



Haldane Central School District  
Board of Education

2023-2024  
Budget

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Adopted  
April 18, 2023

### **Board of Education**

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Peggy Clements, Ph. D.	Vice President
Ezra Clementson	Trustee
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Julia Sniffen	High School Principal
Regina Kaishian, Ed. D.	Director of Pupil Personnel Services
Josh Elder	Director of Curriculum & Human Resources
John Bauerlein	Interim Director of Athletics & Dean of Students
Mike Twardy	Interim Director of Facilities & Transportation
Catherine Platt	School Business Manager

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## **2023-2024 Propositions**

### **Proposition I: School Budget**

Shall the Haldane Central School District be authorized to expend an amount not to exceed \$28,234,681.00 during the 2023-2024 school year for the purposes shown in the statement of estimated expenditures by the Board of Education, with such sum to be raised by levy of tax upon the taxable property of the school district?

### **Proposition II: School Bus**

*Shall the following resolution be adopted, to wit:*

RESOLVED, that the Board of Education of the Haldane Central School District at Philipstown, Dutchess and Putnam Counties, New York, is hereby authorized to pay the cost of the purchase of student transportation vehicles and maintenance vehicles, including incidental equipment and expenses in connection therewith, at a maximum estimated cost of \$183,000, and said amount, or so much thereof as may be necessary, shall be raised by the levy of a tax upon the taxable property of said School District and collected in annual installments as provided by Section 416 of the Education Law; and, in anticipation of such tax, obligations of said School District shall be issued.

## School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2022-23 School Year	Budget Proposed for the 2023-24 School Year	Contingency Budget for the 2023-24 School Year *										
Total Budgeted Amount, Not Including Separate Propositions	\$ 27,200,852	\$ 28,234,681	\$ 27,808,087										
Increase/Decrease for the 2023-24 School Year		\$ 1,033,829	\$ 607,237										
Percentage Increase/Decrease in Proposed Budget		3.80 %	2.23%										
Change in the Consumer Price Index		8.0%											
A. Proposed Levy to Support the Total Budgeted Amount	\$ 21,727,760	\$ 22,154,354											
B. Levy to Support Library Debt, if Applicable	\$ 73,150	\$ 73,150											
C. Levy for Non-Excludable Propositions, if Applicable **	\$ 0	\$ 0											
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ 0	\$ 0											
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 21,800,910	\$ 22,227,504	\$ 21,800,910										
F. Total Permissible Exclusions	\$ 908,539	\$ 918,749											
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 20,819,221	\$ 21,235,605											
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 20,819,221	\$ 21,235,605											
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 0	\$ 0											
Administrative Component	\$ 3,338,442	\$ 3,456,690	\$ 3,404,463										
Program Component	\$ 20,220,235	\$ 21,074,966	\$ 20,756,547										
Capital Component	\$ 3,642,175	\$ 3,703,025	\$ 3,647,077										
* Pursuant to Section 2023 of the Education Law and under the Tax Cap Legislation, a budget that is defeated twice will require a limit of 0% on the tax levy increase. This requirement will cause reductions of \$426,594. Areas of reduction that are allowable by law will include student supplies, community use of the buildings and grounds and certain equipment. The magnitude of reductions, however, would require significant cuts to other program areas.													
** Separate Proposition that is not included in the Total Budgeted Amount: This proposition does not affect the Tax Levy Limit.													
<table><tr><th>Description</th><th>Amount</th></tr><tr><td>Proposition II: Student Transportation and Maintenance Vehicles</td><td>\$ 183,000</td></tr><tr><td></td><td>\$</td></tr><tr><td></td><td>\$</td></tr><tr><td></td><td>\$</td></tr></table>				Description	Amount	Proposition II: Student Transportation and Maintenance Vehicles	\$ 183,000		\$		\$		\$
Description	Amount												
Proposition II: Student Transportation and Maintenance Vehicles	\$ 183,000												
	\$												
	\$												
	\$												

Estimated Maximum Basic STAR Exemption Savings<sup>1</sup>

Under the Budget Proposed  
for the 2023-24 School Year

Town of Fishkill	\$610
Town of Philipstown	\$789
Town of Putnam Valley	\$760

The annual budget vote for the fiscal year 2023-24 by the qualified voters of the Haldane Central School District, Putnam and Dutchess Counties, New York, will be held at the Haldane Elementary Library in said district on Tuesday, May 16, 2023 between the hours of 7:00am and 9:00pm, at which time the polls will be opened to vote by voting ballot or machine.

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

## **Revenue Projections for 2023-2024 Budget**

### **Real Estate Taxes**

Revenue to support the School District comes primarily from real estate taxes. Many of Haldane's resident homeowners have their school taxes reduced through STAR Basic and/or Enhanced exemptions or credit programs. Eligibility details can be found in the STAR Resource Center <https://www.tax.ny.gov/star/>

This budget has been prepared in accordance with the NYS property tax levy cap. The proposed budget is within the tax levy cap and passage will require only a majority of the voting public to approve. The property tax levy cap limits the school district levy, not the individual tax bill of resident taxpayers. Assessment and equalization rates will still impact tax rates.

NYS Education Law 259 provides public libraries in New York State with the ability to place a separate funding proposition on a school district ballot. The proposition passed in May 2015, therefore the school district must collect the taxes and pay them to the Julia L. Butterfield Library on an annual basis. The amount authorized for library services will show up as a separate line on tax bills.

### **State Aid**

The projected general state aid allocation for Haldane reflects the most current estimates from the state budget. State Aid accounts for approximately 12% of General Fund revenues. The school district anticipates an increase in general state aid of approximately 20%, including both Foundation and expense-based aid.

### **Non-Resident Tuition**

This category reflects payments by the Garrison Union Free School District for students who live in Garrison and attend Haldane High School, for out-of-district students placed by other school districts, and families who have chosen our school on a tuition basis.

### **Investments**

The District's cash flow is regularly monitored and available funds are invested, according to district policy, to generate interest revenue. Interest earned on the capital fund account will be allocated in 2023-2024 to offset debt service payments.

### **Assessed Valuation**

The county and towns do not complete their tax assessment rolls until the end of July. Significant increases in assessed valuation are not anticipated for 2023-2024.

### **Allocated Fund Balance**

The District anticipates an unallocated fund balance greater than the 4% of the budget which the state allows districts to hold for emergencies.

### Retirement Contribution Reserve

The Board of Education established a Retirement Contribution Reserve to help offset the impact of rising NYS Employee and Teacher Retirement Systems costs. The District is permitted to use an amount up to the budget allocation for NYS Employee Retirement System and the NYS Teacher Retirement System expenses.

### Other Revenue Sources

Other non-tax revenues help support the District public schools. The District consistently maximizes these revenue sources to help contain the tax rate. Federal and State funds for grants such as Title I and IDEA have provided instructional materials and staff for programs without adding to the projected tax rate. The Haldane School Foundation and Haldane Arts Alliance provides funding for many innovative programs and the PTA provides financial support for enrichment programs.

## REVENUES

		<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
	<b>Budget Code</b>	<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Taxes</b>	<b>1001</b>	21,727,760	21,726,617	22,154,354
Fund Balance	909	645,000	645,000	645,000
Retirement Contribution Reserve	909	250,000	250,000	125,000
Tax Penalty	1090	20,000	20,000	20,000
Fees	1335	300	500	300
Tuition	2230	987,759	1,252,252	895,000
Interest	2401	5,000	66,392	30,000
Building Rental	2410	200	1,423	200
Rental of Athletic Field	2411	0	0	0
Refunds of Prior Years Expenses	2701	52,090	35,727	52,090
Insurance Recoveries	2680	0	20,000	0
Miscellaneous	2770	250	29,816	15,000
Medicaid Reimbursement	4601	0	10,500	0
Interfund Transfer	5031	0	0	0
<b>Revenue other than Taxes and State Aid</b>		1,960,599	2,331,610	1,782,590
Basic State Aid	3101	2,623,354	2,297,221	3,336,234
Excess Cost Aid	3101	70,941	376,272	112,992
Transportation incl summer	3101	430,868	360,200	452,329
BOCES Aid	3103	315,787	398,796	320,495
Textbook, Software, Library Aid	3260	66,396	65,707	69,592
Technology and Hardware	3262	5,147	4,961	6,095
<b>State Aid</b>		3,512,493	3,503,157	4,297,737
<b>Total Revenues</b>		27,200,852	27,561,384	28,234,681



**APPROPRIATIONS**

	<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
	<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Administrative Component:</b>			
Board of Education	47,080	49,399	49,580
Office of the Superintendent/General Support	339,315	338,221	345,748
Business Administration	518,820	488,647	508,920
Legal/Management Services	233,471	225,250	267,562
Central Services	19,400	11,695	15,300
Special Items	326,000	320,628	337,000
Instructional Administration	914,777	903,829	966,218
Employee Benefits	939,579	927,891	966,362
<b>Total Administrative Component</b>	<b>3,338,442</b>	<b>3,265,561</b>	<b>3,456,690</b>
<b>Program Component:</b>			
Teaching Regular School	7,749,549	7,687,371	8,033,647
Special Schools	3,448,356	3,507,882	3,838,413
Instructional Media	921,467	865,739	923,341
Pupil Services	1,427,385	1,389,029	1,475,653
Pupil Transportation	1,090,898	976,185	1,064,052
Interfund Transfers	65,000	150,000	65,000
Employee Benefits	5,517,580	5,450,243	5,674,860
<b>Total Program Component</b>	<b>20,220,235</b>	<b>20,026,449</b>	<b>21,074,966</b>
<b>Capital Component:</b>			
Operations & Maintenance	1,829,214	1,860,259	1,858,915
Special Items	5,000	0	5,000
Pupil Transportation	15,325	15,325	15,325
Debt Service	1,275,691	1,275,691	1,292,104
Interfund Transfers	0	0	0
Employee Benefits	516,945	510,444	531,681
<b>Total Capital Component</b>	<b>3,642,175</b>	<b>3,661,719</b>	<b>3,703,025</b>
<b>Total Appropriations</b>	<b>27,200,852</b>	<b>26,953,729</b>	<b>28,234,681</b>

## **Administrative Component**

The administrative component of our budget represents the costs associated with the salaries & benefits of administrators, administrative clerical staff, school board costs, tax collection, legal & auditing costs, BOCES administrative costs and central data processing.

### **Board of Education**

The Board of Education consists of five elected members, each of whom serves for a three-year term. The Board members are not compensated. This part of the budget includes membership in the New York State School Boards Association, Westchester Putnam School Boards Association, The Mid-Hudson School Studies Council, and a contract with BOCES to revise and update District policies.

The District Clerk is a part-time position. The District Clerk attends Board of Education meetings and oversees the annual election. This section of the budget includes salary, legal notices and advertisements, as well as conference, travel and supplies expenditures.

District Meeting costs include poll worker's compensation and voting machine rental.

### **Chief School Officer & Staff**

The salary of the Superintendent is set by contract by the Board of Education. The salary of the Secretary to the Superintendent is also set annually. Professional dues and publications, conference and travel expenditures and various supplies for the Superintendent and staff appear in this section of the budget.

## ADMINISTRATIVE COMPONENT

		Budget	Projected	Budget
	Budget Code	2022-2023	2022-2023	2023-2024
<b>Board Of Education</b>				
Contractual	1010.400.00	15,250	15,138	15,250
Supplies	1010.450.00	3,069	1,491	3,069
BOCES	1010.490.00	7,100	7,100	7,100
		25,419	23,729	25,419
<b>District Clerk</b>				
Salary	1040.160.00	12,125	11,625	12,125
Contractual	1040.400.00	1,275	1,050	1,275
Supplies	1040.450.00	261	0	261
		13,661	12,675	13,661
<b>District Meeting</b>				
Salary	1060.160.00	0	0	0
Contractual	1060.400.00	5,000	5,000	7,500
Supplies	1060.450.00	3,000	7,995	3,000
		8,000	12,995	10,500
<b>Total Board Of Education</b>		47,080	49,399	49,580
<b>Chief School Officer &amp; Staff</b>				
Administrative Salary	1240.150.00	243,507	243,000	248,277
Clerical Salaries	1240.160.00	84,633	84,633	86,296
Equipment	1240.200.00	0	0	0
Contractual	1240.400.00	5,500	5,934	5,500
Staff Development	1240.403.00	3,300	2,734	3,300
Supplies	1240.450.00	2,375	1,921	2,375
<b>Total Chief School Officer &amp; Staff</b>		339,315	338,221	345,748

## Finance

The Business Office staff includes the School Business Manager, an accounts payable clerk, a payroll/benefits clerk, and a receptionist. A portion of each of the business manager and payroll clerk salaries is allocated under Transportation, and a portion of the receptionist's salary is allocated under Central Printing. Staff members attend meetings for updates pertaining to the State Education Department and Civil Service regulations. They attend workshops for updates to nVision, the District's accounting, payroll and staff attendance software. Contractual obligations include legal notices for bids, equipment maintenance agreements, professional dues and publications, legal updates, and 403(b) compliance. The District has lease purchase agreements for a postage meter and a folding machine. BOCES service provides membership in Questar III State Aid Planning Service, cooperative bidding, and nVision software support.

Auditing fees cover 3 degrees of auditing. The internal claims auditor is a part-time employee who checks each payment made by the district for proper authorization and accuracy.

Professional fees are for mandated services of an independent external auditor and preparation of state and federal reporting documents, including asset inventories and other reports and charts required under the GASB34 Regulations. GASB34 Regulations are the financial reporting requirements for state and local governments throughout the United States.

Additional funds are allocated for the internal auditor. The primary function of the internal audit is to assist the board in ensuring that the district's risks are identified and that appropriate internal controls are in place to address those risks. Beginning with the enactment of the 2013-2014 State budget, districts with less than 1,500 students may be exempt from the internal audit function. Instead of claiming the exemption, the Haldane Board of Education has explored non-financial audits, to help improve efficiency and quality of services that are provided to our students.

The Treasurer monitors and reconciles the district's bank accounts, and provides monthly reports to the Board of Education. The District also contracts with a consultant that assists in Business Office functions such as cash receipt entry and various data processing duties to ensure separation of duties compliance.

The Tax Collector is a part-time employee whose major responsibility is sending out all tax bills and updating the tax records. The District's tax collection enlists the use of a tax lockbox through our primary bank which ensures timely and safe deposits of funds. Current tax information is available online at [TaxLookUp.net](http://TaxLookUp.net)

Fiscal Agent Fees include charges of a Fiscal Advisory firm to prepare debt service offering statements, renew current BANs (Bond Anticipation Notes), issue bonds and prepare Continuing Disclosure Filings.

**FINANCE**

		<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
	<b>Budget Code</b>	<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Business Office</b>				
Salaries	1310.160.00	353,900	283,293	304,500
Equipment	1310.200.00	0	0	0
Contractual	1310.400.00	24,200	23,000	24,200
Postage	1310.402.00	3,100	3,100	3,100
Copy/Duplicator	1310.409.00	9,000	9,000	9,000
Staff Development	1310.403.00	955	560	955
Supplies	1310.450.00	2,850	2,850	2,850
BOCES	1310.490.00	37,000	37,000	37,000
		431,005	358,803	381,605
<b>Auditing</b>				
Claims Auditor	1320.160.00	2,500	2,358	2,500
External Auditor	1320.401.00	26,000	42,500	26,000
Internal Auditor	1320.402.00	10,000	0	7,500
		38,500	44,858	36,000
<b>Treasurer</b>				
Salary	1325.160.00	10,600	10,093	10,600
Contractual	1325.400	18,000	55,500	60,000
Postage	1325.402.00	500	500	500
		29,100	66,093	71,100
<b>Tax Collector</b>				
Salaries	1330.160.00	5,125	5,125	5,125
Contractual	1330.400.00	4,150	3,518	4,150
Postage	1330.402.00	250	250	250
Supplies	1330.450.00	190	0	190
		9,715	8,893	9,715
<b>Fiscal Agent Fee</b>				
Contractual	1380.400.00	10,500	10,000	10,500
<b>Total Finance</b>		<b>518,820</b>	<b>488,647</b>	<b>508,920</b>

## Staff

Legal expenditures include the retainer and hourly fees for the district's attorney, hourly fees for services related to debt service, and legal advice regarding bonding and potential litigation. The fees of the District's counsel for negotiations are also included here.

The Personnel function includes a salary allocation for a half-time Human Resource Administrator and full-time Personnel Specialist. Other personnel expenditures include legal notices and advertisements. The district is a member of BOCES cooperative recruitment program, labor negotiations and teacher certification programs. The district is a member of BOCES Negotiations Clearinghouse, which provides updated information on contracts and budgets for all schools in Westchester, Rockland, and Putnam Counties. Advertising for professional vacancies utilizing a BOCES service reduces costs and provides access to on-line applications.

An allocation is required to fund Records Management. The district receives many requests during the year for employment records, transcripts and other documents, which require hours of research and preparation. A stipend is paid for the Records Access Officer. Archive boxes and supplies are needed to manage records retention.

