



Briarcliff Manor  
Union Free School District

# 2022 - 2023 Budget Book





# Philosophy Statement

The mission of public education is to provide all students with the knowledge, skill and disposition to be successful in the modern world. It is the Philosophy of the district to help each and every child develop into confident, productive citizens who contribute to society while finding happiness and success in their endeavors. Our school's share this responsibility with parents and the community. Together we are committed to meeting the academic, physical, social, and emotional needs of students. Although our primary responsibility is for the intellectual development of the child, the District recognizes the importance of joy and the aesthetic. Therefore the district is committed to a well-rounded education - allowing students to explore areas of interest and ability. Through this approach, we are confident that students will acquire the tools and strategies necessary for both academic and personal success in school and beyond.

Schools provide a unique environment for social development with peers and adults; therefore, the climate and activities are consciously structured to enhance these relationships. There are opportunities for students to participate in experiences that promote rigorous academic achievement, self-esteem, and exploration. Students learn the limits of individual freedom and the value of cooperation and collaboration. They gain multiple perspectives, and how to articulate their own. They learn to take advantage of the resources available to them, as well as how to properly advocate for themselves and others. Core academic areas are stressed in balance with the arts, physical fitness and healthy decision making.

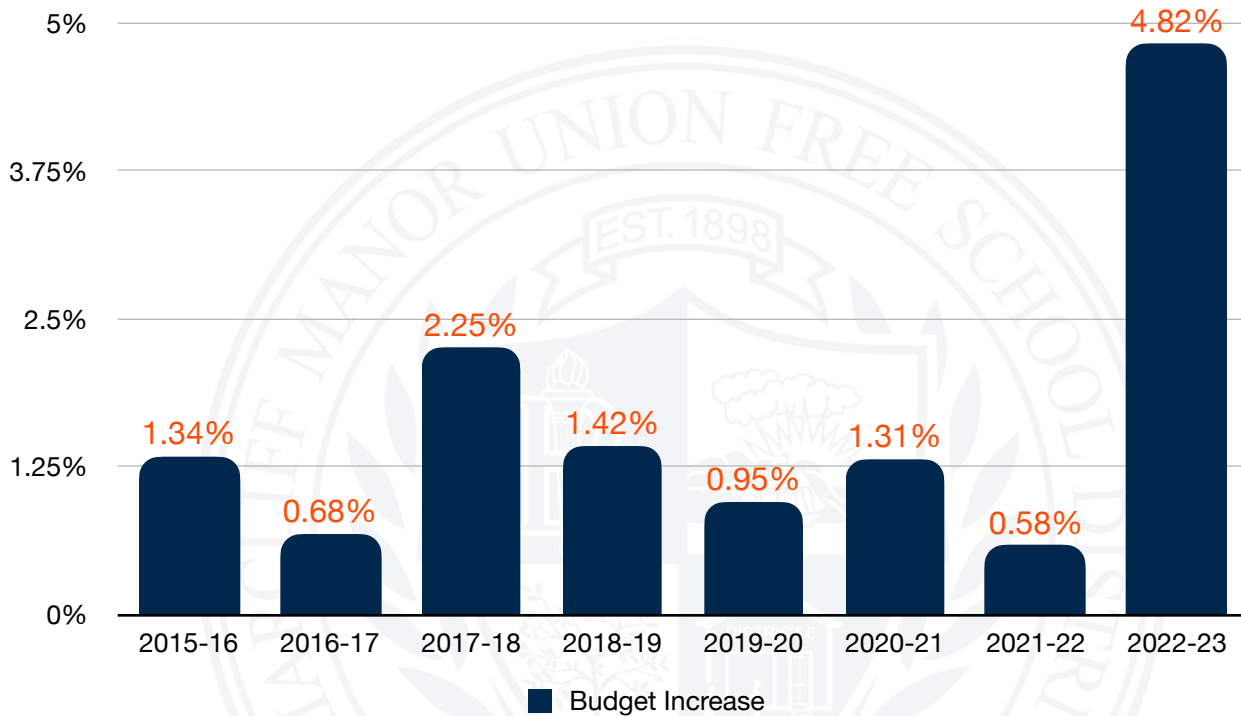
It is our belief that a talented and student-centered staff coupled with supportive parents, will promote an engaged and enthusiastic student body. It is this combination that has led to Briarcliff's wonderful success and notoriety. Our goal is to enhance this partnership as we prepare our students to face the many new and dynamic challenges of the 21<sup>st</sup> century.

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## Message from the Board of Education and Superintendent of Schools

On Tuesday, May 17th, the voters will be presented with the 2022-23 Briarcliff Manor School District Budget adopted by the Board of Education in the amount of \$56,280,408, a 4.82% increase over the 2021-22 budget. It will result in an estimated tax levy increase of 2.75% if passed by resident voters.



After careful analysis, the Superintendent of Schools and Board believe the plan as set forth, will obtain desired results with the projected resources needed to implement the educational program and ensure that every student receives an excellent education. We do understand the need for fiscal prudence and are committed to our ongoing duty to preserve and improve the instructional program moving forward.

You are encouraged to study the financial plan and put forth questions about its content. For further information, please contact the [Superintendent of Schools](#) or the [Assistant Superintendent for Finance and Operations](#).

### BOARD OF EDUCATION

Michael Haberman, President  
Michelle Woerner, Vice-President  
Kenneth Torosian  
Guido Federici  
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### SUPERINTENDENT OF SCHOOLS

James Kaishian

## Executive Summary

This document contains the proposed budget prepared by the Superintendent of Schools and with modification, adopted by the Board of Education on April 21, 2022. After many months of development, it now is the final budget to be presented to resident voters on May 17, 2022.

In preparing the 2022-2023 budget, the School Board remains mindful of the difficult economic times facing residents of this community. Commencing with the 2012-2013 fiscal year a property tax cap mandate now exists in New York State. The property tax cap law was enacted when Chapter 97 of the Laws of 2011 passed both the Senate and Assembly and Governor Cuomo signed it on June 24, 2011. The legislation establishes a limit on the annual growth of property taxes levied by local governments and school districts. The cap applies to all independent school districts, including Briarcliff Manor. The tax levy cannot exceed the cap unless 60% of voters in each school district approve such an increase. If voters reject the spending plan twice, school districts must adopt a budget with the same tax levy as the prior year – a zero percent cap. It is important to note that the proposed 2022-2023 budget reflects an estimated tax levy with an increase from prior year that is below the maximum allowable tax levy cap.

### Budget Proposition

The total dollar value of this proposed budget is \$56,280,408 and represents an increase of 4.82% over the 2021-2022 budget. The proposed budget advances an instructional agenda that continues to place students first. It includes an increase of \$2,588,125 over the prior year's budget. The tax levy is projected to be \$44,898,025 or 80% of budget revenues. Anticipated non-property revenues, not including an estimated \$2,764,384 from fund balance, will provide the remaining revenue stream of \$8,617,999 to bring the budget into balance. The estimated tax levy increase of 2.75% is below Briarcliff Manor's maximum allowable tax levy cap of 4.5% for the 2022-2023 school year.

The proposed budget of \$56,280,408 seeks to address needs identified as critical in maintaining, as well as enhancing, both the quality of all education programs and the school district's security and infrastructure.

The proposed budget considers the Todd Elementary School priorities of literacy, numeracy and empathy. The budget provides funding for the implementation of a new reading program as well as a new literacy coach. Assessment continues to be key, both in progress monitoring students for support and in matching students with appropriately rigorous material. Professional development across all elementary grades is focused on student centered lesson design. A new program focused on students with higher needs will be introduced as well which allows the school to implement much needed supports while saving on costs long-term rather than paying tuition at another school for related services.

For Briarcliff Middle School, where students learn to think critically in their classes, the budget supports furthering the Project Lead the Way curriculum by expanding more offerings to students, bringing back more music instructional support as well as an integrated co-teacher.. The middle school is also increasing its focus in assessment, using an online tool to finely assess and monitor students' growth and adopting instruction in response.



Briarcliff High School students continue to perform at high levels and gain acceptance into the nation's and the world's most prestigious colleges and universities. This budget preserves the resources and opportunities we offer our high school's students, including college-level Advanced Placement courses and the Science Research Program.

The proposed budget also supports the continuing 1:1 technology initiative. This budget maintains the current level of programs, supports and professional development. It provides increased emotional support at the middle school and high school. The budget provides the introduction of the Project Lead the Way curriculum at the high school as well. There will also be improved safety measures for students and staff. Updating learning spaces through the purchase of furniture designed for the modern classroom will also support our 1:1 initiative.

In addition, the proposed budget addresses the infrastructure and core systems that keep the buildings running efficiently and effectively. It includes the continued efforts to beautify the buildings through interior painting and replacement of aged doors. It includes funding for continued planning for the District's Capital needs. The proposed budget also includes a transfer to capital project of \$650,000 which will replace all of the necessary components for each unit ventilator throughout the District. These units condition and exchange the air in every classroom, ensuring fresh, filtered and clean air is available to students and staff.

The District has also had a furniture replacement cycle to eventually update all classrooms in each school. Because of a unique opportunity of one-time revenues, the entirety of the High School and Middle School general instructional classrooms will have all furniture replaced with up to date, modern furnishing for students and staff. Todd will have approximately 12 classrooms left to replace which will be proposed in future budgets.

The proposed budget aggressively advances an instructional agenda that continues to place students first. The largest section of the budget is dedicated to direct instruction and instructional support services at 54%. Instructional staff salaries, contractual costs, equipment, supplies/materials, and textbooks are located in this section of the budget. Undistributed costs, such as fringe benefits and debt service payments are the next largest section at 26%. General support services, which include facilities and administrative costs associated with the operation of the District, represent 15% of the budget. Pupil transportation costs comprise the final 5% of the total spending plan.

In New York State, K-12 public education funding comes from three primary sources: federal aid, state aid and other aids/grants, and from revenues raised locally. Due to Briarcliff Manor School District's relative income and property wealth, the district does not receive direct federal aid that is applied to the general fund budget. Total estimated state aid flowing to Briarcliff Manor next year is estimated at \$4.1 million or only about 7.66% of the proposed budget. The District is also projected to receive a \$3.9 million or 7.29% of its revenues from incoming tuition due to its relationship with Pocantico Hills, other districts and parentally placed students. After applying an estimated \$1.02 million from fund balance and \$947 thousand from other miscellaneous sources, the remaining 81% of the revenue budget will be supplied from the tax levy.

With the proposed budget the District will continue to deliver high quality services to all students. While this year's financial plan is now set for a public vote, the Board is mindful that due to economic conditions, un-funded mandates and incoming tuition uncertainties will continue to put pressure on the District's financial operations into the future.

### Impact of Budget Proposition on School Taxes

Assessed valuation is defined as the value of real property for the purpose of levying taxes. In the Briarcliff Manor community, there are 2,516 taxable parcels that yield a total district-wide full value assessment of \$2,068,743,333 as of April 2022<sup>1</sup>. In 2016, the Town of Ossining underwent an assessment revaluation.

The district-wide assessed valuation is one of three main factors which influence the school tax rate. The second factor is the equalization rate and the other is the actual tax levy. Each town's assessor determines each properties assessment while the equalization rate is determined by the New York State Office for Real Property Tax Services (ORPTS). The equalization rate is used to determine full value and each town's share of the tax levy. The School Board sets the amount of the tax levy. Once these items are finalized the tax rates are computed using a basic arithmetic formula: tax burden divided by portion of assessment multiplied by 1000. For the 2022-2023 budget, with an estimated district-wide assessed valuation of \$2,068,743,333 and an anticipated \$44,898,025 tax levy, the respective estimated tax rates would be as follows:

Town of Ossining:	Town of Mt. Pleasant:
Percentage Share: 70.5%	Percentage: 29.5%
Tax Burden: \$31,651,043	Tax Burden: \$13,246,982
Portion of Assessment: \$1,458,368,906	Portion of Assessment: \$610,374,427
Est. Tax Rate: \$21.703053 per \$1000	Est. Tax Rate: \$1,656.720820 per \$1000

Briarcliff Manor school district is divided between two townships: Ossining and Mt. Pleasant. The average home in the Briarcliff Manor School District is fully valued at \$895,735 in Ossining and \$868,321 in Mt. Pleasant. School taxes are computed by using this formula: (property's assessed valuation divided by 1000 multiplied by the tax rate less the 2022-2023 maximum STAR savings, if applicable). The savings resulting from the Basic or Enhanced STAR exemptions are limited to a 2% increase over the prior year. The maximum STAR savings for each school district is now calculated by ORPTS and is available [online](#). For 2022-2023 the basic STAR exemption for the Town of Ossining is \$1,697 and the enhanced STAR exemption limit is \$3,978. For Mt. Pleasant the basic STAR exemption is \$1,728 and the enhanced STAR exemption limit is \$3,962. Therefore, 2022-2023 school taxes on the average single family home, given the proposed budget and assuming continued eligibility for either the Basic or Enhanced STAR exemption, are estimated on the following page.

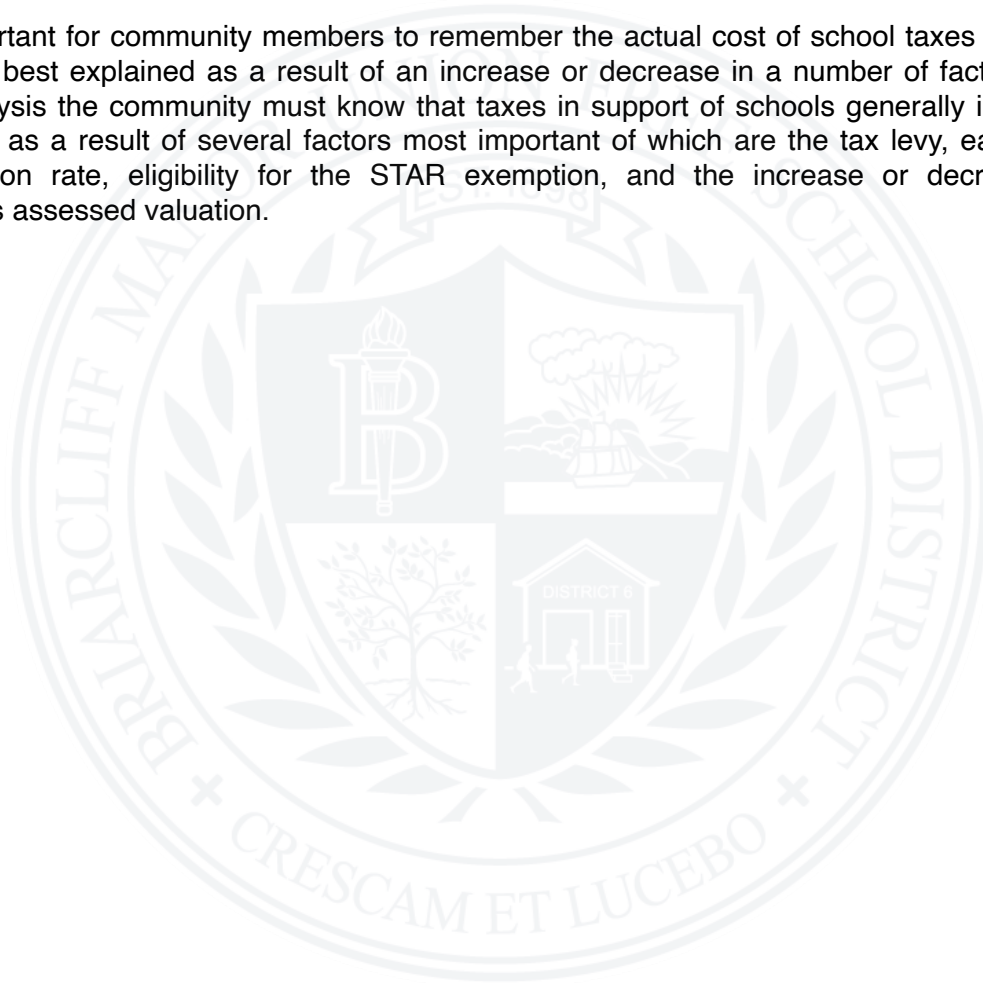
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<sup>1</sup>Tax rates are only estimated at this time. Final tax rates will be recalculated once the tax levy is certified in August, 2021.

### Estimated Average School Tax Bill

Town	Avg. Full Value Assessment	Average Assessed Value	Tax Rate	Average Tax Bill	Basic STAR		Enhanced STAR	
					Basic STAR	Tax Bill Less Basic STAR	Enhanced STAR	Tax Bill Less Enhanced STAR
Ossining	\$895,738	\$895,738	\$21.703043	\$19,440	\$1,697	\$17,743	\$3,978	\$15,462
Mt. Pleasant	\$868,321	\$11,375	\$1,656.720820	\$18,845	\$1,728	\$17,117	\$3,962	\$14,883

It is important for community members to remember the actual cost of school taxes in Briarcliff Manor is best explained as a result of an increase or decrease in a number of factors. In the final analysis the community must know that taxes in support of schools generally increase or decrease as a result of several factors most important of which are the tax levy, each Town's equalization rate, eligibility for the STAR exemption, and the increase or decrease in a property's assessed valuation.





## Sample Ballot Information

### **PROPOSITION NUMBER ONE: 2022-2023 BUDGET**

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Shall the proposed 2022-2023 school district budget, as submitted by the Board of Education be hereby approved and the Board of Education authorized to expend the sum of \$56,280,408 for the school year July 1, 2022 through June 30, 2023.

☐ YES

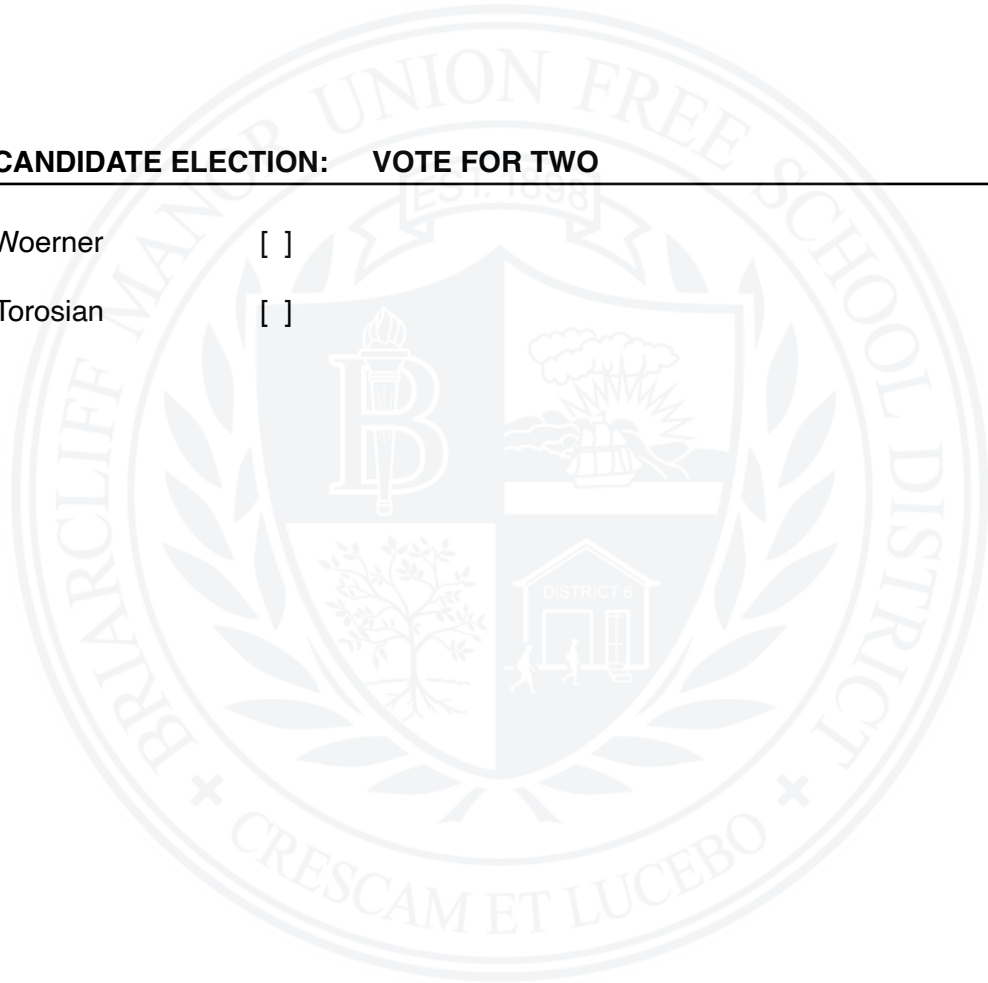
☐ NO

### **BOARD CANDIDATE ELECTION: VOTE FOR TWO**

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Michelle Woerner ☐

Kenneth Torosian ☐



# Voting Information For All Residents

## Voting Requirements

- You must be a United States Citizen.
- 18 years of age or older.
- A resident within the District for a period of 30 days for at least 30 days prior to the vote.
- A registered voter of the District and/or a registered voter of Westchester County whose name appears on the list supplied by the Westchester County Board of Elections as having voted in a national, state or county election during the past four years.

## When and Where to Register?

You may register any weekday between the hours of 8:00 a.m. and 4:00 p.m. at the District Clerk's Office, located in the District Office, 45 Ingham Road, Briarcliff Manor NY. The last date to register for the School Budget Vote/Annual Election is May 12, 2022. **If you are not registered, you can register** with the County Board of Elections by mail or remotely through the New York State Department of Motor Vehicles website at: <https://dmv.ny.gov/more-info/electronic-voter-registration-application>

## Who Needs to Register?

**To be a qualified voter** you must be a US Citizen, at least 18 years old by May 12, 2022, a School District resident for 30 days immediately preceding the vote, and registered to vote in School District elections and having voted in any School District election/vote during the past 4 calendar years.

**If you are not registered, you can register** with the County Board of Elections by mail or remotely through the New York State Department of Motor Vehicles website at: <https://dmv.ny.gov/more-info/electronic-voter-registration-application>

## When and Where to Vote?

Voting will take place on Tuesday, May 17, 2022 at Todd Elementary School in the K - 2 Cafeteria located at 45 Ingham Rd, Briarcliff Manor, NY 10510.

## Absentee Ballots

If you will be out of town, you can apply for an absentee ballot. Applications for absentee ballots are available at the District Clerk's Office, online at the District's Website, [www.briarcliffschools.org](http://www.briarcliffschools.org), or you may call 914-432-8110 to have an application mailed to you. Absentee Ballot applications must be received in the office of the District Clerk by 5 p.m. on May 12, 2022.

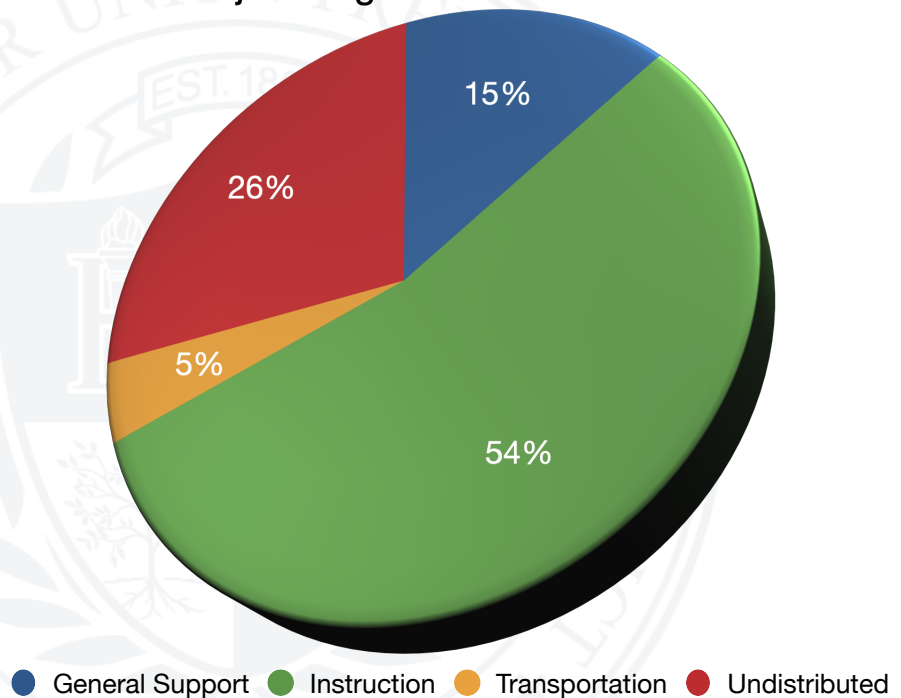
# Financial Plan and School Budget 2022 - 2023

## General Fund Budget Summary

The annual school budget is a financial estimate of the operating funds required to achieve goals and objectives of the District's educational program. The 2022-2023 Proposed Budget of \$56,280,408 is \$2,588,125 over the 2021-2022 Budget. The budget-to-budget expenditure increase is 4.82%.

