



Burnt Hills-Ballston Lake Central Schools **2024-25 School Budget Information Packet**

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

April 2024

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2024-25
Proposed

BUDGET

Board proposes budget with 1.98% estimated tax rate increase

2024-25 proposal expands programming and services for students

On Tuesday, May 21, Burnt Hills-Ballston Lake School District residents will go to the polls to vote on a proposed \$84,923,072 budget for the 2024-25 school year. Voters will also be asked to elect two candidates to the Board of Education. (See pages 6-7.)

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

The proposed budget carries a 1.98% estimated tax rate increase with a 2.91% tax levy increase, making this the 13th consecutive year the district has proposed a budget below the state's tax cap. A small portion of the tax rate increase is due to onboarding a new debt cycle associated with the voter-approved 2023 capital project.

Overall spending in the proposed budget will increase by \$3.35 million, or 4.11%. The increase is due in large part to preserving the services and programs that were added across the district using the limited-time federal grant monies. The federal grants, which expire at the end of the current school year, were allocated to districts to fund academic recovery efforts after the pandemic.

"The addition of these interventions, including academic positions and social-emotional counseling services, had been a long-term goal for the district," explains Assistant Superintendent Dr. David Collins. "Because of the success of the student-centered initiatives and opportunities, maintaining them—beyond the life of the federal grants—became a budget priority."



There were lots of oooos and ahhhs heard from fourth graders during Science Demo Day at the high school. This annual event offers young students the opportunity to try their hand at a variety of different science experiments, such as "Boo Bubbles" (pictured above). National Science Honor Society students design all of the experiments and run each lab. Scan the QR code to learn more and watch a news story to hear what one excited student has to say about Science Demo Day!



2024-25 Budget Plan Impacts

Along with planning financially to maintain services, staffing, and programming that are no longer funded by federal grants, school district leaders and the Board of Education were also focused on developing a budget that took other factors into consideration. These include the realities of addressing higher inflation rates (energy costs, supplies and materials, contractual services, and instructional resources), a larger student population, and the growth in student needs (both academic and social-emotional) while also seeking opportunities to improve and grow programming in ways that are sustainable and innovative. District leaders also continuously pursue ways to generate revenue. This includes expanding the reach of the district's Distance Learning Program to include more schools as well as increasing the number of distance learning courses

offered. Another revenue source involves performing routine maintenance work on other local school districts' bus fleets.

Developing the budget for the upcoming school year has been challenging given the high inflation and economic pressures the community is facing. As Superintendent Dr. Patrick McGrath noted: "Our team has

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25**

BUDGET AT-A-GLANCE

Proposed Budget	\$84,923,072
Estimated Tax Rate Increase	1.98%
Tax Levy Increase	2.91%
Budget-to-Budget Increase	4.11%

Expenditures Summary

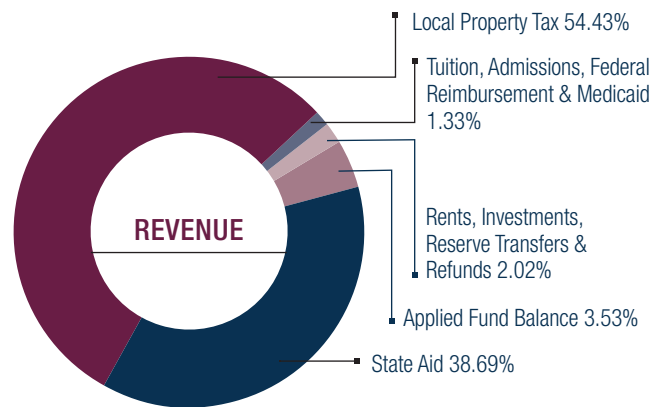
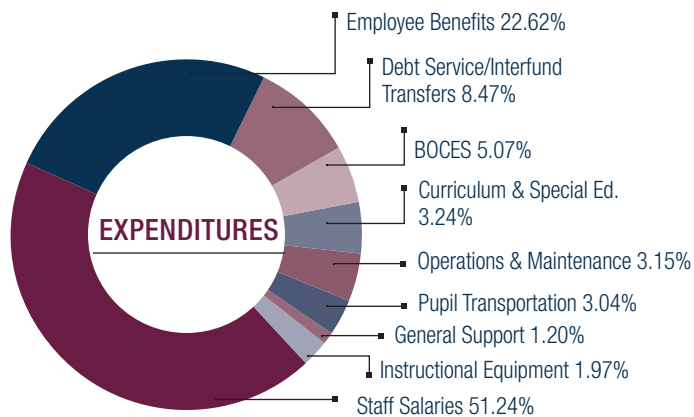
CATEGORY	2023-24	PROPOSED 2024-25	% CHANGE '23-24 to '24-25
General Support (Includes district supplies & materials, legal services, general insurance)	\$925,696	\$1,020,000	10.19%
Curriculum/Spec. Ed. Private Placements*	3,173,368	2,753,827	-13.22%
BOCES**	3,961,823	4,302,803	8.61%
Instructional Equipment, Furniture & Materials	1,662,747	1,676,958	0.85%
Operations & Maintenance***	3,432,175	2,672,950	-22.12%
Pupil Transportation	2,448,000	2,579,152	5.36%
Employee Benefits & Payroll Taxes	18,718,134	19,207,227	2.61%
Debt Service & Interfund Transfers****	6,994,208	7,193,783	2.85%
Staff Salaries	40,253,971	43,516,372	8.10%
Total Expenditure	\$81,570,122	\$84,923,072	4.11%

* This figure reflects a shift in budget lines from the Governor's proposed high-impact tutoring to interventionists' salaries.

**This figure reflects a projected increase in out-of-district tuition and technology purchases.

***This figure reflects a reduction in equipment purchases.

**** This figure reflects a transfer of salary expenditures from temporary federal grants to general funds as well as current and projected contractual expenses.



Revenue Summary

	2023-24	PROPOSED 2024-25	% CHANGE '23-24 to '24-25
State Aid	\$30,385,946	\$32,860,312	8.14%
Local Property Tax	44,917,786	46,224,894	2.91%
Tuition, Admissions & Services	890,938	923,866	3.70%
Rents, Investments, Refunds, Transfer from Reserves*	1,675,452	1,714,000	2.30%
Federal Aid/Medicaid Reimbursement	200,000	200,000	0%
Applied Fund Balance	3,500,000	3,000,000	-14.29%
Total Revenue	\$81,570,122	\$84,923,072	4.11%

* This figure reflects Loss of Transfer from Debt Service and an increase in estimated interest income.

RESULTS BY THE NUMBERS

\$5.11M

The total dollar amount in scholarships that students from the Class of 2023 earned.

2,800

The number of college credits students from the Class of 2023 accumulated prior to their graduation from BH-BL.

97.3%

The district's average graduation rate* for the past six years. It's one of the highest in the Capital Region. (*NYSEd school report card data.)

116

The number of high school students inducted this year into the Math (68) and Science (48) Honor Societies.

School District Budget Notice

Overall Budget Proposal

	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingent Budget for 2024-25 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$81,570,122	\$ 84,923,072	\$83,615,964
Increase/Decrease for the 2024-2025 School Year		\$3,352,950	\$2,045,842
Percentage Increase/Decrease in Proposed Budget		4.11%	2.51%
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$44,917,786	\$46,224,894	
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)	\$44,917,786	\$46,224,894	\$44,917,786
F. Total Permissible Exclusions	\$2,374,634	\$2,665,895	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$43,772,792	\$43,844,831	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$42,543,152	\$43,558,999	
I. Difference: G – H (Negative Value Requires 60% Voter Approval)	\$1,229,640	\$285,832	
Administrative Component** (See below)	\$7,720,599	\$8,424,959	\$8,295,284
Program Component** (See below)	\$58,111,344	\$61,149,500	\$60,208,307
Capital Component** (See below)	\$15,738,180	\$15,348,613	\$15,112,372

Basic STAR Savings Impact

Estimated Basic STAR Savings¹

Ballston	Charlton	Clifton Park	Glenville
\$652	\$666	\$704	\$563

The annual budget vote for fiscal year 2024-25 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 21, 2024, between 7 a.m. and 9 p.m., prevailing time in the BH-BL Central School District, at which times the polls will be opened to vote by voting machine.

**Budget Components Definitions

1. 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.
2. 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.
3. Capital costs include the salaries and benefits of custodial staff, debt service, bus purchases, utilities, fire insurance, tax certiorari, and other court-ordered expenses.



Stevens Elementary School students try their hand at African stick drums during an interactive assembly by the SAAKUMA Dance Troupe, which is a resident dance company of the Dagara Music Center. The troupe is driven by its passion for bringing innovative dances and world music to its audiences and has been visiting schools throughout the country since 2008.

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 2024-25, 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.

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/sd41.htm>

Budget Q&A

Q. What happens if voters do not approve the proposed budget?

A. 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 \$1,307,108. In doing this, the board may not be able to adhere to its goal

of preserving student programs and services or staff, or expanding academic and athletic programming. 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.



Q. Are new buses being purchased for next year?

A. 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 \$1,802,152* for the purchase of two 77-passenger buses, a 72-passenger bus, a 60-passenger wheelchair accessible bus, a 35-passenger bus, and a service truck to replace some of the district's oldest buses. (*This figure includes funding for two full-size electric buses. However, electric buses will only be purchased if the district receives grant funding for a significant portion of the cost.)

The district anticipates being reimbursed approximately 72.5 percent of the cost of the buses through state transportation aid in subsequent years, resulting in a net local cost of approximately \$495,592. Additionally, by purchasing buses outright, the district saves an estimated \$20,000 annually in interest and legal fees associated with borrowing funds.

BUS REPLACEMENT PLAN

The buses scheduled to be replaced in the 2024-25 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 school placement 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.

Q. 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 \$93,200 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 (level 1) and, more recently, the Firefighters' Tax Exemption, which allows qualifying veterans and firefighters to be exempted from paying school taxes on a *portion* of their home's assessed value depending on their military and fire service.

Applications for these district exemptions and the state's 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.

2024 Estimated STAR Values

	MAXIMUM TAX SAVINGS
Basic STAR	
Ballston	\$652
Charlton	\$666
Clifton Park	\$704
Glenville	\$563
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.*

Q. Can residents now vote early by mail?

A. Yes. New York Governor Hochul recently signed into legislation the Early Mail Voting Act. This allows qualified voters the opportunity to vote in their school budgets and board elections by mail. Qualified voters who prefer to mail in their ballots rather than voting in person on Tuesday, May 21, first need to complete an early mail voting application and return it to the district by May 14 if the applicants want a ballot mailed to them, or by May 20 if the ballot is to be personally delivered to the voter.

You are considered a qualified voter if you are a United States citizen, 18 years of age or older on election day, a resident of the BH-BL School District for 30 days immediately prior to election day, and registered to vote.

Additionally, you are already registered to vote in the school district election if you are registered with the County Board of Elections to vote in the general election or if you have voted at an annual or special district vote within the last four calendar years.

Voters may only apply for an early mail voting ballot on their own behalf. A voter who applies for and is issued an early mail voting ballot will not be eligible for an absentee ballot for the same election.

The early mail voting application can be downloaded from the district's website, picked up at the District Office (Hostetter Leadership Center, 88 Lakehill Rd.), or mailed directly to a resident. Please contact Deputy

Board Clerk Rebecca Manson at rmanson@bhbl.org or 518-399-9141, ext. 85020 to have an application mailed.

Once an early mail voting application is received by the clerk, a ballot will be delivered in the method requested on the application. If no method is requested, the clerk shall mail the ballot to the address designated on the application, to the qualified voter. Please note, the voter's signature must be on the return envelope in order for the early mail voting ballot to be considered valid and canvassed.

For a voter's ballot to be canvassed, it must be received by the District Clerk by 5 p.m. on Tuesday, May 21, 2024.

RESULTS BY THE NUMBERS

50+

The number of BH-BL High School students who were recognized in the prestigious National Merit Scholarship Program over the last 10 years. Congratulations to Clara Law, Andrew Phillips, and Liam Sullivan who are this year's National Merit Scholarship Commended students.

37

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. This includes the recent addition of a Pickleball Club and a Crochet/Knitting Club.

90

The percentage of the Class of 2023 who pursued post-graduation education at either a 2- or 4-year college or university.

Board of Education Candidates

VOTE FOR TWO

On May 21, residents may also elect two members to the Board of Education for three-year terms.



MTC NIGHT, MAY 15

To learn more about the candidates, there will be an informal **Meet-the-Candidates Night on Wednesday, May 15 at 7 p.m.**

Residents may chat one-on-one with the candidates in the high school library. Light refreshments will be available.

* The statements to the right of each candidate's 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.

Lisa Morse

a 21-year resident of the district is seeking a third term on the board. She has served as board president and on numerous board committees. She also volunteers on the BH-BL Field Hockey Booster Club as its treasurer and immediate past president, and on the Softball Booster Club as the secretary. Lisa lives in Glenville with her husband and daughter, who will be the last of their five children to graduate from BH-BL (in 2025). She is employed as a licensed insurance producer, with prior work experience in the Ballston Spa Central School District, Capital District YMCA and Greater Glenville YMCA. Her education includes associate and paralegal degrees from SUNY Herkimer. *See Lisa's position statement at right. ➔



"I am running again for the privilege of continuing to support this wonderful school district and the path it is on to become even better. I believe to accomplish this we need to keep alignment with our district's mission statement and our student-centered, decision-making process. This is additionally important at a time when we may soon need to replace up to five senior administrators. If and when this happens, I welcome the opportunity to contribute to the process of identifying future leaders who possess the qualities we value and need - all while keeping true to our tradition of creating an educational environment that supports opportunities for learning, personal growth and social responsibility.

During my tenure, I have served as the board president, Finance Committee Chairperson, Audit Committee member, Education Foundation representative as well as a member of the 2013, 2018 and the 2023 Capital Project Committees. In this time frame, the board has also successfully worked to construct the STEAM addition at the high school, dedicate Centennial Field, build our Transportation Building, and fully renovate the Arthur Mengel Auditorium. I will bring this relevant experience and institutional knowledge to this next term and continue to be a strong voice for the residents of the district.

I will continue to support our teachers and administrators in their quest to effectively educate our children, and work to identify new learning and professional development opportunities for students and staff.

I will also continue to be a responsible steward of district finances, celebrate the numerous successes of our students and staff, and continue the search for new and better ways to connect our entire community to the district and our schools.

I am extremely grateful and honored to have been chosen to represent our community on the BH-BL School Board for the last two terms and respectfully ask for your support to serve the district and its stakeholders for a third."

RESULTS BY THE NUMBERS

791

The number of students (grades 4-12) who are participating in choral music ensembles this school year.

55

The number of high school students who were selected to participate in various Saratoga-Warren County Music Educator Association concerts.

485

The number of high school students who are enrolled in art elective courses, including College in High School (CHS) courses where they earn college credits.

7

The number of high school student artists who had their artwork selected for the prestigious High School Juried Regional Art Show. More than 600 pieces were submitted and only 100 selected for the show.



Kevin J. Bearce

is seeking his first term on the board. He and his wife, Lindy, have lived in Charlton for 13 years and have three children who attend the high school.



Kevin works for Fluor Marine Propulsion at Knolls Atomic Power Lab as a Construction Subcontractor Technical Representative. He is also a local business owner of the Spartan Machine Shop. Kevin earned a mechanical engineering degree from the Rochester Institute of Technology (RIT) and also served with the U.S. Army Reserves Combat Engineers. He was a member of BH-BL's 2013 Capital Project Committee and shares his mechanical engineering expertise in a variety of ways, such as mentoring the high school Robotics Team and introducing middle school students to the field of underwater robotics. *See Kevin's position statement at right. ➔

"It would be an honor to receive your vote for a position on the BH-BL Board of Education, and represent the community.

Thirteen years ago, my wife and I put our oldest child on the school bus to Charlton Heights Elementary for his first day of kindergarten. This June, he will graduate and head to the University at Buffalo to study Aerospace Engineering. His BH-BL education has given him a solid foundation and I'm confident he will do well in college and beyond. My other children, currently a freshman and junior at the high school, also thrive academically and I know their accomplishments didn't happen in a vacuum. This district and community are truly top notch, and it shows in the student body which is why I want to ensure continued excellence in the programs and opportunities afforded to all students.

Throughout the years, I have been able to give back to the community by mentoring the high school's robotics team by lending them technical help during robot builds. I served on the district's hiring committee as a parent representative selecting the administrator to oversee the high school STEAM addition and programs. I have also volunteered for the Fluor Marine Propulsion Sea Perch program helping middle school students build and navigate underwater robots.

My greatest strength as a potential board member is to lend technical knowledge to future district modernization and infrastructure improvements with almost three decades of construction project management and field experience under my belt. For the past 13 years, I have overseen projects involving new buildings, utility services, and infrastructure renovations at KAPL in support of the U.S. Navy, while employed by Fluor Marine Propulsion. Before working for Fluor, I was a project manager overseeing the bidding and installation of large energy efficiency retrofit projects for school districts, Universities, and DOE while employed by Siemens Building Technologies or Johnson Controls.

I'm also the owner of a local small business called Spartan Machine Shop LLC. I have built up a customer base helping other local businesses with repairs and custom fabrication projects. I pay close attention to the quality of my work, timely delivery, and cost when taking on work.

I feel my experience managing complex construction projects, along with hands on business and technical skills running a local machine shop, provides a unique perspective to evaluate topics brought before the school board and find collaborative solutions.

In closing, I am proud to be part of the BH-BL community and hope to gain your support in allowing me to serve the district and community as a school board member."

James Robertson

is seeking his first term on the Board of Education. He and his wife Leigh Ann have been district residents for 13 years. They



have two children who attend Stevens and Charlton Heights Elementary Schools. James attended Kansas State University and is a mechanical engineer for Knolls Atomic Power Laboratory. James has been involved in a variety of district and community organizations over the years, including being a FIRST Lego League coach, a Girls Wrestling Booster Club member, and a 2023 Capital Project Committee member. For the past 20 years he has been a blood donor with the American Red Cross and a volunteer SCUBA diver for local Sea Perch competitions. *See James' position statement at right. ➔

"My career started 20+ years ago as an engineer with Knolls Atomic Power Laboratory. I moved to Burnt Hills 13 years ago after hearing BH-BL was a great school district. Little did I know how important this school district would be when we started our family. BH-BL has been amazing for the growth of our kids and it would be a pleasure to give back to the community by serving on the Board of Education.

Last year, I was fortunate to participate on the 2023 Capital Improvement Committee as a parent representative from Charlton Heights. It was an incredible experience being able to see the spaces our students spend their day in, meet the teachers and administrators that give their best to our kids every day, and getting to know other members of the community. This great school district is a reflection of the great community we live in. Our district has challenges, a big one is that we are simply out of space. The demands on our district to provide services to our students have grown over time, however, the size of our teaching space has not. Kudos to our teachers and administrators for making the best out of the situation but, our kids should have the right space to make sure they are getting the best education possible. I'm proud of the work the Capital Improvement Committee did and the recommendation made to the Board of Education. This is an example of being able to face and solve the district's challenges when we work together.

BH-BL has a great legacy of listening to the community and providing an education that we can be proud of. I am also proud of how inclusive our district is. This has been demonstrated in the support of our new girls wrestling program and also by the team of therapists and counselors dedicated to each student in the district. Continuing this legacy is only possible by putting in the work and I would be honored to have the opportunity to do my part.

If elected, I will work with the administration and faculty to create a long-range vision for our buildings that support the growing size of our student population, ensuring BH-BL continues to provide the best education for our kids. I will also listen to the community, administration, and faculty, striking the right balance of all those involved to resolve new challenges. I respectfully ask for your vote and I thank you for your time."

O'Rourke Students Get Eco-friendly at Green University

O'Rourke Middle School Go Green Club member Rylynn Rossman (top photo, left) and her friend Gianna Jones (top photo, right) had a great time making paper flower bouquets out of old library books that were headed to the recycling bin. This eco-friendly activity, among others, was part of the club's new Green University. Kelly Chila, the club's advisor and an O'Rourke teaching assistant, explained that the club applied for and received a grant from the BH-BL Education Foundation to fund a Go Green Week leading up to Earth Day (April 22). Other Green University "courses" included Plant an Indoor Garden; Make Your Own Lip Balms, Bath Bombs, and Sugar Scrubs; Water Testing; Make Paper from Scratch; and Make Bird Seed Ornaments, as demonstrated by middle school student Joshua Janeczek (bottom photo).

In addition to organizing Green University, club members also got creative and designed an Earth Challenge Bingo Card to encourage their peers to try simple "green" tasks, such as bringing a waste-free lunch to school, recycling their school papers, donating old shoes, etc. The club took an extra step by supplying the cafeteria with sustainable cutlery, straws, and water bottles for a week in April. And, nearly 1,000 sustainable shampoo-soap bars (available to anyone at O'Rourke) were donated to the club.

"The goal of Go Green Week is to introduce students to the various sustainable options that we've put into play at the school but also to spark an interest so that they continue, and even expand, their own green efforts in the future," adds Chila.



2023 CAPITAL PROJECT PLANS AWAIT SED APPROVAL, CONSTRUCTION ANTICIPATED TO BEGIN FALL 2024

This past December, Phase 1 plans for the voter-approved 2023 capital project were submitted to the State Education Department (SED) for approval. However, the district has been informed by SED that due to delays, the approval process for school district-related projects is taking longer than originally anticipated. Therefore, BH-BL is anticipating a portion of Phase 1—creation of an access road from the O'Rourke bus loop to High Mills Rd. and districtwide roof repair work—to begin in the fall 2024. The Charlton Heights bus loop and parking lot work is planned for next summer (2025). In the meantime, plans for the remaining construction phases are being designed and will continue to be submitted to SED for approval.

RESULTS BY THE NUMBERS

35

The number of varsity athletic teams offered at BH-BL. Included in this budget is the addition of two more sports teams—Girls Flag Football and Unified Bocce Ball.

