

HALDANE

Haldane Central School District
Board of Education

2026-2027

Budget

Adopted
April 21, 2026

Board of Education

Peggy Clements, PhD	President
Maggie Valentine	Vice President
Ezra Clementson	Trustee
Michelle Kupper, PhD	Trustee
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MaryAnn Seelke, EdD	Middle School Principal
Julia Sniffen	High School Principal
Erin Piquet	Director of Pupil Personnel Services
Josh Elder	Director of Curriculum & Human Resources
Tom Cunningham	Director of Athletics & Dean of Students
Dave Robertin	Interim Director of Facilities & Transportation
Catherine Platt	School Business Manager

2026-2027 Propositions

Proposition I: School Budget

Shall the Haldane Central School District be authorized to expend an amount not to exceed \$31,892,876 during the 2026-2027 school year for the purposes shown in the statement of estimated expenditures by the Board of Education, with such sum to be raised by levy of tax upon the taxable property of the school district?

Proposition II: School Bus Purchase

Shall the following resolution be adopted, to wit:

RESOLVED, that the Board of Education of the Haldane Central School District at Philipstown, Dutchess and Putnam Counties, New York, is hereby authorized to pay the cost of the purchase of student transportation vehicles and maintenance vehicles, including incidental equipment and expenses in connection therewith, at a maximum estimated cost of \$175,000, and said amount, or so much thereof as may be necessary, shall be raised by the levy of a tax upon the taxable property of said School District and collected in annual installments as provided by Section 416 of the Education Law; and, in anticipation of such tax, obligations of said School District shall be issued.

Proposition III: Replacement of Tennis Courts

Shall the Board of Education of the Haldane Central School District at Philipstown, New York, be authorized to construct, reconstruct, and replace two tennis courts at the Haldane Central School, including equipment, site work and related work required in connection therewith, at a maximum estimated cost of \$275,000; with the amount of \$275,000 from the District's Facilities Improvement Reserve established in 2018 and amended in 2025, hereby authorized to be expended to pay for the cost of this Project, and such expenditure and transfer of such funds from the District's Capital Reserve to the Capital fund are hereby approved?

Proposition IV: Transportation Reserve

Shall the Haldane Central School District be authorized to establish a capital reserve to be designated "Transportation Reserve" to pay for the cost of District transportation expenses, including, but not limited to, the purchase of buses/vehicles, equipment, infrastructure as well as to support New York State mandated zero-emission bus readiness, with the maximum amount to be \$5,000,000 (plus accrued interest and investment earnings), for a maximum term of 10 years; the source of funding to be budgetary appropriations from time to time, unappropriated unassigned fund balance in the general fund at the end of each fiscal year, and other funds legally available to the District transferred to such Reserve?

Proposition IV: Butterfield Library

Shall the Haldane Central School District, Putnam County, New York, be authorized to levy taxes in the amount of \$101,094 for the annual support of the Julia L. Butterfield Memorial Library, Cold Spring, New York, and pay over such monies to the trustees of the Julia L. Butterfield Library for library services during the 2026-2027 fiscal year, and each year thereafter?

2026-27 School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2025-26 School Year	Budget Proposed for the 2026-27 School Year	Contingency Budget for the 2026-27 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 30,154,390	\$ 31,892,876	\$ 30,597,593
Increase/Decrease for the 2026-27 School Year		\$ 1,738,486	\$ 443,203
Percentage Increase/Decrease in Proposed Budget		5.77 %	1.47%
Change in the Consumer Price Index		2.63%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 23,412,078	\$ 24,707,361	
B. Levy to Support Library Debt, if Applicable	\$ 0	\$ 0	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ 0	\$ 0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ 0	\$ 0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 23,412,078	\$ 24,707,361	\$ 23,412,078
F. Total Permissible Exclusions	\$ 968,247	\$ 1,664,207	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 22,576,071	\$ 23,043,154	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 22,576,071	\$ 23,043,154	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$ 0	\$ 0	
Administrative Component	\$ 3,652,162	\$ 3,758,525	\$ 3,605,878
Program Component	\$ 22,570,492	\$ 23,370,906	\$ 22,421,730
Capital Component	\$ 3,931,736	\$ 4,763,445	\$ 4,569,985

*Pursuant to Section 2023 of the Education Law and under Tax Cap Legislation, a budget that is defeated twice will require a limit of 0.00% on the tax levy increase. This requirement would cause a reduction of \$1,295,283 to the 2025-26 budget. This reduction may include: equipment purchases, infrastructure repairs, community use of the building and grounds, and certain student supplies. The magnitude of the required reduction, however, would require significant cuts to other program areas.

** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)

Description	Amount
Proposition II: Student Transportation Vehicles	\$ 175,000
Proposition III: Replacement of Tennis Courts	\$ 275,000
Proposition IV: Transportation Reserve	\$ 0

	Under the Budget Proposed for the 2026-27 School Year
Estimated Basic STAR Exemption Savings ¹	Town of Fishkill \$534 Town of Philipstown \$644 Town of Putnam Valley \$597

The annual budget vote for the fiscal year 2026-27 by the qualified voters of the Haldane Central School District, Putnam and Dutchess Counties, New York, will be held at the Haldane Elementary Library in said district on Tuesday, May 19, 2026 between the hours of 7:00am and 9:00pm, at which time the polls will be opened to vote by voting ballot.

1. The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

Revenue Projections for 2026-2027 Budget

Real Estate Taxes

Revenue to support the School District comes primarily from real estate taxes. Many of Haldane's resident homeowners have their school taxes reduced through STAR Basic and/or Enhanced exemptions or credit programs. Eligibility details can be found in the STAR Resource Center <https://www.tax.ny.gov/star/>

This budget has been prepared in accordance with the NYS property tax levy cap. The proposed budget is within the tax levy cap and passage will require only a majority of the voting public to approve. The property tax levy cap limits the school district levy, not the individual tax bill of resident taxpayers. Assessment and equalization rates will still impact tax rates.

NYS Education Law 259 provides public libraries in New York State with the ability to place a separate funding proposition on a school district ballot. The ballot contains a proposition to increase the amount from \$98,150 to \$101,094. If passed, the school district must collect the taxes and pay them to the Julia L. Butterfield Library on an annual basis. The amount authorized for library services will show up as a separate line on tax bills.

State Aid

The projected general state aid allocation for Haldane reflects the most current estimates from the state budget. State Aid accounts for approximately 14% of General Fund revenues. The school district anticipates an increase in general state aid of approximately 0.78%, including both Foundation and expense-based aid.

Non-Resident Tuition

This category reflects payments by the Garrison Union Free School District for students who live in Garrison and attend Haldane High School, for out-of-district students placed by other school districts, and families who have chosen our school on a tuition basis.

Investments

The District's cash flow is regularly monitored and available funds are invested, according to district policy, to generate interest revenue.

Assessed Valuation

The county and towns do not complete their tax assessment rolls until the end of July. Significant increases in assessed valuation are not anticipated for 2026-2027.

Allocated Fund Balance

The District anticipates an unallocated fund balance no greater than the 4% of the budget which the state allows districts to hold for emergencies.

Retirement Contribution Reserve

The Board of Education established a Retirement Contribution Reserve to help offset the impact of rising NYS Employee and Teacher Retirement Systems costs. The District is permitted to use an amount up to the budget allocation for NYS Employee Retirement System and the NYS Teacher Retirement System expenses.

Other Revenue Sources

Other non-tax revenues help support the District public schools. The District consistently maximizes these revenue sources to help contain the tax rate. Federal and State funds for grants such as Title I and IDEA have provided instructional materials and staff for programs without adding to the projected tax rate. The Haldane School Foundation and Haldane Arts Alliance provides funding for many innovative programs and the Haldane PTA and Blue Devil Booster Club provide financial support for enrichment and athletic programs.

REVENUES

		Budget	Projected	Budget
	BudgetCode	2025-2026	2025-2026	2026-2027
Taxes	1001	23,412,078	23,404,144	24,707,361
Fund Balance	909	645,000	645,000	645,000
Retirement Contribution Reserve	909	250,000	250,000	250,000
Tax Penalty	1090	30,000	28,567	30,000
Fees	1335	300	50	300
Tuition	2230	1,050,000	1,250,000	1,375,000
Interest	2401	300,000	420,000	300,000
Building Rental	2410	500	2,540	1,500
Rental of Athletic Field	2411	500	625	750
Refunds of Prior Years Expenses	2701	55,000	57,000	55,000
Insurance Recoveries	2680	0	2,552	0
Miscellaneous	2770	20,000	99,915	20,000
Medicaid Reimbursement	4601	0	2,872	0
Interfund Transfer	5031	0	0	0
Revenue other than Taxes and State Aid		2,351,300	2,759,121	2,677,550
Basic State Aid	3101	3,418,796	3,124,432	3,448,336
Excess Cost Aid	3101	86,938	394,561	86,820
Transportation incl summer	3101	412,058	370,516	351,360
BOCES Aid	3103	306,111	385,362	373,744
Textbook, Software, Library Aid	3260	64,973	64,197	63,622
Technology and Hardware	3262	4,936	5,750	4,083
Universal Pre-K Funding		97,200	0	180,000
State Aid		4,391,012	4,344,818	4,507,965
Total Revenues		30,154,390	30,508,083	31,892,876

APPROPRIATIONS

	Budget	Projected	Budget
	2025-2026	2025-2026	2026-2027
Administrative Component:			
Board of Education	70,580	62,168	82,105
Office of the Superintendent/General Support	347,375	347,375	366,200
Business Administration	503,920	483,421	501,420
Legal/Management Services	298,942	259,672	296,417
Central Services	9,800	7,500	9,800
Special Items	408,000	388,306	418,575
Instructional Administration	1,009,880	1,046,302	1,076,380
Employee Benefits	1,003,665	1,002,849	1,007,628
Total Administrative Component	3,652,162	3,597,593	3,758,525
Program Component:			
Teaching Regular School	8,354,264	8,417,652	8,607,093
Special Schools	4,397,710	4,200,866	4,683,332
Instructional Media	1,017,362	1,020,122	1,134,737
Pupil Services	1,699,302	1,659,710	1,833,182
Pupil Transportation	1,142,939	1,040,025	1,130,375
Interfund Transfers	65,000	65,000	65,000
Employee Benefits	5,893,915	5,889,122	5,917,187
Total Program Component	22,570,492	22,292,497	23,370,906
Capital Component:			
Operations & Maintenance	2,068,650	1,968,280	2,128,550
Special Items	5,000	0	2,500
Pupil Transportation	2,500	2,500	2,500
Debt Service	1,278,381	1,278,381	1,975,510
Interfund Transfers	25,000	25,000	100,000
Employee Benefits	552,205	551,756	554,385
Total Capital Component	3,931,736	3,825,917	4,763,445
Total Appropriations	30,154,390	29,716,007	31,892,876

Administrative Component

The administrative component of our budget represents the costs associated with the salaries & benefits of administrators, administrative clerical staff, school board costs, tax collection, legal & auditing costs, BOCES administrative costs and central data processing.

Board of Education

The Board of Education consists of five elected members, each of whom serves a three-year term. The Board members are not compensated. This part of the budget includes membership in the New York State School Boards Association, Westchester Putnam School Boards Association, The Mid-Hudson School Studies Council, and a contract with BOCES to revise and update District policies.

The District Clerk is a stipend position. The clerk attends Board of Education meetings and oversees the annual election. This section of the budget includes salary, legal notices and advertisements, as well as conference, travel and supplies expenditures.

District meeting costs include poll workers' compensation, election management software, and supplies.

Chief School Officer & Staff

The salary of the Superintendent is set by contract by the Board of Education. The salary of the Confidential Secretary to the Superintendent is set annually. Professional dues and publications, conference and travel expenditures and various supplies for the superintendent and staff appear in this section of the budget.

ADMINISTRATIVE COMPONENT

		Budget	Projected	Budget
	BudgetCode	2025-2026	2025-2026	2026-2027
Board Of Education				
Contractual	1010.400.00	15,250	12,625	15,500
Supplies	1010.450.00	3,069	1,000	3,069
BOCES	1010.490.00	10,000	11,763	18,000
		28,319	25,388	36,569
District Clerk				
Salary	1040.160.00	12,625	12,625	16,000
Contractual	1040.400.00	1,275	855	1,275
Supplies	1040.450.00	261	100	261
		14,161	13,580	17,536
District Meeting				
Salary	1060.160.00	0	0	0
Contractual	1060.400.00	7,500	7,500	7,500
Supplies	1060.450.00	4,600	1,200	4,500
BOCES	1060.490.00	16,000	14,500	16,000
		28,100	23,200	28,000
Total Board Of Education		70,580	62,168	82,105
Chief School Officer & Staff				
Administrative Salary	1240.150.00	240,000	240,000	245,000
Clerical Salaries	1240.160.00	95,000	95,000	106,000
Equipment	1240.200.00	0	0	0
Contractual	1240.400.00	6,700	6,700	7,200
Staff Development	1240.403.00	3,300	3,300	5,000
Supplies	1240.450.00	2,375	2,375	3,000
Total Chief School Officer & Staff		347,375	347,375	366,200

Finance

The Business Office staff includes the School Business Manager, an Accounts Payable Clerk, and a Payroll/Benefits Clerk. A portion of the School Business Manager and Payroll/Benefits Clerk salaries is allocated under transportation. Staff members attend meetings for updates pertaining to the State Education Department and Civil Service regulations. They attend workshops for updates to nVision, the District's accounting, payroll and staff attendance software. Contractual obligations include legal notices for bids, equipment maintenance agreements, professional dues and publications, legal updates, and 403(b) compliance. The District has a lease purchase agreements for a postage meter and a lease agreement for copiers. BOCES service provides membership in Questar III State Aid Planning Service, cooperative bidding, and nVision software support.

Auditing fees cover different degrees of auditing. The internal claims auditor is a part-time employee who checks each payment made by the District for proper authorization and accuracy.

Professional fees are for mandated services of an independent external auditor and preparation of state and federal reporting documents, including asset inventories and other reports and charts required under the GASB34 Regulations. GASB34 Regulations are the financial reporting requirements for state and local governments throughout the United States.

Additional funds are allocated for the internal auditor. The primary function of the internal audit is to assist the board in ensuring that the District's risks are identified and that appropriate internal controls are in place to address those risks. Beginning with the enactment of the 2013-2014 State budget, districts with less than 1,500 students may be exempt from the internal audit function. The Haldane Board of Education has explored non-financial audits, to help improve efficiency and quality of services that are provided to our students.

The Treasurer monitors and reconciles the District's bank accounts, and provides monthly reports to the Board of Education. The District also contracts with a consultant that provides accounting support to the Business Office along with functions such as cash receipt entry and various data processing duties to ensure separation of duties compliance.

The Tax Collector is a stipend position with the major responsibility of sending out all tax bills and updating the tax records. The District's tax collection process enlists the use of a tax lockbox through our primary bank which ensures timely and safe deposits of funds. Current tax information is available online at TaxLookUp.net

Fiscal Agent Fees include charges of a Fiscal Advisory firm to prepare debt service offering statements, renew current BANs (Bond Anticipation Notes), issue bonds and prepare Continuing Disclosure Filings.

FINANCE

		Budget	Projected	Budget
	BudgetCode	2025-2026	2025-2026	2026-2027
Business Office				
Salaries	1310.160.00	291,000	269,628	290,000
Equipment	1310.200.00	0	0	0
Contractual	1310.400.00	24,200	17,320	18,200
Postage	1310.402.00	3,100	350	1,000
Copy/Duplicator	1310.409.00	9,000	9,000	9,000
Staff Development	1310.403.00	955	800	955
Supplies	1310.450.00	2,850	2,850	2,500
BOCES	1310.490.00	37,000	35,000	37,000
		368,105	334,948	358,655
Auditing				
Claims Auditor	1320.160.00	2,500	2,500	2,500
External Auditor	1320.401.00	30,000	43,608	35,000
Internal Auditor	1320.402.00	5,000	0	2,500
		37,500	46,108	40,000
Treasurer				
Salary	1325.160.00	10,600	10,600	10,600
Contractual	1325.400	65,000	65,000	70,000
Postage	1325.402.00	500	100	100
		76,100	75,700	80,700
Tax Collector				
Salaries	1330.160.00	5,125	7,625	5,125
Contractual	1330.400.00	4,150	3,750	4,150
Postage	1330.402.00	250	100	100
Supplies	1330.450.00	190	190	190
		9,715	11,665	9,565
Fiscal Agent Fee				
Contractual	1380.400.00	12,500	15,000	12,500
Total Finance				
		503,920	483,421	501,420

Staff

Legal expenditures include the retainer and hourly fees for the District's attorney, hourly fees for services related to debt service, and legal advice regarding bonding and potential litigation. The fees of the District's counsel for negotiations are also included here.

The personnel function includes a salary allocation for a half-time human resource administrator and full-time personnel specialist. Other personnel expenditures include legal notices and advertisements. The District is a member of BOCES cooperative recruitment program, labor negotiations and teacher certification programs. The District is a member of BOCES Negotiations Clearinghouse, which provides updated information on contracts and budgets for all schools in Westchester, Rockland, and Putnam Counties. Advertising for professional vacancies utilizing a BOCES service reduces costs and provides access to on-line applications.

An allocation is required to fund records management. The District receives many requests during the year for employment records, transcripts and other documents, which require hours of research and preparation. A shared stipend is paid for the records access officers. Archival boxes and supplies are needed to manage records retention.

Public Information and communication are provided through the District's website that is maintained and updated daily.

Central Services/Printing

Central Services/Printing includes BOCES services of co-operative copying and laminating.

Special Items – Administrative

Special items include insurance coverage for general liability, property, auto, school board legal liability and student accident. Central insurance is provided through NYSIR, a consortium of NYS school districts. BOCES Assessments are the administrative and capital construction costs associated with our membership in BOCES.

STAFF				
	BudgetCode	Budget 2025-2026	Projected 2025-2026	Budget 2026-2027
Legal				
Contractual	1420.400.00	39,000	39,000	42,000
Personnel				
Salaries	1430.150.04	164,000	164,000	172,500
Contractual	1430.400.00	23,900	3,030	18,900
Supplies	1430.450.00	1,500	1,400	1,500
BOCES	1430.490.00	35,000	28,000	35,000
		224,400	196,430	227,900
Records Management				
Salary	1460.160.00	7,625	5,125	7,125
Contractual	1460.400.00	1,000	0	500
Supplies	1460.450.00	475	475	250
		9,100	5,600	7,875
Public Information				
Contractual	1480.400.04	10,500	5,000	5,000
Postage	1480.402.04	2,800	500	500
Supplies	1480.450.00	142	142	142
BOCES	1480.490.00	13,000	13,000	13,000
		26,442	18,642	18,642
Total Staff		298,942	259,672	296,417
CENTRAL SERVICES				
Central Printing				
Salary	1670.160.00	2,500	1,500	2,500
BOCES	1670.490.00	7,300	6,000	7,300
Total Central Services		9,800	7,500	9,800
Special Items				
Unallocated Insurance	1910.400.00	186,000	178,506	186,000
School Association Dues	1920.400.00	5,000	4,800	5,000
BOCES Assessment	1981.492.00	217,000	205,000	227,575
Total Special Items -Administrative		408,000	388,306	418,575

Instructional Administration

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

Supervision - Regular School consists of administrative salaries for the Elementary School Principal, Middle School Principal, High School Principal, and a portion of the salary of the Director of Health, Physical Education and Athletics/Dean of Students. Salaries of clerical staff in the Elementary, Middle and High schools appear here as well. Professional dues and publications, and travel and conference expenditures of the building administrators are accounted for in these codes, as are the various supplies used in the offices of each building.

