

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT



2024-2025
PROPOSED BUDGET
May 21, 2024

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Brian Culot, Ed.D.

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THE MISSION OF THE SOUTH ORANGETOWN CENTRAL SCHOOL

The mission of the South Orangetown Central School District is to elevate, engage and inspire through personalized and exceptional educational experiences that ensure all students achieve to their fullest potential. The district will utilize and distribute resources and programming which promote integrity and fairness to ensure a district system of equity, access and opportunities for all.

Our values are:

- *To challenge our students with the highest quality education**
- *To foster an inclusive school district community based upon respect, responsibility, equity and global citizenship**
- *To provide a safe and nurturing environment which prepares every student for future success**

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
Message from the Board of Education President and Superintendent

To reduce the burden on taxpayers, the District is proposing a tax levy increase of 1.5%, which is less than the allowable tax cap. Fund balance will be used to cover the reduction in revenues from taxpayers, balance the budget and enable us to fully fund our reserves to safeguard the District's financial stability long-term. Although levying taxes below the cap should not be done year after year, SOCSO is in a unique position—due to State Aid and other revenue increases—to propose this strategy for 2024-25.

Our administrative team remains diligent in looking for efficiencies to slow budget growth by reviewing enrollment, class sizes and vacancies due to retirement. On the revenue side, grant writing efforts have generated funding to support grade-wide, K-5 field trips this spring and the opening of a Universal Pre-Kindergarten classroom at William O. Schaefer Elementary School in September.

In addition to the budget, this year's ballot also includes two propositions pertaining to capital reserve funds. Proposition 2 asks voters to approve the establishment and funding of a new capital reserve fund which would enable the District to save surplus funds for major capital projects in the future. Proposition 3 asks voters to authorize the use of existing capital reserve funds to remove and replace two boilers at Tappan Zee High School. The proposed boiler work would be aligned with Phase 2 of the District's Capital Improvements Project which was approved by voters in March 2022.

We are just a few short weeks away from end-of-the-year celebrations and the launch of Phase 1 classroom renovations at both WOS and Cottage Lane Elementary School. Stay tuned to our social media feeds for coverage of these exciting, upcoming events!

As always, thank you for supporting robust educational programs and services for all South Orangetown students. Please vote on May 21.

Brian Culot, Ed.D.
Superintendent of Schools

Steven Finn
President, Board of Education

FIVE - YEAR ADOPTED BUDGET AND PROPERTY TAX LEVY CAP

New York State Chapter 97 of the Laws of 2011 established a calculation to determine how many votes are required to pass a School District's Annual Budget. The calculation hinges on the percentage increase to the tax levy over the prior year. The tax levy is the amount of funding the District can collect from taxpayers to fund their spending plan (budget). If the levy growth is within the calculated "cap", the annual School District Budget needs only a simple majority to pass. If the District asks the taxpayers for an amount in excess of that cap, then a 60% "Super Majority" is required to pass the district annual budget. The "cap" limits the annual growth of **property taxes levied** by the school district to the lesser of 2%, or the rate of inflation as of December of the previous year.

There are several important aspects in understanding the Tax Cap:

- **The Tax Cap is not on the school budget nor is it on the tax rate.** The calculation is on the *tax levy*, which is the total amount of funds the school district can collect from both residential and commercial tax payers to fund their budget. The actual school taxes you may pay include other factors such as changes in the assessed value of your home or changes to the ratio of residential to commercial assessed values on the tax rolls. In addition, increases in the School Budget that are funded through sources other than taxes (additional State Aid, grants, property use fees, etc.) are not subject to the levy cap.
- **The annual Tax Cap will seldom be exactly two percent.** The Tax Cap will be lower if the rate of inflation is below two percent. The law also allows for several exemptions and allowances that may permit the Tax Cap to be higher than the two percent. These factors will change every year and will be different and unique to each taxing jurisdiction.
- **The Taxpayers** vote on the School District Budget, which is a proposed spending plan.
- **The Tax Levy** is the total amount of taxes collected by the School District to partially fund the spending plan. Other sources of funding include State Aid, State and Federal Grants, and property rentals.
- **The Tax Rate** is the amount of taxes per \$1,000 of Assessed Value allocated to either Residential or Commercial taxpayers. It is a taxpayer's share of the total tax levy. There are different rates for Homeowners and Commercial properties. The proportion that each class of taxpayer bears of the total tax levy is known as the Base Proportion. This is set by the Town Assessor's Office after the close of the tax rolls in July, usually by the first week in August. Shifts in these proportions directly affect the actual rate paid on your tax bill in September.

This is the primary reason that the tax levy percentage of change as calculated in March in School Budget preparation often differs from the actual change in tax rates as paid in September.

South Orangetown Central School District is NOT seeking a tax levy in excess of the "tax cap", therefore a simple majority, 50% + 1 of the voters is required for approval of the School Budget.

	Adopted Budget 2020-2021	Adopted Budget 2021-2022	Adopted Budget 2022-2023	Adopted Budget 2023-2024	Proposed Budget 2024-2025
SCHOOL DISTRICT BUDGET	\$ 96,839,306 2.20%	\$ 98,208,170 1.41%	\$ 101,554,865 3.41%	\$ 108,815,021 7.15%	\$ 110,595,035 1.64%
LESS:					
State Aid	(12,081,679)	(12,605,405)	(13,637,140)	(16,417,297)	(17,746,619)
Fund Balance	-	-	-	(1,700,000)	(672,730)
Other Revenue	(1,163,362)	(1,926,580)	(1,927,605)	(2,916,996)	(3,078,247)
TAX LEVY	\$ 83,594,265	\$ 83,676,185	\$ 85,990,120	\$ 87,780,728	\$ 89,097,439
TAX LEVY INCREASE	\$ 2,295,723	\$ 81,920	\$ 2,313,935	\$ 1,790,608	\$ 1,316,711
TAX LEVY PERCENTAGE INCREASE	2.82%	0.10%	2.77%	2.08%	1.50%

2024-25 Proposed Budget	\$ 110,595,035
Less Estimated State Aid	(17,746,619)
Less Appropriated Fund Balance & Reserves	(672,730)
Less Other Revenues	(3,078,247)
2024-25 Allowable Tax Levy Prescribed by Chapter 97 of the Laws of 2011	\$ 89,097,439



2024-25 Tax Levy Limit	\$ 86,363,264
Plus 2024-25 Allowable Exclusions	
Net, Capital Tax Levy	3,003,563
Pension Exclusions	6,089
	<u>3,009,652</u>
2024-25 "Maximum Allowable Levy"	\$ 89,372,916

For 2024-25, South Orangetown Central School District's Proposed Tax Levy after exclusions is below the 2024-25 "Tax Levy Limit" allowed by Law, therefore a simple majority, 50% + 1 of the voters is required for approval of the School District Budget

**SOUTH ORANGETOWN CSD
GENERAL FUND REVENUES**

Account Code	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	\$ Chg. Proposed vs. Adopted	Notes
REVENUES - LOCAL SOURCES						
Real Property Taxes:						
1001	79,365,225	82,029,071	87,780,728	89,097,439	1,316,711	1
1085	4,298,601	3,979,356	-	-	-	2
1001.A	(34,777)	(38,371)	(55,000)	(55,000)	-	3
1081	70,431	72,544	74,721	76,972	2,251	4
Total	83,699,480	86,042,600	87,800,449	89,119,411	1,318,962	
Charges For Services:						
2230	-	16,218	-	-	-	5
1315	48,400	48,130	50,000	50,000	-	6
1335	642	241	-	-	-	
1410	17,417	23,931	15,000	20,000	5,000	
Total	66,459	88,520	65,000	70,000	5,000	
Use of Money & Property						
2401	333,621	1,982,099	575,000	700,000	125,000	7
2410	1,680,421	1,662,593	1,730,000	1,785,000	55,000	8
Total	2,014,042	3,644,692	2,305,000	2,485,000	180,000	

Sale of Property & Compensation For Loss							
2655	Minor Sales	1,130	1,551	-	-	-	
2680	Insurance Recoveries	21,111	21,801	-	-	-	9
	Other	41,200	11,049	-	-	-	
	Total	63,441	34,401	-	-	-	
Miscellaneous							
2701	Refund of Prior Years' Expenditures	321,916	862,302	400,000	450,000	50,000	10
2705	Donations	7,500	1,250	-	-	-	
2705.1	21st Century Grant	7,275	7,275	7,275	7,275	-	11
2770	Other	35,944	4,434	-	4,000	4,000	
	Total	372,635	875,261	407,275	461,275	54,000	
REVENUES - STATE SOURCES							
3101	Foundation Aid inclusive of Lottery aid, Excess Cost, BOCES, Transportation, Building & GEA	13,588,363	13,770,646	16,167,643	17,420,932	1,253,289	12
3260	Textbook Aid	169,857	168,343	170,000	168,408	(1,592)	12
3262	Computer Software Aid	62,147	42,499	41,000	40,000	(1,000)	12
3262.1	Computer Hardware Aid	-	19,911	21,459	20,279	(1,180)	12
3263	Library Aid	17,793	17,731	17,195	17,000	(195)	12
3289	Other Aid	80,675	264,156	80,000	80,000	-	
	Total	13,918,835	14,283,286	16,497,297	17,746,619	1,249,322	
REVENUES - FEDERAL SOURCES							
4286	CARES ACT EDUCATION STABILIZATION FUND						
4601	Medicaid Assistance	91,350	95,108	40,000	40,000	-	
	Total	91,350	95,108	40,000	40,000	-	
	TOTAL REVENUES	100,226,242	105,063,868	107,115,021	109,922,305	2,807,284	
OTHER FINANCING SOURCES							
5050	Operating Transfers In	-	-	-	-	-	
5052	Transfer from U.I. Reserve	-	-	1,700,000	672,730	(1,027,270)	
5788	Leases	391,769	-	-	-	-	
	Total	391,769	-	1,700,000	672,730	(1,027,270)	
	TOTAL REVENUES	\$ 100,618,011	\$ 105,063,868	\$ 108,815,021	\$ 110,595,035	\$ 1,780,014	

EXPLANATORY NOTES:

- 1 **Real Property Taxes - Maximum Allowable Tax Levy:** Represents the allowable tax levy as prescribed by Chapter 97 of the Laws of 2011.
- 2 **Real Property Taxes - Star Exemption:** In order to reflect the true tax levy, an estimate for the STAR Exemption has not been reflected since this is a rebate from New York State to property owners. The reclassification of the STAR portion will be made in August when STAR applications are completed by the Town. The STAR exemption savings cannot increase by more than 2% in a given year. For 2024-25 the exemptions are as follows:

	Maximum STAR Exemption	
	Basic	Enhanced
Homestead	\$916	\$2,306
Non-Homestead	\$1,656	\$3,618

- 3 **Allowance for Real Property Taxes - Individuals:** Represents current year's property tax refunds required to be made by the District to homeowners who have challenged their property tax assessment. Refunds are made per stipulation of settlement per the County.
- 4 **Payments in Lieu of Real Property Taxes (PILOTS):** Represent organizations which have financial arrangements with Rockland County Industrial Development Organization. As a result of this arrangement, the assessments for these properties are removed from the tax rolls and the taxes are then paid directly to the school district based on these
- 5 **Day School Tuition:** Includes tuition charged for non-resident students attending the District from other public schools.
- 6 **Continuing Education:** Represents fees collected for the Adult Continuing Education Program that the District operates. The program is self-sustaining and the applicable expenses are reflected in the appropriations budget.
- 7 **Interest Earnings:** Estimated interest earnings are based on cash balances and anticipated interest rates.

8 **Rental of Real Property:**

Leased Space	Lessee	Term of Lease
Orangeburg School & Cooke Hall	Dominican College	Expires 7/31/2028
Palisades School	Red Owl	9/30/2020 to 9/30/2025
Tappan Zee Elementary School	Fred Keller	7/1/2015 to 6/30/2025
Tappan Zee Elementary School	Rockland BOCES	7/20/2015 to 6/30/2025
WOS, CLE, SOMS & TZHS - classrooms at each building	Rockland BOCES	Yearly
Facility Use Fees in accordance with Education Law 414	Various users	Yearly

- 9 **Insurance Recoveries:** Generally represents an insurance recovery for workers' compensation claims, property damage, etc.
- 10 **Refund of Prior Year's Expenditures:** The majority of this revenue represents refunds from the Board of Cooperative Educational Services (BOCES) for fees/tuitions charged in excess of final program costs and funds from Rockland County for Committee on Preschool Education expenses.
- 11 **21st Century Grant:** Rockland County provides a grant to various Districts each year to assist in the support of the District's Family Resource Center for early literacy.
- 12 **State Aid:** Represents the Governor's Proposed Budget for 2024-2025. All other aides are based on student enrollments and expense driven aid.

**SOUTH ORANGETOWN CSD
GENERAL FUND APPROPRIATIONS**

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A1010.4	Contractual And Other	27,050	28,250	28,250	0
A1010.45	Materials And Supplies	1,232	1,500	1,500	0
A1010.49	Boces Services	23,947	24,000	25,000	1,000
1010	BOARD OF EDUCATION	52,229	53,750	54,750	1,000
A1040.16	Noninstructional Salaries	11,149	11,000	12,000	1,000
A1040.4	Contractual And Other	400	400	400	0
A1040.45	Materials And Supplies	2,400	2,400	2,400	0
1040	DISTRICT CLERK	13,949	13,800	14,800	1,000
A1060.4	Contractual And Other	15,000	15,000	17,500	2,500
A1060.45	Materials And Supplies	3,040	3,100	2,500	(600)
1060	DISTRICT MEETING	18,040	18,100	20,000	1,900
10	TOTAL BOARD OF EDUCATION	84,218	85,650	89,550	3,900

EXPLANATORY NOTES:

Board of Education: Expenses in this category include the cost of Board of Education member attendance at local, state, and national school board meetings. Expenses also include subscriptions to publications, Board of Education recommended policy updates and any other materials used by the Board to stay current with best practices.

District Clerk: The Clerk is appointed by the Board of Education and acts as the official custodian of all school District minutes and related records. The clerk's stipend and any expenses are budgeted in this category.

District Meeting: The compensation of any workers used for the annual school election, or any special meetings called during the year as required by law, are included in this category. The cost of printing the annual school budget, advertising, and voting machines is also included.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A1240.15	Instructional Salaries	262,846	285,000	272,650	(12,350)
A1240.16	Noninstructional Salaries	90,751	101,500	105,000	3,500
A1240.4	Contractual and Other	26,800	28,857	34,000	5,143
A1240.45	Materials and Supplies	3,622	4,500	4,500	0
1240	CHIEF SCHOOL ADMINISTRATOR	384,019	419,857	416,150	(3,707)
12	TOTAL CHIEF SCHOOL ADMINISTRATOR	384,019	419,857	416,150	(3,707)

EXPLANATORY NOTES:

Chief School Administrator: Compensation and expenditures of the office of the Superintendent of Schools who is the chief 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 educational process of the District. Included here are salaries of the Superintendent and clerical assistance. Contractual expenses include costs for administrative retreat, equipment repair, and any other contractual expenses as needed throughout the year.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A1310.15	Instructional Salaries	214,200	225,000	368,000	143,000
A1310.16	Noninstructional Salaries	524,650	565,156	455,116	(110,041)
A1310.4	Contractual and Other	40,604	30,900	28,100	(2,800)
A1310.45	Materials and Supplies	11,200	11,200	10,000	(1,200)
A1310.49	BOCES Services	15,157	19,800	28,600	8,800
1310	BUSINESS ADMINISTRATION	805,811	852,056	889,816	37,760
A1320.4	Contractual and Other	95,000	95,000	96,300	1,300
1320	AUDITING	95,000	95,000	96,300	1,300
A1325.16	Noninstructional Salaries	10,000	15,000	12,000	(3,000)
A1325.4	Contractual and Other	1,360	2,300	2,300	0
A1325.45	Materials and Supplies	400	480	400	(80)
1325	TREASURER	11,760	17,780	14,700	(3,080)
A1345.16	Noninstructional Salaries	81,836	84,000	86,500	2,500
A1345.4	Contractual and Other	11,450	10,700	10,700	0
A1345.45	Materials and Supplies	675	400	400	0
1345	PURCHASING	93,961	95,100	97,600	2,500
13	TOTAL FINANCE	1,006,532	1,059,936	1,098,416	38,480

EXPLANATORY NOTES:

Business Administration: Salaries and expenditures for the business office of the school District are reflected in the General Fund as well as the School Lunch Fund. This section also contains the budget for accounting, finance, accounts payable, billing, and payroll. The costs of general supplies and materials such as accounting forms, envelopes, stationary, checks, duplicating materials, 403(b) and 457 compliance services, fiscal advisor, memberships, attendance at professional workshops, actuarial services for GASB #45 Actuarial Valuation for Post-Employment Benefits required to be reported as part of the District's financial statements, and BOCES for the annual demographer update, and State Aid Planning services.

Auditing: The New York State Education law requires that the school district accounts be audited annually by an independent auditor. The report not only certifies as to the status of accounts and records, but it also provides guidance for the improvement of procedures in record keeping. The financial statements are prepared in accordance with Generally Accepted Governmental Accounting Standards. The Board appoints the independent auditor annually. In addition, the Board of Education appoints an Internal Claims Auditor annually who is responsible for certifying that each claim listed on the warrant report was audited and payment was authorized, including payroll. Effective July 1, 2006, New York State Law requires all school districts to appoint an internal auditor to develop risk assessment and perform periodic testing and evaluation of internal controls. The Independent Auditor, Claims Auditor, and Internal Auditor report directly to the Board of Education and Audit Committee.

Treasurer: The Board of Education appoints a Treasurer that is paid a stipend to be the official custodian of all school District funds and prepare all financial reports.

Purchasing & Inventory Control: All purchasing activities for the District are recorded here, which includes the approval and creation of purchase orders, bidding services and ensuring compliance with New York State Law and Board of Education policies.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A1420.4	Contractual and Other	140,000	150,000	150,000	0
1420	LEGAL	140,000	150,000	150,000	0
A1430.15	Instructional Salaries	189,178	197,500	205,963	8,463
A1430.16	Noninstructional Salaries	183,810	203,410	210,894	7,484
A1430.4	Contractual and Other	24,480	24,900	34,500	9,600
A1430.45	Materials and Supplies	8,000	8,000	8,000	0
A1430.49	BOCES Services	111,219	122,279	122,290	11
1430	PERSONNEL	516,687	556,089	581,647	25,558
A1460.4	Contractual and Other	1,200	1,200	1,500	300
A1460.45	Materials and Supplies	2,800	1,500	1,200	(300)
A1460.49	BOCES Services	10,404	10,710	11,100	390
1460	RECORDS MANAGEMENT OFFICER	14,404	13,410	13,800	390
A1480.4	Contractual and Other	18,400	18,400	27,500	9,100
A1480.45	Materials and Supplies	3,200	0	0	0
A1480.49	BOCES Services	184,160	291,000	302,820	11,820
1480	PUBLIC INFORMATION & SERVICES	205,760	309,400	330,320	20,920
14	TOTAL STAFF	876,851	1,028,899	1,075,767	46,868

EXPLANATORY NOTES:

Legal Services: Payment for professional services of legal counsel employed by the Board of Education to advise and review District affairs. Legal fees also include services provided for negotiations with the District's bargaining units, fees to bond counsel when there is issuance of debt, and matters of litigation.