1,524

The number of students in grades 7-12 who participate on an athletic team this school year.

4

The number of athletic teams (fall & winter seasons) that won state championship titles: Boys Cross-Country, Girls Volleyball, Boys Wrestling (Liam Carlin), and Girls Indoor Track 4x400 Relay.

8

The number of Section 2 championship titles (fall & winter seasons) won by Boys Volleyball, Girls Volleyball, Boys Cross Country, Girls Cross Country, Girls Tennis, Field Hockey, Boys Swimming, and Girls Swimming teams.

2024-25 School Budget Vote

Continued from page 1

worked hard to balance rising district costs with the critical academic, social-emotional, and programming needs of our students. At the same time, we know many families are struggling with their own financial difficulties due to inflation. We believe this budget reflects these realities.”

What's included in the proposal?

Through strategic reductions and continued careful fiscal planning, the board is able to propose a budget that continues to support student interventions, improve and expand existing academic programming, and add new student-centered offerings. This includes:

❖ Expanding the grade 6 enrichment program to include more introductory elective courses.

Electives are a great way to help students develop new interests and abilities or take a deeper dive into a topic that resonates with them. They also help students step out of their comfort zone to explore something new while still in a familiar setting with staff they likely know.

❖ Reducing class sizes at O'Rourke Middle School to better align with the elementary schools' class sizes.

Middle school is a pivotal time for students where their interpersonal, academic, and social skills are being further developed. The vast majority of research shows that students perform better in all subjects, at all levels, in smaller classes. This is in part because smaller class sizes allow staff to get to know students better and more easily identify students' challenges and strengths. It also supports more one-on-one time between staff and students, creates a more cohesive class culture, supports sustainable collaboration among students, and encourages student engagement.

❖ Expanding and realigning the high school's self-contained Transitions Program.

Due to the existing program's size and projected enrollment growth, this budget supports an additional class to better align the program with age-appropriate targeted instruction. Students beginning their high school program will benefit from

a curriculum that delivers both academic and life skills instruction. Students further along in their high school trajectory will be in a different classroom with staff who deliver a curriculum focused on preparation for adulthood, including advanced life skills instruction and job/career development skills. Some

students may be introduced to real-world, hands-on internship placements outside of the classroom as well.

❖ Maintaining the K-5 math

intervention specialists. These staff members provide early intervention and support for mathematical skill development to help solidify a solid math foundation. They may work with students one-on-one or in small groups. Math specialists also assist students who may be struggling with math concepts by reinforcing classroom lessons.

❖ Maintaining the counseling positions at each elementary school.

These staff members work with all students implementing the district's comprehensive social-emotional curriculum, which includes topics such as character development and career awareness. The counselors also focus on interpersonal and friendship-building skills, test anxiety and self esteem, conflict resolution, and goal setting. Individual and group services and guidance to support healthy minds is also provided to students.

❖ Adding new instructional resources to replace the outdated classroom materials.

This includes a new K-5 English Language Arts series that is better aligned to the science of reading and



High school students Megan Smialek, left, (grade 11) and Ava Lyons, right, (grade 9) are hard at work getting ready to kick off the flag football season at BH-BL. The Spartans are one of 12 schools in Section 2 that are competing this spring. Girls flag football is a new athletic offering at the high school and was partially funded through a one-year grant from the NY Giants organization. The continuation of this program is included in the proposed 2024-25 budget. Check the district website for the girls flag football schedule so you can catch a game and cheer for BH-BL!

current research around literacy acquisition. And, new science materials will be aligned to the new state standards, assessments, and the required lab activities.

❖ **Expanding athletic offerings.** This includes the addition of a Unified Bocce Ball team (BH-BL currently offers Unified Bowling and Basketball) and the continued support of a Girls Flag Football team. BH-BL was among 12 districts in Section 2 that introduced Girls Flag Football this spring through a one-year grant from the NY Giants organization. The continuation of this program is included in the proposed budget in response to the level of interest among students.

Superintendent Dr. McGrath emphasized the close connection between the district's budgeting process and its core educational mission: "The budget development process is a natural extension of the BH-BL School District's longstanding mission and purpose. For over a century, our district has been a collaborative partnership between parents, the community, and school staff. The budget process is a tangible expression of that ongoing partnership. By working together, we will each do our part to ensure the district continues providing world-class academic programs and opportunities that prepare our students for life after graduation."

JUST CAN'T HIDE THAT *Spartan* PRIDE



ABOVE

Congratulations to O'Rourke Middle School's Odyssey of the Mind team—Kate Gerwitz, Meg Gerwitz, Ellen Guthrie, Chloe DiMaso, Sammy Lopez, and Katie Lopez—for taking first place in the regional competition.

BELOW

The high school's Robotics Club held its first Tech Fest, which was a huge success! Organizers say the goal of Tech Fest is to usher more students into technology classes and explore careers that involve technology. Scan the QR code (below) to watch a brief news story of the event.



ABOVE

High school student Joey Veteramo proudly holds the Section 2 Divisional Championship plaque for the school's Unified Bowling team. Included in this budget is the addition of a high school Unified Bocce Ball team.



ABOVE

Congratulations to student artists Caleb Wood (grade 10) and Clara Law (grade 12) who were award winners at the prestigious and highly competitive High School Juried Regional Art Show. Only 100 pieces of art, out of 600+ submissions, were even accepted into the show!

**LEFT**

Congratulations to high school students Lilly Mertzlufft, Jack Stuhlman, Emily Pearson and Ethan Reyes for winning top awards at the state-level Greater Capital Region Science & Engineering Fair. Congratulations to Mertzlufft who won first place (out of 70+ projects) advancing her to the International Science & Engineering Fair in California where she represented New York state with her project entitled “An Investigation of Jet Assisted Surface Mounted Actuators in Laminar and Turbulent Boundary Layers.”

BELOW

BH-BL student athletes won four state champion titles during the fall and winter seasons. Congratulations to Girls Volleyball (pictured below), Boys Cross Country, Liam Carlin/Boys Wrestling and Girls Indoor 4x4 Relay.

**LEFT**

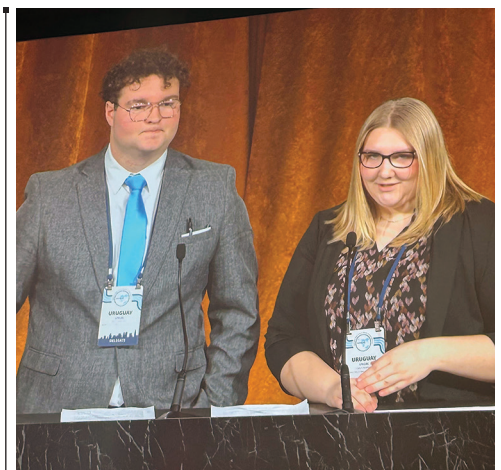
Throughout the month of March, Pashley Elementary School students made reading a major priority. In fact, they read 2,051 minutes, collectively! And, getting into “book character” at the local library helped make reading even more fun.

BELOW

Congratulations to BH-BL High School and Career & Technical Education students Dane Fendrick, Electrical Trades (pictured center), Avery Pultorak, Cosmetology (not pictured), and Erin Fresn, Culinary (not pictured), for winning first, second, and third places, respectively, at the Regional SkillsUSA Competition. They all advanced to the state-level SkillsUSA competition.

**RIGHT**

Congratulations to Model United Nations (UN) delegate pair Matt Lepel and Emily Pearson for being honored with the Award of Distinction for their representation of Uruguay at the National High School Model UN conference in NYC.



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Burnt Hills-Ballston Lake

CENTRAL SCHOOL DISTRICT

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12



BURNT HILLS-BALLSTON LAKE CENTRAL SCHOOL DISTRICT

**DON'T FORGET
TO VOTE ON**

**May
21**

7 AM to 9 PM
BH-BL HIGH SCHOOL GYM,
88 LAKEHILL RD

- ✓ The 2024-25 Proposed Budget
- ✓ Two Board of Education Candidates

► **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 to vote.

► **REGISTERING TO VOTE**

You are already registered to vote on May 21 if you are registered with your county Board of Elections to vote in a general election.

► **ABSENTEE & EARLY MAIL
VOTING BALLOTS**

Registered voters may vote by absentee ballot if they are unable to appear at the polling place on May 21, or by early mail voting ballot if they would rather vote by mail. (See page 5 for details.)

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

The completed applications must be returned to Rebecca Manson at least seven days (May 14) 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 between 8 a.m. and 4 p.m.

Absentee ballots will be counted only if they are returned to the clerk no later than 5 p.m. on May 21. For more information, call 518-399-9141, ext. 85020.



Charlton Heights Elementary School students in Coding Club having fun programming water pianos. They are using a Makey Makey board to code complete circuits that allow their computers and cups of water to "talk" to each other. The end result? Students put their fingers into the different water cups that act as piano keys and they make music!

April 24, 2024

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 2024-2025 fiscal year in the amount of \$84,923,072, and shall the requisite portion thereof be raised by taxation on the taxable property of the School District?

BURNT HILLS-BALLSTON LAKE
Detail Appropriation Report
Proposed Budget

Formatted Account	Description	2022-2023 Expenditures	2022-2023 Budget	2023-2024 Budget	2024-2025 Budget	Components of Three-Part Budget		
						Admin	Program	Capital
A 1010.400-90-0100	MEMBERSHIP BOARD OF ED	\$10,927	\$12,000	\$12,000	\$12,000	\$12,000		
A 1010.445-90-0100	TRAVEL CONF BOARD OF ED	\$0	\$3,000	\$3,000	\$3,000	\$3,000		
A 1010.460-90-0100	OTHER EXP BOARD OF ED	\$4,127	\$3,500	\$3,500	\$3,500	\$3,500		
A 1060.400-90-0100	DISTRICT MEETING CONTRACTUAL	\$2,588	\$4,000	\$4,000	\$4,000	\$4,000		
01 - Board of Education		\$17,642	\$22,500	\$22,500	\$22,500			
A 1240.431-90-0200	PROF DEVELOP ADMIN	\$1,374	\$2,000	\$2,000	\$2,000	\$2,000		
A 1240.445-90-0200	TRAVEL CONF SUPERINTENDEN	\$209	\$2,000	\$2,000	\$2,000	\$2,000		
A 1240.451-90-0200	GEN SUPPL SUPERINTENDENT	\$470	\$500	\$500	\$500	\$500		
A 1240.460-90-0200	OTHER EXP SUPERINTENDENT	\$2,856	\$7,000	\$7,000	\$7,000	\$7,000		
A 1480.441-90-0200	PUBLIC INFORMATION	\$18,711	\$10,000	\$10,000	\$30,000	\$30,000		
02 - Superintendent		\$23,620	\$21,500	\$21,500	\$41,500			
A 1310.201-90-0300	NEW EQUIP BUSINESS OFC	\$0	\$1,000	\$1,000	\$1,000	\$1,000		
A 1310.400-90-0300	BUS OFFICE CONTRACTUAL/COURIER MILEAGE	\$18,865	\$25,000	\$25,000	\$25,000	\$25,000		
A 1310.431-90-0300	STAFF DEVELOP CLERICAL	\$1,095	\$1,000	\$1,000	\$1,000	\$1,000		
A 1310.441-90-0300	BID ADVERTISING/LEGAL NOTICES	\$1,237	\$5,000	\$5,000	\$5,000	\$5,000		
A 1310.445-90-0300	TRAVEL CONF BUSINESS OFC	\$1,893	\$5,000	\$5,000	\$10,000	\$10,000		
A 1310.448-90-0300	EQUIPMENT REPAIR BUSINESS OFFICE	\$0	\$0	\$0	\$0	\$0		
A 1310.451-90-0300	GEN SUPPL BUSINESS OFC	\$10,437	\$10,000	\$10,000	\$10,000	\$10,000		
03 - Business Office		\$33,527	\$47,000	\$47,000	\$52,000			
A 1320.430-90-0400	AUDIT SERVICE	\$77,962	\$70,000	\$70,000	\$70,000	\$70,000		
A 1330.400-90-0400	TAX COLLECTION/BANKING SERVICE	\$4,844	\$10,000	\$10,000	\$15,000	\$15,000		
A 1330.451-90-0400	GEN SUPPL TAX COLLECTOR	\$0	\$500	\$500	\$500	\$500		
A 1380.460-90-0400	DEBT SERVICE CHARGE	\$0	\$2,000	\$2,000	\$2,000	\$2,000		
A 1420.160-90-0400	LEGAL SERVICES-SALARY	\$0	\$0	\$0	\$0	\$0		
A 1420.430-90-0400	LEGAL SERVICES	\$201,273	\$130,000	\$130,000	\$130,000	\$130,000		
A 5510.430-90-0400	LEGAL FEES TRANS	\$0	\$0	\$0	\$0	\$0		
04 - Legal, Audit, Tax & Fees		\$284,079	\$212,500	\$212,500	\$217,500			
A 1430.221-90-0500	NEW FURN PERSONNEL	\$0	\$0	\$0	\$5,000	\$5,000		
A 1430.441-90-0500	ADVERTISING/FINGERPRINTING PERSONNEL	\$9,787	\$10,000	\$10,000	\$40,000	\$40,000		
A 1430.445-90-0500	TRAVEL/CONF/OTHER PERSONNEL	\$173	\$1,920	\$1,920	\$4,000	\$4,000		
A 1430.451-90-0500	GEN SUPPL PERSONNEL	\$2,490	\$4,600	\$4,600	\$5,000	\$5,000		
A 2630.460-90-0500	IT CONTRACTUAL/COMPUTER SOFTWARE - Human Resources	\$16,235	\$15,500	\$20,000	\$25,000	\$25,000		
05 - Personnel		\$28,685	\$32,020	\$36,520	\$79,000			
A 1920.403-90-0600	DISTRICT MEMBERSHIPS	\$18,255	\$17,000	\$17,000	\$17,000	\$17,000		
A 2010.448-90-0600	EQUIP REPAIR CURRICULUM	\$2,609	\$2,500	\$7,500	\$7,500	\$7,500		
A 2010.450-90-0600	OTHER EXP CURRICULUM (SUPPLIES)	\$1,167	\$15,000	\$15,000	\$15,000	\$15,000		
A 2010.451-90-0600	GEN SUPPL CURRICULUM	\$20,411	\$20,000	\$20,000	\$20,000	\$20,000		
A 2010.454-90-0600	TEST SUPPLIES DISTRICT	\$0	\$8,000	\$8,000	\$8,000	\$8,000		
A 2010.457-90-0600	MEDIA MATL CURRICULUM	\$1,628	\$3,000	\$3,000	\$3,000	\$3,000		
A 2010.458-90-0600	MEDIA SUPPL CURRICULUM	\$0	\$1,500	\$1,500	\$1,500	\$1,500		
A 2020.150-90-0600	DIGNITY FOR ALL SALARY	\$4,080	\$3,000	\$3,000	\$3,000	\$3,000		
A 2020.431-90-0600	DIST STAFF DEVELOPMENT	\$24,395	\$37,277	\$37,277	\$37,277	\$37,277		
A 2020.445-90-0600	TRAVEL CONF CURRICULUM/OUT OF DISTRICT	\$9,514	\$7,000	\$7,000	\$7,000		\$7,000	
A 2110.202-90-0600	EQUIP REPLACEMENT	\$0	\$1,100	\$13,100	\$13,100		\$13,100	
A 2110.222-90-0600	FURN REPL DISTRICT	\$304	\$3,500	\$3,500	\$3,500		\$3,500	
A 2110.403-90-0600	ODYSSEY OF THE MIND	\$465	\$1,200	\$1,200	\$1,200		\$1,200	
A 2110.404-90-0600	GIFTED AND TALENTED DIST	\$0	\$2,000	\$2,000	\$2,000		\$2,000	
A 2110.432-90-0600	DISTRICT CURRIC DEVELOP	\$6,027	\$20,000	\$20,000	\$20,000		\$20,000	
A 2110.433-90-0600	CREDIT HOUR REIMBURSEMENT/OTHER CONTRACTUAL	\$59,612	\$35,000	\$35,000	\$35,000		\$35,000	
A 2110.441-90-0600	PRINTING RECORDS	\$9,577	\$6,000	\$6,000	\$6,000		\$6,000	
A 2110.444-90-0600	TRAVEL IN DIST CURRICULUM	\$3,456	\$8,000	\$8,000	\$8,000		\$8,000	
A 2110.449-10-0600	BOOKBINDING	\$0	\$500	\$500	\$500		\$500	

A 2110.451-10-0600	SUPPLIES SPECIAL PROJECT (HS)	\$0	\$0	\$600	\$15,000	\$15,000
A 2110.451-20-0600	SUPPLIES SPECIAL PROJECT (MS)	\$1,165	\$0	\$600	\$5,000	\$5,000
A 2110.451-30-0600	SUPPLIES SPECIAL PROJECT (CH)	\$1,165	\$0	\$85,000	\$50,000	\$50,000
A 2110.451-50-0600	SUPPLIES SPECIAL PROJECT (PA)	\$1,165	\$0	\$85,000	\$50,000	\$50,000
A 2110.451-60-0600	SUPPLIES SPECIAL PROJECT (ST)	\$1,165	\$0	\$85,000	\$50,000	\$50,000
A 2110.471-90-0600	PUBLIC SCHOOL TUITION (Regular Ed)	\$0	\$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	\$10,000
A 2110.473-90-0600	CHARTER SCHOOL TUITION (Regular Ed)	\$0	\$0	\$0	\$0	\$0
A 2110.480-10-0600	TEXTBOOKS CURRICULUM (High School)	\$40	\$2,500	\$2,500	\$2,500	\$2,500
A 2110.480-20-0600	TEXTBOOKS CURRICULUM (Middle School)	\$10,233	\$2,500	\$2,500	\$2,500	\$2,500
A 2110.480-30-0600	TEXTBOOKS CURRICULUM (Charlton Heights)	\$40,203	\$45,000	\$45,000	\$45,000	\$45,000
A 2110.480-50-0600	TEXTBOOKS CURRICULUM (Pashley)	\$42,299	\$45,000	\$45,000	\$45,000	\$45,000
A 2110.480-60-0600	TEXTBOOKS CURRICULUM (Stevens)	\$42,095	\$45,000	\$45,000	\$45,000	\$45,000
A 2110.480-90-0600	TEXTBOOKS CURRICULUM	\$3,942	\$0	\$0	\$0	\$0
A 2259.451-90-0600	ENL SUPPLIES	\$0	\$0	\$0	\$250	\$250
A 2270.150-90-0600	HIGH IMPACT TUTORING	\$0	\$0	\$388,592	\$0	\$0
A 2630.221-10-0600	STATE AIDED HARDWARE (High School)	\$75,286	\$16,000	\$16,000	\$16,000	\$16,000
A 2630.221-20-0600	STATE AIDED HARDWARE (Middle School)	\$25,909	\$12,000	\$12,000	\$12,000	\$12,000
A 2630.221-30-0600	STATE AIDED HARDWARE (Charlton Heights)	\$16,164	\$7,333	\$7,333	\$7,333	\$7,333
A 2630.221-50-0600	STATE AIDED HARDWARE (Pashley)	\$15,926	\$7,333	\$7,333	\$7,333	\$7,333
A 2630.221-60-0600	STATE AIDED HARDWARE (Stevens)	\$16,151	\$7,334	\$7,334	\$7,334	\$7,334
A 2630.448-90-0600	COMPUTER SERV CONTRACTS	\$5,220	\$0	\$0	\$0	\$0
A 2630.451-90-0600	INFORMATION TECHNOLOGY SUPPLIES	\$0	\$0	\$0	\$0	\$0
A 2630.461-90-0600	STATE AIDED SOFTWARE	\$0	\$0	\$0	\$0	\$0
A 2630.461-10-0600	STATE AIDED SOFTWARE - High School	\$18,810	\$16,000	\$16,000	\$16,000	\$16,000
A 2630.461-20-0600	STATE AIDED SOFTWARE - Middle School	\$9,640	\$12,000	\$12,000	\$12,000	\$12,000
A 2630.461-30-0600	STATE AIDED SOFTWARE - Charlton Heights	\$7,819	\$7,333	\$7,333	\$7,333	\$7,333
A 2630.461-50-0600	STATE AIDED SOFTWARE - Pashley	\$7,819	\$7,333	\$7,333	\$7,333	\$7,333
A 2630.461-60-0600	STATE AIDED SOFTWARE - Stevens	\$7,820	\$7,334	\$7,334	\$7,334	\$7,334
A 2815.160-90-0600	HOME TUTORING (SALARY)	\$13,456	\$35,000	\$35,000	\$50,000	\$50,000
A 2815.400-90-0600	TUTORING (CONTRACTUAL)	\$25,542	\$10,000	\$10,000	\$50,000	\$50,000
06 - District Curriculum		\$550,534	\$511,577	\$1,173,369	\$753,827	
A 2250.201-10-0700	NEW EQUIP SPEC SERVICES (High School)	\$0	\$1,000	\$0	\$0	\$0
A 2250.201-20-0700	NEW EQUIP SPEC SERVICES (Middle School)	\$598	\$1,000	\$0	\$0	\$0
A 2250.201-30-0700	NEW EQUIP SPEC SERVICES (Charlton Heights)	\$0	\$500	\$0	\$0	\$0
A 2250.201-50-0700	NEW EQUIP SPEC SERVICES (Pashley)	\$8,140	\$500	\$0	\$0	\$0
A 2250.201-60-0700	NEW EQUIP SPEC SERVICES (Stevens)	\$2,161	\$500	\$0	\$0	\$0
A 2250.201-90-0700	NEW EQUIP SPEC SERVICES	\$13,375	\$4,000	\$8,000	\$8,000	\$8,000
A 2250.202-10-0700	EQUIP REPL HANDICAP (High School)	\$0	\$500	\$0	\$0	\$0
A 2250.202-20-0700	EQUIP REPL HANDICAP (Middle School)	\$0	\$500	\$0	\$0	\$0
A 2250.202-30-0700	EQUIP REPL HANDICAP (Charlton Heights)	\$0	\$500	\$0	\$0	\$0
A 2250.202-50-0700	EQUIP REPL HANDICAP (Pashley)	\$2,167	\$500	\$0	\$0	\$0
A 2250.202-60-0700	EQUIP REPL HANDICAP (Stevens)	\$0	\$500	\$0	\$0	\$0
A 2250.202-90-0700	EQUIP REPL SPEC SERV	\$1,308	\$1,500	\$2,000	\$2,000	\$2,000
A 2250.400-10-0700	CONTRACT SVCE SPEC SERV (High School)	\$0	\$0	\$0	\$0	\$0
A 2250.400-20-0700	CONTRACT SVCE SPEC SERV (Middle School)	\$0	\$0	\$0	\$0	\$0
A 2250.400-30-0700	CONTRACT SVCE SPEC SERV (Charlton Heights)	\$2,500	\$0	\$0	\$0	\$0
A 2250.400-50-0700	CONTRACT SVCE SPEC SERV (Pashley)	\$0	\$0	\$0	\$0	\$0
A 2250.400-60-0700	CONTRACT SVCE SPEC SERV (Stevens)	\$0	\$0	\$0	\$0	\$0
A 2250.400-90-0700	CONTRACT SVCE SPEC SERV	\$140,990	\$65,000	\$75,000	\$75,000	\$75,000
A 2250.444-90-0700	TRAVEL IN DIST SPEC SERV	\$25	\$2,000	\$1,500	\$1,500	\$1,500
A 2250.445-90-0700	TRAVEL CONF SPEC SERVICES/OUT OF DISTRICT	\$2,892	\$4,000	\$4,000	\$4,000	\$4,000
A 2250.451-10-0700	GEN SUPPL SPEC SERVICES (High School)	\$3,608	\$2,000	\$0	\$0	\$0
A 2250.451-20-0700	GEN SUPPL SPEC SERVICES (Middle School)	\$2,864	\$2,000	\$0	\$0	\$0
A 2250.451-30-0700	GEN SUPPL SPEC SERVICES (Charlton Heights)	\$1,484	\$1,000	\$0	\$0	\$0
A 2250.451-50-0700	GEN SUPPL SPEC SERVICES (Pashley)	\$7,899	\$1,000	\$0	\$0	\$0
A 2250.451-60-0700	GEN SUPPL SPEC SERVICES (Stevens)	\$2,411	\$1,000	\$0	\$0	\$0
A 2250.451-90-0700	GEN SUPPL SPEC SERVICES	\$10,378	\$15,000	\$20,000	\$20,000	\$20,000
A 2250.453-10-0700	GEN SUPPL SCHOOL BASED WORK PROGRAM (HS)	\$0	\$1,000	\$0	\$0	\$0
A 2250.454-10-0700	TEST SUPPL SPEC SERVICES (High School)	\$0	\$1,000	\$0	\$0	\$0
A 2250.454-20-0700	TEST SUPPL SPEC SERVICES (Middle School)	\$0	\$1,000	\$0	\$0	\$0
A 2250.454-30-0700	TEST SUPPL SPEC SERVICES (Charlton Heights)	\$625	\$500	\$0	\$0	\$0

