



*2025 - 2026 Proposed Budget
May 20, 2025*

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THE MISSION OF THE SOUTH ORANGETOWN CENTRAL SCHOOL

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

Our values are:

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

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

Dear Community Members,

On April 8, the Board of Education adopted the proposed 2025-26 budget, which totals \$115,289,084 with a tax levy increase that remains within the mandated state cap at 2.31%.

The proposed 2025-26 budget provides for:

- Reduced class sizes with the addition of an elementary teacher at Cottage Lane Elementary School and a secondary physical education teacher;
- Increased support to meet student needs with the addition of a reading teacher at Tappan Zee High School and a special education teacher at South Orangetown Middle School; and,
- \$2M to support new casework and associated electrical and plumbing work for eight classrooms at William O. Schaefer Elementary School; construction of an accessible bathroom in the TZHS nurse's suite; replacement of the entrance to the TZHS school store; and, district-wide security camera and safety enhancements.

This has been a particularly challenging year for budget development. Our District is faced with decreased federal funding, a minimal increase in State Aid, rising costs and revenue shortfalls resulting from a tax cap growth factor which has not kept pace with inflation. Our administrative team remains diligent in looking for efficiencies to slow budget growth while maintaining the quality educational programs and services our community takes pride in.

For 2025-26, the District has made \$1.44M in reductions, which include offsets for new staffing. Reserves and unrestricted fund balance will bridge the remaining gap between anticipated expenditures and revenues.

Meanwhile, South Orangetown has much to celebrate: Our students continue to earn regional, state and national recognition. A few of the many highlights this year: TZHS is home to one 2025 National Merit Scholarship Finalist and five Commended Students; our Girls Cross Country team won its first-ever State Championship; three student-musicians were selected for All-Eastern Honors ensembles; and, the robotics team made it back to the World Championship.

The proposed 2025-26 budget reflects our community's shared commitment to responsible fiscal stewardship and a high-quality educational experience for all students. **Please vote on May 20.**

Sincerely,

Brian Culot, Ed.D.
Superintendent of Schools

Steven Finn
President, Board of Education

FIVE - YEAR ADOPTED BUDGET AND PROPERTY TAX LEVY CAP

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


There are several important aspects in understanding the Tax Cap:

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

This is the primary reason that the tax rate change as estimated 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 2021-2022	Adopted Budget 2022-2023	Adopted Budget 2023-2024	Adopted Budget 2024-2025	Proposed Budget 2025-2026
SCHOOL DISTRICT BUDGET	\$ 98,208,170 1.41%	\$ 101,554,865 3.41%	\$ 108,815,021 7.15%	\$ 110,595,035 1.64%	\$ 115,289,084 4.24%
LESS:					
State Aid	(12,605,405)	(13,637,140)	(16,417,297)	(17,746,619)	(17,764,376)
Fund Balance	-	-	(1,700,000)	(672,730)	(1,886,220)
Other Revenue	(1,926,580)	(1,927,605)	(2,916,996)	(3,078,247)	(4,479,641)
TAX LEVY	\$ 83,676,185	\$ 85,990,120	\$ 87,780,728	\$ 89,097,439	\$ 91,158,847
TAX LEVY INCREASE	\$ 81,920	\$ 2,313,935	\$ 1,790,608	\$ 1,316,711	\$ 2,061,408
TAX LEVY PERCENTAGE INCREASE	2.82%	2.77%	2.08%	1.50%	2.31%

2025-26 Proposed Budget	\$ 115,289,084		2025-26 Tax Levy Limit	\$ 87,965,789
Less Estimated State Aid	(17,764,376)		Plus 2025-26 Allowable Exclusions	
Less Appropriated Fund Balance & Reserves	(1,886,220)		Net, Capital Tax Levy	3,193,058
Less Other Revenues	(4,479,641)		Pension Exclusions	-
				3,193,058
2025-26 Allowable Tax Levy Prescribed by Chapter 97 of the Laws of 2011	\$ 91,158,847		2025-26 "Maximum Allowable Levy"	\$ 91,158,847

For 2025-26, South Orangetown Central School District's Proposed Tax Levy after exclusions is equal to the 2025-26 "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	2022-23 Actual	2023-24 Actual	2024-25 Adopted Budget	2025-26 Proposed Budget	\$ Chg. Proposed vs. Adopted	Notes
REVENUES - LOCAL SOURCES						
Real Property Taxes:						
1001 Real Property Taxes - Maximum Allowable Tax Levy	82,029,071	84,228,438	89,097,439	91,158,847	2,061,408	1
1085 Real Property Taxes - Star Exemption	3,979,356	3,556,019	-	-	-	2
1001.A Allowance for Real Property Taxes - Individuals	(38,371)	(58,116)	(55,000)	(55,000)	-	3
1081 Payments in Lieu of Taxes (PILOTS)	72,544	74,721	76,972	79,272	2,300	4
Total	86,042,600	87,801,062	89,119,411	91,183,119	2,063,708	
Charges For Services:						
2230 Day School Tuition -Cove, TSP, Non-Resident	16,218	88,854	-	-	-	5
1315 Tuition - Continuing Ed	48,130	44,555	50,000	45,000	(5,000)	6
1335 Other Student Fees & Charges	241	135	-	-	-	
1410 Admissions	23,931	22,226	20,000	20,600	600	
2235 BOCES Services/Substitutes	-	127	-	-	-	
Total	88,520	155,897	70,000	65,600	(4,400)	
Use of Money & Property						
2401 Interest earnings	1,982,099	3,891,576	700,000	2,000,000	1,300,000	7
2410 Rental of Real Property	1,662,593	1,787,281	1,785,000	1,878,494	93,494	8
Total	3,644,692	5,678,857	2,485,000	3,878,494	1,393,494	

Sale of Property & Compensation For Loss						
2655	Minor Sales	1,551	-	-	-	-
2680	Insurance Recoveries	21,801	664,630	-	-	-
	Other	11,049	8,635	-	-	-
	Total	34,401	673,265	-	-	-
Miscellaneous						
2701	Refund of Prior Years' Expenditures	862,302	870,206	450,000	450,000	-
2705	Donations	1,250	2,225	-	-	-
2705.1	21st Century Grant	7,275	7,275	7,275	7,275	-
2770	Other	4,434	14,293	4,000	4,000	-
	Total	875,261	893,999	461,275	461,275	-
REVENUES - STATE SOURCES						
3101	Foundation Aid inclusive of Lottery aid, Excess Cost, BOCES, Transportation, Building & GEA	13,770,646	17,032,549	17,420,932	17,477,305	56,373
3260	Textbook Aid	168,343	170,032	168,408	174,984	6,576
3262	Computer Software Aid	42,499	42,679	40,000	44,000	4,000
3262.1	Computer Hardware Aid	19,911	21,581	20,279	19,587	(692)
3263	Library Aid	17,731	17,806	17,000	18,500	1,500
3289	Other Aid	264,156	29,951	80,000	30,000	(50,000)
	Total	14,283,286	17,314,598	17,746,619	17,764,376	17,757
REVENUES - FEDERAL SOURCES						
4286	CARES ACT EDUCATION STABILIZATION FUND					
4289	Other Aid		261,100			
4601	Medicaid Assistance	95,108	85,178	40,000	50,000	10,000
	Total	95,108	346,278	40,000	50,000	10,000
TOTAL REVENUES		105,063,868	112,863,956	109,922,305	113,402,864	3,480,559
OTHER FINANCING SOURCES						
5050	Operating Transfers In	-	-	-	-	-
5031	Appropriated ERS Reserve Funds	-	-	-	500,000	500,000
5031	Appropriated TRS Reserve Funds	-	-	-	500,000	500,000
5052	Transfer from U.I. Reserve	-	-	672,730	886,220	213,490
5788	Leases	-	-	-	-	-
	Total	-	-	672,730	1,886,220	1,213,490
TOTAL REVENUES		\$ 105,063,868	\$ 112,863,956	\$ 110,595,035	\$ 115,289,084	\$ 4,694,049

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.

	Maximum STAR Exemption	
	Basic	Enhanced
Homestead	\$916	\$2,306
Non-Homestead	\$1,640	\$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 **Payment 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	10/1/2025 to 9/30/2026
Tappan Zee Elementary School	Fred Keller	7/1/2025 to 6/30/2027
Tappan Zee Elementary School	Rockland BOCES	7/1/2025 to 6/30/2027
WOS, CLE, SOMS & TZHS - classrooms at each building	Rockland BOCES	Yearly
Facility Use Fees in accordance with Education Law 414	Various users	Yearly

- 9 **Insurance Recoveries:** Generally represents an insurance recovery for workers' compensation claims, property damage, etc.
- 10 **Refund of Prior Year's Expenditures:** The majority of this revenue represents refunds from the Board of Cooperative Educational Services (BOCES) for fees/tuitions charged in excess of final program costs and funds from Rockland County for Committee on Preschool Education expenses.
- 11 **21st Century Grant:** Rockland County provides a grant to various Districts each year to assist in the support of the District's Family Resource Center for early literacy.
- 12 **State Aid:** Represents the Governor's Proposed Budget for 2025-2026. All other aides are based on student enrollments and expense driven aid.

**SOUTH ORANGETOWN CSD
GENERAL FUND APPROPRIATIONS**

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A1010.4	Contractual And Other	28,250	28,250	29,650	1,400
A1010.45	Materials And Supplies	1,500	1,500	2,000	500
A1010.49	Boces Services	24,000	25,000	25,000	0
1010	BOARD OF EDUCATION	53,750	54,750	56,650	1,900
A1040.16	Noninstructional Salaries	11,000	12,000	12,000	0
A1040.4	Contractual And Other	400	400	400	0
A1040.45	Materials And Supplies	2,400	2,400	2,400	0
1040	DISTRICT CLERK	13,800	14,800	14,800	0
A1060.4	Contractual And Other	15,000	17,500	18,000	500
A1060.45	Materials And Supplies	3,100	2,500	2,500	0
1060	DISTRICT MEETING	18,100	20,000	20,500	500
10	TOTAL BOARD OF EDUCATION	85,650	89,550	91,950	2,400

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	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A1240.15	Instructional Salaries	285,000	272,650	276,000	3,350
A1240.16	Noninstructional Salaries	101,500	105,000	112,525	7,525
A1240.4	Contractual and Other	28,857	34,000	33,700	(300)
A1240.45	Materials and Supplies	4,500	4,500	4,500	0
1240	CHIEF SCHOOL ADMINISTRATOR	419,857	416,150	426,725	10,575
12	TOTAL CHIEF SCHOOL ADMINISTRATOR	419,857	416,150	426,725	10,575

EXPLANATORY NOTES:

Chief School Administrator: Compensation and expenditures of the office of the Superintendent of Schools who is the chief executive officer of the Board of Education and the chief administrator of the school system. The Superintendent is responsible for implementing all school board policies and for directing the educational process of the District. Included here are salaries of the Superintendent and clerical assistance. Contractual expenses include costs for administrative retreat, equipment repair, and any other contractual expenses as needed throughout the year.

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A1310.15	Instructional Salaries	225,000	368,000	225,000	(143,000)
A1310.16	Noninstructional Salaries	565,156	455,116	627,696	172,581
A1310.4	Contractual and Other	30,900	28,100	32,700	4,600
A1310.45	Materials and Supplies	11,200	10,000	10,000	0
A1310.49	BOCES Services	19,800	28,600	28,600	0
1310	BUSINESS ADMINISTRATION	852,056	889,816	923,996	34,181
A1320.4	Contractual and Other	95,000	96,300	99,200	2,900
1320	AUDITING	95,000	96,300	99,200	2,900
A1325.16	Noninstructional Salaries	15,000	12,000	12,000	0
A1325.4	Contractual and Other	2,300	2,300	2,600	300
A1325.45	Materials and Supplies	480	400	400	0
1325	TREASURER	17,780	14,700	15,000	300
A1345.16	Noninstructional Salaries	84,000	86,500	87,500	1,000
A1345.4	Contractual and Other	10,700	10,700	11,200	500
A1345.45	Materials and Supplies	400	400	400	0
1345	PURCHASING	95,100	97,600	99,100	1,500
13	TOTAL FINANCE	1,059,936	1,098,416	1,137,296	38,881

EXPLANATORY NOTES:

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

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

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

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

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A1420.4	Contractual and Other	150,000	150,000	165,000	15,000
1420	LEGAL	150,000	150,000	165,000	15,000
A1430.15	Instructional Salaries	197,500	205,963	214,000	8,037
A1430.16	Noninstructional Salaries	203,410	210,894	224,000	13,106
A1430.4	Contractual and Other	24,900	34,500	32,500	(2,000)
A1430.45	Materials and Supplies	8,000	8,000	10,000	2,000
A1430.49	BOCES Services	122,279	122,290	91,144	(31,146)
1430	PERSONNEL	556,089	581,647	571,644	(10,003)
A1460.4	Contractual and Other	1,200	1,500	1,300	(200)
A1460.45	Materials and Supplies	1,500	1,200	1,000	(200)
A1460.49	BOCES Services	10,710	11,100	11,300	200
1460	RECORDS MANAGEMENT OFFICER	13,410	13,800	13,600	(200)
A1480.4	Contractual and Other	18,400	27,500	27,500	0
A1480.49	BOCES Services	291,000	302,820	283,820	(19,000)
1480	PUBLIC INFORMATION & SERVICES	309,400	330,320	311,320	(19,000)
14	TOTAL STAFF	1,028,899	1,075,767	1,061,564	(14,203)

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 has established an effective records retention program. The District contracts with Rockland BOCES, who are specialists in this area, to assist us in the development of an effective program. Also included are expenditures for scanning and purging records, supplies and the cost of discarding aged records.

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

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A1620.16	Noninstructional Salaries	1,432,763	1,434,934	1,417,757	(17,177)
A1620.2	Equipment	27,405	27,405	27,405	0
A1620.4	Contractual and Other	3,205,367	3,348,853	3,352,910	4,057
A1620.45	Materials and Supplies	190,000	200,000	170,000	(30,000)
1620	OPERATION OF PLANT	4,855,535	5,011,192	4,968,072	(43,120)
A1621.16	Noninstructional Salaries	681,301	730,008	737,977	7,969
A1621.2	Equipment	121,212	121,212	85,000	(36,212)
A1621.4	Contractual and Other	966,862	1,214,011	1,113,992	(100,019)
A1621.45	Materials and Supplies	163,975	177,500	183,000	5,500
A1621.49	BOCES Services	0	0	0	0
1621	MAINTENANCE OF PLANT	1,933,350	2,242,731	2,119,969	(122,762)
A1622.4	Contractual and Other	295,995	329,150	302,312	(26,838)
A1622.45	Materials and Supplies	10,000	13,500	13,500	0
A1622.49	BOCES Services	72,851	70,000	63,400	(6,600)
1622	SECURITY OF PLANT	378,846	412,650	379,212	(33,438)
A1670.4	Contractual and Other	36,300	39,000	39,000	0
A1670.45	Materials and Supplies	61,000	61,000	61,000	0
A1670.49	BOCES Services	168,669	198,598	64,870	(133,728)
1670	CENTRAL PRINTING & MAILING	265,969	298,598	164,870	(133,728)
16	TOTAL CENTRAL SERVICES	7,433,700	7,965,171	7,632,123	(333,048)

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	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A1910.4	Unallocated Insurance	419,729	405,631	548,000	142,369
1910	UNALLOCATED INSURANCE	419,729	405,631	548,000	142,369
A1950.4	Assessments on School Property	114,000	114,000	114,000	0
1950	ASSESSMENTS ON SCHOOL PROPERTY	114,000	114,000	114,000	0
A1981.49	BOCES Administrative Costs	397,093	394,732	401,763	7,031
1981	BOCES ADMINISTRATIVE COSTS	397,093	394,732	401,763	7,031
A1983.49	BOCES Capital Expenses	171,820	255,268	253,388	(1,880)
1983	BOCES ADMINISTRATIVE COSTS	171,820	255,268	253,388	(1,880)
19	TOTAL SPECIAL ITEMS	1,102,642	1,169,631	1,317,151	147,520
1	TOTAL GENERAL SUPPORT	11,130,683	11,814,685	11,666,809	(147,876)

EXPLANATORY NOTES:

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

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

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

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

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A2010.15	Instructional Salaries	1,314,421	1,309,738	1,273,274	(36,464)
A2010.16	Noninstructional Salaries	88,882	100,678	123,294	22,616
A2010.4	Contractual and Other	65,696	57,240	66,240	9,000
A2010.45	Materials and Supplies	16,000	16,000	16,000	0
A2010.49	BOCES Services	237,288	203,935	144,000	(59,935)
2010	CURRICULUM DEVEL & SUPERVISION	1,722,287	1,687,591	1,622,808	(64,783)
A2020.15	Instructional Salaries	1,672,500	1,653,558	1,519,500	(134,058)
A2020.16	Noninstructional Salaries	681,254	713,849	749,464	35,615
A2020.4	Contractual and Other	42,052	48,164	55,438	7,274
A2020.45	Materials and Supplies	17,242	17,560	17,716	156
2020	SUPERVISION	2,413,048	2,433,131	2,342,118	(91,013)
20	TOTAL ADMINISTRATION AND IMPROVEMENTS	4,135,335	4,120,722	3,964,926	(155,796)

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 Pre-K-12 instructional program. Also included are various salaries for staff development, mini-grant awards, and learning institutes. Contractual expenses include costs for staff development consultants not available through BOCES. Supplies and materials expenses include the cost of supplies for learning institutes, new teacher initiatives and other education. The textbook budget includes new textbook series for buildings. BOCES services includes the cost of curriculum development, consultants, and test scoring.

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

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A2110.12a	Teacher Salaries, Full Day Kindergarten – 3	6,061,437	6,007,265	6,098,133	90,868
A2110.12b	Teacher Salaries, 4 - 6	5,274,235	5,334,353	5,536,309	201,955
A2110.13	Teacher Salaries, 7 - 12	14,769,142	15,253,694	14,958,066	(295,628)
A2110.14	Substitute Teacher Salaries	726,044	735,355	715,000	(20,355)
A2110.16	Noninstructional Salaries	719,690	784,614	807,026	22,412
A2110.4	Contractual and Other	193,564	237,080	207,283	(29,797)
A2110.45	Materials and Supplies	460,148	328,239	304,633	(23,606)
A2110.472	Tuition - All Other (Specify)	5,626	5,626	0	(5,626)
A2110.48	Textbooks	251,825	306,372	315,979	9,607
A2110.49b	Other BOCES Services - Not ELL	86,231	90,686	91,686	1,000
2110	TEACHING	28,547,942	29,083,284	29,034,114	(49,170)
21	TOTAL GENERAL EDUCATION	28,547,942	29,083,284	29,034,114	(49,170)

EXPLANATORY NOTES:

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

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

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

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

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

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

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

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A2250.15	Instructional Salaries	6,825,652	7,158,813	7,858,204	699,391
A2250.16	Noninstructional Salaries	675,716	866,074	871,662	5,587
A2250.4	Contractual and Other	80,200	70,750	101,850	31,100
A2250.45	Materials and Supplies	30,000	30,000	30,000	0
A2250.471	Tuition Paid to Public Districts in NYS	50,000	111,730	145,249	33,519
A2250.472	Tuition - All Other	733,193	557,140	768,000	210,860
A2250.473	Payments to Charter Schools	0	27,600	0	(27,600)
A2250.48	Textbooks	0	6,000	5,000	(1,000)
A2250.49	BOCES Services	6,538,377	6,270,616	7,118,420	847,804
2250	PROGRAMS-STUDENTS W/ DISABIL	14,933,138	15,098,723	16,898,385	1,799,661
A2259.15	Instructional Salaries	1,343,203	1,415,734	1,481,103	65,370
A2259.4	Contractual and Other	3,911	3,911	3,911	0
A2259.49	BOCES Services	75,000	75,000	75,000	0
2259	SO. ORANG. M.S. TSP	1,422,114	1,494,645	1,560,014	65,370
A2280.49	BOCES Services	557,246	825,000	905,000	80,000
2280	ALTERNATIVE HIGH SCHOOL PROGRAM	557,246	825,000	905,000	80,000
22	TOTAL PROG FOR STUDENTS W/ DISAB & OCC ED	16,912,498	17,418,368	19,363,399	1,945,031

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 for Pupil Personnel Services, CSE Chairperson, CPSE Chairperson, special education teachers, speech, visually impaired, teaching assistants, teaching assistants 1:1, occupational therapists, physical therapists, home tutoring, and secretarial services. Salaries reflect contractual obligations, changes in staff assignments, and changes in FTEs.

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

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

Supplemental information within the 2250 budget: 2257 COVE I - Middle School and COVE II - High School: Unique to Rockland County is the South Orangetown Consortium Program for children classified as developmentally challenged. Rockland County Districts have designed a sequence of programs to serve these developmentally disabled children. COVE I Intermediate, self-contained program. COVE II - After completion of COVE I students move up to COVE II, which allows students to become more independent by moving from class to class and going out into the community to learn job skills. The focus of the program is to enable each student to maximize his/her potential and gain functional independence in the community in preparation for their adult life. The District has partnered with BOCES who is also providing the services for this program to Rockland County School Districts at the middle and high schools. For 2025-26, BOCES will provide two sections at the middle school of COVE I and two sections at the high school for COVE II. The District still provides one section of COVE II at the high school for resident students.

