

# 2024-2025 PROPOSED BUDGET

SARATOGA SPRINGS CITY SCHOOL DISTRICT





## Table of Contents

<b>Letter from the Superintendent of Schools.....</b>	<b>3</b>
<b>2024-2025 Proposed Budget Overview.....</b>	<b>4</b>
<b>General Support .....</b>	<b>6</b>
<b>General Support Summary.....</b>	<b>8</b>
<b>Instruction.....</b>	<b>9</b>
<b>Instruction Summary .....</b>	<b>12</b>
<b>Pupil Transportation &amp; Other Community Services.....</b>	<b>13</b>
<b>Transportation &amp; Community Services Summary .....</b>	<b>14</b>
<b>Employee Benefits .....</b>	<b>15</b>
<b>Employee Benefits Summary.....</b>	<b>17</b>
<b>Debts &amp; Inter-fund Transfers .....</b>	<b>18</b>
<b>Debts &amp; Transfers Summary.....</b>	<b>19</b>
<b>Estimated Revenues .....</b>	<b>20</b>
<b>Planned Expenditures .....</b>	<b>21</b>
<b>Three-Part Budget.....</b>	<b>22-23</b>
<b>NYS Report Card.....</b>	<b>25</b>
<b>Fiscal Accountability &amp; Transparency Report.....</b>	<b>81</b>
<b>Property Tax Report Card.....</b>	<b>86</b>
<b>Administrative Salary Disclosure.....</b>	<b>87</b>
<b>Tax Exemption Impact Report.....</b>	<b>88</b>
<b>Budget Notice.....</b>	<b>100</b>

Prepared by:

Dr. Michael Patton, Superintendent of Schools  
Maura Manny, Director of Community Outreach and Communications  
Bobby Yusko, Assistant Superintendent for Business  
Dr. Joseph Greco, Director of Budget and Program Integration



## Letter from the Superintendent of Schools



Dear Board of Education and Community Members,

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

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

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Michael Patton".

Dr. Michael Patton, Superintendent of Schools



## **2024-2025 Proposed Budget Overview**

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

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

### **Proposed Budget Highlights:**

<b>2024-2025 Budget</b>	<b>\$148,709,136</b>
<i>2023-2024 Budget</i>	<i>\$142,718,530</i>
Budget Change	\$ 5,990,606
<b>Percent Change</b>	<b>4.20%</b>
<b>2024-2025 Tax Levy</b>	<b>\$ 99,616,051</b>
<i>2023-2024 Tax Levy</i>	<i>\$ 96,254,449</i>
<b>Tax Levy Percent Increase</b>	<b>3.49%</b>



### **Projected Tax Impacts:**

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

### **Sustaining Programs and Staffing:**

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

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

### **Additional Ballot Propositions:**

#### **Proposition Two**

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

#### **Board of Education Election**

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



## General Support

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

### Board of Education:

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

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

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



### **Central Administration:**

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

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

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

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

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

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

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

### **Central Services:**

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



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

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

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

#### **Special Items:**

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

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

This category also includes funding for small tax certiorari payment.

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

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



## Instruction

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

### Administration and Improvement:

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

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

2023-2024 Budget	\$4,863,899
<b>2024-2025 Proposed</b>	<b>\$4,997,122</b>

### Teaching - Regular School:

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



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

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

2023-2024 Budget	\$38,633,206
<b>2024-2025 Proposed</b>	<b>\$40,000,154</b>

#### **Programs for Children with Disabilities:**

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

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

2023-2024 Budget	\$15,454,564
<b>2024-2025 Proposed</b>	<b>\$15,946,736</b>

#### **Occupational Education:**

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

2023-2024 Budget	\$2,301,867
<b>2024-2025 Proposed</b>	<b>\$2,175,156</b>



### **Special Schools:**

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

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

### **Instructional Media:**

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

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

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

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

### **Pupil Personnel Services:**

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

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

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



# SARATOGA SPRINGS CITY SCHOOL DISTRICT

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

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

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





## Pupil Transportation & Other Community Services

### Pupil Transportation:

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

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

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



### Other Community Services:

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

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

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





## Employee Benefits

### New York State Retirement Systems:

#### Employees' Retirement System (ERS):

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

#### Teachers' Retirement System (TRS):

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

2023-2024 Budget	\$7,118,904
<b>2024-2025 Proposed</b>	<b>\$7,721,975</b>



### **Social Security:**

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

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

### **Workers' Compensation:**

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

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

### **Unemployment Insurance:**

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

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

### **Health Insurance:**

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

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



### Other Benefits:

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

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

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





## Debts & Inter-fund Transfers

### **Capital Debt:**

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

2023-2024 Budget	\$6,963,000
<b>2024-2025 Proposed</b>	<b>\$7,971,448</b>

### **Transportation Debt:**

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

2023-2024 Budget	\$1,193,000
<b>2024-2025 Proposed</b>	<b>\$1,376,463</b>



### Transfers to Other Funds:

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

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

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





## **Estimated Revenues and Planned Expenditures**

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

### **Property Tax Levy:**

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



### **State Aid:**

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

### **Other Revenues:**

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

### **Appropriated Fund Balance:**

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

### **Appropriated Reserves:**

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

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



## **2024-2025 Contingent Budget:**

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

## **Three-Part Budget**

### **Administrative:**

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

2023-2024 Budget	\$13,823,379
<b>2024-2025 Proposed</b>	<b>\$14,339,096</b>

### **Program:**

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

2023-2024 Budget	\$110,242,312
<b>2024-2025 Proposed</b>	<b>\$114,187,062</b>

### **Capital:**

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

2023-2024 Budget	\$18,652,839
<b>2024-2025 Proposed</b>	<b>\$20,182,978</b>



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



**Dr. Michael N. Patton, Superintendent of Schools**

**Board of Education**

Tony Krackeler, President

Natalya Lakhtakia, Vice President

Beth Braxton

Dr. John Brueggemann

John Ellis

Amanda Ellithorpe

Anjeanette Emeka

Dean Kolligian, Jr.

Dr. Connie Woytowich

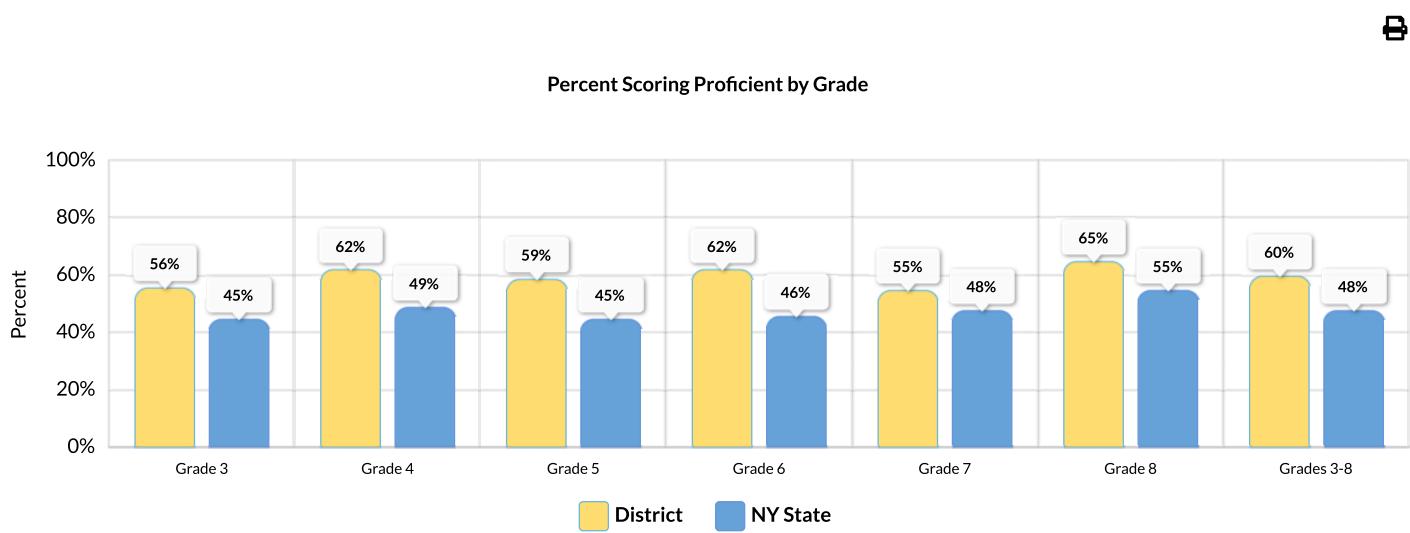
# SARATOGA SPRINGS CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	447	14	3%	433	97%	91	21%	101	23%	167	39%	74	17%	241	56%
Grade 4	459	18	4%	441	96%	62	14%	106	24%	164	37%	109	25%	273	62%
Grade 5	474	31	7%	443	93%	63	14%	118	27%	168	38%	94	21%	262	59%
Grade 6	484	39	8%	445	92%	62	14%	109	24%	151	34%	123	28%	274	62%
Grade 7	463	39	8%	424	92%	85	20%	104	25%	154	36%	81	19%	235	55%
Grade 8	458	63	14%	395	86%	47	12%	90	23%	155	39%	103	26%	258	65%
Grades 3-8	2,785	204	7%	2,581	93%	410	16%	628	24%	959	37%	584	23%	1,543	60%

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

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

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

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

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

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

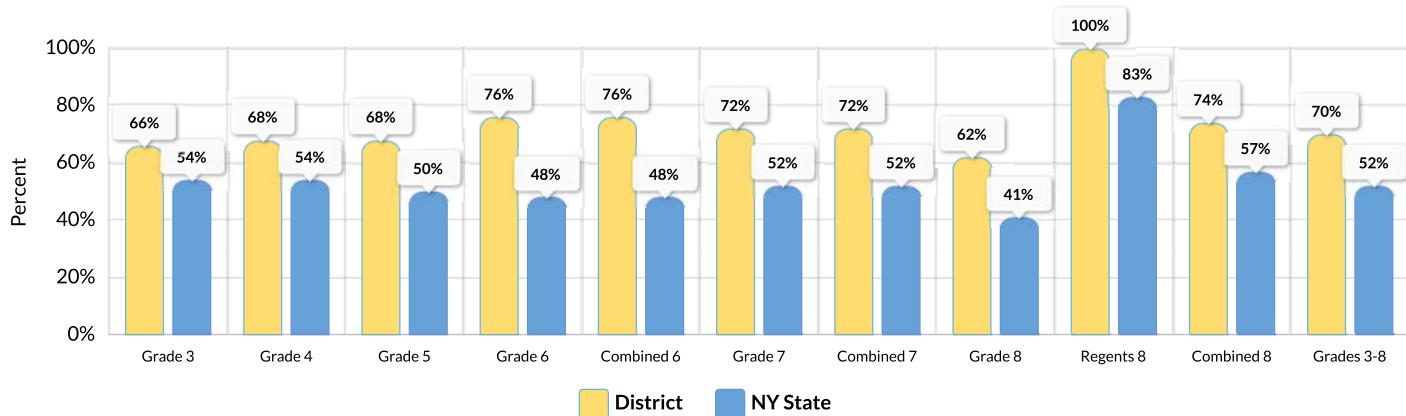
## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

### SUMMARY RESULTS



Percent Scoring Proficient by Grade



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

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

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

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

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

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

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

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

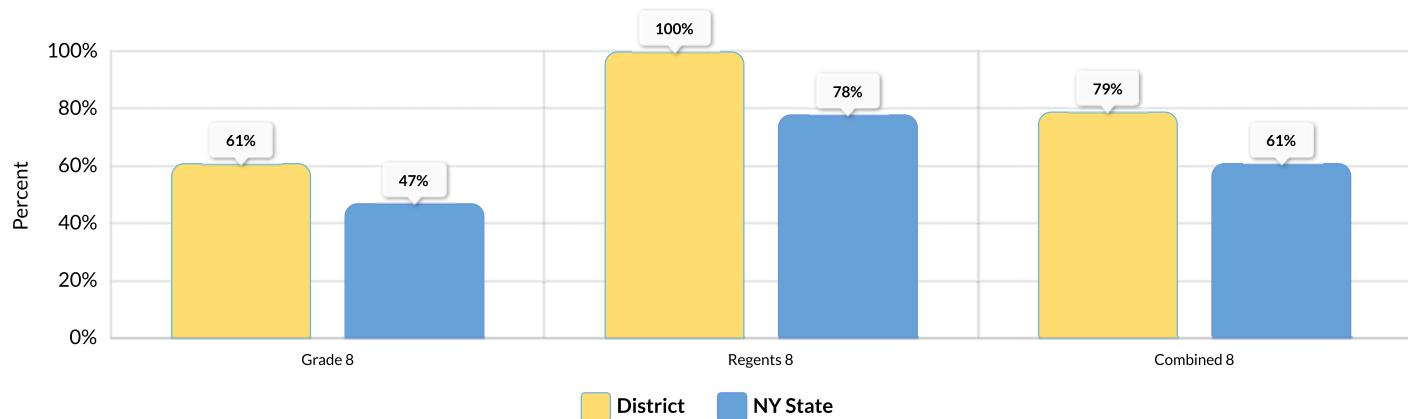
## GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

### SUMMARY RESULTS



Percent Scoring Proficient by Grade



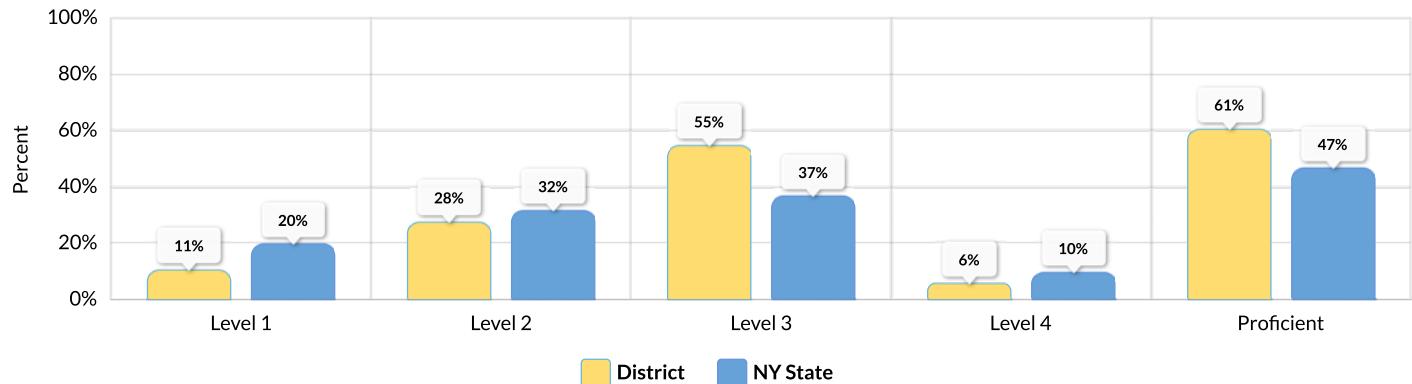
Grade	Total	Not Tested			Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Grade 8	457	248	54%	209	46%	24	11%	58	28%	115	55%	12	6%	127	61%	
Regents 8	—	—	—	186	41%	0	0%	0	0%	27	15%	159	85%	186	100%	
Combined 8	457	62	14%	395	86%	24	6%	58	15%	142	36%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

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

## GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students

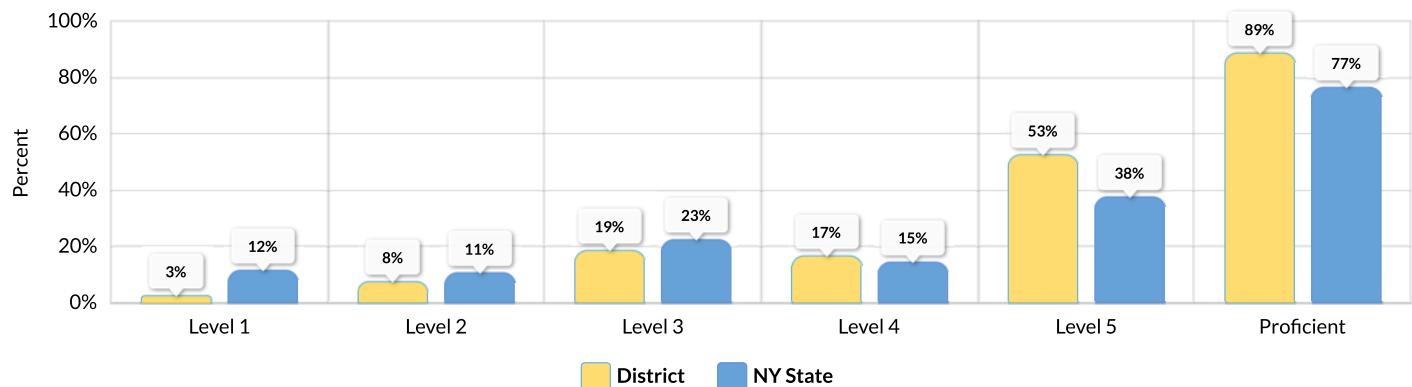


Subgroup	Total	Not Tested			Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
All Students	457	248	54%	209	46%	24	11%	58	28%	115	55%	12	6%	127	61%	
Female	244	132	54%	112	46%	13	12%	28	25%	64	57%	7	6%	71	63%	
Male	207	111	54%	96	46%	—	—	—	—	—	—	—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

## ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percent Scoring at Levels for All Students

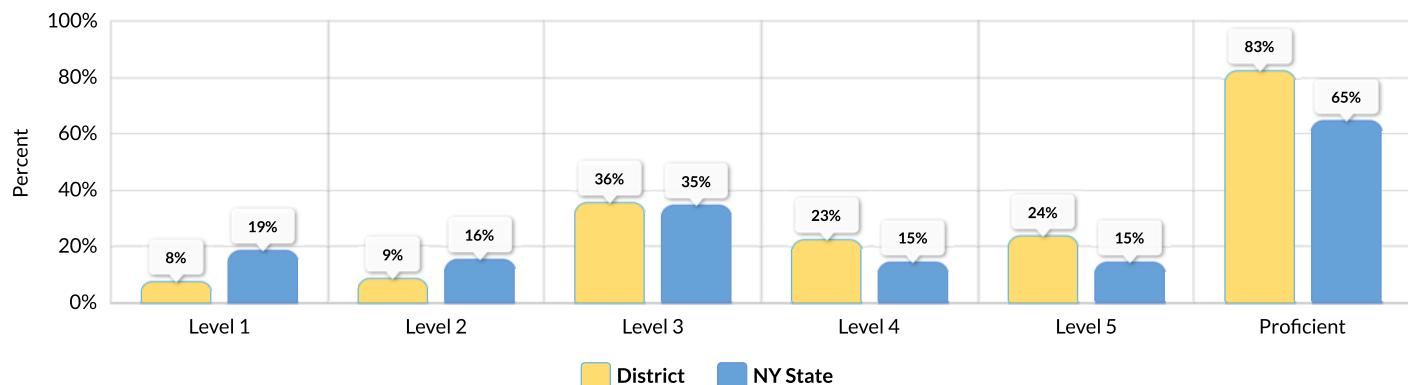


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	484	16	3%	37	8%	94	19%	80	17%	257	53%	431	89%
Female	224	—	—	—	—	—	—	—	—	—	—	—	—
Male	259	12	5%	23	9%	54	21%	47	18%	123	47%	224	86%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small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

## ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students



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

**ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)**

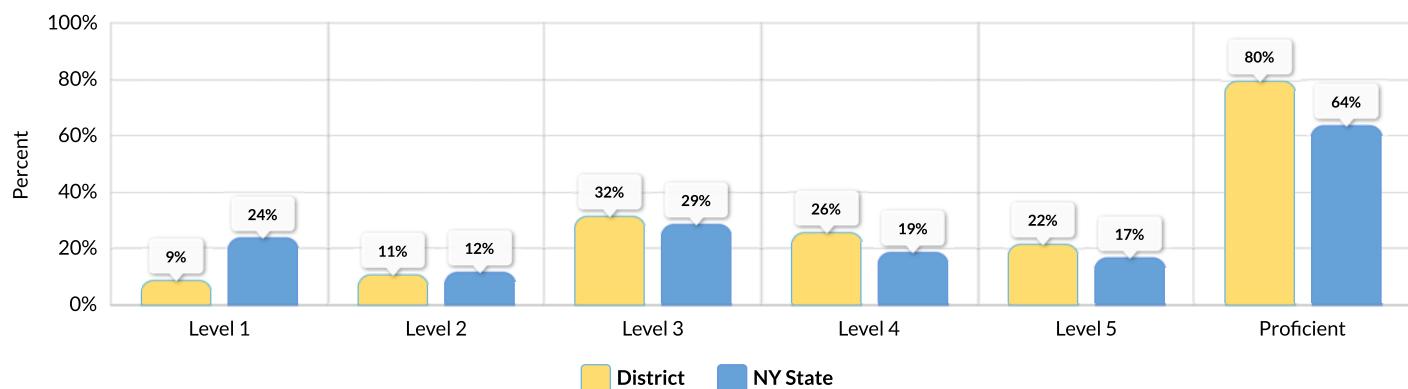


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	381	45	12%	55	14%	137	36%	39	10%	105	28%	281	74%
Female	202	29	14%	35	17%	67	33%	17	8%	54	27%	138	68%
Male	177	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	—	—	—	—	—	—	—	—	—	—	—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

## ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percent Scoring at Levels for All Students

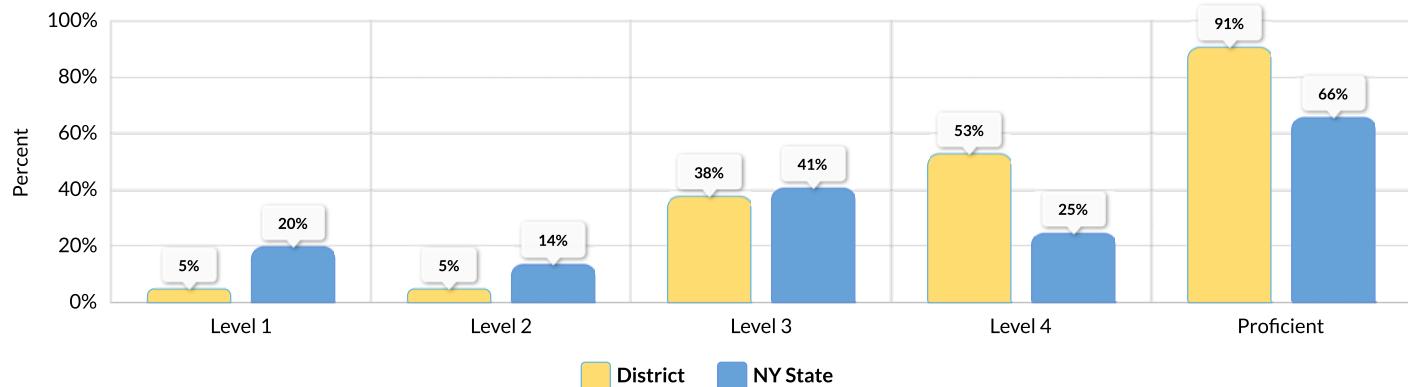


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	288	26	9%	33	11%	91	32%	74	26%	64	22%	229	80%
Female	141	—	—	—	—	—	—	—	—	—	—	—	—
Male	146	15	10%	17	12%	43	29%	37	25%	34	23%	114	78%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—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

## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students

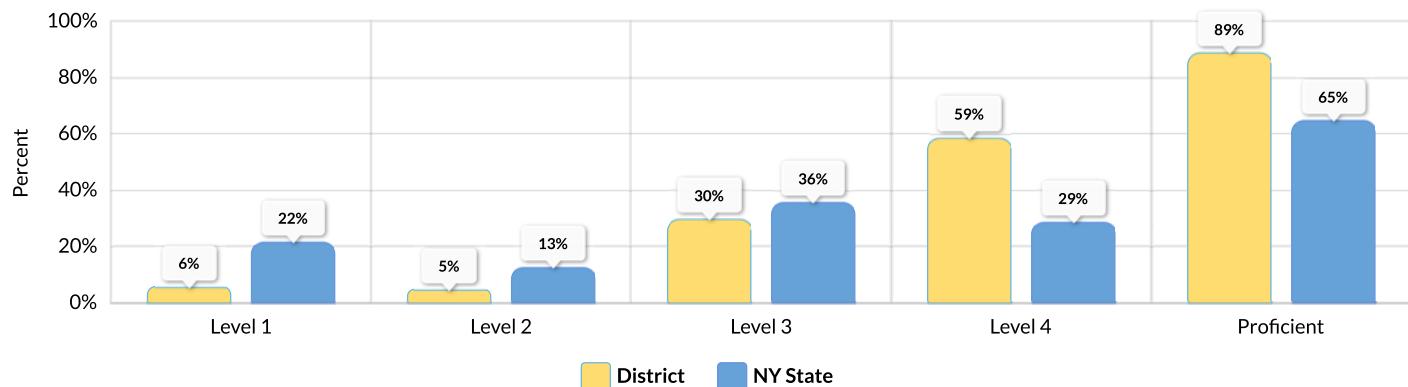


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	465	21	5%	23	5%	175	38%	246	53%	421	91%
Female	228	—	—	—	—	—	—	—	—	—	—
Male	234	17	7%	8	3%	74	32%	135	58%	209	89%
Non-Binary	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	231	4	2%	15	6%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

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



Percent Scoring at Levels for All Students

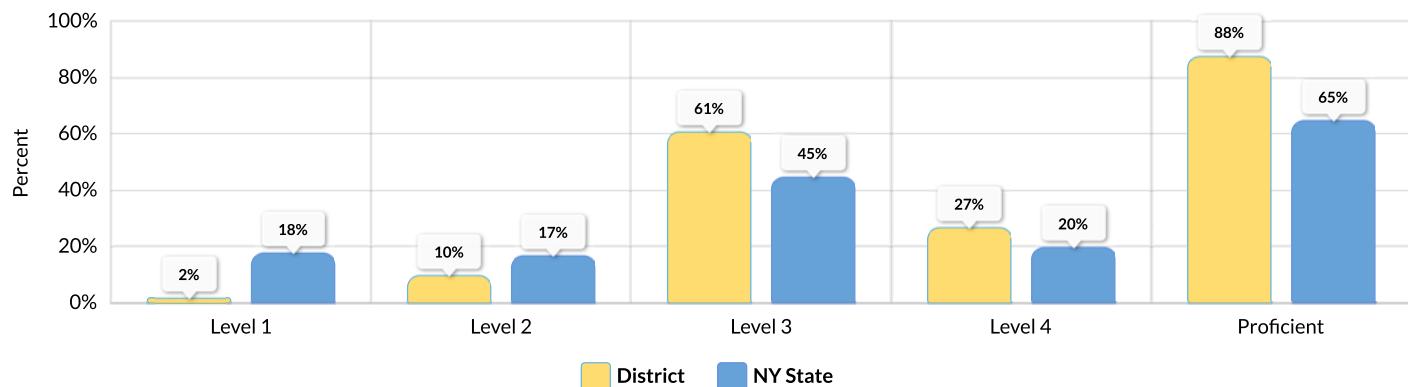


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	472	26	6%	24	5%	143	30%	279	59%	422	89%
Female	239	14	6%	13	5%	80	33%	132	55%	212	89%
Male	230	—	—	—	—	—	—	—	—	—	—
Non-Binary	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	233	12	5%	11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

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



Percent Scoring at Levels for All Students

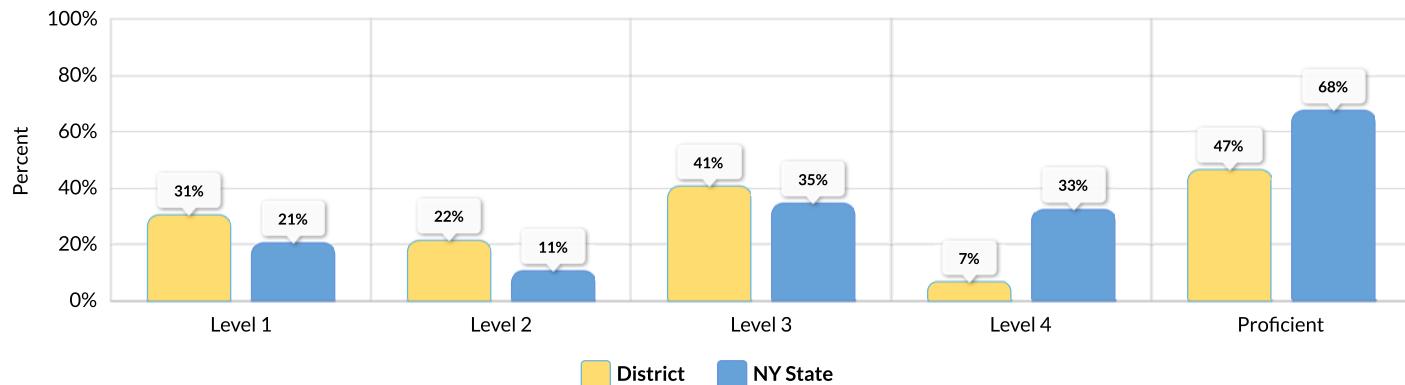


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	328	8	2%	32	10%	201	61%	87	27%	288	88%
Female	155	—	—	—	—	—	—	—	—	—	—
Male	172	4	2%	16	9%	102	59%	50	29%	152	88%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	156	4	3%	16	10%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

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



Percent Scoring at Levels for All Students

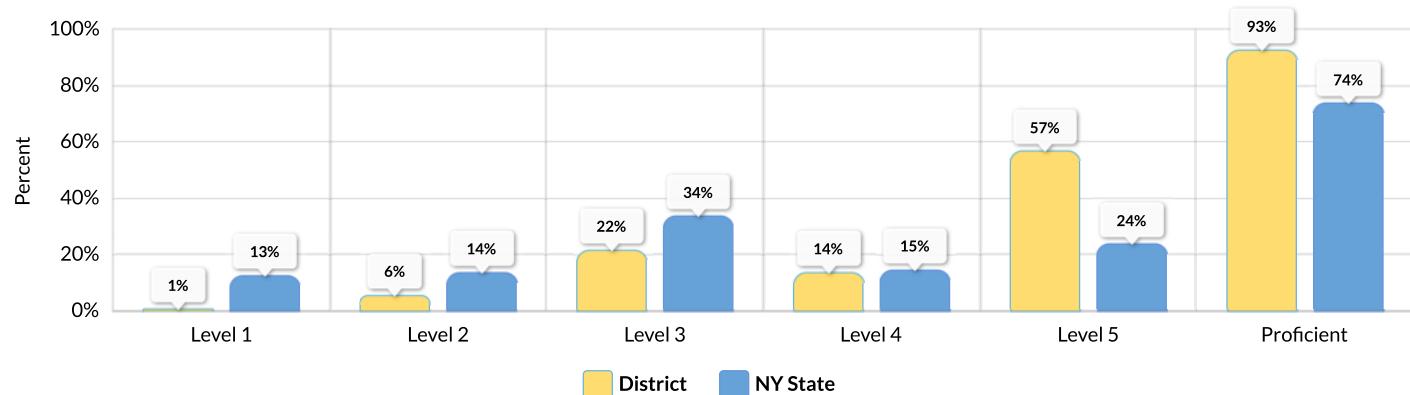


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	74	23	31%	16	22%	30	41%	5	7%	35	47%
Female	41	13	32%	12	29%	14	34%	2	5%	16	39%
Male	33	10	30%	4	12%	16	48%	3	9%	19	58%
General Education Students	74	23	31%	16	22%	30	41%	5	7%	35	47%
Asian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

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



Percent Scoring at Levels for All Students

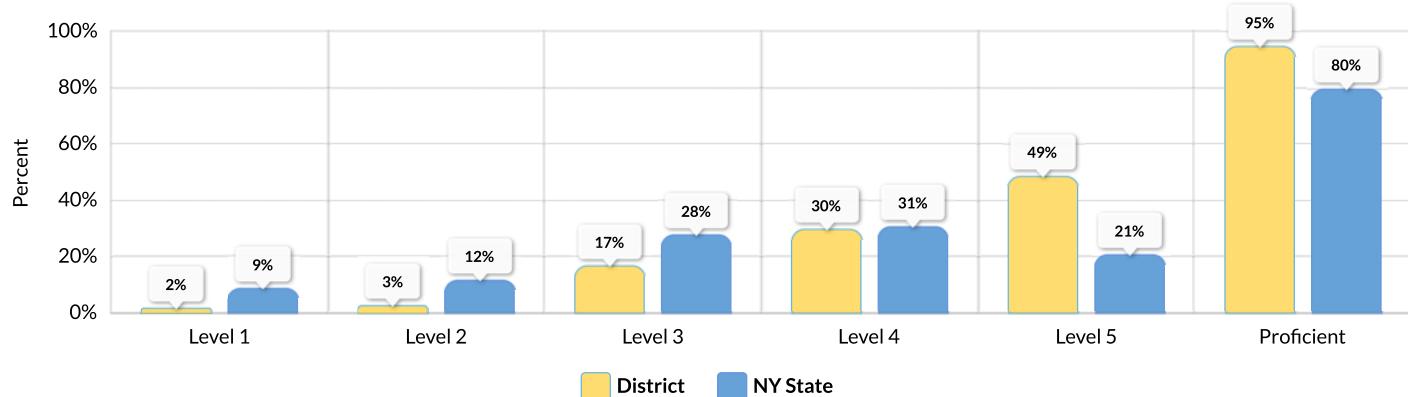


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	451	6	1%	27	6%	97	22%	64	14%	257	57%	418	93%
Female	215	0	0%	15	7%	53	25%	37	17%	110	51%	200	93%
Male	236	6	3%	12	5%	44	19%	27	11%	147	62%	218	92%
General Education Students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

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



Percent Scoring at Levels for All Students



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

## **TOTAL COHORT REGENTS EXAMINATION RESULTS**

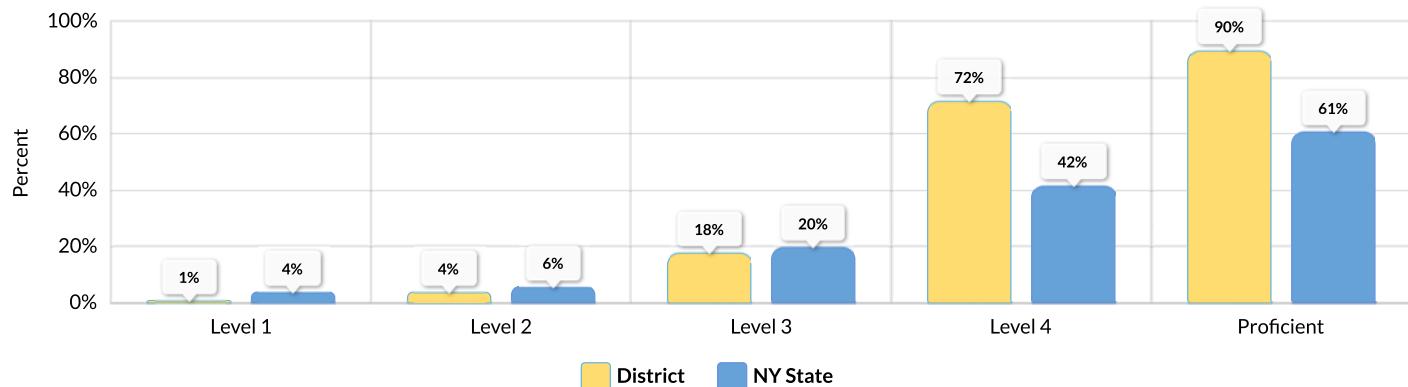
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

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

## 2019 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students



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

### 2019 TOTAL COHORT EXEMPTIONS IN ELA

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

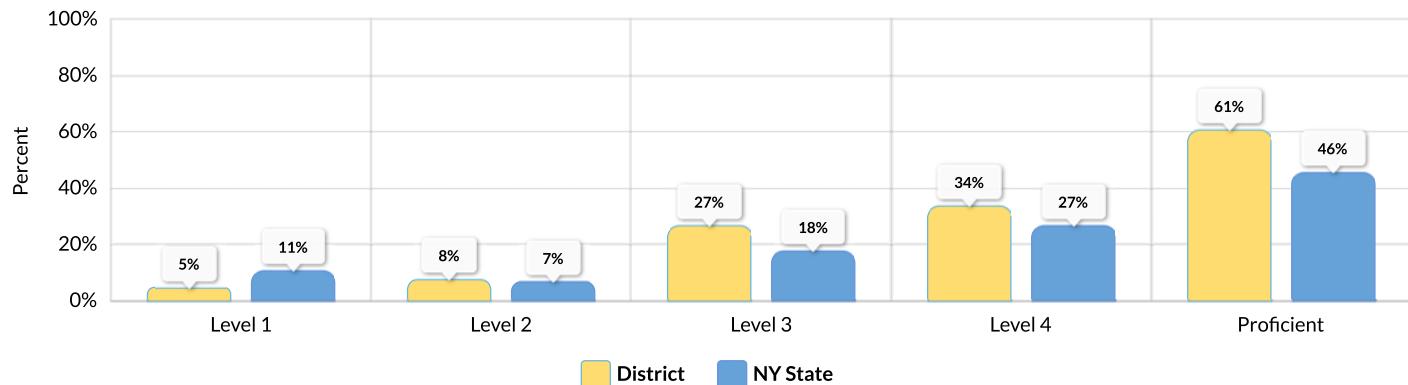
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	1	1	100	0	0
Black or African American	1	1	00	0	0
Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not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

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

## 2019 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



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

### 2019 TOTAL COHORT EXEMPTIONS IN MATH

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

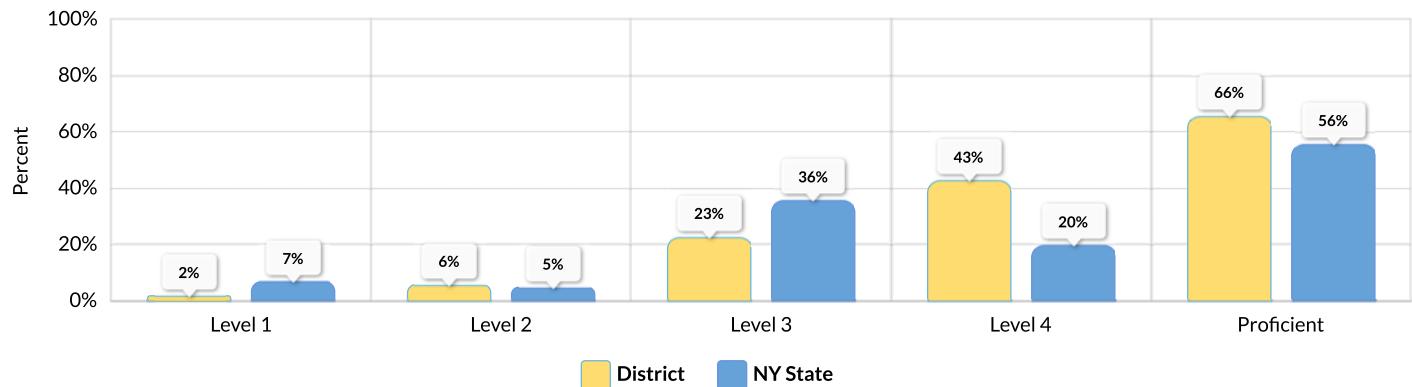
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	489	116	24	373	76
Female	260	57	22	203	78
Male	228	58	25	170	75
Non-Binary	1	1	100	0	0
General Education Students	456	89	20	367	80
Students with Disabilities	33	27	82	6	18
Asian or Native Hawaiian/Other Pacific Islander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

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

## 2019 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



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

### 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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

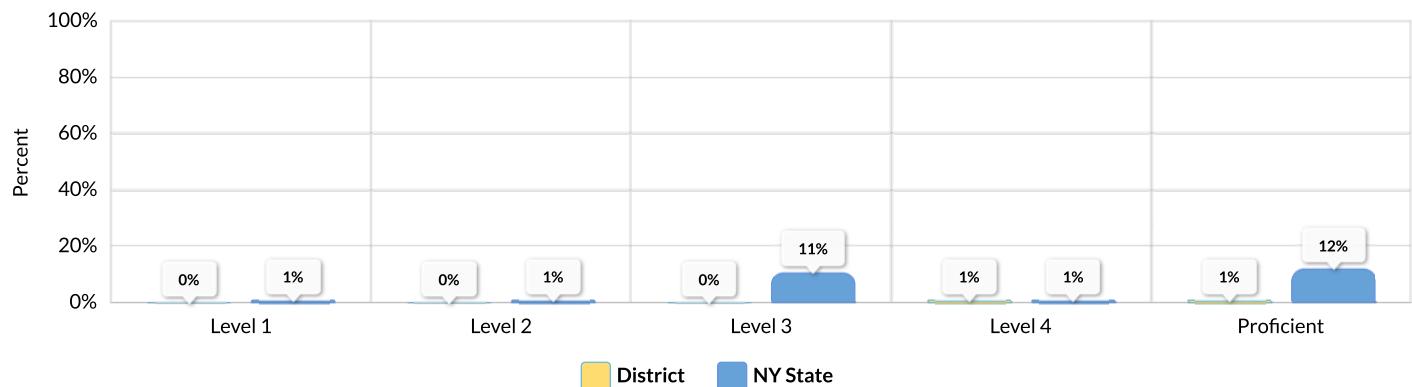
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	496	121	24	375	76
Female	262	62	24	200	76
Male	233	58	25	175	75
Non-Binary	1	1	100	0	0
General Education Students	461	91	20	370	80
Students with Disabilities	35	30	86	5	14
Asian or Native Hawaiian/Other Pacific Islander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

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

## 2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



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

### 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

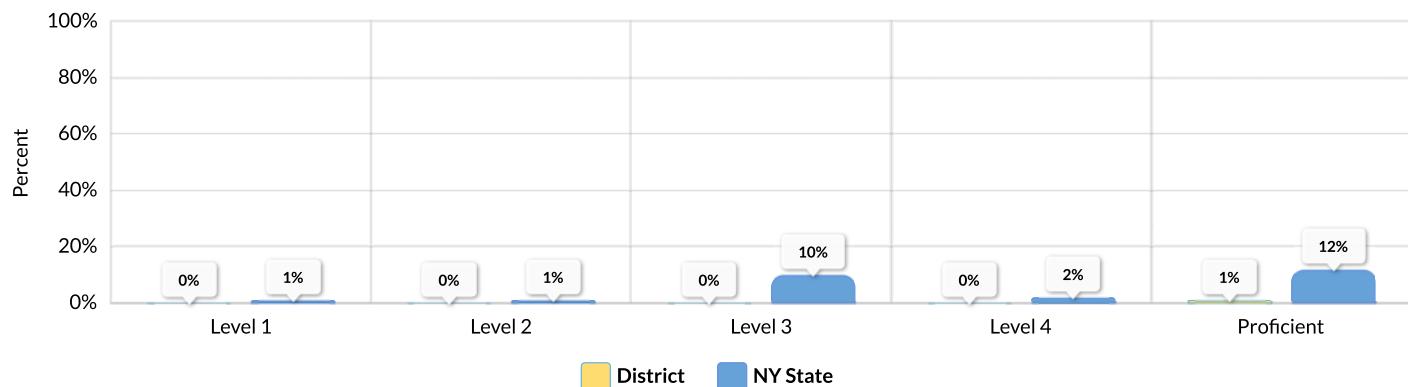
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	481	481	100	0	0
Female	255	255	100	0	0
Male	226	226	100	0	0
General Education Students	450	450	100	0	0
Students with Disabilities	31	31	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	16	16	100	0	0
Black or African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

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

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



Percent Scoring at Levels for All Students



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

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

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

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

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

## NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	7	1	14%	6	86%	1	17%	0	0%	2	33%	3	50%	0	0%
Grade 1	7	0	0%	7	100%	1	14%	2	29%	2	29%	2	29%	0	0%
Grade 2	5	0	0%	5	100%	0	0%	2	40%	1	20%	1	20%	1	20%
Grade 3	9	0	0%	9	100%	0	0%	1	11%	4	44%	3	33%	1	11%
Grade 4	7	0	0%	7	100%	0	0%	0	0%	2	29%	2	29%	3	43%
Grade 5	8	0	0%	8	100%	0	0%	0	0%	5	63%	3	38%	0	0%
Grade 6	8	0	0%	8	100%	0	0%	0	0%	2	25%	3	38%	3	38%
Grade 7	6	0	0%	6	100%	0	0%	1	17%	1	17%	3	50%	1	17%
Grade 8	8	0	0%	8	100%	0	0%	2	25%	1	13%	1	13%	4	50%
Grade 9	6	1	17%	5	83%	2	40%	1	20%	1	20%	1	20%	0	0%
Grade 10	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 11	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

## NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	6	0	0%	6	100%	0	0%	2	33%	4	67%	0	0%	4	67%
Grade 3 Math	6	0	0%	6	100%	0	0%	1	17%	4	67%	1	17%	5	83%
Grade 4 ELA	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	7	1	14%	6	86%	0	0%	1	17%	4	67%	1	17%	5	83%
Grade 5 Math	7	1	14%	6	86%	0	0%	0	0%	4	67%	2	33%	6	100%
Grade 6 ELA	10	1	10%	9	90%	1	11%	1	11%	5	56%	2	22%	7	78%
Grade 6 Math	10	1	10%	9	90%	1	11%	0	0%	1	11%	7	78%	8	89%
Grade 7 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	7	0	0%	7	100%	2	29%	0	0%	1	14%	4	57%	5	71%
Grade 8 Math	7	0	0%	7	100%	0	0%	2	29%	4	57%	1	14%	5	71%
Grade 8 Science	7	0	0%	7	100%	0	0%	1	14%	5	71%	1	14%	6	86%
Secondary-Level ELA	36	32	89%	4	11%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	36	33	92%	3	8%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	36	33	92%	3	8%	—	—	—	—	—	—	—	—	—	—

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

## TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	520	485	93%	311	60%	174	33%	0	0%	1	0%	14	3%	0	0%	20	4%
Female	269	256	95%	176	65%	80	30%	0	0%	1	0%	5	2%	0	0%	7	3%
Male	250	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-binary	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	473	454	96%	310	66%	144	30%	0	0%	0	0%	6	1%	0	0%	13	3%
Students with Disabilities	47	31	66%	1	2%	30	64%	0	0%	1	2%	8	17%	0	0%	7	15%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	16	16	100%	15	94%	1	6%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	8	6	75%	1	13%	5	63%	0	0%	0	0%	0	0%	0	0%	2	25%
Hispanic or Latino	24	17	71%	7	29%	10	42%	0	0%	0	0%	1	4%	0	0%	6	25%
White	451	428	95%	280	62%	148	33%	0	0%	1	0%	11	2%	0	0%	11	2%
Multiracial	21	18	86%	8	38%	10	48%	0	0%	0	0%	2	10%	0	0%	1	5%
Economically Disadvantaged	121	99	82%	30	25%	69	57%	0	0%	1	1%	8	7%	0	0%	13	11%
Not Economically Disadvantaged	399	386	97%	281	70%	105	26%	0	0%	0	0%	6	2%	0	0%	7	2%
English Language Learner	8	4	50%	0	0%	4	50%	0	0%	0	0%	0	0%	0	0%	4	50%
Non-English Language Learner	512	481	94%	311	61%	170	33%	0	0%	1	0%	14	3%	0	0%	16	3%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	519	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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

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# SARATOGA SPRINGS CITY SD

## 2021-22 School Year Financial Transparency Report

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

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

| Business Rules

## Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT	NEEDS RESOURCE CATEGORY	DISTRICT ABILITY TO RAISE LOCAL FUNDS IS	DISTRICT STUDENT NEEDS ARE
▼ 5,989	▼ Average Need	▼ significantly more than the average district in the state	▼ significantly less than the state average

## Student Demographics

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

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

## Comparison: How do per pupil expenditures compare?

THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION	COUNTY AVERAGE	STATEWIDE AVERAGE
▼ N/A	▼ \$18,199.00	▼ \$18,402.38	▼ \$25,870.33

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

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

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

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

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

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

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

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

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

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

School Cost(Pre-J–K)

Central Cost(Pre-L–M)

Combined Cost(N)

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

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

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

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

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

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

Combined Cost(Total Expenditures)

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

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

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## 2024-25 Property Tax Report Card

**521800 - SARATOGA SPRINGS CITY  
SCHOOL DISTRICT**

Contact Person:	Robert Yusko, Jr.	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)
Telephone Number:	518-693-1450		
Total Budgeted Amount, not Including Separate Propositions		142,718,530	148,709,136
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>		96,254,449	99,616,051
B. Tax Levy to Support Library Debt, if Applicable		0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>		0	0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		0	0
E. Total Proposed School Year Tax Levy (A + B + C - D)		96,254,449	99,616,051
F. Permissible Exclusions to the School Tax Levy Limit		6,063,515	5,917,061
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>		90,208,743	93,698,990
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)		90,190,934	93,698,990
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>		17,809	0
Public School Enrollment		5,954	5,807
Consumer Price Index		8.00%	4.12%

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

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

<sup>3</sup> For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	20,091,189	20,349,655
Assigned Appropriated Fund Balance	7,298,555	8,779,308
Adjusted Unrestricted Fund Balance	15,231,181	17,966,227
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	10.67%	12.08%

### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital	2018 Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	3,612,030	3,800,000	None.
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation	Workers Compensation Reserve	To pay for Workers Compensation and benefits.	1,792,213	1,202,714	To pay outstanding self-insured claims not covered by appropriations or excess coverage.
Unemployment Insurance		To pay the cost of reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance	Insurance Reserve	To pay liability, casualty, and other types of uninsured losses.	106,688	110,956	To cover unforeseen uninsured losses or liabilities.
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements	1,640,481	2,024,658	To settle outstanding assessment challenges not covered by appropriations.
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR – Employee Benefit Accrued Liability	EBALR Reserve	For the payment of accrued 'employee benefits' due to employees upon termination of service.	5,123,656	5,123,656	None.
Retirement Contribution	Employee Retirement Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System	5,458,055	5,058,055	To offset required Employer Contribution towards ERS Salaries.
Retirement Contribution	Employee Retirement Reserve - TRS Subfund	To fund employer retirement contributions to the Teachers' Retirement System	2,340,522	3,010,738	To offset required Employer Contribution towards TRS Salaries.
Other Reserve					

Entity Name

SARATOGA SPRINGS CITY SD

BEDS Code

521800

Claim Year

2023-2024

**SET VALUES**

Welcome Joseph Greco (School Entity User)

CORE

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You Have Selected the 'Official' Data Area.

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District Name: SARATOGA SPRINGS CITY SD

Contact Person: TIMOTHY HILKER

District Code: 521800

Telephone: (518) 583-4703

Tel Extension:

**Form Saved Successfully on 04/16/2024 12:45:48 PM****School Administrator Salary Disclosure Form****Form Due May 13, 2024****2024-2025 Salary Threshold = \$169,000**

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2024-2025.

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

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

Report Estimated Salaries in the Budget for the 2024-2025 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	220,316	51,869	13,713
Please list the district or districts with which you will be sharing a superintendent (if applicable): <input type="text"/>			
	Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)		
2. ASSISTANT SUPERINTENDENT FOR BUSINESS	182,875	67,269	7,980
3. ASSISTANT SUPERINTENDENT FOR INFORMATION TEC	170,448	60,492	11,082
4. ASSISTANT SUPERINTENDENT FOR CURRICULUM	165,455	59,257	9,289
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**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES**  
**LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**  
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 4/16/24

**Taxing Jurisdiction: Saratoga Springs**

**Fiscal Year Beginning: 2023**

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

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



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

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

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

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



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

**Taxing Jurisdiction: Saratoga Springs**

**Fiscal Year Beginning: 2023**

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

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



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

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

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

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

(detailed contained on RP-495-PILOT)



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

Date: 04/16/24

Taxing Jurisdiction: Saratoga

Fiscal Year Beginning: 2023

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

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

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

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



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

Date: 04/16/24

Taxing Jurisdiction: Malta

Fiscal Year Beginning: 2023

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

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

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

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

(detailed contained on RP-495-PILOT)



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

Date: 04/16/24

Taxing Jurisdiction: Milton

Fiscal Year Beginning: 2023

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

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



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES**  
**LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**  
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Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
41834	ENH STAR	RPTL 425	95	6,721,180	2.34 %
41854	BAS STAR	RPTL 425	338	9,166,560	3.20 %
41930	DIS LIM IN	RPTL 459-c	2	32,530	0.01 %
41936	DIS LIM IN	RPTL 459-c	2	126,650	0.04 %
47100	Mass Telec	RPTL 499-qqqq	7	58,280	0.02 %
49500	SOLAR ENGY	RPTL 487	2	3,295,875	1.15 %
50000	WHOLLY EX		1	363,500	0.12 %

<b>Totals</b>	600	\$39,155,981	13.67 %
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**The exempt amounts do not take into consideration any payments for municipal services.**

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



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

Date: 04/16/24

Taxing Jurisdiction: Greenfield

Fiscal Year Beginning: 2023

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

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



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

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

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

**(detailed contained on RP-495-PILOT)**



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

Date: 04/16/24

Taxing Jurisdiction: Wilton

Fiscal Year Beginning: 2023

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

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



**RP-495 (9/08) NYS BOARD OF REAL PROPERTY SERVICES**  
**LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**  
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<b>Exemption Code (Column A)</b>	<b>Exemption Description (Column B)</b>	<b>Statutory Authority (Column C)</b>	<b>Number of Exemptions (Column D)</b>	<b>Total Equalized Value (Column E)</b>	<b>Percentage of Value Exempted (Column F)</b>
41806	SR CIT T/S	RPTL 467	38	2,064,023	0.12 %
41834	ENH STAR	RPTL 425	454	33,151,110	1.95 %
41854	BAS STAR	RPTL 425	1,208	34,288,000	2.01 %
41864	B STAR MH	RPTL 425	1	7,300	0.00 %
41934	DIS LIM IN	RPTL 459-c	6	537,200	0.03 %
42120	TEMPGRNHSE	RPTL 483-c	2	33,200	0.00 %
47100	Mass Telec	RPTL 499-qqqq	5	390,285	0.02 %
48670	REDEVCOPTY	PHFL 125/127	1	2,723,800	0.16 %
49500	SOLAR ENGY	RPTL 487	3	15,400	0.00 %
<b>Totals</b>			2,318	\$160,053,693	9.42 %

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

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

## School District Budget Notice

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

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

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

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

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

Under the Budget Proposed for the 2024-25 School Year

Estimated Basic STAR Exemption Savings <sup>1</sup>	\$ 368
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The annual budget vote for the fiscal year 2024-25 by the qualified voters of the \_\_\_\_\_ school district, \_\_\_\_\_ County, New York, will be held at \_\_\_\_\_ school(s) in said district on Tuesday, May 21, 2024 at \_\_\_\_:00 am/pm prevailing time OR between the hours of \_\_\_\_:00am and \_\_\_\_:00pm, prevailing time in the \_\_\_\_\_ school(s), at which time the polls will be opened to vote by voting ballot or machine. **\*Districts should include information according to Executive Orders and as advised by legal counsel.\***

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