

2024-2025 PROPOSED BUDGET

SARATOGA SPRINGS CITY SCHOOL DISTRICT



Table of Contents

Letter from the Superintendent of Schools..... 3

2024-2025 Proposed Budget Overview 4

General Support 6

General Support Summary..... 8

Instruction..... 9

Instruction Summary 12

Pupil Transportation & Other Community Services 13

Transportation & Community Services Summary 14

Employee Benefits 15

Employee Benefits Summary..... 17

Debts & Inter-fund Transfers 18

Debts & Transfers Summary..... 19

Estimated Revenues 20

Planned Expenditures 21

Three-Part Budget.....22-23

NYS Report Card.....25

Fiscal Accountability & Transparency Report.....81

Property Tax Report Card.....86

Administrative Salary Disclosure.....87

Tax Exemption Impact Report.....88

Budget Notice.....100

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Letter from the Superintendent of Schools



Dear Board of Education and Community Members,

On Tuesday, May 21st, I encourage you to cast your ballot on a proposed \$148,709,136 budget for the 2024-2025 school year. The proposed budget was designed with a commitment to sustain the outstanding quality of education for students within the district and calls for a 4.20% spending increase, including a tax levy increase of 3.49%, within the local tax levy limit.

Since last fall, the Board of Education has worked with district and school leaders to develop a budget proposal guided by the district's mission and vision. Each year, we are challenged to design a budget that manages; program and staffing; utilizes the appropriate amount of fund balance and reserves; and the amount of property taxes to levy.

The school district is the biggest investment the community makes with its tax dollars. The following information is just a sample of the return our community receives on its investment in SSCSD:

- The continued investment in our social/emotional network to support the needs of students including social workers, school-based mental health clinics and Project Lift in all six elementary schools, as well as at Maple Avenue Middle School.
- Numerous opportunities for students in Advance Placement, Career & Technical Education as well as Early College High School programs.
- Many extracurricular clubs and activities offering enrichment opportunities for students at all schools, featuring music, dance, theater, publications, and more.

I believe the 2024-2025 budget represents our priorities and demonstrates a fiscally responsible approach for meeting the needs of all students. Your feedback is important to me. Please feel free to reach me by phone at 518-583-4708 or by email at m_patton@saratogaschools.org. In addition, all budget presentations are posted on the District website at the following page: www.saratogaschools.org/budget. Thank you for your continued support of the Saratoga Springs City School District!

Sincerely,



Dr. Michael Patton, Superintendent of Schools



2024-2025 Proposed Budget Overview

The proposed budget to be voted on by district residents on May 21st would maintain existing programs and modestly expand educational initiatives designed to equip the district's students for demanding new educational challenges.

The \$148,709,136 budget represents a 4.20 percent change from the current school year.

Proposed Budget Highlights:

| | |
|-------------------------|----------------------|
| 2024-2025 Budget | \$148,709,136 |
| <i>2023-2024 Budget</i> | <i>\$142,718,530</i> |
| Budget Change | \$ 5,990,606 |
| Percent Change | 4.20% |

| | |
|----------------------------------|----------------------|
| 2024-2025 Tax Levy | \$ 99,616,051 |
| <i>2023-2024 Tax Levy</i> | <i>\$ 96,254,449</i> |
| Tax Levy Percent Increase | 3.49% |

Projected Tax Impacts:

Estimates are provided for reference only using prior year assessment data and equalization rates. The projected impact for the proposed 2024-2025 tax levy is approximately \$33.02 per \$100,000 of assessed value. Final assessment data and equalization rates will be determined in advance of the adoption of the final tax warrant by the Board of Education in August.

Sustaining Programs and Staffing:

Among the proposals included in the 2024-2025 budget for new or expanded programs, as well as the continuation of existing programs, are the following:

- Alternative Education Program at the High School
- Girls Flag Football Team
- Continued Investment in Career and Technical Education Programs Through BOCES
- Renewed Support for Our Social Emotional Learning and Special Education Programs
- Ongoing Professional Development to Ensure High-Quality Classroom Instruction

Additional Ballot Propositions:**Proposition Two**

Would authorize the school district to spend an estimated \$1,723,000 to purchase eight 66-passenger school buses, two 35-passenger buses, and one 25-passenger bus with a wheelchair lift. State aid would reimburse the district for approximately 40 percent of the cost. The new buses are needed to replace aging buses near the end of their useful lives.

Board of Education Election

In addition to the budget vote, district residents will elect three candidates to the Board of Education for three-year terms. These are volunteer, unpaid positions that will take effect on July 1, 2024.



General Support

The General Support section of the budget provides funds for services that support the educational programs of the district. Activities included under this heading are described below.

Board of Education:

Board of Education expenses will be required to conduct basic Board business, maintain district membership in a number of organizations and remain active in the local, county and state school levels.

These appropriations refer to the obligations of the Board of Education. Most of them are predetermined by the Board’s legal responsibility to the community. The district is required to appoint a District Clerk and Election Inspectors. The printing, advertising and supply costs listed are in support of these required positions and their duties.

| | |
|--------------------|----------|
| 2023-2024 Budget | \$33,836 |
| 2024-2025 Proposed | \$33,906 |

Central Administration:

The Chief School Administrator’s office includes the salaries for the Superintendent of Schools and the Secretary to the Superintendent. Equipment, office supplies, copying costs, and professional material covered in this account are all used for running the central administration.

This office provides general oversight for all functions of the district and sets its goals and objectives, as well as supervising building principals.

The Business Office appropriations refer to the obligations of administering the district’s finances. Many of these are predetermined by the Board’s legal responsibility to the community. For example, the district is required to be audited annually by a Certified Public Accountant, an internal auditing firm, and an independent claims auditor. In addition, the district has periodic audits by the Office of the State Comptroller.

The Business Office Staff maintain all business records, pay bills, purchase all supplies and materials, prepare state reports and grants, administer all employee benefits, assist in financial analysis, prepare budgets, collect taxes, monitor district insurance policies, operate the phone services and handles a variety of special projects.

Additional staff expenditures within the general support category of the budget include:

- Legal Services
- Personnel Office
- Records Management Office
- Public Information

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$2,761,746 |
| 2024-2025 Proposed | \$2,913,172 |

Central Services:

Plant operation and maintenance contains all of the codes necessary to keep our facilities clean, safe, in good repair, and conducive to learning. This encompasses approximately 1.4 million square feet. Funds in the Operation and Maintenance accounts, used to operate and maintain the learning facilities of the eight schools, include salaries of custodians, grounds and maintenance personnel and their supervisors, and the costs of plant equipment, supplies, utilities and contractual obligations for the maintenance of the facilities. These codes also include funds to maintain our athletic fields and grounds in a proper and safe condition. This is a challenging task given the age of our elementary and

secondary buildings. A continuing commitment to building maintenance and repair is necessary.

Additional central services include central printing & mailing and central data processing.

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$9,258,189 |
| 2024-2025 Proposed | \$9,493,883 |

Special Items:

The district purchases various forms of insurance to manage risk and potential liability. These policies include property, inland marine, crime, equipment breakdown, comprehensive general liability, school leaders’ legal liability and umbrella coverage.

Also included within the special items category are costs incurred by each district for the administration of the BOCES. BOCES Administration and rental charges are assessed based upon the total number of resident students in the component districts.

This category also includes funding for small tax certiorari payment.

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$1,790,483 |
| 2024-2025 Proposed | \$1,822,369 |

| General Support Summary | 2024-2024 Budgeted | 2024-2025 Proposed | \$ Change |
|------------------------------|---------------------|---------------------|------------------|
| Board of Education | \$33,836 | \$33,906 | \$70 |
| Central Administration | \$2,761,746 | \$2,913,172 | \$151,426 |
| Central Services | \$9,258,189 | \$9,493,883 | \$235,694 |
| Special Items | \$1,790,483 | \$1,822,369 | \$31,886 |
| TOTAL General Support | \$13,844,254 | \$14,263,330 | \$419,076 |



Instruction

Instructional expenditures (47.8%) and employee benefits (27.6%) combine to make up 75.4% of the budget.

Administration and Improvement:

Additionally, this part of the budget appropriates funds for a continuing program of curricular and staff development and supervision throughout the grade levels. This part of the budget funds the Curriculum, Instruction & Assessment office, including salaries for all principals and assistant principals along with the operating expenses of the principal's offices in all eight (8) schools.

The district has six (6) principals and one (1) assistant principal for its K-5 program. There are two (2) principals and seven (7) assistant principals who are responsible for student management are assigned to the secondary program. Several department heads also assist in the management or coordination of programs. Currently these include English, Math, Science, Social Studies, Special Education, Guidance, Business, Language, Physical Education/Health, Industrial Arts, Art, and Music.

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$4,863,899 |
| 2024-2025 Proposed | \$4,997,122 |

Teaching - Regular School:

This category represents the single largest area of expenditure in the budget. Costs are driven mainly by bargaining unit contracts negotiated between the district and representative employee unions.

The major portion of the budget includes salaries for all teachers, teacher substitutes, teacher aides and clerical support staff. The teaching budget includes funds for classroom equipment, supplies and textbooks, instructional computers, and other expenses necessary to maintain the regular school program.

The textbook codes are budgeted both to update and replace texts. Supply needs include consumables, subscriptions, and those supplies needed by the teachers to implement their instructional programs. Additionally, the district is continuing with its commitment of integrating technology into our instructional process.

| | |
|--------------------|--------------|
| 2023-2024 Budget | \$38,633,206 |
| 2024-2025 Proposed | \$40,000,154 |

Programs for Children with Disabilities:

Special Education serves a large portion of our student population and accounts for a significant share of our instructional budget. Due to the varying needs of each individual student and the mandated services, a wide variety of programs and services must be maintained and provided. Costs to implement these individualized programs may range from a few thousand dollars for a student only needing a related service to amount in excess of one hundred thousand dollars for highly specialized residential or day treatment programs.

Increasingly, we seek to serve students within our district and to include more of our special education students in a mainstream setting. Students previously placed out of district have been returned to programs within the district, which result in savings to the district, and more importantly this collaborative/inclusive approach has also proven beneficial to our students instructionally.

| | |
|--------------------|--------------|
| 2023-2024 Budget | \$15,454,564 |
| 2024-2025 Proposed | \$15,946,736 |

Occupational Education:

Occupational (a.k.a. Career & Technical) education training is also provided to a significant portion of our student population. Programs prepare students in an increasing number of occupational areas for employment, further education or apprenticeship.

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$2,301,867 |
| 2024-2025 Proposed | \$2,175,156 |

Special Schools:

The district provides various academic programs in the elementary and secondary summer school programs. These programs service grades kindergarten through twelve.

| | |
|--------------------|-----------|
| 2023-2024 Budget | \$192,200 |
| 2024-2025 Proposed | \$196,527 |

Instructional Media:

Reflected are the costs of library staff salaries in all schools, along with the acquisition of all library books, supplies and materials for the media and libraries. As we educate students in the information age, our libraries have moved in the direction of providing students with access to electronic databases and other new educational technology. Access to information can no longer be confined to the school building with so many resources readily available through the Internet.

In addition, the district continues to fund investments in instructional technology to continue to provide a technologically rich learning environment.

The money allocated in this category is used to add new computers and program software, which is used as an integral part of the instructional program. In addition, funds are used to replace computers on a five-year cycle. Technology equipment purchases are based on identified need and application within the curriculum.

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$4,817,867 |
| 2024-2025 Proposed | \$4,843,223 |

Pupil Personnel Services:

These funds include salaries, equipment, supplies and other expenses necessary to provide attendance, guidance, health, psychological and social work services.

Guidance counselors provide both individual and group activities and parent and teacher support. Psychologists and Social Workers provide testing and analysis of student needs, consult with classroom teachers and parents. Mandated health services are covered by the district nurses, one in each building and the district doctor who works on a part-time as needed basis.

Co-curricular activities include those student activities, which are offered as enrichment experiences to the regular school program. They are aligned to and provide diversity to the basic instructional program. Co-curricular activities may include student plays, bands, yearbooks, school newspapers and student clubs.

Saratoga Springs City School District students participate in a wide variety of competitive interscholastic sports programs. Membership in the New York State Athletic Association and Section II provides competitive opportunities at the appropriate level of skill and development for both boys and girls teams. Recognition of scholar athletes demonstrates the success of students both on the athletic fields and in the classroom.

2023-2024 Budget \$7,902,942
 2024-2025 Proposed \$8,185,171

| Instruction Summary | 2023-2024 Budgeted | 2024-2025 Proposed | \$ Change |
|---|---------------------|---------------------|--------------------|
| Administration & Improvement | \$4,863,899 | \$4,997,122 | \$133,223 |
| Teaching – Regular School | \$38,633,206 | \$40,000,154 | \$1,366,948 |
| Programs for Children with Disabilities | \$15,454,564 | \$15,946,736 | \$492,172 |
| Occupational Education | \$2,301,867 | \$2,175,156 | (\$126,711) |
| Teaching – Special Schools | \$192,200 | \$196,527 | \$4,327 |
| Instructional Media | \$4,817,867 | \$4,843,223 | \$25,356 |
| Pupil Services | \$7,902,942 | \$8,185,171 | \$282,229 |
| TOTAL Instruction | \$74,166,545 | \$76,344,089 | \$2,177,544 |





Pupil Transportation & Other Community Services

Pupil Transportation:

Due to the geographical expanse of our district, approximately 110 square miles, the transportation of students in Saratoga Springs occupies a significant portion of our budget. This section of the budget includes the funds required to provide transportation for those eligible pupils who attend the district's schools and for those who attend private, parochial and special schools up to fifteen miles from the students' homes as mandated by the State. In addition, transportation is provided for interscholastic athletic events and program related field trips.

The school district currently maintains approximately 105 buses, as well as 65 other district and BOCES vehicles. It operates approximately 330 daily routes transporting 5,900 students to and from public and private schools each day. In addition, the district provides transportation for over 1,000 field/athletic trip requests annually.

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$6,789,451 |
| 2024-2025 Proposed | \$7,316,561 |

Other Community Services:

This area provides for the current contract with the City of Saratoga Springs to manage and maintain the East Side and West Side Fields which are owned by the City School District. These fields are used for recreation, youth programs and civic activities. Census maintains the district's census records which includes the registration of all new resident students prior to entrance into the home school.

| | |
|--------------------|-----------|
| 2023-2024 Budget | \$155,000 |
| 2024-2025 Proposed | \$155,000 |

| Transportation & Community Services Summary | 2023-2024 Budgeted | 2024-2025 Proposed | \$ Change |
|--|--------------------|--------------------|------------------|
| Transportation | \$6,789,451 | \$7,316,561 | \$527,110 |
| Other Community Services | \$155,000 | \$155,000 | \$0 |
| TOTAL Transportation & Community Services | \$6,944,451 | \$7,471,561 | \$527,110 |





Employee Benefits

New York State Retirement Systems:

Employees' Retirement System (ERS):

Employer contributions are determined by the tier eligibility of each employee. The annual employer contribution rate varies from year to year, is determined by New York State, and is based on the returns generated by investments and actuarial results. District participation in the New York State System is mandated for certain support staff. A portion of these expenses will be offset by an appropriation from the Retirement Reserve. In the 2024-2025 Proposed Budget, the appropriated reserve amount is \$800,000.

Teachers' Retirement System (TRS):

District participation in the New York State System is mandated for all certificated staff. Employer contributions are determined by the tier eligibility of each employee. The annual employer contribution rate fluctuates from year to year, is determined by the New York State System and is based on the returns generated by investments and actuarial results.

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$7,118,904 |
| 2024-2025 Proposed | \$7,721,975 |

Social Security:

Social Security payments for FICA and Medicare are paid on wages at the rate of 7.65 percent.

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$5,619,524 |
| 2024-2025 Proposed | \$5,696,265 |

Workers' Compensation:

The District self-insures for costs associated with Workers' Compensation through appropriating for anticipated current needs, reserving for large claims and insuring against claims over a certain threshold with stop-loss insurance. The amount budgeted is intended to cover short-term costs associated with these claims.

| | |
|--------------------|-----------|
| 2023-2024 Budget | \$290,000 |
| 2024-2025 Proposed | \$290,000 |

Unemployment Insurance:

This section includes funds needed to cover expenses related to unemployment claims. The expenditure is funded for anticipated needs in 2024-2025.

| | |
|--------------------|----------|
| 2023-2024 Budget | \$80,000 |
| 2024-2025 Proposed | \$80,000 |

Health Insurance:

The district participates in the WSHWE BOCES Health Insurance Trust with other area districts to obtain favorable rates through collective bargaining power and to provide additional oversight to health plans in order to contain costs. The increase in this section is due to the anticipated increases in expenses for health insurance and new staff.

| | |
|--------------------|--------------|
| 2023-2024 Budget | \$25,708,597 |
| 2024-2025 Proposed | \$26,700,201 |

Other Benefits:

This area includes the Employee Assistance Program and other insurance or benefit payments.

| | |
|--------------------|-----------|
| 2023-2024 Budget | \$487,237 |
| 2024-2025 Proposed | \$490,785 |

| Employee Benefits Summary | 2023-2024 Budgeted | 2024-2025 Proposed | \$ Change |
|--------------------------------|---------------------|---------------------|--------------------|
| NY State Retirement Systems | \$7,118,904 | \$7,721,975 | \$603,071 |
| Social Security | \$5,619,524 | \$5,696,265 | \$76,741 |
| Workers' Compensation | \$290,000 | \$290,000 | \$0 |
| Unemployment Insurance | \$80,000 | \$80,000 | \$0 |
| Health Insurance | \$25,708,597 | \$26,700,201 | \$991,604 |
| Other Benefits | \$487,234 | \$490,785 | \$3,551 |
| TOTAL Employee Benefits | \$39,304,259 | \$40,979,226 | \$1,674,967 |





Debts & Inter-fund Transfers

Capital Debt:

This portion of the budget is for obligations arising from debt issued to support capital improvements and related costs. This area of the budget directly impacts the district's local tax levy limit calculation.

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$6,963,000 |
| 2024-2025 Proposed | \$7,971,448 |

Transportation Debt:

This portion of the budget is for obligations arising from debt issued to support capital investments in the district's transportation fleet and related costs. This area of the budget directly impacts the district's local tax levy limit calculation.

| | |
|--------------------|-------------|
| 2023-2024 Budget | \$1,193,000 |
| 2024-2025 Proposed | \$1,376,463 |

Transfers to Other Funds:

The transfer to the Special Aid fund is to cover the mandatory contribution by the district to support summer programs for students with special needs. The transfer to the Cafeteria fund is to support the operations of the Food Service Department in their mission to provide healthy meals and programs to students.

| | |
|--------------------|-----------|
| 2023-2024 Budget | \$303,021 |
| 2024-2025 Proposed | \$303,021 |

| Debts & Transfers Summary | 2023-2024 Budgeted | 2024-2025 Proposed | \$ Change |
|------------------------------------|--------------------|--------------------|--------------------|
| Capital Debt | \$6,963,000 | \$7,971,448 | \$1,008,448 |
| Transportation Debt | \$1,193,000 | \$1,376,463 | \$183,463 |
| Transfers to Other Funds | \$303,021 | \$303,021 | \$0 |
| TOTAL Debts & Transfers | \$8,459,021 | \$9,650,932 | \$1,191,911 |





Estimated Revenues and Planned Expenditures

| Estimated Revenues | 2023-2024 Budgeted | 2024-2025 Proposed | % of Budget |
|--------------------------------|-----------------------|-----------------------|---------------|
| Property Tax Levy | \$96,984,449 | \$100,040,735 | 67.3% |
| State Aid | \$35,376,201 | \$36,940,807 | 24.8% |
| Other Revenues | \$2,281,825 | \$2,481,825 | 1.7% |
| Appropriated Fund Balance | \$7,076,055 | \$8,445,769 | 5.7% |
| Appropriated Reserve Funds: | | | |
| Reserve for Retirement | \$1,000,000 | \$800,000 | 0.5 % |
| TOTAL Estimated Revenue | \$142,718,530 | \$148,709,136 | 100.0% |

Property Tax Levy:

This represents the amount of revenue raised from levying real property taxes to residents and business owners within the district, including the City of Saratoga Springs, and the Towns of Greenfield, Wilton, Milton, Saratoga and Malta. The proposed increase for 2024-2025 is within New York State’s Property Tax Cap limit and, as such, is only subject to a simple majority approval by qualified voters at the Annual District Vote on May 21, 2024.

State Aid:

This portion of the revenue budget represents payments made from New York State for Foundation Aid, as well as other categorical aid such as Transportation Aid, Building Aid, Excess Cost Aid and BOCES Aid.

Other Revenues:

This includes interest earnings from deposits of funds, admissions, facility usage fees, BOCES rental of classrooms, refunds from BOCES based upon final annual service costs, health services provided for other school districts, Medicaid assistance, payments in lieu of taxes and sale of obsolete assets.

Appropriated Fund Balance:

This represents the portion of the budget supported by the appropriation of fund balance. Final revenues and expenditures will determine how much fund balance is used to support operations and how much is used to support future budgets.

Appropriated Reserves:

This includes amounts appropriated from existing reserves to support the upcoming budget. For the 2024-2025 fiscal year, this includes an appropriation from the Reserve for Retirement of \$ 800,000.

| Planned Expenditures | 2023-2024 Budgeted | 2024-2025 Proposed | % of Budget |
|--------------------------------|-------------------------------|-------------------------------|--------------------|
| General Support | \$13,844,254 | \$14,263,330 | 9.6% |
| Instruction | \$74,166,545 | \$76,344,089 | 51.3% |
| Transportation | \$6,789,451 | \$7,316,561 | 4.9% |
| Community Services | \$155,000 | \$155,000 | 0.1% |
| Employee Benefits | \$39,304,259 | \$40,979,224 | 27.6% |
| Long-term Debt | \$8,156,000 | \$9,347,911 | 6.3% |
| Inter-fund Transfers | \$303,021 | \$303,021 | 0.2% |
| TOTAL Estimated Revenue | \$142,718,530 | \$148,709,136 | 100.0% |

2024-2025 Contingent Budget:

The Board of Education is required by State law to implement a contingent budget if the proposed budget fails to receive community approval after two budget votes. A contingent budget does not allow the tax levy to be greater than the levy issued in the prior school year. The contingent budget amount for 2024-2025 is \$147,302,378.