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

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

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A2330.16	Noninstructional Salaries	33,000	33,000	33,000	0
A2330.4	Contractual and Other	47,530	46,000	46,000	0
A2330.45	Materials and Supplies	400	1,000	1,000	0
A2330.49a	BOCES Services	4,000	4,000	0	(4,000)
2330	CONTINUING EDUCATION PROGRAM	84,930	84,000	80,000	(4,000)
23	TOTAL TEACHING - SPECIAL SCHOOLS	84,930	84,000	80,000	(4,000)

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	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A2610.15	Instructional Salaries	552,743	562,841	591,730	28,889
A2610.16	Noninstructional Salaries	93,915	96,508	100,000	3,492
A2610.4	Contractual and Other	6,525	2,000	2,000	0
A2610.45	Materials and Supplies	5,792	6,112	6,501	389
A2610.46	School Library A/V Loan Program	30,387	29,410	26,731	(2,679)
A2610.49	BOCES Services	10,813	11,200	11,200	0
2610	SCHOOL LIBRARY & AUDIOVISUAL	700,175	708,071	738,162	30,091
A2630.15	Instructional Salaries	202,500	208,721	210,000	1,279
A2630.16	Noninstructional Salaries	218,345	219,739	230,050	10,311
A2630.22	State-Aided Computer Hardware - Purchase	138,070	135,000	120,000	(15,000)
A2630.45	Materials and Supplies	72,308	70,000	70,000	0
A2630.46	State-Aided Computer Software	62,600	60,000	55,000	(5,000)
A2630.49	BOCES Services	2,917,250	2,704,226	3,197,569	493,343
A2630.4c	Contractual and Other	110,700	104,000	97,000	(7,000)
2630	COMPUTER ASSISTED INSTRUCTION	3,721,773	3,501,686	3,979,619	477,933
26	TOTAL INSTRUCTIONAL MEDIA	4,421,949	4,209,757	4,717,781	508,024

EXPLANATORY NOTES:

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

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

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

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A2805.49	BOCES Services	1,800	1,800	1,800	0
2805	ATTENDANCE	1,800	1,800	1,800	0
A2810.15	Instructional Salaries	1,322,825	1,364,455	1,356,258	(8,197)
A2810.16	Noninstructional Salaries	195,355	195,870	189,466	(6,404)
A2810.4	Contractual and Other	7,326	10,326	16,266	5,940
A2810.45	Materials and Supplies	3,760	5,760	6,000	240
2810	GUIDANCE	1,529,266	1,576,411	1,567,990	(8,421)
A2815.16	Noninstructional Salaries	609,375	619,253	514,707	(104,546)
A2815.4	Contractual and Other	74,536	74,582	78,532	3,950
A2815.45	Materials and Supplies	8,000	8,000	8,000	0
2815	HEALTH SERVICES	691,911	701,835	601,239	(100,596)
A2820.15	Instructional Salaries	884,354	951,696	972,931	21,235
2820	PSYCHOLOGICAL SRVC	884,354	951,696	972,931	21,235
A2825.15	Instructional Salaries	341,030	357,234	424,689	67,455
A2825.45	Materials and Supplies	1,000	0	2,000	2,000
2825	SOCIAL WORK SRVC	342,030	357,234	426,689	69,455
A2850.15	Instructional Salaries	355,254	363,950	366,000	2,050
A2850.4	Contractual and Other	79,615	107,760	138,016	30,256
A2850.45	Materials and Supplies	82,810	99,117	102,012	2,895
2850	CO-CURRICULAR ACTIVITIES	517,679	570,827	606,028	35,201
A2855.15	Instructional Salaries	789,000	818,892	849,000	30,108
A2855.16	Noninstructional Salaries	147,855	155,102	144,021	(11,081)
A2855.2	Equipment	30,000	15,000	15,450	450
A2855.4	Contractual and Other	353,820	368,000	405,235	37,235
A2855.45	Materials and Supplies	71,400	80,000	84,000	4,000
A2855.49	BOCES Services	137,331	130,000	135,000	5,000
2855	INTERSCHOL ATHLETICS	1,529,406	1,566,994	1,632,706	65,712
28	TOTAL INSTRUCTION - PUPIL SERVICES	5,496,446	5,726,797	5,809,383	82,586
2	TOTAL INSTRUCTION	59,599,100	60,642,928	62,969,603	2,326,675

EXPLANATORY NOTES:

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

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

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

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

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

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

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A5510.15	Instructional Salaries (Trans Supervisor Office)	33,900	33,900	33,500	(400)
A5510.16a	Noninstructional Salaries (Excl Trans Supv Office)	134,964	138,967	152,500	13,533
A5510.16b	Noninstructional Salaries (Trans Supervisor Office)	5,000	5,000	3,000	(2,000)
A5510.4	Contractual and Other	38,590	17,000	17,000	0
A5510.45	Materials and Supplies	1,725	1,725	1,725	0
5510	DISTRICT TRANSPORT-MEDICAID	214,179	196,592	207,725	11,133
A5540.4	Contract Transportation	4,542,024	4,889,268	5,565,400	676,132
5540	CONTRACT TRANSPORT	4,542,024	4,889,268	5,565,400	676,132
A5581.49	Transportation from BOCES	901,000	1,049,792	1,123,277	73,485
5581	CONTRACT TRANSPORT	901,000	1,049,792	1,123,277	73,485
55	TOTAL TRANSPORTATION	5,657,203	6,135,652	6,896,402	760,750
5	TOTAL TRANSPORTATION	5,657,203	6,135,652	6,896,402	760,750

EXPLANATORY NOTES:

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

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

Bus Company	Type of Route
Student Bus Company	66 Passenger Buses - All Schools and Vans
Peter Brega, Inc.*	20 Passenger Vans - All Schools plus Private Schools*
Rockland BOCES	Vans - Special Education and handicapped

*This will be year three (3) of the three (3) contract extension approved in the 2023-2024 budget.

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A8060.16	Noninstructional Salaries	95,890	105,022	110,423	5,401
A8060.45	Materials and Supplies	0	0	2,000	2,000
A8060.49	BOCES Services	27,200	19,200	19,200	0
8060	CIVIC ACTIVITIES	123,090	124,222	131,623	7,401
8	TOTAL CIVIC SERVICES	123,090	124,222	131,623	7,401

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 FEC location and activities including supplies and other related costs.

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A9010.8	State Retirement	850,263	886,300	1,030,530	144,230
A9020.8	Teachers' Retirement	4,523,115	4,699,781	4,740,117	40,336
A9030.8	Social Security	3,954,756	4,013,380	4,126,556	113,176
A9040.8	Workers' Compensation	125,000	130,000	148,473	18,473
A9045.8	Life Insurance	30,000	30,000	30,000	0
A9050.8	Unemployment Insurance	25,000	10,000	10,000	0
A9055.8	Disability Insurance	13,200	14,500	14,500	0
A9060.8	Hospital, Medical, and Dental Insurance	16,612,734	17,817,963	19,022,183	1,204,220
A9070.8	Union Welfare Benefits	124,466	125,300	41,800	(83,500)
A9089.8	Other	102,100	102,100	152,100	50,000
90	TOTAL EMPLOYEE BENEFITS	26,360,634	27,829,324	29,316,259	1,486,935

EXPLANATORY NOTES:

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

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

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

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

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

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

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

Health Insurance: Coverage provided by the District for hospital and medical insurance, on an individual or family basis, in accordance with contractual agreements with employees and retirees at the time of retirement. Funds budgeted for flex spending, health and dental "buy-out" programs are also included in the category and vary by employee agreements.

Dental Insurance: Funds are also budgeted for dental insurance.

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

Account	Description	2023 - 24 Adopted Budget	2024 - 25 Adopted Budget	2025 - 26 Proposed Budget	\$ Change
A9730.7	Bond Anticipation Notes - Other (Specify)	0	0	117,188	117,188
9730	BOND ANTICIPATION NOTES SCHOOL	0	0	117,188	117,188
A9901.95	Transfer to Special Aid Fund	100,000	100,000	100,000	0
A9901.96	Transfer to Debt Service Fund for Other Than School C	2,147,356	1,948,225	2,091,200	142,975
9901	TRANSFER TO OTHER FUNDS	2,247,356	2,048,225	2,191,200	142,975
A9950.9	Transfer to Capital Funds for Other Than School	3,700,000	2,000,000	2,000,000	0
9950	TRANSFER TO CAPITAL	3,700,000	2,000,000	2,000,000	0
99	TOTAL INTERFUND TRANSFERS	5,947,356	4,048,225	4,191,200	142,975
9	TOTAL BENEFITS AND INTERFUND TRANSFERS	32,307,990	31,877,549	33,624,647	1,747,098
GRAND TOTALS:		108,818,066	110,595,035	115,289,084	4,694,049

EXPLANATORY NOTES:

Bond Anticipation Notes: In March 2022 the voters passed a \$49.9 million Capital Improvements Bond referendum. The total estimated construction costs of \$49,932,000 is funded with \$18 million from the May 2006 Capital Reserve Fund and \$31,932,000 via bond financing. Currently the Phase 1 awarded contracts amount to approximately \$17 million, and Phase 2 awarded contracts total approximately \$13 million.

Therefore, to ensure sufficient cash flow as we move into Phase 2, the District issued a short-term borrowing, Bond Anticipation Note, in the amount of \$7.5 million with interest of \$117,187.50 due in the next fiscal year, 2025-2026. The BAN will then be converted to Bond proceeds for future construction cash needs following this short-term note.

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

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

Transfer to Capital Funds or "Minor Capital Project": In accordance with the District's Long-Range Facilities Plan, the District budgets the cost of minor capital projects for various repairs and renovations within its buildings. These projects consist of ADA compliant bathroom in TZHS nurse's suite, TZHS school store entry, casework at WOS, and districtwide cameras and safety enhancements.

2025-2026 PROPOSED BUDGET

ADMINISTRATIVE - PROGRAM- CAPITAL COMPONENTS

	2025-26	2024-25
Administrative:		
Salaries and Benefits	8,730,761	8,619,409
Equipment, Contractual, Supplies & Materials	1,766,156	1,520,319
BOCES Services	1,113,897	1,387,343
Total Administrative Component	11,610,814	11,527,071
	10.07%	10.42%
Program:		
Salaries and Benefits	69,359,984	67,285,339
Equipment, Contractual, Supplies, Materials, Textbooks, Special Education Tuition, & Pupil BOCES Services; including Career Education, Special Education and Technology	8,700,723	7,821,154
Interfund Transfers - Special Education Summer School	12,679,202	11,337,570
	100,000	100,000
Total Program Component	90,839,909	86,544,063
	78.79%	78.25%
Capital:		
Salaries and Benefits	3,444,278	3,381,515
Equipment, Contractual, Supplies, & Materials	4,932,307	5,124,161
BOCES Services	253,388	70,000
Debt Service	2,208,388	1,948,225
Capital Transfer - Minor Capital Project	2,000,000	2,000,000
Total Capital Component	12,838,361	12,523,901
	11.14%	11.32%
Total Budget	115,289,084	110,595,035

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

DEBT SERVICE
2025-2026 THROUGH 2026-2027

EXISTING DEBT:

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

SERIAL BONDS:

8/9/2011	3,750,000	2.86%	Feb - I, Aug - P&I	Roof Phase II Bond - 15 Year, Callable on or after August 1, 2019
2/11/2016	13,530,000	1.20% <small>Net of Premium</small>	Dec P+I, June -I	Refunding of 2004 Additions and Renovation - 10 Year
3/6/2025	7,500,000	3.75%	August - I	Bond Anticipation Note maturing August 6, 2025 - Capital Projects

DEBT SERVICE PAYMENT SCHEDULE as of June 30, 2025:

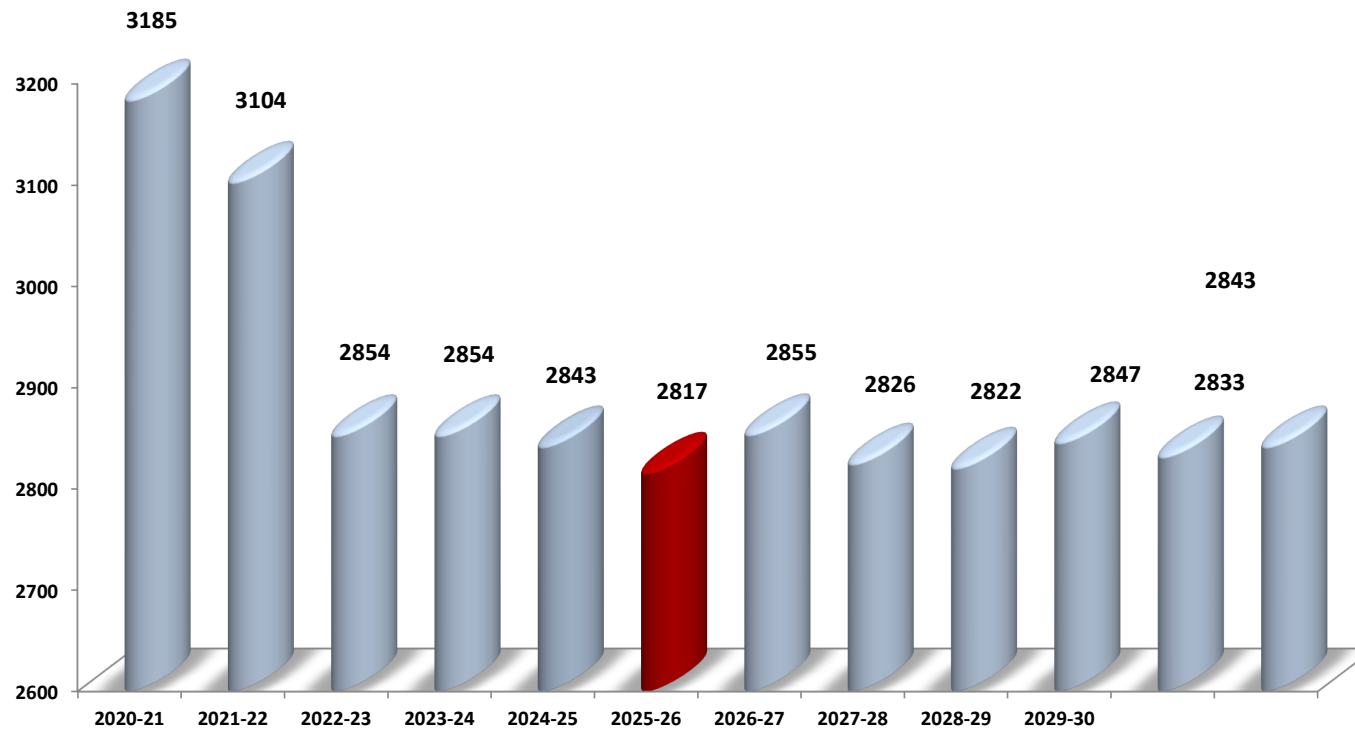
SCHOOL YEAR	PRINCIPAL	INTEREST	TOTAL PRINCIPAL & INTEREST	DEBT SERVICE RESERVE USED TO FUND PRINCIPAL & INTEREST	GENERAL FUND PRINCIPAL & INTEREST
2025-2026	1,930,000	165,163 <small>(includes interest for BAN-\$117,188)</small>	2,095,163	(34,554) <small>(includes bond premium \$18,979)</small>	2,060,609
2026-2027	1,100,000	13,250	1,113,250	(5,250)	1,108,000
	\$ 3,030,000	\$ 178,413	\$ 3,208,413	\$ (39,804)	\$ 3,168,609

**SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
BUDGET 2025-2026
CHANGES IN GRADE ENROLLMENT**

GRADE	Actual					Projected				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
PRE-K					18	18	18	18	18	18
K	176	207	177	168	186	173	203	181	183	181
1	194	178	219	185	176	192	178	209	187	189
2	210	195	178	228	195	180	197	182	214	192
3	198	210	206	191	230	200	185	202	187	220
4	186	198	218	209	199	234	203	188	205	190
5	210	195	205	225	217	206	242	210	195	212
6	188	213	204	211	228	222	211	248	215	200
7	239	197	221	213	203	233	227	216	254	220
8	232	243	208	223	212	205	236	230	218	257
9	216	234	242	194	232	210	203	234	228	216
10	240	220	243	244	199	236	214	207	238	232
11	249	243	221	238	248	200	237	215	208	239
12	255	262	242	221	242	252	203	241	218	211
Total K-12	2,793	2,795	2,784	2,750	2,785	2,761	2,757	2,781	2,768	2,777
Out-Placed	61	59	59	67	70	65	65	66	65	66
Total Enrollment	2,854	2,854	2,843	2,817	2,855	2,826	2,822	2,847	2,833	2,843
CHANGE	(132)	-	-11	(26)	38	(29)	(4)	25	(14)	10
% Change	-4.42%	0.00%	-0.39%	-0.91%	1.35%	-1.02%	-0.14%	0.89%	-0.49%	0.35%

ENROLLMENT:
2020-21 Projected through 2029-2030

**Includes out-of-district placements*



**STAFFING SUMMARY OF POSITIONS - ALL FUNDS
2025-2026 PROPOSED BUDGET**

Description	Adopted 2024-2025 Staffing	Modified 2024-2025 Staffing	Proposed 2025-2026 Staffing	Change in FTEs
Regular Education - Teacher:				
UPK	1.00	1.00	1.00	0.00
Kindergarten	8.00	9.00	9.00	0.00
Grade 1	8.00	9.00	9.00	0.00
Grade 2	9.00	9.00	9.00	0.00
Grade 3	10.00	10.00	9.00	(1.00)
Grade 4	8.00	8.00	10.00	2.00
Grade 5	9.00	9.00	9.00	0.00
Grade 6	8.00	9.00	9.00	0.00
Art	6.80	7.00	7.00	0.00
Business/Home Economics	2.40	2.00	3.00	1.00
ELA	14.60	15.40	15.40	0.00
ENL/ESOL	12.00	12.00	12.00	0.00
Foreign Language	12.00	11.70	11.70	0.00
G & T	2.30	2.50	2.50	0.00
Health	4.40	3.40	3.40	0.00
Instructional Coaches	5.60	5.30	5.30	0.00
Instructional Support - RTI/AIS	8.00	6.50	6.50	0.00
Math	16.80	16.40	16.40	0.00
Media Technology/Tech Resource	2.50	2.50	2.50	0.00
Music	10.70	10.70	10.00	(0.70)
Physical Education	11.20	11.60	11.60	0.00
Reading	8.90	9.60	10.60	1.00
Science	17.00	16.90	16.90	0.00
Social Studies	15.20	15.00	15.00	0.00
Technology Support	0.30	0.10	0.10	0.00
Technology Teacher	3.40	3.50	2.50	(1.00)
Teaching Contingency Position	3.00	0.00	2.00	2.00
Teacher - Credit Accrual/Recovery Program	0.20	0.35	0.35	0.00
Alternative High School	0.00	0.00	0.00	0.00

**STAFFING SUMMARY OF POSITIONS - ALL FUNDS
2025-2026 PROPOSED BUDGET**

Description	Adopted 2024-2025 Staffing	Modified 2024-2025 Staffing	Proposed 2025-2026 Staffing	Change in FTEs
Regular Education - Teaching Assistants:				
K-12	15.00	12.17	12.17	0.00
Computer Lab	0.00	0.00	0.00	0.00
Library	1.50	0.58	0.58	0.00
Suspension	0.00	0.00	0.00	0.00
Other Regular Education Support:				
Guidance Counselors	10.00	10.00	10.00	0.00
Student Counselor	0.00	0.00	0.00	0.00
Prevention Counselors	2.00	2.00	2.00	0.00
Social Worker	2.00	2.00	2.00	0.00
Librarians	4.00	3.90	3.90	0.00
Nurses	5.00	6.00	5.00	(1.00)
Copy Room Aides	0.00	1.00	1.00	0.00
Lunch Supervision Aides	10.00	9.92	9.92	0.00
Aides - Classroom support/Library	2.00	4.58	4.58	0.00
Special Education - Teacher:				
Co-Teach	28.90	39.70	40.70	1.00
COVE	0.00	0.00	0.00	0.00
Special Class	2.80	7.60	7.60	0.00
Intensive	2.20	0.00	0.00	0.00
Collaborative	8.50	0.00	0.00	0.00
Academic Center/Resource Room	3.80	3.80	3.80	0.00
Other Special Education Support:				
Learning Consultants	0.00	0.00	0.00	0.00
Testing Coordinator	0.00	0.00	0.00	0.00
Speech & Language	5.00	5.20	5.20	0.00
Psychologists	8.00	8.00	8.00	0.00
Nurse 1:1	2.00	0.00	0.00	0.00
OT/PT/COTA	2.87	2.00	2.00	0.00
1:1 Aides	14.00	15.62	15.62	0.00
Special Education - Teaching Assistants:				
Teaching Assistant (including COVE)	6.00	8.50	8.50	0.00
Teaching Assistant 1:1	10.00	16.01	16.01	0.00
Testing Modifications	3.00	0.00	0.00	0.00
Contingent TA	1.00	0.00	1.00	1.00

**STAFFING SUMMARY OF POSITIONS - ALL FUNDS
2025-2026 PROPOSED BUDGET**

Description	Adopted 2024-2025 Staffing	Modified 2024-2025 Staffing	Proposed 2025-2026 Staffing	Change in FTEs
Main Office:				
(including clerical support from Library/ Nurses/ Guidance)				
Principal/Asst. Principal	9.00	9.00	9.00	0.00
Clerical support	19.50	19.79	19.79	0.00
District-wide Positions:				
Superintendent	1.00	1.00	1.00	0.00
Superintendent's Office Staff	1.00	1.00	1.00	0.00
Asst. Supt. for Business & Operations	1.00	1.00	1.00	0.00
Supervisor of Fiscal Services	1.00	1.00	1.00	0.00
Business Office Staff	6.00	6.00	6.00	0.00
Purchasing & Inventory	1.00	1.00	1.00	0.00
Asst. Supt. of Human Resources	1.00	1.00	1.00	0.00
Human Resources Staff	3.00	3.00	3.00	0.00
Public Relations	0.00	0.00	0.00	0.00
Director of Facilities	1.00	1.00	1.00	0.00
Director of Safety, Security & Compliance	1.00	1.00	1.00	0.00
Operation & Maintenance	26.00	25.00	23.00	(2.00)
Asst. Supt. for Curriculum	1.00	1.00	1.00	0.00
Curriculum Office Staff	2.00	2.00	2.00	0.00
Asst. Supt. of Pupil Personnel Svcs.	1.00	1.00	1.00	0.00
Coordinator of Data, Accountability & Assessment	1.00	1.00	0.00	(1.00)
CSE Chair/CPSE Chair	2.00	2.00	2.00	0.00
Special Education/Pupil Services Office Staff	4.50	4.50	4.50	0.00
Family Engagement Center Office Staff	1.00	1.00	1.00	0.00
Director of Technology	1.00	1.00	1.00	0.00
Technology Office Staff	3.00	3.00	3.00	0.00
Director of Athletics	1.00	1.00	1.00	0.00
Athletics Office Staff/Trainer	2.00	2.00	2.00	0.00
Transportation	2.00	2.00	2.00	0.00
Lifeguard	1.00	0.00	0.00	0.00
Health Aide	0.00	0.00	1.00	1.00
Grand Total	461.87	467.32	469.62	2.30
General Fund	448.93	451.55	453.85	2.30
School Lunch Fund	0.50	0.25	0.25	0.00
Special Aid Fund (Grants)	12.44	15.52	15.52	0.00
District Total	461.87	467.32	469.62	2.30

STATISTICAL DATA

Schools	Enrollment*		Building Space in Square Feet +
	2024-25	2025-26	
Elementary	1,221	1,203	124,916 (WOS & CLE)
Middle	643	660	187,000
High	921	898	234,500
	2,785	2,761	546,416

SCHOOL BUDGET DATA

Year	Enrollment**	Adopted						HOMESTEAD			NON - HOMESTEAD		
		Budget	\$ Change	% Chg.	Tax Levy	\$ Change	% Chg.	Tax Rate	\$ Change	% Chg.	Tax Rate	\$ Change	% Chg.
10-11	3,560	\$ 77,882,567	1,488,455	1.95%	\$ 66,386,319	912,222	1.39%	\$ 33.907015	\$ 0.43238	1.29%	\$ 47.435906	\$ (0.097499)	-0.21%
11-12	3,508	\$ 79,570,592	1,688,025	2.17%	\$ 68,791,474	2,405,155	3.62%	\$ 34.547193	\$ 0.64018	1.89%	\$ 51.856433	\$ 4.420527	9.32%
12-13	3,430	\$ 82,385,278	2,814,686	3.54%	\$ 69,788,543	997,069	1.45%	\$ 35.703533	\$ 1.15634	3.35%	\$ 50.855614	(\$1.000819)	-1.93%
13-14	3,333	\$ 85,871,296	3,486,018	4.23%	\$ 72,202,139	2,413,596	3.46%	\$ 36.149429	\$ 0.44590	1.25%	\$ 55.099776	\$ 4.244162	8.35%
14-15	3,254	\$ 86,395,154	523,858	0.61%	\$ 72,958,232	756,093	1.05%	\$ 35.511214	(\$0.638215)	-1.77%	\$ 59.805449	\$ 4.705673	8.54%
15-16	3,185	\$ 85,969,882	(\$425,272)	-0.49%	\$ 74,132,268	1,174,036	1.61%	\$ 36.347907	\$ 0.83669	2.36%	\$ 60.704314	\$ 0.898865	1.50%
16-17	3,104	\$ 86,653,782	683,900	0.80%	\$ 74,292,605	160,337	0.22%	\$ 36.478689	\$ 0.13078	0.36%	\$ 59.876926	\$ (0.827388)	-1.36%
17-18	3,072	\$ 88,966,619	2,312,837	2.67%	\$ 75,590,290	1,297,685	1.75%	\$ 36.256188	\$ (0.22250)	-0.61%	\$ 64.855584	\$ 4.978658	8.31%
18-19	3,048	\$ 91,817,017	2,850,398	3.20%	\$ 78,384,228	2,793,938	3.70%	\$ 37.806409	\$ 1.55022	4.28%	\$ 65.751657	\$ 0.896073	1.38%
19-20	2,986	\$ 94,755,161	2,938,144	3.20%	\$ 81,298,542	2,914,314	3.72%	\$ 38.932576	\$ 1.12617	2.98%	\$ 68.606503	\$ 2.854846	4.34%
20-21	2,854	\$ 96,839,306	2,084,145	2.20%	\$ 83,594,265	2,295,723	2.82%	\$ 40.164382	\$ 1.23181	3.16%	\$ 68.824015	\$ 0.217512	0.32%
21-22	2,795	\$ 98,208,170	1,368,864	1.41%	\$ 83,676,185	81,920	0.10%	\$ 39.904498	\$ (0.25988)	-0.65%	\$ 69.200234	\$ 0.376219	0.55%
22-23	2,784	\$ 101,554,865	3,346,695	3.41%	\$ 85,990,120	2,313,935	2.77%	\$ 40.713533	\$ 0.80904	2.03%	\$ 72.833393	\$ 3.633159	5.25%
23-24	2,750	\$ 108,815,021	7,260,156	7.15%	\$ 87,780,728	1,790,608	2.08%	\$ 41.338333	\$ 0.62480	1.53%	\$ 74.716023	\$ 1.882630	2.58%
24-25	2,785	\$ 110,595,035	1,780,014	1.64%	\$ 89,097,439	1,316,711	1.50%	\$ 42.167830	\$ 0.82950	2.01%	\$ 74.436934	\$ (0.279089)	-0.37%
25-26	2,761	\$ 115,289,084	4,694,049	4.24%	\$ 91,158,847	2,061,408	2.31%	TBD			TBD		

* Enrollment does not include outplaced students

+ Per 2021 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

TUESDAY, MAY 13, 2025: SOUTH ORANGETOWN MIDDLE SCHOOL, 7:30 P.M.

