

2022-2023 PROPOSED BUDGET

May 17, 2022



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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.

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 Superintendent

In April, the South Orangetown Central School District Board of Education adopted an expenditure budget for the 2022-23 school year in the amount of \$101,554,865. The proposed school budget preserves comprehensive, high-quality educational programs and services for our students while remaining within the state-mandated tax cap.

Key considerations for 2022-23 budget development:

Preservation of programs and personnel to ensure that all students meet or exceed annual targets for academic performance and college- and/or career-readiness;

Services and supports to effectively address spiking academic, mental health and basic student needs, such as food and clothing, resulting from the pandemic and longer-term demographic changes in our community;

Capacity to accommodate projected enrollment growth over the next decade;

Compliance with New York State Education Department mandates;

Mounting inflation as the school district continues to navigate pandemic and economic challenges, such as sharp increases in health insurance and retirement benefit costs; and,

Financial impact on South Orangetown taxpayers.

SOCSD maintains a tight focus on fiscal responsibility. Staffing reductions achieved primarily through attrition during the 2009-2020 enrollment decline enabled the school district to gain efficiencies without impacting staff-to-student ratios. Resources have been shifted to strategically address emerging student needs, including the use of federal COVID-19 relief funds and targeted reductions, while controlling the budget-to-budget increase. Expenditures and revenues continue to be carefully monitored to minimize impacts to our long-term financial stability and capacity to fulfill our mission as local and global markets change.

In addition to the budget vote, the ballot contains a proposition to extend the District's Capital Reserve Fund by 10 years and increase the ultimate amount of the Fund by \$10,000,000 to offset future capital projects. This proposition would allow the District to replenish savings which will be depleted as \$18,000,000 in existing capital reserves are used to partially fund the voter-approved 2022 Capital Improvements Bond project.

The proposed 2022-23 budget reflects our community's shared commitment to our children's future and the choices that must be made when confronted with limited resources. We are thankful for the strong voter support of our March bond referendum and for South Orangetown's support of our schools and our children.

Please vote on May 17.

Robert R. Pritchard, Ed.D., Superintendent of Schools
Leon Jacobs, 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 2018-2019	Adopted Budget 2019-2020	Adopted Budget 2020-2021	Proposed Budget 2021-2022	Proposed Budget 2022-2023
SCHOOL DISTRICT BUDGET	\$ 91,817,017 3.20%	\$ 94,755,161 3.20%	\$ 96,839,306 2.20%	\$ 98,208,170 1.41%	\$ 101,554,865 3.41%
LESS:					
<i>State Aid</i>	(12,088,869)	(12,159,046)	(12,081,679)	(12,605,405)	(13,637,140)
<i>Fund Balance</i>	-	-	-	-	-
<i>Other Revenue</i>	(1,343,986)	(1,297,573)	(1,163,362)	(1,926,580)	(1,927,605)
TAX LEVY	<u>\$ 78,384,162</u>	<u>\$ 81,298,542</u>	<u>\$ 83,594,265</u>	<u>\$ 83,676,185</u>	<u>\$ 85,990,120</u>
TAX LEVY INCREASE	<u>\$ 2,793,872</u>	<u>\$ 2,914,380</u>	<u>\$ 2,295,723</u>	<u>\$ 81,920</u>	<u>\$ 2,313,935</u>
TAX LEVY PERCENTAGE INCREASE	<u>3.70%</u>	<u>3.72%</u>	<u>2.82%</u>	<u>0.10%</u>	<u>2.77%</u>

2022-23 Proposed Budget	\$ 101,554,865
Less Estimated State Aid	(13,637,140)
Less Appropriated Fund Balance & Reserves	-
Less Other Revenues	(1,927,605)
2022-23 Allowable Tax Levy Prescribed by Chapter 97 of the Laws of 2011	\$ 85,990,120



2022-23 Tax Levy Limit (Threshold)	\$ 82,959,477
Plus 2022-23 Allowable Exclusions	
Net, Capital Tax Levy	3,030,643
Pension Exclusions	0
	<u>3,030,643</u>
2022-23 "Maximum Allowable Levy"	\$ 85,990,120

For 2022-23, South Orangetown Central School District's Proposed Tax Levy after exclusions is equal to 2022-23 "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	2019-20 Actual	2020-21 Actual	2021-22 Adopted	2022-23 Proposed	\$ Chg. Proposed vs. Adopted	Notes
REVENUES - LOCAL SOURCES						
Real Property Taxes:						
1001 Real Property Taxes - Maximum Allowable Tax Levy	75,985,508	78,656,572	83,676,185	85,990,120	2,313,935	1
1085 Real Property Taxes - Star Exemption	5,239,529	4,937,693	-	-	-	2
1001.A Allowance for Real Property Taxes - Individuals	(98,760)	(55,000)	(57,051)	(55,000)	2,051	3
1081 Payments in Lieu of Taxes (PILOTS)	72,982	68,380	70,431	72,544	2,113	4
Total	81,199,259	83,607,645	83,689,564	86,007,664	2,318,099	
Charges For Services:						
2230 Day School Tuition -Cove, TSP, Non-Resident	-	-	-	-	-	5
1315 Tuition - Continuing Ed	64,668	39,038	60,889	37,500	(23,389)	6
1410 Admissions	2,090	-	-	5,250	5,250	
2235 BOCES Services/Substitutes	1,640	-	-	-	-	
Total	68,398	39,038	60,889	42,750	(18,139)	
Use of Money & Property						
2401 Interest earnings	166,960	14,947	30,000	45,000	15,000	7
2410 Rental of Real Property	1,642,489	1,596,571	1,686,651	1,686,651	-	8
Total	1,809,449	1,611,518	1,716,651	1,731,651	15,000	

Sale of Property & Compensation For Loss						
2655	Minor Sales	9,314	1,055	-	-	-
2680	Insurance Recoveries	582	5,936	-	-	-
	Other	1,003	670	-	-	-
	Total	10,899	7,660	-	-	-
Miscellaneous						
2701	Refund of Prior Years' Expenditures	417,195	258,275	128,386	135,660	7,274
2705	Donations	-	-	-	-	-
2705.1	21st Century Grant	7,275	7,275	7,275	-	(7,275)
2770	Other	(3,142)	2,748	-	-	-
	Total	421,328	268,299	135,661	135,660	(1)
REVENUES - STATE SOURCES						
3101	Foundation Aid inclusive of Lottery aid, Excess Cost, BOCES, Transportation, Building & GEA	12,873,778	12,883,355	12,344,421	13,384,130	1,039,709
3260	Textbook Aid	181,449	177,896	177,896	174,742	(3,154)
3262	Computer Software Aid	45,645	44,791	44,791	41,637	(3,154)
3262.1	Computer Hardware Aid	20,131	19,610	19,610	21,099	1,489
3263	Library Aid	19,043	18,687	18,687	15,532	(3,155)
3289	Other Aid	111,470	(299,632)	-	-	-
	Total	13,251,516	12,844,707	12,605,405	13,637,140	1,031,735
REVENUES - FEDERAL SOURCES						
4286	CARES ACT EDUCATION STABILIZATION FUND		261,708			
4601	Medical Assistance	98,376	28,238	-	-	-
	Total	98,376	289,946	-	-	-
	TOTAL REVENUES	96,859,225	98,668,811	98,208,170	101,554,865	3,346,694
OTHER FINANCING SOURCES						
5050	Operating Transfers In	-	-	-	-	-
	TOTAL REVENUES	\$ 96,859,225	\$ 98,668,811	\$ 98,208,170	\$ 101,554,865	\$ 3,346,694

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 2022-23 the exemptions are as follows:

	Maximum STAR Exemption	
	Basic	Enhanced
Homestead	\$979	\$2,306
Non-Homestead	\$1,697	\$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 agreements.
- 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
MS & 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 Enacted Budget for 2022-2023. All other aides are based on student enrollments and expense driven aid.

**SOUTH ORANGETOWN CSD
GENERAL FUND APPROPRIATIONS**

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A1010.4	Contractual And Other	41,250	36,250	27,050	(9,200)
A1010.45	Materials And Supplies	1,540	1,540	1,232	(308)
1010	BOARD OF EDUCATION	\$ 42,790	\$ 37,790	\$ 28,282	\$ (9,508)
A1040.16	Noninstructional Salaries	11,201	10,941	11,149	208
A1040.4	Contractual And Other	500	500	400	(100)
A1040.45	Materials And Supplies	3,000	3,000	2,400	(600)
A1040.49	BOCES Services	350	11,360	23,590	12,230
1040	DISTRICT CLERK	\$ 15,051	\$ 25,801	\$ 37,539	\$ 11,738
A1060.4	Contractual And Other	15,000	15,000	15,000	0
A1060.45	Materials And Supplies	3,800	3,800	3,040	(760)
1060	DISTRICT MEETING	\$ 18,800	\$ 18,800	\$ 18,040	\$ (760)
TOTAL BOARD OF EDUCATION		\$ 76,641	\$ 82,391	\$ 83,861	\$ 1,470

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	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A1240.15	Instructional Salaries	263,617	262,846	262,846	0
A1240.16	Noninstructional Salaries	85,980	89,013	90,751	1,738
A1240.4	Contractual and Other	29,500	29,500	26,800	(2,700)
A1240.45	Materials and Supplies	4,528	4,528	3,622	(906)
A1240.49	BOCES Services	350	357	357	0
1240	CHIEF SCHOOL ADMINISTRATOR	\$ 383,975	\$ 386,244	\$ 384,376	\$ (1,868)
TOTAL CENTRAL ADMINISTRATION		383,975	386,244	384,376	\$ (1,868)

EXPLANATORY NOTES:

CENTRAL ADMINISTRATION

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	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A1310.15	Instructional Salaries	354,886	197,120	214,200	17,080
A1310.16	Noninstructional Salaries	406,503	542,097	524,650	(17,447)
A1310.4	Contractual and Other	44,504	44,504	40,604	(3,900)
A1310.45	Materials and Supplies	14,000	14,000	11,200	(2,800)
A1310.49	BOCES Services	19,635	15,157	15,157	0
1310	BUSINESS ADMINISTRATION	\$ 839,528	\$ 812,878	\$ 805,811	\$ (7,067)
A1320.4	Contractual and Other	95,000	95,000	95,000	0
1320	AUDITING	\$ 95,000	\$ 95,000	\$ 95,000	0
A1325.16	Noninstructional Salaries	10,250	10,000	10,000	0
A1325.4	Contractual and Other	1,700	1,700	1,360	(340)
A1325.45	Materials and Supplies	500	500	400	(100)
1325	TREASURER	\$ 12,450	\$ 12,200	\$ 11,760	\$ (440)
A1345.16	Noninstructional Salaries	74,120	76,800	81,836	5,036
A1345.4	Contractual and Other	10,346	10,346	11,450	1,104
A1345.45	Materials and Supplies	845	845	675	(170)
A1345.49	BOCES Services	602	0	0	0
1345	PURCHASING & INVENTORY CONTROL	\$ 85,913	\$ 87,991	\$ 93,961	\$ 5,970
TOTAL FINANCE		\$ 1,032,891	\$ 1,008,069	\$ 1,006,532	\$ (1,537)

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, stationery, 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	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A1420.4	Contractual and Other	140,000	140,000	140,000	0
1420	LEGAL	\$ 140,000	\$ 140,000	\$ 140,000	\$ -
A1430.15	Instructional Salaries	176,813	186,947	189,178	2,231
A1430.16	Noninstructional Salaries	176,325	183,070	183,810	740
A1430.4	Contractual and Other	20,500	20,500	24,480	3,980
A1430.45	Materials and Supplies	10,000	10,000	8,000	(2,000)
A1430.49	BOCES Services	110,094	111,219	111,219	0
1430	PERSONNEL	\$ 493,732	\$ 511,736	\$ 516,687	\$ 4,951
A1460.4	Contractual and Other	1,500	1,500	1,200	(300)
A1460.45	Materials and Supplies	3,500	3,500	2,800	(700)
A1460.49	BOCES Services	10,200	10,404	10,404	0
1460	RECORDS MANAGEMENT OFFICER	\$ 15,200	\$ 15,404	\$ 14,404	\$ (1,000)
A1480.4	Contractual and Other	23,000	23,000	18,400	(4,600)
A1480.45	Materials and Supplies	4,000	4,000	3,200	(800)
A1480.49	BOCES Services	160,000	184,160	184,160	0
1480	PUBLIC INFORMATION & SERVICES	\$ 187,000	\$ 211,160	\$ 205,760	\$ (5,400)
TOTAL STAFF		\$ 835,932	\$ 878,300	\$ 876,851	\$ (1,449)

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 and BOCES services for School Messenger.

