



Burnt Hills-Ballston Lake
Central Schools
2022-23
School Budget
Information Packet

Budget, Performance and Salary Information as
Required under New York State Chapter 474 of
the Laws of 1996

April 2022

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2022-23
Proposed

BUDGET

School Budget Vote Tuesday, May 17

Proposal focused on sustaining, restoring and expanding programming for students

On Tuesday, May 17, Burnt Hills-Ballston Lake School District residents will go to the polls to vote on a proposed \$76,634,726 budget for the 2022-23 school year.

Polls will be open from 7 a.m. to 9 p.m. in the gym at BH-BL High School, 88 Lakehill Rd.

The proposal carries a 2.50 percent tax levy increase with an estimated 1.82 percent tax rate increase, which is below the tax cap for the 11th consecutive year. Voters will also be asked to elect two candidates to the Board of Education. (See pages 6-9.)

Overall spending in the proposed budget will increase by \$4.09 million, or 5.63 percent. This increase, however, includes a \$1.3 million construction project to repair and pave the visitor/student parking area at the high school. Without this transfer, the budget-to-budget



Kindergarten students in Mrs. Mosall's Pashley Elementary School classroom participated in counting activities to celebrate the 100th day of school, such as stringing 100 Fruit Loop "beads" onto a ribbon to make a necklace. This lesson also helps students with their hand-eye coordination skills, explains Mosall. However, she's fairly certain it's the students' favorite activity because they get to eat the project when they are done.

increase would be approximately 3.84 percent. And, because the proposal also includes a transfer from the debt service fund of \$1.3 million as a revenue item, this project has no impact on the tax levy or estimated tax rate.

Budget Development

This school year, district leaders have been dedicated to returning BH-BL programming to full, pre-pandemic strength.

"Our students and staff are back and our academic and extracurricular programs are fully operational," says Superintendent Dr. Patrick McGrath. "It's been a celebratory year as we regain our footing and welcome the participation, once again, in our drama productions, concerts, art exhibits, athletic events, student clubs and activities, enrichment activities, and so much more."

Also this school year, the district used the one-time federal grant to fund services and staffing aimed at helping transition and acclimate students back to in-person instruction.

"All of the academic and social emotional support we offered this year has had a significant impact on our students," says Assistant Superintendent Dr. David Collins. "Students have benefited from targeted academic support and increased social connections. Additional staff in classrooms and in supporting roles resulted in smaller class sizes, targeted assistance during lessons or class work, and increased availability for students who, at times, may have needed academic or emotional counseling."

To allow the district to continue offering such services and support beyond the life of the federal grant, funding for these items is included in the proposed budget.

"Through a careful analysis of next year's staffing and the district's long-range financial plan, we were able to incorporate many of these student services into the general fund budget for the 2022-23 school year while shifting other, non-recurring items to the temporary federal grants," explains Assistant Superintendent Dr. Christopher Abdoo.

Continued on page 10

BUDGET at-a-glance

- ☑ Proposed Budget: \$76,634,726
- ☑ Estimated Tax Rate Increase: 1.82%
- ☑ Tax Levy Increase: 2.50%
- ☑ Budget-to-Budget Increase: 5.63% or 3.84% without transfer

DID YOU KNOW?

Stevens

Elementary School was named among the "Best Elementary Schools" by US News and World Report. Way to go Stevens Superstars. Stevens students, faculty, staff and leadership work hard every day to make Stevens a community and a place where everyone thrives.

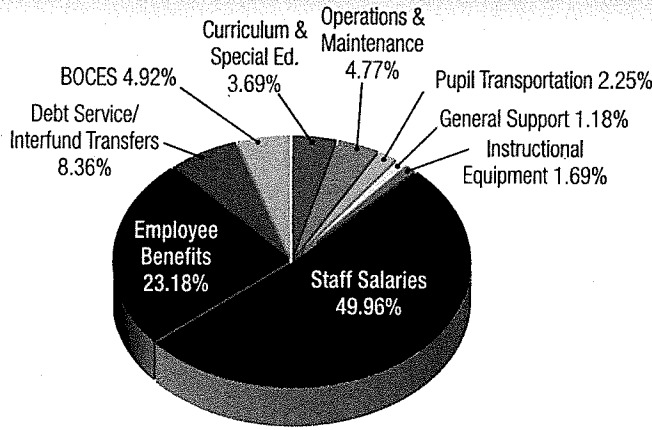
4 State Champs

The district's fall and winter athletic programs were so successful that four teams were state champions! Congratulations to the Girls Volleyball, Boys Cross County, Girls Field Hockey, and Boys Swimming teams for their huge accomplishment.

High School Scholarships

Students from the Class of 2021 received \$6,187,168 in total in scholarships.

BH-BL



Expenditures Summary

CATEGORY	2021-22	PROPOSED 2022-23	% CHANGE '21-22 to '22-23
General Support* <i>(Includes district supplies & materials, legal services, general insurance)</i>	\$804,503	\$902,236	12.15%
Curriculum/Spec. Ed. Private Placements	2,917,039	2,831,577	-2.93%
BOCES	3,593,489	3,773,163	5.00%
Instructional Equipment, Furniture & Materials**	869,013	1,296,941	49.24%
Operations & Maintenance***	2,129,040	3,658,150	71.82%
Pupil Transportation	1,585,650	1,722,000	8.60%
Employee Benefits & Payroll Taxes	17,363,993	17,759,810	2.28%
Debt Service & Interfund Transfers	6,344,123	6,409,737	1.03%
Staff Salaries	36,942,842	38,281,112	3.62%
Total Expenditure	\$72,549,692	\$76,634,726	5.63%

* This figure reflects additional expenditures for legal fees in 2022-23.

**This figure reflects the E-rate project scheduled for 2022-23.

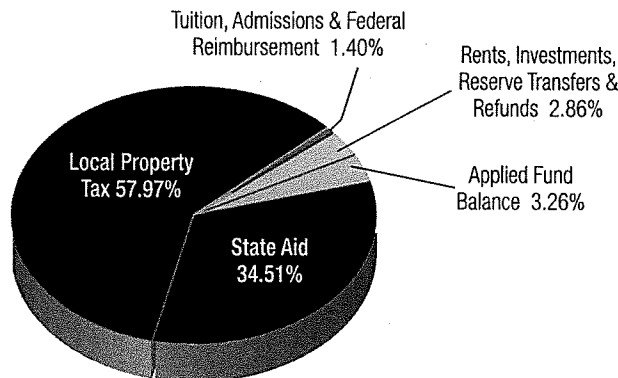
***This figure reflects a transfer to the 2018 Capital Project associated with repavement of student/visitor parking lot at the high school. It also reflects funding (\$100,000) for a Capital Outlay Project focused on the addition of an elevated access way above the fuel tanks at the transportation facility. Approximately 75 percent of the expenses will be refunded to the district through state building aid.

Revenue Summary

	2021-22	PROPOSED 2022-23	% CHANGE '21-22 to '22-23
State Aid	\$24,678,548	\$26,446,574	7.16%
Local Property Tax	43,338,144	44,421,597	2.50%
Tuition, Admissions & Services****	582,000	878,386	50.93%
Rents, Investments, Refunds, Transfer from Reserves*****	976,000	2,190,169	124.40%
Federal Aid/Medicaid Reimbursement	225,000	198,000	-12.00%
Applied Fund Balance	2,750,000	2,500,000	-9.09%
Total Revenue	\$72,549,692	76,634,726	5.63%

**** This figure reflects the Transportation Service Agreement with the Scotia-Glenville School District.

*****This figure reflects a \$1.3 million transfer from the Debt Service Fund.



School District Budget Notice

Overall Budget Proposal

	Budget Adopted for the 2021-22 School Year	Budget Proposed for the 2022-23 School Year	Contingent Budget for 2022-23 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$72,549,692	\$76,634,726	\$75,551,272
Increase/Decrease for the 2022-2023 School Year		\$4,085,034	\$3,001,580
Percentage Increase/Decrease in Proposed Budget		5.63%	4.14%
Change in the Consumer Price Index		4.7%	
A. Proposed Levy to Support the Total Budgeted Amount			
	\$43,338,144	\$44,421,597	
B. Levy to Support Library Debt, if Applicable			
	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable			
	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy			
	\$0	\$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)			
	\$43,338,144	\$44,421,597	\$43,338,144
F. Total Permissible Exclusions			
	\$1,865,900	\$1,974,202	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions			
	\$41,503,698	\$42,662,440	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)			
	\$41,472,244	\$42,447,395	
I. Difference: G - H (Negative Value Requires 60% Voter Approval)			
	\$31,454	\$215,045	
Administrative Component**			
	\$6,871,045	\$7,424,340	\$7,155,300
Program Component**			
	\$53,581,296	\$55,029,644	\$55,798,154
Capital Component**			
	\$12,097,351	\$14,180,742	\$12,597,818

The box on the left is the "School District Budget Notice" as required by state law. School districts must present their costs in three prescribed components, as defined below. A more detailed breakdown of expenses and revenues is given on page 2.

* Assumptions made in projecting a contingent budget for 2022-23, should the proposed budget be defeated: While this may be adjusted, the district assumes the proposed budget would be reduced by removing non-contingent expenses for equipment and new capital project costs. To result in no tax levy increase as the law requires, we would also need to cut a number of staff positions and increase class sizes.

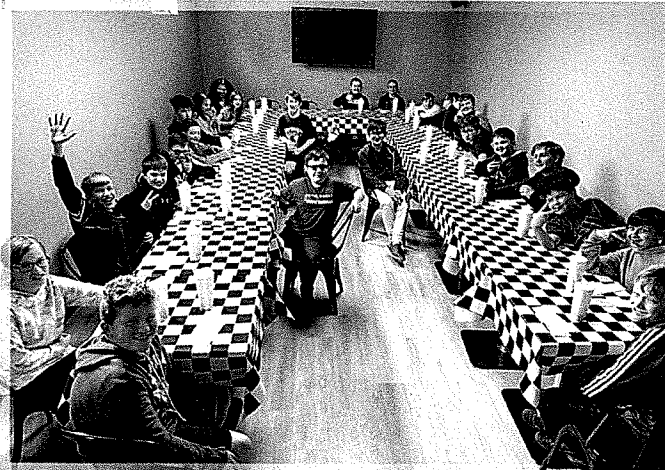
Basic STAR Savings Impact

	Ballston	Charlton	Clifton Park	Glenville
Estimated Basic STAR Savings ¹	\$753	\$781	\$750	\$607

The annual budget vote for fiscal year 2022-23 by the qualified voters of the Burnt Hills-Ballston Lake Central School District, Saratoga & Schenectady Counties, New York, will be held at BH-BL High School, Tuesday, May 17, 2022, between 7 a.m. and 9 p.m., prevailing time in the BH-BL School District, at which times the polls will be opened to vote by voting machine.

**BUDGET COMPONENTS DEFINITION

- Administrative costs include the salaries and benefits of administrators and supervisors, the salaries and benefits of clerical staff, school board costs, curriculum development, staff development, tax collection, legal and auditing costs, central printing, central data processing, general insurance, BOCES administrative costs, research, planning, and evaluation.
- Program costs include the salaries and benefits of all teachers and staff delivering pupil services (health, guidance, library, and athletics), textbooks, instructional materials, equipment, extracurricular activities, BOCES program costs, and all costs of the transportation program except bus purchases.
- Capital costs include the salaries and benefits of custodial staff, debt service, bus purchases, utilities, fire insurance, tax certiorari, and other court-ordered expenses.



O'Rourke Middle School students were super excited to celebrate their first Grade 6 Spirit Day field trip since the pandemic. Some students went to Pizza Works where they made their own pizzas. Another group of students went skating at an ice rink. Both trips resulted in some good old-fashioned Spartan bonding and F-U-N.

¹ The estimated basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law. The numbers listed here come from the NYS Office of Real Property Services website: <https://www.tax.ny.gov/pit/property/star/max-savings/school-district/sd42.htm>



DID YOU KNOW?**World Finals**

The grade 7 Odyssey of the Mind Team that took 3rd place in the state competition is now advancing to the OM World Finals in late May. Visit bhbl.org to learn more about the team's project. Good luck!

1st Place

The O'Rourke Middle School Future City team once again won 1st place in this year's state competition and advanced to the National Competition where they earned a special award for "Best Land Surveying Practices."

Do you have other budget questions?

If after reading this newsletter you have other questions about the budget, please contact Superintendent Patrick McGrath by email or phone at pmcgrath@bhbl.org or 518-399-9141. There is also budget information at www.bhbl.org.

BH-BL

What happens if voters do not approve the proposed budget?

Under New York State law, if the school budget is defeated, the BH-BL Board of Education typically has two options: put the same or a modified budget up for another vote on the third Tuesday in June, or immediately adopt a contingent budget. If residents defeat the proposed budget during a second vote, the board must adopt a contingent budget.

Contingent budget rules

Under New York State law, districts that adopt a contingent budget cannot increase the current tax levy by any amount—resulting in a zero percent tax levy increase.

Bringing the BH-BL tax levy increase down to zero would force the board to reduce the proposed budget by \$1,083,454. In doing this, the board may not be able to adhere to its goal of preserving student programs and services or staff, or restoring staffing from prior years. It would also likely have to make a number of staff reductions across all schools, which would increase class sizes.

Adopting a contingent budget also prohibits a district from spending any money in certain areas, including community use of school facilities (unless all costs are reimbursed to the district); new equipment purchases including school buses; nonessential maintenance; capital expenditures (except in emergencies); salary increases for non-instructional and non-unionized employees; and certain field trips and student supplies.

These requirements existed prior to the tax levy cap and remain in effect.

Are new buses being purchased for next year?

Yes, but the cost of the new buses is *included* in the budget proposal rather than as a separate proposition. Bus purchases are done this way so the district doesn't have to borrow funds and incur debt. The proposal includes \$945,000 for the purchase of five 72-passenger buses, two 35-passenger bus, a 21-passenger wheelchair accessible bus, and two small transport vans to replace some of the district's oldest buses.

The district anticipates being reimbursed approximately 71 percent of the cost of the buses through state transportation aid in subsequent years, resulting in a net local cost of approximately \$274,050. Additionally, by purchasing buses outright, the district saves an estimated \$15,000 in interest and legal fees associated with borrowing funds.

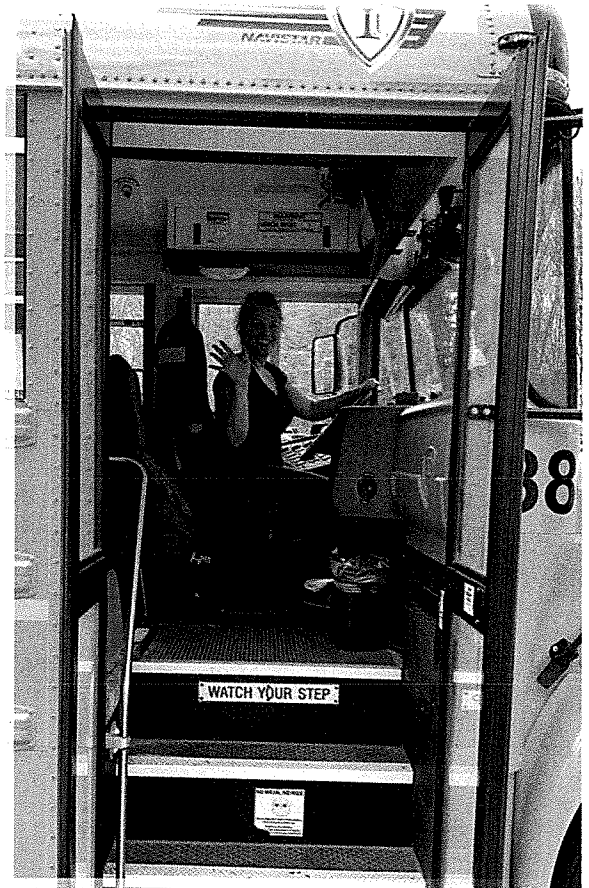
Bus replacement plan

The buses scheduled to be replaced in the 2022-23 school year are among the oldest in the district's fleet and have already accumulated high mileage, exceeded their warranties, and undergone many maintenance repairs. Beyond certain limits, buses

typically become too costly to maintain given the state's stringent safety codes. Furthermore, new school buses are aligned with the latest safety and emissions standards and have better fuel economy rates.

BH-BL's 69-bus fleet travels more than 750,000 miles a year, transporting more than 3,100 students to and from its five schools. The buses are also used for sporting events, out-of-district runs, shared transportation runs, field trips, summer school, and other events.

In order to keep buses in safe working order, the district's long-standing policy has been to replace several of the oldest buses each year.



Are there any tax savings programs available to help taxpayers?

Homeowners can receive a property tax exemption or credit under the School Tax Relief (STAR) program.

The Basic STAR* exemption or credit is available on a homeowner's primary residence for anyone who owns and lives in his/her own home. Homeowners who earn \$500,000 or less can receive a STAR credit. Homeowners earning \$250,000 or less can receive a STAR exemption or credit.

The Enhanced STAR exemption is available on the primary residence of taxpayers age 65 and older with yearly incomes of \$92,000 or less.

Other tax relief options

BH-BL residents over the age of 65 with incomes of \$37,400 or less also can be exempted from paying

school taxes on 5 to 50 percent of their home's assessed value depending on their exact income. The district also grants a disability exemption, ranging from 5 to 50 percent, for qualifying residents of any age with disabilities and incomes of less than \$37,400.

The board adopted the Alternative Veterans' Tax Exemption at level 1, which allows qualifying veterans to be exempted from paying school taxes on a portion of their home's assessed value depending on their military service.

Applications for these district exemptions and for state STAR program must be filed with your town assessor's office. Please visit your town's website or call your town assessor if you have questions.

2022 Estimated STAR Values

	MAXIMUM TAX SAVINGS
Basic STAR	
Ballston	\$753
Charlton	\$731
Clifton Park	\$750
Glenville	\$607
Enhanced STAR	
Ballston	\$1,591
Charlton	\$1,592
Clifton Park	\$1,664
Glenville	\$1,216

**STAR Program Savings: Please contact your town assessor's office to learn more about the latest requirements for residents participating in the STAR program.*

RESULTS by the Numbers

109

The number of high school students who were asked to have their artwork shown at an exhibition within the Capital Region or were asked to play in a music festival concert this school year.

10

The number of consecutive years BH-BL has been named among the "Best Communities for Music Education" by the NAMM Foundation.

4

The number of awards student musicians and conductors received for their outstanding performances at NYSSMA Major Organization Festivals. Grade Chorus 8 received the Level 2 Silver Award; HS Concert Choir received the Level 5 Silver Award; HS Chamber Strings received the Level 4 Silver Award; and HS Concert Band received the Level 5 Gold Award.

Understanding Tax Levy vs Tax Rate

In the proposed 2022-23 budget, the overall property tax levy will increase 2.50 percent, which results in an estimated 1.82 percent tax rate increase. To understand the impact on homeowners, see the infographic example below.

2022 MEDIAN FULL-MARKET VALUE PER TOWN & ESTIMATED 2022 TAX INCREASES		
Ballston	\$244,431	\$91
Charlton	\$232,500	\$87
Clifton Park	\$208,726	\$78
Glenville	\$203,529	\$76

Understanding this infographic: If your home is in Glenville and last September's tax bill shows its total full-market value was \$203,529, your school tax bill could increase by \$76 in September. This is the best estimate the school district can make given existing data. Calculations will change when ORPS announces new equalization rates in August. Additionally, the estimated figures are *before* factoring in any exemptions. *Reminder: Some town assessments are more up to date than others. Median full-market value figures are calculated directly from the tax rolls and are based not on the entire town, but only on the portion of each town within the BH-BL district.*

The **tax levy** is the total amount that a school district raises each year in taxes from *all* property owners. The **tax rate** is the amount of tax paid for each \$1,000 of assessed value of property. In a growing district, the tax rate would be lower than the tax levy because the tax levy is spread out over a larger number of property owners.

Calculating tax rate increases is complicated by the fact that BH-BL is made up of parts of four towns. Each year, tax rate increases vary from town to town due to equalization rates that the New York State Office of Real Property Services (ORPS) announces in August. The school district plays no role in determining what portion of the tax burden is placed on any one town or any one property owner.

The state ORPS sets equalization rates that determine the portion of the total tax levy paid by each town, and the assessor in each town calculates individual assessments that determine how much is paid by each property owner. Please contact your town assessor's office if you have questions about your property assessment or how they determine equalization rates.



Board of Education CANDIDATES

On May 17 residents may also elect *two* members to the Board of Education for three year terms.

To learn more about the candidates, the district will host a

Meet-the-Candidates Night on Thursday, May 12 at 7 p.m.

The event is both in-person and being live streamed. The live stream link will be on the district's website.

MTC Questions

The event will be moderated by the League of Women Voters. Given the number of candidates and time constraints, the LoWV is asking residents to submit questions ahead of time. Please send questions to Tara Mitchell at tmitchell@bhbl.org by May 10.

* The statements to the right of each candidates' bio were written by the candidates. The opinions contained within are theirs and may not reflect the opinions or views of BH-BL School District leaders or the Board of Education.

BH-BL



Michele Draves

is seeking her first term on the board. She is a 1991 BH-BL High School graduate and attended SCCC for paralegal studies. She is also a graduate of the National Labor College. Michele is active in the school community as well as the community at large. Since 2016, she's been a member of the Town of Glenville's Efficiency in Government Committee and is a member of the high school's Parent Advisory Committee and the Special Education PTA. She also served the community as a 911 dispatcher for five years, held a five-year leadership role with the Scotia-Glenville Democrats, and often volunteered at Charlton Heights Elementary School. She and her husband, Ron, have twin boys attending BH-BL High School. *See Michele's position statement at right.



"As a graduate of the Burnt Hills-Ballston Lake School District, I appreciate all that our district has to offer students from Kindergarten through High School. When I met and later married my husband, while house shopping, my main objective was to live in the district to offer my children the same quality education that I received.

Currently, while hopefully facing the end to the Global Pandemic that we have been facing for the past 2 years, I think that it is more important than ever that the members of our Board of Education set purposeful, well thought out policies and procedures. This includes but is not limited to the tiered mitigation plan.

As the parent of two high schoolers I have a unique perspective on the privileges our district offers, extensive language opportunities, college credit courses, unmatched technology opportunities, as well as BOCES and Driver Education programs. One of my high schoolers is also taking advantage of our unparalleled Special Education Program, which also gives me a unique understanding of why all of these services are so important to our community as a whole. This safe and supportive educational environment, with our new, exceptional Technology wing also affords students of our district many opportunities not offered in other districts, and if offered, none to the extent of BH-BL.

Knowing all of these many opportunities as well as the quality of educators and support staff in our district, I feel compelled to represent my community and our children to ensure that all of this remains offered at BH-BL, while also ensuring that the district budget be carefully examined throughout and to always keep the current economic climate in mind.

As a member of the board, I vow to do my best to ensure all policies and procedures that I am asked to examine are for the betterment of the school community at large. With your support, I look forward to serving as a member of our school board."

Emily Walsh

is seeking her first term on the Board of Education. She has been a resident of BH-BL for eight years. Emily graduated from Scotia-Glenville High School in 2003 and is the owner of Freckles Photography. She and her husband, Patrick, have three children who currently attend Stevens Elementary School. Emily volunteers her time and photography services for St. Baldrick's events and is the photographer for Burnt Hills Nursery School. She also volunteers in various capacities at the Charlton Volunteer Fire Department. Emily and her family foster dogs for Dallys Hope 4 Paws. *See Emily's position statement at right.



"Growing up in nearby Scotia, I was thrilled to move to Burnt Hills in 2014 so I could give my children all of the benefits the school district has to offer. I embraced the BHBL community and started a family photography business in 2017 and have wholeheartedly enjoyed my time with all of the families in the area.

If elected, I will work hard to ensure the operational and fiscal practices of the board are sound while being a strong advocate for students who have struggled academically, emotionally, and physically. Covid has created many unprecedented challenges and as a board we need to be innovative in our solutions. This will include taking a close look at expanding our special education department to address a much greater need. I look forward to being part of the solution and helping to develop a concrete action plan to help all students heal and reach their full potential.

I am against COVID vaccine mandates and will be a staunch advocate for parent choice in these matters. I will always support the right of parents and caregivers to decide what is best for their child. All children must have access to a public education and that should not be threatened by policies that intrude into personal matters.

What sets me apart in a crowded field of candidates is that I will be a strong parent choice advocate while working collaboratively with all stakeholders to ensure student success. Melissa Barone and I are running as a team because our shared vision allows us to advocate more effectively, and our district can only benefit from having fresh ideas and voices to navigate all the unique challenges facing public schools today. Together, we can move BHBL forward and ensure all stakeholders are part of the solution."

Board of Education CANDIDATES

David Mitchell

is seeking his first term on the Board. He has been a BH-BL resident for 22 years and is the Executive Director of the Oak Hill School. David has his Bachelor's and Master's degrees from SUNY Plattsburgh as well as certifications in Special Education and School District Administration. David is a member of the Elks Club and is a former East Glenville Fire Commissioner. He also volunteers as a travel coach for youth baseball and basketball teams, and is involved in Junior Achievement at Pashley Elementary School. David and his wife, Brande, have five children. Three of his children have already graduated from BH-BL High School and one will be a Class of 2022 graduate. *See David's position statement at right.



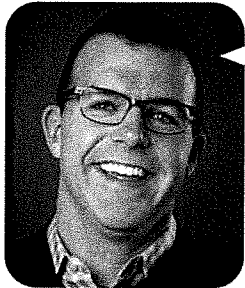
"BHBL core beliefs state that students, staff, parents, and community members are partners and all have a responsibility in the educational process for our children. The strength of the BHBL Central School District is ensuring that all stakeholders are heard and are a part of sustaining a high-quality education for all students. As a board member, I would do my best to make sure that statement is adhered to.

As a parent of five children, three who graduated from BHBL and another who will be graduating this year, and for someone who has been in the field of education for the past 40 years, I recognize how important it is for all stakeholders to work collaboratively to achieve success for all of our children. I have been a teacher, coach, mentor, principal, and district administrator in public education for 30 years. In addition, for the past ten years, I have been the Executive Director at Oak Hill School, a private school for students with special needs. I believe all of these experiences, including being a parent and community member, give me the unique perspective to act as an asset to the school board. As an educator, parent and taxpayer, I understand and recognize the importance of our teachers, administrators, and support staff as the pillars of our schools. We need to continue to hire, retain and support high-quality staff, which in turn produce high-quality programs for our children.