ANNUAL SCHOOL DISTRICT VOTE

TUESDAY, MAY 20, 2025 - 7 A.M. TO 9 P.M.

School Budget Vote and School Board Election

Election District #1: Vote at SOMS - Blauvelt Residents

Election District #2: Vote at TZHS - Orangeburg Residents

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

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

VOTER INFORMATION

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

To be eligible to vote on May 20, 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 2025-2026 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
2025-2026 School Year Calendar

July 2025						
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 2025						
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 2025						
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 2025						
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 2025						
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 2025						
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			

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

Staff	Students
2	August 2025
27-28	Supt. Conf. Day

19	September 2025	19
1	Labor Day	
2	First Day of School	
23-24	Rosh Hashanah	

21	October 2025	21
2	Yom Kippur	
13	Columbus Day	

17	November 2025	17
7	Supt. Conf. 1/2 Day (MS/HS P/T Conf.)	
11	Veteran's Day	
26	Half Day	
27-28	Thanksgiving Recess	

15	December 2025	14
12	Supt. Conf. 1/2 Day (Elem. P/T Conf.)	
22-31	December Recess	

19	January 2026	19
1-2	December Recess Continues	
5	Schools Reopen	
19	Martin Luther King Jr. Day	

15	February 2026	15
16-20	President's Day Mid-Winter Recess	
17	Lunar New Year	

20	March 2026	20
13	1/2 Supt. Conf. Day	
30-31	Spring Recess	

19	April 2026	19
1-3	Spring Recess Cont.	

20	May 2026	20
22	1/2 Supt. Conf. Day	
25	Memorial Day Observed	

19	June 2026	19
16-26	TZHS/SOMS Modified Schedule	
19	Juneteenth	
22-26	WOS/CLE Mod. Schedule	
25	TZHS Graduation	
26	Half Day students	

186	183
	School Closed for Students & Staff
()	Staff Day (No school for students)
	8/27, 8/28, 12/12
	Early Release Half-day Supt. Conf.
	Days 11/7, 11/26, 3/13, 5/22
	Modified Testing Schedule SOMS /TZHS

January 2026						
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 2026						
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 2026						
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				

April 2026						
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 2026						
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						

June 2026						
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				

Adopted 2/11/2025

GLOSSARY

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

Accounting System:

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

Accrual Accounting:

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

Appropriation:

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

Assessed Valuation:

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

Board of Education:

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

Bond:

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

Bond Anticipation Note:

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

Bonds Issued:

Bonds sold.

Bonds Payable:

The face value of bonds issued and unpaid.

Budget:

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

Budget Calendar:

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

Budgetary Control:

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

Buildings:

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

Cash Management:

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

Chart of Accounts:

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

Classification, Object:

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

Coding:

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

Committee on Special Education:

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

Contingency Budget:

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

Contracted Services:

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

COVE:

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

Debt:

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

Debt Limit:

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

Debt Service:

Expenditures for repayment of bonds, notes and other debt.

Employee Benefits:

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

Encumbrance:

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

Equipment:

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

Expenditure:

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

Fiscal Year:

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

FTE Employee (Full Time Equivalence):

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

Fund:

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

Fund Balance:

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

General Fund:

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

General Obligation Bonds:

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

Generally Accepted Accounting Principles (GAAP):

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

Goal:

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

Individualized Education Program (IEP):

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

Instruction:

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

Instructional Coaches:

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

Inter-Fund Transfers:

Amounts transferred from one fund to another fund.

Levy:

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

Long-term Debt:

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

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

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

Materials and Supplies:

Expendable materials and operating supplies necessary to conduct departmental operations.

Next Generation Learning Standards:

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

One-to-One Aides:

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

Payment in Lieu of Taxes (PILOT):

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

Property Tax:

Tax levied on the assessed value of real property.

P-TECH Program:

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

Pupil Transportation Services:

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

Reserve for Encumbrances:

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

Response to Intervention:

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

School Plant:

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

Special Education:

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

Surplus Appropriation (Appropriated Fund Balance):

Money appropriated from previous year's fund balance.

Tax Anticipation Note:

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

Tax Levy Cap:

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

TSP (Therapeutic Support Program)

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

Entity Name
BEDS Code
Claim Year

SOUTH ORANGETOWN CSD
500301
2024-2025

SET VALUES

SAMS
NEW YORK STATE EDUCATION DEPARTMENT
STATE AID MANAGEMENT SYSTEM



Welcome Natalie Espinal (School Entity User)

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Home | Issue Reporting | Help | Logout

Entity Info

Forms

Claim Verifications

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Reports

You Have Selected the 'Official' Data Area.

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

District Name: SOUTH ORANGETOWN CSD
Contact Person: NATALIE ESPINAL

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

Property Tax Report Card

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

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 2025-26 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 28, 2025

Form Preparer Name:

NATALIE ESPINAL

Preparer's Telephone Number:

845-680-1008

Shaded Fields Will Calculate

	Budgeted 2024-25 (A)	Proposed Budget 2025-26 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	110,595,035	115,289,084	4.24%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	89,097,439	91,158,847	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	89,097,439	91,158,847	2.31%
F. Permissible Exclusions to the School Tax Levy Limit	3,042,828	3,193,058	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	86,363,264	87,965,789	
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)	86,054,611	87,965,789	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	308,653	0	
Public School Enrollment	2,767	2,743	-0.87%
Consumer Price Index			2.95%

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 2025-26, includes any carryover from 2024-25 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2024-25 (D)	Estimated 2025-26 (E)
Adjusted Restricted Fund Balance	26,431,133	30,250,573
Assigned Appropriated Fund Balance	672,730	886,220
Adjusted Unrestricted Fund Balance	4,423,801	4,611,563
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/25 Actual Balance	6/30/25 Estimated Ending Balance	Intended Use of the Reserve in the 2025-26 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital + (add)	CAPITAL	For the cost of any object or purpose for which bonds may be issued.	11,807,972	15,494,404	Authorized Capital Construction
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	52,836	54,041	No Planned Use in 2025-26 SY
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	INSURANCE	For liability, casualty, and other types of uninsured losses.	250,000	700,000	No Planned Use in 2025-26 SY
Property Loss + (add)		To cover property loss.			
Liability + (add)	LIABILITY RESERVE	To cover incurred liability claims.	800,000	1,800,000	Liability Claims
Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	7,509,143	5,503,323	Tax Certiorari Adjustments Orders if issued
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT	For accrued 'employee benefits' due to employees upon termination of service.	1,665,622	1,708,870	Sick and Vacation Payouts
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	2,012,429	2,556,311	Portion of ERS expenditures in 2025-26 SY
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve + (add)	TRS RESERVE	Teacher's Retirement Reserve	2,333,131	2,833,624	Portion of ERS expenditures in 2025-26 SY

* 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 2025-26. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

Save

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Save & Ready

Form Due May 12, 2025

2025-2026 Salary Threshold =
\$174,000

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 2025-2026.

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 2025-2026 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	265,200	75,452	6,000

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 SUPERINTENDENT	211,569	38,374	
3.	ASSISTANT SUPERINTENDENT	234,201	54,631	
4.	ASSISTANT SUPERINTENDENT	214,322	37,948	
5.	ASSISTANT SUPERINTENDENT	216,750	36,990	
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	Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive \$174,000 or More in Salary

71.	DIRECTOR	204,332
72.	DIRECTOR	193,501
73.	PRINCIPAL	188,330
74.	PRINCIPAL	182,679
75.	PRINCIPAL	182,957
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**Salary: Administrative Compensation Information
500301 - SOUTH ORANGETOWN CSD**

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Official - as of 05/02/2025 09:37 AM

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Equalized Total Assessed Value 6,616,411,980

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	822,496	0.01
12350	PUBLIC AUTHORITY - STATE	RPTL 412	2	49,440,457	0.75
13100	CO - GENERALLY	RPTL 406(1)	29	33,778,004	0.51
13500	TOWN - GENERALLY	RPTL 406(1)	62	158,760,381	2.40
13650	VG - GENERALLY	RPTL 406(1)	22	8,540,187	0.13
13800	SCHOOL DISTRICT	RPTL 408	10	145,319,567	2.20
14100	USA - GENERALLY	RPTL 400(1)	1	8,201,523	0.12
14110	USA - SPECIFIED USES	STATE L 54	3	2,652,315	0.04
19950	MUNICIPAL RAILROAD	RPTL 455	4	8,207,844	0.12
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	4,299,942	0.06
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	48	192,924,137	2.92
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	36	337,261,771	5.10
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	626,245	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,270,943	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	1,913,298	0.03
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	14	157,413,371	2.38
25400	FRATERNAL ORGANIZATION	RPTL 428	3	5,632,689	0.09
26100	VETERANS ORGANIZATION	RPTL 452	3	10,039,103	0.15
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	8	18,635,325	0.28
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	18,714,997	0.28
28110	NOT-FOR-PROFIT HOUSING COMPAN	RPTL 422	1	48,330,404	0.73
29650	SOLDIERS MONUMENT CORPORATION	RPTL 442	1	89,045	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	217	2,604,217	0.04
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	18	216,018	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	211	4,220,000	0.06
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	17	340,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	105	4,001,620	0.06
41400	CLERGY	RPTL 460	4	17,576	0.00
41630	VOL/FIRE/AMB	RPTL 466-a	135	7,879,487	0.12
41800	PERSONS AGE 65 OR OVER	RPTL 467	146	32,725,759	0.49
41834	ENHANCED STAR	RPTL 425	663	119,113,371	1.80
41854	BASIC STAR 1999-2000	RPTL 425	1,929	124,474,512	1.88
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	336,555	0.01

Equalized Total Assessed Value 6,616,411,980

School District - 392401 South Orangetown C

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	1,358,987	0.02
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	7	663,669	0.01
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	1,199,473	0.02
Total Exemptions Exclusive of System Exemptions:					
			3,729	1,510,825,815	22.83
Total System Exemptions:					
			3	1,199,473	0.02
Totals:					
			3,732	1,512,025,288	22.85

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 160,576,702

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13650	VG - GENERALLY	RPTL 406(1)	4	2,398,360	1.49
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	87,873	0.05
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	12,001	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	3	60,000	0.04
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	40,000	0.02
41834	ENHANCED STAR	RPTL 425	4	722,672	0.45
41854	BASIC STAR 1999-2000	RPTL 425	20	1,290,560	0.80
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	4,731	0.00

Total Exemptions Exclusive of

System Exemptions:

Total System Exemptions:

Totals:

35	4,616,197	2.87
0	0	0.00
35	4,616,197	2.87

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 755,434,622

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	82,630	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	1	472,721	0.06
13650	VG - GENERALLY	RPTL 406(1)	18	6,141,827	0.81
13800	SCHOOL DISTRICT	RPTL 408	1	17,275,044	2.29
19950	MUNICIPAL RAILROAD	RPTL 456	1	49,789	0.01
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	1,404,804	0.19
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	5,450,791	0.72
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	2	704,745	0.09
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	31	372,031	0.05
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	17	340,000	0.05
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	8	292,434	0.04
41630	VOL/FIRE/AMB	RPTL 466-a	9	424,081	0.06
41800	PERSONS AGE 65 OR OVER	RPTL 467	21	3,698,194	0.49
41834	ENHANCED STAR	RPTL 425	68	11,909,940	1.58
41854	BASIC STAR 1999-2000	RPTL 425	181	11,679,568	1.55
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	89,777	0.01
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	1,354,256	0.18

Total Exemptions Exclusive of System Exemptions:

373 61,742,632 8.17

Total System Exemptions:

0 0 0.00

Totals:

373 61,742,632 8.17

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

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

Equalized Total Assessed Value 5,700,400,656

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	822,496	0.01
12350	PUBLIC AUTHORITY - STATE	RPTL 412	2	49,440,457	0.87
13100	CO - GENERALLY	RPTL 406(1)	26	33,695,374	0.59
13500	TOWN - GENERALLY	RPTL 406(1)	61	158,287,660	2.78
13800	SCHOOL DISTRICT	RPTL 408	9	128,044,523	2.25
14100	USA - GENERALLY	RPTL 400(1)	1	8,201,523	0.14
14110	USA - SPECIFIED USES	STATE L 54	3	2,652,315	0.05
19950	MUNICIPAL RAILROAD	RPTL 456	3	8,158,055	0.14
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	2,895,138	0.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	40	187,385,473	3.29
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	34	336,557,026	5.90
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	626,245	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,270,943	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	1,913,298	0.03
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	14	157,413,371	2.76
25400	FRATERNAL ORGANIZATION	RPTL 428	3	5,632,689	0.10
26100	VETERANS ORGANIZATION	RPTL 452	3	10,039,103	0.18
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	8	18,635,325	0.33
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	18,714,997	0.33
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	48,330,404	0.85
29650	SOLDIRE MONUMENT CORPORATION	RPTL 442	1	89,045	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	185	2,220,185	0.04
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	18	216,018	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	191	3,820,000	0.07
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	17	340,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	96	3,669,186	0.06
41400	CLERGY	RPTL 460	4	17,576	0.00
41630	VOL/FIRE/AMB	RPTL 466-a	126	7,455,406	0.13
41800	PERSONS AGE 65 OR OVER	RPTL 467	125	29,027,565	0.51
41834	ENHANCED STAR	RPTL 425	591	106,480,759	1.87
41854	BASIC STAR 1999-2000	RPTL 425	1,728	111,504,384	1.96
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	246,778	0.00
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	7	663,669	0.01

Equalized Total Assessed Value 5,700,400,656

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	1,199,473	0.02
Total Exemptions Exclusive of System Exemptions:					
			3,321	1,444,466,986	25.34
Total System Exemptions:			3	1,199,473	0.02
Totals:			3,324	1,445,666,459	25.36

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

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

Equalized Total Assessed Value 6,616,411,980

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	822,496	0.01
12350	PUBLIC AUTHORITY - STATE	RPTL 412	2	49,440,457	0.75
13100	CO - GENERALLY	RPTL 406(1)	29	33,778,004	0.51
13500	TOWN - GENERALLY	RPTL 406(1)	62	158,760,381	2.40
13650	VG - GENERALLY	RPTL 406(1)	22	8,540,187	0.13
13800	SCHOOL DISTRICT	RPTL 408	10	145,319,567	2.20
14100	USA - GENERALLY	RPTL 400(1)	1	8,201,523	0.12
14110	USA - SPECIFIED USES	STATE L 54	3	2,652,315	0.04
19950	MUNICIPAL RAILROAD	RPTL 456	4	8,207,844	0.12
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	4,299,942	0.06
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	48	192,924,137	2.92
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	36	337,261,771	5.10
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	626,245	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,270,943	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	1,913,298	0.03
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	14	157,413,371	2.38
25400	FRATERNAL ORGANIZATION	RPTL 428	3	5,632,689	0.09
26100	VETERANS ORGANIZATION	RPTL 452	3	10,039,103	0.15
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	8	18,635,325	0.28
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	18,714,997	0.28
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	48,330,404	0.73
29650	SOLDIRE MONUMENT CORPORATION	RPTL 442	1	89,045	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	217	2,604,217	0.04
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	18	216,018	0.00
41130	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	211	4,220,000	0.06
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	17	340,000	0.01
41140	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	105	4,001,620	0.06
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	4	17,576	0.00
41400	CLERGY	RPTL 460	135	7,879,487	0.12
41630	VOL/FIRE/AMB	RPTL 466-a	146	32,725,759	0.49
41800	PERSONS AGE 65 OR OVER	RPTL 467	663	119,113,371	1.80
41834	ENHANCED STAR	RPTL 425	1,929	124,474,512	1.88
41854	BASIC STAR 1999-2000	RPTL 425	2	336,555	0.01
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c			

Equalized Total Assessed Value 6,616,411,980

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	1,358,987	0.02
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	7	663,669	0.01
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	1,199,473	0.02
Total Exemptions Exclusive of System Exemptions:					
			3,729	1,510,825,815	22.83
Total System Exemptions:					
			3	1,199,473	0.02
Totals:					
			3,732	1,512,025,288	22.85

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 [2023 - 24]

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.

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

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 (74.01 kilobytes)

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

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,027	126.2	3
	Math	990	156.4	
	Combined	2,017	141	
Asian or Native Hawaiian/Other Pacific Islander	ELA	118	154.7	4
	Math	122	191	
	Combined	240	173.1	
Black or African American	ELA	23	80.4	2
	Math	21	135.7	
	Combined	44	106.8	
Hispanic or Latino	ELA	217	102.5	2
	Math	203	127.1	
	Combined	420	114.4	
Multiracial	ELA	65	163.1	4
	Math	63	176.2	
	Combined	128	169.5	
White	ELA	604	126.9	3
	Math	581	157.9	
	Combined	1,185	142.1	
English Language Learner	ELA	74	63.5	2
	Math	73	93.2	
	Combined	147	78.2	
Students with Disabilities	ELA	195	62.8	3
	Math	179	94.7	
	Combined	374	78.1	
Economically Disadvantaged	ELA	192	97.1	2
	Math	177	119.8	
	Combined	369	108	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,218	106.4	2
	Math	1,218	127.1	
	Combined	2,436	116.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	118	154.7	4
	Math	122	191	
	Combined	240	173.1	
Black or African American	ELA	23	80.4	2
	Math	23	123.9	
	Combined	46	102.2	
Hispanic or Latino	ELA	273	81.5	2
	Math	273	94.5	
	Combined	546	88	
Multiracial	ELA	72	147.2	4
	Math	72	154.2	
	Combined	144	150.7	
White	ELA	732	104.7	2
	Math	732	125.3	
	Combined	1,464	115	
English Language Learner	ELA	94	50	2
	Math	94	72.3	
	Combined	188	61.2	
Students with Disabilities	ELA	278	44.1	2
	Math	278	61	
	Combined	556	52.5	
Economically Disadvantaged	ELA	256	72.9	2
	Math	256	82.8	
	Combined	512	77.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	90	45%	44%	1.0	2
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	82	46%	45%	1.0	2
White	2	—	—	—	—
English Language Learner	90	45%	44%	1.0	2
Students with Disabilities	29	—	—	—	—
Economically Disadvantaged	79	45%	43%	1.0	2

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,703	171	10%	4
Asian or Native Hawaiian/Other Pacific Islander	154	6	3.9%	4
Black or African American	32	1	3.1%	4
Hispanic or Latino	407	58	14.3%	3
Multiracial	96	5	5.2%	4
White	1,014	101	10%	4
English Language Learner	152	30	19.7%	3
Students with Disabilities	341	52	15.2%	4
Economically Disadvantaged	359	62	17.3%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,297	80.2%
Asian or Native Hawaiian/Other Pacific Islander	✓	125	95.2%
Black or African American	—	26	—
Hispanic or Latino	X	295	75.6%
Multiracial	X	76	85.5%
White	X	775	78.5%
English Language Learner	X	64	76.6%
Students with Disabilities	X	285	66.3%
Economically Disadvantaged	X	279	71.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,296	77.3%
Asian or Native Hawaiian/Other Pacific Islander	✓	125	98.4%
Black or African American	—	26	—
Hispanic or Latino	X	294	70.8%
Multiracial	X	76	82.9%
White	X	775	75.5%
English Language Learner	X	64	76.6%
Students with Disabilities	X	285	61.1%
Economically Disadvantaged	X	278	66.2%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	215	221.6	168.4	3
	Math	157	99.4		
	Science	201	192		
Asian or Native Hawaiian/Other Pacific Islander	ELA	15	250	226.5	4
	Math	13	196.2		
	Science	15	236.7		
Black or African American	ELA	3	—	—	—
	Math	2	—		
	Science	3	—		
Hispanic or Latino	ELA	51	192.2	140.4	2
	Math	31	67.7		
	Science	46	171.7		
Multiracial	ELA	14	210.7	156.6	3
	Math	14	78.6		
	Science	13	192.3		
White	ELA	132	230.3	171	3
	Math	97	96.9		
	Science	124	193.1		
English Language Learner	ELA	2	—	—	—
	Math	3	—		
	Science	2	—		
Students with Disabilities	ELA	34	180.9	136.3	4
	Math	19	55.3		
	Science	22	190.9		
Economically Disadvantaged	ELA	47	190.4	141.7	3
	Math	34	69.1		
	Science	42	177.4		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	220	216.6	151.9	3
	Math	220	70.9		
	Science	219	176.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	15	250	216.7	4
	Math	15	170		
	Science	15	236.7		
Black or African American	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Hispanic or Latino	ELA	54	181.5	119.2	2
	Math	54	38.9		
	Science	54	146.3		
Multiracial	ELA	14	210.7	153.1	3
	Math	14	78.6		
	Science	14	178.6		
White	ELA	134	226.9	156.4	3
	Math	134	70.1		
	Science	133	180.1		
English Language Learner	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Students with Disabilities	ELA	36	170.8	105.6	4
	Math	36	29.2		
	Science	36	122.2		
Economically Disadvantaged	ELA	49	182.7	125.3	3
	Math	49	48		
	Science	48	155.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	251	241	96%	97.1%	4
	5-year	259	250	96.5%		
	6-year	252	249	98.8%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	17	16	94.1%	98%	4
	5-year	15	15	100%		
	6-year	26	26	100%		
Black or African American	4-year	2	—	—	—	—
	5-year	4	—	—		
	6-year	8	—	—		
Hispanic or Latino	4-year	41	35	85.4%	89.4%	2
	5-year	46	41	89.1%		
	6-year	32	30	93.8%		
Multiracial	4-year	5	—	—	—	—
	5-year	5	—	—		
	6-year	3	—	—		
White	4-year	186	183	98.4%	98.8%	4
	5-year	189	186	98.4%		
	6-year	182	181	99.5%		
English Language Learner	4-year	13	—	—	—	—
	5-year	10	—	—		
	6-year	10	—	—		
Students with Disabilities	4-year	39	35	89.7%	93.7%	4
	5-year	35	32	91.4%		
	6-year	44	44	100%		
Economically Disadvantaged	4-year	58	51	87.9%	91.2%	4
	5-year	46	42	91.3%		
	6-year	35	33	94.3%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	24	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	19	—	—	—	—
White	2	—	—	—	—
English Language Learner	24	—	—	—	—
Students with Disabilities	8	—	—	—	—
Economically Disadvantaged	22	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	917	199	21.7%	3
Asian or Native Hawaiian/Other Pacific Islander	88	7	8%	4
Black or African American	12	—	—	—
Hispanic or Latino	225	79	35.1%	2
Multiracial	39	12	30.8%	2
White	553	101	18.3%	3
English Language Learner	75	40	53.3%	2
Students with Disabilities	137	42	30.7%	3
Economically Disadvantaged	226	88	38.9%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	218	99.5%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
Black or African American	—	3	—
Hispanic or Latino	✓	54	98.2%
Multiracial	—	13	—
White	✓	133	100%
English Language Learner	—	2	—
Students with Disabilities	—	33	—
Economically Disadvantaged	✓	48	97.9%