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A1620.16	Noninstructional Salaries	1,266,512	1,377,386	1,326,873	(50,513)
A1620.2	Equipment	25,500	26,100	26,100	0
A1620.4	Contractual and Other	2,512,743	2,595,088	2,658,990	63,902
A1620.45	Materials and Supplies	203,000	225,000	180,000	(45,000)
1620	OPERATION OF PLANT	\$ 4,007,755	\$ 4,223,573	\$ 4,191,963	\$ (31,610)
A1621.16	Noninstructional Salaries	572,395	534,242	615,833	81,591
A1621.2	Equipment	120,600	121,212	121,212	0
A1621.4	Contractual and Other	2,947,125	1,235,470	935,948	(299,522)
A1621.45	Materials and Supplies	163,200	175,500	140,400	(35,100)
A1621.49	BOCES Services	0	620	620	0
1621	MAINTENANCE OF PLANT	3,803,320	2,067,044	1,814,013	(253,031)
A1622.4	Contractual and Other	3,420	8,360	6,690	(1,670)
A1622.45	Materials and Supplies	8,300	8,500	6,800	(1,700)
A1622.49	BOCES Services	68,000	69,360	69,360	0
1622	SECURITY OF PLANT	\$ 79,720	\$ 86,220	\$ 82,850	\$ (3,370)
A1670.16	Noninstructional Salaries	1,500	1,500	1,500	0
A1670.4	Contractual and Other	116,000	116,000	109,400	(6,600)
A1670.45	Materials and Supplies	71,236	71,236	92,988	21,752
A1670.49	BOCES Services	88,281	90,047	90,047	0
1670	CENTRAL PRINTING & MAILING	\$ 277,017	\$ 278,783	\$ 293,935	\$ 15,152
TOTAL CENTRAL SERVICES		\$ 8,167,812	\$ 6,655,620	\$ 6,382,761	\$ (272,859)

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	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A1910.4	Unallocated Insurance	353,842	374,388	406,313	31,925
1910	UNALLOCATED INSURANCE	\$ 353,842	\$ 374,388	\$ 406,313	\$ 31,925
A1930.4	Judgment and Claims	20,000	20,000	16,000	(4,000)
1930	JUDGMENTS & CLAIMS	\$ 20,000	\$ 20,000	\$ 16,000	\$ (4,000)
A1950.4	Assessments on School Property	105,000	100,994	108,337	7,343
1950	ASSESSMENTS ON SCHOOL PROPERTY	\$ 105,000	\$ 100,994	\$ 108,337	\$ 7,343
A1981.49	BOCES Administrative Costs	397,438	391,517	399,348	7,831
1981	BOCES ADMINISTRATIVE COSTS	\$ 397,438	\$ 391,517	\$ 399,348	\$ 7,831
A1983.49	BOCES Capital Expenses	100,344	117,104	160,119	43,015
1983	BOCES ADMINISTRATIVE COSTS	\$ 100,344	\$ 117,104	\$ 160,119	\$ 43,015
TOTAL SPECIAL ITEMS		\$ 976,624	\$ 1,004,003	\$ 1,090,117	\$ 86,114
TOTAL GENERAL SUPPORT		\$ 11,473,875	\$ 10,014,628	\$ 9,824,498	\$ (190,130)

EXPLANATORY NOTES:

Unallocated Insurance: The District is part of the New York Schools Insurance Reciprocal (NYSIR) with approximately 337 other school districts across New York State. NYSIR is an insurance company that was founded by public school districts when many commercial carriers pulled out of the public-school insurance market in the 1980's. 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. The District's participation in the New York Schools Insurance Reciprocal continues to result in the cost containment measures that continue to stabilize premiums. This code also contains budgeted funds for student accident insurance. The insurance premium is estimated to increase by 5%. Cyber liability insurance currently costs \$24,000. It is anticipated that this coverage could increase by as much as \$20,000 or more due to marketplace conditions. The District needs to implement two-factor authentication to reduce this premium. As an overall strategy, the District is in the process of obtaining comparative quotes from other insurance carriers to contain costs. The total budget increase is expected to be \$37,361.

Assessments on School Property: Charges are for sewer taxes related to the operation and debt service of the Town of Orangetown's Sewer Department. Town Sewer taxes were \$106,212 in 2021-22. The budget increase of \$7,343 will help to keep up with future anticipated increases.

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. The 2022-23 BOCES administrative budget increase for South Orangetown CSD is 1.96% which increases the budget by \$7,831. The BOCES capital budget allocation increased by \$43,015 to \$160,119.

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A2010.15	Instructional Salaries	1,209,168	1,357,928	1,345,955	(11,973)
A2010.16	Noninstructional Salaries	109,976	118,147	99,983	(18,164)
A2010.4	Contractual and Other	77,171	71,171	65,656	(5,515)
A2010.45	Materials and Supplies	25,000	25,000	20,000	(5,000)
A2010.49	BOCES Services	311,125	317,348	317,348	1
2010	CURRICULUM DEVEL & SUPERVISION	\$ 1,732,440	\$ 1,889,593	\$ 1,848,942	\$ (40,651)

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.

There was a reconciliation in salary amounts. Overall, \$8,000 was added for additional site visitations associated with the next Tri-State review. Many of the expenses associated with "Learning Institutes" in the curriculum development and supervision budget are currently being paid using the COVID Federal Grants. However, the original budget amounts have been maintained in this budget to avoid creating a future funding issue.

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A2020.15	Instructional Salaries	1,490,917	1,604,994	1,633,868	28,874
A2020.16	Noninstructional Salaries	643,589	690,555	680,966	(9,589)
A2020.4	Contractual and Other	59,708	59,708	49,453	(10,255)
A2020.45	Materials and Supplies	23,663	23,663	18,928	(4,735)
2020	SUPERVISION	\$ 2,217,877	\$ 2,378,920	\$ 2,383,215	\$ 4,295

EXPLANATORY NOTES:

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	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A2110.12a	Teacher Salaries, Full Day Kindergarten – 3	5,904,371	6,167,036	6,220,188	53,152
A2110.12b	Teacher Salaries, 4 - 6	5,394,347	5,440,747	5,160,715	(280,032)
A2110.13	Teacher Salaries, 7 - 12	14,315,755	14,634,468	14,506,119	(128,349)
A2110.14	Substitute Teacher Salaries	531,115	680,579	620,183	(60,396)
A2110.16	Noninstructional Salaries	756,709	908,482	878,601	(29,881)
A2110.4	Contractual and Other	184,867	182,867	145,665	(37,202)
A2110.45	Materials and Supplies	559,849	534,741	427,790	(106,951)
A2110.472	Tuition - All Other (Specify)	5,626	5,626	5,626	0
A2110.48	Textbooks	277,695	277,696	277,697	1
A2110.49b	Other BOCES Services - Not ELL	66,459	67,158	107,158	40,000
2110	TEACHING	\$ 27,996,793	\$ 28,899,399	\$ 28,349,742	\$ (549,657)

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.

Salary increases were budgeted in this category however English Language Learner (ELL) services were reclassified to budget code 2259 to account for this category separately. (The State Education Department mandated this new coding three years ago as part of the transparency reporting process.) As a result of reclassifying these expenses, the salary budget in 2110 appears to be lower due to this accounting adjustment. An increase of .40 FTE for CLE music/instruments has been requested to provide equity at the 3rd grade level. An addition of a .50 FTE business position has been requested due to anticipated course enrollments along with a .20 FTE overage for Foreign Language at TZHS. These additional positions would be added based on anticipated salary breakage from retirements and/or the use of contingency funds.

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. Slight reduction due to reclassification of expense in ELL code 2259 as outlined in salaries.

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	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A2250.15	Instructional Salaries	5,939,888	6,429,680	6,449,239	19,559
A2250.16	Noninstructional Salaries	480,664	484,446	472,843	(11,603)
A2250.4	Contractual and Other	91,291	76,641	61,371	(15,270)
A2250.45	Materials and Supplies	42,651	36,832	29,650	(7,182)
A2250.471	Tuition Paid to Public Districts in NYS (excluding Specia	88,940	47,077	50,000	2,923
A2250.472	Tuition - All Other (Specify)	758,229	884,950	700,600	(184,350)
A2250.48	Textbooks	5,000	5,000	5,000	0
A2250.49	BOCES Services	5,400,762	5,084,138	6,241,000	1,156,862
2250	PROGRAMS-STUDENTS W/ DISABIL	\$ 12,807,425	\$ 13,048,764	\$ 14,009,703	\$ 960,939
A2259.15	Instructional Salaries	0	0	1,264,068	1,264,068
A2259.4	Contractual and Other	0	0	3,911	3,911
2259	SO. ORANG. M.S. TSP	\$ -	\$ -	\$ 1,267,979	\$ 1,267,979
TOTAL SPECIAL APPORTIONMENT PROGRAMS		\$ 12,807,425	\$ 13,048,764	\$ 15,277,682	\$ 2,228,918

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 .50 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 2022-23, 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.

Salary increases budgeted. Slight increases in contractual, materials and supplies and tuition to other public-school districts for anticipated expenses. There is a reduction of \$184,350 in tuition paid to private schools. However, BOCES placements are increasing substantially in the 2022-23 budget due to program recommendations. The increase of \$1,156,862 in the BOCES budget represents one of the largest increases in the overall budget. The overall increase in the special education budget is \$983,618.

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A2280.49	BOCES Services	893,453	509,092	509,092	0
2280	ALTERNATIVE HIGH SCHOOL PROGRAM	\$ 893,453	\$ 509,092	\$ 509,092	\$ -

EXPLANATORY NOTES:

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. Projections remain the same as in the previous year: 26 students budgeted to participate in Regular Occupational Education and 4 students in Basic Occupational Education.

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. The District has committed to a maximum of 12 students.

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A2330.16	Noninstructional Salaries	31,111	31,369	32,064	695
A2330.4	Contractual and Other	70,000	50,000	50,000	0
A2330.45	Materials and Supplies	500	500	400	(100)
A2330.49a	BOCES Services (Including Equivalent Attendance Progr	1,500	1,530	1,530	0
2330	CONTINUING EDUCATION PROGRAM	\$ 103,111	\$ 83,399	\$ 83,994	\$ 595

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	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A2610.15	Instructional Salaries	514,306	536,216	544,100	7,884
A2610.16	Noninstructional Salaries	106,478	95,812	97,652	1,840
A2610.4	Contractual and Other	21,008	21,008	16,805	(4,203)
A2610.45	Materials and Supplies	11,104	11,104	8,883	(2,221)
A2610.46	School Library A/V Loan Program (Note: Do not include	42,748	42,748	34,199	(8,549)
A2610.49	BOCES Services	10,498	10,708	10,708	0
2610	SCHOOL LIBRARY & AUDIOVISUAL	\$ 706,142	\$ 717,595	\$ 712,347	\$ (5,248)

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.

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A2630.15	Instructional Salaries	185,799	198,568	202,142	3,574
A2630.16	Noninstructional Salaries	141,818	285,936	285,936	0
A2630.22	State-Aided Computer Hardware	140,120	140,120	140,120	0
A2630.45	Materials and Supplies	95,885	95,885	95,308	(577)
A2630.46	State-Aided Computer Software	78,306	78,306	62,680	(15,626)
A2630.49	BOCES Services	2,596,767	3,044,484	2,904,335	(140,149)
A2630.4c	Contractual and Other (Not State Aided Lease or Repai	76,160	76,160	60,928	(15,232)
2630	COMPUTER ASSISTED INSTRUCTION	\$ 3,314,855	\$ 3,919,459	\$ 3,751,449	\$ (168,010)

EXPLANATORY NOTES:

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.

Salary increases budgeted. A slight reduction was recommended in the installment purchase agreement due to less needs associated with COVID. A technology replacement program is in place and is reviewed on an annual basis.