Personnel: Salaries for the director and clerical staff are included, together with costs for recruiting and orienting professional staff members and maintaining personnel records. Also included are costs for general supplies, professional books and periodicals, advertising, printing, memberships, and attendance at professional workshops. BOCES expenses, which include employee assistance program, regional certification, school registry, recruiting, and advertising are included in this area of the budget.

Records Management: The District, over the years, has received five grants from the New York State Archives. The award of grants has helped the District in trying to establish an effective records retention program. The District contracts with Rockland BOCES, who are specialists in this area, to assist us in the development of an effective program. Also included are expenditures for scanning and purging records, supplies and the cost of discarding aged records.

Public Information: Expenditures to maintain school-community relations through newsletters, budget, brochures, the school calendar, and other informational materials designed to acquaint the public with school programs. Also included are expenditures for the maintaining the District's various websites.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A1620.16	Noninstructional Salaries	1,326,873	1,432,763	1,434,934	2,171
A1620.2	Equipment	26,100	27,405	27,405	0
A1620.4	Contractual and Other	2,665,711	3,205,367	3,348,853	143,486
A1620.45	Materials and Supplies	180,000	190,000	200,000	10,000
1620	OPERATION OF PLANT	4,198,684	4,855,535	5,011,192	155,657
A1621.16	Noninstructional Salaries	615,833	681,301	730,008	48,707
A1621.2	Equipment	121,212	121,212	121,212	0
A1621.4	Contractual and Other	935,588	966,862	1,214,011	247,149
A1621.45	Materials and Supplies	140,400	163,975	177,500	13,525
A1621.49	BOCES Services	620	0	0	0
1621	MAINTENANCE OF PLANT	1,813,653	1,933,350	2,242,731	309,381
A1622.2	Equipment	0	0	0	0
A1622.4	Contractual and Other	96,690	295,995	329,150	33,155
A1622.45	Materials and Supplies	6,800	10,000	13,500	3,500
A1622.49	BOCES Services	69,360	72,851	70,000	(2,851)
1622	SECURITY OF PLANT	172,850	378,846	412,650	33,804
A1670.16	Noninstructional Salaries	1,500	0	0	0
A1670.4	Contractual and Other	109,400	36,300	39,000	2,700
A1670.45	Materials and Supplies	92,988	61,000	61,000	0
A1670.49	BOCES Services	90,047	168,669	198,598	29,929
1670	CENTRAL PRINTING & MAILING	293,935	265,969	298,598	32,629
16	TOTAL CENTRAL SERVICES	6,479,122	7,433,700	7,965,171	531,471

EXPLANATORY NOTES:

Operations of Plant: Records the cost of supervision, clerical support, custodians, and the cost of maintaining and cleaning the buildings. Expenses include equipment, utilities, equipment repair, refuse, cleaning contracted services, security contracted services, supplies, and materials to maintain the school buildings. In addition, the facilities office is responsible for coordination and billing of building use by outside and internal organizations.

Maintenance of Plant: Records the cost of skilled maintenance workers such as carpenters, electricians, plumbers, and includes the cost of repairing and maintaining the facilities. Costs included are District-wide projects for each building that are performed during the year, maintenance contracts on the equipment in the buildings such as HVAC system, professional architect/engineer services, exterminating services, etc. BOCES services to assist the District with compliance of regulations dealing with toxic substances, asbestos, and a safe environment related to the "Right to Know" Laws.

Security of Plant: Records the cost of supervision, clerical support and the cost of safety testing and BOCES services to assist the District with Health and Safety testing.

Central Printing and Mailing: The cost of postage, lease of mail machine, copier machines, folding machine, and maintenance of equipment, as well as the cost of copy paper are recorded here. The District contracts with Southern Westchester BOCES for copiers. Expenses in this category are allocated to both the instructional and administrative budget based on historic levels.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A1910.4	Unallocated Insurance	399,952	419,729	405,631	(14,098)
1910	UNALLOCATED INSURANCE	399,952	419,729	405,631	(14,098)
A1930.4	Judgment and Claims	16,000	0	0	0
1930	JUDGMENTS & CLAIMS	16,000	0	0	0
A1950.4	Assessments on School Property	108,337	114,000	114,000	0
1950	ASSESSMENTS ON SCHOOL PROPERTY	108,337	114,000	114,000	0
A1964.4	Refund on Real Property Taxes	0	0	0	0
1964	REFUND ON REAL PROPERTY TAXES	0	0	0	0
A1981.49	BOCES Administrative Costs	399,348	397,093	394,732	(2,361)
1981	BOCES ADMINISTRATIVE COSTS	399,348	397,093	394,732	(2,361)
A1983.49	BOCES Capital Expenses	160,119	171,820	255,268	83,448
1983	BOCES ADMINISTRATIVE COSTS	160,119	171,820	255,268	83,448
19	TOTAL SPECIAL ITEMS	1,083,756	1,102,642	1,169,631	66,989
1	TOTAL GENERAL SUPPORT	9,914,498	11,130,683	11,814,685	684,001

EXPLANATORY NOTES:

Unallocated Insurance: The District's insurance premiums cover the following: liability insurance, multi-peril (vandalism), general liability, underground storage tanks, boiler and machinery, automobile, employee fidelity crime insurance, excess liability, student accident insurance, school board legal liability, cyber liability. This code also contains budgeted funds for student accident insurance.

Assessments on School Property: Charges are for sewer taxes related to the operation and debt service of the Town of Orangetown's Sewer Department.

Refund on Real Property: Payments for tax certioraris are budgeted in this line. The District saves money in a Tax Certiorari Reserve Fund to offset any settlements.

BOCES Administrative and Capital Charges: The Administrative and Capital Budgets are allocated to component districts based on a Resident Weighted Average Daily Attendance (RWADA) calculation. Indirect cost revenues, miscellaneous revenues, and administrative charges imposed on non-components reduce the allocation to component districts. Expenses relating to retiree benefits are also mandated to be accounted for within the Administrative Budget.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A2010.15	Instructional Salaries	1,345,955	1,314,421	1,309,738	(4,684)
A2010.16	Noninstructional Salaries	99,983	88,882	100,678	11,796
A2010.4	Contractual and Other	65,656	65,696	57,240	(8,456)
A2010.45	Materials and Supplies	20,000	16,000	16,000	0
A2010.49	BOCES Services	317,348	237,288	203,935	(33,353)
2010	CURRICULUM DEVEL & SUPERVISION	1,848,942	1,722,287	1,687,591	(34,697)
A2020.15	Instructional Salaries	1,633,868	1,672,500	1,653,558	(18,942)
A2020.16	Noninstructional Salaries	680,966	681,254	713,849	32,596
A2020.4	Contractual and Other	49,453	42,052	48,164	6,112
A2020.45	Materials and Supplies	18,928	17,242	17,560	318
2020	SUPERVISION	2,383,215	2,413,048	2,433,131	20,084
20	TOTAL ADMINISTRATION AND IMPROVEMENTS	4,232,157	4,135,335	4,120,722	(14,613)

EXPLANATORY NOTES:

Curriculum Development and Supervision: The salaries of the Assistant Superintendent for Curriculum, Instructional Coaches and clerical salaries are recorded here. Included in this category are expenses for the planning, coordination, general supervision, evaluation, research and system-wide administration of the K-12 instructional program. Also included are various salaries for staff development, mini-grant awards, and learning institutes. Contractual expenses include costs for staff development consultants not available through BOCES. Supplies and materials expenses include the cost of supplies for learning institutes, new teacher initiatives and other education. The textbook budget includes new textbook series for buildings. BOCES services includes the cost of curriculum development, consultants, and test scoring.

Supervision: This category includes the salaries and expenditures of building principals and assistant principals in all four schools, as well as clerical support. Allocations for equipment, supplies and other expenses are based on prior year requirements and are modified, if necessary, based on supplemental requests.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A2110.12a	Teacher Salaries, Full Day Kindergarten – 3	6,220,188	6,061,437	6,007,265	(54,172)
A2110.12b	Teacher Salaries, 4 - 6	5,160,715	5,274,235	5,334,353	60,119
A2110.13	Teacher Salaries, 7 - 12	14,506,119	14,769,142	15,253,694	484,552
A2110.14	Substitute Teacher Salaries	620,183	726,044	735,355	9,311
A2110.16	Noninstructional Salaries	878,601	719,690	784,614	64,924
A2110.4	Contractual and Other	151,165	193,564	237,080	43,516
A2110.45	Materials and Supplies	427,790	460,148	328,239	(131,909)
A2110.472	Tuition - All Other (Specify)	5,626	5,626	5,626	0
A2110.48	Textbooks	277,697	251,825	306,372	54,547
A2110.49b	Other BOCES Services - Not ELL	107,158	86,231	90,686	4,455
2110	TEACHING	28,355,242	28,547,942	29,083,284	535,342
21	TOTAL GENERAL EDUCATION	28,355,242	28,547,942	29,083,284	535,342

EXPLANATORY NOTES:

Teaching: This represents the largest single category in the budget. Salaries of all classroom teachers in K-12, as well as teaching assistants and teacher aides. Also included are substitute costs for teachers, teaching assistants, aides, and the costs related to lifeguards for the pool. Salaries reflect contractual obligations, changes in staff assignments, and changes in FTEs.

Equipment: Based on a revised Board policy, allocations for equipment have previously been reclassified to supplies and materials. Purchases for District-wide furniture and fixtures are also reflected in supplies and materials.

Contractual and other: Includes equipment repair and other contractual items as specified by each department within allocations provided. It also includes some conference and staff development expense that is not budgeted for under Curriculum and Instruction. Field trips area also accounted for in this area. The budget for field trips includes the cost of District paid field trips, entrance fees and transportation.

Materials and Supplies: Includes the cost of all instructional supplies used during the year.

Tuition – all other: This includes any regular education tuition expenses that may be paid to other school districts.

Textbooks: This category includes the cost of replacement books used by students. The budget for textbooks is based on a per-pupil allocation that is utilized in accordance with State Education Department Guidance to realize maximum aid-ability.

BOCES Services: The amount paid to the Board of Cooperative Educational Services for Arts in Education, Alternative High School, Regional Night School, and Intensive Day Treatment.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A2250.15	Instructional Salaries	6,449,239	6,825,652	7,158,813	333,161
A2250.16	Noninstructional Salaries	472,843	675,716	866,074	190,358
A2250.4	Contractual and Other	61,371	80,200	70,750	(9,450)
A2250.45	Materials and Supplies	29,650	30,000	30,000	0
A2250.471	Tuition Paid to Public Districts in NYS (excluding Special	50,000	50,000	111,730	61,730
A2250.472	Tuition - All Other (Specify)	700,600	733,193	557,140	(176,053)
A2250.473	Payments to Charter Schools	0	0	27,600	27,600
A2250.48	Textbooks	5,000	0	6,000	6,000
A2250.49	BOCES Services	6,241,000	6,538,377	6,270,616	(267,761)
2250	PROGRAMS-STUDENTS W/ DISABIL	14,009,703	14,933,138	15,098,723	165,585
A2259.15	Instructional Salaries	1,264,068	1,343,203	1,415,734	72,531
A2259.4	Contractual and Other	3,911	3,911	3,911	0
A2259.49	BOCES Services	0	75,000	75,000	0
2259	SO. ORANG. M.S. TSP	1,267,979	1,422,114	1,494,645	72,531
A2280.49	BOCES Services	509,092	557,246	825,000	267,754
2280	ALTERNATIVE HIGH SCHOOL PROGRAM	509,092	557,246	825,000	267,754
22	TOTAL PROG FOR STUDENTS WITH DISAB & OCC ED	15,786,774	16,912,498	17,418,368	505,870

EXPLANATORY NOTES:

Programs for Students with Disabilities: By law, each district must have a Committee on Special Education (CSE). The committee is responsible for identification, evaluation, and placement of designated children with special needs. South Orangetown seeks out the most appropriate programs in District schools or, when District programs cannot accommodate them, in Board of Cooperative Educational Services (BOCES) programs or other public or private schools. The District provides a comprehensive co-teaching collaborative model at each school location. The guidelines are 6 students per section, Grades K-7 and 8 students per section Grades 8-12 for the half-day co-teach model and 8 students per section Grades K-5 for the full-day co-teach model. The District also provides a Consultant Teacher/Full-Day model with 8 students per section at the middle and high schools. Classified students receive direct instruction in an integrated setting.

This category includes the salaries of the Assistant Superintendent of Pupil Personnel Services, CSE Chairperson, CPSE Chairperson, special education teachers, speech, visually impaired, teaching assistants, teaching assistants 1:1, occupational therapists, physical therapists, home tutoring, and secretarial services. Salaries reflect contractual obligations, changes in staff assignments, and changes in FTEs.

Contractual - other: Includes cost for psychiatrist consultant, third party evaluations, etc. A portion of Special Education costs are supported through the District's State Aid for General Fund costs. In addition, the District does have some costs supported by the IDEA Part B Section 611 Entitlement Grant, which is received by the District each year and reflected separately in the Special Aid Fund.

Committee on Pre-School Education is required by Education Law Article 89 - Section 4410. The District maintains staffing of 1.0 FTE CPSE Chairperson and .50 FTE Clerical to perform the required responsibilities of "Child Find", which requires the District to identify, evaluate and refer as early as possible all young children with disabilities and their families who need an Early Intervention Program.

Supplemental information within the 2250 budget: 2257 COVE I - Middle School and COVE II - High School: Unique to Rockland County is the South Orangetown Consortium Program for children classified as developmentally challenged. Rockland County Districts have designed a sequence of programs to serve these developmentally disabled children. COVE I Intermediate, self-contained program. COVE II - After completion of COVE I students move up to COVE II, which allows students to become more independent by moving from class to class and going out into the community to learn job skills. The focus of the program is to enable each student to maximize his/her potential and gain functional independence in the community in preparation for their adult life. The District has partnered with BOCES who is also providing the services for this program to Rockland County School Districts at the middle and high schools. For 2024-25, BOCES will provide two sections at the middle school of COVE I and two sections at the high school for COVE II. The District still provides one section of COVE II at the high school for resident students.

Occupational Education: The BOCES Tech Center meets the needs of local school districts through a comprehensive program of school-based and work-based learning. BOCES is equipped to meet the requirements of the New York State Learning Standards while continuing to provide the highest quality training for students enrolled in BOCES courses. In the occupational education program, classes lead to entry-level employment in fields such as health care, computer applications for business, food services, cosmetology and heating, ventilation, and air-conditioning. Students receive support services including career counseling, job development, and placement.

BOCES P-TECH Program: The BOCES service is an integrated, six-year program which provides high school, college and career training so that students graduate with an Associate's degree in a STEM discipline (science, technology, mathematics and engineering), at no cost to their families. The mission of the program is to prepare students, through an interdisciplinary project-based approach, to be productive and successful citizens.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A2330.16	Noninstructional Salaries	32,064	33,000	33,000	0
A2330.4	Contractual and Other	50,000	47,530	46,000	(1,530)
A2330.45	Materials and Supplies	400	400	1,000	600
A2330.49a	BOCES Services (Incl Equivalent Attendance Programs (1,530	4,000	4,000	0
2330	CONTINUING EDUCATION PROGRAM	83,994	84,930	84,000	(930)
23	TOTAL TEACHING - SPECIAL SCHOOLS	83,994	84,930	84,000	(930)

EXPLANATORY NOTES:

Continuing Education: This program is provided as a community service. The direct costs of the program are supported by registration fees paid by the enrollees. Continuing Education expenses are based on the courses planned and the revenue anticipated from collection of fees.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A2610.15	Instructional Salaries	544,100	552,743	562,841	10,098
A2610.16	Noninstructional Salaries	97,652	93,915	96,508	2,592
A2610.4	Contractual and Other	16,805	6,525	2,000	(4,525)
A2610.45	Materials and Supplies	8,883	5,792	6,112	320
A2610.46	School Library A/V Loan Program	31,355	30,387	29,410	(977)
A2610.49	BOCES Services	10,708	10,813	11,200	387
2610	SCHOOL LIBRARY & AUDIOVISUAL	709,503	700,175	708,071	7,895
A2630.15	Instructional Salaries	202,142	202,500	208,721	6,221
A2630.16	Noninstructional Salaries	285,936	218,345	219,739	1,394
A2630.22	State-Aided Computer Hardware - Purchase	138,070	138,070	135,000	(3,070)
A2630.45	Materials and Supplies	95,308	72,308	70,000	(2,308)
A2630.46	State-Aided Computer Software	62,680	62,600	60,000	(2,600)
A2630.49	BOCES Services	2,907,179	2,917,250	2,704,226	(213,024)
A2630.4c	Contractual and Other	62,978	110,700	104,000	(6,700)
2630	COMPUTER ASSISTED INSTRUCTION	3,754,293	3,721,773	3,501,686	(220,087)
26	TOTAL INSTRUCTIONAL MEDIA	4,463,796	4,421,949	4,209,757	(212,191)

EXPLANATORY NOTES:

School Library and Audiovisual: Under this category, all expenditures for operating the school libraries and maintaining audio-visual equipment and materials are recorded. Expenditures of the library include the purchase of library books, cataloging and the care and circulation of library books. Audio-visual expenditures include caring for, and making available, audio-visual aids which assist in the instructional areas.

The libraries of the South Orangetown Central School District provide students and faculty with a wide range of resources and services. Teachers can draw materials from any level to accommodate the wide range of student readiness in each classroom. Students are encouraged to use all available resources in both book and non-book materials. Available resources include library books, non-book resources (CD's, video, etc.), periodicals, reference materials and equipment for individual viewing and listening.