SECONDARY MATHEMATICS PARTICIPATION RATE

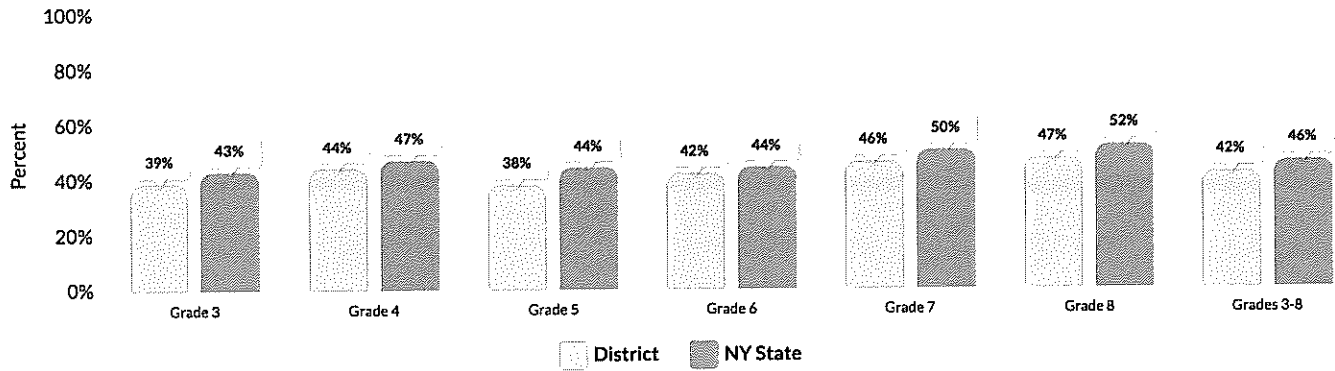
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	218	72.5%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
Black or African American	—	3	—
Hispanic or Latino	X	54	61.1%
Multiracial	—	13	—
White	X	133	72.9%
English Language Learner	—	2	—
Students with Disabilities	—	33	—
Economically Disadvantaged	X	48	70.8%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2023-24)

SUMMARY RESULTS



Percent Scoring Proficient by Grade

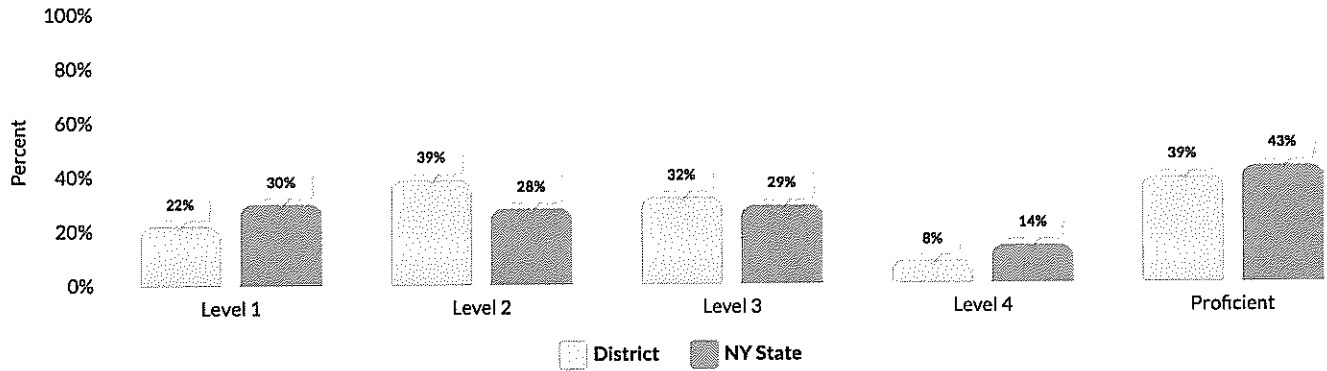


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	197	14	7%	183	93%	40	22%	71	39%	58	32%	14	8%	72	39%
Grade 4	218	31	14%	187	86%	42	22%	62	33%	58	31%	25	13%	83	44%
Grade 5	234	33	14%	201	86%	48	24%	77	38%	60	30%	16	8%	76	38%
Grade 6	207	39	19%	168	81%	40	24%	58	35%	48	29%	22	13%	70	42%
Grade 7	218	73	33%	145	67%	24	17%	55	38%	46	32%	20	14%	66	46%
Grade 8	226	77	34%	149	66%	39	26%	40	27%	46	31%	24	16%	70	47%
Grades 3-8	1,300	267	21%	1,033	79%	233	23%	363	35%	316	31%	121	12%	437	42%

GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students

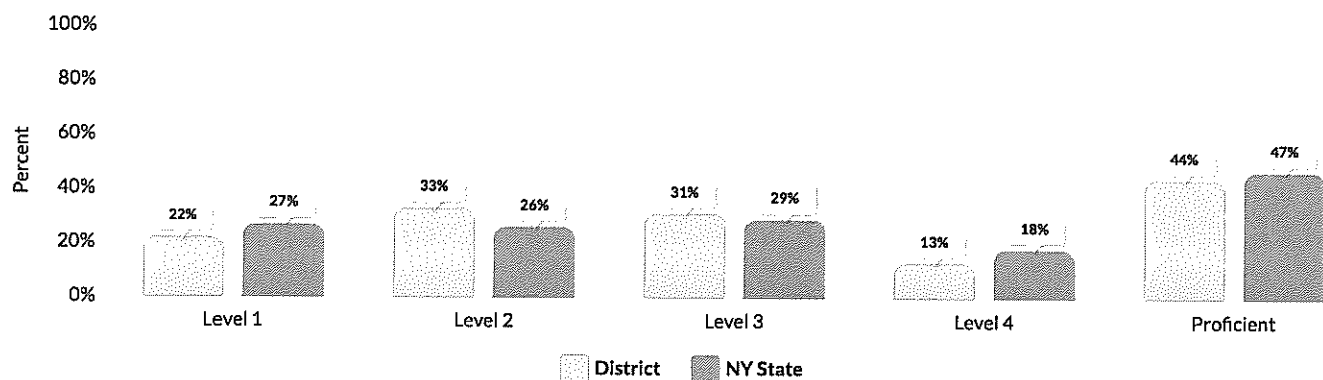


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	197	14	7%	183	93%	40	22%	71	39%	58	32%	14	8%	72	39%
Female	96	3	3%	93	97%	17	18%	38	41%	32	34%	6	6%	38	41%
Male	101	11	11%	90	89%	23	26%	33	37%	26	29%	8	9%	34	38%
General Education Students	153	3	2%	150	98%	22	15%	58	39%	56	37%	14	9%	70	47%
Students with Disabilities	44	11	25%	33	75%	18	55%	13	39%	2	6%	0	0%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	2	11%	7	37%	7	37%	3	16%	10	53%
Black or African American	5	0	0%	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%
Hispanic or Latino	39	3	8%	36	92%	14	39%	11	31%	5	14%	6	17%	11	31%
White	124	10	8%	114	92%	19	17%	51	45%	40	35%	4	4%	44	39%
Multiracial	10	1	10%	9	90%	1	11%	1	11%	6	67%	1	11%	7	78%
Economically Disadvantaged	37	2	5%	35	95%	16	46%	11	31%	5	14%	3	9%	8	23%
Not Economically Disadvantaged	160	12	8%	148	93%	24	16%	60	41%	53	36%	11	7%	64	43%
English Language Learner	12	0	0%	12	100%	8	67%	4	33%	0	0%	0	0%	0	0%
Non-English Language Learner	185	14	8%	171	92%	32	19%	67	39%	58	34%	14	8%	72	42%
Not in Foster Care	197	14	7%	183	93%	40	22%	71	39%	58	32%	14	8%	72	39%
Not Homeless	197	14	7%	183	93%	40	22%	71	39%	58	32%	14	8%	72	39%
Not Migrant	197	14	7%	183	93%	40	22%	71	39%	58	32%	14	8%	72	39%
Parent Not in Armed Forces	197	14	7%	183	93%	40	22%	71	39%	58	32%	14	8%	72	39%

GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students

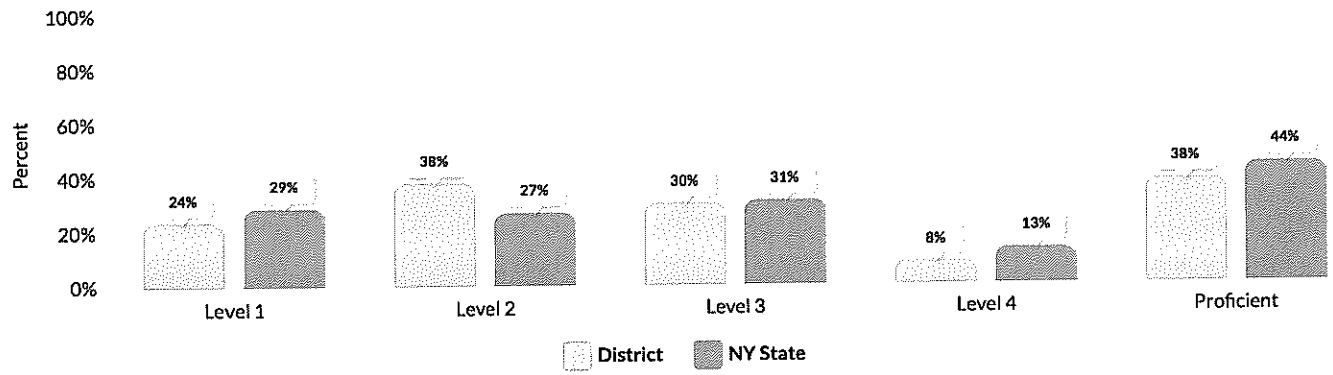


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	31	14%	187	86%	42	22%	62	33%	58	31%	25	13%	83	44%
Female	114	14	12%	100	88%	18	18%	31	31%	35	35%	16	16%	51	51%
Male	104	17	16%	87	84%	24	28%	31	36%	23	26%	9	10%	32	37%
General Education Students	157	11	7%	146	93%	18	12%	51	35%	53	36%	24	16%	77	53%
Students with Disabilities	61	20	33%	41	67%	24	59%	11	27%	5	12%	1	2%	6	15%
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	5	25%	7	35%	7	35%	1	5%	8	40%
Black or African American	5	0	0%	5	100%	2	40%	1	20%	2	40%	0	0%	2	40%
Hispanic or Latino	56	12	21%	44	79%	14	32%	13	30%	11	25%	6	14%	17	39%
White	118	17	14%	101	86%	19	19%	32	32%	35	35%	15	15%	50	50%
Multiracial	18	1	6%	17	94%	2	12%	9	53%	3	18%	3	18%	6	35%
Economically Disadvantaged	48	10	21%	38	79%	14	37%	13	34%	8	21%	3	8%	11	29%
Not Economically Disadvantaged	170	21	12%	149	88%	28	19%	49	33%	50	34%	22	15%	72	48%
English Language Learner	13	4	31%	9	69%	7	78%	2	22%	0	0%	0	0%	0	0%
Non-English Language Learner	205	27	13%	178	87%	35	20%	60	34%	58	33%	25	14%	83	47%
Not in Foster Care	218	31	14%	187	86%	42	22%	62	33%	58	31%	25	13%	83	44%
Not Homeless	218	31	14%	187	86%	42	22%	62	33%	58	31%	25	13%	83	44%
Not Migrant	218	31	14%	187	86%	42	22%	62	33%	58	31%	25	13%	83	44%
Parent Not in Armed Forces	218	31	14%	187	86%	42	22%	62	33%	58	31%	25	13%	83	44%

GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students

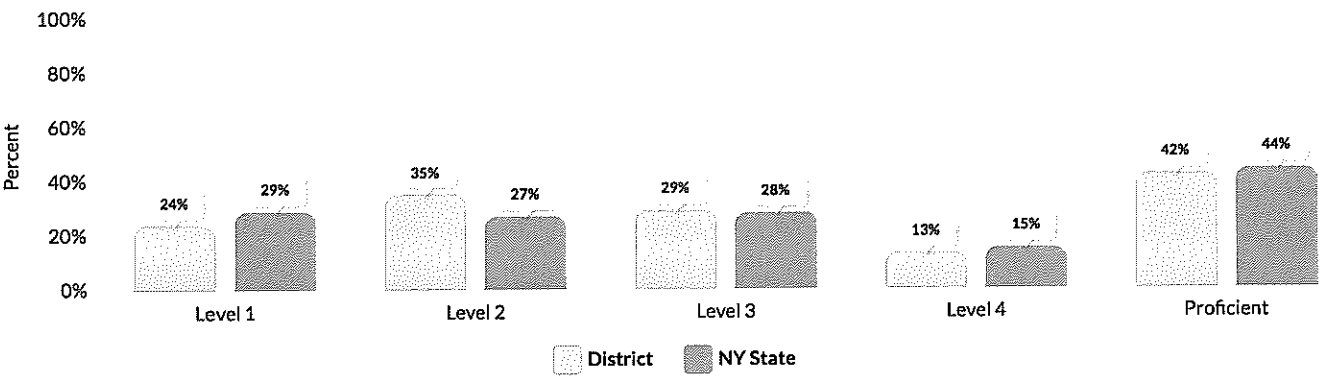


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	33	14%	201	86%	48	24%	77	38%	60	30%	16	8%	76	38%
Female	113	14	12%	99	88%	19	19%	31	31%	34	34%	15	15%	49	49%
Male	121	19	16%	102	84%	29	28%	46	45%	26	25%	1	1%	27	26%
General Education Students	192	17	9%	175	91%	33	19%	67	38%	59	34%	16	9%	75	43%
Students with Disabilities	42	16	38%	26	62%	15	58%	10	38%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	23	2	9%	21	91%	1	5%	8	38%	10	48%	2	10%	12	57%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	14	25%	41	75%	19	46%	14	34%	5	12%	3	7%	8	20%
White	139	16	12%	123	88%	26	21%	53	43%	36	29%	8	7%	44	36%
Multiracial	13	1	8%	12	92%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	1	6%	16	94%	2	13%	2	13%	9	56%	3	19%	12	75%
Economically Disadvantaged	54	19	35%	35	65%	16	46%	11	31%	5	14%	3	9%	8	23%
Not Economically Disadvantaged	180	14	8%	166	92%	32	19%	66	40%	55	33%	13	8%	68	41%
English Language Learner	14	2	14%	12	86%	8	67%	4	33%	0	0%	0	0%	0	0%
Non-English Language Learner	220	31	14%	189	86%	40	21%	73	39%	60	32%	16	8%	76	40%
Not in Foster Care	234	33	14%	201	86%	48	24%	77	38%	60	30%	16	8%	76	38%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	231	33	14%	198	86%	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	33	14%	201	86%	48	24%	77	38%	60	30%	16	8%	76	38%
Parent Not in Armed Forces	234	33	14%	201	86%	48	24%	77	38%	60	30%	16	8%	76	38%

GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

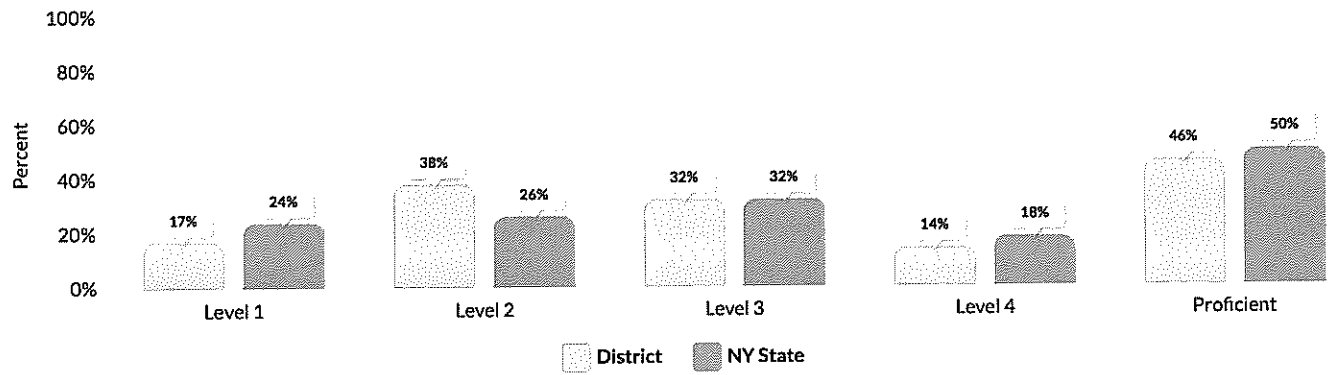


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	207	39	19%	168	81%	40	24%	58	35%	48	29%	22	13%	70	42%
Female	103	19	18%	84	82%	13	15%	34	40%	24	29%	13	15%	37	44%
Male	104	20	19%	84	81%	27	32%	24	29%	24	29%	9	11%	33	39%
General Education Students	164	26	16%	138	84%	19	14%	51	37%	47	34%	21	15%	68	49%
Students with Disabilities	43	13	30%	30	70%	21	70%	7	23%	1	3%	1	3%	2	7%
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	23	100%	2	9%	8	35%	9	39%	4	17%	13	57%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	8	20%	33	80%	11	33%	11	33%	9	27%	2	6%	11	33%
White	128	29	23%	99	77%	24	24%	33	33%	27	27%	15	15%	42	42%
Multiracial	12	2	17%	10	83%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	2	13%	13	87%	3	23%	6	46%	3	23%	1	8%	4	31%
Economically Disadvantaged	36	6	17%	30	83%	9	30%	11	37%	8	27%	2	7%	10	33%
Not Economically Disadvantaged	171	33	19%	138	81%	31	22%	47	34%	40	29%	20	14%	60	43%
English Language Learner	7	2	29%	5	71%	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	200	37	19%	163	82%	37	23%	56	34%	48	29%	22	13%	70	43%
Not in Foster Care	207	39	19%	168	81%	40	24%	58	35%	48	29%	22	13%	70	42%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	206	39	19%	167	81%	—	—	—	—	—	—	—	—	—	—
Not Migrant	207	39	19%	168	81%	40	24%	58	35%	48	29%	22	13%	70	42%
Parent Not in Armed Forces	207	39	19%	168	81%	40	24%	58	35%	48	29%	22	13%	70	42%

GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students

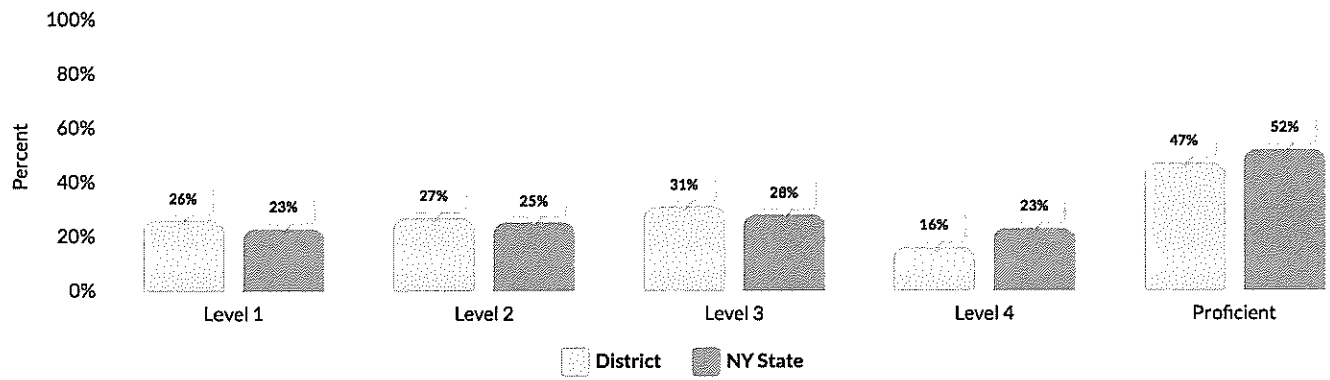


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	73	33%	145	67%	24	17%	55	38%	46	32%	20	14%	66	46%
Female	106	34	32%	72	68%	8	11%	25	35%	23	32%	16	22%	39	54%
Male	112	39	35%	73	65%	16	22%	30	41%	23	32%	4	5%	27	37%
General Education Students	178	53	30%	125	70%	13	10%	47	38%	45	36%	20	16%	65	52%
Students with Disabilities	40	20	50%	20	50%	11	55%	8	40%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	2	11%	5	26%	6	32%	6	32%	12	63%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	52	20	38%	32	62%	9	28%	13	41%	10	31%	0	0%	10	31%
White	136	51	38%	85	63%	13	15%	35	41%	25	29%	12	14%	37	44%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	0	0%	2	22%	5	56%	2	22%	7	78%
Economically Disadvantaged	52	25	48%	27	52%	10	37%	10	37%	5	19%	2	7%	7	26%
Not Economically Disadvantaged	166	48	29%	118	71%	14	12%	45	38%	41	35%	18	15%	59	50%
English Language Learner	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	209	68	33%	141	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	218	73	33%	145	67%	24	17%	55	38%	46	32%	20	14%	66	46%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	217	73	34%	144	66%	—	—	—	—	—	—	—	—	—	—
Not Migrant	218	73	33%	145	67%	24	17%	55	38%	46	32%	20	14%	66	46%
Parent Not in Armed Forces	218	73	33%	145	67%	24	17%	55	38%	46	32%	20	14%	66	46%