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A2805.4	Contractual and Other	60,000	80,000	90,000	10,000
A2805.49	BOCES Services	4,590	4,682	4,682	0
2805	ATTENDANCE	\$ 64,590	\$ 84,682	\$ 94,682	\$ 10,000
A2810.15	Instructional Salaries	1,091,366	1,135,697	1,162,471	26,774
A2810.16	Noninstructional Salaries	192,788	202,847	208,803	5,956
A2810.4	Contractual and Other	8,345	8,345	6,676	(1,669)
A2810.45	Materials and Supplies	4,960	4,960	3,968	(992)
2810	GUIDANCE	\$ 1,297,459	\$ 1,351,849	\$ 1,381,918	\$ 30,069
A2815.16	Noninstructional Salaries	548,242	637,581	580,470	(57,111)
A2815.4	Contractual and Other	68,662	68,662	54,930	(13,732)
A2815.45	Materials and Supplies	12,698	12,698	10,158	(2,540)
2815	HEALTH SERVICES	\$ 629,602	\$ 718,941	\$ 645,558	\$ (73,383)
A2820.15	Instructional Salaries	884,068	926,540	857,083	(69,457)
2820	PSYCHOLOGICAL SRVC	\$ 884,068	\$ 926,540	\$ 857,083	\$ (69,457)
A2825.15	Instructional Salaries	259,195	275,093	315,761	40,668
2825	SOCIAL WORK SRVC	\$ 259,195	\$ 275,093	\$ 315,761	\$ 40,668
TOTAL PUPIL SERVICES		\$ 3,134,914	\$ 3,357,104	\$ 3,295,002	\$ (62,102)

EXPLANATORY NOTES:

Guidance-Regular School: Salaries includes a .5 FTE school counselor at William O. Schaefer Elementary and a .5 FTE school counselor at Cottage Lane Elementary. Salaries also include 3.00 FTE school counselors at the middle school and 5.00 FTE school counselors at the high 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.

Salary increases are budgeted. No other budget modifications have been made. There has been a request to increase counseling services by a .5 FTE over current levels at the elementary schools. If approved, this budget area would be adjusted using contingency funds budgeted in 2110.

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. A budget reduction in nursing salaries was realized due to the accounting of current staffing levels.

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: The budget includes two District-wide social workers and 1.0 FTE prevention counselor at the middle school and 1.0 FTE prevention counselor at the high school who 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. A budget adjustment was needed due to the accounting of current staffing levels.

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A2850.15	Instructional Salaries	279,265	325,837	345,422	19,585
A2850.4	Contractual and Other	54,665	54,721	44,348	(10,373)
A2850.45	Materials and Supplies	42,023	42,023	57,773	15,750
2850	CO-CURRICULAR ACTIVITIES	\$ 375,953	\$ 422,581	\$ 447,543	\$ 24,962
A2855.15	Instructional Salaries	772,910	758,469	783,982	25,513
A2855.16	Noninstructional Salaries	140,132	139,654	143,176	3,522
A2855.2	Equipment	10,000	8,885	8,885	0
A2855.4	Contractual and Other	344,000	344,000	337,000	(7,000)
A2855.45	Materials and Supplies	70,000	70,000	70,000	0
A2855.49	BOCES Services	116,000	118,320	118,320	0
2855	INTERSCHOL ATHLETICS	\$ 1,453,042	\$ 1,439,328	\$ 1,461,363	\$ 22,035
TOTAL		\$ 1,828,995	\$ 1,861,909	\$ 1,908,906	\$ 46,998
TOTAL INSTRUCTION		\$ 54,736,005	\$ 56,665,234	\$ 58,120,371	\$ 1,455,137

EXPLANATORY NOTES:

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. Transportation for athletic events and groundskeeping work is also included in this budget for transparency and state aid purposes. (Technically these expenses should be budgeted in 1621 and 5540)

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A5510.15	Instructional Salaries (Trans Supervisor Office)	0	0	20,000	20,000
A5510.16a	Noninstructional Salaries	141,521	125,757	129,453	3,696
A5510.16b	Noninstructional Salaries (Trans Supervisor Office)	0	0	5,000	5,000
A5510.4	Contractual and Other	23,351	23,351	27,675	4,324
A5510.45	Materials and Supplies	1,725	1,725	1,725	0
5510	DISTRICT TRANSPORT	\$ 166,597	\$ 150,833	\$ 183,853	\$ 33,020
A5540.4	Contract Transportation	3,768,202	3,661,636	3,965,954	304,318
5540	CONTRACT TRANSPORT	\$ 3,768,202	\$ 3,661,636	\$ 3,965,954	\$ 304,318
A5581.49	Transportation from BOCES	712,972	923,708	850,000	(73,708)
5581	CONTRACT TRANSPORT	\$ 712,972	\$ 923,708	\$ 850,000	\$ (73,708)
TOTAL TRANSPORTATION		\$ 4,647,771	\$ 4,736,177	\$ 4,999,807	\$ 263,630

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. This service is eligible for 35.2% state aid.

Bus Company	Type of Route	Year of Contract	# of Routes/Buses	Total Cost of Contract
Student Bus Company	66 Passenger Buses - All Schools and (4) Vans	2007-2008 Year 15	22 and Exam Week	\$ 2,333,030 *
Peter Brega, Inc.	20 Passenger Vans - All Schools plus Private Schools	2021-2022 Year 2	23	1,632,924 *
Rockland BOCES	Vans - Special Education and handicapped	BOCES Contract	Per Student Charge + Monitor	850,000
				\$ 4,815,954

*This budget will allow for the District to enter into a multi-year bus contract with bus vendors up to a five (5) year duration.

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A8060.15	Instructional Salaries	994	994	1,014	20
A8060.16	Noninstructional Salaries	26,736	27,981	102,974	74,994
A8060.4	Contractual and Other	0	0	0	0
A8060.45	Materials and Supplies	0	0	0	0
A8060.49	BOCES Services	68,968	88,347	18,270	(70,077)
8060	CIVIC ACTIVITIES	\$ 96,698	\$ 117,322	\$ 122,258	\$ 4,936

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. In 2015-16, the District restructured the program to place a greater emphasis on early literacy and parent education. For 2016-17, the program was accounted for in Teaching Regular School A2110 budget. In 2017-18, the program continued to place emphasis on early literacy and parent education and was coordinated by the District's social workers. In 2018-19, the District contracted with BOCES to expand its program to provide an array of services and activities for families (Pre-K through 12). Its focus will be on promoting active parent involvement to support student success from pre-K through graduation (i.e.: building students' social skills, language development, literacy skills, college and career readiness, workshops for parents, building community partnerships). In 2021-22, the position was changed to "in-district" and now is funded by the general fund.

Budget increase in salaries of \$74,994 to reflect the "in-district" position. Reduction in BOCES budget of (\$70,077).

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A9010.8	State Retirement	868,514	815,137	810,855	(4,282)
A9020.8	Teachers' Retirement	4,445,707	4,080,766	4,453,306	372,540
A9030.8	Social Security	3,665,987	3,648,543	3,685,028	36,485
A9040.8	Workers' Compensation	123,844	125,704	127,609	1,905
A9045.8	Life Insurance	30,129	29,336	30,000	664
A9050.8	Unemployment Insurance	25,000	25,000	25,000	0
A9055.8	Disability Insurance	62,557	62,557	20,000	(42,557)
A9060.8	Hospital, Medical, and Dental Insurance	14,409,222	13,505,456	14,908,947	1,403,491
A9070.8	Union Welfare Benefits	97,358	97,359	115,111	17,752
A9089.8	Other	69,360	102,100	102,100	0
9000	EMPLOYEE BENEFITS	\$ 23,797,678	\$ 22,491,958	\$ 24,277,956	\$ 1,785,998

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. The average contribution rate for 2021-22 was 18.30% and it is estimated that the rate will decrease to an average of 13.10% for 2022-23. Slight budget decrease of \$4,282 based on actual expenses and increasing salaries.

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. The contribution rate was 9.8% in 2021-22 and is expected to increase to 10.29% in 2022-23. Budget increase of \$372,540 to offset the reduction in the development of the 2021-22 budget and to account for the increase in the employer rate contribution.

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. Budget increase of \$36,485 based on 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. Premiums are expected to slightly increase in 2022-23. 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. Decrease of \$42,557 based on actual expense history.

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. For 2021-22, the budget was reduced by \$932,176. The mid-year premium increase was 12% which will result in a current year estimated deficit of (\$134,373). It is necessary to backfill this reduction and anticipate a rate increase in excess of 10% for next year.

Funds budgeted for flex spending, health and dental "buy-out" programs are also included in the category and vary by employee agreements: \$259,950

Dental Insurance: Funds are also budgeted for dental insurance. Rates are also expected to increase in excess of 10% based on increased claims post COVID: \$537,768.

Excess major medical coverage is also included in this budget category: \$110,000

Budget increase of \$1,369,405 in health insurance. Total budget increase including dental and buy-out options total an additional \$34,086. Total budget increase of \$1,403,491.

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. The District contributes \$350 per teacher FTE. The budget is \$115,111. Budget increase of 17,752 based on additional FTE's.

Account	Description	2020-21 Budget	2021-22 Budget	2022-23 Proposed Budget	Dollar Change
A9901.9	Transfer to Special Aid Fund	100,000	100,000	100,000	0
A9901.96	Transfer to Debt Service Fund	1,987,279	2,082,852	2,109,975	27,123
9901	TRANSFER TO OTHER FUNDS	\$ 2,087,279	\$ 2,182,852	\$ 2,209,975	\$ 27,123
A9950.9	Transfer to Capital Funds	0	2,000,000	2,000,000	0
9950	TRANSFER TO CAPITAL	\$ -	\$ 2,000,000	\$ 2,000,000	\$ -
TOTAL		\$ 2,087,279	\$ 4,182,852	\$ 4,209,975	\$ 27,123
Grand Totals:		96,839,306	98,208,170	101,554,865	3,346,695

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 of \$27,123.

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 classroom renovations, new clock and public address/lockdown system at William O. Shaefer and a new clock and public address/lockdown system at Cottage Lane. If funds are available, bathroom renovations will also be made at Cottage Lane, Tappan Zee High School, and South Orangetown Middle School.

2022-2023 PROPOSED BUDGET
ADMINISTRATIVE - PROGRAM- CAPITAL COMPONENTS

	2021-22	2022-23
Administrative:		
Salaries and Benefits	8,091,565	8,300,260
Equipment, Contractual, Supplies & Materials	909,261	915,668
BOCES Services	858,207	921,283
Total Administrative Component	9,859,033	10,137,211
	10.04%	9.98%
Program:		
Salaries and Benefits	59,228,843	61,692,350
Textbooks, Special Education Tuition, & Pupil	7,337,890	7,242,339
Education and Technology	10,243,598	11,156,526
Interfund Transfers - Special Education Summer School	100,000	100,000
Total Program Component	76,910,331	80,191,215
	78.30%	78.97%
Capital:		
Salaries and Benefits	2,864,922	2,948,203
Equipment, Contractual, Supplies, & Materials	4,419,162	4,096,390
BOCES Services	71,871	71,871
Debt Service	2,082,852	2,109,975
Capital Transfer - Minor Capital Project	2,000,000	2,000,000
Total Capital Component	11,438,807	11,226,439
	11.65%	11.05%
Total Budget	98,208,170	101,554,865

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
2022-2023 THROUGH 2026-2027**

EXISTING DEBT:

DATED ISSUED	ISSUE AMOUNT	INTEREST RATE	PAYMENT DATES	Call Provisions
SERIAL BONDS:				
12/9/2008	2,000,000	3.97%	Dec P+I, June -I	Pool Bond - 15 year, Callable on or after December 15, 2018
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, 2022:

