



# HARRISON CENTRAL SCHOOL DISTRICT PROPOSED BUDGET 2024-25

Budget Vote: May 21, 2024

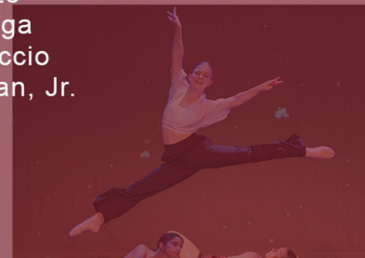


**Superintendent of Schools**  
Louis N. Wool, Ed.D.

**Asst. Superintendent for Business**  
Timothy P. Whipple



**Board of Education**  
Kelly Kozak, *President*  
Kelly Mulvoy Mangan, *Vice-President*  
Benjamin Blaustein  
Dennis DiLorenzo  
Samantha Giberga  
Placido Dino Puccio  
Robert C. Sullivan, Jr.





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Dear Harrison Community,

The Harrison community's continuous support of our schools provides outstanding educational experiences for students. Our students have excelled academically and challenged themselves in and out of the classroom. The 2024-25 budget sustains exceptional learning experiences and provides maximum value to Harrison's taxpayers in spite of rising costs and growing enrollment.

The Board of Education and Superintendent are guided by two goals during budget development:

- A rigorous, engaging, personalized learning experience for every Harrison school child.
- Prudent management of taxpayers' dollars.

Every decision is made to fulfill the dual responsibilities to our students and taxpayers.

This year's budget posed multiple economic challenges:

- Largest increase in health insurance in over a decade.
- The second consecutive year of increased transportation costs.
- A steady increase in utility costs and property insurance (just like homeowners).
- Significant enrollment growth outpacing demographic projections, requiring additional teachers, teaching assistants, and aides.

### **Our Responsibility to Students**

The 2024-25 budget includes the following initiatives and programs:

- Maintains class sizes K-12 amidst increasing enrollment & participation in courses.
- Adds 14.9 teacher, teaching assistants, and teacher aide positions to address growing enrollment.
- Includes world languages at the elementary level.
- Full implementation of the International Baccalaureate Primary Years Program.
- Continues to fund IB and AP testing fees for all students at HHS.
- Summer Programs will continue to support learning gaps from K through 12 and for targeted summer enrichment at no cost to parents. The programs have been downsized as COVID relief money expires.
- Maintains rigorous Professional Development for faculty and staff.
- Funds health and safety improvements District-wide.
- Sustains capital project budget for long-term district-wide improvements/maintenance, such as ADA compliance, roof and exterior building repairs, classroom renovations, and various other improvements.

### **Our Responsibility to Taxpayers, Now and Over Time**

The District has always been mindful of our taxpayers:

- Since the adoption of the NYS mandated tax levy cap, the HCSD tax levy has been at or below the cap.
- Since 2015-16, the average increase has been lower than the average Consumer Price Index; from 2015-16 to 2023-24, the average tax levy was 1.94%
- Surrounding school districts have exceeded the tax levy cap and/or experienced layoffs and program reductions.
- We have maintained our programs and class sizes and maintained a AAA rating without exceeding the cap.

However, this year, despite our best efforts, HCSD is proposing a tax levy of 1.3% above the cap for the first time due to growing enrollment and rising costs. The 2024-25 budget requires 60% voter approval. The estimated tax rate increase is **3.9%**, and the tax levy increase is 4.49%. We believe this budget will preserve our existing programs, address growing enrollment, and respect our dual responsibilities to children and taxpayers.

**The School Budget Vote and Trustee Election will be held on Tuesday, May 21, 2024, from 7 a.m. to 9 p.m. at your neighborhood elementary school.**

We appreciate our parents, community members, PTAs and PT Council, the Harrison Educational Foundation, and the committed members of the Citizens Budget Advisory Committee for their ongoing support in providing the best education for Harrison's children.

Sincerely,

Board of Education: Kelly Kozak, President; Kelly Mulvoy Mangan, Vice President; Trustees: Benjamin Blaustein, Dennis DiLorenzo, Samantha Giberga, Placido Dino Puccio, Robert C. Sullivan, Jr.  
Louis N. Wool, Ed.D., Superintendent of Schools

## **Highlights of 2024-25 Budget**

### **Program**

- Maintains class sizes K-12 amidst increasing enrollment & participation in courses.
- Adds 14.9 teacher, teaching assistants, and teacher aide positions to address growing enrollment.
- Includes world languages at the elementary level.
- Full implementation of the International Baccalaureate Primary Years Program.
- Continues to fund IB and AP testing fees for all students at HHS.
- Continues summer programs to address learning gaps and provide enrichment.
- Maintains rigorous Professional Development for faculty and staff.
- Funds health and safety improvements District-wide.
- Summer Programs will continue to support learning gaps from K through 12 and for targeted summer enrichment at no cost to parents. The programs have been downsized as COVID relief money expires.

### **Building Operations and Safety - Capital Outlay - Code A 9950.960 (\$2,028,000)**

- Maintain capital project budget for long-term district-wide improvements, including, but not limited to, building accessibility, floor tile replacement, roof replacement and building envelope repairs at various schools, ventilation and air conditioning, parking lot repairs, sound and notification systems, lighting and electrical upgrades/repairs, auditorium seat replacement, boiler repairs/upgrades, and other projects deemed necessary.
- Continues Health and Safety improvements District-wide.
- Includes appropriations in Year 2 of a 4-Year Agreement for Contract Transportation Services.
- Classroom & office renovations and improvements.



## **Harrison Central School District 2024/25 Budget Committee Members**

### **School Board Budget Committee Members**

Kelly Kozak, Chairperson  
Samantha Giberga  
Dino Puccio

### **Citizens Budget Advisory Committee Attendees:**

Elizabeth Brown

Filomena Bruschi

Adriana Curcio

Julia Furia

Mary Anne Locantro Harrison

Edward Mainland

Natalia Mule

Allison Pierce

Jessica Riesel

Regina Salemo

Lisa Siega

Jerome Valenti

## **EXPLANATION OF BUDGETARY LINE ITEMS**

### 1010 **BOARD OF EDUCATION**

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

### 1040 **DISTRICT CLERK**

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

### 1060 **DISTRICT MEETING**

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

### 1240 **CHIEF SCHOOL ADMINISTRATOR**

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

### 1310 **BUSINESS ADMINISTRATION**

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

### 1320 **AUDITING**

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

1325      TREASURER

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

1345      PURCHASING

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

1420      LEGAL

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

1430      HUMAN RESOURCES

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

1460      RECORDS MANAGEMENT

Expenses incurred for the maintenance and retention of Archival Records.

1480      PUBLIC INFORMATION AND SERVICES

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

1620      OPERATION OF PLANT

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



1621      MAINTENANCE OF PLANT

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

1670      CENTRAL PRINTING AND MAILING

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

1680      CENTRAL DATA PROCESSING

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

1910-1981      SPECIAL ITEMS – CONTRACTUAL EXPENSE

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

2010      CURRICULUM DEVELOPMENT AND SUPERVISION

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

2011      TECHNOLOGY – DISTRICT WIDE

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

2020      SUPERVISION –REGULAR SCHOOL

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

2022      SUPERVISION – SPECIAL EDUCATION

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

2070      IN-SERVICE TRAINING – INSTRUCTION

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

2110      TEACHING – REGULAR SCHOOLS

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

2250      PROGRAMS FOR STUDENTS WITH DISABILITIES

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

2280      OCCUPATIONAL EDUCATION

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

2610      SCHOOL LIBRARY AND AUDIO VISUAL

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

2615      AUDIO VISUAL

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

2620      EDUCATIONAL TV

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

2630      COMPUTER ASSISTED INSTRUCTION

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

2805      ATTENDANCE

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

2810      GUIDANCE

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

2815      HEALTH SERVICES

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

2820      PSYCHOLOGICAL SERVICES

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



2825      SOCIAL WORKER

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

2850      CO-CURRICULAR ACTIVITIES

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

2855      INTERSCHOLASTIC ATHLETICS

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

5510      DISTRICT TRANSPORTATION SERVICES

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

5540      CONTRACT TRANSPORTATION

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

5550      PUBLIC TRANSPORTATION

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

9010-9060     EMPLOYEE BENEFITS

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

9711            SERIAL BONDS – SCHOOL CONSTRUCTION

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

9789            OTHER DEBT

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

9901            TRANSFER TO OTHER FUNDS/DEBT SERVICE

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

9950            TRANSFER TO CAPITAL

This account is used to record the transfer of funds to the capital fund for use in school construction.

**Harrison Central School District  
Estimated Tax Rate 2024-2025  
Proposed Budget - Board Adopted April 24, 2024**

<b>2024-25 Proposed Budget</b>	<b>\$141,556,140</b>
<b>Local Revenue &amp; State Aid</b>	<b>(\$14,685,357)</b>
<b>Estimated Appropriated Fund Balance</b>	<b><u>(\$3,157,334)</u></b>
<b>Tax Levy</b>	<b><u><u>\$123,713,449</u></u></b>

<b>Estimated Assessment 2024-25 (Harrison only)</b>	<b>\$125,941,636</b>
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<b>Tax Rate per \$1,000 (2024-25) Estimated</b>	<b>\$981.10</b>
<b>Tax Rate per \$1,000 (2023-24) Actual</b>	<b><u>(\$944.27) *</u></b>
<b>Estimated Increase in Tax Rate (per \$1,000)</b>	<b><u><u>\$36.83</u></u></b>

<b>Tax Levy Increase</b>	<b>4.49%</b>
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<b>Estimated Percentage Increase in Tax Rate 2024-25</b>	<b>3.90%</b>
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<b>Budget to Budget Increase 2024-25</b>	<b>4.65%</b>
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**Small portions of Rye and North Castle are located within Harrison's boundaries.  
Estimated tax rates for 2024-25 are as follows:**

<b>Harrison</b>	<b>\$981.10</b>
<b>Rye (assessed at 100% of property value)</b>	<b>\$11.48</b>
<b>North Castle</b>	<b>\$591.70</b>

*\* 2023-24 tax rate was adjusted to actual upon issuance of the warrant.*

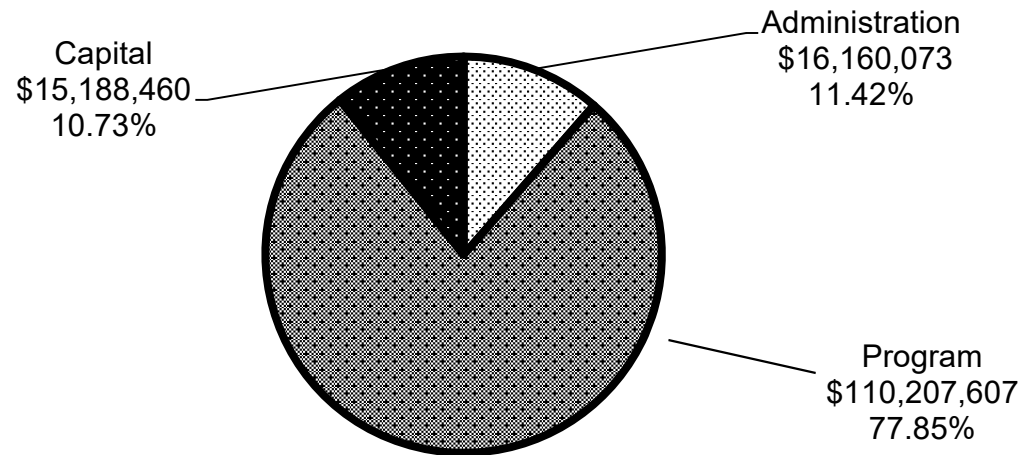


**Harrison Central School District  
Revenue Budget  
2024-25**

Code	Revenue Type	2020-21 Actual Revenue	2021-22 Actual Revenue	2022-23 Actual Revenue	2023-24 Adopted Revenue	2024-25 Proposed Revenue
A 1001	REAL PROPERTY TAXES	107,762,093	110,257,964	113,901,777	116,366,833	123,713,449
A 1081	PAYMENTS IN LIEU OF TAXES	1,230,619	1,236,019	1,234,532	2,698,516	2,511,789
A 1085	SCHOOL TAX RELIEF REIMBURSEMENT	2,981,755	2,620,622	2,416,518	2,035,971	TBD
	Sub Total Property Taxes & PILOT	111,974,467	114,114,605	117,552,827	121,101,320	126,225,238
A 1120	NON-PROPERTY TAX DIST. BY COUNTY	2,631,429	2,472,920	2,882,644	2,800,000	2,850,000
A 1310	DAY SCH. TUITION FROM INDIVIDUALS	19,775	7,697	-	-	
A 1335	FEES & CHARGES (OTHER)	7,207	27,578	11,298	77,000	77,000
A 2230	TUITION-OTHER DISTRICTS	37,753	39,398	-	34,500	34,500
A 2280	HEALTH SERVICES - OTHER DIST.	323,734	327,171	336,025	332,000	363,500
A 2401	INTEREST & EARNINGS	243,827	144,839	2,295,765	1,050,000	1,750,000
A 2410	RENTAL OF PROPERTY - MISC	-	-	-	2,500	2,500
A 2660	SALE OF REAL PROPERTY	-	11,000	-	-	-
A 2665	SALE OF EQUIPMENT	13,250	1,600	1,651	-	-
A2680	INSURANCE RECOVERIES	-	66,629	-	-	-
A 2683	SELF INS. RECOVERIES	65,465	100,365	9,632	-	-
A 2701	REFUNDS FOR BOCES AIDED SERV.	142,419	153,195	167,570	75,000	100,000
A 2703	REFUND OF PRIOR YRS EXPEND.	736,393	479,763	536,183	400,000	400,000
A 2705	GIFTS & DONATIONS	60,000	-	2,565	-	-
A 2770	MISCELLANEOUS REVENUES	22,714	48,779	51,042	30,000	30,000
A 2770.01	HHS THEATER TICKET SALES	-	5,984	11,594	10,000	10,000
A 3101	FOUNDATION AID	2,725,319	3,361,966	3,465,824	3,566,708	3,566,708
A 3101	PUBLIC & SUPP. EXCESS COST AID	123,349	166,101	195,975	134,146	187,037
A 3101	PRIVATE EXCESS COST AID	368,737	344,159	379,703	387,033	453,422
A 3101	TRANSPORTATION AID	397,561	383,956	405,331	439,500	513,939
A 3101	BUILDING AID	43,614	109,806	338,005	330,342	326,292
A 3103	BOCES AID	459,764	457,983	599,322	871,027	1,150,000
A 3260	CATEGORICAL AID	360,746	354,823	352,630	352,360	358,670
A 4286	FEDERAL - CARES ACT	460,773	-	-	-	-
A 4601	FEDERAL AID-MEDICAID ASSISTANCE	90,000	93,060	-	-	-
A 4960	FEDERAL EMER ASSIST AID	-	69,240	1,048,875	-	-
A 5031	INTERFUND TRANSFER	110,962	1,109,636	-	-	-
	Sub Total Local Revenue	9,444,793	10,337,648	13,091,635	10,892,116	12,173,568
	APPROPRIATED FUND BALANCE	-	-	-	2,275,000	1,575,000
	APPROPRIATED RESERVES	-	-	-	1,000,000	1,582,334
	Total Revenue	\$121,419,260	\$124,452,254	\$130,644,462	\$135,268,436	\$141,556,140

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

## 2024-25 EXPENDITURE BUDGET



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

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

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

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Board of Education - 1010</b>								
400-08-0000 Contractual	22,746	22,616	23,327		25,000		25,000	0.00%
490-08-0000 Boces Serv.-Policy Manuals	3,500	11,016	15,690		15,800		16,300	3.16%
500-08-0000 Material & Supplies	1,147	577	168		650		650	0.00%
Sub Total	27,392	34,208	39,185	-	41,450	-	41,950	1.21%
<b>District Clerk - 1040</b>								
160-08-0000 Non Instructional Salary	20,416	21,714	23,001		21,341		21,341	0.00%
Sub Total	20,416	21,714	23,001	-	21,341	-	21,341	0.00%
<b>District Meeting - 1060</b>								
444-08-0000 Fees Insp. & Clerks	14,330	13,188	12,701		14,750		14,750	0.00%
490-08-0000 Boces Svcs.- Elections	12,157	12,157	12,188		13,000		12,500	-3.85%
500-08-0000 Material & Supplies	464	40	183		5,500		5,500	0.00%
Sub Total	26,952	25,385	25,072	-	33,250	-	32,750	-1.50%
<b>Chief School Administrator - 1240</b>								
150-08-0000 Superintendent Salary	446,781	390,740	369,661	1.00	377,054	1.00	384,595	2.00%
160-08-0000 Secretarial	143,631	150,342	151,663	1.50	157,628	1.50	160,503	1.82%
200-08-0000 Equipment	-	-	729		2,200		2,200	0.00%
400-08-0000 Contractual Services	7,302	13,798	14,805		14,500		14,500	0.00%
490-08-0000 Boces Svcs.- L/R Planning	10,800	10,800	11,170		11,350		11,550	1.76%
500-08-0000 Material & Supplies	1,940	3,088	2,796		3,500		3,500	0.00%
Sub Total	610,453	568,768	550,824	2.50	566,232	2.50	576,848	1.87%
<b>Business Administration - 1310</b>								
150-08-0000 Assist. Supt. Salary-Bus.	278,931	282,213	261,300	1.00	266,502	1.00	271,808	1.99%
160-08-0000 Business Staff Salary	451,926	458,752	478,861	5.00	498,248	5.00	524,251	5.22%
160-08-0009 Business Staff O.T.	-	-	-		2,000		2,000	0.00%
200-08-0000 Equipment	310	536	-		1,000		1,000	0.00%
400-08-0000 Contractual Services	13,672	5,167	13,721		14,200		14,200	0.00%
401-08-0000 Contractual Benefits	63,798	-	-		-		-	
403-09-0000 Conferences	818	-	1,280		3,500		3,500	0.00%
461-08-0000 Software Support	3,200	3,520	3,696		3,800		3,950	3.95%
490-08-0000 Boces Services	58,560	59,239	62,465		60,955		62,273	2.16%
500-08-0000 Material & Supplies	3,840	6,382	4,807		6,000		6,000	0.00%
Sub Total	875,054	815,808	826,130	6.00	856,205	6.00	888,982	3.83%



**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Auditing Services - 1320</b>								
400-08-0000 Internal Auditor & Claims Auditor	37,115	42,405	39,086		45,500		46,500	2.20%
401-08-0000 Contractual Auditing Services	43,600	43,600	45,100		46,300		47,000	1.51%
Sub Total	80,715	86,005	84,186	-	91,800	-	93,500	1.85%
<b>Treasurer - 1325</b>								
160-08-0000 Treasurer Salary	152,980	143,641	142,800	1.00	150,000	1.00	153,000	2.00%
400-08-0000 Contractual Services	-	-	-		500		500	0.00%
401-08-0000 Contractual Benefits	10,000	-	-		-		-	
Sub Total	162,980	143,641	142,800	1.00	150,500	1.00	153,500	1.99%
<b>Purchasing Services - 1345</b>								
160-08-0000 Purchasing Agent Salary	116,000	85,442	42,713		-		-	
400-08-0000 Contractual Services	25,370	32,391	41,129		38,000		38,000	0.00%
Sub Total	141,370	117,833	83,842	-	38,000	-	38,000	0.00%
<b>Total Finance Department</b>								
	1,260,120	1,163,288	1,136,958	7.00	1,136,505	7.00	1,173,982	3.30%
<b>Legal Services - 1420</b>								
400-22-0000 Impartial Hearings	25,016	1,080	34,916		65,000		65,000	0.00%
401-08-0000 Contractual	260,098	219,468	404,177		415,000		415,000	0.00%
Sub Total	285,114	220,548	439,093	-	480,000	-	480,000	0.00%
<b>Personnel Services - 1430</b>								
150-08-0000 Assist. Supt. Salary	261,068	289,443	269,881	1.00	276,735	1.00	283,686	2.51%
160-08-0000 Secretarial	192,599	174,433	205,321	2.50	215,906	2.50	223,082	3.32%
160-08-0009 Secretarial O.T.	-	-	1,030		1,400		1,400	0.00%
200-08-0000 Equipment	-	-	-		2,500		2,500	0.00%
401-08-0000 Contractual Services	34,967	15,868	15,429		32,000		32,000	0.00%
401-09-0000 Contractual Benefits	21,200	10,000	10,000		10,000		-	-100.00%
402-08-0000 Advertising	-	-	-		2,000		2,000	0.00%
403-08-0000 Recruiting	700	1,677	1,983		5,900		5,900	0.00%
490-08-0000 Boces Svcs. Recruiting	32,161	35,388	37,900		33,820		35,652	5.42%
500-08-0000 Material & Supplies	960	1,280	1,538		2,750		2,750	0.00%
Sub Total	543,654	528,091	543,082	3.50	583,011	3.50	588,970	1.02%
<b>Records Management - 1460</b>								
160-08-0000 Records Management Officer	2,837	2,880	2,938		2,936		3,052	3.95%
Sub Total	2,837	2,880	2,938	-	2,936	-	3,052	3.95%
<b>Public Information - 1480</b>								
401-08-0000 School & Comm. Related	745	444	1,390		4,000		4,000	0.00%
402-08-0000 Legal Notices	11,814	12,166	13,292		12,500		12,500	0.00%

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
446-08-0000 Consultant Public Relations	68,162	69,360	70,752		72,000		72,200	0.28%
500-08-0000 Material & Supplies	-	-	-		500		500	0.00%
501-08-0000 D.W. Newsletters	1,447	1,638	1,858		2,500		2,500	0.00%
Sub Total	82,168	83,608	87,291	-	91,500	-	91,700	0.22%
<b>Total Staff</b>	<b>913,773</b>	<b>835,127</b>	<b>1,072,404</b>	<b>3.50</b>	<b>1,157,447</b>	<b>3.50</b>	<b>1,163,722</b>	<b>0.54%</b>
<b>Operation of Plant - 1620</b>								
160-08-0000 Director of Facilities Salary	194,890	200,870	159,353	1.00	181,411	1.00	213,700	17.80%
160-09-0000 District-Wide Custodians	2,426,006	2,357,648	2,475,239	38.00	2,586,442	38.00	2,668,034	3.15%
160-09-0001 Clerical Salary	16,839	45,671	74,307	1.00	75,682	1.00	77,120	1.90%
160-09-0009 Clerical Salary-O.T.	-	-	-		1,200		1,200	0.00%
161-09-0009 Per Diem Subs Salary	46,632	54,324	38,930		60,000		60,000	0.00%
162-09-0000 Courier Salary	19,801	20,215	20,508	0.50	22,000	0.50	23,000	4.55%
162-09-0009 Custodial O.T.	21,002	23,437	18,291		34,000		34,000	0.00%
163-09-0000 Absence Coverage O.T.	1,515	6,413	9,918		4,500		4,500	0.00%
163-09-0009 Sal. Summer Wiring Tech./Security	10,575	6,750	6,480		40,000		40,000	0.00%
164-09-0000 O.T. Building Checks	55,967	56,688	61,339		59,000		64,000	8.47%
165-09-0000 O.T. Construction	5,828	5,573	11,405		35,000		35,000	0.00%
166-09-0000 O.T. Recreation Dept.	(46)	(57)	(184)		6,500		6,500	0.00%
167-09-0000 O.T. Athletics	4,401	20,854	20,807		29,000		29,000	0.00%
168-09-0000 O.T. Snow Removal	7,226	-	69		18,000		18,000	0.00%
169-09-0000 O.T. Other	-	-	-		1,000		1,000	0.00%
200-08-0000 Equipment	37,997	23,408	33,580		45,000		45,000	0.00%
202-09-0000 Equipment-Telephone	-	-	-		800		800	0.00%
400-09-0000 Contractual Services	232,233	260,274	278,979		295,000		295,000	0.00%
432-09-0000 Gas	435,247	511,020	599,024		514,600		620,000	20.48%
433-09-0000 Electricity	505,165	701,373	731,363		650,000		740,000	13.85%
434-09-0000 Telephone	213,368	194,321	230,985		231,886		231,886	0.00%
435-09-0000 Water	64,189	74,067	103,208		94,000		114,000	21.28%
438-09-0000 Uniforms & Shoes	15,610	16,104	19,122		18,000		18,500	2.78%
439-09-0000 Fuel - Vehicles	14,576	24,513	21,003		25,000		25,000	0.00%
440-09-0000 Professional Devel. Tuition Reimb.	465	-	-		-		-	
464-09-0000 Building Repairs-Major Projects	569,339	803,465	528,926		395,000		395,000	0.00%
465-09-0000 Repairs - General	487,242	635,533	299,796		310,000		310,000	0.00%
465-09-0001 Repairs - Equipment	11,605	16,988	38,080		17,000		17,000	0.00%
466-09-0000 Repairs - Vehicles	15,544	23,335	21,080		26,000		26,000	0.00%
468-09-0000 DW Health & Safety	453,436	24,209	20,421		32,000		32,000	0.00%
469-09-0000 COVID-19 Expenses	763,653	80,351	317				-	
470-09-0000 Professional Services	96,523	79,980	79,388		65,000		65,000	0.00%
490-09-0000 Boces Services	6,047	6,613	28,940		39,051		39,683	1.62%
500-09-0000 Material & Supplies	229,585	185,504	225,685		222,500		222,500	0.00%
Sub Total	6,962,460	6,459,445	6,156,362	40.50	6,134,572	40.50	6,472,423	5.51%

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Maintenance of Plant - 1621</b>								
160-09-0000 Maintenance Staff Salaries	845,684	843,789	886,069	10.00	904,227	10.00	946,271	4.65%
162-09-0009 Maintenance O.T.	7,763	5,868	10,171		12,000		12,000	0.00%
163-09-0000 Absence Coverage O.T.	-	-	247		-		-	
164-09-0000 Building Check O.T.	189	-	72		800		800	0.00%
165-09-0000 Construction O.T.	27,032	68,157	122,501		115,000		115,000	0.00%
166-09-0000 Recreation Dept. O.T.	-	-	700		500		500	0.00%
167-09-0000 Athletics O.T.	874	2,524	3,901		7,500		7,500	0.00%
168-09-0000 Snow Removal O.T.	13,995	-	1,570		15,000		15,000	0.00%
200-09-0000 Equipment	25,000	76,143	4,995		32,000		32,000	0.00%
464-09-0000 Flood Repairs	-	129,411	-		-		-	
500-09-0001 Upkeep/Improv. Of Grounds	27,597	25,076	27,068		38,000		38,000	0.00%
500-11-0000 Material & Supplies	6,325	31,958	19,856		30,000		30,000	0.00%
Sub Total	954,459	1,182,927	1,077,151	10.00	1,155,027	10.00	1,197,071	3.64%
<b>Central Printing &amp; Mailing - 1670</b>								
160-09-0000 Clerical Salary	68,033	69,050	70,409	1.00	71,445	1.00	73,688	3.14%
400-01-0000 Postage - HHS	-	5,000	5,000		19,000		19,000	0.00%
400-02-0000 Postage - LMK	1,700	2,100	2,400		9,600		9,600	0.00%
400-03-0000 Postage - HAS	2,200	2,300	2,300		2,400		2,400	0.00%
400-04-0000 Postage - PARSONS	2,300	2,000	1,500		2,400		2,400	0.00%
400-05-0000 Postage - PURCHASE	1,800	1,200	800		2,100		2,100	0.00%
400-06-0000 Postage - PRESTON	1,500	1,700	1,300		1,600		1,600	0.00%
400-08-0000 Postage - DW & newsletters	8,741	13,625	11,241		16,000		16,000	0.00%
400-09-0000 Contractual Services	2,127	2,372	2,890		2,700		2,700	0.00%
400-22-0000 Postage - Special Ed	3,000	3,000	3,200		7,500		7,500	0.00%
410-09-0000 Copier Lease-Administrative	32,500	34,180	9,220		-		-	
411-09-0000 Print Management Service	5,400	5,200	975		5,400		-	-100.00%
500-09-0000 Material & Supplies	6,674	7,710	9,891		13,000		13,000	0.00%
Sub Total	135,976	149,436	121,125	1.00	153,145	1.00	149,988	-2.06%
<b>Central Data Operations - 1680</b>								
161-09-0000 Computer System Analyst	310,532	315,192	322,077	2.00	229,531	2.00	233,863	1.89%
161-09-0009 Computer System Analyst- O.T.	23,453	12,818	15,020		20,000		20,000	0.00%
200-09-0000 Equipment	116,932	80,543	80,878		10,000		10,000	0.00%
400-09-0000 Contractual Services	435,731	413,560	1,274				-	
412-09-0000 Software Support	92,692	88,477	79,147		78,645		50,700	-35.53%
460-09-0000 Software	87,017	35,697	33,622		33,300		33,300	0.00%
490-09-0000 Boces Services	60,231	82,312	171,520		201,074		277,855	38.19%
500-09-0000 Material & Supplies	6,448	10,524	607		7,500		7,500	0.00%
Sub Total	1,133,037	1,039,123	704,146	2.00	580,050	2.00	633,218	9.17%

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Special Items</b>								
1910-424-09 Insurance	345,088	372,430	386,477		425,700		495,650	16.43%
1910-425-08 Student Accident Insurance	45,324	41,446	33,051		35,000		28,288	-19.18%
1920-400-09 School Association Dues	6,231	6,134	6,699		7,500		7,500	0.00%
1930-400-09 Judgments & Claims	409,401	38,638	1,139,379	-	-	-	-	
1950-400-09 Sewer Tax Assessments	124,414	126,827	144,305		130,000		165,215	27.09%
1964-400-09 Refund on Real Property Taxes	-	-	155,063		191,000		161,000	-15.71%
1981-490-09 Boces Administrative Charge	537,229	630,074	636,394		657,075		676,182	2.91%
Sub Total	1,467,686	1,215,550	2,501,369	-	1,446,275	-	1,533,835	6.05%
<b>Total General Support</b>								
	13,512,724	12,694,971	13,407,597	66.50	12,425,294	66.50	12,997,128	4.60%
<b>Curriculum Development - 2010</b>								
150-09-0000 Salaries - Instructional	254,815	523,601	256,200	1.00	261,300	1.00	266,502	1.99%
160-09-0000 Salaries - Clerical	78,247	87,463	94,968	1.00	100,895	1.00	106,064	5.12%
401-08-0000 Contractual Benefits	11,200	-	-					
401-09-0000 Tri- State	7,850	7,850	7,850		8,000		2,000	-75.00%
490-09-0000 Boces Testing	74,558	77,500	81,586		83,200		92,467	11.14%
500-09-0000 Material & Supplies	1,067	3,194	1,484		2,900		2,900	0.00%
Sub Total	427,737	699,608	442,087	2.00	456,295	2.00	469,933	2.99%
<b>Technology - District Wide -2011</b>								
150-09-0000 Salaries - Instructional	197,300	200,161	205,142	1.00	208,789	1.00	212,805	1.92%
160-09-0009 Salaries - Non- Instructional OT	-	-	-		1,600		1,600	0.00%
Sub Total	197,300	200,161	205,142	1.00	210,389	1.00	214,405	1.91%
<b>Supervision - Regular School - 2020</b>								
150-01-0000 Principal/ Asst. Principal HHS	727,666	742,342	755,581	4.00	770,464	4.00	755,629	-1.93%
150-02-0000 Principal/ Asst. Principal LMK	508,080	503,902	513,001	3.00	522,268	3.00	534,972	2.43%
150-03-0000 Principal/ Asst. Principal HAS	334,851	346,986	350,039	2.00	356,317	2.00	364,630	2.33%
150-04-0000 Principal/ Asst. Principal PAR	338,286	373,898	348,778	2.00	358,116	2.00	366,415	2.32%
150-05-0000 Principal/ Asst. Principal PUR	176,092	178,672	184,402	1.00	187,691	1.00	191,313	1.93%
150-06-0000 Principal/ Asst. Principal PRE	191,687	194,463	199,338	1.00	202,878	1.00	206,776	1.92%
150-09-0000 Supervisors District-Wide	1,058,223	893,752	1,108,992	7.00	1,174,036	7.00	1,167,973	-0.52%
150-09-0009 Instr. Add'l. Hrs./Contractual Bene.	126,585	136,801	207,975		240,941		270,888	12.43%
150-21-0000 Athletic Director & Asst.	322,105	334,974	341,095	2.00	350,329	2.00	357,295	1.99%
160-01-0000 Secretarial Salary HHS	386,396	434,559	305,541	4.00	272,677	4.00	283,045	3.80%
160-01-0009 Secretarial Salary HHS- O.T.	1,856	2,275	(1,868)		1,800		1,800	0.00%
160-02-0000 Secretarial Salary LMK	153,832	169,966	208,151	3.00	208,535	3.00	200,863	-3.68%
160-02-0009 Secretarial Salary LMK- O.T.	2,371	-	1,622		4,500		4,500	0.00%
160-03-0000 Secretarial Salary HAS	118,286	120,622	93,718	2.00	121,568	2.00	110,472	-9.13%
160-03-0009 Secretarial Salary HAS- O.T.	1,346	-	-		2,500		2,500	0.00%
160-04-0000 Secretarial Salary PAR	72,656	73,976	74,513	1.00	75,891	2.00	104,123	37.20%
160-04-0009 Secretarial Salary PAR- O.T.	8,838	9,582	6,446		6,500		6,500	0.00%
160-05-0000 Secretarial Salary PUR	83,149	111,756	132,123	2.00	134,740	2.00	139,468	3.51%
160-05-0008 Secretarial Salary PUR Subs	4,064	-	-		-		-	
160-05-0009 Secretarial Salary PUR- O.T.	305	-	-		-		-	

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide		2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
		Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
160-06-0000	Secretarial Salary PRES	113,912	120,125	123,528	2.00	122,747	2.00	126,226	2.83%
160-06-0009	Secretarial Salary PRES- O.T.	-	-	-	-	1,800	-	1,800	0.00%
160-09-0000	Secretarial Salary - DW Spvr.	179,372	145,408	149,851	2.00	154,690	2.00	157,616	1.89%
160-21-0000	Secretarial Salary - Athletics	75,204	76,329	77,916	1.00	79,648	1.00	81,145	1.88%
200-01-0000	Equipment HHS	-	-	326	-	2,000	-	2,000	0.00%
200-04-0000	Equipment PAR	674	1,930	-	-	2,500	-	2,500	0.00%
200-06-0000	Equipment PRES	-	-	-	-	1,000	-	1,000	0.00%
200-21-0000	Equipment - Athletics	839	-	5,854	-	1,000	-	1,000	0.00%
400-01-0000	Contractual Services HHS	789	484	234	-	1,000	-	1,000	0.00%
400-02-0000	Contractual Services LMK	739	600	339	-	1,200	-	1,200	0.00%
400-03-0000	Contractual Services HAS	859	8,164	1,775	-	3,500	-	3,500	0.00%
400-04-0000	Contractual Services PAR	605	6,506	666	-	2,750	-	2,500	-9.09%
400-05-0000	Contractual Services PUR	1,261	6,986	225	-	2,000	-	1,500	-25.00%
400-06-0000	Contractual Services PRES	208	6,358	2,879	-	2,000	-	2,000	0.00%
400-08-0000	Tuition Reimbursement	5,000	10,697	5,000	-	15,000	-	25,000	66.67%
400-21-0000	Contractual Services-Athletics	9,117	1,392	6,286	-	10,400	-	10,400	0.00%
401-09-0000	Contractual Admin. (meetings)	3,750	26,359	3,750	-	3,900	-	3,900	0.00%
500-01-0000	Material & Supplies HHS	1,233	4,764	2,564	-	3,100	-	3,000	-3.23%
500-01-0009	Paper HHS	-	-	-	-	-	-	16,000	-
500-02-0000	Material & Supplies LMK	8,761	6,291	3,544	-	10,000	-	10,000	0.00%
500-02-0009	Paper LMK	-	-	-	-	-	-	8,000	-
500-03-0000	Material & Supplies HAS	4,427	3,825	3,093	-	6,000	-	6,000	0.00%
500-03-0009	Paper HAS	3,785	5,527	8,206	-	6,300	-	8,000	26.98%
500-04-0000	Material & Supplies PAR	6,429	6,262	3,820	-	7,500	-	7,500	0.00%
500-04-0009	Paper PAR	4,370	3,975	4,859	-	5,200	-	5,200	0.00%
500-05-0000	Material & Supplies PUR	1,454	1,916	1,158	-	3,000	-	3,000	0.00%
500-05-0009	Paper PUR	-	2,806	3,762	-	4,000	-	5,000	25.00%
500-06-0000	Material & Supplies PRES	1,159	1,069	1,112	-	2,500	-	2,500	0.00%
500-06-0009	Paper PRES	2,550	3,932	5,510	-	6,000	-	6,500	8.33%
500-21-0000	Material & Supplies - Athletics	1,530	1,482	1,367	-	2,500	-	2,500	0.00%
502-09-0001	Supplies K-12 Math	3,998	988	351	-	1,500	-	1,500	0.00%
502-09-0002	Supplies K-12 ELA	1,044	583	565	-	1,500	-	1,500	0.00%
502-09-0003	Supplies Elementary Ed	-	-	987	-	1,500	-	1,500	0.00%
502-09-0004	Supplies K-12 Social Studies	375	785	680	-	1,500	-	1,500	0.00%
502-09-0005	Supplies K-12 Science	244	1,176	837	-	1,500	-	1,500	0.00%
502-09-0006	Curr. Supv. - Math Secondary	-	-	523	-	1,500	-	1,500	0.00%
502-09-0007	Supplies K-12 LOTE/ESL	175	394	919	-	1,500	-	1,500	0.00%
502-09-0008	Supplies Fine & Performing Arts	312	-	1,129	-	2,000	-	2,000	0.00%
Sub Total		5,050,851	5,085,635	5,253,060	39.00	5,467,486	40.00	5,589,149	2.23%
Special Ed. Supv. - 2022									
150-22-0000	Instructional Salaries	488,385	505,784	476,087	3.00	532,212	3.00	518,735	-2.53%
160-22-0000	Clerical Salaries	249,567	256,162	268,079	4.00	282,487	4.00	281,140	-0.48%
160-22-0009	Clerical Salaries O.T.	1,742	-	17,669	-	7,000	-	7,000	0.00%
400-22-0000	Contractual Services	409	430	-	-	500	-	500	0.00%
500-22-0000	Material & Supplies	3,135	3,298	2,099	-	4,500	-	4,500	0.00%
Sub Total		743,238	765,674	763,934	7.00	826,699	7.00	811,875	-1.79%
In-Service Training - 2070									
150-09-0000	Staff Dev.	450	(235)	-	-	-	-	-	-

