

Ballston Spa

Central School District

2023-2024

Proposed Budget

Board of Education

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Introduction

This document presents the proposed school district budget for the 2023-2024 school year. Included is detailed information on budget expenditures, revenues, and fiscal comparisons to other school districts. Also provided is an overview of District academic performance supplied by the New York State Department of Education.

A school district budget is a financial plan created to support the operation of the school system and the delivery of the educational program. The Board of Education and school district administrators began the budget process in October 2022. Over the next several months, the preliminary budget was developed and refined in consultation with school principals, department supervisors, and staff. Then, public presentations were conducted at multiple Board meetings starting in February. After review of the budget was complete, the Board adopted the budget on April 19th. The annual budget vote will be held Tuesday, May 16, 2023.

Additional information and further budget details are located on the district website under the "Quick Links" entitled *Budget*.

Expenditures

The Board of Education approved a budget of \$104,232,811 for the 2023-2024 school year, which represents a 5.7% increase in expenditures from the current year's budget. Issues that received careful consideration include economic conditions (namely inflation), pupil transportation, and student support services to address heightened student social and emotional needs.

Instruction

By far the largest portion of the budget is the functional area of Instruction. This includes all the areas that are traditionally associated with student instruction and oversight. This includes teachers, principals, guidance counselors, nurses, librarians, psychologists, etc. Overall, the area of Instruction is increasing by 4.0%.

The budget for the Special Education program, which serves students with disabilities, will increase approximately \$430,000 or 3.6% which is mainly due to increased costs for out of district enrollment of students with high needs and new classes for students with disabilities in grades 6 -12.

Departments seeing larger than normal increases include Nursing Services, Psychology Services and Social Workers Services. This is due to increased staff to address student social and emotional needs.

Summer school programs have also been expanded to increase the number of credits students can acquire and in order to address student needs related to lost learning due to COVID.

Pupil Transportation

Inflation continues to impact fuel costs, parts, and other supplies, with the overall pupil transportation budget increasing by 4.9%. Finding sufficient bus drivers also continues to

significantly affect the District. Expanded recruiting efforts are ongoing and are starting to result in fewer open positions.

Employee Benefits

The largest portion of employee benefits is represented by medical insurance and this year medical insurance is increasing by \$1,682,536 or 11.1%. This constitutes 90% of the entire increase in Benefits of \$1,872,241 or 7.5%.

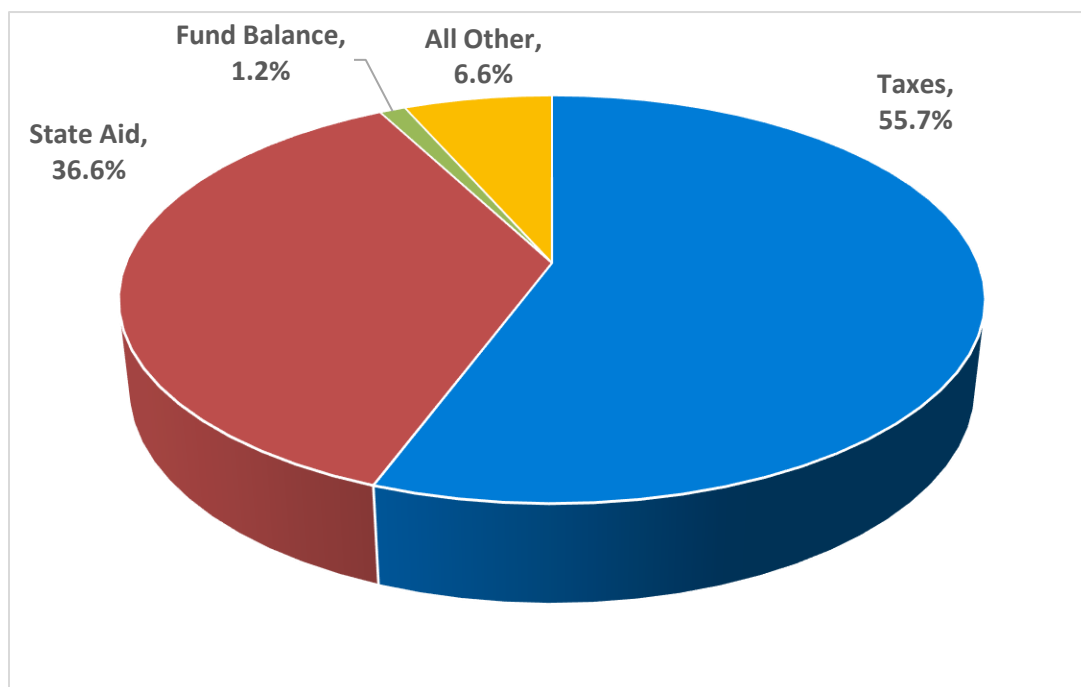
Debt Service

Debt service is increasing \$1,070,654 due to the issuance of long-term debt for the current ongoing Capital Project that was approved by voters in 2018. This is offset by an increase in building aid.

A detailed listing of budgeted expenditures is presented starting on page 10 of this document.

Revenues

The two main sources of revenue for the District are state aid and property taxes. These two sources account for approximately 92% of all revenue. The remaining 8% is made up of PILOT payments, interest earnings, federal aid, facility usage fees, reserves, fund balance and other miscellaneous items.



State Aid

Under the NY State proposed budget, the District is estimated to receive a 13.7% increase in state aid compared to last year. For the third year in a row, the District is receiving a significant increase (15.3%) in Foundation Aid. Foundation Aid is by far the largest component of state aid and the formulas used to calculate Foundation Aid have been frozen or near frozen for almost a decade. Now that the State has fully funded Foundation Aid, it is likely that future increases to the District will moderate significantly.

In addition to Foundation Aid, the District receives a variety of aid from the state, including expense-based aids such as Transportation Aid, BOCES Aid, Building Aid, and High Cost Aid. Expense-based aids reimburse the District for a percentage of the expenses associated with certain operations.

Expense-based aids are expected to increase \$1,121,551, or 10.3% for the upcoming year. Most of that increase (\$592,298) is due to an increase in building aid.

Finally, the District also receives aid in the form of categorical aids, which are dedicated to expenses such as Textbook Aid, Library Materials Aid, Software Aid and Computer Hardware Aid. Categorical aids are meant to subsidize the purchase of certain items deemed to be essential to ensure all school districts are expending a specific minimum amount. These aids are projected to stay at current levels.

State Aid	FY2023	FY2024	\$ Chg	% Chg
Foundation	\$22,682,867	\$26,151,805	\$3,468,938	15.3%
BOCES	\$1,971,300	\$2,421,610	\$450,310	22.8%
Excess Cost	\$935,630	\$858,636	-\$76,994	-8.2%
Categorical	\$394,167	\$394,679	\$512	0.1%
Transportation	\$4,083,320	\$4,238,745	\$155,425	3.8%
Building	\$3,493,559	\$4,085,857	\$592,298	17.0%
Total	\$33,560,843	\$38,151,332	\$4,590,489	13.7%

Other Revenues

PILOT Payments:

Another important area of revenue for the District is Payment In Lieu Of Taxes (PILOTs). The payment coming to the District from the Global Foundries facility in Malta is projected to decrease by approximately \$900,000. The exact amount of the payment will not be known until the tax rates are set in August, but should be approximately \$4,000,000.

The valuation of the plant's annual assessments, as per the PILOT agreement, are decreasing and will continue to decrease over the next decade. As the PILOT payments from the plant continue to decrease, this will have a significant negative impact on the District's revenues.

Reserves and Fund Balance:

For fiscal 2024, \$200,000 of General Fund reserves will be dedicated to the upcoming year, and \$400,000 from the Debt Service fund will also be committed.

For assigned fund balance, the Board has directed that \$1,000,000 of unassigned fund balance be used to offset the levy increase. That amount is the same as fiscal 2023.

Miscellaneous:

Miscellaneous revenue items include fees for facility use, federal aid, tuition receipts and interest earnings. Tuitions paid by other districts is one of the larger components of these revenues and is decreasing for FY2024 due to lower enrollment of students from other districts at Ballston Spa. Federal aid in the form of Medicaid reimbursement payments is expected to stay at current levels. When combined, these two items are projected to produce \$910,000 in revenue.

Property Taxes

The tax levy as proposed is set to increase by 3.1%. This is significantly less than the increase allowed by the property tax cap formula which is 7.0%.

The tax cap calculation takes into account multiple factors including general inflation (CPI capped at 2.00%), growth in a school district's tax base (2.21% this year for Ballston Spa), changes in PILOT payments and changes to debt service. The addition and compounding of these changes results in the 7.0% cap.

The District's proposed levy is \$2,180,271 less than what is allowed under that cap.

Year	Allowable Levy	Actual Levy	Allowable but Unlevied
2017-18	5.6%	2.9%	\$1,275,294
2018-19	6.9%	2.7%	\$2,030,758
2019-20	4.9%	3.3%	\$825,962
2020-21	6.7%	3.5%	\$1,661,371
2021-22	4.3%	1.5%	\$1,259,420
2022-23	4.6%	2.9%	\$1,173,320
2023-24	7.0%	3.1%	\$2,180,271

Federal Stimulus Funding

Significant funding has been provided by the Federal government in the form of one-time grants. Starting with FY2023, these grants are ending and will fully end in FY2025. Plans on how the District intends to use these funds are posted on the District's website.

It is important to note that the Federal stimulus funding is a one-time revenue source and must be managed carefully so that a "funding cliff" is not created by incurring repeating expenses that cannot be absorbed into the annual operation budget. The District's large increase in Foundation Aid has allowed a portion of the staff included in these grants to be included in the FY2024 budget.

Financial Planning

Going into the new school year, inflation is a major concern as it impacts both what the District purchases and salary expectations. Inflation is an immediate concern for IT equipment such as computers and transportation fuel costs. If necessary, the District is prepared to scale back or freeze certain expenses to offset the impact of inflation.

On a more positive note, the District continues to see growth in the tax base from new construction, and has one of the highest Tax Base Growth Factors (2.21%) in the region. This growth has not resulted in an increased student population but rather the District continues to see a decreasing student population.

The Board of Education sees state aid and payments in lieu of taxes (PILOT) as key issues affecting the District's financial condition. In regard to the Global Foundries PILOT, taxable value of the plant continues to decrease by approximately \$43,375,000 per year, which is causing PILOT payment decreases of approximately \$500,000 to \$600,000 in a typical year.

Further development by Global Foundries and other companies in the industrial park is under discussion and could be a significant factor in the District's long term financial health. Federal legislation meant to incentivize chip plant construction in the U.S. has been approved and will likely positively influence a decision by Global Foundries to add additional production space. Any such construction would fall under current PILOT and would benefit the District.

Other Expenditures: Propositions

In addition to the District's general fund budget which is Proposition 1 in the amount of \$104,232,811, separate propositions will be presented for voter consideration as follows:

Proposition 2:

Proposition 2 is for the purchase of school buses and vehicles, enabling the District to spend up to \$965,000 to fund the 10-year bus replacement plan. The cost of the buses is offset by a reimbursement rate of approximately 65% from the State in the form of Transportation Aid.

This proposition will not have a tax impact in 2023-24 because the first debt service payment will be due in 2024-2025. This proposition includes the purchase of eight school buses and one vehicle for the Maintenance Department.

The District has over 80 buses that travel approximately 900,000 miles per year. By replacing 8 or 9 buses per year the fleet is turned over every 10 years. The advantages of steadily replacing buses are many and include lower maintenance costs and the need for fewer spare buses to be kept in the fleet. Also, newer buses have increased fuel efficiency and improved safety features.

The NYS Department of Transportation strictly inspects buses at least twice per year and buses failing inspection can be out of service for days or even several weeks until repairs are made and follow-up inspections can be completed. The older the average age of the fleet means more issues with maintenance and inspections.

Proposition 3:

Proposition 3 represents a contribution on the part of District taxpayers of \$62,102 toward the expense of maintaining and operating the Ballston Spa Public Library.

Under state law, the District acts as a conduit to collect the sum and remit the funds directly to the library.

The exact language of the propositions is shown on the following page.

School District Budget

- Proposition 1:** Shall it be resolved, that the Board of Education of the Ballston Spa Central School District be authorized to expend the sum set forth in its estimate of expenditures for the 2023-2024 school year in the amount of \$104,232,811 and to levy the necessary taxes therefore?

School District Buses and Vehicles

- Proposition 2:** Shall it be resolved, that the Board of Education of the Ballston Spa Central School District is hereby authorized and directed to: (1) purchase various school buses and vehicles, at a maximum cost of \$965,000, (2) expend such sum for such purpose, (3) levy the necessary tax therefore, to be levied and collected in annual installments in such years and in such amounts as may be determined by the Board of Education in accordance with Section 416 of the Education Law, and (4) in anticipation of the collection of such tax, issue bonds and notes of the District at one time or from time to time in the principal amount not to exceed \$965,000 and levy a tax to pay the interest and principal on said obligations when due?

Ballston Spa Public Library

- Proposition 3:** Shall an annual appropriation of \$62,102, separate and apart from the Ballston Spa Central School District annual school district budget, be approved to support and maintain the Ballston Spa Public Library, which sum shall be raised annually by a tax upon the taxable property of the school district, and which appropriation shall be the annual appropriation for the library until changed by further vote of the electors of the school district, and such tax shall be levied and collected yearly as are other general taxes and paid over to the Library Trustees?

Summary of Proposed Budget by Selected Categories

	2022-23	2023-24	Change	
	Budget	Budget	Dollars	Percent
Expenditures				
Salaries, Wages & Benefits	\$76,780,460	\$80,590,908	\$3,810,448	5.0%
Supplies, Materials, Equipment	\$2,984,895	\$3,003,487	\$18,592	0.6%
Contracted Services	\$5,477,764	\$6,147,902	\$670,138	12.2%
BOCES	\$5,872,110	\$5,768,907	-\$103,203	-1.8%
Utilities	\$1,256,200	\$1,440,640	\$184,440	14.7%
Debt Service & Transfers	\$6,203,913	\$7,280,967	\$1,077,054	17.4%
Total	\$98,575,342	\$104,232,811	\$5,657,469	5.7%
Revenues				
State Aid	\$33,560,843	\$38,151,332	\$4,590,489	13.7%
PILOTS	\$5,177,000	\$4,291,000	-\$886,000	-17.1%
Other Sources	\$2,389,000	\$2,574,000	\$185,000	7.7%
Fund Balance/Reserves	\$1,200,000	\$1,200,000	\$0	0.0%
Real Property Tax	\$56,248,499	\$58,016,479	\$1,767,980	3.1%
Total	\$98,575,342	\$104,232,811	\$5,657,469	5.7%

Summary of Proposed Budget by Functional Area

Functional Area	2022-23 Budget	2023-24 Budget	Change	
			Dollar	Percent
General Support	\$10,460,348	\$10,860,611	\$400,263	3.8%
Instruction	\$52,172,412	\$54,254,848	\$2,082,436	4.0%
Pupil Transportation	\$4,583,905	\$4,806,262	\$222,357	4.9%
Community/Rec Services	\$83,934	\$86,952	\$3,018	3.6%
Employee Benefits	\$25,070,830	\$26,943,171	\$1,872,341	7.5%
Debt Service & Transfers	\$6,203,913	\$7,280,967	\$1,077,054	17.4%
Total	\$98,575,342	\$104,232,811	\$5,657,469	5.7%

Proposed 2023-2024 General Fund Budget: Three-Part Format Detail

Starting on the next page is the entire budget presented in three-parts in accordance with section 170.8 of the regulations of the Commissioner of Education. It separates the budget into the following three categories, which include all the costs associated with that category, including employee benefits:

Administrative

This category groups the expenses associated with central administrative services (i.e. Board of Education, Superintendent, Business Office, legal, etc.) with the expenses of school building administration, and supervisors who spend the majority of their time in administrative or supervisory roles.

Program

This category includes teaching supplies, materials, and equipment and the expenses associated with teaching faculty and instructional support staff who spend the majority of their time teaching or working directly with students. Also included in this category are the costs associated with pupil transportation and programs for students with disabilities.

Capital

This category consists of the costs associated with the operation of the district's facilities including cleaning, maintenance, and utilities. It also contains the district's costs for debt service, transfers to other funds, and tax certiorari proceedings.