Computer Assisted Instruction: The costs associated with the District's contract for network and hardware support is included, as well as costs associated with the purchase of instructional software and hardware District-wide. As a cost-effective measure, the District will continue to purchase services, hardware and software through BOCES cooperative and in particular, utilize the Installment Purchase Lease Agreement (IPA) financing vehicle through BOCES. The District's focus has been to increase band-width, 1 to 1 devices, enhancing wireless infrastructure, expansion of virtualization, providing devices and technology for students in support of STEM curriculum, and various changes in software support.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A2805.49	BOCES Services	4,682	1,800	1,800	0
2805	ATTENDANCE	4,682	1,800	1,800	0
A2810.15	Instructional Salaries	1,162,471	1,322,825	1,364,455	41,630
A2810.16	Noninstructional Salaries	208,803	195,355	195,870	515
A2810.4	Contractual and Other	6,676	7,326	10,326	3,000
A2810.45	Materials and Supplies	3,968	3,760	5,760	2,000
2810	GUIDANCE	1,381,918	1,529,266	1,576,411	47,145
A2815.16	Noninstructional Salaries	580,470	609,375	619,253	9,878
A2815.4	Contractual and Other	54,930	74,536	74,582	46
A2815.45	Materials and Supplies	10,158	8,000	8,000	0
2815	HEALTH SERVICES	645,558	691,911	701,835	9,924
A2820.15	Instructional Salaries	857,083	884,354	951,696	67,342
2820	PSYCHOLOGICAL SRVC	857,083	884,354	951,696	67,342
A2825.15	Instructional Salaries	315,761	341,030	357,234	16,204
A2825.45	Materials and Supplies	0	1,000	0	(1,000)
2825	SOCIAL WORK SRVC	315,761	342,030	357,234	15,204
A2850.15	Instructional Salaries	345,422	355,254	363,950	8,696
A2850.4	Contractual and Other	44,348	79,615	107,760	28,145
A2850.45	Materials and Supplies	57,773	82,810	99,117	16,307
2850	CO-CURRICULAR ACTIVITIES	447,543	517,679	570,827	53,148
A2855.15	Instructional Salaries	783,982	789,000	818,892	29,892
A2855.16	Noninstructional Salaries	143,176	147,855	155,102	7,247
A2855.2	Equipment	8,885	30,000	15,000	(15,000)
A2855.4	Contractual and Other	337,000	353,820	368,000	14,180
A2855.45	Materials and Supplies	70,000	71,400	80,000	8,600
A2855.49	BOCES Services	118,320	137,331	130,000	(7,331)
2855	INTERSCHOL ATHLETICS	1,461,363	1,529,406	1,566,994	37,588
28	TOTAL INSTRUCTION - PUPIL SERVICES	5,113,908	5,496,446	5,726,797	230,351
2	TOTAL INSTRUCTION	58,035,871	59,599,100	60,642,928	1,043,828

EXPLANATORY NOTES:

Guidance-Regular School: Materials and supplies used in the school counselor program and other expenses which include memberships and college visitations by school counselor personnel. The school counselor program provides a variety of services to assist students. These services fall under the broad categories of orientation information, counseling, testing and college/career placement.

Health Services: The salaries for registered nurses are budgeted in this category. The District is also required to pay for health services provided to resident students who attend out-of-district private and parochial schools. Physical exams are mandated for students in Grades K, 2, 4, 7 & 10. The District is also required to provide physicals for athletic participation which includes 750+ students.

Psychological Services: Psychologists provide counseling services and support to all students, in addition to counseling services as mandated by student IEP's, student evaluation and CSE meetings. Budget adjustment in salaries was realized due to the accounting of current staffing.

Social Worker Services: Social workers interact with individual students, groups of students, families, teachers, and administrators dealing with concerns affecting student performance and support the social emotional needs of all students.

Co-Curricular/Extra-classroom Activities: The salaries, supplies and expenses for the Co-Curricular Activity Program/Extra-classroom activity fund are listed. These activities are offered in such a manner that they are aligned to, but not an integral part of, the instructional program. The activities include, yearbook, student council, music clubs, theater clubs, literary clubs, and a variety of other clubs for both the high school and middle school.

Interscholastic Athletics: This budget includes salaries for the athletic director, clerical support, athletic trainer, coaches and the intramural program at both the high school and middle school level. Contractual expenses include supervision and chaperones fees as well as all referee/official fees. All supplies used in the athletic program, as well as the costs of repair and reconditioning equipment are also included.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A5510.15	Instructional Salaries (Trans Supervisor Office)	20,000	33,900	33,900	0
A5510.16a	Noninstructional Salaries (Excl Trans Supv Office)	129,453	134,964	138,967	4,003
A5510.16b	Noninstructional Salaries (Trans Supervisor Office)	5,000	5,000	5,000	0
A5510.4	Contractual and Other	22,175	38,590	17,000	(21,590)
A5510.45	Materials and Supplies	1,725	1,725	1,725	0
5510	DISTRICT TRANSPORT-MEDICAID	178,353	214,179	196,592	(17,587)
A5540.4	Contract Transportation	3,965,954	4,542,024	4,889,268	347,244
5540	CONTRACT TRANSPORT	3,965,954	4,542,024	4,889,268	347,244
A5581.49	Transportation from BOCES	850,000	901,000	1,049,792	148,792
5581	CONTRACT TRANSPORT	850,000	901,000	1,049,792	148,792
55	TOTAL TRANSPORTATION	4,994,307	5,657,203	6,135,652	478,449
5	TOTAL TRANSPORTATION	4,994,307	5,657,203	6,135,652	478,449

EXPLANATORY NOTES:

Transportation: The South Orangetown Central School District transports all students in kindergarten through eighth grade from centralized reasonable pick-up points, regardless of distance from their school. This is in accordance with voter approval, which lowered the state mandated transportation from 2-miles to zero miles. Grades 9-12 students are transported from centralized reasonable pick-up points, if the distance is greater than 1-1/2 miles, except those areas that have been approved as Child Safety Zones. This is in accordance with voter approval, which lowered the state mandated transportation from 3-miles to 1.5 miles, except for approved Child Safety Zones, which is zero miles.

The state mandates that transportation services provided for public school students be offered equally to all resident private and parochial school children to a maximum of 15 miles within the District approved mileage limits. Transportation is provided to private and parochial students providing notification has been made to the District by April 1st of each year. In addition, the District is mandated to provide transportation for special education students living within 50 miles of the schools they attend.

Bus Company	Type of Route	# of Routes/Buses	Total Cost of Contract
Student Bus Company	66 Passenger Buses - All Schools and (4) Vans	23 and Exam Week	\$ 2,990,865 *
Peter Brega, Inc.	20 Passenger Vans - All Schools plus Private Schools	23	1,898,403 **
Rockland BOCES	Vans - Special Education and handicapped	Per Student Charge + Monitor	1,049,792
			<u>\$ 5,939,060</u>

*This will be year two (2) of the two (2) year contract extension approved in the 2023-2024 budget, with an option to extend for one (1) additional year.

**This will be year two (2) of the three (3) contract extension approved in the 2023-2024 budget, with an option for two (2) additional one-year extensions.

<u>Account</u>	<u>Description</u>	<u>2022 - 23 Adopted Budget</u>	<u>2023 - 24 Adopted Budget</u>	<u>2024 - 25 Proposed Budget</u>	<u>\$ Change</u>
A8060.15	Instructional Salaries	1,014	0	0	0
A8060.16	Noninstructional Salaries	102,974	95,890	105,022	9,132
A8060.49	BOCES Services	18,270	27,200	19,200	(8,000)
8060	CIVIC ACTIVITIES	122,258	123,090	124,222	1,132
8	TOTAL CIVIC SERVICES	122,258	123,090	124,222	1,132

EXPLANATORY NOTES:

Community Services: The South Orangetown Central School District has been designated as a School of the 21st Century and as a result, established the Family Resource Center. These funds will support an on-site FRC location and activities including supplies and other related costs.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A9010.8	State Retirement	810,855	850,263	886,300	36,037
A9020.8	Teachers' Retirement	4,453,306	4,523,115	4,699,781	176,666
A9030.8	Social Security	3,685,028	3,954,756	4,013,380	58,624
A9040.8	Workers' Compensation	127,609	125,000	130,000	5,000
A9045.8	Life Insurance	30,000	30,000	30,000	0
A9050.8	Unemployment Insurance	25,000	25,000	10,000	(15,000)
A9055.8	Disability Insurance	20,000	13,200	14,500	1,300
A9060.8	Hospital, Medical, and Dental Insurance	14,908,947	16,612,734	17,817,963	1,205,229
A9070.8	Union Welfare Benefits	115,111	124,466	125,300	834
A9089.8	Other	102,100	102,100	102,100	0
90	TOTAL EMPLOYEE BENEFITS	24,277,956	26,360,634	27,829,324	1,468,690

EXPLANATORY NOTES:

Employees Retirement System (ERS): The employer contribution to the New York State Employees' Retirement System is based on wages paid to non-certificated staff in the District.

Teachers' Retirement System (TRS): The employer contribution to the New York State Teachers' Retirement System is based on wages paid to instructional/certificated personnel. The contribution level is determined annually by the Teachers' Retirement System. The District pays its contribution based on the current year's salaries.

Social Security/Medicare: This is the budget for the social security and Medicare payroll tax. The rate is calculated as 7.65% of projected salaries.

Workers' Compensation: The policy provides coverage for the liability imposed upon the District for employee injuries that occur at work. The District is part of a self-funded program with the other school districts in Rockland County. The rate is based on an actuarial study based on the District's loss experience, the program's loss experience, payroll, and benefit costs.

Life Insurance: Premium payments for insurance policies for certain staff based on contractual agreements.

Unemployment Insurance: Reserve for Unemployment Benefits (Gen. Mun. Law 6-m) -The District is self-funded for unemployment claims in accordance with General Municipal Law 6-m for Reserve for Unemployment Benefits. The District maintains a reserve of \$50,000.

Disability Insurance: Premium payments for long-term disability insurance for certain staff based on contractual agreements.

Health Insurance: Coverage provided by the District for hospital and medical insurance, on an individual or family basis, in accordance with contractual agreements with employees and retirees at the time of retirement.

Funds budgeted for flex spending, health and dental "buy-out" programs are also included in the category and vary by employee agreements.

Dental Insurance: Funds are also budgeted for dental insurance.

Excess major medical coverage is also included in this budget category.

Union Benefit Fund: The fund is administered by the union and provides members additional life insurance coverage, legal services, and reimbursement of medical co-pays.

Account	Description	2022 - 23 Adopted Budget	2023 - 24 Adopted Budget	2024 - 25 Proposed Budget	\$ Change
A9901.95	Transfer to Special Aid Fund	100,000	100,000	100,000	0
A9901.96	Transfer to Debt Service Fund for Other Than School Cc	2,109,975	2,147,356	1,948,225	(199,131)
9901	TRANSFER TO OTHER FUNDS	2,209,975	2,247,356	2,048,225	(199,131)
A9950.9	Transfer to Capital Funds for Other Than School	2,000,000	3,700,000	2,000,000	(1,700,000)
9950	TRANSFER TO CAPITAL	2,000,000	3,700,000	2,000,000	(1,700,000)
99	TOTAL INTERFUND TRANSFERS	4,209,975	5,947,356	4,048,225	(1,899,131)
9	TOTAL BENEFITS AND INTERFUND TRANSFERS	28,487,931	32,307,990	31,877,549	(430,441)
	GRAND TOTALS:	101,554,865	108,818,066	110,595,035	1,776,969

EXPLANATORY NOTES:

Transfers to Special Aid: The District is mandated to provide a summer school program for students with disabilities under Section 4408 of Education Law. The program is supported by 80% state aid and 20% is expected to come from the District budget. The transfer amount of \$95,000 is an estimate since it can take up to 2 years for the rate setting unit at the State Education Department to reconcile allowable state aided expenses. There is also \$5,000 budgeted for a transfer to food service to pay for unpaid meal charges if necessary.

Transfer to Debt Service Fund: These funds are budgeted to pay for the principal and interest payments owed on previous school construction bonds. A full debt service schedule is provided in the tax cap calculation backup information. A slight shift in a higher principal payment and lower interest charges resulted in a net budget increase.

Transfer to Capital Funds or "Minor Capital Project": In accordance with the District's Long-Range Facilities Plan, the District budgets the cost of minor capital projects for various repairs and renovations within its buildings. These projects consist of weight room and administration offices renovations at TZHS, SOMS bathroom renovations and \$146k to complete the clocks and PA projects.

**2024-2025 PROPOSED BUDGET
ADMINISTRATIVE - PROGRAM- CAPITAL COMPONENTS**

	2023-24	2024-25
Administrative:		
Salaries and Benefits	8,212,531	8,619,409
Equipment, Contractual, Supplies & Materials	1,295,741	1,520,319
BOCES Services	1,119,118	1,387,343
Total Administrative Component	10,627,390	11,527,071
	9.77%	10.42%
Program:		
Salaries and Benefits	65,128,992	67,285,339
Equipment, Contractual, Supplies, Materials, Textbooks, Special Education Tuition, & Pupil	7,636,959	7,821,154
Education and Technology	11,454,783	11,337,570
Interfund Transfers - Special Education Summer School	100,000	100,000
Total Program Component	84,320,734	86,544,063
	77.49%	78.25%
Capital:		
Salaries and Benefits	3,251,221	3,381,515
Equipment, Contractual, Supplies, & Materials	4,694,497	5,124,161
BOCES Services	73,823	70,000
Debt Service	2,147,356	1,948,225
Capital Transfer - Minor Capital Project	3,700,000	2,000,000
Total Capital Component	13,866,897	12,523,901
	12.74%	11.32%
Total Budget	108,815,021	110,595,035

The law requires school districts to prepare the annual budget in three components : an administrative component, a program component and a capital component. In a contingent budget, the administrative component must not exceed the lesser of the percent of the administrative component in the prior year's budget (exclusive of the capital component) or the percent the administrative component comprised in the last defeated budget (exclusive of the capital component).

**DEBT SERVICE
2024-2025 THROUGH 2026-2027**

EXISTING DEBT:

DATED ISSUED	ISSUE AMOUNT	INTEREST RATE	PAYMENT DATES	Call Provisions
--------------	--------------	---------------	---------------	-----------------

SERIAL BONDS:

8/9/2011	3,750,000	2.86%	Feb - P +I, Aug - I	Roof Phase II Bond - 15 Year, Callable on or after August 1, 2019
2/11/2016	13,530,000	1.20% Net of Premium	Dec P+I, June -I	Refunding of 2004 Additions and Renovation - 10 Year

DEBT SERVICE PAYMENT SCHEDULE as of June 30, 2024:

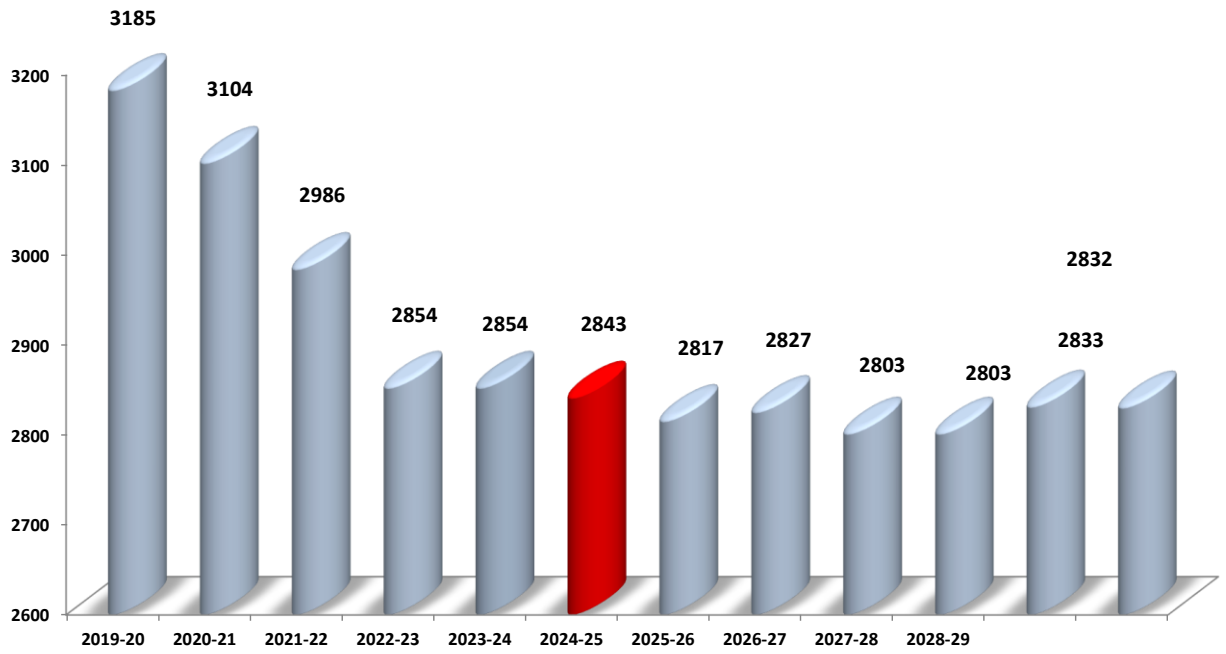
SCHOOL YEAR	PRINCIPAL	INTEREST	TOTAL PRINCIPAL & INTEREST	DEBT SERVICE	
				RESERVE USED TO FUND PRINCIPAL & INTEREST	GENERAL FUND PRINCIPAL & INTEREST
2024-2025	1,835,000	113,225	1,948,225	(25,550)	1,922,675
2025-2026	1,930,000	47,975	1,977,975	(15,575)	1,962,400
2026-2027	1,100,000	13,250	1,113,250	(5,250)	1,108,000
	\$ 4,865,000	\$ 174,450	\$ 5,039,450	\$ (46,375)	\$ 4,993,075

**SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
BUDGET 2024-2025
CHANGES IN GRADE ENROLLMENT**

GRADE	Actual					Projected				
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	198	176	207	177	168	197	179	209	189	183
1	211	194	178	219	185	172	202	183	214	194
2	199	210	195	178	228	188	175	206	186	218
3	189	198	210	206	191	235	193	180	212	191
4	205	186	198	218	209	193	237	195	182	214
5	192	210	195	205	225	216	200	245	202	188
6	234	188	213	204	211	230	221	205	251	207
7	237	239	197	221	213	219	239	229	213	260
8	230	232	243	208	223	216	222	243	232	216
9	240	216	234	242	194	216	209	215	236	225
10	250	240	220	243	244	197	219	212	218	239
11	245	249	243	221	238	244	197	219	212	218
12	298	255	262	242	221	243	249	201	224	217
Total K-12	2,928	2,793	2,795	2,784	2,750	2,766	2,742	2,742	2,771	2,770
PRE-K										
Out-Placed	58	61	59	59	67	61	61	61	62	62
Total Enrollment	2,986	2,854	2,854	2,843	2,817	2,827	2,803	2,803	2,833	2,832
CHANGE	(62)	(132)	0	(11)	(26)	10	(24)	-	30	(1)
% Change	-2.03%	-4.42%	0.00%	-0.39%	-0.91%	0.35%	-0.85%	0.00%	1.07%	-0.04%

**ENROLLMENT:
2019-2020 Projected through 2028-2029**

*Includes out-of-district placements



**STAFFING SUMMARY OF POSITIONS - ALL FUNDS
2024-2025 PROPOSED BUDGET**

Description	Modified 2022-2023 Staffing	Adopted 2023-2024 Staffing	Modified 2023-2024 Staffing	Proposed 2024-2025 Staffing	Change in FTEs
Regular Education - Teacher:					
UPK	0.00	0.00	0.00	1.00	1.00
Kindergarten	10.00	9.00	9.00	8.00	(1.00)
Grade 1	11.00	10.00	9.00	8.00	(1.00)
Grade 2	9.00	10.00	11.00	9.00	(2.00)
Grade 3	9.00	9.00	8.00	10.00	2.00
Grade 4	10.00	9.00	9.00	8.00	(1.00)
Grade 5	9.00	9.00	10.00	9.00	(1.00)
Grade 6	9.00	8.00	8.00	8.00	0.00
Art	6.80	6.80	6.80	6.80	0.00
Business/Home Economics	2.00	2.00	2.40	2.40	0.00
ELA	14.80	14.20	14.60	14.60	0.00
ENL/ESOL	12.00	12.00	12.00	12.00	0.00
Foreign Language	12.00	12.00	12.00	12.00	0.00
G & T	2.10	2.10	2.30	2.30	0.00
Health	4.40	4.40	4.40	4.40	0.00
Instructional Coaches	5.60	5.60	5.60	5.60	0.00
Instructional Support - RTI/AIS	6.50	6.50	8.00	8.00	0.00
Math	17.00	17.00	16.80	16.80	0.00
Media Technology/Tech Resource	2.50	2.50	2.50	2.50	0.00
Music	10.70	10.70	10.70	10.70	0.00
Physical Education	11.40	11.40	11.20	11.20	0.00
Reading	8.90	8.50	8.90	8.90	0.00
Science	17.80	16.80	17.00	17.00	0.00
Social Studies	15.20	14.20	15.20	15.20	0.00
Technology Support	0.70	0.70	0.30	0.30	0.00
Technology Teacher	3.40	3.40	3.40	3.40	0.00
Teaching Contingency Position	0.00	0.00	0.00	3.00	3.00
Teacher - Credit Accrual/Recovery Pro	0.20	0.20	0.20	0.20	0.00
Alternative High School	0.00	0.00	0.00	0.00	0.00
Regular Education - Teaching Assistants:					
K-12	13.00	10.00	15.00	15.00	0.00
Computer Lab	1.00	1.00	0.00	0.00	0.00
Library	1.00	1.00	1.50	1.50	0.00
Suspension	0.00	0.00	0.00	0.00	0.00