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide		2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
		Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
150-09-0001	Curriculum Development Salary	180,569	120,496	112,423		120,000		120,000	0.00%
400-09-0000	Professional Development	129,162	165,950	141,556		175,000		175,000	0.00%
401-09-0000	Program Improvements	38,445	25,225	50,224		52,000		52,000	0.00%
490-09-0000	Boces- Staff Development	116,023	116,797	132,515		55,100		52,400	-4.90%
500-09-0000	Material & Supplies	1,939	5,719	6,793		7,500		7,500	0.00%
Sub Total		466,588	433,952	443,510	-	409,600	-	406,900	-0.66%
Total Curriculum & Supervision		6,885,714	7,185,030	7,107,734	49.00	7,370,469	50.00	7,492,262	1.65%
Regular School - Instruction - 2110									
120-02-0000	Instr. Salaries-LMK GR 6	1,448,624	1,457,389	1,492,422	16.00	1,748,835	16.00	1,814,222	3.74%
120-03-0000	Instructional Salaries-HAS	4,823,209	5,069,866	5,113,409	37.75	5,217,614	41.75	5,663,883	8.55%
120-04-0000	Instructional Salaries-PAR	4,377,545	4,410,761	4,701,047	37.67	4,790,979	39.67	5,116,550	6.80%
120-05-0000	Instructional Salaries-PUR	2,868,589	2,949,974	3,130,888	24.17	3,086,674	26.17	3,284,813	6.42%
120-06-0000	Instructional Salaries-PRES	3,709,942	3,619,823	3,676,616	28.71	3,833,030	27.71	3,706,409	-3.30%
132-01-0000	Instructional Salaries-HHS	10,591,426	10,617,602	10,916,428	87.10	11,176,566	87.50	11,542,346	3.27%
132-01-0009	Instr. Salaries-HHS Addt'l. Hrs/6th Class	597,667	391,201	502,347		510,000		510,000	0.00%
132-02-0000	Instr. Salaries-LMK GR 7&8	6,155,394	6,636,364	6,645,351	51.90	6,820,907	51.90	7,118,159	4.36%
132-02-0001	Review Classes - SAT	-	-	133		2,700		2,700	0.00%
132-02-0009	Instr. Salaries-LMK Addt'l Hrs/6th Class	186,976	271,197	289,158		184,000		184,000	0.00%
132-11-0000	Improved Training DW	110,920	98,801	153,590		113,000		113,000	0.00%
132-11-0001	Sal Teacher Contractual Payments	-	-	14,000		577,604		431,400	-25.31%
133-01-0000	Mentoring Salaries	19,035	28,080	30,240		25,000		31,000	24.00%
134-01-0000	Teaching Assist. Salaries HHS	84,947	89,400	94,534	2.00	99,970	2.00	101,946	1.98%
134-04-0000	Teaching Assist. Salaries PAR	926	-	-		-		-	
140-09-0000	Temporary Substitutes	840,091	462,726	441,002		571,000		571,000	0.00%
142-02-0000	Cafeteria Supervision LMK	66,666	90,900	62,225		62,000		62,000	0.00%
144-02-0000	Bus Supervision-LMK	3,026	3,172	2,873		4,500		6,000	33.33%
145-09-0000	Home Instruction	3,709	2,537	1,458		8,000		8,000	0.00%
164-01-0000	Parking Attendants HHS	249,145	249,666	259,823	5.60	270,281	5.57	278,126	2.90%
164-02-0000	Parking Attendants LMK	-	-	-		2,500		2,500	0.00%
165-01-0000	Teacher Aides Salaries HHS	123,132	125,711	131,923	4.31	143,629	4.30	133,859	-6.80%
165-01-0009	Teacher Aides Sal. HHS Addt'l. Hrs	32,059	33,892	33,511		18,200		27,000	48.35%
165-02-0000	Teacher Aides Salaries LMK	152,175	149,154	179,081	6.58	182,143	6.58	185,787	2.00%
165-02-0009	Teacher Aides Sal. LMK Addt'l. Hrs	51,674	48,113	61,977		45,000		65,000	44.44%
165-03-0000	Teacher Aides Salaries HAS	322,453	248,000	262,846	9.87	281,701	10.71	293,564	4.21%
165-03-0009	Teacher Aides Sal. HAS Addt'l. Hrs	31,761	43,500	49,588		25,000		25,000	0.00%
165-04-0000	Teacher Aides Salaries PAR	362,115	392,588	354,274	13.66	394,273	12.66	356,580	-9.56%
165-04-0009	Teacher Aides Sal. PAR Addt'l. Hrs	22,153	13,031	24,361		16,000		28,000	75.00%
165-05-0000	Teacher Aides Salaries PUR	214,083	268,793	215,086	8.80	251,284	9.09	268,957	7.03%
165-05-0008	Teacher Aides Salaries PUR Subs/OT	236	26,924	-		-		-	
165-05-0009	Teacher Aides Sal. PUR Addt'l. Hrs	18,883	-	17,140		22,000		35,000	59.09%
165-06-0000	Teacher Aides Salaries PRES	215,124	156,671	225,416	9.94	260,718	8.82	235,322	-9.74%
165-06-0009	Teacher Aides Sal. PRES Addt'l. Hrs	15,151	10,958	11,544		7,400		7,400	0.00%
200-01-0000	Equipment HHS	9,778	8,680	6,500		29,000		29,000	0.00%
200-01-0007	Equipment Planetarium	8,650	-	-		5,500		5,500	0.00%
200-02-0000	Equipment LMK	6,858	3,487	14,254		12,000		17,000	41.67%
200-03-0000	Equipment HAS	363	-	628		3,500		3,500	0.00%
200-04-0000	Equipment PAR	3,493	1,909	2,040		4,900		5,000	2.04%
200-05-0000	Equipment PUR	-	-	1,500		9,340		6,000	-35.76%

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide		2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
		Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
200-06-0000	Equipment PRES	825	-	341		5,000		5,000	0.00%
200-09-0009	Equipment DW	952	26,006	64,571		60,000		60,000	0.00%
200-21-0001	Equipment-Phys. Ed HHS	-	-	557		1,000		1,000	0.00%
200-21-0002	Equipment-Phys. Ed LMK	-	-	884		1,500		1,500	0.00%
200-21-0003	Equipment-Phys. Ed HAS	-	-	-		1,300		1,300	0.00%
200-21-0004	Equipment-Phys. Ed PAR	13,505	1,975	1,429		2,000		2,000	0.00%
200-21-0005	Equipment-Phys. Ed PUR	630	626	644		900		900	0.00%
200-21-0006	Equipment-Phys. Ed PRES	1,772	-	553		2,000		2,000	0.00%
201-09-0000	Music & Art Equipment-DW	6,799	17,880	24,008		31,000		31,000	0.00%
400-01-0000	Contractual Services HHS	9,265	13,442	20,004		18,000		18,000	0.00%
400-01-0001	Contractual HHS-IB	157,779	164,543	150,627		150,000		150,000	0.00%
400-01-0002	Contractual - HHS PSAT, PACT, A/P	-	-	-		35,000		35,000	0.00%
400-01-0007	Contractual Svcs. - Planetarium	-	-	5,000		3,000		3,000	0.00%
400-02-0000	Contractual Services LMK	625	1,125	555		4,000		3,000	-25.00%
400-02-0002	Contractual LMK-IB	10,450	1,055	1,005		31,800		31,800	0.00%
400-07-0000	Contractual PYP-IB	-	54,000	38,000		38,000		38,000	0.00%
400-08-0002	Testing DW	35,313	-	-		-		-	
400-09-0000	DW Translation Services	-	-	-		6,000		6,000	0.00%
400-21-0000	Contractual - Phys. Ed	3,320	2,953	-		3,500		3,500	0.00%
402-09-0000	Home Instruction	46,202	73,772	55,690		75,000		75,000	0.00%
403-09-0001	Teacher Conferences HHS	1,035	752	875		7,000		7,000	0.00%
403-09-0002	Teacher Conferences LMK	-	671	525		5,000		5,000	0.00%
403-09-0003	Teacher Conferences HAS	-	-	234		3,000		3,000	0.00%
403-09-0004	Teacher Conferences PAR	75	-	-		3,000		3,000	0.00%
403-09-0005	Teacher Conferences PUR	-	289	-		2,000		2,000	0.00%
403-09-0006	Teacher Conferences PRES	853	-	-		2,256		2,256	0.00%
410-09-0000	Copier Lease-Instructional	298,770	320,620	47,970		-		-	
411-09-0000	Print Management Service	38,610	46,000	23,864		46,000		25,000	-45.65%
450-09-0001	Program Initiative - Secondary	11,360	37,253	36,599		46,900		46,900	0.00%
450-09-0002	Program Initiative - Elementary	9,297	5,955	5,686		51,180		51,180	0.00%
451-03-0000	Material & Supplies HAS-AIS	623	668	682		2,000		2,000	0.00%
451-04-0000	Material & Supplies PAR-AIS	4,432	1,572	2,369		3,500		3,500	0.00%
451-05-0000	Material & Supplies PUR-AIS	218	452	138		1,000		800	-20.00%
451-06-0000	Material & Supplies PRES-AIS	1,152	1,235	1,031		3,000		3,000	0.00%
461-09-0000	Music Contractual DW	20,618	23,887	21,526		29,000		29,000	0.00%
465-01-0000	Equipment Repair HHS	-	239	1,005		2,500		2,500	0.00%
465-02-0000	Equipment Repair LMK	-	1,500	-		3,000		1,000	-66.67%
465-03-0000	Equipment Repair HAS	-	-	-		250		250	0.00%
465-04-0000	Equipment Repair PAR	-	-	-		500		500	0.00%
465-21-0000	Equipment Repair Phys. Ed	-	-	-		1,500		1,500	0.00%
473-09-0000	Tuition - Charter Schools	-	73,335	50,078		52,000		-	-100.00%
480-03-0000	Textbooks HAS	14,420	13,952	17,356		39,410		42,280	7.28%
480-04-0000	Textbooks PAR	23,526	30,368	18,593		33,530		34,860	3.97%
480-05-0000	Textbooks PUR	3,690	3,403	5,266		24,220		26,180	8.09%
480-06-0000	Textbooks PRES	13,063	7,892	15,287		23,100		23,380	1.21%
481-09-0000	Elementary Math Consumables	53,535	150,469	268,788		12,000		12,000	0.00%
482-09-0000	Elementary Science Consumables	14,334	8,447	8,844		75,000		60,000	-20.00%
483-01-0002	Textbooks HHS-ELA	1,836	4,893	4,352		9,500		8,850	-6.84%
483-01-0004	Textbooks HHS-Social Studies	9,422	11,721	9,711		25,330		24,500	-3.28%
483-01-0005	Textbooks HHS-Science	-	865	9,954		30,000		29,800	-0.67%
483-01-0008	Textbooks HHS-Arts	2,917	2,970	3,313		4,000		4,000	0.00%



**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
483-01-0009 Textbooks HHS-World/ENL	2,472	583	397		1,710		1,500	-12.28%
483-01-0010 Textbooks HHS-Math	2,634	-	-		4,500		4,500	0.00%
483-02-0000 Textbooks LMK	28,685	33,569	30,868		61,530		63,770	3.64%
484-09-0000 Textbooks Priv/Paroch.	5,795	3,991	1,632		8,700		8,700	0.00%
488-03-0000 Elem. Workbooks - HAS	1,058	291	947		-		-	
488-04-0000 Elem. Workbooks - PAR	3,969	3,911	3,820		-		-	
488-05-0000 Elem. Workbooks - PUR	4,216	1,269	4,340		-		-	
488-06-0000 Elem. Workbooks - PRES	1,173	-	55		-		-	
489-01-0000 Sec. Workbooks - HHS	11,608	14,663	24,208		-		-	
490-09-0000 Instruction Boces	48,963	50,536	53,926		50,000		50,000	0.00%
491-09-0009 Arts in Education - BOCES	-	18,533	39,088		83,800		83,800	0.00%
500-01-0000 Material & Supplies HHS	16,826	26,880	54,412		18,700		12,700	-32.09%
500-01-0002 Material & Supplies HHS-ELA	4,298	588	1,562		1,000		2,000	100.00%
500-01-0004 Material & Supplies HHS-Social Studies	1,192	1,858	2,231		2,500		2,000	-20.00%
500-01-0005 Material & Supplies HHS-Science	18,699	29,674	28,986		30,000		29,000	-3.33%
500-01-0006 Material & Supplies HHS-Technology	17,696	13,630	16,946		15,000		15,000	0.00%
500-01-0008 Material & Supplies-Art	24,999	30,905	21,134		30,000		30,000	0.00%
500-01-0009 Material & Supplies HHS-World/ENL	970	567	1,150		1,000		1,000	0.00%
500-01-0010 Material & Supplies HHS-Math	3,916	3,980	4,130		4,500		4,500	0.00%
500-02-0000 Material & Supplies LMK	69,156	73,666	79,435		84,900		81,100	-4.48%
500-03-0000 Material & Supplies HAS	27,749	22,427	27,314		37,040		40,320	8.86%
500-04-0000 Material & Supplies PAR	32,990	30,209	19,557		29,820		30,840	3.42%
500-05-0000 Material & Supplies PUR	25,478	31,330	28,101		22,980		25,620	11.49%
500-06-0000 Material & Supplies PRES	21,403	16,284	25,341		19,100		17,712	-7.27%
500-21-0001 Material & Supplies Phys Ed. HHS	4,447	2,804	4,485		3,500		3,500	0.00%
500-21-0002 Material & Supplies Phys Ed. LMK	2,916	2,666	2,844		2,500		3,000	20.00%
500-21-0003 Material & Supplies Phys Ed. HAS	2,404	1,854	2,176		3,000		3,000	0.00%
500-21-0004 Material & Supplies Phys Ed. PAR	1,920	1,404	2,404		2,000		2,500	25.00%
500-21-0005 Material & Supplies Phys Ed. PUR	1,961	2,090	1,981		2,200		2,000	-9.09%
500-21-0006 Material & Supplies Phys Ed. PRES	1,934	982	1,898		2,000		2,000	0.00%
501-01-0000 Printing HHS	923	-	-		2,000		2,000	0.00%
501-02-0000 Printing LMK	-	-	521		1,500		1,000	-33.33%
502-01-0000 Graduation HHS	112,943	89,086	21,025		20,000		23,000	15.00%
502-02-0000 Graduation LMK	560	1,748	1,346		3,000		3,000	0.00%
Sub Total	39,045,151	39,599,632	40,545,384	344.06	42,374,904	350.44	43,747,821	3.24%
Program for Students with Disabilities - 2250								
134-01-0000 Teaching Assistant HHS	147,391	150,917	218,020	4.00	225,681	5.00	276,653	22.59%
134-02-0000 Teaching Assistant LMK	148,114	46,907	103,363	3.00	153,545	4.00	218,545	42.33%
134-03-0000 Teaching Assistant HAS	156,770	240,864	155,601	3.00	164,972	3.00	168,091	1.89%
134-04-0000 Teaching Assistant PAR	135,601	131,241	219,744	4.00	234,802	4.00	215,185	-8.35%
134-05-0000 Teaching Assistant PUR	106,475	122,292	112,144	2.00	119,115	2.00	121,387	1.91%
150-01-0000 Instructional Salaries HHS	2,055,373	2,242,358	2,467,125	20.40	2,622,676	20.40	2,690,230	2.58%
150-02-0000 Instructional Salaries LMK	2,260,505	2,291,351	2,701,604	22.00	2,861,594	23.00	3,078,114	7.57%
150-03-0000 Instructional Salaries HAS	887,333	909,355	989,345	8.75	1,146,614	10.25	1,281,811	11.79%
150-04-0000 Instructional Salaries PAR	1,066,492	1,191,066	1,366,682	11.00	1,447,674	9.50	1,309,135	-9.57%
150-05-0000 Instructional Salaries PUR	952,265	742,624	850,360	8.60	968,958	8.10	965,917	-0.31%
150-06-0000 Instructional Salaries PRES	594,045	857,013	674,989	6.00	623,321	6.50	744,381	19.42%
150-09-0000 Instructional Salaries DW	244,546	294,185	190,736	1.43	209,986	1.43	217,108	3.39%
155-09-0000 Instr. Salaries Summer Proj.	97,418	33,834	49,207		48,000		70,000	45.83%
165-01-0000 Teacher Aides Salaries HHS	246,377	214,108	243,705	8.00	261,060	12.00	383,460	46.89%



**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
165-02-0000 Teacher Aides Salaries LMK	255,079	317,820	476,269	18.00	565,760	18.00	553,166	-2.23%
165-03-0000 Teacher Aides Salaries HAS	422,005	452,026	324,369	10.00	343,969	14.00	458,145	33.19%
165-04-0000 Teacher Aides Salaries PAR	183,954	212,223	341,944	12.00	351,288	9.00	266,212	-24.22%
165-05-0000 Teacher Aides Salaries PUR	209,941	183,866	145,632	5.00	155,982	6.00	181,321	16.24%
165-06-0000 Teacher Aides Salaries PRES	36,976	59,217	41,827	2.00	49,652	2.00	25,975	-47.69%
165-09-0000 Teacher Aides Salaries Private/Parochial	21,954	-	-				-	
200-22-0000 Spec. Ed Equipment Dist.	7,710	9,539	10,248		20,000		20,000	0.00%
400-22-0000 Contractual Services	46,319	11,550	11,789		15,000		15,000	0.00%
402-22-0000 Res./CSE Maint. By County 56%	195,606	262,432	322,136		578,218		505,000	-12.66%
404-22-0000 Mileage Reimbursement	435	1,256	1,809		4,000		4,000	0.00%
433-22-0000 Testing	16,521	10,577	4,004		12,500		12,500	0.00%
470-22-0000 Tuition Private School	873,944	1,063,785	1,336,410		1,408,292		1,395,000	-0.94%
470-22-0003 Retroactive Tuition	19,928	9,798	46,510		20,000		20,000	0.00%
470-22-0900 Tuition Public School	112,886	31,336	-		50,000		50,000	0.00%
471-22-0000 Home Instruction	8,741	21,212	12,049		25,000		25,000	0.00%
472-22-0000 Related Services	384,600	426,608	445,979		429,000		514,000	19.81%
473-22-0000 In-District Non Public School Services	59,500	64,000	43,986		60,000		60,000	0.00%
490-22-0000 Boces Special Ed	454,834	611,895	605,930		480,803		458,693	-4.60%
500-01-0000 Material & Supplies HHS	473	578	560		600		1,000	66.67%
500-02-0000 Material & Supplies LMK	2,404	2,268	2,363		3,000		3,000	0.00%
500-03-0000 Material & Supplies HAS	2,091	1,730	2,186		2,400		3,000	25.00%
500-04-0000 Material & Supplies PAR	4,081	5,250	3,865		5,500		5,500	0.00%
500-05-0000 Material & Supplies PUR	-	498	483		500		500	0.00%
500-06-0000 Material & Supplies PRES	2,188	2,242	1,565		2,500		2,500	0.00%
500-22-0000 Material & Supplies DW	8,712	6,313	4,775		15,000		15,000	0.00%
Sub Total	12,429,586	13,236,134	14,529,313	149.18	15,686,962	158.18	16,334,529	4.13%
<b>Occupational Education - 2280</b>								
490-09-0001 Boces Regular Occ. Ed.	520,135	582,137	539,338		496,412		501,032	0.93%
490-22-0000 Boces Basic Occ. Ed Special Ed	90,128	42,918	21,801		43,914		43,914	0.00%
Sub Total	610,262	625,055	561,139	-	540,326	-	544,946	0.86%

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Library &amp; Audio Visual - 2610</b>								
134-01-0000 Library Assistants HHS	116,507	118,692	120,724	2.00	122,792	2.00	125,198	1.96%
134-03-0000 Library Assistants HAS	58,628	59,346	60,362	1.00	61,396	1.00	62,599	1.96%
134-04-0000 Library Assistants PAR	40,782	43,209	45,789	1.00	48,511	1.00	49,481	2.00%
134-05-0000 Library Assistants PUR	57,378	58,096	59,112	1.00	60,146	1.00	61,349	2.00%
134-06-0000 Library Assistants PRES	57,378	39,436	42,014	1.00	44,670	1.00	45,563	2.00%
150-01-0000 Instructional Salaries HHS	144,500	149,788	159,161	1.00	162,927	1.00	165,292	1.45%
150-02-0000 Instructional Salaries LMK	-	137,762	145,941	1.00	150,027	1.00	155,899	3.91%
150-03-0000 Instructional Salaries HAS	136,798	141,966	144,543	1.00	148,249	0.60	90,235	-39.13%
150-04-0000 Instructional Salaries PAR	140,850	141,799	145,002		-	0.50	80,590	
150-05-0000 Instructional Salaries PUR	150,613	77,534	78,895	0.50	79,457	0.50	80,590	1.43%
150-06-0000 Instructional Salaries PRES	133,163	77,534	78,895	0.50	79,457	0.40	60,158	-24.29%
165-01-0000 Library Aides Salaries HHS	23,073	24,598	26,286	1.00	28,026	1.00	28,587	2.00%
165-02-0000 Library Aides Salaries LMK	35,159	35,245	36,212	1.00	36,839	1.00	37,569	1.98%
165-05-0000 Library Aides Salaries PUR	35,159	35,595	20,402	1.00	24,186	1.00	24,670	2.00%
165-06-0000 Library Aides Salaries PRES	31,371	32,354	33,414	1.00	34,424	1.00	35,112	2.00%
200-01-0000 Equipment HHS	-	-	615		1,000		1,000	0.00%
400-01-0000 Contractual Services HHS	5,719	5,995	5,707		6,100		6,100	0.00%
400-02-0000 Contractual Services LMK	-	-	-		500		500	0.00%
460-01-0000 Books HHS	5,551	17,355	9,311		12,864		12,540	-2.52%
460-02-0000 Books LMK	7,769	10,955	8,689		10,548		10,932	3.64%
460-03-0000 Books HAS	7,333	7,505	7,508		6,756		7,248	7.28%
460-04-0000 Books PAR	5,061	6,523	4,683		7,155		5,976	-16.48%
460-05-0000 Books PUR	1,632	2,171	2,394		4,152		4,488	8.09%
460-06-0000 Books PRES	1,659	1,496	1,882		3,960		4,008	1.21%
461-09-0000 Library Books Parochial	1,886	-	-		2,000		2,000	0.00%
490-09-0000 BOCES - Library Automation	-	-	100,058		100,350		107,350	6.98%
500-01-0000 Material & Supplies HHS	67	556	1,560		2,200		2,000	-9.09%
500-02-0000 Material & Supplies LMK	382	453	500		500		1,000	100.00%
500-03-0000 Material & Supplies HAS	1,850	1,479	2,100		3,000		3,000	0.00%
500-04-0000 Material & Supplies PAR	1,163	1,196	1,021		3,000		3,000	0.00%
500-05-0000 Material & Supplies PUR	590	508	457		1,500		1,500	0.00%
500-06-0000 Material & Supplies PRES	1,195	92	698		2,300		2,300	0.00%
Sub Total	1,203,216	1,229,237	1,343,931	14.00	1,248,992	14.00	1,277,834	2.31%
<b>Audio Visual - 2615</b>								
200-01-0000 Equipment A/V HHS	316	458	-		600		600	0.00%
500-01-0000 Material & Supplies HHS	1,830	2,115	2,186		2,200		2,600	18.18%
500-02-0000 Material & Supplies LMK	2,085	1,649	2,158		2,500		2,000	-20.00%
Sub Total	4,231	4,222	4,345	-	5,300	-	5,200	-1.89%

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Educational TV - 2620</b>								
160-00-0000 Non Instructional Salary- Cable TV	87,929	89,868	91,646	1.00	95,328	1.00	95,085	-0.25%
160-09-0009 Non Instructional Sal. Cable TV O.T.	4,767	10,752	12,134		11,000		11,000	0.00%
200-09-0000 Equipment	1,408	1,502	-		1,500		1,500	0.00%
465-09-0000 Equipment Repair	-	-	-		200		200	0.00%
500-09-0000 Material & Supplies	1,903	470	1,383		2,200		2,200	0.00%
Sub Total	96,007	102,593	105,164	1.00	110,228	1.00	109,985	-0.22%
<b>Computer Assisted Instruction - 2630</b>								
165-01-0000 Computer Aides Salaries HHS	35,159	35,595	36,212	1.00	36,839	1.00	27,281	-25.95%
165-02-0000 Computer Aides Salaries LMK	34,809	35,245	-		-		-	
200-01-0000 Equipment HHS	79,858	109,044	3,613		-		-	
200-02-0000 Equipment LMK	99,616	78,115	4,613		-		-	
200-09-0000 Equipment Elementaries	135,016	113,168	48,583		-		-	
400-09-0000 Contractual Services DW	-	-	247,795		122,400		130,250	6.41%
460-09-0000 Software DW	162,065	166,052	105,704		116,532		118,532	1.72%
461-09-0000 Software Parochial	4,643	-	-		5,000		-	-100.00%
465-09-0000 Equipment Repairs DW	-	-	-		700		700	0.00%
490-09-0002 Boces - Equipment	-	-	391,476		503,000		588,993	
490-09-0002 Boces Services	99,536	392,590	726,498		989,605		1,138,409	15.04%
500-09-0000 Material & Supplies DW	38,574	45,727	37,421		64,000		54,000	-15.63%
Sub Total	689,275	975,535	1,601,914	1.00	1,838,076	1.00	2,058,165	11.97%
<b>Attendance - 2805</b>								
160-08-0000 Data Management Staff	175,425	185,182	119,704	2.00	194,712	1.00	77,120	-60.39%
Sub Total	175,425	185,182	119,704	2.00	194,712	1.00	77,120	-60.39%
<b>Guidance - 2810</b>								
150-01-0000 Instructional Salaries HHS	841,626	870,042	917,937	7.00	934,407	7.00	973,699	4.21%
150-02-0000 Instructional Salaries LMK	337,887	367,610	371,651	3.00	394,324	3.00	406,726	3.15%
150-09-0000 Instructional Sal. DW/Summer Sched.	69,448	62,085	68,587		65,000		68,000	4.62%
160-01-0000 Secretarial Salaries HHS	168,985	137,728	235,788	4.00	258,516	4.00	264,673	2.38%
160-01-0009 Secretarial Salaries HHS O.T.	3,428	831	-		13,000		2,000	-84.62%
160-02-0000 Secretarial Salaries LMK	57,384	63,891	60,393	1.00	61,120	1.00	42,696	-30.14%
400-01-0000 Contractual Services HHS	155	-	58		1,000		1,000	0.00%
400-02-0000 Contractual Services LMK	-	-	-		500		500	0.00%
500-01-0000 Material & Supplies HHS	2,548	924	2,124		3,000		2,500	-16.67%
500-02-0000 Material & Supplies LMK	523	808	899		2,500		2,000	-20.00%
Sub Total	1,481,984	1,503,919	1,657,437	15.00	1,733,367	15.00	1,763,794	1.76%
<b>Health Services Regular School - 2815</b>								
160-01-0000 Nurses Salaries HHS	129,111	131,667	134,573	2.00	137,588	2.00	140,475	2.10%
160-02-0000 Nurses Salaries LMK	118,472	122,111	125,787	2.00	129,382	2.00	133,130	2.90%
160-03-0000 Nurses Salaries HAS	76,331	74,299	67,999	1.43	85,892	1.43	89,445	4.14%
160-04-0000 Nurses Salaries PAR	74,559	81,272	97,207	1.43	88,530	1.43	88,861	0.37%

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide		2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
		Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
160-05-0000	Nurses Salaries PUR	68,658	74,537	78,999	1.29	82,092	1.29	85,380	4.01%
160-06-0000	Nurses Salaries PRES	79,179	80,294	75,550	1.29	79,083	1.29	82,303	4.07%
160-09-0000	Parochial Sch.Nurse/Head Nurse stp	71,644	73,988	77,251	1.00	78,980	1.00	80,475	1.89%
160-09-0009	Nurse DW Sub/OT& Substitution	27,518	30,802	33,289		50,000		50,000	0.00%
400-09-0000	Medical Doctors	43,751	35,704	34,772		39,000		39,000	0.00%
400-21-0009	Contractual Mileage	-	-	2,065		1,000		1,000	0.00%
401-09-0000	Contractual Nurse Subs.	70,514	73,818	102,915		110,000		25,000	-77.27%
406-09-0000	Health Services Other Districts	485,982	502,641	472,313		520,000		520,000	0.00%
465-21-0000	Equipment Repair Health	516	525	-		-		-	
500-01-0000	Material & Supplies HHS	1,737	2,225	2,625		2,700		2,700	0.00%
500-02-0000	Material & Supplies LMK	1,276	956	1,126		3,000		3,000	0.00%
500-03-0000	Material & Supplies HAS	986	834	655		1,200		1,200	0.00%
500-04-0000	Material & Supplies PAR	590	419	636		825		1,000	21.21%
500-05-0000	Material & Supplies PUR	862	863	454		1,000		1,400	40.00%
500-06-0000	Material & Supplies PRES	859	982	922		1,000		1,500	50.00%
500-08-0000	Vaccinations-Employees	2,100	350	4,200		5,000		5,000	0.00%
Sub Total		1,254,643	1,288,286	1,313,337	10.44	1,416,272	10.43	1,350,869	-4.62%
Psychological Services - 2820									
150-01-0000	Instructional Salaries HHS	463,273	448,120	489,267	4.00	505,501	3.00	365,698	-27.66%
150-02-0000	Instructional Salaries LMK	327,994	337,971	311,473	3.00	329,227	3.00	369,324	12.18%
150-03-0000	Instructional Salaries HAS	155,788	155,305	159,851	1.00	164,261	1.50	228,396	39.04%
150-04-0000	Instructional Salaries PAR	206,113	208,519	211,263	1.50	214,269	1.50	234,944	9.65%
150-05-0000	Instructional Salaries PUR	158,425	113,648	118,726	1.00	122,612	1.00	127,506	3.99%
150-06-0000	Instructional Salaries PRES	147,848	151,438	157,306	1.00	158,430	1.00	160,727	1.45%
500-02-0000	Material & Supplies LMK	291	451	384		1,200		1,000	-16.67%
500-03-0000	Material & Supplies HAS	669	941	1,013		1,500		1,500	0.00%
500-04-0000	Material & Supplies PAR	238	139	110		750		750	0.00%
500-05-0000	Material & Supplies PUR	-	-	374		500		500	0.00%
500-06-0000	Material & Supplies PRES	238	-	-		500		500	0.00%
500-22-0000	Material & Supplies Spec. Ed. DW	10,134	5,366	9,345		12,000		7,500	-37.50%
Sub Total		1,471,012	1,421,899	1,459,110	11.50	1,510,750	11.00	1,498,345	-0.82%
Social Workers - 2825									
400-01-0000	Student Assisted Services	75,485	76,843	78,380		80,463		83,557	3.85%
402-09-0000	Youth Council	33,660	34,272	34,957		35,656		35,656	0.00%
Sub Total		109,145	111,115	113,337	-	116,119	-	119,213	2.66%
Co - Curricular Activities - 2850									
150-01-0000	Extracurricular Salaries HHS	193,802	201,610	205,855		197,918		214,685	8.47%
150-02-0000	Extracurricular Salaries LMK	107,706	120,956	122,034		126,667		119,412	-5.73%
150-03-0000	Extracurricular Salaries HAS	8,233	12,323	13,149		24,102		19,953	-17.21%
150-04-0000	Extracurricular Salaries PAR	16,466	16,841	16,140		21,087		20,511	-2.73%
150-05-0000	Extracurricular Salaries PUR	10,496	7,142	9,081		15,808		15,511	-1.88%
150-06-0000	Extracurricular Salaries PRES	8,718	19,299	22,058		22,735		21,311	-6.26%

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
152-09-0000 Intramural Salaries	2,495	3,350	16,960		8,544		-	-100.00%
153-01-0000 Chaperones HHS	11,152	10,897	17,674		13,000		13,000	0.00%
153-02-0000 Chaperones LMK	1,813	3,315	8,538		3,700		3,700	0.00%
153-09-0000 Chaperones Elementary	2,257	4,436	5,299		4,700		4,700	0.00%
160-09-0000 Web Page Advisors	4,583	4,640	4,698		4,698		4,768	1.49%
400-01-0000 Truck Rental - Band	-	-	1,042		2,500		1,500	-40.00%
401-01-0000 Student Activities - Newspaper/Mag	388	6,068	7,063		8,800		7,500	-14.77%
403-01-0000 Yearbook HHS & Perform. Arts Enrich.	-	1,870	4,079		20,000		20,000	0.00%
405-01-0000 Assemblies HHS	-	-	-		2,000		2,000	0.00%
406-01-0000 Footlight Players	18,845	49,360	48,300		78,000		78,000	0.00%
407-01-0000 Student Activities	30,297	31,223	24,663		22,000		22,000	0.00%
408-01-0000 Debate Team	12,080	13,994	41,186		38,000		38,000	0.00%
409-01-0000 DECA	-	13,438	9,331		12,000		12,000	0.00%
501-01-0000 Band Uniforms	1,759	445	4,573		8,000		8,000	0.00%
501-02-0000 Club Supplies- LMK	903	232	1,376		4,000		4,000	0.00%
Sub Total	431,993	521,438	583,097	-	638,259	-	630,551	-1.21%
<b>Interscholastic Athletics - 2855</b>								
150-09-0000 Instructional Salaries Coaches	788,428	812,262	894,599		883,625		965,745	9.29%
150-09-0002 Salaries - Crowd Control	64,258	91,540	92,239		78,000		95,000	21.79%
160-09-0000 After Hours DW Field Security	49,752	46,330	31,358		45,000		35,000	-22.22%
160-21-0000 Salaries - Equipment Manager	19,425	19,971	20,076		21,500		24,000	11.63%
200-21-0000 Equipment	29,448	15,296	6,917		34,000		34,000	0.00%
400-21-0000 Contractual Services	25,312	55,397	42,050		48,550		48,550	0.00%
400-21-0021 Championships	-	332	1,026		4,000		4,000	0.00%
405-21-0000 League Dues	5,289	23,468	20,790		25,000		25,000	0.00%
406-21-0000 Ice Hockey	6,384	20,037	12,543		40,000		40,000	0.00%
465-21-0000 Equipment Repair	32,143	34,790	31,454		40,000		40,000	0.00%
490-21-0000 Boces Services	96,465	136,507	140,535		144,800		159,500	10.15%
500-21-0000 Material & Supplies	90,548	70,259	105,420		97,000		100,000	3.09%
Sub Total	1,207,453	1,326,190	1,399,007	-	1,461,475	-	1,570,795	7.48%
<b>Total Instruction &amp; Administration</b>	<b>67,095,097</b>	<b>69,315,468</b>	<b>72,443,952</b>	<b>597.18</b>	<b>76,246,211</b>	<b>612.05</b>	<b>78,581,429</b>	<b>3.06%</b>
<b>District Transportation Services - 5510</b>								
160-08-0008 Non Instructional Salaries-Summer Sub	4,188	17,823	2,359		5,000		5,000	0.00%
160-09-0000 Non Instructional Salaries	75,617	82,446	81,282	1.00	86,112	1.00	98,384	14.25%
400-09-0000 Contractual Services	25,010	11,475	6,775		7,200		7,200	0.00%
Sub Total	104,815	111,744	90,416	1.00	98,312	1.00	110,584	12.48%
<b>*** Contract Transportation - 5540</b>								
420-03-0000 In-District Shuttles HAS	-	1,515	1,387		1,550		1,750	12.90%
420-04-0000 In-District Shuttles PAR	-	1,086	1,106		1,550		1,750	12.90%
420-05-0000 In-District Shuttles PUR	-	1,572	2,503		1,550		1,750	12.90%
420-06-0000 In-District Shuttles PRES	-	1,172	1,222		1,550		1,750	12.90%

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
421-01-0000 HHS Academic Competitions	-	6,330	6,754		16,500		16,500	0.00%
421-01-0001 HHS Academic Competitions - Debate	-	-	6,468		10,500		10,500	0.00%
421-01-0002 HHS Academic Competitions - DECA	-	-	7,765		9,500		9,500	0.00%
422-01-0000 Performing Arts Competitions HHS	-	2,415	15,279		16,500		16,500	0.00%
422-02-0000 Guidance Transportation LMK	-	2,830	2,445		3,000		7,200	140.00%
422-09-0000 Field Trips DW	1,489	6,260	6,164		13,000		10,000	-23.08%
422-21-0000 Athletic & Band Trans. Mileage	35,000	263,545	290,397		289,800		319,725	10.33%
422-22-0000 Field Trips Special Ed	-	21,643	21,986		35,000		31,000	-11.43%
423-09-0000 Private Carrier- In District	2,205,261	2,337,840	2,536,236		3,121,762		3,543,121	13.50%
423-09-0001 Private Carrier- Priv/Parochial	2,169,411	2,087,642	2,127,737		2,612,411		2,783,252	6.54%
423-22-0000 Private Carrier- Special ed	1,619,588	1,822,553	1,914,064		2,356,064		2,189,325	-7.08%
439-09-0000 Fuel - Bus Fleet	90,707	201,768	216,778		225,000		189,000	-16.00%
<b>Sub Total</b>	<b>6,121,455</b>	<b>6,758,173</b>	<b>7,158,291</b>	<b>-</b>	<b>8,715,237</b>	<b>-</b>	<b>9,132,623</b>	<b>4.79%</b>
<b>Public Transportation - 5550</b>								
423-09-0000 Public Transportation	10,206	7,074	7,538		9,000		9,000	0.00%
<b>Sub Total</b>	<b>10,206</b>	<b>7,074</b>	<b>7,538</b>		<b>9,000</b>		<b>9,000</b>	<b>0.00%</b>
<b>Boces Transportation - 5581</b>								
492-09-0000 Boces Special Ed.	-	-	-		5,000		-	-100.00%
<b>Sub Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,000</b>	<b>-</b>	<b>0</b>	<b>-100.00%</b>
<b>Total Pupil Transportation</b>	<b>6,236,476</b>	<b>6,876,991</b>	<b>7,256,244</b>	<b>1.00</b>	<b>8,827,549</b>	<b>1.00</b>	<b>9,252,207</b>	<b>4.81%</b>
<b>Employee Benefits</b>								
9010 800-09 NYS Employees Retirement	1,629,269	1,507,148	1,288,810		1,425,000		1,710,000	20.00%
9020 800-09 NYS Teachers' Retirement	5,374,399	5,670,231	6,184,978		5,982,090		6,364,424	6.39%
9030 800-09 Social Security	5,006,397	5,029,753	5,309,661		5,483,570		5,668,039	3.36%
9040 800-09 Workers Compensation	453,519	441,503	434,590		441,002		461,701	4.69%
9050 800-09 Unemployment Insurance	56,000	11,347	38,311		60,000		60,000	0.00%
9060 860-09 Health Insurance	12,691,253	13,318,527	13,526,500		14,860,854		16,544,479	11.33%
9060 860-09 Health Insurance Waiver	1,761,597	1,710,061	1,873,827		1,920,090		2,154,409	12.20%
9060 861-09 Medicare Reimbursement	1,083,118	1,164,619	1,240,738		1,295,000		1,400,000	8.11%
9060 864-09 Dental/Vision/Life Insurance	942,132	944,041	937,315		980,000		950,000	-3.06%
9060 870-09 Accumulated Sick Leave	176,753	238,307	-		-		-	
9060 871-09 Retirement Incentive	197,471	-	211,768		125,000		145,000	16.00%
9060 872-09 Contractual Attendance	45,500	-	-		-		-	
<b>Sub Total</b>	<b>29,417,409</b>	<b>30,035,539</b>	<b>31,046,498</b>		<b>32,572,606</b>		<b>35,458,052</b>	<b>8.86%</b>

**Harrison Central School District  
2024-25 Proposed Budget  
District-Wide**

District-Wide	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Debt Service</b>								
9711-600-09 Serial Bonds Principal - \$22.58M	485,000	500,000	515,000		530,000		550,000	3.77%
9711-601-09 Serial Bonds Principal - \$19.38M	415,000	425,000	440,000		450,000		465,000	3.33%
9711-602-09 Serial Bonds Principal - \$4.3M	185,000	155,000	160,000		170,000		180,000	5.88%
9711-700-09 Serial Bonds Interest - \$22.58M	725,558	711,008	696,008		679,270		662,045	-2.54%
9711-701-09 Serial Bonds Interest - \$19.38M	625,838	613,238	600,263		586,913		573,188	-2.34%
9711-702-09 Serial Bonds Interest - \$4.3M	83,246	114,588	106,838		98,838		90,337	-8.60%
9789-600-09 EPC Principal - \$6.9M	324,656	333,412	342,404		351,640		361,123	2.70%
9789-700-09 EPC Interest - \$6.9M	157,850	160,342	151,350		142,115		132,631	-6.67%
Sub Total	3,002,147	3,012,587	3,011,862		3,008,776		3,014,324	0.18%
<b>Interfund Transfers/Debt Service</b>								
9901 950-00 Interfund Trans. to Special Aid	104,338	244,185	211,692		160,000		225,000	40.63%
9950 960-00 Interfund Trans. to Capital ±	620,000	828,000	2,028,000		2,028,000		2,028,000	0.00%
Sub Total	724,338	1,072,185	2,239,692		2,188,000		2,253,000	2.97%
<b>Total Undistributed</b>								
	33,143,893	34,120,311	36,298,052	0.00	37,769,382	0.00	40,725,376	7.83%
<b>GRAND TOTALS</b>								
	\$119,988,191	\$123,007,740	\$129,405,845	664.68	\$135,268,436	679.55	\$ 141,556,140	4.65%

