



Auburn

Enlarged City School District

2020-21

Budget Statement Auburn High School



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**Auburn Enlarged City School District
2020-2021
Proposed Budget Expenditures**

Program Component: 75.21% of Budget

The Program component provides funding for the instruction of and educational support services of district students, including regular, special, and occupational education, guidance and health services, and cocurricular and interscholastic activities. Also included are the costs of transporting students to and from the five elementary, one junior high, and one high school.

Programs	2019-2020	2020-2021	Increase/(Decrease)
Legal	12,500	12,500	0
Teaching - Regular School	19,674,975	20,247,636	372,661
Programs - Students with Disabilities	12,132,676	12,636,468	503,812
Occupational Education	2,039,996	2,245,125	205,127
Teaching - Special Schools	310,500	321,500	11,000
School Library & Audiovisual	812,802	817,283	4,381
Computer Assisted Instruction	1,997,083	2,290,004	292,921
Guidance	724,513	771,255	46,742
Health Services	673,131	694,664	21,533
Co-Curricular Activities	188,914	193,802	4,888
Interscholastic Activities	588,936	600,951	12,013
District Transportation	198,930	212,332	13,402
Contract Transportation	2,574,932	2,516,023	(58,909)
Public Transportation	50	50	0
BOCES Contract Transportation	50,500	44,500	(6,000)
Employee Benefits	18,026,117	17,091,351	(934,766)
Interfund Transfers	15,000	17,500	2,500
Total Program Expense	\$60,221,859	\$60,712,894	491,235

Capital Component: 14.43% of Budget

The Capital component provides funding for the operation and maintenance of the district's buildings and grounds, as well as for the costs of natural gas and electricity, water, sewer, and telephone services. Also included is funding for debt service - principal and interest payments on capital projects, installment purchases, leases, and interfund transfers.

Capital	2019-2020	2020-2021	Increase/(Decrease)
Operation	3,039,438	3,138,857	100,219
Maintenance	1,105,772	1,146,063	40,291
Employee Benefits	1,708,060	1,575,094	(132,966)
Debt Service	4,585,583	5,886,460	1,100,907
Interfund Transfers	100,000	100,000 *	0
Total Capital Expense	\$10,538,853	\$11,647,384	1,108,481

* For Capital Project not to exceed \$100,000

Administrative Component: 10.36% of Budget

The administrative component provides funding for general support and management activities, including central administration and business office operations such as payroll, auditing, tax collection and purchasing, as well as legal and personnel functions. Also included in this component are the costs for administration and supervision at each of the district's schools.

Administration	2019-2020	2020-2021	Increase/(Decrease)
Board of Education	19,000	19,100	100
District Clerk	12,000	11,950	(50)
District Meeting	16,200	16,200	0
Central Administration	252,397	264,876	12,479
Business Administration	277,627	275,354	(2,273)
Auditing	43,500	41,000	(2,500)
Treasurer	124,434	128,999	4,565
Tax Collection	29,805	6,950	(22,855)
Purchasing	11,000	11,000	0
Fiscal Agent Fees	10,000	10,000	0
Legal	115,000	160,000	45,000
Personnel	704,751	743,700	38,949
Public Information & Service	15,000	66,115	51,115
Central Storeroom	40,230	41,424	1,194
Central Printing & Mailing	589,250	628,750	39,500
Central Data Processing	520,325	448,000	(72,325)
Unallocated Insurance	222,000	257,000	35,000
Board Membership Dues	28,000	28,000	0
Assessments on School Property	80,000	70,000	(10,000)
BOCES Admin. Charges	809,500	932,500	123,000
Curriculum Development/Supervision	414,632	385,931	(28,701)
Supervision - Reg. School	1,640,509	1,690,953	50,444
Research Planning & Evaluation	164,000	164,000	0
Inservice Training	23,000	40,000	17,000
Programs - Students with Disabilities	331,809	334,225	2,416
Health Services	91,957	94,205	2,248
Employee Benefits	1,585,323	1,496,129	(89,194)
Total Administrative Expense	\$8,170,049	\$8,366,361	196,312

Total Budgeted Expenses	\$78,930,561	\$80,725,599	\$1,794,998
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Auburn

Enlarged City School District
2020 - 2021 BUDGET



DATE: TUESDAY, June 9, 2020
ABSENTEE BALLOT ONLY

PLEASE VOTE

- The school budget vote and board election will be held by absentee ballot this year. There will be no in-person voting. Absentee ballots must be received in the Office of the District Clerk by 5:00 p.m. on June 9, 2020.
- In order to vote: you do not need to be a registered voter; you must be a citizen of the United States, at least 18 years old and a resident of the district for at least 30 days prior to June 9th.
- Absentee ballots will be mailed to each registered voter in the district.
- Additional absentee ballots may be requested by any qualified voters in the district by contacting the District Clerk, Shelly Major, by email at MichelleMajor@aecsd.education or by calling her at (315) 255-8850.

2020-21 Budget is \$80,725,559

- Budget is up 2.3% (or \$1.8 million) from 2019-2020
- No Increase in NYS Foundation Aid
- Use of \$1,047,897 of Reserves in this Budget

Staffing Changes in this Budget (Net Reduction = 21 Positions)

- Reductions:
 - 2 General Education Teachers – Elementary
 - 2 Special Education Teachers – Elementary
 - 1 Speech Therapist
 - 1 Administrator (Director of Curriculum & Professional Development)
 - 1 Building Maintenance Mechanic
 - 1 Custodian
 - 1 Network Administrator
 - 25 Teacher Aides
- Additions:
 - 7 Special Education Teachers
 - 6 Teaching Assistants

Educational Programs

- With this budget, we are able to maintain programs that our community values:
 - **Six Instructional Teams** at Auburn Junior High
 - **Project Lead the Way Engineering and Biomedical Programs** at Auburn High
 - **Project Lead the Way Gateway** at Auburn Junior High
 - **Technology Instruction** at the Elementary level
 - **AP and Cayuga Advantage Courses** at Auburn High
 - **All Extracurricular Sports and Music Programs** District-Wide
 - **Project Lead the Way/AP Computer Science** at Auburn High
 - **Computer Literacy Instruction** at Auburn Junior High
 - **Expanded Reading Instruction and Support** in all elementary schools



Tax levy increase of 1.67%

- Average Increase in Taxes, from last year, on a \$100,000 home:
 - No Star Exemption - \$31/year (or \$2.58/month)
 - Basic Star Exemption - \$32/year (or \$2.67/month)
 - Enhanced Star Exemption - \$31/year (or \$2.58/month)



Frequently Asked Questions



What is the "Tax Levy Limit" and why are taxes going up by less than 2%?

- NYS adopted a tax levy limit commonly referred to as "the 2% tax cap". Each district must calculate their individual tax levy limit by using a formula defined by NYS. Auburn's tax levy limit for 2020-21 is 1.67%.

Is the District exceeding the tax cap?

- No; the proposed budget includes a 1.67% tax levy increase, which is within the tax cap limit set by New York State, thus not requiring a super majority for approval.

What happens if we go to a Contingency Budget?

- NYS has not issued guidance on a re-vote if the proposed budget is voted down. In prior years, the Board of Education would decide whether to have a second vote on the same budget or a revised budget. If defeated a second time, NYS requires that the district adopt a Contingency Budget. If that happens, the proposed budget would be reduced by eliminating all unaided equipment expenditures (for example: plows, trucks, lawnmowers, athletic equipment, office computers), and fees for community use of buildings would be implemented. Additionally, there can be no increase in the district's tax levy from the prior year. That means \$533,000 in property tax revenue would have to be cut from the budget, as well as \$290,000 in non-aided equipment purchases.

Key Statistics

The Auburn Enlarged City School District does its best to ensure that it provides high-quality curriculum and instruction that meets the unique needs of each student while not overspending. The comparison below illustrates that:

	<u>Auburn</u>	<u>Similar Schools</u>	<u>NYS Average</u>
Total Expenditures per Pupil (per 2018-19 NYS Fiscal Accountability Summary)	\$17,746	\$22,630	\$25,853

Visit the NYS Property Tax Report Card at <https://data.nysed.gov>

District Enrollment (2019-20) 4,119

Students Receiving Free or
Reduced-Price Meals (2019-20) 54%

Number of Employees
(General Fund budget only)

	<u>2020-21</u>	
Faculty	340.45	61.4%
Support staff	192.30	34.6%
Admin/Supervisors	<u>22.25</u>	4.0%
Total	555.00	



 **Vote Tuesday, June 9, 2020**

2020-21 Property Tax Recor Card

GD100 - Auburn Enlarged City School District
Contact Person: Lisa Green
Telephone Number: 315-355-8000

2020-21 Proposed Tax Levy	2019-20	2018-19
Total Budgeted Amount, not including Separate Propositions	78,930,591	80,725,559
A. Proposed Tax Levy to Support the Total Budgeted Amount	31,973,596	32,906,722
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable		
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)	31,973,596	32,906,722
F. Permissible Exclusions to the School Tax Levy Limit	677,358	685,071
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	31,086,238	31,841,651
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + G)	31,086,238	31,841,651
I. Difference (G - H); negative value requires 60.0% voter approval	0	0
Public School Enrollment	4,052	4,119
Consumer Price Index		1.61%

Adjusted Resident Fund Balance	6,280,432	5,257,500
Assigned Appropriated Fund Balance	2,015,000	1,947,800
Adjusted Unrestricted Fund Balance	3,157,222	3,229,022
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Account Name	Reserve Description	2019-20 Available Balance	2018-19 Available Balance
Capital	2018 Capital Reserve Fund	700,000	None
Capital	2018 Turf Capital Reserve Fund	250,190	None
Unemployment Insurance	Unemployment Insurance Reserve	151,300	\$151,300 to pay 2020-2021 Unemployment Claims
Insurance	Insurance Reserve Fund	456,520	None
Liability	Liability Reserve Fund	498,140	None
Tier Contribution	Tier Contribution Reserve	1,930,000	\$121,397 appropriated for budget; other amounts to pay Costumer Claims as they are billed
Employee Benefit Accrued Liability	Employee Benefit Accrued Liability Reserve (EBAL) Fund	289,776	289,776 To pay Accrued Benefits as appropriate
Retirement Contribution Sub-Fund	Retirement Contribution Reserve Sub-Fund (TRS)	594,000	594,000 None
Retirement Contribution	Retirement Contribution Reserve Fund	1,464,353	\$175,800 to pay 2020-2021 Retirement Claim

AUBURN HIGH SCHOOL - NEW YORK STATE REPORT CARD (2018 - 19)

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.

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 \(54.71 kilobytes\)](#)

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

- [2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension](#)
- [2018-19 Title I SIG 1003 Basic Planning](#)
- [2019 NYSIP-PLC Phase II](#)
- [SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19](#)

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

SECONDARY INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	2	2	2	—	1	2	3
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—
Black or African American	2	2	2	—	1	2	4
Hispanic or Latino	2	2	2	—	—	1	—
Multiracial	1	3	2	—	—	2	—
White	3	2	2	—	1	2	2
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	2	3	2	—	1	1	3
Economically Disadvantaged	2	2	2	—	1	2	2

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	258	169	173	2
	Math	258	139		
	Science	258	209		
	Social Studies	258	218		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	210	-	-
	Math	5	170		
	Science	5	250		
	Social Studies	5	240		
Black or African American	ELA	61	133	139	2
	Math	61	103		
	Science	61	175		
	Social Studies	61	197		
Hispanic or Latino	ELA	20	168	154	2
	Math	20	105		
	Science	20	178		
	Social Studies	20	215		
Multiracial	ELA	17	103	124	1
	Math	17	97		
	Science	17	171		
	Social Studies	17	177		
White	ELA	210	176	179	3
	Math	210	145		
	Science	210	214		
	Social Studies	210	221		
Students with Disabilities	ELA	55	78	88	2
	Math	55	46		
	Science	55	137		
	Social Studies	55	146		
Economically Disadvantaged	ELA	109	137	148	2
	Math	109	112		
	Science	109	192		
	Social Studies	109	199		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long- Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	76.2%	294	80.6%	77.8%	82.8%	85%	90%	—	N	95%	2	2
	5-Year	83.9%	327	85.6%	84.9%	85%	86.8%	91.4%	—	—	96%	3	
	6-Year	82.4%	337	78.3%	83.6%	85.1%	87.3%	92.2%	N	—	97%	1	
American Indian or Alaska Native	4-Year	—	3	—	—	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—	—	
	6-Year	—	4	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	6	—	—	—	—	—	—	—	—	—	—
	5-Year	—	7	—	—	—	—	—	—	—	—	—	
	6-Year	—	10	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	61.1%	37	67.6%	63.9%	73.3%	77.3%	86.2%	—	N	95%	2	2
	5-Year	83.9%	35	88.6%	84.9%	76.7%	80.3%	88.2%	—	—	96%	4	
	6-Year	81.8%	36	63.9%	83%	76.9%	80.3%	88.7%	N	—	97%	1	
Hispanic or Latino	4-Year	41.2%	24	75%	45.6%	73.2%	76.8%	85.9%	—	—	95%	3	2
	5-Year	65.2%	16	56.3%	67.6%	75.7%	79.1%	87.6%	Y	—	96%	2	
	6-Year	55%	17	52.9%	58.4%	76.1%	79.7%	88.4%	N	—	97%	1	
Multiracial	4-Year	50%	16	68.8%	51.8%	83.7%	85.7%	90.4%	—	Y	95%	3	3
	5-Year	—	—	—	—	—	—	—	—	—	—	—	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
White	4-Year	80.6%	233	83.3%	81.8%	90.2%	91%	93%	—	N	95%	2	2
	5-Year	84.6%	265	86%	85.6%	91.5%	92.3%	94.2%	—	Y	96%	3	
	6-Year	84%	284	82.7%	85%	91.2%	92.4%	94.7%	N	—	97%	1	
English Language Learners	4-Year	—	2	—	—	—	—	—	—	—	—	—	—
	5-Year	—	1	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	39.4%	37	67.6%	43.8%	59.7%	66.1%	80.6%	—	—	95%	4	3
	5-Year	48.3%	57	52.6%	52.1%	63%	69%	82.5%	—	Y	96%	3	
	6-Year	45.2%	57	47.4%	49.4%	61.4%	67.8%	82.4%	N	—	97%	1	
Economically Disadvantaged	4-Year	53.7%	121	70.2%	57.1%	76.9%	79.9%	87.5%	—	N	95%	2	2
	5-Year	69.2%	129	82.3%	71.4%	80.4%	83%	89.5%	—	—	96%	3	
	6-Year	68.1%	145	58.6%	70.5%	80.7%	83.5%	90.3%	N	—	97%	1	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	2
Black or African American	2
Hispanic or Latino	2
Multiracial	2
White	2
Students with Disabilities	2
Economically Disadvantaged	2

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	188	258	169	190	191	194	204	N	-	215	1	1
	Math	144	258	139	149	151	158	179	Y	-	200	2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	-	5	-	-	-	-	-	-	-	-	-	-
	Math	-	5	-	-	-	-	-	-	-	-	-	
Black or African American	ELA	156	61	133	161	163	170	192	N	-	215	1	1
	Math	125	61	103	131	117	127	164	N	-	200	1	
Hispanic or Latino	ELA	-	20	-	-	-	-	-	-	-	-	-	-
	Math	-	20	-	-	-	-	-	-	-	-	-	
Multiracial	ELA	-	17	-	-	-	-	-	-	-	-	-	-
	Math	-	17	-	-	-	-	-	-	-	-	-	
White	ELA	195	210	176	196	208	209	212	N	-	215	1	1
	Math	149	210	148	163	168	172	186	Y	-	200	2	
Students with Disabilities	ELA	64	55	78	76	120	133	174	-	N	215	2	1
	Math	50	55	46	62	91	105	153	N	-	200	1	
Economically Disadvantaged	ELA	152	109	137	157	171	177	196	N	-	215	1	1
	Math	117	109	112	124	131	140	170	Y	-	200	2	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	31.1	1,231	324	26.3%	29.1%	22.6%	19.8%	12.4%	–	N	5%	2
American Indian or Alaska Native	–	5	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	18	–	–	–	–	–	–	–	–	–	–
Black or African American	46.3	97	40	41.2%	42.9%	31.5%	27.1%	16.1%	–	N	5%	2
Hispanic or Latino	35.7	52	23	44.2%	33.3%	31.6%	27.2%	16.1%	N	–	5%	1
Multiracial	47.1	102	42	41.2%	43.7%	23.1%	20.1%	12.6%	–	N	5%	2
White	27.9	971	217	22.3%	26.1%	15.6%	14%	9.5%	–	N	5%	2
English Language Learners	–	8	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	43.5	157	64	40.8%	40.8%	32.8%	28%	16.5%	N	–	5%	1
Economically Disadvantaged	45.6	585	226	38.6%	42.4%	30.2%	25.8%	15.4%	–	N	5%	2

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	125.4	134	129.4	130.2	137.8	156.4	–	–	175	3
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–
Black or African American	113.9	120.6	118.7	101.2	114	144.5	–	–	175	4
Hispanic or Latino	–	–	–	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–	–	–	–
White	128.2	139.2	132	149.7	154.1	164.6	–	N	175	2
English Language Learners	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	70.3	90.8	78.7	76.5	93.5	134.3	–	–	175	3
Economically Disadvantaged	94.4	106.7	100.8	112.9	123.7	149.4	–	N	175	2

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	307	0	187	0	19	37	64
Asian or Native Hawaiian/Other Pacific Islander	6	0	—	—	—	—	—
Black or African American	34	0	17	0	5	4	8
Hispanic or Latino	26	0	—	—	—	—	—
Multiracial	19	0	—	—	—	—	—
White	245	0	157	0	12	30	46
English Language Learners	4	0	—	—	—	—	—
Students with Disabilities	65	0	19	0	15	12	19
Economically Disadvantaged	142	0	64	0	12	23	43

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% in Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	248	99.6%	491	99.4%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
Black or African American	—	29	—	—	—
Hispanic or Latino	—	10	—	—	—
Multiracial	—	7	—	—	—
White	✓	199	99.5%	396	99.2%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	10	—	—	—
Economically Disadvantaged	✓	90	98.9%	165	98.8%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	248	100%	491	99.6%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
Black or African American	—	29	—	—	—
Hispanic or Latino	—	10	—	—	—
Multiracial	—	7	—	—	—
White	✓	199	100%	396	99.5%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	10	—	—	—
Economically Disadvantaged	✓	90	100%	165	99.4%

STAFF QUALIFICATIONS (2018-19)

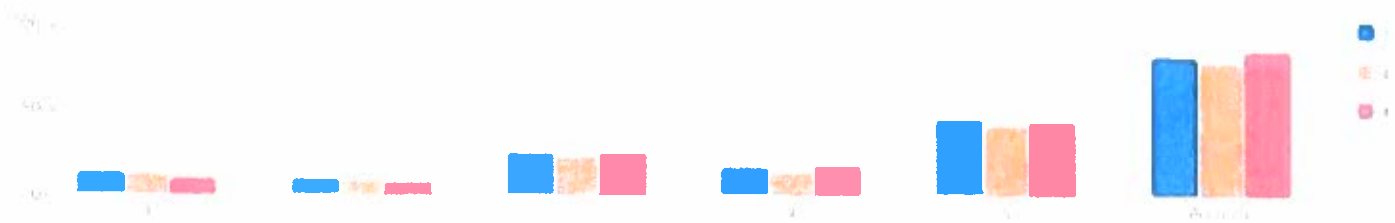
	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	11	13%	0	0%	3	4%
THIS DISTRICT	34	11%	3	43%	8	3%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	312	228	73%	109	35%	106	34%	13	4%	6	2%	12	4%	13	4%	53	17%
Female	158	130	82%	67	42%	60	38%	3	2%	2	1%	2	1%	6	4%	18	11%
Male	154	98	64%	42	27%	46	30%	10	6%	4	3%	10	6%	7	5%	35	23%
Multiracial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	249	187	75%	102	41%	79	32%	6	2%	5	2%	8	3%	11	4%	38	15%
Black or African American	35	24	69%	2	6%	19	54%	3	9%	0	0%	2	6%	1	3%	8	23%
Hispanic or Latino	13	9	69%	2	15%	4	31%	3	23%	0	0%	0	0%	0	0%	4	31%
General Education Students	286	215	75%	109	38%	102	36%	4	1%	5	2%	11	4%	13	5%	42	15%
Students with Disabilities	26	13	50%	0	0%	4	15%	9	35%	1	4%	1	4%	0	0%	11	42%
Non-English Language Learners	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	167	142	85%	85	51%	52	31%	5	3%	2	1%	3	2%	7	4%	13	8%
Economically Disadvantaged	145	86	59%	24	17%	54	37%	8	6%	4	3%	9	6%	6	4%	40	28%
Not Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents not in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	298	220	74%	108	36%	99	33%	13	4%	6	2%	11	4%	13	4%	48	16%
Homeless	14	8	57%	1	7%	7	50%	0	0%	0	0%	1	7%	0	0%	5	36%
Not in Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



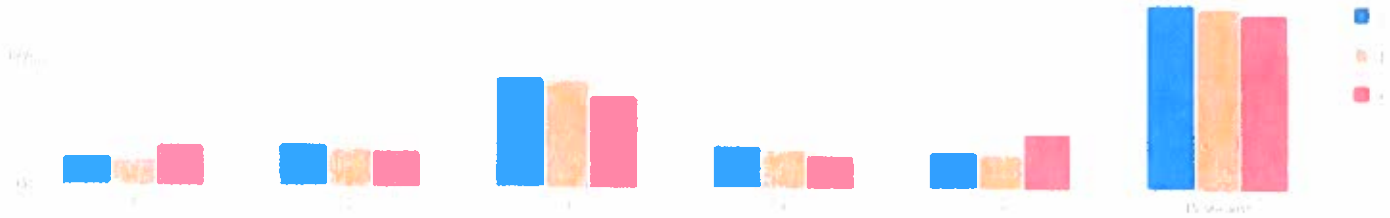
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	315	38	12%	25	8%	72	23%	46	15%	134	43%	252	80%
General Education	283	22	8%	21	7%	68	24%	39	14%	133	47%	240	85%
Students with Disabilities	32	16	50%	4	13%	4	13%	7	22%	1	3%	12	38%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	31	7	23%	7	23%	9	29%	2	6%	6	19%	17	55%
Hispanic or Latino	10	-	-	-	-	-	-	-	-	-	-	-	-
White	251	24	10%	16	6%	59	24%	36	14%	116	46%	211	84%
Multiracial	22	4	18%	2	9%	3	14%	5	23%	8	36%	16	73%
Small Group Total	11	3	27%	0	0%	1	9%	3	27%	4	36%	8	73%
Female	149	16	11%	14	9%	28	19%	23	15%	68	46%	119	80%
Male	166	22	13%	11	7%	44	27%	23	14%	66	40%	133	80%
Non-English Language Learners	315	38	12%	25	8%	72	23%	46	15%	134	43%	252	80%
Economically Disadvantaged	136	27	20%	16	12%	34	25%	21	15%	38	28%	93	68%
Not Economically Disadvantaged	179	11	6%	9	5%	38	21%	25	14%	96	54%	159	89%
Not Migrant	315	38	12%	25	8%	72	23%	46	15%	134	43%	252	80%
Homeless	5	1	20%	0	0%	1	20%	1	20%	2	40%	4	80%
Not Homeless	310	37	12%	25	8%	71	23%	45	15%	132	43%	248	80%
In Foster Care	2	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	313	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	315	38	12%	25	8%	72	23%	46	15%	134	43%	252	80%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



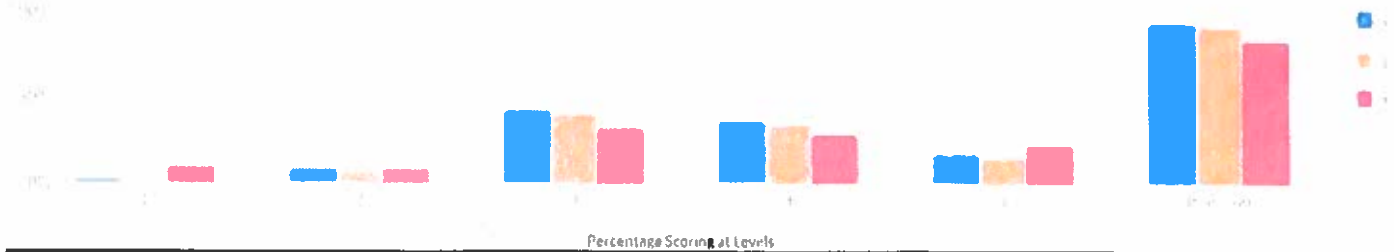
Percentage Scoring at Levels													
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	282	41	15%	41	15%	139	49%	45	16%	16	6%	200	71%
General Education	235	16	7%	33	14%	126	54%	44	19%	16	7%	186	79%
Students with Disabilities	47	25	53%	8	17%	13	28%	1	2%	0	0%	14	30%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	24	7	29%	7	29%	8	33%	2	8%	0	0%	10	42%
Hispanic or Latino	15	-	-	-	-	-	-	-	-	-	-	-	-
White	219	26	12%	28	13%	115	53%	34	16%	16	7%	165	75%
Multiracial	21	3	14%	4	19%	9	43%	5	24%	0	0%	14	67%
Small Group Total	18	5	28%	2	11%	7	39%	4	22%	0	0%	11	61%
Female	146	19	13%	24	16%	70	48%	27	18%	6	4%	109	71%
Male	136	22	16%	17	13%	69	51%	18	13%	10	7%	97	71%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	281	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	139	33	24%	24	17%	63	45%	16	12%	3	2%	82	59%
Not Economically Disadvantaged	143	8	6%	17	12%	76	53%	29	20%	13	9%	118	83%
Not Migrant	282	41	15%	41	15%	139	49%	45	16%	16	6%	200	71%
Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	279	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	282	41	15%	41	15%	139	49%	45	16%	16	6%	200	71%
Parent Not in Armed Forces	282	41	15%	41	15%	139	49%	45	16%	16	6%	200	71%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	197	21	11%	32	16%	85	43%	32	16%	27	14%	144	73%
General Education	195	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	6	1	17%	3	50%	2	33%	0	0%	0	0%	2	33%
Hispanic or Latino	4	-	-	-	-	-	-	-	-	-	-	-	-
White	175	16	9%	26	15%	80	46%	31	18%	22	13%	133	76%
Multiracial	11	4	36%	3	27%	1	9%	1	9%	2	18%	4	36%
Small Group Total	5	0	0%	0	0%	2	40%	0	0%	3	60%	5	100%
Female	105	11	10%	18	17%	47	45%	17	16%	12	11%	76	72%
Male	92	10	11%	14	15%	38	41%	15	16%	15	16%	68	74%
Non-English Language Learners	197	21	11%	32	16%	85	43%	32	16%	27	14%	144	73%
Economically Disadvantaged	61	10	16%	18	30%	25	41%	5	8%	3	5%	33	54%
Not Economically Disadvantaged	136	11	8%	14	10%	60	44%	27	20%	24	18%	111	82%
Not Migrant	197	21	11%	32	16%	85	43%	32	16%	27	14%	144	73%
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	195	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	197	21	11%	32	16%	85	43%	32	16%	27	14%	144	73%
Parent Not in Armed Forces	197	21	11%	32	16%	85	43%	32	16%	27	14%	144	73%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	1	1%	9	7%	53	41%	46	35%	21	16%	120	92%
General Education	129	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	118	0	0%	8	7%	48	41%	42	36%	20	17%	110	93%
Multiracial	6	1	17%	0	0%	3	50%	2	33%	0	0%	5	83%
Small Group Total	6	0	0%	1	17%	2	33%	2	33%	1	17%	5	83%
Female	81	0	0%	2	2%	38	47%	26	32%	15	19%	79	98%
Male	49	1	2%	7	14%	15	31%	20	41%	6	12%	41	84%
Non-English Language Learners	130	1	1%	9	7%	53	41%	46	35%	21	16%	120	92%
Economically Disadvantaged	31	1	3%	2	6%	12	39%	16	52%	0	0%	28	90%
Not Economically Disadvantaged	99	0	0%	7	7%	41	41%	30	30%	21	21%	92	93%
Not Migrant	130	1	1%	9	7%	53	41%	46	35%	21	16%	120	92%
Not Homeless	130	1	1%	9	7%	53	41%	46	35%	21	16%	120	92%
Not in Foster Care	130	1	1%	9	7%	53	41%	46	35%	21	16%	120	92%
Parent Not in Armed Forces	130	1	1%	9	7%	53	41%	46	35%	21	16%	120	92%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



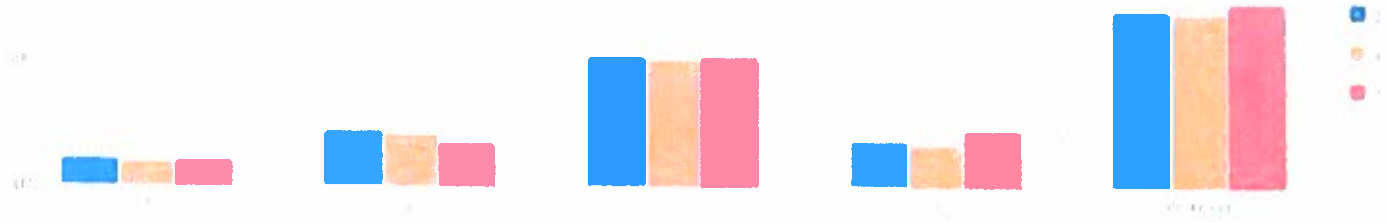
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	295	34	12%	26	9%	117	40%	118	40%	235	80%
General Education	260	18	7%	20	8%	105	40%	117	45%	222	85%
Students with Disabilities	35	16	46%	6	17%	12	34%	1	3%	13	37%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Black or African American	24	10	42%	0	0%	11	46%	3	13%	14	58%
Hispanic or Latino	17	-	-	-	-	-	-	-	-	-	-
White	219	19	9%	17	8%	82	37%	101	46%	183	84%
Multiracial	33	3	9%	7	21%	15	45%	8	24%	23	70%
Small Group Total	19	2	11%	2	11%	9	47%	6	32%	15	79%
Female	160	22	14%	16	10%	63	39%	59	37%	122	76%
Male	135	12	9%	10	7%	54	40%	59	44%	113	84%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	294	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	153	32	21%	19	12%	66	43%	36	24%	102	67%
Not Economically Disadvantaged	142	2	1%	7	5%	51	36%	82	58%	133	94%
Not Migrant	295	34	12%	26	9%	117	40%	118	40%	235	80%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	294	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	294	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	295	34	12%	26	9%	117	40%	118	40%	235	80%

ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	146	28	19%	29	20%	66	45%	23	16%	89	61%
General Education	138	23	17%	28	20%	65	47%	22	16%	87	63%
Students with Disabilities	8	5	63%	1	13%	1	13%	1	13%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-
Black or African American	11	5	45%	3	27%	3	27%	0	0%	3	27%
Hispanic or Latino	5	-	-	-	-	-	-	-	-	-	-
White	115	19	17%	21	18%	55	48%	20	17%	75	65%
Multiracial	13	3	23%	4	31%	4	31%	2	15%	6	46%
Small Group Total	7	1	14%	1	14%	4	57%	1	14%	5	71%
Female	64	10	16%	16	25%	28	44%	10	16%	38	59%
Male	82	18	22%	13	16%	38	46%	13	16%	51	62%
Non-English Language Learners	146	28	19%	29	20%	66	45%	23	16%	89	61%
Economically Disadvantaged	73	17	23%	17	23%	31	42%	8	11%	39	53%
Not Economically Disadvantaged	73	11	15%	12	16%	35	48%	15	21%	50	68%
Not Migrant	146	28	19%	29	20%	66	45%	23	16%	89	61%
Homeless	2	-	-	-	-	-	-	-	-	-	-
Not Homeless	144	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	146	28	19%	29	20%	66	45%	23	16%	89	61%
Parent Not in Armed Forces	146	28	19%	29	20%	66	45%	23	16%	89	61%

ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	162	17	10%	34	21%	83	51%	28	17%	111	69%
General Education	159	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Black or African American	5	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-
White	148	15	10%	31	21%	76	51%	26	16%	102	69%
Multiracial	6	1	17%	0	0%	4	67%	1	17%	5	83%
Small Group Total	8	1	13%	3	38%	3	38%	1	13%	4	50%
Female	91	11	12%	22	24%	43	47%	15	16%	58	64%
Male	71	6	8%	12	17%	40	56%	13	18%	53	75%
Non-English Language Learners	162	17	10%	34	21%	83	51%	28	17%	111	69%
Economically Disadvantaged	38	4	11%	8	21%	22	58%	4	11%	26	68%
Not Economically Disadvantaged	124	13	10%	26	21%	61	49%	24	19%	85	69%
Not Migrant	162	17	10%	34	21%	83	51%	28	17%	111	69%
Not Homeless	162	17	10%	34	21%	83	51%	28	17%	111	69%
Not in Foster Care	162	17	10%	34	21%	83	51%	28	17%	111	69%
Parent Not in Armed Forces	162	17	10%	34	21%	83	51%	28	17%	111	69%

ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	89	10	11%	5	6%	43	48%	31	35%	74	83%
General Education	88	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-
White	84	8	10%	5	6%	41	49%	30	36%	71	85%
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	2	40%	0	0%	2	40%	1	20%	3	60%
Female	40	5	13%	2	5%	22	55%	11	28%	33	83%
Male	49	5	10%	3	6%	21	43%	20	41%	41	84%
Non-English Language Learners	89	10	11%	5	6%	43	48%	31	35%	74	83%
Economically Disadvantaged	15	3	20%	0	0%	8	53%	4	27%	12	80%
Not Economically Disadvantaged	74	7	9%	5	7%	35	47%	27	36%	62	84%
Not Migrant	89	10	11%	5	6%	43	48%	31	35%	74	83%
Not Homeless	89	10	11%	5	6%	43	48%	31	35%	74	83%
Not in Foster Care	89	10	11%	5	6%	43	48%	31	35%	74	83%
Parent Not in Armed Forces	89	10	11%	5	6%	43	48%	31	35%	74	83%

ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	300	51	17%	32	11%	88	29%	129	43%	217	72%
General Education	256	27	11%	27	11%	78	30%	124	48%	202	79%
Students with Disabilities	44	24	55%	5	11%	10	23%	5	11%	15	34%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	19	12	63%	1	5%	5	26%	1	5%	6	32%
Hispanic or Latino	13	—	—	—	—	—	—	—	—	—	—
White	244	31	13%	24	10%	71	29%	118	48%	189	77%
Multiracial	23	4	17%	7	30%	7	30%	5	22%	12	52%
Small Group Total	14	4	29%	0	0%	5	36%	5	36%	10	71%
Female	150	25	17%	17	11%	41	27%	67	45%	108	72%
Male	150	26	17%	15	10%	47	31%	62	41%	109	73%
Non-English Language Learners	300	51	17%	32	11%	88	29%	129	43%	217	72%
Economically Disadvantaged	150	46	31%	23	15%	47	31%	34	23%	81	54%
Not Economically Disadvantaged	150	5	3%	9	6%	41	27%	95	63%	136	91%
Not Migrant	300	51	17%	32	11%	88	29%	129	43%	217	72%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	297	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	298	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	300	51	17%	32	11%	88	29%	129	43%	217	72%

ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	298	21	7%	24	8%	85	29%	168	56%	253	85%
General Education	264	10	4%	17	6%	74	28%	163	62%	237	90%
Students with Disabilities	34	11	32%	7	21%	11	32%	5	15%	16	47%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Black or African American	23	4	17%	6	26%	7	30%	6	26%	13	57%
Hispanic or Latino	10	-	-	-	-	-	-	-	-	-	-
White	235	12	5%	12	5%	62	26%	149	63%	211	90%
Multiracial	29	4	14%	3	10%	13	45%	9	31%	22	76%
Small Group Total	11	1	9%	3	27%	3	27%	4	36%	7	64%
Female	145	7	5%	13	9%	47	32%	78	54%	125	86%
Male	153	14	9%	11	7%	38	25%	90	59%	128	84%
Non-English Language Learners	298	21	7%	24	8%	85	29%	168	56%	253	85%
Economically Disadvantaged	132	15	11%	19	14%	50	38%	48	36%	98	74%
Not Economically Disadvantaged	166	6	4%	5	3%	35	21%	120	72%	155	93%
Not Migrant	298	21	7%	24	8%	85	29%	168	56%	253	85%
Homeless	4	-	-	-	-	-	-	-	-	-	-
Not Homeless	294	-	-	-	-	-	-	-	-	-	-
In Foster Care	2	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	296	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	298	21	7%	24	8%	85	29%	168	56%	253	85%

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.

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



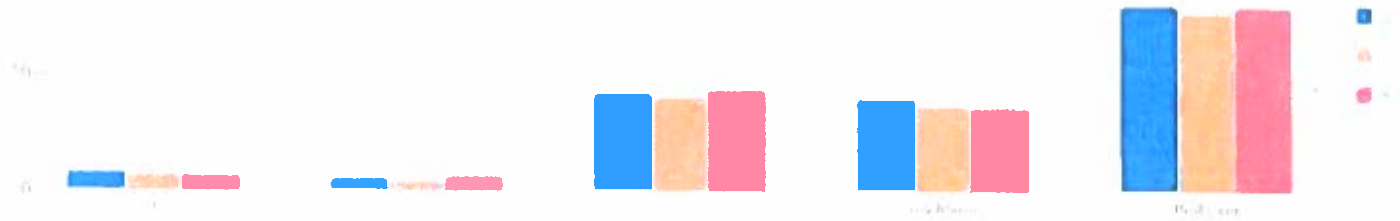
Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	312	62	20%	250	80%	11	4%	11	4%	67	21%	161	52%	228	73%
General Education	286	52	18%	234	82%	4	1%	8	3%	65	23%	157	55%	222	78%
Students with Disabilities	26	10	38%	16	62%	7	27%	3	12%	2	8%	4	15%	6	23%
Asian or Native Hawaiian/Other Pacific Islander	4	1	-	3	-	-	-	-	-	-	-	-	-	-	-
Black or African American	35	9	26%	26	74%	2	6%	2	6%	12	34%	10	29%	22	63%
Hispanic or Latino	13	4	31%	9	69%	0	0%	0	0%	2	15%	7	54%	9	69%
White	249	44	18%	205	82%	8	3%	8	3%	90	20%	139	56%	189	76%
Multiracial	11	4	-	7	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	15	5	33%	10	67%	1	7%	1	7%	3	20%	5	33%	8	53%
Female	158	21	13%	137	87%	3	2%	5	3%	32	20%	97	61%	129	82%
Male	154	41	27%	113	73%	8	5%	6	4%	35	23%	64	42%	99	64%
Non-English Language Learners	309	59	-	250	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	3	3	-	0	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	145	43	30%	102	70%	8	6%	6	4%	35	24%	63	37%	88	61%
Not Economically Disadvantaged	167	19	11%	148	89%	3	2%	5	3%	32	19%	108	65%	140	84%
Migrant	1	1	-	0	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	311	61	-	250	-	-	-	-	-	-	-	-	-	-	-
Homeless	14	5	36%	9	64%	0	0%	0	0%	2	14%	7	50%	9	64%
Not Homeless	298	57	19%	241	81%	11	4%	11	4%	65	22%	154	52%	219	73%
In Foster Care	2	1	-	1	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	310	61	-	249	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	312	62	20%	250	80%	11	4%	11	4%	67	21%	161	52%	228	73%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	312	42	13%	270	87%	10	3%	16	5%	130	42%	114	37%	244	78%
General Education	286	36	13%	250	87%	3	1%	9	3%	124	43%	114	40%	238	83%
Students with Disabilities	26	6	23%	20	77%	7	27%	7	27%	6	23%	0	0%	6	23%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	35	2	6%	33	94%	2	6%	4	11%	22	63%	5	14%	27	77%
Hispanic or Latino	13	3	23%	10	77%	2	15%	1	8%	4	31%	3	23%	7	54%
White	249	33	13%	216	87%	6	2%	11	4%	97	39%	102	41%	199	80%
Multiracial	11	3	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	4	27%	11	73%	0	0%	0	0%	7	47%	4	27%	11	73%
Female	158	14	9%	144	91%	4	3%	3	2%	69	44%	68	43%	137	87%
Male	154	28	18%	126	82%	6	4%	13	8%	61	40%	46	30%	107	69%
Non-English Language Learners	309	39	—	270	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	145	28	19%	117	81%	7	5%	11	8%	71	49%	28	19%	99	68%
Not Economically Disadvantaged	167	14	8%	153	92%	3	2%	5	3%	59	35%	86	51%	145	87%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	311	41	—	270	—	—	—	—	—	—	—	—	—	—	—
Homeless	14	2	14%	12	86%	2	14%	1	7%	7	50%	2	14%	9	64%
Not Homeless	298	40	13%	258	87%	8	3%	15	5%	123	41%	112	38%	235	79%
In Foster Care	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	42	—	268	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	312	42	13%	270	87%	10	3%	16	5%	130	42%	114	37%	244	78%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	312	37	12%	275	88%	21	7%	11	4%	126	40%	117	38%	243	78%
General Education	286	31	11%	255	89%	11	4%	9	3%	122	43%	113	40%	235	82%
Students with Disabilities	26	6	23%	20	77%	10	38%	2	8%	4	15%	4	15%	8	31%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	35	2	6%	33	94%	6	17%	4	11%	17	49%	6	17%	23	66%
Hispanic or Latino	13	4	31%	9	69%	2	18%	0	0%	3	23%	4	31%	7	54%
White	249	27	11%	222	89%	13	5%	6	2%	100	40%	103	41%	203	82%
Multiracial	11	3	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	4	27%	11	73%	0	0%	1	7%	6	40%	4	27%	10	67%
Female	158	13	8%	145	92%	5	3%	5	3%	67	42%	68	43%	135	85%
Male	154	24	16%	130	84%	16	10%	6	4%	59	38%	49	32%	108	70%
Non-English Language Learners	309	35	—	274	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	145	27	19%	118	81%	15	10%	7	5%	63	43%	33	23%	96	66%
Not Economically Disadvantaged	167	10	6%	157	94%	6	4%	4	2%	63	38%	84	50%	147	88%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	311	36	—	275	—	—	—	—	—	—	—	—	—	—	—
Homeless	14	3	21%	11	79%	1	7%	0	0%	6	43%	4	29%	10	71%
Not Homeless	298	34	11%	264	89%	20	7%	11	4%	120	40%	113	38%	233	78%
In Foster Care	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	37	—	273	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	312	37	12%	275	88%	21	7%	11	4%	126	40%	117	38%	243	78%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	312	29	9%	283	91%	13	4%	14	4%	137	44%	119	38%	256	82%
General Education	286	23	8%	263	92%	9	3%	8	3%	129	45%	117	41%	246	86%
Students with Disabilities	26	6	23%	20	77%	4	15%	6	23%	8	31%	2	8%	10	38%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	35	4	11%	31	89%	3	9%	3	9%	19	54%	6	17%	25	71%
Hispanic or Latino	13	3	23%	10	77%	2	15%	0	0%	4	31%	4	31%	8	62%
White	249	18	7%	231	93%	8	3%	10	4%	110	44%	103	41%	213	86%
Multiracial	11	3	27%	8	73%	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	4	27%	11	73%	0	0%	1	7%	4	27%	6	40%	10	67%
Female	158	10	6%	148	94%	3	2%	3	2%	77	49%	65	41%	142	90%
Male	154	19	12%	135	88%	10	6%	11	7%	60	39%	54	35%	114	74%
Non-English Language Learners	309	27	—	282	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	145	22	15%	123	85%	6	4%	12	8%	73	50%	32	22%	105	72%
Not Economically Disadvantaged	167	7	4%	160	96%	7	4%	2	1%	64	38%	87	52%	151	90%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	311	28	—	283	—	—	—	—	—	—	—	—	—	—	—
Homeless	14	4	29%	10	71%	0	0%	1	7%	4	29%	5	36%	9	64%
Not Homeless	298	25	8%	273	92%	13	4%	13	4%	133	45%	114	38%	247	83%
In Foster Care	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	29	—	281	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	312	29	9%	283	91%	13	4%	14	4%	137	44%	119	38%	256	82%

2015 TOTAL COHORT REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	312	56	18%	256	82%	8	3%	11	4%	93	30%	144	46%	237	76%
General Education	286	46	16%	240	84%	5	2%	4	1%	91	32%	140	49%	231	81%
Students with Disabilities	26	10	38%	16	62%	3	12%	7	27%	2	8%	4	15%	6	23%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	35	8	23%	27	77%	2	6%	4	11%	13	37%	8	23%	21	60%
Hispanic or Latino	13	4	31%	9	69%	0	0%	2	15%	2	15%	5	38%	7	54%
White	249	40	16%	209	84%	6	2%	4	2%	73	29%	126	51%	199	80%
Multiracial	11	3	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	4	27%	11	73%	0	0%	1	7%	5	33%	5	33%	10	67%
Female	158	20	13%	138	87%	2	1%	4	3%	50	32%	62	52%	132	84%
Male	154	36	23%	118	77%	6	4%	7	5%	43	28%	62	40%	105	68%
Non-English Language Learners	309	53	—	256	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	145	39	27%	106	73%	5	3%	9	6%	48	33%	44	30%	92	63%
Not Economically Disadvantaged	167	17	10%	150	90%	3	2%	2	1%	45	27%	100	60%	145	87%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	311	55	—	256	—	—	—	—	—	—	—	—	—	—	—
Homeless	14	5	36%	9	64%	0	0%	0	0%	3	21%	6	43%	9	64%
Not Homeless	298	51	17%	247	83%	8	3%	11	4%	90	30%	138	46%	228	77%
In Foster Care	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	55	—	255	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	312	56	18%	256	82%	8	3%	11	4%	93	30%	144	46%	237	76%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 9	0	1	—	—	—	—	—

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

SUBGROUP	READING				MATH			
	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	6	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	16	42	31	12
Limited English Proficient	76	17	4	•	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	3

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30	36	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	16	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	•	•	•	•	•	•	•	•
Limited English Proficient	83	16	1	•	66	10	2	•
Economically Disadvantaged	40	38	20	2	47	32	16	5

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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
Limited English Proficient	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.

CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)

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 (13.06 megabytes)

Glossary of Terms

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FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$39,215,982

PUPILS

4,100

EXPENDITURES PER PUPIL

\$9,565

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$18,681,625

PUPILS

622

EXPENDITURES PER PUPIL

\$30,035

SIMILAR DISTRICT GROUP
HIGH NEED/RESOURCE CAPACITY
URBAN OR SUBURBAN

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$2,607,418,443

PUPILS

215,052

EXPENDITURES PER PUPIL

\$12,125

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$1,144,010,444

PUPILS

35,167

EXPENDITURES PER PUPIL

\$32,531

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$35,536,250,285

PUPILS

2,658,466

EXPENDITURES PER PUPIL

\$13,367

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$15,830,085,081

PUPILS

489,198

EXPENDITURES PER PUPIL

\$32,359

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in

which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$17,746

SIMILAR DISTRICT GROUP

\$22,630

NY STATE

\$25,853

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM) THIS SCHOOL DISTRICT

80% OR MORE
380
67.5%
40% - 79%
120
21.3%
LESS THAN 40%
44
7.8%
SEPARATE SETTINGS
3
0.5%
OTHER SETTINGS

16

2.8%

SIMILAR DISTRICT GROUP

HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN



NY STATE



SEPARATE SETTINGS

5.3%

OTHER SETTINGS

5.6%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT

13.4%

SIMILAR DISTRICT GROUP

12.9%

NY STATE

15.6%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special-education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the

school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our [NRC capacity categories](#) page.

**AUBURN ENLARGED CITY SCHOOL DISTRICT
2020 - 2021 PROPOSED BUDGET
ADMINISTRATIVE COMPENSATION DISCLOSURE
PURSUANT TO EDUCATION LAW, AS AMENDED**

SUPERINTENDENT OF SCHOOLS - Jeffrey A. Pirozzole

Salary	\$180,881
Benefits (FICA, Teachers Retirement, Health/Dental Insurance, Workers' Compensation)	49,720
Life/Supplemental Insurance, Vehicle Use, Cell phone, Paid Vacation Days	15,405
Total Salary and Benefits	\$246,016

ASSISTANT SUPERINTENDENT - Sarah Cuprell

Salary	\$122,400
Benefits (FICA, Teachers Retirement, Health/Dental Insurance, Workers' Compensation)	41,589
Life Insurance, Paid Vacation Days	5,209
Total Salary and Benefits	\$169,198

ASSISTANT SUPERINTENDENT - Camille Johnson

Salary	\$148,398
Benefits (FICA, Teachers Retirement, Health/Dental Insurance, Workers' Compensation)	45,730
Life/Supplemental Insurance, Paid Vacation Days	7,863
Total Salary and Benefits	\$201,989

ASSISTANT SUPERINTENDENT - Jeffrey Ryener

Salary	\$125,488
Benefits (FICA, Teachers Retirement, Health Insurance/Dental, Workers' Compensation)	42,160
Life Insurance, Paid Vacation Days	5,338
Total Salary and Benefits	\$172,986

Chapter 474 of the Laws of 1996 and Education Law section 1608 required that the State Education Department prepare a statewide compilation of the salaries and other personnel costs of certain school administrators and make it available to all interested parties. Listed here are data, provided by school districts, of ti salaries, employee benefits and other forms of remuneration for superintendents of schools (Type 1), deputy, assistant or associate superintendents (Type 2) ar the salaries of any other certified school administrators or supervisors (Type 3) who are budgeted to be paid at or above a certain level (\$141,000 for 2020-21). This listing refers to information budgeted in May 2020 and expected to be paid in 2020-21 and applies to a particular position in a school district, not necessari a particular individual. In order to fully understand the meaning of the data, clarification from individual districts may be necessary.

Equalized Total Assessed Value 2,308,161,621

School District - 050100 Auburn

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RP TL 404(1)	22	49,557,962	2.15
13100	CO - GENERALLY	RP TL 406(1)	33	41,086,574	1.78
13350	CITY - GENERALLY	RP TL 406(1)	145	138,958,300	6.02
13440	CITY O/S LIMITS - SEWER OR WAT	RP TL 406(3)	3	2,024,843	0.09
13500	TOWN - GENERALLY	RP TL 406(1)	25	4,424,105	0.19
13740	VG O/S LIMITS - SEWER OR WATER	RP TL 406(3)	1	75,497	0.00
13800	SCHOOL DISTRICT	RP TL 408	12	46,232,500	2.00
13850	BOCES	RP TL 408	1	336,000	0.01
13970	REGIONAL OTB CORPORATION	RACING L 513	1	710,000	0.03
14100	USA - GENERALLY	RP TL 400(1)	2	1,117,400	0.05
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RP TL 412-a	56	94,300,444	4.08
18060	URBAN REH OWNER-MUN U R AGENC	GEN MUNY 555 & 560	1	100	0.00
21600	RES OF CLERGY - RELIG CORP OWN	RP TL 462	1	73,400	0.00
25110	NONPROF CORP - RELIG/CONST PRO	RP TL 420-a	16	5,942,611	0.26
25120	NONPROF CORP - EDUC/CONST PRC	RP TL 420-a	3	1,194,837	0.05
25300	NONPROF CORP - SPECIFIED USES	RP TL 420-b	126	114,082,900	4.94
26400	INC VOLUNTEER FIRE CO OR DEPT	RP TL 464(2)	4	3,168,279	0.14
27350	PRIVATELY OWNED CEMETERY LAND	RP TL 446	8	2,279,063	0.10
28110	NOT-FOR-PROFIT HOUSING COMPANY	RP TL 422	1	1,400,000	0.06
29300	HOSP CORP FOR BENEFIT OF CITY	RP TL 438	7	28,444,100	1.23
41150	COLD WAR VETERANS (10%)	RP TL 458-b	1	0	0.00
41300	PARAPLEGIC VETS	RP TL 458(3)	1	144,000	0.01
41400	CLERGY	RP TL 460	6	9,974	0.00
41700	AGRICULTURAL BUILDING	RP TL 483	2	92,715	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	127	13,725,559	0.59
41800	PERSONS AGE 65 OR OVER	RP TL 467	16	1,194,080	0.05
41804	PERSONS AGE 65 OR OVER	RP TL 467	167	5,523,280	0.24
41806	PERSONS AGE 65 OR OVER	RP TL 467	6	297,620	0.01
41834	ENHANCED STAR	RP TL 425	1,771	118,423,079	5.13
41854	BASIC STAR 1989-2000	RP TL 425	3,884	116,889,311	5.06
41986	HISTORIC PROPERTY	RP TL 444-a	8	438,803	0.02
42100	SILOS, MANURE STORAGE TANKS,	RP TL 483-a	1	4,593	0.00
44210	HOME IMPROVEMENTS	RP TL 421-f	236	1,391,196	0.06

Equalized Total Assessed Value 2,309,161,621

School District - 050100 Auburn

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47590	Mix-use Properties outside NYC	RPTL S485-a	4	1,509,302	0.07
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	26	2,869,311	0.12
48650	LTD PROF HOUSING CO	P H FIL 33,556,654-a	1	7,500,000	0.32
48660	HOUSING DEVELOPMENT FUND CO	P H FIL 577,654-a	2	11,599,900	0.50
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	15	115,553	0.01
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	1,325	0.00
Total Exemptions Exclusive of System Exemptions:					
			6,742	817,148,221	35.39
Total System Exemptions:					
			1	1,325	0.00
Totals:			6,743	817,149,546	35.39

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

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:

\$611,472