Being a school board member is a considerable commitment and one that I take seriously. If elected, you can be sure that I will give my very best effort and will listen to all stakeholders before making any decisions that will impact our children or school district. In addition, I will use my knowledge as a parent, educator, coach, and community member to advocate for our children in a fiscally responsible and academically supportive manner."

David Barclay II

is seeking his first term on the Board. He is a graduate of Union College where he earned a Bachelor's degree in history and a Master's degree in teaching. He was also named Union football team's 1998 MVP. Dave furthered his education at Johns Hopkins University earning a second Master's degree in Education Technology and earned his Certificate of Advanced Study in Educational Leadership at SUNY Plattsburgh. Dave is currently a Regional Sales Manager for Hapara. He is a member of the Sons of the American Revolution and is the Founder and Organizer of the Dads in Cargo Shorts 5k. Dave is an Assistant Coach for Spartan Youth Football and is on the organization's Golf Event Committee. Dave and his wife Kathleen have two sons who attend Stevens and O'Rourke. *See Dave's position statement at right.



"After graduating from Burnt Hills in 1995, life took me several places around the United States and abroad. On this journey, I came to know many different people, cultures and ways of living. With our wanderlust satisfied, my wife and I moved back to BH-BL to raise our family in this unique and terrific community. As a Board of Education member, I would preserve and honor who we are, where we have been and what makes us great. With over two decades as an educator, I would be sure to keep an eye on how we can best prepare our children for an ever changing world that looks different from the community in which they live.

Shared Decision Making stands at the core of how BH-BL operates. Continuing this long tradition will ensure that all community stakeholders will have their voice as we move forward together. Our success as a school district hinges on the strong relationships forged by parents, school leaders and faculty. As a parent of children in the district, a former school administrator and classroom teacher, I am uniquely placed to understand the challenges faced by each group, and listen empathetically to the needs, concerns and hopes for BH-BL students.

Financially, BH-BL has kept yearly budget increases below 2% for the past 11 years. During this same period, the district has maintained a healthy student/teacher ratio and embarked upon multiple capital improvement projects providing our students with cutting edge technology and facilities. I am in full support of these efforts, and would move to continue on the trajectory of fiscally responsible improvements to our staffing and facilities.

Together, we have weathered the COVID storm. My goal is to play a part in healing our community as we navigate the road ahead. I pledge to listen to individual concerns, and emphatically accept the challenge of looking at all sides of the issues facing our district. I will work collaboratively with other Board of Education members to develop thoughtful, inclusive and well reasoned positions that benefit all Spartans."



Exit Survey

Following the vote, residents may complete a voluntary and anonymous exit survey. The responses and comments will help the board gather valuable community feedback to help guide future budget and program decisions. Both electronic and paper surveys will be available. High School students will be helping run the exit survey.

*** The statements to the right of each candidates' bio were written by the candidates. The opinions contained within are theirs and may not reflect the opinions or views of BH-BL School District leaders or the Board of Education.**

BH-BL



Board of Education CANDIDATES

RESULTS by the Numbers

98

The district's average graduation rate from the past five years. It's one of the highest in the Capital Region.

88

The percentage of 2021 BH-BL graduates who attended a 2- or 4-year college after graduation.

34

The number of clubs offered at BH-BL High School that range in focus from community service and student government to academics, athletics, and fine arts.

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BH-BL



Jennifer Longtin

is a 22-year BH-BL resident and is seeking her fourth term on the board. During her time on the board, Jen has served as president, vice president, and finance



committee chairperson. She is also the chair of the Policy Review Committee and serves on the Long Range Planning Committee. She is currently serving her second term as a NYSTRS Board Trustee and earned a Board Mastery designation from NYSSBA. Jen owns Lighthouse Insurance Agency LLC and Longtin Properties LLC, both of which have operated in Burnt Hills for more than 12 years. She holds a Bachelor's degree from Siena in Business Administration, Accounting, and Management. She lives in Ballston Lake with her three children who attend BH-BL High School. *See Jen's position statement at right.

Ben Riehlman

is seeking his first term on the board. He holds degrees in mathematics, science, technology, world history, and education from The College of St.



Rose, SUNY Albany, and SCCC. He is a dual certified teacher in both technology and social studies, and currently teaches general and special education. Prior to that, Ben worked as a dairy farmer, a construction worker, a cook and an uber driver, and is a supporter of trade apprenticeships. Ben is also a coach and mentor. He and his wife, Brenda, are raising two children, an 8-year-old son who attends Pashley Elementary School and a 4-year-old daughter who will be entering kindergarten in September. *See Ben's position statement at right.

"First and foremost, I want to thank our voters for their support over the past nine years. It has been a pleasure to serve this district. I know how lucky I am to be a part of this board and community, and I do not take that for granted.

BH-BL is a special place to live, go to school, and even work. We have exceptional teachers and staff who are truly invested in helping all of our students succeed. We have a community that supports the district's goals to improve and flourish. And we have a visionary leadership team that has put our district on a steady and strategic path toward continued success and growth.

With three children in the district I have had the opportunity to personally meet many of our wonderful families, and I am proud to call so many friends. It has been an honor to be a part of our students' successes and watch them excel on the stage and on our athletic fields and courts. I am truly proud to be a Spartan.

During my time on the board, I have been instrumental in supporting transparent communication and ensuring the district continues to provide a safe and nurturing learning environment to provide our students with the foundation they need to thrive and succeed. I remain strongly supportive of the district's shared-decision making tradition and have participated on various committees, such as the Policy Review Committee where I play an integral role in revisiting and revising the district's current policies to align them with NYS School Boards Association recommendations.

We all know the world is changing and we are faced with challenges every day. And that is why I will continue to be an advocate for our students, teachers, and community. My passion to make a difference is the same as it was nine years ago and I want to continue doing my part to help guide our district into the future. I will remain an active, engaged board member working in the best interests of our students, district and community. I am proud to serve as a board member and thank you for your support with my re-election."

"New York State's effort to reimagine education is proving to be a dismal failure. We must return schools to their proper order, whereby they serve the interests of the community in which they reside, not the interests of state agencies. While I am certainly prepared to tackle the procedural and logistical side of being on the school board: passing budgets, forming coalitions, and engaging in shared decision making, my primary focus will be on much more critical issues. If we do not rein in the state's Unconstitutional and immoral overreach into our schools, then the repercussions on our children, and our society, will be catastrophic.

Originally, public schools were structured in a way that gave parents and community members the ability and authority to guide policies and curricula. Recently, state agencies, using monetary incentives, have usurped this authority, leaving the community out and taking away parent's choice. The policies and mandates handed down from state agencies are becoming increasingly distasteful and have strayed from the original mission of educating students. Good citizens and loving parents, many of them living paycheck-to-paycheck, are left with a difficult choice: Keep their children in a school that promotes ideologies which are averse to their value structure or quit their job so that they can homeschool their children, leaving them economically distressed. For some, the latter of these two choices is an impossibility, as it would mean that these parents would be unable to pay their bills, subsequently putting them out on the streets. As such, these loving parents are forced to keep their children in a school that no longer reflects their values and beliefs.

I would like to offer these concerned citizens and parents, a third choice. I am running for school board to put the power back in the hands of the local community and to give parents a voice. If elected, I will do everything in my power, use every tool at my disposal, to reject the repugnant policies and mandates being pushed by the state and to reaffirm that Burnt Hills-Ballston Lake CSD, belongs to our community."

Board of Education CANDIDATES

Tom Bird

is seeking his first term on the board. He has been a BH-BL resident for three years and lived in Glenville for 38 years. He graduated from Siena



College with a Bachelor's of Science in Business Administration and Management degree. Tom is the owner of First Class Home Solution and a partner in Bird Realty, both located in Glenville. He also holds a NYS Real Estate Brokers License and is a member of the NYS Association of Realtors and National Association of Realtors. Tom and his family are parishioners at Faith Baptist Church where he's also the Facility Director and a member of the Music Worship Team. Tom lives in Glenville with his wife Brittany, who is an educator, his step-daughter Sofie and son Johnathan. *See Tom's position statement at right.

"In today's society and especially within our schools, we as a community are in a fight against situations we could have never imagined. This is happening for all parents and students no matter how you may feel from a political perspective.

Our children have had to deal with differences in their learning environment and also from a social/emotional aspect of life. In trying to keep them safe from a pandemic, our NYS government overstepped their bounds and handcuffed local school administrators' abilities to teach our children from a "normal" position. I would like to be a part of the BH-BL Board of Education to help fight against mandates and curriculum changes that disregard parental choice and the voice of the community.

I am very pro-teacher as my wife and some family members teach children every day, and I understand how difficult of a position this can be. However, it takes a village (our community) to raise a child and I feel strongly that we need to make sure our teachers are well equipped from a budgetary standpoint, so that they may handle the everyday situations that may arise. However, being fiscally responsible with the taxpayer dollars after teachers are compensated fairly is a task that I am willing to take head on.

As a member of the Board, I would like to see more local control from and for our schools administrators. Although I would come to this position from a morally conservative viewpoint, I would want to work as a team with the other seven board members for the betterment of each child who walks into our schools. I would push for more camaraderie as a community rather than the separation that is happening in today's society."

Melissa Barone

is seeking her first term on the Board. She has a Bachelor's degree from SUNY Albany where she studied psychology and philosophy. Melissa is licensed in



Property & Casualty/Life & Health Insurance. She is a licensed NYS Real Estate Salesperson and a self-employed realtor with Field Realty. She volunteers for Red Cross Blood Drives, Toys for Tots, and Make a Wish Foundation. She also volunteers at the "Morning of Kindness" and "Dine Out for Life" annual events. Melissa was an Eagle Society Top Sales Leader and Chairman Circle Qualifier (via State Farm) and a two-time Arbonne Incentive Trip earner. She and her husband, Jason, have lived in BH-BL for three years. Their two children attend O'Rourke Middle School and Charlton Heights. *See Melissa's position statement at right.

"Born and raised in Troy, NY, my husband and I were excited to settle with our two boys in the Burnt Hills community. I run both an Arbonne and Real Estate business, and I am deeply committed to volunteering and to community service. I have served as President of the Colonie Chamber Ambassador Committee, President of the Clifton Park Women in Networking Connect, and the President of the Forest Park Elementary PTA, to name just a few. I will bring that same passion to serve on the BH-BL Board of Education.

COVID created many setbacks and challenges for students. As the parent of a child with a learning disability, I came to see how a successful balance had not been struck between keeping everyone safe while also protecting the mental, academic, and social health of children during critical periods of development. I am committed to bringing valuable insight to complicated issues and will work collaboratively to help students overcome and thrive. I am opposed to COVID mandates and believe all parents should play an important role in shared decision making.

Coming from a culturally diverse family with military and civil service roots, it is important to me that our district promotes the values and lessons that create a positive learning environment. Administration, staff, and parents need to work together to ensure sensitive topics are handled in a way that does not expose children to developmentally inappropriate lessons.

It is my love of our children, district, community, and country that led me to run for the BH-BL Board of Education. Running as a team with Emily Walsh, we hope to continue the legacy BH-BL has built, but there is much work to be done to overcome unprecedented challenges. I promise to be open, listen, and collaborate, all while standing strong for our Constitution and parent choice."

RESULTS by the Numbers

11

The number of consecutive years, the Board of Education has proposed a budget that has been below the state-imposed tax cap.

4

The number of BH-BL high school students who were recognized in the prestigious National Merit Scholarship Program this year. Congratulations to National Merit Scholarship Semifinalist Owen Bechtel and to National Merit Scholarship Commended students Lucas Carey, Jonathan Costa, and Cabot Smith.

*** The statements to the right of each candidates' bio were written by the candidates. The opinions contained within are theirs and may not reflect the opinions or views of BH-BL School District leaders or the Board of Education.**

BH-BL



2022-23 School Budget Vote Continued from page 1

RESULTS by the Numbers

1,978

The number of collective hours Pashley Elementary School students read during the PTA's month-long PARP event, which was aimed at increasing family reading experiences.

4

The number of consecutive years Charlton Heights Elementary School has been named among the "Best Public Schools" through the *Daily Gazette's* People Choice Award. The students', staffs' and leaderships' dedication to their school continues to receive praise.

27

The number of Suburban Council varsity athletic teams currently at BH-BL. The proposed budget, however, includes the addition of a Girls Varsity Golf team.

BH-BL



What's being proposed for next school year?

The Board of Education determined that the primary goal of the 2022-23 budget should be the continuation of the work undertaken this year—fully restoring, enhancing, and growing student programming. It was also a priority of the board to remain below the state-mandated tax levy cap.

The proposal includes plans to expand and enhance the district's strong, innovative academic programming by:

- ▶ Implementing a new elementary-level math curriculum and continuing to align the K-12 science curriculum with the Next Generation Science standards;
 - ▶ expanding the high school's college-credit earning program, BH-BL + 1, by partnering with additional colleges and universities to allow for a broader choice of courses and credits;
 - ▶ continuing the district's existing Language & Culture program at the elementary schools and extending the Chinese language sequence at the high school;
 - ▶ broadening the high school's distance learning offerings across eight different academic departments;
 - ▶ restoring and enhancing the elementary-level enrichment programs and in-school activities; and
 - ▶ expanding high school elective course opportunities through a technology-based partnership with the Scotia-Glenville School District.
- The proposal also supports academic, extracurricular, and social-emotional program growth. This includes:**
- ▶ Sustaining this year's expansion of the elementary-level guidance

program though additional counseling personnel and services (much of the associated cost will be offset by retirements);

- ▶ expanding the K-8 Character Education/SEL program to allow for additional time spent working with students on building character traits, strong interpersonal relationships, and healthy minds;

- ▶ maintaining the current elementary-level reading, math, and special education positions that were added through the federal grant;

- ▶ sustaining the K-8 targeted math and reading learning labs focused on delivering additional academic assistance to students in need;

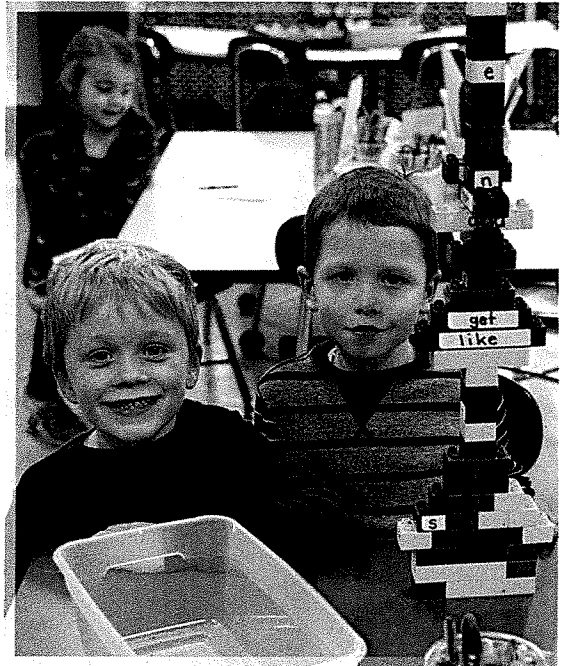
- ▶ expanding STRIVE (a special education program) at Pashley to match a growing need;

- ▶ expanding athletic offerings by establishing a girls varsity golf team and adding a boys junior varsity golf team; and

- ▶ adding a maintenance position to allow for more time to be dedicated to the care of athletic fields/school grounds.

Improving instructional leadership is another goal of the proposed budget. The additional positions will rely on existing staff and, therefore, are nearly cost neutral. The proposal includes:

- ▶ Adding a part-time Dean of Students at O'Rourke Middle School to



assist with student referrals, support students' needs, connect with parents/guardians, etc.;

- ▶ restoring the K-12 Science Department Head position (vacant for a year); and

- ▶ adding a technology facilities educator to manage events in district facilities (i.e., auditoriums, Black Box Theater, TV studio, etc.) and develop student offerings in the areas of technology and media (i.e., broadcasting, theatrical technology/audio, etc.).

"Our goal with this budget is not only to provide our full array of pre-pandemic programmatic offerings but to excel in our delivery of these opportunities to our students," says McGrath. "We are committed to translating our residents' investment in our school district into world class opportunities for the children of this community."

Building Our 2nd Century II Capital Project Update

High School Auditorium Nearly Complete; Business Classrooms Upgrade to Begin in June 2022

The summer of 2022 is going to be a busy one at BH-BL High School—and possibly one of the most memorable ones as well. Construction crews will be putting the finishing touches on the school's new auditorium and beginning the work for major renovations in the Business/Family and Consumer Sciences (FACS) wing.

New High School Auditorium

The highly anticipated new auditorium is slated to open its doors and welcome the community in the fall of 2022. For some, the space will be unrecognizable now that it has been completely modernized, the stage expanded, and balcony seating added.

When complete, the entire auditorium, which was gutted and reconstructed in its original footprint, will have approximately 1,000 new seats; air conditioning; new carpeting, houselights and ambient floor/aisle lighting; state-of-the-art audio and lighting systems; a lighting booth in the balcony; and a sound booth with cutting-edge technology to allow for live video streaming of concerts and productions. The orchestra pit, which was also lengthened, now has the ability to be mechanically raised and lowered. Additionally, the fly space above the stage was heightened to allow for efficient scenery changes and set storage.

"Over the years, this space has truly become a district- and community-wide auditorium," says Fine Arts Director Pete Giroux. "So many wonderful annual events are held in the auditorium, it will be awesome to have them in a state-of-the-art facility that the community deserves."

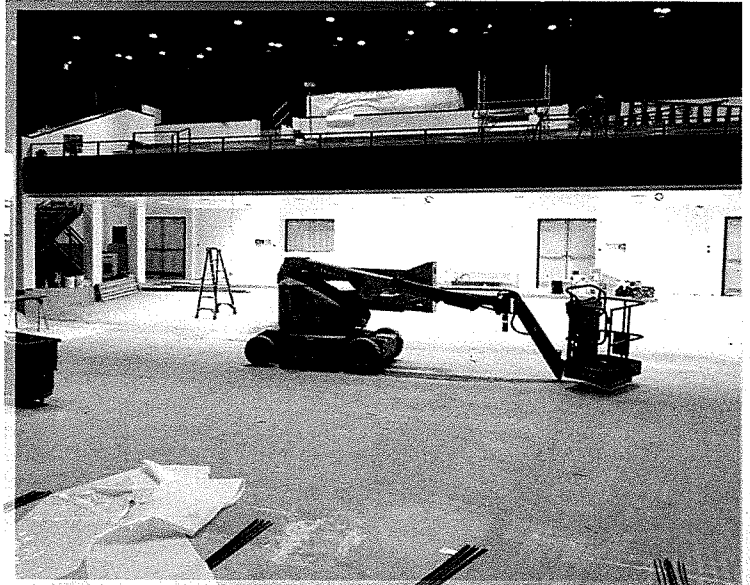
HS Business/FACS Classrooms

Work on this section of the school will begin in June and is expected to be ready for use in the 2022-23 school year. The Business and FACS classrooms are among some of the oldest, most dated rooms in the school. They are located in the original section of the high school, built in 1955, and have received very few upgrades over the year.

When finished, the new classrooms will feature new lighting, floors, ceilings and technology infrastructure upgrades to support today's learning devices such as high-definition interactive projectors, document cameras, and large screen white boards. It also includes the creation of flexible work spaces that allow students to collaborate, create, communicate, design, solve problems, and think critically.

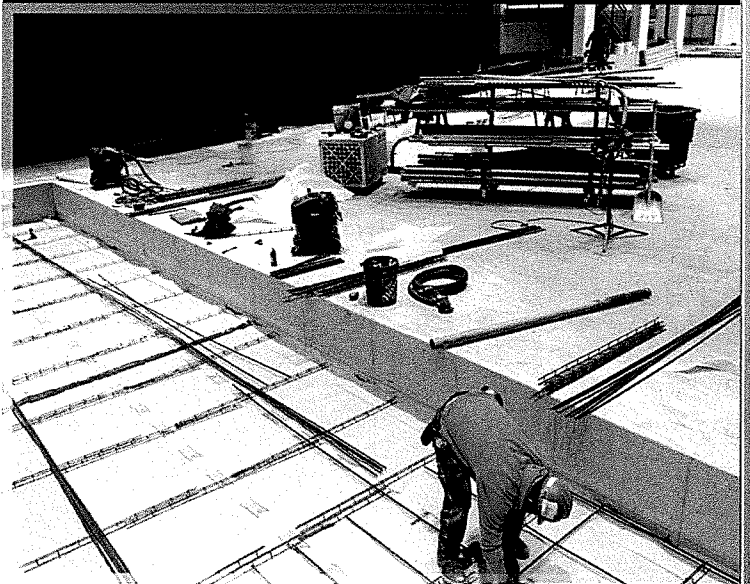
"We are so excited for the transformation of the new wing because it will provide our students with access to large and small group presentation rooms, access to on-demand financial data, a new textile lab, and even a new foods lab," adds District Department Head for Business, FACS, and Technology Stephanie Andrejczak. "These classrooms and labs will expose students to the

spaces they'll experience in the real world and better prepare them for their next steps after high school, whether that's continuing their education or entering the workforce."



Top Photo: A view from the stage of the audience ground-level seating area and the new balcony, which created nearly 100 additional seats in the auditorium.

Bottom Photo: A view of the auditorium's new orchestra pit being installed. When done, the pit floor will have the ability to be raised and lowered. During drama productions, this is where the live music ensemble performs.



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Vice President
 John Blowers
 Jennifer Longtin
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 Patrick Ziegler

Superintendent
 Patrick McGrath Jr.,
 Ph.D

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 Tara Mitchell, Editor*

Burnt Hills-Ballston Lake

CENTRAL SCHOOLS

PO Box 1389
 Ballston Lake, New York 12019
 (518) 399-9141, ext. 85002
www.bhbl.org

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12: 2022-2023 Proposed Budget



Ballot Items

The 2022-23
Proposed
Budget

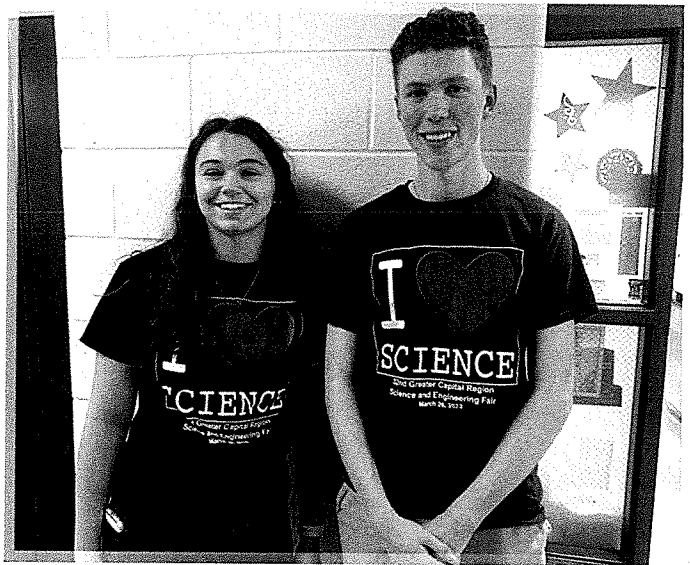
Two Board
of Education
Candidates

BH-BL



Don't
forget to
vote on
May 17

*Congratulations to BH-BL High School Science Research students **Jack Mongan** and **Carsyn Bonesteel** who were recognized for their research at the Greater Capital Region Science and Engineering Fair. **Bonesteel's** research, "A Pre-Clinical Investigation of the Therapeutic Efficacy of Ventral Pallidum Deep-Brain Stimulation for Epilepsy," earned the National Association of Biology Teachers Award and the Regeneron George Yancopoulos Award that recognizes the project demonstrating the most creativity in improving or identifying health issues in an individual. **Mongan's** research, "Efficacy of Copper Oxide Wire Particles and Albendazole Against Gastrointestinal Nematodes in Goats," won **FIRST** place in the fair! He also received the USAID from the America People Award that is given for the humanitarian project that holds the potential to improve lives around the world. Mongan advances to the Regeneron International Science and Engineering Fair where he'll compete with 1,800 students from countries and territories around the world.*



Voter Qualifications

All voters must be United States citizens, age 18 or older on election day, residents of the BH-BL School District for 30 days immediately prior to election day, and registered.

Registering to Vote

You are already registered to vote on May 17 if you are registered with your county Board of Elections to vote in a general election.

Absentee Ballots

Registered voters may vote by absentee ballot if they are unable to appear at the polling place on May 17.

To receive an absentee ballot, first fill out an application which can be obtained from Deputy Clerk of the Board Rebecca Manson at the district office. The application can also be downloaded from the BH-BL website at www.bhbl.org/budget/voterinformation.cfm

The completed application must be returned to Rebecca Manson at least seven days before the election if the ballot is to be mailed to the voter, or at least one day before the election if the ballot is to be picked up personally by the voter at the district office from 8 a.m. to 4 p.m.

Absentee ballots will be counted only if they are returned to the clerk no later than 5 p.m. on May 17. For more information, call 518-399-9141, ext. 85025.

April 13, 2022

ADOPTION OF PROPOSED BUDGET AND PROPOSITIONS

PROPOSITION NO. 1

Shall the board of Education of Burnt Hills-Ballston Lake Central School District be authorized to adopt the proposed annual School District Budget for the 2022-2023 fiscal year in the amount of \$ 76,634,726, and shall the requisite portion thereof be raised by taxation on the taxable property of the School District?