2023-2024 Proposed Budget Detail- Three Part Format

Budget Account	2021-2022 Actual Expense	2022-2023 Adopted Budget	2023-2024 Proposed Budget	Dollar Change	Percent Change
Administration					
A1 Board Of Education					
Expenses included here are those required to conduct basic Board of Education business such as attendance at NYS School Boards Association meetings and new Board member training.					
Contractual & Other	1,067	4,525	4,525	0	0.00%
Supplies & Materials	0	0	0	0	0.00%
Subtotal	1,067	4,525	4,525	0	0.00%
A2 District Clerk					
This category includes expenses for taking minutes at Board meetings.					
Salaries	2,400	2,860	2,860	0	0.00%
Supplies & Materials	0	450	450	0	0.00%
Subtotal	2,400	3,310	3,310	0	0.00%
A3 District Meeting					
This category includes expenses for conducting the annual budget vote and referendums.					
Contractual & Other	2,660	2,580	2,972	392	15.19%
Supplies & Materials	1,707	2,405	1,970	-435	-18.09%
Subtotal	4,367	4,985	4,942	-43	-0.86%
A4 Superintendent of Schools					
This category includes expenses for the Superintendent, the secretary to the Superintendent, equipment and office supplies and materials to operate the office of the superintendent. This office provides oversight for all functions of the Ballston Spa Central School District.					
Salaries	226,041	256,931	234,893	-22,038	-8.58%
Equipment	0	0	0	0	0.00%
Contractual & Other	4,485	7,530	7,530	0	0.00%
Supplies & Materials	335	3,190	3,190	0	0.00%
Subtotal	230,861	267,651	245,613	-22,038	-8.23%
A5 Business Administration					
Expenses included here are those associated with the business office staff which is responsible for all business records, payment of bills, budget oversight, preparation of state reports and all other financial matters for the district.					
Salaries	497,680	512,453	528,035	15,582	3.04%
Equipment	0	0	0	0	0.00%
Contractual & Other	22,808	27,310	27,285	-25	-0.09%
Supplies & Materials	8,250	8,575	8,400	-175	-2.04%
BOCES Services	4,458	4,650	4,650	0	0.00%
Subtotal	533,196	552,988	568,370	15,382	2.78%

2023-2024 Proposed Budget Detail- Three Part Format

Budget Account	2021-2022 Actual Expense	2022-2023 Adopted Budget	2023-2024 Proposed Budget	Dollar Change	Percent Change
A6 Auditing					
Expenses associated with the external auditor, internal auditor, and claims auditor are shown here.					
Salaries	3,979	4,025	4,140	115	2.86%
Contractual & Other	35,500	34,000	34,000	0	0.00%
BOCES Services	4,150	4,150	4,150	0	0.00%
Subtotal	43,629	42,175	42,290	115	0.27%
A7 Tax Collector					
Expenses associated with the operation of the tax collector's office are shown here.					
Salaries	58,458	60,009	61,818	1,809	3.01%
Contractual & Other	7,301	15,760	9,280	-6,480	-41.12%
Supplies & Materials	2,084	2,245	2,325	80	3.56%
Subtotal	67,843	78,014	73,423	-4,591	-5.88%
A8 Purchasing					
Costs associated specifically with the District's purchasing agent's office are shown here. The purchasing agent is responsible for implementation of district wide purchasing procedures, minimizing the costs associated with purchasing supplies, materials, and equipment, and coordinating large bids.					
Salaries	72,848	75,033	77,284	2,251	3.00%
Equipment	0	0	0	0	0.00%
Contractual & Other	50	600	600	0	0.00%
Supplies & Materials	525	525	525	0	0.00%
BOCES Services	0	900	900	0	0.00%
Subtotal	73,423	77,058	79,309	2,251	2.92%
A9 Legal Services					
Legal includes expenses for District legal consultants and legal services. The District contracts with a legal firm to provide legal consultation.					
Contractual & Other	95,451	105,500	105,500	0	0.00%
Subtotal	95,451	105,500	105,500	0	0.00%
A10 Personnel					
Personnel matters are the responsibility of the Human Resources department of the District. This department is responsible for the personnel management of over 700 employees including recruitment, contract administration, discipline, employee relations, and union relations.					
Salaries	332,431	352,725	380,677	27,952	7.92%
Equipment	0	0	0	0	0.00%
Contractual & Other	22,651	28,605	42,905	14,300	49.99%
Supplies & Materials	3,295	3,650	3,850	200	5.48%
BOCES Services	17,794	19,575	16,870	-2,705	-13.82%
Subtotal	376,171	404,555	444,302	39,747	9.82%

2023-2024 Proposed Budget Detail- Three Part Format

Budget Account	2021-2022 Actual Expense	2022-2023 Adopted Budget	2023-2024 Proposed Budget	Dollar Change	Percent Change
A11 Public Information and Services					
This category provides funding for the dissemination of information to district residents and manages requests for information from newspapers and other news outlets.					
Salaries	70,149	78,165	80,487	2,322	2.97%
Equipment	0	0	0	0	0.00%
Contractual & Other	10,279	14,140	14,120	-20	-0.14%
Supplies & Materials	469	750	750	0	0.00%
BOCES Services	15,988	20,800	22,600	1,800	8.65%
Subtotal	96,885	113,855	117,957	4,102	3.60%
A12 Central Printing & Mailing					
This category of central services includes district wide expenses for printing, copying, and mailing for the district.					
Contractual & Other	28,901	35,000	35,000	0	0.00%
BOCES Services	7,663	32,427	32,900	473	1.46%
Subtotal	36,564	67,427	67,900	473	0.70%
A13 Central Data Processing					
Central data processing includes the staff and other expenses required to maintain the District's computer network, internet connections, servers, desktops, and laptop computers.					
Salaries	509,598	674,417	704,632	30,215	4.48%
Equipment	33,392	25,000	25,000	0	0.00%
Contractual & Other	50,607	61,450	44,950	-16,500	-26.85%
Supplies & Materials	100,914	131,920	112,570	-19,350	-14.67%
BOCES Services	381,655	512,000	541,690	29,690	5.80%
Subtotal	1,076,166	1,404,787	1,428,842	24,055	1.71%
A14 Unallocated Insurance					
Unallocated insurance refers to the District's various insurance requirements, in place to manage risk and potential liability, including property, umbrella, general liability, student accident, and auto.					
Contractual & Other	238,594	249,779	280,520	30,741	12.31%
Subtotal	238,594	249,779	280,520	30,741	12.31%
A15 School Association Dues					
This category provides for District membership in organizations at the local, county and state levels.					
Contractual & Other	11,902	12,060	12,160	100	0.83%
Subtotal	11,902	12,060	12,160	100	0.83%
A16 Judgments and Claims					
This category provides for costs associated with legal claims or judgments owed by the District.					
Contractual & Other	116,147	0	0	0	0.00%
Subtotal	116,147	0	0	0	0.00%

2023-2024 Proposed Budget Detail- Three Part Format

Budget Account	2021-2022 Actual Expense	2022-2023 Adopted Budget	2023-2024 Proposed Budget	Dollar Change	Percent Change
A17 BOCES Administrative Costs					
This category provides for the District's share of BOCES administration costs.					
BOCES Services	703,620	718,835	755,100	36,265	5.04%
Subtotal	703,620	718,835	755,100	36,265	5.04%
A18 Curriculum Development					
Curriculum Development costs are those associated with developing and improving the instructional program for students of all grades and for both regular education and special education. This includes work to align the curriculum to meet state and federal standards.					
Salaries	694,916	648,633	611,954	-36,679	-5.65%
Equipment	0	0	0	0	0.00%
Contractual & Other	13,712	17,800	17,800	0	0.00%
Supplies & Materials	3,655	5,100	5,100	0	0.00%
BOCES Services	0	0	0	0	0.00%
Subtotal	712,283	671,533	634,854	-36,679	-5.46%
A19 Supervision- Regular School					
Supervision includes the costs for all school building administrators such as principals, assistant principals and their office teams. This includes student grading, attendance and discipline.					
Salaries	2,532,488	2,630,338	2,821,277	190,939	7.26%
Equipment	0	0	0	0	0.00%
Contractual & Other	32,687	38,465	36,940	-1,525	-3.96%
Supplies & Materials	25,323	29,550	28,950	-600	-2.03%
BOCES Services	380	2,900	400	-2,500	-86.21%
Subtotal	2,590,878	2,701,253	2,887,567	186,314	6.90%
A20 Employee Benefits					
This set of expenses are for employee benefits associated with retirement, medical insurance, and other insurances.					
State Retirement	223,677	215,315	233,966	18,651	8.66%
Teachers' Retirement	281,839	302,097	303,232	1,135	0.38%
Social Security	362,529	385,574	400,930	15,355	3.98%
Workers' Compensation Insurance	18,019	23,350	22,998	-351	-1.50%
Life Insurance	10,123	16,900	8,935	-7,965	-47.13%
Unemployment Insurance	282	5,633	2,567	-3,066	-54.43%
Disability Insurance	2,337	2,645	2,936	291	11.01%
Hospital, Medical, Dental Insurance	1,453,414	1,617,783	1,793,314	175,531	10.85%
Miscellaneous Benefits	5,500	0	14,500	14,500	100.00%
Subtotal	2,357,721	2,569,296	2,783,377	214,081	8.33%
Administration Total	9,369,168	10,049,586	10,539,861	490,275	4.88%

2023-2024 Proposed Budget Detail- Three Part Format

	2021-2022	2022-2023	2023-2024		
Budget Account	Actual Expense	Adopted Budget	Proposed Budget	Dollar Change	Percent Change

Program Budget

P1 Inservice Training- Instruction

In-service training provides instructional staff with professional development activities to increase their knowledge of current educational trends, new instructional methods, and research on student learning.

Salaries	175,111	255,542	280,047	24,505	9.59%
Equipment	0	0	0	0	0.00%
Contractual & Other	100,985	119,300	115,100	-4,200	-3.52%
Supplies & Materials	4,849	2,450	2,450	0	0.00%
BOCES Services	128,880	175,700	190,500	14,800	8.42%
Subtotal	409,825	552,992	588,097	35,105	6.35%

P2 Teaching- Regular School

This category provides for all teachers, aides and classroom support staff. This category also includes funding for classroom equipment, supplies and textbooks, and other expenses necessary to maintain the regular education school program.

Salaries	25,317,318	26,376,027	27,125,852	749,825	2.84%
Equipment	20,467	46,500	55,600	9,100	19.57%
Contractual & Other	480,833	589,825	548,935	-40,890	-6.93%
Supplies & Materials	392,869	441,175	444,577	3,402	0.77%
Tuition Payments	114,318	115,000	126,000	11,000	9.57%
BOCES Services	210,951	298,790	297,200	-1,590	-0.53%
Textbooks	312,612	364,560	357,025	-7,535	-2.07%
Subtotal	26,849,368	28,231,877	28,955,189	723,312	2.56%

P3 Programs For Students with Disabilities

This category serves a significant portion of the District's student population with varying individual needs and mandated service requirements. These highly specialized programs and related services are generally mandated by the State or Federal government.

Salaries	7,881,683	8,232,447	8,561,021	328,574	3.99%
Equipment	1,450	15,000	10,000	-5,000	-33.33%
Contractual & Other	505,512	566,850	564,810	-2,040	-0.36%
Supplies & Materials	86,500	116,775	120,850	4,075	3.49%
Tuition Payments	1,003,375	1,130,000	1,700,000	570,000	50.44%
BOCES Services	1,587,945	1,750,000	1,290,000	-460,000	-26.29%
Textbooks	22,183	36,850	31,700	-5,150	-13.98%
Subtotal	11,088,648	11,847,922	12,278,381	430,459	3.63%

2023-2024 Proposed Budget Detail- Three Part Format

Budget Account	2021-2022 Actual Expense	2022-2023 Adopted Budget	2023-2024 Proposed Budget	Dollar Change	Percent Change
P4 English Language Learners					
Included here are the expenses associated with providing instruction to English Language Learners.					
Salaries	156,573	163,128	175,320	12,192	7.47%
Equipment	0	0	0	0	0.00%
Contractual & Other	639	2,100	1,500	-600	-28.57%
Supplies & Materials	0	0	0	0	0.00%
BOCES Services	0	0	0	0	0.00%
Subtotal	157,212	165,228	176,820	11,592	7.02%
P5 Occupational Education					
The costs of providing hands on educational opportunities for students to learn vocational or trade skills such are carpentry, computer repair, and auto repair.					
Salaries	0	0	0	0	0.00%
Equipment	0	0	0	0	0.00%
Contractual & Other	0	0	0	0	0.00%
Supplies & Materials	0	0	0	0	0.00%
BOCES Services	925,125	692,010	859,452	167,442	24.20%
Subtotal	925,125	692,010	859,452	167,442	24.20%
P6 Teaching- Special Schools					
This category provides for summer school and adult education programs. Summer school is aimed primarily at students at risk of delayed graduation or in need of remedial support.					
Salaries	191,750	206,896	300,337	93,441	45.16%
Equipment	0	0	0	0	0.00%
Contractual & Other	180	9,750	9,750	0	0.00%
Supplies & Materials	1,347	2,550	2,550	0	0.00%
BOCES Services	5,041	1,300	1,300	0	0.00%
Textbooks	297	1,500	1,500	0	0.00%
Subtotal	198,615	221,996	315,437	93,441	42.09%
P7 School Library & Audiovisual					
Included here are the expenses associated with the operation of the school district libraries, including library staff, acquisition of library books, cataloging and circulation of books, and supplies and equipment.					
Salaries	518,746	548,582	591,015	42,433	7.74%
Equipment	0	0	0	0	0.00%
Contractual & Other	4,822	7,250	6,400	-850	-11.72%
Supplies & Materials	117,192	115,465	154,540	39,075	33.84%
BOCES Services	0	0	0	0	0.00%
Library Books	47,827	49,200	48,350	-850	-1.73%
Subtotal	688,587	720,497	800,305	79,808	11.08%

2023-2024 Proposed Budget Detail- Three Part Format

Budget Account	2021-2022 Actual Expense	2022-2023 Adopted Budget	2023-2024 Proposed Budget	Dollar Change	Percent Change
P8 Computer Assisted Instruction					
This budget category includes the expenses of operating the district's computer labs, classroom computer equipment, and related supplies.					
Salaries	181,233	267,017	173,676	-93,341	-34.96%
Equipment	70,547	65,000	65,000	0	0.00%
Contractual & Other	13,805	14,500	14,500	0	0.00%
Supplies & Materials	67,460	97,350	110,600	13,250	13.61%
BOCES Services	1,365,818	1,169,125	1,211,160	42,035	3.60%
Subtotal	1,698,863	1,612,992	1,574,936	-38,056	-2.36%
P9 Guidance Services					
This category includes funding for expenses necessary to provide career counseling, college application assistance, and student transitional support between grade levels.					
Salaries	1,365,888	1,477,595	1,503,985	26,390	1.79%
Equipment	0	0	0	0	0.00%
Contractual & Other	1,268	0	0	0	0.00%
Supplies & Materials	713	3,150	2,350	-800	-25.40%
BOCES Services	0	200	0	-200	-100.00%
Subtotal	1,367,869	1,480,945	1,506,335	25,390	1.71%
P10 Health Services					
This category includes funding for the school nurse offices. Nurses provide on-site emergency medical support, prescription drug management, and student health testing.					
Salaries	781,421	768,585	858,133	89,548	11.65%
Equipment	0	0	0	0	0.00%
Contractual & Other	42,680	48,800	48,800	0	0.00%
Supplies & Materials	12,201	14,320	14,200	-120	-0.84%
Subtotal	836,302	831,705	921,133	89,428	10.75%
P11 Psychological Services					
This category includes funding for expenses necessary to provide mandated psychological support to students, student psychological testing and referrals for special services.					
Salaries	432,930	461,428	550,097	88,669	19.22%
Equipment	0	0	0	0	0.00%
Contractual & Other	0	0	0	0	0.00%
Supplies & Materials	3,928	3,100	3,100	0	0.00%
BOCES Services	0	0	0	0	0.00%
Subtotal	436,858	464,528	553,197	88,669	19.09%

2023-2024 Proposed Budget Detail- Three Part Format

Budget Account	2021-2022 Actual Expense	2022-2023 Adopted Budget	2023-2024 Proposed Budget	Dollar Change	Percent Change
P12 Social Work Services					
This category includes funding for expenses necessary to provide mandated counseling as required by the student Individual Educational Plans.					
Salaries	630,170	700,309	853,729	153,420	21.91%
Equipment	0	0	0	0	0.00%
Contractual & Other	0	0	0	0	0.00%
Supplies & Materials	1,990	900	900	0	0.00%
BOCES Services	210,248	184,625	212,625	28,000	15.17%
Subtotal	842,408	885,834	1,067,254	181,420	20.48%
P13 Co-Curricular Activities					
Co-curricular activities are student activities offered as enrichment experiences including band, student plays, school newspapers and student groups such as the Honor Society and student government.					
Salaries	209,204	249,692	259,270	9,578	3.84%
Equipment	0	0	0	0	0.00%
Contractual & Other	22,552	17,900	17,900	0	0.00%
Supplies & Materials	198	500	500	0	0.00%
Subtotal	231,954	268,092	277,670	9,578	3.57%
P14 Interscholastic Athletics					
Interscholastic athletics provide students the opportunity to participate in a variety of competitive interscholastic sports programs.					
Salaries	556,883	537,725	570,821	33,096	6.15%
Equipment	6,214	5,000	5,000	0	0.00%
Contractual & Other	171,739	181,765	182,110	345	0.19%
Supplies & Materials	78,871	82,230	83,980	1,750	2.13%
BOCES Services	13,800	16,288	16,310	22	0.14%
Subtotal	827,507	823,008	858,221	35,213	4.28%
P15 Transportation Services					
This category provides funding for transportation of students within the district to Ballston Spa Central School District Schools and for district students who attend certain private or parochial schools. Also included here are the expenses for transportation for athletic teams, field trips, and building transfer shuttles.					
Salaries	3,183,096	3,357,409	3,435,656	78,247	2.33%
Equipment	5,273	35,000	15,000	-20,000	-57.14%
Contractual & Other	194,315	186,470	202,245	15,775	8.46%
Supplies & Materials	598,619	525,775	574,525	48,750	9.27%
BOCES Services	0	0	0	0	0.00%
Subtotal	3,981,303	4,104,654	4,227,426	122,772	2.99%

2023-2024 Proposed Budget Detail- Three Part Format

Budget Account	2021-2022 Actual Expense	2022-2023 Adopted Budget	2023-2024 Proposed Budget	Dollar Change	Percent Change
P16 Bus Garage Building					
This category provides funding for the operation of the bus garage, namely utilities and building repairs.					
Salaries	15,596	20,186	21,196	1,010	5.00%
Equipment	0	0	0	0	0.00%
Contractual & Other	93,541	123,465	123,900	435	0.35%
Supplies & Materials	7,813	8,200	6,200	-2,000	-24.39%
Subtotal	116,950	151,851	151,296	-555	-0.37%
P17 Contract Transportation					
Included in this category are expenses associated with the operation of contracted transportation for students with disabilities.					
Contractual & Other	320,792	325,000	425,000	100,000	30.77%
Subtotal	320,792	325,000	425,000	100,000	30.77%
P18 Transportation from BOCES					
Costs associated with BOCES provided transfer shuttles, if any, are shown here.					
BOCES Services	2,499	2,400	2,540	140	5.83%
Subtotal	2,499	2,400	2,540	140	5.83%
P19 Recreation					
Expensed here is a self-sustaining community recreation program conducted by the Ballston Area Recreation Commission that is included as part of the District's budget.					
Contractual & Other	47,000	50,000	52,000	2,000	4.00%
Subtotal	47,000	50,000	52,000	2,000	4.00%
P20 Civic Activities					
Included under the Civic Activities category is expense associated with the Facilities Use Supervisor and support for civic activities.					
Salaries	32,946	33,934	34,952	1,018	3.00%
Contractual & Other	0	0	0	0	0.00%
Subtotal	32,946	33,934	34,952	1,018	3.00%
P21 Transfer to Other Funds					
This category is used to record the district's appropriation and transfer of money to other funds as required by accounting procedures. The Special Aid Fund is used to account for programs with funding sources separate from general state aid. The School Lunch funds is used to account for the food service program.					
Transfer - Special Aid Fund	138,349	146,000	150,400	4,400	3.01%
Transfer - School Lunch Fund	4	16,000	18,000	2,000	12.50%
Subtotal	138,353	162,000	168,400	6,400	3.95%

2023-2024 Proposed Budget Detail- Three Part Format

Budget Account	2021-2022 Actual Expense	2022-2023 Adopted Budget	2023-2024 Proposed Budget	Dollar Change	Percent Change
P22 Employee Benefits					
This set of expenses are for employee benefits associated with retirement, medical insurance, and other insurances.					
State Retirement	742,496	672,023	734,168	62,145	9.25%
Teachers' Retirement	3,389,605	3,742,903	3,727,268	-15,635	-0.42%
Social Security	3,017,863	3,178,648	3,297,015	118,367	3.72%
Workers' Compensation Insurance	149,997	192,492	189,125	-3,367	-1.75%
Life Insurance	0	0	0	0	0.00%
Unemployment Insurance	2,350	46,434	21,108	-25,326	-54.54%
Disability Insurance	19,453	21,807	24,147	2,340	10.73%
Hospital, Medical, Dental Insurance	12,098,895	13,336,899	14,747,186	1,410,287	10.57%
Miscellaneous Benefits	0	0	0	0	0.00%
Subtotal	19,420,659	21,191,206	22,740,017	1,548,811	7.31%
Program Total	70,619,643	74,820,671	78,534,058	3,713,387	4.96%