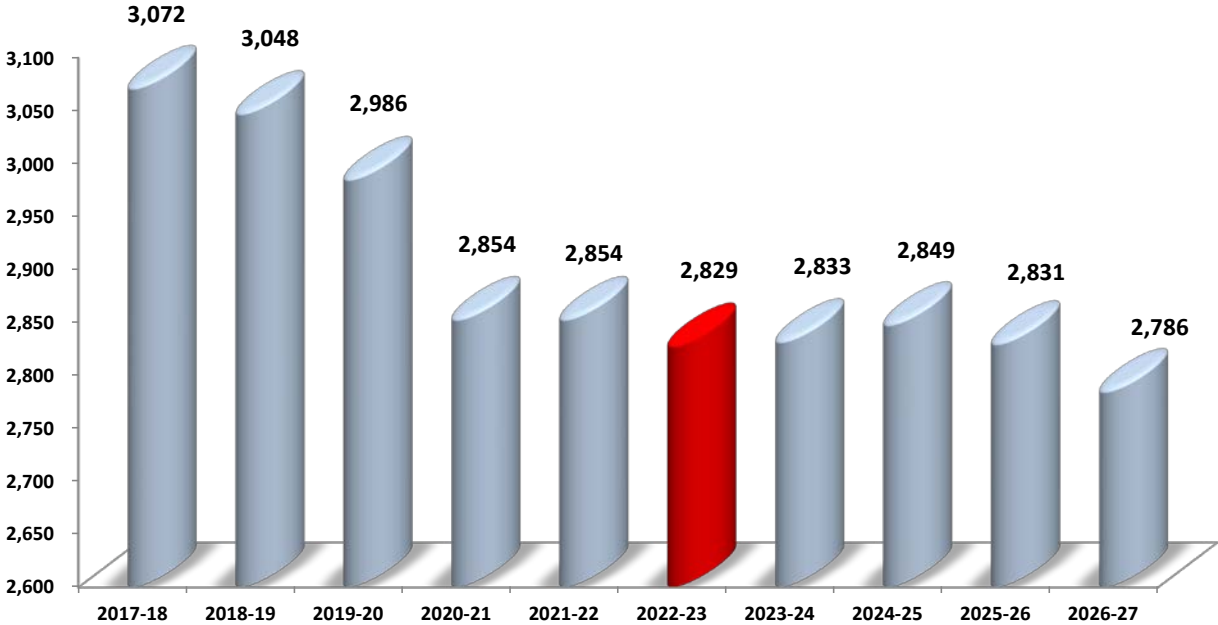
SCHOOL YEAR	PRINCIPAL	INTEREST	TOTAL PRINCIPAL & INTEREST	DEBT SERVICE RESERVE USED TO FUND PRINCIPAL & INTEREST	GENERAL FUND PRINCIPAL & INTEREST
2022-2023	1,820,000	289,975	2,109,975	(42,450)	2,067,525
2023-2024	1,945,000	202,356	2,147,356	(34,500)	2,112,856
2024-2025	1,835,000	113,225	1,948,225	(25,550)	1,922,675
2025-2026 through 2026-2027	3,030,000	61,225	3,091,225	(20,825)	3,070,400
	\$ 8,630,000	\$ 666,781	\$ 9,296,781	\$ (123,325)	\$ 9,173,456

**SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
BUDGET 2022-2023
CHANGES IN GRADE ENROLLMENT**

GRADE	Actual					Projected				
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	183	209	198	176	207	209	226	214	201	178
1	182	189	211	194	178	209	211	228	216	203
2	202	185	199	210	195	180	212	214	231	219
3	184	212	189	198	210	198	183	215	217	235
4	218	190	205	186	198	209	197	182	214	216
5	226	233	192	210	195	205	216	204	188	221
6	220	234	234	188	213	198	208	219	207	190
7	248	223	237	239	197	218	203	213	224	212
8	258	247	230	232	243	198	219	204	214	225
9	240	250	240	216	234	236	192	213	198	208
10	285	246	250	240	220	237	239	195	216	201
11	262	290	245	249	243	221	239	241	196	217
12	296	271	298	255	262	253	230	249	251	204
Total K-12	3,004	2,979	2,928	2,793	2,795	2,771	2,775	2,791	2,773	2,729
PRE-K	-	-	-	-	-					
Out-Placed	68	69	58	61	59	58	58	58	58	57
Total Enrollment	3,072	3,048	2,986	2,854	2,854	2,829	2,833	2,849	2,831	2,786
CHANGE	(32)	(24)	(62)	(132)	-	(25)	4	16	(18)	(45)
% Change	-1.03%	-0.78%	-2.03%	-4.42%	0.00%	-0.88%	0.14%	0.56%	-0.64%	-1.58%

**ENROLLMENT:
2017-18 Projected through 2026-2027**

*Includes out-of-district placements



STATISTICAL DATA

Schools	Enrollment*		Building Space in Square Feet +
	2021-22	2022-23	
Elementary	1,183	1,210	122,604 (WOS & CLE)
Middle	653	614	187,500
High	959	947	234,500
	2,795	2,771	544,604

SCHOOL BUDGET DATA

Year	Enrollment**	Adopted Budget			Tax Levy			HOMESTEAD			NON - HOMESTEAD		
		\$	\$ Change	% Chg.	\$	\$ Change	% Chg.	\$	\$ Change	% Chg.	\$	\$ Change	% Chg.
07-08	3,543	\$ 71,259,822	4,069,595	6.06%	60,191,347	3,435,925	6.05%	\$ 31.022619	\$ 1.32511	4.46%	\$ 43.967500	\$ 4.347778	10.97%
08-09	3,575	\$ 75,385,436	4,125,614	5.79%	63,083,242	2,891,895	4.80%	\$ 32.752749	\$ 1.73013	5.58%	\$ 44.508385	\$ 0.540885	1.23%
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	2,771	\$ 101,554,865	3,346,695	3.41%	85,990,120	2,313,935	2.77%	\$ 41.007995	\$ 1.10350	2.77%	\$ 71.113859	\$ 1.913625	2.77%

* Enrollment does not include outplaced students

+ Per 2015 Building Condition Survey Report

** Per Demographic Analysis

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

THURSDAY, MAY 5, 2022: SOUTH ORANGETOWN MIDDLE SCHOOL, 7:30 P.M.

ANNUAL SCHOOL DISTRICT VOTE

TUESDAY, MAY 17, 2022 - 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 kmuscarl@socsd.org

To be eligible to vote on May 17, 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 2022-2023 school budget may be obtained from the District Clerk.

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

160 Van Wyck Road

Blauvelt, New York 10913

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
2022-2023 School Year Calendar

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	(30)	(31)			

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

*Mandated early dismissal drill

Adopted 3/31/2022

Staff	Students
3	August 2022
1-29	Flexible Staff Development Day
30-31	Supt. Conf. Day
17	September 2022
5	Labor Day
6	First Day of School
26-27	Rosh Hashanah

19	October 2022	19
5	Yom Kippur	
10	Columbus Day	

19	November 2022	19
4	Supt. Conf. 1/2 Day Secondary P/T Conf.	
11	Veteran's Day	
24-25	Thanksgiving Recess	

17	December 2022	17
9	Supt. Conf. 1/2 Day Elementary P/T Conf.	
26-30	December Recess	

20	January 2023	20
2	New Year's Day Observed	
3	Schools Reopen	
16	Martin Luther King Jr. Day	

15	February 2023	15
20-24	President's Day Mid-Winter Recess	

23	March 2023	23
10	1/2 Supt. Conf. Day	

15	April 2023	15
3-7	Spring Recess	

22	May 2023	22
26	1/2 Supt. Conf. Day	
29	Memorial Day Observed	

16	June 2023	16
12-22	TZHS Modified Schedule	
15-22	SOMS Modified Schedule	
19	Juneteenth	
20-23	WOS/CLE Mod. Schedule	
22	TZHS Graduation	
23	Half Day students	

186	183
School Closed for Students & Staff	
() Staff Day (No school for students)	
8/30, 8/31	
Early Release Half-day Supt. Conf. Days 11/4, 12/9, 12/23, 3/10, 5/26	
Modified Testing Schedule SOMS / TZHS	

January 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	38-43	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10*	11*	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

*unused snow days

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30*	31			

*unused snow day

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Teacher Days	183 + 3 Snow Days
Student Days	180 + 3 Snow Days

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.

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2022-23 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 25, 2022

Form Preparer Name: MICHAEL VESPI
Preparer's Telephone Number: (845) 680-1008

<u>Shaded Fields Will Calculate</u>	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	98,208,170	101,554,865	3.41 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	83,676,185	85,990,120	
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)	83,676,185	85,990,120	2.77 %
F. Permissible Exclusions to the School Tax Levy Limit	2,568,600	3,030,643	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	81,107,585	82,959,477	
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)	81,107,585	82,959,477	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	2,795	2,774	-0.75 %
Consumer Price Index			4.7 %

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

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

³ For 2022-23, includes any carryover from 2021-22 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	31,825,391	18,825,391
Assigned Appropriated Fund Balance	0	0
Adjusted Unrestricted Fund Balance	3,672,921	4,062,195
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.74 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-23 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	19,402,861	4,416,948	No use planned in 2022-23 unless needed for capital project work
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	50,000	50,000	To be used for unexpected unemployment claims
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		To cover incurred liability claims.			
Tax Certiorari	TAX CERTIORARI RESERVE	For tax certiorari settlements.	8,101,508	9,003,291	Will be used to pay settled tax certiorari cases
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE ACCRUED LIABILITY RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	1,629,080	1,630,221	Will be adjusted based on accrued vacation and sick leave payouts and liabilities
Retirement Contribution	RETIREMENT CONTRIBUTION RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	1,174,938	1,175,852	Pay employer contribution for retirement system if needed
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	TEACHER RETIREMENT CONTRIBUTION RESERVE	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	1,467,004	1,467,887	Pay employer contribution for retirement system if needed

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

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

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

Form Due May 9, 2022

2022-2023 Salary Threshold =
\$150,000

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 2022-2023.

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 2022-2023 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	257,187	70,192	10,000

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

Associate, Assistant and Deputy Superintendents
(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.	ASSISTANT SUPT. FOR PUPIL PERSONNEL SERVICE	218,337	48,922	
3.	ASSISTANT SUPT. FOR CURRICULUM AND INSTRUCTION	218,286	64,342	
4.	SCHOOL BUSINESS ADMINISTRATOR	214,200	36,816	
5.	DIRECTOR OF STAFF RELATIONS	189,178	34,022	
6.	DIRECTOR OF TECHNOLOGY	198,171	61,363	
7.	ATHLETIC DIRECTOR	181,984	33,113	
8.	HIGH SCHOOL PRINCIPAL	197,281	59,474	
9.	HIGH SCHOOL ASSISTANT PRINCIPAL	170,737	58,277	
10.	MIDDLE SCHOOL PRINCIPAL	172,042	32,265	
11.	ELEMENTARY SCHOOL PRINCIPAL	177,807	58,444	
12.	ELEMENTARY SCHOOL PRINCIPAL	183,122	59,670	
13.	DIRECTOR OF DATA, ASSESSMENT AND ACCOUNT.	156,772	54,933	
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Equalized Total Assessed Value 5,279,928,583

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	658,536	0.01
12350	PUBLIC AUTHORITY - STATE	RPTL 412	2	39,584,831	0.75
13100	CO - GENERALLY	RPTL 406(1)	29	27,044,581	0.51
13500	TOWN - GENERALLY	RPTL 406(1)	62	127,112,553	2.41
13650	VG - GENERALLY	RPTL 406(1)	21	5,363,555	0.10
13800	SCHOOL DISTRICT	RPTL 408	10	116,351,078	2.20
14100	USA - GENERALLY	RPTL 400(1)	1	6,566,604	0.12
14110	USA - SPECIFIED USES	STATE L 54	3	2,123,593	0.04
19950	MUNICIPAL RAILROAD	RPTL 456	4	8,705,741	0.16
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	3,442,777	0.07
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	46	155,473,264	2.94
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	36	270,030,884	5.11
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	501,407	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,017,589	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	1,531,895	0.03
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	13	125,601,607	2.38
25400	FRATERNAL ORGANIZATION	RPTL 428	3	4,509,850	0.09
26100	VETERANS ORGANIZATION	RPTL 452	4	5,085,182	0.10
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	8	14,920,495	0.28
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	14,984,287	0.28
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	38,696,060	0.73
29650	SOLDIRE MONUMENT CORPORATION	RPTL 442	1	71,295	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	257	3,084,000	0.06
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	34	408,000	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	237	4,740,000	0.09
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	28	560,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	96	3,501,869	0.07
41400	CLERGY	RPTL 460	3	10,554	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	94	16,171,487	0.31
41834	ENHANCED STAR	RPTL 425	664	89,827,538	1.70
41854	BASIC STAR 1998-2000	RPTL 425	2,759	158,719,752	3.01
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	479,897	0.01
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	1,090,235	0.02

Equalized Total Assessed Value 5,279,928,583

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 P	RPTL 485-b	12	4,723,031	0.09
Total Exemptions Exclusive of System Exemptions:				1,252,694,027	23.73
Total System Exemptions:				0	0.00
Totals:				1,252,694,027	23.73

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 122,959,867

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)	3	446,060	0.36
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	1,544,559	1.26
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	12,000	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	6	120,000	0.10
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	80,000	0.07
41834	ENHANCED STAR	RPTL 425	2	271,106	0.22
41854	BASIC STAR 1999-2000	RPTL 425	36	2,071,008	1.68
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	3,872	0.00

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:	53	4,548,605	3.70
Totals:	0	0	0.00
	53	4,548,605	3.70