The professional development allocation provides in-service programs and workshops to meet the needs identified in the District's professional development plan and to support the implementation of the New York State Learning Standards. In-service training is supported per the contract with the teacher's unit. Staff training is provided by BOCES for curriculum, instructional and staff development needs.

**INSTRUCTIONAL
ADMINISTRATION**

		Budget	Projected	Budget
	BudgetCode	2025-2026	2025-2026	2026-2027
Curriculum Development				
Administrative Salaries	2010.150.00	94,000	94,000	100,000
Staff Development	2010.406.00	18,000	15,000	18,000
Contractual	2010.400.00	500	0	500
Supplies	2010.450.00	1,500	1,500	500
BOCES	2010.490.04	0	0	15,000
		114,000	110,500	134,000
Supervision - Regular School				
Administrative Salaries	2020.150.00	550,000	545,000	585,000
Clerical Salaries	2020.160.00	170,700	258,353	182,700
Equipment	2020.200.00	0	0	0
Contractual	2020.400.00	20,580	17,449	20,580
Staff Development	2020.406.00	1,700	1,700	1,050
Supplies	2020.450.00	1,350	1,350	1,200
BOCES	2020.490.04	0	0	0
		744,330	823,852	790,530
In-Service				
Salaries	2070.150.00	14,500	11,450	15,600
Contractual	2070.400.00	30,000	30,000	30,000
Staff Development	2070.401.00	56,600	52,000	55,250
Supplies	2070.450.00	950	500	1,500
BOCES	2070.490.00	49,500	18,000	49,500
		151,550	111,950	151,850
Total Instructional Administration		1,009,880	1,046,302	1,076,380

Employee Benefits

The Employee Benefits portion of the District budget covers the costs of the state retirement systems, social security, worker's compensation, health insurance coverage, unemployment, and union welfare benefits.

NYS Employee Retirement System (ERS) rates are set by the state and must be paid for eligible non-teaching employees. The 2026-2027 average contribution rate for the ERS will increase from 16.5% to 17.6% of salaries.

NYS Teacher Retirement System rates are also set by the state and must be paid for certified personnel. It is anticipated that the 2026-2027 TRS contribution rate will decrease from 9.59% of salaries to approximately 8.24%.

Social Security 2026-2027 is paid on the first \$184,000 of each employee's salary at a rate of 6.20%. In addition, the District must pay Medicare at a rate of 1.45% of each person's salary with no limit. The total for Social Security and Medicare is a combined rate of 7.65%.

Workers Compensation coverage is mandated by the State. The District is part of the Schools Cooperative Workers Compensation Self Insurance plan.

Unemployment benefits must be provided for all eligible employees.

Health Insurance rates will increase 5% for 2026-2027. The District participates in the Putnam/ Northern Westchester Schools Cooperative plan, which has attempted to contain costs by limiting benefits and increasing employees' co-payments. The increase in this category reflects the inclusion of new employees and coverage for retirees. For 2026-2027, CSEA member annual contributions will range from 8.5% to 15.0% of costs, depending on their length of service. For 2026-2027, HAA member contribution rate is 18.0%. For 2026-2027, HFA member contribution percentage is 18.0%.

Union Welfare Benefits are funded by the District and administered by the Haldane Faculty Association through a trust fund for teachers and teaching assistants. The rate is negotiated with the HFA. All other employees are included in the CSEA Dental/Vision plan.

Haldane reimburses retirees for the standard Part B Medicare premium deducted from their Social Security payments.

The Putnam/Rockland/Westchester Regional Consortium for Employee Assistance (EAP) offers a confidential, 24-hour-a-day counseling service to employees of participating school districts and their immediate families.

Employer TSA Contribution, as outlined in the District's contract with the Haldane Faculty Association, allows senior teachers to sell back unused sick days over 200 days accumulated.

If an employee chooses to opt out of health insurance coverage, a portion of the savings to the District is passed on to the employee through the Shared Savings Medical line of the budget, as per employment contracts.

EMPLOYEE BENEFITS

	BudgetCode	Budget 2025-2026	Projected 2025-2026	Budget 2026-2027
Employees Retirement	9010.800.00	475,000	475,000	475,000
Teachers Retirement	9020.800.00	1,150,000	1,250,000	1,200,000
Social Security	9030.800.00	1,130,000	1,130,000	1,130,000
Workers Compensation	9040.800.00	125,000	125,000	125,000
NYS Disability Insurance	9055.800.00	10,000	5,000	10,000
Unemployment Insurance	9050.800.00	30,000	5,000	30,000
Health Insurance	9060.800.00	3,554,835	3,500,000	3,500,000
Dental & Vision Insurance	9070.801.00	275,000	270,000	295,000
Medicare Reimbursement	9060.801.00	260,000	270,796	275,000
ACA Compliance	9060.802.04	0	0	0
Employee Assistance Plan	9089.490.00	4,950	4,950	4,200
Employer Share TSA Contributions	9089.800.00	58,000	55,000	58,000
Shared Savings Medical	9060.800.00	377,000	352,980	377,000
Total Employee Benefits		7,449,785	7,443,726	7,479,200
Employee Benefits Allocation:				
Administrative	13.5%	1,003,665	1,002,849	1,007,628
Program	79.1%	5,893,915	5,889,122	5,917,187
Capital	7.4%	552,205	551,756	554,385
	100%			
		7,449,785	7,443,726	7,479,200

Program Component

The program component of the budget relates to expenditures for teaching our students, including salaries & benefits of all teachers and support staff, textbooks, instructional materials, equipment, athletics, BOCES programs, special education services, enrichment programs, student support, and transportation.

Teaching - Regular School

This portion of the budget includes the teachers who provide classroom instruction and special subject teachers, as well as support staff for special education, guidance, and psychological services. The HELP and HEART programs are after-school homework assistance programs. Funds are allocated for substitute teachers needed throughout the District. Educational opportunities are increased with ES and MS enrichment programs.

Equipment allocations in the 2025-2026 spending plan include replacement equipment purchases. Outside contractual services include equipment and musical instrument repairs, postage for all mailings for each school, and copier lease and maintenance agreements.

Staff Development provides for Instructional staff travel and conference expenditures. Field trips and supplies are District wide allocations for these categories.

The District receives textbook/software/library aid from the State at a set rate per pupil. Textbooks are also provided for Haldane students who attend private and parochial schools.

BOCES services include staff development programs and participation in the Science 21 elementary program, Arts in Education and Environmental Education. These programs help to enhance the extensive cultural arts programs that enrich and supplement classroom instruction.

PROGRAM COMPONENT**Teaching - Regular School**

		Budget	Projected	Budget
	BudgetCode	2025-2026	2025-2026	2026-2027
Salaries				
K-6 Teachers	2110.120.00	3,300,000	3,176,196	3,250,000
HELP Program	2110.120.00	7,200	7,200	5,500
7-12 Teachers	2110.130.00	3,949,000	4,091,990	4,268,200
HEART Programs	2110.130.00	12,500	12,000	15,000
Substitute Teachers	2110.140.00	160,000	146,000	160,000
Paraprofessionals K-12	2110.160.00	336,300	404,727	376,300
		7,765,000	7,838,113	8,075,000
Equipment				
	2110.200.00	59,125	59,125	28,500
Contractual				
	2110.400.00	20,025	19,500	20,025
Postage				
	2110.402.00	5,200	2,500	750
Copy/Duplicator				
	2110.408.00	55,500	50,000	52,500
Staff Development				
	2110.406.00	4,995	4,995	4,800
Field Trips				
	2110.409.00	29,604	29,604	29,628
Supplies				
	2110.450.00	96,815	96,815	104,890
Textbooks				
Textbooks K-5	2110.480.01	105,000	105,000	75,000
Textbooks 6-8	2110.480.02	8,500	8,500	8,500
Textbooks 9-12	2110.480.03	15,000	15,000	18,000
Workbooks	2110.480.04	10,000	10,000	10,000
Textbooks - Private	2110.480.27	3,500	3,500	3,500
		413,264	404,539	356,093
BOCES				
	2110.490	176,000	175,000	176,000
Total Teaching Regular School		8,354,264	8,417,652	8,607,093

Special Schools

Special Education

This section of the budget covers the salary of the Director of Pupil Personnel Services, Special Education teaching positions, 1:1 aides, teacher aides and teaching assistants, along with tutoring expenditures. Additional expenses include funds for our Grades 1-3 special education class located within the District.

Also accounted for in this section of the budget are the equipment, supplies, postage, and contractual expenses needed for special education services. Tuition costs are for students placed in public and private placements. Tuition is paid to BOCES for students placed in their programs.

Occupational Education

Tuition is paid for students enrolled in the occupational programs at BOCES.

SPECIAL SCHOOLS

		Budget	Projected	Budget
	BudgetCode	2025-2026	2025-2026	2026-2027
Special Education				
Director of Special Education	2250.150.00	156,000	156,000	170,000
Teaching Salaries	2250.150.00	2,173,150	2,218,401	2,338,500
Tutoring	2250.150.00	21,000	10,000	21,000
Paraprofessional Salaries	2250.150.00	250,000	182,335	250,000
Clerical Salaries	2250.160.00	122,050	94,095	124,050
Equipment	2250.200.00	4,750	4,750	5,000
Contractual	2250.400.00	123,500	120,000	144,830
Postage	2250.402.00	300	100	150
Staff Development	2250.406.00	2,600	750	2,600
Supplies	2250.450.00	13,500	11,250	12,700
Tuition	2250.470.00	1,074,000	985,000	509,000
Textbooks	2250.480.00	700	0	700
BOCES	2250.490.00	181,500	125,000	811,500
		4,123,050	3,907,681	4,390,030
Occupational Education				
BOCES	2280.490.00	272,660	272,660	285,802
Teaching - Special Schools				
Proctoring	2330.150.00	2,000	5,500	7,500
Summer School	2330.400	0	15,025	0
		2,000	20,525	7,500
Total Special Schools		4,397,710	4,200,866	4,683,332

Instructional Media

Library and Media

This section of the budget provides for the librarian, library teaching assistant, books, periodicals, audiovisual materials, and on-line services. Our librarian works with the ES teaching assistant for program coordination. This year's budget includes allocations for new library books in both libraries as the District believes it is important to continue to update and enhance our current library collections. The budget also contains funds for a dedicated audio-visual professional to assist with District needs.

Computer Assisted Instruction

The Technology portion of the budget contains the salary allocation for the Director of Technology and Chief Information Officer (CIO).

The District Educational Technology Committee is composed of staff and community volunteers. Classroom technology is updated on an annual basis, in accordance with a replacement schedule.

The District has contracts with BOCES for selected computer services and also contracts with an outside company for LAN services. This contract with Edu Tek Ltd provides multiple levels of engineer expertise for the installation and maintenance of various systems that are highly technical in nature.

INSTRUCTIONAL MEDIA

		Budget	Projected	Budget
	BudgetCode	2025-2026	2025-2026	2026-2027
Library & Media				
Librarian Salaries	2610.150.00	150,000	150,000	156,000
Other Salaries	2610.160.00	11,000	1,000	11,000
Contractual	2610.408.03	50,000	43,000	50,000
Equipment	2610.200.00	950	950	500
Library Materials and Supplies	2610.450.00	7,487	8,487	7,487
Library Books	2610.480.00	5,500	5,500	5,500
BOCES	2610.490.00	17,000	15,000	17,000
		241,937	223,937	247,487
Computer Assisted Instruction				
Salaries	2630.150.00	165,000	165,000	213,800
Equipment Instructional	2630.200.00	187,425	187,425	196,450
Contractual	2630.400.00	35,000	37,500	35,000
LAN Services	2630.401.00	160,000	160,000	184,000
Professional Development	2630.406.00	8,000	7,900	8,000
Supplies	2630.450.09	7,000	6,500	7,000
Microcomputer Parts	2630.451.09	3,000	3,000	3,000
Software Instructional	2630.460.00	75,000	93,860	105,000
BOCES	2630.490.00	135,000	135,000	135,000
		775,425	796,185	887,250
Total Instructional Media		1,017,362	1,020,122	1,134,737

Pupil Services

There are three guidance counselors, two psychologists and a Board-Certified Behavior Analyst (BCBA) in the District. A large portion of the psychologist's time is devoted to serving the needs of special education students. Our certified School Social Workers are Licensed Social Workers and provide many benefits to our students and families

The Health Services category includes nursing services for the students of the District. We also have an LPN in the health office. We provide an allocation for payments to other school districts for health services for Haldane students attending non-public schools located in other districts. The Health Services budget also includes an allocation to maintain our AEDs.

The Co-Curricular activities portion of the budget supports students' extra-curricular activities such as clubs, yearbook, and participation in drama and musical productions.

Seventy two percent of Haldane students participate on at least one athletic team. Interscholastic activities include football, baseball, softball, basketball, lacrosse, track, cross country, golf, soccer, volleyball, and tennis. The District also participates in sports mergers for modified sports, swimming, boys' and girls' ice hockey, and boys' tennis. Allocations for uniform/attire replacement and athletic equipment continue in the budget.

An allotment of funds to cover the cost of Head and Assistant Coaches allows us flexibility to add coaches and teams when team participation surpasses the specified number of students appropriate for one coach to manage. Funding for additional coaches further enhances our student experiences in athletics through small group and individualized support.

The Athletic Trainer position is part of the CSEA contract. An athletic trainer provides for the care, prevention and treatment of athletic injuries and improves physical fitness of athletes for participation in various sports programs. An athletic trainer also provides student athletes, parents, coaches and school staff with information regarding sound health habits and injury care and prevention practices.

PUPIL SERVICES

	BudgetCode	Budget 2025-2026	Projected 2025-2026	Budget 2026-2027
Attendance				
Salaries	2805.160.00	76,000	73,444	82,000
Guidance				
Counselors Salaries	2810.150.00	251,070	265,710	280,000
Clerical Salaries	2810.160.00	55,000	55,480	65,000
Contractual	2810.400.00	8,400	5,000	6,600
Supplies	2810.450.00	2,303	1,500	1,928
BOCES	2810.490.00	1,375	1,375	1,375
		318,148	329,065	354,903
Health Services				
Nurse Salaries	2815.160.03	124,500	124,420	129,300
Health Services	2815.401.03	22,000	20,000	20,000
Professional Development	2815.406.03	100	0	100
Supplies	2815.450.03	7,375	5,500	6,500
		153,975	149,920	155,900
Social Work Services				
Social Worker Salaries	2825.150.03	255,000	255,000	268,000
Co-Curricular Activities				
Co-Curricular Salaries	2850.150.00	142,000	125,000	135,000
Chaperones/Non-Instructional Salaries	2850.160.00	35,000	30,000	35,000
HS Language Immersion	2850.400.00	2,500	2,500	2,500
HS Commencement	2850.400.00	5,000	5,000	5,000
Haldane Outlook	2850.400.00	0	4,781	4,000
HS Musical Royalties/Registration	2850.400.00	6,800	6,800	6,800
Honor Society	2850.450.00	1,000	1,000	1,000
		192,300	175,081	189,300
Interscholastic Athletics				
Salaries	2855.150.00	505,000	480,300	530,000
Equipment	2855.200.00	10,000	10,000	10,500
Awards	2855.400.00	2,000	1,800	2,000
Contractual	2855.400.00	7,000	7,000	25,000
Team Membership/Fees	2855.400.00	21,300	21,300	31,000
Gym and Court Rentals	2855.400.00	3,500	3,500	3,500
Reconditioning	2855.400.00	14,000	13,000	14,000
Coaches Conference Expenses	2855.400.00	2,500	1,800	2,500
Prof Services- Doctor	2855.401.00	8,000	8,000	8,000
Prof Dues and Publications	2855.403.00	1,000	0	1,000
Athletic Supplies	2855.450.00	20,500	20,000	31,500
Uniforms	2855.450.05.01	15,000	16,500	30,000
Training Supplies	2855.452.00	0	0	0
BOCES	2855.490.00	94,079	94,000	94,079
		703,879	677,200	783,079
Total Pupil Services		1,699,302	1,659,710	1,833,182

Pupil Transportation

District Transportation

The District transports over 450 students daily to the Haldane Central School District and to private/parochial schools, covering approximately 200,000 miles annually. This mileage is in addition to mileage for sports, extra-curricular or class trips. There are 12 regular transportation runs each morning and afternoon.

District Bus Fleet

The District owns 9 large buses, 5 small buses, and 5 mini-vans. All of the vans, mini-vans, and most of the full-size buses are used daily for student transport, with the rest available for athletics, field trips, emergencies or maintenance use.

District Staff

The District employs a total of 18 transportation staff members including a dispatcher, a mechanic, 6 drivers, 4 full-time cleaner/drivers, 3 full-time maintenance helper/drivers and 3 part-time monitors. A percentage of the salary for the Director of Facilities and Transportation, School Business Manager, and Payroll Clerk's salaries are allocated to Transportation.

Interfund Transfers are transfers to other District funds. The transfer to the Special Aid Fund represents the District's 20% contribution to support the summer special education program. The transfer to the School Lunch Fund represents assistance from the general fund to decrease the School Lunch program's operating deficit and provide the quality expected for our students.

PUPIL TRANSPORTATION

		Budget	Projected	Budget
	BudgetCode	2025-2026	2025-2026	2026-2027
District Transportation				
Salaries	5510.160.00	931,474	850,755	952,150
Contractual	5510.400.00	25,550	24,055	24,000
Bus Driver Certification	5510.403.00	2,500	2,500	2,500
Meals, Tolls, Parking, Towing	5510.404.00	3,200	3,200	3,200
Bus Repairs	5510.405.00	19,700	17,000	19,000
Insurance	5510.415.00	40,000	28,000	35,000
Telephones	5510.424.00	6,200	2,200	6,200
Supplies	5510.450.00	3,515	3,515	3,525
Parts	5510.451.00	36,000	34,000	30,000
Gasoline & Oil	5510.456.00	45,000	45,000	40,000
Tires	5510.457.00	8,200	8,200	8,200
BOCES	5510.490.00	21,600	21,600	6,600
Total Pupil Transportation-Program		1,142,939	1,040,025	1,130,375
Interfund Transfers				
Transfer to Special Aid Fund - Summer Hand	9901.950.00	45,000	45,000	45,000
Transfer to School Lunch Fund	9901.951.00	20,000	20,000	20,000
Interfund Transfers - Program		65,000	65,000	65,000

Capital Component

The capital component of the budget includes salaries & benefits of custodial and maintenance staff, debt service, bus purchases and utilities.

