

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT



2023-2024
PROPOSED BUDGET
May 16, 2023

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Ileana Eckert

Interim School Business Administrator

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THE MISSION OF THE SOUTH ORANGETOWN CENTRAL SCHOOL

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

Our values are:

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

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

On April 18, 2023, the South Orangetown Central School District Board of Education adopted the proposed 2023-2024 school budget in the amount of \$108,815,021. **As has been the practice every year, the District's budget stays within the allowable tax cap at 2.08%.**

As a result of the District's ongoing efforts to contain ever-increasing costs, the proposed budget represents \$1,000,000 in cuts achieved through the elimination of 6.5 positions through attrition, reductions in facilities expenditures, savings from hiring new staff to backfill retirement vacancies and streamlining of software licensing. Our administrative team has worked diligently to review offerings and reallocate existing resources and staffing, as needed, to meet demand for new programs and courses.

As you have seen in our social media feeds, e-blasts and community newsletters, our students, staff and schools continue to achieve at the local, state and national levels. The proposed budget supports our robust programs and services to meet the academic, social and mental health needs of our K-12 students and prepare them all for success beyond graduation.

We are gearing up for a wide range of capital work in our schools. Repairs to the South Orangetown Middle School pool are underway. Summer 2023 work approved in last year's budget—clocks/public address/lockdown system at Cottage Lane Elementary School and accessible bathroom renovations at CLE, SOMS and Tappan Zee High School—will begin in June. State approval for Capital Improvements Project Phase I construction at William O. Schaefer Elementary School and CLE is pending; however, installation of a new video board and scoreboard in the TZHS main gym will be completed this summer. Our Smart Schools Bond Project was just approved by the state and district-wide cabling upgrades will be done by September.

Thank you for your support in helping us to maintain a competitive, comprehensive and innovative educational experience for all South Orangetown students.

Please vote on May 16.

Ileana Eckert
Interim Superintendent of Schools

Dana Stilley, Ph.D.
President, Board of Education

FIVE - YEAR ADOPTED BUDGET AND PROPERTY TAX LEVY CAP

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

There are several important aspects in understanding the Tax Cap:

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

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

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

	Adopted Budget 2019-2020	Adopted Budget 2020-2021	Adopted Budget 2021-2022	Adopted Budget 2022-2023	Proposed Budget 2023-2024
SCHOOL DISTRICT BUDGET	\$ 94,755,161 3.20%	\$ 96,839,306 2.20%	\$ 98,208,170 1.41%	\$ 101,554,865 3.41%	\$ 108,815,021 7.15%
LESS:					
State Aid	(12,159,046)	(12,081,679)	(12,605,405)	(13,637,140)	(16,417,297)
Fund Balance	-	-	-	-	(1,700,000)
Other Revenue	(1,297,573)	(1,163,362)	(1,926,580)	(1,927,605)	(2,916,996)
TAX LEVY	\$ 81,298,542	\$ 83,594,265	\$ 83,676,185	\$ 85,990,120	\$ 87,780,728
TAX LEVY INCREASE	\$ 2,914,380	\$ 2,295,723	\$ 81,920	\$ 2,313,935	\$ 1,790,608
TAX LEVY PERCENTAGE INCREASE	3.72%	2.82%	0.10%	2.77%	2.08%

2023-24 Proposed Budget	\$ 108,815,021
Less Estimated State Aid	(16,417,297)
Less Appropriated Fund Balance & Reserves	(1,700,000)
Less Other Revenues	(2,916,996)
2023-24 Allowable Tax Levy Prescribed by Chapter 97 of the Laws of 2011	\$ 87,780,728

2023-24 Tax Levy Limit (Threshold)	\$ 84,617,941
Plus 2023-24 Allowable Exclusions	
Net, Capital Tax Levy	3,162,787
Pension Exclusions	0
	<u>3,162,787</u>
2023-24 "Maximum Allowable Levy"	\$ 87,780,728



For 2023-24, South Orangetown Central School District's Proposed Tax Levy after exclusions is equal to 2023-24 "Tax Levy Limit" allowed by Law, therefore a simple majority, 50% + 1 of the voters is required for approval of the School District Budget

**SOUTH ORANGETOWN CSD
GENERAL FUND REVENUES**

Account Code	2020-21 Actual	2021-22 Actual	2022-23 Budget	2023-24 Proposed	\$ Chg. Proposed vs. Adopted	Notes
REVENUES - LOCAL SOURCES						
Real Property Taxes:						
1001	78,656,572	79,365,225	85,990,120	87,780,728	1,790,608	1
1085	4,937,693	4,298,601	-	-	-	2
1001.A	(55,000)	(34,777)	(55,000)	(55,000)	-	3
1081	68,380	70,431	72,544	74,721	2,177	4
Total	83,607,645	83,699,480	86,007,664	87,800,449	1,792,785	
Charges For Services:						
2230	-	-	-	-	-	5
1315	39,038	48,400	37,500	50,000	12,500	6
1335	-	642	-	-	-	
1410	-	17,417	5,250	15,000	9,750	
Total	39,038	66,459	42,750	65,000	22,250	
Use of Money & Property						
2401	14,947	333,621	45,000	575,000	530,000	7
2410	1,596,571	1,680,421	1,686,651	1,730,000	43,349	8
Total	1,611,518	2,014,042	1,731,651	2,305,000	573,349	

Sale of Property & Compensation For Loss							
2655	Minor Sales	1,055	1,130	-	-	-	
2680	Insurance Recoveries	5,936	21,111	-	-	-	9
	Other	670	41,200	-	-	-	
	Total	7,660	63,441	-	-	-	
Miscellaneous							
2701	Refund of Prior Years' Expenditures	258,275	321,916	135,660	400,000	264,340	10
2705	Donations	-	7,500	-	-	-	
2705.1	21st Century Grant	7,275	7,275	-	7,275	7,275	11
2770	Other	2,748	35,944	-	-	-	
	Total	268,299	372,635	135,660	407,275	271,615	
REVENUES - STATE SOURCES							
3101	Foundation Aid inclusive of Lottery aid, Excess Cost, BOCES, Transportation, Building & GEA	12,883,355	13,588,363	13,384,130	16,167,643	2,783,513	12
3260	Textbook Aid	177,896	169,857	174,742	170,000	(4,742)	12
3262	Computer Software Aid	44,791	62,147	41,637	41,000	(637)	12
3262.1	Computer Hardware Aid	19,610	-	21,099	21,459	360	12
3263	Library Aid	18,687	17,793	15,532	17,195	1,663	12
3289	Other Aid	(299,632)	80,675	-	80,000	80,000	
	Total	12,844,707	13,918,835	13,637,140	16,497,297	2,860,157	
REVENUES - FEDERAL SOURCES							
4286	CARES ACT EDUCATION STABILIZATION FUND	261,708					
4601	Medicaid Assistance	28,238	91,350	-	40,000	40,000	
	Total	289,946	91,350	-	40,000	40,000	
TOTAL REVENUES		98,668,811	100,226,242	101,554,865	107,115,021	5,560,156	
OTHER FINANCING SOURCES							
5050	Operating Transfers In	-	-	-	-	-	
5052	Transfer from U.I. Reserve	-	-	-	1,700,000	1,700,000	
5788	Leases	-	391,769	-	-	-	
	Total	-	391,769	-	1,700,000	1,700,000	
TOTAL REVENUES		\$ 98,668,811	\$ 100,618,011	\$ 101,554,865	\$ 108,815,021	\$ 7,260,156	

EXPLANATORY NOTES:

- 1 **Real Property Taxes - Maximum Allowable Tax Levy:** Represents the allowable tax levy as prescribed by Chapter 97 of the Laws of 2011.
- 2 **Real Property Taxes - Star Exemption:** In order to reflect the true tax levy, an estimate for the STAR Exemption has not been reflected since this is a rebate from New York State to property owners. The reclassification of the STAR portion will be made in August when STAR applications are completed by the Town. The STAR exemption savings cannot increase by more than 2% in a given year. For 2023-24 the exemptions are as follows:

	Maximum STAR Exemption	
	Basic	Enhanced
Homestead	\$979	\$2,306
Non-Homestead	\$1,697	\$3,618

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

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

- 9 **Insurance Recoveries:** Generally represents an insurance recovery for workers' compensation claims, property damage, etc.
- 10 **Refund of Prior Year's Expenditures:** The majority of this revenue represents refunds from the Board of Cooperative Educational Services (BOCES) for fees/tuitions charged in excess of final program costs and funds from Rockland County for Committee on Preschool Education expenses.
- 11 **21st Century Grant:** Rockland County provides a grant to various Districts each year to assist in the support of the District's Family Resource Center for early literacy.
- 12 **State Aid:** Represents the Governor's Proposed Budget for 2023-2024. All other aides are based on student enrollments and expense driven aid.

**SOUTH ORANGETOWN CSD
GENERAL FUND APPROPRIATIONS**

Account	Description	2021 - 22 Adopted Budget	2022 - 23 Adopted Budget	2023 - 24 Proposed Budget	\$ Change
A1010.4	Contractual And Other	36,250	27,050	28,250	1,200
A1010.45	Materials And Supplies	1,540	1,232	1,500	268
A1010.49	Boces Services	11,717	23,947	24,000	53
1010	BOARD OF EDUCATION	\$ 49,507	\$ 52,229	\$ 53,750	\$ 1,521
A1040.16	Noninstructional Salaries	10,941	11,149	11,000	(149)
A1040.4	Contractual And Other	500	400	400	0
A1040.45	Materials And Supplies	3,000	2,400	2,400	0
1040	DISTRICT CLERK	\$ 14,441	\$ 13,949	\$ 13,800	\$ (149)
A1060.4	Contractual And Other	15,000	15,000	15,000	0
A1060.45	Materials And Supplies	3,800	3,040	3,100	60
1060	DISTRICT MEETING	\$ 18,800	\$ 18,040	\$ 18,100	\$ 60
10	TOTAL BOARD OF EDUCATION	\$ 82,748	\$ 84,218	\$ 85,650	\$ 1,432

EXPLANATORY NOTES:

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

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

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

Account	Description	2021 - 22 Adopted Budget	2022 - 23 Adopted Budget	2023 - 24 Proposed Budget	\$ Change
A1240.15	Instructional Salaries	262,846	262,846	285,000	22,154
A1240.16	Noninstructional Salaries	89,013	90,751	101,500	10,749
A1240.4	Contractual and Other	29,500	26,800	28,857	2,057
A1240.45	Materials and Supplies	4,528	3,622	4,500	878
1240	CHIEF SCHOOL ADMINISTRATOR	\$ 385,887	\$ 384,019	\$ 419,857	\$ 35,838
12	TOTAL CHIEF SCHOOL ADMINISTRATOR	\$ 385,887	\$ 384,019	\$ 419,857	\$ 35,838

EXPLANATORY NOTES:
CENTRAL ADMINISTRATION

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

Account	Description	2021 - 22 Adopted Budget	2022 - 23 Adopted Budget	2023 - 24 Proposed Budget	\$ Change
A1310.15	Instructional Salaries	197,120	214,200	225,000	10,800
A1310.16	Noninstructional Salaries	542,097	524,650	565,156	40,506
A1310.4	Contractual and Other	44,504	40,604	30,900	(9,704)
A1310.45	Materials and Supplies	14,000	11,200	11,200	0
A1310.49	BOCES Services	15,157	15,157	19,800	4,643
1310	BUSINESS ADMINISTRATION	\$ 812,878	\$ 805,811	\$ 852,056	\$ 46,245
A1320.4	Contractual and Other	95,000	95,000	95,000	0
1320	AUDITING	\$ 95,000	\$ 95,000	\$ 95,000	\$ -
A1325.16	Noninstructional Salaries	10,000	10,000	15,000	5,000
A1325.4	Contractual and Other	1,700	1,360	2,300	940
A1325.45	Materials and Supplies	500	400	480	80
1325	TREASURER	\$ 12,200	\$ 11,760	\$ 17,780	\$ 6,020
A1345.16	Noninstructional Salaries	76,800	81,836	84,000	2,164
A1345.4	Contractual and Other	10,346	11,450	10,700	(750)
A1345.45	Materials and Supplies	845	675	400	(275)
1345	PURCHASING	\$ 87,991	\$ 93,961	\$ 95,100	\$ 1,139
13	TOTAL FINANCE	\$ 1,008,069	\$ 1,006,532	\$ 1,059,936	\$ 53,404

EXPLANATORY NOTES:

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

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

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

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

Account	Description	2021 - 22 Adopted Budget	2022 - 23 Adopted Budget	2023 - 24 Proposed Budget	\$ Change
A1420.4	Contractual and Other	140,000	140,000	150,000	10,000
1420	LEGAL	\$ 140,000	\$ 140,000	\$ 150,000	\$ 10,000
A1430.15	Instructional Salaries	186,947	189,178	197,500	8,322
A1430.16	Noninstructional Salaries	183,070	183,810	203,410	19,600
A1430.4	Contractual and Other	20,500	24,480	24,900	420
A1430.45	Materials and Supplies	10,000	8,000	8,000	0
A1430.49	BOCES Services	111,219	111,219	122,279	11,060
1430	PERSONNEL	\$ 511,736	\$ 516,687	\$ 556,089	\$ 39,402
A1460.4	Contractual and Other	1,500	1,200	1,200	0
A1460.45	Materials and Supplies	3,500	2,800	1,500	(1,300)
A1460.49	BOCES Services	10,404	10,404	10,710	306
1460	RECORDS MANAGEMENT OFFICER	\$ 15,404	\$ 14,404	\$ 13,410	\$ (994)
A1480.4	Contractual and Other	23,000	18,400	18,400	0
A1480.45	Materials and Supplies	4,000	3,200	0	(3,200)
A1480.49	BOCES Services	184,160	184,160	291,000	106,840
1480	PUBLIC INFORMATION & SERVICES	\$ 211,160	\$ 205,760	\$ 309,400	\$ 103,640
14	TOTAL STAFF	\$ 878,300	\$ 876,851	\$ 1,028,899	\$ 152,048

EXPLANATORY NOTES:

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

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

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

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

Account	Description	2021 - 22 Adopted Budget	2022 - 23 Adopted Budget	2023 - 24 Proposed Budget	\$ Change
A1620.16	Noninstructional Salaries	1,377,386	1,326,873	1,432,763	105,890
A1620.2	Equipment	26,100	26,100	27,405	1,305
A1620.4	Contractual and Other	2,595,088	2,665,711	3,251,367	585,656
A1620.45	Materials and Supplies	225,000	180,000	190,000	10,000
1620	OPERATION OF PLANT	\$ 4,223,573	\$ 4,198,684	\$ 4,901,535	\$ 702,851
A1621.16	Noninstructional Salaries	534,242	615,833	681,301	65,468
A1621.2	Equipment	121,212	121,212	121,212	0
A1621.4	Contractual and Other	1,235,470	935,588	966,862	31,274
A1621.45	Materials and Supplies	175,500	140,400	163,975	23,575
A1621.49	BOCES Services	620	620	0	(620)
1621	MAINTENANCE OF PLANT	\$ 2,067,044	\$ 1,813,653	\$ 1,933,350	\$ 119,697
A1622.2	Equipment	0	0	0	0
A1622.4	Contractual and Other	8,360	96,690	115,995	19,305
A1622.45	Materials and Supplies	8,500	6,800	10,000	3,200
A1622.49	BOCES Services	69,360	69,360	72,851	3,491
1622	SECURITY OF PLANT	\$ 86,220	\$ 172,850	\$ 198,846	\$ 25,996
A1670.16	Noninstructional Salaries	1,500	1,500	0	(1,500)
A1670.4	Contractual and Other	116,000	109,400	36,300	(73,100)
A1670.45	Materials and Supplies	71,236	92,988	61,000	(31,988)
A1670.49	BOCES Services	90,047	90,047	168,669	78,622
1670	CENTRAL PRINTING & MAILING	\$ 278,783	\$ 293,935	\$ 265,969	\$ (27,966)
16	TOTAL CENTRAL SERVICES	\$ 6,655,620	\$ 6,479,122	\$ 7,299,700	\$ 820,578

EXPLANATORY NOTES:

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

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

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

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

Account	Description	2021 - 22	2022 - 23	2023 - 24	\$
		Adopted Budget	Adopted Budget	Proposed Budget	Change
A1910.4	Unallocated Insurance	374,388	399,952	419,729	19,777
1910	UNALLOCATED INSURANCE	\$ 374,388	\$ 399,952	\$ 419,729	\$ 19,777
A1930.4	Judgment and Claims	20,000	16,000	0	(16,000)
1930	JUDGMENTS & CLAIMS	\$ 20,000	\$ 16,000	\$ -	\$ (16,000)
A1950.4	Assessments on School Property	100,994	108,337	114,000	5,663
1950	ASSESSMENTS ON SCHOOL PROPERTY	\$ 100,994	\$ 108,337	\$ 114,000	\$ 5,663
A1964.4	Refund on Real Property Taxes	0	0	0	0
1964	REFUND ON REAL PROPERTY TAXES	0	0	0	0
A1981.49	BOCES Administrative Costs	391,517	399,348	397,093	(2,255)
1981	BOCES ADMINISTRATIVE COSTS	\$ 391,517	\$ 399,348	\$ 397,093	\$ (2,255)
A1983.49	BOCES Capital Expenses	117,104	160,119	171,820	11,701
1983	BOCES ADMINISTRATIVE COSTS	\$ 117,104	\$ 160,119	\$ 171,820	\$ 11,701
19	SPECIAL ITEMS	\$ 1,004,003	\$ 1,083,756	\$ 1,102,642	\$ 18,886
1	TOTAL GENERAL SUPPORT	\$ 10,014,628	\$ 9,914,498	\$ 10,996,683	\$ 1,082,185

EXPLANATORY NOTES:

Unallocated Insurance: The District's insurance premiums cover the following: liability insurance, multi-peril (vandalism), general liability, underground storage tanks, boiler and machinery, automobile, employee fidelity crime insurance, excess liability, student accident insurance, school board legal liability, cyber liability. This code also contains budgeted funds for student accident insurance. The insurance premium is estimated to increase by 5%.

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

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

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

Account	Description	2021 - 22	2022 - 23	2023 - 24	\$
		Adopted Budget	Adopted Budget	Proposed Budget	Change
A2010.15	Instructional Salaries	1,357,928	1,345,955	1,314,421	(31,534)
A2010.16	Noninstructional Salaries	118,147	99,983	88,882	(11,101)
A2010.4	Contractual and Other	71,171	65,656	65,696	40
A2010.45	Materials and Supplies	25,000	20,000	16,000	(4,000)
A2010.49	BOCES Services	317,348	317,348	237,288	(80,060)
2010	CURRICULUM DEVEL & SUPERVISION	\$ 1,889,593	\$ 1,848,942	\$ 1,722,287	\$ (126,655)
A2020.15	Instructional Salaries	1,604,994	1,633,868	1,672,500	38,632
A2020.16	Noninstructional Salaries	690,555	680,966	681,254	288
A2020.4	Contractual and Other	59,708	49,453	42,052	(7,401)
A2020.45	Materials and Supplies	23,663	18,928	17,242	(1,686)
2020	SUPERVISION	\$ 2,378,920	\$ 2,383,215	\$ 2,413,048	\$ 29,833
20	ADMINISTRATION AND IMPROVEMENTS	\$ 4,268,513	\$ 4,232,157	\$ 4,135,335	\$ (96,822)

EXPLANATORY NOTES:

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

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

Account	Description	2021 - 22	2022 - 23	2023 - 24	\$
		Adopted Budget	Adopted Budget	Proposed Budget	Change
A2110.12a	Teacher Salaries, Full Day Kindergarten – 3	6,167,036	6,220,188	6,061,437	(158,751)
A2110.12b	Teacher Salaries, 4 - 6	5,440,747	5,160,715	5,274,235	113,520
A2110.13	Teacher Salaries, 7 - 12	14,634,468	14,506,119	14,843,590	337,471
A2110.14	Substitute Teacher Salaries	680,579	620,183	726,044	105,861
A2110.16	Noninstructional Salaries	908,482	878,601	719,690	(158,911)
A2110.2	Equipment	0	0	0	0
A2110.4	Contractual and Other	182,867	151,165	193,564	42,399
A2110.45	Materials and Supplies	534,741	427,790	458,103	30,313
A2110.472	Tuition - All Other	5,626	5,626	5,626	0
A2110.48	Textbooks	277,696	277,697	251,825	(25,872)
A2110.49b	Other BOCES Services - Not ELL	67,158	107,158	86,231	(20,927)
2110	TEACHING	\$ 28,899,399	\$ 28,355,242	\$ 28,620,346	\$ 265,104
21	GENERAL EDUCATION	\$ 28,899,399	\$ 28,355,242	\$ 28,620,346	\$ 265,104

EXPLANATORY NOTES:

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

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

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

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

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

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

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

Account	Description	2021 - 22 Adopted Budget	2022 - 23 Adopted Budget	2023 - 24 Proposed Budget	\$ Change
A2250.15	Instructional Salaries	6,429,680	6,449,239	6,825,652	376,413
A2250.16	Noninstructional Salaries	484,446	472,843	675,716	202,873
A2250.4	Contractual and Other	76,641	61,371	80,200	18,829
A2250.45	Materials and Supplies	36,832	29,650	30,000	350
A2250.471	Tuition Paid to Public Districts in NYS	47,077	50,000	50,000	0
A2250.472	Tuition - All Other (Specify)	884,950	700,600	733,193	32,593
A2250.48	Textbooks	5,000	5,000	0	(5,000)
A2250.49	BOCES Services	5,084,138	6,241,000	6,538,377	297,377
2250	PROGRAMS-STUDENTS W/ DISABIL	\$ 13,048,764	\$ 14,009,703	\$ 14,933,138	\$ 923,435
A2259.15	Instructional Salaries	0	1,264,068	1,343,203	79,135
A2259.4	Contractual and Other	0	3,911	3,911	0
A2259.49	BOCES Services	0	0	75,000	75,000
2259	SO. ORANG. M.S. TSP	\$ -	\$ 1,267,979	\$ 1,422,114	\$ 154,135
A2280.49	BOCES Services	509,092	509,092	557,246	48,154
2280	ALTERNATIVE HIGH SCHOOL PROGRAM	\$ 509,092	\$ 509,092	\$ 557,246	\$ 48,154
22	PROG FOR STUDENTS WITH DISAB & OCC ED *	\$ 13,557,856	\$ 15,786,774	\$ 16,912,498	\$ 1,125,724

EXPLANATORY NOTES:

Programs for Students with Disabilities: By law, each district must have a Committee on Special Education (CSE). The committee is responsible for identification, evaluation, and placement of designated children with special needs. South Orangetown seeks out the most appropriate programs in District schools or, when District programs cannot accommodate them, in Board of Cooperative Educational Services (BOCES) programs or other public or private schools. The District provides a comprehensive co-teaching collaborative model at each school location. The guidelines are 6 students per section, Grades K-7 and 8 students per section Grades 8-12 for the half-day co-teach model and 8 students per section Grades K-5 for the full-day co-teach model. The District also provides a Consultant Teacher/Full-Day model with 8 students per section at the middle and high schools. Classified students receive direct instruction in an integrated setting. This category includes the salaries of the Assistant Superintendent of Pupil Personnel Services, CSE Chairperson, CPSE Chairperson, special education teachers, speech, visually impaired, teaching assistants, teaching assistants 1:1, occupational therapists, physical therapists, home tutoring, and secretarial services. Salaries reflect contractual obligations, changes in staff assignments, and changes in FTEs.