Public Information and communication are provided through the district's website that is maintained and updated daily.

## Central Services/Printing

Central Services/Printing includes BOCES services of co-operative copying and laminating. A portion of the District Office receptionist's salary is allocated to this section of the budget.

## Special Items – Administrative

Special items include insurance coverage for general liability, property, auto, school board legal liability and student accident. Central insurance is provided through NYSIR, a consortium of NYS school districts. BOCES Assessments are the administrative and capital construction costs associated with our membership in BOCES.

**STAFF**

		<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
	<b>Budget Code</b>	<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Legal</b>				
Contractual	1420.400.00	37,000	37,000	37,000
<b>Personnel</b>				
Salaries	1430.150.04	138,009	136,000	155,000
Contractual	1430.400.00	10,150	8,900	11,050
Supplies	1430.450.00	500	150	1,200
BOCES	1430.490.00	11,070	12,000	26,570
		159,729	157,050	193,820
<b>Records Management</b>				
Salary	1460.160.00	10,125	10,000	10,125
Contractual	1460.400.00	2,000	500	2,000
Supplies	1460.450.00	475	250	475
		12,600	10,750	12,600
<b>Public Information</b>				
Contractual	1480.400.04	10,500	9,600	10,500
Postage	1480.402.04	2,800	2,800	2,800
Supplies	1480.450.00	142	50	142
BOCES	1480.490.00	10,700	8,000	10,700
		24,142	20,450	24,142
<b>Total Staff</b>		233,471	225,250	267,562
<b>CENTRAL SERVICES</b>				
<b>Central Printing</b>				
Salary	1670.160.00	12,100	4,395	8,000
BOCES	1670.490.00	7,300	7,300	7,300
<b>Total Central Services</b>		19,400	11,695	15,300
<b>Special Items</b>				
Unallocated Insurance	1910.400.00	118,000	114,128	125,000
School Association Dues	1920.400.00	5,000	3,500	5,000
BOCES Assessment	1981.492.00	203,000	203,000	207,000
<b>Total Special Items -Administrative</b>		326,000	320,628	337,000

## Instructional Administration

Supervision - Regular School consists of administrative salaries for the Elementary School Principal, Middle School Principal, High School Principal, a half-time Director of Curriculum and a portion of the salary of the Director of Health, Physical Education and Athletics/Dean of Students. Salaries of clerical staff in Elementary, Middle and High schools appear here as well. Professional dues and publications, and travel and conference expenditures of the building administrators are accounted for in these codes, as are the various supplies used in the offices of each building.

The professional development allocation provides in-service programs and workshops to meet the needs identified in the district's professional development plan and to support the implementation of the New York State Learning Standards. In-service training is supported per the contract with the teacher's unit. Staff training is provided by BOCES for curriculum, instructional and staff development needs.



**INSTRUCTIONAL  
ADMINISTRATION**

		<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
	<b>Budget Code</b>	<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Curriculum Development</b>				
Administrative Salaries	2010.150.00	88,009	88,000	90,000
Staff Development	2010.406.00	10,000	15,000	18,000
Contractual	2010.400.00	0	389	500
Supplies	2010.450.00	1,500	750	1,500
		99,509	104,139	110,000
<b>Supervision - Regular School</b>				
Administrative Salaries	2020.150.00	524,000	530,000	534,000
Clerical Salaries	2020.160.00	148,250	146,861	159,200
Equipment	2020.200.00	0	0	0
Contractual	2020.400.00	20,580	5,000	20,580
Staff Development	2020.406.00	1,700	6,500	1,700
Supplies	2020.450.00	1,200	1,200	1,200
BOCES	2020.490.04	0	0	0
		695,730	689,561	716,680
<b>In-Service</b>				
Salaries	2070.150.00	12,500	4,479	12,500
Contractual	2070.400.00	30,000	30,000	35,000
Staff Development	2070.401.00	26,588	26,000	41,588
Supplies	2070.450.00	950	150	950
BOCES	2070.490.00	49,500	49,500	49,500
		119,538	110,129	139,538
<b>Total Instructional Administration</b>		<b>914,777</b>	<b>903,829</b>	<b>966,218</b>

## Employee Benefits

The Employee Benefits portion of the District budget covers the costs of the state retirement systems, social security, worker's compensation, health insurance coverage, unemployment, and union welfare benefits.

NYS Employee Retirement System (ERS) rates are set by the state and must be paid for eligible non-teaching employees. The 2023-2024 average contribution rate for the ERS will increase from 11.6% to 13.1% of salaries.

NYS Teacher Retirement System rates are also set by the state and must be paid for certified personnel. It is anticipated that the 2023-2024 TRS contribution rate will decrease from 10.29% of salaries to approximately 10.0%.

Social Security and Medicare for 2023-2024 is paid on the first \$160,200 of each employee's salary at a rate of 7.65%. In addition, the district must pay Medicare at a rate of 1.45% of each person's salary with no limit. The 7.65% rate is the combined rate for Social Security and Medicare. The Social Security portion (OASDI) is 6.20% on earnings up to the applicable maximum taxable amount. The Medicare portion (HI) is 1.45% on all earnings.

Workers Compensation coverage is mandated by the State. The district is part of the Schools Cooperative Workers Compensation Self Insurance plan.

Unemployment benefits must be provided for all eligible employees.

Health Insurance rates will increase approximately 6% for 2023-2024. The district participates in the Putnam/Northern Westchester Schools Cooperative plan, which has attempted to contain costs by limiting benefits and increasing employees' co-payments. The increase in this category reflects the inclusion of new employees and coverage for retirees. For 2023-2024, CSEA member annual contributions will range from 7% to 13.5% of costs, depending on their length of service. For 2023-2024, HAA member contribution rate is 16.5%. For 2023-2024, HFA member contribution percentage is 17%.

Union Welfare Benefits are funded by the district and administered by the Haldane Faculty Association through a trust fund for teachers and teaching assistants. The rate is negotiated with the HFA. All other employees are included in the CSEA Dental/Vision plan.

Haldane reimburses retirees for the standard Part B Medicare premium deducted from their Social Security payments.

The Putnam/Rockland/Westchester Regional Consortium for Employee Assistance (EAP) offers a confidential, 24-hour-a-day counseling service to employees of participating school districts and their immediate families.

Employer TSA Contribution, as outlined in the district's contract with the Haldane Faculty Association, allows senior teachers to sell back unused sick days over 180 days accumulated.

If an employee chooses to opt out of health insurance coverage, a portion of the savings to the district is passed on to the employee through the Shared Savings Medical line of the budget, as per employment contracts.

**EMPLOYEE BENEFITS**

		<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
	<b>Budget Code</b>	<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
Employees Retirement	9010.800.00	340,560	359,899	399,000
Teachers Retirement	9020.800.00	1,049,577	1,110,632	1,046,533
Social Security	9030.800.00	1,121,347	1,121,347	1,106,347
Workers Compensation	9040.800.00	175,000	125,000	125,000
NYS Disability Insurance	9055.800.00	10,000	10,000	10,000
Unemployment Insurance	9050.800.00	35,000	35,000	35,000
Health Insurance	9060.800.00	3,330,970	3,249,220	3,546,573
Dental & Vision Insurance	9070.801.00	249,500	243,667	249,500
Medicare Reimbursement	9060.801.00	210,000	217,056	220,000
ACA Compliance	9060.802.04	0	0	0
Employee Assistance Plan	9089.490.00	4,950	4,950	4,950
Employer Share TSA Contributions	9089.800.00	55,000	55,000	55,000
Shared Savings Medical	9060.800.00	392,200	356,807	375,000
<b>Total Employee Benefits</b>		<b>6,974,104</b>	<b>6,888,578</b>	<b>7,172,903</b>

**Employee Benefits Allocation:**

Administrative	<b>13%</b>	939,579	927,891	966,362
Program	<b>79%</b>	5,517,580	5,450,243	5,674,860
Capital	<b>7%</b>	516,945	510,444	531,681
	<b>100%</b>			
		<b>6,974,104</b>	<b>6,888,578</b>	<b>7,172,903</b>

## **Program Component**

The program component of the budget relates to expenditures for teaching our students, including salaries & benefits of all teachers and support staff, textbooks, instructional materials, equipment, athletics, BOCES programs, special education services, enrichment programs, student support and transportation.

### **Teaching - Regular School**

This portion of the budget includes the teachers who provide classroom instruction and special subject teachers, as well as support staff for special education, guidance, and psychological services. The HELP and HEART programs are after-school homework assistance programs. Funds are allocated for substitute teachers needed throughout the district. Educational opportunities are increased with ES and MS enrichment programs.

Equipment allocations in the 2023-2024 spending plan include replacement equipment purchases. Outside contractual services include equipment and musical instrument repairs, postage for all mailings for each school, and copier lease and maintenance agreements.

Staff Development provides for Instructional staff travel and conference expenditures. Field trips and Supplies are district wide allocations for these categories.

The District receives textbook/software/library aid from the State at a set rate per pupil. Textbooks are also provided for Haldane students who attend private and parochial schools.

BOCES services include staff development programs and participation in the Science 21 elementary program, Arts in Education and Environmental Education. These programs help to enhance the extensive cultural arts programs that enrich and supplement classroom instruction.

## PROGRAM COMPONENT

### Teaching - Regular School

		Budget	Projected	Budget
	Budget Code	2022-2023	2022-2023	2023-2024
<b>Salaries</b>				
K-6 Teachers	2110.120.00	3,145,589	3,104,613	3,163,458
HELP Program	2110.120.00	6,900	6,900	6,900
7-12 Teachers	2110.130.00	3,624,024	3,615,469	3,852,000
HEART Programs	2110.130.00	10,125	10,125	10,125
Substitute Teachers	2110.140.00	160,000	148,462	160,000
Paraprofessionals K-12	2110.160.00	346,347	344,764	360,300
		7,292,985	7,230,333	7,552,783
<b>Equipment</b>	2110.200.00	49,000	49,000	49,000
<b>Contractual</b>	2110.400.00	12,375	11,125	12,375
<b>Postage</b>	2110.402.00	5,200	5,200	5,200
<b>Copy/Duplicator</b>	2110.408.00	52,500	57,638	52,500
<b>Staff Development</b>	2110.406.00	5,095	5,000	5,095
<b>Field Trips</b>	2110.409.00	9,604	6,500	9,604
<b>Supplies</b>	2110.450.00	61,240	61,125	79,690
<b>Textbooks</b>				
Textbooks K-5	2110.480.01	44,000	44,000	44,000
Textbooks 6-8	2110.480.02	14,500	14,500	14,500
Textbooks 9-12	2110.480.03	22,000	22,000	22,000
Workbooks	2110.480.04	10,000	10,000	10,000
Textbooks - Private	2110.480.27	3,600	3,500	3,600
		289,114	289,588	307,564
<b>BOCES</b>	2110.490	167,450	167,450	173,300
<b>Total Teaching Regular School</b>		<b>7,749,549</b>	<b>7,687,371</b>	<b>8,033,647</b>

## Special Schools

## Special Education

This section of the budget covers the salary of the Director of Pupil Personnel Services. Special Education teaching positions, 1:1 aides, teacher aides and teaching assistants, and tutoring expenditures are included in this section as well. Funds are included to form a K-2 special education class within in the district along with an additional secondary special education teaching position.

Also accounted for in this section of the budget are the equipment, supplies, postage, and contractual expenses needed for special education services. Tuition costs are for students placed in public and private placements. Tuition is paid to BOCES for students placed in their programs.

## Occupational Education

Tuition is paid for students enrolled in the occupational programs at BOCES.

**SPECIAL SCHOOLS**

		<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
	<b>Budget Code</b>	<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Special Education</b>				
Director of Special Education	2250.150.00	146,833	146,000	148,750
Teaching Salaries	2250.150.00	1,789,229	1,787,653	1,942,563
Tutoring	2250.150.00	21,000	15,000	21,000
Paraprofessional Salaries	2250.160.00	180,774	191,641	245,000
Clerical Salaries	2250.160.00	104,070	124,924	114,050
Equipment	2250.200.00	4,750	4,750	4,750
Contractual	2250.400.00	129,500	129,500	131,500
Postage	2250.402.00	300	300	300
Staff Development	2250.406.00	2,600	2,600	2,600
Supplies	2250.450.00	9,400	9,400	19,400
Tuition	2250.470.00	310,000	310,000	310,000
Textbooks	2250.480.00	1,400	500	1,400
BOCES	2250.490.00	506,500	544,500	646,500
		3,206,356	3,266,768	3,587,813
<b>Occupational Education</b>				
BOCES	2280.490.00	240,000	240,000	248,600
<b>Teaching - Special Schools</b>				
Proctoring	2330.150.00	2,000	1,114	2,000
Summer School	2330.400	0	0	0
		2,000	1,114	2,000
<b>Total Special Schools</b>		3,448,356	3,507,882	3,838,413

## Instructional Media

### Library and Media

This part of the budget provides for the librarian, library teaching assistant, books, periodicals, audiovisual materials, and on-line services. Our librarian works with the ES teaching assistant for program coordination. This year's budget includes allocations for new library books in both libraries. It is important to continue to update and enhance our current library collections.

### Computer Assisted Instruction

The District Educational Technology Committee is comprised of staff and community volunteers. Classroom technology is updated on an annual basis, in accordance with a replacement schedule.

The District has contracts with BOCES for selected computer services and also contracts with an outside company for LAN services to assist our Technology Integration Specialist. Contracting with Edu Tek Ltd provides multiple levels of engineer expertise for the installation and maintenance of various systems that are highly technical in nature.



**INSTRUCTIONAL MEDIA**

		<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
		<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
		<b>Budget Code</b>		
<b>Library &amp; Media</b>				
Librarian Salaries	2610.150.00	134,220	131,864	136,094
Other Salaries	2610.160.00	14,000	0	14,000
Contractual	2610.408.03	5,050	2,500	5,050
Equipment	2610.200.00	950	950	950
Library Materials and Supplies	2610.450.00	7,487	7,500	7,487
Library Books	2610.480.00	4,500	4,500	4,500
BOCES	2610.490.00	13,750	15,000	13,750
		179,957	162,314	181,831
<b>Computer Assisted Instruction</b>				
Salaries	2630.150.00	205,485	165,000	205,485
Equipment Instructional	2630.200.00	187,425	187,425	187,425
Contractual	2630.400.00	9,000	8,000	9,000
LAN Services	2630.401.00	130,000	135,000	130,000
Professional Development	2630.406.00	8,000	8,000	8,000
Supplies	2630.450.09	7,000	7,000	7,000
Microcomputer Parts	2630.451.09	3,000	3,000	3,000
Software Instructional	2630.460.00	65,000	65,000	65,000
BOCES	2630.490.00	126,600	125,000	126,600
		741,510	703,425	741,510
<b>Total Instructional Media</b>		<b>921,467</b>	<b>865,739</b>	<b>923,341</b>

## Pupil Services

There are two guidance counselors, 1.6 FTE psychologists and a Board-Certified Behavior Analyst (BCBA) in the District. A large portion of the psychologist's time is devoted to serving the needs of special education students. Our certified School Social Workers are Licensed Social Workers and provide many benefits to our students and families.

The Health Services category includes nursing services for the students of the district. We also have an LPN in the health office. We provide an allocation for payments to other school districts for health services for Haldane students attending non-public schools located in other districts. The Health Services budget also includes an allocation to maintain our AEDs.

The Co-Curricular activities portion of the budget supports students' extra-curricular activities such as clubs, yearbook, and participation in drama and musical productions.

Greater than sixty percent of Haldane students participate on at least one athletic team. Interscholastic activities include football, baseball, softball, basketball, lacrosse, track, cross-country, golf, soccer, volleyball, and tennis. Allocations for uniform/attire replacement and athletic equipment continue in the budget.

An allotment of funds to cover the cost of Contingent Coaches allows us flexibility to add coaches and teams when team participation surpasses the specified number of students appropriate for one coach to manage. Funding for Assistant coaches further enhances our student experiences in athletics through small group and individualized support.

The Athletic Trainer position is part of the CSEA contract. An athletic trainer provides for the care, prevention and treatment of athletic injuries and improves physical fitness of athletes for participation in various sports programs. An athletic trainer also provides student athletes, parents, coaches and school staff with information regarding sound health habits and injury care and prevention practices.