**STAFFING SUMMARY OF POSITIONS - ALL FUNDS
2024-2025 PROPOSED BUDGET**

Description	Modified 2022-2023 Staffing	Adopted 2023-2024 Staffing	Modified 2023-2024 Staffing	Proposed 2024-2025 Staffing	Change in FTEs
Other Regular Education Support:					
Guidance Counselors	10.00	10.00	10.00	10.00	0.00
Student Counselor	0.00	0.00	0.00	0.00	0.00
Prevention Counselors	4.00	4.00	2.00	2.00	0.00
Social Worker	2.00	2.00	2.00	2.00	0.00
Librarians	4.00	4.00	4.00	4.00	0.00
Nurses	5.00	5.00	5.00	5.00	0.00
Copy Room Aides	0.00	0.00	0.00	0.00	0.00
Lunch Supervision Aides	11.00	11.00	10.00	10.00	0.00
Aides - Classroom support/Library	1.00	1.00	2.00	2.00	0.00
Special Education - Teacher:					
Co-Teach	25.30	23.80	28.90	28.90	0.00
COVE	1.40	1.40	0.00	0.00	0.00
Special Class	2.80	2.80	2.80	2.80	0.00
Intensive	1.50	1.50	2.20	2.20	0.00
Collaborative	12.00	12.00	8.50	8.50	0.00
Academic Center/Resource Room	4.20	4.20	3.80	3.80	0.00
Other Special Education Support:					
Learning Consultants	0.00	0.00	0.00	0.00	0.00
Testing Coordinator	0.00	0.00	0.00	0.00	0.00
Speech & Language	7.00	6.00	5.00	5.00	0.00
Psychologists	8.00	8.00	8.00	8.00	0.00
Nurse 1:1	2.00	2.00	2.00	2.00	0.00
OT/PT/COTA	1.87	1.87	2.87	2.87	0.00
1:1 Aides	10.00	10.00	14.00	14.00	0.00
Special Education - Teaching Assistants:					
Teaching Assistant (including COVE)	13.00	14.00	6.00	6.00	0.00
Teaching Assistant 1:1	5.00	5.00	10.00	10.00	0.00
Testing Modifications	0.00	0.00	3.00	3.00	0.00
Contingent TA	0.00	0.00	0.00	1.00	1.00

**STAFFING SUMMARY OF POSITIONS - ALL FUNDS
2024-2025 PROPOSED BUDGET**

Description	Modified 2022-2023 Staffing	Adopted 2023-2024 Staffing	Modified 2023-2024 Staffing	Proposed 2024-2025 Staffing	Change in FTEs
Main Office:					
(including clerical support from Library/ Nurses/ Guidance)					
Principal/Asst. Principal	9.00	9.00	9.00	9.00	0.00
Clerical support	20.50	18.50	19.50	19.50	0.00
District-wide Positions:					
Superintendent	1.00	1.00	1.00	1.00	0.00
Superintendent's Office Staff	1.00	1.00	1.00	1.00	0.00
Executive Director of Finance and Ma	1.00	1.00	1.00	1.00	0.00
Director of Financial Services	0.00	0.00	1.00	1.00	0.00
Business Office Staff	7.00	7.00	6.00	6.00	0.00
Purchasing & Inventory	1.00	1.00	1.00	1.00	0.00
Director of Human Resources	1.00	1.00	1.00	1.00	0.00
Human Resource/Continuing Ed Staff	3.00	3.00	3.00	3.00	0.00
Public Relations	0.00	0.00	0.00	0.00	0.00
Director of Facilities	1.00	1.00	1.00	1.00	0.00
Director of Safety, Security and Comp	1.00	1.00	1.00	1.00	0.00
Operation & Maintenance	25.00	25.00	26.00	26.00	0.00
Assistant Superintendent for Curricul	1.00	1.00	1.00	1.00	0.00
Curriculum Office Staff	2.00	2.00	2.00	2.00	0.00
Assistant Superintendent of Pupil Pe	1.00	1.00	1.00	1.00	0.00
Coordinator of Data, Accountability a	1.00	1.00	1.00	1.00	0.00
CSE Chair/CPSE Chair	1.00	1.00	2.00	2.00	0.00
Special Education/Pupil Services Offic	4.50	4.50	4.50	4.50	0.00
Family Engagement Center Office Sta	1.00	1.00	1.00	1.00	0.00
Director of Technology	1.00	1.00	1.00	1.00	0.00
Technology Office Staff	3.00	3.00	3.00	3.00	0.00
Director of Athletics	1.00	1.00	1.00	1.00	0.00
Athletics Office Staff/Trainer	2.00	2.00	2.00	2.00	0.00
Transportation	2.00	2.00	2.00	2.00	0.00
Lifeguard	1.00	1.00	1.00	1.00	0.00
Health Aide	0.00	0.00	0.00	0.00	0.00
Grand Total	460.07	447.57	460.87	461.87	1.00
General Fund	434.13	426.73	441.93	448.93	7.00
School Lunch Fund	0.50	0.50	0.50	0.50	0.00
Special Aid Fund (Grants)	25.44	20.34	18.44	12.44	(6.00)
District Total	460.07	447.57	460.87	461.87	1.00

STATISTICAL DATA

Schools	Enrollment*		Building Space in Square Feet +
	2023-24	2024-25	
Elementary	1,206	1,201	123,787 (WOS & CLE)
Middle	647	665	187,000
High	897	900	234,500
	2,750	2,766	545,287

SCHOOL BUDGET DATA

Year	Enrollment**	Adopted						HOMESTEAD			NON - HOMESTEAD		
		Budget	\$ Change	% Chg.	Tax Levy	\$ Change	% Chg.	Tax Rate	\$ Change	% Chg.	Tax Rate	\$ Change	% Chg.
09-10	3,623	\$ 76,394,112	1,008,676	1.34%	\$ 65,474,097	2,390,855	3.79%	\$ 33.474635	\$ 0.72189	2.20%	\$ 47.533405	\$ 3.025020	6.80%
10-11	3,560	\$ 77,882,567	1,488,455	1.95%	\$ 66,386,319	912,222	1.39%	\$ 33.907015	\$ 0.43238	1.29%	\$ 47.435906	\$ (0.097499)	-0.21%
11-12	3,508	\$ 79,570,592	1,688,025	2.17%	\$ 68,791,474	2,405,155	3.62%	\$ 34.547193	\$ 0.64018	1.89%	\$ 51.856433	\$ 4.420527	9.32%
12-13	3,430	\$ 82,385,278	2,814,686	3.54%	\$ 69,788,543	997,069	1.45%	\$ 35.703533	\$ 1.15634	3.35%	\$ 50.855614	\$ (1.000819)	-1.93%
13-14	3,333	\$ 85,871,296	3,486,018	4.23%	\$ 72,202,139	2,413,596	3.46%	\$ 36.149429	\$ 0.44590	1.25%	\$ 55.099776	\$ 4.244162	8.35%
14-15	3,254	\$ 86,395,154	523,858	0.61%	\$ 72,958,232	756,093	1.05%	\$ 35.511214	\$ (0.638215)	-1.77%	\$ 59.805449	\$ 4.705673	8.54%
15-16	3,185	\$ 85,969,882	\$ (425,272)	-0.49%	\$ 74,132,268	1,174,036	1.61%	\$ 36.347907	\$ 0.83669	2.36%	\$ 60.704314	\$ 0.898865	1.50%
16-17	3,104	\$ 86,653,782	683,900	0.80%	\$ 74,292,605	160,337	0.22%	\$ 36.478689	\$ 0.13078	0.36%	\$ 59.876926	\$ (0.827388)	-1.36%
17-18	3,072	\$ 88,966,619	2,312,837	2.67%	\$ 75,590,290	1,297,685	1.75%	\$ 36.256188	\$ (0.22250)	-0.61%	\$ 64.855584	\$ 4.978658	8.31%
18-19	3,048	\$ 91,817,017	2,850,398	3.20%	\$ 78,384,228	2,793,938	3.70%	\$ 37.806409	\$ 1.55022	4.28%	\$ 65.751657	\$ 0.896073	1.38%
19-20	2,986	\$ 94,755,161	2,938,144	3.20%	\$ 81,298,542	2,914,314	3.72%	\$ 38.932576	\$ 1.12617	2.98%	\$ 68.606503	\$ 2.854846	4.34%
20-21	2,854	\$ 96,839,306	2,084,145	2.20%	\$ 83,594,265	2,295,723	2.82%	\$ 40.164382	\$ 1.23181	3.16%	\$ 68.824015	\$ 0.217512	0.32%
21-22	2,795	\$ 98,208,170	1,368,864	1.41%	\$ 83,676,185	81,920	0.10%	\$ 39.904498	\$ (0.25988)	-0.65%	\$ 69.200234	\$ 0.376219	0.55%
22-23	2,784	\$ 101,554,865	3,346,695	3.41%	\$ 85,990,120	2,313,935	2.77%	\$ 40.713533	\$ 0.80904	2.03%	\$ 72.833393	\$ 3.633159	5.25%
23-24	2,750	\$ 108,815,021	7,260,156	7.15%	\$ 87,780,728	1,790,608	2.08%	\$ 41.338333	\$ 0.62480	1.53%	\$ 74.716023	\$ 1.882630	2.58%
24-25	2,766	\$ 110,595,035	1,780,014	1.64%	\$ 89,372,916	1,592,188	1.81%	TBD			TBD		

* Enrollment does not include outplaced students

** Per Demographic Analysis

+ Per 2021 Building Condition Survey Report

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

LAND HOLDINGS

<u>LOCATION</u>	<u>ACREAGE*</u>
TAPPAN ZEE HIGH SCHOOL (includes Leased Property)	48.30
SOUTH ORANGETOWN MIDDLE SCHOOL	32.20
TAPPAN ZEE ELEMENTARY SCHOOL (Leased Property)	39.30
COTTAGE LANE INCLUDING GREENBUSH (includes Greenbush property)	7.80
WILLIAM O. SCHAEFER SCHOOL	23.70
PALISADES (Leased Property)	8.40
TAPPAN ATHLETIC FIELD	2.60
TOTAL ACREAGE	162.30

* Per Town Tax Roll
SOMS includes Blue Field Lane property

INFORMATIONAL MEETING ON BUDGET

TUESDAY, MAY 14, 2024: SOUTH ORANGETOWN MIDDLE SCHOOL, 7:30 P.M.

ANNUAL SCHOOL DISTRICT VOTE

TUESDAY, MAY 21, 2024 - 7 A.M. TO 9 P.M.

School Budget Vote and School Board Election

Election District #1: Vote at SOMS - Blauvelt Residents

Election District #2: Vote at TZHS - Orangeburg Residents

Election District #3: Vote at William O. Schaefer Elementary School -Tappan Residents

Election District #4: Vote at Tappan Zee Education Center - Grandview, Sparkill, Palisades and Piermont Residents

VOTER INFORMATION

Voter status may be checked by calling the District Clerk, 680-1012 between 9:00 A.M. and 4: 00 P.M. or by e-mail at kmuscari@socsd.org

To be eligible to vote on May 21, residents must be registered for general political elections or with the school district and have voted within the past four years in a school election.

Registrants must be United States citizens, residents of the school district for 30 days, and 18 years of age.

Voter Registration is from 8 A.M. to 4 P.M. on School Days (September through June) and from 9 A.M. to 3 P.M., Monday - Thursday on business days (July through August) at the District Clerk's Office, Administrative Building, Blauvelt, NY. You can also register with the County Board of

Elections by mail or remotely through the New York State Department of Motor Vehicles website at:

<https://dmv.ny.gov/more-info/electronic-voter-registration-application>

Applications for absentee ballots for voting on Board of Education members and the 2024-2025 school budget may be obtained from the District Clerk.

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

160 Van Wyck Road

Blauvelt, New York 10913

GLOSSARY

This Glossary contains definitions of terms used in this guide and such additional terms as seem necessary to common understandings concerning financial accounting procedures for schools. Several terms that are not primarily financial accounting terms have been included because of their significance for school financial accounting. The glossary is arranged alphabetically with appropriate cross-referencing where necessary.

Accounting System:

The total structure of records and procedures which discover, record, classify, and report information on the financial position and operations of a school district or any of its funds, balanced account groups and organizational components.

Accrual Accounting:

Revenues are recognized when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

Appropriation:

A legal authorization to incur obligations and to make expenditures for specific purposes.

Assessed Valuation:

A valuation set upon real or other property by a government as a basis for levying taxes.

Board of Education:

A school board is a corporate body that oversees and manages a public school district's affairs, personnel, and properties.

Bond:

A written promise, generally under seal, to pay a specific sum of money, called the face value, at a fixed time in the future, called the date of maturity and carrying interest at a fixed rate, usually payable periodically. The difference between a note and a bond is that the latter usually runs for a longer period of time and requires greater legal formality.

Bond Anticipation Note:

A bond anticipation note represents a short-term obligation with a maximum maturity of one year. The obligation can be renewed each year up to five years and paid off or it can be used in anticipation of the issuance of serial bonds.

Bonds Issued:

Bonds sold.

Bonds Payable:

The face value of bonds issued and unpaid.

Budget:

The planning document for each school providing management control over expenditures in general fund, special revenue fund and capital fund.

Budget Calendar:

The schedule of key dates used in the preparation and adoption of the Annual Budget.

Budgetary Control:

The control or management of a governmental unit or enterprise in accordance with an approved budget for the purpose of keeping expenditures within the limitations of available appropriations and available revenues.

Buildings:

A fixed asset account that reflects the acquisition value of permanent structures used to house persons and property owned by the local education agency. If buildings are purchased or constructed, this amount includes the purchase contract price of all permanent buildings and fixtures attached to and forming a permanent part of such buildings. If buildings are acquired by gift, the account reflects their appraised value at the time of acquisition.

Cash Management:

The management of cash necessary to pay for government services while investing temporary cash excesses in order to earn interest revenue. Cash management refers to the activities of forecasting the inflows and outflows of cash, mobilizing cash to improve its availability for investment, establishing and maintaining banking relationships, and investing funds in order to achieve the highest interest and return available for temporary cash balances without jeopardizing principal.

Chart of Accounts:

A list of accounts systematically arranged, applicable to a specific concern, giving account names and numbers. A chart of accounts, accompanied by descriptions of their use and of the general operation of the books of account, becomes a classification or manual of accounts: a leading feature of a system of accounts.

Classification, Object:

As applied to expenditures, this term has reference to an article or service received; for example, salaries, employee benefits or supplies.

Coding:

A system of numbering, or otherwise designating, accounts, entries, invoices, vouchers, etc. in such a manner that the symbol used reveals quickly certain required information.

Committee on Special Education:

The primary function of the committee on special education (CSE) is to identify, evaluate, review the status of, and make recommendations concerning the appropriate educational placement of each school-age child with a disability, or thought to have a disability, who resides within the student's home district.

Contingency Budget:

If the budget is defeated the district can go to a contingency budget or present a second budget for a vote. If the second budget is defeated, the district must go on a contingency budget which includes only ordinary contingent expenses with the district held at a levy amount equal to the previous year's levy.

Contracted Services:

Services rendered by private firms, individuals, or other governmental agencies. Examples include utilities and maintenance agreements.

COVE:

COVE I - Middle School and COVE II - High School: Unique to Rockland County is the South Orangetown Consortium Program for children classified as developmentally challenged (mentally retarded). Rockland County districts have designed a sequence of programs to serve these developmentally disabled children. COVE I Intermediate, self-contained program. COVE II - After completion of COVE I students move up to COVE II, which allows students to become more independent by moving from class to class and going out into the community to learn job skills. The focus of the program is to enable each student to maximize his/her potential and gain functional independence in the community in preparation for their adult life. The District has partnered with BOCES who is also providing the services for this program to Rockland County School Districts at the Middle and High School. BOCES provides one section at the Middle School of COVE I and two sections at the High School for COVE II. The District still provides one section of COVE II at the High School for resident students.

Debt:

An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of local education agencies include bonds, warrants and notes, etc.

Debt Limit:

The maximum amount of general obligation debt which is legally permitted. The State of New York mandates that outstanding debt on bonds is not to exceed 10% of the full valuation of the taxable real property in the district.

Debt Service:

Expenditures for repayment of bonds, notes and other debt.

Employee Benefits:

Amounts paid by the school system on behalf of employees; these amounts are not included in the gross salary, but are over and above. Such payments are, in a sense, overhead payments. They are part of the cost of salaries and benefits. Examples are: (a) group health and life insurance, (b) contribution to employee retirement, (c) Social Security, and (d) Workers' Compensation.

Encumbrance:

The commitment of budgeted funds to purchase an item or service. To encumber funds means to set aside or commit funds for a future expenditure.

Equipment:

Fixed assets which have a determined dollar value of more than \$500 and have a useful economic life of more than one year.

Expenditure:

Decreases in net financial resources. Expenditures involve current operating expenses requiring the present or future use of net current assets, debt service, capital outlay, intergovernmental grants, entitlements and shared revenue.

Fiscal Year:

South Orangetown Central School District begins and ends its fiscal year July 1 - June 30.

FTE Employee (Full Time Equivalence):

The amount of employed time required in a part-time position expressed in proportion to that required in a full-time position, with 1.0 representing one full-time position. It is derived by dividing the amount of employed time in the part time position by the amount of employed time required in a corresponding full-time position.

Fund:

An accounting entity that has a set of self-balancing accounts that records all financial transactions for specific activities of government functions. Seven commonly used funds in public accounting are: general fund, special revenue funds, debt service funds, capital funds and trust and agency funds.

Fund Balance:

The excess of assets of a fund over its liabilities and reserves. During the fiscal year prior to closing, it represents the excess of the fund's assets and estimated revenues for the period over its liabilities, reserves and appropriations for the period.

General Fund:

Fund used to account for all financial resources except those required to be accounted for in other funds.

General Obligation Bonds:

Bonds issued to finance major projects with resources from tax collection to repay debt. This type of bond is backed by the full faith, credit and taxing power of the government.

