Marlboro Central School District

Pursuit of Excellence.

2026-2027 Budget Book

21 Milton Turnpike,
Milton, New York 12547.

MARLBORO CENTRAL SCHOOL DISTRICT

2026 - 2027 BUDGET BOOK

PART ONE

A Message from Our Leadership

Vote: Tuesday, May 19, 2026 | Marlborough Town Court | 6:00 a.m. to 9:00 p.m.

FROM THE BOARD OF EDUCATION AND SUPERINTENDENT OF SCHOOLS

Dear Marlboro Learning Community,

Each spring, the Marlboro Central School District presents its proposed operating budget to the community we serve. This year, that document represents more than a set of numbers. It represents a deliberate, values-driven commitment to the 1,843 students who walk into our buildings every day, and to the 358 dedicated professionals who meet them there.

The proposed 2026-27 budget totals $70,148,012, an increase of 4.5 percent, or $3,020,709, over the current year. That figure is driven almost entirely by costs we do not control. Mandatory salary obligations under our collective bargaining agreements, rising employee benefit rates set by the New York State Teachers' Retirement System and Employees' Retirement System, and a five-year transportation contract with Durham School Services that locks in route stability for families across Marlborough, Plattekill, and Newburgh together account for more than $3.6 million of this year's cost growth. Simultaneously, Building Aid from New York State decreased by $1,487,902, or 58.6 percent, adding further pressure to the levy. Against this backdrop, the District is proposing a tax levy of $39,005,244, at the exact statutory maximum of 5.9449 percent under New York State law. We are proud to report that this budget requires only a simple majority for passage.

We entered this budget process with one overriding priority: no programs cut, no student experience diminished. Our building principals, department heads, and the exceptional team in the business office, working in close collaboration with the Finance Committee of the Board, achieved that goal. Every classroom, every team, every club, and every support service that existed this year will continue in 2026-27. We believe that stability in a child's school experience is itself an investment, and this budget makes that investment fully and responsibly. We thank you for your continued confidence in the Marlboro Learning Community. Please vote on Tuesday, May 19, 2026, at the Marlborough Town Court, between 6:00 a.m. and 9:00 p.m.

Rhoda Antonia Uszenski	***Michael Rydell***
President, Board of Education **Marlboro Central School District**	**Superintendent of Schools** **Marlboro Central School District**

VOTE: Tuesday, May 19, 2026 | 6:00 a.m. to 9:00 p.m. | Marlborough Town Court | Absentee ballots: contact District Clerk Cindy Storno at 845-236-8000 or cindy.storno@marlboroschools.org

GOVERNANCE

Board of Education

The Marlboro Central School District is governed by a seven-member Board of Education elected by district residents to three-year terms. The Board sets district policy approves the annual budget, and holds the Superintendent accountable for educational outcomes and fiscal management. The Finance Committee worked directly with the business office throughout the 2026-27 budget development cycle.

NAME	ROLE
Rhoda Antonia Uszenski	**President**
James Mullen	**Vice-President**
Patricia Benninger	Trustee
James Kuha	Trustee
Faith Nannini	Trustee
Joann Reed	Trustee
Harry Toromanides	Trustee
Cindy Storno	District Clerk

Key Facts for Our Community

$70,148,012 **Proposed Total Budget**	**+4.5%** **Increase vs. 2025-26**	**$39,005,244** **Proposed Tax Levy**

1,843 **Students in District**	**358** **Faculty and Staff**	**84%** **Mandated or Contractual Costs**

What drives this budget? Salaries, benefits, and transportation represent 68.9 percent of every dollar spent. The three largest year-over-year increases are contractual salary obligations (+$1,336,468), employee benefit contributions to TRS and ERS (+$1,305,976), and the Durham School Services transportation contract (+$1,007,736). These are not discretionary increases. They are the predictable cost of operating a district that keeps every position intact. Against these pressures, the District achieved savings of $890,300 through debt paydown completion and strategic equipment deferrals.

Closing the gap. A planned draw of $3,727,835 from Assigned Fund Balance and $824,425 from the ERS Retirement Reserve, totaling $4,552,260, offsets costs that would otherwise require an additional 11.7 percent levy increase. These are legal, Board-authorized uses of accumulated savings, used deliberately to protect taxpayers from the full impact of mandatory cost growth.

2026-27 BUDGET AT A GLANCE

Finance-First Executive Snapshot

The summary below gives board members, reviewers, and residents a quick financial snapshot. Full detail appears later in the document.

METRIC	AMOUNT	CONTEXT
Total Proposed Budget	**$70,148,012**	
Prior Year Adopted Budget	**$67,127,303**	
Year-Over-Year Increase	**+$3,020,709**	+4.50%
Proposed Tax Levy	**$39,005,244**	Statutory Maximum
Levy Increase ($ Change)	**+$2,188,937**	+5.9449%
Levy Vote Threshold	**Simple Majority**	Below 60% threshold
Fund Balance Appropriated	**$4,552,260**	Taxpayer protection
Projected Total State Aid	**$24,943,385**	35.6% of revenue
Building Aid (2026-27)	**$1,054,348**	-$1,487,902 vs prior
Enrollment	**1,843 students**	3 school buildings
Total Faculty and Staff	**358 employees**	197 teachers
THREE-PART BUDGET COMPONENTS		
Program Component	**$52,240,415**	74.5% of budget
Administration Component	**$8,154,979**	11.6% of budget
Capital Component	**$9,752,618**	13.9% of budget

HISTORICAL CONTEXT

The Tax Levy: A 7-Year View

The proposed 2026-27 tax levy of $39,005,244 does not exist in isolation. It is the end point of a seven-year sequence of levy decisions that tell a coherent story about how Marlboro has managed its fiscal obligations and what the district now faces. Understanding that history is essential to evaluating the current proposal in its proper context.

Year	Tax Levy Cap (Max %)	Actual Levy Change	Tax Levy ($)
2020-21	1.91%	**+1.81%**	$36,331,599
2021-22	6.22%	**-3.03%**	$35,231,599
2022-23	2.47%	**-6.00%**	$33,116,599
2023-24	6.95%	**0.00%**	$33,116,599
2024-25	2.09%	**+1.99%**	$33,776,652
2025-26	9.10%	**+9.00%**	$36,816,551
2026-27 (Proposed)	5.94%	**+5.94%**	$39,005,244

The table above reveals three distinct fiscal eras. From 2021-22 through 2023-24, Marlboro deliberately levied below the cap, in two of those years reducing the levy while the cap would have allowed increases. These decisions at the time were sustainable because of emergency Federal ARP/ESSER funding (COVID) and favorable state aid trends allowed the district to hold the line on property taxes. Homeowners benefited from years of zero levy growth or outright reductions.

The first fiscal realignment arrived in 2025-26, when the levy jumped 9 percent. The primary cause was the expiration of the Danskammer Energy PILOT agreement, which had been contributing approximately $1.5 million annually to Marlboro's local non-tax revenue. When that agreement expired, the district had no mechanism to replace that revenue other than the tax levy. The 9 percent increase in 2025-26 was the direct consequence of years of PILOT revenue that the levy had not been required to cover suddenly needing to come from somewhere. The Board and administration made the tough call: absorb the full impact in a single year rather than phase it in over multiple years, which would have created sustained above-cap pressure.

The 2026-27 increase of 5.9449 percent continues the recovery trajectory. After the anomalous 2025-26 spike, the district is now operating at a sustainable levy level that covers actual costs. The 5.9449 percent increase is within the statutory cap and requires only a simple majority to approve.

TAX IMPACT ON HOMEOWNERS

Property Tax Impact

The 2026-27 budget proposes a tax levy of $39,005,244 — an increase of $2,188,693 over the 2025-26 levy of $36,816,551. The table below shows the estimated annual and monthly impact at common assessed values. A homeowner with a Basic STAR exemption will save approximately $600 on their school tax bill, which partially offsets the increase.