Anticipated non-property revenues (NPR) of \$8,617,999 a 3.96% decrease from last year, plus assigned fund balance of \$2,764,384 results in a total estimated tax levy of \$44,898,025. The estimated tax levy increase is 2.75%, below the calculated tax levy cap of 4.5% for the 2022-2023 school year.

Major Budget Areas 2022-23



2022-23 Budget Summary

	2021-22 Approved Budget	2021-22 Projected Expenditures	2022-23 Proposed Budget	Budget to Budget Increase	% Difference
Total Expenditures	\$53,692,283	\$52,196,102	\$56,280,408	\$2,588,125	4.82%
Non-Property Revenue	\$8,973,352	\$9,160,786	\$8,617,999	-\$355,353	-3.96%
Assigned Fund Balance	\$1,022,000		\$2,764,384	\$1,742,384	170.49%
Total Tax Levy	\$43,696,931	\$43,696,931	\$44,898,025	\$1,201,094	2.75%
% of Total Exp.	81.38%		79.78%		

## Expenditure Summary

The budget-to-budget expenditure increase is \$2,588,125 or 4.82% for the 2022-23 school year. There are multiple areas driving this increase. The primary drivers for this increase are as follows:

- Health Insurance – an 8% increase for employees and retirees
- Special Education – Additional in district programs to support increased student needs
- Teaching – Maintaining class sizes within guidelines and increased HS student support Increased literacy support and the introduction of a new reading program.
- Instructional Furniture- Replace all HS and MS furniture and majority of Todd classroom furniture
- Technology – Less reliance on BOCES for technical support, using in-house support
- Operation, Maintenance & Security – Additional staff to maintain buildings and grounds. Transfer to capital increase to replace all classroom unit ventilators

### 2022-23 Budget at a Glance

Functional Area	% of Budget
Instructional Services K-12	31.77%
Employee Benefits	18.91%
Special/Pupil Services	10.24%
Debt Service & Inter-fund Transfers	7.35%
Operations, Maintenance & Security	8.42%
Guidance & Health Services	2.42%
BOE/Admin/Central Services	6.45%
Supervision	2.64%
Transportation	4.6%
Library/Technology	3.33%
Co-Curricular & Athletics	2.7%
Community Service	0.00%
Curriculum & Instruction	1.17%
<b>Total Budget</b>	<b>100%</b>

## Expenditure

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
<b><u>Functional Areas</u></b>								
Board of Education	38,339	72,025	65,824	62,314	88,899	95,156	6,257	7.04%
Central Admin. & Business Office	845,069	957,176	960,423	998,226	1,151,476	1,241,577	90,100	7.82%
Auditing & Treasurer	213,510	217,378	198,981	207,327	231,076	158,397	(72,679)	-31.45%
Legal, Personnel, Public Info.	372,969	347,654	280,055	293,736	491,459	547,610	56,151	11.43%
Operations, Maintenance & Security	3,629,133	3,746,270	3,478,982	4,237,168	4,370,492	4,738,488	367,997	8.42%
Central Services	1,140,242	1,391,697	1,277,401	1,240,223	1,619,236	1,585,378	(33,858)	-2.09%
Curriculum & Instruction	762,435	733,506	412,966	419,282	645,398	659,468	14,070	2.18%
Supervision	1,504,808	1,615,224	1,687,802	1,797,318	1,604,273	1,486,881	(117,392)	-7.32%
Regular Instruction	15,456,308	15,762,506	15,604,186	15,984,399	16,273,510	17,875,692	1,602,181	9.85%
Special & Occupational Education	4,965,052	5,255,166	5,287,135	4,891,479	5,227,818	5,085,384	(142,433)	-2.72%
Library & Technology	2,284,220	2,151,301	2,037,794	2,130,548	1,803,699	1,876,217	72,518	4.02%
Guidance/Health Services	1,230,391	1,237,679	1,173,675	1,264,487	1,265,022	1,363,759	98,738	7.81%
Psychological & Social Services	555,877	563,093	575,502	601,398	689,179	675,374	(13,805)	-2.00%
Co-Curricular & Athletics	1,170,589	1,273,526	1,164,335	1,082,788	1,408,990	1,517,651	108,661	7.71%
Pupil Transportation	2,179,350	2,308,591	2,173,156	2,663,745	2,493,349	2,591,580	98,231	3.94%
Employee Benefits	9,265,205	9,675,084	9,379,572	9,943,127	10,481,025	10,644,174	163,149	1.56%
Debt Service	3,876,975	3,941,154	4,110,926	3,605,906	3,314,484	3,372,622	58,139	1.75%
Inter-Fund Transfer	26,885	66,328	80,426	172,939	232,899	115,000	(117,899)	-50.62%
Transfer to Capital	300,000	300,000	300,000	331,594	300,000	650,000	350,000	116.67%
<b>TOTAL EXPENDITURES</b>	<b>49,817,357</b>	<b>51,615,358</b>	<b>50,249,141</b>	<b>51,928,004</b>	<b>53,692,284</b>	<b>56,280,408</b>	<b>2,588,126</b>	<b>4.82%</b>



## Revenue Summary

The single greatest source of budget revenue is the District's tax levy. The 2022-2023 budget estimates that the total tax levy will be \$44,898,0251 or 79.8% of total expenditures. Non-property revenues are estimated at \$8,617,999 or 15.3% of total expenditures. The remaining \$2,764,384 or 5.2% is projected to come from assigned fund balance.

The major sources of non-property revenues are as follows:

1. State aid totaling \$3,871,115 is \$273,423 less than was budgeted in 2021-22. The decrease in state aid is primarily due to a reduction in Transportation Aid because of the additional bus runs that were added in 2020-21 due to COVID-19 restrictions. Aid is paid out the year following and the District is now returning back to normal state aid payments.
2. Incoming Tuition from Pocantico Hills, Other School Districts and parentally placed students is budgeted at \$3,498,903, a decrease of \$415,308. The decrease is attributed to Pocantico students that are graduating and lower projected other tuition enrollments.
3. County sales tax revenue is expected to remain flat at \$690,000.

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### Tax Levy Limit (Tax Cap)

Starting with the 2012-2013 school year, the District's ability to increase annual property tax levies is constrained. The property tax cap law, enacted in Chapter 97 of the Laws of 2011, restricts tax levy increases for local governments including public school districts to no more than 2%, or the rate of inflation, whichever is lower (prior to allowable adjustments). Local governments and school districts can override the cap with a 60% vote either by their local governing body or, in the case of a school district, by the voting public. The proposed 2022-2023 budget reflects an estimated tax levy with an increase of 2.75% from prior the year; a figure that is below the maximum allowable tax levy limit of 4.5% calculated for Briarcliff Manor UFSD.

## Revenue

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Budget	2021-22 Projected	2022-23 Proposed	Budget to Budget	% Diff.
<b>Accounts</b>									
Real Property Tax (w-STAR)	40,140,501	40,754,161	41,920,000	43,049,780	43,696,931	43,612,578	44,898,025	1,201,094	2.75%
County Sales Tax	446,207	457,225	440,000	736,403	690,000	691,259	690,000	0	0.00%
Other Day School Tuition - Individuals	144,582	270,350	291,462	462,732	507,487	478,261	366,378	-141,109	-29.50%
Day School Tuition - Other Districts	2,831,895	4,799,183	3,604,503	3,295,315	3,406,724	3,705,430	3,459,903	53,179	1.44%
Student Fees	34,811	41,902	32,700	20,927	39,000	35,977	39,000	0	0.00%
Other Miscellaneous Revenue	2,801	2,863	2,800	2,832	2,975	117,149	2,975	0	0.00%
Interest Earnings	69,086	126,622	96,000	2,544	3,680	1,439	3,680	0	0.00%
Rental of Property	79,435	94,918	80,800	19,758	65,800	58,000	65,800	0	0.00%
Rental of Property - Boces								0	-%
Insurance Recoveries	10,216	3,675	6,000	6,490	4,000	8,322	4,000	0	0.00%
Refund-Prior Year Exp-BOCES	70,705	112,215	60,000	63,993	80,000	63,622	80,000	0	0.00%
Refund-Prior Year Other	129,394	62,992	20,000	161,016	24,000	46,000	30,000	6,000	13.04%
E-Rate Reimbursement	12,398	754	60,000	33,600	-	58,646	-	-	-%
Field Trips/Arts in Education	25,620	23,786	29,935	6,204	21,250	6,649	21,250	0	0.00%
Unclassified Revenues	25,460	20,602	25,000	28,375	16,000	18,917	16,000	0	0.00%
Basic State Aid	2,692,969	3,027,854	2,965,408	2,264,848	2,382,842	2,117,896	2,274,413	-108,429	-5.12%
Excess Cost Aid	667,325	688,524	703,028	751,384	722,783	688,175	717,827	-4,956	-0.72%
Boces Aid	1,697,303	1,500,357	1,143,222	1,332,061	896,379	950,368	732,879	-163,500	-17.20%
Textbook Aid	86,560	83,531	80,812	80,385	75,550	78,463	77,240	1,690	2.15%
Computer Software Aid	22,276	21,482	21,482	20,958	19,624	20,373	20,163	539	2.65%
Computer Hardware Aid	7,593	6,802	7,586	6,095	7,070	7,340	8,078	1,008	13.73%
Library Materials Aid	9,293	8,962	8,962	8,743	8,188	8,500	8,413	225	2.65%
Other State Aid	395,022	10,307		53,799	-	-	0		-%
Interfund Transfers	155,135	-	-	-	-	-	-		
<b>School Tax Levy</b>	<b>40,140,501</b>	<b>40,754,161</b>	<b>41,920,000</b>	<b>43,049,780</b>	<b>43,696,931</b>	<b>43,612,578</b>	<b>44,898,025</b>	<b>1,201,094</b>	<b>2.75%</b>
<b>Non-Property Revenue</b>	<b>9,616,086</b>	<b>11,364,906</b>	<b>9,679,700</b>	<b>9,358,462</b>	<b>8,973,352</b>	<b>9,160,786</b>	<b>8,617,999</b>	<b>-355,353</b>	<b>-3.96%</b>
<b>Assigned Fund Balance</b>					<b>1,022,000</b>		<b>2,764,384</b>	<b>1,742,384</b>	<b>170.49%</b>
<b>Total Revenue</b>	<b>49,756,587</b>	<b>52,119,067</b>	<b>51,599,700</b>	<b>52,408,242</b>	<b>53,692,283</b>	<b>52,773,364</b>	<b>56,280,408</b>	<b>2,588,125</b>	<b>4.82%</b>

## Component Budget Summary

As required by Section 170.8 of the Regulations of the Commissioner of Education effective December 27, 1996, the District must report its budget to the public on the basis of administrative, capital and program costs. This provides community residents with a general view of how the annual Briarcliff Manor School District Budget is allocated. A description of these components follows below.

**Administrative Component:** includes appropriations for the following administrative accounts and functions: board of education; district clerk; district meeting; chief school administrator; business administration; auditing; treasurer; purchasing; legal services; personnel services; records management; security; public information services; curriculum development and supervision; research, planning, and evaluation; supervision-regular school; central data processing; central printing and mailing; special items excluding tax certiorari, judgments and compromised claims, employee benefits attributable to salaries included in other accounts and functions in the administrative component.

**Program Component:** includes appropriations for the following programmatic accounts and functions: in-service training-instruction; teaching-regular school; programs for students with disabilities; occupational education; school library and audio-visual; computer assisted instruction; attendance-regular school; guidance-regular school; health services; psychological services-regular school; social work services-regular school; pupil personnel services-special schools; co-curricular activities-regular school; interscholastic athletics-regular school; transportation services; civic activities; employee benefits attributable to salaries included in other accounts and functions in the program component and transfers to special aid funds.

**Capital Component:** includes appropriations for the following capital accounts and functions: operation of plant; maintenance of plant; debt service; transfers to capital and debt service funds; tax certiorari; judgments and compromised claims; employee benefits attributable to salaries included in other accounts and functions in the capital component.

### Three-Part Component Budget

Function	Code	Total	Admin.	Program	Capital
Board of Education	1010	80,155	80,155		
Central Administration	1299	437,990	437,991		
Finance	1399	961,983	961,983		
Legal Services	1420	149,719	149,719		
Personnel	1430	278,146	278,146		
Records Management	1460	19,947	19,947		
Public Information	1480	99,798	99,798		
Security	1622	421,498	421,498		
Other Central Services	1699	1,564,727	1,564,727		
Curriculum Dev. & Sup.	2010	674,469	674,469		
Supervision Reg. School	2099	1,486,881	1,486,881		
Debt Service	9898	3,372,622			3,372,622
Transfer to Capital	9950.9	650,000			650,000
Operations Of Plant	1620	2,885,708			2,885,708
Maintenance of Plant	1621	1,433,865			1,433,865
Judgements & Claims	1930	20,651			20,651
Instruction (Net of supervision)	2999	28,391,495		28,391,495	
Transportation	5599	2,591,580		2,591,580	
Other Transfers	9901	115,000		115,000	
Employee Benefits	9098	10,644,174	1,700,636	8,343,670	599,867
<b>TOTAL BUDGET</b>		<b>56,280,408</b>	<b>7,875,950</b>	<b>39,441,745</b>	<b>8,962,713</b>
			13.99%	70.08%	15.93%

## Personnel Summary and Enrollment History

### Personnel Summary

For the 2022-2023 school year, staffing increases are due to needs in the facilities department, literacy support and the introduction of a new program for students with additional instructional needs. This saves the district money long term as there isn't a need to send these students to neighboring districts which require an additional expense for tuition.

Category	2021-22	2022-23	Differential
Instructional	182.5	188.8	6.3
Administrative	19.9	19.9	0
Non-Instructional	58.5	60.5	2
Totals	260.9	269.2	8.3



## Enrollment History

Based on projections, the 2021-2022 in-district K-12 enrollment is expected to decrease by 36 students from 1,356 to an estimated 1,320, or -2.65%. At Todd School the K-5 enrollment is expected to drop by 19 students to 509. At the MS we are expecting 266 students, which is a decrease of 16 students. At the HS we are expecting 545 students, a decrease of 1 student.

Grade	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Actual 2018	Actual 2019	Actual 2020	Actual 2021	Projected 2022
K	75	80	87	68	85	80	80	93	80
1	73	77	86	94	70	86	84	89	93
2	101	72	78	88	94	71	94	91	89
3	111	105	72	83	94	93	72	97	91
4	116	110	112	75	87	94	99	80	97
5	106	118	117	111	78	85	99	104	80
<b>Todd School TOTAL</b>	<b>582</b>	<b>562</b>	<b>552</b>	<b>519</b>	<b>508</b>	<b>509</b>	<b>528</b>	<b>554</b>	<b>530</b>
6	113	109	120	121	115	77	86	103	104
7	122	115	114	121	122	115	82	91	102
8	113	122	117	117	120	122	114	83	91
<b>BMS TOTAL</b>	<b>348</b>	<b>346</b>	<b>351</b>	<b>359</b>	<b>357</b>	<b>314</b>	<b>282</b>	<b>277</b>	<b>297</b>
9	138	131	138	140	148	134	136	136	106
10	167	137	136	139	141	148	132	138	136
11	125	167	138	136	139	142	141	133	138
12	162	126	171	133	135	139	137	143	133
<b>BHS TOTAL</b>	<b>592</b>	<b>561</b>	<b>583</b>	<b>548</b>	<b>563</b>	<b>563</b>	<b>546</b>	<b>550</b>	<b>513</b>
Ungraded	0	0	1	1	0	0	0	0	0
Out of District	18	13	20	20	17	18	19	13	16
<b>Grand Total</b>	<b>1566</b>	<b>1540</b>	<b>1482</b>	<b>1507</b>	<b>1447</b>	<b>1445</b>	<b>1404</b>	<b>1375</b>	<b>1339</b>

# Employee Benefits Summary

## Retirement Costs

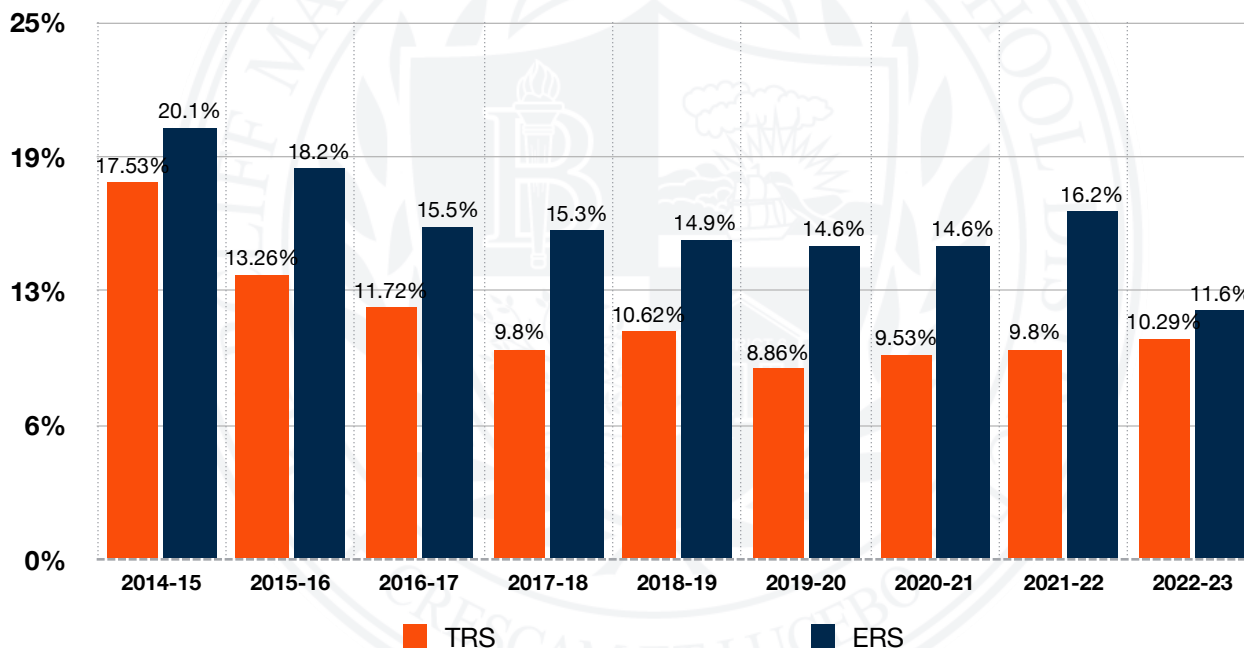
### *Teachers' Retirement System:*

The District's mandated employer contribution rate to the NYS Teachers' Retirement System (TRS) is estimated to increase to 10.29% of instructional payroll from 9.8% for the 2022-2023 school year. Future pensions for faculty members, teaching assistants, coaches and administrators are covered by this system.

### *Employees' Retirement System:*

The District's mandated employer average contribution rate to the NYS Employees' Retirement System (ERS) is estimated to decrease to 11.6% of instructional payroll from 16.2% for the 2021-2022 year. There were no tax cap levy exclusions since the retirement contribution year to year changes were less than 2%.

Historical TRS & ERS Contribution Rates



### *Social Security/FICA:*

The budget for Social Security/FICA benefits will slightly increase in 2022-23 due to increasing employee costs related to contractual bargaining agreements. The per employee salary threshold for calculating the total maximum contribution is \$147,000 for calendar year 2022.

## Workers' Compensation Insurance Costs

The District's workers' compensation insurance cost is a function of total payroll, loss experience, and the investment markets. The District's budget in this area will increase by 6.9% due to our claim experience. The District belongs to a consortium with other districts in this self-funded plan.

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## Unemployment Insurance

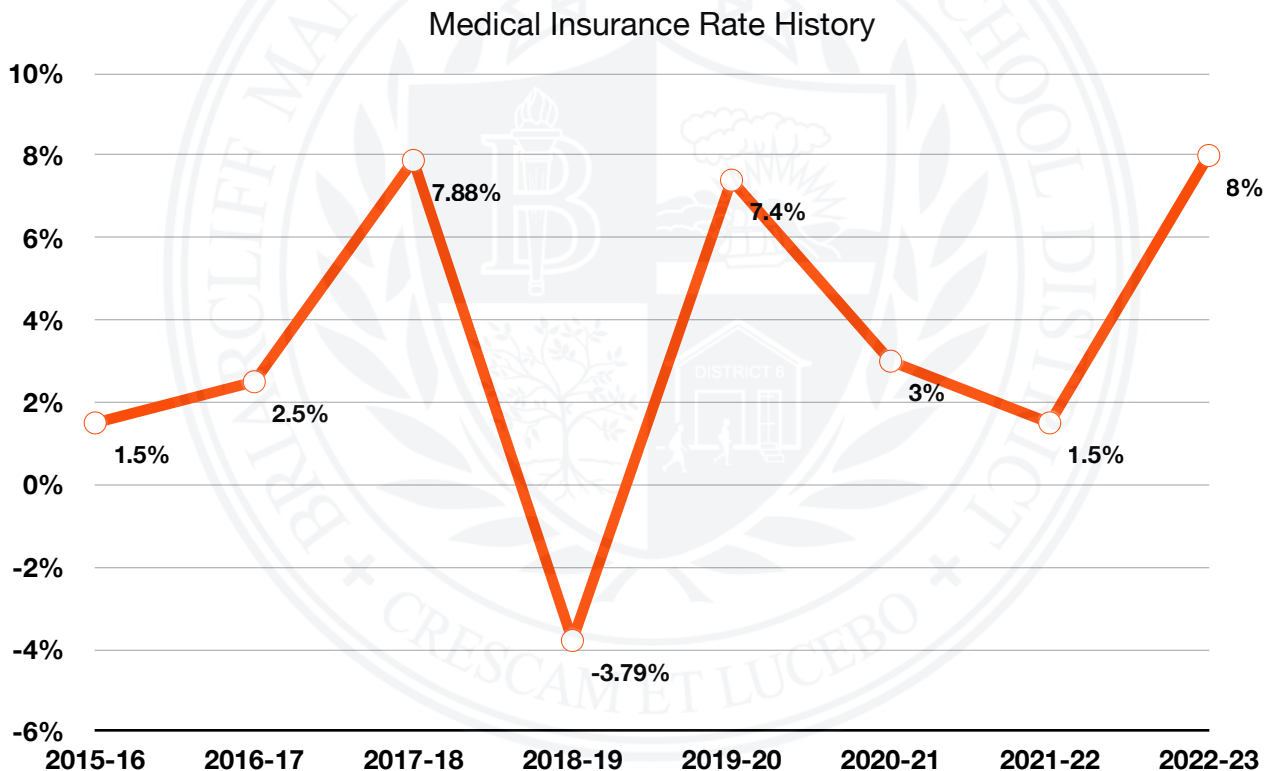
The District's unemployment insurance costs, are budgeted at \$20,000.

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## Health & Dental Benefits

### *Medical Insurance:*

The medical insurance budget is increasing by 6.9% in 2022-2023. Increased premiums and experience are the main drivers behind the increase. The District participates in a self-funded consortium with other school districts in the Putnam Northern Westchester BOCES Empire Plan. The consortium health insurance costs are increasing by 8%. The District's cost for providing health insurance benefits for its active employees in 2022-2023 is estimated at \$27,720 per employee for family plan benefits, two person plan is \$25,404 and the individual rate is expected to be \$10,572 per employee (before employee contributions). The District also pays for retiree health insurance coverage per established guidelines.



### *Dental Insurance:*

The District self-funds the dental plan offered to its employees. A third-party administrator manages and pays claims based on terms in the plan document. The budget for dental insurance will remain flat. The district does not collect employee contributions for this insurance.

*Health Waivers:*

The District provides an opt-out benefit to those employees who decide not take advantage of the district provided health insurance plan. Details of specific amounts are per collectively bargained or negotiated employee contracts.

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## Other Benefits

*Life and Disability Insurance:*

The District provides coverage for these insurances to its employees through its collective bargaining agreements. There is an increase of \$1,500 2022-23.

### Employee Benefits

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A 9010.800	EMPLOYEES RETIREMENT	579,080	593,905	638,215	485,957	-152,258	-23.86%
A 9020.800	TEACHERS RETIREMENT	1,926,820	2,133,109	2,359,850	2,324,412	-35,438	-1.50%
A 9030.800	SOCIAL SECURITY	1,878,598	1,963,167	2,091,169	2,101,674	10,505	0.50%
A 9040.800	COMPENSATION	121,412	131,340	134,553	143,950	9,397	6.98%
A 9045.800	LIFE INSURANCE	25,823	25,464	26,000	27,500	1,500	5.77%
A 9050.800	UNEMPLOYMENT INSURANCE	13,890		20,000	20,000	0	0.00%
A 9055.800	DISABILITY INSURANCE	54,310	53,598	70,000	70,000	0	0.00%
A 9060.100	Medical Buyback			164,000	173,000	9,000	5.49%
A 9060.800	HEALTH INSURANCE	2,502,643	2,605,497	2,696,011	2,837,438	141,427	5.25%
A 9060.801	RETIREE HEALTH INSURANCE	1915790	1,947,586	1,892,927	2,071,943	179,016	9.46%
A 9070.800	DENTAL INSURANCE	268,706	295,047	318,300	318,300	0	0.00%
A 9080.800	OTHER	92,500	194,415	70,000	70,000	0	0.00%
<b>Total Employee Benefits</b>		<b>9,379,572</b>	<b>9,943,127</b>	<b>10,481,025</b>	<b>10,644,174</b>	<b>163,149</b>	<b>1.56%</b>

*Other Benefits:*

The District's contributions to 403b Plans per collectively bargained or negotiated employee contracts with its administrators are accounted for in this category and are budgeted with no increase.

