



HARRISON CENTRAL SCHOOL DISTRICT PROPOSED BUDGET 2022-23

Budget Vote: May 17, 2022



Superintendent of Schools
Louis N. Wool, Ed.D.

Asst. Superintendent for Business
Timothy P. Whipple



Board of Education
Kelly Mulvoy Mangan, *President*
Kelly Kozak, *Vice-President*
Dennis DiLorenzo
Noreen Lucey
Placido Dino Puccio
Robert C. Sullivan, Jr.
Lindy Wolverton



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Dear Harrison Community:

Despite many challenges, our students are thriving and having a wonderful school year. Our successful return to a more normalized school experience required the commitment and dedication of many, our extraordinary faculty and staff, our dedicated principals and administrators, our school board, and as always our community standing arm in arm embracing and supporting our students. In so many ways the District's priorities remained unchanged: to ensure the health, safety, emotional well-being and academic growth of our students. Our students, your children, were resilient, generous and provided us with inspiration and pride.

The preparation of the 2022-23 School Budget sustains the District's commitment to providing an enriching education to all students and adapting to their unique talents and needs. Children thrive when provided opportunity and support borne out by our ongoing and unprecedented student success. The budget maintains class sizes, expands the International Baccalaureate Program to all four elementary schools, supports the needs of special education and ENL students, and ongoing facility, security, health and safety upgrades. The District will continue our expansive summer programs that support learning gaps, provide enrichment, and build community and connection among students. Once again the 2022-23 budget remains within the tax levy cap and includes the following initiatives and programs:

- Maintains class sizes (target of 22 students K-12) and programmatic choices amidst increasing enrollment & participation
- Strengthens instructional continuity K-12
- Sustains International Baccalaureate Diploma Program (DP) and Middle Years Programs (MYP)
- Introduces International Baccalaureate Primary Years Program (PYP)
- Continues funding IB and AP testing fees for all students at HHS
- Continues expansive summer programs to address identified learning gaps, provide enrichment, and opportunities for community building/connection support learning gaps, provide enrichment, and a summer high school program to support credit recovery
- Maintains rigorous Professional Development programs for faculty and staff
- Continues Health and Safety improvements District-wide
- Sustains capital project budget for long term district-wide improvements: ADA compliance, expansion/upgrades of security cameras, classroom renovations and improvements
- **Remains within allowable Tax Levy Cap**

Since the adoption of the mandated tax levy cap by the New York State Legislature, the Harrison Central School District tax levy has been at or below the cap. The proposed 2022-23 Budget reflects a tax levy increase of 2.85%, within the New York State Tax Levy Cap.

The Board appreciates its many partners: parents, community members, PTAs, District PT Council, and the Harrison Educational Foundation. We thank the Citizens Budget Advisory Committee for its valuable feedback during the budget development. We especially thank the Harrison community for consistently supporting high-quality education for the children in Harrison.

Sincerely,

Board of Education: Kelly Mulvoy Mangan, *President*; Kelly Kozak, *Vice President*; *Trustees*: Dennis DiLorenzo, Noreen Lucey, Placido Dino Puccio, Robert C. Sullivan, Jr., Lindy Wolverton
Louis N. Wool, Ed.D., *Superintendent of Schools*

Highlights of 2022-23 Budget

Program

- **Maintains class sizes (target of 22 students K-12) and programmatic choices amidst increasing enrollment & participation**
- **Strengthens instructional continuity K-12**
- **Sustains International Baccalaureate Diploma Program (DP) and Middle Years Programs (MYP)**
- **Introduces International Baccalaureate Primary Years Program (PYP)**
- **Continues funding IB and AP testing fees for all students at HHS**
- **Continues expansive summer programs to address identified learning gaps, provide enrichment, and opportunities for community building/connection support learning gaps, provide enrichment, and a summer high school program to support credit recovery**
- **Maintains rigorous Professional Development programs for faculty and staff**
- **Continues Health and Safety improvements District-wide**
- **Sustains capital project budget for long term district-wide improvements: ADA compliance, expansion/upgrades of security cameras, classroom renovations and improvements**
- **Remains within allowable Tax Levy Cap**

Building Operations and Safety – Capital Outlay

- **Maintain capital project budget for long term district-wide improvements (Building Accessibility, floor tile replacement, roof replacement, ventilation and air conditioning, parking lot repairs, sound and notification systems and notification and other projects deemed necessary)**
- **Classroom renovations and improvements**

Harrison Central School District 2022/23 Budget Committee Members

School Board Budget Committee Members

Lindy Wolverton, Chairperson
Kelly Kozak
Dino Puccio

Citizen's Budget Advisory Committee Attendees:

| | | |
|-----------------|------------------|-----------------------------|
| Ben Blaustein | Samantha Giberga | Mary Anne Locantro Harrison |
| Edward Mainland | Stephanie Miano | John Parsley |
| Johanna Pryluck | Michael Pryluck | Jessica Riesel |
| Regina Salemo | Lisa Siega | |

EXPLANATION OF BUDGETARY LINE ITEMS

1010 **BOARD OF EDUCATION**

Expenses which are specifically related to the operation of the Board of Education itself appear in this section of the budget.

1040 **DISTRICT CLERK**

The expenses for the district clerk, as an officer of the Board of Education, and other expenditures of the clerk's office are recorded here.

1060 **DISTRICT MEETING**

Compensation of inspectors, advertising, printing, and all other expenditures of school district elections are charged here.

1240 **CHIEF SCHOOL ADMINISTRATOR**

The Superintendent of Schools is the Executive Officer of the Board of Education and the Chief Administrator of the School System. The Superintendent is responsible for implementing all School Board Policies and for directing the operation of the district.

1310 **BUSINESS ADMINISTRATION**

Funds for the administration of the financial and business operations of the district are budgeted in this section.

1320 **AUDITING**

All expenditures incurred for internal and independent auditing services are recorded here. These shall include all payments for professional accounting and auditing services.

1325 TREASURER

The compensation and other expenditures of the treasurer's office are recorded here.

1345 PURCHASING

The District Purchasing Department is under the jurisdiction of the School Business Administrator. The Purchasing Agent and his staff direct the operation of the purchasing program to insure that all materials and equipment are procured in proper quantity, amount and price in a timely manner.

1420 LEGAL

Expenses which are specifically related to all legal matters of the Board of Education.

1430 HUMAN RESOURCES

The Office of Human Resources coordinates all district-wide hiring, the monitoring of staff overtime, teacher and staff improved training, notifications of accumulated sick days and vacation, and maintenance of personnel records.

1460 RECORDS MANAGEMENT

Expenses incurred for the maintenance and retention of Archival Records.

1480 PUBLIC INFORMATION AND SERVICES

This code includes costs relating to the preparation and dissemination of information to the community and staff. This is done through newsletters, notices, press releases, informational brochures and special publications. Also included here are the costs of the District's public notices.

1620 OPERATION OF PLANT

Charged here are costs associated with keeping the physical plant open and ready for use. Also recorded in this area are costs for utilities and equipment required to maintain operations of all buildings.

1621 MAINTENANCE OF PLANT

Budgeted here are funds for full-time maintenance mechanics and equipment necessary for district-wide maintenance services.

1670 CENTRAL PRINTING AND MAILING

Included here are the expenditures of operating a central printing and mailing established for all functional units.

1680 CENTRAL DATA PROCESSING

All costs of the central data processing unit which acts as a service unit for several functions are charged here.

1910-1981 SPECIAL ITEMS – CONTRACTUAL EXPENSE

This section of the budget includes unallocated insurance, school association dues, assessments on school property, refund of real property taxes, and BOCES administrative charges.

2010 CURRICULUM DEVELOPMENT AND SUPERVISION

This category of the budget funds all costs associated with the general coordination of curriculum development and supervision on a system wide basis.

2011 TECHNOLOGY – DISTRICT WIDE

Recorded here are expenses for the management and oversight of district-wide technology.

2020 SUPERVISION –REGULAR SCHOOL

Budgeted here are the salaries and expenses of building principals, their assistants and supervisors of the instructional program within a school building, subject area or grade level.

2022 SUPERVISION – SPECIAL EDUCATION

Budgeted here are the salaries and expenses associated with the oversight of the Special Education Department.

2070 IN-SERVICE TRAINING – INSTRUCTION

Recorded here are the expenditures of activities that increase the professional competence of instructional personnel.

2110 TEACHING – REGULAR SCHOOLS

The costs of teaching regular school are recorded here and include salaries of teachers, teaching assistants, instructional supplies, equipment and textbooks.

2250 PROGRAMS FOR STUDENTS WITH DISABILITIES

All expenditures for teaching students with disabilities and for the District Committee on Special Education are included in this budget area.

2280 OCCUPATIONAL EDUCATION

Vocational training such as nursing, auto mechanics, landscaping, culinary arts, etc., provided through BOCES is budgeted here.

2330 SUMMER SCHOOL & OTHER SUMMER PROGRAMS

The costs of teaching summer school and other summer programs are recorded here and include salaries of teachers, instructional supplies, equipment and textbooks.

2610 SCHOOL LIBRARY AND AUDIO VISUAL

Included in this section of the budget are funds for operating the school libraries including library teachers, equipment, library books, materials and supplies.

2615 AUDIO VISUAL

Included in this section of the budget are funds for audio visual equipment, materials and supplies.

2620 EDUCATIONAL TV

Expenditures for providing educational television programs as part of the instructional program of the school district.

2630 COMPUTER ASSISTED INSTRUCTION

Included here are expenditures for the maintenance and support of computer equipment and services to support instructional programs.

2805 ATTENDANCE

Expenditures for activities having as their primary purpose the promotion and data base management to improve children's attendance in school.

2810 GUIDANCE

Salaries and expenditures for the provision of guidance services to students are recorded here.

2815 HEALTH SERVICES

Salaries and expenditures for the provision of health services to students in our six schools, students attending non-public schools located in our district, and for services provided to Harrison resident students attending non-public schools out of district are recorded in this budget area. Salaries provide for registered nurses, the district's chief medical officer and health assistants.

2820 PSYCHOLOGICAL SERVICES

Budgeted here are the expenses incurred for psychological services rendered by certified school psychologists.

2825 SOCIAL WORKER

Recorded here are expenditures for personnel who provide social services to students, Student Assistance Counselor services, and the Harrison Youth Council.

2850 CO-CURRICULAR ACTIVITIES

District expenditures for school related activities are recorded here. Included are yearbook, school newspaper, literary magazine, plays, marching band and various other clubs and activities. The majority of the expenses in this area are the stipends for faculty sponsors to supervise and assist the students in operating each activity.

2855 INTERSCHOLASTIC ATHLETICS

This section of the Budget provides funds for conducting a comprehensive interscholastic athletic program for both boys and girls.

5510 DISTRICT TRANSPORTATION SERVICES

Recorded here are expenses related to the supervision and scheduling of student transportation services.

5540 CONTRACT TRANSPORTATION

Expenditures for the provision of transportation services to students are charged in this functional area. Costs in this budget area include busing for students attending Harrison schools, for Harrison resident students attending non-public schools within 15 miles of their homes and for students with disabilities attending special schools.

5550 PUBLIC TRANSPORTATION

Reimbursement to students for fares paid where services of a public service corporation are utilized to provide student transportation.

5581 BOCES TRANSPORTATION

Expenditures for transportation services provided by Board of Cooperative Educational Services.

9010-9060 EMPLOYEE BENEFITS

All expenditures in this section of the Budget are either mandated by law (teaching and non-teaching retirement, social security, workers compensation), or are in negotiated contracts (health, dental, vision, etc.)

9711 SERIAL BONDS – SCHOOL CONSTRUCTION

This account is used to record the annual principal and interest payments on bonds sold for school construction projects.

9789 OTHER DEBT

This account is used to record any other annual principal and interest payments, inclusive of Energy Performance Contracts.

9901 TRANSFER TO OTHER FUNDS/DEBT SERVICE

This account is used to record the transfer of funds to the appropriate accounts including amounts provided for reserves.

**Harrison Central School District
Estimated Tax Rate 2022-2023
Proposed Budget - Board Adopted April 20, 2022**

| | |
|--|-----------------------------|
| 2022-23 Proposed Budget | \$130,311,477 |
| Local Revenue & State Aid | (\$10,218,182) |
| Estimated Appropriated Fund Balance | (\$3,775,000) |
| Tax Levy | <u>\$116,318,295</u> |

| | |
|---|----------------------|
| Estimated Assessment 2022-23 (Harrison only) | \$126,377,988 |
|---|----------------------|

| | |
|---|----------------------------|
| Tax Rate per \$1,000 (2022-23) Estimated | \$919.01 |
| Tax Rate per \$1,000 (2021-22) Actual | <u>(\$895.19) *</u> |
| Estimated Increase in Tax Rate (per \$1,000) | <u>\$23.82</u> |

| | |
|--|--------------|
| Tax Levy Increase | 2.85% |
| Estimated Percentage Increase in Tax Rate 2022-23 | 2.66% |
| Budget to Budget Increase 2022-23 | 3.79% |

**Small portions of Rye and North Castle are located within Harrison's boundaries.
Estimated tax rates for 2022-23 are as follows:**

| | |
|---|-----------------|
| Harrison | \$919.01 |
| Rye (assessed at 100% of property value) | \$13.05 |
| North Castle | \$582.59 |

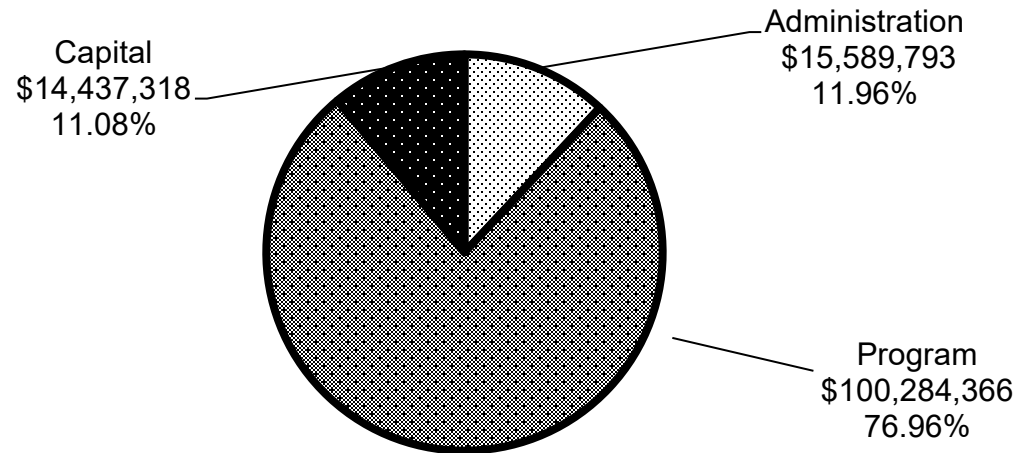
** 2021-22 tax rate was adjusted to actual upon issuance of the warrant.*

Harrison Central School District
Revenue Budget
2022-23

| Code | Revenue Type | 2018-19 Actual Revenue | 2019-20 Actual Revenue | 2020-21 Actual Revenue | 2021-22 Adopted Revenue | 2022-23 Proposed Revenue |
|-----------|-----------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|--------------------------------|
| A 1001 | REAL PROPERTY TAXES | 101,881,748 | 105,193,880 | 107,762,093 | 110,470,322 | 116,318,295 |
| A 1081 | PAYMENTS IN LIEU OF TAXES | 1,186,567 | 1,236,771 | 1,230,619 | 1,193,283 | 1,235,087 |
| A 1085 | SCHOOL TAX RELIEF REIMBURSEMENT | 3,885,215 | 3,257,102 | 2,981,755 | 2,620,622 | TBD |
| | Sub Total Property Taxes & PILOT | 106,953,530 | 109,687,753 | 111,974,467 | 114,284,227 | 117,553,382 |
| A 1120 | NON-PROPERTY TAX DIST. BY COUNTY | 1,599,024 | 2,159,239 | 2,631,429 | 2,250,000 | 2,380,000 |
| A 1310 | DAY SCH. TUITION FROM INDIVIDUALS | 4,568 | 253 | 19,775 | - | - |
| A 1335 | FEES & CHARGES (OTHER) | 10,276 | 21,929 | 7,207 | 12,000 | 12,000 |
| A 2230 | TUITION-OTHER DISTRICTS | 47,671 | 42,954 | 37,753 | 34,500 | 34,500 |
| A 2280 | HEALTH SERVICES - OTHER DIST. | 272,770 | 303,659 | 323,734 | 275,000 | 332,000 |
| A 2401 | INTEREST & EARNINGS | 856,914 | 720,687 | 243,827 | 218,000 | 312,083 |
| A 2410 | RENTAL OF PROPERTY - MISC | - | - | - | 2,500 | 2,500 |
| A 2665 | SALE OF EQUIPMENT | 13,201 | 1,501 | 13,250 | - | - |
| A 2680 | INSURANCE RECOVERIES | 5,575 | - | - | - | - |
| A 2683 | SELF INS. RECOVERIES | 57,382 | 30,651 | 65,465 | - | - |
| A 2701 | REFUNDS FOR BOCES AIDED SERV. | 69,176 | 57,842 | 142,419 | 25,000 | 25,000 |
| A 2703 | REFUND OF PRIOR YRS EXPEND. | 573,786 | 664,634 | 736,393 | 671,651 | 450,500 |
| A 2705 | GIFTS & DONATIONS | 7,000 | - | 60,000 | - | - |
| A 2730 | MTA PAYROLL TAX REIMBURSEMENT | - | - | - | - | - |
| A 2770 | MISCELLANEOUS REVENUES | 901 | 23,718 | 22,714 | 25,214 | 25,214 |
| A 2770.01 | HHS THEATER TICKET SALES | 16,202 | 12,025 | - | 16,000 | 16,000 |
| A 3101 | FOUNDATION AID | 3,130,309 | 3,096,103 | 2,725,319 | 3,361,966 | 3,462,824 |
| A 3101 | PUBLIC & SUPP. EXCESS COST AID | 95,531 | 128,709 | 123,349 | 154,792 | 132,194 |
| A 3101 | PRIVATE EXCESS COST AID | 304,048 | 379,258 | 368,737 | 447,377 | 350,863 |
| A 3101 | TRANSPORTATION AID | 308,211 | 371,414 | 397,561 | 407,751 | 436,848 |
| A 3101 | BUILDING AID | 42,054 | 41,956 | 43,614 | 40,189 | 49,321 |
| A 3103 | BOCES AID | 306,455 | 309,345 | 459,764 | 437,787 | 609,349 |
| A 3260 | CATEGORICAL AID | 360,026 | 363,843 | 360,746 | 354,071 | 351,899 |
| A 4286 | FEDERAL - CARES ACT | - | - | 460,773 | - | - |
| A 4601 | FEDERAL AID-MEDICAID ASSISTANCE | - | - | 90,000 | 90,000 | - |
| A 4960 | FEDERAL EMER. ASSIST AID | 33,375 | - | - | - | - |
| A 5031 | INTERFUND TRANSFER | 681,124 | 458,825 | 110,962 | - | - |
| | Sub Total Local Revenue | 8,795,578 | 9,188,545 | 9,444,793 | 8,823,798 | 8,983,095 |
| | APPROPRIATED FUND BALANCE | - | - | - | 1,000,000 | 2,775,000 |
| | APPROPRIATED RESERVE | - | - | - | 1,450,000 | 1,000,000 |
| | Total Revenue | \$115,749,108 | \$118,876,298 | \$121,419,260 | \$125,558,025 | \$130,311,477 |

* Since the STAR amount cannot be determined at this time, the revenue associated with STAR is included with Real Property Taxes.

2022-23 EXPENDITURE BUDGET



Administration Component includes business office expenses; curriculum development and supervision (principals and assistants); professional staff development; all central services including data processing, printing and mailing costs, general liability insurance, central purchasing, records management, public information; legal services; District Clerk; and fringe benefits associated with all administrative employees.

Program Component includes expenses for student instruction including instructional salaries and benefits, computers/software, textbooks, equipment, supplies, library materials, instructional media, special education, vocational, guidance, health, psychological services, social work services; interscholastic athletics; and transportation.

Capital Component includes expenses necessary to maintain all school buildings and grounds. This component includes electricity, gas and oil, telephone service, water and all expenses necessary to operate six school buildings. Sewer property tax assessments, judgments and claims against the school district and debt service are also included in the Capital Component.