Generally Accepted Accounting Principles (GAAP):

Uniform minimum standards for financial accounting and recording encompassing the conventions, rules and procedures that define generally accepted accounting principles.

Goal:

A statement of broad direction, purpose or intent based on the needs of the community. A goal is general and timeless.

Individualized Education Program (IEP):

An IEP is a written statement outlining the plan for providing an educational program for a disabled student based on the unique needs of that student.

Instruction:

The activities dealing directly with the teaching of students or improving the quality of teaching. An object of expenditure related to amounts paid for the acquisition of devices, content materials, methods or experiences used for teaching and learning purposes. These include printed and non-printed sensory materials.

Instructional Coaches:

Instructional coaches help create formal and informal teacher leadership opportunities to build the capacity of veteran, mid-career, and probationary teachers through job-embedded professional development that is differentiated to meet individual teacher needs. Instructional coaches serve in three main capacities: model lessons, plan differentiated professional development, and providing teachers with their expertise and resources to deliver quality instruction for all students.

Inter-Fund Transfers:

Amounts transferred from one fund to another fund.

Levy:

(Verb) To impose taxes or special assessments. (Noun) The total of taxes or special assessments imposed by a governmental unit.

Long-term Debt:

Debt with a maturity of more than one year after the date of issuance.

Maintenance, Plant (Plant Repairs and Repairs and Replacements of Equipment):

Those activities which are concerned with keeping the grounds, buildings, and equipment at their original condition of completeness or efficiency, either through repairs or by replacements of property (anything less than replacement of a total building).

Materials and Supplies:

Expendable materials and operating supplies necessary to conduct departmental operations.

Next Generation Learning Standards:

The Next Generation State Standards are intended to provide a clear consistent understanding of what students are expected to learn at each grade level throughout the school year. The standards are designed to be robust and relevant to the real world, and to provide teachers with a guideline of what skills and knowledge students need so that they can prepare students for future success.

One-to-One Aides:

One-to-One Aides are provided to individual students based upon the requirements of the student's IEP (individual education plan) that is established by the student's home district's Committee on Special Education. When a one-to-one aid is required, the cost of the aid is provided for by a separate rate established by the State Education Department.

Payment in Lieu of Taxes (PILOT):

Represents organizations that have financial arrangements with Rockland County Industrial Development Organization. As a result of this arrangement, the assessment for these properties are removed from the tax rolls and the taxes are then paid directly to the School District.

Property Tax:

Tax levied on the assessed value of real property.

P-TECH Program:

The BOCES service is an integrated, six-year program which provides high school, college and career training so that students graduate with an Associate's Degree in a STEM discipline (science, technology, mathematics and engineering), at no cost to their families.

Pupil Transportation Services:

Consists of those activities involved with the conveyance of pupils to and from school activities, as provided by state law, including transportation to private and parochial schools. Includes trips between home and school or trips to school activities.

Reserve for Encumbrances:

A reserve representing the designation of a portion of a fund balance to provide for unliquidated encumbrances.

Response to Intervention:

Is a multi-tiered, problem solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically-applied strategies and targeted instruction at varying levels of intervention. NYSED Memo, April 2008.

School Plant:

The site, buildings, and equipment constituting the physical facilities of the district.

Special Education:

Consists of direct instructional activities designed to deal with the following exceptionalities: (a) physically handicapped, (b) emotionally and/or socially handicapped, (c) compensatory education, etc.

Surplus Appropriation (Appropriated Fund Balance):

Money appropriated from previous year's fund balance.

Tax Anticipation Note:

A Tax Anticipation Note represents a short-term obligation, no longer than a year, in anticipation of tax revenue that will be collected. The District maintains a TAN in order to maintain a stable cash flow throughout the fiscal year.

Tax Levy Cap:

Chapter 97 of the Laws of 2011 created a new property tax cap which restricts tax levy increases for local governments, most school districts (except the Big Five fiscally dependent city school districts) and other smaller independent entities -- such as library, fire or water districts -- to no more than 2 percent, or the rate of inflation, whichever is lower. Localities can override the cap with a 60 percent vote either by their local governing body or, in the case of a school district, by the voting public. Exemptions from the cap include some pension cost increases, certain large legal expenses (tort actions), and the local share of capital expenditures.

TSP (Therapeutic Support Program)

Therapeutic Support Program is designed for children who have intellectual talents in the above average range to the gifted range and are in need of special emotional support throughout their day. The District provides two 12:1:1 sections at the Middle School. The District also partnered with BOCES who provides one section of academic and therapeutic support at the Middle School and two sections at the High School. Students take courses within the BOCES classroom as well as in the mainstream setting.

Entity Name SOUTH ORANGETOWN CSD
 BEDS Code 500301
 Claim Year 2023-2024



Welcome Gregory Kern (School Entity User) CORE 05/01/2024 08:29 AM Home | Issue Reporting | Help | Logout

Entity Info | Forms | Claim Verifications | Activity Log | Reports

You Have Selected the 'Revision' Data Area.
 The Data State of the form set is: "Revision Submitted"

[Print Legacy](#) | [Print Form](#) | [Print Blank](#) | [Print Text Only](#)

District Name: SOUTH ORANGETOWN CSD
 Contact Person: GREGORY KERN

District Code: 500301
 Telephone: (845) 680-1008
 Tel Extension:

Property Tax Report Card

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2024-25 Budget Notice to: emscmgt@snyed.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: GREGORY KERN
 Preparer's Telephone Number: 845-680-1008

<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	108,815,021	110,595,035	1.64 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	87,780,728	89,097,439	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	87,780,728	89,097,439	1.50 %
F. Permissible Exclusions to the School Tax Levy Limit	3,162,787	3,009,652	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	84,617,941	86,363,264	
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)	84,617,941	86,087,787	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	0	275,477	
Public School Enrollment	2,739	2,730	-0.33 %
Consumer Price Index			4.12 %

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

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

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

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	21,746,835	22,786,219
Assigned Appropriated Fund Balance	1,700,000	3,480,641
Adjusted Unrestricted Fund Balance	4,347,311	4,423,801
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 + (add)	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	7,278,050	9,817,542	Capital Construction Bond work
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	51,110	52,810	Unemployment
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability + (add)		To cover incurred liability claims.			
Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	8,668,737	7,425,889	Tax Certiorari Adjustment
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT	For accrued 'employee benefits' due to employees upon termination of service.	1,527,496	1,597,496	Sick and vacation payouts
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	1,954,438	1,760,038	Employee retirement
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 + (add)	TRS RESERVE	Teacher's Retirement Reserve	2,267,004	2,132,444	Teacher retirement

* NYSED Reserve Guidance: http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

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

**Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2024-25. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

Entity Name
BEDS Code
Claim Year

SOUTH ORANGETOWN CSD
500301
2023-2024 SET VALUES



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You Have Selected the 'Official' Data Area.

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District Name: SOUTH ORANGETOWN CSD
Contact Person: GREGORY KERN

District Code: 500301
Telephone: (845) 680-1008
Tel Extension:

School Administrator Salary Disclosure Form

Form Due May 13, 2024

2024-2025 Salary Threshold = \$169,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2024-2025.

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

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

Report Estimated Salaries in the Budget for the 2024-2025 School Year
Sections 1608 and 1716 of the Education Law
(Please read the instructions and definitions before completing this form.)

Table with 4 columns: Title, Salary, Employee Benefits, Other Remuneration. Row 1: Superintendent of Schools, 265,000, 72,161, 6,000. Rows 2-27: Assistant Superintendents with various salary and benefit values.

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Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary

71.	DIRECTOR	200,521
72.	DIRECTOR	189,892
73.	PRINCIPAL	184,818
74.	PRINCIPAL	179,544
75.	PRINCIPAL	179,375
76.	PRINCIPAL	179,271
77.	ASST PRINCIPAL	171,895

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Save & Ready

Equalized Total Assessed Value 6,321,854,550

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	10	788,098	0.01
12350	PUBLIC AUTHORITY - STATE	RPTL 412	2	47,372,922	0.75
13100	CO - GENERALLY	RPTL 406(1)	29	32,365,451	0.51
13500	TOWN - GENERALLY	RPTL 406(1)	62	152,121,228	2.41
13650	VG - GENERALLY	RPTL 406(1)	22	8,183,048	0.13
13800	SCHOOL DISTRICT	RPTL 408	10	139,242,492	2.20
14100	USA - GENERALLY	RPTL 400(1)	1	7,858,546	0.12
14110	USA - SPECIFIED USES	STATE L 54	3	2,541,398	0.04
19950	MUNICIPAL RAILROAD	RPTL 456	4	8,670,114	0.14
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	4,120,122	0.07
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	46	184,325,570	2.92
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	36	323,157,922	5.11
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	600,056	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,217,794	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	1,633,287	0.03
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	13	150,313,007	2.38
25400	FRATERNAL ORGANIZATION	RPTL 428	3	5,397,138	0.09
26100	VETERANS ORGANIZATION	RPTL 452	4	6,085,663	0.10
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	8	17,856,021	0.28
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	17,932,360	0.28
28110	NOT-FOR-PROFIT HOUSING COMPAN	RPTL 422	1	46,309,290	0.73
29650	SOLDIRE MONUMENT CORPORATION	RPTL 442	1	85,321	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	233	2,796,233	0.04
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	25	300,025	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	227	4,540,000	0.07
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	22	440,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	101	3,837,964	0.06
41400	CLERGY	RPTL 460	4	16,840	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	158	34,004,571	0.54
41834	ENHANCED STAR	RPTL 425	658	108,515,519	1.72
41854	BASIC STAR 1999-2000	RPTL 425	2,178	135,521,694	2.14
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	553,326	0.01
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	1,301,285	0.02

Equalized Total Assessed Value 6,321,854,550

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	9	1,975,582	0.03
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	70,166	0.00
Total Exemptions Exclusive of System Exemptions:				1,452,179,887	22.97
Total System Exemptions:				70,166	0.00
Totals:				1,452,250,053	22.97

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

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

Equalized Total Assessed Value 6,321,854,550

School District - 392401 South Orangetown C

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	10	788,098	0.01
12350	PUBLIC AUTHORITY - STATE	RPTL 412	2	47,372,922	0.75
13100	CO - GENERALLY	RPTL 406(1)	29	32,365,451	0.51
13500	TOWN - GENERALLY	RPTL 406(1)	62	152,121,228	2.41
13650	VG - GENERALLY	RPTL 406(1)	22	8,183,048	0.13
13800	SCHOOL DISTRICT	RPTL 408	10	139,242,492	2.20
14100	USA - GENERALLY	RPTL 400(1)	1	7,858,546	0.12
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19950	MUNICIPAL RAILROAD	RPTL 456	4	8,670,114	0.14
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	4,120,122	0.07
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	46	184,325,570	2.92
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	36	323,157,922	5.11
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	600,056	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,217,794	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	1,833,287	0.03
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	13	150,313,007	2.38
25400	FRATERNAL ORGANIZATION	RPTL 428	3	5,397,138	0.09
26100	VETERANS ORGANIZATION	RPTL 452	4	6,085,663	0.10
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	8	17,856,021	0.28
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	17,932,360	0.28
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	46,309,290	0.73
29650	SOLDIRE MONUMENT CORPORATION	RPTL 442	1	85,321	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	233	2,796,233	0.04
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	25	300,025	0.00
41130	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	227	4,540,000	0.07
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	22	440,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	101	3,837,964	0.06
41400	CLERGY	RPTL 460	4	16,840	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	158	34,004,571	0.54
41834	ENHANCED STAR	RPTL 425	658	108,515,519	1.72
41854	BASIC STAR 1999-2000	RPTL 425	2,178	135,521,694	2.14
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	553,326	0.01
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	1,301,285	0.02

Equalized Total Assessed Value 6,321,854,550

School District - 392401 South Orangetown C

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	9	1,975,582	0.03
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	70,166	0.00
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			3,891	1,452,179,887	22.97
Totals:			1	70,166	0.00
			3,892	1,452,250,053	22.97

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

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

Equalized Total Assessed Value 155,138,434

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13650	VG - GENERALLY	RPTL 406(1)	4	2,298,064	1.48
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	84,199	0.05
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	12,001	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	3	60,000	0.04
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	40,000	0.03
41834	ENHANCED STAR	RPTL 425	3	497,613	0.32
41854	BASIC STAR 1999-2000	RPTL 425	22	1,368,906	0.88
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	4,527	0.00
Total Exemptions Exclusive of System Exemptions:				4,365,310	2.81
Total System Exemptions:				0	0.00
Totals:				4,365,310	2.81

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

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

Equalized Total Assessed Value 723,052,181

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	3	79,175	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	1	452,953	0.06
13650	VG - GENERALLY	RPTL 406(1)	18	5,884,984	0.81
13800	SCHOOL DISTRICT	RPTL 408	1	16,552,624	2.29
19950	MUNICIPAL RAILROAD	RPTL 456	1	208,723	0.03
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	1,346,056	0.19
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	5,222,846	0.72
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	2	675,273	0.09
26100	VETERANS ORGANIZATION	RPTL 452	1	382,885	0.05
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	32	384,032	0.05
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	12,001	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	18	360,000	0.05
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	9	331,914	0.05
41800	PERSONS AGE 65 OR OVER	RPTL 467	25	4,173,209	0.58
41834	ENHANCED STAR	RPTL 425	75	12,005,770	1.66
41854	BASIC STAR 1999-2000	RPTL 425	204	12,693,492	1.76
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	86,023	0.01
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	1,296,758	0.18
Total Exemptions Exclusive of System Exemptions:				62,148,718	8.60
Total System Exemptions:				0	0.00
Totals:				62,148,718	8.60

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

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

Equalized Total Assessed Value 5,443,663,935

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	10	788,098	0.01
12350	PUBLIC AUTHORITY - STATE	RPTL 412	2	47,372,922	0.87
13100	CO - GENERALLY	RPTL 406(1)	26	32,286,276	0.59
13500	TOWN - GENERALLY	RPTL 406(1)	61	151,668,275	2.79
13800	SCHOOL DISTRICT	RPTL 408	9	122,689,868	2.25
14100	USA - GENERALLY	RPTL 400(1)	1	7,858,546	0.14
14110	USA - SPECIFIED USES	STATE L 54	3	2,541,398	0.05
19950	MUNICIPAL RAILROAD	RPTL 456	3	8,461,391	0.16
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	2,774,066	0.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	38	179,018,525	3.29
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	34	322,482,649	5.92
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	600,056	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,217,794	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	1,833,287	0.03
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	13	150,313,007	2.76
25400	FRATERNAL ORGANIZATION	RPTL 428	3	5,397,138	0.10
26100	VETERANS ORGANIZATION	RPTL 452	3	5,702,778	0.10
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	8	17,856,021	0.33
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	17,932,360	0.33
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	46,309,290	0.85
29650	SOLDIERS MONUMENT CORPORATION	RPTL 442	1	85,321	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	200	2,400,200	0.04
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	24	288,024	0.01
41130	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	206	4,120,000	0.08
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	22	440,000	0.01
41140	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	91	3,466,050	0.06
41400	CLERGY	RPTL 460	4	16,840	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	133	29,831,362	0.55
41834	ENHANCED STAR	RPTL 425	580	96,012,136	1.76
41854	BASIC STAR 1999-2000	RPTL 425	1,952	121,459,296	2.23
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	467,303	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	9	1,975,582	0.04

Equalized Total Assessed Value 5,443,663,935

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	70,166	0.00
Total Exemptions Exclusive of System Exemptions:				1,385,665,859	25.45
Total System Exemptions:				70,166	0.00
Totals:				1,385,736,025	25.46

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

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

SOUTH ORANGETOWN 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.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	2	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	2	2	—	—
Hispanic or Latino	2	2	2	3
Multiracial	4	4	—	4
White	3	3	—	4
English Language Learner	2	2	2	3
Students with Disabilities	3	3	2	4
Economically Disadvantaged	2	2	2	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	985	139.6	3
	Math	961	160.8	
	Combined	1,946	150.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	121	172.3	4
	Math	121	187.2	
	Combined	242	179.8	
Black or African American	ELA	23	97.8	2
	Math	21	126.2	
	Combined	44	111.4	
Hispanic or Latino	ELA	207	102.7	2
	Math	190	128.4	
	Combined	397	115	
Multiracial	ELA	63	165.9	4
	Math	64	171.9	
	Combined	127	168.9	
White	ELA	571	144.9	3
	Math	565	166	
	Combined	1,136	155.4	
English Language Learner	ELA	71	55.6	2
	Math	66	91.7	
	Combined	137	73	
Students with Disabilities	ELA	176	73.6	3
	Math	170	85.3	
	Combined	346	79.3	
Economically Disadvantaged	ELA	171	97.4	2
	Math	154	117.5	
	Combined	325	106.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,200	114.6	3
	Math	1,206	128.1	
	Combined	2,406	121.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	121	172.3	4
	Math	121	187.2	
	Combined	242	179.8	
Black or African American	ELA	23	97.8	2
	Math	21	126.2	
	Combined	44	111.4	
Hispanic or Latino	ELA	263	80.8	2
	Math	264	92.4	
	Combined	527	86.6	
Multiracial	ELA	68	153.7	4
	Math	70	157.1	
	Combined	138	155.4	
White	ELA	726	114	3
	Math	730	128.5	
	Combined	1,456	121.3	
English Language Learner	ELA	89	44.4	2
	Math	89	68	
	Combined	178	56.2	
Students with Disabilities	ELA	241	53.7	3
	Math	246	58.9	
	Combined	487	56.4	
Economically Disadvantaged	ELA	238	70	2
	Math	239	75.7	
	Combined	477	72.9	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	102	44%	41%	0.9	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—
Black or African American	2	—	—	—	—
Hispanic or Latino	91	44%	40%	0.9	2
Multiracial	1	—	—	—	—
White	3	—	—	—	—
English Language Learner	102	44%	41%	0.9	2
Students with Disabilities	30	39%	23%	0.6	2
Economically Disadvantaged	94	45%	43%	1.0	2

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,682	196	11.7%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	163	17	10.4%	4
Black or African American	29	—	—	—
Hispanic or Latino	389	67	17.2%	3
Multiracial	94	8	8.5%	4
White	1,007	103	10.2%	4
English Language Learner	144	34	23.6%	3
Students with Disabilities	302	56	18.5%	4
Economically Disadvantaged	329	73	22.2%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,276	77.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	128	95.3%
Black or African American	—	23	—
Hispanic or Latino	X	286	74.8%
Multiracial	X	72	87.5%
White	X	767	74.6%
English Language Learner	X	74	77%
Students with Disabilities	X	249	68.7%
Economically Disadvantaged	X	259	68.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,282	75.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	128	95.3%
Black or African American	—	22	—
Hispanic or Latino	X	287	68.6%
Multiracial	X	74	86.5%
White	X	771	73.4%
English Language Learner	X	74	71.6%
Students with Disabilities	X	254	65.4%
Economically Disadvantaged	X	261	61.7%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—
Grade 6	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	3	4	2	3
American Indian or Alaska Native	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	3	3	4	--	4
Black or African American	--	--	--	--	--
Hispanic or Latino	2	2	2	--	2
Multiracial	--	--	--	--	3
White	4	3	4	--	3
English Language Learner	2	2	2	2	2
Students with Disabilities	4	4	4	--	3
Economically Disadvantaged	3	3	3	--	3