# Administrative Budget Section

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## Board of Education Summary

The Briarcliff Manor Union Free School District Board of Education is a corporate body consisting of five (5) members who are elected by residents of the District and serve three (3) year terms. One member is elected by the Board at its re-organizational meeting held in July to serve as president and one member as vice president. The president is chief spokesperson for the Board. The vice president exercises the duties of the president in case of that officer's absence or disability. The Board oversees and manages the District's affairs, personnel and property, and is ultimately responsible for the education of children residing in the District.

This year's school board election features a vote on two Board of Education vacancies, both for a 3-year term beginning July 1, 2022 through June 30, 2025.

The funds required by the Board of Education include the membership cost of local, state and other regional school board associations. Other costs consist of:

- Board-sponsored activities
- Supplies and materials
- Contractual costs
- BOCES services
- District clerk costs
- Annual school election costs (plus a possible referendum vote)
- Long-range planning consulting

The cost for these Board of Education expenses is estimated to be \$80,155 in 2022-2023, which is a \$8,744 decrease from the 2021-22 budget.

School districts in New York are the only governmental units required to place their annual budgets up for a public vote. This is an unfunded mandate thus the administrative expense to facilitate an annual budget vote and school board member election must be absorbed by the general fund of the school district.



## Board of Education

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A 1010.160	Non-instructional Salary			520	530	10	1.88%
A 1010.400	CONTRACTED SERVICES	16,928	22,702	18,250	24,000	5,750	31.51%
A 1010.402	LEGAL NOTICES ADS	1,133	3,835	9,000	5,000	-4,000	-44.44%
A 1010.404	CONFERENCES	2,454	15	2,550	2,550	0	0.00%
A 1010.405	POLICY HANDBOOK	3,400	900	1,020	1,020	0	0.00%
A 1010.450	SUPPLIES	645	254	2,040	1,200	-840	-41.18%
A 1010.455	Board of Education Refreshments			510	510	0	0.00%
A 1010.490-04	BOCES SVCES - BOARD OF ED	10,500	10,500	19,000	16,339	-2,661	-14.01%
Board of Education		35,059	38,205	52,890	51,149	-1,741	-3.29%
A 1040.160	DISTRICT CLERK SALARY	19,082	19,464	19,853	20,253	400	2.01%
A 1040.400	DISTRICT CLERK'S OFFICE - CONTRACTUAL	525	210	1,033	1,053	21	2.00%
District Clerk		19,607	19,674	20,886	21,306	420	2.01%
A 1060.400	ANNUAL MTG- ELECTION & VOTE SERV	10,901	4,110	13,423	6,000	-7,423	-55.30%
A 1060.450	Supplies	185	125	1,500	1,500	0	0.00%
A 1060.455	Annual Vote/Election Refreshments	72	200	200	200	0	0.00%
District Meeting		11,158	4,435	15,123	7,700	-7,423	-49.08%
<b>Total Board of Education</b>		65,824	62,314	88,899	80,155	-8,744	-9.84%

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## Central Office Summary

The Briarcliff Manor Union Free School District central office consists of:

- Office of the Superintendent of Schools
- School Business Office
- Office of Curriculum & Human Resources

The Superintendent of Schools is the chief executive officer of the School District and its educational system. The Superintendent is not a member of the Board of Education, but does have the right to speak on all matters that are before the Board for consideration. The Superintendent is granted broad powers with respect to the day-to-day operation and management of the District and its affairs.

The District's school business office has responsibility for all financial and non-instructional management operations. The Department's primary functions include:

- Preparation and management of the District's annual budget
- Audit and accounting services including fixed asset management
- Employee payroll and benefits administration
- Facilities management and construction
- Pupil transportation
- School food service

Central office costs are increasing in 2022-2023. The anticipated contractual increase is \$90,100 or 7.82%. This is primarily due to salary and contractual increases.

The District's treasurer plays a critical role in audit compliance for the District and is accounted for in this area as are the expenses associated with all audit related expenses. The District undergoes annual Internal and External audits as well as services provided by a board appointed claims auditor who, as a third party reviews all purchases to assure that proper procedures are followed before a check is issued.

### Central Administrators & Business Office

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A 1240.150	INSTRUCTIONAL SALARIES	292,102	321,944	309,421	320,608	11,187	3.62%
A 1240.160	NONINSTRUCTIONAL SALARIES	99,000	100,940	102,919	105,459	2,540	2.47%
A 1240.400	CONTRACTUAL SERVICES	1,698	5,625	3,000	3,000	0	0.00%
A 1240.403	CONFERENCE & TRAVEL	307		1,549	1,530	-19	-1.22%
A 1240.404	SUP'TS Misc. Services	529	97	1,549	1,549	0	0.00%
A 1240.450	SUPPLIES	842	1,512	2,040	2,040	0	0.00%
A 1240.452	BOOKS & PERIODICALS	170	170	305	305	0	0.00%
A 1240.455	Office of Superintendent Refreshments	936	90	2,000	3,500	1,500	75.00%
Chief School Administrator		395,585	430,378	422,783	437,991	15,208	3.60%
A 1310.150	INSTRUCTIONAL SALARIES	225,000	218,400	223,380	227,848	4,468	2.00%
A 1310.160	NONINSTRUCTIONAL SALARIES	201,838	206,289	319,786	394,350	74,564	23.32%
A 1310.200	EQUIPMENT	6,567	8,294	8,670	8,670	0	0.00%
A 1310.401	CONTRACTUAL	35,146	34,295	43,377	43,377	0	0.00%
A 1310.403	REPAIRS & SERVICE CONTRACTS	5,332	5,321	7,289	7,289	0	0.00%
A 1310.404	CONFERENCES & WORKSHOPS		132	4,000	4,000	0	0.00%
A 1310.409	Legal Notices	396	546	2,025	2,025	0	0.00%
A 1310.450	SUPPLIES	5,845	6,322	13,000	13,000	0	0.00%
A 1310.490-04	BOCES	84,715	88,250	107,168	103,028	-4,140	-3.86%
Business Administrator		564,838	567,848	728,694	803,586	74,892	10.28%
<b>Total Central Admin. and Bus. Office</b>		960,423	998,226	1,151,476	1,241,577	90,100	7.82%

### Auditing and Treasurer

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A 1320.400	AUDITING SERVICES	48,808	54,810	74,910	53,120	-21,790	-29.09%
A 1325.160	School District Treasurer	144,500	147,366	150,289	99,400	-50,889	-33.86%
A 1325.161	Deputy Treasurer	5,100	5,151	5,254	5,254	0	0.00%
A 1325.402	Contractual Services	573		623	623	0	0.00%
<b>Total Auditing and Treasurer</b>		198,981	207,327	231,076	158,397	-72,679	-31.45%

## Legal, Personnel and Public Information Summary

Contained in this functional area are costs related to the following areas of school business:

- Legal counsel
- Personnel and recruitment
- Records Management
- Public Information

Included in this budget are funds to support legal services related to support day to day operations, collective bargaining representation and tax certiorari representation. Also included in these categories are the expenses related to the recruitment of personnel, records management and District communications via its website, newsletters and electronic mail.

Overall costs are expected to increase \$56,151 or 11.43% due to salary increases.

### Legal, Personnel Records & Public Information

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	202-23 Proposed	Budget to Budget	% Difference
A 1420.400	ATTORNEY (CONTRACTUAL)	140,253	140,786	146,784	149,719	2,936	2.00%
Legal		140,253	140,786	146,784	149,719	2,936	2.00%
A 1430.150	H. R. & PERSONNEL DIRECTOR				184,620	184,620	N/A
A 1430.160	H. R. & PERSONNEL SPECIALIST		8,955	173,000	72,081	-100,919	-58.33%
A 1430.400	HUMAN RESOURCES CONTRACTUAL SERVICES	32,677	33,964	6,540	6,671	131	2.00%
A 1430.450	Material & Supplies HR	458	459	500	500	0	0.00%
A 1430.490-04	BOCES	14,708	14,648	44,952	14,274	-30,678	-68.25%
Personnel		47,843	58,026	224,992	278,146	53,154	23.62%
A 1460.450	RECORDS MANAGEMENT - SUPPLIES			200	200	0	0.00%
A 1460.490	RECORDS MANAGEMENT - BOCES SVCS	16,299	20,197	19,747	19,747	0	0.00%
Records Management Office		16,299	20,197	19,947	19,947	0	0.00%
A 1480.400	PUBLIC RELATIONS SERVICES			3,037	3,098	61	2.00%
A 1480.450	PUBLICATIONS,SUPPLIE S ETC.	30	30	8,000	8,000	0	0.00%
A 1480.490-04	BOCES	75,630	74,698	88,700	88,700	0	0.00%
Public Information Services		75,660	74,728	99,737	99,798	61	0.06%
<b>Total Legal, Personnel Records &amp; Public Information</b>		<b>280,055</b>	<b>293,736</b>	<b>491,459</b>	<b>547,610</b>	<b>56,151</b>	<b>11.43%</b>

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## Security Summary

The District currently employs nine school monitors who provide access control at all three buildings during school hours and in the afternoons and evenings, as required. All visitors are required to stop at guard booths to gain access to the grounds. Building visitors are required to sign in. The increase in the 2022-2023 budget of \$34,534 is due to contract increases.

### Security

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A 1622.160	Security	79,632	83,790	91,039	93,500	2,461	2.70%
A 1622.160-01	SECURITY/ SUPERVISION - TODD	115,581	132,739	77,111	83,681	6,570	8.52%
A 1622.160-02	SECURITY/ SUPERVISION - MS	52,405	76,779	75,061	77,045	1,984	2.64%
A 1622.160-03	SECURITY/ SUPERVISION - HS	97,427	117,912	111,751	133,771	22,020	19.70%
A 1622.161-01	SPECIAL EVENTS/ SECURITY/ SUPERVISION OT - TODD	13,489	18,134	13,000	13,500.00	500	3.85%
A 1622.161-02	SPECIAL EVENTS/ SECURITY/ SUPERVISION OT - MS	1,641	2,348	5,000	5,500.00	500	10.00%
A 1622.161-03	SPECIAL EVENTS/ SECURITY/ SUPERVISION OT - HS	10,884	14,225	13,000	13,500	500	3.85%
A 1622.450	SECURITY SUPPLIES			1,000	1,000	0	0.00%
<b>Total Security</b>		<b>371,059</b>	<b>445,928</b>	<b>386,963</b>	<b>421,498</b>	<b>34,534</b>	<b>8.92%</b>

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## Copying & Mailing

### *Central Data Processing:*

Costs associated with non-instructional technology personnel and the student data system are budgeted in this area. The decrease of \$63,494 is primarily due to the reclassification of district technology equipment..



*Other Charges:*

Central services include assessments that relate to the District's general and legal liability insurance, tax certiorari settlements that fall outside of reserve parameters, public water service and BOCES administrative and capital charges. Other central services costs will increase by \$29,636, or 4.78% in 2022-2023 mainly due to increase in BOCES administrative costs. BOCES administrative and capital costs are determined by the Putnam/Northern Westchester BOCES and are a function of BOCES' internal costs (non-program, retiree and capital) and the Briarcliff Manor School District's enrollment (RWADA).

The District is a member of the New York Schools Insurance Reciprocal and premiums are expected to increase by \$11,976 or 5% based on the changes in the commercial insurance market.

### Central Services and Other Charges

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A 1670.490	BOCES SVCES - CENTRAL PRINTING- MAILING	2,256	1,500	22,500	22,500	0	0.00%
	Central Printing & Mailing	2,256	1,500	22,500	22,500	0	0.00%
A 1680.160	Database processing	619,839	651,634	806,975	829,887	22,912	2.84%
A 1680.200	EQUIPMENT-DISTRCT WIDE			136,406	50,000	-86,406	-63.34%
A 1680.400	CONTRACTUAL- DISTRICT WIDE	14,166	25,744	30,000	30,000	0	0.00%
A 1680.450	SUPPLIES-DISTRICT WIDE	416	2,448	3,000	3,000	0	0.00%
	Central Data Processing	634,421	679,825	976,381	912,887	-63,494	-6.50%
A 1910.400	INSURANCE	214,813	219,165	239,520	251,496	11,976	5.00%
A 1920.400	SCHOOL ASSOCIATION DUES	4,152	7,252	25,814	26,330	516	2.00%
A 1930.400	JUDGMENT AND CLAIMS	108,331	14,035	20,246	20,651	405	2.00%
A 1950.400	SEWER ASSESSMENT	34,912	30,981	41,302	42,128	826	2.00%
A 1981.490-04	BOCES	254,915	258,190	264,000	276,500	12,500	4.73%
A 1983.490-04	BOCES	23,602	29,276	29,473	32,886	3,413	11.58%
	Other Chargers	640,724	558,898	620,354	649,991	29,636	4.78%
	<b>Total Central Services and Other Charges</b>	<b>1,277,401</b>	<b>1,240,223</b>	<b>1,619,236</b>	<b>1,585,378</b>	<b>-33,858</b>	<b>-2.09%</b>

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## Curriculum & Instruction

The area of curriculum and instruction reflects a commitment by the District to the development and support of a rigorous academic curricula as well as an investment in the administrative support necessary to ensure diligent program implementation and supervision.

The increased accountability of every school district for student achievement required by federal and state mandates gives rise to costs to support the NYS Testing in Grades 3-8 in English Language Arts and Math, district participation in NYS Reporting and Data Warehousing and the development of common core curricula aligned with NYSED Standards.

The curriculum and instruction budget supports the following:

- Administrative expenses associated with District curricular needs;
- Expenses related to stipends for department chairpersons and curriculum leadership;
- Procurement of professional materials related to curriculum development; and
- BOCES expenses related to testing, data compilation and reporting.

The 2022-2023 budget for this area is \$674,469, which is an increase of \$29,071.

Maintaining the District-wide commitment to standards-based curriculum, and development of data-driven instruction will continue to be the focus of building-level leaders and teachers during the school year under the supervision of the superintendent of schools.

### Curriculum & Instruction

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A 2010.15	Instructional Salaries	229,510	225,752	404,350	436,021	31,671	7.83%
A 2010.4	Contractual & Other	68,850	107,295	114,848	112,248	-2,600	-2.26%
A 2010.45	Materials & Supplies	1,966	0	6,000	6,000	0	0.00%
A 2010.49	BOCES Services	112,640	86,235	120,200	120,200	0	0.00%
<b>Total Central Services and Other Charges</b>		<b>412,966</b>	<b>419,282</b>	<b>645,398</b>	<b>674,469</b>	<b>29,071</b>	<b>4.50%</b>

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## Supervision & In-Service Training

### *Supervision*

This functional area includes salaries and expenditures of all administrative directors, building principals, assistant principals and secretarial support for the District's school buildings and offices. The building administration provides overall support for students' academic achievement and success. Building administrators are instructional leaders responsible for each and every student.

The building administration focuses upon students, first and foremost; coordinates school activities; supervises staff; provides support for curriculum and instruction; ensures appropriate student safety, discipline, and guidance; maintains records; involves parents in their children's education; promotes positive school-community relations; and allocates building resources.

Supervision costs are projected to decrease by \$118,367 or 7.38% in 2022-2023. This decrease is due to staff retirements.

### *Research & Planning*

The District periodically uses Western Suffolk BOCES to study and produce annual enrollment studies used in Long-Range Planning and budget forecasts.

### Administrative Supervision & In-Service Training

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A 2020.15	Instructional Salaries	1,152,303	1,229,046	1,173,076	1,020,484	-152,592	-13.01%
A 2020.16	Non-Inst. Salaries	477,745	501,206	350,948	381,887	30,939	8.82%
A 2020.4	BOCES Services	20,468	36,506	23,560	25,310	1,750	7.43%
A 2020.45	BOCES Services	37,286	30,559	55,389	56,925	1,536	2.77%
<b>Supervision - Regular School</b>		<b>1,687,802</b>	<b>1,797,318</b>	<b>1,602,973</b>	<b>1,484,606</b>	<b>-118,367</b>	<b>-7.38%</b>
A 2060.49	BOCES Services	0	0	1,300	1,300	0	0.00%
<b>Research, Planning &amp; Evaluation</b>		<b>0</b>	<b>0</b>	<b>1,300</b>	<b>1,300</b>	<b>0</b>	<b>0.00%</b>
<b>Total Supervision</b>		<b>1,687,802</b>	<b>1,797,318</b>	<b>1,604,273</b>	<b>1,485,906</b>	<b>-118,367</b>	<b>-7.38%</b>

## Program Budget Section

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### Instructional Summary

This category includes salaries for faculty and staff dedicated to regular instruction and student success. Other instructional expenses necessary to support mandated common core curriculum requirements across all grade levels and disciplines are also included here.

The Briarcliff Manor Union Free School District will employ 136 faculty members allocated across grades K-12 in 2021-2022. The District's goal is to ensure that each child receives instruction that meets or exceeds New York State Standards by curriculum and grade level.

Elementary students develop critical thinking and analytical skills. Through literacy instruction in language arts, mathematics, social studies, science, health, technology and physical education each child's curriculum is enriched, and each student develops cultural and creative skills through art, music, and supplemental programs.

At the secondary level, New York State Standards are being met or exceeded throughout the District. AP courses, electives, art, music and physical education programs as well as academic intervention services and Regents preparation at all levels, are embedded throughout the curriculum.

Other instructional costs absorbed in this category are building-level expenses related to equipment/furniture, supplies and materials, textbooks and contractual obligations. These costs represent the building principals' requests for 2021-2022.

Other financial obligations of the District contained in this category are:

- Building specific curriculum development activities
- BOCES instructional services

Total instructional area costs will increase by \$1,599,599 or 9.83% in 2022-2023. The District is able to use one-time revenues to outfit every High School and Middle School classroom as well as the majority of Todd Elementary with much needed furniture. The equipment line will return to typical levels in the 2023-24 fiscal year. Textbook requests, BOCES services and outside tuition are also reflected in the increase.

### Instructional - Regular School

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A2110.12a	Teacher Salaries, Full Day K-3	3,845,528	4,001,223	4,017,822	3,941,832	-75,990	-1.89%
A2110.12b	Teacher Salaries 4-6	1,570,000	1,541,869	1,542,097	1,665,309	123,213	7.99%
A2110.13	Teacher Salaries, 7-12	9,508,721	9,668,367	9,333,209	9,490,070	156,861	1.68%
A2110.14	Substitute Teacher	214,970	284,076	278,000	312,750	34,750	12.50%
A2110.16	Noninstructional Salaries	120,381	127,269	160,905	161,169	264	0.16%
A2110.2	Equipment	12,299	12,955	396,904	1,616,680	1,219,775	307.32%
A2110.4	Contractual And Other	25,475	30,996	110,451	106,885	-3,565	-3.23%
A2110.45	Materials And Supplies	120,112	97,971	131,737	168,417	36,679	27.84%
A2110.471	Tuition Paid To Public Dists In Nys	2,434	2,293	3,000	3,000	0	0.00%
A2110.48	Textbooks	61,023	123,318	117,785	225,397	107,612	91.36%
A2110.49b	Other Boces Services - Non Lep	123,244	94,061	181,600	181,600	0	0.00%
<b>Total Instructional - Regular School</b>		<b>15,604,186</b>	<b>15,984,399</b>	<b>16,273,510</b>	<b>17,873,110</b>	<b>1,599,599</b>	<b>9.83%</b>

### Special Services & Occupational Education Services Summary

The education of children with disabilities is governed by the following statutes and their accompanying regulations:

- The **Reauthorized Individuals with Disabilities Education Act (IDEA 2004)** which imposes on school districts, among other mandates, an obligation to provide all children with disabilities a free and appropriate public education in the least restrictive environment.
- **Section 504 of the Rehabilitation Act of 1973** and the **Americans with Disabilities Act (ADA) of 1990** which prohibit discrimination on the basis of disability.
- **Article 89 of the New York State Education Law and Part 200 of the Commissioner's Regulations** which are also the vehicles that implement federal law governing the rights of children with disabilities in New York State.

The Briarcliff Manor Union Free School District must provide all eligible resident children with disabilities a free and appropriate public education in the least restrictive environment that meets their needs as set forth in the child's individualized education program (IEP). The District has met its obligation to comply with these laws and has/will have served the following numbers of school-age children with disabilities which include pre-school.

### Special Education Student Enrollment

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Proj.
174	153	136	125	139	120

For 2022-2023 it is anticipated that 120 Briarcliff Manor Union Free School District students will be classified with special needs as identified by the committee on special education (CSE). In 2021-22 there are 109 students in CSE (school age 5-21), and 30 CPSE (3-5 preschool) totaling 139 students.

Occupational Education services are provided through the Putnam/ Northern Westchester BOCES. Examples of programs available for students are construction, culinary arts, computer graphics and automotive. This expense is expected to increase \$34,604 from 2022-23.

Overall the expected costs for Special and Occupational Education Services programs will decrease by \$144,646, or 2.77% in 2022-2023. This decrease is attributed to a reduction in tuition costs associated with sending students to other schools.

### Special Services & Occupational Education

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A2250.15	Instructional Salaries	2,701,171	2,931,098	2,927,355	3,015,136	87,781	3.00%
A2250.16	Noninstructional Salaries	276,895	274,544	250,754	477,880	227,126	90.58%
A2250.2	Equipment	2,215	1,686	12,000	9,000	-3,000	-25.00%
A2250.4	Contractual And Other	40,290	40,430	106,500	106,000	-500	-0.47%
A2250.45	Materials And Supplies	9,603	15,576	9,500	7,000	-2,500	-26.32%
A2250.471	Tuition Paid To Public	1,758,485	1,322,425	1,477,443	1,095,210	-382,233	-25.87%
A2250.48	Textbooks	0	0	4,000	4,000	0	0.00%
A2250.49	BOCES Services	420,346	212,952	320,924	215,000	-105,924	-33.01%
Programs - Students w/ Disabilities		5,209,005	4,798,711	5,108,476	4,929,226	-179,250	-3.51%
A 2280.490-04	BOCES OCCUPATIONAL ED.	74,460	88,705	99,295	133,899	34,604	34.85%
Occupational Education		74,460	88,705	99,295	133,899	34,604	34.85%
A 2330.480	TEXTBOOKS PRIVATE SCHOOLS	3,670	4,063	5,000	5,000	0	0.00%
Teaching - Private Schools		3,670	4,063	5,000	5,000	0	0.00%
<b>Total Special Services &amp; Occupational Education</b>		5,287,135	4,891,479	5,212,771	5,068,125	-144,646	-2.77%



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## Library/Technology Summary

The primary objective of the District's instructional technology plans in the Briarcliff Union Free School District is to support the continued integration of technology and information literacy into curriculum, instruction, professional development, and information management to impact and expand the scope, quality, and richness of all educational programs.

Recognizing that the presence of technology permeates the fabric of an intellectual and creative life, the District is committed to creating a learning environment that anticipates and responds to the demands of the world for which we prepare our students.

Briarcliff 2.0 is a 1 student: 1 device initiative to deliver technology directly into the hands of students & teachers so that they may take greater advantage of district resources and we may improve student learning outcomes.

The combined library/technology budget for 2022-2023 is projected to increase by \$72,518 or 4.02%. The increases are due to salary and contractual increases. Contractual increases are due to increased costs related to software subscriptions. Also included are the following for 2022-2023:

- Instructional technology support services
- Outsourced technology support services
- Curriculum mapping
- District Wide print management

These and other budgeted items will assist to support continued instructional technology development: provide an adequate and reliable infrastructure; timely resolution of technical problems; equitable access to hardware and software resources; well-designed ongoing professional development; and technology integration throughout the District. The proposed technology budget will advance efforts to integrate technology to extend and enrich curricula, and improve the manner in which instruction is delivered.