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Board of Education - 1010 | | | | | | | | |
| 400-08-0000 Contractual | 22,263 | 21,803 | 22,746 | | 25,250 | | 25,000 | -0.99% |
| 490-08-0000 Boces Serv.-Policy Manuals | 3,400 | 3,500 | 3,500 | | 4,400 | | 18,000 | 309.09% |
| 500-08-0000 Material & Supplies | 390 | 61 | 1,147 | | 650 | | 650 | 0.00% |
| Sub Total | 26,053 | 25,364 | 27,392 | - | 30,300 | - | 43,650 | 44.06% |
| District Clerk - 1040 | | | | | | | | |
| 160-08-0000 Non Instructional Salary | 20,358 | 20,358 | 20,416 | | 20,765 | | 20,953 | 0.91% |
| Sub Total | 20,358 | 20,358 | 20,416 | - | 20,765 | - | 20,953 | 0.91% |
| District Meeting - 1060 | | | | | | | | |
| 444-08-0000 Fees Insp. & Clerks | 11,298 | 4,226 | 14,330 | | 13,250 | | 14,750 | 11.32% |
| 490-08-0000 Boces Svcs.- Elections | 12,222 | 12,241 | 12,157 | | 14,000 | | 13,000 | -7.14% |
| 500-08-0000 Material & Supplies | 330 | 8,433 | 464 | | 5,500 | | 5,500 | 0.00% |
| Sub Total | 23,850 | 24,900 | 26,952 | - | 32,750 | - | 33,250 | 1.53% |
| Chief School Administrator - 1240 | | | | | | | | |
| 150-08-0000 Superintendent Salary | 429,431 | 438,020 | 446,781 | 1.00 | 420,660 | 1.00 | 369,661 | -12.12% |
| 160-08-0000 Secretarial | 142,586 | 148,832 | 143,631 | 1.50 | 146,342 | 1.50 | 151,050 | 3.22% |
| 200-08-0000 Equipment | 415 | - | - | | 2,200 | | 2,200 | 0.00% |
| 400-08-0000 Contractual Services | 11,111 | 11,414 | 7,302 | | 13,000 | | 13,000 | 0.00% |
| 490-08-0000 Boces Svcs.- L/R Planning | 9,530 | 10,800 | 10,800 | | 11,200 | | 11,000 | -1.79% |
| 500-08-0000 Material & Supplies | 2,391 | 2,577 | 1,940 | | 2,950 | | 2,950 | 0.00% |
| Sub Total | 595,464 | 611,643 | 610,453 | 2.50 | 596,352 | 2.50 | 549,861 | -7.80% |
| Business Administration - 1310 | | | | | | | | |
| 150-08-0000 Assist. Supt. Salary-Bus. | 265,773 | 273,717 | 278,931 | 1.00 | 255,000 | 1.00 | 261,300 | 2.47% |
| 160-08-0000 Business Staff Salary | 441,197 | 431,188 | 451,926 | 5.00 | 467,024 | 5.00 | 478,733 | 2.51% |
| 160-08-0009 Business Staff O.T. | - | 1,326 | - | | 2,000 | | 2,000 | 0.00% |
| 200-08-0000 Equipment | 974 | - | 310 | | 1,000 | | 1,000 | 0.00% |
| 400-08-0000 Contractual Services | 15,430 | 9,850 | 13,672 | | 12,700 | | 14,200 | 11.81% |
| 401-08-0000 Contractual Benefits | 41,200 | 41,200 | 63,798 | | 11,200 | | - | -100.00% |
| 403-09-0000 Conferences | 2,631 | 421 | 818 | | 3,000 | | 3,500 | 16.67% |
| 461-08-0000 Software Support | 3,200 | 3,200 | 3,200 | | 3,200 | | 3,200 | 0.00% |
| 490-08-0000 Boces Services | 55,663 | 54,986 | 58,560 | | 63,100 | | 68,268 | 8.19% |
| 500-08-0000 Material & Supplies | 7,014 | 6,283 | 3,840 | | 6,000 | | 6,000 | 0.00% |
| Sub Total | 833,082 | 822,171 | 875,054 | 6.00 | 824,224 | 6.00 | 838,201 | 1.70% |
| Auditing Services - 1320 | | | | | | | | |
| 400-08-0000 Internal Auditor & Claims Auditor | 31,053 | 29,400 | 37,115 | | 44,500 | | 44,500 | 0.00% |
| 401-08-0000 Contractual Auditing Services | 42,800 | 43,600 | 43,600 | | 45,000 | | 44,500 | -1.11% |
| Sub Total | 73,853 | 73,000 | 80,715 | - | 89,500 | - | 89,000 | -0.56% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|-------------|-------------------|-------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Treasurer - 1325 | | | | | | | | |
| 160-08-0000 Treasurer Salary | 145,512 | 151,487 | 152,980 | 1.00 | 150,677 | 1.00 | 142,800 | -5.23% |
| 400-08-0000 Contractual Services | - | - | - | | 300 | | 500 | 66.67% |
| 401-08-0000 Contractual Benefits | 8,500 | 8,500 | 10,000 | | 10,000 | | - | -100.00% |
| Sub Total | 154,012 | 159,987 | 162,980 | 1.00 | 160,977 | 1.00 | 143,300 | -10.98% |
| Purchasing Services - 1345 | | | | | | | | |
| 160-08-0000 Purchasing Agent Salary | 111,396 | 113,710 | 116,000 | 0.94 | 117,534 | 0.75 | 75,000 | -36.19% |
| 400-08-0000 Contractual Services | 36,823 | 39,061 | 25,370 | | 40,000 | | 38,000 | -5.00% |
| Sub Total | 148,219 | 152,771 | 141,370 | 0.94 | 157,534 | 0.75 | 113,000 | -28.27% |
| Total Finance Department | 1,209,166 | 1,207,929 | 1,260,120 | 7.94 | 1,232,235 | 7.75 | 1,183,501 | -3.95% |
| Legal Services - 1420 | | | | | | | | |
| 400-22-0000 Impartial Hearings | 6,230 | 15,424 | 25,016 | | 65,000 | | 65,000 | 0.00% |
| 401-08-0000 Contractual | 269,867 | 220,727 | 260,098 | | 415,000 | | 415,000 | 0.00% |
| Sub Total | 276,097 | 236,151 | 285,114 | - | 480,000 | - | 480,000 | 0.00% |
| Personnel Services - 1430 | | | | | | | | |
| 150-08-0000 Assist. Supt. Salary | 231,617 | 236,283 | 261,068 | 1.00 | 245,994 | 1.00 | 267,881 | 8.90% |
| 160-08-0000 Secretarial | 187,143 | 194,888 | 192,599 | 2.50 | 199,784 | 2.50 | 203,780 | 2.00% |
| 160-08-0009 Secretarial O.T. | 1,159 | - | - | | 1,400 | | 1,400 | 0.00% |
| 200-08-0000 Equipment | - | 1,821 | - | | 2,500 | | 2,500 | 0.00% |
| 401-08-0000 Contractual Services | 32,516 | 28,461 | 34,967 | | 52,000 | | 52,000 | 0.00% |
| 401-09-0000 Contractual Benefits | 16,200 | 18,200 | 21,200 | | 23,200 | | 10,000 | -56.90% |
| 402-08-0000 Advertising | 1,750 | - | - | | 2,000 | | 2,000 | 0.00% |
| 403-08-0000 Recruiting | 3,692 | 325 | 700 | | 5,900 | | 5,900 | 0.00% |
| 490-08-0000 Boces Svcs. Recruiting | 66,661 | 43,534 | 32,161 | | 65,000 | | 27,424 | -57.81% |
| 500-08-0000 Material & Supplies | 1,540 | 1,442 | 960 | | 2,750 | | 2,750 | 0.00% |
| Sub Total | 542,278 | 524,954 | 543,654 | 3.50 | 600,528 | 3.50 | 575,635 | -4.15% |
| Records Management - 1460 | | | | | | | | |
| 160-08-0000 Records Management Officer | 2,837 | 2,837 | 2,837 | | 2,936 | | 2,936 | 0.00% |
| Sub Total | 2,837 | 2,837 | 2,837 | - | 2,936 | - | 2,936 | 0.00% |
| Public Information - 1480 | | | | | | | | |
| 401-08-0000 School & Comm. Related | 3,637 | 2,980 | 745 | | 6,000 | | 6,000 | 0.00% |
| 402-08-0000 Legal Notices | 11,114 | 4,227 | 11,814 | | 11,500 | | 12,000 | 4.35% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|-------------|-------------------|-------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 446-08-0000 Consultant Public Relations | 53,100 | 65,540 | 68,162 | | 72,000 | | 72,000 | 0.00% |
| 500-08-0000 Material & Supplies | 96 | 96 | - | | 500 | | 500 | 0.00% |
| 501-08-0000 D.W. Newsletters | 5,883 | 2,676 | 1,447 | | 4,750 | | 4,750 | 0.00% |
| Sub Total | 73,830 | 75,519 | 82,168 | - | 94,750 | - | 95,250 | 0.53% |
| | | | | | | | | |
| Total Staff | 895,042 | 839,461 | 913,773 | 3.50 | 1,178,214 | 3.50 | 1,153,821 | -2.07% |
| | | | | | | | | |
| Operation of Plant - 1620 | | | | | | | | |
| 160-08-0000 Director of Facilities Salary | 180,308 | 185,278 | 194,890 | 1.00 | 191,550 | 1.00 | 195,407 | 2.01% |
| 160-09-0000 District-Wide Custodians | 2,357,431 | 2,432,517 | 2,426,006 | 38.50 | 2,610,301 | 39.00 | 2,630,337 | 0.77% |
| 160-09-0001 Clerical Salary | 65,975 | 68,603 | 16,839 | 1.00 | 64,765 | 1.00 | 74,307 | 14.73% |
| 160-09-0009 Clerical Salary-O.T. | - | - | - | | 1,200 | | 1,200 | 0.00% |
| 161-09-0009 Per Diem Subs Salary | 35,861 | 30,340 | 46,632 | | 60,000 | | 60,000 | 0.00% |
| 162-09-0000 Courier Salary | 21,362 | 15,242 | 19,801 | | 24,000 | 0.50 | 19,200 | -20.00% |
| 162-09-0009 Custodial O.T. | 20,600 | 21,682 | 21,002 | | 34,000 | | 34,000 | 0.00% |
| 163-09-0000 Absence Coverage O.T. | 1,237 | 1,288 | 1,515 | | 4,500 | | 4,500 | 0.00% |
| 163-09-0009 Sal. Summer Wiring Tech./Security | 35,377 | 13,365 | 10,575 | | 40,000 | | 40,000 | 0.00% |
| 164-09-0000 O.T. Building Checks | 53,065 | 52,435 | 55,967 | | 59,000 | | 59,000 | 0.00% |
| 165-09-0000 O.T. Construction | 52,079 | 20,477 | 5,828 | | 35,000 | | 35,000 | 0.00% |
| 166-09-0000 O.T. Recreation Dept. | 8,275 | (10,050) | (46) | | 6,500 | | 6,500 | 0.00% |
| 167-09-0000 O.T. Athletics | 22,279 | 16,702 | 4,401 | | 29,000 | | 29,000 | 0.00% |
| 168-09-0000 O.T. Snow Removal | 2,946 | 4,347 | 7,226 | | 18,000 | | 18,000 | 0.00% |
| 169-09-0000 O.T. Other | - | - | - | | 1,000 | | 1,000 | 0.00% |
| 200-08-0000 Equipment | 18,387 | 56,818 | 37,997 | | 45,000 | | 45,000 | 0.00% |
| 202-09-0000 Equipment-Telephone | 300 | 1,279 | - | | 800 | | 800 | 0.00% |
| 400-09-0000 Contractual Services | 285,799 | 399,665 | 232,233 | | 295,000 | | 295,000 | 0.00% |
| 432-09-0000 Gas | 374,987 | 375,089 | 435,247 | | 420,000 | | 514,600 | 22.52% |
| 433-09-0000 Electricity | 538,945 | 425,301 | 505,165 | | 535,000 | | 650,000 | 21.50% |
| 434-09-0000 Telephone | 241,906 | 250,196 | 213,368 | | 239,000 | | 231,886 | -2.98% |
| 435-09-0000 Water | 75,037 | 72,922 | 64,189 | | 92,000 | | 92,000 | 0.00% |
| 438-09-0000 Uniforms & Shoes | 15,471 | 16,474 | 15,610 | | 17,500 | | 17,500 | 0.00% |
| 439-09-0000 Fuel - Vehicles | 17,486 | 14,218 | 14,576 | | 23,000 | | 23,000 | 0.00% |
| 440-09-0000 Professional Devel. Tuition Reimb. | 1,045 | 665 | 465 | | - | | - | |
| 464-09-0000 Building Repairs-Major Projects | 1,053,485 | 1,120,528 | 569,339 | | 395,000 | | 395,000 | 0.00% |
| 465-09-0000 Repairs - General | 572,540 | 607,560 | 487,242 | | 310,000 | | 310,000 | 0.00% |
| 465-09-0001 Repairs - Equipment | 17,244 | 1,462 | 11,605 | | 17,000 | | 17,000 | 0.00% |
| 466-09-0000 Repairs - Vehicles | 24,331 | 30,099 | 15,544 | | 26,000 | | 26,000 | 0.00% |
| 468-09-0000 DW Health & Safety | 39,629 | 23,211 | 453,436 | | 32,000 | | 32,000 | 0.00% |
| 469-09-0000 COVID-19 Expenses | - | 28,241 | 763,653 | | - | | - | |
| 470-09-0000 Professional Services | 138,388 | 71,009 | 96,523 | | 65,000 | | 65,000 | 0.00% |
| 490-09-0000 Boces Services | 12,662 | 5,868 | 6,047 | | 6,500 | | 9,904 | 52.37% |
| 500-09-0000 Material & Supplies | 249,306 | 194,528 | 229,585 | | 222,500 | | 222,500 | 0.00% |
| Sub Total | 6,533,743 | 6,547,359 | 6,962,460 | 40.50 | 5,920,116 | 41.50 | 6,154,641 | 3.96% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|--------------|-------------------|--------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Maintenance of Plant - 1621 | | | | | | | | |
| 160-09-0000 Maintenance Staff Salaries | 821,002 | 853,303 | 845,684 | 10.00 | 864,261 | 10.00 | 879,442 | 1.76% |
| 162-09-0009 Maintenance O.T. | 2,799 | 1,598 | 7,763 | | 12,000 | | 12,000 | 0.00% |
| 163-09-0000 Absence Coverage O.T. | - | 910 | - | | - | | - | |
| 164-09-0000 Building Check O.T. | - | 649 | 189 | | 800 | | 800 | 0.00% |
| 165-09-0000 Construction O.T. | 174,240 | 121,533 | 27,032 | | 115,000 | | 115,000 | 0.00% |
| 166-09-0000 Recreation Dept. O.T. | 126 | - | - | | 500 | | 500 | 0.00% |
| 167-09-0000 Athletics O.T. | 5,186 | 733 | 874 | | 7,500 | | 7,500 | 0.00% |
| 168-09-0000 Snow Removal O.T. | 3,819 | 3,556 | 13,995 | | 15,000 | | 15,000 | 0.00% |
| 200-09-0000 Equipment | 86,997 | 67,810 | 25,000 | | 32,000 | | 32,000 | 0.00% |
| 500-09-0001 Upkeep/Improv. Of Grounds | 36,086 | 22,942 | 27,597 | | 38,000 | | 38,000 | 0.00% |
| 500-11-0000 Material & Supplies | 20,779 | 34,720 | 6,325 | | 30,000 | | 30,000 | 0.00% |
| Sub Total | 1,151,034 | 1,107,754 | 954,459 | 10.00 | 1,115,061 | 10.00 | 1,130,242 | 1.36% |
| Central Printing & Mailing - 1670 | | | | | | | | |
| 160-09-0000 Clerical Salary | 65,634 | 67,246 | 68,033 | 1.00 | 68,800 | 1.00 | 70,176 | 2.00% |
| 400-01-0000 Postage - HHS | 10,042 | 12,642 | - | | 23,000 | | 23,000 | 0.00% |
| 400-02-0000 Postage - LMK | 2,800 | 2,616 | 1,700 | | 9,600 | | 9,600 | 0.00% |
| 400-03-0000 Postage - HAS | 1,900 | 2,000 | 2,200 | | 2,400 | | 2,400 | 0.00% |
| 400-04-0000 Postage - PARSONS | 1,450 | 2,000 | 2,300 | | 2,400 | | 2,400 | 0.00% |
| 400-05-0000 Postage - PURCHASE | 1,200 | 1,300 | 1,800 | | 2,100 | | 2,100 | 0.00% |
| 400-06-0000 Postage - PRESTON | 1,050 | 1,400 | 1,500 | | 1,600 | | 1,600 | 0.00% |
| 400-08-0000 Postage - DW & newsletters | 11,227 | 29,267 | 8,741 | | 16,000 | | 16,000 | 0.00% |
| 400-09-0000 Contractual Services-mtr. rental & mtc. | 1,898 | 1,608 | 2,127 | | 2,700 | | 2,700 | 0.00% |
| 400-22-0000 Postage - Special ED. | 6,550 | 4,700 | 3,000 | | 8,200 | | 8,200 | 0.00% |
| 410-09-0000 Copier Lease-Administrative | 39,880 | 31,980 | 32,500 | | 41,000 | | 41,000 | 0.00% |
| 411-09-0000 Print Management Service | 1,950 | 5,070 | 5,400 | | 5,200 | | 5,400 | 3.85% |
| 500-09-0000 Material & Supplies | 12,555 | 7,188 | 6,674 | | 13,000 | | 13,000 | 0.00% |
| Sub Total | 158,136 | 169,017 | 135,976 | 1.00 | 196,000 | 1.00 | 197,576 | 0.80% |
| Central Data Operations - 1680 | | | | | | | | |
| 161-09-0000 Computer System Analyst | 299,106 | 306,114 | 310,532 | 3.00 | 315,192 | 3.00 | 322,130 | 2.20% |
| 161-09-0009 Computer System Analyst- O.T. | 14,547 | 17,573 | 23,453 | | 20,000 | | 20,000 | 0.00% |
| 200-09-0000 Equipment | 109,612 | 119,928 | 116,932 | | 104,700 | | 105,000 | 0.29% |
| 400-09-0000 Contractual Services | 434,761 | 448,724 | 435,731 | | 262,080 | | - | -100.00% |
| 412-09-0000 Software Support | 75,828 | 110,869 | 92,692 | | 95,900 | | 89,100 | -7.09% |
| 460-09-0000 Software | 84,377 | 70,267 | 87,017 | | 66,050 | | 47,300 | -28.39% |
| 490-09-0000 Boces Services | 32,753 | 37,432 | 60,231 | | 35,000 | | 86,450 | 147.00% |
| 500-09-0000 Material & Supplies | 5,786 | 7,259 | 6,448 | | 7,500 | | 7,500 | 0.00% |
| Sub Total | 1,056,770 | 1,118,166 | 1,133,037 | 3.00 | 906,422 | 3.00 | 677,480 | -25.26% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|--------------|-------------------|--------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Special Items | | | | | | | | |
| 1910-424-09 Insurance | 298,075 | 328,081 | 345,088 | | 360,443 | | 393,750 | 9.24% |
| 1910-425-08 Student Accident Insurance | 43,000 | 46,601 | 45,324 | | 55,000 | | 45,000 | -18.18% |
| 1920-400-09 School Association Dues | 7,369 | 6,958 | 6,231 | | 8,300 | | 8,000 | -3.61% |
| 1930-400-09 Judgments & Claims | 258,683 | 67,032 | 409,401 | | - | | - | |
| 1950-400-09 Assessments | 116,539 | 126,970 | 124,414 | | 127,000 | | 127,000 | 0.00% |
| 1964-400-09 Refund on Real Property Taxes | - | - | - | | - | | 150,000 | |
| 1981-490-09 Boces Administrative Charge | 473,975 | 542,854 | 537,229 | | 630,074 | | 636,394 | 1.00% |
| Sub Total | 1,197,641 | 1,118,496 | 1,467,686 | - | 1,180,817 | - | 1,360,144 | 15.19% |
| Total General Support | 12,867,257 | 12,790,447 | 13,512,724 | 68.44 | 12,409,032 | 69.25 | 12,505,119 | 0.77% |
| Curriculum Development - 2010 | | | | | | | | |
| 150-09-0000 Salaries - Instructional | 246,202 | 246,183 | 254,815 | 1.50 | 371,647 | 1.00 | 256,200 | -31.06% |
| 160-09-0000 Salaries - Clerical | 75,196 | 78,344 | 78,247 | 1.00 | 85,681 | 1.00 | 91,802 | 7.14% |
| 401-08-0000 Contractual Benefits | 11,200 | 11,200 | 11,200 | | 11,200 | | - | -100.00% |
| 401-09-0000 Tri- State | 1,850 | 7,500 | 7,850 | | 7,500 | | 8,000 | 6.67% |
| 490-09-0000 Boces Testing | 76,558 | 74,570 | 74,558 | | 82,000 | | 75,346 | -8.11% |
| 500-09-0000 Material & Supplies | 1,489 | 1,747 | 1,067 | | 2,900 | | 2,900 | 0.00% |
| Sub Total | 412,495 | 419,544 | 427,737 | 2.50 | 560,928 | 2.00 | 434,248 | -22.58% |
| Technology - District Wide -2011 | | | | | | | | |
| 150-09-0000 Salaries - Instructional | 188,295 | 191,961 | 197,300 | 1.00 | 200,161 | 1.00 | 203,742 | 1.79% |
| 160-09-0009 Salaries - Non- Instructional OT | - | - | - | | 1,600 | | 1,600 | 0.00% |
| Sub Total | 188,295 | 191,961 | 197,300 | 1.00 | 201,761 | 1.00 | 205,342 | 1.77% |
| Supervision - Regular School - 2020 | | | | | | | | |
| 150-01-0000 Principal/ Asst. Principal HHS | 689,826 | 705,300 | 727,666 | 4.00 | 742,342 | 4.00 | 755,581 | 1.78% |
| 150-02-0000 Principal/ Asst. Principal LMK | 479,492 | 490,982 | 508,080 | 3.00 | 511,169 | 3.00 | 513,001 | 0.36% |
| 150-03-0000 Principal/ Asst. Principal HAS | 317,621 | 323,873 | 334,851 | 2.00 | 343,875 | 2.00 | 350,039 | 1.79% |
| 150-04-0000 Principal/ Asst. Principal PAR | 319,982 | 326,221 | 338,286 | 2.00 | 343,200 | 2.00 | 351,851 | 2.52% |
| 150-05-0000 Principal/ Asst. Principal PUR | 167,333 | 171,620 | 176,092 | 1.00 | 178,672 | 1.00 | 184,402 | 3.21% |
| 150-06-0000 Principal/ Asst. Principal PRE | 181,920 | 186,458 | 191,687 | 1.00 | 194,463 | 1.00 | 199,338 | 2.51% |
| 150-09-0000 Supervisors District-Wide | 843,843 | 1,030,828 | 1,058,223 | 7.00 | 1,160,318 | 7.00 | 1,153,932 | -0.55% |
| 150-09-0009 Instr. Addtl. Hrs./Contractual Bene. | 128,753 | 133,661 | 126,585 | | 147,500 | | 238,315 | 61.57% |
| 150-21-0000 Athletic Director & Asst. | 298,742 | 304,717 | 322,105 | 2.00 | 334,974 | 2.00 | 341,095 | 1.83% |
| 160-01-0000 Secretarial Salary HHS | 396,684 | 414,291 | 386,396 | 7.00 | 433,380 | 6.00 | 383,524 | -11.50% |
| 160-01-0009 Secretarial Salary HHS- O.T. | 1,385 | 744 | 1,856 | | 1,800 | | 1,800 | 0.00% |
| 160-02-0000 Secretarial Salary LMK | 162,353 | 174,038 | 153,832 | 3.00 | 195,812 | 3.00 | 200,153 | 2.22% |
| 160-02-0009 Secretarial Salary LMK- O.T. | 6,256 | 1,214 | 2,371 | | 4,500 | | 4,500 | 0.00% |
| 160-03-0000 Secretarial Salary HAS | 110,306 | 112,181 | 118,286 | 2.00 | 121,582 | 2.00 | 125,564 | 3.28% |
| 160-03-0009 Secretarial Salary HAS- O.T. | 2,017 | 2,014 | 1,346 | | 2,500 | | 2,500 | 0.00% |
| 160-04-0000 Secretarial Salary PAR | 67,615 | 71,537 | 72,656 | 1.00 | 73,052 | 1.00 | 74,513 | 2.00% |
| 160-04-0009 Secretarial Salary PAR- O.T. | 10,823 | 5,618 | 8,838 | | 6,500 | | 6,500 | 0.00% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 160-05-0000 Secretarial Salary PUR | 71,929 | 73,565 | 83,149 | 2.00 | 118,798 | 2.00 | 131,207 | 10.45% |
| 160-05-0008 Secretarial Salary PUR Subs | - | - | 4,064 | | - | | - | |
| 160-05-0009 Secretarial Salary PUR- O.T. | - | - | 305 | | - | | - | |
| 160-06-0000 Secretarial Salary PRES | 125,448 | 100,803 | 113,912 | 2.00 | 115,166 | 2.00 | 118,583 | 2.97% |
| 160-06-0009 Secretarial Salary PRES- O.T. | 2,140 | - | - | | 1,800 | | 1,800 | 0.00% |
| 160-09-0000 Secretarial Salary - DW Spvr. | 213,622 | 193,905 | 179,372 | 2.00 | 145,408 | 2.00 | 149,868 | 3.07% |
| 160-21-0000 Secretarial Salary - Athletics | 72,870 | 74,223 | 75,204 | 1.00 | 76,079 | 1.00 | 77,601 | 2.00% |
| 200-01-0000 Equipment HHS | - | 1,505 | - | | 2,000 | | 2,000 | 0.00% |
| 200-04-0000 Equipment PAR | 481 | 1,181 | 674 | | 2,500 | | 2,500 | 0.00% |
| 200-06-0000 Equipment PRES | - | - | - | | 1,000 | | 1,000 | 0.00% |
| 200-21-0000 Equipment - Athletics | - | 318 | 839 | | 1,000 | | 1,000 | 0.00% |
| 400-01-0000 Contractual Services HHS | 183 | 294 | 789 | | 1,000 | | 1,000 | 0.00% |
| 400-02-0000 Contractual Services LMK | 650 | 828 | 739 | | 1,500 | | 1,500 | 0.00% |
| 400-03-0000 Contractual Services HAS | 4,175 | 3,280 | 859 | | 6,000 | | 6,000 | 0.00% |
| 400-04-0000 Contractual Services PAR | 3,100 | 16,955 | 605 | | 4,000 | | 4,000 | 0.00% |
| 400-05-0000 Contractual Services PUR | 2,995 | 3,679 | 1,261 | | 4,500 | | 4,500 | 0.00% |
| 400-06-0000 Contractual Services PRES | 3,294 | 3,698 | 208 | | 3,700 | | 3,700 | 0.00% |
| 400-08-0000 Tuition Reimbursement | 10,000 | 4,880 | 5,000 | | 15,000 | | 15,000 | 0.00% |
| 400-21-0000 Contractual Services-Athletics | 9,430 | 7,338 | 9,117 | | 10,400 | | 10,400 | 0.00% |
| 401-09-0000 Contractual Admin. (meetings) | 3,750 | 3,900 | 3,750 | | 3,900 | | 3,900 | 0.00% |
| 500-01-0000 Material & Supplies HHS | 641 | 2,139 | 1,233 | | 3,100 | | 3,100 | 0.00% |
| 500-02-0000 Material & Supplies LMK | 4,918 | 3,481 | 8,761 | | 12,000 | | 12,000 | 0.00% |
| 500-03-0000 Material & Supplies HAS | 3,496 | 3,307 | 4,427 | | 6,000 | | 6,000 | 0.00% |
| 500-03-0009 Paper HAS | 6,458 | 6,294 | 3,785 | | 6,300 | | 6,300 | 0.00% |
| 500-04-0000 Material & Supplies PAR | 6,211 | 7,324 | 6,429 | | 7,500 | | 7,500 | 0.00% |
| 500-04-0009 Paper PAR | 4,705 | 5,191 | 4,370 | | 5,200 | | 5,200 | 0.00% |
| 500-05-0000 Material & Supplies PUR | 2,461 | 917 | 1,454 | | 3,000 | | 3,000 | 0.00% |
| 500-05-0009 Paper PUR | 3,627 | 3,283 | - | | 4,000 | | 4,000 | 0.00% |
| 500-06-0000 Material & Supplies PRES | 2,518 | 2,157 | 1,159 | | 2,500 | | 2,500 | 0.00% |
| 500-06-0009 Paper PRES | 4,487 | 5,323 | 2,550 | | 6,000 | | 6,000 | 0.00% |
| 500-21-0000 Material & Supplies - Athletics | 1,148 | 1,412 | 1,530 | | 2,500 | | 2,500 | 0.00% |
| 502-09-0001 Supplies K-12 Math | 1,245 | 951 | 3,998 | | 1,500 | | 1,500 | 0.00% |
| 502-09-0002 Supplies K-12 ELA | 878 | 667 | 1,044 | | 1,500 | | 1,500 | 0.00% |
| 502-09-0003 Supplies Elementary Ed | 142 | - | - | | 1,500 | | 1,500 | 0.00% |
| 502-09-0004 Supplies K-12 Social Studies | 824 | 884 | 375 | | 1,500 | | 1,500 | 0.00% |
| 502-09-0005 Supplies K-12 Science | 952 | 513 | 244 | | 1,500 | | 1,500 | 0.00% |
| 502-09-0006 Curr. Supv. - Math Secondary | 139 | - | - | | 1,500 | | 1,500 | 0.00% |
| 502-09-0007 Supplies K-12 LOTE/ESL | 697 | 652 | 175 | | 1,500 | | 1,500 | 0.00% |
| 502-09-0008 Supplies Fine & Performing Arts | 298 | 2,038 | 312 | | 1,000 | | 2,000 | 100.00% |
| Sub Total | 4,754,863 | 4,992,182 | 5,050,851 | 42.00 | 5,378,990 | 41.00 | 5,492,767 | 2.12% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|--------------|-------------------|--------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Special Ed. Supv. - 2022 | | | | | | | | |
| 150-22-0000 Instructional Salaries | 474,182 | 480,618 | 488,385 | 3.00 | 505,784 | 3.00 | 514,990 | 1.82% |
| 160-22-0000 Clerical Salaries | 220,504 | 243,424 | 249,567 | 4.00 | 261,082 | 4.00 | 270,043 | 3.43% |
| 160-22-0009 Clerical Salaries O.T. | 4,829 | 655 | 1,742 | | 7,000 | | 7,000 | 0.00% |
| 400-22-0000 Contractual Services | 2,736 | 369 | 409 | | 3,500 | | 500 | -85.71% |
| 500-22-0000 Material & Supplies | 5,283 | 2,915 | 3,135 | | 5,000 | | 4,500 | -10.00% |
| Sub Total | 707,534 | 727,981 | 743,238 | 7.00 | 782,366 | 7.00 | 797,033 | 1.87% |
| In-Service Training - 2070 | | | | | | | | |
| 150-09-0000 Staff Dev. | - | - | 450 | | - | | - | |
| 150-09-0001 Curriculum Development Salary | 89,333 | 97,332 | 180,569 | | 120,000 | | 120,000 | 0.00% |
| 400-09-0000 Professional Development | 234,328 | 144,752 | 129,162 | | 175,000 | | 175,000 | 0.00% |
| 401-09-0000 Program Improvements | 6,764 | 7,525 | 38,445 | | 55,000 | | 52,000 | -5.45% |
| 490-09-0000 Boces- Staff Development | 128,367 | 106,126 | 116,023 | | 85,000 | | 94,278 | 10.92% |
| 500-09-0000 Material & Supplies | 6,753 | 549 | 1,939 | | 7,500 | | 7,500 | 0.00% |
| Sub Total | 465,545 | 356,284 | 466,588 | - | 442,500 | - | 448,778 | 1.42% |
| Total Curriculum & Supervision | 6,528,732 | 6,687,952 | 6,885,714 | 52.50 | 7,366,545 | 51.00 | 7,378,168 | 0.16% |
| Regular School - Instruction - 2110 | | | | | | | | |
| 120-02-0000 Instr. Salaries-LMK GR 6 | 1,286,536 | 1,334,195 | 1,448,624 | 11.00 | 1,487,274 | 12.00 | 1,402,725 | -5.68% |
| 120-03-0000 Instructional Salaries-HAS | 4,681,320 | 4,803,167 | 4,823,209 | 37.00 | 4,929,655 | 39.50 | 5,280,065 | 7.11% |
| 120-04-0000 Instructional Salaries-PAR | 4,289,360 | 4,378,580 | 4,377,545 | 35.50 | 4,477,995 | 34.67 | 4,556,236 | 1.75% |
| 120-05-0000 Instructional Salaries-PUR | 2,767,757 | 3,070,699 | 2,868,589 | 22.50 | 2,817,331 | 24.17 | 3,057,863 | 8.54% |
| 120-06-0000 Instructional Salaries-PRES | 3,562,621 | 3,615,910 | 3,709,942 | 29.10 | 3,761,730 | 28.13 | 3,748,319 | -0.36% |
| 132-01-0000 Instructional Salaries-HHS | 9,750,992 | 10,231,170 | 10,591,426 | 90.30 | 11,192,102 | 89.10 | 11,255,524 | 0.57% |
| 132-01-0009 Instr. Salaries-HHS Addt'l. Hrs/6th Class | 486,055 | 507,471 | 597,667 | | 520,000 | | 510,000 | -1.92% |
| 132-02-0000 Instr. Salaries-LMK GR 7&8 | 5,798,444 | 5,964,688 | 6,155,394 | 53.33 | 6,383,607 | 51.30 | 6,639,220 | 4.00% |
| 132-02-0001 Review Classes - SAT | - | - | - | | 2,700 | | 2,700 | 0.00% |
| 132-02-0009 Instr. Salaries-LMK Addt'l Hrs/6th Class | 139,879 | 248,149 | 186,976 | | 184,000 | | 184,000 | 0.00% |
| 132-11-0000 Improved Training DW | 106,651 | 116,459 | 110,920 | | 113,000 | | 113,000 | 0.00% |
| 132-11-0001 Sal Teacher Contractual Payments | - | - | - | | - | | 232,000 | |
| 133-01-0000 Mentoring Salaries | 19,520 | 12,573 | 19,035 | | 25,000 | | 25,000 | 0.00% |
| 134-01-0000 Teaching Assist. Salaries HHS | 55,150 | 82,229 | 84,947 | 3.00 | 130,692 | 2.00 | 94,534 | -27.67% |
| 134-04-0000 Teaching Assist. Salaries PAR | - | - | 926 | | - | | - | |
| 140-09-0000 Temporary Substitutes | 876,291 | 455,385 | 840,091 | | 615,000 | | 571,000 | -7.15% |
| 142-02-0000 Cafeteria Supervision LMK | 56,664 | 37,378 | 66,666 | | 62,000 | | 62,000 | 0.00% |
| 144-02-0000 Bus Supervision-LMK | 3,153 | 2,079 | 3,026 | | 4,500 | | 4,500 | 0.00% |
| 145-09-0000 Home Instruction | 9,443 | 4,560 | 3,709 | | 8,000 | | 8,000 | 0.00% |
| 164-01-0000 Parking Attendants HHS | 221,127 | 209,564 | 249,145 | 5.50 | 256,533 | 6.00 | 276,507 | 7.79% |
| 164-02-0000 Parking Attendants LMK | - | - | - | | 2,500 | | 2,500 | 0.00% |
| 165-01-0000 Teacher Aides Salaries HHS | 119,332 | 141,752 | 123,132 | 4.31 | 134,891 | 4.31 | 140,167 | 3.91% |
| 165-01-0009 Teacher Aides Sal. HHS Addt'l. Hrs | 17,344 | 10,193 | 32,059 | | 18,200 | | 18,200 | 0.00% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 165-02-0000 Teacher Aides Salaries LMK | 135,310 | 147,371 | 152,175 | 5.58 | 146,855 | 5.58 | 151,700 | 3.30% |
| 165-02-0009 Teacher Aides Sal. LMK Addt'l. Hrs | 41,116 | 30,660 | 51,674 | | 46,000 | | 45,000 | -2.17% |
| 165-03-0000 Teacher Aides Salaries HAS | 334,550 | 319,349 | 322,453 | 12.11 | 338,111 | 11.11 | 305,857 | -9.54% |
| 165-03-0009 Teacher Aides Sal. HAS Addt'l. Hrs | 30,621 | 22,177 | 31,761 | | 25,000 | | 25,000 | 0.00% |
| 165-04-0000 Teacher Aides Salaries PAR | 326,887 | 366,160 | 362,115 | 12.59 | 360,247 | 11.91 | 360,301 | 0.01% |
| 165-04-0009 Teacher Aides Sal. PAR Addt'l. Hrs | 24,362 | 9,689 | 22,153 | | 16,000 | | 16,000 | 0.00% |
| 165-05-0000 Teacher Aides Salaries PUR | 274,704 | 272,287 | 214,083 | 8.64 | 252,078 | 9.13 | 275,130 | 9.14% |
| 165-05-0008 Teacher Aides Salaries PUR Subs/OT | - | - | 236 | | - | | - | |
| 165-05-0009 Teacher Aides Sal. PUR Addt'l. Hrs | 33,050 | 11,467 | 18,883 | | 22,000 | | 22,000 | 0.00% |
| 165-06-0000 Teacher Aides Salaries PRES | 220,139 | 231,914 | 215,124 | 8.69 | 230,258 | 7.07 | 171,189 | -25.65% |
| 165-06-0009 Teacher Aides Sal. PRES Addt'l. Hrs | 7,740 | 2,569 | 15,151 | | 7,400 | | 7,400 | 0.00% |
| 200-01-0000 Equipment HHS | 5,525 | 5,985 | 9,778 | | 12,000 | | 12,000 | 0.00% |
| 200-01-0007 Equipment Planetarium | - | - | 8,650 | | 5,500 | | 5,500 | 0.00% |
| 200-02-0000 Equipment LMK | 5,820 | 4,416 | 6,858 | | 18,000 | | 15,000 | -16.67% |
| 200-03-0000 Equipment HAS | 18,555 | 3,396 | 363 | | 3,500 | | 3,500 | 0.00% |
| 200-04-0000 Equipment PAR | 2,455 | 18,921 | 3,493 | | 4,500 | | 4,900 | 8.89% |
| 200-05-0000 Equipment PUR | 2,178 | 15,356 | - | | - | | 9,340 | |
| 200-06-0000 Equipment PRES | 11,593 | 24,833 | 825 | | 5,000 | | 5,000 | 0.00% |
| 200-09-0009 Equipment DW | 103,631 | 29,704 | 952 | | 60,000 | | 60,000 | 0.00% |
| 200-21-0001 Equipment-Phys. Ed HHS | - | 740 | - | | 1,000 | | 1,000 | 0.00% |
| 200-21-0002 Equipment-Phys. Ed LMK | 1,900 | 1,686 | - | | 1,500 | | 1,500 | 0.00% |
| 200-21-0003 Equipment-Phys. Ed HAS | 1,000 | 740 | - | | 1,300 | | 1,300 | 0.00% |
| 200-21-0004 Equipment-Phys. Ed PAR | 1,203 | 2,222 | 13,505 | | 2,000 | | 2,000 | 0.00% |
| 200-21-0005 Equipment-Phys. Ed PUR | 722 | 837 | 630 | | 900 | | 900 | 0.00% |
| 200-21-0006 Equipment-Phys. Ed PRES | 1,802 | 1,937 | 1,772 | | 2,000 | | 2,000 | 0.00% |
| 201-09-0000 Music & Art Equipment-DW | 18,093 | 7,969 | 6,799 | | 31,000 | | 31,000 | 0.00% |
| 400-01-0000 Contractual Services HHS | 15,631 | 24,433 | 9,265 | | 25,000 | | 20,000 | -20.00% |
| 400-01-0001 Contractual HHS-IB | 212,791 | 175,112 | 157,779 | | 165,475 | | 170,250 | 2.89% |
| 400-01-0007 Contractual Svcs. - Planetarium | - | 3,500 | - | | 3,000 | | 3,000 | 0.00% |
| 400-02-0000 Contractual Services LMK | 1,390 | 1,568 | 625 | | 7,500 | | 5,000 | -33.33% |
| 400-02-0002 Contractual LMK-IB | 1,139 | 2,030 | 10,450 | | 31,100 | | 31,800 | 2.25% |
| 400-07-0000 Contractual PYP-IB | - | - | - | | - | | 38,000 | |
| 400-08-0002 Testing DW | 38,138 | 35,313 | 35,313 | | 45,000 | | - | -100.00% |
| 400-09-0000 DW Translation Services | 8,157 | - | - | | 6,000 | | 6,000 | 0.00% |
| 400-21-0000 Contractual - Phys. Ed | 1,310 | 225 | 3,320 | | 3,500 | | 3,500 | 0.00% |
| 402-09-0000 Home Instruction | 50,342 | 36,244 | 46,202 | | 75,000 | | 75,000 | 0.00% |
| 403-09-0001 Teacher Conferences HHS | 1,502 | 4,634 | 1,035 | | 7,200 | | 7,000 | -2.78% |
| 403-09-0002 Teacher Conferences LMK | 530 | 408 | - | | 5,370 | | 5,000 | -6.89% |
| 403-09-0003 Teacher Conferences HAS | 461 | 908 | - | | 2,994 | | 3,000 | 0.20% |
| 403-09-0004 Teacher Conferences PAR | 443 | 1,341 | 75 | | 2,982 | | 3,000 | 0.60% |
| 403-09-0005 Teacher Conferences PUR | 1,107 | - | - | | 2,022 | | 2,000 | -1.09% |
| 403-09-0006 Teacher Conferences PRES | 992 | 937 | 853 | | 2,256 | | 2,256 | 0.00% |
| 410-09-0000 Copier Lease-Instructional | 349,029 | 287,820 | 298,770 | | 345,000 | | 345,000 | 0.00% |
| 411-09-0000 Print Management Service | - | 45,630 | 38,610 | | 46,000 | | 46,000 | 0.00% |
| 450-09-0001 Program Initiative - Secondary | 7,631 | 42,748 | 11,360 | | 48,575 | | 46,900 | -3.45% |
| 450-09-0002 Program Initiative - Elementary | 25,634 | 58,765 | 9,297 | | 53,940 | | 51,180 | -5.12% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---------------|--|-----------------|-----------------|---------|----------------|---------|-----------------|-------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 451-03-0000 | Material & Supplies HAS-AIS | 1,348 | 658 | 623 | 2,500 | | 2,500 | 0.00% |
| 451-04-0000 | Material & Supplies PAR-AIS | 2,509 | 1,699 | 4,432 | 3,800 | | 3,800 | 0.00% |
| 451-05-0000 | Material & Supplies PUR-AIS | 906 | 994 | 218 | 1,000 | | 1,000 | 0.00% |
| 451-06-0000 | Material & Supplies PRES-AIS | 2,938 | 2,886 | 1,152 | 3,000 | | 3,000 | 0.00% |
| 461-09-0000 | Music Contractual DW | 24,224 | 24,072 | 20,618 | 29,000 | | 29,000 | 0.00% |
| 465-01-0000 | Equipment Repair HHS | 225 | - | - | 2,500 | | 2,500 | 0.00% |
| 465-02-0000 | Equipment Repair LMK | 2,058 | 1,733 | - | 3,000 | | 3,000 | 0.00% |
| 465-03-0000 | Equipment Repair HAS | - | - | - | 250 | | 250 | 0.00% |
| 465-04-0000 | Equipment Repair PAR | - | - | - | 500 | | 500 | 0.00% |
| 465-21-0000 | Equipment Repair Phys. Ed | 2,406 | - | - | 1,500 | | 1,500 | 0.00% |
| 473-09-0000 | Tuition - Charter Schools | - | - | - | - | | 75,000 | |
| 474-00-0000 | Tuition - General Ed. Private | - | 21,424 | - | - | | - | |
| 480-03-0000 | Textbooks HAS | 19,988 | 35,187 | 14,420 | 39,130 | | 35,490 | -9.30% |
| 480-04-0000 | Textbooks PAR | 24,748 | 31,831 | 23,526 | 30,940 | | 31,005 | 0.21% |
| 480-05-0000 | Textbooks PUR | 8,489 | 11,535 | 3,690 | 12,000 | | 12,000 | 0.00% |
| 480-06-0000 | Textbooks PRES | 21,081 | 22,927 | 13,063 | 17,505 | | 23,010 | 31.45% |
| 481-09-0000 | K-12 Math Consumables | 59,748 | 61,957 | 53,535 | 65,000 | | 65,000 | 0.00% |
| 482-09-0000 | K-12 Science Consumables | 10,738 | 10,613 | 14,334 | 79,101 | | 79,101 | 0.00% |
| 483-01-0000 | Textbooks HHS | 2,347 | 540 | - | 2,500 | | 2,500 | 0.00% |
| 483-01-0002 | Textbooks HHS-ELA | 12,833 | 4,454 | 1,836 | 5,000 | | 5,000 | 0.00% |
| 483-01-0004 | Textbooks HHS-Social Studies | 11,176 | 16,499 | 9,422 | 11,300 | | 12,277 | 8.65% |
| 483-01-0005 | Textbooks HHS-Science | 11,970 | 11,098 | - | 7,000 | | 11,200 | 60.00% |
| 483-01-0008 | Textbooks HHS-Arts | 5,817 | 4,796 | 2,917 | 7,000 | | 7,000 | 0.00% |
| 483-01-0009 | Textbooks HHS-World/ENL | 5,999 | 3,226 | 2,472 | 6,000 | | 6,000 | 0.00% |
| 483-01-0010 | Textbooks HHS-Math | 3,396 | 3,637 | 2,634 | 4,000 | | 1,000 | -75.00% |
| 483-02-0000 | Textbooks LMK | 45,177 | 29,033 | 28,685 | 45,000 | | 50,000 | 11.11% |
| 484-09-0000 | Textbooks Priv/Paroch. | 10,258 | 8,254 | 5,795 | 8,700 | | 8,700 | 0.00% |
| 488-03-0000 | Elem. Workbooks - HAS | 1,371 | - | 1,058 | 2,500 | | 2,500 | 0.00% |
| 488-04-0000 | Elem. Workbooks - PAR | 2,164 | 3,748 | 3,969 | 4,200 | | 4,200 | 0.00% |
| 488-05-0000 | Elem. Workbooks - PUR | 3,294 | 3,509 | 4,216 | 5,000 | | 5,000 | 0.00% |
| 488-06-0000 | Elem. Workbooks - PRES | - | - | 1,173 | 7,000 | | 7,000 | 0.00% |
| 489-01-0000 | Sec. Workbooks - HHS | - | - | 11,608 | 30,400 | | 32,000 | 5.26% |
| 490-09-0000 | Instruction Boces | 44,311 | 39,311 | 48,963 | 48,000 | | 30,000 | -37.50% |
| 490-09-0009 | Instruction Boces - iTutor | 4,020 | 5,500 | - | - | | - | |
| 500-01-0000 | Material & Supplies HHS | 139,884 | 41,066 | 16,826 | 50,000 | | 45,000 | -10.00% |
| 500-01-0002 | Material & Supplies HHS-ELA | 597 | 2,080 | 4,298 | 1,200 | | 2,300 | 91.67% |
| 500-01-0004 | Material & Supplies HHS-Social Studies | 1,493 | 936 | 1,192 | 3,600 | | 3,600 | 0.00% |
| 500-01-0005 | Material & Supplies HHS-Science | 31,543 | 33,465 | 18,699 | 38,000 | | 38,000 | 0.00% |
| 500-01-0006 | Material & Supplies HHS-Technology | 14,711 | 14,856 | 17,696 | 18,000 | | 18,000 | 0.00% |
| 500-01-0008 | Material & Supplies Art | 16,277 | 28,189 | 24,999 | 31,000 | | 31,000 | 0.00% |
| 500-01-0009 | Material & Supplies HHS-World/ENL | 126 | 747 | 970 | 1,300 | | 1,300 | 0.00% |
| 500-01-0010 | Material & Supplies HHS-Math | 980 | 4,738 | 3,916 | 4,000 | | 5,300 | 32.50% |
| 500-02-0000 | Material & Supplies LMK | 72,224 | 65,918 | 69,156 | 85,000 | | 85,000 | 0.00% |
| 500-03-0000 | Material & Supplies HAS | 24,819 | 22,871 | 27,749 | 39,130 | | 39,000 | -0.33% |
| 500-04-0000 | Material & Supplies PAR | 30,167 | 22,127 | 32,990 | 30,940 | | 31,005 | 0.21% |
| 500-05-0000 | Material & Supplies PUR | 31,942 | 29,131 | 25,478 | 36,000 | | 36,000 | 0.00% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 500-06-0000 Material & Supplies PRES | 32,864 | 23,250 | 21,403 | | 24,505 | | 23,010 | -6.10% |
| 500-21-0001 Material & Supplies Phys Ed. HHS | 4,743 | 4,754 | 4,447 | | 5,000 | | 5,000 | 0.00% |
| 500-21-0002 Material & Supplies Phys Ed. LMK | 3,270 | 3,559 | 2,916 | | 2,750 | | 3,000 | 9.09% |
| 500-21-0003 Material & Supplies Phys Ed. HAS | 2,282 | 1,903 | 2,404 | | 2,500 | | 2,500 | 0.00% |
| 500-21-0004 Material & Supplies Phys Ed. PAR | 2,344 | 2,490 | 1,920 | | 2,500 | | 2,500 | 0.00% |
| 500-21-0005 Material & Supplies Phys Ed. PUR | 2,198 | 2,148 | 1,961 | | 2,200 | | 2,200 | 0.00% |
| 500-21-0006 Material & Supplies Phys Ed. PRES | 1,848 | 1,578 | 1,934 | | 2,000 | | 2,000 | 0.00% |
| 501-01-0000 Printing HHS | 155 | 710 | 923 | | 5,000 | | 4,000 | -20.00% |
| 501-02-0000 Printing LMK | 253 | 256 | - | | 2,000 | | 1,500 | -25.00% |
| 502-01-0000 Graduation HHS | 9,070 | 126,788 | 112,943 | | 30,360 | | 33,360 | 9.88% |
| 502-02-0000 Graduation LMK | 862 | 300 | 560 | | 2,500 | | 2,500 | 0.00% |
| Sub Total | 37,337,013 | 38,275,183 | 39,045,151 | 339.15 | 40,500,584 | 335.98 | 41,551,571 | 2.59% |
| Program for Students with Disabilities - 2250 | | | | | | | | |
| 134-01-0000 Teaching Assistant HHS | 101,333 | 103,582 | 147,391 | 2.00 | 111,481 | 3.00 | 158,908 | 42.54% |
| 134-02-0000 Teaching Assistant LMK | 46,585 | 55,001 | 148,114 | 3.00 | 155,198 | 1.00 | 48,137 | -68.98% |
| 134-03-0000 Teaching Assistant HAS | 190,849 | 195,414 | 156,770 | 3.00 | 161,379 | 4.00 | 224,927 | 39.38% |
| 134-04-0000 Teaching Assistant PAR | 148,884 | 157,448 | 135,601 | 3.00 | 164,826 | 3.00 | 146,892 | -10.88% |
| 134-05-0000 Teaching Assistant PUR | 99,196 | 102,641 | 106,475 | 2.00 | 111,345 | 3.00 | 170,060 | 52.73% |
| 145-09-0000 Home Instruction Special Ed. | - | 864 | - | | - | | - | |
| 150-01-0000 Instructional Salaries HHS | 1,706,535 | 1,976,068 | 2,055,373 | 18.00 | 2,176,837 | 20.41 | 2,548,404 | 17.07% |
| 150-02-0000 Instructional Salaries LMK | 2,085,609 | 2,109,976 | 2,260,505 | 19.00 | 2,359,922 | 21.00 | 2,671,602 | 13.21% |
| 150-03-0000 Instructional Salaries HAS | 917,873 | 1,012,554 | 887,333 | 8.60 | 892,234 | 9.00 | 946,759 | 6.11% |
| 150-04-0000 Instructional Salaries PAR | 775,935 | 914,073 | 1,066,492 | 9.10 | 1,065,453 | 10.00 | 1,353,673 | 27.05% |
| 150-05-0000 Instructional Salaries PUR | 530,521 | 515,600 | 952,265 | 9.00 | 986,841 | 7.46 | 835,662 | -15.32% |
| 150-06-0000 Instructional Salaries PRES | 591,945 | 588,073 | 594,045 | 6.00 | 740,007 | 8.00 | 870,466 | 17.63% |
| 150-09-0000 Instructional Salaries DW | 191,336 | 199,758 | 244,546 | 2.15 | 274,133 | 1.39 | 200,404 | -26.90% |
| 155-09-0000 Instr. Salaries Summer Proj. | 51,267 | 49,431 | 97,418 | | 58,000 | | 58,000 | 0.00% |
| 165-01-0000 Teacher Aides Salaries HHS | 140,225 | 145,541 | 246,377 | 7.00 | 219,019 | 8.00 | 257,951 | 17.78% |
| 165-02-0000 Teacher Aides Salaries LMK | 257,206 | 277,386 | 255,079 | 12.00 | 372,064 | 11.00 | 336,749 | -9.49% |
| 165-03-0000 Teacher Aides Salaries HAS | 310,106 | 410,034 | 422,005 | 16.38 | 502,141 | 14.00 | 450,814 | -10.22% |
| 165-04-0000 Teacher Aides Salaries PAR | 145,876 | 138,324 | 183,954 | 6.00 | 181,632 | 7.00 | 209,986 | 15.61% |
| 165-05-0000 Teacher Aides Salaries PUR | 213,700 | 225,827 | 209,941 | 7.00 | 221,905 | 8.00 | 254,051 | 14.49% |
| 165-06-0000 Teacher Aides Salaries PRES | - | - | 36,976 | | - | 2.00 | 48,798 | |
| 165-09-0000 Teacher Aides Salaries Private/Parochial | - | - | 21,954 | 1.00 | 25,111 | | 25,111 | 0.00% |
| 200-22-0000 Spec. Ed Equipment Dist. | 7,052 | 11,119 | 7,710 | | 20,000 | | 20,000 | 0.00% |
| 400-22-0000 Contractual Services | 32,959 | 53,175 | 46,319 | | 15,000 | | 15,000 | 0.00% |
| 402-22-0000 Res./CSE Maint. By County 56% | 37,536 | 4,108 | 195,606 | | 272,000 | | 312,109 | 14.75% |
| 404-22-0000 Mileage Reimbursement | 2,790 | 1,207 | 435 | | 4,000 | | 4,000 | 0.00% |
| 433-22-0000 Testing | 9,148 | 6,966 | 16,521 | | 12,500 | | 12,500 | 0.00% |
| 470-22-0000 Tuition Private School | 792,622 | 742,544 | 873,944 | | 1,113,934 | | 1,165,249 | 4.61% |
| 470-22-0003 Retroactive Tuition | 45,237 | 17,131 | 19,928 | | 20,000 | | 20,000 | 0.00% |
| 470-22-0900 Tuition Public School | 262,305 | 148,646 | 112,886 | | 65,000 | | 70,000 | 7.69% |
| 471-22-0000 Home Instruction | 21,681 | 53,029 | 8,741 | | 35,000 | | 25,000 | -28.57% |
| 472-22-0000 Related Services | 403,560 | 372,150 | 384,600 | | 432,500 | | 429,000 | -0.81% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|-------------------------------|--|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 473-22-0000 | In-District Non Public School Services | 87,429 | 45,307 | 59,500 | | 75,000 | | 60,000 | -20.00% |
| 490-22-0000 | Boces Special Ed | 717,901 | 534,709 | 454,834 | | 540,790 | | 647,022 | 19.64% |
| 500-01-0000 | Material & Supplies HHS | 318 | 403 | 473 | | 600 | | 600 | 0.00% |
| 500-02-0000 | Material & Supplies LMK | 2,333 | 2,443 | 2,404 | | 3,000 | | 3,000 | 0.00% |
| 500-03-0000 | Material & Supplies HAS | 2,352 | 1,980 | 2,091 | | 2,400 | | 2,400 | 0.00% |
| 500-04-0000 | Material & Supplies PAR | 3,808 | 5,004 | 4,081 | | 5,500 | | 5,500 | 0.00% |
| 500-05-0000 | Material & Supplies PUR | 299 | 391 | - | | 500 | | 500 | 0.00% |
| 500-06-0000 | Material & Supplies PRES | 2,473 | 2,413 | 2,188 | | 2,500 | | 2,500 | 0.00% |
| 500-22-0000 | Material & Supplies DW | 17,142 | 9,899 | 8,712 | | 16,000 | | 15,000 | -6.25% |
| Sub Total | | 10,953,926 | 11,190,219 | 12,429,586 | 134.23 | 13,415,752 | 141.26 | 14,626,734 | 9.03% |
| Occupational Education - 2280 | | | | | | | | | |
| 490-09-0001 | Boces Regular Occ. Ed. | 304,233 | 397,984 | 520,135 | | 533,913 | | 561,139 | 5.10% |
| 490-22-0000 | Boces Basic Occ. Ed Special Ed | 10,349 | 94,662 | 90,128 | | 85,836 | | 65,403 | -23.80% |
| Sub Total | | 314,582 | 492,646 | 610,262 | - | 619,749 | - | 626,542 | 1.10% |
| Summer School - 2330 | | | | | | | | | |
| 150-01-0000 | Instructional Salaries | 131,262 | 134,981 | - | | - | | - | |
| 160-01-0000 | Non Instr. Salaries | 9,648 | 8,894 | - | | - | | - | |
| 500-01-0000 | Material & Supplies | 449 | 757 | - | | - | | - | |
| Sub Total | | 141,359 | 144,632 | - | - | 0 | - | 0 | |
| Library & Audio Visual - 2610 | | | | | | | | | |
| 134-01-0000 | Library Assistants HHS | 112,050 | 114,256 | 116,507 | 2.00 | 117,941 | 2.00 | 120,724 | 2.36% |
| 134-03-0000 | Library Assistants HAS | 56,400 | 57,503 | 58,628 | 1.00 | 59,346 | 1.00 | 60,362 | 1.71% |
| 134-04-0000 | Library Assistants PAR | 43,129 | 38,186 | 40,782 | 1.00 | 43,147 | 1.00 | 45,789 | 6.12% |
| 134-05-0000 | Library Assistants PUR | 55,150 | 56,253 | 57,378 | 1.00 | 58,096 | 1.00 | 59,112 | 1.75% |
| 134-06-0000 | Library Assistants PRES | 55,150 | 56,253 | 57,378 | 1.00 | 58,096 | 1.00 | 42,014 | -27.68% |
| 150-01-0000 | Instructional Salaries HHS | 131,915 | 139,131 | 144,500 | 1.00 | 149,788 | 1.00 | 159,161 | 6.26% |
| 150-02-0000 | Instructional Salaries LMK | 142,629 | 145,003 | - | - | - | 1.00 | 145,942 | |
| 150-03-0000 | Instructional Salaries HAS | 124,487 | 131,566 | 136,798 | 1.00 | 141,966 | 1.00 | 144,543 | 1.82% |
| 150-04-0000 | Instructional Salaries PAR | 133,677 | 138,487 | 140,850 | 1.00 | 142,512 | 1.00 | 145,002 | 1.75% |
| 150-05-0000 | Instructional Salaries PUR | 145,588 | 148,029 | 150,613 | 1.00 | 155,067 | 0.50 | 78,895 | -49.12% |
| 150-06-0000 | Instructional Salaries PRES | 120,579 | 126,447 | 133,163 | 1.00 | 137,762 | 0.50 | 78,895 | -42.73% |
| 165-01-0000 | Library Aides Salaries HHS | 34,558 | 21,424 | 23,073 | 1.00 | 24,598 | 1.00 | 26,286 | 6.86% |
| 165-02-0000 | Library Aides Salaries LMK | 33,808 | 36,409 | 35,159 | 1.00 | 35,595 | 1.00 | 36,212 | 1.73% |
| 165-05-0000 | Library Aides Salaries PUR | 33,808 | 34,142 | 35,159 | 1.00 | 35,595 | 1.00 | 36,212 | 1.73% |
| 165-06-0000 | Library Aides Salaries PRES | 26,815 | 28,966 | 31,371 | 1.00 | 32,254 | 1.00 | 33,414 | 3.60% |
| 200-01-0000 | Equipment HHS | 2,756 | - | - | | 1,000 | | 1,000 | 0.00% |
| 400-01-0000 | Contractual Services HHS | 4,129 | 4,881 | 5,719 | | 6,000 | | 6,100 | 1.67% |
| 400-02-0000 | Contractual Services LMK | 250 | - | - | | 1,000 | | 750 | -25.00% |
| 460-01-0000 | Books HHS | 10,886 | 7,897 | 5,551 | | 12,600 | | 12,600 | 0.00% |
| 460-02-0000 | Books LMK | 6,041 | 5,632 | 7,769 | | 12,000 | | 16,080 | 34.00% |
| 460-03-0000 | Books HAS | 7,589 | 4,654 | 7,333 | | 9,030 | | 8,190 | -9.30% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--------------------------------------|--------------------------------------|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 460-04-0000 | Books PAR | 3,563 | 3,288 | 5,061 | | 7,140 | | 7,155 | 0.21% |
| 460-05-0000 | Books PUR | 1,802 | 1,943 | 1,632 | | 4,000 | | 4,935 | 23.38% |
| 460-06-0000 | Books PRES | 4,420 | 4,818 | 1,659 | | 5,655 | | 5,310 | -6.10% |
| 461-09-0000 | Library Books Parochial | 1,582 | 1,738 | 1,886 | | 2,000 | | 2,000 | 0.00% |
| 490-09-0000 | BOCES - Library Automation | - | - | - | | - | | 99,570 | |
| 500-01-0000 | Material & Supplies HHS | 5,657 | 62 | 67 | | 1,800 | | 2,000 | 11.11% |
| 500-02-0000 | Material & Supplies LMK | 322 | 285 | 382 | | 500 | | 500 | 0.00% |
| 500-03-0000 | Material & Supplies HAS | 1,523 | 1,781 | 1,850 | | 3,000 | | 3,000 | 0.00% |
| 500-04-0000 | Material & Supplies PAR | 1,931 | 1,032 | 1,163 | | 3,500 | | 3,500 | 0.00% |
| 500-05-0000 | Material & Supplies PUR | 1,188 | 356 | 590 | | 1,500 | | 1,500 | 0.00% |
| 500-06-0000 | Material & Supplies PRES | 2,095 | 1,788 | 1,195 | | 2,300 | | 2,300 | 0.00% |
| Sub Total | | 1,305,477 | 1,312,210 | 1,203,216 | 15.00 | 1,264,788 | 15.00 | 1,389,053 | 9.82% |
| Audio Visual - 2615 | | | | | | | | | |
| 200-01-0000 | Equipment A/V HHS | - | 330 | 316 | | 600 | | 600 | 0.00% |
| 500-01-0000 | Material & Supplies HHS | 1,651 | 1,917 | 1,830 | | 2,200 | | 2,200 | 0.00% |
| 500-02-0000 | Material & Supplies LMK | 2,406 | 1,345 | 2,085 | | 3,000 | | 2,500 | -16.67% |
| Sub Total | | 4,057 | 3,592 | 4,231 | - | 5,800 | - | 5,300 | -8.62% |
| Educational TV - 2620 | | | | | | | | | |
| 160-00-0000 | Non Instructional Salary- Cable TV | 84,843 | 86,724 | 87,929 | 1.00 | 89,868 | 1.00 | 93,665 | 4.23% |
| 160-09-0009 | Non Instructional Sal. Cable TV O.T. | 10,499 | 4,685 | 4,767 | | 8,000 | | 8,000 | 0.00% |
| 200-09-0000 | Equipment | 1,296 | 1,220 | 1,408 | | 1,500 | | 1,500 | 0.00% |
| 465-09-0000 | Equipment Repair | - | - | - | | 200 | | 200 | 0.00% |
| 500-09-0000 | Material & Supplies | 1,626 | 396 | 1,903 | | 2,200 | | 2,200 | 0.00% |
| Sub Total | | 98,264 | 93,025 | 96,007 | 1.00 | 101,768 | 1.00 | 105,565 | 3.73% |
| Computer Assisted Instruction - 2630 | | | | | | | | | |
| 165-01-0000 | Computer Aides Salaries HHS | 33,808 | 34,477 | 35,159 | 1.00 | 35,595 | 1.00 | 36,212 | 1.73% |
| 165-02-0000 | Computer Aides Salaries LMK | 33,458 | 32,195 | 34,809 | 1.00 | 35,245 | | - | -100.00% |
| 200-01-0000 | Equipment HHS | 173,534 | 117,244 | 79,858 | | 113,825 | | 113,825 | 0.00% |
| 200-02-0000 | Equipment LMK | 81,361 | 93,503 | 99,616 | | 112,700 | | 112,700 | 0.00% |
| 200-09-0000 | Equipment Elementaries | 164,583 | 149,484 | 135,016 | | 174,800 | | 174,800 | 0.00% |
| 400-09-0000 | Contractual Services DW | - | - | - | | - | | 212,000 | |
| 460-09-0000 | Software DW | 84,318 | 146,778 | 162,065 | | 191,072 | | 182,122 | -4.68% |
| 461-09-0000 | Software Parochial | 3,953 | - | 4,643 | | 5,000 | | 5,000 | 0.00% |
| 465-09-0000 | Equipment Repairs DW | - | - | - | | 700 | | 700 | 0.00% |
| 480-09-0000 | Textbooks | - | - | - | | 1,000 | | - | -100.00% |
| 490-09-0002 | Boces Services | 97,853 | 101,379 | 99,536 | | 243,380 | | 322,292 | 32.42% |
| 500-09-0000 | Material & Supplies DW | 32,215 | 36,413 | 38,574 | | 42,000 | | 54,000 | 28.57% |
| Sub Total | | 705,083 | 711,473 | 689,275 | 2.00 | 955,317 | 1.00 | 1,213,651 | 27.04% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Attendance - 2805 | | | | | | | | |
| 160-08-0000 Data Management Staff | 161,769 | 168,473 | 175,425 | 2.00 | 182,597 | 2.00 | 188,902 | 3.45% |
| Sub Total | 161,769 | 168,473 | 175,425 | 2.00 | 182,597 | 2.00 | 188,902 | 3.45% |
| Guidance - 2810 | | | | | | | | |
| 150-01-0000 Instructional Salaries HHS | 645,264 | 798,273 | 841,626 | 7.00 | 866,684 | 7.00 | 906,928 | 4.64% |
| 150-02-0000 Instructional Salaries LMK | 330,888 | 340,923 | 337,887 | 3.00 | 367,610 | 3.00 | 382,897 | 4.16% |
| 150-09-0000 Instructional Sal. DW/Summer Sched. | 31,559 | 57,137 | 69,448 | | 52,868 | | 55,000 | 4.03% |
| 160-01-0000 Secretarial Salaries HHS | 209,622 | 215,048 | 168,985 | 3.00 | 210,395 | 3.00 | 220,413 | 4.76% |
| 160-01-0009 Secretarial Salaries HHS O.T. | 10,292 | 3,873 | 3,428 | | 13,000 | | 13,000 | 0.00% |
| 160-02-0000 Secretarial Salaries LMK | 55,590 | 56,956 | 57,384 | 1.00 | 58,245 | 1.00 | 59,410 | 2.00% |
| 160-02-0009 Secretarial Salaries LMK O.T. | 279 | - | - | | - | | - | |
| 400-01-0000 Contractual Services HHS | - | - | 155 | | 1,000 | | 1,000 | 0.00% |
| 400-02-0000 Contractual Services LMK | - | - | - | | 500 | | 500 | 0.00% |
| 500-01-0000 Material & Supplies HHS | 2,021 | 1,861 | 2,548 | | 3,500 | | 3,000 | -14.29% |
| 500-02-0000 Material & Supplies LMK | 1,849 | 333 | 523 | | 2,500 | | 2,500 | 0.00% |
| Sub Total | 1,287,364 | 1,474,404 | 1,481,984 | 14.00 | 1,576,302 | 14.00 | 1,644,648 | 4.34% |
| Health Services Regular School - 2815 | | | | | | | | |
| 160-01-0000 Nurses Salaries HHS | 123,162 | 126,475 | 129,111 | 2.00 | 131,667 | 2.00 | 134,301 | 2.00% |
| 160-02-0000 Nurses Salaries LMK | 102,324 | 107,255 | 118,472 | 2.00 | 119,111 | 2.00 | 125,806 | 5.62% |
| 160-03-0000 Nurses Salaries HAS | 58,328 | 73,777 | 76,331 | 1.43 | 79,285 | 1.29 | 77,487 | -2.27% |
| 160-04-0000 Nurses Salaries PAR | 60,744 | 76,236 | 74,559 | 1.43 | 61,823 | 1.29 | 80,076 | 29.52% |
| 160-05-0000 Nurses Salaries PUR | 72,072 | 52,514 | 68,658 | 1.29 | 75,458 | 1.29 | 78,637 | 4.21% |
| 160-06-0000 Nurses Salaries PRES | 73,719 | 76,752 | 79,179 | 1.29 | 82,173 | 1.29 | 84,746 | 3.13% |
| 160-09-0000 Parochial Sch.Nurse/Head Nurse stp | 74,483 | 69,183 | 71,644 | 1.00 | 73,988 | 1.00 | 77,251 | 4.41% |
| 160-09-0009 Nurse DW Sub/OT& Substitution | 24,587 | 19,549 | 27,518 | | 39,000 | | 39,000 | 0.00% |
| 400-09-0000 Medical Doctors | 33,048 | 25,927 | 43,751 | | 37,080 | | 39,000 | 5.18% |
| 400-21-0009 Contractual Mileage | - | - | - | | 300 | | 300 | 0.00% |
| 401-09-0000 Contractual Nurse Subs. | 8,639 | 6,605 | 70,514 | | 64,000 | | 114,000 | 78.13% |
| 406-09-0000 Health Services Other Districts | 411,438 | 465,821 | 485,982 | | 520,000 | | 520,000 | 0.00% |
| 465-21-0000 Equipment Repair Health | 565 | - | 516 | | - | | - | |
| 500-01-0000 Material & Supplies HHS | 2,014 | 1,784 | 1,737 | | 2,500 | | 2,700 | 8.00% |
| 500-02-0000 Material & Supplies LMK | 1,289 | 1,030 | 1,276 | | 3,000 | | 3,000 | 0.00% |
| 500-03-0000 Material & Supplies HAS | 1,169 | 987 | 986 | | 1,200 | | 1,200 | 0.00% |
| 500-04-0000 Material & Supplies PAR | 542 | 756 | 590 | | 825 | | 825 | 0.00% |
| 500-05-0000 Material & Supplies PUR | 971 | 921 | 862 | | 1,000 | | 1,000 | 0.00% |
| 500-06-0000 Material & Supplies PRES | 994 | 798 | 859 | | 1,000 | | 1,000 | 0.00% |
| 500-08-0000 Employees/ AED's sup. | 4,200 | 2,100 | 2,100 | | 4,000 | | - | -100.00% |
| Sub Total | 1,054,288 | 1,108,470 | 1,254,643 | 10.44 | 1,297,410 | 10.16 | 1,380,329 | 6.39% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|--------------|-------------------|--------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Psychological Services - 2820 | | | | | | | | |
| 150-01-0000 Instructional Salaries HHS | 316,665 | 310,330 | 463,273 | 4.00 | 469,263 | 4.00 | 489,846 | 4.39% |
| 150-02-0000 Instructional Salaries LMK | 252,002 | 264,314 | 327,994 | 3.00 | 304,889 | 3.00 | 324,782 | 6.52% |
| 150-03-0000 Instructional Salaries HAS | 182,147 | 129,610 | 155,788 | 1.00 | 157,670 | 1.00 | 163,113 | 3.45% |
| 150-04-0000 Instructional Salaries PAR | 150,585 | 153,124 | 206,113 | 1.50 | 210,092 | 1.50 | 217,993 | 3.76% |
| 150-05-0000 Instructional Salaries PUR | 150,585 | 155,761 | 158,425 | 1.00 | 99,613 | 1.00 | 118,725 | 19.19% |
| 150-06-0000 Instructional Salaries PRES | 139,240 | 144,436 | 147,848 | 1.00 | 151,438 | 1.00 | 154,128 | 1.78% |
| 500-02-0000 Material & Supplies LMK | 614 | 637 | 291 | | 1,500 | | 1,500 | 0.00% |
| 500-03-0000 Material & Supplies HAS | 938 | 600 | 669 | | 1,500 | | 1,500 | 0.00% |
| 500-04-0000 Material & Supplies PAR | 139 | 112 | 238 | | 750 | | 750 | 0.00% |
| 500-05-0000 Material & Supplies PUR | 268 | 158 | - | | 400 | | 500 | 25.00% |
| 500-06-0000 Material & Supplies PRES | 433 | - | 238 | | 500 | | 500 | 0.00% |
| 500-22-0000 Material & Supplies Spec. Ed. DW | 2,164 | 3,035 | 10,134 | | 7,500 | | 12,000 | 60.00% |
| Sub Total | 1,195,780 | 1,162,117 | 1,471,012 | 11.50 | 1,405,115 | 11.50 | 1,485,337 | 5.71% |
| Social Workers - 2825 | | | | | | | | |
| 150-01-0000 Social Worker HHS | 126,667 | 128,669 | - | | - | | - | |
| 400-01-0000 Student Assisted Services | 72,695 | 74,150 | 75,485 | | 76,843 | | 78,500 | 2.16% |
| 402-09-0000 Youth Council | 33,000 | 33,000 | 33,660 | | 33,660 | | 33,660 | 0.00% |
| Sub Total | 232,362 | 235,819 | 109,145 | - | 110,503 | - | 112,160 | 1.50% |
| Co - Curricular Activities - 2850 | | | | | | | | |
| 150-01-0000 Extracurricular Salaries HHS | 194,441 | 197,201 | 193,802 | | 203,571 | | 197,918 | -2.78% |
| 150-02-0000 Extracurricular Salaries LMK | 117,771 | 119,096 | 107,706 | | 129,560 | | 125,413 | -3.20% |
| 150-03-0000 Extracurricular Salaries HAS | 15,896 | 16,135 | 8,233 | | 18,969 | | 19,102 | 0.70% |
| 150-04-0000 Extracurricular Salaries PAR | 12,194 | 14,807 | 16,466 | | 20,407 | | 21,087 | 3.33% |
| 150-05-0000 Extracurricular Salaries PUR | 9,731 | 10,295 | 10,496 | | 12,191 | | 15,808 | 29.67% |
| 150-06-0000 Extracurricular Salaries PRES | 16,151 | 13,911 | 8,718 | | 19,238 | | 22,735 | 18.18% |
| 152-09-0000 Intramural Salaries | 6,436 | 4,912 | 2,495 | | 10,104 | | 10,176 | 0.71% |
| 153-01-0000 Chaperones HHS | 12,290 | 9,709 | 11,152 | | 13,500 | | 13,500 | 0.00% |
| 153-02-0000 Chaperones LMK | 2,892 | 6,465 | 1,813 | | 3,700 | | 3,700 | 0.00% |
| 153-09-0000 Chaperones Elementary | 4,241 | 2,998 | 2,257 | | 4,400 | | 4,400 | 0.00% |
| 160-09-0000 Web Page Advisors | 4,459 | 4,526 | 4,583 | | 4,720 | | 4,698 | -0.47% |
| 400-01-0000 Truck Rental - Band | 187 | - | - | | 2,500 | | 2,500 | 0.00% |
| 401-01-0000 Student Activities - Newspaper/Mag | 8,713 | 1,372 | 388 | | 8,800 | | 8,800 | 0.00% |
| 403-01-0000 Yearbook HHS & Perform. Arts Enrich. | 10,548 | 4,004 | - | | 20,000 | | 20,000 | 0.00% |
| 405-01-0000 Assemblies HHS | 429 | - | - | | 2,000 | | 2,000 | 0.00% |
| 406-01-0000 Footlight Players | 78,621 | 59,824 | 18,845 | | 78,000 | | 78,000 | 0.00% |
| 407-01-0000 Student Activities | 16,336 | 20,275 | 30,297 | | 29,000 | | 32,000 | 10.34% |
| 408-01-0000 Debate Team | 29,326 | 25,950 | 12,080 | | 38,000 | | 38,000 | 0.00% |
| 409-01-0000 DECA | 8,025 | 3,281 | - | | 12,255 | | 12,000 | -2.08% |
| 501-01-0000 Band Uniforms | 7,699 | 14,020 | 1,759 | | 9,000 | | 8,000 | -11.11% |
| 501-02-0000 Club Supplies- LMK | 2,747 | 753 | 903 | | 5,500 | | 4,000 | -27.27% |
| Sub Total | 559,133 | 529,534 | 431,993 | - | 645,415 | - | 643,837 | -0.24% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|-------------------|-------------------|-------------------|---------------|-------------------|---------------|-------------------|----------------|
| | Actual | Actual | Actual | | Adopted | | Proposed | Budget to |
| | Expenses | Expenses | Expenses | FTE | Budget | FTE | Budget | Budget % Inc. |
| Interscholastic Athletics - 2855 | | | | | | | | |
| 150-09-0000 Instructional Salaries Coaches | 770,265 | 767,877 | 788,428 | | 812,913 | | 864,195 | 6.31% |
| 150-09-0002 Salaries - Crowd Control | 83,956 | 56,194 | 64,258 | | 78,000 | | 78,000 | 0.00% |
| 160-09-0000 After Hours DW Field Security | 50,772 | 67,814 | 49,752 | | 91,722 | | 45,000 | -50.94% |
| 160-21-0000 Salaries - Equipment Manager | 19,000 | 13,755 | 19,425 | | 21,500 | | 21,500 | 0.00% |
| 200-21-0000 Equipment | 64,767 | 22,533 | 29,448 | | 34,000 | | 34,000 | 0.00% |
| 400-21-0000 Contractual Services | 59,307 | 25,626 | 25,312 | | 48,550 | | 48,550 | 0.00% |
| 400-21-0021 Championships | 1,856 | 690 | - | | 4,000 | | 4,000 | 0.00% |
| 405-21-0000 League Dues | 19,291 | 15,491 | 5,289 | | 20,000 | | 20,000 | 0.00% |
| 406-21-0000 Ice Hockey | 23,296 | 21,715 | 6,384 | | 30,000 | | 30,000 | 0.00% |
| 465-21-0000 Equipment Repair | 42,445 | 15,403 | 32,143 | | 34,000 | | 34,000 | 0.00% |
| 490-21-0000 Boces Services | 116,841 | 96,937 | 96,465 | | 125,000 | | 125,000 | 0.00% |
| 500-21-0000 Material & Supplies | 93,026 | 102,452 | 90,548 | | 93,000 | | 93,000 | 0.00% |
| Sub Total | 1,344,822 | 1,206,487 | 1,207,453 | - | 1,392,685 | - | 1,397,245 | 0.33% |
| Total Instruction & Administration | 63,224,011 | 64,796,236 | 67,095,097 | 581.82 | 70,840,330 | 582.90 | 73,749,042 | 4.11% |
| District Transportation Services - 5510 | | | | | | | | |
| 160-08-0008 Non Instructional Salaries-Summer Sub | 5,869 | 5,918 | 4,188 | | 4,700 | | 5,000 | 6.38% |
| 160-09-0000 Non Instructional Salaries | 106,661 | 108,338 | 75,617 | 1.06 | 88,271 | 1.25 | 109,576 | 24.14% |
| 400-09-0000 Contractual Services | 8,275 | 4,595 | 25,010 | | 9,775 | | 7,200 | -26.34% |
| Sub Total | 120,805 | 118,851 | 104,815 | 1.06 | 102,746 | 1.25 | 121,776 | 18.52% |
| Contract Transportation - 5540 | | | | | | | | |
| 420-03-0000 In-District Shuttles HAS | 894 | 276 | - | | 1,500 | | 1,500 | 0.00% |
| 420-04-0000 In-District Shuttles PAR | 1,174 | 1,104 | - | | 2,200 | | 1,500 | -31.82% |
| 420-05-0000 In-District Shuttles PUR | 2,168 | 598 | - | | 2,300 | | 1,500 | -34.78% |
| 420-06-0000 In-District Shuttles PRES | 1,003 | 441 | - | | 2,100 | | 1,500 | -28.57% |
| 421-01-0000 HHS Academic Competitions | 33,580 | 25,189 | - | | 16,000 | | 16,000 | 0.00% |
| 421-01-0001 HHS Academic Competitions - Debate | - | - | - | | 10,000 | | 10,000 | 0.00% |
| 421-01-0002 HHS Academic Competitions - DECA | - | - | - | | 9,000 | | 9,000 | 0.00% |
| 422-01-0000 Performing Arts Competitions HHS | 13,815 | 5,674 | - | | 16,000 | | 16,000 | 0.00% |
| 422-02-0000 Guidance Transportation LMK | 2,114 | 3,149 | - | | 2,700 | | 2,700 | 0.00% |
| 422-09-0000 Field Trips DW | 16,905 | 932 | 1,489 | | 12,500 | | 12,500 | 0.00% |
| 422-21-0000 Athletic & Band Trans. Mileage | 265,103 | 173,938 | 35,000 | | 280,000 | | 280,000 | 0.00% |
| 422-22-0000 Field Trips Special Ed./Spec. Olympics | 18,203 | 11,307 | - | | 34,199 | | 34,000 | -0.58% |
| 423-09-0000 Private Carrier- In District | 2,196,095 | 2,270,388 | 2,205,261 | | 2,553,490 | | 2,504,224 | -1.93% |
| 423-09-0001 Private Carrier- Priv/Parochial | 2,232,654 | 2,210,862 | 2,169,411 | | 2,360,371 | | 2,279,672 | -3.42% |
| 423-22-0000 Private Carrier- Special ed | 1,491,730 | 1,492,264 | 1,619,588 | | 1,875,218 | | 2,050,000 | 9.32% |
| 439-09-0000 Fuel - Bus Fleet | 134,784 | 84,790 | 90,707 | | 160,000 | | 170,000 | 6.25% |
| Sub Total | 6,410,222 | 6,280,912 | 6,121,455 | - | 7,337,578 | - | 7,390,096 | 0.72% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Public Transportation - 5550 | | | | | | | | |
| 423-09-0000 Boces - Special Ed. Transportation | 7,927 | 6,588 | 10,206 | | 11,041 | | 9,000 | -18.49% |
| Sub Total | 7,927 | 6,588 | 10,206 | | 11,041 | | 9,000 | -18.49% |
| Boces Transportation - 5581 | | | | | | | | |
| 492-09-0000 Boces Special Ed. | 869 | 2,646 | - | | 5,000 | | 5,000 | 0.00% |
| Sub Total | 869 | 2,646 | - | - | 5,000 | - | 5,000 | 0.00% |
| Total Pupil Transportation | | | | | | | | |
| | 6,539,823 | 6,408,997 | 6,236,476 | 1.06 | 7,456,365 | 1.25 | 7,525,872 | 0.93% |
| Employee Benefits | | | | | | | | |
| 9010 800-09 NYS Employees Retirement | 1,506,160 | 1,521,491 | 1,629,269 | | 1,777,278 | | 1,250,000 | -29.67% |
| 9020 800-09 NYS Teachers' Retirement | 5,570,004 | 4,853,422 | 5,374,399 | | 5,800,370 | | 6,125,349 | 5.60% |
| 9030 800-09 Social Security | 4,628,679 | 4,874,272 | 5,006,397 | | 5,179,918 | | 5,344,944 | 3.19% |
| 9040 800-09 Workers Compensation | 454,766 | 461,829 | 453,519 | | 440,856 | | 429,550 | -2.56% |
| 9050 800-09 Unemployment Insurance | 23,093 | 45,000 | 56,000 | | 85,000 | | 85,000 | 0.00% |
| 9060 860-09 Health Insurance | 12,007,660 | 12,554,851 | 12,691,253 | | 13,389,810 | | 13,863,738 | 3.54% |
| 9060 860-09 Health Insurance Waiver | 1,422,298 | 1,664,477 | 1,761,597 | | 1,878,160 | | 1,798,000 | -4.27% |
| 9060 861-09 Medicare Reimbursement | 927,918 | 1,021,333 | 1,083,118 | | 1,156,288 | | 1,350,000 | 16.75% |
| 9060 864-09 Dental/Vision/Life Insurance | 899,486 | 917,866 | 942,132 | | 979,031 | | 980,000 | 0.10% |
| 9060 870-09 Accumulated Sick Leave | 33,078 | 14,105 | 176,753 | | - | | - | |
| 9060 871-09 Retirement Incentive | 167,087 | 212,095 | 197,471 | | 125,000 | | 125,000 | 0.00% |
| 9060 872-09 Contractual Attendance | 25,500 | 50,077 | 45,500 | | 40,000 | | - | -100.00% |
| Sub Total | 27,665,729 | 28,190,818 | 29,417,409 | | 30,851,711 | | 31,351,581 | 1.62% |
| Debt Service | | | | | | | | |
| 9711-600-09 Serial Bonds Principal - \$22.58M | 485,000 | 470,000 | 485,000 | | 500,000 | | 515,000 | 3.00% |
| 9711-601-09 Serial Bonds Principal - \$19.38M | - | 300,000 | 415,000 | | 425,000 | | 440,000 | 3.53% |
| 9711-602-09 Serial Bonds Principal - \$4.3M | - | - | 185,000 | | 155,000 | | 160,000 | 3.23% |
| 9711-700-09 Serial Bonds Interest - \$22.58M | 726,972 | 739,658 | 725,558 | | 711,008 | | 696,008 | -2.11% |
| 9711-701-09 Serial Bonds Interest - \$19.38M | - | 739,845 | 625,838 | | 613,237 | | 600,263 | -2.12% |
| 9711-702-09 Serial Bonds Interest - \$4.3M | - | - | 83,246 | | 114,587 | | 106,837 | -6.76% |
| 9789-600-09 EPC Principal - \$6.9M | 260,036 | 316,130 | 324,656 | | 333,413 | | 342,405 | 2.70% |
| 9789-700-09 EPC Interest - \$6.9M | 233,718 | 177,624 | 157,850 | | 160,342 | | 151,350 | -5.61% |
| Sub Total | 1,705,726 | 2,743,256 | 3,002,147 | | 3,012,587 | | 3,011,863 | -0.02% |