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: _____

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	66,168	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	1	378,487	0.06
13850	VG - GENERALLY	RPTL 406(1)	18	4,917,495	0.81
13800	SCHOOL DISTRICT	RPTL 408	1	13,831,379	2.28
19950	MUNICIPAL RAILROAD	RPTL 456	1	174,409	0.03
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	1,124,766	0.19
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	4,340,760	0.72
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	564,259	0.09
26100	VETERANS ORGANIZATION	RPTL 452	1	319,939	0.05
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	33	396,000	0.07
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-b	1	12,000	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	22	440,000	0.07
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-b	10	352,579	0.06
41800	PERSONS AGE 65 OR OVER	RPTL 467	9	1,373,328	0.23
41834	ENHANCED STAR	RPTL 425	76	10,215,346	1.69
41854	BASIC STAR 1999-2000	RPTL 425	280	16,107,840	2.66
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	282,313	0.05
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	1,086,363	0.18

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:	470	55,983,421	9.25
Totals:	0	0	0.00
	470	55,983,421	9.25

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 4,551,459,090

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	658,536	0.01
12350	PUBLIC AUTHORITY - STATE	RPTL 412	2	39,584,831	0.87
13100	CO - GENERALLY	RPTL 406(1)	26	26,978,423	0.59
13500	TOWN - GENERALLY	RPTL 406(1)	61	126,734,066	2.78
13800	SCHOOL DISTRICT	RPTL 408	9	102,519,699	2.25
14100	USA - GENERALLY	RPTL 400(1)	1	6,566,604	0.14
14110	USA - SPECIFIED USES	STATE L 54	3	2,123,593	0.05
19950	MUNICIPAL RAILROAD	RPTL 456	3	8,531,332	0.19
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	2,318,011	0.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	38	149,587,945	3.29
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	34	269,466,625	5.92
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-b	1	501,407	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,017,589	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	1,531,895	0.03
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	13	125,601,607	2.76
25400	FRATERNAL ORGANIZATION	RPTL 428	3	4,509,850	0.10
26100	VETERANS ORGANIZATION	RPTL 452	3	4,765,243	0.10
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	8	14,920,495	0.33
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	14,984,287	0.33
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	38,696,060	0.85
29650	SOLDIRE MONUMENT CORPORATION	RPTL 442	1	71,295	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	223	2,676,000	0.06
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	33	396,000	0.01
41130	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	209	4,180,000	0.09
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	28	560,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	84	3,069,290	0.07
41400	CLERGY	RPTL 460	3	10,554	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	85	14,798,159	0.33
41834	ENHANCED STAR	RPTL 425	586	79,341,086	1.74
41854	BASIC STAR 1999-2000	RPTL 425	2,443	140,540,904	3.09
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	197,584	0.00

Equalized Total Assessed Value 4,551,459,090

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	12	4,723,031	0.10
Total Exemptions Exclusive of System Exemptions:			3,936	1,192,162,001	26.19
Total System Exemptions:			0	0	0.00
Totals:			3,936	1,192,162,001	26.19

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 [2020 - 21]

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

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

2021-22 ACCOUNTABILITY STATUS

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

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

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

SECONDARY STATUSES BY SUBGROUP

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

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

SECONDARY GRADUATION RATE

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

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	294	278	94.6%
	5-Year	273	261	95.6%
	6-Year	295	285	96.6%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	1	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	51*	50	98%
	5-Year	52*	50	96.2%
	6-Year	58*	55	94.8%
Black or African American	4-Year	11	—	—
	5-Year	7	—	—
	6-Year	9	—	—
Hispanic or Latino	4-Year	52	44	84.6%
	5-Year	48	44	91.7%
	6-Year	61*	49	80.3%
Multiracial	4-Year	4	—	—
	5-Year	3	—	—
	6-Year	3	—	—
White	4-Year	203	198	97.5%
	5-Year	196	188	95.9%
	6-Year	232	229	98.7%
English Language Learners	4-Year	28	—	—
	5-Year	25	—	—
	6-Year	20	—	—

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
Students with Disabilities	4-Year	42	34	81%
	5-Year	30	23	76.7%
	6-Year	38	31	81.6%
Economically Disadvantaged	4-Year	48	38	79.2%
	5-Year	54	47	87%
	6-Year	40	33	82.5%

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

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SOUTH ORANGETOWN CSD - NEW YORK STATE REPORT CARD [2020 - 21]

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

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

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

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,668	97	5.8%
Asian or Native Hawaiian/Other Pacific Islander	151	4	2.6%
Black or African American	31	1	3.2%
Hispanic or Latino	330	41	12.4%
Multiracial	102	7	6.9%
White	1,054	44	4.2%
English Language Learners	124	21	16.9%
Students with Disabilities	227	25	11%
Economically Disadvantaged	244	41	16.8%

SECONDARY CHRONIC ABSENTEEISM

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

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	962	110	11.4%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	71	3	4.2%
Black or African American	17	—	—
Hispanic or Latino	162	37	22.8%
Multiracial	29	—	—
White	682	64	9.4%
English Language Learners	45	19	42.2%
Students with Disabilities	138	41	29.7%
Economically Disadvantaged	152	41	27%

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

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

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
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Asian or Native Hawaiian/Other Pacific Islander	151	4	2.6%
Black or African American	31	1	3.2%
Hispanic or Latino	330	41	12.4%
Multiracial	102	7	6.9%
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English Language Learners	124	21	16.9%
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Economically Disadvantaged	244	41	16.8%

SECONDARY STATUSES BY SUBGROUP

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

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

SECONDARY GRADUATION RATE

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

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	294	278	94.6%
	5-Year	273	261	95.6%
	6-Year	295	285	96.6%
American Indian or Alaska Native	4-Year	0	–	–
	5-Year	1	–	–
	6-Year	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	4-Year	51*	50	98%
	5-Year	52*	50	96.2%
	6-Year	58*	55	94.8%
Black or African American	4-Year	11	–	–
	5-Year	7	–	–
	6-Year	9	–	–
Hispanic or Latino	4-Year	52	44	84.6%
	5-Year	48	44	91.7%
	6-Year	61*	49	80.3%
Multiracial	4-Year	4	–	–
	5-Year	3	–	–
	6-Year	3	–	–
White	4-Year	203	198	97.5%
	5-Year	196	188	95.9%
	6-Year	232	229	98.7%
English Language Learners	4-Year	28	–	–
	5-Year	25	–	–
	6-Year	20	–	–
Students with Disabilities	4-Year	42	34	81%
	5-Year	30	23	76.7%
	6-Year	38	31	81.6%
Economically Disadvantaged	4-Year	48	38	79.2%
	5-Year	54	47	87%
	6-Year	40	33	82.5%

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

SECONDARY CHRONIC ABSENTEEISM

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

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	962	110	11.4%
American Indian or Alaska Native	1	–	–
Asian or Native Hawaiian/Other Pacific Islander	71	3	4.2%
Black or African American	17	–	–
Hispanic or Latino	162	37	22.8%
Multiracial	29	–	–
White	682	64	9.4%
English Language Learners	45	19	42.2%
Students with Disabilities	138	41	29.7%
Economically Disadvantaged	152	41	27%

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

TOTAL COHORT GRADUATION RATE (2020-21)

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

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	242	96%	154	61%	85	34%	3	1%	0	0%	6	2%	0	0%	3	1%
Female	116	113	97%	80	69%	33	28%	0	0%	0	0%	2	2%	0	0%	1	1%
Male	135	129	96%	74	55%	52	39%	3	2%	0	0%	4	3%	0	0%	2	1%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	26	26	100%	19	73%	7	27%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	8	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	32	29	91%	10	31%	19	59%	0	0%	0	0%	1	3%	0	0%	2	6%
White	181	175	97%	119	66%	53	29%	3	2%	0	0%	5	3%	0	0%	1	1%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
General Education Students	211	207	98%	147	70%	60	28%	0	0%	0	0%	1	0%	0	0%	3	1%
Students with Disabilities	40	35	88%	7	18%	25	63%	3	8%	0	0%	5	13%	0	0%	0	0%
English Language Learner	8	5	63%	1	13%	4	50%	0	0%	0	0%	1	13%	0	0%	2	25%
Non-English Language Learner	243	237	98%	153	63%	81	33%	3	1%	0	0%	5	2%	0	0%	1	0%
Economically Disadvantaged	35	31	89%	13	37%	18	51%	0	0%	0	0%	3	9%	0	0%	1	3%
Not Economically Disadvantaged	216	211	98%	141	65%	67	31%	3	1%	0	0%	3	1%	0	0%	2	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	251	242	96%	154	61%	85	34%	3	1%	0	0%	6	2%	0	0%	3	1%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	242	96%	154	61%	85	34%	3	1%	0	0%	6	2%	0	0%	3	1%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	249	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	242	96%	154	61%	85	34%	3	1%	0	0%	6	2%	0	0%	3	1%

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

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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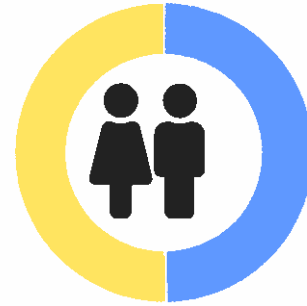
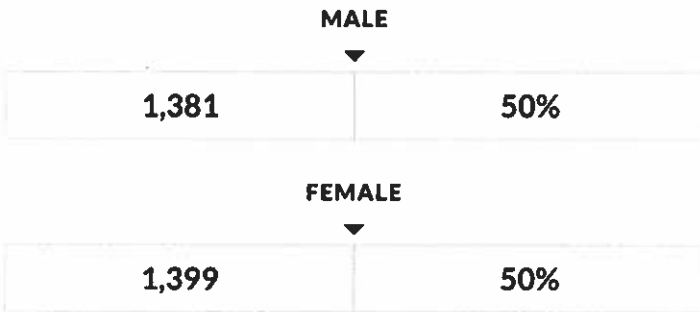
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school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

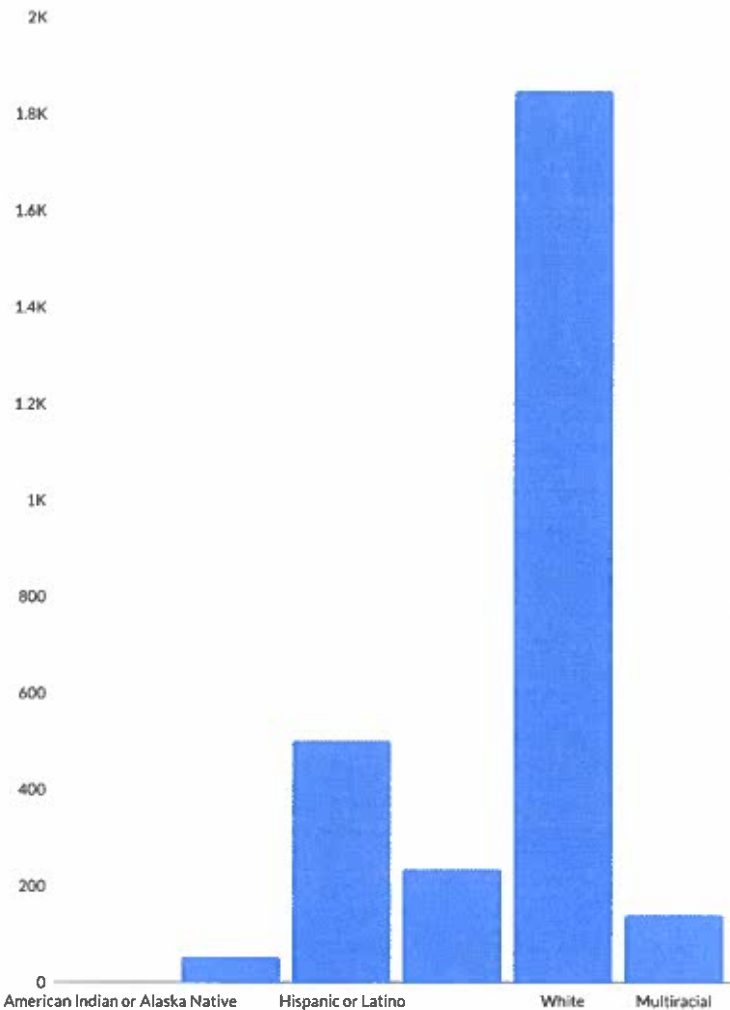
SOUTH ORANGETOWN CSD ENROLLMENT (2020 - 21)