Operations & Maintenance

This part of the budget includes salary allocations for the Director of Facilities and Transportation, 6 full-time cleaners, 3 maintenance helper/drivers, 1 maintenance worker, 1 maintenance mechanic, 1 head groundskeeper, 4 cleaner/drivers and 1 account clerk, Approximately 135,000 sq. ft. of building space is maintained and cleaned and the District maintains approximately 14 acres of property.

Additionally, support is provided for the maintenance of Mayor's Park which the District uses for some sports programs.

Funding for the District School Resource Officer (SRO) is included here.

CAPITAL COMPONENT

OPERATIONS & MAINTENANCE

		Budget	Projected	Budget
	BudgetCode	2025-2026	2025-2026	2026-2027
Operations				
Salaries	1620.160.00	647,400	647,400	754,000
Equipment	1620.200.00	5,000	5,000	4,000
Contractual	1620.400.00	135,000	135,000	126,000
Conferences	1620.406.00	1,300	1,200	1,300
Electricity	1620.421.00	120,000	100,000	110,000
Sewer and Water	1620.423.00	55,000	50,000	55,000
Telephone	1620.424.00	17,025	12,000	15,000
Gas	1620.425.00	3,675	3,675	3,500
Inspections	1620.426.00	9,500	5,500	9,500
Waste Disposal	1620.427.00	26,000	26,000	26,000
Fuel Oil	1620.422.00	185,000	185,000	175,000
Janitorial Supplies	1620.450.00	81,300	70,000	75,000
Misc Furniture	1620.451.00	2,000	2,000	2,000
BOCES	1620.490.00	61,000	58,500	61,000
		1,349,200	1,301,275	1,417,300
Maintenance				
Salaries	1621.160.00	497,400	465,755	525,000
Equipment	1621.200.00	5,200	5,200	2,500
Contractual	1621.400.04	5,000	3,800	5,000
Professional Services - Architect	1621.401.00	5,000	0	5,000
Grounds	1621.407.00	13,100	8,500	10,000
Maintenance Projects	1621.430.00	75,000	80,000	75,000
Miscellaneous Repairs	1621.431.00	40,000	40,000	40,000
Heating System Repairs	1621.432.00	16,000	16,000	16,000
Materials and Supplies	1621.450.00	50,000	35,000	20,000
Grounds Supplies	1621.451.00	12,750	12,750	12,750
		719,450	667,005	711,250
Total Operations & Maintenance		2,068,650	1,968,280	2,128,550

Special Items

A certiorari is a legal claim to reduce tax assessments for previous years. Judgments for the taxpayer result in costs to the District to refund previous year's taxes and in a reduction of total assessable property. Provisions have been made for the refund of school taxes as a result of tax certiorari proceedings.

Pupil Transportation

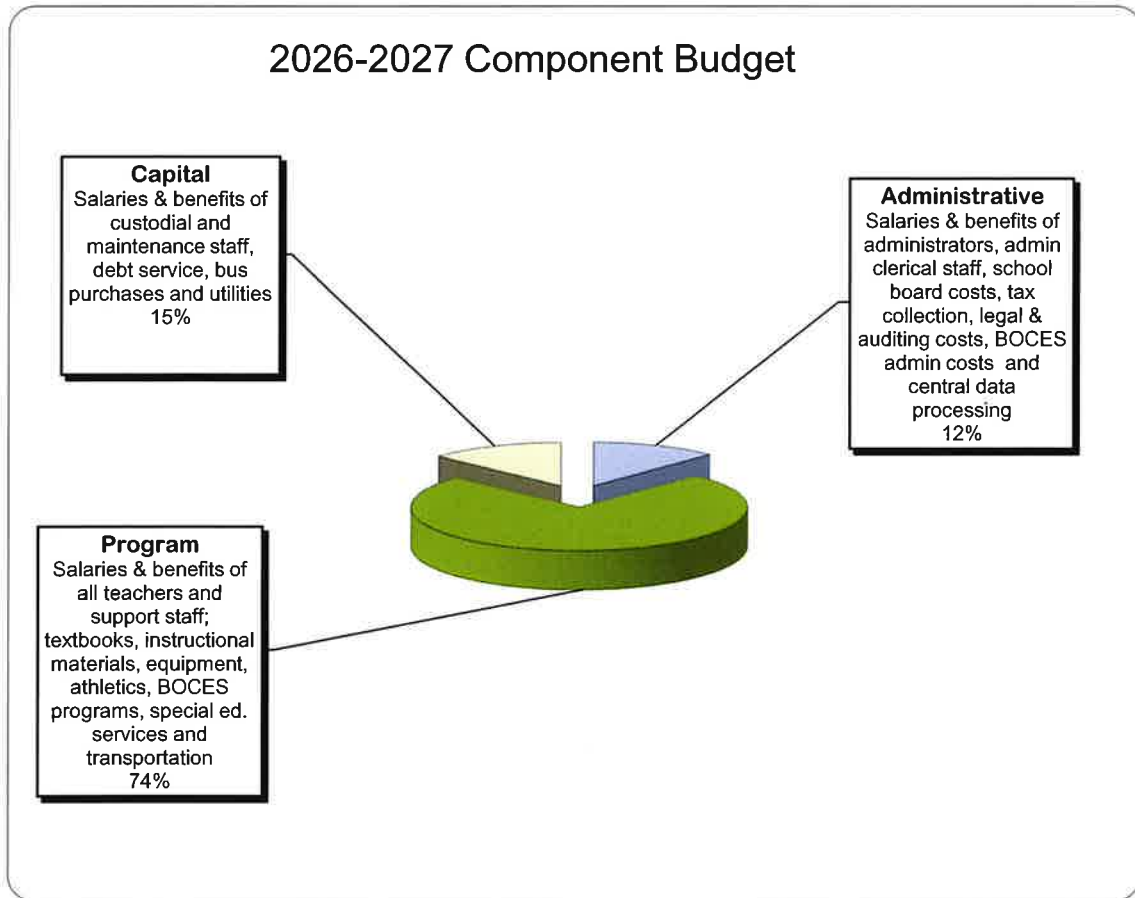
Provisions have been made in this year's budget for the replacement of some equipment for the transportation department.

The Debt Service section of the budget sets forth the repayment of debt (principal and interest) on school buildings and renovations as authorized by voters in special elections, as well as for bus purchases and energy bonds. Payments are continuing for past bonds, which allowed for additions and/or reconstruction in the school. This portion of the budget contains the debt service payments for the financing of the 2024 Capital Project with breaking ground scheduled for June 16, 2026.

Interfund Transfers are transfers to other District funds. An amount has been allocated to fund capital improvements of up to \$100,000. This will allow the District to fund repairs and improvements that are not part of the larger Capital Project.

	BudgetCode	Budget 2025-2026	Projected 2025-2026	Budget 2026-2027
Special Items				
Refund on Property Taxes	1964.400.00	5,000	0	2,500
Total Special Items - Capital		5,000	0	2,500
Pupil Transportation				
Equipment	5510.200.00	2,500	2,500	2,500
Bus Purchase	5510.210.00	0	0	0
Total Pupil Transportation - Capital		2,500	2,500	2,500
Debt Service				
Debt Principal	9700.600.00	1,008,766	1,008,766	1,086,380
Debt Interest	9700.700.00	269,615	269,615	889,130
TAN Interest	9760.700.00	0	0	0
Total Debt Service		1,278,381	1,278,381	1,975,510
Interfund Transfers				
Transfer to Repair Reserve	9901.953.00	25,000	25,000	0
Transfer to Capital	9901.953.04	0	0	100,000
Interfund Transfers - Capital		25,000	25,000	100,000

2026-2027 Component Budget



	2025-2026	2026-2027	% of Budget
Administrative Total	\$3,652,162	\$3,758,525	11.78%
Program Total	\$22,570,492	\$23,370,906	73.28%
Capital Total	\$3,931,736	\$4,763,445	14.94%
Total Proposed Budget	\$30,154,390	\$31,892,876	100%
Budget Increase		\$1,738,486	5.77%
Projected Tax Levy Increase			5.53%

****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/mgtsserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2026-27 Budget Notice to: emscmgt@snyed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 25, 2026

Form Preparer Name: CATHERINE PLATT
Preparer's Telephone Number: 845-265-9254

<u>Shaded Fields Will Calculate</u>	Budgeted 2025-26 (A)	Proposed Budget 2026-27 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	30,154,390	31,892,876	5.77 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	23,412,078	24,707,361	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	23,412,078	24,707,361	5.53 %
F. Permissible Exclusions to the School Tax Levy Limit	968,247	1,664,207	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	22,576,071	23,043,154	
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)	22,443,831	23,043,154	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	132,240	0	
Public School Enrollment	824	815	-1.09 %
Consumer Price Index			2.63 %

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 2026-27, includes any carryover from 2025-26 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2025-26 (D)	Estimated 2026-27 (E)
Adjusted Restricted Fund Balance	3,667,284	3,982,284
Assigned Appropriated Fund Balance	645,000	645,000
Adjusted Unrestricted Fund Balance	1,123,012	1,274,283
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.72 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/26 Actual Balance	6/30/26 Estimated Ending Balance	Intended Use of the Reserve in the 2026-27 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	FACILITIES IMPROVEMENT	For the cost of any object or purpose for which bonds may be issued.	607,464	607,464	\$275,000 Planned Use For Tennis Court Replacement
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	467,840	467,840	No planned use in 2026-2027.
Workers Compensation	WORKERS COMPENSATION	For self-insured Workers Compensation and benefits.	0	0	Not used.
Unemployment Insurance	UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	30,000	30,000	No planned use in 2026-2027.
Reserve for Tax Reduction	RESERVE FOR TAX REDUCTION	For the gradual use of the proceeds of the sale of school district real property.	0	0	Not used.
Mandatory Reserve for Debt Service	DEBT SERVICE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	133,177	133,177	No planned use in 2026-2027.
Insurance	INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	399,265	399,265	No planned use in 2026-2027.
Property Loss	PROPERTY LOSS	To cover property loss.	0	0	Not used.
Liability + (add)	LIABILITY RESERVE	To cover incurred liability claims.	423,500	423,500	No planned use in 2026-2027

Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	196,069	196,069	No planned use in 2026-2027
Reserve for Insurance Recoveries	RESERVE FOR INSURANCE RECOVERIES	For unexpended proceeds of insurance recoveries at fiscal year end.	0	0	Not used.
Employee Benefit Accrued Liability	EBALR	For accrued 'employee benefits' due to employees upon termination of service.	349,000	349,000	\$50,000 planned use in 2026-2027.
Retirement Contribution	NYS ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	335,969	335,969	\$125,000 planned use in 2026-2027.
Reserve for Uncollected Taxes	UNCOLLECTED TAXES	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	0	0	Not used.
Single Other Reserve	NYS TRS RESERVE	For employer retirement contributions to the New York State Teachers' Retirement System	725,000	725,000	\$125,000 planned use in 2026-2027.

*** 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#reservecfunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2026-27. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save	Reset	Save & Ready
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Form Due May 12, 2026

2026-2027 Salary Threshold =
\$179,000

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 2026-2027.

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 FMSCMGTS@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 2026-2027 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	235,000	53,391	11,200

Other Supervisory and Administrative Employees Scheduled to Receive \$179,000 or More in Salary

71.	HIGH SCHOOL PRINCIPAL	199,119
72.	DIRECTOR OF CURRICULUM AND HUMAN RESOUR	185,437
73.		
74.		
75.		
76.		
77.		
78.		
79.		
80.		
81.		
82.		
83.		
84.		
85.		
86.		
87.		
88.		
89.		
90.		
91.		
92.		

Equalized Total Assessed Value 1,988,455,789

School District - 372601 Haldane Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	7,948,776	0.40
13100	CO - GENERALLY	RPTL 406(1)	2	126,834	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	13	5,805,836	0.29
13510	TOWN - CEMETERY LAND	RPTL 446	4	708,184	0.04
13650	VG - GENERALLY	RPTL 406(1)	14	6,477,828	0.33
13800	SCHOOL DISTRICT	RPTL 408	7	27,855,558	1.40
14100	USA - GENERALLY	RPTL 400(1)	1	2,626,997	0.13
19950	MUNICIPAL RAILROAD	RPTL 456	5	4,602,706	0.23
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	10	16,735,165	0.84
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	12	28,001,305	1.41
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	5	22,663,150	1.14
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	8	2,231,057	0.11
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	5	11,085,752	0.56
26100	VETERANS ORGANIZATION	RPTL 452	2	1,539,485	0.08
26250	HISTORICAL SOCIETY	RPTL 444	1	583,632	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	8,078,741	0.41
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	1,217,150	0.06
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	61	725,547	0.04
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	6	63,565	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	57	1,127,929	0.06
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	7	140,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	28	1,075,573	0.05
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	5	187,405	0.01
41300	PARAPLEGIC VETS	RPTL 458(3)	1	675,416	0.03
41634	VOL/FIRE/AMB	RPTL 466-a	74	2,115,268	0.11
41800	PERSONS AGE 65 OR OVER	RPTL 467	26	5,569,277	0.28
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	518,148	0.03
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	292,631	0.01
41834	ENHANCED STAR	RPTL 425	249	34,921,500	1.76
41854	BASIC STAR 1999-2000	RPTL 425	382	19,340,055	0.97
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	707,694	0.04
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	3	223,014	0.01
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	4	1,406,997	0.07

Equalized Total Assessed Value 1,988,455,789

School District - 372601 Haldane Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	2	4,319,531	0.22
Total Exemptions Exclusive of System Exemptions:				221,697,706	11.15
Total System Exemptions:				0	0.00
Totals:				221,697,706	11.15

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 24,332,742

School District - 372601 Haldane CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	100,000	0.41
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	212,900	0.87
41834	ENHANCED STAR	RPTL 425	2	241,440	0.99
41854	BASIC STAR 1999-2000	RPTL 425	3	126,180	0.52
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	236,500	0.97
Total Exemptions Exclusive of System Exemptions:				917,020	3.77
Total System Exemptions:				0	0.00
Totals:				917,020	3.77

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

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

HALDANE CSD

2023-24 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.

ESSA Financial Transparency Data - Glossary of Terms | Business Rules

Comparison: How do per pupil expenditures compare?

P-12 ENROLLMENT	THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION
785	N/A	\$32,991.82

How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

Current Operation Expenditures	HALDANE CSD
➤ 1. Instruction	\$19,585.67
➤ 2. Support Services, Pupils	\$1,163.73
➤ 3. Support Services, Instructional Staff	\$1,839.29
➤ 4. Support Services, General Admin	\$741.06
➤ 5. Support Services, School Admin	\$1,207.33
➤ 6. Support Services, Operation and Maintenance of Plant	\$2,913.80
➤ 7. Support Services, Student Transportation	\$1,744.87
➤ 8. Business/Central/Other Support Services	\$1,535.73
➤ 9. Food services	\$495.85
➤ 10. Enterprise operations	\$0.00
➤ 11. Other	\$17.08
➤ 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,747.40
13. Total Expenditures	\$32,991.82

Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

School and District Level Expenditures	HALDANE CSD
Special Education	\$35,544.45
General Education	\$28,373.30

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: 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(1-3 & Percent Excluded from Total) Combined Cost(Total Expenditures)

Excluded Expenditures	HALDANE CSD
1. Charter School Tuition	\$0.00
2. Debt Service	\$1,377,374.00
3. Other	\$1,561,211.37
Percent Excluded from Total	10%
Total Expenditures and Exclusions	\$28,837,160.98

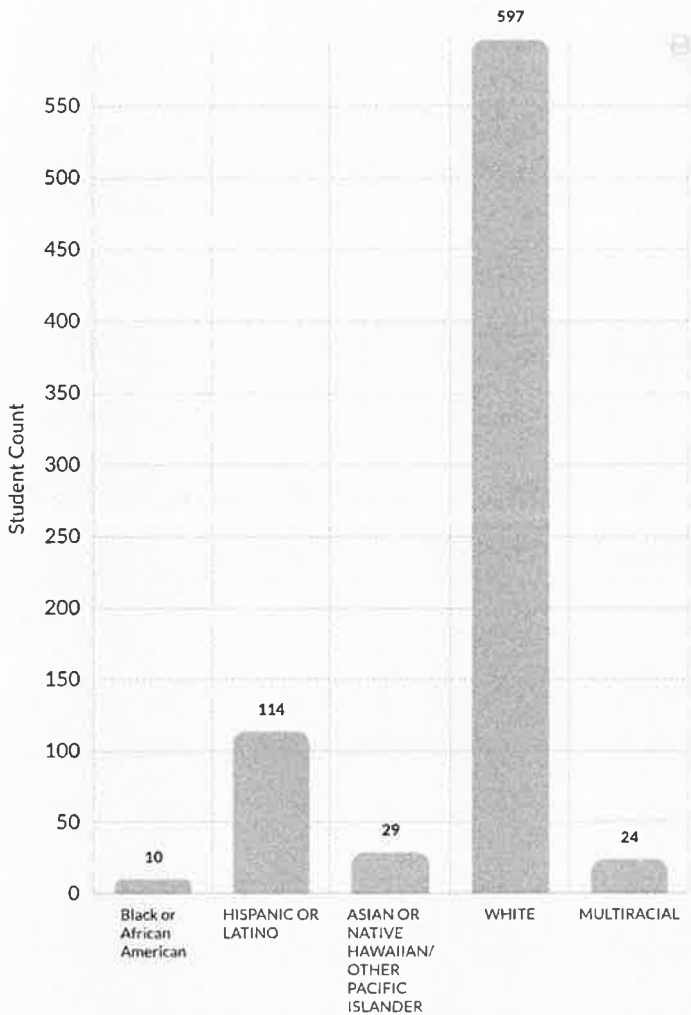
+ Filter this data

ENROLLMENT BY GENDER

MALE	
418	54%
FEMALE	
355	46%
NON-BINARY	
1	0%



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
10	1%
HISPANIC OR LATINO	
114	15%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
29	4%
WHITE	
597	77%
MULTIRACIAL	
24	3%

HALDANE CSD - NEW YORK STATE REPORT CARD [2024 - 25]

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

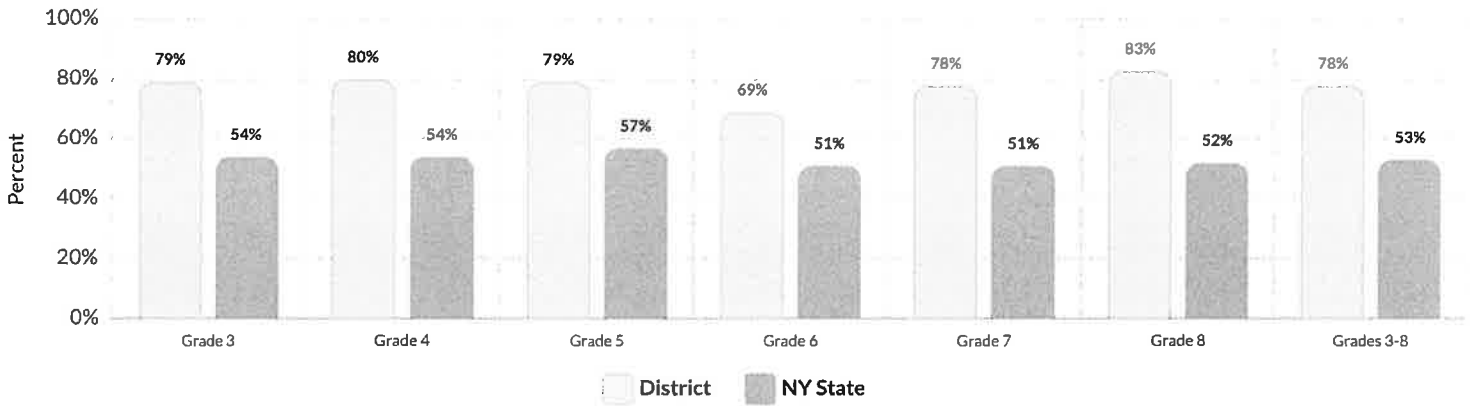
Glossary and Guide

+ What data would you like to see?