**Harrison Central School District
2022-23 Proposed Budget
District-Wide**

| District-Wide | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Interfund Transfers/Debt Service | | | | | | | | |
| 9901 950-00 Interfund Trans. to Special Aid | 130,973 | 147,386 | 104,338 | | 160,000 | | 140,000 | -12.50% |
| 9950 960-00 Interfund Trans. to Capital | 1,883,268 | 1,105,738 | 620,000 | | 828,000 | | 2,028,000 | 144.93% |
| Sub Total | 2,014,241 | 1,253,124 | 724,338 | | 988,000 | | 2,168,000 | 119.43% |
| | | | | | | | | |
| Total Undistributed | 31,385,696 | 32,187,198 | 33,143,893 | 0.00 | 34,852,298 | 0.00 | 36,531,444 | 4.82% |
| | | | | | | | | |
| GRAND TOTALS | \$ 114,016,787 | \$ 116,182,878 | \$ 119,988,191 | 651.32 | \$ 125,558,025 | 653.40 | \$ 130,311,477 | 3.79% |

**Harrison Central School District
2022-23 Proposed Budget
Program Component**

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Legal Services - 1420 | | | | | | | | |
| 400-22-0000 Impartial Hearings | 3,115 | 7,712 | 12,508 | | 32,500 | | 32,500 | 0.00% |
| 401-08-0000 Contractual | 134,934 | 110,364 | 130,049 | | 207,500 | | 207,500 | 0.00% |
| Sub Total | 138,049 | 118,076 | 142,557 | | 240,000 | | 240,000 | 0.00% |
| | | | | | | | | |
| Total Staff | 138,049 | 118,076 | 142,557 | | 240,000 | | 240,000 | 0.00% |
| | | | | | | | | |
| In-Service Training - 2070 | | | | | | | | |
| 150-09-0000 Staff Dev./Tech Salary | - | - | 450 | | - | | - | |
| 150-09-0001 Curriculum Development Salary | 89,333 | 97,332 | 180,569 | | 120,000 | | 120,000 | 0.00% |
| 400-09-0000 Professional Development | 234,328 | 144,752 | 129,162 | | 175,000 | | 175,000 | 0.00% |
| 401-09-0000 Program Improvements | 6,764 | 7,525 | 38,445 | | 55,000 | | 52,000 | -5.45% |
| 490-09-0000 Boces- Staff Development | 128,367 | 106,126 | 116,023 | | 85,000 | | 94,278 | 10.92% |
| 500-09-0000 Material & Supplies | 6,753 | 549 | 1,939 | | 7,500 | | 7,500 | 0.00% |
| Sub Total | 465,545 | 356,284 | 466,588 | | 442,500 | | 448,778 | 1.42% |
| | | | | | | | | |
| Regular School - Instruction - 2110 | | | | | | | | |
| 120-02-0000 Instr. Salaries-LMK GR 6 | 1,286,536 | 1,334,195 | 1,448,624 | 11.00 | 1,487,274 | 12.00 | 1,402,725 | -5.68% |
| 120-03-0000 Instructional Salaries-HAS | 4,681,320 | 4,803,167 | 4,823,209 | 37.00 | 4,929,655 | 39.50 | 5,280,065 | 7.11% |
| 120-04-0000 Instructional Salaries-PAR | 4,289,360 | 4,378,580 | 4,377,545 | 35.50 | 4,477,995 | 34.67 | 4,556,236 | 1.75% |
| 120-05-0000 Instructional Salaries-PUR | 2,767,757 | 3,070,699 | 2,868,589 | 22.50 | 2,817,331 | 24.17 | 3,057,863 | 8.54% |
| 120-06-0000 Instructional Salaries-PRES | 3,562,621 | 3,615,910 | 3,709,942 | 29.10 | 3,761,730 | 28.13 | 3,748,319 | -0.36% |
| 132-01-0000 Instructional Salaries-HHS | 9,750,992 | 10,231,170 | 10,591,426 | 90.30 | 11,192,102 | 89.10 | 11,255,524 | 0.57% |
| 132-01-0009 Instr. Salaries-HHS Addt'l. Hrs | 486,055 | 507,471 | 597,667 | | 520,000 | | 510,000 | -1.92% |
| 132-02-0000 Instr. Salaries-LMK GR 7&8 | 5,798,444 | 5,964,688 | 6,155,394 | 53.33 | 6,383,607 | 51.30 | 6,639,220 | 4.00% |
| 132-02-0001 Review Classes | - | - | - | | 2,700 | | 2,700 | 0.00% |
| 132-02-0009 Instr. Salaries-LMK Addt'l Hrs | 139,879 | 248,149 | 186,976 | | 184,000 | | 184,000 | 0.00% |
| 132-11-0000 Improved Training DW | 106,651 | 116,459 | 110,920 | | 113,000 | | 113,000 | 0.00% |
| 132-11-0001 Sal Teacher Contractual Payments | - | - | - | | - | | 232,000 | |
| 133-01-0000 Mentoring Salaries | 19,520 | 12,573 | 19,035 | | 25,000 | | 25,000 | 0.00% |
| 134-01-0000 Teaching Assist. Salaries HHS | 55,150 | 82,229 | 84,947 | 3.00 | 130,692 | 2.00 | 94,534 | -27.67% |
| 134-04-0000 Teaching Assist. Salaries PAR | - | - | 926 | | - | | - | |
| 140-09-0000 Temporary Substitutes | 876,291 | 455,385 | 840,091 | | 615,000 | | 571,000 | -7.15% |
| 142-02-0000 Cafeteria Supervision LMK | 56,664 | 37,378 | 66,666 | | 62,000 | | 62,000 | 0.00% |
| 144-02-0000 Bus Supervision-LMK | 3,153 | 2,079 | 3,026 | | 4,500 | | 4,500 | 0.00% |
| 145-09-0000 Home Instruction | 9,443 | 4,560 | 3,709 | | 8,000 | | 8,000 | 0.00% |
| 164-01-0000 Parking Attendants | 221,127 | 209,564 | 249,145 | 5.50 | 256,533 | 6.00 | 276,507 | 7.79% |
| 164-02-0000 Parking Attendants LMK | - | - | - | | 2,500 | | 2,500 | 0.00% |
| 165-01-0000 Teacher Aides Salaries HHS | 119,332 | 141,752 | 123,132 | 4.31 | 134,891 | 4.31 | 140,167 | 3.91% |
| 165-01-0009 Teacher Aides Sal. HHS Addt'l. Hrs | 17,344 | 10,193 | 32,059 | | 18,200 | | 18,200 | 0.00% |
| 165-02-0000 Teacher Aides Salaries LMK | 135,310 | 147,371 | 152,175 | 5.58 | 146,855 | 5.58 | 151,700 | 3.30% |
| 165-02-0009 Teacher Aides Sal. LMK Addt'l. Hrs | 41,116 | 30,660 | 51,674 | | 46,000 | | 45,000 | -2.17% |
| 165-03-0000 Teacher Aides Salaries HAS | 334,550 | 319,349 | 322,453 | 12.11 | 338,111 | 11.11 | 305,857 | -9.54% |

**Harrison Central School District
2022-23 Proposed Budget
Program Component**

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 165-03-0009 Teacher Aides Sal. HAS Addt'l. Hrs | 30,621 | 22,177 | 31,761 | | 25,000 | | 25,000 | 0.00% |
| 165-04-0000 Teacher Aides Salaries PAR | 326,887 | 366,160 | 362,115 | 12.59 | 360,247 | 11.91 | 360,301 | 0.01% |
| 165-04-0009 Teacher Aides Sal. PAR Addt'l. Hrs | 24,362 | 9,689 | 22,153 | | 16,000 | | 16,000 | 0.00% |
| 165-05-0000 Teacher Aides Salaries PUR | 274,704 | 272,287 | 214,083 | 8.64 | 252,078 | 9.13 | 275,130 | 9.14% |
| 165-05-0008 Teacher Aides Salaries PUR Subs/OT | - | - | 236 | | - | | - | |
| 165-05-0009 Teacher Aides Sal. PUR Addt'l. Hrs | 33,050 | 11,467 | 18,883 | | 22,000 | | 22,000 | 0.00% |
| 165-06-0000 Teacher Aides Salaries PRES | 220,139 | 231,914 | 215,124 | 8.69 | 230,258 | 7.07 | 171,189 | -25.65% |
| 165-06-0009 Teacher Aides Sal. PRES Addt'l. Hrs | 7,740 | 2,569 | 15,151 | | 7,400 | | 7,400 | 0.00% |
| 200-01-0000 Equipment HHS | 5,525 | 5,985 | 9,778 | | 12,000 | | 12,000 | 0.00% |
| 200-01-0007 Equipment Planetarium | - | - | 8,650 | | 5,500 | | 5,500 | 0.00% |
| 200-02-0000 Equipment LMK | 5,820 | 4,416 | 6,858 | | 18,000 | | 15,000 | -16.67% |
| 200-03-0000 Equipment HAS | 18,555 | 3,396 | 363 | | 3,500 | | 3,500 | 0.00% |
| 200-04-0000 Equipment PAR | 2,455 | 18,921 | 3,493 | | 4,500 | | 4,900 | 8.89% |
| 200-05-0000 Equipment PUR | 2,178 | 15,356 | - | | - | | 9,340 | |
| 200-06-0000 Equipment PRES | 11,593 | 24,833 | 825 | | 5,000 | | 5,000 | 0.00% |
| 200-09-0009 Equipment DW | 103,631 | 29,704 | 952 | | 60,000 | | 60,000 | 0.00% |
| 200-21-0001 Equipment-Phys. Ed HHS | - | 740 | - | | 1,000 | | 1,000 | 0.00% |
| 200-21-0002 Equipment-Phys. Ed LMK | 1,900 | 1,686 | - | | 1,500 | | 1,500 | 0.00% |
| 200-21-0003 Equipment-Phys. Ed HAS | 1,000 | 740 | - | | 1,300 | | 1,300 | 0.00% |
| 200-21-0004 Equipment-Phys. Ed PAR | 1,203 | 2,222 | 13,505 | | 2,000 | | 2,000 | 0.00% |
| 200-21-0005 Equipment-Phys. Ed PUR | 722 | 837 | 630 | | 900 | | 900 | 0.00% |
| 200-21-0006 Equipment-Phys. Ed PRES | 1,802 | 1,937 | 1,772 | | 2,000 | | 2,000 | 0.00% |
| 201-09-0000 Music Equipment-DW | 18,093 | 7,969 | 6,799 | | 31,000 | | 31,000 | 0.00% |
| 400-01-0000 Contractual Services HHS | 15,631 | 24,433 | 9,265 | | 25,000 | | 20,000 | -20.00% |
| 400-01-0001 Contractual HHS-IB | 212,791 | 175,112 | 157,779 | | 165,475 | | 170,250 | 2.89% |
| 400-01-0007 Contractual Scvs. - Planetarium | - | 3,500 | - | | 3,000 | | 3,000 | 0.00% |
| 400-02-0000 Contractual Services LMK | 1,390 | 1,568 | 625 | | 7,500 | | 5,000 | -33.33% |
| 400-02-0002 Contractual LMK-IB | 1,139 | 2,030 | 10,450 | | 31,100 | | 31,800 | 2.25% |
| 400-07-0000 Contractual PYP-IB | - | - | - | | - | | 38,000 | |
| 400-08-0002 Testing DW | 38,138 | 35,313 | 35,313 | | 45,000 | | - | -100.00% |
| 400-09-0000 DW Translation Services | 8,157 | - | - | | 6,000 | | 6,000 | 0.00% |
| 400-21-0000 Contractual - Phys. Ed | 1,310 | 225 | 3,320 | | 3,500 | | 3,500 | 0.00% |
| 402-09-0000 Home Instruction | 50,342 | 36,244 | 46,202 | | 75,000 | | 75,000 | 0.00% |
| 403-09-0001 Teacher Conferences HHS | 1,502 | 4,634 | 1,035 | | 7,200 | | 7,000 | -2.78% |
| 403-09-0002 Teacher Conferences LMK | 530 | 408 | - | | 5,370 | | 5,000 | -6.89% |
| 403-09-0003 Teacher Conferences HAS | 461 | 908 | - | | 2,994 | | 3,000 | 0.20% |
| 403-09-0004 Teacher Conferences PAR | 443 | 1,341 | 75 | | 2,982 | | 3,000 | 0.60% |
| 403-09-0005 Teacher Conferences PUR | 1,107 | - | - | | 2,022 | | 2,000 | -1.09% |
| 403-09-0006 Teacher Conferences PRES | 992 | 937 | 853 | | 2,256 | | 2,256 | 0.00% |
| 410-09-0000 Copier Lease-Instructional | 349,029 | 287,820 | 298,770 | | 345,000 | | 345,000 | 0.00% |
| 411-09-0000 Print Management Service | - | 45,630 | 38,610 | | 46,000 | | 46,000 | 0.00% |
| 450-09-0001 Program Initiative - Secondary | 7,631 | 42,748 | 11,360 | | 48,575 | | 46,900 | -3.45% |
| 450-09-0002 Program Initiative - Elementary | 25,634 | 58,765 | 9,297 | | 53,940 | | 51,180 | -5.12% |
| 451-03-0000 Material & Supplies HAS | 1,348 | 658 | 623 | | 2,500 | | 2,500 | 0.00% |
| 451-04-0000 Material & Supplies PAR | 2,509 | 1,699 | 4,432 | | 3,800 | | 3,800 | 0.00% |
| 451-05-0000 Material & Supplies PUR | 906 | 994 | 218 | | 1,000 | | 1,000 | 0.00% |