2023-2024 Proposed Budget Detail- Three Part Format

	2021-2022	2022-2023	2023-2024		
Budget Account	Actual Expense	Adopted Budget	Proposed Budget	Dollar Change	Percent Change
Capital					
C1 Operation of Plant					
The category for plant operation consists of expenses necessary to clean and maintain all district buildings. Included here are the costs associated with cleaning supplies, electric, gas, water, and telephone utilities, and the salaries of the cleaning staff.					
Salaries	1,858,866	2,198,317	2,247,288	48,971	2.23%
Equipment	37,159	25,000	30,000	5,000	20.00%
Contractual & Other	1,520,921	1,550,695	1,728,435	177,740	11.46%
Supplies & Materials	321,217	342,450	331,400	-11,050	-3.23%
BOCES Services	118,682	119,620	126,020	6,400	5.35%
Subtotal	3,856,845	4,236,082	4,463,143	227,061	5.36%
C2 Maintenance of Plant					
The category for plant maintenance consists of expenses necessary to keep all district buildings in good repair and conducive to a healthy and inviting learning environment. The funds are used to maintain the buildings, grounds, and include the salaries of the maintenance and equipment technician staff.					
Salaries	512,320	559,222	597,285	38,063	6.81%
Equipment	73,817	70,000	75,000	5,000	7.14%
Contractual & Other	778,374	791,700	788,700	-3,000	-0.38%
Supplies & Materials	472,489	402,650	404,450	1,800	0.45%
BOCES Services	27,584	30,350	28,000	-2,350	-7.74%
Subtotal	1,864,584	1,853,922	1,893,435	39,513	2.13%
C3 Security					
Costs associated with building security, including School Resource Officers are shown here.					
Contractual & Other	172,075	222,840	229,270	6,430	2.89%
Supplies & Materials	27,221	5,000	5,700	700	14.00%
Subtotal	199,296	227,840	234,970	7,130	3.13%
C4 Refund on Real Property Taxes					
Expenses associated with real property tax refunds are charged here.					
Contractual & Other	710	35,000	35,000	0	0.00%
Subtotal	710	35,000	35,000	0	0.00%
C5 Bond Anticipation Notes- Bus Purchases					
Included here is the funding for the payment of principal and interest on the District’s outstanding bond anticipation notes for school buses.					
Principal	908,000	953,000	945,000	-8,000	-0.84%
Interest	12,590	7,203	89,695	82,492	1145.25%
Subtotal	920,590	960,203	1,034,695	74,492	7.76%

2023-2024 Proposed Budget Detail- Three Part Format

Budget Account	2021-2022 Actual Expense	2022-2023 Adopted Budget	2023-2024 Proposed Budget	Dollar Change	Percent Change
C6 Installment Purchases					
Included here is the funding for the payment of principal and interest on the District's installment purchase agreements.					
Principal	11,664	0	12,115	12,115	100.00%
Interest	918	0	470	470	100.00%
Subtotal	12,582	0	12,585	12,585	0.00%
C7 Transfer to Other Funds					
This category is used to record the district's appropriation and transfer of money to other funds as required by accounting procedures. The Debt Service Fund is used to account for principal and interest payments on the District's outstanding long-term debt.					
Transfer - Debt Service Fund	4,614,027	4,511,710	5,965,287	1,453,577	32.22%
Subtotal	4,614,027	4,511,710	5,965,287	1,453,577	32.22%
C8 Transfer to Capital Fund					
This account category is used to record the district's appropriation and transfer of money to other funds as required by accounting procedures. The Capital Fund is used to account for certain capital construction projects that require State Education Department approval.					
Transfer to Capital Funds	0	570,000	100,000	-470,000	-82.46%
Subtotal	0	570,000	100,000	-470,000	-82.46%
C8 Employee Benefits					
This set of expenses are for employee benefits associated with retirement, medical insurance, and other insurances.					
State Retirement	249,427	250,662	271,866	21,204	8.46%
Teachers' Retirement	0	0	0	0	0.00%
Social Security	171,891	200,778	207,055	6,277	3.13%
Workers' Compensation Insurance	8,543	12,159	11,877	-282	-2.32%
Life Insurance	0	0	0	0	0.00%
Unemployment Insurance	134	2,933	1,326	-1,607	-54.79%
Disability Insurance	1,108	1,377	1,516	139	10.09%
Hospital, Medical, Dental Insurance	689,127	842,419	926,137	83,718	9.94%
Miscellaneous Benefits	0	0	0	0	0.00%
Subtotal	1,120,231	1,310,328	1,419,777	109,449	8.35%
Capital Total	12,588,865	13,705,085	15,158,892	1,453,807	10.61%
Budget Total	92,577,675	98,575,342	104,232,811	5,657,469	5.74%

Appendices

Appendix A

BALLSTON SPA CSD

2020-21 School Year Financial Transparency Report

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

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

[ESSA Financial Transparency Data - Glossary of Terms](#) | [Business Rules](#)

Economic and Student Characteristics

P-12 ENROLLMENT
4,020
NEEDS RESOURCE CATEGORY
Average Need
DISTRICT ABILITY TO RAISE LOCAL FUNDS IS
slightly more than the average district in the state
STUDENT NEEDS ARE
significantly less than the state average

Student Demographics

Enrollment	BALLSTON SPA CSD
All Students	4,020
Economically Disadvantaged	35%
Students with Disabilities	18%
English Language Learners	1%
Race/Ethnicity	
American Indian or Alaska Native	0%
Black or African American	2%
Hispanic or Latino	5%
Asian or Native Hawaiian/Other Pacific Islander	2%
White	87%
Multiracial	4%

Staffing Profile	BALLSTON SPA CSD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	5%
Teachers with 4-20 Years of Experience %	59%
Teachers with 21+ Years of Experience %	36%

Appendix A

Comparison: How do per pupil expenditures compare?

THIS SCHOOL
N/A
DISTRICT OR DISTRICT OF LOCATION
\$17,987.92
COUNTY AVERAGE
\$17,271.94
STATEWIDE AVERAGE
\$23,468.15

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

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

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

Report View One Per Pupil Expenditure Categories	BALLSTON SPA CSD
A. Instruction (A1 + A2 + A3 + A4)	\$11,408.72
B. Administration (B1 + B2 + B3)	\$733.66
C. All Other Spending (C1 + C2 + C3)	\$1,920.97
D. Total School Level (A + B + C)	\$14,063.34
E. Central Instruction (E1 + E2 + E3 + E4)	\$278.83
F. Central Administration (F1 + F2 + F3)	\$1,841.18
G. All Other Central Spending (G1 + G2 + G3)	\$1,804.56
H. Total Central Costs	\$3,924.57
I. Total Spending (D + H)	\$17,987.92

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.

Appendix A

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

Report View Two Per Pupil Expenditure Categories	BALLSTON SPA CSD
J. Total School Level Local/State Spending	\$13,630.13
K. Total School Level Federal Spending	\$433.21
L. Total Central Level Local/State Spending	\$3,924.57
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$17,987.92

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

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

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

Entries U through Z represent central expenditures.

	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)
School Level	BALLSTON SPA CSD
O. Special Education	\$16,249.98
P. ELL/MLL Services	\$6,417.31
Q. Pupil Services	\$1,128.25
R. Community Schools Programs	\$0.00
S. BOCES Services	\$122.15
T. Prekindergarten	\$0.00
Central Level	
U. Special Education	\$533.34
V. ELL/MLL Services	\$0.00
W. Pupil Services	\$308.92
X. Community Schools Programs	\$0.00
Y. BOCES Services	\$887.91
Z. Prekindergarten	\$0.00

Appendix A

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

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

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

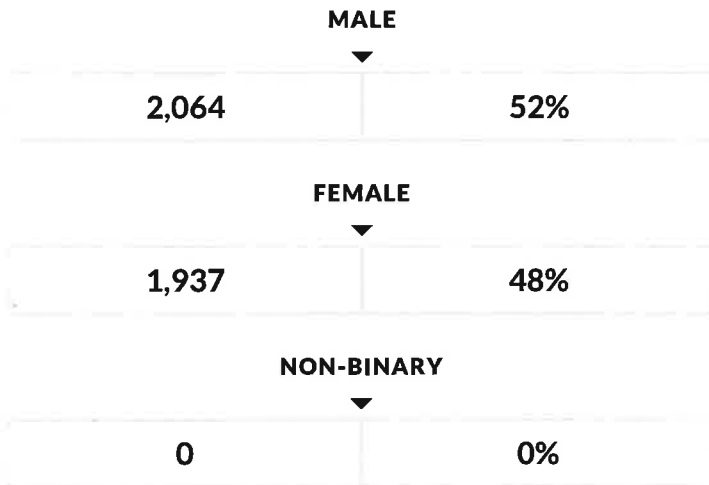
Excluded Expenditures	BALLSTON SPA CSD
1. Transportation	\$4,901,434.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$944,721.00
4. Debt Service	\$928,367.00
5. Other	\$20,639,894.00
Percent Excluded from Total	27%
Total Expenditures	\$99,725,842.00

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

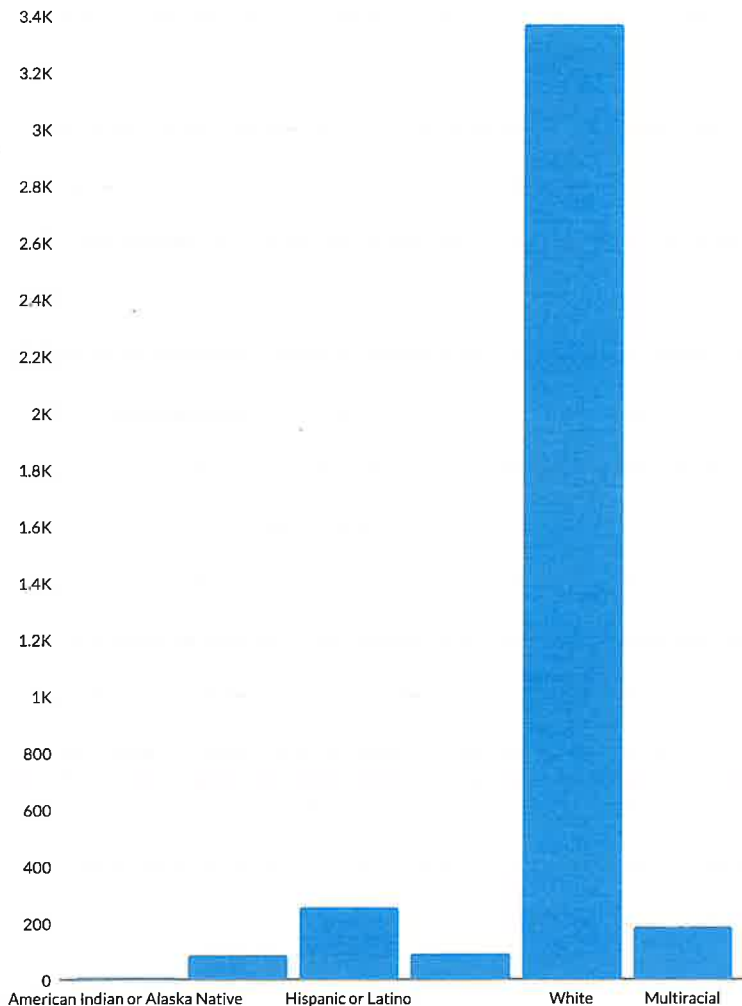
BALLSTON SPA CSD ENROLLMENT (2021 - 22)

K-12 Enrollment: 4,001

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



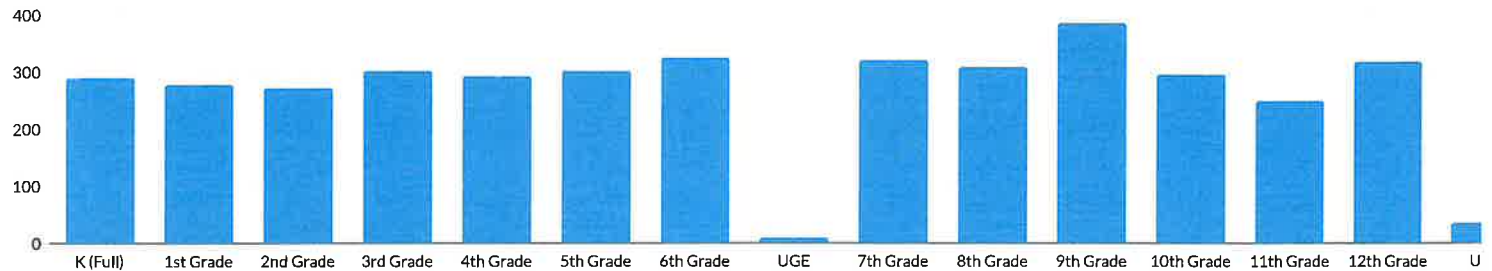
MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
28	1%	695	17%	1,401	35%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	57	1%	7	0%
				PARENT IN ARMED FORCES	
				87	2%

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
291	7%	279	7%	273	7%	303	7%
4TH GRADE		5TH GRADE		6TH GRADE		UNGRADED ELEMENTARY	
294	7%	303	7%	326	8%	10	0%
7TH GRADE		8TH GRADE		9TH GRADE		10TH GRADE	
322	8%	310	8%	387	9%	297	7%
11TH GRADE		12TH GRADE		UNGRADED SECONDARY			
251	6%	319	8%	36	1%		

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APPENDIX C

Administrative Staff Compensation 2023-2024 School Year

Chapter 474 of the Laws of 1996 includes a provision for the publication of the Superintendent and Administrator salaries as part of the annual school district budget process. Salaries, benefits and other in-kind compensation are required for all Superintendents. In addition, other administrators or supervisors whose annual salary is in excess of \$150,000 must have their salary and position title disclosed in the budget document. If some contracts associated with individual employees are not finalized, the salary amounts include estimated increases.

Superintendent of Schools

Annual Salary	\$198,790
Annualized Cost of Benefits	\$ 41,400

Assistant Superintendent for Business & Support Services

Annual Salary	\$186,705
Annualized Cost of Benefits	\$ 56,421

Assistant Superintendent for Programs and Operations

Annual Salary	\$170,980
Annualized Cost of Benefits	\$ 46,727

Note: The annualized cost of benefits includes required employer contributions to social security and Medicaid, and other benefits such as health insurance, dental insurance, life insurance and retirement contributions. The cost of benefits will vary depending which plans, if any, an employee enrolls in and on whether enrollment is for family, two-person, or individual coverage.

APPENDIX D

Property Tax Report Card 2023-2024 School Year

Budgeted 2022-23 (A)	Budgeted 2023-24 (B)
----------------------------	----------------------------

Total Budgeted Amount, not including Separate Propositions	\$98,575,342	\$104,232,811
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$56,248,499	\$58,016,479
B. Tax Levy to Support Library Debt, if Applicable	\$0	\$0
C. Tax Levy to Non-Excludable Propositions, if Applicable	\$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)	\$56,248,499	\$58,016,479
F. Permissible Exclusions to the School Tax Levy Limit	\$1,675,970	\$2,275,277
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$55,745,848	\$57,921,473
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E-B-F+D)	\$54,572,529	\$55,741,202
I. Difference: (G-H); (negative value requires 60.0% voter approval)	\$1,173,319	\$2,180,271
Public School Enrollment	3,994	3,881
Consumer Price Index		8.00%

Actual 2022-23 (D)	Estimated 2023-24 (E)
--------------------------	-----------------------------

Adjusted Restricted Fund Balance	\$11,599,125	\$11,399,125
Assigned Appropriated Fund Balance	\$1,200,000	\$1,200,000
Adjusted Unrestricted Fund Balance	\$3,326,757	\$3,261,257
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.37%	3.13%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description	3/31/23 Actual Balance	6/30/23 Estimated Balance	Intended Use of the Reserve in the 2023-2024 School Year
Capital	Capital Reserve 2019	To pay the cost of any object or purpose for which bonds may be issued.	\$4,704,250	\$4,704,250	None at this time.
Workers' Compensation	Workers' Compensation Reserve	To pay for self-insured Workers Compensation and benefits.	\$1,500,000	\$1,500,000	Pay WC claims exceeding budgeted amount.
Unemployment Insurance	Unemployment Insurance Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$250,250	\$250,250	Pay unemployment insurance costs exceeding budgeted amount.
Reserve for Debt Service	Debt Service Reserve	For proceeds from the sale of district capital assets or improvement, restricted to debt service	\$1,347,384	\$947,384	\$400,000 designated as inter-fund revenue.
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements	\$590,100	\$590,100	Pay claims if settled by courts.
Employee Benefit Accrued Liability	Employee Benefit Accrued Liability	For accrued employee benefits due to employees upon termination of service.	\$100,100	\$100,100	None at this time.
Retirement Contribution	Retirement Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$2,477,700	\$2,277,700	Pay part of employer retirement contributions
Retirement Contribution	TRS Subfund	To fund employer retirement contributions to the NYS Teachers' Retirement System	\$1,976,725	\$1,976,725	None at this time.