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

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

Supplemental information within the 2250 budget: 2257 COVE I - Middle School and COVE II - High School: Unique to Rockland County is the South Orangetown Consortium Program for children classified as developmentally challenged. Rockland County Districts have designed a sequence of programs to serve these developmentally disabled children. COVE I Intermediate, self-contained program. COVE II - After completion of COVE I students move up to COVE II, which allows students to become more independent by moving from class to class and going out into the community to learn job skills. The focus of the program is to enable each student to maximize his/her potential and gain functional independence in the community in preparation for their adult life. The District has partnered with BOCES who is also providing the services for this program to Rockland County School Districts at the middle and high schools. For 2023-24, BOCES will provide two sections at the middle school of COVE I and two sections at the high school for COVE II. The District still provides one section of COVE II at the high school for resident students.

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

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

Account	Description	2021 - 22	2022 - 23	2023 - 24	\$
		Adopted Budget	Adopted Budget	Proposed Budget	Change
A2330.16	Noninstructional Salaries	31,369	32,064	33,000	936
A2330.4	Contractual and Other	50,000	50,000	47,530	(2,470)
A2330.45	Materials and Supplies	500	400	400	0
A2330.49a	BOCES Services (Incl Equiv Attendance Programs)	1,530	1,530	4,000	2,470
2330	CONTINUING EDUCATION PROGRAM	\$ 83,399	\$ 83,994	\$ 84,930	\$ 936
23	TEACHING - SPECIAL SCHOOLS	\$ 83,399	\$ 83,994	\$ 84,930	\$ 936

EXPLANATORY NOTES:

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

Account	Description	2021 - 22 Adopted Budget	2022 - 23 Adopted Budget	2023 - 24 Proposed Budget	\$ Change
A2610.15	Instructional Salaries	536,216	544,100	552,743	8,643
A2610.16	Noninstructional Salaries	95,812	97,652	93,915	(3,737)
A2610.4	Contractual and Other	21,008	16,805	6,525	(10,280)
A2610.45	Materials and Supplies	11,104	8,883	5,792	(3,091)
A2610.46	School Library A/V Loan Program	42,748	31,355	30,387	(968)
A2610.49	BOCES Services	10,708	10,708	10,813	105
2610	SCHOOL LIBRARY & AUDIOVISUAL	\$ 717,595	\$ 709,503	\$ 700,175	\$ (9,328)
A2630.15	Instructional Salaries	198,568	202,142	202,500	358
A2630.16	Noninstructional Salaries	285,936	285,936	218,345	(67,591)
A2630.22	State-Aided Computer Hardware - Purchase	140,120	138,070	138,070	0
A2630.45	Materials and Supplies	95,885	95,308	72,308	(23,000)
A2630.46	State-Aided Computer Software	78,306	62,680	62,600	(80)
A2630.49	BOCES Services	3,044,484	2,907,179	2,917,250	10,071
A2630.4c	Contractual and Other	76,160	62,978	110,700	47,722
2630	COMPUTER ASSISTED INSTRUCTION	\$ 3,919,459	\$ 3,754,293	\$ 3,721,773	\$ (32,520)
26	INSTRUCTIONAL MEDIA	\$ 4,637,054	\$ 4,463,796	\$ 4,421,949	\$ (41,847)

EXPLANATORY NOTES:

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

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

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

Account	Description	2021 - 22	2022 - 23	2023 - 24	\$
		Adopted Budget	Adopted Budget	Proposed Budget	Change
A2805.4	Contractual and Other	80,000	0	0	0
A2805.49	BOCES Services	4,682	4,682	4,682	0
2805	ATTENDANCE	\$ 84,682	\$ 4,682	\$ 4,682	\$ -
A2810.15	Instructional Salaries	1,135,697	1,162,471	1,322,825	160,354
A2810.16	Noninstructional Salaries	202,847	208,803	195,355	(13,448)
A2810.4	Contractual and Other	8,345	6,676	7,326	650
A2810.45	Materials and Supplies	4,960	3,968	3,760	(208)
2810	GUIDANCE	\$ 1,351,849	\$ 1,381,918	\$ 1,529,266	\$ 147,348
A2815.16	Noninstructional Salaries	637,581	580,470	609,375	28,905
A2815.4	Contractual and Other	68,662	54,930	74,536	19,606
A2815.45	Materials and Supplies	12,698	10,158	8,000	(2,158)
2815	HEALTH SERVICES	\$ 718,941	\$ 645,558	\$ 691,911	\$ 46,353
A2820.15	Instructional Salaries	926,540	857,083	884,354	27,271
2820	PSYCHOLOGICAL SRVC	926,540	857,083	884,354	27,271
A2825.15	Instructional Salaries	275,093	315,761	341,030	25,269
2825	SOCIAL WORK SRVC	\$ 275,093	\$ 315,761	\$ 341,030	\$ 25,269
A2850.15	Instructional Salaries	325,837	345,422	355,254	9,832
A2850.4	Contractual and Other	54,721	44,348	79,615	35,267
A2850.45	Materials and Supplies	42,023	57,773	82,810	25,037
2850	CO-CURRICULAR ACTIVITIES	\$ 422,581	\$ 447,543	\$ 517,679	\$ 70,136
A2855.15	Instructional Salaries	758,469	783,982	789,000	5,018
A2855.16	Noninstructional Salaries	139,654	143,176	147,855	4,679
A2855.2	Equipment	8,885	8,885	30,000	21,115
A2855.4	Contractual and Other	344,000	337,000	353,820	16,820
A2855.45	Materials and Supplies	70,000	70,000	71,400	1,400
A2855.49	BOCES Services	118,320	118,320	137,331	19,011
2855	INTERSCHOL ATHLETICS	\$ 1,439,328	\$ 1,461,363	\$ 1,529,406	\$ 68,043
28	INSTRUCTION - PUPIL SERVICES	\$ 5,219,013	\$ 5,113,908	\$ 5,498,328	\$ 384,420
2	TOTAL INSTRUCTION	\$ 56,665,234	\$ 58,035,871	\$ 59,670,503	\$ 1,634,632

EXPLANATORY NOTES:

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

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

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

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

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

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

Account	Description	2021 - 22 Adopted Budget	2022 - 23 Adopted Budget	2023 - 24 Proposed Budget	\$ Change
A5510.15	Instructional Salaries (Trans Supervisor Office)	0	20,000	33,900	13,900
A5510.16a	Noninstructional Salaries	125,757	129,453	134,964	5,511
A5510.16b	Noninstructional Salaries (Trans Supervisor Office)	0	5,000	5,000	0
A5510.4	Contractual and Other	23,351	22,175	38,590	16,415
A5510.45	Materials and Supplies	1,725	1,725	1,725	0
5510	DISTRICT TRANSPORT-MEDICAID	150,833	178,353	214,179	35,826
A5540.4	Contract Transportation	3,661,636	3,965,954	4,542,024	576,070
5540	CONTRACT TRANSPORT	3,661,636	3,965,954	4,542,024	576,070
A5581.49	Transportation from BOCES	923,708	850,000	901,000	51,000
5581	CONTRACT TRANSPORT	923,708	850,000	901,000	51,000
5	TOTAL TRANSPORTATION	\$ 4,736,177	\$ 4,994,307	\$ 5,657,203	\$ 662,896

EXPLANATORY NOTES:

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

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

Bus Company	Type of Route	# of Routes/Buses	Total Cost of Contract
Student Bus Company	66 Passenger Buses - All Schools and (4) Vans	23 and Exam Week	\$ 2,776,509 *
Peter Brega, Inc.	20 Passenger Vans - All Schools plus Private Schools	23	1,765,515 *
Rockland BOCES	Vans - Special Education and handicapped	Per Student Charge + Monitor	901,000
			<u>\$ 5,443,024</u>

*This budget will allow for the District to enter into a three-year bus contract with bus vendors with an option for two (2) one-year extensions.

Account	Description	2021 - 22	2022 - 23	2023 - 24	\$
		Adopted Budget	Adopted Budget	Proposed Budget	Change
A8060.15	Instructional Salaries	994	1,014	0	(1,014)
A8060.16	Noninstructional Salaries	27,981	102,974	95,890	(7,084)
A8060.49	BOCES Services	88,347	18,270	72,100	53,830
8060	CIVIC ACTIVITIES	\$ 117,322	\$ 122,258	\$ 167,990	\$ 45,732
8	CIVIC ACTIVITIES	\$ 117,322	\$ 122,258	\$ 167,990	\$ 45,732

EXPLANATORY NOTES:

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

Account	Description	2021 - 22	2022 - 23	2023 - 24	\$
		Adopted Budget	Adopted Budget	Proposed Budget	Change
A9010.8	State Retirement	815,137	810,855	850,263	39,408
A9020.8	Teachers' Retirement	4,080,766	4,453,306	4,506,961	53,655
A9030.8	Social Security	3,648,543	3,685,028	3,942,094	257,066
A9040.8	Workers' Compensation	125,704	127,609	125,000	(2,609)
A9045.8	Life Insurance	29,336	30,000	30,000	0
A9050.8	Unemployment Insurance	25,000	25,000	25,000	0
A9055.8	Disability Insurance	62,557	20,000	13,200	(6,800)
A9060.8	Hospital, Medical, and Dental Insurance	13,505,456	14,908,947	16,656,201	1,747,254
A9070.8	Union Welfare Benefits	97,359	115,111	124,466	9,355
A9089.8	Other	102,100	102,100	102,100	0
9000	EMPLOYEE BENEFITS	\$ 22,491,958	\$ 24,277,956	\$ 26,375,285	\$ 2,097,329
90	EMPLOYEE BENEFITS	\$ 22,491,958	\$ 24,277,956	\$ 26,375,285	\$ 2,097,329

EXPLANATORY NOTES:

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

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

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

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

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

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

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

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

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

Dental Insurance: Funds are also budgeted for dental insurance.

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

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

Account	Description	2021 - 22	2022 - 23	2023 - 24	\$
		Adopted Budget	Adopted Budget	Proposed Budget	Change
A9901.95	Transfer to Special Aid Fund	100,000	100,000	100,000	0
A9901.96	Transfer to Debt Service Fund	2,082,852	2,109,975	2,147,356	37,381
9901	TRANSFER TO OTHER FUNDS	\$ 2,182,852	\$ 2,209,975	\$ 2,247,356	\$ 37,381
A9950.9	Transfer to Capital Funds for Other Than School	2,000,000	2,000,000	3,700,000	1,700,000
9950	TRANSFER TO CAPITAL	\$ 2,000,000	\$ 2,000,000	\$ 3,700,000	\$ 1,700,000
99	TOTAL INTERFUND TRANSFERS	\$ 4,182,852	\$ 4,209,975	\$ 5,947,356	\$ 1,737,381
9	TOTAL BENEFITS AND INTERFUND TRANSFERS	\$ 26,674,810	\$ 28,487,931	\$ 32,322,641	\$ 3,834,710
	GRAND TOTALS	\$ 98,208,170	\$ 101,554,865	\$ 108,815,021	\$ 7,260,156

EXPLANATORY NOTES:

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

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

Transfer to Capital Funds or "Minor Capital Project": In accordance with the District's Long-Range Facilities Plan, the District budgets the cost of minor capital projects for various repairs and renovations within its buildings. These projects consist of new clock/public address/lockdown system at William O. Shaefer, security camera upgrades and additions District-wide, and a nurse's suite upgrade for ADA compliance and isolation rooms at the South Orangetown Middle School.

**2023-2024 PROPOSED BUDGET
ADMINISTRATIVE - PROGRAM- CAPITAL COMPONENTS**

	2022-23	2023-24
Administrative:		
Salaries and Benefits	8,300,260	8,212,531
Equipment, Contractual, Supplies & Materials	915,668	1,295,741
BOCES Services	921,283	1,119,118
Total Administrative Component	10,137,211	10,627,390
	9.98%	9.77%
Program:		
Salaries and Benefits	61,692,350	65,128,992
Textbooks, Special Education Tuition, & Pupil	7,242,339	7,636,959
Education and Technology	11,156,526	11,454,783
Interfund Transfers - Special Education Summer School	100,000	100,000
Total Program Component	80,191,215	84,320,734
	78.96%	77.49%
Capital:		
Salaries and Benefits	2,948,203	3,251,221
Equipment, Contractual, Supplies, & Materials	4,096,390	4,694,497
BOCES Services	71,871	73,823
Debt Service	2,109,975	2,147,356
Capital Transfer - Minor Capital Project	2,000,000	3,700,000
Total Capital Component	11,226,439	13,866,897
	11.05%	12.74%
Total Budget	101,554,865	108,815,021

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

**DEBT SERVICE
2023-2024 THROUGH 2026-2027**

EXISTING DEBT:

DATED ISSUED	ISSUE AMOUNT	INTEREST RATE	PAYMENT DATES	Call Provisions
SERIAL BONDS:				
12/9/2008	2,000,000	3.97%	Dec P+, June -I	Pool Bond - 15 year, Callable on or after December 15, 2018
8/9/2011	3,750,000	2.86%	Feb - P +I, Aug - I	Roof Phase II Bond - 15 Year, Callable on or after August 1, 2019
2/11/2016	13,530,000	1.20% Net of Premium	Dec P+, June -I	Refunding of 2004 Additions and Renovation - 10 Year

DEBT SERVICE PAYMENT SCHEDULE as of June 30, 2023:

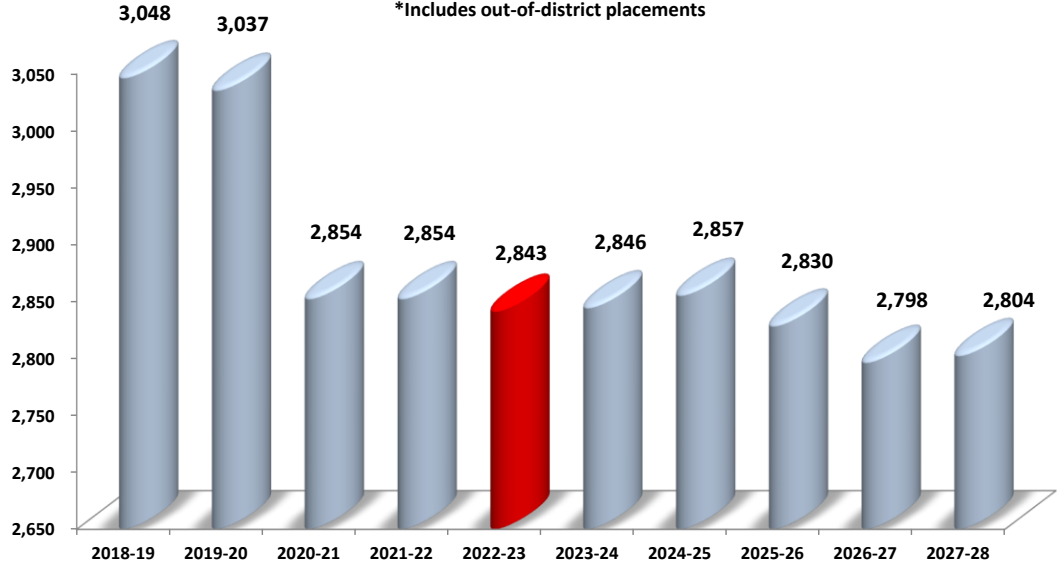
SCHOOL YEAR	PRINCIPAL	INTEREST	TOTAL PRINCIPAL & INTEREST	DEBT SERVICE	
				RESERVE USED TO FUND PRINCIPAL & INTEREST	GENERAL FUND PRINCIPAL & INTEREST
2023-2024	1,945,000	202,356	2,147,356	(34,500)	2,112,856
2024-2025	1,835,000	113,225	1,948,225	(25,550)	1,922,675
2025-2026	1,930,000	47,975	1,977,975	(15,575)	1,962,400
2026-2027	1,100,000	13,250	1,113,250	(5,250)	1,108,000
<hr/>					
	\$ 6,810,000	\$ 376,806	\$ 7,186,806	\$ (80,875)	\$ 7,105,931

**SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
BUDGET 2023-2024
CHANGES IN GRADE ENROLLMENT**

GRADE	Actual					Projected				
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	209	198	176	207	177	210	204	192	186	184
1	189	211	194	178	219	180	213	207	195	189
2	185	199	210	195	178	222	182	216	210	198
3	212	189	198	210	206	181	226	185	220	214
4	190	205	186	198	218	207	182	227	186	221
5	233	192	210	195	205	224	213	187	234	192
6	234	234	188	213	204	207	226	215	189	237
7	223	237	239	197	221	210	213	233	221	195
8	247	230	232	243	208	225	214	217	237	225
9	250	240	216	234	242	204	220	209	212	232
10	246	250	240	220	243	245	207	223	212	215
11	290	245	249	243	221	244	246	207	224	212
12	271	298	255	262	242	227	251	253	213	231
Total K-12	2,979	2,979	2,793	2,795	2,784	2,786	2,797	2,771	2,739	2,745
PRE-K Out-Placed	69	58	61	59	59	60	60	59	59	59
Total Enrollment	3,048	3,037	2,854	2,854	2,843	2,846	2,857	2,830	2,798	2,804
CHANGE	(24)	(11)	(183)	0	(11)	3	11	(27)	(32)	6
% Change	-0.78%	-0.36%	-6.03%	0.00%	-0.39%	0.11%	0.39%	-0.95%	-1.13%	0.21%

**ENROLLMENT:
2018-19 Projected through 2027-2028**

*Includes out-of-district placements



**STAFFING SUMMARY OF POSITIONS - ALL FUNDS
2023-2024 PROPOSED BUDGET**

Description	Adopted 2021-2022 Staffing	Modified 2022-2023 Staffing	Proposed 2023-2024 Staffing	Change in FTEs
Regular Education - Teacher:				
Kindergarten	10.00	10.00	9.00	(1.00)
Grade 1	9.00	11.00	10.00	(1.00)
Grade 2	10.00	9.00	10.00	1.00
Grade 3	10.00	9.00	9.00	-
Grade 4	9.00	10.00	9.00	(1.00)
Grade 5	9.00	9.00	9.00	-
Grade 6	9.00	9.00	8.00	(1.00)
Art	6.80	6.80	6.80	-
Business/Home Economics	1.40	2.00	2.00	-
ELA	15.60	14.80	14.20	(0.60)
ENL/ESOL	10.60	12.00	12.00	-
Foreign Language	12.00	12.00	12.00	-
G & T	2.10	2.10	2.10	-
Health	4.90	4.40	4.40	-
Instructional Coaches	4.90	5.60	5.60	-
Instructional Support - RTI/AIS	7.60	6.50	6.50	-
Math	15.80	17.00	17.00	-
Media Technology/Tech Resource	2.50	2.50	2.50	-
Music	10.00	10.70	10.70	-
Physical Education	10.70	11.40	11.40	-
Reading	6.70	8.90	8.50	(0.40)
Science	17.60	17.80	16.80	(1.00)
Social Studies	15.40	15.20	14.20	(1.00)
Technology Support	2.10	0.70	0.70	-
Technology Teacher	3.40	3.40	3.40	-
Teaching Contingency Position	2.82	0.00	0.00	-
Teacher - Credit Accrual/Recovery Program	0.00	0.20	0.20	-
Alternative High School	0.00	0.00	0.00	-
Regular Education - Teaching Assistants:				
K-12	8.58	13.00	10.00	(3.00)
Computer Lab	3.00	1.00	1.00	-
Library	1.00	1.00	1.00	-
Suspension	0.00	0.00	0.00	-
Other Regular Education Support:				
Guidance Counselors	9.00	10.00	10.00	-
Student Counselor	0.00	0.00	0.00	-
Prevention Counselors	2.00	4.00	4.00	-
Social Worker	2.00	2.00	2.00	-
Librarians	4.00	4.00	4.00	-