**Harrison Central School District
2022-23 Proposed Budget
Program Component**

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 451-06-0000 Material & Supplies PRES | 2,938 | 2,886 | 1,152 | | 3,000 | | 3,000 | 0.00% |
| 461-09-0000 Music Contractual DW | 24,224 | 24,072 | 20,618 | | 29,000 | | 29,000 | 0.00% |
| 465-01-0000 Equipment Repair HHS | 225 | - | - | | 2,500 | | 2,500 | 0.00% |
| 465-02-0000 Equipment Repair LMK | 2,058 | 1,733 | - | | 3,000 | | 3,000 | 0.00% |
| 465-03-0000 Equipment Repair HAS | - | - | - | | 250 | | 250 | 0.00% |
| 465-04-0000 Equipment Repair PAR | - | - | - | | 500 | | 500 | 0.00% |
| 465-21-0000 Equipment Repair Phys. Ed | 2,406 | - | - | | 1,500 | | 1,500 | 0.00% |
| 473-09-0000 Tuition - Charter Schools | - | - | - | | - | | 75,000 | |
| 474-00-0000 Tuition - General Ed. Private | - | 21,424 | - | | - | | - | |
| 480-03-0000 Cons Textbooks HAS | 19,988 | 35,187 | 14,420 | | 39,130 | | 35,490 | -9.30% |
| 480-04-0000 Cons Text Kinder. Par | 24,748 | 31,831 | 23,526 | | 30,940 | | 31,005 | 0.21% |
| 480-05-0000 Cons Textbooks PUR | 8,489 | 11,535 | 3,690 | | 12,000 | | 12,000 | 0.00% |
| 480-06-0000 Cons Textbooks K PRES | 21,081 | 22,927 | 13,063 | | 17,505 | | 23,010 | 31.45% |
| 481-09-0000 Cons. Elem. Books Math/Science | 59,748 | 61,957 | 53,535 | | 65,000 | | 65,000 | 0.00% |
| 482-09-0000 K-12 Science Consumables | 10,738 | 10,613 | 14,334 | | 79,101 | | 79,101 | 0.00% |
| 483-01-0000 Textbooks 9 -12 HHS | 2,347 | 540 | - | | 2,500 | | 2,500 | 0.00% |
| 483-01-0002 Textbooks HHS-ELA | 12,833 | 4,454 | 1,836 | | 5,000 | | 5,000 | 0.00% |
| 483-01-0004 Textbooks HHS-Social Studies | 11,176 | 16,499 | 9,422 | | 11,300 | | 12,277 | 8.65% |
| 483-01-0005 Textbooks HHS-Science | 11,970 | 11,098 | - | | 7,000 | | 11,200 | 60.00% |
| 483-01-0007 Textbooks HHS-Arts | 5,817 | 4,796 | 2,917 | | 7,000 | | 7,000 | 0.00% |
| 483-01-0009 Textbooks HHS-World/ENL | 5,999 | 3,226 | 2,472 | | 6,000 | | 6,000 | 0.00% |
| 483-01-0010 Textbooks HHS-Math | 3,396 | 3,637 | 2,634 | | 4,000 | | 1,000 | -75.00% |
| 483-02-0000 Textbooks 7 -8 LMK | 45,177 | 29,033 | 28,685 | | 45,000 | | 50,000 | 11.11% |
| 484-09-0000 Textbooks Priv/Paroch. | 10,258 | 8,254 | 5,795 | | 8,700 | | 8,700 | 0.00% |
| 488-03-0000 Elem. Workbooks - HAS | 1,371 | - | 1,058 | | 2,500 | | 2,500 | 0.00% |
| 488-04-0000 Elem. Workbooks - PAR | 2,164 | 3,748 | 3,969 | | 4,200 | | 4,200 | 0.00% |
| 488-05-0000 Elem. Workbooks - PUR | 3,294 | 3,509 | 4,216 | | 5,000 | | 5,000 | 0.00% |
| 488-06-0000 Elem. Workbooks - PRES | - | - | 1,173 | | 7,000 | | 7,000 | 0.00% |
| 489-01-0000 Sec. Workbooks - HHS | - | - | 11,608 | | 30,400 | | 32,000 | 5.26% |
| 490-09-0000 Instruction Boces - Textbook Loan | 44,311 | 39,311 | 48,963 | | 48,000 | | 30,000 | 100.00% |
| 490-09-0009 Instruction Boces - iTutor | 4,020 | 5,500 | - | | - | | - | |
| 500-01-0000 Material & Supplies HHS | 139,884 | 41,066 | 16,826 | | 50,000 | | 45,000 | -10.00% |
| 500-01-0002 Material & Supplies HHS-ELA | 597 | 2,080 | 4,298 | | 1,200 | | 2,300 | 91.67% |
| 500-01-0004 Material & Supplies HHS-Social Studies | 1,493 | 936 | 1,192 | | 3,600 | | 3,600 | 0.00% |
| 500-01-0005 Material & Supplies HHS-Science | 31,543 | 33,465 | 18,699 | | 38,000 | | 38,000 | 0.00% |
| 500-01-0006 Material & SuppliesHHS-Technology | 14,711 | 14,856 | 17,696 | | 18,000 | | 18,000 | 0.00% |
| 500-01-0008 Material & Supplies-Art | 16,277 | 28,189 | 24,999 | | 31,000 | | 31,000 | 0.00% |
| 500-01-0009 Material & Supplies HHS-World/ENL | 126 | 747 | 970 | | 1,300 | | 1,300 | 0.00% |
| 500-01-0010 Material & Supplies HHS-Math | 980 | 4,738 | 3,916 | | 4,000 | | 5,300 | 32.50% |
| 500-02-0000 Material & Supplies LMK | 72,224 | 65,918 | 69,156 | | 85,000 | | 85,000 | 0.00% |
| 500-03-0000 Material & Supplies HAS | 24,819 | 22,871 | 27,749 | | 39,130 | | 39,000 | -0.33% |
| 500-04-0000 Material & Supplies K- Par | 30,167 | 22,127 | 32,990 | | 30,940 | | 31,005 | 0.21% |
| 500-05-0000 Material & Supplies PUR | 31,942 | 29,131 | 25,478 | | 36,000 | | 36,000 | 0.00% |
| 500-06-0000 Material & Supplies PRES | 32,864 | 23,250 | 21,403 | | 24,505 | | 23,010 | -6.10% |
| 500-21-0001 Material & Supplies Phys Ed. HHS | 4,743 | 4,754 | 4,447 | | 5,000 | | 5,000 | 0.00% |
| 500-21-0002 Material & Supplies Phys Ed. LMK | 3,270 | 3,559 | 2,916 | | 2,750 | | 3,000 | 9.09% |

**Harrison Central School District
2022-23 Proposed Budget
Program Component**

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 500-21-0003 Material & Supplies Phys Ed. HAS | 2,282 | 1,903 | 2,404 | | 2,500 | | 2,500 | 0.00% |
| 500-21-0004 Material & Supplies Phys Ed. PAR | 2,344 | 2,490 | 1,920 | | 2,500 | | 2,500 | 0.00% |
| 500-21-0005 Material & Supplies Phys Ed. PUR | 2,198 | 2,148 | 1,961 | | 2,200 | | 2,200 | 0.00% |
| 500-21-0006 Material & Supplies Phys Ed. PRES | 1,848 | 1,578 | 1,934 | | 2,000 | | 2,000 | 0.00% |
| 501-01-0000 In House Printing HHS | 155 | 710 | 923 | | 5,000 | | 4,000 | -20.00% |
| 501-02-0000 In House Printing LMK | 253 | 256 | - | | 2,000 | | 1,500 | -25.00% |
| 502-01-0000 Graduation HHS | 9,070 | 126,788 | 112,943 | | 30,360 | | 33,360 | 9.88% |
| 502-02-0000 Graduation LMK | 862 | 300 | 560 | | 2,500 | | 2,500 | 0.00% |
| Sub Total | 37,337,013 | 38,275,183 | 39,045,151 | 339.15 | 40,500,584 | 335.98 | 41,551,571 | 2.59% |
| Program for Students with Disabilities - 2250 | | | | | | | | |
| 134-01-0000 Teaching Assistant HHS | 101,333 | 103,582 | 147,391 | 2.00 | 111,481 | 3.00 | 158,908 | 42.54% |
| 134-02-0000 Teaching Assistant LMK | 46,585 | 55,001 | 148,114 | 3.00 | 155,198 | 1.00 | 48,137 | -68.98% |
| 134-03-0000 Teaching Assistant HAS | 190,849 | 195,414 | 156,770 | 3.00 | 161,379 | 4.00 | 224,927 | 39.38% |
| 134-04-0000 Teaching Assistant PAR | 148,884 | 157,448 | 135,601 | 3.00 | 164,826 | 3.00 | 146,892 | -10.88% |
| 134-05-0000 Teaching Assistant PUR | 99,196 | 102,641 | 106,475 | 2.00 | 111,345 | 3.00 | 170,060 | 52.73% |
| 145-09-0000 Home Instruction Special Ed. | - | 864 | - | | - | | - | |
| 150-01-0000 Instructional Salaries HHS | 1,706,535 | 1,976,068 | 2,055,373 | 18.00 | 2,176,837 | 20.41 | 2,548,404 | 17.07% |
| 150-02-0000 Instructional Salaries LMK | 2,085,609 | 2,109,976 | 2,260,505 | 19.00 | 2,359,922 | 21.00 | 2,671,602 | 13.21% |
| 150-03-0000 Instructional Salaries HAS | 917,873 | 1,012,554 | 887,333 | 8.60 | 892,234 | 9.00 | 946,759 | 6.11% |
| 150-04-0000 Instructional Salaries PAR | 775,935 | 914,073 | 1,066,492 | 9.10 | 1,065,453 | 10.00 | 1,353,673 | 27.05% |
| 150-05-0000 Instructional Salaries PUR | 530,521 | 515,600 | 952,265 | 9.00 | 986,841 | 7.46 | 835,662 | -15.32% |
| 150-06-0000 Instructional Salaries PRES | 591,945 | 588,073 | 594,045 | 6.00 | 740,007 | 8.00 | 870,466 | 17.63% |
| 150-09-0000 Instructional Salaries DW | 191,336 | 199,758 | 244,546 | 2.15 | 274,133 | 1.39 | 200,404 | -26.90% |
| 155-09-0000 Instr. Salaries Summer Proj. | 51,267 | 49,431 | 97,418 | | 58,000 | | 58,000 | 0.00% |
| 165-01-0000 Teacher Aides Salaries HHS | 140,225 | 145,541 | 246,377 | 7.00 | 219,019 | 8.00 | 257,951 | 17.78% |
| 165-02-0000 Teacher Aides Salaries LMK | 257,206 | 277,386 | 255,079 | 12.00 | 372,064 | 11.00 | 336,749 | -9.49% |
| 165-03-0000 Teacher Aides Salaries HAS | 310,106 | 410,034 | 422,005 | 16.38 | 502,141 | 14.00 | 450,814 | -10.22% |
| 165-04-0000 Teacher Aides Salaries PAR | 145,876 | 138,324 | 183,954 | 6.00 | 181,632 | 7.00 | 209,986 | 15.61% |
| 165-05-0000 Teacher Aides Salaries PUR | 213,700 | 225,827 | 209,941 | 7.00 | 221,905 | 8.00 | 254,051 | 14.49% |
| 165-06-0000 Teacher Aides Salaries PRES | - | - | 36,976 | - | - | 2.00 | 48,798 | |
| 165-09-0000 Teacher Aides Salaries Private/Parochial | - | - | 21,954 | 1.00 | 25,111 | - | 25,111 | 0.00% |
| 200-22-0000 Spec. Ed Equipment Dist. | 7,052 | 11,119 | 7,710 | | 20,000 | | 20,000 | 0.00% |
| 400-22-0000 Contractual Services | 32,959 | 53,175 | 46,319 | | 15,000 | | 15,000 | 0.00% |
| 402-22-0000 Res./CSE Maint. By County 20% | 37,536 | 4,108 | 195,606 | | 272,000 | | 312,109 | 14.75% |
| 404-22-0000 Mileage Reimbursement | 2,790 | 1,207 | 435 | | 4,000 | | 4,000 | 0.00% |
| 433-22-0000 Testing | 9,148 | 6,966 | 16,521 | | 12,500 | | 12,500 | 0.00% |
| 470-22-0000 Tuition Private School | 792,622 | 742,544 | 873,944 | | 1,113,934 | | 1,165,249 | 4.61% |
| 470-22-0003 Retroactive Tuition | 45,237 | 17,131 | 19,928 | | 20,000 | | 20,000 | 0.00% |
| 470-22-0900 Tuition Public School | 262,305 | 148,646 | 112,886 | | 65,000 | | 70,000 | 7.69% |
| 471-22-0000 Home Instruction | 21,681 | 53,029 | 8,741 | | 35,000 | | 25,000 | -28.57% |
| 472-22-0000 Related Services | 403,560 | 372,150 | 384,600 | | 432,500 | | 429,000 | -0.81% |
| 473-22-0000 In-District Non Public School Serv. | 87,429 | 45,307 | 59,500 | | 75,000 | | 60,000 | -20.00% |
| 490-22-0000 Boces Special Ed | 717,901 | 534,709 | 454,834 | | 540,790 | | 647,022 | 19.64% |
| 500-01-0000 Material & Supplies HHS | 318 | 403 | 473 | | 600 | | 600 | 0.00% |

**Harrison Central School District
2022-23 Proposed Budget
Program Component**

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 500-02-0000 Material & Supplies LMK | 2,333 | 2,443 | 2,404 | | 3,000 | | 3,000 | 0.00% |
| 500-03-0000 Material & Supplies HAS | 2,352 | 1,980 | 2,091 | | 2,400 | | 2,400 | 0.00% |
| 500-04-0000 Material & Supplies PAR | 3,808 | 5,004 | 4,081 | | 5,500 | | 5,500 | 0.00% |
| 500-05-0000 Material & Supplies PUR | 299 | 391 | - | | 500 | | 500 | 0.00% |
| 500-06-0000 Material & Supplies PRES | 2,473 | 2,413 | 2,188 | | 2,500 | | 2,500 | 0.00% |
| 500-22-0000 Material & Supplies DW | 17,142 | 9,899 | 8,712 | | 16,000 | | 15,000 | -6.25% |
| Sub Total | 10,953,926 | 11,190,219 | 12,429,586 | 134.23 | 13,415,752 | 141.26 | 14,626,734 | 9.03% |
| Occupational Education - 2280 | | | | | | | | |
| 490-09-0001 Boces Regular Occ. Ed. | 304,233 | 397,984 | 520,135 | | 533,913 | | 561,139 | 5.10% |
| 490-22-0000 Boces Basic Occ. Ed Special Ed | 10,349 | 94,662 | 90,128 | | 85,836 | | 65,403 | -23.80% |
| Sub Total | 314,582 | 492,646 | 610,262 | | 619,749 | | 626,542 | 1.10% |
| Summer School - 2330 | | | | | | | | |
| 150-01-0000 Instructional Salaries | 131,262 | 134,981 | - | | - | | - | |
| 160-01-0000 Non Instr. Salaries | 9,648 | 8,894 | - | | - | | - | |
| 500-01-0000 Material & Supplies | 449 | 757 | - | | - | | - | |
| Sub Total | 141,359 | 144,632 | - | | 0 | | 0 | |
| Library & Audio Visual - 2610 | | | | | | | | |
| 134-01-0000 Library Assistants HHS | 112,050 | 114,256 | 116,507 | 2.00 | 117,941 | 2.00 | 120,724 | 2.36% |
| 134-03-0000 Library Assistants HAS | 56,400 | 57,503 | 58,628 | 1.00 | 59,346 | 1.00 | 60,362 | 1.71% |
| 134-04-0000 Library Assistants PAR | 43,129 | 38,186 | 40,782 | 1.00 | 43,147 | 1.00 | 45,789 | 6.12% |
| 134-05-0000 Library Assistants PUR | 55,150 | 56,253 | 57,378 | 1.00 | 58,096 | 1.00 | 59,112 | 1.75% |
| 134-06-0000 Library Assistants PRES | 55,150 | 56,253 | 57,378 | 1.00 | 58,096 | 1.00 | 42,014 | -27.68% |
| 150-01-0000 Instructional Salaries HHS | 131,915 | 139,131 | 144,500 | 1.00 | 149,788 | 1.00 | 159,161 | 6.26% |
| 150-02-0000 Instructional Salaries LMK | 142,629 | 145,003 | - | - | - | 1.00 | 145,942 | |
| 150-03-0000 Instructional Salaries HAS | 124,487 | 131,566 | 136,798 | 1.00 | 141,966 | 1.00 | 144,543 | 1.82% |
| 150-04-0000 Instructional Salaries PAR | 133,677 | 138,487 | 140,850 | 1.00 | 142,512 | 1.00 | 145,002 | 1.75% |
| 150-05-0000 Instructional Salaries PUR | 145,588 | 148,029 | 150,613 | 1.00 | 155,067 | 0.50 | 78,895 | -49.12% |
| 150-06-0000 Instructional Salaries PRES | 120,579 | 126,447 | 133,163 | 1.00 | 137,762 | 0.50 | 78,895 | -42.73% |
| 165-01-0000 Library Aides Salaries HHS | 34,558 | 21,424 | 23,073 | 1.00 | 24,598 | 1.00 | 26,286 | 6.86% |
| 165-02-0000 Library Aides Salaries LMK | 33,808 | 36,409 | 35,159 | 1.00 | 35,595 | 1.00 | 36,212 | 1.73% |
| 165-05-0000 Library Aides Salaries PUR | 33,808 | 34,142 | 35,159 | 1.00 | 35,595 | 1.00 | 36,212 | 1.73% |
| 165-06-0000 Library Aides Salaries PRES | 26,815 | 28,966 | 31,371 | 1.00 | 32,254 | 1.00 | 33,414 | 3.60% |
| 200-01-0000 Equipment HHS | 2,756 | - | - | | 1,000 | | 1,000 | 0.00% |
| 400-01-0000 Contractual Services HHS | 4,129 | 4,881 | 5,719 | | 6,000 | | 6,100 | 1.67% |
| 400-02-0000 Contractual Services LMK | 250 | - | - | | 1,000 | | 750 | -25.00% |
| 460-01-0000 Books HHS | 10,886 | 7,897 | 5,551 | | 12,600 | | 12,600 | 0.00% |
| 460-02-0000 Books LMK | 6,041 | 5,632 | 7,769 | | 12,000 | | 16,080 | 34.00% |
| 460-03-0000 Books HAS | 7,589 | 4,654 | 7,333 | | 9,030 | | 8,190 | -9.30% |
| 460-04-0000 Books PAR | 3,563 | 3,288 | 5,061 | | 7,140 | | 7,155 | 0.21% |
| 460-05-0000 Books PUR | 1,802 | 1,943 | 1,632 | | 4,000 | | 4,935 | 23.38% |
| 460-06-0000 Books PRES | 4,420 | 4,818 | 1,659 | | 5,655 | | 5,310 | -6.10% |

**Harrison Central School District
2022-23 Proposed Budget
Program Component**

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 461-09-0000 Library Books Parochial | 1,582 | 1,738 | 1,886 | | 2,000 | | 2,000 | 0.00% |
| 490-09-0000 BOCES - Library Automation | - | - | - | | - | | 99,570 | |
| 500-01-0000 Material & Supplies HHS | 5,657 | 62 | 67 | | 1,800 | | 2,000 | 11.11% |
| 500-02-0000 Material & Supplies LMK | 322 | 285 | 382 | | 500 | | 500 | 0.00% |
| 500-03-0000 Material & Supplies HAS | 1,523 | 1,781 | 1,850 | | 3,000 | | 3,000 | 0.00% |
| 500-04-0000 Material & Supplies PAR | 1,931 | 1,032 | 1,163 | | 3,500 | | 3,500 | 0.00% |
| 500-05-0000 Material & Supplies PUR | 1,188 | 356 | 590 | | 1,500 | | 1,500 | 0.00% |
| 500-06-0000 Material & Supplies PRES | 2,095 | 1,788 | 1,195 | | 2,300 | | 2,300 | 0.00% |
| Sub Total | 1,305,477 | 1,312,210 | 1,203,216 | 15.00 | 1,264,788 | 15.00 | 1,389,053 | 9.82% |
| Audio Visual - 2615 | | | | | | | | |
| 200-01-0000 Equipment A/V HHS | - | 330 | 316 | | 600 | | 600 | 0.00% |
| 500-01-0000 Material & Supplies HHS | 1,651 | 1,917 | 1,830 | | 2,200 | | 2,200 | 0.00% |
| 500-02-0000 Material & Supplies LMK | 2,406 | 1,345 | 2,085 | | 3,000 | | 2,500 | -16.67% |
| Sub Total | 4,057 | 3,592 | 4,231 | | 5,800 | | 5,300 | -8.62% |
| Educational TV - 2620 | | | | | | | | |
| 160-00-0000 Non Instructional Salary- Cable TV | 84,843 | 86,724 | 87,929 | 1.00 | 89,868 | 1.00 | 93,665 | 4.23% |
| 160-09-0009 Non Instructional Sal. Cable TV O.T. | 10,499 | 4,685 | 4,767 | | 8,000 | | 8,000 | 0.00% |
| 200-09-0000 Equipment | 1,296 | 1,220 | 1,408 | | 1,500 | | 1,500 | 0.00% |
| 465-09-0000 Equipment Repair | - | - | - | | 200 | | 200 | 0.00% |
| 500-09-0000 Material & Supplies | 1,626 | 396 | 1,903 | | 2,200 | | 2,200 | 0.00% |
| Sub Total | 98,264 | 93,025 | 96,007 | 1.00 | 101,768 | 1.00 | 105,565 | 3.73% |
| Computer Assisted Instruction - 2630 | | | | | | | | |
| 165-01-0000 Computer Aides Salaries HHS | 33,808 | 34,477 | 35,159 | 1.00 | 35,595 | 1.00 | 36,212 | 1.73% |
| 165-02-0000 Computer Aides Salaries LMK | 33,458 | 32,195 | 34,809 | 1.00 | 35,245 | - | - | -100.00% |
| 200-01-0000 Equipment HHS | 173,534 | 117,244 | 79,858 | | 113,825 | | 113,825 | 0.00% |
| 200-02-0000 Equipment LMK | 81,361 | 93,503 | 99,616 | | 112,700 | | 112,700 | 0.00% |
| 200-09-0000 Equipment Elementaries | 164,583 | 149,484 | 135,016 | | 174,800 | | 174,800 | 0.00% |
| 400-09-0000 Contractual Services DW | - | - | - | | - | | 212,000 | |
| 460-09-0000 Software DW | 84,318 | 146,778 | 162,065 | | 191,072 | | 182,122 | -4.68% |
| 461-09-0000 Software Parochial | 3,953 | - | 4,643 | | 5,000 | | 5,000 | 0.00% |
| 465-09-0000 Equipment Repairs DW | - | - | - | | 700 | | 700 | 0.00% |
| 480-09-0000 Textbooks | - | - | - | | 1,000 | | - | -100.00% |
| 490-09-0002 Boces Services | 97,853 | 101,379 | 99,536 | | 243,380 | | 322,292 | 32.42% |
| 500-09-0000 Material & Supplies DW | 32,215 | 36,413 | 38,574 | | 42,000 | | 54,000 | 28.57% |
| Sub Total | 705,083 | 711,473 | 689,275 | 2.00 | 955,317 | 1.00 | 1,213,651 | 27.04% |

**Harrison Central School District
2022-23 Proposed Budget
Program Component**

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Attendance - 2805 | | | | | | | | |
| 160-08-0000 Data Manager Central Registrar | 161,769 | 168,473 | 175,425 | 2.00 | 182,597 | 2.00 | 188,902 | 3.45% |
| Sub Total | 161,769 | 168,473 | 175,425 | 2.00 | 182,597 | 2.00 | 188,902 | 3.45% |
| Guidance - 2810 | | | | | | | | |
| 150-01-0000 Instructional Salaries HHS | 645,264 | 798,273 | 841,626 | 7.00 | 866,684 | 7.00 | 906,928 | 4.64% |
| 150-02-0000 Instructional Salaries LMK | 330,888 | 340,923 | 337,887 | 3.00 | 367,610 | 3.00 | 382,897 | 4.16% |
| 150-09-0000 Instructional Salaries DW | 31,559 | 57,137 | 69,448 | | 52,868 | | 55,000 | 4.03% |
| 160-01-0000 Secretarial Salaries HHS | 209,622 | 215,048 | 168,985 | 3.00 | 210,395 | 3.00 | 220,413 | 4.76% |
| 160-01-0009 Secretarial Salaries HHS O.T. | 10,292 | 3,873 | 3,428 | | 13,000 | | 13,000 | 0.00% |
| 160-02-0000 Secretarial Salaries LMK | 55,590 | 56,956 | 57,384 | 1.00 | 58,245 | 1.00 | 59,410 | 2.00% |
| 160-02-0009 Secretarial Salaries LMK O.T. | 279 | - | - | | - | | - | |
| 400-01-0000 Contractual Services HHS | - | - | 155 | | 1,000 | | 1,000 | 0.00% |
| 400-02-0000 Contractual Services LMK | - | - | - | | 500 | | 500 | 0.00% |
| 500-01-0000 Material & Supplies HHS | 2,021 | 1,861 | 2,548 | | 3,500 | | 3,000 | -14.29% |
| 500-02-0000 Material & Supplies LMK | 1,849 | 333 | 523 | | 2,500 | | 2,500 | 0.00% |
| Sub Total | 1,287,364 | 1,474,404 | 1,481,984 | 14.00 | 1,576,302 | 14.00 | 1,644,648 | 4.34% |
| Health Services Regular School - 2815 | | | | | | | | |
| 160-01-0000 Nurses Salaries HHS | 123,162 | 126,475 | 129,111 | 2.00 | 131,667 | 2.00 | 134,301 | 2.00% |
| 160-02-0000 Nurses Salaries LMK | 102,324 | 107,255 | 118,472 | 2.00 | 119,111 | 2.00 | 125,806 | 5.62% |
| 160-03-0000 Nurses Salaries HAS | 58,328 | 73,777 | 76,331 | 1.43 | 79,285 | 1.29 | 77,487 | -2.27% |
| 160-04-0000 Nurses Salaries PAR | 60,744 | 76,236 | 74,559 | 1.43 | 61,823 | 1.29 | 80,076 | 29.52% |
| 160-05-0000 Nurses Salaries PUR | 72,072 | 52,514 | 68,658 | 1.29 | 75,458 | 1.29 | 78,637 | 4.21% |
| 160-06-0000 Nurses Salaries PRES | 73,719 | 76,752 | 79,179 | 1.29 | 82,173 | 1.29 | 84,746 | 3.13% |
| 160-09-0000 Parochial School Nurse | 74,483 | 69,183 | 71,644 | 1.00 | 73,988 | 1.00 | 77,251 | 4.41% |
| 160-09-0009 Nurse DW Sub/OT | 24,587 | 19,549 | 27,518 | | 39,000 | | 39,000 | 0.00% |
| 400-09-0000 Medical Doctors | 33,048 | 25,927 | 43,751 | | 37,080 | | 39,000 | 5.18% |
| 400-21-0009 Contractual Mileage | - | - | - | | 300 | | 300 | 0.00% |
| 401.09.0000 Contractual Nurse Subs. | 8,639 | 6,605 | 70,514 | | 64,000 | | 114,000 | 78.13% |
| 406-09-0000 Health Services Other Districts | 411,438 | 465,821 | 485,982 | | 520,000 | | 520,000 | 0.00% |
| 465-21-0000 Equipment Repair Health | 565 | - | 516 | | - | | - | |
| 500-01-0000 Material & Supplies HHS | 2,014 | 1,784 | 1,737 | | 2,500 | | 2,700 | 8.00% |
| 500-02-0000 Material & Supplies LMK | 1,289 | 1,030 | 1,276 | | 3,000 | | 3,000 | 0.00% |
| 500-03-0000 Material & Supplies HAS | 1,169 | 987 | 986 | | 1,200 | | 1,200 | 0.00% |
| 500-04-0000 Material & Supplies PAR | 542 | 756 | 590 | | 825 | | 825 | 0.00% |
| 500-05-0000 Material & Supplies PUR | 971 | 921 | 862 | | 1,000 | | 1,000 | 0.00% |
| 500-06-0000 Material & Supplies PRES | 994 | 798 | 859 | | 1,000 | | 1,000 | 0.00% |
| 500-08-0000 Vaccin./Epi pens/AED batteries/pads | 4,200 | 2,100 | 2,100 | | 4,000 | | - | -100.00% |
| Sub Total | 1,054,288 | 1,108,470 | 1,254,643 | 10.44 | 1,297,410 | 10.16 | 1,380,329 | 6.39% |

**Harrison Central School District
2022-23 Proposed Budget
Program Component**

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|--------------|-------------------|--------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Psychological Services - 2820 | | | | | | | | |
| 150-01-0000 Instructional Salaries HHS | 316,665 | 310,330 | 463,273 | 4.00 | 469,263 | 4.00 | 489,846 | 4.39% |
| 150-02-0000 Instructional Salaries LMK | 252,002 | 264,314 | 327,994 | 3.00 | 304,889 | 3.00 | 324,782 | 6.52% |
| 150-03-0000 Instructional Salaries HAS | 182,147 | 129,610 | 155,788 | 1.00 | 157,670 | 1.00 | 163,113 | 3.45% |
| 150-04-0000 Instructional Salaries PAR | 150,585 | 153,124 | 206,113 | 1.50 | 210,092 | 1.50 | 217,993 | 3.76% |
| 150-05-0000 Instructional Salaries PUR | 150,585 | 155,761 | 158,425 | 1.00 | 99,613 | 1.00 | 118,725 | 19.19% |
| 150-06-0000 Instructional Salaries PRES | 139,240 | 144,436 | 147,848 | 1.00 | 151,438 | 1.00 | 154,128 | 1.78% |
| 500-02-0000 Material & Supplies LMK | 614 | 637 | 291 | | 1,500 | | 1,500 | 0.00% |
| 500-03-0000 Material & Supplies HAS | 938 | 600 | 669 | | 1,500 | | 1,500 | 0.00% |
| 500-04-0000 Material & Supplies PAR | 139 | 112 | 238 | | 750 | | 750 | 0.00% |
| 500-05-0000 Material & Supplies PUR | 268 | 158 | - | | 400 | | 500 | 25.00% |
| 500-06-0000 Material & Supplies PRES | 433 | - | 238 | | 500 | | 500 | 0.00% |
| 500-22-0000 Material & Supplies Spec. Ed. DW | 2,164 | 3,035 | 10,134 | | 7,500 | | 12,000 | 60.00% |
| Sub Total | 1,195,780 | 1,162,117 | 1,471,012 | 11.50 | 1,405,115 | 11.50 | 1,485,337 | 5.71% |
| Social Workers - 2825 | | | | | | | | |
| 150-01-0000 Social Worker HHS | 126,667 | 128,669 | - | | - | | - | |
| 400-01-0000 Student Assisted Services | 72,695 | 74,150 | 75,485 | | 76,843 | | 78,500 | 2.16% |
| 402-09-0000 Youth Council | 33,000 | 33,000 | 33,660 | | 33,660 | | 33,660 | 0.00% |
| Sub Total | 232,362 | 235,819 | 109,145 | - | 110,503 | - | 112,160 | 1.50% |
| Co - Curricular Activities - 2850 | | | | | | | | |
| 150-01-0000 Extracurricular Salaries HHS | 194,441 | 197,201 | 193,802 | | 203,571 | | 197,918 | -2.78% |
| 150-02-0000 Extracurricular Salaries LMK | 117,771 | 119,096 | 107,706 | | 129,560 | | 125,413 | -3.20% |
| 150-03-0000 Extracurricular Salaries HAS | 15,896 | 16,135 | 8,233 | | 18,969 | | 19,102 | 0.70% |
| 150-04-0000 Extracurricular Salaries PAR | 12,194 | 14,807 | 16,466 | | 20,407 | | 21,087 | 3.33% |
| 150-05-0000 Extracurricular Salaries PUR | 9,731 | 10,295 | 10,496 | | 12,191 | | 15,808 | 29.67% |
| 150-06-0000 Extracurricular Salaries PRES | 16,151 | 13,911 | 8,718 | | 19,238 | | 22,735 | 18.18% |
| 152-09-0000 Salaries - Intramurals | 6,436 | 4,912 | 2,495 | | 10,104 | | 10,176 | 0.71% |
| 153-01-0000 Chaperones HHS | 12,290 | 9,709 | 11,152 | | 13,500 | | 13,500 | 0.00% |
| 153-02-0000 Chaperones LMK | 2,892 | 6,465 | 1,813 | | 3,700 | | 3,700 | 0.00% |
| 153-09-0000 Chaperones Elementary | 4,241 | 2,998 | 2,257 | | 4,400 | | 4,400 | 0.00% |
| 160.09.0000 Web Page Advisors | 4,459 | 4,526 | 4,583 | | 4,720 | | 4,698 | -0.47% |
| 400.01.0000 Truch Rental - Band | 187 | - | - | | 2,500 | | 2,500 | 0.00% |
| 401-01-0000 Student Activities HHS | 8,713 | 1,372 | 388 | | 8,800 | | 8,800 | 0.00% |
| 403-01-0000 Yearbook HHS & Perform. Arts Enrich. | 10,548 | 4,004 | - | | 20,000 | | 20,000 | 0.00% |
| 405-01-0000 Assemblies HHS | 429 | - | - | | 2,000 | | 2,000 | 0.00% |
| 406-01-0000 Footlight Players | 78,621 | 59,824 | 18,845 | | 78,000 | | 78,000 | 0.00% |
| 407-01-0000 Student Activities | 16,336 | 20,275 | 30,297 | | 29,000 | | 32,000 | 10.34% |
| 408-01-0000 Debate Team | 29,326 | 25,950 | 12,080 | | 38,000 | | 38,000 | 0.00% |
| 409-01-0000 DECA | 8,025 | 3,281 | - | | 12,255 | | 12,000 | -2.08% |
| 501-01-0000 Band Uniforms | 7,699 | 14,020 | 1,759 | | 9,000 | | 8,000 | -11.11% |
| 501-02-0000 Club Supplies- LMK | 2,747 | 753 | 903 | | 5,500 | | 4,000 | -27.27% |
| Sub Total | 559,133 | 529,534 | 431,993 | | 645,415 | | 643,837 | -0.24% |

**Harrison Central School District
2022-23 Proposed Budget
Program Component**

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|-------------|-------------------|-------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Interscholastic Athletics - 2855 | | | | | | | | |
| 150-09-0000 Instructional Salaries Coaches | 770,265 | 767,877 | 788,428 | | 812,913 | | 864,195 | 6.31% |
| 150-09-0002 Salaries - Crowd Control | 83,956 | 56,194 | 64,258 | | 78,000 | | 78,000 | 0.00% |
| 160-09-0000 After Hours DW Field Security | 50,772 | 67,814 | 49,752 | | 91,722 | | 45,000 | -50.94% |
| 160-21-0000 Salaries - Equipment Manager | 19,000 | 13,755 | 19,425 | | 21,500 | | 21,500 | 0.00% |
| 200-21-0000 Equipment | 64,767 | 22,533 | 29,448 | | 34,000 | | 34,000 | 0.00% |
| 400-21-0000 Contractual Services | 59,307 | 25,626 | 25,312 | | 48,550 | | 48,550 | 0.00% |
| 400-21-0021 Championships | 1,856 | 690 | - | | 4,000 | | 4,000 | 0.00% |
| 405-21-0000 League Dues | 19,291 | 15,491 | 5,289 | | 20,000 | | 20,000 | 0.00% |
| 406-21-0000 Ice Hockey | 23,296 | 21,715 | 6,384 | | 30,000 | | 30,000 | 0.00% |
| 465-21-0000 Equipment Repair | 42,445 | 15,403 | 32,143 | | 34,000 | | 34,000 | 0.00% |
| 490-21-0000 Boces Services | 116,841 | 96,937 | 96,465 | | 125,000 | | 125,000 | 0.00% |
| 500-21-0000 Material & Supplies | 93,026 | 102,452 | 90,548 | | 93,000 | | 93,000 | 0.00% |
| Sub Total | 1,344,822 | 1,206,487 | 1,207,453 | | 1,392,685 | | 1,397,245 | 0.33% |
| Total Instruction | 57,160,824 | 58,464,568 | 60,675,971 | | 63,916,285 | | 66,819,652 | 4.54% |
| District Transportation Services - 5510 | | | | | | | | |
| 160-08-0008 Non Instr. Salaries- Summer Sub | 5,869 | 5,918 | 4,188 | | 4,700 | | 5,000 | 6.38% |
| 160-09-0000 Non Instr. Salaries | 106,661 | 108,338 | 75,617 | 1.06 | 88,271 | 1.25 | 109,576 | 24.14% |
| 400-09-0000 Contractual Services | 8,275 | 4,595 | 25,010 | | 9,775 | | 7,200 | -26.34% |
| Sub Total | 120,805 | 118,851 | 104,815 | 1.06 | 102,746 | 1.25 | 121,776 | 18.52% |
| Contract Transportation - 5540 | | | | | | | | |
| 420-03-0000 In-District Shuttles HAS | 894 | 276 | - | | 1,500 | | 1,500 | 0.00% |
| 420-04-0000 In-District Shuttles PAR | 1,174 | 1,104 | - | | 2,200 | | 1,500 | -31.82% |
| 420-05-0000 In-District Shuttles PUR | 2,168 | 598 | - | | 2,300 | | 1,500 | -34.78% |
| 420-06-0000 In-District Shuttles PRES | 1,003 | 441 | - | | 2,100 | | 1,500 | -28.57% |
| 421-01-0000 HHS Academic Competitions | 33,580 | 25,189 | - | | 16,000 | | 16,000 | 0.00% |
| 421-01-0001 HHS Academic Competitions - Debate | - | - | - | | 10,000 | | 10,000 | 0.00% |
| 421-01-0002 HHS Academic Competitions - DECA | - | - | - | | 9,000 | | 9,000 | 0.00% |
| 422-01-0000 Band Competitions HHS | 13,815 | 5,674 | - | | 16,000 | | 16,000 | 0.00% |
| 422-02-0000 Guidance Transportation LMK | 2,114 | 3,149 | - | | 2,700 | | 2,700 | 0.00% |
| 422-09-0000 Field Trips DW | 16,905 | 932 | 1,489 | | 12,500 | | 12,500 | 0.00% |
| 422-21-0000 Athletic & Band Trans. Mileage | 265,103 | 173,938 | 35,000 | | 280,000 | | 280,000 | 0.00% |
| 422-22-0000 Field Trips Special Ed. | 18,203 | 11,307 | - | | 34,199 | | 34,000 | -0.58% |
| 423-09-0000 Private Carrier- In District | 2,196,095 | 2,270,388 | 2,205,261 | | 2,553,490 | | 2,504,224 | -1.93% |
| 423-09-0001 Private Carrier- Priv/Parochial | 2,232,654 | 2,210,862 | 2,169,411 | | 2,360,371 | | 2,279,672 | -3.42% |
| 423-22-0000 Private Carrier- Special ed | 1,491,730 | 1,492,264 | 1,619,588 | | 1,875,218 | | 2,050,000 | 9.32% |
| 439-09-0000 Fuel - Bus Fleet | 134,784 | 84,790 | 90,707 | | 160,000 | | 170,000 | 6.25% |
| Sub Total | 6,410,222 | 6,280,912 | 6,121,455 | | 7,337,578 | | 7,390,096 | 0.72% |

**Harrison Central School District
2022-23 Proposed Budget
Program Component**

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|----------------------|----------------------|----------------------|---------------|---------------------|---------------|-----------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Public Transportation - 5550 | | | | | | | | |
| 423-09-0000 Public Transportation | 7,927 | 6,588 | 10,206 | | 11,041 | | 9,000 | -18.49% |
| Sub Total | 7,927 | 6,588 | 10,206 | | 11,041 | | 9,000 | -18.49% |
| Boces Transportation - 5581 | | | | | | | | |
| 492-09-0000 Boces Special Ed. | 869 | 2,646 | - | | 5,000 | | 5,000 | 0.00% |
| Sub Total | 869 | 2,646 | - | | 5,000 | | 5,000 | 0.00% |
| Total Transportation | 6,539,823 | 6,408,997 | 6,236,476 | | 7,456,365 | | 7,525,872 | 0.93% |
| Employee Benefits | | | | | | | | |
| 9010 800-09 NYS Employees Retirement | 587,044 | 605,569 | 668,715 | | 720,540 | | 507,074 | -29.63% |
| 9020 800-09 NYS Teachers' Retirement | 5,000,825 | 4,348,877 | 4,822,315 | | 5,195,563 | | 5,509,908 | 6.05% |
| 9030 800-09 Social Security | 3,735,412 | 3,943,474 | 4,077,438 | | 4,187,885 | | 4,351,223 | 3.90% |
| 9040 800-09 Workers Compensation | 367,003 | 373,637 | 369,366 | | 356,425 | | 349,689 | -1.89% |
| 9050 800-09 Unemployment Insurance | 18,636 | 36,407 | 45,609 | | 68,721 | | 69,197 | 0.69% |
| 9060 860-09 Health Insurance | 9,690,359 | 10,157,359 | 10,336,335 | | 10,825,457 | | 11,286,220 | 4.26% |
| 9060 860-09 Health Insurance Waiver | 1,147,816 | 1,346,626 | 1,434,725 | | 1,518,464 | | 1,463,720 | -3.61% |
| 9060.861-09 Medicare Reimbursement | 748,844 | 826,298 | 882,141 | | 934,841 | | 1,099,011 | 17.56% |
| 9060 864-09 Dental/Life Insurance | 725,898 | 742,589 | 767,315 | | 791,532 | | 797,800 | 0.79% |
| 9060 870-09 Accumulated Sick Leave | 26,694 | 11,411 | 143,955 | | - | | - | |
| 9060 871-09 Retirement Incentive | 167,087 | 212,095 | 197,471 | | 125,000 | | 125,000 | 0.00% |
| 9060 872-09 Contractual Attendance | 25,500 | 50,077 | 45,500 | | 40,000 | | | -100.00% |
| Sub Total | 22,241,118 | 22,654,419 | 23,790,886 | | 24,764,427 | | 25,558,842 | 3.21% |
| Interfund Transfers | | | | | | | | |
| 9901 950 00 Interfund Trans. to Special Aid | 130,973 | 147,386 | 104,338 | | 160,000 | | 140,000 | -12.50% |
| Sub Total | 130,973 | 147,386 | 104,338 | | 160,000 | | 140,000 | -12.50% |
| Total Program Component | \$ 86,210,787 | \$ 87,793,446 | \$ 90,950,229 | 530.38 | \$96,537,077 | 533.15 | \$ 100,284,366 | 3.88% |