BURNT HILLS-BALLSTON LAKE - Proposed Budget
 Detail Appropriation Report
 Proposed Budget 4-13-2022

Formatted Account	Description	2020-2021			2021-2022			2022-2023			Components of Three-Part Budget	
		Expenditures	Budget	Budget	Budget	Budget	Proposed Budget	Admin	Program	Capital		
01 - Board of Education												
A 1010.400-90-0100	MEMBERSHIP BOARD OF ED	\$10,927	\$11,134	\$11,134	\$12,000	\$12,000	\$12,000	\$12,000				
A 1010.445-90-0100	TRAVEL CONF BOARD OF ED	\$260	\$2,024	\$2,024	\$3,000	\$3,000	\$3,000	\$3,000				
A 1010.460-90-0100	OTHER EXP BOARD OF ED	\$249	\$3,264	\$3,264	\$3,500	\$3,500	\$3,500	\$3,500				
A 1060.400-90-0100	District Meeting Contractual	\$2,036	\$3,200	\$3,200	\$4,000	\$4,000	\$4,000	\$4,000				
		\$13,472	\$19,622	\$19,622	\$22,500	\$22,500	\$22,500	\$22,500				
02 - Superintendent												
A 1240.431-90-0200	PROF DEVELOP ADMIN	\$1,816	\$1,530	\$1,530	\$2,000	\$2,000	\$2,000	\$2,000				
A 1240.445-90-0200	TRAVEL CONF SUPERINTENDEN	\$259	\$1,632	\$1,632	\$2,000	\$2,000	\$2,000	\$2,000				
A 1240.451-90-0200	GEN SUPPL SUPERINTENDENT	\$0	\$360	\$360	\$500	\$500	\$500	\$500				
A 1240.460-90-0200	OTHER EXP SUPERINTENDENT	\$6,506	\$3,672	\$3,672	\$7,000	\$7,000	\$7,000	\$7,000				
A 1480.441-90-0200	PUBLIC INFORMATION	\$13,098	\$8,000	\$8,000	\$10,000	\$10,000	\$10,000	\$10,000				
		\$21,679	\$15,194	\$15,194	\$21,500	\$21,500	\$21,500	\$21,500				
03 - Business Office												
A 1310.201-90-0300	NEW EQUIP BUSINESS OFC	\$0	\$1,200	\$1,200	\$1,000	\$1,000	\$1,000	\$1,000				
A 1310.400-90-0300	BUS OFFICE CONTRACTUAL/COURIER MILEAGE	\$18,895	\$21,000	\$21,000	\$25,000	\$25,000	\$25,000	\$25,000				
A 1310.431-90-0300	STAFF DEVELOP CLERICAL	\$0	\$1,900	\$1,900	\$1,000	\$1,000	\$1,000	\$1,000				
A 1310.441-90-0300	BID ADVERTISING/LEGAL NOTICES	\$1,749	\$2,500	\$2,500	\$5,000	\$5,000	\$5,000	\$5,000				
A 1310.445-90-0300	TRAVEL CONF BUSINESS OFC	\$3	\$2,800	\$2,800	\$5,000	\$5,000	\$5,000	\$5,000				
A 1310.448-90-0300	EQUIPMENT REPAIR BUSINESS OFFICE	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
A 1310.451-90-0300	GEN SUPPL BUSINESS OFC	\$6,074	\$6,400	\$6,400	\$10,000	\$10,000	\$10,000	\$10,000				
		\$26,721	\$35,800	\$35,800	\$47,000	\$47,000	\$47,000	\$47,000				
04 - Legal, Audit, Tax & Fees												
A 1320.430-90-0400	AUDIT SERVICE	\$54,098	\$60,000	\$60,000	\$70,000	\$70,000	\$70,000	\$70,000				
A 1330.400-90-0400	TAX COLLECTION/BANKING SERVICE	\$0	\$7,000	\$7,000	\$10,000	\$10,000	\$10,000	\$10,000				
A 1330.451-90-0400	GEN SUPPL TAX COLLECTOR	\$0	\$750	\$750	\$500	\$500	\$500	\$500				
A 1380.460-90-0400	DEBT SERVICE CHARGE	\$0	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000				
A 1420.160-90-0400	LEGAL SERVICES-SALARY	\$68,858	\$72,500	\$72,500	\$0	\$0	\$0	\$0				
A 1420.430-90-0400	LEGAL SERVICES	\$70,915	\$40,500	\$40,500	\$130,000	\$130,000	\$130,000	\$130,000				
A 5510.430-90-0400	LEGAL FEES TRANS	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
		\$193,871	\$182,750	\$182,750	\$212,500	\$212,500	\$212,500	\$212,500				
05 - Personnel												
A 1430.221-90-0500	NEW FURN PERSONNEL	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
A 1430.441-90-0500	ADVERTISING/Fingerprinting PERSONNEL	\$18,676	\$7,000	\$7,000	\$10,000	\$10,000	\$10,000	\$10,000				
A 1430.445-90-0500	TRAVEL/CONF/OTHER PERSONNEL	\$145	\$1,920	\$1,920	\$1,920	\$1,920	\$1,920	\$1,920				
A 1430.451-90-0500	GEN SUPPL PERSONNEL	\$4,707	\$4,560	\$4,560	\$4,600	\$4,600	\$4,600	\$4,600				
A 2630.460-90-0500	IT CONTRACTUAL	\$20,977	\$0	\$0	\$15,500	\$15,500	\$15,500	\$15,500				
		\$44,505	\$13,480	\$13,480	\$32,020	\$32,020	\$32,020	\$32,020				
06 - District Memberships												
A 1920.403-90-0600	DISTRICT MEMBERSHIPS	\$15,746	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000				
A 2010.448-90-0600	EQUIP REPAIR CURRICULUM	\$0	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500				
A 2010.450-90-0600	OTHER EXP CURRICULUM (SUPPLIES)	\$3,775	\$12,000	\$12,000	\$15,000	\$15,000	\$15,000	\$15,000				
A 2010.451-90-0600	GEN SUPPL CURRICULUM	\$3,032	\$16,000	\$16,000	\$20,000	\$20,000	\$20,000	\$20,000				
A 2010.454-90-0600	TEST SUPPLIES DISTRICT	\$2,435	\$6,400	\$6,400	\$8,000	\$8,000	\$8,000	\$8,000				
A 2010.457-90-0600	MEDIA MATL CURRICULUM	\$1,741	\$2,400	\$2,400	\$3,000	\$3,000	\$3,000	\$3,000				
A 2010.458-90-0600	MEDIA SUPPL CURRICULUM	\$0	\$1,200	\$1,200	\$1,500	\$1,500	\$1,500	\$1,500				
A 2020.150-90-0600	DIGNITY FOR ALL SALARY	\$5,820	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000				
A 2020.431-90-0600	DIST STAFF DEVELOPMENT	\$8,251	\$37,277	\$37,277	\$37,277	\$37,277	\$37,277	\$37,277				
A 2020.445-90-0600	TRAVEL CONF CURRICULUM	\$786	\$5,600	\$5,600	\$7,000	\$7,000	\$7,000	\$7,000				
A 2110.202-90-0600	EQUIP REPL MEDIA	\$0	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100				
A 2110.403-90-0600	FURN REPL DISTRICT	\$0	\$2,800	\$2,800	\$3,500	\$3,500	\$3,500	\$3,500				
A 2110.404-90-0600	ODYSSEY OF THE MIND	\$540	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200				
A 2110.404-90-0600	DISTRICT AND TALENTED DIST	\$0	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000				
A 2110.432-90-0600	GIFTED CURRIC DEVELOP	\$2,850	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000				
A 2110.433-90-0600	CREDIT HOUR REIMBURSEMENT/OTHER CONTRACTUAL	\$65,221	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000				
A 2110.441-90-0600	PRINTING RECORDS	\$5,413	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000				
A 2110.444-90-0600	TRAVEL IN DIST CURRICULUM	\$1,930	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000				
A 2110.449-10-0600	BOOKBINDING	\$0	\$500	\$500	\$500	\$500	\$500	\$500				
A 2110.471-90-0600	Public School Tuition (Regular Ed)	\$761	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000				

A 2110.472-90-0600	Non-Public School Tuition (Regular Ed)	\$0	\$10,000	\$10,000	\$10,000
A 2110.473-90-0600	Charter School Tuition (Regular Ed)	\$4,563	\$0	\$0	\$0
A 2110.480-10-0600	TEXTBOOKS CURRICULUM (High School)	\$14,106	\$2,500	\$2,500	\$2,500
A 2110.480-20-0600	TEXTBOOKS CURRICULUM (Middle School)	\$18,665	\$2,500	\$2,500	\$2,500
A 2110.480-30-0600	TEXTBOOKS CURRICULUM (Charlton Heights)	\$19,819	\$45,000	\$45,000	\$45,000
A 2110.480-40-0600	TEXTBOOKS CURRICULUM (Pashley)	\$20,417	\$45,000	\$45,000	\$45,000
A 2110.480-50-0600	TEXTBOOKS CURRICULUM (Stevens)	\$30,048	\$45,000	\$45,000	\$45,000
A 2630.221-10-0600	STATE AIDED HARDWARE (High School)	\$59,510	\$16,000	\$16,000	\$16,000
A 2630.221-20-0600	STATE AIDED HARDWARE (Middle School)	\$25,996	\$12,000	\$12,000	\$12,000
A 2630.221-30-0600	STATE AIDED HARDWARE (Charlton Heights)	\$7,476	\$7,333	\$7,333	\$7,333
A 2630.221-40-0600	STATE AIDED HARDWARE (Pashley)	\$4,781	\$7,333	\$7,333	\$7,333
A 2630.221-50-0600	STATE AIDED HARDWARE (Stevens)	\$9,036	\$7,334	\$7,334	\$7,334
A 2630.448-90-0600	COMPUTER SERV CONTRACTS	\$69,988	\$0	\$0	\$0
A 2630.451-90-0600	INFORMATION TECHNOLOGY SUPPLIES	\$354	\$0	\$0	\$0
A 2630.461-90-0600	STATE AIDED SOFTWARE	\$10,916	\$50,000	\$50,000	\$50,000
A 2630.461-10-0600	STATE AIDED SOFTWARE - High School	\$7,824	\$0	\$0	\$0
A 2630.461-20-0600	STATE AIDED SOFTWARE - Middle School	\$2,247	\$0	\$0	\$0
A 2630.461-30-0600	STATE AIDED SOFTWARE - Charlton Heights	\$1,741	\$0	\$0	\$0
A 2630.461-40-0600	STATE AIDED SOFTWARE - Pashley	\$1,741	\$0	\$0	\$0
A 2630.461-50-0600	STATE AIDED SOFTWARE - Stevens	\$1,741	\$0	\$0	\$0
A 2815.160-90-0600	HOME TUTORING (SALARY)	\$41,463	\$35,000	\$35,000	\$35,000
A 2815.400-90-0600	HOME TUTORING (CONTRACTUAL)	\$12,376	\$10,000	\$10,000	\$10,000
06 - District Curriculum		\$483,109	\$499,977	\$499,977	\$511,577

A 2250.201-10-0700	NEW EQUIP SPEC SERVICES (High School)	\$1,494	\$0	\$1,000	\$1,000
A 2250.201-20-0700	NEW EQUIP SPEC SERVICES (Middle School)	\$20	\$0	\$1,000	\$1,000
A 2250.201-30-0700	NEW EQUIP SPEC SERVICES (Charlton Heights)	\$0	\$0	\$500	\$500
A 2250.201-40-0700	NEW EQUIP SPEC SERVICES (Pashley)	\$0	\$0	\$500	\$500
A 2250.201-50-0700	NEW EQUIP SPEC SERVICES (Stevens)	\$5,337	\$8,000	\$8,000	\$4,000
A 2250.201-90-0700	NEW EQUIP SPEC SERVICES	\$0	\$0	\$500	\$500
A 2250.202-10-0700	EQUIP REPL HANDICAP (High School)	\$0	\$0	\$500	\$500
A 2250.202-20-0700	EQUIP REPL HANDICAP (Middle School)	\$0	\$0	\$500	\$500
A 2250.202-30-0700	EQUIP REPL HANDICAP (Charlton Heights)	\$0	\$0	\$500	\$500
A 2250.202-40-0700	EQUIP REPL HANDICAP (Pashley)	\$0	\$0	\$500	\$500
A 2250.202-50-0700	EQUIP REPL HANDICAP (Stevens)	\$0	\$0	\$500	\$500
A 2250.202-90-0700	EQUIP REPL SPEC SERV	\$0	\$5,600	\$1,500	\$1,500
A 2250.400-10-0700	CONTRACT SVCE SPEC SERV (High School)	\$200	\$0	\$0	\$0
A 2250.400-20-0700	CONTRACT SVCE SPEC SERV (Middle School)	\$50	\$0	\$0	\$0
A 2250.400-30-0700	CONTRACT SVCE SPEC SERV (Charlton Heights)	\$0	\$0	\$0	\$0
A 2250.400-40-0700	CONTRACT SVCE SPEC SERV (Pashley)	\$0	\$0	\$0	\$0
A 2250.400-50-0700	CONTRACT SVCE SPEC SERV (Stevens)	\$0	\$0	\$0	\$0
A 2250.400-90-0700	CONTRACT SVCE SPEC SERV	\$41,201	\$60,000	\$65,000	\$65,000
A 2250.444-90-0700	TRAVEL IN DIST SPEC SERV	\$3,304	\$2,000	\$2,000	\$2,000
A 2250.445-90-0700	TRAVEL CONF SPEC SERVICES	\$36	\$3,600	\$4,000	\$4,000
A 2250.451-10-0700	GEN SUPPL SPEC SERVICES (High School)	\$1,164	\$0	\$2,000	\$2,000
A 2250.451-20-0700	GEN SUPPL SPEC SERVICES (Middle School)	\$692	\$0	\$2,000	\$2,000
A 2250.451-30-0700	GEN SUPPL SPEC SERVICES (Charlton Heights)	\$5,746	\$0	\$1,000	\$1,000
A 2250.451-40-0700	GEN SUPPL SPEC SERVICES (Pashley)	\$255	\$0	\$1,000	\$1,000
A 2250.451-50-0700	GEN SUPPL SPEC SERVICES (Stevens)	\$5,509	\$0	\$1,000	\$1,000
A 2250.451-90-0700	GEN SUPPL SPEC SERVICES	\$34,064	\$28,000	\$15,000	\$15,000
A 2250.453-10-0700	GEN SUPPL SCHOOL BASED WORK PROGRAM (Hs)	\$0	\$0	\$1,000	\$1,000
A 2250.454-10-0700	TEST SUPPL SPEC SERVICES (High School)	\$0	\$0	\$1,000	\$1,000
A 2250.454-20-0700	TEST SUPPL SPEC SERVICES (Middle School)	\$0	\$0	\$1,000	\$1,000
A 2250.454-30-0700	TEST SUPPL SPEC SERVICES (Charlton Heights)	\$0	\$0	\$500	\$500
A 2250.454-40-0700	TEST SUPPL SPEC SERVICES (Pashley)	\$144	\$0	\$500	\$500
A 2250.454-50-0700	TEST SUPPL SPEC SERVICES (Stevens)	\$0	\$0	\$500	\$500
A 2250.454-90-0700	TEST SUPPL SPEC SERVICES	\$1,627	\$9,200	\$2,000	\$2,000
A 2250.470-10-0700	PVT & PUB School Handicapped Tuition (High School)	\$0	\$0	\$0	\$0
A 2250.470-20-0700	PVT & PUB School Handicapped Tuition (Middle School)	\$0	\$0	\$0	\$0
A 2250.470-30-0700	PVT & PUB School Handicapped Tuition (Charlton Heights)	\$0	\$0	\$0	\$0
A 2250.470-40-0700	PVT & PUB School Handicapped Tuition (Pashley)	\$0	\$0	\$0	\$0
A 2250.470-50-0700	PVT & PUB School Handicapped Tuition (Stevens)	\$0	\$0	\$0	\$0
A 2250.471-90-0700	Public School Tuition (Special Education)	\$265,307	\$475,000	\$500,000	\$500,000
A 2250.472-90-0700	Non-Public School Tuition (Special Education)	\$843,087	\$1,300,000	\$1,300,000	\$1,300,000

A 2630.460-90-0700	Computer Software SPED (District)	\$26,598	\$12,500	\$12,500	\$25,000
A 2630.460-10-0700	Computer Software SPED (High School)	\$0	\$0	\$0	\$1,000
A 2630.460-20-0700	Computer Software SPED (Middle School)	\$0	\$0	\$0	\$1,000
A 2630.460-30-0700	Computer Software SPED (Charlton Heights)	\$0	\$0	\$0	\$1,000
A 2630.460-50-0700	Computer Software SPED (Pashley)	\$0	\$0	\$0	\$1,000
A 2630.460-60-0700	Computer Software SPED (Stevens)	\$0	\$0	\$0	\$1,000
A 2815.404-90-0700	OUT OF DIST HEALTH SERV	\$40,693	\$50,000	\$50,000	\$50,000
A 2815.436-90-0700	PROF HEALTH SERVICES	\$5,454	\$5,000	\$5,000	\$1,000
A 2815.451-10-0700	GEN SUPPL NURSES (High School)	\$1,661	\$0	\$0	\$2,000
A 2815.451-20-0700	GEN SUPPL NURSES (Middle School)	\$934	\$0	\$0	\$2,000
A 2815.451-30-0700	GEN SUPPL NURSES (Charlton Heights)	\$0	\$0	\$0	\$1,000
A 2815.451-50-0700	GEN SUPPL NURSES (Pashley)	\$472	\$0	\$0	\$1,000
A 2815.451-60-0700	GEN SUPPL NURSES (Stevens)	\$0	\$0	\$0	\$1,000
A 2815.451-90-0700	GEN SUPPL NURSES	\$2,047	\$15,000	\$15,000	\$1,000
A 2825.436-10-0700	SOCIAL WORKER SVCS (High School)	\$76,321	\$137,879	\$137,879	\$80,000
A 2825.436-20-0700	SOCIAL WORKER SVCS (Middle School)	\$76,321	\$76,321	\$76,321	\$80,000
A 2825.436-30-0700	SOCIAL WORKER SVCS (Charlton Heights)	\$76,321	\$106,849	\$106,849	\$80,000
A 2825.436-50-0700	SOCIAL WORKER SVCS (Pashley)	\$76,321	\$106,849	\$106,849	\$80,000
A 2825.436-60-0700	SOCIAL WORKER SVCS (Stevens)	\$0	\$15,264	\$15,264	\$0
	07 - Special Services	\$1,592,380	\$2,217,062	\$2,217,062	\$2,320,000
A 1670.447-90-0800	PRINTING/SCANNING/LAMINATING CONTRACTUAL	\$0	\$5,500	\$5,500	\$5,500
A 1670.451-90-0800	GEN SUPPL PRINTING DIST	\$2,379	\$16,000	\$16,000	\$17,000
A 1680.435-90-0800	ADMIN DATA PROCESSING STAFF DEVELOPMENT	\$0	\$0	\$0	\$0
A 1670.441-90-0800	DISTRICT POSTAGE	\$46,792	\$60,000	\$60,000	\$70,000
	08 - Printing & Postage	\$49,171	\$81,500	\$81,500	\$92,500
A 1620.413-90-0900	FIRE INSURANCE	\$51,972	\$82,125	\$82,232	\$90,543
A 1620.418-90-0900	BOILER INSURANCE	\$0	\$9,476	\$9,950	\$10,447
A 1910.412-90-0900	GEN LIABILITY INSURANCE	\$90,450	\$155,540	\$163,317	\$171,483
A 1910.414-90-0900	STUDENT ACCIDENT INSUR	\$16,793	\$22,536	\$22,613	\$23,744
A 5510.412-90-0900	INSURANCE ON BUSES (AUTO LIABILITY)	\$91,066	\$75,282	\$79,046	\$82,998
	09 - General Insurance	\$250,281	\$343,960	\$361,158	\$379,216
A 1950.400-90-1000	SPECIAL ASSESSMENTS	\$16,421	\$25,000	\$25,000	\$25,000
A 1964.405-90-1000	REFUND REAL PROPERTY TAXES	\$3,184	\$70,000	\$70,000	\$70,000
	10 - Special Assessments	\$19,605	\$95,000	\$95,000	\$95,000
A 1010.490-90-1100	BOCES - Board of Education	\$4,060	\$2,768	\$2,837	\$2,979
A 1310.490-90-1100	BOCES - Business Office	\$9,543	\$7,874	\$7,874	\$8,268
A 1420.490-90-1100	BOCES - Legal Services	\$1,849	\$0	\$0	\$0
A 1430.490-90-1100	BOCES - Personnel Services	\$18,124	\$26,286	\$26,943	\$28,290
A 1460.490-90-1100	BOCES - Records Management	\$9,737	\$8,092	\$8,295	\$8,709
A 1480.490-90-1100	BOCES - Public Information & Services	\$135,070	\$131,654	\$134,945	\$141,693
A 1620.490-90-1100	BOCES - Operation of Plant	\$259,670	\$248,902	\$255,124	\$267,880
A 1680.490-90-1100	BOCES - Central Data Processing	\$790,934	\$386,081	\$395,733	\$415,520
A 1981.496-90-1100	BOCES ADMIN CHARGE	\$253,323	\$248,001	\$252,342	\$264,959
A 1983.496-90-1100	BOCES CAPITAL & RENT	\$118,716	\$116,225	\$118,259	\$124,172
A 2060.490-90-1100	BOCES - Research, Planning & Evaluation	\$13,850	\$18,732	\$19,200	\$20,160
A 2070.490-90-1100	BOCES - Inservice Training (Instruction)	\$84,470	\$44,878	\$46,000	\$48,299
A 2110.490-90-1100	BOCES - Teaching (Regular School)	\$87,373	\$39,519	\$40,507	\$42,532
A 2110.493-90-1100	BOCES REGIONAL PLANNING	\$0	\$0	\$0	\$0
A 2110.494-90-1100	BOCES DATA PROCESSING	\$125,150	\$132,379	\$132,379	\$138,998
A 2110.498-10-1100	BOCES ARTS IN ED HS	\$0	\$21,525	\$22,063	\$23,166
A 2110.498-20-1100	BOCES ARTS IN ED MS	\$79	\$26,650	\$27,316	\$28,682
A 2110.498-30-1100	BOCES ARTS IN ED CH HGTS	\$4,346	\$3,075	\$3,075	\$3,060
A 2110.498-50-1100	BOCES ARTS IN ED PASH	\$3,269	\$24,164	\$24,164	\$25,373
A 2110.498-60-1100	BOCES ARTS IN ED STEVENS	\$3,269	\$24,600	\$25,215	\$26,476
A 2110.498-90-1100	BOCES ARTS IN EDUCATION	\$28,809	\$0	\$0	\$0
A 2250.491-10-1100	BOCES HANDICAPPED TUITION (High School)	\$0	\$0	\$0	\$0
A 2250.491-20-1100	BOCES HANDICAPPED TUITION (Middle School)	\$0	\$0	\$0	\$0
A 2250.491-30-1100	BOCES HANDICAPPED TUITION (Charlton Heights)	\$0	\$0	\$0	\$0
A 2250.491-50-1100	BOCES HANDICAPPED TUITION (Pashley)	\$0	\$0	\$0	\$0
A 2250.491-60-1100	BOCES HANDICAPPED TUITION (Stevens)	\$0	\$0	\$0	\$0
	TOTAL	\$1,592,380	\$2,217,062	\$2,217,062	\$2,320,000

A 2250.491-90-1100	BOCES HANDICAPPED TUITION	\$935,945	\$1,199,384	\$1,335,366	\$1,402,134	\$1,402,134
A 2280.490-10-1100	BOCES OCC ED TUITION (High School)	\$0	\$0	\$0	\$0	
A 2280.490-90-1100	BOCES OCC ED TUITION	\$537,910	\$593,544	\$608,383	\$638,802	\$638,802
A 2610.490-90-1100	BOCES - School Library Audio & Visual	\$82,982	\$69,718	\$71,461	\$75,034	\$75,034
A 2630.490-10-1100	BOCES - Computer Assisted Instruction (High School)	\$25,029	\$8,615	\$9,046	\$9,046	\$9,046
A 2630.490-90-1100	BOCES - Computer Assisted Instruction (High School)	\$290,665	\$0	\$0	\$0	
A 2855.490-90-1100	BOCES - Interscholastic Athletics	\$12,225	\$6,663	\$6,829	\$7,171	\$7,171
A 5510.490-90-1100	BOCES - Transportation	\$1,722	\$3,588	\$3,677	\$3,861	\$3,861
11 - BOCES		\$9,712,775	\$3,405,096	\$3,593,489	\$3,773,163	
A 2330.400-90-1200	Adult Ed Contractual	\$0	\$2,000	\$2,000	\$2,000	\$2,000
A 2330.433-90-1200	Adult Ed Contractual (Printing & Vendors)	\$0	\$30,500	\$30,500	\$30,500	\$30,500
A 2330.451-90-1200	GEN SUPPL ADULT ED	\$0	\$100	\$100	\$100	\$100
12 - Adult Education		\$0	\$32,600	\$32,600	\$32,600	
A 2330.451-55-1300	GEN SUPL K-5 SUMMER SCHL	\$0	\$0	\$0	\$0	\$0
A 2330.451-90-1300	GEN SUPL K-5 SUMMER SCHL	\$274	\$2,400	\$2,400	\$3,000	\$3,000
A 2330.457-55-1300	MED MATL K-5 SUMMER SCHL	\$0	\$0	\$0	\$0	\$0
A 2330.457-55-1300	MED MATL 6-12 SUMMER SCH	\$0	\$0	\$0	\$0	\$0
A 2330.457-90-1300	SUPPLIES 6-12 SUMMER SCH	\$93	\$480	\$480	\$600	\$600
A 2330.458-55-1300	MED SUPP K-5 SUMMER SCHL	\$0	\$0	\$0	\$0	\$0
A 2330.480-55-1300	TEXTBOOKS 6-12 SUMMER SCH	\$0	\$0	\$0	\$0	\$0
A 2330.480-90-1300	TEXTBOOKS 6-12 SUMMER SCH	\$0	\$400	\$400	\$500	\$500
13 - Summer School		\$367	\$3,280	\$3,280	\$4,100	
A 1920.404-90-1422	MEMBERSHIPS FINE ARTS	\$1,780	\$1,600	\$1,880	\$1,905	\$1,905
A 2110.201-10-1412	NEW EQUIP ART HS	\$0	\$292	\$311	\$560	\$560
A 2110.201-10-1422	NEW EQUIP MUSIC HS	\$6,088	\$200	\$300	\$8,000	\$8,000
A 2110.201-20-1412	NEW EQUIP ART MS	\$0	\$240	\$205	\$0	\$0
A 2110.201-20-1422	NEW EQUIP MUSIC MS	\$0	\$0	\$0	\$8,100	\$8,100
A 2110.201-30-1422	NEW EQUIP MUSIC Charlton Heights	\$120	\$120	\$0	\$250	\$250
A 2110.202-10-1412	EQUIP REPL ART HS	\$129	\$136	\$200	\$0	\$0
A 2110.202-10-1422	EQUIP REPL MUSIC HS	\$0	\$0	\$0	\$480	\$480
A 2110.202-20-1412	EQUIP REPL ART MS	\$80	\$80	\$0	\$0	\$0
A 2110.202-20-1422	EQUIP REPL MUSIC MS	\$208	\$688	\$730	\$800	\$800
A 2110.202-50-1422	EQUIP REPL MUSIC Pashley	\$615	\$500	\$125	\$0	\$0
A 2110.202-60-1422	EQUIP REPL MUSIC Stevens	\$0	\$123	\$0	\$0	\$0
A 2110.439-90-1422	PROFESSIONAL SVCS MUSIC	\$1,009	\$6,400	\$6,574	\$12,742	\$12,742
A 2110.439-10-1422	PROFESSIONAL SVCS MUSIC (High School)	\$0	\$0	\$0	\$0	\$0
A 2110.439-20-1422	PROFESSIONAL SVCS MUSIC (Middle School)	\$0	\$0	\$0	\$0	\$0
A 2110.448-90-1422	EQUIP REPAIR MUSIC	\$4,325	\$4,000	\$5,040	\$5,600	\$5,600
A 2110.448-10-1422	EQUIP REPAIR MUSIC - High School	\$0	\$0	\$0	\$0	\$0
A 2110.448-30-1422	EQUIP REPAIR MUSIC - Middle School	\$0	\$0	\$0	\$0	\$0
A 2110.448-50-1422	EQUIP REPAIR MUSIC - Charlton Heights	\$0	\$0	\$0	\$0	\$0
A 2110.448-60-1422	EQUIP REPAIR MUSIC - Pashley	\$0	\$0	\$0	\$0	\$0
A 2110.451-10-1412	EQUIP REPAIR MUSIC - Stevens	\$7,143	\$7,760	\$6,400	\$6,600	\$6,600
A 2110.451-10-1422	GEN SUPPL MUSIC HS	\$503	\$1,400	\$1,580	\$1,800	\$1,800
A 2110.451-20-1412	GEN SUPPL ART MS	\$7,438	\$6,720	\$7,100	\$8,600	\$8,600
A 2110.451-20-1422	GEN SUPPL MUSIC MS	\$310	\$1,360	\$1,400	\$1,700	\$1,700
A 2110.451-30-1412	GEN SUPPL ART Charlton Heights	\$2,893	\$2,800	\$2,800	\$3,500	\$3,500
A 2110.451-50-1412	GEN SUPPL ART Pashley	\$2,902	\$2,800	\$2,800	\$3,500	\$3,500
A 2110.451-60-1412	GEN SUPPL ART Stevens	\$2,786	\$2,800	\$2,800	\$3,500	\$3,500
A 2110.451-30-1422	GEN SUPPL ELEM MUSIC - Charlton Heights	\$182	\$184	\$0	\$150	\$150
A 2110.451-50-1422	GEN SUPPL ELEM MUSIC - Pashley	\$0	\$0	\$0	\$100	\$100
A 2110.451-60-1422	GEN SUPPL ELEM MUSIC - Stevens	\$267	\$104	\$80	\$350	\$350
A 2110.457-10-1412	GEN SUPPL MUSIC DISTRICT	\$273	\$1,142	\$500	\$500	\$500
A 2110.457-10-1412	MEDIA MATL HS ART	\$0	\$0	\$100	\$0	\$0
A 2110.457-20-1412	MEDIA MATL MS ART	\$0	\$60	\$400	\$409	\$409
A 2110.457-10-1422	MEDIA MATL MUSIC HS	\$0	\$0	\$75	\$250	\$250
A 2110.457-20-1422	MEDIA MATL MUSIC MS	\$299	\$280	\$289	\$339	\$339
A 2110.480-10-1422	TEXTBOOKS MUSIC HS	\$4,059	\$3,060	\$2,420	\$2,800	\$2,800
A 2110.480-20-1422	TEXTBOOKS MUSIC MS	\$4,743	\$2,940	\$3,100	\$3,350	\$3,350
A 2110.480-30-1422	TEXTBOOKS MUSIC ELEM - Charlton Heights	\$276	\$80	\$350	\$0	\$0