GRADE 8 ELA RESULTS



Percent Scoring at Levels for All Students



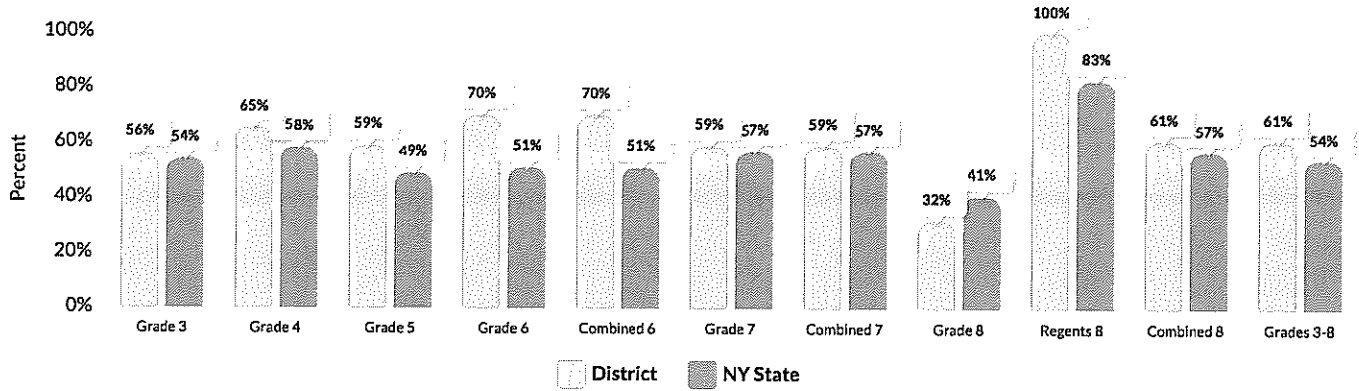
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	226	77	34%	149	66%	39	26%	40	27%	46	31%	24	16%	70	47%
Female	104	43	41%	61	59%	8	13%	17	28%	19	31%	17	28%	36	59%
Male	122	34	28%	88	72%	31	35%	23	26%	27	31%	7	8%	34	39%
General Education Students	169	52	31%	117	69%	25	21%	27	23%	41	35%	24	21%	65	56%
Students with Disabilities	57	25	44%	32	56%	14	44%	13	41%	5	16%	0	0%	5	16%
Asian or Native Hawaiian/Other Pacific Islander	21	6	29%	15	71%	2	13%	2	13%	5	33%	6	40%	11	73%
Black or African American	6	1	17%	5	83%	3	60%	2	40%	0	0%	0	0%	0	0%
Hispanic or Latino	53	17	32%	36	68%	10	28%	12	33%	10	28%	4	11%	14	39%
White	131	48	37%	83	63%	23	28%	24	29%	25	30%	11	13%	36	43%
Multiracial	15	5	33%	10	67%	1	10%	0	0%	6	60%	3	30%	9	90%
Economically Disadvantaged	52	21	40%	31	60%	11	35%	7	23%	8	26%	5	16%	13	42%
Not Economically Disadvantaged	174	56	32%	118	68%	28	24%	33	28%	38	32%	19	16%	57	48%
English Language Learner	9	2	22%	7	78%	6	86%	1	14%	0	0%	0	0%	0	0%
Non-English Language Learner	217	75	35%	142	65%	33	23%	39	27%	46	32%	24	17%	70	49%
Not in Foster Care	226	77	34%	149	66%	39	26%	40	27%	46	31%	24	16%	70	47%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	225	77	34%	148	66%	—	—	—	—	—	—	—	—	—	—
Not Migrant	226	77	34%	149	66%	39	26%	40	27%	46	31%	24	16%	70	47%
Parent Not in Armed Forces	226	77	34%	149	66%	39	26%	40	27%	46	31%	24	16%	70	47%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Percent Scoring Proficient by Grade



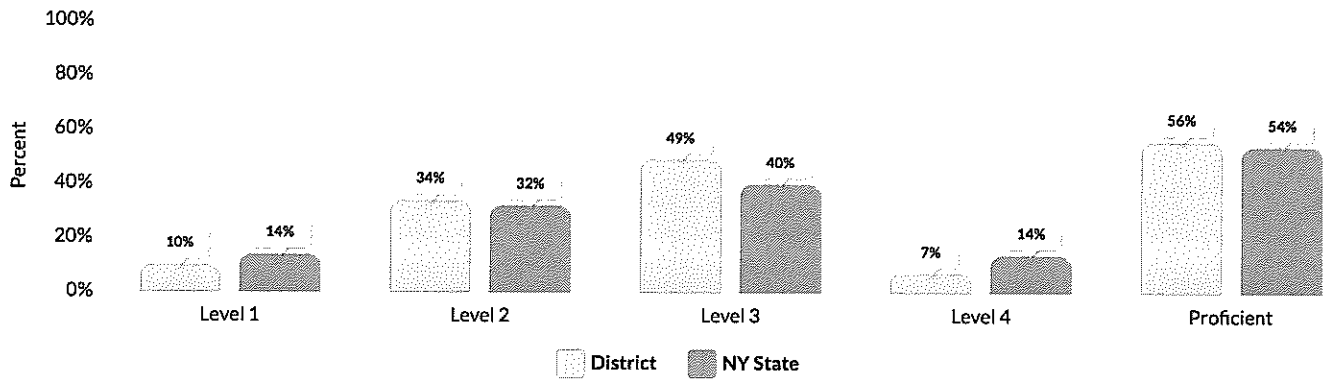
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	197	15	8%	182	92%	18	10%	62	34%	89	49%	13	7%	102	56%
Grade 4	218	32	15%	186	85%	19	10%	47	25%	91	49%	29	16%	120	65%
Grade 5	234	34	15%	200	85%	34	17%	49	25%	97	49%	20	10%	117	59%
Grade 6	207	52	25%	155	75%	13	8%	33	21%	86	55%	23	15%	109	70%
Combined 6	207	52	25%	155	75%	13	8%	33	21%	86	55%	23	15%	109	70%
Grade 7	218	83	38%	135	62%	17	13%	38	28%	49	36%	31	23%	80	59%
Combined 7	218	83	38%	135	62%	17	13%	38	28%	49	36%	31	23%	80	59%
Grade 8	226	147	65%	79	35%	29	37%	25	32%	25	32%	0	0%	25	32%
Regents 8	—	—	—	58	26%	0	0%	0	0%	2	3%	56	97%	58	100%
Combined 8	226	89	39%	137	61%	29	21%	25	18%	27	20%	56	41%	83	61%
Grades 3-8	1,300	305	23%	995	77%	130	13%	254	26%	439	44%	172	17%	611	61%

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

GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students

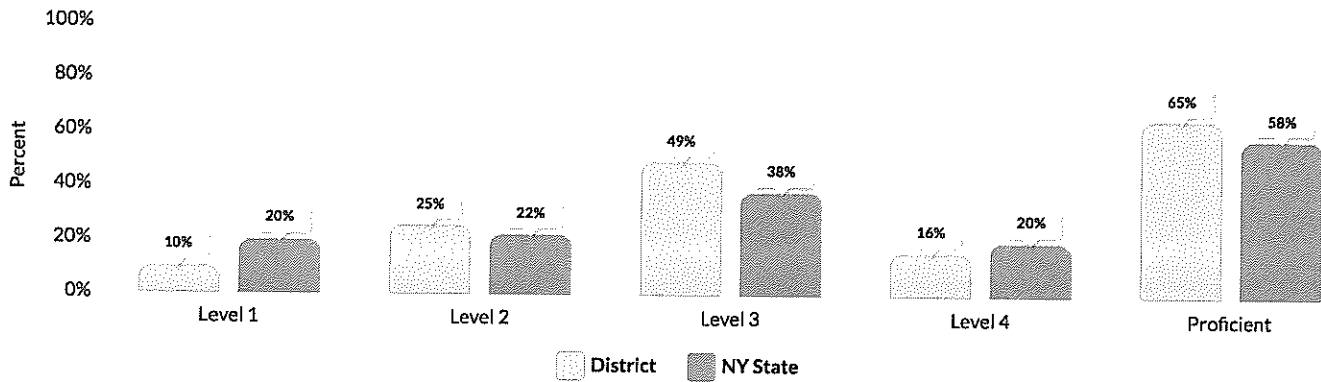


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	197	15	8%	182	92%	18	10%	62	34%	89	49%	13	7%	102	56%
Female	96	5	5%	91	95%	8	9%	34	37%	47	52%	2	2%	49	54%
Male	101	10	10%	91	90%	10	11%	28	31%	42	46%	11	12%	53	58%
General Education Students	153	4	3%	149	97%	5	3%	51	34%	82	55%	11	7%	93	62%
Students with Disabilities	44	11	25%	33	75%	13	39%	11	33%	7	21%	2	6%	9	27%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	2	11%	2	11%	11	58%	4	21%	15	79%
Black or African American	5	0	0%	5	100%	0	0%	3	60%	2	40%	0	0%	2	40%
Hispanic or Latino	39	4	10%	35	90%	9	26%	11	31%	12	34%	3	9%	15	43%
White	124	11	9%	113	91%	5	4%	44	39%	58	51%	6	5%	64	57%
Multiracial	10	0	0%	10	100%	2	20%	2	20%	6	60%	0	0%	6	60%
Economically Disadvantaged	37	3	8%	34	92%	8	24%	13	38%	9	26%	4	12%	13	38%
Not Economically Disadvantaged	160	12	8%	148	93%	10	7%	49	33%	80	54%	9	6%	89	60%
English Language Learner	12	1	8%	11	92%	6	55%	4	36%	1	9%	0	0%	1	9%
Non-English Language Learner	185	14	8%	171	92%	12	7%	58	34%	88	51%	13	8%	101	59%
Not in Foster Care	197	15	8%	182	92%	18	10%	62	34%	89	49%	13	7%	102	56%
Not Homeless	197	15	8%	182	92%	18	10%	62	34%	89	49%	13	7%	102	56%
Not Migrant	197	15	8%	182	92%	18	10%	62	34%	89	49%	13	7%	102	56%
Parent Not in Armed Forces	197	15	8%	182	92%	18	10%	62	34%	89	49%	13	7%	102	56%

GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students

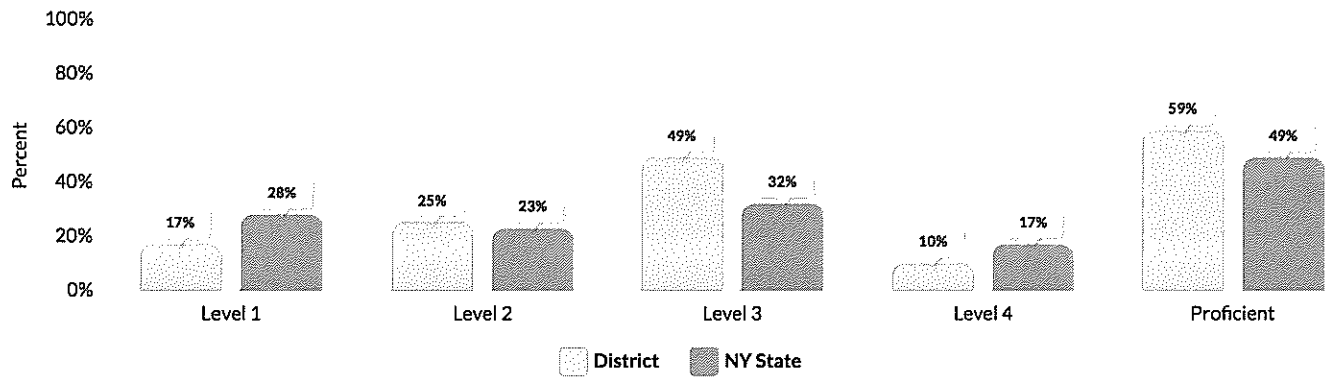


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	32	15%	186	85%	19	10%	47	25%	91	49%	29	16%	120	65%
Female	114	14	12%	100	88%	9	9%	28	28%	51	51%	12	12%	63	63%
Male	104	18	17%	86	83%	10	12%	19	22%	40	47%	17	20%	57	66%
General Education Students	157	10	6%	147	94%	6	4%	29	20%	85	58%	27	18%	112	76%
Students with Disabilities	61	22	36%	39	64%	13	33%	18	46%	6	15%	2	5%	8	21%
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	0	0%	3	15%	11	55%	6	30%	17	85%
Black or African American	5	0	0%	5	100%	1	20%	2	40%	1	20%	1	20%	2	40%
Hispanic or Latino	56	11	20%	45	80%	7	16%	12	27%	21	47%	5	11%	26	58%
White	118	19	16%	99	84%	10	10%	26	26%	47	47%	16	16%	63	64%
Multiracial	18	1	6%	17	94%	1	6%	4	24%	11	65%	1	6%	12	71%
Economically Disadvantaged	48	9	19%	39	81%	6	15%	17	44%	14	36%	2	5%	16	41%
Not Economically Disadvantaged	170	23	14%	147	86%	13	9%	30	20%	77	52%	27	18%	104	71%
English Language Learner	13	3	23%	10	77%	1	10%	8	80%	1	10%	0	0%	1	10%
Non-English Language Learner	205	29	14%	176	86%	18	10%	39	22%	90	51%	29	16%	119	68%
Not in Foster Care	218	32	15%	186	85%	19	10%	47	25%	91	49%	29	16%	120	65%
Not Homeless	218	32	15%	186	85%	19	10%	47	25%	91	49%	29	16%	120	65%
Not Migrant	218	32	15%	186	85%	19	10%	47	25%	91	49%	29	16%	120	65%
Parent Not in Armed Forces	218	32	15%	186	85%	19	10%	47	25%	91	49%	29	16%	120	65%

GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students

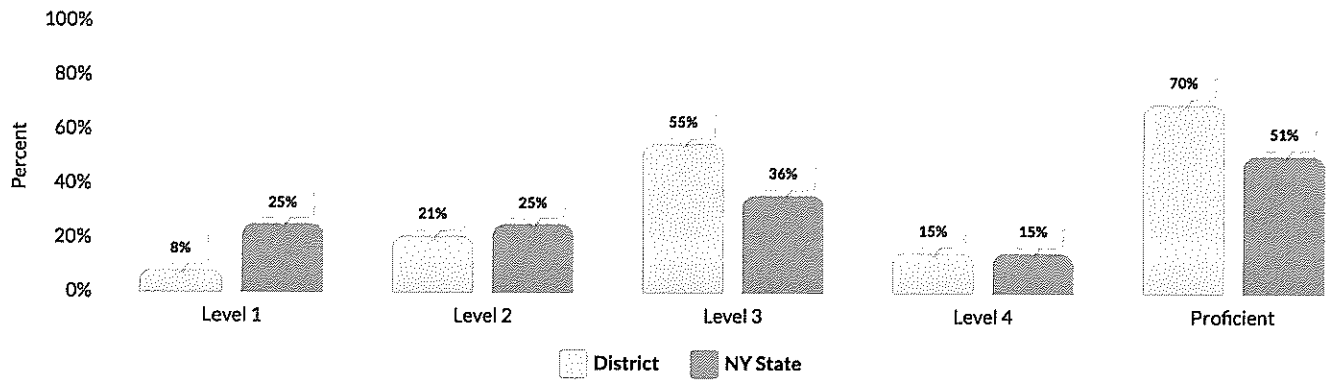


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	34	15%	200	85%	34	17%	49	25%	97	49%	20	10%	117	59%
Female	113	14	12%	99	88%	18	18%	23	23%	47	47%	11	11%	58	59%
Male	121	20	17%	101	83%	16	16%	26	26%	50	50%	9	9%	59	58%
General Education Students	192	20	10%	172	90%	20	12%	41	24%	92	53%	19	11%	111	65%
Students with Disabilities	42	14	33%	28	67%	14	50%	8	29%	5	18%	1	4%	6	21%
Asian or Native Hawaiian/Other Pacific Islander	23	2	9%	21	91%	0	0%	8	38%	8	38%	5	24%	13	62%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	14	25%	41	75%	16	39%	8	20%	17	41%	0	0%	17	41%
White	139	17	12%	122	88%	16	13%	31	25%	63	52%	12	10%	75	61%
Multiracial	13	1	8%	12	92%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	1	6%	16	94%	2	13%	2	13%	9	56%	3	19%	12	75%
Economically Disadvantaged	54	18	33%	36	67%	12	33%	8	22%	14	39%	2	6%	16	44%
Not Economically Disadvantaged	180	16	9%	164	91%	22	13%	41	25%	83	51%	18	11%	101	62%
English Language Learner	14	1	7%	13	93%	6	46%	5	38%	2	15%	0	0%	2	15%
Non-English Language Learner	220	33	15%	187	85%	28	15%	44	24%	95	51%	20	11%	115	61%
Not in Foster Care	234	34	15%	200	85%	34	17%	49	25%	97	49%	20	10%	117	59%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	231	34	15%	197	85%	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	34	15%	200	85%	34	17%	49	25%	97	49%	20	10%	117	59%
Parent Not in Armed Forces	234	34	15%	200	85%	34	17%	49	25%	97	49%	20	10%	117	59%

GRADE 6 MATH RESULTS



Percent Scoring at Levels for All Students

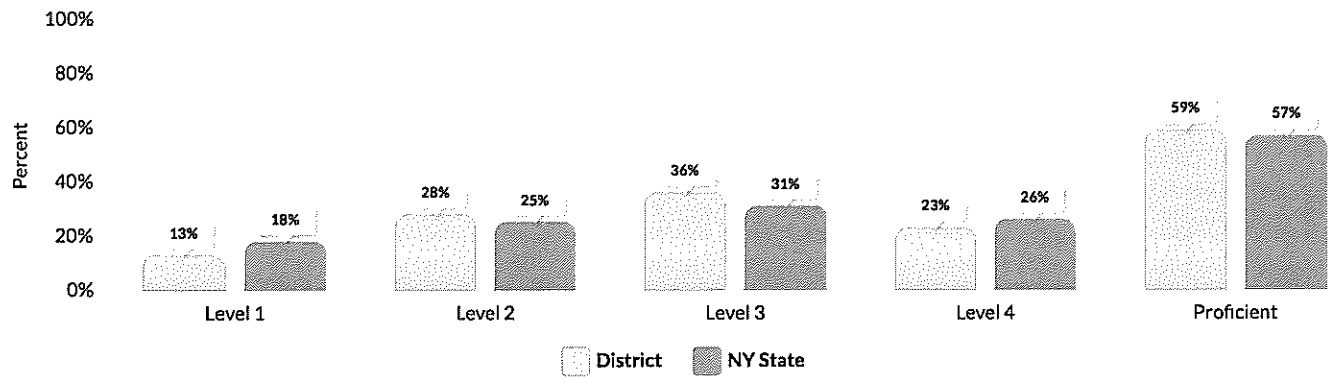


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	207	52	25%	155	75%	13	8%	33	21%	86	55%	23	15%	109	70%
Female	103	28	27%	75	73%	5	7%	18	24%	42	56%	10	13%	52	69%
Male	104	24	23%	80	77%	8	10%	15	19%	44	55%	13	16%	57	71%
General Education Students	164	34	21%	130	79%	4	3%	23	18%	81	62%	22	17%	103	79%
Students with Disabilities	43	18	42%	25	58%	9	36%	10	40%	5	20%	1	4%	6	24%
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	23	100%	1	4%	3	13%	12	52%	7	30%	19	83%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	14	34%	27	66%	3	11%	8	30%	14	52%	2	7%	16	59%
White	128	35	27%	93	73%	8	9%	18	19%	55	59%	12	13%	67	72%
Multiracial	12	3	25%	9	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	3	20%	12	80%	1	8%	4	33%	5	42%	2	17%	7	58%
Economically Disadvantaged	36	13	36%	23	64%	2	9%	6	26%	13	57%	2	9%	15	65%
Not Economically Disadvantaged	171	39	23%	132	77%	11	8%	27	20%	73	55%	21	16%	94	71%
English Language Learner	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	200	48	24%	152	76%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	207	52	25%	155	75%	13	8%	33	21%	86	55%	23	15%	109	70%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	206	52	25%	154	75%	—	—	—	—	—	—	—	—	—	—
Not Migrant	207	52	25%	155	75%	13	8%	33	21%	86	55%	23	15%	109	70%
Parent Not in Armed Forces	207	52	25%	155	75%	13	8%	33	21%	86	55%	23	15%	109	70%

GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students

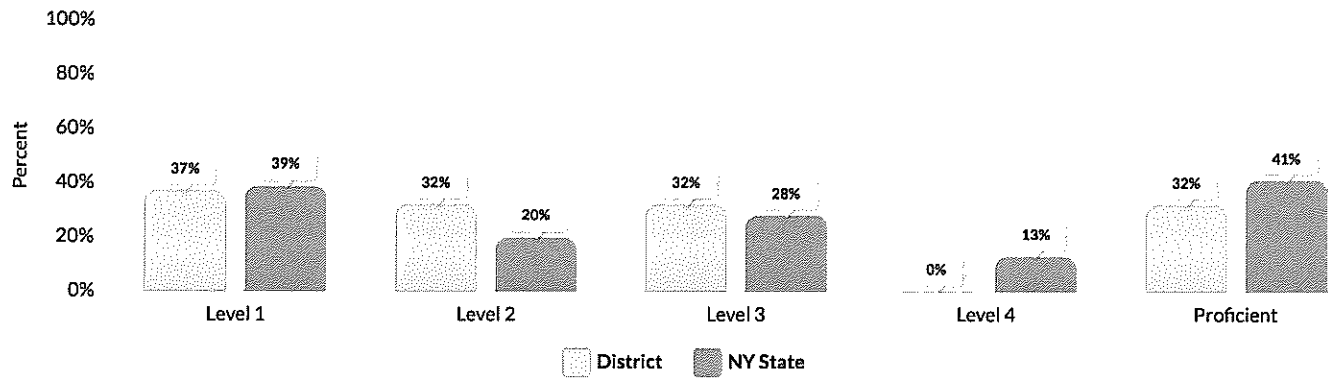


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	83	38%	135	62%	17	13%	38	28%	49	36%	31	23%	80	59%
Female	106	42	40%	64	60%	9	14%	17	27%	22	34%	16	25%	38	59%
Male	112	41	37%	71	63%	8	11%	21	30%	27	38%	15	21%	42	59%
General Education Students	178	60	34%	118	66%	9	8%	33	28%	46	39%	30	25%	76	64%
Students with Disabilities	40	23	58%	17	43%	8	47%	5	29%	3	18%	1	6%	4	24%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	1	5%	5	26%	5	26%	8	42%	13	68%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	52	23	44%	29	56%	9	31%	10	34%	4	14%	6	21%	10	34%
White	136	57	42%	79	58%	6	8%	22	28%	38	48%	13	16%	51	65%
Multiracial	8	3	38%	5	63%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	1	13%	1	13%	2	25%	4	50%	6	75%
Economically Disadvantaged	52	28	54%	24	46%	10	42%	7	29%	5	21%	2	8%	7	29%
Not Economically Disadvantaged	166	55	33%	111	67%	7	6%	31	28%	44	40%	29	26%	73	66%
English Language Learner	9	3	33%	6	67%	6	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	209	80	38%	129	62%	11	9%	38	29%	49	38%	31	24%	80	62%
Not in Foster Care	218	83	38%	135	62%	17	13%	38	28%	49	36%	31	23%	80	59%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	217	83	38%	134	62%	—	—	—	—	—	—	—	—	—	—
Not Migrant	218	83	38%	135	62%	17	13%	38	28%	49	36%	31	23%	80	59%
Parent Not in Armed Forces	218	83	38%	135	62%	17	13%	38	28%	49	36%	31	23%	80	59%