Three-Part Budget

Administrative:

The Administrative Component includes Board of Education and central administrative expenses, salaries and benefits of the Superintendent and all certified school administrators and supervisors. Also included is expenses associated with the Annual Budget Vote, any consulting costs not directly related to student services and program planning, and all other administrative activities.

| | |
|--------------------|--------------|
| 2023-2024 Budget | \$13,823,379 |
| 2024-2025 Proposed | \$14,339,096 |

Program:

The Administrative Component includes Board of Education and central administrative expenses, salaries and benefits of the Superintendent and all certified school administrators and supervisors who spend a majority of their time performing administrative or supervisory duties, all expenditures associated with the Annual District Budget Vote, any consulting costs not directly related to student services and program planning, and all other administrative activities.

| | |
|--------------------|---------------|
| 2023-2024 Budget | \$110,242,312 |
| 2024-2025 Proposed | \$114,187,062 |

Capital:

The Capital Component includes all transportation capital, debt service, and lease expenditures, costs resulting from court judgments, administrative orders or settled claims, and all facilities costs including lease expenditures, annual debt service and total debt for all District facilities financed by bonds and notes. Expenditures associated with custodial/maintenance salaries and benefits, service contracts, supplies, utilities, and maintenance repair of school facilities are also included.

| | |
|--------------------|--------------|
| 2023-2024 Budget | \$18,652,839 |
| 2024-2025 Proposed | \$20,182,978 |



SARATOGA SPRINGS CITY SCHOOL DISTRICT

| | 2023-2024 Adopted Budget | 2024-2025 Proposed Budget |
|--|---|--|
| <u>Administrative Component</u> | | |
| Board of Education | 33,836 | 33,906 |
| Central Administration | 311,312 | 326,650 |
| Finance | 1,502,376 | 1,540,875 |
| Legal Services | 35,000 | 35,000 |
| Personnel | 556,780 | 603,660 |
| Records Management | - | - |
| Public Information | 135,777 | 176,486 |
| Other Central Services | 1,363,194 | 1,417,320 |
| Other Special Items | 1,790,483 | 1,822,369 |
| Curriculum Development and Supervision | 845,252 | 891,487 |
| Supervision Regular Schools | 3,421,953 | 3,459,647 |
| Supervision Special Schools | - | - |
| Research, Evaluation & Planning | 192,849 | 201,696 |
| Employee Benefits | 3,634,567 | 3,830,000 |
| Total Administrative Component | <u>\$13,823,379</u> | <u>\$14,339,096</u> |
| <u>Program Component</u> | | |
| Legal Services | 220,500 | 230,500 |
| Instruction (Net of Supervision) | 69,706,492 | 71,791,259 |
| District Transportation | 5,389,699 | 5,587,212 |
| Garage Building | 591,792 | 548,286 |
| Contract Transportation | 807,960 | 1,181,062 |
| Community Service | 155,000 | 155,000 |
| Employee Benefits | 30,067,848 | 34,390,721 |
| Interfund Transfers | 303,021 | 303,021 |
| Total Program Component | <u>\$110,242,312</u> | <u>\$114,187,062</u> |
| <u>Capital Component</u> | | |
| Operation of Plant | 6,628,140 | 6,802,722 |
| Maintenance of Plant | 1,266,855 | 1,273,841 |
| Refund of Taxes | - | - |
| Employee Benefits | 2,601,844 | 2,758,504 |
| Debt Service | 8,156,000 | 9,347,911 |
| Operation of Plant | - | - |
| Total Capital Component | <u>18,652,839</u> | <u>20,182,978</u> |
| Total Budgeted Expenditures | <u>\$142,718,530</u> | <u>\$148,709,136</u> |



Dr. Michael N. Patton, Superintendent of Schools

Board of Education

Tony Krackeler, President
Natalya Lakhtakia, Vice President
Beth Braxton
Dr. John Brueggemann
John Ellis
Amanda Ellithorpe
Anjeanette Emeka
Dean Kolligian, Jr.
Dr. Connie Woytowich

SARATOGA SPRINGS CITY SCHOOL DISTRICT - 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.

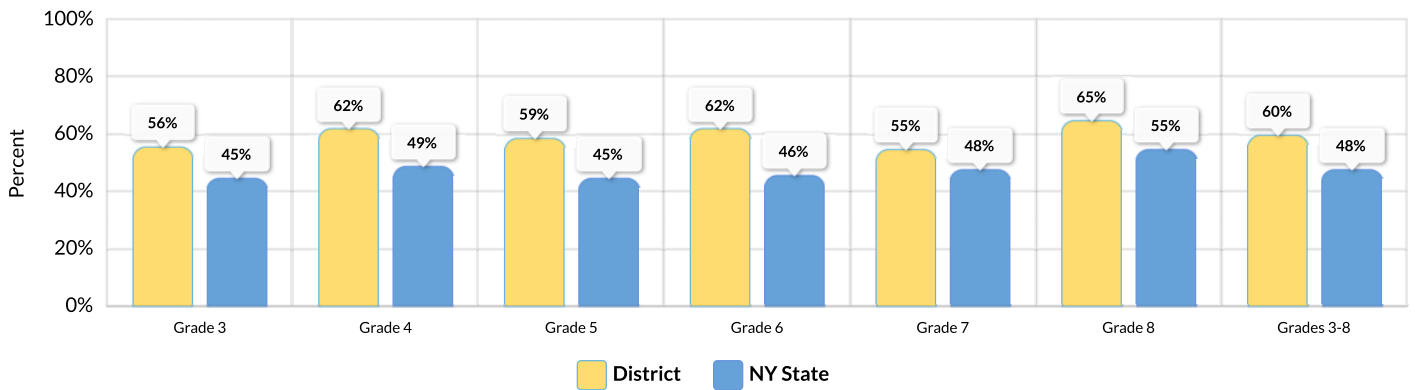
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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 | 447 | 14 | 3% | 433 | 97% | 91 | 21% | 101 | 23% | 167 | 39% | 74 | 17% | 241 | 56% |
| Grade 4 | 459 | 18 | 4% | 441 | 96% | 62 | 14% | 106 | 24% | 164 | 37% | 109 | 25% | 273 | 62% |
| Grade 5 | 474 | 31 | 7% | 443 | 93% | 63 | 14% | 118 | 27% | 168 | 38% | 94 | 21% | 262 | 59% |
| Grade 6 | 484 | 39 | 8% | 445 | 92% | 62 | 14% | 109 | 24% | 151 | 34% | 123 | 28% | 274 | 62% |
| Grade 7 | 463 | 39 | 8% | 424 | 92% | 85 | 20% | 104 | 25% | 154 | 36% | 81 | 19% | 235 | 55% |
| Grade 8 | 458 | 63 | 14% | 395 | 86% | 47 | 12% | 90 | 23% | 155 | 39% | 103 | 26% | 258 | 65% |
| Grades 3-8 | 2,785 | 204 | 7% | 2,581 | 93% | 410 | 16% | 628 | 24% | 959 | 37% | 584 | 23% | 1,543 | 60% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 447 | 14 | 3% | 433 | 97% | 91 | 21% | 101 | 23% | 167 | 39% | 74 | 17% | 241 | 56% |
| Female | 212 | 6 | 3% | 206 | 97% | 38 | 18% | 41 | 20% | 84 | 41% | 43 | 21% | 127 | 62% |
| Male | 235 | 8 | 3% | 227 | 97% | 53 | 23% | 60 | 26% | 83 | 37% | 31 | 14% | 114 | 50% |
| General Education Students | 390 | 7 | 2% | 383 | 98% | 57 | 15% | 91 | 24% | 161 | 42% | 74 | 19% | 235 | 61% |
| Students with Disabilities | 57 | 7 | 12% | 50 | 88% | 34 | 68% | 10 | 20% | 6 | 12% | 0 | 0% | 6 | 12% |
| Asian or Native Hawaiian/Other Pacific Islander | 11 | 0 | 0% | 11 | 100% | 4 | 36% | 2 | 18% | 3 | 27% | 2 | 18% | 5 | 45% |
| Black or African American | 8 | 0 | 0% | 8 | 100% | 4 | 50% | 3 | 38% | 1 | 13% | 0 | 0% | 1 | 13% |
| Hispanic or Latino | 16 | 1 | 6% | 15 | 94% | 5 | 33% | 3 | 20% | 5 | 33% | 2 | 13% | 7 | 47% |
| White | 388 | 12 | 3% | 376 | 97% | 74 | 20% | 87 | 23% | 152 | 40% | 63 | 17% | 215 | 57% |
| Multiracial | 24 | 1 | 4% | 23 | 96% | 4 | 17% | 6 | 26% | 6 | 26% | 7 | 30% | 13 | 57% |
| Economically Disadvantaged | 124 | 10 | 8% | 114 | 92% | 50 | 44% | 33 | 29% | 25 | 22% | 6 | 5% | 31 | 27% |
| Not Economically Disadvantaged | 323 | 4 | 1% | 319 | 99% | 41 | 13% | 68 | 21% | 142 | 45% | 68 | 21% | 210 | 66% |
| English Language Learner | 9 | 0 | 0% | 9 | 100% | 6 | 67% | 2 | 22% | 0 | 0% | 1 | 11% | 1 | 11% |
| Non-English Language Learner | 438 | 14 | 3% | 424 | 97% | 85 | 20% | 99 | 23% | 167 | 39% | 73 | 17% | 240 | 57% |
| In Foster Care | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 446 | 14 | 3% | 432 | 97% | – | – | – | – | – | – | – | – | – | – |
| Homeless | 6 | 2 | 33% | 4 | 67% | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 441 | 12 | 3% | 429 | 97% | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 447 | 14 | 3% | 433 | 97% | 91 | 21% | 101 | 23% | 167 | 39% | 74 | 17% | 241 | 56% |
| Parent in Armed Forces | 11 | 1 | 9% | 10 | 91% | 1 | 10% | 2 | 20% | 6 | 60% | 1 | 10% | 7 | 70% |
| Parent Not in Armed Forces | 436 | 13 | 3% | 423 | 97% | 90 | 21% | 99 | 23% | 161 | 38% | 73 | 17% | 234 | 55% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 459 | 18 | 4% | 441 | 96% | 62 | 14% | 106 | 24% | 164 | 37% | 109 | 25% | 273 | 62% |
| Female | 231 | 9 | 4% | 222 | 96% | 30 | 14% | 58 | 26% | 86 | 39% | 48 | 22% | 134 | 60% |
| Male | 227 | 8 | 4% | 219 | 96% | 32 | 15% | 48 | 22% | 78 | 36% | 61 | 28% | 139 | 63% |
| Non-Binary | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 390 | 5 | 1% | 385 | 99% | 31 | 8% | 89 | 23% | 156 | 41% | 109 | 28% | 265 | 69% |
| Students with Disabilities | 69 | 13 | 19% | 56 | 81% | 31 | 55% | 17 | 30% | 8 | 14% | 0 | 0% | 8 | 14% |
| American Indian or Alaska Native | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 9 | 2 | 22% | 7 | 78% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 32 | 4 | 13% | 28 | 88% | 6 | 21% | 12 | 43% | 8 | 29% | 2 | 7% | 10 | 36% |
| White | 393 | 11 | 3% | 382 | 97% | 49 | 13% | 86 | 23% | 146 | 38% | 101 | 26% | 247 | 65% |
| Multiracial | 23 | 1 | 4% | 22 | 96% | 2 | 9% | 6 | 27% | 9 | 41% | 5 | 23% | 14 | 64% |
| Small Group Total: Race & Ethnicity | 11 | 2 | 18% | 9 | 82% | 5 | 56% | 2 | 22% | 1 | 11% | 1 | 11% | 2 | 22% |
| Economically Disadvantaged | 132 | 9 | 7% | 123 | 93% | 35 | 28% | 37 | 30% | 41 | 33% | 10 | 8% | 51 | 41% |
| Not Economically Disadvantaged | 327 | 9 | 3% | 318 | 97% | 27 | 8% | 69 | 22% | 123 | 39% | 99 | 31% | 222 | 70% |
| English Language Learner | 7 | 0 | 0% | 7 | 100% | 4 | 57% | 1 | 14% | 1 | 14% | 1 | 14% | 2 | 29% |
| Non-English Language Learner | 452 | 18 | 4% | 434 | 96% | 58 | 13% | 105 | 24% | 163 | 38% | 108 | 25% | 271 | 62% |
| In Foster Care | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 458 | 18 | 4% | 440 | 96% | – | – | – | – | – | – | – | – | – | – |
| Homeless | 8 | 2 | 25% | 6 | 75% | 2 | 33% | 3 | 50% | 1 | 17% | 0 | 0% | 1 | 17% |
| Not Homeless | 451 | 16 | 4% | 435 | 96% | 60 | 14% | 103 | 24% | 163 | 37% | 109 | 25% | 272 | 63% |
| Not Migrant | 459 | 18 | 4% | 441 | 96% | 62 | 14% | 106 | 24% | 164 | 37% | 109 | 25% | 273 | 62% |
| Parent in Armed Forces | 10 | 0 | 0% | 10 | 100% | 4 | 40% | 3 | 30% | 1 | 10% | 2 | 20% | 3 | 30% |
| Parent Not in Armed Forces | 449 | 18 | 4% | 431 | 96% | 58 | 13% | 103 | 24% | 163 | 38% | 107 | 25% | 270 | 63% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 474 | 31 | 7% | 443 | 93% | 63 | 14% | 118 | 27% | 168 | 38% | 94 | 21% | 262 | 59% |
| Female | 238 | 12 | 5% | 226 | 95% | 20 | 9% | 60 | 27% | 88 | 39% | 58 | 26% | 146 | 65% |
| Male | 236 | 19 | 8% | 217 | 92% | 43 | 20% | 58 | 27% | 80 | 37% | 36 | 17% | 116 | 53% |
| General Education Students | 418 | 20 | 5% | 398 | 95% | 34 | 9% | 105 | 26% | 165 | 41% | 94 | 24% | 259 | 65% |
| Students with Disabilities | 56 | 11 | 20% | 45 | 80% | 29 | 64% | 13 | 29% | 3 | 7% | 0 | 0% | 3 | 7% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | 0% | 7 | 100% | 1 | 14% | 1 | 14% | 4 | 57% | 1 | 14% | 5 | 71% |
| Black or African American | 9 | 0 | 0% | 9 | 100% | 1 | 11% | 6 | 67% | 2 | 22% | 0 | 0% | 2 | 22% |
| Hispanic or Latino | 29 | 1 | 3% | 28 | 97% | 9 | 32% | 12 | 43% | 4 | 14% | 3 | 11% | 7 | 25% |
| White | 406 | 30 | 7% | 376 | 93% | 46 | 12% | 95 | 25% | 150 | 40% | 85 | 23% | 235 | 63% |
| Multiracial | 23 | 0 | 0% | 23 | 100% | 6 | 26% | 4 | 17% | 8 | 35% | 5 | 22% | 13 | 57% |
| Economically Disadvantaged | 136 | 17 | 13% | 119 | 88% | 38 | 32% | 37 | 31% | 38 | 32% | 6 | 5% | 44 | 37% |
| Not Economically Disadvantaged | 338 | 14 | 4% | 324 | 96% | 25 | 8% | 81 | 25% | 130 | 40% | 88 | 27% | 218 | 67% |
| English Language Learner | 8 | 0 | 0% | 8 | 100% | 6 | 75% | 1 | 13% | 1 | 13% | 0 | 0% | 1 | 13% |
| Non-English Language Learner | 466 | 31 | 7% | 435 | 93% | 57 | 13% | 117 | 27% | 167 | 38% | 94 | 22% | 261 | 60% |
| Not in Foster Care | 474 | 31 | 7% | 443 | 93% | 63 | 14% | 118 | 27% | 168 | 38% | 94 | 21% | 262 | 59% |
| Homeless | 6 | 0 | 0% | 6 | 100% | 1 | 17% | 4 | 67% | 1 | 17% | 0 | 0% | 1 | 17% |
| Not Homeless | 468 | 31 | 7% | 437 | 93% | 62 | 14% | 114 | 26% | 167 | 38% | 94 | 22% | 261 | 60% |
| Not Migrant | 474 | 31 | 7% | 443 | 93% | 63 | 14% | 118 | 27% | 168 | 38% | 94 | 21% | 262 | 59% |
| Parent in Armed Forces | 9 | 2 | 22% | 7 | 78% | 1 | 14% | 1 | 14% | 4 | 57% | 1 | 14% | 5 | 71% |
| Parent Not in Armed Forces | 465 | 29 | 6% | 436 | 94% | 62 | 14% | 117 | 27% | 164 | 38% | 93 | 21% | 257 | 59% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 484 | 39 | 8% | 445 | 92% | 62 | 14% | 109 | 24% | 151 | 34% | 123 | 28% | 274 | 62% |
| Female | 251 | 13 | 5% | 238 | 95% | 30 | 13% | 45 | 19% | 74 | 31% | 89 | 37% | 163 | 68% |
| Male | 233 | 26 | 11% | 207 | 89% | 32 | 15% | 64 | 31% | 77 | 37% | 34 | 16% | 111 | 54% |
| General Education Students | 425 | 22 | 5% | 403 | 95% | 29 | 7% | 103 | 26% | 149 | 37% | 122 | 30% | 271 | 67% |
| Students with Disabilities | 59 | 17 | 29% | 42 | 71% | 33 | 79% | 6 | 14% | 2 | 5% | 1 | 2% | 3 | 7% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 1 | 13% | 7 | 88% | 1 | 14% | 1 | 14% | 1 | 14% | 4 | 57% | 5 | 71% |
| Black or African American | 12 | 0 | 0% | 12 | 100% | 5 | 42% | 2 | 17% | 3 | 25% | 2 | 17% | 5 | 42% |
| Hispanic or Latino | 23 | 4 | 17% | 19 | 83% | 6 | 32% | 7 | 37% | 1 | 5% | 5 | 26% | 6 | 32% |
| White | 417 | 32 | 8% | 385 | 92% | 47 | 12% | 94 | 24% | 136 | 35% | 108 | 28% | 244 | 63% |
| Multiracial | 24 | 2 | 8% | 22 | 92% | 3 | 14% | 5 | 23% | 10 | 45% | 4 | 18% | 14 | 64% |
| Economically Disadvantaged | 144 | 18 | 13% | 126 | 88% | 40 | 32% | 42 | 33% | 28 | 22% | 16 | 13% | 44 | 35% |
| Not Economically Disadvantaged | 340 | 21 | 6% | 319 | 94% | 22 | 7% | 67 | 21% | 123 | 39% | 107 | 34% | 230 | 72% |
| English Language Learner | 8 | 2 | 25% | 6 | 75% | 3 | 50% | 2 | 33% | 1 | 17% | 0 | 0% | 1 | 17% |
| Non-English Language Learner | 476 | 37 | 8% | 439 | 92% | 59 | 13% | 107 | 24% | 150 | 34% | 123 | 28% | 273 | 62% |
| Not in Foster Care | 484 | 39 | 8% | 445 | 92% | 62 | 14% | 109 | 24% | 151 | 34% | 123 | 28% | 274 | 62% |
| Homeless | 5 | 1 | 20% | 4 | 80% | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 479 | 38 | 8% | 441 | 92% | – | – | – | – | – | – | – | – | – | – |
| Migrant | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 483 | 39 | 8% | 444 | 92% | – | – | – | – | – | – | – | – | – | – |
| Parent in Armed Forces | 10 | 1 | 10% | 9 | 90% | 1 | 11% | 1 | 11% | 4 | 44% | 3 | 33% | 7 | 78% |
| Parent Not in Armed Forces | 474 | 38 | 8% | 436 | 92% | 61 | 14% | 108 | 25% | 147 | 34% | 120 | 28% | 267 | 61% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 463 | 39 | 8% | 424 | 92% | 85 | 20% | 104 | 25% | 154 | 36% | 81 | 19% | 235 | 55% |
| Female | 216 | 21 | 10% | 195 | 90% | 23 | 12% | 44 | 23% | 77 | 39% | 51 | 26% | 128 | 66% |
| Male | 247 | 18 | 7% | 229 | 93% | 62 | 27% | 60 | 26% | 77 | 34% | 30 | 13% | 107 | 47% |
| General Education Students | 401 | 27 | 7% | 374 | 93% | 51 | 14% | 96 | 26% | 147 | 39% | 80 | 21% | 227 | 61% |
| Students with Disabilities | 62 | 12 | 19% | 50 | 81% | 34 | 68% | 8 | 16% | 7 | 14% | 1 | 2% | 8 | 16% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 11 | 0 | 0% | 11 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 20 | 3 | 15% | 17 | 85% | 6 | 35% | 4 | 24% | 5 | 29% | 2 | 12% | 7 | 41% |
| White | 401 | 32 | 8% | 369 | 92% | 66 | 18% | 93 | 25% | 139 | 38% | 71 | 19% | 210 | 57% |
| Multiracial | 27 | 4 | 15% | 23 | 85% | 8 | 35% | 5 | 22% | 6 | 26% | 4 | 17% | 10 | 43% |
| Small Group Total: Race & Ethnicity | 15 | 0 | 0% | 15 | 100% | 5 | 33% | 2 | 13% | 4 | 27% | 4 | 27% | 8 | 53% |
| Economically Disadvantaged | 127 | 23 | 18% | 104 | 82% | 46 | 44% | 25 | 24% | 27 | 26% | 6 | 6% | 33 | 32% |
| Not Economically Disadvantaged | 336 | 16 | 5% | 320 | 95% | 39 | 12% | 79 | 25% | 127 | 40% | 75 | 23% | 202 | 63% |
| English Language Learner | 6 | 3 | 50% | 3 | 50% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 457 | 36 | 8% | 421 | 92% | – | – | – | – | – | – | – | – | – | – |
| In Foster Care | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 462 | 38 | 8% | 424 | 92% | 85 | 20% | 104 | 25% | 154 | 36% | 81 | 19% | 235 | 55% |
| Homeless | 2 | 1 | 50% | 1 | 50% | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 461 | 38 | 8% | 423 | 92% | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 463 | 39 | 8% | 424 | 92% | 85 | 20% | 104 | 25% | 154 | 36% | 81 | 19% | 235 | 55% |
| Parent in Armed Forces | 7 | 1 | 14% | 6 | 86% | 1 | 17% | 2 | 33% | 2 | 33% | 1 | 17% | 3 | 50% |
| Parent Not in Armed Forces | 456 | 38 | 8% | 418 | 92% | 84 | 20% | 102 | 24% | 152 | 36% | 80 | 19% | 232 | 56% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 458 | 63 | 14% | 395 | 86% | 47 | 12% | 90 | 23% | 155 | 39% | 103 | 26% | 258 | 65% |
| Female | 244 | 36 | 15% | 208 | 85% | 18 | 9% | 44 | 21% | 84 | 40% | 62 | 30% | 146 | 70% |
| Male | 208 | 25 | 12% | 183 | 88% | — | — | — | — | — | — | — | — | — | — |
| Non-Binary | 6 | 2 | 33% | 4 | 67% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 214 | 27 | 13% | 187 | 87% | 29 | 16% | 46 | 25% | 71 | 38% | 41 | 22% | 112 | 60% |
| General Education Students | 392 | 41 | 10% | 351 | 90% | 19 | 5% | 77 | 22% | 153 | 44% | 102 | 29% | 255 | 73% |
| Students with Disabilities | 66 | 22 | 33% | 44 | 67% | 28 | 64% | 13 | 30% | 2 | 5% | 1 | 2% | 3 | 7% |
| Asian or Native Hawaiian/Other Pacific Islander | 11 | 0 | 0% | 11 | 100% | 1 | 9% | 4 | 36% | 2 | 18% | 4 | 36% | 6 | 55% |
| Black or African American | 8 | 2 | 25% | 6 | 75% | 2 | 33% | 2 | 33% | 1 | 17% | 1 | 17% | 2 | 33% |
| Hispanic or Latino | 22 | 4 | 18% | 18 | 82% | 3 | 17% | 6 | 33% | 5 | 28% | 4 | 22% | 9 | 50% |
| White | 394 | 53 | 13% | 341 | 87% | 38 | 11% | 74 | 22% | 143 | 42% | 86 | 25% | 229 | 67% |
| Multiracial | 23 | 4 | 17% | 19 | 83% | 3 | 16% | 4 | 21% | 4 | 21% | 8 | 42% | 12 | 63% |
| Economically Disadvantaged | 118 | 30 | 25% | 88 | 75% | 31 | 35% | 27 | 31% | 20 | 23% | 10 | 11% | 30 | 34% |
| Not Economically Disadvantaged | 340 | 33 | 10% | 307 | 90% | 16 | 5% | 63 | 21% | 135 | 44% | 93 | 30% | 228 | 74% |
| English Language Learner | 8 | 2 | 25% | 6 | 75% | 4 | 67% | 2 | 33% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 450 | 61 | 14% | 389 | 86% | 43 | 11% | 88 | 23% | 155 | 40% | 103 | 26% | 258 | 66% |
| Not in Foster Care | 458 | 63 | 14% | 395 | 86% | 47 | 12% | 90 | 23% | 155 | 39% | 103 | 26% | 258 | 65% |
| Homeless | 9 | 3 | 33% | 6 | 67% | 3 | 50% | 3 | 50% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 449 | 60 | 13% | 389 | 87% | 44 | 11% | 87 | 22% | 155 | 40% | 103 | 26% | 258 | 66% |
| Not Migrant | 458 | 63 | 14% | 395 | 86% | 47 | 12% | 90 | 23% | 155 | 39% | 103 | 26% | 258 | 65% |
| Parent in Armed Forces | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 457 | 62 | 14% | 395 | 86% | 47 | 12% | 90 | 23% | 155 | 39% | 103 | 26% | 258 | 65% |