APPENDIX E

Exemption Impact Report

Equalized Total Assessed Value 4,961,809,439

School District - 414201 Ballston Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	11	18,952,968	0.38
13100	CO - GENERALLY	RPTL 406(1)	31	82,306,408	1.66
13500	TOWN - GENERALLY	RPTL 406(1)	50	16,848,413	0.34
13510	TOWN - CEMETERY LAND	RPTL 446	2	13,333	0.00
13650	VG - GENERALLY	RPTL 406(1)	45	4,474,387	0.09
13800	SCHOOL DISTRICT	RPTL 408	12	119,839,208	2.42
14100	USA - GENERALLY	RPTL 400(1)	4	514,038,170	10.36
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	9	412,028,470	8.30
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	1,229,095	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	31	22,693,535	0.46
25120	NONPROF CORP - EDUC(CL(CONST PRC	RPTL 420-a	7	8,196,786	0.17
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	15	3,489,726	0.07
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	8,000,000	0.16
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	18	11,246,479	0.23
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	470,588	0.01
26050	AGRICULTURAL SOCIETY	RPTL 450	9	4,957,907	0.10
26100	VETERANS ORGANIZATION	RPTL 452	5	1,258,171	0.03
26250	HISTORICAL SOCIETY	RPTL 444	2	536,732	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	12	3,807,081	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	15	1,365,082	0.03
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	3	2,810	0.00
33800	COUNTY WATER OR SEWER DIST	COUNTY L 272	1	47,000	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	68	426,555	0.01
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	393	2,545,539	0.05
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	58	589,836	0.01
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	405	4,283,806	0.09
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	40	806,512	0.02
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	161	3,208,009	0.06
41300	PARAPLEGIC VETS	RPTL 458(3)	2	830,882	0.02
41400	CLERGY	RPTL 460	6	9,928	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	10	644,765	0.01
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	49	3,658,110	0.07
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	34	1,246,351	0.03

Equalized Total Assessed Value 4,961,809,439

School District - 414201 Ballston Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41800	PERSONS AGE 65 OR OVER	RPTL 467	49	4,898,056	0.10
41804	PERSONS AGE 65 OR OVER	RPTL 467	165	13,703,970	0.28
41806	PERSONS AGE 65 OR OVER	RPTL 467	16	1,586,722	0.03
41824	LIVING QUARTERS FOR PARENTS AN	RPTL 469	2	125,098	0.00
41826	LIVING QUARTERS FOR PARENTS AN	RPTL 469	1	16,000	0.00
41834	ENHANCED STAR	RPTL 425	1,114	105,780,078	2.13
41854	BASIC STAR 1999-2000	RPTL 425	3,151	123,372,717	2.49
41864	Basic STAR (land belongs to ot	RPTL 425	2	27,451	0.00
41900	PHYSICALLY DISABLED	RPTL 459	3	94,245	0.00
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	5	197,719	0.00
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	15	814,559	0.02
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	15,000	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	25	647,886	0.01
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	29,434	0.00
47450	FOREST/REF LAND - FISHER ACT	RPTL 480	9	1,499,960	0.03
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	168,941	0.00
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	1	5,822,164	0.12
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	3	5,855,686	0.12
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	163,399	0.00
Total Exemptions Exclusive of System Exemptions:				1,518,871,727	30.61
Total System Exemptions:				0	0.00
Totals:				1,518,871,727	30.61

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

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

APPENDIX F

NYS School Report Card

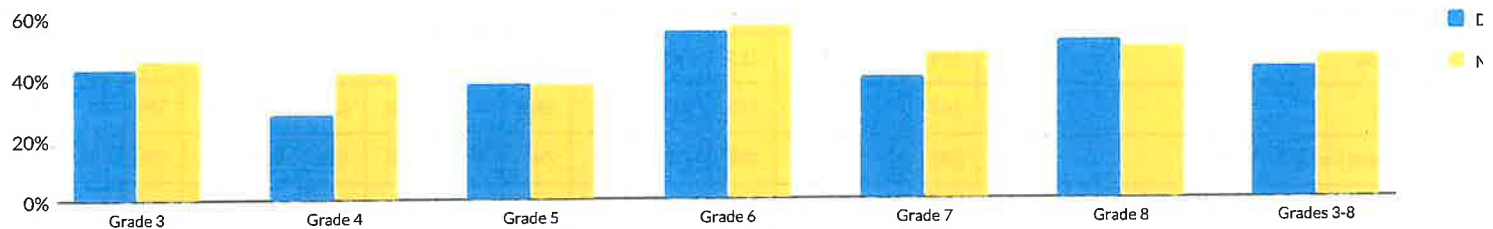
BALLSTON SPA CSD - NEW YORK STATE REPORT CARD [2021 - 22]

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

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

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

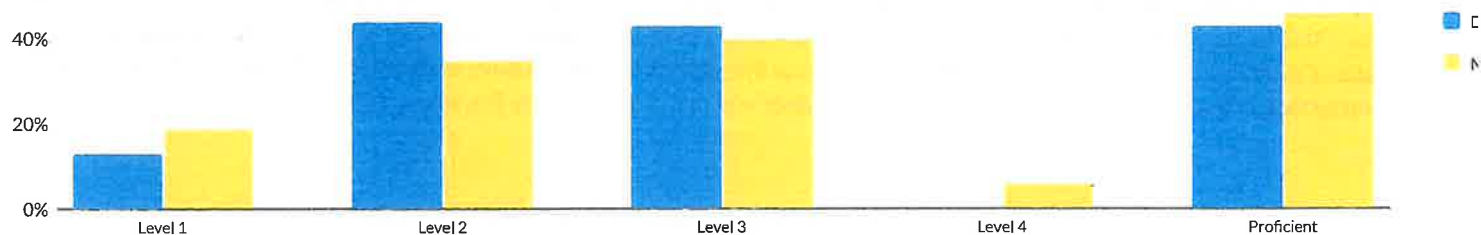
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	306	16	5%	290	95%	38	13%	127	44%	124	43%	1	0%	125	43%
Grade 4	291	23	8%	268	92%	75	28%	119	44%	67	25%	7	3%	74	28%
Grade 5	302	16	5%	286	95%	73	26%	103	36%	88	31%	22	8%	110	38%
Grade 6	329	64	19%	265	81%	73	28%	45	17%	63	24%	84	32%	147	55%
Grade 7	324	59	18%	265	82%	63	24%	95	36%	82	31%	25	9%	107	40%
Grade 8	309	82	27%	227	73%	36	16%	73	32%	76	33%	42	19%	118	52%
Grades 3-8	1,861	260	14%	1,601	86%	358	22%	562	35%	500	31%	181	11%	681	43%

GRADE 3 ELA RESULTS

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

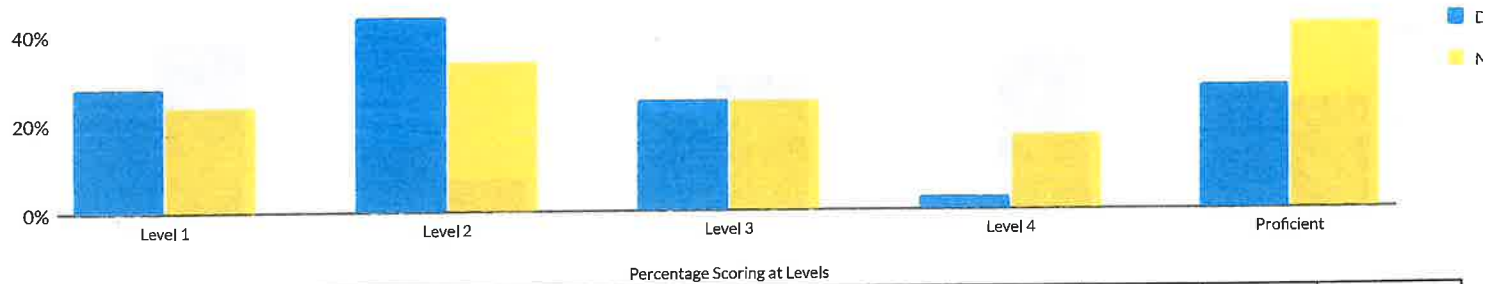


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	306	16	5%	290	95%	38	13%	127	44%	124	43%	1	0%	125	43%
Female	159	6	4%	153	96%	13	8%	63	41%	77	50%	0	0%	77	50%
Male	147	10	7%	137	93%	25	18%	64	47%	47	34%	1	1%	48	35%
General Education Students	245	7	3%	238	97%	17	7%	101	42%	119	50%	1	0%	120	50%
Students with Disabilities	61	9	15%	52	85%	21	40%	26	50%	5	10%	0	0%	5	10%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	9	0	0%	9	100%	2	22%	4	44%	3	33%	0	0%	3	33%
Hispanic or Latino	23	1	4%	22	96%	4	18%	11	50%	7	32%	0	0%	7	32%
White	242	14	6%	228	94%	25	11%	99	43%	103	45%	1	0%	104	46%
Multiracial	25	1	4%	24	96%	7	29%	11	46%	6	25%	0	0%	6	25%
Small Group Total	7	0	0%	7	100%	0	0%	2	29%	5	71%	0	0%	5	71%
Economically Disadvantaged	109	6	6%	103	94%	22	21%	51	50%	29	28%	1	1%	30	29%
Not Economically Disadvantaged	197	10	5%	187	95%	16	9%	76	41%	95	51%	0	0%	95	51%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	302	15	5%	287	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	306	16	5%	290	95%	38	13%	127	44%	124	43%	1	0%	125	43%
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	302	16	5%	286	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	306	16	5%	290	95%	38	13%	127	44%	124	43%	1	0%	125	43%
Parent in Armed Forces	13	0	0%	13	100%	0	0%	7	54%	6	46%	0	0%	6	46%
Parent Not in Armed Forces	293	16	5%	277	95%	38	14%	120	43%	118	43%	1	0%	119	43%

GRADE 4 ELA RESULTS

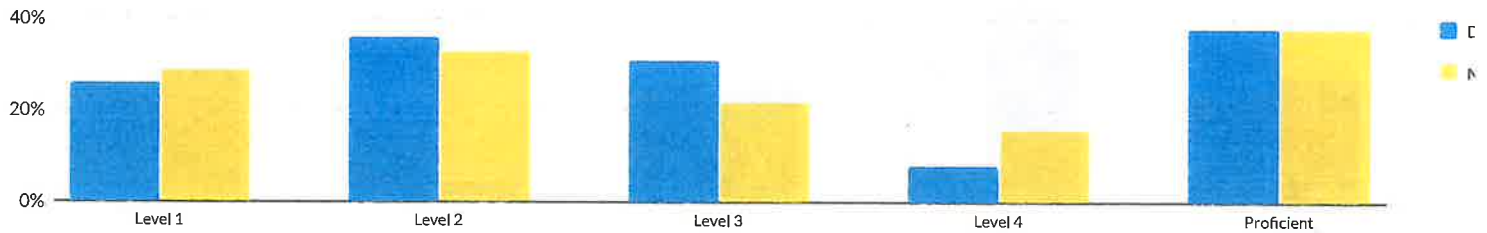
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	291	23	8%	268	92%	75	28%	119	44%	67	25%	7	3%	74	28%
Female	138	5	4%	133	96%	28	21%	56	42%	45	34%	4	3%	49	37%
Male	153	18	12%	135	88%	47	35%	63	47%	22	16%	3	2%	25	19%
General Education Students	233	14	6%	219	94%	35	16%	111	51%	66	30%	7	3%	73	33%
Students with Disabilities	58	9	16%	49	84%	40	82%	8	16%	1	2%	0	0%	1	2%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	2	29%	4	57%	1	14%	5	71%
Black or African American	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	1	5%	20	95%	4	20%	11	55%	4	20%	1	5%	5	25%
White	248	18	7%	230	93%	67	29%	102	44%	56	24%	5	2%	61	27%
Multiracial	8	2	25%	6	75%	1	17%	3	50%	2	33%	0	0%	2	33%
Small Group Total	6	1	17%	5	83%	3	60%	1	20%	1	20%	0	0%	1	20%
Economically Disadvantaged	107	12	11%	95	89%	48	51%	34	36%	12	13%	1	1%	13	14%
Not Economically Disadvantaged	184	11	6%	173	94%	27	16%	85	49%	55	32%	6	3%	61	35%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	289	21	7%	268	93%	75	28%	119	44%	67	25%	7	3%	74	28%
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	289	23	8%	266	92%	—	—	—	—	—	—	—	—	—	—
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	287	21	7%	266	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	291	23	8%	268	92%	75	28%	119	44%	67	25%	7	3%	74	28%
Parent in Armed Forces	6	0	0%	6	100%	1	17%	3	50%	1	17%	1	17%	2	33%
Parent Not in Armed Forces	285	23	8%	262	92%	74	28%	116	44%	66	25%	6	2%	72	27%

GRADE 5 ELA RESULTS

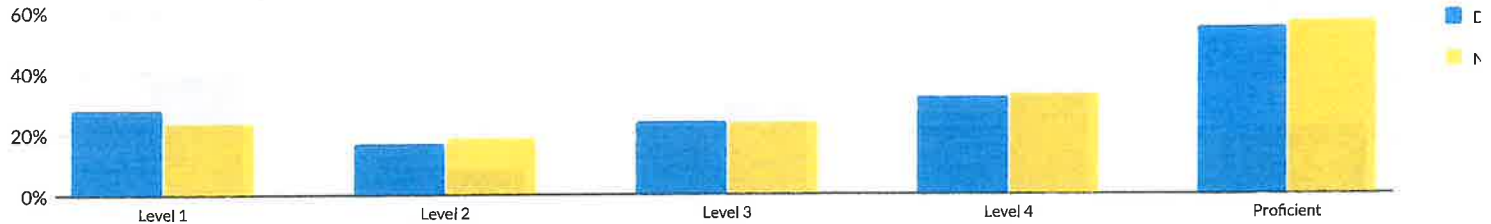
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	302	16	5%	286	95%	73	26%	103	36%	88	31%	22	8%	110	38%
Female	135	5	4%	130	96%	31	24%	51	39%	37	28%	11	8%	48	37%
Male	167	11	7%	156	93%	42	27%	52	33%	51	33%	11	7%	62	40%
General Education Students	245	7	3%	238	97%	36	15%	93	39%	87	37%	22	9%	109	46%
Students with Disabilities	57	9	16%	48	84%	37	77%	10	21%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	11	100%	0	0%	3	27%	7	64%	1	9%	8	73%
Black or African American	11	1	9%	10	91%	6	60%	3	30%	0	0%	1	10%	1	10%
Hispanic or Latino	14	1	7%	13	93%	6	46%	3	23%	3	23%	1	8%	4	31%
White	257	14	5%	243	95%	60	25%	91	37%	73	30%	19	8%	92	38%
Multiracial	9	0	0%	9	100%	1	11%	3	33%	5	56%	0	0%	5	56%
Economically Disadvantaged	97	12	12%	85	88%	32	38%	31	36%	18	21%	4	5%	22	26%
Not Economically Disadvantaged	205	4	2%	201	98%	41	20%	72	36%	70	35%	18	9%	88	44%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	301	16	5%	285	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	302	16	5%	286	95%	73	26%	103	36%	88	31%	22	8%	110	38%
Homeless	8	0	0%	8	100%	2	25%	4	50%	2	25%	0	0%	2	25%
Not Homeless	294	16	5%	278	95%	71	26%	99	36%	86	31%	22	8%	108	39%
Not Migrant	302	16	5%	286	95%	73	26%	103	36%	88	31%	22	8%	110	38%
Parent in Armed Forces	11	0	0%	11	100%	4	36%	4	36%	2	18%	1	9%	3	27%
Parent Not in Armed Forces	291	16	5%	275	95%	69	25%	99	36%	86	31%	21	8%	107	39%

GRADE 6 ELA RESULTS

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



Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	329	64	19%	265	81%	73	28%	45	17%	63	24%	84	32%	147	55%
Female	161	32	20%	129	80%	31	24%	13	10%	31	24%	54	42%	85	66%
Male	168	32	19%	136	81%	42	31%	32	24%	32	24%	30	22%	62	46%
General Education Students	263	43	16%	220	84%	41	19%	34	15%	62	28%	83	38%	145	66%
Students with Disabilities	66	21	32%	45	68%	32	71%	11	24%	1	2%	1	2%	2	4%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	2	22%	7	78%	—	—	—	—	—	—	—	—	—	—
Black or African American	8	1	13%	7	88%	4	57%	2	29%	1	14%	0	0%	1	14%
Hispanic or Latino	22	2	9%	20	91%	6	30%	2	10%	5	25%	7	35%	12	60%
White	277	57	21%	220	79%	58	26%	36	16%	53	24%	73	33%	126	57%
Multiracial	12	2	17%	10	83%	4	40%	3	30%	1	10%	2	20%	3	30%
Small Group Total	10	2	20%	8	80%	1	13%	2	25%	3	38%	2	25%	5	63%
Economically Disadvantaged	114	31	27%	83	73%	38	46%	20	24%	11	13%	14	17%	25	30%
Not Economically Disadvantaged	215	33	15%	182	85%	35	19%	25	14%	52	29%	70	38%	122	67%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	326	63	19%	263	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	329	64	19%	265	81%	73	28%	45	17%	63	24%	84	32%	147	55%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	326	63	19%	263	81%	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	328	64	20%	264	80%	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	326	64	20%	262	80%	—	—	—	—	—	—	—	—	—	—

GRADE 7 ELA RESULTS

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

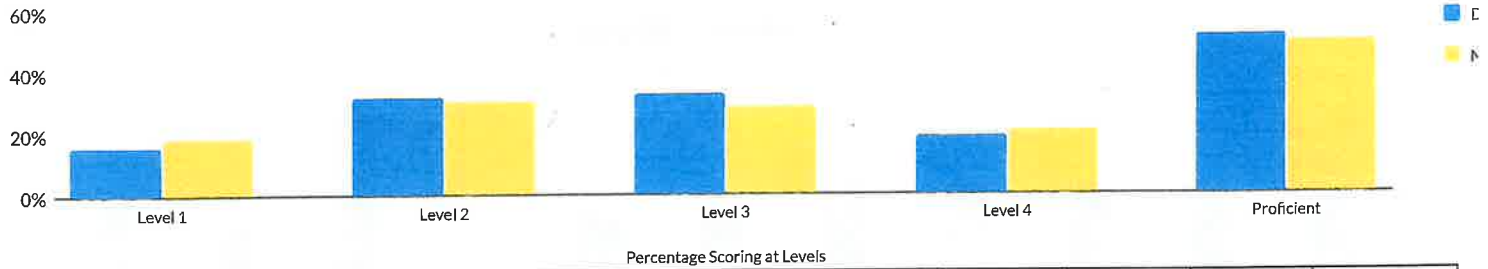


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	324	59	18%	265	82%	63	24%	95	36%	82	31%	25	9%	107	40%
Female	177	32	18%	145	82%	30	21%	52	36%	48	33%	15	10%	63	43%
Male	147	27	18%	120	82%	33	28%	43	36%	34	28%	10	8%	44	37%
General Education Students	268	35	13%	233	87%	47	20%	81	35%	81	35%	24	10%	105	45%
Students with Disabilities	56	24	43%	32	57%	16	50%	14	44%	1	3%	1	3%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	0	0%	2	40%	2	40%	4	80%
Black or African American	6	1	17%	5	83%	1	20%	2	40%	2	40%	0	0%	2	40%
Hispanic or Latino	22	5	23%	17	77%	6	35%	6	35%	5	29%	0	0%	5	29%
White	276	51	18%	225	82%	52	23%	83	37%	70	31%	20	9%	90	40%
Multiracial	15	2	13%	13	87%	3	23%	4	31%	3	23%	3	23%	6	46%
Economically Disadvantaged	127	33	26%	94	74%	40	43%	30	32%	19	20%	5	5%	24	26%
Not Economically Disadvantaged	197	26	13%	171	87%	23	13%	65	38%	63	37%	20	12%	83	49%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	323	59	18%	264	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	324	59	18%	265	82%	63	24%	95	36%	82	31%	25	9%	107	40%
Homeless	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Not Homeless	317	55	17%	262	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	324	59	18%	265	82%	63	24%	95	36%	82	31%	25	9%	107	40%
Parent in Armed Forces	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	321	59	18%	262	82%	—	—	—	—	—	—	—	—	—	—

