



Haldane Central School District
Board of Education

2024-2025
Budget

Adopted
April 23, 2024

Board of Education

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Josh Elder	Director of Curriculum & Human Resources
Tom Cunningham	Director of Athletics & Dean of Students
Adam MacNeil	Director of Facilities & Transportation
Catherine Platt	School Business Manager

Table of Contents

May 21, 2024 Propositions	Page 1
School District Budget Notice	Page 2
Revenue Plan	Pages 3-5
Expenditure Plan	Pages 6-30
Component Budget Summary	Page 31
Property Tax Report Card	Pages 32-34
Salary Disclosure Statement	Page 35
Exemption Impact Report	Pages 36-38
Financial Transparency Report 2021-2022	Page 39-42
NYS School District Report Card 2022-2023	Pages 43-89

2024-2025 Propositions

Proposition I: School Budget

Shall the Haldane Central School District be authorized to expend an amount not to exceed \$29,209,030 during the 2024-2025 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 and Utility Equipment

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 \$275,380, 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.

Proposition III: Replacement of Synthetic Turf Field

Shall the Board of Education of the Haldane Central School District at Philipstown, New York, be authorized to replace the synthetic turf carpet at the Haldane Central School District athletic field, including related work in connection therewith, at a maximum estimated cost of \$750,000; and the amount of \$750,000 shall be transferred from the District's Capital Reserve Fund, to the capital fund for such purpose?

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 28,234,681	\$ 29,209,030	\$ 28,588,989
Increase/Decrease for the 2024-25 School Year		\$ 974,349	\$ 354,308
Percentage Increase/Decrease in Proposed Budget		3.45%	1.25%
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 22,154,354	\$ 22,774,395	
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)	\$ 22,227,504	\$ 22,847,545	\$ 22,227,504
F. Total Permissible Exclusions	\$ 918,749	\$ 901,662	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 21,235,605	\$ 21,872,733	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 21,235,605	\$ 21,872,733	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 0	\$ 0	
Administrative Component	\$ 3,456,690	\$ 3,579,680	\$ 3,503,691
Program Component	\$ 21,074,966	\$ 21,884,398	\$ 21,419,843
Capital Component	\$ 3,703,025	\$ 3,744,952	\$ 3,665,455
<p>* Pursuant to Section 2023 of the Education Law and under 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 \$ 620,041. 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.</p>			
<p>** Separate Propositions that are not included in the Total Budgeted Amounts. These propositions do not impact the Tax Levy Limit.</p>			
Description		Amount	
Proposition II: Student Transportation and Maintenance Vehicles		\$ 275,380	
Proposition III: Turf Field Replacement		\$ 750,000	
		\$	
		\$	

		Under the Budget Proposed for the 2024-25 School Year
Estimated Basic STAR Exemption Savings ¹		Town of Fishkill \$584 Town of Philipstown \$738 Town of Putnam Valley \$716

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Haldane Central School District school district, Putnam and Dutchess Counties, New York, will be held at the Haldane Elementary Library in said district on Tuesday, May 21, 2024 at 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 2024-2025 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 15% of General Fund revenues. The school district anticipates an increase in general state aid of approximately 4%, 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 2024-2025 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 2024-2025.

Allocated Fund Balance

The District anticipates an unallocated fund balance no 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

		Budget	Projected	Budget
		2023-2024	2023-2024	2024-2025
Budget Code				
Taxes	1001	22,154,354	22,143,519	22,774,395
Fund Balance	909	645,000	645,000	645,000
Retirement Contribution Reserve	909	125,000	125,000	250,000
Tax Penalty	1090	20,000	32,387	20,000
Fees	1335	300	300	300
Tuition	2230	895,000	922,256	915,000
Interest	2401	30,000	425,000	100,000
Building Rental	2410	200	600	200
Rental of Athletic Field	2411	0	0	0
Refunds of Prior Years Expenses	2701	52,090	53,552	52,090
Insurance Recoveries	2680	0	20,205	0
Miscellaneous	2770	15,000	30,000	15,000
Medicaid Reimbursement	4601	0	860	0
Interfund Transfer	5031	0	0	0
Revenue other than Taxes and State Aid		1,782,590	2,255,160	1,997,590
Basic State Aid	3101	3,336,234	3,020,433	3,429,282
Excess Cost Aid	3101	112,992	425,239	135,246
Transportation incl summer	3101	452,329	390,150	445,345
BOCES Aid	3103	320,495	411,457	355,293
Textbook, Software, Library Aid	3260	69,592	66,817	66,138
Technology and Hardware	3262	6,095	5,963	5,741
State Aid		4,297,737	4,320,059	4,437,045
Total Revenues		28,234,681	28,718,738	29,209,030

APPROPRIATIONS

	Budget	Projected	Budget
	2023-2024	2023-2024	2024-2025
Administrative Component:			
Board of Education	49,580	59,139	73,980
Office of the Superintendent/General Support	345,748	346,950	353,175
Business Administration	508,920	446,668	489,420
Legal/Management Services	267,562	243,119	289,642
Central Services	15,300	5,000	12,300
Special Items	337,000	347,551	357,000
Instructional Administration	966,218	894,763	1,007,968
Employee Benefits	966,362	940,238	996,195
Total Administrative Component	3,456,690	3,283,428	3,579,680
Program Component:			
Teaching Regular School	8,033,647	7,836,169	8,180,845
Special Schools	3,838,413	3,736,873	4,154,067
Instructional Media	923,341	864,565	934,412
Pupil Services	1,475,653	1,365,703	1,599,677
Pupil Transportation	1,064,052	987,575	1,100,349
Interfund Transfers	65,000	65,000	65,000
Employee Benefits	5,674,860	5,521,451	5,850,049
Total Program Component	21,074,966	20,377,336	21,884,399
Capital Component:			
Operations & Maintenance	1,858,915	1,832,419	1,915,623
Special Items	5,000	0	5,000
Pupil Transportation	15,325	16,468	2,500
Debt Service	1,292,104	1,292,104	1,273,734
Interfund Transfers	0	0	0
Employee Benefits	531,681	517,308	548,095
Total Capital Component	3,703,025	3,658,298	3,744,952
Total Appropriations	28,234,681	27,319,063	29,209,030

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 workers' compensation, election management software, 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
		2023-2024	2023-2024	2024-2025
Budget Code				
Board Of Education				
Contractual	1010.400.00	15,250	12,620	15,250
Supplies	1010.450.00	3,069	1,500	3,069
BOCES	1010.490.00	7,100	7,100	8,000
		25,419	21,220	26,319
District Clerk				
Salary	1040.160.00	12,125	11,625	12,125
Contractual	1040.400.00	1,275	1,011	1,275
Supplies	1040.450.00	261	100	261
		13,661	12,736	13,661
District Meeting				
Salary	1060.160.00	0	0	0
Contractual	1060.400.00	7,500	15,000	15,000
Supplies	1060.450.00	3,000	2,500	3,000
BOCES	1060.490.00	0	7,683	16,000
		10,500	25,183	34,000
Total Board Of Education		49,580	59,139	73,980
Chief School Officer & Staff				
Administrative Salary	1240.150.00	248,277	248,277	252,000
Clerical Salaries	1240.160.00	86,296	88,755	90,000
Equipment	1240.200.00	0	0	0
Contractual	1240.400.00	5,500	5,588	5,500
Staff Development	1240.403.00	3,300	2,830	3,300
Supplies	1240.450.00	2,375	1,500	2,375
Total Chief School Officer & Staff		345,748	346,950	353,175

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 transportation, operations, and maintenance. 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. 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 provides accounting support to the Business Office along with 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

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

		Budget	Projected	Budget
		2023-2024	2023-2024	2024-2025
Budget Code				
Business Office				
Salaries	1310.160.00	304,500	264,779	280,500
Equipment	1310.200.00	0	0	0
Contractual	1310.400.00	24,200	13,760	24,200
Postage	1310.402.00	3,100	3,000	3,100
Copy/Duplicator	1310.409.00	9,000	9,000	9,000
Staff Development	1310.403.00	955	800	955
Supplies	1310.450.00	2,850	2,500	2,850
BOCES	1310.490.00	37,000	35,000	37,000
		381,605	328,839	357,605
Auditing				
Claims Auditor	1320.160.00	2,500	2,358	2,500
External Auditor	1320.401.00	26,000	25,000	28,000
Internal Auditor	1320.402.00	7,500	0	5,000
		36,000	27,358	35,500
Treasurer				
Salary	1325.160.00	10,600	10,500	10,600
Contractual	1325.400	60,000	60,000	65,000
Postage	1325.402.00	500	500	500
		71,100	71,000	76,100
Tax Collector				
Salaries	1330.160.00	5,125	5,125	5,125
Contractual	1330.400.00	4,150	3,596	4,150
Postage	1330.402.00	250	250	250
Supplies	1330.450.00	190	0	190
		9,715	8,971	9,715
Fiscal Agent Fee				
Contractual	1380.400.00	10,500	10,500	10,500
Total Finance				
		508,920	446,668	489,420

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 shared stipend is paid for the Records Access Officers. 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.

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				
		Budget	Projected	Budget
	Budget Code	2023-2024	2023-2024	2024-2025
Legal				
Contractual	1420.400.00	37,000	32,000	37,000
Personnel				
Salaries	1430.150.04	155,000	150,113	158,850
Contractual	1430.400.00	11,050	6,921	23,550
Supplies	1430.450.00	1,200	1,000	1,200
BOCES	1430.490.00	26,570	24,000	30,000
		193,820	182,034	213,600
Records Management				
Salary	1460.160.00	10,125	5,125	10,125
Contractual	1460.400.00	2,000	560	2,000
Supplies	1460.450.00	475	200	475
		12,600	5,885	12,600
Public Information				
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	100	142
BOCES	1480.490.00	10,700	10,700	13,000
		24,142	23,200	26,442
Total Staff		267,562	243,119	289,642
CENTRAL SERVICES				
Central Printing				
Salary	1670.160.00	8,000	0	5,000
BOCES	1670.490.00	7,300	5,000	7,300
Total Central Services		15,300	5,000	12,300
Special Items				
Unallocated Insurance	1910.400.00	125,000	139,051	145,000
School Association Dues	1920.400.00	5,000	3,500	5,000
BOCES Assessment	1981.492.00	207,000	205,000	207,000
Total Special Items -Administrative		337,000	347,551	357,000

Instructional Administration

Curriculum Development consists of the administrative salary of a half-time Director of Curriculum. Specific professional development along with various supplies used in the office are also included in this category.

Supervision - Regular School consists of administrative salaries for the Elementary School Principal, Middle School Principal, High School Principal, 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**

		Budget	Projected	Budget
	Budget Code	2023-2024	2023-2024	2024-2025
Curriculum Development				
Administrative Salaries	2010.150.00	90,000	86,873	92,600
Staff Development	2010.406.00	18,000	15,000	18,000
Contractual	2010.400.00	500	500	500
Supplies	2010.450.00	1,500	1,500	1,500
		110,000	103,873	112,600
Supervision - Regular School				
Administrative Salaries	2020.150.00	534,000	522,369	545,150
Clerical Salaries	2020.160.00	159,200	149,041	167,200
Equipment	2020.200.00	0	0	0
Contractual	2020.400.00	20,580	280	20,580
Staff Development	2020.406.00	1,700	1,000	1,700
Supplies	2020.450.00	1,200	1,200	1,200
BOCES	2020.490.04	0	0	0
		716,680	673,890	735,830
In-Service				
Salaries	2070.150.00	12,500	5,000	12,500
Contractual	2070.400.00	35,000	31,500	40,000
Staff Development	2070.401.00	41,588	35,000	56,588
Supplies	2070.450.00	950	500	950
BOCES	2070.490.00	49,500	45,000	49,500
		139,538	117,000	159,538
Total Instructional Administration		966,218	894,763	1,007,968

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 2024-2025 average contribution rate for the ERS will increase from 13.1% to 15.2% 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 2024-2025 TRS contribution rate will increase from 9.76% of salaries to approximately 10.02%.

Social Security and Medicare for 2024-2025 is paid on the first \$168,600 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 5% for 2024-2025. 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 2024-2025, CSEA member annual contributions will range from 7.5% to 14.0% of costs, depending on their length of service. For 2024-2025, HAA member contribution rate is 16.5%. For 2024-2025, 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

		Budget	Projected	Budget
	Budget Code	2023-2024	2023-2024	2024-2025
Employees Retirement	9010.800.00	399,000	340,859	440,614
Teachers Retirement	9020.800.00	1,046,533	1,082,827	1,150,000
Social Security	9030.800.00	1,106,347	1,074,207	1,106,347
Workers Compensation	9040.800.00	125,000	122,000	125,000
NYS Disability Insurance	9055.800.00	10,000	3,500	10,000
Unemployment Insurance	9050.800.00	35,000	1,500	30,000
Health Insurance	9060.800.00	3,546,573	3,506,400	3,612,927
Dental & Vision Insurance	9070.801.00	249,500	230,000	249,500
Medicare Reimbursement	9060.801.00	220,000	229,754	235,000
ACA Compliance	9060.802.04	0	0	0
Employee Assistance Plan	9089.490.00	4,950	4,000	4,950
Employer Share TSA Contributions	9089.800.00	55,000	55,000	55,000
Shared Savings Medical	9060.800.00	375,000	328,950	375,000
Total Employee Benefits		7,172,903	6,978,997	7,394,338

Employee Benefits Allocation:

Administrative	13%	966,362	940,238	996,195
Program	79%	5,674,860	5,521,451	5,850,049
Capital	7%	531,681	517,308	548,095
	100%			
		7,172,903	6,978,997	7,394,338

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 2024-2025 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	2023-2024	2023-2024	2024-2025
Salaries				
K-6 Teachers	2110.120.00	3,163,458	3,243,479	3,172,068
HELP Program	2110.120.00	6,900	6,900	6,900
7-12 Teachers	2110.130.00	3,852,000	3,615,752	3,984,000
HEART Programs	2110.130.00	10,125	10,125	10,125
Substitute Teachers	2110.140.00	160,000	160,000	160,000
Paraprofessionals K-12	2110.160.00	360,300	334,823	336,300
		7,552,783	7,371,079	7,669,393
Equipment	2110.200.00	49,000	49,000	65,325
Contractual	2110.400.00	12,375	15,000	21,413
Postage	2110.402.00	5,200	5,200	5,200
Copy/Duplicator	2110.408.00	52,500	35,000	55,500
Staff Development	2110.406.00	5,095	2,500	5,095
Field Trips	2110.409.00	9,604	9,600	9,604
Supplies	2110.450.00	79,690	79,690	80,215
Textbooks				
Textbooks K-5	2110.480.01	44,000	44,000	54,000
Textbooks 6-8	2110.480.02	14,500	14,500	9,500
Textbooks 9-12	2110.480.03	22,000	22,000	18,700
Workbooks	2110.480.04	10,000	10,000	10,000
Textbooks - Private	2110.480.27	3,600	3,600	3,600
		307,564	290,090	338,152
BOCES	2110.490	173,300	175,000	173,300
Total Teaching Regular School				
		8,033,647	7,836,169	8,180,845

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 continue our K-2 special education class within the district along with adding an additional ENL teacher and increasing our .6 Psychologist to full-time.