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

SUMMARY RESULTS

Percent Scoring Proficient by Grade

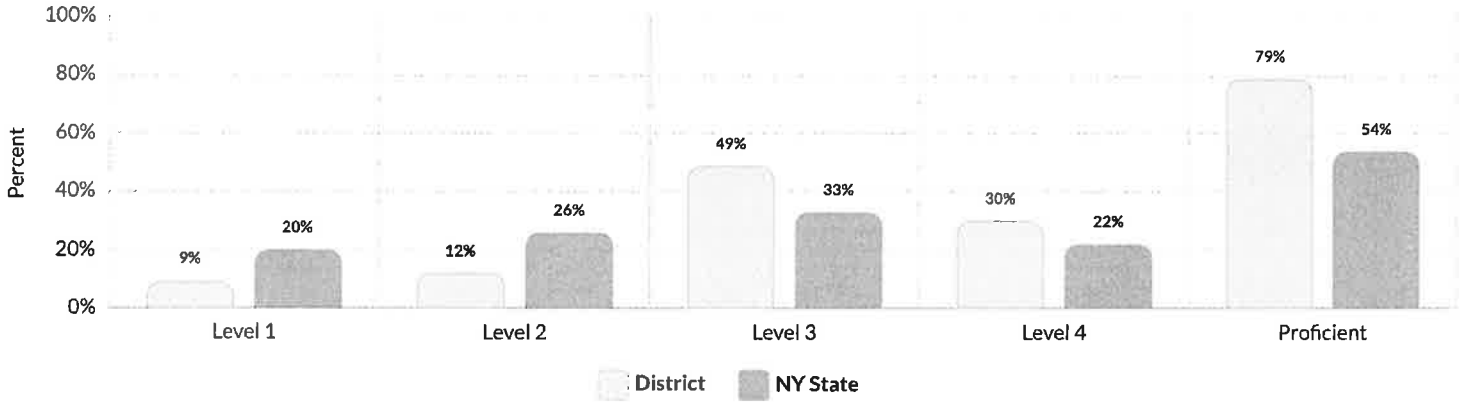


Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	47	91%	4	9%	43	91%	4	9%	5	12%	21	49%	13	30%	34	79%
Grade 4	57	96%	2	4%	55	96%	5	9%	6	11%	24	44%	20	36%	44	80%
Grade 5	63	98%	1	2%	62	98%	3	5%	10	16%	23	37%	26	42%	49	79%
Grade 6	63	94%	4	6%	59	94%	8	14%	10	17%	21	36%	20	34%	41	69%
Grade 7	48	96%	2	4%	46	96%	2	4%	8	17%	23	50%	13	28%	36	78%
Grade 8	52	92%	4	8%	48	92%	1	2%	7	15%	13	27%	27	56%	40	83%
Grades 3-8	330	95%	17	5%	313	95%	23	7%	46	15%	125	40%	119	38%	244	78%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

GRADE 3 ELA RESULTS

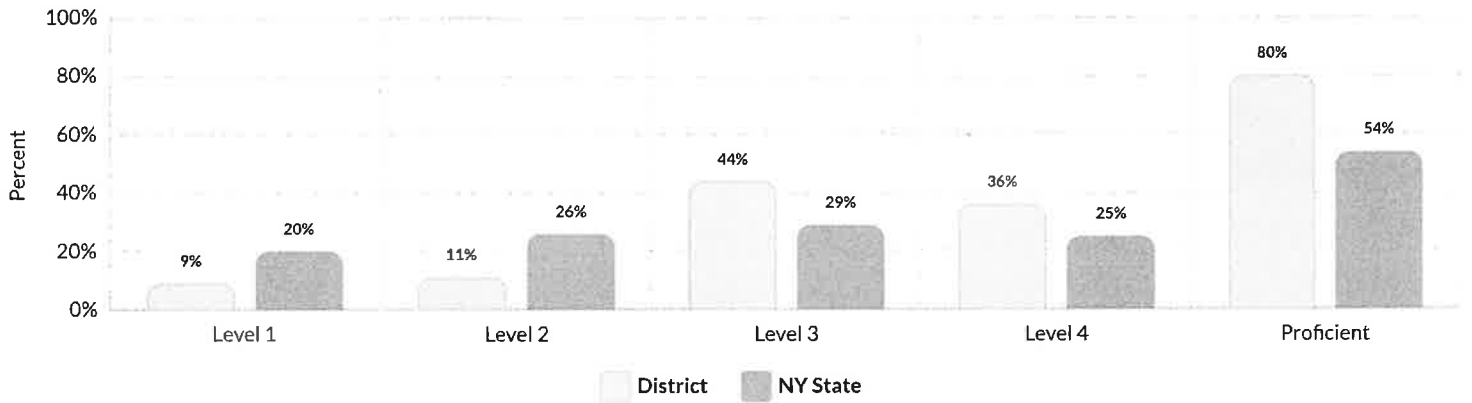
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	47	4	9%	43	91%	4	9%	5	12%	21	49%	13	30%	34	79%
Female	24	0	0%	24	100%	2	8%	3	13%	12	50%	7	29%	19	79%
Male	23	4	17%	19	83%	2	11%	2	11%	9	47%	6	32%	15	79%
General Education Students	39	1	3%	38	97%	1	3%	4	11%	20	53%	13	34%	33	87%
Students with Disabilities	8	3	38%	5	63%	3	60%	1	20%	1	20%	0	0%	1	20%
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	34	2	6%	32	94%	3	9%	3	9%	16	50%	10	31%	26	81%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total; Race & Ethnicity	13	2	15%	11	85%	1	9%	2	18%	5	45%	3	27%	8	73%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Not Economically Disadvantaged	41	4	10%	37	90%	4	11%	4	11%	18	49%	11	30%	29	78%
Non-English Language Learner	47	4	9%	43	91%	4	9%	5	12%	21	49%	13	30%	34	79%
Not in Foster Care	47	4	9%	43	91%	4	9%	5	12%	21	49%	13	30%	34	79%
Not Homeless	47	4	9%	43	91%	4	9%	5	12%	21	49%	13	30%	34	79%
Not Migrant	47	4	9%	43	91%	4	9%	5	12%	21	49%	13	30%	34	79%
Parent Not in Armed Forces	47	4	9%	43	91%	4	9%	5	12%	21	49%	13	30%	34	79%

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	57	2	4%	55	96%	5	9%	6	11%	24	44%	20	36%	44	80%
Female	25	2	8%	23	92%	--	--	--	--	--	--	--	--	--	--
Male	31	0	0%	31	100%	5	16%	3	10%	17	55%	6	19%	23	74%
Non-Binary	1	0	0%	1	100%	--	--	--	--	--	--	--	--	--	--
Small Group Total: Gender	26	2	8%	24	92%	0	0%	3	13%	7	29%	14	58%	21	88%
General Education Students	54	2	4%	52	96%	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	3	0	0%	3	100%	--	--	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	--	--	--	--	--	--	--	--	--	--
Black or African American	1	0	0%	1	100%	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	7	0	0%	7	100%	1	14%	3	43%	3	43%	0	0%	3	43%
White	45	2	4%	43	96%	2	5%	2	5%	20	47%	19	44%	39	91%
Multiracial	1	0	0%	1	100%	--	--	--	--	--	--	--	--	--	--
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	2	40%	1	20%	1	20%	1	20%	2	40%
Economically Disadvantaged	7	2	29%	5	71%	1	20%	1	20%	1	20%	2	40%	3	60%
Not Economically Disadvantaged	50	0	0%	50	100%	4	8%	5	10%	23	46%	18	36%	41	82%
English Language Learner	3	0	0%	3	100%	--	--	--	--	--	--	--	--	--	--
Non-English Language Learner	54	2	4%	52	96%	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	57	2	4%	55	96%	5	9%	6	11%	24	44%	20	36%	44	80%
Homeless	1	0	0%	1	100%	--	--	--	--	--	--	--	--	--	--
Not Homeless	56	2	4%	54	96%	--	--	--	--	--	--	--	--	--	--
Not Migrant	57	2	4%	55	96%	5	9%	6	11%	24	44%	20	36%	44	80%
Parent Not in Armed Forces	57	2	4%	55	96%	5	9%	6	11%	24	44%	20	36%	44	80%

GRADE 5 ELA RESULTS

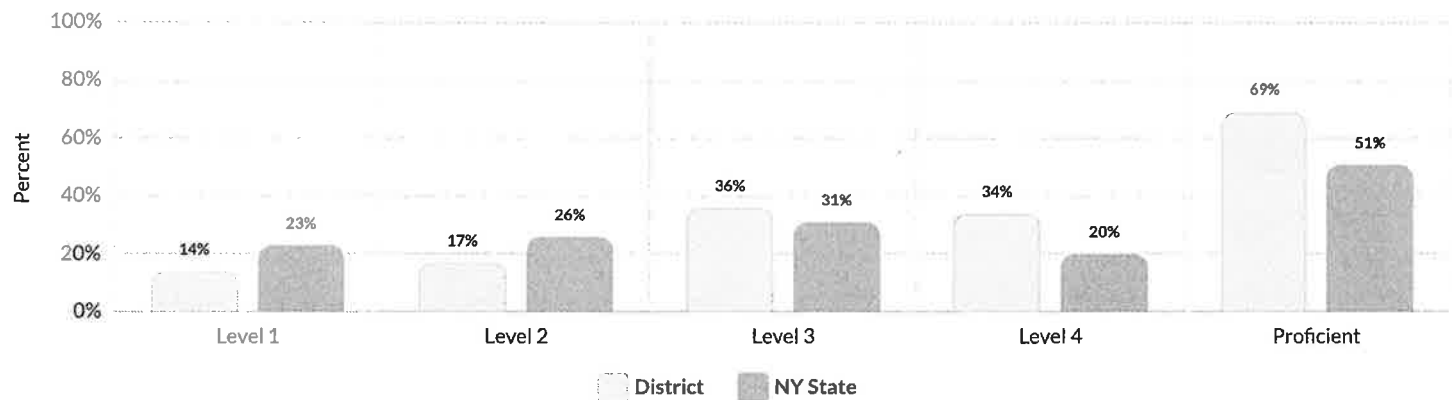
Percent Scoring at Levels for All Students



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	100%	1	2%	62	98%	3	5%	10	16%	23	37%	26	42%	49	79%
Female	34	100%	0	0%	34	100%	1	3%	4	12%	14	41%	15	44%	29	85%
Male	29	100%	1	3%	28	97%	2	7%	6	21%	9	32%	11	39%	20	71%
General Education Students	57	100%	1	2%	56	98%	1	2%	6	11%	23	41%	26	46%	49	88%
Students with Disabilities	6	100%	0	0%	6	100%	2	33%	4	67%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	100%	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	100%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	100%	1	10%	9	90%	1	11%	3	33%	5	56%	0	0%	5	56%
White	44	100%	0	0%	44	100%	2	5%	4	9%	16	36%	22	50%	38	86%
Multiracial	6	100%	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	100%	0	0%	9	100%	0	0%	3	33%	2	22%	4	44%	6	67%
Economically Disadvantaged	12	100%	0	0%	12	100%	1	8%	4	33%	3	25%	4	33%	7	58%
Not Economically Disadvantaged	51	100%	1	2%	50	98%	2	4%	6	12%	20	40%	22	44%	42	84%
English Language Learner	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	62	100%	0	0%	62	100%	3	5%	10	16%	23	37%	26	42%	49	79%
Not in Foster Care	63	100%	1	2%	62	98%	3	5%	10	16%	23	37%	26	42%	49	79%
Not Homeless	63	100%	1	2%	62	98%	3	5%	10	16%	23	37%	26	42%	49	79%
Not Migrant	63	100%	1	2%	62	98%	3	5%	10	16%	23	37%	26	42%	49	79%
Parent Not in Armed Forces	63	100%	1	2%	62	98%	3	5%	10	16%	23	37%	26	42%	49	79%

GRADE 6 ELA RESULTS

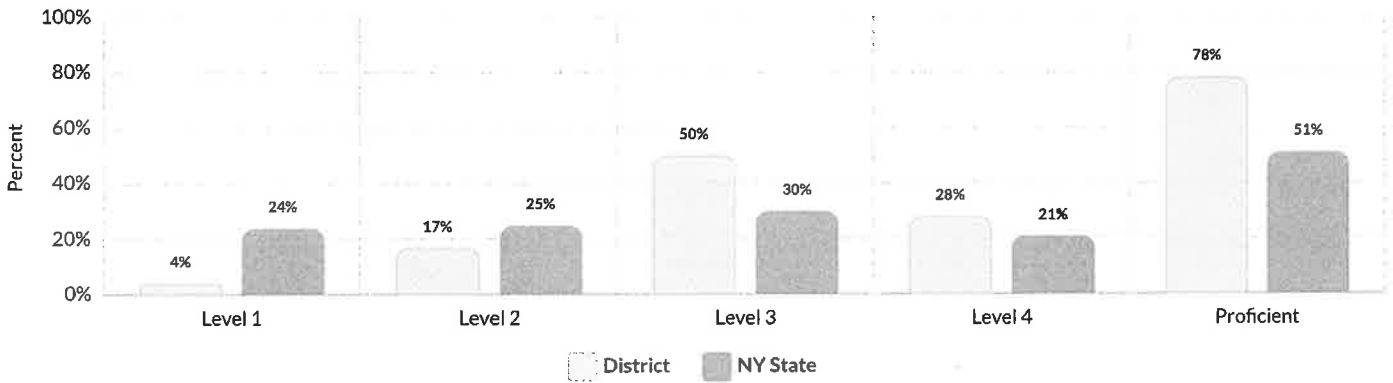
Percent Scoring at Levels for All Students



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63		4	6%	59	94%	8	14%	10	17%	21	36%	20	34%	41	69%
Female	23		1	4%	22	96%	3	14%	2	9%	5	23%	12	55%	17	77%
Male	40		3	8%	37	93%	5	14%	8	22%	16	43%	8	22%	24	65%
General Education Students	48		2	4%	46	96%	1	2%	6	13%	20	43%	19	41%	39	85%
Students with Disabilities	15		2	13%	13	87%	7	54%	4	31%	1	8%	1	8%	2	15%
Asian or Native Hawaiian/Other Pacific Islander	1		0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8		0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
White	53		3	6%	50	94%	5	10%	8	16%	19	38%	18	36%	37	74%
Multiracial	1		1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	9		0	0%	9	100%	3	33%	2	22%	2	22%	2	22%	4	44%
Economically Disadvantaged	16		1	6%	15	94%	3	20%	5	33%	6	40%	1	7%	7	47%
Not Economically Disadvantaged	47		3	6%	44	94%	5	11%	5	11%	15	34%	19	43%	34	77%
English Language Learner	1		0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62		4	6%	58	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63		4	6%	59	94%	8	14%	10	17%	21	36%	20	34%	41	69%
Homeless	2		0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	61		4	7%	57	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	63		4	6%	59	94%	8	14%	10	17%	21	36%	20	34%	41	69%
Parent Not in Armed Forces	63		4	6%	59	94%	8	14%	10	17%	21	36%	20	34%	41	69%

GRADE 7 ELA RESULTS

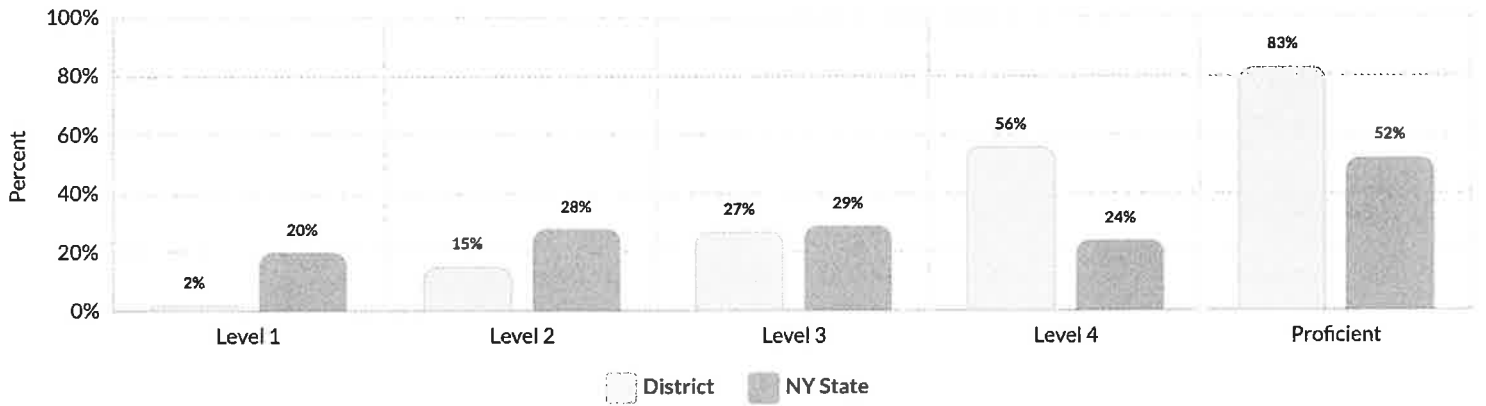
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	2	4%	46	96%	2	4%	8	17%	23	50%	13	28%	36	78%
Female	22	1	5%	21	95%	2	10%	6	29%	7	33%	6	29%	13	62%
Male	26	1	4%	25	96%	0	0%	2	8%	16	64%	7	28%	23	92%
General Education Students	42	0	0%	42	100%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	6	2	33%	4	67%	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	7	0	0%	7	100%	1	14%	1	14%	3	43%	2	29%	5	71%
White	34	2	6%	32	94%	1	3%	6	19%	17	53%	8	25%	25	78%
Multiracial	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	6	1	17%	5	83%	0	0%	1	20%	4	80%	0	0%	4	80%
Not Economically Disadvantaged	42	1	2%	41	98%	2	5%	7	17%	19	46%	13	32%	32	78%
Non-English Language Learner	48	2	4%	46	96%	2	4%	8	17%	23	50%	13	28%	36	78%
Not in Foster Care	48	2	4%	46	96%	2	4%	8	17%	23	50%	13	28%	36	78%
Not Homeless	48	2	4%	46	96%	2	4%	8	17%	23	50%	13	28%	36	78%
Not Migrant	48	2	4%	46	96%	2	4%	8	17%	23	50%	13	28%	36	78%
Parent Not in Armed Forces	48	2	4%	46	96%	2	4%	8	17%	23	50%	13	28%	36	78%