\*\*\*Year 2 of 4 year transportation agreement

± See additional information about capital outlay in Budget Highlights section

**Harrison Central School District  
2024-25 Proposed Budget  
Program Component**

Program	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Legal Services - 1420</b>								
400-22-0000 Impartial Hearings	12,508	540	17,458		32,500		32,500	0.00%
401-08-0000 Contractual	130,049	109,734	202,089		207,500		207,500	0.00%
Sub Total	142,557	110,274	219,547		240,000		240,000	0.00%
<b>Total Staff</b>	<b>142,557</b>	<b>110,274</b>	<b>219,547</b>		<b>240,000</b>		<b>240,000</b>	<b>0.00%</b>
<b>In-Service Training - 2070</b>								
150-09-0000 Staff Dev./Tech Salary	450	(235)	-		-		-	
150-09-0001 Curriculum Development Salary	180,569	120,496	112,423		120,000		120,000	0.00%
400-09-0000 Professional Development	129,162	165,950	141,556		175,000		175,000	0.00%
401-09-0000 Program Improvements	38,445	25,225	50,224		52,000		52,000	0.00%
490-09-0000 Boces- Staff Development	116,023	116,797	132,515		55,100		52,400	-4.90%
500-09-0000 Material & Supplies	1,939	5,719	6,793		7,500		7,500	0.00%
Sub Total	466,588	433,952	443,510		409,600		406,900	-0.66%
<b>Regular School - Instruction - 2110</b>								
120-02-0000 Instr. Salaries-LMK GR 6	1,448,624	1,457,389	1,492,422	16.00	1,748,835	16.00	1,814,222	3.74%
120-03-0000 Instructional Salaries-HAS	4,823,209	5,069,866	5,113,409	37.75	5,217,614	41.75	5,663,883	8.55%
120-04-0000 Instructional Salaries-PAR	4,377,545	4,410,761	4,701,047	37.67	4,790,979	39.67	5,116,550	6.80%
120-05-0000 Instructional Salaries-PUR	2,868,589	2,949,974	3,130,888	24.17	3,086,674	26.17	3,284,813	6.42%
120-06-0000 Instructional Salaries-PRES	3,709,942	3,619,823	3,676,616	28.71	3,833,030	27.71	3,706,409	-3.30%
132-01-0000 Instructional Salaries-HHS	10,591,426	10,617,602	10,916,428	87.10	11,176,566	87.50	11,542,346	3.27%
132-01-0009 Instr. Salaries-HHS Addt'l. Hrs	597,667	391,201	502,347		510,000		510,000	0.00%
132-02-0000 Instr. Salaries-LMK GR 7&8	6,155,394	6,636,364	6,645,351	51.90	6,820,907	51.90	7,118,159	4.36%
132-02-0001 Review Classes	-	-	133		2,700		2,700	0.00%
132-02-0009 Instr. Salaries-LMK Addt'l Hrs	186,976	271,197	289,158		184,000		184,000	0.00%
132-11-0000 Improved Training DW	110,920	98,801	153,590		113,000		113,000	0.00%
132-11-0001 Sal Teacher Contractual Payments	-	-	14,000		577,604		431,400	-25.31%
133-01-0000 Mentoring Salaries	19,035	28,080	30,240		25,000		31,000	24.00%
134-01-0000 Teaching Assist. Salaries HHS	84,947	89,400	94,534	2.00	99,970	2.00	101,946	1.98%
134-04-0000 Teaching Assist. Salaries PAR	926	-	-		-		-	
140-09-0000 Temporary Substitutes	840,091	462,726	441,002		571,000		571,000	0.00%
142-02-0000 Cafeteria Supervision LMK	66,666	90,900	62,225		62,000		62,000	0.00%
144-02-0000 Bus Supervision-LMK	3,026	3,172	2,873		4,500		6,000	33.33%
145-09-0000 Home Instruction	3,709	2,537	1,458		8,000		8,000	0.00%
164-01-0000 Parking Attendants	249,145	249,666	259,823	5.60	270,281	5.57	278,126	2.90%
164-02-0000 Parking Attendants LMK	-	-	-		2,500		2,500	0.00%
165-01-0000 Teacher Aides Salaries HHS	123,132	125,711	131,923	4.31	143,629	4.30	133,859	-6.80%
165-01-0009 Teacher Aides Sal. HHS Addt'l. Hrs	32,059	33,892	33,511		18,200		27,000	48.35%
165-02-0000 Teacher Aides Salaries LMK	152,175	149,154	179,081	6.58	182,143	6.58	185,787	2.00%
165-02-0009 Teacher Aides Sal. LMK Addt'l. Hrs	51,674	48,113	61,977		45,000		65,000	44.44%
165-03-0000 Teacher Aides Salaries HAS	322,453	248,000	262,846	9.87	281,701	10.71	293,564	4.21%
165-03-0009 Teacher Aides Sal. HAS Addt'l. Hrs	31,761	43,500	49,588		25,000		25,000	0.00%
165-04-0000 Teacher Aides Salaries PAR	362,115	392,588	354,274	13.66	394,273	12.66	356,580	-9.56%
165-04-0009 Teacher Aides Sal. PAR Addt'l. Hrs	22,153	13,031	24,361		16,000		28,000	75.00%
165-05-0000 Teacher Aides Salaries PUR	214,083	268,793	215,086	8.80	251,284	9.09	268,957	7.03%
165-05-0008 Teacher Aides Salaries PUR Subs/OT	236	26,924	-		-		-	



**Harrison Central School District  
2024-25 Proposed Budget  
Program Component**

Program	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
165-05-0009 Teacher Aides Sal. PUR Add'l. Hrs	18,883	-	17,140		22,000		35,000	59.09%
165-06-0000 Teacher Aides Salaries PRES	215,124	156,671	225,416	9.94	260,718	8.82	235,322	-9.74%
165-06-0009 Teacher Aides Sal. PRES Add'l. Hrs	15,151	10,958	11,544		7,400		7,400	0.00%
200-01-0000 Equipment HHS	9,778	8,680	6,500		29,000		29,000	0.00%
200-01-0007 Equipment Planetarium	8,650	-	-		5,500		5,500	0.00%
200-02-0000 Equipment LMK	6,858	3,487	14,254		12,000		17,000	41.67%
200-03-0000 Equipment HAS	363	-	628		3,500		3,500	0.00%
200-04-0000 Equipment PAR	3,493	1,909	2,040		4,900		5,000	2.04%
200-05-0000 Equipment PUR	-	-	1,500		9,340		6,000	-35.76%
200-06-0000 Equipment PRES	825	-	341		5,000		5,000	0.00%
200-09-0009 Equipment DW	952	26,006	64,571		60,000		60,000	0.00%
200-21-0001 Equipment-Phys. Ed HHS	-	-	557		1,000		1,000	0.00%
200-21-0002 Equipment-Phys. Ed LMK	-	-	884		1,500		1,500	0.00%
200-21-0003 Equipment-Phys. Ed HAS	-	-	-		1,300		1,300	0.00%
200-21-0004 Equipment-Phys. Ed PAR	13,505	1,975	1,429		2,000		2,000	0.00%
200-21-0005 Equipment-Phys. Ed PUR	630	626	644		900		900	0.00%
200-21-0006 Equipment-Phys. Ed PRES	1,772	-	553		2,000		2,000	0.00%
201-09-0000 Music Equipment-DW	6,799	17,880	24,008		31,000		31,000	0.00%
400-01-0000 Contractual Services HHS	9,265	13,442	20,004		18,000		18,000	0.00%
400-01-0001 Contractual HHS-IB	157,779	164,543	150,627		150,000		150,000	0.00%
400-01-0002 Contractual - HHS PSAT, PACT, A/P	-	-	-		35,000		35,000	0.00%
400-01-0007 Contractual Scvs. - Planetarium	-	-	5,000		3,000		3,000	0.00%
400-02-0000 Contractual Services LMK	625	1,125	555		4,000		3,000	-25.00%
400-02-0002 Contractual LMK-IB	10,450	1,055	1,005		31,800		31,800	0.00%
400-07-0000 Contractual PYP-IB	-	54,000	38,000		38,000		38,000	0.00%
400-08-0002 Testing DW	35,313	-	-		-		-	
400-09-0000 DW Translation Services	-	-	-		6,000		6,000	0.00%
400-21-0000 Contractual - Phys. Ed	3,320	2,953	-		3,500		3,500	0.00%
402-09-0000 Home Instruction	46,202	73,772	55,690		75,000		75,000	0.00%
403-09-0001 Teacher Conferences HHS	1,035	752	875		7,000		7,000	0.00%
403-09-0002 Teacher Conferences LMK	-	671	525		5,000		5,000	0.00%
403-09-0003 Teacher Conferences HAS	-	-	234		3,000		3,000	0.00%
403-09-0004 Teacher Conferences PAR	75	-	-		3,000		3,000	0.00%
403-09-0005 Teacher Conferences PUR	-	289	-		2,000		2,000	0.00%
403-09-0006 Teacher Conferences PRES	853	-	-		2,256		2,256	0.00%
410-09-0000 Copier Lease-Instructional	298,770	320,620	47,970		-		-	
411-09-0000 Print Management Service	38,610	46,000	23,864		46,000		25,000	-45.65%
450-09-0001 Program Initiative - Secondary	11,360	37,253	36,599		46,900		46,900	0.00%
450-09-0002 Program Initiative - Elementary	9,297	5,955	5,686		51,180		51,180	0.00%
451-03-0000 Material & Supplies HAS	623	668	682		2,000		2,000	0.00%
451-04-0000 Material & Supplies PAR	4,432	1,572	2,369		3,500		3,500	0.00%
451-05-0000 Material & Supplies PUR	218	452	138		1,000		800	-20.00%
451-06-0000 Material & Supplies PRES	1,152	1,235	1,031		3,000		3,000	0.00%
461-09-0000 Music Contractual DW	20,618	23,887	21,526		29,000		29,000	0.00%
465-01-0000 Equipment Repair HHS	-	239	1,005		2,500		2,500	0.00%
465-02-0000 Equipment Repair LMK	-	1,500	-		3,000		1,000	-66.67%
465-03-0000 Equipment Repair HAS	-	-	-		250		250	0.00%
465-04-0000 Equipment Repair PAR	-	-	-		500		500	0.00%
465-21-0000 Equipment Repair Phys. Ed	-	-	-		1,500		1,500	0.00%
473-09-0000 Tuition - Charter Schools	-	73,335	50,078		52,000		-	-100.00%
480-03-0000 Cons Textbooks HAS	14,420	13,952	17,356		39,410		42,280	7.28%

**Harrison Central School District  
2024-25 Proposed Budget  
Program Component**

Program		2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
		Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
480-04-0000	Cons Text Kinder. Par	23,526	30,368	18,593		33,530		34,860	3.97%
480-05-0000	Cons Textbooks PUR	3,690	3,403	5,266		24,220		26,180	8.09%
480-06-0000	Cons Textbooks K PRES	13,063	7,892	15,287		23,100		23,380	1.21%
481-09-0000	Elementary Math Consumables	53,535	150,469	268,788		12,000		12,000	0.00%
482-09-0000	Elementary Science Consumables	14,334	8,447	8,844		75,000		60,000	-20.00%
483-01-0002	Textbooks HHS-ELA	1,836	4,893	4,352		9,500		8,850	-6.84%
483-01-0004	Textbooks HHS-Social Studies	9,422	11,721	9,711		25,330		24,500	-3.28%
483-01-0005	Textbooks HHS-Science	-	865	9,954		30,000		29,800	-0.67%
483-01-0007	Textbooks HHS-Arts	2,917	2,970	3,313		4,000		4,000	0.00%
483-01-0009	Textbooks HHS-World/ENL	2,472	583	397		1,710		1,500	-12.28%
483-01-0010	Textbooks HHS-Math	2,634	-	-		4,500		4,500	0.00%
483-02-0000	Textbooks 7 -8 LMK	28,685	33,569	30,868		61,530		63,770	3.64%
484-09-0000	Textbooks Priv/Paroch.	5,795	3,991	1,632		8,700		8,700	0.00%
488-03-0000	Elem. Workbooks - HAS	1,058	291	947		-		-	
488-04-0000	Elem. Workbooks - PAR	3,969	3,911	3,820		-		-	
488-05-0000	Elem. Workbooks - PUR	4,216	1,269	4,340		-		-	
488-06-0000	Elem. Workbooks - PRES	1,173	-	55		-		-	
489-01-0000	Sec. Workbooks - HHS	11,608	14,663	24,208		-		-	
490-09-0000	Instruction Boces - Textbook Loan	48,963	50,536	53,926		50,000		50,000	0.00%
491-09-0009	Arts in Education - BOCES	-	18,533	39,088		83,800		83,800	0.00%
500-01-0000	Material & Supplies HHS	16,826	26,880	54,412		18,700		12,700	-32.09%
500-01-0002	Material & Supplies HHS-ELA	4,298	588	1,562		1,000		2,000	100.00%
500-01-0004	Material & Supplies HHS-Social Studies	1,192	1,858	2,231		2,500		2,000	-20.00%
500-01-0005	Material & Supplies HHS-Science	18,699	29,674	28,986		30,000		29,000	-3.33%
500-01-0006	Material & Supplies HHS-Technology	17,696	13,630	16,946		15,000		15,000	0.00%
500-01-0008	Material & Supplies-Art	24,999	30,905	21,134		30,000		30,000	0.00%
500-01-0009	Material & Supplies HHS-World/ENL	970	567	1,150		1,000		1,000	0.00%
500-01-0010	Material & Supplies HHS-Math	3,916	3,980	4,130		4,500		4,500	0.00%
500-02-0000	Material & Supplies LMK	69,156	73,666	79,435		84,900		81,100	-4.48%
500-03-0000	Material & Supplies HAS	27,749	22,427	27,314		37,040		40,320	8.86%
500-04-0000	Material & Supplies K- Par	32,990	30,209	19,557		29,820		30,840	3.42%
500-05-0000	Material & Supplies PUR	25,478	31,330	28,101		22,980		25,620	11.49%
500-06-0000	Material & Supplies PRES	21,403	16,284	25,341		19,100		17,712	-7.27%
500-21-0001	Material & Supplies Phys Ed. HHS	4,447	2,804	4,485		3,500		3,500	0.00%
500-21-0002	Material & Supplies Phys Ed. LMK	2,916	2,666	2,844		2,500		3,000	20.00%
500-21-0003	Material & Supplies Phys Ed. HAS	2,404	1,854	2,176		3,000		3,000	0.00%
500-21-0004	Material & Supplies Phys Ed. PAR	1,920	1,404	2,404		2,000		2,500	25.00%
500-21-0005	Material & Supplies Phys Ed. PUR	1,961	2,090	1,981		2,200		2,000	-9.09%
500-21-0006	Material & Supplies Phys Ed. PRES	1,934	982	1,898		2,000		2,000	0.00%
501-01-0000	In House Printing HHS	923	-	-		2,000		2,000	0.00%
501-02-0000	In House Printing LMK	-	-	521		1,500		1,000	-33.33%
502-01-0000	Graduation HHS	112,943	89,086	21,025		20,000		23,000	15.00%
502-02-0000	Graduation LMK	560	1,748	1,346		3,000		3,000	0.00%
Sub Total		39,045,151	39,599,632	40,545,384	344.06	42,374,904	350.44	43,747,821	3.24%
Program for Students with Disabilities - 2250									
134-01-0000	Teaching Assistant HHS	147,391	150,917	218,020	4.00	225,681	5.00	276,653	22.59%
134-02-0000	Teaching Assistant LMK	148,114	46,907	103,363	3.00	153,545	4.00	218,545	42.33%
134-03-0000	Teaching Assistant HAS	156,770	240,864	155,601	3.00	164,972	3.00	168,091	1.89%
134-04-0000	Teaching Assistant PAR	135,601	131,241	219,744	4.00	234,802	4.00	215,185	-8.35%
134-05-0000	Teaching Assistant PUR	106,475	122,292	112,144	2.00	119,115	2.00	121,387	1.91%

**Harrison Central School District  
2024-25 Proposed Budget  
Program Component**

Program	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
150-01-0000 Instructional Salaries HHS	2,055,373	2,242,358	2,467,125	20.40	2,622,676	20.40	2,690,230	2.58%
150-02-0000 Instructional Salaries LMK	2,260,505	2,291,351	2,701,604	22.00	2,861,594	23.00	3,078,114	7.57%
150-03-0000 Instructional Salaries HAS	887,333	909,355	989,345	8.75	1,146,614	10.25	1,281,811	11.79%
150-04-0000 Instructional Salaries PAR	1,066,492	1,191,066	1,366,682	11.00	1,447,674	9.50	1,309,135	-9.57%
150-05-0000 Instructional Salaries PUR	952,265	742,624	850,360	8.60	968,958	8.10	965,917	-0.31%
150-06-0000 Instructional Salaries PRES	594,045	857,013	674,989	6.00	623,321	6.50	744,381	19.42%
150-09-0000 Instructional Salaries DW	244,546	294,185	190,736	1.43	209,986	1.43	217,108	3.39%
155-09-0000 Instr. Salaries Summer Proj.	97,418	33,834	49,207		48,000		70,000	45.83%
165-01-0000 Teacher Aides Salaries HHS	246,377	214,108	243,705	8.00	261,060	12.00	383,460	46.89%
165-02-0000 Teacher Aides Salaries LMK	255,079	317,820	476,269	18.00	565,760	18.00	553,166	-2.23%
165-03-0000 Teacher Aides Salaries HAS	422,005	452,026	324,369	10.00	343,969	14.00	458,145	33.19%
165-04-0000 Teacher Aides Salaries PAR	183,954	212,223	341,944	12.00	351,288	9.00	266,212	-24.22%
165-05-0000 Teacher Aides Salaries PUR	209,941	183,866	145,632	5.00	155,982	6.00	181,321	16.24%
165-06-0000 Teacher Aides Salaries PRES	36,976	59,217	41,827	2.00	49,652	2.00	25,975	-47.69%
165-09-0000 Teacher Aides Salaries Private/Parochial	21,954	-	-	-	-	-	-	
200-22-0000 Spec. Ed Equipment Dist.	7,710	9,539	10,248		20,000		20,000	0.00%
400-22-0000 Contractual Services	46,319	11,550	11,789		15,000		15,000	0.00%
402-22-0000 Res./CSE Maint. By County 20%	195,606	262,432	322,136		578,218		505,000	-12.66%
404-22-0000 Mileage Reimbursement	435	1,256	1,809		4,000		4,000	0.00%
433-22-0000 Testing	16,521	10,577	4,004		12,500		12,500	0.00%
470-22-0000 Tuition Private School	873,944	1,063,785	1,336,410		1,408,292		1,395,000	-0.94%
470-22-0003 Retroactive Tuition	19,928	9,798	46,510		20,000		20,000	0.00%
470-22-0900 Tuition Public School	112,886	31,336	-		50,000		50,000	0.00%
471-22-0000 Home Instruction	8,741	21,212	12,049		25,000		25,000	0.00%
472-22-0000 Related Services	384,600	426,608	445,979		429,000		514,000	19.81%
473-22-0000 In-District Non Public School Serv.	59,500	64,000	43,986		60,000		60,000	0.00%
490-22-0000 Boces Special Ed	454,834	611,895	605,930		480,803		458,693	-4.60%
500-01-0000 Material & Supplies HHS	473	578	560		600		1,000	66.67%
500-02-0000 Material & Supplies LMK	2,404	2,268	2,363		3,000		3,000	0.00%
500-03-0000 Material & Supplies HAS	2,091	1,730	2,186		2,400		3,000	25.00%
500-04-0000 Material & Supplies PAR	4,081	5,250	3,865		5,500		5,500	0.00%
500-05-0000 Material & Supplies PUR	-	498	483		500		500	0.00%
500-06-0000 Material & Supplies PRES	2,188	2,242	1,565		2,500		2,500	0.00%
500-22-0000 Material & Supplies DW	8,712	6,313	4,775		15,000		15,000	0.00%
Sub Total	12,429,586	13,236,134	14,529,313	149.18	15,686,962	158.18	16,334,529	4.13%
Occupational Education - 2280								
490-09-0001 Boces Regular Occ. Ed.	520,135	582,137	539,338		496,412		501,032	0.93%
490-22-0000 Boces Basic Occ. Ed Special Ed	90,128	42,918	21,801		43,914		43,914	0.00%
Sub Total	610,262	625,055	561,139		540,326		544,946	0.86%
Library & Audio Visual - 2610								
134-01-0000 Library Assistants HHS	116,507	118,692	120,724	2.00	122,792	2.00	125,198	1.96%
134-03-0000 Library Assistants HAS	58,628	59,346	60,362	1.00	61,396	1.00	62,599	1.96%
134-04-0000 Library Assistants PAR	40,782	43,209	45,789	1.00	48,511	1.00	49,481	2.00%
134-05-0000 Library Assistants PUR	57,378	58,096	59,112	1.00	60,146	1.00	61,349	2.00%
134-06-0000 Library Assistants PRES	57,378	39,436	42,014	1.00	44,670	1.00	45,563	2.00%
150-01-0000 Instructional Salaries HHS	144,500	149,788	159,161	1.00	162,927	1.00	165,292	1.45%
150-02-0000 Instructional Salaries LMK	-	137,762	145,941	1.00	150,027	1.00	155,899	3.91%
150-03-0000 Instructional Salaries HAS	136,798	141,966	144,543	1.00	148,249	0.60	90,235	-39.13%

**Harrison Central School District  
2024-25 Proposed Budget  
Program Component**

Program	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
150-04-0000 Instructional Salaries PAR	140,850	141,799	145,002	-	-	0.50	80,590	
150-05-0000 Instructional Salaries PUR	150,613	77,534	78,895	0.50	79,457	0.50	80,590	1.43%
150-06-0000 Instructional Salaries PRES	133,163	77,534	78,895	0.50	79,457	0.40	60,158	-24.29%
165-01-0000 Library Aides Salaries HHS	23,073	24,598	26,286	1.00	28,026	1.00	28,587	2.00%
165-02-0000 Library Aides Salaries LMK	35,159	35,245	36,212	1.00	36,839	1.00	37,569	1.98%
165-05-0000 Library Aides Salaries PUR	35,159	35,595	20,402	1.00	24,186	1.00	24,670	2.00%
165-06-0000 Library Aides Salaries PRES	31,371	32,354	33,414	1.00	34,424	1.00	35,112	2.00%
200-01-0000 Equipment HHS	-	-	615		1,000		1,000	0.00%
400-01-0000 Contractual Services HHS	5,719	5,995	5,707		6,100		6,100	0.00%
400-02-0000 Contractual Services LMK	-	-	-		500		500	0.00%
460-01-0000 Books HHS	5,551	17,355	9,311		12,864		12,540	-2.52%
460-02-0000 Books LMK	7,769	10,955	8,689		10,548		10,932	3.64%
460-03-0000 Books HAS	7,333	7,505	7,508		6,756		7,248	7.28%
460-04-0000 Books PAR	5,061	6,523	4,683		7,155		5,976	-16.48%
460-05-0000 Books PUR	1,632	2,171	2,394		4,152		4,488	8.09%
460-06-0000 Books PRES	1,659	1,496	1,882		3,960		4,008	1.21%
461-09-0000 Library Books Parochial	1,886	-	-		2,000		2,000	0.00%
490-09-0000 BOCES - Library Automation	-	-	100,058		100,350		107,350	6.98%
500-01-0000 Material & Supplies HHS	67	556	1,560		2,200		2,000	-9.09%
500-02-0000 Material & Supplies LMK	382	453	500		500		1,000	100.00%
500-03-0000 Material & Supplies HAS	1,850	1,479	2,100		3,000		3,000	0.00%
500-04-0000 Material & Supplies PAR	1,163	1,196	1,021		3,000		3,000	0.00%
500-05-0000 Material & Supplies PUR	590	508	457		1,500		1,500	0.00%
500-06-0000 Material & Supplies PRES	1,195	92	698		2,300		2,300	0.00%
Sub Total	1,203,216	1,229,237	1,343,931	14.00	1,248,992	14.00	1,277,834	2.31%
<b>Audio Visual - 2615</b>								
200-01-0000 Equipment A/V HHS	316	458	-		600		600	0.00%
500-01-0000 Material & Supplies HHS	1,830	2,115	2,186		2,200		2,600	18.18%
500-02-0000 Material & Supplies LMK	2,085	1,649	2,158		2,500		2,000	-20.00%
Sub Total	4,231	4,222	4,345		5,300		5,200	-1.89%
<b>Educational TV - 2620</b>								
160-00-0000 Non Instructional Salary- Cable TV	87,929	89,868	91,646	1.00	95,328	1.00	95,085	-0.25%
160-09-0009 Non Instructional Sal. Cable TV O.T.	4,767	10,752	12,134		11,000		11,000	0.00%
200-09-0000 Equipment	1,408	1,502	-		1,500		1,500	0.00%
465-09-0000 Equipment Repair	-	-	-		200		200	0.00%
500-09-0000 Material & Supplies	1,903	470	1,383		2,200		2,200	0.00%
Sub Total	96,007	102,593	105,164	1.00	110,228	1.00	109,985	-0.22%
<b>Computer Assisted Instruction - 2630</b>								
165-01-0000 Computer Aides Salaries HHS	35,159	35,595	36,212	1.00	36,839	1.00	27,281	-25.95%
165-02-0000 Computer Aides Salaries LMK	34,809	35,245	-	-	-	-	-	
200-01-0000 Equipment HHS	79,858	109,044	3,613		-		-	
200-02-0000 Equipment LMK	99,616	78,115	4,613		-		-	
200-09-0000 Equipment Elementaries	135,016	113,168	48,583		-		-	
400-09-0000 Contractual Services DW	-	-	247,795		122,400		130,250	6.41%
460-09-0000 Software DW	162,065	166,052	105,704		116,532		118,532	1.72%
461-09-0000 Software Parochial	4,643	-	-		5,000		-	-100.00%

**Harrison Central School District  
2024-25 Proposed Budget  
Program Component**

Program	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
465-09-0000 Equipment Repairs DW	-	-	-		700		700	0.00%
490-09-0002 Boces - Equipment	-	-	391,476		503,000		588,993	17.10%
490-09-0002 Boces Services	99,536	392,590	726,498		989,605		1,138,409	15.04%
500-09-0000 Material & Supplies DW	38,574	45,727	37,421		64,000		54,000	-15.63%
Sub Total	689,275	975,535	1,601,914	1.00	1,838,076	1.00	2,058,165	11.97%
<b>Attendance - 2805</b>								
160-08-0000 Data Manager Central Registrar	175,425	185,182	119,704	2.00	194,712	1.00	77,120	-60.39%
Sub Total	175,425	185,182	119,704	2.00	194,712	1.00	77,120	-60.39%
<b>Guidance - 2810</b>								
150-01-0000 Instructional Salaries HHS	841,626	870,042	917,937	7.00	934,407	7.00	973,699	4.21%
150-02-0000 Instructional Salaries LMK	337,887	367,610	371,651	3.00	394,324	3.00	406,726	3.15%
150-09-0000 Instructional Salaries DW	69,448	62,085	68,587		65,000		68,000	4.62%
160-01-0000 Secretarial Salaries HHS	168,985	137,728	235,788	4.00	258,516	4.00	264,673	2.38%
160-01-0009 Secretarial Salaries HHS O.T.	3,428	831	-		13,000		2,000	-84.62%
160-02-0000 Secretarial Salaries LMK	57,384	63,891	60,393	1.00	61,120	1.00	42,696	-30.14%
400-01-0000 Contractual Services HHS	155	-	58		1,000		1,000	0.00%
400-02-0000 Contractual Services LMK	-	-	-		500		500	0.00%
500-01-0000 Material & Supplies HHS	2,548	924	2,124		3,000		2,500	-16.67%
500-02-0000 Material & Supplies LMK	523	808	899		2,500		2,000	-20.00%
Sub Total	1,481,984	1,503,919	1,657,437	15.00	1,733,367	15.00	1,763,794	1.76%
<b>Health Services Regular School - 2815</b>								
160-01-0000 Nurses Salaries HHS	129,111	131,667	134,573	2.00	137,588	2.00	140,475	2.10%
160-02-0000 Nurses Salaries LMK	118,472	122,111	125,787	2.00	129,382	2.00	133,130	2.90%
160-03-0000 Nurses Salaries HAS	76,331	74,299	67,999	1.43	85,892	1.43	89,445	4.14%
160-04-0000 Nurses Salaries PAR	74,559	81,272	97,207	1.43	88,530	1.43	88,861	0.37%
160-05-0000 Nurses Salaries PUR	68,658	74,537	78,999	1.29	82,092	1.29	85,380	4.01%
160-06-0000 Nurses Salaries PRES	79,179	80,294	75,550	1.29	79,083	1.29	82,303	4.07%
160-09-0000 Parochial School Nurse	71,644	73,988	77,251	1.00	78,980	1.00	80,475	1.89%
160-09-0009 Nurse DW Sub/OT	27,518	30,802	33,289		50,000		50,000	0.00%
400-09-0000 Medical Doctors	43,751	35,704	34,772		39,000		39,000	0.00%

**Harrison Central School District  
2024-25 Proposed Budget  
Program Component**

Program	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
400-21-0009 Contractual Mileage	-	-	2,065		1,000		1,000	0.00%
401.09.0000 Contractual Nurse Subs.	70,514	73,818	102,915		110,000		25,000	-77.27%
406-09-0000 Health Services Other Districts	485,982	502,641	472,313		520,000		520,000	0.00%
465-21-0000 Equipment Repair Health	516	525	-		-		-	
500-01-0000 Material & Supplies HHS	1,737	2,225	2,625		2,700		2,700	0.00%
500-02-0000 Material & Supplies LMK	1,276	956	1,126		3,000		3,000	0.00%
500-03-0000 Material & Supplies HAS	986	834	655		1,200		1,200	0.00%
500-04-0000 Material & Supplies PAR	590	419	636		825		1,000	21.21%
500-05-0000 Material & Supplies PUR	862	863	454		1,000		1,400	40.00%
500-06-0000 Material & Supplies PRES	859	982	922		1,000		1,500	50.00%
500-08-0000 Vaccinations-Employees	2,100	350	4,200		5,000		5,000	0.00%
Sub Total	1,254,643	1,288,286	1,313,337	10.44	1,416,272	10.43	1,350,869	-4.62%
<b>Psychological Services - 2820</b>								
150-01-0000 Instructional Salaries HHS	463,273	448,120	489,267	4.00	505,501	3.00	365,698	-27.66%
150-02-0000 Instructional Salaries LMK	327,994	337,971	311,473	3.00	329,227	3.00	369,324	12.18%
150-03-0000 Instructional Salaries HAS	155,788	155,305	159,851	1.00	164,261	1.50	228,396	39.04%
150-04-0000 Instructional Salaries PAR	206,113	208,519	211,263	1.50	214,269	1.50	234,944	9.65%
150-05-0000 Instructional Salaries PUR	158,425	113,648	118,726	1.00	122,612	1.00	127,506	3.99%
150-06-0000 Instructional Salaries PRES	147,848	151,438	157,306	1.00	158,430	1.00	160,727	1.45%
500-02-0000 Material & Supplies LMK	291	451	384		1,200		1,000	-16.67%
500-03-0000 Material & Supplies HAS	669	941	1,013		1,500		1,500	0.00%
500-04-0000 Material & Supplies PAR	238	139	110		750		750	0.00%
500-05-0000 Material & Supplies PUR	-	-	374		500		500	0.00%
500-06-0000 Material & Supplies PRES	238	-	-		500		500	0.00%
500-22-0000 Material & Supplies Spec. Ed. DW	10,134	5,366	9,345		12,000		7,500	-37.50%
Sub Total	1,471,012	1,421,899	1,459,110	11.50	1,510,750	11.00	1,498,345	-0.82%
<b>Social Workers - 2825</b>								
400-01-0000 Student Assisted Services	75,485	76,843	78,380		80,463		83,557	3.85%
402-09-0000 Youth Council	33,660	34,272	34,957		35,656		35,656	0.00%
Sub Total	109,145	111,115	113,337	-	116,119	-	119,213	2.66%

**Harrison Central School District  
2024-25 Proposed Budget  
Program Component**

Program	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Co - Curricular Activities - 2850</b>								
150-01-0000 Extracurricular Salaries HHS	193,802	201,610	205,855		197,918		214,685	8.47%
150-02-0000 Extracurricular Salaries LMK	107,706	120,956	122,034		126,667		119,412	-5.73%
150-03-0000 Extracurricular Salies HAS	8,233	12,323	13,149		24,102		19,953	-17.21%
150-04-0000 Extracurricular Salies PAR	16,466	16,841	16,140		21,087		20,511	-2.73%
150-05-0000 Extracurricular Salies PUR	10,496	7,142	9,081		15,808		15,511	-1.88%
150-06-0000 Extracurricular Salies PRES	8,718	19,299	22,058		22,735		21,311	-6.26%
152-09-0000 Salaries - Intramurals	2,495	3,350	16,960		8,544		-	-100.00%
153-01-0000 Chaperones HHS	11,152	10,897	17,674		13,000		13,000	0.00%
153-02-0000 Chaperones LMK	1,813	3,315	8,538		3,700		3,700	0.00%
153-09-0000 Chaperones Elementary	2,257	4,436	5,299		4,700		4,700	0.00%
160.09.0000 Web Page Advisors	4,583	4,640	4,698		4,698		4,768	1.49%
400.01.0000 Truck Rental - Band	-	-	1,042		2,500		1,500	-40.00%
401-01-0000 Student Activities HHS	388	6,068	7,063		8,800		7,500	-14.77%
403-01-0000 Yearbook HHS & Perform. Arts Enrich.	-	1,870	4,079		20,000		20,000	0.00%
405-01-0000 Assemblies HHS	-	-	-		2,000		2,000	0.00%
406-01-0000 Footlight Players	18,845	49,360	48,300		78,000		78,000	0.00%
407-01-0000 Student Activities	30,297	31,223	24,663		22,000		22,000	0.00%
408-01-0000 Debate Team	12,080	13,994	41,186		38,000		38,000	0.00%
409-01-0000 DECA	-	13,438	9,331		12,000		12,000	0.00%
501-01-0000 Band Uniforms	1,759	445	4,573		8,000		8,000	0.00%
501-02-0000 Club Supplies- LMK	903	232	1,376		4,000		4,000	0.00%
<b>Sub Total</b>	<b>431,993</b>	<b>521,438</b>	<b>583,097</b>		<b>638,259</b>		<b>630,551</b>	<b>-1.21%</b>
<b>Interscholastic Athletics - 2855</b>								
150-09-0000 Instructional Salaries Coaches	788,428	812,262	894,599		883,625		965,745	9.29%
150-09-0002 Salaries - Crowd Control	64,258	91,540	92,239		78,000		95,000	21.79%
160-09-0000 After Hours DW Field Security	49,752	46,330	31,358		45,000		35,000	-22.22%
160-21-0000 Salaries - Equipment Manager	19,425	19,971	20,076		21,500		24,000	11.63%
200-21-0000 Equipment	29,448	15,296	6,917		34,000		34,000	0.00%
400-21-0000 Contractual Services	25,312	55,397	42,050		48,550		48,550	0.00%
400-21-0021 Championships	-	332	1,026		4,000		4,000	0.00%
405-21-0000 League Dues	5,289	23,468	20,790		25,000		25,000	0.00%
406-21-0000 Ice Hockey	6,384	20,037	12,543		40,000		40,000	0.00%
465-21-0000 Equipment Repair	32,143	34,790	31,454		40,000		40,000	0.00%
490-21-0000 Boces Services	96,465	136,507	140,535		144,800		159,500	10.15%
500-21-0000 Material & Supplies	90,548	70,259	105,420		97,000		100,000	3.09%
<b>Sub Total</b>	<b>1,207,453</b>	<b>1,326,190</b>	<b>1,399,007</b>		<b>1,461,475</b>		<b>1,570,795</b>	<b>7.48%</b>
<b>Total Instruction</b>	<b>60,675,971</b>	<b>62,564,390</b>	<b>65,779,728</b>		<b>69,285,342</b>		<b>71,496,067</b>	<b>3.19%</b>
<b>District Transportation Services - 5510</b>								
160-08-0008 Non Instr. Salaries- Summer Sub	4,188	17,823	2,359		5,000		5,000	0.00%
160-09-0000 Non Instr. Salaries	75,617	82,446	81,282	1.00	86,112	1.00	98,384	14.25%
400-09-0000 Contractual Services	25,010	11,475	6,775		7,200		7,200	0.00%
<b>Sub Total</b>	<b>104,815</b>	<b>111,744</b>	<b>90,416</b>	<b>1.00</b>	<b>98,312</b>	<b>1.00</b>	<b>110,584</b>	<b>12.48%</b>



**Harrison Central School District  
2024-25 Proposed Budget  
Program Component**

Program	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Contract Transportation - 5540 ***</b>								
420-03-0000 In-District Shuttles HAS	-	1,515	1,387		1,550		1,750	12.90%
420-04-0000 In-District Shuttles PAR	-	1,086	1,106		1,550		1,750	12.90%
420-05-0000 In-District Shuttles PUR	-	1,572	2,503		1,550		1,750	12.90%
420-06-0000 In-District Shuttles PRES	-	1,172	1,222		1,550		1,750	12.90%
421-01-0000 HHS Academic Competitions	-	6,330	6,754		16,500		16,500	0.00%
421-01-0001 HHS Academic Competitions - Debate	-	-	6,468		10,500		10,500	0.00%
421-01-0002 HHS Academic Competitions - DECA	-	-	7,765		9,500		9,500	0.00%
422-01-0000 Band Competitions HHS	-	2,415	15,279		16,500		16,500	0.00%
422-02-0000 Guidance Transportation LMK	-	2,830	2,445		3,000		7,200	140.00%
422-09-0000 Field Trips DW	1,489	6,260	6,164		13,000		10,000	-23.08%
422-21-0000 Athletic & Band Trans. Mileage	35,000	263,545	290,397		289,800		319,725	10.33%
422-22-0000 Field Trips Special Ed.	-	21,643	21,986		35,000		31,000	-11.43%
423-09-0000 Private Carrier- In District	2,205,261	2,337,840	2,536,236		3,121,762		3,543,121	13.50%
423-09-0001 Private Carrier- Priv/Parochial	2,169,411	2,087,642	2,127,737		2,612,411		2,783,252	6.54%
423-22-0000 Private Carrier- Special ed	1,619,588	1,822,553	1,914,064		2,356,064		2,189,325	-7.08%
439-09-0000 Fuel - Bus Fleet	90,707	201,768	216,778		225,000		189,000	-16.00%
<b>Sub Total</b>	<b>6,121,455</b>	<b>6,758,173</b>	<b>7,158,291</b>		<b>8,715,237</b>		<b>9,132,623</b>	<b>4.79%</b>
<b>Public Transportation - 5550</b>								
423-09-0000 Public Transportation	10,206	7,074	7,538		9,000		9,000	0.00%
<b>Sub Total</b>	<b>10,206</b>	<b>7,074</b>	<b>7,538</b>		<b>9,000</b>		<b>9,000</b>	<b>0.00%</b>
<b>Boces Transportation - 5581</b>								
492-09-0000 Boces Special Ed.	-	-	-		5,000		-	-100.00%
<b>Sub Total</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5,000</b>		<b>-</b>	<b>-100.00%</b>
<b>Total Transportation</b>	<b>6,236,476</b>	<b>6,876,991</b>	<b>7,256,244</b>		<b>8,827,549</b>		<b>9,252,207</b>	<b>4.81%</b>



