS and ERS Systems) and OPEB subsequent to the measurement date. The third item relates to OPEB reporting in the districtwide Statement of Net Position. This represents the effect of the net change in the actual and expected experience.

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. Summary of Significant Accounting Policies (Continued)

Q. Deferred Inflows of Resources

Deferred inflows of resources represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The District has two items that qualify for reporting in this category. The first item is related to pensions reported in the Districtwide Statement of Net Position. This represents the effect of net change in the District's proportion of the collective net pension liability and difference during the measurement periods between the District's contributions and its proportionate share of total contributions to the pension systems not included in pension expense, and the net difference between projected and actual earnings on pension plan investments. The second item is related to OPEB reported in the districtwide Statement of Net Position. This represents the effect of the net changes of assumptions or other inputs.

R. Unearned Revenue

Unearned revenues arise when resources are received by the District before it has a legal claim to them, as when grant monies are received prior to the incurrence of qualifying expenditures or when charges for service monies are received in advance from payers prior to the services being rendered by the District. These amounts are recorded as liabilities in the financial statements. The liabilities are removed and revenues are recognized in subsequent periods when the District has legal claim to the resources.

S. Other Benefits

Eligible District employees participate in the New York State Teachers' Retirement System or the New York State and Local Employees' Retirement System.

District employees may choose to participate in the District's elective deferred compensation plans established under Internal Revenue Code Sections 403(b) and 457.

In addition to providing pension benefits, the District provides postemployment health insurance coverage and survivor benefits to retired employees and their survivors in accordance with the provision of various employment contracts in effect at the time of retirement.

Substantially all of the District's employees may become eligible for these benefits if they reach normal retirement age while working for the District. Health care benefits are provided through plans whose premiums are based on the benefits paid during the year. The cost of providing post-retirement benefits is shared between the District and the retired employee. The District recognizes the cost of providing health insurance by recording its share of insurance premiums as an expenditure.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. Summary of Significant Accounting Policies (Continued)

T. Short-Term Debt

The School District may issue Revenue and Tax Anticipation Notes in anticipation of receipt of revenues. These notes are recorded as a liability of the fund that will actually receive the proceeds from the issuance of the notes. The revenue anticipation and tax anticipation notes represent a liability that will be extinguished by the use of expendable, available resources of the fund.

The District may issue budget notes up to an amount not to exceed 5% of the amount of the annual budget during any fiscal year for expenditures for which there is an insufficient or no provision made in the annual budget. The budget note must be repaid no later than the close of the second fiscal year succeeding the year in which the note was issued.

The School District may issue Bond Anticipation Notes in anticipation of proceeds from the subsequent sale of bonds. These bonds are recorded as a current liability of the fund that will actually receive the proceeds from the issuance of bonds. State law requires that bond anticipation notes issued for capital purposes be converted to long-term financing within five years after the original issue date.

U. Equity Classifications

1. Districtwide Statements

In the districtwide statements there are three classes of net position:

Net investment in capital assets – consists of net capital assets (cost less accumulated depreciation) reduced by outstanding balances of related debt obligations from the acquisition, construction or improvement of those assets.

Restricted net position – reports net position when constraints placed on the assets are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments, or imposed by law through constitutional provisions or enabling legislation.

Unrestricted net position – reports all other net position that do not meet the definition of the above two classifications and are deemed to be available for general use by the District.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. Summary of Significant Accounting Policies (Continued)

U. Equity Classifications (Continued)

2. Fund Statements

In the fund basis statements, there are five classifications of fund balance:

Non-spendable – includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Non-spendable fund balance includes the inventory recorded in the School Lunch Fund of \$11,207.

Restricted – includes amounts with constraints placed on the use of resources either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provisions or enabling legislation. All encumbrances of funds other than the General Fund are classified as restricted fund balance. The School District has established the following restricted fund balances:

1. Encumbrances

Encumbrance accounting, under which purchase orders, contracts and commitments of expenditures are recorded for budgetary control purposes in order to reserve applicable appropriations, is employed as a control in preventing over-expenditure of established appropriations. Open encumbrances are reported as restricted fund balance in all funds other than the General Fund, since they do not constitute expenditures or liabilities and will be honored through budget appropriations in the subsequent year.

2. Unemployment Insurance

This reserve is used to pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants where the employer has elected to use the benefit reimbursement method. The reserve may be established by Board action and is funded by budgetary appropriations and such other funds as may be legally appropriated. Within sixty days after the end of any fiscal year, excess amounts may either be transferred to another reserve or the excess applied to the appropriations of the next succeeding fiscal year's budget. This reserve is accounted for in the General Fund.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. Summary of Significant Accounting Policies (Continued)

U. Equity Classifications (Continued)

2. Fund Statements (Continued)

3. Employee Benefit Accrued Liability

This reserve is used to set aside funds for the payment of accrued employee benefits due an employee upon termination of the employee's service. This reserve may be established by a majority vote of the Board, and is funded by budgetary appropriations and such other reserves and funds that may be legally appropriated. This reserve is accounted for in the General Fund.

4. Capital

This reserve is used to pay the cost of any object or purpose for which bonds may be issued. The creation of a capital reserve fund requires authorization by a majority of the voters establishing the purpose of the reserve, the ultimate amount, its probable term and source of the funds. Expenditure may be made from the reserve only for a specific purpose further authorized by the voters. The form for the required legal notice for the vote on establishing and funding the reserve and the form of the proposition to be placed on the ballot are set forth in 3651 of the Education Law. This reserve is accounted for in the General Fund.

5. Employee Retirement Contributions

This reserve is used for future employee's retirement obligations. This reserve may be established by a majority vote of the Board, and is funded by budgetary appropriations and such other reserves and funds that may be legally appropriated.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. Summary of Significant Accounting Policies (Continued)

U. Equity Classifications (Continued)

2. Fund Statements (Continued)

6. Insurance

This reserve is used to pay liability, casualty and other types of losses, except losses incurred for which the following types of insurance may be purchased; life, accident, health, annuities, fidelity and surety, credit, title residual value and mortgage guarantee. In addition, this reserve may not be used for any purpose for which a special reserve may be established pursuant to law (for example, for unemployment compensation insurance). This reserve may be established by Board action, and funded by budgetary appropriations, or such other funds as may be legally appropriated. There is no limit on the amount that may be accumulated in the Insurance Reserve, however, the annual contribution to this reserve may not exceed the greater of \$33,000 or 5% of the budget. Settled or compromised claims up to \$25,000 may be paid from the reserve without judicial approval. This reserve is accounted for in the General Fund.

7. Property Loss

This reserve is used to accumulate funds to pay property loss claims incurred. The total amount accumulated in the reserve may not exceed 3% of the total annual budget. This reserve is accounted for in the General Fund.

8. Workers' Compensation

This reserve is used to pay for compensation benefits and other expenses authorized by Article 2 of the Workers' Compensation Law, and for payment of expenses of administering this self-insurance program. The reserve may be established by Board action, and is funded by budgetary appropriations and such other funds as may be legally appropriated. Within sixty days after the end of any fiscal year, excess amounts may either be transferred to another reserve or the excess applied to the appropriations of the next succeeding fiscal year's budget. The reserve is accounted for in the General Fund.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. Summary of Significant Accounting Policies (Continued)

U. Equity Classifications (Continued)

2. Fund Statements (Continued)

Restricted fund balance includes the following:

General Fund:

Employee Benefit Accrued Liability	\$ 31,450
Unemployment Insurance	180,233
Employee Retirement Contributions	1,045,483
Capital	1,600,000
Insurance	733,000
Workers' Compensation	75,000
Property Loss	62,159
Capital Fund	1,098,942
Debt Service Fund	467,256
Total restricted funds	<u>\$ 5,293,523</u>

Committed – Includes amounts that can only be used for the specific purposes pursuant to constraints imposed by formal action of the School District's highest level of decision making, the Board of Education. The School District has no committed fund balances as of June 30, 2018.

Assigned – Includes amounts that are constrained by the School District's intent to be used for specific purposes, but are neither restricted nor committed. All encumbrances of the General Fund are classified as **Assigned Fund Balance** in the General Fund. Encumbrances reported in the General Fund amounted to \$99,470 and the assigned fund balance amounted to \$731,034.