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	241	211.2	162.2	4
	Math	63	137.3		
	Science	157	126.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	16	206.3	149.6	3
	Math	8	112.5		
	Science	10	120		
Black or African American	ELA	2	–	–	–
	Math	1	–		
	Science	1	–		
Hispanic or Latino	ELA	38	161.8	125.8	2
	Math	11	95.5		
	Science	23	117.4		
Multiracial	ELA	4	–	–	–
	Math	1	–		
	Science	2	–		
White	ELA	181	222.7	173.6	4
	Math	42	153.6		
	Science	121	129.8		
English Language Learner	ELA	10	55	51.9	2
	Math	4	–		
	Science	6	50		
Students with Disabilities	ELA	35	145.7	148.2	4
	Math	6	141.7		
	Science	13	161.5		
Economically Disadvantaged	ELA	53	169.8	134.6	3
	Math	16	106.3		
	Science	31	124.2		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	245	207.8	114.2	3
	Math	217	39.9		
	Science	232	85.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	16	206.3	122.1	3
	Math	13	69.2		
	Science	16	75		
Black or African American	ELA	2	—	—	—
	Math	2	—		
	Science	1	—		
Hispanic or Latino	ELA	40	153.8	88.4	2
	Math	33	31.8		
	Science	36	75		
Multiracial	ELA	5	170	—	—
	Math	3	—		
	Science	4	—		
White	ELA	182	221.4	120	3
	Math	166	38.9		
	Science	175	89.7		
English Language Learner	ELA	12	45.8	31.8	2
	Math	9	22.2		
	Science	12	25		
Students with Disabilities	ELA	35	145.7	95.6	4
	Math	16	53.1		
	Science	25	84		
Economically Disadvantaged	ELA	55	163.6	95.2	3
	Math	45	37.8		
	Science	49	78.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	261	250	95.8%	96.5%	4
	5-year	252	249	98.8%		
	6-year	294	279	94.9%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	15	15	100%	98.8%	4
	5-year	26	26	100%		
	6-year	28	27	96.4%		
Black or African American	4-year	4	—	—	—	—
	5-year	8	—	—		
	6-year	9	—	—		
Hispanic or Latino	4-year	47	41	87.2%	89.2%	2
	5-year	32	30	93.8%		
	6-year	52	45	86.5%		
Multiracial	4-year	5	—	—	—	—
	5-year	3	—	—		
	6-year	2	—	—		
White	4-year	190	186	97.9%	98.3%	4
	5-year	182	181	99.5%		
	6-year	203	198	97.5%		
English Language Learner	4-year	10	—	—	64.7%	2
	5-year	10	—	—		
	6-year	17	11	64.7%		
Students with Disabilities	4-year	37	33	89.2%	90.1%	4
	5-year	44	44	100%		
	6-year	42	34	81%		
Economically Disadvantaged	4-year	48	42	87.5%	87.9%	3
	5-year	34	33	97.1%		
	6-year	48	38	79.2%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	32	35%	34%	1.0	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	26	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	32	35%	34%	1.0	2
Students with Disabilities	14	—	—	—	—
Economically Disadvantaged	28	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	956	216	22.6%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	78	8	10.3%	4
Black or African American	11	—	—	—
Hispanic or Latino	201	64	31.8%	2
Multiracial	39	10	25.6%	3
White	627	134	21.4%	3
English Language Learner	68	34	50%	2
Students with Disabilities	150	43	28.7%	3
Economically Disadvantaged	220	73	33.2%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	246	98.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—
Black or African American	—	3	—
Hispanic or Latino	—	37	—
Multiracial	—	5	—
White	✓	185	98.9%
English Language Learner	—	7	—
Students with Disabilities	—	36	—
Economically Disadvantaged	✓	52	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	217	28.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	—	2	—
Hispanic or Latino	—	30	—
Multiracial	—	3	—
White	X	169	25.4%
English Language Learner	—	4	—
Students with Disabilities	—	18	—
Economically Disadvantaged	X	42	33.3%

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	209	22	11%	187	89%	28	15%	57	30%	79	42%	23	12%	102	55%
Grade 4	223	30	13%	193	87%	37	19%	69	36%	61	32%	26	13%	87	45%
Grade 5	207	31	15%	176	85%	42	24%	52	30%	62	35%	20	11%	82	47%
Grade 6	209	59	28%	150	72%	42	28%	47	31%	41	27%	20	13%	61	41%
Grade 7	224	64	29%	160	71%	28	18%	45	28%	53	33%	34	21%	87	54%
Grade 8	211	88	42%	123	58%	7	6%	36	29%	53	43%	27	22%	80	65%
Grades 3-8	1,283	294	23%	989	77%	184	19%	306	31%	349	35%	150	15%	499	50%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	209	22	11%	187	89%	28	15%	57	30%	79	42%	23	12%	102	55%
Female	109	7	6%	102	94%	11	11%	28	27%	48	47%	15	15%	63	62%
Male	100	15	15%	85	85%	17	20%	29	34%	31	36%	8	9%	39	46%
General Education Students	153	8	5%	145	95%	12	8%	40	28%	70	48%	23	16%	93	64%
Students with Disabilities	56	14	25%	42	75%	16	38%	17	40%	9	21%	0	0%	9	21%
Asian or Native Hawaiian/Other Pacific Islander	20	2	10%	18	90%	3	17%	5	28%	9	50%	1	6%	10	56%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	53	11	21%	42	79%	11	26%	11	26%	18	43%	2	5%	20	48%
White	114	8	7%	106	93%	12	11%	32	30%	47	44%	15	14%	62	58%
Multiracial	18	1	6%	17	94%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	1	5%	21	95%	2	10%	9	43%	5	24%	5	24%	10	48%
Economically Disadvantaged	41	9	22%	32	78%	10	31%	10	31%	11	34%	1	3%	12	38%
Not Economically Disadvantaged	168	13	8%	155	92%	18	12%	47	30%	68	44%	22	14%	90	58%
English Language Learner	14	3	21%	11	79%	7	64%	3	27%	1	9%	0	0%	1	9%
Non-English Language Learner	195	19	10%	176	90%	21	12%	54	31%	78	44%	23	13%	101	57%
Not in Foster Care	209	22	11%	187	89%	28	15%	57	30%	79	42%	23	12%	102	55%
Not Homeless	209	22	11%	187	89%	28	15%	57	30%	79	42%	23	12%	102	55%
Not Migrant	209	22	11%	187	89%	28	15%	57	30%	79	42%	23	12%	102	55%
Parent Not in Armed Forces	209	22	11%	187	89%	28	15%	57	30%	79	42%	23	12%	102	55%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	223	30	13%	193	87%	37	19%	69	36%	61	32%	26	13%	87	45%
Female	110	15	14%	95	86%	13	14%	29	31%	35	37%	18	19%	53	56%
Male	113	15	13%	98	87%	24	24%	40	41%	26	27%	8	8%	34	35%
General Education Students	184	19	10%	165	90%	22	13%	59	36%	58	35%	26	16%	84	51%
Students with Disabilities	39	11	28%	28	72%	15	54%	10	36%	3	11%	0	0%	3	11%
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	1	5%	6	30%	8	40%	5	25%	13	65%
Black or African American	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
Hispanic or Latino	52	13	25%	39	75%	18	46%	12	31%	5	13%	4	10%	9	23%
White	131	14	11%	117	89%	17	15%	46	39%	40	34%	14	12%	54	46%
Multiracial	14	2	14%	12	86%	0	0%	3	25%	6	50%	3	25%	9	75%
Economically Disadvantaged	51	16	31%	35	69%	15	43%	15	43%	5	14%	0	0%	5	14%
Not Economically Disadvantaged	172	14	8%	158	92%	22	14%	54	34%	56	35%	26	16%	82	52%
English Language Learner	20	4	20%	16	80%	11	69%	4	25%	1	6%	0	0%	1	6%
Non-English Language Learner	203	26	13%	177	87%	26	15%	65	37%	60	34%	26	15%	86	49%
Not in Foster Care	223	30	13%	193	87%	37	19%	69	36%	61	32%	26	13%	87	45%
Homeless	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Not Homeless	220	29	13%	191	87%	–	–	–	–	–	–	–	–	–	–
Not Migrant	223	30	13%	193	87%	37	19%	69	36%	61	32%	26	13%	87	45%
Parent Not in Armed Forces	223	30	13%	193	87%	37	19%	69	36%	61	32%	26	13%	87	45%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	207	31	15%	176	85%	42	24%	52	30%	62	35%	20	11%	82	47%
Female	104	13	13%	91	88%	20	22%	28	31%	30	33%	13	14%	43	47%
Male	103	18	17%	85	83%	22	26%	24	28%	32	38%	7	8%	39	46%
General Education Students	161	19	12%	142	88%	22	15%	42	30%	60	42%	18	13%	78	55%
Students with Disabilities	46	12	26%	34	74%	20	59%	10	29%	2	6%	2	6%	4	12%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	4	16%	6	24%	14	56%	1	4%	15	60%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	43	5	12%	38	88%	18	47%	14	37%	2	5%	4	11%	6	16%
White	125	24	19%	101	81%	16	16%	30	30%	41	41%	14	14%	55	54%
Multiracial	11	2	18%	9	82%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	2	14%	12	86%	4	33%	2	17%	5	42%	1	8%	6	50%
Economically Disadvantaged	34	4	12%	30	88%	13	43%	9	30%	7	23%	1	3%	8	27%
Not Economically Disadvantaged	173	27	16%	146	84%	29	20%	43	29%	55	38%	19	13%	74	51%
English Language Learner	11	3	27%	8	73%	5	63%	3	38%	0	0%	0	0%	0	0%
Non-English Language Learner	196	28	14%	168	86%	37	22%	49	29%	62	37%	20	12%	82	49%
Not in Foster Care	207	31	15%	176	85%	42	24%	52	30%	62	35%	20	11%	82	47%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	205	31	15%	174	85%	—	—	—	—	—	—	—	—	—	—
Not Migrant	207	31	15%	176	85%	42	24%	52	30%	62	35%	20	11%	82	47%
Parent Not in Armed Forces	207	31	15%	176	85%	42	24%	52	30%	62	35%	20	11%	82	47%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	209	59	28%	150	72%	42	28%	47	31%	41	27%	20	13%	61	41%
Female	102	24	24%	78	76%	14	18%	24	31%	25	32%	15	19%	40	51%
Male	107	35	33%	72	67%	28	39%	23	32%	16	22%	5	7%	21	29%
General Education Students	177	46	26%	131	74%	26	20%	45	34%	41	31%	19	15%	60	46%
Students with Disabilities	32	13	41%	19	59%	16	84%	2	11%	0	0%	1	5%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	18	1	6%	17	94%	3	18%	4	24%	3	18%	7	41%	10	59%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	48	12	25%	36	75%	18	50%	9	25%	7	19%	2	6%	9	25%
White	132	45	34%	87	66%	21	24%	30	34%	26	30%	10	11%	36	41%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	0	0%	4	40%	5	50%	1	10%	6	60%
Economically Disadvantaged	44	17	39%	27	61%	17	63%	2	7%	4	15%	4	15%	8	30%
Not Economically Disadvantaged	165	42	25%	123	75%	25	20%	45	37%	37	30%	16	13%	53	43%
English Language Learner	10	3	30%	7	70%	7	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	199	56	28%	143	72%	35	24%	47	33%	41	29%	20	14%	61	43%
Not in Foster Care	209	59	28%	150	72%	42	28%	47	31%	41	27%	20	13%	61	41%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	207	59	29%	148	71%	—	—	—	—	—	—	—	—	—	—
Not Migrant	209	59	28%	150	72%	42	28%	47	31%	41	27%	20	13%	61	41%
Parent Not in Armed Forces	209	59	28%	150	72%	42	28%	47	31%	41	27%	20	13%	61	41%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	224	64	29%	160	71%	28	18%	45	28%	53	33%	34	21%	87	54%
Female	104	34	33%	70	67%	11	16%	11	16%	24	34%	24	34%	48	69%
Male	120	30	25%	90	75%	17	19%	34	38%	29	32%	10	11%	39	43%
General Education Students	172	39	23%	133	77%	20	15%	33	25%	46	35%	34	26%	80	60%
Students with Disabilities	52	25	48%	27	52%	8	30%	12	44%	7	26%	0	0%	7	26%
Asian or Native Hawaiian/Other Pacific Islander	22	2	9%	20	91%	1	5%	2	10%	4	20%	13	65%	17	85%
Black or African American	6	0	0%	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%
Hispanic or Latino	46	14	30%	32	70%	6	19%	15	47%	5	16%	6	19%	11	34%
White	134	43	32%	91	68%	16	18%	24	26%	38	42%	13	14%	51	56%
Multiracial	16	5	31%	11	69%	1	9%	2	18%	6	55%	2	18%	8	73%
Economically Disadvantaged	52	22	42%	30	58%	8	27%	12	40%	4	13%	6	20%	10	33%
Not Economically Disadvantaged	172	42	24%	130	76%	20	15%	33	25%	49	38%	28	22%	77	59%
English Language Learner	10	2	20%	8	80%	5	63%	3	38%	0	0%	0	0%	0	0%
Non-English Language Learner	214	62	29%	152	71%	23	15%	42	28%	53	35%	34	22%	87	57%
Not in Foster Care	224	64	29%	160	71%	28	18%	45	28%	53	33%	34	21%	87	54%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	223	64	29%	159	71%	–	–	–	–	–	–	–	–	–	–
Not Migrant	224	64	29%	160	71%	28	18%	45	28%	53	33%	34	21%	87	54%
Parent Not in Armed Forces	224	64	29%	160	71%	28	18%	45	28%	53	33%	34	21%	87	54%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	211	88	42%	123	58%	7	6%	36	29%	53	43%	27	22%	80	65%
Female	107	44	41%	63	59%	2	3%	16	25%	31	49%	14	22%	45	71%
Male	104	44	42%	60	58%	5	8%	20	33%	22	37%	13	22%	35	58%
General Education Students	181	76	42%	105	58%	3	3%	28	27%	47	45%	27	26%	74	70%
Students with Disabilities	30	12	40%	18	60%	4	22%	8	44%	6	33%	0	0%	6	33%
Asian or Native Hawaiian/Other Pacific Islander	22	1	5%	21	95%	0	0%	5	24%	8	38%	8	38%	16	76%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	45	20	44%	25	56%	4	16%	7	28%	12	48%	2	8%	14	56%
White	135	67	50%	68	50%	3	4%	20	29%	30	44%	15	22%	45	66%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	4	44%	3	33%	2	22%	5	56%
Economically Disadvantaged	39	18	46%	21	54%	5	24%	7	33%	6	29%	3	14%	9	43%
Not Economically Disadvantaged	172	70	41%	102	59%	2	2%	29	28%	47	46%	24	24%	71	70%
English Language Learner	9	4	44%	5	56%	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	202	84	42%	118	58%	4	3%	34	29%	53	45%	27	23%	80	68%
Not in Foster Care	211	88	42%	123	58%	7	6%	36	29%	53	43%	27	22%	80	65%
Not Homeless	211	88	42%	123	58%	7	6%	36	29%	53	43%	27	22%	80	65%
Not Migrant	211	88	42%	123	58%	7	6%	36	29%	53	43%	27	22%	80	65%
Parent Not in Armed Forces	211	88	42%	123	58%	7	6%	36	29%	53	43%	27	22%	80	65%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	209	22	11%	187	89%	18	10%	56	30%	95	51%	18	10%	113	60%
Grade 4	223	36	16%	187	84%	23	12%	48	26%	99	53%	17	9%	116	62%
Grade 5	207	29	14%	178	86%	31	17%	43	24%	70	39%	34	19%	104	58%
Grade 6	210	80	38%	130	62%	15	12%	28	22%	66	51%	21	16%	87	67%
Combined 6	210	80	38%	130	62%	15	12%	28	22%	66	51%	21	16%	87	67%
Grade 7	224	73	33%	151	67%	17	11%	39	26%	67	44%	28	19%	95	63%
Regents 7	—	—	—	3	1%	—	—	—	—	—	—	—	—	—	—
Combined 7	224	70	31%	154	69%	—	—	—	—	—	—	—	—	—	—
Grade 8	211	143	68%	68	32%	17	25%	14	21%	37	54%	0	0%	37	54%
Regents 8	—	—	—	63	30%	0	0%	0	0%	2	3%	61	97%	63	100%
Combined 8	211	80	38%	131	62%	17	13%	14	11%	39	30%	61	47%	100	76%
Grades 3-8	1,284	317	25%	967	75%	—	—	—	—	—	—	—	—	—	—