K-12 Enrollment: 2,780

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

152	5%
-----	----

STUDENTS WITH DISABILITIES

363	13%
-----	-----

ECONOMICALLY DISADVANTAGED

409	15%
-----	-----

MIGRANT

—	—
---	---

HOMELESS

14	1%
----	----

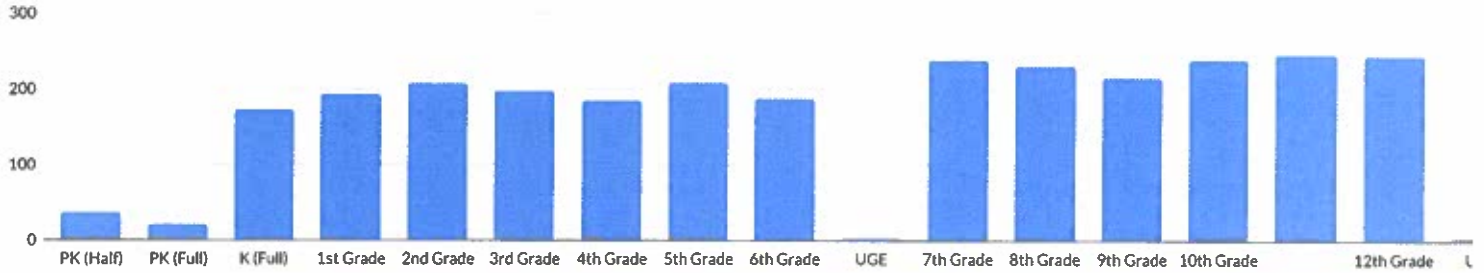
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



PRE-K (HALF DAY)

37	1%
----	----

PRE-K (FULL DAY)

21	1%
----	----

K (FULL DAY)

173	6%
-----	----

1ST GRADE

193	7%
-----	----

2ND GRADE

208	7%
-----	----

3RD GRADE

198	7%
-----	----

4TH GRADE

185	7%
-----	----

5TH GRADE

209	7%
-----	----

6TH GRADE

188	7%
-----	----

UNGRADED ELEMENTARY

3	0%
---	----

7TH GRADE

239	8%
-----	----

8TH GRADE

231	8%
-----	----

9TH GRADE

216	8%
-----	----

10TH GRADE

240	8%
-----	----

11TH GRADE

247	9%
-----	----

12TH GRADE

245	9%
-----	----

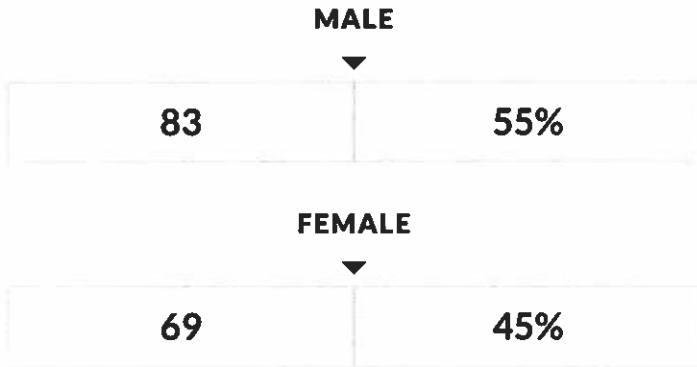
UNGRADED SECONDARY

5	0%
---	----

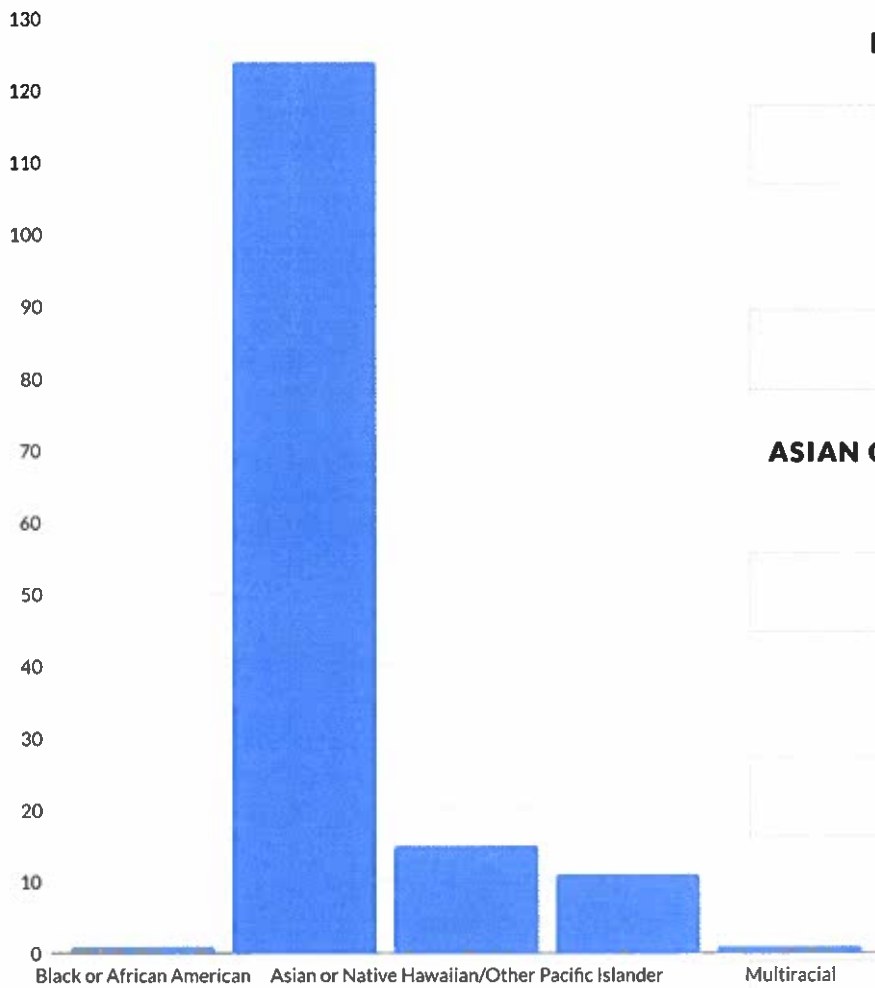
SOUTH ORANGETOWN CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2020 - 21)

K-12 ELL Enrollment: 152
K-12 Former ELL Enrollment: 23

ELL ENROLLMENT BY GENDER



ELL ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



OTHER GROUPS

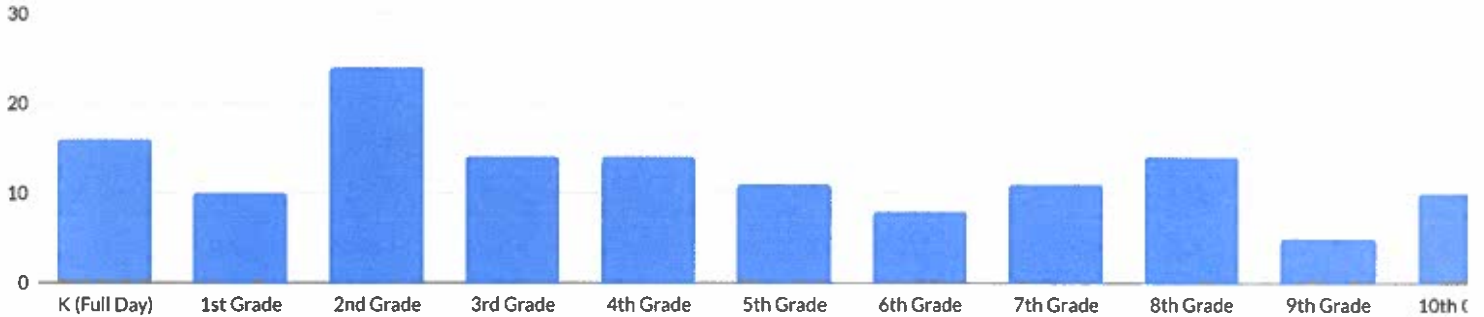
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ELL ENROLLMENT BY GRADE



K (FULL DAY)



1ST GRADE



2ND GRADE



3RD GRADE



4TH GRADE



5TH GRADE



6TH GRADE



7TH GRADE



8TH GRADE



9TH GRADE



10TH GRADE



11TH GRADE



12TH GRADE



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

HOME LANGUAGES

- 1 Spanish
- 2 Korean

3 Albanian

4 Chinese

5 Bengali

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
88	53	30	8

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
171	0	0

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SOUTH ORANGETOWN CSD GRADES 3-8 ELA ASSESSMENT DATA

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

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

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

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

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	199	100%	155	78%	44	22%
Female	98	49%	79	81%	19	19%
Male	101	51%	76	75%	25	25%
General Education Students	164	82%	131	80%	33	20%
Students with Disabilities	35	18%	24	69%	11	31%
Asian or Native Hawaiian/Other Pacific Islander	23	12%	19	83%	4	17%
Black or African American	1	1%	1	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Hispanic or Latino	41	21%	30	73%	11	27%
White	122	61%	95	78%	27	22%
Multiracial	12	6%	10	83%	2	17%
Economically Disadvantaged	22	11%	17	77%	5	23%
Not Economically Disadvantaged	177	89%	138	78%	39	22%
English Language Learner	16	8%	12	75%	4	25%
Non-English Language Learner	183	92%	143	78%	40	22%
Not in Foster Care	199	100%	155	78%	44	22%
Homeless	1	1%	0	0%	1	100%
Not Homeless	198	99%	155	78%	43	22%
Not Migrant	199	100%	155	78%	44	22%
Parent Not in Armed Forces	199	100%	155	78%	44	22%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	192	100%	146	76%	46	24%
Female	96	50%	76	79%	20	21%
Male	96	50%	70	73%	26	27%
General Education Students	162	84%	133	82%	29	18%
Students with Disabilities	30	16%	13	43%	17	57%
Asian or Native Hawaiian/Other Pacific Islander	15	8%	13	87%	2	13%
Black or African American	4	2%	4	100%	0	0%
Hispanic or Latino	39	20%	31	79%	8	21%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	127	66%	91	72%	36	28%
Multiracial	7	4%	7	100%	0	0%
Economically Disadvantaged	28	15%	20	71%	8	29%
Not Economically Disadvantaged	164	85%	126	77%	38	23%
English Language Learner	15	8%	13	87%	2	13%
Non-English Language Learner	177	92%	133	75%	44	25%
Not in Foster Care	192	100%	146	76%	46	24%
Homeless	2	1%	1	50%	1	50%
Not Homeless	190	99%	145	76%	45	24%
Not Migrant	192	100%	146	76%	46	24%
Parent Not in Armed Forces	192	100%	146	76%	46	24%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	211	100%	171	81%	40	19%
Female	97	46%	83	86%	14	14%
Male	114	54%	88	77%	26	23%
General Education Students	175	83%	146	83%	29	17%
Students with Disabilities	36	17%	25	69%	11	31%
Asian or Native Hawaiian/Other Pacific Islander	23	11%	18	78%	5	22%
Black or African American	6	3%	6	100%	0	0%
Hispanic or Latino	37	18%	30	81%	7	19%
White	128	61%	105	82%	23	18%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Multiracial	17	8%	12	71%	5	29%
Economically Disadvantaged	37	18%	25	68%	12	32%
Not Economically Disadvantaged	174	82%	146	84%	28	16%
English Language Learner	10	5%	8	80%	2	20%
Non-English Language Learner	201	95%	163	81%	38	19%
Not in Foster Care	211	100%	171	81%	40	19%
Homeless	1	0%	1	100%	0	0%
Not Homeless	210	100%	170	81%	40	19%
Not Migrant	211	100%	171	81%	40	19%
Parent Not in Armed Forces	211	100%	171	81%	40	19%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	193	100%	127	66%	66	34%
Female	99	51%	69	70%	30	30%
Male	94	49%	58	62%	36	38%
General Education Students	171	89%	115	67%	56	33%
Students with Disabilities	22	11%	12	55%	10	45%
Asian or Native Hawaiian/Other Pacific Islander	18	9%	15	83%	3	17%
Black or African American	2	1%	2	100%	0	0%
Hispanic or Latino	36	19%	23	64%	13	36%
White	125	65%	79	63%	46	37%
Multiracial	12	6%	8	67%	4	33%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	27	14%	17	63%	10	37%
Not Economically Disadvantaged	166	86%	110	66%	56	34%
English Language Learner	9	5%	8	89%	1	11%
Non-English Language Learner	184	95%	119	65%	65	35%
Not in Foster Care	193	100%	127	66%	66	34%
Not Homeless	193	100%	127	66%	66	34%
Not Migrant	193	100%	127	66%	66	34%
Parent Not in Armed Forces	193	100%	127	66%	66	34%