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

		Budget	Projected	Budget
		2023-2024	2023-2024	2024-2025
Budget Code				
Special Education				
Director of Special Education	2250.150.00	148,750	148,000	151,725
Teaching Salaries	2250.150.00	1,942,563	1,895,828	2,140,500
Tutoring	2250.150.00	21,000	10,000	21,000
Paraprofessional Salaries	2250.160.00	245,000	182,425	250,000
Clerical Salaries	2250.160.00	114,050	102,103	114,050
Equipment	2250.200.00	4,750	4,750	4,750
Contractual	2250.400.00	131,500	100,000	126,500
Postage	2250.402.00	300	300	300
Staff Development	2250.406.00	2,600	2,000	2,600
Supplies	2250.450.00	19,400	15,000	19,400
Tuition	2250.470.00	310,000	650,979	874,000
Textbooks	2250.480.00	1,400	1,000	700
BOCES	2250.490.00	646,500	374,889	181,500
		3,587,813	3,487,273	3,887,025
Occupational Education				
BOCES	2280.490.00	248,600	248,600	265,042
Teaching - Special Schools				
Proctoring	2330.150.00	2,000	1,000	2,000
Summer School	2330.400	0	0	0
		2,000	1,000	2,000
Total Special Schools		3,838,413	3,736,873	4,154,067

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 as well as for LAN services to assist our Technology Integration Specialist. Contracting with Edu Tek Ltd through BOCES provides multiple levels of engineer expertise for the installation and maintenance of various systems that are highly technical in nature.

INSTRUCTIONAL MEDIA

		Budget	Projected	Budget
		2023-2024	2023-2024	2024-2025
Budget Code				
Library & Media				
Librarian Salaries	2610.150.00	136,094	137,373	139,000
Other Salaries	2610.160.00	14,000	0	14,000
Contractual	2610.408.03	5,050	2,255	5,050
Equipment	2610.200.00	950	950	950
Library Materials and Supplies	2610.450.00	7,487	5,449	7,487
Library Books	2610.480.00	4,500	4,500	4,500
BOCES	2610.490.00	13,750	13,750	15,000
		181,831	164,276	185,987
Computer Assisted Instruction				
Salaries	2630.150.00	205,485	151,806	158,000
Equipment Instructional	2630.200.00	187,425	187,425	187,425
Contractual	2630.400.00	9,000	8,000	35,000
LAN Services	2630.401.00	130,000	37,144	50,000
Professional Development	2630.406.00	8,000	2,500	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	60,000	65,000
BOCES	2630.490.00	126,600	243,413	235,000
		741,510	700,288	748,425
Total Instructional Media		923,341	864,565	934,412

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. Funds are included to add an additional school counselor position for 2024-2025.

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 Code	Budget 2023-2024	Projected 2023-2024	Budget 2024-2025
Attendance				
Salaries	2805.160.00	66,557	67,041	68,525
Guidance				
Counselors Salaries	2810.150.00	168,000	176,114	251,070
Clerical Salaries	2810.160.00	44,402	46,595	50,000
Contractual	2810.400.00	8,400	5,000	8,400
Supplies	2810.450.00	2,303	1,500	2,303
BOCES	2810.490.00	1,375	1,375	1,375
		224,480	230,584	313,148
Health Services				
Nurse Salaries	2815.160.03	115,750	114,914	119,550
Health Services	2815.401.03	27,000	20,000	22,000
Professional Development	2815.406.03	100	0	100
Supplies	2815.450.03	7,375	3,500	7,375
		150,225	138,414	149,025
Social Work Services				
Social Worker Salaries	2825.150.03	236,000	236,856	240,000
Co-Curricular Activities				
Co-Curricular Salaries	2850.150.00	134,650	50,000	138,000
Chaperones/Non-Instructional Salaries	2850.160.00	35,000	35,000	35,000
HS Language Immersion	2850.400.00	2,500	2,500	2,500
HS Commencement	2850.400.00	1,950	1,950	4,450
Haldane Herald	2850.400.00	500	0	0
HS Musical Royalties/Registration	2850.400.00	6,000	5,500	6,800
Honor Society	2850.450.00	550	550	550
		181,150	95,500	187,300
Interscholastic Athletics				
Salaries	2855.150.00	426,362	417,974	450,800
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	7,000	7,000
Team Membership/Fees	2855.400.00	21,300	15,000	21,300
Gym and Court Rentals	2855.400.00	3,500	3,000	3,500
Reconditioning	2855.400.00	14,000	10,000	14,000
Coaches Conference Expenses	2855.400.00	1,500	1,000	1,500
Prof Services- Doctor	2855.401.00	8,000	8,000	8,000
Prof Dues and Publications	2855.403.00	1,000	500	1,000
Athletic Supplies	2855.450.00	19,000	21,546	19,000
Uniforms	2855.450.05.01	16,000	13,708	16,000
Training Supplies	2855.452.00	0	0	0
BOCES	2855.490.00	94,079	94,079	94,079
		617,241	597,308	641,679
Total Pupil Services		1,475,653	1,365,703	1,599,677

Pupil Transportation

District Transportation

The District transports over 450 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, and 6 minivans. All of the vans, minivans, 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 20 transportation staff members including a dispatcher, a mechanic, 5 full-time drivers and 3 part-time drivers, 4 full-time cleaner/drivers, 3 full-time maintenance helper/drivers and 3 part-time monitors. 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

		Budget	Projected	Budget
	Budget Code	2023-2024	2023-2024	2024-2025
District Transportation				
Salaries	5510.160.00	894,677	800,000	921,974
Contractual	5510.400.00	18,550	35,000	25,550
Bus Driver Certification	5510.403.00	500	500	2,500
Meals, Tolls, Parking, Towing	5510.404.00	3,200	2,000	3,200
Bus Repairs	5510.405.00	19,700	19,700	19,700
Insurance	5510.415.00	26,910	23,000	26,910
Telephones	5510.424.00	6,200	6,000	6,200
Supplies	5510.450.00	3,515	2,500	3,515
Parts	5510.451.00	36,000	36,000	36,000
Gasoline & Oil	5510.456.00	45,000	53,075	45,000
Tires	5510.457.00	8,200	8,200	8,200
BOCES	5510.490.00	1,600	1,600	1,600
Total Pupil Transportation-Program		1,064,052	987,575	1,100,349

Interfund Transfers

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	20,000	20,000
Interfund Transfers - Program		65,000	65,000	65,000

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 full-time cleaners, 2 part-time cleaners, 3 maintenance helper/drivers, 2 maintenance workers, 1 maintenance mechanics, 4 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

		Budget	Projected	Budget
		2023-2024	2023-2024	2024-2025
Budget Code				
Operations				
Salaries	1620.160.00	571,950	544,808	596,700
Equipment	1620.200.00	7,000	11,775	7,000
Contractual	1620.400.00	122,000	120,000	131,000
Conferences	1620.406.00	1,300	500	1,300
Electricity	1620.421.00	120,000	140,000	120,000
Sewer and Water	1620.423.00	51,000	50,000	55,000
Telephone	1620.424.00	21,723	20,000	21,723
Gas	1620.425.00	3,675	4,935	3,675
Inspections	1620.426.00	9,500	5,500	9,500
Waste Disposal	1620.427.00	24,675	24,208	28,675
Fuel Oil	1620.422.00	198,000	200,000	198,000
Janitorial Supplies	1620.450.00	70,000	70,000	72,000
Misc Furniture	1620.451.00	2,000	2,000	2,000
BOCES	1620.490.00	61,000	55,000	61,000
		1,263,823	1,248,725	1,307,573
Maintenance				
Salaries	1621.160.00	473,742	436,693	486,700
Equipment	1621.200.00	3,000	3,000	3,000
Professional Services - Architect	1621.401.00	5,000	5,000	5,000
Grounds	1621.407.00	13,100	30,000	13,100
Maintenance Projects	1621.430.00	15,000	20,000	15,000
Miscellaneous Repairs	1621.431.00	40,000	40,000	40,000
Heating System Repairs	1621.432.00	16,000	16,000	16,000
Materials and Supplies	1621.450.00	16,500	18,000	16,500
Grounds Supplies	1621.451.00	12,750	15,000	12,750
		595,092	583,693	608,050
Total Operations & Maintenance		1,858,915	1,832,419	1,915,623

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

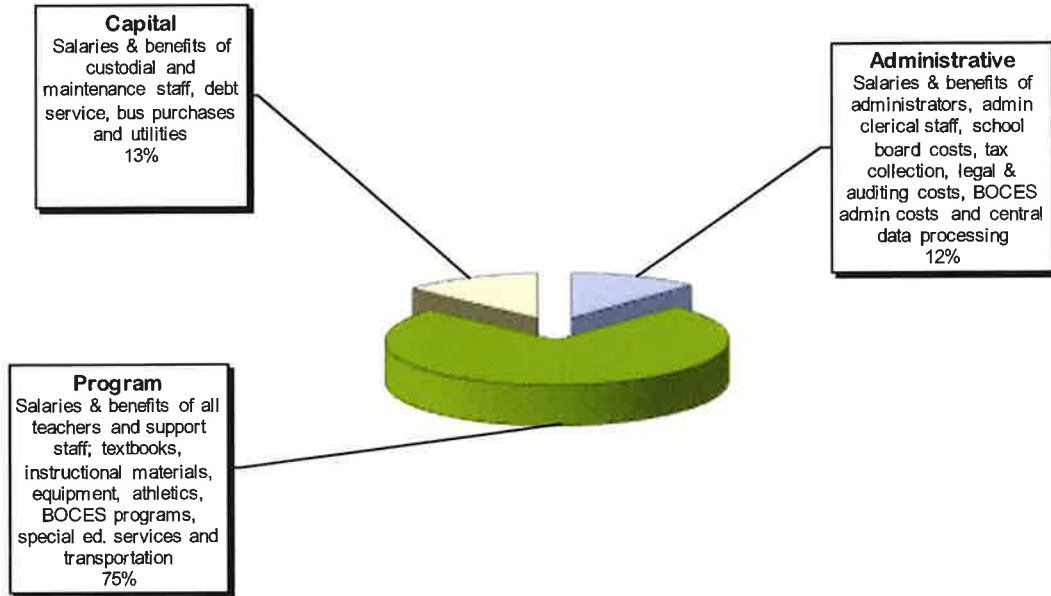
Provisions have been made in this year's budget for the replacement of some equipment for the transportation department.

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.

		Budget	Projected	Budget
	Budget Code	2023-2024	2023-2024	2024-2025
Special Items				
Refund on Property Taxes	1964.400.00	5,000	0	5,000
Total Special Items - Capital		5,000	0	5,000
Pupil Transportation				
Equipment	5510.200.00	15,325	16,468	2,500
Bus Purchase	5510.210.00	0	0	0
Total Pupil Transportation - Capital		15,325	16,468	2,500
Debt Service				
Debt Principal	9700.600.00	1,002,439	1,002,439	1,002,549
Debt Interest	9700.700.00	289,665	289,665	271,185
TAN Interest	9760.700.00	0	0	0
Total Debt Service		1,292,104	1,292,104	1,273,734
Interfund Transfers				
Transfer to Repair Reserve	9901.953.00	0	0	0
Interfund Transfers - Capital		0	0	0

2024-2025 The Component Budget



	2023-2024	2024-2025	% of Budget
Administrative Total	\$3,456,690	\$3,579,680	12%
Program Total	\$21,074,966	\$21,884,399	75%
Capital Total	\$3,703,025	\$3,744,952	13%
Total Proposed Budget	\$28,234,681	\$29,209,030	100%
Budget Increase		\$974,349	3.45%
Projected Tax Levy Increase			2.80%

****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 2024-25 Budget Notice to: emscmgt@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 29, 2024

Form Preparer Name:
Preparer's Telephone Number:

CATHERINE PLATT

845-265-9254

<u>Shaded Fields Will Calculate</u>	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	28,234,681	29,209,030	3.45 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	22,154,354	22,774,395	
B. Tax Levy to Support Library Debt, if Applicable	73,150	73,150	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	22,227,504	22,847,545	2.79 %
F. Permissible Exclusions to the School Tax Levy Limit	918,749	901,662	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	21,235,605	21,872,733	
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)	21,235,605	21,872,733	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	837	837	0.00 %
Consumer Price Index			4.12 %

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

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

³ For 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	3,542,284	4,092,284
Assigned Appropriated Fund Balance	645,000	645,000
Adjusted Unrestricted Fund Balance	1,151,709	1,119,830
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.08 %	3.83 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 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.	1,007,464	2,157,464	\$750,000 for Turf Field Replacement. To be voted on during budget vote.
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	917,840	167,840	No planned use in 2024-2025.
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 2024-2025.
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 2024-2025.
Insurance	INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	49,265	49,265	No planned use in 2024-2025.
Property Loss	PROPERTY LOSS	To cover property loss.	0	0	Not used.
Liability + (add)	LIABILITY RESERVE	To cover incurred liability claims.	298,500	348,500	No planned use in 2024-2025

Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	196,069	196,069	No planned use in 2024-2025
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	\$30,000 planned use in 2024-2025.
Retirement Contribution	NYSERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	335,969	335,969	\$125,000 planned for 2024-2025.
Reserve for Uncollected Taxes	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 RESERVE	For employer retirement contributions to the New York State Teachers' Retirement System	375,000	475,000	\$125,000 planned for 2024-2025

* **NYSED Reserve Guidance:**

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 2024-25. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save	Reset	Save & Ready
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Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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 2024-2025.

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

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

Report Estimated Salaries in the Budget for the 2024-2025 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	235,429	51,135	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 \$169,000 or More in Salary

71.	BUILDING PRINCIPAL	183,282
72.	DIRECTOR OF CURRICULUM AND HUMAN RESOUR	173,747
73.		
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92.		

Equalized Total Assessed Value 20,143,781

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	0.50
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	150,000	0.74
41834	ENHANCED STAR	RPTL 425	2	224,920	1.12
41854	BASIC STAR 1999-2000	RPTL 425	3	124,350	0.62
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	215,000	1.07
Total Exemptions Exclusive of System Exemptions:					
			8	814,270	4.04
Total System Exemptions:			0	0	0.00
Totals:			8	814,270	4.04

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 1,706,857,268

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	19	57,019	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	247	32,038,426	1.88
41854	BASIC STAR 1999-2000	RPTL 425	511	26,706,379	1.56
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
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	3,787,053	0.22

Equalized Total Assessed Value 1,706,857,268

School District - 372601 Haldane Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	8,731,459	0.51
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			1,111	203,595,244	11.93
Totals:			3	8,731,459	0.51
			1,114	212,326,703	12.44

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

2021-22 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

DISTRICT P-12 ENROLLMENT



777

NEEDS RESOURCE CATEGORY



Low Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly more
than the average
district in the state

DISTRICT STUDENT NEEDS ARE



significantly less
than the state
average

Student Demographics

Enrollment	HALDANE CSD
All Students	777
Economically Disadvantaged	14%
Students with Disabilities	12%
English Language Learners	2%
>> Race/Ethnicity	

Staffing Profile	HALDANE CSD
Student-to-Teacher Ratio	10
Teachers with Fewer than 4 years of Experience %	5%
Teachers with 4-20 Years of Experience %	70%
Teachers with 21+ Years of Experience %	25%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION	COUNTY AVERAGE	STATEWIDE AVERAGE
▼		▼	▼
N/A			
	▼		
	\$28,517.00	\$29,241.71	\$25,870.33

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.

School Cost(A-D)	Central Cost(E-H)	Combined Cost(I)
Report View One Per Pupil Expenditure Categories		HALDANE CSD
» A. Instruction (A1 + A2 + A3 + A4)		\$16,012.36
» B. Administration (B1 + B2 + B3)		\$1,411.91
» C. All Other Spending (C1 + C2 + C3)		\$1,486.23
D. Total School Level (A + B + C)		\$18,910.51
» E. Central Instruction (E1 + E2 + E3 + E4)		\$941.81
» F. Central Administration (F1 + F2 + F3)		\$3,448.97
» G. All Other Central Spending (G1 + G2 + G3)		\$5,215.72
H. Total Central Costs		\$9,606.50
I. Total Spending (D + H)		\$28,517.01

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.

School Cost(Pre-J—K)	Central Cost(Pre-L—M)	Combined Cost(N)
Report View Two Per Pupil Expenditure Categories		HALDANE CSD
J. Total School Level Local/State Spending		\$18,680.60
» K. Total School Level Federal Spending		\$229.91
L. Total Central Level Local/State Spending		\$9,325.88
M. Total Central Level Federal Spending		\$280.62
N. Total Spending (J + K + L + M)		\$28,517.01

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.

