



Alexandria Central School

Home of the Purple Ghosts



34 Bolton Avenue, Alexandria Bay, New York 13607 Phone: 315-482-9971 Fax: 315-482-9973

Budget Hearing Meeting
Tuesday, May 2, 2023 at 6:00 p.m.

Welcome

Call to Order

Pledge to the Flag

Introductions

Board Members

Mrs. Suzanne Hunter-President
Ms. Christine Lingenfelter – Vice President
Mrs. Betty Compeau
Mr. Timothy Davidson
Mr. Eric Heath
Mrs. Heather Lavarway
Mr. James VanCour

Superintendent

Mr. Christopher Clapper

School Business Administrator

Ms. Brianne Kirchoff

District Clerk

Mrs. Renee Gill

2022 Budget Hearing Minutes

Legal Notice (purpose) for 2023

Proposed 2023-2024 School Budget Review: Mr. Christopher Clapper, Superintendent & Ms. Brianne Kirchoff, School Business Administrator

Meet the Candidates: Christopher Symenow, Christine Lingenfelter (Incumbent), Emily Chase, Andrea Adsit, Betty Compeau (Incumbent)

Question & Answer Period

Adjournment

****Reminder** – Voting on the budget will take place on Tuesday, May 16, 2023, from 9:00 a.m. to 8:00 p.m. in Room 260.

LEGAL NOTICE
NOTICE OF ANNUAL MEETING, BUDGET VOTE, AND ELECTION
ALEXANDRIA CENTRAL SCHOOL DISTRICT

NOTICE IS HEREBY GIVEN, that the annual public hearing of the qualified voters of the Alexandria Central School District, Jefferson County, and Alexandria Bay, New York will be held in the Alexandria Central School Auditorium in said District on May 2, 2023 at 6:00 p.m. prevailing time, for the presentation of the budget. The budget will be available for review on April 25, 2023.

The annual meeting of the qualified voters of the Alexandria Central School, Jefferson County, New York will be held in Room 260 of the School Building located at 34 Bolton Avenue, Alexandria Bay, New York, on May 16, 2023 between the hours of 9:00 a.m. through 8:00 p.m., prevailing time, at which time the polls will be opened to vote by paper ballot upon the following items:

1. To adopt the annual budget of the Alexandria Central School District for the fiscal year 2023-2024 and to authorize the requisite portion thereof to be raised by taxation on the taxable property of the District.
2. Shall the Board of Education of the Alexandria Central School District be authorized to issue bonds and notes of the District at one time or from time to time, in the principal amount **not to exceed \$300,000**, or so much thereof as may be necessary, and apply a grant awarded by the U.S. Environmental Protection Agency in the amount of seven-hundred ten thousand dollars together with any other aid received by the District and the proceeds of such bonds, notes, to purchase two student transport vehicles and one passenger vehicle, including necessary furnishings, fixtures and equipment and all other costs incidental thereto, at a cost not to exceed one-million ten-thousand dollars, which is the estimated maximum cost of such vehicles, and levy a tax upon the taxable property of the District to pay principal, in an amount not to exceed three-hundred thousand dollars as indicated above, and interest on such bonds and notes, to be levied and collected in annual installments as provided by Section 416 of the Education Law?
3. Shall the Board of Education of the Alexandria Central School District be authorized to establish a new (10) ten-year capital reserve pursuant to Section 3651 of the Education Law in an amount not to exceed \$2,000,000 to be used for renovations and additions to all District facilities, including purchase of equipment, technology upgrades, classroom equipment and/or school infrastructure equipment, site development, storm and sanitary sewer, driveways, and parking lots, with such reserve to be funded from year to year in an amount up to the limit of the Capital Reserve Fund from (i) year-end budget surplus funds known as unassigned fund balance, as available, for the fiscal year ended June 30, 2023 and each fiscal year thereafter for the term of the reserve fund, (ii) future transfers of excess monies from Board of Education designated reserves, (iii) amounts from budgetary appropriations from time to time, and (iv) New York State Aid received and made available by the Board of Education from time to time, all as permitted by law?
4. Shall the additional sum of \$55,000 be raised by annual levy of a tax upon the taxable real property within the Alexandria Central School District for the purpose of funding the Macsherry Library?
5. To elect three (3) members of the Board of Education for a term each of three (3) years commencing on July 1, 2023 through June 30, 2026.

NOTICE IS FURTHER GIVEN that a copy of the statement of the amount of money which will be required to fund the school district's budget for 2023-2024 school year for school purposes may be obtained by any resident of the district during business hours between 8:00 a.m. and 3:00 p.m. during the fourteen (14) days immediately preceding the annual meeting and election beginning May 2, 2023, except Saturday, Sunday, or holidays, at the District Offices, 34 Bolton Avenue, Alexandria Bay, New York. Also, a copy of the district budget may be found on the School District website at www.alexandriacentral.org.

NOTICE IS FURTHER GIVEN that petitions nominating candidates for the office of member of the Board of Education shall be filed with the Clerk of said School District at the District Office, 34 Bolton Avenue, not later than 5:00 p.m. on April 17, 2023.

The following vacancies are to filled on the Board of Education:

Three (3) Board seats for terms of 3-years (current incumbents are Betty Compeau, Christine Lingenfelter and James VanCour) commencing July 1, 2023 through June 30, 2026.

Each petition shall be directed to the Clerk of the District and shall be signed by at least 25 voters, must state the name and residence of the candidate, and shall describe the specific vacancy for which the candidate is nominated. The qualified voters of the School District shall be entitled to vote at said annual vote and election. A qualified voter is one who is (1) a citizen of the United States of America, (2) eighteen years of age or older, and (3) resident within the School District for a period of thirty (30) days preceding the annual vote and election. The School District may require all persons offering to vote on the budget and election to provide proof of residency pursuant to Education Law §2018-c. The District may also require all persons offering to vote to provide their signature, printed name, and address.

NOTICE IS FURTHER GIVEN that qualified voters may obtain applications for absentee ballots from the office of the Clerk of the School District. Completed applications for absentee ballots must be received by the District Clerk of the School District no later than 4:00 P.M. prevailing time, on May 15, 2023, if the ballot is to be personally delivered to the voter, or must be received no later than 5:00 P.M., prevailing time, on May 9, 2023 if the absentee ballot is to be mailed to the voter. Completed applications received after 4:00 P.M. on May 9, 2023, will require the voter to personally appear at the Office of the Clerk of the School District to receive an absentee ballot. A listing of all persons to whom an absentee ballot is issued will be available for inspection by any qualified voter during regular business hours in the Office of the Clerk of the School District during each of the 5 business days prior to the election.

NOTICE IS FURTHER GIVEN that military voters who are qualified voters of the School District may apply for a military ballot by requesting an application from the District Clerk at 315-482-9971 or rgill@acsghosts.org. For a military voter to be issued a military ballot, the District Clerk must have received a valid ballot application no later than 5:00 pm on April 20, 2023. In a request for a military ballot application or ballot, the military voter may indicate their preference for receiving the application or ballot by mail, facsimile transmission or electronic mail.

Renee Gill
School District Clerk

To be published in the Watertown Times and Thousand Islands Sun on: March 30, 2023, April 13, 2023, April 27, 2023, and May 11, 2023.

2023-2024 School Budget

“EXCELLENCE IN EDUCATION”



Budget Hearing - Tuesday, May 2, 2023

6:00 PM

Budget Vote - Tuesday, May 16, 2023

9:00 AM - 8:00 PM

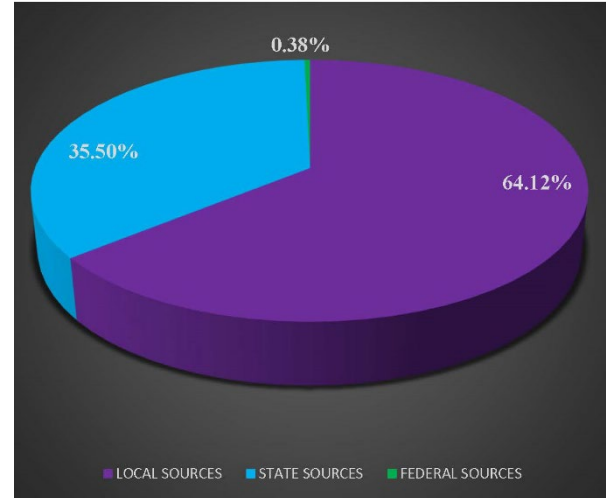
ACS -Rm. 260



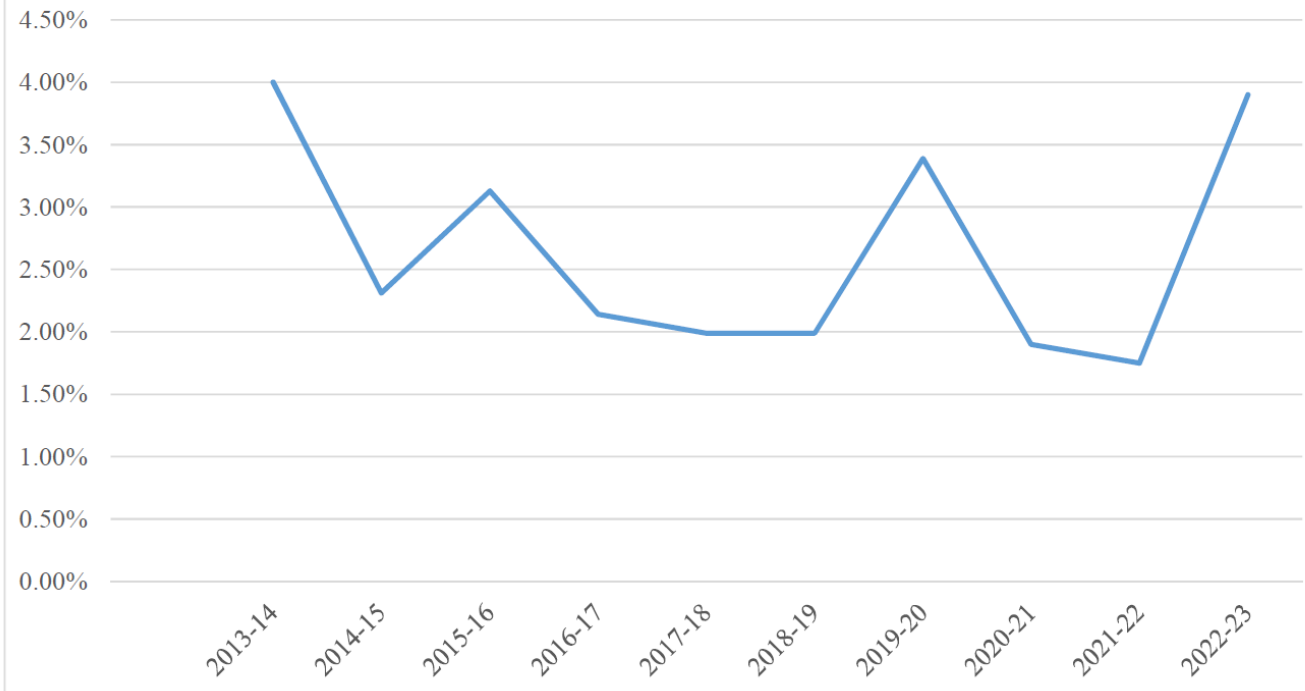
Budget Charts

Where does the money come from?

	Approved 2022/23	Proposed	Percent Change
State Aid	\$ 5,178,031	\$ 5,645,668	9.03%
Federal Aid	\$ 60,800	\$ 60,800	0.00%
Appropriated Fund Balance	\$ 1,350,000	\$ 1,459,959	8.15%
Miscellaneous Revenue	\$ 176,000	\$ 307,475	74.70%
Property Tax	\$ 8,165,839	\$ 8,328,339	1.99%
Reserve Funds	\$ 100,000	\$ 100,000	0.00%
Total Revenue	\$ 15,030,670	\$ 15,902,241	



10 Year Historic Tax Levy Increases



INSTRUCTION: 42% of proposed budget

	<u>2022/23</u>	<u>2023/24</u>
Teaching, Regular School	\$ 3,070,612	\$ 3,223,710
Special Education	\$ 1,360,621	\$ 1,578,569
Occupational Education	\$ 412,732	\$ 403,558
Staff Development	\$ 136,213	\$ 140,320
Teaching, Administration	\$ 298,466	\$ 310,807
Library	\$ 99,396	\$ 102,498
Technology	\$ 260,197	\$ 277,936
Guidance	\$ 171,956	\$ 181,320
Health Services	\$ 76,455	\$ 71,573
Psychological Services	\$ 78,000	\$ 79,600
Co-Curricular Activities	\$ 63,200	\$ 64,043
Athletics	\$ 181,016	\$ 179,172
Total	\$ 6,208,864	\$ 6,613,106
Percent Change		6.51%

EMPLOYEE BENEFITS: 25% of proposed budget

	<u>2022/23</u>	<u>2023/24</u>
Employees' Retirement	\$ 281,010	\$ 232,537
Teachers' Retirement	\$ 490,591	\$ 483,791
Social Security	\$ 482,229	\$ 497,818
Workers' Compensation	\$ 71,426	\$ 60,104
Unemployment	\$ 11,200	\$ 11,200
Health Insurance	\$ 2,459,383	\$ 2,605,635
Other Benefits	\$ 118,264	\$ 132,727
Total	\$ 3,914,103	\$ 4,023,812
Percent Change		2.80%

OPERATIONS/MAINTENANCE: 9% of proposed budget

	<u>2022/23</u>	<u>2023/24</u>
Custodial Services	\$ 670,340	\$ 668,392
Maintenance	\$ 650,082	\$ 764,334
Total	\$ 1,320,422	\$ 1,432,726
Percent Change		8.51%

Where does the \$15,902,241 go?