These estimates use the prior year tax rate adjusted for the 5.9449 percent levy increase. Final rates will be certified by the Ulster County and Orange County assessors after the budget is approved. Contact the Business Office at 845-236-8000 x1403 for a precise calculation based on your specific property.

Assessed Value	2025-26 Tax	2026-27 Est.	Annual Change	Monthly Change
$100,000	$1,479	$1,568	+$88	+$7.33
$150,000	$2,219	$2,352	+$132	+$11.00
$200,000	$2,959	$3,135	+$176	+$14.67
$250,000	$3,699	$3,919	+$220	+$18.33
$300,000	$4,438	$4,703	+$264	+$22.00
$400,000	$5,918	$6,271	+$352	+$29.33

YOUR VOTE

Vote on May 19, 2026

The annual budget vote and Board of Education election for the Marlboro Central School District will be held on Tuesday, May 19, 2026. Every registered voter who resides within the Marlboro Central School District is eligible to vote. The polls are open for 15 hours — from 6:00 AM to 9:00 PM — at a single district location.

BUDGET VOTE AND BOARD OF EDUCATION ELECTION
Tuesday, May 19, 2026
6:00 AM — 9:00 PM
Marlborough Town Court
21 Milton Turnpike, Milton, NY 12547

What the Ballot Contains

The ballot has two components. The first is the budget proposition asking voters to authorize the $70,148,012 expenditure budget for 2026-27. The second is the election of three Board of Education trustees to fill three open three-year seats.

A 'yes' vote on the budget authorizes the Board to levy $39,005,244 in property taxes for the school year — an increase of 5.9449 percent over the prior year's levy of $36,816,551. This increase is at the statutory cap and requires a simple majority (50 percent plus one vote) to pass. There are no separate propositions on this ballot.

If the Budget Fails: The Contingency Budget

If the proposed budget is defeated, the Board may present the same or a modified budget for a second vote. If that vote also fails — or if the Board chooses not to hold a second vote — the district must adopt a contingency budget. The contingency budget is $67,959,319. Under contingency, the tax levy is frozen at the prior year level of $36,816,551 — no increase.

To reach the contingency amount, $2,188,693 in expenditures must be eliminated. Under contingency rules, the district would cut all equipment purchases, all capital improvements, most building repairs, community use of buildings, most professional development and infrastructure technology, and a range of other non-mandated items. The contingency budget is the bare minimum required by law, not a budget the Board recommends.

Voter Registration and Absentee Ballots

Any registered voter in New York State who resides within the school district boundaries may vote. Registration is through the Ulster County Board of Elections or the Orange County Board of Elections (for Newburgh residents). If you are registered for state and local elections, no additional registration is required.

To request an absentee ballot, contact District Clerk Cindy Storno at 845-236-8000 or cindy.storno@marlboroschools.org. Absentee ballots must be received by the District Clerk no later than 5:00 PM on May 19, 2026.

OFFICIAL BALLOT

2026-27 Official Ballot (Sample)

The ballot below reproduces the exact language that will appear when you vote on May 19, 2026. Review it in advance so you are prepared before you arrive. The ballot instructions require a single X or checkmark for each vote. Mark in pen with blue or black ink, or a black lead pencil.

MARLBORO CENTRAL SCHOOL DISTRICT BALLOT INSTRUCTIONS

1. **Mark in pen having blue or black ink or with a pencil having black lead.**
2. **To vote for the Budget Proposition, make a single cross (X) mark or a single check (√) mark in the YES or NO square below the proposition.**
3. **To vote for a candidate whose name is printed on this ballot, make a single cross (X) mark or a single check (√) mark in the voting square which is to the left of the candidate's name.**
4. **To vote for a person whose name is not printed on this ballot, write his/her name in blue or black ink or a black lead pencil in the blank space at the bottom of the column under which the title of the office appears.**
5. **Any other mark or any erasure on this ballot is unlawful.**
6. **The whole ballot will be void if the voter: (a) does any act extrinsic to the ballot such as enclosing any paper or other article in the folded ballot; (b) defaces or tears the ballot; (c) makes an erasure thereon: or (d) makes any mark other than a single cross-mark or check-mark in pen or pencil in a voting square other than writing in a candidate for the purpose of voting for such candidate, HOWEVER, an erasure or mark other than a cross or a check in the voting square shall not make the whole ballot void, but shall render it blank as to the office in connection with the square.**
7. **If the voter marks more than one name in a group for a separate specific office, or if for any reason it is impossible to determine the voter's choice of a candidate, that voter's vote will not be counted.**

BUDGET PROPOSITION

"Shall the Board of Education be authorized to expend the sum of $70,148,012 to meet the estimated expenditures for the 2026-2027 school year and to levy the necessary tax therefor?"_

☐ YES ☐ NO

TRUSTEE FOR BOARD OF EDUCATION - Three (3) – THREE (3)-Year Positions - Vote for THREE (3)

☐James Mullen ☐Jennifer DeSantis ☐Michael Schreiber ☐John Shillieto ☐Anthony DiRusso ☐Rhoda Antonia Uszenski

Trustee Write-In

_____ _____ _____

OUR BUDGET PHILOSOPHY

Investing in What Lasts

> ***"84 cents of every dollar in this budget is committed before the first day of school. What we control is how wisely we deploy the remaining 16 cents, and whether we maintain the reserves to absorb what we cannot predict."***

A school district budget is, at its core, a promise. It is a public commitment that the resources required to educate every child in the community will be available, accountable, and spent in alignment with the values that community holds. The Marlboro Central School District takes that commitment seriously.

The proposed 2026-27 budget of $70,148,012 is a rollover budget. No new programs were proposed. No positions were added. In an environment where mandatory costs grew by more than $3.6 million year over year, and where a significant decline in Building Aid from the state added a further $1.5 million in revenue pressure, the decision to hold the instructional program whole required discipline and a willingness to deploy one-time resources in service of long-term stability.

The Four Levers

New York State school districts control four levers when building a budget: the tax levy, state aid, fund balance, and reserves. This year, Marlboro used all four. The proposed levy of $39,005,244 sits at the exact statutory cap, preserving the simple-majority threshold that makes voter approval achievable. State Aid of $24,943,385 reflects the Governor's enacted formula, which Marlboro monitors and advocates for actively through its legislative representatives. A planned draw of $3,727,835 from Assigned Fund Balance and $824,425 from the ERS Retirement Reserve, totaling $4,552,260, closes the remaining gap between what mandatory costs require and what the levy can responsibly provide.

These one-time sources deserve transparency. Assigned Fund Balance and reserve appropriations do not recur. The dollars applied in 2026-27 will not be available in 2027-28. The district's multi-year fiscal outlook acknowledges this structural pressure explicitly, and future budget cycles will require either additional levy capacity, new state aid growth, or both. This budget book does not obscure that reality. It presents it plainly, because a community that understands its district's fiscal trajectory is better equipped to make informed decisions at the ballot box and in advocacy to the State.

Reserves as a Community Asset

Marlboro maintains a portfolio of legally established reserves that function as the district's financial safety net. The ERS Retirement Contribution Reserve ($1,142,834), the Tax Certiorari Reserve ($22,578), the Workers' Compensation Reserve ($250,000), together provide protection against unpredictable events: a large workers' compensation claim, a property tax challenge, or an unexpected spike in retirement system rates. The ERS draw of $824,425 in this budget is deliberate and measured; the

reserve balance of $318,409 will remain after the appropriation, sustaining the fund's protective function for future years.

The Human Equation

Behind every line item in this document are people. The 197 MFA teachers who designed lesson plans over the summer and will deliver them every morning next year. The 63 paraprofessionals who provide the individualized support that makes inclusion real for students with disabilities. The 35 clerical and technology professionals who keep buildings running, records accurate, and communications flowing. The 28 food service workers who serve breakfast and lunch to students who count on those meals. The 25 facilities staff who maintain the physical environment where learning happens. The 10 MEAA administrators who coordinate the operational complexity that makes everything else possible.