**STAFFING SUMMARY OF POSITIONS - ALL FUNDS
2023-2024 PROPOSED BUDGET**

Description	Adopted 2021-2022 Staffing	Modified 2022-2023 Staffing	Proposed 2023-2024 Staffing	Change in FTEs
Nurses	5.00	5.00	5.00	-
Copy Room Aides	0.00	0.00	0.00	-
Lunch Supervision Aides	12.00	11.00	11.00	-
Aides - Classroom support/Library	1.17	1.00	1.00	-
Special Education - Teacher:				
Co-Teach	20.20	25.30	23.80	(1.50)
COVE	1.40	1.40	1.40	-
Special Class	2.80	2.80	2.80	-
Intensive	1.70	1.50	1.50	-
Collaborative	12.70	12.00	12.00	-
Academic Center/Resource Room	3.80	4.20	4.20	-
Other Special Education Support:				
Learning Consultants	0.00	0.00	0.00	-
Testing Coordinator	0.00	0.00	0.00	-
Speech & Language	5.10	7.00	6.00	(1.00)
Psychologists	8.00	8.00	8.00	-
Nurse 1:1	2.08	2.00	2.00	-
OT/PT/COTA	1.87	1.87	1.87	-
1:1 Aides	4.17	10.00	10.00	-
Special Education - Teaching Assistants:				
Teaching Assistant (including COVE)	8.25	13.00	14.00	1.00
Teaching Assistant 1:1	7.42	5.00	5.00	-
Testing Modifications	2.50	0.00	0.00	-
Main Office: (including clerical support from Library/ Nurses/ Guidance)				
Principal/Asst. Principal	9.00	9.00	9.00	-
Clerical support	20.75	20.50	18.50	(2.00)

**STAFFING SUMMARY OF POSITIONS - ALL FUNDS
2023-2024 PROPOSED BUDGET**

Description	Adopted 2021-2022 Staffing	Modified 2022-2023 Staffing	Proposed 2023-2024 Staffing	Change in FTEs
District-wide Positions:				
Superintendent	1.00	1.00	1.00	-
Superintendent's Office Staff	1.00	1.00	1.00	-
Executive Director of Finance and Management Services	1.00	1.00	1.00	-
Director of Financial Services	1.00	0.00	0.00	-
Business Office Staff	7.00	7.00	7.00	-
Purchasing & Inventory	1.00	1.00	1.00	-
Director of Human Resources	1.00	1.00	1.00	-
Human Resource/Continuing Ed Staff	3.00	3.00	3.00	-
Public Relations	0.00	0.00	0.00	-
Director of Facilities	1.00	1.00	1.00	-
Director of Safety, Security and Compliance	1.00	1.00	1.00	-
Operation & Maintenance	23.00	25.00	25.00	-
Assistant Superintendent for Curriculum	1.00	1.00	1.00	-
Curriculum Office Staff	2.00	2.00	2.00	-
Assistant Superintendent of Pupil Personnel Services	1.00	1.00	1.00	-
Coordinator of Data, Accountability and Assessment	1.00	1.00	1.00	-
CSE Chair/CPSE Chair	1.90	1.00	1.00	-
Special Education/Pupil Services Office Staff	4.50	4.50	4.50	-
Family Engagement Center Office Staff	0.00	1.00	1.00	-
Director of Technology	1.00	1.00	1.00	-
Technology Office Staff	3.00	3.00	3.00	-
Director of Athletics	1.00	1.00	1.00	-
Athletics Office Staff/Trainer	2.00	2.00	2.00	-
Transportation	2.00	2.00	2.00	-
Lifeguard	1.00	1.00	1.00	-
Health Aide	0.00	0.00	0.00	-
Grand Total	440.81	460.07	447.57	(12.50)
General Fund	428.39	434.13	426.73	(7.40)
School Lunch Fund	0.50	0.50	0.50	-
Special Aid Fund (Grants)	11.92	25.44	20.34	(5.10)
District Total	440.81	460.07	447.57	(12.50)

STATISTICAL DATA

Schools	Enrollment*		Building Space in Square Feet +
	2022-23	2023-24	
Elementary	\$ 1,203	1,224	123,787 (WOS & CLE)
Middle	\$ 633	642	187,000
High	\$ 948	920	234,500
	\$ 2,784	2,786	545,287

SCHOOL BUDGET DATA

Year	Enrollment**	Adopted						HOMESTEAD			NON - HOMESTEAD		
		Budget	\$ Change	% Chg.	Tax Levy	\$ Change	% Chg.	Tax Rate	\$ Change	% Chg.	Tax Rate	\$ Change	% Chg.
08-09	3,575	\$ 75,385,436	4,125,614	5.79%	\$ 63,083,242	2,891,895	4.80%	\$ 32.752749	\$ 1.73013	5.58%	\$ 44.508385	\$ 0.540885	1.23%
09-10	3,623	\$ 76,394,112	1,008,676	1.34%	\$ 65,474,097	2,390,855	3.79%	\$ 33.474635	\$ 0.72189	2.20%	\$ 47.533405	\$ 3.025020	6.80%
10-11	3,560	\$ 77,882,567	1,488,455	1.95%	\$ 66,386,319	912,222	1.39%	\$ 33.907015	\$ 0.43238	1.29%	\$ 47.435906	\$ (0.097499)	-0.21%
11-12	3,508	\$ 79,570,592	1,688,025	2.17%	\$ 68,791,474	2,405,155	3.62%	\$ 34.547193	\$ 0.64018	1.89%	\$ 51.856433	\$ 4.420527	9.32%
12-13	3,430	\$ 82,385,278	2,814,686	3.54%	\$ 69,788,543	997,069	1.45%	\$ 35.703533	\$ 1.15634	3.35%	\$ 50.855614	\$ (1.000819)	-1.93%
13-14	3,333	\$ 85,871,296	3,486,018	4.23%	\$ 72,202,139	2,413,596	3.46%	\$ 36.149429	\$ 0.44590	1.25%	\$ 55.099776	\$ 4.244162	8.35%
14-15	3,254	\$ 86,395,154	523,858	0.61%	\$ 72,958,232	756,093	1.05%	\$ 35.511214	\$ (0.638215)	-1.77%	\$ 59.805449	\$ 4.705673	8.54%
15-16	3,185	\$ 85,969,882	\$ (425,272)	-0.49%	\$ 74,132,268	1,174,036	1.61%	\$ 36.347907	\$ 0.83669	2.36%	\$ 60.704314	\$ 0.898865	1.50%
16-17	3,104	\$ 86,653,782	683,900	0.80%	\$ 74,292,605	160,337	0.22%	\$ 36.478689	\$ 0.13078	0.36%	\$ 59.876926	\$ (0.827388)	-1.36%
17-18	3,072	\$ 88,966,619	2,312,837	2.67%	\$ 75,590,290	1,297,685	1.75%	\$ 36.256188	\$ (0.22250)	-0.61%	\$ 64.855584	\$ 4.978658	8.31%
18-19	3,048	\$ 91,817,017	2,850,398	3.20%	\$ 78,384,228	2,793,938	3.70%	\$ 37.806409	\$ 1.55022	4.28%	\$ 65.751657	\$ 0.896073	1.38%
19-20	2,986	\$ 94,755,161	2,938,144	3.20%	\$ 81,298,542	2,914,314	3.72%	\$ 38.932576	\$ 1.12617	2.98%	\$ 68.606503	\$ 2.854846	4.34%
20-21	2,854	\$ 96,839,306	2,084,145	2.20%	\$ 83,594,265	2,295,723	2.82%	\$ 40.164382	\$ 1.23181	3.16%	\$ 68.824015	\$ 0.217512	0.32%
21-22	2,795	\$ 98,208,170	1,368,864	1.41%	\$ 83,676,185	81,920	0.10%	\$ 39.904498	\$ (0.25988)	-0.65%	\$ 69.200234	\$ 0.376219	0.55%
22-23	2,784	\$ 101,554,865	3,346,695	3.41%	\$ 85,990,120	2,313,935	2.77%	\$ 40.713533	\$ 0.80904	2.03%	\$ 72.833393	\$ 3.633159	5.25%
23-24	2,786	\$ 108,815,021	7,260,156	7.15%	\$ 87,780,728	1,790,608	2.08%	TBD			TBD		

* Enrollment does not include outplaced students

** Per Demographic Analysis

+ Per 2021 Building Condition Survey Report

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

LAND HOLDINGS

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

* Per Town Tax Roll
SOMS includes Blue Field Lane property

INFORMATIONAL MEETING ON BUDGET

TUESDAY, MAY 9, 2023: SOUTH ORANGETOWN MIDDLE SCHOOL, 7:30 P.M.

ANNUAL SCHOOL DISTRICT VOTE

TUESDAY, MAY 16, 2023 - 7 A.M. TO 9 P.M.

School Budget Vote and School Board Election

Election District #1: Vote at SOMS - Blauvelt Residents

Election District #2: Vote at TZHS - Orangeburg Residents

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

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

VOTER INFORMATION

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

To be eligible to vote on May 16, residents must be registered for general political elections or with the school district and have voted within the past four years in a school election.

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

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

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

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

Applications for absentee ballots for voting on Board of Education members and the 2023-2024 school budget may be obtained from the District Clerk.

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

160 Van Wyck Road

Blauvelt, New York 10913

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
2023-2024 School Year Calendar

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

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

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

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

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

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

Adopted 3/2/2023

Staff	Students
3	August 2023
1-28	Flexible Staff Development Day
29-30	Supt. Conf. Day
18	September 2023
4	Labor Day
5	First Day of School
25	Rosh Hashanah

21	October 2023	21
9	Columbus Day	
19	November 2023	19
3	Supt. Conf. 1/2 Day (MS/HS P/T Conf.)	
10	Veteran's Day	
22	Half Day	
23-24	Thanksgiving Recess	

16	December 2023	16
8	Supt. Conf. 1/2 Day (Elem. P/T Conf.)	
22	Half Day	
25-29	December Recess	
21	January 2024	21
1	New Year's Day Observed	
2	Schools Reopen	
15	Martin Luther King Jr. Day	

16	February 2024	16
19-23	President's Day Mid-Winter Recess	
19	March 2024	19
15	1/2 Supt. Conf. Day	
28-29	Spring Recess I	

14	April 2024	14
1-5	Spring Recess I Cont.	
22-24	Spring Recess II	
22	May 2024	22
24	1/2 Supt. Conf. Day	
27	Memorial Day Observed	

17	June 2024	17
14-26	TZHS Modified Schedule	
17-26	SOMS Modified Schedule	
19	Juneteenth	
24-26	WOS/CLE Mod. Schedule	
26	TZHS Graduation	
26	Half Day students	

186	183
	School Closed for Students & Staff
()	Staff Day (No school for students) 8/29, 8/30
	Early Release Half-day Supt. Conf. Days 11/3, 11/22, 12/8, 12/22, 3/15, 5/24
	Modified Testing Schedule SOMS /TZHS

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25*	26*	27
28	29	30				

*unused snow days

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28*	29	30	31	

*unused snow day

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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

GLOSSARY

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

Accounting System:

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

Accrual Accounting:

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

Appropriation:

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

Assessed Valuation:

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

Board of Education:

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

Bond:

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

Bond Anticipation Note:

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

Bonds Issued:

Bonds sold.

Bonds Payable:

The face value of bonds issued and unpaid.

Budget:

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

Budget Calendar:

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

Budgetary Control:

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

Buildings:

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

Cash Management:

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

Chart of Accounts:

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

Classification, Object:

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

Coding:

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

Committee on Special Education:

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

Contingency Budget:

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

Contracted Services:

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

COVE:

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

Debt:

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

Debt Limit:

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

Debt Service:

Expenditures for repayment of bonds, notes and other debt.

Employee Benefits:

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

Encumbrance:

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

Equipment:

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

Expenditure:

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

Fiscal Year:

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

FTE Employee (Full Time Equivalence):

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

Fund:

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

Fund Balance:

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

General Fund:

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

General Obligation Bonds:

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

Generally Accepted Accounting Principles (GAAP):

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

Goal:

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

Individualized Education Program (IEP):

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

Instruction:

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

Instructional Coaches:

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

Inter-Fund Transfers:

Amounts transferred from one fund to another fund.

Levy:

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

Long-term Debt:

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

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

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

Materials and Supplies:

Expendable materials and operating supplies necessary to conduct departmental operations.

Next Generation Learning Standards:

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

One-to-One Aides:

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

Payment in Lieu of Taxes (PILOT):

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

Property Tax:

Tax levied on the assessed value of real property.

P-TECH Program:

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

Pupil Transportation Services:

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

Reserve for Encumbrances:

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

Response to Intervention:

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

School Plant:

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

Special Education:

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

Surplus Appropriation (Appropriated Fund Balance):

Money appropriated from previous year's fund balance.

Tax Anticipation Note:

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

Tax Levy Cap:

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

TSP (Therapeutic Support Program)

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

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2023-24 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 24, 2023

Form Preparer Name:
Preparer's Telephone Number:

<u>Shaded Fields Will Calculate</u>	Budgeted 2022-23 (A)	Proposed Budget 2023-24 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	101,554,865	108,859,921	7.19 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	85,990,120	87,780,728	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	85,990,120	87,780,728	2.08 %
F. Permissible Exclusions to the School Tax Levy Limit	3,030,643	3,162,787	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	82,959,477	84,647,941	
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)	82,959,477	84,617,941	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	0	30,000	
Public School Enrollment	2,784	2,786	0.07 %
Consumer Price Index			8.0 %

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 2023-24, includes any carryover from 2022-23 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2022-23 (D)	Estimated 2023-24 (E)
Adjusted Restricted Fund Balance	197,111,989	23,974,195
Assigned Appropriated Fund Balance	0	1,700,000
Adjusted Unrestricted Fund Balance	4,276,111	4,352,601
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.21 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/23 Actual Balance	6/30/23 Estimated Ending Balance	Intended Use of the Reserve in the 2023-24 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	5,277,349	6,977,349	Reserve will be used for next capital project
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	50,000	50,800	Reserve will be used for any unemployment cost for 23-24
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			

Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	9,086,270	8,587,737	Reserve will be used to pay tax certiorari claims
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT ACCRUED LIABILITY	For accrued 'employee benefits' due to employees upon termination of service.	1,574,759	1,607,759	Reserve will be use to compensate employees sick and vacation payouts who retire from the district
Retirement Contribution	EMPLOYEE RETIREMENT CONTRIBUTION RESERVE ERS	For employer retirement contributions to the State and Local Employees' Retirement System.	1,174,938	1,962,868	Reserve will be use to offset increases in ERS payments in a future year
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	NEW YORK STATE TEACHERS RETIREMENT TRS		1,467,004	1,997,004	Reserve will be use to offset increases in TRS payments in a future year

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

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

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2023-24. 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 8, 2023

2023-2024 Salary Threshold =
\$162,000

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 2023-2024.

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

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

Report Estimated Salaries in the Budget for the 2023-2024 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	257,200	72,200	

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

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

2.	ASSISTANT SUPERINTENDENT	218,500	71,518	
3.	ASSISTANT SUPERINTENDENT	218,500	51,693	
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	Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive \$162,000 or More in Salary

71.	SCHOOL BUSINESS ADMINISTRATOR	215,000
72.	DIRECTOR	202,500
73.	PRINCIPAL	202,000
74.	PRINCIPAL	187,000
75.	PRINCIPAL	182,000
76.	PRINCIPAL	176,000
77.	DIRECTOR	189,200
78.	DIRECTOR	186,000
79.	ASSISTANT PRINCIPAL	174,500
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Equalized Total Assessed Value 5,988,294,477

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	10	749,198	0.01
12350	PUBLIC AUTHORITY - STATE	RPTL 412	2	45,034,610	0.75
13100	CO - GENERALLY	RPTL 406(1)	29	30,767,901	0.51
13500	TOWN - GENERALLY	RPTL 406(1)	62	144,612,575	2.41
13650	VG - GENERALLY	RPTL 406(1)	21	6,101,974	0.10
13800	SCHOOL DISTRICT	RPTL 408	10	132,369,530	2.21
14100	USA - GENERALLY	RPTL 400(1)	1	7,470,651	0.12
14110	USA - SPECIFIED USES	STATE L 54	3	2,415,955	0.04
19950	MUNICIPAL RAILROAD	RPTL 456	4	8,697,123	0.15
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	3,916,755	0.07
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	47	176,904,483	2.95
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	36	307,206,955	5.13
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	570,438	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,157,684	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	1,742,796	0.03
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	13	142,893,609	2.39
25400	FRATERNAL ORGANIZATION	RPTL 428	3	5,130,736	0.09
26100	VETERANS ORGANIZATION	RPTL 452	4	5,785,278	0.10
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	8	16,974,653	0.28
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	17,047,226	0.28
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	44,023,479	0.74
29650	SOLDIRE MONUMENT CORPORATION	RPTL 442	1	81,110	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	242	2,904,242	0.05
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	28	336,028	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	232	4,640,000	0.08
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	25	500,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	97	3,643,095	0.06
41400	CLERGY	RPTL 460	3	12,006	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	80	14,647,817	0.24
41834	ENHANCED STAR	RPTL 425	654	108,279,784	1.81
41854	BASIC STAR 1999-2000	RPTL 425	2,483	165,025,146	2.76
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	545,966	0.01
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	1,235,648	0.02

Equalized Total Assessed Value 5,988,294,477

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	9	3,026,678	0.05
Total Exemptions Exclusive of System Exemptions:			4,129	1,406,451,129	23.49
Total System Exemptions:			0	0	0.00
Totals:			4,129	1,406,451,129	23.49

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

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

Equalized Total Assessed Value 5,988,294,477

School District - 392401 South Orangetown C

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
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Equalized Total Assessed Value 5,988,294,477

School District - 392401 South Orangetown C

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	9	3,026,678	0.05
Total Exemptions Exclusive of System Exemptions:			4,129	1,406,451,129	23.49
Total System Exemptions:			0	0	0.00
Totals:			4,129	1,406,451,129	23.49

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: _____

NYS - Real Property System
 County of Rockland
 Town of Orangetown - 3924
 Village of
 Grandview-On-Hudson
 SWIS Code 392401

Assessor's Report - 2022 - Prior Year File
 S495 Exemption Impact Report
 School Detail Report

RPS221/V04/L001
 Date/Time - 4/17/2023 10:17:53
 Total Assessed Value 54,051,271
 Uniform Percentage 37.48

Equalized Total Assessed Value 144,213,637

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13650	VG - GENERALLY	RPTL 406(1)	3	507,470	0.35
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	1,757,204	1.22
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	12,001	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	4	80,000	0.06
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	40,000	0.03
41834	ENHANCED STAR	RPTL 425	2	331,910	0.23
41854	BASIC STAR 1999-2000	RPTL 425	27	1,794,474	1.24
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	4,314	0.00
Total Exemptions Exclusive of System Exemptions:			41	4,527,373	3.14
Total System Exemptions:			0	0	0.00
Totals:			41	4,527,373	3.14

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: _____

NYS - Real Property System
 County of Rockland
 Town of Orangetown - 3924
 Village of Piermont
 SWIS Code - 392405

Assessor's Report - 2022 - Prior Year File
 S495 Exemption Impact Report
 School Detail Report

RPS221/V04/L001
 Date/Time - 4/17/2023 10:17:53
 Total Assessed Value 258,087,791
 Uniform Percentage 37.48

Equalized Total Assessed Value 688,601,363

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	3	75,267	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	1	430,595	0.06
13650	VG - GENERALLY	RPTL 406(1)	18	5,594,504	0.81
13800	SCHOOL DISTRICT	RPTL 408	1	15,735,592	2.29
19950	MUNICIPAL RAILROAD	RPTL 456	1	198,420	0.03
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	1,279,615	0.19
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	4,965,049	0.72
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	641,942	0.09
26100	VETERANS ORGANIZATION	RPTL 452	1	363,986	0.05
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	34	408,034	0.06
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	12,001	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	21	420,000	0.06
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	10	371,326	0.05
41800	PERSONS AGE 65 OR OVER	RPTL 467	9	1,388,871	0.20
41834	ENHANCED STAR	RPTL 425	77	12,620,066	1.83
41854	BASIC STAR 1999-2000	RPTL 425	243	16,150,266	2.35
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	321,179	0.05
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	1,231,334	0.18
Total Exemptions Exclusive of System Exemptions:			435	62,208,047	9.03
Total System Exemptions:			0	0	0.00
Totals:			435	62,208,047	9.03