Unassigned – Includes all other General Fund amounts that do not meet the definition of the above four classifications and are deemed to be available for general use by the District and could report a surplus or deficit. In funds other than the general fund, the unassigned classification is used to report a deficit fund balance resulting from over spending for specific purposes for which amounts had been restricted or assigned.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

I. **Summary of Significant Accounting Policies (Continued)**

U. **Equity Classifications (Continued)**

2. **Fund Statements (Continued)**

NYS Real Property Tax Law 1318 limits the amount of unexpended surplus funds a School District can retain to no more than 4% of the School District's budget for the General Fund for the ensuing fiscal year. Nonspendable and restricted fund balance of the General Fund are excluded from the 4% limitation. Amounts appropriated for the subsequent year and encumbrances are also excluded from the 4% limitation.

Order of Use of Fund Balance:

The District's policy is to apply expenditures against nonspendable fund balance, restricted fund balance, committed fund balance, assigned fund balance and unassigned fund balance at the end of the fiscal year. For all funds, nonspendable fund balances are determined first and then restricted fund balances for specific purposes are determined. Any remaining fund balance amounts for funds other than the General Fund are classified as restricted fund balance. In the General Fund, committed fund balance is determined next and then assigned. The remaining amounts are reported as unassigned. Assignments of fund balance cannot cause a negative unassigned fund balance.

V. **New Accounting Standards**

The District has adopted all current Statements of the Governmental Accounting Standards Board (GASB) that are applicable. At June 30, 2018, the District implemented the following new standard issued by GASB:

GASB has issued Statement 75, *Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions*, effective for the year ending June 30, 2018.

W. **Future Changes in Accounting Standards**

GASB Statement 84, *Fiduciary Activities*, effective for the year ending June 30, 2019.

The school district will evaluate the impact this pronouncement may have on its financial statements and will implement it as applicable and when material.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

II. Explanation of Certain Differences between Governmental Fund Statements and Districtwide Statements

Due to differences in the measurement focus and basis of accounting used in the governmental fund statements and the districtwide statements, certain financial transactions are treated differently. The basic financial statements contain a full reconciliation of these items. The differences result primarily from the economic focus of the Statement of Activities, compared with the current financial resources focus of the governmental funds.

1. Total Fund Balances of Governmental Funds vs. Net Position of Governmental Activities:

Total fund balances of the District's governmental funds differ from "net position" of governmental activities reported in the Statement of Net Position. This difference primarily results from the additional long-term economic focus of the Statement of Net Position versus the solely current financial resources focus of the governmental fund balance sheets.

2. Statement of Revenues, Expenditures, and Changes in Fund Balance vs. Statement of Activities:

Differences between the funds Statement of Revenues, Expenditures and Changes in Fund Balance and the Statement of Activities fall into one of three broad categories:

a. Long-term revenue differences:

Long-term revenue differences arise because governmental funds report revenues only when they are considered "available", whereas the Statement of Activities reports revenues when earned. Differences in long-term expenses arise because governmental funds report on a modified accrual basis, whereas the accrual basis of accounting is used on the Statement of Activities.

b. Capital related differences:

Capital related differences include the difference between proceeds for the sale of capital assets reported on governmental fund statements and the gain or loss on the sale of assets as reported on the Statement of Activities, and the difference between recording an expenditure for the purchase of capital items in the governmental fund statements and depreciation expense on those items as recorded in the Statement of Activities.

c. Long-term debt transaction differences:

Long-term debt transaction differences occur because both interest and principal payments are recorded as expenditures in the governmental fund statements, whereas interest payments are recorded in the Statement of Activities as incurred, and principal payments are recorded as a reduction of liabilities in the Statement of Net Position.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

II. Explanation of Certain Differences between Governmental Fund Statements and Districtwide Statements (Continued)

2. Statement of Revenues, Expenditures, and Changes in Fund Balance vs. Statement of Activities (Continued):

d. Pension differences:

Pension differences occur as a result of changes in the District's proportion of the collective net pension asset/liability and differences between the District's contributions and its proportionate share of the total contributions to the pension systems.

The costs of building and acquiring capital assets (land, buildings, and equipment) financed from governmental funds are reported as expenditures in the year they are incurred, and the assets do not appear on the Balance Sheet. However, the Statement of Net Position includes those capital assets among the assets of the District as a whole, and their original costs are expensed annually of their useful lives.

Original cost of capital assets	\$36,459,590
Accumulated depreciation	<u>7,081,715</u>
Capital assets, net	<u>\$29,377,875</u>

Long-term liabilities are reported in the Statement of Net Position, but not in the governmental funds, because they are not due and payable in the current period. Balances at year end were:

Bonds payable	<u>\$15,454,900</u>
OPEB obligations	<u>\$23,633,436</u>
Compensated Absences	<u>\$ 31,450</u>
Net Pension Liability-Proportionate Share	<u>\$ 182,891</u>

When the purchase or construction of capital assets is financed through governmental funds, the resources expended for those assets are reported as expenditures in the years they are incurred. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. Depreciation of \$646,357 was less than capital expenditures of \$9,843,291 in the current year.

Repayment of bond principal of \$522,670 is an expenditure in the governmental funds, but it reduces long-term liabilities in the Statement of Net Position, and does not affect the Statement of Activities.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

II. Explanation of Certain Differences between Governmental Fund Statements and Districtwide Statements (Continued)

2. Statement of Revenues, Expenditures, and Changes in Fund Balance vs. Statement of Activities (Continued):

Interest on long-term debt and short-term debt in the Statement of Activities differs from the amount reported in the governmental funds because interest is recorded as an expenditure in the funds when it is due, and thus requires the use of current financial resources. In the Statement of Activities, however, interest expense is recognized as the interest accrues, regardless of when it is due. The interest reported in the Statement of Activities increased by \$285,677.

III. Changes in Accounting Principles

For the fiscal year ended June 30, 2018, the District implemented GASB Statement #75, *Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions*. The implementation of the statement requires District's to report Other Post-Employment Benefits (OPEB) liabilities, OPEB expenses, deferred outflow of resources and deferred inflow of resources related to OPEB. See Note X. for the financial statement impact of the implementation of the statement.

IV. Cash and Investments

A. Deposits

The Duaneburg Central School District's investment policies are governed by State statutes. The Duaneburg Central School District's monies must be deposited in FDIC-insured commercial banks or trust companies located within the State. The Treasurer is authorized to use demand accounts and certificates of deposit. Permissible investments include obligations of the U.S. Treasury and U.S. Agencies, repurchase agreements, and obligations of New York State or its localities.

Collateral is required for demand and time deposits and certificates of deposit not covered by Federal Deposit Insurance. Obligations that may be pledged as collateral are: obligations of the United States and its agencies and obligations of the State and its municipalities and school districts.

Custodial credit risk is the risk that in an event of a bank failure, the District's deposits may not be returned to it. GASB directs that deposits be disclosed as exposed to custodial credit risk if they are not covered by depository insurance and the deposits are as follows:

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

IV. Cash and Investments (Continued)

A. Deposits (Continued)

- A. Uncollateralized
- B. Collateralized by securities held by the pledging financial institution, or
- C. Collateralized by securities held by the pledging financial institution's trust department or agent but not in the District's name.

Deposits and investments at year end were entirely covered by Federal Deposit Insurance or by collateral held by the School District's custodial bank in the School District's name.

The District did not have any investments at year end or during the year.

V. Interfund Transaction

Interfund balances at June 30, 2018 are as follows:

	Interfund		Interfund	
	Receivable	Payable	Revenues	Expenditures
General Fund	\$ 184,570	\$ -	\$ -	\$ 50,912
Special Aid Fund	-	184,570	25,912	-
School Lunch Fund	-	-	25,000	-
Total governmental activities	<u>\$ 184,570</u>	<u>\$ 184,570</u>	<u>\$ 50,912</u>	<u>\$ 50,912</u>

The District typically transfers from the General Fund to the Special Aid Fund to pay its' share of the Summer Handicapped Program.

Interfund receivables and payables, other than between governmental activities and fiduciary funds, are eliminated on the Statement of Net Position.