TRANSPORTATION: 7% of proposed budget

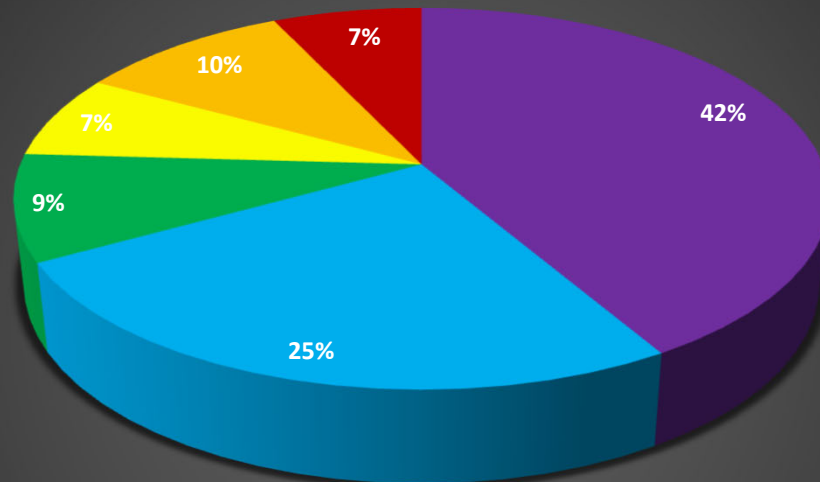
	<u>2022/23</u>	<u>2023/24</u>
Transportation	\$ 1,130,453	\$ 986,014
Garage	\$ 160,250	\$ 139,750
Total	\$ 1,290,703	\$ 1,125,764
Percent Change		-12.78%

DEBT SERVICE: 10% of proposed budget

	<u>2022/23</u>	<u>2023/24</u>
Construction	\$ 784,838	\$ 1,028,987
Buses	\$ 171,574	\$ 239,977
Energy Perf. Contract	\$ 20,006	\$ -
Interfund Transfer	\$ 215,000	\$ 320,000
Total	\$ 1,191,418	\$ 1,588,964
Percent Change		33.37%

DISTRICT SUPPORT: 7% of proposed budget

	<u>2022/23</u>	<u>2023/24</u>
Board of Education	\$ 26,221	\$ 31,897
Central Administration	\$ 225,760	\$ 236,216
Business Administration	\$ 194,749	\$ 203,447
Auditing	\$ 20,000	\$ 22,600
Tax Collection	\$ 8,900	\$ 10,100
Legal / Fiscal Services	\$ 69,112	\$ 47,330
School Security	\$ 51,600	\$ 51,600
Central Services	\$ 326,651	\$ 317,799
Insurance / Special Items	\$ 77,200	\$ 85,200
BoCES Administration / Capital	\$ 116,659	\$ 111,680
Total	\$ 1,116,852	\$ 1,117,869
Percent Change		0.09%

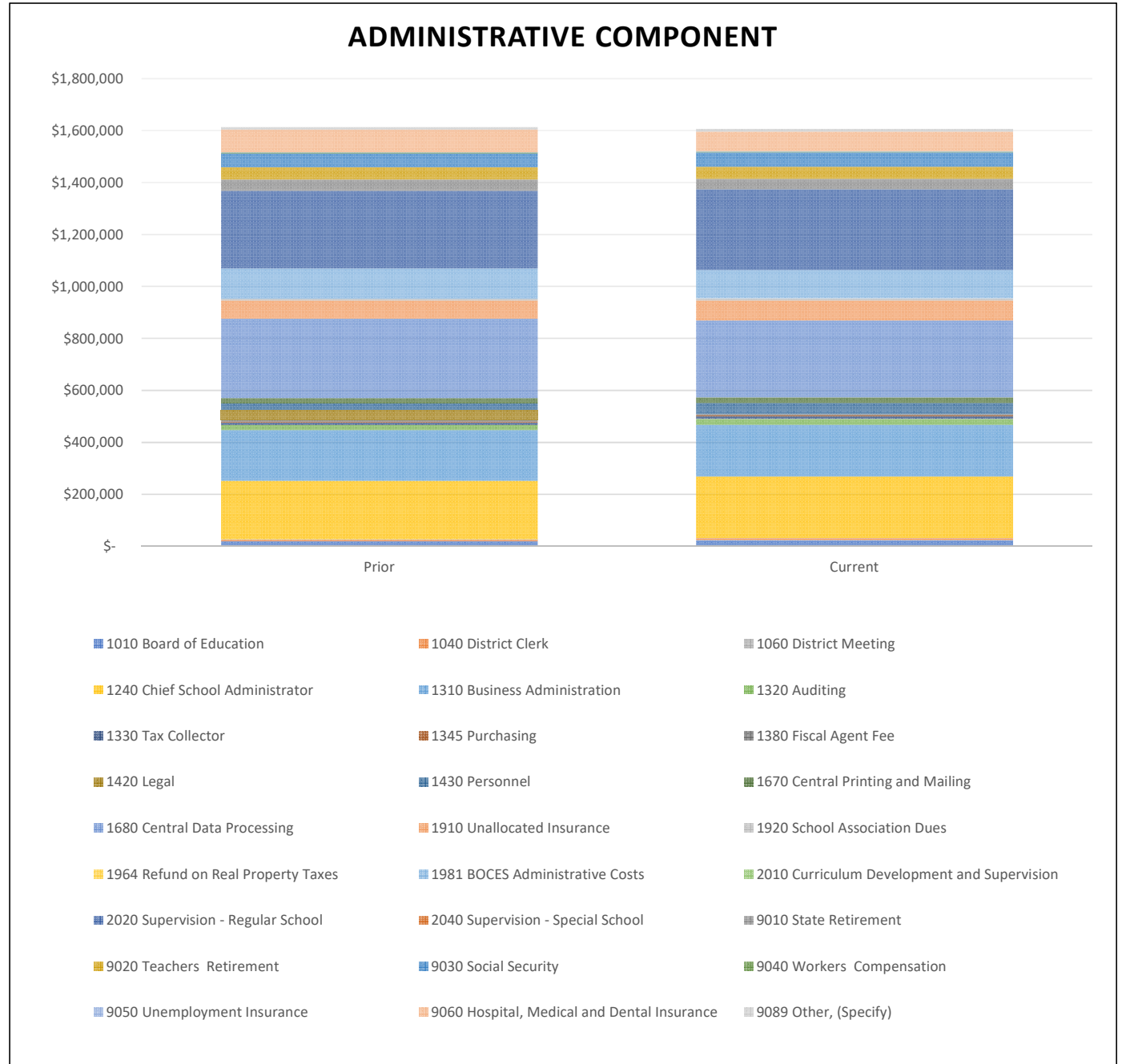


■ INSTRUCTION
 ■ EMPLOYEE BENEFITS
 ■ OPERATIONS/ MAINTENANCE
■ TRANSPORTATION
 ■ DEBT SERVICE / TRANSFERS
 ■ DISTRICT SUPPORT

Administrative Component

The Administrative Component includes Expenses from the Functions listed below. Several Functions maybe prorated, and appear in other Component cost areas.

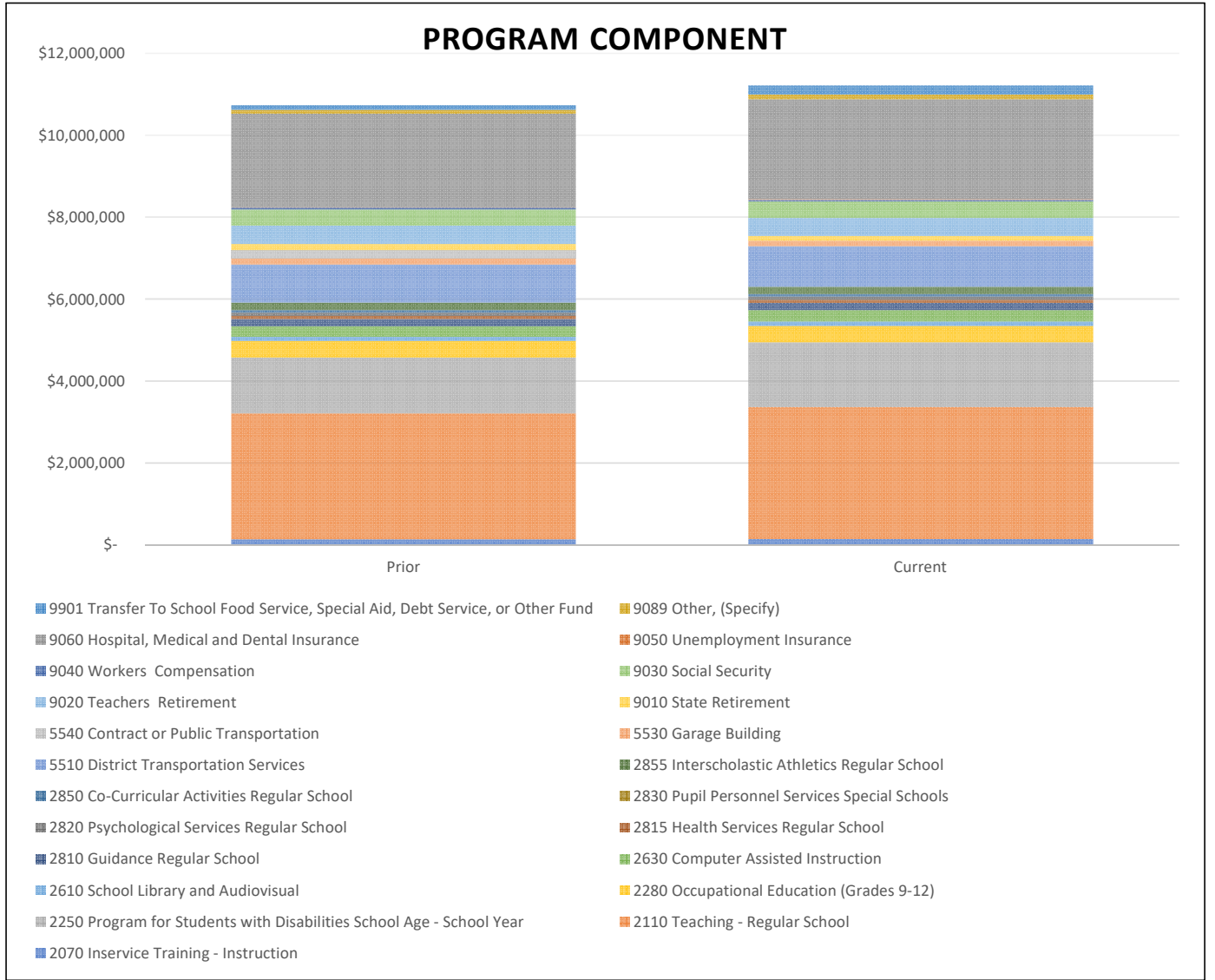
Function	Prior	Current
1010 Board of Education	\$ 18,700	\$ 24,200
1040 District Clerk	\$ 6,321	\$ 6,497
1060 District Meeting	\$ 1,200	\$ 1,200
1240 Chief School Administrator	\$ 225,760	\$ 236,216
1310 Business Administration	\$ 194,749	\$ 199,189
1320 Auditing	\$ 20,000	\$ 22,600
1330 Tax Collector	\$ 8,900	\$ 10,100
1345 Purchasing	\$ 4,296	\$ 4,258
1380 Fiscal Agent Fee	\$ 5,000	\$ 5,000
1420 Legal	\$ 40,000	\$ -
1430 Personnel	\$ 24,112	\$ 42,330
1670 Central Printing and Mailing	\$ 21,250	\$ 21,250
1680 Central Data Processing	\$ 305,401	\$ 296,549
1910 Unallocated Insurance	\$ 70,000	\$ 77,000
1920 School Association Dues	\$ 7,200	\$ 8,200
1964 Refund on Real Property Taxes	\$ -	\$ -
1981 BOCES Administrative Costs	\$ 116,659	\$ 108,596
2010 Curriculum Development and Supervision	\$ -	\$ -
2020 Supervision - Regular School	\$ 298,466	\$ 310,807
2040 Supervision - Special School	\$ -	\$ -
9010 State Retirement	\$ 43,780	\$ 40,767
9020 Teachers Retirement	\$ 46,892	\$ 45,960
9030 Social Security	\$ 53,163	\$ 55,395
9040 Workers Compensation	\$ 4,211	\$ 3,447
9050 Unemployment Insurance	\$ 1,299	\$ 1,354
9060 Hospital, Medical and Dental Insurance	\$ 86,861	\$ 74,926
9089 Other, (Specify)	\$ 9,275	\$ 10,625
Total:	\$ 1,613,495	\$ 1,606,466
Percent Change:	-0.44%	



Program Component

The Program Component includes Expenses from the Functions listed below. Several Functions maybe prorated, and appear in other Component cost areas.

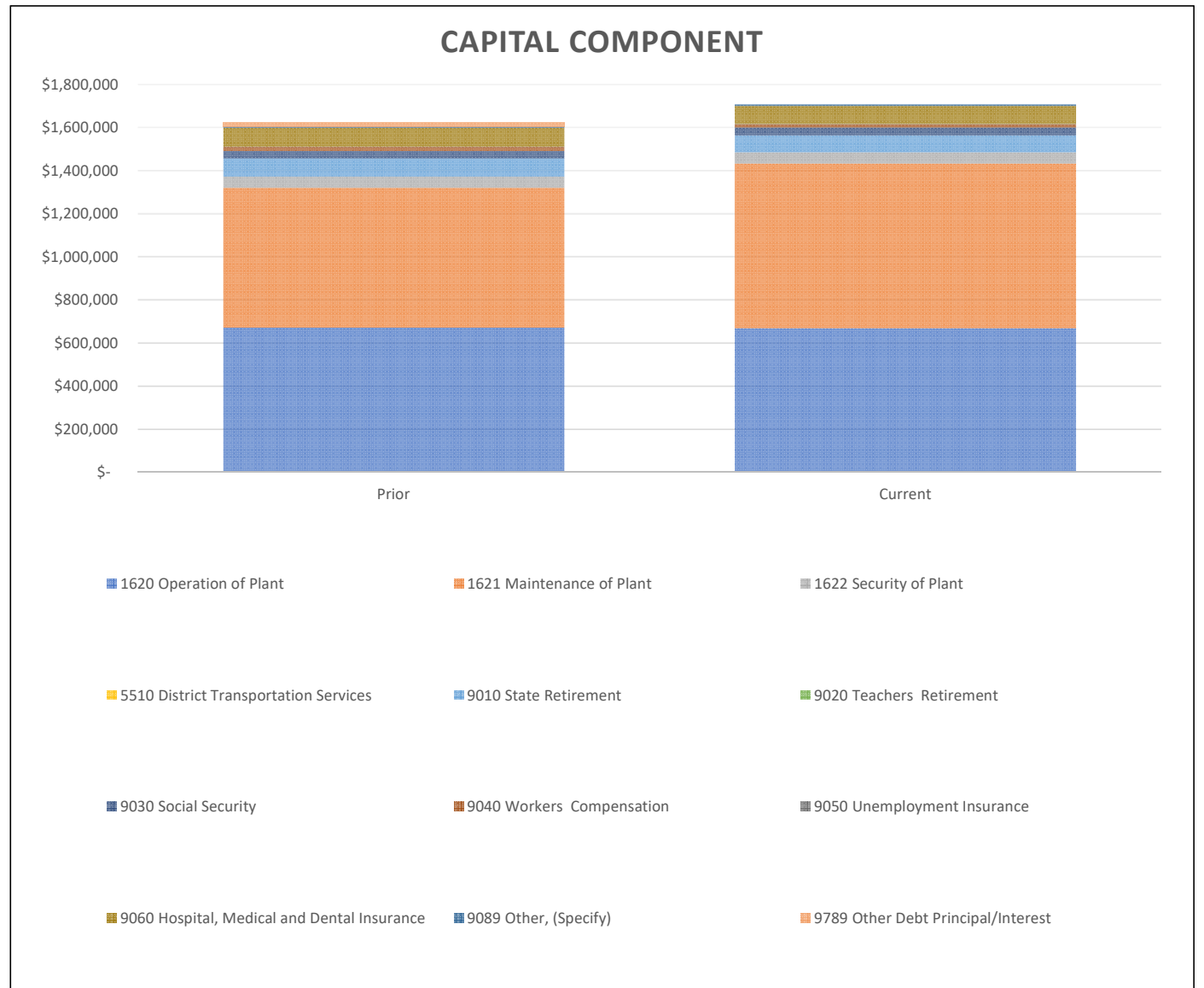
Function	Prior	Current
2070 Inservice Training - Instruction	\$ 136,213	\$ 140,320
2110 Teaching - Regular School	\$ 3,070,612	\$ 3,223,710
2250 Program for Students with Disabilities School Age - School Y	\$ 1,360,621	\$ 1,578,569
2280 Occupational Education (Grades 9-12)	\$ 412,732	\$ 403,558
2610 School Library and Audiovisual	\$ 99,396	\$ 102,498
2630 Computer Assisted Instruction	\$ 260,197	\$ 277,936
2810 Guidance Regular School	\$ 171,956	\$ 181,320
2815 Health Services Regular School	\$ 76,455	\$ 71,573
2820 Psychological Services Regular School	\$ 78,000	\$ 79,600
2830 Pupil Personnel Services Special Schools	\$ -	\$ -
2850 Co-Curricular Activities Regular School	\$ 63,200	\$ 64,043
2855 Interscholastic Athletics Regular School	\$ 181,016	\$ 179,172
5510 District Transportation Services	\$ 930,453	\$ 986,014
5530 Garage Building	\$ 152,250	\$ 139,750
5540 Contract or Public Transportation	\$ 200,000	\$ -
9010 State Retirement	\$ 153,069	\$ 113,021
9020 Teachers Retirement	\$ 443,699	\$ 437,831
9030 Social Security	\$ 393,884	\$ 405,006
9040 Workers Compensation	\$ 48,295	\$ 41,485
9050 Unemployment Insurance	\$ 9,041	\$ 8,932
9060 Hospital, Medical and Dental Insurance	\$ 2,285,423	\$ 2,446,621
9089 Other, (Specify)	\$ 94,837	\$ 114,894
9901 Transfer To School Food Service, Special Aid, Debt Service, c	\$ 115,000	\$ 220,000
Total:	\$ 10,736,349	\$ 11,215,853
Percent Change:	4.47%	



Capital Component

The Capital Component includes Expenses from the Functions listed below. Several Functions maybe prorated, and appear in other Component cost areas.