### Library/Technology & Computer Instruction

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A2610.15	Instructional Salaries	266,293	277,316	285,611	289,731	4,120	1.44%
A2610.4	Contractual And Other	826	851	900	1,050	150	16.67%
A2610.45	Materials And Supplies	5,848	5,270	6,825	6,825	0	0.00%
A2610.46	School Library A/V Loan	22,184	17,680	23,000	23,000	0	0.00%
A2610.49	Boces Services	41,825	47,569	45,784	36,038	-9,746	-21.29%
School Library & Audio/Visual		336,975	348,685	362,120	356,644	-5,476	-1.51%
A2630.2	State-Aided Computer Hdware - Purchase	14,068	168,794	50,000	100,000	50,000	100.00%
A2630.4	Contractual & Other (Not Aide Lease)	232,626	210,279	428,252	503,943	75,692	17.67%
A2630.45	Materials And Supplies	159,743	253,582	190,000	190,000	0	0.00%
A2630.46	State-Aided Computer Software	122,224	142,134	205,589	184,160	-21,429	-10.42%
A2630.49	Boces Services	1,172,156	1,007,073	567,739	541,470	-26,269	-4.63%
Computer Assisted Instruction		1,700,818	1,781,863	1,441,579	1,519,574	77,994	5.41%
<b>Total Library/Technology</b>		2,037,794	2,130,548	1,803,699	1,876,217	72,518	4.02%

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## Guidance/Health Services Summary

The elementary, middle and high school counselors in the guidance and counseling department address the academic, personal/social and career development needs of all students by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes student success. Counselors provide proactive leadership that engages all stakeholders in the delivery of programs and services to assist and work with students to support their goals and maximize success as they prepare for their role in the ever-changing 21<sup>st</sup> century.

The guidance program is delivered through:

- Guidance designed to help students achieve desired competencies and to provide students with developmentally appropriate knowledge and skills.
- Individual student planning to help students establish personal, academic and career goals to include understanding of self and others, and assessment of strengths, weaknesses, talents and skills.
- Academic planning that aligns with post high school and career goals.
- Responsive services that consist of prevention, intervention and advocacy at the systemic level.
- Consultation with parents, teachers, other educators and community resources

In addition, counselors facilitate educational evening programs and in-school seminars related to developmental needs and college and career planning. The department is responsible for assisting students in registering for college related exams and assisting students with disabilities in acquiring accommodations for college related exams.

The guidance portion of the budget will increase by \$90,452 for 2022-2023 due to salary increases.

The health services portion of the budget is projected to increase by \$8,285, or 1.85%. Also budgeted for in this area are health services provided to Briarcliff Manor students who attend private schools in other districts. The school physician is also budgeted for in this department.

### Guidance & Health Services

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A2810.15	Instructional Salaries	687,102	711,515	723,254	839,821	116,567	16.12%
A2810.16	Noninstructional Salaries	79,922	77,178	84,415	54,800	-29,615	-35.08%
A2810.4	Contractual And Other	0	0	1,000	1,500	500	50.00%
A2810.45	Materials And Supplies	5,419	5,060	8,325	11,325	3,000	36.04%
Guidance - Regular School		772,442	793,753	816,994	907,446	90,452	11.07%
A2815.16	Noninstructional Salaries	292,865	323,783	310,154	316,028	5,874	1.89%
A2815.4	Contractual And Other	93,346	102,771	121,654	123,875	2,221	1.83%
A2815.45	Materials And Supplies	15,022	30,080	16,220	16,410	190	1.17%
Health Services - Regular School		401,233	456,634	448,028	456,313	8,285	1.85%
<b>Total Guidance &amp; Health Services</b>		<b>1,173,675</b>	<b>1,250,387</b>	<b>1,265,022</b>	<b>1,363,759</b>	<b>98,738</b>	<b>7.81%</b>



## Psychological & Social Services Summary

The district employs six total psychologists and social workers for its 1,339 anticipated student population. Spending in these areas are primarily dedicated to the salaries of these individuals. The district also contracts with an outside agency to provide specific counseling services for middle and high school students. The total budget for these areas is \$75,374 for 2022-2023 or a decrease of 2%.

### Psychological and Social Services

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A2820.15	Instructional Salaries	426,505	438,035	484,038	463,932	-20,106	-4.15%
A2820.45	Materials And Supplies	1,853	0	1,500	1,500	0	0.00%
Psychological Services		428,358	438,035	485,538	465,432	-20,106	-4.14%
A2825.15	Instructional Salaries	68,058	71,238	80,641	84,482	3,841	4.76%
A2825.4	Contractual And Other	79,086	90,582	123,000	125,460	2,460	2.00%
Health Services - Regular School		147,144	161,820	203,641	209,942	6,301	3.09%
<b>Total Guidance &amp; Health Services</b>		575,502	599,854	689,179	675,374	-13,805	-2.00%

## Interscholastic Athletics and Co-Curricular Summary

The co-curricular and interscholastic athletics programs are important parts of the overall education program for Briarcliff Manor's young men and women. All students are encouraged to take advantage of these exciting programs. The investment in this program enhances school spirit and morale. It does this by allowing students to work and play harmoniously with others, by promoting constructive use of their leisure time, by developing leadership traits and by furthering their athletic and vocational interests as well as developing new ones.

The Co-Curricular budget is increasing by \$10,884 or 3.33% because of contractual increases.

During the 2022-23 school year, the Briarcliff Manor interscholastic athletic program budget supports the participation of over 750 student athletes playing on 64 different teams in 34 sports programs.

The interscholastic athletics budget will increase by \$97,777 or 9.03% for 2022-2023. The increases are primarily due to salary increases, official fees, league fees, team mergers, and for the replacement safety equipment. The budget supports the LocalLive service so that parents can watch many home games online.

### Co-Curricular & Athletics

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A2850.15	Instructional Salaries	240,488	163,598	267,938	278,006	10,068	3.76%
A2850.4	Contractual And Other	13,055	8,580	37,182	37,728	546	1.47%
A2850.45	Materials And Supplies	5,415	180	21,250	21,520	270	1.27%
Co-Curricular - Regular School		258,957	172,358	326,370	337,254	10,884	3.33%
A2855.15	Instructional Salaries	531,143	517,626	592,370	590,575	-1,795	-0.30%
A2855.16	Noninstructional Salaries	123,750	152,954	132,001	146,723	14,722	11.15%
A2855.2	Equipment	25,058	34,907	43,940	75,140	31,200	71.01%
A2855.4	Contractual And Other	59,516	50,646	98,300	118,252	19,952	20.30%
A2855.45	Materials And Supplies	58,034	66,228	70,981	95,760	24,779	34.91%
A2855.49	BOCES Services	107,877	88,069	145,028	153,947	8,919	6.15%
Interscholastic Athletics - Regular School		905,378	910,431	1,082,620	1,180,397	97,777	9.03%
Total Co-Curricular & Athletics		1,164,335	1,082,788	1,408,990	1,517,651	108,661	7.71%



## Pupil Transportation Summary

The Briarcliff Manor Union Free School District provides pupil transportation for all resident children who legally attend public, private or parochial schools that are between 1 to 15 miles from their homes, as specified by the current Board of Education Policy #5700.

Any resident, now living in the District, who applies for out-of-district transportation for their children on or before April 1 of each year will be provided with transportation (within mileage limits); the District does not accept late applications unless it is submitted by a new resident within 30 days of the date of residency.

All District transportation services are provided by a private bus company.

The Pupil Transportation budget for 2022-2023 is projected to increase by \$98,230, or 3.94% overall. The increase primarily relates to the anticipated contractual increases as a result of CPI.

The District must provide transportation for an estimated 128 resident students attending 28 different private and special education schools located outside of the District. The District contracts with a private school bus company to provide this service. In 2022-23 the estimated cost for this contract transportation is \$1,076,045. In-District transportation is also contracted with the same private school bus company. There are currently 1,332 students who are eligible to be transported to in-district schools at an estimated cost of \$1,200,000 for 2022-23. Services provided to students attending out-of-district schools located within 15 miles of their residence are mandated by state education law. Special Education schools may by law be located outside of the 15 mile radius.

### Transportation

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A 5510.160	NON INSTRUCTIONAL SALARIES	40,940	234,976	42,525	43,782	1,257	2.95%
A 5510.400	TRANS. Contractual Services		1,750	3,122	3,122	0	0.00%
A 5510.405	Computerized Bus Routing	3,120	3,276	3,733	3,850	117	3.13%
In-District Services		44,060	240,002	49,380	50,754	1,374	2.78%
A 5540.4	FIELD TRIPS	24,852	0	67,000	67,450	450	0.67%
A 5540.4	CONTRACT IN DISTRICT	1,064,051	1,466,593	1,177,733	1,200,000	22,267	1.89%
A 5540.4	CONTRACT PRIVATE	938,508	881,759	1,001,905	1,076,045	74,140	7.40%
A 5540.4	ATHLETIC TRIPS	94,674	74,792	190,043	190,043	0	0.00%
A 5540.4	SUMMER TRANSPORTATION	7,012	0	7,289	7,289	-0	-0.01%
Out-of-District Services		2,129,097	2,423,143	2,443,970	2,540,827	96,857	3.96%
Total Transportation		2,173,156	2,663,145	2,493,350	2,591,580	98,230	3.94%

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## BOCES Services Summary

The Briarcliff Manor Union Free School District's use of Putnam/Northern Westchester and other BOCES services represents about 3.58% of the total proposed 2022-2023 Budget. The five major areas of services that the District subscribes to are:

- Technology support services including student and financial/data management services
- Instructional Support Services including curriculum development
- Special services for students with disabilities
- Occupational Education programs; and
- Athletic services including Section 1 and competition officials costs.

The District's decision to purchase these services from BOCES represents its belief that it is obtaining the highest quality service in these areas at a more reasonable cost than it could if it provided the services themselves or from another competing vendor.

At this time it is projected that the District will subscribe to \$2,012,688 in BOCES services during the 2022-2023 school year. This represents a reduction in the level of spending than was budgeted in 2021-2022 by \$119,768 due primarily to special education tuition reductions and various technology services that have been moved outside of BOCES.

For every dollar spent on a BOCES aid eligible service the District receives approximately 30-66% back in BOCES aid revenues the following school year per current NY State law.

More information about BOCES services can be obtained at:

<http://www.pnwboces.org/>

## BOCES Services

BOCES Service	Budget Code	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
Board of Education	1010.49	19,000	16,339	-2,661	-14.01%
Business Administration	1310.49	107,168	103,028	-4,140	-3.86%
Personnel Services	1430.49	44,952	14,274	-30,678	-68.25%
Records Management	1460.49	19,747	19,747	0	0.00%
Public Information Services	1480.49	88,700	88,700	0	0.00%
Operation of Plant	1620.49	40,000	40,000	0	0.00%
Printing & Mailing	1670.49	22,500	22,500	0	0.00%
BOCES Administration	1981.49	264,000	276,500	12,500	4.73%
Capital Expenses	1983.49	29,473	32,886	3,413	11.58%
Curriculum Development	2010.49	120,200	120,200	0	0.00%
Research & Planning	2060.49	1,300	1,300	0	0.00%
Regular Education	2110.49	181,600	181,600	0	0.00%
Special Education	2250.49	335,971	230,260	-105,711	-31.46%
Occupational Education	2280.49	99,295	133,899	34,604	34.85%
Library Services	2610.49	45,784	36,038	-9,746	-21.29%
Technology Services	2630.49	567,739	541,470	-26,269	-4.63%
Guidance Services	2810.49	0	0	0	-%
Health Services	2815.49	0	0	0	-%
Athletics	2855.49	145,028	153,947	8,919	6.15%
Transportation	5510.49	0	0	0	-%
<b>Total BOCES Services</b>		<b>2,132,456</b>	<b>2,012,688</b>	<b>-119,768</b>	<b>-5.62%</b>

# Capital Budget Section

## Operations & Maintenance Summary

The Operations & Maintenance (O&M) budget for 2022-2023 is projected to increase by \$336,045 or 8.44%.

The 2022-23 budget funds the architectural fees, maintenance and repair projects, as well as continual maintenance. Plant Operations are increasing by 9.61%. This reflects the addition of a new custodian and cleaning program to better service district facilities. The District is also seeking to hire a new grounds person to focus more on external upkeep for district facilities.

Day shift custodians do set-ups, internal deliveries, building repairs, cleaning, grounds work and landscaping during the school day. District night custodians do cleaning and set-ups as well as breakdowns. Contractual cleaners do not do set-ups or breakdowns for events.

### Operations and Maintenance

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A1620.16	Noninstructional Salaries	598,326	626,126	661,058	750,026	88,968	13.46%
A1620.2	Equipment	24,915	51,645	58,000	72,000	14,000	24.14%
A1620.4	Contractual And Other	1,225,424	1,789,906	1,792,300	1,924,332	132,032	7.37%
A1620.45	Materials And Supplies	68,673	151,444	81,350	99,350	18,000	22.13%
A1620.49	BOCES Services	25,955	46,244	40,000	40,000	0	0.00%
Operations of Plant		1,943,293	2,665,365	2,632,708	2,885,708	253,000	9.61%
A1621.16	Noninstructional Salaries	640,772	646,307	739,535	844,030	104,495	14.13%
A1621.2	Equipment	27,972	4,102	55,000	58,000	3,000	5.45%
A1621.4	Contractual And Other	397,950	366,021	439,285	416,335	-22,950	-5.22%
A1621.45	Materials And Supplies	97,936	109,446	117,000	115,500	-1,500	-1.28%
Maintenance of Plant		1,164,630	1,125,875	1,350,820	1,433,865	83,045	6.15%
Total Operations and Maintenance		3,107,923	3,791,240	3,983,528	4,319,573	336,045	8.44%

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## Debt Service Summary

In order to improve facilities and purchase fixed equipment the District borrows money to pay for these large expenditures over time. Consequently, debt service is part of the budget which includes funds for the payment of principal and interest on the District's outstanding construction bond issues and the District's share of BOCES construction projects.

Scheduled in 2022-2023 is construction debt service of \$2,840,542. Voters approved a \$26.6 million project which is now incorporated in the debt service schedule shown below. The goal of the District is to keep debt service payments as flat as possible in order to make future tax levy limits predictable and sustainable.

Debt Service Schedule

Fiscal Year Ending June 30th	Total Bond Principal	Total Bond Interest	Total Principal & Interest	Change from Previous Year
2023	2,442,000	398,542	2,840,542	66,015
2024	2,493,113	959,393	3,704,707	864,165
2025	2,045,000	1,230,800	3,275,800	-428,907
2026	2,125,000	1,144,025	3,269,025	-6,775
2027	2,215,000	1,051,900	3,266,900	-2,125
2028	2,150,000	955,875	3,105,875	-161,025
2029	2,240,000	862,925	3,102,925	-2,950
2030	2,210,000	766,050	2,976,050	-126,875
2031	1,585,000	670,050	2,255,050	-721,000
2032	1,660,000	598,725	2,258,725	3,675
<b>Total</b>	<b>21,165,113</b>	<b>8,638,286</b>	<b>30,055,600</b>	

## Debt Service

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A9711.6	Serial Bonds Principal-School	3,430,000	2,180,000	760,000	695,000	-65,000	-8.55%
A9711.7	Serial Bonds Interest - School	396,875	248,813	194,800	228,625	33,825	17.36%
Total Bonds - School		3,826,875	2,428,813	954,800	923,625	-31,175	-3.27%
A9713.6	Serial Bonds Principal-Boces	55,000	60,000	60,000	60,000	0	0.00%
A9713.7	Serial Bonds Interest - Boces	6,250	4,875	3,375	1,725	-1,650	-%
Total Bonds - BOCES		61,250	64,875	63,375	61,725	-1,650	-2.60%
A9731.6	Bond Anticipation Notes School		810,000	1,755,000	1,687,000	-68,000	0.00%
A9731.7	Bond Anticipation Notes School		56,192	82,954	168,193	85,239	
Total Bond Anticipation Notes		0	866,192	1,837,954	1,855,193	17,239	0.94%
A9785.6	Installment Purchase Debt - Principal	213,928	219,111	438,246	519,014	80,769	18.43%
A9785.7	Installment Purchase Debt- Interest	8,874	26,915	20,109	13,065	-7,044	-35.03%
Total Serial Lease		222,801	246,026	458,355	532,079	73,725	16.08%
Total Debt Service		4,110,926	3,605,906	3,314,484	3,372,622	58,139	1.75%



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## Inter-Fund Transfers

### *School Lunch Fund:*

A reduction of \$117,899 for the school lunch fund is in place for 2022-23 due to increased participation from students and staff. The General Fund no longer is having to cover for the deficit in the School Lunch Fund.

### *Special Aid Fund:*

The 2022-2023 budget is \$50,000 to the special aid fund providing a 20% offset to summer school special education expenditures anticipated in July and August of 2022. The remaining 80% of funding is provided by the State Education Department and accounted for in the special aid fund.

### *Capital Fund:*

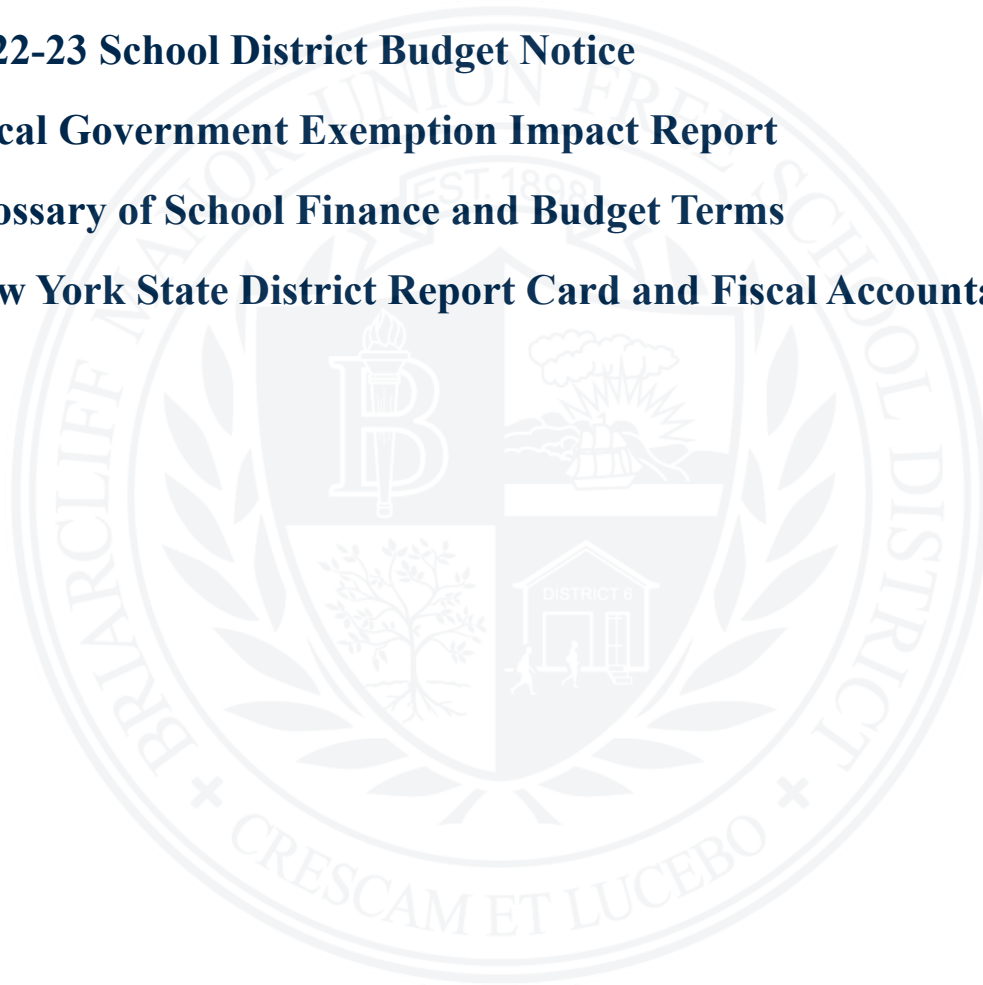
This budget again includes a \$650,000 transfer to capital which will be used to replace all unit ventilator components district wide. These units are responsible for bringing in fresh, outside air as well as conditioning each classroom. The \$350,000 increase is possible because of one-item revenues for 2022-23. Moving forward, the intention is to increase the transfer to capital fund by \$50,000 per year until a total of \$500,000 is achieved, allowing the District to accomplish much needed capital work.

## Inter-Fund Transfers

Code	Description	2019-20 Actual	2020-21 Actual	2021-22 Budget	2022-23 Proposed	Budget to Budget	% Difference
A9901.93	Transfer To School Food		122,990	182,899	65,000	-117,899	-64.46%
A9901.95	Transfer To Special Aid	80,426	49,949	50,000	50,000	0	0.00%
A9950.9	Transfer To Capital Funds	300,000	331,594	300,000	650,000	350,000	116.67%
<b>Total Guidance &amp; Health Services</b>		380,426	504,533	532,899	765,000	232,101	43.55%

## **Appendix**

- 1. 2022-23 Tax Levy Limit Calculation**
- 2. Property Tax Report Card**
- 3. 2022-23 Administrative Compensation Information**
- 4. 2022-23 School District Budget Notice**
- 5. Local Government Exemption Impact Report**
- 6. Glossary of School Finance and Budget Terms**
- 7. New York State District Report Card and Fiscal Accountability**



## 2022-2023 Tax Levy Limit Calculation

### Briarcliff Manor UFSD - 2022-23 Tax Levy Limit Calculation

3/31/22

**FINAL**

A.	Total Real Property Tax Levy for Base Year	\$43,696,931
B.	Tax Base Growth Factor (minimum of 1.0)	1.0202
C.	Product of A * B	\$44,579,609
D.	Base Year PILOTS	\$0
E.	Sum of C + D	\$44,579,609
F.	Base Year Capital Tax Levy	\$2,966,734
G.	Difference of E - F	\$41,612,875
H.	Allowable Levy Growth Factor based on CPI (2% for 2022-23)	1.0200
I.	Product of G * H	\$42,445,132
J.	Budget Year PILOTS	\$0
K.	Difference of I - J	\$42,445,132
L.	<b>Equals Tax Levy Limit Base or Before Exclusions</b>	<b>\$42,445,132</b>
M.	Budget Year Torts and Judgements above 5% of Levy	\$0
N.	Budget Year Capital Tax Levy	\$3,219,197
O.	Budget Year Pension Expense above 2% increase in rate	\$0
	Eligible Prior Year Carryover	\$0
P.	<b>Tax Levy Limit Adjusted for Transfers + Exclusions (Sum L-O)</b>	<b>\$45,664,329</b>
W.	<b>Total Tax Levy Percentage Increase</b>	<b>4.50%</b>

### 2022-23 Property Tax Report Card

#### 661402 - BRIARCLIFF MANOR UFDS

Contact Person: John J. Brucato

Telephone Number: 914-432-8116

	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)
Total Budgeted Amount, not including Separate Propositions	53,692,283	56,280,408
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	43,696,931	44,898,025
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	43,696,931	44,898,025
F. Permissible Exclusions to the School Tax Levy Limit	2,966,734	3,217,472
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	42,004,057	42,445,132
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	40,730,197	41,680,553
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	1,273,860	764,579
Public School Enrollment	1,349	1,308
Consumer Price Index		4.70%




<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 2022-23, include any carryover from 2021-22 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	6,021,988	4,878,801
Assigned Appropriated Fund Balance	1,022,000	2,764,384
Adjusted Unrestricted Fund Balance	2,264,271	2,251,216
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.22%	4.00%

#### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-23 School Year
Capital 		To pay the cost of any object or purpose for which bonds may be issued.			
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation		To pay for Workers Compensation and benefits.			
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		To pay liability, casualty, and other types of uninsured losses.			
Property Loss 		To establish and maintain a program of reserves to cover property loss.			
Liability 	Legal Liability	To establish and maintain a program of reserves to cover liability claims incurred.	220,783.70	220,805.54	N/A
Tax Certiorari	Tax Certiorari	To establish a reserve fund for tax certiorari settlements.	4,677,428.01	3,463,958.01	Use based on tax certiorari settlements.
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR – Employee Benefit Accrued Liability	EBLAR- EMPLOYEE BENEFIT ACCRUED LIABILITY	For the payment of accrued 'employee benefits' due to employees upon termination of service.	416,985.21	430,620.00	Use based on payouts at retirement.
Retirement Contribution	Retirement	To fund employer retirement contributions to the State and Local Employees' Retirement System.	272,883.50	329,379.78	N/A
Other Reserve	TRS Reserve	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	733,907.48	434,037.74	N/A
Other Reserve	Reserve for Encumbrances	To account for purchase orders (encumbrances) carried forward to the next fiscal year.	350,710.42	300,000.00	Use based on prior year outstanding purchase orders.