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	209	22	11%	187	89%	18	10%	56	30%	95	51%	18	10%	113	60%
Female	109	8	7%	101	93%	10	10%	35	35%	48	48%	8	8%	56	55%
Male	100	14	14%	86	86%	8	9%	21	24%	47	55%	10	12%	57	66%
General Education Students	153	10	7%	143	93%	2	1%	37	26%	86	60%	18	13%	104	73%
Students with Disabilities	56	12	21%	44	79%	16	36%	19	43%	9	20%	0	0%	9	20%
Asian or Native Hawaiian/Other Pacific Islander	20	0	0%	20	100%	1	5%	6	30%	9	45%	4	20%	13	65%
Black or African American	4	0	0%	4	100%	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	53	10	19%	43	81%	4	9%	16	37%	20	47%	3	7%	23	53%
White	114	11	10%	103	90%	12	12%	25	24%	56	54%	10	10%	66	64%
Multiracial	18	1	6%	17	94%	--	--	--	--	--	--	--	--	--	--
Small Group Total: Race & Ethnicity	22	1	5%	21	95%	1	5%	9	43%	10	48%	1	5%	11	52%
Economically Disadvantaged	41	9	22%	32	78%	5	16%	13	41%	14	44%	0	0%	14	44%
Not Economically Disadvantaged	168	13	8%	155	92%	13	8%	43	28%	81	52%	18	12%	99	64%
English Language Learner	14	3	21%	11	79%	1	9%	9	82%	1	9%	0	0%	1	9%
Non-English Language Learner	195	19	10%	176	90%	17	10%	47	27%	94	53%	18	10%	112	64%
Not in Foster Care	209	22	11%	187	89%	18	10%	56	30%	95	51%	18	10%	113	60%
Not Homeless	209	22	11%	187	89%	18	10%	56	30%	95	51%	18	10%	113	60%
Not Migrant	209	22	11%	187	89%	18	10%	56	30%	95	51%	18	10%	113	60%
Parent Not in Armed Forces	209	22	11%	187	89%	18	10%	56	30%	95	51%	18	10%	113	60%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	223	36	16%	187	84%	23	12%	48	26%	99	53%	17	9%	116	62%
Female	110	17	15%	93	85%	15	16%	26	28%	43	46%	9	10%	52	56%
Male	113	19	17%	94	83%	8	9%	22	23%	56	60%	8	9%	64	68%
General Education Students	184	24	13%	160	87%	9	6%	41	26%	94	59%	16	10%	110	69%
Students with Disabilities	39	12	31%	27	69%	14	52%	7	26%	5	19%	1	4%	6	22%
Asian or Native Hawaiian/Other Pacific Islander	21	2	10%	19	90%	1	5%	6	32%	8	42%	4	21%	12	63%
Black or African American	5	0	0%	5	100%	2	40%	2	40%	1	20%	0	0%	1	20%
Hispanic or Latino	52	13	25%	39	75%	10	26%	11	28%	17	44%	1	3%	18	46%
White	131	19	15%	112	85%	10	9%	29	26%	64	57%	9	8%	73	65%
Multiracial	14	2	14%	12	86%	0	0%	0	0%	9	75%	3	25%	12	100%
Economically Disadvantaged	51	16	31%	35	69%	11	31%	11	31%	13	37%	0	0%	13	37%
Not Economically Disadvantaged	172	20	12%	152	88%	12	8%	37	24%	86	57%	17	11%	103	68%
English Language Learner	20	4	20%	16	80%	7	44%	6	38%	3	19%	0	0%	3	19%
Non-English Language Learner	203	32	16%	171	84%	16	9%	42	25%	96	56%	17	10%	113	66%
Not in Foster Care	223	36	16%	187	84%	23	12%	48	26%	99	53%	17	9%	116	62%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	220	36	16%	184	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	223	36	16%	187	84%	23	12%	48	26%	99	53%	17	9%	116	62%
Parent Not in Armed Forces	223	36	16%	187	84%	23	12%	48	26%	99	53%	17	9%	116	62%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	207	29	14%	178	86%	31	17%	43	24%	70	39%	34	19%	104	58%
Female	104	13	13%	91	88%	20	22%	25	27%	35	38%	11	12%	46	51%
Male	103	16	16%	87	84%	11	13%	18	21%	35	40%	23	26%	58	67%
General Education Students	161	17	11%	144	89%	13	9%	34	24%	67	47%	30	21%	97	67%
Students with Disabilities	46	12	26%	34	74%	18	53%	9	26%	3	9%	4	12%	7	21%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	3	12%	4	16%	9	36%	9	36%	18	72%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	43	4	9%	39	91%	12	31%	12	31%	12	31%	3	8%	15	38%
White	125	23	18%	102	82%	14	14%	26	25%	43	42%	19	19%	62	61%
Multiracial	11	2	18%	9	82%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	2	14%	12	86%	2	17%	1	8%	6	50%	3	25%	9	75%
Economically Disadvantaged	34	5	15%	29	85%	11	38%	10	34%	6	21%	2	7%	8	28%
Not Economically Disadvantaged	173	24	14%	149	86%	20	13%	33	22%	64	43%	32	21%	96	64%
English Language Learner	11	3	27%	8	73%	6	75%	1	13%	1	13%	0	0%	1	13%
Non-English Language Learner	196	26	13%	170	87%	25	15%	42	25%	69	41%	34	20%	103	61%
Not in Foster Care	207	29	14%	178	86%	31	17%	43	24%	70	39%	34	19%	104	58%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	205	29	14%	176	86%	—	—	—	—	—	—	—	—	—	—
Not Migrant	207	29	14%	178	86%	31	17%	43	24%	70	39%	34	19%	104	58%
Parent Not in Armed Forces	207	29	14%	178	86%	31	17%	43	24%	70	39%	34	19%	104	58%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	210	80	38%	130	62%	15	12%	28	22%	66	51%	21	16%	87	67%
Female	103	36	35%	67	65%	8	12%	15	22%	32	48%	12	18%	44	66%
Male	107	44	41%	63	59%	7	11%	13	21%	34	54%	9	14%	43	68%
General Education Students	178	63	35%	115	65%	7	6%	23	20%	65	57%	20	17%	85	74%
Students with Disabilities	32	17	53%	15	47%	8	53%	5	33%	1	7%	1	7%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	18	1	6%	17	94%	3	18%	2	12%	9	53%	3	18%	12	71%
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	49	22	45%	27	55%	9	33%	6	22%	10	37%	2	7%	12	44%
White	132	56	42%	76	58%	3	4%	18	24%	42	55%	13	17%	55	72%
Multiracial	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	0	0%	2	20%	5	50%	3	30%	8	80%
Economically Disadvantaged	45	26	58%	19	42%	7	37%	4	21%	7	37%	1	5%	8	42%
Not Economically Disadvantaged	165	54	33%	111	67%	8	7%	24	22%	59	53%	20	18%	79	71%
English Language Learner	11	5	45%	6	55%	5	83%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	199	75	38%	124	62%	10	8%	27	22%	66	53%	21	17%	87	70%
Not in Foster Care	210	80	38%	130	62%	15	12%	28	22%	66	51%	21	16%	87	67%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	208	79	38%	129	62%	–	–	–	–	–	–	–	–	–	–
Not Migrant	210	80	38%	130	62%	15	12%	28	22%	66	51%	21	16%	87	67%
Parent Not in Armed Forces	210	80	38%	130	62%	15	12%	28	22%	66	51%	21	16%	87	67%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	224	73	33%	151	67%	17	11%	39	26%	67	44%	28	19%	95	63%
Female	104	45	43%	59	57%	3	5%	16	27%	25	42%	15	25%	40	68%
Male	120	28	23%	92	77%	14	15%	23	25%	42	46%	13	14%	55	60%
General Education Students	172	47	27%	125	73%	7	6%	30	24%	60	48%	28	22%	88	70%
Students with Disabilities	52	26	50%	26	50%	10	38%	9	35%	7	27%	0	0%	7	27%
Asian or Native Hawaiian/Other Pacific Islander	22	6	27%	16	73%	1	6%	0	0%	6	38%	9	56%	15	94%
Black or African American	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	46	17	37%	29	63%	6	21%	10	34%	10	34%	3	10%	13	45%
White	134	44	33%	90	67%	9	10%	23	26%	45	50%	13	14%	58	64%
Multiracial	16	4	25%	12	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	6	27%	16	73%	1	6%	6	38%	6	38%	3	19%	9	56%
Economically Disadvantaged	52	24	46%	28	54%	8	29%	10	36%	6	21%	4	14%	10	36%
Not Economically Disadvantaged	172	49	28%	123	72%	9	7%	29	24%	61	50%	24	20%	85	69%
English Language Learner	10	2	20%	8	80%	4	50%	3	38%	1	13%	0	0%	1	13%
Non-English Language Learner	214	71	33%	143	67%	13	9%	36	25%	66	46%	28	20%	94	66%
Not in Foster Care	224	73	33%	151	67%	17	11%	39	26%	67	44%	28	19%	95	63%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	223	73	33%	150	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	224	73	33%	151	67%	17	11%	39	26%	67	44%	28	19%	95	63%
Parent Not in Armed Forces	224	73	33%	151	67%	17	11%	39	26%	67	44%	28	19%	95	63%

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	211	143	68%	68	32%	17	25%	14	21%	37	54%	0	0%	37	54%
Female	107	75	70%	32	30%	9	28%	7	22%	16	50%	0	0%	16	50%
Male	104	68	65%	36	35%	8	22%	7	19%	21	58%	0	0%	21	58%
General Education Students	181	127	70%	54	30%	9	17%	11	20%	34	63%	0	0%	34	63%
Students with Disabilities	30	16	53%	14	47%	8	57%	3	21%	3	21%	0	0%	3	21%
Asian or Native Hawaiian/Other Pacific Islander	22	13	59%	9	41%	1	11%	0	0%	8	89%	0	0%	8	89%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	45	29	64%	16	36%	6	38%	2	13%	8	50%	0	0%	8	50%
White	135	98	73%	37	27%	6	16%	12	32%	19	51%	0	0%	19	51%
Multiracial	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	4	67%	0	0%	2	33%	0	0%	2	33%
Economically Disadvantaged	39	29	74%	10	26%	4	40%	1	10%	5	50%	0	0%	5	50%
Not Economically Disadvantaged	172	114	66%	58	34%	13	22%	13	22%	32	55%	0	0%	32	55%
English Language Learner	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	202	138	68%	64	32%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	211	143	68%	68	32%	17	25%	14	21%	37	54%	0	0%	37	54%
Not Homeless	211	143	68%	68	32%	17	25%	14	21%	37	54%	0	0%	37	54%
Not Migrant	211	143	68%	68	32%	17	25%	14	21%	37	54%	0	0%	37	54%
Parent Not in Armed Forces	211	143	68%	68	32%	17	25%	14	21%	37	54%	0	0%	37	54%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	211	159	75%	52	25%	3	6%	18	35%	22	42%	9	17%	31	60%
Regents 8	—	—	—	118	56%	0	0%	0	0%	11	9%	107	91%	118	100%
Combined 8	211	41	19%	170	81%	3	2%	18	11%	33	19%	116	68%	149	88%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	211	159	75%	52	25%	3	6%	18	35%	22	42%	9	17%	31	60%
Female	107	83	78%	24	22%	3	13%	7	29%	12	50%	2	8%	14	58%
Male	104	76	73%	28	27%	0	0%	11	39%	10	36%	7	25%	17	61%
General Education Students	181	139	77%	42	23%	0	0%	15	36%	19	45%	8	19%	27	64%
Students with Disabilities	30	20	67%	10	33%	3	30%	3	30%	3	30%	1	10%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	22	19	86%	3	14%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	45	27	60%	18	40%	1	6%	7	39%	6	33%	4	22%	10	56%
White	135	107	79%	28	21%	2	7%	8	29%	13	46%	5	18%	18	64%
Multiracial	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	31	25	81%	6	19%	0	0%	3	50%	3	50%	0	0%	3	50%
Economically Disadvantaged	39	26	67%	13	33%	1	8%	7	54%	3	23%	2	15%	5	38%
Not Economically Disadvantaged	172	133	77%	39	23%	2	5%	11	28%	19	49%	7	18%	26	67%
English Language Learner	9	4	44%	5	56%	2	40%	3	60%	0	0%	0	0%	0	0%
Non-English Language Learner	202	155	77%	47	23%	1	2%	15	32%	22	47%	9	19%	31	66%
Not in Foster Care	211	159	75%	52	25%	3	6%	18	35%	22	42%	9	17%	31	60%
Not Homeless	211	159	75%	52	25%	3	6%	18	35%	22	42%	9	17%	31	60%
Not Migrant	211	159	75%	52	25%	3	6%	18	35%	22	42%	9	17%	31	60%
Parent Not in Armed Forces	211	159	75%	52	25%	3	6%	18	35%	22	42%	9	17%	31	60%

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)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	219	1	0%	5	2%	26	12%	28	13%	159	73%	213	97%
Female	117	0	0%	3	3%	17	15%	13	11%	84	72%	114	97%
Male	102	1	1%	2	2%	9	9%	15	15%	75	74%	99	97%
General Education Students	183	1	1%	3	2%	15	8%	20	11%	144	79%	179	98%
Students with Disabilities	36	0	0%	2	6%	11	31%	8	22%	15	42%	34	94%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	0	0%	0	0%	15	100%	15	100%
Black or African American	3	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	53	1	2%	4	8%	14	26%	9	17%	25	47%	48	91%
White	136	0	0%	0	0%	11	8%	19	14%	106	78%	136	100%
Multiracial	12	--	--	--	--	--	--	--	--	--	--	--	--
Small Group Total: Race & Ethnicity	15	0	0%	1	7%	1	7%	0	0%	13	87%	14	93%
Economically Disadvantaged	49	1	2%	4	8%	14	29%	6	12%	24	49%	44	90%
Not Economically Disadvantaged	170	0	0%	1	1%	12	7%	22	13%	135	79%	169	99%
English Language Learner	6	1	17%	3	50%	2	33%	0	0%	0	0%	2	33%
Non-English Language Learner	213	0	0%	2	1%	24	11%	28	13%	159	75%	211	99%
Not in Foster Care	219	1	0%	5	2%	26	12%	28	13%	159	73%	213	97%
Not Homeless	219	1	0%	5	2%	26	12%	28	13%	159	73%	213	97%
Not Migrant	219	1	0%	5	2%	26	12%	28	13%	159	73%	213	97%
Parent Not in Armed Forces	219	1	0%	5	2%	26	12%	28	13%	159	73%	213	97%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	14	5%	17	7%	83	32%	70	27%	76	29%	229	88%
Female	142	6	4%	7	5%	45	32%	34	24%	50	35%	129	91%
Male	118	8	7%	10	8%	38	32%	36	31%	26	22%	100	85%
General Education Students	210	5	2%	9	4%	61	29%	61	29%	74	35%	196	93%
Students with Disabilities	50	9	18%	8	16%	22	44%	9	18%	2	4%	33	66%
Asian or Native Hawaiian/Other Pacific Islander	22	1	5%	1	5%	1	5%	1	5%	18	82%	20	91%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	62	8	13%	10	16%	19	31%	17	27%	8	13%	44	71%
White	163	5	3%	4	2%	57	35%	49	30%	48	29%	154	94%
Multiracial	10	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	0	0%	2	15%	6	46%	3	23%	2	15%	11	85%
Economically Disadvantaged	67	10	15%	11	16%	23	34%	12	18%	11	16%	46	69%
Not Economically Disadvantaged	193	4	2%	6	3%	60	31%	58	30%	65	34%	183	95%
English Language Learner	21	7	33%	7	33%	7	33%	0	0%	0	0%	7	33%
Non-English Language Learner	239	7	3%	10	4%	76	32%	70	29%	76	32%	222	93%
Not in Foster Care	260	14	5%	17	7%	83	32%	70	27%	76	29%	229	88%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	257	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	260	14	5%	17	7%	83	32%	70	27%	76	29%	229	88%
Parent Not in Armed Forces	260	14	5%	17	7%	83	32%	70	27%	76	29%	229	88%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	161	17	11%	29	18%	53	33%	17	11%	45	28%	115	71%
Female	84	9	11%	16	19%	26	31%	8	10%	25	30%	59	70%
Male	77	8	10%	13	17%	27	35%	9	12%	20	26%	56	73%
General Education Students	152	13	9%	28	18%	50	33%	17	11%	44	29%	111	73%
Students with Disabilities	9	4	44%	1	11%	3	33%	0	0%	1	11%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	3	17%	4	22%	1	6%	10	56%	15	83%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	4	21%	4	21%	7	37%	3	16%	1	5%	11	58%
White	116	12	10%	20	17%	39	34%	13	11%	32	28%	84	72%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	2	25%	3	38%	0	0%	2	25%	5	63%
Economically Disadvantaged	23	4	17%	6	26%	8	35%	2	9%	3	13%	13	57%
Not Economically Disadvantaged	138	13	9%	23	17%	45	33%	15	11%	42	30%	102	74%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	158	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	161	17	11%	29	18%	53	33%	17	11%	45	28%	115	71%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	160	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	161	17	11%	29	18%	53	33%	17	11%	45	28%	115	71%
Parent Not in Armed Forces	161	17	11%	29	18%	53	33%	17	11%	45	28%	115	71%

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	163	14	9%	18	11%	65	40%	36	22%	30	18%	131	80%
Female	94	11	12%	11	12%	42	45%	18	19%	12	13%	72	77%
Male	69	3	4%	7	10%	23	33%	18	26%	18	26%	59	86%
General Education Students	152	11	7%	15	10%	62	41%	36	24%	28	18%	126	83%
Students with Disabilities	11	3	27%	3	27%	3	27%	0	0%	2	18%	5	45%
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	1	5%	7	33%	7	33%	6	29%	20	95%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	3	16%	3	16%	10	53%	2	11%	1	5%	13	68%
White	110	10	9%	13	12%	43	39%	24	22%	20	18%	87	79%
Multiracial	12	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	1	8%	1	8%	5	38%	3	23%	3	23%	11	85%
Economically Disadvantaged	28	4	14%	3	11%	13	46%	4	14%	4	14%	21	75%
Not Economically Disadvantaged	135	10	7%	15	11%	52	39%	32	24%	26	19%	110	81%
Non-English Language Learner	163	14	9%	18	11%	65	40%	36	22%	30	18%	131	80%
Not in Foster Care	163	14	9%	18	11%	65	40%	36	22%	30	18%	131	80%
Not Homeless	163	14	9%	18	11%	65	40%	36	22%	30	18%	131	80%
Not Migrant	163	14	9%	18	11%	65	40%	36	22%	30	18%	131	80%
Parent Not in Armed Forces	163	14	9%	18	11%	65	40%	36	22%	30	18%	131	80%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	243	11	5%	11	5%	95	39%	126	52%	221	91%
Female	134	9	7%	5	4%	48	36%	72	54%	120	90%
Male	109	2	2%	6	6%	47	43%	54	50%	101	93%
General Education Students	206	5	2%	4	2%	76	37%	121	59%	197	96%
Students with Disabilities	37	6	16%	7	19%	19	51%	5	14%	24	65%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	0	0%	3	18%	14	82%	17	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	9	16%	5	9%	19	35%	22	40%	41	75%
White	160	1	1%	5	3%	69	43%	85	53%	154	96%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	1	9%	4	36%	5	45%	9	82%
Economically Disadvantaged	49	6	12%	7	14%	18	37%	18	37%	36	73%
Not Economically Disadvantaged	194	5	3%	4	2%	77	40%	108	56%	185	95%
English Language Learner	17	8	47%	4	24%	5	29%	0	0%	5	29%
Non-English Language Learner	226	3	1%	7	3%	90	40%	126	56%	216	96%
Not in Foster Care	243	11	5%	11	5%	95	39%	126	52%	221	91%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	240	—	—	—	—	—	—	—	—	—	—
Not Migrant	243	11	5%	11	5%	95	39%	126	52%	221	91%
Parent Not in Armed Forces	243	11	5%	11	5%	95	39%	126	52%	221	91%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	169	0	0%	5	3%	37	22%	127	75%	164	97%
Female	89	0	0%	2	2%	20	22%	67	75%	87	98%
Male	80	0	0%	3	4%	17	21%	60	75%	77	96%
General Education Students	150	0	0%	5	3%	28	19%	117	78%	145	97%
Students with Disabilities	19	0	0%	0	0%	9	47%	10	53%	19	100%
Asian or Native Hawaiian/Other Pacific Islander	22	0	0%	0	0%	3	14%	19	86%	22	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	0	0%	1	6%	6	33%	11	61%	17	94%
White	118	0	0%	4	3%	22	19%	92	78%	114	97%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	6	55%	5	45%	11	100%
Economically Disadvantaged	24	0	0%	2	8%	9	38%	13	54%	22	92%
Not Economically Disadvantaged	145	0	0%	3	2%	28	19%	114	79%	142	98%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	168	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	169	0	0%	5	3%	37	22%	127	75%	164	97%
Not Homeless	169	0	0%	5	3%	37	22%	127	75%	164	97%
Not Migrant	169	0	0%	5	3%	37	22%	127	75%	164	97%
Parent Not in Armed Forces	169	0	0%	5	3%	37	22%	127	75%	164	97%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	177	10	6%	35	20%	102	58%	30	17%	132	75%
Female	94	8	9%	19	20%	51	54%	16	17%	67	71%
Male	83	2	2%	16	19%	51	61%	14	17%	65	78%
General Education Students	167	8	5%	33	20%	97	58%	29	17%	126	75%
Students with Disabilities	10	2	20%	2	20%	5	50%	1	10%	6	60%
Asian or Native Hawaiian/Other Pacific Islander	24	1	4%	4	17%	10	42%	9	38%	19	79%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	3	12%	8	32%	12	48%	2	8%	14	56%
White	118	6	5%	21	18%	76	64%	15	13%	91	77%
Multiracial	7	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	2	20%	4	40%	4	40%	8	80%
Economically Disadvantaged	34	3	9%	11	32%	16	47%	4	12%	20	59%
Not Economically Disadvantaged	143	7	5%	24	17%	86	60%	26	18%	112	78%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	176	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	177	10	6%	35	20%	102	58%	30	17%	132	75%
Not Homeless	177	10	6%	35	20%	102	58%	30	17%	132	75%
Not Migrant	177	10	6%	35	20%	102	58%	30	17%	132	75%
Parent Not in Armed Forces	177	10	6%	35	20%	102	58%	30	17%	132	75%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	91	10	11%	9	10%	41	45%	31	34%	72	79%
Female	33	7	21%	5	15%	14	42%	7	21%	21	64%
Male	58	3	5%	4	7%	27	47%	24	41%	51	88%
General Education Students	85	10	12%	9	11%	38	45%	28	33%	66	78%
Students with Disabilities	6	0	0%	0	0%	3	50%	3	50%	6	100%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	6	46%	1	8%	4	31%	2	15%	6	46%
White	65	4	6%	8	12%	31	48%	22	34%	53	82%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	0	0%	6	46%	7	54%	13	100%
Economically Disadvantaged	14	5	36%	1	7%	3	21%	5	36%	8	57%
Not Economically Disadvantaged	77	5	6%	8	10%	38	49%	26	34%	64	83%
Non-English Language Learner	91	10	11%	9	10%	41	45%	31	34%	72	79%
Not in Foster Care	91	10	11%	9	10%	41	45%	31	34%	72	79%
Not Homeless	91	10	11%	9	10%	41	45%	31	34%	72	79%
Not Migrant	91	10	11%	9	10%	41	45%	31	34%	72	79%
Parent Not in Armed Forces	91	10	11%	9	10%	41	45%	31	34%	72	79%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	235	5	2%	8	3%	57	24%	45	19%	120	51%	222	94%
Female	118	3	3%	3	3%	31	26%	24	20%	57	48%	112	95%
Male	117	2	2%	5	4%	26	22%	21	18%	63	54%	110	94%
General Education Students	199	2	1%	4	2%	37	19%	40	20%	116	58%	193	97%
Students with Disabilities	36	3	8%	4	11%	20	56%	5	14%	4	11%	29	81%
Asian or Native Hawaiian/Other Pacific Islander	29	0	0%	1	3%	4	14%	1	3%	23	79%	28	97%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	42	3	7%	2	5%	17	40%	9	21%	11	26%	37	88%
White	149	2	1%	5	3%	33	22%	32	21%	77	52%	142	95%
Multiracial	11	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	0	0%	0	0%	3	20%	3	20%	9	60%	15	100%
Economically Disadvantaged	60	3	5%	5	8%	23	38%	8	13%	21	35%	52	87%
Not Economically Disadvantaged	175	2	1%	3	2%	34	19%	37	21%	99	57%	170	97%
English Language Learner	14	1	7%	5	36%	7	50%	1	7%	0	0%	8	57%
Non-English Language Learner	221	4	2%	3	1%	50	23%	44	20%	120	54%	214	97%
Not in Foster Care	235	5	2%	8	3%	57	24%	45	19%	120	51%	222	94%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	233	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	235	5	2%	8	3%	57	24%	45	19%	120	51%	222	94%
Parent Not in Armed Forces	235	5	2%	8	3%	57	24%	45	19%	120	51%	222	94%