2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	237	100%	137	58%	100	42%
Female	124	52%	71	57%	53	43%
Male	113	48%	66	58%	47	42%
General Education Students	210	89%	121	58%	89	42%
Students with Disabilities	27	11%	16	59%	11	41%
Asian or Native Hawaiian/Other Pacific Islander	15	6%	11	73%	4	27%
Black or African American	4	2%	4	100%	0	0%
Hispanic or Latino	43	18%	17	40%	26	60%
White	163	69%	99	61%	64	39%
Multiracial	12	5%	6	50%	6	50%
Economically Disadvantaged	37	16%	15	41%	22	59%
Not Economically Disadvantaged	200	84%	122	61%	78	39%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	10	4%	3	30%	7	70%
Non-English Language Learner	227	96%	134	59%	93	41%
Not in Foster Care	237	100%	137	58%	100	42%
Not Homeless	237	100%	137	58%	100	42%
Not Migrant	237	100%	137	58%	100	42%
Parent Not in Armed Forces	237	100%	137	58%	100	42%

2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	231	100%	100	43%	131	57%
Female	117	51%	51	44%	66	56%
Male	114	49%	49	43%	65	57%
General Education Students	191	83%	87	46%	104	54%
Students with Disabilities	40	17%	13	33%	27	68%
Asian or Native Hawaiian/Other Pacific Islander	24	10%	8	33%	16	67%
Black or African American	4	2%	3	75%	1	25%
Hispanic or Latino	39	17%	18	46%	21	54%
White	152	66%	68	45%	84	55%
Multiracial	12	5%	3	25%	9	75%
Economically Disadvantaged	34	15%	14	41%	20	59%
Not Economically Disadvantaged	197	85%	86	44%	111	56%
English Language Learner	14	6%	6	43%	8	57%
Non-English Language Learner	217	94%	94	43%	123	57%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not in Foster Care	231	100%	100	43%	131	57%
Not Homeless	231	100%	100	43%	131	57%
Not Migrant	231	100%	100	43%	131	57%
Parent Not in Armed Forces	231	100%	100	43%	131	57%

2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	155	17	11%	34	22%	73	47%	31	20%	104	67%
Female	79	11	14%	20	25%	31	39%	17	22%	48	61%
Male	76	6	8%	14	18%	42	55%	14	18%	56	74%
General Education Students	131	11	8%	26	20%	63	48%	31	24%	94	72%
Students with Disabilities	24	6	25%	8	33%	10	42%	0	0%	10	42%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	3	16%	10	53%	6	32%	16	84%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	7	23%	12	40%	8	27%	3	10%	11	37%
White	95	8	8%	16	17%	51	54%	20	21%	71	75%
Multiracial	10	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	17	5	29%	8	47%	4	24%	0	0%	4	24%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Economically Disadvantaged	138	12	9%	26	19%	69	50%	31	22%	100	72%
English Language Learner	12	6	50%	4	33%	2	17%	0	0%	2	17%
Non-English Language Learner	143	11	8%	30	21%	71	50%	31	22%	102	71%
Not in Foster Care	155	17	11%	34	22%	73	47%	31	20%	104	67%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	155	17	11%	34	22%	73	47%	31	20%	104	67%
Not Migrant	155	17	11%	34	22%	73	47%	31	20%	104	67%
Parent Not in Armed Forces	155	17	11%	34	22%	73	47%	31	20%	104	67%

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	146	11	8%	34	23%	41	28%	60	41%	101	69%
Female	76	3	4%	17	22%	21	28%	35	46%	56	74%
Male	70	8	11%	17	24%	20	29%	25	36%	45	64%
General Education Students	133	7	5%	28	21%	39	29%	59	44%	98	74%
Students with Disabilities	13	4	31%	6	46%	2	15%	1	8%	3	23%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	2	15%	3	23%	7	54%	10	77%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Black or African American	4	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	31	5	16%	10	32%	9	29%	7	23%	16	52%
White	91	5	5%	20	22%	24	26%	42	46%	66	73%
Multiracial	7	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	20	5	25%	6	30%	6	30%	3	15%	9	45%
Not Economically Disadvantaged	126	6	5%	28	22%	35	28%	57	45%	92	73%
English Language Learner	13	5	38%	5	38%	2	15%	1	8%	3	23%
Non-English Language Learner	133	6	5%	29	22%	39	29%	59	44%	98	74%
Not in Foster Care	146	11	8%	34	23%	41	28%	60	41%	101	69%
Homeless	1	--	--	--	--	--	--	--	--	--	--
Not Homeless	145	--	--	--	--	--	--	--	--	--	--
Not Migrant	146	11	8%	34	23%	41	28%	60	41%	101	69%
Parent Not in Armed Forces	146	11	8%	34	23%	41	28%	60	41%	101	69%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	171	48	28%	40	23%	44	26%	39	23%	83	49%
Female	83	22	27%	17	20%	20	24%	24	29%	44	53%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Male	88	26	30%	23	26%	24	27%	15	17%	39	44%
General Education Students	146	36	25%	34	23%	39	27%	37	25%	76	52%
Students with Disabilities	25	12	48%	6	24%	5	20%	2	8%	7	28%
Asian or Native Hawaiian/Other Pacific Islander	18	1	6%	6	33%	4	22%	7	39%	11	61%
Black or African American	6	5	83%	0	0%	1	17%	0	0%	1	17%
Hispanic or Latino	30	11	37%	7	23%	6	20%	6	20%	12	40%
White	105	29	28%	24	23%	29	28%	23	22%	52	50%
Multiracial	12	2	17%	3	25%	4	33%	3	25%	7	58%
Economically Disadvantaged	25	11	44%	4	16%	3	12%	7	28%	10	40%
Not Economically Disadvantaged	146	37	25%	36	25%	41	28%	32	22%	73	50%
English Language Learner	8	6	75%	0	0%	0	0%	2	25%	2	25%
Non-English Language Learner	163	42	26%	40	25%	44	27%	37	23%	81	50%
Not in Foster Care	171	48	28%	40	23%	44	26%	39	23%	83	49%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	170	—	—	—	—	—	—	—	—	—	—
Not Migrant	171	48	28%	40	23%	44	26%	39	23%	83	49%
Parent Not in Armed Forces	171	48	28%	40	23%	44	26%	39	23%	83	49%

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	127	13	10%	24	19%	39	31%	51	40%	90	71%
Female	69	5	7%	10	14%	23	33%	31	45%	54	78%
Male	58	8	14%	14	24%	16	28%	20	34%	36	62%
General Education Students	115	9	8%	20	17%	38	33%	48	42%	86	75%
Students with Disabilities	12	4	33%	4	33%	1	8%	3	25%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	15	2	13%	2	13%	3	20%	8	53%	11	73%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	5	22%	8	35%	5	22%	5	22%	10	43%
White	79	5	6%	12	15%	28	35%	34	43%	62	78%
Multiracial	8	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	17	6	35%	6	35%	3	18%	2	12%	5	29%
Not Economically Disadvantaged	110	7	6%	18	16%	36	33%	49	45%	85	77%
English Language Learner	8	4	50%	4	50%	0	0%	0	0%	0	0%
Non-English Language Learner	119	9	8%	20	17%	39	33%	51	43%	90	76%
Not in Foster Care	127	13	10%	24	19%	39	31%	51	40%	90	71%
Not Homeless	127	13	10%	24	19%	39	31%	51	40%	90	71%
Not Migrant	127	13	10%	24	19%	39	31%	51	40%	90	71%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	134	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	137	16	12%	41	30%	47	34%	33	24%	80	58%
Not Homeless	137	16	12%	41	30%	47	34%	33	24%	80	58%
Not Migrant	137	16	12%	41	30%	47	34%	33	24%	80	58%
Parent Not in Armed Forces	137	16	12%	41	30%	47	34%	33	24%	80	58%

2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	100	9	9%	24	24%	39	39%	28	28%	67	67%
Female	51	4	8%	13	25%	19	37%	15	29%	34	67%
Male	49	5	10%	11	22%	20	41%	13	27%	33	67%
General Education Students	87	2	2%	22	25%	35	40%	28	32%	63	72%
Students with Disabilities	13	7	54%	2	15%	4	31%	0	0%	4	31%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	1	13%	3	38%	4	50%	7	88%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	9	50%	2	11%	6	33%	1	6%	7	39%
White	68	0	0%	20	29%	27	40%	21	31%	48	71%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	14	4	29%	3	21%	5	36%	2	14%	7	50%
Not Economically Disadvantaged	86	5	6%	21	24%	34	40%	26	30%	60	70%
English Language Learner	6	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	94	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	100	9	9%	24	24%	39	39%	28	28%	67	67%
Not Homeless	100	9	9%	24	24%	39	39%	28	28%	67	67%
Not Migrant	100	9	9%	24	24%	39	39%	28	28%	67	67%
Parent Not in Armed Forces	100	9	9%	24	24%	39	39%	28	28%	67	67%

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SOUTH ORANGETOWN CSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

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

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

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	199	100%	155	78%	44	22%
Female	98	49%	79	81%	19	19%
Male	101	51%	76	75%	25	25%
General Education Students	164	82%	131	80%	33	20%
Students with Disabilities	35	18%	24	69%	11	31%
Asian or Native Hawaiian/Other Pacific Islander	23	12%	18	78%	5	22%
Black or African American	1	1%	1	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Hispanic or Latino	41	21%	29	71%	12	29%
White	122	61%	97	80%	25	20%
Multiracial	12	6%	10	83%	2	17%
Economically Disadvantaged	22	11%	17	77%	5	23%
Not Economically Disadvantaged	177	89%	138	78%	39	22%
English Language Learner	16	8%	12	75%	4	25%
Non-English Language Learner	183	92%	143	78%	40	22%
Not in Foster Care	199	100%	155	78%	44	22%
Homeless	1	1%	0	0%	1	100%
Not Homeless	198	99%	155	78%	43	22%
Not Migrant	199	100%	155	78%	44	22%
Parent Not in Armed Forces	199	100%	155	78%	44	22%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	192	100%	145	76%	47	24%
Female	96	50%	74	77%	22	23%
Male	96	50%	71	74%	25	26%
General Education Students	162	84%	131	81%	31	19%
Students with Disabilities	30	16%	14	47%	16	53%
Asian or Native Hawaiian/Other Pacific Islander	15	8%	13	87%	2	13%
Black or African American	4	2%	4	100%	0	0%
Hispanic or Latino	39	20%	33	85%	6	15%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	127	66%	89	70%	38	30%
Multiracial	7	4%	6	86%	1	14%
Economically Disadvantaged	28	15%	21	75%	7	25%
Not Economically Disadvantaged	164	85%	124	76%	40	24%
English Language Learner	15	8%	14	93%	1	7%
Non-English Language Learner	177	92%	131	74%	46	26%
Not in Foster Care	192	100%	145	76%	47	24%
Homeless	2	1%	1	50%	1	50%
Not Homeless	190	99%	144	76%	46	24%
Not Migrant	192	100%	145	76%	47	24%
Parent Not in Armed Forces	192	100%	145	76%	47	24%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	211	100%	168	80%	43	20%
Female	97	46%	81	84%	16	16%
Male	114	54%	87	76%	27	24%
General Education Students	175	83%	144	82%	31	18%
Students with Disabilities	36	17%	24	67%	12	33%
Asian or Native Hawaiian/Other Pacific Islander	23	11%	18	78%	5	22%
Black or African American	6	3%	6	100%	0	0%
Hispanic or Latino	37	18%	27	73%	10	27%
White	128	61%	104	81%	24	19%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Multiracial	17	8%	13	76%	4	24%
Economically Disadvantaged	37	18%	26	70%	11	30%
Not Economically Disadvantaged	174	82%	142	82%	32	18%
English Language Learner	10	5%	8	80%	2	20%
Non-English Language Learner	201	95%	160	80%	41	20%
Not in Foster Care	211	100%	168	80%	43	20%
Homeless	1	0%	1	100%	0	0%
Not Homeless	210	100%	167	80%	43	20%
Not Migrant	211	100%	168	80%	43	20%
Parent Not in Armed Forces	211	100%	168	80%	43	20%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	193	100%	113	59%	80	41%
Female	99	51%	62	63%	37	37%
Male	94	49%	51	54%	43	46%
General Education Students	171	89%	102	60%	69	40%
Students with Disabilities	22	11%	11	50%	11	50%
Asian or Native Hawaiian/Other Pacific Islander	18	9%	14	78%	4	22%
Black or African American	2	1%	2	100%	0	0%
Hispanic or Latino	36	19%	17	47%	19	53%
White	125	65%	72	58%	53	42%
Multiracial	12	6%	8	67%	4	33%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	27	14%	11	41%	16	59%
Not Economically Disadvantaged	166	86%	102	61%	64	39%
English Language Learner	9	5%	5	56%	4	44%
Non-English Language Learner	184	95%	108	59%	76	41%
Not in Foster Care	193	100%	113	59%	80	41%
Not Homeless	193	100%	113	59%	80	41%
Not Migrant	193	100%	113	59%	80	41%
Parent Not in Armed Forces	193	100%	113	59%	80	41%