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

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

Equalized Total Assessed Value 5,155,479,477

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	10	749,198	0.01
12350	PUBLIC AUTHORITY - STATE	RPTL 412	2	45,034,610	0.87
13100	CO - GENERALLY	RPTL 406(1)	26	30,692,634	0.60
13500	TOWN - GENERALLY	RPTL 406(1)	61	144,181,980	2.80
13800	SCHOOL DISTRICT	RPTL 408	9	116,633,938	2.26
14100	USA - GENERALLY	RPTL 400(1)	1	7,470,651	0.14
14110	USA - SPECIFIED USES	STATE L 54	3	2,415,955	0.05
19950	MUNICIPAL RAILROAD	RPTL 456	3	8,498,703	0.16
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	2,637,140	0.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	38	170,182,230	3.30
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	34	306,565,013	5.95
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	570,438	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,157,684	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	1,742,796	0.03
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	13	142,893,609	2.77
25400	FRATERNAL ORGANIZATION	RPTL 428	3	5,130,736	0.10
26100	VETERANS ORGANIZATION	RPTL 452	3	5,421,292	0.11
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	8	16,974,653	0.33
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	17,047,226	0.33
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	44,023,479	0.85
29650	SOLDIRE MONUMENT CORPORATION	RPTL 442	1	81,110	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	207	2,484,207	0.05
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	27	324,027	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	207	4,140,000	0.08
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	25	500,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	86	3,231,769	0.06
41400	CLERGY	RPTL 460	3	12,006	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	71	13,258,946	0.26
41834	ENHANCED STAR	RPTL 425	575	95,327,808	1.85
41854	BASIC STAR 1999-2000	RPTL 425	2,213	147,080,406	2.85
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	224,787	0.00

NYS - Real Property System
 County of Rockland
 Town of Orangetown
 SWIS Code - 392489

Assessor's Report - 2022 - Prior Year File
 S495 Exemption Impact Report
 School Detail Report

RPS221/V04/L001
 Date/Time - 4/17/2023 10:17:53
 Total Assessed Value 1,932,273,708
 Uniform Percentage 37.48

Equalized Total Assessed Value 5,155,479,477

School District - 392401 South Orangetown CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	9	3,026,678	0.06
Total Exemptions Exclusive of System Exemptions:			3,653	1,339,715,709	25.99
Total System Exemptions:			0	0	0.00
Totals:			3,653	1,339,715,709	25.99

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

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

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

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

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

2021-22 ACCOUNTABILITY STATUS

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

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

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

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SOUTH ORANGETOWN CSD

2020-21 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics



Student Demographics

Enrollment	SOUTH ORANGETOWN CSD
All Students	2,780
Economically Disadvantaged	15%
Students with Disabilities	13%
English Language Learners	5%
» Race/Ethnicity	

Staffing Profile	SOUTH ORANGETOWN CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	7%
Teachers with 4-20 Years of Experience %	51%
Teachers with 21+ Years of Experience %	42%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$29,018.89	\$24,957.08	\$23,468.15

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

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

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

Report View One Per Pupil Expenditure Categories	SOUTH ORANGETOWN CSD
>> A. Instruction (A1 + A2 + A3 + A4)	\$17,760.43
>> B. Administration (B1 + B2 + B3)	\$1,155.98
>> C. All Other Spending (C1 + C2 + C3)	\$1,557.51

Report View One Per Pupil Expenditure Categories	SOUTH ORANGETOWN CSD
D. Total School Level (A + B + C)	\$20,473.93
» E. Central Instruction (E1 + E2 + E3 + E4)	\$793.19
» F. Central Administration (F1 + F2 + F3)	\$1,989.12
» G. All Other Central Spending (G1 + G2 + G3)	\$5,762.64
H. Total Central Costs	\$8,544.95
I. Total Spending (D + H)	\$29,018.89

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

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

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

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

Report View Two Per Pupil Expenditure Categories	SOUTH ORANGETOWN CSD
J. Total School Level Local/State Spending	\$20,006.41
» K. Total School Level Federal Spending	\$467.53
L. Total Central Level Local/State Spending	\$8,077.54
M. Total Central Level Federal Spending	\$467.42
N. Total Spending (J + K + L + M)	\$29,018.89

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

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

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

Entries U through Z represent central expenditures.

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

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

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

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

Excluded Expenditures	SOUTH ORANGETOWN CSD
1. Transportation	\$4,270,063.06
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,017,444.31
4. Debt Service	\$0.00
5. Other	\$15,241,796.65
Percent Excluded from Total	20%

Excluded Expenditures	SOUTH ORANGETOWN CSD
Total Expenditures	\$101,201,805.00

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SOUTH ORANGETOWN CSD - NEW YORK STATE REPORT CARD [2021 - 22]

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

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	261	250	96%	167	64%	82	31%	1	0%	0	0%	6	2%	0	0%	5	2%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	261	250	96%	167	64%	82	31%	1	0%	0	0%	6	2%	0	0%	5	2%
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	261	250	96%	167	64%	82	31%	1	0%	0	0%	6	2%	0	0%	5	2%

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SOUTH ORANGETOWN CSD - NEW YORK STATE REPORT CARD [2021 - 22]

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

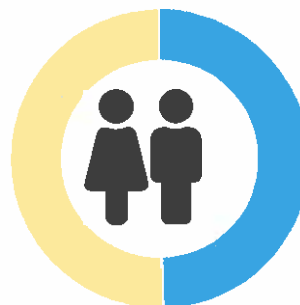
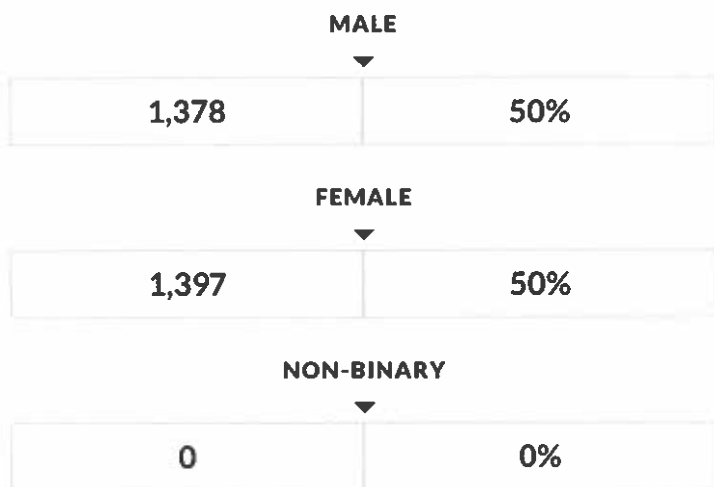
	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

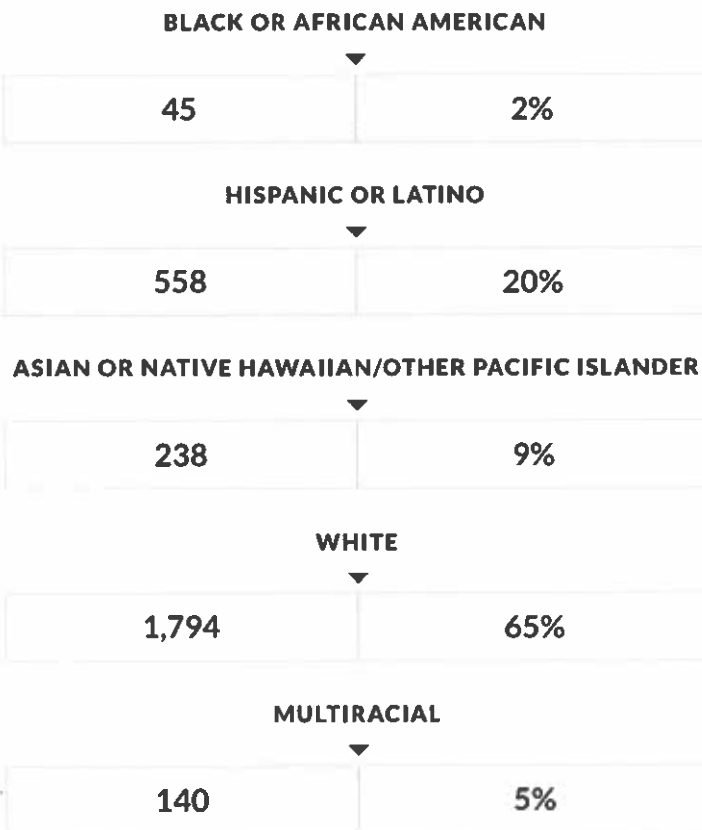
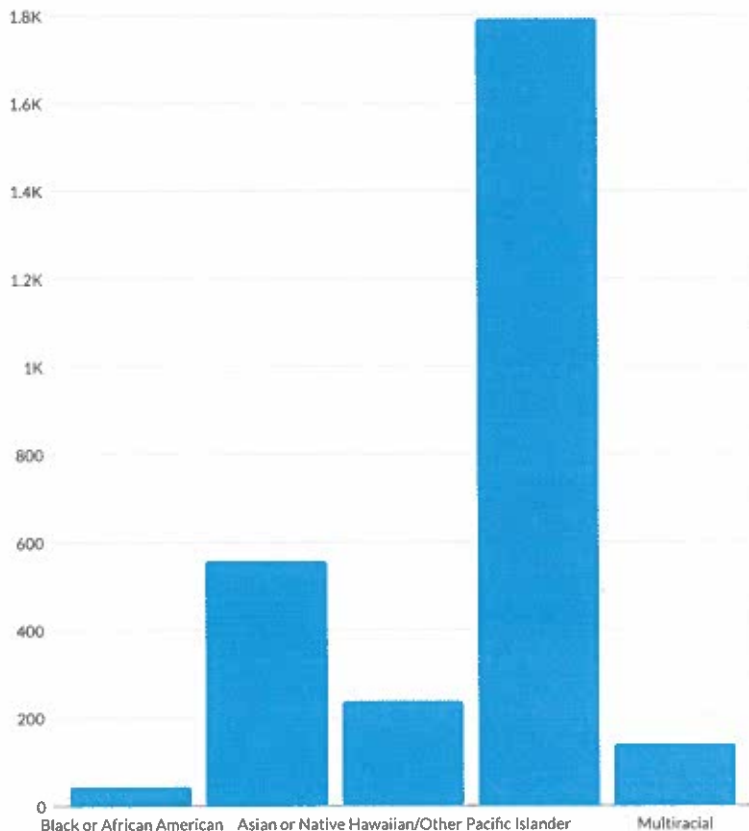
SOUTH ORANGETOWN CSD ENROLLMENT (2021 - 22)

K-12 Enrollment: 2,775

ENROLLMENT I



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

149	5%
-----	----

STUDENTS WITH DISABILITIES

401	14%
-----	-----

ECONOMICALLY DISADVANTAGED

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

MIGRANT

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HOMELESS

11	0%
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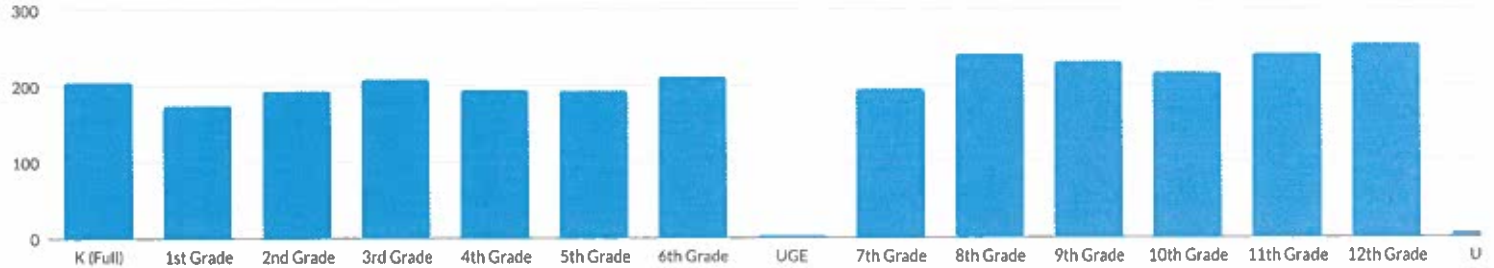
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

206	7%
-----	----

1ST GRADE

175	6%
-----	----

2ND GRADE

194	7%
-----	----

3RD GRADE

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

4TH GRADE

195	7%
-----	----

5TH GRADE

194	7%
-----	----

6TH GRADE

212	7%
-----	----

UNGRADED ELEMENTARY

3	0%
---	----

7TH GRADE

196	7%
-----	----

8TH GRADE

241	8%
-----	----

9TH GRADE

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

10TH GRADE

217	8%
-----	----

11TH GRADE

241	8%
-----	----

12TH GRADE

254	9%
-----	----

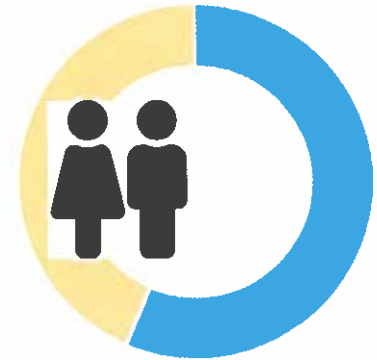
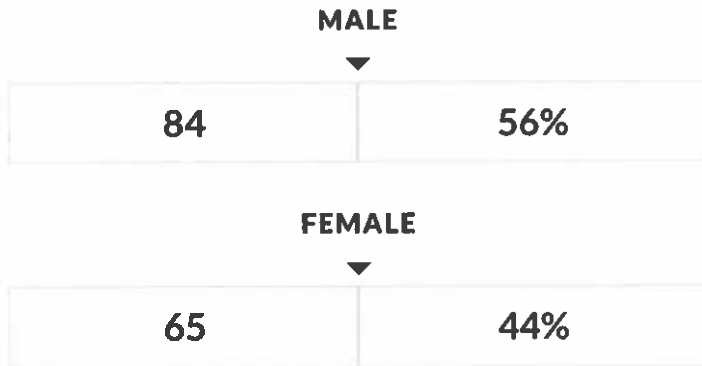
UNGRADED SECONDARY

7	0%
---	----

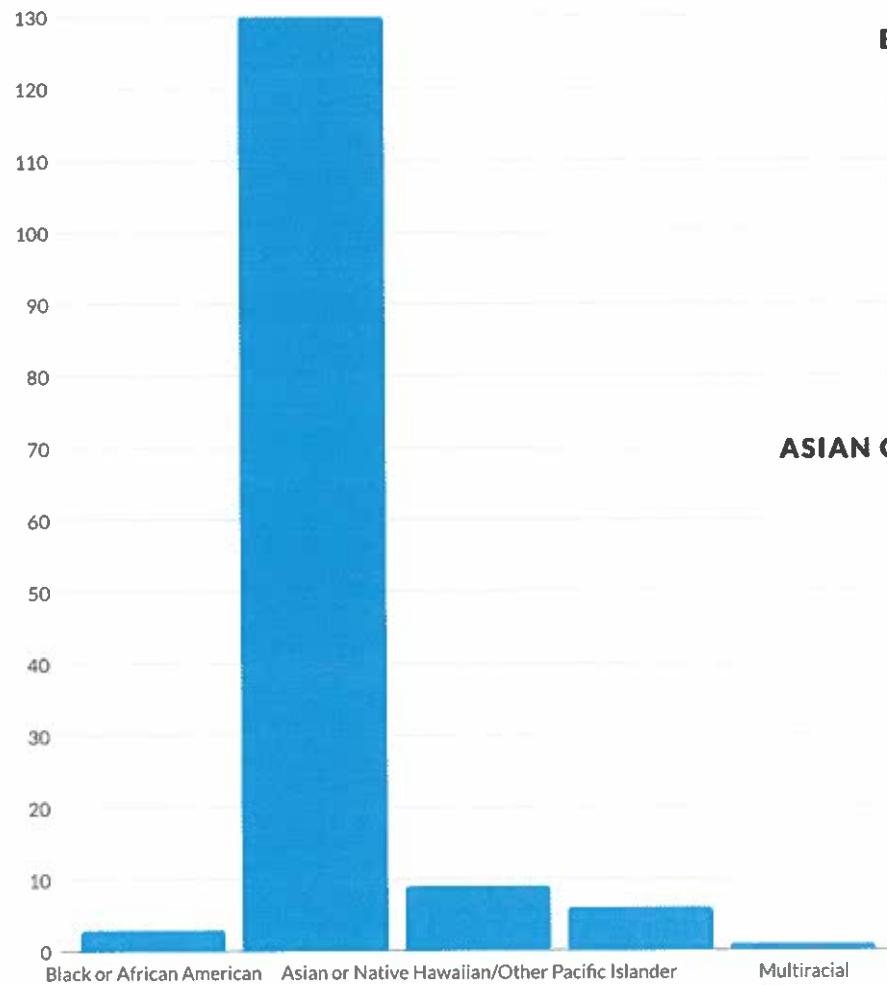
SOUTH ORANGETOWN CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2021 - 22)

K-12 ELL Enrollment: 149
K-12 Former ELL Enrollment: 32

ELL ENROLLMENT



ELL ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



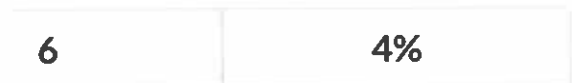
HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



OTHER GROUPS

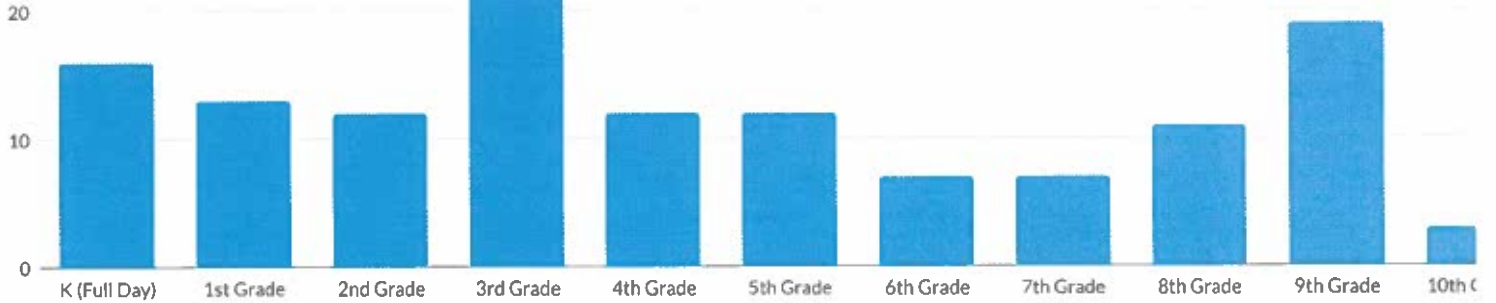
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



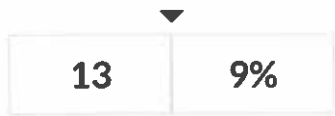
ELL ENROLLMENT BY GRADE



K (FULL DAY)



1ST GRADE



2ND GRADE



3RD GRADE



4TH GRADE



5TH GRADE



6TH GRADE



7TH GRADE



8TH GRADE



9TH GRADE



10TH GRADE



11TH GRADE



12TH GRADE



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

HOME LANGUAGES

1 Spanish

2 Korean

3 Ukrainian

4 Chinese

5 Bengali

ENGLISH LANGUAGE LEARNERS BREAKDOWN



ENGLISH LANGUAGE LEARNERS PROGRAMS



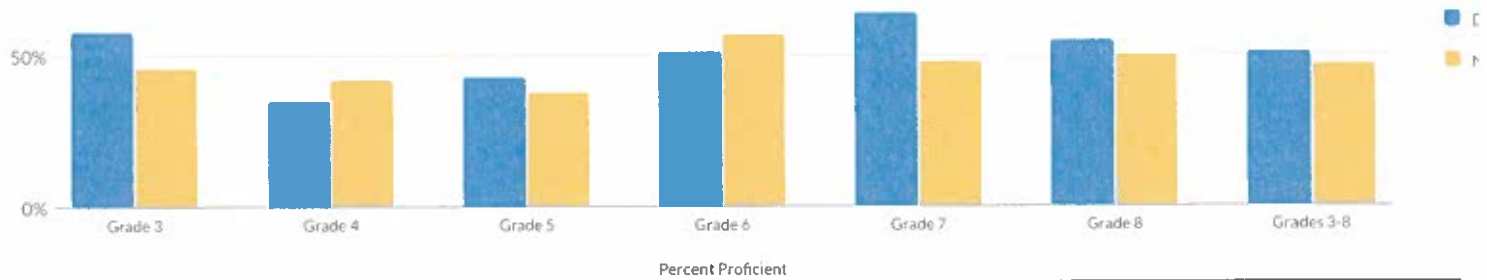
SOUTH ORANGETOWN CSD - NEW YORK STATE REPORT CARD [2021 - 22]