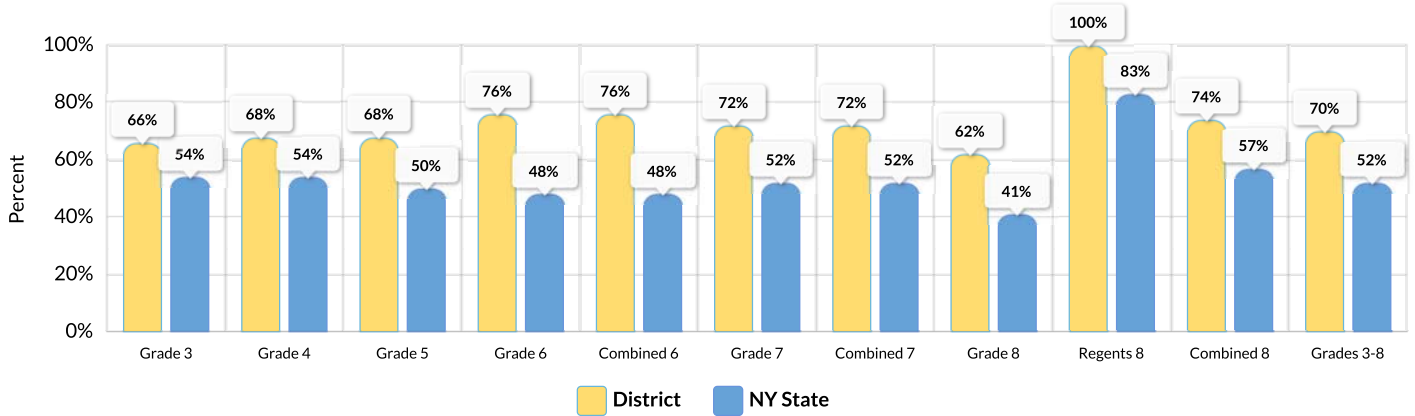
GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|-------|------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 447 | 15 | 3% | 432 | 97% | 38 | 9% | 108 | 25% | 209 | 48% | 77 | 18% | 286 | 66% |
| Grade 4 | 459 | 20 | 4% | 439 | 96% | 57 | 13% | 85 | 19% | 214 | 49% | 83 | 19% | 297 | 68% |
| Grade 5 | 474 | 34 | 7% | 440 | 93% | 57 | 13% | 84 | 19% | 198 | 45% | 101 | 23% | 299 | 68% |
| Grade 6 | 484 | 44 | 9% | 440 | 91% | 40 | 9% | 65 | 15% | 227 | 52% | 108 | 25% | 335 | 76% |
| Combined 6 | 484 | 44 | 9% | 440 | 91% | 40 | 9% | 65 | 15% | 227 | 52% | 108 | 25% | 335 | 76% |
| Grade 7 | 464 | 40 | 9% | 424 | 91% | 46 | 11% | 74 | 17% | 174 | 41% | 130 | 31% | 304 | 72% |
| Combined 7 | 464 | 40 | 9% | 424 | 91% | 46 | 11% | 74 | 17% | 174 | 41% | 130 | 31% | 304 | 72% |
| Grade 8 | 458 | 195 | 43% | 263 | 57% | 63 | 24% | 38 | 14% | 140 | 53% | 22 | 8% | 162 | 62% |
| Regents 8 | — | — | — | 120 | 26% | 0 | 0% | 0 | 0% | 3 | 3% | 117 | 98% | 120 | 100% |
| Combined 8 | 458 | 75 | 16% | 383 | 84% | 63 | 16% | 38 | 10% | 143 | 37% | 139 | 36% | 282 | 74% |
| Grades 3-8 | 2,786 | 228 | 8% | 2,558 | 92% | 301 | 12% | 454 | 18% | 1,165 | 46% | 638 | 25% | 1,803 | 70% |

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

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 447 | 15 | 3% | 432 | 97% | 38 | 9% | 108 | 25% | 209 | 48% | 77 | 18% | 286 | 66% |
| Female | 212 | 9 | 4% | 203 | 96% | 19 | 9% | 60 | 30% | 92 | 45% | 32 | 16% | 124 | 61% |
| Male | 235 | 6 | 3% | 229 | 97% | 19 | 8% | 48 | 21% | 117 | 51% | 45 | 20% | 162 | 71% |
| General Education Students | 390 | 8 | 2% | 382 | 98% | 12 | 3% | 96 | 25% | 200 | 52% | 74 | 19% | 274 | 72% |
| Students with Disabilities | 57 | 7 | 12% | 50 | 88% | 26 | 52% | 12 | 24% | 9 | 18% | 3 | 6% | 12 | 24% |
| Asian or Native Hawaiian/Other Pacific Islander | 11 | 1 | 9% | 10 | 91% | 1 | 10% | 3 | 30% | 4 | 40% | 2 | 20% | 6 | 60% |
| Black or African American | 8 | 0 | 0% | 8 | 100% | 2 | 25% | 3 | 38% | 3 | 38% | 0 | 0% | 3 | 38% |
| Hispanic or Latino | 15 | 0 | 0% | 15 | 100% | 4 | 27% | 4 | 27% | 5 | 33% | 2 | 13% | 7 | 47% |
| White | 389 | 14 | 4% | 375 | 96% | 27 | 7% | 94 | 25% | 186 | 50% | 68 | 18% | 254 | 68% |
| Multiracial | 24 | 0 | 0% | 24 | 100% | 4 | 17% | 4 | 17% | 11 | 46% | 5 | 21% | 16 | 67% |
| Economically Disadvantaged | 123 | 8 | 7% | 115 | 93% | 30 | 26% | 40 | 35% | 36 | 31% | 9 | 8% | 45 | 39% |
| Not Economically Disadvantaged | 324 | 7 | 2% | 317 | 98% | 8 | 3% | 68 | 21% | 173 | 55% | 68 | 21% | 241 | 76% |
| English Language Learner | 9 | 0 | 0% | 9 | 100% | 3 | 33% | 4 | 44% | 1 | 11% | 1 | 11% | 2 | 22% |
| Non-English Language Learner | 438 | 15 | 3% | 423 | 97% | 35 | 8% | 104 | 25% | 208 | 49% | 76 | 18% | 284 | 67% |
| In Foster Care | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 446 | 15 | 3% | 431 | 97% | – | – | – | – | – | – | – | – | – | – |
| Homeless | 5 | 0 | 0% | 5 | 100% | 2 | 40% | 2 | 40% | 1 | 20% | 0 | 0% | 1 | 20% |
| Not Homeless | 442 | 15 | 3% | 427 | 97% | 36 | 8% | 106 | 25% | 208 | 49% | 77 | 18% | 285 | 67% |
| Not Migrant | 447 | 15 | 3% | 432 | 97% | 38 | 9% | 108 | 25% | 209 | 48% | 77 | 18% | 286 | 66% |
| Parent in Armed Forces | 11 | 1 | 9% | 10 | 91% | 1 | 10% | 1 | 10% | 8 | 80% | 0 | 0% | 8 | 80% |
| Parent Not in Armed Forces | 436 | 14 | 3% | 422 | 97% | 37 | 9% | 107 | 25% | 201 | 48% | 77 | 18% | 278 | 66% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 459 | 20 | 4% | 439 | 96% | 57 | 13% | 85 | 19% | 214 | 49% | 83 | 19% | 297 | 68% |
| Female | 231 | 9 | 4% | 222 | 96% | 35 | 16% | 51 | 23% | 105 | 47% | 31 | 14% | 136 | 61% |
| Male | 227 | 10 | 4% | 217 | 96% | 22 | 10% | 34 | 16% | 109 | 50% | 52 | 24% | 161 | 74% |
| Non-Binary | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 390 | 8 | 2% | 382 | 98% | 19 | 5% | 75 | 20% | 205 | 54% | 83 | 22% | 288 | 75% |
| Students with Disabilities | 69 | 12 | 17% | 57 | 83% | 38 | 67% | 10 | 18% | 9 | 16% | 0 | 0% | 9 | 16% |
| American Indian or Alaska Native | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 9 | 1 | 11% | 8 | 89% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 32 | 3 | 9% | 29 | 91% | 9 | 31% | 9 | 31% | 10 | 34% | 1 | 3% | 11 | 38% |
| White | 393 | 15 | 4% | 378 | 96% | 37 | 10% | 72 | 19% | 193 | 51% | 76 | 20% | 269 | 71% |
| Multiracial | 23 | 1 | 4% | 22 | 96% | 4 | 18% | 3 | 14% | 10 | 45% | 5 | 23% | 15 | 68% |
| Small Group Total: Race & Ethnicity | 11 | 1 | 9% | 10 | 91% | 7 | 70% | 1 | 10% | 1 | 10% | 1 | 10% | 2 | 20% |
| Economically Disadvantaged | 132 | 9 | 7% | 123 | 93% | 39 | 32% | 34 | 28% | 41 | 33% | 9 | 7% | 50 | 41% |
| Not Economically Disadvantaged | 327 | 11 | 3% | 316 | 97% | 18 | 6% | 51 | 16% | 173 | 55% | 74 | 23% | 247 | 78% |
| English Language Learner | 7 | 0 | 0% | 7 | 100% | 2 | 29% | 4 | 57% | 1 | 14% | 0 | 0% | 1 | 14% |
| Non-English Language Learner | 452 | 20 | 4% | 432 | 96% | 55 | 13% | 81 | 19% | 213 | 49% | 83 | 19% | 296 | 69% |
| In Foster Care | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 458 | 20 | 4% | 438 | 96% | – | – | – | – | – | – | – | – | – | – |
| Homeless | 8 | 2 | 25% | 6 | 75% | 4 | 67% | 2 | 33% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 451 | 18 | 4% | 433 | 96% | 53 | 12% | 83 | 19% | 214 | 49% | 83 | 19% | 297 | 69% |
| Not Migrant | 459 | 20 | 4% | 439 | 96% | 57 | 13% | 85 | 19% | 214 | 49% | 83 | 19% | 297 | 68% |
| Parent in Armed Forces | 10 | 1 | 10% | 9 | 90% | 5 | 56% | 0 | 0% | 3 | 33% | 1 | 11% | 4 | 44% |
| Parent Not in Armed Forces | 449 | 19 | 4% | 430 | 96% | 52 | 12% | 85 | 20% | 211 | 49% | 82 | 19% | 293 | 68% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 474 | 34 | 7% | 440 | 93% | 57 | 13% | 84 | 19% | 198 | 45% | 101 | 23% | 299 | 68% |
| Female | 238 | 17 | 7% | 221 | 93% | 25 | 11% | 47 | 21% | 106 | 48% | 43 | 19% | 149 | 67% |
| Male | 236 | 17 | 7% | 219 | 93% | 32 | 15% | 37 | 17% | 92 | 42% | 58 | 26% | 150 | 68% |
| General Education Students | 418 | 20 | 5% | 398 | 95% | 33 | 8% | 72 | 18% | 192 | 48% | 101 | 25% | 293 | 74% |
| Students with Disabilities | 56 | 14 | 25% | 42 | 75% | 24 | 57% | 12 | 29% | 6 | 14% | 0 | 0% | 6 | 14% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 3 | 43% | 2 | 29% | 2 | 29% | 4 | 57% |
| Black or African American | 9 | 0 | 0% | 9 | 100% | 3 | 33% | 4 | 44% | 2 | 22% | 0 | 0% | 2 | 22% |
| Hispanic or Latino | 29 | 2 | 7% | 27 | 93% | 9 | 33% | 10 | 37% | 6 | 22% | 2 | 7% | 8 | 30% |
| White | 406 | 30 | 7% | 376 | 93% | 40 | 11% | 63 | 17% | 181 | 48% | 92 | 24% | 273 | 73% |
| Multiracial | 23 | 2 | 9% | 21 | 91% | 5 | 24% | 4 | 19% | 7 | 33% | 5 | 24% | 12 | 57% |
| Economically Disadvantaged | 136 | 18 | 13% | 118 | 87% | 37 | 31% | 32 | 27% | 42 | 36% | 7 | 6% | 49 | 42% |
| Not Economically Disadvantaged | 338 | 16 | 5% | 322 | 95% | 20 | 6% | 52 | 16% | 156 | 48% | 94 | 29% | 250 | 78% |
| English Language Learner | 8 | 0 | 0% | 8 | 100% | 4 | 50% | 4 | 50% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 466 | 34 | 7% | 432 | 93% | 53 | 12% | 80 | 19% | 198 | 46% | 101 | 23% | 299 | 69% |
| Not in Foster Care | 474 | 34 | 7% | 440 | 93% | 57 | 13% | 84 | 19% | 198 | 45% | 101 | 23% | 299 | 68% |
| Homeless | 6 | 0 | 0% | 6 | 100% | 2 | 33% | 3 | 50% | 1 | 17% | 0 | 0% | 1 | 17% |
| Not Homeless | 468 | 34 | 7% | 434 | 93% | 55 | 13% | 81 | 19% | 197 | 45% | 101 | 23% | 298 | 69% |
| Not Migrant | 474 | 34 | 7% | 440 | 93% | 57 | 13% | 84 | 19% | 198 | 45% | 101 | 23% | 299 | 68% |
| Parent in Armed Forces | 9 | 2 | 22% | 7 | 78% | 1 | 14% | 0 | 0% | 3 | 43% | 3 | 43% | 6 | 86% |
| Parent Not in Armed Forces | 465 | 32 | 7% | 433 | 93% | 56 | 13% | 84 | 19% | 195 | 45% | 98 | 23% | 293 | 68% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 484 | 44 | 9% | 440 | 91% | 40 | 9% | 65 | 15% | 227 | 52% | 108 | 25% | 335 | 76% |
| Female | 251 | 18 | 7% | 233 | 93% | 21 | 9% | 36 | 15% | 115 | 49% | 61 | 26% | 176 | 76% |
| Male | 233 | 26 | 11% | 207 | 89% | 19 | 9% | 29 | 14% | 112 | 54% | 47 | 23% | 159 | 77% |
| General Education Students | 425 | 23 | 5% | 402 | 95% | 15 | 4% | 57 | 14% | 223 | 55% | 107 | 27% | 330 | 82% |
| Students with Disabilities | 59 | 21 | 36% | 38 | 64% | 25 | 66% | 8 | 21% | 4 | 11% | 1 | 3% | 5 | 13% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 1 | 13% | 1 | 13% | 3 | 38% | 3 | 38% | 6 | 75% |
| Black or African American | 12 | 2 | 17% | 10 | 83% | 2 | 20% | 3 | 30% | 5 | 50% | 0 | 0% | 5 | 50% |
| Hispanic or Latino | 23 | 2 | 9% | 21 | 91% | 7 | 33% | 3 | 14% | 9 | 43% | 2 | 10% | 11 | 52% |
| White | 417 | 38 | 9% | 379 | 91% | 27 | 7% | 53 | 14% | 201 | 53% | 98 | 26% | 299 | 79% |
| Multiracial | 24 | 2 | 8% | 22 | 92% | 3 | 14% | 5 | 23% | 9 | 41% | 5 | 23% | 14 | 64% |
| Economically Disadvantaged | 144 | 23 | 16% | 121 | 84% | 26 | 21% | 33 | 27% | 48 | 40% | 14 | 12% | 62 | 51% |
| Not Economically Disadvantaged | 340 | 21 | 6% | 319 | 94% | 14 | 4% | 32 | 10% | 179 | 56% | 94 | 29% | 273 | 86% |
| English Language Learner | 8 | 0 | 0% | 8 | 100% | 4 | 50% | 2 | 25% | 2 | 25% | 0 | 0% | 2 | 25% |
| Non-English Language Learner | 476 | 44 | 9% | 432 | 91% | 36 | 8% | 63 | 15% | 225 | 52% | 108 | 25% | 333 | 77% |
| Not in Foster Care | 484 | 44 | 9% | 440 | 91% | 40 | 9% | 65 | 15% | 227 | 52% | 108 | 25% | 335 | 76% |
| Homeless | 5 | 3 | 60% | 2 | 40% | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 479 | 41 | 9% | 438 | 91% | — | — | — | — | — | — | — | — | — | — |
| Migrant | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 483 | 44 | 9% | 439 | 91% | — | — | — | — | — | — | — | — | — | — |
| Parent in Armed Forces | 10 | 1 | 10% | 9 | 90% | 0 | 0% | 2 | 22% | 6 | 67% | 1 | 11% | 7 | 78% |
| Parent Not in Armed Forces | 474 | 43 | 9% | 431 | 91% | 40 | 9% | 63 | 15% | 221 | 51% | 107 | 25% | 328 | 76% |

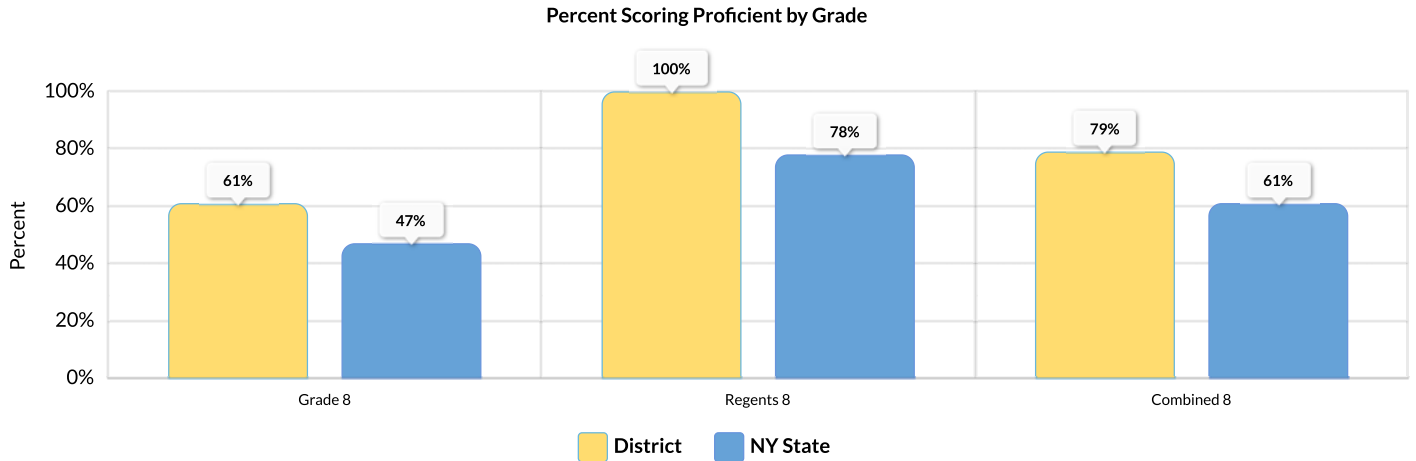
| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 464 | 40 | 9% | 424 | 91% | 46 | 11% | 74 | 17% | 174 | 41% | 130 | 31% | 304 | 72% |
| Female | 217 | 22 | 10% | 195 | 90% | 17 | 9% | 34 | 17% | 85 | 44% | 59 | 30% | 144 | 74% |
| Male | 247 | 18 | 7% | 229 | 93% | 29 | 13% | 40 | 17% | 89 | 39% | 71 | 31% | 160 | 70% |
| General Education Students | 402 | 25 | 6% | 377 | 94% | 22 | 6% | 62 | 16% | 166 | 44% | 127 | 34% | 293 | 78% |
| Students with Disabilities | 62 | 15 | 24% | 47 | 76% | 24 | 51% | 12 | 26% | 8 | 17% | 3 | 6% | 11 | 23% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 11 | 0 | 0% | 11 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 21 | 5 | 24% | 16 | 76% | 4 | 25% | 2 | 13% | 7 | 44% | 3 | 19% | 10 | 63% |
| White | 401 | 31 | 8% | 370 | 92% | 31 | 8% | 63 | 17% | 156 | 42% | 120 | 32% | 276 | 75% |
| Multiracial | 27 | 4 | 15% | 23 | 85% | 5 | 22% | 6 | 26% | 8 | 35% | 4 | 17% | 12 | 52% |
| Small Group Total: Race & Ethnicity | 15 | 0 | 0% | 15 | 100% | 6 | 40% | 3 | 20% | 3 | 20% | 3 | 20% | 6 | 40% |
| Economically Disadvantaged | 127 | 20 | 16% | 107 | 84% | 29 | 27% | 33 | 31% | 31 | 29% | 14 | 13% | 45 | 42% |
| Not Economically Disadvantaged | 337 | 20 | 6% | 317 | 94% | 17 | 5% | 41 | 13% | 143 | 45% | 116 | 37% | 259 | 82% |
| English Language Learner | 6 | 1 | 17% | 5 | 83% | 2 | 40% | 2 | 40% | 1 | 20% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 458 | 39 | 9% | 419 | 91% | 44 | 11% | 72 | 17% | 173 | 41% | 130 | 31% | 303 | 72% |
| In Foster Care | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 463 | 39 | 8% | 424 | 92% | 46 | 11% | 74 | 17% | 174 | 41% | 130 | 31% | 304 | 72% |
| Homeless | 2 | 1 | 50% | 1 | 50% | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 462 | 39 | 8% | 423 | 92% | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 464 | 40 | 9% | 424 | 91% | 46 | 11% | 74 | 17% | 174 | 41% | 130 | 31% | 304 | 72% |
| Parent in Armed Forces | 7 | 2 | 29% | 5 | 71% | 1 | 20% | 1 | 20% | 3 | 60% | 0 | 0% | 3 | 60% |
| Parent Not in Armed Forces | 457 | 38 | 8% | 419 | 92% | 45 | 11% | 73 | 17% | 171 | 41% | 130 | 31% | 301 | 72% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|------|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 458 | 195 | 43% | 263 | 57% | 63 | 24% | 38 | 14% | 140 | 53% | 22 | 8% | 162 | 62% |
| Female | 244 | 97 | 40% | 147 | 60% | 24 | 16% | 21 | 14% | 85 | 58% | 17 | 12% | 102 | 69% |
| Male | 208 | 95 | 46% | 113 | 54% | — | — | — | — | — | — | — | — | — | — |
| Non-Binary | 6 | 3 | 50% | 3 | 50% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 214 | 98 | 46% | 116 | 54% | 39 | 34% | 17 | 15% | 55 | 47% | 5 | 4% | 60 | 52% |
| General Education Students | 392 | 172 | 44% | 220 | 56% | 35 | 16% | 27 | 12% | 136 | 62% | 22 | 10% | 158 | 72% |
| Students with Disabilities | 66 | 23 | 35% | 43 | 65% | 28 | 65% | 11 | 26% | 4 | 9% | 0 | 0% | 4 | 9% |
| Asian or Native Hawaiian/Other Pacific Islander | 11 | 4 | 36% | 7 | 64% | 2 | 29% | 0 | 0% | 3 | 43% | 2 | 29% | 5 | 71% |
| Black or African American | 8 | 2 | 25% | 6 | 75% | 4 | 67% | 0 | 0% | 2 | 33% | 0 | 0% | 2 | 33% |
| Hispanic or Latino | 22 | 8 | 36% | 14 | 64% | 7 | 50% | 3 | 21% | 3 | 21% | 1 | 7% | 4 | 29% |
| White | 394 | 170 | 43% | 224 | 57% | 46 | 21% | 35 | 16% | 127 | 57% | 16 | 7% | 143 | 64% |
| Multiracial | 23 | 11 | 48% | 12 | 52% | 4 | 33% | 0 | 0% | 5 | 42% | 3 | 25% | 8 | 67% |
| Economically Disadvantaged | 118 | 39 | 33% | 79 | 67% | 38 | 48% | 10 | 13% | 27 | 34% | 4 | 5% | 31 | 39% |
| Not Economically Disadvantaged | 340 | 156 | 46% | 184 | 54% | 25 | 14% | 28 | 15% | 113 | 61% | 18 | 10% | 131 | 71% |
| English Language Learner | 8 | 0 | 0% | 8 | 100% | 7 | 88% | 1 | 13% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 450 | 195 | 43% | 255 | 57% | 56 | 22% | 37 | 15% | 140 | 55% | 22 | 9% | 162 | 64% |
| Not in Foster Care | 458 | 195 | 43% | 263 | 57% | 63 | 24% | 38 | 14% | 140 | 53% | 22 | 8% | 162 | 62% |
| Homeless | 9 | 4 | 44% | 5 | 56% | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 449 | 191 | 43% | 258 | 57% | 58 | 22% | 38 | 15% | 140 | 54% | 22 | 9% | 162 | 63% |
| Not Migrant | 458 | 195 | 43% | 263 | 57% | 63 | 24% | 38 | 14% | 140 | 53% | 22 | 8% | 162 | 62% |
| Parent in Armed Forces | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 457 | 195 | 43% | 262 | 57% | — | — | — | — | — | — | — | — | — | — |