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	206	0	0%	5	2%	46	22%	70	34%	85	41%	201	98%
Female	109	0	0%	3	3%	31	28%	38	35%	37	34%	106	97%
Male	97	0	0%	2	2%	15	15%	32	33%	48	49%	95	98%
General Education Students	175	0	0%	4	2%	28	16%	63	36%	80	46%	171	98%
Students with Disabilities	31	0	0%	1	3%	18	58%	7	23%	5	16%	30	97%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	0	0%	1	7%	13	93%	14	100%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	47	0	0%	3	6%	20	43%	12	26%	12	26%	44	94%
White	131	0	0%	2	2%	24	18%	55	42%	50	38%	129	98%
Multiracial	11	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	14	0	0%	0	0%	2	14%	2	14%	10	71%	14	100%
Economically Disadvantaged	41	0	0%	2	5%	19	46%	10	24%	10	24%	39	95%
Not Economically Disadvantaged	165	0	0%	3	2%	27	16%	60	36%	75	45%	162	98%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	205	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	206	0	0%	5	2%	46	22%	70	34%	85	41%	201	98%
Not Homeless	206	0	0%	5	2%	46	22%	70	34%	85	41%	201	98%
Not Migrant	206	0	0%	5	2%	46	22%	70	34%	85	41%	201	98%
Parent Not in Armed Forces	206	0	0%	5	2%	46	22%	70	34%	85	41%	201	98%

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

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

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

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

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	251	10	4%	241	96%	5	2%	9	4%	27	11%	200	80%	227	90%
Female	117	2	2%	115	98%	1	1%	3	3%	13	11%	98	84%	111	95%
Male	134	8	6%	126	94%	4	3%	6	4%	14	10%	102	76%	116	87%
General Education Students	214	6	3%	208	97%	3	1%	3	1%	19	9%	183	86%	202	94%
Students with Disabilities	37	4	11%	33	89%	2	5%	6	16%	8	22%	17	46%	25	68%
Asian or Native Hawaiian/Other Pacific Islander	17	1	6%	16	94%	0	0%	2	12%	1	6%	13	76%	14	82%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	3	7%	38	93%	4	10%	5	12%	5	12%	24	59%	29	71%
White	186	5	3%	181	97%	1	1%	2	1%	19	10%	159	85%	178	96%
Multiracial	5	1	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	2	29%	4	57%	6	86%
Economically Disadvantaged	58	5	9%	53	91%	4	7%	6	10%	9	16%	34	59%	43	74%
Not Economically Disadvantaged	193	5	3%	188	97%	1	1%	3	2%	18	9%	166	86%	184	95%
English Language Learner	10	3	30%	7	70%	3	30%	3	30%	1	10%	0	0%	1	10%
Non-English Language Learner	241	7	3%	234	97%	2	1%	6	2%	26	11%	200	83%	226	94%
Not in Foster Care	251	10	4%	241	96%	5	2%	9	4%	27	11%	200	80%	227	90%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	8	—	240	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	10	4%	241	96%	5	2%	9	4%	27	11%	200	80%	227	90%
Parent Not in Armed Forces	251	10	4%	241	96%	5	2%	9	4%	27	11%	200	80%	227	90%

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	3	3	100	0	0
Female	1	1	100	0	0
Male	2	2	100	0	0
General Education Students	3	3	100	0	0
White	2	2	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	3	3	100	0	0
Not Homeless	3	3	100	0	0
Not Migrant	3	3	100	0	0
Parent Not in Armed Forces	3	3	100	0	0

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	251	135	54%	116	46%	4	2%	4	2%	16	6%	92	37%	108	43%
Female	117	60	51%	57	49%	2	2%	2	2%	9	8%	44	38%	53	45%
Male	134	75	56%	59	44%	2	1%	2	1%	7	5%	48	36%	55	41%
General Education Students	214	104	49%	110	51%	3	1%	3	1%	16	7%	88	41%	104	49%
Students with Disabilities	37	31	84%	6	16%	1	3%	1	3%	0	0%	4	11%	4	11%
Asian or Native Hawaiian/Other Pacific Islander	17	7	41%	10	59%	1	6%	0	0%	3	18%	6	35%	9	53%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	26	63%	15	37%	1	2%	2	5%	5	12%	7	17%	12	29%
White	186	97	52%	89	48%	2	1%	1	1%	8	4%	78	42%	86	46%
Multiracial	5	4	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	5	71%	2	29%	0	0%	1	14%	0	0%	1	14%	1	14%
Economically Disadvantaged	58	39	67%	19	33%	2	3%	2	3%	8	14%	7	12%	15	26%
Not Economically Disadvantaged	193	96	50%	97	50%	2	1%	2	1%	8	4%	85	44%	93	48%
English Language Learner	10	7	70%	3	30%	0	0%	1	10%	2	20%	0	0%	2	20%
Non-English Language Learner	241	128	53%	113	47%	4	2%	3	1%	14	6%	92	38%	106	44%
Not in Foster Care	251	135	54%	116	46%	4	2%	4	2%	16	6%	92	37%	108	43%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	133	—	115	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	135	54%	116	46%	4	2%	4	2%	16	6%	92	37%	108	43%
Parent Not in Armed Forces	251	135	54%	116	46%	4	2%	4	2%	16	6%	92	37%	108	43%

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	239	127	53	112	47
Female	115	59	51	56	49
Male	124	68	55	56	45
General Education Students	207	100	48	107	52
Students with Disabilities	32	27	84	5	16
Asian or Native Hawaiian/Other Pacific Islander	15	6	40	9	60
Black or African American	2	1	50	1	50
Hispanic or Latino	34	22	65	12	35
White	183	94	51	89	49
Multiracial	5	4	80	1	20
Economically Disadvantaged	49	34	69	15	31
Not Economically Disadvantaged	190	93	49	97	51
English Language Learner	4	4	100	0	0
Non-English Language Learner	235	123	52	112	48
Not in Foster Care	239	127	53	112	47
Homeless	1	1	100	0	0
Not Homeless	238	126	53	112	47
Not Migrant	239	127	53	112	47
Parent Not in Armed Forces	239	127	53	112	47

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	251	55	22%	196	78%	11	4%	14	6%	52	21%	119	47%	171	68%
Female	117	25	21%	92	79%	3	3%	6	5%	28	24%	55	47%	83	71%
Male	134	30	22%	104	78%	8	6%	8	6%	24	18%	64	48%	88	66%
General Education Students	214	32	15%	182	85%	10	5%	10	5%	45	21%	117	55%	162	76%
Students with Disabilities	37	23	62%	14	38%	1	3%	4	11%	7	19%	2	5%	9	24%
Asian or Native Hawaiian/Other Pacific Islander	17	5	29%	12	71%	1	6%	1	6%	4	24%	6	35%	10	59%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	16	39%	25	61%	7	17%	2	5%	5	12%	11	27%	16	39%
White	186	33	18%	153	82%	3	2%	9	5%	41	22%	100	54%	141	76%
Multiracial	5	1	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	2	29%	2	29%	2	29%	4	57%
Economically Disadvantaged	58	25	43%	33	57%	5	9%	5	9%	11	19%	12	21%	23	40%
Not Economically Disadvantaged	193	30	16%	163	84%	6	3%	9	5%	41	21%	107	55%	148	77%
English Language Learner	10	6	60%	4	40%	2	20%	1	10%	1	10%	0	0%	1	10%
Non-English Language Learner	241	49	20%	192	80%	9	4%	13	5%	51	21%	119	49%	170	71%
Not in Foster Care	251	55	22%	196	78%	11	4%	14	6%	52	21%	119	47%	171	68%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	53	—	195	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	55	22%	196	78%	11	4%	14	6%	52	21%	119	47%	171	68%
Parent Not in Armed Forces	251	55	22%	196	78%	11	4%	14	6%	52	21%	119	47%	171	68%

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	239	48	20	191	80
Female	115	24	21	91	79
Male	124	24	19	100	81
General Education Students	207	30	14	177	86
Students with Disabilities	32	18	56	14	44
Asian or Native Hawaiian/Other Pacific Islander	15	3	20	12	80
Black or African American	2	0	0	2	100
Hispanic or Latino	34	14	41	20	59
White	183	30	16	153	84
Multiracial	5	1	20	4	80
Economically Disadvantaged	49	21	43	28	57
Not Economically Disadvantaged	190	27	14	163	86
English Language Learner	4	4	100	0	0
Non-English Language Learner	235	44	19	191	81
Not in Foster Care	239	48	20	191	80
Homeless	1	1	100	0	0
Not Homeless	238	47	20	191	80
Not Migrant	239	48	20	191	80
Parent Not in Armed Forces	239	48	20	191	80

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	251	196	78%	55	22%	0	0%	2	1%	50	20%	3	1%	53	21%
Female	117	92	79%	25	21%	0	0%	0	0%	24	21%	1	1%	25	21%
Male	134	104	78%	30	22%	0	0%	2	1%	26	19%	2	1%	28	21%
General Education Students	214	161	75%	53	25%	0	0%	1	0%	49	23%	3	1%	52	24%
Students with Disabilities	37	35	95%	2	5%	0	0%	1	3%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	17	13	76%	4	24%	0	0%	0	0%	4	24%	0	0%	4	24%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	33	80%	8	20%	0	0%	1	2%	6	15%	1	2%	7	17%
White	186	145	78%	41	22%	0	0%	0	0%	39	21%	2	1%	41	22%
Multiracial	5	4	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	5	71%	2	29%	0	0%	1	14%	1	14%	0	0%	1	14%
Economically Disadvantaged	58	51	88%	7	12%	0	0%	1	2%	5	9%	1	2%	6	10%
Not Economically Disadvantaged	193	145	75%	48	25%	0	0%	1	1%	45	23%	2	1%	47	24%
English Language Learner	10	8	80%	2	20%	0	0%	1	10%	1	10%	0	0%	1	10%
Non-English Language Learner	241	188	78%	53	22%	0	0%	1	0%	49	20%	3	1%	52	22%
Not in Foster Care	251	196	78%	55	22%	0	0%	2	1%	50	20%	3	1%	53	21%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	194	—	54	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	196	78%	55	22%	0	0%	2	1%	50	20%	3	1%	53	21%
Parent Not in Armed Forces	251	196	78%	55	22%	0	0%	2	1%	50	20%	3	1%	53	21%

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	237	188	79	49	21
Female	113	90	80	23	20
Male	124	98	79	26	21
General Education Students	204	156	76	48	24
Students with Disabilities	33	32	97	1	3
Asian or Native Hawaiian/Other Pacific Islander	15	11	73	4	27
Black or African American	1	1	100	0	0
Hispanic or Latino	36	31	86	5	14
White	181	142	78	39	22
Multiracial	4	3	75	1	25
Economically Disadvantaged	50	46	92	4	8
Not Economically Disadvantaged	187	142	76	45	24
English Language Learner	6	6	100	0	0
Non-English Language Learner	231	182	79	49	21
Not in Foster Care	237	188	79	49	21
Homeless	2	2	100	0	0
Not Homeless	235	186	79	49	21
Not Migrant	237	188	79	49	21
Parent Not in Armed Forces	237	188	79	49	21

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	251	189	75%	62	25%	0	0%	3	1%	59	24%	0	0%	59	24%
Female	117	89	76%	28	24%	0	0%	1	1%	27	23%	0	0%	27	23%
Male	134	100	75%	34	25%	0	0%	2	1%	32	24%	0	0%	32	24%
General Education Students	214	157	73%	57	27%	0	0%	0	0%	57	27%	0	0%	57	27%
Students with Disabilities	37	32	86%	5	14%	0	0%	3	8%	2	5%	0	0%	2	5%
Asian or Native Hawaiian/Other Pacific Islander	17	14	82%	3	18%	0	0%	1	6%	2	12%	0	0%	2	12%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	35	85%	6	15%	0	0%	1	2%	5	12%	0	0%	5	12%
White	186	136	73%	50	27%	0	0%	0	0%	50	27%	0	0%	50	27%
Multiracial	5	3	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	4	57%	3	43%	0	0%	1	14%	2	29%	0	0%	2	29%
Economically Disadvantaged	58	53	91%	5	9%	0	0%	1	2%	4	7%	0	0%	4	7%
Not Economically Disadvantaged	193	136	70%	57	30%	0	0%	2	1%	55	28%	0	0%	55	28%
English Language Learner	10	8	80%	2	20%	0	0%	2	20%	0	0%	0	0%	0	0%
Non-English Language Learner	241	181	75%	60	25%	0	0%	1	0%	59	24%	0	0%	59	24%
Not in Foster Care	251	189	75%	62	25%	0	0%	3	1%	59	24%	0	0%	59	24%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	187	—	61	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	189	75%	62	25%	0	0%	3	1%	59	24%	0	0%	59	24%
Parent Not in Armed Forces	251	189	75%	62	25%	0	0%	3	1%	59	24%	0	0%	59	24%

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	233	178	76	55	24
Female	112	87	78	25	22
Male	121	91	75	30	25
General Education Students	206	151	73	55	27
Students with Disabilities	27	27	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	13	12	92	1	8
Black or African American	1	1	100	0	0
Hispanic or Latino	34	30	88	4	12
White	180	132	73	48	27
Multiracial	5	3	60	2	40
Economically Disadvantaged	49	46	94	3	6
Not Economically Disadvantaged	184	132	72	52	28
English Language Learner	3	3	100	0	0
Non-English Language Learner	230	175	76	55	24
Not in Foster Care	233	178	76	55	24
Not Homeless	233	178	76	55	24
Not Migrant	233	178	76	55	24
Parent Not in Armed Forces	233	178	76	55	24

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

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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 3 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4 ELA	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	12	11	92%	1	8%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	12	11	92%	1	8%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	12	11	92%	1	8%	—	—	—	—	—	—	—	—	—	—

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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	2,790	\$2,853,232	\$1,023	\$83,544,498	\$29,944	\$86,397,730	\$30,967
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	276	29	11%	4	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	273	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	240	96%	128	51%	111	44%	1	0%	0	0%	10	4%	0	0%	1	0%
Female	117	115	98%	68	58%	47	40%	0	0%	0	0%	2	2%	0	0%	0	0%
Male	134	125	93%	60	45%	64	48%	1	1%	0	0%	8	6%	0	0%	1	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	214	207	97%	123	57%	84	39%	0	0%	0	0%	6	3%	0	0%	1	0%
Students with Disabilities	37	33	89%	5	14%	27	73%	1	3%	0	0%	4	11%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	17	16	94%	8	47%	8	47%	0	0%	0	0%	1	6%	0	0%	0	0%
Black or African American	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	41	34	83%	14	34%	19	46%	1	2%	0	0%	6	15%	0	0%	1	2%
White	186	183	98%	105	56%	78	42%	0	0%	0	0%	3	2%	0	0%	0	0%
Multiracial	5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	58	50	86%	18	31%	31	53%	1	2%	0	0%	7	12%	0	0%	1	2%
Not Economically Disadvantaged	193	190	98%	110	57%	80	41%	0	0%	0	0%	3	2%	0	0%	0	0%
English Language Learner	10	4	40%	0	0%	3	30%	1	10%	0	0%	5	50%	0	0%	1	10%
Non-English Language Learner	241	236	98%	128	53%	108	45%	0	0%	0	0%	5	2%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	251	240	96%	128	51%	111	44%	1	0%	0	0%	10	4%	0	0%	1	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	251	240	96%	128	51%	111	44%	1	0%	0	0%	10	4%	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	251	240	96%	128	51%	111	44%	1	0%	0	0%	10	4%	0	0%	1	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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THIS DOCUMENT WAS CREATED ON: APRIL 30, 2024, 10:42 AM EST