A 2250.454-50-0700	TEST SUPPL SPEC SERVICES (Pashley)	\$777	\$500	\$0	\$0	\$0
A 2250.454-60-0700	TEST SUPPL SPEC SERVICES (Stevens)	\$0	\$500	\$0	\$0	\$0
A 2250.454-90-0700	TEST SUPPL SPEC SERVICES	\$10,966	\$2,000	\$10,000	\$10,000	\$10,000
A 2250.471-90-0700	PUBLIC SCHOOL TUITION (Special Education)	\$243,800	\$500,000	\$300,000	\$300,000	\$300,000
A 2250.472-90-0700	NON-PUBLIC SCHOOL TUITION (Special Education)	\$1,099,884	\$1,300,000	\$1,500,000	\$1,500,000	\$1,500,000
A 2630.460-90-0700	COMPUTER SOFTWARE SPED (District)	\$29,847	\$25,000	\$28,500	\$28,500	\$28,500
A 2630.460-10-0700	COMPUTER SOFTWARE SPED (High School)	\$0	\$1,000	\$0	\$0	\$0
A 2630.460-20-0700	COMPUTER SOFTWARE SPED (Middle School)	\$0	\$1,000	\$0	\$0	\$0
A 2630.460-30-0700	COMPUTER SOFTWARE SPED (Charlton Heights)	\$0	\$1,000	\$0	\$0	\$0
A 2630.460-50-0700	COMPUTER SOFTWARE SPED (Pashley)	\$1,397	\$1,000	\$0	\$0	\$0
A 2630.460-60-0700	COMPUTER SOFTWARE SPED (Stevens)	\$0	\$1,000	\$0	\$0	\$0
A 2815.404-90-0700	OUT OF DIST HEALTH SERV	\$54,826	\$50,000	\$40,000	\$40,000	\$40,000
A 2815.436-90-0700	PROF HEALTH SERVICES	\$1,946	\$1,000	\$5,000	\$5,000	\$5,000
A 2815.451-10-0700	GEN SUPPL NURSES (High School)	\$1,894	\$2,000	\$1,500	\$1,500	\$1,500
A 2815.451-20-0700	GEN SUPPL NURSES (Middle School)	\$1,058	\$2,000	\$1,500	\$1,500	\$1,500
A 2815.451-30-0700	GEN SUPPL NURSES (Charlton Heights)	\$0	\$1,000	\$500	\$500	\$500
A 2815.451-50-0700	GEN SUPPL NURSES (Pashley)	\$996	\$1,000	\$1,000	\$1,000	\$1,000
A 2815.451-60-0700	GEN SUPPL NURSES (Stevens)	\$0	\$1,000	\$500	\$500	\$500
A 2815.451-90-0700	GEN SUPPL NURSES	\$1,470	\$1,000	\$1,000	\$1,000	\$1,000
A 2825.436-10-0700	SOCIAL WORKER SVCS (High School)	\$79,404	\$80,000	\$0	\$0	\$0
A 2825.436-20-0700	SOCIAL WORKER SVCS (Middle School)	\$79,404	\$80,000	\$0	\$0	\$0
A 2825.436-30-0700	SOCIAL WORKER SVCS (Charlton Heights)	\$79,404	\$80,000	\$0	\$0	\$0
A 2825.436-50-0700	SOCIAL WORKER SVCS (Pashley)	\$79,404	\$80,000	\$0	\$0	\$0
A 2825.436-60-0700	SOCIAL WORKER SVCS (Stevens)	\$0	\$0	\$0	\$0	\$0
07 - Special Services		\$1,969,902	\$2,320,000	\$2,000,000	\$2,000,000	
A 1670.447-90-0800	PRINTING/SCANNING/LAMINATING CONTRACTUAL	\$0	\$5,500	\$5,500	\$5,500	\$5,500
A 1670.451-90-0800	GEN SUPPL PRINTING DIST	\$1,076	\$17,000	\$17,000	\$14,500	\$14,500
A 1680.435-90-0800	ADMIN DATA PROCESSING STAFF DEVELOPMENT	\$0	\$0	\$0	\$0	\$0
A 1670.441-90-0800	DISTRICT POSTAGE	\$38,702	\$70,000	\$70,000	\$67,500	\$67,500
08 - Printing & Postage		\$39,778	\$92,500	\$92,500	\$87,500	
A 1620.413-90-0900	FIRE INSURANCE	\$52,525	\$90,543	\$95,070	\$100,000	\$100,000
A 1620.418-90-0900	BOILER INSURANCE	\$6,367	\$10,447	\$10,969	\$10,000	\$10,000
A 1910.412-90-0900	GEN LIABILITY INSURANCE	\$88,108	\$171,483	\$180,057	\$120,000	\$120,000
A 1910.414-90-0900	STUDENT ACCIDENT INSUR	\$16,098	\$23,744	\$24,931	\$20,000	\$20,000
A 5510.412-90-0900	INSURANCE ON BUSES (AUTO LIABILITY)	\$97,597	\$82,998	\$87,148	\$150,000	\$150,000
09 - General Insurance		\$260,695	\$379,215	\$398,176	\$400,000	
A 1950.400-90-1000	SPECIAL ASSESSMENTS	\$16,477	\$25,000	\$25,000	\$50,000	\$50,000
A 1964.405-90-1000	REFUND REAL PROPERTY TAXES	\$11,366	\$70,000	\$70,000	\$70,000	\$70,000
10 - Special Assessments		\$27,843	\$95,000	\$95,000	\$120,000	
A 1010.490-90-1100	BOCES - BOARD OF EDUCATION	\$5,888	\$2,979	\$3,127	\$3,284	\$3,284
A 1310.490-90-1100	BOCES - BUSINESS OFFICE	\$18,174	\$8,268	\$8,682	\$9,116	\$9,116
A 1420.490-90-1100	BOCES - LEGAL SERVICES	\$23,885	\$0	\$0	\$25,000	\$25,000
A 1430.490-90-1100	BOCES - PERSONNEL SERVICES	\$19,771	\$28,290	\$29,705	\$31,190	\$31,190
A 1460.490-90-1100	BOCES - RECORDS MANAGEMENT	\$10,695	\$8,709	\$9,145	\$9,602	\$9,602
A 1480.490-90-1100	BOCES - PUBLIC INFORMATION & SERVICES	\$197,114	\$141,693	\$148,777	\$156,216	\$156,216
A 1620.490-90-1100	BOCES - OPERATION OF PLANT	\$220,789	\$267,880	\$281,274	\$295,338	\$295,338
A 1680.490-90-1100	BOCES - CENTRAL DATA PROCESSING	\$1,477,094	\$415,520	\$436,296	\$426,000	\$426,000
A 1981.496-90-1100	BOCES ADMIN CHARGE	\$255,164	\$264,959	\$278,207	\$292,117	\$292,117
A 1983.496-90-1100	BOCES CAPITAL & RENT	\$122,927	\$124,172	\$130,380	\$136,900	\$136,900
A 2060.490-90-1100	BOCES - RESEARCH, PLANNING & EVALUATION	\$14,158	\$20,160	\$21,168	\$22,227	\$22,227
A 2070.490-90-1100	BOCES - INSERVICE TRAINING (Instruction)	\$76,431	\$48,299	\$50,714	\$53,250	\$53,250
A 2110.490-90-1100	BOCES - TEACHING (Regular School)	\$190,216	\$42,532	\$44,659	\$46,892	\$46,892
A 2110.494-90-1100	BOCES DATA PROCESSING	\$0	\$138,999	\$145,949	\$153,246	\$153,246
A 2110.498-10-1100	BOCES ARTS IN ED HS	\$953	\$23,166	\$24,325	\$25,541	\$25,541
A 2110.498-20-1100	BOCES ARTS IN ED MS	\$3,976	\$28,682	\$30,116	\$31,622	\$31,622
A 2110.498-30-1100	BOCES ARTS IN ED CH HGTS	\$8,163	\$20,960	\$22,008	\$23,108	\$23,108
A 2110.498-50-1100	BOCES ARTS IN ED PASH	\$4,479	\$25,373	\$26,641	\$27,973	\$27,973
A 2110.498-60-1100	BOCES ARTS IN ED STEVENS	\$11,603	\$26,476	\$27,800	\$29,190	\$29,190
A 2110.498-90-1100	BOCES ARTS IN EDUCATION	\$136,053	\$0	\$0	\$150,000	\$150,000

A 2250.491-90-1100	BOCES HANDICAPPED TUITION	\$825,870	\$1,402,134	\$1,472,240	\$1,545,853	\$1,545,853
A 2280.490-90-1100	BOCES OCC ED TUITION	\$598,833	\$638,802	\$670,742	\$704,279	\$704,279
A 2610.490-90-1100	BOCES - SCHOOL LIBRARY AUDIO & VISUAL	\$86,447	\$75,034	\$78,786	\$82,726	\$82,726
A 2630.490-10-1100	BOCES - COMPUTER ASSISTED INSTRUCTION (High School)	\$11,155	\$9,046	\$9,498	\$9,973	\$9,973
A 2630.490-90-1100	BOCES - COMPUTER ASSISTED INSTRUCTION (District)	\$290,720	\$0	\$0	\$0	\$0
A 2855.490-90-1100	BOCES - INTERSCHOLASTIC ATHLETICS	\$23,348	\$7,171	\$7,529	\$7,905	\$7,905
A 5510.490-90-1100	BOCES - TRANSPORTATION	\$10,514	\$3,861	\$4,054	\$4,257	\$4,257
11 - BOCES		\$4,644,420	\$3,773,164	\$3,961,823	\$4,302,803	
A 2330.400-90-1200	ADULT ED CONTRACTUAL	\$0	\$2,000	\$2,000	\$3,000	\$3,000
A 2330.433-90-1200	ADULT ED CONTRACTUAL (Printing & Vendors)	\$30,580	\$30,500	\$30,500	\$32,000	\$32,000
A 2330.451-90-1200	GEN SUPPL ADULT ED	\$0	\$100	\$100	\$500	\$500
12 - Adult Education		\$30,580	\$32,600	\$32,600	\$35,500	
A 2330.451-90-1300	GEN SUPPL K-5 SUMMER SCHL	\$1,492	\$3,000	\$3,000	\$3,000	\$3,000
A 2330.457-90-1300	SUPPLIES 6-12 SUMMER SCH	\$0	\$600	\$600	\$600	\$600
A 2330.480-90-1300	TEXTBOOKS 6-12 SUMMER SCH	\$0	\$500	\$500	\$500	\$500
13 - Summer School		\$1,492	\$4,100	\$4,100	\$4,100	
A 1920.404-90-1422	MEMBERSHIPS FINE ARTS	\$2,055	\$1,905	\$2,155	\$2,155	\$2,155
A 2110.201-10-1412	NEW EQUIP ART HS	\$0	\$560	\$0	\$0	\$0
A 2110.201-10-1422	NEW EQUIP MUSIC HS	\$8,770	\$8,000	\$8,000	\$8,000	\$8,000
A 2110.201-20-1412	NEW EQUIP ART MS	\$0	\$0	\$0	\$0	\$0
A 2110.201-20-1422	NEW EQUIP MUSIC MS	\$7,790	\$8,100	\$8,100	\$8,100	\$8,100
A 2110.201-30-1422	NEW EQUIP MUSIC (Charlton Heights)	\$4,861	\$250	\$0	\$0	\$0
A 2110.201-50-1422	NEW EQUIP MUSIC (Pashley)	\$4,603	\$0	\$110	\$0	\$0
A 2110.201-60-1422	NEW EQUIP MUSIC (Stevens)	\$4,602	\$0	\$0	\$350	\$350
A 2110.202-10-1412	EQUIP REPL ART HS	\$0	\$0	\$0	\$0	\$0
A 2110.202-10-1422	EQUIP REPL MUSIC HS	\$1,977	\$480	\$250	\$250	\$250
A 2110.202-20-1412	EQUIP REPL ART MS	\$0	\$0	\$190	\$0	\$0
A 2110.202-20-1422	EQUIP REPL MUSIC MS	\$6,137	\$800	\$800	\$800	\$800
A 2110.202-50-1422	EQUIP REPL MUSIC (Pashley)	\$737	\$0	\$0	\$0	\$0
A 2110.202-60-1422	EQUIP REPL MUSIC (Stevens)	\$0	\$0	\$0	\$0	\$0
A 2110.202-90-1422	EQUIP REPL MUSIC (District)	\$0	\$0	\$25,000	\$0	\$0
A 2110.439-90-1422	PROFESSIONAL SVCES MUSIC	\$8,115	\$12,742	\$12,280	\$12,755	\$12,755
A 2110.448-90-1422	EQUIP REPAIR MUSIC	\$8,820	\$5,600	\$5,600	\$5,600	\$5,600
A 2110.451-10-1412	GEN SUPPL ART HS	\$7,015	\$6,600	\$7,100	\$8,000	\$8,000
A 2110.451-10-1422	GEN SUPPL MUSIC HS	\$1,826	\$1,800	\$1,800	\$2,700	\$2,700
A 2110.451-20-1412	GEN SUPPL ART MS	\$8,361	\$8,600	\$8,600	\$10,300	\$10,300
A 2110.451-20-1422	GEN SUPPL MUSIC MS	\$1,355	\$1,700	\$1,700	\$2,000	\$2,000
A 2110.451-30-1412	GEN SUPPL ART Charlton Heights	\$3,471	\$3,500	\$3,500	\$3,500	\$3,500
A 2110.451-50-1412	GEN SUPPL ART Pashley	\$3,504	\$3,500	\$3,500	\$3,500	\$3,500
A 2110.451-60-1412	GEN SUPPL ART Stevens	\$3,471	\$3,500	\$3,500	\$3,500	\$3,500
A 2110.451-30-1422	GEN SUPPL ELEM MUSIC - Charlton Heights	\$134	\$150	\$250	\$425	\$425
A 2110.451-50-1422	GEN SUPPL ELEM MUSIC - Pashley	\$117	\$100	\$100	\$250	\$250
A 2110.451-60-1422	GEN SUPPL ELEM MUSIC - Stevens	\$301	\$350	\$500	\$250	\$250
A 2110.451-90-1422	GEN SUPPL MUSIC DISTRICT	\$3,248	\$500	\$6,000	\$1,000	\$1,000
A 2110.457-10-1412	MEDIA MATL HS ART	\$0	\$0	\$0	\$0	\$0
A 2110.457-20-1412	MEDIA MATL MS ART	\$0	\$409	\$0	\$0	\$0
A 2110.457-10-1422	MEDIA MATL MUSIC HS	\$249	\$250	\$350	\$350	\$350
A 2110.457-20-1422	MEDIA MATL MUSIC MS	\$399	\$339	\$500	\$200	\$200
A 2110.480-10-1422	TEXTBOOKS MUSIC HS	\$2,821	\$2,800	\$2,800	\$3,700	\$3,700
A 2110.480-20-1422	TEXTBOOKS MUSIC MS	\$3,331	\$3,350	\$3,350	\$3,500	\$3,500
A 2110.480-30-1422	TEXTBOOKS MUSIC ELEM - Charlton Heights	\$0	\$0	\$150	\$0	\$0
A 2110.480-50-1422	TEXTBOOKS MUSIC ELEM - Pashley	\$225	\$250	\$250	\$250	\$250
A 2110.480-60-1422	TEXTBOOKS MUSIC ELEM - Stevens	\$101	\$300	\$150	\$150	\$150
A 5540.440-90-1422	CONTRACT TRANS-ACADEMIC TRIPS (Music)	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
14 - Fine Arts		\$106,396	\$84,435	\$114,585	\$89,585	
A 2610.202-10-1500	EQUIP REPL LIB HS	\$19	\$1,000	\$1,000	\$500	\$500
A 2610.202-20-1500	EQUIP REPL LIB MS	\$313	\$500	\$500	\$300	\$300
A 2610.451-90-1500	GEN SUPPL LIBRARY	\$8,911	\$8,573	\$8,573	\$8,573	\$8,573
A 2610.453-90-1500	PROF REFERENCE LIBRARY	\$0	\$198	\$198	\$198	\$198