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



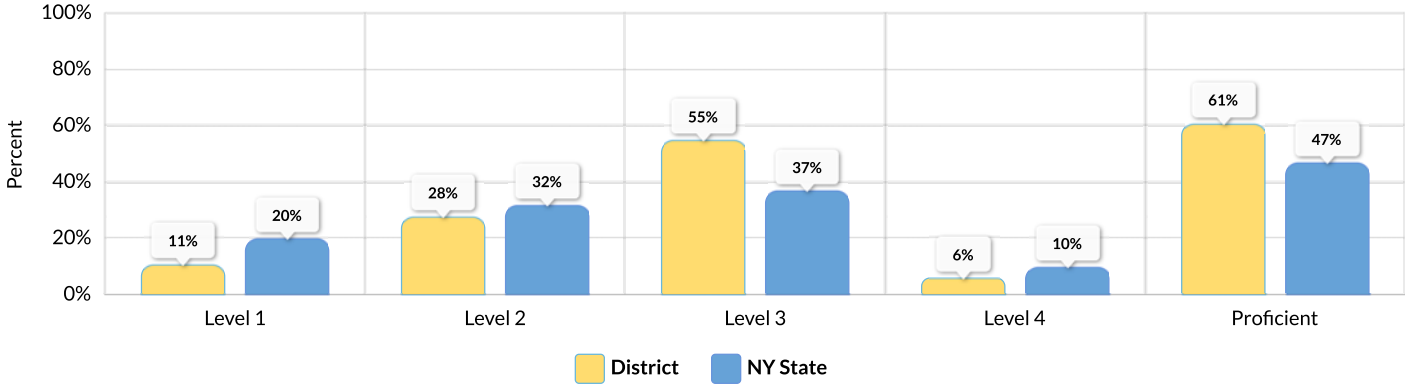
| Grade | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|-------|---|------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 8 | 457 | | 248 | 54% | 209 | 46% | 24 | 11% | 58 | 28% | 115 | 55% | 12 | 6% | 127 | 61% |
| Regents 8 | — | | — | — | 186 | 41% | 0 | 0% | 0 | 0% | 27 | 15% | 159 | 85% | 186 | 100% |
| Combined 8 | 457 | | 62 | 14% | 395 | 86% | 24 | 6% | 58 | 15% | 142 | 36% | 171 | 43% | 313 | 79% |

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

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students

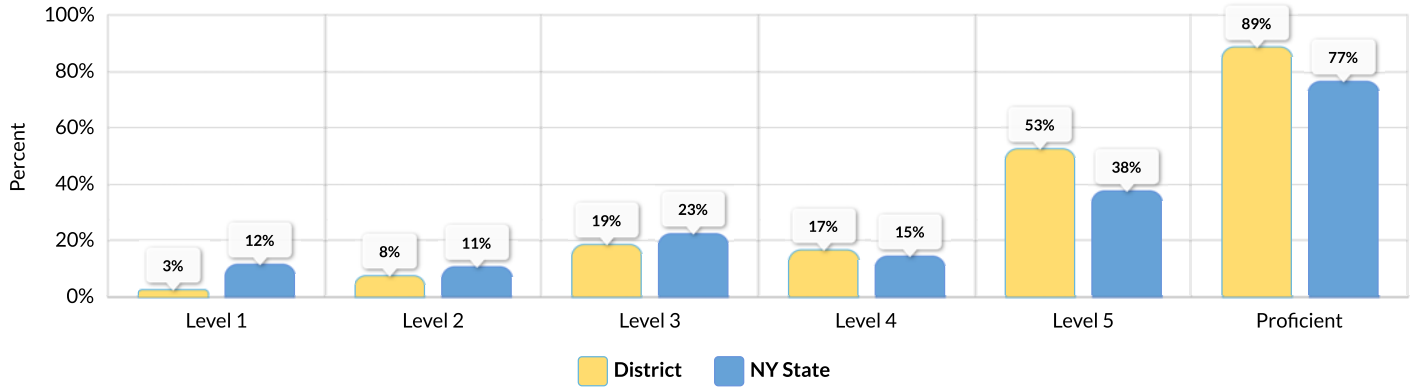


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 457 | 248 | 54% | 209 | 46% | 24 | 11% | 58 | 28% | 115 | 55% | 12 | 6% | 127 | 61% |
| Female | 244 | 132 | 54% | 112 | 46% | 13 | 12% | 28 | 25% | 64 | 57% | 7 | 6% | 71 | 63% |
| Male | 207 | 111 | 54% | 96 | 46% | — | — | — | — | — | — | — | — | — | — |
| Non-Binary | 6 | 5 | 83% | 1 | 17% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 213 | 116 | 54% | 97 | 46% | 11 | 11% | 30 | 31% | 51 | 53% | 5 | 5% | 56 | 58% |
| General Education Students | 391 | 230 | 59% | 161 | 41% | 6 | 4% | 37 | 23% | 108 | 67% | 10 | 6% | 118 | 73% |
| Students with Disabilities | 66 | 18 | 27% | 48 | 73% | 18 | 38% | 21 | 44% | 7 | 15% | 2 | 4% | 9 | 19% |
| Asian or Native Hawaiian/Other Pacific Islander | 11 | 6 | 55% | 5 | 45% | 0 | 0% | 2 | 40% | 3 | 60% | 0 | 0% | 3 | 60% |
| Black or African American | 8 | 1 | 13% | 7 | 88% | 2 | 29% | 2 | 29% | 3 | 43% | 0 | 0% | 3 | 43% |
| Hispanic or Latino | 21 | 12 | 57% | 9 | 43% | 1 | 11% | 4 | 44% | 4 | 44% | 0 | 0% | 4 | 44% |
| White | 394 | 218 | 55% | 176 | 45% | 18 | 10% | 47 | 27% | 101 | 57% | 10 | 6% | 111 | 63% |
| Multiracial | 23 | 11 | 48% | 12 | 52% | 3 | 25% | 3 | 25% | 4 | 33% | 2 | 17% | 6 | 50% |
| Economically Disadvantaged | 117 | 36 | 31% | 81 | 69% | 16 | 20% | 27 | 33% | 35 | 43% | 3 | 4% | 38 | 47% |
| Not Economically Disadvantaged | 340 | 212 | 62% | 128 | 38% | 8 | 6% | 31 | 24% | 80 | 63% | 9 | 7% | 89 | 70% |
| English Language Learner | 8 | 3 | 38% | 5 | 63% | 0 | 0% | 4 | 80% | 1 | 20% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 449 | 245 | 55% | 204 | 45% | 24 | 12% | 54 | 26% | 114 | 56% | 12 | 6% | 126 | 62% |
| Not in Foster Care | 457 | 248 | 54% | 209 | 46% | 24 | 11% | 58 | 28% | 115 | 55% | 12 | 6% | 127 | 61% |
| Homeless | 9 | 3 | 33% | 6 | 67% | 0 | 0% | 4 | 67% | 2 | 33% | 0 | 0% | 2 | 33% |
| Not Homeless | 448 | 245 | 55% | 203 | 45% | 24 | 12% | 54 | 27% | 113 | 56% | 12 | 6% | 125 | 62% |
| Not Migrant | 457 | 248 | 54% | 209 | 46% | 24 | 11% | 58 | 28% | 115 | 55% | 12 | 6% | 127 | 61% |
| Parent in Armed Forces | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 456 | 248 | 54% | 208 | 46% | — | — | — | — | — | — | — | — | — | — |

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percent Scoring at Levels for All Students

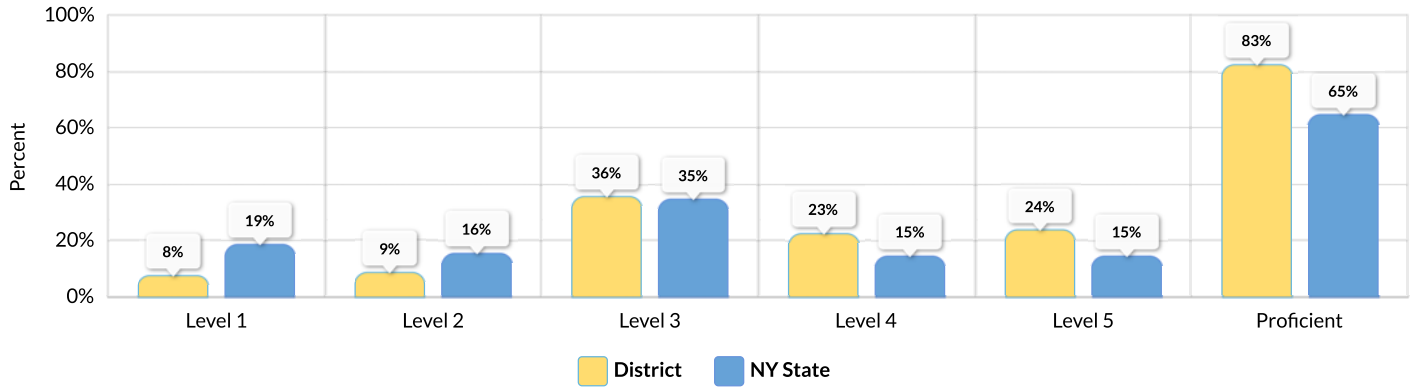


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|----------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 484 | 16 | 3% | 37 | 8% | 94 | 19% | 80 | 17% | 257 | 53% | 431 | 89% |
| Female | 224 | — | — | — | — | — | — | — | — | — | — | — | — |
| Male | 259 | 12 | 5% | 23 | 9% | 54 | 21% | 47 | 18% | 123 | 47% | 224 | 86% |
| Non-Binary | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 225 | 4 | 2% | 14 | 6% | 40 | 18% | 33 | 15% | 134 | 60% | 207 | 92% |
| General Education Students | 425 | 4 | 1% | 19 | 4% | 78 | 18% | 74 | 17% | 250 | 59% | 402 | 95% |
| Students with Disabilities | 59 | 12 | 20% | 18 | 31% | 16 | 27% | 6 | 10% | 7 | 12% | 29 | 49% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 1 | 11% | 0 | 0% | 3 | 33% | 1 | 11% | 4 | 44% | 8 | 89% |
| Black or African American | 12 | 2 | 17% | 0 | 0% | 4 | 33% | 2 | 17% | 4 | 33% | 10 | 83% |
| Hispanic or Latino | 29 | 0 | 0% | 5 | 17% | 7 | 24% | 9 | 31% | 8 | 28% | 24 | 83% |
| White | 407 | 11 | 3% | 31 | 8% | 74 | 18% | 67 | 16% | 224 | 55% | 365 | 90% |
| Multiracial | 27 | 2 | 7% | 1 | 4% | 6 | 22% | 1 | 4% | 17 | 63% | 24 | 89% |
| Economically Disadvantaged | 133 | 11 | 8% | 20 | 15% | 44 | 33% | 24 | 18% | 34 | 26% | 102 | 77% |
| Not Economically Disadvantaged | 351 | 5 | 1% | 17 | 5% | 50 | 14% | 56 | 16% | 223 | 64% | 329 | 94% |
| English Language Learner | 5 | 1 | 20% | 2 | 40% | 1 | 20% | 1 | 20% | 0 | 0% | 2 | 40% |
| Non-English Language Learner | 479 | 15 | 3% | 35 | 7% | 93 | 19% | 79 | 16% | 257 | 54% | 429 | 90% |
| Not in Foster Care | 484 | 16 | 3% | 37 | 8% | 94 | 19% | 80 | 17% | 257 | 53% | 431 | 89% |
| Homeless | 10 | 2 | 20% | 2 | 20% | 5 | 50% | 1 | 10% | 0 | 0% | 6 | 60% |
| Not Homeless | 474 | 14 | 3% | 35 | 7% | 89 | 19% | 79 | 17% | 257 | 54% | 425 | 90% |
| Not Migrant | 484 | 16 | 3% | 37 | 8% | 94 | 19% | 80 | 17% | 257 | 53% | 431 | 89% |
| Parent in Armed Forces | 3 | — | — | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 481 | — | — | — | — | — | — | — | — | — | — | — | — |

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|----------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 572 | 44 | 8% | 52 | 9% | 205 | 36% | 133 | 23% | 138 | 24% | 476 | 83% |
| Female | 270 | – | – | – | – | – | – | – | – | – | – | – | – |
| Male | 300 | 24 | 8% | 30 | 10% | 105 | 35% | 75 | 25% | 66 | 22% | 246 | 82% |
| Non-Binary | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 272 | 20 | 7% | 22 | 8% | 100 | 37% | 58 | 21% | 72 | 26% | 230 | 85% |
| General Education Students | 489 | 16 | 3% | 32 | 7% | 178 | 36% | 127 | 26% | 136 | 28% | 441 | 90% |
| Students with Disabilities | 83 | 28 | 34% | 20 | 24% | 27 | 33% | 6 | 7% | 2 | 2% | 35 | 42% |
| American Indian or Alaska Native | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | – | – | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 15 | 2 | 13% | 4 | 27% | 9 | 60% | 0 | 0% | 0 | 0% | 9 | 60% |
| Hispanic or Latino | 30 | 5 | 17% | 2 | 7% | 16 | 53% | 2 | 7% | 5 | 17% | 23 | 77% |
| White | 487 | 35 | 7% | 44 | 9% | 165 | 34% | 122 | 25% | 121 | 25% | 408 | 84% |
| Multiracial | 26 | 1 | 4% | 2 | 8% | 11 | 42% | 5 | 19% | 7 | 27% | 23 | 88% |
| Small Group Total: Race & Ethnicity | 14 | 1 | 7% | 0 | 0% | 4 | 29% | 4 | 29% | 5 | 36% | 13 | 93% |
| Economically Disadvantaged | 167 | 28 | 17% | 36 | 22% | 73 | 44% | 20 | 12% | 10 | 6% | 103 | 62% |
| Not Economically Disadvantaged | 405 | 16 | 4% | 16 | 4% | 132 | 33% | 113 | 28% | 128 | 32% | 373 | 92% |
| English Language Learner | 7 | 1 | 14% | 2 | 29% | 4 | 57% | 0 | 0% | 0 | 0% | 4 | 57% |
| Non-English Language Learner | 565 | 43 | 8% | 50 | 9% | 201 | 36% | 133 | 24% | 138 | 24% | 472 | 84% |
| In Foster Care | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 570 | – | – | – | – | – | – | – | – | – | – | – | – |
| Homeless | 9 | 5 | 56% | 2 | 22% | 1 | 11% | 1 | 11% | 0 | 0% | 2 | 22% |
| Not Homeless | 563 | 39 | 7% | 50 | 9% | 204 | 36% | 132 | 23% | 138 | 25% | 474 | 84% |
| Not Migrant | 572 | 44 | 8% | 52 | 9% | 205 | 36% | 133 | 23% | 138 | 24% | 476 | 83% |
| Parent in Armed Forces | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Parent Not in Armed Forces | 570 | – | – | – | – | – | – | – | – | – | – | – | – |

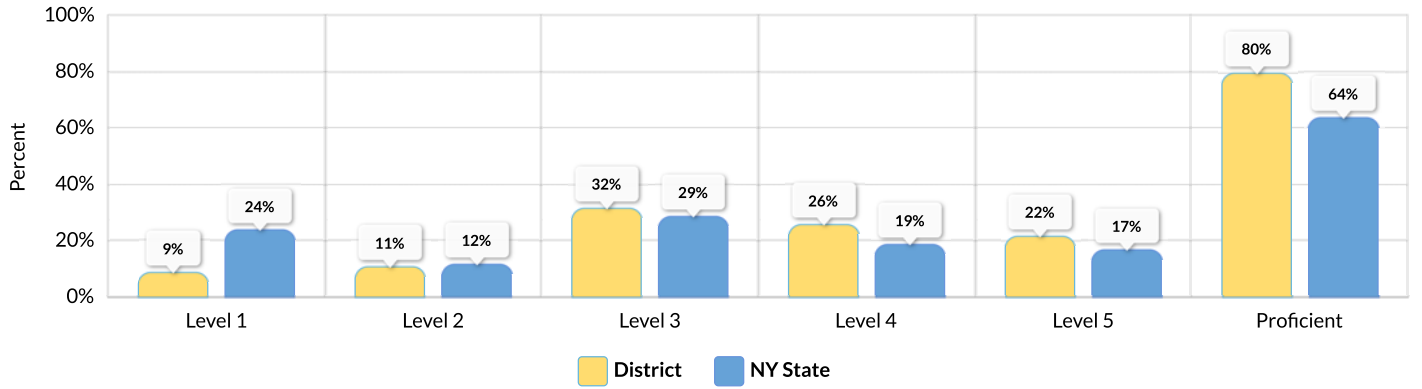


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|----------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 381 | 45 | 12% | 55 | 14% | 137 | 36% | 39 | 10% | 105 | 28% | 281 | 74% |
| Female | 202 | 29 | 14% | 35 | 17% | 67 | 33% | 17 | 8% | 54 | 27% | 138 | 68% |
| Male | 177 | — | — | — | — | — | — | — | — | — | — | — | — |
| Non-Binary | 2 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 179 | 16 | 9% | 20 | 11% | 70 | 39% | 22 | 12% | 51 | 28% | 143 | 80% |
| General Education Students | 369 | 42 | 11% | 53 | 14% | 133 | 36% | 38 | 10% | 103 | 28% | 274 | 74% |
| Students with Disabilities | 12 | 3 | 25% | 2 | 17% | 4 | 33% | 1 | 8% | 2 | 17% | 7 | 58% |
| Asian or Native Hawaiian/Other Pacific Islander | 17 | 0 | 0% | 3 | 18% | 6 | 35% | 1 | 6% | 7 | 41% | 14 | 82% |
| Black or African American | 3 | — | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 16 | — | — | — | — | — | — | — | — | — | — | — | — |
| White | 327 | 39 | 12% | 47 | 14% | 110 | 34% | 36 | 11% | 95 | 29% | 241 | 74% |
| Multiracial | 18 | 2 | 11% | 2 | 11% | 12 | 67% | 1 | 6% | 1 | 6% | 14 | 78% |
| Small Group Total: Race & Ethnicity | 19 | 4 | 21% | 3 | 16% | 9 | 47% | 1 | 5% | 2 | 11% | 12 | 63% |
| Economically Disadvantaged | 77 | 14 | 18% | 18 | 23% | 32 | 42% | 3 | 4% | 10 | 13% | 45 | 58% |
| Not Economically Disadvantaged | 304 | 31 | 10% | 37 | 12% | 105 | 35% | 36 | 12% | 95 | 31% | 236 | 78% |
| English Language Learner | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 380 | — | — | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | 2 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 379 | — | — | — | — | — | — | — | — | — | — | — | — |
| Homeless | 4 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 377 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 381 | 45 | 12% | 55 | 14% | 137 | 36% | 39 | 10% | 105 | 28% | 281 | 74% |
| Parent in Armed Forces | 2 | — | — | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 379 | — | — | — | — | — | — | — | — | — | — | — | — |

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percent Scoring at Levels for All Students

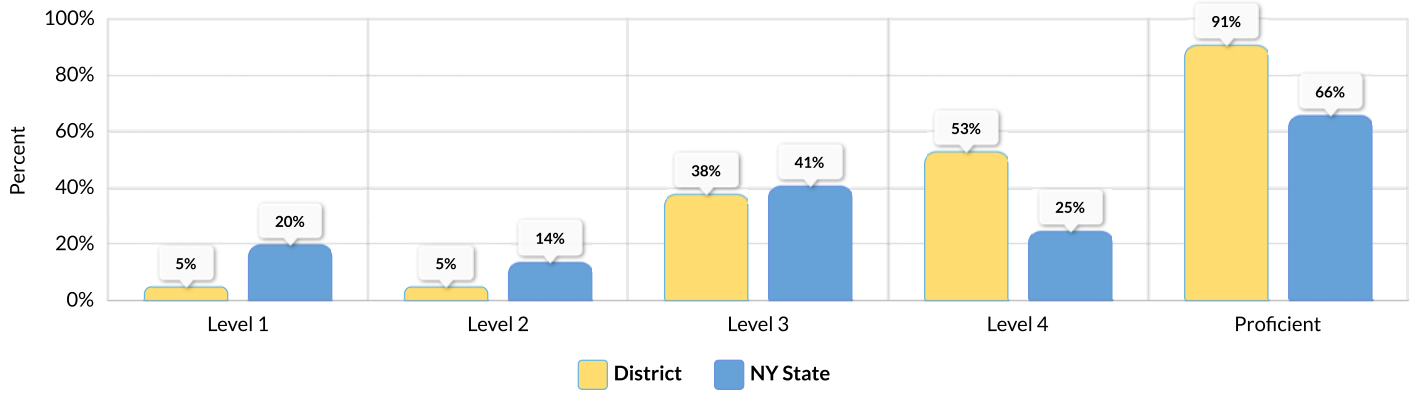


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 288 | 26 | 9% | 33 | 11% | 91 | 32% | 74 | 26% | 64 | 22% | 229 | 80% |
| Female | 141 | — | — | — | — | — | — | — | — | — | — | — | — |
| Male | 146 | 15 | 10% | 17 | 12% | 43 | 29% | 37 | 25% | 34 | 23% | 114 | 78% |
| Non-Binary | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 142 | 11 | 8% | 16 | 11% | 48 | 34% | 37 | 26% | 30 | 21% | 115 | 81% |
| General Education Students | 284 | — | — | — | — | — | — | — | — | — | — | — | — |
| Students with Disabilities | 4 | — | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 2 | 25% | 1 | 13% | 1 | 13% | 4 | 50% | 6 | 75% |
| Black or African American | 7 | 2 | 29% | 2 | 29% | 2 | 29% | 1 | 14% | 0 | 0% | 3 | 43% |
| Hispanic or Latino | 19 | 4 | 21% | 4 | 21% | 8 | 42% | 1 | 5% | 2 | 11% | 11 | 58% |
| White | 243 | 18 | 7% | 24 | 10% | 78 | 32% | 69 | 28% | 54 | 22% | 201 | 83% |
| Multiracial | 11 | 2 | 18% | 1 | 9% | 2 | 18% | 2 | 18% | 4 | 36% | 8 | 73% |
| Economically Disadvantaged | 30 | 6 | 20% | 6 | 20% | 8 | 27% | 9 | 30% | 1 | 3% | 18 | 60% |
| Not Economically Disadvantaged | 258 | 20 | 8% | 27 | 10% | 83 | 32% | 65 | 25% | 63 | 24% | 211 | 82% |
| Non-English Language Learner | 288 | 26 | 9% | 33 | 11% | 91 | 32% | 74 | 26% | 64 | 22% | 229 | 80% |
| Not in Foster Care | 288 | 26 | 9% | 33 | 11% | 91 | 32% | 74 | 26% | 64 | 22% | 229 | 80% |
| Not Homeless | 288 | 26 | 9% | 33 | 11% | 91 | 32% | 74 | 26% | 64 | 22% | 229 | 80% |
| Not Migrant | 288 | 26 | 9% | 33 | 11% | 91 | 32% | 74 | 26% | 64 | 22% | 229 | 80% |
| Parent Not in Armed Forces | 288 | 26 | 9% | 33 | 11% | 91 | 32% | 74 | 26% | 64 | 22% | 229 | 80% |