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

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

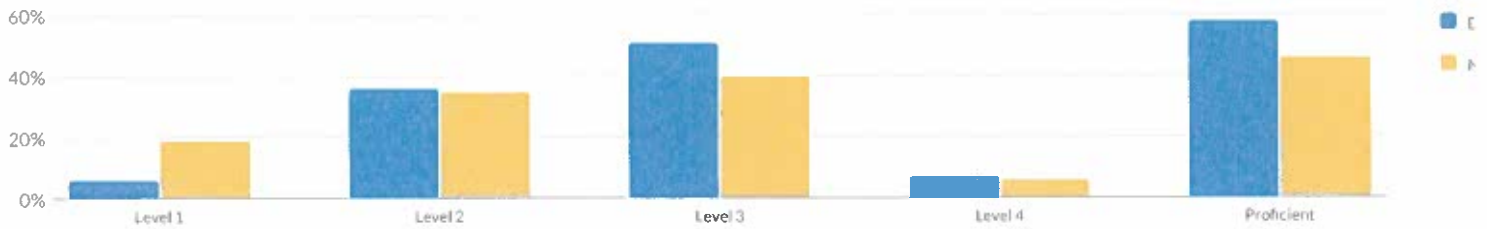
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	214	13	6%	201	94%	12	6%	73	36%	102	51%	14	7%	116	58%
Grade 4	203	24	12%	179	88%	32	18%	84	47%	44	25%	19	11%	63	35%
Grade 5	204	38	19%	166	81%	30	18%	64	39%	33	20%	39	23%	72	43%
Grade 6	220	66	30%	154	70%	30	19%	46	30%	33	21%	45	29%	78	51%
Grade 7	204	66	32%	138	68%	11	8%	38	28%	48	35%	41	30%	89	64%
Grade 8	242	95	39%	147	61%	24	16%	42	29%	37	25%	44	30%	81	55%
Grades 3-8	1,287	302	23%	985	77%	139	14%	347	35%	297	30%	202	21%	499	51%

GRADE 3 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

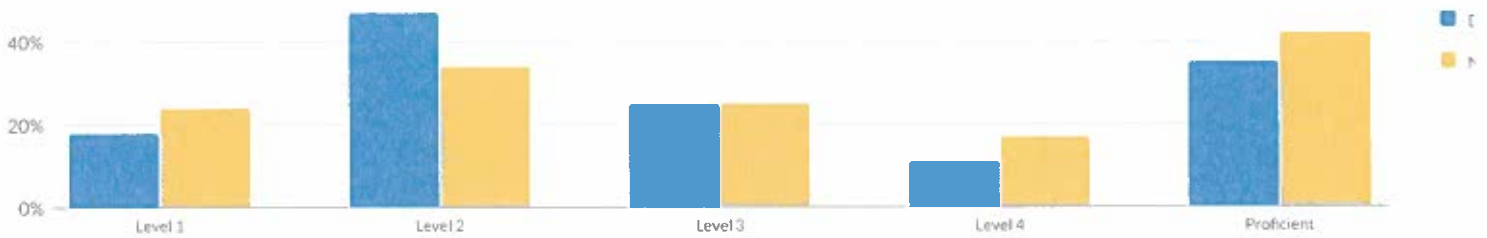


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	13	6%	201	94%	12	6%	73	36%	102	51%	14	7%	116	58%
Female	105	8	8%	97	92%	4	4%	31	32%	52	54%	10	10%	62	64%
Male	109	5	5%	104	95%	8	8%	42	40%	50	48%	4	4%	54	52%
General Education Students	187	9	5%	178	95%	7	4%	58	33%	99	56%	14	8%	113	63%
Students with Disabilities	27	4	15%	23	85%	5	22%	15	65%	3	13%	0	0%	3	13%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	2	11%	3	16%	11	58%	3	16%	14	74%
Black or African American	5	0	0%	5	100%	0	0%	3	60%	2	40%	0	0%	2	40%
Hispanic or Latino	51	6	12%	45	88%	6	13%	24	53%	14	31%	1	2%	15	33%
White	125	6	5%	119	95%	4	3%	43	36%	66	55%	6	5%	72	61%
Multiracial	14	1	7%	13	93%	0	0%	0	0%	9	69%	4	31%	13	100%
Economically Disadvantaged	43	4	9%	39	91%	7	18%	24	62%	6	15%	2	5%	8	21%
Not Economically Disadvantaged	171	9	5%	162	95%	5	3%	49	30%	96	59%	12	7%	108	67%
English Language Learner	22	1	5%	21	95%	6	29%	13	62%	2	10%	0	0%	2	10%
Non-English Language Learner	192	12	6%	180	94%	6	3%	60	33%	100	56%	14	8%	114	63%
Not in Foster Care	214	13	6%	201	94%	12	6%	73	36%	102	51%	14	7%	116	58%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	211	13	6%	198	94%	–	–	–	–	–	–	–	–	–	–
Not Migrant	214	13	6%	201	94%	12	6%	73	36%	102	51%	14	7%	116	58%
Parent Not in Armed Forces	214	13	6%	201	94%	12	6%	73	36%	102	51%	14	7%	116	58%

GRADE 4 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

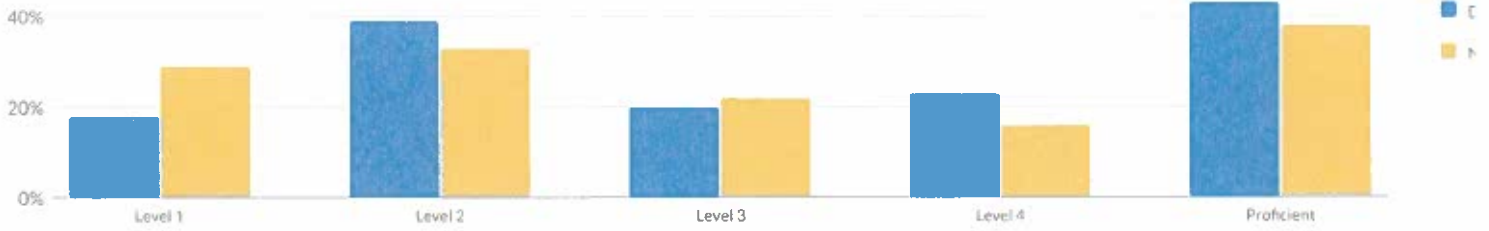


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	24	12%	179	88%	32	18%	84	47%	44	25%	19	11%	63	35%
Female	102	9	9%	93	91%	19	20%	41	44%	22	24%	11	12%	33	35%
Male	101	15	15%	86	85%	13	15%	43	50%	22	26%	8	9%	30	35%
General Education Students	163	13	8%	150	92%	14	9%	75	50%	42	28%	19	13%	61	41%
Students with Disabilities	40	11	28%	29	73%	18	62%	9	31%	2	7%	0	0%	2	7%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	2	8%	8	32%	9	36%	6	24%	15	60%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	43	6	14%	37	86%	13	35%	19	51%	4	11%	1	3%	5	14%
White	123	17	14%	106	86%	15	14%	50	47%	29	27%	12	11%	41	39%
Multiracial	11	1	9%	10	91%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	11	92%	2	18%	7	64%	2	18%	0	0%	2	18%
Economically Disadvantaged	26	3	12%	23	88%	11	48%	11	48%	1	4%	0	0%	1	4%
Not Economically Disadvantaged	177	21	12%	156	88%	21	13%	73	47%	43	28%	19	12%	62	40%
English Language Learner	13	2	15%	11	85%	8	73%	3	27%	0	0%	0	0%	0	0%
Non-English Language Learner	190	22	12%	168	88%	24	14%	81	48%	44	26%	19	11%	63	38%
Not in Foster Care	203	24	12%	179	88%	32	18%	84	47%	44	25%	19	11%	63	35%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	202	23	11%	179	89%	32	18%	84	47%	44	25%	19	11%	63	35%
Not Migrant	203	24	12%	179	88%	32	18%	84	47%	44	25%	19	11%	63	35%
Parent Not in Armed Forces	203	24	12%	179	88%	32	18%	84	47%	44	25%	19	11%	63	35%

GRADE 5 ELA RESULTS

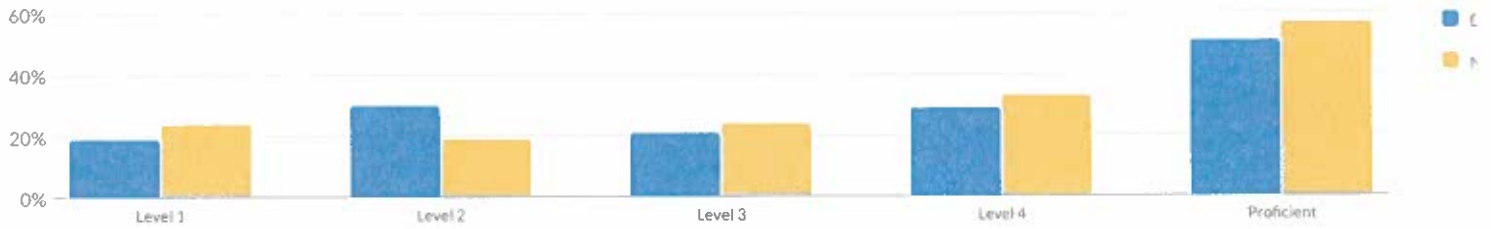
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	204	38	19%	166	81%	30	18%	64	39%	33	20%	39	23%	72	43%
Female	99	14	14%	85	86%	11	13%	30	35%	16	19%	28	33%	44	52%
Male	105	24	23%	81	77%	19	23%	34	42%	17	21%	11	14%	28	35%
General Education Students	176	23	13%	153	87%	18	12%	63	41%	33	22%	39	25%	72	47%
Students with Disabilities	28	15	54%	13	46%	12	92%	1	8%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	17	100%	2	12%	3	18%	2	12%	10	59%	12	71%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	43	5	12%	38	88%	14	37%	16	42%	5	13%	3	8%	8	21%
White	132	33	25%	99	75%	11	11%	41	41%	23	23%	24	24%	47	47%
Multiracial	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	12	100%	3	25%	4	33%	3	25%	2	17%	5	42%
Economically Disadvantaged	32	7	22%	25	78%	10	40%	9	36%	2	8%	4	16%	6	24%
Not Economically Disadvantaged	172	31	18%	141	82%	20	14%	55	39%	31	22%	35	25%	66	47%
English Language Learner	12	1	8%	11	92%	9	82%	1	9%	1	9%	0	0%	1	9%
Non-English Language Learner	192	37	19%	155	81%	21	14%	63	41%	32	21%	39	25%	71	46%
Not in Foster Care	204	38	19%	166	81%	30	18%	64	39%	33	20%	39	23%	72	43%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	38	19%	164	81%	—	—	—	—	—	—	—	—	—	—
Not Migrant	204	38	19%	166	81%	30	18%	64	39%	33	20%	39	23%	72	43%
Parent Not in Armed Forces	204	38	19%	166	81%	30	18%	64	39%	33	20%	39	23%	72	43%

GRADE 6 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

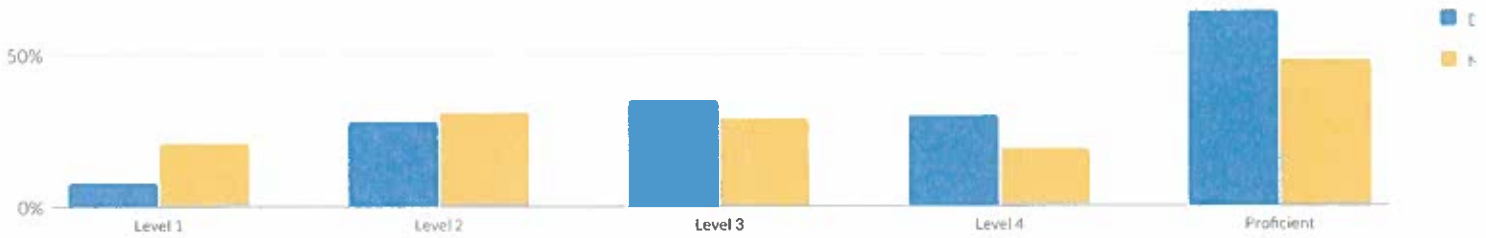


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	220	66	30%	154	70%	30	19%	46	30%	33	21%	45	29%	78	51%
Female	103	35	34%	68	66%	12	18%	14	21%	10	15%	32	47%	42	62%
Male	117	31	26%	86	74%	18	21%	32	37%	23	27%	13	15%	36	42%
General Education Students	179	46	26%	133	74%	20	15%	39	29%	30	23%	44	33%	74	56%
Students with Disabilities	41	20	49%	21	51%	10	48%	7	33%	3	14%	1	5%	4	19%
Asian or Native Hawaiian/Other Pacific Islander	21	2	10%	19	90%	1	5%	2	11%	5	26%	11	58%	16	84%
Black or African American	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	45	19	42%	26	58%	8	31%	8	31%	3	12%	7	27%	10	38%
White	131	38	29%	93	71%	18	19%	30	32%	22	24%	23	25%	45	48%
Multiracial	17	5	29%	12	71%	—	—	—	—	—	—	—	—	—	—
Small Group Total	23	7	30%	16	70%	3	19%	6	38%	3	19%	4	25%	7	44%
Economically Disadvantaged	37	17	46%	20	54%	8	40%	6	30%	3	15%	3	15%	6	30%
Not Economically Disadvantaged	183	49	27%	134	73%	22	16%	40	30%	30	22%	42	31%	72	54%
English Language Learner	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	212	62	29%	150	71%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	220	66	30%	154	70%	30	19%	46	30%	33	21%	45	29%	78	51%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	219	65	30%	154	70%	30	19%	46	30%	33	21%	45	29%	78	51%
Not Migrant	220	66	30%	154	70%	30	19%	46	30%	33	21%	45	29%	78	51%
Parent Not in Armed Forces	220	66	30%	154	70%	30	19%	46	30%	33	21%	45	29%	78	51%

GRADE 7 ELA RESULTS

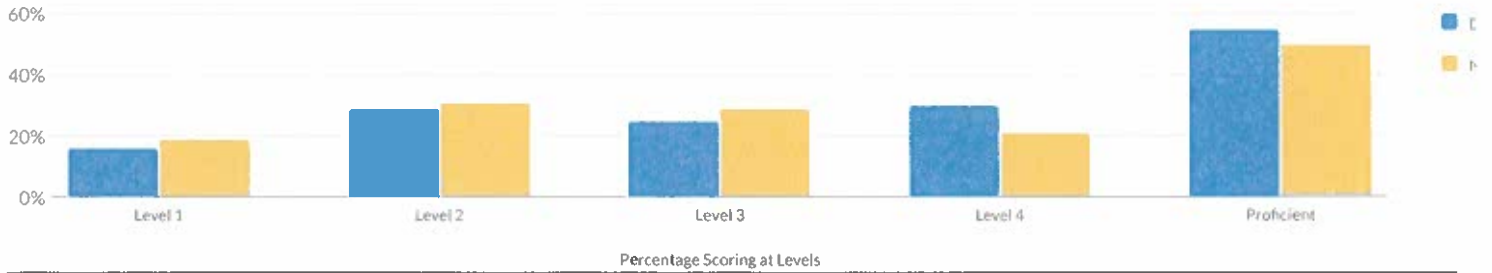
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	204	66	32%	138	68%	11	8%	38	28%	48	35%	41	30%	89	64%
Female	105	37	35%	68	65%	2	3%	14	21%	27	40%	25	37%	52	76%
Male	99	29	29%	70	71%	9	13%	24	34%	21	30%	16	23%	37	53%
General Education Students	177	55	31%	122	69%	5	4%	34	28%	42	34%	41	34%	83	68%
Students with Disabilities	27	11	41%	16	59%	6	38%	4	25%	6	38%	0	0%	6	38%
Asian or Native Hawaiian/Other Pacific Islander	20	2	10%	18	90%	1	6%	1	6%	6	33%	10	56%	16	89%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	14	34%	27	66%	5	19%	10	37%	5	19%	7	26%	12	44%
White	131	47	36%	84	64%	4	5%	24	29%	34	40%	22	26%	56	67%
Multiracial	10	2	20%	8	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	3	25%	9	75%	1	11%	3	33%	3	33%	2	22%	5	56%
Economically Disadvantaged	24	12	50%	12	50%	4	33%	4	33%	2	17%	2	17%	4	33%
Not Economically Disadvantaged	180	54	30%	126	70%	7	6%	34	27%	46	37%	39	31%	85	67%
English Language Learner	7	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	197	60	30%	137	70%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	204	66	32%	138	68%	11	8%	38	28%	48	35%	41	30%	89	64%
Not Homeless	204	66	32%	138	68%	11	8%	38	28%	48	35%	41	30%	89	64%
Not Migrant	204	66	32%	138	68%	11	8%	38	28%	48	35%	41	30%	89	64%
Parent Not in Armed Forces	204	66	32%	138	68%	11	8%	38	28%	48	35%	41	30%	89	64%

GRADE 8 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

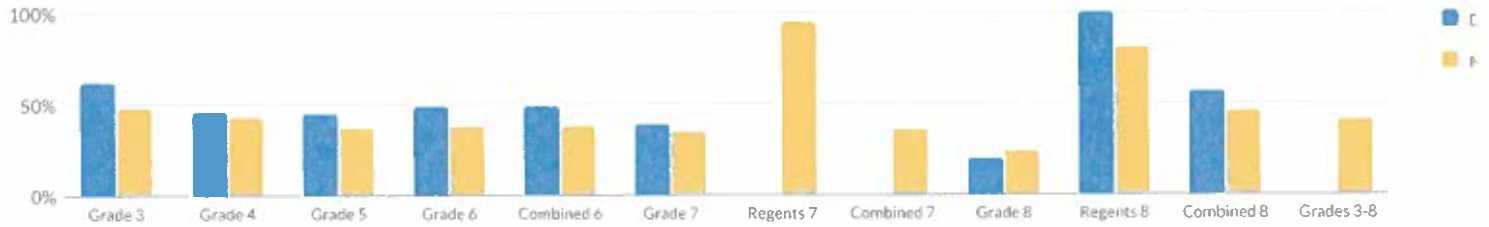


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	242	95	39%	147	61%	24	16%	42	29%	37	25%	44	30%	81	55%
Female	130	56	43%	74	57%	7	9%	20	27%	18	24%	29	39%	47	64%
Male	112	39	35%	73	65%	17	23%	22	30%	19	26%	15	21%	34	47%
General Education Students	212	86	41%	126	59%	11	9%	37	29%	36	29%	42	33%	78	62%
Students with Disabilities	30	9	30%	21	70%	13	62%	5	24%	1	5%	2	10%	3	14%
Asian or Native Hawaiian/Other Pacific Islander	14	2	14%	12	86%	1	8%	1	8%	3	25%	7	58%	10	83%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	50	17	34%	33	66%	8	24%	10	30%	6	18%	9	27%	15	45%
White	164	68	41%	96	59%	14	15%	29	30%	26	27%	27	28%	53	55%
Multiracial	12	7	58%	5	42%	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	8	57%	6	43%	1	17%	2	33%	2	33%	1	17%	3	50%
Economically Disadvantaged	36	14	39%	22	61%	8	36%	5	23%	4	18%	5	23%	9	41%
Not Economically Disadvantaged	206	81	39%	125	61%	16	13%	37	30%	33	26%	39	31%	72	58%
English Language Learner	11	4	36%	7	64%	6	86%	1	14%	0	0%	0	0%	0	0%
Non-English Language Learner	231	91	39%	140	61%	18	13%	41	29%	37	26%	44	31%	81	58%
Not in Foster Care	242	95	39%	147	61%	24	16%	42	29%	37	25%	44	30%	81	55%
Not Homeless	242	95	39%	147	61%	24	16%	42	29%	37	25%	44	30%	81	55%
Not Migrant	242	95	39%	147	61%	24	16%	42	29%	37	25%	44	30%	81	55%
Parent Not in Armed Forces	242	95	39%	147	61%	24	16%	42	29%	37	25%	44	30%	81	55%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	214	17	8%	197	92%	19	10%	55	28%	82	42%	41	21%	123	62%
Grade 4	203	26	13%	177	87%	42	24%	53	30%	57	32%	25	14%	82	46%
Grade 5	205	42	20%	163	80%	39	24%	50	31%	37	23%	37	23%	74	45%
Grade 6	221	71	32%	150	68%	39	26%	38	25%	55	37%	18	12%	73	49%
Combined 6	221	71	32%	150	68%	39	26%	38	25%	55	37%	18	12%	73	49%
Grade 7	204	78	38%	126	62%	27	21%	50	40%	31	25%	18	14%	49	39%
Regents 7	—	0	0%	2	1%	—	—	—	—	—	—	—	—	—	—
Combined 7	204	76	37%	128	63%	—	—	—	—	—	—	—	—	—	—
Grade 8	242	160	66%	82	34%	35	43%	31	38%	12	15%	4	5%	16	20%
Regents 8	—	0	0%	70	29%	0	0%	0	0%	2	3%	68	97%	70	100%
Combined 8	242	90	37%	152	63%	35	23%	31	20%	14	9%	72	47%	86	57%
Grades 3-8	1,289	322	25%	967	75%	—	—	—	—	—	—	—	—	—	—