School Cost(O-T)	Central Cost(U-Z)
» 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.

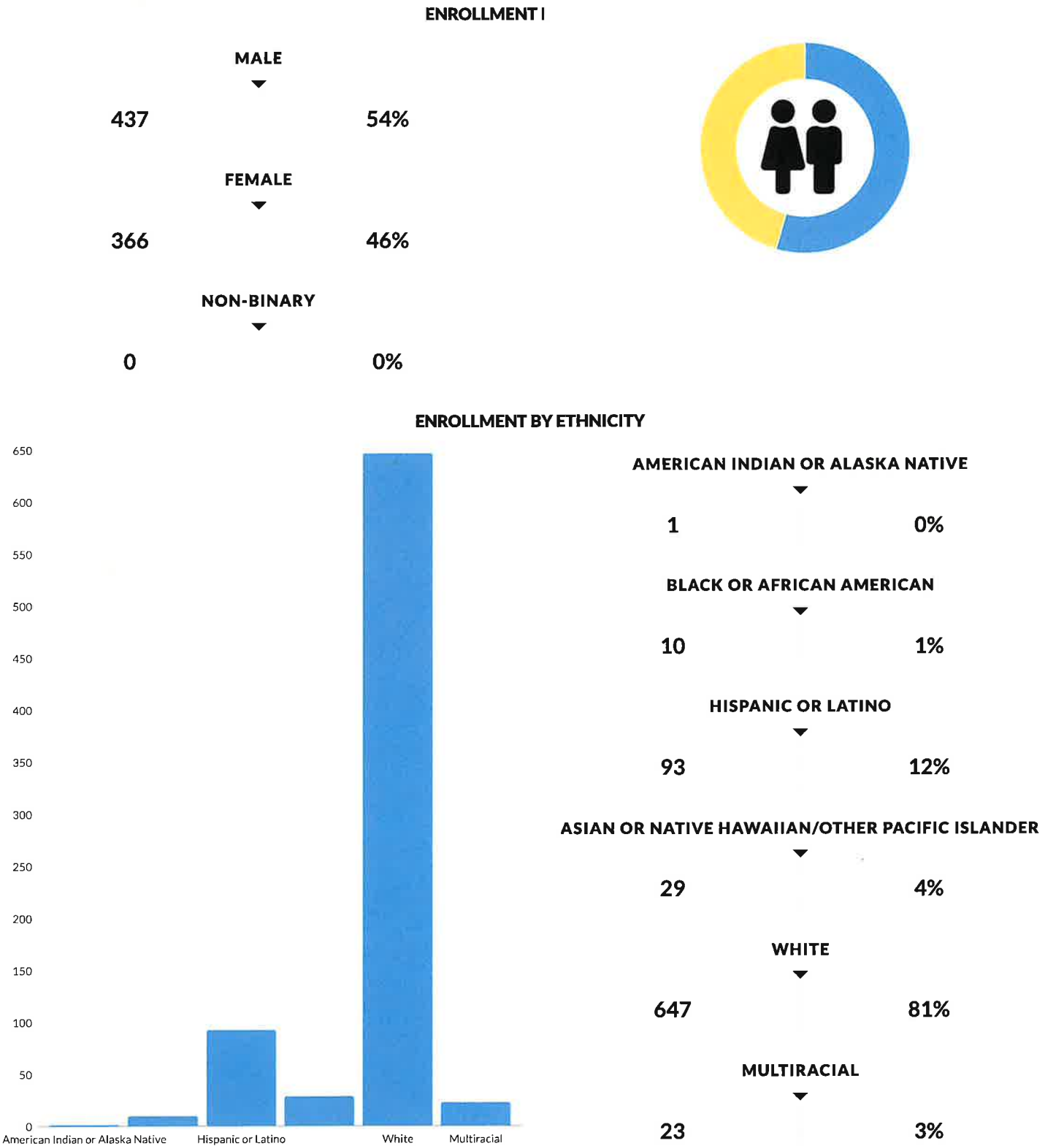
“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total)	Combined Cost(Total Expenditures)
Excluded Expenditures	HALDANE CSD
1. Transportation	\$1,222,837.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$247,551.00
4. Debt Service	\$1,321,555.00
5. Other	\$1,563,407.00
Percent Excluded from Total	16%
Total Expenditures	\$26,513,066.00

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 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 (2022 - 23)

K-12 Enrollment: 803



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

12

1%

MIGRANT

STUDENTS WITH DISABILITIES

98

12%

HOMELESS

ECONOMICALLY DISADVANTAGED

139

17%

FOSTER CARE

PARENT IN ARMED FORCES

ENROLLMENT BY GRADE

100

50

K (Full) 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade 6th Grade 7th Grade 8th Grade 9th Grade 10th Grade 11th Grade 12th Grade

K (FULL DAY)

39

5%

1ST GRADE

43

5%

2ND GRADE

55

7%

3RD GRADE

55

7%

4TH GRADE

59

7%

5TH GRADE

41

5%

6TH GRADE

54

7%

7TH GRADE

70

9%

8TH GRADE

73

9%

9TH GRADE

73

9%

10TH GRADE

74

9%

11TH GRADE

80

10%

12TH GRADE

87

11%

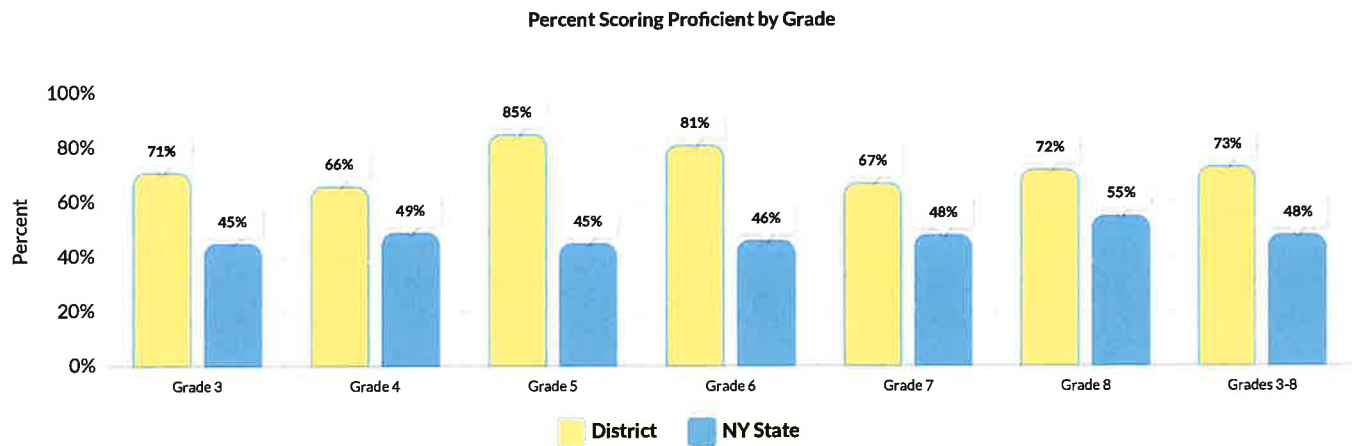
HALDANE CSD - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



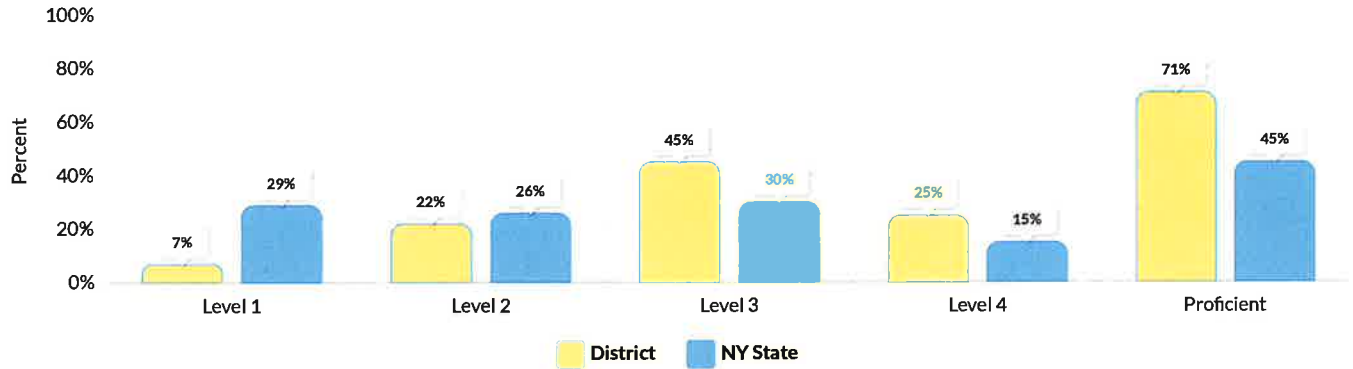
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	56	1	2%	55	98%	4	7%	12	22%	25	45%	14	25%	39	71%
Grade 4	60	4	7%	56	93%	7	13%	12	21%	18	32%	19	34%	37	66%
Grade 5	43	2	5%	41	95%	2	5%	4	10%	18	44%	17	41%	35	85%
Grade 6	54	2	4%	52	96%	0	0%	10	19%	17	33%	25	48%	42	81%
Grade 7	70	4	6%	66	94%	9	14%	13	20%	27	41%	17	26%	44	67%
Grade 8	75	21	28%	54	72%	4	7%	11	20%	23	43%	16	30%	39	72%
Grades 3-8	358	34	9%	324	91%	26	8%	62	19%	128	40%	108	33%	236	73%

GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



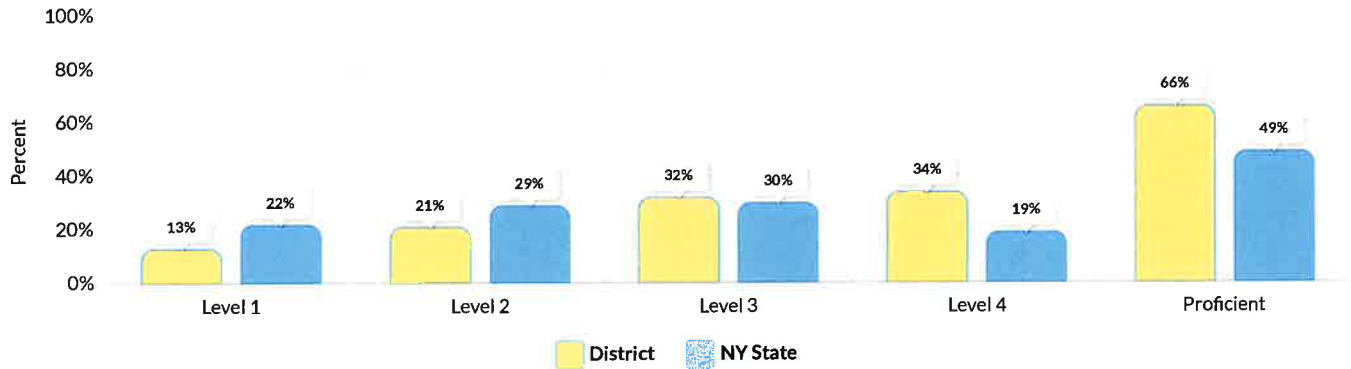
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	1	2%	55	98%	4	7%	12	22%	25	45%	14	25%	39	71%
Female	29	0	0%	29	100%	0	0%	4	14%	15	52%	10	34%	25	86%
Male	27	1	4%	26	96%	4	15%	8	31%	10	38%	4	15%	14	54%
General Education Students	50	1	2%	49	98%	0	0%	10	20%	25	51%	14	29%	39	80%
Students with Disabilities	6	0	0%	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	8	89%	0	0%	4	50%	4	50%	0	0%	4	50%
White	40	0	0%	40	100%	3	8%	6	15%	20	50%	11	28%	31	78%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	2	29%	1	14%	3	43%	4	57%
Economically Disadvantaged	13	0	0%	13	100%	2	15%	5	38%	3	23%	3	23%	6	46%
Not Economically Disadvantaged	43	1	2%	42	98%	2	5%	7	17%	22	52%	11	26%	33	79%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	55	1	2%	54	98%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	56	1	2%	55	98%	4	7%	12	22%	25	45%	14	25%	39	71%
Not Homeless	56	1	2%	55	98%	4	7%	12	22%	25	45%	14	25%	39	71%
Not Migrant	56	1	2%	55	98%	4	7%	12	22%	25	45%	14	25%	39	71%
Parent Not in Armed Forces	56	1	2%	55	98%	4	7%	12	22%	25	45%	14	25%	39	71%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



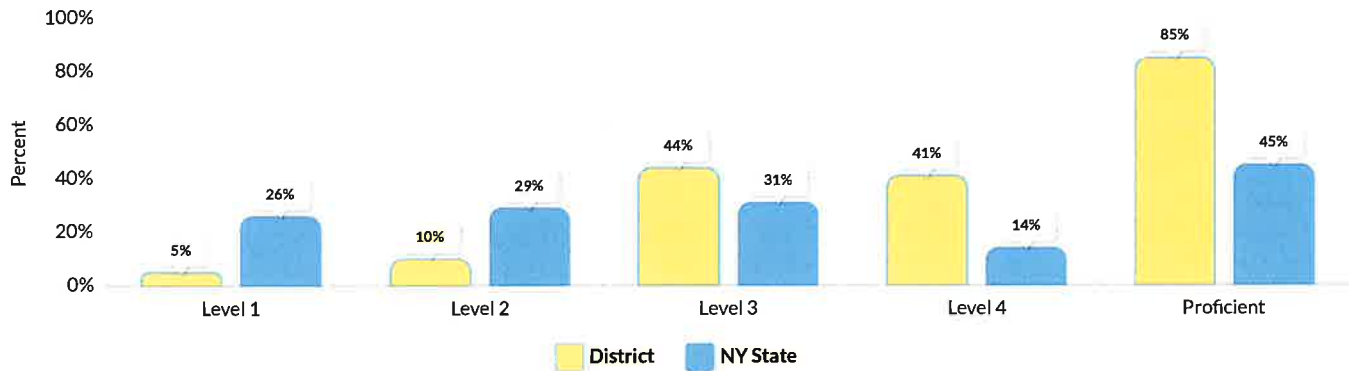
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	4	7%	56	93%	7	13%	12	21%	18	32%	19	34%	37	66%
Female	23	1	4%	22	96%	2	9%	2	9%	7	32%	11	50%	18	82%
Male	37	3	8%	34	92%	5	15%	10	29%	11	32%	8	24%	19	56%
General Education Students	48	2	4%	46	96%	3	7%	10	22%	17	37%	16	35%	33	72%
Students with Disabilities	12	2	17%	10	83%	4	40%	2	20%	1	10%	3	30%	4	40%
Hispanic or Latino	6	0	0%	6	100%	1	17%	3	50%	2	33%	0	0%	2	33%
White	53	3	6%	50	94%	6	12%	9	18%	16	32%	19	38%	35	70%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	16	1	6%	15	94%	4	27%	6	40%	5	33%	0	0%	5	33%
Not Economically Disadvantaged	44	3	7%	41	93%	3	7%	6	15%	13	32%	19	46%	32	78%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	59	4	7%	55	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	4	7%	56	93%	7	13%	12	21%	18	32%	19	34%	37	66%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	4	7%	55	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	60	4	7%	56	93%	7	13%	12	21%	18	32%	19	34%	37	66%
Parent Not in Armed Forces	60	4	7%	56	93%	7	13%	12	21%	18	32%	19	34%	37	66%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