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students

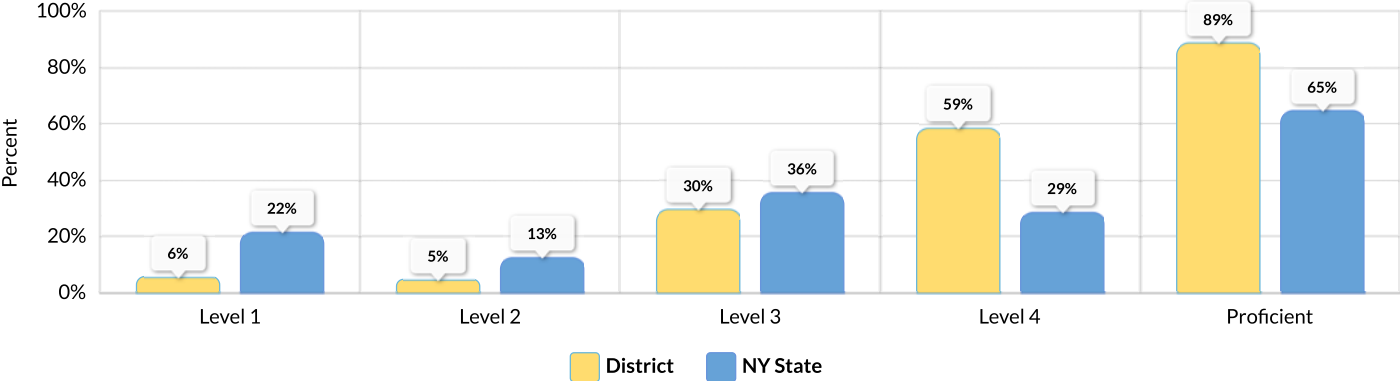


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 465 | 21 | 5% | 23 | 5% | 175 | 38% | 246 | 53% | 421 | 91% |
| Female | 228 | – | – | – | – | – | – | – | – | – | – |
| Male | 234 | 17 | 7% | 8 | 3% | 74 | 32% | 135 | 58% | 209 | 89% |
| Non-Binary | 3 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 231 | 4 | 2% | 15 | 6% | 101 | 44% | 111 | 48% | 212 | 92% |
| General Education Students | 407 | 3 | 1% | 11 | 3% | 156 | 38% | 237 | 58% | 393 | 97% |
| Students with Disabilities | 58 | 18 | 31% | 12 | 21% | 19 | 33% | 9 | 16% | 28 | 48% |
| Asian or Native Hawaiian/Other Pacific Islander | 14 | 2 | 14% | 1 | 7% | 5 | 36% | 6 | 43% | 11 | 79% |
| Black or African American | 8 | 0 | 0% | 0 | 0% | 6 | 75% | 2 | 25% | 8 | 100% |
| Hispanic or Latino | 23 | 3 | 13% | 4 | 17% | 10 | 43% | 6 | 26% | 16 | 70% |
| White | 398 | 15 | 4% | 17 | 4% | 143 | 36% | 223 | 56% | 366 | 92% |
| Multiracial | 22 | 1 | 5% | 1 | 5% | 11 | 50% | 9 | 41% | 20 | 91% |
| Economically Disadvantaged | 127 | 16 | 13% | 16 | 13% | 58 | 46% | 37 | 29% | 95 | 75% |
| Not Economically Disadvantaged | 338 | 5 | 1% | 7 | 2% | 117 | 35% | 209 | 62% | 326 | 96% |
| English Language Learner | 9 | 4 | 44% | 1 | 11% | 4 | 44% | 0 | 0% | 4 | 44% |
| Non-English Language Learner | 456 | 17 | 4% | 22 | 5% | 171 | 38% | 246 | 54% | 417 | 91% |
| In Foster Care | 1 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 464 | – | – | – | – | – | – | – | – | – | – |
| Homeless | 5 | 1 | 20% | 1 | 20% | 2 | 40% | 1 | 20% | 3 | 60% |
| Not Homeless | 460 | 20 | 4% | 22 | 5% | 173 | 38% | 245 | 53% | 418 | 91% |
| Not Migrant | 465 | 21 | 5% | 23 | 5% | 175 | 38% | 246 | 53% | 421 | 91% |
| Parent in Armed Forces | 1 | – | – | – | – | – | – | – | – | – | – |
| Parent Not in Armed Forces | 464 | – | – | – | – | – | – | – | – | – | – |

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



Percent Scoring at Levels for All Students

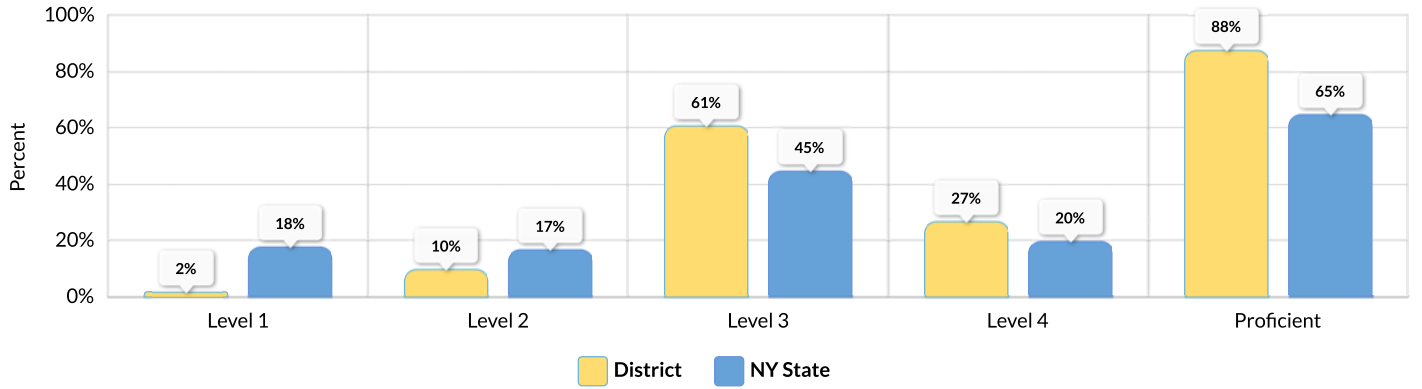


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|------|------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 472 | 26 | 6% | 24 | 5% | 143 | 30% | 279 | 59% | 422 | 89% |
| Female | 239 | 14 | 6% | 13 | 5% | 80 | 33% | 132 | 55% | 212 | 89% |
| Male | 230 | – | – | – | – | – | – | – | – | – | – |
| Non-Binary | 3 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 233 | 12 | 5% | 11 | 5% | 63 | 27% | 147 | 63% | 210 | 90% |
| General Education Students | 440 | 19 | 4% | 21 | 5% | 130 | 30% | 270 | 61% | 400 | 91% |
| Students with Disabilities | 32 | 7 | 22% | 3 | 9% | 13 | 41% | 9 | 28% | 22 | 69% |
| American Indian or Alaska Native | 1 | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 0 | 0% | 0 | 0% | 0 | 0% | 13 | 100% | 13 | 100% |
| Black or African American | 10 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 19 | 1 | 5% | 3 | 16% | 9 | 47% | 6 | 32% | 15 | 79% |
| White | 408 | 21 | 5% | 19 | 5% | 121 | 30% | 247 | 61% | 368 | 90% |
| Multiracial | 21 | 2 | 10% | 1 | 5% | 6 | 29% | 12 | 57% | 18 | 86% |
| Small Group Total: Race & Ethnicity | 11 | 2 | 18% | 1 | 9% | 7 | 64% | 1 | 9% | 8 | 73% |
| Economically Disadvantaged | 106 | 14 | 13% | 13 | 12% | 40 | 38% | 39 | 37% | 79 | 75% |
| Not Economically Disadvantaged | 366 | 12 | 3% | 11 | 3% | 103 | 28% | 240 | 66% | 343 | 94% |
| English Language Learner | 1 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 471 | – | – | – | – | – | – | – | – | – | – |
| In Foster Care | 3 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 469 | – | – | – | – | – | – | – | – | – | – |
| Homeless | 2 | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 470 | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 472 | 26 | 6% | 24 | 5% | 143 | 30% | 279 | 59% | 422 | 89% |
| Parent in Armed Forces | 3 | – | – | – | – | – | – | – | – | – | – |
| Parent Not in Armed Forces | 469 | – | – | – | – | – | – | – | – | – | – |

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



Percent Scoring at Levels for All Students

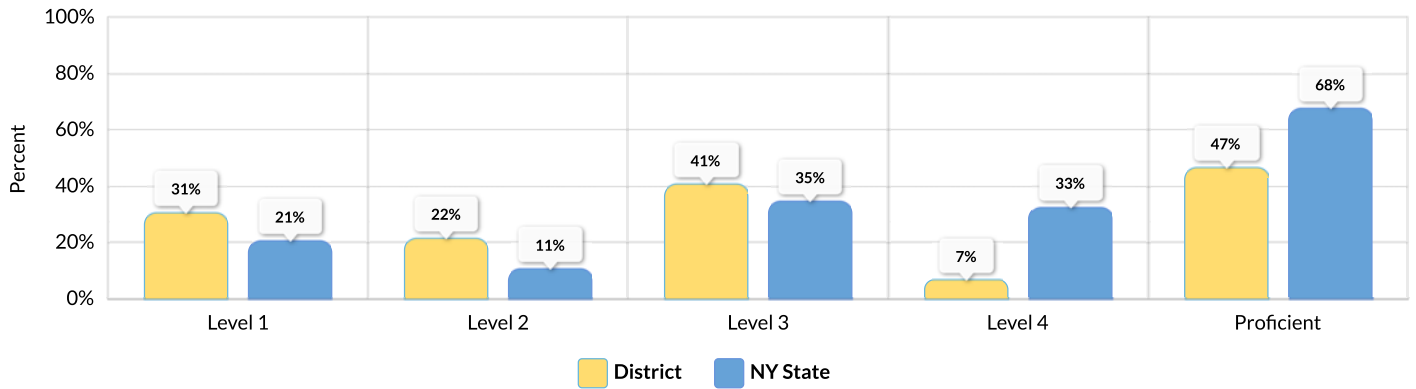


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|----|---------|-----|---------|-----|---------|-----|------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 328 | 8 | 2% | 32 | 10% | 201 | 61% | 87 | 27% | 288 | 88% |
| Female | 155 | – | – | – | – | – | – | – | – | – | – |
| Male | 172 | 4 | 2% | 16 | 9% | 102 | 59% | 50 | 29% | 152 | 88% |
| Non-Binary | 1 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 156 | 4 | 3% | 16 | 10% | 99 | 63% | 37 | 24% | 136 | 87% |
| General Education Students | 324 | – | – | – | – | – | – | – | – | – | – |
| Students with Disabilities | 4 | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 20 | 1 | 5% | 4 | 20% | 12 | 60% | 3 | 15% | 15 | 75% |
| White | 279 | 6 | 2% | 26 | 9% | 173 | 62% | 74 | 27% | 247 | 89% |
| Multiracial | 15 | 1 | 7% | 1 | 7% | 7 | 47% | 6 | 40% | 13 | 87% |
| Small Group Total: Race & Ethnicity | 14 | 0 | 0% | 1 | 7% | 9 | 64% | 4 | 29% | 13 | 93% |
| Economically Disadvantaged | 44 | 3 | 7% | 8 | 18% | 28 | 64% | 5 | 11% | 33 | 75% |
| Not Economically Disadvantaged | 284 | 5 | 2% | 24 | 8% | 173 | 61% | 82 | 29% | 255 | 90% |
| Non-English Language Learner | 328 | 8 | 2% | 32 | 10% | 201 | 61% | 87 | 27% | 288 | 88% |
| Not in Foster Care | 328 | 8 | 2% | 32 | 10% | 201 | 61% | 87 | 27% | 288 | 88% |
| Not Homeless | 328 | 8 | 2% | 32 | 10% | 201 | 61% | 87 | 27% | 288 | 88% |
| Not Migrant | 328 | 8 | 2% | 32 | 10% | 201 | 61% | 87 | 27% | 288 | 88% |
| Parent Not in Armed Forces | 328 | 8 | 2% | 32 | 10% | 201 | 61% | 87 | 27% | 288 | 88% |

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



Percent Scoring at Levels for All Students

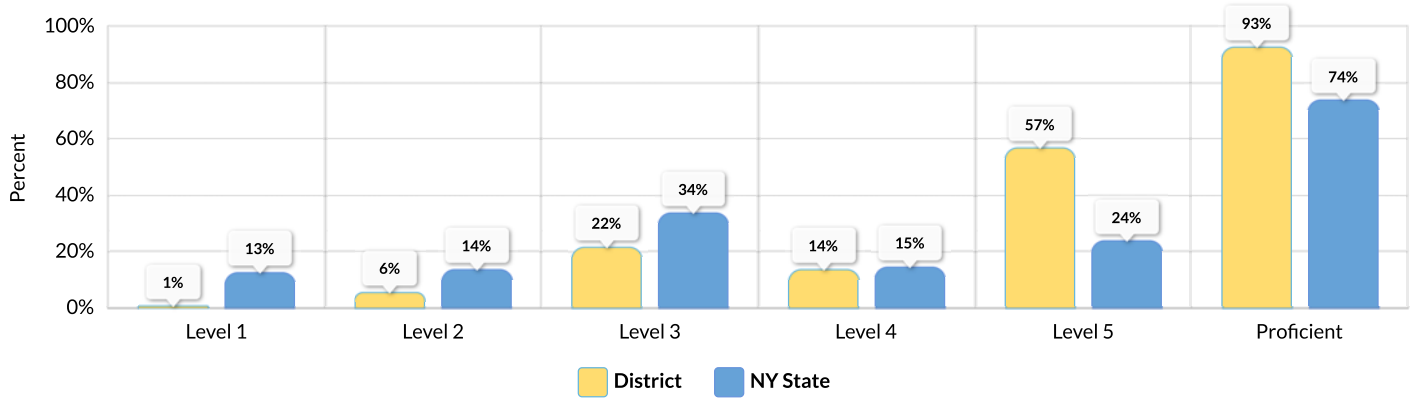


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 74 | 23 | 31% | 16 | 22% | 30 | 41% | 5 | 7% | 35 | 47% |
| Female | 41 | 13 | 32% | 12 | 29% | 14 | 34% | 2 | 5% | 16 | 39% |
| Male | 33 | 10 | 30% | 4 | 12% | 16 | 48% | 3 | 9% | 19 | 58% |
| General Education Students | 74 | 23 | 31% | 16 | 22% | 30 | 41% | 5 | 7% | 35 | 47% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 4 | — | — | — | — | — | — | — | — | — | — |
| White | 67 | 18 | 27% | 15 | 22% | 29 | 43% | 5 | 7% | 34 | 51% |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Race & Ethnicity | 7 | 5 | 71% | 1 | 14% | 1 | 14% | 0 | 0% | 1 | 14% |
| Economically Disadvantaged | 5 | 3 | 60% | 1 | 20% | 1 | 20% | 0 | 0% | 1 | 20% |
| Not Economically Disadvantaged | 69 | 20 | 29% | 15 | 22% | 29 | 42% | 5 | 7% | 34 | 49% |
| Non-English Language Learner | 74 | 23 | 31% | 16 | 22% | 30 | 41% | 5 | 7% | 35 | 47% |
| Not in Foster Care | 74 | 23 | 31% | 16 | 22% | 30 | 41% | 5 | 7% | 35 | 47% |
| Not Homeless | 74 | 23 | 31% | 16 | 22% | 30 | 41% | 5 | 7% | 35 | 47% |
| Not Migrant | 74 | 23 | 31% | 16 | 22% | 30 | 41% | 5 | 7% | 35 | 47% |
| Parent in Armed Forces | 1 | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 73 | — | — | — | — | — | — | — | — | — | — |

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



Percent Scoring at Levels for All Students

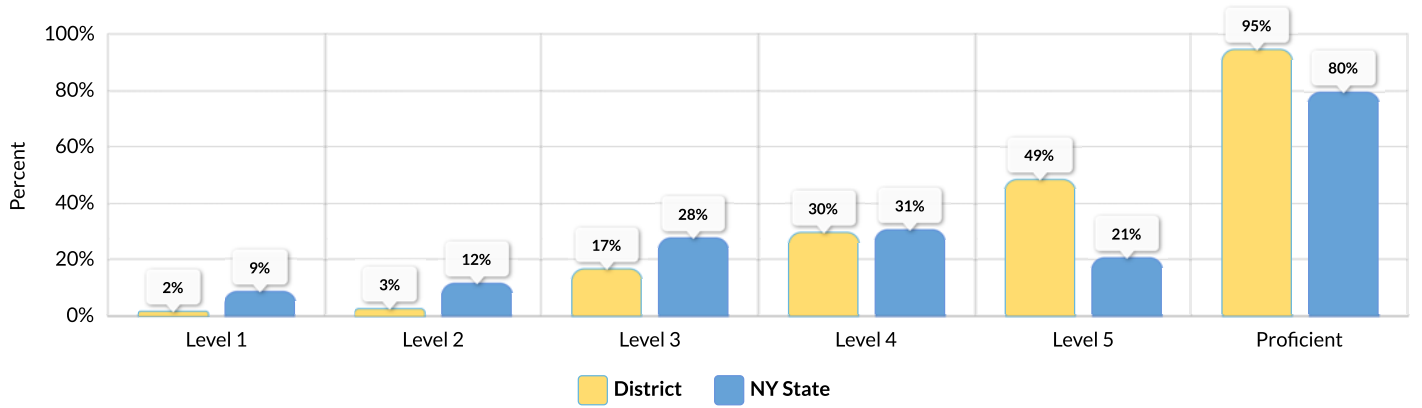


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|----|---------|-----|---------|-----|---------|-----|---------|-----|----------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 451 | 6 | 1% | 27 | 6% | 97 | 22% | 64 | 14% | 257 | 57% | 418 | 93% |
| Female | 215 | 0 | 0% | 15 | 7% | 53 | 25% | 37 | 17% | 110 | 51% | 200 | 93% |
| Male | 236 | 6 | 3% | 12 | 5% | 44 | 19% | 27 | 11% | 147 | 62% | 218 | 92% |
| General Education Students | 400 | 2 | 1% | 11 | 3% | 77 | 19% | 56 | 14% | 254 | 64% | 387 | 97% |
| Students with Disabilities | 51 | 4 | 8% | 16 | 31% | 20 | 39% | 8 | 16% | 3 | 6% | 31 | 61% |
| American Indian or Alaska Native | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 14 | 0 | 0% | 0 | 0% | 1 | 7% | 1 | 7% | 12 | 86% | 14 | 100% |
| Black or African American | 8 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 22 | 0 | 0% | 2 | 9% | 8 | 36% | 2 | 9% | 10 | 45% | 20 | 91% |
| White | 382 | 6 | 2% | 21 | 5% | 78 | 20% | 57 | 15% | 220 | 58% | 355 | 93% |
| Multiracial | 24 | 0 | 0% | 3 | 13% | 6 | 25% | 2 | 8% | 13 | 54% | 21 | 88% |
| Small Group Total: Race & Ethnicity | 9 | 0 | 0% | 1 | 11% | 4 | 44% | 2 | 22% | 2 | 22% | 8 | 89% |
| Economically Disadvantaged | 122 | 5 | 4% | 18 | 15% | 43 | 35% | 19 | 16% | 37 | 30% | 99 | 81% |
| Not Economically Disadvantaged | 329 | 1 | 0% | 9 | 3% | 54 | 16% | 45 | 14% | 220 | 67% | 319 | 97% |
| English Language Learner | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 448 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 451 | 6 | 1% | 27 | 6% | 97 | 22% | 64 | 14% | 257 | 57% | 418 | 93% |
| Homeless | 8 | 0 | 0% | 3 | 38% | 2 | 25% | 1 | 13% | 2 | 25% | 5 | 63% |
| Not Homeless | 443 | 6 | 1% | 24 | 5% | 95 | 21% | 63 | 14% | 255 | 58% | 413 | 93% |
| Not Migrant | 451 | 6 | 1% | 27 | 6% | 97 | 22% | 64 | 14% | 257 | 57% | 418 | 93% |
| Parent Not in Armed Forces | 451 | 6 | 1% | 27 | 6% | 97 | 22% | 64 | 14% | 257 | 57% | 418 | 93% |

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



Percent Scoring at Levels for All Students



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 447 | 8 | 2% | 13 | 3% | 76 | 17% | 132 | 30% | 218 | 49% | 426 | 95% |
| Female | 212 | – | – | – | – | – | – | – | – | – | – | – | – |
| Male | 234 | 7 | 3% | 5 | 2% | 42 | 18% | 69 | 29% | 111 | 47% | 222 | 95% |
| Non-Binary | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 213 | 1 | 0% | 8 | 4% | 34 | 16% | 63 | 30% | 107 | 50% | 204 | 96% |
| General Education Students | 398 | 2 | 1% | 6 | 2% | 56 | 14% | 122 | 31% | 212 | 53% | 390 | 98% |
| Students with Disabilities | 49 | 6 | 12% | 7 | 14% | 20 | 41% | 10 | 20% | 6 | 12% | 36 | 73% |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | 0 | 0% | 0 | 0% | 1 | 10% | 6 | 60% | 3 | 30% | 10 | 100% |
| Black or African American | 9 | 0 | 0% | 1 | 11% | 2 | 22% | 3 | 33% | 3 | 33% | 8 | 89% |
| Hispanic or Latino | 27 | 1 | 4% | 2 | 7% | 8 | 30% | 7 | 26% | 9 | 33% | 24 | 89% |
| White | 376 | 7 | 2% | 9 | 2% | 63 | 17% | 109 | 29% | 188 | 50% | 360 | 96% |
| Multiracial | 25 | 0 | 0% | 1 | 4% | 2 | 8% | 7 | 28% | 15 | 60% | 24 | 96% |
| Economically Disadvantaged | 117 | 7 | 6% | 9 | 8% | 38 | 32% | 39 | 33% | 24 | 21% | 101 | 86% |
| Not Economically Disadvantaged | 330 | 1 | 0% | 4 | 1% | 38 | 12% | 93 | 28% | 194 | 59% | 325 | 98% |
| English Language Learner | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 443 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 447 | 8 | 2% | 13 | 3% | 76 | 17% | 132 | 30% | 218 | 49% | 426 | 95% |
| Homeless | 8 | 1 | 13% | 1 | 13% | 3 | 38% | 3 | 38% | 0 | 0% | 6 | 75% |
| Not Homeless | 439 | 7 | 2% | 12 | 3% | 73 | 17% | 129 | 29% | 218 | 50% | 420 | 96% |
| Not Migrant | 447 | 8 | 2% | 13 | 3% | 76 | 17% | 132 | 30% | 218 | 49% | 426 | 95% |
| Parent in Armed Forces | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Parent Not in Armed Forces | 444 | – | – | – | – | – | – | – | – | – | – | – | – |