Function	Prior	Current
1620 Operation of Plant	\$ 670,340	\$ 668,392
1621 Maintenance of Plant	\$ 650,082	\$ 764,334
1622 Security of Plant	\$ 51,600	\$ 51,600
1983 Special Servies	\$ -	\$ 3,084
5510 District Transportation Services	\$ -	\$ -
9010 State Retirement	\$ 84,161	\$ 78,748
9020 Teachers Retirement	\$ -	\$ -
9030 Social Security	\$ 35,182	\$ 37,418
9040 Workers Compensation	\$ 18,920	\$ 15,173
9050 Unemployment Insurance	\$ 860	\$ 915
9060 Hospital, Medical and Dental Insurance	\$ 87,100	\$ 84,087
9089 Other, (Specify)	\$ 6,163	\$ 7,207
9711 Serial Bonds Principal/Interest- School Construction	\$ 893,912	\$ 966,964
9731 Bond Anticipation Notes PrincipallInterest- School Construct	\$ 62,500	\$ 302,000
9789 Other Debt Principal/Interest	\$ 20,006	\$ -
9950 Transfer To Capital Funds	\$ 100,000	\$ 100,000
Total:	\$ 2,680,826	\$ 3,079,922
Percent Change:	14.89%	



School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2022-23 School Year	Budget Proposed for the 2023-24 School Year	Contingency Budget for the 2023-24 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 15,030,670	\$ 15,902,241	\$ 15,508,291
Increase/Decrease for the 2023-24 School Year		\$ 871,571	\$ 477,621
Percentage Increase/Decrease in Proposed Budget		5.80 %	3.18 %
Change in the Consumer Price Index		8.00 %	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 8,165,839	\$ 8,328,339	
B. Levy to Support Library Debt, if Applicable	\$ 0	\$ 0	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ 0	\$ 0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ 0	\$ 0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 8,165,839	\$ 8,328,339	\$ 8,165,839
F. Total Permissible Exclusions	\$ 495,178	\$ 672,393	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 7,674,935	\$ 7,856,558	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 7,670,661	\$ 7,655,946	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$ 4,274	\$ 200,612	
Administrative Component	\$ 1,613,495	\$ 1,606,466	\$ (7,029)
Program Component	\$ 10,736,349	\$ 11,215,853	\$ 479,504
Capital Component	\$ 2,680,826	\$ 3,079,922	\$ 399,096

A contingency budget would require a \$393,950 reduction in expenditures. This figure includes purchases of equipment, carpeting, furniture, and a capital outlay project.

Description	Amount
Bus Bond Proposition	\$ 300,000
Library Proposition \$40,000 to \$55,000	\$ 55,000
Establish Capital Reserve	\$ 2,000,000
	\$

** 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)

	Under the Budget Proposed for the 2023-24 School Year
Estimated Basic STAR Exemption Savings ¹	\$ 327

The annual budget vote for the fiscal year 2023-24 by the qualified voters of the Alexandria Central School District, Jefferson County, New York, will be held at Alexandria Central School in said district on Tuesday, May 16, 2023 between the hours of 9:00am and 8:00pm, prevailing time in the Alexandria

Central School, at which time the polls will be opened to vote by voting ballot or machine.

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

Property Tax Report Card
220202 - ALEXANDRIA CSD

2022-2023 - Page 1
Official - as of 04/17/2023 12:05 PM

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

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2023-24 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)"

Form Due - April 24, 2023

Form Preparer Name:
 Preparer's Telephone Number:

<u>Shaded Fields Will Calculate</u>	Budgeted 2022-23 (A)	Proposed Budget 2023-24 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	15,030,670	15,902,241	5.80 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	8,165,839	8,328,339	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	8,165,839	8,328,339	1.99 %
F. Permissible Exclusions to the School Tax Levy Limit	495,178	672,393	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	7,674,935	7,856,558	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	7,670,661	7,655,946	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	4,274	200,612	
Public School Enrollment	462	475	2.81 %
Consumer Price Index			8.0 %

¹ Include any prior year reserve for excess tax levy, including interest.

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

³ For 2023-24, includes any carryover from 2022-23 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2022-23 (D)	Estimated 2023-24 (E)
Adjusted Restricted Fund Balance	629,128	539,186
Assigned Appropriated Fund Balance	1,025,000	1,459,959
Adjusted Unrestricted Fund Balance	1,731,280	1,537,352
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	11.52 %	9.67 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/23 Actual Balance	6/30/23 Estimated Ending Balance	Intended Use of the Reserve in the 2023-24 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital		For the cost of any object or purpose for which bonds may be issued.	<input type="text"/>	<input type="text"/>	
Repair		For the cost of repairs to capital improvements or equipment.	<input type="text"/>	<input type="text"/>	
Workers Compensation		For self-insured Workers Compensation and benefits.	<input type="text"/>	<input type="text"/>	
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	63,491	63,591	0
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.	<input type="text"/>	<input type="text"/>	
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.	<input type="text"/>	<input type="text"/>	
Insurance		For liability, casualty, and other types of uninsured losses.	<input type="text"/>	<input type="text"/>	
Property Loss + (add)		To cover property loss.	<input type="text"/>	<input type="text"/>	
Liability		To cover incurred liability claims.	<input type="text"/>	<input type="text"/>	

Tax Certiorari	For tax certiorari settlements.		
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Reserve for Insurance Recoveries	For unexpended proceeds of insurance recoveries at fiscal year end.		
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Employee Benefit Accrued Liability	EBLR For accrued 'employee benefits' due to employees upon termination of service.	25,597	25,697	0
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Retirement Contribution	ERS For employer retirement contributions to the State and Local Employees' Retirement System.	373,957	374,057	0
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Reserve for Uncollected Taxes	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.		
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Single Other Reserve	TRS	82,836	82,936	0
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*** NYSED Reserve Guidance:**
http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2023-24. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save	Reset	Save & Ready
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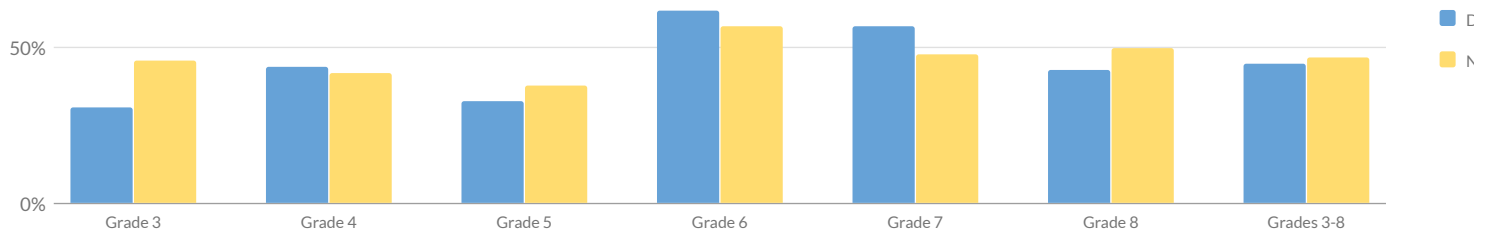
ALEXANDRIA CSD - NEW YORK STATE REPORT CARD [2021 - 22]

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

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

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

SUMMARY RESULTS

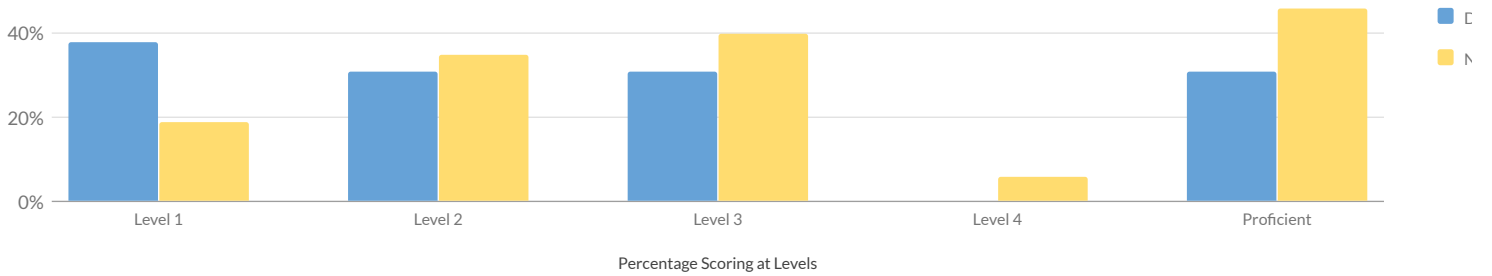


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	30	1	3%	29	97%	11	38%	9	31%	9	31%	0	0%	9	31%
Grade 4	35	1	3%	34	97%	7	21%	12	35%	9	26%	6	18%	15	44%
Grade 5	38	2	5%	36	95%	16	44%	8	22%	10	28%	2	6%	12	33%
Grade 6	35	6	17%	29	83%	11	38%	0	0%	7	24%	11	38%	18	62%
Grade 7	36	6	17%	30	83%	2	7%	11	37%	14	47%	3	10%	17	57%
Grade 8	46	16	35%	30	65%	9	30%	8	27%	9	30%	4	13%	13	43%
Grades 3-8	220	32	15%	188	85%	56	30%	48	26%	58	31%	26	14%	84	45%

GRADE 3 ELA RESULTS

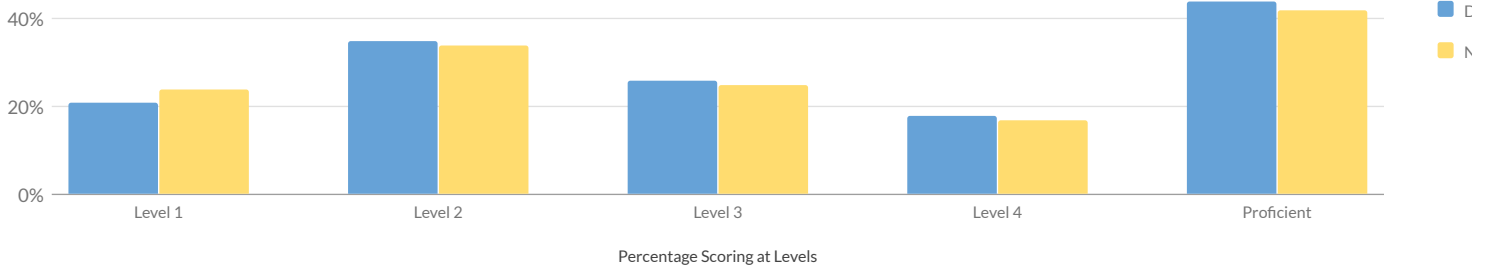
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30		1	3%	29	97%	11	38%	9	31%	9	31%	0	0%	9	31%
Female	15		0	0%	15	100%	9	60%	4	27%	2	13%	0	0%	2	13%
Male	15		1	7%	14	93%	2	14%	5	36%	7	50%	0	0%	7	50%
General Education Students	28		0	0%	28	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2		1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2		0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	27		1	4%	26	96%	—	—	—	—	—	—	—	—	—	—
Multiracial	1		0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	30		1	3%	29	97%	11	38%	9	31%	9	31%	0	0%	9	31%
Economically Disadvantaged	13		0	0%	13	100%	8	62%	5	38%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	17		1	6%	16	94%	3	19%	4	25%	9	56%	0	0%	9	56%
Non-English Language Learner	30		1	3%	29	97%	11	38%	9	31%	9	31%	0	0%	9	31%
Not in Foster Care	30		1	3%	29	97%	11	38%	9	31%	9	31%	0	0%	9	31%
Not Homeless	30		1	3%	29	97%	11	38%	9	31%	9	31%	0	0%	9	31%
Not Migrant	30		1	3%	29	97%	11	38%	9	31%	9	31%	0	0%	9	31%
Parent Not in Armed Forces	30		1	3%	29	97%	11	38%	9	31%	9	31%	0	0%	9	31%

GRADE 4 ELA RESULTS

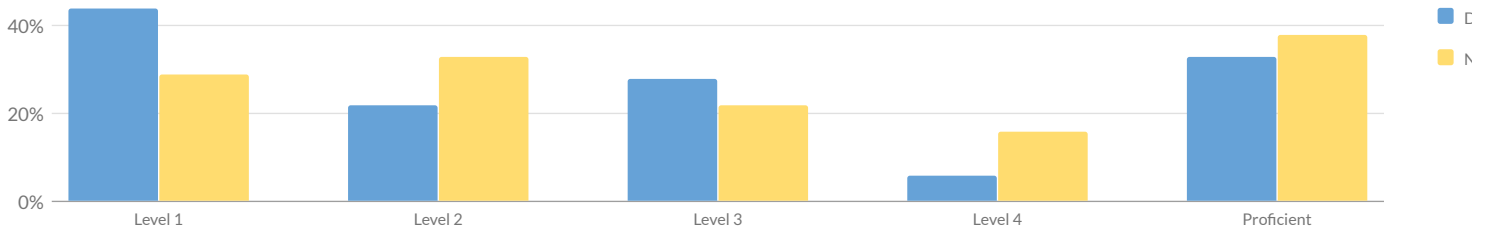
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	35		1	3%	34	97%	7	21%	12	35%	9	26%	6	18%	15	44%
Female	22		0	0%	22	100%	3	14%	7	32%	8	36%	4	18%	12	55%
Male	13		1	8%	12	92%	4	33%	5	42%	1	8%	2	17%	3	25%
General Education Students	32		1	3%	31	97%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3		0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1		0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	34		1	3%	33	97%	-	-	-	-	-	-	-	-	-	-
Small Group Total	35		1	3%	34	97%	7	21%	12	35%	9	26%	6	18%	15	44%
Economically Disadvantaged	10		0	0%	10	100%	4	40%	4	40%	1	10%	1	10%	2	20%
Not Economically Disadvantaged	25		1	4%	24	96%	3	13%	8	33%	8	33%	5	21%	13	54%
Non-English Language Learner	35		1	3%	34	97%	7	21%	12	35%	9	26%	6	18%	15	44%
Not in Foster Care	35		1	3%	34	97%	7	21%	12	35%	9	26%	6	18%	15	44%
Not Homeless	35		1	3%	34	97%	7	21%	12	35%	9	26%	6	18%	15	44%
Not Migrant	35		1	3%	34	97%	7	21%	12	35%	9	26%	6	18%	15	44%
Parent Not in Armed Forces	35		1	3%	34	97%	7	21%	12	35%	9	26%	6	18%	15	44%