**Harrison Central School District  
2024-25 Proposed Budget  
Program Component**

Program	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Employee Benefits</b>								
9010 800-09 NYS Employees Retirement	668,715	620,627	534,023		608,538		719,112	18.17%
9020 800-09 NYS Teachers' Retirement	4,822,315	5,078,719	5,568,189		5,386,369		5,745,709	6.67%
9030 800-09 Social Security	4,077,438	4,093,826	4,346,932		4,496,862		4,657,954	3.58%
9040 800-09 Workers Compensation	369,366	359,349	355,792		361,649		379,423	4.91%
9050 800-09 Unemployment Insurance	45,609	9,236	31,365		49,204		49,308	0.21%
9060 860-09 Health Insurance	10,336,335	10,840,239	11,073,923		12,186,806		13,596,135	11.56%
9060 860-09 Health Insurance Waiver	1,434,725	1,391,856	1,534,071		1,574,591		1,770,478	12.44%
9060.861-09 Medicare Reimbursement	882,141	947,909	1,015,772		1,061,979		1,150,510	8.34%
9060 864-09 Dental/Life Insurance	767,315	768,376	767,364		803,660		780,704	-2.86%
9060 870-09 Accumulated Sick Leave	143,955	193,963	-		-		-	
9060 871-09 Retirement Incentive	197,471		129,398		125,000		145,000	16.00%
9060 872-09 Contractual Attendance	45,500				-		-	
Sub Total	23,790,886	24,304,099	25,356,829		26,654,656		28,994,333	8.78%
<b>Interfund Transfers</b>								
9901 950 00 Interfund Trans. to Special Aid	104,338	244,185	211,692		160,000		225,000	40.63%
Sub Total	104,338	244,185	211,692		160,000		225,000	40.63%
<b>Total Program Component</b>								
	<b>\$ 90,950,229</b>	<b>\$ 94,099,939</b>	<b>\$ 98,824,040</b>	<b>549.18</b>	<b>\$105,167,547</b>	<b>563.05</b>	<b>\$ 110,207,607</b>	<b>4.79%</b>

\*\*\*Year 2 of 4 year transportation agreement

**Harrison Central School District  
2024-25 Proposed Budget  
Administrative Component**

Administrative	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Board of Education - 1010</b>								
400-08-0000 Contractual	22,746	22,616	23,327		25,000		25,000	0.00%
490-08-0000 Boces Serv.-Policy Manuals	3,500	11,016	15,690		15,800		16,300	0.00%
500-08-0000 Material & Supplies	1,147	577	168		650		650	0.00%
Sub Total	27,392	34,208	39,185		41,450		41,950	1.21%
<b>District Clerk - 1040</b>								
160-08-0000 Non Instructional Salary	20,416	21,714	23,001		21,341		21,341	0.00%
Sub Total	20,416	21,714	23,001		21,341		21,341	0.00%
<b>District Meeting - 1060</b>								
444-08-0000 Fees Insp. & Clerks	14,330	13,188	12,701		14,750		14,750	0.00%
490-08-0000 Boces Svcs.	12,157	12,157	12,188		13,000		12,500	-3.85%
500-08-0000 Material & Supplies	464	40	183		5,500		5,500	0.00%
Sub Total	26,952	25,385	25,072		33,250		32,750	-1.50%
<b>Chief School Administrator - 1240</b>								
150-08-0000 Superintendent Salary	446,781	390,740	369,661	1.00	377,054	1.00	384,595	2.00%
160-08-0000 Secretarial	143,631	150,342	151,663	1.50	157,628	1.50	160,503	1.82%
200-08-0000 Equipment	-	-	729		2,200		2,200	0.00%
400-08-0000 Contractual Services	7,302	13,798	14,805		14,500		14,500	0.00%
490-08-0000 Boces Svcs.- L/R Planning	10,800	10,800	11,170		11,350		11,550	1.76%
500-08-0000 Material & Supplies	1,940	3,088	2,796		3,500		3,500	0.00%
Sub Total	610,453	568,768	550,824	2.50	566,232	2.50	576,848	1.87%
<b>Business Administration - 1310</b>								
150-08-0000 Assist. Supt. Salary-Bus.	278,931	282,213	261,300	1.00	266,502	1.00	271,808	1.99%
160-08-0000 Business Staff Salary	451,926	458,752	478,861	5.00	498,248	5.00	524,251	5.22%
160-08-0009 Business Staff O.T.	-	-	-		2,000		2,000	0.00%
200-08-0000 Equipment	310	536	-		1,000		1,000	0.00%
400-08-0000 Contractual Services	13,672	5,167	13,721		14,200		14,200	0.00%
401-08-0000 Contractual Benefits	63,798	-	-		-		-	
403-09-0000 Conferences	818	-	1,280		3,500		3,500	0.00%
461-08-0000 Software Support	3,200	3,520	3,696		3,800		3,950	3.95%
490-08-0000 Boces Services	58,560	59,239	62,465		60,955		62,273	2.16%
500-08-0000 Material & Supplies	3,840	6,382	4,807		6,000		6,000	0.00%
Sub Total	875,054	815,808	826,130	6.00	856,205	6.00	888,982	3.83%

**Harrison Central School District  
2024-25 Proposed Budget  
Administrative Component**

Administrative	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Auditing Services - 1320</b>								
400-08-0000 Internal Auditor & Claims Auditor	37,115	42,405	39,086		45,500		46,500	2.20%
401-08-0000 Contractual Auditing Services	43,600	43,600	45,100		46,300		47,000	1.51%
Sub Total	80,715	86,005	84,186		91,800		93,500	1.85%
<b>Treasurer - 1325</b>								
160-08-0000 Treasurer Salary	152,980	143,641	142,800	1.00	150,000	1.00	153,000	2.00%
400-08-0000 Contractual Services	-	-	-		500		500	0.00%
401-08-0000 Contractual Benefits	10,000	-	-		-		-	
Sub Total	162,980	143,641	142,800	1.00	150,500	1.00	153,500	1.99%
<b>Purchasing Services - 1345</b>								
160-08-0000 Purchasing Agent Salary	116,000	85,442	42,713	-	-	-	-	
400-08-0000 Contractual Services	25,370	32,391	41,129		38,000		38,000	0.00%
Sub Total	141,370	117,833	83,842	-	38,000	-	38,000	0.00%
<b>Total Finance Department</b>								
	1,260,120	1,163,288	1,136,958	7.00	1,136,505	7.00	1,173,982	3.30%
<b>Legal Services - 1420</b>								
400-22-0000 Impatual Hearings	12,508	540	17,458		32,500		32,500	0.00%
401-08-0000 Contractual	130,049	109,734	202,089		207,500		207,500	0.00%
Sub Total	142,557	110,274	219,547		240,000		240,000	0.00%
<b>Personnel Services - 1430</b>								
150-08-0000 Assist. Supt. Salary	261,068	289,443	269,881	1.00	276,735	1.00	283,686	2.51%
160-08-0000 Secretarial	192,599	174,433	205,321	2.50	215,906	2.50	223,082	3.32%
160-08-0009 Secretarial O.T.	-	-	1,030		1,400		1,400	0.00%
200-08-0000 Equipment	-	-	-		2,500		2,500	0.00%
401-08-0000 Contractual Services	34,967	15,868	15,429		32,000		32,000	0.00%
401-09-0000 Contractual Benefits	21,200	10,000	10,000		10,000		-	-100.00%
402-08-0000 Advertising	-	-	-		2,000		2,000	0.00%
403-08-0000 Recruiting	700	1,677	1,983		5,900		5,900	0.00%
490-08-0000 Boces Svcs. Recruiting	32,161	35,388	37,900		33,820		35,652	5.42%
500-08-0000 Material & Supplies	960	1,280	1,538		2,750		2,750	0.00%
Sub Total	543,654	528,091	543,082	3.50	583,011	3.50	588,970	1.02%

**Harrison Central School District  
2024-25 Proposed Budget  
Administrative Component**

Administrative	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Records Management - 1460</b>								
160-08-0000 Records Management Officer	2,837	2,880	2,938		2,936		3,052	3.95%
Sub Total	2,837	2,880	2,938		2,936		3,052	3.95%
<b>Public Information - 1480</b>								
401-08-0000 School & Comm. Related	745	444	1,390		4,000		4,000	0.00%
402-08-0000 Legal Notices	11,814	12,166	13,292		12,500		12,500	0.00%
446-08-0000 Consultant	68,162	69,360	70,752		72,000		72,200	0.28%
500-08-0000 Material & Supplies	-	-	-		500		500	0.00%
501-08-0000 D.W. Newsletters	1,447	1,638	1,858		2,500		2,500	0.00%
Sub Total	82,168	83,608	87,291		91,500		91,700	0.22%
<b>Total Staff</b>								
	771,216	724,853	852,858		917,447		923,722	0.68%
<b>Central Printing &amp; Mailing - 1670</b>								
160-09-0000 Clerical Salary	68,033	69,050	70,409	1.00	71,445	1.00	73,688	3.14%
400-01-0000 Postage - HHS	-	5,000	5,000		19,000		19,000	0.00%
400-02-0000 Postage - LMK	1,700	2,100	2,400		9,600		9,600	0.00%
400-03-0000 Postage - HAS	2,200	2,300	2,300		2,400		2,400	0.00%
400-04-0000 Postage - PARSONS	2,300	2,000	1,500		2,400		2,400	0.00%
400-05-0000 Postage - PURCHASE	1,800	1,200	800		2,100		2,100	0.00%
400-06-0000 Postage - PRESTON	1,500	1,700	1,300		1,600		1,600	0.00%
400-08-0000 Postage - DW & newsletters	8,741	13,625	11,241		16,000		16,000	0.00%
400-09-0000 Contractual Services	2,127	2,372	2,890		2,700		2,700	0.00%
400-22-0000 Postage - Special Ed	3,000	3,000	3,200		7,500		7,500	0.00%
410-09-0000 Copier Lease-Administrative	32,500	34,180	9,220		-		-	
411-09-0000 Print Management Service	5,400	5,200	975		5,400		-	-100.00%
500-09-0000 Material & Supplies	6,674	7,710	9,891		13,000		13,000	0.00%
Sub Total	135,976	149,436	121,125	1.00	153,145	1.00	149,988	-2.06%
<b>Central Data Operations - 1680</b>								
161-09-0000 Computer System Analyst	310,532	315,192	322,077	2.00	229,531	2.00	233,863	1.89%
161-09-0009 Computer System Analyst- O.T.	23,453	12,818	15,020		20,000		20,000	0.00%
200-09-0000 Equipment	116,932	80,543	80,878		10,000		10,000	0.00%
400-09-0000 Contractual Services	435,731	413,560	1,274		-		-	
412-09-0000 Software Support	92,692	88,477	79,147		78,645		50,700	-35.53%
460-09-0000 Software	87,017	35,697	33,622		33,300		33,300	0.00%
490-09-0000 Boces Services	60,231	82,312	171,520		201,074		277,855	38.19%
500-09-0000 Material & Supplies	6,448	10,524	607		7,500		7,500	0.00%
Sub Total	1,133,037	1,039,123	704,146	2.00	580,050	2.00	633,218	9.17%

**Harrison Central School District  
2024-25 Proposed Budget  
Administrative Component**

Administrative	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Special Items</b>								
1910 424-09 Insurance	345,088	372,430	386,477		425,700		495,650	16.43%
1910 425-08 Student Accident Insurance	45,324	41,446	33,051		35,000		28,288	-19.18%
1920 400-09 School Association Dues	6,231	6,134	6,699		7,500		7,500	0.00%
1981 490-09 Boces Administrative Charge	537,229	630,074	636,394		657,075		676,182	2.91%
Sub Total	933,872	1,050,084	1,062,622		1,125,275		1,207,620	7.32%
Total General Support	4,919,433	4,776,860	4,515,790	16.00	4,574,695	16.00	4,761,419	4.08%
<b>Curriculum Development - 2010</b>								
150-09-0000 Salaries - Instructional	254,815	523,601	256,200	1.00	261,300	1.00	266,502	1.99%
160-09-0000 Salaries - Clerical	78,247	87,463	94,968	1.00	100,895	1.00	106,064	5.12%
401-08-0000 Contractual Benefits	11,200	-	-		-		-	
401-09-0000 Tri- State	7,850	7,850	7,850		8,000		2,000	-75.00%
490-09-0000 Boces Testing	74,558	77,500	81,586		83,200		92,467	11.14%
500-09-0000 Material & Supplies	1,067	3,194	1,484		2,900		2,900	0.00%
Sub Total	427,737	699,608	442,087	2.00	456,295	2.00	469,933	2.99%
<b>Technology - District Wide 2011</b>								
150-09-0000 Salaries - Instructional	197,300	200,161	205,142	1.00	208,789	1.00	212,805	1.92%
160-09-0009 Salaries - Non- Instructional OT	-	-	-	-	1,600	-	1,600	0.00%
Sub Total	197,300	200,161	205,142	1.00	210,389	1.00	214,405	1.91%
<b>Supervision - Regular School - 2020</b>								
150-01-0000 Principal/ Asst. Principal HHS	727,666	742,342	755,581	4.00	770,464	4.00	755,629	-1.93%
150-02-0000 Principal/ Asst. Principal LMK	508,080	503,902	513,001	3.00	522,268	3.00	534,972	2.43%
150-03-0000 Principal/ Asst. Principal HAS	334,851	346,986	350,039	2.00	356,317	2.00	364,630	2.33%
150-04-0000 Principal/ Asst. Principal PAR	338,286	373,898	348,778	2.00	358,116	2.00	366,415	2.32%
150-05-0000 Principal/ Asst. Principal PUR	176,092	178,672	184,402	1.00	187,691	1.00	191,313	1.93%
150-06-0000 Principal/ Asst. Principal PRE	191,687	194,463	199,338	1.00	202,878	1.00	206,776	1.92%
150-09-0000 Supervisors District-Wide	1,058,223	893,752	1,108,992	7.00	1,174,036	7.00	1,167,973	-0.52%
150-09-0009 Instr. Sal. Add'l. Hrs.	126,585	136,801	207,975		240,941		270,888	12.43%
150-21-0000 Athletic Director Salary	322,105	334,974	341,095	2.00	350,329	2.00	357,295	1.99%
160-01-0000 Secretarial Salary HHS	386,396	434,559	305,541	4.00	272,677	4.00	283,045	3.80%
160-01-0009 Secretarial Salary HHS- O.T.	1,856	2,275	(1,868)		1,800		1,800	0.00%
160-02-0000 Secretarial Salary LMK	153,832	169,966	208,151	3.00	208,535	3.00	200,863	-3.68%
160-02-0009 Secretarial Salary LMK- O.T.	2,371	-	1,622		4,500		4,500	0.00%
160-03-0000 Secretarial Salary HAS	118,286	120,622	93,718	2.00	121,568	2.00	110,472	-9.13%
160-03-0009 Secretarial Salary HAS- O.T.	1,346	-	-		2,500		2,500	0.00%
160-04-0000 Secretarial Salary PAR	72,656	73,976	74,513	1.00	75,891	2.00	104,123	37.20%
160-04-0009 Secretarial Salary PAR- O.T.	8,838	9,582	6,446		6,500		6,500	0.00%
160-05-0000 Secretarial Salary PUR	83,149	111,756	132,123	2.00	134,740	2.00	139,468	3.51%
160-05-0008 Secretarial Salary PUR Subs	4,064	-	-		-		-	
160-05-0009 Secretarial Salary PUR- O.T.	305	-	-		-		-	
160-06-0000 Secretarial Salary PRES	113,912	120,125	123,528	2.00	122,747	2.00	126,226	2.83%
160-06-0009 Secretarial Salary PRES- O.T.	-	-	-		1,800		1,800	0.00%
160-09-0000 Secretarial Salary - DW Spvr.	179,372	145,408	149,851	2.00	154,690	2.00	157,616	1.89%
160-21-0000 Secretarial Salary - Athletics	75,204	76,329	77,916	1.00	79,648	1.00	81,145	1.88%

**Harrison Central School District  
2024-25 Proposed Budget  
Administrative Component**

Administrative		2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
		Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
200-01-0000	Equipment HHS	-	-	326		2,000		2,000	0.00%
200-04-0000	Equipment PAR	674	1,930	-		2,500		2,500	0.00%
200-06-0000	Equipment PRES	-	-	-		1,000		1,000	0.00%
200-21-0000	Equipment - Athletics	839	-	5,854		1,000		1,000	0.00%
400-01-0000	Contractual Services HHS	789	484	234		1,000		1,000	0.00%
400-02-0000	Contractual Services LMK	739	600	339		1,200		1,200	0.00%
400-03-0000	Contractual Services HAS	859	8,164	1,775		3,500		3,500	0.00%
400-04-0000	Contractual Services PAR	605	6,506	666		2,750		2,500	-9.09%
400-05-0000	Contractual Services PUR	1,261	6,986	225		2,000		1,500	-25.00%
400-06-0000	Contractual Services PRES	208	6,358	2,879		2,000		2,000	0.00%
400-08-0000	Tuition Reimbursement	5,000	10,697	5,000		15,000		25,000	66.67%
400-21-0000	Contractual Services-Athletics	9,117	1,392	6,286		10,400		10,400	0.00%
401-09-0000	Contractual Admin. (meetings)	3,750	26,359	3,750		3,900		3,900	0.00%
500-01-0000	Material & Supplies HHS	1,233	4,764	2,564		3,100		3,000	-3.23%
500-01-0009	9-12 Paper HHS	-	-	-		-		16,000	
500-02-0000	Material & Supplies LMK	8,761	6,291	3,544		10,000		10,000	0.00%
500-02-0009	6-8 Paper LMK	-	-	-		-		8,000	
500-03-0000	Material & Supplies HAS	4,427	3,825	3,093		6,000		6,000	0.00%
500-03-0009	K-5 Paper HAS	3,785	5,527	8,206		6,300		8,000	26.98%
500-04-0000	Material & Supplies PAR	6,429	6,262	3,820		7,500		7,500	0.00%
500-04-0009	Copier Supplies PAR	4,370	3,975	4,859		5,200		5,200	0.00%
500-05-0000	Material & Supplies PUR	1,454	1,916	1,158		3,000		3,000	0.00%
500-05-0009	K-5 Paper PUR	-	2,806	3,762		4,000		5,000	25.00%
500-06-0000	Material & Supplies PRES	1,159	1,069	1,112		2,500		2,500	0.00%
500-06-0009	K-5 Paper PRES	2,550	3,932	5,510		6,000		6,500	8.33%
500-21-0000	Material & Supplies - Athletics	1,530	1,482	1,367		2,500		2,500	0.00%
502-09-0001	Supplies K-12 Math	3,998	988	351		1,500		1,500	0.00%
502-09-0002	Supplies K-12 ELA	1,044	583	565		1,500		1,500	0.00%
502-09-0003	Supplies Elementary Ed	-	-	987		1,500		1,500	0.00%
502-09-0004	Supplies K-12 Social Studies	375	785	680		1,500		1,500	0.00%
502-09-0005	Supplies K-12 Science	244	1,176	837		1,500		1,500	0.00%
502-09-0006	Curr. Supv. - Math Secondary	-	-	523		1,500		1,500	0.00%
502-09-0007	Supplies K-12 LOTE/ESL	175	394	919		1,500		1,500	0.00%
502-09-0008	Supplies Fine & Performing Arts	312	-	1,129		2,000		2,000	0.00%
Sub Total		5,050,851	5,085,635	5,253,060	39.00	5,467,486	40.00	5,589,149	2.23%

**Harrison Central School District  
2024-25 Proposed Budget  
Administrative Component**

Administrative	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Special Ed. Supv. - 2022</b>								
150-22-0000 Instructional Salaries	488,385	505,784	476,087	3.00	532,212	3.00	518,735	-2.53%
160-22-0000 Clerical Salaries	249,567	256,162	268,079	4.00	282,487	4.00	281,140	-0.48%
160-22-0009 Clerical Salaries O.T.	1,742	-	17,669		7,000		7,000	0.00%
400-22-0000 Contractual Services	409	430	-		500		500	0.00%
500-22-0000 Material & Supplies	3,135	3,298	2,099		4,500		4,500	0.00%
<b>Sub Total</b>	<b>743,238</b>	<b>765,674</b>	<b>763,934</b>	<b>7.00</b>	<b>826,699</b>	<b>7.00</b>	<b>811,875</b>	<b>-1.79%</b>
<b>Total Curriculum &amp; Supervision</b>	<b>6,419,125</b>	<b>6,751,078</b>	<b>6,664,224</b>	<b>49.00</b>	<b>6,960,869</b>	<b>50.00</b>	<b>7,085,362</b>	<b>1.79%</b>
<b>Employee Benefits</b>								
9010-800-09 NYS Employees Retirement	430,773	398,927	327,639		336,451		405,773	20.60%
9020-800-09 NYS Teachers' Retirement	552,084	591,512	616,790		595,721		618,715	3.86%
9030-800-09 Social Security	651,990	660,987	667,241		673,156		684,362	1.66%
9040-800-09 Workers Compensation	59,062	58,020	54,613		54,137		55,746	2.97%
9050-800-09 Unemployment Insurance	7,293	1,491	4,814		7,366		7,244	-1.65%
9060-860-09 Health Insurance	1,652,800	1,750,260	1,699,813		1,824,298		1,997,588	9.50%
9060-860-09 Health Insurance Waiver	229,415	224,728	235,475		235,708		260,124	10.36%
9060-861-09 Medicare Reimbursement	141,056	153,049	155,918		158,972		169,037	6.33%
9060-864-09 Dental/Life Insurance	122,695	124,062	117,788		120,303		114,703	-4.66%
9060-870-09 Accumulated Sick Leave/Retirement Incentive	23,019	31,317	66,000		-		-	
<b>Sub Total</b>	<b>3,870,188</b>	<b>3,994,353</b>	<b>3,946,090</b>		<b>4,006,111</b>		<b>4,313,292</b>	<b>7.67%</b>
<b>Total Administrative Component</b>	<b>\$ 15,208,747</b>	<b>\$ 15,522,291</b>	<b>\$ 15,126,104</b>	<b>65.00</b>	<b>\$ 15,541,675</b>	<b>66.00</b>	<b>\$ 16,160,073</b>	<b>3.98%</b>



**Harrison Central School District  
2024-25 Proposed Budget  
Capital Component**

Capital	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
<b>Operation of Plant - 1620</b>								
160-08-0000 Director of Facilities Salary	194,890	200,870	159,353	1.00	181,411	1.00	213,700	17.80%
160-09-0000 District-Wide Custodians	2,426,006	2,357,648	2,475,239	38.00	2,586,442	38.00	2,668,034	3.15%
160-09-0001 Clerical Salary	16,839	45,671	74,307	1.00	75,682	1.00	77,120	1.90%
160-09-0009 Clerical Salary-O.T.	-	-	-		1,200		1,200	0.00%
161-09-0009 Per Diem Subs Salary	46,632	54,324	38,930		60,000		60,000	0.00%
162-09-0000 Courier Salary	19,801	20,215	20,508	0.50	22,000	0.50	23,000	4.55%
162-09-0009 Custodial O.T.	21,002	23,437	18,291		34,000		34,000	0.00%
163-09-0000 Absence Coverage	1,515	6,413	9,918		4,500		4,500	0.00%
163-09-0009 Sal. Summer Wiring Tech./Security	10,575	6,750	6,480		40,000		40,000	0.00%
164-09-0000 O.T. Building Checks	55,967	56,688	61,339		59,000		64,000	8.47%
165-09-0000 O.T. Construction	5,828	5,573	11,405		35,000		35,000	0.00%
166-09-0000 O.T. Recreation Dept.	(46)	(57)	(184)		6,500		6,500	0.00%
167-09-0000 O.T. Athletics	4,401	20,854	20,807		29,000		29,000	0.00%
168-09-0000 O.T. Snow Removal	7,226	-	69		18,000		18,000	0.00%
169-09-0000 O.T. Other	-	-	-		1,000		1,000	0.00%
200-08-0000 Equipment	37,997	23,408	33,580		45,000		45,000	0.00%
202-09-0000 Equipment-Telephone	-	-	-		800		800	0.00%
400-09-0000 Contractual Services	232,233	260,274	278,979		295,000		295,000	0.00%
432-09-0000 Gas	435,247	511,020	599,024		514,600		620,000	20.48%
433-09-0000 Electricity	505,165	701,373	731,363		650,000		740,000	13.85%
434-09-0000 Telephone	213,368	194,321	230,985		231,886		231,886	0.00%
435-09-0000 Water	64,189	74,067	103,208		94,000		114,000	21.28%
438-09-0000 Uniforms & Shoes	15,610	16,104	19,122		18,000		18,500	2.78%
439-09-0000 Fuel - Vehicles	14,576	24,513	21,003		25,000		25,000	0.00%
440-09-0000 Professional Devel. Tuition Reimb.	465	-	-		-		-	
464-09-0000 Building Repairs-Capital	569,339	803,465	528,926		395,000		395,000	0.00%
465-09-0000 Repairs	487,242	635,533	299,796		310,000		310,000	0.00%
465-09-0001 Repairs - Equipment	11,605	16,988	38,080		17,000		17,000	0.00%
466-09-0000 Repairs - Vehicles	15,544	23,335	21,080		26,000		26,000	0.00%
468-09-0000 DW Health & Safety	453,436	24,209	20,421		32,000		32,000	0.00%
469-09-0000 COVID-19 Expenses	763,653	80,351	317		-		-	
470-09-0000 Professional Services	96,523	79,980	79,388		65,000		65,000	0.00%
490-09-0000 Boces Services	6,047	6,613	28,940		39,051		39,683	1.62%
500-09-0000 Material & Supplies	229,585	185,504	225,685		222,500		222,500	0.00%
<b>Sub Total</b>	<b>6,962,460</b>	<b>6,459,445</b>	<b>6,156,362</b>	<b>40.50</b>	<b>6,134,572</b>	<b>40.50</b>	<b>6,472,423</b>	<b>5.51%</b>
<b>Maintenance of Plant - 1621</b>								
160-09-0000 Maintenance Staff Salaries	845,684	843,789	886,069	10.00	904,227	10.00	946,271	4.65%
162-09-0009 Maintenance O.T.	7,763	5,868	10,171		12,000		12,000	0.00%
163-09-0000 Absence Coverage O.T.	-	-	247		-		-	
164-09-0000 Building Check O.T.	189	-	72		800		800	0.00%
165-09-0000 Construction O.T.	27,032	68,157	122,501		115,000		115,000	0.00%
166-09-0000 Recreation Dept. O.T.	-	-	700		500		500	0.00%
167-09-0000 Athletics O.T.	874	2,524	3,901		7,500		7,500	0.00%
168-09-0000 Snow Removal O.T.	13,995	-	1,570		15,000		15,000	0.00%



**Harrison Central School District  
2024-25 Proposed Budget  
Capital Component**

Capital	2020-21	2021-22	2022-23	2023-24		2024-25		23-24 vs 24-25
	Actual Expenses	Actual Expenses	Actual Expenses	FTE	Adopted Budget	FTE	Proposed Budget	Budget to Budget % Inc.
200-09-0000 Equipment	25,000	76,143	4,995		32,000		32,000	0.00%
464-09-0000 Flood Repairs	-	129,411	-		-		-	
500-09-0001 Upkeep/Improv. Of Grounds	27,597	25,076	27,068		38,000		38,000	0.00%
500-11-0000 Material & Supplies	6,325	31,958	19,856		30,000		30,000	0.00%
Sub Total	954,459	1,182,927	1,077,151	10.00	1,155,027	10.00	1,197,071	3.64%
<b>Special Items</b>								
1930-400-09 Judgments & Claims	409,401	38,638	1,139,379		-		-	
1950-400-09 Sewer Tax Assessments	124,414	126,827	144,305		130,000		165,215	27.09%
1964-400-09 Refund on Real Property Taxes	-	-	155,063		191,000		161,000	-15.71%
Sub Total	533,815	165,465	1,438,748		321,000		326,215	1.62%
<b>Total General Support</b>	<b>8,450,734</b>	<b>7,807,837</b>	<b>8,672,260</b>	<b>50.50</b>	<b>7,610,599</b>	<b>50.50</b>	<b>7,995,709</b>	<b>5.06%</b>
<b>Employee Benefits</b>								
9010 800-09 NYS Employees Retirement	529,781	487,594	427,148		480,012		585,115	21.90%
9030 800-09 Social Security	276,969	274,941	295,488		313,553		325,723	3.88%
9040 800-09 Workers Compensation	25,090	24,134	24,185		25,217		26,532	5.22%
9050 800-09 Unemployment Insurance	3,098	620	2,132		3,431		3,448	0.50%
9060 860-09 Health Insurance	702,118	728,029	752,764		849,750		950,756	11.89%
9060 860-09 Health Insurance Waiver	97,457	93,477	104,280		109,792		123,807	12.77%
9060.861-09 Medicare Reimbursement	59,921	63,661	69,048		74,049		80,453	8.65%
9060 864-09 Dental/Life Insurance	52,122	51,604	52,163		56,037		54,593	-2.58%
9060 870-09 Accumulated Sick Leave/Retirement Incentive	9,778	13,027	16,370		-		-	
Sub Total	1,756,334	1,737,087	1,743,579		1,911,839		2,150,427	12.48%
<b>Debt Service</b>								
9711-600-09 Serial Bonds Principal - \$22.58M	485,000	500,000	515,000		530,000		550,000	3.77%
9711-601-09 Serial Bonds Principal - \$19.38M	415,000	425,000	440,000		450,000		465,000	3.33%
9711-602-09 Serial Bonds Principal - \$4.3M	185,000	155,000	160,000		170,000		180,000	5.88%
9711-700-09 Serial Bonds Interest - \$22.58M	725,558	711,008	696,008		679,270		662,045	-2.54%
9711-701-09 Serial Bonds Interest - \$19.38M	625,838	613,238	600,263		586,913		573,188	-2.34%
9711-702-09 Serial Bonds Interest - \$4.3M	83,246	114,588	106,838		98,838		90,337	-8.60%
9789-600-09 EPC Principal - \$6.9M	324,656	333,412	342,404		351,640		361,123	2.70%
9789-700-09 EPC Interest - \$6.9M	157,850	160,342	151,350		142,115		132,631	-6.67%
Sub Total	3,002,147	3,012,587	3,011,862		3,008,776		3,014,324	0.18%
<b>Interfund Transfers</b>								
9950 960-00 Interfund Trans. to Capital ±	620,000	828,000	2,028,000		2,028,000		2,028,000	0.00%
Sub Total	620,000	828,000	2,028,000		2,028,000		2,028,000	0.00%
<b>Total Capital Component</b>	<b>\$ 13,829,214</b>	<b>\$ 13,385,510</b>	<b>\$ 15,455,701</b>	<b>50.50</b>	<b>\$ 14,559,214</b>	<b>50.50</b>	<b>\$ 15,188,460</b>	<b>4.32%</b>

± See additional information about capital outlay in Budget Highlights section

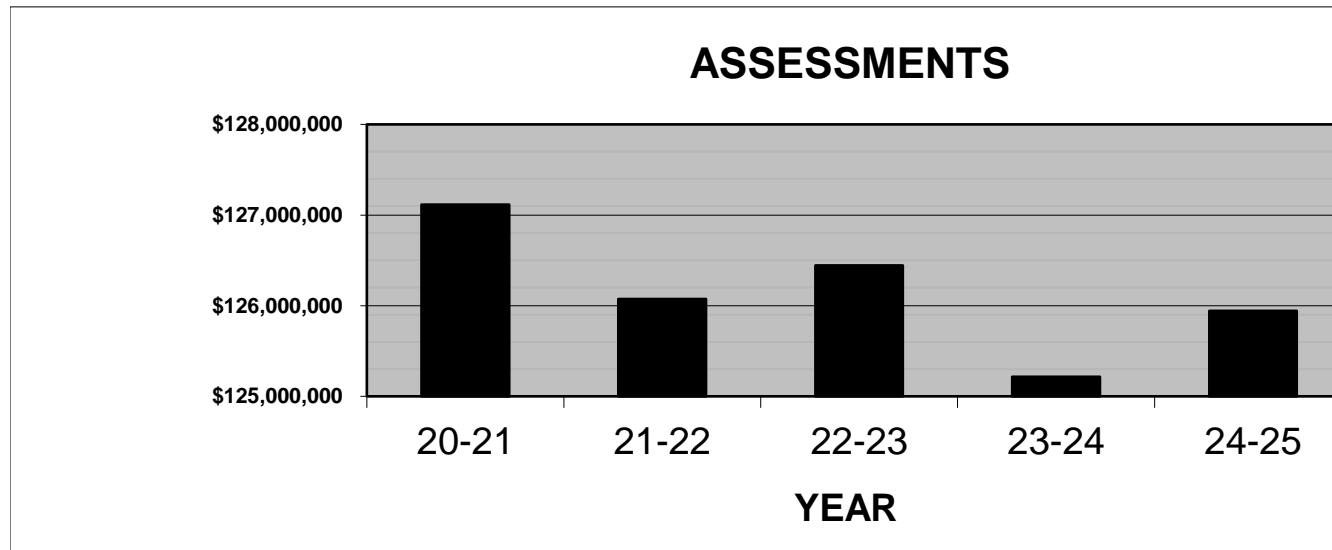
# **HARRISON CENTRAL SCHOOL DISTRICT RELATED INFORMATION**



## **2024/2025 BUDGET**

## HARRISON CENTRAL SCHOOL DISTRICT FIVE YEAR TAXABLE ASSESSED VALUE HISTORY

SCHOOL YEAR	ASSESSMENT ROLL	TAX ROLL	ACTUAL ASSESSED VALUE	% INCREASE
2020-2021	2019	2020	\$127,113,340	-1.76%
2021-2022	2020	2021	\$126,075,019	-0.82%
2022-2023	2021	2022	\$126,443,874	0.29%
2023-2024	2022	2023	\$125,214,775	-0.97%
2024-2025	2023	2024	\$125,941,636 Estimate	0.58%



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

The assessments used to determine the tax rate for 2024/2025 are estimated to increase by 0.58%.

## HARRISON CENTRAL SCHOOL DISTRICT

### FIVE YEAR BUDGET ANALYSIS

SCHOOL YEAR	EXPENDITURE BUDGET	% INCREASE
2020-2021	\$123,428,299	3.37%
2021-2022	\$125,558,025	1.73%
2022-2023	\$130,311,477	3.79%
2023-2024	\$135,268,436	3.80%
2024-2025	\$141,556,140	4.65%

### FIVE YEAR NON-PROPERTY TAX REVENUE HISTORY

SCHOOL YEAR	NON-PROPERTY TAX ESTIMATED REVENUES	% INCREASE
2020-2021	\$9,838,109	1.37%
2021-2022	\$10,017,081	1.82%
2022-2023	\$10,218,182	2.01%
2023-2024	\$13,590,632	33.00%
2024-2025	\$14,685,357	8.05%

## HARRISON CENTRAL SCHOOL DISTRICT FIVE YEAR TAX RATE AND LEVY HISTORY

SCHOOL YEAR	TAX RATE PER \$1,000 ASSESSED VALUE	\$ INCREASE	% INCREASE
2020-21	\$871.42	\$33.14	3.95%
2021-22	\$895.19	\$23.77	2.73%
2022-23	\$917.96	\$22.76	2.54%
2023-24*	\$944.27	\$26.32	2.87%
2024-25**	\$981.10	\$36.83	3.90%

\* Revised to actual tax rate

\*\* Estimated rate based on preliminary assessments

## FIVE YEAR TAX LEVY HISTORY

SCHOOL YEAR	TAX LEVY	% INCREASE
2020-21	\$110,990,190	2.10%
2021-22	\$113,090,944	1.89%
2022-23	\$116,318,295	2.85%
2023-24	\$118,402,804	1.79%
2024-25	\$123,713,449	4.49%

## HARRISON CENTRAL SCHOOL DISTRICT

### ENROLLMENT HISTORY

SCHOOL	GRADES	19/20	20/21	21/22	22/23	PROJECTED 23/24	ACTUAL 23/24	PROJECTED 24/25
Elementary	K-5	1,742	1,679	1,734	1,737	1,690	1,783	1,830
Middle	6-8	851	806	809	815	850	853	889
High	9-12	1,062	1,100	1,075	1,072	1,098	1,106	1,057
<b>TOTALS</b>		3,655	3,585	3,618	3,624	3,638	3,742	3,776
<b>Change from prior year</b>		1.47%	-1.92%	0.92%	0.17%	0.39%	3.26%	0.91%

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

\*\*\*\*Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.\*\*\*\*

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

Please also submit an electronic version (PDF or Word) of your school district's 2024-25 Budget Notice to: [emscmgts@nysed.gov](mailto:emscmgts@nysed.gov). This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 29, 2024

Form Preparer Name:   
Preparer's Telephone Number:

<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	<input type="text" value="135,268,436"/>	<input type="text" value="141,556,140"/>	<input type="text" value="4.65"/> %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	<input type="text" value="118,402,804"/>	<input type="text" value="123,713,449"/>	
B. Tax Levy to Support Library Debt, if Applicable	<input type="text"/>	<input type="text"/>	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	<input type="text"/>	<input type="text"/>	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	<input type="text"/>	<input type="text"/>	
E. Total Proposed School Year Tax Levy (A+B+C-D)	<input type="text" value="118,402,804"/>	<input type="text" value="123,713,449"/>	<input type="text" value="4.49"/> %
F. Permissible Exclusions to the School Tax Levy Limit	<input type="text" value="4,392,346"/>	<input type="text" value="4,614,152"/>	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	<input type="text" value="114,010,458"/>	<input type="text" value="117,497,530"/>	
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)	<input type="text" value="114,010,458"/>	<input type="text" value="119,099,297"/>	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	<input type="text" value="0"/>	<input type="text" value="-1,601,767"/>	
Public School Enrollment	<input type="text" value="3,742"/>	<input type="text" value="3,776"/>	<input type="text" value="0.91"/> %
Consumer Price Index			<input type="text" value="4.12"/> %

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

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

<sup>3</sup> For 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	26,791,347	27,582,413
Assigned Appropriated Fund Balance	3,291,895	2,575,000
Adjusted Unrestricted Fund Balance	5,410,737	5,662,246
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

#### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 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	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	2,436,438	4,917,352	No Intended Use
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance		For reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for	RESERVE FOR DEBT	For proceeds from the sale of district	1,044,592	1,044,592	\$200,000 to fund Debt Service



Debt Service		capital assets or improvement, restricted to debt service.			payments
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss	PROPERTY LOSS	To cover property loss.	22,243	22,243	No Intended Use
Liability	LIABILITY CLAIMS	To cover incurred liability claims.	482,270	482,270	To pay for potential liability claims arising during the year
Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	9,868,512	9,531,965	To pay for court-ordered tax certiorari refunds, as needed
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT ACCRUED LIABILITY	For accrued 'employee benefits' due to employees upon termination of service.	901,583	900,000	\$125,000 to pay for unused sick and other accrued leave for employees
Retirement Contribution	ERS RETIREMENT CONTRIBUTION	For employer retirement contributions to the State and Local Employees' Retirement System.	7,250,000	6,375,000	\$875,000 to fund ERS contributions
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS RETIREMENT CONTRIBUTIONS	To fund employer retirement contributions to the Teachers Retirement System	4,308,991	4,308,991	\$382,334 to fund TRS Contributions

\* **NYSED Reserve Guidance:**

[http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve\\_funds.pdf](http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf)

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

**Harrison Central School District  
Administrative Salary Disclosure  
2024-25**

<b>Title</b>	<b>2024-25 Budgeted Salary</b>	<b>Employee Benefits</b>	<b>Other Remuneration</b>
<b>Superintendent of Schools</b>	<b>\$384,595</b>	<b>\$48,159</b>	<b>\$0</b>
<b>Asst Superintendent for Business</b>	<b>\$271,808</b>	<b>\$73,503</b>	<b>\$5,000</b>
<b>Asst Superintendent for C &amp; I</b>	<b>\$266,502</b>	<b>\$49,499</b>	<b>\$5,000</b>
<b>Asst Superintendent for HR</b>	<b>\$283,686</b>	<b>\$62,121</b>	<b>\$10,000</b>
<b><u>Supervisory &amp; Administrative: Anticipated Earnings of \$169,000 or Greater</u></b>			
<b>High School Principal</b>	<b>\$238,679</b>		
<b>High School Asst Principal</b>	<b>\$187,834</b>		
<b>High School Supervisor of Guidance</b>	<b>\$178,156</b>		
<b>Middle School Principal</b>	<b>\$232,145</b>		
<b>Elementary Principal</b>	<b>\$205,768</b>		
<b>Elementary Principal</b>	<b>\$203,653</b>		
<b>Elementary Principal</b>	<b>\$191,313</b>		
<b>Elementary Principal</b>	<b>\$206,776</b>		
<b>Director of Technology</b>	<b>\$212,805</b>		
<b>K-12 Director of ELA</b>	<b>\$173,214</b>		
<b>K-12 Director of Math</b>	<b>\$172,193</b>		
<b>K-12 Director of Social Studies</b>	<b>\$175,928</b>		
<b>K-12 Director of Special Education</b>	<b>\$205,500</b>		
<b>K-12 Director P.E. &amp; Athletics</b>	<b>\$211,476</b>		

# HARRISON CENTRAL SCHOOL DISTRICT LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

Date: 04/24/24

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

Fiscal Year Beginning: July 1, 2024

Total equalized value in taxing jurisdiction: \$15,144,985,897

Exemption Code	Exemption Description	Statutory Authority	Number of Exemptions	Total Equalized Value	Percentage of Value Exempted
12100	NYS-GENERALLY	RPTL 404(1)	8	2,312,113,675	15.27%
12350	PUBLIC AUTHORITY-STATE	RPTL 412 & Pub Auth	2	35,313,675	0.23%
13100	CNTY OWNED	RPTL 406(1)	15	103,942,735	0.69%
13240	CNTY OWNED	RPTL 406(3)	6	46,848,462	0.31%
13350	MUNI GOVT	RPTL 406(1)	3	3,300,000	0.02%
13500	TOWN W/CORP	RPTL 406(1)	148	109,108,974	0.72%
13570	TOWN PROP	RPTL 406(2)	85	8,645,726	0.06%
13650	VIL W/CORP	RPTL 406(1)	1	55,556	0.00%
13800	SCHOOL DISTRICT	RPTL 408	9	270,724,786	1.79%
14100	USA-GENERALLY	RPTL 400(1)	5	399,800,855	2.64%
14200	RPTL418	RPTL 418	3	11,452,991	0.08%
18020	MUNICIPAL INDUSTRIAL DEV AGENCY	RPTL 412a & GML 874	10	252,519,658	1.67%
25110	NONPROF CORP-RELIG(CONST PROT)	RPTL 420-a	18	197,557,265	1.30%
25120	NONPROF CORP-EDUCL(CONST PROT)	RPTL 420-a	4	483,241,026	3.19%
25210	NONPROF CORP-HOSPITAL	RPTL 420-a	6	64,791,111	0.43%
25230	NONPROF CORP-MORAL/MENTAL IMP	RPTL 420-a	3	3,518,803	0.02%
25300	NONPROF CORP-SPECIFIED USES	RPTL 420-b	12	28,952,991	0.19%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	6,357,265	0.04%
41120	WAR VETS	RPTL 458-a	134	7,157,778	0.05%
41124	WAR VETS	RPTL 458-a	2	108,034	0.00%
41130	COMBAT VETS	RPTL 458-a	90	7,837,094	0.05%
41134	COMBAT VETS	RPTL 458-a	7	630,000	0.00%
41140	DISABLED VETS	RPTL 458-a	33	4,514,615	0.03%
41144	DISABLED VETS	RPTL 458-a	5	757,436	0.01%
41300	PARAPLEGIC VETS	RPTL 458	1	1,202,564	0.01%
41400	CLERGY	RPTL 460	1	128,205	0.00%
41640	VOL FIREFIGHTER CTS	RPTL 466-c, d, f	38	3,009,573	0.02%
41800	PERSONS AGE 65 OR OVER	RPTL 467	33	12,662,821	0.08%
41806	AGED-TS	RPTL 467	19	4,489,829	0.03%
41834	ENHANCED STAR	RPTL 425	390	97,489,145	0.64%
41854	BASIC STAR	RPTL 425	900	88,094,359	0.58%
Total Exemptions			1,999	\$4,566,327,007	30.15%

Values have been equalized using the Uniform Percentage of Value.