GRADE 8 ELA RESULTS

Percent Scoring at Levels for All Students

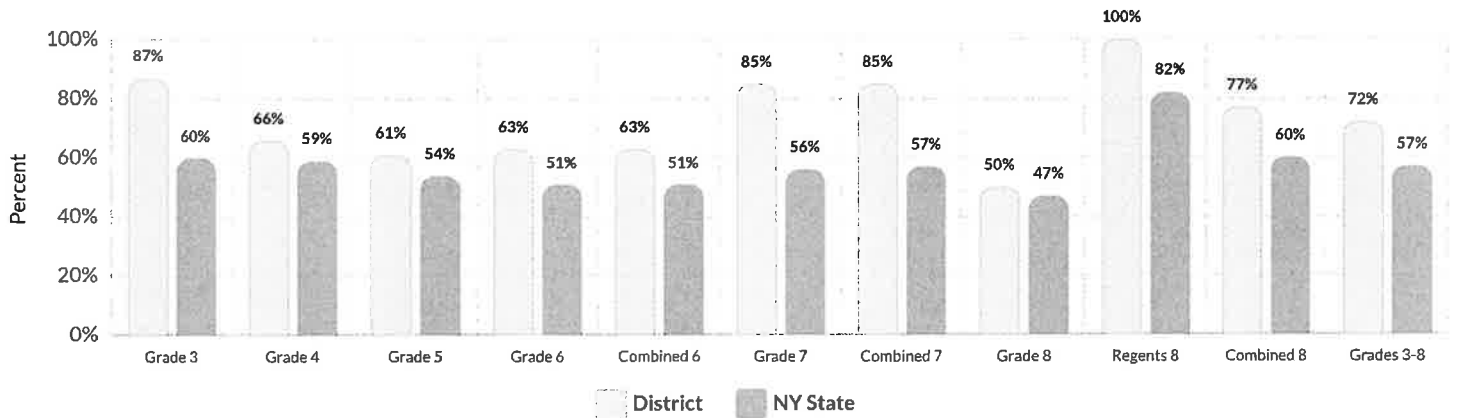


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	4	8%	48	92%	1	2%	7	15%	13	27%	27	56%	40	83%
Female	22	3	14%	19	86%	0	0%	3	16%	4	21%	12	63%	16	84%
Male	30	1	3%	29	97%	1	3%	4	14%	9	31%	15	52%	24	83%
General Education Students	48	4	8%	44	92%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	42	3	7%	39	93%	1	3%	5	13%	10	26%	23	59%	33	85%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	2	22%	3	33%	4	44%	7	78%
Economically Disadvantaged	8	1	13%	7	88%	0	0%	3	43%	3	43%	1	14%	4	57%
Not Economically Disadvantaged	44	3	7%	41	93%	1	2%	4	10%	10	24%	26	63%	36	88%
Non-English Language Learner	52	4	8%	48	92%	1	2%	7	15%	13	27%	27	56%	40	83%
Not in Foster Care	52	4	8%	48	92%	1	2%	7	15%	13	27%	27	56%	40	83%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	50	3	6%	47	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	52	4	8%	48	92%	1	2%	7	15%	13	27%	27	56%	40	83%
Parent Not in Armed Forces	52	4	8%	48	92%	1	2%	7	15%	13	27%	27	56%	40	83%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS

Percent Scoring Proficient by Grade

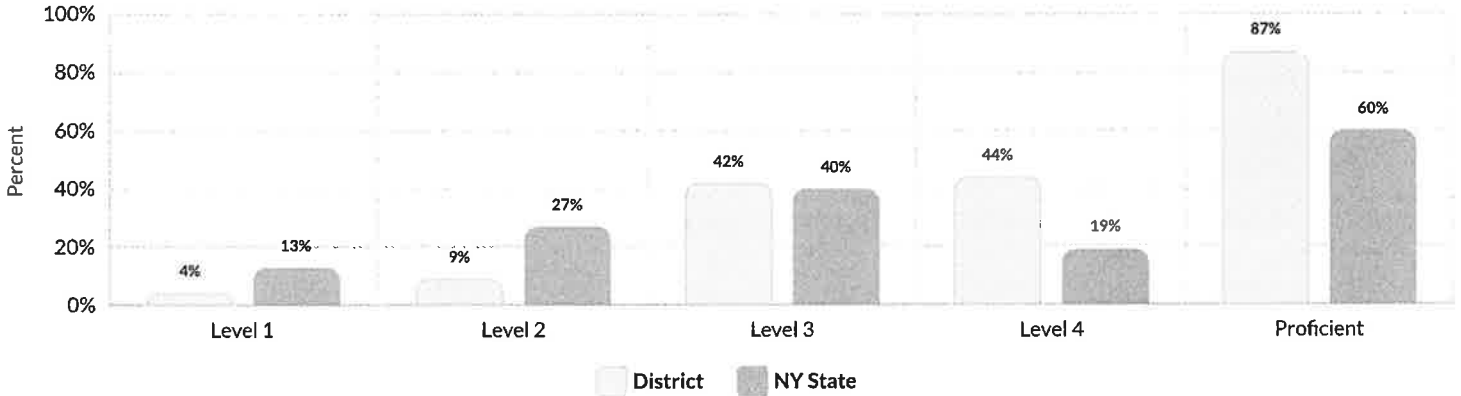


Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	47		2	4%	45	96%	2	4%	4	9%	19	42%	20	44%	39	87%
Grade 4	57		1	2%	56	98%	3	5%	16	29%	26	46%	11	20%	37	66%
Grade 5	63		1	2%	62	98%	12	19%	12	19%	24	39%	14	23%	38	61%
Grade 6	63		7	11%	56	89%	8	14%	13	23%	29	52%	6	11%	35	63%
Combined 6	63		7	11%	56	89%	8	14%	13	23%	29	52%	6	11%	35	63%
Grade 7	48		2	4%	46	96%	2	4%	5	11%	20	43%	19	41%	39	85%
Combined 7	48		2	4%	46	96%	2	4%	5	11%	20	43%	19	41%	39	85%
Grade 8	52		30	58%	22	42%	6	27%	5	23%	9	41%	2	9%	11	50%
Regents 8	—		—	—	25	48%	0	0%	0	0%	0	0%	25	100%	25	100%
Combined 8	52		5	10%	47	90%	6	13%	5	11%	9	19%	27	57%	36	77%
Grades 3-8	330		18	5%	312	95%	33	11%	55	18%	127	41%	97	31%	224	72%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 MATH RESULTS

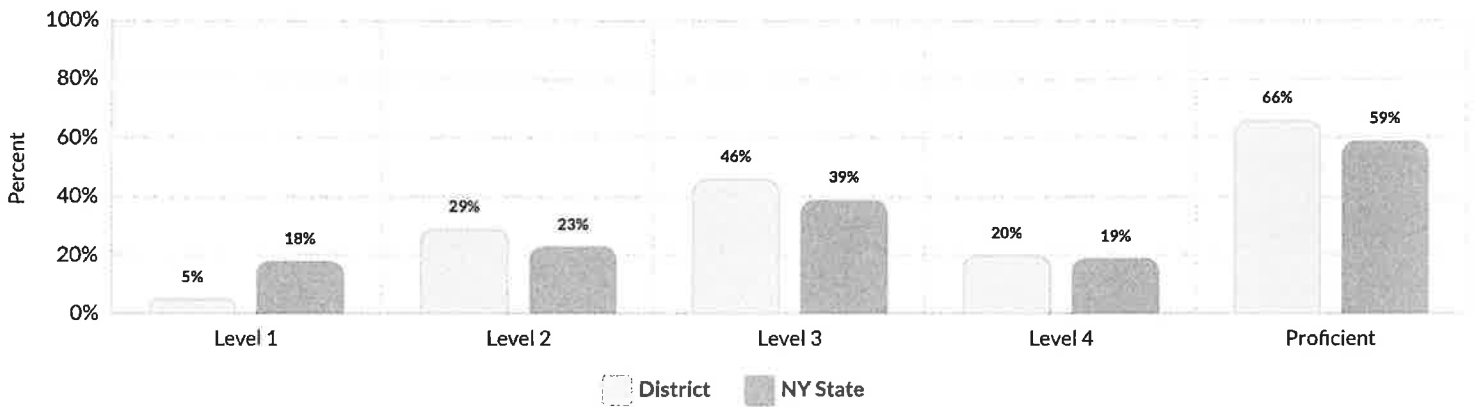
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	47	2	4%	45	96%	2	4%	4	9%	19	42%	20	44%	39	87%
Female	24	0	0%	24	100%	1	4%	2	8%	10	42%	11	46%	21	88%
Male	23	2	9%	21	91%	1	5%	2	10%	9	43%	9	43%	18	86%
General Education Students	39	0	0%	39	100%	0	0%	2	5%	17	44%	20	51%	37	95%
Students with Disabilities	8	2	25%	6	75%	2	33%	2	33%	2	33%	0	0%	2	33%
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	34	0	0%	34	100%	1	3%	1	3%	17	50%	15	44%	32	94%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	2	15%	11	85%	1	9%	3	27%	2	18%	5	45%	7	64%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
Not Economically Disadvantaged	41	2	5%	39	95%	2	5%	2	5%	16	41%	19	49%	35	90%
Non-English Language Learner	47	2	4%	45	96%	2	4%	4	9%	19	42%	20	44%	39	87%
Not in Foster Care	47	2	4%	45	96%	2	4%	4	9%	19	42%	20	44%	39	87%
Not Homeless	47	2	4%	45	96%	2	4%	4	9%	19	42%	20	44%	39	87%
Not Migrant	47	2	4%	45	96%	2	4%	4	9%	19	42%	20	44%	39	87%
Parent Not in Armed Forces	47	2	4%	45	96%	2	4%	4	9%	19	42%	20	44%	39	87%

GRADE 4 MATH RESULTS

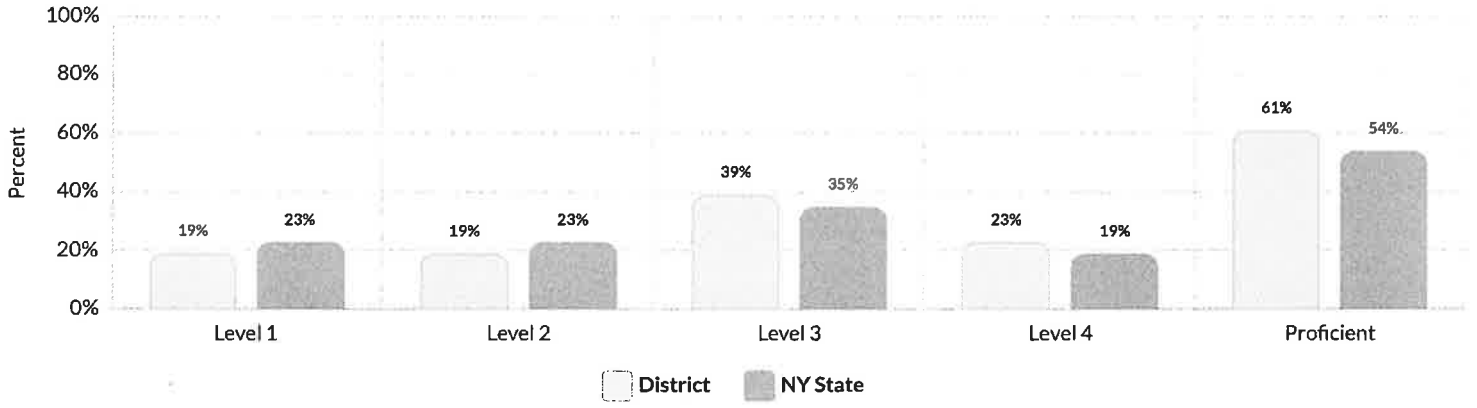
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	1	2%	56	98%	3	5%	16	29%	26	46%	11	20%	37	66%
Female	25	1	4%	24	96%	—	—	—	—	—	—	—	—	—	—
Male	31	0	0%	31	100%	2	6%	11	35%	13	42%	5	16%	18	58%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	26	1	4%	25	96%	1	4%	5	20%	13	52%	6	24%	19	76%
General Education Students	54	1	2%	53	98%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	0	0%	4	57%	3	43%	0	0%	3	43%
White	45	1	2%	44	98%	2	5%	11	25%	21	48%	10	23%	31	70%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	7	1	14%	6	86%	0	0%	3	50%	3	50%	0	0%	3	50%
Not Economically Disadvantaged	50	0	0%	50	100%	3	6%	13	26%	23	46%	11	22%	34	68%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	54	1	2%	53	98%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	1	2%	56	98%	3	5%	16	29%	26	46%	11	20%	37	66%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	56	1	2%	55	98%	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	1	2%	56	98%	3	5%	16	29%	26	46%	11	20%	37	66%
Parent Not in Armed Forces	57	1	2%	56	98%	3	5%	16	29%	26	46%	11	20%	37	66%

GRADE 5 MATH RESULTS

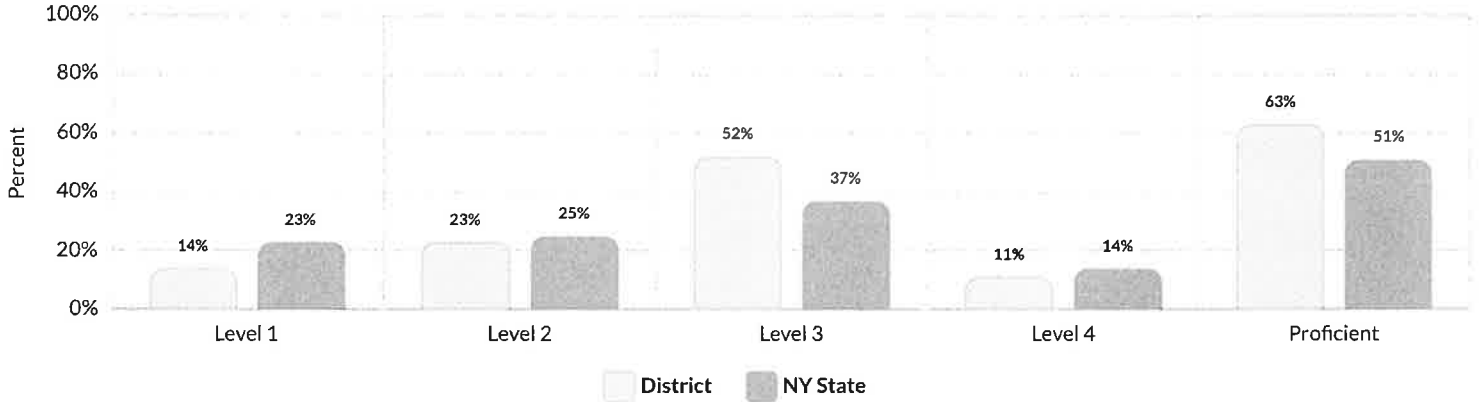
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	1	2%	62	98%	12	19%	12	19%	24	39%	14	23%	38	61%
Female	34	1	3%	33	97%	6	18%	6	18%	16	48%	5	15%	21	64%
Male	29	0	0%	29	100%	6	21%	6	21%	8	28%	9	31%	17	59%
General Education Students	57	1	2%	56	98%	7	13%	12	21%	24	43%	13	23%	37	66%
Students with Disabilities	6	0	0%	6	100%	5	83%	0	0%	0	0%	1	17%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	10	100%	7	70%	2	20%	1	10%	0	0%	1	10%
White	44	0	0%	44	100%	4	9%	9	20%	18	41%	13	30%	31	70%
Multiracial	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	1	13%	1	13%	5	63%	1	13%	6	75%
Economically Disadvantaged	12	1	8%	11	92%	4	36%	4	36%	1	9%	2	18%	3	27%
Not Economically Disadvantaged	51	0	0%	51	100%	8	16%	8	16%	23	45%	12	24%	35	69%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	1	2%	61	98%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	1	2%	62	98%	12	19%	12	19%	24	39%	14	23%	38	61%
Not Homeless	63	1	2%	62	98%	12	19%	12	19%	24	39%	14	23%	38	61%
Not Migrant	63	1	2%	62	98%	12	19%	12	19%	24	39%	14	23%	38	61%
Parent Not in Armed Forces	63	1	2%	62	98%	12	19%	12	19%	24	39%	14	23%	38	61%