GRADE 5 ELA RESULTS

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

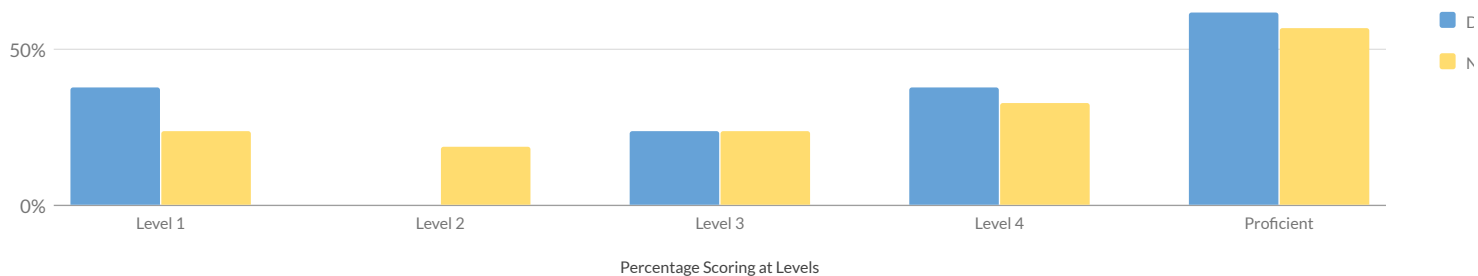


Percentage Scoring at Levels

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	38		2	5%	36	95%	16	44%	8	22%	10	28%	2	6%	12	33%
Female	11		0	0%	11	100%	3	27%	2	18%	5	45%	1	9%	6	55%
Male	27		2	7%	25	93%	13	52%	6	24%	5	20%	1	4%	6	24%
General Education Students	29		1	3%	28	97%	9	32%	7	25%	10	36%	2	7%	12	43%
Students with Disabilities	9		1	11%	8	89%	7	88%	1	13%	0	0%	0	0%	0	0%
Hispanic or Latino	1		0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	37		2	5%	35	95%	-	-	-	-	-	-	-	-	-	-
Small Group Total	38		2	5%	36	95%	16	44%	8	22%	10	28%	2	6%	12	33%
Economically Disadvantaged	23		1	4%	22	96%	10	45%	7	32%	5	23%	0	0%	5	23%
Not Economically Disadvantaged	15		1	7%	14	93%	6	43%	1	7%	5	36%	2	14%	7	50%
Non-English Language Learner	38		2	5%	36	95%	16	44%	8	22%	10	28%	2	6%	12	33%
Not in Foster Care	38		2	5%	36	95%	16	44%	8	22%	10	28%	2	6%	12	33%
Homeless	3		1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Not Homeless	35		1	3%	34	97%	-	-	-	-	-	-	-	-	-	-
Not Migrant	38		2	5%	36	95%	16	44%	8	22%	10	28%	2	6%	12	33%
Parent Not in Armed Forces	38		2	5%	36	95%	16	44%	8	22%	10	28%	2	6%	12	33%

GRADE 6 ELA RESULTS

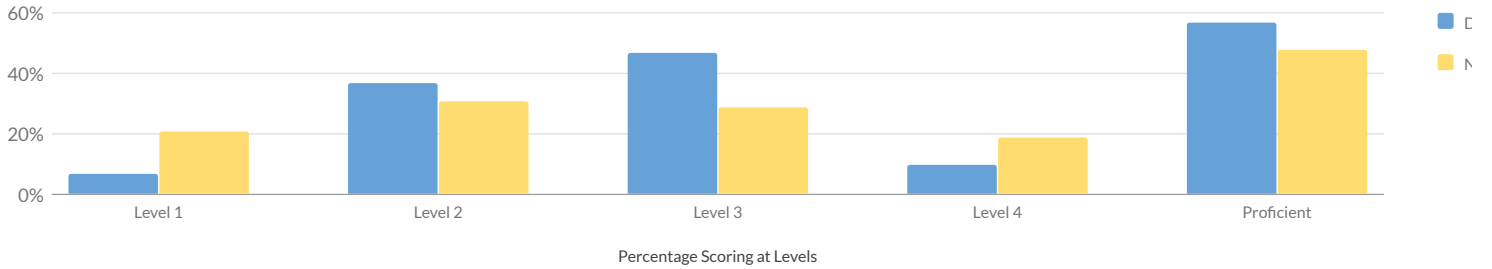
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	35	6	17%	29	83%	11	38%	0	0%	7	24%	11	38%	18	62%
Female	17	4	24%	13	76%	4	31%	0	0%	4	31%	5	38%	9	69%
Male	18	2	11%	16	89%	7	44%	0	0%	3	19%	6	38%	9	56%
General Education Students	28	4	14%	24	86%	6	25%	0	0%	7	29%	11	46%	18	75%
Students with Disabilities	7	2	29%	5	71%	5	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
White	31	4	13%	27	87%	-	-	-	-	-	-	-	-	-	-
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	34	5	15%	29	85%	11	38%	0	0%	7	24%	11	38%	18	62%
Economically Disadvantaged	19	5	26%	14	74%	10	71%	0	0%	2	14%	2	14%	4	29%
Not Economically Disadvantaged	16	1	6%	15	94%	1	7%	0	0%	5	33%	9	60%	14	93%
Non-English Language Learner	35	6	17%	29	83%	11	38%	0	0%	7	24%	11	38%	18	62%
Not in Foster Care	35	6	17%	29	83%	11	38%	0	0%	7	24%	11	38%	18	62%
Homeless	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	31	6	19%	25	81%	-	-	-	-	-	-	-	-	-	-
Not Migrant	35	6	17%	29	83%	11	38%	0	0%	7	24%	11	38%	18	62%
Parent Not in Armed Forces	35	6	17%	29	83%	11	38%	0	0%	7	24%	11	38%	18	62%

GRADE 7 ELA RESULTS

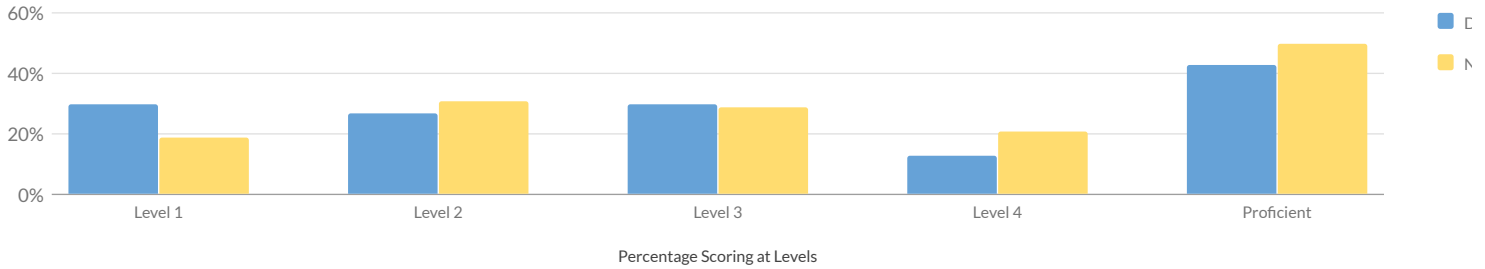
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	36		6	17%	30	83%	2	7%	11	37%	14	47%	3	10%	17	57%
Female	22		2	9%	20	91%	1	5%	8	40%	8	40%	3	15%	11	55%
Male	14		4	29%	10	71%	1	10%	3	30%	6	60%	0	0%	6	60%
General Education Students	31		4	13%	27	87%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	5		2	40%	3	60%	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	1		1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2		0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	33		5	15%	28	85%	-	-	-	-	-	-	-	-	-	-
Small Group Total	35		5	14%	30	86%	2	7%	11	37%	14	47%	3	10%	17	57%
Economically Disadvantaged	19		3	16%	16	84%	2	13%	7	44%	6	38%	1	6%	7	44%
Not Economically Disadvantaged	17		3	18%	14	82%	0	0%	4	29%	8	57%	2	14%	10	71%
Non-English Language Learner	36		6	17%	30	83%	2	7%	11	37%	14	47%	3	10%	17	57%
Not in Foster Care	36		6	17%	30	83%	2	7%	11	37%	14	47%	3	10%	17	57%
Homeless	3		0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	33		6	18%	27	82%	-	-	-	-	-	-	-	-	-	-
Not Migrant	36		6	17%	30	83%	2	7%	11	37%	14	47%	3	10%	17	57%
Parent Not in Armed Forces	36		6	17%	30	83%	2	7%	11	37%	14	47%	3	10%	17	57%

GRADE 8 ELA RESULTS

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

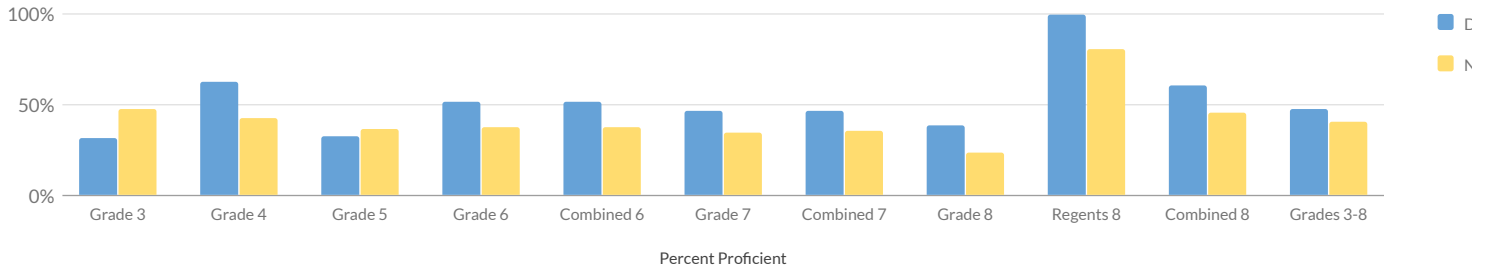


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	16	35%	30	65%	9	30%	8	27%	9	30%	4	13%	13	43%
Female	24	8	33%	16	67%	3	19%	5	31%	6	38%	2	13%	8	50%
Male	22	8	36%	14	64%	6	43%	3	21%	3	21%	2	14%	5	36%
General Education Students	36	14	39%	22	61%	3	14%	6	27%	9	41%	4	18%	13	59%
Students with Disabilities	10	2	20%	8	80%	6	75%	2	25%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	41	13	32%	28	68%	-	-	-	-	-	-	-	-	-	-
Multiracial	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Small Group Total	45	15	33%	30	67%	9	30%	8	27%	9	30%	4	13%	13	43%
Economically Disadvantaged	25	10	40%	15	60%	7	47%	3	20%	3	20%	2	13%	5	33%
Not Economically Disadvantaged	21	6	29%	15	71%	2	13%	5	33%	6	40%	2	13%	8	53%
Non-English Language Learner	46	16	35%	30	65%	9	30%	8	27%	9	30%	4	13%	13	43%
Not in Foster Care	46	16	35%	30	65%	9	30%	8	27%	9	30%	4	13%	13	43%
Homeless	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Not Homeless	43	15	35%	28	65%	-	-	-	-	-	-	-	-	-	-
Not Migrant	46	16	35%	30	65%	9	30%	8	27%	9	30%	4	13%	13	43%
Parent Not in Armed Forces	46	16	35%	30	65%	9	30%	8	27%	9	30%	4	13%	13	43%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS



Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	29	97%	1	3%	28	97%	13	46%	6	21%	6	21%	3	11%	9	32%
Grade 4	35	91%	3	9%	32	91%	7	22%	5	16%	14	44%	6	19%	20	63%
Grade 5	38	95%	2	5%	36	95%	18	50%	6	17%	8	22%	4	11%	12	33%
Grade 6	35	77%	8	23%	27	77%	7	26%	6	22%	10	37%	4	15%	14	52%
Combined 6	35	77%	8	23%	27	77%	7	26%	6	22%	10	37%	4	15%	14	52%
Grade 7	36	83%	6	17%	30	83%	7	23%	9	30%	9	30%	5	17%	14	47%
Combined 7	36	83%	6	17%	30	83%	7	23%	9	30%	9	30%	5	17%	14	47%
Grade 8	45	60%	27	60%	18	40%	10	56%	1	6%	6	33%	1	6%	7	39%
Regents 8	—	0%	0	0%	10	22%	0	0%	0	0%	4	40%	6	60%	10	100%
Combined 8	45	62%	17	38%	28	62%	10	36%	1	4%	10	36%	7	25%	17	61%
Grades 3-8	218	83%	37	17%	181	83%	62	34%	33	18%	57	31%	29	16%	86	48%

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

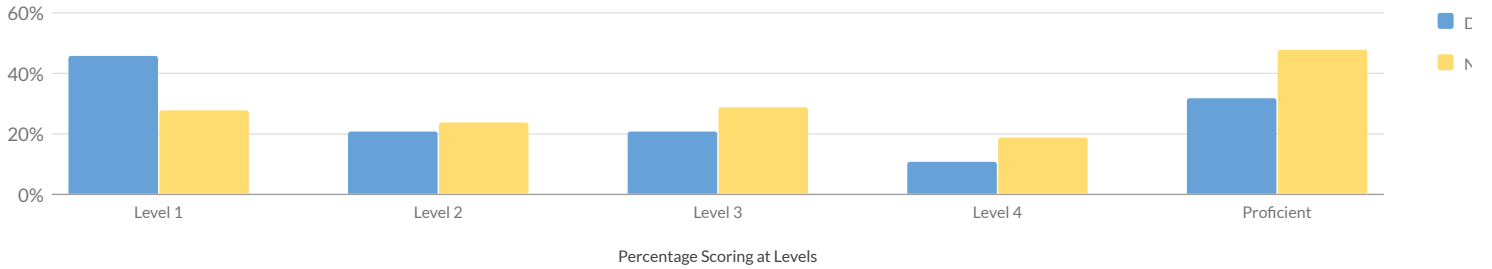
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