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

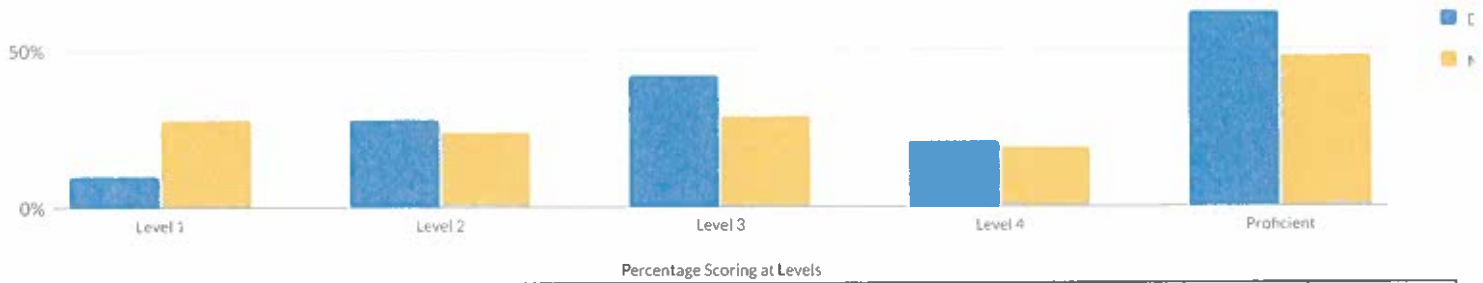
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 7	0	0	—	0	—
Regents 8	0	0	—	0	—

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

GRADE 3 MATH RESULTS

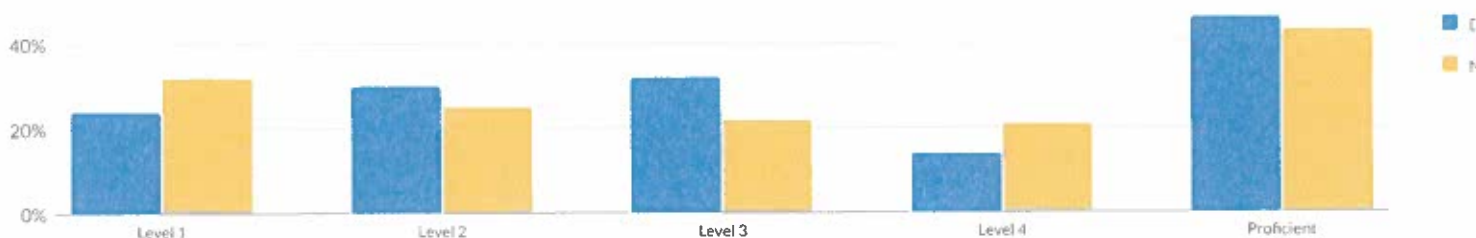
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	17	8%	197	92%	19	10%	55	28%	82	42%	41	21%	123	62%
Female	105	8	8%	97	92%	10	10%	27	28%	36	37%	24	25%	60	62%
Male	109	9	8%	100	92%	9	9%	28	28%	46	46%	17	17%	63	63%
General Education Students	187	12	6%	175	94%	10	6%	47	27%	79	45%	39	22%	118	67%
Students with Disabilities	27	5	19%	22	81%	9	41%	8	36%	3	14%	2	9%	5	23%
Asian or Native Hawaiian/Other Pacific Islander	19	1	5%	18	95%	0	0%	5	28%	8	44%	5	28%	13	72%
Black or African American	5	0	0%	5	100%	1	20%	3	60%	1	20%	0	0%	1	20%
Hispanic or Latino	51	6	12%	45	88%	12	27%	13	29%	15	33%	5	11%	20	44%
White	125	9	7%	116	93%	6	5%	34	29%	52	45%	24	21%	76	66%
Multiracial	14	1	7%	13	93%	0	0%	0	0%	6	46%	7	54%	13	100%
Economically Disadvantaged	43	5	12%	38	88%	13	34%	14	37%	7	18%	4	11%	11	29%
Not Economically Disadvantaged	171	12	7%	159	93%	6	4%	41	26%	75	47%	37	23%	112	70%
English Language Learner	22	1	5%	21	95%	9	43%	10	48%	2	10%	0	0%	2	10%
Non-English Language Learner	192	16	8%	176	92%	10	6%	45	26%	80	45%	41	23%	121	69%
Not in Foster Care	214	17	8%	197	92%	19	10%	55	28%	82	42%	41	21%	123	62%
Homeless	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	211	17	8%	194	92%	-	-	-	-	-	-	-	-	-	-
Not Migrant	214	17	8%	197	92%	19	10%	55	28%	82	42%	41	21%	123	62%
Parent Not in Armed Forces	214	17	8%	197	92%	19	10%	55	28%	82	42%	41	21%	123	62%

GRADE 4 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	26	13%	177	87%	42	24%	53	30%	57	32%	25	14%	82	46%
Female	102	11	11%	91	89%	28	31%	29	32%	26	29%	8	9%	34	37%
Male	101	15	15%	86	85%	14	16%	24	28%	31	36%	17	20%	48	56%
General Education Students	163	12	7%	151	93%	25	17%	49	32%	53	35%	24	16%	77	51%
Students with Disabilities	40	14	35%	26	65%	17	65%	4	15%	4	15%	1	4%	5	19%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	5	20%	7	28%	5	20%	8	32%	13	52%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	43	5	12%	38	88%	14	37%	11	29%	12	32%	1	3%	13	34%
White	123	19	15%	104	85%	19	18%	33	32%	38	37%	14	13%	52	50%
Multiracial	11	2	18%	9	82%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	2	17%	10	83%	4	40%	2	20%	2	20%	2	20%	4	40%
Economically Disadvantaged	26	3	12%	23	88%	11	48%	7	30%	4	17%	1	4%	5	22%
Not Economically Disadvantaged	177	23	13%	154	87%	31	20%	46	30%	53	34%	24	16%	77	50%
English Language Learner	13	2	15%	11	85%	6	55%	3	27%	2	18%	0	0%	2	18%
Non-English Language Learner	190	24	13%	166	87%	36	22%	50	30%	55	33%	25	15%	80	48%
Not in Foster Care	203	26	13%	177	87%	42	24%	53	30%	57	32%	25	14%	82	46%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	202	25	12%	177	88%	42	24%	53	30%	57	32%	25	14%	82	46%
Not Migrant	203	26	13%	177	87%	42	24%	53	30%	57	32%	25	14%	82	46%
Parent Not in Armed Forces	203	26	13%	177	87%	42	24%	53	30%	57	32%	25	14%	82	46%

GRADE 5 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

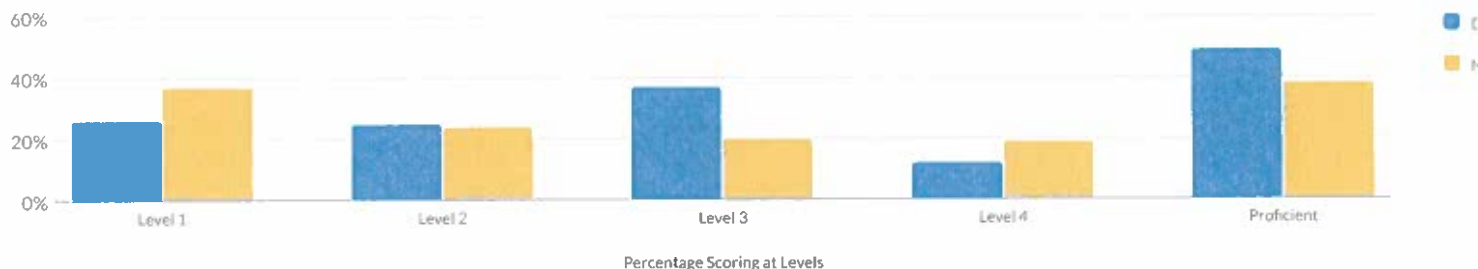


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	205	42	20%	163	80%	39	24%	50	31%	37	23%	37	23%	74	45%
Female	100	19	19%	81	81%	23	28%	23	28%	16	20%	19	23%	35	43%
Male	105	23	22%	82	78%	16	20%	27	33%	21	26%	18	22%	39	48%
General Education Students	176	28	16%	148	84%	29	20%	46	31%	37	25%	36	24%	73	49%
Students with Disabilities	29	14	48%	15	52%	10	67%	4	27%	0	0%	1	7%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	17	100%	3	18%	4	24%	6	35%	4	24%	10	59%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	43	5	12%	38	88%	19	50%	12	32%	4	11%	3	8%	7	18%
White	133	37	28%	96	72%	14	15%	33	34%	24	25%	25	26%	49	51%
Multiracial	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	12	100%	3	25%	1	8%	3	25%	5	42%	8	67%
Economically Disadvantaged	32	9	28%	23	72%	13	57%	6	26%	2	9%	2	9%	4	17%
Not Economically Disadvantaged	173	33	19%	140	81%	26	19%	44	31%	35	25%	35	25%	70	50%
English Language Learner	12	1	8%	11	92%	8	73%	3	27%	0	0%	0	0%	0	0%
Non-English Language Learner	193	41	21%	152	79%	31	20%	47	31%	37	24%	37	24%	74	49%
Not in Foster Care	205	42	20%	163	80%	39	24%	50	31%	37	23%	37	23%	74	45%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	203	42	21%	161	79%	—	—	—	—	—	—	—	—	—	—
Not Migrant	205	42	20%	163	80%	39	24%	50	31%	37	23%	37	23%	74	45%
Parent Not in Armed Forces	205	42	20%	163	80%	39	24%	50	31%	37	23%	37	23%	74	45%

GRADE 6 MATH RESULTS

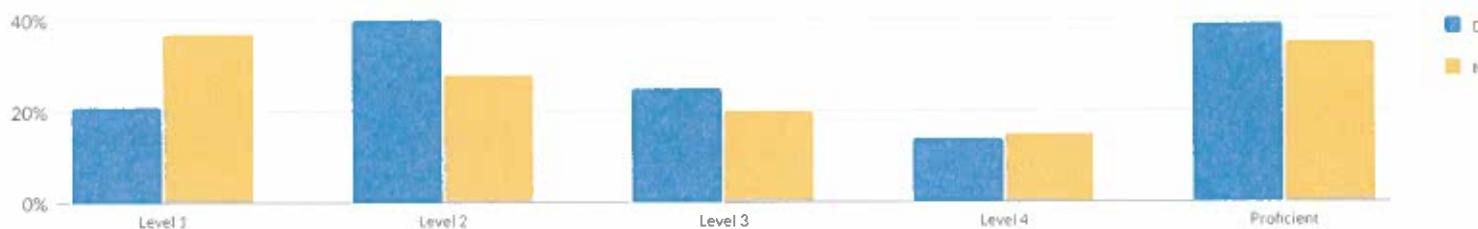
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	221	71	32%	150	68%	39	26%	38	25%	55	37%	18	12%	73	49%
Female	103	41	40%	62	60%	12	19%	15	24%	23	37%	12	19%	35	56%
Male	118	30	25%	88	75%	27	31%	23	26%	32	36%	6	7%	38	43%
General Education Students	180	50	28%	130	72%	30	23%	31	24%	52	40%	17	13%	69	53%
Students with Disabilities	41	21	51%	20	49%	9	45%	7	35%	3	15%	1	5%	4	20%
Asian or Native Hawaiian/Other Pacific Islander	21	4	19%	17	81%	0	0%	2	12%	8	47%	7	41%	15	88%
Black or African American	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	45	15	33%	30	67%	15	50%	5	17%	10	33%	0	0%	10	33%
White	132	43	33%	89	67%	19	21%	28	31%	32	36%	10	11%	42	47%
Multiracial	17	6	35%	11	65%	—	—	—	—	—	—	—	—	—	—
Small Group Total	23	9	39%	14	61%	5	36%	3	21%	5	36%	1	7%	6	43%
Economically Disadvantaged	37	16	43%	21	57%	13	62%	2	10%	4	19%	2	10%	6	29%
Not Economically Disadvantaged	184	55	30%	129	70%	26	20%	36	28%	51	40%	16	12%	67	52%
English Language Learner	8	1	13%	7	88%	5	71%	2	29%	0	0%	0	0%	0	0%
Non-English Language Learner	213	70	33%	143	67%	34	24%	36	25%	55	38%	18	13%	73	51%
Not in Foster Care	221	71	32%	150	68%	39	26%	38	25%	55	37%	18	12%	73	49%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	220	70	32%	150	68%	39	26%	38	25%	55	37%	18	12%	73	49%
Not Migrant	221	71	32%	150	68%	39	26%	38	25%	55	37%	18	12%	73	49%
Parent Not in Armed Forces	221	71	32%	150	68%	39	26%	38	25%	55	37%	18	12%	73	49%

GRADE 7 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

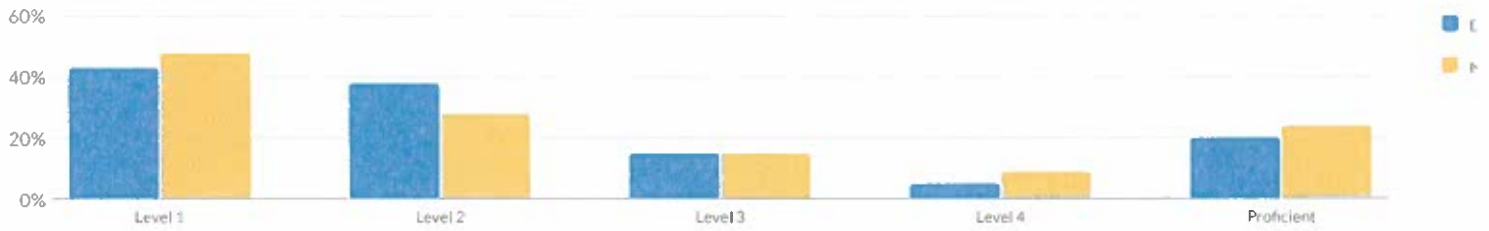


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	204	78	38%	126	62%	27	21%	50	40%	31	25%	18	14%	49	39%
Female	105	43	41%	62	59%	14	23%	27	44%	14	23%	7	11%	21	34%
Male	99	35	35%	64	65%	13	20%	23	36%	17	27%	11	17%	28	44%
General Education Students	177	64	36%	113	64%	20	18%	45	40%	31	27%	17	15%	48	42%
Students with Disabilities	27	14	52%	13	48%	7	54%	5	38%	0	0%	1	8%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	20	2	10%	18	90%	3	17%	4	22%	5	28%	6	33%	11	61%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	21	51%	20	49%	8	40%	8	40%	3	15%	1	5%	4	20%
White	131	53	40%	78	60%	14	18%	33	42%	21	27%	10	13%	31	40%
Multiracial	10	2	20%	8	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	2	17%	10	83%	2	20%	5	50%	2	20%	1	10%	3	30%
Economically Disadvantaged	24	15	63%	9	38%	4	44%	3	33%	1	11%	1	11%	2	22%
Not Economically Disadvantaged	180	63	35%	117	65%	23	20%	47	40%	30	26%	17	15%	47	40%
English Language Learner	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	197	75	38%	122	62%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	204	78	38%	126	62%	27	21%	50	40%	31	25%	18	14%	49	39%
Not Homeless	204	78	38%	126	62%	27	21%	50	40%	31	25%	18	14%	49	39%
Not Migrant	204	78	38%	126	62%	27	21%	50	40%	31	25%	18	14%	49	39%
Parent Not in Armed Forces	204	78	38%	126	62%	27	21%	50	40%	31	25%	18	14%	49	39%

GRADE 8 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



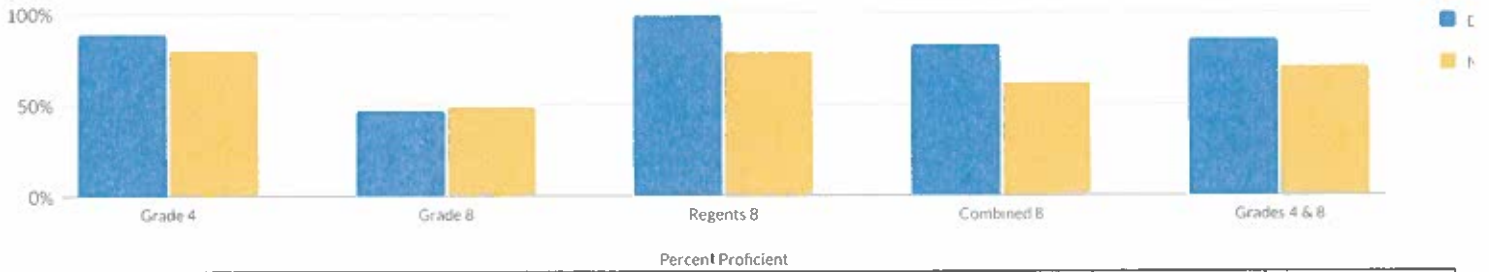
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	242	160	66%	82	34%	35	43%	31	38%	12	15%	4	5%	16	20%
Female	130	91	70%	39	30%	15	38%	13	33%	9	23%	2	5%	11	28%
Male	112	69	62%	43	38%	20	47%	18	42%	3	7%	2	5%	5	12%
General Education Students	212	147	69%	65	31%	23	35%	28	43%	11	17%	3	5%	14	22%
Students with Disabilities	30	13	43%	17	57%	12	71%	3	18%	1	6%	1	6%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	14	11	79%	3	21%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	50	27	54%	23	46%	13	57%	7	30%	2	9%	1	4%	3	13%
White	164	112	68%	52	32%	19	37%	22	42%	9	17%	2	4%	11	21%
Multiracial	12	10	83%	2	17%	—	—	—	—	—	—	—	—	—	—
Small Group Total	28	21	75%	7	25%	3	43%	2	29%	1	14%	1	14%	2	29%
Economically Disadvantaged	36	21	58%	15	42%	10	67%	2	13%	2	13%	1	7%	3	20%
Not Economically Disadvantaged	206	139	67%	67	33%	25	37%	29	43%	10	15%	3	4%	13	19%
English Language Learner	11	3	27%	8	73%	7	88%	1	13%	0	0%	0	0%	0	0%
Non-English Language Learner	231	157	68%	74	32%	28	38%	30	41%	12	16%	4	5%	16	22%
Not in Foster Care	242	160	66%	82	34%	35	43%	31	38%	12	15%	4	5%	16	20%
Not Homeless	242	160	66%	82	34%	35	43%	31	38%	12	15%	4	5%	16	20%
Not Migrant	242	160	66%	82	34%	35	43%	31	38%	12	15%	4	5%	16	20%
Parent Not in Armed Forces	242	160	66%	82	34%	35	43%	31	38%	12	15%	4	5%	16	20%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



Grade	Total #	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	203	27	13%	176	87%	5	3%	14	8%	55	31%	102	58%	157	89%
Grade 8	243	181	74%	62	26%	4	6%	29	47%	22	35%	7	11%	29	47%
Regents 8	—	0	0%	143	59%	0	0%	1	1%	23	16%	119	83%	142	99%
Combined 8	243	38	16%	205	84%	4	2%	30	15%	45	22%	126	61%	171	83%
Grades 4 & 8	446	65	15%	381	85%	9	2%	44	12%	100	26%	228	60%	328	86%

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

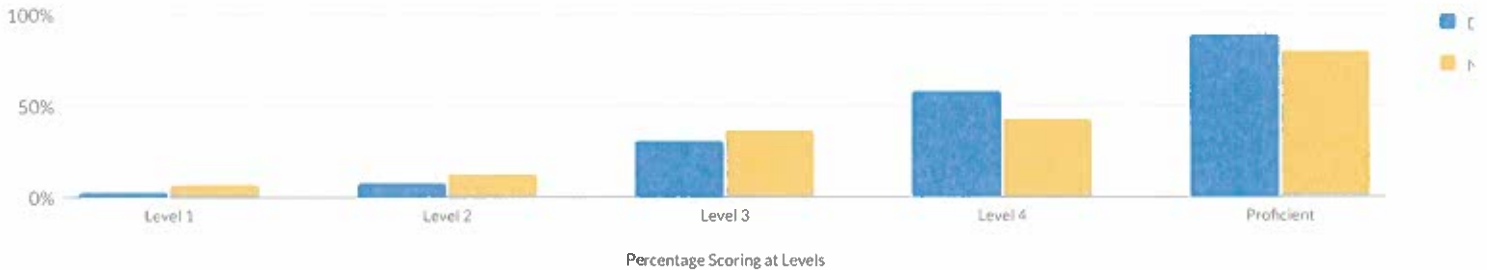
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