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## 2022-2023 Administrative Compensation Information

### Administrative Compensation Information

Title	Salary	Employee Benefits	Other Renumeration
Superintendent	299,627	74,027	6,000
Assistant Superintendent for Finance & Operations	227,848	67,259	5,000
Director of Pupil Personnel Services	218,340	66,280	5,000
Director of Technology	192,649	35,917	5,000
Middle School Assistant Principal	150,000	31,528	
Director of Curriculum and Instruction	184,620	45,662	5,000
Director of Human Resources	184,620	35,090	5,000
Elementary Principal	175,000	61,820	
High School Principal	209,100	37,609	5,000
High School Assistant Principal	166,610	60,957	5,000
Middle School Principal	185,000	62,849	5,000
Assistant Business Manager	190,300	48,740	

## 2022-2023 School District Budget Notice

### Briarcliff Manor Union Free School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2021-22	Budget Proposed for the 2022-23 School Year	Contingency Budget for 2022-23 School Year
Total Budgeted Amount, Not Including Separate Propositions	\$53,692,283	\$56,280,408	\$54,182,677
Increase (decrease) for the 2022-23 school year		\$2,588,125	\$490,394
Percentage Increase (decrease) in each proposed budget		4.82%	0.91%
Change in the Consumer Price Index		4.40%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$43,696,931	\$44,898,025	
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 Levy	\$0	\$0	
<b>E. Total School Year Tax Levy (A+B+C+D)</b>	<b>\$43,696,931</b>	<b>\$44,898,025</b>	<b>\$43,696,931</b>
F. Permissible Exclusions to the School Tax Levy Limit	\$2,966,734	\$3,217,472	
G. School Tax Levy Limit, Excluding Levy for Exclusions	\$42,004,057	\$42,445,132	
H. Proposed School Year Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	\$40,730,197	\$41,680,553	
Difference:(G-H); (Negative Value Requires 60.0% Voter Approval)	\$1,273,860	\$764,579	
Administrative Component	\$7,747,259	\$7,875,949	\$7,629,311
Program Component	\$37,641,870	\$39,441,746	\$38,240,652
Capital Component	\$8,303,154	\$8,962,713	\$8,312,713

**Statement of assumptions made in projecting a contingency budget for the 2022-23 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law:**

The Board of Education will review the expenditure budget and make decisions on those items to be included based on Education Law Section 2023.

The tax levy increase would be \$0 and non contingent items such as equipment and capital transfers would be removed in accordance with New York State 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

	Under the Budget Proposed for the 2022-23 School Year
<b>Estimated Basic STAR Exemption Savings<sup>1</sup></b>	\$1,728

The annual budget vote for the fiscal year 2022-23 by the qualified voters of the Briarcliff Manor UFSD, Westchester County, New York, will be held at the Todd Elementary School in said district on Tuesday, May 17, 2022 between the hours of 6:00 AM and 9:00 PM, prevailing time, at which time the polls will be opened to vote by voting ballot or machine.

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



# Local Government Exemption Impact Report

Date: 4/6/2022 Time: 1:52:41 PM

Page: 1

## Exemption Impact Report

Assessment Year: 2021

County: WESTCHESTER  
SWIS Code: 5534

School Value Report (554202)

Municipality: MT. PLEASANT  
Total Assessed Val: 10,944,274  
Uniform Percentage: 1.31

Equalized Total Assessed Value = 835,440,763

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
12100	NY STATE	RPTL 404(1)	14	4,712,213	0.56
13100	CTY OWNED	RPTL 406(1)	2	1,041,984	0.12
13500	TWN WITHIN	RPTL 406(1)	14	1,130,687	0.14
13650	VILLAGE OWN	RPTL 406(1)	5	763,358	0.09
13800	SCHOOL DIS	RPTL 408	3	68,977,099	8.26
25110	RELIG PROP	RPTL 420-a	3	5,049,618	0.60
25120	EDUCATION	RPTL 420-a	1	137,251,908	16.43
25230	N/P IMPROV	RPTL 420-a	3	3,656,488	0.44
41120	WAR VET	RPTL 458-a	16	191,755	0.02
41124	WAR VET	RPTL 458-a	1	11,984	0.00
41130	COMBAT VET	RPTL 458-a	12	239,999	0.03
41134	COMBAT VET	RPTL 458-a	1	19,999	0.00
41140	DISABL VET	RPTL 458-a	2	72,290	0.01
41144	DISABL VET	RPTL 458-a	1	39,999	0.00
41730	AGRIC	Ag-Mkts L 306	3	396,946	0.05
41800	AGED-ALL	RPTL 467	3	997,175	0.12
41804	AGED- S	RPTL 467	1	239,999	0.03
47100	TELECOMM CELNG		6	272,824	0.03
<b>Total Exemptions (No System EX's)</b>			<b>91</b>	<b>225,066,325</b>	<b>26.94</b>
<b>Total Exemptions (with System EX's)</b>			<b>91</b>	<b>225,066,325</b>	<b>26.94</b>

Values have been equalized using the Uniform Percentage of Value.

The Exempt amounts do not take in to consideration payments in lieu of taxes or other payments for municipal services.

NYS - Real Property System  
County of Westchester

Assessor's Report - 2021 - Prior Year File  
S495 Exemption Impact Report  
School District Summary

RPS221/V04/L001  
Date/Time - 4/6/2022 11:47:42  
Total Assessed Value 1,536,954,200

Equalized Total Assessed Value 1,536,954,200

School District - 554202 Briarcliff Manor

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	3	827,600	0.05
13500	TOWN - GENERALLY	RPTL 406(1)	1	1,037,000	0.07
13650	VG - GENERALLY	RPTL 406(1)	40	37,848,300	2.46
14110	USA - SPECIFIED USES	STATE L 54	2	1,768,100	0.12
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	2,180,300	0.14
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	16	29,556,404	1.92
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	1,411,600	0.09
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	5	60,000	0.00
41125	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	23	288,000	0.02
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	20,000	0.00
41135	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	31	620,000	0.04
41145	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	7	280,000	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	6	1,100,140	0.07
41834	ENHANCED STAR	RPTL 425	55	11,087,462	0.72
41854	BASIC STAR 1999-2000	RPTL 425	362	31,136,152	2.03
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	273,150	0.02
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	9	1,314,700	0.09
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>558</b>	<b>119,494,208</b>	<b>7.77</b>
<b>Total System Exemptions:</b>			<b>9</b>	<b>1,314,700</b>	<b>0.09</b>
<b>Totals:</b>			<b>567</b>	<b>120,808,908</b>	<b>7.86</b>

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

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

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## Glossary of School Finance and Budget Terms

The glossary below provides a brief description of most of the school budgeting and financial accounting terms which may be used during the school budget hearings and in the budget document itself.

### *Assessed Valuation:*

Assessed valuation is defined as the value of real property for the purpose of levying taxes.

### *Bond:*

Money borrowed to pay for a school district expenditure. Typically, the money is used for capital expenditures, such as the construction or renovation of a building, although in some cases school districts also issue bonds for other large expenditures such as the repayment of back taxes in a certiorari settlement. By definition, a bond is a written promise to pay a specified sum of money, called the face value or principal amount, at a specified date in the future (the maturity date), together with periodic interest at a specified rate.

### *Budget:*

A plan of financial operation expressing the estimates of proposed expenditures for a fiscal year and the proposed means of financing them. An underlying reason for a budget is the achievement of the school district's specified annual education goals.

### *Budget Cap:*

Per New York State education law, in the event of a school budget defeat and the adoption of a contingent budget, school districts must cap their spending increase at 120% of the Consumer Price index or 4%, whichever is lower. For more on this, see the definition of a contingent budget.

### *Capital Outlay:*

An expenditure that results in the ownership, control, or possession of assets intended for continued use over long periods of time. These can include new buildings or building renovations and additions; new equipment (i.e. desks, computers, etc.).

### *Consumer Price Index (CPI):*

An index of prices used to measure the change in the cost of basic goods and services in comparison with a fixed base period (also called the cost-of-living index). However, the CPI does not take into account many of the items that cause school district budgets to rise, such as the increasing cost of health insurance, liability insurance and retirement contributions.

*Contingent Budget:*

In the event it becomes necessary, a contingency budget is developed based on provisions of education law and Briarcliff Manor Board of Education policy. The School District budget for any school year or any part of such budget, or any proposition involving the expenditure of money for such school year, shall not be submitted for a vote of the qualified voters of the District more than twice in any school year. If the original proposed budget is not approved by District voters at the Annual District Meeting and Election, the Board has the option of either resubmitting the original or revised budget for voter approval at a special meeting held at a later date; or the Board may, at that point, adopt a contingency budget. If the Board decides to submit either the original or a revised budget to the voters for a second time, and the voters do not approve the second budget submittal, the Board must adopt a contingency budget and the tax levy cannot exceed the total tax levy of the prior year (0% levy growth).

*Debt Service:*

In order to build facilities and purchase fixed equipment the District borrows money to pay for these large expenditures over time. Consequently, debt service is part of the budget which includes funds for the payment of principal and interest on the District's outstanding construction bond issues, District share of BOCES capital projects and tax anticipation notes.

*Employee Benefits:*

Fringe benefits costs paid by the district on behalf of employees. These amounts are not included in the gross salary. They are fringe benefits, and while not paid directly to employees, are a part of the cost of operating the school district. Employee benefits include the district cost for health insurance premiums, dental, life and disability insurance, Medicare, retirement and social security.

*Equalization Rate:*

In simple terms, an equalization rate represents the average level of assessment in each community. For example, an equalization rate of 80 means that, on average the property in a community is being assessed at 80% of its market value. The words "on average" are stressed to emphasize that that an equalization rate of 80 does not mean that each and every property is assessed at 80% of full value. Some may be assessed at lower than 80%, while others may be assessed at higher than 80%. Equalization rates are established by the New York State Board of Equalization and Assessment. School districts that comprise more than one city, town or village must use the equalization rate to determine the tax rates for each municipality. The purpose is to bring some semblance of equity to how the taxes are distributed in any one school district, so that ideally a home with a full market value of \$100,000 in one community will pay the same taxes as a home with a market value of \$100,000 in the next community, regardless of how those two homes are assessed. A district at full value assessment does not have an equalization rate.

*Expenditure:*

Payments of cash or transfer of property or services for the purpose of acquiring an asset or service.

*Fiscal Year (FY):*

A fiscal year is the accounting period on which a budget is based. The New York State governmental fiscal year runs from April 1 through March 31. The fiscal year for all New York counties and towns and for most cities is the calendar year. School districts in the State operate on a July 1 through June 30 fiscal year.

*Fund Balance:*

Reserved (restricted) fund balance is the portion of fund balance set aside for specific purposes such as the Reserve for Encumbrances, Reserve for NYS Public Employees' Retirement, Reserve for Tax Certiorari Reserve, etc. Each reserve fund has certain establishment and use requirements. Unreserved (unrestricted) fund balance is the residual amount of fund balance after all reserves have been taken into account. Unreserved fund balance consists of appropriated (assigned) fund balance and unappropriated (unrestricted) fund balance.

Appropriated (assigned) fund balance is the portion of unreserved fund balance that has been used to reduce taxes in the subsequent fiscal year. Unappropriated (unrestricted) fund balance is limited by Real Property Tax Law Section 1318 to an amount not to exceed 4% of the new year's budget.

*Revenue:*

Sources of income financing the operation of the school district generally grouped as tax or non-tax revenues.

*Salaries:*

The total amount paid to an individual, before deductions, for services rendered while on the payroll of the district. Normally salaries are set by provisions contained in a collective bargaining agreement.

*Small Claims Assessment Review (SCAR):*

Small Claims Assessment Review is the legal process by which a residential property owner can challenge the real estate tax assessment on their property in an attempt to reduce the property's assessment and real estate taxes.

*School Tax Relief Program (STAR):*

STAR, New York State's School Tax Relief Program, is a school property tax rebate program and a partial property tax exemption from school taxes. All New Yorkers who own and live in their home - whether it is a condominium, cooperative apartment, manufactured home, farm dwelling, apartment building or mixed-use property - are eligible for the STAR exemption on their primary residence.

*State Aid:*

State Aid is additional money that the state gives to districts, to be used in different areas, such as lowering the tax levy, etc. Until the state passes its budget, the district does not know exactly how much to expect in state aid, but school districts are still required to present their budgets to voters on the third Tuesday in May. To meet that mandate, a district has to estimate its state aid revenues unless the state budget is passed on time.

*Supplies:*

Consumable materials used in the operation of the school district including food, textbooks, paper, pencils, office supplies, custodial/maintenance supplies, and computer software.

*Tax Anticipation Note (TAN):*

A [municipal bond](#), usually with a [maturity](#) of less than one year, issued on the assumption that the [debt](#) will be paid back with future tax revenue. School districts issue tax anticipation notes usually at the start of a fiscal year to maintain appropriate cash flow to pay immediate or time sensitive obligations.

*Tax Base:*

The assessed value of local real estate that a school district may tax for yearly operational monies.

*Tax Certiorari:*

The legal process by which a commercial property owner can challenge the real estate tax assessment on a given property in attempt to reduce the property's assessment and real estate taxes.

*Tax Levy:*

The total sum of operating funds to be raised by the school district after subtracting out all other non-property revenues including state aid. The tax levy is used to determine the tax rate for property owners in each of the cities, towns or villages that a school district may be comprised of.

*Tax Rate:*

The amount of tax paid for each \$1,000 of assessed value of property. In districts that cover just one municipality, the tax rate is figured simply by dividing the total assessed property value by 1,000 and then dividing that again into the tax levy (the amount of money to be raised locally). In districts that encompass more than one municipality, the formula for figuring the tax rate is more complicated. It involves assigning a share of the total tax levy to each municipality and applying equalization rates to take into account different assessment practices.

*Three-Part Budget:*

New York school districts must, by law, divide their budgets into three components - administrative, capital and program - and each year they must show how much each portion has increased in relation to the whole budget. It consists of the following components:

1. Administrative Budget Component - These expenditures include office and administrative costs; salaries and benefits for certified school administrators who spend 50 percent or more of their time performing supervisory duties; data processing; public information; legal fees; property insurance; and school board expenses.
2. Capital Budget Component - This covers all debt service on buildings, and leasing expenditures; tax certiorari and court-ordered costs; and all facility costs, including salaries and benefits of the custodial staff; service contracts, maintenance supplies and equipment; and utilities.



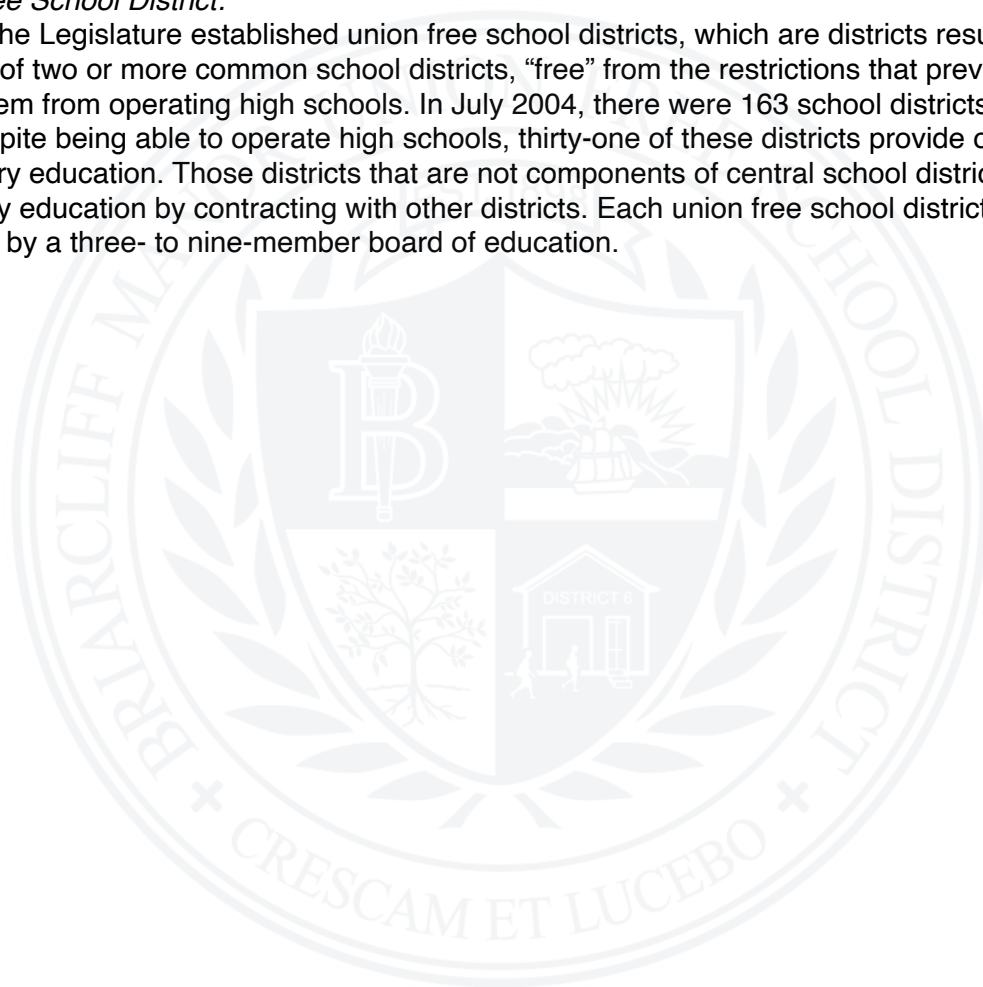
3. Program Budget Component - This portion includes salaries and benefits of teachers and supervisors who spend the majority of their time teaching; instructional costs such as supplies, equipment and textbooks; co-curricular activities and interscholastic athletics; staff development; and transportation costs.

*True Value Tax Rate:*

Is what the tax rate would be if assessments of all properties were maintained at 100% of market value. Districts not assessed at full value have the assessed valuation multiplied by an equalization rate set by the New York State Office of Real Property Services.

*Union Free School District:*

In 1853, the Legislature established union free school districts, which are districts resulting from a “union” of two or more common school districts, “free” from the restrictions that previously barred them from operating high schools. In July 2004, there were 163 school districts of this type. Despite being able to operate high schools, thirty-one of these districts provide only elementary education. Those districts that are not components of central school districts provide secondary education by contracting with other districts. Each union free school district is governed by a three- to nine-member board of education.





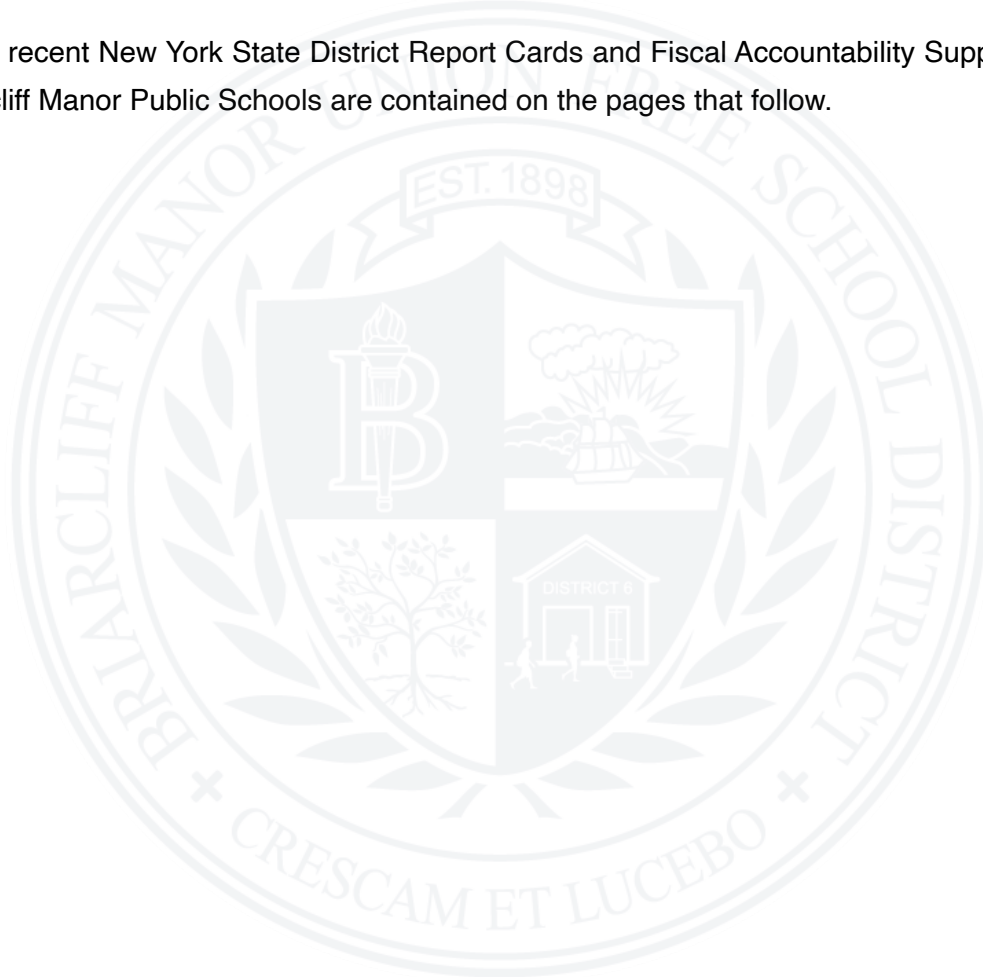
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## New York State District Report Card

The New York State Report Cards provide enrollment, demographic, attendance, suspension, dropout, teacher, assessment, accountability, graduation rate, post-graduate plan, career and technical education, and fiscal data for public and charter schools, districts, and the State.

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. They provide information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses is expected to be used to improve instruction and services to students.

The most recent New York State District Report Cards and Fiscal Accountability Supplement for the Briarcliff Manor Public Schools are contained on the pages that follow.



## **BRIARCLIFF MANOR UFSD - NEW YORK STATE REPORT CARD [2020 - 21]**

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

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

### **2021-22 ACCOUNTABILITY STATUS**

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

**GOOD STANDING**

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

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

## ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

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

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

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

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	735	35	4.8%
Asian or Native Hawaiian/Other Pacific Islander	118	3	2.5%
Black or African American	13	—	—
Hispanic or Latino	77	4	5.2%
Multiracial	60	0	0%
White	467	26	5.6%
English Language Learners	10	—	—
Students with Disabilities	65	12	18.5%
Economically Disadvantaged	18	—	—

### SECONDARY STATUSES BY SUBGROUP

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

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

## SECONDARY GRADUATION RATE

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

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	139	135	97.1%
	5-Year	135	134	99.3%
	6-Year	137	134	97.8%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	38*	38	100%
	5-Year	30*	30	100%
	6-Year	31*	30	96.8%
Black or African American	4-Year	13	—	—
	5-Year	16	—	—
	6-Year	8	—	—
Hispanic or Latino	4-Year	21	—	—
	5-Year	17	—	—
	6-Year	17	—	—
Multiracial	4-Year	3	—	—
	5-Year	2	—	—
	6-Year	1	—	—
White	4-Year	102	99	97.1%
	5-Year	97	96	99%
	6-Year	110	107	97.3%
English Language Learners	4-Year	1	—	—



Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
	5-Year	0	—	—
	6-Year	0	—	—
Students with Disabilities	4-Year	28	—	—
	5-Year	23	—	—
	6-Year	20	—	—
Economically Disadvantaged	4-Year	22	—	—
	5-Year	16	—	—
	6-Year	10	—	—

\*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

## SECONDARY CHRONIC ABSENTEEISM

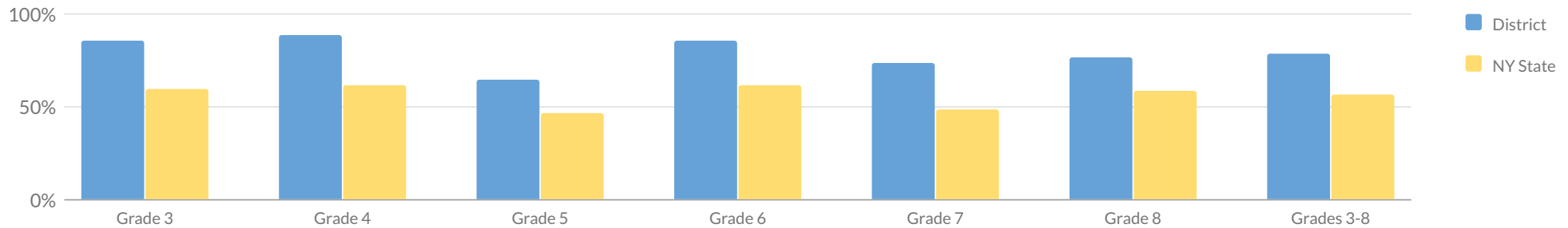
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	541	21	3.9%
Asian or Native Hawaiian/Other Pacific Islander	86	5	5.8%
Black or African American	23	—	—
Hispanic or Latino	49	6	12.2%
Multiracial	8	—	—
White	375	9	2.4%
English Language Learners	1	—	—
Students with Disabilities	56	5	8.9%
Economically Disadvantaged	26	—	—