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

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

## **HARRISON 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.

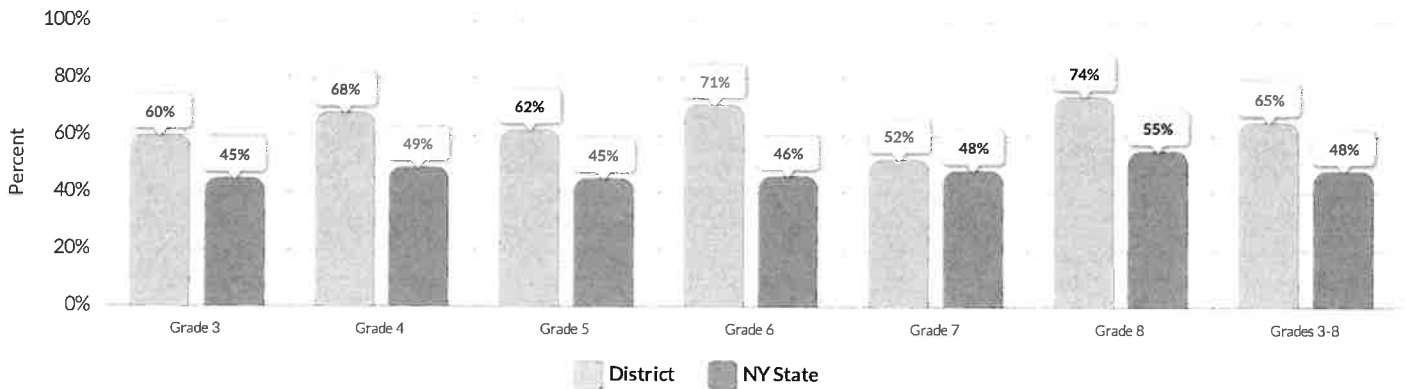
## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



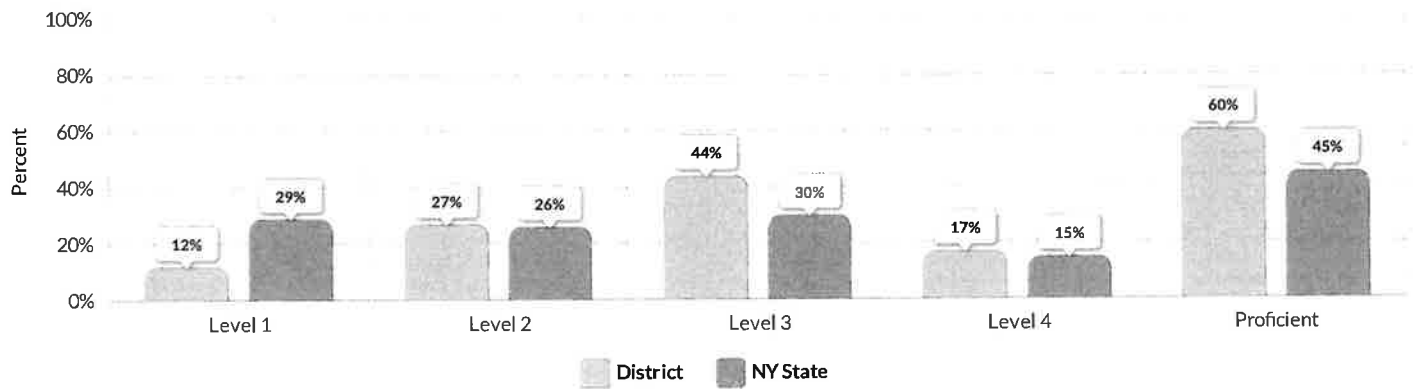
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	292	27	9%	265	91%	33	12%	72	27%	116	44%	44	17%	160	60%
Grade 4	288	25	9%	263	91%	26	10%	58	22%	117	44%	62	24%	179	68%
Grade 5	312	27	9%	285	91%	40	14%	67	24%	116	41%	62	22%	178	62%
Grade 6	309	34	11%	275	89%	24	9%	56	20%	108	39%	87	32%	195	71%
Grade 7	256	55	21%	201	79%	37	18%	60	30%	61	30%	43	21%	104	52%
Grade 8	260	45	17%	215	83%	11	5%	45	21%	91	42%	68	32%	159	74%
Grades 3-8	1,717	213	12%	1,504	88%	171	11%	358	24%	609	40%	366	24%	975	65%

## 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	292	27	9%	265	91%	33	12%	72	27%	116	44%	44	17%	160	60%
Female	138	14	10%	124	90%	12	10%	26	21%	59	48%	27	22%	86	69%
Male	154	13	8%	141	92%	21	15%	46	33%	57	40%	17	12%	74	52%
General Education Students	234	16	7%	218	93%	16	7%	52	24%	106	49%	44	20%	150	69%
Students with Disabilities	58	11	19%	47	81%	17	36%	20	43%	10	21%	0	0%	10	21%
Asian or Native Hawaiian/Other Pacific Islander	54	12	22%	42	78%	9	21%	10	24%	16	38%	7	17%	23	55%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	51	5	10%	46	90%	10	22%	11	24%	20	43%	5	11%	25	54%
White	174	10	6%	164	94%	12	7%	49	30%	74	45%	29	18%	103	63%
Multiracial	11	0	0%	11	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	13	100%	2	15%	2	15%	6	46%	3	23%	9	69%
Economically Disadvantaged	60	7	12%	53	88%	14	26%	18	34%	17	32%	4	8%	21	40%
Not Economically Disadvantaged	232	20	9%	212	91%	19	9%	54	25%	99	47%	40	19%	139	66%
English Language Learner	41	15	37%	26	63%	12	46%	9	35%	5	19%	0	0%	5	19%
Non-English Language Learner	251	12	5%	239	95%	21	9%	63	26%	111	46%	44	18%	155	65%
Not in Foster Care	292	27	9%	265	91%	33	12%	72	27%	116	44%	44	17%	160	60%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	291	26	9%	265	91%	33	12%	72	27%	116	44%	44	17%	160	60%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	292	27	9%	265	91%	33	12%	72	27%	116	44%	44	17%	160	60%
Parent Not in Armed Forces	292	27	9%	265	91%	33	12%	72	27%	116	44%	44	17%	160	60%

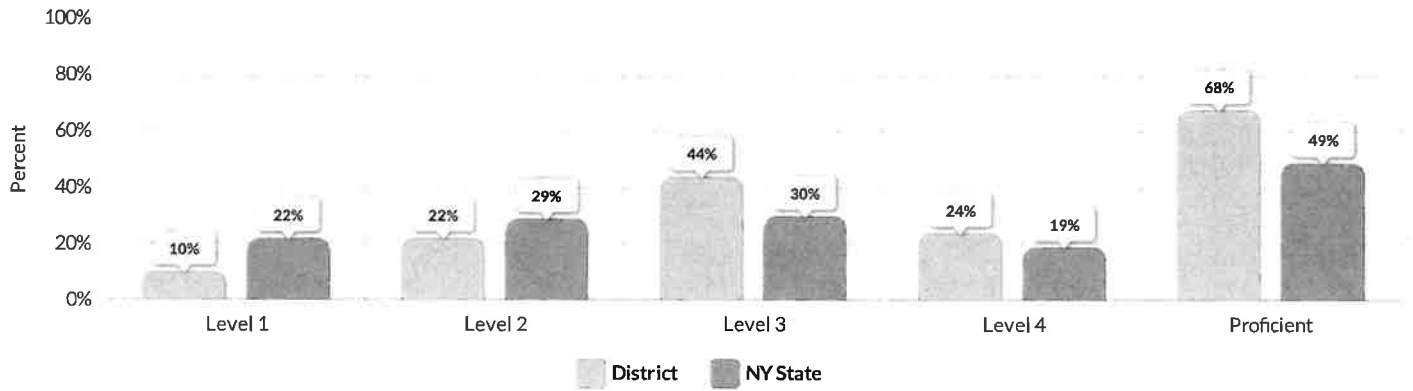


## GRADE 4 ELA RESULTS

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



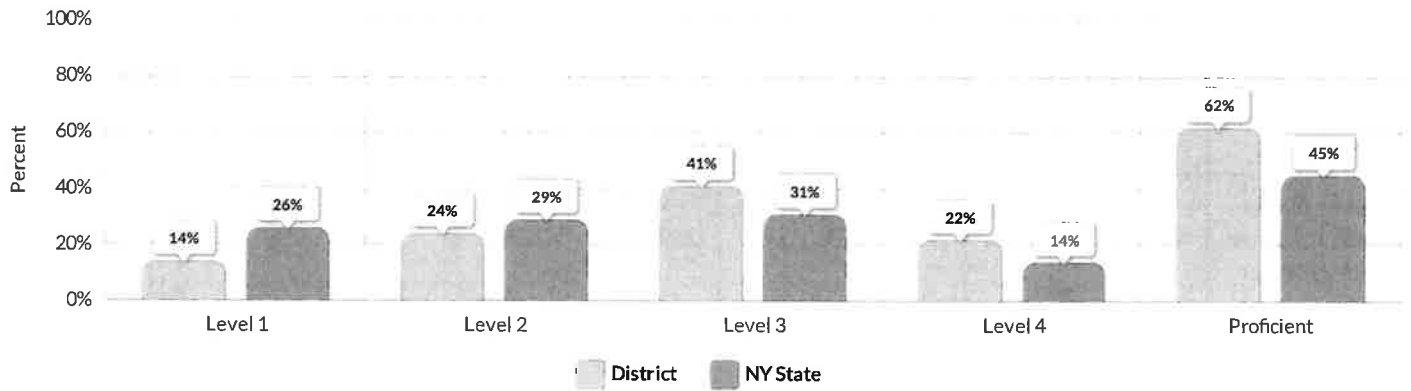
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	288	25	9%	263	91%	26	10%	58	22%	117	44%	62	24%	179	68%
Female	143	10	7%	133	93%	12	9%	25	19%	59	44%	37	28%	96	72%
Male	145	15	10%	130	90%	14	11%	33	25%	58	45%	25	19%	83	64%
General Education Students	243	16	7%	227	93%	19	8%	40	18%	108	48%	60	26%	168	74%
Students with Disabilities	45	9	20%	36	80%	7	19%	18	50%	9	25%	2	6%	11	31%
Asian or Native Hawaiian/Other Pacific Islander	45	11	24%	34	76%	9	26%	12	35%	8	24%	5	15%	13	38%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	5	100%	0	0%	5	100%
Hispanic or Latino	57	2	4%	55	96%	9	16%	15	27%	18	33%	13	24%	31	56%
White	157	11	7%	146	93%	6	4%	29	20%	74	51%	37	25%	111	76%
Multiracial	24	1	4%	23	96%	2	9%	2	9%	12	52%	7	30%	19	83%
Economically Disadvantaged	49	7	14%	42	86%	9	21%	16	38%	12	29%	5	12%	17	40%
Not Economically Disadvantaged	239	18	8%	221	92%	17	8%	42	19%	105	48%	57	26%	162	73%
English Language Learner	50	12	24%	38	76%	17	45%	14	37%	7	18%	0	0%	7	18%
Non-English Language Learner	238	13	5%	225	95%	9	4%	44	20%	110	49%	62	28%	172	76%
Not in Foster Care	288	25	9%	263	91%	26	10%	58	22%	117	44%	62	24%	179	68%
Not Homeless	288	25	9%	263	91%	26	10%	58	22%	117	44%	62	24%	179	68%
Not Migrant	288	25	9%	263	91%	26	10%	58	22%	117	44%	62	24%	179	68%
Parent Not in Armed Forces	288	25	9%	263	91%	26	10%	58	22%	117	44%	62	24%	179	68%

## 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	312	27	9%	285	91%	40	14%	67	24%	116	41%	62	22%	178	62%
Female	158	15	9%	143	91%	12	8%	29	20%	66	46%	36	25%	102	71%
Male	154	12	8%	142	92%	28	20%	38	27%	50	35%	26	18%	76	54%
General Education Students	257	17	7%	240	93%	22	9%	56	23%	101	42%	61	25%	162	68%
Students with Disabilities	55	10	18%	45	82%	18	40%	11	24%	15	33%	1	2%	16	36%
Asian or Native Hawaiian/Other Pacific Islander	50	9	18%	41	82%	11	27%	4	10%	17	41%	9	22%	26	63%
Black or African American	8	0	0%	8	100%	0	0%	1	13%	6	75%	1	13%	7	88%
Hispanic or Latino	61	2	3%	59	97%	9	15%	19	32%	22	37%	9	15%	31	53%
White	181	15	8%	166	92%	19	11%	42	25%	66	40%	39	23%	105	63%
Multiracial	12	1	8%	11	92%	1	9%	1	9%	5	45%	4	36%	9	82%
Economically Disadvantaged	62	5	8%	57	92%	12	21%	17	30%	21	37%	7	12%	28	49%
Not Economically Disadvantaged	250	22	9%	228	91%	28	12%	50	22%	95	42%	55	24%	150	66%
English Language Learner	35	10	29%	25	71%	16	64%	6	24%	3	12%	0	0%	3	12%
Non-English Language Learner	277	17	6%	260	94%	24	9%	61	23%	113	43%	62	24%	175	67%
Not in Foster Care	312	27	9%	285	91%	40	14%	67	24%	116	41%	62	22%	178	62%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	311	27	9%	284	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	312	27	9%	285	91%	40	14%	67	24%	116	41%	62	22%	178	62%

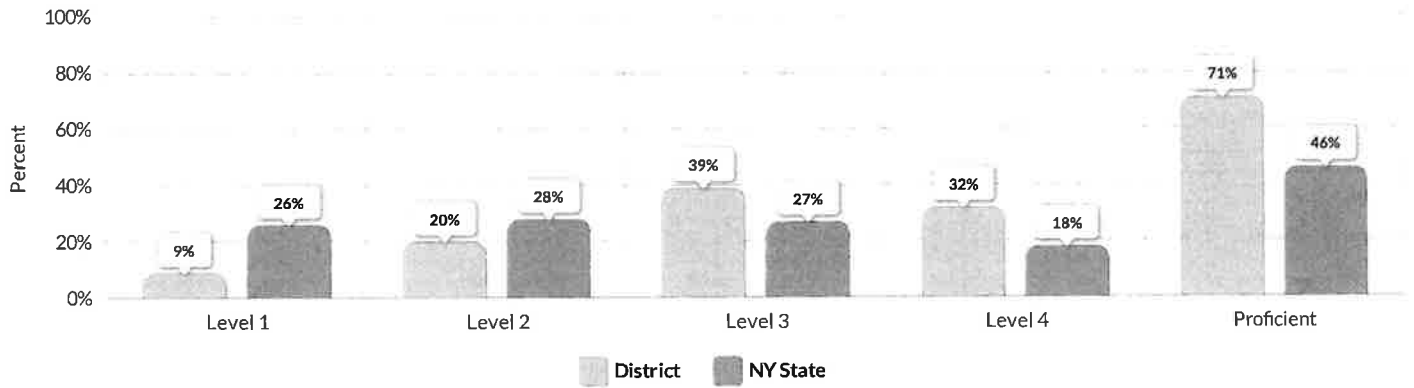
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	312	27	9%	285	91%	40	14%	67	24%	116	41%	62	22%	178	62%

## 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	309	34	11%	275	89%	24	9%	56	20%	108	39%	87	32%	195	71%
Female	141	10	7%	131	93%	8	6%	21	16%	52	40%	50	38%	102	78%
Male	168	24	14%	144	86%	16	11%	35	24%	56	39%	37	26%	93	65%
General Education Students	260	27	10%	233	90%	13	6%	39	17%	97	42%	84	36%	181	78%
Students with Disabilities	49	7	14%	42	86%	11	26%	17	40%	11	26%	3	7%	14	33%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	45	8	18%	37	82%	10	27%	11	30%	8	22%	8	22%	16	43%
Black or African American	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	65	7	11%	58	89%	8	14%	14	24%	25	43%	11	19%	36	62%
White	184	18	10%	166	90%	6	4%	30	18%	68	41%	62	37%	130	78%
Multiracial	7	0	0%	7	100%	0	0%	0	0%	5	71%	2	29%	7	100%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	1	14%	2	29%	4	57%	6	86%
Economically Disadvantaged	56	12	21%	44	79%	6	14%	9	20%	17	39%	12	27%	29	66%
Not Economically Disadvantaged	253	22	9%	231	91%	18	8%	47	20%	91	39%	75	32%	166	72%
English Language Learner	35	12	34%	23	66%	14	61%	8	35%	1	4%	0	0%	1	4%
Non-English Language Learner	274	22	8%	252	92%	10	4%	48	19%	107	42%	87	35%	194	77%
Not in Foster Care	309	34	11%	275	89%	24	9%	56	20%	108	39%	87	32%	195	71%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	308	34	11%	274	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	309	34	11%	275	89%	24	9%	56	20%	108	39%	87	32%	195	71%
Parent Not in Armed Forces	309	34	11%	275	89%	24	9%	56	20%	108	39%	87	32%	195	71%

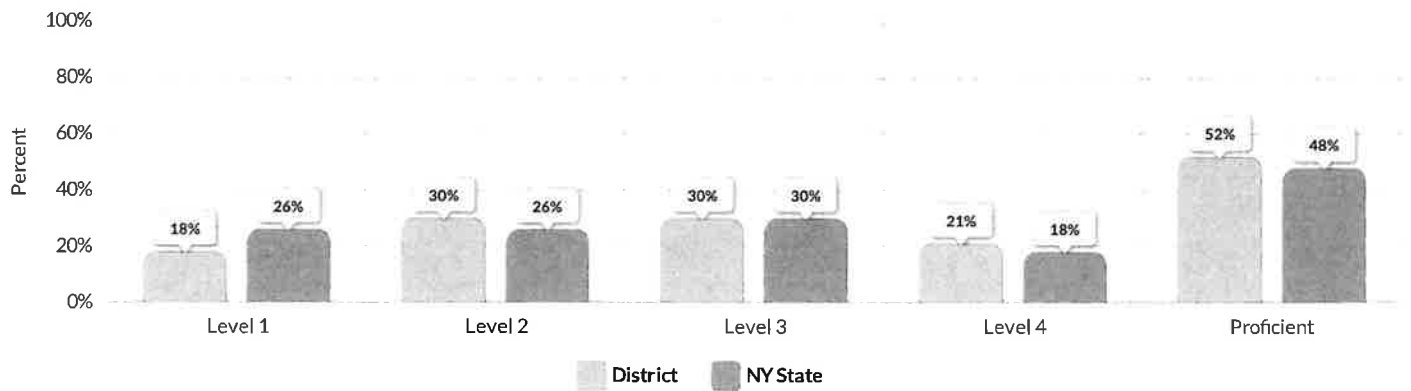


## GRADE 7 ELA RESULTS

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



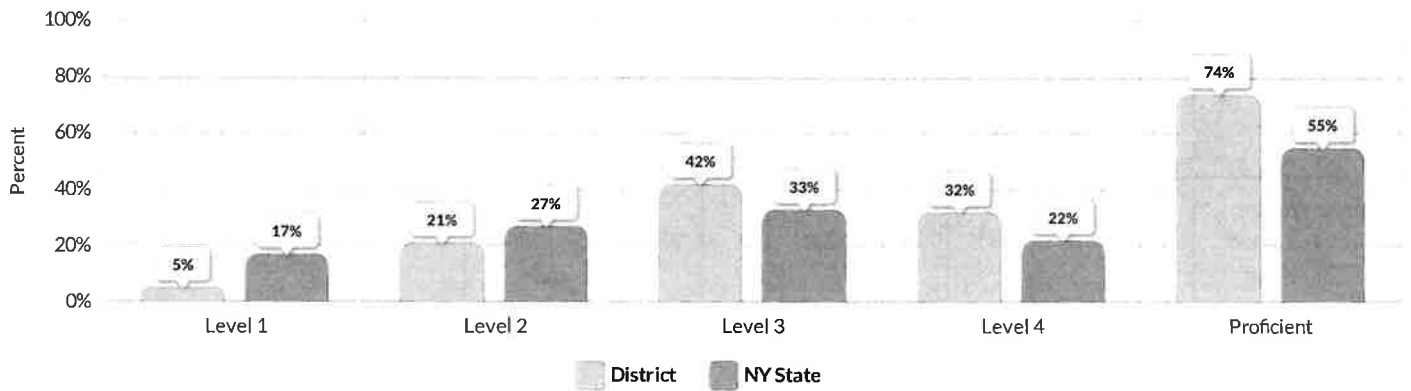
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	256	55	21%	201	79%	37	18%	60	30%	61	30%	43	21%	104	52%
Female	119	22	18%	97	82%	13	13%	24	25%	35	36%	25	26%	60	62%
Male	137	33	24%	104	76%	24	23%	36	35%	26	25%	18	17%	44	42%
General Education Students	205	38	19%	167	81%	20	12%	49	29%	57	34%	41	25%	98	59%
Students with Disabilities	51	17	33%	34	67%	17	50%	11	32%	4	12%	2	6%	6	18%
Asian or Native Hawaiian/Other Pacific Islander	42	7	17%	35	83%	8	23%	12	34%	5	14%	10	29%	15	43%
Black or African American	6	0	0%	6	100%	2	33%	2	33%	0	0%	2	33%	2	33%
Hispanic or Latino	50	10	20%	40	80%	9	23%	12	30%	13	33%	6	15%	19	48%
White	149	38	26%	111	74%	17	15%	32	29%	40	36%	22	20%	62	56%
Multiracial	9	0	0%	9	100%	1	11%	2	22%	3	33%	3	33%	6	67%
Economically Disadvantaged	66	20	30%	46	70%	9	20%	17	37%	13	28%	7	15%	20	43%
Not Economically Disadvantaged	190	35	18%	155	82%	28	18%	43	28%	48	31%	36	23%	84	54%
English Language Learner	28	8	29%	20	71%	9	45%	10	50%	1	5%	0	0%	1	5%
Non-English Language Learner	228	47	21%	181	79%	28	15%	50	28%	60	33%	43	24%	103	57%
Not in Foster Care	256	55	21%	201	79%	37	18%	60	30%	61	30%	43	21%	104	52%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	255	55	22%	200	78%	—	—	—	—	—	—	—	—	—	—
Not Migrant	256	55	21%	201	79%	37	18%	60	30%	61	30%	43	21%	104	52%
Parent Not in Armed Forces	256	55	21%	201	79%	37	18%	60	30%	61	30%	43	21%	104	52%

## 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	260	45	17%	215	83%	11	5%	45	21%	91	42%	68	32%	159	74%
Female	137	29	21%	108	79%	3	3%	18	17%	47	44%	40	37%	87	81%
Male	123	16	13%	107	87%	8	7%	27	25%	44	41%	28	26%	72	67%
General Education Students	224	35	16%	189	84%	2	1%	36	19%	84	44%	67	35%	151	80%
Students with Disabilities	36	10	28%	26	72%	9	35%	9	35%	7	27%	1	4%	8	31%
Asian or Native Hawaiian/Other Pacific Islander	28	3	11%	25	89%	0	0%	4	16%	8	32%	13	52%	21	84%
Black or African American	6	1	17%	5	83%	0	0%	1	20%	3	60%	1	20%	4	80%
Hispanic or Latino	56	9	16%	47	84%	6	13%	19	40%	14	30%	8	17%	22	47%
White	161	30	19%	131	81%	4	3%	21	16%	65	50%	41	31%	106	81%
Multiracial	9	2	22%	7	78%	1	14%	0	0%	1	14%	5	71%	6	86%
Economically Disadvantaged	63	15	24%	48	76%	8	17%	14	29%	13	27%	13	27%	26	54%
Not Economically Disadvantaged	197	30	15%	167	85%	3	2%	31	19%	78	47%	55	33%	133	80%
English Language Learner	10	3	30%	7	70%	2	29%	2	29%	3	43%	0	0%	3	43%
Non-English Language Learner	250	42	17%	208	83%	9	4%	43	21%	88	42%	68	33%	156	75%
Not in Foster Care	260	45	17%	215	83%	11	5%	45	21%	91	42%	68	32%	159	74%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	45	17%	214	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	45	17%	215	83%	11	5%	45	21%	91	42%	68	32%	159	74%
Parent Not in Armed Forces	260	45	17%	215	83%	11	5%	45	21%	91	42%	68	32%	159	74%

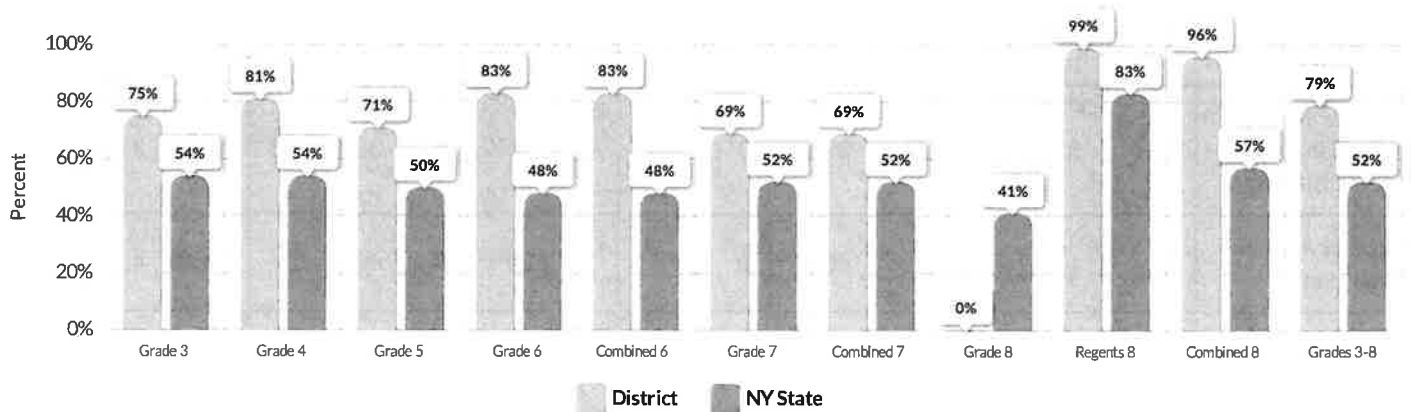
## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade

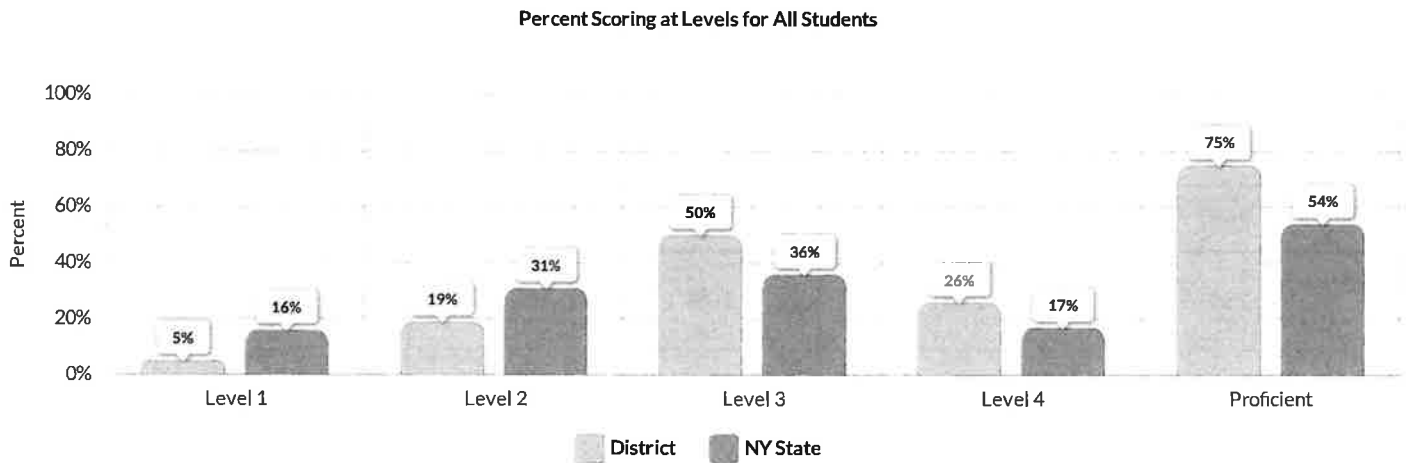


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	292	14	5%	278	95%	15	5%	54	19%	138	50%	71	26%	209	75%
Grade 4	287	16	6%	271	94%	15	6%	36	13%	142	52%	78	29%	220	81%
Grade 5	311	17	5%	294	95%	30	10%	56	19%	126	43%	82	28%	208	71%
Grade 6	309	28	9%	281	91%	8	3%	40	14%	134	48%	99	35%	233	83%
Combined 6	309	28	9%	281	91%	8	3%	40	14%	134	48%	99	35%	233	83%
Grade 7	255	42	16%	213	84%	22	10%	45	21%	69	32%	77	36%	146	69%
Combined 7	255	42	16%	213	84%	22	10%	45	21%	69	32%	77	36%	146	69%
Grade 8	260	253	97%	7	3%	7	100%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	243	93%	1	0%	1	0%	39	16%	202	83%	241	99%
Combined 8	260	10	4%	250	96%	8	3%	1	0%	39	16%	202	81%	241	96%
Grades 3-8	1,714	127	7%	1,587	93%	98	6%	232	15%	648	41%	609	38%	1,257	79%

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

## GRADE 3 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.



[illegible]



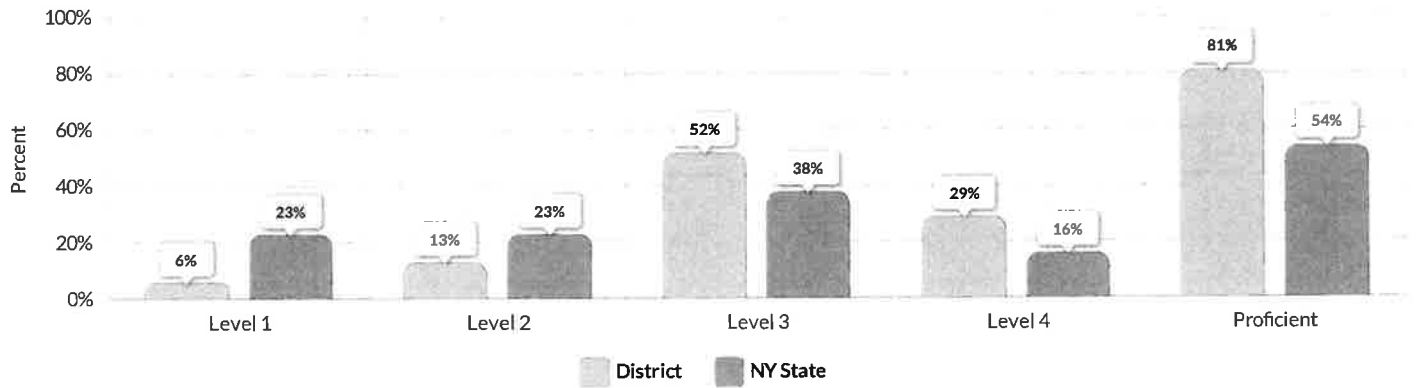
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	292	14	5%	278	95%	15	5%	54	19%	138	50%	71	26%	209	75%
Parent Not in Armed Forces	292	14	5%	278	95%	15	5%	54	19%	138	50%	71	26%	209	75%

## GRADE 4 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



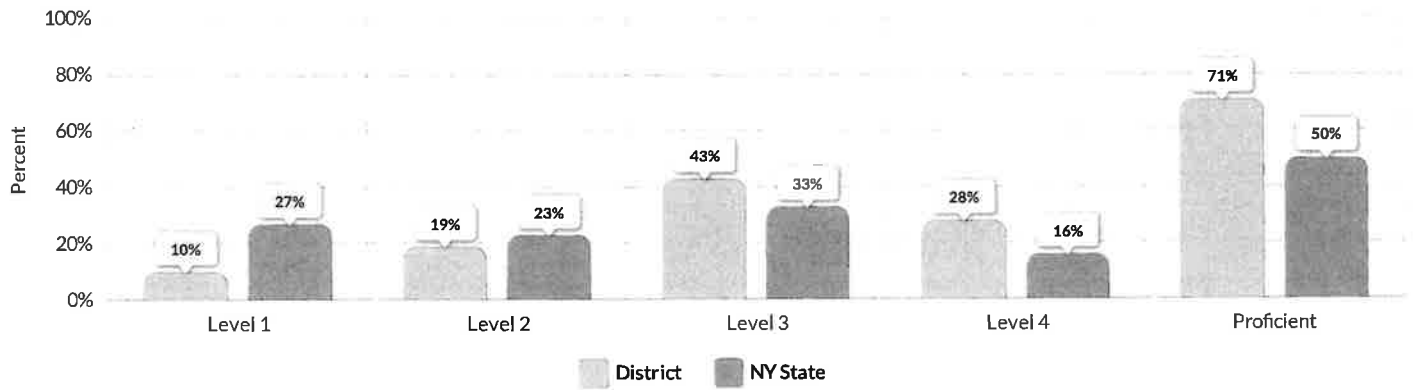
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	287	16	6%	271	94%	15	6%	36	13%	142	52%	78	29%	220	81%
Female	142	6	4%	136	96%	9	7%	22	16%	73	54%	32	24%	105	77%
Male	145	10	7%	135	93%	6	4%	14	10%	69	51%	46	34%	115	85%
General Education Students	242	6	2%	236	98%	10	4%	25	11%	123	52%	78	33%	201	85%
Students with Disabilities	45	10	22%	35	78%	5	14%	11	31%	19	54%	0	0%	19	54%
Asian or Native Hawaiian/Other Pacific Islander	44	0	0%	44	100%	0	0%	2	5%	23	52%	19	43%	42	95%
Black or African American	5	0	0%	5	100%	1	20%	0	0%	3	60%	1	20%	4	80%
Hispanic or Latino	57	1	2%	56	98%	11	20%	9	16%	28	50%	8	14%	36	64%
White	157	14	9%	143	91%	2	1%	22	15%	78	55%	41	29%	119	83%
Multiracial	24	1	4%	23	96%	1	4%	3	13%	10	43%	9	39%	19	83%
Economically Disadvantaged	49	8	16%	41	84%	8	20%	9	22%	23	56%	1	2%	24	59%
Not Economically Disadvantaged	238	8	3%	230	97%	7	3%	27	12%	119	52%	77	33%	196	85%
English Language Learner	49	0	0%	49	100%	6	12%	7	14%	25	51%	11	22%	36	73%
Non-English Language Learner	238	16	7%	222	93%	9	4%	29	13%	117	53%	67	30%	184	83%
Not in Foster Care	287	16	6%	271	94%	15	6%	36	13%	142	52%	78	29%	220	81%
Not Homeless	287	16	6%	271	94%	15	6%	36	13%	142	52%	78	29%	220	81%
Not Migrant	287	16	6%	271	94%	15	6%	36	13%	142	52%	78	29%	220	81%
Parent Not in Armed Forces	287	16	6%	271	94%	15	6%	36	13%	142	52%	78	29%	220	81%