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

GRADE 4 SCIENCE RESULTS

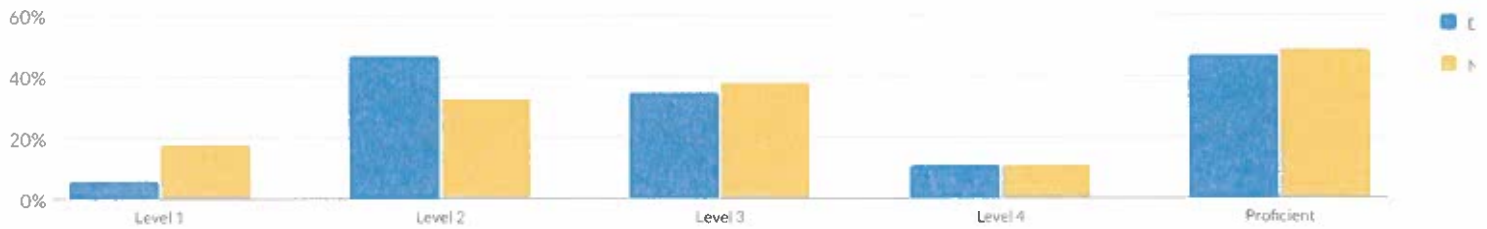
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	27	13%	176	87%	5	3%	14	8%	55	31%	102	58%	157	89%
Female	102	12	12%	90	88%	1	1%	10	11%	35	39%	44	49%	79	88%
Male	101	15	15%	86	85%	4	5%	4	5%	20	23%	58	67%	78	91%
General Education Students	163	18	11%	145	89%	1	1%	8	6%	42	29%	94	65%	136	94%
Students with Disabilities	40	9	23%	31	78%	4	13%	6	19%	13	42%	8	26%	21	68%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	1	4%	2	8%	3	12%	19	76%	22	88%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	43	4	9%	39	91%	1	3%	8	21%	16	41%	14	36%	30	77%
White	123	21	17%	102	83%	3	3%	3	3%	31	30%	65	64%	96	94%
Multiracial	11	2	18%	9	82%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	2	17%	10	83%	0	0%	1	10%	5	50%	4	40%	9	90%
Economically Disadvantaged	26	4	15%	22	85%	0	0%	6	27%	7	32%	9	41%	16	73%
Not Economically Disadvantaged	177	23	13%	154	87%	5	3%	8	5%	48	31%	93	60%	141	92%
English Language Learner	13	2	15%	11	85%	0	0%	5	45%	4	36%	2	18%	6	55%
Non-English Language Learner	190	25	13%	165	87%	5	3%	9	5%	51	31%	100	61%	151	92%
Not in Foster Care	203	27	13%	176	87%	5	3%	14	8%	55	31%	102	58%	157	89%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	202	26	13%	176	87%	5	3%	14	8%	55	31%	102	58%	157	89%
Not Migrant	203	27	13%	176	87%	5	3%	14	8%	55	31%	102	58%	157	89%
Parent Not in Armed Forces	203	27	13%	176	87%	5	3%	14	8%	55	31%	102	58%	157	89%

GRADE 8 SCIENCE RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

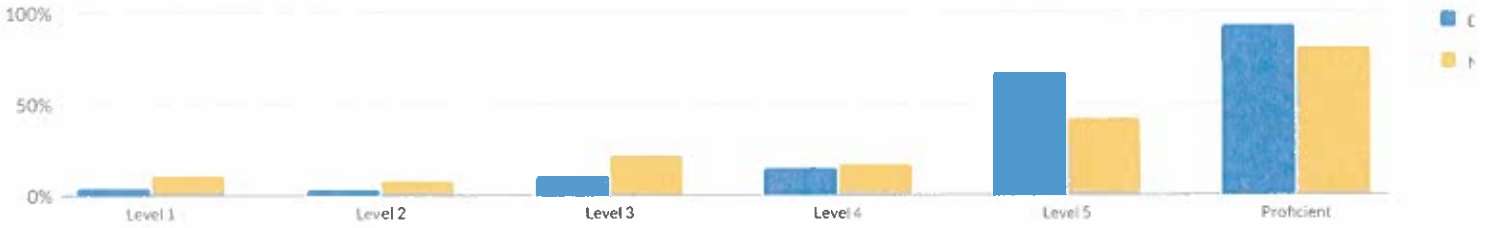


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	243	181	74%	62	26%	4	6%	29	47%	22	35%	7	11%	29	47%
Female	130	104	80%	26	20%	4	15%	13	50%	5	19%	4	15%	9	35%
Male	113	77	68%	36	32%	0	0%	16	44%	17	47%	3	8%	20	56%
General Education Students	213	167	78%	46	22%	4	9%	16	35%	20	43%	6	13%	26	57%
Students with Disabilities	30	14	47%	16	53%	0	0%	13	81%	2	13%	1	6%	3	19%
Asian or Native Hawaiian/Other Pacific Islander	14	12	86%	2	14%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	50	33	66%	17	34%	2	12%	9	53%	5	29%	1	6%	6	35%
White	165	126	76%	39	24%	2	5%	17	44%	16	41%	4	10%	20	51%
Multiracial	12	10	83%	2	17%	–	–	–	–	–	–	–	–	–	–
Small Group Total	28	22	79%	6	21%	0	0%	3	50%	1	17%	2	33%	3	50%
Economically Disadvantaged	36	23	64%	13	36%	2	15%	5	38%	6	46%	0	0%	6	46%
Not Economically Disadvantaged	207	158	76%	49	24%	2	4%	24	49%	16	33%	7	14%	23	47%
English Language Learner	12	7	58%	5	42%	1	20%	4	80%	0	0%	0	0%	0	0%
Non-English Language Learner	231	174	75%	57	25%	3	5%	25	44%	22	39%	7	12%	29	51%
Not in Foster Care	243	181	74%	62	26%	4	6%	29	47%	22	35%	7	11%	29	47%
Not Homeless	243	181	74%	62	26%	4	6%	29	47%	22	35%	7	11%	29	47%
Not Migrant	243	181	74%	62	26%	4	6%	29	47%	22	35%	7	11%	29	47%
Parent Not in Armed Forces	243	181	74%	62	26%	4	6%	29	47%	22	35%	7	11%	29	47%

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



Percentage Scoring at Levels

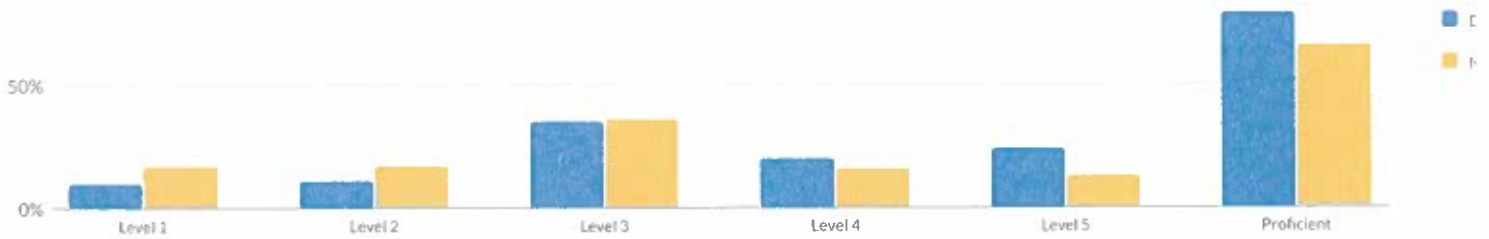
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	10	4%	8	3%	28	11%	37	15%	165	67%	230	93%
Female	116	2	2%	3	3%	13	11%	15	13%	83	72%	111	96%
Male	132	8	6%	5	4%	15	11%	22	17%	82	62%	119	90%
General Education Students	207	7	3%	2	1%	18	9%	26	13%	154	74%	198	96%
Students with Disabilities	41	3	7%	6	15%	10	24%	11	27%	11	27%	32	78%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	2	13%	1	7%	1	7%	11	73%	13	87%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	7	19%	4	11%	4	11%	6	16%	16	43%	26	70%
White	189	3	2%	2	1%	21	11%	28	15%	135	71%	184	97%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	0	0%	2	29%	2	29%	3	43%	7	100%
Economically Disadvantaged	40	6	15%	4	10%	6	15%	5	13%	19	48%	30	75%
Not Economically Disadvantaged	208	4	2%	4	2%	22	11%	32	15%	146	70%	200	96%
English Language Learner	9	6	67%	2	22%	0	0%	1	11%	0	0%	1	11%
Non-English Language Learner	239	4	2%	6	3%	28	12%	36	15%	165	69%	229	96%
Not in Foster Care	248	10	4%	8	3%	28	11%	37	15%	165	67%	230	93%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	247	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	248	10	4%	8	3%	28	11%	37	15%	165	67%	230	93%
Parent Not in Armed Forces	248	10	4%	8	3%	28	11%	37	15%	165	67%	230	93%

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	8	8	100	0	0
Female	1	1	100	0	0
Male	7	7	100	0	0
General Education Students	4	4	100	0	0
Students with Disabilities	4	4	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	5	5	100	0	0
Multiracial	1	1	100	0	0
Not Economically Disadvantaged	8	8	100	0	0
Non-English Language Learner	8	8	100	0	0
Not in Foster Care	8	8	100	0	0
Not Homeless	8	8	100	0	0
Not Migrant	8	8	100	0	0
Parent Not in Armed Forces	8	8	100	0	0

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Percentage Scoring at Levels

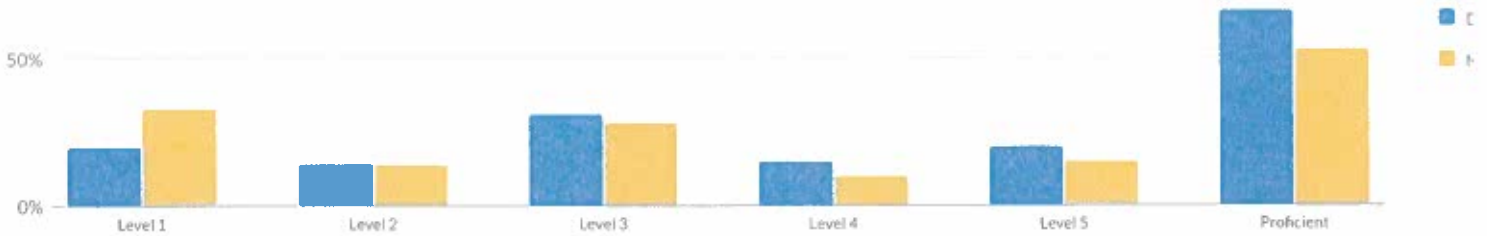
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	205	21	10%	23	11%	71	35%	41	20%	49	24%	161	79%
Female	102	8	8%	11	11%	34	33%	23	23%	26	25%	83	81%
Male	103	13	13%	12	12%	37	36%	18	17%	23	22%	78	76%
General Education Students	169	5	3%	15	9%	59	35%	41	24%	49	29%	149	88%
Students with Disabilities	36	16	44%	8	22%	12	33%	0	0%	0	0%	12	33%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	1	6%	6	33%	2	11%	9	50%	17	94%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	8	22%	8	22%	11	31%	6	17%	3	8%	20	56%
White	140	11	8%	13	9%	50	36%	31	22%	35	25%	116	83%
Multiracial	8	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	2	18%	1	9%	4	36%	2	18%	2	18%	8	73%
Economically Disadvantaged	33	6	18%	5	15%	16	48%	3	9%	3	9%	22	67%
Not Economically Disadvantaged	172	15	9%	18	10%	55	32%	38	22%	46	27%	139	81%
English Language Learner	14	6	43%	5	36%	3	21%	0	0%	0	0%	3	21%
Non-English Language Learner	191	15	8%	18	9%	68	36%	41	21%	49	26%	158	83%
Not in Foster Care	205	21	10%	23	11%	71	35%	41	20%	49	24%	161	79%
Not Homeless	205	21	10%	23	11%	71	35%	41	20%	49	24%	161	79%
Not Migrant	205	21	10%	23	11%	71	35%	41	20%	49	24%	161	79%
Parent Not in Armed Forces	205	21	10%	23	11%	71	35%	41	20%	49	24%	161	79%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	8	8	100	0	0
Female	4	4	100	0	0
Male	4	4	100	0	0
General Education Students	6	6	100	0	0
Students with Disabilities	2	2	100	0	0
Hispanic or Latino	5	5	100	0	0
White	3	3	100	0	0
Economically Disadvantaged	4	4	100	0	0
Not Economically Disadvantaged	4	4	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	7	7	100	0	0
Not in Foster Care	8	8	100	0	0
Not Homeless	8	8	100	0	0
Not Migrant	8	8	100	0	0
Parent Not in Armed Forces	8	8	100	0	0

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

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

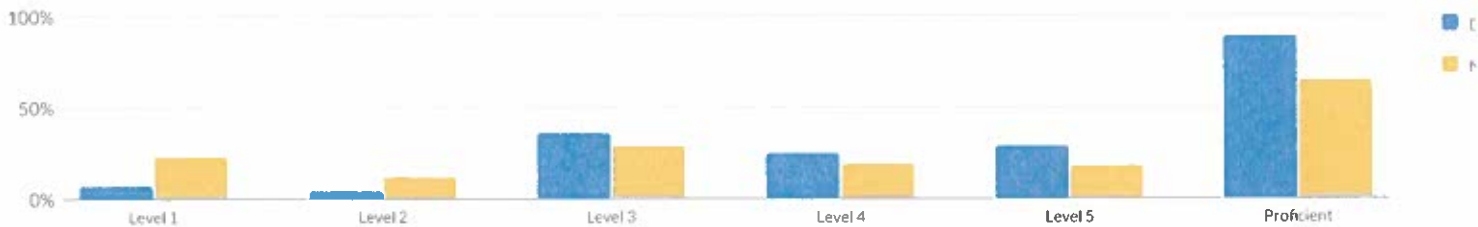
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	198	40	20%	27	14%	62	31%	30	15%	39	20%	131	66%
Female	118	29	25%	20	17%	35	30%	13	11%	21	18%	69	58%
Male	80	11	14%	7	9%	27	34%	17	21%	18	23%	62	78%
General Education Students	181	31	17%	24	13%	60	33%	28	15%	38	21%	126	70%
Students with Disabilities	17	9	53%	3	18%	2	12%	2	12%	1	6%	5	29%
Asian or Native Hawaiian/Other Pacific Islander	20	3	15%	1	5%	3	15%	3	15%	10	50%	16	80%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	12	41%	3	10%	10	34%	1	3%	3	10%	14	48%
White	134	22	16%	22	16%	43	32%	25	19%	22	16%	90	67%
Multiracial	14	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	15	3	20%	1	7%	6	40%	1	7%	4	27%	11	73%
Economically Disadvantaged	24	10	42%	2	8%	5	21%	4	17%	3	13%	12	50%
Not Economically Disadvantaged	174	30	17%	25	14%	57	33%	26	15%	36	21%	119	68%
Non-English Language Learner	198	40	20%	27	14%	62	31%	30	15%	39	20%	131	66%
Not in Foster Care	198	40	20%	27	14%	62	31%	30	15%	39	20%	131	66%
Not Homeless	198	40	20%	27	14%	62	31%	30	15%	39	20%	131	66%
Not Migrant	198	40	20%	27	14%	62	31%	30	15%	39	20%	131	66%
Parent Not in Armed Forces	198	40	20%	27	14%	62	31%	30	15%	39	20%	131	66%

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	6	6	100	0	0
Female	3	3	100	0	0
Male	3	3	100	0	0
General Education Students	4	4	100	0	0
Students with Disabilities	2	2	100	0	0
Hispanic or Latino	1	1	100	0	0
White	4	4	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	5	5	100	0	0
Non-English Language Learner	6	6	100	0	0
Not in Foster Care	6	6	100	0	0
Not Homeless	6	6	100	0	0
Not Migrant	6	6	100	0	0
Parent Not in Armed Forces	6	6	100	0	0

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	2	7%	1	4%	10	36%	7	25%	8	29%	25	89%
Female	11	1	9%	1	9%	6	55%	1	9%	2	18%	9	82%
Male	17	1	6%	0	0%	4	24%	6	35%	6	35%	16	94%
General Education Students	24	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	1	17%	2	33%	3	50%	6	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	14	2	14%	0	0%	7	50%	3	21%	2	14%	12	86%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	2	25%	2	25%	3	38%	7	88%
Economically Disadvantaged	6	0	0%	1	17%	3	50%	1	17%	1	17%	5	83%
Not Economically Disadvantaged	22	2	9%	0	0%	7	32%	6	27%	7	32%	20	91%
Non-English Language Learner	28	2	7%	1	4%	10	36%	7	25%	8	29%	25	89%
Not in Foster Care	28	2	7%	1	4%	10	36%	7	25%	8	29%	25	89%
Not Homeless	28	2	7%	1	4%	10	36%	7	25%	8	29%	25	89%
Not Migrant	28	2	7%	1	4%	10	36%	7	25%	8	29%	25	89%
Parent Not in Armed Forces	28	2	7%	1	4%	10	36%	7	25%	8	29%	25	89%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	3	100	0	0
Male	3	3	100	0	0
General Education Students	3	3	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	3	3	100	0	0
Not Homeless	3	3	100	0	0
Not Migrant	3	3	100	0	0
Parent Not in Armed Forces	3	3	100	0	0

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	226	4	2%	14	6%	99	44%	109	48%	208	92%
Female	114	4	4%	2	2%	58	51%	50	44%	108	95%
Male	112	0	0%	12	11%	41	37%	59	53%	100	89%
General Education Students	191	1	1%	7	4%	80	42%	103	54%	183	96%
Students with Disabilities	35	3	9%	7	20%	19	54%	6	17%	25	71%
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	2	7%	9	33%	16	59%	25	93%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	3	8%	7	18%	19	49%	10	26%	29	74%
White	146	1	1%	5	3%	65	45%	75	51%	140	96%
Multiracial	10	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	0	0%	0	0%	6	43%	8	57%	14	100%
Economically Disadvantaged	39	0	0%	5	13%	21	54%	13	33%	34	87%
Not Economically Disadvantaged	187	4	2%	9	5%	78	42%	96	51%	174	93%
English Language Learner	13	3	23%	5	38%	5	38%	0	0%	5	38%
Non-English Language Learner	213	1	0%	9	4%	94	44%	109	51%	203	95%
Not in Foster Care	226	4	2%	14	6%	99	44%	109	48%	208	92%
Not Homeless	226	4	2%	14	6%	99	44%	109	48%	208	92%
Not Migrant	226	4	2%	14	6%	99	44%	109	48%	208	92%
Parent Not in Armed Forces	226	4	2%	14	6%	99	44%	109	48%	208	92%

ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)



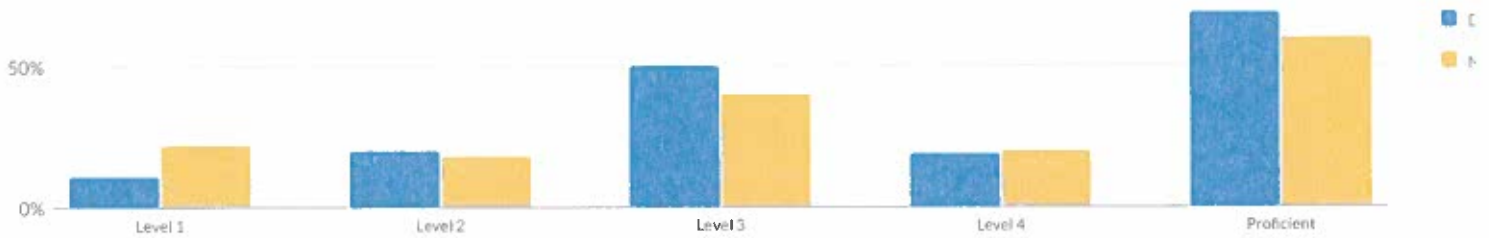
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	199	3	2%	6	3%	59	30%	131	66%	190	95%
Female	110	2	2%	4	4%	32	29%	72	65%	104	95%
Male	89	1	1%	2	2%	27	30%	59	66%	86	97%
General Education Students	177	2	1%	3	2%	46	26%	126	71%	172	97%
Students with Disabilities	22	1	5%	3	14%	13	59%	5	23%	18	82%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	0	0%	10	100%	10	100%
Hispanic or Latino	39	0	0%	2	5%	16	41%	21	54%	37	95%
White	142	3	2%	4	3%	42	30%	93	65%	135	95%
Multiracial	8	0	0%	0	0%	1	13%	7	88%	8	100%
Economically Disadvantaged	24	1	4%	1	4%	9	38%	13	54%	22	92%
Not Economically Disadvantaged	175	2	1%	5	3%	50	29%	118	67%	168	96%
English Language Learner	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	198	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	199	3	2%	6	3%	59	30%	131	66%	190	95%
Not Homeless	199	3	2%	6	3%	59	30%	131	66%	190	95%
Not Migrant	199	3	2%	6	3%	59	30%	131	66%	190	95%
Parent Not in Armed Forces	199	3	2%	6	3%	59	30%	131	66%	190	95%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



Percentage Scoring at Levels

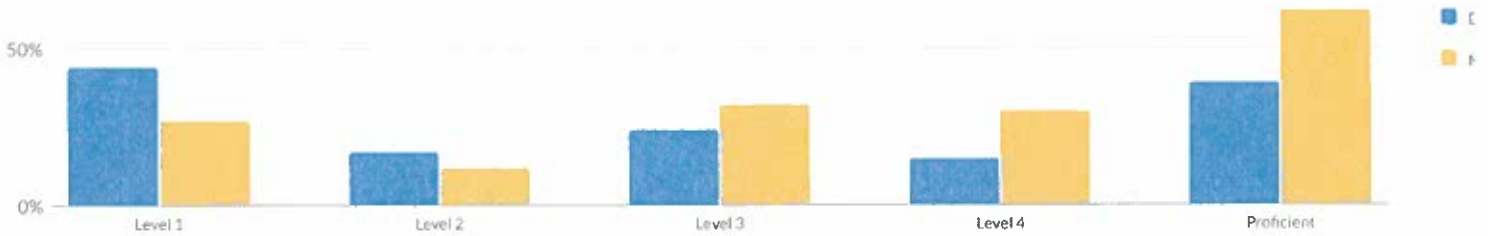
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	177	19	11%	35	20%	89	50%	34	19%	123	69%
Female	91	10	11%	24	26%	43	47%	14	15%	57	63%
Male	86	9	10%	11	13%	46	53%	20	23%	66	77%
General Education Students	161	18	11%	30	19%	81	50%	32	20%	113	70%
Students with Disabilities	16	1	6%	5	31%	8	50%	2	13%	10	63%
Asian or Native Hawaiian/Other Pacific Islander	16	1	6%	1	6%	6	38%	8	50%	14	88%
Black or African American	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	31	6	19%	11	35%	9	29%	5	16%	14	45%
White	114	10	9%	22	19%	66	58%	16	14%	82	72%
Multiracial	13	–	–	–	–	–	–	–	–	–	–
Small Group Total	16	2	13%	1	6%	8	50%	5	31%	13	81%
Economically Disadvantaged	31	4	13%	11	35%	12	39%	4	13%	16	52%
Not Economically Disadvantaged	146	15	10%	24	16%	77	53%	30	21%	107	73%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	176	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	177	19	11%	35	20%	89	50%	34	19%	123	69%
Not Homeless	177	19	11%	35	20%	89	50%	34	19%	123	69%
Not Migrant	177	19	11%	35	20%	89	50%	34	19%	123	69%
Parent Not in Armed Forces	177	19	11%	35	20%	89	50%	34	19%	123	69%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/CHEMISTRY (2021-22)