TOTAL COHORT REGENTS EXAMINATION RESULTS

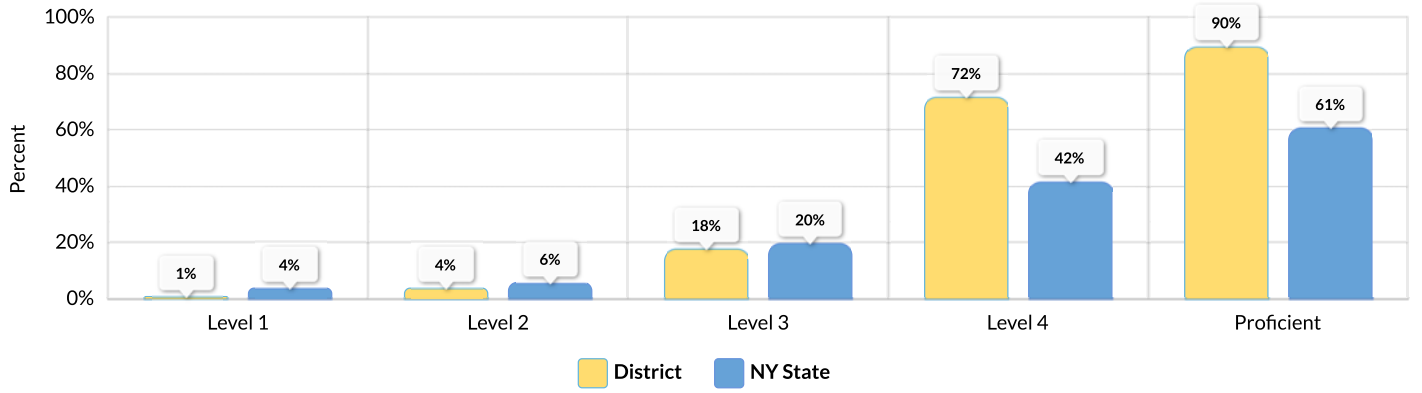
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Percent Scoring at Levels for All Students



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 520 | 27 | 5% | 493 | 95% | 6 | 1% | 20 | 4% | 92 | 18% | 375 | 72% | 467 | 90% |
| Female | 269 | 10 | 4% | 259 | 96% | 4 | 1% | 12 | 4% | 33 | 12% | 210 | 78% | 243 | 90% |
| Male | 250 | 17 | — | 233 | — | — | — | — | — | — | — | — | — | — | — |
| Non-Binary | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 251 | 17 | 7% | 234 | 93% | 2 | 1% | 8 | 3% | 59 | 24% | 165 | 66% | 224 | 89% |
| General Education Students | 473 | 13 | 3% | 460 | 97% | 3 | 1% | 15 | 3% | 73 | 15% | 369 | 78% | 442 | 93% |
| Students with Disabilities | 47 | 14 | 30% | 33 | 70% | 3 | 6% | 5 | 11% | 19 | 40% | 6 | 13% | 25 | 53% |
| Asian or Native Hawaiian/Other Pacific Islander | 16 | 0 | 0% | 16 | 100% | 0 | 0% | 0 | 0% | 2 | 13% | 14 | 88% | 16 | 100% |
| Black or African American | 8 | 3 | 38% | 5 | 63% | 0 | 0% | 1 | 13% | 3 | 38% | 1 | 13% | 4 | 50% |
| Hispanic or Latino | 24 | 5 | 21% | 19 | 79% | 1 | 4% | 3 | 13% | 6 | 25% | 9 | 38% | 15 | 63% |
| White | 451 | 16 | 4% | 435 | 96% | 5 | 1% | 15 | 3% | 76 | 17% | 339 | 75% | 415 | 92% |
| Multiracial | 21 | 3 | 14% | 18 | 86% | 0 | 0% | 1 | 5% | 5 | 24% | 12 | 57% | 17 | 81% |
| Economically Disadvantaged | 121 | 17 | 14% | 104 | 86% | 3 | 2% | 12 | 10% | 39 | 32% | 50 | 41% | 89 | 74% |
| Not Economically Disadvantaged | 399 | 10 | 3% | 389 | 97% | 3 | 1% | 8 | 2% | 53 | 13% | 325 | 81% | 378 | 95% |
| English Language Learner | 8 | 4 | 50% | 4 | 50% | 1 | 13% | 3 | 38% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 512 | 23 | 4% | 489 | 96% | 5 | 1% | 17 | 3% | 92 | 18% | 375 | 73% | 467 | 91% |
| In Foster Care | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 519 | 27 | — | 492 | — | — | — | — | — | — | — | — | — | — | — |
| Homeless | 9 | 3 | 33% | 6 | 67% | 0 | 0% | 1 | 11% | 2 | 22% | 3 | 33% | 5 | 56% |
| Not Homeless | 511 | 24 | 5% | 487 | 95% | 6 | 1% | 19 | 4% | 90 | 18% | 372 | 73% | 462 | 90% |
| Not Migrant | 520 | 27 | 5% | 493 | 95% | 6 | 1% | 20 | 4% | 92 | 18% | 375 | 72% | 467 | 90% |
| Parent in Armed Forces | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 1 | 17% | 2 | 33% | 3 | 50% | 5 | 83% |
| Parent Not in Armed Forces | 514 | 27 | 5% | 487 | 95% | 6 | 1% | 19 | 4% | 90 | 18% | 372 | 72% | 462 | 90% |

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.

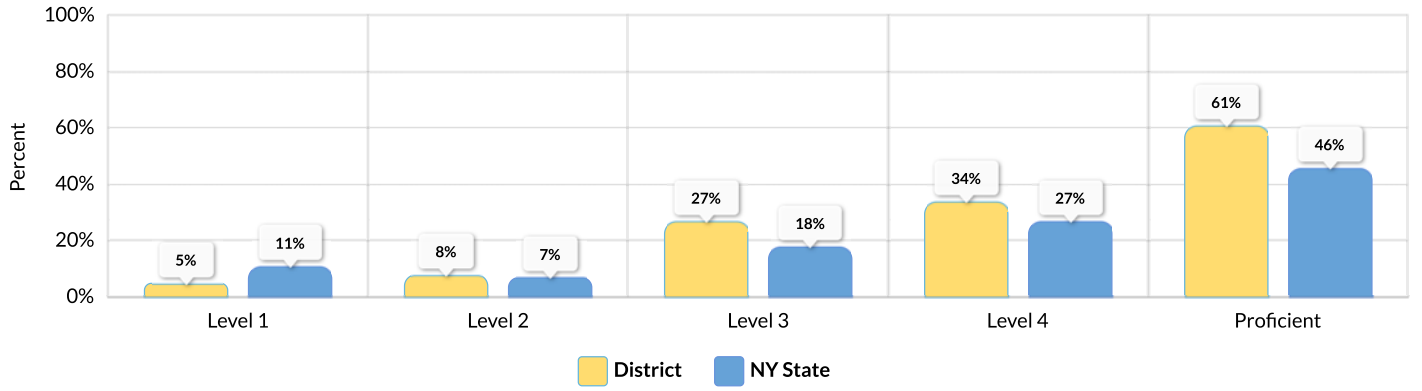
| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 1 | 1 | 100 | 0 | 0 |
| Male | 1 | 1 | 100 | 0 | 0 |
| General Education Students | 1 | 1 | 100 | 0 | 0 |
| Black or African American | 1 | 1 | 00 | 0 | 0 |
| Economically Disadvantaged | 1 | 1 | 100 | 0 | 0 |
| Non-English Language Learner | 1 | 1 | 100 | 0 | 0 |
| Not in Foster Care | 1 | 1 | 100 | 0 | 0 |
| Not Homeless | 1 | 1 | 100 | 0 | 0 |
| Not Migrant | 1 | 1 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 1 | 1 | 100 | 0 | 0 |

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

2019 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 520 | 138 | 27% | 382 | 73% | 24 | 5% | 43 | 8% | 140 | 27% | 175 | 34% | 315 | 61% |
| Female | 269 | 63 | 23% | 206 | 77% | 13 | 5% | 29 | 11% | 78 | 29% | 86 | 32% | 164 | 61% |
| Male | 250 | 74 | — | 176 | — | — | — | — | — | — | — | — | — | — | — |
| Non-Binary | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 251 | 75 | 30% | 176 | 70% | 11 | 4% | 14 | 6% | 62 | 25% | 89 | 35% | 151 | 60% |
| General Education Students | 473 | 100 | 21% | 373 | 79% | 20 | 4% | 42 | 9% | 136 | 29% | 175 | 37% | 311 | 66% |
| Students with Disabilities | 47 | 38 | 81% | 9 | 19% | 4 | 9% | 1 | 2% | 4 | 9% | 0 | 0% | 4 | 9% |
| Asian or Native Hawaiian/Other Pacific Islander | 16 | 0 | 0% | 16 | 100% | 0 | 0% | 2 | 13% | 2 | 13% | 12 | 75% | 14 | 88% |
| Black or African American | 8 | 5 | 63% | 3 | 38% | 0 | 0% | 2 | 25% | 1 | 13% | 0 | 0% | 1 | 13% |
| Hispanic or Latino | 24 | 11 | 46% | 13 | 54% | 1 | 4% | 4 | 17% | 6 | 25% | 2 | 8% | 8 | 33% |
| White | 451 | 113 | 25% | 338 | 75% | 23 | 5% | 34 | 8% | 125 | 28% | 156 | 35% | 281 | 62% |
| Multiracial | 21 | 9 | 43% | 12 | 57% | 0 | 0% | 1 | 5% | 6 | 29% | 5 | 24% | 11 | 52% |
| Economically Disadvantaged | 121 | 68 | 56% | 53 | 44% | 7 | 6% | 9 | 7% | 24 | 20% | 13 | 11% | 37 | 31% |
| Not Economically Disadvantaged | 399 | 70 | 18% | 329 | 82% | 17 | 4% | 34 | 9% | 116 | 29% | 162 | 41% | 278 | 70% |
| English Language Learner | 8 | 5 | 63% | 3 | 38% | 1 | 13% | 2 | 25% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 512 | 133 | 26% | 379 | 74% | 23 | 4% | 41 | 8% | 140 | 27% | 175 | 34% | 315 | 62% |
| In Foster Care | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 519 | 138 | — | 381 | — | — | — | — | — | — | — | — | — | — | — |
| Homeless | 9 | 6 | 67% | 3 | 33% | 1 | 11% | 0 | 0% | 1 | 11% | 1 | 11% | 2 | 22% |
| Not Homeless | 511 | 132 | 26% | 379 | 74% | 23 | 5% | 43 | 8% | 139 | 27% | 174 | 34% | 313 | 61% |
| Not Migrant | 520 | 138 | 27% | 382 | 73% | 24 | 5% | 43 | 8% | 140 | 27% | 175 | 34% | 315 | 61% |
| Parent in Armed Forces | 6 | 2 | 33% | 4 | 67% | 0 | 0% | 3 | 50% | 1 | 17% | 0 | 0% | 1 | 17% |
| Parent Not in Armed Forces | 514 | 136 | 26% | 378 | 74% | 24 | 5% | 40 | 8% | 139 | 27% | 175 | 34% | 314 | 61% |

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.

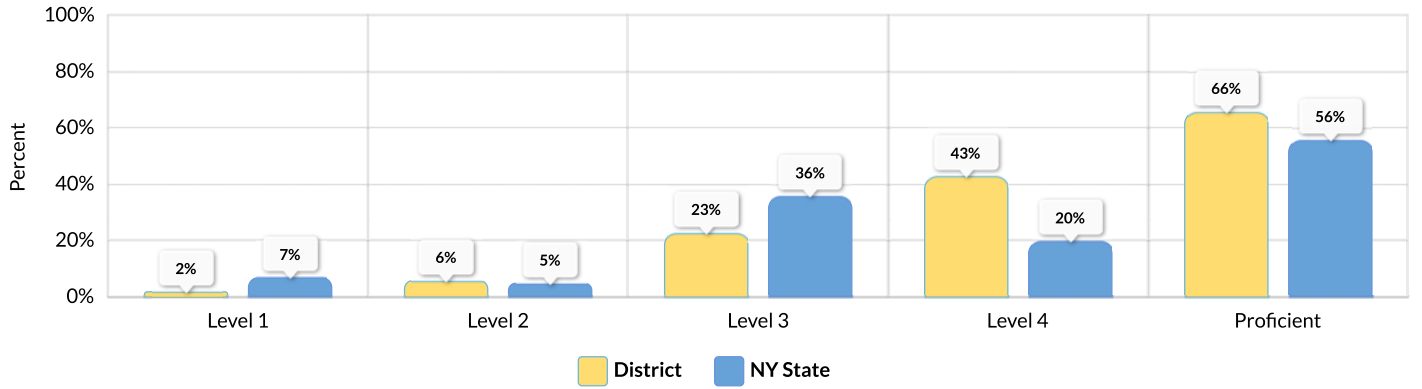
| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|---|--------------|--------------------|-----|----------------|-----|
| | | # | % | # | % |
| All Students | 489 | 116 | 24 | 373 | 76 |
| Female | 260 | 57 | 22 | 203 | 78 |
| Male | 228 | 58 | 25 | 170 | 75 |
| Non-Binary | 1 | 1 | 100 | 0 | 0 |
| General Education Students | 456 | 89 | 20 | 367 | 80 |
| Students with Disabilities | 33 | 27 | 82 | 6 | 18 |
| Asian or Native Hawaiian/Other Pacific Islander | 16 | 0 | 0 | 16 | 100 |
| Black or African American | 7 | | 57 | 3 | 43 |
| Hispanic or Latino | 19 | 8 | 42 | 11 | 58 |
| White | 428 | 96 | 22 | 332 | 78 |
| Multiracial | 19 | 8 | 42 | 11 | 58 |
| Economically Disadvantaged | 105 | 56 | 53 | 49 | 47 |
| Not Economically Disadvantaged | 384 | 60 | 16 | 324 | 84 |
| English Language Learner | | 2 | 50 | 2 | 50 |
| Non-English Language Learner | 485 | 114 | 24 | 371 | 76 |
| In Foster Care | 1 | 0 | 0 | 1 | 100 |
| Not in Foster Care | 488 | 116 | 24 | 372 | 76 |
| Homeless | 4 | 3 | 75 | 1 | 25 |
| Not Homeless | 485 | 113 | 23 | 372 | 77 |
| Not Migrant | 489 | 116 | 24 | 373 | 76 |
| Parent in Armed Forces | 6 | 2 | 33 | 4 | 67 |
| Parent Not in Armed Forces | 483 | 114 | 24 | 369 | 76 |

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|------------|-----|--------|------|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 520 | 137 | 26% | 383 | 74% | 10 | 2% | 29 | 6% | 122 | 23% | 222 | 43% | 344 | 66% |
| Female | 269 | 65 | 24% | 204 | 76% | 4 | 1% | 18 | 7% | 71 | 26% | 111 | 41% | 182 | 68% |
| Male | 250 | 71 | — | 179 | — | — | — | — | — | — | — | — | — | — | — |
| Non-Binary | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 251 | 72 | 29% | 179 | 71% | 6 | 2% | 11 | 4% | 51 | 20% | 111 | 44% | 162 | 65% |
| General Education Students | 473 | 97 | 21% | 376 | 79% | 8 | 2% | 28 | 6% | 119 | 25% | 221 | 47% | 340 | 72% |
| Students with Disabilities | 47 | 40 | 85% | 7 | 15% | 2 | 4% | 1 | 2% | 3 | 6% | 1 | 2% | 4 | 9% |
| Asian or Native Hawaiian/Other Pacific Islander | 16 | 0 | 0% | 16 | 100% | 0 | 0% | 1 | 6% | 4 | 25% | 11 | 69% | 15 | 94% |
| Black or African American | 8 | 5 | 63% | 3 | 38% | 0 | 0% | 1 | 13% | 2 | 25% | 0 | 0% | 2 | 25% |
| Hispanic or Latino | 24 | 12 | 50% | 12 | 50% | 1 | 4% | 3 | 13% | 5 | 21% | 3 | 13% | 8 | 33% |
| White | 451 | 111 | 25% | 340 | 75% | 9 | 2% | 22 | 5% | 106 | 24% | 203 | 45% | 309 | 69% |
| Multiracial | 21 | 9 | 43% | 12 | 57% | 0 | 0% | 2 | 10% | 5 | 24% | 5 | 24% | 10 | 48% |
| Economically Disadvantaged | 121 | 74 | 61% | 47 | 39% | 2 | 2% | 6 | 5% | 23 | 19% | 16 | 13% | 39 | 32% |
| Not Economically Disadvantaged | 399 | 63 | 16% | 336 | 84% | 8 | 2% | 23 | 6% | 99 | 25% | 206 | 52% | 305 | 76% |
| English Language Learner | 8 | 6 | 75% | 2 | 25% | 0 | 0% | 0 | 0% | 2 | 25% | 0 | 0% | 2 | 25% |
| Non-English Language Learner | 512 | 131 | 26% | 381 | 74% | 10 | 2% | 29 | 6% | 120 | 23% | 222 | 43% | 342 | 67% |
| In Foster Care | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 519 | 137 | — | 382 | — | — | — | — | — | — | — | — | — | — | — |
| Homeless | 9 | 8 | 89% | 1 | 11% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 11% | 1 | 11% |
| Not Homeless | 511 | 129 | 25% | 382 | 75% | 10 | 2% | 29 | 6% | 122 | 24% | 221 | 43% | 343 | 67% |
| Not Migrant | 520 | 137 | 26% | 383 | 74% | 10 | 2% | 29 | 6% | 122 | 23% | 222 | 43% | 344 | 66% |
| Parent in Armed Forces | 6 | 3 | 50% | 3 | 50% | 0 | 0% | 1 | 17% | 1 | 17% | 1 | 17% | 2 | 33% |
| Parent Not in Armed Forces | 514 | 134 | 26% | 380 | 74% | 10 | 2% | 28 | 5% | 121 | 24% | 221 | 43% | 342 | 67% |

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.

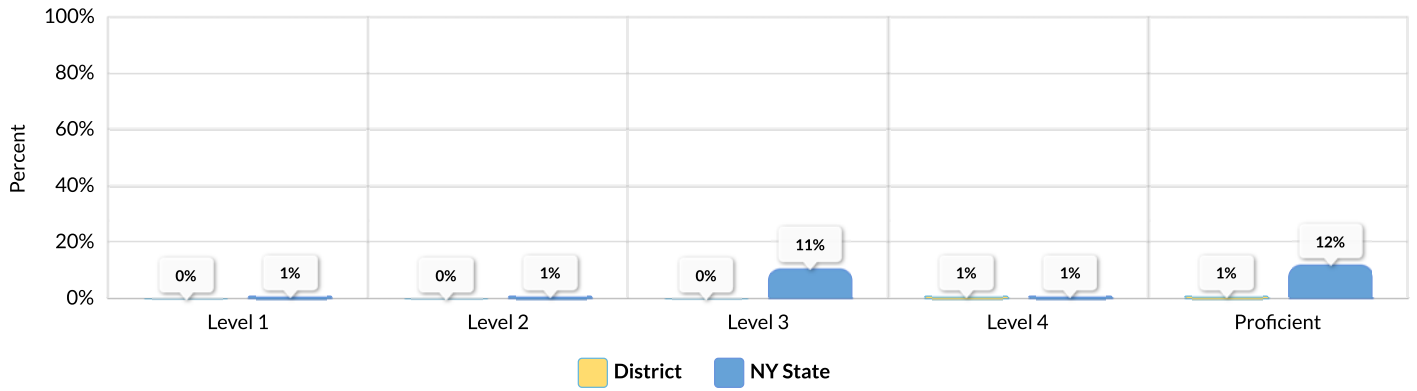
| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|---|--------------|--------------------|-----|----------------|-----|
| | | # | % | # | % |
| All Students | 496 | 121 | 24 | 375 | 76 |
| Female | 262 | 62 | 24 | 200 | 76 |
| Male | 233 | 58 | 25 | 175 | 75 |
| Non-Binary | 1 | 1 | 100 | 0 | 0 |
| General Education Students | 461 | 91 | 20 | 370 | 80 |
| Students with Disabilities | 35 | 30 | 86 | 5 | 14 |
| Asian or Native Hawaiian/Other Pacific Islander | 16 | 0 | 0 | 16 | 100 |
| Black or African American | 7 | | 57 | 3 | 43 |
| Hispanic or Latino | 19 | 9 | 47 | 10 | 53 |
| White | 435 | 101 | 23 | 334 | 77 |
| Multiracial | 19 | 7 | 37 | 12 | 63 |
| Economically Disadvantaged | 112 | 65 | 58 | 47 | 42 |
| Not Economically Disadvantaged | 384 | 56 | 15 | 328 | 85 |
| English Language Learner | | 3 | 75 | 1 | 25 |
| Non-English Language Learner | 492 | 118 | 24 | 374 | 76 |
| In Foster Care | 1 | 0 | 0 | 1 | 100 |
| Not in Foster Care | 495 | 121 | 24 | 374 | 76 |
| Homeless | 5 | | 80 | 1 | 20 |
| Not Homeless | 491 | 117 | 24 | 374 | 76 |
| Not Migrant | 496 | 121 | 24 | 375 | 76 |
| Parent in Armed Forces | 6 | 3 | 50 | 3 | 50 |
| Parent Not in Armed Forces | 490 | 118 | 24 | 372 | 76 |

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|------|--------|----|---------|----|---------|----|---------|----|-----------------|----|-------------------------------|----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 520 | 515 | 99% | 5 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 3 | 1% | 5 | 1% |
| Female | 269 | 267 | 99% | 2 | 1% | 0 | 0% | 0 | 0% | 2 | 1% | 0 | 0% | 2 | 1% |
| Male | 250 | 247 | — | 3 | — | — | — | — | — | — | — | — | — | — | — |
| Non-Binary | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 251 | 248 | 99% | 3 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 1% | 3 | 1% |
| General Education Students | 473 | 468 | 99% | 5 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 3 | 1% | 5 | 1% |
| Students with Disabilities | 47 | 47 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 16 | 16 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 24 | 22 | 92% | 2 | 8% | 0 | 0% | 0 | 0% | 1 | 4% | 1 | 4% | 2 | 8% |
| White | 451 | 449 | 100% | 2 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 0% | 2 | 0% |
| Multiracial | 21 | 20 | 95% | 1 | 5% | 0 | 0% | 0 | 0% | 1 | 5% | 0 | 0% | 1 | 5% |
| Economically Disadvantaged | 121 | 119 | 98% | 2 | 2% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 2 | 2% |
| Not Economically Disadvantaged | 399 | 396 | 99% | 3 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 1% | 3 | 1% |
| English Language Learner | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 512 | 507 | 99% | 5 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 3 | 1% | 5 | 1% |
| In Foster Care | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 519 | 514 | — | 5 | — | — | — | — | — | — | — | — | — | — | — |
| Homeless | 9 | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 511 | 506 | 99% | 5 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 3 | 1% | 5 | 1% |
| Not Migrant | 520 | 515 | 99% | 5 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 3 | 1% | 5 | 1% |
| Parent in Armed Forces | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 514 | 509 | 99% | 5 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 3 | 1% | 5 | 1% |

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.