A 2610.455-10-1500	PERIODICALS HIGH SCHOOL	\$3,273	\$2,000	\$4,600	\$3,600	\$3,600
A 2610.455-20-1500	PERIODICALS MIDDLE SCHOOL	\$413	\$350	\$350	\$400	\$400
A 2610.455-30-1500	PERIODICALS CHARLTON HGTS	\$60	\$65	\$65	\$65	\$65
A 2610.455-50-1500	PERIODICALS PASHLEY	\$0	\$0	\$0	\$0	\$0
A 2610.455-60-1500	PERIODICALS STEVENS	\$146	\$160	\$200	\$150	\$150
A 2610.456-10-1500	RESOURCE MATL HIGH SCHOOL	\$1,374	\$4,000	\$4,000	\$4,000	\$4,000
A 2610.456-20-1500	RESOURCE MATL MIDDLE SCHL	\$7,703	\$8,430	\$8,430	\$8,380	\$8,380
A 2610.456-30-1500	RESOURCE MATL CH HGHTS	\$6,493	\$6,344	\$6,494	\$6,794	\$6,794
A 2610.456-50-1500	RESOURCE MATL PASHLEY	\$7,210	\$7,217	\$7,217	\$7,217	\$7,217
A 2610.456-60-1500	RESOURCE MATL STEVENS	\$6,587	\$6,591	\$6,759	\$7,209	\$7,209
A 2610.457-10-1500	MEDIA MATL HIGH SCHOOL	\$1,698	\$5,100	\$2,500	\$3,000	\$3,000
A 2610.457-20-1500	MEDIA MATL MIDDLE SCHOOL	\$1,248	\$400	\$400	\$600	\$600
A 2610.457-30-1500	MEDIA MATL CH HGHTS	\$0	\$150	\$0	\$0	\$0
A 2610.457-50-1500	MEDIA MATL PASHLEY	\$0	\$0	\$0	\$0	\$0
A 2610.457-60-1500	MEDIA MATL STEVENS	\$523	\$608	\$300	\$0	\$0
A 2610.459-10-1500	E-BOOKS HIGH SCHOOL	\$11,233	\$6,233	\$6,233	\$7,233	\$7,233
A 2610.459-20-1500	E-BOOKS MIDDLE SCHOOL	\$996	\$1,000	\$1,000	\$1,000	\$1,000
A 2610.459-30-1500	E-BOOKS CHARLTON HEIGHTS	\$1,298	\$1,300	\$1,300	\$1,000	\$1,000
A 2610.459-50-1500	E-BOOKS PASHLEY	\$642	\$642	\$642	\$642	\$642
A 2610.459-60-1500	E-BOOKS STEVENS	\$685	\$500	\$500	\$500	\$500
A 2610.460-10-1500	LIB & AUD VIS HIGH SCHOOL	\$0	\$500	\$500	\$500	\$500
A 2610.460-20-1500	LIB & AUD VIS MIDDLE SCHL	\$0	\$0	\$0	\$0	\$0
A 2610.460-30-1500	LIB & AUD VIS CH HGHTS	\$0	\$0	\$0	\$0	\$0
A 2610.460-50-1500	LIB & AUD VIS PASHLEY	\$0	\$0	\$0	\$0	\$0
A 2610.460-60-1500	LIB & AUD VIS STEVENS	\$0	\$0	\$100	\$0	\$0
A 2630.460-90-1500	COMP SOFTWARE LIBRARY	\$0	\$500	\$500	\$500	\$500
15 - Library		\$60,825	\$62,361	\$62,361	\$62,361	
A 1920.401-90-1600	MEMBERSHIPS INT SCH	\$8,092	\$7,600	\$7,600	\$8,200	\$8,200
A 1920.402-90-1600	ATHLETIC ENTRY FEES	\$9,509	\$8,100	\$8,100	\$8,100	\$8,100
A 2855.202-90-1600	EQUIP REPL INT SCH	\$9,802	\$4,000	\$60,000	\$0	\$0
A 2855.400-90-1600	CONTRACTUAL EXPENSES/ATHLETIC TRAINER	\$61,179	\$57,000	\$64,000	\$68,000	\$68,000
A 2855.401-90-1600	OFFICIALS/TIME KEEPERS & OTHER CONTRACTUAL	\$94,820	\$98,817	\$100,766	\$109,637	\$109,637
A 2855.448-90-1600	EQUIP REPAIR/RENTAL INT SCH SPRT	\$8,227	\$17,000	\$17,000	\$17,000	\$17,000
A 2855.451-90-1600	GEN SUPPL INT SCH	\$69,995	\$38,000	\$52,000	\$57,000	\$57,000
A 2855.458-90-1600	MEDIA SUPPL INT SCH SPORT	\$783	\$800	\$800	\$800	\$800
A 2855.460-90-1600	AWARDS INT SCHOLASTICS	\$4,692	\$3,500	\$3,500	\$3,500	\$3,500
A 5540.440-90-1600	CONTRACT TRANS - ATHLETIC TRIPS (STATES)	\$9,981	\$0	\$0	\$12,000	\$12,000
16 - Interscholastics		\$277,080	\$234,817	\$313,766	\$284,237	
A 2110.444-90-1700	TRAV CONF PHYS ED (IN & OUT of District)	\$578	\$3,000	\$3,000	\$3,500	\$3,500
A 2110.448-10-1700	EQUIP REPAIR PHYS ED (High School)	\$380	\$2,500	\$2,500	\$2,500	\$2,500
A 2110.448-20-1700	EQUIP REPAIR PHYS ED (Middle School)	\$0	\$750	\$750	\$750	\$750
A 2110.448-30-1700	EQUIP REPAIR PHYS ED (Charlton Heights)	\$0	\$250	\$250	\$250	\$250
A 2110.448-50-1700	EQUIP REPAIR PHYS ED (Pashley)	\$0	\$250	\$250	\$250	\$250
A 2110.448-60-1700	EQUIP REPAIR PHYS ED (Stevens)	\$0	\$250	\$250	\$250	\$250
A 2110.448-90-1700	EQUIP REPAIR PHYS ED	\$36	\$0	\$0	\$0	\$0
A 2110.451-10-1700	GEN SUPPL PHYS ED (High School)	\$3,923	\$4,000	\$4,000	\$4,000	\$4,000
A 2110.451-20-1700	GEN SUPPL PHYS ED (Middle School)	\$1,357	\$2,000	\$2,000	\$2,000	\$2,000
A 2110.451-30-1700	GEN SUPPL PHYS ED (Charlton Heights)	\$998	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.451-50-1700	GEN SUPPL PHYS ED (Pashley)	\$692	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.451-60-1700	GEN SUPPL PHYS ED (Stevens)	\$753	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.457-90-1700	MEDIA MATL PHYS ED	\$0	\$800	\$800	\$800	\$800
A 7140.451-90-1700	GEN SUPPL SWIMMING	\$2,300	\$2,400	\$2,400	\$2,400	\$2,400
A 7140.457-90-1700	MEDIA MATL SWIMMING	\$0	\$200	\$200	\$200	\$200
17 - PhysEd & Swimming		\$11,017	\$19,400	\$19,400	\$19,900	
A 2110.202-10-1813	EQUIP REPL BUS ED HS	\$36	\$900	\$900	\$900	\$900
A 2110.202-10-1819	EQUIP REPL FACS HS	\$8,443	\$900	\$900	\$900	\$900
A 2110.202-10-1820	EQUIP REPL TECH HS	\$1,859	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.202-20-1819	EQUIP REPL FACS MS	\$0	\$450	\$450	\$450	\$450
A 2110.202-20-1820	EQUIP REPL TECH MS	\$0	\$900	\$900	\$900	\$900
A 2110.448-10-1813	EQUIP REPAIR BUS ED HS	\$0	\$1,450	\$1,450	\$1,450	\$1,450

A 2110.448-10-1820	EQUIP REPAIR & OTHER CONTRACTUAL TECH HS	\$0	\$1,300	\$1,300	\$1,300	\$1,300
A 2110.448-10-1819	EQUIP REPAIR FACS	\$1,376	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.451-10-1813	GEN SUPPL BUS ED HS	\$703	\$3,700	\$3,700	\$3,700	\$3,700
A 2110.451-10-1817	GEN SUPPL HEALTH HS	\$373	\$600	\$600	\$600	\$600
A 2110.451-10-1819	GEN SUPPL FACS HS	\$8,395	\$8,455	\$10,955	\$10,955	\$10,955
A 2110.451-10-1820	GEN SUPPL TECH HS	\$25,518	\$26,338	\$32,838	\$32,838	\$32,838
A 2110.451-20-1819	GEN SUPPL FACS MS	\$5,684	\$6,200	\$8,200	\$8,200	\$8,200
A 2110.451-20-1820	GEN SUPPL TECH MS	\$12,741	\$12,200	\$15,700	\$15,700	\$15,700
A 2110.457-10-1817	MEDIA MATL HEALTH HS	\$0	\$300	\$300	\$300	\$300
A 2110.457-20-1817	MEDIA MATL HEALTH MS	\$0	\$550	\$550	\$550	\$550
A 2110.457-20-1819	MEDIA MATL FACS MS	\$0	\$200	\$200	\$200	\$200
A 2110.480-10-1813	TEXTBOOKS BUS ED HS	\$0	\$1,800	\$1,800	\$1,800	\$1,800
A 2110.480-10-1819	TEXTBOOKS FACS HS	\$0	\$500	\$500	\$500	\$500
A 2110.480-10-1820	TEXTBOOKS TECH HS	\$2,475	\$750	\$750	\$750	\$750
A 2110.480-20-1819	TEXTBOOKS FACS MS	\$0	\$200	\$200	\$200	\$200
A 2630.460-10-1813	COMP SOFTWARE BUS ED HS	\$0	\$2,450	\$2,450	\$2,450	\$2,450
A 2630.460-20-1813	COMP SOFTWARE BUS ED MS	\$0	\$50	\$50	\$50	\$50
A 2825.444-10-1819	TRAVEL IN DIST WORK STUDY	\$493	\$300	\$300	\$300	\$300
A 2825.457-10-1819	MEDIA MATL WORK STUDY	\$0	\$100	\$100	\$100	\$100
18 - Business, Tech & Home Career		\$68,096	\$72,593	\$87,093	\$87,093	
A 2020.433-10-1928	PRINTING HS	\$1,258	\$1,440	\$1,300	\$1,300	\$1,300
A 2020.445-10-1900	TRAVEL CONF ADMIN HS	\$0	\$1,344	\$1,500	\$1,500	\$1,500
A 2020.451-10-1900	ADMIN SUPPL HS	\$327	\$960	\$1,120	\$1,120	\$1,120
A 2070.431-10-1900	PROGRAM DEVEL HS	\$4,965	\$2,880	\$3,200	\$3,200	\$3,200
A 2110.201-10-1900	COMPUTER EQUIPMENT HIGH SCHOOL	\$285	\$2,880	\$3,200	\$3,200	\$3,200
A 2110.201-10-1923	NEW EQUIP SCIENCE HS	\$214	\$0	\$0	\$0	\$0
A 2110.202-10-1900	EQUIP REPLACE, SR HIGH	\$462	\$1,920	\$2,200	\$2,200	\$2,200
A 2110.222-10-1900	FURN REPL HS	\$5,562	\$5,760	\$36,200	\$36,200	\$36,200
A 2110.400-10-1900	THEATER PRODUCTION	\$25,852	\$24,000	\$25,000	\$25,000	\$25,000
A 2110.445-10-1900	TRAVEL CONF HS	\$2,901	\$5,280	\$5,600	\$5,600	\$5,600
A 2110.448-10-1928	EQUIP REPAIR HS GEN	\$6,942	\$10,253	\$10,800	\$10,800	\$10,800
A 2110.450-10-1930	PUPIL ACTIVITIES	\$3,791	\$13,092	\$62,000	\$62,000	\$62,000
A 2110.451-10-1900	GEN SUPPL HS	\$15,953	\$27,343	\$30,000	\$30,000	\$30,000
A 2110.451-10-1915	GEN SUPPL ENGLISH	\$0	\$240	\$320	\$320	\$320
A 2110.451-10-1921	GEN SUPPL MATH HS	\$552	\$480	\$540	\$540	\$540
A 2110.451-10-1923	GEN SUPPL SCIENCE HS	\$9,438	\$10,560	\$11,000	\$25,500	\$25,500
A 2110.451-10-1925	GEN SUPPL SOC STUDIES HS	\$767	\$672	\$750	\$750	\$750
A 2110.451-10-1926	GEN SUPPL GUIDANCE HS	\$383	\$0	\$0	\$0	\$0
A 2110.452-10-1928	DUPL SUPPL HS	\$16,361	\$13,745	\$14,300	\$14,300	\$14,300
A 2110.457-10-1915	MEDIA MATL ENGLISH HS	\$510	\$480	\$540	\$540	\$540
A 2110.457-10-1916	MEDIA MATL LANGUAGE HS	\$470	\$480	\$540	\$540	\$540
A 2110.457-10-1925	MEDIA MATL SOC STUDIES HS	\$0	\$384	\$420	\$420	\$420
A 2110.480-10-1900	TEXTBOOKS HS	\$5,973	\$20,855	\$11,000	\$11,000	\$11,000
A 2110.480-10-1915	TEXTBOOKS ENGLISH HS	\$8,937	\$7,488	\$7,800	\$7,800	\$7,800
A 2110.480-10-1916	TEXTBOOKS LANGUAGE HS	\$2,208	\$2,208	\$2,800	\$2,800	\$2,800
A 2110.480-10-1921	TEXTBOOKS MATH HS	\$3,183	\$4,694	\$4,694	\$4,694	\$4,694
A 2110.480-10-1923	TEXTBOOKS SCIENCE HS	\$4,875	\$4,320	\$4,320	\$4,320	\$4,320
A 2110.480-10-1925	TEXTBOOKS SOC STUDIES HS	\$8,600	\$8,640	\$8,700	\$8,700	\$8,700
A 2110.480-10-1932	TEXTBOOKS COMPUTER HS	\$0	\$0	\$0	\$0	\$0
A 2110.498-10-1900	ARTS IN ED HIGH SCHOOL	\$775	\$3,456	\$3,500	\$3,500	\$3,500
A 2250.451-10-1927	GEN SUPL SPEC ED HS	\$624	\$1,920	\$400	\$400	\$400
A 2630.201-10-1900	COMPUTER EQUIPMENT	\$0	\$1,440	\$1,500	\$1,500	\$1,500
A 2630.460-10-1900	COMPUTER SOFTWARE/APPS	\$4,885	\$2,880	\$3,500	\$3,500	\$3,500
A 2810.451-10-1926	GEN SUPL GUIDANCE HS	\$0	\$2,232	\$2,500	\$2,500	\$2,500
19 - High School		\$137,053	\$184,327	\$261,244	\$275,744	
A 2020.445-20-2000	TRAVEL CONF ADMIN MS	\$0	\$2,800	\$2,800	\$2,800	\$2,800
A 2020.451-20-2029	ADMIN SUPPL MS	\$739	\$800	\$800	\$800	\$800
A 2070.431-20-2000	PROGRAM DEVEL MS	\$0	\$300	\$300	\$300	\$300
A 2110.201-20-2000	NEW EQUIP MS	\$12,125	\$560	\$560	\$560	\$560
A 2110.201-20-2021	NEW EQUIP MATH MS	\$0	\$0	\$300	\$300	\$300
A 2110.201-20-2023	NEW EQUIP SCI MS	\$0	\$536	\$500	\$500	\$500

A 2110.202-20-2000	EQUIP RELP MS	\$0	\$530	\$530	\$530	\$530
A 2110.222-20-2000	FURN REPL MS	\$28,012	\$2,475	\$32,020	\$32,020	\$32,020
A 2110.400-20-2000	THEATER PRODUCTION	\$13,532	\$0	\$20,000	\$20,000	\$20,000
A 2110.401-20-2000	DUPLICATION (Contractual)	\$800	\$1,000	\$500	\$500	\$500
A 2110.445-20-2000	TRAVEL CONF MS	\$695	\$2,000	\$2,000	\$2,000	\$2,000
A 2110.448-20-2000	EQUIP REPAIR & OTHER CONTRACTUAL MS	\$5,700	\$10,159	\$10,500	\$10,500	\$10,500
A 2110.451-20-2000	GEN SUPPL INST MS	\$12,359	\$7,604	\$8,446	\$8,446	\$8,446
A 2110.451-20-2001	GEN SUPPL CURRICULUM INST MS	\$0	\$0	\$0	\$15,000	\$15,000
A 2110.451-20-2015	Gen Suppl English MS	\$0	\$450	\$600	\$600	\$600
A 2110.451-20-2016	Gen Suppl ENL MS	\$111	\$100	\$100	\$100	\$100
A 2110.451-20-2021	GEN SUPPL MATH MS	\$448	\$450	\$450	\$450	\$450
A 2110.451-20-2023	GEN SUPPL SCIENCE MS	\$4,616	\$450	\$3,000	\$3,000	\$3,000
A 2110.451-20-2025	GEN SUPPL SOCIAL STUDIES MS	\$0	\$450	\$600	\$600	\$600
A 2110.451-20-2026	GEN SUPPL GUIDANCE MS	\$0	\$0	\$500	\$500	\$500
A 2110.451-20-2028	OTHER EXPENSE MS	\$702	\$877	\$900	\$900	\$900
A 2110.452-20-2028	DUPL SUPPL MS	\$9,173	\$7,482	\$8,482	\$8,482	\$8,482
A 2110.452-20-2016	GEN SUPPL WORLD LANGUAGE MS	\$0	\$0	\$450	\$450	\$450
A 2110.454-20-2000	TEST SUPPL MS	\$0	\$966	\$0	\$0	\$0
A 2110.457-20-2015	MEDIA MATL ENGLISH MS	\$0	\$179	\$0	\$0	\$0
A 2110.457-20-2023	MEDIA MATL SCIENCE MS	\$0	\$179	\$0	\$0	\$0
A 2110.457-20-2025	MEDIA MATL SOCIAL STUDIES MS	\$0	\$200	\$0	\$0	\$0
A 2110.480-20-2000	TEXTBOOKS MS	\$12,868	\$10,900	\$10,900	\$1,400	\$1,400
A 2110.480-20-2015	TEXTBOOKS ENGLISH MS	\$2,956	\$3,500	\$5,000	\$7,000	\$7,000
A 2110.480-20-2016	TEXTBOOKS LANG MS	\$9,972	\$10,100	\$10,100	\$14,000	\$14,000
A 2110.480-20-2018	Textbooks MS Guidance	\$0	\$0	\$0	\$1,000	\$1,000
A 2110.480-20-2021	TEXTBOOKS MATH MS	\$0	\$0	\$0	\$700	\$700
A 2110.480-20-2023	TEXTBOOKS SCIENCE MS	\$1,420	\$3,500	\$3,500	\$3,500	\$3,500
A 2110.480-20-2025	TEXTBOOKS SOCIAL STUDIES MS	\$0	\$0	\$0	\$1,900	\$1,900
A 2250.451-20-2027	GEN SUPPL SPED MS	\$108	\$500	\$500	\$500	\$500
A 2270.451-20-2027	GEN SUPL AIS MS	\$143	\$200	\$200	\$200	\$200
A 2270.480-20-2027	TEXTBOOKS AIS MS	\$460	\$500	\$500	\$500	\$500
A 2630.201-20-2000	COMPUTER EQUIPMENT MIDDLE SCHOOL	\$0	\$4,000	\$0	\$0	\$0
A 2630.460-20-2000	COMPUTER SOFTWARE/APPS	\$0	\$0	\$0	\$0	\$0
20 - Middle School		\$116,939	\$73,747	\$125,038	\$140,038	
A 2020.451-30-3000	ADMIN SUPPL CH HGTS	\$7,318	\$6,800	\$6,500	\$5,000	\$5,000
A 2070.431-30-3000	PROGRAM DEVEL CH HTS	\$0	\$2,700	\$2,700	\$2,700	\$2,700
A 2110.201-30-3000	NEW EQUIP CH HGTS	\$89	\$4,500	\$4,200	\$4,000	\$4,000
A 2110.202-30-3000	EQUIP REPL CH HTS	\$2,568	\$2,000	\$2,000	\$2,000	\$2,000
A 2110.222-30-3000	FURN REPL CH HGTS	\$21,141	\$5,000	\$25,000	\$25,000	\$25,000
A 2110.445-30-3000	TRAVEL CONF CH HTS	\$0	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.448-30-3000	EQUIP REPAIR CH HGTS	\$4,643	\$4,500	\$4,800	\$5,000	\$5,000
A 2110.451-30-3000	INSTRUCT SUPPL CH HGTS	\$14,222	\$17,560	\$17,560	\$18,000	\$18,000
A 2110.451-30-3001	GEN SUPPL CURRICULUM INST CH	\$0	\$0	\$0	\$12,000	\$12,000
A 2110.452-30-3000	DUPL SUPP CH HGTS	\$11,510	\$6,500	\$6,800	\$8,000	\$8,000
A 2110.457-30-3000	MEDIA MATL CH HGTS	\$1,702	\$800	\$800	\$500	\$500
A 2110.480-30-3000	TEXTBOOKS CH HGTS	\$8,403	\$9,000	\$9,000	\$9,000	\$9,000
A 2110.498-30-3000	ARTS IN ED CH HGTS	\$0	\$0	\$0	\$0	\$0
A 2630.451-30-3022	COMPUTER SUPL CH HTS	\$0	\$500	\$500	\$500	\$500
A 2630.201-30-3000	COMPUTER EQUIPMENT	\$0	\$0	\$0	\$0	\$0
A 2630.460-30-3000	COMPUTER SOFTWARE/APPS	\$0	\$0	\$0	\$0	\$0
30 - Charlton Heights		\$71,596	\$60,860	\$80,860	\$92,700	
A 2020.445-50-5000	TRAVEL CONF ADMIN PASHLEY	\$575	\$400	\$600	\$600	\$600
A 2020.451-50-5000	ADMIN SUPPL PASHLEY	\$3,793	\$3,600	\$3,600	\$3,600	\$3,600
A 2070.431-50-5000	PROGRAM DEVEL PASHLEY	\$0	\$3,000	\$3,000	\$3,000	\$3,000
A 2070.432-50-5000	LOCAL MINI GRANTS PASHLEY	\$0	\$568	\$500	\$500	\$500
A 2110.201-50-5000	NEW EQUIP PASHLEY	\$1,605	\$3,000	\$23,000	\$23,000	\$23,000
A 2110.202-50-5000	EQUIP REPL PASHLEY	\$31,807	\$7,500	\$7,500	\$7,500	\$7,500
A 2110.401-50-5000	DUPLICATION	\$0	\$1,040	\$1,040	\$1,040	\$1,040
A 2110.445-50-5000	TRAVEL CONF PASHLEY	\$299	\$1,120	\$1,120	\$1,120	\$1,120
A 2110.448-50-5000	EQUIP REPAIR PASHLEY	\$4,759	\$4,500	\$4,500	\$4,500	\$4,500
A 2110.451-50-5000	INSTRUCT SUPPL PASHLEY	\$18,943	\$14,500	\$14,500	\$14,500	\$14,500