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

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

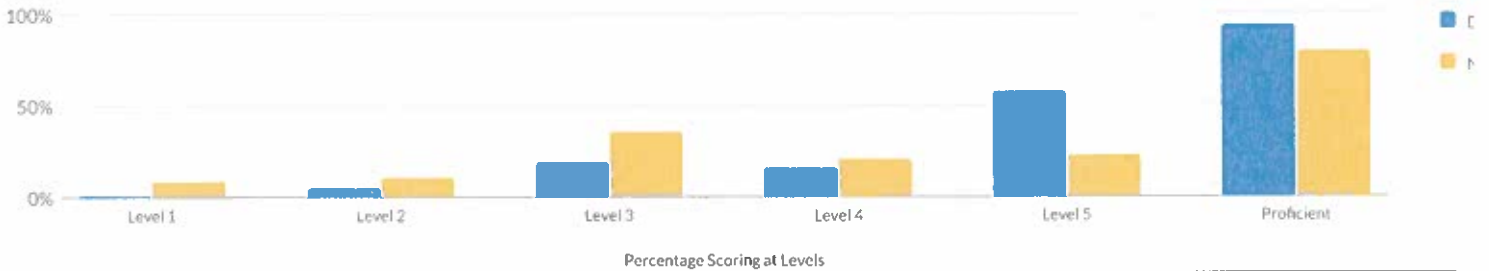
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	127	56	44%	21	17%	31	24%	19	15%	50	39%
Female	52	21	40%	9	17%	15	29%	7	13%	22	42%
Male	75	35	47%	12	16%	16	21%	12	16%	28	37%
General Education Students	124	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	9	64%	1	7%	2	14%	2	14%	4	29%
White	100	41	41%	20	20%	25	25%	14	14%	39	39%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	6	46%	0	0%	4	31%	3	23%	7	54%
Economically Disadvantaged	11	5	45%	0	0%	4	36%	2	18%	6	55%
Not Economically Disadvantaged	116	51	44%	21	18%	27	23%	17	15%	44	38%
Non-English Language Learner	127	56	44%	21	17%	31	24%	19	15%	50	39%
Not in Foster Care	127	56	44%	21	17%	31	24%	19	15%	50	39%
Not Homeless	127	56	44%	21	17%	31	24%	19	15%	50	39%
Not Migrant	127	56	44%	21	17%	31	24%	19	15%	50	39%
Parent Not in Armed Forces	127	56	44%	21	17%	31	24%	19	15%	50	39%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	213	2	1%	11	5%	41	19%	35	16%	124	58%	200	94%
Female	114	1	1%	7	6%	28	25%	19	17%	59	52%	106	93%
Male	99	1	1%	4	4%	13	13%	16	16%	65	66%	94	95%
General Education Students	180	0	0%	6	3%	28	16%	30	17%	116	64%	174	97%
Students with Disabilities	33	2	6%	5	15%	13	39%	5	15%	8	24%	26	79%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	1	7%	0	0%	0	0%	14	93%	14	93%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	43	1	2%	4	9%	14	33%	7	16%	17	40%	38	88%
White	138	1	1%	5	4%	25	18%	27	20%	80	58%	132	96%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	0	0%	1	6%	2	12%	1	6%	13	76%	16	94%
Economically Disadvantaged	35	1	3%	5	14%	7	20%	7	20%	15	43%	29	83%
Not Economically Disadvantaged	178	1	1%	6	3%	34	19%	28	16%	109	61%	171	96%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	212	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	213	2	1%	11	5%	41	19%	35	16%	124	58%	200	94%
Not Homeless	213	2	1%	11	5%	41	19%	35	16%	124	58%	200	94%
Not Migrant	213	2	1%	11	5%	41	19%	35	16%	124	58%	200	94%
Parent Not in Armed Forces	213	2	1%	11	5%	41	19%	35	16%	124	58%	200	94%

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2021-22)

The Regents examination was not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	244
Female	117
Male	127
General Education Students	204
Students with Disabilities	40
Asian or Native Hawaiian/Other Pacific Islander	13
Black or African American	1
Hispanic or Latino	41
White	184
Multiracial	5
Economically Disadvantaged	37
Not Economically Disadvantaged	207
English Language Learner	8
Non-English Language Learner	236
Not in Foster Care	244
Homeless	1
Not Homeless	243
Not Migrant	244
Parent Not in Armed Forces	244

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

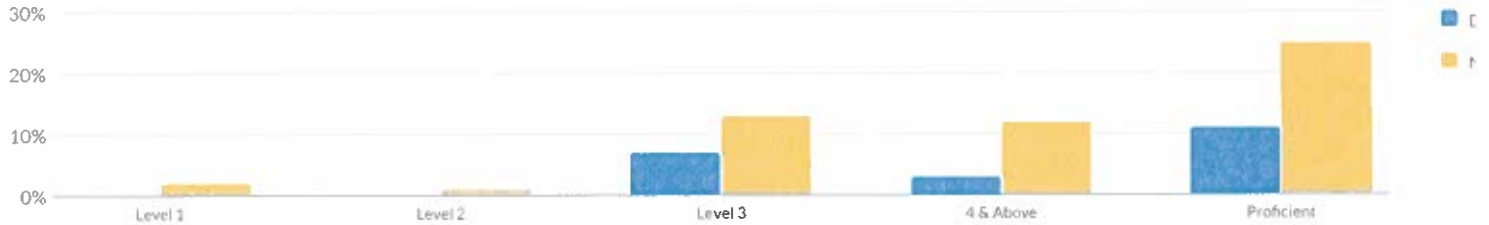
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government (Framework) June 2022 examination was also canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2018 Total Cohort Regents Examinations results with results from prior years.

2018 TOTAL COHORT REGENTS IN ELA

**** Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.**



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	261	232	89%	29	11%	1	0%	0	0%	19	7%	9	3%	28	11%
Female	131	115	88%	16	12%	0	0%	0	0%	14	11%	2	2%	16	12%
Male	130	117	90%	13	10%	1	1%	0	0%	5	4%	7	5%	12	9%
General Education Students	224	200	89%	24	11%	1	0%	0	0%	18	8%	5	2%	23	10%
Students with Disabilities	37	32	86%	5	14%	0	0%	0	0%	1	3%	4	11%	5	14%
Asian or Native Hawaiian/Other Pacific Islander	15	10	67%	5	33%	0	0%	0	0%	3	20%	2	13%	5	33%
Black or African American	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	42	89%	5	11%	1	2%	0	0%	4	9%	0	0%	4	9%
White	190	174	92%	16	8%	0	0%	0	0%	10	5%	6	3%	16	8%
Multiracial	5	3	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	6	67%	3	33%	0	0%	0	0%	2	22%	1	11%	3	33%
Economically Disadvantaged	48	40	83%	8	17%	1	2%	0	0%	5	10%	2	4%	7	15%
Not Economically Disadvantaged	213	192	90%	21	10%	0	0%	0	0%	14	7%	7	3%	21	10%
English Language Learner	6	5	83%	1	17%	1	17%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	255	227	89%	28	11%	0	0%	0	0%	19	7%	9	4%	28	11%
Not in Foster Care	261	232	89%	29	11%	1	0%	0	0%	19	7%	9	3%	28	11%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	230	—	29	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	261	232	89%	29	11%	1	0%	0	0%	19	7%	9	3%	28	11%
Parent Not in Armed Forces	261	232	89%	29	11%	1	0%	0	0%	19	7%	9	3%	28	11%

2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	247	225	91	22	9
Female	128	114	89	14	11
Male	119	111	93	8	7
General Education Students	217	196	90	21	10
Students with Disabilities	30	29	97	1	3
Asian or Native Hawaiian/Other Pacific Islander	15	10	67	5	33
Hispanic or Latino	41	37	90	4	10
White	183	172	94	11	6
Economically Disadvantaged	41	36	88	5	12
Not Economically Disadvantaged	206	189	92	17	8
English Language Learner	1	1	100	0	0
Non-English Language Learner	246	224	91	22	9
Not in Foster Care	247	225	91	22	9
Not Migrant	247	225	91	22	9
Parent Not in Armed Forces	247	225	91	22	9

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

2018 TOTAL COHORT REGENTS IN MATH

** Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



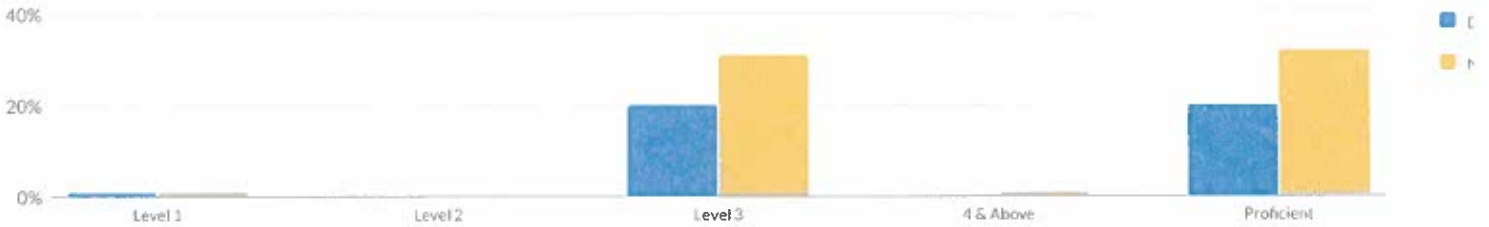
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	261	38	15%	223	85%	3	1%	1	0%	79	30%	140	54%
Female	131	10	8%	121	92%	1	1%	0	0%	39	30%	81	62%	120	92%
Male	130	28	22%	102	78%	2	2%	1	1%	40	31%	59	45%	99	76%
General Education Students	224	19	8%	205	92%	2	1%	0	0%	66	29%	137	61%	203	91%
Students with Disabilities	37	19	51%	18	49%	1	3%	1	3%	13	35%	3	8%	16	43%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	15	100%	0	0%	0	0%	3	20%	12	80%	15	100%
Black or African American	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	14	30%	33	70%	0	0%	0	0%	20	43%	13	28%	33	70%
White	190	22	12%	168	88%	3	2%	1	1%	54	28%	110	58%	164	86%
Multiracial	5	1	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	0	0%	2	22%	5	56%	7	78%
Economically Disadvantaged	48	12	25%	36	75%	1	2%	0	0%	16	33%	19	40%	35	73%
Not Economically Disadvantaged	213	26	12%	187	88%	2	1%	1	0%	63	30%	121	57%	184	86%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	255	32	13%	223	87%	3	1%	1	0%	79	31%	140	55%	219	86%
Not in Foster Care	261	38	15%	223	85%	3	1%	1	0%	79	30%	140	54%	219	84%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	37	—	222	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	261	38	15%	223	85%	3	1%	1	0%	79	30%	140	54%	219	84%
Parent Not in Armed Forces	261	38	15%	223	85%	3	1%	1	0%	79	30%	140	54%	219	84%

2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	229	31	14	198	86
Female	120	9	8	111	93
Male	109	22	20	87	80
General Education Students	205	15	7	190	93
Students with Disabilities	24	16	67	8	33
Asian or Native Hawaiian/Other Pacific Islander	15	0	0	15	100
Hispanic or Latino	38	9	24	29	76
White	167	20	12	147	88
Economically Disadvantaged	38	8	21	30	79
Not Economically Disadvantaged	191	23	12	168	88
English Language Learner	2	2	100	0	0
Non-English Language Learner	227	29	13	198	87
Not in Foster Care	229	31	14	198	86
Not Migrant	229	31	14	198	86
Parent Not in Armed Forces	229	31	14	198	86

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

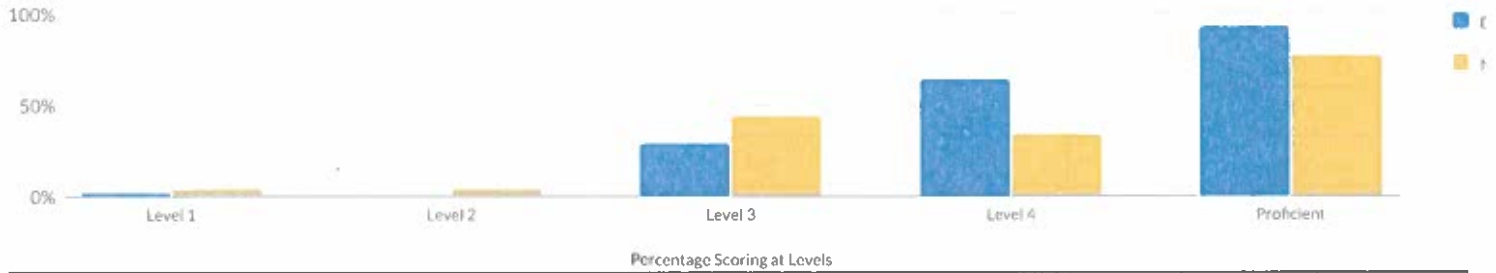
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	261	207	79%	54	21%	3	1%	0	0%	51	20%	0	0%	51	20%
Female	131	96	73%	35	27%	0	0%	0	0%	35	27%	0	0%	35	27%
Male	130	111	85%	19	15%	3	2%	0	0%	16	12%	0	0%	16	12%
General Education Students	224	171	76%	53	24%	3	1%	0	0%	50	22%	0	0%	50	22%
Students with Disabilities	37	36	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	15	8	53%	7	47%	0	0%	0	0%	7	47%	0	0%	7	47%
Black or African American	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	39	83%	8	17%	3	6%	0	0%	5	11%	0	0%	5	11%
White	190	154	81%	36	19%	0	0%	0	0%	36	19%	0	0%	36	19%
Multiracial	5	3	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	6	67%	3	33%	0	0%	0	0%	3	33%	0	0%	3	33%
Economically Disadvantaged	48	38	79%	10	21%	2	4%	0	0%	8	17%	0	0%	8	17%
Not Economically Disadvantaged	213	169	79%	44	21%	1	0%	0	0%	43	20%	0	0%	43	20%
English Language Learner	6	3	50%	3	50%	3	50%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	255	204	80%	51	20%	0	0%	0	0%	51	20%	0	0%	51	20%
Not in Foster Care	261	207	79%	54	21%	3	1%	0	0%	51	20%	0	0%	51	20%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	205	—	54	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	261	207	79%	54	21%	3	1%	0	0%	51	20%	0	0%	51	20%
Parent Not in Armed Forces	261	207	79%	54	21%	3	1%	0	0%	51	20%	0	0%	51	20%

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	247	201	81	46	19
Female	128	94	73	34	27
Male	119	107	90	12	10
General Education Students	215	169	79	46	21
Students with Disabilities	32	32	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	15	8	53	7	47
Hispanic or Latino	40	37	93	3	8
White	184	151	82	33	18
Economically Disadvantaged	41	35	85	6	15
Not Economically Disadvantaged	206	166	81	40	19
English Language Learner	2	2	100	0	0
Non-English Language Learner	245	199	81	46	19
Not in Foster Care	247	201	81	46	19
Not Migrant	247	201	81	46	19
Parent Not in Armed Forces	247	201	81	46	19

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

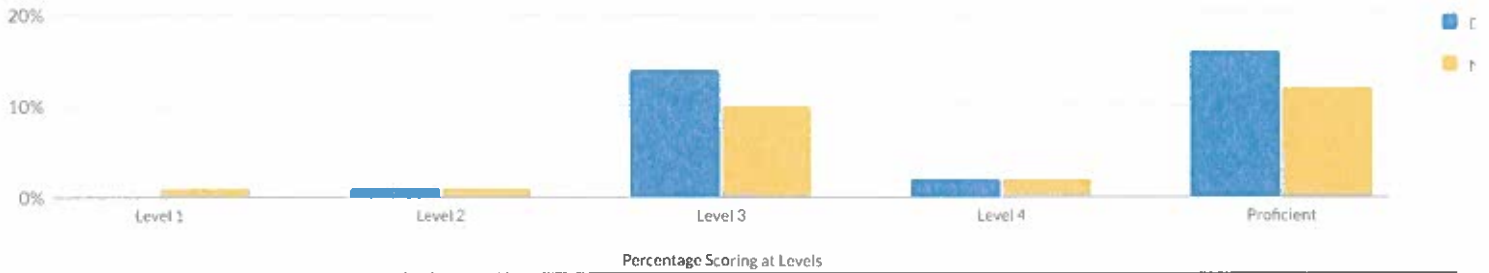
2018 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	261	15	6%	246	94%	4	2%	0	0%	75	29%	167	64%	242	93%
Female	131	4	3%	127	97%	2	2%	0	0%	32	24%	93	71%	125	95%
Male	130	11	8%	119	92%	2	2%	0	0%	43	33%	74	57%	117	90%
General Education Students	224	7	3%	217	97%	0	0%	0	0%	56	25%	161	72%	217	97%
Students with Disabilities	37	8	22%	29	78%	4	11%	0	0%	19	51%	6	16%	25	68%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	15	100%	0	0%	0	0%	2	13%	13	87%	15	100%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	8	17%	39	83%	1	2%	0	0%	19	40%	19	40%	38	81%
White	190	7	4%	183	96%	3	2%	0	0%	50	26%	130	68%	180	95%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	0	0%	4	44%	5	56%	9	100%
Economically Disadvantaged	48	8	17%	40	83%	3	6%	0	0%	15	31%	22	46%	37	77%
Not Economically Disadvantaged	213	7	3%	206	97%	1	0%	0	0%	60	28%	145	68%	205	96%
English Language Learner	6	5	83%	1	17%	1	17%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	255	10	4%	245	96%	3	1%	0	0%	75	29%	167	65%	242	95%
Not in Foster Care	261	15	6%	246	94%	4	2%	0	0%	75	29%	167	64%	242	93%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	14	—	245	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	261	15	6%	246	94%	4	2%	0	0%	75	29%	167	64%	242	93%
Parent Not in Armed Forces	261	15	6%	246	94%	4	2%	0	0%	75	29%	167	64%	242	93%

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

2018 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	261	218	84%	43	16%	0	0%	2	1%	37	14%	4	2%	41	16%
Female	131	106	81%	25	19%	0	0%	1	1%	24	18%	0	0%	24	18%
Male	130	112	86%	18	14%	0	0%	1	1%	13	10%	4	3%	17	13%
General Education Students	224	186	83%	38	17%	0	0%	0	0%	36	16%	2	1%	38	17%
Students with Disabilities	37	32	86%	5	14%	0	0%	2	5%	1	3%	2	5%	3	8%
Asian or Native Hawaiian/Other Pacific Islander	15	9	60%	6	40%	0	0%	0	0%	6	40%	0	0%	6	40%
Black or African American	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	41	87%	6	13%	0	0%	1	2%	3	6%	2	4%	5	11%
White	190	163	86%	27	14%	0	0%	1	1%	24	13%	2	1%	26	14%
Multiracial	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	5	56%	4	44%	0	0%	0	0%	4	44%	0	0%	4	44%
Economically Disadvantaged	48	41	85%	7	15%	0	0%	1	2%	5	10%	1	2%	6	13%
Not Economically Disadvantaged	213	177	83%	36	17%	0	0%	1	0%	32	15%	3	1%	35	16%
English Language Learner	6	5	83%	1	17%	0	0%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	255	213	84%	42	16%	0	0%	1	0%	37	15%	4	2%	41	16%
Not in Foster Care	261	218	84%	43	16%	0	0%	2	1%	37	14%	4	2%	41	16%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	216	—	43	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	261	218	84%	43	16%	0	0%	2	1%	37	14%	4	2%	41	16%
Parent Not in Armed Forces	261	218	84%	43	16%	0	0%	2	1%	37	14%	4	2%	41	16%

2018 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	237	202	85	35	15
Female	124	101	81	23	19
Male	113	101	89	12	11
General Education Students	212	177	83	35	17
Students with Disabilities	25	25	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	14	8	57	6	43
Hispanic or Latino	39	36	92	3	8
White	175	153	87	22	13
Economically Disadvantaged	40	36	90	4	10
Not Economically Disadvantaged	197	166	84	31	16
English Language Learner	1	1	100	0	0
Non-English Language Learner	236	201	85	35	15
Not in Foster Care	237	202	85	35	15
Not Migrant	237	202	85	35	15
Parent Not in Armed Forces	237	202	85	35	15

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

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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.

Due to ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	16	14	88%	2	13%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	16	14	88%	2	13%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	16	14	88%	2	13%	–	–	–	–	–	–	–	–	–	–

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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