GRADE 6 MATH RESULTS

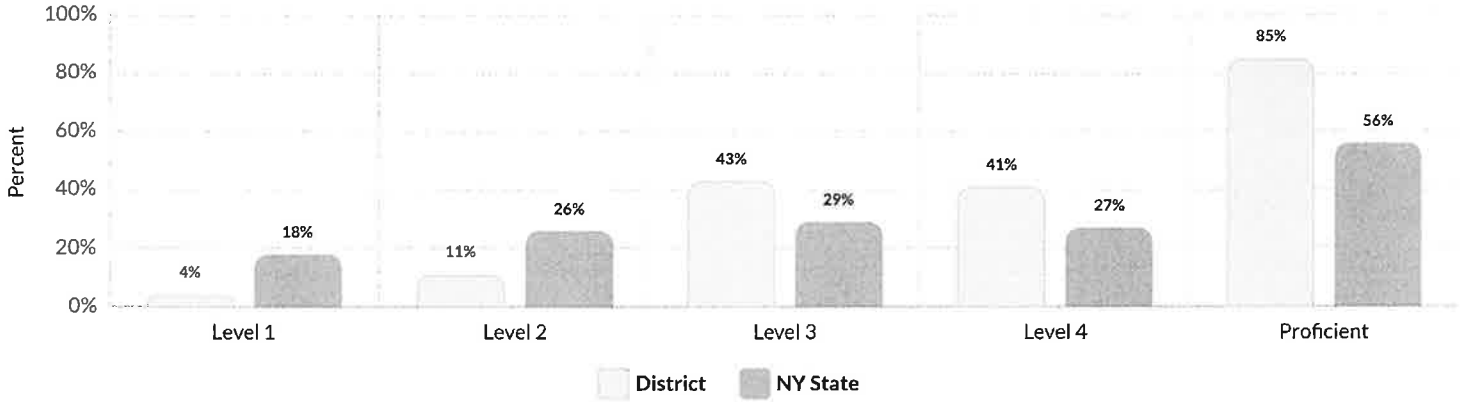
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	7	11%	56	89%	8	14%	13	23%	29	52%	6	11%	35	63%
Female	23	3	13%	20	87%	2	10%	4	20%	11	55%	3	15%	14	70%
Male	40	4	10%	36	90%	6	17%	9	25%	18	50%	3	8%	21	58%
General Education Students	48	5	10%	43	90%	2	5%	11	26%	25	58%	5	12%	30	70%
Students with Disabilities	15	2	13%	13	87%	6	46%	2	15%	4	31%	1	8%	5	38%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	53	5	9%	48	91%	6	13%	11	23%	26	54%	5	10%	31	65%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	2	25%	2	25%	3	38%	1	13%	4	50%
Economically Disadvantaged	16	2	13%	14	88%	2	14%	6	43%	6	43%	0	0%	6	43%
Not Economically Disadvantaged	47	5	11%	42	89%	6	14%	7	17%	23	55%	6	14%	29	69%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	7	11%	55	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	7	11%	56	89%	8	14%	13	23%	29	52%	6	11%	35	63%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	61	7	11%	54	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	63	7	11%	56	89%	8	14%	13	23%	29	52%	6	11%	35	63%
Parent Not in Armed Forces	63	7	11%	56	89%	8	14%	13	23%	29	52%	6	11%	35	63%

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	48	2	4%	46	96%	2	4%	5	11%	20	43%	19	41%	39	85%
Female	22	1	5%	21	95%	2	10%	5	24%	8	38%	6	29%	14	67%
Male	26	1	4%	25	96%	0	0%	0	0%	12	48%	13	52%	25	100%
General Education Students	42	0	0%	42	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	1	14%	0	0%	4	57%	2	29%	6	86%
White	34	2	6%	32	94%	1	3%	5	16%	14	44%	12	38%	26	81%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	6	1	17%	5	83%	0	0%	1	20%	1	20%	3	60%	4	80%
Not Economically Disadvantaged	42	1	2%	41	98%	2	5%	4	10%	19	46%	16	39%	35	85%
Non-English Language Learner	48	2	4%	46	96%	2	4%	5	11%	20	43%	19	41%	39	85%
Not in Foster Care	48	2	4%	46	96%	2	4%	5	11%	20	43%	19	41%	39	85%
Not Homeless	48	2	4%	46	96%	2	4%	5	11%	20	43%	19	41%	39	85%
Not Migrant	48	2	4%	46	96%	2	4%	5	11%	20	43%	19	41%	39	85%
Parent Not in Armed Forces	48	2	4%	46	96%	2	4%	5	11%	20	43%	19	41%	39	85%

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	52	30	58%	22	42%	6	27%	5	23%	9	41%	2	9%	11	50%
Female	22	13	59%	9	41%	2	22%	3	33%	4	44%	0	0%	4	44%
Male	30	17	57%	13	43%	4	31%	2	15%	5	38%	2	15%	7	54%
General Education Students	48	30	63%	18	38%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
White	42	24	57%	18	43%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	50	28	56%	22	44%	6	27%	5	23%	9	41%	2	9%	11	50%
Economically Disadvantaged	8	3	38%	5	63%	3	60%	1	20%	1	20%	0	0%	1	20%
Not Economically Disadvantaged	44	27	61%	17	39%	3	18%	4	24%	8	47%	2	12%	10	59%
Non-English Language Learner	52	30	58%	22	42%	6	27%	5	23%	9	41%	2	9%	11	50%
Not in Foster Care	52	30	58%	22	42%	6	27%	5	23%	9	41%	2	9%	11	50%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	50	29	58%	21	42%	—	—	—	—	—	—	—	—	—	—
Not Migrant	52	30	58%	22	42%	6	27%	5	23%	9	41%	2	9%	11	50%
Parent Not in Armed Forces	52	30	58%	22	42%	6	27%	5	23%	9	41%	2	9%	11	50%

HALDANE CSD - NEW YORK STATE REPORT CARD [2024 - 25]

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

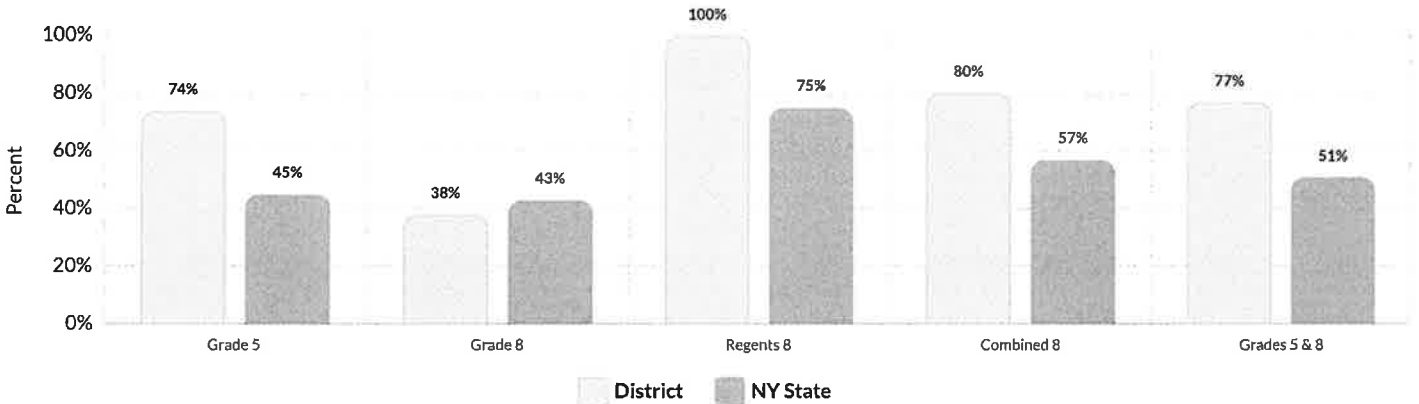
Glossary and Guide

What data would you like to see?

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS

Percent Scoring Proficient by Grade

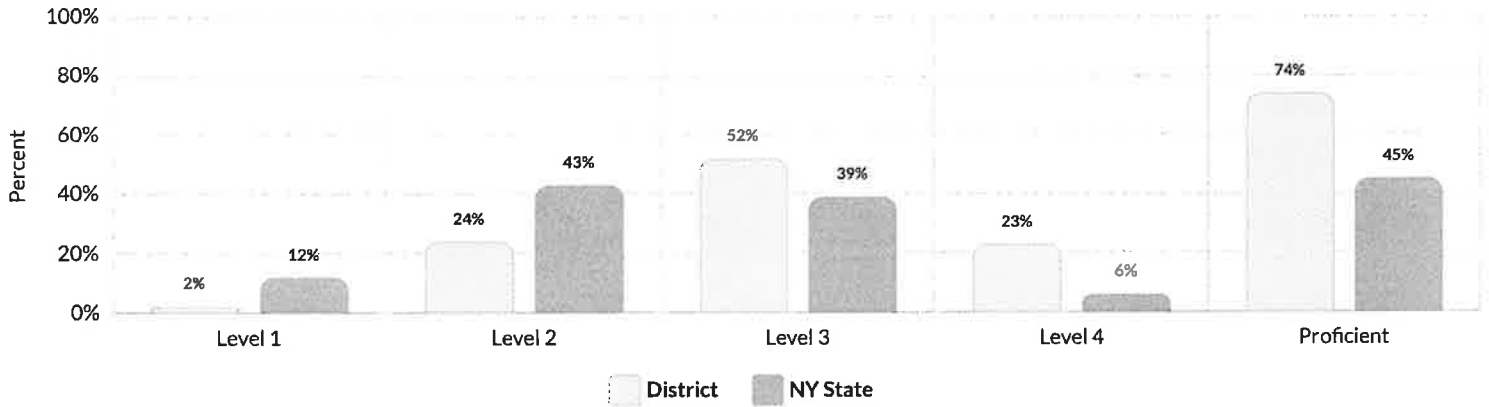


Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	63	98%	1	2%	62	98%	1	2%	15	24%	32	52%	14	23%	46	74%
Grade 8	52	69%	36	69%	16	31%	0	0%	10	63%	6	38%	0	0%	6	38%
Regents 8	—	—	—	—	33	63%	0	0%	0	0%	5	15%	28	85%	33	100%
Combined 8	52	94%	3	6%	49	94%	0	0%	10	20%	11	22%	28	57%	39	80%
Grades 5 & 8	115	97%	4	3%	111	97%	1	1%	25	23%	43	39%	42	38%	85	77%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS

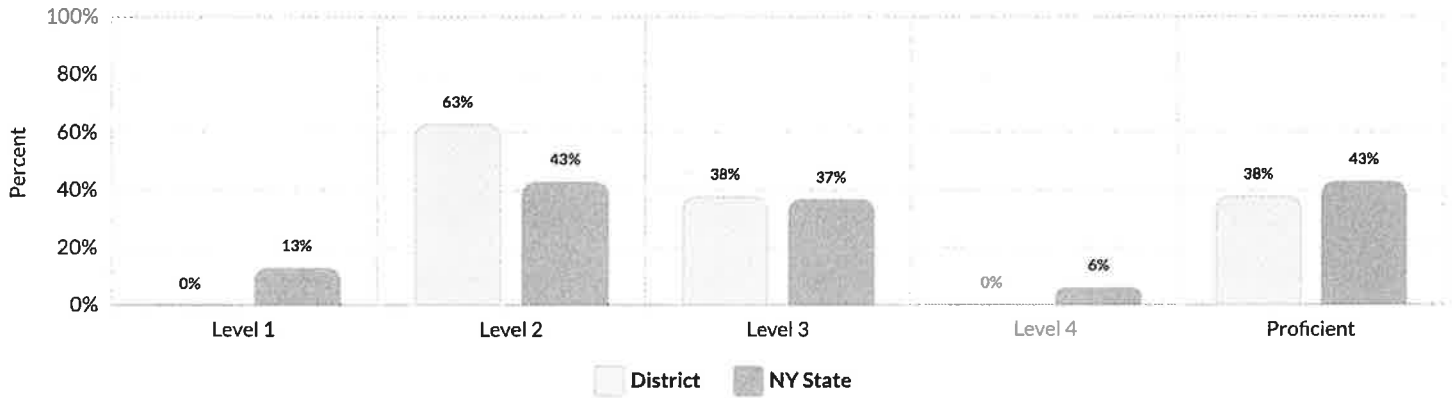
Percent Scoring at Levels for All Students



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	100%	1	2%	62	98%	1	2%	15	24%	32	52%	14	23%	46	74%
Female	34	100%	0	0%	34	100%	1	3%	8	24%	18	53%	7	21%	25	74%
Male	29	100%	1	3%	28	97%	0	0%	7	25%	14	50%	7	25%	21	75%
General Education Students	57	100%	0	0%	57	100%	0	0%	11	19%	32	56%	14	25%	46	81%
Students with Disabilities	6	100%	1	17%	5	83%	1	20%	4	80%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	100%	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	1	100%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	10	100%	0	0%	10	100%	1	10%	4	40%	5	50%	0	0%	5	50%
White	44	100%	1	2%	43	98%	0	0%	10	23%	22	51%	11	26%	33	77%
Multiracial	6	100%	0	0%	6	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	9	100%	0	0%	9	100%	0	0%	1	11%	5	56%	3	33%	8	89%
Economically Disadvantaged	12	100%	0	0%	12	100%	0	0%	4	33%	7	58%	1	8%	8	67%
Not Economically Disadvantaged	51	100%	1	2%	50	98%	1	2%	11	22%	25	50%	13	26%	38	76%
English Language Learner	1	100%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	62	100%	1	2%	61	98%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	63	100%	1	2%	62	98%	1	2%	15	24%	32	52%	14	23%	46	74%
Not Homeless	63	100%	1	2%	62	98%	1	2%	15	24%	32	52%	14	23%	46	74%
Not Migrant	63	100%	1	2%	62	98%	1	2%	15	24%	32	52%	14	23%	46	74%
Parent Not in Armed Forces	63	100%	1	2%	62	98%	1	2%	15	24%	32	52%	14	23%	46	74%

GRADE 8 SCIENCE RESULTS

Percent Scoring at Levels for All Students



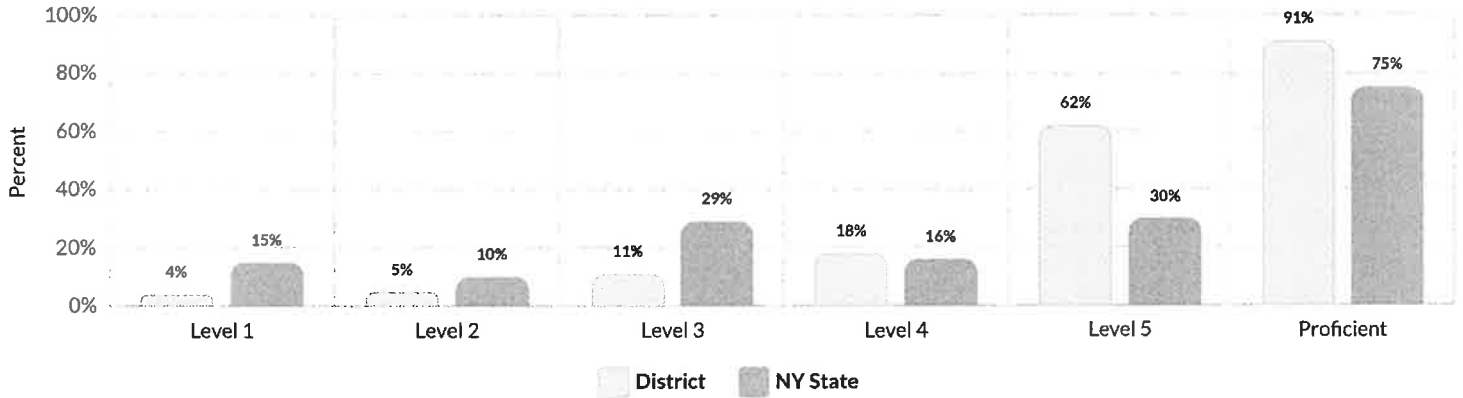
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	36	69%	16	31%	0	0%	10	63%	6	38%	0	0%	6	38%
Female	22	15	68%	7	32%	0	0%	5	71%	2	29%	0	0%	2	29%
Male	30	21	70%	9	30%	0	0%	5	56%	4	44%	0	0%	4	44%
General Education Students	48	36	75%	12	25%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	8	5	63%	3	38%	—	—	—	—	—	—	—	—	—	—
White	42	29	69%	13	31%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	50	34	68%	16	32%	0	0%	10	63%	6	38%	0	0%	6	38%
Economically Disadvantaged	8	3	38%	5	63%	0	0%	4	80%	1	20%	0	0%	1	20%
Not Economically Disadvantaged	44	33	75%	11	25%	0	0%	6	55%	5	45%	0	0%	5	45%
Non-English Language Learner	52	36	69%	16	31%	0	0%	10	63%	6	38%	0	0%	6	38%
Not in Foster Care	52	36	69%	16	31%	0	0%	10	63%	6	38%	0	0%	6	38%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	50	35	70%	15	30%	—	—	—	—	—	—	—	—	—	—
Not Migrant	52	36	69%	16	31%	0	0%	10	63%	6	38%	0	0%	6	38%
Parent Not in Armed Forces	52	36	69%	16	31%	0	0%	10	63%	6	38%	0	0%	6	38%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)

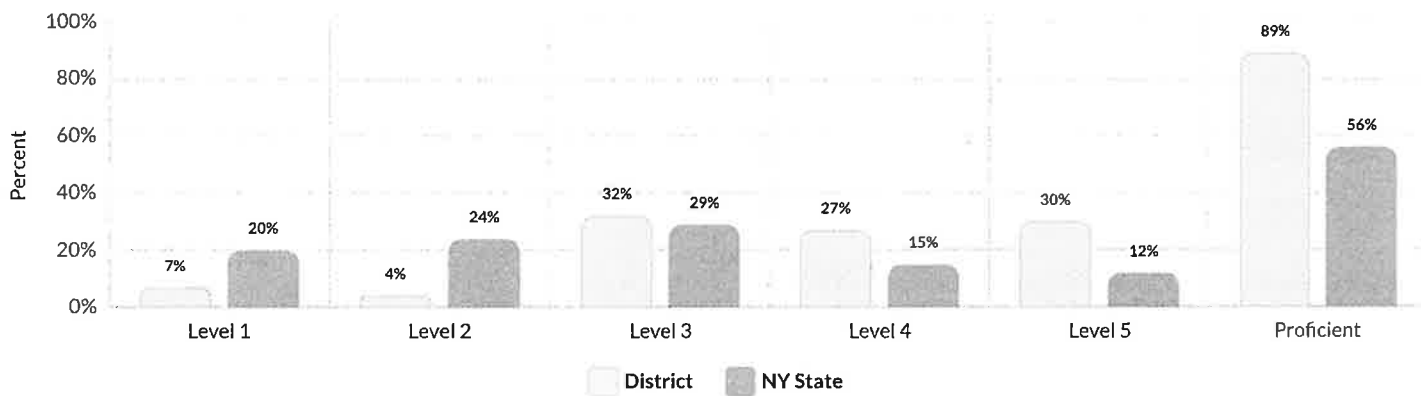
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	3	4%	4	5%	9	11%	14	18%	49	62%	72	91%
Female	46	3	7%	2	4%	4	9%	8	17%	29	63%	41	89%
Male	33	0	0%	2	6%	5	15%	6	18%	20	61%	31	94%
General Education Students	73	2	3%	2	3%	8	11%	12	16%	49	67%	69	95%
Students with Disabilities	6	1	17%	2	33%	1	17%	2	33%	0	0%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	1	8%	2	17%	1	8%	5	42%	3	25%	9	75%
White	62	2	3%	2	3%	8	13%	9	15%	41	66%	58	94%
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	0	0%	0	0%	5	100%	5	100%
Economically Disadvantaged	13	1	8%	3	23%	2	15%	4	31%	3	23%	9	69%
Not Economically Disadvantaged	66	2	3%	1	2%	7	11%	10	15%	46	70%	63	95%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	77	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	79	3	4%	4	5%	9	11%	14	18%	49	62%	72	91%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	77	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	79	3	4%	4	5%	9	11%	14	18%	49	62%	72	91%
Parent Not in Armed Forces	79	3	4%	4	5%	9	11%	14	18%	49	62%	72	91%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)