**Harrison Central School District
2022-23 Proposed Budget
Administrative Component**

| Administrative | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Board of Education - 1010 | | | | | | | | |
| 400-08-0000 Contractual | 22,263 | 21,803 | 22,746 | | 25,250 | | 25,000 | -0.99% |
| 490-08-0000 Boces Serv.-Policy Manuals | 3,400 | 3,500 | 3,500 | | 4,400 | | 18,000 | 0.00% |
| 500-08-0000 Material & Supplies | 390 | 61 | 1,147 | | 650 | | 650 | 0.00% |
| Sub Total | 26,053 | 25,364 | 27,392 | | 30,300 | | 43,650 | 44.06% |
| District Clerk - 1040 | | | | | | | | |
| 160-08-0000 Non Instructional Salary | 20,358 | 20,358 | 20,416 | | 20,765 | | 20,953 | 0.91% |
| Sub Total | 20,358 | 20,358 | 20,416 | | 20,765 | | 20,953 | 0.91% |
| District Meeting - 1060 | | | | | | | | |
| 444-08-0000 Fees Insp. & Clerks | 11,298 | 4,226 | 14,330 | | 13,250 | | 14,750 | 11.32% |
| 490-08-0000 Boces Svcs. | 12,222 | 12,241 | 12,157 | | 14,000 | | 13,000 | -7.14% |
| 500-08-0000 Material & Supplies | 330 | 8,433 | 464 | | 5,500 | | 5,500 | 0.00% |
| Sub Total | 23,850 | 24,900 | 26,952 | | 32,750 | | 33,250 | 1.53% |
| Chief School Administrator - 1240 | | | | | | | | |
| 150-08-0000 Superintendent Salary | 429,431 | 438,020 | 446,781 | 1.00 | 420,660 | 1.00 | 369,661 | -12.12% |
| 160-08-0000 Secretarial | 142,586 | 148,832 | 143,631 | 1.50 | 146,342 | 1.50 | 151,050 | 3.22% |
| 200-08-0000 Equipment | 415 | - | - | | 2,200 | | 2,200 | 0.00% |
| 400-08-0000 Contractual Services | 11,111 | 11,414 | 7,302 | | 13,000 | | 13,000 | 0.00% |
| 490-08-0000 Boces Svcs.- L/R Planning | 9,530 | 10,800 | 10,800 | | 11,200 | | 11,000 | -1.79% |
| 500-08-0000 Material & Supplies | 2,391 | 2,577 | 1,940 | | 2,950 | | 2,950 | 0.00% |
| Sub Total | 595,464 | 611,643 | 610,453 | 2.50 | 596,352 | 2.50 | 549,861 | -7.80% |
| Business Administration - 1310 | | | | | | | | |
| 150-08-0000 Assist. Supt. Salary-Bus. | 265,773 | 273,717 | 278,931 | 1.00 | 255,000 | 1.00 | 261,300 | 2.47% |
| 160-08-0000 Business Staff Salary | 441,197 | 431,188 | 451,926 | 5.00 | 467,024 | 5.00 | 478,733 | 2.51% |
| 160-08-0009 Business Staff O.T. | - | 1,326 | - | | 2,000 | | 2,000 | 0.00% |
| 200-08-0000 Equipment | 974 | - | 310 | | 1,000 | | 1,000 | 0.00% |
| 400-08-0000 Contractual Services | 15,430 | 9,850 | 13,672 | | 12,700 | | 14,200 | 11.81% |
| 401-08-0000 Contractual Benefits | 41,200 | 41,200 | 63,798 | | 11,200 | | - | -100.00% |
| 403-09-0000 Conferences | 2,631 | 421 | 818 | | 3,000 | | 3,500 | 16.67% |
| 461-08-0000 Software Support | 3,200 | 3,200 | 3,200 | | 3,200 | | 3,200 | 0.00% |
| 490-08-0000 Boces Services | 55,663 | 54,986 | 58,560 | | 63,100 | | 68,268 | 8.19% |
| 500-08-0000 Material & Supplies | 7,014 | 6,283 | 3,840 | | 6,000 | | 6,000 | 0.00% |
| Sub Total | 833,082 | 822,171 | 875,054 | 6.00 | 824,224 | 6.00 | 838,201 | 1.70% |

**Harrison Central School District
2022-23 Proposed Budget
Administrative Component**

| Administrative | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|-------------|-------------------|-------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Auditing Services - 1320 | | | | | | | | |
| 400-08-0000 Internal Auditor & Claims Auditor | 31,053 | 29,400 | 37,115 | | 44,500 | | 44,500 | 0.00% |
| 401-08-0000 Contractual Auditing Services | 42,800 | 43,600 | 43,600 | | 45,000 | | 44,500 | -1.11% |
| Sub Total | 73,853 | 73,000 | 80,715 | | 89,500 | | 89,000 | -0.56% |
| Treasurer - 1325 | | | | | | | | |
| 160-08-0000 Treasurer Salary | 145,512 | 151,487 | 152,980 | 1.00 | 150,677 | 1.00 | 142,800 | -5.23% |
| 400-08-0000 Contractual Services | - | - | - | | 300 | | 500 | 66.67% |
| 401-08-0000 Contractual Benefits | 8,500 | 8,500 | 10,000 | | 10,000 | | - | -100.00% |
| Sub Total | 154,012 | 159,987 | 162,980 | 1.00 | 160,977 | 1.00 | 143,300 | -10.98% |
| Purchasing Services - 1345 | | | | | | | | |
| 160-08-0000 Purchasing Agent Salary | 111,396 | 113,710 | 116,000 | 0.94 | 117,534 | 0.75 | 75,000 | -36.19% |
| 400-08-0000 Contractual Services | 36,823 | 39,061 | 25,370 | | 40,000 | | 38,000 | -5.00% |
| Sub Total | 148,219 | 152,771 | 141,370 | 0.94 | 157,534 | 0.75 | 113,000 | -28.27% |
| Total Finance Department | 1,209,166 | 1,207,929 | 1,260,120 | 7.94 | 1,232,235 | 7.75 | 1,183,501 | -3.95% |
| Legal Services - 1420 | | | | | | | | |
| 400-22-0000 Impatual Hearings | 3,115 | 7,712 | 12,508 | | 32,500 | | 32,500 | 0.00% |
| 401-08-0000 Contractual | 134,934 | 110,364 | 130,049 | | 207,500 | | 207,500 | 0.00% |
| Sub Total | 138,049 | 118,076 | 142,557 | | 240,000 | | 240,000 | 0.00% |
| Personnel Services - 1430 | | | | | | | | |
| 150-08-0000 Assist. Supt. Salary | 231,617 | 236,283 | 261,068 | 1.00 | 245,994 | 1.00 | 267,881 | 8.90% |
| 160-08-0000 Secretarial | 187,143 | 194,888 | 192,599 | 2.50 | 199,784 | 2.50 | 203,780 | 2.00% |
| 160-08-0009 Secretarial O.T. | 1,159 | - | - | | 1,400 | | 1,400 | 0.00% |
| 200-08-0000 Equipment | - | 1,821 | - | | 2,500 | | 2,500 | 0.00% |
| 401-08-0000 Contractual Services | 32,516 | 28,461 | 34,967 | | 52,000 | | 52,000 | 0.00% |
| 401-09-0000 Contractual Benefits | 16,200 | 18,200 | 21,200 | | 23,200 | | 10,000 | -56.90% |
| 402-08-0000 Advertising | 1,750 | - | - | | 2,000 | | 2,000 | 0.00% |
| 403-08-0000 Recruiting | 3,692 | 325 | 700 | | 5,900 | | 5,900 | 0.00% |
| 490-08-0000 Boces Svcs. Recruiting | 66,661 | 43,534 | 32,161 | | 65,000 | | 27,424 | -57.81% |
| 500-08-0000 Material & Supplies | 1,540 | 1,442 | 960 | | 2,750 | | 2,750 | 0.00% |
| Sub Total | 542,278 | 524,954 | 543,654 | 3.50 | 600,528 | 3.50 | 575,635 | -4.15% |

**Harrison Central School District
2022-23 Proposed Budget
Administrative Component**

| Administrative | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|-------------|-------------------|-------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Records Management - 1460 | | | | | | | | |
| 160-08-0000 Records Management Officer | 2,837 | 2,837 | 2,837 | | 2,936 | | 2,936 | 0.00% |
| Sub Total | 2,837 | 2,837 | 2,837 | | 2,936 | | 2,936 | 0.00% |
| Public Information - 1480 | | | | | | | | |
| 401-08-0000 School & Comm. Related | 3,637 | 2,980 | 745 | | 6,000 | | 6,000 | 0.00% |
| 402-08-0000 Legal Notices | 11,114 | 4,227 | 11,814 | | 11,500 | | 12,000 | 4.35% |
| 446-08-0000 Consultant | 53,100 | 65,540 | 68,162 | | 72,000 | | 72,000 | 0.00% |
| 500-08-0000 Material & Supplies | 96 | 96 | - | | 500 | | 500 | 0.00% |
| 501.08.0000 D.W. Newsletters | 5,883 | 2,676 | 1,447 | | 4,750 | | 4,750 | 0.00% |
| Sub Total | 73,830 | 75,519 | 82,168 | | 94,750 | | 95,250 | 0.53% |
| Total Staff | 756,994 | 721,386 | 771,216 | | 938,214 | | 913,821 | -2.60% |
| Central Printing & Mailing - 1670 | | | | | | | | |
| 160-09-0000 Clerical Salary | 65,634 | 67,246 | 68,033 | 1.00 | 68,800 | 1.00 | 70,176 | 2.00% |
| 400-01-0000 Postage - HHS | 10,042 | 12,642 | - | | 23,000 | | 23,000 | 0.00% |
| 400-02-0000 Postage - LMK | 2,800 | 2,616 | 1,700 | | 9,600 | | 9,600 | 0.00% |
| 400-03-0000 Postage - HAS | 1,900 | 2,000 | 2,200 | | 2,400 | | 2,400 | 0.00% |
| 400-04-0000 Postage - PARSONS | 1,450 | 2,000 | 2,300 | | 2,400 | | 2,400 | 0.00% |
| 400-05-0000 Postage - PURCHASE | 1,200 | 1,300 | 1,800 | | 2,100 | | 2,100 | 0.00% |
| 400-06-0000 Postage - PRESTON | 1,050 | 1,400 | 1,500 | | 1,600 | | 1,600 | 0.00% |
| 400-08-0000 Postage - DW | 11,227 | 29,267 | 8,741 | | 16,000 | | 16,000 | 0.00% |
| 400-09-0000 Contractual Services | 1,898 | 1,608 | 2,127 | | 2,700 | | 2,700 | 0.00% |
| 400-22-0000 Postage - Special ED. | 6,550 | 4,700 | 3,000 | | 8,200 | | 8,200 | 0.00% |
| 410-09-0000 Copier Lease-Administrative | 39,880 | 31,980 | 32,500 | | 41,000 | | 41,000 | 0.00% |
| 411-09-0000 Print Management Service | 1,950 | 5,070 | 5,400 | | 5,200 | | 5,400 | 3.85% |
| 500-09-0000 Material & Supplies | 12,555 | 7,188 | 6,674 | | 13,000 | | 13,000 | 0.00% |
| Sub Total | 158,136 | 169,017 | 135,976 | 1.00 | 196,000 | 1.00 | 197,576 | 0.80% |
| Central Data Operations - 1680 | | | | | | | | |
| 161-09-0000 Computer System Analyst | 299,106 | 306,114 | 310,532 | 3.00 | 315,192 | 3.00 | 322,130 | 2.20% |
| 161-09-0009 Computer System Analyst- O.T. | 14,547 | 17,573 | 23,453 | | 20,000 | | 20,000 | 0.00% |
| 200-09-0000 Equipment | 109,612 | 119,928 | 116,932 | | 104,700 | | 105,000 | 0.29% |
| 400-09-0000 Contractual Services | 434,761 | 448,724 | 435,731 | | 262,080 | | - | -100.00% |
| 412-09-0000 Software Support | 75,828 | 110,869 | 92,692 | | 95,900 | | 89,100 | -7.09% |
| 460-09-0000 Software | 84,377 | 70,267 | 87,017 | | 66,050 | | 47,300 | -28.39% |
| 490-09-0000 Boces Services | 32,753 | 37,432 | 60,231 | | 35,000 | | 86,450 | 147.00% |
| 500-09-0000 Material & Supplies | 5,786 | 7,259 | 6,448 | | 7,500 | | 7,500 | 0.00% |
| Sub Total | 1,056,770 | 1,118,166 | 1,133,037 | 3.00 | 906,422 | 3.00 | 677,480 | -25.26% |

**Harrison Central School District
2022-23 Proposed Budget
Administrative Component**

| Administrative | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|--------------|-------------------|--------------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Special Items | | | | | | | | |
| 1910 424-09 Insurance | 298,075 | 328,081 | 345,088 | | 360,443 | | 393,750 | 9.24% |
| 1910 425-08 Student Accident Insurance | 43,000 | 46,601 | 45,324 | | 55,000 | | 45,000 | -18.18% |
| 1920 400-09 School Association Dues | 7,369 | 6,958 | 6,231 | | 8,300 | | 8,000 | -3.61% |
| 1981 490-09 Boces Administrative Charge | 473,975 | 542,854 | 537,229 | | 630,074 | | 636,394 | 1.00% |
| Sub Total | 822,419 | 924,494 | 933,872 | | 1,053,817 | | 1,083,144 | 2.78% |
| | | | | | | | | |
| Total General Support | 4,669,210 | 4,823,257 | 4,919,433 | 17.94 | 5,006,855 | 17.75 | 4,703,236 | -6.06% |
| | | | | | | | | |
| Curriculum Development - 2010 | | | | | | | | |
| 150-09-0000 Salaries - Instructional | 246,202 | 246,183 | 254,815 | 1.50 | 371,647 | 1.00 | 256,200 | -31.06% |
| 160-09-0000 Salaries - Clerical | 75,196 | 78,344 | 78,247 | 1.00 | 85,681 | 1.00 | 91,802 | 7.14% |
| 401-08-0000 Contractual Benefits | 11,200 | 11,200 | 11,200 | | 11,200 | | - | -100.00% |
| 401-09-0000 Tri- State | 1,850 | 7,500 | 7,850 | | 7,500 | | 8,000 | 6.67% |
| 490-09-0000 Boces Testing | 76,558 | 74,570 | 74,558 | | 82,000 | | 75,346 | -8.11% |
| 500-09-0000 Material & Supplies | 1,489 | 1,747 | 1,067 | | 2,900 | | 2,900 | 0.00% |
| Sub Total | 412,495 | 419,544 | 427,737 | 2.50 | 560,928 | 2.00 | 434,248 | -22.58% |
| | | | | | | | | |
| Technology - District Wide 2011 | | | | | | | | |
| 150-09-0000 Salaries - Instructional | 188,295 | 191,961 | 197,300 | 1.00 | 200,161 | 1.00 | 203,742 | 1.79% |
| 160-09-0009 Salaries - Non- Instructional OT | - | - | - | - | 1,600 | - | 1,600 | 0.00% |
| Sub Total | 188,295 | 191,961 | 197,300 | 1.00 | 201,761 | 1.00 | 205,342 | 1.77% |
| | | | | | | | | |
| Supervision - Regular School - 2020 | | | | | | | | |
| 150-01-0000 Principal/ Asst. Principal HHS | 689,826 | 705,300 | 727,666 | 4.00 | 742,342 | 4.00 | 755,581 | 1.78% |
| 150-02-0000 Principal/ Asst. Principal LMK | 479,492 | 490,982 | 508,080 | 3.00 | 511,169 | 3.00 | 513,001 | 0.36% |
| 150-03-0000 Principal/ Asst. Principal HAS | 317,621 | 323,873 | 334,851 | 2.00 | 343,875 | 2.00 | 350,039 | 1.79% |
| 150-04-0000 Principal/ Asst. Principal PAR | 319,982 | 326,221 | 338,286 | 2.00 | 343,200 | 2.00 | 351,851 | 2.52% |
| 150-05-0000 Principal/ Asst. Principal PUR | 167,333 | 171,620 | 176,092 | 1.00 | 178,672 | 1.00 | 184,402 | 3.21% |
| 150-06-0000 Principal/ Asst. Principal PRE | 181,920 | 186,458 | 191,687 | 1.00 | 194,463 | 1.00 | 199,338 | 2.51% |
| 150-09-0000 Supervisors District-Wide | 843,843 | 1,030,828 | 1,058,223 | 7.00 | 1,160,318 | 7.00 | 1,153,932 | -0.55% |
| 150-09-0009 Instr. Sal. Add'l. Hrs. | 128,753 | 133,661 | 126,585 | | 147,500 | | 238,315 | 61.57% |
| 150-21-0000 Athletic Director Salary | 298,742 | 304,717 | 322,105 | 2.00 | 334,974 | 2.00 | 341,095 | 1.83% |
| 160-01-0000 Secretarial Salary HHS | 396,684 | 414,291 | 386,396 | 7.00 | 433,380 | 6.00 | 383,524 | -11.50% |
| 160-01-0009 Secretarial Salary HHS- O.T. | 1,385 | 744 | 1,856 | | 1,800 | | 1,800 | 0.00% |
| 160-02-0000 Secretarial Salary LMK | 162,353 | 174,038 | 153,832 | 3.00 | 195,812 | 3.00 | 200,153 | 2.22% |
| 160-02-0009 Secretarial Salary LMK- O.T. | 6,256 | 1,214 | 2,371 | | 4,500 | | 4,500 | 0.00% |
| 160-03-0000 Secretarial Salary HAS | 110,306 | 112,181 | 118,286 | 2.00 | 121,582 | 2.00 | 125,564 | 3.28% |
| 160-03-0009 Secretarial Salary HAS- O.T. | 2,017 | 2,014 | 1,346 | | 2,500 | | 2,500 | 0.00% |
| 160-04-0000 Secretarial Salary PAR | 67,615 | 71,537 | 72,656 | 1.00 | 73,052 | 1.00 | 74,513 | 2.00% |
| 160-04-0009 Secretarial Salary PAR- O.T. | 10,823 | 5,618 | 8,838 | | 6,500 | | 6,500 | 0.00% |
| 160-05-0000 Secretarial Salary PUR | 71,929 | 73,565 | 83,149 | 2.00 | 118,798 | 2.00 | 131,207 | 10.45% |

**Harrison Central School District
2022-23 Proposed Budget
Administrative Component**

| Administrative | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 160-05-0008 Secretarial Salary PUR Subs | - | - | 4,064 | | - | | - | |
| 160-05-0009 Secretarial Salary PUR- O.T. | - | - | 305 | | - | | - | |
| 160-06-0000 Secretarial Salary PRES | 125,448 | 100,803 | 113,912 | 2.00 | 115,166 | 2.00 | 118,583 | 2.97% |
| 160-06-0009 Secretarial Salary PRES- O.T. | 2,140 | - | - | | 1,800 | | 1,800 | 0.00% |
| 160-09-0000 Secretarial Salary - DW Spvr. | 213,622 | 193,905 | 179,372 | 2.00 | 145,408 | 2.00 | 149,868 | 3.07% |
| 160-21-0000 Secretarial Salary - Athletics | 72,870 | 74,223 | 75,204 | 1.00 | 76,079 | 1.00 | 77,601 | 2.00% |
| 200-01-0000 Equipment HHS | - | 1,505 | - | | 2,000 | | 2,000 | 0.00% |
| 200-04-0000 Equipment PAR | 481 | 1,181 | 674 | | 2,500 | | 2,500 | 0.00% |
| 200-06-0000 Equipment PRES | - | - | - | | 1,000 | | 1,000 | 0.00% |
| 200-21-0000 Equipment - Athletics | - | 318 | 839 | | 1,000 | | 1,000 | 0.00% |
| 400-01-0000 Contractual Services HHS | 183 | 294 | 789 | | 1,000 | | 1,000 | 0.00% |
| 400-02-0000 Contractual Services LMK | 650 | 828 | 739 | | 1,500 | | 1,500 | 0.00% |
| 400-03-0000 Contractual Services HAS | 4,175 | 3,280 | 859 | | 6,000 | | 6,000 | 0.00% |
| 400-04-0000 Contractual Services PAR | 3,100 | 16,955 | 605 | | 4,000 | | 4,000 | 0.00% |
| 400-05-0000 Contractual Services PUR | 2,995 | 3,679 | 1,261 | | 4,500 | | 4,500 | 0.00% |
| 400-06-0000 Contractual Services PRES | 3,294 | 3,698 | 208 | | 3,700 | | 3,700 | 0.00% |
| 400-08-0000 Tuition Reimbursement | 10,000 | 4,880 | 5,000 | | 15,000 | | 15,000 | 0.00% |
| 400-21-0000 Contractual Services-Athletics | 9,430 | 7,338 | 9,117 | | 10,400 | | 10,400 | 0.00% |
| 401-09-0000 Contractual Admin. (meetings) | 3,750 | 3,900 | 3,750 | | 3,900 | | 3,900 | 0.00% |
| 500-01-0000 Material & Supplies HHS | 641 | 2,139 | 1,233 | | 3,100 | | 3,100 | 0.00% |
| 500-02-0000 Material & Supplies LMK | 4,918 | 3,481 | 8,761 | | 12,000 | | 12,000 | 0.00% |
| 500-03-0000 Material & Supplies HAS | 3,496 | 3,307 | 4,427 | | 6,000 | | 6,000 | 0.00% |
| 500-03-0009 K-5 Paper HAS | 6,458 | 6,294 | 3,785 | | 6,300 | | 6,300 | 0.00% |
| 500-04-0000 Material & Supplies PAR | 6,211 | 7,324 | 6,429 | | 7,500 | | 7,500 | 0.00% |
| 500-04-0009 Copier Supplies PAR | 4,705 | 5,191 | 4,370 | | 5,200 | | 5,200 | 0.00% |
| 500-05-0000 Material & Supplies PUR | 2,461 | 917 | 1,454 | | 3,000 | | 3,000 | 0.00% |
| 500-05-0009 K-5 Paper PUR | 3,627 | 3,283 | - | | 4,000 | | 4,000 | 0.00% |
| 500-06-0000 Material & Supplies PRES | 2,518 | 2,157 | 1,159 | | 2,500 | | 2,500 | 0.00% |
| 500-06-0009 K-5 Paper PRES | 4,487 | 5,323 | 2,550 | | 6,000 | | 6,000 | 0.00% |
| 500-21-0000 Material & Supplies - Athletics | 1,148 | 1,412 | 1,530 | | 2,500 | | 2,500 | 0.00% |
| 502-09-0001 Supplies K-12 Math | 1,245 | 951 | 3,998 | | 1,500 | 3,998 | 1,500 | 0.00% |
| 502-09-0002 Supplies K-12 ELA | 878 | 667 | 1,044 | | 1,500 | | 1,500 | 0.00% |
| 502-09-0003 Supplies Elementary Ed | 142 | - | - | | 1,500 | | 1,500 | 0.00% |
| 502-09-0004 Supplies K-12 Social Studies | 824 | 884 | 375 | | 1,500 | | 1,500 | 0.00% |
| 502-09-0005 Supplies K-12 Science | 952 | 513 | 244 | | 1,500 | | 1,500 | 0.00% |
| 502-09-0006 Curr. Supv. - Math Secondary | 139 | - | - | | 1,500 | | 1,500 | 0.00% |
| 502-09-0007 Supplies K-12 LOTE/ESL | 697 | 652 | 175 | | 1,500 | | 1,500 | 0.00% |
| 502-09-0008 Supplies Fine & Performing Arts | 298 | 2,038 | 312 | | 1,000 | | 2,000 | 100.00% |
| Sub Total | 4,754,863 | 4,992,182 | 5,050,851 | 42.00 | 5,378,990 | 41.00 | 5,492,767 | 2.12% |

**Harrison Central School District
2022-23 Proposed Budget
Administrative Component**

| Administrative | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|----------------------|----------------------|----------------------|--------------|----------------------|--------------|----------------------|----------------|
| | Actual | Actual | Actual | | Adopted | | Proposed | Budget to |
| | Expenses | Expenses | Expenses | FTE | Budget | FTE | Budget | Budget % Inc. |
| Special Ed. Supv. - 2022 | | | | | | | | |
| 150-22-0000 Instructional Salaries | 474,182 | 480,618 | 488,385 | 3.00 | 505,784 | 3.00 | 514,990 | 1.82% |
| 160-22-0000 Clerical Salaries | 220,504 | 243,424 | 249,567 | 4.00 | 261,082 | 4.00 | 270,043 | 3.43% |
| 160-22-0009 Clerical Salaries O.T. | 4,829 | 655 | 1,742 | | 7,000 | | 7,000 | 0.00% |
| 400-22-0000 Contractual Services | 2,736 | 369 | 409 | | 3,500 | | 500 | -85.71% |
| 500-22-0000 Material & Supplies | 5,283 | 2,915 | 3,135 | | 5,000 | | 4,500 | -10.00% |
| Sub Total | 707,534 | 727,981 | 743,238 | 7.00 | 782,366 | 7.00 | 797,033 | 1.87% |
| | | | | | | | | |
| Total Curriculum & Supervision | 6,063,187 | 6,331,668 | 6,419,125 | 52.50 | 6,924,045 | 51.00 | 6,929,390 | 0.08% |
| | | | | | | | | |
| Employee Benefits | | | | | | | | |
| 9010-800-09 NYS Employees Retirement | 399,856 | 400,668 | 430,773 | | 453,856 | | 316,167 | -30.34% |
| 9020-800-09 NYS Teachers' Retirement | 569,180 | 504,545 | 552,084 | | 604,807 | | 615,441 | 1.76% |
| 9030-800-09 Social Security | 608,071 | 642,430 | 651,990 | | 679,377 | | 678,013 | -0.20% |
| 9040-800-09 Workers Compensation | 59,743 | 60,869 | 59,062 | | 57,821 | | 54,489 | -5.76% |
| 9050-800-09 Unemployment Insurance | 3,034 | 5,931 | 7,293 | | 11,148 | | 10,782 | -3.29% |
| 9060-860-09 Health Insurance | 1,577,452 | 1,654,732 | 1,652,800 | | 1,756,153 | | 1,758,633 | 0.14% |
| 9060-860-09 Health Insurance Waiver | 186,848 | 219,378 | 229,415 | | 246,332 | | 228,079 | -7.41% |
| 9060-861-09 Medicare Reimbursement | 121,901 | 134,612 | 141,056 | | 151,654 | | 171,249 | 12.92% |
| 9060-864-09 Dental/Life Insurance | 118,166 | 120,975 | 122,695 | | 128,406 | | 124,314 | -3.19% |
| 9060-870-09 Accumulated Sick Leave | 4,345 | 1,859 | 23,019 | | - | | - | |
| Sub Total | 3,648,596 | 3,745,999 | 3,870,188 | | 4,089,554 | | 3,957,167 | -3.24% |
| | | | | | | | | |
| Total Administrative Component | \$ 14,380,993 | \$ 14,900,924 | \$ 15,208,747 | 70.44 | \$ 16,020,454 | 68.75 | \$ 15,589,793 | -2.69% |

**Harrison Central School District
2022-23 Proposed Budget
Capital Component**

| Capital | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|--|--------------------|--------------------|--------------------|---------|-------------------|---------|--------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| Operation of Plant - 1620 | | | | | | | | |
| 160-08-0000 Director of Facilities Salary | 180,308 | 185,278 | 194,890 | 1.00 | 191,550 | 1.00 | 195,407 | 2.01% |
| 160-09-0000 District-Wide Custodians | 2,357,431 | 2,432,517 | 2,426,006 | 38.50 | 2,610,301 | 39.00 | 2,630,337 | 0.77% |
| 160-09-0001 Clerical Salary | 65,975 | 68,603 | 16,839 | 1.00 | 64,765 | 1.00 | 74,307 | 14.73% |
| 160-09-0009 Clerical Salary-O.T. | - | - | - | | 1,200 | | 1,200 | 0.00% |
| 161-09-0009 Per Diem Subs Salary | 35,861 | 30,340 | 46,632 | | 60,000 | | 60,000 | 0.00% |
| 162-09-0000 Courier Salary | 21,362 | 15,242 | 19,801 | | 24,000 | 0.50 | 19,200 | -20.00% |
| 162-09-0009 Custodial O.T. | 20,600 | 21,682 | 21,002 | | 34,000 | | 34,000 | 0.00% |
| 163-09-0000 Absence Coverage | 1,237 | 1,288 | 1,515 | | 4,500 | | 4,500 | 0.00% |
| 163-09-0009 Sal. Summer Wiring Tech./Security | 35,377 | 13,365 | 10,575 | | 40,000 | | 40,000 | 0.00% |
| 164-09-0000 O.T. Building Checks | 53,065 | 52,435 | 55,967 | | 59,000 | | 59,000 | 0.00% |
| 165-09-0000 O.T. Construction | 52,079 | 20,477 | 5,828 | | 35,000 | | 35,000 | 0.00% |
| 166-09-0000 O.T. Recreation Dept. | 8,275 | (10,050) | (46) | | 6,500 | | 6,500 | 0.00% |
| 167-09-0000 O.T. Athletics | 22,279 | 16,702 | 4,401 | | 29,000 | | 29,000 | 0.00% |
| 168-09-0000 O.T. Snow Removal | 2,946 | 4,347 | 7,226 | | 18,000 | | 18,000 | 0.00% |
| 169-09-0000 O.T. Other | - | - | - | | 1,000 | | 1,000 | 0.00% |
| 200-08-0000 Equipment | 18,387 | 56,818 | 37,997 | | 45,000 | | 45,000 | 0.00% |
| 202-09-0000 Equipment-Telephone | 300 | 1,279 | - | | 800 | | 800 | 0.00% |
| 400-09-0000 Contractual Services | 285,799 | 399,665 | 232,233 | | 295,000 | | 295,000 | 0.00% |
| 432-09-0000 Gas | 374,987 | 375,089 | 435,247 | | 420,000 | | 514,600 | 22.52% |
| 433-09-0000 Electricity | 538,945 | 425,301 | 505,165 | | 535,000 | | 650,000 | 21.50% |
| 434-09-0000 Telephone | 241,906 | 250,196 | 213,368 | | 239,000 | | 231,886 | -2.98% |
| 435-09-0000 Water | 75,037 | 72,922 | 64,189 | | 92,000 | | 92,000 | 0.00% |
| 438-09-0000 Uniforms & Shoes | 15,471 | 16,474 | 15,610 | | 17,500 | | 17,500 | 0.00% |
| 439-09-0000 Fuel - Vehicles | 17,486 | 14,218 | 14,576 | | 23,000 | | 23,000 | 0.00% |
| 440-09-0000 Professional Devel. Tuition Reimb. | 1,045 | 665 | 465 | | - | | - | |
| 464-09-0000 Building Repairs-Capital | 1,053,485 | 1,120,528 | 569,339 | | 395,000 | | 395,000 | 0.00% |
| 465-09-0000 Repairs | 572,540 | 607,560 | 487,242 | | 310,000 | | 310,000 | 0.00% |
| 465-09-0001 Repairs - Equipment | 17,244 | 1,462 | 11,605 | | 17,000 | | 17,000 | 0.00% |
| 466-09-0000 Repairs - Vehicles | 24,331 | 30,099 | 15,544 | | 26,000 | | 26,000 | 0.00% |
| 468-09-0000 DW Health & Safety | 39,629 | 23,211 | 453,436 | | 32,000 | | 32,000 | 0.00% |
| 469-09-0000 COVID-19 Expenses | - | 28,241 | 763,653 | | - | | - | |
| 470-09-0000 Professional Services | 138,388 | 71,009 | 96,523 | | 65,000 | | 65,000 | 0.00% |
| 490-09-0000 Boces Services | 12,662 | 5,868 | 6,047 | | 6,500 | | 9,904 | 52.37% |
| 500-09-0000 Material & Supplies | 249,306 | 194,528 | 229,585 | | 222,500 | | 222,500 | 0.00% |
| Sub Total | 6,533,743 | 6,547,359 | 6,962,460 | 40.50 | 5,920,116 | 41.50 | 6,154,641 | 3.96% |
| Maintenance of Plant - 1621 | | | | | | | | |
| 160-09-0000 Maintenance Staff Salaries | 821,002 | 853,303 | 845,684 | 10.00 | 864,261 | 10.00 | 879,442 | 1.76% |
| 162-09-0009 Maintenance O.T. | 2,799 | 1,598 | 7,763 | | 12,000 | | 12,000 | 0.00% |
| 163-09-0000 Absence Coverage O.T. | - | 910 | - | | - | | - | |
| 164-09-0000 Building Check O.T. | - | 649 | 189 | | 800 | | 800 | 0.00% |
| 165-09-0000 Construction O.T. | 174,240 | 121,533 | 27,032 | | 115,000 | | 115,000 | 0.00% |
| 166-09-0000 Recreation Dept. O.T. | 126 | - | - | | 500 | | 500 | 0.00% |
| 167-09-0000 Athletics O.T. | 5,186 | 733 | 874 | | 7,500 | | 7,500 | 0.00% |
| 168-09-0000 Snow Removal O.T. | 3,819 | 3,556 | 13,995 | | 15,000 | | 15,000 | 0.00% |

**Harrison Central School District
2022-23 Proposed Budget
Capital Component**

| Capital | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | 2022-23 | | 21-22 vs 22-23 |
|---|----------------------|----------------------|----------------------|--------------|----------------------|--------------|----------------------|----------------------------|
| | Actual Expenses | Actual Expenses | Actual Expenses | FTE | Adopted Budget | FTE | Proposed Budget | Budget to Budget % Inc. |
| 200-09-0000 Equipment | 86,997 | 67,810 | 25,000 | | 32,000 | | 32,000 | 0.00% |
| 500-09-0001 Upkeep/Improv. Of Grounds | 36,086 | 22,942 | 27,597 | | 38,000 | | 38,000 | 0.00% |
| 500-11-0000 Material & Supplies | 20,779 | 34,720 | 6,325 | | 30,000 | | 30,000 | 0.00% |
| Sub Total | 1,151,034 | 1,107,754 | 954,459 | 10.00 | 1,115,061 | 10.00 | 1,130,242 | 1.36% |
| Special Items | | | | | | | | |
| 1930-400-09 Judgments & Claims | 258,683 | 67,032 | 409,401 | | - | | - | |
| 1950-400-09 Assessments | 116,539 | 126,970 | 124,414 | | 127,000 | | 127,000 | 0.00% |
| 1964-400-09 Refund on Real Property Taxes | - | - | - | | - | | 150,000 | |
| Sub Total | 375,222 | 194,002 | 533,815 | | 127,000 | | 277,000 | 118.11% |
| Total General Support | 8,059,999 | 7,849,115 | 8,450,734 | 50.50 | 7,162,177 | 51.50 | 7,561,883 | 5.58% |
| Employee Benefits | | | | | | | | |
| 9010 800-09 NYS Employees Retirement | 519,260 | 515,255 | 529,781 | | 602,882 | | 426,759 | -29.21% |
| 9030 800-09 Social Security | 285,195 | 288,368 | 276,969 | | 312,656 | | 315,708 | 0.98% |
| 9040 800-09 Workers Compensation | 28,020 | 27,322 | 25,090 | | 26,610 | | 25,372 | -4.65% |
| 9050 800-09 Unemployment Insurance | 1,423 | 2,662 | 3,098 | | 5,131 | | 5,021 | -2.14% |
| 9060 860-09 Health Insurance | 739,849 | 742,761 | 702,118 | | 808,200 | | 818,885 | 1.32% |
| 9060 860-09 Health Insurance Waiver | 87,635 | 98,473 | 97,457 | | 113,365 | | 106,202 | -6.32% |
| 9060.861-09 Medicare Reimbursement | 57,173 | 60,423 | 59,921 | | 69,793 | | 79,740 | 14.25% |
| 9060 864-09 Dental/Life Insurance | 55,422 | 54,302 | 52,122 | | 59,094 | | 57,885 | -2.05% |
| 9060 870-09 Accumulated Sick Leave | 2,038 | 834 | 9,778 | | - | | | |
| Sub Total | 1,776,015 | 1,790,400 | 1,756,334 | | 1,997,730 | | 1,835,572 | -8.12% |
| Debt Service | | | | | | | | |
| 9711-600-09 Serial Bonds Principal - \$22.58M | 485,000 | 470,000 | 485,000 | | 500,000 | | 515,000 | 3.00% |
| 9711-601-09 Serial Bonds Principal - \$19.38M | - | 300,000 | 415,000 | | 425,000 | | 440,000 | 3.53% |
| 9711-602-09 Serial Bonds Principal - \$4.3M | - | - | 185,000 | | 155,000 | | 160,000 | 3.23% |
| 9711-700-09 Serial Bonds Interest - \$22.58M | 726,972 | 739,658 | 725,558 | | 711,008 | | 696,008 | -2.11% |
| 9711-701-09 Serial Bonds Interest - \$19.38M | - | 739,845 | 625,838 | | 613,237 | | 600,263 | -2.12% |
| 9711-702-09 Serial Bonds Interest - \$4.3M | - | - | 83,246 | | 114,587 | | 106,837 | -6.76% |
| 9789-600-09 EPC Principal - \$6.9M | 260,036 | 316,130 | 324,656 | | 333,413 | | 342,405 | 2.70% |
| 9789-700-09 EPC Interest - \$6.9M | 233,718 | 177,624 | 157,850 | | 160,342 | | 151,350 | -5.61% |
| Sub Total | 1,705,726 | 2,743,256 | 3,002,147 | | 3,012,587 | | 3,011,863 | -0.02% |
| Interfund Transfers | | | | | | | | |
| 9950 960-00 Interfund Trans. to Capital | 1,883,268 | 1,105,738 | 620,000 | | 828,000 | | 2,028,000 | 144.93% |
| Sub Total | 1,883,268 | 1,105,738 | 620,000 | | 828,000 | | 2,028,000 | 144.93% |
| Total Capital Component | \$ 13,425,008 | \$ 13,488,509 | \$ 13,829,214 | 50.50 | \$ 13,000,494 | 51.50 | \$ 14,437,318 | 11.05% |

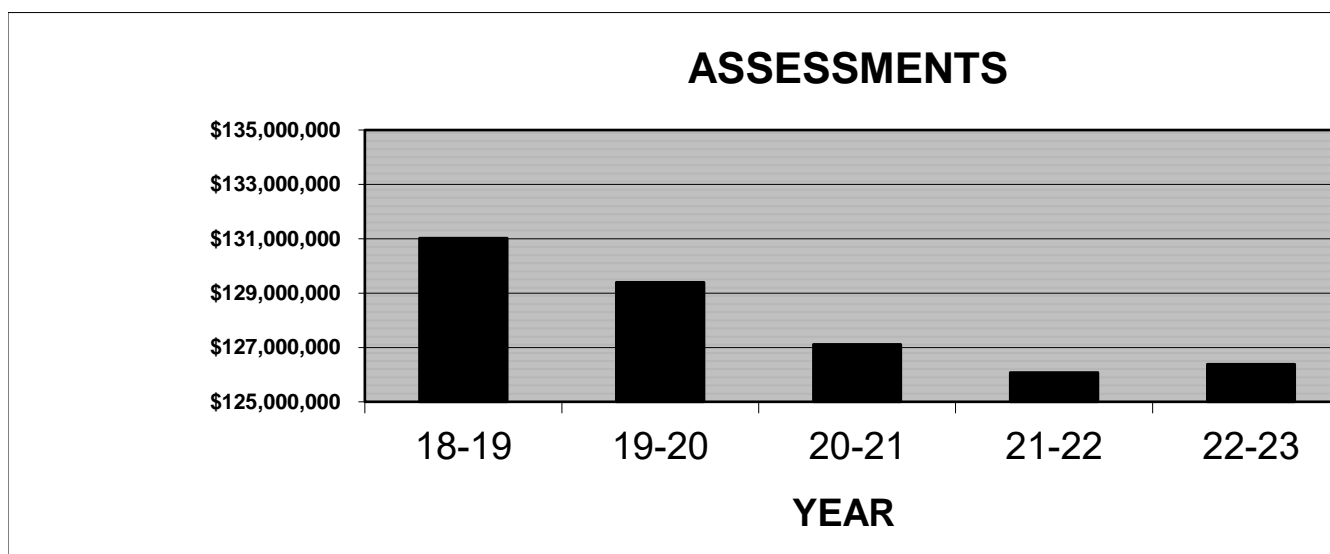
HARRISON CENTRAL SCHOOL DISTRICT RELATED INFORMATION



2022/2023 BUDGET

HARRISON CENTRAL SCHOOL DISTRICT FIVE YEAR TAXABLE ASSESSED VALUE HISTORY

| SCHOOL YEAR | ASSESSMENT ROLL | TAX ROLL | ACTUAL ASSESSED VALUE | % INCREASE |
|-------------|-----------------|----------|------------------------|------------|
| 2018-2019 | 2017 | 2018 | \$131,022,758 | -0.62% |
| 2019-2020 | 2018 | 2019 | \$129,395,544 | -1.24% |
| 2020-2021 | 2019 | 2020 | \$127,113,340 | -1.76% |
| 2021-2022 | 2020 | 2021 | \$126,075,019 | -0.82% |
| 2022-2023 | 2021 | 2022 | \$126,377,988 Estimate | 0.24% |



Tax rates are determined by calculating the amount of the tax levy divided by the total assessments on properties within the Harrison Central School District. The total is then divided by 1,000 to determine the tax rate per \$1,000 of property value as determined by the Town of Harrison Assessor.

This year, the assessments used to determine the tax rate for the 2022/2023 increased by 0.24%.