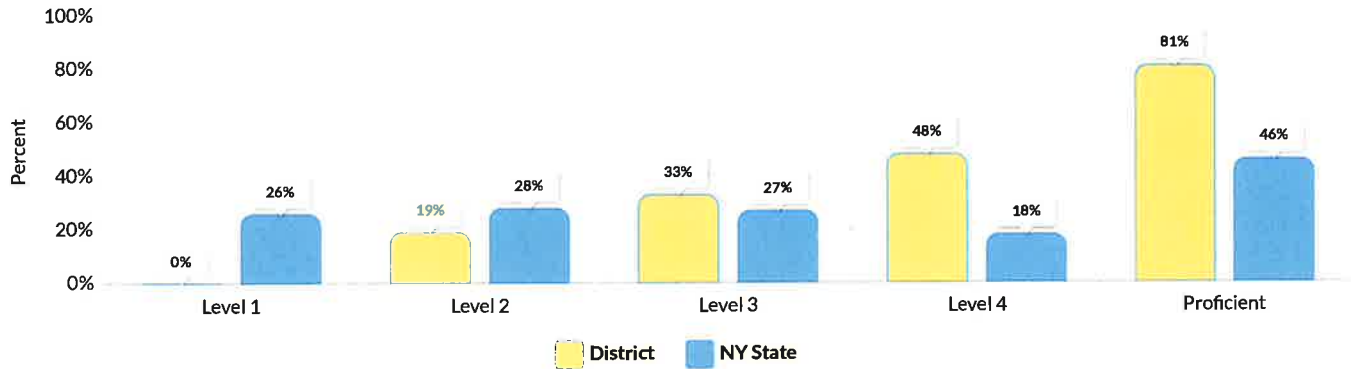
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	2	5%	41	95%	2	5%	4	10%	18	44%	17	41%	35	85%
Female	19	0	0%	19	100%	1	5%	3	16%	9	47%	6	32%	15	79%
Male	24	2	8%	22	92%	1	5%	1	5%	9	41%	11	50%	20	91%
General Education Students	36	0	0%	36	100%	0	0%	3	8%	16	44%	17	47%	33	92%
Students with Disabilities	7	2	29%	5	71%	2	40%	1	20%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	33	2	6%	31	94%	2	6%	4	13%	13	42%	12	39%	25	81%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	0	0%	5	50%	5	50%	10	100%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	40	2	5%	38	95%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	43	2	5%	41	95%	2	5%	4	10%	18	44%	17	41%	35	85%
Not in Foster Care	43	2	5%	41	95%	2	5%	4	10%	18	44%	17	41%	35	85%
Not Homeless	43	2	5%	41	95%	2	5%	4	10%	18	44%	17	41%	35	85%
Not Migrant	43	2	5%	41	95%	2	5%	4	10%	18	44%	17	41%	35	85%
Parent Not in Armed Forces	43	2	5%	41	95%	2	5%	4	10%	18	44%	17	41%	35	85%

GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



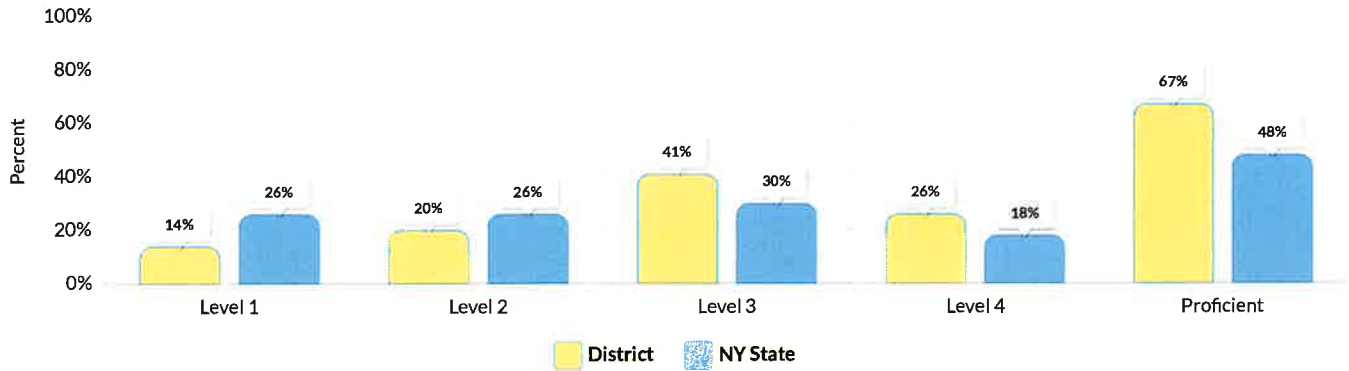
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	2	4%	52	96%	0	0%	10	19%	17	33%	25	48%	42	81%
Female	25	1	4%	24	96%	0	0%	4	17%	8	33%	12	50%	20	83%
Male	29	1	3%	28	97%	0	0%	6	21%	9	32%	13	46%	22	79%
General Education Students	52	2	4%	50	96%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	43	1	2%	42	98%	0	0%	6	14%	13	31%	23	55%	36	86%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	0	0%	4	40%	4	40%	2	20%	6	60%
Economically Disadvantaged	7	1	14%	6	86%	0	0%	3	50%	2	33%	1	17%	3	50%
Not Economically Disadvantaged	47	1	2%	46	98%	0	0%	7	15%	15	33%	24	52%	39	85%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	53	2	4%	51	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	54	2	4%	52	96%	0	0%	10	19%	17	33%	25	48%	42	81%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	1	2%	51	98%	—	—	—	—	—	—	—	—	—	—
Not Migrant	54	2	4%	52	96%	0	0%	10	19%	17	33%	25	48%	42	81%
Parent Not in Armed Forces	54	2	4%	52	96%	0	0%	10	19%	17	33%	25	48%	42	81%

GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



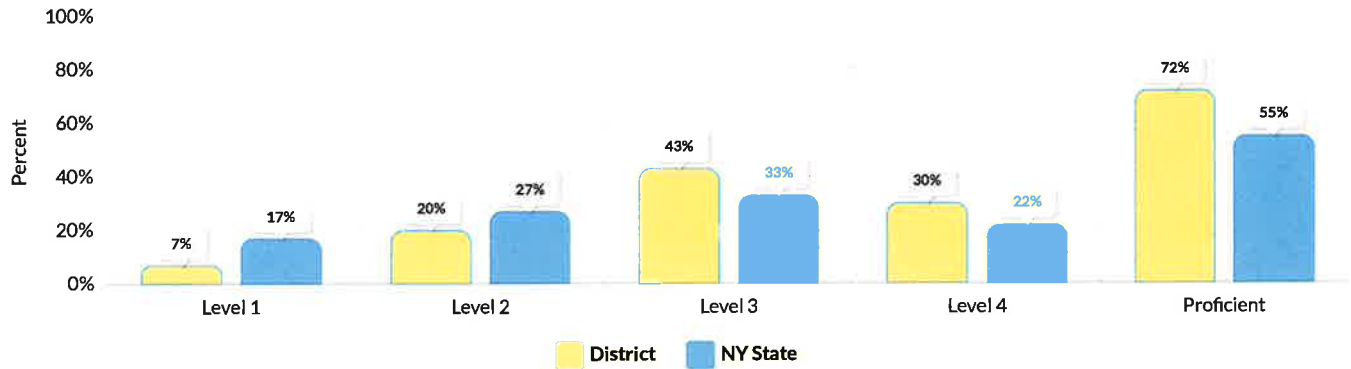
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	4	6%	66	94%	9	14%	13	20%	27	41%	17	26%	44	67%
Female	35	3	9%	32	91%	1	3%	7	22%	12	38%	12	38%	24	75%
Male	35	1	3%	34	97%	8	24%	6	18%	15	44%	5	15%	20	59%
General Education Students	59	3	5%	56	95%	2	4%	11	20%	27	48%	16	29%	43	77%
Students with Disabilities	11	1	9%	10	91%	7	70%	2	20%	0	0%	1	10%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	1	13%	5	63%	2	25%	0	0%	2	25%
White	56	4	7%	52	93%	8	15%	8	15%	21	40%	15	29%	36	69%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	12	0	0%	12	100%	2	17%	4	33%	4	33%	2	17%	6	50%
Not Economically Disadvantaged	58	4	7%	54	93%	7	13%	9	17%	23	43%	15	28%	38	70%
Non-English Language Learner	70	4	6%	66	94%	9	14%	13	20%	27	41%	17	26%	44	67%
Not in Foster Care	70	4	6%	66	94%	9	14%	13	20%	27	41%	17	26%	44	67%
Not Homeless	70	4	6%	66	94%	9	14%	13	20%	27	41%	17	26%	44	67%
Not Migrant	70	4	6%	66	94%	9	14%	13	20%	27	41%	17	26%	44	67%
Parent Not in Armed Forces	70	4	6%	66	94%	9	14%	13	20%	27	41%	17	26%	44	67%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students

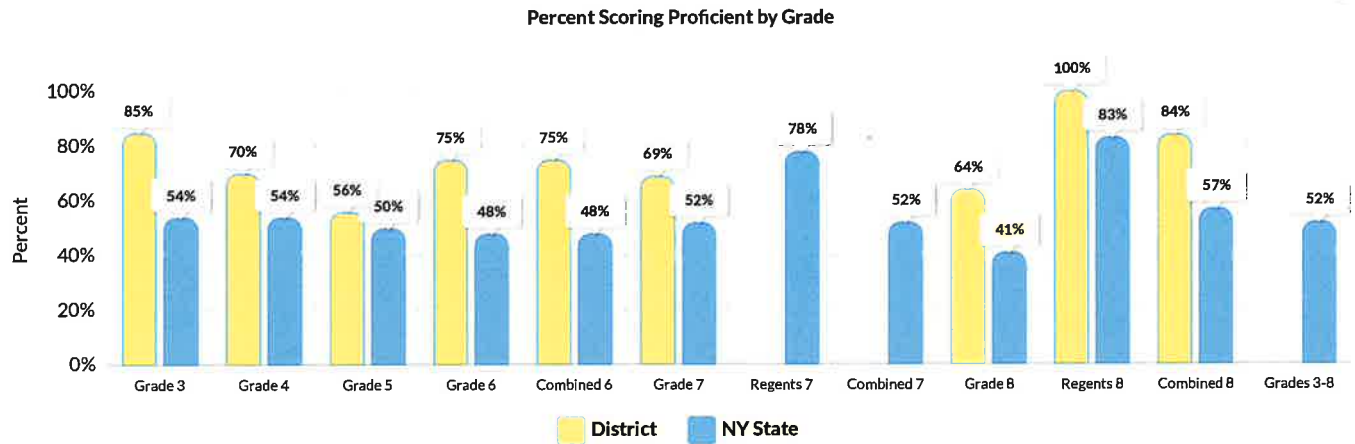


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	21	28%	54	72%	4	7%	11	20%	23	43%	16	30%	39	72%
Female	40	18	45%	22	55%	0	0%	4	18%	9	41%	9	41%	18	82%
Male	35	3	9%	32	91%	4	13%	7	22%	14	44%	7	22%	21	66%
General Education Students	66	17	26%	49	74%	1	2%	10	20%	22	45%	16	33%	38	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	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	63	19	30%	44	70%	3	7%	8	18%	18	41%	15	34%	33	75%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	1	10%	3	30%	5	50%	1	10%	6	60%
Economically Disadvantaged	13	1	8%	12	92%	2	17%	5	42%	4	33%	1	8%	5	42%
Not Economically Disadvantaged	62	20	32%	42	68%	2	5%	6	14%	19	45%	15	36%	34	81%
Non-English Language Learner	75	21	28%	54	72%	4	7%	11	20%	23	43%	16	30%	39	72%
Not in Foster Care	75	21	28%	54	72%	4	7%	11	20%	23	43%	16	30%	39	72%
Not Homeless	75	21	28%	54	72%	4	7%	11	20%	23	43%	16	30%	39	72%
Not Migrant	75	21	28%	54	72%	4	7%	11	20%	23	43%	16	30%	39	72%
Parent Not in Armed Forces	75	21	28%	54	72%	4	7%	11	20%	23	43%	16	30%	39	72%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	56	1	2%	55	98%	0	0%	8	15%	30	55%	17	31%	47	85%
Grade 4	61	7	11%	54	89%	5	9%	11	20%	29	54%	9	17%	38	70%
Grade 5	43	2	5%	41	95%	9	22%	9	22%	18	44%	5	12%	23	56%
Grade 6	54	3	6%	51	94%	4	8%	9	18%	21	41%	17	33%	38	75%
Combined 6	54	3	6%	51	94%	4	8%	9	18%	21	41%	17	33%	38	75%
Grade 7	70	8	11%	62	89%	5	8%	14	23%	23	37%	20	32%	43	69%
Regents 7	—	—	—	2	3%	—	—	—	—	—	—	—	—	—	—
Combined 7	70	6	9%	64	91%	—	—	—	—	—	—	—	—	—	—
Grade 8	78	50	64%	28	36%	5	18%	5	18%	18	64%	0	0%	18	64%
Regents 8	—	—	—	36	46%	0	0%	0	0%	2	6%	34	94%	36	100%
Combined 8	78	14	18%	64	82%	5	8%	5	8%	20	31%	34	53%	54	84%
Grades 3-8	362	33	9%	329	91%	—	—	—	—	—	—	—	—	—	—

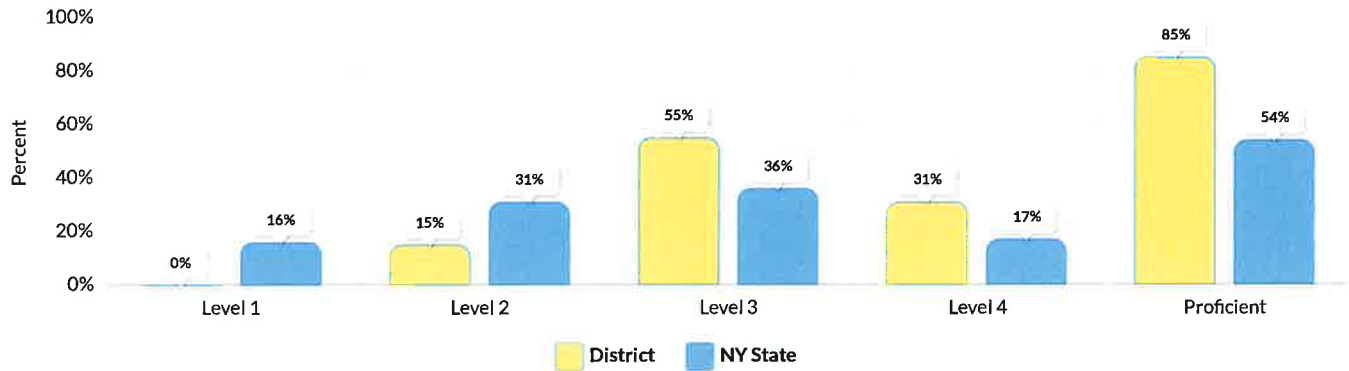
See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

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Percent Scoring at Levels for All Students