GRADE 8 MATH RESULTS



Percent Scoring at Levels for All Students

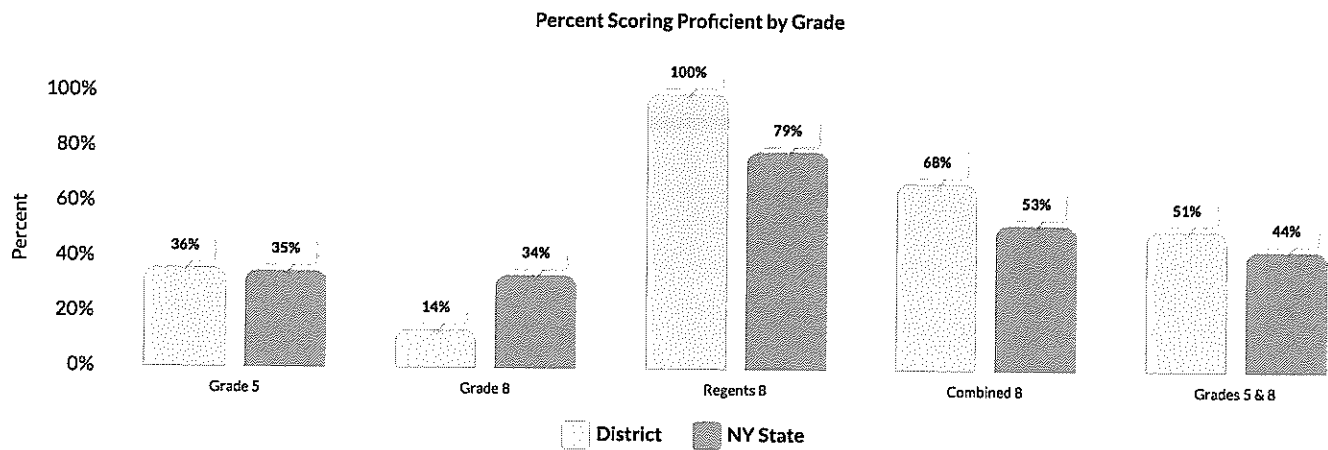


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	226	147	65%	79	35%	29	37%	25	32%	25	32%	0	0%	25	32%
Female	104	72	69%	32	31%	8	25%	10	31%	14	44%	0	0%	14	44%
Male	122	75	61%	47	39%	21	45%	15	32%	11	23%	0	0%	11	23%
General Education Students	169	111	66%	58	34%	18	31%	19	33%	21	36%	0	0%	21	36%
Students with Disabilities	57	36	63%	21	37%	11	52%	6	29%	4	19%	0	0%	4	19%
Asian or Native Hawaiian/Other Pacific Islander	21	18	86%	3	14%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	53	30	57%	23	43%	10	43%	7	30%	6	26%	0	0%	6	26%
White	131	84	64%	47	36%	16	34%	17	36%	14	30%	0	0%	14	30%
Multiracial	15	11	73%	4	27%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	42	33	79%	9	21%	3	33%	1	11%	5	56%	0	0%	5	56%
Economically Disadvantaged	52	31	60%	21	40%	11	52%	6	29%	4	19%	0	0%	4	19%
Not Economically Disadvantaged	174	116	67%	58	33%	18	31%	19	33%	21	36%	0	0%	21	36%
English Language Learner	9	4	44%	5	56%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	217	143	66%	74	34%	25	34%	24	32%	25	34%	0	0%	25	34%
Not in Foster Care	226	147	65%	79	35%	29	37%	25	32%	25	32%	0	0%	25	32%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	225	146	65%	79	35%	29	37%	25	32%	25	32%	0	0%	25	32%
Not Migrant	226	147	65%	79	35%	29	37%	25	32%	25	32%	0	0%	25	32%
Parent Not in Armed Forces	226	147	65%	79	35%	29	37%	25	32%	25	32%	0	0%	25	32%

GRADES 5 & 8 SCIENCE RESULTS (2023-24)

The results of the 2023-24 Grades 5 and 8 Science tests represent student achievement on the new NYS P-12 Science Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



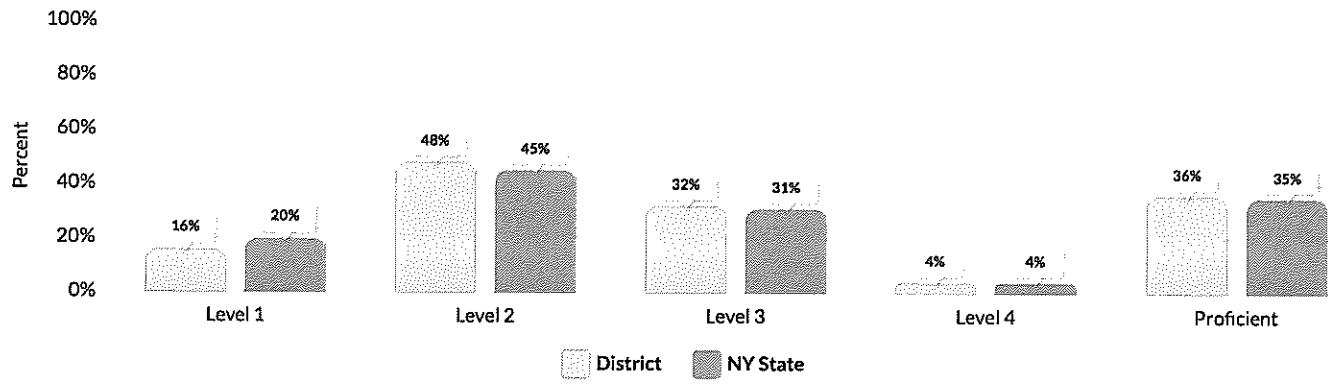
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	234	37	16%	197	84%	32	16%	95	48%	63	32%	7	4%	70	36%
Grade 8	226	160	71%	66	29%	28	42%	29	44%	7	11%	2	3%	9	14%
Regents 8	—	—	—	112	50%	0	0%	0	0%	15	13%	97	87%	112	100%
Combined 8	226	48	21%	178	79%	28	16%	29	16%	22	12%	99	56%	121	68%
Grades 5 & 8	460	85	18%	375	82%	60	16%	124	33%	85	23%	106	28%	191	51%

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

GRADE 5 SCIENCE RESULTS



Percent Scoring at Levels for All Students

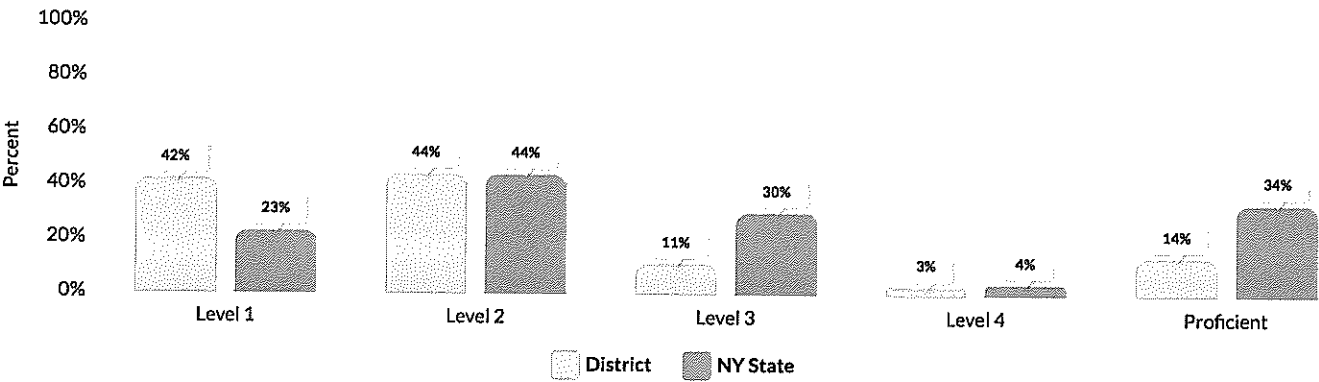


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	37	16%	197	84%	32	16%	95	48%	63	32%	7	4%	70	36%
Female	113	16	14%	97	86%	14	14%	43	44%	36	37%	4	4%	40	41%
Male	121	21	17%	100	83%	18	18%	52	52%	27	27%	3	3%	30	30%
General Education Students	192	20	10%	172	90%	24	14%	81	47%	60	35%	7	4%	67	39%
Students with Disabilities	42	17	40%	25	60%	8	32%	14	56%	3	12%	0	0%	3	12%
Asian or Native Hawaiian/Other Pacific Islander	23	2	9%	21	91%	0	0%	13	62%	5	24%	3	14%	8	38%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	14	25%	41	75%	8	20%	25	61%	7	17%	1	2%	8	20%
White	139	20	14%	119	86%	22	18%	52	44%	42	35%	3	3%	45	38%
Multiracial	13	1	8%	12	92%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	1	6%	16	94%	2	13%	5	31%	9	56%	0	0%	9	56%
Economically Disadvantaged	54	18	33%	36	67%	8	22%	17	47%	11	31%	0	0%	11	31%
Not Economically Disadvantaged	180	19	11%	161	89%	24	15%	78	48%	52	32%	7	4%	59	37%
English Language Learner	14	1	7%	13	93%	5	38%	6	46%	2	15%	0	0%	2	15%
Non-English Language Learner	220	36	16%	184	84%	27	15%	89	48%	61	33%	7	4%	68	37%
Not in Foster Care	234	37	16%	197	84%	32	16%	95	48%	63	32%	7	4%	70	36%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	231	37	16%	194	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	37	16%	197	84%	32	16%	95	48%	63	32%	7	4%	70	36%
Parent Not in Armed Forces	234	37	16%	197	84%	32	16%	95	48%	63	32%	7	4%	70	36%

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students

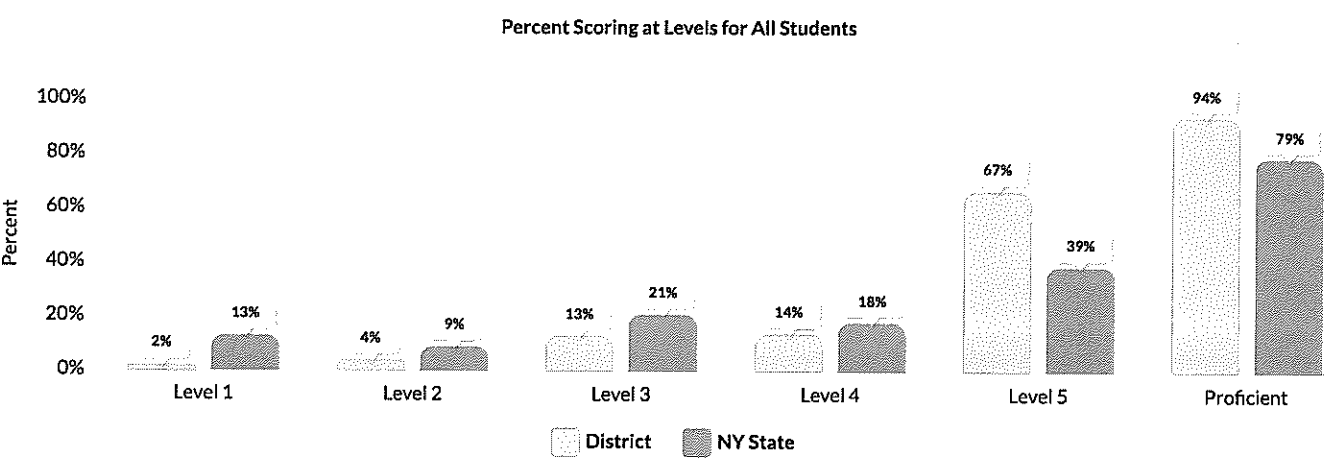


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	226	160	71%	66	29%	28	42%	29	44%	7	11%	2	3%	9	14%
Female	104	81	78%	23	22%	8	35%	11	48%	3	13%	1	4%	4	17%
Male	122	79	65%	43	35%	20	47%	18	42%	4	9%	1	2%	5	12%
General Education Students	169	128	76%	41	24%	20	49%	17	41%	3	7%	1	2%	4	10%
Students with Disabilities	57	32	56%	25	44%	8	32%	12	48%	4	16%	1	4%	5	20%
Asian or Native Hawaiian/Other Pacific Islander	21	20	95%	1	5%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	53	29	55%	24	45%	9	38%	14	58%	1	4%	0	0%	1	4%
White	131	97	74%	34	26%	16	47%	11	32%	5	15%	2	6%	7	21%
Multiracial	15	12	80%	3	20%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	42	34	81%	8	19%	3	38%	4	50%	1	13%	0	0%	1	13%
Economically Disadvantaged	52	32	62%	20	38%	5	25%	13	65%	2	10%	0	0%	2	10%
Not Economically Disadvantaged	174	128	74%	46	26%	23	50%	16	35%	5	11%	2	4%	7	15%
English Language Learner	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	217	155	71%	62	29%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	226	160	71%	66	29%	28	42%	29	44%	7	11%	2	3%	9	14%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	225	159	71%	66	29%	28	42%	29	44%	7	11%	2	3%	9	14%
Not Migrant	226	160	71%	66	29%	28	42%	29	44%	7	11%	2	3%	9	14%
Parent Not in Armed Forces	226	160	71%	66	29%	28	42%	29	44%	7	11%	2	3%	9	14%

ANNUAL REGENTS EXAMINATIONS (2023 - 24)

Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2023-24)

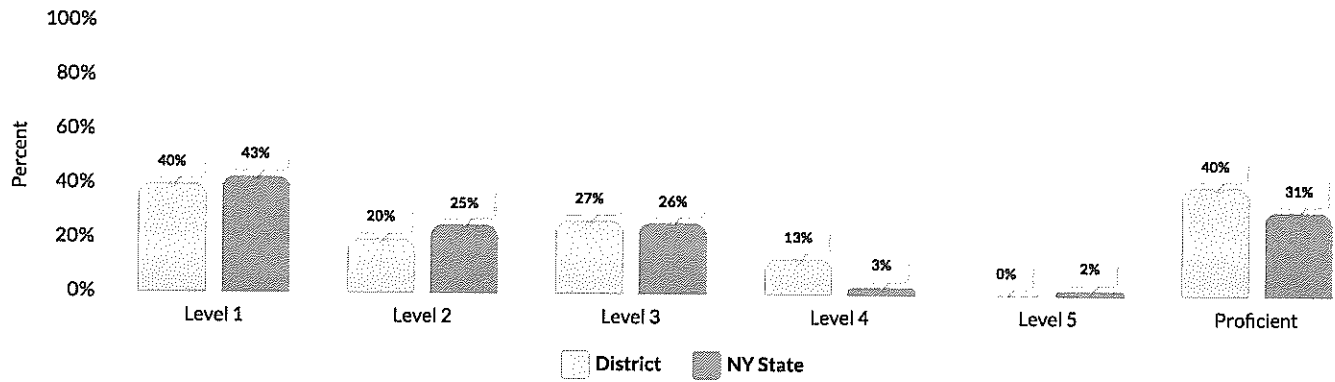


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	5	2%	9	4%	33	13%	34	14%	166	67%	233	94%
Female	120	0	0%	4	3%	11	9%	13	11%	92	77%	116	97%
Male	127	5	4%	5	4%	22	17%	21	17%	74	58%	117	92%
General Education Students	204	4	2%	5	2%	13	6%	24	12%	158	77%	195	96%
Students with Disabilities	43	1	2%	4	9%	20	47%	10	23%	8	19%	38	88%
Asian or Native Hawaiian/Other Pacific Islander	30	0	0%	0	0%	2	7%	3	10%	25	83%	30	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	51	4	8%	5	10%	11	22%	11	22%	20	39%	42	82%
White	150	1	1%	3	2%	20	13%	17	11%	109	73%	146	97%
Multiracial	12	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	0	0%	1	6%	0	0%	3	19%	12	75%	15	94%
Economically Disadvantaged	69	5	7%	5	7%	14	20%	14	20%	31	45%	59	86%
Not Economically Disadvantaged	178	0	0%	4	2%	19	11%	20	11%	135	76%	174	98%
English Language Learner	14	5	36%	5	36%	4	29%	0	0%	0	0%	4	29%
Non-English Language Learner	233	0	0%	4	2%	29	12%	34	15%	166	71%	229	98%
Not in Foster Care	247	5	2%	9	4%	33	13%	34	14%	166	67%	233	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	246	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	247	5	2%	9	4%	33	13%	34	14%	166	67%	233	94%
Parent Not in Armed Forces	247	5	2%	9	4%	33	13%	34	14%	166	67%	233	94%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (AUGUST 2023 & JANUARY 2024)

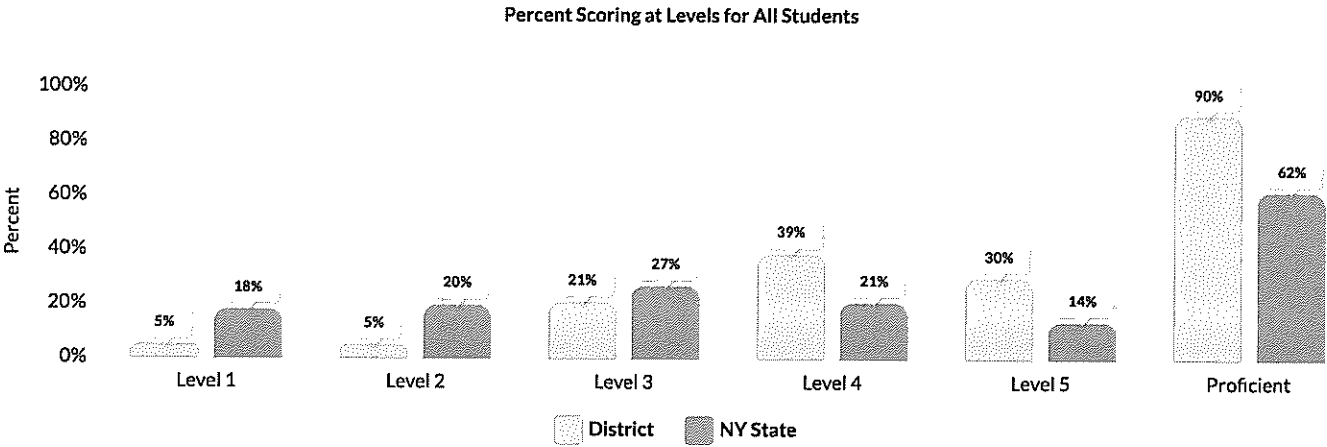


Percent Scoring at Levels for All Students



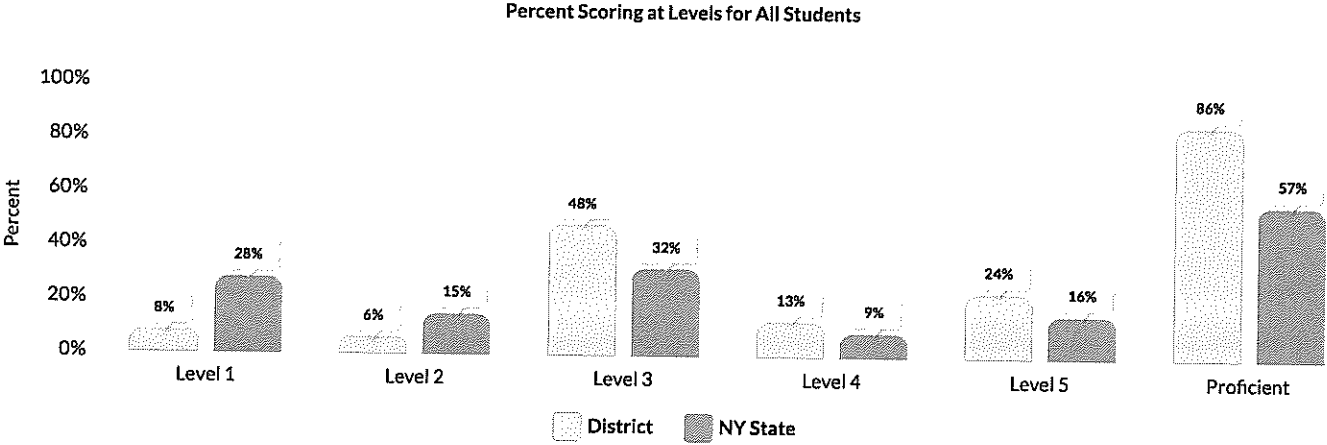
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	15	6	40%	3	20%	4	27%	2	13%	0	0%	6	40%
Female	8	4	50%	0	0%	2	25%	2	25%	0	0%	4	50%
Male	7	2	29%	3	43%	2	29%	0	0%	0	0%	2	29%
General Education Students	7	1	14%	2	29%	2	29%	2	29%	0	0%	4	57%
Students with Disabilities	8	5	63%	1	13%	2	25%	0	0%	0	0%	2	25%
Hispanic or Latino	10	5	50%	2	20%	2	20%	1	10%	0	0%	3	30%
White	5	1	20%	1	20%	2	40%	1	20%	0	0%	3	60%
Economically Disadvantaged	8	5	63%	1	13%	2	25%	0	0%	0	0%	2	25%
Not Economically Disadvantaged	7	1	14%	2	29%	2	29%	2	29%	0	0%	4	57%
English Language Learner	6	4	67%	1	17%	1	17%	0	0%	0	0%	1	17%
Non-English Language Learner	9	2	22%	2	22%	3	33%	2	22%	0	0%	5	56%
Not in Foster Care	15	6	40%	3	20%	4	27%	2	13%	0	0%	6	40%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	14	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	15	6	40%	3	20%	4	27%	2	13%	0	0%	6	40%
Parent Not in Armed Forces	15	6	40%	3	20%	4	27%	2	13%	0	0%	6	40%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	212	10	5%	11	5%	45	21%	83	39%	63	30%	191	90%
Female	100	2	2%	6	6%	21	21%	37	37%	34	34%	92	92%
Male	112	8	7%	5	4%	24	21%	46	41%	29	26%	99	88%
General Education Students	178	8	4%	4	2%	34	19%	74	42%	58	33%	166	93%
Students with Disabilities	34	2	6%	7	21%	11	32%	9	26%	5	15%	25	74%
Asian or Native Hawaiian/Other Pacific Islander	24	0	0%	0	0%	2	8%	8	33%	14	58%	24	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	62	6	10%	8	13%	21	34%	19	31%	8	13%	48	77%
White	113	1	1%	3	3%	22	19%	54	48%	33	29%	109	96%
Multiracial	9	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	3	23%	0	0%	0	0%	2	15%	8	62%	10	77%
Economically Disadvantaged	50	6	12%	8	16%	15	30%	16	32%	5	10%	36	72%
Not Economically Disadvantaged	162	4	2%	3	2%	30	19%	67	41%	58	36%	155	96%
English Language Learner	17	4	24%	4	24%	6	35%	1	6%	2	12%	9	53%
Non-English Language Learner	195	6	3%	7	4%	39	20%	82	42%	61	31%	182	93%
Not in Foster Care	212	10	5%	11	5%	45	21%	83	39%	63	30%	191	90%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	210	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	212	10	5%	11	5%	45	21%	83	39%	63	30%	191	90%
Parent Not in Armed Forces	212	10	5%	11	5%	45	21%	83	39%	63	30%	191	90%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2023-24)