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

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

### SUMMARY RESULTS

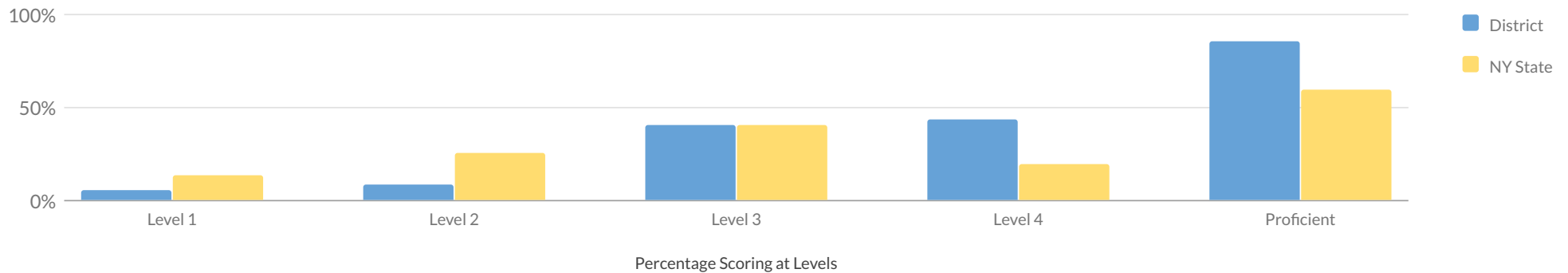


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	3	4%	70	96%	4	6%	6	9%	29	41%	31	44%	60	86%
Grade 4	100	4	4%	96	96%	2	2%	9	9%	20	21%	65	68%	85	89%
Grade 5	99	1	1%	98	99%	13	13%	21	21%	19	19%	45	46%	64	65%
Grade 6	86	10	12%	76	88%	5	7%	6	8%	16	21%	49	64%	65	86%
Grade 7	82	4	5%	78	95%	1	1%	19	24%	36	46%	22	28%	58	74%
Grade 8	114	13	11%	101	89%	2	2%	21	21%	28	28%	50	50%	78	77%
Grades 3-8	554	35	6%	519	94%	27	5%	82	16%	148	29%	262	50%	410	79%

## GRADE 3 ELA RESULTS

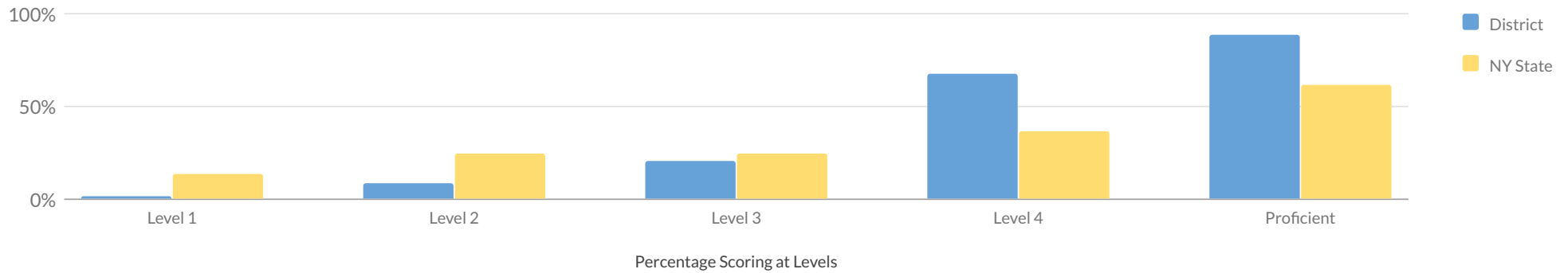
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	3	4%	70	96%	4	6%	6	9%	29	41%	31	44%	60	86%
General Education	66	2	3%	64	97%	1	2%	5	8%	27	42%	31	48%	58	91%
Students with Disabilities	7	1	14%	6	86%	3	50%	1	17%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	12	100%	1	8%	0	0%	4	33%	7	58%	11	92%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	0	0%	2	29%	4	57%	1	14%	5	71%
White	47	2	4%	45	96%	3	7%	4	9%	17	38%	21	47%	38	84%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	4	67%	2	33%	6	100%
Female	34	2	6%	32	94%	0	0%	3	9%	14	44%	15	47%	29	91%
Male	39	1	3%	38	97%	4	11%	3	8%	15	39%	16	42%	31	82%
English Language Learners	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	70	3	4%	67	96%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	68	2	3%	66	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	73	3	4%	70	96%	4	6%	6	9%	29	41%	31	44%	60	86%
Not Homeless	73	3	4%	70	96%	4	6%	6	9%	29	41%	31	44%	60	86%
Not in Foster Care	73	3	4%	70	96%	4	6%	6	9%	29	41%	31	44%	60	86%
Parent Not in Armed Forces	73	3	4%	70	96%	4	6%	6	9%	29	41%	31	44%	60	86%

## GRADE 4 ELA RESULTS

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

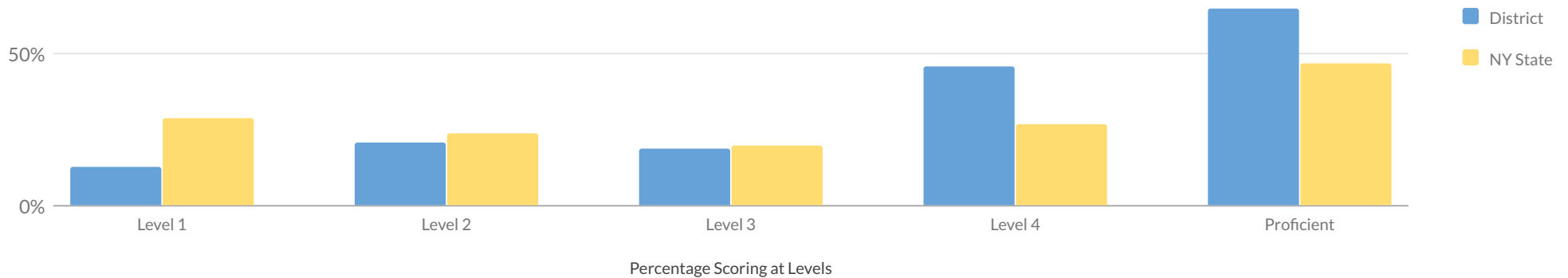




Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	4	4%	96	96%	2	2%	9	9%	20	21%	65	68%	85	89%
General Education	96	3	3%	93	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	0	0%	2	10%	3	15%	15	75%	18	90%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	10	100%	—	—	—	—	—	—	—	—	—	—
White	55	3	5%	52	95%	2	4%	4	8%	9	17%	37	71%	46	88%
Multiracial	11	0	0%	11	100%	0	0%	1	9%	4	36%	6	55%	10	91%
Small Group Total	13	0	0%	13	100%	0	0%	2	15%	4	31%	7	54%	11	85%
Female	53	2	4%	51	96%	0	0%	3	6%	4	8%	44	86%	48	94%
Male	47	2	4%	45	96%	2	4%	6	13%	16	36%	21	47%	37	82%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	99	4	4%	95	96%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	95	3	3%	92	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	100	4	4%	96	96%	2	2%	9	9%	20	21%	65	68%	85	89%
Not Homeless	100	4	4%	96	96%	2	2%	9	9%	20	21%	65	68%	85	89%
Not in Foster Care	100	4	4%	96	96%	2	2%	9	9%	20	21%	65	68%	85	89%
Parent Not in Armed Forces	100	4	4%	96	96%	2	2%	9	9%	20	21%	65	68%	85	89%

## GRADE 5 ELA RESULTS

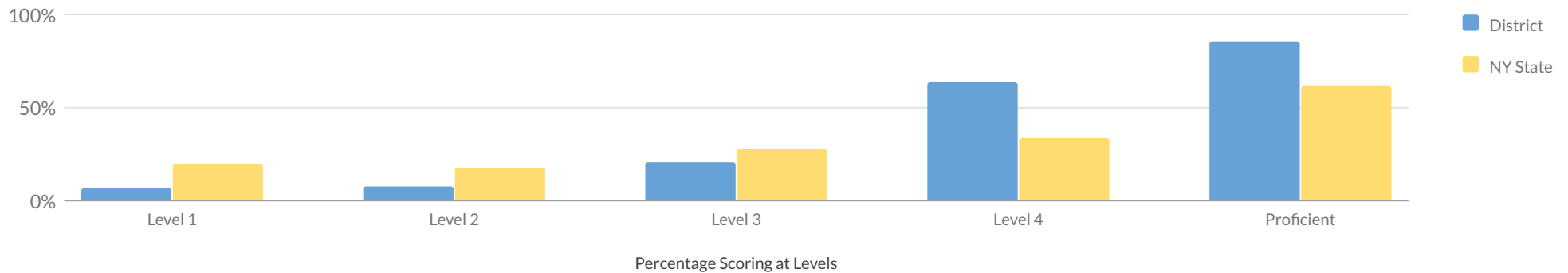
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	1	1%	98	99%	13	13%	21	21%	19	19%	45	46%	64	65%
General Education	94	1	1%	93	99%	9	10%	21	23%	19	20%	44	47%	63	68%
Students with Disabilities	5	0	0%	5	100%	4	80%	0	0%	0	0%	1	20%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	15	100%	0	0%	1	7%	1	7%	13	87%	14	93%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	11	100%	2	18%	4	36%	4	36%	1	9%	5	45%
White	66	1	2%	65	98%	11	17%	16	25%	13	20%	25	38%	38	58%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	7	100%
Female	49	0	0%	49	100%	5	10%	7	14%	10	20%	27	55%	37	76%
Male	50	1	2%	49	98%	8	16%	14	29%	9	18%	18	37%	27	55%
Non-English Language Learners	99	1	1%	98	99%	13	13%	21	21%	19	19%	45	46%	64	65%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	96	1	1%	95	99%	—	—	—	—	—	—	—	—	—	—
Not Migrant	99	1	1%	98	99%	13	13%	21	21%	19	19%	45	46%	64	65%
Not Homeless	99	1	1%	98	99%	13	13%	21	21%	19	19%	45	46%	64	65%
Not in Foster Care	99	1	1%	98	99%	13	13%	21	21%	19	19%	45	46%	64	65%
Parent Not in Armed Forces	99	1	1%	98	99%	13	13%	21	21%	19	19%	45	46%	64	65%

## GRADE 6 ELA RESULTS

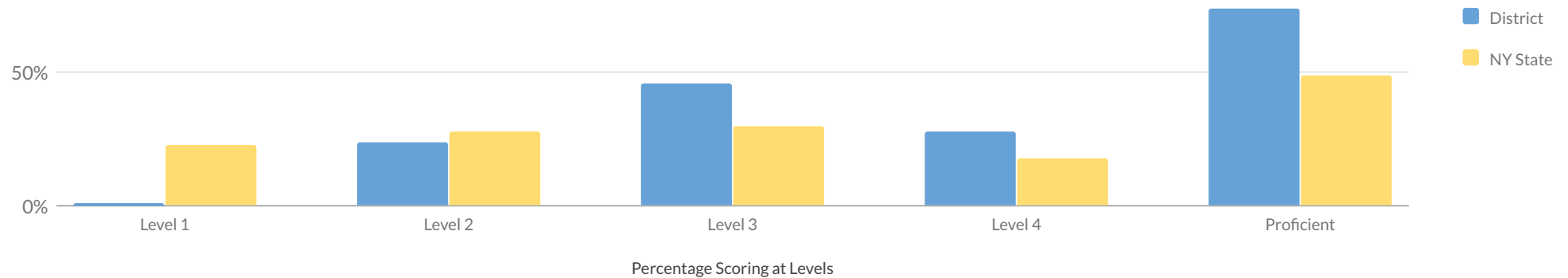
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	10	12%	76	88%	5	7%	6	8%	16	21%	49	64%	65	86%
General Education	78	7	9%	71	91%	4	6%	3	4%	15	21%	49	69%	64	90%
Students with Disabilities	8	3	38%	5	63%	1	20%	3	60%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	21	3	14%	18	86%	0	0%	1	6%	1	6%	16	89%	17	94%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	2	25%	1	13%	2	25%	3	38%	5	63%
White	52	7	13%	45	87%	3	7%	4	9%	10	22%	28	62%	38	84%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Female	46	5	11%	41	89%	2	5%	1	2%	11	27%	27	66%	38	93%
Male	40	5	13%	35	88%	3	9%	5	14%	5	14%	22	63%	27	77%
Non-English Language Learners	86	10	12%	76	88%	5	7%	6	8%	16	21%	49	64%	65	86%
Not Economically Disadvantaged	86	10	12%	76	88%	5	7%	6	8%	16	21%	49	64%	65	86%
Not Migrant	86	10	12%	76	88%	5	7%	6	8%	16	21%	49	64%	65	86%
Not Homeless	86	10	12%	76	88%	5	7%	6	8%	16	21%	49	64%	65	86%
Not in Foster Care	86	10	12%	76	88%	5	7%	6	8%	16	21%	49	64%	65	86%
Parent Not in Armed Forces	86	10	12%	76	88%	5	7%	6	8%	16	21%	49	64%	65	86%

## GRADE 7 ELA RESULTS

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

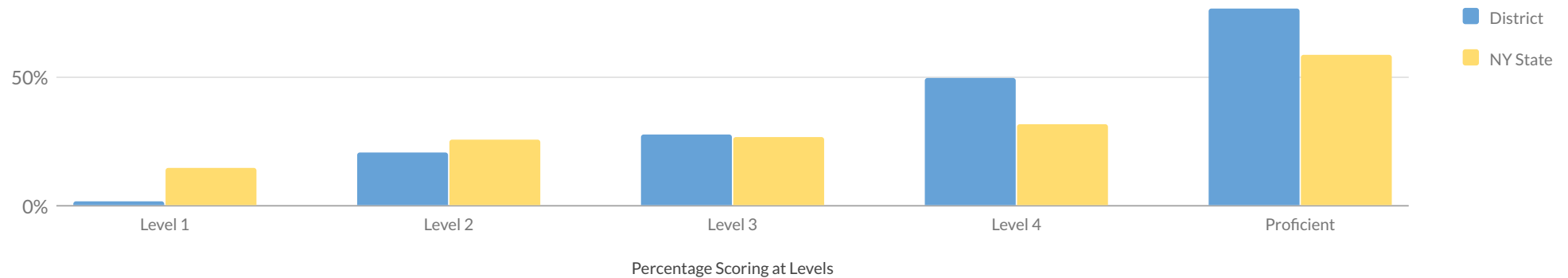




Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	4	5%	78	95%	1	1%	19	24%	36	46%	22	28%	58	74%
General Education	82	4	5%	78	95%	1	1%	19	24%	36	46%	22	28%	58	74%
Asian or Native Hawaiian/Other Pacific Islander	10	2	20%	8	80%	0	0%	1	13%	2	25%	5	63%	7	88%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	13	100%	0	0%	4	31%	5	38%	4	31%	9	69%
White	53	2	4%	51	96%	1	2%	11	22%	27	53%	12	24%	39	76%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	3	50%	2	33%	1	17%	3	50%
Female	42	4	10%	38	90%	0	0%	7	18%	19	50%	12	32%	31	82%
Male	40	0	0%	40	100%	1	3%	12	30%	17	43%	10	25%	27	68%
Non-English Language Learners	82	4	5%	78	95%	1	1%	19	24%	36	46%	22	28%	58	74%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	80	4	5%	76	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	82	4	5%	78	95%	1	1%	19	24%	36	46%	22	28%	58	74%
Not Homeless	82	4	5%	78	95%	1	1%	19	24%	36	46%	22	28%	58	74%
Not in Foster Care	82	4	5%	78	95%	1	1%	19	24%	36	46%	22	28%	58	74%
Parent Not in Armed Forces	82	4	5%	78	95%	1	1%	19	24%	36	46%	22	28%	58	74%

## GRADE 8 ELA RESULTS

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

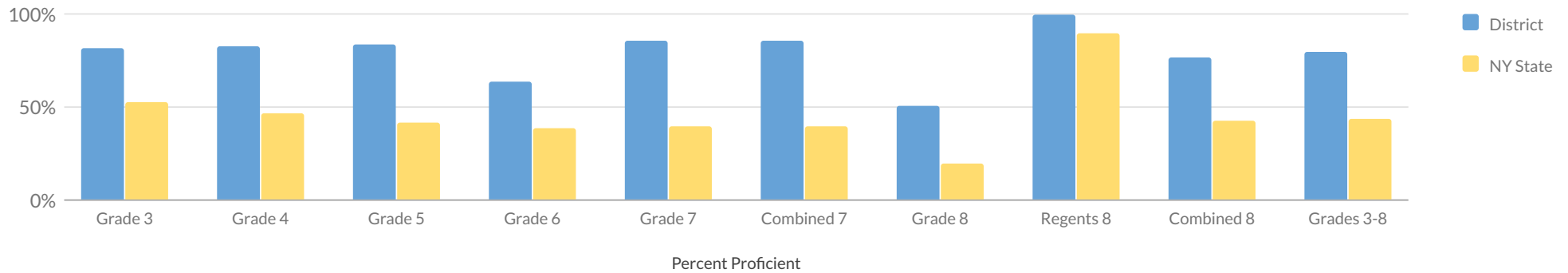


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	114	13	11%	101	89%	2	2%	21	21%	28	28%	50	50%	78	77%
General Education	104	11	11%	93	89%	0	0%	19	20%	27	29%	47	51%	74	80%
Students with Disabilities	10	2	20%	8	80%	2	25%	2	25%	1	13%	3	38%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	17	1	6%	16	94%	0	0%	2	13%	3	19%	11	69%	14	88%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	2	22%	7	78%	2	29%	3	43%	0	0%	2	29%	2	29%
White	76	9	12%	67	88%	0	0%	13	19%	23	34%	31	46%	54	81%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	11	92%	0	0%	3	27%	2	18%	6	55%	8	73%
Female	48	8	17%	40	83%	0	0%	6	15%	11	28%	23	58%	34	85%
Male	66	5	8%	61	92%	2	3%	15	25%	17	28%	27	44%	44	72%
Non-English Language Learners	114	13	11%	101	89%	2	2%	21	21%	28	28%	50	50%	78	77%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	112	13	12%	99	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	114	13	11%	101	89%	2	2%	21	21%	28	28%	50	50%	78	77%
Not Homeless	114	13	11%	101	89%	2	2%	21	21%	28	28%	50	50%	78	77%
Not in Foster Care	114	13	11%	101	89%	2	2%	21	21%	28	28%	50	50%	78	77%
Parent Not in Armed Forces	114	13	11%	101	89%	2	2%	21	21%	28	28%	50	50%	78	77%

## GRADES 3-8 MATHEMATICS RESULTS (2020-21)

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

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	2	3%	71	97%	5	7%	8	11%	26	37%	32	45%	58	82%
Grade 4	100	5	5%	95	95%	7	7%	9	9%	23	24%	56	59%	79	83%
Grade 5	99	2	2%	97	98%	9	9%	7	7%	23	24%	58	60%	81	84%
Grade 6	86	10	12%	76	88%	9	12%	18	24%	21	28%	28	37%	49	64%
Grade 7	82	4	5%	78	95%	0	0%	11	14%	28	36%	39	50%	67	86%
Combined 7	82	4	5%	78	95%	0	0%	11	14%	28	36%	39	50%	67	86%
Grade 8	114	65	57%	49	43%	8	16%	16	33%	20	41%	5	10%	25	51%
Regents 8	—	1	1%	57	50%	0	0%	0	0%	4	7%	53	93%	57	100%
Combined 8	114	8	7%	106	93%	8	8%	16	15%	24	23%	58	55%	82	77%
Grades 3-8	554	31	6%	523	94%	38	7%	69	13%	145	28%	271	52%	416	80%

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

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

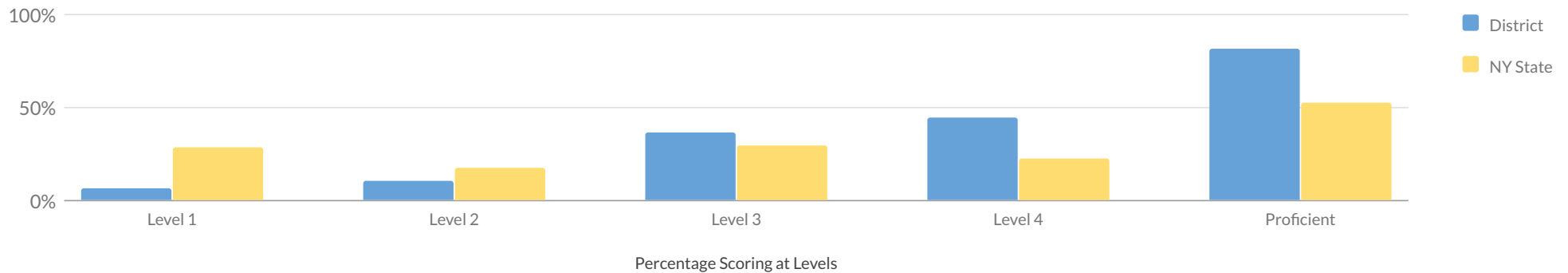
### REGENTS MATHEMATICS EXEMPTIONS, GRADE 7 AND 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	33	1	3	32	97

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

## GRADE 3 MATH RESULTS

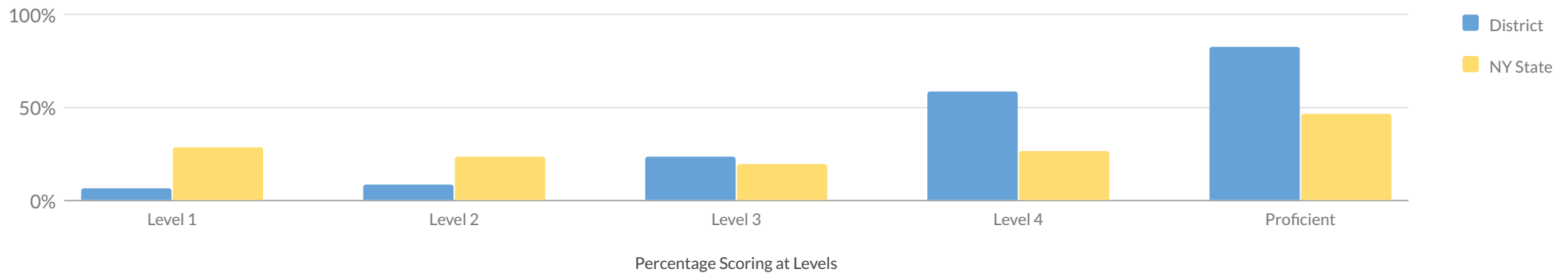
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	2	3%	71	97%	5	7%	8	11%	26	37%	32	45%	58	82%
General Education	66	1	2%	65	98%	2	3%	7	11%	24	37%	32	49%	56	86%
Students with Disabilities	7	1	14%	6	86%	3	50%	1	17%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	12	100%	0	0%	0	0%	2	17%	10	83%	12	100%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	1	14%	1	14%	3	43%	2	29%	5	71%
White	47	1	2%	46	98%	3	7%	7	15%	16	35%	20	43%	36	78%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	1	17%	0	0%	5	83%	0	0%	5	83%
Female	34	1	3%	33	97%	2	6%	3	9%	14	42%	14	42%	28	85%
Male	39	1	3%	38	97%	3	8%	5	13%	12	32%	18	47%	30	79%
English Language Learners	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	70	2	3%	68	97%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	68	1	1%	67	99%	—	—	—	—	—	—	—	—	—	—
Not Migrant	73	2	3%	71	97%	5	7%	8	11%	26	37%	32	45%	58	82%
Not Homeless	73	2	3%	71	97%	5	7%	8	11%	26	37%	32	45%	58	82%
Not in Foster Care	73	2	3%	71	97%	5	7%	8	11%	26	37%	32	45%	58	82%
Parent Not in Armed Forces	73	2	3%	71	97%	5	7%	8	11%	26	37%	32	45%	58	82%

## GRADE 4 MATH RESULTS

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

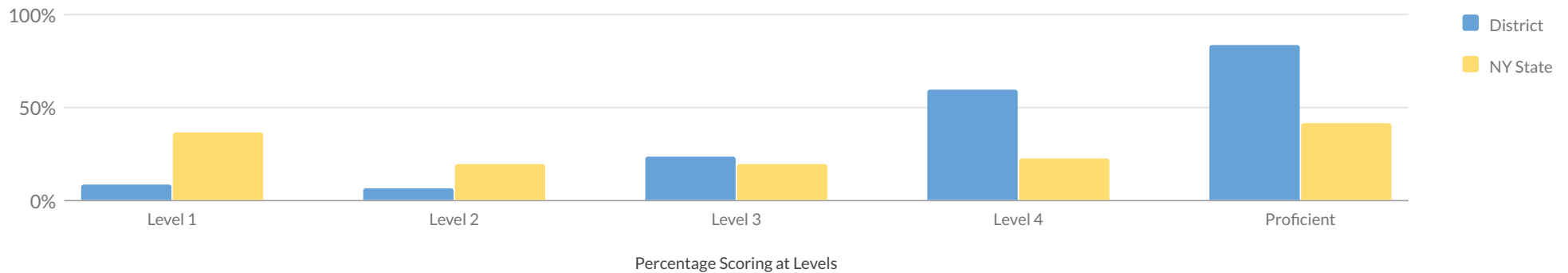




Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	5	5%	95	95%	7	7%	9	9%	23	24%	56	59%	79	83%
General Education	96	3	3%	93	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	1	5%	0	0%	3	15%	16	80%	19	95%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	10	100%	—	—	—	—	—	—	—	—	—	—
White	55	4	7%	51	93%	3	6%	5	10%	16	31%	27	53%	43	84%
Multiracial	11	0	0%	11	100%	2	18%	0	0%	1	9%	8	73%	9	82%
Small Group Total	13	0	0%	13	100%	1	8%	4	31%	3	23%	5	38%	8	62%
Female	53	2	4%	51	96%	2	4%	6	12%	8	16%	35	69%	43	84%
Male	47	3	6%	44	94%	5	11%	3	7%	15	34%	21	48%	36	82%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	99	5	5%	94	95%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	95	4	4%	91	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	100	5	5%	95	95%	7	7%	9	9%	23	24%	56	59%	79	83%
Not Homeless	100	5	5%	95	95%	7	7%	9	9%	23	24%	56	59%	79	83%
Not in Foster Care	100	5	5%	95	95%	7	7%	9	9%	23	24%	56	59%	79	83%
Parent Not in Armed Forces	100	5	5%	95	95%	7	7%	9	9%	23	24%	56	59%	79	83%