# PUPIL SERVICES

		Budget	Projected	Budget
	Budget Code	2022-2023	2022-2023	2023-2024
<b>Attendance</b>				
Salaries	2805.160.00	66,420	66,208	66,557
<b>Guidance</b>				
Counselors Salaries	2810.150.00	158,654	178,326	168,000
Clerical Salaries	2810.160.00	42,945	42,000	44,402
Contractual	2810.400.00	8,400	7,500	8,400
Supplies	2810.450.00	2,303	1,500	2,303
BOCES	2810.490.00	1,375	0	1,375
		213,677	229,326	224,480
<b>Health Services</b>				
Nurse Salaries	2815.160.03	107,317	109,945	115,750
Health Services	2815.401.03	27,000	12,000	27,000
Professional Development	2815.406.03	100	0	100
Supplies	2815.450.03	7,375	4,567	7,375
		141,792	126,513	150,225
<b>Social Work Services</b>				
Social Worker Salaries	2825.150.03	222,465	222,465	236,000
<b>Co-Curricular Activities</b>				
Co-Curricular Salaries	2850.150.00	131,950	125,000	134,650
Chaperones/Non-Instructional Salaries	2850.160.00	31,090	31,000	35,000
HS Language Immersion	2850.400.00	2,500	2,500	2,500
HS Commencement	2850.400.00	1,950	1,500	1,950
Haldane Herald	2850.400.00	500	0	500
HS Musical Royalties/Registration	2850.400.00	6,000	6,000	6,000
Honor Society	2850.450.00	550	550	550
		174,540	166,550	181,150
<b>Interscholastic Athletics</b>				
Salaries	2855.150.00	417,612	405,085	426,362
Equipment	2855.200.00	4,000	4,000	4,000
Awards	2855.400.00	1,500	1,500	1,500
Contractual	2855.400.00	7,000	9,000	7,000
Team Membership/Fees	2855.400.00	21,300	9,700	21,300
Gym and Court Rentals	2855.400.00	3,500	3,500	3,500
Reconditioning	2855.400.00	14,000	6,500	14,000
Coaches Conference Expenses	2855.400.00	1,500	700	1,500
Prof Services- Doctor	2855.401.00	8,000	8,000	8,000
Prof Dues and Publications	2855.403.00	1,000	950	1,000
Athletic Supplies	2855.450.00	19,000	19,000	19,000
Uniforms	2855.450.05.01	16,000	15,954	16,000
Training Supplies	2855.452.00	0	0	0
BOCES	2855.490.00	94,079	94,079	94,079
		608,491	577,967	617,241
<b>Total Pupil Services</b>		1,427,385	1,389,029	1,475,653

## Pupil Transportation

### District Transportation

The District transports almost 400 students daily to the Haldane Central School District and to private/parochial schools, covering approximately 200,000 miles annually. This mileage is in addition to mileage for sports, extra-curricular or class trips. There are 16 regular transportation runs each morning and afternoon.

### District Bus Fleet

The District owns 8 buses, 7 vans, 5 mini-vans and 1 car. All of the vans, mini-vans and cars, and most of the full-size buses are used daily for student transport, with the rest available for athletics, field trips, emergencies or maintenance use.

### District Staff

The District employs a total of 18 transportation staff members including a dispatcher, a mechanic, 2 full-time drivers and 4 part-time drivers, 6 full-time cleaner/drivers, 5 full-time maintenance helper/drivers and 1 monitor. Fifty percent of the salary for the Director of Facilities and Transportation and 15% of the Business Manager's and Payroll Clerk's salaries are allocated to Transportation.

Interfund Transfers are transfers to other District funds. The transfer to the Special Aid Fund represents the District's 20% contribution to support the summer special education program. The transfer to the School Lunch Fund represents assistance from the general fund to decrease the School Lunch program's operating deficit and provide the quality expected for our students.

**PUPIL TRANSPORTATION**

		<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
		<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Budget Code</b>				
<b>District Transportation</b>				
Salaries	5510.160.00	921,523	813,495	894,677
Contractual	5510.400.00	18,550	18,000	18,550
Bus Driver Certification	5510.403.00	500	500	500
Meals, Tolls, Parking, Towing	5510.404.00	3,200	3,200	3,200
Bus Repairs	5510.405.00	19,700	19,000	19,700
Insurance	5510.415.00	26,910	25,000	26,910
Telephones	5510.424.00	6,200	6,200	6,200
Supplies	5510.450.00	3,515	1,590	3,515
Parts	5510.451.00	36,000	36,000	36,000
Gasoline & Oil	5510.456.00	45,000	45,000	45,000
Tires	5510.457.00	8,200	8,200	8,200
BOCES	5510.490.00	1,600	0	1,600
<b>Total Pupil Transportation-Program</b>		<b>1,090,898</b>	<b>976,185</b>	<b>1,064,052</b>
<b>Interfund Transfers</b>				
Transfer to Special Aid Fund - Summer Hand	9901.950.00	45,000	45,000	45,000
Transfer to School Lunch Fund	9901.951.00	20,000	105,000	20,000
<b>Interfund Transfers - Program</b>		<b>65,000</b>	<b>150,000</b>	<b>65,000</b>

### **Capital Component**

The capital component of the budget includes salaries & benefits of custodial and maintenance staff, debt service, bus purchases and utilities.

### **Operations & Maintenance**

This part of the budget includes salary allocations for the Director of Facilities and Transportation, 6 cleaners, 5 maintenance helper/drivers, 1 maintenance worker, 2 maintenance mechanics I, 6 cleaner/drivers and 1 account clerk/typist. Approximately 135,000 sq. ft. of building space is maintained and cleaned and the district maintains approximately 14 acres of property.

Additionally, support is provided in the maintenance of Mayor's Park which the District uses for some sports programs.

Funding for the District School Resource Officer (SRO) is included here.

**CAPITAL COMPONENT****OPERATIONS & MAINTENANCE**

		<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
	<b>Budget Code</b>	<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Operations</b>				
Salaries	1620.160.00	532,749	512,733	571,950
Equipment	1620.200.00	7,000	7,000	7,000
Contractual	1620.400.00	122,000	122,000	122,000
Conferences	1620.406.00	1,300	1,000	1,300
Electricity	1620.421.00	120,000	120,000	120,000
Sewer and Water	1620.423.00	51,000	51,000	51,000
Telephone	1620.424.00	21,723	21,700	21,723
Gas	1620.425.00	3,675	5,000	3,675
Inspections	1620.426.00	9,500	9,500	9,500
Waste Disposal	1620.427.00	24,675	23,450	24,675
Fuel Oil	1620.422.00	198,000	257,526	198,000
Janitorial Supplies	1620.450.00	70,000	70,000	70,000
Misc Furniture	1620.451.00	2,000	2,000	2,000
BOCES	1620.490.00	61,000	56,000	61,000
		1,224,622	1,258,909	1,263,823
<b>Maintenance</b>				
Salaries	1621.160.00	483,242	465,000	473,742
Equipment	1621.200.00	3,000	3,000	3,000
Professional Services - Architect	1621.401.00	5,000	1,000	5,000
Grounds	1621.407.00	13,100	13,100	13,100
Maintenance Projects	1621.430.00	15,000	45,000	15,000
Miscellaneous Repairs	1621.431.00	40,000	35,000	40,000
Heating System Repairs	1621.432.00	16,000	12,000	16,000
Materials and Supplies	1621.450.00	16,500	16,000	16,500
Grounds Supplies	1621.451.00	12,750	11,250	12,750
		604,592	601,350	595,092
<b>Total Operations &amp; Maintenance</b>		<b>1,829,214</b>	<b>1,860,259</b>	<b>1,858,915</b>

### Special Items

A certiorari is a legal claim to reduce tax assessments for previous years. Judgments for the taxpayer result in costs to the district to refund previous year's taxes and in a reduction of total assessable property. Provisions have been made for the refund of school taxes as a result of tax certiorari proceedings.

### Pupil Transportation

Provisions have been made in this year's budget for the replacement of some equipment for the transportation department.

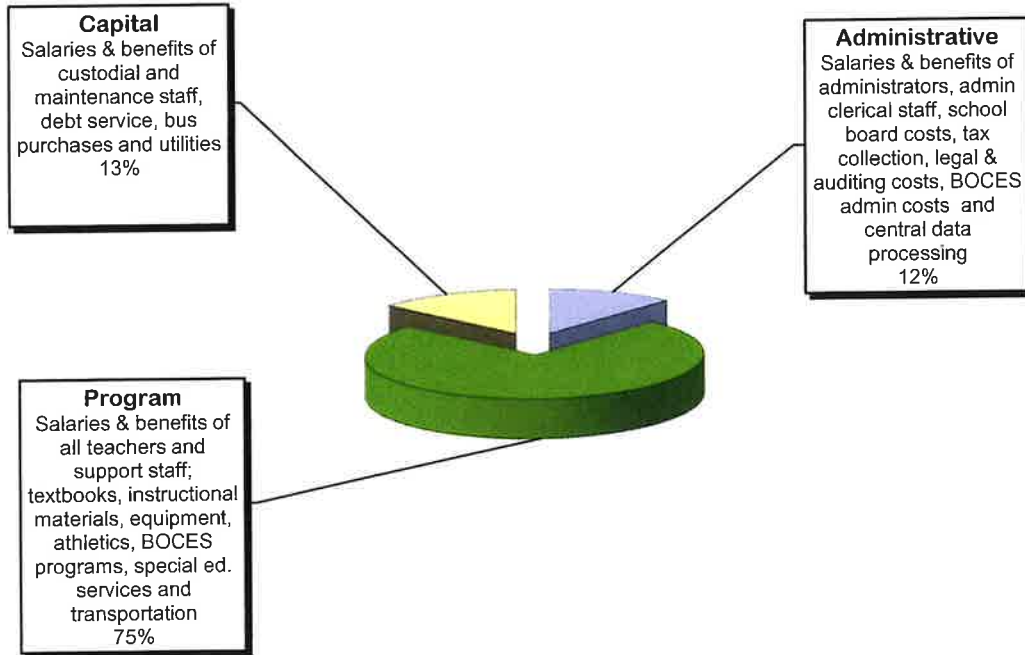
The Debt Service section of the budget sets forth the repayment of debt (principal and interest) on school buildings and renovations as authorized by voters in special elections, as well as for bus purchases and energy bonds. Payments are continuing for past bonds, which allowed for additions and/or reconstruction in the school.

Interfund Transfers are transfers to other District funds. An amount has been allocated to fund the Repair Reserve. A repair reserve's purpose is to pay the cost of repairs that do not recur annually, to capital improvements and equipment.



		<b>Budget</b>	<b>Projected</b>	<b>Budget</b>
	<b>Budget Code</b>	<b>2022-2023</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Special Items</b>				
Refund on Property Taxes	1964.400.00	5,000	0	5,000
<b>Total Special Items - Capital</b>		5,000	0	5,000
<b>Pupil Transportation</b>				
Equipment	5510.200.00	15,325	15,325	15,325
Bus Purchase	5510.210.00	0	0	0
<b>Total Pupil Transportation - Capital</b>		15,325	15,325	15,325
<b>Debt Service</b>				
Debt Principal	9700.600.00	993,135	993,135	1,002,439
Debt Interest	9700.700.00	282,556	282,556	289,665
TAN Interest	9760.700.00	0	0	0
<b>Total Debt Service</b>		1,275,691	1,275,691	1,292,104
<b>Interfund Transfers</b>				
Transfer to Repair Reserve	9901.953.00	0	0	0
<b>Interfund Transfers - Capital</b>		0	0	0

## 2023-2024 The Component Budget



	2022-2023	2023-2024	% of Budget
<b>Administrative Total</b>	<b>\$3,338,442</b>	<b>\$3,456,690</b>	<b>12%</b>
<b>Program Total</b>	<b>\$20,220,235</b>	<b>\$21,074,966</b>	<b>75%</b>
<b>Capital Total</b>	<b>\$3,642,175</b>	<b>\$3,703,025</b>	<b>13%</b>
<b>Total Proposed Budget</b>	<b>\$27,200,852</b>	<b>\$28,234,681</b>	<b>100%</b>
<b>Budget Increase</b>		<b>\$1,033,829</b>	<b>3.80%</b>
<b>Projected Tax Levy Increase</b>			<b>1.96%</b>

\*\*\*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/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2023-24 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 24, 2023

Form Preparer Name:  
Preparer's Telephone Number:

CATHERINE PLATT  
845-265-9254

<u>Shaded Fields Will Calculate</u>	Budgeted 2022-23 (A)	Proposed Budget 2023-24 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	27,200,852	28,234,681	3.80 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	21,727,760	22,154,354	
B. Tax Levy to Support Library Debt, if Applicable	73,150	73,150	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>			
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)	21,800,910	22,227,504	1.96 %
F. Permissible Exclusions to the School Tax Levy Limit	908,539	918,749	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	20,819,221	21,235,605	
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)	20,819,221	21,235,605	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	0	0	
Public School Enrollment	828	837	1.09 %
Consumer Price Index			8.0 %

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> 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.

<sup>3</sup> For 2023-24, includes any carryover from 2022-23 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2022-23 (D)	Estimated 2023-24 (E)
Adjusted Restricted Fund Balance	3,052,284	3,602,284
Assigned Appropriated Fund Balance	645,000	645,000
Adjusted Unrestricted Fund Balance	1,171,438	1,123,016
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.31 %	3.98 %

#### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/23 Actual Balance	6/30/23 Estimated Ending Balance	Intended Use of the Reserve in the 2023-24 School Year (Limit 200 Characters)**
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**Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.**

Capital	FACILITIES IMPROVEMENT	For the cost of any object or purpose for which bonds may be issued.	587,464	987,464	No planned use in 2023-2024 SY
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	917,840	1,017,840	No planned use in 2023-2024 SY
Workers Compensation	WORKERS COMPENSATION	For self-insured Workers Compensation and benefits.	0	0	Not used
Unemployment Insurance	UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	30,000	30,000	No planned use in 2023-2024 SY
Reserve for Tax Reduction	RESERVE FOR TAX REDUCTION	For the gradual use of the proceeds of the sale of school district real property.	0	0	Not used
Mandatory Reserve for Debt Service	DEBT SERVICE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	133,177	133,177	No planned use in 2023-2024 SY
Insurance	INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	49,265	49,265	No planned use in 2023-2024 SY
Property Loss	PROPERTY LOSS	To cover property loss.	0	0	Not used
Liability + (add)	LIABILITY RESERVE	To cover incurred liability claims.	248,500	248,500	No planned use in 2023-2024 SY

Tax Certiorari	TAX CERTIORARI RESERVE	For tax certiorari settlements.	196,069	196,069	No planned use in 2023-2024 SY
Reserve for Insurance Recoveries	RESERVE FOR INSURANCE RECOVERIES	For unexpended proceeds of insurance recoveries at fiscal year end.	0	0	Not used
Employee Benefit Accrued Liability	EBLAR	For accrued 'employee benefits' due to employees upon termination of service.	199,000	199,000	No planned use in 2023-2024 SY
Retirement Contribution	NYSERS CONTRIBUTIONS	For employer retirement contributions to the State and Local Employees' Retirement System.	335,969	335,969	\$125,000 planned use in 2023-2024 SY
Reserve for Uncollected Taxes	RESERVE FOR UNCOLLECTED TAXES	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	0	0	Not used
Single Other Reserve	NYSTRS CONTRIBUTIONS	To fund employer retirement contributions to the New York State Teachers' Retirement System	375,000	375,000	No planned use in 2023-2024 SY

\* NYSED Reserve Guidance:

[http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve\\_funds.pdf](http://www.p12.nysed.gov/mgtserv/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 2023-24. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

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

Form Due May 8, 2023

2023-2024 Salary Threshold =  
\$162,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2023-2024.

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

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

Report Estimated Salaries in the Budget for the 2023-2024 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	230,813	44,769	14,200

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

Other Supervisory and Administrative Employees Scheduled to Receive \$162,000 or More in Salary

71.	BUILDING PRINCIPAL	179,688
72.	DIRECTOR OF CURRICULUM/HUMAN RESOURCES	170,340
73.		
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108.		
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110.		
111.		
112.		