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

VI. Capital Assets

A summary of changes in general fixed assets follows:

	Restated Balance 7/1/2017	Additions	Deletions	Balance 6/30/2018
<u>Capital assets-not depreciated:</u>				
Land	\$ 9,000	\$ -	\$ -	9,000
Construction in progress	8,650,221	9,195,023	-	17,845,244
Total capital assets-not depreciated:	8,659,221	9,195,023	-	17,854,244
<u>Other capital assets:</u>				
Buildings and improvements	14,200,536	102,072	-	14,302,608
Machinery and equipment	1,460,264	306,295	8,444	1,758,115
Vehicles	2,503,417	239,900	198,695	2,544,622
Total other capital assets:	18,164,217	648,267	207,139	18,605,345
<u>Less accumulated depreciation:</u>				
Buildings and improvements	4,160,488	276,297	-	4,436,785
Machinery and equipment	989,340	107,435	8,444	1,088,331
Vehicles	1,481,859	262,625	187,885	1,556,599
Total accumulated depreciation	6,631,687	646,357	196,329	7,081,715
Other capital assets, net	11,532,530	1,910	10,810	11,523,630
Total	\$20,191,751	\$ 9,196,933	\$ 10,810	\$29,377,874

Depreciation expense for the period was shown as unallocated in the Statement of Activities.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

VII. Pension Plans

1. General Information

New York State and Local Employees' Retirement System (ERS) and the New York State Teachers' Retirement (TRS) (the Systems).

2. Plan Descriptions and Benefits Provided

Teachers' Retirement System (TRS)

The District participates in the New York State Teachers' Retirement System (TRS). This is a cost-sharing multiple-employer retirement system. The System provides retirement benefits as well as, death and disability benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. The System is governed by a 10 member Board of Trustees. System benefits are established under New York State Law. Membership is mandatory and automatic for all full-time teachers, teaching assistants, guidance counselors and administrators employed in New York Public Schools and BOCES who elected to participate in TRS. Once a public employer elects to participate in the System, the election is irrevocable. The New York State Constitution provides that pension membership is a contractual relationship and plan benefits cannot be diminished or impaired. Benefits can be changed for future members only by enactment of a State statute. Additional information regarding the System, may be obtained by writing to the New York State Teachers' Retirement System, 10 Corporate Woods Drive, Albany, NY 12211-2395 or by referring to the NYSSTR Comprehensive Annual Financial report which can be found on the System's website at www.nystrs.org.

Employees' Retirement System (ERS)

The District participates in the New York State and Local Employees' Retirement System (ERS). This is a cost-sharing multiple-employer retirement system. The System provides retirement benefits as well as death and disability benefits. The net position of the System is held in the New York State Common Retirement Fund (the Fund), which was established to hold all net assets and record changes in plan net position allocated to the System. The Comptroller of the State of New York serves as the trustee of the Fund and is the administrative head of the System. System benefits are established under the provisions of the New York State Retirement and Social Security Law (RSSL). Once a public employer elects to participate in the System, the election is irrevocable. The New York State Constitution provides that pension membership is a contractual relationship and plan benefits cannot be diminished or impaired. Benefits can be changed for future members only by enactment of a State statute. The District also participates in the Public Employees' Group Life Insurance Plan (GLIP), which provides death benefits in the form of life insurance. The System is included in the State's financial report as a pension trust fund. That report, including information with regard to benefits provided, may be found at www.osc.state.ny.us/retire/publications/index.php or obtained by writing to the New York State and Local Retirement System, 110 State Street, Albany, NY 12244.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

VII. Pension Plans (Continued)

Funding Policies:

The Systems are noncontributory except for employees who joined after July 27, 1976, who contribute 3 percent of their salary for the first ten years of membership, and employees who joined on or after January 1, 2010 who generally contribute 3.0 to 3.5 percent of their salary for their entire length of service. In addition, employee contribution rates under ERS tier VI vary based on a sliding salary scale. For ERS, the Comptroller annually certifies the actuarially determined rates expressly used in computing the employers' contributions based on salaries paid during the Systems' fiscal year ending March 31. For TRS, contribution rates are established annually by the New York State Teachers' Retirement Board pursuant to Article 11 of the Education law.

Contributions for the current year and two preceding years were equal to 100 percent of the contributions required, and were as follows:

Contributions

	ERS	TRS
2018	\$245,073	\$580,241
2017	\$226,756	\$700,434
2016	\$252,967	\$900,226

3. Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2018, the District reported the following (asset)/liability for its proportionate share of the net pension asset /(liability) for each of the Systems. The net pension (asset)/liability was measured as of March 31, 2018 for ERS and June 30, 2017 for TRS. The total pension (asset)/liability used to calculate the net pension (asset)/liability was determined by an actuarial valuation. The District's proportion of the net pension (asset)/liability was based on a projection of the District's long-term share of contributions to the Systems relative to the projected contributions of all participating members, actuarially determined. This information was provided by the ERS and TRS Systems in reports provided to the District.

	ERS	TRS
Actuarial valuation date	31-Mar-18	30-Jun-17
Net pension liability/(asset)	\$182,891	(\$226,489)
District's portion of the Plan's total net pension liability	0.005667%	.029797%
Change in proportion since the prior measurement date	0.000068%	.002822%

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

VII. Pension Plans (Continued)

For the year ended June 30, 2018, the District's recognized pension expense of \$231,376 for ERS and \$596,485 for TRS. At June 30, 2018 the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resource; Deferred Inflows of Resources</u>			
	<u>ERS</u>	<u>TRS</u>	<u>ERS</u>	<u>TRS</u>
Differences between expected and actual experience	\$65,231	\$186,344	\$53,905	\$88,306
Changes of assumptions	121,272	2,304,571	0	0
Net difference between projected and actual earnings on pension plan investments	265,635	0	524,336	533,447
Changes in proportion and differences between the District's contributions and proportionate share of contributions	30,251	186,481	6,975	32,610
District's contributions subsequent to the measurement date	65,101	492,436	0	0
Total	<u>\$547,490</u>	<u>\$3,169,832</u>	<u>\$585,216</u>	<u>\$654,363</u>

District contributions subsequent to the measurement date which will be recognized as a reduction of the net pension liability in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

	<u>ERS</u>	<u>TRS</u>
Year ended:		
2018	\$ -	\$ 79,476
2019	\$49,421	\$ 636,783
2020	\$33,305	\$ 463,389
2021	(\$129,012)	\$ 135,382
2022	(\$56,541)	\$ 462,119
Thereafter	\$0	\$ 245,885

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

VII. Pension Plans (Continued)

4. Actuarial Assumptions

The total pension liability as of the measurement date was determined by using an actuarial valuation as noted in the table below, with update procedures used to roll forward the total pension liability to the measurement date. The actuarial valuations used the following actuarial assumptions:

Significant actuarial assumptions used in the valuations were as follows:

	<u>ERS</u>	<u>TRS</u>
Measurement date	March 31, 2018	June 30, 2017
Actuarial valuation date	April 1, 2017	June 30, 2017
Interest rate	7.0%	7.25%
Salary scale	3.80%	1.90%-4.72%
Decrement tables	April 1, 2010 - March 31, 2015 System's Experience	July 1, 2009 - June 30, 2014 System's Experience
Inflation rate	2.5%	2.5%

For ERS, annuitant mortality rates are based on April 1, 2010 – March 31, 2015 System's experience with adjustments for mortality improvements based on MP-2014. For TRS, annuitant mortality rates are based on July 1, 2009 – June 30, 2014 System's experience with adjustments for mortality improvements based on Society of Actuaries Scale AA.

For ERS, the actuarial assumptions used in the April 1, 2017 valuation are based on the results of an actuarial experience study for the period April 1, 2010 – March 31, 2015. For TRS, the actuarial assumptions used in the June 30, 2017 valuation are based on the results of an actuarial experience study for the period July 1, 2009 – June 30, 2014.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

VII. Pension Plans (Continued)

The long term rate of return on pension plan investments was determined using a building block method in which best estimate ranges of expected future real rates of return (expected returns net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long term expected rate of return by weighting the expected future real rates of return by each the target asset allocation percentage and by adding expected inflation. Best estimates of the arithmetic real rates of return for each major asset class included in the target asset allocation are summarized below:

Measurement date	<u>ERS</u> March 31, 2018	<u>TRS</u> June 30, 2017
<u>Asset Type</u>	<u>%</u>	<u>%</u>
Domestic Equities	36%	35%
International Equities	14%	18%
Private Equity	10%	8%
Real Estate	10%	11%
Domestic fixed income securities	0%	16%
Global fixed income securities	0%	2%
Bonds and Mortgages	17%	8%
Short-term	0%	1%
Absolute return strategies	2%	0%
Opportunistic portfolio	3%	0%
Real Assets	3%	0%
Cash Equivalents	1%	0%
Inflation-Indexed bonds	4%	0%
High yield fixed income securities	0%	1%