A 2110.451-50-5001	GEN SUPPL CURRICULUM INST PA	\$0	\$0	\$0	\$12,000	\$12,000
A 2110.451-50-5021	MATH MANIPULATIVES PASH	\$0	\$160	\$158	\$158	\$158
A 2110.452-50-5000	DUPL SUPPL PASHLEY	\$9,599	\$7,000	\$7,000	\$7,000	\$7,000
A 2110.457-50-5000	MEDIA MATL PASHLEY	\$0	\$0	\$0	\$0	\$0
A 2110.458-50-5000	MEDIA SUPPL PASHLEY	\$0	\$0	\$0	\$0	\$0
A 2110.480-50-5000	TEXTBOOKS PASHLEY	\$5,056	\$8,000	\$8,000	\$8,000	\$8,000
A 2110.498-50-5000	ARTS IN ED PASHLEY	\$0	\$960	\$960	\$960	\$960
A 2630.201-50-5000	COMPUTER EQUIPMENT	\$0	\$1,000	\$1,000	\$1,000	\$1,000
A 2630.451-50-5000	COMPUTER SUPPL PASHLEY	\$113	\$3,692	\$3,692	\$3,692	\$3,692
A 2630.460-50-5000	COMPUTER SOFTWARE/APPS	\$0	\$800	\$670	\$670	\$670
50 - Pashley		\$76,549	\$60,840	\$80,840	\$92,840	
A 2020.451-60-6000	ADMIN SUPPL STEVENS	\$2,420	\$7,000	\$6,000	\$6,000	\$6,000
A 2070.431-60-6000	PROGRAM DEVEL STEVENS	\$0	\$3,000	\$1,000	\$1,000	\$1,000
A 2110.201-60-6000	NEW EQUIP STEVENS	\$6,644	\$4,500	\$6,500	\$6,500	\$6,500
A 2110.202-60-6000	EQUIP REPL STEVENS	\$0	\$450	\$450	\$450	\$450
A 2110.221-60-6000	NEW FURN STEVENS	\$31,266	\$1,000	\$2,000	\$2,000	\$2,000
A 2110.222-60-6000	FURN REPL STEVENS	\$2,772	\$750	\$20,750	\$20,750	\$20,750
A 2110.430-60-6000	INSTRUCTIONAL PROGRAMS	\$224	\$1,200	\$1,200	\$1,200	\$1,200
A 2110.445-60-6000	TRAVEL CONF STEVENS	\$0	\$1,000	\$1,000	\$1,000	\$1,000
A 2110.448-60-6000	EQUIP REPAIR STEVENS	\$6,108	\$10,000	\$10,000	\$10,000	\$10,000
A 2110.451-60-6000	INSTRUCT SUPPL STEVENS	\$12,967	\$13,460	\$13,460	\$13,460	\$13,460
A 2110.451-60-6001	GEN SUPPL CURRICULUM INST ST	\$0	\$0	\$0	\$12,000	\$12,000
A 2110.452-60-6000	DUPL SUPPL STEVENS	\$7,252	\$5,000	\$5,000	\$5,000	\$5,000
A 2110.480-60-6000	TEXTBOOKS STEVENS	\$5,348	\$8,000	\$8,000	\$8,000	\$8,000
A 2630.451-60-6000	COMPUTER SUPL STEVENS	\$1,047	\$5,500	\$5,500	\$5,500	\$5,500
60 - Stevens		\$76,048	\$60,860	\$80,860	\$92,860	
A 2630.201-90-7000	COMP EQUIPMENT - Instructional	\$145,339	\$200,000	\$200,000	\$200,000	\$200,000
A 2630.451-90-7000	COMPUTER SUPPLIES - District	\$31,635	\$40,000	\$75,000	\$75,000	\$75,000
A 2630.448-90-7000	COMPUTER SERVICES CONTRACTS - District	\$91,034	\$86,000	\$100,000	\$100,000	\$100,000
A 2630.460-90-7000	COMPUTER SOFTWARE - District	\$8,941	\$20,000	\$25,000	\$25,000	\$25,000
70 - Technology		\$276,949	\$346,000	\$400,000	\$400,000	
A 1620.201-90-8100	NEW EQUIP CUSTODIAL	\$9,201	\$10,000	\$57,125	\$10,000	\$10,000
A 1620.202-90-8100	EQUIP REPL DISTRICT MAINT	\$65,710	\$6,500	\$8,500	\$9,000	\$9,000
A 1620.400-90-8100	CUSTODIAL/MAINTANCE CONTRACTUAL EXPENSE	\$39,904	\$105,000	\$105,000	\$120,000	\$120,000
A 1620.401-90-8100	WATER USE CHARGE	\$38,354	\$17,000	\$25,000	\$26,000	\$26,000
A 1620.402-90-8100	TELEPHONE	\$9,881	\$30,000	\$30,000	\$30,000	\$30,000
A 1620.403-90-8100	HEALTH & SAFETY CONTRACTUAL	\$14,876	\$25,000	\$27,500	\$27,500	\$27,500
A 1620.404-90-8100	SAFETY & SECURITY SUPPLIES	\$3,295	\$8,000	\$8,000	\$8,000	\$8,000
A 1620.405-90-8100	SCHOOL RESOURCE OFFICER	\$227,065	\$190,000	\$200,000	\$250,000	\$250,000
A 1620.406-90-8100	BUILDING CONDITION SURVEY	\$3,689	\$0	\$0	\$0	\$0
A 1620.420-90-8100	HEAT	\$362,218	\$455,000	\$475,000	\$475,000	\$475,000
A 1620.421-90-8100	POWER	\$501,551	\$625,000	\$650,000	\$650,000	\$650,000
A 1620.423-90-8100	TRASH REMOVAL	\$27,502	\$47,000	\$35,000	\$35,000	\$35,000
A 1620.424-90-8100	LAUNDRY, DRY CLEAN MOPS	\$8,764	\$9,200	\$10,000	\$9,000	\$9,000
A 1620.435-90-8100	FIRE INSPECTION	\$6,373	\$19,500	\$20,000	\$35,000	\$35,000
A 1620.444-90-8100	SAFETY SUPPLIES (CARES Act)	\$0	\$0	\$0	\$0	\$0
A 1620.445-90-8100	STAFF DEVEL, MAINT	\$4,296	\$11,000	\$12,000	\$11,000	\$11,000
A 1620.448-90-8100	EQUIP REPAIR, CUSTODIAL	\$40,971	\$43,000	\$52,000	\$60,000	\$60,000
A 1620.449-90-8100	EQUIO REPAIR, FS	\$21,362	\$8,500	\$15,000	\$21,000	\$21,000
A 1620.451-90-8100	GENERAL CUST SUPPLIES	\$62,033	\$72,500	\$90,000	\$75,000	\$75,000
A 1620.451-90-8199	CUST IMPROVE PLAN	\$272	\$29,000	\$36,000	\$29,000	\$29,000
A 1630.201-90-8100	NEW EQUIPMENT MAINT	\$93,851	\$75,000	\$225,000	\$175,000	\$175,000
A 1630.202-90-8100	NEW EQUIPMENT - Safety Equipment/Security Cameras	\$32,550	\$40,000	\$40,000	\$40,000	\$40,000
A 1630.202-90-8101	NEW EQUIPMENT - District Initiatives	\$68,959	\$135,000	\$195,000	\$195,000	\$195,000
A 1630.447-90-8100	EQUIPMENT RENTAL	\$7,021	\$11,500	\$12,000	\$12,000	\$12,000
A 1630.451-90-8100	GRNDS SUPL MAINT DISTRICT	\$36,159	\$35,000	\$45,000	\$50,000	\$50,000
A 1630.452-90-8100	HEAT VENT SUPPLY	\$77,730	\$35,000	\$45,000	\$57,500	\$57,500
A 1630.453-90-8100	ELECTRICAL SUPPLY	\$33,667	\$33,000	\$41,000	\$45,000	\$45,000
A 1630.454-90-8100	PLUMBING SUPPLIES	\$35,590	\$28,000	\$35,000	\$35,000	\$35,000
A 1630.455-90-8100	BUILDING SUPPLIES	\$60,571	\$37,000	\$47,500	\$50,000	\$50,000

A 1630.456-90-8100	LEAD TESTING & REMEDIATION	\$0	\$0	\$0	\$8,500		\$8,500
A 1640.163-90-8100	SPEC PROJ LABOR MAINT	\$80,887	\$40,000	\$0	\$45,000		\$45,000
A 1640.448-10-8100	BLDG MAINT HIGH SCHOOL	\$0	\$6,500	\$7,000	\$6,500		\$6,500
A 1640.448-20-8100	BLDG MAINT MIDDLE SCHOOL	\$787	\$4,500	\$5,000	\$4,500		\$4,500
A 1640.448-30-8100	BLDG MAINT CHARLTON HGHTS	\$3,242	\$3,800	\$4,250	\$3,800		\$3,800
A 1640.448-50-8100	BLDG MAINT PASHLEY	\$36,975	\$3,800	\$4,250	\$3,800		\$3,800
A 1640.448-60-8100	BLDG MAINT STEVENS	\$2,130	\$3,800	\$4,250	\$3,800		\$3,800
A 1640.448-90-8100	BLDG MAINT DISTRICT	\$16,338	\$36,000	\$45,000	\$36,000		\$36,000
A 1640.449-10-8100	GRNDS MAINT HIGH SCHOOL	\$0	\$1,200	\$1,200	\$1,200		\$1,200
A 1640.449-20-8100	GRNDS MAINT MIDDLE SCHOOL	\$0	\$650	\$650	\$650		\$650
A 1640.449-30-8100	GRNDS MAINT CHARLTON HEIGHTS	\$0	\$400	\$400	\$400		\$400
A 1640.449-50-8100	GRNDS MAINT PASHLEY	\$0	\$400	\$400	\$400		\$400
A 1640.449-60-8100	GRNDS MAINT STEVENS	\$0	\$400	\$400	\$400		\$400
A 1640.449-90-8100	GRNDS MAINT DISTRICT	\$2,209	\$9,500	\$11,000	\$9,500		\$9,500
A 5530.448-90-8100	BLDG MAINT TRANS	\$11,231	\$6,500	\$6,750	\$8,500		\$8,500
A 9951.900-90-8100	TRANSFER TO CAPITAL FUND - CAPITAL OUTLAY	\$100,000	\$100,000	\$100,000	\$0		\$0
A 9950.900-90-8100	TRANSFER TO CAPITAL FUND	\$1,300,000	\$1,300,000	\$700,000	\$0		\$0
81 - Maintenance		\$3,447,214	\$3,658,150	\$3,432,175	\$2,672,950		
A 1640.451-90-8200	GASOLINE MAINTENANCE	\$22,401	\$26,000	\$26,000	\$26,000		\$26,000
A 5510.201-90-8200	EQUIP NEW TRANSP	\$2,500	\$25,000	\$25,000	\$25,000	\$25,000	
A 5510.220-90-8200	BUS PURCHASES	\$912,241	\$945,000	\$1,671,000	\$1,802,152		\$1,802,152
A 5510.403-90-8200	SUBSTANCE TEST	\$6,320	\$10,000	\$10,000	\$10,000	\$10,000	
A 5510.404-90-8200	DRIVER PHYSICALS	\$8,954	\$16,000	\$16,000	\$16,000	\$16,000	
A 5510.405-90-8200	FINGERPRINTING	\$1,048	\$5,000	\$5,000	\$5,000	\$5,000	
A 5510.423-90-8200	TRASH & SNOW REMOVAL	\$11,086	\$17,000	\$17,000	\$17,000	\$17,000	
A 5510.431-90-8200	STAFF DEVELOP TRANSP	\$3,927	\$8,000	\$8,000	\$8,000	\$8,000	
A 5510.445-90-8200	TRAVEL CONF TRANS	\$0	\$2,000	\$2,000	\$2,000	\$2,000	
A 5510.447-90-8200	EQUIP RENTALS BUS GARAGE	\$0	\$5,000	\$5,000	\$5,000	\$5,000	
A 5510.448-90-8200	REPAIRS TO BUSES - TRANS (SERVICE CONTRACTS)	\$22,190	\$50,000	\$50,000	\$50,000	\$50,000	
A 5510.450-90-8200	OFC SUPPL BUS GARAGE	\$2,633	\$8,000	\$8,000	\$8,000	\$8,000	
A 5510.451-90-8200	GASOLINE	\$283,149	\$305,000	\$305,000	\$305,000	\$305,000	
A 5510.452-90-8200	LUBRICATION	\$19,146	\$16,000	\$16,000	\$16,000	\$16,000	
A 5510.453-90-8200	TIRES	\$35,524	\$26,000	\$26,000	\$26,000	\$26,000	
A 5510.454-90-8200	AUTO PARTS	\$126,637	\$160,000	\$160,000	\$160,000	\$160,000	
A 5510.456-90-8200	CUSTODIAL SUPPLIES - Bus Garage	\$4,781	\$8,000	\$8,000	\$8,000	\$8,000	
A 5510.460-90-8200	SOFTWARE TRANSPORTATION	\$203,857	\$18,000	\$22,000	\$22,000	\$22,000	
A 5530.402-90-8200	RADIO, PHONE, TRANSPORT	\$20,893	\$23,000	\$23,000	\$23,000	\$23,000	
A 5530.420-90-8200	UTILITIES (HEAT, LIGHTS) TRANSPORTATION	\$34,131	\$42,000	\$38,000	\$38,000	\$38,000	
A 5530.424-90-8200	LAUNDRY TRANSPORTATION	\$7,738	\$7,000	\$7,000	\$7,000	\$7,000	
A 5540.440-90-8200	CONTRACT TRANSPORTATION	\$2,000	\$0	\$0	\$0	\$0	
82 - Transportation		\$1,731,156	\$1,722,000	\$2,448,000	\$2,579,152		
A 5510.410-90-9000	WORKER COMP INS TRANS	\$74,857	\$100,000	\$75,000	\$85,000	\$9,995	\$5,464
A 5510.811-90-9000	RETIREMENT TRANSPORT	\$324,839	\$341,422	\$423,426	\$470,833	\$55,363	\$30,264
A 5510.815-90-9000	SOCIAL SECURITY TRANS	\$236,309	\$225,162	\$247,268	\$249,548	\$29,343	\$16,040
A 5510.834-90-9000	HEALTH INSURE TRANSPORT	\$351,039	\$566,198	\$592,818	\$592,818	\$69,706	\$38,105
A 9010.813-90-9000	CIVIL SERVICE RETIREMENT	\$393,590	\$655,139	\$762,480	\$949,619	\$111,661	\$61,039
A 9020.811-90-9000	TEACHER RETIREMENT	\$3,015,560	\$3,172,414	\$3,152,603	\$3,379,131	\$397,335	\$217,203
A 9030.815-90-9000	SOCIAL SECURITY	\$2,610,881	\$2,706,403	\$2,832,161	\$3,007,897	\$353,683	\$193,341
A 9040.833-90-9000	WORKER COMPENSATION	\$77,461	\$150,000	\$100,000	\$100,000	\$11,758	\$6,428
A 9045.833-90-9000	LIFE INSURANCE	\$0	\$0	\$0	\$10,000	\$1,176	\$643
A 9050.800-90-9000	UNEMPLOYMENT INS	\$5,970	\$100,000	\$50,000	\$30,000	\$3,528	\$1,928
A 9060.834-90-9000	MEDICAL, DENTAL INSURANCE - Actives	\$6,714,788	\$7,299,627	\$7,829,590	\$7,679,590	\$903,003	\$493,626
A 9060.834-90-9001	HEALTH REIMBURSEMENT ACCOUNT	\$0	\$0	\$0	\$0	\$0	\$0
A 9060.834-90-9002	MEDICAL, DENTAL INSURANCE - Retirees	\$1,699,609	\$1,843,445	\$2,002,790	\$2,002,790	\$235,498	\$128,735
A 9089.800-90-9000	SEPARATION PAYMENTS/NON-ELECTIVE PAYOUTS	\$547,791	\$0	\$0	\$450,000	\$52,913	\$28,925
A 9089.150-90-9000	SEPARATION BENEFITS/INCENTIVES - INSTRUCTIONAL	\$73,800	\$350,000	\$375,000	\$100,000	\$11,758	\$6,428
A 9089.160-90-9000	SEPARATION BENEFITS/INCENTIVES - NON-INSTRUCTIONAL	\$110,838	\$250,000	\$275,000	\$100,000	\$11,758	\$6,428
90 - Employee Benefits		\$16,237,332	\$17,759,810	\$18,718,136	\$19,207,227		
A 9711.610-90-9100	BLDG DEBT PRIN BOND	\$2,630,000	\$2,660,000	\$2,770,000	\$2,495,000		\$2,495,000
A 9711.710-90-9100	BLDG DEBT INT BOND	\$1,211,340	\$1,207,350	\$1,084,600	\$1,029,250		\$1,029,250

A 9731.610-90-9100	BLDG DEBT BANS PRINCIPAL	\$1,701,008	\$1,665,000	\$1,600,000	\$1,400,000	\$1,400,000
A 9731.710-90-9100	BLDG DEBT BANS INTEREST	\$1,054,836	\$644,887	\$1,307,108	\$1,537,033	\$1,537,033
A 9732.610-90-9100	BUS BANS PRINCIPAL	\$0	\$0	\$0	\$0	\$0
A 9732.710-90-9100	BUS BANS INTEREST	\$0	\$0	\$0	\$0	\$0
A 9760.710-90-9100	TAN INTEREST	\$0	\$0	\$0	\$0	\$0
A 9770.710-90-9100	RAN INTEREST	\$0	\$0	\$0	\$0	\$0
A 9786.610-90-9100	LEASE PRINCIPAL (GASB REQUIRED ENTRY)	\$456,792	\$0	\$0	\$500,000	\$500,000
91 - Debt Service		\$7,053,976	\$6,177,237	\$6,761,708	\$6,961,283	
A 9901.950-90-9200	TRANSFER TO SPECIAL AID 4408	\$181,664	\$200,000	\$200,000	\$200,000	\$200,000
92 - Transfer to Special Aid		\$181,664	\$200,000	\$200,000	\$200,000	
A 9901.930-10-9300	TRS TO LUNCH HIGH SCHOOL	\$10,171	\$10,000	\$10,000	\$10,000	\$10,000
A 9901.930-20-9300	TRS TO LUNCH MIDDLE SCHOOL	\$15,563	\$7,500	\$7,500	\$7,500	\$7,500
A 9901.930-30-9300	TRS TO LUNCH CHARLTON HGTS	\$0	\$5,000	\$5,000	\$5,000	\$5,000
A 9901.930-50-9300	TRS TO LUNCH PASHLEY	\$0	\$5,000	\$5,000	\$5,000	\$5,000
A 9901.930-60-9300	TRS TO LUNCH STEVENS	\$0	\$5,000	\$5,000	\$5,000	\$5,000
93 - Transfer to Cafeteria		\$25,734	\$32,500	\$32,500	\$32,500	
Total Non-Salary Items DIV 01-91		\$37,868,421	\$38,353,613	\$41,316,153	\$41,406,700	
Total Salary Items DIV 95-99		\$37,524,115	\$38,281,112	\$40,253,971	\$43,516,372	
Grand Totals		\$75,392,536	\$76,634,725	\$81,570,125	\$84,923,072	

Contingency Budget

Contingency Budget for 2024-2025	\$83,615,964
Proposed Budget for 2024-2025	\$84,923,072
Amount to Cut for Contingency Budget	\$1,307,108
Budget-to-Budget Increase Contingency	\$2,045,842
Budget-to-Budget Increase Proposed	\$3,352,950

Administrative Limits

2023-2024 Administrative & Program	\$65,831,943
2024-2025 Proposed Administrative & Program	\$69,574,459
2023-2024 Administrative	\$7,720,599
2024-2025 Proposed Administrative	\$8,424,959

Components of Three Part Budget

	2023-2024	2024-2025	2023-2024	2024-2025
Administrative	\$7,720,599	\$8,424,959	9.46%	9.92%
Program	\$58,111,343	\$61,149,500	71.24%	72.01%
Capital	\$15,738,180	\$15,348,613	19.29%	18.07%
	\$81,570,122	\$84,923,072	100.00%	100.00%

Revenue Budget Proposed

Source	Actual Revenue 2022-2023	Budget Revenue 2022-2023	Budget Revenue 2023-2024	Budget Revenue 2024-2025	
Regular School Year Tuition	\$141,978	\$290,000	\$290,000	\$150,000	-\$140,000
Summer Tuition	\$3,323	\$10,000	\$10,000	\$10,000	\$0
Cont Ed Tuition	\$39,465	\$40,000	\$40,000	\$40,000	\$0
General Admissions	\$36,064	\$30,000	\$30,000	\$35,000	\$5,000
Pool Admissions	\$0	\$15,000	\$15,000	\$0	-\$15,000
Property Rental	\$303,501	\$75,000	\$75,000	\$200,000	\$125,000
Serv to Other Govts	\$451,835	\$418,386	\$430,938	\$488,866	\$57,928
Subtotal Service	\$976,166	\$878,386	\$890,938	\$923,866	\$32,928
Subtotal Investments	\$538,085	\$25,000	\$600,000	\$450,000	-\$150,000
Sale of Property	\$36,620	\$40,000	\$75,000	\$40,000	-\$35,000
Sale of Materials	\$264	\$1,000	\$1,000	\$1,000	\$0
Medicare Part D & GASB 87 Entry	\$456,792	\$0	\$0	\$500,000	\$500,000
Other Comp for Loss & Misc	\$256,455	\$299,169	\$349,452	\$285,000	-\$64,452
Refund of Prior Year Exp	\$391,971	\$250,000	\$300,000	\$313,000	\$13,000
Interfund Revenue	\$445,957	\$1,300,000	\$0	\$0	\$0
Transfer from Reserves	\$0	\$0	\$0	\$0	\$0
E-Rate	\$0	\$150,000	\$225,000	\$0	-\$225,000
PILOTs/Penalties/Bullet Aid	\$93,043	\$125,000	\$125,000	\$125,000	\$0
Subtotal Sales/Refunds	\$1,681,102	\$2,165,169	\$1,075,452	\$1,264,000	\$188,548
Federal Aid - Medicaid	\$242,123	\$198,000	\$200,000	\$200,000	\$0
Foundation (Operating) Aid	\$15,396,326	\$15,426,491	\$19,231,032	\$20,741,686	\$1,510,654
Expense Driven Aids					
Building Aid	\$4,784,331	\$4,592,391	\$4,638,428	\$4,801,331	\$162,903
Transportation Aid	\$3,071,881	\$3,600,240	\$3,340,635	\$3,471,130	\$130,495
Special Education Aid	\$738,528	\$948,439	\$844,703	\$987,684	\$142,981
BOCES Aid	\$1,873,299	\$1,281,955	\$1,753,976	\$2,254,041	\$500,065
BOCES Aid - Dist Learning (est)	\$150,000	\$250,000	\$229,217	\$250,000	\$20,783
Computer Hardware Aid	\$48,955	\$49,844	\$51,314	\$52,478	\$1,164
Textbook, Lib, Software Aid	\$248,034	\$251,330	\$250,757	\$256,078	\$5,321
Supplemental Pub Excess	\$45,884	\$45,884	\$45,884	\$45,884	\$0
Other State Aid		\$0	\$0	\$0	\$0
Total State Aid	\$26,357,238	\$26,446,574	\$30,385,946	\$32,860,312	\$2,474,366
Applied Fund Balance	N/A	\$2,500,000	\$3,500,000	\$3,000,000	-\$500,000
Total Tax Levy	\$44,437,900	\$44,421,597	\$44,917,786	\$46,224,894	\$1,307,108
Total Revenue	\$74,232,614	\$76,634,726	\$81,570,122	\$84,923,072	\$3,352,950

Salary: Administrative Compensation Information**520101 - BURNT HILLS-BALLSTON****2023-2024 - Page 1**
Official - as of 04/24/2024 04:06
PM**Form Due May 13, 2024****2024-2025 Salary Threshold =**
\$169,000

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 2024-2025.