Equalized Total Assessed Value 19,101,842

School District - 372601 Haldane CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	100,000	0.52
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	150,000	0.79
41834	ENHANCED STAR	RPTL 425	2	211,140	1.11
41854	BASIC STAR 1999-2000	RPTL 425	3	126,840	0.66
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	215,000	1.13
Total Exemptions Exclusive of System Exemptions:				802,980	4.20
Total System Exemptions:				0	0.00
Totals:				802,980	4.20

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

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

Equalized Total Assessed Value 1,708,130,061

School District - 372601 Haldane Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	7,637,100	0.45
13100	CO - GENERALLY	RPTL 406(1)	2	110,449	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	13	4,204,258	0.25
13510	TOWN - CEMETERY LAND	RPTL 446	4	616,695	0.04
13650	VG - GENERALLY	RPTL 406(1)	14	5,641,822	0.33
13800	SCHOOL DISTRICT	RPTL 408	7	24,256,956	1.42
14100	USA - GENERALLY	RPTL 400(1)	1	2,287,621	0.13
19950	MUNICIPAL RAILROAD	RPTL 456	5	4,026,974	0.24
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	10	14,573,184	0.85
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	11	23,255,251	1.36
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	5	19,995,276	1.17
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	8	2,015,829	0.12
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	5	9,653,606	0.57
26100	VETERANS ORGANIZATION	RPTL 452	2	1,340,602	0.08
26250	HISTORICAL SOCIETY	RPTL 444	1	508,234	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	7,035,066	0.41
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	1,059,909	0.06
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	73	867,261	0.05
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	10	111,100	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	61	1,200,060	0.07
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	8	160,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	27	1,017,042	0.06
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	5	183,864	0.01
41300	PARAPLEGIC VETS	RPTL 458(3)	1	588,160	0.03
41696	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	20	60,020	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	31	5,357,102	0.31
41806	PERSONS AGE 65 OR OVER	RPTL 467	12	1,267,245	0.07
41834	ENHANCED STAR	RPTL 425	250	32,355,065	1.89
41854	BASIC STAR 1999-2000	RPTL 425	513	26,820,264	1.57
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	616,270	0.04
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	3	194,201	0.01
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	4	1,225,230	0.07



School District - 372601 Haldane Central				Equalized Total Assessed Value	1,708,130,061
Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	3,787,053	0.22
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			1,117	204,028,769	11.94
Totals:			0	0	0.00
			1,117	204,028,769	11.94

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

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

# HALDANE CSD

## 2020-21 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

## Economic and Student Characteristics

### P-12 ENROLLMENT



788

### NEEDS RESOURCE CATEGORY



Low Need

### DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly more than  
the average district in  
the state

### STUDENT NEEDS ARE



significantly less than  
the state average

## Student Demographics

Enrollment	HALDANE CSD
All Students	788
Economically Disadvantaged	18%
Students with Disabilities	13%
English Language Learners	2%
» Race/Ethnicity	

Staffing Profile	HALDANE CSD
Student-to-Teacher Ratio	10
Teachers with Fewer than 4 years of Experience %	4%
Teachers with 4-20 Years of Experience %	70%
Teachers with 21+ Years of Experience %	26%

## Comparison: How do per pupil expenditures compare?

### THIS SCHOOL



### DISTRICT OR DISTRICT OF LOCATION



### COUNTY AVERAGE



### STATEWIDE AVERAGE



N/A

\$26,902.88

\$28,164.20

\$23,468.15

## Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View One Per Pupil Expenditure Categories	HALDANE CSD
➤ A. Instruction (A1 + A2 + A3 + A4)	\$15,895.77
➤ B. Administration (B1 + B2 + B3)	\$1,402.10
➤ C. All Other Spending (C1 + C2 + C3)	\$1,577.49
D. Total School Level (A + B + C)	\$18,875.36
➤ E. Central Instruction (E1 + E2 + E3 + E4)	\$244.65
➤ F. Central Administration (F1 + F2 + F3)	\$3,372.78
➤ G. All Other Central Spending (G1 + G2 + G3)	\$4,410.09
H. Total Central Costs	\$8,027.52
I. Total Spending (D + H)	\$26,902.88

## Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.


Report View Two Per Pupil Expenditure Categories	HALDANE CSD
J. Total School Level Local/State Spending	\$18,716.18
➤ K. Total School Level Federal Spending	\$159.18
L. Total Central Level Local/State Spending	\$7,777.55
M. Total Central Level Federal Spending	\$249.97
N. Total Spending (J + K + L + M)	\$26,902.88

## Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

## Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Excluded Expenditures	HALDANE CSD
1. Transportation	\$1,123,900.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$255,776.00
4. Debt Service	\$1,296,410.00
5. Other	\$7,112,084.35
Percent Excluded from Total	32%
<b>Total Expenditures</b>	<b>\$30,987,641.00</b>

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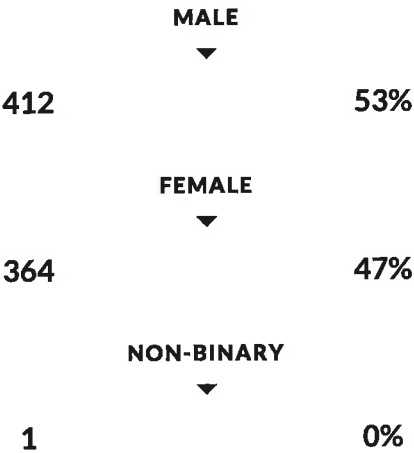
THIS DOCUMENT WAS CREATED ON: APRIL 20, 2023, 11:29 AM EST

This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. 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. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

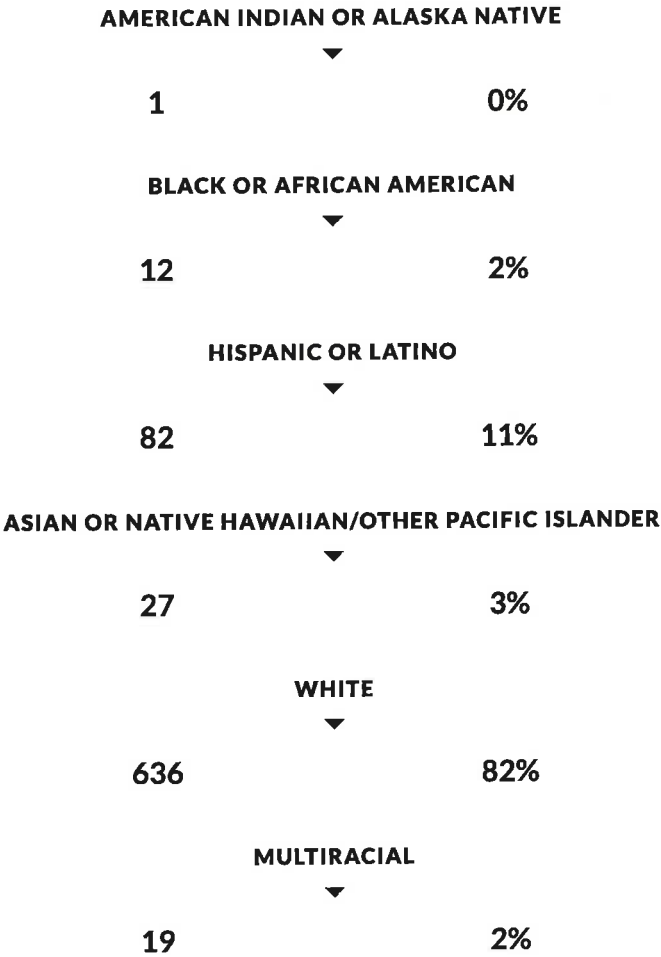
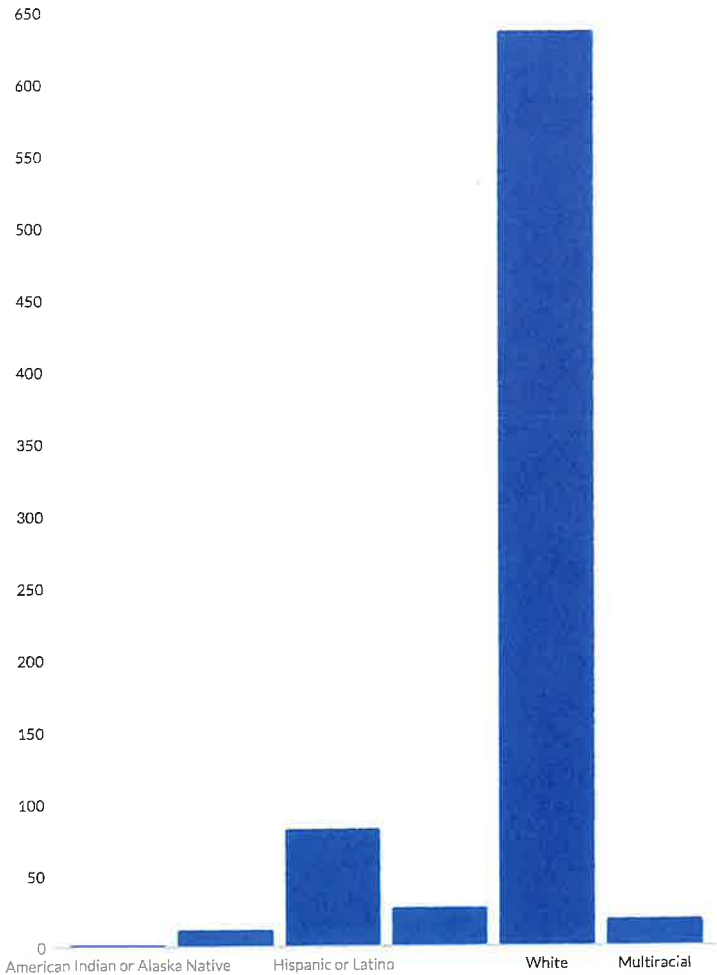
HALDANE CSD ENROLLMENT (2021 - 22)

K-12 Enrollment: 777

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



# OTHER GROUPS

## ENGLISH LANGUAGE LEARNERS

12

2%

### MIGRANT

## STUDENTS WITH DISABILITIES

93

12%

### HOMELESS

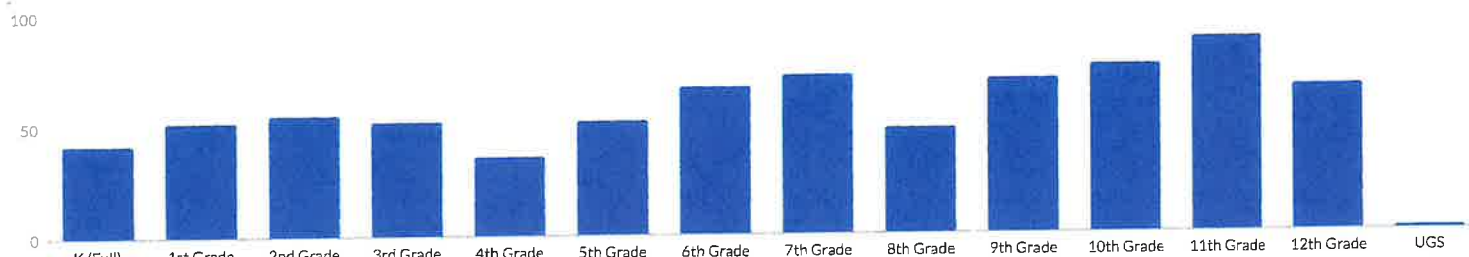
## ECONOMICALLY DISADVANTAGED

106

14%

### PARENT IN ARMED FORCES

## ENROLLMENT BY GRADE



### K (FULL DAY)

42

5%

### 1ST GRADE

52

7%

### 2ND GRADE

55

7%

### 3RD GRADE

52

7%

### 4TH GRADE

36

5%

### 5TH GRADE

52

7%

### 6TH GRADE

67

9%

### 7TH GRADE

72

9%

### 8TH GRADE

48

6%

### 9TH GRADE

70

9%

### 10TH GRADE

76

10%

### 11TH GRADE

88

11%

### 12TH GRADE

66

8%

### UNGRADED SECONDARY

1

0%

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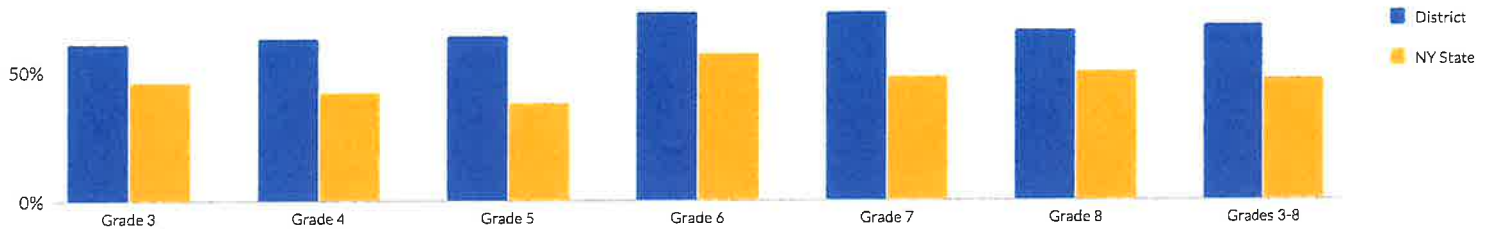
## HALDANE CSD - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform 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, New York State's ESSA plan 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.

### GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

#### SUMMARY RESULTS

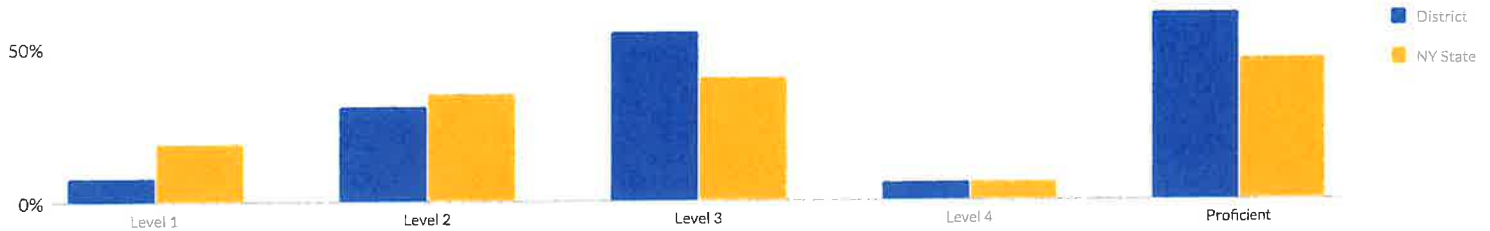


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	54	5	9%	49	91%	4	8%	15	31%	27	55%	3	6%	30	61%
Grade 4	40	2	5%	38	95%	2	5%	12	32%	12	32%	12	32%	24	63%
Grade 5	53	3	6%	50	94%	6	12%	12	24%	10	20%	22	44%	32	64%
Grade 6	65	1	2%	64	98%	11	17%	6	9%	15	23%	32	50%	47	73%
Grade 7	73	13	18%	60	82%	4	7%	12	20%	19	32%	25	42%	44	73%
Grade 8	61	17	28%	44	72%	4	9%	11	25%	11	25%	18	41%	29	66%
Grades 3-8	346	41	12%	305	88%	31	10%	68	22%	94	31%	112	37%	206	68%

## GRADE 3 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



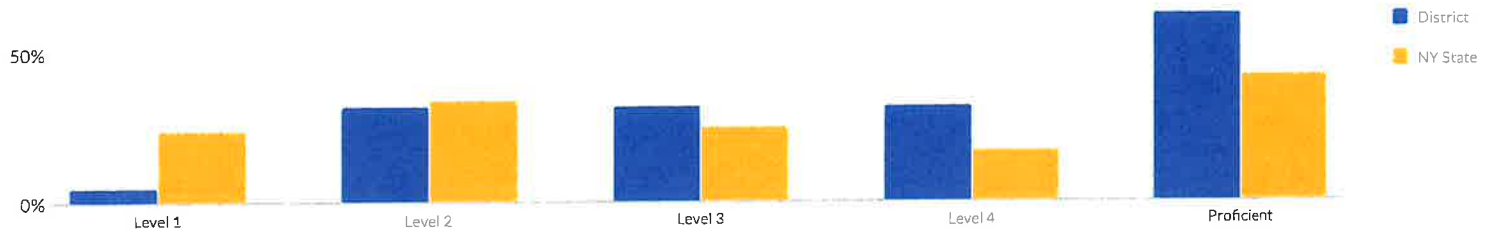
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	5	9%	49	91%	4	8%	15	31%	27	55%	3	6%	30	61%
Female	20	1	5%	19	95%	1	5%	4	21%	11	58%	3	16%	14	74%
Male	34	4	12%	30	88%	3	10%	11	37%	16	53%	0	0%	16	53%
General Education Students	42	2	5%	40	95%	2	5%	11	28%	24	60%	3	8%	27	68%
Students with Disabilities	12	3	25%	9	75%	2	22%	4	44%	3	33%	0	0%	3	33%
Hispanic or Latino	5	0	0%	5	100%	2	40%	1	20%	2	40%	0	0%	2	40%
White	48	4	8%	44	92%	2	5%	14	32%	25	57%	3	7%	28	64%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	9	1	11%	8	89%	1	13%	4	50%	3	38%	0	0%	3	38%
Not Economically Disadvantaged	45	4	9%	41	91%	3	7%	11	27%	24	59%	3	7%	27	66%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	52	5	10%	47	90%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	54	5	9%	49	91%	4	8%	15	31%	27	55%	3	6%	30	61%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	53	4	8%	49	92%	4	8%	15	31%	27	55%	3	6%	30	61%
Not Migrant	54	5	9%	49	91%	4	8%	15	31%	27	55%	3	6%	30	61%
Parent Not in Armed Forces	54	5	9%	49	91%	4	8%	15	31%	27	55%	3	6%	30	61%