Personnel costs represent 68.9 percent of this budget because people are what the Marlboro Central School District does. The buildings and buses and devices are instruments. The 358 members of the Marlboro Learning Community who show up every day for 1,843 students are the engine. This budget keeps every one of those positions intact. It asks the community to recognize that the stability it provides for its employees is precisely the stability it provides for its children.

BUDGET VOTE | Tuesday, May 19, 2026 | Marlborough Town Court
6:00 a.m. to 9:00 p.m.

ADMINISTRATIVE LEADERSHIP

The Offices Behind the Budget

The 2026-27 budget is the product of five administrative offices working in close coordination with the Board of Education Finance Committee. Each office carries specific oversight responsibilities that translate directly into the appropriations and revenue projections in this document.

OFFICE OF THE SUPERINTENDENT

Michael Rydell | Superintendent of Schools

AREAS OF OVERSIGHT	BUDGET CONNECTIONS
• District-wide strategic direction and long-range planning • Board of Education governance support and policy implementation • Final authorization of all budget appropriations across all three components • Superintendent's office operations, legal services, and public information • Collective bargaining oversight for all employee units • Principal and central office administrator supervision and evaluation • Community engagement, public budget communication, and legislative advocacy • Emergency management, safety planning, and regulatory compliance (NYS Education Law)	• Total proposed budget: $70,148,012 • Administrative Component includes Board of Education and superintendent operations • All three NYS budget components require superintendent authorization • Proposed tax levy: $39,005,244 — at the statutory cap of 5.9449% • Legal services, audit, and public information budget lines • Budget requires a simple majority for passage

OFFICE OF CURRICULUM AND INSTRUCTION

Robin Hecht | Assistant Superintendent for Curriculum and Instruction

AREAS OF OVERSIGHT	BUDGET CONNECTIONS
• K-12 curriculum development, alignment, and program evaluation • Instructional staffing structure, allocation, and assignment across all buildings • Academic Intervention Services (AIS) design and delivery • Professional development planning and CTLE compliance • Building principal supervision and instructional program accountability	• Program Component: $52,240,415 — 74.5% of the total budget • All K-12 teacher and instructional staff salary lines • AIS staffing, materials, and intervention program costs • Professional development and in-service training appropriations • Instructional supplies, textbooks, and curriculum resources

• Employee evaluation system administration (STEPS) • State and federal program coordination (Title I, Title II, Title III, Title IV) • Assessment strategy and data-driven instructional improvement • Co-curricular and extracurricular program oversight • Library, media, and extended learning program administration • ESL and ENL program coordination; • McKinney-Vento (homeless student) services, Foster care & unaccompanied youth • Home instruction, • Alternate Education • Universal preschool & early intervention transitions	• Co-curricular advisor stipends and activity program costs • Library resources and instructional technology integration

OFFICE OF TECHNOLOGY AND PERSONNEL

Mike Bakatsias | Assistant Superintendent for Technology and Personnel

AREAS OF OVERSIGHT	BUDGET CONNECTIONS
• Human resources administration: hiring, certification tracking, and absence management • Collective bargaining agreement administration for MFA (teachers) and MEAA (educational assistants) • Salary schedule compliance, step placement, and tenure tracking • Technology infrastructure: network, servers, and device management • 1:1 student device program oversight and lifecycle planning • Data privacy, cybersecurity, and FERPA/NYSED regulatory compliance • BOCES shared services coordination for technology and administrative functions • Software licensing, EdTech procurement, and digital resource management	• All MFA and MEAA salary lines — the largest cost drivers in the budget • Computer Assisted Instruction appropriations • Technology hardware, device refresh, and infrastructure investment • BOCES administrative and instructional aid calculations • Software subscriptions and network maintenance costs • Personnel compliance costs: certification fees, fingerprinting, background checks

OFFICE OF STUDENT SERVICES AND PERSONNEL

Rosanne Mele | Assistant Superintendent

AREAS OF OVERSIGHT	BUDGET CONNECTIONS
• Special education classification, IEP development, and LRE compliance (IDEA and NYS Part 200) • Related services delivery: occupational therapy, physical therapy, speech, and counseling	• Special education teacher and paraprofessional staffing appropriations • Out-of-district tuition and placement costs (non-discretionary obligations)

• Psychological evaluation services and mental health support coordination • Guidance and counseling programs across all grade levels and buildings • School health services: nursing, medical screenings, and health plan administration • Out-of-district placement decisions, monitoring, and contract management • STAC claims submission and Excess Cost Aid revenue recovery • 504 accommodation plan development and compliance IDEA academic components	• Related services contractors: OT, PT, speech, and assistive technology • Excess Cost Aid recovers a portion of high-need placement expenditures • School nursing and guidance counselor staffing across all buildings

OFFICE OF BUSINESS AND FINANCE

Emerson Segara | Director of Business and Finance

AREAS OF OVERSIGHT	BUDGET CONNECTIONS
• Annual budget development, financial system management, and multi-year fiscal planning • General ledger maintenance, financial reporting, and budget transfer administration • Accounts payable, accounts receivable, purchasing, and claims auditing • Payroll processing for all district employees • Cash management, banking relationships, and investment of idle funds • Six reserve fund management: appropriation strategy and balance monitoring • Debt service tracking, amortization schedules, and long-term capital obligation reporting • Annual independent audit coordination and financial statement preparation • Property Tax Report Card (PTRC) submission and tax levy certification • PILOT agreement monitoring and revenue reconciliation • Purchasing compliance under NYS General Municipal Law §103 bidding thresholds • Grant financial management and federal/state reimbursement claims	• All six phases of this budget book are prepared and maintained by this office • Fund balance appropriation: $4,552,260 (Assigned: $3,727,835 + ERS Reserve: $824,425) • Building Aid revenue: $1,027,881 • Net debt service cost: $4,502,152 after state Building Aid offset • Tax levy cap calculation and PILOT revenue directly affect the levy amount • Six reserve funds provide a buffer against benefit rate spikes and capital needs • All expenditure lines pass through purchasing and claims audit before payment

BUILDING LEADERSHIP

Our Three Schools

Marlboro's three school buildings serve distinct grade spans and developmental stages, but they share a common commitment to the academic and personal growth of every student in the district. The principals and assistant principals who lead these buildings are the closest link between the budget's appropriations and the daily experience of students and families.

Marlboro Elementary School
Grades K-5 | 787 Students

Marlboro Elementary School serves 787 students across Kindergarten through Grade 5, organized into 36 general education sections averaging 21.6 students per class. The building also houses four self-contained special education programs, Discovery (K-1), Adventures (Grades 1-3), and Endeavors (Grades 3-4), which serve students with intensive support needs in a least-restrictive, community-integrated setting. Academic Intervention Services (AIS) in ELA and math operate alongside regular classroom instruction to ensure early identification and response to learning gaps.

Jena Thomas ***Principal***	**Sarah Amodeo** ***Assistant Principal***

Principal Thomas and Assistant Principal Amodeo oversee a building where the academic foundation for every Marlboro student begins. Their work in the 2026-27 budget cycle focused on preserving all six sections at each grade level, maintaining AIS caseloads, and ensuring that the District's instructional materials and staffing ratios remain sufficient to support early literacy and numeracy outcomes. Their input shaped the program component of this budget at the elementary level.

Marlboro Middle School
Grades 6-8 | 451 Students

Marlboro Middle School serves 451 students in Grades 6 through 8, plus the Transitions program for students requiring specialized scheduling support. Grade 6 operates in six sections of 25 students. The school is the bridge between the structured routines of elementary learning and the increased independence of high school, offering students a widening selection of elective programming,

including the Elective Fair that gave incoming sixth and seventh graders a hands-on way to select their courses for the year ahead.