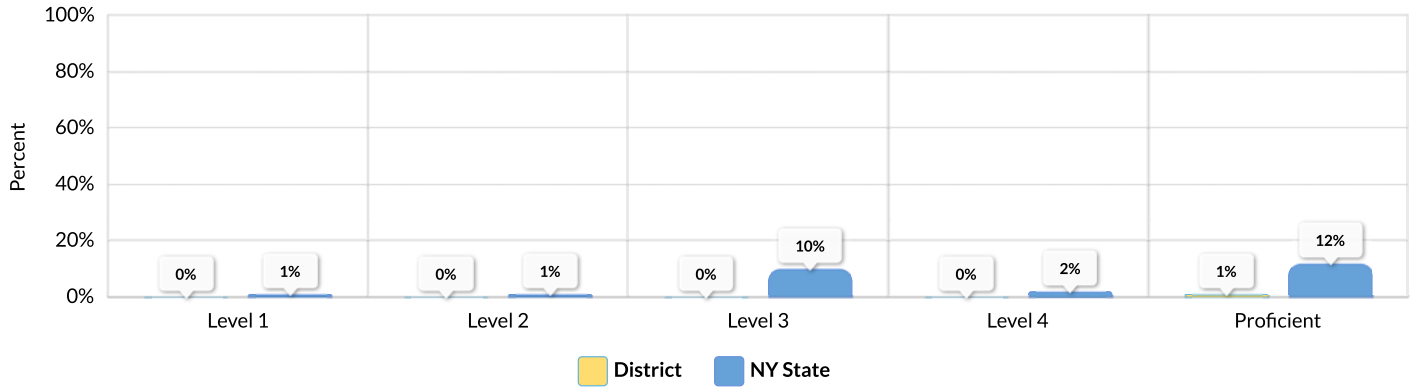
| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|---|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 481 | 481 | 100 | 0 | 0 |
| Female | 255 | 255 | 100 | 0 | 0 |
| Male | 226 | 226 | 100 | 0 | 0 |
| General Education Students | 450 | 450 | 100 | 0 | 0 |
| Students with Disabilities | 31 | 31 | 100 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 16 | 16 | 100 | 0 | 0 |
| Black or African American | 7 | 7 | 100 | 0 | 0 |
| Hispanic or Latino | 17 | 17 | 100 | 0 | 0 |
| White | 424 | 424 | 100 | 0 | 0 |
| Multiracial | 17 | 17 | 100 | 0 | 0 |
| Economically Disadvantaged | 104 | 104 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 377 | 377 | 100 | 0 | 0 |
| English Language Learner | 3 | 3 | 100 | 0 | 0 |
| Non-English Language Learner | 478 | 478 | 100 | 0 | 0 |
| In Foster Care | 1 | 1 | 100 | 0 | 0 |
| Not in Foster Care | 480 | 480 | 100 | 0 | 0 |
| Homeless | 5 | 5 | 100 | 0 | 0 |
| Not Homeless | 476 | 476 | 100 | 0 | 0 |
| Not Migrant | 481 | 481 | 100 | 0 | 0 |
| Parent in Armed Forces | 4 | 4 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 477 | 477 | 100 | 0 | 0 |

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

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



Percent Scoring at Levels for All Students



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|------|--------|-----|---------|----|---------|----|---------|----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 520 | 516 | 99% | 4 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 2 | 0% | 4 | 1% |
| Female | 269 | 266 | 99% | 3 | 1% | 0 | 0% | 0 | 0% | 1 | 0% | 2 | 1% | 3 | 1% |
| Male | 250 | 249 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Non-Binary | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 251 | 250 | 100% | 1 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | 0 | 0% | 1 | 0% |
| General Education Students | 473 | 469 | 99% | 4 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 2 | 0% | 4 | 1% |
| Students with Disabilities | 47 | 47 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 16 | 16 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 24 | 23 | 96% | 1 | 4% | 0 | 0% | 0 | 0% | 1 | 4% | 0 | 0% | 1 | 4% |
| White | 451 | 450 | 100% | 1 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | 0 | 0% | 1 | 0% |
| Multiracial | 21 | 19 | 90% | 2 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 10% | 2 | 10% |
| Economically Disadvantaged | 121 | 118 | 98% | 3 | 2% | 0 | 0% | 0 | 0% | 2 | 2% | 1 | 1% | 3 | 2% |
| Not Economically Disadvantaged | 399 | 398 | 100% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | 1 | 0% |
| English Language Learner | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 512 | 508 | 99% | 4 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 2 | 0% | 4 | 1% |
| In Foster Care | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 519 | 515 | — | 4 | — | — | — | — | — | — | — | — | — | — | — |
| Homeless | 9 | 8 | 89% | 1 | 11% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 11% | 1 | 11% |
| Not Homeless | 511 | 508 | 99% | 3 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 1 | 0% | 3 | 1% |
| Not Migrant | 520 | 516 | 99% | 4 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 2 | 0% | 4 | 1% |
| Parent in Armed Forces | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 514 | 510 | 99% | 4 | 1% | 0 | 0% | 0 | 0% | 2 | 0% | 2 | 0% | 4 | 1% |

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 | 485 | 485 | 100 | 0 | 0 |
| Female | 255 | 255 | 100 | 0 | 0 |
| Male | 229 | 229 | 100 | 0 | 0 |
| Non-Binary | 1 | 1 | 100 | 0 | 0 |
| General Education Students | 453 | 453 | 100 | 0 | 0 |
| Students with Disabilities | 32 | 32 | 100 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 16 | 16 | 100 | 0 | 0 |
| Black or African American | 6 | 6 | 100 | 0 | 0 |
| Hispanic or Latino | 17 | 17 | 100 | 0 | 0 |
| White | 430 | 430 | 100 | 0 | 0 |
| Multiracial | 16 | 16 | 100 | 0 | 0 |
| Economically Disadvantaged | 102 | 102 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 383 | 383 | 100 | 0 | 0 |
| English Language Learner | | | 100 | 0 | 0 |
| Non-English Language Learner | 481 | 481 | 100 | 0 | 0 |
| In Foster Care | 1 | 1 | 100 | 0 | 0 |
| Not in Foster Care | 484 | 484 | 100 | 0 | 0 |
| Homeless | 5 | 5 | 100 | 0 | 0 |
| Not Homeless | 480 | 480 | 100 | 0 | 0 |
| Not Migrant | 485 | 485 | 100 | 0 | 0 |
| Parent in Armed Forces | 6 | 6 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 479 | 479 | 100 | 0 | 0 |

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (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 | 7 | 1 | 14% | 6 | 86% | 1 | 17% | 0 | 0% | 2 | 33% | 3 | 50% | 0 | 0% |
| Grade 1 | 7 | 0 | 0% | 7 | 100% | 1 | 14% | 2 | 29% | 2 | 29% | 2 | 29% | 0 | 0% |
| Grade 2 | 5 | 0 | 0% | 5 | 100% | 0 | 0% | 2 | 40% | 1 | 20% | 1 | 20% | 1 | 20% |
| Grade 3 | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 1 | 11% | 4 | 44% | 3 | 33% | 1 | 11% |
| Grade 4 | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 2 | 29% | 2 | 29% | 3 | 43% |
| Grade 5 | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 5 | 63% | 3 | 38% | 0 | 0% |
| Grade 6 | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 2 | 25% | 3 | 38% | 3 | 38% |
| Grade 7 | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 1 | 17% | 1 | 17% | 3 | 50% | 1 | 17% |
| Grade 8 | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 2 | 25% | 1 | 13% | 1 | 13% | 4 | 50% |
| Grade 9 | 6 | 1 | 17% | 5 | 83% | 2 | 40% | 1 | 20% | 1 | 20% | 1 | 20% | 0 | 0% |
| Grade 10 | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Grade 11 | 3 | 0 | 0% | 3 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 12 | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

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 | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 2 | 33% | 4 | 67% | 0 | 0% | 4 | 67% |
| Grade 3 Math | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 1 | 17% | 4 | 67% | 1 | 17% | 5 | 83% |
| Grade 4 ELA | 5 | 1 | 20% | 4 | 80% | – | – | – | – | – | – | – | – | – | – |
| Grade 4 Math | 5 | 1 | 20% | 4 | 80% | – | – | – | – | – | – | – | – | – | – |
| Grade 5 ELA | 7 | 1 | 14% | 6 | 86% | 0 | 0% | 1 | 17% | 4 | 67% | 1 | 17% | 5 | 83% |
| Grade 5 Math | 7 | 1 | 14% | 6 | 86% | 0 | 0% | 0 | 0% | 4 | 67% | 2 | 33% | 6 | 100% |
| Grade 6 ELA | 10 | 1 | 10% | 9 | 90% | 1 | 11% | 1 | 11% | 5 | 56% | 2 | 22% | 7 | 78% |
| Grade 6 Math | 10 | 1 | 10% | 9 | 90% | 1 | 11% | 0 | 0% | 1 | 11% | 7 | 78% | 8 | 89% |
| Grade 7 ELA | 3 | 1 | 33% | 2 | 67% | – | – | – | – | – | – | – | – | – | – |
| Grade 7 Math | 3 | 1 | 33% | 2 | 67% | – | – | – | – | – | – | – | – | – | – |
| Grade 8 ELA | 7 | 0 | 0% | 7 | 100% | 2 | 29% | 0 | 0% | 1 | 14% | 4 | 57% | 5 | 71% |
| Grade 8 Math | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 2 | 29% | 4 | 57% | 1 | 14% | 5 | 71% |
| Grade 8 Science | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 1 | 14% | 5 | 71% | 1 | 14% | 6 | 86% |
| Secondary-Level ELA | 36 | 32 | 89% | 4 | 11% | – | – | – | – | – | – | – | – | – | – |
| Secondary-Level Math | 36 | 33 | 92% | 3 | 8% | – | – | – | – | – | – | – | – | – | – |
| Secondary-Level Science | 36 | 33 | 92% | 3 | 8% | – | – | – | – | – | – | – | – | – | – |

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

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 | 520 | 485 | 93% | 311 | 60% | 174 | 33% | 0 | 0% | 1 | 0% | 14 | 3% | 0 | 0% | 20 | 4% |
| Female | 269 | 256 | 95% | 176 | 65% | 80 | 30% | 0 | 0% | 1 | 0% | 5 | 2% | 0 | 0% | 7 | 3% |
| Male | 250 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Non-binary | 1 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| General Education Students | 473 | 454 | 96% | 310 | 66% | 144 | 30% | 0 | 0% | 0 | 0% | 6 | 1% | 0 | 0% | 13 | 3% |
| Students with Disabilities | 47 | 31 | 66% | 1 | 2% | 30 | 64% | 0 | 0% | 1 | 2% | 8 | 17% | 0 | 0% | 7 | 15% |
| 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 | 16 | 16 | 100% | 15 | 94% | 1 | 6% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 8 | 6 | 75% | 1 | 13% | 5 | 63% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 25% |
| Hispanic or Latino | 24 | 17 | 71% | 7 | 29% | 10 | 42% | 0 | 0% | 0 | 0% | 1 | 4% | 0 | 0% | 6 | 25% |
| White | 451 | 428 | 95% | 280 | 62% | 148 | 33% | 0 | 0% | 1 | 0% | 11 | 2% | 0 | 0% | 11 | 2% |
| Multiracial | 21 | 18 | 86% | 8 | 38% | 10 | 48% | 0 | 0% | 0 | 0% | 2 | 10% | 0 | 0% | 1 | 5% |
| Economically Disadvantaged | 121 | 99 | 82% | 30 | 25% | 69 | 57% | 0 | 0% | 1 | 1% | 8 | 7% | 0 | 0% | 13 | 11% |
| Not Economically Disadvantaged | 399 | 386 | 97% | 281 | 70% | 105 | 26% | 0 | 0% | 0 | 0% | 6 | 2% | 0 | 0% | 7 | 2% |
| English Language Learner | 8 | 4 | 50% | 0 | 0% | 4 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 50% |
| Non-English Language Learner | 512 | 481 | 94% | 311 | 61% | 170 | 33% | 0 | 0% | 1 | 0% | 14 | 3% | 0 | 0% | 16 | 3% |
| In Foster Care | 1 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 519 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |

| Subgroup | Total Enrolled | GRAD RATE | | REGENTS WITH ADVANCED DESIGNATION | | REGENTS DIPLOMA | | LOCAL DIPLOMA | | NON DIPLOMA CRED | | STILL ENROLLED | | GED TRANSFER | | DROPOUT | |
|----------------------------|----------------|-----------|------|-----------------------------------|-----|-----------------|-----|---------------|----|------------------|----|----------------|----|--------------|----|---------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Homeless | 9 | 5 | 56% | 1 | 11% | 4 | 44% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 44% |
| Not Homeless | 511 | 480 | 94% | 310 | 61% | 170 | 33% | 0 | 0% | 1 | 0% | 14 | 3% | 0 | 0% | 16 | 3% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 520 | 485 | 93% | 311 | 60% | 174 | 33% | 0 | 0% | 1 | 0% | 14 | 3% | 0 | 0% | 20 | 4% |
| Parent in Armed Forces | 6 | 6 | 100% | 2 | 33% | 4 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 514 | 479 | 93% | 309 | 60% | 170 | 33% | 0 | 0% | 1 | 0% | 14 | 3% | 0 | 0% | 20 | 4% |

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SARATOGA SPRINGS CITY SD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT



5,989

NEEDS RESOURCE CATEGORY



Average Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly more than the average district in the state

DISTRICT STUDENT NEEDS ARE



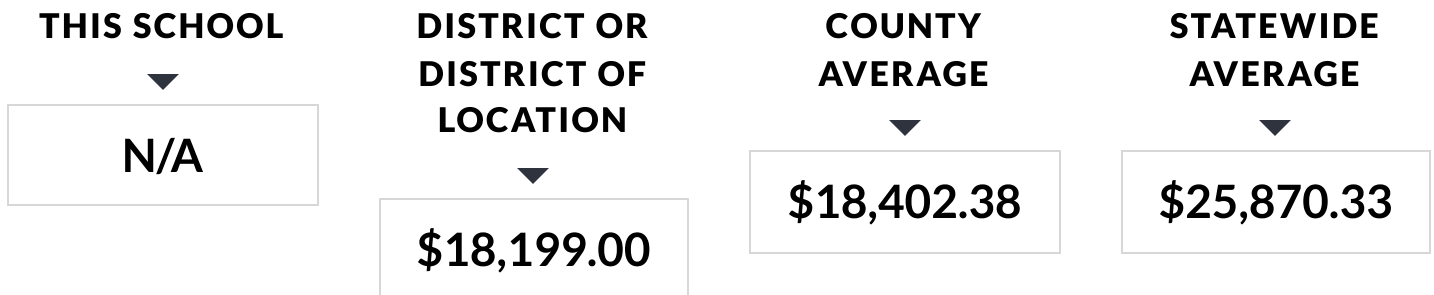
significantly less than the state average

Student Demographics

| Enrollment | SARATOGA SPRINGS CITY SD |
|----------------------------|--------------------------|
| All Students | 5,989 |
| Economically Disadvantaged | 24% |
| Students with Disabilities | 12% |
| English Language Learners | 1% |
| » Race/Ethnicity | |

| Staffing Profile | SARATOGA SPRINGS CITY SD |
|--|--------------------------|
| Student-to-Teacher Ratio | 13 |
| Teachers with Fewer than 4 years of Experience % | 10% |
| Teachers with 4-20 Years of Experience % | 54% |
| Teachers with 21+ Years of Experience % | 36% |

Comparison: How do per pupil expenditures compare?



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

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

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

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

| Report View One Per Pupil Expenditure Categories | SARATOGA SPRINGS CITY SD |
|--|--------------------------|
| » A. Instruction (A1 + A2 + A3 + A4) | \$10,615.02 |

| Report View One Per Pupil Expenditure Categories | SARATOGA SPRINGS CITY SD |
|--|--------------------------|
| » B. Administration (B1 + B2 + B3) | \$776.71 |
| » C. All Other Spending (C1 + C2 + C3) | \$1,466.58 |
| D. Total School Level (A + B + C) | \$12,858.32 |
| » E. Central Instruction (E1 + E2 + E3 + E4) | \$333.97 |
| » F. Central Administration (F1 + F2 + F3) | \$1,655.20 |
| » G. All Other Central Spending (G1 + G2 + G3) | \$3,351.90 |
| H. Total Central Costs | \$5,341.08 |
| I. Total Spending (D + H) | \$18,199.40 |

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

| Report View Two Per Pupil Expenditure Categories | SARATOGA SPRINGS CITY SD |
|--|--------------------------|
| J. Total School Level Local/State Spending | \$12,183.14 |
| » K. Total School Level Federal Spending | \$675.18 |
| L. Total Central Level Local/State Spending | \$5,019.90 |
| M. Total Central Level Federal Spending | \$321.17 |
| N. Total Spending (J + K + L + M) | \$18,199.40 |

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

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

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

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

Central Cost(1-5 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

| Excluded Expenditures | SARATOGA SPRINGS CITY SD |
|----------------------------------|--------------------------|
| 1. Transportation | \$7,549,902.00 |
| 2. Charter School Tuition | \$0.00 |
| 3. Other Tuition | \$3,218,464.00 |

| Excluded Expenditures | SARATOGA SPRINGS CITY SD |
|-----------------------------|--------------------------|
| 4. Debt Service | \$8,060,576.00 |
| 5. Other | \$10,238,892.00 |
| Percent Excluded from Total | 21% |
| Total Expenditures | \$138,064,017.00 |

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2024-25 Property Tax Report Card

521800 - SARATOGA SPRINGS CITY
SCHOOL DISTRICT

Contact Person: Robert Yusko, Jr.
Telephone Number: 518-693-1450

| | Budgeted 2023-24 (A) | Proposed Budget 2024-25 (B) |
|---|----------------------------|-----------------------------------|
| Total Budgeted Amount, not Including Separate Propositions | 142,718,530 | 148,709,136 |
| A. Proposed Tax Levy to Support the Total Budgeted Amount ¹ | 96,254,449 | 99,616,051 |
| 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) | 96,254,449 | 99,616,051 |
| F. Permissible Exclusions to the School Tax Levy Limit | 6,063,515 | 5,917,061 |
| G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³ | 90,208,743 | 93,698,990 |
| H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D) | 90,190,934 | 93,698,990 |
| I. Difference: (G - H); (negative value requires 60.0% voter approval) ² | 17,809 | 0 |
| Public School Enrollment | 5,954 | 5,807 |
| Consumer Price Index | 8.00% | 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, include any carryover from 2023-24 and exclude 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 | 20,091,189 | 20,349,655 |
| Assigned Appropriated Fund Balance | 7,298,555 | 8,779,308 |
| Adjusted Unrestricted Fund Balance | 15,231,181 | 17,966,227 |
| Adjusted Unrestricted Fund Balance as a Percent of the Total Budget | 10.67% | 12.08% |

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 |
|--|---|--|------------------------|----------------------------------|--|
| Capital | 2018 Capital Reserve | To pay the cost of any object or purpose for which bonds may be issued. | 3,612,030 | 3,800,000 | None. |
| Repair | | To pay the cost of repairs to capital improvements or equipment. | | | |
| Workers' Compensation | Workers Compensation Reserve | To pay for Workers Compensation and benefits. | 1,792,213 | 1,202,714 | To pay outstanding self-insured claims not covered by appropriations or excess coverage. |
| Unemployment Insurance | | To pay the cost of reimbursement to the State Unemployment Insurance Fund. | | | |
| Reserve for Tax Reduction | | For the gradual use of the proceeds of the sale of school district real property. | | | |
| Mandatory Reserve for Debt Service | | To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements. | | | |
| Insurance | Insurance Reserve | To pay liability, casualty, and other types of uninsured losses. | 106,688 | 110,956 | To cover unforeseen uninsured losses or liabilities. |
| Property Loss | | To establish and maintain a program of reserves to cover property loss. | | | |
| Liability | | To establish and maintain a program of reserves to cover liability claims incurred. | | | |
| Tax Certiorari | Tax Certiorari Reserve | To establish a reserve fund for tax certiorari settlements | 1,640,481 | 2,024,658 | To settle outstanding assessment challenges not covered by appropriations. |
| Reserve for Insurance Recoveries | | To account for unexpended proceeds of insurance recoveries at the fiscal year end. | | | |
| EBALR - Employee Benefit Accrued Liability | EBALR Reserve | For the payment of accrued 'employee benefits' due to employees upon termination of service. | 5,123,656 | 5,123,656 | None. |
| Retirement Contribution | Employee Retirement Reserve | To fund employer retirement contributions to the State and Local Employees' Retirement System | 5,458,055 | 5,058,055 | To offset required Employer Contribution towards ERS Salaries. |
| Retirement Contribution | Employee Retirement Reserve - TRS Subfund | To fund employer retirement contributions to the Teachers' Retirement System | 2,340,522 | 3,010,738 | To offset required Employer Contribution towards TRS Salaries. |
| Other Reserve | | | | | |

| | | |
|--------------------|---|--|
| Entity Name | SARATOGA SPRINGS CITY SD |   |
| BEDS Code | 521800 | |
| Claim Year | 2023-2024 <input type="button" value="SET VALUES"/> | |

Welcome **Joseph Greco (School Entity User)** **CORE** 04/16/2024 12:45 PM [Home](#) | [Issue Reporting](#) | [Help](#) | [Logout](#)

|
 |
 |
 |

You Have Selected the 'Official' Data Area.