5. Discount Rate

The discount rate used to calculate the total pension liability was 7.0 % for ERS and 7.25 % for TRS. The projection of cash flows used to determine the discount rate assumes that contributions from plan members will be made at the current contribution rates and that contributions from employers will be made at statutorily required rates, actuarially. Based upon the assumptions, the Systems' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore the long term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

VII. Pension Plans (Continued)

6. Sensitivity of the Proportionate Share of Net Pension Asset/Liability to the Discount Rate Assumption

The following presents the District's proportionate share of the net pension asset/liability calculated using the discount rate of 7.0% for ERS and 7.25% for TRS, as well as what the District's proportionate share of the net pension (asset)/liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.0% for ERS and 6.25% for TRS) or 1-percentage point higher (8.0% for ERS and 8.25% for TRS) than the current rate :

ERS	1% Decrease <u>(6.0%)</u>	Current Assumption <u>(7.0%)</u>	1% Increase <u>(8.0%)</u>
Employer's proportionate share Of the net pension (asset) liability	\$1,383,802	\$182,891	(\$833,032)
TRS	1% Decrease <u>(6.25%)</u>	Current Assumption <u>(7.25%)</u>	1% Increase <u>(8.25%)</u>
Employer's proportionate share Of the net pension (asset) liability	\$3,901,737	(\$226,489)	(\$3,683,673)

7. Pension Plan Fiduciary Net Position

The components of the current-year net pension (asset)/liability of the employers as of the respective valuation dates, were as follows:

	<u>ERS</u>	<u>TRS</u>
Measurement date	March 31, 2018	June 30, 2017
Employers' total pension liability	\$ 183,400,590	\$ 114,708,261,032
Plan Fiduciary Net Position	180,173,145	115,468,360,316
Employers' net pension liability (asset)	3,227,445	(760,099,284)
Ratio of plan fiduciary net position to the Employers' total pension (asset)/liability	98.2400%	100.6600%

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

VII. Pension Plans (Continued)

8. Payables to the Pension Plan

For ERS, employer contributions are paid annually based on the System's fiscal year which ends on March 31st. Accrued retirement contributions as of June 30, 2018 represent the projected employer contribution for the period of April 1, 2018 through June 30, 2018 based on paid ERS wages multiplied by the employer's contribution rate, by tier. Accrued retirement contributions as of June 30, 2018 amounted to \$65,101.

For TRS, employer and employee contributions for the fiscal year ended June 30, 2018 are paid to the System in September, October and November 2018 through a state aid intercept. Accrued retirement contributions as of June 30, 2018 represent employee and employer contributions for the fiscal year ended June 30, 2018 based on paid TRS wages multiplied by the employer's contribution rate, by tier and employee contributions for the fiscal year as reported to the TRS System. Accrued retirement contributions as of June 30, 2018 amounted to \$545,917.

VIII. Short-Term Debt Obligations

Transactions in short-term debt for the year are summarized below:

	Maturity	Interest Rate	Balance <u>7/1/2017</u>	<u>Issued</u>	<u>Redeemed</u>	Balance <u>6/30/18</u>
BAN	2018	1.50%	\$11,000,000	\$ -	\$11,000,000	\$ -
BAN	2018	2.25%	-	<u>13,621,244</u>	-	<u>13,621,244</u>
			<u>\$11,000,000</u>	<u>\$13,621,244</u>	<u>\$11,000,000</u>	<u>\$13,621,244</u>

Interest on short-term debt for the year was composed of:

Interest paid	\$165,000
Less interest accrued in the prior year	-
Plus interest accrued in the current year	<u>289,449</u>
Total expense	<u>\$454,449</u>

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

IX. Long-Term Debt Obligations

Long-term liability balances and activity for the year are summarized below:

1. Long-Term Debt Interest

Interest paid	\$96,333
Less interest accrued in the prior year	(40,212)
Plus interest accrued in the current year	<u>36,440</u>
Total expense	<u>\$92,561</u>

2. Changes

	Restated Balance 7/1/2017	Additions	Deletions	Balance 6/30/2018	Due Within One Year
Serial Bonds	\$ 3,837,670	\$ 12,139,900	\$ 522,670	\$ 15,454,900	<u>\$ 579,900</u>
Compensated Absences	47,909	-	16,459	31,450	
OPEB Obligations	23,902,227	-	268,791	23,633,436	
Net Pension Liability- Proportionate Share	875,431	-	692,540	182,891	
Totals	<u>\$ 28,663,237</u>	<u>\$ 12,139,900</u>	<u>\$ 1,500,460</u>	<u>\$ 39,302,677</u>	

Additions and deletions to compensated absences are shown net since it is impractical to determine these amounts separately.

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

IX. Long-Term Debt Obligations (Continued)

3. Maturity

a. The following is a summary of the debt issued:

<u>Purpose</u>	<u>Issue Date</u>	<u>Final Maturity</u>	<u>Interest Rate</u>	<u>Outstanding 6/30/2018</u>
Serial Bonds:				
Advanced refunding	2012	2025	2-4%	\$ 2,520,000
Construction	2014	2028	3.5-5.25%	440,000
Construction	2018	2033	5.00%	11,900,000
Buses	2014	2018	3.50%	40,000
Buses	2014	2019	3.50%	45,000
Buses	2017	2022	2-2.25%	180,000
Buses	2016	2021	.95-2.35%	90,000
Buses	2018	2023	2.7-3.9%	239,900
Total				<u>\$ 15,454,900</u>

b. The following is a summary of maturing principal debt service requirements:

	<u>Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Serial Bonds:	2019	\$ 579,900	\$ 873,497	\$ 1,453,397
	2020	1,125,000	673,567	1,798,567
	2021	1,160,000	631,892	1,791,892
	2022	1,165,000	588,150	1,753,150
	2023	1,160,000	542,619	1,702,619
	2024 and thereafter	10,265,000	2,738,200	13,003,200
	Total	<u>\$ 15,454,900</u>	<u>\$ 6,047,925</u>	<u>\$ 21,502,825</u>

Prior-Year Defeasance of Debt

In prior years, certain general obligation bonds were defeased by placing the proceeds of new bonds in an irrevocable trust to provide for all future debt service payments on the old bonds. Accordingly, the liability for the defeased bonds and the trust account assets are not included in the financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

X. Postemployment (Health Insurance) Benefits

A. General Information about the OPEB Plan

Plan Description- The District's defined benefit OPEB plan, provides OPEB for all permanent full-time general and public safety employees of the District. The plan is a single-employer defined benefit OPEB plan administered by the District. Article 11 of the State Compiled Statutes grants the authority to establish and amend the benefit terms and financing requirements to the District Board. No assets are accumulated in a trust that meets the criteria in Paragraph 4 of Statement 75.

Benefits Provided- The District provides healthcare and life insurance benefits for retirees and their dependents. The benefit terms are dependent on which contract each employee falls under. The specifics of each contract are on file at the District offices and are available upon request.

Employees Covered by Benefit Terms- At June 30, 2018, the following employees were covered by the benefit terms:

Inactive members or beneficiaries currently receiving benefit payments	88
Inactive members entitled to but not yet receiving benefit payments	-
Active members	<u>122</u>
Total membership	<u>210</u>

B. Total OPEB Liability

The District's total OPEB liability of \$23,633,436 was measured as of July 1, 2017, and was determined by an actuarial valuation as of that date.

Actuarial Assumptions and Other Inputs- The total OPEB liability in the June 30, 2018 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

X. Postemployment (Health Insurance) Benefits (Continued)

B. Total OPEB Liability (Continued)

Inflation	2.20%
Salary Increases	3.20%, average, including inflation
Discount Rate	3.87%
Healthcare Cost Trend Rates	5.50% for 2018, decreasing to an ultimate rate of 3.84% by 2078

The discount rate was based on the Bond Buyer General Obligation 20-year Municipal Bond Index .

Mortality rates were based on the April 1, 2010-March 31, 2015 NYSLRS experience, with adjustments for mortality improvements based on the Society of Actuaries Scale MP-2014.

The actuarial assumptions used in the June 30, 2018 valuation were based on the results of an actuarial experience study for the period April 1, 2010-March 31, 2015.

C. Changes in the Total OPEB Liability

Balance at June 30, 2017	<u>\$23,902,227</u>
<u>Changes for the Year</u>	
Service cost	633,964
Interest	845,793
Changes of benefit terms	-
Differences between expected and actual experience	-
Changes in assumptions or other inputs	(1,195,111)
Benefit payments	<u>(553,437)</u>
Net Changes	<u>(268,791)</u>
Balance at June 30, 2018	<u>\$23,633,436</u>

DUANESBURG CENTRAL SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

X. Postemployment (Health Insurance) Benefits (Continued)

C. Changes in the Total OPEB Liability (Continued)

Changes of assumptions and other inputs reflect a change in the discount rate from 3.58% in 2017 to 3.87% in 2018.