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

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

GRADE 3 MATH RESULTS

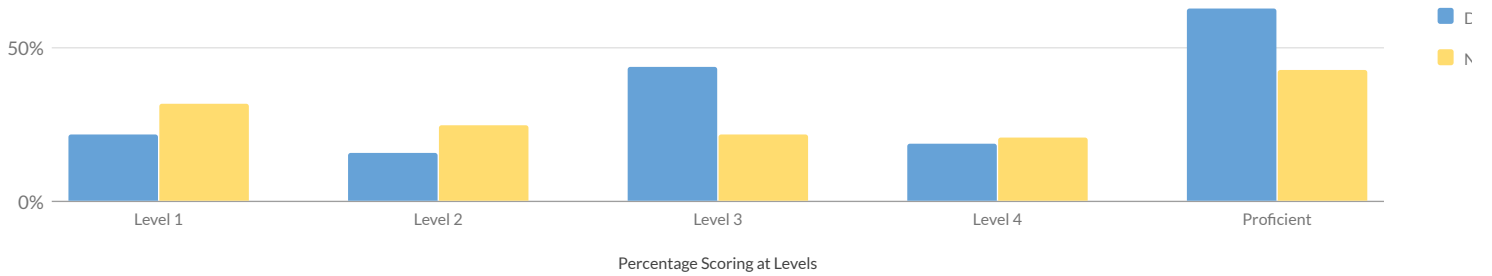
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	29	1	3%	28	97%	13	46%	6	21%	6	21%	3	11%	9	32%
Female	15	0	0%	15	100%	10	67%	3	20%	2	13%	0	0%	2	13%
Male	14	1	7%	13	93%	3	23%	3	23%	4	31%	3	23%	7	54%
General Education Students	27	0	0%	27	100%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	26	1	4%	25	96%	-	-	-	-	-	-	-	-	-	-
Multiracial	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total	29	1	3%	28	97%	13	46%	6	21%	6	21%	3	11%	9	32%
Economically Disadvantaged	13	0	0%	13	100%	10	77%	1	8%	2	15%	0	0%	2	15%
Not Economically Disadvantaged	16	1	6%	15	94%	3	20%	5	33%	4	27%	3	20%	7	47%
Non-English Language Learner	29	1	3%	28	97%	13	46%	6	21%	6	21%	3	11%	9	32%
Not in Foster Care	29	1	3%	28	97%	13	46%	6	21%	6	21%	3	11%	9	32%
Not Homeless	29	1	3%	28	97%	13	46%	6	21%	6	21%	3	11%	9	32%
Not Migrant	29	1	3%	28	97%	13	46%	6	21%	6	21%	3	11%	9	32%
Parent Not in Armed Forces	29	1	3%	28	97%	13	46%	6	21%	6	21%	3	11%	9	32%

GRADE 4 MATH RESULTS

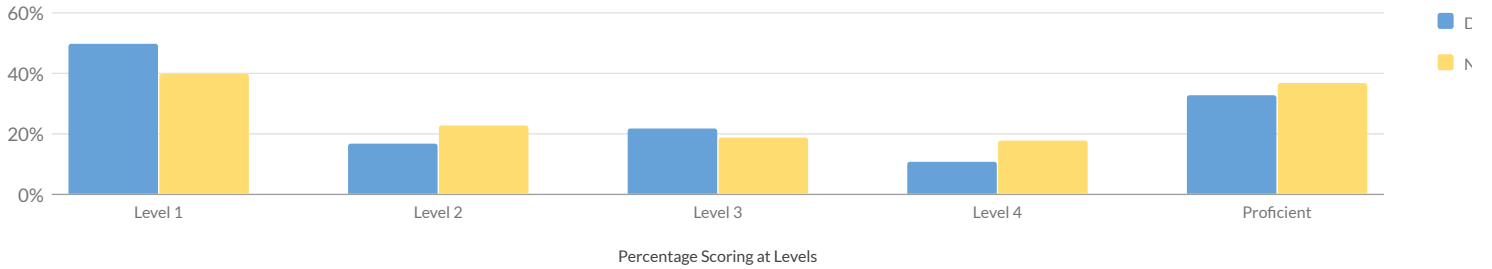
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	35	9%	3	9%	32	91%	7	22%	5	16%	14	44%	6	19%	20	63%
Female	22	0%	0	0%	22	100%	4	18%	5	23%	9	41%	4	18%	13	59%
Male	13	23%	3	23%	10	77%	3	30%	0	0%	5	50%	2	20%	7	70%
General Education Students	32	3%	1	3%	31	97%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	67%	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	0%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	34	9%	3	9%	31	91%	-	-	-	-	-	-	-	-	-	-
Small Group Total	35	9%	3	9%	32	91%	7	22%	5	16%	14	44%	6	19%	20	63%
Economically Disadvantaged	10	10%	1	10%	9	90%	4	44%	1	11%	4	44%	0	0%	4	44%
Not Economically Disadvantaged	25	8%	2	8%	23	92%	3	13%	4	17%	10	43%	6	26%	16	70%
Non-English Language Learner	35	9%	3	9%	32	91%	7	22%	5	16%	14	44%	6	19%	20	63%
Not in Foster Care	35	9%	3	9%	32	91%	7	22%	5	16%	14	44%	6	19%	20	63%
Not Homeless	35	9%	3	9%	32	91%	7	22%	5	16%	14	44%	6	19%	20	63%
Not Migrant	35	9%	3	9%	32	91%	7	22%	5	16%	14	44%	6	19%	20	63%
Parent Not in Armed Forces	35	9%	3	9%	32	91%	7	22%	5	16%	14	44%	6	19%	20	63%

GRADE 5 MATH RESULTS

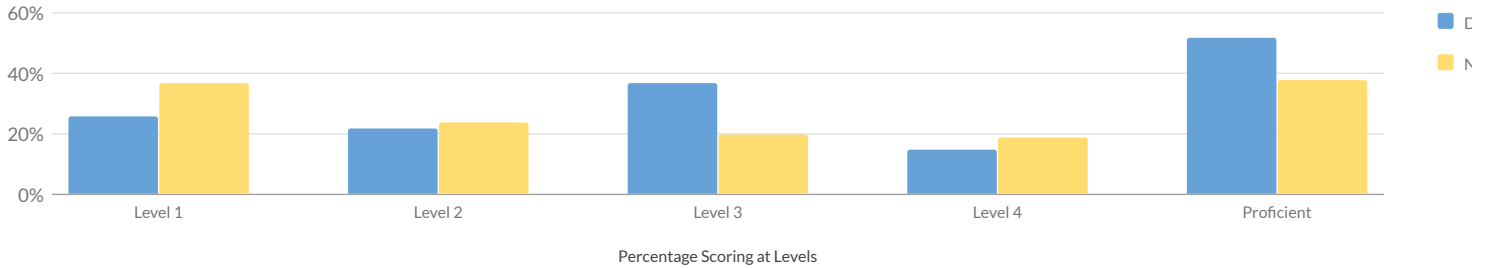
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	38	2	5%	36	95%	18	50%	6	17%	8	22%	4	11%	12	33%
Female	11	0	0%	11	100%	6	55%	2	18%	1	9%	2	18%	3	27%
Male	27	2	7%	25	93%	12	48%	4	16%	7	28%	2	8%	9	36%
General Education Students	29	1	3%	28	97%	10	36%	6	21%	8	29%	4	14%	12	43%
Students with Disabilities	9	1	11%	8	89%	8	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	37	2	5%	35	95%	—	—	—	—	—	—	—	—	—	—
Small Group Total	38	2	5%	36	95%	18	50%	6	17%	8	22%	4	11%	12	33%
Economically Disadvantaged	23	1	4%	22	96%	13	59%	4	18%	3	14%	2	9%	5	23%
Not Economically Disadvantaged	15	1	7%	14	93%	5	36%	2	14%	5	36%	2	14%	7	50%
Non-English Language Learner	38	2	5%	36	95%	18	50%	6	17%	8	22%	4	11%	12	33%
Not in Foster Care	38	2	5%	36	95%	18	50%	6	17%	8	22%	4	11%	12	33%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	35	1	3%	34	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	38	2	5%	36	95%	18	50%	6	17%	8	22%	4	11%	12	33%
Parent Not in Armed Forces	38	2	5%	36	95%	18	50%	6	17%	8	22%	4	11%	12	33%

GRADE 6 MATH RESULTS

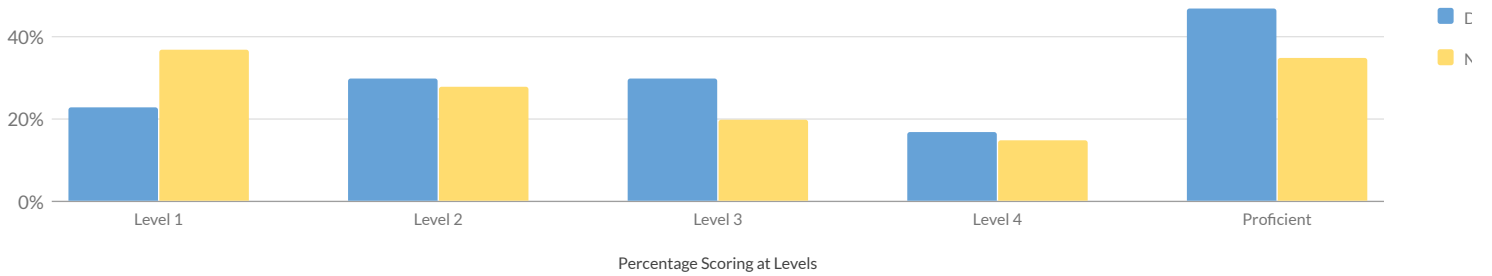
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	35	23%	8	23%	27	77%	7	26%	6	22%	10	37%	4	15%	14	52%
Female	17	24%	4	24%	13	76%	4	31%	2	15%	7	54%	0	0%	7	54%
Male	18	22%	4	22%	14	78%	3	21%	4	29%	3	21%	4	29%	7	50%
General Education Students	28	14%	4	14%	24	86%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	7	57%	4	57%	3	43%	-	-	-	-	-	-	-	-	-	-
Black or African American	1	0%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	50%	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
White	31	19%	6	19%	25	81%	-	-	-	-	-	-	-	-	-	-
Multiracial	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	34	21%	7	21%	27	79%	7	26%	6	22%	10	37%	4	15%	14	52%
Economically Disadvantaged	19	32%	6	32%	13	68%	7	54%	3	23%	2	15%	1	8%	3	23%
Not Economically Disadvantaged	16	13%	2	13%	14	88%	0	0%	3	21%	8	57%	3	21%	11	79%
Non-English Language Learner	35	23%	8	23%	27	77%	7	26%	6	22%	10	37%	4	15%	14	52%
Not in Foster Care	35	23%	8	23%	27	77%	7	26%	6	22%	10	37%	4	15%	14	52%
Homeless	4	0%	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	31	26%	8	26%	23	74%	-	-	-	-	-	-	-	-	-	-
Not Migrant	35	23%	8	23%	27	77%	7	26%	6	22%	10	37%	4	15%	14	52%
Parent Not in Armed Forces	35	23%	8	23%	27	77%	7	26%	6	22%	10	37%	4	15%	14	52%

GRADE 7 MATH RESULTS

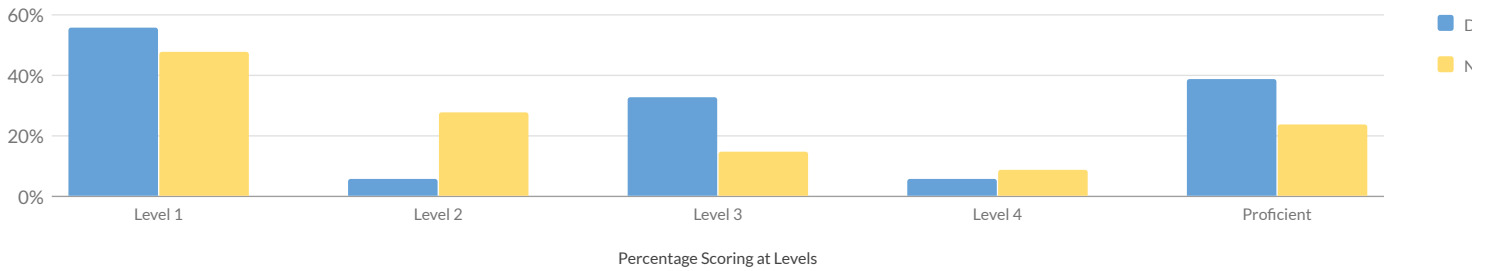
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	36		6	17%	30	83%	7	23%	9	30%	9	30%	5	17%	14	47%
Female	22		2	9%	20	91%	4	20%	7	35%	6	30%	3	15%	9	45%
Male	14		4	29%	10	71%	3	30%	2	20%	3	30%	2	20%	5	50%
General Education Students	31		5	16%	26	84%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	5		1	20%	4	80%	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	1		0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2		1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
White	33		5	15%	28	85%	-	-	-	-	-	-	-	-	-	-
Small Group Total	36		6	17%	30	83%	7	23%	9	30%	9	30%	5	17%	14	47%
Economically Disadvantaged	19		4	21%	15	79%	7	47%	4	27%	2	13%	2	13%	4	27%
Not Economically Disadvantaged	17		2	12%	15	88%	0	0%	5	33%	7	47%	3	20%	10	67%
Non-English Language Learner	36		6	17%	30	83%	7	23%	9	30%	9	30%	5	17%	14	47%
Not in Foster Care	36		6	17%	30	83%	7	23%	9	30%	9	30%	5	17%	14	47%
Homeless	3		0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	33		6	18%	27	82%	-	-	-	-	-	-	-	-	-	-
Not Migrant	36		6	17%	30	83%	7	23%	9	30%	9	30%	5	17%	14	47%
Parent Not in Armed Forces	36		6	17%	30	83%	7	23%	9	30%	9	30%	5	17%	14	47%

GRADE 8 MATH RESULTS

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

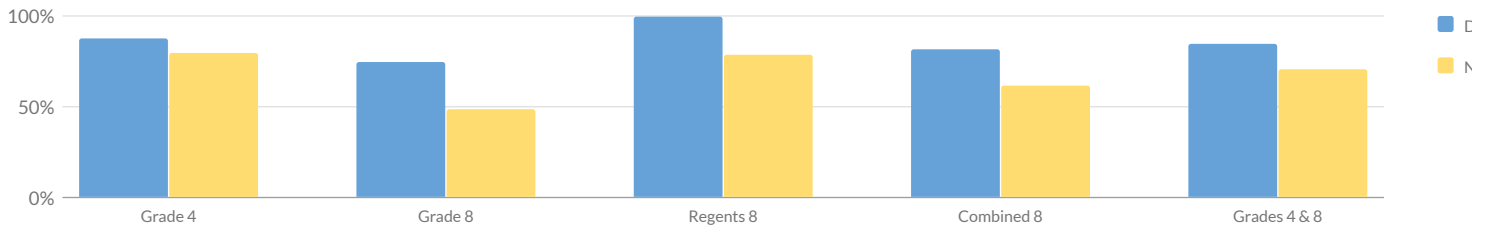


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	27	60%	18	40%	10	56%	1	6%	6	33%	1	6%	7	39%
Female	23	13	57%	10	43%	5	50%	1	10%	4	40%	0	0%	4	40%
Male	22	14	64%	8	36%	5	63%	0	0%	2	25%	1	13%	3	38%
General Education Students	35	21	60%	14	40%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	10	6	60%	4	40%	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	40	22	55%	18	45%	10	56%	1	6%	6	33%	1	6%	7	39%
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	24	16	67%	8	33%	5	63%	1	13%	2	25%	0	0%	2	25%
Not Economically Disadvantaged	21	11	52%	10	48%	5	50%	0	0%	4	40%	1	10%	5	50%
Non-English Language Learner	45	27	60%	18	40%	10	56%	1	6%	6	33%	1	6%	7	39%
Not in Foster Care	45	27	60%	18	40%	10	56%	1	6%	6	33%	1	6%	7	39%
Homeless	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Not Homeless	42	25	60%	17	40%	-	-	-	-	-	-	-	-	-	-
Not Migrant	45	27	60%	18	40%	10	56%	1	6%	6	33%	1	6%	7	39%
Parent Not in Armed Forces	45	27	60%	18	40%	10	56%	1	6%	6	33%	1	6%	7	39%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS



Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	35		3	9%	32	91%	1	3%	3	9%	16	50%	12	38%	28	88%
Grade 8	45		21	47%	24	53%	1	4%	5	21%	17	71%	1	4%	18	75%
Regents 8	—		0	0%	10	22%	0	0%	0	0%	1	10%	9	90%	10	100%
Combined 8	45		11	24%	34	76%	1	3%	5	15%	18	53%	10	29%	28	82%
Grades 4 & 8	80		14	18%	66	83%	2	3%	8	12%	34	52%	22	33%	56	85%

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

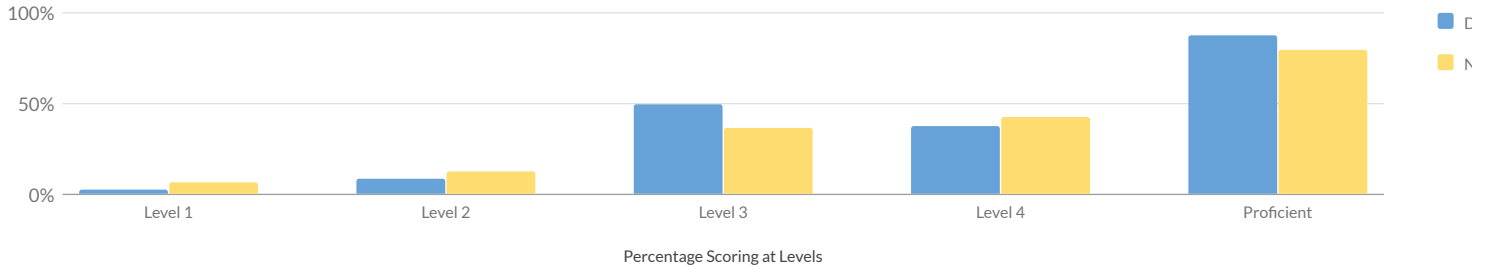
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

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

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

GRADE 4 SCIENCE RESULTS

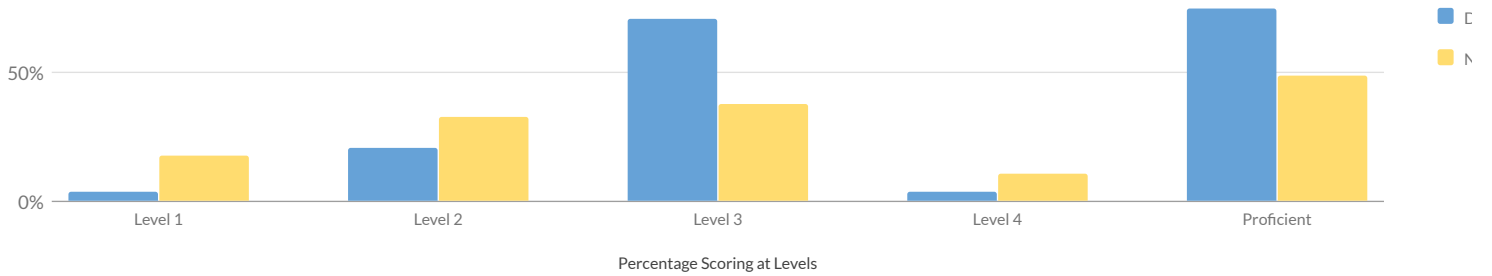
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	35	3	9%	32	91%	1	3%	3	9%	16	50%	12	38%	28	88%
Female	22	1	5%	21	95%	0	0%	2	10%	11	52%	8	38%	19	90%
Male	13	2	15%	11	85%	1	9%	1	9%	5	45%	4	36%	9	82%
General Education Students	32	2	6%	30	94%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	34	3	9%	31	91%	-	-	-	-	-	-	-	-	-	-
Small Group Total	35	3	9%	32	91%	1	3%	3	9%	16	50%	12	38%	28	88%
Economically Disadvantaged	10	1	10%	9	90%	1	11%	0	0%	7	78%	1	11%	8	89%
Not Economically Disadvantaged	25	2	8%	23	92%	0	0%	3	13%	9	39%	11	48%	20	87%
Non-English Language Learner	35	3	9%	32	91%	1	3%	3	9%	16	50%	12	38%	28	88%
Not in Foster Care	35	3	9%	32	91%	1	3%	3	9%	16	50%	12	38%	28	88%
Not Homeless	35	3	9%	32	91%	1	3%	3	9%	16	50%	12	38%	28	88%
Not Migrant	35	3	9%	32	91%	1	3%	3	9%	16	50%	12	38%	28	88%
Parent Not in Armed Forces	35	3	9%	32	91%	1	3%	3	9%	16	50%	12	38%	28	88%

GRADE 8 SCIENCE RESULTS

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

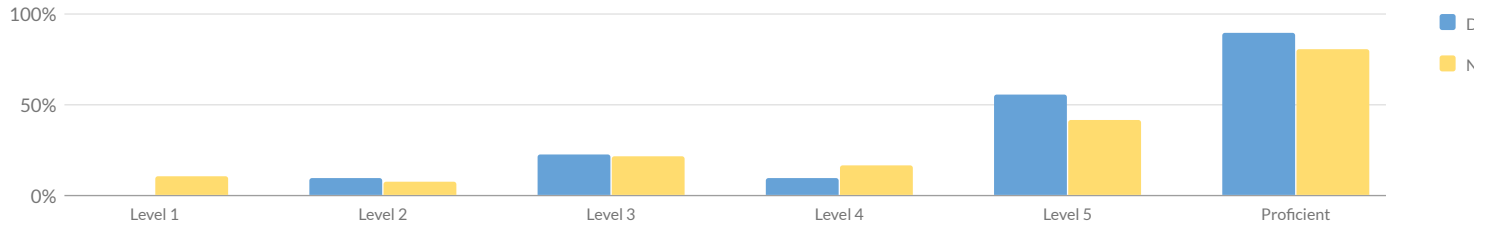


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	21	47%	24	53%	1	4%	5	21%	17	71%	1	4%	18	75%
Female	24	10	42%	14	58%	1	7%	2	14%	10	71%	1	7%	11	79%
Male	21	11	52%	10	48%	0	0%	3	30%	7	70%	0	0%	7	70%
General Education Students	35	18	51%	17	49%	0	0%	2	12%	14	82%	1	6%	15	88%
Students with Disabilities	10	3	30%	7	70%	1	14%	3	43%	3	43%	0	0%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	40	18	45%	22	55%	-	-	-	-	-	-	-	-	-	-
Multiracial	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total	43	19	44%	24	56%	1	4%	5	21%	17	71%	1	4%	18	75%
Economically Disadvantaged	25	13	52%	12	48%	1	8%	4	33%	7	58%	0	0%	7	58%
Not Economically Disadvantaged	20	8	40%	12	60%	0	0%	1	8%	10	83%	1	8%	11	92%
Non-English Language Learner	45	21	47%	24	53%	1	4%	5	21%	17	71%	1	4%	18	75%
Not in Foster Care	45	21	47%	24	53%	1	4%	5	21%	17	71%	1	4%	18	75%
Homeless	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Not Homeless	42	20	48%	22	52%	-	-	-	-	-	-	-	-	-	-
Not Migrant	45	21	47%	24	53%	1	4%	5	21%	17	71%	1	4%	18	75%
Parent Not in Armed Forces	45	21	47%	24	53%	1	4%	5	21%	17	71%	1	4%	18	75%

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

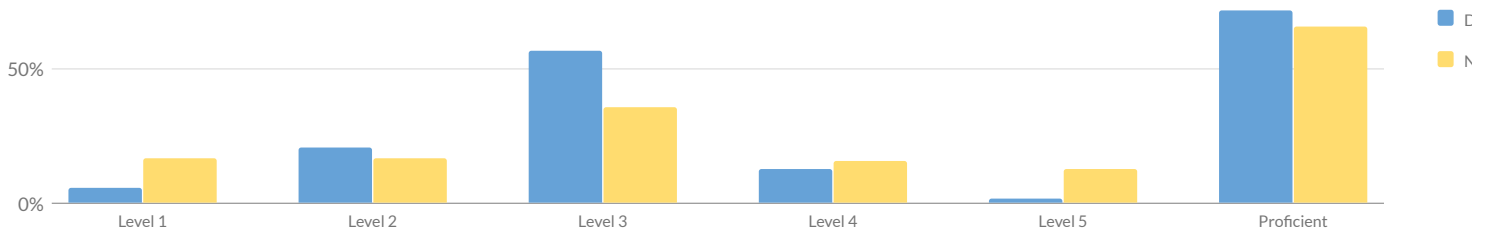
Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled.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

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	39	0	0%	4	10%	9	23%	4	10%	22	56%	35	90%
Female	18	0	0%	2	11%	2	11%	4	22%	10	56%	16	89%
Male	21	0	0%	2	10%	7	33%	0	0%	12	57%	19	90%
General Education Students	31	0	0%	2	6%	4	13%	4	13%	21	68%	29	94%
Students with Disabilities	8	0	0%	2	25%	5	63%	0	0%	1	13%	6	75%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
White	36	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	39	0	0%	4	10%	9	23%	4	10%	22	56%	35	90%
Economically Disadvantaged	18	0	0%	3	17%	7	39%	1	6%	7	39%	15	83%
Not Economically Disadvantaged	21	0	0%	1	5%	2	10%	3	14%	15	71%	20	95%
Non-English Language Learner	39	0	0%	4	10%	9	23%	4	10%	22	56%	35	90%
Not in Foster Care	39	0	0%	4	10%	9	23%	4	10%	22	56%	35	90%
Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	36	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	39	0	0%	4	10%	9	23%	4	10%	22	56%	35	90%
Parent Not in Armed Forces	39	0	0%	4	10%	9	23%	4	10%	22	56%	35	90%

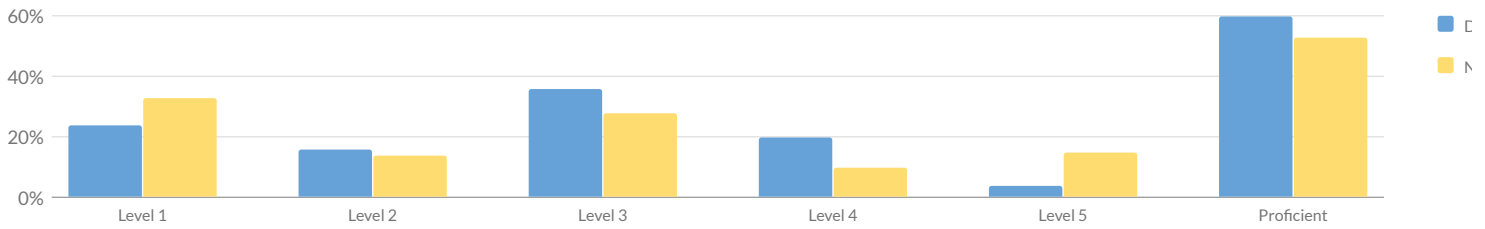
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	47	3	6%	10	21%	27	57%	6	13%	1	2%	34	72%
Female	23	1	4%	5	22%	15	65%	2	9%	0	0%	17	74%
Male	24	2	8%	5	21%	12	50%	4	17%	1	4%	17	71%
General Education Students	35	0	0%	7	20%	21	60%	6	17%	1	3%	28	80%
Students with Disabilities	12	3	25%	3	25%	6	50%	0	0%	0	0%	6	50%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
White	44	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	47	3	6%	10	21%	27	57%	6	13%	1	2%	34	72%
Economically Disadvantaged	21	2	10%	4	19%	11	52%	4	19%	0	0%	15	71%
Not Economically Disadvantaged	26	1	4%	6	23%	16	62%	2	8%	1	4%	19	73%
Non-English Language Learner	47	3	6%	10	21%	27	57%	6	13%	1	2%	34	72%
Not in Foster Care	47	3	6%	10	21%	27	57%	6	13%	1	2%	34	72%
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	43	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	47	3	6%	10	21%	27	57%	6	13%	1	2%	34	72%
Parent Not in Armed Forces	47	3	6%	10	21%	27	57%	6	13%	1	2%	34	72%

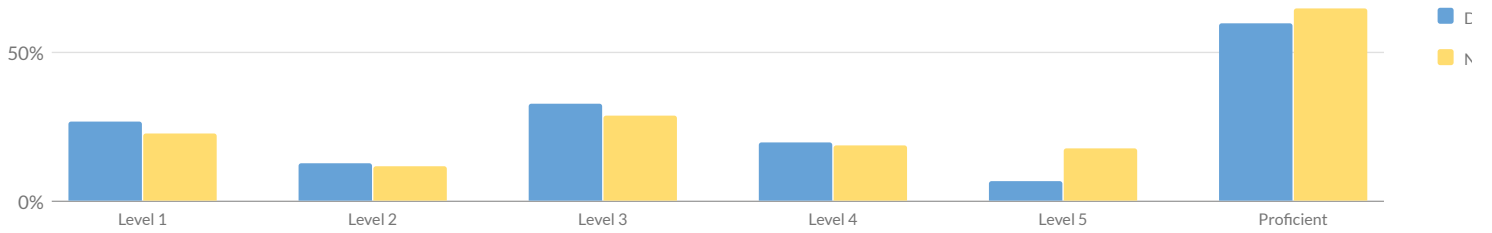
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

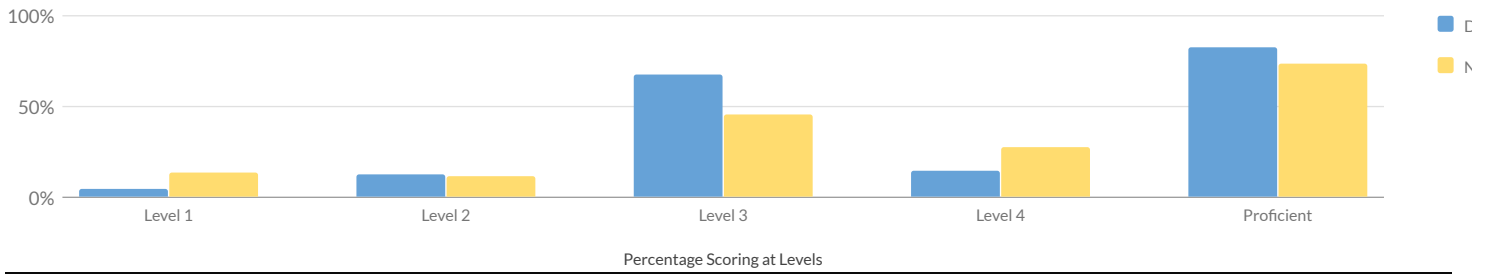
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	6	24%	4	16%	9	36%	5	20%	1	4%	15	60%
Female	9	3	33%	1	11%	4	44%	0	0%	1	11%	5	56%
Male	16	3	19%	3	19%	5	31%	5	31%	0	0%	10	63%
General Education Students	23	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	24	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	25	6	24%	4	16%	9	36%	5	20%	1	4%	15	60%
Economically Disadvantaged	9	4	44%	2	22%	3	33%	0	0%	0	0%	3	33%
Not Economically Disadvantaged	16	2	13%	2	13%	6	38%	5	31%	1	6%	12	75%
Non-English Language Learner	25	6	24%	4	16%	9	36%	5	20%	1	4%	15	60%
Not in Foster Care	25	6	24%	4	16%	9	36%	5	20%	1	4%	15	60%
Not Homeless	25	6	24%	4	16%	9	36%	5	20%	1	4%	15	60%
Not Migrant	25	6	24%	4	16%	9	36%	5	20%	1	4%	15	60%
Parent Not in Armed Forces	25	6	24%	4	16%	9	36%	5	20%	1	4%	15	60%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