A 2110.202-10-1813	EQUIP REPL BUS ED HS	\$260	\$720	\$720	\$900
A 2110.202-10-1819	EQUIP REPL FAC HS	\$1,092	\$720	\$720	\$900
A 2110.202-10-1820	EQUIP REPL TECH HS	\$0	\$800	\$800	\$1,000
A 2110.202-20-1819	EQUIP REPL FAC MS	\$246	\$360	\$360	\$450
A 2110.202-20-1820	EQUIP REPL TECH MS	\$766	\$720	\$720	\$900
A 2110.448-10-1813	EQUIP REPAIR BUS ED HS	\$0	\$1,160	\$1,160	\$1,450
A 2110.448-10-1820	EQUIP REPAIR & OTHER CONTRACTUAL TECH HS	\$246	\$1,040	\$1,040	\$1,300
A 2110.448-10-1819	EQUIP REPAIR FAC	\$657	\$800	\$800	\$1,000
A 2110.451-10-1813	GEN SUPPL BUS ED HS	\$276	\$2,960	\$2,960	\$3,700
A 2110.451-10-1817	GEN SUPPL HEALTH HS	\$0	\$480	\$480	\$600
A 2110.451-10-1819	GEN SUPPL FAC HS	\$3,485	\$6,764	\$6,764	\$8,455
A 2110.451-10-1820	GEN SUPPL TECH HS	\$17,319	\$21,070	\$21,070	\$26,338
A 2110.451-20-1819	GEN SUPPL FAC MS	\$1,941	\$4,960	\$4,960	\$6,200
A 2110.451-20-1820	GEN SUPPL TECH MS	\$9,632	\$9,760	\$9,760	\$12,200
A 2110.457-10-1817	MEDIA/MATL HEALTH HS	\$170	\$240	\$240	\$300
A 2110.457-20-1817	MEDIA/MATL HEALTH MS	\$0	\$440	\$440	\$550
A 2110.457-20-1819	MEDIA/MATL FAC MS	\$0	\$160	\$160	\$200
A 2110.480-10-1813	TEXTBOOKS BUS ED HS	\$0	\$1,440	\$1,440	\$1,800
A 2110.480-10-1819	TEXTBOOKS FAC HS	\$210	\$400	\$400	\$500
A 2110.480-10-1820	TEXTBOOKS TECH HS	\$2,395	\$600	\$600	\$750
A 2110.480-20-1819	TEXTBOOKS FAC MS	\$0	\$160	\$160	\$200
A 2630.460-10-1813	COMP SOFTWARE BUS ED HS	\$599	\$1,960	\$1,960	\$2,450
A 2630.460-20-1813	COMP SOFTWARE BUS ED MS	\$0	\$40	\$40	\$50
A 2825.444-10-1819	TRAVEL IN DIST WORK STUDY	\$0	\$240	\$240	\$300
A 2825.457-10-1819	MEDIA/MATL WORK STUDY	\$0	\$80	\$80	\$100
18 - Business, Tech & Home Career		\$39,294	\$58,074	\$58,074	\$72,599
A 2020.433-10-1928	PRINTING HS	\$828	\$1,200	\$1,200	\$1,440
A 2020.445-10-1900	TRAVEL CONF ADMIN HS	\$0	\$1,120	\$1,120	\$1,344
A 2020.451-10-1900	ADMIN SUPPL HS	\$300	\$800	\$800	\$960
A 2070.431-10-1900	PROGRAM/DEVEL HS	\$200	\$2,400	\$2,400	\$2,880
A 2110.201-10-1900	NEW EQUIP HIGH SCHOOL	\$366	\$2,400	\$2,400	\$2,880
A 2110.202-10-1900	EQUIP REPLACE, SR HIGH	\$1,800	\$1,600	\$1,600	\$1,920
A 2110.222-10-1900	FURN REPL HS	\$5,707	\$4,800	\$4,800	\$5,760
A 2110.400-10-1900	THEATER PRODUCTION	\$19,687	\$20,000	\$20,000	\$24,000
A 2110.445-10-1900	TRAVEL CONF HS	\$47	\$4,400	\$4,400	\$5,280
A 2110.448-10-1928	EQUIP REPAIR HS GEN	\$3,209	\$8,544	\$8,544	\$10,253
A 2110.450-10-1900	PUPIL ACTIVITIES	\$16,420	\$10,910	\$10,910	\$13,092
A 2110.451-10-1900	GEN SUPPL HS	\$18,619	\$22,786	\$22,786	\$27,343
A 2110.451-10-1915	GEN SUPPL ENGLISH	\$198	\$200	\$200	\$240
A 2110.451-10-1921	GEN SUPPL MATH HS	\$603	\$400	\$400	\$480
A 2110.451-10-1923	GEN SUPPL SCIENCE HS	\$8,123	\$8,800	\$8,800	\$10,560
A 2110.451-10-1925	GEN SUPPL SOC STUDIES HS	\$856	\$560	\$560	\$672
A 2110.452-10-1928	DUPL SUPPL HS	\$6,128	\$11,454	\$11,454	\$13,745
A 2110.457-10-1915	MEDIA/MATL ENGLISH HS	\$338	\$400	\$400	\$480
A 2110.457-10-1916	MEDIA/MATL LANGUAGE HS	\$440	\$400	\$400	\$480
A 2110.457-10-1925	MEDIA/MATL SOC STUDIES HS	\$0	\$320	\$320	\$384
A 2110.480-10-1900	TEXTBOOKS HS	\$10,182	\$17,380	\$17,380	\$20,856
A 2110.480-10-1915	TEXTBOOKS ENGLISH HS	\$6,186	\$6,240	\$6,240	\$7,488
A 2110.480-10-1916	TEXTBOOKS LANGUAGE HS	\$1,656	\$1,840	\$1,840	\$2,208
A 2110.480-10-1921	TEXTBOOKS MATH HS	\$2,700	\$3,912	\$3,912	\$4,694
A 2110.480-10-1923	TEXTBOOKS SCIENCE HS	\$3,560	\$3,600	\$3,600	\$4,320
A 2110.480-10-1925	TEXTBOOKS SOC STUDIES HS	\$5,651	\$7,200	\$7,200	\$8,640
A 2110.480-10-1932	TEXTBOOKS COMPUTER HS	\$0	\$0	\$0	\$0
A 2110.498-10-1900	ARTS IN ED HIGH SCHOOL	\$0	\$2,880	\$2,880	\$3,456
A 2250.451-10-1927	GEN SUPPL SPEC ED HS	\$905	\$1,600	\$1,600	\$1,920
A 2630.201-10-1900	COMPUTER EQUIPMENT	\$0	\$1,200	\$1,200	\$1,440
A 2630.460-10-1900	COMPUTER SOFTWARE/APPS	\$0	\$2,400	\$2,400	\$2,880
A 2810.451-10-1926	GEN SUPPL GUIDANCE HS	\$133	\$1,860	\$1,860	\$2,232
19 - High School		\$114,842	\$153,606	\$153,606	\$184,328
A 2020.445-20-2000	TRAVEL CONF ADMIN MS	\$1,356	\$2,800	\$2,800	\$2,800
A 2020.451-20-2029	ADMIN SUPPL MS	\$429	\$1,600	\$1,600	\$800

A 2070.431-20-0000	PROGRAM DEVEL MS	\$0	\$240	\$300	\$300
A 2110.201-20-2000	NEW EQUIP MS	\$6,041	\$560	\$560	\$560
A 2110.201-20-2023	NEW EQUIP SCI MS	\$0	\$424	\$424	\$536
A 2110.202-20-2000	FURN REPL MS	\$557	\$1,224	\$530	\$530
A 2110.222-20-2000	FURN REPL MS	\$0	\$320	\$2,475	\$2,475
A 2110.401-20-2000	Duplication (Contractual)	\$0	\$160	\$1,000	\$1,000
A 2110.445-20-2000	TRAVEL CONF MS	\$0	\$1,600	\$2,000	\$2,000
A 2110.448-20-2000	EQUIP REPAIR & OTHER CONTRACTUAL MS	\$5,114	\$7,327	\$10,159	\$10,159
A 2110.451-20-2000	GEN SUPPL INST MS	\$10,159	\$6,092	\$7,604	\$7,604
A 2110.451-20-2015	Gen Suppl English MS	\$0	\$400	\$450	\$450
A 2110.451-20-2016	Gen Suppl ENL MS	\$590	\$300	\$100	\$100
A 2110.451-20-2021	GEN SUPPL MATH MS	\$612	\$612	\$450	\$450
A 2110.451-20-2023	GEN SUPPL SCIENCE MS	\$867	\$2,366	\$450	\$450
A 2110.451-20-2025	GEN SUPPL SOCIAL STUDIES MS	\$30	\$400	\$450	\$450
A 2110.451-20-2028	OTHER EXPENSE MS	\$666	\$1,344	\$877	\$877
A 2110.452-20-2028	DUP SUPPL MS	\$2,586	\$6,936	\$7,482	\$7,482
A 2110.454-20-2000	TEST SUPPL MS	\$0	\$892	\$966	\$966
A 2110.454-20-2015	MEDIA MATL ENGLISH MS	\$0	\$0	\$179	\$179
A 2110.457-20-2015	MEDIA MATL SCIENCE MS	\$238	\$0	\$179	\$179
A 2110.457-20-2023	MEDIA MATL SOCIAL STUDIES MS	\$0	\$0	\$200	\$200
A 2110.457-20-2025	TEXTBOOKS MS	\$5,295	\$6,720	\$10,900	\$10,900
A 2110.480-20-2000	TEXTBOOKS ENGLISH MS	\$4,448	\$2,800	\$3,500	\$3,500
A 2110.480-20-2016	TEXTBOOKS LANG MS	\$9,880	\$10,080	\$10,100	\$10,100
A 2110.480-20-2018	Textbooks MS Guidance	\$0	\$0	\$0	\$0
A 2110.480-20-2023	TEXTBOOKS SCIENCE MS	\$0	\$2,800	\$3,500	\$3,500
A 2250.451-20-2027	GEN SUPPL HANDICAP MS	\$40	\$400	\$500	\$500
A 2270.451-20-2027	GEN SUPPL AIS MS	\$0	\$200	\$200	\$200
A 2270.480-20-2027	TEXTBOOKS AIS MS	\$0	\$400	\$500	\$500
A 2630.201-20-2000	COMPUTER EQUIPMENT	\$0	\$0	\$4,000	\$4,000
A 2630.460-20-2000	COMPUTER SOFTWARE/APPS	\$650	\$0	\$0	\$0
20 - Middle School		\$51,561	\$58,998	\$73,747	
A 2020.451-30-3000	ADMIN SUPPL CH HGTS	\$3,879	\$5,200	\$6,800	\$6,800
A 2070.431-30-3000	PROGRAM DEVEL CH HTS	\$0	\$2,160	\$2,700	\$2,700
A 2110.201-30-3000	NEW EQUIP CH HTS	\$1,611	\$2,000	\$4,500	\$4,500
A 2110.202-30-3000	EQUIP REPL CH HTS	\$299	\$800	\$2,000	\$2,000
A 2110.222-30-3000	FURN REPL CH HTS	\$5,386	\$1,200	\$5,000	\$5,000
A 2110.445-30-3000	TRAVEL CONF CH HTS	\$119	\$800	\$1,000	\$1,000
A 2110.448-30-3000	EQUIP REPAIR CH HTS	\$3,492	\$4,800	\$4,500	\$4,500
A 2110.451-30-3000	INSTRUCT SUPPL CH HGTS	\$15,451	\$18,048	\$17,560	\$17,560
A 2110.452-30-3000	DUP SUPP CH HTS	\$5,270	\$5,200	\$6,500	\$6,500
A 2110.457-30-3000	MEDIA MATL CH HTS	\$1,435	\$800	\$800	\$800
A 2110.480-30-3000	TEXTBOOKS CH HTS	\$8,339	\$7,200	\$9,000	\$9,000
A 2110.498-30-3000	ARTS IN ED CH HTS	\$0	\$0	\$0	\$0
A 2630.451-30-3022	COMPUTER SUPPL CH HTS	\$235	\$240	\$500	\$500
A 2630.201-30-3000	COMPUTER EQUIPMENT	\$1,115	\$240	\$0	\$0
A 2630.460-30-3000	COMPUTER SOFTWARE/APPS	\$0	\$0	\$0	\$0
30 - Charlton Heights		\$46,631	\$48,688	\$60,860	
A 2020.445-50-5000	TRAVEL CONF ADMIN PASHLEY	\$0	\$400	\$400	\$400
A 2020.451-50-5000	ADMIN SUPPL PASHLEY	\$4,741	\$2,880	\$3,600	\$3,600
A 2070.431-50-5000	PROGRAM DEVEL PASHLEY	\$0	\$2,400	\$3,000	\$3,000
A 2070.432-50-5000	LOCAL MINI GRANTS PASHLEY	\$0	\$568	\$568	\$568
A 2110.201-50-5000	NEW EQUIP PASHLEY	\$0	\$0	\$3,000	\$3,000
A 2110.401-50-5000	EQUIP REPL PASHLEY	\$10,454	\$6,960	\$7,500	\$7,500
A 2110.445-50-5000	Duplication	\$0	\$1,040	\$1,040	\$1,040
A 2110.445-50-5000	TRAVEL CONF PASHLEY	\$288	\$1,120	\$1,120	\$1,120
A 2110.448-50-5000	EQUIP REPAIR PASHLEY	\$5,090	\$4,000	\$4,500	\$4,500
A 2110.451-50-5000	INSTRUCT SUPPL PASHLEY	\$12,675	\$12,800	\$14,500	\$14,500
A 2110.451-50-5021	MATH MANIPULATIVES PASH	\$0	\$160	\$160	\$160
A 2110.452-50-5000	DUP SUPPL PASHLEY	\$6,082	\$3,640	\$7,000	\$7,000
A 2110.457-50-5000	MEDIA MATL PASHLEY	\$0	\$0	\$0	\$0
A 2110.458-50-5000	MEDIA SUPPL PASHLEY	\$0	\$0	\$0	\$0
A 2110.480-50-5000	TEXTBOOKS PASHLEY	\$8,762	\$8,000	\$8,000	\$8,000
A 2020.451-50-5000	PROGRAM DEVEL CH HTS	\$0	\$2,160	\$2,700	\$2,700
A 2110.201-30-3000	NEW EQUIP CH HTS	\$1,611	\$2,000	\$4,500	\$4,500
A 2110.202-30-3000	EQUIP REPL CH HTS	\$299	\$800	\$2,000	\$2,000
A 2110.222-30-3000	FURN REPL CH HTS	\$5,386	\$1,200	\$5,000	\$5,000
A 2110.445-30-3000	TRAVEL CONF CH HTS	\$119	\$800	\$1,000	\$1,000
A 2110.448-30-3000	EQUIP REPAIR CH HTS	\$3,492	\$4,800	\$4,500	\$4,500
A 2110.451-30-3000	INSTRUCT SUPPL CH HGTS	\$15,451	\$18,048	\$17,560	\$17,560
A 2110.452-30-3000	DUP SUPP CH HTS	\$5,270	\$5,200	\$6,500	\$6,500
A 2110.457-30-3000	MEDIA MATL CH HTS	\$1,435	\$800	\$800	\$800
A 2110.480-30-3000	TEXTBOOKS CH HTS	\$8,339	\$7,200	\$9,000	\$9,000
A 2110.498-30-3000	ARTS IN ED CH HTS	\$0	\$0	\$0	\$0
A 2630.451-30-3022	COMPUTER SUPPL CH HTS	\$235	\$240	\$500	\$500
A 2630.201-30-3000	COMPUTER EQUIPMENT	\$1,115	\$240	\$0	\$0
A 2630.460-30-3000	COMPUTER SOFTWARE/APPS	\$0	\$0	\$0	\$0
30 - Charlton Heights		\$46,631	\$48,688	\$60,860	

A 2110.498-50-5000	ARTS IN ED PASHLEY	\$0	\$960	\$960	\$960	\$960
A 2630.201-50-5000	COMPUTER EQUIPMENT	\$0	\$800	\$800	\$1,000	\$1,000
A 2630.451-50-5000	COMPUTER SUPPL PASHLEY	\$1,028	\$2,160	\$2,160	\$3,692	\$3,692
A 2630.460-50-5000	COMPUTER SOFTWARE/APPS	\$196	\$800	\$800	\$800	\$800
50 - Pashley		\$49,316	\$48,688	\$48,688	\$60,840	\$60,840
A 2020.451-60-6000	ADMIN SUPPL STEVENS	\$7,290	\$5,600	\$5,600	\$7,000	\$7,000
A 2070.431-60-6000	PROGRAM DEVEL STEVENS	\$0	\$2,400	\$2,400	\$3,000	\$3,000
A 2110.201-60-6000	NEW EQUIP STEVENS	\$12,588	\$3,200	\$3,200	\$4,500	\$4,500
A 2110.202-60-6000	EQUIP REFL STEVENS	\$0	\$160	\$160	\$450	\$450
A 2110.221-60-6000	NEW FLURN STEVENS	\$4,195	\$800	\$800	\$1,000	\$1,000
A 2110.222-60-6000	FURN REPL STEVENS	\$0	\$400	\$400	\$750	\$750
A 2110.430-60-6000	INSTRUCTIONAL PROGRAMS	\$0	\$960	\$960	\$1,200	\$1,200
A 2110.445-60-6000	TRAVEL CONF STEVENS	\$0	\$800	\$800	\$1,000	\$1,000
A 2110.448-60-6000	EQUIP REPAIR STEVENS	\$4,181	\$8,000	\$8,000	\$10,000	\$10,000
A 2110.451-60-6000	INSTRUCT SUPPL STEVENS	\$9,060	\$10,768	\$10,768	\$13,460	\$13,460
A 2110.452-60-6000	DUPL SUPPL STEVENS	\$5,639	\$4,000	\$4,000	\$5,000	\$5,000
A 2110.480-60-6000	TEXTBOOKS STEVENS	\$6,244	\$8,000	\$8,000	\$8,000	\$8,000
A 2630.451-60-6000	COMPUTER SUPPL STEVENS	\$1,430	\$3,600	\$3,600	\$5,500	\$5,500
60 - Stevens		\$50,627	\$48,688	\$48,688	\$60,860	\$60,860
A 2630.201-90-7000	Comp Equipment - District	\$17,908	\$20,000	\$20,000	\$200,000	\$200,000
A 2630.451-90-7000	Computer Supplies - District	\$3,267	\$10,000	\$10,000	\$40,000	\$40,000
A 2630.448-90-7000	Computer Service Contracts - District	\$66,343	\$6,000	\$6,000	\$86,000	\$86,000
A 2630.460-90-7000	Computer Software - District	\$10,162	\$15,000	\$15,000	\$20,000	\$20,000
70 - Technology		\$147,680	\$70,000	\$70,000	\$346,000	\$346,000
A 1620.201-90-8100	NEW EQUIP CUSTODIAL	\$11,803	\$4,000	\$4,000	\$10,000	\$10,000
A 1620.202-90-8100	EQUIP REPL DISTRICT MAINT	\$10,182	\$4,800	\$4,800	\$6,500	\$6,500
A 1620.400-90-8100	CUSTODIAL/MAINTANCE CONTRACTUAL EXPENSE	\$0	\$52,000	\$52,000	\$105,000	\$105,000
A 1620.401-90-8100	WATER USE CHARGE	\$6,887	\$17,000	\$17,000	\$17,000	\$17,000
A 1620.402-90-8100	TELEPHONE	\$12,079	\$30,000	\$30,000	\$30,000	\$30,000
A 1620.403-90-8100	HEALTH & SAFETY CONTRACTUAL	\$25,494	\$12,000	\$12,000	\$25,000	\$25,000
A 1620.404-90-8100	SAFETY & SECURITY SUPPLIES	\$140,943	\$8,000	\$8,000	\$8,000	\$8,000
A 1620.405-90-8100	SCHOOL RESOURCE OFFICER	\$76,512	\$129,000	\$129,000	\$190,000	\$190,000
A 1620.406-90-8100	Building Condition Survey	\$0	\$40,000	\$40,000	\$0	\$0
A 1620.420-90-8100	HEAT	\$214,966	\$475,000	\$475,000	\$455,000	\$455,000
A 1620.421-90-8100	POWER	\$424,493	\$645,000	\$645,000	\$625,000	\$625,000
A 1620.423-90-8100	TRASH REMOVAL	\$30,675	\$47,000	\$47,000	\$47,000	\$47,000
A 1620.424-90-8100	LAUNDRY, DRY CLEAN MOPS	\$7,245	\$9,200	\$9,200	\$9,200	\$9,200
A 1620.435-90-8100	FIRE INSPECTION	\$31,363	\$17,000	\$17,000	\$19,500	\$19,500
A 1620.444-90-8100	Safety Supplies (CARES Act)	\$190,546	\$0	\$0	\$0	\$0
A 1620.445-90-8100	STAFF DEVEL, MAINT	\$396	\$11,000	\$11,000	\$11,000	\$11,000
A 1620.448-90-8100	EQUIP REPAIR, CUSTODIAL	\$26,923	\$31,200	\$31,200	\$43,000	\$43,000
A 1620.449-90-8100	Equip Repair, FS	\$18,511	\$6,500	\$6,500	\$8,500	\$8,500
A 1620.451-90-8100	GENERAL CUST SUPPLIES	\$52,982	\$55,200	\$55,200	\$72,500	\$72,500
A 1620.451-90-8199	CUST IMPROVE PLAN	\$0	\$26,000	\$26,000	\$29,000	\$29,000
A 1630.201-90-8100	NEW EQUIPMENT MAINT	\$9,527	\$68,800	\$68,800	\$75,000	\$75,000
A 1630.202-90-8100	New Equipment - Safety Equipment/Security Cameras	\$141,849	\$40,000	\$40,000	\$40,000	\$40,000
A 1630.202-90-8101	New Equipment - District Initiatives	\$0	\$0	\$0	\$135,000	\$135,000
A 1630.447-90-8100	EQUIPMENT RENTAL	\$5,909	\$10,400	\$10,400	\$11,500	\$11,500
A 1630.451-90-8100	GRNDS SUPPL MAINT DISTRICT	\$13,391	\$28,800	\$28,800	\$35,000	\$35,000
A 1630.452-90-8100	HEAT VENT SUPPLY	\$31,111	\$28,000	\$28,000	\$35,000	\$35,000
A 1630.453-90-8100	ELECTRICAL SUPPLY	\$17,119	\$26,400	\$26,400	\$33,000	\$33,000
A 1630.454-90-8100	PLUMBING SUPPLIES	\$24,610	\$22,400	\$22,400	\$28,000	\$28,000
A 1630.455-90-8100	BUILDING SUPPLIES	\$40,475	\$28,800	\$28,800	\$37,000	\$37,000
A 1630.456-90-8100	LEAD TESTING & REMEDIATION	\$3,234	\$2,500	\$2,500	\$0	\$0
A 1640.163-90-8100	SPEC PROJ LABOR MAINT	\$66,145	\$70,000	\$70,000	\$40,000	\$40,000
A 1640.448-10-8100	BLDG MAINT HIGH SCHOOL	\$2,817	\$6,400	\$6,400	\$6,500	\$6,500
A 1640.448-20-8100	BLDG MAINT MIDDLE SCHOOL	\$16,118	\$4,000	\$4,000	\$4,500	\$4,500
A 1640.448-30-8100	BLDG MAINT CHARLTON HIGHTS	\$0	\$3,600	\$3,600	\$3,800	\$3,800
A 1640.448-50-8100	BLDG MAINT PASHLEY	\$4,320	\$3,600	\$3,600	\$3,800	\$3,800
A 1640.448-60-8100	BLDG MAINT STEVENS	\$30	\$3,600	\$3,600	\$3,800	\$3,800
A 1640.448-90-8100	BLDG MAINT DISTRICT	\$18,220	\$28,800	\$28,800	\$36,000	\$36,000