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate- The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is 1 percentage point lower (2.87%) or 1 percentage point higher (4.87%) than the current discount rate:

	(2.87%) 1% Decrease	Current Discount Rate 3.87%	(4.87%) 1% Increase
Total OPEB Liability	<u>\$28,975,028</u>	<u>\$23,633,436</u>	<u>\$20,465,836</u>

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates- The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are 1 percentage point lower or 1 percentage point higher than the current healthcare cost trend rate:

	1% Decrease	Healthcare Cost Trend Rates	1% Increase
Total OPEB Liability	<u>\$ 20,179,009</u>	<u>\$ 23,633,436</u>	<u>\$ 29,429,171</u>

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

X. Postemployment (Health Insurance) Benefits (Continued)

D. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2018, the District recognized OPEB expense of \$792,606. At June 30, 2018, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Contributions subsequent to the measurement date	\$553,437	\$ -
Differences between expected and actual experience	-	-
Changes of assumptions or other inputs	-	(1,023,678)
Total	<u>\$553,437</u>	<u>(\$1,023,678)</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Fiscal Year Ending June 30,</u>	<u>Amount</u>
2019	(\$171,433)
2020	(171,433)
2021	(171,433)
2022	(171,433)
2023	(171,433)
Thereafter	(166,513)

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

X. Postemployment (Health Insurance) Benefits (Continued)

E. For the fiscal year ended June 30, 2018, the District implemented GASB Statement #75, *Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions*-Amendment to GASB Statement #45. The implementation of Statement #75 resulted in the reporting of Other Post-Employment Benefits (OPEB) liabilities, expenses, deferred outflow of resources and deferred inflows of resources related to OPEB. The District's net position has been restated as follows:

Net position beginning of year, as previously stated	\$11,073,396
GASB Statement No. 75 implementation	
Beginning System Liability- Total OPEB Liability	(15,123,098)
Beginning deferred outflow of resources for contributions	
subsequent to the measurement date	591,156
Additional adjustment for capital assets	<u>(25,055)</u>
Net position beginning of year, as restated	<u>(\$ 3,483,601)</u>

XI. Commitments and Contingencies

A. Risk Financing and Related Insurance

1. General Information

The Duquesburg Central School District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters. These risks are covered by commercial insurance purchased from independent third parties. Settled claims from these risks have not exceeded commercial insurance coverage for the past two years.

2. Grants

The School District has received grants, which are subject to audit by agencies of the State and Federal government. Such audits may result in disallowances and a request for a return of funds. Based on prior audits, the School District's administration believes disallowances, if any, will be immaterial.

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

XII. Other Disclosures

A. Summary of Reconciliation of Governmental Funds Balance Sheet to the Statement of Net Position

Total governmental fund balance	\$ 6,654,806
Capital assets (net)	29,377,874
Net pension asset	226,489
Deferred outflows of resources	4,270,759
Bonds payable	(15,454,900)
Accrued interest payable	(325,889)
Net pension liability- proportionate share	(182,891)
Deferred inflows of resources	(2,263,257)
Compensated absences	(31,450)
OPEB obligations	(23,633,436)
Total net position	<u>\$ (1,361,895)</u>

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

XII. Other Disclosures (Continued)

B. Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance to the Statement of Activities

Net changes in fund balance – total governmental funds	(\$5,721,216)
Capital outlays are expenditures in governmental funds, but are capitalized in the Statement of Net Position	9,832,480
Depreciation is not recorded as an expenditure in the governmental funds, but is recorded in the Statement of Activities	(646,357)
Repayments of Long-term Debt are recorded as expenditures in the governmental funds, but are recorded as payments of liabilities in the Statement of Net Position	1,212,670
Interest is recognized as an expense in governmental funds when paid. For governmental activities, interest expense is recognized as it accrues. The increase in accrued interest during 2017/18 results in more expense.	(285,677)
Proceeds from debt are recognized as revenue in the Governmental Funds, but not in the Statement of Activities	(12,829,900)
(Increases) Decreases in proportionate share of net pension asset/liability reported in the Statement of Activities do not provide for or require the use of current financial resources and therefore, are not reported as revenues or expenditures in the governmental funds:	
Teachers' Retirement System	(116,576)
Employee's Retirement System	9,997
Certain expenses in the Statement of Activities do not require the expenditure of current resources and are, therefore, not reported as expenditures in the governmental funds:	
OPEB obligations	(792,606)
Compensated absences	<u>16,459</u>
Change in Net Position – Governmental Activities	<u>\$ 2,121,706</u>

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

XIII. Stewardship, Compliance and Accountability

A. Budgetary Procedures and Budgetary Accounting

1. Budgets

The District administration prepares a proposed budget for approval by the Board of Education for the governmental funds for which legal (appropriated) budgets are adopted. The voters of the District approved the proposed appropriation budget for the General Fund.

Appropriations are adopted at the program line item level.

Appropriations established by adoption of the budget constitute a limitation on expenditures (and encumbrances), that may be incurred. Appropriations lapse at the fiscal year end unless expended or encumbered. Encumbrances will lapse if not expended in the subsequent year. Appropriations authorized for the current year are increased by the planned use of specific reserves, and budget amendments approved by the Board of Education as a result of selected new revenue sources not included in the original budget (When permitted by law). These supplemental appropriations may occur subject to legal restrictions, if the Board approves them because of a need that exists which was not determined at the time the budget was adopted.

The General Fund budget was increased to reflect the receipt of a grant in the amount of \$100,000, the receipt of donations in the amount of \$9,957 and the sale of surplus equipment in the amount of \$5,143.

Budgets are adopted annually on a basis consistent with GAAP. Appropriations authorized for the year are increased by the amount of encumbrances carried forward from the prior year.

Budgets are established and used for individual capital project funds expenditures as approved by a special referendum of the District's voters. The maximum project amount authorized is based primarily upon the cost of the project, plus any requirements for external borrowings, not annual appropriations. These budgets do not lapse and are carried over to subsequent fiscal years until the completion of the projects.

Special Aid Fund and School Lunch Fund have not been included because they do not have legally authorized budgets.

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS (CONTINUED)

XIII. Stewardship, Compliance and Accountability (Continued)

A. Budgetary Procedures and Budgetary Accounting (Continued)

2. Encumbrance accounting is used for budget control and monitoring purposes and is reported as a part of the governmental funds. Under this method, purchase orders, contracts and other commitments for the expenditure of monies are recorded to reserve applicable appropriations. Outstanding encumbrances as of year-end are presented as reservations of fund balance and do not represent expenditures or liabilities. These commitments will be honored in the subsequent period. Related expenditures are recognized at that time as the liability is incurred or the commitment is paid.

XIV. Subsequent Events

There were no significant events to report from July 1, 2018 to October 30, 2018.

DUANESBURG CENTRAL SCHOOL DISTRICT
SCHEDULE OF REVENUES COMPARED TO BUDGET- GENERAL FUND
For Year Ended June 30, 2018

	Original Budget	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUES				
Local Sources				
Real property taxes	\$ 7,069,783	\$ 7,069,783	\$ 7,060,910	\$ (8,873)
Other tax items	936,317	936,317	944,196	7,879
Charges for services	2,500	2,500	153,148	150,648
Use of money and property	11,000	11,000	9,436	(1,564)
Sale of property and compensation for loss	-	5,143	7,452	2,309
Miscellaneous	195,972	205,929	199,953	(5,976)
Total Local Sources	8,215,572	8,230,672	8,375,095	144,423
State Sources	7,409,675	7,509,675	7,265,998	(243,677)
Federal Sources	20,000	20,000	7,302	(12,698)
Total Revenues	15,645,247	15,760,347	15,648,395	\$ (111,952)
Appropriated Fund Balance	672,253	672,253		
Appropriated Reserves	-	272,519		
Total Revenues, Other Financing Sources, Appropriated Fund Balance and Reserves	\$ 16,317,500	\$ 16,705,119		

See paragraph on required supplementary information included in auditor's report.