Deborah Clinton *Principal*	Demian Stanmyer *Assistant Principal*

Principal Clinton and Assistant Principal Stanmyer lead a building navigating the developmental complexity of early adolescence while maintaining rigorous academic standards. In the budget development process, they provided staffing and program validation across all three grade levels and ensured that co-curricular offerings, counseling services, and academic support structures are preserved. The Middle School's Diversity Night and No One Eats Alone Day programs, featured in the district's communications this year, reflect the building's commitment to community belonging alongside academic achievement.

Marlboro High School
Grades 9-12 | 605 Students

Marlboro High School serves 605 students across Grades 9-12, plus the PREP program for students with intensive transition-age needs. The school offers a comprehensive college and career preparation curriculum anchored in Regents coursework, Advanced Placement offerings, and experiential learning through programs such as FCCLA, Youth in Government, and an award-winning performing arts program. The 2024-25 graduating cohort demonstrated strong outcomes on Regents assessments in ELA and science.

Ryan Lawler *Principal*	Anishbell Brennan *Assistant Principal*

Principal Lawler and Assistant Principal Brennan lead a building with a notable record of student accomplishment, including a 2025 NYS Division 2 Boys Bowling Championship, a Section IX Girls Basketball Class A title, 38 students earning recognition in the Regional Scholastic Art Awards, and a Drama Club production of The Pirates of Penzance that filled the house three nights running. In the budget process, they provided rigorous justification for every staffing line and program offering at the high school level, ensuring that Marlboro's strong co-curricular culture is protected within a fiscally constrained envelope.

MARLBORO CENTRAL SCHOOL DISTRICT

2026 - 2027 BUDGET BOOK

PART TWO

Who We Are and Who We Serve

Educational Context | Enrollment Trends | Academic Performance | Return on Investment | Programs

Marlboro at a Glance

The Marlboro Central School District sits in the mid-Hudson Valley, serving families across three municipalities: the Town of Marlborough, the Town of Plattekill, and a portion of the Town of Newburgh and the Town of Milton. The district spans approximately 60 square miles of agricultural, residential, and developing land between the Hudson River and the Shawangunk Ridge, a geography that defines both the character of the community and the fiscal mechanics of how schools are funded.

Each of the three towns contributes to the school tax levy through its own assessed valuation and equalization rate. In 2025-26, Marlborough carried 56.6 percent of the total tax burden, Plattekill 3.4 percent, and Newburgh 40.0 percent, ratios that reflect both the relative size of each tax base and the widely different equalization rates applied by the State.

This is a community with deep roots in the land and in its schools. That sense of place and belonging is not incidental to the district's educational mission. It is the foundation on which that mission rests. Marlboro's families span multiple generations of graduates. Many staff members are themselves alumni. The district reflects this connection through every building, every classroom, and every co-curricular program.

~60 sq mi **Geographic area served**	**3 Towns** **Marlborough, Plattekill, Newburgh**

How Many Students Does Marlboro Serve?

The district's enrollment figures tell an important story about the scope of the public education obligation. The official NYSED BEDS Day count for 2024-25 is 1,849 students across Marlboro's three buildings. By April 2026, the monthly count sits at 1,843, reflecting the typical mid-year adjustment as seniors complete requirements and withdrawals are processed. But the full picture is larger: 48 additional students with disabilities are educated in out-of-district placements that Marlboro funds; 56 students are home-schooled by families within the district boundaries; and 81 students attend non-public schools. In total, 2,028 students from Marlboro are being educated, in one setting or another, on the public dime. Every one of them is factored into the state aid formulas and special education funding obligations that appear in this budget.

Student Population Category	Count
Students in Marlboro buildings (April 2026)	**1,843**
Out-of-district special education placements	48
Home-schooled students	56
Students attending non-public schools	81
Total Marlboro students being educated	**2,028**

Enrollment by Building

Enrollment has remained broadly stable across all three buildings over recent years, a pattern that reflects steady community growth in the elementary grades and a consistent high school cohort size in the 600-student range. The district uses monthly enrollment tracking to monitor any mid-year shifts that might affect staffing ratios or program delivery.

Building	Grades	Enrollment	Sections	Avg Class Size
Marlboro Elementary School	K-5	787	40 sections	~21.5
Marlboro Middle School	6-8	451	18 sections	~25.1
Marlboro High School	9-12	605	—	—
District Total	**K-12**	**1,843**	**—**	**—**

Five-Year Enrollment Trend

A five-year look at enrollment by building shows why Marlboro's staffing model has remained stable. The district has grown from 1,812 students in September 2021 to 1,850 as of April 2026, a net increase of 38 students, or about 2.1 percent over the full period. This is not a shrinking district. Enrollment has been broadly stable with a modest upward trajectory, driven by growth at the elementary level.

Year (Sept.)	Elementary	Middle	High School	District Total
2021-22	765	460	587	**1,812**
2022-23	766	430	636	**1,832**
2023-24	765	428	647	**1,840**
2024-25	773	442	620	**1,835**
2025-26	785	448	609	**1,842**
Apr 2026	**795**	**451**	**604**	**1,850**

Kindergarten enrollment is the single best leading indicator of where total district enrollment is heading. Marlboro's kindergarten cohort has grown from 104 students in September 2021 to 133 in September 2025 and 136 by January 2026 — an increase of 31 percent over five years. A growing kindergarten cohort means the elementary building will need staffing capacity in the near term, not less. Proposals to reduce teacher positions in anticipation of lower enrollment are directly contradicted by the data: the youngest students entering Marlboro's system are arriving in greater numbers than at any point in the past five years.

104 **Kindergarten, Sept. 2021**	**133** **Kindergarten, Sept. 2025**	**+28%** **Growth over 5 years**	**136** **Kindergarten, Jan. 2026**

OUR STUDENT BODY

Who Our Students Are

Understanding who Marlboro's students are is essential to understanding why this budget is structured the way it is. Demographics do not determine destiny, but they do determine need. A district where 26 percent of students are Hispanic or Latino, where 40 percent of our students qualify as economically disadvantaged, and where 18 percent have identified disabilities must invest in the staff, programs, and support structures that meet those students where they are. This budget does that, fully and without reduction.

57% White	26% Hispanic or Latino	10% Black or African American	5% Multiracial

Special Populations

Three student populations receive targeted resources in this budget and warrant specific attention here. Together, they are served by programs embedded in every building and reflect the district's legal obligations as well as its values.

Student Sub-Group Enrollment and Staffing Justification

The table below breaks down the 1,843 enrolled students by sub-group, and connects each population directly to the staff positions funded in this budget. These figures are drawn from the 2024-25 NYSED BEDS Day count and the 2024-25 NYS Report Card.

Population Segment	Count	% / Share	Budget Connection
All Students (Enrolled, April 2026)	1,843	—	District-wide enrollment
Economically Disadvantaged	734	40% of enrollment	Title I programs, free meals
Students with Disabilities (SWD)	341	18% of enrollment	197 teachers + 63 paraprofessionals
Out-of-District SPED Placements	48	State/federal mandate	Non-public & residential
English Language Learners (ELL)	41	2.2% of enrollment	ENL services under Part 154
Students Experiencing Homelessness	75	4% of enrollment	McKinney-Vento Act services

Population Segment	Count	% / Share	Budget Connection
Home-Schooled (district residents)	56	Not in BEDS count	Counted in aid formulas
Non-Public School (district residents)	81	Not in BEDS count	Transportation obligation
Total District-Funded Student Obligation	2,028	Full scope	Every student in aid formula

These numbers directly justify the 358 faculty and staff in the 2026-27 budget. Many of our 63 paraprofessionals provide state or federal mandates supports for our 341 students with disabilities. The 41 ELL students require dedicated ENL teachers under Part 154 regulations. And the 734 economically disadvantaged students require the academic intervention services, counselors, and supplemental support staffing reflected throughout the Program Component.