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District Name: SARATOGA SPRINGS CITY SD
 Contact Person: TIMOTHY HILKER

District Code: 521800
 Telephone: (518) 583-4703
 Tel Extension:

Form Saved Successfully on 04/16/2024 12:45:48 PM

School Administrator Salary Disclosure Form

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 | 220,316 | 51,869 | 13,713 |

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 BUSINESS | 182,875 | 67,269 | 7,980 |
| 3. | ASSISTANT SUPERINTENDENT FOR INFORMATION TEC | 170,448 | 60,492 | 11,082 |
| 4. | ASSISTANT SUPERINTENDENT FOR CURRICULUM | 165,455 | 59,257 | 9,289 |
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**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES
 LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**
 (for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 4/16/24

Taxing Jurisdiction: Saratoga Springs

Fiscal Year Beginning: 2023

Total Equalized Value in Taxing Jurisdiction: \$2,310,377,740

| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|--------------------------------------|---|---|--|---|--|
| 12100 | NY STATE | RPTL 404 (1) | 11 | 24,312,828 | 1.05 % |
| 12350 | NYS PUB AU | RPTL 412 | 8 | 34,555,242 | 1.49 % |
| 13100 | COUNTY OWN | RPTL 406 (1) | 4 | 460,500 | 0.01 % |
| 13350 | CITY OWNED | RPTL 406 (1) | 51 | 35,710,228 | 1.54 % |
| 13800 | SCHOOL DIS | RPTL 408 | 18 | 57,218,410 | 2.47 % |
| 13850 | BOCES | RPTL 408 | 1 | 189,500 | 0.00 % |
| 13870 | SPEC DISTR | RPTL 410 | 7 | 3,668,000 | 0.15 % |
| 14100 | US GOVT | RPTL 400 (1) | 1 | 979,700 | 0.04 % |
| 18020 | MU IND AGY | RPTL 412-a | 3 | 5,432,900 | 0.23 % |
| 21600 | PARSONAGE | RPTL 462 | 1 | 260,600 | 0.01 % |
| 25110 | NOPR RELIG | RPTL 420-a | 29 | 30,154,600 | 1.30 % |
| 25120 | NOPR EDUCL | RPTL 420-a | 9 | 9,998,900 | 0.43 % |
| 25130 | NOPR CHAR | RPTL 420-a | 5 | 2,525,500 | 0.10 % |
| 25210 | NO PR HOSP | RPTL 420-a | 7 | 68,265,300 | 2.95 % |
| 25230 | NOPR MORAL | RPTL 420-a | 9 | 3,557,750 | 0.15 % |
| 25300 | OTH NON PR | RPTL 420-b | 30 | 152,851,300 | 6.61 % |
| 26100 | VET ORGNZN | RPTL 452 | 1 | 639,200 | 0.02 % |
| 27350 | CEMETERY | RPTL 446 | 2 | 708,000 | 0.03 % |
| 28120 | NO PR HOUS | RPTL 422 | 8 | 23,822,200 | 1.03 % |
| 41120 | VETWAR CTS | RPTL 458-a | 28 | 184,800 | 0.00 % |
| 41124 | VET WAR S | RPTL 458-a | 118 | 778,800 | 0.03 % |



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 LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**
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| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|--------------------------------------|---|---|--|---|--|
| 41130 | VETCOMCTS | RPTL 458-a | 17 | 187,000 | 0.00 % |
| 41134 | VET COM S | RPTL 458-a | 70 | 770,000 | 0.03 % |
| 41140 | VETDIS CTS | RPTL 458-a | 16 | 336,360 | 0.01 % |
| 41144 | VET DIS S | RPTL 458-a | 19 | 375,365 | 0.01 % |
| 41154 | CW_10_VET/ | RPTL 458-b | 13 | 57,200 | 0.00 % |
| 41400 | CLERGY | RPTL 460 | 1 | 1,500 | 0.00 % |
| 41800 | SR CIT CTS | RPTL 467 | 58 | 5,153,441 | 0.22 % |
| 41804 | SR CIT SCH | RPTL 467 | 4 | 86,470 | 0.00 % |
| 41806 | SR CIT T/S | RPTL 467 | 37 | 2,199,170 | 0.09 % |
| 41834 | ENH STAR | RPTL 425 | 437 | 22,323,290 | 0.96 % |
| 41854 | BAS STAR | RPTL 425 | 1,007 | 19,596,220 | 0.84 % |
| 41934 | DIS LIM IN | RPTL 459-c | 2 | 136,020 | 0.00 % |
| 41936 | DIS LIM IN | RPTL 459-c | 3 | 229,650 | 0.00 % |
| 41980 | LOWINCHSG | RPTL 421-e | 1 | 8,193,000 | 0.35 % |
| 47100 | Mass Telec | RPTL 499qqqq | 2 | 41,096 | 0.00 % |
| 48690 | RPTL 423 | RPTL 423 | 1 | 3,000,000 | 0.12 % |
| 49500 | SOLAR ENGY | RPTL 487 | 1 | 36,201 | 0.00 % |
| 50004 | SCHL EXMPT | | 1 | 4,230 | 0.00 % |
| Totals | | | 2,041 | \$519,000,471 | 22.46 % |

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ _____

(detailed contained on RP-495-PILOT)



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES
 LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**
 (for local use only -- not to be filed with NYS Board of Real Property Services)

Taxing Jurisdiction: Saratoga Springs

Fiscal Year Beginning: 2023

Total Equalized Value in Taxing Jurisdiction: \$1,776,901,747

| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|----------------------------------|---|---------------------------------------|--|---|--|
| 12100 | NY STATE | RPTL 404 (1) | 21 | 47,307,400 | 2.66 % |
| 12350 | NYS PUB AU | RPTL 412 | 2 | 710,000 | 0.04 % |
| 13100 | COUNTY OWN | RPTL 406 (1) | 6 | 321,800 | 0.01 % |
| 13350 | CITY OWNED | RPTL 406 (1) | 52 | 12,519,900 | 0.70 % |
| 13370 | CEMETERY | RPTL 446 | 1 | 30,100 | 0.00 % |
| 13800 | SCHOOL DIS | RPTL 408 | 3 | 9,533,700 | 0.53 % |
| 13870 | SPEC DISTR | RPTL 410 | 1 | 390,800 | 0.02 % |
| 14100 | US GOVT | RPTL 400 (1) | 4 | 25,873,175 | 1.45 % |
| 18020 | MU IND AGY | RPTL 412-a | 7 | 32,877,950 | 1.85 % |
| 18080 | MU HOU AUT | PHL 52(3,5,6) | 1 | 3,223,400 | 0.18 % |
| 21600 | PARSONAGE | RPTL 462 | 1 | 347,200 | 0.01 % |
| 25110 | NOPR RELIG | RPTL 420-a | 21 | 14,725,500 | 0.82 % |
| 25120 | NOPR EDUCL | RPTL 420-a | 7 | 11,002,100 | 0.61 % |
| 25130 | NOPR CHAR | RPTL 420-a | 2 | 2,501,900 | 0.14 % |
| 25210 | NO PR HOSP | RPTL 420-a | 5 | 3,564,066 | 0.20 % |
| 25230 | NOPR MORAL | RPTL 420-a | 7 | 993,200 | 0.05 % |
| 25300 | OTH NON PR | RPTL 420-b | 10 | 13,363,200 | 0.75 % |
| 26100 | VET ORGNZN | RPTL 452 | 2 | 1,568,300 | 0.08 % |
| 27350 | CEMETERY | RPTL 446 | 3 | 231,100 | 0.01 % |
| 41120 | VETWAR CTS | RPTL 458-a | 37 | 244,200 | 0.01 % |
| 41124 | VET WAR S | RPTL 458-a | 141 | 930,600 | 0.05 % |
| Exemption Code | Exemption Description (Column B) | Statutory Authority | Number of Exemptions | Total | Percentage of Value |



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES
 LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**
 (for local use only -- not to be filed with NYS Board of Real Property Services)

| (Column A) | | (Column C) | (Column D) | Equalized Value (Column E) | Exempted (Column F) |
|---------------|------------|--------------|------------|----------------------------|---------------------|
| 41130 | VETCOM CTS | RPTL 458-a | 33 | 361,750 | 0.02 % |
| 41134 | VET COM S | RPTL 458-a | 113 | 1,243,000 | 0.07 % |
| 41140 | VETDIS CTS | RPTL 458-a | 25 | 506,698 | 0.02 % |
| 41144 | VET DIS S | RPTL 458-a | 36 | 753,675 | 0.04 % |
| 41154 | CW_10_VET/ | RPTL 458-b | 20 | 88,000 | 0.00 % |
| 41174 | CW_DISBLD_ | RPTL 458-b | 2 | 18,035 | 0.00 % |
| 41175 | CW_DISBLD_ | RPTL 458-b | 1 | 7,480 | 0.00 % |
| 41400 | CLERGY | RPTL 460 | 2 | 3,000 | 0.00 % |
| 41700 | AGRIC BLDG | RPTL 483 | 5 | 1,379,000 | 0.07 % |
| 41720 | AG DIST CN | AG 305 | 2 | 630,454 | 0.03 % |
| 41730 | AG DIST PR | AG 306 | 2 | 3,541,568 | 0.19 % |
| 41800 | SR CIT CTS | RPTL 467 | 35 | 3,152,154 | 0.17 % |
| 41804 | SR CIT SCH | RPTL 467 | 3 | 89,960 | 0.00 % |
| 41806 | SR CIT T/S | RPTL 467 | 52 | 3,346,285 | 0.18 % |
| 41834 | ENH STAR | RPTL 425 | 482 | 24,685,250 | 1.38 % |
| 41854 | BAS STAR | RPTL 425 | 1,123 | 21,853,580 | 1.22 % |
| 41934 | DIS LIM IN | RPTL 459-c | 3 | 120,785 | 0.00 % |
| 41980 | LOWINCHSG | RPTL 421-e | 1 | 2,761,800 | 0.15 % |
| 47100 | Mass Telec | RPTL 499qqqq | 6 | 85,868 | 0.00 % |
| 49500 | SOLAR ENGY | RPTL 487 | 1 | 37,800 | 0.00 % |
| Totals | | | 2,281 | \$246,925,733 | 13.89 % |

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ _____

(detailed contained on RP-495-PILOT)



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES
 LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**
 (for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 04/16/24

Taxing Jurisdiction: Saratoga

Fiscal Year Beginning: 2023

Total Equalized Value in Taxing Jurisdiction: \$35,893,941

| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|--------------------------------------|---|---|--|---|--|
| 12100 | NY STATE | RPTL 404 (1) | 2 | 639,600 | 1.78 % |
| 14100 | US GOVT | RPTL 400 (1) | 1 | 32,300 | 0.09 % |
| 25130 | NOPR CHAR | RPTL 420-a | 2 | 782,600 | 2.18 % |
| 26400 | IN VOL FIR | RPTL 464 (2) | 1 | 550,000 | 1.53 % |
| 41120 | VETWAR CTS | RPTL 458-a | 1 | 9,480 | 0.02 % |
| 41124 | VET WAR S | RPTL 458-a | 1 | 9,480 | 0.02 % |
| 41130 | VETCOM CTS | RPTL 458-a | 1 | 15,800 | 0.04 % |
| 41134 | VET COM S | RPTL 458-a | 2 | 31,600 | 0.08 % |
| 41140 | VETDIS CTS | RPTL 458-A | 1 | 24,965 | 0.06 % |
| 41800 | SR CIT CTS | RPTL 467 | 1 | 24,950 | 0.06 % |
| 41805 | SR CIT C/S | RPTL 467 | 3 | 223,278 | 0.62 % |
| 41834 | ENH STAR | RPTL 425 | 14 | 963,897 | 2.68 % |
| 41854 | BAS STAR | RPTL 425 | 5 | 143,600 | 0.40 % |
| 47100 | Mass Telec | RPTL 499-qqqq | 1 | 965 | 0.00 % |
| 49500 | SOLAR ENGY | RPTL 487 | 1 | 325,000 | 0.90 % |
| 50000 | WHOLLY EX | na | 2 | 16,000 | 0.04 % |
| Totals | | | 39 | \$3,793,515 | 10.56 % |

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ _____
 (detailed contained on RP-495-PILOT)



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES
 LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**
 (for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 04/16/24

Taxing Jurisdiction: Malta

Fiscal Year Beginning: 2023

Total Equalized Value in Taxing Jurisdiction: \$12,913,560

| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|---------------------------|----------------------------------|--------------------------------|---------------------------------|----------------------------------|---|
| 41124 | VET WAR S | RPTL 458-a | 2 | 24,000 | 0.18 % |
| 41130 | VETCOM CTS | RPTL 458-a | 2 | 40,000 | 0.30 % |
| 41804 | SR CIT SCH | RPTL 467 | 1 | 172,350 | 1.33 % |
| 41834 | ENH STAR | RPTL 425 | 1 | 104,800 | 0.81 % |
| 41854 | BAS STAR | RPTL 425 | 2 | 77,240 | 0.59 % |
| Totals | | | 8 | \$418,390 | 3.24 % |

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ _____

(detailed contained on RP-495-PILOT)



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES
 LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**
 (for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 04/16/24

Taxing Jurisdiction: Milton

Fiscal Year Beginning: 2023

Total Equalized Value in Taxing Jurisdiction: \$286,376,167

| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|--------------------------------------|---|---|--|---|--|
| 12100 | NY STATE | RPTL 404 (1) | 3 | 315,300 | 0.11 % |
| 13100 | COUNTY OWN | RPTL 406 (1) | 5 | 11,593,300 | 4.04 % |
| 13500 | TOWN OWNED | RPTL 406 (1) | 2 | 652,500 | 0.22 % |
| 13510 | TO OWNCEM | RPTL 446 | 2 | 7,000 | 0.00 % |
| 25110 | NOPR RELIG | RPTL 420-a | 1 | 450,700 | 0.15 % |
| 25120 | NOPR EDUCL | RPTL 420-a | 2 | 566,800 | 0.19 % |
| 25130 | NOPR CHAR | RPTL 420-a | 1 | 1,675,000 | 0.58 % |
| 25220 | CEMETERY | NA | 1 | 15,000 | 0.00 % |
| 25230 | NOPR MORAL | RPTL 420-a | 1 | 160,000 | 0.05 % |
| 26400 | IN VOL FIR | RPTL 464 (2) | 1 | 900,000 | 0.31 % |
| 27350 | CEMETERY | RPTL 446 | 2 | 86,300 | 0.03 % |
| 29700 | WDRL/FORCL | RPTL 1138 | 1 | 1,900 | 0.00 % |
| 41120 | VETWAR CTS | RPTL 458-a | 2 | 18,360 | 0.00 % |
| 41124 | VET WAR S | RPTL 458-a | 36 | 330,480 | 0.11 % |
| 41130 | VETCOM CTS | RPTL 458-a | 2 | 30,600 | 0.01 % |
| 41134 | VET COM S | RPTL 458-a | 40 | 604,150 | 0.21 % |
| 41140 | VETDIS CTS | RPTL 458-a | 2 | 61,200 | 0.02 % |
| 41144 | VET DIS S | RPTL 458-a | 24 | 689,025 | 0.24 % |
| 41154 | CW_10_VET/ | RPTL 458-b | 7 | 42,840 | 0.01 % |
| 41174 | CW_DISBLD_ | RPTL 458-b | 1 | 4,290 | 0.00 % |
| 41400 | CLERGY | RPTL 460 | 1 | 1,500 | 0.00 % |
| 41730 | AG DIST PR | AG 306 | 1 | 19,461 | 0.00 % |
| 41800 | SR CIT CTS | RPTL 467 | 3 | 182,400 | 0.06 % |
| 41804 | SR CIT SCH | RPTL 467 | 5 | 202,850 | 0.07 % |
| 41805 | SR CIT C/S | RPTL 467 | 7 | 780,450 | 0.27 % |



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| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|----------------------------------|---|---------------------------------------|--|---|--|
| 41834 | ENH STAR | RPTL 425 | 95 | 6,721,180 | 2.34 % |
| 41854 | BAS STAR | RPTL 425 | 338 | 9,166,560 | 3.20 % |
| 41930 | DIS LIM IN | RPTL 459-c | 2 | 32,530 | 0.01 % |
| 41936 | DIS LIM IN | RPTL 459-c | 2 | 126,650 | 0.04 % |
| 47100 | Mass Telec | RPTL 499-qqqq | 7 | 58,280 | 0.02 % |
| 49500 | SOLAR ENGY | RPTL 487 | 2 | 3,295,875 | 1.15 % |
| 50000 | WHOLLY EX | | 1 | 363,500 | 0.12 % |

| | | | |
|---------------|-----|--------------|---------|
| Totals | 600 | \$39,155,981 | 13.67 % |
|---------------|-----|--------------|---------|

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ _____

(detailed contained on RP-495-PILOT)



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES
 LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**
 (for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 04/16/24

Taxing Jurisdiction: Greenfield

Fiscal Year Beginning: 2023

Total Equalized Value in Taxing Jurisdiction: \$835,864,138

| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|--------------------------------------|---|---|--|---|--|
| 12100 | NY STATE | RPTL 404 (1) | 17 | 2,006,300 | 0.24 % |
| 13100 | COUNTY OWN | RPTL 406 (1) | 2 | 3,800 | 0.00 % |
| 13500 | TOWN OWNED | RPTL 406 (1) | 11 | 4,424,900 | 0.52 % |
| 13510 | TO OWNCEM | RPTL 446 | 10 | 21,200 | 0.00 % |
| 13800 | SCHOOL DIS | RPTL 408 | 4 | 23,468,200 | 2.80 % |
| 25110 | NOPR RELIG | RPTL 420-a | 6 | 1,466,700 | 0.17 % |
| 25120 | NOPR EDUCL | RPTL 420-a | 17 | 10,103,200 | 1.20 % |
| 25200 | HOSPITAL | | 7 | 609,900 | 0.07 % |
| 25230 | NOPR MORAL | RPTL 420-a | 4 | 979,900 | 0.11 % |
| 25300 | OTH NON PR | RPTL 420-b | 1 | 174,800 | 0.02 % |
| 26050 | AG SOCIETY | RPTL 450 | 1 | 214,200 | 0.02 % |
| 26250 | HIST. SOC. | RPTL 444 | 2 | 170,200 | 0.02 % |
| 26400 | IN VOL FIR | RPTL 464 (2) | 3 | 2,073,400 | 0.24 % |
| 27350 | CEMETERY | RPTL 446 | 7 | 99,300 | 0.01 % |
| 29500 | PERF ARTS | RPTL 427 | 1 | 316,300 | 0.03 % |
| 41120 | VETWAR CTS | RPTL 458-a | 116 | 1,106,280 | 0.13 % |
| 41124 | VET WAR S | RPTL 458-a | 1 | 9,570 | 0.00 % |
| 41130 | VETCOM CTS | RPTL 458-a | 108 | 1,720,100 | 0.20 % |
| 41140 | VETDIS CTS | RPTL 458-a | 51 | 1,393,595 | 0.16 % |
| 41154 | CW_10_VET/ | RPTL 458-a | 16 | 102,080 | 0.01 % |
| 41400 | CLERGY | RPTL 460 | 3 | 4,500 | 0.00 % |
| 41700 | AGRIC BLDG | RPTL 483 | 9 | 1,145,800 | 0.13 % |
| 41720 | AG DIST CN | AG 305 | 8 | 549,743 | 0.06 % |
| 41730 | AG DIST PR | AG 306 | 21 | 1,371,982 | 0.16 % |
| 41800 | SR CIT CTS | RPTL 467 | 10 | 766,715 | 0.09 % |



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES
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| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|--------------------------------------|---|---|--|---|--|
| 41804 | SR CIT SCH | RPTL 467 | 22 | 1,318,270 | 0.15 % |
| 41805 | SR CIT C/S | RPTL 467 | 37 | 3,736,368 | 0.44 % |
| 41834 | ENH STAR | RPTL 425 | 309 | 22,527,640 | 2.69 % |
| 41854 | BAS STAR | RPTL 425 | 804 | 23,088,460 | 2.76 % |
| 41934 | DIS LIM IN | RPTL 459-c | 6 | 462,280 | 0.05 % |
| 47100 | Mass Telec | RPTL 499-qqqq | 6 | 208,098 | 0.02 % |
| 47450 | FOREST/B74 | RPTL 480 | 2 | 87,902 | 0.01 % |
| 47460 | FOREST LND | RPTL 480-a | 14 | 1,499,968 | 0.17 % |
| 50006 | CNTY TAXBL | | 1 | 390 | 0.00 % |
| Totals | | | 1,637 | \$107,232,041 | 12.82 % |

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ _____

(detailed contained on RP-495-PILOT)



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES
 LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**
 (for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 04/16/24

Taxing Jurisdiction: Wilton

Fiscal Year Beginning: 2023

Total Equalized Value in Taxing Jurisdiction: \$1,697,610,775

| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|----------------------------------|---|---------------------------------------|--|---|--|
| 12100 | NY STATE | RPTL 404 (1) | 10 | 588,500 | 0.03 % |
| 13100 | COUNTY OWN | RPTL 406 (1) | 4 | 84,800 | 0.00 % |
| 13500 | TOWN OWNED | RPTL 406 (1) | 36 | 4,448,700 | 0.26 % |
| 13800 | SCHOOL DIS | RPTL 408 | 4 | 9,139,900 | 0.53 % |
| 14020 | PUB AUTH | RPTL 412 | 18 | 14,495,312 | 0.85 % |
| 21600 | PARSONAGE | RPTL 462 | 1 | 430,300 | 0.02 % |
| 25110 | NOPR RELIG | RPTL 420-a | 5 | 5,700,800 | 0.33 % |
| 25120 | NOPR EDUCL | RPTL 420-a | 1 | 75,000 | 0.00 % |
| 25210 | NO PR HOSP | RPTL 420-a | 2 | 18,892,300 | 1.11 % |
| 25230 | NOPR MORAL | RPTL 420-a | 6 | 15,580,300 | 0.91 % |
| 25300 | OTH NON PR | RPTL 420-b | 1 | 628,600 | 0.03 % |
| 26400 | IN VOL FIR | RPTL 464 (2) | 2 | 2,652,500 | 0.15 % |
| 27350 | CEMETERY | RPTL 446 | 3 | 323,500 | 0.01 % |
| 29700 | WDRL/FORCL | RPTL 1138 | 1 | 400 | 0.00 % |
| 33800 | CTY SEW WT | NA | 3 | 35,400 | 0.00 % |
| 41124 | VET WAR S | RPTL 458-a | 183 | 1,744,320 | 0.10 % |
| 41134 | VET COM S | RPTL 458-a | 141 | 2,241,900 | 0.13 % |
| 41144 | VET DIS S | RPTL 458-a | 73 | 2,057,830 | 0.12 % |
| 41164 | CW_15_VET/ | RPTL 458-b | 21 | 200,340 | 0.01 % |
| 41174 | CW_DISBLD_ | RPTL 458-b | 2 | 41,800 | 0.00 % |
| 41400 | CLERGY | RPTL 460 | 5 | 7,500 | 0.00 % |
| 41720 | AG DIST CN | AG 305 | 1 | 112,604 | 0.00 % |
| 41730 | AG DIST PR | AG 306 | 7 | 434,039 | 0.02 % |
| 41800 | SR CIT CTS | RPTL 467 | 69 | 6,881,270 | 0.40 % |
| 41804 | SR CIT SCH | RPTL 467 | 1 | 45,460 | 0.00 % |



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES
 LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**
 (for local use only -- not to be filed with NYS Board of Real Property Services)

| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|--------------------------------------|---|---|--|---|--|
| 41806 | SR CIT T/S | RPTL 467 | 38 | 2,064,023 | 0.12 % |
| 41834 | ENH STAR | RPTL 425 | 454 | 33,151,110 | 1.95 % |
| 41854 | BAS STAR | RPTL 425 | 1,208 | 34,288,000 | 2.01 % |
| 41864 | B STAR MH | RPTL 425 | 1 | 7,300 | 0.00 % |
| 41934 | DIS LIM IN | RPTL 459-c | 6 | 537,200 | 0.03 % |
| 42120 | TEMPGRNHSE | RPTL 483-c | 2 | 33,200 | 0.00 % |
| 47100 | Mass Telec | RPTL 499-qqqq | 5 | 390,285 | 0.02 % |
| 48670 | REDEVCOPTY | PHFL 125/127 | 1 | 2,723,800 | 0.16 % |
| 49500 | SOLAR ENGY | RPTL 487 | 3 | 15,400 | 0.00 % |
| Totals | | | 2,318 | \$160,053,693 | 9.42 % |
| | | | | | |

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ _____

(detailed contained on RP-495-PILOT)

School District Budget Notice

| Overall Budget Proposal | Budget Adopted for the 2023-24 School Year | Budget Proposed for the 2024-25 School Year | Contingency Budget for the 2024-25 School Year * |
|---|--|---|--|
| Total Budgeted Amount, Not Including Separate Propositions | \$ 142,718,530 | \$ 148,709,136 | \$147,302,378 |
| Increase/Decrease for the 2024-25 School Year | | \$ 5,990,606 | \$ 4,583,848 |
| Percentage Increase/Decrease in Proposed Budget | | 4.20 % | 3.21% |
| Change in the Consumer Price Index | | 4.12% | |
| A. Proposed Levy to Support the Total Budgeted Amount | \$ 96,264,449 | \$ 99,616,051 | |
| 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) | \$ 96,254,449 | \$ 99,616,051 | \$ 96,254,449 |
| F. Total Permissible Exclusions | \$ 6,063,515 | \$ 5,917,061 | |
| G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions | \$ 90,208,743 | \$ 93,698,990 | |
| H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D) | \$ 90,190,934 | \$ 93,698,990 | |
| I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) ** | \$ 17,809 | \$ 0 | |
| Administrative Component | \$ 13,823,379 | \$ 14,339,096 | \$ 14,236,060 |
| Program Component | \$ 110,242,312 | \$ 114,187,062 | \$ 113,631,521 |
| Capital Component | \$ 18,652,839 | \$ 20,182,978 | \$ 19,434,797 |

* Provide a statement of assumptions made in projecting a contingency budget for the 2024-25 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.

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

| Description | Amount |
|----------------------|--------------|
| Bus Bond Proposition | \$ 1,723,000 |
| | \$ |
| | \$ |
| | \$ |

***NOTE TO SCHOOL DISTRICT BUSINESS OFFICIALS:** Please submit an electronic version (Word or PDF) of this completed form to:

Under the Budget Proposed
for the 2024-25 School Year

Estimated Basic STAR Exemption Savings¹

\$ 368

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the _____ school district, _____ County, New York, will be held at _____ school(s) in said district on Tuesday, May 21, 2024 at ____:00 am/pm prevailing time OR between the hours of ____:00am and ____:00pm, prevailing time in the _____ school(s), at which time the polls will be opened to vote by voting ballot or machine. ***Districts should include information according to Executive Orders and as advised by legal counsel.***

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