DUANESBURG CENTRAL SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES, OTHER USES AND ENCUMBRANCES COMPARED TO BUDGET-
GENERAL FUND
For Year Ended June 30, 2018

	Original Budget	Final Budget	Actual	Encumbrances	Variance Favorable (Unfavorable)
EXPENDITURES					
General Support					
Board of education	\$ 29,950	\$ 26,507	\$ 20,681	\$ -	\$ 5,826
Central administration	207,370	207,845	202,443	-	5,402
Finance	290,138	288,723	250,443	14	38,266
Staff	156,400	169,800	149,609	-	20,191
Central services	1,075,861	1,351,622	1,231,459	29,514	90,649
Special items	147,800	141,843	123,972	-	17,871
Total General Support	1,907,519	2,186,340	1,978,607	29,528	178,205
Instruction					
Instruction, administration and improvement	475,079	458,129	430,318	-	27,811
Teaching - regular school	4,041,402	4,324,994	4,045,514	6,942	272,538
Programs for children with handicapping conditions	2,278,303	2,297,253	1,875,886	36,570	384,797
Occupational education	298,581	261,581	260,682	-	899
Instructional media	423,240	468,309	424,089	25,426	18,794
Pupil services	784,834	801,546	707,680	1,004	92,862
Total Instructional	8,301,439	8,611,812	7,744,169	69,942	797,701
Pupil transportation	1,106,637	1,102,788	871,715	-	231,073
Employee benefits	3,530,267	3,278,725	2,916,209	-	362,516
Debt service					
Principal	1,165,000	1,212,670	1,212,670	-	-
Interest	256,638	261,417	261,333	-	84
Total Expenditures	16,267,500	16,653,752	14,984,703	99,470	1,569,579
OTHER FINANCING USES					
Operating transfers out	50,000	51,367	50,912	-	455
Total Expenditures and Other Financing Uses	\$ 16,317,500	\$ 16,705,119	15,035,615	\$ 99,470	\$ 1,570,034
Net change in fund balance			612,780		
Fund balance- Beginning			4,631,049		
Fund balance- Ending			<u>\$ 5,243,829</u>		

See paragraph on required supplementary information included in auditor's report.

DUANESBURG CENTRAL SCHOOL DISTRICT
SCHEDULE OF CHANGES IN THE TOTAL OPEB LIABILITY
For Year Ended June 30, 2018

	<u>2018</u>
Total OPEB Liability	
Service Cost at end of year	\$ 633,964
Interest	845,793
Changes of benefit terms	-
Difference between expected and actual experience	-
Changes of assumptions or other inputs	(1,195,111)
Benefit payments	(553,437)
Net change in Total OPEB Liability	(268,791)
Total OPEB Liability- beginning	23,902,227
Total OPEB Liability- ending	<u>\$ 23,633,436</u>
Covered-employee payroll	<u>5,852,661</u>
Total OPEB Liability as a percentage of covered-employee payroll	406.59%

See paragraph on required supplementary information included in auditor's report

DUANESBURG CENTRAL SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION ASSET/LIABILITY
June 30, 2018

Teachers' Retirement System

	2018	2017	2016
District's proportion of the net pension (asset)/liability	.029797%	.032619%	.0329%
District's proportionate share of the net pension (asset)/liability	\$ (226,489)	\$ 349,368	\$ (3,417,304)
District's covered-employee payroll	\$ 5,024,853	\$ 4,829,091	\$ 5,058,695
District's proportionate share of the net pension asset/liability as a percentage of its covered-employee payroll	4.50%	7.20%	67.60%
Plan fiduciary net position as a percentage of the total pension liability	100.65%	99.01%	110.46%

Employees' Retirement System

	2018	2017	2016
District's proportion of the net pension liability	.0056667%	.0055987%	.0038569%
District's proportionate share of the net pension liability	\$ 182,891	\$ 526,063	\$ 940,056
District's covered-employee payroll	\$ 1,671,451	\$ 1,695,680	\$ 1,379,339
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	10.94%	31.00%	68.20%
Plan fiduciary net position as a percentage of the total pension liability	98.24%	94.70%	90.70%

See paragraph on required supplementary information included in auditor's report.

DUANESBURG CENTRAL SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS
June 30, 2018

	<i>Teachers' Retirement System</i>		
	2018	2017	2016
Contractually required contribution	\$ 492,436	\$ 597,785	\$ 866,348
Contributions in relation to the contractually required contribution	492,436	597,785	866,348
Contribution deficiency (excess)	\$ -	\$ -	\$ -
District's covered-employee payroll	\$ 5,024,853	\$ 4,829,091	\$ 5,058,695
Contributions as a percentage of covered employee payroll	9.8%	12.4%	17.1%

	<i>Employees' Retirement System</i>		
	2018	2017	2016
Contractually required contribution	\$ 245,073	\$ 226,756	\$ 252,967
Contributions in relation to the contractually required contribution	245,073	226,756	252,967
Contribution deficiency (excess)	\$ -	\$ -	\$ -
District's covered-employee payroll	\$ 1,671,451	\$ 1,695,680	\$ 1,379,339
Contributions as a percentage of covered employee payroll	14.7%	13.4%	18.3%

See paragraph on required supplementary information included in auditor's report.

DUANESBURG CENTRAL SCHOOL DISTRICT
SCHEDULE OF CHANGE FROM ORIGINAL BUDGET TO FINAL BUDGET AND
THE REAL PROPERTY TAX LIMIT
For Year Ended June 30, 2018

CHANGE FROM ORIGINAL BUDGET TO FINAL BUDGET

Original Budget		\$ 16,317,500
Additions:		
Prior year's encumbrances	\$ 272,519	
Grant-state aid	100,000	
Gifts and donations	9,957	
Sale of surplus equipment	<u>5,143</u>	<u>387,619</u>
Final Budget		<u>\$ 16,705,119</u>

SECTION 1318 OF REAL PROPERTY TAX LAW LIMIT CALCULATION

2018-19 Voter-approved Expenditure Budget	\$ 17,150,000
Maximum allowed (4% of 2018-2019 Budget)	<u>\$ 686,000</u>

General Fund Fund Balance Subject to Section 1318 of Real Property Tax Law*:

Unrestricted fund balance:	
Committed fund balance	\$ -
Assigned fund balance	830,504
Unassigned fund balance	<u>686,000</u>
Total unrestricted fund balance	<u>\$ 1,516,504</u>

Less:	
Appropriated fund balance	731,034
Encumbrances included in committed and assigned fund balance	<u>99,470</u>
Total adjustments	<u>\$ 830,504</u>

General Fund Fund Balance Subject to Section 1318 of Real Property Tax Law	<u>\$ 686,000</u>
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Actual percentage	4.00%
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* Per Office of the State Comptroller's "Fund Balance Reporting and Governmental Fund Type Definitions", Updated April 2011 (originally Issued November 2010), the portion of General Fund Fund Balance subject to Section 1318 of the Real Property Tax Law is: unrestricted fund balance (i.e., the total of the committed, assigned and unassigned classifications), minus appropriated fund balance, amounts reserved for insurance recovery, amounts reserved for tax reduction, and encumbrances included in committed and assigned fund balance.

See paragraph on required supplementary information included in auditor's report.

DUANESBURG CENTRAL SCHOOL DISTRICT
SCHEDULE OF PROJECT EXPENDITURES- CAPITAL PROJECTS FUND
For Year Ended June 30, 2018

PROJECT TITLE	Expenditures			Methods of Financing						Fund Balance June 30, 2018	
	Original Budget	Revised Budget	Prior Years	Current Year	Total	Unexpended Balance	Proceeds of Obligations	Local Sources	State Sources		Total
Smart Schools Bond Act	\$ 661,917	\$ 661,917	\$ 8,521	\$ 100,948	\$ 109,469	\$ 552,448	\$ -	\$ -	\$ 72,346	\$ 72,346	\$ (37,123)
House Purchase	105,000	105,000	-	102,072	102,072	2,928	-	105,000	-	105,000	2,928
Districtwide Renovations	18,875,000	18,794,000	8,641,700	9,094,075	17,735,775	1,058,225	11,900,000	6,771,080	13,420	18,684,500	948,725
Buses-17/18	239,900	239,900	-	239,900	239,900	-	239,900	-	-	239,900	-
	<u>\$19,881,817</u>	<u>\$19,800,817</u>	<u>\$ 8,650,221</u>	<u>\$ 9,536,995</u>	<u>\$ 18,187,216</u>	<u>\$ 1,613,601</u>	<u>\$12,139,900</u>	<u>\$ 6,876,080</u>	<u>\$ 85,766</u>	<u>\$ 19,101,746</u>	<u>\$ 914,530</u>

DUANESBURG CENTRAL SCHOOL DISTRICT
SCHEDULE OF INVESTMENT IN CAPITAL ASSETS, NET OF RELATED DEBT
FOR THE YEAR ENDED JUNE 30, 2018

Capital assets, net				\$ 29,377,874
Deduct:				
Bond anticipation notes payable	\$	13,621,244		
Short-term portion of bonds payable		579,900		
Long-term portion of bonds payable		14,875,000		
less unspent bond anticipation notes proceeds		(1,058,224)		
less unspent bond proceeds		<u>(11,900,000)</u>		<u>16,117,920</u>
Net investment in capital assets				<u>\$ 13,259,954</u>

See paragraph on required supplementary information included in auditor's report.