Metric	Value
Per Pupil Expenditure (2022-23 actual)	**$26,252.82**

Economically disadvantaged students represent 40 percent of enrollment as of the 2024-25 NYSED BEDS Day count, or 734 of Marlboro's 1,849 students. These students are disproportionately represented among the district's chronically absent population, with 37.8 percent absent 10 or more days in a year at the elementary and middle level, compared to 18.2 percent for non-economically-disadvantaged peers. Addressing chronic absenteeism among this group is a shared priority for building principals and the Director for Student Services, and it appears as a measurable indicator in the district's accountability reports.

Students with disabilities represent 18 percent of enrollment, or 341 students, a proportion that is moderately above the state average. Marlboro operates four self-contained special education programs at the elementary level (Discovery, Adventures, and Endeavors), and secondary (RISE, and PREP) serving students with intensive needs in a community-based setting, and delivers a full continuum of services from co-teaching and resource room support at every level through out-of-district residential and day placements for students whose needs cannot be met in a local setting. The 48 out-of-district students are funded almost entirely through the Tuition line within the Special Education function code.

English Language Learners total 41 students per the 2024-25 NYS Report Card, representing 2.2 percent of enrollment. District-wide ELL enrollment is monitored through the SIRS system, and students receive English as a New Language (ENL) services as required under Part 154 of the Commissioner's Regulations.

McKinney-Vento 50 students or 3 percent of enrollment — experienced homelessness during the 2025-26 school year, a population that requires targeted outreach, transportation accommodations, and coordinated support under the McKinney-Vento Homeless Assistance Act.

> ***The New York State Financial Transparency Report classifies Marlboro as an "Average Need" district with ability to raise local funds moderately below the state average and student needs moderately above average. That combination, more need than most districts, less fiscal capacity than most, is precisely why every dollar in this budget must work harder.***

STATE ASSESSMENT RESULTS — 2023-24 & 2024-25 SCHOOL YEAR

Academic Performance

The following data reflects Marlboro's performance on New York State assessments for the 2023-24 school year and the 2024-25 graduation cohort, the most recent years for which complete district-wide data is available. These results justify the staffing and program decisions embedded in this budget and prove the return on a $70.1 million investment.

Academic Performance Dashboard

The table below consolidates Marlboro's key outcome metrics in one place. Each row benchmarks district performance against the corresponding New York State figure.

Academic Metric	Marlboro Result	NYS Benchmark	vs. State
4-Year Graduation Rate (2024-25 Cohort)	92.2%	87.5%	▲ +4.7 pts above state
5-Year Graduation Rate (2024-25 Cohort)	93.1%	89.4%	▲ +3.7 pts above state
6-Year Graduation Rate (2024-25 Cohort)	94.8%	88.9%	▲ +5.9 pts above state
SWD 4-Year Graduation Rate (2024-25)	84.4%	70.4%	▲ +14.0 pts above state
Econ. Disadvantaged 4-Year Grad Rate (2024-25)	87.0%	83.1%	▲ +3.9 pts above state
Hispanic or Latino 4-Year Grad Rate (2024-25)	90.2%	81.6%	▲ +8.6 pts above state
ELA Index — Elem./Middle (2024-25)	128.9	123.3	▲ Above state benchmark
Math Index — Elem./Middle (2024-25)	134.9	127.4	▲ Above state benchmark
ELA Index — Secondary (2024-25)	194.2	134.9	▲ Far exceeds state MIP
BOCES CTE Enrollment (annual estimate)	80-100 students	—	Career pathways maintained
Accountability Status (2025-26)	Local Support & Improvement	—	Not in Targeted/Comprehensive

The subject-level detail below shows where performance is strongest, where participation rates may affect interpretation, and where improvement work is already underway.

Results are presented at the all-students level. NYSED defines proficiency as scoring at Levels 3 or 4 (out of 4) on grades 3-8 assessments. Note that test participation rates in 2023-24 were below the federal 95 percent threshold in several grades and subgroups, meaning some scores reflect a select tested population rather than the full cohort.

Grades 3-8: English Language Arts

Marlboro's district-wide ELA proficiency rate across Grades 3-8 was 49 percent in 2023-24, three percentage points above the New York State average of 46 percent. Performance was strongest at Grade 7, where 62 percent of tested students scored proficient, twelve points above the state average of 50 percent. Grade 4 also outperformed the state, with 56 percent proficiency against a state average of 47 percent.

Grade / Subject	Marlboro % Proficient	NYS % Proficient	vs. State
Grade 3 ELA	41%	43%	District -2 pts
Grade 4 ELA	56%	47%	▲ District +9 pts
Grade 5 ELA	47%	44%	▲ District +3 pts
Grade 6 ELA	43%	44%	District -1 pt
Grade 7 ELA	62%	50%	▲ District +12 pts
Grade 8 ELA	45%	52%	▼ District -7 pts
Grades 3-8 Total	49%	46%	▲ District +3 pts

A note on Grade 8 ELA: The 45 percent proficiency rate at Grade 8, seven points below the state average, is an area the district is actively examining. Participation rates at that grade were below 95 percent, meaning tested students may not fully represent the cohort. Curriculum and instructional leadership are aware of this result and are incorporating it into the work Robin Hecht and building principals are doing to improve middle-to-high-school transition outcomes.

Grades 3-8: Mathematics

Marlboro's mathematics results present a mixed but broadly positive picture. The district outperformed the state in Grades 4, 5, and 7, held essentially even in Grade 6, and trailed in Grades 3 and 8. The Grade 8 mathematics figure is particularly complex: 44 percent of Grade 8 students took the standard Grade 8 Math exam and scored 33 percent proficient, while a separate cohort of advanced students sat the Algebra Regents, where 94 percent of test-takers scored proficient. The combined figure understates overall mathematics achievement in the eighth grade.

Grade / Subject	Marlboro % Proficient	NYS % Proficient	vs. State
Grade 3 Math	46%	54%	▼ District -8 pts
Grade 4 Math	59%	58%	▲ District +1 pt
Grade 5 Math	56%	49%	▲ District +7 pts
Grade 6 Math	55%	57%	District -2 pts

Grade / Subject	Marlboro % Proficient	NYS % Proficient	vs. State
Grade 7 Math	62%	55%	▲ District +7 pts
Grade 8 Math (standard)	33%	46%	▼ District -13 pts
Grade 8 Algebra Regents	100%	—	▲ 94% scored L3+

Secondary: Graduation Rate

Marlboro's graduation rate is one of its strongest academic indicators. The 2024-25 New York State Report Card shows a four-year rate of 92.2 percent on a cohort of 166 students, a five-year rate of 93.1 percent, and a six-year rate of 94.8 percent. Students with disabilities graduated at 84.4 percent within four years. Economically disadvantaged students graduated at 87 percent. Hispanic or Latino students graduated at 90.2 percent. Every subgroup either meets or significantly outperforms the corresponding state average.

Graduation Metric	Rate
4-Year Graduation Rate (2024-25, cohort of 166)	**92.2%**
5-Year Graduation Rate (2024-25)	93.1%
6-Year Graduation Rate (2024-25)	94.8%
White Students — 4-Year Rate	93.9%
Hispanic or Latino — 4-Year Rate	90.2%
Students with Disabilities — 4-Year Rate	84.4%
Economically Disadvantaged — 4-Year Rate	87.0%
State 4-Year Average (All Students)	87.5%

The graduation data is worth dwelling on for a moment. A 92.2 percent four-year rate, and an 87 percent rate even for economically disadvantaged students, tells the story of a school system that is doing the sustained, relationship-driven work of keeping young people on track through four years of high school. That work is not automatic. It is the product of counselors, advisors, deans, special education coordinators, and classroom teachers who notice when a student is slipping and do something about it. Every one of those positions is preserved in this budget.

Accountability Status

Under New York State's Every Student Succeeds Act (ESSA) accountability framework, based on 2024-25 data, Marlboro is classified as a "Local Support and Improvement" district. This designation places the district in the second tier of the state's four-tier system, indicating areas where improvement is warranted but where the district is not subject to directed intervention or corrective action. The designation applies to the district as a whole, as well as to most identified subgroups including All

Students, Black or African American, Hispanic or Latino, White, Students with Disabilities, and Economically Disadvantaged students.