GRADE 8 ELA RESULTS

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

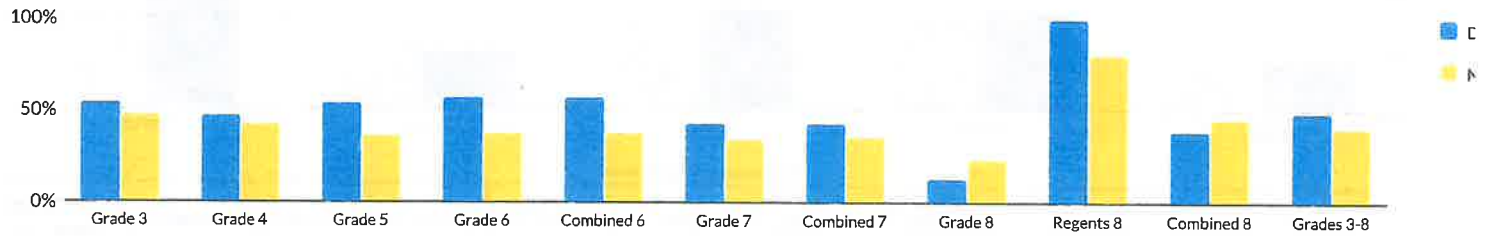


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	309	82	27%	227	73%	36	16%	73	32%	76	33%	42	19%	118	52%
Female	157	44	28%	113	72%	11	10%	37	33%	39	35%	26	23%	65	58%
Male	152	38	25%	114	75%	25	22%	36	32%	37	32%	16	14%	53	46%
General Education Students	255	66	26%	189	74%	18	10%	58	31%	71	38%	42	22%	113	60%
Students with Disabilities	54	16	30%	38	70%	18	47%	15	39%	5	13%	0	0%	5	13%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	25	5	20%	20	80%	5	25%	8	40%	3	15%	4	20%	7	35%
White	270	71	26%	199	74%	31	16%	62	31%	70	35%	36	18%	106	53%
Multiracial	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	3	27%	8	73%	0	0%	3	38%	3	38%	2	25%	5	63%
Economically Disadvantaged	116	44	38%	72	62%	23	32%	31	43%	15	21%	3	4%	18	25%
Not Economically Disadvantaged	193	38	20%	155	80%	13	8%	42	27%	61	39%	39	25%	100	65%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	307	82	27%	225	73%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	309	82	27%	227	73%	36	16%	73	32%	76	33%	42	19%	118	52%
Homeless	12	7	58%	5	42%	1	20%	2	40%	2	40%	0	0%	2	40%
Not Homeless	297	75	25%	222	75%	35	16%	71	32%	74	33%	42	19%	116	52%
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	308	82	27%	226	73%	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	307	82	27%	225	73%	—	—	—	—	—	—	—	—	—	—

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS



Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	307	16	5%	291	95%	44	15%	90	31%	100	34%	57	20%	157	54%
Grade 4	291	26	9%	265	91%	71	27%	70	26%	67	25%	57	22%	124	47%
Grade 5	300	24	8%	276	92%	68	25%	59	21%	81	29%	68	25%	149	54%
Grade 6	328	61	19%	267	81%	63	24%	52	19%	82	31%	70	26%	152	57%
Combined 6	328	61	19%	267	81%	63	24%	52	19%	82	31%	70	26%	152	57%
Grade 7	324	64	20%	260	80%	72	28%	76	29%	81	31%	31	12%	112	43%
Combined 7	324	64	20%	260	80%	72	28%	76	29%	81	31%	31	12%	112	43%
Grade 8	308	145	47%	163	53%	84	52%	58	36%	19	12%	2	1%	21	13%
Regents 8	—	0	0%	71	23%	0	0%	0	0%	3	4%	68	96%	71	100%
Combined 8	308	74	24%	234	76%	84	36%	58	25%	22	9%	70	30%	92	39%
Grades 3-8	1,858	265	14%	1,593	86%	402	25%	405	25%	433	27%	353	22%	786	49%

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

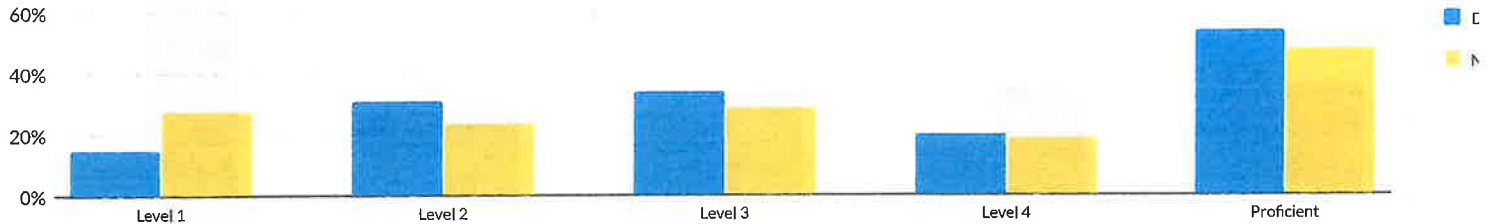
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

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

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

GRADE 3 MATH RESULTS

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

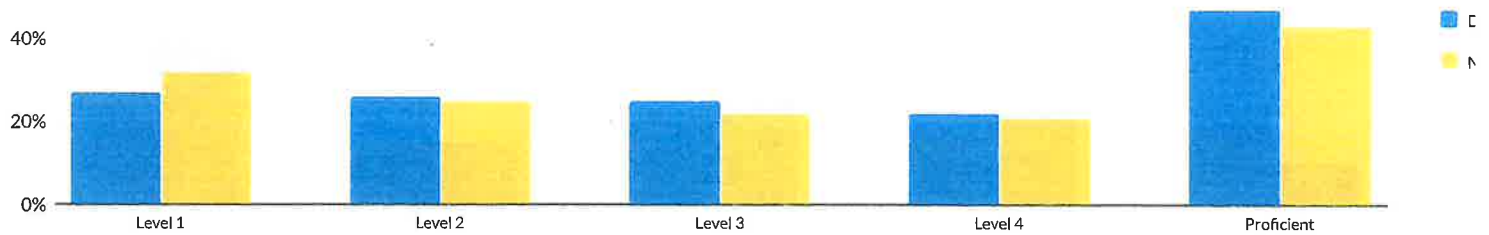


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	307	16	5%	291	95%	44	15%	90	31%	100	34%	57	20%	157	54%
Female	159	7	4%	152	96%	22	14%	50	33%	52	34%	28	18%	80	53%
Male	148	9	6%	139	94%	22	16%	40	29%	48	35%	29	21%	77	55%
General Education Students	246	7	3%	239	97%	18	8%	77	32%	90	38%	54	23%	144	60%
Students with Disabilities	61	9	15%	52	85%	26	50%	13	25%	10	19%	3	6%	13	25%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	9	1	11%	8	89%	2	25%	3	38%	2	25%	1	13%	3	38%
Hispanic or Latino	23	1	4%	22	96%	5	23%	9	41%	6	27%	2	9%	8	36%
White	243	12	5%	231	95%	29	13%	66	29%	90	39%	46	20%	136	59%
Multiracial	25	2	8%	23	92%	8	35%	10	43%	0	0%	5	22%	5	22%
Small Group Total	7	0	0%	7	100%	0	0%	2	29%	2	29%	3	43%	5	71%
Economically Disadvantaged	109	7	6%	102	94%	24	24%	44	43%	25	25%	9	9%	34	33%
Not Economically Disadvantaged	198	9	5%	189	95%	20	11%	46	24%	75	40%	48	25%	123	65%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	303	15	5%	288	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	307	16	5%	291	95%	44	15%	90	31%	100	34%	57	20%	157	54%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	303	15	5%	288	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	307	16	5%	291	95%	44	15%	90	31%	100	34%	57	20%	157	54%
Parent in Armed Forces	13	1	8%	12	92%	0	0%	3	25%	5	42%	4	33%	9	75%
Parent Not in Armed Forces	294	15	5%	279	95%	44	16%	87	31%	95	34%	53	19%	148	53%

GRADE 4 MATH RESULTS

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

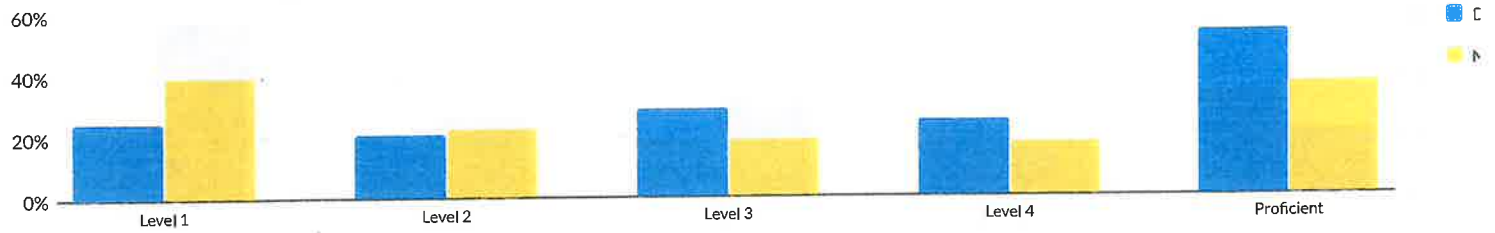


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	291	26	9%	265	91%	71	27%	70	26%	67	25%	57	22%	124	47%
Female	138	10	7%	128	93%	31	24%	33	26%	35	27%	29	23%	64	50%
Male	153	16	10%	137	90%	40	29%	37	27%	32	23%	28	20%	60	44%
General Education Students	233	15	6%	218	94%	34	16%	64	29%	63	29%	57	26%	120	55%
Students with Disabilities	58	11	19%	47	81%	37	79%	6	13%	4	9%	0	0%	4	9%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	1	13%	0	0%	1	13%	6	75%	7	88%
Black or African American	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	2	10%	19	90%	5	26%	8	42%	4	21%	2	11%	6	32%
White	248	21	8%	227	92%	58	26%	62	27%	62	27%	45	20%	107	47%
Multiracial	8	2	25%	6	75%	2	33%	0	0%	0	0%	4	67%	4	67%
Small Group Total	6	1	17%	5	83%	5	100%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	107	15	14%	92	86%	49	53%	21	23%	13	14%	9	10%	22	24%
Not Economically Disadvantaged	184	11	6%	173	94%	22	13%	49	28%	54	31%	48	28%	102	59%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	289	26	9%	263	91%	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	289	26	9%	263	91%	—	—	—	—	—	—	—	—	—	—
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	287	25	9%	262	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	291	26	9%	265	91%	71	27%	70	26%	67	25%	57	22%	124	47%
Parent in Armed Forces	6	1	17%	5	83%	2	40%	0	0%	2	40%	1	20%	3	60%
Parent Not in Armed Forces	285	25	9%	260	91%	69	27%	70	27%	65	25%	56	22%	121	47%

GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	24	8%	276	92%	68	25%	59	21%	81	29%	68	25%	149	54%
Female	135	9	7%	126	93%	36	29%	30	24%	38	30%	22	17%	60	48%
Male	165	15	9%	150	91%	32	21%	29	19%	43	29%	46	31%	89	59%
General Education Students	243	13	5%	230	95%	39	17%	46	20%	78	34%	67	29%	145	63%
Students with Disabilities	57	11	19%	46	81%	29	63%	13	28%	3	7%	1	2%	4	9%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	1	10%	4	40%	5	50%	9	90%
Black or African American	11	1	9%	10	91%	7	70%	2	20%	0	0%	1	10%	1	10%
Hispanic or Latino	14	1	7%	13	93%	6	46%	2	15%	5	38%	0	0%	5	38%
White	256	22	9%	234	91%	54	23%	52	22%	68	29%	60	26%	128	55%
Multiracial	9	0	0%	9	100%	1	11%	2	22%	4	44%	2	22%	6	67%
Economically Disadvantaged	96	16	17%	80	83%	30	38%	18	23%	24	30%	8	10%	32	40%
Not Economically Disadvantaged	204	8	4%	196	96%	38	19%	41	21%	57	29%	60	31%	117	60%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	299	24	8%	275	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	300	24	8%	276	92%	68	25%	59	21%	81	29%	68	25%	149	54%
Homeless	8	2	25%	6	75%	6	100%	0	0%	0	0%	0	0%	0	0%
Not Homeless	292	22	8%	270	92%	62	23%	59	22%	81	30%	68	25%	149	55%
Not Migrant	300	24	8%	276	92%	68	25%	59	21%	81	29%	68	25%	149	54%
Parent in Armed Forces	11	0	0%	11	100%	3	27%	2	18%	3	27%	3	27%	6	55%
Parent Not in Armed Forces	289	24	8%	265	92%	65	25%	57	22%	78	29%	65	25%	143	54%

GRADE 6 MATH RESULTS

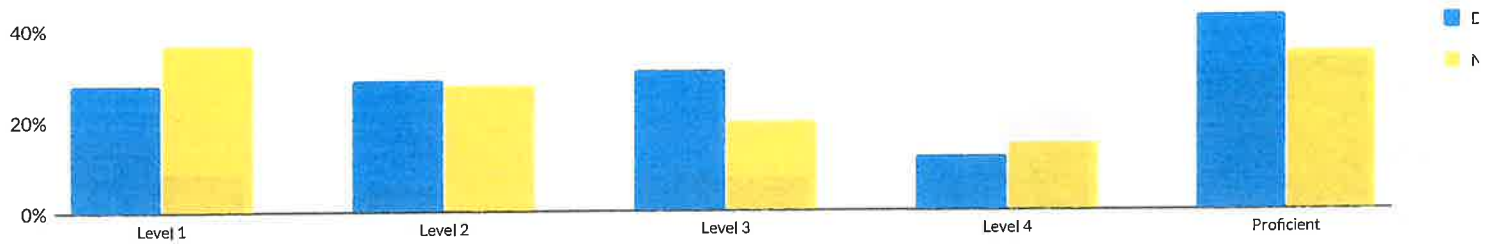
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	328	61	19%	267	81%	63	24%	52	19%	82	31%	70	26%	152	57%
Female	160	33	21%	127	79%	24	19%	25	20%	41	32%	37	29%	78	61%
Male	168	28	17%	140	83%	39	28%	27	19%	41	29%	33	24%	74	53%
General Education Students	262	41	16%	221	84%	30	14%	43	19%	80	36%	68	31%	148	67%
Students with Disabilities	66	20	30%	46	70%	33	72%	9	20%	2	4%	2	4%	4	9%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	2	22%	4	44%	3	33%	7	78%
Black or African American	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	2	9%	20	91%	6	30%	5	25%	4	20%	5	25%	9	45%
White	277	57	21%	220	79%	47	21%	43	20%	68	31%	62	28%	130	59%
Multiracial	12	1	8%	11	92%	6	55%	1	9%	4	36%	0	0%	4	36%
Small Group Total	8	1	13%	7	88%	4	57%	1	14%	2	29%	0	0%	2	29%
Economically Disadvantaged	113	32	28%	81	72%	37	46%	20	25%	15	19%	9	11%	24	30%
Not Economically Disadvantaged	215	29	13%	186	87%	26	14%	32	17%	67	36%	61	33%	128	69%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	325	60	18%	265	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	328	61	19%	267	81%	63	24%	52	19%	82	31%	70	26%	152	57%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	325	60	18%	265	82%	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	327	61	19%	266	81%	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	325	61	19%	264	81%	—	—	—	—	—	—	—	—	—	—

GRADE 7 MATH RESULTS

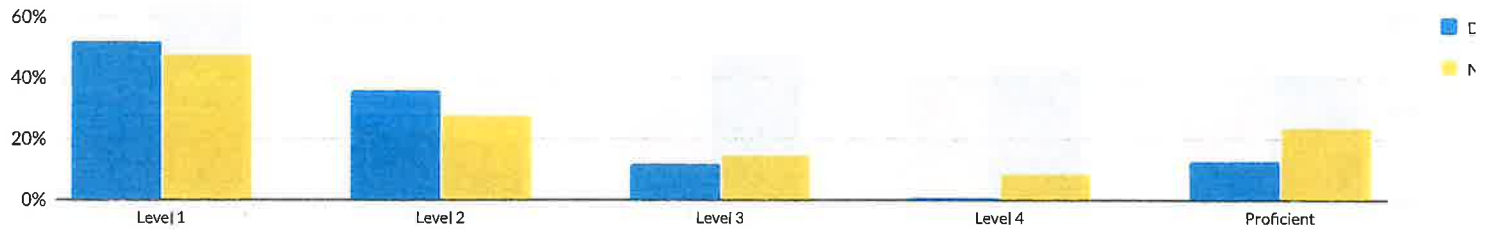
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	324	64	20%	260	80%	72	28%	76	29%	81	31%	31	12%	112	43%
Female	177	33	19%	144	81%	44	31%	43	30%	43	30%	14	10%	57	40%
Male	147	31	21%	116	79%	28	24%	33	28%	38	33%	17	15%	55	47%
General Education Students	268	41	15%	227	85%	49	22%	68	30%	79	35%	31	14%	110	48%
Students with Disabilities	56	23	41%	33	59%	23	70%	8	24%	2	6%	0	0%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	0	0%	1	20%	3	60%	4	80%
Black or African American	6	1	17%	5	83%	3	60%	1	20%	1	20%	0	0%	1	20%
Hispanic or Latino	22	7	32%	15	68%	6	40%	6	40%	3	20%	0	0%	3	20%
White	276	53	19%	223	81%	60	27%	65	29%	71	32%	27	12%	98	44%
Multiracial	15	3	20%	12	80%	2	17%	4	33%	5	42%	1	8%	6	50%
Economically Disadvantaged	127	41	32%	86	68%	45	52%	18	21%	19	22%	4	5%	23	27%
Not Economically Disadvantaged	197	23	12%	174	88%	27	16%	58	33%	62	36%	27	16%	89	51%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	323	64	20%	259	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	324	64	20%	260	80%	72	28%	76	29%	81	31%	31	12%	112	43%
Homeless	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Not Homeless	317	61	19%	256	81%	—	—	—	—	—	—	—	—	—	—
Not Migrant	324	64	20%	260	80%	72	28%	76	29%	81	31%	31	12%	112	43%
Parent in Armed Forces	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	321	64	20%	257	80%	—	—	—	—	—	—	—	—	—	—