HARRISON CENTRAL SCHOOL DISTRICT

FIVE YEAR BUDGET ANALYSIS

| SCHOOL YEAR | EXPENDITURE BUDGET | % INCREASE |
|-------------|--------------------|------------|
| 2018-2019 | \$116,705,656 | 4.20% |
| 2019-2020 | \$119,409,331 | 2.32% |
| 2020-2021 | \$123,428,299 | 3.37% |
| 2021-2022 | \$125,558,025 | 1.73% |
| 2022-2023 | \$130,311,477 | 3.79% |

FIVE YEAR NON-PROPERTY TAX REVENUE HISTORY

| SCHOOL YEAR | NON-PROPERTY TAX ESTIMATED REVENUES | % INCREASE |
|-------------|-------------------------------------|------------|
| 2018-2019 | \$9,432,668 | 15.11% |
| 2019-2020 | \$9,704,980 | 2.89% |
| 2020-2021 | \$9,838,109 | 1.37% |
| 2021-2022 | \$10,017,081 | 1.82% |
| 2022-2023 | \$10,218,182 | 2.01% |

HARRISON CENTRAL SCHOOL DISTRICT FIVE YEAR TAX RATE AND LEVY HISTORY

| SCHOOL YEAR | TAX RATE PER \$1,000 ASSESSED VALUE | \$ INCREASE | % INCREASE |
|-------------|-------------------------------------|-------------|------------|
| 2018-19 | \$808.71 | \$31.04 | 3.99% |
| 2019-20 | \$838.28 | \$29.57 | 3.66% |
| 2020-21 | \$871.42 | \$33.14 | 3.95% |
| 2021-22* | \$895.19 | \$23.77 | 2.73% |
| 2022-23** | \$919.01 | \$23.82 | 2.66% |

* Revised to actual tax rate

** Estimated rate based on preliminary assessments

FIVE YEAR TAX LEVY HISTORY

| SCHOOL YEAR | TAX LEVY | % INCREASE |
|-------------|---------------|------------|
| 2018-19 | \$106,272,988 | 3.38% |
| 2019-20 | \$108,704,351 | 2.29% |
| 2020-21 | \$110,990,190 | 2.10% |
| 2021-22 | \$113,090,944 | 1.89% |
| 2022-23 | \$116,318,295 | 2.85% |

HARRISON CENTRAL SCHOOL DISTRICT

ENROLLMENT HISTORY

| SCHOOL | GRADES | 17/18 | 18/19 | 19/20 | 20/21 | PROJECTED 21/22 | ACTUAL 21/22 | PROJECTED 22/23 |
|-------------------------------|---------------|---------------|---------------|--------------|---------------|----------------------------|-------------------------|----------------------------|
| Elementary | K-5 | 1,695 | 1,690 | 1,742 | 1,679 | 1,722 | 1,734 | 1,719 |
| Middle | 6-8 | 834 | 814 | 851 | 806 | 792 | 809 | 835 |
| High | 9-12 | 1,075 | 1,098 | 1,062 | 1,100 | 1,081 | 1,075 | 1,061 |
| TOTALS | | 3,604 | 3,602 | 3,655 | 3,585 | 3,595 | 3,618 | 3,615 |
| Change from prior year | | -0.19% | -0.06% | 1.47% | -1.92% | 0.28% | 0.92% | -0.08% |

Information is based on BEDS reports filed with the state as of October 1 of each school year.

****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/mgtsserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2022-23 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 25, 2022

Form Preparer Name:

TIMOTHY P. WHIPPLE

Preparer's Telephone Number:

914-630-3008

| Shaded Fields Will Calculate | Budgeted 2021-22 (A) | Proposed Budget 2022-23 (B) | Percent Change (C) |
|--|-------------------------------------|--|-----------------------------------|
| Total Budgeted Amount, not including Separate Propositions | 125,558,025 | 130,311,477 | 3.79 % |
| A. Proposed Tax Levy to Support the Total Budgeted Amount ¹ | 113,090,944 | 116,318,296 | |
| 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) | 113,090,944 | 116,318,296 | 2.85 % |
| F. Permissible Exclusions to the School Tax Levy Limit | 3,888,791 | 3,877,257 | |
| G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³ | 109,202,153 | 112,441,039 | |
| 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) | 109,202,153 | 112,441,039 | |
| I. Difference: (G-H); (negative value requires 60.0% voter approval) ² | 0 | 0 | |
| Public School Enrollment | 3,595 | 3,615 | 0.56 % |
| Consumer Price Index | | | 4.7 % |

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 2022-23, includes any carryover from 2021-22 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

| | Actual 2021-22 (D) | Estimated 2022-23 (E) |
|--|-----------------------|--------------------------|
| Adjusted Restricted Fund Balance | 24,571,085 | 21,823,384 |
| Assigned Appropriated Fund Balance | 3,212,596 | 5,775,000 |
| Adjusted Unrestricted Fund Balance | 5,022,314 | 5,212,459 |
| 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 * | 3/31/22 Actual Balance | 6/30/22 Estimated Ending Balance | Intended Use of the Reserve in the 2022-23 School Year (Limit 200 Characters)** |
|--------------|--------------|--------------------------|---------------------------|-------------------------------------|--|
|--------------|--------------|--------------------------|---------------------------|-------------------------------------|--|

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 | For 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 | For self-insured Workers Compensation and benefits. | | |
| Unemployment Insurance | For 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 | | For liability, casualty, and other types of uninsured losses. | | | |
| Property Loss | PROPERTY LOSS | To cover property loss. | 33,819 | 0 | No Intended Use |
| Liability + (add) | LIABILITY CLAIMS | To cover incurred liability claims. | 600,000 | 600,000 | To pay for potential liability claims arising during the year |
| Tax Certiorari | TAX CERTIORARI | For tax certiorari settlements. | 15,115,462 | 14,308,682 | To pay for court ordered tax certiorari refunds, as needed |
| Reserve for Insurance Recoveries | RESERVE FOR INSURANCE RECOVERIES | For unexpended proceeds of insurance recoveries at fiscal year end. | 4,848 | 0 | No intended use |
| Employee Benefit Accrued Liability | EMPLOYEE BENEFIT ACCRUED LIABILITY | For accrued 'employee benefits' due to employees upon termination of service. | 918,411 | 918,411 | To pay for unused sick time and other accrued leave time for employees who separate from service |
| Retirement Contribution | ERS RETIREMENT CONTRIBUTION | For employer retirement contributions to the State and Local Employees' Retirement System. | 5,275,000 | 5,535,000 | To offset a portion of the annual Employees' Retirement System (ERS) billing |
| Reserve for Uncollected Taxes | | For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year. | | | |
| Single Other Reserve | TRS RETIREMENT CONTRIBUTION | To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.) | 2,628,393 | 3,175,173 | To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.) |

* **NYSED Reserve Guidance:**

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

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2022-23. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

| | | |
|------|-------|--------------|
| Save | Reset | Save & Ready |
|------|-------|--------------|

**Harrison Central School District
Administrative Salary Disclosure
2022-23**

| Title | 2022-23 Budgeted Salary | Employee Benefits | Other Remuneration |
|--|--|------------------------------|-------------------------------|
| Superintendent of Schools | \$369,661 | \$44,253 | \$0 |
| Assistant Sup't. Business | \$261,300 | \$66,778 | \$0 |
| Assistant Sup't. C & I | \$256,200 | \$47,560 | \$0 |
| Assistant Sup't. H.R. | \$255,881 | \$55,950 | \$12,000 |
| <u>Supervisory & Administrative: Anticipated Earnings of \$150,000 or Greater</u> | | | |
| High School Principal | \$229,902 | | |
| H.S. Assistant Principal | \$181,106 | | |
| H.S. Assistant Principal | \$174,183 | | |
| H.S. Supervisor of Guidance | \$170,390 | | |
| Middle School Principal | \$223,758 | | |
| M.S. Assistant Principal | \$152,444 | | |
| Elementary Principal | \$196,968 | | |
| Elementary Assistant Principal | \$153,071 | | |
| Elementary Principal | \$196,280 | | |
| Elementary Assistant Principal | \$155,571 | | |
| Elementary Principal | \$184,402 | | |
| Elementary Principal | \$199,338 | | |
| Director of Technology | \$203,742 | | |
| K-12 Director of ELA | \$159,918 | | |
| K-12 Director of Math | \$162,997 | | |
| K-12 Director of S.S. | \$167,093 | | |
| K-12 Director of Science | \$189,867 | | |
| Supervisor of Elem. Education | \$152,000 | | |
| K-12 Director of World Lang./ENL | \$161,057 | | |
| K-12 Director of Fine & Perf. Arts | \$165,000 | | |
| K-5 Supv. Special Ed | \$163,796 | | |
| K-12 Director P.E. & Athletics | \$203,619 | | |
| K-12 Director of Special Education | \$204,583 | | |

HARRISON CENTRAL SCHOOL DISTRICT LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

Date: 04/20/22

This information was provided to the School District by the Town of Harrison Assessor's Office.

Fiscal Year Beginning: July 1, 2022

Total equalized value in taxing jurisdiction: \$12,410,431,971

| Exemption Code | Exemption Description | Statutory Authority | Number of Exemptions | Total Equalized Value | Percentage of Value Exempted |
|------------------|-----------------------------------|---------------------|----------------------|-----------------------|------------------------------|
| 12100 | NYS-GENERALLY | RPTL 404(1) | 8 | 1,905,051,408 | 15.35% |
| 12350 | PUBLIC AUTHORITY-STATE | RPTL 412 & Pub Auth | 3 | 31,252,816 | 0.25% |
| 13100 | CNTY OWNED | RPTL 406(1) | 15 | 85,642,957 | 0.69% |
| 13240 | CNTY OWNED | RPTL 406(3) | 6 | 38,600,492 | 0.31% |
| 13350 | MUNI GOVT | RPTL 406(1) | 2 | 1,592,253 | 0.01% |
| 13500 | TOWN W/CORP | RPTL 406(1) | 146 | 79,782,746 | 0.64% |
| 13650 | VIL W/CORP | RPTL 406(1) | 1 | 45,774 | 0.00% |
| 13800 | SCHOOL DISTRICT | RPTL 408 | 9 | 223,061,971 | 1.80% |
| 14100 | USA-GENERALLY | RPTL 400(1) | 5 | 329,413,380 | 2.65% |
| 14200 | RPTL418 | RPTL 418 | 3 | 9,436,619 | 0.08% |
| 18020 | MUNICIPAL INDUSTRIAL DEV AGENCY | RPTL 412a & GML 874 | 10 | 123,350,704 | 0.99% |
| 25110 | NONPROF CORP-RELIG(CONST PROT) | RPTL 420-a | 21 | 166,952,112 | 1.35% |
| 25120 | NONPROF CORP-EDUCL(CONST PROT) | RPTL 420-a | 4 | 398,163,380 | 3.21% |
| 25210 | NONPROF CORP-HOSPITAL | RPTL 420-a | 1 | 40,356,056 | 0.33% |
| 25230 | NONPROF CORP-MORAL/MENTAL IMP | RPTL 420-a | 3 | 2,899,295 | 0.02% |
| 25300 | NONPROF CORP-SPECIFIED USES | RPTL 420-b | 12 | 23,855,633 | 0.19% |
| 27350 | PRIVATELY OWNED CEMETERY LAND | RPTL 446 | 8 | 5,238,028 | 0.04% |
| 41120 | WAR VETS | RPTL 458-a | 157 | 8,205,070 | 0.07% |
| 41124 | WAR VETS | RPTL 458-a | 2 | 108,028 | 0.00% |
| 41130 | COMBAT VETS | RPTL 458-a | 98 | 8,433,802 | 0.07% |
| 41134 | COMBAT VETS | RPTL 458-a | 8 | 720,000 | 0.01% |
| 41140 | DISABLED VETS | RPTL 458-a | 29 | 4,059,436 | 0.03% |
| 41144 | DISABLED VETS | RPTL 458-a | 6 | 930,845 | 0.01% |
| 41300 | PARAPLEGIC VETS | RPTL 458 | 1 | 990,845 | 0.01% |
| 41400 | CLERGY | RPTL 460 | 1 | 105,633 | 0.00% |
| 41720 | AGRICULTURAL DISTRICT - STATE, CO | Ag-Mkts L 305 | 1 | 632,394 | 0.01% |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 70 | 17,444,436 | 0.14% |
| 41834 | ENHANCED STAR | RPTL 425 | 426 | 86,501,971 | 0.70% |
| 41854 | BASIC STAR | RPTL 425 | 1,303 | 120,684,084 | 0.97% |
| 47100 | TELECOMM CEILING | RPTL 499 | 9 | 4,247,535 | 0.03% |
| Total Exemptions | | | 2,368 | \$3,717,759,703 | 29.96% |

Values have been equalized using the Uniform Percentage of Value.

The Exempt amounts do not take into consideration any payments in lieu of taxes or other payments for municipal

Town of North Castle and Town of Rye reported there are no exemption properties.

APPENDIX

A

HARRISON CSD - NEW YORK STATE REPORT CARD [2020 - 21]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. 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. The report card 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). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (58.87 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

| Subgroup | Status |
|---|---------------|
| All Students | Good Standing |
| Asian or Native Hawaiian/Other Pacific Islander | Good Standing |
| Black or African American | Good Standing |
| Hispanic or Latino | Good Standing |
| Multiracial | Good Standing |
| White | Good Standing |
| English Language Learners | Good Standing |
| Students with Disabilities | Good Standing |
| Economically Disadvantaged | Good Standing |

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

| Subgroup | Status |
|---|---------------|
| All Students | Good Standing |
| Asian or Native Hawaiian/Other Pacific Islander | Good Standing |
| Black or African American | Good Standing |
| Hispanic or Latino | Good Standing |
| Multiracial | Good Standing |
| White | Good Standing |
| English Language Learners | Good Standing |
| Students with Disabilities | Good Standing |
| Economically Disadvantaged | Good Standing |

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

| Subgroup | Cohort | Number In Cohort | Number Graduated | Grad Rate |
|---|--------|------------------|------------------|-----------|
| All Students | 4-Year | 250 | 245 | 98% |
| | 5-Year | 283 | 279 | 98.6% |
| | 6-Year | 272 | 268 | 98.5% |
| American Indian or Alaska Native | 4-Year | 0 | — | — |
| | 5-Year | 0 | — | — |
| | 6-Year | 0 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 4-Year | 42* | 41 | 97.6% |
| | 5-Year | 41* | 41 | 100% |
| | 6-Year | 32* | 32 | 100% |
| Black or African American | 4-Year | 15 | — | — |
| | 5-Year | 16 | — | — |
| | 6-Year | 16 | — | — |
| Hispanic or Latino | 4-Year | 51 | 50 | 98% |
| | 5-Year | 53 | 51 | 96.2% |
| | 6-Year | 56 | 53 | 94.6% |
| Multiracial | 4-Year | 6 | — | — |
| | 5-Year | 8 | — | — |
| | 6-Year | 6 | — | — |
| White | 4-Year | 174 | 170 | 97.7% |
| | 5-Year | 191 | 189 | 99% |
| | 6-Year | 190 | 190 | 100% |
| English Language Learners | 4-Year | 16 | — | — |
| | 5-Year | 14 | — | — |
| | 6-Year | 11 | — | — |
| Students with Disabilities | 4-Year | 31 | 29 | 93.5% |
| | 5-Year | 55* | 48 | 87.3% |
| | 6-Year | 57* | 53 | 93% |
| Economically Disadvantaged | 4-Year | 55 | 52 | 94.5% |
| | 5-Year | 64 | 62 | 96.9% |
| | 6-Year | 56 | 53 | 94.6% |

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

NEW YORK STATE NAEP GRADE 4

| | READING | | | | MATH | | | |
|--|-------------|-------|------------|----------|-------------|-------|------------|----------|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 34% | 31% | 26% | 8% | 24% | 40% | 29% | 8% |
| Students with Disabilities | 73% | 18% | 7% | 1% | 61% | 30% | 7% | 2% |
| American Indian or Alaska Native | * | * | * | * | * | * | * | * |
| Asian | 21% | 27% | 34% | 17% | 8% | 23% | 43% | 26% |
| Native Hawaiian/Other Pacific Islander | * | * | * | * | * | * | * | * |
| Black or African American | 53% | 31% | 14% | 2% | 43% | 40% | 16% | 1% |
| Hispanic or Latino | 45% | 32% | 19% | 4% | 33% | 45% | 19% | 2% |
| White | 24% | 32% | 33% | 11% | 14% | 39% | 38% | 9% |
| Multiracial | 24% | 23% | 35% | 18% | 15% | 42% | 31% | 12% |
| English Language Learners | 78% | 17% | 4% | * | 51% | 40% | 8% | 1% |
| Economically Disadvantaged | 49% | 31% | 17% | 3% | 33% | 43% | 21% | 3% |

NEW YORK STATE NAEP GRADE 8

| | READING | | | | MATH | | | |
|--|-------------|-------|------------|----------|-------------|-------|------------|----------|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 30% | 38% | 28% | 4% | 34% | 32% | 22% | 11% |
| Students with Disabilities | 58% | 31% | 10% | 1% | 72% | 22% | 5% | 2% |
| American Indian or Alaska Native | * | * | * | * | * | * | * | * |
| Asian | 21% | 33% | 36% | 10% | 15% | 25% | 29% | 31% |
| Native Hawaiian/Other Pacific Islander | * | * | * | * | * | * | * | * |
| Black or African American | 43% | 38% | 17% | 1% | 55% | 30% | 12% | 3% |
| Hispanic or Latino | 41% | 38% | 19% | 2% | 49% | 35% | 14% | 3% |
| White | 20% | 39% | 35% | 6% | 23% | 33% | 29% | 15% |
| Multiracial | * | * | * | * | * | * | * | * |
| English Language Learners | 83% | 16% | 1% | * | 88% | 10% | 2% | * |
| Economically Disadvantaged | 40% | 38% | 20% | 2% | 47% | 32% | 16% | 5% |

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

| | Grade 4 Participation Rate | | Grade 8 Participation Rate | |
|----------------------------|----------------------------|------|----------------------------|------|
| | READING | MATH | READING | MATH |
| All Students | 89% | 89% | 84% | 85% |
| Students with Disabilities | 87% | 87% | 92% | 95% |
| English Language Learners | 89% | 90% | 88% | 90% |

NATIONAL NAEP GRADE 4

| | READING | | | | MATH | | | |
|--|-------------|-------|------------|----------|-------------|-------|------------|----------|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 35% | 31% | 26% | 9% | 20% | 40% | 32% | 9% |
| Students with Disabilities | 70% | 18% | 9% | 2% | 51% | 33% | 14% | 3% |
| American Indian or Alaska Native | 50% | 30% | 17% | 3% | 32% | 43% | 22% | 4% |
| Asian | 18% | 25% | 35% | 22% | 7% | 23% | 41% | 29% |
| Native Hawaiian/Other Pacific Islander | 45% | 31% | 20% | 4% | 30% | 40% | 24% | 5% |
| Black or African American | 53% | 30% | 15% | 3% | 35% | 45% | 18% | 2% |
| Hispanic or Latino | 46% | 31% | 19% | 4% | 27% | 45% | 24% | 3% |
| White | 24% | 31% | 32% | 12% | 12% | 36% | 40% | 12% |
| Multiracial | 28% | 32% | 29% | 11% | 17% | 40% | 34% | 10% |
| English Language Learners | 65% | 25% | 8% | 1% | 41% | 43% | 15% | 1% |
| Economically Disadvantaged | 48% | 31% | 18% | 3% | 29% | 45% | 23% | 3% |

NATIONAL NAEP GRADE 8

| | READING | | | | MATH | | | |
|--|-------------|-------|------------|----------|-------------|-------|------------|----------|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 28% | 39% | 29% | 4% | 32% | 35% | 23% | 10% |
| Students with Disabilities | 64% | 27% | 8% | 1% | 68% | 23% | 7% | 2% |
| American Indian or Alaska Native | 40% | 41% | 19% | 1% | 48% | 37% | 13% | 3% |
| Asian | 13% | 30% | 43% | 13% | 12% | 24% | 31% | 33% |
| Native Hawaiian/Other Pacific Islander | 38% | 38% | 23% | 2% | 47% | 34% | 15% | 4% |
| Black or African American | 47% | 39% | 14% | 1% | 54% | 33% | 11% | 2% |
| Hispanic or Latino | 38% | 40% | 20% | 1% | 43% | 37% | 16% | 3% |
| White | 19% | 39% | 36% | 5% | 21% | 36% | 30% | 13% |
| Multiracial | 24% | 40% | 31% | 5% | 28% | 36% | 25% | 11% |
| English Language Learners | 73% | 24% | 3% | * | 73% | 22% | 4% | 1% |
| Economically Disadvantaged | 40% | 40% | 18% | 1% | 46% | 36% | 15% | 3% |

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

| | Grade 4 Participation Rate | | Grade 8 Participation Rate | |
|----------------------------|----------------------------|------|----------------------------|------|
| | READING | MATH | READING | MATH |
| All Students | 93% | 93% | 91% | 92% |
| Students with Disabilities | 89% | 90% | 90% | 92% |
| English Language Learners | 94% | 95% | 92% | 93% |

TOTAL COHORT GRADUATION RATE (2020-21)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

| Subgroup | Total | GRAD RATE | | REGENTS WITH ADVANCED DESIGNATION | | REGENTS DIPLOMA | | LOCAL DIPLOMA | | NON DIPLOMA CRED | | STILL ENROLLED | | GED TRANSFER | | DROPOUT | |
|---|-------|-----------|------|-----------------------------------|-----|-----------------|------|---------------|----|------------------|----|----------------|-----|--------------|----|---------|----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 283 | 278 | 98% | 168 | 59% | 108 | 38% | 2 | 1% | 0 | 0% | 5 | 2% | 0 | 0% | 0 | 0% |
| Female | 139 | 138 | 99% | 94 | 68% | 44 | 32% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% |
| Male | 144 | 140 | 97% | 74 | 51% | 64 | 44% | 2 | 1% | 0 | 0% | 4 | 3% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 21 | 20 | 95% | 11 | 52% | 9 | 43% | 0 | 0% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% |
| Black or African American | 10 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 52 | 50 | 96% | 22 | 42% | 28 | 54% | 0 | 0% | 0 | 0% | 2 | 4% | 0 | 0% | 0 | 0% |
| White | 199 | 197 | 99% | 130 | 65% | 65 | 33% | 2 | 1% | 0 | 0% | 2 | 1% | 0 | 0% | 0 | 0% |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| General Education Students | 249 | 249 | 100% | 166 | 67% | 83 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 34 | 29 | 85% | 2 | 6% | 25 | 74% | 2 | 6% | 0 | 0% | 5 | 15% | 0 | 0% | 0 | 0% |
| English Language Learner | 13 | 13 | 100% | 0 | 0% | 13 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 270 | 265 | 98% | 168 | 62% | 95 | 35% | 2 | 1% | 0 | 0% | 5 | 2% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 57 | 56 | 98% | 19 | 33% | 36 | 63% | 1 | 2% | 0 | 0% | 1 | 2% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 226 | 222 | 98% | 149 | 66% | 72 | 32% | 1 | 0% | 0 | 0% | 4 | 2% | 0 | 0% | 0 | 0% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 283 | 278 | 98% | 168 | 59% | 108 | 38% | 2 | 1% | 0 | 0% | 5 | 2% | 0 | 0% | 0 | 0% |
| Parent in Armed Forces | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 283 | 278 | 98% | 168 | 59% | 108 | 38% | 2 | 1% | 0 | 0% | 5 | 2% | 0 | 0% | 0 | 0% |
| Homeless | 2 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 281 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 283 | 278 | 98% | 168 | 59% | 108 | 38% | 2 | 1% | 0 | 0% | 5 | 2% | 0 | 0% | 0 | 0% |

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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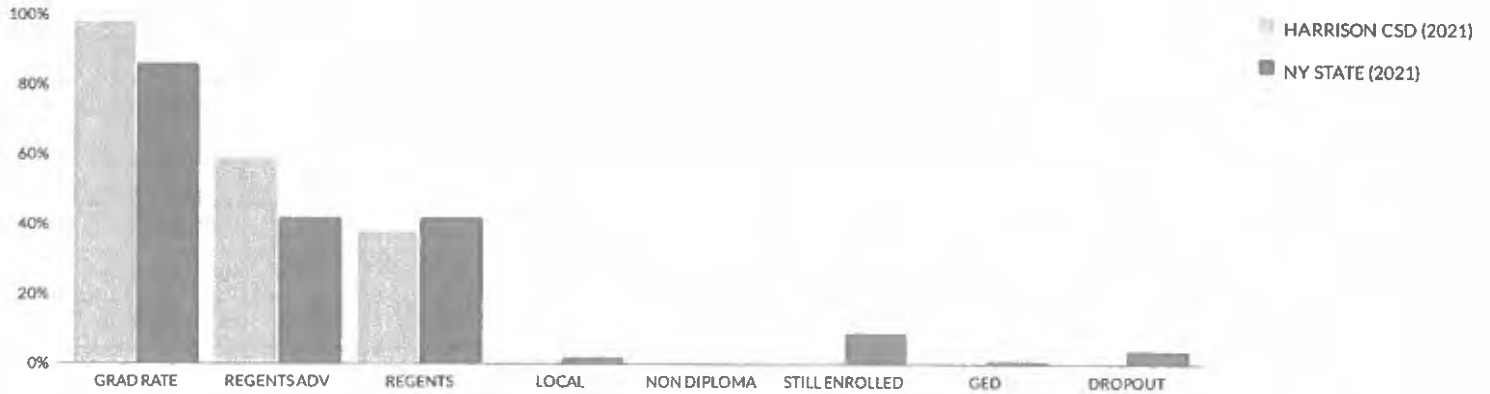
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HARRISON CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2021

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



GRADUATION RATE

| Subgroup | Total | GRAD RATE | | REGENTS WITH ADVANCED DESIGNATION | | REGENTS DIPLOMA | | LOCAL DIPLOMA | | NON DIPLOMA CRED | | STILL ENROLLED | | GED TRANSFER | | DROPOUT | |
|---|-------|-----------|------|-----------------------------------|-----|-----------------|------|---------------|----|------------------|----|----------------|-----|--------------|----|---------|----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 283 | 278 | 98% | 168 | 59% | 108 | 38% | 2 | 1% | 0 | 0% | 5 | 2% | 0 | 0% | 0 | 0% |
| Female | 139 | 138 | 99% | 94 | 68% | 44 | 32% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% |
| Male | 144 | 140 | 97% | 74 | 51% | 64 | 44% | 2 | 1% | 0 | 0% | 4 | 3% | 0 | 0% | 0 | 0% |
| General Education Students | 249 | 249 | 100% | 166 | 67% | 83 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 34 | 29 | 85% | 2 | 6% | 25 | 74% | 2 | 6% | 0 | 0% | 5 | 15% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 21 | 20 | 95% | 11 | 52% | 9 | 43% | 0 | 0% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% |
| Black or African American | 10 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 52 | 50 | 96% | 22 | 42% | 28 | 54% | 0 | 0% | 0 | 0% | 2 | 4% | 0 | 0% | 0 | 0% |
| White | 199 | 197 | 99% | 130 | 65% | 65 | 33% | 2 | 1% | 0 | 0% | 2 | 1% | 0 | 0% | 0 | 0% |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Economically Disadvantaged | 57 | 56 | 98% | 19 | 33% | 36 | 63% | 1 | 2% | 0 | 0% | 1 | 2% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 226 | 222 | 98% | 149 | 66% | 72 | 32% | 1 | 0% | 0 | 0% | 4 | 2% | 0 | 0% | 0 | 0% |
| English Language Learner | 13 | 13 | 100% | 0 | 0% | 13 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 270 | 265 | 98% | 168 | 62% | 95 | 35% | 2 | 1% | 0 | 0% | 5 | 2% | 0 | 0% | 0 | 0% |
| In Foster Care | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 283 | 278 | 98% | 168 | 59% | 108 | 38% | 2 | 1% | 0 | 0% | 5 | 2% | 0 | 0% | 0 | 0% |
| Homeless | 2 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 281 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 283 | 278 | 98% | 168 | 59% | 108 | 38% | 2 | 1% | 0 | 0% | 5 | 2% | 0 | 0% | 0 | 0% |
| Parent in Armed Forces | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 283 | 278 | 98% | 168 | 59% | 108 | 38% | 2 | 1% | 0 | 0% | 5 | 2% | 0 | 0% | 0 | 0% |

HARRISON CSD GRADUATION PATHWAYS DATA 2021

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

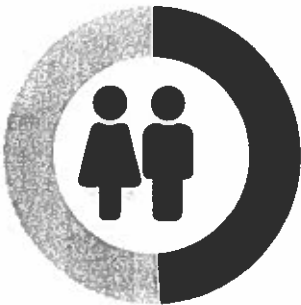
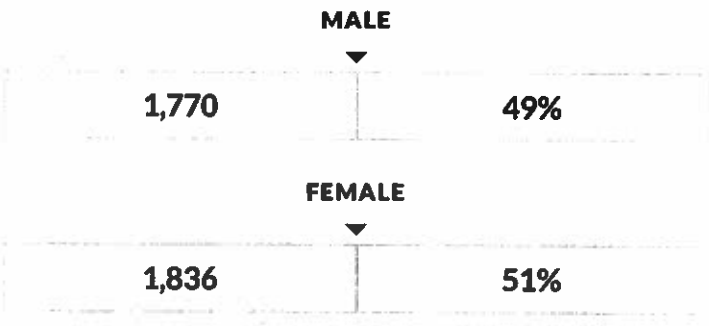
| Subgroup | Total | Humanities | | Humanities Alternative | | Arts | | Career and Technical Education | | Math | | Science | | Career Development and Occupational Studies | | Languages Other Than English | |
|---|-------|------------|------|------------------------|-----|------|----|--------------------------------|-----|------|-----|---------|------|---|----|------------------------------|----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 278 | 177 | 64% | 7 | 3% | 15 | 5% | 8 | 3% | 4 | 1% | 66 | 24% | 1 | 0% | 0 | 0% |
| Female | 138 | 89 | 64% | 3 | 2% | 11 | 8% | 2 | 1% | 1 | 1% | 32 | 23% | 0 | 0% | 0 | 0% |
| Male | 140 | 88 | 63% | 4 | 3% | 4 | 3% | 6 | 4% | 3 | 2% | 34 | 24% | 1 | 1% | 0 | 0% |
| General Education Students | 249 | 163 | 65% | 4 | 2% | 15 | 6% | 4 | 2% | 4 | 2% | 59 | 24% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 29 | 14 | 48% | 3 | 10% | 0 | 0% | 4 | 14% | 0 | 0% | 7 | 24% | 1 | 3% | 0 | 0% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 20 | 13 | 65% | 0 | 0% | 1 | 5% | 0 | 0% | 1 | 5% | 5 | 25% | 0 | 0% | 0 | 0% |
| Black or African American | 10 | 5 | 50% | 0 | 0% | 0 | 0% | 1 | 10% | 1 | 10% | 3 | 30% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 50 | 30 | 60% | 1 | 2% | 2 | 4% | 2 | 4% | 0 | 0% | 15 | 30% | 0 | 0% | 0 | 0% |
| White | 197 | 129 | 65% | 6 | 3% | 12 | 6% | 5 | 3% | 2 | 1% | 42 | 21% | 1 | 1% | 0 | 0% |
| Multiracial | 1 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 56 | 33 | 59% | 2 | 4% | 3 | 5% | 3 | 5% | 0 | 0% | 14 | 25% | 1 | 2% | 0 | 0% |
| Not Economically Disadvantaged | 222 | 144 | 65% | 5 | 2% | 12 | 5% | 5 | 2% | 4 | 2% | 52 | 23% | 0 | 0% | 0 | 0% |
| English Language Learner | 13 | 7 | 54% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 15% | 4 | 31% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 265 | 170 | 64% | 7 | 3% | 15 | 6% | 8 | 3% | 2 | 1% | 62 | 23% | 1 | 0% | 0 | 0% |
| In Foster Care | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 278 | 177 | 64% | 7 | 3% | 15 | 5% | 8 | 3% | 4 | 1% | 66 | 24% | 1 | 0% | 0 | 0% |
| Homeless | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 276 | 175 | 63% | 7 | 3% | 15 | 5% | 8 | 3% | 4 | 1% | 66 | 24% | 1 | 0% | 0 | 0% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 278 | 177 | 64% | 7 | 3% | 15 | 5% | 8 | 3% | 4 | 1% | 66 | 24% | 1 | 0% | 0 | 0% |
| Parent in Armed Forces | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 278 | 177 | 64% | 7 | 3% | 15 | 5% | 8 | 3% | 4 | 1% | 66 | 24% | 1 | 0% | 0 | 0% |

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

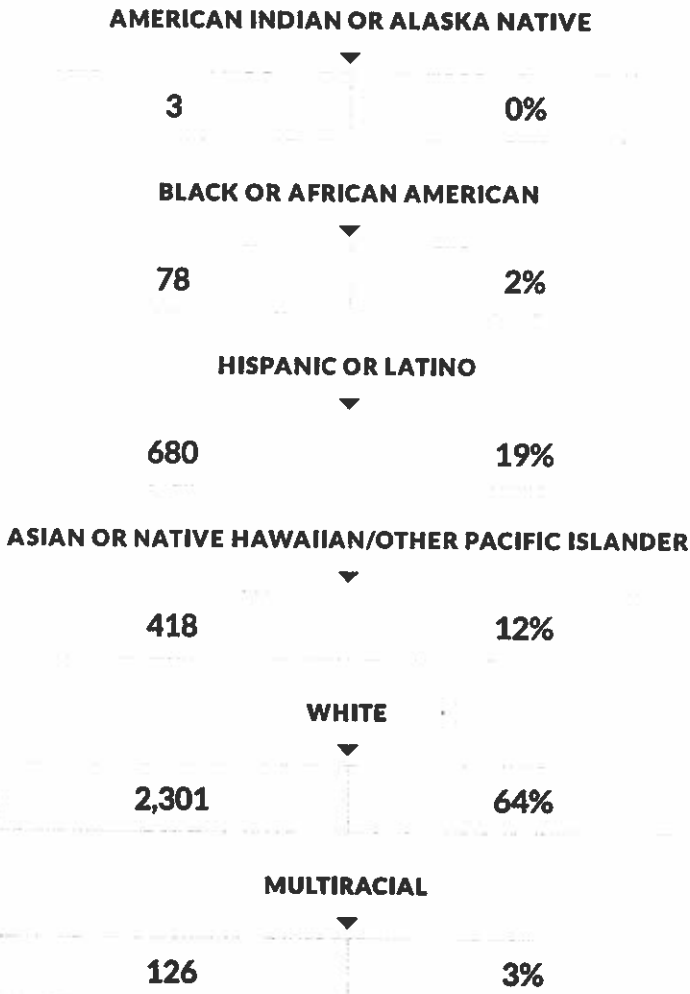
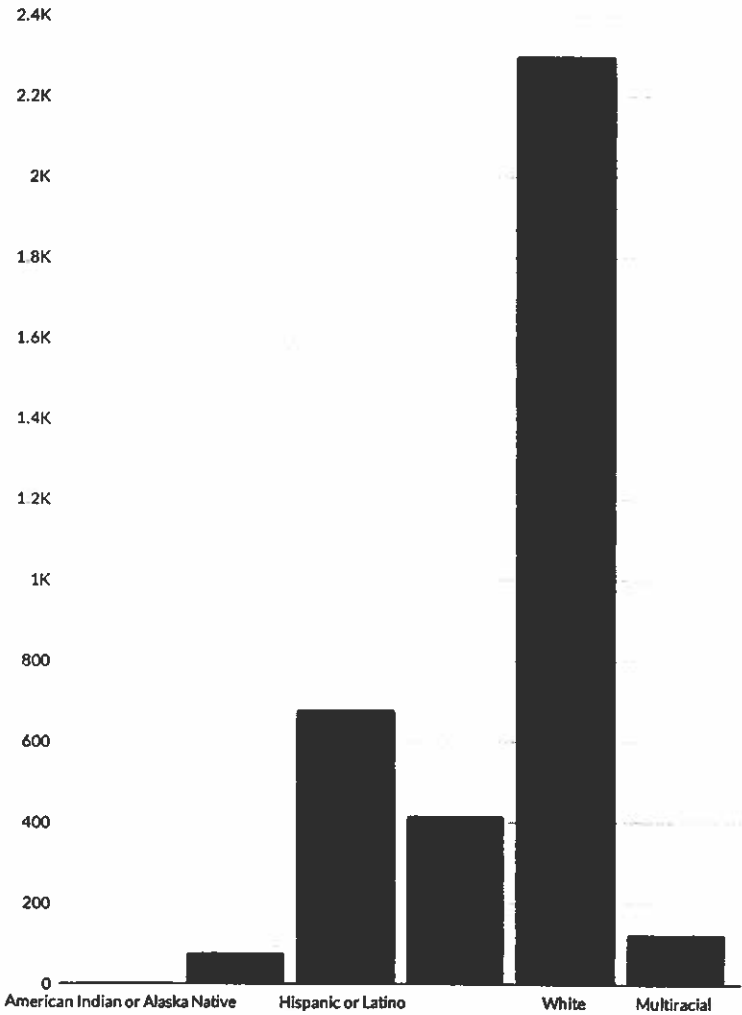
HARRISON CSD ENROLLMENT (2020 - 21)

K-12 Enrollment: 3,606

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

347 10%

MIGRANT

— —

STUDENTS WITH DISABILITIES

538 15%

HOMELESS

5 0%

FOSTER CARE

— —

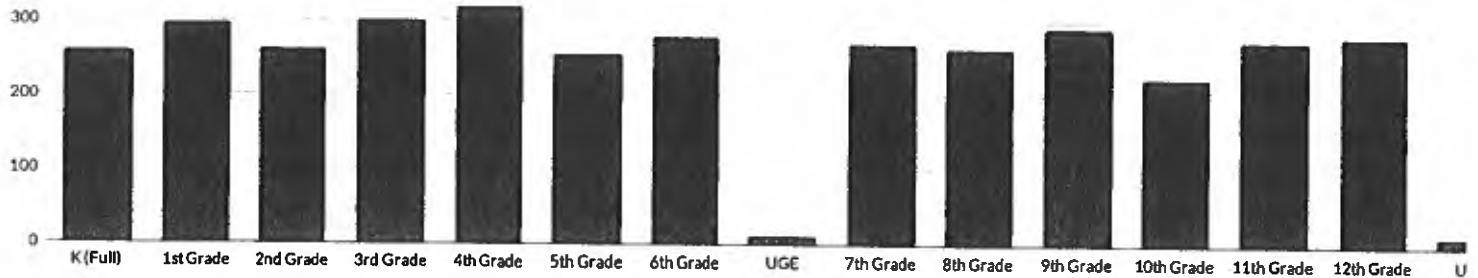
ECONOMICALLY DISADVANTAGED

652 18%

PARENT IN ARMED FORCES

— —

ENROLLMENT BY GRADE



K (FULL DAY)

259 7%

1ST GRADE

296 8%

2ND GRADE

262 7%

3RD GRADE

300 8%

4TH GRADE

319 9%

5TH GRADE

255 7%

6TH GRADE

279 8%

UNGRADED ELEMENTARY

12 0%

7TH GRADE

270 7%

8TH GRADE

264 7%

9TH GRADE

292 8%

10TH GRADE

225 6%

11TH GRADE

276 8%

12TH GRADE

282 8%

UNGRADED SECONDARY

15 0%

HARRISON CSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 English Language Arts Grade 3 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 301 | 100% | 276 | 92% | 25 | 8% |
| Female | 161 | 53% | 149 | 93% | 12 | 7% |
| Male | 140 | 47% | 127 | 91% | 13 | 9% |
| General Education Students | 256 | 85% | 236 | 92% | 20 | 8% |
| Students with Disabilities | 45 | 15% | 40 | 89% | 5 | 11% |
| Asian or Native Hawaiian/Other Pacific Islander | 55 | 18% | 42 | 76% | 13 | 24% |
| Black or African American | 5 | 2% | 5 | 100% | 0 | 0% |
| Hispanic or Latino | 56 | 19% | 52 | 93% | 4 | 7% |
| White | 174 | 58% | 168 | 97% | 6 | 3% |
| Multiracial | 11 | 4% | 9 | 82% | 2 | 18% |
| Economically Disadvantaged | 51 | 17% | 44 | 86% | 7 | 14% |
| Not Economically Disadvantaged | 250 | 83% | 232 | 93% | 18 | 7% |
| English Language Learner | 58 | 19% | 44 | 76% | 14 | 24% |
| Non-English Language Learner | 243 | 81% | 232 | 95% | 11 | 5% |
| Not in Foster Care | 301 | 100% | 276 | 92% | 25 | 8% |
| Homeless | 2 | 1% | 2 | 100% | 0 | 0% |
| Not Homeless | 299 | 99% | 274 | 92% | 25 | 8% |
| Not Migrant | 301 | 100% | 276 | 92% | 25 | 8% |
| Parent Not in Armed Forces | 301 | 100% | 276 | 92% | 25 | 8% |

2021 English Language Arts Grade 4 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 314 | 100% | 288 | 92% | 26 | 8% |
| Female | 149 | 47% | 136 | 91% | 13 | 9% |
| Male | 165 | 53% | 152 | 92% | 13 | 8% |
| General Education Students | 271 | 86% | 250 | 92% | 21 | 8% |
| Students with Disabilities | 43 | 14% | 38 | 88% | 5 | 12% |
| American Indian or Alaska Native | 1 | 0% | 1 | 100% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 41 | 13% | 33 | 80% | 8 | 20% |
| Black or African American | 6 | 2% | 3 | 50% | 3 | 50% |
| Hispanic or Latino | 57 | 18% | 51 | 89% | 6 | 11% |
| White | 200 | 64% | 191 | 96% | 9 | 5% |
| Multiracial | 9 | 3% | 9 | 100% | 0 | 0% |
| Economically Disadvantaged | 49 | 16% | 43 | 88% | 6 | 12% |
| Not Economically Disadvantaged | 265 | 84% | 245 | 92% | 20 | 8% |
| English Language Learner | 38 | 12% | 28 | 74% | 10 | 26% |
| Non-English Language Learner | 276 | 88% | 260 | 94% | 16 | 6% |
| Not in Foster Care | 314 | 100% | 288 | 92% | 26 | 8% |
| Not Homeless | 314 | 100% | 288 | 92% | 26 | 8% |
| Not Migrant | 314 | 100% | 288 | 92% | 26 | 8% |
| Parent Not in Armed Forces | 314 | 100% | 288 | 92% | 26 | 8% |