2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	237	100%	130	55%	107	45%
Female	124	52%	67	54%	57	46%
Male	113	48%	63	56%	50	44%
General Education Students	210	89%	114	54%	96	46%
Students with Disabilities	27	11%	16	59%	11	41%
Asian or Native Hawaiian/Other Pacific Islander	15	6%	10	67%	5	33%
Black or African American	4	2%	4	100%	0	0%
Hispanic or Latino	43	18%	14	33%	29	67%
White	163	69%	96	59%	67	41%
Multiracial	12	5%	6	50%	6	50%
Economically Disadvantaged	37	16%	14	38%	23	62%
Not Economically Disadvantaged	200	84%	116	58%	84	42%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	10	4%	3	30%	7	70%
Non-English Language Learner	227	96%	127	56%	100	44%
Not in Foster Care	237	100%	130	55%	107	45%
Not Homeless	237	100%	130	55%	107	45%
Not Migrant	237	100%	130	55%	107	45%
Parent Not in Armed Forces	237	100%	130	55%	107	45%

2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	231	100%	41	18%	190	82%
Female	117	51%	19	16%	98	84%
Male	114	49%	22	19%	92	81%
General Education Students	191	83%	32	17%	159	83%
Students with Disabilities	40	17%	9	23%	31	78%
Asian or Native Hawaiian/Other Pacific Islander	24	10%	1	4%	23	96%
Black or African American	4	2%	2	50%	2	50%
Hispanic or Latino	39	17%	10	26%	29	74%
White	152	66%	28	18%	124	82%
Multiracial	12	5%	0	0%	12	100%
Economically Disadvantaged	34	15%	8	24%	26	76%
Not Economically Disadvantaged	197	85%	33	17%	164	83%
English Language Learner	14	6%	4	29%	10	71%
Non-English Language Learner	217	94%	37	17%	180	83%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not in Foster Care	231	100%	41	18%	190	82%
Not Homeless	231	100%	41	18%	190	82%
Not Migrant	231	100%	41	18%	190	82%
Parent Not in Armed Forces	231	100%	41	18%	190	82%

2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	155	37	24%	44	28%	56	36%	18	12%	74	48%
Female	79	23	29%	29	37%	20	25%	7	9%	27	34%
Male	76	14	18%	15	20%	36	47%	11	14%	47	62%
General Education Students	131	25	19%	38	29%	51	39%	17	13%	68	52%
Students with Disabilities	24	12	50%	6	25%	5	21%	1	4%	6	25%
Asian or Native Hawaiian/Other Pacific Islander	18	3	17%	4	22%	7	39%	4	22%	11	61%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	10	34%	10	34%	6	21%	3	10%	9	31%
White	97	22	23%	28	29%	36	37%	11	11%	47	48%
Multiracial	10	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	17	5	29%	5	29%	6	35%	1	6%	7	41%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Economically Disadvantaged	138	32	23%	39	28%	50	36%	17	12%	67	49%
English Language Learner	12	4	33%	3	25%	4	33%	1	8%	5	42%
Non-English Language Learner	143	33	23%	41	29%	52	36%	17	12%	69	48%
Not in Foster Care	155	37	24%	44	28%	56	36%	18	12%	74	48%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	155	37	24%	44	28%	56	36%	18	12%	74	48%
Not Migrant	155	37	24%	44	28%	56	36%	18	12%	74	48%
Parent Not in Armed Forces	155	37	24%	44	28%	56	36%	18	12%	74	48%

2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	145	46	32%	49	34%	34	23%	16	11%	50	34%
Female	74	22	30%	28	38%	17	23%	7	9%	24	32%
Male	71	24	34%	21	30%	17	24%	9	13%	26	37%
General Education Students	131	34	26%	49	37%	33	25%	15	11%	48	37%
Students with Disabilities	14	12	86%	0	0%	1	7%	1	7%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	13	4	31%	4	31%	3	23%	2	15%	5	38%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	33	15	45%	10	30%	7	21%	1	3%	8	24%
White	89	24	27%	33	37%	21	24%	11	12%	32	36%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	13	62%	6	29%	1	5%	1	5%	2	10%
Not Economically Disadvantaged	124	33	27%	43	35%	33	27%	15	12%	48	39%
English Language Learner	14	8	57%	5	36%	1	7%	0	0%	1	7%
Non-English Language Learner	131	38	29%	44	34%	33	25%	16	12%	49	37%
Not in Foster Care	145	46	32%	49	34%	34	23%	16	11%	50	34%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	144	—	—	—	—	—	—	—	—	—	—
Not Migrant	145	46	32%	49	34%	34	23%	16	11%	50	34%
Parent Not in Armed Forces	145	46	32%	49	34%	34	23%	16	11%	50	34%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	168	64	38%	46	27%	39	23%	19	11%	58	35%
Female	81	31	38%	19	23%	19	23%	12	15%	31	38%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Male	87	33	38%	27	31%	20	23%	7	8%	27	31%
General Education Students	144	49	34%	40	28%	36	25%	19	13%	55	38%
Students with Disabilities	24	15	63%	6	25%	3	13%	0	0%	3	13%
Asian or Native Hawaiian/Other Pacific Islander	18	3	17%	4	22%	4	22%	7	39%	11	61%
Black or African American	6	5	83%	1	17%	0	0%	0	0%	0	0%
Hispanic or Latino	27	14	52%	6	22%	5	19%	2	7%	7	26%
White	104	37	36%	33	32%	26	25%	8	8%	34	33%
Multiracial	13	5	38%	2	15%	4	31%	2	15%	6	46%
Economically Disadvantaged	26	16	62%	6	23%	2	8%	2	8%	4	15%
Not Economically Disadvantaged	142	48	34%	40	28%	37	26%	17	12%	54	38%
English Language Learner	8	4	50%	3	38%	1	13%	0	0%	1	13%
Non-English Language Learner	160	60	38%	43	27%	38	24%	19	12%	57	36%
Not in Foster Care	168	64	38%	46	27%	39	23%	19	11%	58	35%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	167	—	—	—	—	—	—	—	—	—	—
Not Migrant	168	64	38%	46	27%	39	23%	19	11%	58	35%
Parent Not in Armed Forces	168	64	38%	46	27%	39	23%	19	11%	58	35%

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	113	35	31%	29	26%	37	33%	12	11%	49	43%
Female	62	22	35%	19	31%	15	24%	6	10%	21	34%
Male	51	13	25%	10	20%	22	43%	6	12%	28	55%
General Education Students	102	28	27%	28	27%	35	34%	11	11%	46	45%
Students with Disabilities	11	7	64%	1	9%	2	18%	1	9%	3	27%
Asian or Native Hawaiian/Other Pacific Islander	14	2	14%	3	21%	7	50%	2	14%	9	64%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	7	41%	7	41%	3	18%	0	0%	3	18%
White	72	23	32%	16	22%	24	33%	9	13%	33	46%
Multiracial	8	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	5	45%	4	36%	1	9%	1	9%	2	18%
Not Economically Disadvantaged	102	30	29%	25	25%	36	35%	11	11%	47	46%
English Language Learner	5	3	60%	1	20%	0	0%	1	20%	1	20%
Non-English Language Learner	108	32	30%	28	26%	37	34%	11	10%	48	44%
Not in Foster Care	113	35	31%	29	26%	37	33%	12	11%	49	43%
Not Homeless	113	35	31%	29	26%	37	33%	12	11%	49	43%
Not Migrant	113	35	31%	29	26%	37	33%	12	11%	49	43%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	127	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	130	31	24%	47	36%	36	28%	16	12%	52	40%
Not Homeless	130	31	24%	47	36%	36	28%	16	12%	52	40%
Not Migrant	130	31	24%	47	36%	36	28%	16	12%	52	40%
Parent Not in Armed Forces	130	31	24%	47	36%	36	28%	16	12%	52	40%

2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	41	24	59%	14	34%	3	7%	0	0%	3	7%
Female	19	11	58%	7	37%	1	5%	0	0%	1	5%
Male	22	13	59%	7	32%	2	9%	0	0%	2	9%
General Education Students	32	16	50%	13	41%	3	9%	0	0%	3	9%
Students with Disabilities	9	8	89%	1	11%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	5	50%	4	40%	1	10%	0	0%	1	10%
White	28	17	61%	9	32%	2	7%	0	0%	2	7%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	8	3	38%	4	50%	1	13%	0	0%	1	13%
Not Economically Disadvantaged	33	21	64%	10	30%	2	6%	0	0%	2	6%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	37	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	41	24	59%	14	34%	3	7%	0	0%	3	7%
Not Homeless	41	24	59%	14	34%	3	7%	0	0%	3	7%
Not Migrant	41	24	59%	14	34%	3	7%	0	0%	3	7%
Parent Not in Armed Forces	41	24	59%	14	34%	3	7%	0	0%	3	7%

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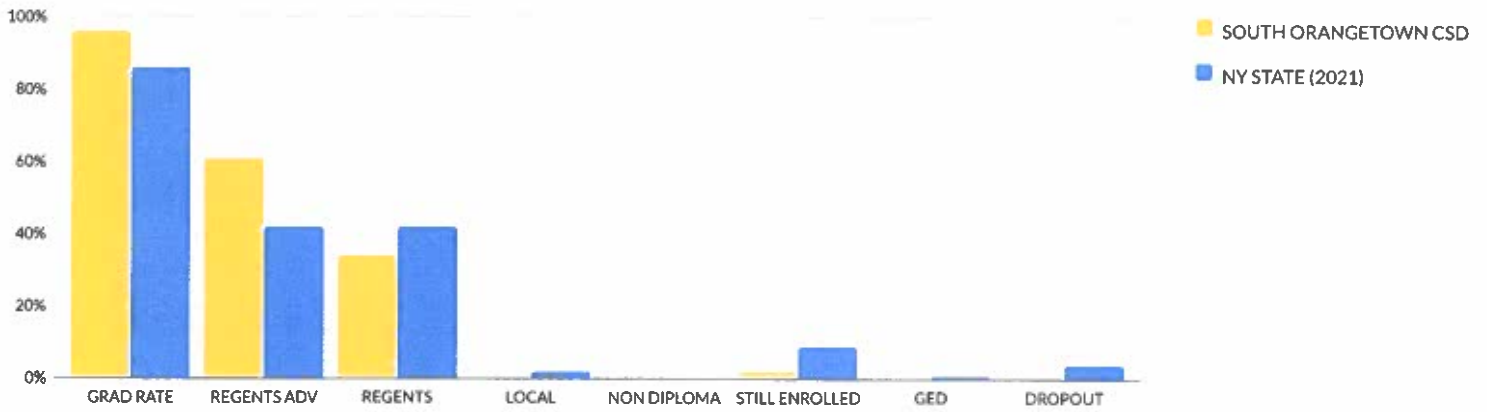
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SOUTH ORANGETOWN CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2021

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

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

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



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	242	96%	154	61%	85	34%	3	1%	0	0%	6	2%	0	0%	3	1%
Female	116	113	97%	80	69%	33	28%	0	0%	0	0%	2	2%	0	0%	1	1%
Male	135	129	96%	74	55%	52	39%	3	2%	0	0%	4	3%	0	0%	2	1%
General Education Students	211	207	98%	147	70%	60	28%	0	0%	0	0%	1	0%	0	0%	3	1%
Students with Disabilities	40	35	88%	7	18%	25	63%	3	8%	0	0%	5	13%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	26	100%	19	73%	7	27%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	29	91%	10	31%	19	59%	0	0%	0	0%	1	3%	0	0%	2	6%
White	181	175	97%	119	66%	53	29%	3	2%	0	0%	5	3%	0	0%	1	1%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	31	89%	13	37%	18	51%	0	0%	0	0%	3	9%	0	0%	1	3%
Not Economically Disadvantaged	216	211	98%	141	65%	67	31%	3	1%	0	0%	3	1%	0	0%	2	1%
English Language Learner	8	5	63%	1	13%	4	50%	0	0%	0	0%	1	13%	0	0%	2	25%
Non-English Language Learner	243	237	98%	153	63%	81	33%	3	1%	0	0%	5	2%	0	0%	1	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	242	96%	154	61%	85	34%	3	1%	0	0%	6	2%	0	0%	3	1%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	249	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	251	242	96%	154	61%	85	34%	3	1%	0	0%	6	2%	0	0%	3	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	251	242	96%	154	61%	85	34%	3	1%	0	0%	6	2%	0	0%	3	1%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	211	210	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	237	236	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	242	241	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	240	239	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	242	241	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	242	241	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%

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