GRADE 8 MATH RESULTS

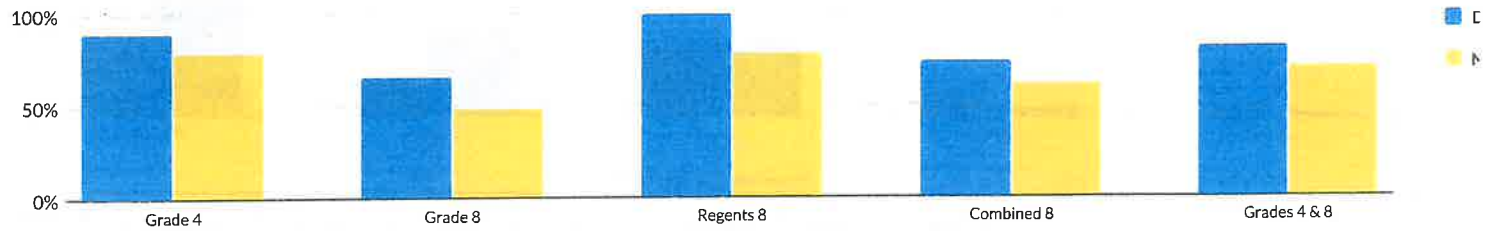
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	308	145	47%	163	53%	84	52%	58	36%	19	12%	2	1%	21	13%
Female	157	78	50%	79	50%	38	48%	32	41%	8	10%	1	1%	9	11%
Male	151	67	44%	84	56%	46	55%	26	31%	11	13%	1	1%	12	14%
General Education Students	254	128	50%	126	50%	48	38%	57	45%	19	15%	2	2%	21	17%
Students with Disabilities	54	17	31%	37	69%	36	97%	1	3%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	12	48%	13	52%	6	46%	5	38%	1	8%	1	8%	2	15%
White	269	126	47%	143	53%	76	53%	50	35%	17	12%	0	0%	17	12%
Multiracial	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	7	50%	7	50%	2	29%	3	43%	1	14%	1	14%	2	29%
Economically Disadvantaged	115	44	38%	71	62%	46	65%	15	21%	8	11%	2	3%	10	14%
Not Economically Disadvantaged	193	101	52%	92	48%	38	41%	43	47%	11	12%	0	0%	11	12%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	306	144	47%	162	53%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	308	145	47%	163	53%	84	52%	58	36%	19	12%	2	1%	21	13%
Homeless	12	6	50%	6	50%	2	33%	4	67%	0	0%	0	0%	0	0%
Not Homeless	296	139	47%	157	53%	82	52%	54	34%	19	12%	2	1%	21	13%
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	307	145	47%	162	53%	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	306	145	47%	161	53%	—	—	—	—	—	—	—	—	—	—

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	290	27	9%	263	91%	11	4%	16	6%	111	42%	125	48%	236	90%
Grade 8	308	98	32%	210	68%	21	10%	51	24%	110	52%	28	13%	138	66%
Regents 8	—	0	0%	69	22%	0	0%	0	0%	8	12%	61	88%	69	100%
Combined 8	308	29	9%	279	91%	21	8%	51	18%	118	42%	89	32%	207	74%
Grades 4 & 8	598	56	9%	542	91%	32	6%	67	12%	229	42%	214	39%	443	82%

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

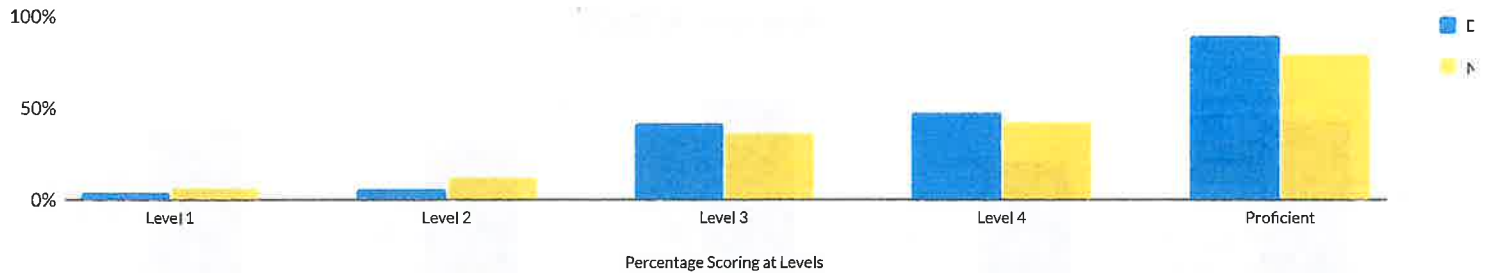
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

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

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

GRADE 4 SCIENCE RESULTS

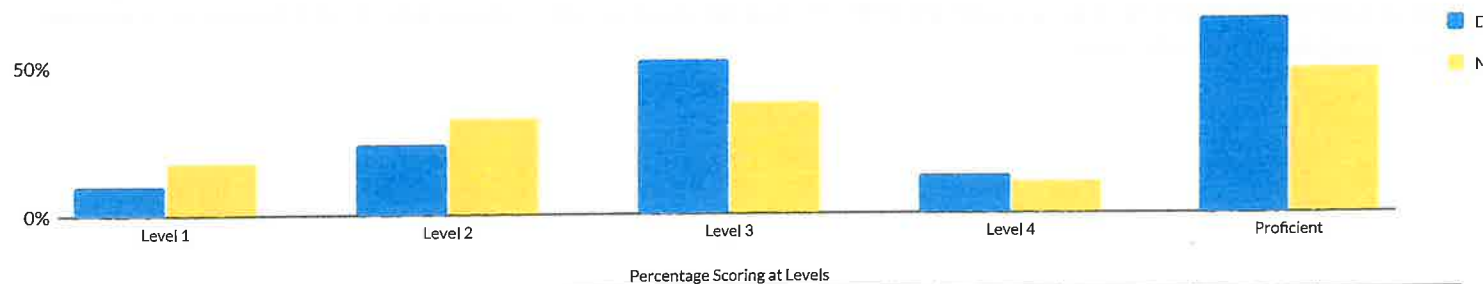
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	290	27	9%	263	91%	11	4%	16	6%	111	42%	125	48%	236	90%
Female	137	9	7%	128	93%	5	4%	5	4%	57	45%	61	48%	118	92%
Male	153	18	12%	135	88%	6	4%	11	8%	54	40%	64	47%	118	87%
General Education Students	232	17	7%	215	93%	2	1%	7	3%	87	40%	119	55%	206	96%
Students with Disabilities	58	10	17%	48	83%	9	19%	9	19%	24	50%	6	13%	30	63%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	1	13%	0	0%	7	88%	7	88%
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	0	0%	20	100%	1	5%	1	5%	10	50%	8	40%	18	90%
White	248	24	10%	224	90%	8	4%	13	6%	98	44%	105	47%	203	91%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	3	21%	11	79%	2	18%	1	9%	3	27%	5	45%	8	73%
Economically Disadvantaged	107	15	14%	92	86%	8	9%	13	14%	45	49%	26	28%	71	77%
Not Economically Disadvantaged	183	12	7%	171	93%	3	2%	3	2%	66	39%	99	58%	165	96%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	288	27	9%	261	91%	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	288	27	9%	261	91%	—	—	—	—	—	—	—	—	—	—
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	286	26	9%	260	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	290	27	9%	263	91%	11	4%	16	6%	111	42%	125	48%	236	90%
Parent in Armed Forces	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Parent Not in Armed Forces	285	27	9%	258	91%	11	4%	16	6%	109	42%	122	47%	231	90%

GRADE 8 SCIENCE RESULTS

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

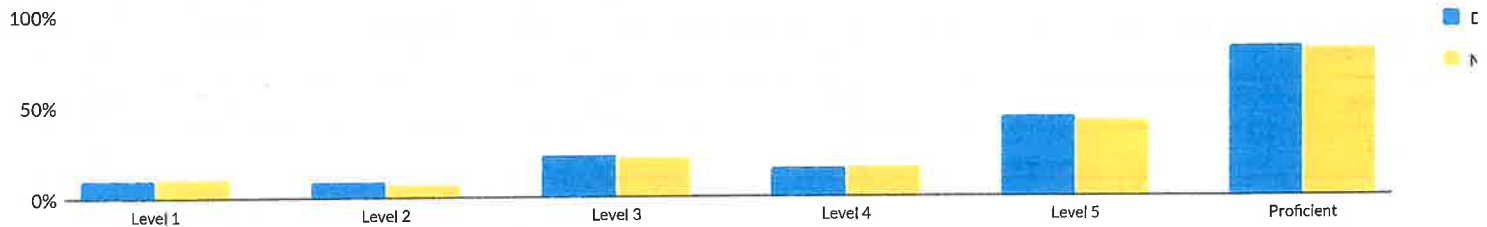


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	308	98	32%	210	68%	21	10%	51	24%	110	52%	28	13%	138	66%
Female	157	55	35%	102	65%	7	7%	29	28%	56	55%	10	10%	66	65%
Male	151	43	28%	108	72%	14	13%	22	20%	54	50%	18	17%	72	67%
General Education Students	254	88	35%	166	65%	7	4%	29	17%	104	63%	26	16%	130	78%
Students with Disabilities	54	10	19%	44	81%	14	32%	22	50%	6	14%	2	5%	8	18%
Asian or Native Hawaiian/Other Pacific Islander	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	6	24%	19	76%	2	11%	4	21%	9	47%	4	21%	13	68%
White	269	87	32%	182	68%	18	10%	46	25%	96	53%	22	12%	118	65%
Multiracial	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	5	36%	9	64%	1	11%	1	11%	5	56%	2	22%	7	78%
Economically Disadvantaged	115	26	23%	89	77%	17	19%	26	29%	37	42%	9	10%	46	52%
Not Economically Disadvantaged	193	72	37%	121	63%	4	3%	25	21%	73	60%	19	16%	92	76%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	306	98	32%	208	68%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	308	98	32%	210	68%	21	10%	51	24%	110	52%	28	13%	138	66%
Homeless	12	4	33%	8	67%	0	0%	2	25%	5	63%	1	13%	6	75%
Not Homeless	296	94	32%	202	68%	21	10%	49	24%	105	52%	27	13%	132	65%
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	307	98	32%	209	68%	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	306	98	32%	208	68%	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

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

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



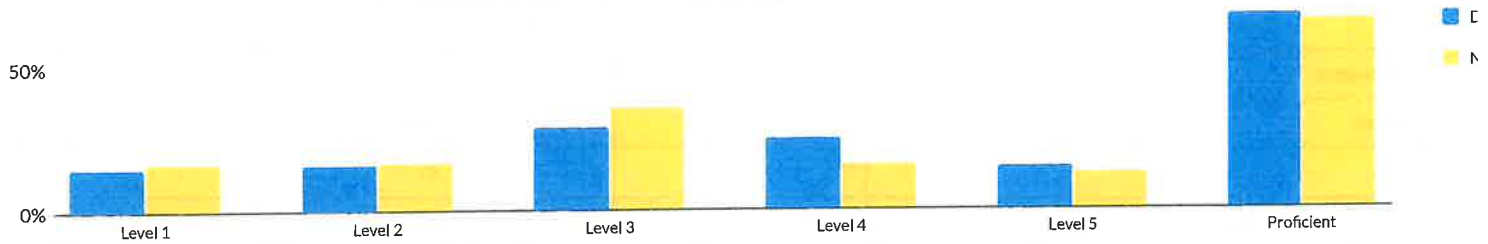
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	262	25	10%	23	9%	59	23%	41	16%	114	44%	214	82%
Female	122	11	9%	6	5%	19	16%	18	15%	68	56%	105	86%
Male	140	14	10%	17	12%	40	29%	23	16%	46	33%	109	78%
General Education Students	216	10	5%	10	5%	48	22%	35	16%	113	52%	196	91%
Students with Disabilities	46	15	33%	13	28%	11	24%	6	13%	1	2%	18	39%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	1	10%	3	30%	3	30%	1	10%	2	20%	6	60%
White	234	20	9%	19	8%	53	23%	36	15%	106	45%	195	83%
Multiracial	10	3	30%	0	0%	1	10%	2	20%	4	40%	7	70%
Small Group Total	8	1	13%	1	13%	2	25%	2	25%	2	25%	6	75%
Economically Disadvantaged	83	19	23%	12	14%	21	25%	14	17%	17	20%	52	63%
Not Economically Disadvantaged	179	6	3%	11	6%	38	21%	27	15%	97	54%	162	91%
Non-English Language Learner	262	25	10%	23	9%	59	23%	41	16%	114	44%	214	82%
Not in Foster Care	262	25	10%	23	9%	59	23%	41	16%	114	44%	214	82%
Homeless	10	1	10%	2	20%	2	20%	3	30%	2	20%	7	70%
Not Homeless	252	24	10%	21	8%	57	23%	38	15%	112	44%	207	82%
Not Migrant	262	25	10%	23	9%	59	23%	41	16%	114	44%	214	82%
Parent in Armed Forces	3	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	259	—	—	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	18	18	100	0	0
Female	2	2	100	0	0
Male	16	16	100	0	0
General Education Students	13	13	100	0	0
Students with Disabilities	5	5	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	16	16	100	0	0
Economically Disadvantaged	10	10	100	0	0
Not Economically Disadvantaged	8	8	100	0	0
Non-English Language Learner	18	18	100	0	0
Not in Foster Care	18	18	100	0	0
Homeless	1	1	100	0	0
Not Homeless	17	17	100	0	0
Not Migrant	18	18	100	0	0
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	17	17	100	0	0

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Percentage Scoring at Levels

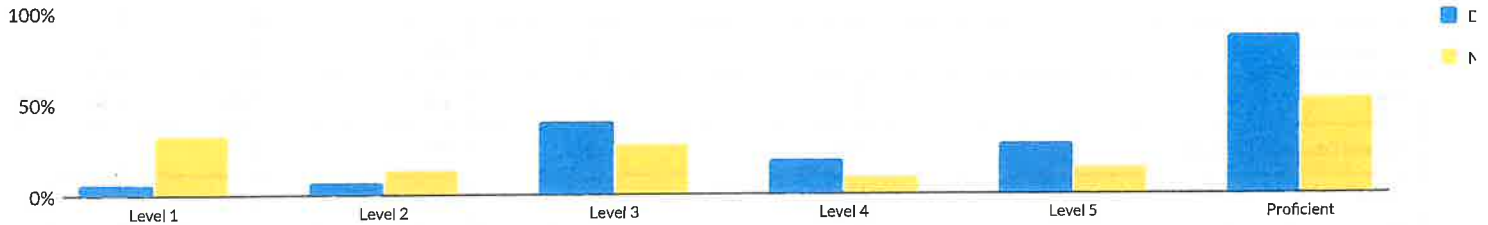
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	346	52	15%	57	16%	101	29%	85	25%	51	15%	237	68%
Female	160	28	18%	16	10%	49	31%	42	26%	25	16%	116	73%
Male	186	24	13%	41	22%	52	28%	43	23%	26	14%	121	65%
General Education Students	287	26	9%	36	13%	91	32%	83	29%	51	18%	225	78%
Students with Disabilities	59	26	44%	21	36%	10	17%	2	3%	0	0%	12	20%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	7	35%	4	20%	3	15%	2	10%	4	20%	9	45%
White	303	42	14%	51	17%	90	30%	76	25%	44	15%	210	69%
Multiracial	15	3	20%	1	7%	6	40%	4	27%	1	7%	11	73%
Small Group Total	8	0	0%	1	13%	2	25%	3	38%	2	25%	7	88%
Economically Disadvantaged	119	39	33%	26	22%	38	32%	12	10%	4	3%	54	45%
Not Economically Disadvantaged	227	13	6%	31	14%	63	28%	73	32%	47	21%	183	81%
Non-English Language Learner	346	52	15%	57	16%	101	29%	85	25%	51	15%	237	68%
Not in Foster Care	346	52	15%	57	16%	101	29%	85	25%	51	15%	237	68%
Homeless	6	4	67%	1	17%	1	17%	0	0%	0	0%	1	17%
Not Homeless	340	48	14%	56	16%	100	29%	85	25%	51	15%	236	69%
Not Migrant	346	52	15%	57	16%	101	29%	85	25%	51	15%	237	68%
Parent in Armed Forces	2	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	344	—	—	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	11	10	91	1	9
Female	4	4	100	0	0
Male	7	6	86	1	14
General Education Students	7	6	86	1	14
Students with Disabilities	4	4	100	0	0
White	10	9	90	1	10
Multiracial	1	1	100	0	0
Economically Disadvantaged	5	5	100	0	0
Not Economically Disadvantaged	6	5	83	1	17
Non-English Language Learner	11	10	91	1	9
Not in Foster Care	11	10	91	1	9
Not Homeless	11	10	91	1	9
Not Migrant	11	10	91	1	9
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	10	9	90	1	10

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

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



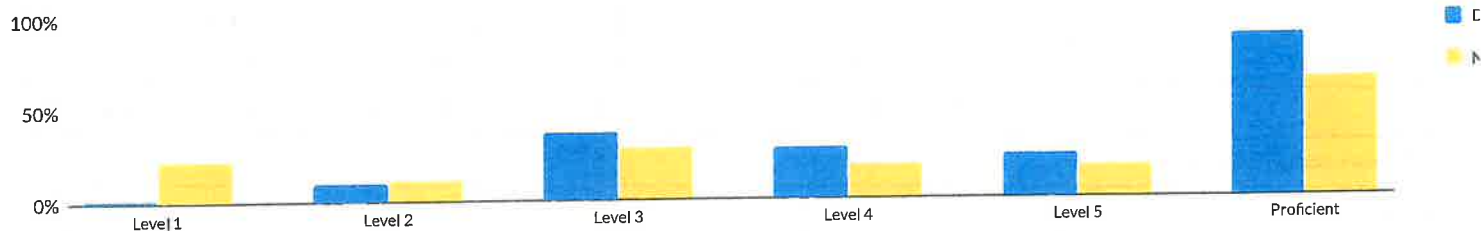
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	191	11	6%	14	7%	76	40%	37	19%	53	28%	166	87%
Female	87	6	7%	6	7%	40	46%	13	15%	22	25%	75	86%
Male	104	5	5%	8	8%	36	35%	24	23%	31	30%	91	88%
General Education Students	184	10	5%	12	7%	74	40%	36	20%	52	28%	162	88%
Students with Disabilities	7	1	14%	2	29%	2	29%	1	14%	1	14%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	1	13%	3	38%	1	13%	3	38%	7	88%
White	170	10	6%	12	7%	71	42%	33	19%	44	26%	148	87%
Multiracial	8	1	13%	0	0%	2	25%	2	25%	3	38%	7	88%
Small Group Total	5	0	0%	1	20%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	32	4	13%	3	9%	16	50%	4	13%	5	16%	25	78%
Not Economically Disadvantaged	159	7	4%	11	7%	60	38%	33	21%	48	30%	141	89%
Non-English Language Learner	191	11	6%	14	7%	76	40%	37	19%	53	28%	166	87%
Not in Foster Care	191	11	6%	14	7%	76	40%	37	19%	53	28%	166	87%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	190	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	191	11	6%	14	7%	76	40%	37	19%	53	28%	166	87%
Parent in Armed Forces	3	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	188	—	—	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



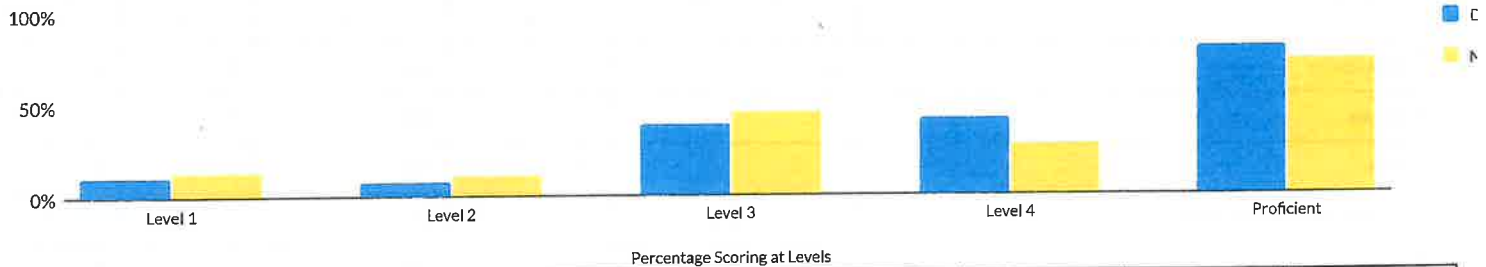
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	147	2	1%	14	10%	55	37%	41	28%	35	24%	131	89%
Female	71	0	0%	5	7%	31	44%	16	23%	19	27%	66	93%
Male	76	2	3%	9	12%	24	32%	25	33%	16	21%	65	86%
General Education Students	147	2	1%	14	10%	55	37%	41	28%	35	24%	131	89%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	1	13%	2	25%	5	63%	8	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	0	0%	1	17%	4	67%	1	17%	6	100%
White	125	2	2%	13	10%	47	38%	35	28%	28	22%	110	88%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	6	75%	0	0%	1	13%	7	88%
Economically Disadvantaged	22	0	0%	3	14%	12	55%	7	32%	0	0%	19	86%
Not Economically Disadvantaged	125	2	2%	11	9%	43	34%	34	27%	35	28%	112	90%
Non-English Language Learner	147	2	1%	14	10%	55	37%	41	28%	35	24%	131	89%
Not in Foster Care	147	2	1%	14	10%	55	37%	41	28%	35	24%	131	89%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	146	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	147	2	1%	14	10%	55	37%	41	28%	35	24%	131	89%
Parent in Armed Forces	4	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	143	—	—	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



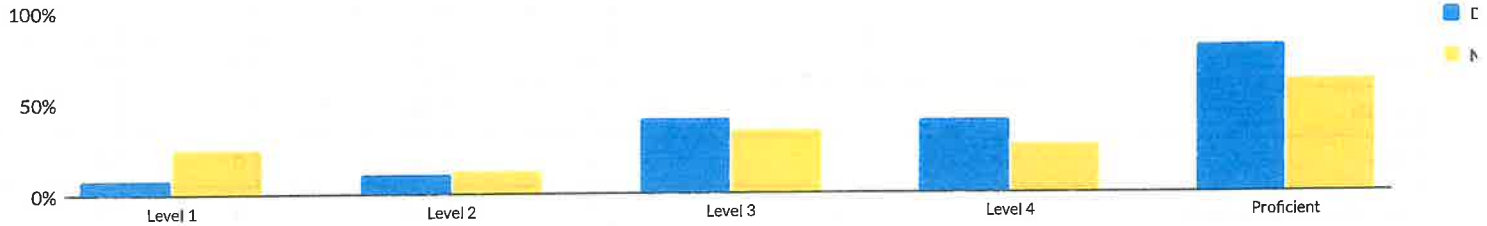
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	320	35	11%	26	8%	125	39%	134	42%	259	81%
Female	137	15	11%	15	11%	50	36%	57	42%	107	78%
Male	183	20	11%	11	6%	75	41%	77	42%	152	83%
General Education Students	271	14	5%	14	5%	112	41%	131	48%	243	90%
Students with Disabilities	49	21	43%	12	24%	13	27%	3	6%	16	33%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	1	13%	2	25%	5	63%	7	88%
Black or African American	5	2	40%	0	0%	2	40%	1	20%	3	60%
Hispanic or Latino	14	3	21%	3	21%	4	29%	4	29%	8	57%
White	276	29	11%	22	8%	113	41%	112	41%	225	82%
Multiracial	17	1	6%	0	0%	4	24%	12	71%	16	94%
Economically Disadvantaged	104	26	25%	13	13%	43	41%	22	21%	65	63%
Not Economically Disadvantaged	216	9	4%	13	6%	82	38%	112	52%	194	90%
Non-English Language Learner	320	35	11%	26	8%	125	39%	134	42%	259	81%
Not in Foster Care	320	35	11%	26	8%	125	39%	134	42%	259	81%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	316	—	—	—	—	—	—	—	—	—	—
Not Migrant	320	35	11%	26	8%	125	39%	134	42%	259	81%
Parent in Armed Forces	2	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	318	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	21	21	100	0	0
Female	9	9	100	0	0
Male	12	12	100	0	0
General Education Students	15	15	100	0	0
Students with Disabilities	6	6	100	0	0
Hispanic or Latino	1	1	100	0	0
White	18	18	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	13	13	100	0	0
Not Economically Disadvantaged	8	8	100	0	0
Non-English Language Learner	21	21	100	0	0
Not in Foster Care	21	21	100	0	0
Not Homeless	21	21	100	0	0
Not Migrant	21	21	100	0	0
Parent Not in Armed Forces	21	21	100	0	0

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

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



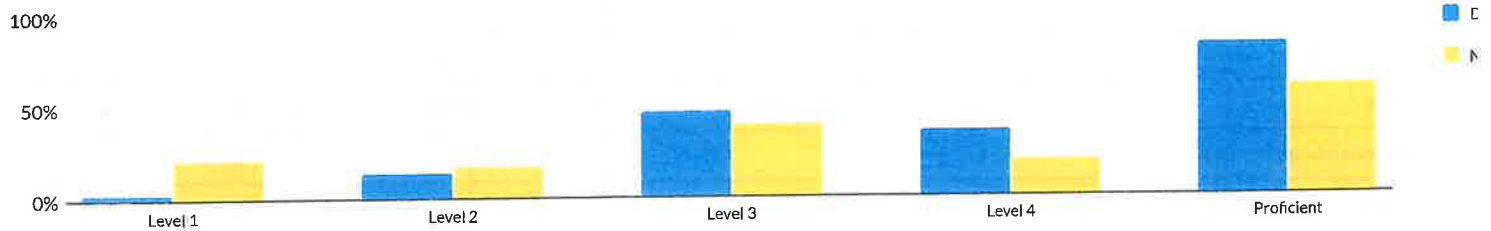
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	236	19	8%	25	11%	97	41%	95	40%	192	81%
Female	106	8	8%	8	8%	48	45%	42	40%	90	85%
Male	130	11	8%	17	13%	49	38%	53	41%	102	78%
General Education Students	218	13	6%	23	11%	88	40%	94	43%	182	83%
Students with Disabilities	18	6	33%	2	11%	9	50%	1	6%	10	56%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	1	9%	4	36%	6	55%	10	91%
White	206	12	6%	23	11%	87	42%	84	41%	171	83%
Multiracial	8	4	50%	0	0%	3	38%	1	13%	4	50%
Small Group Total	11	3	27%	1	9%	3	27%	4	36%	7	64%
Economically Disadvantaged	56	11	20%	7	13%	28	50%	10	18%	38	68%
Not Economically Disadvantaged	180	8	4%	18	10%	69	38%	85	47%	154	86%
Non-English Language Learner	236	19	8%	25	11%	97	41%	95	40%	192	81%
Not in Foster Care	236	19	8%	25	11%	97	41%	95	40%	192	81%
Not Homeless	236	19	8%	25	11%	97	41%	95	40%	192	81%
Not Migrant	236	19	8%	25	11%	97	41%	95	40%	192	81%
Parent in Armed Forces	4	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	232	—	—	—	—	—	—	—	—	—	—

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	15	15	100	0	0
Female	4	4	100	0	0
Male	11	11	100	0	0
General Education Students	11	11	100	0	0
Students with Disabilities	4	4	100	0	0
Hispanic or Latino	2	2	100	0	0
White	13	13	100	0	0
Economically Disadvantaged	9	9	100	0	0
Not Economically Disadvantaged	6	6	100	0	0
Non-English Language Learner	15	15	100	0	0
Not in Foster Care	15	15	100	0	0
Not Homeless	15	15	100	0	0
Not Migrant	15	15	100	0	0
Parent Not in Armed Forces	15	15	100	0	0

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

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



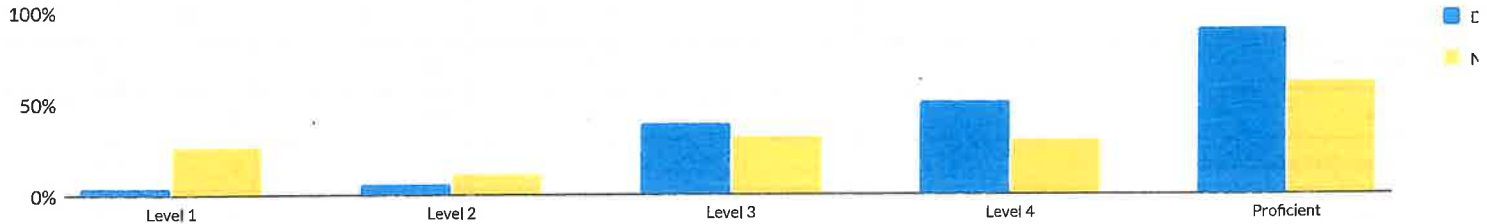
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	188	5	3%	27	14%	89	47%	67	36%	156	83%
Female	91	2	2%	13	14%	43	47%	33	36%	76	84%
Male	97	3	3%	14	14%	46	47%	34	35%	80	82%
General Education Students	183	4	2%	25	14%	88	48%	66	36%	154	84%
Students with Disabilities	5	1	20%	2	40%	1	20%	1	20%	2	40%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	0	0%	1	17%	4	67%	5	83%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	1	13%	2	25%	5	63%	7	88%
White	168	4	2%	26	15%	81	48%	57	34%	138	82%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	5	83%	1	17%	6	100%
Economically Disadvantaged	33	2	6%	6	18%	20	61%	5	15%	25	76%
Not Economically Disadvantaged	155	3	2%	21	14%	69	45%	62	40%	131	85%
Non-English Language Learner	188	5	3%	27	14%	89	47%	67	36%	156	83%
Not in Foster Care	188	5	3%	27	14%	89	47%	67	36%	156	83%
Homeless	5	0	0%	1	20%	3	60%	1	20%	4	80%
Not Homeless	183	5	3%	26	14%	86	47%	66	36%	152	83%
Not Migrant	188	5	3%	27	14%	89	47%	67	36%	156	83%
Parent in Armed Forces	4	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	184	—	—	—	—	—	—	—	—	—	—

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

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

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

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



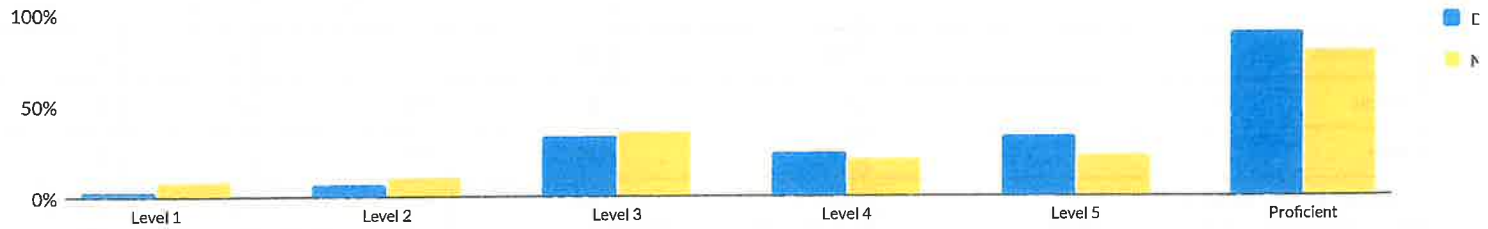
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	107	4	4%	6	6%	42	39%	55	51%	97	91%
Female	57	2	4%	3	5%	24	42%	28	49%	52	91%
Male	50	2	4%	3	6%	18	36%	27	54%	45	90%
General Education Students	106	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	92	4	4%	4	4%	37	40%	47	51%	84	91%
Multiracial	6	0	0%	0	0%	2	33%	4	67%	6	100%
Small Group Total	9	0	0%	2	22%	3	33%	4	44%	7	78%
Economically Disadvantaged	13	2	15%	2	15%	5	38%	4	31%	9	69%
Not Economically Disadvantaged	94	2	2%	4	4%	37	39%	51	54%	88	94%
Non-English Language Learner	107	4	4%	6	6%	42	39%	55	51%	97	91%
Not in Foster Care	107	4	4%	6	6%	42	39%	55	51%	97	91%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	106	—	—	—	—	—	—	—	—	—	—
Not Migrant	107	4	4%	6	6%	42	39%	55	51%	97	91%
Parent in Armed Forces	3	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	104	—	—	—	—	—	—	—	—	—	—

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

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

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

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



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	297	10	3%	21	7%	98	33%	70	24%	98	33%	266	90%
Female	135	3	2%	9	7%	41	30%	40	30%	42	31%	123	91%
Male	162	7	4%	12	7%	57	35%	30	19%	56	35%	143	88%
General Education Students	265	8	3%	12	5%	82	31%	66	25%	97	37%	245	92%
Students with Disabilities	32	2	6%	9	28%	16	50%	4	13%	1	3%	21	66%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	1	10%	1	10%	8	80%	10	100%
Black or African American	6	0	0%	2	33%	3	50%	0	0%	1	17%	4	67%
Hispanic or Latino	18	1	6%	1	6%	6	33%	5	28%	5	28%	16	89%
White	254	7	3%	18	7%	84	33%	63	25%	82	32%	229	90%
Multiracial	9	2	22%	0	0%	4	44%	1	11%	2	22%	7	78%
Economically Disadvantaged	80	7	9%	13	16%	35	44%	17	21%	8	10%	60	75%
Not Economically Disadvantaged	217	3	1%	8	4%	63	29%	53	24%	90	41%	206	95%
Non-English Language Learner	297	10	3%	21	7%	98	33%	70	24%	98	33%	266	90%
Not in Foster Care	297	10	3%	21	7%	98	33%	70	24%	98	33%	266	90%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	295	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	297	10	3%	21	7%	98	33%	70	24%	98	33%	266	90%
Parent in Armed Forces	7	0	0%	0	0%	3	43%	2	29%	2	29%	7	100%
Parent Not in Armed Forces	290	10	3%	21	7%	95	33%	68	23%	96	33%	259	89%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	26	26	100	0	0
Female	8	8	100	0	0
Male	18	18	100	0	0
General Education Students	18	18	100	0	0
Students with Disabilities	8	8	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	21	21	100	0	0
Multiracial	3	3	100	0	0
Economically Disadvantaged	18	18	100	0	0
Not Economically Disadvantaged	8	8	100	0	0
Non-English Language Learner	26	26	100	0	0
Not in Foster Care	26	26	100	0	0
Homeless	3	3	100	0	0
Not Homeless	23	23	100	0	0
Not Migrant	26	26	100	0	0
Parent Not in Armed Forces	26	26	100	0	0

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

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

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

Subgroup	Exempt, Not Tested
All Students	256
Female	117
Male	139
General Education Students	213
Students with Disabilities	43
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	1
Black or African American	6
Hispanic or Latino	8
White	231
Multiracial	9
Economically Disadvantaged	87
Not Economically Disadvantaged	169
Non-English Language Learner	256
Not in Foster Care	256
Homeless	9
Not Homeless	247
Not Migrant	256
Parent in Armed Forces	4
Parent Not in Armed Forces	252

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

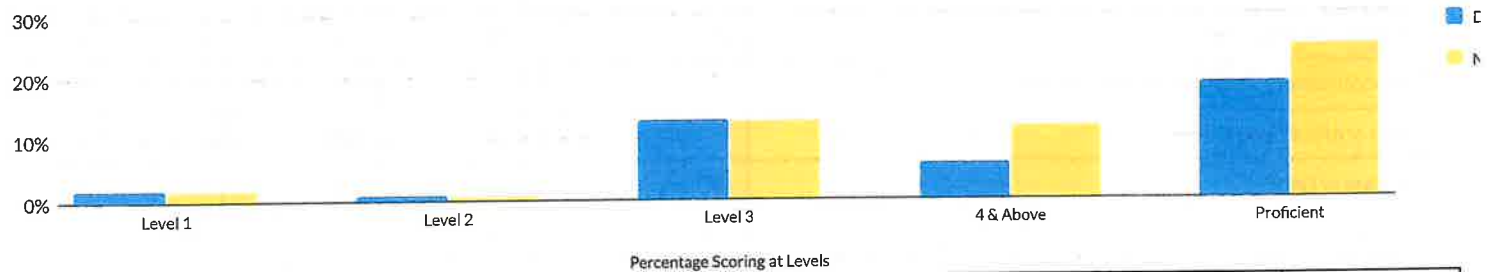
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2018 TOTAL COHORT REGENTS IN ELA

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	320	250	78%	70	22%	6	2%	2	1%	43	13%	19	6%	62	19%
Female	156	121	78%	35	22%	2	1%	0	0%	26	17%	7	4%	33	21%
Male	164	129	79%	35	21%	4	2%	2	1%	17	10%	12	7%	29	18%
General Education Students	268	207	77%	61	23%	2	1%	1	0%	39	15%	19	7%	58	22%
Students with Disabilities	52	43	83%	9	17%	4	8%	1	2%	4	8%	0	0%	4	8%
Asian or Native Hawaiian/Other Pacific Islander	8	4	50%	4	50%	0	0%	0	0%	4	50%	0	0%	4	50%
Black or African American	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	19	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
White	275	215	78%	60	22%	5	2%	2	1%	38	14%	15	5%	53	19%
Multiracial	10	5	50%	5	50%	1	10%	0	0%	0	0%	4	40%	4	40%
Economically Disadvantaged	99	81	82%	18	18%	5	5%	0	0%	9	9%	4	4%	13	13%
Not Economically Disadvantaged	221	169	76%	52	24%	1	0%	2	1%	34	15%	15	7%	49	22%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	319	249	—	70	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	320	250	78%	70	22%	6	2%	2	1%	43	13%	19	6%	62	19%
Homeless	11	8	73%	3	27%	1	9%	0	0%	1	9%	1	9%	2	18%
Not Homeless	309	242	78%	67	22%	5	2%	2	1%	42	14%	18	6%	60	19%
Not Migrant	320	250	78%	70	22%	6	2%	2	1%	43	13%	19	6%	62	19%
Parent in Armed Forces	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	313	243	78%	70	22%	6	2%	2	1%	43	14%	19	6%	62	20%