## GRADE 5 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	311	17	5%	294	95%	30	10%	56	19%	126	43%	82	28%	208	71%
Female	158	10	6%	148	94%	16	11%	24	16%	70	47%	38	26%	108	73%
Male	153	7	5%	146	95%	14	10%	32	22%	56	38%	44	30%	100	68%
General Education Students	255	6	2%	249	98%	13	5%	40	16%	117	47%	79	32%	196	79%
Students with Disabilities	56	11	20%	45	80%	17	38%	16	36%	9	20%	3	7%	12	27%
Asian or Native Hawaiian/Other Pacific Islander	48	0	0%	48	100%	2	4%	2	4%	18	38%	26	54%	44	92%
Black or African American	8	0	0%	8	100%	2	25%	2	25%	4	50%	0	0%	4	50%
Hispanic or Latino	61	2	3%	59	97%	10	17%	18	31%	23	39%	8	14%	31	53%
White	182	14	8%	168	92%	16	10%	33	20%	78	46%	41	24%	119	71%
Multiracial	12	1	8%	11	92%	0	0%	1	9%	3	27%	7	64%	10	91%
Economically Disadvantaged	63	8	13%	55	87%	11	20%	13	24%	26	47%	5	9%	31	56%
Not Economically Disadvantaged	248	9	4%	239	96%	19	8%	43	18%	100	42%	77	32%	177	74%
English Language Learner	34	1	3%	33	97%	8	24%	5	15%	12	36%	8	24%	20	61%
Non-English Language Learner	277	16	6%	261	94%	22	8%	51	20%	114	44%	74	28%	188	72%
Not in Foster Care	311	17	5%	294	95%	30	10%	56	19%	126	43%	82	28%	208	71%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	310	17	5%	293	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	311	17	5%	294	95%	30	10%	56	19%	126	43%	82	28%	208	71%

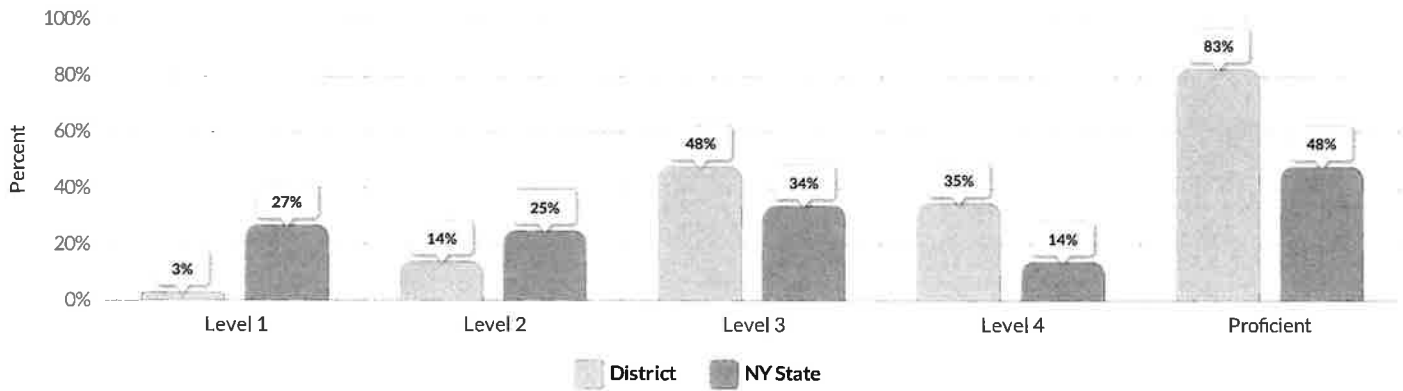
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	311	17	5%	294	95%	30	10%	56	19%	126	43%	82	28%	208	71%

## GRADE 6 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	309	28	9%	281	91%	8	3%	40	14%	134	48%	99	35%	233	83%
Female	141	12	9%	129	91%	4	3%	13	10%	59	46%	53	41%	112	87%
Male	168	16	10%	152	90%	4	3%	27	18%	75	49%	46	30%	121	80%
General Education Students	260	18	7%	242	93%	3	1%	25	10%	119	49%	95	39%	214	88%
Students with Disabilities	49	10	20%	39	80%	5	13%	15	38%	15	38%	4	10%	19	49%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	45	0	0%	45	100%	2	4%	4	9%	19	42%	20	44%	39	87%
Black or African American	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	65	8	12%	57	88%	4	7%	15	26%	28	49%	10	18%	38	67%
White	184	18	10%	166	90%	2	1%	20	12%	78	47%	66	40%	144	87%
Multiracial	7	0	0%	7	100%	0	0%	0	0%	5	71%	2	29%	7	100%
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	1	17%	4	67%	1	17%	5	83%
Economically Disadvantaged	56	13	23%	43	77%	4	9%	11	26%	20	47%	8	19%	28	65%
Not Economically Disadvantaged	253	15	6%	238	94%	4	2%	29	12%	114	48%	91	38%	205	86%
English Language Learner	35	0	0%	35	100%	3	9%	10	29%	15	43%	7	20%	22	63%
Non-English Language Learner	274	28	10%	246	90%	5	2%	30	12%	119	48%	92	37%	211	86%
Not in Foster Care	309	28	9%	281	91%	8	3%	40	14%	134	48%	99	35%	233	83%



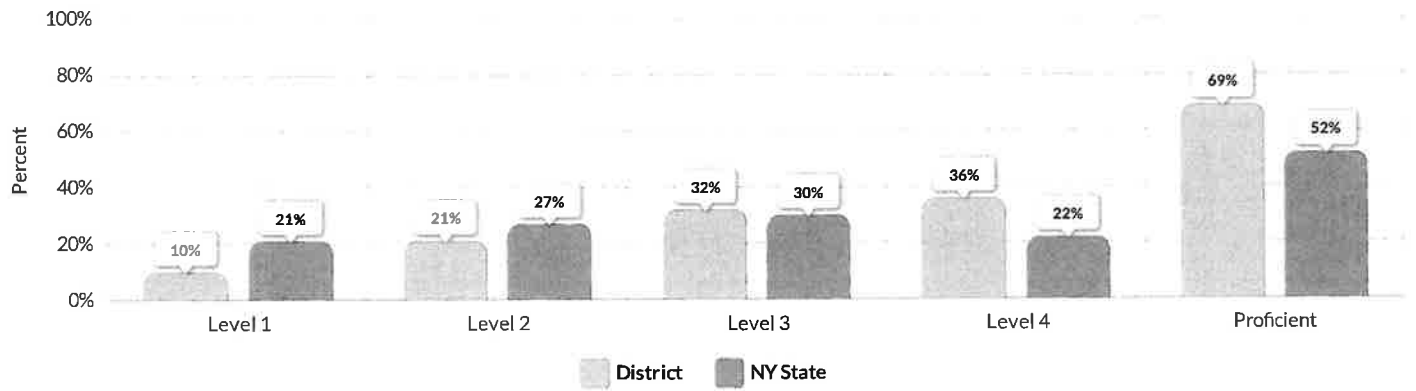
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	308	28	9%	280	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	309	28	9%	281	91%	8	3%	40	14%	134	48%	99	35%	233	83%
Parent Not in Armed Forces	309	28	9%	281	91%	8	3%	40	14%	134	48%	99	35%	233	83%

## GRADE 7 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

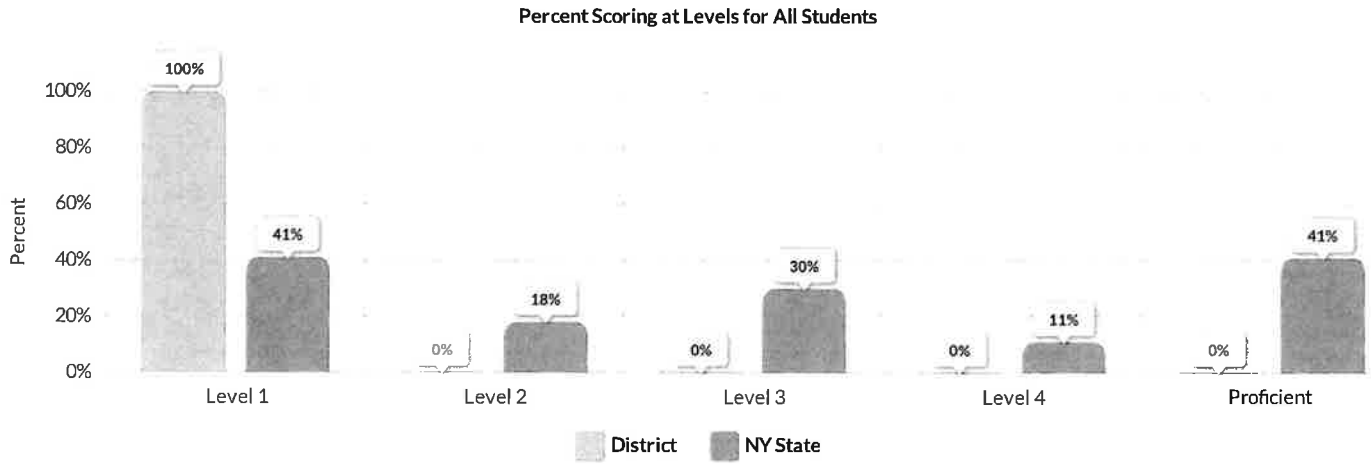


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	255	42	16%	213	84%	22	10%	45	21%	69	32%	77	36%	146	69%
Female	119	15	13%	104	87%	12	12%	23	22%	37	36%	32	31%	69	66%
Male	136	27	20%	109	80%	10	9%	22	20%	32	29%	45	41%	77	71%
General Education Students	204	24	12%	180	88%	7	4%	32	18%	69	38%	72	40%	141	78%
Students with Disabilities	51	18	35%	33	65%	15	45%	13	39%	0	0%	5	15%	5	15%
Asian or Native Hawaiian/Other Pacific Islander	41	0	0%	41	100%	1	2%	3	7%	7	17%	30	73%	37	90%
Black or African American	6	0	0%	6	100%	1	17%	1	17%	2	33%	2	33%	4	67%
Hispanic or Latino	50	11	22%	39	78%	10	26%	11	28%	11	28%	7	18%	18	46%
White	149	31	21%	118	79%	10	8%	29	25%	45	38%	34	29%	79	67%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	4	44%	4	44%	8	89%
Economically Disadvantaged	66	20	30%	46	70%	9	20%	17	37%	14	30%	6	13%	20	43%
Not Economically Disadvantaged	189	22	12%	167	88%	13	8%	28	17%	55	33%	71	43%	126	75%
English Language Learner	27	0	0%	27	100%	3	11%	5	19%	6	22%	13	48%	19	70%
Non-English Language Learner	228	42	18%	186	82%	19	10%	40	22%	63	34%	64	34%	127	68%
Not in Foster Care	255	42	16%	213	84%	22	10%	45	21%	69	32%	77	36%	146	69%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	254	41	16%	213	84%	22	10%	45	21%	69	32%	77	36%	146	69%
Not Migrant	255	42	16%	213	84%	22	10%	45	21%	69	32%	77	36%	146	69%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	255	42	16%	213	84%	22	10%	45	21%	69	32%	77	36%	146	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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	253	97%	7	3%	7	100%	0	0%	0	0%	0	0%	0	0%
Female	137	135	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Male	123	118	96%	5	4%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	260	253	97%	7	3%	7	100%	0	0%	0	0%	0	0%	0	0%
General Education Students	224	224	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	36	29	81%	7	19%	7	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	28	28	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	56	53	95%	3	5%	—	—	—	—	—	—	—	—	—	—
White	161	158	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	9	8	89%	1	11%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	226	219	97%	7	3%	7	100%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	63	58	92%	5	8%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	197	195	99%	2	1%	—	—	—	—	—	—	—	—	—	—
English Language Learner	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	250	243	97%	7	3%	7	100%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	260	253	97%	7	3%	7	100%	0	0%	0	0%	0	0%	0	0%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	253	98%	6	2%	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	253	97%	7	3%	7	100%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	260	253	97%	7	3%	7	100%	0	0%	0	0%	0	0%	0	0%

## GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

### SUMMARY RESULTS



Percent Scoring Proficient by Grade



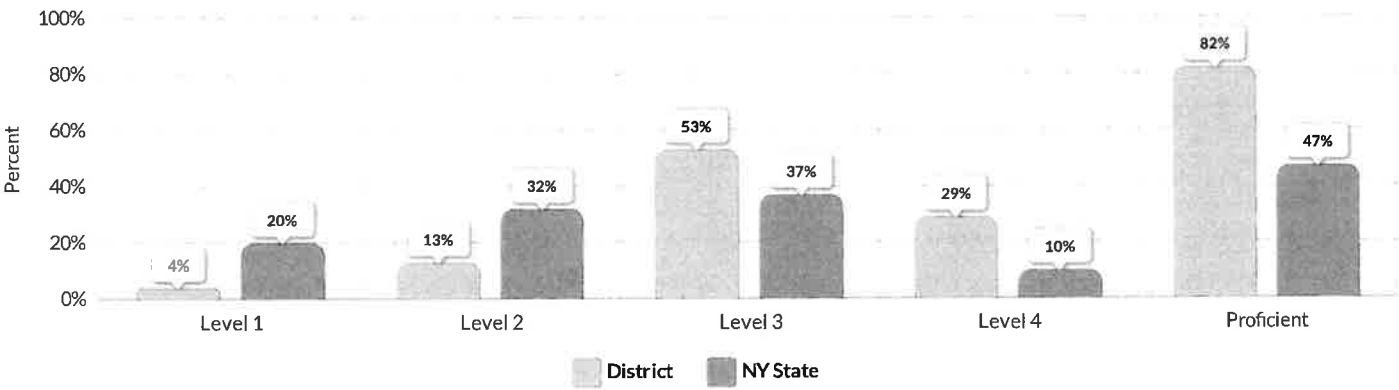
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	260	33	13%	227	87%	10	4%	30	13%	121	53%	66	29%	187	82%
Combined 8	260	33	13%	227	87%	10	4%	30	13%	121	53%	66	29%	187	82%

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

# GRADE 8 SCIENCE RESULTS



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	260	33	13%	227	87%	10	4%	30	13%	121	53%	66	29%	187	82%
Female	137	20	15%	117	85%	5	4%	14	12%	69	59%	29	25%	98	84%
Male	123	13	11%	110	89%	5	5%	16	15%	52	47%	37	34%	89	81%
General Education Students	224	23	10%	201	90%	5	2%	20	10%	111	55%	65	32%	176	88%
Students with Disabilities	36	10	28%	26	72%	5	19%	10	38%	10	38%	1	4%	11	42%
Asian or Native Hawaiian/Other Pacific Islander	28	1	4%	27	96%	0	0%	1	4%	12	44%	14	52%	26	96%
Black or African American	6	0	0%	6	100%	0	0%	3	50%	0	0%	3	50%	3	50%
Hispanic or Latino	56	10	18%	46	82%	3	7%	15	33%	26	57%	2	4%	28	61%
White	161	21	13%	140	87%	7	5%	10	7%	79	56%	44	31%	123	88%
Multiracial	9	1	11%	8	89%	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	63	14	22%	49	78%	5	10%	13	27%	26	53%	5	10%	31	63%
Not Economically Disadvantaged	197	19	10%	178	90%	5	3%	17	10%	95	53%	61	34%	156	88%
English Language Learner	10	0	0%	10	100%	2	20%	3	30%	3	30%	2	20%	5	50%
Non-English Language Learner	250	33	13%	217	87%	8	4%	27	12%	118	54%	64	29%	182	84%
Not in Foster Care	260	33	13%	227	87%	10	4%	30	13%	121	53%	66	29%	187	82%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	33	13%	226	87%	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	33	13%	227	87%	10	4%	30	13%	121	53%	66	29%	187	82%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	260	33	13%	227	87%	10	4%	30	13%	121	53%	66	29%	187	82%

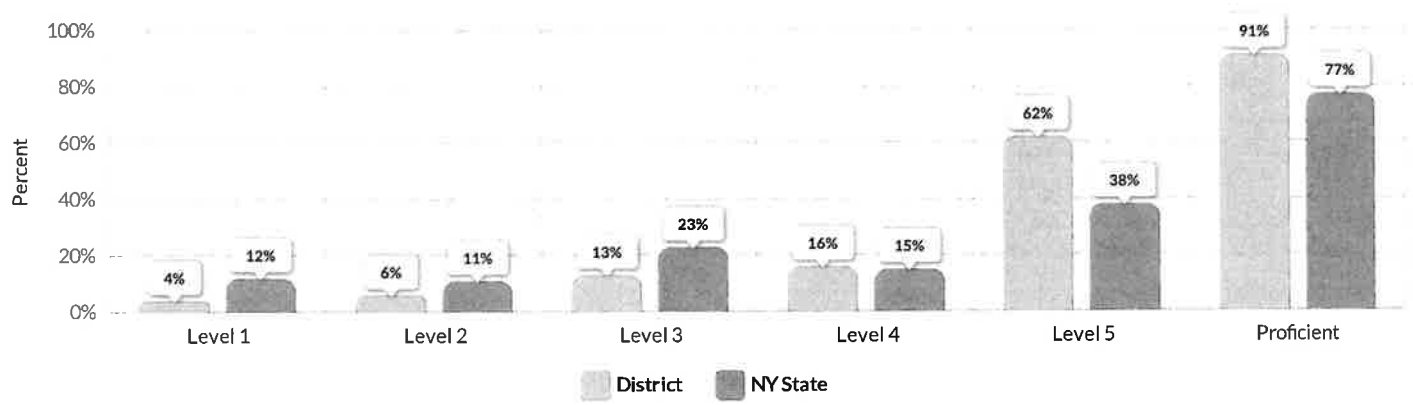
## **ANNUAL REGENTS EXAMINATIONS (2022 - 23)**

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

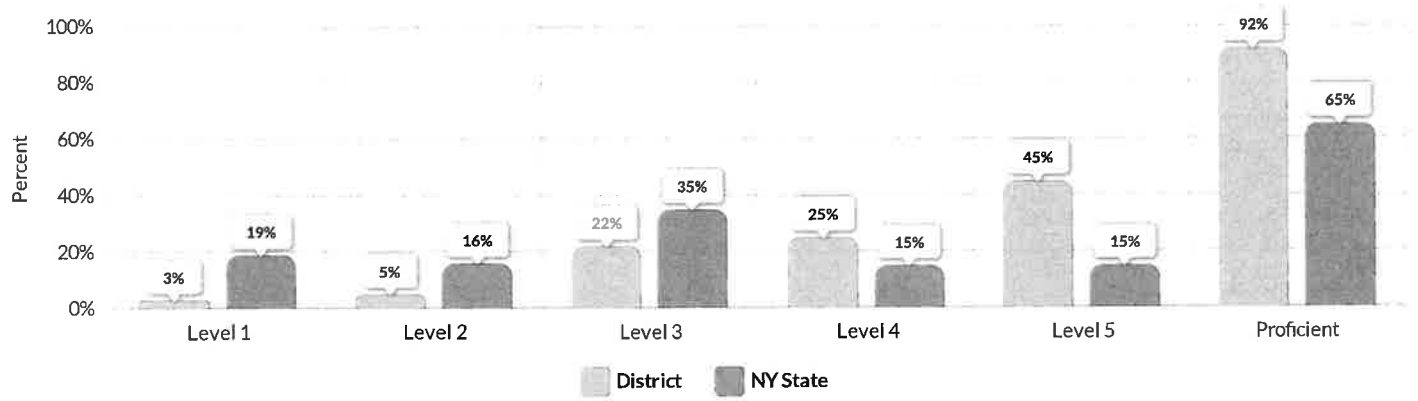


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	304	11	4%	17	6%	40	13%	48	16%	188	62%	276	91%
Female	161	4	2%	7	4%	23	14%	23	14%	104	65%	150	93%
Male	143	7	5%	10	7%	17	12%	25	17%	84	59%	126	88%
General Education Students	250	5	2%	5	2%	26	10%	35	14%	179	72%	240	96%
Students with Disabilities	54	6	11%	12	22%	14	26%	13	24%	9	17%	36	67%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	2	8%	3	12%	5	19%	2	8%	14	54%	21	81%
Black or African American	7	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	62	4	6%	3	5%	14	23%	12	19%	29	47%	55	89%
White	200	4	2%	11	6%	18	9%	30	15%	137	69%	185	93%
Multiracial	8	0	0%	0	0%	0	0%	3	38%	5	63%	8	100%
Small Group Total: Race & Ethnicity	8	1	13%	0	0%	3	38%	1	13%	3	38%	7	88%
Economically Disadvantaged	63	2	3%	4	6%	17	27%	13	21%	27	43%	57	90%
Not Economically Disadvantaged	241	9	4%	13	5%	23	10%	35	15%	161	67%	219	91%
English Language Learner	21	5	24%	5	24%	9	43%	0	0%	2	10%	11	52%
Non-English Language Learner	283	6	2%	12	4%	31	11%	48	17%	186	66%	265	94%
Not in Foster Care	304	11	4%	17	6%	40	13%	48	16%	188	62%	276	91%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	301	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	304	11	4%	17	6%	40	13%	48	16%	188	62%	276	91%
Parent Not in Armed Forces	304	11	4%	17	6%	40	13%	48	16%	188	62%	276	91%

# ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students

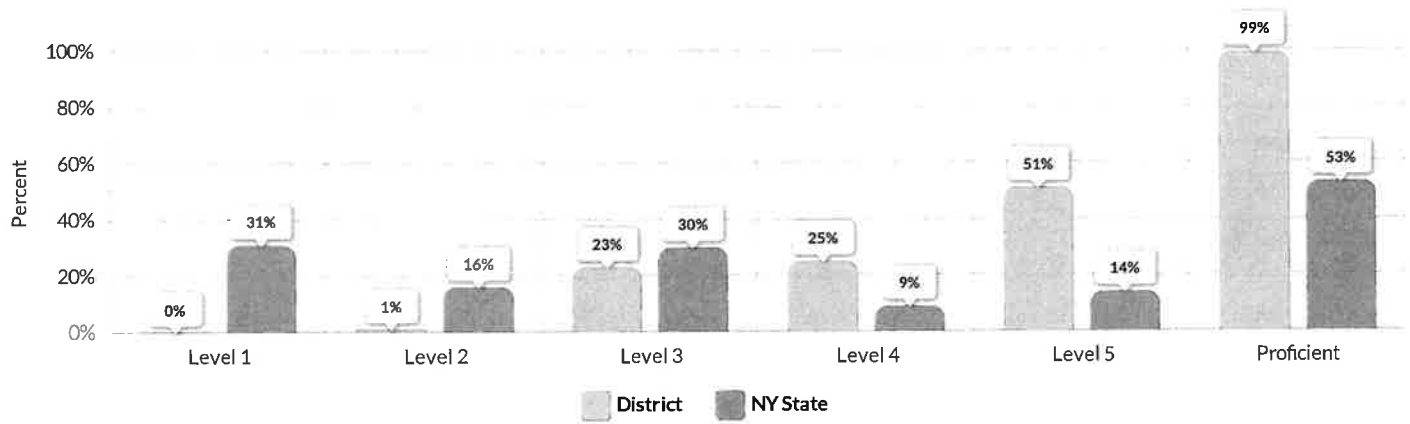


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	10	3%	15	5%	66	22%	74	25%	135	45%	275	92%
Female	163	6	4%	8	5%	32	20%	44	27%	73	45%	149	91%
Male	137	4	3%	7	5%	34	25%	30	22%	62	45%	126	92%
General Education Students	255	4	2%	10	4%	44	17%	66	26%	131	51%	241	95%
Students with Disabilities	45	6	13%	5	11%	22	49%	8	18%	4	9%	34	76%
Asian or Native Hawaiian/Other Pacific Islander	34	0	0%	1	3%	2	6%	6	18%	25	74%	33	97%
Black or African American	9	1	11%	0	0%	5	56%	0	0%	3	33%	8	89%
Hispanic or Latino	72	5	7%	11	15%	24	33%	17	24%	15	21%	56	78%
White	177	3	2%	3	2%	35	20%	48	27%	88	50%	171	97%
Multiracial	8	1	13%	0	0%	0	0%	3	38%	4	50%	7	88%
Economically Disadvantaged	73	3	4%	11	15%	22	30%	23	32%	14	19%	59	81%
Not Economically Disadvantaged	227	7	3%	4	2%	44	19%	51	22%	121	53%	216	95%
English Language Learner	25	3	12%	4	16%	10	40%	3	12%	5	20%	18	72%
Non-English Language Learner	275	7	3%	11	4%	56	20%	71	26%	130	47%	257	93%
Not in Foster Care	300	10	3%	15	5%	66	22%	74	25%	135	45%	275	92%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	299	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	300	10	3%	15	5%	66	22%	74	25%	135	45%	275	92%
Parent Not in Armed Forces	300	10	3%	15	5%	66	22%	74	25%	135	45%	275	92%

# ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



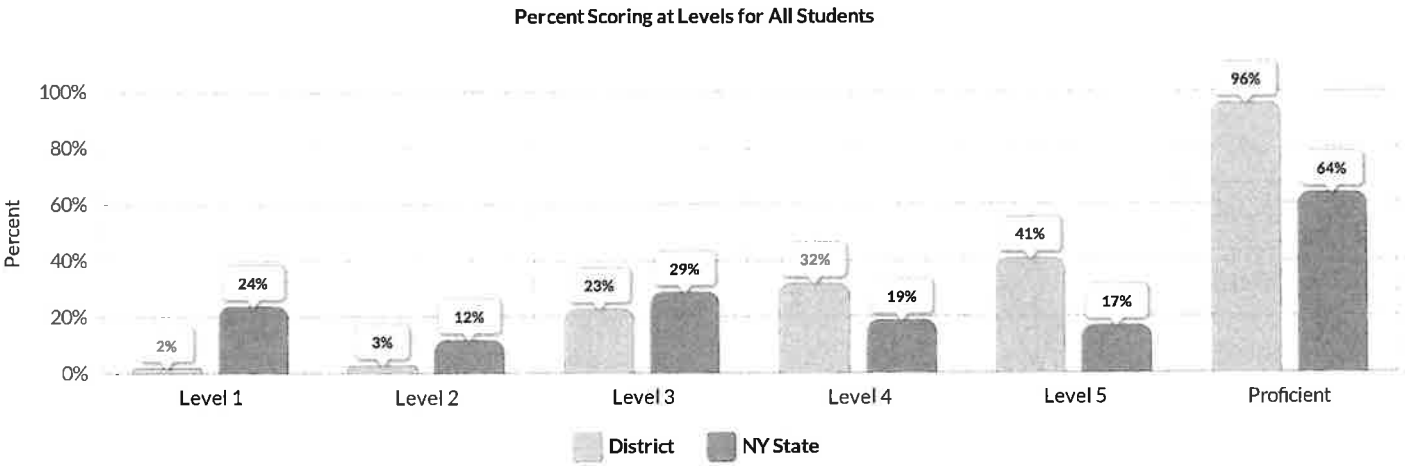
Percent Scoring at Levels for All Students





Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	187	0	0%	2	1%	43	23%	46	25%	96	51%	185	99%
Female	109	0	0%	2	2%	26	24%	22	20%	59	54%	107	98%
Male	78	0	0%	0	0%	17	22%	24	31%	37	47%	78	100%
General Education Students	176	0	0%	1	1%	41	23%	41	23%	93	53%	175	99%
Students with Disabilities	11	0	0%	1	9%	2	18%	5	45%	3	27%	10	91%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	0	0%	1	5%	2	11%	16	84%	19	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	0	0%	1	4%	12	43%	6	21%	9	32%	27	96%
White	134	0	0%	1	1%	29	22%	36	27%	68	51%	133	99%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	1	17%	2	33%	3	50%	6	100%
Economically Disadvantaged	23	0	0%	1	4%	11	48%	6	26%	5	22%	22	96%
Not Economically Disadvantaged	164	0	0%	1	1%	32	20%	40	24%	91	55%	163	99%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	185	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	187	0	0%	2	1%	43	23%	46	25%	96	51%	185	99%
Not Homeless	187	0	0%	2	1%	43	23%	46	25%	96	51%	185	99%
Not Migrant	187	0	0%	2	1%	43	23%	46	25%	96	51%	185	99%
Parent Not in Armed Forces	187	0	0%	2	1%	43	23%	46	25%	96	51%	185	99%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)

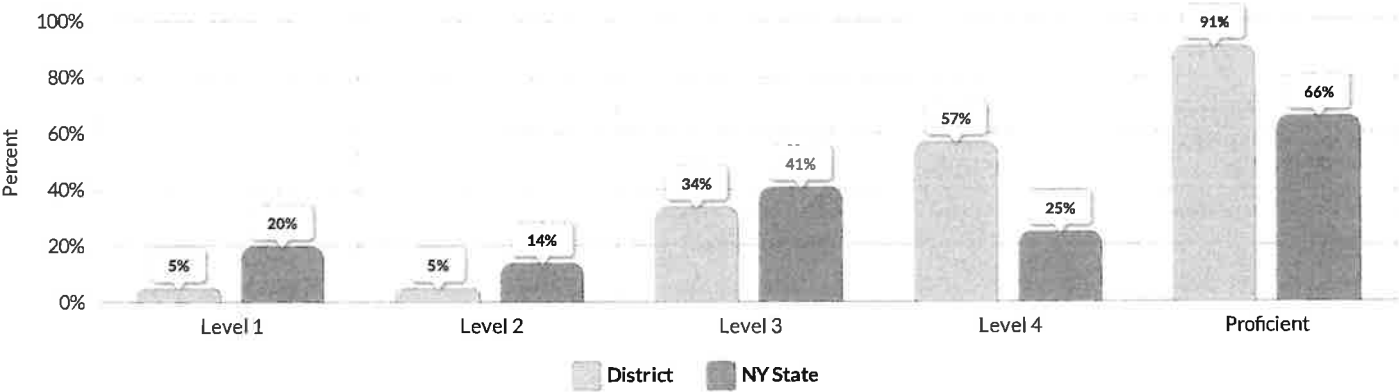


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	180	3	2%	5	3%	42	23%	57	32%	73	41%	172	96%
Female	92	1	1%	5	5%	15	16%	30	33%	41	45%	86	93%
Male	88	2	2%	0	0%	27	31%	27	31%	32	36%	86	98%
General Education Students	174	3	2%	5	3%	41	24%	54	31%	71	41%	166	95%
Students with Disabilities	6	0	0%	0	0%	1	17%	3	50%	2	33%	6	100%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	0	0%	1	6%	6	33%	11	61%	18	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	1	4%	3	12%	9	36%	8	32%	4	16%	21	84%
White	132	2	2%	2	2%	29	22%	43	33%	56	42%	128	97%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Economically Disadvantaged	21	0	0%	2	10%	10	48%	6	29%	3	14%	19	90%
Not Economically Disadvantaged	159	3	2%	3	2%	32	20%	51	32%	70	44%	153	96%
English Language Learner	7	0	0%	0	0%	0	0%	4	57%	3	43%	7	100%
Non-English Language Learner	173	3	2%	5	3%	42	24%	53	31%	70	40%	165	95%
Not in Foster Care	180	3	2%	5	3%	42	23%	57	32%	73	41%	172	96%
Not Homeless	180	3	2%	5	3%	42	23%	57	32%	73	41%	172	96%
Not Migrant	180	3	2%	5	3%	42	23%	57	32%	73	41%	172	96%
Parent Not in Armed Forces	180	3	2%	5	3%	42	23%	57	32%	73	41%	172	96%

# ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students

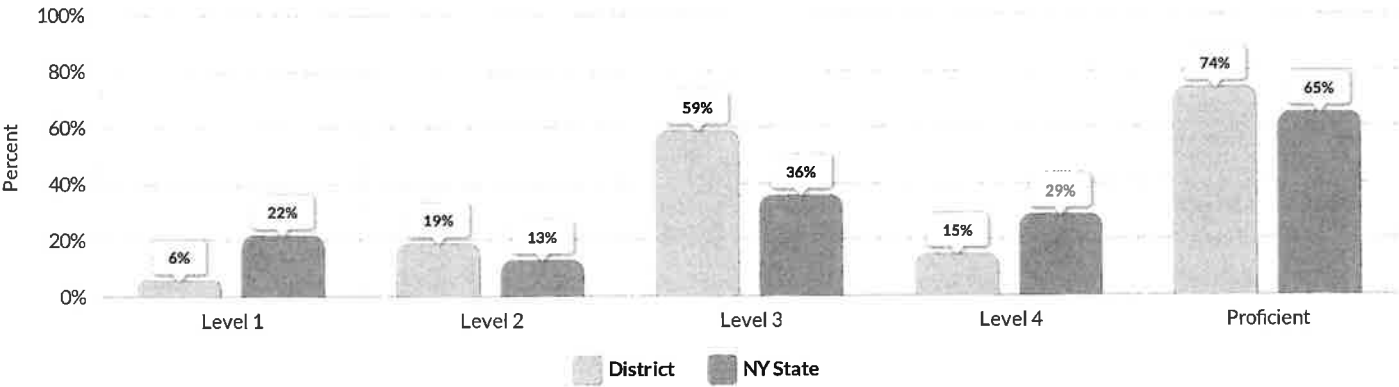


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	281	13	5%	13	5%	95	34%	160	57%	255	91%
Female	156	7	4%	4	3%	53	34%	92	59%	145	93%
Male	125	6	5%	9	7%	42	34%	68	54%	110	88%
General Education Students	235	3	1%	5	2%	75	32%	152	65%	227	97%
Students with Disabilities	46	10	22%	8	17%	20	43%	8	17%	28	61%
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	1	4%	5	22%	17	74%	22	96%
Black or African American	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	63	8	13%	5	8%	29	46%	21	33%	50	79%
White	185	5	3%	6	3%	57	31%	117	63%	174	94%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	1	10%	4	40%	5	50%	9	90%
Economically Disadvantaged	55	6	11%	7	13%	26	47%	16	29%	42	76%
Not Economically Disadvantaged	226	7	3%	6	3%	69	31%	144	64%	213	94%
English Language Learner	15	4	27%	4	27%	7	47%	0	0%	7	47%
Non-English Language Learner	266	9	3%	9	3%	88	33%	160	60%	248	93%
Not in Foster Care	281	13	5%	13	5%	95	34%	160	57%	255	91%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	279	—	—	—	—	—	—	—	—	—	—
Not Migrant	281	13	5%	13	5%	95	34%	160	57%	255	91%
Parent Not in Armed Forces	281	13	5%	13	5%	95	34%	160	57%	255	91%

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



Percent Scoring at Levels for All Students

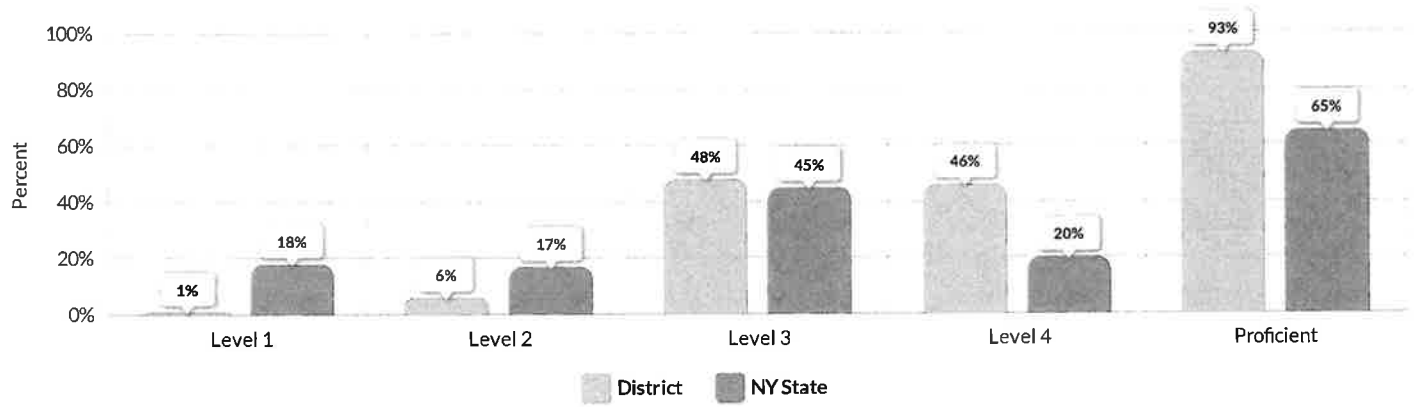


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	78	5	6%	15	19%	46	59%	12	15%	58	74%
Female	36	4	11%	11	31%	19	53%	2	6%	21	58%
Male	42	1	2%	4	10%	27	64%	10	24%	37	88%
General Education Students	37	1	3%	4	11%	26	70%	6	16%	32	86%
Students with Disabilities	41	4	10%	11	27%	20	49%	6	15%	26	63%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	1	3%	8	22%	23	62%	5	14%	28	76%
White	31	3	10%	5	16%	18	58%	5	16%	23	74%
Small Group Total: Race & Ethnicity	10	1	10%	2	20%	5	50%	2	20%	7	70%
Economically Disadvantaged	28	3	11%	6	21%	19	68%	0	0%	19	68%
Not Economically Disadvantaged	50	2	4%	9	18%	27	54%	12	24%	39	78%
English Language Learner	10	1	10%	3	30%	4	40%	2	20%	6	60%
Non-English Language Learner	68	4	6%	12	18%	42	62%	10	15%	52	76%
Not in Foster Care	78	5	6%	15	19%	46	59%	12	15%	58	74%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	75	—	—	—	—	—	—	—	—	—	—
Not Migrant	78	5	6%	15	19%	46	59%	12	15%	58	74%
Parent Not in Armed Forces	78	5	6%	15	19%	46	59%	12	15%	58	74%

# 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	195	2	1%	11	6%	93	48%	89	46%	182	93%
Female	110	2	2%	6	5%	46	42%	56	51%	102	93%
Male	85	0	0%	5	6%	47	55%	33	39%	80	94%
General Education Students	188	2	1%	11	6%	87	46%	88	47%	175	93%
Students with Disabilities	7	0	0%	0	0%	6	86%	1	14%	7	100%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	6	40%	9	60%	15	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	1	3%	6	19%	20	63%	5	16%	25	78%
White	143	1	1%	4	3%	64	45%	74	52%	138	97%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	28	1	4%	6	21%	16	57%	5	18%	21	75%
Not Economically Disadvantaged	167	1	1%	5	3%	77	46%	84	50%	161	96%
English Language Learner	6	1	17%	2	33%	2	33%	1	17%	3	50%
Non-English Language Learner	189	1	1%	9	5%	91	48%	88	47%	179	95%
Not in Foster Care	195	2	1%	11	6%	93	48%	89	46%	182	93%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	194	—	—	—	—	—	—	—	—	—	—
Not Migrant	195	2	1%	11	6%	93	48%	89	46%	182	93%
Parent Not in Armed Forces	195	2	1%	11	6%	93	48%	89	46%	182	93%



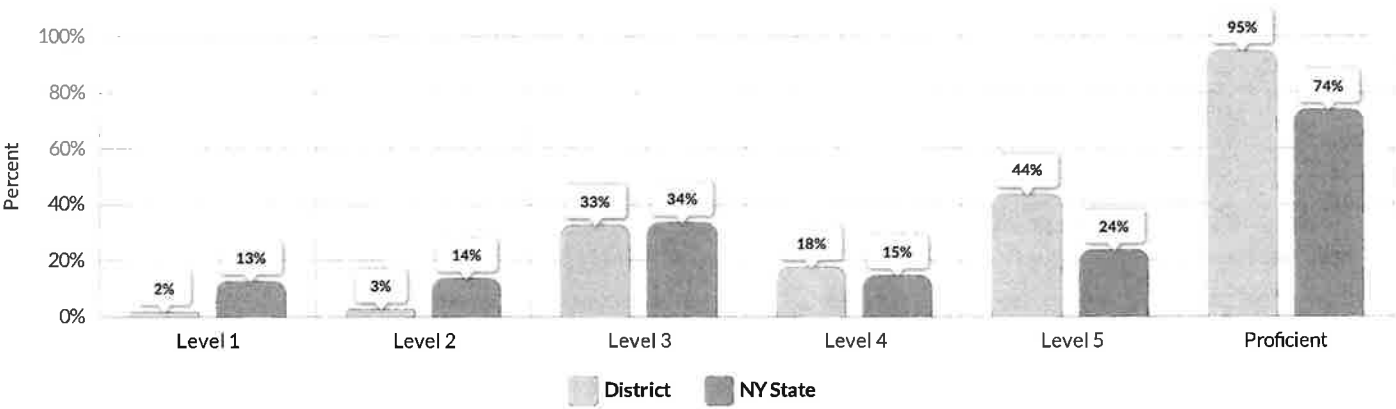
Level	District	NY State
Level 1	21%	20%
Level 2	11%	10%
Level 3	35%	35%
Level 4	33%	33%
Proficient	68%	68%