## GRADE 4 ELA RESULTS

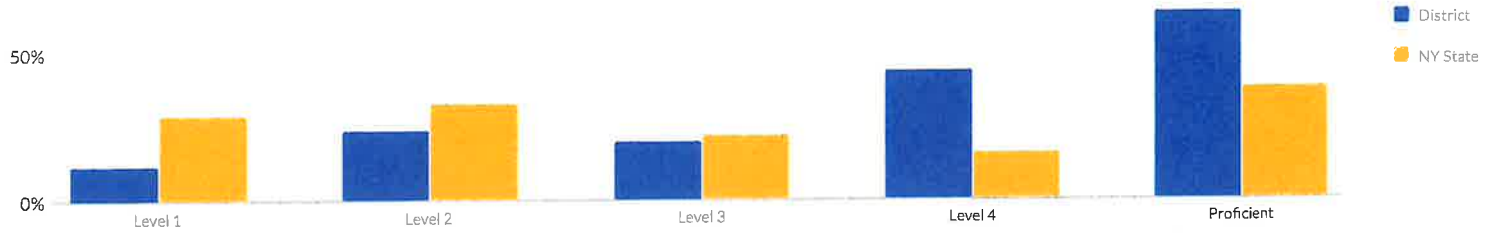
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	2	5%	38	95%	2	5%	12	32%	12	32%	12	32%	24	63%
Female	19	0	0%	19	100%	1	5%	6	32%	5	26%	7	37%	12	63%
Male	21	2	10%	19	90%	1	5%	6	32%	7	37%	5	26%	12	63%
General Education Students	35	0	0%	35	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	32	2	6%	30	94%	2	7%	12	40%	8	27%	8	27%	16	53%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	0	0%	4	50%	4	50%	8	100%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	37	2	5%	35	95%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	40	2	5%	38	95%	2	5%	12	32%	12	32%	12	32%	24	63%
Not in Foster Care	40	2	5%	38	95%	2	5%	12	32%	12	32%	12	32%	24	63%
Not Homeless	40	2	5%	38	95%	2	5%	12	32%	12	32%	12	32%	24	63%
Not Migrant	40	2	5%	38	95%	2	5%	12	32%	12	32%	12	32%	24	63%
Parent Not in Armed Forces	40	2	5%	38	95%	2	5%	12	32%	12	32%	12	32%	24	63%

## GRADE 5 ELA RESULTS

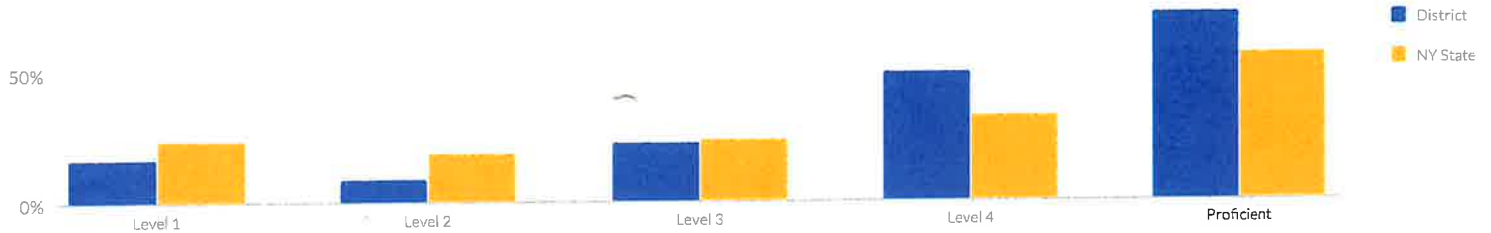
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	3	6%	50	94%	6	12%	12	24%	10	20%	22	44%	32	64%
Female	22	1	5%	21	95%	2	10%	4	19%	5	24%	10	48%	15	71%
Male	31	2	6%	29	94%	4	14%	8	28%	5	17%	12	41%	17	59%
General Education Students	50	3	6%	47	94%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
White	42	2	5%	40	95%	5	13%	7	18%	8	20%	20	50%	28	70%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	1	9%	10	91%	1	10%	5	50%	2	20%	2	20%	4	40%
Economically Disadvantaged	6	1	17%	5	83%	1	20%	4	80%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	47	2	4%	45	96%	5	11%	8	18%	10	22%	22	49%	32	71%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	52	3	6%	49	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	53	3	6%	50	94%	6	12%	12	24%	10	20%	22	44%	32	64%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	51	2	4%	49	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	3	6%	50	94%	6	12%	12	24%	10	20%	22	44%	32	64%
Parent Not in Armed Forces	53	3	6%	50	94%	6	12%	12	24%	10	20%	22	44%	32	64%

## GRADE 6 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

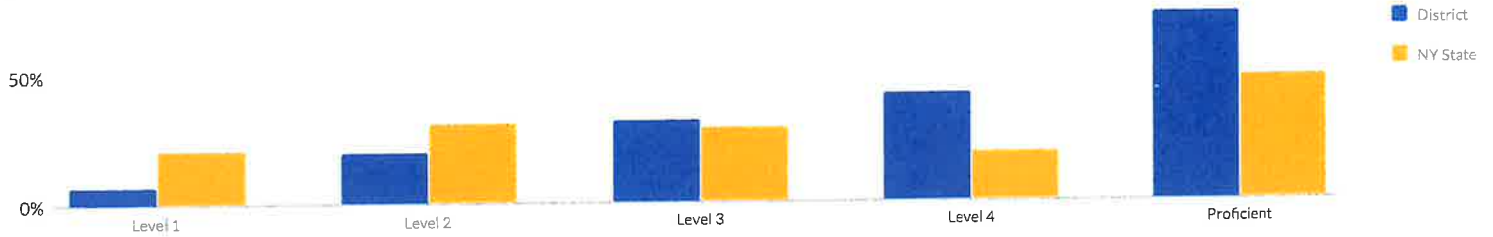


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	1	2%	64	98%	11	17%	6	9%	15	23%	32	50%	47	73%
Female	33	1	3%	32	97%	2	6%	2	6%	6	19%	22	69%	28	88%
Male	32	0	0%	32	100%	9	28%	4	13%	9	28%	10	31%	19	59%
General Education Students	55	1	2%	54	98%	3	6%	6	11%	13	24%	32	59%	45	83%
Students with Disabilities	10	0	0%	10	100%	8	80%	0	0%	2	20%	0	0%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	1	14%	2	29%	2	29%	2	29%	4	57%
White	52	1	2%	51	98%	10	20%	4	8%	12	24%	25	49%	37	73%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	9	0	0%	9	100%	2	22%	3	33%	1	11%	3	33%	4	44%
Not Economically Disadvantaged	56	1	2%	55	98%	9	16%	3	5%	14	25%	29	53%	43	78%
Non-English Language Learner	65	1	2%	64	98%	11	17%	6	9%	15	23%	32	50%	47	73%
Not in Foster Care	65	1	2%	64	98%	11	17%	6	9%	15	23%	32	50%	47	73%
Not Homeless	65	1	2%	64	98%	11	17%	6	9%	15	23%	32	50%	47	73%
Not Migrant	65	1	2%	64	98%	11	17%	6	9%	15	23%	32	50%	47	73%
Parent Not in Armed Forces	65	1	2%	64	98%	11	17%	6	9%	15	23%	32	50%	47	73%

## GRADE 7 ELA RESULTS

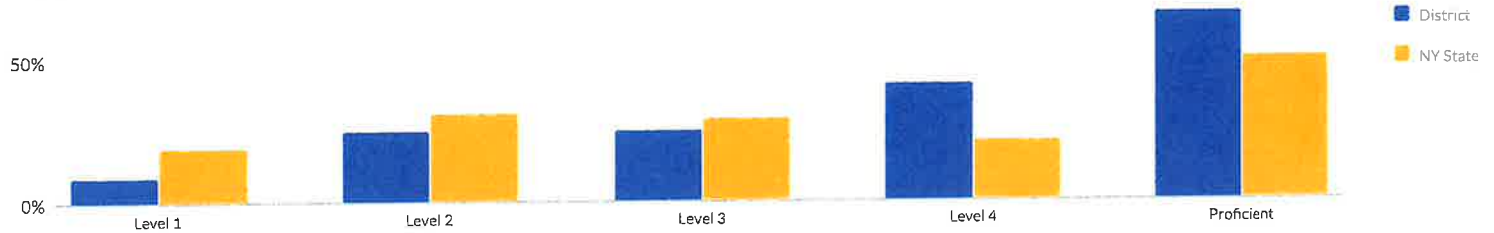
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	13	18%	60	82%	4	7%	12	20%	19	32%	25	42%	44	73%
Female	39	9	23%	30	77%	0	0%	5	17%	8	27%	17	57%	25	83%
Male	34	4	12%	30	88%	4	13%	7	23%	11	37%	8	27%	19	63%
General Education Students	64	9	14%	55	86%	1	2%	11	20%	18	33%	25	45%	43	78%
Students with Disabilities	9	4	44%	5	56%	3	60%	1	20%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	8	89%	—	—	—	—	—	—	—	—	—	—
White	61	12	20%	49	80%	2	4%	11	22%	13	27%	23	47%	36	73%
Small Group Total	12	1	8%	11	92%	2	18%	1	9%	6	55%	2	18%	8	73%
Economically Disadvantaged	13	2	15%	11	85%	3	27%	2	18%	6	55%	0	0%	6	55%
Not Economically Disadvantaged	60	11	18%	49	82%	1	2%	10	20%	13	27%	25	51%	38	78%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	72	13	18%	59	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	73	13	18%	60	82%	4	7%	12	20%	19	32%	25	42%	44	73%
Not Homeless	73	13	18%	60	82%	4	7%	12	20%	19	32%	25	42%	44	73%
Not Migrant	73	13	18%	60	82%	4	7%	12	20%	19	32%	25	42%	44	73%
Parent Not in Armed Forces	73	13	18%	60	82%	4	7%	12	20%	19	32%	25	42%	44	73%

## GRADE 8 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

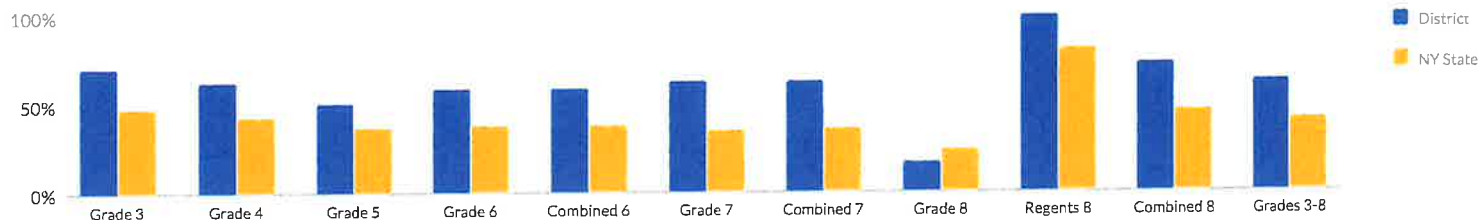


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	17	28%	44	72%	4	9%	11	25%	11	25%	18	41%	29	66%
Female	27	10	37%	17	63%	1	6%	3	18%	6	35%	7	41%	13	76%
Male	34	7	21%	27	79%	3	11%	8	30%	5	19%	11	41%	16	59%
General Education Students	54	16	30%	38	70%	2	5%	9	24%	9	24%	18	47%	27	71%
Students with Disabilities	7	1	14%	6	86%	2	33%	2	33%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	49	14	29%	35	71%	4	11%	8	23%	8	23%	15	43%	23	66%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	3	25%	9	75%	0	0%	3	33%	3	33%	3	33%	6	67%
Economically Disadvantaged	7	0	0%	7	100%	2	29%	2	29%	1	14%	2	29%	3	43%
Not Economically Disadvantaged	54	17	31%	37	69%	2	5%	9	24%	10	27%	16	43%	26	70%
Non-English Language Learner	61	17	28%	44	72%	4	9%	11	25%	11	25%	18	41%	29	66%
Not in Foster Care	61	17	28%	44	72%	4	9%	11	25%	11	25%	18	41%	29	66%
Not Homeless	61	17	28%	44	72%	4	9%	11	25%	11	25%	18	41%	29	66%
Not Migrant	61	17	28%	44	72%	4	9%	11	25%	11	25%	18	41%	29	66%
Parent Not in Armed Forces	61	17	28%	44	72%	4	9%	11	25%	11	25%	18	41%	29	66%

## GRADES 3-8 MATHEMATICS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

### SUMMARY RESULTS



Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	6	11%	49	89%	2	4%	12	24%	19	39%	16	33%	35	71%
Grade 4	40	2	5%	38	95%	4	11%	10	26%	10	26%	14	37%	24	63%
Grade 5	53	4	8%	49	92%	9	18%	15	31%	8	16%	17	35%	25	51%
Grade 6	65	2	3%	63	97%	11	17%	15	24%	21	33%	16	25%	37	59%
Combined 6	65	2	3%	63	97%	11	17%	15	24%	21	33%	16	25%	37	59%
Grade 7	73	17	23%	56	77%	3	5%	18	32%	24	43%	11	20%	35	63%
Combined 7	73	17	23%	56	77%	3	5%	18	32%	24	43%	11	20%	35	63%
Grade 8	63	45	71%	18	29%	8	44%	7	39%	3	17%	0	0%	3	17%
Regents 8	—	0	0%	38	60%	0	0%	0	0%	2	5%	36	95%	38	100%
Combined 8	63	7	11%	56	89%	8	14%	7	13%	5	9%	36	64%	41	73%
Grades 3-8	349	38	11%	311	89%	37	12%	77	25%	87	28%	110	35%	197	63%

See report card Glossary and Guide for criteria used to include students in this table.

### REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

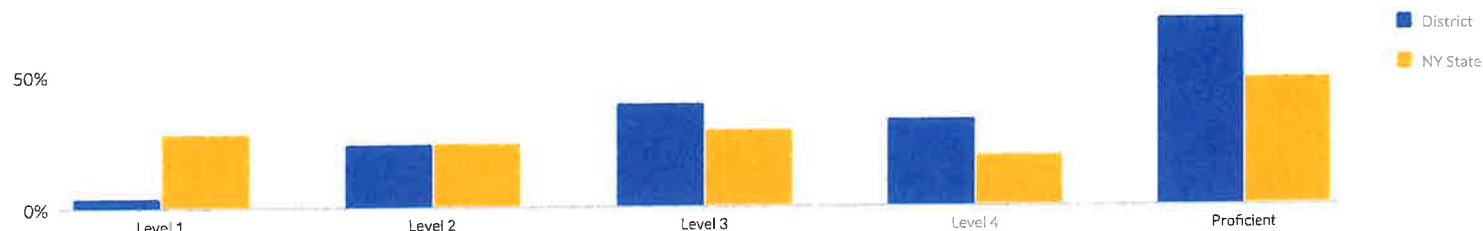
Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

See report card Glossary and Guide for criteria used to include students in this table.



## GRADE 3 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

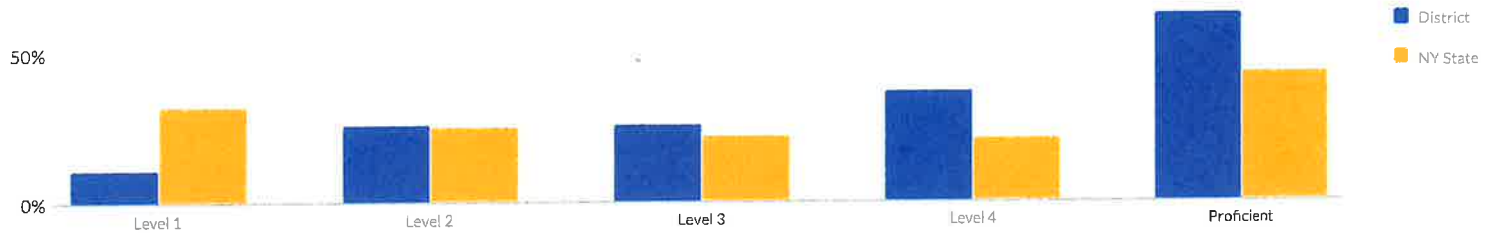


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	6	11%	49	89%	2	4%	12	24%	19	39%	16	33%	35	71%
Female	21	2	10%	19	90%	1	5%	3	16%	7	37%	8	42%	15	79%
Male	34	4	12%	30	88%	1	3%	9	30%	12	40%	8	27%	20	67%
General Education Students	43	3	7%	40	93%	0	0%	9	23%	18	45%	13	33%	31	78%
Students with Disabilities	12	3	25%	9	75%	2	22%	3	33%	1	11%	3	33%	4	44%
Hispanic or Latino	6	1	17%	5	83%	0	0%	2	40%	2	40%	1	20%	3	60%
White	48	4	8%	44	92%	2	5%	10	23%	17	39%	15	34%	32	73%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	9	1	11%	8	89%	1	13%	3	38%	4	50%	0	0%	4	50%
Not Economically Disadvantaged	46	5	11%	41	89%	1	2%	9	22%	15	37%	16	39%	31	76%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	52	5	10%	47	90%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	6	11%	49	89%	2	4%	12	24%	19	39%	16	33%	35	71%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	54	5	9%	49	91%	2	4%	12	24%	19	39%	16	33%	35	71%
Not Migrant	55	6	11%	49	89%	2	4%	12	24%	19	39%	16	33%	35	71%
Parent Not in Armed Forces	55	6	11%	49	89%	2	4%	12	24%	19	39%	16	33%	35	71%

## GRADE 4 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



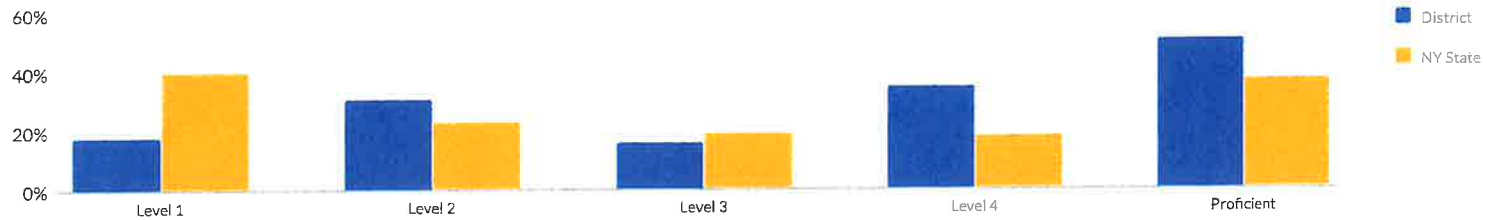
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	2	5%	38	95%	4	11%	10	26%	10	26%	14	37%	24	63%
Female	19	0	0%	19	100%	2	11%	7	37%	7	37%	3	16%	10	53%
Male	21	2	10%	19	90%	2	11%	3	16%	3	16%	11	58%	14	74%
General Education Students	35	0	0%	35	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	32	2	6%	30	94%	4	13%	9	30%	6	20%	11	37%	17	57%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	37	2	5%	35	95%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	40	2	5%	38	95%	4	11%	10	26%	10	26%	14	37%	24	63%
Not in Foster Care	40	2	5%	38	95%	4	11%	10	26%	10	26%	14	37%	24	63%
Not Homeless	40	2	5%	38	95%	4	11%	10	26%	10	26%	14	37%	24	63%
Not Migrant	40	2	5%	38	95%	4	11%	10	26%	10	26%	14	37%	24	63%
Parent Not in Armed Forces	40	2	5%	38	95%	4	11%	10	26%	10	26%	14	37%	24	63%



## GRADE 5 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	4	8%	49	92%	9	18%	15	31%	8	16%	17	35%	25	51%
Female	22	2	9%	20	91%	5	25%	8	40%	0	0%	7	35%	7	35%
Male	31	2	6%	29	94%	4	14%	7	24%	8	28%	10	34%	18	62%
General Education Students	50	4	8%	46	92%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
White	42	3	7%	39	93%	5	13%	13	33%	6	15%	15	38%	21	54%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	1	9%	10	91%	4	40%	2	20%	2	20%	2	20%	4	40%
Economically Disadvantaged	6	1	17%	5	83%	3	60%	2	40%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	47	3	6%	44	94%	6	14%	13	30%	8	18%	17	39%	25	57%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	52	4	8%	48	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	53	4	8%	49	92%	9	18%	15	31%	8	16%	17	35%	25	51%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	51	3	6%	48	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	4	8%	49	92%	9	18%	15	31%	8	16%	17	35%	25	51%
Parent Not in Armed Forces	53	4	8%	49	92%	9	18%	15	31%	8	16%	17	35%	25	51%

## GRADE 6 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

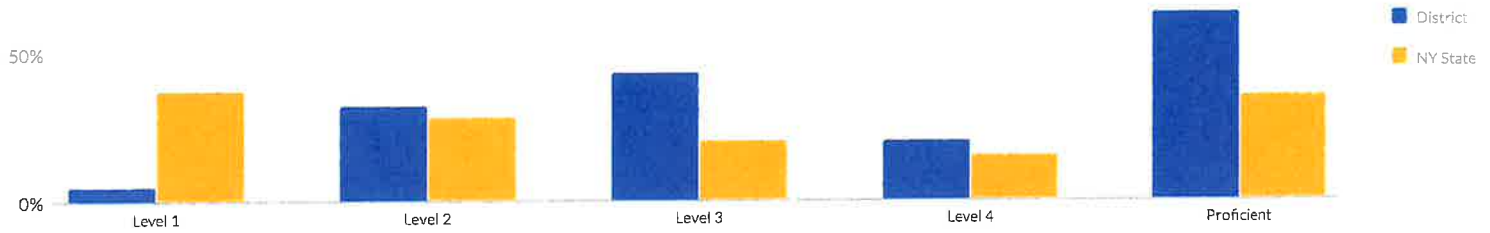


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	2	3%	63	97%	11	17%	15	24%	21	33%	16	25%	37	59%
Female	33	1	3%	32	97%	3	9%	8	25%	12	38%	9	28%	21	66%
Male	32	1	3%	31	97%	8	26%	7	23%	9	29%	7	23%	16	52%
General Education Students	55	1	2%	54	98%	4	7%	14	26%	20	37%	16	30%	36	67%
Students with Disabilities	10	1	10%	9	90%	7	78%	1	11%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	3	43%	1	14%	3	43%	0	0%	3	43%
White	52	2	4%	50	96%	8	16%	13	26%	14	28%	15	30%	29	58%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	1	17%	4	67%	1	17%	5	83%
Economically Disadvantaged	9	0	0%	9	100%	3	33%	2	22%	2	22%	2	22%	4	44%
Not Economically Disadvantaged	56	2	4%	54	96%	8	15%	13	24%	19	35%	14	26%	33	61%
Non-English Language Learner	65	2	3%	63	97%	11	17%	15	24%	21	33%	16	25%	37	59%
Not in Foster Care	65	2	3%	63	97%	11	17%	15	24%	21	33%	16	25%	37	59%
Not Homeless	65	2	3%	63	97%	11	17%	15	24%	21	33%	16	25%	37	59%
Not Migrant	65	2	3%	63	97%	11	17%	15	24%	21	33%	16	25%	37	59%
Parent Not in Armed Forces	65	2	3%	63	97%	11	17%	15	24%	21	33%	16	25%	37	59%

## GRADE 7 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

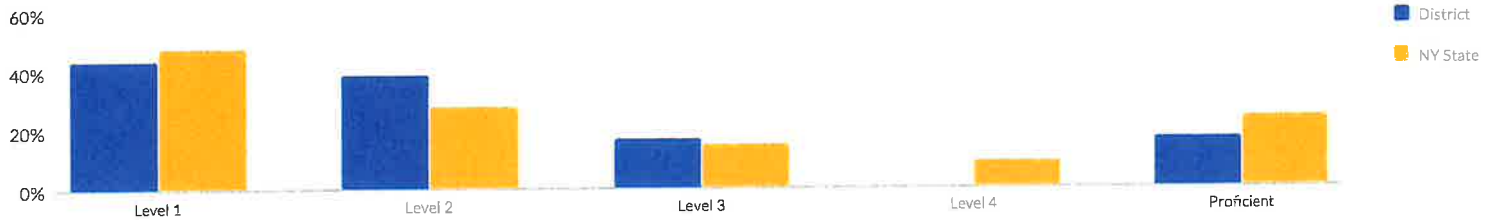


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	17	23%	56	77%	3	5%	18	32%	24	43%	11	20%	35	63%
Female	39	13	33%	26	67%	0	0%	9	35%	10	38%	7	27%	17	65%
Male	34	4	12%	30	88%	3	10%	9	30%	14	47%	4	13%	18	60%
General Education Students	64	13	20%	51	80%	0	0%	16	31%	24	47%	11	22%	35	69%
Students with Disabilities	9	4	44%	5	56%	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	8	89%	—	—	—	—	—	—	—	—	—	—
White	61	16	26%	45	74%	1	2%	14	31%	20	44%	10	22%	30	67%
Small Group Total	12	1	8%	11	92%	2	18%	4	36%	4	36%	1	9%	5	45%
Economically Disadvantaged	13	2	15%	11	85%	3	27%	5	45%	3	27%	0	0%	3	27%
Not Economically Disadvantaged	60	15	25%	45	75%	0	0%	13	29%	21	47%	11	24%	32	71%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	72	17	24%	55	76%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	73	17	23%	56	77%	3	5%	18	32%	24	43%	11	20%	35	63%
Not Homeless	73	17	23%	56	77%	3	5%	18	32%	24	43%	11	20%	35	63%
Not Migrant	73	17	23%	56	77%	3	5%	18	32%	24	43%	11	20%	35	63%
Parent Not in Armed Forces	73	17	23%	56	77%	3	5%	18	32%	24	43%	11	20%	35	63%

## GRADE 8 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

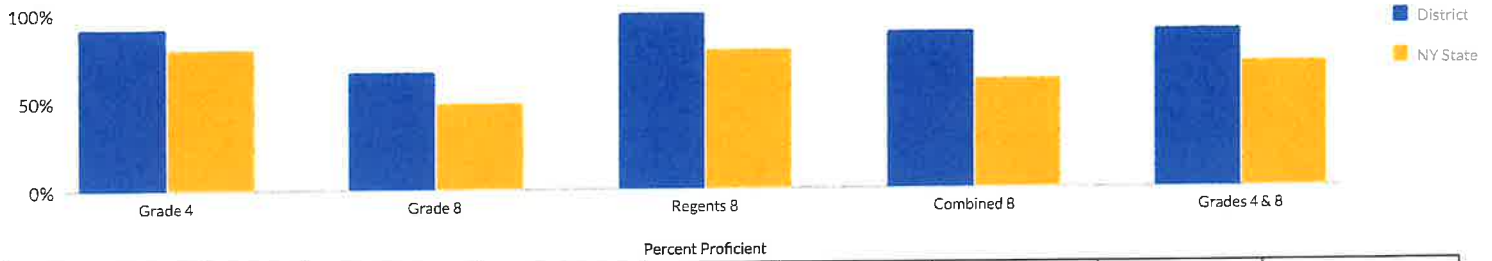


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	45	71%	18	29%	8	44%	7	39%	3	17%	0	0%	3	17%
Female	28	20	71%	8	29%	4	50%	3	38%	1	13%	0	0%	1	13%
Male	35	25	71%	10	29%	4	40%	4	40%	2	20%	0	0%	2	20%
General Education Students	56	44	79%	12	21%	5	42%	4	33%	3	25%	0	0%	3	25%
Students with Disabilities	7	1	14%	6	86%	3	50%	3	50%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
White	51	36	71%	15	29%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	60	42	70%	18	30%	8	44%	7	39%	3	17%	0	0%	3	17%
Economically Disadvantaged	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	56	42	75%	14	25%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	63	45	71%	18	29%	8	44%	7	39%	3	17%	0	0%	3	17%
Not in Foster Care	63	45	71%	18	29%	8	44%	7	39%	3	17%	0	0%	3	17%
Not Homeless	63	45	71%	18	29%	8	44%	7	39%	3	17%	0	0%	3	17%
Not Migrant	63	45	71%	18	29%	8	44%	7	39%	3	17%	0	0%	3	17%
Parent Not in Armed Forces	63	45	71%	18	29%	8	44%	7	39%	3	17%	0	0%	3	17%

## GRADES 4 & 8 SCIENCE RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	40	3	8%	37	93%	0	0%	3	8%	9	24%	25	68%	34	92%
Grade 8	63	45	71%	18	29%	1	6%	5	28%	9	50%	3	17%	12	67%
Regents 8	—	0	0%	39	62%	0	0%	0	0%	12	31%	27	69%	39	100%
Combined 8	63	6	10%	57	90%	1	2%	5	9%	21	37%	30	53%	51	89%
Grades 4 & 8	103	9	9%	94	91%	1	1%	8	9%	30	32%	55	59%	85	90%

See report card Glossary and Guide for criteria used to include students in this table.

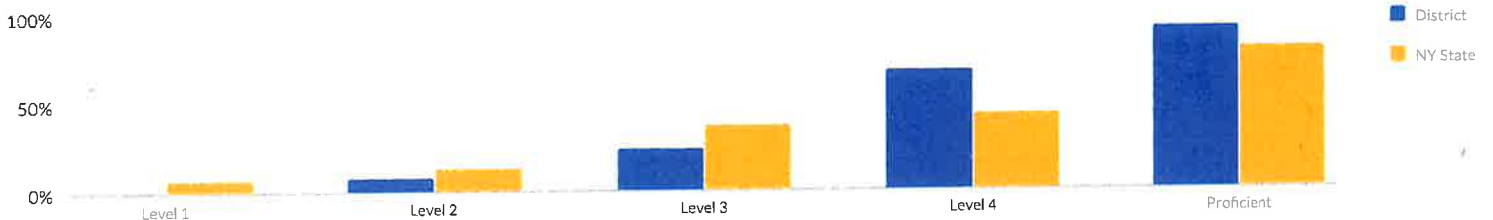
### REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

See report card Glossary and Guide for criteria used to include students in this table.

## GRADE 4 SCIENCE RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

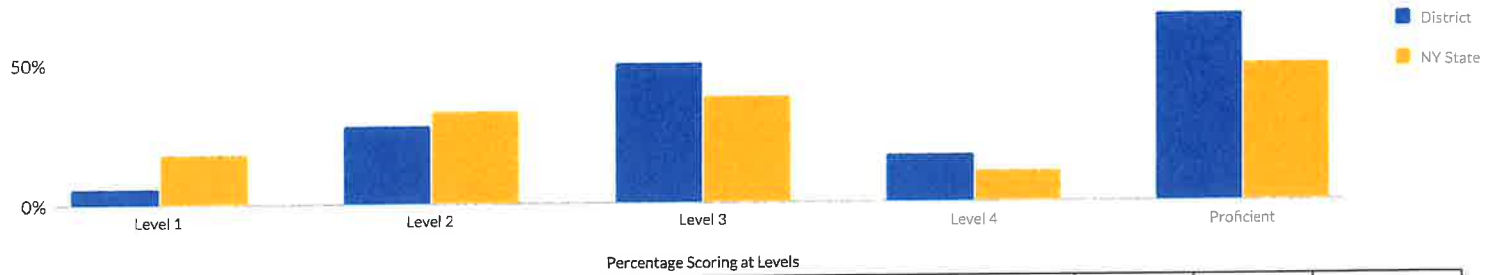


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	3	8%	37	93%	0	0%	3	8%	9	24%	25	68%	34	92%
Female	19	1	5%	18	95%	0	0%	2	11%	6	33%	10	56%	16	89%
Male	21	2	10%	19	90%	0	0%	1	5%	3	16%	15	79%	18	95%
General Education Students	35	1	3%	34	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	32	3	9%	29	91%	0	0%	3	10%	6	21%	20	69%	26	90%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	0	0%	3	38%	5	63%	8	100%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	37	3	8%	34	92%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	40	3	8%	37	93%	0	0%	3	8%	9	24%	25	68%	34	92%
Not in Foster Care	40	3	8%	37	93%	0	0%	3	8%	9	24%	25	68%	34	92%
Not Homeless	40	3	8%	37	93%	0	0%	3	8%	9	24%	25	68%	34	92%
Not Migrant	40	3	8%	37	93%	0	0%	3	8%	9	24%	25	68%	34	92%
Parent Not in Armed Forces	40	3	8%	37	93%	0	0%	3	8%	9	24%	25	68%	34	92%



## GRADE 8 SCIENCE RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Percentage Scoring at Levels

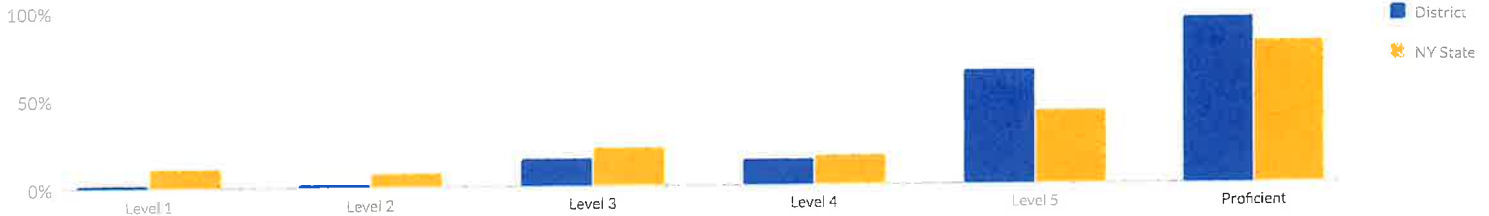
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	45	71%	18	29%	1	6%	5	28%	9	50%	3	17%	12	67%
Female	28	22	79%	6	21%	0	0%	3	50%	2	33%	1	17%	3	50%
Male	35	23	66%	12	34%	1	8%	2	17%	7	58%	2	17%	9	75%
General Education Students	56	44	79%	12	21%	0	0%	3	25%	6	50%	3	25%	9	75%
Students with Disabilities	7	1	14%	6	86%	1	17%	2	33%	3	50%	0	0%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
White	51	36	71%	15	29%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	60	42	70%	18	30%	1	6%	5	28%	9	50%	3	17%	12	67%
Economically Disadvantaged	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	56	42	75%	14	25%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	63	45	71%	18	29%	1	6%	5	28%	9	50%	3	17%	12	67%
Not in Foster Care	63	45	71%	18	29%	1	6%	5	28%	9	50%	3	17%	12	67%
Not Homeless	63	45	71%	18	29%	1	6%	5	28%	9	50%	3	17%	12	67%
Not Migrant	63	45	71%	18	29%	1	6%	5	28%	9	50%	3	17%	12	67%
Parent Not in Armed Forces	63	45	71%	18	29%	1	6%	5	28%	9	50%	3	17%	12	67%