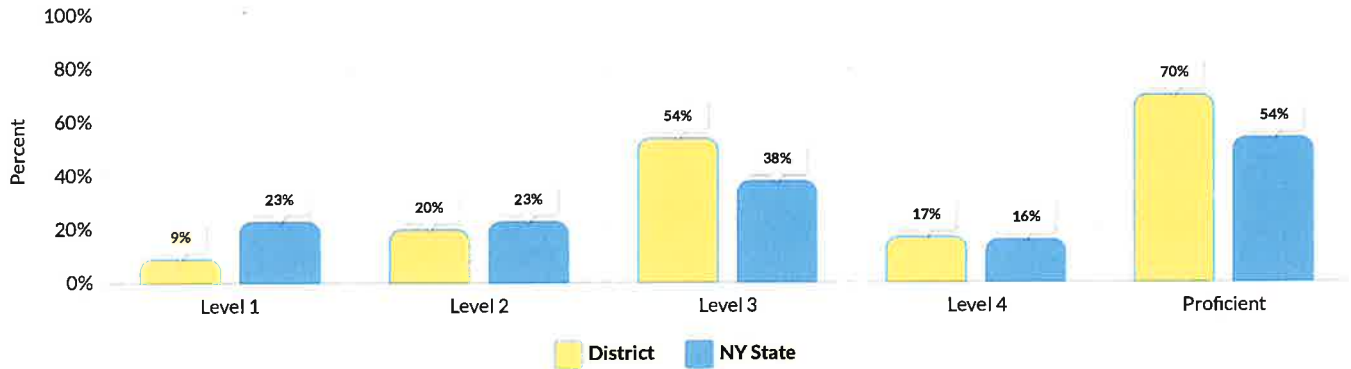
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	1	2%	55	98%	0	0%	8	15%	30	55%	17	31%	47	85%
Female	29	0	0%	29	100%	0	0%	5	17%	18	62%	6	21%	24	83%
Male	27	1	4%	26	96%	0	0%	3	12%	12	46%	11	42%	23	88%
General Education Students	50	1	2%	49	98%	0	0%	5	10%	28	57%	16	33%	44	90%
Students with Disabilities	6	0	0%	6	100%	0	0%	3	50%	2	33%	1	17%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	9	100%	0	0%	2	22%	6	67%	1	11%	7	78%
White	40	1	3%	39	98%	0	0%	5	13%	22	56%	12	31%	34	87%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	2	29%	4	57%	6	86%
Economically Disadvantaged	13	1	8%	12	92%	0	0%	4	33%	7	58%	1	8%	8	67%
Not Economically Disadvantaged	43	0	0%	43	100%	0	0%	4	9%	23	53%	16	37%	39	91%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	55	1	2%	54	98%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	56	1	2%	55	98%	0	0%	8	15%	30	55%	17	31%	47	85%
Not Homeless	56	1	2%	55	98%	0	0%	8	15%	30	55%	17	31%	47	85%
Not Migrant	56	1	2%	55	98%	0	0%	8	15%	30	55%	17	31%	47	85%
Parent Not in Armed Forces	56	1	2%	55	98%	0	0%	8	15%	30	55%	17	31%	47	85%

GRADE 4 MATH RESULTS

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Percent Scoring at Levels for All Students



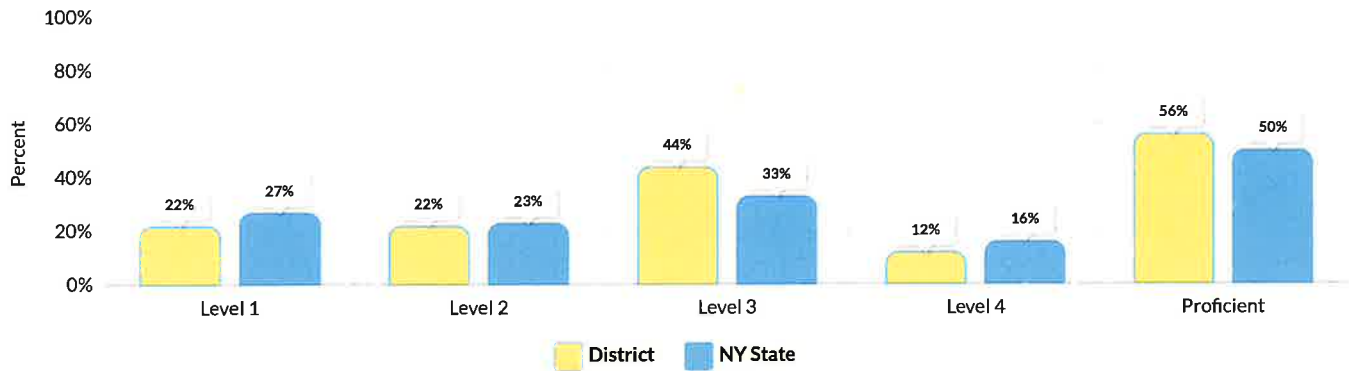
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	7	11%	54	89%	5	9%	11	20%	29	54%	9	17%	38	70%
Female	23	1	4%	22	96%	2	9%	3	14%	11	50%	6	27%	17	77%
Male	38	6	16%	32	84%	3	9%	8	25%	18	56%	3	9%	21	66%
General Education Students	49	4	8%	45	92%	2	4%	10	22%	26	58%	7	16%	33	73%
Students with Disabilities	12	3	25%	9	75%	3	33%	1	11%	3	33%	2	22%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	0	0%	6	100%	1	17%	2	33%	3	50%	0	0%	3	50%
White	53	5	9%	48	91%	4	8%	9	19%	26	54%	9	19%	35	73%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	16	2	13%	14	88%	2	14%	6	43%	6	43%	0	0%	6	43%
Not Economically Disadvantaged	45	5	11%	40	89%	3	8%	5	13%	23	58%	9	23%	32	80%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	60	7	12%	53	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	61	7	11%	54	89%	5	9%	11	20%	29	54%	9	17%	38	70%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	60	6	10%	54	90%	5	9%	11	20%	29	54%	9	17%	38	70%
Not Migrant	61	7	11%	54	89%	5	9%	11	20%	29	54%	9	17%	38	70%
Parent Not in Armed Forces	61	7	11%	54	89%	5	9%	11	20%	29	54%	9	17%	38	70%

GRADE 5 MATH RESULTS

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Percent Scoring at Levels for All Students



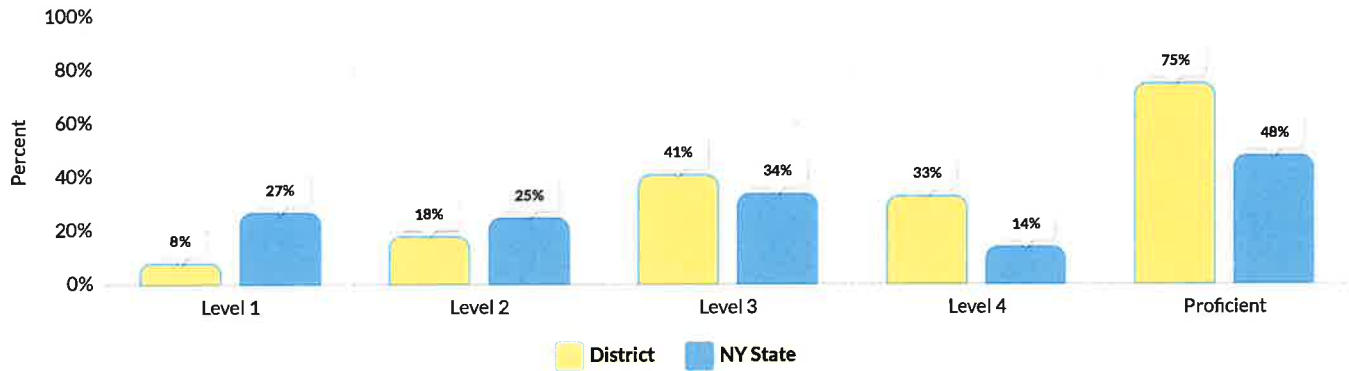
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	2	5%	41	95%	9	22%	9	22%	18	44%	5	12%	23	56%
Female	19	0	0%	19	100%	7	37%	6	32%	4	21%	2	11%	6	32%
Male	24	2	8%	22	92%	2	9%	3	14%	14	64%	3	14%	17	77%
General Education Students	36	0	0%	36	100%	6	17%	8	22%	17	47%	5	14%	22	61%
Students with Disabilities	7	2	29%	5	71%	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	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	33	2	6%	31	94%	9	29%	6	19%	12	39%	4	13%	16	52%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	3	30%	6	60%	1	10%	7	70%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	40	2	5%	38	95%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	43	2	5%	41	95%	9	22%	9	22%	18	44%	5	12%	23	56%
Not in Foster Care	43	2	5%	41	95%	9	22%	9	22%	18	44%	5	12%	23	56%
Not Homeless	43	2	5%	41	95%	9	22%	9	22%	18	44%	5	12%	23	56%
Not Migrant	43	2	5%	41	95%	9	22%	9	22%	18	44%	5	12%	23	56%
Parent Not in Armed Forces	43	2	5%	41	95%	9	22%	9	22%	18	44%	5	12%	23	56%

GRADE 6 MATH RESULTS

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Percent Scoring at Levels for All Students



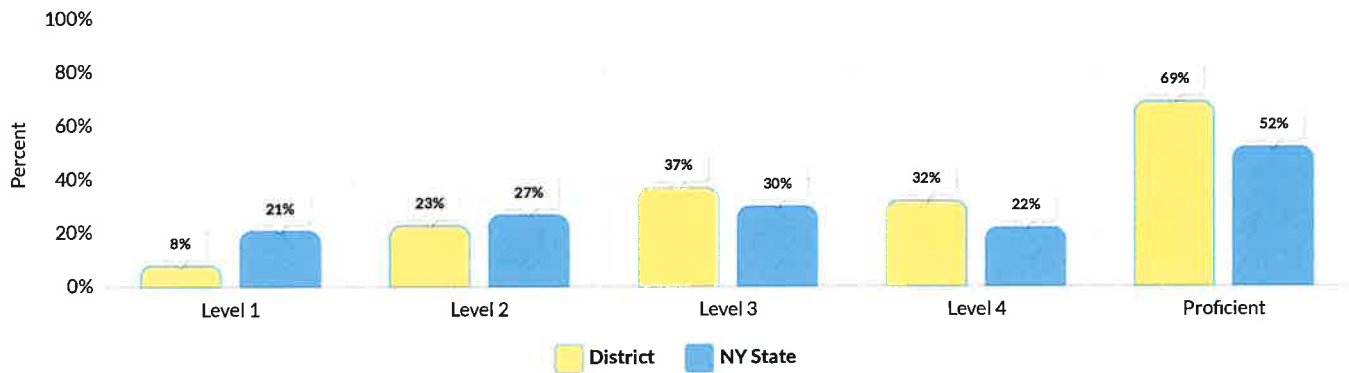
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	3	6%	51	94%	4	8%	9	18%	21	41%	17	33%	38	75%
Female	25	2	8%	23	92%	3	13%	4	17%	9	39%	7	30%	16	70%
Male	29	1	3%	28	97%	1	4%	5	18%	12	43%	10	36%	22	79%
General Education Students	52	3	6%	49	94%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
White	43	1	2%	42	98%	2	5%	8	19%	17	40%	15	36%	32	76%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	2	22%	1	11%	4	44%	2	22%	6	67%
Economically Disadvantaged	7	1	14%	6	86%	1	17%	3	50%	2	33%	0	0%	2	33%
Not Economically Disadvantaged	47	2	4%	45	96%	3	7%	6	13%	19	42%	17	38%	36	80%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	53	3	6%	50	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	54	3	6%	51	94%	4	8%	9	18%	21	41%	17	33%	38	75%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	2	4%	50	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	54	3	6%	51	94%	4	8%	9	18%	21	41%	17	33%	38	75%
Parent Not in Armed Forces	54	3	6%	51	94%	4	8%	9	18%	21	41%	17	33%	38	75%

GRADE 7 MATH RESULTS

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Percent Scoring at Levels for All Students



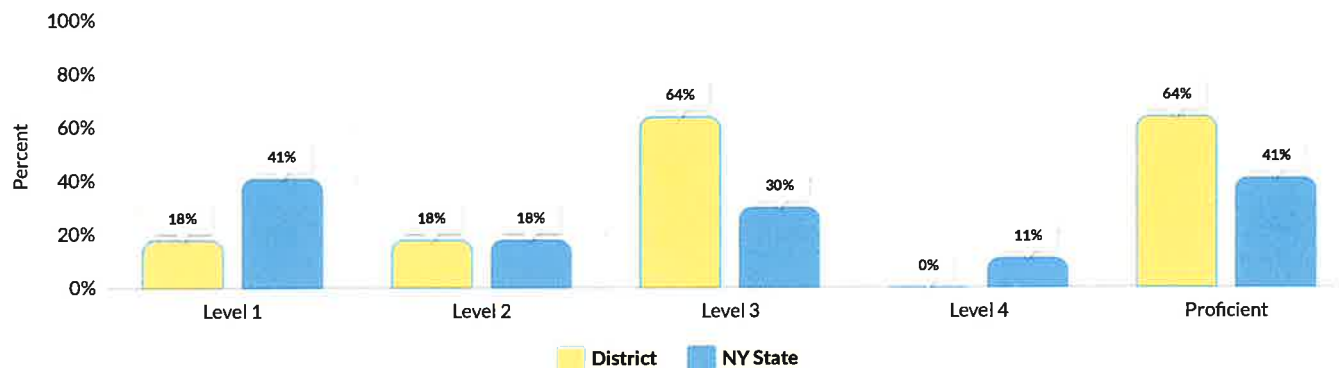
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	8	11%	62	89%	5	8%	14	23%	23	37%	20	32%	43	69%
Female	35	4	11%	31	89%	0	0%	6	19%	13	42%	12	39%	25	81%
Male	35	4	11%	31	89%	5	16%	8	26%	10	32%	8	26%	18	58%
General Education Students	59	6	10%	53	90%	0	0%	10	19%	23	43%	20	38%	43	81%
Students with Disabilities	11	2	18%	9	82%	5	56%	4	44%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	1	14%	3	43%	2	29%	1	14%	3	43%
White	56	7	13%	49	88%	4	8%	11	22%	18	37%	16	33%	34	69%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	12	0	0%	12	100%	2	17%	4	33%	3	25%	3	25%	6	50%
Not Economically Disadvantaged	58	8	14%	50	86%	3	6%	10	20%	20	40%	17	34%	37	74%
Non-English Language Learner	70	8	11%	62	89%	5	8%	14	23%	23	37%	20	32%	43	69%
Not in Foster Care	70	8	11%	62	89%	5	8%	14	23%	23	37%	20	32%	43	69%
Not Homeless	70	8	11%	62	89%	5	8%	14	23%	23	37%	20	32%	43	69%
Not Migrant	70	8	11%	62	89%	5	8%	14	23%	23	37%	20	32%	43	69%
Parent Not in Armed Forces	70	8	11%	62	89%	5	8%	14	23%	23	37%	20	32%	43	69%

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	50	64%	28	36%	5	18%	5	18%	18	64%	0	0%	18	64%
Female	42	32	76%	10	24%	0	0%	1	10%	9	90%	0	0%	9	90%
Male	36	18	50%	18	50%	5	28%	4	22%	9	50%	0	0%	9	50%
General Education Students	69	46	67%	23	33%	2	9%	4	17%	17	74%	0	0%	17	74%
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	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	66	47	71%	19	29%	3	16%	4	21%	12	63%	0	0%	12	63%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	2	22%	1	11%	6	67%	0	0%	6	67%
Economically Disadvantaged	13	1	8%	12	92%	5	42%	1	8%	6	50%	0	0%	6	50%
Not Economically Disadvantaged	65	49	75%	16	25%	0	0%	4	25%	12	75%	0	0%	12	75%
Non-English Language Learner	78	50	64%	28	36%	5	18%	5	18%	18	64%	0	0%	18	64%
Not in Foster Care	78	50	64%	28	36%	5	18%	5	18%	18	64%	0	0%	18	64%
Not Homeless	78	50	64%	28	36%	5	18%	5	18%	18	64%	0	0%	18	64%
Not Migrant	78	50	64%	28	36%	5	18%	5	18%	18	64%	0	0%	18	64%
Parent Not in Armed Forces	78	50	64%	28	36%	5	18%	5	18%	18	64%	0	0%	18	64%