## GRADE 5 MATH RESULTS

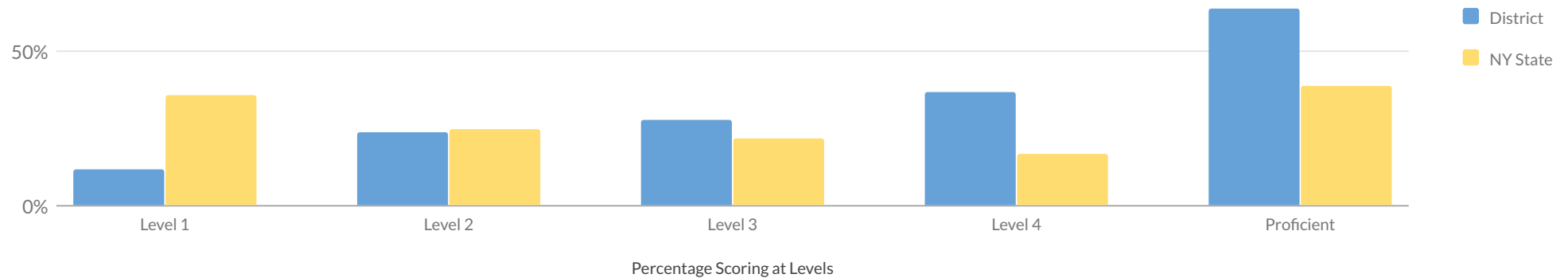
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	2	2%	97	98%	9	9%	7	7%	23	24%	58	60%	81	84%
General Education	94	0	0%	94	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	15	100%	1	7%	0	0%	2	13%	12	80%	14	93%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	11	100%	1	9%	3	27%	2	18%	5	45%	7	64%
White	66	2	3%	64	97%	7	11%	3	5%	19	30%	35	55%	54	84%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	1	14%	0	0%	6	86%	6	86%
Female	49	1	2%	48	98%	3	6%	4	8%	15	31%	26	54%	41	85%
Male	50	1	2%	49	98%	6	12%	3	6%	8	16%	32	65%	40	82%
Non-English Language Learners	99	2	2%	97	98%	9	9%	7	7%	23	24%	58	60%	81	84%
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	96	1	1%	95	99%	—	—	—	—	—	—	—	—	—	—
Not Migrant	99	2	2%	97	98%	9	9%	7	7%	23	24%	58	60%	81	84%
Not Homeless	99	2	2%	97	98%	9	9%	7	7%	23	24%	58	60%	81	84%
Not in Foster Care	99	2	2%	97	98%	9	9%	7	7%	23	24%	58	60%	81	84%
Parent Not in Armed Forces	99	2	2%	97	98%	9	9%	7	7%	23	24%	58	60%	81	84%

## GRADE 6 MATH RESULTS

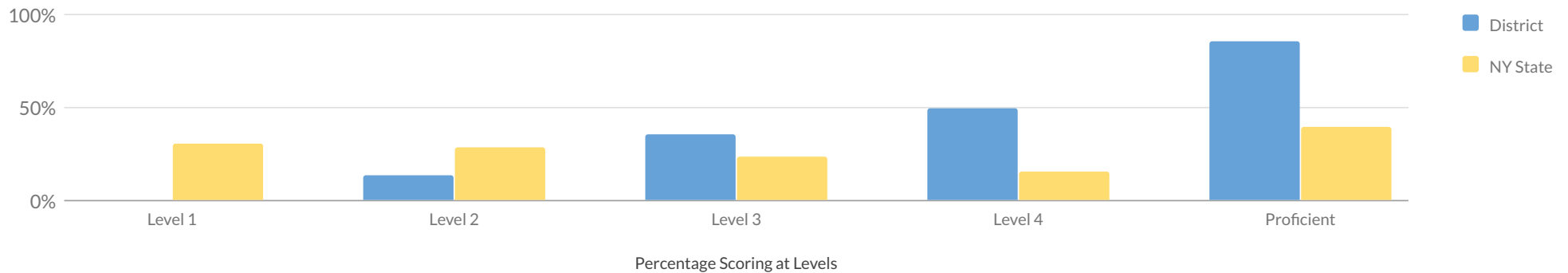
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	10	12%	76	88%	9	12%	18	24%	21	28%	28	37%	49	64%
General Education	78	7	9%	71	91%	5	7%	17	24%	21	30%	28	39%	49	69%
Students with Disabilities	8	3	38%	5	63%	4	80%	1	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	21	3	14%	18	86%	1	6%	2	11%	3	17%	12	67%	15	83%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	1	13%	2	25%	3	38%	2	25%	5	63%
White	52	7	13%	45	87%	7	16%	12	27%	14	31%	12	27%	26	58%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	2	40%	1	20%	2	40%	3	60%
Female	46	5	11%	41	89%	5	12%	12	29%	12	29%	12	29%	24	59%
Male	40	5	13%	35	88%	4	11%	6	17%	9	26%	16	46%	25	71%
Non-English Language Learners	86	10	12%	76	88%	9	12%	18	24%	21	28%	28	37%	49	64%
Not Economically Disadvantaged	86	10	12%	76	88%	9	12%	18	24%	21	28%	28	37%	49	64%
Not Migrant	86	10	12%	76	88%	9	12%	18	24%	21	28%	28	37%	49	64%
Not Homeless	86	10	12%	76	88%	9	12%	18	24%	21	28%	28	37%	49	64%
Not in Foster Care	86	10	12%	76	88%	9	12%	18	24%	21	28%	28	37%	49	64%
Parent Not in Armed Forces	86	10	12%	76	88%	9	12%	18	24%	21	28%	28	37%	49	64%

## GRADE 7 MATH RESULTS

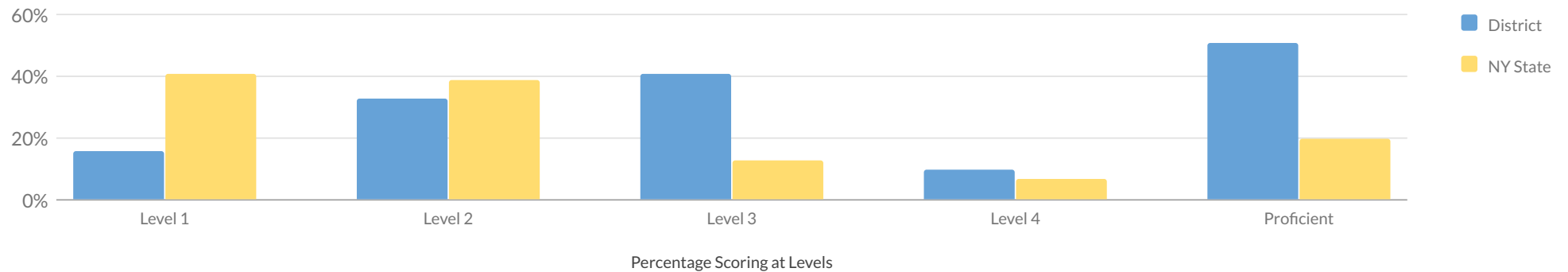
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	4	5%	78	95%	0	0%	11	14%	28	36%	39	50%	67	86%
General Education	82	4	5%	78	95%	0	0%	11	14%	28	36%	39	50%	67	86%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	9	90%	0	0%	1	11%	0	0%	8	89%	8	89%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	13	100%	0	0%	3	23%	3	23%	7	54%	10	77%
White	53	3	6%	50	94%	0	0%	5	10%	22	44%	23	46%	45	90%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
Female	42	4	10%	38	90%	0	0%	3	8%	15	39%	20	53%	35	92%
Male	40	0	0%	40	100%	0	0%	8	20%	13	33%	19	48%	32	80%
Non-English Language Learners	82	4	5%	78	95%	0	0%	11	14%	28	36%	39	50%	67	86%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	80	4	5%	76	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	82	4	5%	78	95%	0	0%	11	14%	28	36%	39	50%	67	86%
Not Homeless	82	4	5%	78	95%	0	0%	11	14%	28	36%	39	50%	67	86%
Not in Foster Care	82	4	5%	78	95%	0	0%	11	14%	28	36%	39	50%	67	86%
Parent Not in Armed Forces	82	4	5%	78	95%	0	0%	11	14%	28	36%	39	50%	67	86%

## GRADE 8 MATH RESULTS

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



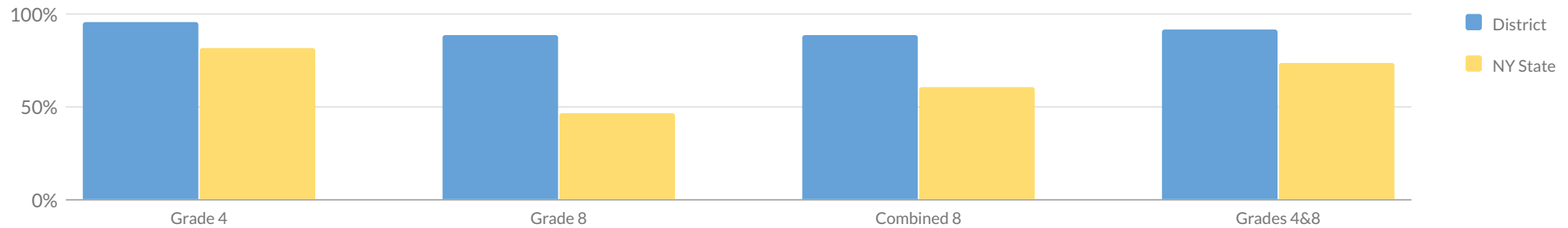


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	114	65	57%	49	43%	8	16%	16	33%	20	41%	5	10%	25	51%
General Education	104	62	60%	42	40%	5	12%	13	31%	19	45%	5	12%	24	57%
Students with Disabilities	10	3	30%	7	70%	3	43%	3	43%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	17	15	88%	2	12%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
White	76	39	51%	37	49%	5	14%	14	38%	14	38%	4	11%	18	49%
Multiracial	8	6	75%	2	25%	—	—	—	—	—	—	—	—	—	—
Small Group Total	38	26	68%	12	32%	3	25%	2	17%	6	50%	1	8%	7	58%
Female	48	29	60%	19	40%	3	16%	8	42%	6	32%	2	11%	8	42%
Male	66	36	55%	30	45%	5	17%	8	27%	14	47%	3	10%	17	57%
Non-English Language Learners	114	65	57%	49	43%	8	16%	16	33%	20	41%	5	10%	25	51%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	112	65	58%	47	42%	—	—	—	—	—	—	—	—	—	—
Not Migrant	114	65	57%	49	43%	8	16%	16	33%	20	41%	5	10%	25	51%
Not Homeless	114	65	57%	49	43%	8	16%	16	33%	20	41%	5	10%	25	51%
Not in Foster Care	114	65	57%	49	43%	8	16%	16	33%	20	41%	5	10%	25	51%
Parent Not in Armed Forces	114	65	57%	49	43%	8	16%	16	33%	20	41%	5	10%	25	51%

## GRADES 4 & 8 SCIENCE RESULTS (2020-21)

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

### SUMMARY RESULTS



Percent Proficient

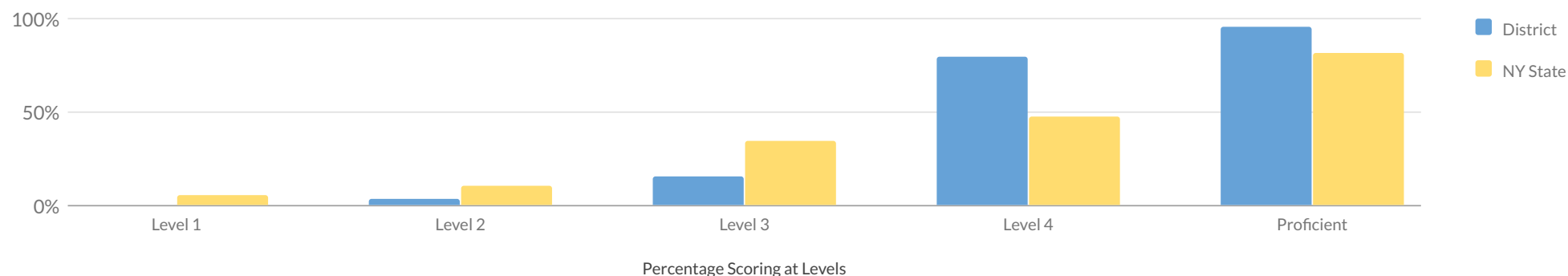
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	100	6	6%	94	94%	0	0%	4	4%	15	16%	75	80%	90	96%
Grade 8	114	11	10%	103	90%	2	2%	9	9%	50	49%	42	41%	92	89%
Combined 8	114	11	10%	103	90%	2	2%	9	9%	50	49%	42	41%	92	89%
Grades 4&8	214	17	8%	197	92%	2	1%	13	7%	65	33%	117	59%	182	92%

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

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

## GRADE 4 SCIENCE RESULTS

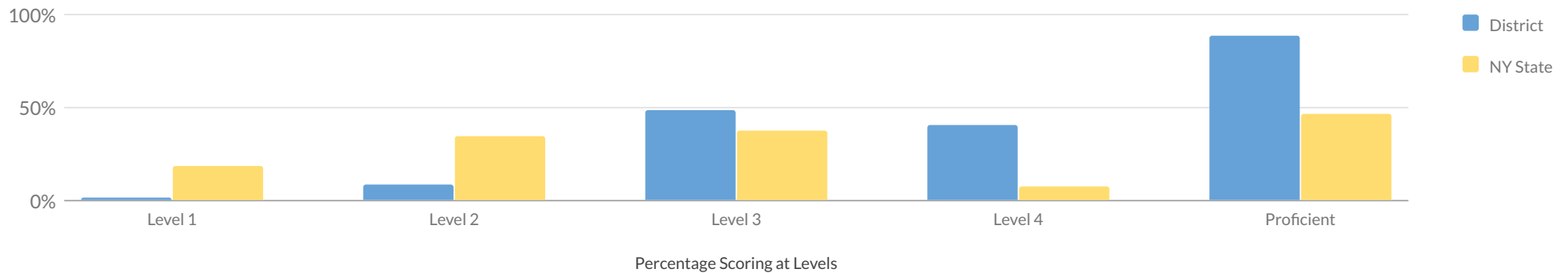
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	6	6%	94	94%	0	0%	4	4%	15	16%	75	80%	90	96%
General Education	96	4	4%	92	96%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	0	0%	0	0%	4	20%	16	80%	20	100%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	1	10%	9	90%	—	—	—	—	—	—	—	—	—	—
White	55	4	7%	51	93%	0	0%	2	4%	7	14%	42	82%	49	96%
Multiracial	11	0	0%	11	100%	0	0%	1	9%	2	18%	8	73%	10	91%
Small Group Total	13	1	8%	12	92%	0	0%	1	8%	2	17%	9	75%	11	92%
Female	53	3	6%	50	94%	0	0%	0	0%	8	16%	42	84%	50	100%
Male	47	3	6%	44	94%	0	0%	4	9%	7	16%	33	75%	40	91%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	99	6	6%	93	94%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	95	5	5%	90	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	100	6	6%	94	94%	0	0%	4	4%	15	16%	75	80%	90	96%
Not Homeless	100	6	6%	94	94%	0	0%	4	4%	15	16%	75	80%	90	96%
Not in Foster Care	100	6	6%	94	94%	0	0%	4	4%	15	16%	75	80%	90	96%
Parent Not in Armed Forces	100	6	6%	94	94%	0	0%	4	4%	15	16%	75	80%	90	96%

## GRADE 8 SCIENCE RESULTS

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

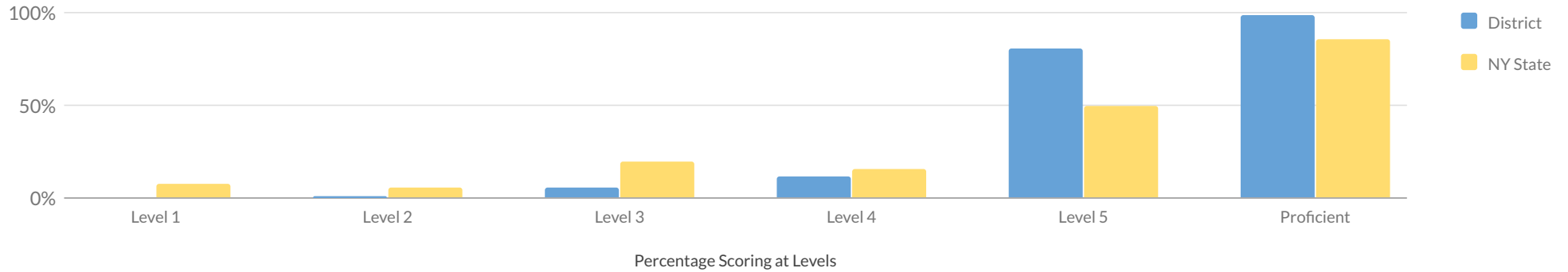


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	114	11	10%	103	90%	2	2%	9	9%	50	49%	42	41%	92	89%
General Education	104	9	9%	95	91%	0	0%	6	6%	48	51%	41	43%	89	94%
Students with Disabilities	10	2	20%	8	80%	2	25%	3	38%	2	25%	1	13%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	17	2	12%	15	88%	0	0%	1	7%	2	13%	12	80%	14	93%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	9	100%	2	22%	1	11%	3	33%	3	33%	6	67%
White	76	8	11%	68	89%	0	0%	7	10%	39	57%	22	32%	61	90%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	11	92%	0	0%	0	0%	6	55%	5	45%	11	100%
Female	48	6	13%	42	88%	0	0%	4	10%	19	45%	19	45%	38	90%
Male	66	5	8%	61	92%	2	3%	5	8%	31	51%	23	38%	54	89%
Non-English Language Learners	114	11	10%	103	90%	2	2%	9	9%	50	49%	42	41%	92	89%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	112	11	10%	101	90%	—	—	—	—	—	—	—	—	—	—
Not Migrant	114	11	10%	103	90%	2	2%	9	9%	50	49%	42	41%	92	89%
Not Homeless	114	11	10%	103	90%	2	2%	9	9%	50	49%	42	41%	92	89%
Not in Foster Care	114	11	10%	103	90%	2	2%	9	9%	50	49%	42	41%	92	89%
Parent Not in Armed Forces	114	11	10%	103	90%	2	2%	9	9%	50	49%	42	41%	92	89%

## ANNUAL REGENTS EXAMINATIONS (2020 - 21)

## ANNUAL REGENTS EXAMINATION IN ELA (2020-21)

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





Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	0	0%	1	1%	4	6%	8	12%	54	81%	66	99%
General Education	64	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	1	8%	1	8%	11	85%	13	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	47	0	0%	1	2%	2	4%	4	9%	40	85%	46	98%
Small Group Total	7	0	0%	0	0%	1	14%	3	43%	3	43%	7	100%
Female	34	0	0%	0	0%	0	0%	5	15%	29	85%	34	100%
Male	33	0	0%	1	3%	4	12%	3	9%	25	76%	32	97%
Non-English Language Learners	67	0	0%	1	1%	4	6%	8	12%	54	81%	66	99%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	66	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	0	0%	1	1%	4	6%	8	12%	54	81%	66	99%
Not Homeless	67	0	0%	1	1%	4	6%	8	12%	54	81%	66	99%
Not in Foster Care	67	0	0%	1	1%	4	6%	8	12%	54	81%	66	99%
Parent Not in Armed Forces	67	0	0%	1	1%	4	6%	8	12%	54	81%	66	99%

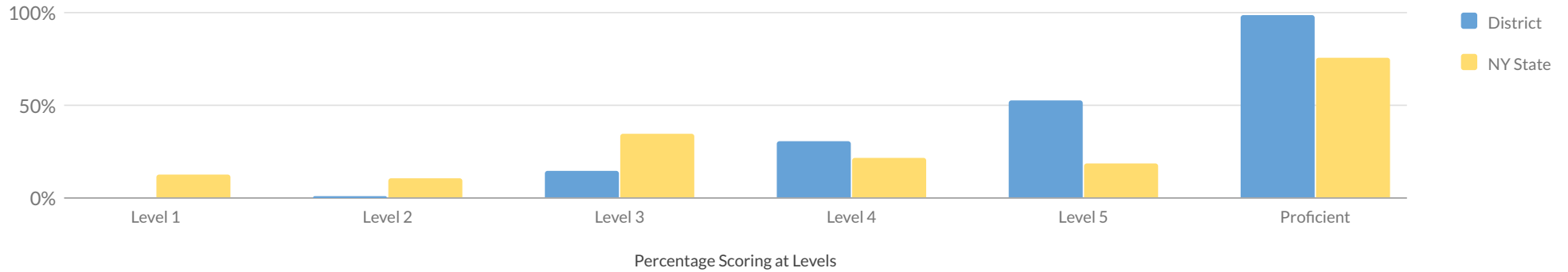
## ANNUAL REGENTS EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	71	66	93	5	7
General Education	58	56	97	2	3
Students with Disabilities	13	10	77	3	23
Asian or Native Hawaiian/Other Pacific Islander	8	7	88	1	13
Black or African American	5	5	100	0	0
Hispanic or Latino	7	6	86	1	14
White	51	48	94	3	6
Female	23	22	96	1	4
Male	48	44	92	4	8
Non-English Language Learners	71	66	93	5	7
Economically Disadvantaged	7	7	100	0	0
Not Economically Disadvantaged	64	59	92	5	8
Not Migrant	71	66	93	5	7
Not Homeless	71	66	93	5	7
Not in Foster Care	71	66	93	5	7
Parent Not in Armed Forces	71	66	93	5	7

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

## ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	0	0%	1	1%	13	15%	28	31%	47	53%	88	99%
General Education	84	0	0%	1	1%	12	14%	27	32%	44	52%	83	99%
Students with Disabilities	5	0	0%	0	0%	1	20%	1	20%	3	60%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	2	13%	1	7%	12	80%	15	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	0	0%	2	25%	3	38%	3	38%	8	100%
White	59	0	0%	1	2%	8	14%	22	37%	28	47%	58	98%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
Female	38	0	0%	0	0%	4	11%	11	29%	23	61%	38	100%
Male	51	0	0%	1	2%	9	18%	17	33%	24	47%	50	98%
Non-English Language Learners	89	0	0%	1	1%	13	15%	28	31%	47	53%	88	99%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	88	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	89	0	0%	1	1%	13	15%	28	31%	47	53%	88	99%
Not Homeless	89	0	0%	1	1%	13	15%	28	31%	47	53%	88	99%
Not in Foster Care	89	0	0%	1	1%	13	15%	28	31%	47	53%	88	99%
Parent Not in Armed Forces	89	0	0%	1	1%	13	15%	28	31%	47	53%	88	99%

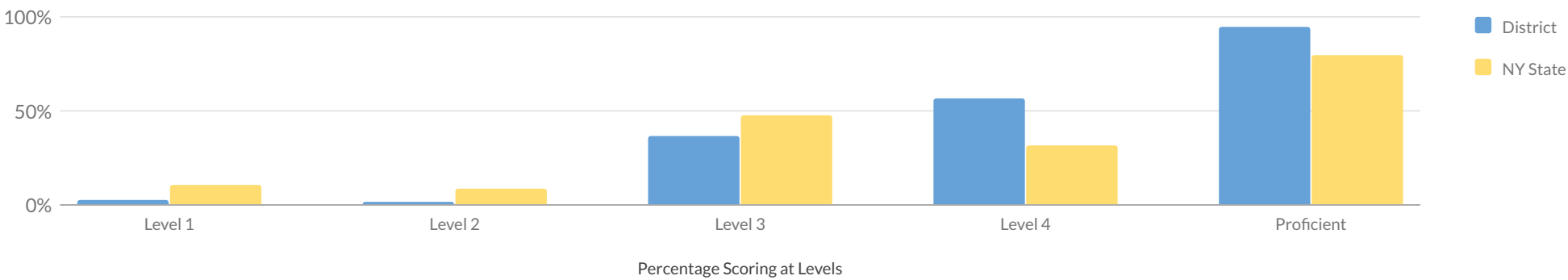
## ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	78	32	41	46	59
General Education	65	21	32	44	68
Students with Disabilities	13	11	85	2	15
Asian or Native Hawaiian/Other Pacific Islander	12	5	42	7	58
Black or African American	2	2	100	0	0
Hispanic or Latino	5	2	40	3	60
White	57	23	40	34	60
Multiracial	2	0	0	2	100
Female	32	15	47	17	53
Male	46	17	37	29	63
Non-English Language Learners	78	32	41	46	59
Economically Disadvantaged	4	3	75	1	25
Not Economically Disadvantaged	74	29	39	45	61
Not Migrant	78	32	41	46	59
Not Homeless	78	32	41	46	59
Not in Foster Care	78	32	41	46	59
Parent Not in Armed Forces	78	32	41	46	59