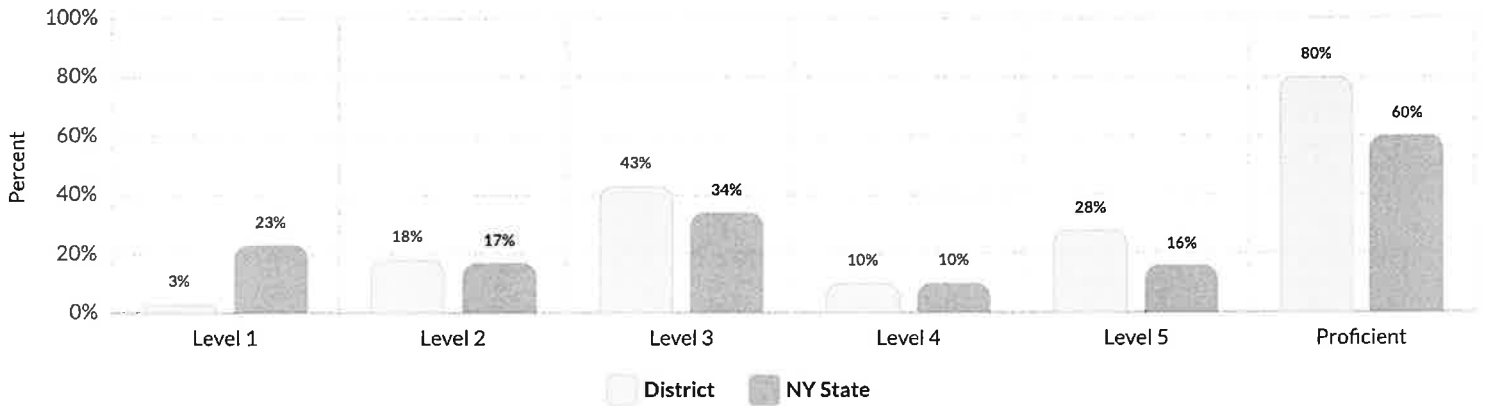
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	74	5	7%	3	4%	24	32%	20	27%	22	30%
Female	34	3	9%	2	6%	8	24%	9	26%	12	35%	29	85%
Male	40	2	5%	1	3%	16	40%	11	28%	10	25%	37	93%
General Education Students	64	4	6%	2	3%	19	30%	17	27%	22	34%	58	91%
Students with Disabilities	10	1	10%	1	10%	5	50%	3	30%	0	0%	8	80%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	—	—	—	—	—	—	—	—	—	—	—	—
White	54	2	4%	1	2%	16	30%	17	31%	18	33%	51	94%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	20	3	15%	2	10%	8	40%	3	15%	4	20%	15	75%
Economically Disadvantaged	15	3	20%	2	13%	7	47%	2	13%	1	7%	10	67%
Not Economically Disadvantaged	59	2	3%	1	2%	17	29%	18	31%	21	36%	56	95%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	73	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	74	5	7%	3	4%	24	32%	20	27%	22	30%	66	89%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	72	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	74	5	7%	3	4%	24	32%	20	27%	22	30%	66	89%
Parent Not in Armed Forces	74	5	7%	3	4%	24	32%	20	27%	22	30%	66	89%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (NEW) (JUNE 2025)

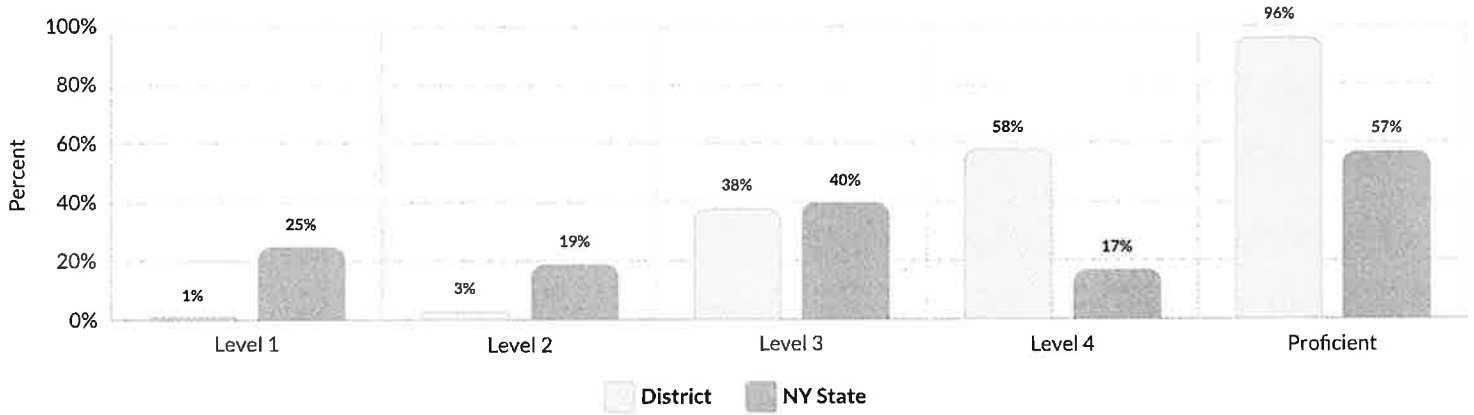
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	2	3%	14	18%	34	43%	8	10%	22	28%	64	80%
Female	36	2	6%	4	11%	11	31%	3	8%	16	44%	30	83%
Male	44	0	0%	10	23%	23	52%	5	11%	6	14%	34	77%
General Education Students	77	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	3	--	--	--	--	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	5	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	9	0	0%	3	33%	6	67%	0	0%	0	0%	6	67%
White	65	2	3%	11	17%	24	37%	8	12%	20	31%	52	80%
Multiracial	1	--	--	--	--	--	--	--	--	--	--	--	--
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	4	67%	0	0%	2	33%	6	100%
Economically Disadvantaged	15	0	0%	2	13%	11	73%	0	0%	2	13%	13	87%
Not Economically Disadvantaged	65	2	3%	12	18%	23	35%	8	12%	20	31%	51	78%
Non-English Language Learner	80	2	3%	14	18%	34	43%	8	10%	22	28%	64	80%
Not in Foster Care	80	2	3%	14	18%	34	43%	8	10%	22	28%	64	80%
Not Homeless	80	2	3%	14	18%	34	43%	8	10%	22	28%	64	80%
Not Migrant	80	2	3%	14	18%	34	43%	8	10%	22	28%	64	80%
Parent Not in Armed Forces	80	2	3%	14	18%	34	43%	8	10%	22	28%	64	80%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)

Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	71	1	1%	2	3%	27	38%	41	58%	68	96%
Female	27	0	0%	1	4%	8	30%	18	67%	26	96%
Male	44	1	2%	1	2%	19	43%	23	52%	42	95%
General Education Students	64	0	0%	1	2%	22	34%	41	64%	63	98%
Students with Disabilities	7	1	14%	1	14%	5	71%	0	0%	5	71%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	—	—	—	—	—	—	—	—	—	—
White	55	1	2%	1	2%	19	35%	34	62%	53	96%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	0	0%	1	6%	8	50%	7	44%	15	94%
Economically Disadvantaged	14	0	0%	1	7%	10	71%	3	21%	13	93%
Not Economically Disadvantaged	57	1	2%	1	2%	17	30%	38	67%	55	96%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	70	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	71	1	1%	2	3%	27	38%	41	58%	68	96%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	70	—	—	—	—	—	—	—	—	—	—
Not Migrant	71	1	1%	2	3%	27	38%	41	58%	68	96%
Parent Not in Armed Forces	71	1	1%	2	3%	27	38%	41	58%	68	96%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2024-25)

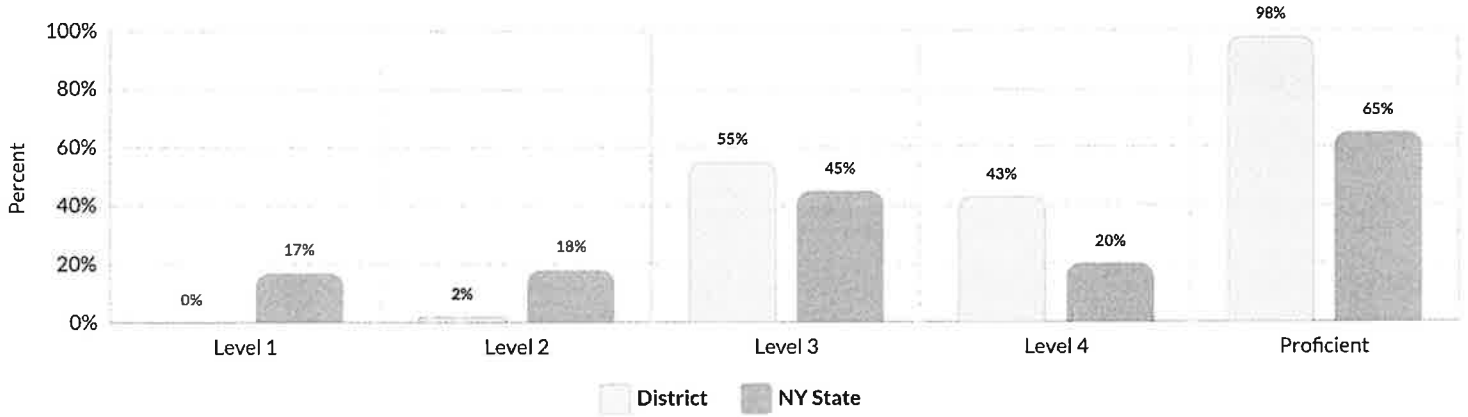
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	70	5	7%	7	10%	25	36%	33	47%	58	83%
Female	37	3	8%	2	5%	14	38%	18	49%	32	86%
Male	33	2	6%	5	15%	11	33%	15	45%	26	79%
General Education Students	61	4	7%	4	7%	21	34%	32	52%	53	87%
Students with Disabilities	9	1	11%	3	33%	4	44%	1	11%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	1	9%	6	55%	3	27%	9	82%
White	54	4	7%	6	11%	17	31%	27	50%	44	81%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	15	1	7%	4	27%	7	47%	3	20%	10	67%
Not Economically Disadvantaged	55	4	7%	3	5%	18	33%	30	55%	48	87%
Non-English Language Learner	70	5	7%	7	10%	25	36%	33	47%	58	83%
Not in Foster Care	70	5	7%	7	10%	25	36%	33	47%	58	83%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	68	—	—	—	—	—	—	—	—	—	—
Not Migrant	70	5	7%	7	10%	25	36%	33	47%	58	83%
Parent Not in Armed Forces	70	5	7%	7	10%	25	36%	33	47%	58	83%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2024-25)

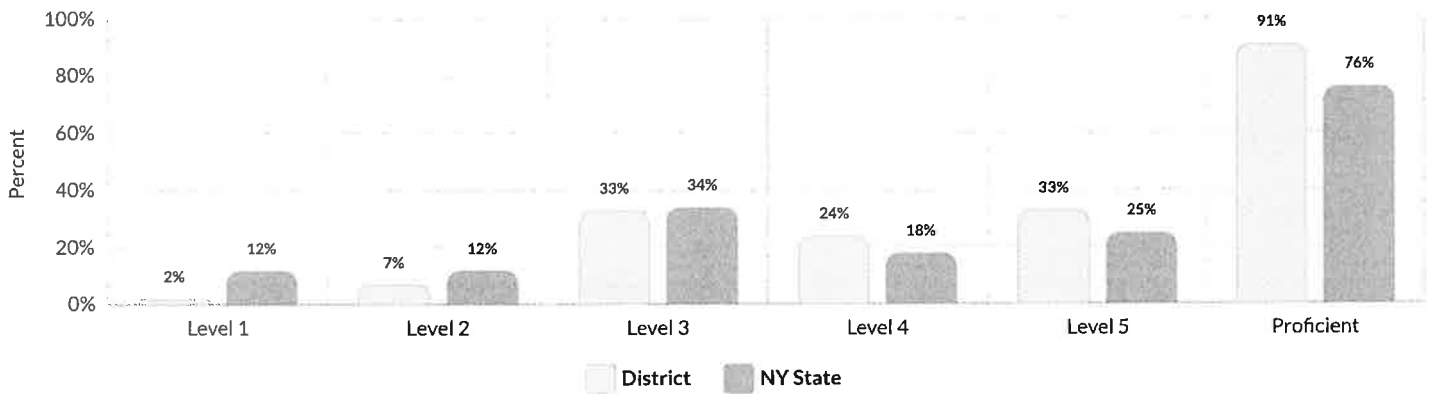
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	65	0	0%	1	2%	36	55%	28	43%	64	98%
Female	34	0	0%	1	3%	19	56%	14	41%	33	97%
Male	31	0	0%	0	0%	17	55%	14	45%	31	100%
General Education Students	64	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	-	-	-	-	-	-	-	-	-	-
White	56	0	0%	1	2%	29	52%	26	46%	55	98%
Multiracial	2	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	7	78%	2	22%	9	100%
Economically Disadvantaged	6	0	0%	0	0%	4	67%	2	33%	6	100%
Not Economically Disadvantaged	59	0	0%	1	2%	32	54%	26	44%	58	98%
Non-English Language Learner	65	0	0%	1	2%	36	55%	28	43%	64	98%
Not in Foster Care	65	0	0%	1	2%	36	55%	28	43%	64	98%
Not Homeless	65	0	0%	1	2%	36	55%	28	43%	64	98%
Not Migrant	65	0	0%	1	2%	36	55%	28	43%	64	98%
Parent Not in Armed Forces	65	0	0%	1	2%	36	55%	28	43%	64	98%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2024-25)

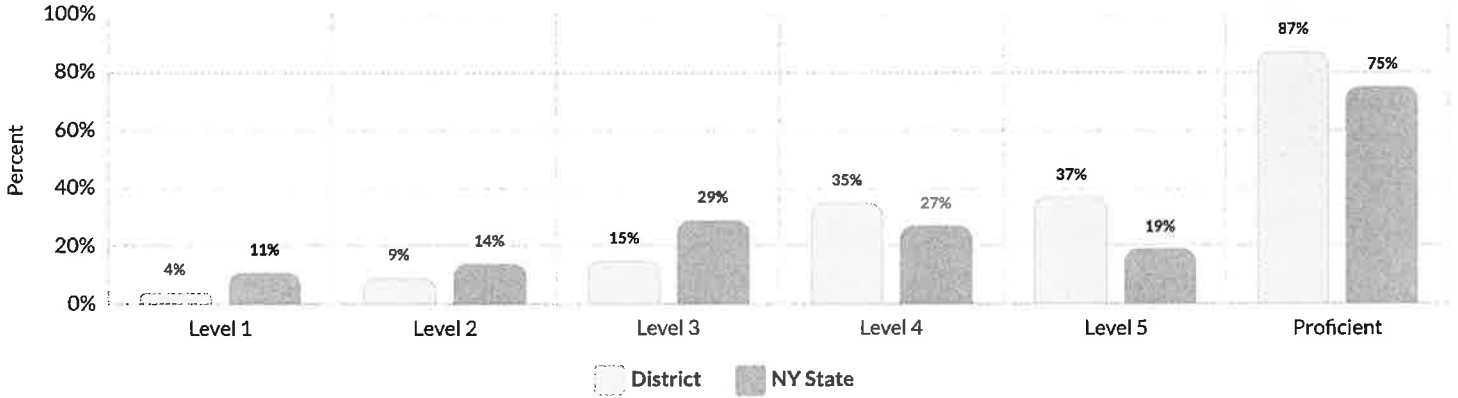
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	2	2%	6	7%	30	33%	22	24%	30	33%	82	91%
Female	43	1	2%	3	7%	14	33%	8	19%	17	40%	39	91%
Male	47	1	2%	3	6%	16	34%	14	30%	13	28%	43	91%
General Education Students	81	0	0%	4	5%	26	32%	22	27%	29	36%	77	95%
Students with Disabilities	9	2	22%	2	22%	4	44%	0	0%	1	11%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	1	9%	6	55%	0	0%	4	36%	10	91%
White	74	2	3%	5	7%	24	32%	19	26%	24	32%	67	91%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total, Race & Ethnicity	5	0	0%	0	0%	0	0%	3	60%	2	40%	5	100%
Economically Disadvantaged	16	1	6%	1	6%	7	44%	3	19%	4	25%	14	88%
Not Economically Disadvantaged	74	1	1%	5	7%	23	31%	19	26%	26	35%	68	92%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	90	2	2%	6	7%	30	33%	22	24%	30	33%	82	91%
Not Homeless	90	2	2%	6	7%	30	33%	22	24%	30	33%	82	91%
Not Migrant	90	2	2%	6	7%	30	33%	22	24%	30	33%	82	91%
Parent Not in Armed Forces	90	2	2%	6	7%	30	33%	22	24%	30	33%	82	91%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (2024-25)

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	75	3	4%	7	9%	11	15%	26	35%	28	37%	65	87%
Female	35	2	6%	3	9%	9	26%	9	26%	12	34%	30	86%
Male	40	1	3%	4	10%	2	5%	17	43%	16	40%	35	88%
General Education Students	66	2	3%	6	9%	9	14%	22	33%	27	41%	58	88%
Students with Disabilities	9	1	11%	1	11%	2	22%	4	44%	1	11%	7	78%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	2	17%	2	17%	3	25%	2	17%	3	25%	8	67%
White	55	1	2%	5	9%	8	15%	22	40%	19	35%	49	89%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	0	0%	2	25%	6	75%	8	100%
Economically Disadvantaged	15	2	13%	2	13%	3	20%	5	33%	3	20%	11	73%
Not Economically Disadvantaged	60	1	2%	5	8%	8	13%	21	35%	25	42%	54	90%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	72	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	75	3	4%	7	9%	11	15%	26	35%	28	37%	65	87%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	73	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	75	3	4%	7	9%	11	15%	26	35%	28	37%	65	87%
Parent Not in Armed Forces	75	3	4%	7	9%	11	15%	26	35%	28	37%	65	87%

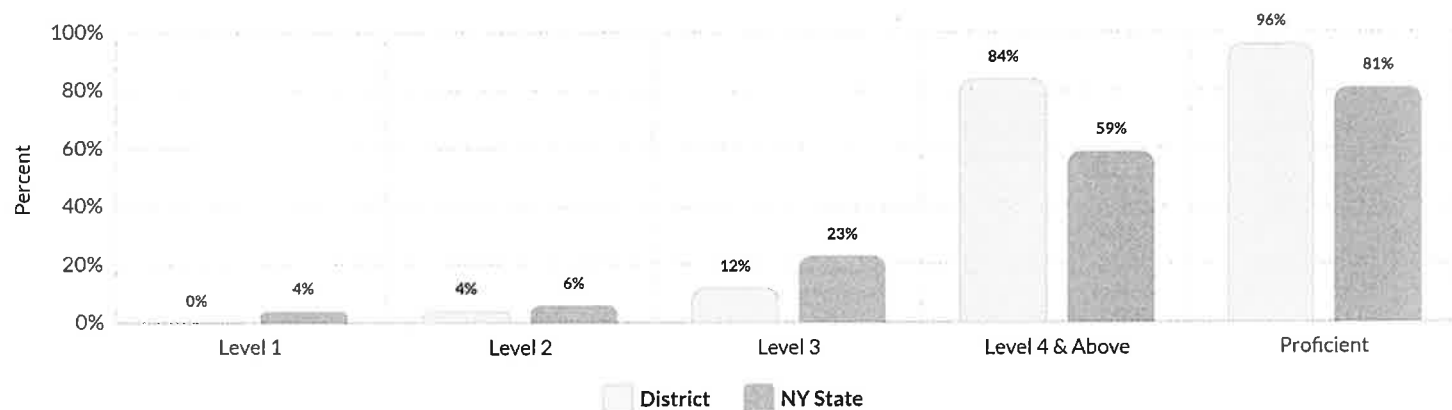
TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age. 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.