92 - Transfer to Special Aid	\$112,958	\$175,000	\$200,000	\$200,000
A 9901.930-10-9300				\$10,000
A 9901.930-20-9300	\$35,210	\$33,000	\$50,000	\$7,500
A 9901.930-30-9300	\$13,435	\$25,000	\$35,000	\$5,000
A 9901.930-50-9300	\$0	\$8,500	\$15,000	\$5,000
A 9901.930-60-9300	\$0	\$8,500	\$15,000	\$5,000
93 - Transfer to Cafeteria	\$48,645	\$83,500	\$130,000	\$32,500
Total Non-Salary Items DIV 01-91	\$32,056,262	\$34,385,195	\$35,606,850	\$30,353,614
Total Salary Items DIV 95-99	\$35,395,248	\$36,500,649	\$36,942,842	\$38,281,112
Grand Totals	\$67,451,510	\$70,885,845	\$72,549,692	\$76,634,726

Contingency Budget	2021-2022	2022-2023	2021-2022	2022-2023
Contingency Budget for 2022-2023	\$75,551,272			
Proposed Budget for 2022-2023	\$76,634,726			
Amount to Cut for Contingency Budget	\$1,083,454			
Budget-to-Budget Increase Contingency	\$3,001,580			
Budget-to-Budget Increase Proposed	\$4,085,034			
Administrative Limits				
2021-2022 Administrative & Program	\$60,452,341			
2022-2023 Proposed Administrative & Program	\$62,453,984			
2021-2022 Administrative	\$6,871,045			
2022-2023 Proposed Administrative	\$7,424,340			

Components of Three Part Budget	2021-2022	2022-2023	2021-2022	2022-2023
Administrative	\$6,871,045	\$7,424,340	9.47%	9.69%
Program	\$53,581,296	\$55,029,644	73.85%	71.81%
Capital	\$12,097,951	\$14,180,742	16.67%	18.50%

Grand Totals	2021-2022	2022-2023	2021-2022	2022-2023
Total Non-Salary Items DIV 01-91	\$32,056,262	\$34,385,195	\$35,606,850	\$30,353,614
Total Salary Items DIV 95-99	\$35,395,248	\$36,500,649	\$36,942,842	\$38,281,112
Grand Totals	\$67,451,510	\$70,885,845	\$72,549,692	\$76,634,726

**Revenue Budget
Proposed Budget 4-13-2022**

Source	Actual Revenue 2020-2021	Budget Revenue 2020-2021	Budget Revenue 2021-2022	Budget Revenue 2022-2023	
Regular School Year Tuition	\$220,444	\$290,000	\$290,000	\$290,000	\$0
Summer Tuition	\$0	\$15,000	\$15,000	\$10,000	-\$5,000
Cont Ed Tuition	\$44	\$40,000	\$40,000	\$40,000	\$0
General Admissions	\$1,732	\$30,000	\$45,000	\$30,000	-\$15,000
Pool Admissions	\$0	\$17,000	\$17,000	\$15,000	-\$2,000
Property Rental	\$19,000	\$75,000	\$175,000	\$75,000	-\$100,000
Serv to Other Govts	\$0	\$0	\$0	\$418,386	\$418,386
Subtotal Service	\$241,220	\$467,000	\$582,000	\$878,386	\$296,386
Subtotal Investments	\$15,498	\$60,000	\$60,000	\$25,000	-\$35,000
Sale of Property	\$33,070	\$50,000	\$40,000	\$40,000	\$0
Sale of Materials	\$129	\$1,000	\$1,000	\$1,000	\$0
Medicare Part D	\$0	\$0	\$0	\$0	\$0
Other Comp for Loss & Misc	\$192,768	\$330,000	\$325,000	\$299,169	-\$25,831
Refund of Prior Year Exp	\$223,143	\$250,000	\$250,000	\$250,000	\$0
Interfund Revenue	\$722,467	\$400,000	\$100,000	\$1,300,000	\$1,200,000
Transfer from Reserves	\$0	\$0	\$100,000	\$0	-\$100,000
E-Rate	\$0	\$0	\$0	\$150,000	\$150,000
PILOTs/Penalties/Bullet Aid	\$87,624	\$100,000	\$100,000	\$125,000	\$25,000
Subtotal Sales/Refunds	\$1,259,201	\$1,131,000	\$916,000	\$2,165,169	\$1,249,169
Federal Aid - Medicaid	\$215,594	\$150,000	\$150,000	\$198,000	\$48,000
Federal Aid - Other (CARES Act)	\$78,772	\$0	\$75,000	\$0	-\$75,000
Foundation (Operating) Aid	\$13,573,649	\$13,573,649	\$14,288,627	\$15,426,491	\$1,137,864
Expense Driven Aids					
Building Aid	\$4,337,123	\$4,207,937	\$4,391,160	\$4,592,391	\$201,231
Transportation Aid	\$2,517,367	\$3,163,037	\$3,049,044	\$3,600,240	\$551,196
Special Education Aid	\$1,023,808	\$1,053,093	\$1,072,823	\$948,439	-\$124,384
BOCES Aid	\$2,120,924	\$1,469,472	\$1,384,340	\$1,281,955	-\$102,385
2019-2020 State Aid cut	-\$140,570	\$0	\$0	\$0	\$0
BOCES Aid - Dist Learning (est)	\$115,000	\$150,000	\$150,000	\$250,000	\$100,000
Computer Hardware Aid	\$49,523	\$49,538	\$49,573	\$49,844	\$271
Textbook, Lib, Software Aid	\$251,377	\$251,457	\$247,097	\$251,330	\$4,233
Supplemental Pub Excess	\$45,884	\$45,884	\$45,884	\$45,884	\$0
Total State Aid	\$23,894,085	\$23,964,067	\$24,678,548	\$26,446,574	\$1,768,026
Applied Fund Balance		\$2,750,000	\$2,750,000	\$2,500,000	-\$250,000
Total Tax Levy	\$42,339,625	\$42,363,777	\$43,338,144	\$44,421,597	\$1,083,454
Total Revenue	\$68,043,995	\$70,885,844	\$72,549,692	\$76,634,726	\$4,085,035

Salary: Administrative Compensation Information
520101 - BURNT HILLS-BALLSTON

2021-2022 - Page 1
 Official - as of 04/05/2022 12:23 PM

Form Due May 9, 2022

2022-2023 Salary Threshold = \$150,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2022-2023.

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

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

Report Estimated Salaries in the Budget for the 2022-2023 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	221,708	59,178	15,500

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 FOR SUPPORT	181,660	33,889	16,156
3.	ASSISTANT SUPERINTENDENT FOR CURRICULUM	171,325	50,139	9,800
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Salary: Administrative Compensation Information

520101 - BURNT HILLS-BALLSTON

2021-2022 - Page 2

Official - as of 04/05/2022 12:23 PM

	Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information

520101 - BURNT HILLS-BALLSTON

2021-2022 Claim Year - Page 3

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Other Supervisory and Administrative Employees Scheduled to Receive \$150,000 or More in Salary

71.	HIGH SCHOOL PRINCIPAL	160,239
72.	MIDDLE SCHOOL PRINCIPAL	156,624
73.	ELEMENTARY PRINCIPAL	156,025
74.	ELEMENTARY PRINCIPAL	156,775
75.	ELEMENTARY PRINCIPAL	155,525
76.	DIRECTOR OF SPECIAL SERVICES	150,325

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Salary: Administrative Compensation Information

520101 - BURNT HILLS-BALLSTON

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2021-2022 Claim Year - Page 4
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Salary: Administrative Compensation Information 2021-2022 - Page 5

520101 - BURNT HILLS-BALLSTON

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Property Tax Report Card
520101 - BURNT HILLS-BALLSTON

2021-2022 - Page 1
Official - as of 04/06/2022 08:17 AM

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

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

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

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

Form Due - April 25, 2022

Form Preparer Name: CHRISTOPHER ABDOO
Preparer's Telephone Number: 5183999141

<u>Shaded Fields Will Calculate</u>	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	72,549,692	76,634,726	5.63 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	43,338,144	44,421,597	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	43,338,144	44,421,597	2.50 %
F. Permissible Exclusions to the School Tax Levy Limit	1,865,900	1,974,202	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	41,503,698	42,662,440	
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)	41,472,244	42,447,395	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	31,454	215,045	
Public School Enrollment	3,110	3,100	-0.32 %
Consumer Price Index			4.7 %

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

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

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

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	6,893,687	6,572,860
Assigned Appropriated Fund Balance	2,750,000	2,500,000
Adjusted Unrestricted Fund Balance	2,898,984	3,065,389
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

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

Capital	N/A	For the cost of any object or purpose for which bonds may be issued.	0	0	N/A
Repair	N/A	For the cost of repairs to capital improvements or equipment.	0	0	N/A
Workers Compensation	A814 WORKERS' COMPENSATION (SELF-FUNDED)	For self-insured Workers Compensation and benefits.	200,000	150,000	This will be used to fund any current and/or future workers' compensation claims against the district
Unemployment Insurance	A815 UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	50,000	50,000	This fund will be used to cover current and/or future benefit claims against the district due to the potential reduction in our employee workforce.
Reserve for Tax Reduction	N/A	For the gradual use of the proceeds of the sale of school district real property.	0	0	N/A
Mandatory Reserve for Debt Service	N/A	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	0	0	N/A
Insurance	N/A	For liability, casualty, and other types of uninsured losses.	0	0	N/A
Property Loss	N/A	To cover property loss.	0	0	N/A

Liability + (add)	N/A	To cover incurred liability claims.	375,000	375,000	This fund is to cover potential settlements or judgments against the district for liabilities that the district has been advised there is no insurance coverage for.
Tax Certiorari	A864 RESERVE FOR TAX CERTIORARI	For tax certiorari settlements.	285,542	200,000	This fund is to cover assumed accrued liability for litigation that is currently in process.
Reserve for Insurance Recoveries	N/A	For unexpended proceeds of insurance recoveries at fiscal year end.	0	0	N/A
Employee Benefit Accrued Liability	A867 RESERVE FOR EMPLOYEE BENEFITS AND ACCRUED LIA	For accrued 'employee benefits' due to employees upon termination of service.	2,585,285	2,000,000	The purpose of this fund is to provide an account to pay future compensated absences in the event that an employees leaves district service.
Retirement Contribution	A827 RESERVE FOR RETIREMENT CONTRIBUTIONS (ERS)	For employer retirement contributions to the State and Local Employees' Retirement System.	1,750,514	1,550,514	The purpose of this reserve is to provide an account from which to pay district obligations to the New York State Employees' Retirement Systems should future rates increase significantly
Reserve for Uncollected Taxes	N/A	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	0	0	N/A
Single Other Reserve	A828 RESERVE FOR RETIREMENT CONTRIBUTIONS (TRS)	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)	1,647,346	2,247,346	The purpose of this reserve is to provide an account from which to pay district obligations to the New York State Teachers' Retirement Systems should future rates increase significantly

*** 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#reservecfunds>

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

JF

Equalized Total Assessed Value 159,731,072

School District - 412001 Burnt Hill Ball Lake

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	3	508,043	0.32
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	5,229,131	3.27
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	1,161,304	0.73
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	962,826	0.60
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	1,076,304	0.67
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	21	139,692	0.09
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,652	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	15	166,305	0.10
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	9	183,457	0.11
41400	CLERGY	RPTL 460	1	3,261	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	2	25,434	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	535,808	0.34
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	4	552,856	0.35
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	158,152	0.10
41804	PERSONS AGE 65 OR OVER	RPTL 467	6	686,613	0.43
41834	ENHANCED STAR	RPTL 425	61	5,789,795	3.62
41854	BASIC STAR 1999-2000	RPTL 425	141	5,701,335	3.57
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	10	262,463	0.16
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	15	5,104,057	3.20

Total Exemptions Exclusive of System Exemptions:

300	28,253,488	17.69
0	0	0.00
300	28,253,488	17.69

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 482,501,068

School District - 412001 Burnt Hill Ball Lake

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	17	5,041,104	1.04
13800	SCHOOL DISTRICT	RPTL 408	1	9,273,016	1.92
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	32,063	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	928,412	0.19
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	7,428,571	1.54
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	669,047	0.14
26250	HISTORICAL SOCIETY	RPTL 444	2	266,032	0.06
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	2,342,222	0.49
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	202,540	0.04
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	1,587	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	118	764,168	0.16
41125	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,476	0.00
41130	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	80	863,520	0.18
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	10,794	0.00
41140	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	30	624,652	0.13
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	37,460	0.01
41160	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	0	0.00
41160	COLD WAR VETERANS (15%)	RPTL 458-b	1	0	0.00
41400	CLERGY	RPTL 460	1	2,381	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	12	876,685	0.18
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	68	2,948,113	0.61
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	5	103,777	0.02
41804	PERSONS AGE 65 OR OVER	RPTL 467	46	4,894,581	1.01
41806	PERSONS AGE 65 OR OVER	RPTL 467	8	827,153	0.17
41834	ENHANCED STAR	RPTL 425	259	24,903,306	5.16
41854	BASIC STAR 1999-2000	RPTL 425	542	20,974,316	4.35
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	117,143	0.02
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	123,175	0.03

Equalized Total Assessed Value 482,501,068

School District - 412001 Burnt Hill Ball Lake

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	6,754	0.00
Total Exemptions Exclusive of System Exemptions:				84,269,048	17.47
Total System Exemptions:				0	0.00
Totals:				84,269,048	17.47

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 1,037,162,803

School District - 412001 Burnt Hill Ball Lake

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	2	21,639	0.00
13100	CO - GENERALLY	RPTL 406(1)	2	15,738	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	26	7,090,490	0.68
13660	VG - CEMETERY LAND	RPTL 446	1	24,525	0.00
13800	SCHOOL DISTRICT	RPTL 408	5	23,168,132	2.23
14110	USA - SPECIFIED USES	STATE L 54	1	1,605,377	0.15
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	4	5,603,476	0.54
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	990,427	0.10
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	8,153,360	0.79
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	118,033	0.01
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	555,410	0.05
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	5	4,344,132	0.42
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	3,596,197	0.35
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	168,132	0.02
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	26,230	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	130	872,560	0.08
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	5	33,560	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	113	1,264,131	0.12
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	8	89,496	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	42	801,022	0.08
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	44,748	0.00
41160	COLD WAR VETERANS (15%)	RPTL 458-b	1	0	0.00
41400	CLERGY	RPTL 460	1	1,967	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	4	568,393	0.05
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	59	5,922,675	0.57
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	4	315,203	0.03
41800	PERSONS AGE 65 OR OVER	RPTL 467	16	1,843,706	0.18
41804	PERSONS AGE 65 OR OVER	RPTL 467	49	5,008,781	0.48
41806	PERSONS AGE 65 OR OVER	RPTL 467	4	636,197	0.06
41834	ENHANCED STAR	RPTL 425	326	31,234,816	3.01
41854	BASIC STAR 1999-2000	RPTL 425	998	40,910,884	3.94
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	62,754	0.01
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	15,344	0.00

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Equalized Total Assessed Value 1,037,162,803

School District - 412001 Burnt Hill Ball Lake

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	6	1,092,338	0.11
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	45,269	0.00
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	1	1,268,197	0.12
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	71,475	0.01
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	226,361	0.02
Total Exemptions Exclusive of System Exemptions:			1,844	147,584,804	14.23
Total System Exemptions:			1	226,361	0.02
Totals:			1,845	147,811,165	14.25

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

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

Equalized Total Assessed Value 886,922,776

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	13	1,920,401	0.22
13800	SCHOOL DISTRICT	RPTL 408	4	16,699,734	1.88
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	8	5,171,067	0.58
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	1,283,467	0.14
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	4,718,667	0.53
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	5,729,601	0.65
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	4,740,773	0.53
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,367,520	0.15
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	8	2,938,534	0.33
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	215	1,462,000	0.16
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,800	0.00
41130	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	147	1,665,951	0.19
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	77	1,582,880	0.18
41170	COLD WAR VETERANS (DISABLED)	RPTL 458-b	1	0	0.00
41400	CLERGY	RPTL 460	1	2,000	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	133,753	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	23	2,116,467	0.24
41805	PERSONS AGE 65 OR OVER	RPTL 467	48	3,970,214	0.45
41834	ENHANCED STAR	RPTL 425	477	38,024,944	4.29
41854	BASIC STAR 1999-2000	RPTL 425	1,364	45,830,400	5.17
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	6	533,946	0.06
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	2,298,667	0.26
Total Exemptions Exclusive of System Exemptions:				142,197,786	16.03
Total System Exemptions:				0	0.00
Totals:				142,197,786	16.03

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: _____

9#2

Equalized Total Assessed Value 886,922,776

School District - 412001 Burnt Hills Ballston

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	13	1,920,401	0.22
13800	SCHOOL DISTRICT	RPTL 408	4	16,699,734	1.88
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	8	5,171,067	0.58
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	1,283,467	0.14
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	4,718,667	0.53
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	5,729,601	0.65
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	4,740,773	0.53
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,367,520	0.15
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	8	2,938,534	0.33
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	215	1,462,000	0.16
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,800	0.00
41130	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	147	1,665,951	0.19
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	77	1,582,880	0.18
41170	COLD WAR VETERANS (DISABLED)	RPTL 458-b	1	0	0.00
41400	CLERGY	RPTL 460	1	2,000	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	133,753	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	23	2,116,467	0.24
41805	PERSONS AGE 65 OR OVER	RPTL 467	48	3,970,214	0.45
41834	ENHANCED STAR	RPTL 425	477	38,024,944	4.29
41854	BASIC STAR 1999-2000	RPTL 425	1,364	45,830,400	5.17
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	6	533,946	0.06
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	2,298,667	0.26

Total Exemptions Exclusive of System Exemptions: 2,409

142,197,786

16.03

Total System Exemptions: 0

0

0.00

Totals: 2,409

142,197,786

16.03

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:

7#5

RPS221/V04/L001
Date/Time - 4/11/2022 13:20:10
Total Assessed Value 665,192,082
Uniform Percentage 75.00

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

NYS - Real Property System
County of Schenectady
Town of Glenville
SWIS Code - 422289

Equalized Total Assessed Value 886,922,776

School District - 412001 Burnt Hills Ballston

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
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13800	SCHOOL DISTRICT	RPTL 408	4	16,699,734	1.88
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	8	5,171,067	0.58
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21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	4,718,667	0.53
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41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	215	1,462,000	0.16
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CH 3

Equalized Total Assessed Value 886,922,776

School District - 412001 Burnt Hills Ballston

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	2,298,667	0.26
Total Exemptions Exclusive of System Exemptions:				142,197,786	16.03
Total System Exemptions:				0	0.00
Totals:				142,197,786	16.03

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: _____

BURNT HILLS-BALLSTON LAKE 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.

ESSA Financial Transparency Data - Glossary of Terms | Business Rules

Economic and Student Characteristics

P-12 ENROLLMENT

3,035

NEEDS RESOURCE CATEGORY

Low Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS

slightly more than the average district in the state

STUDENT NEEDS ARE

significantly less than the state average

Student Demographics

Enrollment	BURNT HILLS-BALLSTON LAKE CSD
All Students	3,035
Economically Disadvantaged	19%
Students with Disabilities	17%
English Language Learners	0%
Race/Ethnicity	
American Indian or Alaska Native	0%
Black or African American	1%
Hispanic or Latino	3%
Asian or Native Hawaiian/Other Pacific Islander	1%
White	92%
Multiracial	3%

Staffing Profile	BURNT HILLS-BALLSTON LAKE CSD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	12%
Teachers with 4-20 Years of Experience %	44%

Teachers with 21+ Years of Experience %

43%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL

N/A

DISTRICT OR DISTRICT OF LOCATION

\$18,269.10

COUNTY AVERAGE

\$17,271.94

STATEWIDE AVERAGE

\$23,470.91

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	BURNT HILLS-BALLSTON LAKE CSD
A. Instruction (A1 + A2 + A3 + A4)	
A1. Classroom Salaries	\$8,195.07
A2. Other Instructional Salaries	\$588.66
A3. Instructional Benefits	\$3,357.87
A4. Professional Development	\$2.72
GROUP A TOTAL	\$12,144.32
B. Administration (B1 + B2 + B3)	
B1. School Administrative Salaries	\$1,018.20
B2. School Administrative Benefits	\$389.24
B3. Other School Administrative Expenditures	\$6.46
GROUP B TOTAL	\$1,413.91
C. All Other Spending (C1 + C2 + C3)	
C1. All Other Salaries	\$142.79
C2. All Other Benefits	\$54.59
C3. All Other Non-personnel Expenditures	\$908.75

GROUP C TOTAL	\$1,106.13
D. Total School Level (A + B + C)	\$14,664.35
E. Central Instruction (E1 + E2 + E3 + E4)	
E1. Classroom Salaries	\$78.51
E2. Other Instructional Salaries	\$276.17
E3. Instructional Benefits	\$135.59
E4. Professional Development	\$0.78
GROUP E TOTAL	\$491.04
F. Central Administration (F1 + F2 + F3)	
F1. Central Administrative Salaries	\$1,014.94
F2. Central Administrative Benefits	\$387.99
F3. Other Central Administrative Costs	\$3.62
GROUP F TOTAL	\$1,406.56
G. All Other Central Spending (G1 + G2 + G3)	
G1. All Other Salaries	\$0.00
G2. All Other Benefits	\$529.16

G3. All Other Non-personnel Costs	\$1,178.00
GROUP G TOTAL	\$1,707.16
H. Total Central Costs	\$3,604.75
I. Total Spending (D + H)	\$18,269.10

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	BURNT HILLS-BALLSTON LAKE CSD
J. Total School Level Local/State Spending	\$14,312.50
K. Total School Level Federal Spending	

K1. Federal Title I Part A	\$46.29
K2. Federal Title II Part A	\$18.02
K3. Federal Title III Part A	\$0.00
K4. Federal Title IV Part A	\$5.82
K5. IDEA	\$222.88
K6. All Other Federal	\$0.00
K7. Federal CARES/CCRRSA/ARP	\$58.83
GROUP K TOTAL	\$351.85
L. Total Central Level Local/State Spending	\$3,400.51
M. Total Central Level Federal Spending	\$204.24
N. Total Spending (J + K + L + M)	\$18,269.10

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)

School Level

BURNT HILLS-BALLSTON LAKE CSD

O. Special Education	\$16,138.30
P. ELL/MLL Services	\$0.00
Q. Pupil Services	\$925.64
R. Community Schools Programs	\$0.00
S. BOCES Services	\$354.45
T. Prekindergarten	\$0.00

Central Level

U. Special Education	\$645.80
V. ELL/MLL Services	\$0.00

W. Pupil Services	\$112.76
X. Community Schools Programs	\$0.00
Y. BOCES Services	\$868.30
Z. Prekindergarten	\$0.00

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	BURNT HILLS-BALLSTON LAKE CSD
1. Transportation	\$4,097,926.00
2. Charter School Tuition	\$4,564.00
3. Other Tuition	\$2,294,050.00
4. Debt Service	\$6,306,804.00
5. Other	\$16,853,055.00

Percent Excluded from Total	35%
Total Expenditures	\$85,003,130.96

BURNT HILLS-BALLSTON LAKE CSD - NEW YORK STATE REPORT CARD [2020 - 21]

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

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

2021-22 ACCOUNTABILITY STATUS

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

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

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

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,852	88	4.8%
Asian or Native Hawaiian/Other Pacific Islander	22	—	—
Black or African American	17	—	—
Hispanic or Latino	55	9	16.4%
Multiracial	61	5	8.2%
White	1,697	69	4.1%
English Language Learners	8	—	—
Students with Disabilities	337	35	10.4%
Economically Disadvantaged	337	57	16.9%

SECONDARY STATUSES BY SUBGROUP

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

Subgroup	Status
All Students	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

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

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	258	248	96.1%
	5-Year	251	240	95.6%
	6-Year	257	248	96.5%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	12	—	—
	5-Year	8	—	—
	6-Year	8	—	—
Black or African American	4-Year	3	—	—
	5-Year	4	—	—
	6-Year	5	—	—
Hispanic or Latino	4-Year	5	—	—
	5-Year	6	—	—
	6-Year	10	—	—
Multiracial	4-Year	9	—	—
	5-Year	7	—	—
	6-Year	2	—	—
White	4-Year	244	234	95.9%
	5-Year	236	225	95.3%
	6-Year	246	237	96.3%
English Language Learners	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Students with Disabilities	4-Year	37	30	81.1%
	5-Year	36	29	80.6%
	6-Year	31	27	87.1%
Economically Disadvantaged	4-Year	41	37	90.2%
	5-Year	43	36	83.7%
	6-Year	31	28	90.3%

SECONDARY CHRONIC ABSENTEEISM

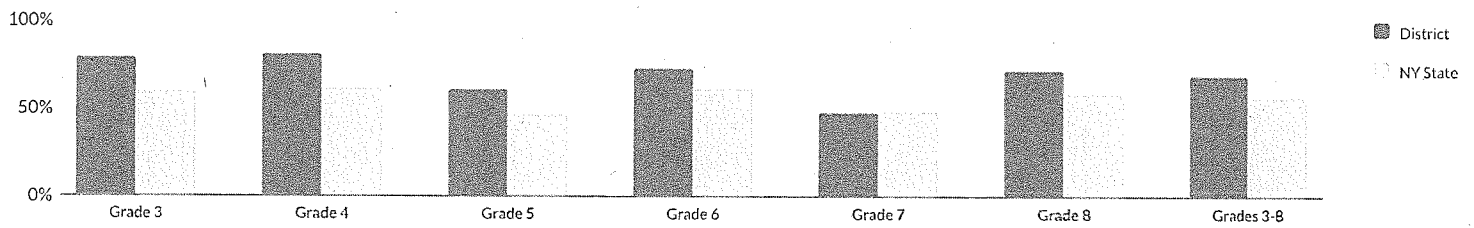
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	993	100	10.1%
Asian or Native Hawaiian/Other Pacific Islander	19	—	—
Black or African American	15	—	—
Hispanic or Latino	23	—	—
Multiracial	18	—	—
White	918	89	9.7%
Students with Disabilities	149	37	24.8%
Economically Disadvantaged	207	53	25.6%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results may not be representative of that school or district's student population.