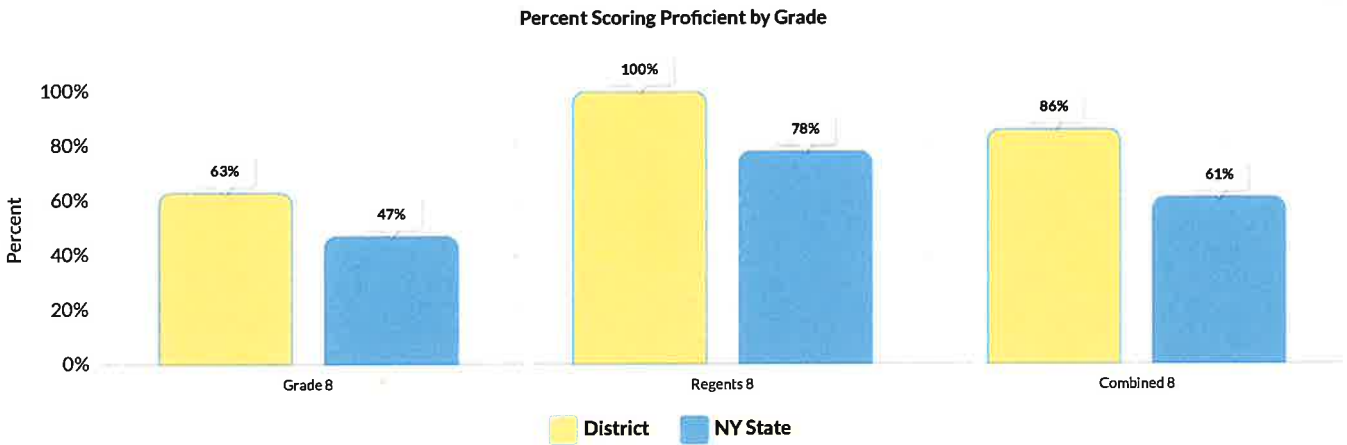
HALDANE CSD - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents’ effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school’s or district’s strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	78	54	69%	24	31%	2	8%	7	29%	13	54%	2	8%	15	63%
Regents 8	—	—	—	41	53%	0	0%	0	0%	10	24%	31	76%	41	100%
Combined 8	78	13	17%	65	83%	2	3%	7	11%	23	35%	33	51%	56	86%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	54	69%	24	31%	2	8%	7	29%	13	54%	2	8%	15	63%
Female	42	33	79%	9	21%	0	0%	2	22%	5	56%	2	22%	7	78%
Male	36	21	58%	15	42%	2	13%	5	33%	8	53%	0	0%	8	53%
General Education Students	69	50	72%	19	28%	0	0%	4	21%	13	68%	2	11%	15	79%
Students with Disabilities	9	4	44%	5	56%	2	40%	3	60%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	66	50	76%	16	24%	1	6%	5	31%	9	56%	1	6%	10	63%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	2	25%	4	50%	1	13%	5	63%
Economically Disadvantaged	13	2	15%	11	85%	2	18%	2	18%	7	64%	0	0%	7	64%
Not Economically Disadvantaged	65	52	80%	13	20%	0	0%	5	38%	6	46%	2	15%	8	62%
Non-English Language Learner	78	54	69%	24	31%	2	8%	7	29%	13	54%	2	8%	15	63%
Not in Foster Care	78	54	69%	24	31%	2	8%	7	29%	13	54%	2	8%	15	63%
Not Homeless	78	54	69%	24	31%	2	8%	7	29%	13	54%	2	8%	15	63%
Not Migrant	78	54	69%	24	31%	2	8%	7	29%	13	54%	2	8%	15	63%
Parent Not in Armed Forces	78	54	69%	24	31%	2	8%	7	29%	13	54%	2	8%	15	63%

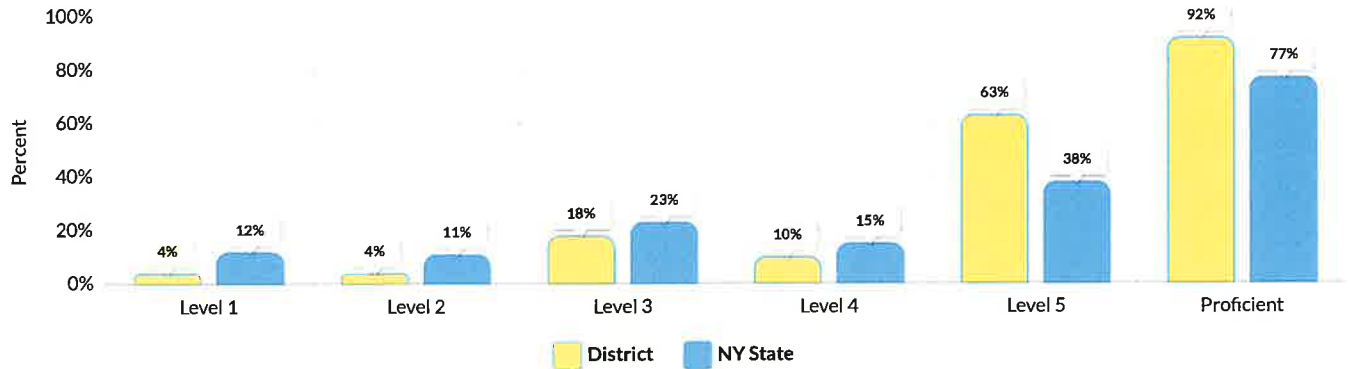
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percent Scoring at Levels for All Students

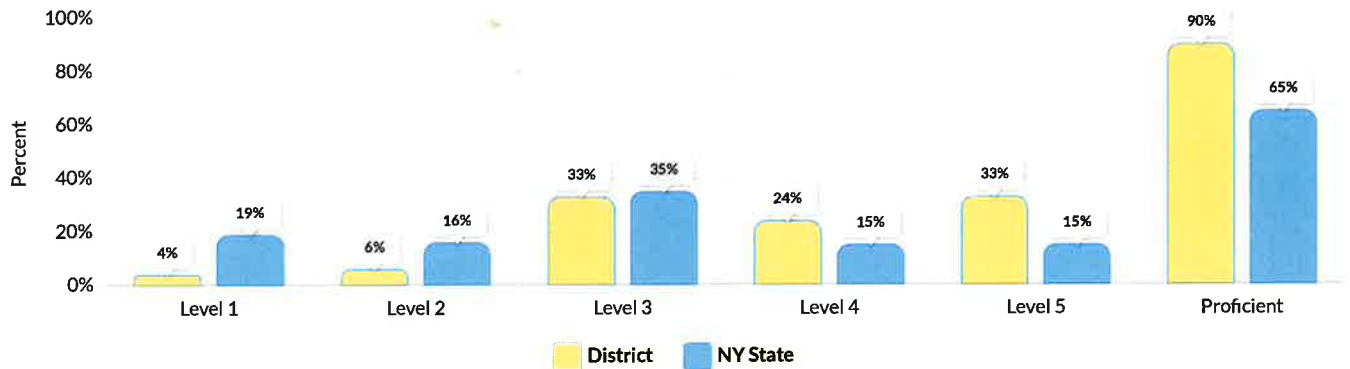


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	3	4%	3	4%	13	18%	7	10%	45	63%	65	92%
Female	30	1	3%	0	0%	5	17%	2	7%	22	73%	29	97%
Male	41	2	5%	3	7%	8	20%	5	12%	23	56%	36	88%
General Education Students	56	1	2%	1	2%	10	18%	3	5%	41	73%	54	96%
Students with Disabilities	15	2	13%	2	13%	3	20%	4	27%	4	27%	11	73%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	0	0%	0	0%	0	0%	7	100%	7	100%
White	59	3	5%	3	5%	13	22%	6	10%	34	58%	53	90%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Economically Disadvantaged	8	1	13%	1	13%	3	38%	1	13%	2	25%	6	75%
Not Economically Disadvantaged	63	2	3%	2	3%	10	16%	6	10%	43	68%	59	94%
Non-English Language Learner	71	3	4%	3	4%	13	18%	7	10%	45	63%	65	92%
Not in Foster Care	71	3	4%	3	4%	13	18%	7	10%	45	63%	65	92%
Not Homeless	71	3	4%	3	4%	13	18%	7	10%	45	63%	65	92%
Not Migrant	71	3	4%	3	4%	13	18%	7	10%	45	63%	65	92%
Parent Not in Armed Forces	71	3	4%	3	4%	13	18%	7	10%	45	63%	65	92%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students

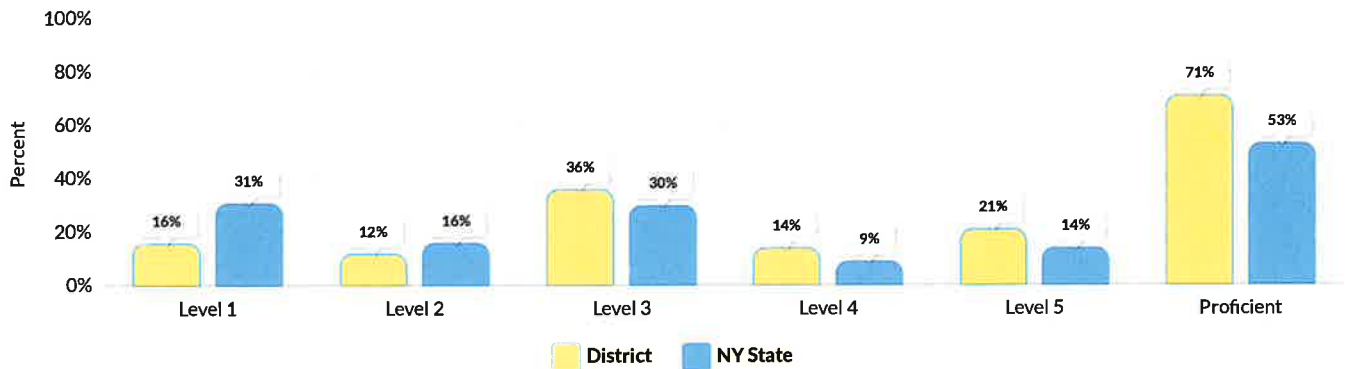


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	3	4%	4	6%	22	33%	16	24%	22	33%	60	90%
Female	36	3	8%	1	3%	12	33%	6	17%	14	39%	32	89%
Male	31	0	0%	3	10%	10	32%	10	32%	8	26%	28	90%
General Education Students	54	1	2%	0	0%	16	30%	15	28%	22	41%	53	98%
Students with Disabilities	13	2	15%	4	31%	6	46%	1	8%	0	0%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	2	29%	0	0%	4	57%	0	0%	1	14%	5	71%
White	55	1	2%	3	5%	16	29%	16	29%	19	35%	51	93%
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	2	40%	0	0%	2	40%	4	80%
Economically Disadvantaged	6	1	17%	1	17%	2	33%	1	17%	1	17%	4	67%
Not Economically Disadvantaged	61	2	3%	3	5%	20	33%	15	25%	21	34%	56	92%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	66	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	67	3	4%	4	6%	22	33%	16	24%	22	33%	60	90%
Not Homeless	67	3	4%	4	6%	22	33%	16	24%	22	33%	60	90%
Not Migrant	67	3	4%	4	6%	22	33%	16	24%	22	33%	60	90%
Parent Not in Armed Forces	67	3	4%	4	6%	22	33%	16	24%	22	33%	60	90%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percent Scoring at Levels for All Students

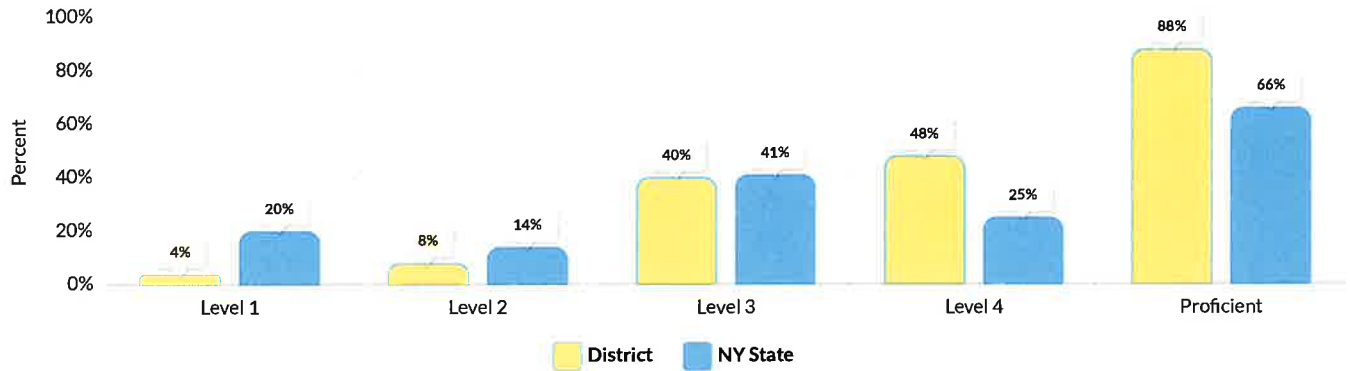


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	91	15	16%	11	12%	33	36%	13	14%	19	21%	65	71%
Female	40	7	18%	6	15%	14	35%	6	15%	7	18%	27	68%
Male	51	8	16%	5	10%	19	37%	7	14%	12	24%	38	75%
General Education Students	75	6	8%	8	11%	30	40%	13	17%	18	24%	61	81%
Students with Disabilities	16	9	56%	3	19%	3	19%	0	0%	1	6%	4	25%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	3	25%	3	25%	2	17%	2	17%	2	17%	6	50%
White	67	9	13%	6	9%	29	43%	10	15%	13	19%	52	78%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	3	25%	2	17%	2	17%	1	8%	4	33%	7	58%
Economically Disadvantaged	19	6	32%	3	16%	8	42%	0	0%	2	11%	10	53%
Not Economically Disadvantaged	72	9	13%	8	11%	25	35%	13	18%	17	24%	55	76%
Non-English Language Learner	91	15	16%	11	12%	33	36%	13	14%	19	21%	65	71%
Not in Foster Care	91	15	16%	11	12%	33	36%	13	14%	19	21%	65	71%
Not Homeless	91	15	16%	11	12%	33	36%	13	14%	19	21%	65	71%
Not Migrant	91	15	16%	11	12%	33	36%	13	14%	19	21%	65	71%
Parent Not in Armed Forces	91	15	16%	11	12%	33	36%	13	14%	19	21%	65	71%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students

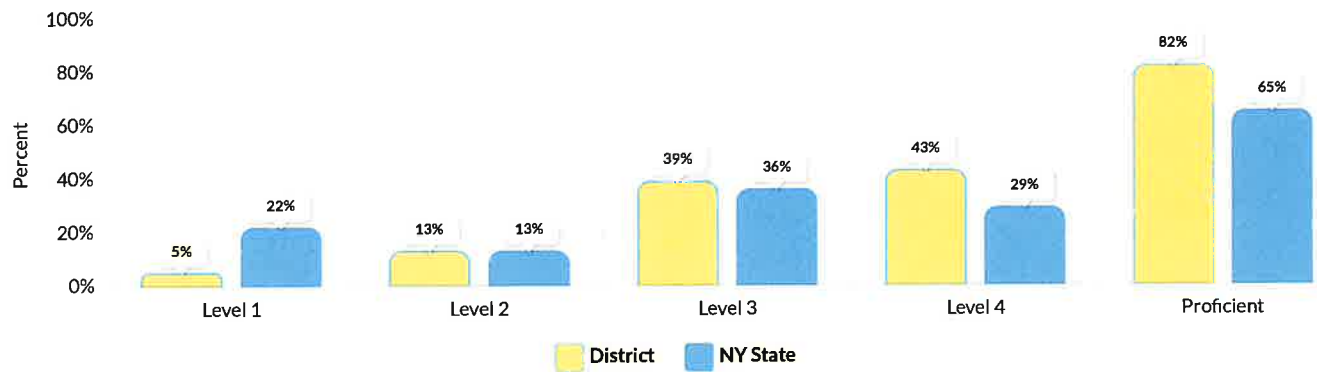


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	84	3	4%	7	8%	34	40%	40	48%	74	88%
Female	43	2	5%	3	7%	16	37%	22	51%	38	88%
Male	41	1	2%	4	10%	18	44%	18	44%	36	88%
General Education Students	71	0	0%	4	6%	29	41%	38	54%	67	94%
Students with Disabilities	13	3	23%	3	23%	5	38%	2	15%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	1	8%	3	23%	7	54%	2	15%	9	69%
White	65	2	3%	3	5%	25	38%	35	54%	60	92%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	2	33%	3	50%	5	83%
Economically Disadvantaged	18	2	11%	2	11%	11	61%	3	17%	14	78%
Not Economically Disadvantaged	66	1	2%	5	8%	23	35%	37	56%	60	91%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	83	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	84	3	4%	7	8%	34	40%	40	48%	74	88%
Not Homeless	84	3	4%	7	8%	34	40%	40	48%	74	88%
Not Migrant	84	3	4%	7	8%	34	40%	40	48%	74	88%
Parent Not in Armed Forces	84	3	4%	7	8%	34	40%	40	48%	74	88%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percent Scoring at Levels for All Students