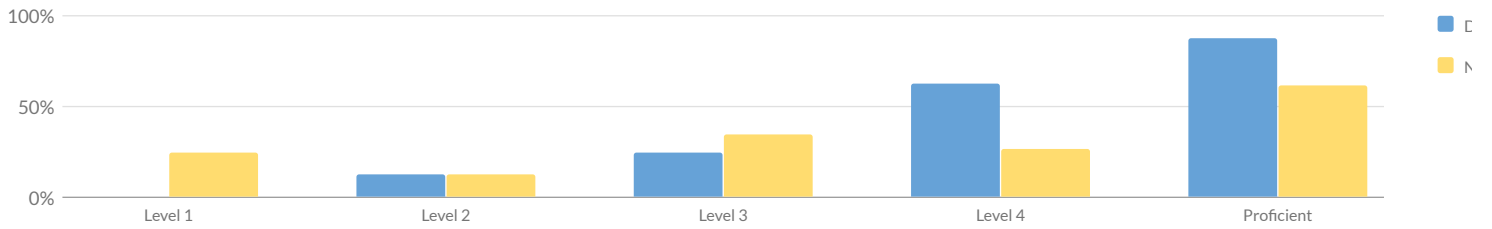
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	15	4	27%	2	13%	5	33%	3	20%	1	7%	9	60%
Female	11	—	—	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	15	4	27%	2	13%	5	33%	3	20%	1	7%	9	60%
White	15	4	27%	2	13%	5	33%	3	20%	1	7%	9	60%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	12	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	15	4	27%	2	13%	5	33%	3	20%	1	7%	9	60%
Not in Foster Care	15	4	27%	2	13%	5	33%	3	20%	1	7%	9	60%
Not Homeless	15	4	27%	2	13%	5	33%	3	20%	1	7%	9	60%
Not Migrant	15	4	27%	2	13%	5	33%	3	20%	1	7%	9	60%
Parent Not in Armed Forces	15	4	27%	2	13%	5	33%	3	20%	1	7%	9	60%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



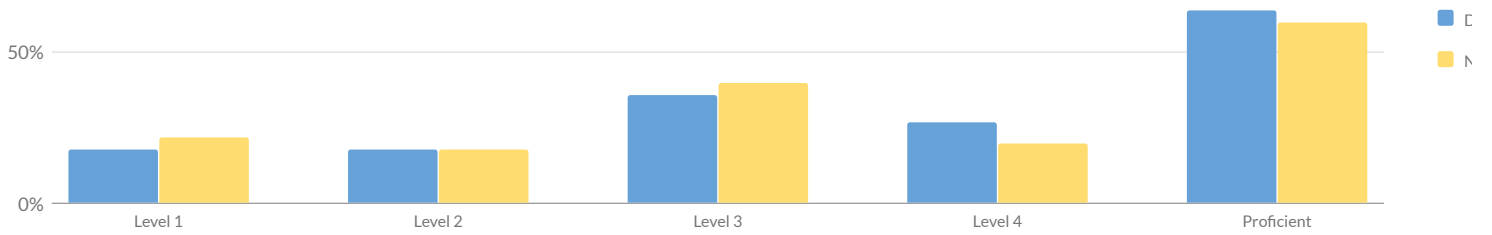
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	40	2	5%	5	13%	27	68%	6	15%	33	83%
Female	21	1	5%	2	10%	16	76%	2	10%	18	86%
Male	19	1	5%	3	16%	11	58%	4	21%	15	79%
General Education Students	31	2	6%	0	0%	23	74%	6	19%	29	94%
Students with Disabilities	9	0	0%	5	56%	4	44%	0	0%	4	44%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	38	–	–	–	–	–	–	–	–	–	–
Small Group Total	40	2	5%	5	13%	27	68%	6	15%	33	83%
Economically Disadvantaged	15	0	0%	4	27%	10	67%	1	7%	11	73%
Not Economically Disadvantaged	25	2	8%	1	4%	17	68%	5	20%	22	88%
Non-English Language Learner	40	2	5%	5	13%	27	68%	6	15%	33	83%
Not in Foster Care	40	2	5%	5	13%	27	68%	6	15%	33	83%
Homeless	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	37	–	–	–	–	–	–	–	–	–	–
Not Migrant	40	2	5%	5	13%	27	68%	6	15%	33	83%
Parent Not in Armed Forces	40	2	5%	5	13%	27	68%	6	15%	33	83%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	32	0	0%	4	13%	8	25%	20	63%
Female	12	0	0%	2	17%	6	50%	4	33%	10	83%
Male	20	0	0%	2	10%	2	10%	16	80%	18	90%
General Education Students	32	0	0%	4	13%	8	25%	20	63%	28	88%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
White	30	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	32	0	0%	4	13%	8	25%	20	63%	28	88%
Economically Disadvantaged	15	0	0%	4	27%	2	13%	9	60%	11	73%
Not Economically Disadvantaged	17	0	0%	0	0%	6	35%	11	65%	17	100%
Non-English Language Learner	32	0	0%	4	13%	8	25%	20	63%	28	88%
Not in Foster Care	32	0	0%	4	13%	8	25%	20	63%	28	88%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	31	-	-	-	-	-	-	-	-	-	-
Not Migrant	32	0	0%	4	13%	8	25%	20	63%	28	88%
Parent Not in Armed Forces	32	0	0%	4	13%	8	25%	20	63%	28	88%

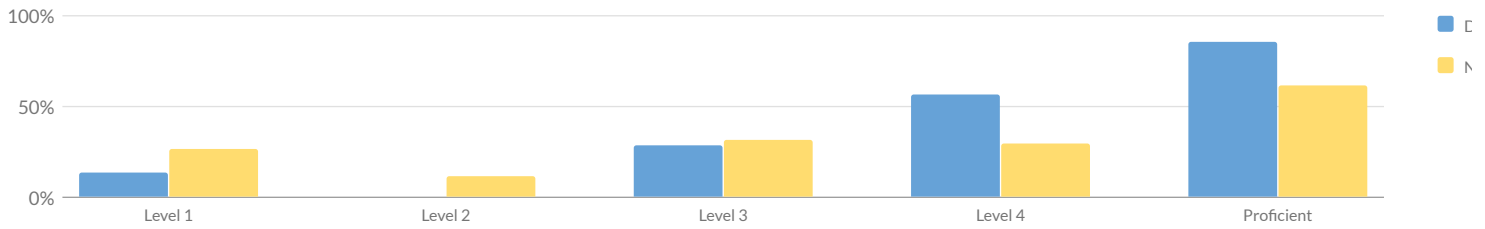
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



Percentage Scoring at Levels

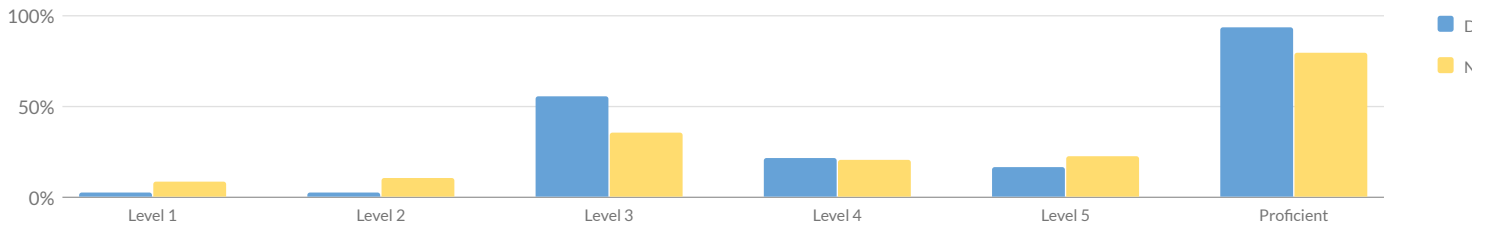
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	11	2	18%	2	18%	4	36%	3	27%	7	64%
Female	9	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—
General Education Students	11	2	18%	2	18%	4	36%	3	27%	7	64%
White	11	2	18%	2	18%	4	36%	3	27%	7	64%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	9	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	11	2	18%	2	18%	4	36%	3	27%	7	64%
Not in Foster Care	11	2	18%	2	18%	4	36%	3	27%	7	64%
Not Homeless	11	2	18%	2	18%	4	36%	3	27%	7	64%
Not Migrant	11	2	18%	2	18%	4	36%	3	27%	7	64%
Parent Not in Armed Forces	11	2	18%	2	18%	4	36%	3	27%	7	64%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	7	1	14%	0	0%	2	29%	4	57%
Female	3	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
General Education Students	7	1	14%	0	0%	2	29%	4	57%	6	86%
White	6	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	0	0%	2	29%	4	57%	6	86%
Not Economically Disadvantaged	7	1	14%	0	0%	2	29%	4	57%	6	86%
Non-English Language Learner	7	1	14%	0	0%	2	29%	4	57%	6	86%
Not in Foster Care	7	1	14%	0	0%	2	29%	4	57%	6	86%
Not Homeless	7	1	14%	0	0%	2	29%	4	57%	6	86%
Not Migrant	7	1	14%	0	0%	2	29%	4	57%	6	86%
Parent Not in Armed Forces	7	1	14%	0	0%	2	29%	4	57%	6	86%

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



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	36	1	3%	1	3%	20	56%	8	22%	6	17%	34	94%
Female	12	1	8%	1	8%	7	58%	0	0%	3	25%	10	83%
Male	24	0	0%	0	0%	13	54%	8	33%	3	13%	24	100%
General Education Students	26	1	4%	1	4%	14	54%	4	15%	6	23%	24	92%
Students with Disabilities	10	0	0%	0	0%	6	60%	4	40%	0	0%	10	100%
White	36	1	3%	1	3%	20	56%	8	22%	6	17%	34	94%
Economically Disadvantaged	17	1	6%	0	0%	11	65%	4	24%	1	6%	16	94%
Not Economically Disadvantaged	19	0	0%	1	5%	9	47%	4	21%	5	26%	18	95%
Non-English Language Learner	36	1	3%	1	3%	20	56%	8	22%	6	17%	34	94%
Not in Foster Care	36	1	3%	1	3%	20	56%	8	22%	6	17%	34	94%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	35	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	36	1	3%	1	3%	20	56%	8	22%	6	17%	34	94%
Parent Not in Armed Forces	36	1	3%	1	3%	20	56%	8	22%	6	17%	34	94%

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

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

Subgroup	Exempt, Not Tested
All Students	40
Female	20
Male	20
General Education Students	33
Students with Disabilities	7
Asian or Native Hawaiian/Other Pacific Islander	1
Black or African American	1
White	36
Multiracial	2
Economically Disadvantaged	20
Not Economically Disadvantaged	20
Non-English Language Learner	40
Not in Foster Care	40
Homeless	3
Not Homeless	37
Not Migrant	40
Parent Not in Armed Forces	40

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

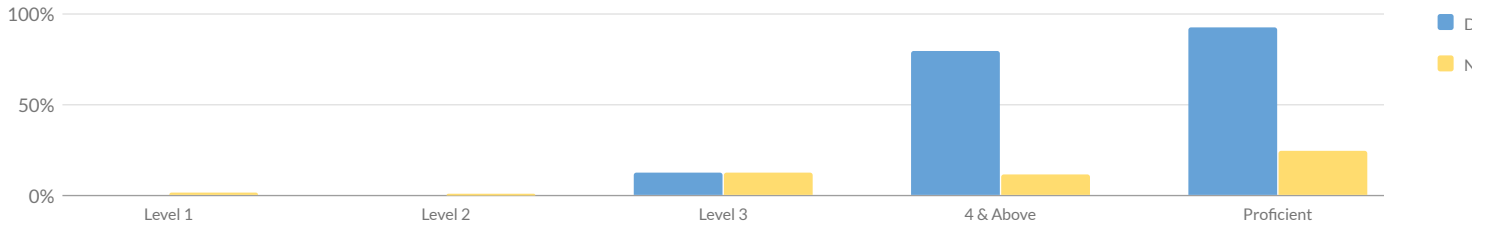
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2018 TOTAL COHORT REGENTS IN ELA

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	2	7%	28	93%	0	0%	0	0%	4	13%	24	80%	28	93%
Female	13	0	0%	13	100%	0	0%	0	0%	2	15%	11	85%	13	100%
Male	17	2	12%	15	88%	0	0%	0	0%	2	12%	13	76%	15	88%
General Education Students	25	1	4%	24	96%	0	0%	0	0%	1	4%	23	92%	24	96%
Students with Disabilities	5	1	20%	4	80%	0	0%	0	0%	3	60%	1	20%	4	80%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	28	2	—	26	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	2	7%	28	93%	0	0%	0	0%	4	13%	24	80%	28	93%
Economically Disadvantaged	7	1	14%	6	86%	0	0%	0	0%	1	14%	5	71%	6	86%
Not Economically Disadvantaged	23	1	4%	22	96%	0	0%	0	0%	3	13%	19	83%	22	96%
Non-English Language Learner	30	2	7%	28	93%	0	0%	0	0%	4	13%	24	80%	28	93%
Not in Foster Care	30	2	7%	28	93%	0	0%	0	0%	4	13%	24	80%	28	93%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	29	2	—	27	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	30	2	7%	28	93%	0	0%	0	0%	4	13%	24	80%	28	93%
Parent Not in Armed Forces	30	2	7%	28	93%	0	0%	0	0%	4	13%	24	80%	28	93%