SUMMARY RESULTS

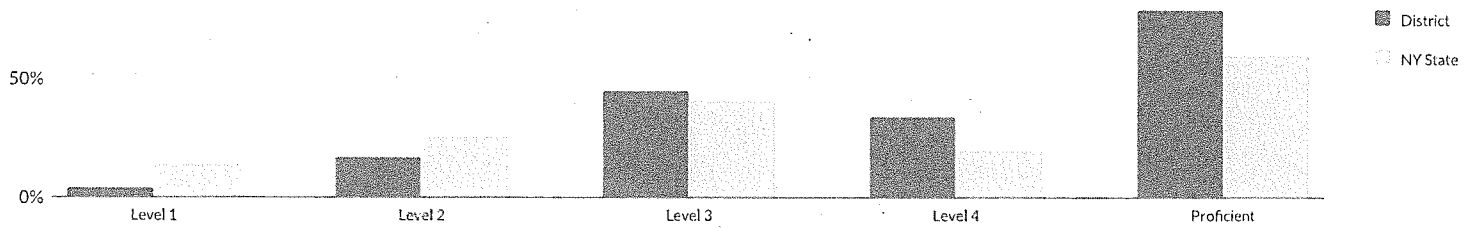


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	223	37	17%	186	83%	8	4%	31	17%	84	45%	63	34%	147	79%
Grade 4	224	46	21%	178	79%	3	2%	31	17%	47	26%	97	54%	144	81%
Grade 5	240	45	19%	195	81%	23	12%	54	28%	47	24%	71	36%	118	61%
Grade 6	241	60	25%	181	75%	18	10%	30	17%	65	36%	68	38%	133	73%
Grade 7	234	60	26%	174	74%	31	18%	60	34%	48	28%	35	20%	83	48%
Grade 8	230	56	24%	174	76%	7	4%	41	24%	59	34%	67	39%	126	72%
Grades 3-8	1,392	304	22%	1,088	78%	90	8%	247	23%	350	32%	401	37%	751	69%

GRADE 3 ELA RESULTS

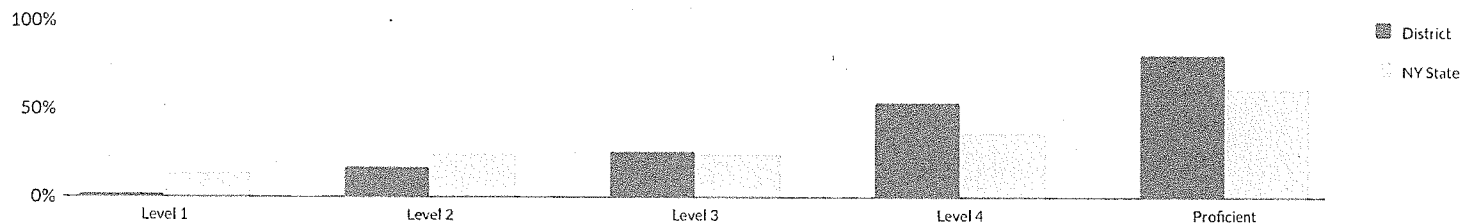
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Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	223	17%	37	17%	186	83%	8	4%	31	17%	84	45%	63	34%	147	79%
General Education	189	16%	31	16%	158	84%	3	2%	16	10%	76	48%	63	40%	139	88%
Students with Disabilities	34	18%	6	18%	28	82%	5	18%	15	54%	8	29%	0	0%	8	29%
Asian or Native Hawaiian/Other Pacific Islander	2	50%	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Black or African American	1	0%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	7	14%	1	14%	6	86%	1	17%	2	33%	3	50%	0	0%	3	50%
White	205	15%	31	15%	174	85%	7	4%	29	17%	79	45%	59	34%	138	79%
Multiracial	8	50%	4	50%	4	50%	-	-	-	-	-	-	-	-	-	-
Small Group Total	11	45%	5	45%	6	55%	0	0%	0	0%	2	33%	4	67%	6	100%
Female	107	21%	23	21%	84	79%	3	4%	11	13%	37	44%	33	39%	70	83%
Male	116	12%	14	12%	102	88%	5	5%	20	20%	47	46%	30	29%	77	75%
English Language Learners	2	50%	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	221	16%	36	16%	185	84%	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	34	32%	11	32%	23	68%	1	4%	9	39%	13	57%	0	0%	13	57%
Not Economically Disadvantaged	189	14%	26	14%	163	86%	7	4%	22	13%	71	44%	63	39%	134	82%
Not Migrant	223	17%	37	17%	186	83%	8	4%	31	17%	84	45%	63	34%	147	79%
Not Homeless	223	17%	37	17%	186	83%	8	4%	31	17%	84	45%	63	34%	147	79%
Not in Foster Care	223	17%	37	17%	186	83%	8	4%	31	17%	84	45%	63	34%	147	79%
Parent Not in Armed Forces	223	17%	37	17%	186	83%	8	4%	31	17%	84	45%	63	34%	147	79%

GRADE 4 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

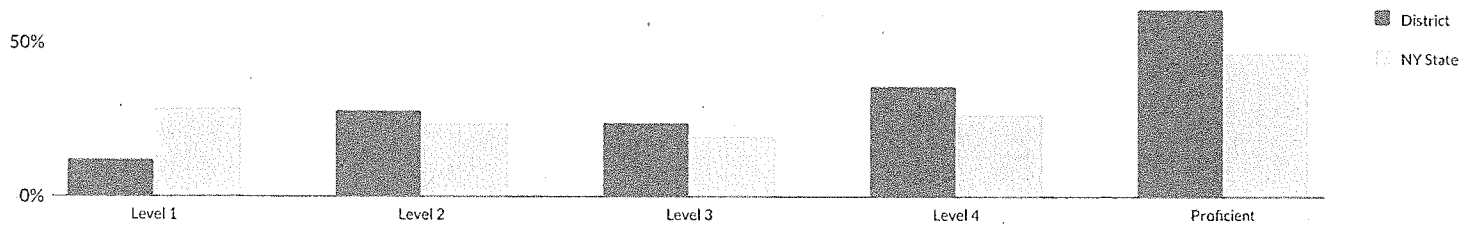


Percentage Scoring at Levels

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	224	46	21%	178	79%	3	2%	31	17%	47	26%	97	54%	144	81%	
General Education	182	30	16%	152	84%	2	1%	19	13%	39	26%	92	61%	131	86%	
Students with Disabilities	42	16	38%	26	62%	1	4%	12	46%	8	31%	5	19%	13	50%	
Asian or Native Hawaiian/Other Pacific Islander	5	3	60%	2	40%	-	-	-	-	-	-	-	-	-	-	
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Hispanic or Latino	9	2	22%	7	78%	0	0%	2	29%	2	29%	3	43%	5	71%	
White	203	38	19%	165	81%	3	2%	29	18%	44	27%	89	54%	133	81%	
Multiracial	6	2	33%	4	67%	-	-	-	-	-	-	-	-	-	-	
Small Group Total	11	5	45%	6	55%	0	0%	0	0%	1	17%	5	83%	6	100%	
Female	107	26	24%	81	76%	0	0%	15	19%	19	23%	47	58%	66	81%	
Male	117	20	17%	97	83%	3	3%	16	16%	28	29%	50	52%	78	80%	
Non-English Language Learners	224	46	21%	178	79%	3	2%	31	17%	47	26%	97	54%	144	81%	
Economically Disadvantaged	40	15	38%	25	63%	0	0%	9	36%	6	24%	10	40%	16	64%	
Not Economically Disadvantaged	184	31	17%	153	83%	3	2%	22	14%	41	27%	87	57%	128	84%	
Not Migrant	224	46	21%	178	79%	3	2%	31	17%	47	26%	97	54%	144	81%	
Homeless	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-	
Not Homeless	221	44	20%	177	80%	-	-	-	-	-	-	-	-	-	-	
Not in Foster Care	224	46	21%	178	79%	3	2%	31	17%	47	26%	97	54%	144	81%	
Parent Not in Armed Forces	224	46	21%	178	79%	3	2%	31	17%	47	26%	97	54%	144	81%	

GRADE 5 ELA RESULTS

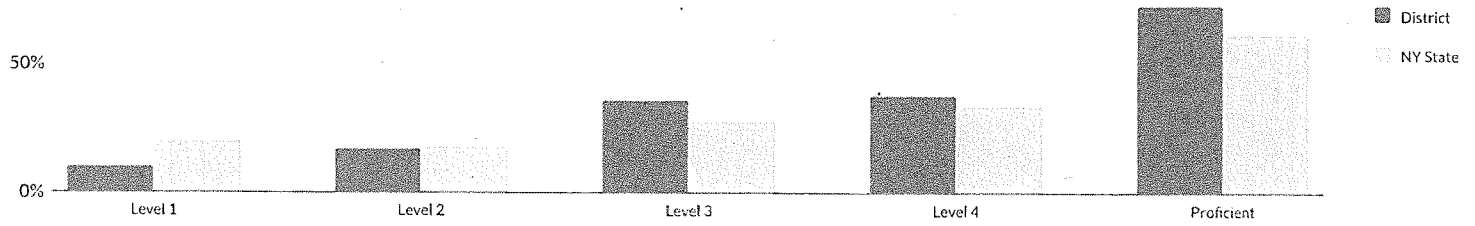
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	240	19%	45	19%	195	81%	23	12%	54	28%	47	24%	71	36%	118	61%
General Education	201	15%	31	15%	170	85%	14	8%	44	26%	43	25%	69	41%	112	66%
Students with Disabilities	39	36%	14	36%	25	64%	9	36%	10	40%	4	16%	2	8%	6	24%
Asian or Native Hawaiian/Other Pacific Islander	2	100%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	50%	2	50%	2	50%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	0%	0	0%	5	100%	-	-	-	-	-	-	-	-	-	-
White	218	18%	39	18%	179	82%	19	11%	51	28%	44	25%	65	36%	109	61%
Multiracial	11	18%	2	18%	9	82%	2	22%	2	22%	2	22%	3	33%	5	56%
Small Group Total	9	22%	2	22%	7	78%	2	29%	1	14%	1	14%	3	43%	4	57%
Female	99	23%	23	23%	76	77%	8	11%	18	24%	13	17%	37	49%	50	66%
Male	141	16%	22	16%	119	84%	15	13%	36	30%	34	29%	34	29%	68	57%
Non-English Language Learners	240	19%	45	19%	195	81%	23	12%	54	28%	47	24%	71	36%	118	61%
Economically Disadvantaged	44	20%	9	20%	35	80%	10	29%	13	37%	4	11%	8	23%	12	34%
Not Economically Disadvantaged	196	18%	36	18%	160	82%	13	8%	41	26%	43	27%	63	39%	106	66%
Not Migrant	240	19%	45	19%	195	81%	23	12%	54	28%	47	24%	71	36%	118	61%
Not Homeless	240	19%	45	19%	195	81%	23	12%	54	28%	47	24%	71	36%	118	61%
In Foster Care	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	239	18%	44	18%	195	82%	23	12%	54	28%	47	24%	71	36%	118	61%
Parent Not in Armed Forces	240	19%	45	19%	195	81%	23	12%	54	28%	47	24%	71	36%	118	61%

GRADE 6 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are not representative of the state's student population and the results should not be compared statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results may not be representative of that school or district's student population.

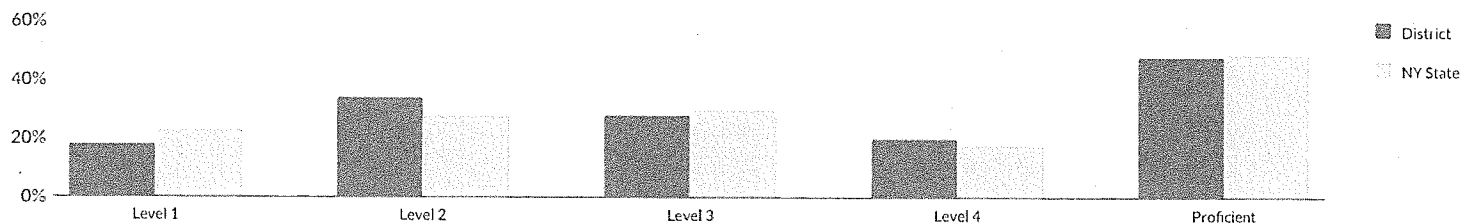


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	60	25%	181	75%	18	10%	30	17%	65	36%	68	38%	133	73%
General Education	192	39	20%	153	80%	8	5%	25	16%	56	37%	64	42%	120	78%
Students with Disabilities	49	21	43%	28	57%	10	36%	5	18%	9	32%	4	14%	13	46%
Asian or Native Hawaiian/Other Pacific Islander	5	4	80%	1	20%	-	-	-	-	-	-	-	-	-	-
Black or African American	5	2	40%	3	60%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	220	48	22%	172	78%	17	10%	27	16%	61	35%	67	39%	128	74%
Multiracial	9	6	67%	3	33%	-	-	-	-	-	-	-	-	-	-
Small Group Total	21	12	57%	9	43%	1	11%	3	33%	4	44%	1	11%	5	56%
Female	108	24	22%	84	78%	3	4%	11	13%	32	38%	38	45%	70	83%
Male	133	36	27%	97	73%	15	15%	19	20%	33	34%	30	31%	63	65%
English Language Learners	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	239	59	25%	180	75%	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	50	26	52%	24	48%	2	8%	8	33%	12	50%	2	8%	14	58%
Not Economically Disadvantaged	191	34	18%	157	82%	16	10%	22	14%	53	34%	66	42%	119	76%
Not Migrant	241	60	25%	181	75%	18	10%	30	17%	65	36%	68	38%	133	73%
Homeless	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	238	57	24%	181	76%	18	10%	30	17%	65	36%	68	38%	133	73%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	240	59	25%	181	75%	18	10%	30	17%	65	36%	68	38%	133	73%
Parent Not in Armed Forces	241	60	25%	181	75%	18	10%	30	17%	65	36%	68	38%	133	73%

GRADE 7 ELA RESULTS

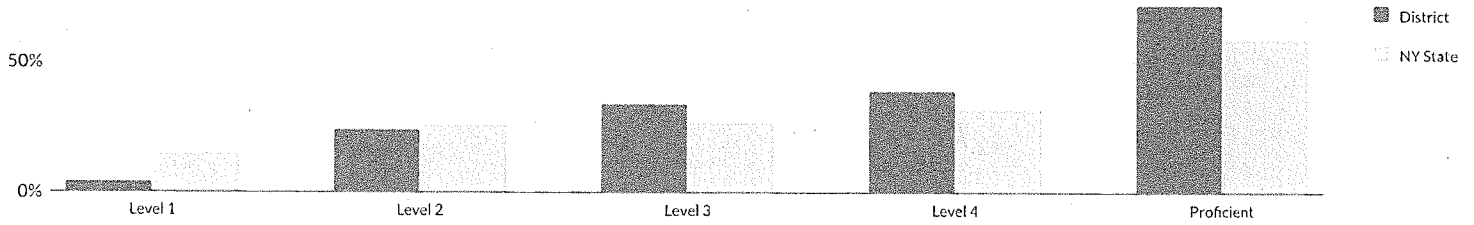
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are not representative of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results may not be representative of that school or district's student population.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	26%	60	26%	174	74%	31	18%	60	34%	48	28%	35	20%	83	48%
General Education	190	23%	44	23%	146	77%	18	12%	51	35%	44	30%	33	23%	77	53%
Students with Disabilities	44	36%	16	36%	28	64%	13	46%	9	32%	4	14%	2	7%	6	21%
Asian or Native Hawaiian/Other Pacific Islander	3	67%	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Black or African American	2	100%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	20%	1	20%	4	80%	-	-	-	-	-	-	-	-	-	-
White	215	24%	52	24%	163	76%	26	16%	58	36%	46	28%	33	20%	79	48%
Multiracial	9	33%	3	33%	6	67%	2	33%	1	17%	1	17%	2	33%	3	50%
Small Group Total	8	38%	3	38%	5	63%	3	60%	1	20%	1	20%	0	0%	1	20%
Female	120	23%	28	23%	92	77%	14	15%	32	35%	23	25%	23	25%	46	50%
Male	114	28%	32	28%	82	72%	17	21%	28	34%	25	30%	12	15%	37	45%
English Language Learners	1	0%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	233	26%	60	26%	173	74%	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	49	47%	23	47%	26	53%	13	50%	6	23%	5	19%	2	8%	7	27%
Not Economically Disadvantaged	185	20%	37	20%	148	80%	18	12%	54	36%	43	29%	33	22%	76	51%
Not Migrant	234	26%	60	26%	174	74%	31	18%	60	34%	48	28%	35	20%	83	48%
Not Homeless	234	26%	60	26%	174	74%	31	18%	60	34%	48	28%	35	20%	83	48%
Not in Foster Care	234	26%	60	26%	174	74%	31	18%	60	34%	48	28%	35	20%	83	48%
Parent Not in Armed Forces	234	26%	60	26%	174	74%	31	18%	60	34%	48	28%	35	20%	83	48%

GRADE 8 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results may not be representative of that school or district's student population.

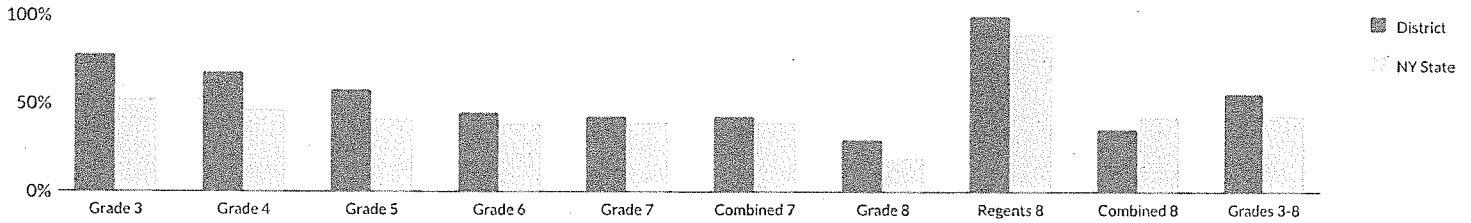


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	230	56	24%	174	76%	7	4%	41	24%	59	34%	67	39%	126	72%
General Education	188	34	18%	154	82%	4	3%	31	20%	56	36%	63	41%	119	77%
Students with Disabilities	42	22	52%	20	48%	3	15%	10	50%	3	15%	4	20%	7	35%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	1	17%	5	83%	-	-	-	-	-	-	-	-	-	-
White	211	46	22%	165	78%	7	4%	38	23%	58	35%	62	38%	120	73%
Multiracial	9	5	56%	4	44%	-	-	-	-	-	-	-	-	-	-
Small Group Total	15	6	40%	9	60%	0	0%	3	33%	1	11%	5	56%	6	67%
Female	121	29	24%	92	76%	1	1%	15	16%	37	40%	39	42%	76	83%
Male	109	27	25%	82	75%	6	7%	26	32%	22	27%	28	34%	50	61%
Non-English Language Learners	230	56	24%	174	76%	7	4%	41	24%	59	34%	67	39%	126	72%
Economically Disadvantaged	45	24	53%	21	47%	1	5%	8	38%	4	19%	8	38%	12	57%
Not Economically Disadvantaged	185	32	17%	153	83%	6	4%	33	22%	55	36%	59	39%	114	75%
Not Migrant	230	56	24%	174	76%	7	4%	41	24%	59	34%	67	39%	126	72%
Not Homeless	230	56	24%	174	76%	7	4%	41	24%	59	34%	67	39%	126	72%
In Foster Care	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	227	53	23%	174	77%	7	4%	41	24%	59	34%	67	39%	126	72%
Parent Not in Armed Forces	230	56	24%	174	76%	7	4%	41	24%	59	34%	67	39%	126	72%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results may not be representative of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	222	41	18%	181	82%	19	10%	20	11%	71	39%	71	39%	142	78%
Grade 4	224	43	19%	181	81%	18	10%	40	22%	58	32%	65	36%	123	68%
Grade 5	241	44	18%	197	82%	32	16%	51	26%	50	25%	64	32%	114	58%
Grade 6	241	60	25%	181	75%	50	28%	49	27%	48	27%	34	19%	82	45%
Grade 7	233	70	30%	163	70%	40	25%	53	33%	48	29%	22	13%	70	43%
Combined 7	233	70	30%	163	70%	40	25%	53	33%	48	29%	22	13%	70	43%
Grade 8	231	106	46%	125	54%	34	27%	53	42%	30	24%	8	6%	38	30%
Regents 8	—	43	19%	11	5%	0	0%	0	0%	1	9%	10	91%	11	100%
Combined 8	231	95	41%	136	59%	34	25%	53	39%	31	23%	18	13%	49	36%
Grades 3-8	1,392	353	25%	1,039	75%	193	19%	266	26%	306	29%	274	26%	580	56%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

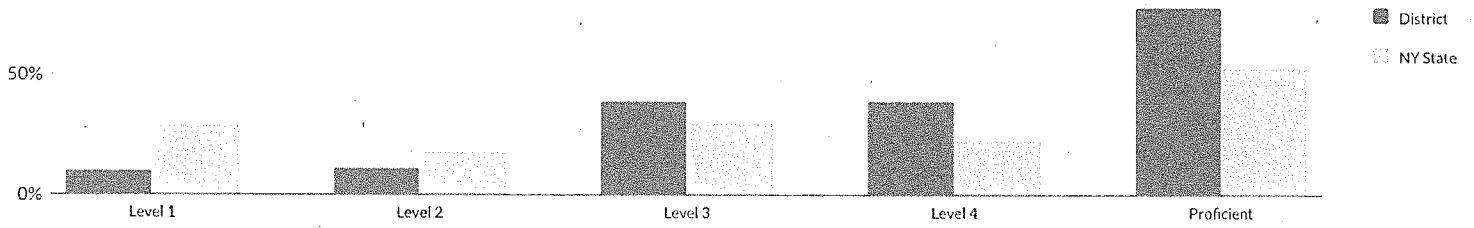
REGENTS MATHEMATICS EXEMPTIONS, GRADE 7 AND 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	54	43	80	11	20

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

GRADE 3 MATH RESULTS

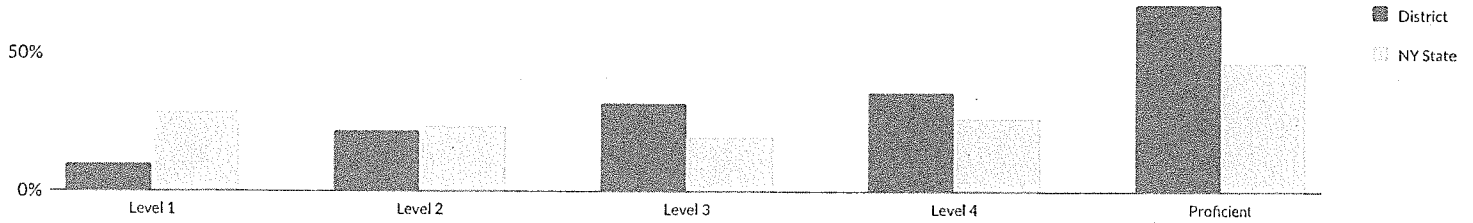
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Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	222	41	18%	181	82%	19	10%	20	11%	71	39%	71	39%	142	78%	
General Education	188	34	18%	154	82%	6	4%	14	9%	65	42%	69	45%	134	87%	
Students with Disabilities	34	7	21%	27	79%	13	48%	6	22%	6	22%	2	7%	8	30%	
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—	
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Hispanic or Latino	7	1	14%	6	86%	3	50%	0	0%	3	50%	0	0%	3	50%	
White	205	35	17%	170	83%	16	9%	19	11%	65	38%	70	41%	135	79%	
Multiracial	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—	
Small Group Total	9	4	44%	5	56%	0	0%	1	20%	3	60%	1	20%	4	80%	
Female	106	23	22%	83	78%	10	12%	9	11%	34	41%	30	36%	64	77%	
Male	116	18	16%	98	84%	9	9%	11	11%	37	38%	41	42%	78	80%	
English Language Learners	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—	
Non-English Language Learners	220	40	18%	180	82%	—	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	34	12	35%	22	65%	6	27%	2	9%	12	55%	2	9%	14	64%	
Not Economically Disadvantaged	188	29	15%	159	85%	13	8%	18	11%	59	37%	69	43%	128	81%	
Not Migrant	222	41	18%	181	82%	19	10%	20	11%	71	39%	71	39%	142	78%	
Not Homeless	222	41	18%	181	82%	19	10%	20	11%	71	39%	71	39%	142	78%	
Not in Foster Care	222	41	18%	181	82%	19	10%	20	11%	71	39%	71	39%	142	78%	
Parent Not in Armed Forces	222	41	18%	181	82%	19	10%	20	11%	71	39%	71	39%	142	78%	