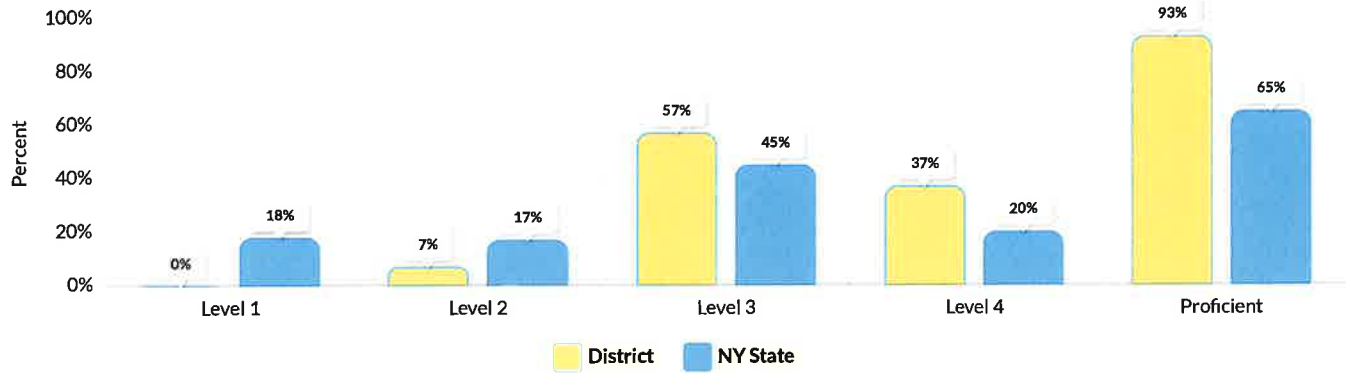


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	61	3	5%	8	13%	24	39%	26	43%	50	82%
Female	24	1	4%	4	17%	9	38%	10	42%	19	79%
Male	37	2	5%	4	11%	15	41%	16	43%	31	84%
General Education Students	51	1	2%	4	8%	20	39%	26	51%	46	90%
Students with Disabilities	10	2	20%	4	40%	4	40%	0	0%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	2	40%	1	20%	2	40%	3	60%
White	48	1	2%	5	10%	23	48%	19	40%	42	88%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	1	13%	0	0%	5	63%	5	63%
Economically Disadvantaged	7	1	14%	0	0%	4	57%	2	29%	6	86%
Not Economically Disadvantaged	54	2	4%	8	15%	20	37%	24	44%	44	81%
Non-English Language Learner	61	3	5%	8	13%	24	39%	26	43%	50	82%
Not in Foster Care	61	3	5%	8	13%	24	39%	26	43%	50	82%
Not Homeless	61	3	5%	8	13%	24	39%	26	43%	50	82%
Not Migrant	61	3	5%	8	13%	24	39%	26	43%	50	82%
Parent Not in Armed Forces	61	3	5%	8	13%	24	39%	26	43%	50	82%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Percent Scoring at Levels for All Students

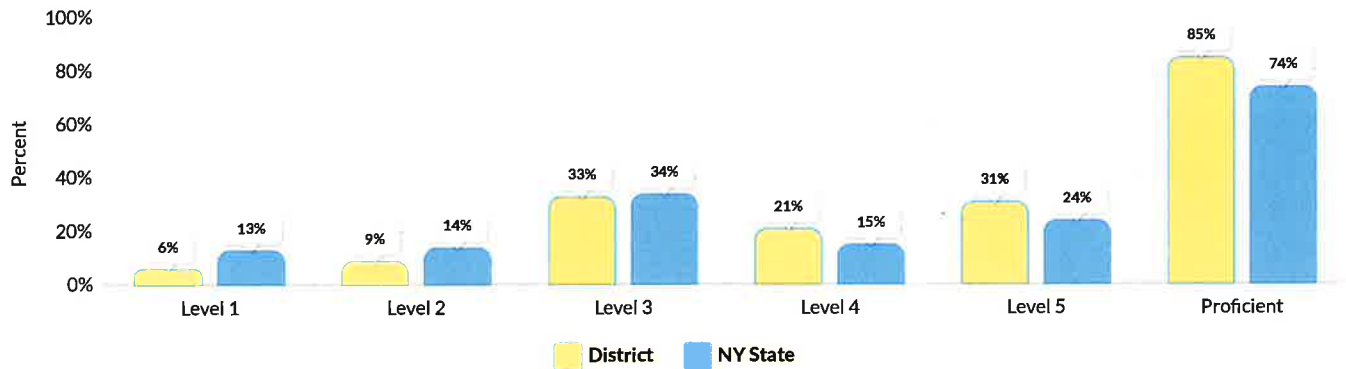


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	46	0	0%	3	7%	26	57%	17	37%	43	93%
Female	21	0	0%	2	10%	12	57%	7	33%	19	90%
Male	25	0	0%	1	4%	14	56%	10	40%	24	96%
General Education Students	44	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	40	0	0%	3	8%	22	55%	15	38%	37	93%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	42	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	46	0	0%	3	7%	26	57%	17	37%	43	93%
Not in Foster Care	46	0	0%	3	7%	26	57%	17	37%	43	93%
Not Homeless	46	0	0%	3	7%	26	57%	17	37%	43	93%
Not Migrant	46	0	0%	3	7%	26	57%	17	37%	43	93%
Parent Not in Armed Forces	46	0	0%	3	7%	26	57%	17	37%	43	93%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Percent Scoring at Levels for All Students

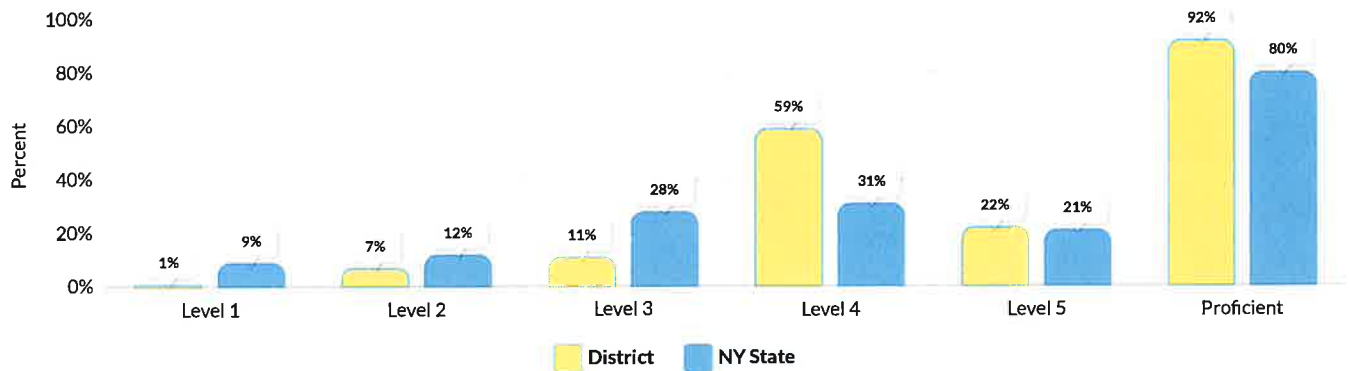


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	5	6%	7	9%	26	33%	16	21%	24	31%	66	85%
Female	35	2	6%	3	9%	12	34%	8	23%	10	29%	30	86%
Male	43	3	7%	4	9%	14	33%	8	19%	14	33%	36	84%
General Education Students	64	2	3%	3	5%	20	31%	16	25%	23	36%	59	92%
Students with Disabilities	14	3	21%	4	29%	6	43%	0	0%	1	7%	7	50%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	1	7%	3	21%	3	21%	3	21%	4	29%	10	71%
White	58	3	5%	3	5%	23	40%	11	19%	18	31%	52	90%
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	0	0%	2	33%	2	33%	4	67%
Economically Disadvantaged	18	3	17%	3	17%	7	39%	1	6%	4	22%	12	67%
Not Economically Disadvantaged	60	2	3%	4	7%	19	32%	15	25%	20	33%	54	90%
Non-English Language Learner	78	5	6%	7	9%	26	33%	16	21%	24	31%	66	85%
Not in Foster Care	78	5	6%	7	9%	26	33%	16	21%	24	31%	66	85%
Not Homeless	78	5	6%	7	9%	26	33%	16	21%	24	31%	66	85%
Not Migrant	78	5	6%	7	9%	26	33%	16	21%	24	31%	66	85%
Parent Not in Armed Forces	78	5	6%	7	9%	26	33%	16	21%	24	31%	66	85%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	1	1%	5	7%	8	11%	44	59%	16	22%	68	92%
Female	34	1	3%	2	6%	5	15%	18	53%	8	24%	31	91%
Male	40	0	0%	3	8%	3	8%	26	65%	8	20%	37	93%
General Education Students	62	1	2%	1	2%	5	8%	41	66%	14	23%	60	97%
Students with Disabilities	12	0	0%	4	33%	3	25%	3	25%	2	17%	8	67%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	67	1	1%	5	7%	8	12%	39	58%	14	21%	61	91%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	0	0%	5	71%	2	29%	7	100%
Economically Disadvantaged	9	0	0%	2	22%	1	11%	5	56%	1	11%	7	78%
Not Economically Disadvantaged	65	1	2%	3	5%	7	11%	39	60%	15	23%	61	94%
Non-English Language Learner	74	1	1%	5	7%	8	11%	44	59%	16	22%	68	92%
Not in Foster Care	74	1	1%	5	7%	8	11%	44	59%	16	22%	68	92%
Not Homeless	74	1	1%	5	7%	8	11%	44	59%	16	22%	68	92%
Not Migrant	74	1	1%	5	7%	8	11%	44	59%	16	22%	68	92%
Parent Not in Armed Forces	74	1	1%	5	7%	8	11%	44	59%	16	22%	68	92%

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	5	100	0	0
Female	1	1	100	0	0
Male	4	4	100	0	0
General Education Students	4	4	100	0	0
Students with Disabilities	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	4	4	100	0	0
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	3	3	100	0	0
Non-English Language Learner	5	5	100	0	0
Not in Foster Care	5	5	100	0	0
Not Homeless	5	5	100	0	0
Not Migrant	5	5	100	0	0
Parent Not in Armed Forces	5	5	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

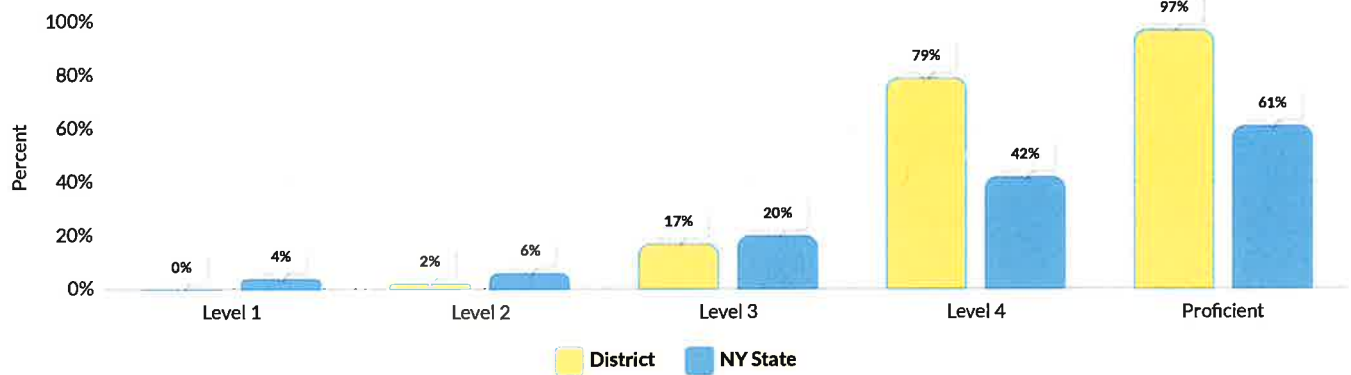
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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 examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	1	1%	86	99%	0	0%	2	2%	15	17%	69	79%	84	97%
Female	37	1	3%	36	97%	0	0%	1	3%	7	19%	28	76%	35	95%
Male	50	0	0%	50	100%	0	0%	1	2%	8	16%	41	82%	49	98%
General Education Students	80	1	1%	79	99%	0	0%	1	1%	13	16%	65	81%	78	98%
Students with Disabilities	7	0	0%	7	100%	0	0%	1	14%	2	29%	4	57%	6	86%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	0	0%	1	13%	2	25%	5	63%	7	88%
White	72	1	1%	71	99%	0	0%	1	1%	13	18%	57	79%	70	97%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	0	0%	7	100%	7	100%
Economically Disadvantaged	19	0	0%	19	100%	0	0%	2	11%	4	21%	13	68%	17	89%
Not Economically Disadvantaged	68	1	1%	67	99%	0	0%	0	0%	11	16%	56	82%	67	99%
Non-English Language Learner	87	1	1%	86	99%	0	0%	2	2%	15	17%	69	79%	84	97%
Not in Foster Care	87	1	1%	86	99%	0	0%	2	2%	15	17%	69	79%	84	97%
Not Homeless	87	1	1%	86	99%	0	0%	2	2%	15	17%	69	79%	84	97%
Not Migrant	87	1	1%	86	99%	0	0%	2	2%	15	17%	69	79%	84	97%
Parent Not in Armed Forces	87	1	1%	86	99%	0	0%	2	2%	15	17%	69	79%	84	97%

2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

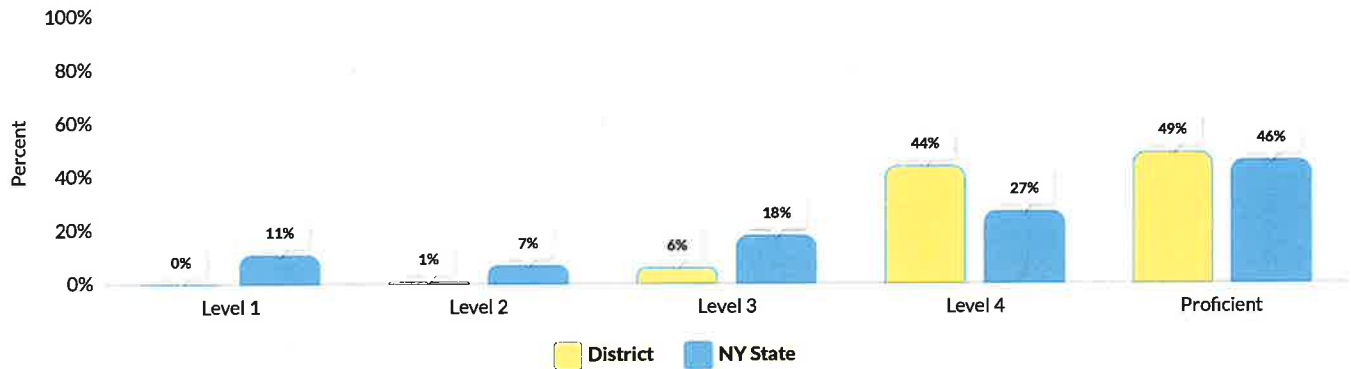
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	46	0	0	46	100
Female	20	0	0	20	100
Male	26	0	0	26	100
General Education Students	46	0	0	46	100
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	1	0	0	1	100
White	40	0	0	40	100
Multiracial	1	0	0	1	100
Economically Disadvantaged	7	0	0	7	100
Not Economically Disadvantaged	39	0	0	39	100
Non-English Language Learner	46	0	0	46	100
Not in Foster Care	46	0	0	46	100
Not Homeless	46	0	0	46	100
Not Migrant	46	0	0	46	100
Parent Not in Armed Forces	46	0	0	46	100