[illegible]

# 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	267	6	2%	7	3%	89	33%	47	18%	118	44%	254	95%
Female	140	2	1%	4	3%	48	34%	22	16%	64	46%	134	96%
Male	127	4	3%	3	2%	41	32%	25	20%	54	43%	120	94%
General Education Students	222	1	0%	3	1%	66	30%	41	18%	111	50%	218	98%
Students with Disabilities	45	5	11%	4	9%	23	51%	6	13%	7	16%	36	80%
Asian or Native Hawaiian/Other Pacific Islander	20	0	0%	2	10%	5	25%	4	20%	9	45%	18	90%
Black or African American	7	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	67	4	6%	2	3%	34	51%	13	19%	14	21%	61	91%
White	171	1	1%	3	2%	46	27%	28	16%	93	54%	167	98%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	0	0%	4	44%	2	22%	2	22%	8	89%
Economically Disadvantaged	56	3	5%	1	2%	33	59%	7	13%	12	21%	52	93%
Not Economically Disadvantaged	211	3	1%	6	3%	56	27%	40	19%	106	50%	202	96%
English Language Learner	17	2	12%	3	18%	10	59%	2	12%	0	0%	12	71%
Non-English Language Learner	250	4	2%	4	2%	79	32%	45	18%	118	47%	242	97%
Not in Foster Care	267	6	2%	7	3%	89	33%	47	18%	118	44%	254	95%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	265	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	267	6	2%	7	3%	89	33%	47	18%	118	44%	254	95%
Parent Not in Armed Forces	267	6	2%	7	3%	89	33%	47	18%	118	44%	254	95%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	286	3	1%	12	4%	59	21%	96	34%	116	41%	271	95%
Female	154	2	1%	5	3%	35	23%	46	30%	66	43%	147	95%
Male	132	1	1%	7	5%	24	18%	50	38%	50	38%	124	94%
General Education Students	242	2	1%	4	2%	38	16%	84	35%	114	47%	236	98%
Students with Disabilities	44	1	2%	8	18%	21	48%	12	27%	2	5%	35	80%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	22	0	0%	0	0%	6	27%	5	23%	11	50%	22	100%
Black or African American	7	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	59	1	2%	5	8%	24	41%	17	29%	12	20%	53	90%
White	189	2	1%	6	3%	24	13%	68	36%	89	47%	181	96%
Multiracial	8	0	0%	0	0%	2	25%	4	50%	2	25%	8	100%
Small Group Total: Race & Ethnicity	8	0	0%	1	13%	3	38%	2	25%	2	25%	7	88%
Economically Disadvantaged	58	2	3%	4	7%	20	34%	24	41%	8	14%	52	90%
Not Economically Disadvantaged	228	1	0%	8	4%	39	17%	72	32%	108	47%	219	96%
English Language Learner	16	2	13%	3	19%	8	50%	2	13%	1	6%	11	69%
Non-English Language Learner	270	1	0%	9	3%	51	19%	94	35%	115	43%	260	96%
Not in Foster Care	286	3	1%	12	4%	59	21%	96	34%	116	41%	271	95%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	283	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	286	3	1%	12	4%	59	21%	96	34%	116	41%	271	95%
Parent Not in Armed Forces	286	3	1%	12	4%	59	21%	96	34%	116	41%	271	95%

## **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





Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	3	1%	231	99%	6	3%	7	3%	50	21%	168	72%	218	93%
Female	132	2	2%	130	98%	3	2%	3	2%	29	22%	95	72%	124	94%
Male	102	1	1%	101	99%	3	3%	4	4%	21	21%	73	72%	94	92%
General Education Students	194	1	1%	193	99%	1	1%	3	2%	31	16%	158	81%	189	97%
Students with Disabilities	40	2	5%	38	95%	5	13%	4	10%	19	48%	10	25%	29	73%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	15	100%	0	0%	1	7%	5	33%	9	60%	14	93%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	69	1	1%	68	99%	3	4%	4	6%	18	26%	43	62%	61	88%
White	141	2	1%	139	99%	2	1%	2	1%	26	18%	109	77%	135	96%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	0	0%	1	11%	7	78%	8	89%
Economically Disadvantaged	69	2	3%	67	97%	4	6%	4	6%	22	32%	37	54%	59	86%
Not Economically Disadvantaged	165	1	1%	164	99%	2	1%	3	2%	28	17%	131	79%	159	96%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	231	3	—	228	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	234	3	1%	231	99%	6	3%	7	3%	50	21%	168	72%	218	93%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	233	3	—	230	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	3	1%	231	99%	6	3%	7	3%	50	21%	168	72%	218	93%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	234	3	1%	231	99%	6	3%	7	3%	50	21%	168	72%	218	93%

## 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	4	1	25	3	75
Female	3	1	33	2	67
Male	1	0	0	1	100
General Education Students	3	1	33	2	67
Students with Disabilities	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Hispanic or Latino	1	1	100	0	0
White	1	0	0	1	100
Economically Disadvantaged	2	1	50	1	50
Not Economically Disadvantaged	2	0	0	2	100
Non-English Language Learner	4	1	25	3	75
Not in Foster Care	4	1	25	3	75
Not Homeless	4	1	25	3	75
Not Migrant	4	1	25	3	75
Parent Not in Armed Forces	4	1	25	3	75

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

## 2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	34	15%	200	85%	3	1%	2	1%	46	20%	149	64%	195	83%
Female	132	21	16%	111	84%	0	0%	1	1%	22	17%	88	67%	110	83%
Male	102	13	13%	89	87%	3	3%	1	1%	24	24%	61	60%	85	83%
General Education Students	194	18	9%	176	91%	1	1%	1	1%	32	16%	142	73%	174	90%
Students with Disabilities	40	16	40%	24	60%	2	5%	1	3%	14	35%	7	18%	21	53%
Asian or Native Hawaiian/Other Pacific Islander	15	2	13%	13	87%	0	0%	0	0%	5	33%	8	53%	13	87%
Black or African American	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	69	16	23%	53	77%	2	3%	1	1%	14	20%	36	52%	50	72%
White	141	14	10%	127	90%	1	1%	1	1%	24	17%	101	72%	125	89%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	0	0%	3	33%	4	44%	7	78%
Economically Disadvantaged	69	19	28%	50	72%	1	1%	1	1%	15	22%	33	48%	48	70%
Not Economically Disadvantaged	165	15	9%	150	91%	2	1%	1	1%	31	19%	116	70%	147	89%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	231	32	—	199	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	234	34	15%	200	85%	3	1%	2	1%	46	20%	149	64%	195	83%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	233	33	—	200	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	34	15%	200	85%	3	1%	2	1%	46	20%	149	64%	195	83%
Parent Not in Armed Forces	234	34	15%	200	85%	3	1%	2	1%	46	20%	149	64%	195	83%

## 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	183	31	17	152	83
Female	100	18	18	82	82
Male	83	13	16	70	84
General Education Students	163	17	10	146	90
Students with Disabilities	20	14	70	6	30
Asian or Native Hawaiian/Other Pacific Islander	13	1	8	12	92
Black or African American	4	2	50	2	50
Hispanic or Latino	52	15	29	37	71
White	112	13	12	99	88
Multiracial	2	0	0	2	100
Economically Disadvantaged	51	18	35	33	65
Not Economically Disadvantaged	132	13	10	119	90
English Language Learner	2	1	50	1	50
Non-English Language Learner	181	30	17	151	83
Not in Foster Care	183	31	17	152	83
Homeless	1	1	100	0	0
Not Homeless	182	30	16	152	84
Not Migrant	183	31	17	152	83
Parent Not in Armed Forces	183	31	17	152	83

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

## 2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	199	85%	35	15%	8	3%	5	2%	16	7%	6	3%	22	9%
Female	132	119	90%	13	10%	3	2%	1	1%	9	7%	0	0%	9	7%
Male	102	80	78%	22	22%	5	5%	4	4%	7	7%	6	6%	13	13%
General Education Students	194	171	88%	23	12%	5	3%	2	1%	11	6%	5	3%	16	8%
Students with Disabilities	40	28	70%	12	30%	3	8%	3	8%	5	13%	1	3%	6	15%
Asian or Native Hawaiian/Other Pacific Islander	15	12	80%	3	20%	0	0%	0	0%	2	13%	1	7%	3	20%
Black or African American	5	5	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	69	51	74%	18	26%	4	6%	4	6%	7	10%	3	4%	10	14%
White	141	128	91%	13	9%	4	3%	1	1%	7	5%	1	1%	8	6%
Multiracial	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	8	89%	1	11%	0	0%	0	0%	0	0%	1	11%	1	11%
Economically Disadvantaged	69	51	74%	18	26%	4	6%	3	4%	8	12%	3	4%	11	16%
Not Economically Disadvantaged	165	148	90%	17	10%	4	2%	2	1%	8	5%	3	2%	11	7%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	231	199	—	32	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	234	199	85%	35	15%	8	3%	5	2%	16	7%	6	3%	22	9%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	233	198	—	35	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	199	85%	35	15%	8	3%	5	2%	16	7%	6	3%	22	9%
Parent Not in Armed Forces	234	199	85%	35	15%	8	3%	5	2%	16	7%	6	3%	22	9%

## 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	225	194	86	31	14
Female	128	118	92	10	8
Male	97	76	78	21	22
General Education Students	190	169	89	21	11
Students with Disabilities	35	25	71	10	29
Asian or Native Hawaiian/Other Pacific Islander	13	11	85	2	15
Black or African American	5	5	100	0	0
Hispanic or Latino	65	50	77	15	23
White	138	125	91	13	9
Multiracial	4	3	75	1	25
Economically Disadvantaged	66	50	76	16	24
Not Economically Disadvantaged	159	144	91	15	9
English Language Learner	2	0	0	2	100
Non-English Language Learner	223	194	87	29	13
Not in Foster Care	225	194	86	31	14
Homeless	1	1	100	0	0
Not Homeless	224	193	86	31	14
Not Migrant	225	194	86	31	14
Parent Not in Armed Forces	225	194	86	31	14

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



## 2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	166	71%	68	29%	1	0%	0	0%	67	29%	0	0%	67	29%
Female	132	96	73%	36	27%	1	1%	0	0%	35	27%	0	0%	35	27%
Male	102	70	69%	32	31%	0	0%	0	0%	32	31%	0	0%	32	31%
General Education Students	194	129	66%	65	34%	0	0%	0	0%	65	34%	0	0%	65	34%
Students with Disabilities	40	37	93%	3	8%	1	3%	0	0%	2	5%	0	0%	2	5%
Asian or Native Hawaiian/Other Pacific Islander	15	10	67%	5	33%	0	0%	0	0%	5	33%	0	0%	5	33%
Black or African American	5	3	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	69	57	83%	12	17%	1	1%	0	0%	11	16%	0	0%	11	16%
White	141	95	67%	46	33%	0	0%	0	0%	46	33%	0	0%	46	33%
Multiracial	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	0	0%	0	0%	5	56%	0	0%	5	56%
Economically Disadvantaged	69	55	80%	14	20%	0	0%	0	0%	14	20%	0	0%	14	20%
Not Economically Disadvantaged	165	111	67%	54	33%	1	1%	0	0%	53	32%	0	0%	53	32%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	231	163	—	68	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	234	166	71%	68	29%	1	0%	0	0%	67	29%	0	0%	67	29%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	233	165	—	68	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	166	71%	68	29%	1	0%	0	0%	67	29%	0	0%	67	29%
Parent Not in Armed Forces	234	166	71%	68	29%	1	0%	0	0%	67	29%	0	0%	67	29%

## 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	226	159	70	67	30
Female	130	95	73	35	27
Male	96	64	67	32	33
General Education Students	190	125	66	65	34
Students with Disabilities	36	34	94	2	6
Asian or Native Hawaiian/Other Pacific Islander	14	9	64	5	36
Black or African American	5	3	60	2	40
Hispanic or Latino	65	54	83	11	17
White	138	92	67	46	33
Multiracial	4	1	25	3	75
Economically Disadvantaged	67	53	79	14	21
Not Economically Disadvantaged	159	106	67	53	33
English Language Learner	3	3	100	0	0
Non-English Language Learner	223	156	70	67	30
Not in Foster Care	226	159	70	67	30
Homeless	1	1	100	0	0
Not Homeless	225	158	70	67	30
Not Migrant	226	159	70	67	30
Parent Not in Armed Forces	226	159	70	67	30

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	231	99%	3	1%	0	0%	0	0%	3	1%	0	0%	3	1%
Female	132	131	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Male	102	100	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
General Education Students	194	192	99%	2	1%	0	0%	0	0%	2	1%	0	0%	2	1%
Students with Disabilities	40	39	98%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	15	14	93%	1	7%	0	0%	0	0%	1	7%	0	0%	1	7%
Black or African American	5	5	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	69	67	97%	2	3%	0	0%	0	0%	2	3%	0	0%	2	3%
White	141	141	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	69	69	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	165	162	98%	3	2%	0	0%	0	0%	3	2%	0	0%	3	2%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	231	228	—	3	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	234	231	99%	3	1%	0	0%	0	0%	3	1%	0	0%	3	1%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	233	230	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	231	99%	3	1%	0	0%	0	0%	3	1%	0	0%	3	1%
Parent Not in Armed Forces	234	231	99%	3	1%	0	0%	0	0%	3	1%	0	0%	3	1%

## 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	226	225	100	1	0
Female	129	128	99	1	1
Male	97	97	100	0	0
General Education Students	190	189	99	1	1
Students with Disabilities	36	36	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	14	14	100	0	0
Black or African American	5	5	100	0	0
Hispanic or Latino	67	66	99	1	1
White	136	136	100	0	0
Multiracial	4	4	100	0	0
Economically Disadvantaged	67	67	100	0	0
Not Economically Disadvantaged	159	158	99	1	1
English Language Learner	3	3	100	0	0
Non-English Language Learner	223	222	100	1	0
Not in Foster Care	226	225	100	1	0
Homeless	1	1	100	0	0
Not Homeless	225	224	100	1	0
Not Migrant	226	225	100	1	0
Parent Not in Armed Forces	226	225	100	1	0

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

## NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (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.

[illegible]

## 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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Grade 7 Math	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Grade 8 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	20	18	90%	2	10%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	20	19	95%	1	5%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	20	19	95%	1	5%	—	—	—	—	—	—	—	—	—	—

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%

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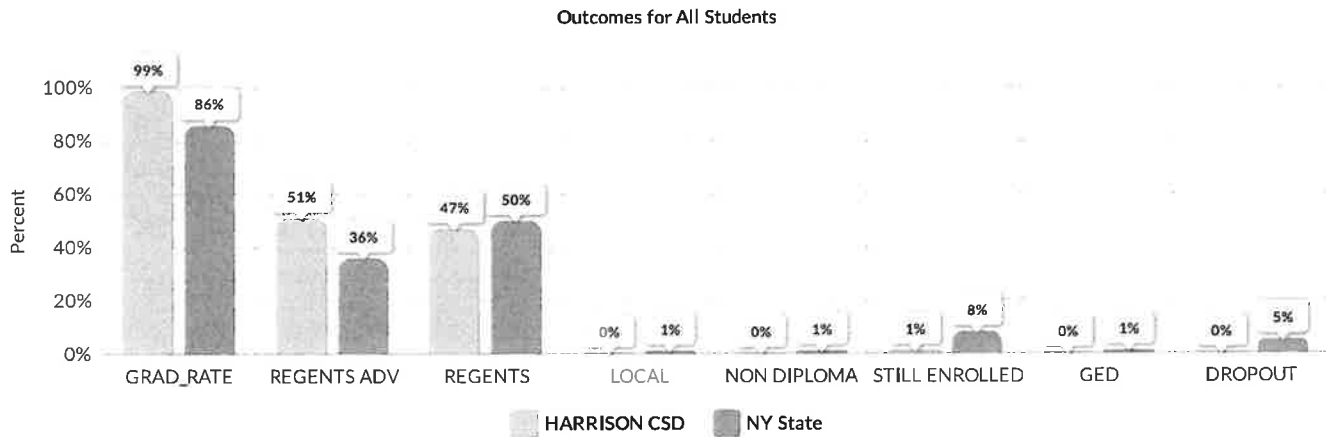
THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 1:08 PM EST

## HARRISON CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

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

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

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



## GRADUATION RATE

[illegible]

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	234	231	99%	120	51%	110	47%	1	0%	0	0%	2	1%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	234	231	99%	120	51%	110	47%	1	0%	0	0%	2	1%	0	0%	1	0%

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## HARRISON CSD GRADUATION PATHWAYS DATA 2023

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

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

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

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	231	193	84%	0	0%	7	3%	6	3%	1	0%	23	10%	1	0%	0	0%	0	0%
Female	130	105	81%	0	0%	6	5%	3	2%	0	0%	16	12%	0	0%	0	0%	0	0%
Male	101	88	87%	0	0%	1	1%	3	3%	1	1%	7	7%	1	1%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	194	161	83%	0	0%	7	4%	3	2%	1	1%	22	11%	0	0%	0	0%	0	0%
Students with Disabilities	37	32	86%	0	0%	0	0%	3	8%	0	0%	1	3%	1	3%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	15	9	60%	0	0%	1	7%	0	0%	1	7%	4	27%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	68	50	74%	0	0%	5	7%	4	6%	0	0%	9	13%	0	0%	0	0%	0	0%
White	139	125	90%	0	0%	1	1%	2	1%	0	0%	10	7%	1	1%	0	0%	0	0%
Multiracial	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	68	56	82%	0	0%	2	3%	3	4%	0	0%	7	10%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	163	137	84%	0	0%	5	3%	3	2%	1	1%	16	10%	1	1%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	3	2	67%	0	0%	0	0%	1	33%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	228	191	84%	0	0%	7	3%	5	2%	1	0%	23	10%	1	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	231	193	84%	0	0%	7	3%	6	3%	1	0%	23	10%	1	0%	0	0%	0	0%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	230	192	83%	0	0%	7	3%	6	3%	1	0%	23	10%	1	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	231	193	84%	0	0%	7	3%	6	3%	1	0%	23	10%	1	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	231	193	84%	0	0%	7	3%	6	3%	1	0%	23	10%	1	0%	0	0%	0	0%

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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.

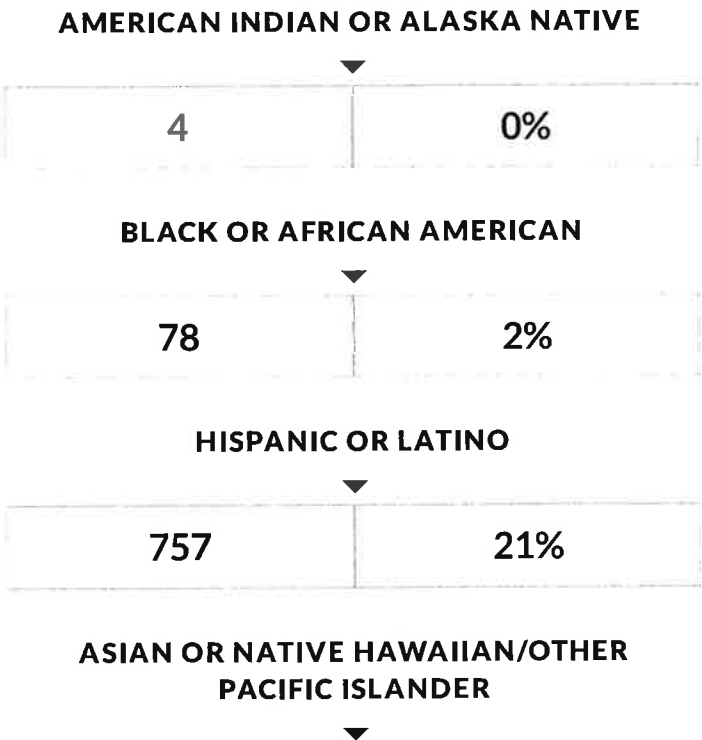
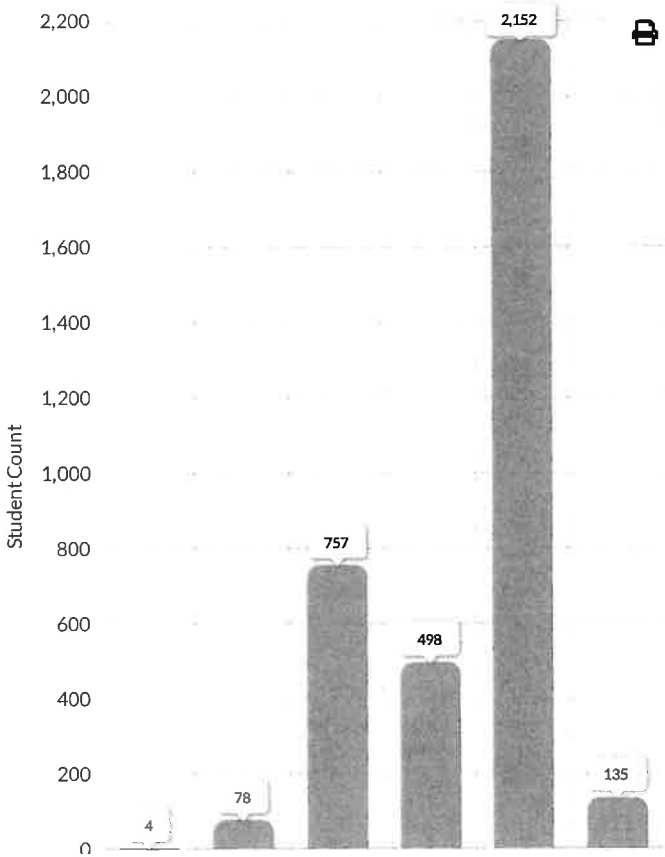
HARRISON CSD ENROLLMENT (2022 - 23)

K-12 Enrollment: 3,624

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



American Indian or Alaska Native      Black or African American      HISPANIC OR LATINO      ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER      WHITE      MULTIRACIAL

498	14%
-----	-----

WHITE



2,152	59%
-------	-----

MULTIRACIAL



135	4%
-----	----

## OTHER GROUPS

### ENGLISH LANGUAGE LEARNERS

375	10%
-----	-----

### STUDENTS WITH DISABILITIES

600	17%
-----	-----

### ECONOMICALLY DISADVANTAGED

715	20%
-----	-----

### MIGRANT

—	—
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### HOMELESS

16	0%
----	----

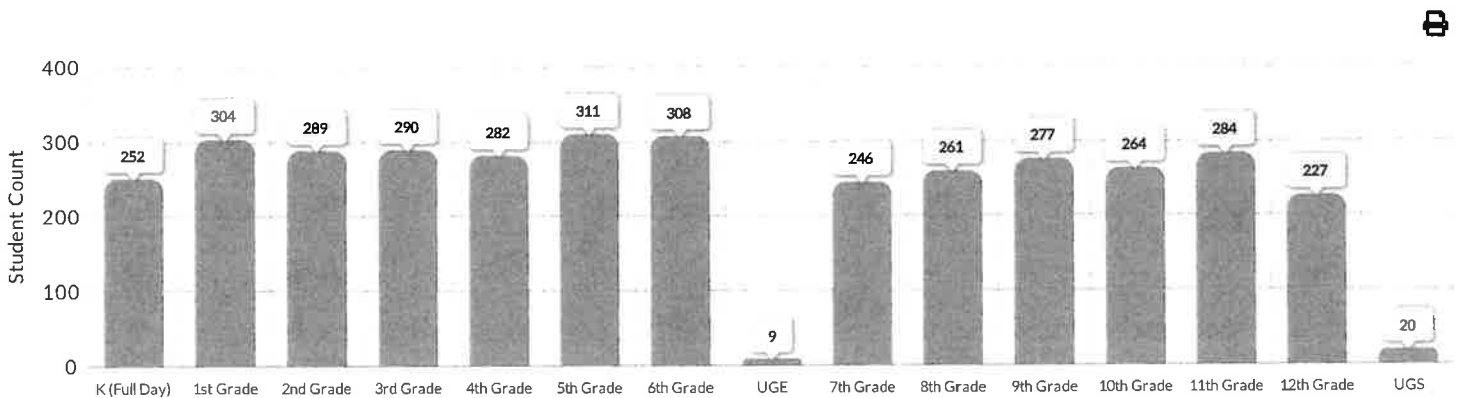
### FOSTER CARE

—	—
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### PARENT IN ARMED FORCES

—	—
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## ENROLLMENT BY GRADE



### K (FULL DAY)

252	7%
-----	----

### 1ST GRADE

304	8%
-----	----

### 2ND GRADE

289	8%
-----	----

### 3RD GRADE

290	8%
-----	----

### 4TH GRADE

282	8%
-----	----

### 5TH GRADE

311	9%
-----	----

### 6TH GRADE

308	8%
-----	----

### UNGRADED ELEM...

9	0%
---	----

### 7TH GRADE

246	7%
-----	----

### 8TH GRADE

261	7%
-----	----

### 9TH GRADE

277	8%
-----	----

### 10TH GRADE

264	7%
-----	----

### 11TH GRADE

284	8%
-----	----

### 12TH GRADE

227	6%
-----	----

### UNGRADED SECO...

20	1%
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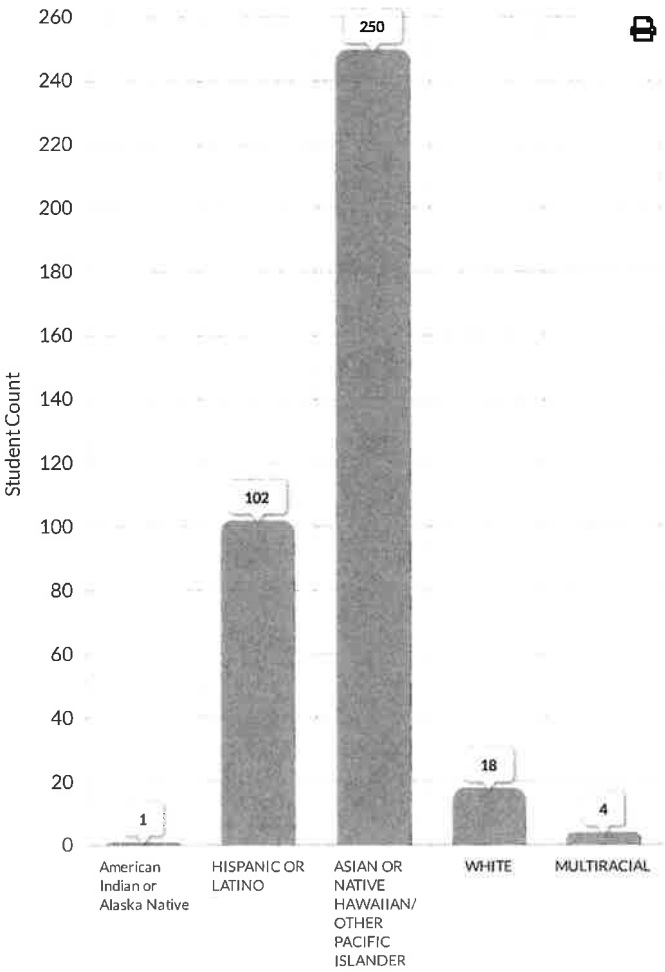
HARRISON CSD ENGLISH LANGUAGE LEARNERS  
ENROLLMENT (2022 - 23)

K-12 ELL Enrollment: 375  
K-12 Former ELL Enrollment:  
174

ELL ENROLLMENT



ELL ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER  
PACIFIC ISLANDER



WHITE



MULTIRACIAL





OTHER GROUPS

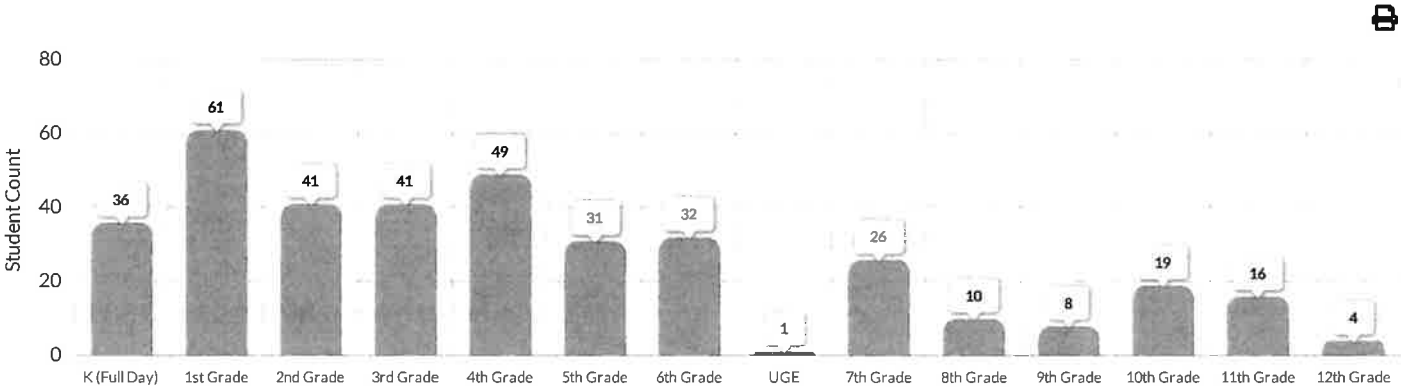
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ELL ENROLLMENT BY GRADE



K (FULL DAY)



1ST GRADE



2ND GRADE



3RD GRADE



4TH GRADE



5TH GRADE



6TH GRADE



UNGRADED  
ELEMENTARY



7TH GRADE



8TH GRADE



9TH GRADE



10TH GRADE



11TH GRADE



12TH GRADE



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

HOME LANGUAGES

1	Japanese
2	Spanish
3	Portuguese
4	English
5	Chinese

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
354	64	11	0

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
416	0	0



# HARRISON CSD - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

## SCHOOL PROVIDED DEVICE

**Data are based on the number of responses to this question.**

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

### 1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



**Enrollment**

**3,738**

**Count of Completed  
Questions**

**639**

**Percent Completed**

**17.09% of Enrolled**

Subgroup	Yes		No	
	#	%	#	%
All Students	327	51.17	312	48.83
Female	159	49.23	164	50.77
Male	168	53.16	148	46.84
American Indian/Alaska Native	0	0	2	100
Black	2	33.33	4	66.67
Hispanic	51	69.86	22	30.14
Asian or Native Hawaiian/Other Pacific Islander	106	57.3	79	42.7
White	150	43.23	197	56.77
Multiracial	18	69.23	8	30.77
General Education Students	293	50.96	282	49.04
Students with Disabilities	34	53.13	30	46.88

Subgroup	Yes		No	
	#	%	#	%
Not English Language Learner	253	48.19	272	51.81
English Language Learner	74	64.91	40	35.09
Economically Disadvantaged	44	72.13	17	27.87
Not Economically Disadvantaged	283	48.96	295	51.04
Not Migrant	327	51.17	312	48.83
Homeless	0	0	0	0
Not Homeless	327	51.17	312	48.83
Not in Foster Care	327	51.17	312	48.83
Parent Not in Armed Forces	327	51.17	312	48.83

## PRIMARY DEVICE

Data are based on the number of responses to this question.

**2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)**



**Enrollment**

**3,738**

**Count of Completed  
Questions**

**639**

**Percent Completed**

**17.09% of Enrolled**

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	229	35.84	18	2.82	190	29.73	44	6.89	2	.31	156	24.41
Female	111	34.37	4	1.24	106	32.82	20	6.19	1	.31	81	25.08
Male	118	37.34	14	4.43	84	26.58	24	7.59	1	.32	75	23.73
American Indian/Alaska Native	1	50	0	0	1	50	0	0	0	0	0	0
Black	1	16.67	0	0	3	50	0	0	1	16.67	1	16.67
Hispanic	26	35.62	0	0	16	21.92	7	9.59	0	0	24	32.88
Asian or Native Hawaiian/Other Pacific Islander	74	40	7	3.78	41	22.16	11	5.95	1	.54	51	27.57
White	116	33.43	10	2.88	126	36.31	23	6.63	0	0	72	20.75
Multiracial	11	42.31	1	3.85	3	11.54	3	11.54	0	0	8	30.77

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
General Education Students	209	36.35	18	3.13	173	30.09	35	6.09	1	.17	139	24.17
Students with Disabilities	20	31.25	0	0	17	26.56	9	14.06	1	1.56	17	26.56
Not English Language Learner	185	35.24	15	2.86	171	32.57	40	7.62	1	.19	113	21.52
English Language Learner	44	38.6	3	2.63	19	16.67	4	3.51	1	.88	43	37.72
Economically Disadvantaged	28	45.9	0	0	20	32.79	1	1.64	1	1.64	11	18.03
Not Economically Disadvantaged	201	34.78	18	3.11	170	29.41	43	7.44	1	.17	145	25.09
Not Migrant	229	35.84	18	2.82	190	29.73	44	6.89	2	.31	156	24.41
Homeless	0	0	0	0	0	0	0	0	0	0	0	0
Not Homeless	229	35.84	18	2.82	190	29.73	44	6.89	2	.31	156	24.41
Not in Foster Care	229	35.84	18	2.82	190	29.73	44	6.89	2	.31	156	24.41
Parent Not in Armed Forces	229	35.84	18	2.82	190	29.73	44	6.89	2	.31	156	24.41

## PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

**3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)**



**Enrollment**

**3,738**

**Count of Completed  
Questions**

**639**

**Percent Completed**

**17.09% of Enrolled**

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	37	5.79	390	61.03	212	33.18
Female	15	4.64	200	61.92	108	33.44
Male	22	6.96	190	60.13	104	32.91
American Indian/Alaska Native	0	0	2	100	0	0
Black	0	0	5	83.33	1	16.67
Hispanic	6	8.22	28	38.36	39	53.42
Asian or Native Hawaiian/Other Pacific Islander	9	4.86	122	65.95	54	29.19

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
White	19	5.48	221	63.69	107	30.84
Multiracial	3	11.54	12	46.15	11	42.31
General Education Students	29	5.04	359	62.43	187	32.52
Students with Disabilities	8	12.5	31	48.44	25	39.06
Not English Language Learner	35	6.67	319	60.76	171	32.57
English Language Learner	2	1.75	71	62.28	41	35.96
Economically Disadvantaged	1	1.64	24	39.34	36	59.02
Not Economically Disadvantaged	36	6.23	366	63.32	176	30.45
Not Migrant	37	5.79	390	61.03	212	33.18
Homeless	0	0	0	0	0	0
Not Homeless	37	5.79	390	61.03	212	33.18
Not in Foster Care	37	5.79	390	61.03	212	33.18
Parent Not in Armed Forces	37	5.79	390	61.03	212	33.18

## PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

### 4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment

3,738

Count of Completed  
Questions

639

Percent Completed

17.09% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	39	6.1	528	82.63	72	11.27
Female	16	4.95	264	81.73	43	13.31
Male	23	7.28	264	83.54	29	9.18
American Indian/Alaska Native	0	0	2	100	0	0
Black	0	0	5	83.33	1	16.67
Hispanic	6	8.22	62	84.93	5	6.85

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	9	4.86	133	71.89	43	23.24
White	21	6.05	306	88.18	20	5.76
Multiracial	3	11.54	20	76.92	3	11.54
General Education Students	31	5.39	477	82.96	67	11.65
Students with Disabilities	8	12.5	51	79.69	5	7.81
Not English Language Learner	37	7.05	452	86.1	36	6.86
English Language Learner	2	1.75	76	66.67	36	31.58
Economically Disadvantaged	1	1.64	56	91.8	4	6.56
Not Economically Disadvantaged	38	6.57	472	81.66	68	11.76
Not Migrant	39	6.1	528	82.63	72	11.27
Homeless	0	0	0	0	0	0
Not Homeless	39	6.1	528	82.63	72	11.27
Not in Foster Care	39	6.1	528	82.63	72	11.27
Parent Not in Armed Forces	39	6.1	528	82.63	72	11.27

## PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

**5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?**



**Enrollment**

**3,738**

**Count of Completed  
Questions**

**639**

**Percent Completed**

**17.09% of Enrolled**

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	39	6.1	600	93.9
Female	19	5.88	304	94.12
Male	20	6.33	296	93.67
American Indian/Alaska Native	0	0	2	100
Black	1	16.67	5	83.33



Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Hispanic	5	6.85	68	93.15
Asian or Native Hawaiian/Other Pacific Islander	17	9.19	168	90.81
White	13	3.75	334	96.25
Multiracial	3	11.54	23	88.46
General Education Students	28	4.87	547	95.13
Students with Disabilities	11	17.19	53	82.81
Not English Language Learner	24	4.57	501	95.43
English Language Learner	15	13.16	99	86.84
Economically Disadvantaged	2	3.28	59	96.72
Not Economically Disadvantaged	37	6.4	541	93.6
Not Migrant	39	6.1	600	93.9
Homeless	0	0	0	0
Not Homeless	39	6.1	600	93.9
Not in Foster Care	39	6.1	600	93.9
Parent Not in Armed Forces	39	6.1	600	93.9

## INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

### 6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



**Enrollment**

**3,738**

**Count of Completed  
Questions**

**639**

**Percent Completed**

**17.09% of Enrolled**

Subgroup	No		Yes	
	#	%	#	%
All Students	1	.16	638	99.84
Female	1	.31	322	99.69
Male	0	0	316	100
American Indian/Alaska Native	0	0	2	100

Subgroup	No		Yes	
	#	%	#	%
Black	0	0	6	100
Hispanic	0	0	73	100
Asian or Native Hawaiian/Other Pacific Islander	1	.54	184	99.46
White	0	0	347	100
Multiracial	0	0	26	100
General Education Students	1	.17	574	99.83
Students with Disabilities	0	0	64	100
Not English Language Learner	0	0	525	100
English Language Learner	1	.88	113	99.12
Economically Disadvantaged	0	0	61	100
Not Economically Disadvantaged	1	.17	577	99.83
Not Migrant	1	.16	638	99.84
Homeless	0	0	0	0
Not Homeless	1	.16	638	99.84
Not in Foster Care	1	.16	638	99.84
Parent Not in Armed Forces	1	.16	638	99.84

## INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

### 7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



**Enrollment**

**3,738**

**Count of Completed  
Questions**

**639**

**Percent Completed**

**17.09% of Enrolled**

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	20	3.13	19	2.97	0	0	9	1.41	0	0	2	.31	35	5.48	552	86.38	2	.31
Female	11	3.41	7	2.17	0	0	6	1.86	0	0	1	.31	18	5.57	279	86.38	1	.31

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	9	2.85	12	3.8	0	0	3	.95	0	0	1	.32	17	5.38	273	86.39	1	.32
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	1	16.67	5	83.33	0	0
Hispanic	2	2.74	3	4.11	0	0	2	2.74	0	0	0	0	10	13.7	55	75.34	1	1.37
Asian or Native Hawaiian/Other Pacific Islander	3	1.62	6	3.24	0	0	0	0	0	0	2	1.08	5	2.7	169	91.35	0	0
White	15	4.32	9	2.59	0	0	7	2.02	0	0	0	0	19	5.48	296	85.3	1	.29
Multiracial	0	0	1	3.85	0	0	0	0	0	0	0	0	0	0	25	96.15	0	0
General Education Students	15	2.61	18	3.13	0	0	7	1.22	0	0	2	.35	31	5.39	500	86.96	2	.35
Students with Disabilities	5	7.81	1	1.56	0	0	2	3.13	0	0	0	0	4	6.25	52	81.25	0	0
Not English Language Learner	17	3.24	12	2.29	0	0	9	1.71	0	0	0	0	30	5.71	455	86.67	2	.38
English Language Learner	3	2.63	7	6.14	0	0	0	0	0	0	2	1.75	5	4.39	97	85.09	0	0
Economically Disadvantaged	1	1.64	5	8.2	0	0	1	1.64	0	0	0	0	11	18.03	43	70.49	0	0
Not Economically Disadvantaged	19	3.29	14	2.42	0	0	8	1.38	0	0	2	.35	24	4.15	509	88.06	2	.35
Not Migrant	20	3.13	19	2.97	0	0	9	1.41	0	0	2	.31	35	5.48	552	86.38	2	.31
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Homeless	20	3.13	19	2.97	0	0	9	1.41	0	0	2	.31	35	5.48	552	86.38	2	.31
Not in Foster Care	20	3.13	19	2.97	0	0	9	1.41	0	0	2	.31	35	5.48	552	86.38	2	.31
Parent Not in Armed Forces	20	3.13	19	2.97	0	0	9	1.41	0	0	2	.31	35	5.48	552	86.38	2	.31

## INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

**8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?**



Enrollment

Count of Completed

Percent Completed

3,738

Questions

17.09% of Enrolled

639

Subgroup	No		Yes	
	#	%	#	%
All Students	13	2.03	626	97.97
Female	6	1.86	317	98.14
Male	7	2.22	309	97.78
American Indian/Alaska Native	0	0	2	100
Black	1	16.67	5	83.33
Hispanic	1	1.37	72	98.63
Asian or Native Hawaiian/Other Pacific Islander	6	3.24	179	96.76
White	5	1.44	342	98.56
Multiracial	0	0	26	100
General Education Students	10	1.74	565	98.26
Students with Disabilities	3	4.69	61	95.31
Not English Language Learner	8	1.52	517	98.48
English Language Learner	5	4.39	109	95.61
Economically Disadvantaged	2	3.28	59	96.72
Not Economically Disadvantaged	11	1.9	567	98.1
Not Migrant	13	2.03	626	97.97
Homeless	0	0	0	0
Not Homeless	13	2.03	626	97.97
Not in Foster Care	13	2.03	626	97.97
Parent Not in Armed Forces	13	2.03	626	97.97

## INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

**9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?**



Enrollment

Count of Completed  
Questions

Percent Completed

**3,738****639****17.09% of Enrolled**

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	33	5.16	41	6.42	550	86.07	15	2.35
Female	20	6.19	23	7.12	275	85.14	5	1.55
Male	13	4.11	18	5.7	275	87.03	10	3.16
American Indian/Alaska Native	0	0	0	0	2	100	0	0
Black	0	0	1	16.67	5	83.33	0	0
Hispanic	2	2.74	19	26.03	50	68.49	2	2.74
Asian or Native Hawaiian/Other Pacific Islander	23	12.43	15	8.11	143	77.3	4	2.16
White	8	2.31	6	1.73	325	93.66	8	2.31
Multiracial	0	0	0	0	25	96.15	1	3.85
General Education Students	30	5.22	37	6.43	494	85.91	14	2.43
Students with Disabilities	3	4.69	4	6.25	56	87.5	1	1.56
Not English Language Learner	19	3.62	25	4.76	467	88.95	14	2.67
English Language Learner	14	12.28	16	14.04	83	72.81	1	.88
Economically Disadvantaged	7	11.48	18	29.51	33	54.1	3	4.92
Not Economically Disadvantaged	26	4.5	23	3.98	517	89.45	12	2.08
Not Migrant	33	5.16	41	6.42	550	86.07	15	2.35
Homeless	0	0	0	0	0	0	0	0
Not Homeless	33	5.16	41	6.42	550	86.07	15	2.35
Not in Foster Care	33	5.16	41	6.42	550	86.07	15	2.35
Parent Not in Armed Forces	33	5.16	41	6.42	550	86.07	15	2.35

# HARRISON 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

3,613

### 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	HARRISON CSD
All Students	3,613
Economically Disadvantaged	18%
Students with Disabilities	16%
English Language Learners	9%
» Race/Ethnicity	

Staffing Profile	HARRISON CSD
Student-to-Teacher Ratio	10
Teachers with Fewer than 4 years of Experience %	20%
Teachers with 4-20 Years of Experience %	51%
Teachers with 21+ Years of Experience %	30%

# Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$30,953.00	\$28,303.28	\$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	HARRISON CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$19,129.24
» B. Administration (B1 + B2 + B3)	\$2,206.35
» C. All Other Spending (C1 + C2 + C3)	\$2,110.76
D. Total School Level (A + B + C)	\$23,446.35
» E. Central Instruction (E1 + E2 + E3 + E4)	\$957.33
» F. Central Administration (F1 + F2 + F3)	\$2,504.14
» G. All Other Central Spending (G1 + G2 + G3)	\$4,045.35
H. Total Central Costs	\$7,506.82
I. Total Spending (D + H)	\$30,953.17

## 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	HARRISON CSD
J. Total School Level Local/State Spending	\$23,089.10
» K. Total School Level Federal Spending	\$357.25
L. Total Central Level Local/State Spending	\$7,341.18
M. Total Central Level Federal Spending	\$165.64
N. Total Spending (J + K + L + M)	\$30,953.17

## 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	HARRISON CSD
1. Transportation	\$6,912,505.00
2. Charter School Tuition	\$73,335.00
3. Other Tuition	\$1,126,131.00
4. Debt Service	\$3,012,588.00
5. Other	\$7,078,300.00
Percent Excluded from Total	14%
<b>Total Expenditures</b>	<b>\$130,036,670.00</b>

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THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 12:22 PM EST

**NEW YORK STATE  
2022-23 REPORT CARD GLOSSARY & GUIDE**

**Last updated: April 2024 for Group 4 Release**



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## Accountability Data

For more information about the accountability data and statuses, see “Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-2024 Accountability Statuses Based on 2022-23 Results” at <http://www.nysed.gov/accountability/essa-accountability-designations>.