GRADE 4 MATH RESULTS

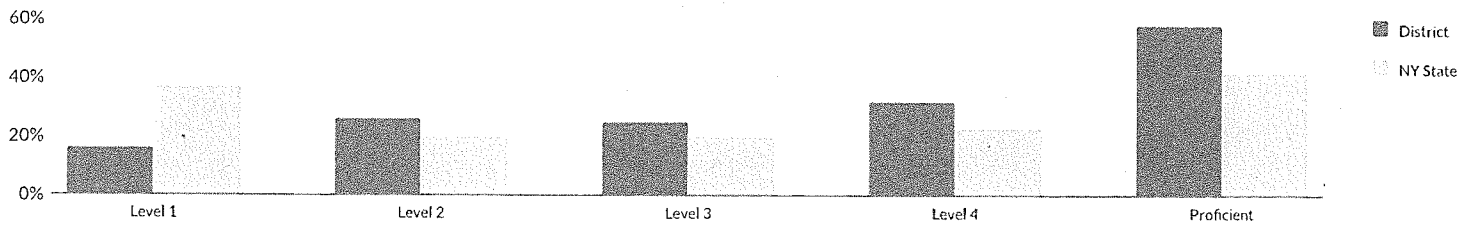
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	224	43	19%	181	81%	18	10%	40	22%	58	32%	65	36%	123	68%
General Education	182	29	16%	153	84%	9	6%	30	20%	53	35%	61	40%	114	75%
Students with Disabilities	42	14	33%	28	67%	9	32%	10	36%	5	18%	4	14%	9	32%
Asian or Native Hawaiian/Other Pacific Islander	5	3	60%	2	40%	-	-	-	-	-	-	-	-	-	-
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	9	1	11%	8	89%	3	38%	1	13%	2	25%	2	25%	4	50%
White	203	36	18%	167	82%	15	9%	37	22%	54	32%	61	37%	115	69%
Multiracial	6	2	33%	4	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total	11	5	45%	6	55%	0	0%	2	33%	2	33%	2	33%	4	67%
Female	107	23	21%	84	79%	11	13%	18	21%	29	35%	26	31%	55	65%
Male	117	20	17%	97	83%	7	7%	22	23%	29	30%	39	40%	68	70%
Non-English Language Learners	224	43	19%	181	81%	18	10%	40	22%	58	32%	65	36%	123	68%
Economically Disadvantaged	40	12	30%	28	70%	6	21%	9	32%	7	25%	6	21%	13	46%
Not Economically Disadvantaged	184	31	17%	153	83%	12	8%	31	20%	51	33%	59	39%	110	72%
Not Migrant	224	43	19%	181	81%	18	10%	40	22%	58	32%	65	36%	123	68%
Homeless	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Not Homeless	221	41	19%	180	81%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	224	43	19%	181	81%	18	10%	40	22%	58	32%	65	36%	123	68%
Parent Not in Armed Forces	224	43	19%	181	81%	18	10%	40	22%	58	32%	65	36%	123	68%

GRADE 5 MATH RESULTS

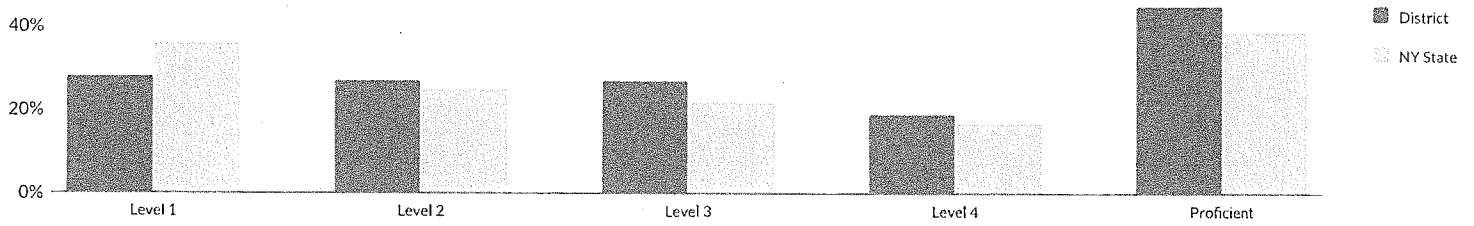
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	44	18%	197	82%	32	16%	51	26%	50	25%	64	32%	114	58%
General Education	202	31	15%	171	85%	17	10%	44	26%	48	28%	62	36%	110	64%
Students with Disabilities	39	13	33%	26	67%	15	58%	7	27%	2	8%	2	8%	4	15%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	0	0%	5	100%	-	-	-	-	-	-	-	-	-	-
White	219	40	18%	179	82%	27	15%	47	26%	48	27%	57	32%	105	59%
Multiracial	11	1	9%	10	91%	2	20%	3	30%	1	10%	4	40%	5	50%
Small Group Total	9	1	11%	8	89%	3	38%	1	13%	1	13%	3	38%	4	50%
Female	100	24	24%	76	76%	16	21%	22	29%	13	17%	25	33%	38	50%
Male	141	20	14%	121	86%	16	13%	29	24%	37	31%	39	32%	76	63%
Non-English Language Learners	241	44	18%	197	82%	32	16%	51	26%	50	25%	64	32%	114	58%
Economically Disadvantaged	45	9	20%	36	80%	9	25%	11	31%	8	22%	8	22%	16	44%
Not Economically Disadvantaged	196	35	18%	161	82%	23	14%	40	25%	42	26%	56	35%	98	61%
Not Migrant	241	44	18%	197	82%	32	16%	51	26%	50	25%	64	32%	114	58%
Homeless	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	240	44	18%	196	82%	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	240	43	18%	197	82%	32	16%	51	26%	50	25%	64	32%	114	58%
Parent Not in Armed Forces	241	44	18%	197	82%	32	16%	51	26%	50	25%	64	32%	114	58%

GRADE 6 MATH RESULTS

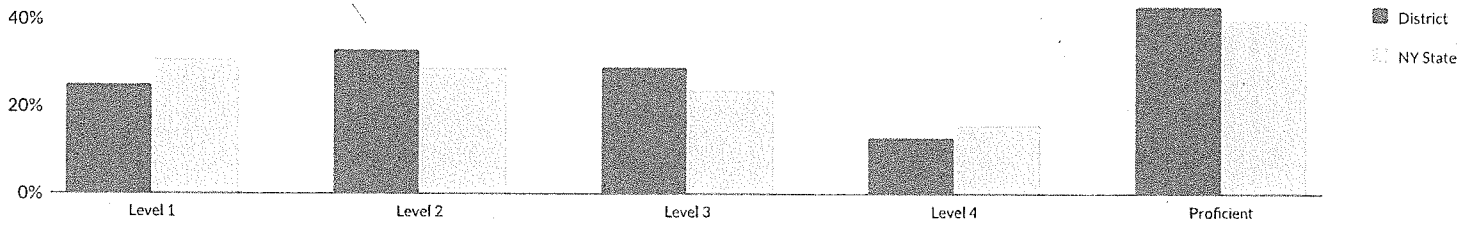
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	60	25%	181	75%	50	28%	49	27%	48	27%	34	19%	82	45%
General Education	192	41	21%	151	79%	31	21%	42	28%	46	30%	32	21%	78	52%
Students with Disabilities	49	19	39%	30	61%	19	63%	7	23%	2	7%	2	7%	4	13%
Asian or Native Hawaiian/Other Pacific Islander	5	3	60%	2	40%	-	-	-	-	-	-	-	-	-	-
Black or African American	5	2	40%	3	60%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	220	51	23%	169	77%	45	27%	44	26%	46	27%	34	20%	80	47%
Multiracial	9	4	44%	5	56%	2	40%	3	60%	0	0%	0	0%	0	0%
Small Group Total	12	5	42%	7	58%	3	43%	2	29%	2	29%	0	0%	2	29%
Female	108	27	25%	81	75%	24	30%	27	33%	16	20%	14	17%	30	37%
Male	133	33	25%	100	75%	26	26%	22	22%	32	32%	20	20%	52	52%
English Language Learners	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	239	59	25%	180	75%	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	50	28	56%	22	44%	15	68%	5	23%	1	5%	1	5%	2	9%
Not Economically Disadvantaged	191	32	17%	159	83%	35	22%	44	28%	47	30%	33	21%	80	50%
Not Migrant	241	60	25%	181	75%	50	28%	49	27%	48	27%	34	19%	82	45%
Homeless	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Not Homeless	238	58	24%	180	76%	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	240	59	25%	181	75%	50	28%	49	27%	48	27%	34	19%	82	45%
Parent Not in Armed Forces	241	60	25%	181	75%	50	28%	49	27%	48	27%	34	19%	82	45%

GRADE 7 MATH RESULTS

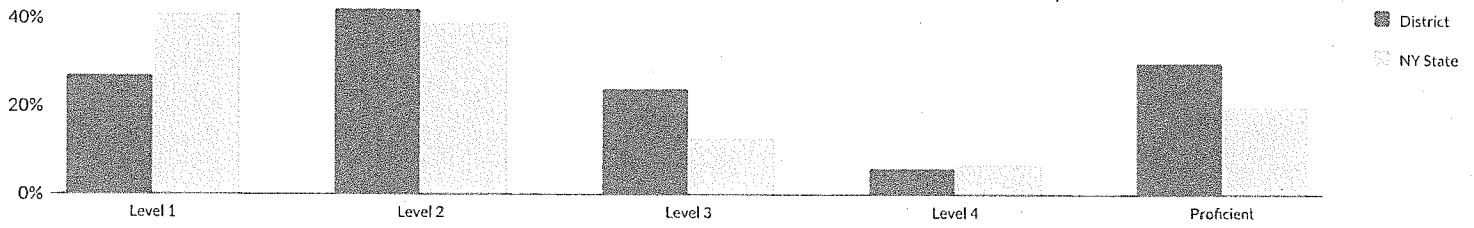
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	233	70	30%	163	70%	40	25%	53	33%	48	29%	22	13%	70	43%	
General Education	189	52	28%	137	72%	27	20%	45	33%	43	31%	22	16%	65	47%	
Students with Disabilities	44	18	41%	26	59%	13	50%	8	31%	5	19%	0	0%	5	19%	
Asian or Native Hawaiian/Other Pacific Islander	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-	
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Hispanic or Latino	5	2	40%	3	60%	-	-	-	-	-	-	-	-	-	-	
White	215	62	29%	153	71%	37	24%	48	31%	48	31%	20	13%	68	44%	
Multiracial	8	2	25%	6	75%	-	-	-	-	-	-	-	-	-	-	
Small Group Total	16	6	38%	10	63%	3	30%	5	50%	0	0%	2	20%	2	20%	
Female	120	37	31%	83	69%	19	23%	27	33%	23	28%	14	17%	37	45%	
Male	113	33	29%	80	71%	21	26%	26	33%	25	31%	8	10%	33	41%	
English Language Learners	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-	
Non-English Language Learners	232	70	30%	162	70%	-	-	-	-	-	-	-	-	-	-	
Economically Disadvantaged	49	25	51%	24	49%	14	58%	6	25%	4	17%	0	0%	4	17%	
Not Economically Disadvantaged	184	45	24%	139	76%	26	19%	47	34%	44	32%	22	16%	66	47%	
Not Migrant	233	70	30%	163	70%	40	25%	53	33%	48	29%	22	13%	70	43%	
Not Homeless	233	70	30%	163	70%	40	25%	53	33%	48	29%	22	13%	70	43%	
Not in Foster Care	233	70	30%	163	70%	40	25%	53	33%	48	29%	22	13%	70	43%	
Parent Not in Armed Forces	233	70	30%	163	70%	40	25%	53	33%	48	29%	22	13%	70	43%	

GRADE 8 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results may not be representative of that school or district's student population.



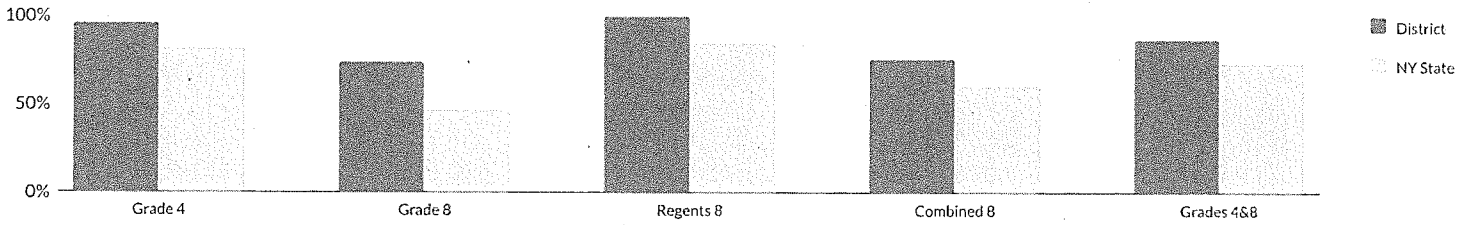
Percentage Scoring at Levels

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	231	46%	106	46%	125	54%	34	27%	53	42%	30	24%	8	6%	38	30%
General Education	189	44%	84	44%	105	56%	21	20%	50	48%	28	27%	6	6%	34	32%
Students with Disabilities	42	52%	22	52%	20	48%	13	65%	3	15%	2	10%	2	10%	4	20%
Asian or Native Hawaiian/Other Pacific Islander	2	100%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	100%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	17%	1	17%	5	83%	-	-	-	-	-	-	-	-	-	-
White	212	44%	93	44%	119	56%	33	28%	48	40%	30	25%	8	7%	38	32%
Multiracial	9	89%	8	89%	1	11%	-	-	-	-	-	-	-	-	-	-
Small Group Total	15	60%	9	60%	6	40%	1	17%	5	83%	0	0%	0	0%	0	0%
Female	122	46%	56	46%	66	54%	15	23%	31	47%	19	29%	1	2%	20	30%
Male	109	46%	50	46%	59	54%	19	32%	22	37%	11	19%	7	12%	18	31%
Non-English Language Learners	231	46%	106	46%	125	54%	34	27%	53	42%	30	24%	8	6%	38	30%
Economically Disadvantaged	46	63%	29	63%	17	37%	7	41%	5	29%	3	18%	2	12%	5	29%
Not Economically Disadvantaged	185	42%	77	42%	108	58%	27	25%	48	44%	27	25%	6	6%	33	31%
Not Migrant	231	46%	106	46%	125	54%	34	27%	53	42%	30	24%	8	6%	38	30%
Homeless	1	0%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	230	46%	106	46%	124	54%	-	-	-	-	-	-	-	-	-	-
In Foster Care	3	100%	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	228	45%	103	45%	125	55%	34	27%	53	42%	30	24%	8	6%	38	30%
Parent Not in Armed Forces	231	46%	106	46%	125	54%	34	27%	53	42%	30	24%	8	6%	38	30%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results may not be representative of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	224	52	23%	172	77%	0	0%	7	4%	62	36%	103	60%	165	96%
Grade 8	231	102	44%	129	56%	7	5%	26	20%	75	58%	21	16%	96	74%
Regents 8	—	37	16%	11	5%	0	0%	0	0%	2	18%	9	82%	11	100%
Combined 8	231	91	39%	140	61%	7	5%	26	19%	77	55%	30	21%	107	76%
Grades 4&8	455	143	31%	312	69%	7	2%	33	11%	139	45%	133	43%	272	87%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

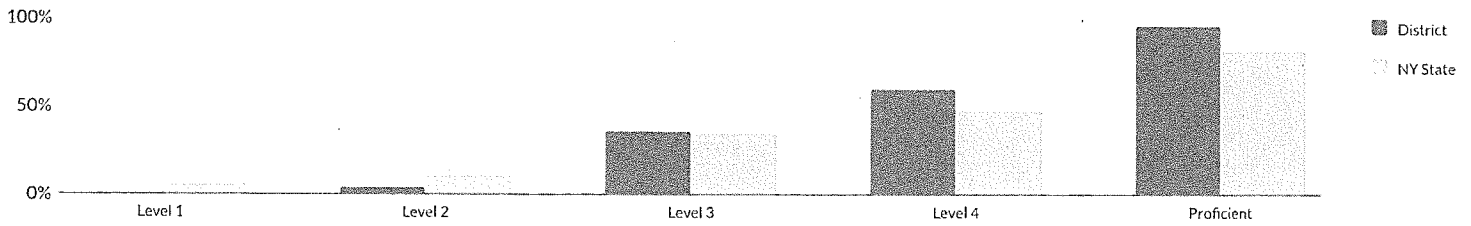
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	48	37	77	11	23

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

GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

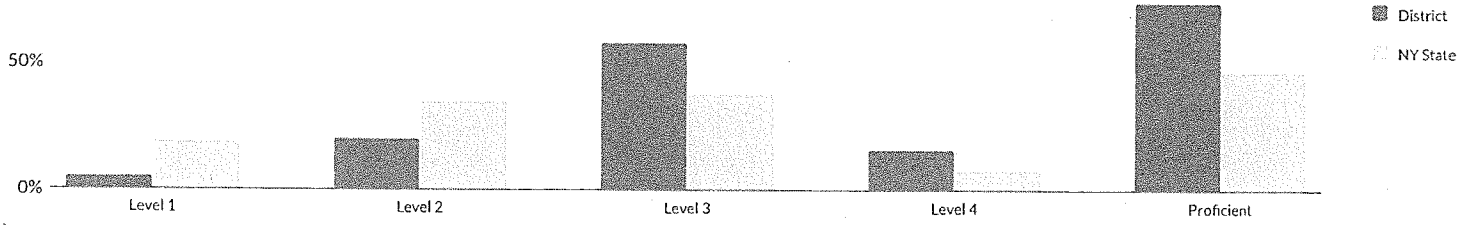


Percentage Scoring at Levels

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	224	52	23%	172	77%	0	0%	7	4%	62	36%	103	60%	165	96%	
General Education	182	36	20%	146	80%	0	0%	2	1%	48	33%	96	66%	144	99%	
Students with Disabilities	42	16	38%	26	62%	0	0%	5	19%	14	54%	7	27%	21	81%	
Asian or Native Hawaiian/Other Pacific Islander	5	3	60%	2	40%	-	-	-	-	-	-	-	-	-	-	
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Hispanic or Latino	9	1	11%	8	89%	0	0%	1	13%	3	38%	4	50%	7	88%	
White	203	45	22%	158	78%	0	0%	6	4%	58	37%	94	59%	152	96%	
Multiracial	6	2	33%	4	67%	-	-	-	-	-	-	-	-	-	-	
Small Group Total	11	5	45%	6	55%	0	0%	0	0%	1	17%	5	83%	6	100%	
Female	107	26	24%	81	76%	0	0%	3	4%	34	42%	44	54%	78	96%	
Male	117	26	22%	91	78%	0	0%	4	4%	28	31%	59	65%	87	96%	
Non-English Language Learners	224	52	23%	172	77%	0	0%	7	4%	62	36%	103	60%	165	96%	
Economically Disadvantaged	40	14	35%	26	65%	0	0%	3	12%	12	46%	11	42%	23	88%	
Not Economically Disadvantaged	184	38	21%	146	79%	0	0%	4	3%	50	34%	92	63%	142	97%	
Not Migrant	224	52	23%	172	77%	0	0%	7	4%	62	36%	103	60%	165	96%	
Homeless	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-	
Not Homeless	221	50	23%	171	77%	-	-	-	-	-	-	-	-	-	-	
Not in Foster Care	224	52	23%	172	77%	0	0%	7	4%	62	36%	103	60%	165	96%	
Parent Not in Armed Forces	224	52	23%	172	77%	0	0%	7	4%	62	36%	103	60%	165	96%	

GRADE 8 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. However, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

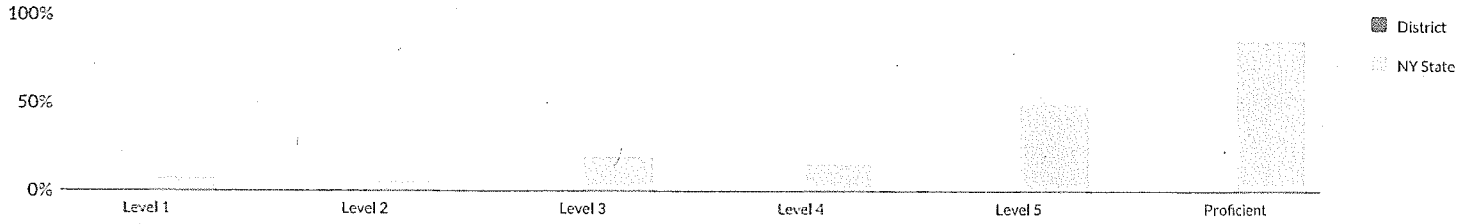


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	231	102	44%	129	56%	7	5%	26	20%	75	58%	21	16%	96	74%
General Education	189	80	42%	109	58%	3	3%	19	17%	69	63%	18	17%	87	80%
Students with Disabilities	42	22	52%	20	48%	4	20%	7	35%	6	30%	3	15%	9	45%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	2	33%	4	67%	-	-	-	-	-	-	-	-	-	-
White	212	89	42%	123	58%	5	4%	25	20%	74	60%	19	15%	93	76%
Multiracial	9	7	78%	2	22%	-	-	-	-	-	-	-	-	-	-
Small Group Total	15	9	60%	6	40%	2	33%	1	17%	1	17%	2	33%	3	50%
Female	122	53	43%	69	57%	3	4%	12	17%	46	67%	8	12%	54	78%
Male	109	49	45%	60	55%	4	7%	14	23%	29	48%	13	22%	42	70%
Non-English Language Learners	231	102	44%	129	56%	7	5%	26	20%	75	58%	21	16%	96	74%
Economically Disadvantaged	46	28	61%	18	39%	2	11%	3	17%	11	61%	2	11%	13	72%
Not Economically Disadvantaged	185	74	40%	111	60%	5	5%	23	21%	64	58%	19	17%	83	75%
Not Migrant	231	102	44%	129	56%	7	5%	26	20%	75	58%	21	16%	96	74%
Homeless	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	230	102	44%	128	56%	-	-	-	-	-	-	-	-	-	-
In Foster Care	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	228	99	43%	129	57%	7	5%	26	20%	75	58%	21	16%	96	74%
Parent Not in Armed Forces	231	102	44%	129	56%	7	5%	26	20%	75	58%	21	16%	96	74%

ANNUAL REGENTS EXAMINATIONS (2020 - 21)

ANNUAL REGENTS EXAMINATION IN ELA (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	3	-	-	-	-	-	-	-	-	-	-	-	-
General Education	3	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	3	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	3	-	-	-	-	-	-	-	-	-	-	-	-
Female	1	-	-	-	-	-	-	-	-	-	-	-	-
Male	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	3	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	3	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	0	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	3	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	3	-	-	-	-	-	-	-	-	-	-	-	-

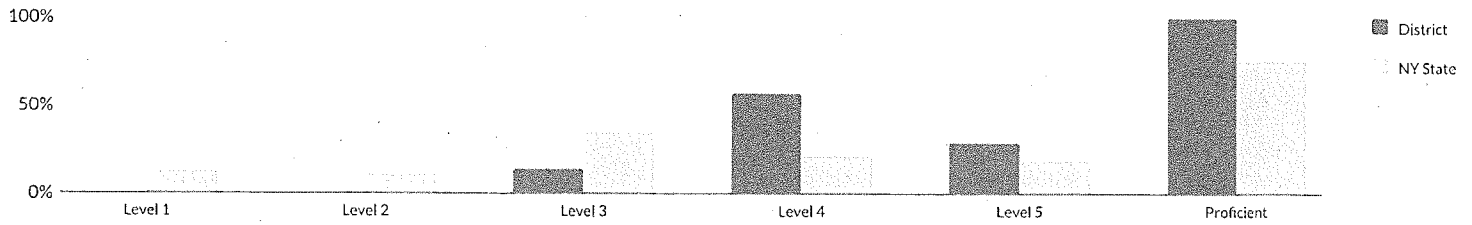
ANNUAL REGENTS EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	256	253	99	3	1
General Education	228	225	99	3	1
Students with Disabilities	28	28	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	6	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	5	5	100	0	0
White	239	236	99	3	1
Multiracial	3	3	100	0	0
Female	119	118	99	1	1
Male	137	135	99	2	1
Non-English Language Learners	256	253	99	3	1
Economically Disadvantaged	35	35	100	0	0
Not Economically Disadvantaged	221	218	99	3	1
Not Migrant	256	253	99	3	1
Homeless	2	2	100	0	0
Not Homeless	254	251	99	3	1
Not in Foster Care	256	253	99	3	1
Parent Not in Armed Forces	256	253	99	3	1

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	14	0	0%	0	0%	2	14%	8	57%	4	29%	14	100%
General Education	13	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	12	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	14	0	0%	0	0%	2	14%	8	57%	4	29%	14	100%
Female	2	-	-	-	-	-	-	-	-	-	-	-	-
Male	12	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	14	0	0%	0	0%	2	14%	8	57%	4	29%	14	100%
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	13	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	14	0	0%	0	0%	2	14%	8	57%	4	29%	14	100%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	14	0	0%	0	0%	2	14%	8	57%	4	29%	14	100%
Not in Foster Care	14	0	0%	0	0%	2	14%	8	57%	4	29%	14	100%
Parent Not in Armed Forces	14	0	0%	0	0%	2	14%	8	57%	4	29%	14	100%

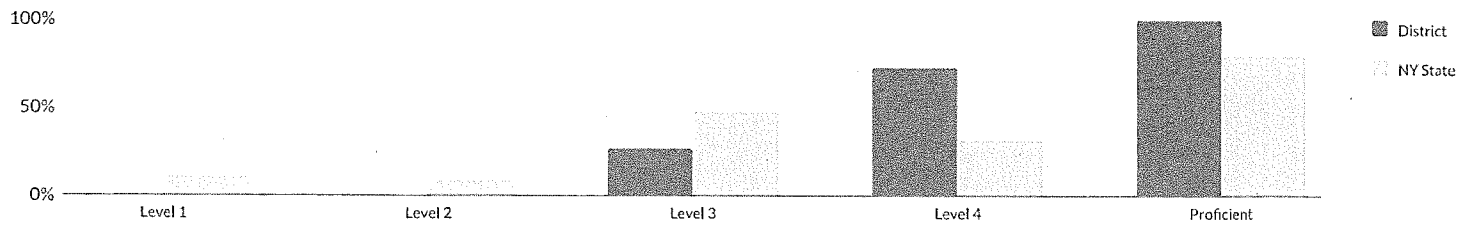
ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	248	234	94	14	6
General Education	220	207	94	13	6
Students with Disabilities	28	27	96	1	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	7	6	86	1	14
White	226	214	95	12	5
Multiracial	8	7	88	1	13
Female	133	131	98	2	2
Male	115	103	90	12	10
Non-English Language Learners	248	234	94	14	6
Economically Disadvantaged	45	44	98	1	2
Not Economically Disadvantaged	203	190	94	13	6
Not Migrant	248	234	94	14	6
Homeless	1	1	100	0	0
Not Homeless	247	233	94	14	6
Not in Foster Care	248	234	94	14	6
Parent Not in Armed Forces	248	234	94	14	6

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	15	0	0%	0	0%	4	27%	11	73%	15	100%
General Education	15	0	0%	0	0%	4	27%	11	73%	15	100%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	14	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	15	0	0%	0	0%	4	27%	11	73%	15	100%
Female	4	—	—	—	—	—	—	—	—	—	—
Male	11	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	15	0	0%	0	0%	4	27%	11	73%	15	100%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	14	—	—	—	—	—	—	—	—	—	—
Not Migrant	15	0	0%	0	0%	4	27%	11	73%	15	100%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	15	0	0%	0	0%	4	27%	11	73%	15	100%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	15	0	0%	0	0%	4	27%	11	73%	15	100%
Parent Not in Armed Forces	15	0	0%	0	0%	4	27%	11	73%	15	100%