2021 TOTAL COHORT REGENTS IN ELA

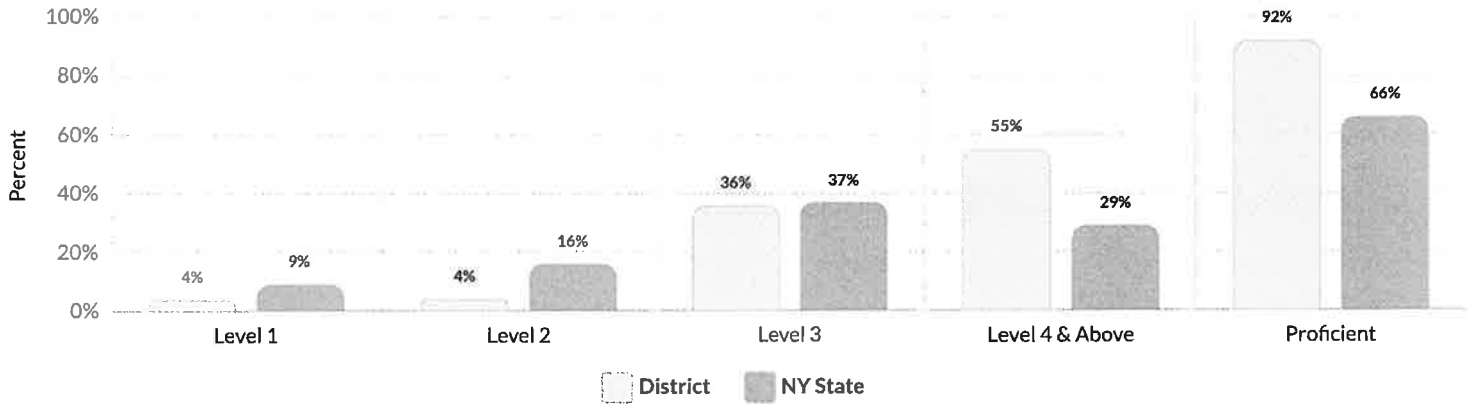
Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	0	0%	74	100%	0	0%	3	4%	9	12%	62	84%	71	96%
Female	34	0	0%	34	100%	0	0%	1	3%	4	12%	29	85%	33	97%
Male	40	0	0%	40	100%	0	0%	2	5%	5	13%	33	83%	38	95%
General Education Students	65	0	0%	65	100%	0	0%	0	0%	6	9%	59	91%	65	100%
Students with Disabilities	9	0	0%	9	100%	0	0%	3	33%	3	33%	3	33%	6	67%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	14	100%	0	0%	1	7%	4	29%	9	64%	13	93%
White	54	0	0%	54	100%	0	0%	2	4%	4	7%	48	89%	52	96%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	17	0	0%	17	100%	0	0%	2	12%	4	24%	11	65%	15	88%
Not Economically Disadvantaged	57	0	0%	57	100%	0	0%	1	2%	5	9%	51	89%	56	98%
Non-English Language Learner	74	0	0%	74	100%	0	0%	3	4%	9	12%	62	84%	71	96%
Not in Foster Care	74	0	0%	74	100%	0	0%	3	4%	9	12%	62	84%	71	96%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	72	0	—	72	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	74	0	0%	74	100%	0	0%	3	4%	9	12%	62	84%	71	96%
Parent Not in Armed Forces	74	0	0%	74	100%	0	0%	3	4%	9	12%	62	84%	71	96%

2021 TOTAL COHORT REGENTS IN MATH

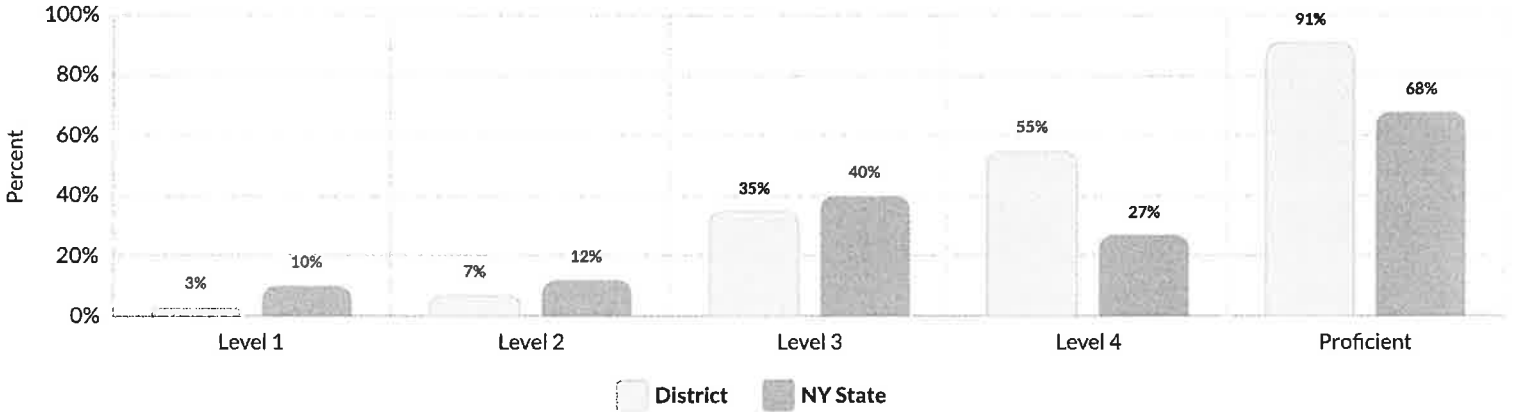
Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	0	0%	74	100%	3	4%	3	4%	27	36%	41	55%	68	92%
Female	34	0	0%	34	100%	1	3%	1	3%	15	44%	17	50%	32	94%
Male	40	0	0%	40	100%	2	5%	2	5%	12	30%	24	60%	36	90%
General Education Students	65	0	0%	65	100%	1	2%	1	2%	23	35%	40	62%	63	97%
Students with Disabilities	9	0	0%	9	100%	2	22%	2	22%	4	44%	1	11%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	4	0	--	4	--	--	--	--	--	--	--	--	--	--	--
Black or African American	2	0	--	2	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	14	0	0%	14	100%	0	0%	1	7%	7	50%	6	43%	13	93%
White	54	0	0%	54	100%	2	4%	1	2%	17	31%	34	63%	51	94%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	17	0	0%	17	100%	2	12%	2	12%	8	47%	5	29%	13	76%
Not Economically Disadvantaged	57	0	0%	57	100%	1	2%	1	2%	19	33%	36	63%	55	96%
Non-English Language Learner	74	0	0%	74	100%	3	4%	3	4%	27	36%	41	55%	68	92%
Not in Foster Care	74	0	0%	74	100%	3	4%	3	4%	27	36%	41	55%	68	92%
Homeless	2	0	--	2	--	--	--	--	--	--	--	--	--	--	--
Not Homeless	72	0	--	72	--	--	--	--	--	--	--	--	--	--	--
Not Migrant	74	0	0%	74	100%	3	4%	3	4%	27	36%	41	55%	68	92%
Parent Not in Armed Forces	74	0	0%	74	100%	3	4%	3	4%	27	36%	41	55%	68	92%

2021 TOTAL COHORT REGENTS IN SCIENCE

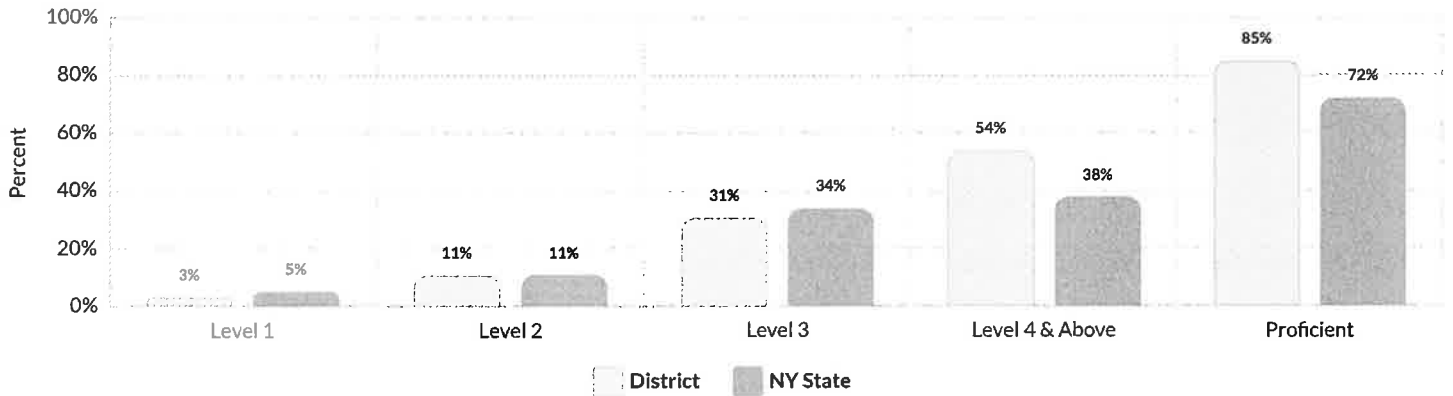
Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	0	0%	74	100%	2	3%	5	7%	26	35%	41	55%	67	91%
Female	34	0	0%	34	100%	2	6%	1	3%	13	38%	18	53%	31	91%
Male	40	0	0%	40	100%	0	0%	4	10%	13	33%	23	58%	36	90%
General Education Students	65	0	0%	65	100%	1	2%	1	2%	23	35%	40	62%	63	97%
Students with Disabilities	9	0	0%	9	100%	1	11%	4	44%	3	33%	1	11%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	14	100%	2	14%	0	0%	6	43%	6	43%	12	86%
White	54	0	0%	54	100%	0	0%	4	7%	18	33%	32	59%	50	93%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	5	83%
Economically Disadvantaged	17	0	0%	17	100%	1	6%	2	12%	10	59%	4	24%	14	82%
Not Economically Disadvantaged	57	0	0%	57	100%	1	2%	3	5%	16	28%	37	65%	53	93%
Non-English Language Learner	74	0	0%	74	100%	2	3%	5	7%	26	35%	41	55%	67	91%
Not in Foster Care	74	0	0%	74	100%	2	3%	5	7%	26	35%	41	55%	67	91%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	72	0	—	72	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	74	0	0%	74	100%	2	3%	5	7%	26	35%	41	55%	67	91%
Parent Not in Armed Forces	74	0	0%	74	100%	2	3%	5	7%	26	35%	41	55%	67	91%

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY

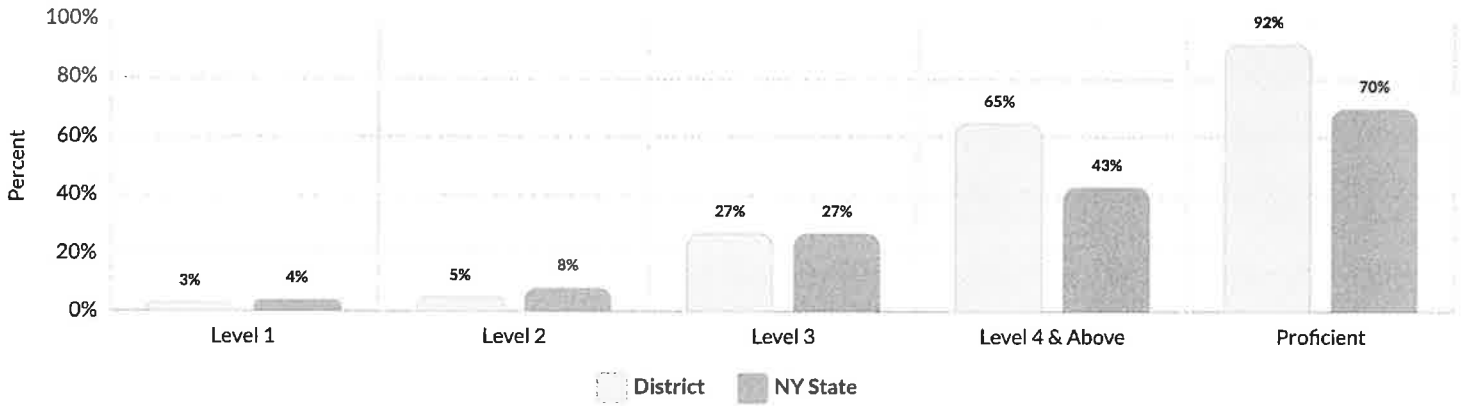
Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	1	1%	73	99%	2	3%	8	11%	23	31%	40	54%	63	85%
Female	34	0	0%	34	100%	1	3%	3	9%	12	35%	18	53%	30	88%
Male	40	1	3%	39	98%	1	3%	5	13%	11	28%	22	55%	33	83%
General Education Students	65	1	2%	64	98%	0	0%	5	8%	20	31%	39	60%	59	91%
Students with Disabilities	9	0	0%	9	100%	2	22%	3	33%	3	33%	1	11%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	14	100%	1	7%	3	21%	3	21%	7	50%	10	71%
White	54	1	2%	53	98%	1	2%	3	6%	20	37%	29	54%	49	91%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	0	0%	4	67%	4	67%
Economically Disadvantaged	17	0	0%	17	100%	2	12%	3	18%	7	41%	5	29%	12	71%
Not Economically Disadvantaged	57	1	2%	56	98%	0	0%	5	9%	16	28%	35	61%	51	89%
Non-English Language Learner	74	1	1%	73	99%	2	3%	8	11%	23	31%	40	54%	63	85%
Not in Foster Care	74	1	1%	73	99%	2	3%	8	11%	23	31%	40	54%	63	85%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	72	1	—	71	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	74	1	1%	73	99%	2	3%	8	11%	23	31%	40	54%	63	85%
Parent Not in Armed Forces	74	1	1%	73	99%	2	3%	8	11%	23	31%	40	54%	63	85%

2021 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	74	0	0%	74	100%	2	3%	4	5%	20	27%	48	65%
Female	34	0	0%	34	100%	1	3%	3	9%	11	32%	19	56%	30	88%
Male	40	0	0%	40	100%	1	3%	1	3%	9	23%	29	73%	38	95%
General Education Students	65	0	0%	65	100%	1	2%	2	3%	16	25%	46	71%	62	95%
Students with Disabilities	9	0	0%	9	100%	1	11%	2	22%	4	44%	2	22%	6	67%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	14	100%	1	7%	1	7%	6	43%	6	43%	12	86%
White	54	0	0%	54	100%	1	2%	2	4%	13	24%	38	70%	51	94%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	1	17%	4	67%	5	83%
Economically Disadvantaged	17	0	0%	17	100%	1	6%	3	18%	8	47%	5	29%	13	76%
Not Economically Disadvantaged	57	0	0%	57	100%	1	2%	1	2%	12	21%	43	75%	55	96%
Non-English Language Learner	74	0	0%	74	100%	2	3%	4	5%	20	27%	48	65%	68	92%
Not in Foster Care	74	0	0%	74	100%	2	3%	4	5%	20	27%	48	65%	68	92%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	72	0	—	72	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	74	0	0%	74	100%	2	3%	4	5%	20	27%	48	65%	68	92%
Parent Not in Armed Forces	74	0	0%	74	100%	2	3%	4	5%	20	27%	48	65%	68	92%

HALDANE CSD - NEW YORK STATE REPORT CARD [2024 - 25]

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

Glossary and Guide

✦ What data would you like to see?

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

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

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

HALDANE CSD - NEW YORK STATE REPORT CARD [2024 - 25]

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

Glossary and Guide

+ What data would you like to see?

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

SUBGROUP	READING				MATH			
	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%

*There are not sufficient data for this subgroup.

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

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

*There are not sufficient data for this subgroup.

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

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%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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%

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

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

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

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%

TOTAL COHORT GRADUATION RATE (2024-25)

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	74	72	97%	0	0%	72	97%	0	0%	0	0%	2	3%	0	0%	0	0%
Female	34	33	97%	0	0%	33	97%	0	0%	0	0%	1	3%	0	0%	0	0%
Male	40	39	98%	0	0%	39	98%	0	0%	0	0%	1	3%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	65	65	100%	0	0%	65	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	9	7	78%	0	0%	7	78%	0	0%	0	0%	2	22%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	14	14	100%	0	0%	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%
White	54	52	96%	0	0%	52	96%	0	0%	0	0%	2	4%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	17	16	94%	0	0%	16	94%	0	0%	0	0%	1	6%	0	0%	0	0%
Not Economically Disadvantaged	57	56	98%	0	0%	56	98%	0	0%	0	0%	1	2%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	74	72	97%	0	0%	72	97%	0	0%	0	0%	2	3%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	74	72	97%	0	0%	72	97%	0	0%	0	0%	2	3%	0	0%	0	0%
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	72	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	74	72	97%	0	0%	72	97%	0	0%	0	0%	2	3%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	74	72	97%	0	0%	72	97%	0	0%	0	0%	2	3%	0	0%	0	0%