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 2024-2025 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	236,031	63,281	16,500

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 SERVICES	193,511	35,493	17,201
3.	ASSISTANT SUPERINTENDENT FOR CURRICULUM	182,484	53,919	9,800
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Property Tax Report Card

520101 - BURNT HILLS-BALLSTON

2023-2024 - Page 1
Official - as of 04/18/2024 12:01 PM

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

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

<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2024-25 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 29, 2024

Form Preparer Name:

CHRISTOPHER ABDOO

Preparer's Telephone Number:

518-399-9141

Shaded Fields Will Calculate	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	81,570,125	84,923,072	4.11 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	44,917,786	46,224,894	
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)	44,917,786	46,224,894	2.91 %
F. Permissible Exclusions to the School Tax Levy Limit	2,374,634	2,665,895	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	43,772,792	43,844,831	
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)	42,543,152	43,558,999	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	1,229,640	285,832	
Public School Enrollment	3,150	3,150	0.00 %
Consumer Price Index			4.12 %

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 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	5,948,566	6,948,566
Assigned Appropriated Fund Balance	3,500,000	3,000,000
Adjusted Unrestricted Fund Balance	3,262,801	3,396,922
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 *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**
Capital		For the cost of any object or purpose for which bonds may be issued.			
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	A 814 WORKERS' COMPENSATION (SELF-FUNDED)_	For self-insured Workers Compensation and benefits.	150,000	150,000	This will be used to fund any current and/or future workers' compensation claims against the district
Unemployment Insurance	A 815 UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	25,000	25,000	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		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			

Liability + (add)	N/A	To cover incurred liability claims.	100,000	100,000	This fund is to cover potential settlements or judgements against the district for liabilities that the district has been advised there is no insurance coverage for
Tax Certiorari	A 864 RESERVE FOR TAX CERTIORARI	For tax certiorari settlements.	207,827	207,827	This fund is to cover assumed accrued liability for litigation that is currently in process
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	A867 RESERVE FOR EMPLOYEE BENEFITS AND ACCRUED LIA	For accrued 'employee benefits' due to employees upon termination of service.	2,582,591	2,582,591	The purpose of this fund is to provide an account to pay future compensated absences in the event that an employee leaves district service
Retirement Contribution	A 827 RESERVE FOR RETIREMENT CONTRIBUTIONS (ERS)	For employer retirement contributions to the State and Local Employees' Retirement System.	568,339	1,068,339	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		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	A 828 RESERVE FOR RETIREMENT CONTRIBUTIONS (TRS)		2,314,809	2,814,809	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#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2024-25. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save & Ready

School District - 412001 Burnt Hill Ball Lake

Equalized Total Assessed Value 1,257,677,623

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	25,126	0.00
13100	CO - GENERALLY	RPTL 406(1)	2	18,273	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	27	10,372,163	0.82
13660	VG - CEMETERY LAND	RPTL 446	1	28,476	0.00
13800	SCHOOL DISTRICT	RPTL 408	5	26,900,716	2.14
14110	USA - SPECIFIED USES	STATE L 54	1	1,864,017	0.15
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	5	8,085,351	0.64
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	1,149,992	0.09
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	9,466,926	0.75
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	1	137,049	0.01
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	644,892	0.05
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	5	5,044,007	0.40
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	4,196,893	0.33
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	195,218	0.02
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	30,455	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	134	863,094	0.07
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	6	38,646	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	108	1,159,380	0.09
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	6	64,410	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	51	1,002,545	0.08
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	42,942	0.00
41160	COLD WAR VETERANS (15%)	RPTL 458-b	1	0	0.00
41400	CLERGY	RPTL 460	1	2,284	0.00
41635	VOL/FIRE/AMB	RPTL 466-a	17	631,263	0.05
41700	AGRICULTURAL BUILDING	RPTL 483	5	874,371	0.07
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	60	7,270,217	0.58
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	4	417,348	0.03
41800	PERSONS AGE 65 OR OVER	RPTL 467	20	3,131,290	0.25
41804	PERSONS AGE 65 OR OVER	RPTL 467	20	1,361,633	0.11
41805	PERSONS AGE 65 OR OVER	RPTL 467	28	3,834,642	0.30
41834	ENHANCED STAR	RPTL 425	335	36,010,042	2.86
41854	BASIC STAR 1999-2000	RPTL 425	838	34,735,100	2.76
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	363,561	0.03

Equalized Total Assessed Value 1,257,677,623

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
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	17,816	0.00
47100	Mass Telecomm Ceiling	RPTL S489-qqq	7	1,642,439	0.13
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	1	1,472,514	0.12
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	82,991	0.01
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	262,829	0.02
Total Exemptions Exclusive of System Exemptions:			1,721	163,178,082	12.97
Total System Exemptions:			1	262,829	0.02
Totals:			1,722	163,440,911	13.00

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

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

School District - 412001 Burnt Hill Ball Lake

Equalized Total Assessed Value 597,959,982

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	6,227,247	1.04
13800	SCHOOL DISTRICT	RPTL 408	1	11,454,902	1.92
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	39,608	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	1,146,862	0.19
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	9,176,471	1.53
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	826,470	0.14
26250	HISTORICAL SOCIETY	RPTL 444	2	328,627	0.05
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	2,893,333	0.48
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	250,197	0.04
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	1,961	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	101	653,571	0.11
41125	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,471	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	77	830,368	0.14
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	10,784	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	33	703,178	0.12
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	41,177	0.01
41160	COLD WAR VETERANS (15%)	RPTL 458-b	1	0	0.00
41400	CLERGY	RPTL 460	1	2,941	0.00
41630	VOL/FIRE/AMB	RPTL 466-a	24	979,848	0.16
41700	AGRICULTURAL BUILDING	RPTL 483	9	473,961	0.08
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	70	4,021,479	0.67
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	4	114,247	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	8	1,140,862	0.19
41804	PERSONS AGE 65 OR OVER	RPTL 467	20	1,909,662	0.32
41805	PERSONS AGE 65 OR OVER	RPTL 467	19	2,681,750	0.45
41834	ENHANCED STAR	RPTL 425	246	28,221,506	4.72
41854	BASIC STAR 1999-2000	RPTL 425	468	19,912,932	3.33
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	385,059	0.06
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	152,157	0.03

School District - 412001 Burnt Hill Ball Lake

Equalized Total Assessed Value 597,959,982

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	2,231	0.00
Total Exemptions Exclusive of System Exemptions:			1,120	94,589,862	15.82
Total System Exemptions:			0	0	0.00
Totals:			1,120	94,589,862	15.82

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

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

School District - 412001 Burnt Hill Ball Lake

Equalized Total Assessed Value 203,578,870

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	631,621	0.31
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	3	6,635,135	3.26
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	1,443,783	0.71
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	1,197,027	0.59
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	1,349,730	0.66
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	21	132,804	0.07
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,324	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	15	158,115	0.08
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	10	205,851	0.10
41400	CLERGY	RPTL 460	1	4,054	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	1	7,838	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	650,173	0.32
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	4	695,106	0.34
41800	PERSONS AGE 65 OR OVER	RPTL 467	7	1,128,939	0.55
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	485,152	0.24
41834	ENHANCED STAR	RPTL 425	63	7,301,196	3.59
41854	BASIC STAR 1999-2000	RPTL 425	120	5,276,760	2.59
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	10	350,325	0.17
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	18	9,607,477	4.72

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

289	37,267,410	18.31
0	0	0.00
289	37,267,410	18.31

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 1,098,355,769

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)	12	2,312,133	0.21
13800	SCHOOL DISTRICT	RPTL 408	4	20,532,459	1.87
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	8	6,357,868	0.58
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	5,801,639	0.53
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	7,044,590	0.64
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	5,828,820	0.53
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,681,377	0.15
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	8	3,612,950	0.33
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	210	1,404,690	0.13
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	145	1,616,460	0.15
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	85	1,805,634	0.16
41400	CLERGY	RPTL 460	1	2,459	0.00
41630	VOL/FIRE/AMB	RPTL 466-a	23	733,800	0.07
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	180,757	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	8	921,966	0.08
41805	PERSONS AGE 65 OR OVER	RPTL 467	47	4,675,581	0.43
41834	ENHANCED STAR	RPTL 425	484	48,341,918	4.40
41854	BASIC STAR 1999-2000	RPTL 425	1,198	44,581,174	4.06
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	290,081	0.03
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	2,826,230	0.26
Total Exemptions Exclusive of System Exemptions:			2,251	160,552,586	14.62
Total System Exemptions:			0	0	0.00
Totals:			2,251	160,552,586	14.62

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 - NEW YORK STATE REPORT CARD [2022 - 23]

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.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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 (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,353	156.1	4
	Math	1,321	171.9	
	Combined	2,674	163.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	147.1	3
	Math	17	170.6	
	Combined	34	158.8	
Black or African American	ELA	13	96.2	—
	Math	13	84.6	
	Combined	26	—	
Hispanic or Latino	ELA	44	140.9	3
	Math	44	126.1	
	Combined	88	133.5	
Multiracial	ELA	49	146.9	3
	Math	49	163.3	
	Combined	98	155.1	
White	ELA	1,230	157.8	4
	Math	1,198	174.9	
	Combined	2,428	166.2	
English Language Learner	ELA	5	40	—
	Math	5	80	
	Combined	10	—	
Students with Disabilities	ELA	240	90.6	4
	Math	231	106.5	
	Combined	471	98.4	
Economically Disadvantaged	ELA	243	124.1	4
	Math	231	136.4	
	Combined	474	130.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,357	155.6	4
	Math	1,357	167.4	
	Combined	2,714	161.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	147.1	4
	Math	17	170.6	
	Combined	34	158.8	
Black or African American	ELA	15	83.3	—
	Math	14	78.6	
	Combined	29	—	
Hispanic or Latino	ELA	44	140.9	3
	Math	44	126.1	
	Combined	88	133.5	
Multiracial	ELA	50	144	4
	Math	50	160	
	Combined	100	152	
White	ELA	1,231	157.6	4
	Math	1,232	170.1	
	Combined	2,463	163.9	
English Language Learner	ELA	5	40	—
	Math	6	66.7	
	Combined	11	—	
Students with Disabilities	ELA	261	83.3	4
	Math	261	94.3	
	Combined	522	88.8	
Economically Disadvantaged	ELA	253	119.2	4
	Math	252	125	
	Combined	505	122.1	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	3	—	—	—	—
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learner	7	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,942	191	9.8%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	24	—	—	—
Black or African American	24	—	—	—
Hispanic or Latino	77	11	14.3%	4
Multiracial	72	12	16.7%	3
White	1,745	161	9.2%	4
English Language Learner	10	—	—	—
Students with Disabilities	392	64	16.3%	4
Economically Disadvantaged	380	84	22.1%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	1,435	94.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	19	—
Black or African American	—	16	—
Hispanic or Latino	✓	46	95.7%
Multiracial	✗	53	92.5%
White	✓	1,301	94.9%
English Language Learner	—	7	—
Students with Disabilities	✗	269	86.6%
Economically Disadvantaged	✗	272	90.8%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	1,432	92.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—
Black or African American	—	15	—
Hispanic or Latino	✓	46	97.8%
Multiracial	✗	53	92.5%
White	✗	1,300	92.4%
English Language Learner	—	7	—
Students with Disabilities	✗	268	83.6%
Economically Disadvantaged	✗	269	87.4%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	133	204.5	175.8	4
	Math	121	136.4		
	Science	143	192		
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	208.3	—	—
	Math	6	150		
	Science	5	220		
Black or African American	ELA	2	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	4	—	—	—
	Math	4	—		
	Science	3	—		
Multiracial	ELA	7	200	—	—
	Math	5	120		
	Science	4	—		
White	ELA	114	205.3	176.4	4
	Math	105	139		
	Science	130	189.2		
Students with Disabilities	ELA	19	123.7	124.4	4
	Math	7	85.7		
	Science	6	183.3		
Economically Disadvantaged	ELA	25	172	154	4
	Math	20	117.5		
	Science	22	181.8		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	210	129.5	112.2	3
	Math	205	80.5		
	Science	205	133.9		
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	208.3	—	—
	Math	6	150		
	Science	6	183.3		
Black or African American	ELA	4	—	—	—
	Math	4	—		
	Science	3	—		
Hispanic or Latino	ELA	6	108.3	—	—
	Math	6	50		
	Science	6	100		
Multiracial	ELA	7	200	—	—
	Math	7	85.7		
	Science	7	128.6		
White	ELA	187	125.1	110.6	3
	Math	182	80.2		
	Science	183	134.4		
Students with Disabilities	ELA	29	81	47.9	2
	Math	28	21.4		
	Science	29	37.9		
Economically Disadvantaged	ELA	44	97.7	81.6	2
	Math	43	54.7		
	Science	41	97.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	254	244	96.1%	95.4%	4
	5-year	280	263	93.9%		
	6-year	258	248	96.1%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	6	—	—	—	—
	5-year	6	—	—		
	6-year	6	—	—		
Black or African American	4-year	2	—	—	—	—
	5-year	5	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	5	—	—	—	—
	5-year	5	—	—		
	6-year	3	—	—		
Multiracial	4-year	3	—	—	—	—
	5-year	3	—	—		
	6-year	4	—	—		
White	4-year	238	228	95.8%	95.2%	3
	5-year	261	245	93.9%		
	6-year	244	234	95.9%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	29	—	—	81.5%	3
	5-year	51	42	82.4%		
	6-year	36	29	80.6%		
Economically Disadvantaged	4-year	39	34	87.2%	87.5%	3
	5-year	64	53	82.8%		
	6-year	40	37	92.5%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	1	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	1	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	1	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	937	147	15.7%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—
Black or African American	8	—	—	—
Hispanic or Latino	26	—	—	—
Multiracial	33	5	15.2%	4
White	858	132	15.4%	4
English Language Learner	2	—	—	—
Students with Disabilities	155	43	27.7%	3
Economically Disadvantaged	193	60	31.1%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	211	64.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	3	—
Hispanic or Latino	—	6	—
Multiracial	—	7	—
White	X	189	61.9%
English Language Learner	—	0	—
Students with Disabilities	—	26	—
Economically Disadvantaged	X	42	59.5%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	207	60.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	3	—
Hispanic or Latino	—	6	—
Multiracial	—	7	—
White	X	185	58.9%
English Language Learner	—	0	—
Students with Disabilities	—	25	—
Economically Disadvantaged	X	42	50%

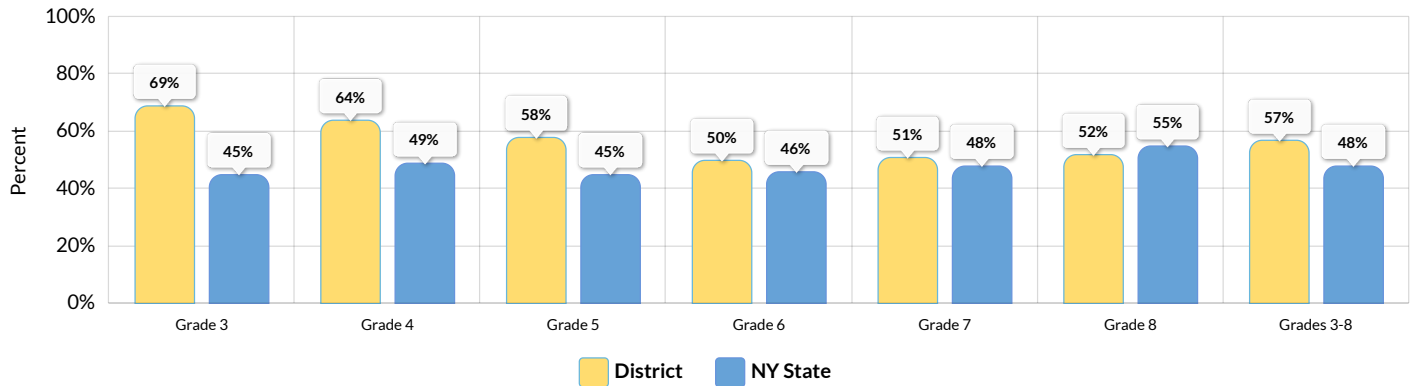
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Percent Scoring Proficient by Grade



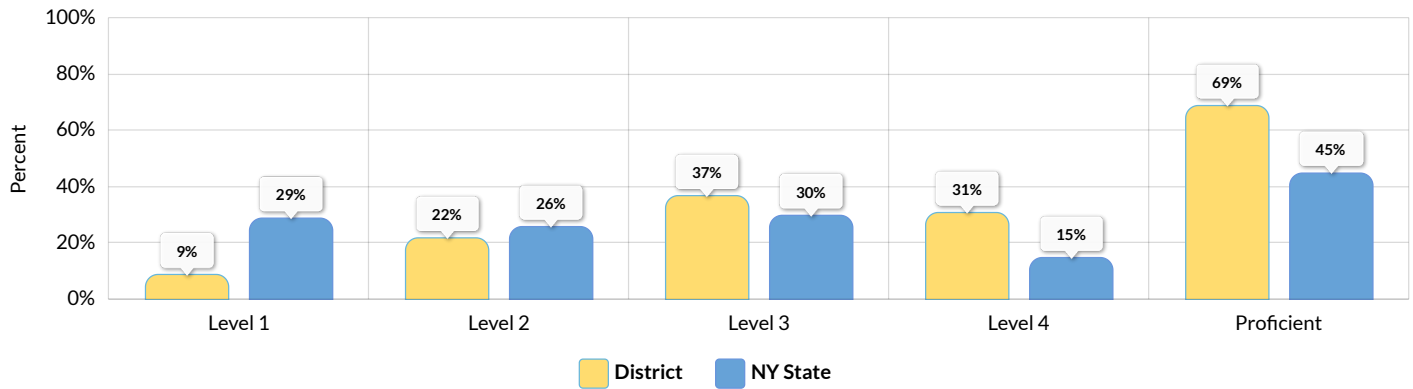
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	240	7	3%	233	97%	22	9%	51	22%	87	37%	73	31%	160	69%
Grade 4	228	15	7%	213	93%	17	8%	60	28%	77	36%	59	28%	136	64%
Grade 5	239	13	5%	226	95%	30	13%	65	29%	90	40%	41	18%	131	58%
Grade 6	236	11	5%	225	95%	32	14%	80	36%	73	32%	40	18%	113	50%
Grade 7	250	20	8%	230	92%	44	19%	69	30%	68	30%	49	21%	117	51%
Grade 8	244	28	11%	216	89%	29	13%	74	34%	80	37%	33	15%	113	52%
Grades 3-8	1,437	94	7%	1,343	93%	174	13%	399	30%	475	35%	295	22%	770	57%

GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	240	7	3%	233	97%	22	9%	51	22%	87	37%	73	31%	160	69%
Female	123	4	3%	119	97%	11	9%	21	18%	41	34%	46	39%	87	73%
Male	117	3	3%	114	97%	11	10%	30	26%	46	40%	27	24%	73	64%
General Education Students	195	4	2%	191	98%	12	6%	33	17%	75	39%	71	37%	146	76%
Students with Disabilities	45	3	7%	42	93%	10	24%	18	43%	12	29%	2	5%	14	33%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	0	0%	5	71%	2	29%	0	0%	2	29%
White	224	6	3%	218	97%	20	9%	44	20%	84	39%	70	32%	154	71%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	2	25%	2	25%	1	13%	3	38%	4	50%
Economically Disadvantaged	35	2	6%	33	94%	2	6%	9	27%	15	45%	7	21%	22	67%
Not Economically Disadvantaged	205	5	2%	200	98%	20	10%	42	21%	72	36%	66	33%	138	69%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	239	7	3%	232	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	240	7	3%	233	97%	22	9%	51	22%	87	37%	73	31%	160	69%
Not Homeless	240	7	3%	233	97%	22	9%	51	22%	87	37%	73	31%	160	69%
Not Migrant	240	7	3%	233	97%	22	9%	51	22%	87	37%	73	31%	160	69%
Parent Not in Armed Forces	240	7	3%	233	97%	22	9%	51	22%	87	37%	73	31%	160	69%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	228	15	7%	213	93%	17	8%	60	28%	77	36%	59	28%	136	64%
Female	121	9	7%	112	93%	8	7%	27	24%	40	36%	37	33%	77	69%
Male	107	6	6%	101	94%	9	9%	33	33%	37	37%	22	22%	59	58%
General Education Students	183	6	3%	177	97%	6	3%	45	25%	67	38%	59	33%	126	71%
Students with Disabilities	45	9	20%	36	80%	11	31%	15	42%	10	28%	0	0%	10	28%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	14	100%	3	21%	4	29%	3	21%	4	29%	7	50%
White	206	12	6%	194	94%	14	7%	52	27%	73	38%	55	28%	128	66%
Multiracial	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	0	0%	4	80%	1	20%	0	0%	1	20%
Economically Disadvantaged	38	7	18%	31	82%	7	23%	13	42%	6	19%	5	16%	11	35%
Not Economically Disadvantaged	190	8	4%	182	96%	10	5%	47	26%	71	39%	54	30%	125	69%
Non-English Language Learner	228	15	7%	213	93%	17	8%	60	28%	77	36%	59	28%	136	64%
Not in Foster Care	228	15	7%	213	93%	17	8%	60	28%	77	36%	59	28%	136	64%
Not Homeless	228	15	7%	213	93%	17	8%	60	28%	77	36%	59	28%	136	64%
Not Migrant	228	15	7%	213	93%	17	8%	60	28%	77	36%	59	28%	136	64%
Parent Not in Armed Forces	228	15	7%	213	93%	17	8%	60	28%	77	36%	59	28%	136	64%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	239	13	5%	226	95%	30	13%	65	29%	90	40%	41	18%	131	58%
Female	113	8	7%	105	93%	12	11%	25	24%	38	36%	30	29%	68	65%
Male	126	5	4%	121	96%	18	15%	40	33%	52	43%	11	9%	63	52%
General Education Students	199	5	3%	194	97%	12	6%	56	29%	85	44%	41	21%	126	65%
Students with Disabilities	40	8	20%	32	80%	18	56%	9	28%	5	16%	0	0%	5	16%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	2	29%	3	43%	2	29%	0	0%	2	29%
White	220	12	5%	208	95%	25	12%	59	28%	85	41%	39	19%	124	60%
Multiracial	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	3	60%	1	20%	0	0%	1	20%	1	20%
Economically Disadvantaged	45	4	9%	41	91%	16	39%	13	32%	10	24%	2	5%	12	29%
Not Economically Disadvantaged	194	9	5%	185	95%	14	8%	52	28%	80	43%	39	21%	119	64%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	236	13	6%	223	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	239	13	5%	226	95%	30	13%	65	29%	90	40%	41	18%	131	58%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	238	13	5%	225	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	239	13	5%	226	95%	30	13%	65	29%	90	40%	41	18%	131	58%
Parent Not in Armed Forces	239	13	5%	226	95%	30	13%	65	29%	90	40%	41	18%	131	58%

GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	11	5%	225	95%	32	14%	80	36%	73	32%	40	18%	113	50%
Female	113	5	4%	108	96%	14	13%	36	33%	37	34%	21	19%	58	54%
Male	123	6	5%	117	95%	18	15%	44	38%	36	31%	19	16%	55	47%
General Education Students	193	4	2%	189	98%	14	7%	66	35%	70	37%	39	21%	109	58%
Students with Disabilities	43	7	16%	36	84%	18	50%	14	39%	3	8%	1	3%	4	11%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	6	86%	1	17%	1	17%	3	50%	1	17%	4	67%
White	212	9	4%	203	96%	28	14%	72	35%	66	33%	37	18%	103	51%
Multiracial	11	0	0%	11	100%	2	18%	5	45%	3	27%	1	9%	4	36%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	2	40%	1	20%	1	20%	2	40%
Economically Disadvantaged	52	5	10%	47	90%	11	23%	19	40%	11	23%	6	13%	17	36%
Not Economically Disadvantaged	184	6	3%	178	97%	21	12%	61	34%	62	35%	34	19%	96	54%
English Language Learner	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	233	9	4%	224	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	236	11	5%	225	95%	32	14%	80	36%	73	32%	40	18%	113	50%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	232	10	4%	222	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	236	11	5%	225	95%	32	14%	80	36%	73	32%	40	18%	113	50%
Parent Not in Armed Forces	236	11	5%	225	95%	32	14%	80	36%	73	32%	40	18%	113	50%

GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	250	20	8%	230	92%	44	19%	69	30%	68	30%	49	21%	117	51%
Female	102	14	14%	88	86%	9	10%	21	24%	32	36%	26	30%	58	66%
Male	148	6	4%	142	96%	35	25%	48	34%	36	25%	23	16%	59	42%
General Education Students	204	9	4%	195	96%	25	13%	58	30%	66	34%	46	24%	112	57%
Students with Disabilities	46	11	24%	35	76%	19	54%	11	31%	2	6%	3	9%	5	14%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	1	14%	3	43%	1	14%	2	29%	3	43%
White	223	17	8%	206	92%	38	18%	65	32%	63	31%	40	19%	103	50%
Multiracial	13	1	8%	12	92%	4	33%	0	0%	3	25%	5	42%	8	67%
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	46	7	15%	39	85%	11	28%	15	38%	9	23%	4	10%	13	33%
Not Economically Disadvantaged	204	13	6%	191	94%	33	17%	54	28%	59	31%	45	24%	104	54%
Non-English Language Learner	250	20	8%	230	92%	44	19%	69	30%	68	30%	49	21%	117	51%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	249	19	8%	230	92%	44	19%	69	30%	68	30%	49	21%	117	51%
Not Homeless	250	20	8%	230	92%	44	19%	69	30%	68	30%	49	21%	117	51%
Not Migrant	250	20	8%	230	92%	44	19%	69	30%	68	30%	49	21%	117	51%
Parent Not in Armed Forces	250	20	8%	230	92%	44	19%	69	30%	68	30%	49	21%	117	51%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	244	28	11%	216	89%	29	13%	74	34%	80	37%	33	15%	113	52%
Female	111	17	15%	94	85%	8	9%	35	37%	34	36%	17	18%	51	54%
Male	133	11	8%	122	92%	21	17%	39	32%	46	38%	16	13%	62	51%
General Education Students	193	16	8%	177	92%	12	7%	60	34%	76	43%	29	16%	105	59%
Students with Disabilities	51	12	24%	39	76%	17	44%	14	36%	4	10%	4	10%	8	21%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	1	17%	5	83%	0	0%	4	80%	1	20%	0	0%	1	20%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	218	25	11%	193	89%	27	14%	65	34%	70	36%	31	16%	101	52%
Multiracial	12	2	17%	10	83%	2	20%	3	30%	5	50%	0	0%	5	50%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	2	25%	4	50%	2	25%	6	75%
Economically Disadvantaged	56	12	21%	44	79%	11	25%	20	45%	11	25%	2	5%	13	30%
Not Economically Disadvantaged	188	16	9%	172	91%	18	10%	54	31%	69	40%	31	18%	100	58%
Non-English Language Learner	244	28	11%	216	89%	29	13%	74	34%	80	37%	33	15%	113	52%
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	242	28	12%	214	88%	—	—	—	—	—	—	—	—	—	—
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	240	27	11%	213	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	244	28	11%	216	89%	29	13%	74	34%	80	37%	33	15%	113	52%
Parent Not in Armed Forces	244	28	11%	216	89%	29	13%	74	34%	80	37%	33	15%	113	52%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	240	7	3%	233	97%	4	2%	58	25%	106	45%	65	28%	171	73%
Grade 4	228	14	6%	214	94%	16	7%	50	23%	116	54%	32	15%	148	69%
Grade 5	238	18	8%	220	92%	21	10%	54	25%	107	49%	38	17%	145	66%
Grade 6	236	15	6%	221	94%	30	14%	54	24%	117	53%	20	9%	137	62%
Combined 6	236	15	6%	221	94%	30	14%	54	24%	117	53%	20	9%	137	62%
Grade 7	250	31	12%	219	88%	19	9%	43	20%	79	36%	78	36%	157	72%
Combined 7	250	31	12%	219	88%	19	9%	43	20%	79	36%	78	36%	157	72%
Grade 8	244	79	32%	165	68%	24	15%	31	19%	85	52%	25	15%	110	67%
Regents 8	—	—	—	40	16%	0	0%	0	0%	2	5%	38	95%	40	100%
Combined 8	244	39	16%	205	84%	24	12%	31	15%	87	42%	63	31%	150	73%
Grades 3-8	1,436	124	9%	1,312	91%	114	9%	290	22%	612	47%	296	23%	908	69%

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

GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	240	7	3%	233	97%	4	2%	58	25%	106	45%	65	28%	171	73%
Female	123	3	2%	120	98%	3	3%	35	29%	51	43%	31	26%	82	68%
Male	117	4	3%	113	97%	1	1%	23	20%	55	49%	34	30%	89	79%
General Education Students	195	4	2%	191	98%	3	2%	39	20%	92	48%	57	30%	149	78%
Students with Disabilities	45	3	7%	42	93%	1	2%	19	45%	14	33%	8	19%	22	52%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	1	14%	4	57%	2	29%	0	0%	2	29%
White	224	6	3%	218	97%	2	1%	50	23%	103	47%	63	29%	166	76%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	4	50%	1	13%	2	25%	3	38%
Economically Disadvantaged	35	3	9%	32	91%	1	3%	11	34%	17	53%	3	9%	20	63%
Not Economically Disadvantaged	205	4	2%	201	98%	3	1%	47	23%	89	44%	62	31%	151	75%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	239	7	3%	232	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	240	7	3%	233	97%	4	2%	58	25%	106	45%	65	28%	171	73%
Not Homeless	240	7	3%	233	97%	4	2%	58	25%	106	45%	65	28%	171	73%
Not Migrant	240	7	3%	233	97%	4	2%	58	25%	106	45%	65	28%	171	73%
Parent Not in Armed Forces	240	7	3%	233	97%	4	2%	58	25%	106	45%	65	28%	171	73%

GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	228	14	6%	214	94%	16	7%	50	23%	116	54%	32	15%	148	69%
Female	121	8	7%	113	93%	13	12%	23	20%	66	58%	11	10%	77	68%
Male	107	6	6%	101	94%	3	3%	27	27%	50	50%	21	21%	71	70%
General Education Students	183	6	3%	177	97%	5	3%	36	20%	106	60%	30	17%	136	77%
Students with Disabilities	45	8	18%	37	82%	11	30%	14	38%	10	27%	2	5%	12	32%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	14	100%	2	14%	4	29%	7	50%	1	7%	8	57%
White	206	12	6%	194	94%	14	7%	42	22%	108	56%	30	15%	138	71%
Multiracial	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	4	67%	1	17%	1	17%	2	33%
Economically Disadvantaged	38	6	16%	32	84%	5	16%	11	34%	13	41%	3	9%	16	50%
Not Economically Disadvantaged	190	8	4%	182	96%	11	6%	39	21%	103	57%	29	16%	132	73%
Non-English Language Learner	228	14	6%	214	94%	16	7%	50	23%	116	54%	32	15%	148	69%
Not in Foster Care	228	14	6%	214	94%	16	7%	50	23%	116	54%	32	15%	148	69%
Not Homeless	228	14	6%	214	94%	16	7%	50	23%	116	54%	32	15%	148	69%
Not Migrant	228	14	6%	214	94%	16	7%	50	23%	116	54%	32	15%	148	69%
Parent Not in Armed Forces	228	14	6%	214	94%	16	7%	50	23%	116	54%	32	15%	148	69%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	238	18	8%	220	92%	21	10%	54	25%	107	49%	38	17%	145	66%
Female	113	11	10%	102	90%	10	10%	30	29%	49	48%	13	13%	62	61%
Male	125	7	6%	118	94%	11	9%	24	20%	58	49%	25	21%	83	70%
General Education Students	198	11	6%	187	94%	7	4%	40	21%	103	55%	37	20%	140	75%
Students with Disabilities	40	7	18%	33	83%	14	42%	14	42%	4	12%	1	3%	5	15%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	4	57%	2	29%	1	14%	0	0%	1	14%
White	219	17	8%	202	92%	16	8%	48	24%	102	50%	36	18%	138	68%
Multiracial	6	0	0%	6	100%	0	0%	2	33%	2	33%	2	33%	4	67%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	44	6	14%	38	86%	7	18%	16	42%	13	34%	2	5%	15	39%
Not Economically Disadvantaged	194	12	6%	182	94%	14	8%	38	21%	94	52%	36	20%	130	71%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	235	17	7%	218	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	238	18	8%	220	92%	21	10%	54	25%	107	49%	38	17%	145	66%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	237	17	7%	220	93%	21	10%	54	25%	107	49%	38	17%	145	66%
Not Migrant	238	18	8%	220	92%	21	10%	54	25%	107	49%	38	17%	145	66%
Parent Not in Armed Forces	238	18	8%	220	92%	21	10%	54	25%	107	49%	38	17%	145	66%

GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	15	6%	221	94%	30	14%	54	24%	117	53%	20	9%	137	62%
Female	113	7	6%	106	94%	12	11%	33	31%	52	49%	9	8%	61	58%
Male	123	8	7%	115	93%	18	16%	21	18%	65	57%	11	10%	76	66%
General Education Students	193	4	2%	189	98%	11	6%	47	25%	111	59%	20	11%	131	69%
Students with Disabilities	43	11	26%	32	74%	19	59%	7	22%	6	19%	0	0%	6	19%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	2	29%	1	14%	4	57%	0	0%	4	57%
White	212	13	6%	199	94%	23	12%	47	24%	111	56%	18	9%	129	65%
Multiracial	11	1	9%	10	91%	3	30%	4	40%	2	20%	1	10%	3	30%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	2	40%	2	40%	0	0%	1	20%	1	20%
Economically Disadvantaged	52	6	12%	46	88%	15	33%	11	24%	18	39%	2	4%	20	43%
Not Economically Disadvantaged	184	9	5%	175	95%	15	9%	43	25%	99	57%	18	10%	117	67%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	233	15	6%	218	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	236	15	6%	221	94%	30	14%	54	24%	117	53%	20	9%	137	62%
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	232	15	6%	217	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	236	15	6%	221	94%	30	14%	54	24%	117	53%	20	9%	137	62%
Parent Not in Armed Forces	236	15	6%	221	94%	30	14%	54	24%	117	53%	20	9%	137	62%

GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	250	31	12%	219	88%	19	9%	43	20%	79	36%	78	36%	157	72%
Female	102	18	18%	84	82%	6	7%	14	17%	28	33%	36	43%	64	76%
Male	148	13	9%	135	91%	13	10%	29	21%	51	38%	42	31%	93	69%
General Education Students	204	16	8%	188	92%	5	3%	32	17%	75	40%	76	40%	151	80%
Students with Disabilities	46	15	33%	31	67%	14	45%	11	35%	4	13%	2	6%	6	19%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	1	14%	3	43%	1	14%	2	29%	3	43%
White	223	28	13%	195	87%	16	8%	37	19%	72	37%	70	36%	142	73%
Multiracial	13	1	8%	12	92%	1	8%	2	17%	5	42%	4	33%	9	75%
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	46	11	24%	35	76%	5	14%	13	37%	12	34%	5	14%	17	49%
Not Economically Disadvantaged	204	20	10%	184	90%	14	8%	30	16%	67	36%	73	40%	140	76%
Non-English Language Learner	250	31	12%	219	88%	19	9%	43	20%	79	36%	78	36%	157	72%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	249	30	12%	219	88%	19	9%	43	20%	79	36%	78	36%	157	72%
Not Homeless	250	31	12%	219	88%	19	9%	43	20%	79	36%	78	36%	157	72%
Not Migrant	250	31	12%	219	88%	19	9%	43	20%	79	36%	78	36%	157	72%
Parent Not in Armed Forces	250	31	12%	219	88%	19	9%	43	20%	79	36%	78	36%	157	72%