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**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Education of the
Duanesburg Central School District:

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the fiduciary funds of the Duanesburg Central School District as of and for the year ended June 30, 2018, and the related notes to the financial statements which collectively comprise the District's basic financial statements and have issued our report thereon dated October 30, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Duanesburg Central School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Duanesburg Central School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Duanesburg Central School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Duanesburg Central School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*. We noted certain other matters that we have reported to the Board of Education, Audit Committee and Management in our accompanying management letter.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards*, in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Raymond G. Preusser, CPA, PC

Claverack, New York
October 30, 2018

RAYMOND G. PREUSSER, CPA, P.C.

Certified Public Accountants

P.O. Box 538

Claverack, New York 12513

Telephone: (518) 851-6650

Fax: (518) 851-6675

To the Board of Education of the
Duanesburg Central School District:

In planning and performing our audit of the financial statements of the governmental activities, each major fund, and the fiduciary funds of the Duanesburg Central School District as of and for the year ended June 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered the Duanesburg Central School District's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Duanesburg Central School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Duanesburg Central School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses, and, therefore, there can be no assurance that all such deficiencies have been identified. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

During our audit, we noted certain matters involving the internal control and other operational matters that are presented for your consideration. This letter does not affect our report dated October 30, 2018 on the financial statements of the Duanesburg Central School District. We will review the status of these comments during our next audit engagement. Our comments and recommendations, all of which have been discussed with appropriate members of management, are intended to improve the internal control or result in other operating efficiencies.

We will be pleased to discuss these comments in further detail at your convenience, perform any additional study of these matters, or assist you in implementing the recommendations. Our comments are summarized as follows:

Other Matters:

Budgeting

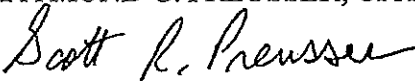
We noted that the District only utilized 91% of the General Fund Budget for the third consecutive year.

We recommend that future budgets be closely scrutinized so that potentially unnecessary expenditures are not budgeted.

This communication is intended solely for the information and use of the Board of Education, management, the audit committee, the New York State Education Department and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

We would like to acknowledge the Business Office personnel for their courtesies received during the course of our audit.

Very truly yours,
RAYMOND G. PREUSSER, CPA, P.C.


Scott R. Preusser

DUANESBURG CENTRAL SCHOOL DISTRICT
EXTRACLASSROOM ACTIVITY FUND-CASH BASIS

Year Ended June 30, 2018

DUANESBURG CENTRAL SCHOOL DISTRICT
TABLE OF CONTENTS
Year ended June 30, 2018

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Statement of Cash Receipts and Disbursements - Cash Basis	4
Note to Financial Statements	5
Auditor's Findings and Evaluation	6

RAYMOND G. PREUSSER, CPA, P.C.

Certified Public Accountants

P.O. Box 538

Claverack, New York 12513

Telephone: (518) 851-6650

Fax: (518) 851-6675

INDEPENDENT AUDITOR'S REPORT

To the Board of Education of the
Duanesburg Central School District:

We have audited the accompanying financial statements of the Extraclassroom Activity Funds of the Duanesburg Central School District as of June 30, 2018, which comprise the Statement of Assets and Fund Balance-Cash Basis and the related Statement of Cash Receipts and Disbursements-Cash Basis for the year then ended, and the related note to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the cash basis of accounting described in Note 1. This includes determining that the cash basis of accounting is an acceptable basis for the preparation of the financial statements in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the assets and fund balance of the Extraclassroom Activity Funds of the Duanesburg Central School District as of June 30, 2018, and its receipts and disbursements for the year then ended, in accordance with the basis of accounting as described in Note 1.

Basis of Accounting

We draw attention to Note 1 of the financial statements, which describes the basis of accounting. The financial statements are prepared on the cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to that matter.

Raymond G. Preusser, CPA, PC

Claverack, New York
September 12, 2018

DUANESBURG CENTRAL SCHOOL DISTRICT
STATEMENT OF ASSETS AND FUND BALANCE-CASH BASIS
June 30, 2018

ASSETS

Cash	<u>\$ 44,377.38</u>
------	---------------------

FUND BALANCE

Fund Balance	<u>\$ 44,377.38</u>
--------------	---------------------

See auditor's report. See note to financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT
STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS-CASH BASIS
Year ended June 30, 2018

Activities Per General Ledger	Balances 7/1/2017	Receipts	Disburse- ments	Balances 6/30/2018
Class of 2017	\$ 1,282.81	\$ -	\$ 1,282.81	\$ -
Class of 2018	8,974.49	17,541.08	26,013.91	501.66
Class of 2019	7,669.60	7,033.26	8,106.77	6,596.09
Class of 2020	6,539.87	619.10	216.46	6,942.51
Class of 2021	2,383.86	2,694.50	1,109.02	3,969.34
Class of 2022	890.37	1,498.00	957.01	1,431.36
Class of 2023	-	4,027.00	3,941.71	85.29
Drama Club	3,253.39	5,023.12	4,331.25	3,945.26
Yearbook 2018	-	17,243.84	8,425.80	8,818.04
FBLA	-	4,410.75	4,054.11	356.64
HS Student Council	11,723.91	682.26	1,663.66	10,742.51
Yearbook	14,629.18	475.00	15,104.18	-
School Store-HS	1,152.66	124.47	288.45	988.68
Totals	<u>\$ 58,500.14</u>	<u>\$ 61,372.38</u>	<u>\$ 75,495.14</u>	<u>\$ 44,377.38</u>

See auditor's report. See note to financial statements.

DUANESBURG CENTRAL SCHOOL DISTRICT
NOTE TO FINANCIAL STATEMENTS

1. Summary of Significant Accounting Policies:

The Extraclassroom Activity Fund of the District represents funds of the students of the district. The Board of Education exercises general oversight of these funds. The Extraclassroom Activity Fund is independent of the district with respect to its financial transactions, and the designation of student management. Separate financial statements are issued for the fund. The District also reports the fund in its financial statements, within the Fiduciary Fund.

The books and records of the Duanesburg Central School District's Extraclassroom Activity Funds are maintained on the cash basis of accounting, which is a comprehensive basis of accounting other than generally accepted accounting principles. Under this basis of accounting, assets are increased when cash is received and decreased when cash is disbursed.

See auditor's report.

DUANESBURG CENTRAL SCHOOL DISTRICT
AUDITOR'S FINDINGS AND EVALUATION

Cash Receipts:

We found that generally, the internal accounting controls with regards to cash receipts were adequate to maintain proper accountability beyond the point of initial recording of the cash receipts.

During our audit, we noted a few instances where receipts were not deposited within three days of receipt.

We recommend that all cash receipts be deposited within the required three days.

Class of 2018:

We noted that funds remained for the Class of 2018 at June 30, 2018. Class funds should be totally disbursed for a graduating class by year end.

We recommend that these funds be disbursed by the Class as soon as possible.

See auditor's report.

Salary: Administrative Compensation Information
530101 - DUANESBURG CSD

2018-2019 - Page 1
Official - as of 05/06/2019 11:31 AM

Form Due May 13, 2019

2019-2020 Salary Threshold =
\$138,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2019-2020.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should not reflect the total amounts budgeted to be paid by all participating districts over the school year.