2021 English Language Arts Grade 5 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 260 | 100% | 224 | 86% | 36 | 14% |
| Female | 121 | 47% | 105 | 87% | 16 | 13% |
| Male | 139 | 53% | 119 | 86% | 20 | 14% |
| General Education Students | 220 | 85% | 194 | 88% | 26 | 12% |
| Students with Disabilities | 40 | 15% | 30 | 75% | 10 | 25% |
| Asian or Native Hawaiian/Other Pacific Islander | 44 | 17% | 35 | 80% | 9 | 20% |
| Black or African American | 5 | 2% | 5 | 100% | 0 | 0% |
| Hispanic or Latino | 49 | 19% | 43 | 88% | 6 | 12% |
| White | 152 | 58% | 131 | 86% | 21 | 14% |
| Multiracial | 10 | 4% | 10 | 100% | 0 | 0% |

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|--------------------------------|---------------------|------|-----------------|-----|---------------------|-----|
| | Count | % | Count | % | Count | % |
| Economically Disadvantaged | 57 | 22% | 48 | 84% | 9 | 16% |
| Not Economically Disadvantaged | 203 | 78% | 176 | 87% | 27 | 13% |
| English Language Learner | 35 | 13% | 25 | 71% | 10 | 29% |
| Non-English Language Learner | 225 | 87% | 199 | 88% | 26 | 12% |
| Not in Foster Care | 260 | 100% | 224 | 86% | 36 | 14% |
| Not Homeless | 260 | 100% | 224 | 86% | 36 | 14% |
| Not Migrant | 260 | 100% | 224 | 86% | 36 | 14% |
| Parent Not in Armed Forces | 260 | 100% | 224 | 86% | 36 | 14% |

2021 English Language Arts Grade 6 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 277 | 100% | 255 | 92% | 22 | 8% |
| Female | 145 | 52% | 131 | 90% | 14 | 10% |
| Male | 132 | 48% | 124 | 94% | 8 | 6% |
| General Education Students | 243 | 88% | 227 | 93% | 16 | 7% |
| Students with Disabilities | 34 | 12% | 28 | 82% | 6 | 18% |
| Asian or Native Hawaiian/Other Pacific Islander | 32 | 12% | 26 | 81% | 6 | 19% |
| Black or African American | 7 | 3% | 7 | 100% | 0 | 0% |
| Hispanic or Latino | 57 | 21% | 53 | 93% | 4 | 7% |
| White | 173 | 62% | 162 | 94% | 11 | 6% |
| Multiracial | 8 | 3% | 7 | 88% | 1 | 13% |
| Economically Disadvantaged | 55 | 20% | 50 | 91% | 5 | 9% |
| Not Economically Disadvantaged | 222 | 80% | 205 | 92% | 17 | 8% |
| English Language Learner | 25 | 9% | 17 | 68% | 8 | 32% |
| Non-English Language Learner | 252 | 91% | 238 | 94% | 14 | 6% |
| Not in Foster Care | 277 | 100% | 255 | 92% | 22 | 8% |
| Not Homeless | 277 | 100% | 255 | 92% | 22 | 8% |
| Not Migrant | 277 | 100% | 255 | 92% | 22 | 8% |
| Parent Not in Armed Forces | 277 | 100% | 255 | 92% | 22 | 8% |

2021 English Language Arts Grade 7 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|----------|---------------------|---|-----------------|---|---------------------|---|
| | Count | % | Count | % | Count | % |

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 273 | 100% | 226 | 83% | 47 | 17% |
| Female | 146 | 53% | 127 | 87% | 19 | 13% |
| Male | 127 | 47% | 99 | 78% | 28 | 22% |
| General Education Students | 225 | 82% | 198 | 88% | 27 | 12% |
| Students with Disabilities | 48 | 18% | 28 | 58% | 20 | 42% |
| Asian or Native Hawaiian/Other Pacific Islander | 28 | 10% | 24 | 86% | 4 | 14% |
| Black or African American | 5 | 2% | 5 | 100% | 0 | 0% |
| Hispanic or Latino | 44 | 16% | 36 | 82% | 8 | 18% |
| White | 193 | 71% | 158 | 82% | 35 | 18% |
| Multiracial | 3 | 1% | 3 | 100% | 0 | 0% |
| Economically Disadvantaged | 43 | 16% | 28 | 65% | 15 | 35% |
| Not Economically Disadvantaged | 230 | 84% | 198 | 86% | 32 | 14% |
| English Language Learner | 17 | 6% | 16 | 94% | 1 | 6% |
| Non-English Language Learner | 256 | 94% | 210 | 82% | 46 | 18% |
| Not in Foster Care | 273 | 100% | 226 | 83% | 47 | 17% |
| Not Homeless | 273 | 100% | 226 | 83% | 47 | 17% |
| Not Migrant | 273 | 100% | 226 | 83% | 47 | 17% |
| Parent Not in Armed Forces | 273 | 100% | 226 | 83% | 47 | 17% |

2021 English Language Arts Grade 8 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 266 | 100% | 215 | 81% | 51 | 19% |
| Female | 138 | 52% | 107 | 78% | 31 | 22% |
| Male | 128 | 48% | 108 | 84% | 20 | 16% |
| General Education Students | 222 | 83% | 185 | 83% | 37 | 17% |
| Students with Disabilities | 44 | 17% | 30 | 68% | 14 | 32% |
| Asian or Native Hawaiian/Other Pacific Islander | 27 | 10% | 20 | 74% | 7 | 26% |
| Black or African American | 7 | 3% | 5 | 71% | 2 | 29% |
| Hispanic or Latino | 54 | 20% | 44 | 81% | 10 | 19% |
| White | 176 | 66% | 144 | 82% | 32 | 18% |
| Multiracial | 2 | 1% | 2 | 100% | 0 | 0% |
| Economically Disadvantaged | 40 | 15% | 27 | 68% | 13 | 33% |
| Not Economically Disadvantaged | 226 | 85% | 188 | 83% | 38 | 17% |

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|------------------------------|---------------------|------|-----------------|-----|---------------------|-----|
| | Count | % | Count | % | Count | % |
| English Language Learner | 22 | 8% | 15 | 68% | 7 | 32% |
| Non-English Language Learner | 244 | 92% | 200 | 82% | 44 | 18% |
| Not in Foster Care | 266 | 100% | 215 | 81% | 51 | 19% |
| Not Homeless | 266 | 100% | 215 | 81% | 51 | 19% |
| Not Migrant | 266 | 100% | 215 | 81% | 51 | 19% |
| Parent Not in Armed Forces | 266 | 100% | 215 | 81% | 51 | 19% |

2021 English Language Arts Grade 3 Performance Data

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|---|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|------|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 276 | 15 | 5% | 47 | 17% | 120 | 43% | 94 | 34% | 214 | 78% |
| Female | 149 | 10 | 7% | 24 | 16% | 69 | 46% | 46 | 31% | 115 | 77% |
| Male | 127 | 5 | 4% | 23 | 18% | 51 | 40% | 48 | 38% | 99 | 78% |
| General Education Students | 236 | 12 | 5% | 29 | 12% | 106 | 45% | 89 | 38% | 195 | 83% |
| Students with Disabilities | 40 | 3 | 8% | 18 | 45% | 14 | 35% | 5 | 13% | 19 | 48% |
| Asian or Native Hawaiian/Other Pacific Islander | 42 | 6 | 14% | 4 | 10% | 16 | 38% | 16 | 38% | 32 | 76% |
| Black or African American | 5 | 0 | 0% | 0 | 0% | 3 | 60% | 2 | 40% | 5 | 100% |
| Hispanic or Latino | 52 | 4 | 8% | 15 | 29% | 24 | 46% | 9 | 17% | 33 | 63% |
| White | 168 | 5 | 3% | 27 | 16% | 71 | 42% | 65 | 39% | 136 | 81% |
| Multiracial | 9 | 0 | 0% | 1 | 11% | 6 | 67% | 2 | 22% | 8 | 89% |
| Economically Disadvantaged | 44 | 5 | 11% | 13 | 30% | 17 | 39% | 9 | 20% | 26 | 59% |
| Not Economically Disadvantaged | 232 | 10 | 4% | 34 | 15% | 103 | 44% | 85 | 37% | 188 | 81% |
| English Language Learner | 44 | 11 | 25% | 12 | 27% | 17 | 39% | 4 | 9% | 21 | 48% |
| Non-English Language Learner | 232 | 4 | 2% | 35 | 15% | 103 | 44% | 90 | 39% | 193 | 83% |
| Not in Foster Care | 276 | 15 | 5% | 47 | 17% | 120 | 43% | 94 | 34% | 214 | 78% |
| Homeless | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 274 | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 276 | 15 | 5% | 47 | 17% | 120 | 43% | 94 | 34% | 214 | 78% |
| Parent Not in Armed Forces | 276 | 15 | 5% | 47 | 17% | 120 | 43% | 94 | 34% | 214 | 78% |

2021 English Language Arts Grade 4 Performance Data

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|--------------|--------------|----------------|----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 288 | 13 | 5% | 40 | 14% | 73 | 25% | 162 | 56% | 235 | 82% |

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|---|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|------|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| Female | 136 | 5 | 4% | 14 | 10% | 33 | 24% | 84 | 62% | 117 | 86% |
| Male | 152 | 8 | 5% | 26 | 17% | 40 | 26% | 78 | 51% | 118 | 78% |
| General Education Students | 250 | 3 | 1% | 34 | 14% | 59 | 24% | 154 | 62% | 213 | 85% |
| Students with Disabilities | 38 | 10 | 26% | 6 | 16% | 14 | 37% | 8 | 21% | 22 | 58% |
| American Indian or Alaska Native | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 33 | 2 | 6% | 4 | 12% | 7 | 21% | 20 | 61% | 27 | 82% |
| Black or African American | 3 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 51 | 3 | 6% | 13 | 25% | 15 | 29% | 20 | 39% | 35 | 69% |
| White | 191 | 8 | 4% | 21 | 11% | 46 | 24% | 116 | 61% | 162 | 85% |
| Multiracial | 9 | 0 | 0% | 0 | 0% | 4 | 44% | 5 | 56% | 9 | 100% |
| Economically Disadvantaged | 43 | 5 | 12% | 7 | 16% | 12 | 28% | 19 | 44% | 31 | 72% |
| Not Economically Disadvantaged | 245 | 8 | 3% | 33 | 13% | 61 | 25% | 143 | 58% | 204 | 83% |
| English Language Learner | 28 | 3 | 11% | 7 | 25% | 9 | 32% | 9 | 32% | 18 | 64% |
| Non-English Language Learner | 260 | 10 | 4% | 33 | 13% | 64 | 25% | 153 | 59% | 217 | 83% |
| Not in Foster Care | 288 | 13 | 5% | 40 | 14% | 73 | 25% | 162 | 56% | 235 | 82% |
| Not Homeless | 288 | 13 | 5% | 40 | 14% | 73 | 25% | 162 | 56% | 235 | 82% |
| Not Migrant | 288 | 13 | 5% | 40 | 14% | 73 | 25% | 162 | 56% | 235 | 82% |
| Parent Not in Armed Forces | 288 | 13 | 5% | 40 | 14% | 73 | 25% | 162 | 56% | 235 | 82% |

2021 English Language Arts Grade 5 Performance Data

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|---|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 224 | 38 | 17% | 53 | 24% | 58 | 26% | 75 | 33% | 133 | 59% |
| Female | 105 | 18 | 17% | 21 | 20% | 30 | 29% | 36 | 34% | 66 | 63% |
| Male | 119 | 20 | 17% | 32 | 27% | 28 | 24% | 39 | 33% | 67 | 56% |
| General Education Students | 194 | 23 | 12% | 43 | 22% | 56 | 29% | 72 | 37% | 128 | 66% |
| Students with Disabilities | 30 | 15 | 50% | 10 | 33% | 2 | 7% | 3 | 10% | 5 | 17% |
| Asian or Native Hawaiian/Other Pacific Islander | 35 | 9 | 26% | 5 | 14% | 6 | 17% | 15 | 43% | 21 | 60% |
| Black or African American | 5 | 0 | 0% | 2 | 40% | 1 | 20% | 2 | 40% | 3 | 60% |
| Hispanic or Latino | 43 | 10 | 23% | 12 | 28% | 14 | 33% | 7 | 16% | 21 | 49% |
| White | 131 | 17 | 13% | 33 | 25% | 35 | 27% | 46 | 35% | 81 | 62% |
| Multiracial | 10 | 2 | 20% | 1 | 10% | 2 | 20% | 5 | 50% | 7 | 70% |
| Economically Disadvantaged | 48 | 12 | 25% | 16 | 33% | 10 | 21% | 10 | 21% | 20 | 42% |
| Not Economically Disadvantaged | 176 | 26 | 15% | 37 | 21% | 48 | 27% | 65 | 37% | 113 | 64% |

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|------------------------------|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| English Language Learner | 25 | 12 | 48% | 8 | 32% | 3 | 12% | 2 | 8% | 5 | 20% |
| Non-English Language Learner | 199 | 26 | 13% | 45 | 23% | 55 | 28% | 73 | 37% | 128 | 64% |
| Not in Foster Care | 224 | 38 | 17% | 53 | 24% | 58 | 26% | 75 | 33% | 133 | 59% |
| Not Homeless | 224 | 38 | 17% | 53 | 24% | 58 | 26% | 75 | 33% | 133 | 59% |
| Not Migrant | 224 | 38 | 17% | 53 | 24% | 58 | 26% | 75 | 33% | 133 | 59% |
| Parent Not in Armed Forces | 224 | 38 | 17% | 53 | 24% | 58 | 26% | 75 | 33% | 133 | 59% |

2021 English Language Arts Grade 6 Performance Data

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|---|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 255 | 22 | 9% | 37 | 15% | 73 | 29% | 123 | 48% | 196 | 77% |
| Female | 131 | 6 | 5% | 20 | 15% | 37 | 28% | 68 | 52% | 105 | 80% |
| Male | 124 | 16 | 13% | 17 | 14% | 36 | 29% | 55 | 44% | 91 | 73% |
| General Education Students | 227 | 12 | 5% | 26 | 11% | 68 | 30% | 121 | 53% | 189 | 83% |
| Students with Disabilities | 28 | 10 | 36% | 11 | 39% | 5 | 18% | 2 | 7% | 7 | 25% |
| Asian or Native Hawaiian/Other Pacific Islander | 26 | 4 | 15% | 2 | 8% | 2 | 8% | 18 | 69% | 20 | 77% |
| Black or African American | 7 | 0 | 0% | 1 | 14% | 0 | 0% | 6 | 86% | 6 | 86% |
| Hispanic or Latino | 53 | 7 | 13% | 11 | 21% | 24 | 45% | 11 | 21% | 35 | 66% |
| White | 162 | 10 | 6% | 23 | 14% | 46 | 28% | 83 | 51% | 129 | 80% |
| Multiracial | 7 | 1 | 14% | 0 | 0% | 1 | 14% | 5 | 71% | 6 | 86% |
| Economically Disadvantaged | 50 | 6 | 12% | 13 | 26% | 20 | 40% | 11 | 22% | 31 | 62% |
| Not Economically Disadvantaged | 205 | 16 | 8% | 24 | 12% | 53 | 26% | 112 | 55% | 165 | 80% |
| English Language Learner | 17 | 6 | 35% | 4 | 24% | 5 | 29% | 2 | 12% | 7 | 41% |
| Non-English Language Learner | 238 | 16 | 7% | 33 | 14% | 68 | 29% | 121 | 51% | 189 | 79% |
| Not in Foster Care | 255 | 22 | 9% | 37 | 15% | 73 | 29% | 123 | 48% | 196 | 77% |
| Not Homeless | 255 | 22 | 9% | 37 | 15% | 73 | 29% | 123 | 48% | 196 | 77% |
| Not Migrant | 255 | 22 | 9% | 37 | 15% | 73 | 29% | 123 | 48% | 196 | 77% |
| Parent Not in Armed Forces | 255 | 22 | 9% | 37 | 15% | 73 | 29% | 123 | 48% | 196 | 77% |

2021 English Language Arts Grade 7 Performance Data

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|--------------|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 226 | 29 | 13% | 52 | 23% | 86 | 38% | 59 | 26% | 145 | 64% |
| Female | 127 | 11 | 9% | 23 | 18% | 56 | 44% | 37 | 29% | 93 | 73% |

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|---|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| Male | 99 | 18 | 18% | 29 | 29% | 30 | 30% | 22 | 22% | 52 | 53% |
| General Education Students | 198 | 20 | 10% | 39 | 20% | 81 | 41% | 58 | 29% | 139 | 70% |
| Students with Disabilities | 28 | 9 | 32% | 13 | 46% | 5 | 18% | 1 | 4% | 6 | 21% |
| Asian or Native Hawaiian/Other Pacific Islander | 24 | 5 | 21% | 4 | 17% | 5 | 21% | 10 | 42% | 15 | 63% |
| Black or African American | 5 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 36 | 4 | 11% | 9 | 25% | 17 | 47% | 6 | 17% | 23 | 64% |
| White | 158 | 20 | 13% | 35 | 22% | 62 | 39% | 41 | 26% | 103 | 65% |
| Multiracial | 3 | — | — | — | — | — | — | — | — | — | — |
| Economically Disadvantaged | 28 | 5 | 18% | 7 | 25% | 14 | 50% | 2 | 7% | 16 | 57% |
| Not Economically Disadvantaged | 198 | 24 | 12% | 45 | 23% | 72 | 36% | 57 | 29% | 129 | 65% |
| English Language Learner | 16 | 8 | 50% | 4 | 25% | 2 | 13% | 2 | 13% | 4 | 25% |
| Non-English Language Learner | 210 | 21 | 10% | 48 | 23% | 84 | 40% | 57 | 27% | 141 | 67% |
| Not in Foster Care | 226 | 29 | 13% | 52 | 23% | 86 | 38% | 59 | 26% | 145 | 64% |
| Not Homeless | 226 | 29 | 13% | 52 | 23% | 86 | 38% | 59 | 26% | 145 | 64% |
| Not Migrant | 226 | 29 | 13% | 52 | 23% | 86 | 38% | 59 | 26% | 145 | 64% |
| Parent Not in Armed Forces | 226 | 29 | 13% | 52 | 23% | 86 | 38% | 59 | 26% | 145 | 64% |

2021 English Language Arts Grade 8 Performance Data

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|---|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 215 | 17 | 8% | 47 | 22% | 66 | 31% | 85 | 40% | 151 | 70% |
| Female | 107 | 5 | 5% | 17 | 16% | 32 | 30% | 53 | 50% | 85 | 79% |
| Male | 108 | 12 | 11% | 30 | 28% | 34 | 31% | 32 | 30% | 66 | 61% |
| General Education Students | 185 | 8 | 4% | 32 | 17% | 62 | 34% | 83 | 45% | 145 | 78% |
| Students with Disabilities | 30 | 9 | 30% | 15 | 50% | 4 | 13% | 2 | 7% | 6 | 20% |
| Asian or Native Hawaiian/Other Pacific Islander | 20 | 5 | 25% | 2 | 10% | 6 | 30% | 7 | 35% | 13 | 65% |
| Black or African American | 5 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 44 | 5 | 11% | 19 | 43% | 11 | 25% | 9 | 20% | 20 | 45% |
| White | 144 | 7 | 5% | 25 | 17% | 46 | 32% | 66 | 46% | 112 | 78% |
| Multiracial | 2 | — | — | — | — | — | — | — | — | — | — |
| Economically Disadvantaged | 27 | 4 | 15% | 9 | 33% | 7 | 26% | 7 | 26% | 14 | 52% |
| Not Economically Disadvantaged | 188 | 13 | 7% | 38 | 20% | 59 | 31% | 78 | 41% | 137 | 73% |
| English Language Learner | 15 | 8 | 53% | 1 | 7% | 6 | 40% | 0 | 0% | 6 | 40% |
| Non-English Language Learner | 200 | 9 | 5% | 46 | 23% | 60 | 30% | 85 | 43% | 145 | 73% |

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|----------------------------|--------------|----------------|----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| Not in Foster Care | 215 | 17 | 8% | 47 | 22% | 66 | 31% | 85 | 40% | 151 | 70% |
| Not Homeless | 215 | 17 | 8% | 47 | 22% | 66 | 31% | 85 | 40% | 151 | 70% |
| Not Migrant | 215 | 17 | 8% | 47 | 22% | 66 | 31% | 85 | 40% | 151 | 70% |
| Parent Not in Armed Forces | 215 | 17 | 8% | 47 | 22% | 66 | 31% | 85 | 40% | 151 | 70% |

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HARRISON CSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 Mathematics Grade 3 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 301 | 100% | 288 | 96% | 13 | 4% |
| Female | 161 | 53% | 153 | 95% | 8 | 5% |
| Male | 140 | 47% | 135 | 96% | 5 | 4% |
| General Education Students | 256 | 85% | 249 | 97% | 7 | 3% |
| Students with Disabilities | 45 | 15% | 39 | 87% | 6 | 13% |
| Asian or Native Hawaiian/Other Pacific Islander | 55 | 18% | 53 | 96% | 2 | 4% |
| Black or African American | 5 | 2% | 5 | 100% | 0 | 0% |
| Hispanic or Latino | 56 | 19% | 53 | 95% | 3 | 5% |
| White | 174 | 58% | 167 | 96% | 7 | 4% |
| Multiracial | 11 | 4% | 10 | 91% | 1 | 9% |
| Economically Disadvantaged | 51 | 17% | 44 | 86% | 7 | 14% |
| Not Economically Disadvantaged | 250 | 83% | 244 | 98% | 6 | 2% |
| English Language Learner | 58 | 19% | 56 | 97% | 2 | 3% |
| Non-English Language Learner | 243 | 81% | 232 | 95% | 11 | 5% |
| Not in Foster Care | 301 | 100% | 288 | 96% | 13 | 4% |
| Homeless | 2 | 1% | 2 | 100% | 0 | 0% |
| Not Homeless | 299 | 99% | 286 | 96% | 13 | 4% |
| Not Migrant | 301 | 100% | 288 | 96% | 13 | 4% |
| Parent Not in Armed Forces | 301 | 100% | 288 | 96% | 13 | 4% |

2021 Mathematics Grade 4 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 315 | 100% | 299 | 95% | 16 | 5% |
| Female | 149 | 47% | 142 | 95% | 7 | 5% |
| Male | 166 | 53% | 157 | 95% | 9 | 5% |
| General Education Students | 272 | 86% | 262 | 96% | 10 | 4% |
| Students with Disabilities | 43 | 14% | 37 | 86% | 6 | 14% |
| American Indian or Alaska Native | 1 | 0% | 1 | 100% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 42 | 13% | 42 | 100% | 0 | 0% |
| Black or African American | 6 | 2% | 4 | 67% | 2 | 33% |
| Hispanic or Latino | 57 | 18% | 53 | 93% | 4 | 7% |
| White | 200 | 63% | 190 | 95% | 10 | 5% |
| Multiracial | 9 | 3% | 9 | 100% | 0 | 0% |
| Economically Disadvantaged | 49 | 16% | 43 | 88% | 6 | 12% |
| Not Economically Disadvantaged | 266 | 84% | 256 | 96% | 10 | 4% |
| English Language Learner | 39 | 12% | 38 | 97% | 1 | 3% |
| Non-English Language Learner | 276 | 88% | 261 | 95% | 15 | 5% |
| Not in Foster Care | 315 | 100% | 299 | 95% | 16 | 5% |
| Not Homeless | 315 | 100% | 299 | 95% | 16 | 5% |
| Not Migrant | 315 | 100% | 299 | 95% | 16 | 5% |
| Parent Not in Armed Forces | 315 | 100% | 299 | 95% | 16 | 5% |

2021 Mathematics Grade 5 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 259 | 100% | 209 | 81% | 50 | 19% |
| Female | 121 | 47% | 94 | 78% | 27 | 22% |
| Male | 138 | 53% | 115 | 83% | 23 | 17% |
| General Education Students | 219 | 85% | 183 | 84% | 36 | 16% |
| Students with Disabilities | 40 | 15% | 26 | 65% | 14 | 35% |
| Asian or Native Hawaiian/Other Pacific Islander | 43 | 17% | 38 | 88% | 5 | 12% |
| Black or African American | 5 | 2% | 5 | 100% | 0 | 0% |
| Hispanic or Latino | 49 | 19% | 41 | 84% | 8 | 16% |
| White | 152 | 59% | 117 | 77% | 35 | 23% |
| Multiracial | 10 | 4% | 8 | 80% | 2 | 20% |

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|--------------------------------|---------------------|------|-----------------|-----|---------------------|-----|
| | Count | % | Count | % | Count | % |
| Economically Disadvantaged | 57 | 22% | 44 | 77% | 13 | 23% |
| Not Economically Disadvantaged | 202 | 78% | 165 | 82% | 37 | 18% |
| English Language Learner | 34 | 13% | 33 | 97% | 1 | 3% |
| Non-English Language Learner | 225 | 87% | 176 | 78% | 49 | 22% |
| Not in Foster Care | 259 | 100% | 209 | 81% | 50 | 19% |
| Not Homeless | 259 | 100% | 209 | 81% | 50 | 19% |
| Not Migrant | 259 | 100% | 209 | 81% | 50 | 19% |
| Parent Not in Armed Forces | 259 | 100% | 209 | 81% | 50 | 19% |

2021 Mathematics Grade 6 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 277 | 100% | 259 | 94% | 18 | 6% |
| Female | 145 | 52% | 132 | 91% | 13 | 9% |
| Male | 132 | 48% | 127 | 96% | 5 | 4% |
| General Education Students | 243 | 88% | 232 | 95% | 11 | 5% |
| Students with Disabilities | 34 | 12% | 27 | 79% | 7 | 21% |
| Asian or Native Hawaiian/Other Pacific Islander | 32 | 12% | 29 | 91% | 3 | 9% |
| Black or African American | 7 | 3% | 7 | 100% | 0 | 0% |
| Hispanic or Latino | 57 | 21% | 54 | 95% | 3 | 5% |
| White | 173 | 62% | 161 | 93% | 12 | 7% |
| Multiracial | 8 | 3% | 8 | 100% | 0 | 0% |
| Economically Disadvantaged | 55 | 20% | 49 | 89% | 6 | 11% |
| Not Economically Disadvantaged | 222 | 80% | 210 | 95% | 12 | 5% |
| English Language Learner | 25 | 9% | 21 | 84% | 4 | 16% |
| Non-English Language Learner | 252 | 91% | 238 | 94% | 14 | 6% |
| Not in Foster Care | 277 | 100% | 259 | 94% | 18 | 6% |
| Not Homeless | 277 | 100% | 259 | 94% | 18 | 6% |
| Not Migrant | 277 | 100% | 259 | 94% | 18 | 6% |
| Parent Not in Armed Forces | 277 | 100% | 259 | 94% | 18 | 6% |

2021 Mathematics Grade 7 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|----------|---------------------|---|-----------------|---|---------------------|---|
| | Count | % | Count | % | Count | % |

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|------|---------------------|-----|
| | Count | % | Count | % | Count | % |
| All Students | 272 | 100% | 216 | 79% | 56 | 21% |
| Female | 145 | 53% | 117 | 81% | 28 | 19% |
| Male | 127 | 47% | 99 | 78% | 28 | 22% |
| General Education Students | 224 | 82% | 188 | 84% | 36 | 16% |
| Students with Disabilities | 48 | 18% | 28 | 58% | 20 | 42% |
| Asian or Native Hawaiian/Other Pacific Islander | 27 | 10% | 23 | 85% | 4 | 15% |
| Black or African American | 5 | 2% | 5 | 100% | 0 | 0% |
| Hispanic or Latino | 44 | 16% | 35 | 80% | 9 | 20% |
| White | 193 | 71% | 150 | 78% | 43 | 22% |
| Multiracial | 3 | 1% | 3 | 100% | 0 | 0% |
| Economically Disadvantaged | 43 | 16% | 25 | 58% | 18 | 42% |
| Not Economically Disadvantaged | 229 | 84% | 191 | 83% | 38 | 17% |
| English Language Learner | 16 | 6% | 15 | 94% | 1 | 6% |
| Non-English Language Learner | 256 | 94% | 201 | 79% | 55 | 21% |
| Not in Foster Care | 272 | 100% | 216 | 79% | 56 | 21% |
| Not Homeless | 272 | 100% | 216 | 79% | 56 | 21% |
| Not Migrant | 272 | 100% | 216 | 79% | 56 | 21% |
| Parent Not in Armed Forces | 272 | 100% | 216 | 79% | 56 | 21% |

2021 Mathematics Grade 8 Participation Data

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|---|---------------------|------|-----------------|-----|---------------------|------|
| | Count | % | Count | % | Count | % |
| All Students | 266 | 100% | 6 | 2% | 260 | 98% |
| Female | 138 | 52% | 2 | 1% | 136 | 99% |
| Male | 128 | 48% | 4 | 3% | 124 | 97% |
| General Education Students | 222 | 83% | 0 | 0% | 222 | 100% |
| Students with Disabilities | 44 | 17% | 6 | 14% | 38 | 86% |
| Asian or Native Hawaiian/Other Pacific Islander | 27 | 10% | 0 | 0% | 27 | 100% |
| Black or African American | 7 | 3% | 0 | 0% | 7 | 100% |
| Hispanic or Latino | 54 | 20% | 3 | 6% | 51 | 94% |
| White | 176 | 66% | 3 | 2% | 173 | 98% |
| Multiracial | 2 | 1% | 0 | 0% | 2 | 100% |
| Economically Disadvantaged | 40 | 15% | 2 | 5% | 38 | 95% |
| Not Economically Disadvantaged | 226 | 85% | 4 | 2% | 222 | 98% |

| Subgroup | Subgroup Enrollment | | Subgroup Tested | | Subgroup Not Tested | |
|------------------------------|---------------------|------|-----------------|----|---------------------|-----|
| | Count | % | Count | % | Count | % |
| English Language Learner | 22 | 8% | 2 | 9% | 20 | 91% |
| Non-English Language Learner | 244 | 92% | 4 | 2% | 240 | 98% |
| Not in Foster Care | 266 | 100% | 6 | 2% | 260 | 98% |
| Not Homeless | 266 | 100% | 6 | 2% | 260 | 98% |
| Not Migrant | 266 | 100% | 6 | 2% | 260 | 98% |
| Parent Not in Armed Forces | 266 | 100% | 6 | 2% | 260 | 98% |

2021 Mathematics Grade 3 Performance Data

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|---|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 288 | 34 | 12% | 41 | 14% | 96 | 33% | 117 | 41% | 213 | 74% |
| Female | 153 | 19 | 12% | 23 | 15% | 54 | 35% | 57 | 37% | 111 | 73% |
| Male | 135 | 15 | 11% | 18 | 13% | 42 | 31% | 60 | 44% | 102 | 76% |
| General Education Students | 249 | 20 | 8% | 31 | 12% | 87 | 35% | 111 | 45% | 198 | 80% |
| Students with Disabilities | 39 | 14 | 36% | 10 | 26% | 9 | 23% | 6 | 15% | 15 | 38% |
| Asian or Native Hawaiian/Other Pacific Islander | 53 | 0 | 0% | 4 | 8% | 13 | 25% | 36 | 68% | 49 | 92% |
| Black or African American | 5 | 1 | 20% | 1 | 20% | 1 | 20% | 2 | 40% | 3 | 60% |
| Hispanic or Latino | 53 | 11 | 21% | 9 | 17% | 22 | 42% | 11 | 21% | 33 | 62% |
| White | 167 | 22 | 13% | 24 | 14% | 59 | 35% | 62 | 37% | 121 | 72% |
| Multiracial | 10 | 0 | 0% | 3 | 30% | 1 | 10% | 6 | 60% | 7 | 70% |
| Economically Disadvantaged | 44 | 12 | 27% | 3 | 7% | 18 | 41% | 11 | 25% | 29 | 66% |
| Not Economically Disadvantaged | 244 | 22 | 9% | 38 | 16% | 78 | 32% | 106 | 43% | 184 | 75% |
| English Language Learner | 56 | 9 | 16% | 5 | 9% | 17 | 30% | 25 | 45% | 42 | 75% |
| Non-English Language Learner | 232 | 25 | 11% | 36 | 16% | 79 | 34% | 92 | 40% | 171 | 74% |
| Not in Foster Care | 288 | 34 | 12% | 41 | 14% | 96 | 33% | 117 | 41% | 213 | 74% |
| Homeless | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 286 | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 288 | 34 | 12% | 41 | 14% | 96 | 33% | 117 | 41% | 213 | 74% |
| Parent Not in Armed Forces | 288 | 34 | 12% | 41 | 14% | 96 | 33% | 117 | 41% | 213 | 74% |

2021 Mathematics Grade 4 Performance Data

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|--------------|--------------|----------------|----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 299 | 21 | 7% | 32 | 11% | 74 | 25% | 172 | 58% | 246 | 82% |

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|---|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| Female | 142 | 9 | 6% | 17 | 12% | 37 | 26% | 79 | 56% | 116 | 82% |
| Male | 157 | 12 | 8% | 15 | 10% | 37 | 24% | 93 | 59% | 130 | 83% |
| General Education Students | 262 | 10 | 4% | 24 | 9% | 65 | 25% | 163 | 62% | 228 | 87% |
| Students with Disabilities | 37 | 11 | 30% | 8 | 22% | 9 | 24% | 9 | 24% | 18 | 49% |
| American Indian or Alaska Native | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 42 | 1 | 2% | 3 | 7% | 7 | 17% | 31 | 74% | 38 | 90% |
| Black or African American | 4 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 53 | 9 | 17% | 10 | 19% | 17 | 32% | 17 | 32% | 34 | 64% |
| White | 190 | 9 | 5% | 17 | 9% | 48 | 25% | 116 | 61% | 164 | 86% |
| Multiracial | 9 | 0 | 0% | 2 | 22% | 1 | 11% | 6 | 67% | 7 | 78% |
| Economically Disadvantaged | 43 | 10 | 23% | 8 | 19% | 9 | 21% | 16 | 37% | 25 | 58% |
| Not Economically Disadvantaged | 256 | 11 | 4% | 24 | 9% | 65 | 25% | 156 | 61% | 221 | 86% |
| English Language Learner | 38 | 3 | 8% | 6 | 16% | 7 | 18% | 22 | 58% | 29 | 76% |
| Non-English Language Learner | 261 | 18 | 7% | 26 | 10% | 67 | 26% | 150 | 57% | 217 | 83% |
| Not in Foster Care | 299 | 21 | 7% | 32 | 11% | 74 | 25% | 172 | 58% | 246 | 82% |
| Not Homeless | 299 | 21 | 7% | 32 | 11% | 74 | 25% | 172 | 58% | 246 | 82% |
| Not Migrant | 299 | 21 | 7% | 32 | 11% | 74 | 25% | 172 | 58% | 246 | 82% |
| Parent Not in Armed Forces | 299 | 21 | 7% | 32 | 11% | 74 | 25% | 172 | 58% | 246 | 82% |

2021 Mathematics Grade 5 Performance Data

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|---|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 209 | 30 | 14% | 32 | 15% | 60 | 29% | 87 | 42% | 147 | 70% |
| Female | 94 | 15 | 16% | 15 | 16% | 27 | 29% | 37 | 39% | 64 | 68% |
| Male | 115 | 15 | 13% | 17 | 15% | 33 | 29% | 50 | 43% | 83 | 72% |
| General Education Students | 183 | 18 | 10% | 25 | 14% | 56 | 31% | 84 | 46% | 140 | 77% |
| Students with Disabilities | 26 | 12 | 46% | 7 | 27% | 4 | 15% | 3 | 12% | 7 | 27% |
| Asian or Native Hawaiian/Other Pacific Islander | 38 | 0 | 0% | 4 | 11% | 4 | 11% | 30 | 79% | 34 | 89% |
| Black or African American | 5 | 1 | 20% | 0 | 0% | 3 | 60% | 1 | 20% | 4 | 80% |
| Hispanic or Latino | 41 | 12 | 29% | 6 | 15% | 12 | 29% | 11 | 27% | 23 | 56% |
| White | 117 | 16 | 14% | 21 | 18% | 38 | 32% | 42 | 36% | 80 | 68% |
| Multiracial | 8 | 1 | 13% | 1 | 13% | 3 | 38% | 3 | 38% | 6 | 75% |
| Economically Disadvantaged | 44 | 10 | 23% | 10 | 23% | 14 | 32% | 10 | 23% | 24 | 55% |
| Not Economically Disadvantaged | 165 | 20 | 12% | 22 | 13% | 46 | 28% | 77 | 47% | 123 | 75% |

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|------------------------------|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| English Language Learner | 33 | 4 | 12% | 6 | 18% | 6 | 18% | 17 | 52% | 23 | 70% |
| Non-English Language Learner | 176 | 26 | 15% | 26 | 15% | 54 | 31% | 70 | 40% | 124 | 70% |
| Not in Foster Care | 209 | 30 | 14% | 32 | 15% | 60 | 29% | 87 | 42% | 147 | 70% |
| Not Homeless | 209 | 30 | 14% | 32 | 15% | 60 | 29% | 87 | 42% | 147 | 70% |
| Not Migrant | 209 | 30 | 14% | 32 | 15% | 60 | 29% | 87 | 42% | 147 | 70% |
| Parent Not in Armed Forces | 209 | 30 | 14% | 32 | 15% | 60 | 29% | 87 | 42% | 147 | 70% |

2021 Mathematics Grade 6 Performance Data

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|---|--------------|----------------|-----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 259 | 50 | 19% | 84 | 32% | 75 | 29% | 50 | 19% | 125 | 48% |
| Female | 132 | 27 | 20% | 52 | 39% | 35 | 27% | 18 | 14% | 53 | 40% |
| Male | 127 | 23 | 18% | 32 | 25% | 40 | 31% | 32 | 25% | 72 | 57% |
| General Education Students | 232 | 36 | 16% | 76 | 33% | 71 | 31% | 49 | 21% | 120 | 52% |
| Students with Disabilities | 27 | 14 | 52% | 8 | 30% | 4 | 15% | 1 | 4% | 5 | 19% |
| Asian or Native Hawaiian/Other Pacific Islander | 29 | 0 | 0% | 2 | 7% | 9 | 31% | 18 | 62% | 27 | 93% |
| Black or African American | 7 | 4 | 57% | 1 | 14% | 1 | 14% | 1 | 14% | 2 | 29% |
| Hispanic or Latino | 54 | 17 | 31% | 23 | 43% | 12 | 22% | 2 | 4% | 14 | 26% |
| White | 161 | 27 | 17% | 56 | 35% | 50 | 31% | 28 | 17% | 78 | 48% |
| Multiracial | 8 | 2 | 25% | 2 | 25% | 3 | 38% | 1 | 13% | 4 | 50% |
| Economically Disadvantaged | 49 | 19 | 39% | 15 | 31% | 12 | 24% | 3 | 6% | 15 | 31% |
| Not Economically Disadvantaged | 210 | 31 | 15% | 69 | 33% | 63 | 30% | 47 | 22% | 110 | 52% |
| English Language Learner | 21 | 9 | 43% | 5 | 24% | 2 | 10% | 5 | 24% | 7 | 33% |
| Non-English Language Learner | 238 | 41 | 17% | 79 | 33% | 73 | 31% | 45 | 19% | 118 | 50% |
| Not in Foster Care | 259 | 50 | 19% | 84 | 32% | 75 | 29% | 50 | 19% | 125 | 48% |
| Not Homeless | 259 | 50 | 19% | 84 | 32% | 75 | 29% | 50 | 19% | 125 | 48% |
| Not Migrant | 259 | 50 | 19% | 84 | 32% | 75 | 29% | 50 | 19% | 125 | 48% |
| Parent Not in Armed Forces | 259 | 50 | 19% | 84 | 32% | 75 | 29% | 50 | 19% | 125 | 48% |

2021 Mathematics Grade 7 Performance Data

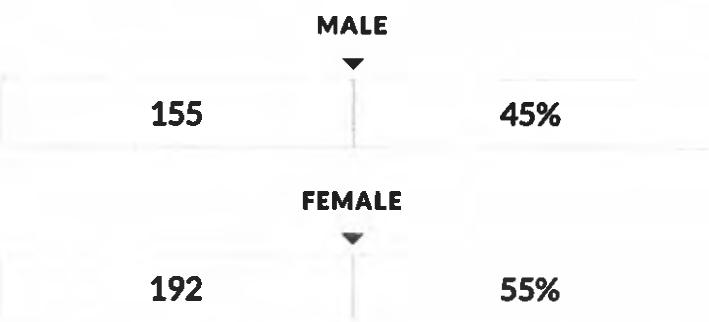
| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|--------------|--------------|----------------|----|----------------|-----|----------------|-----|----------------|-----|--------------------------|-----|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 216 | 20 | 9% | 89 | 41% | 69 | 32% | 38 | 18% | 107 | 50% |
| Female | 117 | 9 | 8% | 50 | 43% | 36 | 31% | 22 | 19% | 58 | 50% |

| Subgroup | Total Tested | Level 1 Tested | | Level 2 Tested | | Level 3 Tested | | Level 4 Tested | | L3-4 Tested (Proficient) | |
|----------------------------|--------------|----------------|---|----------------|---|----------------|---|----------------|---|--------------------------|---|
| | | Count | % | Count | % | Count | % | Count | % | Count | % |
| Not in Foster Care | 6 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 6 | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 6 | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 6 | — | — | — | — | — | — | — | — | — | — |