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	244	79	32%	165	68%	24	15%	31	19%	85	52%	25	15%	110	67%
Female	111	43	39%	68	61%	7	10%	12	18%	42	62%	7	10%	49	72%
Male	133	36	27%	97	73%	17	18%	19	20%	43	44%	18	19%	61	63%
General Education Students	193	62	32%	131	68%	10	8%	21	16%	76	58%	24	18%	100	76%
Students with Disabilities	51	17	33%	34	67%	14	41%	10	29%	9	26%	1	3%	10	29%
Asian or Native Hawaiian/Other Pacific Islander	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	1	17%	5	83%	1	20%	3	60%	1	20%	0	0%	1	20%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	218	70	32%	148	68%	23	16%	25	17%	77	52%	23	16%	100	68%
Multiracial	12	6	50%	6	50%	0	0%	3	50%	2	33%	1	17%	3	50%
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	0	0%	5	83%	1	17%	6	100%
Economically Disadvantaged	56	16	29%	40	71%	12	30%	10	25%	16	40%	2	5%	18	45%
Not Economically Disadvantaged	188	63	34%	125	66%	12	10%	21	17%	69	55%	23	18%	92	74%
Non-English Language Learner	244	79	32%	165	68%	24	15%	31	19%	85	52%	25	15%	110	67%
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	242	79	33%	163	67%	—	—	—	—	—	—	—	—	—	—
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	240	77	32%	163	68%	—	—	—	—	—	—	—	—	—	—
Not Migrant	244	79	32%	165	68%	24	15%	31	19%	85	52%	25	15%	110	67%
Parent Not in Armed Forces	244	79	32%	165	68%	24	15%	31	19%	85	52%	25	15%	110	67%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	246	74	30%	172	70%	12	7%	39	23%	95	55%	26	15%	121	70%
Regents 8	—	—	—	46	19%	0	0%	0	0%	20	43%	26	57%	46	100%
Combined 8	246	28	11%	218	89%	12	6%	39	18%	115	53%	52	24%	167	77%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	246	74	30%	172	70%	12	7%	39	23%	95	55%	26	15%	121	70%
Female	112	40	36%	72	64%	6	8%	21	29%	38	53%	7	10%	45	63%
Male	134	34	25%	100	75%	6	6%	18	18%	57	57%	19	19%	76	76%
General Education Students	195	60	31%	135	69%	4	3%	25	19%	83	61%	23	17%	106	79%
Students with Disabilities	51	14	27%	37	73%	8	22%	14	38%	12	32%	3	8%	15	41%
Asian or Native Hawaiian/Other Pacific Islander	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	220	66	30%	154	70%	12	8%	32	21%	85	55%	25	16%	110	71%
Multiracial	12	4	33%	8	67%	0	0%	3	38%	5	63%	0	0%	5	63%
Small Group Total: Race & Ethnicity	14	4	29%	10	71%	0	0%	4	40%	5	50%	1	10%	6	60%
Economically Disadvantaged	57	12	21%	45	79%	5	11%	13	29%	25	56%	2	4%	27	60%
Not Economically Disadvantaged	189	62	33%	127	67%	7	6%	26	20%	70	55%	24	19%	94	74%
Non-English Language Learner	246	74	30%	172	70%	12	7%	39	23%	95	55%	26	15%	121	70%
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	244	74	30%	170	70%	—	—	—	—	—	—	—	—	—	—
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	242	72	30%	170	70%	—	—	—	—	—	—	—	—	—	—
Not Migrant	246	74	30%	172	70%	12	7%	39	23%	95	55%	26	15%	121	70%
Parent Not in Armed Forces	246	74	30%	172	70%	12	7%	39	23%	95	55%	26	15%	121	70%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	239	3	1%	14	6%	36	15%	44	18%	142	59%	222	93%
Female	127	1	1%	10	8%	12	9%	25	20%	79	62%	116	91%
Male	112	2	2%	4	4%	24	21%	19	17%	63	56%	106	95%
General Education Students	203	0	0%	3	1%	20	10%	40	20%	140	69%	200	99%
Students with Disabilities	36	3	8%	11	31%	16	44%	4	11%	2	6%	22	61%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	0	0%	3	33%	1	11%	5	56%	9	100%
White	215	3	1%	13	6%	29	13%	41	19%	129	60%	199	93%
Multiracial	9	0	0%	1	11%	3	33%	0	0%	5	56%	8	89%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	1	17%	2	33%	3	50%	6	100%
Economically Disadvantaged	49	2	4%	8	16%	11	22%	7	14%	21	43%	39	80%
Not Economically Disadvantaged	190	1	1%	6	3%	25	13%	37	19%	121	64%	183	96%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	238	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	238	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	6	0	0%	0	0%	1	17%	0	0%	5	83%	6	100%
Not Homeless	233	3	1%	14	6%	35	15%	44	19%	137	59%	216	93%
Not Migrant	239	3	1%	14	6%	36	15%	44	18%	142	59%	222	93%
Parent Not in Armed Forces	239	3	1%	14	6%	36	15%	44	18%	142	59%	222	93%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	230	9	4%	17	7%	80	35%	62	27%	62	27%	204	89%
Female	106	2	2%	6	6%	39	37%	25	24%	34	32%	98	92%
Male	124	7	6%	11	9%	41	33%	37	30%	28	23%	106	85%
General Education Students	176	1	1%	3	2%	61	35%	56	32%	55	31%	172	98%
Students with Disabilities	54	8	15%	14	26%	19	35%	6	11%	7	13%	32	59%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%
White	210	8	4%	15	7%	72	34%	56	27%	59	28%	187	89%
Multiracial	9	0	0%	1	11%	3	33%	2	22%	3	33%	8	89%
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	3	60%	0	0%	5	100%
Economically Disadvantaged	47	5	11%	8	17%	23	49%	8	17%	3	6%	34	72%
Not Economically Disadvantaged	183	4	2%	9	5%	57	31%	54	30%	59	32%	170	93%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	228	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	229	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	228	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	230	9	4%	17	7%	80	35%	62	27%	62	27%	204	89%
Parent Not in Armed Forces	230	9	4%	17	7%	80	35%	62	27%	62	27%	204	89%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	164	3	2%	13	8%	60	37%	41	25%	47	29%	148	90%
Female	93	3	3%	9	10%	31	33%	20	22%	30	32%	81	87%
Male	71	0	0%	4	6%	29	41%	21	30%	17	24%	67	94%
General Education Students	158	2	1%	13	8%	58	37%	39	25%	46	29%	143	91%
Students with Disabilities	6	1	17%	0	0%	2	33%	2	33%	1	17%	5	83%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	152	3	2%	11	7%	55	36%	39	26%	44	29%	138	91%
Multiracial	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Small Group Total: Race & Ethnicity	6	0	0%	2	33%	3	50%	0	0%	1	17%	4	67%
Economically Disadvantaged	19	1	5%	1	5%	8	42%	6	32%	3	16%	17	89%
Not Economically Disadvantaged	145	2	1%	12	8%	52	36%	35	24%	44	30%	131	90%
Non-English Language Learner	164	3	2%	13	8%	60	37%	41	25%	47	29%	148	90%
Not in Foster Care	164	3	2%	13	8%	60	37%	41	25%	47	29%	148	90%
Not Homeless	164	3	2%	13	8%	60	37%	41	25%	47	29%	148	90%
Not Migrant	164	3	2%	13	8%	60	37%	41	25%	47	29%	148	90%
Parent Not in Armed Forces	164	3	2%	13	8%	60	37%	41	25%	47	29%	148	90%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	163	4	2%	16	10%	69	42%	51	31%	23	14%	143	88%
Female	99	4	4%	11	11%	43	43%	26	26%	15	15%	84	85%
Male	64	0	0%	5	8%	26	41%	25	39%	8	13%	59	92%
General Education Students	160	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	151	4	3%	16	11%	62	41%	46	30%	23	15%	131	87%
Multiracial	6	0	0%	0	0%	4	67%	2	33%	0	0%	6	100%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	3	50%	0	0%	6	100%
Economically Disadvantaged	22	1	5%	3	14%	10	45%	6	27%	2	9%	18	82%
Not Economically Disadvantaged	141	3	2%	13	9%	59	42%	45	32%	21	15%	125	89%
Non-English Language Learner	163	4	2%	16	10%	69	42%	51	31%	23	14%	143	88%
Not in Foster Care	163	4	2%	16	10%	69	42%	51	31%	23	14%	143	88%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	162	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	163	4	2%	16	10%	69	42%	51	31%	23	14%	143	88%
Parent Not in Armed Forces	163	4	2%	16	10%	69	42%	51	31%	23	14%	143	88%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	248	10	4%	15	6%	140	56%	83	33%	223	90%
Female	120	3	3%	10	8%	74	62%	33	28%	107	89%
Male	128	7	5%	5	4%	66	52%	50	39%	116	91%
General Education Students	202	0	0%	9	4%	116	57%	77	38%	193	96%
Students with Disabilities	46	10	22%	6	13%	24	52%	6	13%	30	65%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	0	0%	6	86%	1	14%	7	100%
White	226	8	4%	14	6%	127	56%	77	34%	204	90%
Multiracial	9	1	11%	0	0%	3	33%	5	56%	8	89%
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	4	67%	0	0%	4	67%
Economically Disadvantaged	48	6	13%	7	15%	29	60%	6	13%	35	73%
Not Economically Disadvantaged	200	4	2%	8	4%	111	56%	77	39%	188	94%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	246	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	248	10	4%	15	6%	140	56%	83	33%	223	90%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	247	—	—	—	—	—	—	—	—	—	—
Not Migrant	248	10	4%	15	6%	140	56%	83	33%	223	90%
Parent Not in Armed Forces	248	10	4%	15	6%	140	56%	83	33%	223	90%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	212	7	3%	6	3%	73	34%	126	59%	199	94%
Female	119	3	3%	3	3%	43	36%	70	59%	113	95%
Male	93	4	4%	3	3%	30	32%	56	60%	86	92%
General Education Students	182	3	2%	3	2%	58	32%	118	65%	176	97%
Students with Disabilities	30	4	13%	3	10%	15	50%	8	27%	23	77%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	0	0%	3	50%	2	33%	5	83%
White	199	6	3%	6	3%	68	34%	119	60%	187	94%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	31	1	3%	3	10%	13	42%	14	45%	27	87%
Not Economically Disadvantaged	181	6	3%	3	2%	60	33%	112	62%	172	95%
Non-English Language Learner	212	7	3%	6	3%	73	34%	126	59%	199	94%
Not in Foster Care	212	7	3%	6	3%	73	34%	126	59%	199	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	211	—	—	—	—	—	—	—	—	—	—
Not Migrant	212	7	3%	6	3%	73	34%	126	59%	199	94%
Parent Not in Armed Forces	212	7	3%	6	3%	73	34%	126	59%	199	94%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	170	1	1%	33	19%	98	58%	38	22%	136	80%
Female	99	0	0%	24	24%	54	55%	21	21%	75	76%
Male	71	1	1%	9	13%	44	62%	17	24%	61	86%
General Education Students	167	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—
White	152	1	1%	27	18%	88	58%	36	24%	124	82%
Multiracial	8	0	0%	2	25%	4	50%	2	25%	6	75%
Small Group Total: Race & Ethnicity	10	0	0%	4	40%	6	60%	0	0%	6	60%
Economically Disadvantaged	25	0	0%	7	28%	16	64%	2	8%	18	72%
Not Economically Disadvantaged	145	1	1%	26	18%	82	57%	36	25%	118	81%
Non-English Language Learner	170	1	1%	33	19%	98	58%	38	22%	136	80%
Not in Foster Care	170	1	1%	33	19%	98	58%	38	22%	136	80%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	169	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	1	1%	33	19%	98	58%	38	22%	136	80%
Parent Not in Armed Forces	170	1	1%	33	19%	98	58%	38	22%	136	80%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	54	0	0%	2	4%	19	35%	33	61%	52	96%
Female	29	0	0%	1	3%	10	34%	18	62%	28	97%
Male	25	0	0%	1	4%	9	36%	15	60%	24	96%
General Education Students	54	0	0%	2	4%	19	35%	33	61%	52	96%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	50	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	0	0%	2	4%	19	35%	33	61%	52	96%
Economically Disadvantaged	6	0	0%	0	0%	0	0%	6	100%	6	100%
Not Economically Disadvantaged	48	0	0%	2	4%	19	40%	27	56%	46	96%
Non-English Language Learner	54	0	0%	2	4%	19	35%	33	61%	52	96%
Not in Foster Care	54	0	0%	2	4%	19	35%	33	61%	52	96%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	53	—	—	—	—	—	—	—	—	—	—
Not Migrant	54	0	0%	2	4%	19	35%	33	61%	52	96%
Parent Not in Armed Forces	54	0	0%	2	4%	19	35%	33	61%	52	96%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	4	2%	11	5%	54	23%	50	21%	115	49%	219	94%
Female	121	0	0%	2	2%	29	24%	31	26%	59	49%	119	98%
Male	113	4	4%	9	8%	25	22%	19	17%	56	50%	100	88%
General Education Students	192	1	1%	3	2%	37	19%	47	24%	104	54%	188	98%
Students with Disabilities	42	3	7%	8	19%	17	40%	3	7%	11	26%	31	74%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	221	3	1%	11	5%	50	23%	47	21%	110	50%	207	94%
Multiracial	8	1	13%	0	0%	2	25%	2	25%	3	38%	7	88%
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	1	20%	2	40%	5	100%
Economically Disadvantaged	44	2	5%	5	11%	14	32%	8	18%	15	34%	37	84%
Not Economically Disadvantaged	190	2	1%	6	3%	40	21%	42	22%	100	53%	182	96%
Non-English Language Learner	234	4	2%	11	5%	54	23%	50	21%	115	49%	219	94%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	233	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	234	4	2%	11	5%	54	23%	50	21%	115	49%	219	94%
Not Migrant	234	4	2%	11	5%	54	23%	50	21%	115	49%	219	94%
Parent Not in Armed Forces	234	4	2%	11	5%	54	23%	50	21%	115	49%	219	94%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	237	3	1%	19	8%	50	21%	97	41%	68	29%	215	91%
Female	127	1	1%	6	5%	33	26%	56	44%	31	24%	120	94%
Male	110	2	2%	13	12%	17	15%	41	37%	37	34%	95	86%
General Education Students	205	0	0%	6	3%	39	19%	93	45%	67	33%	199	97%
Students with Disabilities	32	3	9%	13	41%	11	34%	4	13%	1	3%	16	50%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	0	0%	5	50%	4	40%	1	10%	10	100%
White	214	3	1%	18	8%	44	21%	83	39%	66	31%	193	90%
Multiracial	8	0	0%	1	13%	0	0%	6	75%	1	13%	7	88%
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	1	20%	4	80%	0	0%	5	100%
Economically Disadvantaged	45	2	4%	8	18%	12	27%	18	40%	5	11%	35	78%
Not Economically Disadvantaged	192	1	1%	11	6%	38	20%	79	41%	63	33%	180	94%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	236	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	236	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	5	0	0%	1	20%	2	40%	0	0%	2	40%	4	80%
Not Homeless	232	3	1%	18	8%	48	21%	97	42%	66	28%	211	91%
Not Migrant	237	3	1%	19	8%	50	21%	97	41%	68	29%	215	91%
Parent Not in Armed Forces	237	3	1%	19	8%	50	21%	97	41%	68	29%	215	91%

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	4	3	75	1	25
Female	2	1	50	1	50
Male	2	2	100	0	0
General Education Students	1	1	100	0	0
Students with Disabilities	3	2	67	1	33
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
White	2	1	50	1	50
Multiracial	1	1	100	0	0
Economically Disadvantaged	2	1	50	1	50
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	4	3	75	1	25
Not in Foster Care	4	3	75	1	25
Homeless	1	1	100	0	0
Not Homeless	3	2	67	1	33
Not Migrant	4	3	75	1	25
Parent Not in Armed Forces	4	3	75	1	25

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 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	212	78	37%	134	63%	1	0%	2	1%	29	14%	102	48%	131	62%
Female	111	38	34%	73	66%	0	0%	1	1%	15	14%	57	51%	72	65%
Male	101	40	40%	61	60%	1	1%	1	1%	14	14%	45	45%	59	58%
General Education Students	183	68	37%	115	63%	0	0%	1	1%	17	9%	97	53%	114	62%
Students with Disabilities	29	10	34%	19	66%	1	3%	1	3%	12	41%	5	17%	17	59%
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	3	60%	2	40%	0	0%	0	0%	0	0%	2	40%	2	40%
Hispanic or Latino	6	2	33%	4	67%	0	0%	0	0%	2	33%	2	33%	4	67%
White	188	73	39%	115	61%	1	1%	2	1%	24	13%	88	47%	112	60%
Multiracial	7	0	0%	7	100%	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	43	17	40%	26	60%	0	0%	0	0%	13	30%	13	30%	26	60%
Not Economically Disadvantaged	169	61	36%	108	64%	1	1%	2	1%	16	9%	89	53%	105	62%
Non-English Language Learner	212	78	37%	134	63%	1	0%	2	1%	29	14%	102	48%	131	62%
Not in Foster Care	212	78	37%	134	63%	1	0%	2	1%	29	14%	102	48%	131	62%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	210	77	—	133	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	212	78	37%	134	63%	1	0%	2	1%	29	14%	102	48%	131	62%
Parent Not in Armed Forces	212	78	37%	134	63%	1	0%	2	1%	29	14%	102	48%	131	62%

2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	73	71	97	2	3
Female	37	35	95	2	5
Male	36	36	100	0	0
General Education Students	68	66	97	2	3
Students with Disabilities	5	5	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	70	68	97	2	3
Economically Disadvantaged	15	15	100	0	0
Not Economically Disadvantaged	58	56	97	2	3
Non-English Language Learner	73	71	97	2	3
Not in Foster Care	73	71	97	2	3
Homeless	1	1	100	0	0
Not Homeless	72	70	97	2	3
Not Migrant	73	71	97	2	3
Parent Not in Armed Forces	73	71	97	2	3

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

2019 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	212	75	35%	137	65%	5	2%	9	4%	48	23%	75	35%	123	58%
Female	111	38	34%	73	66%	3	3%	6	5%	21	19%	43	39%	64	58%
Male	101	37	37%	64	63%	2	2%	3	3%	27	27%	32	32%	59	58%
General Education Students	183	52	28%	131	72%	4	2%	8	4%	45	25%	74	40%	119	65%
Students with Disabilities	29	23	79%	6	21%	1	3%	1	3%	3	10%	1	3%	4	14%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	1	17%	0	0%	2	33%	3	50%	5	83%
Black or African American	5	3	60%	2	40%	0	0%	0	0%	1	20%	1	20%	2	40%
Hispanic or Latino	6	2	33%	4	67%	1	17%	0	0%	3	50%	0	0%	3	50%
White	188	68	36%	120	64%	3	2%	7	4%	42	22%	68	36%	110	59%
Multiracial	7	2	29%	5	71%	0	0%	2	29%	0	0%	3	43%	3	43%
Economically Disadvantaged	43	22	51%	21	49%	2	5%	3	7%	6	14%	10	23%	16	37%
Not Economically Disadvantaged	169	53	31%	116	69%	3	2%	6	4%	42	25%	65	38%	107	63%
Non-English Language Learner	212	75	35%	137	65%	5	2%	9	4%	48	23%	75	35%	123	58%
Not in Foster Care	212	75	35%	137	65%	5	2%	9	4%	48	23%	75	35%	123	58%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	210	74	—	136	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	212	75	35%	137	65%	5	2%	9	4%	48	23%	75	35%	123	58%
Parent Not in Armed Forces	212	75	35%	137	65%	5	2%	9	4%	48	23%	75	35%	123	58%

2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	201	70	35	131	65
Female	108	37	34	71	66
Male	93	33	35	60	65
General Education Students	180	51	28	129	72
Students with Disabilities	21	19	90	2	10
Asian or Native Hawaiian/Other Pacific Islander	5	0	0	5	100
Black or African American	3	1	33	2	67
Hispanic or Latino	4	2	50	2	50
White	183	65	36	118	64
Multiracial	6	2	33	4	67
Economically Disadvantaged	40	22	55	18	45
Not Economically Disadvantaged	161	48	30	113	70
Non-English Language Learner	201	70	35	131	65
Not in Foster Care	201	70	35	131	65
Homeless	1	1	100	0	0
Not Homeless	200	69	35	131	66
Not Migrant	201	70	35	131	65
Parent Not in Armed Forces	201	70	35	131	65

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	212	69	33%	143	67%	4	2%	14	7%	62	29%	63	30%	125	59%
Female	111	33	30%	78	70%	3	3%	8	7%	35	32%	32	29%	67	60%
Male	101	36	36%	65	64%	1	1%	6	6%	27	27%	31	31%	58	57%
General Education Students	183	45	25%	138	75%	4	2%	13	7%	58	32%	63	34%	121	66%
Students with Disabilities	29	24	83%	5	17%	0	0%	1	3%	4	14%	0	0%	4	14%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	0	0%	3	50%	2	33%	5	83%
Black or African American	5	4	80%	1	20%	0	0%	0	0%	0	0%	1	20%	1	20%
Hispanic or Latino	6	3	50%	3	50%	0	0%	0	0%	3	50%	0	0%	3	50%
White	188	58	31%	130	69%	4	2%	14	7%	54	29%	58	31%	112	60%
Multiracial	7	3	43%	4	57%	0	0%	0	0%	2	29%	2	29%	4	57%
Economically Disadvantaged	43	22	51%	21	49%	0	0%	5	12%	8	19%	8	19%	16	37%
Not Economically Disadvantaged	169	47	28%	122	72%	4	2%	9	5%	54	32%	55	33%	109	64%
Non-English Language Learner	212	69	33%	143	67%	4	2%	14	7%	62	29%	63	30%	125	59%
Not in Foster Care	212	69	33%	143	67%	4	2%	14	7%	62	29%	63	30%	125	59%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	210	67	—	143	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	212	69	33%	143	67%	4	2%	14	7%	62	29%	63	30%	125	59%
Parent Not in Armed Forces	212	69	33%	143	67%	4	2%	14	7%	62	29%	63	30%	125	59%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	201	63	31	138	69
Female	107	32	30	75	70
Male	94	31	33	63	67
General Education Students	179	45	25	134	75
Students with Disabilities	22	18	82	4	18
Asian or Native Hawaiian/Other Pacific Islander	5	0	0	5	100
Black or African American	4	3	75	1	25
Hispanic or Latino	3	3	100	0	0
White	183	55	30	128	70
Multiracial	6	2	33	4	67
Economically Disadvantaged	40	21	53	19	48
Not Economically Disadvantaged	161	42	26	119	74
Non-English Language Learner	201	63	31	138	69
Not in Foster Care	201	63	31	138	69
Homeless	1	1	100	0	0
Not Homeless	200	62	31	138	69
Not Migrant	201	63	31	138	69
Parent Not in Armed Forces	201	63	31	138	69

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

2019 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	212	188	89%	24	11%	0	0%	0	0%	23	11%	1	0%	24	11%
Female	111	97	87%	14	13%	0	0%	0	0%	14	13%	0	0%	14	13%
Male	101	91	90%	10	10%	0	0%	0	0%	9	9%	1	1%	10	10%
General Education Students	183	159	87%	24	13%	0	0%	0	0%	23	13%	1	1%	24	13%
Students with Disabilities	29	29	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	188	164	87%	24	13%	0	0%	0	0%	23	12%	1	1%	24	13%
Multiracial	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	43	41	95%	2	5%	0	0%	0	0%	2	5%	0	0%	2	5%
Not Economically Disadvantaged	169	147	87%	22	13%	0	0%	0	0%	21	12%	1	1%	22	13%
Non-English Language Learner	212	188	89%	24	11%	0	0%	0	0%	23	11%	1	0%	24	11%
Not in Foster Care	212	188	89%	24	11%	0	0%	0	0%	23	11%	1	0%	24	11%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	210	186	—	24	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	212	188	89%	24	11%	0	0%	0	0%	23	11%	1	0%	24	11%
Parent Not in Armed Forces	212	188	89%	24	11%	0	0%	0	0%	23	11%	1	0%	24	11%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	198	176	89	22	11
Female	106	93	88	13	12
Male	92	83	90	9	10
General Education Students	176	154	88	22	13
Students with Disabilities	22	22	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	5	100	0	0
Black or African American	4	4	100	0	0
Hispanic or Latino	3	3	100	0	0
White	180	158	88	22	12
Multiracial	6	6	100	0	0
Economically Disadvantaged	38	37	97	1	3
Not Economically Disadvantaged	160	139	87	21	13
Non-English Language Learner	198	176	89	22	11
Not in Foster Care	198	176	89	22	11
Homeless	1	1	100	0	0
Not Homeless	197	175	89	22	11
Not Migrant	198	176	89	22	11
Parent Not in Armed Forces	198	176	89	22	11

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

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	212	171	81%	41	19%	0	0%	1	0%	39	18%	1	0%	40	19%
Female	111	86	77%	25	23%	0	0%	1	1%	23	21%	1	1%	24	22%
Male	101	85	84%	16	16%	0	0%	0	0%	16	16%	0	0%	16	16%
General Education Students	183	143	78%	40	22%	0	0%	0	0%	39	21%	1	1%	40	22%
Students with Disabilities	29	28	97%	1	3%	0	0%	1	3%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	4	67%	2	33%	0	0%	0	0%	2	33%	0	0%	2	33%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
White	188	152	81%	36	19%	0	0%	1	1%	34	18%	1	1%	35	19%
Multiracial	7	5	71%	2	29%	0	0%	0	0%	2	29%	0	0%	2	29%
Economically Disadvantaged	43	39	91%	4	9%	0	0%	1	2%	3	7%	0	0%	3	7%
Not Economically Disadvantaged	169	132	78%	37	22%	0	0%	0	0%	36	21%	1	1%	37	22%
Non-English Language Learner	212	171	81%	41	19%	0	0%	1	0%	39	18%	1	0%	40	19%
Not in Foster Care	212	171	81%	41	19%	0	0%	1	0%	39	18%	1	0%	40	19%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	210	169	—	41	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	212	171	81%	41	19%	0	0%	1	0%	39	18%	1	0%	40	19%
Parent Not in Armed Forces	212	171	81%	41	19%	0	0%	1	0%	39	18%	1	0%	40	19%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	202	164	81	38	19
Female	107	83	78	24	22
Male	95	81	85	14	15
General Education Students	177	140	79	37	21
Students with Disabilities	25	24	96	1	4
Asian or Native Hawaiian/Other Pacific Islander	6	4	67	2	33
Black or African American	3	3	100	0	0
Hispanic or Latino	5	5	100	0	0
White	181	147	81	34	19
Multiracial	7	5	71	2	29
Economically Disadvantaged	41	37	90	4	10
Not Economically Disadvantaged	161	127	79	34	21
Non-English Language Learner	202	164	81	38	19
Not in Foster Care	202	164	81	38	19
Homeless	2	2	100	0	0
Not Homeless	200	162	81	38	19
Not Migrant	202	164	81	38	19
Parent Not in Armed Forces	202	164	81	38	19

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 (2022-23)

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.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	22	18	82%	4	18%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	22	19	86%	3	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	22	18	82%	4	18%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	295	53	18%	6	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	279	9	3%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	212	203	96%	119	56%	84	40%	0	0%	0	0%	7	3%	0	0%	2	1%
Female	111	106	95%	64	58%	42	38%	0	0%	0	0%	4	4%	0	0%	1	1%
Male	101	97	96%	55	54%	42	42%	0	0%	0	0%	3	3%	0	0%	1	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	183	179	98%	118	64%	61	33%	0	0%	0	0%	2	1%	0	0%	2	1%
Students with Disabilities	29	24	83%	1	3%	23	79%	0	0%	0	0%	5	17%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	3	60%	1	20%	2	40%	0	0%	0	0%	1	20%	0	0%	1	20%
Hispanic or Latino	6	6	100%	0	0%	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%
White	188	181	96%	110	59%	71	38%	0	0%	0	0%	6	3%	0	0%	1	1%
Multiracial	7	7	100%	4	57%	3	43%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	43	39	91%	15	35%	24	56%	0	0%	0	0%	3	7%	0	0%	1	2%
Not Economically Disadvantaged	169	164	97%	104	62%	60	36%	0	0%	0	0%	4	2%	0	0%	1	1%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	212	203	96%	119	56%	84	40%	0	0%	0	0%	7	3%	0	0%	2	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	212	203	96%	119	56%	84	40%	0	0%	0	0%	7	3%	0	0%	2	1%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	210	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	212	203	96%	119	56%	84	40%	0	0%	0	0%	7	3%	0	0%	2	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	212	203	96%	119	56%	84	40%	0	0%	0	0%	7	3%	0	0%	2	1%

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