### 2023-24 Accountability Statuses Using 2022-23 Data

#### *District Statuses*

**Local Support and Improvement (formerly Good Standing):** Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI), and have not been identified for the low performance of an accountability group.

**Target District:** Districts that have at least one school identified for CSI, TSI, ATSI, or a district identified for low performance based on district level results.

#### *School Statuses*

**Local Support and Improvement (formerly Good Standing):** Schools that have not been identified for the low performance of an accountability group.

**Targeted Support and Improvement (TSI):** Schools identified for TSI are based upon the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black, or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged. Schools are identified for TSI when any accountability subgroup meets the criteria for identification for two consecutive years.

**Additional Targeted Support and Improvement (ATSI):** Per the Every Student Succeeds Act (ESSA), schools identified for Targeted Support and Improvement (TSI) in the 2018–2019 school year who remained identified for the same subgroup(s) for which the school was identified based on the 2021–2022 school year results and which were not newly identified for Comprehensive Support and Improvement (CSI) are identified for ATSI. These schools were previously in Priority or Focus school status under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver and had a history of low performance requiring them to be identified for ATSI. Additionally, schools that were identified for TSI in the 2021–2022 school year that remain identified for TSI based on the 2021–2022 school year results were identified for ATSI for the 2022–2023 school year. No new ATSI schools were identified based on 2022–2023 school year results.

**Comprehensive Support and Improvement (CSI):** Per ESSA, CSI Schools are required to be identified once in 3 years. NYSED identified CSI Schools based on 2021–2022 school year results. No new CSI Schools were identified based on 2022–2023 school year results.

Schools for which the All Students group is in the bottom 5% of all schools statewide, or high schools for which the All Students group 4-year total cohort graduation rate is less than 67% and the 5-year and 6-year total cohort graduation rates are not 67% or above. Schools are also identified for CSI if the All Students group meets one of the scenarios below.

### ***Elementary/Middle School Level***

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (None*, 1-4)	
2	Level 2	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Both NOT Level 3 or 4**	
5	Level 3	Level 1	Both NOT Level 3 or 4**	
6	Level 1	Level 3	Both NOT Level 3 or 4**	

\*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.

\*\*The Weighted and Core conditions in scenarios 2-6 would have to be met AND both ELP and CA cannot be Level 3 or 4.

### ***Secondary School Level***

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None*, 1-4)	
2	Level 2	Level 1	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Level 1	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Level 1	Both NOT Level 3 or 4**	
5	Level 1	Level 1	Level 2	Both NOT Level 3 or 4**	
6	Level 1	Level 2	Level 2	Both NOT Level 3 or 4**	
7	Level 2	Level 1	Level 2	Both NOT Level 3 or 4**	

\*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.

\*\*The Weighted and Core conditions in scenarios 2-7 would have to be met AND both ELP and CA cannot be Level 3 or 4.

### ***Made Progress***

Target Districts and schools identified for CSI, ATSI, or TSI are required to make annual progress. A school identified for CSI, ATSI, or TSI that meets exit criteria using 2022–2023 school year results and does not meet identification criteria for CSI, ATSI, or TSI is eligible for removal. The school is deemed to have made progress and exited the accountability status support model. The requirement to make progress for two consecutive years is waived for 2023–2024 school year determinations. For a Target District to make progress and be removed from an accountability status support model, all schools identified for CSI, ATSI, and TSI within the district must be removed from the respective accountability status support model.

## **NYS District and School Accountability Statuses**

This link on the NYS Report Card provides access to an Excel Workbook that includes a count and list of all NYS public school districts, public schools, and charter schools by status, as well as subgroup statuses for these entities.

## **Section 1003 School Improvement Funds**

The Section 1003 School Improvement Funds Data link on district, school, and the statewide report cards provides access to an Excel Workbook that includes a full list of **schools** and **districts** that received section 1003

improvement funds, including the amount of funds and the type of strategies implemented. Additional resource links are provided for informational purposes.

## Elementary/Middle-Level (EM) Accountability Indicators

### *EM Core Subject Performance*

The performance of students in grades 3-8 in English language arts (ELA) and mathematics in the current reporting year.

The **Cohort** is the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment.

An **Index** is calculated for each subject using the following formula:

$100 * (((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort})$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

### *EM Weighted Average Performance*

The performance of students in grades 3-8 in English language arts (ELA) and mathematics in the current reporting year.

The **Cohort** used to calculate outcomes for this indicator is the greater of 1) the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment or 2) 95% of continuously enrolled students with or without a valid test score.

An **Index** is calculated for each subject using the following formula:

$100 * (((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort})$

A weighted average is calculated using subject results to derive the **Combined Index**. Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3

Greater than 75%	4
------------------	---

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

### ***EM English Language Proficiency (ELP)***

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades K-8 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a "**Benchmark**" from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a "**Progress Rate**."

The Progress Rate is divided by the Benchmark to determine a "**Success Ratio**."

An ELP "**Level**" is determined using the Success Ratio and the table below:

<b>Success Ratio</b>	<b>Level</b>
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

### ***EM Chronic Absenteeism***

Percentage (**Chronic Absenteeism Rate**) of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

<b>Rank</b>	<b>Level</b>
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

### ***EM Participation Rates***

Participation rates are calculated for students in grades 3-8 and ungraded age equivalent students in ELA and mathematics separately.



**Current Year Enrollment** is the number of students enrolled during the current year test administration and/or make up period for the tests used (NYSTP, NYSESLAT, NYSAA, Regents examination in mathematics).

**Current Year Participation Rate** is the number of students in the Current Year Enrollment with valid test scores divided by the Current Year Enrollment.

**Tested 95% in Current Year** shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95. A red × is shown if the Current Year Participation Rate is less than 95.

To be considered tested, students must have a valid score on the NYSTP for the grade in which they are enrolled or a valid score on the NYSESLAT if they are ELL and have been in U.S. schools for less than 12 months or a valid score on the NYSAA or a valid score on a Regents examination in mathematics exam taken in the 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade if taken in lieu of the NYSTP.

#### ***NYSESLAT Used for Participation***

**Number Taking NYSESLAT** is the number of students reported as English Language Learners, having been in U.S. schools for less than 12 months, having a valid score on the NYSESLAT associated with their grade level, and having NO valid score on a NYSTP in ELA in their grade level. These students are counted as tested when participation rates for EM ELA are determined.

### **Secondary-Level (HS) Accountability Indicators**

#### ***HS Core Subject Performance***

The performance of students on approved secondary-level examinations in ELA, mathematics, and science in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2019-20 school year or, if ungraded, turned 17 in the 2019-20 school year with a valid score on an approved secondary-level examination (e.g., Regents, approved Regents alternative, NYSAA).

An **Index** is calculated for each subject using the following formula:

$100 * (((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of tested students in the Cohort})$

A weighted average is calculated using subject results to derive the **Combined Index**.

$$[3(\text{ELA PI}) + 3(\text{Math PI}) + 2(\text{Science PI})] \div 8$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

### ***HS Weighted Average Performance***

The performance of students in the HS accountability cohort on approved secondary-level examinations in ELA, mathematics, and science in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2019-20 school year or, if ungraded, turned 17, in the 2019-20 school year, excluding students for whom the only assessment record for that subject was an exemption for a June 2020 Regents or 2019-20 approved Regents alternative or NYSAA.

An **Index** is calculated for each subject using the following formula:

$100 * [((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of tested students in the Cohort}]$

A weighted average is calculated using subject results to derive the **Combined Index**.

$$[3(\text{ELA PI}) + 3(\text{Math PI}) + 2(\text{Science PI})] \div 8$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

<b>Rank</b>	<b>Level</b>
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

### ***HS Graduation Rate***

Percentage of students in the 4-, 5-, and 6-year graduation-rate total cohort as of June 30<sup>th</sup> of the year preceding the reporting year who earned a Regents or local diploma as of August 31<sup>st</sup> of the year preceding reporting year.

The number of students in the current reporting year's 4-, 5-, and 6-year graduation rate cohorts are the **Number in Cohort**.

The number of students in the cohort with a local or Regents diploma are the **Number Graduated**.

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30<sup>th</sup> of one year prior to the current reporting year are the **Grad Rates**.

Graduation Rates for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (**Average Grad Rate**). Schools are then ranked from lowest to highest **Average Grad Rate**, and indicator **Levels** are assigned based on their rank range placement:

<b>Rank</b>	<b>Level</b>
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Average Grad Rate**. **Levels** are assigned using the same methodology as that used for schools.

### ***HS English Language Proficiency (ELP)***

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades 9-12 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a **Benchmark** from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a **Progress Rate**.

The Progress Rate is divided by the Benchmark to determine a **Success Ratio**.

An ELP **Level** is determined using the Success Ratio and the table below:

<b>Success Ratio</b>	<b>Level</b>
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

### ***HS Chronic Absenteeism***

Percentage (**Chronic Absenteeism Rate**) of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

<b>Rank</b>	<b>Level</b>
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

### ***HS Participation Rates***

Participation rates are calculated for students in grade 12 in ELA and mathematics separately.

**Current Year 12<sup>th</sup> Grade Enrollment** is the number of students enrolled in 12<sup>th</sup> grade during the current year, excluding grade 12 students whose only assessment in the subject was an exemption on a June 2020 Regents exam or a 2019-20 approved Regents alternative or NYSAA.

**Current Year Participation Rate** is the number of students in the Current Year 12<sup>th</sup> Grade Enrollment with valid test scores divided by the Current Year 12<sup>th</sup> Grade Enrollment.

**Tested 95% in Current Year** shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95%. A red × is shown if the Current Year Participation Rate is less than 95%.

To be considered tested, students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics.

## Assessment Data

**COVID Impact:** Due to the impacts of COVID-19, it may not be appropriate to compare 2022-23 assessment results with results from prior years.

### Elementary- and Intermediate-Level English Language Arts, Mathematics, Science

**Advanced Grades 6-8 Students:** For 2021-22 through 2024-2025, USDE granted NYSED a waiver to permit (a) students enrolled in grade 7 or 8 to take a Regents examination in science in lieu of the Intermediate-Level Science test, and (b) students enrolled in grades 6 and 7 to take a Regents examination in math in lieu of the Grades 6 and 7 New York State Testing Program (NYSTP) tests in math. Per the New York State ESSA Plan, students enrolled in grade 8 may take a Regents examination in math in lieu of the Grade 8 NYSTP.

**Bar Charts and Tables:** In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district. The summary bar charts for math and science include the combined results of students taking a Regents examination in lieu of a NYSTP/Intermediate Science test, as well as results of the Grade 8 Regents taken in lieu. The summary tables provide additional detail on the by-grade Regents examination results.

### *Grades 3-8 English Language Arts (ELA)*

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***

**Total (#):** Number of students in the grade

**Not Tested (# and %):** Number and percent of students in the grade with no valid test score on the NYSTP in ELA

**Tested (# and %):** Number and percent of students in the grade with a valid test score on the NYSTP in ELA

**Level 1, Level 2, Level 3, Level 4 (# and %):** Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

**Proficient (Levels 3 & 4) (# and %):** Number and percent of tested students in the grade proficient (scoring Level 3 or above) on the NYSTP in ELA

**Grades 3-8:** Combined results for students in grades 3-8

### ***Grade-Specific Results***

Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

#### ***Grades 3-8 Mathematics***

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***

**Total (#):** Number of students in the grade

**Not Tested (# and %):** Number and percent of students in the grade with no valid test score on the NYSTP in Math

**Tested (# and %):** Number and percent of students in the grade with a valid test score on the NYSTP or Regents examination in Math

**Level 1, Level 2, Level 3, Level 4 (# and %):** Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

**Proficient (Levels 3 & 4) (# and %):** Number and percent of tested students in the grade proficient (scoring Level 3 or above)

**Regents 6:** Data for students in grade 6 who took a Regents math examination in lieu of the Grade 6 NYSTP

**Combined 6:** Combination of data for students in grade 6 who took the Grade 6 NYSTP assessment or a Regents math examination in lieu of the Grade 6 NYSTP

**Regents 7:** Data for students in grade 7 who took a Regents math examination in lieu of the Grade 7 NYSTP

**Combined 7:** Combination of data for students in grade 7 who took the Grade 7 NYSTP assessment or a Regents math examination in lieu of the Grade 7 NYSTP

**Regents 8:** Data for students in grade 8 who took a Regents math examination in lieu of the Grade 8 NYSTP

**Combined 8:** Combination of data for students in grade 8 who took the Grade 8 NYSTP assessment or a Regents math examination in lieu of the Grade 8 NYSTP

**Grades 3-8:** Combined results for students in grades 3-8, including Regents examinations taken in lieu of the NYSTP

### ***Grade-Specific Results***

Data in the grade tables are the same as those in the summary table for the NYSTP only but disaggregated by demographic **Subgroups**.

### ***Grade 8 Science***

#### ***Summary Results***

**Total (#):** Number of students in the grade

**Not Tested (# and %):** Number and percent of students in the grade with no valid test score on the Intermediate-Level Science Test

**Tested (# and %):** Number and percent of students in the grade with a valid test score on the Intermediate-Level Science Test or Regents science examination

**Level 1, Level 2, Level 3, Level 4 (# and %):** Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

**Proficient (Levels 3 & 4) (# and %):** Number and percent of tested students in the grade proficient (scoring Level 3 or above)

**Regents 8:** Data for students in grade 8 who took a Regents science examination in lieu of the Intermediate-Level Science Test

**Combined 8:** Combination of data for students in grade 8 who took the Intermediate-Level Science Test or a Regents science examination in grade 8 in lieu of the Intermediate-Level Science Test

### ***Grade-Specific Results***

Data in the grade tables are the same as those in the summary table for the Grade 8 Intermediate science exam only but disaggregated by demographic **Subgroups**.

### ***Annual Regents Examinations***

Annual Regents examination results are those taken by students in August, January, and June of the reporting year, regardless of grade.

All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework). The first administration of the Regents U.S. History and Government (Framework) examination was June 2023.

Due to the impacts of COVID-19, it may not be appropriate to compare 2022-23 Annual Regents examination results with results from prior years.

If multiple administrations of the same Regents examination title are taken by a student in the same reporting year, the exam on which the student earned the highest performance level is reported. If the

same performance level was earned on the same exam, the exam on which the student earned the highest score is reported.

**Bar Charts:** In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

**Tested (#):** Number of students, regardless of grade, with a valid test score on the Regents examination

**Level 1, Level 2, Level 3, Level 4, Level 5 (# and %):** Number and percent of tested students scoring at Level 1, Level 2, Level 3, Level 4, or Level 5

**Proficient (Levels 3 & Above) (# and %):** Number and percent of tested students proficient (scoring Level 3 or above) on the Regents examination

### **Annual Regents Exemptions in U.S. History & Government (Framework)**

In 2022-23, exemptions could only be reported for the August and January administrations of the U.S. History & Government (Framework) Regents examination. Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see the [\*Student Information Repository System \(SIRS\) Manual Version 18.11\*](#) pp. 155-156 and the [\*Frequently Asked Questions\*](#) NYSED Resource.

**Total Exempt:** Students reported as "exempt" from taking a specific Regents examination during the reporting year

**Exempt, Not Tested (# and %):** Number and percent of exempt students who had no valid score on the Regents examination

**Exempt, Tested (# and %):** Number and percent of exempt students who also had a valid score on the Regents examination

### **Total Cohort Regents Examinations**

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, August 2021, and January 2022 Regents examinations were canceled. Only Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered in June 2021. Regents Examinations in U.S. History & Government were canceled June 2022 through January 2023. The first administration of the U.S. History & Government (Framework) examination was in June 2023. Caution should be used when comparing 2019 cohort results on Regents examinations with those of cohorts from prior years.

**Cohort:** Number of students who first entered grade 9 (anywhere) in the 2019-20 reporting year (July 1, 2019 – June 30, 2020) or, if ungraded, reached the age of 17 in the 2019-20 reporting year. Data for cohorts are reported as of June 30<sup>th</sup> four years after the student first entered grade 9 (or, for ungraded students, turned 17).



**Not Tested (# and %):** Number and percent of students in the cohort with no valid test score on a Regents examination in the subject

**Tested (# and %):** Number and percent of students in the cohort with a valid test score on a Regents examination or NYSED-approved Regents alternative in the subject

**Level 1, Level 2, Level 3, Level 4 & Above (# and %):** Number and percent of students in the cohort scoring at Level 1, Level 2, Level 3, or Level 4 & Above. Students in the cohort who passed an approved Regents alternative are included in the counts and percents at Level 3.

**Proficient (Levels 3 & Above) (# and %):** Number and percent of students in the cohort proficient (scoring Level 3 or above) on a Regents examination or NYSED-approved Regents alternative in the subject

### **Total Cohort Exemptions**

Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see “exemption”-specific resources at [Coronavirus \(COVID-19\) Guidance for P-12 Schools](#).

**Total Exempt:** Students in the cohort reported as “exempt” from taking any Regents examination or NYSED-approved Regents examination alternative in a subject from the year in which they entered the cohort until June 30<sup>th</sup> four years after entering the cohort.

**Exempt, Not Tested:** Total Exempt students with no valid score on any Regents examination or alternative in a subject.

**Exempt, Tested:** Total Exempt students with a valid score on any Regents examination or alternative in a subject.

### **New York State English as a Second Language Achievement Test (NYSESLAT)**

The NYSESLAT is used to evaluate the English Language proficiency of English Language Learner (ELL) students enrolled in grades K-12.

**Total (#):** Students reported as an ELL

**Not Tested (# and %):** Number and percent of ELLs by grade (K-12) with no valid test score on the NYSESLAT

**Tested (# and %):** Number and percent of ELLs by grade (K-12) with a valid test score on the NYSESLAT

**Entering, Emerging, Transitioning, Expanding, and Commanding (Proficient) (# and %):** Number and percent of ELLs by grade (K-12) scoring at each of the five performance levels on the NYSESLAT

## **New York State Alternate Assessment (NYSAA)**

The NYSAA is used to evaluate the performance of students with severe cognitive disabilities.

**Total (#):** Students reported as NYSAA eligible, as ungraded, and as having a disability

**Not Tested (# and %):** Number and percent of Total by grade and subject with no valid test score on the NYSAA

**Tested (# and %):** Number and percent of Total by grade and subject with a valid test score on the NYSAA

**Level 1, Level 2, Level 3, Level 4 (# and %):** Number and percent of Tested scoring at Level 1, Level 2, Level 3, or Level 4 on the NYSAA

**Proficient (Levels 3 & 4) (# and %):** Number and percent of Total proficient (scoring Level 3 & 4) on the NYSAA

## **National Assessment of Academic Progress (NAEP)**

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

NAEP is typically administered every other year to a representative sample of students across the country. The most recent administration of NAEP was in 2022. State and national results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location); data for individual schools or districts are not reported in the School Report Card, nor are the data available to NYSED.

New York State and national student results on the NAEP are reported for Grade 4 Reading, Grade 4 Mathematics, Grade 8 Reading, and Grade 8 Mathematics, showing percentages of students performing at each of the NAEP achievement levels: "Below Basic," "Basic," "Proficient," and "Advanced." NAEP achievement levels are performance standards that describe what students should know and be able to do. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Descriptions of NAEP achievement levels for each assessment subject are available at [https://nces.ed.gov/nationsreportcard/guides/scores\\_achv.aspx](https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx).

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

## School, Staff, and Graduation Rate Data

### Expenditures Per Pupil

Expenditures per Pupil data reported in the School Report Card are a subset of those collected by the State Aid Office and reported in the annual Financial Transparency Report and its respective database. Districts and charter schools identify expenditures by type (e.g., salaries) and by source (federal, state, local). Expenditures that cannot be identified by type and/or source are submitted within specific categories and reported as “Exclusions,” which are not included in per pupil expenditure calculations. For additional information, see <http://www.nysed.gov/essa/financial-transparency> or send an email to [ESSAFinTrans@nysed.gov](mailto:ESSAFinTrans@nysed.gov). If a school or district did not report expenditures, then a statement will reflect such within the report card.

**Pupil Count:** Enrollment data used to calculate expenditures per pupil in the School Report Card are collected in the Student Information Repository System (SIRS). 2018-19 pupil counts were directly sourced from IRS Enrollment Reports and, thus, included pre-K enrollments at community-based organizations (CBOs), expenses for which were not captured in the federal or state/local values. Since then, pupil counts do not include pre-kindergarten enrollments at CBOs. However, since 2020-21, district-sponsored pre-kindergarten enrollments are included for the NYC Chancellor’s Office. For all years, the statewide pupil count is the sum of district counts and charter school counts. Due to changes in count methodology, caution should be used when comparing results between years.

**Federal Expenditures:** Local educational agency and district overall expenditures (personnel and nonpersonnel) and per pupil expenditures using federal funds for the preceding school year. Beginning in 2020-21, Federal Expenditures include expenses supported by federal revenues provided to NYS schools under the “Coronavirus Aid, Relief, and Economic Security” (CARES) Act, “Coronavirus Response and Relief Supplemental Appropriations” (CRRSA) Act, and/or the “American Rescue Plan” (ARP) Act. For more information, please see <https://www.osc.state.ny.us/files/local-government/publications/pdf/american-rescue-plan-and-crrsa-guidance.pdf> and <https://www.osc.state.ny.us/files/local-government/publications/pdf/cares-act-information-guidance.pdf>.

**State and Local Expenditures:** Local educational agency and district overall expenditures (personnel and non-personnel) and per pupil expenditures using State and local funds for the preceding school year. For the 2018-19 Report Card, only Total Expenditures and Federal Expenditures data were available for Charter Schools. Thus, “State and Local Funds” for Charter Schools were estimated as the difference between Total Expenditures and Federal Expenditures. Beginning 2019-20, Charter Schools reported “State and Local Funds,” which include “Other Charter School” and “Other Central Charter” revenue spending (categories unique to charters only). Caution should be used when making comparisons between 2018-19 and later results for charter schools and between charter school and non-charter public school “State and Local Funds.” Beginning in 2021-22, New York State implemented a 3-year phase-in schedule for Foundation Aid. This schedule provided for large increases in state funds for the 2021-22, 2022-23, and 2023-24 school years.

**Total Expenditures:** The total is the sum of Federal and State/Local expenditure values.

**Statewide:** District and Charter School values were summed to derive statewide values.

## **Staff Qualifications**

If a school or district did not report complete data, a statement will reflect such within the report card.

**High-Poverty Schools:** Schools in the 4<sup>th</sup> quartile based on the percentage of economically disadvantaged students.

**Low-Poverty Schools:** Schools in the 1<sup>st</sup> quartile based on the percentage of economically disadvantaged students.

### ***Inexperienced Teachers and Principals***

**Total Teachers and Principals:** Counts are as reported by schools and districts in the Student Information Repository System (SIRS). To be counted as a Teacher, the person must be reported in SIRS as the teacher of at least one course. All teachers assigned to a course for the duration of the year are included in the Total. To be counted as a Principal, the person must be reported in SIRS as a Principal.

**Inexperienced Teachers:** Teachers with fewer than 4 years of experience as a teacher.

**Inexperienced Principals:** Principals with fewer than 4 years of experience as a principal.

### ***Teachers Teaching Out of Their Subject or Field of Certification***

**Total Teachers:** Beginning in 2020-21, counts are as reported in SIRS. For prior years, counts were as reported in the Teacher Access and Authorization (TAA) system. Caution should be used when comparing results across years. Only the last teacher assigned to a course in the spring is included in the Total.

**Teachers Teaching Out of their Subject/Field of Certification:** Teachers teaching classes in subjects or fields for which they do not hold certifications.

## **Total Cohort Graduation Rate**

Graduation, diploma, non-diploma credential, still enrolled, transfer to high school equivalency (HSE) program, and dropout rates 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. For more information on district/state comparisons, 5- and 6-year rates, and to filter on gender and ethnicity student subgroups, click on the link embedded within the report card or search by school or district in the High School Graduation Rate report at [data.nysed.gov](https://data.nysed.gov). Also see the [Graduation Rate - Glossary of Terms](#) or [Grad Rate - Business Rules](#) on the Graduation Rate Data site.

## **Civil Rights Data Collection (CRDC) Data (2017-18)**

Accessible via a downloadable Excel Workbook on the NYS statewide report card and all district and school report cards are measures of school quality, climate, and safety, and accelerated coursework to earn post-secondary credit while in high school as reported by schools for the 2020-21 school year to the U.S. Department of Education using the Civil Rights Data Collection Survey. For more information on CRDC, see [Civil Rights Data Collection, Office for Civil Rights](#).

## Accountability Suppression Rules

**Accountability Indicators:** Accountability indicator levels are calculated for subgroups with 30 or more student results. The only exceptions are:

- 1) A Core Subject Performance outcome will be determined when a Weighted Average Performance Level has been assigned to a subgroup, there are at least 15 student results in the denominator for calculating the Core Subject Performance outcome, and the number of students in the denominator used to determine the Core Subject Performance Index is at least 50% of the number of student results used to determine the Weighted Average Performance Index.
- 2) A graduation rate will be computed for a cohort subgroup when a HS Core Subject Performance Level has been assigned to the subgroup and there are at least 15 students in the graduation rate cohort.

**Participation Rates:** Participation rates are only calculated for subgroups with 40 or more students.

## Assessment Suppression Rules

To ensure student confidentiality, the Department does *not* publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When a subgroup has fewer than five students (e.g., Hispanic), counts and percentages are suppressed for that group and the next smallest group. For assessment data, the number of students tested is the litmus for suppression. Suppressed data are indicated with a dash. If a subgroup is part of a binary grouping (such as ELL and Not ELL), and one subgroup has less than five students, both subgroups will be suppressed.

## Subgroup Definitions

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

**Female:** Student reported to the Department as female, as identified by the student.

**Male:** Student reported to the Department as male, as identified by the student.

**Non-Binary:** Student reported to the Department as nonbinary, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

**Small Group Total: Gender:** Sum of the data for suppressed gender fields, if applicable.

**General Education:** Students not identified as Students with Disabilities.

**Students with Disabilities:** Student classified by the Committee on Special Education as having one or more disabilities.

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

**Asian or Native Hawaiian/Other Pacific Islander:** Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the

Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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

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

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

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

**Small Group Total: Race & Ethnicity:** Sum of the data for suppressed race and ethnicity fields, if applicable.

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

**Not Economically Disadvantaged:** Students not identified as Economically Disadvantaged.

**English Language Learner:** Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

**Non-English Language Learner:** Students not identified as English Language Learners.

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

**Not in Foster Care:** Students not identified as Foster.

**Homeless:** Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless

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

**Not Homeless:** Students not identified as Homeless.

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

**Not Migrant:** Students not identified is Migrant.

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

**Parent Not in Armed Forces:** Students not identified as Parent in Armed Forces.

# GLOSSARY OF TERMS - GRADUATION RATE DATA

## Cohort

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

## Dropouts

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

## Economically Disadvantaged

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

## English Language Learners

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

## Former English Language Learner (ELL)

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

## GED (HSE) Transfer

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

## Gender



Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify. Beginning in SY 2021-22, nonbinary students can be reported with gender "X."

## **Graduates**

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

## **Homeless**

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

## **In Foster Care**

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

## **Local Diploma**

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

## Migrant

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

## Non-Diploma Credentials

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

## Parent in Armed Forces

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

## Race and Ethnicity

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

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

## Regents Diploma

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

## **Regents with Advanced Designation**

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

## **Still Enrolled**

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

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THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 2:27 PM EST

# Graduation Rate Business Rules

## SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2022-23, that was August 18, 2023.
- The deadline for August graduates was October 20, 2023.

## Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2019 Total Cohort Graduation Rate data includes:

- 2019 Total Cohort, 4-Year August
- 2019 Total Cohort, 4-Year June
- 2018 Total Cohort, 5-Year June and August
- 2017 Total Cohort, 6-Year June and August

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

The 2019 total cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year (July 1, 2019 – June 30, 2020), regardless of their current grade level.

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

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

## Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.

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

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

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

Closed schools/districts:

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

## Suppression

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

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

## Graduates and Graduation Rate

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

### Graduates

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

- 799 – Graduated (earned a Regents or local diploma);

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

## **Completers**

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

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

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

## **Gender**

Gender of the student being reported, as identified by the student. Beginning in SY 2021-22, nonbinary students are included in cohort outcomes.

## **GED (HSE) Students**

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

## **Economically Disadvantaged**

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

## **English Language Learners (ELL)**

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

## **Homeless**

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

### **In Foster Care**

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

### **Migrant**

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

### **Parent in Armed Forces**

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

### **Students with Disabilities (SWD)**

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

# GLOSSARY OF TERMS - PATHWAYS DATA

## Arts Pathway

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

## CDOS Pathway

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

## CIVIC Pathway

Students who satisfied the requirements for a Regents or local diploma by successfully earning a New York State Seal of Civic Readiness as their +1. More about the Seal can be found here: <http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>

## CTE Pathway

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

## Cohort

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

## Economically Disadvantaged

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

## English Language Learners



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

### **Former English Language Learner (ELL)**

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

### **Gender**

Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify. Beginning in SY 2021-22, nonbinary students can be reported with gender "X."

### **Graduates**

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

### **Homeless**

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

### **Humanities Alternative Pathway**

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

## **Humanities Pathway**

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

## **In Foster Care**

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

## **Language Other Than English (LOTE) Pathway**

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

## **Local Diploma**

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

## **Migrant**

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

## **Parent in Armed Forces**

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

## Pathways (4+1)

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

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

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

There are two options that don't require a fifth assessment:

- The CDOS pathway option, where a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in Section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.
- The CIVIC pathway option, where a student earns a New York State Seal of Civic Readiness as their +1.

## Race and Ethnicity

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

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

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

## **STEM Pathway with a Concentration in Mathematics**

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

## **STEM Pathway with a Concentration in Science**

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

## **World Languages Pathway (LOTE)**

Students reported with a Career Path Code of [LOTE] (World Languages, formerly known as Language Other Than English). Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in World Languages.



# Graduation Pathways Business Rules

## SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2022-23, that was August 18, 2023.
- The deadline for August graduates was October 20, 2023.

## Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2019 Total Cohort Graduation Rate data includes:

- 2019 Total Cohort, 4-Year June
- 2019 Total Cohort, 4-Year August
- 2018 Total Cohort, June and August
- 2017 Total Cohort, June and August

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

The 2019 total cohort Graduation Pathways consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year (July 1, 2019 – June 30, 2020), regardless of their current grade level.

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

## Aggregations

Aggregations are done at five different levels:

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

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

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

Closed schools/districts:

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

## Suppression

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

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

## Graduates

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

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program;
- 0071 – Graduated and completed Extended Int HS Program Simultaneously;
- And one of the following credential codes in SIRS:
  - Local Diploma (068, 069, 070, 612)
  - Regents Diploma (779, 762, 813, 796)

- Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

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

### **GED (HSE) Students**

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

### **Economically Disadvantaged**

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

### **English Language Learners (ELL)**

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

### **Gender**

Gender of the student being reported, as identified by the student. Beginning in SY 2021-22, nonbinary students are included in cohort outcomes.

### **Homeless**

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

### **In Foster Care**

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

### **Migrant**

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

### **Parent in Armed Forces**

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

### **Students with Disabilities (SWD)**



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

## **Pathways**

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

The current Graduation Pathways are:

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

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

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

**Civic Readiness (CIVIC)** - These are students who satisfied the requirements for a Regents or local diploma by earning a New York State Seal of Civic Readiness as their +1.

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

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

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

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

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

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# GLOSSARY OF TERMS - ENROLLMENT DATA

## Armed Forces Parent

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

## Economically Disadvantaged

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

## English Language Learners

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

## Foster Care

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

## Gender

Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify. Beginning in SY 2021-22, nonbinary students can be reported with gender "X."

## Grade

Instructional level for the student as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. All general education students must be assigned to a grade. Students with disabilities may be determined by the Committee on Special Education (CSE) to be either graded or ungraded. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

## Homeless

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

## Migrant

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

## Race and Ethnicity

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

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

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

## Students with Disabilities

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



# Enrollment Data Business Rules

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





# GLOSSARY OF TERMS - ENGLISH LANGUAGE LEARNERS DATA

## Economically Disadvantaged

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

## English Language Learners

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

## English Language Learners Programs

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

## Former English Language Learners

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

## Gender

Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify.

## Grade

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

## Home Languages

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

## Race and Ethnicity

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

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

## Students with Disabilities

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

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# English Language Learners (ELL) Data Business Rules

- ELL data is reported for public school districts, charter schools, counties, and the State. Enrollment at the statewide level includes public school districts, charter schools, and NYSED-operated programs.
- ELL data are collected using the New York State Education Department's Student Information Repository System (SIRS).
- ELL enrollment data for grades K-12 in aggregate and for the subgroups of gender, ethnicity, students with disabilities, economically disadvantaged and grade are as of Basic Educational Data System (BEDS) day, which is the first Wednesday of October of the school year.
- ELL data included in the *Home Languages*, the *English Language Learners Breakdown* and the *English Language Learners Programs* categories represent those students who were identified as ELL during the school year and not as of BEDS day. *English Language Learners Program* data are based on ELL students who were receiving services in the programs at any time during the school year.
- ELL students who attend BOCES programs are not included in district enrollment unless they attend a BOCES program on a part-time basis.
- Prekindergarten students are not included in any of the ELL data as students cannot be formally identified as an ELL prior to grade Kindergarten.
- When the total ELL enrollment count equals the count in the *Students with Disabilities* or the *Economically Disadvantaged* categories, the data are suppressed.
- When the count of ELL students in the *Students with Disabilities* or *Economically Disadvantaged* categories is less than 5, the data are suppressed.
- A frequency table was used to determine the *Home Languages* rankings for each district. A maximum number of five languages are displayed with the most frequent language ranked first. In the case of a tie between two or more home languages, the tie was broken by selecting the language that ranked higher in the statewide home language rankings.
- The *English Language Learners Breakdown* data was determined according to the number of years an ELL student has received ELL services.
  - *Newcomers* have received services for less than or equal to 3 years.
  - *Developing* have received services for 4 to 6 years.
  - *Long Term* have received services for greater than or equal to 7 years.
  - *SIFE* includes ELL students identified as having Inconsistent/Interrupted Formal Education, regardless of the number of years receiving ELL services.