The Elementary/Middle combined performance index for all students is at Level 3 in both ELA and Math, meaning the district meets the state's minimum expectation for adequate student performance. Secondary weighted average performance in ELA and Math is at Level 2, which is where the district's improvement focus is concentrated. No Marlboro school is in receivership or subject to state-directed improvement requirements.

YOUR INVESTMENT AT WORK

What Marlboro CSD Delivers: Return on Investment

Every taxpayer in Marlborough, Plattekill, and Newburgh contributes to Marlboro's school budget. It is reasonable to ask: what does that investment return? The answer is measurable, and it is compelling. This section presents the evidence directly, without hedging, because the evidence is strong enough to stand on its own.

92.2% 4-year graduation rate (2024-25)	$26,252 Per-pupil expenditure (2022-23)	1,850 Students served in district buildings	2,028 Total students Marlboro funds

Graduation: A 92.2 Percent Success Rate

The 2024-25 New York State Report Card shows Marlboro's four-year graduation rate at 92.2 percent on a cohort of 166 students. New York State's overall four-year average was 87.5 percent. Marlboro outperforms the state by nearly five percentage points, despite serving a population where 40 percent qualify as economically disadvantaged and 18 percent carry identified disabilities. The six-year rate reaches 94.8 percent, confirming that the district's recovery and support systems continue to bring students across the finish line even when the path takes longer than four years.

Students with disabilities at Marlboro graduate within four years at an 84.4 percent rate. The state benchmark for that subgroup is 70.4 percent. Economically disadvantaged students graduate at 87 percent against a state benchmark of 83.1 percent. Hispanic or Latino students graduate at 90.2 percent. These are not small margins. They represent a consistent pattern of outperformance across every measured subgroup, and they are the direct result of the staffing, programming, and support structures funded in this budget.

Graduation Metric	Rate
Marlboro 4-Year Graduation Rate (2024-25)	**92.2%**
New York State 4-Year Average	87.5%
Marlboro — Economically Disadvantaged	87.0%
NYS — Economically Disadvantaged Benchmark	83.1%
Marlboro — Students with Disabilities	84.4%
NYS — Students with Disabilities Benchmark	70.4%
Marlboro 5-Year Graduation Rate	93.1%
Marlboro 6-Year Graduation Rate	94.8%

A 92.2 percent graduation rate for an Average Need district serving 40 percent economically disadvantaged students is not something that happens by accident. It is the result of a decade of sustained investment in counselors, teachers, and intervention programs. This budget preserves all of it.

College and Career Readiness

Graduation rates measure persistence through the system. College and career readiness measures measure whether graduates emerge prepared for what comes next. Marlboro's Regents exam performance, BOCES career and technical education enrollment, and advanced coursework offerings speak directly to preparation quality.

At Marlboro High School, students can earn a Regents diploma with Advanced Designation by passing eight Regents exams at 65 or above, including three science Regents and a math sequence through Algebra 2. For the 2023-24 graduating cohort, a meaningful share of graduates earned this more rigorous credential. Students also access Advanced Placement coursework across multiple disciplines, with exam participation and pass rates tracked annually. These are not programs that exist by default. They exist because the district invests in experienced secondary teachers with deep content knowledge and in the administration of exams, proctoring, preparation programs, and review sessions that support student performance.

Through its BOCES partnership, Marlboro students access career and technical education programs across fields including health careers, technology, culinary arts, construction trades, and cosmetology. Approximately 80 to 100 Marlboro students attend a BOCES CTE program each year. Students who complete a CTE program graduate with both an academic credential and recognized industry pathway preparation. The per-pupil BOCES cost for these programs is funded in this budget's centralized services appropriation.

RETURN ON INVESTMENT Advanced Academics and CTE: Dual-Track Investment
Marlboro invests in two parallel pathways to post-graduation success. The Advanced Designation Regents track prepares college-bound students for competitive higher education. The BOCES Career and Technical Education track prepares students entering skilled trades, healthcare, and technology fields directly from high school. Both pathways exist. Both are funded. Neither has been reduced in this budget.

Special Education

Special education is sometimes framed as a cost driver, as if the students who need it are a budgetary problem to be managed. They are not. They are 341 enrolled students with legal rights under the Individuals with Disabilities Education Act and New York State Education Law, and they are served by programs that are among the most professionally demanding and educationally essential in the district.

Marlboro operates three named self-contained programs at the elementary and secondary level: Discovery, Adventures, and Endeavors. These programs serve students whose needs require a more structured, lower-ratio learning environment and a curriculum adapted to their individualized education programs. They employ specialized teachers and paraprofessionals whose work is not interchangeable with general education staffing and whose positions cannot be cut without triggering violations of students' legally mandated services.

The 48 students in out-of-district placements represent Marlboro's highest special education obligation. Tuition at approved private schools and BOCES residential programs ranges from $40,000 to over $150,000 per student per year, and the district has no discretion to stop paying. These students' IEPs require services that cannot be replicated locally. Their costs appear in the Special Education function code and they are non-negotiable.

> ***The question 'can we afford to cut special education?' has a statutory answer: No. The question this budget asks instead is: How do we continue to serve every student who has a right to be served, while managing a $1.4 million swing in state building aid and holding the tax levy below the cap? The answer is in these pages.***

Arts, Athletics, and Community: The Retention Value

Research on student engagement consistently shows that participation in arts, athletics, and co-curricular programs is one of the strongest predictors of school completion. Students who are connected to at least one extracurricular activity attend school more regularly, build stronger peer relationships, and complete four years at dramatically higher rates than students with no co-curricular connection.

Marlboro's investment in these programs, from varsity sports through the Drama Club to the Music Department's district-wide events, is not a luxury appended to the academic core. It is part of the retention infrastructure that produces a 92 percent graduation rate. The bowling team, the Girls Basketball championship, the Scholastic Art awards, the The Pirates of Penzance cast, the FCCLA competitors: these students are in school, engaged, completing coursework, and graduating. That is the return.

STUDENT ACHIEVEMENT AND COMMUNITY LIFE

The Marlboro Learning Community in Action

A school budget does not live in spreadsheets alone. Every appropriation in this document connects to real student experiences, achievements, and supports.

ATHLETICS Boys Varsity Bowling — NYS Division 2 Champions
Marlboro's Boys Varsity Bowling team won the New York State Division 2 Championship in March 2025, cementing one of the district's most sustained athletic success stories. Eleven Marlboro bowlers also qualified to compete on the Section IX Composite team at the State Championships. The Girls Varsity Bowling team finished sixth in the state in the same competition. Coach and community volunteers supported a team culture built on precision, consistency, and representing Marlboro on the state's biggest stage.

ATHLETICS Girls Varsity Basketball — Section IX Class A Champions
The Girls Varsity Basketball team won the Section IX Class A Championship in 2025, the program's first title since 2020. Guard Gabby Murphy became just the 16th athlete in Marlboro history to reach 1,383 career points and was named Section IX Class A Girls Basketball Player of the Year by the Basketball Coaches Association of New York. Murphy and teammate Nalyah Campbell also earned individual recognition for their contributions to a championship run that unified the entire Marlboro community. The Boys Varsity Basketball team also advanced to the Section IX semifinals.

VISUAL ARTS 38 Students Earn Regional Scholastic Art Recognition
Marlboro High School students entered the Regional Scholastic Art Awards competition and returned with 10 Gold Keys, 13 Silver Keys, and 12 Honorable Mentions — 35 total recognitions from 38 entries. Gold and Silver Key recipients were honored at an awards ceremony at SUNY New Paltz's Studley Theatre, with their work displayed in the college's Rotunda Gallery through March. Several students qualified to compete at the national level. Art teachers Amy Tremblay and Rachel Burroughs described the competition as recognition not just of technical skill but of the emergence of individual artistic voice, which is precisely what quality art instruction develops over years.