Report Estimated Salaries in the Budget for the 2019-2020 School Year

Sections 1608 and 1716 of the Education Law
(Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	140,980	39,268	2,184

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

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Equalized Total Assessed Value 30,363,543

School District - 422001 Duaneburg 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	6	99,999	0.33
13500	TOWN - GENERALLY	RPTL 406(1)	8	3,142,072	10.35
13650	VG - GENERALLY	RPTL 406(1)	4	249,999	0.82
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	3	947,561	3.12
13800	SCHOOL DISTRICT	RPTL 408	4	9,275,915	30.55
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	138,720	0.46
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	10	3,025,609	9.96
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	3,798,169	12.51
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	550,305	1.81
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	515,244	1.70
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	5	17,073	0.06
41400	CLERGY	RPTL 460	6	27,438	0.09
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	72	2,038,221	6.71
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	5	137,975	0.45
41800	PERSONS AGE 65 OR OVER	RPTL 467	8	407,576	1.34
41804	PERSONS AGE 65 OR OVER	RPTL 467	23	857,064	2.82
41805	PERSONS AGE 65 OR OVER	RPTL 467	13	1,041,335	3.43
41834	ENHANCED STAR	RPTL 425	316	21,334,260	70.26
41854	BASIC STAR 1999-2000	RPTL 425	955	29,070,731	95.74
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	59,909	0.20
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	57,012	0.19
47450	FOREST/REF LAND - FISHER ACT	RPTL 480	1	27,561	0.09

RICHARD TOLLNER
Town of Duaneburg Assessor
Work#895-8920x109Fax895-5405
rtollner@duaneburg.net

Equalized Total Assessed Value 30,363,543

School District - 422001 Duanesburg 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	5	1,449,085	4.77
Total Exemptions Exclusive of System Exemptions:			1,451	76,819,748	253.00
Total System Exemptions:			5	1,449,085	4.77
Totals:			1,456	78,268,833	257.77

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

NYS - Real Property System
County of Schenectady
Town of Delanson - 4220
Village of Delanson
SWIS Code - 422001

Assessor's Report - 2019 - Current Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 5/2/2019 11:08:18
Total Assessed Value 9,908,242
Uniform Percentage 32.80

Equalized Total Assessed Value 30,208,055

School District - 422001 Duanesburg 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	2	67,987	0.23
13650	VG - GENERALLY	RPTL 406(1)	2	206,402	0.68
13800	SCHOOL DISTRICT	RPTL 408	2	6,944,817	22.99
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	3	947,561	3.14
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	3,048,780	10.09
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	41,006	0.14
41834	ENHANCED STAR	RPTL 425	10	686,890	2.27
41854	BASIC STAR 1999-2000	RPTL 425	63	1,890,000	6.26
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	2	67,073	0.22
Total Exemptions Exclusive of System Exemptions:			85	13,833,443	45.79
Total System Exemptions:			2	67,073	0.22
Totals:			87	13,900,516	46.02

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 155,488

School District - 422001 Duanesburg 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	6	99,999	64.31
13500	TOWN - GENERALLY	RPTL 406(1)	6	3,074,085	1977.06
13650	VG - GENERALLY	RPTL 406(1)	2	43,597	28.04
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	3	947,561	609.41
13800	SCHOOL DISTRICT	RPTL 408	2	2,331,098	1499.22
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	138,720	89.22
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	2,078,048	1336.47
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	749,389	481.96
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	550,305	353.92
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	515,244	331.37
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	5	17,073	10.98
41400	CLERGY	RPTL 460	6	27,438	17.65
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	72	2,038,221	1310.86
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	5	137,975	88.74
41800	PERSONS AGE 65 OR OVER	RPTL 467	8	407,576	262.13
41804	PERSONS AGE 65 OR OVER	RPTL 467	21	816,058	524.84
41805	PERSONS AGE 65 OR OVER	RPTL 467	13	1,041,335	669.72
41834	ENHANCED STAR	RPTL 425	306	20,647,370	13279.09
41854	BASIC STAR 1999-2000	RPTL 425	892	27,180,731	17480.94
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	59,909	38.53
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	57,012	36.67
47450	FOREST/REF LAND - FISHER ACT	RPTL 480	1	27,561	17.73

NYS - Real Property System
County of Schenectady
Town of Duanesburg
SWIS Code - 422089

Assessor's Report - 2019 - Current Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 5/2/2019 11:08:18
Total Assessed Value 51,000
Uniform Percentage 32.80

Equalized Total Assessed Value 155,488

School District - 422001 Duanesburg 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	1,382,012	888.82
Total Exemptions Exclusive of System Exemptions:			1,366	62,986,305	40508.84
Total System Exemptions:			3	1,382,012	888.82
Totals:			1,369	64,368,317	41397.66

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 795,233

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	24,215	3.05
41834	ENHANCED STAR	RPTL 425	1	68,697	8.64
41854	BASIC STAR 1999-2000	RPTL 425	3	90,000	11.32
Total Exemptions Exclusive of System Exemptions:			5	182,912	23.00
Total System Exemptions:			0	0	0.00
Totals:			5	182,912	23.00

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

RICHARD TOLLNER
Town of Princetown Assessor
Work#374-4045x5 Fax 357-4048
rtollner@princetown.net

Equalized Total Assessed Value 795,233

School District - 422001 Duaneburg

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1		
41834	ENHANCED STAR	RPTL 425	1	24,215	3.05
41854	BASIC STAR 1999-2000	RPTL 425	3	68,697	8.64
				90,000	11.32
Total Exemptions Exclusive of System Exemptions:			5		
Total System Exemptions:			0	182,912	23.00
Totals:			5	0	0.00
				182,912	23.00

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

NYS - Real Property System
County of Schenectady
Town of Princetown
SWIS Code - 422600

Assessor's Report - 2019 - Current Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 4/29/2019 11:15:25
Total Assessed Value 262,427
Uniform Percentage 33.00

Equalized Total Assessed Value 795,233

School District - 422001 Duanesburg

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	24,215	3.05
41834	ENHANCED STAR	RPTL 425	1	68,697	8.64
41854	BASIC STAR 1999-2000	RPTL 425	3	90,000	11.32
Total Exemptions Exclusive of System Exemptions:			5	182,912	23.00
Total System Exemptions:			0	0	0.00
Totals:			5	182,912	23.00

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 1,975,409

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	1,000	0.05
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	167,736	8.49
41854	BASIC STAR 1999-2000	RPTL 425	5	163,650	8.28
Total Exemptions Exclusive of System Exemptions:			8	332,386	16.83
Total System Exemptions:			0	0	0.00
Totals:			8	332,386	16.83

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

TO: J. Rivenburg FAX: 518895-2626

NYS - Real Property System
County of Montgomery

Assessor's Report - 2019 - Current Year File
S495 Exemption Impact Report
County Wide School District Summary

RPS221/V04/L001
Date/Time - 5/8/2019 13:38:48
Total Assessed Value 10,036,573

Equalized Total Assessed Value 10,564,814

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	4	241,053	2.28
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	156,947	1.49
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	322,211	3.05
41834	ENHANCED STAR	RPTL 425	14	917,407	8.68
41854	BASIC STAR 1999-2000	RPTL 425	22	660,000	6.25
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	1,336	0.01
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	13,263	0.13
Total Exemptions Exclusive of System Exemptions:			46	2,312,217	21.89
Total System Exemptions:			0	0	0.00
Totals:			46	2,312,217	21.89

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 7,490,623

School District - 422001 Duanesburg

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	6	138,517	1.85
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	44,095	0.59
41806	PERSONS AGE 65 OR OVER	RPTL 467	2	60,705	0.81
41834	ENHANCED STAR	RPTL 425	3	175,359	2.34
41854	BASIC STAR 1999-2000	RPTL 425	21	645,458	8.62
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	53,665	0.72
Total Exemptions Exclusive of System Exemptions:			34	1,117,799	14.92
Total System Exemptions:			0	0	0.00
Totals:			34	1,117,799	14.92

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

NYS - Real Property System
County of Albany
Town of Knox
SWIS Code - 013200

Assessor's Report - 2019 - Current Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 5/6/2019 11:28:15
Total Assessed Value 3,914,408
Uniform Percentage 56.00

Equalized Total Assessed Value 6,990,014

School District - 422001 Duanesburg Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	32,143	0.46
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	4	0	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	2	0	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	0	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	2	107,143	1.53
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	8	551,277	7.89
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	89,286	1.28
41805	PERSONS AGE 65 OR OVER	RPTL 467	3	292,143	4.18
41834	ENHANCED STAR	RPTL 425	9	617,681	8.84
41854	BASIC STAR 1999-2000	RPTL 425	13	403,923	5.78
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	64,286	0.92
Total Exemptions Exclusive of System Exemptions:			46	2,157,882	30.87
Total System Exemptions:			0	0	0.00
Totals:			46	2,157,882	30.87

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____