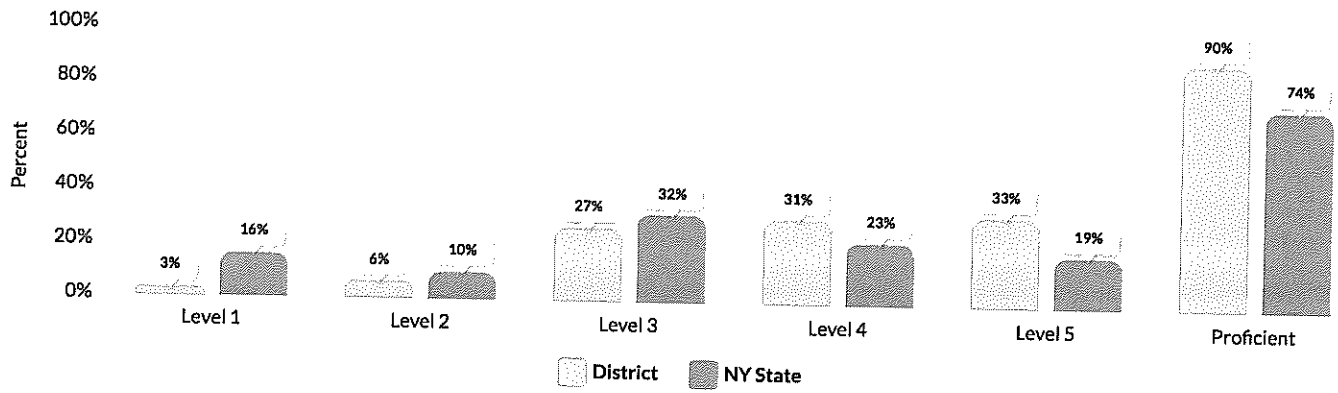


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	166	14	8%	10	6%	80	48%	22	13%	40	24%	142	86%
Female	100	11	11%	6	6%	42	42%	15	15%	26	26%	83	83%
Male	66	3	5%	4	6%	38	58%	7	11%	14	21%	59	89%
General Education Students	151	13	9%	7	5%	74	49%	20	13%	37	25%	131	87%
Students with Disabilities	15	1	7%	3	20%	6	40%	2	13%	3	20%	11	73%
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	1	5%	5	24%	2	10%	13	62%	20	95%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	4	15%	0	0%	16	59%	4	15%	3	11%	23	85%
White	111	10	9%	8	7%	56	50%	15	14%	22	20%	93	84%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	3	43%	1	14%	2	29%	6	86%
Economically Disadvantaged	26	2	8%	1	4%	14	54%	5	19%	4	15%	23	88%
Not Economically Disadvantaged	140	12	9%	9	6%	66	47%	17	12%	36	26%	119	85%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	165	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	166	14	8%	10	6%	80	48%	22	13%	40	24%	142	86%
Not Homeless	166	14	8%	10	6%	80	48%	22	13%	40	24%	142	86%
Not Migrant	166	14	8%	10	6%	80	48%	22	13%	40	24%	142	86%
Parent Not in Armed Forces	166	14	8%	10	6%	80	48%	22	13%	40	24%	142	86%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2023-24)



Percent Scoring at Levels for All Students

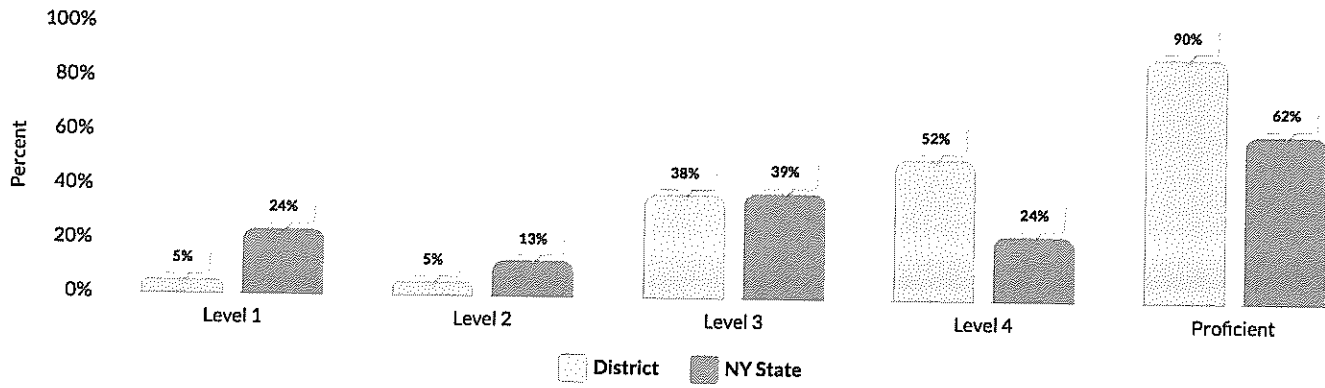


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	4	3%	8	6%	34	27%	39	31%	41	33%	114	90%
Female	64	3	5%	3	5%	16	25%	19	30%	23	36%	58	91%
Male	62	1	2%	5	8%	18	29%	20	32%	18	29%	56	90%
General Education Students	120	4	3%	6	5%	31	26%	38	32%	41	34%	110	92%
Students with Disabilities	6	0	0%	2	33%	3	50%	1	17%	0	0%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	0	0%	3	16%	6	32%	10	53%	19	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	2	13%	1	7%	4	27%	5	33%	3	20%	12	80%
White	86	2	2%	7	8%	24	28%	27	31%	26	30%	77	90%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	1	17%	2	33%	6	100%
Economically Disadvantaged	16	0	0%	1	6%	6	38%	3	19%	6	38%	15	94%
Not Economically Disadvantaged	110	4	4%	7	6%	28	25%	36	33%	35	32%	99	90%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	125	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	4	3%	8	6%	34	27%	39	31%	41	33%	114	90%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	124	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	126	4	3%	8	6%	34	27%	39	31%	41	33%	114	90%
Parent Not in Armed Forces	126	4	3%	8	6%	34	27%	39	31%	41	33%	114	90%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)

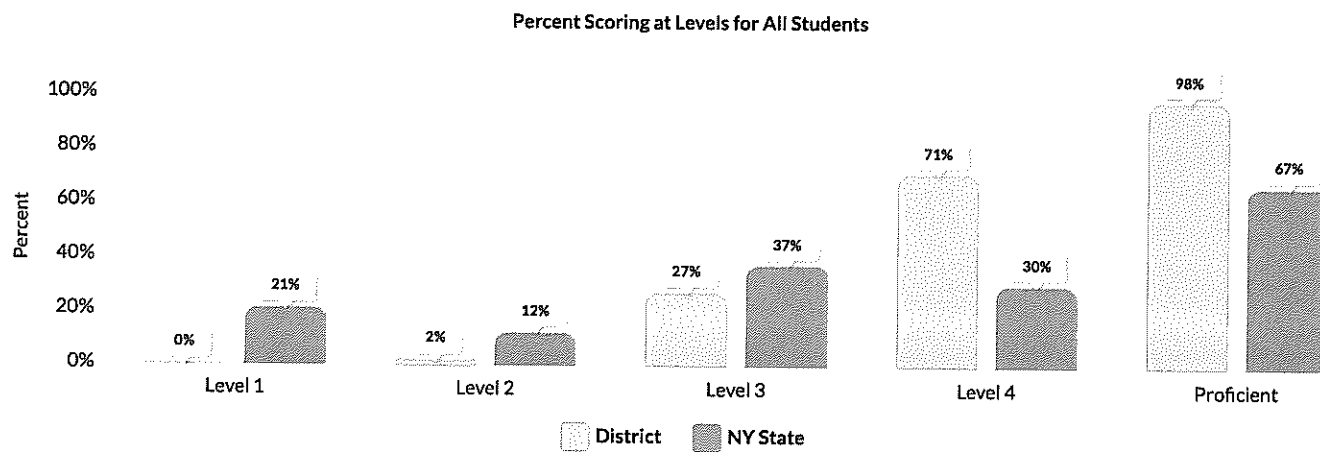


Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	212	11	5%	11	5%	80	38%	110	52%	190	90%
Female	114	6	5%	6	5%	39	34%	63	55%	102	89%
Male	98	5	5%	5	5%	41	42%	47	48%	88	90%
General Education Students	177	5	3%	6	3%	63	36%	103	58%	166	94%
Students with Disabilities	35	6	17%	5	14%	17	49%	7	20%	24	69%
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	1	4%	5	22%	17	74%	22	96%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	54	7	13%	6	11%	25	46%	16	30%	41	76%
White	125	2	2%	3	2%	48	38%	72	58%	120	96%
Multiracial	7	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	1	10%	2	20%	5	50%	7	70%
Economically Disadvantaged	49	8	16%	7	14%	21	43%	13	27%	34	69%
Not Economically Disadvantaged	163	3	2%	4	2%	59	36%	97	60%	156	96%
English Language Learner	15	7	47%	5	33%	3	20%	0	0%	3	20%
Non-English Language Learner	197	4	2%	6	3%	77	39%	110	56%	187	95%
Not in Foster Care	212	11	5%	11	5%	80	38%	110	52%	190	90%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	210	—	—	—	—	—	—	—	—	—	—
Not Migrant	212	11	5%	11	5%	80	38%	110	52%	190	90%
Parent Not in Armed Forces	212	11	5%	11	5%	80	38%	110	52%	190	90%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2023-24)

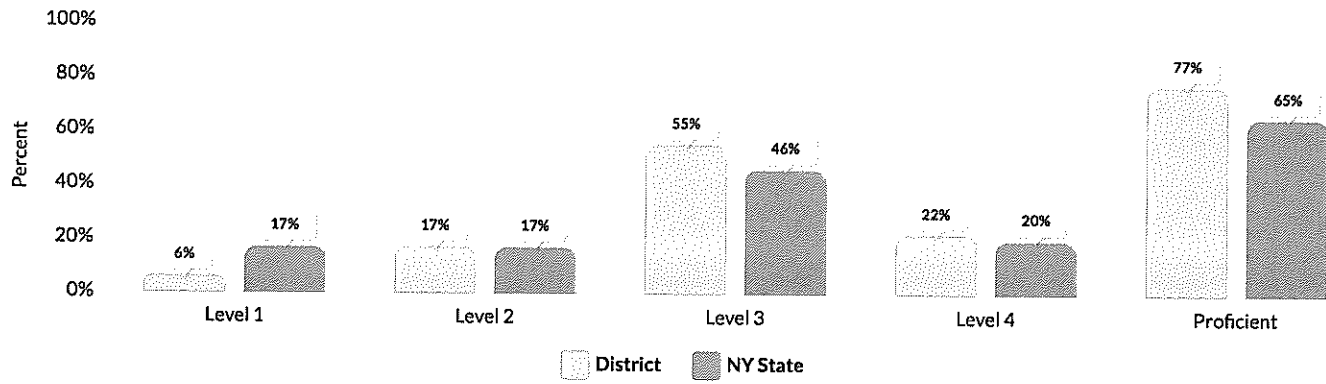


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	167	0	0%	3	2%	45	27%	119	71%	164	98%
Female	86	0	0%	3	3%	22	26%	61	71%	83	97%
Male	81	0	0%	0	0%	23	28%	58	72%	81	100%
General Education Students	146	0	0%	3	2%	35	24%	108	74%	143	98%
Students with Disabilities	21	0	0%	0	0%	10	48%	11	52%	21	100%
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	0	0%	3	14%	18	86%	21	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	0	0%	0	0%	11	41%	16	59%	27	100%
White	106	0	0%	3	3%	27	25%	76	72%	103	97%
Multiracial	11	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	0	0%	4	31%	9	69%	13	100%
Economically Disadvantaged	26	0	0%	0	0%	12	46%	14	54%	26	100%
Not Economically Disadvantaged	141	0	0%	3	2%	33	23%	105	74%	138	98%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	165	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	167	0	0%	3	2%	45	27%	119	71%	164	98%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	166	—	—	—	—	—	—	—	—	—	—
Not Migrant	167	0	0%	3	2%	45	27%	119	71%	164	98%
Parent Not in Armed Forces	167	0	0%	3	2%	45	27%	119	71%	164	98%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2023-24)



Percent Scoring at Levels for All Students

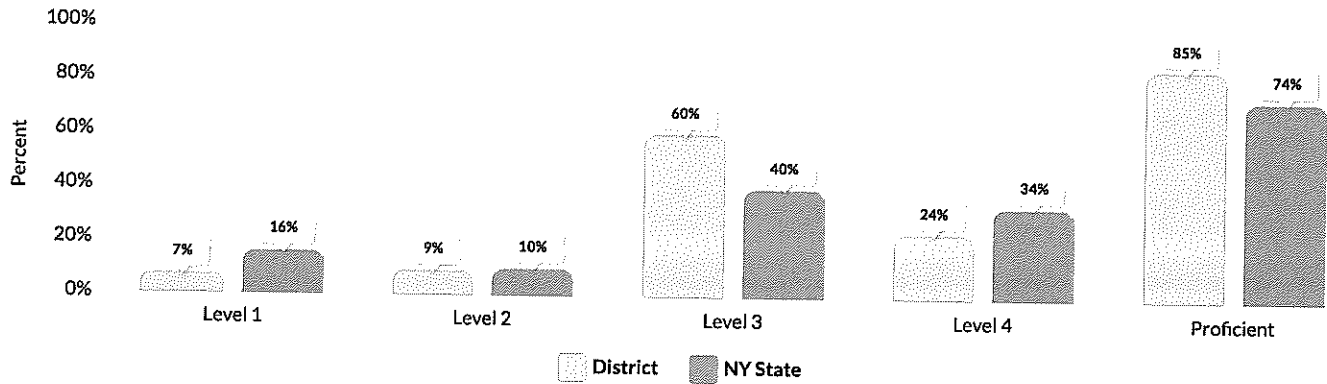


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	187	12	6%	31	17%	103	55%	41	22%	144	77%
Female	102	9	9%	11	11%	58	57%	24	24%	82	80%
Male	85	3	4%	20	24%	45	53%	17	20%	62	73%
General Education Students	178	12	7%	30	17%	97	54%	39	22%	136	76%
Students with Disabilities	9	0	0%	1	11%	6	67%	2	22%	8	89%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	2	11%	10	56%	6	33%	16	89%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	2	7%	6	20%	16	53%	6	20%	22	73%
White	127	9	7%	19	15%	71	56%	28	22%	99	78%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	1	8%	4	33%	6	50%	1	8%	7	58%
Economically Disadvantaged	26	3	12%	3	12%	14	54%	6	23%	20	77%
Not Economically Disadvantaged	161	9	6%	28	17%	89	55%	35	22%	124	77%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	185	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	187	12	6%	31	17%	103	55%	41	22%	144	77%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	186	—	—	—	—	—	—	—	—	—	—
Not Migrant	187	12	6%	31	17%	103	55%	41	22%	144	77%
Parent Not in Armed Forces	187	12	6%	31	17%	103	55%	41	22%	144	77%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2023-24)



Percent Scoring at Levels for All Students

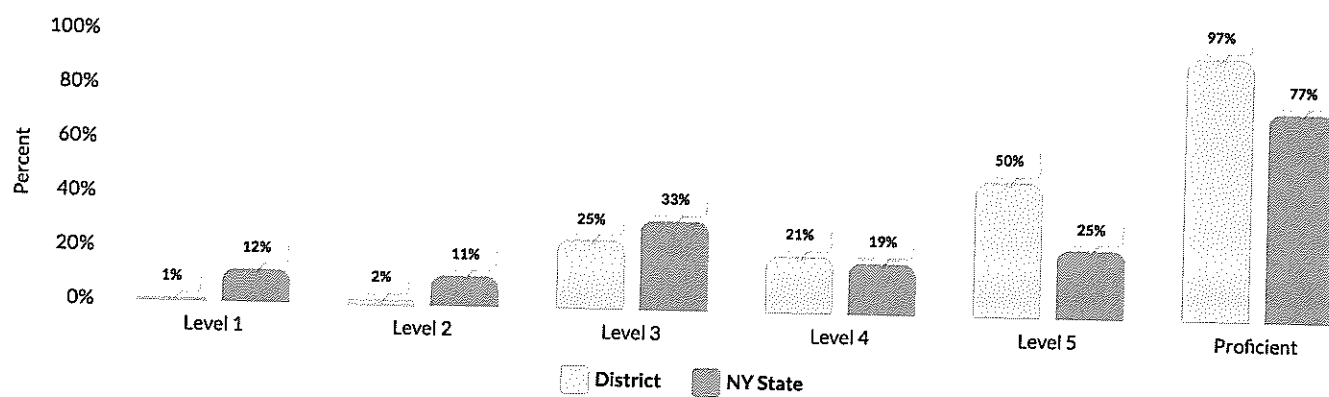


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	91	6	7%	8	9%	55	60%	22	24%	77	85%
Female	38	3	8%	3	8%	26	68%	6	16%	32	84%
Male	53	3	6%	5	9%	29	55%	16	30%	45	85%
General Education Students	86	4	5%	8	9%	53	62%	21	24%	74	86%
Students with Disabilities	5	2	40%	0	0%	2	40%	1	20%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	0	0%	11	61%	7	39%	18	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	2	12%	2	12%	11	65%	2	12%	13	76%
White	49	4	8%	5	10%	30	61%	10	20%	40	82%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	19	2	11%	2	11%	12	63%	3	16%	15	79%
Not Economically Disadvantaged	72	4	6%	6	8%	43	60%	19	26%	62	86%
Non-English Language Learner	91	6	7%	8	9%	55	60%	22	24%	77	85%
Not in Foster Care	91	6	7%	8	9%	55	60%	22	24%	77	85%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	90	—	—	—	—	—	—	—	—	—	—
Not Migrant	91	6	7%	8	9%	55	60%	22	24%	77	85%
Parent Not in Armed Forces	91	6	7%	8	9%	55	60%	22	24%	77	85%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2023-24)



Percent Scoring at Levels for All Students

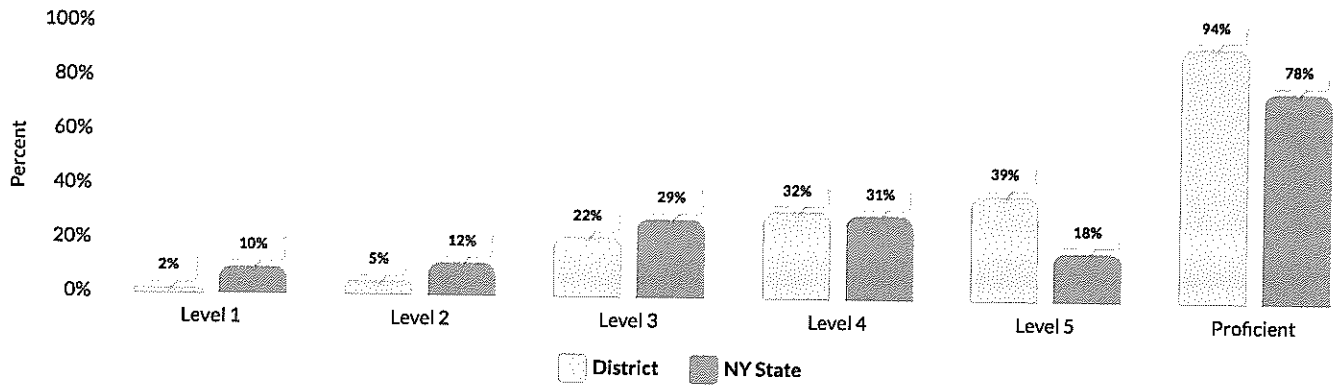


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	252	2	1%	6	2%	63	25%	54	21%	127	50%	244	97%
Female	136	1	1%	4	3%	33	24%	30	22%	68	50%	131	96%
Male	116	1	1%	2	2%	30	26%	24	21%	59	51%	113	97%
General Education Students	209	1	0%	3	1%	37	18%	48	23%	120	57%	205	98%
Students with Disabilities	43	1	2%	3	7%	26	60%	6	14%	7	16%	39	91%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	0	0%	0	0%	3	18%	14	82%	17	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	59	1	2%	3	5%	22	37%	13	22%	20	34%	55	93%
White	165	1	1%	3	2%	37	22%	38	23%	86	52%	161	98%
Multiracial	9	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	4	36%	0	0%	7	64%	11	100%
Economically Disadvantaged	52	1	2%	2	4%	21	40%	9	17%	19	37%	49	94%
Not Economically Disadvantaged	200	1	1%	4	2%	42	21%	45	23%	108	54%	195	98%
English Language Learner	15	1	7%	2	13%	9	60%	2	13%	1	7%	12	80%
Non-English Language Learner	237	1	0%	4	2%	54	23%	52	22%	126	53%	232	98%
Not in Foster Care	252	2	1%	6	2%	63	25%	54	21%	127	50%	244	97%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	250	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	252	2	1%	6	2%	63	25%	54	21%	127	50%	244	97%
Parent Not in Armed Forces	252	2	1%	6	2%	63	25%	54	21%	127	50%	244	97%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2023-24)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	244	4	2%	11	5%	54	22%	79	32%	96	39%	229	94%
Female	121	2	2%	5	4%	31	26%	40	33%	43	36%	114	94%
Male	123	2	2%	6	5%	23	19%	39	32%	53	43%	115	93%
General Education Students	200	3	2%	6	3%	32	16%	65	33%	94	47%	191	96%
Students with Disabilities	44	1	2%	5	11%	22	50%	14	32%	2	5%	38	86%
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	1	4%	1	4%	7	26%	18	67%	26	96%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	49	1	2%	6	12%	14	29%	18	37%	10	20%	42	86%
White	152	2	1%	4	3%	37	24%	51	34%	58	38%	146	96%
Multiracial	12	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	1	6%	0	0%	2	13%	3	19%	10	63%	15	94%
Economically Disadvantaged	68	2	3%	8	12%	22	32%	23	34%	13	19%	58	85%
Not Economically Disadvantaged	176	2	1%	3	2%	32	18%	56	32%	83	47%	171	97%
English Language Learner	11	2	18%	4	36%	5	45%	0	0%	0	0%	5	45%
Non-English Language Learner	233	2	1%	7	3%	49	21%	79	34%	96	41%	224	96%
Not in Foster Care	244	4	2%	11	5%	54	22%	79	32%	96	39%	229	94%
Not Homeless	244	4	2%	11	5%	54	22%	79	32%	96	39%	229	94%
Not Migrant	244	4	2%	11	5%	54	22%	79	32%	96	39%	229	94%
Parent Not in Armed Forces	244	4	2%	11	5%	54	22%	79	32%	96	39%	229	94%