PERFORMING ARTS The Pirates of Penzeance— MHS Drama Club
The Marlboro High School Drama Club produced Disney's The Pirates of Penzeance to three sold-out performances in spring 2025. The production featured lead performances by Natalie Terwilliger as Ariel, Noah Ernst as Prince Eric, and Olivia Ciaccio as Ursula. Director Zachary Povall, who also serves as Music teacher at the Elementary School, led a cast and crew whose work behind the scenes in lighting, set design, sound, and choreography was as consequential as the performances themselves. The production demonstrated the depth of performing arts talent across multiple grade levels and the value of program continuity across buildings.

PERFORMING ARTS District-Wide Band Day and Chorus Festival
In spring 2025, Marlboro's Music Department hosted two district-wide events that brought together student musicians from all three buildings. Chorus students gathered on March 26 for a combined

rehearsal led by guest conductor Amanda Gundling of the Westchester Children's Chorus, culminating in a full-chorus performance of "Stand Together." Band Day followed on April 2, with students from Elementary, Middle, and High School performing under the direction of Band teachers Zach Povall, Sam Forrester, and Eric Braunstein. Music Department chairperson Stephanie Hu-Corbett described these events as building belonging and confidence across grade levels, which is exactly what sustained arts programming does.

STUDENT LEADERSHIP FCCLA — Multiple State Medals and National Qualifiers
Eighteen Marlboro students traveled to Callicoon, New York in March 2025 for the New York State Family, Career, and Community Leaders of America (FCCLA) Conference. Students representing both the Middle and High School earned multiple medals and qualified as competitors or alternates for the national competition. Faculty advisors Carolyn Roeder, Chelsea Zehnacker, and Ann Marie Giacoia were recognized for their service: Giacoia received the NYS STAR Event Service Award, Zehnacker was honored for ten years of advisorship, and seniors Jackie Rivera and Natalie Terwilliger earned scholarships from the FHA Foundation.

COMMUNITY AND CHARACTER No One Eats Alone Day and Diversity Night
Marlboro Middle School's Safe School Ambassadors organized No One Eats Alone Day on February 21, 2025, ensuring that no student in the building sat alone during lunch. The event is part of a nationwide initiative, but at MMS it reflects an intentional school culture built around peer-to-peer inclusion. Separately, Marlboro Middle School hosted its 21st annual Diversity Night in March 2025, bringing the community together to celebrate cultures from around the world. These are not side programs. They are evidence of the social-emotional infrastructure that is built into daily school life and that depends on stable staffing, counseling support, and advisor-led co-curricular programming, all of which this budget preserves.

ELEMENTARY PROGRAMS Marlboro Elementary One School, One Book — Author Visit
Marlboro Elementary's One School, One Book initiative, in which the entire school community reads and discusses the same book over the course of a school year, culminated in spring 2025 with a visit from author Chris Grabenstein. The initiative builds reading culture across grade levels and connects classrooms, families, and staff around a shared experience. It is the kind of program that exists only when there is enough instructional leadership capacity to plan it, enough library and ELA resources to support it, and enough building culture to sustain it year after year.

These highlights represent one year's worth of evidence for a proposition this budget rests on: that the Marlboro Learning Community is worth investing in at its current level of funding. The case is not made in abstract statistics. It is made in championships, in standing ovations, in medals won, in students who return to a school where they feel they belong. This budget makes that possible again in 2026-27.

MARLBORO CENTRAL SCHOOL DISTRICT

2026 - 2027 BUDGET BOOK

PART THREE

Understanding the 2026-27 Budget

Revenue Levers | Cost Drivers | Tax Levy History | Fiscal Traject

MARLBORO CENTRAL SCHOOL DISTRICT

Budget Philosophy

2026-27 Fiscal Year

Our Commitment to the Marlboro Learning Community

The Marlboro Central School District believes that every child who enters our schools deserves a rigorous, supportive, and joyful education. That word — joyful — is deliberate. Learning happens best when students are engaged, curious, and excited about what they are discovering. Our programs, our teachers, and the investments in this budget are all designed to create those conditions in every classroom, every day.

We also believe that the residents of Marlborough, Plattekill, and Newburgh who fund this school system deserve the same high standard we hold our students to: clarity, accountability, and results. This budget document is written for every voter. We explain what we spend, why we spend it, and what you get in return.

When you look at the 92 percent four-year graduation rate, when you see kindergarten enrollment growing year over year, when you know that students who walk across our stage are heading to four-year colleges, two-year colleges, military service, and careers — you are looking at the return on your investment. This budget protects every one of those outcomes.

Five Principles That Guide Every Budget Decision

1	**Students and learning first. Every dollar is evaluated through the lens of its effect on student growth, safety, and opportunity. Programs are preserved. Positions are retained. Cuts are considered only when all other options are exhausted.**
2	**Transparency by design.** We publish a complete, plain-language budget document that any resident can read and evaluate. We answer questions at every public hearing. We do not hide complexity; we explain it.
3	**Tax levy as a last resort.** We apply fund balance and reserves before asking taxpayers for more. We pursue every available state aid and alternative revenue stream. We propose levy increases only at the level necessary to sustain programs.
4	**Long-term thinking.** A budget that looks good today but creates structural problems in three years is not a good budget. We communicate honestly about future challenges — including the PILOT revenue cliff approaching in 2031-33 — so we can act while we still have time.
5	**Accountability to results.** We measure the effectiveness of every program through student outcomes: graduation rates, advanced diplomas, special education progress, college readiness, and post-secondary success. The numbers in this section prove the investment is working.

THE 2026-27 BUDGET — KEY NUMBERS

The Budget at a Glance

The Marlboro Central School District proposes a $70,148,012 budget for 2026-27. That is an increase of $3,020,709 — 4.5 percent — over the current year's adopted budget of $67,127,303. Every program is preserved. Every position is retained. The increase reflects the actual cost of continuing what the district provides today, nothing more and nothing less.

The budget is balanced. Total revenues identified equal total expenditures. The tax levy of $39,005,244 is set at the full allowable cap of 5.9449 percent, reflecting the maximum increase permitted under New York State's tax levy limit law. The 4.5 percent expenditure increase is funded through the combination of that levy increase, projected state aid, and a planned draw on fund balance and reserve accounts totaling $4,552,260.

$70,148,012 Total Proposed Budget 2026-27	+4.5% Increase over 2025-26 Adopted	$39,005,244 Proposed Tax Levy	5.94% Tax Levy Increase (at full cap)

Three-Part Budget Summary

New York State requires all school districts to report expenditures in three components: Administration, Program, and Capital. These are not arbitrary categories. They carry legal weight: the Administrative component is subject to a statutory cap that limits how much it can grow relative to prior years. Marlboro's 2026-27 budget satisfies that cap with room to spare.

Component	2025-26 Adopted	2026-27 Proposed	Change ($)	Change (%)
Administration	$7,816,955	$8,154,979	+$338,024	+4.32%
Capital	$10,431,723	$9,752,618	-$679,105	-6.51%
Program	$48,878,625	$52,240,415	+$3,361,790	+6.88%
TOTAL	**$67,127,303**	**$70,148,012**	**+$3,020,709**	**+4.50%**

A few observations are important here. The Program component's 6.88 percent increase reflects genuine programmatic pressure: special education mandates account for $752,681 of that increase, and the new transportation contract adds another $1,005,718 within the Program function code. The Capital component's 6.51 percent decline is driven by debt service savings of $767,170 as older construction bonds mature. The Administration component's 4.32 percent increase is modest and falls within the statutory administrative cap.

REVENUE SOURCES — 2026-27

The Four Revenue Levers

Every school district budget is built on a revenue equation. Marlboro has four primary levers: the property tax levy, state aid, fund balance and reserves, and other local revenues. Understanding how each lever works, and the constraints on each, is essential to understanding why this budget is structured the way it is.