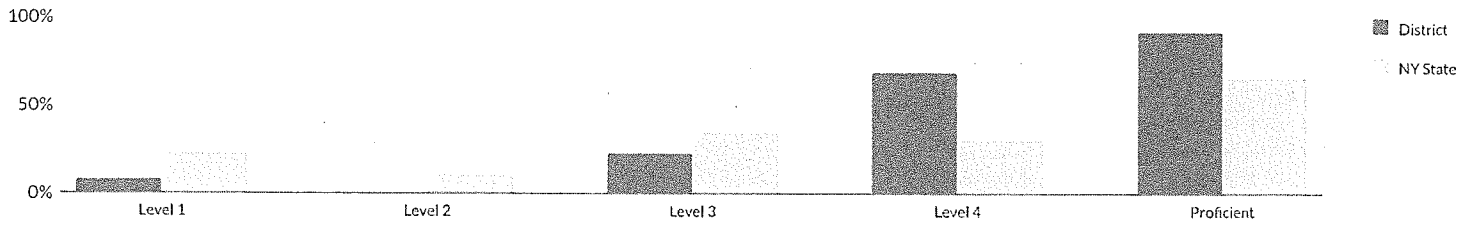
ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	234	219	94	15	6
General Education	201	186	93	15	7
Students with Disabilities	33	33	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	4	4	100	0	0
Hispanic or Latino	8	7	88	1	13
White	211	197	93	14	7
Multiracial	8	8	100	0	0
Female	135	131	97	4	3
Male	99	88	89	11	11
Non-English Language Learners	234	219	94	15	6
Economically Disadvantaged	49	48	98	1	2
Not Economically Disadvantaged	185	171	92	14	8
Not Migrant	234	219	94	15	6
Homeless	1	1	100	0	0
Not Homeless	233	218	94	15	6
In Foster Care	1	1	100	0	0
Not in Foster Care	233	218	94	15	6
Parent Not in Armed Forces	234	219	94	15	6

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	13	1	8%	0	0%	3	23%	9	69%	12	92%
General Education	11	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	11	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	13	1	8%	0	0%	3	23%	9	69%	12	92%
Female	7	1	14%	0	0%	1	14%	5	71%	6	86%
Male	6	0	0%	0	0%	2	33%	4	67%	6	100%
Non-English Language Learners	13	1	8%	0	0%	3	23%	9	69%	12	92%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	10	—	—	—	—	—	—	—	—	—	—
Not Migrant	13	1	8%	0	0%	3	23%	9	69%	12	92%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	13	1	8%	0	0%	3	23%	9	69%	12	92%
Not in Foster Care	13	1	8%	0	0%	3	23%	9	69%	12	92%
Parent Not in Armed Forces	13	1	8%	0	0%	3	23%	9	69%	12	92%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	198	186	94	12	6
General Education	175	164	94	11	6
Students with Disabilities	23	22	96	1	4
Asian or Native Hawaiian/Other Pacific Islander	4	2	50	2	50
Black or African American	2	2	100	0	0
Hispanic or Latino	4	4	100	0	0
White	183	173	95	10	5
Multiracial	5	5	100	0	0
Female	103	97	94	6	6
Male	95	89	94	6	6
Non-English Language Learners	198	186	94	12	6
Economically Disadvantaged	36	34	94	2	6
Not Economically Disadvantaged	162	152	94	10	6
Not Migrant	198	186	94	12	6
Homeless	1	1	100	0	0
Not Homeless	197	185	94	12	6
Not in Foster Care	198	186	94	12	6
Parent Not in Armed Forces	198	186	94	12	6

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

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	148
General Education	143
Students with Disabilities	5
Asian or Native Hawaiian/Other Pacific Islander	4
Hispanic or Latino	1
White	138
Multiracial	5
Female	82
Male	66
Non-English Language Learners	148
Economically Disadvantaged	21
Not Economically Disadvantaged	127
Not Migrant	148
Homeless	2
Not Homeless	146
Not in Foster Care	148
Parent Not in Armed Forces	148

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

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	171
General Education	168
Students with Disabilities	3
Asian or Native Hawaiian/Other Pacific Islander	2
Black or African American	2
Hispanic or Latino	3
White	159
Multiracial	5
Female	89
Male	82
Non-English Language Learners	171
Economically Disadvantaged	20
Not Economically Disadvantaged	151
Not Migrant	171
Not Homeless	171
Not in Foster Care	171
Parent Not in Armed Forces	171

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

ANNUAL REGENTS EXEMPTIONS IN NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	205
General Education	177
Students with Disabilities	28
Asian or Native Hawaiian/Other Pacific Islander	5
Black or African American	3
Hispanic or Latino	4
White	188
Multiracial	5
Female	111
Male	94
Non-English Language Learners	205
Economically Disadvantaged	40
Not Economically Disadvantaged	165
Not Migrant	205
Not Homeless	205
Not in Foster Care	205
Parent Not in Armed Forces	205

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

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	250
General Education	225
Students with Disabilities	25
Asian or Native Hawaiian/Other Pacific Islander	6
Black or African American	3
Hispanic or Latino	5
White	233
Multiracial	3
Female	114
Male	136
Non-English Language Learners	250
Economically Disadvantaged	34
Not Economically Disadvantaged	216
Not Migrant	250
Homeless	2
Not Homeless	248
Not in Foster Care	250
Parent Not in Armed Forces	250

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

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/CHEMISTRY

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	180
General Education	176
Students with Disabilities	4
Asian or Native Hawaiian/Other Pacific Islander	1
Hispanic or Latino	4
White	171
Multiracial	4
Female	99
Male	81
Non-English Language Learners	180
Economically Disadvantaged	17
Not Economically Disadvantaged	163
Not Migrant	180
Not Homeless	180
Not in Foster Care	180
Parent Not in Armed Forces	180

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

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/PHYSICS

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	106
General Education	105
Students with Disabilities	1
Asian or Native Hawaiian/Other Pacific Islander	8
Black or African American	2
Hispanic or Latino	2
White	93
Multiracial	1
Female	49
Male	57
Non-English Language Learners	106
Economically Disadvantaged	10
Not Economically Disadvantaged	96
Not Migrant	106
Not Homeless	106
Not in Foster Care	106
Parent Not in Armed Forces	106

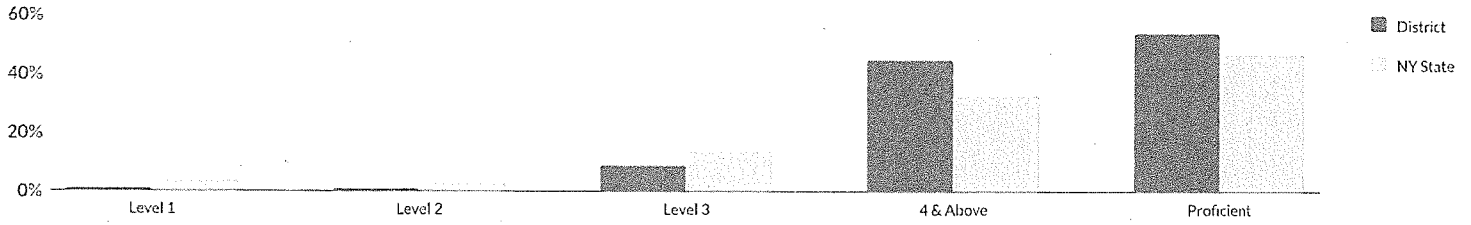
See report card Glossary and Guide for criteria used to include students in this table.

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, June 2020, August 2020, January 2021, and some June 2021 Regents examinations were canceled. June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered. Caution should be used when comparing 2020-21 Regents examinations results with those from prior years.

2017 TOTAL COHORT REGENTS IN ELA



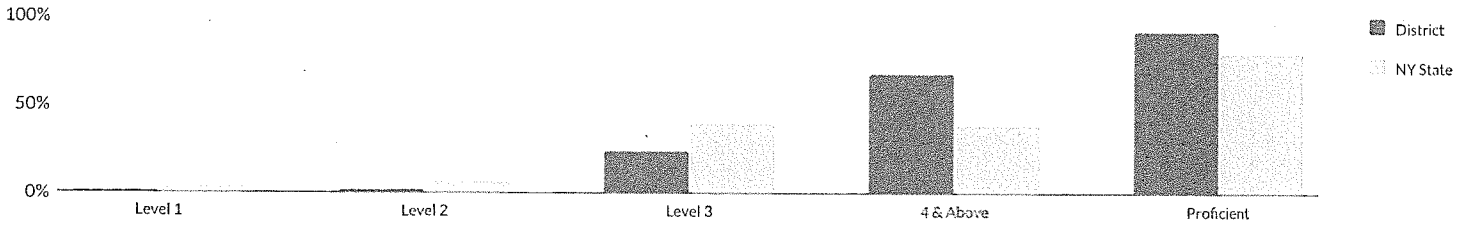
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	280	122	44%	158	56%	4	1%	4	1%	25	9%	125	45%
General Education	231	106	46%	125	54%	0	0%	0	0%	11	5%	114	49%	125	54%
Students with Disabilities	49	16	33%	33	67%	4	8%	4	8%	14	29%	11	22%	25	51%
Asian or Native Hawaiian/Other Pacific Islander	6	3	50%	3	50%	0	0%	0	0%	0	0%	3	50%	3	50%
Black or African American	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	0	0%	0	0%	0	0%	4	80%	4	80%
White	261	116	44%	145	56%	4	2%	4	2%	22	8%	115	44%	137	52%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	2	25%	6	75%	0	0%	0	0%	3	38%	3	38%	6	75%
Female	146	63	43%	83	57%	1	1%	2	1%	8	5%	72	49%	80	55%
Male	134	59	44%	75	56%	3	2%	2	1%	17	13%	53	40%	70	52%
Non-English Language Learners	280	122	44%	158	56%	4	1%	4	1%	25	9%	125	45%	150	54%
Economically Disadvantaged	65	29	45%	36	55%	2	3%	2	3%	9	14%	23	35%	32	49%
Not Economically Disadvantaged	215	93	43%	122	57%	2	1%	2	1%	16	7%	102	47%	118	55%
Not Migrant	280	122	44%	158	56%	4	1%	4	1%	25	9%	125	45%	150	54%
Not Homeless	280	122	44%	158	56%	4	1%	4	1%	25	9%	125	45%	150	54%
Not in Foster Care	280	122	44%	158	56%	4	1%	4	1%	25	9%	125	45%	150	54%
Parent Not in Armed Forces	280	122	44%	158	56%	4	1%	4	1%	25	9%	125	45%	150	54%

2017 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	117	110	94	7	6
General Education	103	103	100	0	0
Students with Disabilities	14	7	50	7	50
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
White	112	105	94	7	6
Female	58	55	95	3	5
Male	59	55	93	4	7
Non-English Language Learners	117	110	94	7	6
Economically Disadvantaged	23	19	83	4	17
Not Economically Disadvantaged	94	91	97	3	3
Not Migrant	117	110	94	7	6
Not Homeless	117	110	94	7	6
Not in Foster Care	117	110	94	7	6
Parent Not in Armed Forces	117	110	94	7	6

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

2017 TOTAL COHORT REGENTS IN MATH



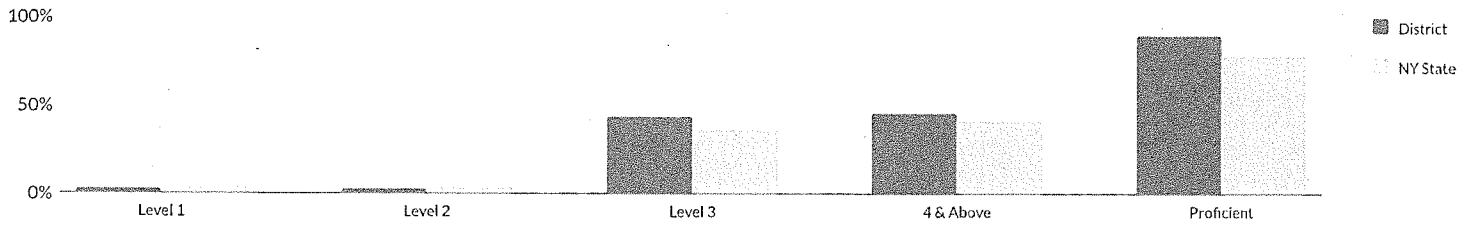
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	280	15	5%	265	95%	3	1%	5	2%	67	24%	190	68%
General Education	231	3	1%	228	99%	0	0%	1	0%	41	18%	186	81%	227	98%
Students with Disabilities	49	12	24%	37	76%	3	6%	4	8%	26	53%	4	8%	30	61%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	0	0%	0	0%	0	0%	4	80%	4	80%
White	261	14	5%	247	95%	3	1%	5	2%	63	24%	176	67%	239	92%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Female	146	8	5%	138	95%	0	0%	2	1%	26	18%	110	75%	136	93%
Male	134	7	5%	127	95%	3	2%	3	2%	41	31%	80	60%	121	90%
Non-English Language Learners	280	15	5%	265	95%	3	1%	5	2%	67	24%	190	68%	257	92%
Economically Disadvantaged	65	9	14%	56	86%	1	2%	3	5%	20	31%	32	49%	52	80%
Not Economically Disadvantaged	215	6	3%	209	97%	2	1%	2	1%	47	22%	158	73%	205	95%
Not Migrant	280	15	5%	265	95%	3	1%	5	2%	67	24%	190	68%	257	92%
Not Homeless	280	15	5%	265	95%	3	1%	5	2%	67	24%	190	68%	257	92%
Not in Foster Care	280	15	5%	265	95%	3	1%	5	2%	67	24%	190	68%	257	92%
Parent Not in Armed Forces	280	15	5%	265	95%	3	1%	5	2%	67	24%	190	68%	257	92%

2017 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	142	6	4	136	96
General Education	130	2	2	128	98
Students with Disabilities	12	4	33	8	67
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Hispanic or Latino	2	0	0	2	100
White	136	6	4	130	96
Female	88	2	2	86	98
Male	54	4	7	50	93
Non-English Language Learners	142	6	4	136	96
Economically Disadvantaged	25	3	12	22	88
Not Economically Disadvantaged	117	3	3	114	97
Not Migrant	142	6	4	136	96
Not Homeless	142	6	4	136	96
Not in Foster Care	142	6	4	136	96
Parent Not in Armed Forces	142	6	4	136	96

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

2017 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



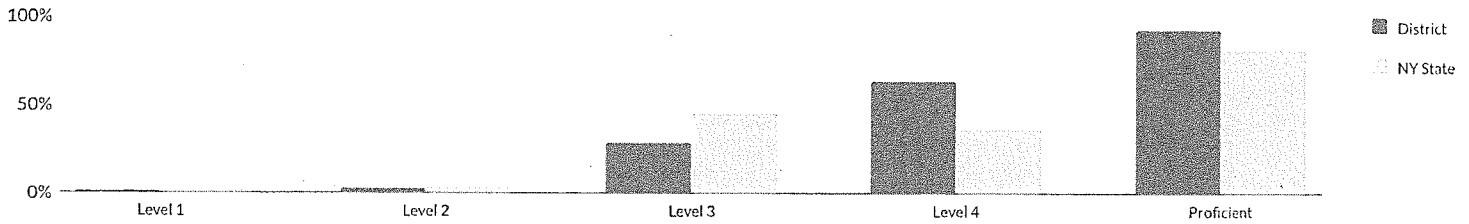
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	13	5%	267	95%	9	3%	7	3%	123	44%	128	46%	251	90%
General Education	231	3	1%	228	99%	2	1%	3	1%	104	45%	119	52%	223	97%
Students with Disabilities	49	10	20%	39	80%	7	14%	4	8%	19	39%	9	18%	28	57%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
White	261	12	5%	249	95%	9	3%	7	3%	117	45%	116	44%	233	89%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	0	0%	4	50%	4	50%	8	100%
Female	146	7	5%	139	95%	4	3%	5	3%	61	42%	69	47%	130	89%
Male	134	6	4%	128	96%	5	4%	2	1%	62	46%	59	44%	121	90%
Non-English Language Learners	280	13	5%	267	95%	9	3%	7	3%	123	44%	128	46%	251	90%
Economically Disadvantaged	65	7	11%	58	89%	4	6%	3	5%	31	48%	20	31%	51	78%
Not Economically Disadvantaged	215	6	3%	209	97%	5	2%	4	2%	92	43%	108	50%	200	93%
Not Migrant	280	13	5%	267	95%	9	3%	7	3%	123	44%	128	46%	251	90%
Not Homeless	280	13	5%	267	95%	9	3%	7	3%	123	44%	128	46%	251	90%
Not in Foster Care	280	13	5%	267	95%	9	3%	7	3%	123	44%	128	46%	251	90%
Parent Not in Armed Forces	280	13	5%	267	95%	9	3%	7	3%	123	44%	128	46%	251	90%

2017 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	16	3	19	13	81
General Education	4	1	25	3	75
Students with Disabilities	12	2	17	10	83
White	16	3	19	13	81
Female	7	0	0	7	100
Male	9	3	33	6	67
Non-English Language Learners	16	3	19	13	81
Economically Disadvantaged	6	1	17	5	83
Not Economically Disadvantaged	10	2	20	8	80
Not Migrant	16	3	19	13	81
Not Homeless	16	3	19	13	81
Not in Foster Care	16	3	19	13	81
Parent Not in Armed Forces	16	3	19	13	81

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

2017 TOTAL COHORT REGENTS IN SCIENCE



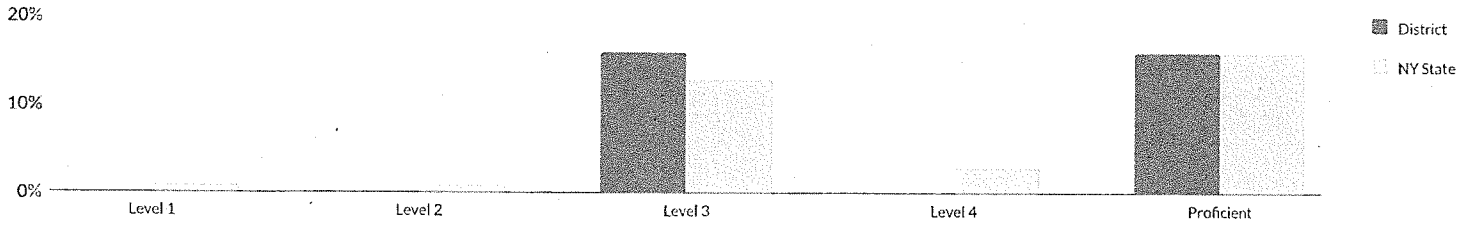
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	280	11	4%	269	96%	2	1%	7	3%	81	29%	179	64%
General Education	231	2	1%	229	99%	1	0%	1	0%	59	26%	168	73%	227	98%
Students with Disabilities	49	9	18%	40	82%	1	2%	6	12%	22	45%	11	22%	33	67%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
White	261	11	4%	250	96%	2	1%	6	2%	74	28%	168	64%	242	93%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	1	13%	3	38%	4	50%	7	88%
Female	146	6	4%	140	96%	1	1%	2	1%	39	27%	98	67%	137	94%
Male	134	5	4%	129	96%	1	1%	5	4%	42	31%	81	60%	123	92%
Non-English Language Learners	280	11	4%	269	96%	2	1%	7	3%	81	29%	179	64%	260	93%
Economically Disadvantaged	65	7	11%	58	89%	1	2%	4	6%	19	29%	34	52%	53	82%
Not Economically Disadvantaged	215	4	2%	211	98%	1	0%	3	1%	62	29%	145	67%	207	96%
Not Migrant	280	11	4%	269	96%	2	1%	7	3%	81	29%	179	64%	260	93%
Not Homeless	280	11	4%	269	96%	2	1%	7	3%	81	29%	179	64%	260	93%
Not in Foster Care	280	11	4%	269	96%	2	1%	7	3%	81	29%	179	64%	260	93%
Parent Not in Armed Forces	280	11	4%	269	96%	2	1%	7	3%	81	29%	179	64%	260	93%

2017 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	175	2	1	173	99
General Education	165	0	0	165	100
Students with Disabilities	10	2	20	8	80
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Hispanic or Latino	3	0	0	3	100
White	163	2	1	161	99
Female	101	0	0	101	100
Male	74	2	3	72	97
Non-English Language Learners	175	2	1	173	99
Economically Disadvantaged	27	1	4	26	96
Not Economically Disadvantaged	148	1	1	147	99
Not Migrant	175	2	1	173	99
Not Homeless	175	2	1	173	99
Not in Foster Care	175	2	1	173	99
Parent Not in Armed Forces	175	2	1	173	99

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

2017 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	280	235	84%	45	16%	1	0%	0	0%	44	16%	0	0%
General Education	231	186	81%	45	19%	1	0%	0	0%	44	19%	0	0%	44	19%
Students with Disabilities	49	49	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Black or African American	5	5	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	3	60%	2	40%	0	0%	0	0%	2	40%	0	0%	2	40%
White	261	221	85%	40	15%	1	0%	0	0%	39	15%	0	0%	39	15%
Multiracial	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	6	75%	2	25%	0	0%	0	0%	2	25%	0	0%	2	25%
Female	146	121	83%	25	17%	1	1%	0	0%	24	16%	0	0%	24	16%
Male	134	114	85%	20	15%	0	0%	0	0%	20	15%	0	0%	20	15%
Non-English Language Learners	280	235	84%	45	16%	1	0%	0	0%	44	16%	0	0%	44	16%
Economically Disadvantaged	65	58	89%	7	11%	1	2%	0	0%	6	9%	0	0%	6	9%
Not Economically Disadvantaged	215	177	82%	38	18%	0	0%	0	0%	38	18%	0	0%	38	18%
Not Migrant	280	235	84%	45	16%	1	0%	0	0%	44	16%	0	0%	44	16%
Not Homeless	280	235	84%	45	16%	1	0%	0	0%	44	16%	0	0%	44	16%
Not in Foster Care	280	235	84%	45	16%	1	0%	0	0%	44	16%	0	0%	44	16%
Parent Not in Armed Forces	280	235	84%	45	16%	1	0%	0	0%	44	16%	0	0%	44	16%

2017 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	267	223	84	44	16
General Education	228	184	81	44	19
Students with Disabilities	39	39	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	5	83	1	17
Hispanic or Latino	4	2	50	2	50
White	249	210	84	39	16
Female	137	113	82	24	18
Male	130	110	85	20	15
Non-English Language Learners	267	223	84	44	16
Economically Disadvantaged	55	49	89	6	11
Not Economically Disadvantaged	212	174	82	38	18
Not Migrant	267	223	84	44	16
Not Homeless	267	223	84	44	16
Not in Foster Care	267	223	84	44	16
Parent Not in Armed Forces	267	223	84	44	16

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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

Due to COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		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 4 ELA	5	1	20%	-	-	4	80%	-	-	-	-	-	-	-	-	-	-
Grade 4 Math	5	1	20%	-	-	4	80%	-	-	-	-	-	-	-	-	-	-
Grade 4 Science	5	1	20%	-	-	4	80%	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA	1	0	0%	-	-	1	100%	-	-	-	-	-	-	-	-	-	-
Grade 5 Math	1	0	0%	-	-	1	100%	-	-	-	-	-	-	-	-	-	-
Grade 6 ELA	5	2	40%	-	-	3	60%	-	-	-	-	-	-	-	-	-	-
Grade 6 Math	5	2	40%	-	-	3	60%	-	-	-	-	-	-	-	-	-	-
Grade 7 ELA	4	1	25%	-	-	3	75%	-	-	-	-	-	-	-	-	-	-
Grade 7 Math	4	1	25%	-	-	3	75%	-	-	-	-	-	-	-	-	-	-
Grade 8 ELA	2	1	50%	-	-	1	50%	-	-	-	-	-	-	-	-	-	-
Grade 8 Math	2	1	50%	-	-	1	50%	-	-	-	-	-	-	-	-	-	-
Grade 8 Science	2	1	50%	-	-	1	50%	-	-	-	-	-	-	-	-	-	-
Secondary-Level ELA	22	21	95%	0	0%	1	5%	-	-	-	-	-	-	-	-	-	-
Secondary-Level Math	22	21	95%	0	0%	1	5%	-	-	-	-	-	-	-	-	-	-
Secondary-Level Science	22	21	95%	0	0%	1	5%	-	-	-	-	-	-	-	-	-	-

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2020-21)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	3,035	\$1,687,732	\$556	\$53,759,000	\$17,713	\$55,446,732	\$18,269
Statewide	2,531,787	\$4,030,706,303	\$1,592	\$55,385,642,661	\$21,876	\$59,416,348,964	\$23,468

STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	270	33	12%	5	0	0%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	262	6	2%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

TOTAL COHORT GRADUATION RATE (2020-21)

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

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	261	93%	164	59%	94	34%	3	1%	2	1%	8	3%	0	0%	9	3%
Female	146	135	92%	104	71%	31	21%	0	0%	0	0%	6	4%	0	0%	5	3%
Male	134	126	94%	60	45%	63	47%	3	2%	2	1%	2	1%	0	0%	4	3%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	6	100%	3	50%	3	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	4	80%	4	80%	0	0%	0	0%	0	0%	1	20%	0	0%	0	0%
White	261	244	93%	153	59%	88	34%	3	1%	2	1%	7	3%	0	0%	8	3%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	231	223	97%	163	71%	60	26%	0	0%	0	0%	1	0%	0	0%	7	3%
Students with Disabilities	49	38	78%	1	2%	34	69%	3	6%	2	4%	7	14%	0	0%	2	4%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	280	261	93%	164	59%	94	34%	3	1%	2	1%	8	3%	0	0%	9	3%
Economically Disadvantaged	65	52	80%	25	38%	26	40%	1	2%	2	3%	6	9%	0	0%	5	8%
Not Economically Disadvantaged	215	209	97%	139	65%	68	32%	2	1%	0	0%	2	1%	0	0%	4	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	280	261	93%	164	59%	94	34%	3	1%	2	1%	8	3%	0	0%	9	3%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	280	261	93%	164	59%	94	34%	3	1%	2	1%	8	3%	0	0%	9	3%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	280	261	93%	164	59%	94	34%	3	1%	2	1%	8	3%	0	0%	9	3%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	280	261	93%	164	59%	94	34%	3	1%	2	1%	8	3%	0	0%	9	3%

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

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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