TOTAL COHORT REGENTS EXAMINATION RESULTS

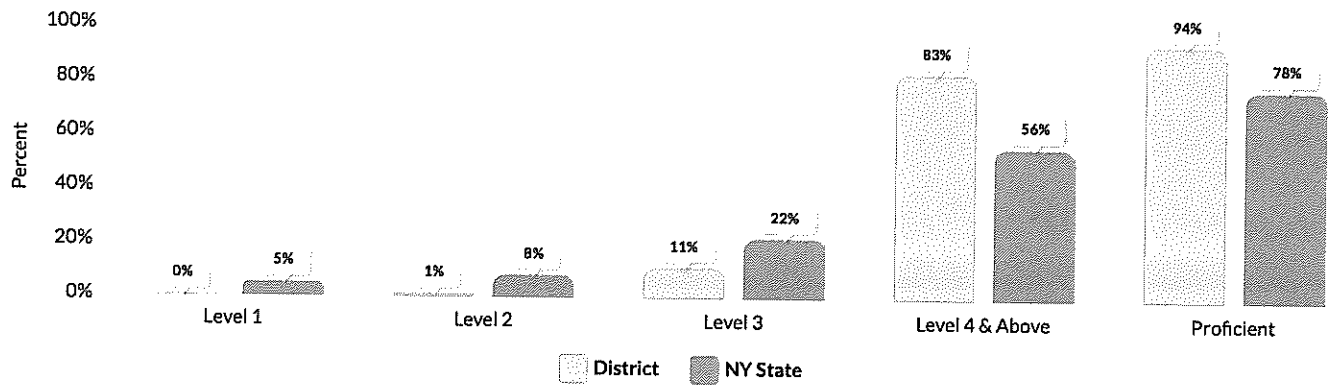
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2020 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	9	4%	218	96%	1	0%	3	1%	26	11%	188	83%	214	94%
Female	123	6	5%	117	95%	0	0%	2	2%	15	12%	100	81%	115	93%
Male	104	3	3%	101	97%	1	1%	1	1%	11	11%	88	85%	99	95%
General Education Students	189	5	3%	184	97%	1	1%	2	1%	15	8%	166	88%	181	96%
Students with Disabilities	38	4	11%	34	89%	0	0%	1	3%	11	29%	22	58%	33	87%
Asian or Native Hawaiian/Other Pacific Islander	17	2	12%	15	88%	0	0%	0	0%	0	0%	15	88%	15	88%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	4	7%	51	93%	1	2%	2	4%	13	24%	35	64%	48	87%
White	137	2	1%	135	99%	0	0%	0	0%	11	8%	124	91%	135	99%
Multiracial	15	1	—	14	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	1	6%	17	94%	0	0%	1	6%	2	11%	14	78%	16	89%
Economically Disadvantaged	49	3	6%	46	94%	0	0%	2	4%	13	27%	31	63%	44	90%
Not Economically Disadvantaged	178	6	3%	172	97%	1	1%	1	1%	13	7%	157	88%	170	96%
English Language Learner	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	223	8	—	215	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	227	9	4%	218	96%	1	0%	3	1%	26	11%	188	83%	214	94%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	225	8	—	217	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	227	9	4%	218	96%	1	0%	3	1%	26	11%	188	83%	214	94%
Parent Not in Armed Forces	227	9	4%	218	96%	1	0%	3	1%	26	11%	188	83%	214	94%

2020 TOTAL COHORT EXEMPTIONS IN ELA

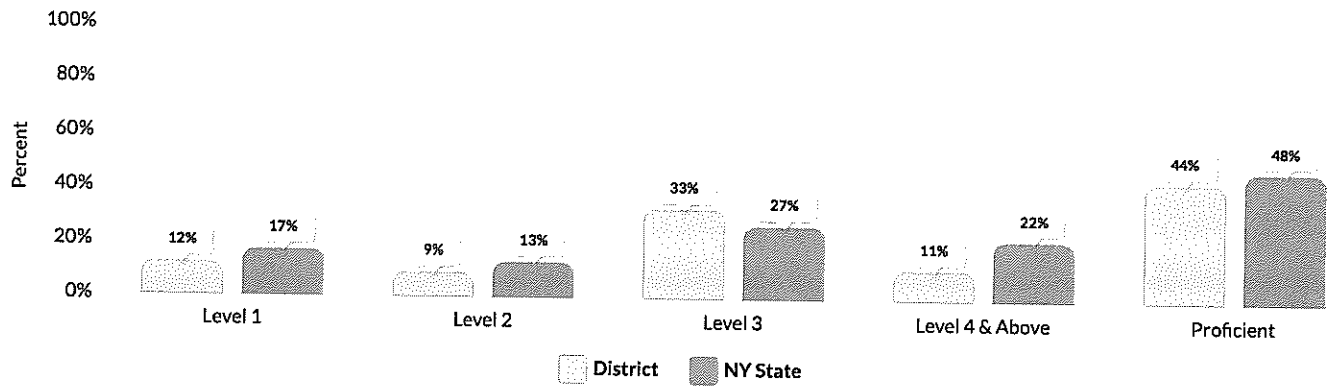
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	0	0	2	100
Female	2	0	0	2	100
General Education Students	1	0	0	1	100
Students with Disabilities	1	0	0	1	100
Hispanic or Latino	1	0	0	1	100
White	1	0	0	1	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged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

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

2020 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	79	35%	148	65%	27	12%	21	9%	76	33%	24	11%	100	44%
Female	123	40	33%	83	67%	21	17%	12	10%	41	33%	9	7%	50	41%
Male	104	39	38%	65	63%	6	6%	9	9%	35	34%	15	14%	50	48%
General Education Students	189	60	32%	129	68%	18	10%	18	10%	70	37%	23	12%	93	49%
Students with Disabilities	38	19	50%	19	50%	9	24%	3	8%	6	16%	1	3%	7	18%
Asian or Native Hawaiian/Other Pacific Islander	17	5	29%	12	71%	0	0%	0	0%	6	35%	6	35%	12	71%
Black or African American	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	24	44%	31	56%	11	20%	5	9%	13	24%	2	4%	15	27%
White	137	46	34%	91	66%	12	9%	15	11%	51	37%	13	9%	64	47%
Multiracial	15	3	—	12	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	4	22%	14	78%	4	22%	1	6%	6	33%	3	17%	9	50%
Economically Disadvantaged	49	16	33%	33	67%	11	22%	8	16%	9	18%	5	10%	14	29%
Not Economically Disadvantaged	178	63	35%	115	65%	16	9%	13	7%	67	38%	19	11%	86	48%
English Language Learner	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	223	78	—	145	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	227	79	35%	148	65%	27	12%	21	9%	76	33%	24	11%	100	44%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	225	78	—	147	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	227	79	35%	148	65%	27	12%	21	9%	76	33%	24	11%	100	44%
Parent Not in Armed Forces	227	79	35%	148	65%	27	12%	21	9%	76	33%	24	11%	100	44%

2020 TOTAL COHORT EXEMPTIONS IN MATH

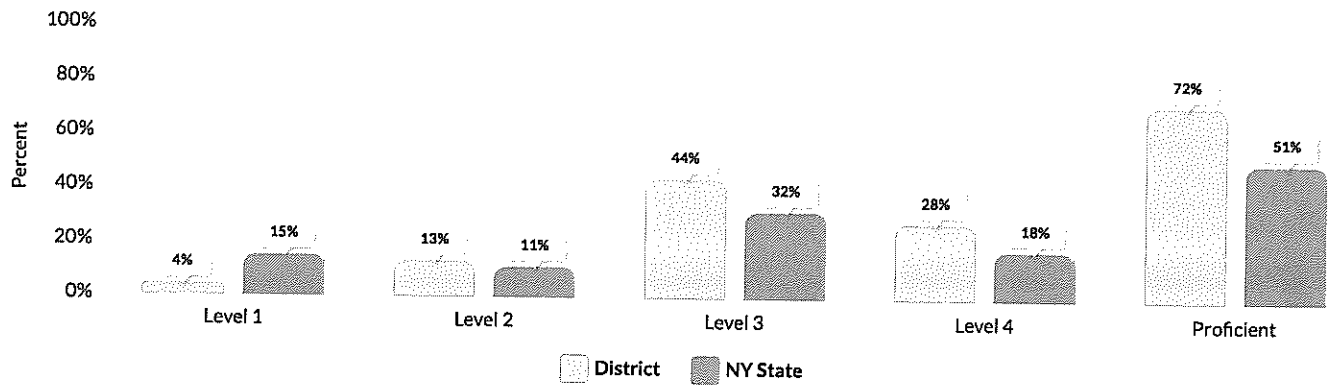
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	207	73	35	134	65
Female	112	36	32	76	68
Male	95	37	39	58	61
General Education Students	176	57	32	119	68
Students with Disabilities	31	16	52	15	48
Asian or Native Hawaiian/Other Pacific Islander	15	3	20	12	80
Black or African American	3	1	33	2	67
Hispanic or Latino	48	22	46	26	54
White	129	45	35	84	65
Multiracial	12	2	17	10	83
Economically Disadvantaged	40	15	38	25	63
Not Economically Disadvantaged	167	58	35	109	65
Non-English Language Learner	207	73	35	134	65
Not in Foster Care	207	73	35	134	65
Homeless	1	1	100	0	0
Not Homeless	206	72	35	134	65
Not Migrant	207	73	35	134	65
Parent Not in Armed Forces	207	73	35	134	65

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

2020 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



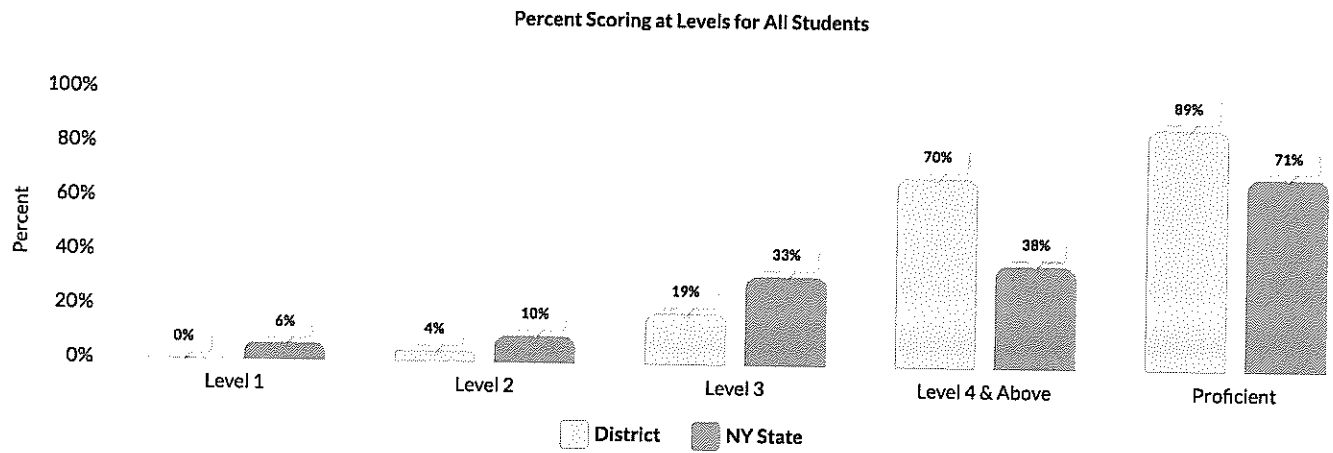
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	24	11%	203	89%	10	4%	29	13%	101	44%	63	28%	164	72%
Female	123	17	14%	106	86%	6	5%	21	17%	55	45%	24	20%	79	64%
Male	104	7	7%	97	93%	4	4%	8	8%	46	44%	39	38%	85	82%
General Education Students	189	8	4%	181	96%	10	5%	25	13%	87	46%	59	31%	146	77%
Students with Disabilities	38	16	42%	22	58%	0	0%	4	11%	14	37%	4	11%	18	47%
Asian or Native Hawaiian/Other Pacific Islander	17	2	12%	15	88%	0	0%	0	0%	4	24%	11	65%	15	88%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	9	16%	46	84%	3	5%	12	22%	23	42%	8	15%	31	56%
White	137	11	8%	126	92%	6	4%	16	12%	66	48%	38	28%	104	76%
Multiracial	15	2	—	13	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	2	11%	16	89%	1	6%	1	6%	8	44%	6	33%	14	78%
Economically Disadvantaged	49	8	16%	41	84%	2	4%	9	18%	23	47%	7	14%	30	61%
Not Economically Disadvantaged	178	16	9%	162	91%	8	4%	20	11%	78	44%	56	31%	134	75%
English Language Learner	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	223	23	—	200	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	227	24	11%	203	89%	10	4%	29	13%	101	44%	63	28%	164	72%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	225	23	—	202	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	227	24	11%	203	89%	10	4%	29	13%	101	44%	63	28%	164	72%
Parent Not in Armed Forces	227	24	11%	203	89%	10	4%	29	13%	101	44%	63	28%	164	72%

2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	213	17	8	196	92
Female	114	11	10	103	90
Male	99	6	6	93	94
General Education Students	179	5	3	174	97
Students with Disabilities	34	12	35	22	65
Asian or Native Hawaiian/Other Pacific Islander	15	0	0	15	100
Black or African American	3	0	0	3	100
Hispanic or Latino	49	8	16	41	84
White	132	8	6	124	94
Multiracial	14	1	7	13	93
Economically Disadvantaged	45	7	16	38	84
Not Economically Disadvantaged	168	10	6	158	94
Non-English Language Learner	213	17	8	196	92
Not in Foster Care	213	17	8	196	92
Homeless	1	1	100	0	0
Not Homeless	212	16	8	196	92
Not Migrant	213	17	8	196	92
Parent Not in Armed Forces	213	17	8	196	92

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

2020 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	15	7%	212	93%	1	0%	10	4%	43	19%	158	70%	201	89%
Female	123	10	8%	113	92%	1	1%	7	6%	29	24%	76	62%	105	85%
Male	104	5	5%	99	95%	0	0%	3	3%	14	13%	82	79%	96	92%
General Education Students	189	7	4%	182	96%	0	0%	6	3%	30	16%	146	77%	176	93%
Students with Disabilities	38	8	21%	30	79%	1	3%	4	11%	13	34%	12	32%	25	66%
Asian or Native Hawaiian/Other Pacific Islander	17	2	12%	15	88%	0	0%	0	0%	0	0%	15	88%	15	88%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	5	9%	50	91%	0	0%	5	9%	18	33%	27	49%	45	82%
White	137	6	4%	131	96%	1	1%	5	4%	22	16%	103	75%	125	91%
Multiracial	15	2	—	13	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	2	11%	16	89%	0	0%	0	0%	3	17%	13	72%	16	89%
Economically Disadvantaged	49	4	8%	45	92%	0	0%	4	8%	13	27%	28	57%	41	84%
Not Economically Disadvantaged	178	11	6%	167	94%	1	1%	6	3%	30	17%	130	73%	160	90%
English Language Learner	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	223	13	—	210	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	227	15	7%	212	93%	1	0%	10	4%	43	19%	158	70%	201	89%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	225	15	—	210	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	227	15	7%	212	93%	1	0%	10	4%	43	19%	158	70%	201	89%
Parent Not in Armed Forces	227	15	7%	212	93%	1	0%	10	4%	43	19%	158	70%	201	89%

2020 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

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

2020 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	15	7%	212	93%	0	0%	6	3%	48	21%	158	70%	206	91%
Female	123	10	8%	113	92%	0	0%	4	3%	32	26%	77	63%	109	89%
Male	104	5	5%	99	95%	0	0%	2	2%	16	15%	81	78%	97	93%
General Education Students	189	7	4%	182	96%	0	0%	5	3%	30	16%	147	78%	177	94%
Students with Disabilities	38	8	21%	30	79%	0	0%	1	3%	18	47%	11	29%	29	76%
Asian or Native Hawaiian/Other Pacific Islander	17	2	12%	15	88%	0	0%	0	0%	0	0%	15	88%	15	88%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	5	9%	50	91%	0	0%	4	7%	20	36%	26	47%	46	84%
White	137	6	4%	131	96%	0	0%	2	1%	25	18%	104	76%	129	94%
Multiracial	15	2	—	13	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	2	11%	16	89%	0	0%	0	0%	3	17%	13	72%	16	89%
Economically Disadvantaged	49	4	8%	45	92%	0	0%	3	6%	19	39%	23	47%	42	86%
Not Economically Disadvantaged	178	11	6%	167	94%	0	0%	3	2%	29	16%	135	76%	164	92%
English Language Learner	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	223	12	—	211	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	227	15	7%	212	93%	0	0%	6	3%	48	21%	158	70%	206	91%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	225	14	—	211	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	227	15	7%	212	93%	0	0%	6	3%	48	21%	158	70%	206	91%
Parent Not in Armed Forces	227	15	7%	212	93%	0	0%	6	3%	48	21%	158	70%	206	91%

2020 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

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

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2023-24)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

[illegible]

NEW YORK STATE ALTERNATE ASSESSMENT (2023-24)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 Science	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	11	9	82%	2	18%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	11	9	82%	2	18%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	11	9	82%	2	18%	—	—	—	—	—	—	—	—	—	—

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024)

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

NEW YORK STATE NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	28%	22%	9%	28%	36%	29%	8%
Students with Disabilities	73%	18%	8%	1%	63%	28%	7%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	26%	25%	30%	19%	14%	26%	40%	20%
Black	55%	29%	13%	3%	44%	39%	15%	2%
Hispanic	51%	27%	16%	6%	39%	38%	20%	3%
White	32%	31%	26%	11%	19%	35%	36%	10%
Two or more races	39%	23%	25%	14%	12%	40%	33%	14%
English Language Learners	79%	17%	3%	0%	59%	29%	12%	1%
Economically Disadvantaged	52%	28%	16%	5%	39%	37%	20%	3%

NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	34%	26%	5%	42%	31%	18%	8%
Students with Disabilities	65%	25%	10%	1%	73%	19%	6%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	17%	32%	38%	13%	19%	24%	30%	27%
Black	42%	37%	19%	2%	56%	28%	13%	2%
Hispanic	47%	32%	19%	2%	59%	29%	10%	2%
White	28%	36%	30%	7%	29%	36%	25%	10%
Two or more races	*	*	*	*	45%	32%	17%	6%
English Language Learners	85%	10%	4%	1%	83%	13%	4%	1%
Economically Disadvantaged	44%	34%	19%	3%	54%	29%	14%	4%

*Reporting standards not met.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

Note: Group values may not sum to 100% due to rounding.

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	29%	22%	8%	24%	36%	31%	9%
Students with Disabilities	72%	18%	8%	1%	53%	31%	13%	3%
American Indian/Alaska Native	59%	26%	13%	3%	43%	37%	18%	2%
Asian/Pacific Islander	23%	26%	31%	20%	12%	24%	39%	25%
Black	57%	27%	13%	3%	41%	40%	17%	2%
Hispanic	52%	27%	16%	4%	34%	39%	23%	4%
White	30%	31%	28%	11%	14%	35%	39%	12%
Two or more races	37%	29%	24%	10%	20%	36%	33%	11%
English Language Learners	71%	21%	7%	1%	48%	36%	14%	2%
Economically Disadvantaged	53%	28%	16%	4%	35%	40%	22%	3%

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	37%	25%	4%	41%	32%	19%	8%
Students with Disabilities	67%	25%	8%	1%	75%	18%	5%	2%
American Indian/Alaska Native	45%	38%	16%	1%	60%	29%	9%	3%
Asian/Pacific Islander	17%	30%	40%	13%	18%	26%	28%	29%
Black	48%	36%	15%	1%	63%	27%	8%	2%
Hispanic	45%	36%	17%	1%	55%	30%	12%	2%
White	25%	39%	32%	5%	28%	36%	27%	10%
Two or more races	30%	36%	30%	4%	38%	33%	20%	9%
English Language Learners	71%	25%	5%	0%	77%	18%	4%	1%
Economically Disadvantaged	46%	37%	16%	1%	55%	31%	12%	3%

*Reporting standards not met.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	88%	89%
Students with Disabilities	89%	90%	89%	90%
English Language Learners	92%	93%	91%	92%

Note: Group values may not sum to 100% due to rounding.

STAFF QUALIFICATIONS (2023-24) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	270	29	11%	4	1	25%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW-POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	268	5	2%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

TOTAL COHORT GRADUATION RATE (2023-24)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	215	95%	85	37%	128	56%	2	1%	0	0%	6	3%	0	0%	6	3%
Female	123	116	94%	47	38%	68	55%	1	1%	0	0%	5	4%	0	0%	2	2%
Male	104	99	95%	38	37%	60	58%	1	1%	0	0%	1	1%	0	0%	4	4%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	189	181	96%	81	43%	99	52%	1	1%	0	0%	3	2%	0	0%	5	3%
Students with Disabilities	38	34	89%	4	11%	29	76%	1	3%	0	0%	3	8%	0	0%	1	3%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	17	15	88%	12	71%	3	18%	0	0%	0	0%	2	12%	0	0%	0	0%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	49	89%	12	22%	36	65%	1	2%	0	0%	3	5%	0	0%	3	5%
White	137	135	99%	53	39%	82	60%	0	0%	0	0%	1	1%	0	0%	1	1%
Multiracial	15	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	49	43	88%	14	29%	29	59%	0	0%	0	0%	4	8%	0	0%	2	4%
Not Economically Disadvantaged	178	172	97%	71	40%	99	56%	2	1%	0	0%	2	1%	0	0%	4	2%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	223	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	227	215	95%	85	37%	128	56%	2	1%	0	0%	6	3%	0	0%	6	3%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	225	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	227	215	95%	85	37%	128	56%	2	1%	0	0%	6	3%	0	0%	6	3%
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	227	215	95%	85	37%	128	56%	2	1%	0	0%	6	3%	0	0%	6	3%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2021-22)

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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SOUTH ORANGETOWN CSD

2022-23 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT	NEEDS RESOURCE CATEGORY	DISTRICT ABILITY TO RAISE LOCAL FUNDS IS	DISTRICT STUDENT NEEDS ARE
▼	▼	▼	▼
2,790	Low Need	significantly more than the average district in the state	significantly less than the state average

Student Demographics

Enrollment	SOUTH ORANGETOWN CSD
All Students	2,790
Economically Disadvantaged	20%
Students with Disabilities	16%
English Language Learners	6%
➤ Race/Ethnicity	

Staffing Profile	SOUTH ORANGETOWN CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	11%
Teachers with 4-20 Years of Experience %	43%
Teachers with 21+ Years of Experience %	46%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$30,967.00	\$27,393.91	\$26,857.07

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

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

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

School Cost(A-D)	Central Cost(E-H)	Combined Cost(I)
Report View One Per Pupil Expenditure Categories		SOUTH ORANGETOWN CSD
» A. Instruction (A1 + A2 + A3 + A4)		\$19,493.23

Report View One Per Pupil Expenditure Categories	SOUTH ORANGETOWN CSD
» B. Administration (B1 + B2 + B3)	\$1,613.63
» C. All Other Spending (C1 + C2 + C3)	\$1,776.43
D. Total School Level (A + B + C)	\$22,883.28
» E. Central Instruction (E1 + E2 + E3 + E4)	\$746.17
» F. Central Administration (F1 + F2 + F3)	\$2,358.71
» G. All Other Central Spending (G1 + G2 + G3)	\$4,978.76
H. Total Central Costs	\$8,083.64
I. Total Spending (D + H)	\$30,966.93

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	SOUTH ORANGETOWN CSD
J. Total School Level Local/State Spending	\$22,461.62
» K. Total School Level Federal Spending	\$421.67
L. Total Central Level Local/State Spending	\$7,482.65
M. Total Central Level Federal Spending	\$601.00
N. Total Spending (J + K + L + M)	\$30,966.93

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)		Central Cost(U-Z)	
➤	Program Detail Areas		
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)		

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

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

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

Central Cost(1-5 & Percent Excluded from Total)		Combined Cost(Total Expenditures)	
Excluded Expenditures		SOUTH ORANGETOWN CSD	
1. Transportation		\$5,334,084.00	
2. Charter School Tuition		\$27,600.00	
3. Other Tuition		\$762,524.00	

Excluded Expenditures	SOUTH ORANGETOWN CSD
4. Debt Service	\$367,976.00
5. Other	\$13,963,753.00
Percent Excluded from Total	19%
Total Expenditures	\$106,853,667.00

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