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

2019 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	43	49%	44	51%	0	0%	1	1%	5	6%	38	44%	43	49%
Female	37	18	49%	19	51%	0	0%	1	3%	1	3%	17	46%	18	49%
Male	50	25	50%	25	50%	0	0%	0	0%	4	8%	21	42%	25	50%
General Education Students	80	36	45%	44	55%	0	0%	1	1%	5	6%	38	48%	43	54%
Students with Disabilities	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	6	75%	2	25%	0	0%	1	13%	0	0%	1	13%	1	13%
White	72	36	50%	36	50%	0	0%	0	0%	5	7%	31	43%	36	50%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	0	0%	6	86%	6	86%
Economically Disadvantaged	19	12	63%	7	37%	0	0%	1	5%	0	0%	6	32%	6	32%
Not Economically Disadvantaged	68	31	46%	37	54%	0	0%	0	0%	5	7%	32	47%	37	54%
Non-English Language Learner	87	43	49%	44	51%	0	0%	1	1%	5	6%	38	44%	43	49%
Not in Foster Care	87	43	49%	44	51%	0	0%	1	1%	5	6%	38	44%	43	49%
Not Homeless	87	43	49%	44	51%	0	0%	1	1%	5	6%	38	44%	43	49%
Not Migrant	87	43	49%	44	51%	0	0%	1	1%	5	6%	38	44%	43	49%
Parent Not in Armed Forces	87	43	49%	44	51%	0	0%	1	1%	5	6%	38	44%	43	49%

2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

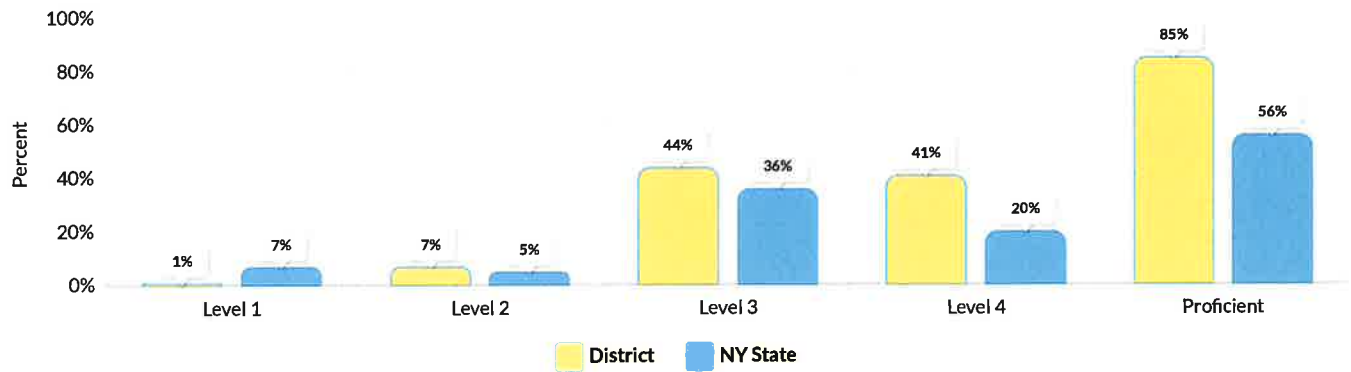
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	87	43	49	44	51
Female	37	18	49	19	51
Male	50	25	50	25	50
General Education Students	80	36	45	44	55
Students with Disabilities	7	7	100	0	0
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	1	1	100	0	0
Hispanic or Latino	8	6	75	2	25
White	72	36	50	36	50
Multiracial	2	0	0	2	100
Economically Disadvantaged	19	12	63	7	37
Not Economically Disadvantaged	68	31	46	37	54
Non-English Language Learner	87	43	49	44	51
Not in Foster Care	87	43	49	44	51
Not Homeless	87	43	49	44	51
Not Migrant	87	43	49	44	51
Parent Not in Armed Forces	87	43	49	44	51

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	6	7%	81	93%	1	1%	6	7%	38	44%	36	41%	74	85%
Female	37	0	0%	37	100%	0	0%	3	8%	18	49%	16	43%	34	92%
Male	50	6	12%	44	88%	1	2%	3	6%	20	40%	20	40%	40	80%
General Education Students	80	5	6%	75	94%	1	1%	3	4%	35	44%	36	45%	71	89%
Students with Disabilities	7	1	14%	6	86%	0	0%	3	43%	3	43%	0	0%	3	43%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	0	0%	1	13%	6	75%	1	13%	7	88%
White	72	6	8%	66	92%	1	1%	5	7%	31	43%	29	40%	60	83%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	7	100%
Economically Disadvantaged	19	2	11%	17	89%	1	5%	4	21%	7	37%	5	26%	12	63%
Not Economically Disadvantaged	68	4	6%	64	94%	0	0%	2	3%	31	46%	31	46%	62	91%
Non-English Language Learner	87	6	7%	81	93%	1	1%	6	7%	38	44%	36	41%	74	85%
Not in Foster Care	87	6	7%	81	93%	1	1%	6	7%	38	44%	36	41%	74	85%
Not Homeless	87	6	7%	81	93%	1	1%	6	7%	38	44%	36	41%	74	85%
Not Migrant	87	6	7%	81	93%	1	1%	6	7%	38	44%	36	41%	74	85%
Parent Not in Armed Forces	87	6	7%	81	93%	1	1%	6	7%	38	44%	36	41%	74	85%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

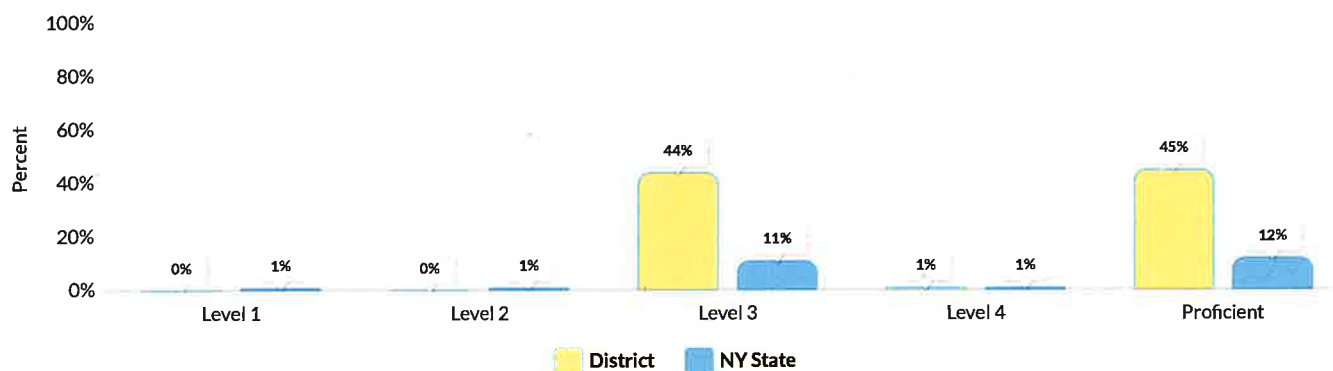
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	86	6	7	80	93
Female	37	0	0	37	100
Male	49	6	12	43	88
General Education Students	79	5	6	74	94
Students with Disabilities	7	1	14	6	86
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	1	0	0	1	100
Hispanic or Latino	8	0	0	8	100
White	71	6	8	65	92
Multiracial	2	0	0	2	100
Economically Disadvantaged	19	2	11	17	89
Not Economically Disadvantaged	67	4	6	63	94
Non-English Language Learner	86	6	7	80	93
Not in Foster Care	86	6	7	80	93
Not Homeless	86	6	7	80	93
Not Migrant	86	6	7	80	93
Parent Not in Armed Forces	86	6	7	80	93

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	48	55%	39	45%	0	0%	0	0%	38	44%	1	1%	39	45%
Female	37	22	59%	15	41%	0	0%	0	0%	15	41%	0	0%	15	41%
Male	50	26	52%	24	48%	0	0%	0	0%	23	46%	1	2%	24	48%
General Education Students	80	42	53%	38	48%	0	0%	0	0%	37	46%	1	1%	38	48%
Students with Disabilities	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	7	88%	1	13%	0	0%	0	0%	1	13%	0	0%	1	13%
White	72	40	56%	32	44%	0	0%	0	0%	31	43%	1	1%	32	44%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	6	86%	0	0%	6	86%
Economically Disadvantaged	19	15	79%	4	21%	0	0%	0	0%	4	21%	0	0%	4	21%
Not Economically Disadvantaged	68	33	49%	35	51%	0	0%	0	0%	34	50%	1	1%	35	51%
Non-English Language Learner	87	48	55%	39	45%	0	0%	0	0%	38	44%	1	1%	39	45%
Not in Foster Care	87	48	55%	39	45%	0	0%	0	0%	38	44%	1	1%	39	45%
Not Homeless	87	48	55%	39	45%	0	0%	0	0%	38	44%	1	1%	39	45%
Not Migrant	87	48	55%	39	45%	0	0%	0	0%	38	44%	1	1%	39	45%
Parent Not in Armed Forces	87	48	55%	39	45%	0	0%	0	0%	38	44%	1	1%	39	45%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

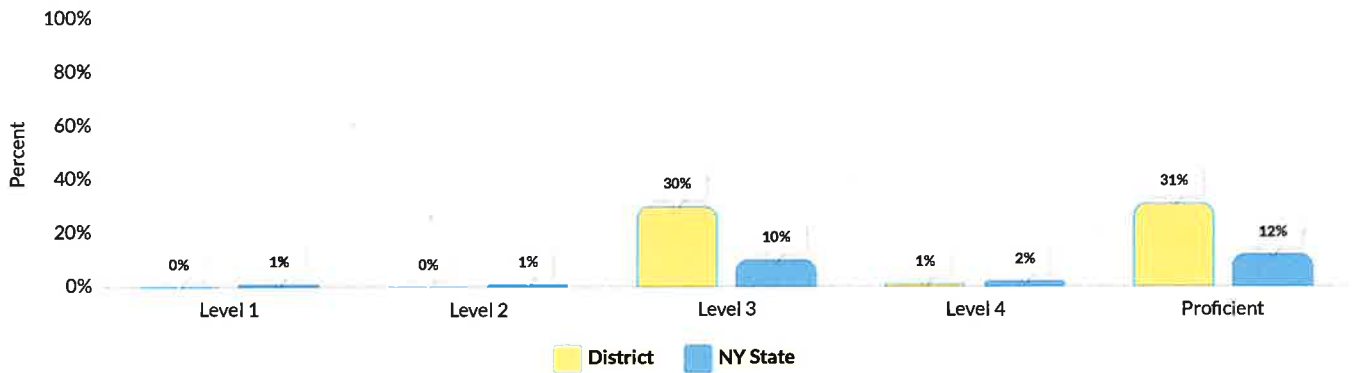
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	84	48	57	36	43
Female	36	22	61	14	39
Male	48	26	54	22	46
General Education Students	77	42	55	35	45
Students with Disabilities	7	6	86	1	14
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	3	1	33	2	67
Black or African American	1	0	0	1	100
Hispanic or Latino	8	7	88	1	13
White	70	40	57	30	43
Multiracial	1	0	0	1	100
Economically Disadvantaged	19	15	79	4	21
Not Economically Disadvantaged	65	33	51	32	49
Non-English Language Learner	84	48	57	36	43
Not in Foster Care	84	48	57	36	43
Not Homeless	84	48	57	36	43
Not Migrant	84	48	57	36	43
Parent Not in Armed Forces	84	48	57	36	43

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

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	60	69%	27	31%	0	0%	0	0%	26	30%	1	1%	27	31%
Female	37	29	78%	8	22%	0	0%	0	0%	8	22%	0	0%	8	22%
Male	50	31	62%	19	38%	0	0%	0	0%	18	36%	1	2%	19	38%
General Education Students	80	53	66%	27	34%	0	0%	0	0%	26	33%	1	1%	27	34%
Students with Disabilities	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	72	48	67%	24	33%	0	0%	0	0%	23	32%	1	1%	24	33%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	4	57%	3	43%	0	0%	0	0%	3	43%	0	0%	3	43%
Economically Disadvantaged	19	17	89%	2	11%	0	0%	0	0%	2	11%	0	0%	2	11%
Not Economically Disadvantaged	68	43	63%	25	37%	0	0%	0	0%	24	35%	1	1%	25	37%
Non-English Language Learner	87	60	69%	27	31%	0	0%	0	0%	26	30%	1	1%	27	31%
Not in Foster Care	87	60	69%	27	31%	0	0%	0	0%	26	30%	1	1%	27	31%
Not Homeless	87	60	69%	27	31%	0	0%	0	0%	26	30%	1	1%	27	31%
Not Migrant	87	60	69%	27	31%	0	0%	0	0%	26	30%	1	1%	27	31%
Parent Not in Armed Forces	87	60	69%	27	31%	0	0%	0	0%	26	30%	1	1%	27	31%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	83	57	69	26	31
Female	35	27	77	8	23
Male	48	30	63	18	38
General Education Students	76	50	66	26	34
Students with Disabilities	7	7	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	1	0	0	1	100
Hispanic or Latino	8	8	100	0	0
White	68	45	66	23	34
Multiracial	2	0	0	2	100
Economically Disadvantaged	19	17	89	2	11
Not Economically Disadvantaged	64	40	63	24	38
Non-English Language Learner	83	57	69	26	31
Not in Foster Care	83	57	69	26	31
Not Homeless	83	57	69	26	31
Not Migrant	83	57	69	26	31
Parent Not in Armed Forces	83	57	69	26	31

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

HALDANE CSD - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

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.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

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HALDANE CSD - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents’ effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school’s or district’s strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

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

HALDANE CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	78	6	8%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	77	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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 Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	86	99%	2	2%	84	97%	0	0%	0	0%	0	0%	0	0%	1	1%
Female	37	36	97%	1	3%	35	95%	0	0%	0	0%	0	0%	0	0%	1	3%
Male	50	50	100%	1	2%	49	98%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	80	79	99%	2	3%	77	96%	0	0%	0	0%	0	0%	0	0%	1	1%
Students with Disabilities	7	7	100%	0	0%	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	8	100%	0	0%	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%
White	72	71	99%	2	3%	69	96%	0	0%	0	0%	0	0%	0	0%	1	1%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	19	19	100%	0	0%	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	68	67	99%	2	3%	65	96%	0	0%	0	0%	0	0%	0	0%	1	1%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	87	86	99%	2	2%	84	97%	0	0%	0	0%	0	0%	0	0%	1	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	87	86	99%	2	2%	84	97%	0	0%	0	0%	0	0%	0	0%	1	1%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	87	86	99%	2	2%	84	97%	0	0%	0	0%	0	0%	0	0%	1	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	87	86	99%	2	2%	84	97%	0	0%	0	0%	0	0%	0	0%	1	1%
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	87	86	99%	2	2%	84	97%	0	0%	0	0%	0	0%	0	0%	1	1%