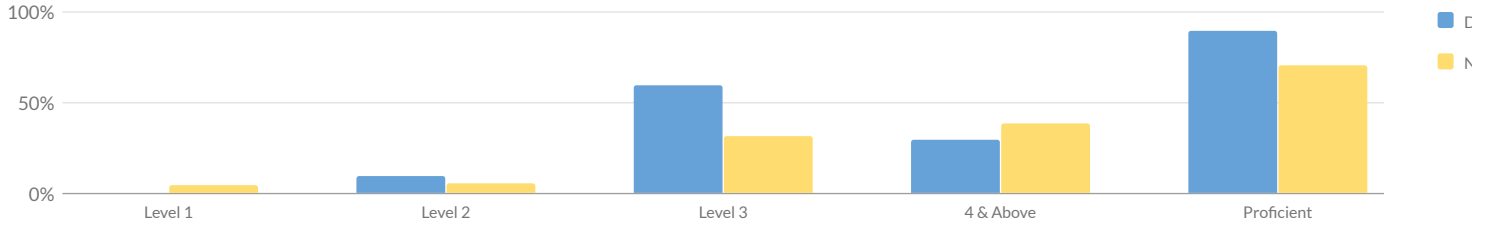
2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	28	0	0	28	100
Female	13	0	0	13	100
Male	15	0	0	15	100
General Education Students	24	0	0	24	100
Students with Disabilities	4	0	0	4	100
Economically Disadvantaged	6	0	0	6	100
Not Economically Disadvantaged	22	0	0	22	100
Non-English Language Learner	28	0	0	28	100
Not in Foster Care	28	0	0	28	100
Not Migrant	28	0	0	28	100
Parent Not in Armed Forces	28	0	0	28	100

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

2018 TOTAL COHORT REGENTS IN MATH

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



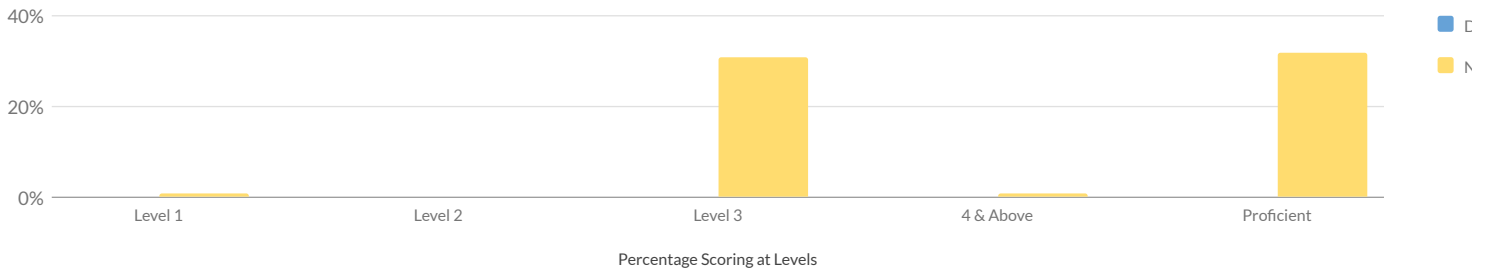
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	0	0%	30	100%	0	0%	3	10%	18	60%	9	30%	27	90%
Female	13	0	0%	13	100%	0	0%	1	8%	7	54%	5	38%	12	92%
Male	17	0	0%	17	100%	0	0%	2	12%	11	65%	4	24%	15	88%
General Education Students	25	0	0%	25	100%	0	0%	1	4%	15	60%	9	36%	24	96%
Students with Disabilities	5	0	0%	5	100%	0	0%	2	40%	3	60%	0	0%	3	60%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	28	0	—	28	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	0	0%	30	100%	0	0%	3	10%	18	60%	9	30%	27	90%
Economically Disadvantaged	7	0	0%	7	100%	0	0%	1	14%	6	86%	0	0%	6	86%
Not Economically Disadvantaged	23	0	0%	23	100%	0	0%	2	9%	12	52%	9	39%	21	91%
Non-English Language Learner	30	0	0%	30	100%	0	0%	3	10%	18	60%	9	30%	27	90%
Not in Foster Care	30	0	0%	30	100%	0	0%	3	10%	18	60%	9	30%	27	90%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	29	0	—	29	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	30	0	0%	30	100%	0	0%	3	10%	18	60%	9	30%	27	90%
Parent Not in Armed Forces	30	0	0%	30	100%	0	0%	3	10%	18	60%	9	30%	27	90%

2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	28	0	0	28	100
Female	13	0	0	13	100
Male	15	0	0	15	100
General Education Students	24	0	0	24	100
Students with Disabilities	4	0	0	4	100
Economically Disadvantaged	6	0	0	6	100
Not Economically Disadvantaged	22	0	0	22	100
Non-English Language Learner	28	0	0	28	100
Not in Foster Care	28	0	0	28	100
Not Migrant	28	0	0	28	100
Parent Not in Armed Forces	28	0	0	28	100

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



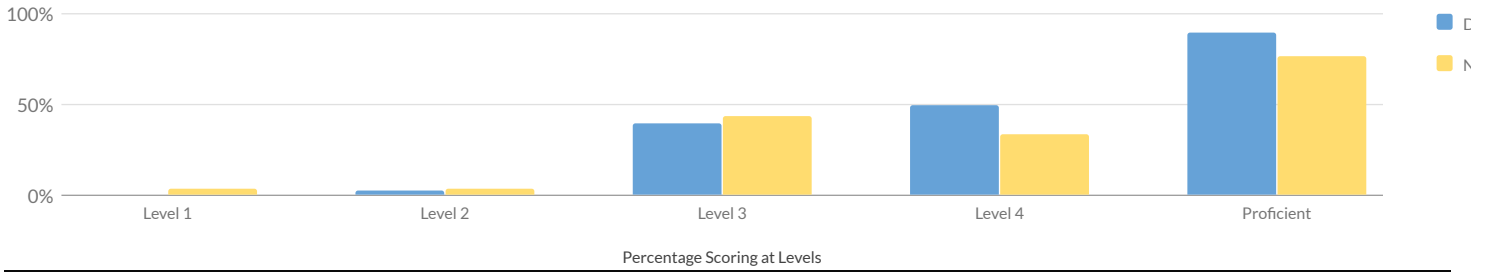
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	17	17	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	28	28	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	29	29	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	29	29	100	0	0
Female	13	13	100	0	0
Male	16	16	100	0	0
General Education Students	25	25	100	0	0
Students with Disabilities	4	4	100	0	0
Economically Disadvantaged	7	7	100	0	0
Not Economically Disadvantaged	22	22	100	0	0
Non-English Language Learner	29	29	100	0	0
Not in Foster Care	29	29	100	0	0
Not Migrant	29	29	100	0	0
Parent Not in Armed Forces	29	29	100	0	0

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

2018 TOTAL COHORT REGENTS IN SCIENCE



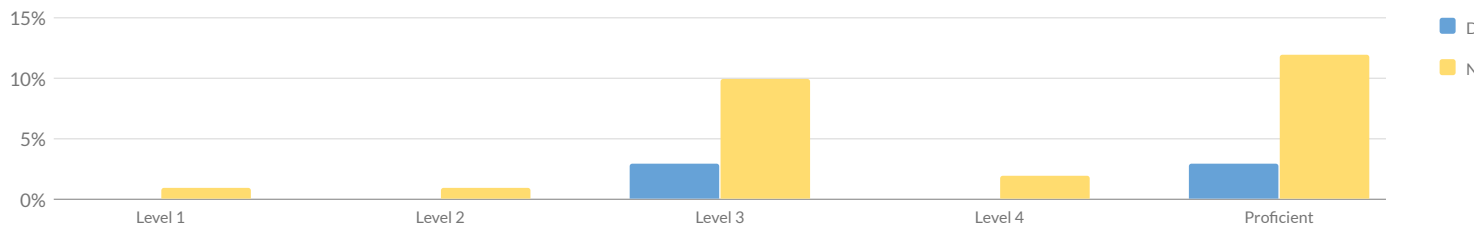
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	2	7%	28	93%	0	0%	1	3%	12	40%	15	50%	27	90%
Female	13	0	0%	13	100%	0	0%	1	8%	7	54%	5	38%	12	92%
Male	17	2	12%	15	88%	0	0%	0	0%	5	29%	10	59%	15	88%
General Education Students	25	0	0%	25	100%	0	0%	1	4%	9	36%	15	60%	24	96%
Students with Disabilities	5	2	40%	3	60%	0	0%	0	0%	3	60%	0	0%	3	60%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	28	1	—	27	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	2	7%	28	93%	0	0%	1	3%	12	40%	15	50%	27	90%
Economically Disadvantaged	7	1	14%	6	86%	0	0%	0	0%	4	57%	2	29%	6	86%
Not Economically Disadvantaged	23	1	4%	22	96%	0	0%	1	4%	8	35%	13	57%	21	91%
Non-English Language Learner	30	2	7%	28	93%	0	0%	1	3%	12	40%	15	50%	27	90%
Not in Foster Care	30	2	7%	28	93%	0	0%	1	3%	12	40%	15	50%	27	90%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	29	2	—	27	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	30	2	7%	28	93%	0	0%	1	3%	12	40%	15	50%	27	90%
Parent Not in Armed Forces	30	2	7%	28	93%	0	0%	1	3%	12	40%	15	50%	27	90%

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	28	1	4	27	96
Female	13	0	0	13	100
Male	15	1	7	14	93
General Education Students	24	0	0	24	100
Students with Disabilities	4	1	25	3	75
Economically Disadvantaged	7	1	14	6	86
Not Economically Disadvantaged	21	0	0	21	100
Non-English Language Learner	28	1	4	27	96
Not in Foster Care	28	1	4	27	96
Not Migrant	28	1	4	27	96
Parent Not in Armed Forces	28	1	4	27	96

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

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	29	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Female	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	17	16	94%	1	6%	0	0%	0	0%	1	6%	0	0%	1	6%
General Education Students	25	24	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Students with Disabilities	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	28	27	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	29	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Economically Disadvantaged	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	23	22	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Non-English Language Learner	30	29	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Not in Foster Care	30	29	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	29	28	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	30	29	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Parent Not in Armed Forces	30	29	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	27	27	100	0	0
Female	13	13	100	0	0
Male	14	14	100	0	0
General Education Students	23	23	100	0	0
Students with Disabilities	4	4	100	0	0
Economically Disadvantaged	6	6	100	0	0
Not Economically Disadvantaged	21	21	100	0	0
Non-English Language Learner	27	27	100	0	0
Not in Foster Care	27	27	100	0	0
Not Migrant	27	27	100	0	0
Parent Not in Armed Forces	27	27	100	0	0

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

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

Equalized Total Assessed Value 19,009,214

School District - 222202 Alexandria 2

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	488,161	2.57
41834	ENHANCED STAR	RPTL 425	1	82,644	0.43
41854	BASIC STAR 1999-2000	RPTL 425	4	132,412	0.70
Total Exemptions Exclusive of System Exemptions:			6	703,217	3.70
Total System Exemptions:			0	0	0.00
Totals:			6	703,217	3.70

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

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

Equalized Total Assessed Value 19,009,214

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
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Total Exemptions Exclusive of System Exemptions:			6	703,217	3.70
Total System Exemptions:			0	0	0.00
Totals:			6	703,217	3.70

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

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

Equalized Total Assessed Value 808,063,940

School District - 222202 Alexandria

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	9	27,886,294	3.45
13100	CO - GENERALLY	RPTL 406(1)	3	388,519	0.05
13500	TOWN - GENERALLY	RPTL 406(1)	26	4,493,326	0.56
13510	TOWN - CEMETERY LAND	RPTL 446	1	310,120	0.04
13570	TOWN O/S LIMITS - SPECIFIED US	RPTL 406(2)	8	219,879	0.03
13650	VG - GENERALLY	RPTL 406(1)	14	8,945,902	1.11
13730	VG O/S LIMITS - SPECIFIED USES	RPTL 406(2)	1	734,337	0.09
13800	SCHOOL DISTRICT	RPTL 408	4	5,064,458	0.63
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	5	10,073,975	1.25
14100	USA - GENERALLY	RPTL 400(1)	3	884,458	0.11
18080	MUN HSNL AUTH-FEDERAL/MUN AIDE	PUB HSNL L 52(3)&(5)	1	1,902,651	0.24
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	390,000	0.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	17	4,915,782	0.61
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	84,458	0.01
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	50	2,276,141	0.28
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	11,625,904	1.44
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	6	5,913,977	0.73
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	3	484,458	0.06
26100	VETERANS ORGANIZATION	RPTL 452	2	225,663	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	4	691,084	0.09
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	599,035	0.07
41500	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	4	108,192	0.01
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	45	135,000	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	3	174,946	0.02
41804	PERSONS AGE 65 OR OVER	RPTL 467	11	420,782	0.05
41834	ENHANCED STAR	RPTL 425	246	19,018,210	2.35
41854	BASIC STAR 1999-2000	RPTL 425	541	17,723,763	2.19
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	3,614	0.00
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	5	140,091	0.02
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	13,367	0.00

Equalized Total Assessed Value 808,063,940

School District - 222202 Alexandria

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	361,445	0.04
Total Exemptions Exclusive of System Exemptions:			1,021	125,848,386	15.57
Total System Exemptions:			3	361,445	0.04
Totals:			1,024	126,209,831	15.62

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

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

Salary: Administrative Compensation Information
220202 - ALEXANDRIA CSD

Form Due May 8, 2023

2023-2024 Salary Threshold =
\$162,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2023-2024.

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

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

Report Estimated Salaries in the Budget for the 2023-2024 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	148,597	32,916	

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents
(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

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May 3, 2022

The Budget Hearing of the Alexandria Central School District, held in the auditorium, was called to order at 7:00 p.m. by District Clerk, Ms. Renee Gill.

Those Present: Jane Aikins, Timothy Davidson, Suzanne Hunter, Heather Lavarney, Christine Lingenfelter, and James VanCour

Those Absent: Betty Compeau

Others Present: Brianne Kirchoff; School Business Administrator, and Christopher Clapper; Superintendent of Schools.

The Pledge of Allegiance was recited.

Introductions

Ms. Renee Gill, District Clerk introduced Board of Education members present, Superintendent, and School Business Administrator.

Minutes of the 2021 Budget Hearing

Mrs. Jane Aikins, Board President, presented the minutes of the 2021 Budget Hearing which were provided to all audience members. Motion was given by Richard Company, seconded by Darin Trickey to approve the minutes of the 2021 Budget Hearing.
Motion passed by showing of hands.

Purpose of the 2022 Budget Hearing

The purpose (legal notice) of the 2022 Budget was provided to all audience members and presented by Board of Education President, Jane Aikins.

Proposed 2022-2023 Budget Review

Mr. Christopher Clapper, Superintendent, and Brianne Kirchoff, School Business Administrator, showcased improvements done throughout the School in 2021-2022, and reviewed the following sections of the 2022-2023 proposed budget: Administration, Program, Capital, Revenues. Mr. Ben Maslona from Fiscal Advisors spoke of the fund balance and funding for the upcoming gymnasium project.

There was a **question and answer session** after the budget presentation.

Introductions

Minutes of the 2021 Budget Hearing

Purpose of the 2022 Budget Hearing

Proposed 2022-2023 Budget Review

Question and Answer Session

Meet the Candidates

Ms. Renee Gill, District Clerk, announced the three candidates who are running for the two open Board of Education seats. Candidates are Jane Aikins (Incumbent), Eric Heath, and Suzanne Hunter (Incumbent). Mr. Heath was not able to be present and his candidate bio was read aloud. Mrs. Hunter and Mrs. Aikins addressed the audience and introduced themselves.

Reminder – Voting on the budget will take place on Tuesday, May 17, 2022, with polls closing at 8:00 p.m. in Room 260.

Adjournment

Motion by Richard Company, seconded by Darin Trickey to adjourn. Meeting adjourned at 7:47 p.m. Motion passed by a showing of hands.

District Clerk

Meet the Candidates

Adjournment