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2020-21)

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	91	3	3%	2	2%	34	37%	52	57%	86	95%
General Education	80	3	4%	2	3%	26	33%	49	61%	75	94%
Students with Disabilities	11	0	0%	0	0%	8	73%	3	27%	11	100%
Asian or Native Hawaiian/Other Pacific Islander	17	1	6%	0	0%	3	18%	13	76%	16	94%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	—	—	—	—	—	—	—	—	—	—
White	61	2	3%	2	3%	23	38%	34	56%	57	93%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	0	0%	0	0%	8	62%	5	38%	13	100%
Female	31	1	3%	1	3%	11	35%	18	58%	29	94%
Male	60	2	3%	1	2%	23	38%	34	57%	57	95%
Non-English Language Learners	91	3	3%	2	2%	34	37%	52	57%	86	95%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	87	—	—	—	—	—	—	—	—	—	—
Not Migrant	91	3	3%	2	2%	34	37%	52	57%	86	95%
Not Homeless	91	3	3%	2	2%	34	37%	52	57%	86	95%
Not in Foster Care	91	3	3%	2	2%	34	37%	52	57%	86	95%
Parent Not in Armed Forces	91	3	3%	2	2%	34	37%	52	57%	86	95%

## ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT

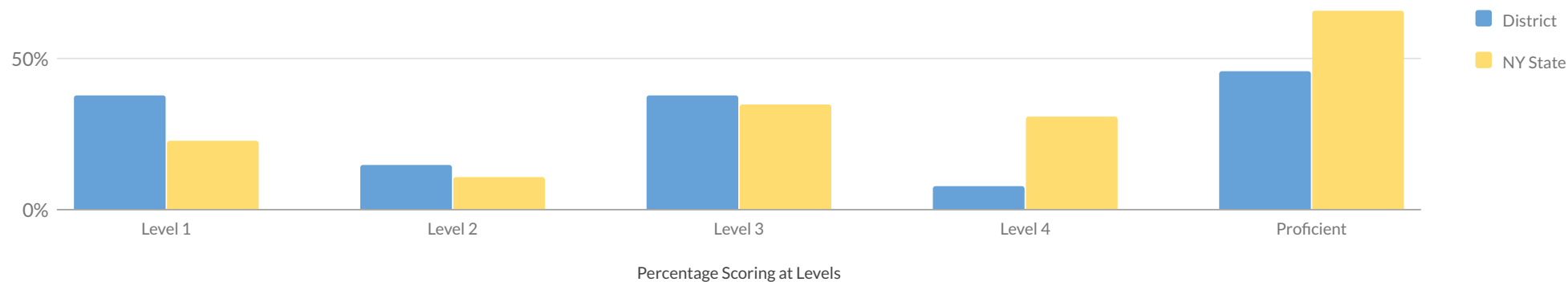
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	111	55	50	56	50
General Education	93	46	49	47	51
Students with Disabilities	18	9	50	9	50
Asian or Native Hawaiian/Other Pacific Islander	12	4	33	8	67
Black or African American	3	2	67	1	33
Hispanic or Latino	12	5	42	7	58
White	81	42	52	39	48
Multiracial	3	2	67	1	33
Female	51	31	61	20	39
Male	60	24	40	36	60
Non-English Language Learners	111	55	50	56	50
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	109	53	49	56	51
Not Migrant	111	55	50	56	50
Not Homeless	111	55	50	56	50
Not in Foster Care	111	55	50	56	50
Parent Not in Armed Forces	111	55	50	56	50

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



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

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	13	5	38%	2	15%	5	38%	1	8%	6	46%
General Education	13	5	38%	2	15%	5	38%	1	8%	6	46%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	12	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	13	5	38%	2	15%	5	38%	1	8%	6	46%
Female	7	3	43%	0	0%	3	43%	1	14%	4	57%
Male	6	2	33%	2	33%	2	33%	0	0%	2	33%
Non-English Language Learners	13	5	38%	2	15%	5	38%	1	8%	6	46%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	12	—	—	—	—	—	—	—	—	—	—
Not Migrant	13	5	38%	2	15%	5	38%	1	8%	6	46%
Not Homeless	13	5	38%	2	15%	5	38%	1	8%	6	46%
Not in Foster Care	13	5	38%	2	15%	5	38%	1	8%	6	46%
Parent Not in Armed Forces	13	5	38%	2	15%	5	38%	1	8%	6	46%

## ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	36	25	69	11	31
General Education	34	23	68	11	32
Students with Disabilities	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	3	3	100	0	0
White	27	16	59	11	41
Multiracial	1	1	100	0	0
Female	18	13	72	5	28
Male	18	12	67	6	33
Non-English Language Learners	36	25	69	11	31
Not Economically Disadvantaged	36	25	69	11	31
Not Migrant	36	25	69	11	31
Not Homeless	36	25	69	11	31
Not in Foster Care	36	25	69	11	31
Parent Not in Armed Forces	36	25	69	11	31

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

## ANNUAL REGENTS EXEMPTIONS IN GEOMETRY

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	117
General Education	114
Students with Disabilities	3
Asian or Native Hawaiian/Other Pacific Islander	18
Black or African American	3
Hispanic or Latino	9
White	83
Multiracial	4
Female	52
Male	65
Non-English Language Learners	117
Economically Disadvantaged	3
Not Economically Disadvantaged	114
Not Migrant	117
Not Homeless	117
Not in Foster Care	117
Parent Not in Armed Forces	117

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

## ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	100
General Education	97
Students with Disabilities	3
Asian or Native Hawaiian/Other Pacific Islander	15
Black or African American	1
Hispanic or Latino	8
White	74
Multiracial	2
Female	45
Male	55
Non-English Language Learners	100
Not Economically Disadvantaged	100
Not Migrant	100
Not Homeless	100
Not in Foster Care	100
Parent Not in Armed Forces	100

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

## ANNUAL REGENTS EXEMPTIONS IN NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	132
General Education	120
Students with Disabilities	12
Asian or Native Hawaiian/Other Pacific Islander	23
Black or African American	5
Hispanic or Latino	11
White	90
Multiracial	3
Female	61
Male	71
Non-English Language Learners	132
Economically Disadvantaged	5
Not Economically Disadvantaged	127
Not Migrant	132
Not Homeless	132
Not in Foster Care	132
Parent Not in Armed Forces	132

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

## ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK)

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	138
General Education	124
Students with Disabilities	14
Asian or Native Hawaiian/Other Pacific Islander	19
Black or African American	7
Hispanic or Latino	13
White	99
Female	59
Male	79
Non-English Language Learners	138
Economically Disadvantaged	8
Not Economically Disadvantaged	130
Not Migrant	138
Not Homeless	138
Not in Foster Care	138
Parent Not in Armed Forces	138

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

## ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/CHEMISTRY

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	92
General Education	90
Students with Disabilities	2
Asian or Native Hawaiian/Other Pacific Islander	15
Black or African American	4
Hispanic or Latino	9
White	62
Multiracial	2
Female	50
Male	42
Non-English Language Learners	92
Economically Disadvantaged	1
Not Economically Disadvantaged	91
Not Migrant	92
Not Homeless	92
Not in Foster Care	92
Parent Not in Armed Forces	92

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

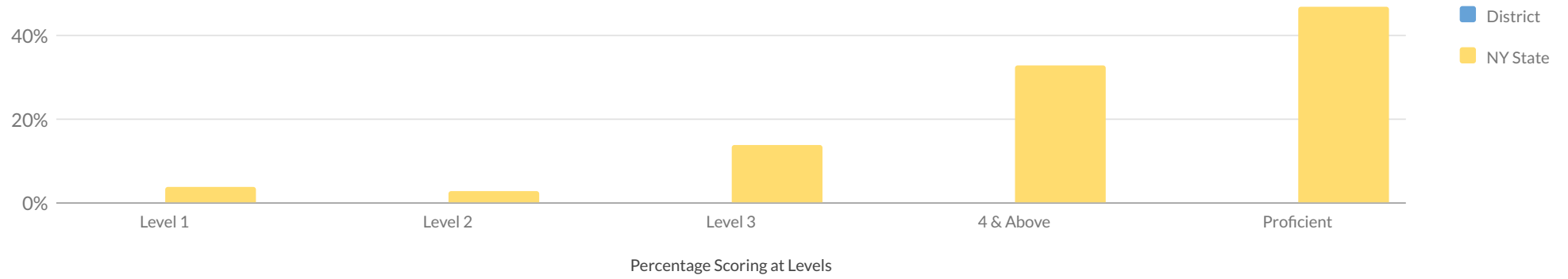


## **TOTAL COHORT REGENTS EXAMINATION RESULTS**

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

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, and some June 2021 Regents examinations were canceled. June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered. Caution should be used when comparing 2020-21 Regents examinations results with those from prior years.

## 2017 TOTAL COHORT REGENTS IN ELA



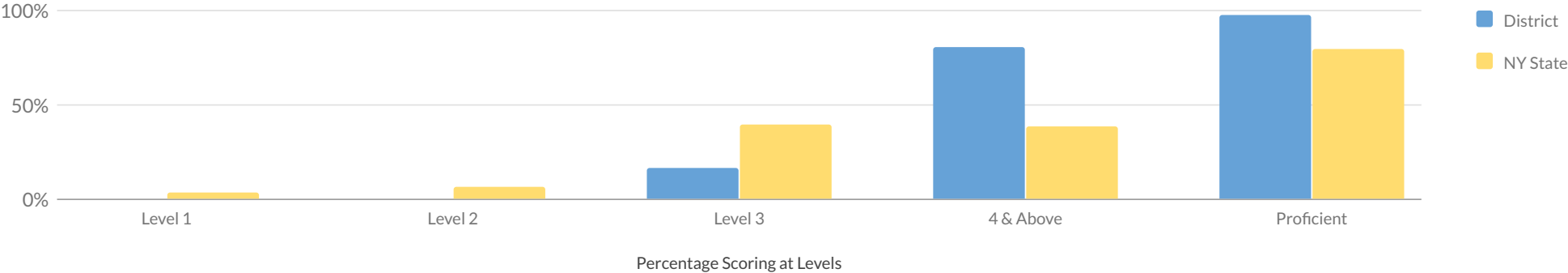
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	25	25	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	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	94	94	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	65	65	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	72	72	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

## 2017 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	84	84	100	0	0
General Education	77	77	100	0	0
Students with Disabilities	7	7	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	8	100	0	0
Black or African American	5	5	100	0	0
Hispanic or Latino	5	5	100	0	0
White	66	66	100	0	0
Female	36	36	100	0	0
Male	48	48	100	0	0
Non-English Language Learners	84	84	100	0	0
Economically Disadvantaged	5	5	100	0	0
Not Economically Disadvantaged	79	79	100	0	0
Not Migrant	84	84	100	0	0
Not Homeless	84	84	100	0	0
Not in Foster Care	84	84	100	0	0
Parent Not in Armed Forces	84	84	100	0	0

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

2017 TOTAL COHORT REGENTS IN MATH



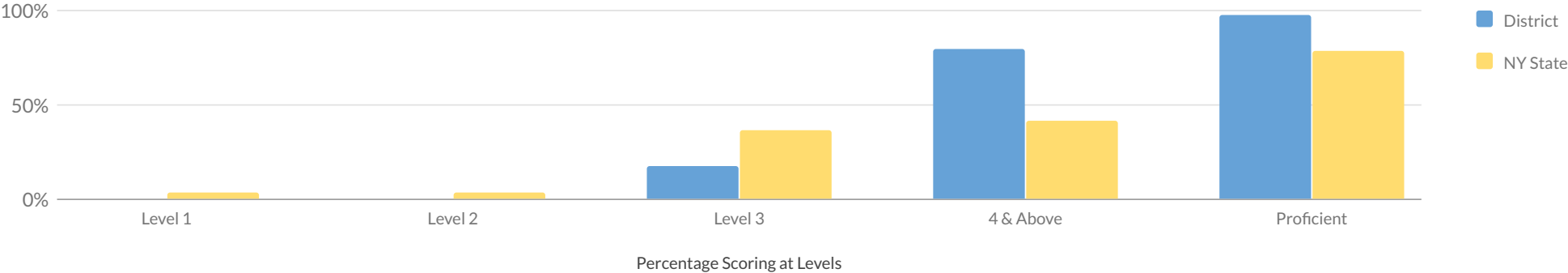
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	3	2%	134	98%	0	0%	0	0%	23	17%	111	81%	134	98%
General Education	126	1	1%	125	99%	0	0%	0	0%	16	13%	109	87%	125	99%
Students with Disabilities	11	2	18%	9	82%	0	0%	0	0%	7	64%	2	18%	9	82%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	0	0%	0	0%	0	0%	25	100%	25	100%
Black or African American	8	0	0%	8	100%	0	0%	0	0%	5	63%	3	38%	8	100%
Hispanic or Latino	10	1	10%	9	90%	0	0%	0	0%	2	20%	7	70%	9	90%
White	94	2	2%	92	98%	0	0%	0	0%	16	17%	76	81%	92	98%
Female	65	2	3%	63	97%	0	0%	0	0%	9	14%	54	83%	63	97%
Male	72	1	1%	71	99%	0	0%	0	0%	14	19%	57	79%	71	99%
Non-English Language Learners	137	3	2%	134	98%	0	0%	0	0%	23	17%	111	81%	134	98%
Economically Disadvantaged	9	1	11%	8	89%	0	0%	0	0%	3	33%	5	56%	8	89%
Not Economically Disadvantaged	128	2	2%	126	98%	0	0%	0	0%	20	16%	106	83%	126	98%
Not Migrant	137	3	2%	134	98%	0	0%	0	0%	23	17%	111	81%	134	98%
Not Homeless	137	3	2%	134	98%	0	0%	0	0%	23	17%	111	81%	134	98%
Not in Foster Care	137	3	2%	134	98%	0	0%	0	0%	23	17%	111	81%	134	98%
Parent Not in Armed Forces	137	3	2%	134	98%	0	0%	0	0%	23	17%	111	81%	134	98%

## 2017 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	26	0	0	26	100
General Education	26	0	0	26	100
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Hispanic or Latino	1	0	0	1	100
White	22	0	0	22	100
Female	16	0	0	16	100
Male	10	0	0	10	100
Non-English Language Learners	26	0	0	26	100
Not Economically Disadvantaged	26	0	0	26	100
Not Migrant	26	0	0	26	100
Not Homeless	26	0	0	26	100
Not in Foster Care	26	0	0	26	100
Parent Not in Armed Forces	26	0	0	26	100

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

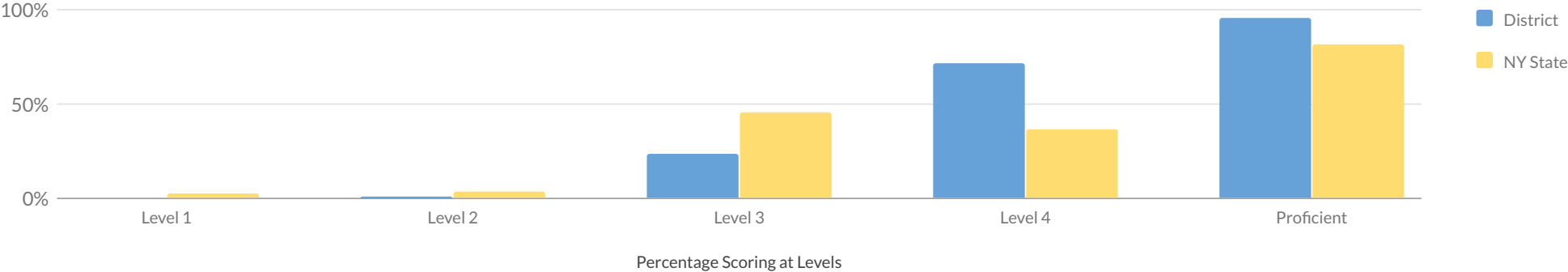
2017 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY





Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	3	2%	134	98%	0	0%	0	0%	24	18%	110	80%	134	98%
General Education	126	1	1%	125	99%	0	0%	0	0%	18	14%	107	85%	125	99%
Students with Disabilities	11	2	18%	9	82%	0	0%	0	0%	6	55%	3	27%	9	82%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	0	0%	0	0%	2	8%	23	92%	25	100%
Black or African American	8	0	0%	8	100%	0	0%	0	0%	3	38%	5	63%	8	100%
Hispanic or Latino	10	1	10%	9	90%	0	0%	0	0%	2	20%	7	70%	9	90%
White	94	2	2%	92	98%	0	0%	0	0%	17	18%	75	80%	92	98%
Female	65	2	3%	63	97%	0	0%	0	0%	10	15%	53	82%	63	97%
Male	72	1	1%	71	99%	0	0%	0	0%	14	19%	57	79%	71	99%
Non-English Language Learners	137	3	2%	134	98%	0	0%	0	0%	24	18%	110	80%	134	98%
Economically Disadvantaged	9	1	11%	8	89%	0	0%	0	0%	3	33%	5	56%	8	89%
Not Economically Disadvantaged	128	2	2%	126	98%	0	0%	0	0%	21	16%	105	82%	126	98%
Not Migrant	137	3	2%	134	98%	0	0%	0	0%	24	18%	110	80%	134	98%
Not Homeless	137	3	2%	134	98%	0	0%	0	0%	24	18%	110	80%	134	98%
Not in Foster Care	137	3	2%	134	98%	0	0%	0	0%	24	18%	110	80%	134	98%
Parent Not in Armed Forces	137	3	2%	134	98%	0	0%	0	0%	24	18%	110	80%	134	98%

2017 TOTAL COHORT REGENTS IN SCIENCE



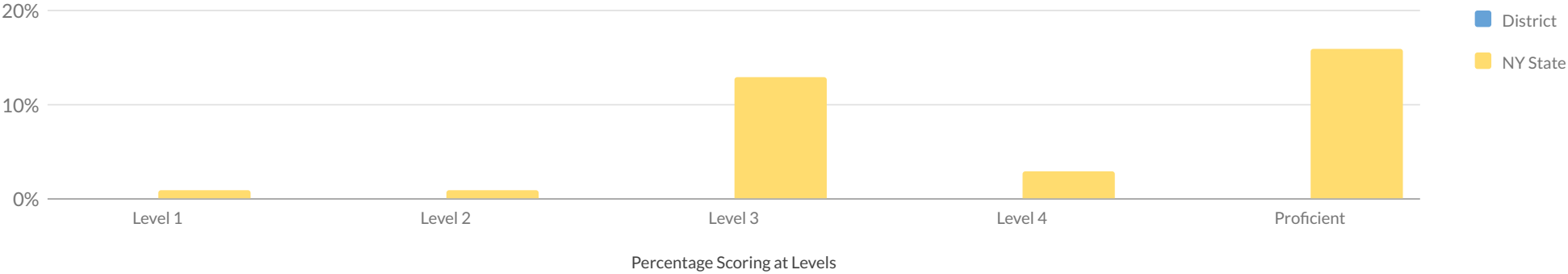
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	4	3%	133	97%	0	0%	1	1%	33	24%	99	72%	132	96%
General Education	126	1	1%	125	99%	0	0%	0	0%	29	23%	96	76%	125	99%
Students with Disabilities	11	3	27%	8	73%	0	0%	1	9%	4	36%	3	27%	7	64%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	0	0%	0	0%	4	16%	21	84%	25	100%
Black or African American	8	0	0%	8	100%	0	0%	0	0%	3	38%	5	63%	8	100%
Hispanic or Latino	10	1	10%	9	90%	0	0%	0	0%	2	20%	7	70%	9	90%
White	94	3	3%	91	97%	0	0%	1	1%	24	26%	66	70%	90	96%
Female	65	2	3%	63	97%	0	0%	0	0%	15	23%	48	74%	63	97%
Male	72	2	3%	70	97%	0	0%	1	1%	18	25%	51	71%	69	96%
Non-English Language Learners	137	4	3%	133	97%	0	0%	1	1%	33	24%	99	72%	132	96%
Economically Disadvantaged	9	1	11%	8	89%	0	0%	0	0%	3	33%	5	56%	8	89%
Not Economically Disadvantaged	128	3	2%	125	98%	0	0%	1	1%	30	23%	94	73%	124	97%
Not Migrant	137	4	3%	133	97%	0	0%	1	1%	33	24%	99	72%	132	96%
Not Homeless	137	4	3%	133	97%	0	0%	1	1%	33	24%	99	72%	132	96%
Not in Foster Care	137	4	3%	133	97%	0	0%	1	1%	33	24%	99	72%	132	96%
Parent Not in Armed Forces	137	4	3%	133	97%	0	0%	1	1%	33	24%	99	72%	132	96%

## 2017 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	29	1	3	28	97
General Education	28	0	0	28	100
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Black or African American	1	0	0	1	100
Hispanic or Latino	2	0	0	2	100
White	24	1	4	23	96
Female	18	0	0	18	100
Male	11	1	9	10	91
Non-English Language Learners	29	1	3	28	97
Not Economically Disadvantaged	29	1	3	28	97
Not Migrant	29	1	3	28	97
Not Homeless	29	1	3	28	97
Not in Foster Care	29	1	3	28	97
Parent Not in Armed Forces	29	1	3	28	97

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	25	25	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	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	94	94	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	65	65	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	72	72	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	45	45	100	0	0
General Education	39	39	100	0	0
Students with Disabilities	6	6	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	4	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	3	3	100	0	0
White	35	35	100	0	0
Female	19	19	100	0	0
Male	26	26	100	0	0
Non-English Language Learners	45	45	100	0	0
Economically Disadvantaged	4	4	100	0	0
Not Economically Disadvantaged	41	41	100	0	0
Not Migrant	45	45	100	0	0
Not Homeless	45	45	100	0	0
Not in Foster Care	45	45	100	0	0
Parent Not in Armed Forces	45	45	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 (2020-21)

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

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

[illegible]



## NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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

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

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	1	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 3 Math	1	1	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 ELA	1	1	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	1	1	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	1	1	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

### NEW YORK STATE NAEP GRADE 4

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

## NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

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

## NATIONAL NAEP GRADE 4

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

## NATIONAL NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

## NATIONAL NAEP PARTICIPATION RATES

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

## EXPENDITURES PER PUPIL (2020-21)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	1,351	\$297,128	\$220	\$43,632,457	\$32,296	\$43,929,585	\$32,516
Statewide	2,531,787	\$4,030,706,303	\$1,592	\$55,385,642,661	\$21,876	\$59,416,348,964	\$23,468

## STAFF QUALIFICATIONS (2020-21)

### INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	132	4	3%	3	1	33%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

# TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	130	5	4%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

## TOTAL COHORT GRADUATION RATE (2020-21)

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

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	133	97%	92	67%	41	30%	0	0%	0	0%	1	1%	0	0%	3	2%
Female	65	63	97%	47	72%	16	25%	0	0%	0	0%	1	2%	0	0%	1	2%
Male	72	70	97%	45	63%	25	35%	0	0%	0	0%	0	0%	0	0%	2	3%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	25	25	100%	24	96%	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	8	8	100%	4	50%	4	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	10	9	90%	5	50%	4	40%	0	0%	0	0%	0	0%	0	0%	1	10%
White	94	91	97%	59	63%	32	34%	0	0%	0	0%	1	1%	0	0%	2	2%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	126	125	99%	92	73%	33	26%	0	0%	0	0%	0	0%	0	0%	1	1%
Students with Disabilities	11	8	73%	0	0%	8	73%	0	0%	0	0%	1	9%	0	0%	2	18%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	137	133	97%	92	67%	41	30%	0	0%	0	0%	1	1%	0	0%	3	2%
Economically Disadvantaged	9	7	78%	4	44%	3	33%	0	0%	0	0%	1	11%	0	0%	1	11%



Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	128	126	98%	88	69%	38	30%	0	0%	0	0%	0	0%	0	0%	2	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	137	133	97%	92	67%	41	30%	0	0%	0	0%	1	1%	0	0%	3	2%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	137	133	97%	92	67%	41	30%	0	0%	0	0%	1	1%	0	0%	3	2%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	137	133	97%	92	67%	41	30%	0	0%	0	0%	1	1%	0	0%	3	2%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	137	133	97%	92	67%	41	30%	0	0%	0	0%	1	1%	0	0%	3	2%

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

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide