

School District Budget Notice

| Overall Budget Proposal | Budget Adopted for the 2023-24 School Year | Budget Proposed for the 2024-25 School Year | Contingency Budget for the 2024-25 School Year * |
|---|--|---|--|
| Total Budgeted Amount, Not Including Separate Propositions | \$ 44,079,101 | \$47,969,200 | \$47,342,831 |
| Increase/Decrease for the 2024-25 School Year | | \$3,890,099 | \$3,263,730 |
| Percentage Increase/Decrease in Proposed Budget | | 8.83 % | 7.40% |
| Change in the Consumer Price Index | | 4.1% | |
| A. Proposed Levy to Support the Total Budgeted Amount | \$16,060,745 | \$16,687,114 | |
| 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) | \$16,060,745 | \$16,687,114 | \$16,060,745 |
| F. Total Permissible Exclusions | \$393,789 | \$747,034 | |
| G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions | \$15,666,956 | \$15,940,080 | |
| H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D) | \$15,666,956 | \$15,940,080 | |
| I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) ** | \$0 | \$0 | |
| Administrative Component | \$3,729,392 | \$4,031,034 | \$4,031,034 |
| Program Component | \$33,816,248 | \$37,019,471 | \$36,493,102 |
| Capital Component | \$6,533,461 | \$6,918,695 | \$6,818,695 |

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

Assumptions:

1. Percentage of the administrative component of the proposed budget (8.40%) is already below the calculated cap for the administrative component of a contingent budget (9.81%)
2. Remove \$100,000 capital outlay project as it is a non-contingent expense under a contingent budget
3. Remove \$35,000 equipment (video monitoring cameras) as it is a non-contingent expense under a contingent budget
4. Reduce program expenses by \$491,369

*NOTE TO SCHOOL DISTRICT BUSINESS OFFICIALS: Please submit an electronic version (Word or PDF) of this completed form to: emscmgts@nysed.gov

Under the Budget Proposed
for the 2024-25 School Year

Estimated Basic STAR Exemption Savings¹

\$516

| BOARD OF EDUCATION VVS SCHOOL DISTRICT TRI-PART COMPARISON | | | | | |
|--|----------------------------|-----------------|------------------|-----------------|------------------|
| 2024-2025 | | | | | |
| PROPOSED BUDGET | | | | | |
| | | ADMIN | PROGRAM | CAPITAL | TOTAL |
| A1099 | BOARD OF EDUCATION | \$ 69,846.00 | | | \$ 69,846.00 |
| A1299 | CENTRAL ADMINISTRATION | \$ 280,720.00 | | | \$ 280,720.00 |
| A1399 | FINANCE | \$ 470,084.00 | | | \$ 470,084.00 |
| A1420 | LEGAL SERVICES | \$ 20,000.00 | | | \$ 20,000.00 |
| A1430 | PERSONNEL | \$ 100,335.00 | | | \$ 100,335.00 |
| A1460 | RECORDS MANAGEMENT | \$ 8,009.00 | | | \$ 8,009.00 |
| A1480 | PUBLIC INFORMATION | \$ 107,205.00 | | | \$ 107,205.00 |
| A1699 | TOTAL CENTRAL SERVICES | \$ 225,268.00 | | | \$ 225,268.00 |
| A1999 | BOCES RENT ADMIN & CAPITAL | \$ 457,837.00 | | | \$ 457,837.00 |
| A2010 | CURRICULUM DEVEL & SUPV | \$ 184,428.00 | | | \$ 184,428.00 |
| A2020 | SUPV REGULAR SCHOOL | \$ 1,217,866.00 | | | \$ 1,217,866.00 |
| A2060 | RESEARCH & PLANNING | \$ 237,111.00 | | | \$ 237,111.00 |
| A9098 | EMPLOYEE BENEFITS | \$ 652,325.00 | | | \$ 652,325.00 |
| A1399 | FINANCE | | | \$ 6,387.00 | \$ 6,387.00 |
| A1620 | OPERATION OF PLANT | | | \$ 1,979,012.00 | \$ 1,979,012.00 |
| A1621 | MAINTENANCE OF PLANT | | | \$ 528,187.00 | \$ 528,187.00 |
| A1999 | CANCELLED TAXES | | | \$ 2,500.00 | \$ 2,500.00 |
| A5999 | TOTAL TRANSPORTATION | | | \$ - | \$ - |
| A9098 | EMPLOYEE BENEFITS | | | \$ 1,110,193.00 | \$ 1,110,193.00 |
| A9951 | INTERFUND TRANSFERS | | | | \$ - |
| A9898 | DEBT SERVICE | | | \$ 3,192,416.00 | \$ 3,192,416.00 |
| A9950 | TRANSFER TO CAPITAL FUND | | | \$ 100,000.00 | \$ 100,000.00 |
| A1399 | FINANCE | | \$ 35,807.00 | | \$ 35,807.00 |
| A1420 | LEGAL SERVICES | | \$ 5,000.00 | | \$ 5,000.00 |
| A2070 | TOTAL INSERVICE TRAINING | | \$ 140,028.00 | | \$ 140,028.00 |
| A2999 | REGULAR INSTRUCTION | | \$ 22,661,333.00 | | \$ 22,661,333.00 |
| A5999 | TOTAL TRANSPORTATION | | \$ 2,204,734.00 | | \$ 2,204,734.00 |
| A9098 | EMPLOYEE BENEFITS | | \$ 11,937,569.00 | | \$ 11,937,569.00 |
| A9951 | TRANSFER TO SPECIAL AID | | \$ 35,000.00 | | \$ 35,000.00 |
| | TOTALS | \$ 4,031,034.00 | \$ 37,019,471.00 | \$ 6,918,695.00 | \$ 47,969,200.00 |
| | Change in Dollar Amount | \$ 301,642.00 | \$ 3,203,223.00 | \$ 385,234.00 | \$ 3,890,099.00 |
| | Percent Change | 8.0882% | 9.4724% | 5.8963% | 8.8253% |
| | Percentage of Category | 8.4034% | 77.1730% | 14.4232% | 100.000% |

SHERRILL CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2022 - 23]

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

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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 (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

| Subgroup | Status And Support Model | Made Progress |
|----------------------------|-------------------------------|---------------|
| All Students | Local Support and Improvement | NA |
| Multiracial | Local Support and Improvement | NA |
| White | Local Support and Improvement | NA |
| Students with Disabilities | Local Support and Improvement | NA |
| Economically Disadvantaged | Local Support and Improvement | NA |

ELEMENTARY/MIDDLE INDICATOR LEVELS

| Subgroup | Core Subject Performance | Weighted Average Performance | English Language Proficiency (ELP) | Chronic Absenteeism |
|---|--------------------------|------------------------------|------------------------------------|---------------------|
| All Students | 3 | 4 | – | 2 |
| American Indian or Alaska Native | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | – | – | – |
| Black or African American | – | – | – | – |
| Hispanic or Latino | – | – | – | – |
| Multiracial | 3 | 4 | – | 2 |
| White | 3 | 3 | – | 3 |
| English Language Learner | – | – | – | – |
| Students with Disabilities | 3 | 4 | – | 2 |
| Economically Disadvantaged | 3 | 4 | – | 2 |

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 747 | 130.3 | 3 |
| | Math | 747 | 144.5 | |
| | Combined | 1,494 | 137.4 | |
| American Indian or Alaska Native | ELA | – | – | – |
| | Math | 1 | – | |
| | Combined | 1 | – | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 8 | 200 | – |
| | Math | 8 | 237.5 | |
| | Combined | 16 | – | |
| Black or African American | ELA | 2 | – | – |
| | Math | 3 | – | |
| | Combined | 5 | – | |
| Hispanic or Latino | ELA | 10 | 125 | – |
| | Math | 9 | 116.7 | |
| | Combined | 19 | – | |
| Multiracial | ELA | 25 | 152 | 3 |
| | Math | 26 | 159.6 | |
| | Combined | 51 | 155.9 | |
| White | ELA | 702 | 128.9 | 3 |
| | Math | 700 | 143.4 | |
| | Combined | 1,402 | 136.1 | |
| English Language Learner | ELA | 4 | – | – |
| | Math | 4 | – | |
| | Combined | 8 | – | |
| Students with Disabilities | ELA | 116 | 59.5 | 3 |
| | Math | 116 | 79.3 | |
| | Combined | 232 | 69.4 | |

| Subgroup | Subject | Cohort | Index | Level |
|----------------------------|----------|--------|-------|-------|
| Economically Disadvantaged | ELA | 324 | 106.5 | 3 |
| | Math | 316 | 122 | |
| | Combined | 640 | 114.1 | |

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 760 | 128.1 | 4 |
| | Math | 758 | 142.4 | |
| | Combined | 1,518 | 135.2 | |
| American Indian or Alaska Native | ELA | 1 | — | — |
| | Math | 1 | — | |
| | Combined | 2 | — | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 8 | 200 | — |
| | Math | 8 | 237.5 | |
| | Combined | 16 | — | |
| Black or African American | ELA | 3 | — | — |
| | Math | 3 | — | |
| | Combined | 6 | — | |
| Hispanic or Latino | ELA | 11 | 113.6 | — |
| | Math | 11 | 95.5 | |
| | Combined | 22 | — | |
| Multiracial | ELA | 25 | 152 | 4 |
| | Math | 26 | 159.6 | |
| | Combined | 51 | 155.9 | |
| White | ELA | 713 | 126.9 | 3 |
| | Math | 711 | 141.1 | |
| | Combined | 1,424 | 134 | |
| English Language Learner | ELA | 4 | — | — |
| | Math | 4 | — | |
| | Combined | 8 | — | |
| Students with Disabilities | ELA | 118 | 58.5 | 4 |
| | Math | 118 | 78 | |
| | Combined | 236 | 68.2 | |

| Subgroup | Subject | Cohort | Index | Level |
|----------------------------|----------|--------|-------|-------|
| Economically Disadvantaged | ELA | 329 | 104.9 | 4 |
| | Math | 328 | 117.5 | |
| | Combined | 657 | 111.2 | |

ELEMENTARY/MIDDLE ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 4 | – | – | – | – |
| American Indian or Alaska Native | 0 | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | – | – | – | – |
| Black or African American | 0 | – | – | – | – |
| Hispanic or Latino | 0 | – | – | – | – |
| Multiracial | 0 | – | – | – | – |
| White | 0 | – | – | – | – |
| English Language Learner | 4 | – | – | – | – |
| Students with Disabilities | 0 | – | – | – | – |
| Economically Disadvantaged | 2 | – | – | – | – |

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate | Level |
|---|-------------------|-----------------------------|--------------------------|-------|
| All Students | 1,062 | 243 | 22.9% | 2 |
| American Indian or Alaska Native | 1 | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 12 | – | – | – |
| Black or African American | 6 | – | – | – |
| Hispanic or Latino | 21 | – | – | – |
| Multiracial | 40 | 13 | 32.5% | 2 |
| White | 982 | 211 | 21.5% | 3 |
| English Language Learner | 10 | – | – | – |
| Students with Disabilities | 164 | 47 | 28.7% | 2 |
| Economically Disadvantaged | 476 | 139 | 29.2% | 2 |

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | X | 809 | 93.2% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 8 | — |
| Black or African American | — | 5 | — |
| Hispanic or Latino | — | 13 | — |
| Multiracial | — | 27 | — |
| White | X | 755 | 93.6% |
| English Language Learner | — | 4 | — |
| Students with Disabilities | X | 116 | 94% |
| Economically Disadvantaged | X | 352 | 93.2% |

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | X | 808 | 93.4% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 8 | — |
| Black or African American | — | 5 | — |
| Hispanic or Latino | — | 13 | — |
| Multiracial | — | 27 | — |
| White | X | 754 | 93.6% |
| English Language Learner | — | 4 | — |
| Students with Disabilities | X | 116 | 94% |
| Economically Disadvantaged | X | 352 | 91.2% |

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

| Subgroup | Status And Support Model | Made Progress |
|----------------------------|-------------------------------|---------------|
| All Students | Local Support and Improvement | NA |
| White | Local Support and Improvement | NA |
| Students with Disabilities | Local Support and Improvement | NA |
| Economically Disadvantaged | Local Support and Improvement | NA |

SECONDARY INDICATOR LEVELS

| Subgroup | Core Subject Performance | Weighted Average Performance | Graduation Rate | English Language Proficiency (ELP) | Chronic Absenteeism |
|---|--------------------------|------------------------------|-----------------|------------------------------------|---------------------|
| All Students | 3 | 2 | 4 | – | 2 |
| American Indian or Alaska Native | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | – | – | – | – |
| Black or African American | – | – | – | – | – |
| Hispanic or Latino | – | – | – | – | – |
| Multiracial | – | – | – | – | – |
| White | 3 | 2 | 4 | – | 2 |
| English Language Learner | – | – | – | – | – |
| Students with Disabilities | 1 | 2 | 3 | – | 2 |
| Economically Disadvantaged | 2 | 2 | 4 | – | 2 |

SECONDARY CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|---|---------|--------|-------|----------------|-------|
| All Students | ELA | 111 | 178.4 | 146.9 | 3 |
| | Math | 45 | 125.6 | | |
| | Science | 51 | 131.4 | | |
| American Indian or Alaska Native | ELA | 2 | — | — | — |
| | Math | — | — | | |
| | Science | — | — | | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 2 | — | — | — |
| | Math | 2 | — | | |
| | Science | 2 | — | | |
| Hispanic or Latino | ELA | 1 | — | — | — |
| | Math | — | — | | |
| | Science | — | — | | |
| Multiracial | ELA | 2 | — | — | — |
| | Math | 2 | — | | |
| | Science | 2 | — | | |
| White | ELA | 104 | 174 | 141.9 | 3 |
| | Math | 41 | 120.7 | | |
| | Science | 47 | 125.5 | | |
| Students with Disabilities | ELA | 12 | 66.7 | 45 | 1 |
| | Math | 5 | 20 | | |
| | Science | 2 | — | | |
| Economically Disadvantaged | ELA | 36 | 131.9 | 93.2 | 2 |
| | Math | 12 | 66.7 | | |
| | Science | 12 | 75 | | |

SECONDARY WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|---|---------|--------|-------|----------------|-------|
| All Students | ELA | 113 | 175.2 | 102.8 | 2 |
| | Math | 100 | 56.5 | | |
| | Science | 105 | 63.8 | | |
| American Indian or Alaska Native | ELA | 2 | — | — | — |
| | Math | 1 | — | | |
| | Science | 2 | — | | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 2 | — | — | — |
| | Math | 2 | — | | |
| | Science | 2 | — | | |
| Hispanic or Latino | ELA | 1 | — | — | — |
| | Math | — | — | | |
| | Science | — | — | | |
| Multiracial | ELA | 2 | — | — | — |
| | Math | 2 | — | | |
| | Science | 2 | — | | |
| White | ELA | 106 | 170.8 | 98.5 | 2 |
| | Math | 95 | 52.1 | | |
| | Science | 99 | 59.6 | | |
| Students with Disabilities | ELA | 13 | 61.5 | 28.3 | 2 |
| | Math | 12 | 8.3 | | |
| | Science | 12 | 8.3 | | |
| Economically Disadvantaged | ELA | 38 | 125 | 63 | 2 |
| | Math | 30 | 26.7 | | |
| | Science | 37 | 24.3 | | |

SECONDARY GRADUATION RATE

| Subgroup | Cohort | Number In Cohort | Number Graduated | Grad Rate | Average Grad Rate | Level |
|---|--------|------------------|------------------|-----------|-------------------|-------|
| All Students | 4-year | 165 | 157 | 95.2% | 95.8% | 4 |
| | 5-year | 126 | 121 | 96% | | |
| | 6-year | 129 | 124 | 96.1% | | |
| American Indian or Alaska Native | 4-year | 0 | — | — | — | — |
| | 5-year | 0 | — | — | | |
| | 6-year | 1 | — | — | | |
| Asian or Native Hawaiian/Other Pacific Islander | 4-year | 2 | — | — | — | — |
| | 5-year | 3 | — | — | | |
| | 6-year | 1 | — | — | | |
| Black or African American | 4-year | 0 | — | — | — | — |
| | 5-year | 0 | — | — | | |
| | 6-year | 0 | — | — | | |
| Hispanic or Latino | 4-year | 4 | — | — | — | — |
| | 5-year | 2 | — | — | | |
| | 6-year | 0 | — | — | | |
| Multiracial | 4-year | 4 | — | — | — | — |
| | 5-year | 2 | — | — | | |
| | 6-year | 2 | — | — | | |
| White | 4-year | 155 | 147 | 94.8% | 95.5% | 4 |
| | 5-year | 119 | 114 | 95.8% | | |
| | 6-year | 125 | 120 | 96% | | |
| English Language Learner | 4-year | 0 | — | — | — | — |
| | 5-year | 1 | — | — | | |
| | 6-year | 0 | — | — | | |
| Students with Disabilities | 4-year | 16 | 11 | 68.8% | 81.6% | 3 |
| | 5-year | 10 | — | — | | |
| | 6-year | 18 | 17 | 94.4% | | |

| Subgroup | Cohort | Number In Cohort | Number Graduated | Grad Rate | Average Grad Rate | Level |
|----------------------------|--------|------------------|------------------|-----------|-------------------|-------|
| Economically Disadvantaged | 4-year | 61 | 56 | 91.8% | 91.6% | 4 |
| | 5-year | 48 | 44 | 91.7% | | |
| | 6-year | 46 | 42 | 91.3% | | |

SECONDARY CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate | Level |
|---|-------------------|-----------------------------|--------------------------|-------|
| All Students | 578 | 181 | 31.3% | 2 |
| American Indian or Alaska Native | 3 | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | – | – | – |
| Black or African American | 7 | – | – | – |
| Hispanic or Latino | 8 | – | – | – |
| Multiracial | 17 | – | – | – |
| White | 536 | 162 | 30.2% | 2 |
| English Language Learner | – | – | – | – |
| Students with Disabilities | 82 | 36 | 43.9% | 2 |
| Economically Disadvantaged | 219 | 99 | 45.2% | 2 |

SECONDARY ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|----------------------------|------------------------------------|---------------------------------|
| All Students | ✓ | 113 | 96.5% |
| American Indian or Alaska Native | — | 2 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 2 | — |
| Black or African American | — | 0 | — |
| Hispanic or Latino | — | 1 | — |
| Multiracial | — | 2 | — |
| White | ✓ | 106 | 96.2% |
| English Language Learner | — | 0 | — |
| Students with Disabilities | — | 14 | — |
| Economically Disadvantaged | ✗ | 40 | 90% |

SECONDARY MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|----------------------------|------------------------------------|---------------------------------|
| All Students | ✗ | 101 | 45.5% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 2 | — |
| Black or African American | — | 0 | — |
| Hispanic or Latino | — | 0 | — |
| Multiracial | — | 2 | — |
| White | ✗ | 96 | 43.8% |
| English Language Learner | — | 0 | — |
| Students with Disabilities | — | 12 | — |
| Economically Disadvantaged | — | 33 | — |

SHERRILL CITY SCHOOL DISTRICT ENGLISH LANGUAGE LEARNERS ENROLLMENT (2022 - 23)

K-12 ELL Enrollment: 5
K-12 Former ELL Enrollment: 3

ELL ENROLLMENT

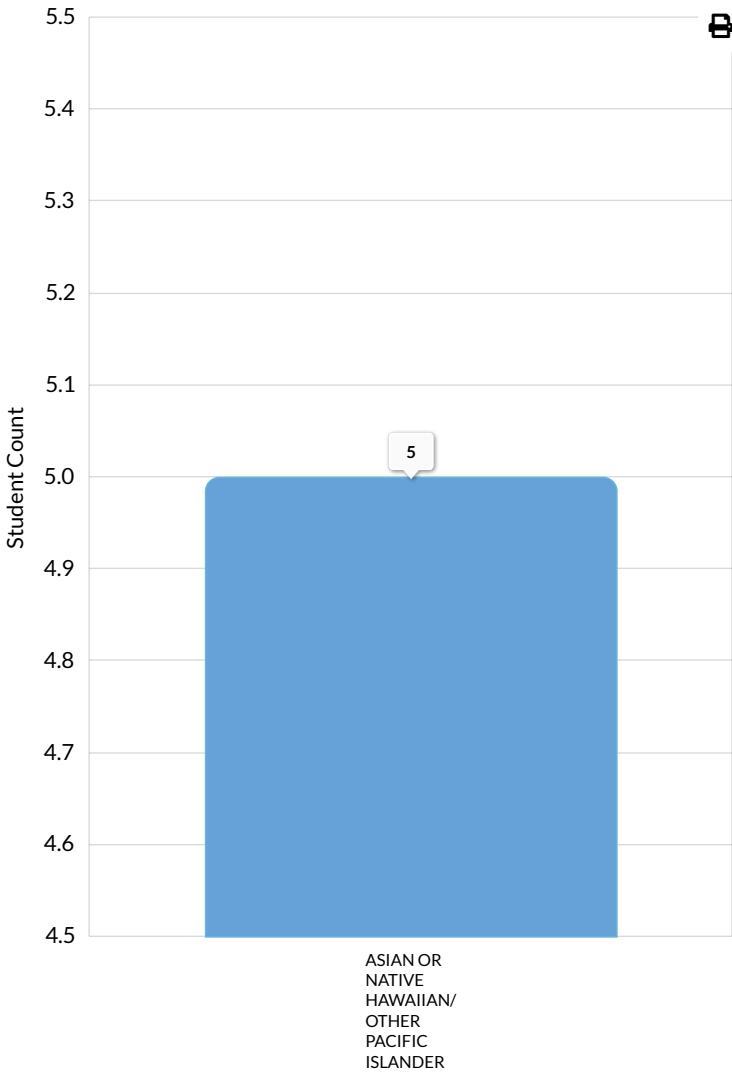
MALE



FEMALE



ELL ENROLLMENT BY ETHNICITY



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



OTHER GROUPS

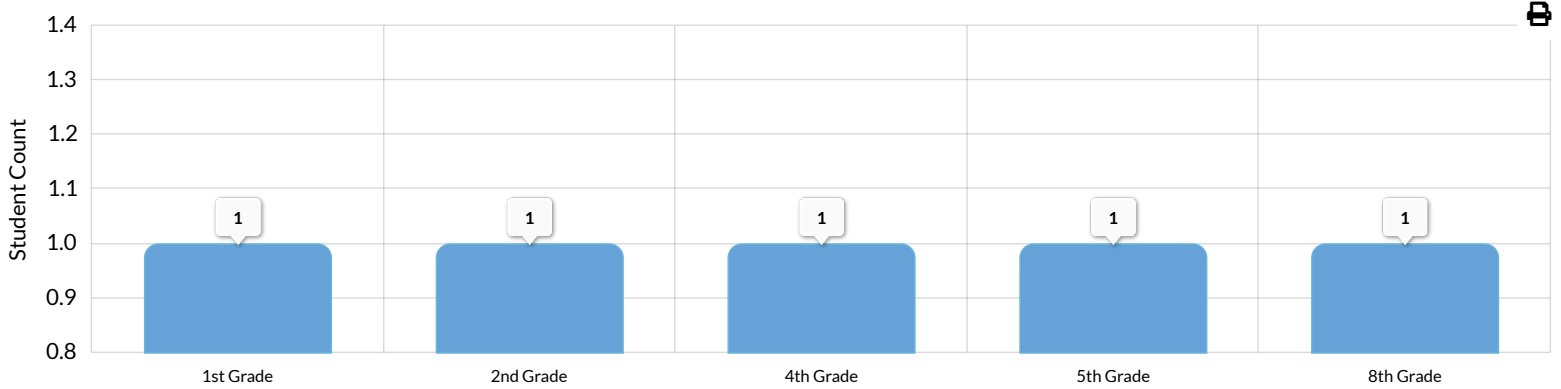
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



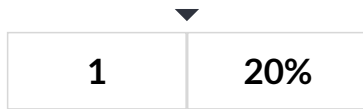
ELL ENROLLMENT BY GRADE



1ST GRADE



2ND GRADE



4TH GRADE



5TH GRADE



8TH GRADE



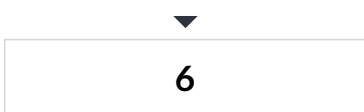
Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

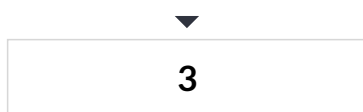
- 1 English
- 2 Chinese
- 3 Spanish

ENGLISH LANGUAGE LEARNERS BREAKDOWN

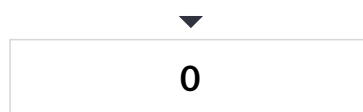
NEWCOMERS



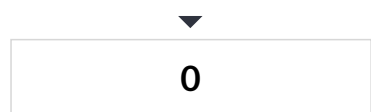
DEVELOPING



LONG TERM



SIFE



ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE



9

**ONE WAY/ TWO WAY DUAL
LANGUAGE PROGRAM**



0

**TRANSITIONAL BILINGUAL
EDUCATION PROGRAM**



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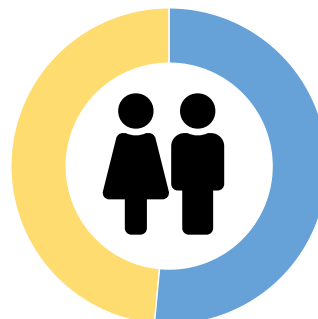
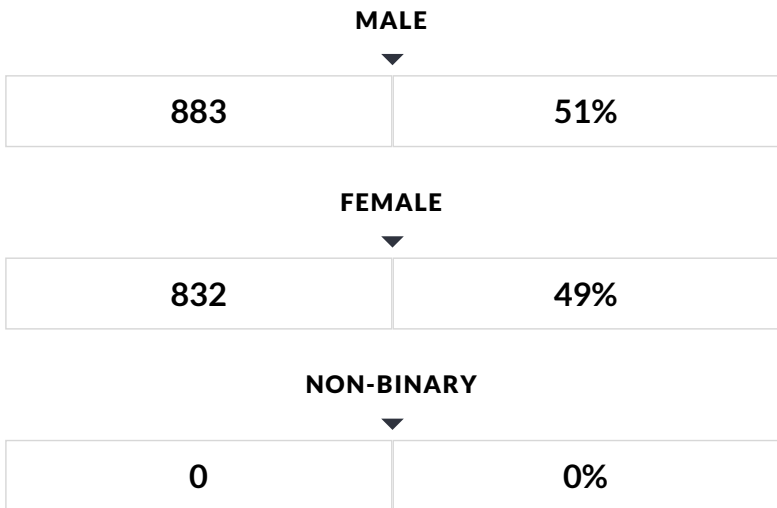
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This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

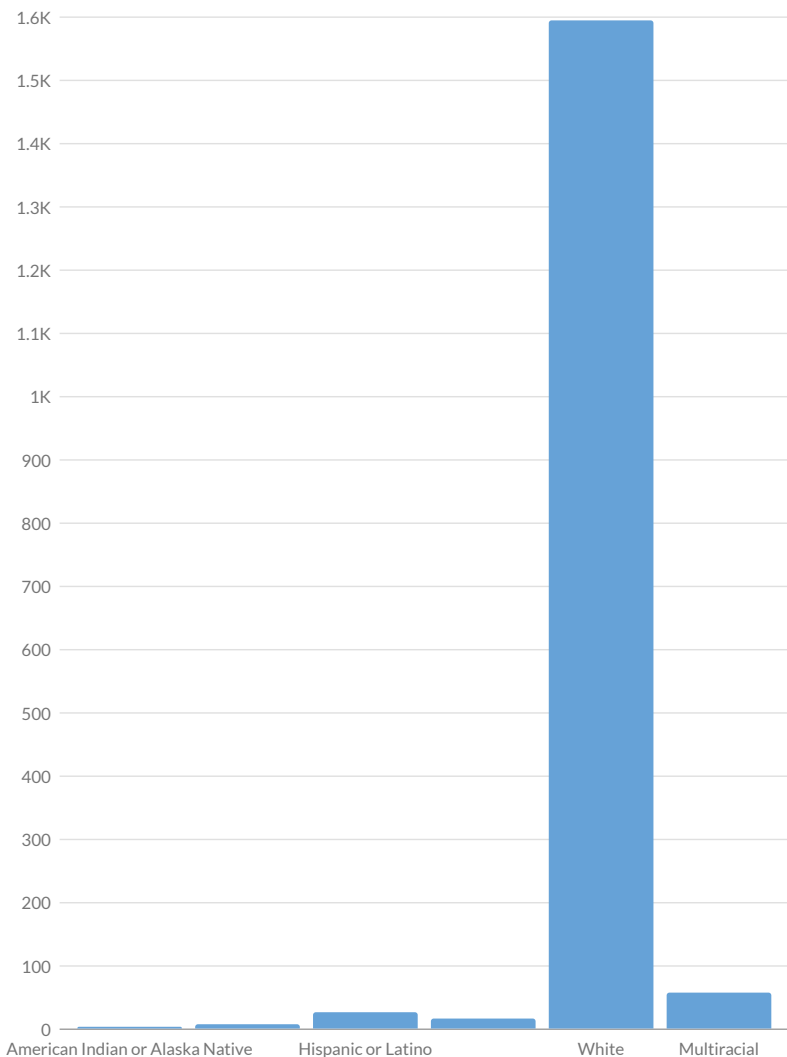
SHERRILL CITY SCHOOL DISTRICT ENROLLMENT (2022 - 23)

K-12 Enrollment: 1,715

ENROLLMENT I



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

| | |
|---|----|
| 5 | 0% |
|---|----|

| | |
|-----|-----|
| 237 | 14% |
|-----|-----|

| | |
|-----|-----|
| 718 | 42% |
|-----|-----|

MIGRANT

HOMELESS

FOSTER CARE

PARENT IN ARMED FORCES

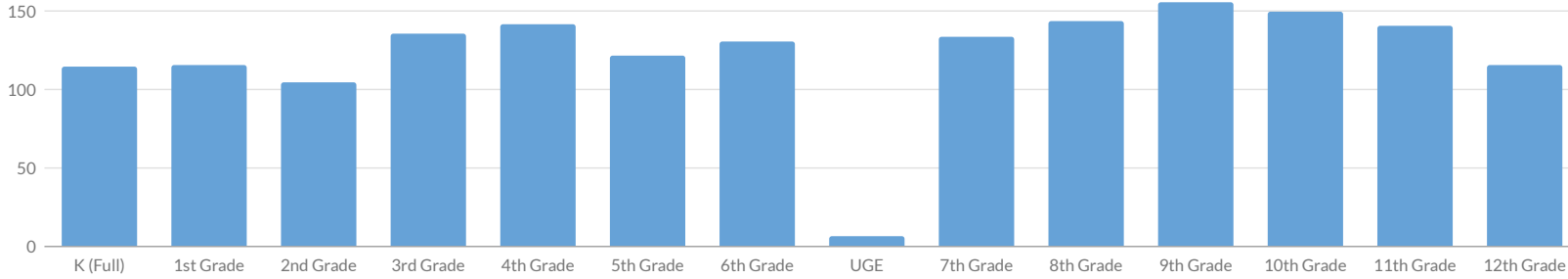
| | |
|---|---|
| — | — |
|---|---|

| | |
|---|----|
| 7 | 0% |
|---|----|

| | |
|---|---|
| — | — |
|---|---|

| | |
|----|----|
| 19 | 1% |
|----|----|

ENROLLMENT BY GRADE



K (FULL DAY)

1ST GRADE

2ND GRADE

3RD GRADE

| | |
|-----|----|
| 115 | 6% |
|-----|----|

| | |
|-----|----|
| 116 | 6% |
|-----|----|

| | |
|-----|----|
| 105 | 6% |
|-----|----|

| | |
|-----|----|
| 136 | 8% |
|-----|----|

4TH GRADE

5TH GRADE

6TH GRADE

UNGRADED ELEMENTARY

| | |
|-----|----|
| 142 | 8% |
|-----|----|

| | |
|-----|----|
| 122 | 7% |
|-----|----|

| | |
|-----|----|
| 131 | 7% |
|-----|----|

| | |
|---|----|
| 7 | 0% |
|---|----|

7TH GRADE

8TH GRADE

9TH GRADE

10TH GRADE

| | |
|-----|----|
| 134 | 7% |
|-----|----|

| | |
|-----|----|
| 144 | 8% |
|-----|----|

| | |
|-----|----|
| 156 | 9% |
|-----|----|

| | |
|-----|----|
| 150 | 8% |
|-----|----|

11TH GRADE

12TH GRADE

| | |
|-----|----|
| 141 | 8% |
|-----|----|

| | |
|-----|----|
| 116 | 6% |
|-----|----|

SHERRILL CITY SCHOOL DISTRICT GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

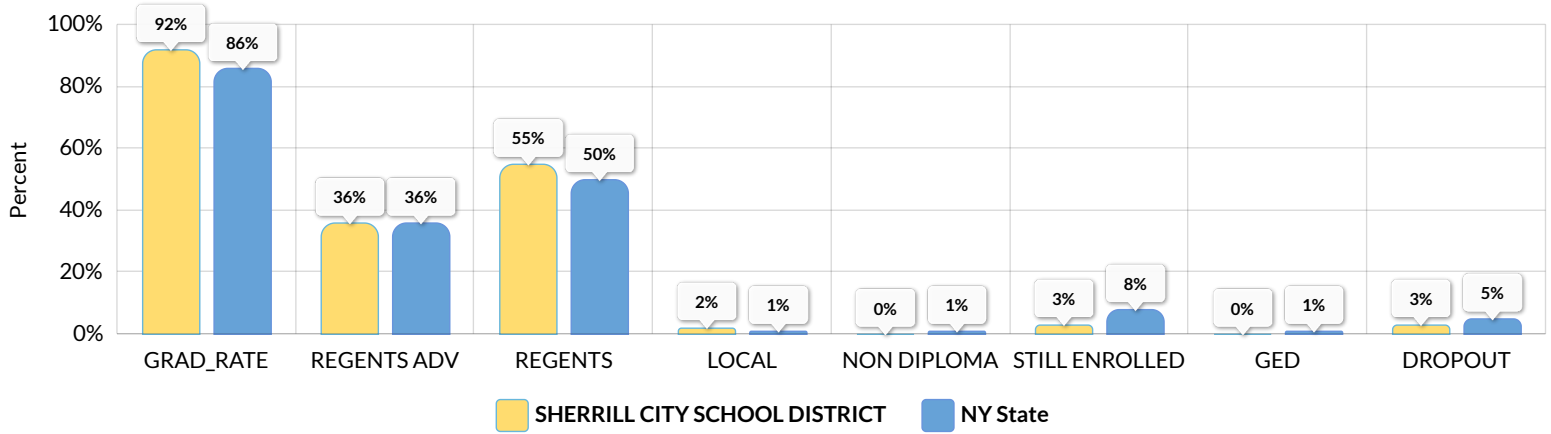
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



Outcomes for All Students



| Subgroup | Total Enrolled | GRAD RATE | | REGENTS WITH ADVANCED DESIGNATION | | REGENTS DIPLOMA | | LOCAL DIPLOMA | | NON DIPLOMA CRED | | STILL ENROLLED | | GED TRANSFER | | DROPOUT | |
|----------------------------|----------------|-----------|-----|-----------------------------------|-----|-----------------|-----|---------------|----|------------------|----|----------------|----|--------------|----|---------|----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Homeless | 118 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 119 | 110 | 92% | 43 | 36% | 65 | 55% | 2 | 2% | 0 | 0% | 4 | 3% | 0 | 0% | 4 | 3% |
| Parent in Armed Forces | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 119 | 110 | 92% | 43 | 36% | 65 | 55% | 2 | 2% | 0 | 0% | 4 | 3% | 0 | 0% | 4 | 3% |

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SHERRILL CITY SCHOOL DISTRICT GRADUATION PATHWAYS DATA 2023

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

| Subgroup | Total | Humanities | | Humanities Alternative | | Arts | | Career and Technical Education | | Math | | Science | | Career Development and Occupational Studies | | Languages Other Than English | | Civic Readiness | |
|---|-------|------------|------|------------------------|----|------|----|--------------------------------|----|------|----|---------|----|---|-----|------------------------------|----|-----------------|----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 110 | 108 | 98% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| Female | 52 | 51 | 98% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% | 0 | 0% | 0 | 0% |
| Male | 58 | 57 | 98% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% | 0 | 0% | 0 | 0% |
| Non-binary | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 98 | 98 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 12 | 10 | 83% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 17% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 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% | 0 | 0% | 0 | 0% |
| White | 104 | 102 | 98% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| Multiracial | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 36 | 34 | 94% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 6% | 0 | 0% | 0 | 0% |

| Subgroup | Total | Humanities | | Humanities Alternative | | Arts | | Career and Technical Education | | Math | | Science | | Career Development and Occupational Studies | | Languages Other Than English | | Civic Readiness | |
|--------------------------------|-------|------------|------|------------------------|----|------|----|--------------------------------|----|------|----|---------|----|---|----|------------------------------|----|-----------------|----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Economically Disadvantaged | 74 | 74 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| English Language Learner | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 110 | 108 | 98% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| In Foster Care | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 109 | 107 | 98% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| Homeless | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 110 | 108 | 98% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 110 | 108 | 98% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| Parent in Armed Forces | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 110 | 108 | 98% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |

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SHERRILL CITY SCHOOL DISTRICT - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



| | | |
|-------------------|-------------------------------------|---------------------------|
| Enrollment | Count of Completed Questions | Percent Completed |
| 1,840 | 520 | 28.26% of Enrolled |

| Subgroup | Yes | | No | |
|---|-----|-------|----|-------|
| | # | % | # | % |
| All Students | 500 | 96.15 | 20 | 3.85 |
| Female | 244 | 95.69 | 11 | 4.31 |
| Male | 256 | 96.6 | 9 | 3.4 |
| American Indian/Alaska Native | 0 | 0 | 1 | 100 |
| Black | 1 | 100 | 0 | 0 |
| Hispanic | 4 | 80 | 1 | 20 |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | 66.67 | 1 | 33.33 |
| White | 470 | 96.51 | 17 | 3.49 |

| Subgroup | Yes | | No | |
|--------------------------------|-----|-------|----|------|
| | # | % | # | % |
| Multiracial | 23 | 100 | 0 | 0 |
| General Education Students | 443 | 96.51 | 16 | 3.49 |
| Students with Disabilities | 57 | 93.44 | 4 | 6.56 |
| Not English Language Learner | 499 | 96.15 | 20 | 3.85 |
| English Language Learner | 1 | 100 | 0 | 0 |
| Economically Disadvantaged | 160 | 95.24 | 8 | 4.76 |
| Not Economically Disadvantaged | 340 | 96.59 | 12 | 3.41 |
| Not Migrant | 500 | 96.15 | 20 | 3.85 |
| Homeless | 2 | 100 | 0 | 0 |
| Not Homeless | 498 | 96.14 | 20 | 3.86 |
| In Foster Care | 1 | 50 | 1 | 50 |
| Not in Foster Care | 499 | 96.33 | 19 | 3.67 |
| Parent in Armed Forces | 6 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 494 | 96.11 | 20 | 3.89 |

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



| | | |
|-------------------|-------------------------------------|---------------------------|
| Enrollment | Count of Completed Questions | Percent Completed |
| 1,840 | 520 | 28.26% of Enrolled |

| Subgroup | Chromebook | | Desktop | | Laptop | | No Device | | Smartphone | | Tablet | |
|--------------|------------|-------|---------|------|--------|------|-----------|---|------------|------|--------|------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 414 | 79.62 | 9 | 1.73 | 48 | 9.23 | 0 | 0 | 14 | 2.69 | 35 | 6.73 |
| Female | 209 | 81.96 | 0 | 0 | 24 | 9.41 | 0 | 0 | 4 | 1.57 | 18 | 7.06 |

| Subgroup | Chromebook | | Desktop | | Laptop | | No Device | | Smartphone | | Tablet | |
|---|------------|-------|---------|------|--------|-------|-----------|---|------------|------|--------|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Male | 205 | 77.36 | 9 | 3.4 | 24 | 9.06 | 0 | 0 | 10 | 3.77 | 17 | 6.42 |
| American Indian/Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 |
| Black | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 4 | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 20 |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | 66.67 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 33.33 |
| White | 391 | 80.29 | 9 | 1.85 | 44 | 9.03 | 0 | 0 | 13 | 2.67 | 30 | 6.16 |
| Multiracial | 16 | 69.57 | 0 | 0 | 4 | 17.39 | 0 | 0 | 0 | 0 | 3 | 13.04 |
| General Education Students | 367 | 79.96 | 7 | 1.53 | 43 | 9.37 | 0 | 0 | 14 | 3.05 | 28 | 6.1 |
| Students with Disabilities | 47 | 77.05 | 2 | 3.28 | 5 | 8.2 | 0 | 0 | 0 | 0 | 7 | 11.48 |
| Not English Language Learner | 413 | 79.58 | 9 | 1.73 | 48 | 9.25 | 0 | 0 | 14 | 2.7 | 35 | 6.74 |
| English Language Learner | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 133 | 79.17 | 3 | 1.79 | 18 | 10.71 | 0 | 0 | 7 | 4.17 | 7 | 4.17 |
| Not Economically Disadvantaged | 281 | 79.83 | 6 | 1.7 | 30 | 8.52 | 0 | 0 | 7 | 1.99 | 28 | 7.95 |
| Not Migrant | 414 | 79.62 | 9 | 1.73 | 48 | 9.23 | 0 | 0 | 14 | 2.69 | 35 | 6.73 |
| Homeless | 2 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Homeless | 412 | 79.54 | 9 | 1.74 | 48 | 9.27 | 0 | 0 | 14 | 2.7 | 35 | 6.76 |
| In Foster Care | 1 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 50 |
| Not in Foster Care | 413 | 79.73 | 9 | 1.74 | 48 | 9.27 | 0 | 0 | 14 | 2.7 | 34 | 6.56 |
| Parent in Armed Forces | 6 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parent Not in Armed Forces | 408 | 79.38 | 9 | 1.75 | 48 | 9.34 | 0 | 0 | 14 | 2.72 | 35 | 6.81 |

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment

1,840

Count of Completed Questions

Percent Completed

28.26% of Enrolled

| Subgroup | No Device | | Personal | | School | |
|---|-----------|---|----------|-------|--------|-------|
| | # | % | # | % | # | % |
| All Students | 0 | 0 | 84 | 16.15 | 436 | 83.85 |
| Female | 0 | 0 | 35 | 13.73 | 220 | 86.27 |
| Male | 0 | 0 | 49 | 18.49 | 216 | 81.51 |
| American Indian/Alaska Native | 0 | 0 | 1 | 100 | 0 | 0 |
| Black | 0 | 0 | 0 | 0 | 1 | 100 |
| Hispanic | 0 | 0 | 1 | 20 | 4 | 80 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 1 | 33.33 | 2 | 66.67 |
| White | 0 | 0 | 76 | 15.61 | 411 | 84.39 |
| Multiracial | 0 | 0 | 5 | 21.74 | 18 | 78.26 |
| General Education Students | 0 | 0 | 72 | 15.69 | 387 | 84.31 |
| Students with Disabilities | 0 | 0 | 12 | 19.67 | 49 | 80.33 |
| Not English Language Learner | 0 | 0 | 84 | 16.18 | 435 | 83.82 |
| English Language Learner | 0 | 0 | 0 | 0 | 1 | 100 |
| Economically Disadvantaged | 0 | 0 | 26 | 15.48 | 142 | 84.52 |
| Not Economically Disadvantaged | 0 | 0 | 58 | 16.48 | 294 | 83.52 |
| Not Migrant | 0 | 0 | 84 | 16.15 | 436 | 83.85 |
| Homeless | 0 | 0 | 0 | 0 | 2 | 100 |
| Not Homeless | 0 | 0 | 84 | 16.22 | 434 | 83.78 |
| In Foster Care | 0 | 0 | 1 | 50 | 1 | 50 |
| Not in Foster Care | 0 | 0 | 83 | 16.02 | 435 | 83.98 |
| Parent in Armed Forces | 0 | 0 | 0 | 0 | 6 | 100 |
| Parent Not in Armed Forces | 0 | 0 | 84 | 16.34 | 430 | 83.66 |

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment**1,840****Count of Completed Questions****520****Percent Completed****28.26% of Enrolled**

| Subgroup | No Device | | Not Shared | | Shared | |
|---|-----------|---|------------|-------|--------|-------|
| | # | % | # | % | # | % |
| All Students | 0 | 0 | 472 | 90.77 | 48 | 9.23 |
| Female | 0 | 0 | 235 | 92.16 | 20 | 7.84 |
| Male | 0 | 0 | 237 | 89.43 | 28 | 10.57 |
| American Indian/Alaska Native | 0 | 0 | 0 | 0 | 1 | 100 |
| Black | 0 | 0 | 1 | 100 | 0 | 0 |
| Hispanic | 0 | 0 | 5 | 100 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 2 | 66.67 | 1 | 33.33 |
| White | 0 | 0 | 443 | 90.97 | 44 | 9.03 |
| Multiracial | 0 | 0 | 21 | 91.3 | 2 | 8.7 |
| General Education Students | 0 | 0 | 417 | 90.85 | 42 | 9.15 |
| Students with Disabilities | 0 | 0 | 55 | 90.16 | 6 | 9.84 |
| Not English Language Learner | 0 | 0 | 471 | 90.75 | 48 | 9.25 |
| English Language Learner | 0 | 0 | 1 | 100 | 0 | 0 |
| Economically Disadvantaged | 0 | 0 | 155 | 92.26 | 13 | 7.74 |
| Not Economically Disadvantaged | 0 | 0 | 317 | 90.06 | 35 | 9.94 |
| Not Migrant | 0 | 0 | 472 | 90.77 | 48 | 9.23 |
| Homeless | 0 | 0 | 2 | 100 | 0 | 0 |
| Not Homeless | 0 | 0 | 470 | 90.73 | 48 | 9.27 |
| In Foster Care | 0 | 0 | 2 | 100 | 0 | 0 |
| Not in Foster Care | 0 | 0 | 470 | 90.73 | 48 | 9.27 |
| Parent in Armed Forces | 0 | 0 | 6 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 0 | 0 | 466 | 90.66 | 48 | 9.34 |

PRIMARY LEARNING DEVICE SUFFICIENCY**Data are based on the number of responses to this question.**

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



| | | |
|-------------------|-------------------------------------|---------------------------|
| Enrollment | Count of Completed Questions | Percent Completed |
| 1,840 | 520 | 28.26% of Enrolled |

| Subgroup | Not Sufficient | | Sufficient | |
|---|----------------|-------|------------|-------|
| | # | % | # | % |
| All Students | 47 | 9.04 | 473 | 90.96 |
| Female | 21 | 8.24 | 234 | 91.76 |
| Male | 26 | 9.81 | 239 | 90.19 |
| American Indian/Alaska Native | 1 | 100 | 0 | 0 |
| Black | 0 | 0 | 1 | 100 |
| Hispanic | 0 | 0 | 5 | 100 |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 33.33 | 2 | 66.67 |
| White | 44 | 9.03 | 443 | 90.97 |
| Multiracial | 1 | 4.35 | 22 | 95.65 |
| General Education Students | 41 | 8.93 | 418 | 91.07 |
| Students with Disabilities | 6 | 9.84 | 55 | 90.16 |
| Not English Language Learner | 47 | 9.06 | 472 | 90.94 |
| English Language Learner | 0 | 0 | 1 | 100 |
| Economically Disadvantaged | 22 | 13.1 | 146 | 86.9 |
| Not Economically Disadvantaged | 25 | 7.1 | 327 | 92.9 |
| Not Migrant | 47 | 9.04 | 473 | 90.96 |
| Homeless | 0 | 0 | 2 | 100 |
| Not Homeless | 47 | 9.07 | 471 | 90.93 |
| In Foster Care | 1 | 50 | 1 | 50 |
| Not in Foster Care | 46 | 8.88 | 472 | 91.12 |
| Parent in Armed Forces | 0 | 0 | 6 | 100 |
| Parent Not in Armed Forces | 47 | 9.14 | 467 | 90.86 |

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



| | | |
|-------------------|-------------------------------------|---------------------------|
| Enrollment | Count of Completed Questions | Percent Completed |
| 1,840 | | 28.26% of Enrolled |
| | 520 | |

| Subgroup | No | | Yes | |
|---|----|------|-----|-------|
| | # | % | # | % |
| All Students | 10 | 1.92 | 510 | 98.08 |
| Female | 2 | .78 | 253 | 99.22 |
| Male | 8 | 3.02 | 257 | 96.98 |
| American Indian/Alaska Native | 0 | 0 | 1 | 100 |
| Black | 0 | 0 | 1 | 100 |
| Hispanic | 0 | 0 | 5 | 100 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 3 | 100 |
| White | 9 | 1.85 | 478 | 98.15 |
| Multiracial | 1 | 4.35 | 22 | 95.65 |
| General Education Students | 8 | 1.74 | 451 | 98.26 |
| Students with Disabilities | 2 | 3.28 | 59 | 96.72 |
| Not English Language Learner | 10 | 1.93 | 509 | 98.07 |
| English Language Learner | 0 | 0 | 1 | 100 |
| Economically Disadvantaged | 6 | 3.57 | 162 | 96.43 |
| Not Economically Disadvantaged | 4 | 1.14 | 348 | 98.86 |
| Not Migrant | 10 | 1.92 | 510 | 98.08 |
| Homeless | 0 | 0 | 2 | 100 |
| Not Homeless | 10 | 1.93 | 508 | 98.07 |
| In Foster Care | 0 | 0 | 2 | 100 |
| Not in Foster Care | 10 | 1.93 | 508 | 98.07 |

| Subgroup | No | | Yes | |
|----------------------------|----|------|-----|-------|
| | # | % | # | % |
| Parent in Armed Forces | 0 | 0 | 6 | 100 |
| Parent Not in Armed Forces | 10 | 1.95 | 504 | 98.05 |

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



| | | |
|-------------------|-------------------------------------|---------------------------|
| Enrollment | Count of Completed Questions | Percent Completed |
| 1,840 | 520 | 28.26% of Enrolled |

| Subgroup | Cellular | | Community Wi-Fi | | Dial-up | | DSL | | Mobile Hotspot | | None | | Other | | Broadband | | Satellite | |
|---|----------|------|-----------------|-----|---------|---|-----|------|----------------|------|------|-----|-------|------|-----------|-------|-----------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 13 | 2.5 | 1 | .19 | 0 | 0 | 21 | 4.04 | 18 | 3.46 | 3 | .58 | 16 | 3.08 | 446 | 85.77 | 2 | .38 |
| Female | 5 | 1.96 | 1 | .39 | 0 | 0 | 12 | 4.71 | 7 | 2.75 | 2 | .78 | 6 | 2.35 | 220 | 86.27 | 2 | .78 |
| Male | 8 | 3.02 | 0 | 0 | 0 | 0 | 9 | 3.4 | 11 | 4.15 | 1 | .38 | 10 | 3.77 | 226 | 85.28 | 0 | 0 |
| American Indian/Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 |
| Black | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 100 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 100 | 0 | 0 |
| White | 13 | 2.67 | 1 | .21 | 0 | 0 | 20 | 4.11 | 17 | 3.49 | 3 | .62 | 14 | 2.87 | 417 | 85.63 | 2 | .41 |
| Multiracial | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4.35 | 1 | 4.35 | 0 | 0 | 2 | 8.7 | 19 | 82.61 | 0 | 0 |
| General Education Students | 10 | 2.18 | 1 | .22 | 0 | 0 | 20 | 4.36 | 15 | 3.27 | 3 | .65 | 15 | 3.27 | 393 | 85.62 | 2 | .44 |
| Students with Disabilities | 3 | 4.92 | 0 | 0 | 0 | 0 | 1 | 1.64 | 3 | 4.92 | 0 | 0 | 1 | 1.64 | 53 | 86.89 | 0 | 0 |

| Subgroup | Cellular | | Community Wi-Fi | | Dial-up | | DSL | | Mobile Hotspot | | None | | Other | | Broadband | | Satellite | |
|--------------------------------|----------|------|-----------------|-----|---------|---|-----|------|----------------|------|------|------|-------|------|-----------|-------|-----------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not English Language Learner | 13 | 2.5 | 1 | .19 | 0 | 0 | 21 | 4.05 | 18 | 3.47 | 3 | .58 | 16 | 3.08 | 445 | 85.74 | 2 | .39 |
| English Language Learner | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 |
| Economically Disadvantaged | 2 | 1.19 | 0 | 0 | 0 | 0 | 6 | 3.57 | 6 | 3.57 | 3 | 1.79 | 10 | 5.95 | 141 | 83.93 | 0 | 0 |
| Not Economically Disadvantaged | 11 | 3.13 | 1 | .28 | 0 | 0 | 15 | 4.26 | 12 | 3.41 | 0 | 0 | 6 | 1.7 | 305 | 86.65 | 2 | .57 |
| Not Migrant | 13 | 2.5 | 1 | .19 | 0 | 0 | 21 | 4.04 | 18 | 3.46 | 3 | .58 | 16 | 3.08 | 446 | 85.77 | 2 | .38 |
| Homeless | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 100 | 0 | 0 |
| Not Homeless | 13 | 2.51 | 1 | .19 | 0 | 0 | 21 | 4.05 | 18 | 3.47 | 3 | .58 | 16 | 3.09 | 444 | 85.71 | 2 | .39 |
| In Foster Care | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 100 | 0 | 0 |
| Not in Foster Care | 13 | 2.51 | 1 | .19 | 0 | 0 | 21 | 4.05 | 18 | 3.47 | 3 | .58 | 16 | 3.09 | 444 | 85.71 | 2 | .39 |
| Parent in Armed Forces | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 13 | 2.53 | 1 | .19 | 0 | 0 | 21 | 4.09 | 18 | 3.5 | 3 | .58 | 16 | 3.11 | 440 | 85.6 | 2 | .39 |

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment

1,840

Count of Completed Questions

520

Percent Completed

28.26% of Enrolled

| Subgroup | No | | Yes | |
|---|----|-------|-----|-------|
| | # | % | # | % |
| All Students | 46 | 8.85 | 474 | 91.15 |
| Female | 17 | 6.67 | 238 | 93.33 |
| Male | 29 | 10.94 | 236 | 89.06 |
| American Indian/Alaska Native | 0 | 0 | 1 | 100 |
| Black | 0 | 0 | 1 | 100 |
| Hispanic | 0 | 0 | 5 | 100 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 3 | 100 |
| White | 45 | 9.24 | 442 | 90.76 |
| Multiracial | 1 | 4.35 | 22 | 95.65 |
| General Education Students | 40 | 8.71 | 419 | 91.29 |
| Students with Disabilities | 6 | 9.84 | 55 | 90.16 |
| Not English Language Learner | 46 | 8.86 | 473 | 91.14 |
| English Language Learner | 0 | 0 | 1 | 100 |
| Economically Disadvantaged | 20 | 11.9 | 148 | 88.1 |
| Not Economically Disadvantaged | 26 | 7.39 | 326 | 92.61 |
| Not Migrant | 46 | 8.85 | 474 | 91.15 |
| Homeless | 0 | 0 | 2 | 100 |
| Not Homeless | 46 | 8.88 | 472 | 91.12 |
| In Foster Care | 1 | 50 | 1 | 50 |
| Not in Foster Care | 45 | 8.69 | 473 | 91.31 |
| Parent in Armed Forces | 0 | 0 | 6 | 100 |
| Parent Not in Armed Forces | 46 | 8.95 | 468 | 91.05 |

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



| | | |
|-------------------|---------------------------|--------------------------|
| Enrollment | Count of Completed | Percent Completed |
|-------------------|---------------------------|--------------------------|

1,840

Questions

28.26% of Enrolled

520

| Subgroup | Availability | | Cost | | None | | Other | |
|---|--------------|------|------|-------|------|-------|-------|------|
| | # | % | # | % | # | % | # | % |
| All Students | 12 | 2.31 | 35 | 6.73 | 450 | 86.54 | 23 | 4.42 |
| Female | 2 | .78 | 17 | 6.67 | 225 | 88.24 | 11 | 4.31 |
| Male | 10 | 3.77 | 18 | 6.79 | 225 | 84.91 | 12 | 4.53 |
| American Indian/Alaska Native | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 |
| Black | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 |
| Hispanic | 0 | 0 | 1 | 20 | 4 | 80 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 3 | 100 | 0 | 0 |
| White | 11 | 2.26 | 33 | 6.78 | 420 | 86.24 | 23 | 4.72 |
| Multiracial | 1 | 4.35 | 0 | 0 | 22 | 95.65 | 0 | 0 |
| General Education Students | 9 | 1.96 | 29 | 6.32 | 400 | 87.15 | 21 | 4.58 |
| Students with Disabilities | 3 | 4.92 | 6 | 9.84 | 50 | 81.97 | 2 | 3.28 |
| Not English Language Learner | 12 | 2.31 | 35 | 6.74 | 449 | 86.51 | 23 | 4.43 |
| English Language Learner | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 |
| Economically Disadvantaged | 3 | 1.79 | 24 | 14.29 | 131 | 77.98 | 10 | 5.95 |
| Not Economically Disadvantaged | 9 | 2.56 | 11 | 3.13 | 319 | 90.63 | 13 | 3.69 |
| Not Migrant | 12 | 2.31 | 35 | 6.73 | 450 | 86.54 | 23 | 4.42 |
| Homeless | 0 | 0 | 0 | 0 | 2 | 100 | 0 | 0 |
| Not Homeless | 12 | 2.32 | 35 | 6.76 | 448 | 86.49 | 23 | 4.44 |
| In Foster Care | 0 | 0 | 0 | 0 | 1 | 50 | 1 | 50 |
| Not in Foster Care | 12 | 2.32 | 35 | 6.76 | 449 | 86.68 | 22 | 4.25 |
| Parent in Armed Forces | 0 | 0 | 3 | 50 | 3 | 50 | 0 | 0 |
| Parent Not in Armed Forces | 12 | 2.33 | 32 | 6.23 | 447 | 86.96 | 23 | 4.47 |

SHERRILL CITY SCHOOL DISTRICT - STUDENT AND EDUCATOR REPORT [2021 - 22]

The Student and Educator Report provides information to the public on students eligible for free or reduced-price lunch; student attendance and suspensions; instructional modality and school/district average class size, staff counts, and teacher attendance and turnover. Knowledge gained from this report can be used to improve instruction and services to students.

STUDENT DATA

FREE AND REDUCED-PRICE LUNCH (2021-22)

| Eligible for Free Lunch | | Eligible for Reduced-Price Lunch | |
|-------------------------|---------|----------------------------------|---------|
| Number | Percent | Number | Percent |
| 578 | 34% | 39 | 2% |

AVERAGE CLASS SIZE (2021-22)

| Class Description | Average Class Size |
|---|--------------------|
| Kindergarten | 15 |
| Grade 1 | 18 |
| Grade 2 | 19 |
| Language Arts (grade 3) | 18 |
| Language Arts (grade 4) | 12 |
| Language Arts (grade 5) | 15 |
| Language Arts (grade 6) | 16 |
| Language Arts (grade 7) | 18 |
| Language Arts (grade 8) | 19 |
| Mathematics (grade 3) | 18 |
| Mathematics (grade 4) | 12 |
| Mathematics (grade 5) | 13 |
| Mathematics (grade 6) | 16 |
| Mathematics (grade 7) | 17 |
| Mathematics (grade 8) | 15 |
| Science (grade 4) | 12 |
| Science (grade 8) | 17 |
| Algebra I (Common Core) | 16 |
| Geometry (Common Core) | 18 |
| Algebra II (Common Core) | 22 |
| Earth Science | 18 |
| Biology | 20 |
| Chemistry | 19 |
| Physics | 20 |
| World History and Geography (New Framework) | 22 |
| ELA III (Common Core) | 18 |

STUDENT ATTENDANCE RATE (2021-22)

92%

PRIMARY INSTRUCTIONAL MODALITY (2021-22)

| Remote | In-person | Both |
|--------|-----------|------|
| 2% | 98% | 0% |

STUDENT SUSPENSION RATE (2021-22)

4%

EDUCATOR DATA

STAFF COUNTS (2021-22)

| School Counselors | Teachers | Social Workers | Principals |
|-------------------|----------|----------------|------------|
| 4 | 151 | 5 | 5 |

TEACHER ATTENDANCE RATE (2021-22)

94%

TEACHER TURNOVER (2020-21) TO (2021-22)

| Turnover Rate Of Teachers With Fewer Than Five Years Of Experience | Turnover Rate Of All Teachers |
|--|-------------------------------|
| 14% | 9% |

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****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 2024-25 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 29, 2024

Form Preparer Name:
Preparer's Telephone Number:

| <u>Shaded Fields Will Calculate</u> | Budgeted 2023-24 (A) | Proposed Budget 2024-25 (B) | Percent Change (C) |
|--|----------------------------|-----------------------------------|--------------------------|
| Total Budgeted Amount, not including Separate Propositions | 44,079,101 | 47,969,200 | 8.83 % |
| A. Proposed Tax Levy to Support the Total Budgeted Amount ¹ | 16,060,745 | 16,687,114 | |
| 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) | 16,060,745 | 16,687,114 | 3.90 % |
| F. Permissible Exclusions to the School Tax Levy Limit | 393,789 | 747,043 | |
| G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³ | 15,666,956 | 15,940,080 | |
| 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) | 15,666,956 | 15,940,071 | |
| I. Difference: (G-H);(negative value requires 60.0% voter approval) ² | 0 | 9 | |
| Public School Enrollment | 1,825 | 1,820 | -0.27 % |
| Consumer Price Index | | | 4.12 % |

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 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

| | Actual 2023-24 (D) | Estimated 2024-25 (E) |
|---|-----------------------|--------------------------|
| Adjusted Restricted Fund Balance | 6,684,749 | 4,478,843 |
| Assigned Appropriated Fund Balance | 2,827,882 | 4,909,010 |
| Adjusted Unrestricted Fund Balance | 1,434,221 | 1,558,999 |
| Adjusted Unrestricted Fund Balance as a Percent of the Total Budget | 3.25 % | 3.25 % |

Schedule of Reserve Funds

| Reserve Type | Reserve Name | Reserve Description * | 3/31/24 Actual Balance | 6/30/24 Estimated Ending Balance | Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)** |
|------------------------------------|---------------------|---|-------------------------------|---|--|
| Capital | CAPITAL | For the cost of any object or purpose for which bonds may be issued. | 0 | 1,000,000 | For the cost of any object or purpose for which bonds may be issued. |
| Repair | | For the cost of repairs to capital improvements or equipment. | | | |
| Workers Compensation | | For self-insured Workers Compensation and benefits. | | | |
| Unemployment Insurance | UNEMPLOYMENT | For reimbursement to the State Unemployment Insurance Fund. | 82,100 | 0 | For reimbursement to the State Unemployment Insurance Fund. |
| Reserve for Tax Reduction | | For the gradual use of the proceeds of the sale of school district real property. | | | |
| Mandatory Reserve for Debt Service | | For proceeds from the sale of district capital assets or improvement, restricted to debt service. | | | |
| Insurance | HEALTH INSURANCE | For liability, casualty, and other types of uninsured losses. | 6,684,749 | 3,478,843 | For liability, casualty, and other types of uninsured losses. |
| Property Loss + (add) | | To cover property loss. | | | |
| Liability | | To cover incurred liability claims. | | | |
| Tax Certiorari | | For tax certiorari settlements. | | | |
| Reserve for Insurance Recoveries | | For unexpended proceeds of insurance recoveries at fiscal year end. | | | |
| Employee Benefit Accrued Liability | EBLAR | For accrued 'employee benefits' due to employees upon termination of service. | 1,528,626 | 0 | For accrued 'employee benefits' due to employees upon termination of service. |
| Retirement Contribution | ERS | For employer retirement contributions to the State and Local Employees' Retirement System. | 204,467 | 0 | For employer retirement contributions to the State and Local Employees' Retirement System. |
| Reserve for Uncollected Taxes | | For unpaid taxes due certain city school districts not | | | |

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.

reimbursed by their city/county until the following fiscal year.

Single Other TRS Reserve

| | |
|---------|---|
| 204,468 | 0 |
|---------|---|

For employer retirement contributions to the Teacher's Retirement System.

*** NYSED Reserve Guidance:**
http://www.p12.nysed.gov/mgtserv/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 2024-25. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

| | | |
|------|-------|--------------|
| Save | Reset | Save & Ready |
|------|-------|--------------|

Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to 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 2024-2025 School Year

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

| Title | Salary | Employee Benefits | Other Remuneration |
|------------------------------|---------|-------------------|--------------------|
| 1. Superintendent of Schools | 217,051 | 71,116 | 5,775 |

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.)

| | | | | |
|-----|--|---------|--------|-------|
| 2. | ASSISTANT SUPERINTENDENT FOR FINANCE & OPI | 192,738 | 67,063 | 1,642 |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
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| 32. | | | | |
| 33. | | | | |
| 34. | | | | |
| 35. | | | | |
| 36. | | | | |

| SWIS Code | Name | Parcels | Land Assessed Value | Total Assessed Value | School Taxable | Total Star Exempt Amt | Star Taxable |
|-----------|--------|---------|---------------------|----------------------|----------------|-----------------------|--------------|
| 251289 | Oneida | 180 | 2,529,200 | 27,187,538 | 26,110,125 | 3,102,260 | 23,007,865 |
| | | 180 | 2,529,200 | 27,187,538 | 26,110,125 | 3,102,260 | 23,007,865 |

Equalized Total Assessed Value 35,773,076

School District - 306000 V V S Central

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|---|--------------------------------|---------------------|----------------------|-------------------------------------|---------------------------|
| 14300 | INDIAN RESERVATION | RPTL 454 | 1 | 13,158 | 0.04 |
| 25110 | NONPROF CORP - RELIG(CONST PRO | RPTL 420-a | 1 | 243,158 | 0.68 |
| 25300 | NONPROF CORP - SPECIFIED USES | RPTL 420-b | 8 | 860,789 | 2.41 |
| 27350 | PRIVATELY OWNED CEMETERY LAND | RPTL 446 | 1 | 82,500 | 0.23 |
| 41730 | AGRIC LAND-INDIV NOT IN AG DIS | AG MKTS L 306 | 1 | 21,728 | 0.06 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 1 | 61,184 | 0.17 |
| 41834 | ENHANCED STAR | RPTL 425 | 29 | 2,509,296 | 7.01 |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 48 | 1,572,624 | 4.40 |
| 47610 | BUSINESS INVESTMENT PROPERTY P | RPTL 485-b | 1 | 121,974 | 0.34 |
| 49500 | SOLAR OR WIND ENERGY SYSTEM | RPTL 487 | 1 | 13,158 | 0.04 |
| Total Exemptions Exclusive of System Exemptions: | | | 92 | 5,499,569 | 15.37 |
| Total System Exemptions: | | | 0 | 0 | 0.00 |
| Totals: | | | 92 | 5,499,569 | 15.37 |

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: _____