## **ANNUAL REGENTS EXAMINATIONS (2021 - 22)**

Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



## ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



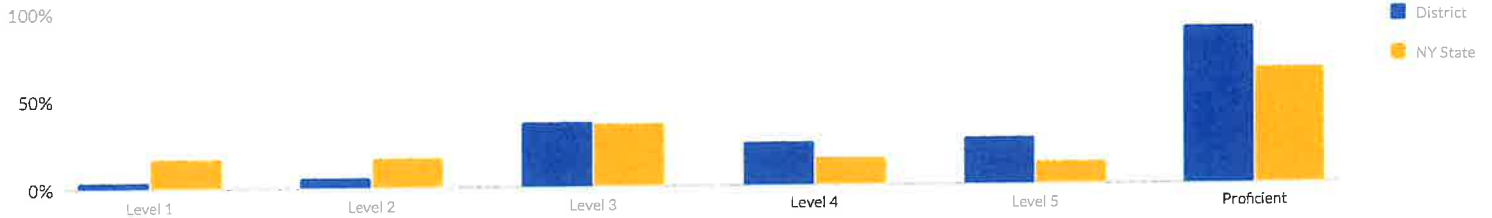
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	2	2%	2	2%	13	16%	12	15%	53	65%	78	95%
Female	38	0	0%	1	3%	7	18%	2	5%	28	74%	37	97%
Male	44	2	5%	1	2%	6	14%	10	23%	25	57%	41	93%
General Education Students	73	1	1%	1	1%	11	15%	9	12%	51	70%	71	97%
Students with Disabilities	9	1	11%	1	11%	2	22%	3	33%	2	22%	7	78%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	—	—	—	—	—	—	—	—	—	—	—	—
White	69	2	3%	1	1%	10	14%	9	13%	47	68%	66	96%
Small Group Total	13	0	0%	1	8%	3	23%	3	23%	6	46%	12	92%
Economically Disadvantaged	11	0	0%	1	9%	3	27%	2	18%	5	45%	10	91%
Not Economically Disadvantaged	71	2	3%	1	1%	10	14%	10	14%	48	68%	68	96%
Non-English Language Learner	82	2	2%	2	2%	13	16%	12	15%	53	65%	78	95%
Not in Foster Care	82	2	2%	2	2%	13	16%	12	15%	53	65%	78	95%
Not Homeless	82	2	2%	2	2%	13	16%	12	15%	53	65%	78	95%
Not Migrant	82	2	2%	2	2%	13	16%	12	15%	53	65%	78	95%
Parent Not in Armed Forces	82	2	2%	2	2%	13	16%	12	15%	53	65%	78	95%

## ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	1	1	100	0	0
White	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

## ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



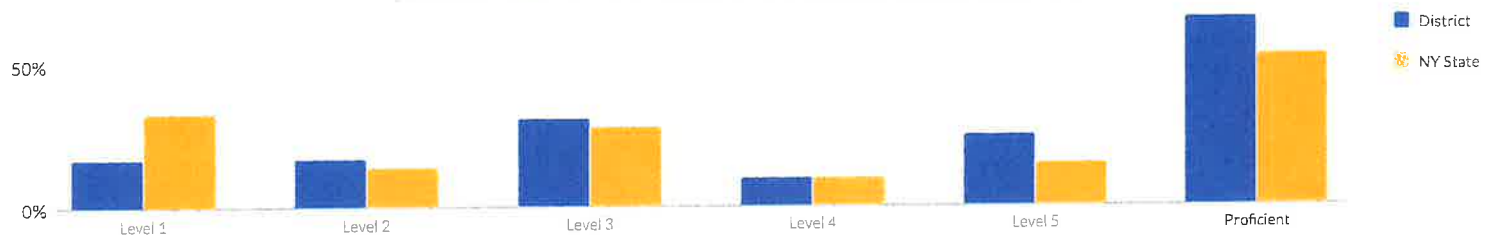
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	3	4%	4	6%	25	37%	17	25%	18	27%	60	90%
Female	30	1	3%	1	3%	14	47%	6	20%	8	27%	28	93%
Male	37	2	5%	3	8%	11	30%	11	30%	10	27%	32	86%
General Education Students	55	2	4%	2	4%	17	31%	16	29%	18	33%	51	93%
Students with Disabilities	12	1	8%	2	17%	8	67%	1	8%	0	0%	9	75%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	1	9%	7	64%	1	9%	1	9%	9	82%
White	47	1	2%	3	6%	15	32%	14	30%	14	30%	43	91%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	0	0%	3	33%	2	22%	3	33%	8	89%
Economically Disadvantaged	14	0	0%	1	7%	8	57%	3	21%	2	14%	13	93%
Not Economically Disadvantaged	53	3	6%	3	6%	17	32%	14	26%	16	30%	47	89%
Non-English Language Learner	67	3	4%	4	6%	25	37%	17	25%	18	27%	60	90%
Not in Foster Care	67	3	4%	4	6%	25	37%	17	25%	18	27%	60	90%
Not Homeless	67	3	4%	4	6%	25	37%	17	25%	18	27%	60	90%
Not Migrant	67	3	4%	4	6%	25	37%	17	25%	18	27%	60	90%
Parent Not in Armed Forces	67	3	4%	4	6%	25	37%	17	25%	18	27%	60	90%

## ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	2	100	0	0
Male	2	2	100	0	0
General Education Students	2	2	100	0	0
White	2	2	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Not Homeless	2	2	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

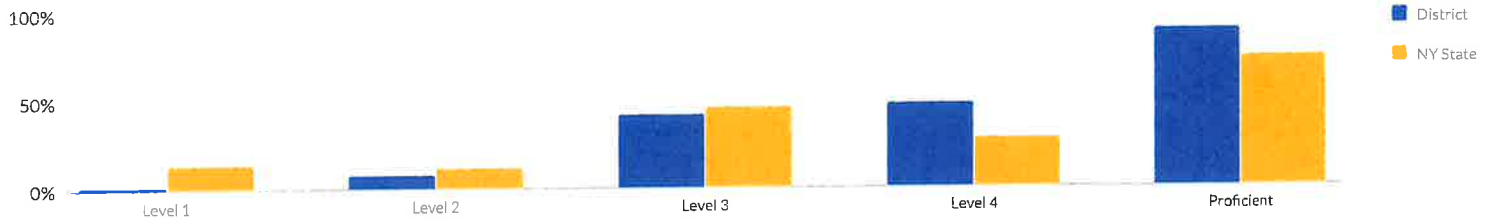
### ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

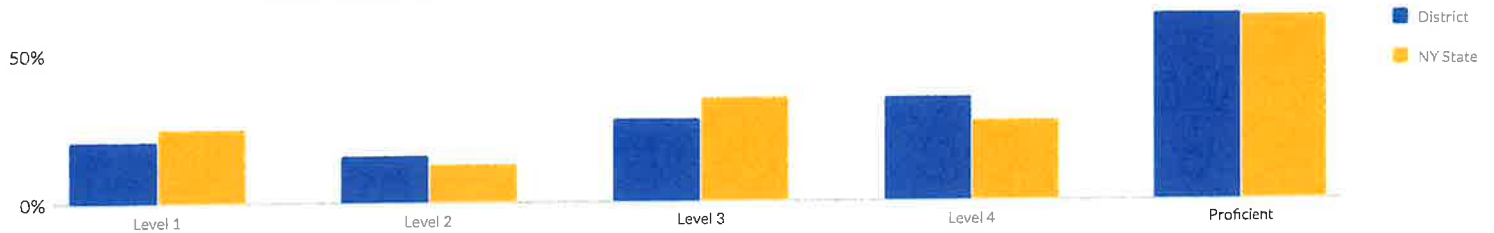
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	12	17%	12	17%	22	31%	7	10%	18	25%	47	66%
Female	29	5	17%	3	10%	10	34%	3	10%	8	28%	21	72%
Male	42	7	17%	9	21%	12	29%	4	10%	10	24%	26	62%
General Education Students	59	6	10%	8	14%	21	36%	7	12%	17	29%	45	76%
Students with Disabilities	12	6	50%	4	33%	1	8%	0	0%	1	8%	2	17%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—	—	—
White	62	10	16%	11	18%	22	35%	5	8%	14	23%	41	66%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	1	11%	0	0%	2	22%	4	44%	6	67%
Economically Disadvantaged	7	4	57%	1	14%	2	29%	0	0%	0	0%	2	29%
Not Economically Disadvantaged	64	8	13%	11	17%	20	31%	7	11%	18	28%	45	70%
Non-English Language Learner	71	12	17%	12	17%	22	31%	7	10%	18	25%	47	66%
Not in Foster Care	71	12	17%	12	17%	22	31%	7	10%	18	25%	47	66%
Not Homeless	71	12	17%	12	17%	22	31%	7	10%	18	25%	47	66%
Not Migrant	71	12	17%	12	17%	22	31%	7	10%	18	25%	47	66%
Parent Not in Armed Forces	71	12	17%	12	17%	22	31%	7	10%	18	25%	47	66%

# ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	60	1	2%	5	8%	25	42%	29	48%	54	90%
Female	25	0	0%	1	4%	11	44%	13	52%	24	96%
Male	35	1	3%	4	11%	14	40%	16	46%	30	86%
General Education Students	51	1	2%	2	4%	21	41%	27	53%	48	94%
Students with Disabilities	9	0	0%	3	33%	4	44%	2	22%	6	67%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	52	1	2%	5	10%	23	44%	23	44%	46	88%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	2	25%	6	75%	8	100%
Economically Disadvantaged	9	0	0%	3	33%	4	44%	2	22%	6	67%
Not Economically Disadvantaged	51	1	2%	2	4%	21	41%	27	53%	48	94%
Non-English Language Learner	60	1	2%	5	8%	25	42%	29	48%	54	90%
Not in Foster Care	60	1	2%	5	8%	25	42%	29	48%	54	90%
Not Homeless	60	1	2%	5	8%	25	42%	29	48%	54	90%
Not Migrant	60	1	2%	5	8%	25	42%	29	48%	54	90%
Parent Not in Armed Forces	60	1	2%	5	8%	25	42%	29	48%	54	90%

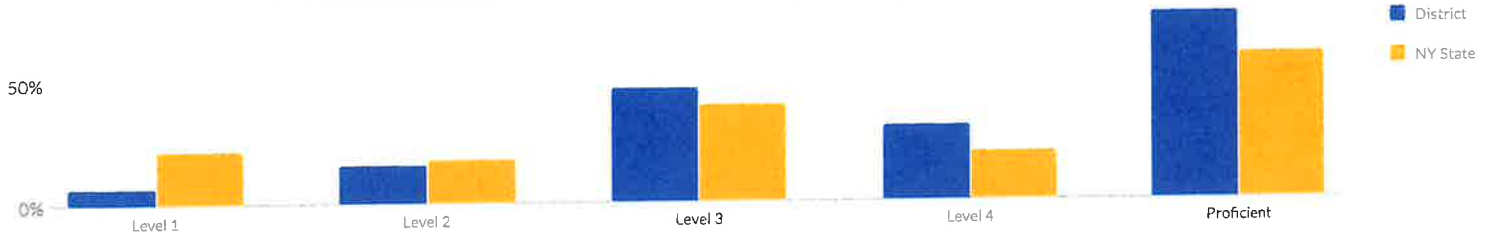
# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	57	12	21%	9	16%	16	28%	20	35%	36	63%
Female	26	5	19%	6	23%	6	23%	9	35%	15	58%
Male	31	7	23%	3	10%	10	32%	11	35%	21	68%
General Education Students	44	6	14%	7	16%	12	27%	19	43%	31	70%
Students with Disabilities	13	6	46%	2	15%	4	31%	1	8%	5	38%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	—	—	—	—	—	—	—	—	—	—
White	42	7	17%	5	12%	14	33%	16	38%	30	71%
Small Group Total	15	5	33%	4	27%	2	13%	4	27%	6	40%
Economically Disadvantaged	12	4	33%	2	17%	3	25%	3	25%	6	50%
Not Economically Disadvantaged	45	8	18%	7	16%	13	29%	17	38%	30	67%
Non-English Language Learner	57	12	21%	9	16%	16	28%	20	35%	36	63%
Not in Foster Care	57	12	21%	9	16%	16	28%	20	35%	36	63%
Not Homeless	57	12	21%	9	16%	16	28%	20	35%	36	63%
Not Migrant	57	12	21%	9	16%	16	28%	20	35%	36	63%
Parent Not in Armed Forces	57	12	21%	9	16%	16	28%	20	35%	36	63%

# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)

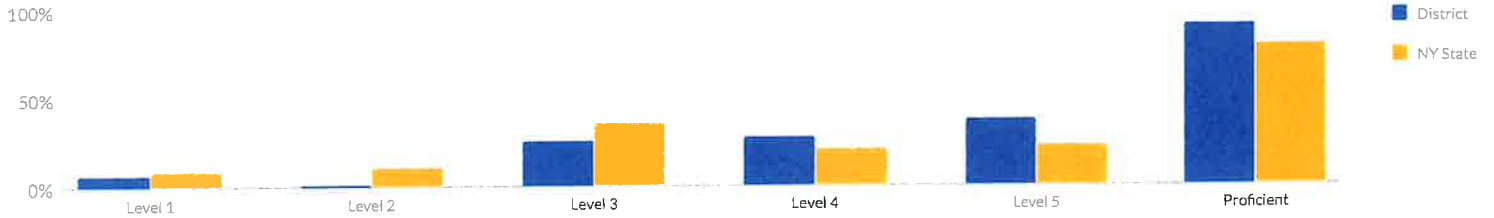


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	75	5	7%	12	16%	35	47%	23	31%	58	77%
Female	36	4	11%	5	14%	19	53%	8	22%	27	75%
Male	39	1	3%	7	18%	16	41%	15	38%	31	79%
General Education Students	72	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	—	—	—	—	—	—	—	—	—	—
White	63	4	6%	9	14%	31	49%	19	30%	50	79%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	3	25%	4	33%	4	33%	8	67%
Economically Disadvantaged	8	2	25%	2	25%	4	50%	0	0%	4	50%
Not Economically Disadvantaged	67	3	4%	10	15%	31	46%	23	34%	54	81%
Non-English Language Learner	75	5	7%	12	16%	35	47%	23	31%	58	77%
Not in Foster Care	75	5	7%	12	16%	35	47%	23	31%	58	77%
Not Homeless	75	5	7%	12	16%	35	47%	23	31%	58	77%
Not Migrant	75	5	7%	12	16%	35	47%	23	31%	58	77%
Parent Not in Armed Forces	75	5	7%	12	16%	35	47%	23	31%	58	77%



# ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	5	7%	1	1%	20	26%	21	28%	29	38%	70	92%
Female	35	1	3%	0	0%	10	29%	9	26%	15	43%	34	97%
Male	41	4	10%	1	2%	10	24%	12	29%	14	34%	36	88%
General Education Students	63	1	2%	0	0%	15	24%	19	30%	28	44%	62	98%
Students with Disabilities	13	4	31%	1	8%	5	38%	2	15%	1	8%	8	62%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	69	5	7%	1	1%	19	28%	18	26%	26	38%	63	91%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	0	0%	1	14%	3	43%	3	43%	7	100%
Economically Disadvantaged	8	1	13%	1	13%	3	38%	2	25%	1	13%	6	75%
Not Economically Disadvantaged	68	4	6%	0	0%	17	25%	19	28%	28	41%	64	94%
Non-English Language Learner	76	5	7%	1	1%	20	26%	21	28%	29	38%	70	92%
Not in Foster Care	76	5	7%	1	1%	20	26%	21	28%	29	38%	70	92%
Not Homeless	76	5	7%	1	1%	20	26%	21	28%	29	38%	70	92%
Not Migrant	76	5	7%	1	1%	20	26%	21	28%	29	38%	70	92%
Parent Not in Armed Forces	76	5	7%	1	1%	20	26%	21	28%	29	38%	70	92%

**ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2021-22)**

The Regents examination was not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	84
Female	35
Male	49
General Education Students	75
Students with Disabilities	9
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	3
Black or African American	1
Hispanic or Latino	9
White	68
Multiracial	2
Economically Disadvantaged	17
Not Economically Disadvantaged	67
Non-English Language Learner	84
Not in Foster Care	84
Not Homeless	84
Not Migrant	84
Parent Not in Armed Forces	84

See report card Glossary and Guide for criteria used to include students in this table.



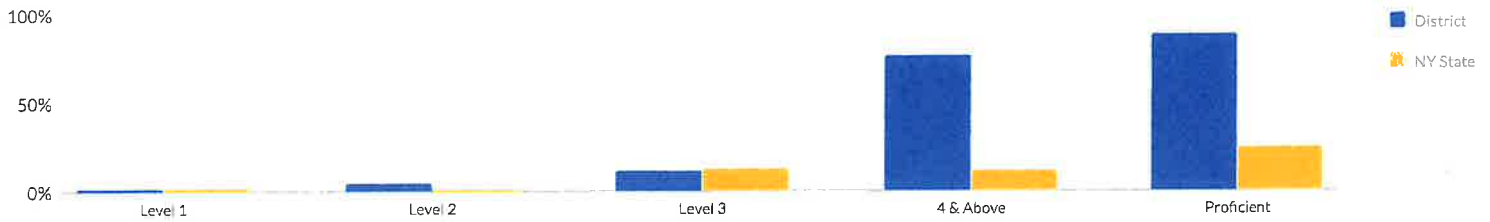
## **TOTAL COHORT REGENTS EXAMINATION RESULTS**

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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government (Framework) June 2022 examination was also canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2018 Total Cohort Regents Examinations results with results from prior years.

## 2018 TOTAL COHORT REGENTS IN ELA

**\*\* Please note:** The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	3	5%	63	95%	1	2%	3	5%	8	12%	51	77%	59	89%
Female	33	1	3%	32	97%	1	3%	1	3%	4	12%	26	79%	30	91%
Male	32	2	6%	30	94%	0	0%	2	6%	4	13%	24	75%	28	88%
General Education Students	60	3	5%	57	95%	1	2%	1	2%	5	8%	50	83%	55	92%
Students with Disabilities	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	61	3	5%	58	95%	0	0%	3	5%	7	11%	48	79%	55	90%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	1	20%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	8	0	0%	8	100%	1	13%	1	13%	2	25%	4	50%	6	75%
Not Economically Disadvantaged	58	3	5%	55	95%	0	0%	2	3%	6	10%	47	81%	53	91%
Non-English Language Learner	66	3	5%	63	95%	1	2%	3	5%	8	12%	51	77%	59	89%
Not in Foster Care	66	3	5%	63	95%	1	2%	3	5%	8	12%	51	77%	59	89%
Not Homeless	66	3	5%	63	95%	1	2%	3	5%	8	12%	51	77%	59	89%
Not Migrant	66	3	5%	63	95%	1	2%	3	5%	8	12%	51	77%	59	89%
Parent Not in Armed Forces	66	3	5%	63	95%	1	2%	3	5%	8	12%	51	77%	59	89%

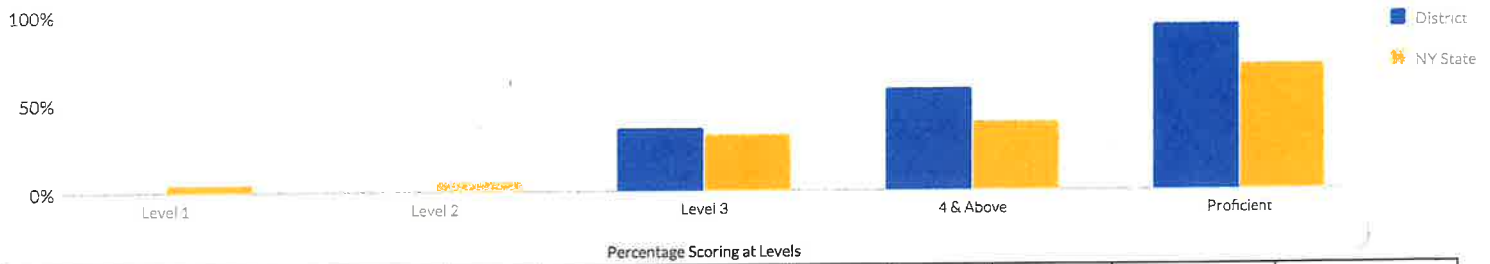
## 2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	64	3	5	61	95
Female	32	1	3	31	97
Male	31	2	6	29	94
General Education Students	59	3	5	56	95
Students with Disabilities	5	0	0	5	100
White	60	3	5	57	95
Economically Disadvantaged	7	0	0	7	100
Not Economically Disadvantaged	57	3	5	54	95
Non-English Language Learner	64	3	5	61	95
Not in Foster Care	64	3	5	61	95
Not Homeless	64	3	5	61	95
Not Migrant	64	3	5	61	95
Parent Not in Armed Forces	64	3	5	61	95

See report card Glossary and Guide for criteria used to include students in this table.

## 2018 TOTAL COHORT REGENTS IN MATH

**\*\* Please note:** The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



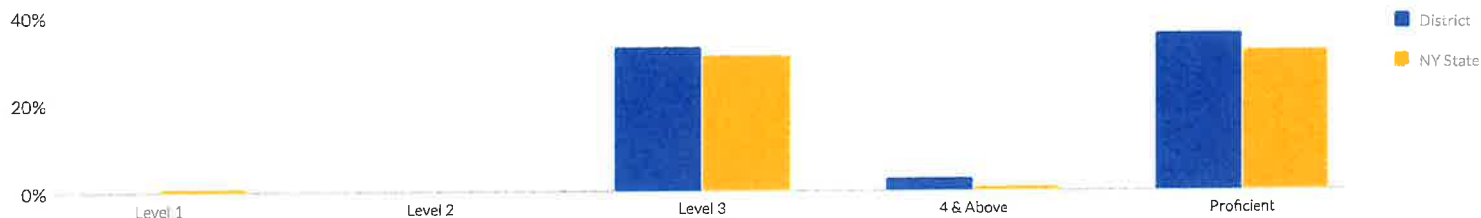
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	4	6%	62	94%	0	0%	0	0%	24	36%	38	58%	62	94%
Female	33	1	3%	32	97%	0	0%	0	0%	11	33%	21	64%	32	97%
Male	32	3	9%	29	91%	0	0%	0	0%	13	41%	16	50%	29	91%
General Education Students	60	3	5%	57	95%	0	0%	0	0%	19	32%	38	63%	57	95%
Students with Disabilities	6	1	17%	5	83%	0	0%	0	0%	5	83%	0	0%	5	83%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	61	4	7%	57	93%	0	0%	0	0%	21	34%	36	59%	57	93%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	0	0%	6	75%	2	25%	8	100%
Not Economically Disadvantaged	58	4	7%	54	93%	0	0%	0	0%	18	31%	36	62%	54	93%
Non-English Language Learner	66	4	6%	62	94%	0	0%	0	0%	24	36%	38	58%	62	94%
Not in Foster Care	66	4	6%	62	94%	0	0%	0	0%	24	36%	38	58%	62	94%
Not Homeless	66	4	6%	62	94%	0	0%	0	0%	24	36%	38	58%	62	94%
Not Migrant	66	4	6%	62	94%	0	0%	0	0%	24	36%	38	58%	62	94%
Parent Not in Armed Forces	66	4	6%	62	94%	0	0%	0	0%	24	36%	38	58%	62	94%

## 2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	43	4	9	39	91
Female	25	1	4	24	96
Male	18	3	17	15	83
General Education Students	37	3	8	34	92
Students with Disabilities	6	1	17	5	83
White	41	4	10	37	90
Economically Disadvantaged	8	0	0	8	100
Not Economically Disadvantaged	35	4	11	31	89
Non-English Language Learner	43	4	9	39	91
Not in Foster Care	43	4	9	39	91
Not Homeless	43	4	9	39	91
Not Migrant	43	4	9	39	91
Parent Not in Armed Forces	43	4	9	39	91

See report card Glossary and Guide for criteria used to include students in this table.

## 2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

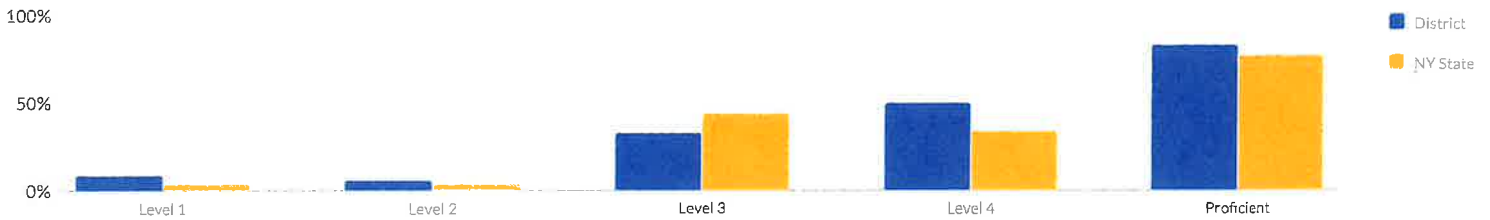
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	42	64%	24	36%	0	0%	0	0%	22	33%	2	3%	24	36%
Female	33	21	64%	12	36%	0	0%	0	0%	11	33%	1	3%	12	36%
Male	32	21	66%	11	34%	0	0%	0	0%	10	31%	1	3%	11	34%
General Education Students	60	36	60%	24	40%	0	0%	0	0%	22	37%	2	3%	24	40%
Students with Disabilities	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	61	38	62%	23	38%	0	0%	0	0%	21	34%	2	3%	23	38%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	8	7	88%	1	13%	0	0%	0	0%	1	13%	0	0%	1	13%
Not Economically Disadvantaged	58	35	60%	23	40%	0	0%	0	0%	21	36%	2	3%	23	40%
Non-English Language Learner	66	42	64%	24	36%	0	0%	0	0%	22	33%	2	3%	24	36%
Not in Foster Care	66	42	64%	24	36%	0	0%	0	0%	22	33%	2	3%	24	36%
Not Homeless	66	42	64%	24	36%	0	0%	0	0%	22	33%	2	3%	24	36%
Not Migrant	66	42	64%	24	36%	0	0%	0	0%	22	33%	2	3%	24	36%
Parent Not in Armed Forces	66	42	64%	24	36%	0	0%	0	0%	22	33%	2	3%	24	36%

## 2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	63	42	67	21	33
Female	32	21	66	11	34
Male	30	21	70	9	30
General Education Students	57	36	63	21	37
Students with Disabilities	6	6	100	0	0
White	58	38	66	20	34
Economically Disadvantaged	8	7	88	1	13
Not Economically Disadvantaged	55	35	64	20	36
Non-English Language Learner	63	42	67	21	33
Not in Foster Care	63	42	67	21	33
Not Homeless	63	42	67	21	33
Not Migrant	63	42	67	21	33
Parent Not in Armed Forces	63	42	67	21	33

See report card Glossary and Guide for criteria used to include students in this table.

## 2018 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	1	2%	65	98%	6	9%	4	6%	22	33%	33	50%	55	83%
Female	33	0	0%	33	100%	2	6%	3	9%	11	33%	17	52%	28	85%
Male	32	1	3%	31	97%	4	13%	1	3%	11	34%	15	47%	26	81%
General Education Students	60	1	2%	59	98%	1	2%	3	5%	22	37%	33	55%	55	92%
Students with Disabilities	6	0	0%	6	100%	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	61	1	2%	60	98%	6	10%	4	7%	19	31%	31	51%	50	82%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Economically Disadvantaged	8	0	0%	8	100%	2	25%	2	25%	3	38%	1	13%	4	50%
Not Economically Disadvantaged	58	1	2%	57	98%	4	7%	2	3%	19	33%	32	55%	51	88%
Non-English Language Learner	66	1	2%	65	98%	6	9%	4	6%	22	33%	33	50%	55	83%
Not in Foster Care	66	1	2%	65	98%	6	9%	4	6%	22	33%	33	50%	55	83%
Not Homeless	66	1	2%	65	98%	6	9%	4	6%	22	33%	33	50%	55	83%
Not Migrant	66	1	2%	65	98%	6	9%	4	6%	22	33%	33	50%	55	83%
Parent Not in Armed Forces	66	1	2%	65	98%	6	9%	4	6%	22	33%	33	50%	55	83%

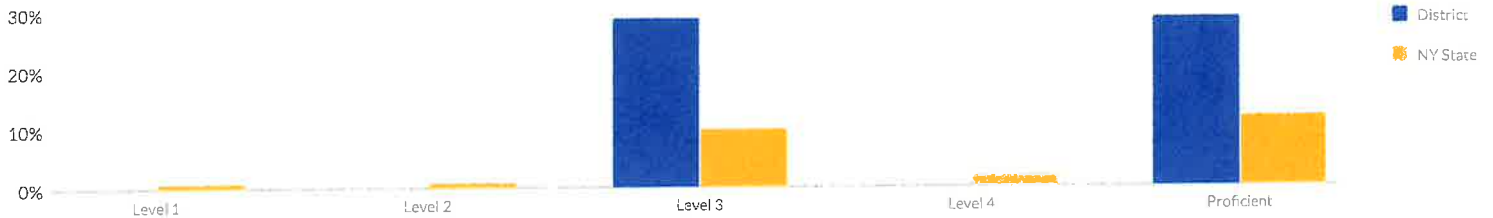
## 2018 TOTAL COHORT EXEMPTIONS IN SCIENCE



Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	59	1	2	58	98
Female	33	0	0	33	100
Male	25	1	4	24	96
General Education Students	54	1	2	53	98
Students with Disabilities	5	0	0	5	100
White	56	1	2	55	98
Economically Disadvantaged	8	0	0	8	100
Not Economically Disadvantaged	51	1	2	50	98
Non-English Language Learner	59	1	2	58	98
Not in Foster Care	59	1	2	58	98
Not Homeless	59	1	2	58	98
Not Migrant	59	1	2	58	98
Parent Not in Armed Forces	59	1	2	58	98

See report card Glossary and Guide for criteria used to include students in this table.

## 2018 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	47	71%	19	29%	0	0%	0	0%	19	29%	0	0%	19	29%
Female	33	24	73%	9	27%	0	0%	0	0%	9	27%	0	0%	9	27%
Male	32	23	72%	9	28%	0	0%	0	0%	9	28%	0	0%	9	28%
General Education Students	60	41	68%	19	32%	0	0%	0	0%	19	32%	0	0%	19	32%
Students with Disabilities	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	61	43	70%	18	30%	0	0%	0	0%	18	30%	0	0%	18	30%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	8	7	88%	1	13%	0	0%	0	0%	1	13%	0	0%	1	13%
Not Economically Disadvantaged	58	40	69%	18	31%	0	0%	0	0%	18	31%	0	0%	18	31%
Non-English Language Learner	66	47	71%	19	29%	0	0%	0	0%	19	29%	0	0%	19	29%
Not in Foster Care	66	47	71%	19	29%	0	0%	0	0%	19	29%	0	0%	19	29%
Not Homeless	66	47	71%	19	29%	0	0%	0	0%	19	29%	0	0%	19	29%
Not Migrant	66	47	71%	19	29%	0	0%	0	0%	19	29%	0	0%	19	29%
Parent Not in Armed Forces	66	47	71%	19	29%	0	0%	0	0%	19	29%	0	0%	19	29%

## 2018 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	65	46	71	19	29
Female	32	23	72	9	28
Male	32	23	72	9	28
General Education Students	59	40	68	19	32
Students with Disabilities	6	6	100	0	0
White	60	42	70	18	30
Economically Disadvantaged	8	7	88	1	13
Not Economically Disadvantaged	57	39	68	18	32
Non-English Language Learner	65	46	71	19	29
Not in Foster Care	65	46	71	19	29
Not Homeless	65	46	71	19	29
Not Migrant	65	46	71	19	29
Parent Not in Armed Forces	65	46	71	19	29

See report card Glossary and Guide for criteria used to include students in this table.

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2021-22)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students 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 to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 2	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

## NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

Due to ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

See report card Glossary and Guide for criteria used to include students in this table.

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

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	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	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%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	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	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

### NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

### NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

\*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	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

**STAFF QUALIFICATIONS (2021-22)**  
**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	77	4	5%	3	0	0%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

**TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION**

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	76	1	1%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

### TOTAL COHORT GRADUATION RATE (2021-22)

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	66	65	98%	2	3%	63	95%	0	0%	0	0%	1	2%	0	0%	0	0%
Female	33	33	100%	1	3%	32	97%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	32	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-binary	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	60	59	98%	2	3%	57	95%	0	0%	0	0%	1	2%	0	0%	0	0%
Students with Disabilities	6	6	100%	0	0%	6	100%	0	0%	0	0%	0	0%	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	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	61	61	100%	2	3%	59	97%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	8	100%	0	0%	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	58	57	98%	2	3%	55	95%	0	0%	0	0%	1	2%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	66	65	98%	2	3%	63	95%	0	0%	0	0%	1	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	66	65	98%	2	3%	63	95%	0	0%	0	0%	1	2%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	66	65	98%	2	3%	63	95%	0	0%	0	0%	1	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	66	65	98%	2	3%	63	95%	0	0%	0	0%	1	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	66	65	98%	2	3%	63	95%	0	0%	0	0%	1	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