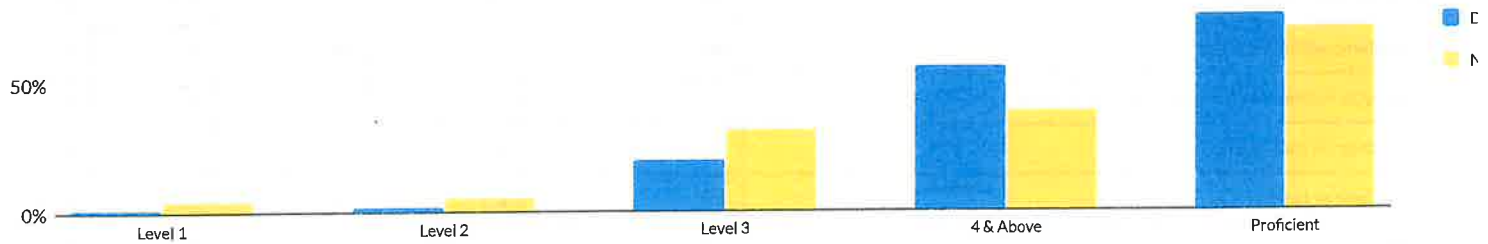
2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	260	214	82	46	18
Female	136	110	81	26	19
Male	124	104	84	20	16
General Education Students	229	185	81	44	19
Students with Disabilities	31	29	94	2	6
Asian or Native Hawaiian/Other Pacific Islander	7	3	43	4	57
Black or African American	7	7	100	0	0
Hispanic or Latino	16	16	100	0	0
White	223	184	83	39	17
Multiracial	7	4	57	3	43
Economically Disadvantaged	62	57	92	5	8
Not Economically Disadvantaged	198	157	79	41	21
Not in Foster Care	260	214	82	46	18
Homeless	5	5	100	0	0
Not Homeless	255	209	82	46	18
Not Migrant	260	214	82	46	18
Parent in Armed Forces	7	7	100	0	0
Parent Not in Armed Forces	253	207	82	46	18

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

2018 TOTAL COHORT REGENTS IN MATH

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



Percentage Scoring at Levels

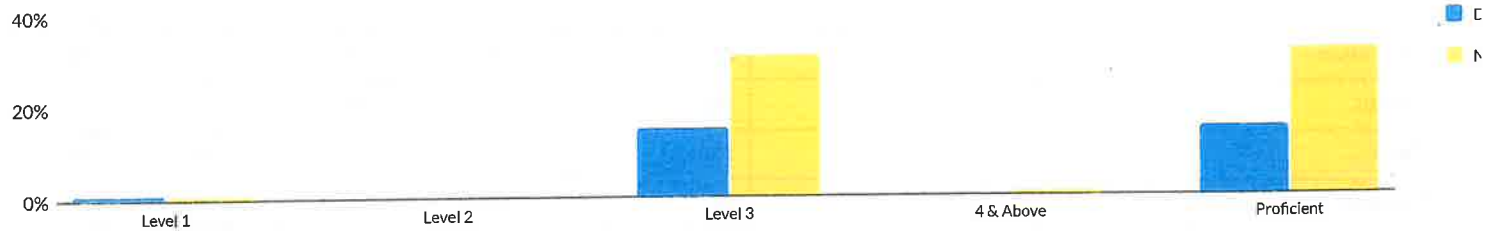
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	320	70	22%	250	78%	2	1%	6	2%	64	20%	178	56%	242	76%
Female	156	25	16%	131	84%	1	1%	3	2%	32	21%	95	61%	127	81%
Male	164	45	27%	119	73%	1	1%	3	2%	32	20%	83	51%	115	70%
General Education Students	268	34	13%	234	87%	1	0%	5	2%	53	20%	175	65%	228	85%
Students with Disabilities	52	36	69%	16	31%	1	2%	1	2%	11	21%	3	6%	14	27%
Asian or Native Hawaiian/Other Pacific Islander	8	2	25%	6	75%	0	0%	0	0%	0	0%	6	75%	6	75%
Black or African American	7	2	29%	5	71%	0	0%	0	0%	1	14%	4	57%	5	71%
Hispanic or Latino	20	4	20%	16	80%	0	0%	2	10%	6	30%	8	40%	14	70%
White	275	59	21%	216	79%	2	1%	4	1%	56	20%	154	56%	210	76%
Multiracial	10	3	30%	7	70%	0	0%	0	0%	1	10%	6	60%	7	70%
Economically Disadvantaged	99	43	43%	56	57%	1	1%	5	5%	20	20%	30	30%	50	51%
Not Economically Disadvantaged	221	27	12%	194	88%	1	0%	1	0%	44	20%	148	67%	192	87%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	319	70	—	249	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	320	70	22%	250	78%	2	1%	6	2%	64	20%	178	56%	242	76%
Homeless	11	5	45%	6	55%	0	0%	1	9%	2	18%	3	27%	5	45%
Not Homeless	309	65	21%	244	79%	2	1%	5	2%	62	20%	175	57%	237	77%
Not Migrant	320	70	22%	250	78%	2	1%	6	2%	64	20%	178	56%	242	76%
Parent in Armed Forces	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Parent Not in Armed Forces	313	70	22%	243	78%	2	1%	6	2%	60	19%	175	56%	235	75%

2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	270	54	20	216	80
Female	135	19	14	116	86
Male	135	35	26	100	74
General Education Students	237	28	12	209	88
Students with Disabilities	33	26	79	7	21
Asian or Native Hawaiian/Other Pacific Islander	7	1	14	6	86
Black or African American	5	2	40	3	60
Hispanic or Latino	17	2	12	15	88
White	232	46	20	186	80
Multiracial	9	3	33	6	67
Economically Disadvantaged	77	30	39	47	61
Not Economically Disadvantaged	193	24	12	169	88
Not in Foster Care	270	54	20	216	80
Homeless	8	3	38	5	63
Not Homeless	262	51	19	211	81
Not Migrant	270	54	20	216	80
Parent in Armed Forces	6	0	0	6	100
Parent Not in Armed Forces	264	54	20	210	80

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



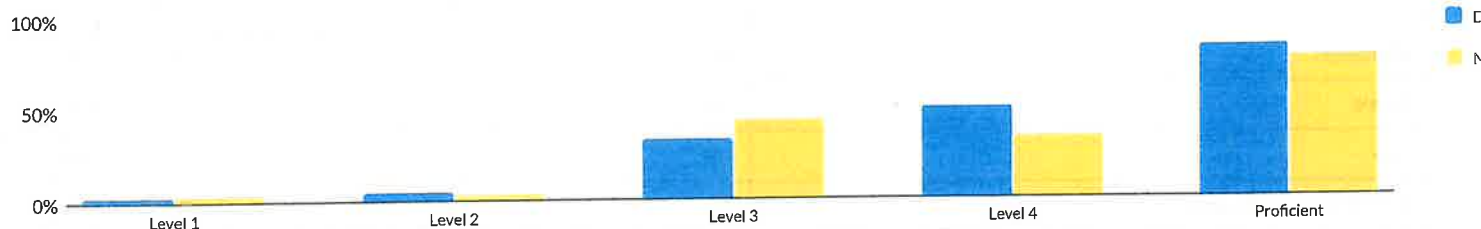
Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	320	267	83%	53	17%	4	1%	0	0%	49	15%	0	0%	49	15%
Female	156	129	83%	27	17%	2	1%	0	0%	25	16%	0	0%	25	16%
Male	164	138	84%	26	16%	2	1%	0	0%	24	15%	0	0%	24	15%
General Education Students	268	219	82%	49	18%	1	0%	0	0%	48	18%	0	0%	48	18%
Students with Disabilities	52	48	92%	4	8%	3	6%	0	0%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	8	5	63%	3	38%	0	0%	0	0%	3	38%	0	0%	3	38%
Black or African American	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	17	85%	3	15%	0	0%	0	0%	3	15%	0	0%	3	15%
White	275	230	84%	45	16%	4	1%	0	0%	41	15%	0	0%	41	15%
Multiracial	10	8	80%	2	20%	0	0%	0	0%	2	20%	0	0%	2	20%
Economically Disadvantaged	99	92	93%	7	7%	2	2%	0	0%	5	5%	0	0%	5	5%
Not Economically Disadvantaged	221	175	79%	46	21%	2	1%	0	0%	44	20%	0	0%	44	20%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	319	266	—	53	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	320	267	83%	53	17%	4	1%	0	0%	49	15%	0	0%	49	15%
Homeless	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	309	256	83%	53	17%	4	1%	0	0%	49	16%	0	0%	49	16%
Not Migrant	320	267	83%	53	17%	4	1%	0	0%	49	15%	0	0%	49	15%
Parent in Armed Forces	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Parent Not in Armed Forces	313	261	83%	52	17%	4	1%	0	0%	48	15%	0	0%	48	15%

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	284	236	83	48	17
Female	145	119	82	26	18
Male	139	117	84	22	16
General Education Students	247	199	81	48	19
Students with Disabilities	37	37	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	4	57	3	43
Black or African American	7	7	100	0	0
Hispanic or Latino	17	14	82	3	18
White	243	203	84	40	16
Multiracial	10	8	80	2	20
Economically Disadvantaged	76	71	93	5	7
Not Economically Disadvantaged	208	165	79	43	21
Not in Foster Care	284	236	83	48	17
Homeless	9	9	100	0	0
Not Homeless	275	227	83	48	17
Not Migrant	284	236	83	48	17
Parent in Armed Forces	7	6	86	1	14
Parent Not in Armed Forces	277	230	83	47	17

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

2018 TOTAL COHORT REGENTS IN SCIENCE



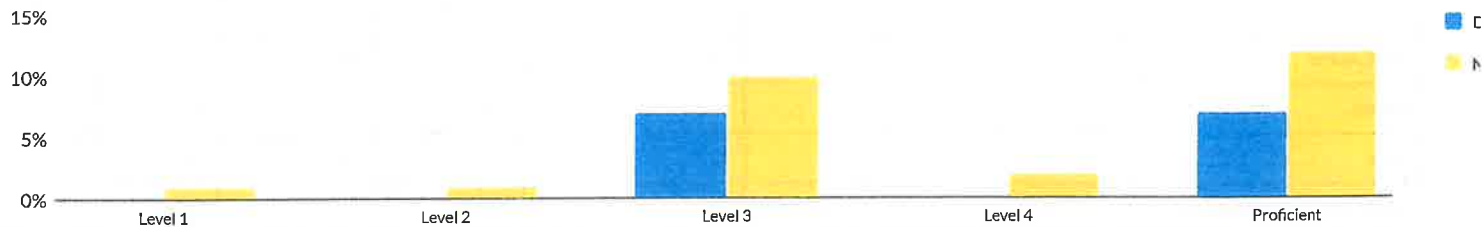
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	320	30	9%	290	91%	10	3%	15	5%	106	33%	159	50%	265	83%
Female	156	8	5%	148	95%	7	4%	7	4%	50	32%	84	54%	134	86%
Male	164	22	13%	142	87%	3	2%	8	5%	56	34%	75	46%	131	80%
General Education Students	268	14	5%	254	95%	3	1%	5	2%	91	34%	155	58%	246	92%
Students with Disabilities	52	16	31%	36	69%	7	13%	10	19%	15	29%	4	8%	19	37%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	1	13%	0	0%	2	25%	4	50%	6	75%
Black or African American	7	0	0%	7	100%	0	0%	1	14%	3	43%	3	43%	6	86%
Hispanic or Latino	20	2	10%	18	90%	0	0%	2	10%	7	35%	9	45%	16	80%
White	275	25	9%	250	91%	9	3%	12	4%	91	33%	138	50%	229	83%
Multiracial	10	2	20%	8	80%	0	0%	0	0%	3	30%	5	50%	8	80%
Economically Disadvantaged	99	21	21%	78	79%	8	8%	7	7%	40	40%	23	23%	63	64%
Not Economically Disadvantaged	221	9	4%	212	96%	2	1%	8	4%	66	30%	136	62%	202	91%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	319	29	—	290	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	320	30	9%	290	91%	10	3%	15	5%	106	33%	159	50%	265	83%
Homeless	11	3	27%	8	73%	0	0%	0	0%	5	45%	3	27%	8	73%
Not Homeless	309	27	9%	282	91%	10	3%	15	5%	101	33%	156	50%	257	83%
Not Migrant	320	30	9%	290	91%	10	3%	15	5%	106	33%	159	50%	265	83%
Parent in Armed Forces	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Parent Not in Armed Forces	313	30	10%	283	90%	10	3%	15	5%	103	33%	155	50%	258	82%

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	285	14	5	271	95
Female	147	4	3	143	97
Male	138	10	7	128	93
General Education Students	248	8	3	240	97
Students with Disabilities	37	6	16	31	84
Asian or Native Hawaiian/Other Pacific Islander	7	0	0	7	100
Black or African American	7	0	0	7	100
Hispanic or Latino	17	0	0	17	100
White	244	12	5	232	95
Multiracial	10	2	20	8	80
Economically Disadvantaged	78	9	12	69	88
Not Economically Disadvantaged	207	5	2	202	98
Not in Foster Care	285	14	5	271	95
Homeless	8	1	13	7	88
Not Homeless	277	13	5	264	95
Not Migrant	285	14	5	271	95
Parent in Armed Forces	6	0	0	6	100
Parent Not in Armed Forces	279	14	5	265	95

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	320	297	93%	23	7%	0	0%	0	0%	23	7%	0	0%	23	7%
Female	156	143	92%	13	8%	0	0%	0	0%	13	8%	0	0%	13	8%
Male	164	154	94%	10	6%	0	0%	0	0%	10	6%	0	0%	10	6%
General Education Students	268	245	91%	23	9%	0	0%	0	0%	23	9%	0	0%	23	9%
Students with Disabilities	52	52	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	5	63%	3	38%	0	0%	0	0%	3	38%	0	0%	3	38%
Black or African American	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	20	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	275	255	93%	20	7%	0	0%	0	0%	20	7%	0	0%	20	7%
Multiracial	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	99	98	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Not Economically Disadvantaged	221	199	90%	22	10%	0	0%	0	0%	22	10%	0	0%	22	10%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	319	296	—	23	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	320	297	93%	23	7%	0	0%	0	0%	23	7%	0	0%	23	7%
Homeless	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	309	286	93%	23	7%	0	0%	0	0%	23	7%	0	0%	23	7%
Not Migrant	320	297	93%	23	7%	0	0%	0	0%	23	7%	0	0%	23	7%
Parent in Armed Forces	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	313	290	93%	23	7%	0	0%	0	0%	23	7%	0	0%	23	7%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	282	259	92	23	8
Female	143	130	91	13	9
Male	139	129	93	10	7
General Education Students	245	222	91	23	9
Students with Disabilities	37	37	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	4	57	3	43
Black or African American	7	7	100	0	0
Hispanic or Latino	17	17	100	0	0
White	242	222	92	20	8
Multiracial	9	9	100	0	0
Economically Disadvantaged	74	73	99	1	1
Not Economically Disadvantaged	208	186	89	22	11
Not in Foster Care	282	259	92	23	8
Homeless	7	7	100	0	0
Not Homeless	275	252	92	23	8
Not Migrant	282	259	92	23	8
Parent in Armed Forces	7	7	100	0	0
Parent Not in Armed Forces	275	252	92	23	8

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 (2021-22)

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 1	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	5	0	0%	5	100%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 3	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Science	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	6	0	0%	6	100%	0	0%	0	0%	5	83%	1	17%	6	100%
Grade 7 Math	6	0	0%	6	100%	0	0%	0	0%	5	83%	1	17%	6	100%
Grade 8 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	25	22	88%	3	12%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	25	22	88%	3	12%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	25	22	88%	3	12%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

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BALLSTON SPA CSD - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA).

Fundamentally, New York State's ESSA plan is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

STAFF QUALIFICATIONS (2021-22)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	357	21	6%	6	3	50%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	340	14	4%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

TOTAL COHORT GRADUATION RATE (2021-22)

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

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	320	277	87%	163	51%	110	34%	4	1%	2	1%	11	3%	0	0%	30	9%
Female	156	141	90%	89	57%	51	33%	1	1%	0	0%	2	1%	0	0%	13	8%
Male	164	136	83%	74	45%	59	36%	3	2%	2	1%	9	5%	0	0%	17	10%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	268	242	90%	162	60%	78	29%	2	1%	0	0%	6	2%	0	0%	20	7%
Students with Disabilities	52	35	67%	1	2%	32	62%	2	4%	2	4%	5	10%	0	0%	10	19%
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	8	7	88%	5	63%	2	25%	0	0%	0	0%	0	0%	0	0%	1	13%
Black or African American	7	7	100%	3	43%	4	57%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	16	80%	9	45%	7	35%	0	0%	0	0%	0	0%	0	0%	4	20%
White	275	239	87%	142	52%	94	34%	3	1%	2	1%	10	4%	0	0%	24	9%
Multiracial	10	8	80%	4	40%	3	30%	1	10%	0	0%	1	10%	0	0%	1	10%
Economically Disadvantaged	99	69	70%	27	27%	38	38%	4	4%	1	1%	3	3%	0	0%	26	26%
Not Economically Disadvantaged	221	208	94%	136	62%	72	33%	0	0%	1	0%	8	4%	0	0%	4	2%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	319	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	320	277	87%	163	51%	110	34%	4	1%	2	1%	11	3%	0	0%	30	9%
Homeless	11	6	55%	2	18%	4	36%	0	0%	0	0%	2	18%	0	0%	3	27%
Not Homeless	309	271	88%	161	52%	106	34%	4	1%	2	1%	9	3%	0	0%	27	9%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	320	277	87%	163	51%	110	34%	4	1%	2	1%	11	3%	0	0%	30	9%
Parent in Armed Forces	7	7	100%	3	43%	4	57%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	313	270	86%	160	51%	106	34%	4	1%	2	1%	11	4%	0	0%	30	10%

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