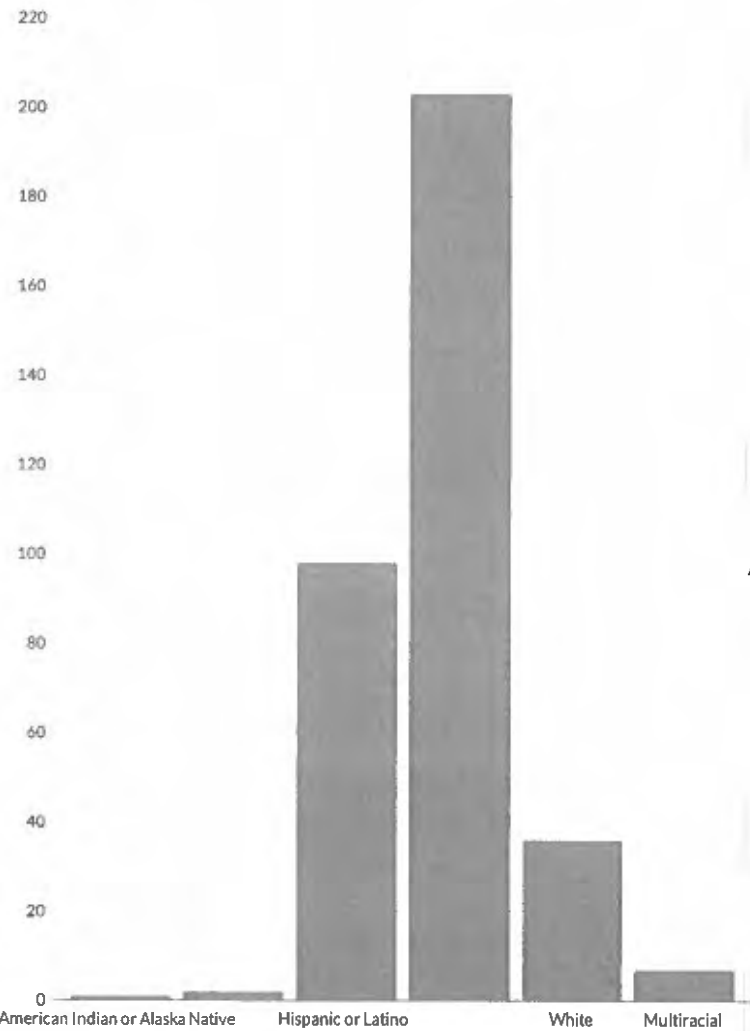
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ELL ENROLLMENT BY GENDER



ELL ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



OTHER GROUPS

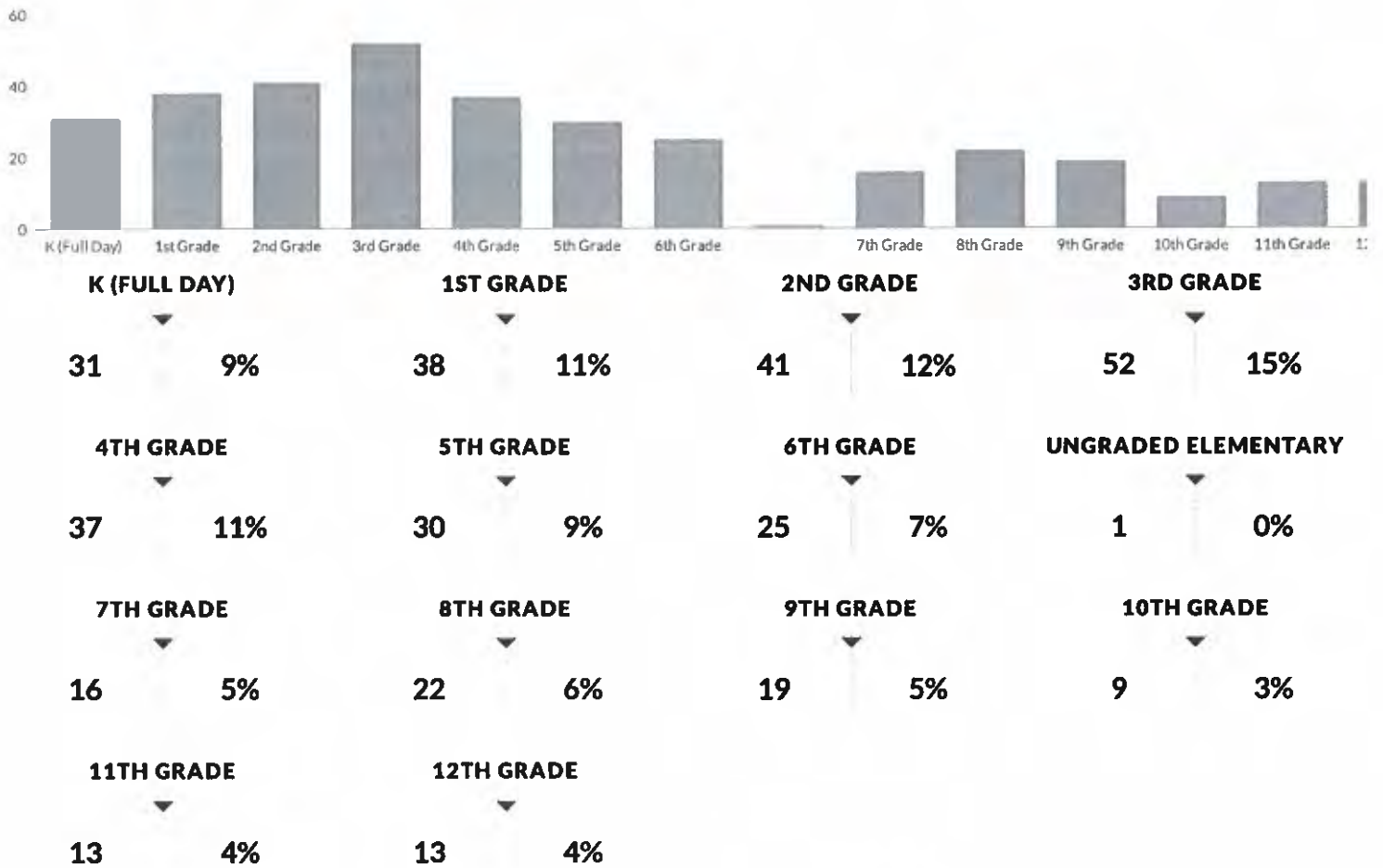
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ELL ENROLLMENT BY GRADE



Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

- 1 Japanese
- 2 Spanish
- 3 English
- 4 Portuguese
- 5 Arabic

ENGLISH LANGUAGE LEARNERS BREAKDOWN

| NEWCOMERS | DEVELOPING | LONG TERM | SIFE |
|-----------|------------|-----------|------|
| 309 | 85 | 16 | 3 |

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE

▼
392

ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM

▼
0

TRANSITIONAL BILINGUAL EDUCATION PROGRAM

▼
0

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

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(718) 722-2796 / (518) 473-0295

To: BOCES Superintendents
School District Superintendents
Public School Principals
Charter School Leaders

From: Jason Harmon, Assistant Commissioner

Subject: United States Department of Education (USDE) Waiver of Every Student Succeeds Act (ESSA) Accountability and Report Card Provisions for the 2020-21 School Year

Date: June 22, 2021

On February 12, 2021, the New York State Education Department (NYSED or "the Department") submitted a waiver request to the United States Department of Education (USDE) on behalf of all Local Education Agencies (LEAs) in New York State seeking flexibility from federal accountability requirements in the 2020-21 school year.¹

Specifically, the waiver request addressed the unique circumstances caused by the ongoing pandemic. The Department argued that even in cases where data could be collected for the individual accountability indicators, in order to make determinations at the elementary/middle and high school levels, there is much concern that such determinations for the 2020-21 school year will be distorted by the disparities across the State in learning modality and device/internet connectivity access. These disparities undermine the Department's ability to make accurate judgements about individual indicators and overall school and district performance, effectively negating the ability to meaningfully differentiate among schools and/or offer appropriate supports.

This memo is to inform you that USDE granted NYSED a waiver of the following requirements of the Elementary and Secondary Education Act (ESEA), as recently amended by the Every Student Succeeds Act (ESSA):

- Accountability and school identification requirements in Sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward Long-Term Goals and Measures of Interim Progress (MIP); meaningfully differentiate, on an annual basis, all public schools, including adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for Comprehensive, Targeted, and additional Targeted Support and Improvement based on data from the 2020-21 school year.
- Report card provisions related to accountability in Section 1111(h) based on data from the 2020-21 school year. These include:
 - Section 1111(h)(1)(C)(i)(I)-(IV) and (VI): Accountability system description, other than the list of Comprehensive, Targeted, and additional Targeted Support and Improvement Schools.
 - Section 1111(h)(1)(C)(iii)(I): Other Academic indicator results for schools that are not high schools.
 - Section 1111(h)(1)(C)(v): School Quality or Student Success indicator results.
 - Section 1111(h)(1)(C)(vi): Progress toward meeting Long-Term Goals and MIPs.
 - Section 1111(h)(2)(C) with respect, at the LEA and school levels, to all waiver requirements in section 1111(h)(1)(C).

To secure the waiver of these ESSA requirements, the United States Department of Education required New York State to assure that:

- The State will make publicly available chronic absenteeism data, either as defined in the State's School Quality or Student Success indicator, if applicable, or ED Facts, disaggregated to the extent such data are available by the subgroups in ESEA Section 1111(c)(2)², on State and local report cards (or in another publicly available location).
- The State will make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups in ESEA Section 1111(c)(2), to the extent such data are collected at the State or LEA level.
- Any school that is identified for Comprehensive, Targeted, or additional Targeted Support and Improvement in the 2019-20 school year (i.e., any school that was in that status as of the 2019-20 school year), except for Comprehensive Support and Improvement Schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-22 school year, implement its support and improvement plan, and receive appropriate supports and interventions.³
- The State will identify Comprehensive, Targeted, and additional Targeted Support and Improvement Schools using data from the 2021-22 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.⁴

ESSA Accountability Implications

Based on the waiver granted by USDE, NYSED will present proposed amendments to Commissioner's Regulations related to accountability and schools in Receivership to the Board of Regents at its September 2021 meeting. Proposed amendments will be consistent with the following actions:

- NYSED will waive all requirements pertaining to participation rate in state assessments administered during the 2020-21 school year.
- NYSED will not make 2021-22 school year accountability status or level determinations based on 2020-21 school year data for any of the indicators used in New York's accountability system: composite performance; academic progress; student growth; English Language Proficiency; chronic absenteeism; graduation rate; and college, career, and civic readiness.
- NYSED will freeze the accountability status of all schools and districts. All districts and schools will have the same accountability status in the 2021-22 school year that the districts and schools had in the 2020-21 school year. Therefore:
 - Any district that was identified as a Target District in the 2020-21 school year will maintain that identification status in the 2021-22 school year.
 - Any school that was identified as a Comprehensive Support and Improvement (CSI) School or Targeted Support and Improvement (TSI) School in the 2020-21 school year will maintain that identification status in the 2021-22 school year.
 - There will be no progress determinations made based on 2020-21 school year data for identified Target Districts, CSI Schools, and TSI Schools.
 - No schools will be identified as Recognition Schools in the 2021-22 school year.
 - The next list of CSI schools will be created using 2022-23 school year results, consistent with New York State's three-year identification cycle detailed in the State ESSA Plan.
- NYSED will continue to provide supports in the 2021-22 school year to Target Districts, CSI Schools, and TSI Schools and provide interventions consistent with the school's support and improvement plan.
- NYSED will extend established MIPs and Long-Term Goals by one additional year. Specifically, NYSED will carry forward the 2019-20 school year MIPs that were initially extended for use in the 2020-21 school year to the 2021-22 school year. This action will be in lieu of requiring schools and districts to meet the previously set 2021-22 school year MIPs.
- NYSED will waive requirements in Commissioner's Regulations related to the development and submission (if required) of Participation Rate Improvement Plans to be implemented in the 2021-22 school year.
- NYSED will waive requirements in Commissioner's Regulations that any Good Standing school with any accountability measure of Level 1 for any subgroup to complete a Level 1 Addendum for the 2021-22 school year.

In addition to the actions listed above, NYSED is continuing to evaluate additional modifications to the accountability system that may be needed in future years to address ongoing complications caused by the COVID-19 pandemic. More information about possible adjustments to individual accountability indicators and identification procedures will be shared as soon as possible.

Receivership Schools

Consistent with the proposed actions listed above, the Department will not use the 2020-21 school year results to make Demonstrable Improvement (DI) determinations for schools in Receivership, place any schools in Independent Receivership, or remove the designation of any school as Struggling. Specifically:

- All schools identified as Struggling for the 2020-21 school year shall remain so identified for the 2021-22 school year.
- All schools that are operated under a school district Superintendent Receiver in the 2020-21 school year shall continue to operate under a school district Superintendent Receiver for the 2021-22 school year.

In addition, since the Department will not use the 2020-21 school year results to make the annual DI determinations for schools in Receivership in the fall of 2021, the Department is waiving the requirement for districts to submit the 2020-21 school year results for their DI indicators to the Office of Accountability (OA). Please note that this waiver *does not apply* to any data that districts must submit to the Student Information Repository System (SIRS) in accordance with annual reporting requirements as directed by the Office of Information and Reporting Services (IRS).

Additional information about supports and resources that the Department will make available for Receivership Schools will be sent under separate cover.

District and School Report Cards

As a result of the waiver, NYSED will not report the following data on the 2020-21 school year School and District Report Cards:

- A description of the State's accountability system
- Information related to the performance on other academic indicator for public elementary schools and secondary schools that are not high schools
- Information related to the performance on School Quality or Student Success indicators
- Information related to progress toward meeting Long-Term Goals and Measurements of Interim Progress
- Information showing how students in an LEA and each school, respectively, performed on the academic assessments compared to students in the State and LEA (with respect to all waived requirements).

The USDE waiver requires that all other reporting elements be included on the 2020-21 school year School and District Report Cards.

Available Resources

The Department remains committed to supporting your efforts to provide the best education and support to the students of New York State. Should you have any questions regarding any of the above information, please contact us by using the e-mail addresses below based on the area of your inquiry.

For questions related to:

- Accountability Identification and Status, please e-mail ACCOUNTINFO@nysed.gov.
- Supports and Required Actions for Identified Schools and Districts, please e-mail FIELDSUPPORT@nysed.gov.
- School and District Report Cards, please e-mail DATASUPPORT@nysed.gov.

cc: Kim Wilkins
David Frank
Rose LeRoy
Stephen Earley
Jennifer Todd
Lisa Long

FOR IMMEDIATE RELEASE

MARCH 15, 2021

For More Information Contact:

JP O'Hare or Jeanne Beattie

(518) 474-1201

www.nysed.gov



Board of Regents Acts on Emergency Regulation Revisions to 2021 Diploma Requirements

August 2021 Regents Exams Cancelled

If USDE Waiver is Denied, Only Four June 2021 Regents Exams will be Administered

If USDE Waiver is Denied, Only Session One of the Grades 3-8 ELA & Math Assessments and Only the Written Test Component of the Grades 4 & 8 Science Tests will be Held

The Board of Regents today acted on a series of emergency regulations to allow for exemptions to diploma requirements associated with the June 2021 and August 2021 Regents Examination administrations. With the COVID-19 crisis still affecting the State of New York and students having varied levels of in-person instruction, the Board and the Department are taking necessary steps to provide essential flexibility for the State's students, families and educators.

These include actions to cancel the August 2021 Regents Exams and, should the U.S. Department of Education deny the Department's waiver request, only four of the June 2021 Regents Exams will be administered; only Session 1 of the Grades 3-8 English Language Arts (ELA) and Math Tests will be required; and only the one-session Written Test component of the Grades 4 and 8 Science Tests will be administered.

"As we continue to see a global pandemic impact our schools and students in every corner of the state, the Board and I are determined to complete this school year in a manner that protects the health and safety of all of New York's children," said Chancellor Lester W. Young, Jr. "While we were disappointed by the USDE decision not to grant blanket waivers for state assessments, we are confident that the regulatory amendments acted on today and other assessment-related actions by the Department provide for the flexibility necessary to meet federal requirements while ensuring the well-being of those in our school buildings."

"The Department continues to engage with USDE in regard to finding the best path forward in offering state assessments for the children of New York," said Commissioner Betty A. Rosa. "In order to inform these discussions, we are engaging with stakeholders across the state to gain insight on the local approaches to student assessment. The regulatory amendments advanced today provide fairness for our students; however we remain hopeful that USDE will provide the necessary waivers to allow our educators to remain engaged in the important work of fostering a safe and healthy learning environment for each child in New York state."

Summary of the Amendments

A summary of the amendments follows. Full descriptions of the changes can be found in the [Regents item 4](#).

CDOS Commencement Credential and CDOS Pathway: Commissioner's regulations are amended to exempt students from any unfinished requirements for the career development and occupational studies commencement credential (CDOS) provided that the student is otherwise eligible to exit from high school and has otherwise demonstrated knowledge and skills relating to the CDOS learning standards.

Regents Exam Exemption Eligibility Requirements: Regulations are amended to allow students who have met the standards for the course of study, as locally determined, to be eligible for an exemption to the examination requirements. To qualify for such an exemption to the diploma requirements, students must meet one of the following criteria:

- The student is currently enrolled in a course of study culminating in a Regents Examination and by the end of the 2021 school year, or the 2021 summer session, will have earned credit in such course of study;
- The student was previously enrolled in the course culminating in the applicable Regents Examination, has achieved course credit, and has not yet passed the associated required Regents Examination but was intending to take the test in June 2021 or August 2021 to achieve a passing score; or
- The student is in grade 7 or 8, is enrolled in a course of study culminating in taking a Regents Examination and has met the standards assessed in the provided coursework.

The Department will also extend exemption eligibility for pathway assessments, alternative assessments, technical assessments, and locally developed tests through the 2020-21 school year.

Mastery and Honors Flexibility: Regulatory amendments will allow for flexibility in the calculations for the mastery and honors endorsement wherein student course grades may be substituted for exam scores in cases where Regents Examination exemptions would preclude a student from qualifying for an endorsement to their diploma.

Science Laboratory Experience: Commissioner's regulations relating to science laboratory experience are amended to:

- Clarify that a student may still be eligible to take a science Regents examination, and therefore be eligible for an exemption if applicable, even if they are unable to meet the 1,200-minute science laboratory experience requirement due to the COVID-19 crisis; and
- Expand the amendment allowing students to continue to meet the laboratory requirements through a combination of hands on and virtual experiences due to the COVID-19 crisis.

Graduation Assessment Exemption Declination: With the cancellation of the January 2021 Regents Examinations, the Department amended regulations to provide parents and persons in parental relation of students scheduled to graduate in January, June, or August of 2021 who have been exempted from a graduation assessment requirement the opportunity to decline such exemption.

Additionally, the amendment extended the time period required by schools to give parents or persons in parental relation notification of the option to decline such exemption from 10 calendar days to 30 calendar days.

USDE Waiver Exemption Requests: NYSED is in the process of surveying districts and charter schools about their local approaches to student assessment. This information will be used to inform NYSED's conversations with the USDE regarding the administration of the federally required spring 2021 grades 3-8 ELA and math assessments, grades 4 and 8 science tests, and Regents Examinations. It is the intent of the Department to showcase the wide range of quality assessment practices that are taking place at the school and district level throughout New York State.

While no final decisions have been made on the Department's assessment waiver request, the Department is planning ahead. Accordingly:

- If USDE grants the Department's waiver request, the State's elementary- and intermediate-level assessments and all of its June and August 2021 Regents Examinations will be cancelled.
- Should USDE not grant the waiver request or not respond prior to the scheduled test administration dates:
 - the Department will administer only the Regents Examinations required under ESSA during the June 2021 administration, which are the ELA, Algebra 1, Earth Science and Living Environment Exams;
 - the August 2021 Regents Exams will be cancelled;
 - only Session 1 of the grades 3-8 assessments in Math and ELA will be required, a shift from the standard practice where these assessments are administered in two sessions; and
 - only the written test component of the Grades 4 and 8 Science Tests will be held; the performance tests will not be administered.

USDE agreed to uncouple state assessments from ESSA accountability requirements so results will be used solely as a measure of student learning. The Department will propose the appropriate regulatory amendments related to accountability at a later date.

Timetable for Implementation

The emergency regulations will become effective on March 16, 2021. It is anticipated that the proposed amendment will be presented for permanent adoption at the June 2021 Regents meeting, after publication of the proposed amendment in the State Register and expiration of the 60-day public comment period required under the State Administrative Procedure Act.

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New York State Board of Regents

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**NEW YORK STATE
2020-21 REPORT CARD GLOSSARY & GUIDE**

Last updated: December 2021



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Accountability Data

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. For more information, please see the [NYSED Waiver Memorandum](#) and [NYS Board of Regents Announcement](#).

Accountability Statuses

2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year, except in the case of school openings, closings, mergers, or reconfigurations of grade levels within a school. For more information, contact the Office of Accountability at ACCOUNTINFO@nysed.gov.

For detailed information about accountability, district/school/subgroup statuses, and criteria for determinations, please consult the following documents at [ESSA Accountability Designations](#):

- [“Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2021-22 Accountability Statuses”](#) and
- [“Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2019-20 Accountability Statuses Based on 2018-19 Results \(July 2020\)”](#)

Rules for exiting certain statuses as well as more detailed descriptions of the accountability system and interventions for schools and districts based on their identifications are available at [HERE](#).

Updates in response to the COVID-19 pandemic are available [HERE](#).

NYS District and School Accountability Statuses

This link on the NYS Report Card provides access to an Excel Workbook that includes a count and list of all NYS public school districts, public schools, and charter schools by status, as well as subgroup statuses for these entities. Statuses for the 2021-22 school year are the same as those assigned for the 2020-21 school year, except in the case of school openings, closings, mergers, or reconfigurations of grade levels within a school. This Excel Workbook is accessible via the New York State statewide report card and not through individual district or school report cards.

1003 School Improvement Funds

The Section 1003 School Improvement Funds Data link on district, school, and the statewide report cards provides access to an Excel Workbook that includes a full list of **schools** and **districts** that received section 1003 improvement funds, including the amount of funds and the type of strategies implemented. Additional resource links are provided for informational purposes.

Elementary/Middle (EM) Chronic Absenteeism

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

EM Chronic Absenteeism is the percentage of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days.

Students Enrolled – Number of students enrolled for at least ten instructional days and in attendance for at least one of those days

Students Chronically Absent – Number of “Students Enrolled” who were absent for at least 10% of enrolled instructional days

Chronic Absenteeism Rate – (Students Chronically Absent ÷ Students Enrolled) x 100

For 2020-21 Report Cards, Chronic Absenteeism is calculated using only 2020-21 data and only when “Students Enrolled” counts are at least 30.

If a school or district did not report attendance in 2020-21, then a statement will reflect such within the report card. If only partial data are available for a district or New York State due to non-reporting schools, then available data will be displayed with a footnote indicating that data were not reported for one or more schools and caution should be used when interpreting results.

Secondary Level (HS) Graduation Rate

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Number in Cohort – Number of students in the 4-, 5-, and 6-year graduation rate cohorts as of June 30th of the prior reporting year

Number Graduated – Number of students in the cohort who graduated by August 31st of the prior reporting year

Grad Rate – The 4-, 5-, and 6-year graduation rates (Number Graduated ÷ Number in Cohort) x 100

For 2020-21 Report Cards, if the current year’s “Number in Cohort” is less than 30, then it is combined with the previous reporting year’s data to attempt to achieve a minimum count of 30. If data were combined for a cohort, the “Number in Cohort” value will be followed by an asterisk (*) referring to a footnote indicating two years of data were combined.

Secondary Chronic Absenteeism

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Secondary Chronic Absenteeism is the percentage of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days.

Students Enrolled – Number of students enrolled for a minimum of ten instructional days and in attendance for at least one of those days

Students Chronically Absent – Number of “Students Enrolled” who were absent for at least 10% of enrolled instructional days

Chronic Absenteeism Rate – (Students Chronically Absent ÷ Students Enrolled) x 100

For 2020-21 Report Cards, Chronic Absenteeism is calculated using only 2020-21 data and only when “Students Enrolled” counts are at least 30.

If a school or district did not report attendance in 2020-21, then a statement will reflect such within the report card. If only partial data are available for a district or New York State due to non-reporting schools, then available data will be displayed with a footnote indicating that data were not reported for one or more schools and caution should be used when interpreting results.

Assessment Data

National Assessment of Academic Progress (NAEP)

The National Assessment of Educational Progress (NAEP) measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation’s Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is administered every other year to a representative sample of students across the country. The last administration of NAEP was during the 2018-19 school year. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students. The next administration of NAEP is scheduled for 2022 – postponed from 2021 due to the COVID-19 pandemic.

New York State and national student results on the NAEP are reported for Grade 4 Reading, Grade 4 Mathematics, Grade 8 Reading, and Grade 8 Mathematics, showing percentages of students performing at each of the NAEP achievement levels: “Below Basic,” “Basic,” “Proficient,” and “Advanced.” NAEP achievement levels are performance standards that describe what students should know and be able to do. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Descriptions of NAEP achievement levels for each assessment subject are available at https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx. Data in the tables are disaggregated by subgroups: All Students, American Indian or Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, Black or African American, Economically Disadvantaged, Hispanic or Latino, English Language Learners, Multiracial, Students with Disabilities, and White.

NAEP national and state participation rates are also reported in the NYS Report Card for all students and for subgroups of English Language Learners and Students with Disabilities in Grades 4 and 8 Reading and Mathematics.

Civil Rights Data Collection (CRDC) Data (2017-18) updated for 2020-21 Report Card

Accessible via a downloadable Excel Workbook on the NYS statewide report card and all district and school report cards are measures of school quality, climate, and safety, and accelerated coursework to earn post-secondary credit while in high school as reported by schools to the U.S. Department of Education using the Civil Rights Data Collection Survey. For a fuller understanding of the New York-specific data included in the 2020-21 Report Card, see the 2020-21 CRDC Glossary & Guide at <https://data.nysed.gov/files/essa/20-21/crdc.pdf>. For more information on CRDC, see <https://ocrdata.ed.gov/>.

Reference: Accountability Subgroups Defined

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

English Language Learners: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations. Students who are not ELL in the current year but were ELL in one or more of the previous four years are called "former ELLs" and are included in the ELL accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT ELL in the reporting year but was an ELL in one or more of the previous four reporting years will be considered a former ELL and will be included in the ELL group.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities and needs Special Education. Students who are not students with disabilities in the current year but were students with disabilities in one or more of the previous two years are called "former students with disabilities" and are included in the Students with Disabilities accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT SWD in the reporting year but was SWD in one or more of the previous TWO reporting years will be included in the SWD group.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

GLOSSARY OF TERMS - GRADUATION RATE DATA

Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

Dropouts

Students whose last enrollment record indicated they dropped out of school.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

GED (HSE) Transfer

Students whose last enrollment record indicated they transferred to an Approved Alternative HS Equivalency Program.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of

the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Non-Diploma Credentials

This commencement option includes Career Development and Occupational Studies (CDOS), Skills and Achievement credentials, and previously earned Individualized Education Program (IEP) Diplomas. IEP Diplomas were discontinued after the 2012-13 school year.

Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, 5 Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the

Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Regents Diploma

Requires a student pass a minimum of 5 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

Regents with Advanced Designation

Requires a student pass a minimum of 8 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

Still Enrolled

Students whose last enrollment record indicated they were still enrolled in high school.

Graduation Rate Business Rules

SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2020-21, that was August 20, 2021.
- The deadline for August graduates was October 29, 2021.

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2017 Total Cohort Graduation Rate data includes:

- 2017 Total Cohort, 4-Year August
- 2017 Total Cohort, 4-Year June
- 2016 Total Cohort, 5-Year June and August
- 2015 Total Cohort, 6-Year June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2017 total cohort consists of all students, based on last enrollment record as of June 30, 2021, with a First Date of Entry into Grade 9 during the 2017-18 school year (July 1, 2017 – June 30, 2018), regardless of their current grade level.

The cohort year for students whose last enrollment record has a grade of “14” (i.e., 7–12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field. In circumstances where no date has been reported for an ungraded student, cohort year will be the school year the student turned 17.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, or 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;

- Are included in county, NRC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Suppression

To ensure student confidentiality, the Department does not publish outcome data for groups with non-zero counts fewer than five (5) students or data that would allow readers to easily determine the performance of a group with enrollment from one to five students.

- When the enrollment in Non-Additive subgroups (e.g., gender, ELL status, SWD status) is not zero and fewer than five (5), the outcomes are suppressed for all subgroups in that category.
- When the enrollment in an ethnic subgroup (e.g., Hispanic) is not zero and fewer than five (5) students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total enrollment count of the suppressed subgroups is still fewer than five (5), the subgroup(s) with the next highest enrollment count will be suppressed until the total of all suppressed enrollment counts is equal to or greater than five (5).

Graduates and Graduation Rate

Graduation rate is calculated using the number of graduates (see the breakdown below) as of the indicated reporting date divided by the total cohort.

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
 - Local Diploma (068, 069, 070, 612)
 - Regents Diploma (779, 762, 813, 796)
 - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
 - IEP Diploma (085) (prior to July 1, 2013 only)
 - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
 - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

GED (HSE) Students

Students enrolled in an Approved High School Equivalency Program (AHSEP) or a High School Equivalency Program (HSEP) are counted as non-completers, but not as dropouts. The exception to this is when a student transfers to an AHSEP/HSEP, but no enrollment record for that program is reported prior to the end of the same school year.

Economically Disadvantaged

Students are designated as Economically Disadvantaged if they were reported with a 0198 (Poverty – from low income family) program service code in SIRS at any point during the reporting year.

English Language Learners (ELL)

Students are designated ELLs if they were reported with a 0231 (ELL Eligible) program service code in SIRS at any point during the reporting school year.

Homeless

Students are designated Homeless if they were reported with an 8262 (Homeless Student Status) program service code in SIRS at any point during the reporting school year.

In Foster Care

Students are designated In Foster Care if they were reported with an 8300 (Child in Foster Care) program service code in SIRS at any point during the reporting school year.

Migrant

Students are designated Migrant if they were reported with a 0330 (Title I - Part C: Education of Migratory Children) program service code in SIRS at any point during the reporting school year.

Parent in Armed Forces

Students are designated as Parent in Armed Forces if they were reported with an 8292 (Student with a Parent on Active Duty in the Armed Forces) program service code in SIRS at any point during the reporting school year.

Students with Disabilities (SWD)

Students are designated SWDs if they were reported with any of Type of Disability program service code in SIRS at any point during the reporting school year.

GLOSSARY OF TERMS - PATHWAYS DATA

Arts Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

CDOS Pathway

Students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. **Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are not counted as graduates and not included in Pathway reporting.**

CTE Pathway

Students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Humanities Alternative Pathway

Students who satisfied the requirements for a Regents or local diploma by passing an Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

Humanities Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma.

In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Language Other Than English (LOTE) Pathway

Students reported with a Career Path Code of "LOTE" (Language Other Than English). Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in a Language Other Than English (LOTE).

Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, 5 Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Pathways (4+1)

In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous, assessment pathways to graduation for all students. Under the new "4+1" pathway assessment option, students must take and pass four required Regents exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate.

The fifth (+1) assessment required for graduation may include any one of the following:

- Either an additional Regents examination, or a Department approved alternative, in a different course in social studies or English (Humanities Pathway); or
- One additional Regents examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway)
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

Also available is the CDOS pathway option, where a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

STEM Pathway with a Concentration in Mathematics

Students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or an Department Approved Alternative assessment in math (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

STEM Pathway with a Concentration in Science

Students who satisfied the requirements for a Regents or local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

Graduation Pathways Business Rules

SIRS Reporting Deadlines

- The deadline for reporting June graduates and their pathways is the date the Level 2 container closes; for SY 2020-21, that was August 20, 2021.
- The deadline for August graduates was October 29, 2021.

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2017 Total Cohort Graduation Rate data includes:

- 2017 Total Cohort, 4-Year June
- 2017 Total Cohort, 4-Year August
- 2016 Total Cohort, June and August
- 2015 Total Cohort, June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2017 total cohort Graduation Pathways consists of all students, based on last enrollment record as of June 30, 2021, with a First Date of Entry into Grade 9 during the 2017-18 school year (July 1, 2017 – June 30, 2018), regardless of their current grade level.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, NRC and statewide aggregate reporting;

- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
 - Local Diploma (068, 069, 070, 612)
 - Regents Diploma (779, 762, 813, 796)
 - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

GED (HSE) Students

HSE are not considered graduates and are therefore not included in Pathways reporting.

Economically Disadvantaged

Students are designated as Economically Disadvantaged if they were reported with a 0198 (Poverty – from low income family) program service code in SIRS at any point during the reporting year.

English Language Learners (ELL)

Students are designated ELLs if they were reported with a 0231 (ELL Eligible) program service code in SIRS at any point during the reporting school year.

Homeless

Students are designated Homeless if they were reported with an 8262 (Homeless Student Status) program service code in SIRS at any point during the reporting school year.

In Foster Care

Students are designated In Foster Care if they were reported with an 8300 (Child in Foster Care) program service code in SIRS at any point during the reporting school year.

Migrant

Students are designated Migrant if they were reported with a 0330 (Title I - Part C: Education of Migratory Children) program service code in SIRS at any point during the reporting school year.

Parent in Armed Forces

Students are designated as Parent in Armed Forces if they were reported with an 8292 (Student with a Parent on Active Duty in the Armed Forces) program service code in SIRS at any point during the reporting school year.

Students with Disabilities (SWD)

Students are designated SWDs if they were reported with any of Type of Disability program service code in SIRS at any point during the reporting school year.

Pathways

All graduates must be reported with an appropriate graduate exit code, diploma code and pathway (COURSE_OF_STUDY) code. A student can only be reported with one Graduation Pathway, regardless of whether they satisfied the criteria for more than one.

The current Graduation Pathways are:

Arts (ARTS) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

Career Development and Occupational Studies (CDOS) - These are students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are reported with a code of "NONE" (see below).

Career Technical Education (CTE) - These are students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

Humanities (HUM) - These are students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma. Even if the student passed one or more other exams (e.g., in math or science), HUM should be used because that student did not need to take advantage of the flexibility the multiple pathways provide.

Humanities Alternative (HUMALT) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

Languages other than English (LOTE) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved pathway assessment in LOTE as their +1.

STEM with a Concentration in Math (STEMMATH) - These are students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or a Department Approved Alternative assessment in math (after completing a course in the subject) as their +1.

STEM with a Concentration in Science (STEMSCIENCE) - These are students who satisfied the requirements for a Regents or local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1.

GLOSSARY OF TERMS - ENROLLMENT DATA

Armed Forces Parent

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Grade

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law §3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Enrollment Data Business Rules

- Enrollment data are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs.
- Enrollment counts by gender, ethnicity, limited English proficiency status, disability status, and poverty status and for K-12 Enrollment do NOT include prekindergarten students. Prekindergarten counts are shown in the enrollment by Grade section.
- When the Total Students count equals the count in the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category, the data are suppressed. Additionally, when the count of students in either the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category is less than 5, the data are suppressed.

GLOSSARY OF TERMS - ASSESSMENT DATA

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Grade

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Unmatched Data

Data based on all students who participated in a particular year. When multiple years are displayed, the results reflect all students who participated for each of the years and does not match a student from one year to the next.

Assessment Data Business Rules

Rules for including students

- All students who were tested on the assessment and received a valid score. Rules for determining eligibility for receiving a valid score can be found in the Student Information Repository System (SIRS) Manual.
- Students must have a regular enrollment record as defined as:
 - Code 0011 - Enrollment in building or grade
 - Code 0022 - Foreign exchange student enrollment in building or grade
 - Code 5544 - Transferred in under the NCLB Title I "School in Improvement Status" transfer
 - Code 7000 - Transferred in under the NCLB "Persistently Dangerous School" transfer option
 - Code 7011 - Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option
- Students are enrolled anytime between April 1, 2014 and April 8, 2014 for ELA, or April 30, 2014 and May 7, 2014 for Mathematics.

Cross-Sectional vs. Cohort-Group View

Cross-Sectional - Assessment results for students in a particular grade compared to students in that same grade the prior year (ex. 4th grade results in 2012-13 compared to 4th grade results in 2013-14). These data are unmatched.

Cohort-Group - Assessment results for students in a particular grade compared to students in a prior grade for the prior year (ex. 3rd grade results in 2012-13 compared to 4th grade results in 2013-14). These data are unmatched.

Data are populated with the performance level that is returned from the contractor after scoring.

- Level 1 - sum of students who received a standard achieved code of "21"
- Level 2 - sum of students who received a standard achieved code of "22"
- Level 3 - sum of students who received a standard achieved code of "23"
- Level 4 - sum of students who received a standard achieved code of "24"
- Total Tested - Sum of students receiving a valid score on the assessment listed and received a performance level of Level 1, Level 2, Level 3, or Level 4.
- Mean Score - average of scale score based on students who received a valid scale score. Mean Scores can only be seen when you filter on a specific grade level. It will not show for all 3-8 assessments combined.

Suppression

To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. When fewer than five students in a group (e.g., Hispanic) were tested, counts and percentages of tested students scoring at various levels are suppressed for that group and the next smallest group.

For schools, districts, and charters when there is suppression of the performance levels the total tested count will also be suppressed. This applies when a subgroup total equals the all students total, a subgroup total is fewer than five, or all members of a subgroup are in the same performance level.

County, district and other aggregations may vary from other data sources due to various business and suppression rules.

GLOSSARY OF TERMS - ENGLISH LANGUAGE LEARNERS DATA

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

- **Newcomers** - ELL students receiving ELL services through an ELL program for a duration of less than or equal to 3 years
- **Developing** - ELL students receiving ELL services through an ELL program for a duration of 4 to 6 years
- **Long Term** - ELL students receiving ELL services through an ELL program for a duration greater than or equal to 7 years
- **SIFE** - Students identified as having Inconsistent/Interrupted Formal Education.
 - English Language Learners who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and
 - upon initial enrollment in such schools are two or more years below grade level in literacy in their home language; and/or
 - are two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia).

English Language Learners Programs

- **English as a New Language** - program where ELL students learn to speak, understand, read and write English with a teacher who is specially trained in English as a New Language theories and strategies. The student's primary or home language is used as a vehicle to help learn English.
- **One Way/ Two Way Dual Language** - programs offer ELL students the opportunity to become bilingual and bicultural while improving their academic ability. In the One Way Dual Language program model, students who come from the same primary or home language and/or background are provided instruction in both English and the home language simultaneously. The Two Way Dual Language program includes both native and English speakers; teachers provide instruction in both languages.
- **Transitional Bilingual Education Program** - programs offer ELL students of the same primary or home language the opportunity to learn in English while continuing to learn content in their home language. Students' primary or home language is used to help them progress academically in all content areas while they acquire English. Instruction begins with a minimum of 60% instruction in the student's primary or home language and 40% in English; over time, instruction in English increases until the student has acquired the mandated level of English proficiency.

Former English Language Learners

Students who are not identified as English Language Learner (ELL) in the current school year but who were identified in at least one of the previous four school years are considered "Former ELL."

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Grade

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Home Languages

Language routinely spoken in the student's home. This language or dialect may or may not be the student's native language.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

English Language Learners Data Business Rules

- Enrollment data are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- ELL students who attend BOCES programs are not included in school and district enrollment unless they attend a BOCES program on a part-time basis. Enrollment at the statewide level includes public school districts, charter schools, and NYSED-operated programs.
- Prekindergarten students are not included in ELL enrollment counts by gender, ethnicity, disability status, economically disadvantaged status, Former English Language Learner, and grade.
- When the total ELL students count equals the count in the Students with Disabilities, Economically Disadvantaged Students and/or Former English Language Learners category, the data are suppressed. Additionally, when the count of English Language Learner students in either the Students with Disabilities, Economically Disadvantaged Students and/or Former English Language Learners category, is less than 5, the data are suppressed.
- Counts of ELL students included in the Home Languages, the English Language Learners Breakdown, and English Language Learners Programs categories represent those students who were identified as ELL during the school year. Counts in the other categories of the report represent those students who were ELL as of BEDS day (first Wednesday in October).
- A frequency table was used to determine the top 5 Home Languages for each district. In the case of a tie between two or more Home Languages for a district in position 5, the tie was broken by selecting the language based on the state level home language ranking.
- The number of years an ELL student has received ELL Services through an ELL program was used to determine English Language Learners Breakdown by Category. Newcomers have received services for less than or equal to 3 years. Developing ELL students have received services for 4 to 6 years. Long Term ELL students have received services for greater than or equal to 7 years.
- The SIFE category includes ELL students identified as having Inconsistent/Interrupted Formal Education.
- English Language Learners Program counts are based on ELL students who were receiving services in the programs at any time during the school year.