Property Tax Levy	$39,005,244	55.6%
New York State Aid	$24,943,385	**35.6%**
Assigned Fund Balance	$3,727,835	**5.3%**
ERS Reserve Appropriation	$824,425	**1.2%**
PILOT Agreements	$233,739	**0.3%**
Roseton CBA	$525,000	**0.7%**
Other Local Revenue	$888,384	**1.3%**

Lever One: The Property Tax Levy

The property tax levy is the most direct and most visible revenue source. For 2026-27, Marlboro proposes a levy of $39,005,244. That represents an increase of $2,188,693, or 5.9449 percent, over the prior year's levy of $36,816,551. The district has set the levy at the full statutory maximum.

New York State's tax levy limit law, commonly called the "2 percent cap," sets a district-specific ceiling each year based on a formula that incorporates the Consumer Price Index, capital exclusions, pension exclusions, and prior-year values. For 2026-27, Marlboro's allowable maximum increase is 5.9449 percent, or $2,188,693 in dollar terms. Proposing at the full cap requires only a simple majority of votes cast — 50 percent plus one.

A budget approved at the full cap is not a decision the Board reached easily. The Board and administration examined scenarios at levy increases below the cap — 3 percent, 4 percent, and 5 percent — before concluding that any amount below the cap would require cutting programs or further depleting reserves beyond what is already planned. The full cap is the minimum amount necessary to sustain current services.

The tax impact is concrete. A homeowner in Marlborough with a home assessed at $200,000 is estimated will pay $3,135 in school taxes in 2026-27, compared to $2,959 in 2025-26 — an annual increase of $176, or $14.67 per month. Plattekill homeowners at the same $200,000 assessed value pay the same amount. Newburgh homeowners at $200,000 assessed value pay $3,135 as well, though their tax rate per thousand is higher because the State's equalization rate for Newburgh is lower,

reflecting that assessed values there represent a smaller share of full market value. No matter which town, the dollar impact is identical: $176 per year for a $200,000 home.

Tax Levy Metric	Value
Prior Year Levy (2025-26)	$36,816,551
Proposed Levy Increase ($)	+$2,188,693
Proposed Levy Increase (%)	**+5.9449%**
Statutory Cap (maximum allowed)	5.9449%
Levy at Full Cap?	**Yes**
Requires Super-Majority Vote?	No — simple majority (50%+1)
Revenue per 1% Levy	$368,166

Lever Two: New York State Aid

State aid is the second-largest revenue source, covering 35.6 percent of the 2026-27 budget. Marlboro projects $24,943,385 in state aid for 2026-27, based on the New York State Executive Budget proposal. This represents a decline of $528,626 from the prior year's state aid allocation — a drop that is structural in nature and will continue in future years.

The decline is almost entirely driven by Building Aid. As Marlboro's older capital construction bonds mature, the state reimbursement associated with those projects decreases each year. Building Aid for 2026-27 is projected at $1,027,881, down from $2,534,422 in 2025-26 — a reduction of $1,511,102 or 59.52 percent, in a single year. This is not a cut; it is the natural consequence of bonds being paid off. The district no longer has the annual principal and interest payments it once had, and so the state no longer reimburses them. The savings in debt service payments ($767,170) partially offset this change on the expenditure side, but the loss of Building Aid is a permanent structural reduction that the district will carry into future budget cycles.

Foundation Aid, which is the core of the state aid formula and reflects student enrollment, poverty, and community wealth, makes up the largest individual component. Other significant components include Transportation Aid, Special Education Aid (high-cost and excess cost reimbursements), and BOCES Aid, which reimburses a portion of the services Marlboro purchases through the BOCES.

Note that the state budget had not been enacted at the time this document was finalized. The district used the Executive Budget proposal as required by the State Education Department's guidance. If the enacted state budget differs from the Executive Budget — and it typically does, usually modestly — the district will adjust its fund balance strategy accordingly before the final budget document is published.

State Aid Line Item	Amount
Total State Aid 2026-27 (projected)	**$24,943,385**
Total State Aid 2025-26 (prior year)	$26,335,452
Year-over-Year Change	**-$528,626**
Building Aid 2026-27	$1,027,881
Building Aid 2025-26	$2,534,422
Building Aid Change	**-$1,506,541 (-59.52%)**
Basis	NYS Executive Budget Proposal

Lever Three: Fund Balance and Reserves

The third lever is planned appropriations from the district's accumulated fund balance and designated reserve accounts. For 2026-27, Marlboro is applying a total of $4,552,260 in one-time revenue from these sources: $3,727,835 from assigned fund balance and $824,425 from the Employee Retirement System (ERS) reserve account.

Assigned fund balance is money that accumulates when actual expenditures in a given year come in below the adopted budget and actual revenues come in above projections. Marlboro, like most well-managed school districts, routinely builds modest assigned fund balance through conservative budgeting practices. New York State law caps the unreserved, undesignated fund balance a district may carry at 4 percent of the adopted budget. Marlboro is well within that threshold. Drawing $3,727,835 from this source in 2026-27 is intentional and authorized.

The ERS reserve was created specifically to absorb spikes in the district's annual pension contribution to the New York State and Local Employees' Retirement System. For 2026-27, Marlboro's ERS contribution is $1,029,455, an increase of 12 percent driven by the State Comptroller's adjustment to the employer contribution rate from the prior year's rate to 17.6 percent of payroll. Drawing $824,425 from the ERS reserve covers most of that increase without requiring the levy to absorb it.

These are planned, legitimate, and prudent uses of these accounts. They are also one-time in nature. The $4,552,260 applied in 2026-27 does not recur in 2027-28. When building the next budget, the district must identify revenues or reductions to replace that amount. This is the single most important structural challenge facing Marlboro's business office looking forward.

Fund Balance & Reserve	Amount
Assigned Fund Balance Applied	**$3,727,835**
ERS Reserve Applied	**$824,425**
Total One-Time Revenue (2026-27)	**$4,552,260**
ERS Reserve Balance (post-draw)	$318,409
Remaining Restricted Reserves (total)	$1,738,671
Note	These sources do not recur in 2027-28

Lever Four: Other Local Revenue

The remaining local revenue — $1,647,123 in total — comes from three sources: the Roseton Combined Benefits Agreement (CBA), PILOT (Payment in Lieu of Taxes) agreements, and miscellaneous local receipts.

The Roseton CBA, valued at $525,000, is a negotiated payment associated with the Roseton power facility and represents a stable, contracted revenue stream. The three PILOT agreements total $233,739 and include: PODS (Portable On Demand Storage) at $111,817, Brooklyn Bottling at $112,966, and the NEXAMP solar installation at $8,956. PODS and Brooklyn Bottling both carry 5 percent annual escalators and are active through 2030. The solar agreement carries a 2 percent escalator and runs through 2039.

The fiscal significance of these agreements goes beyond their current dollar values. Between 2031 and 2033, Marlboro will lose the Roseton CBA, PODS, and Brooklyn Bottling within roughly 24 months of each other. That is a structural revenue cliff of more than $750,000 annually that will require proactive replacement strategies — through new development, new agreements, or expenditure adjustments — well before those expirations arrive.

Revenue Source	2026-27 Amount
Roseton Combined Benefits Agreement	$525,000
PODS PILOT (5% escalator, thru 2030)	$111,817
Brooklyn Bottling PILOT (5% esc., thru 2030)	$112,966
NEXAMP Solar PILOT (2% esc., thru 2039)	$8,956
Other Miscellaneous Local Revenue	$888,384
Total — Other Local Revenue	**$1,647,123**

EXPENDITURE ANALYSIS — WHAT IS DRIVING THE INCREASE

What Is Driving Costs

The $3,020,709 budget increase from 2025-26 to 2026-27 is the net result of $3,911,009 in new cost pressures, offset by $890,300 in identifiable savings. Every dollar of increase in this budget is traceable to a specific, verifiable, and largely unavoidable source. None of it reflects new spending choices. All of it reflects the cost of standing still.

Salaries: The Largest Single Driver

The single largest expenditure increase is $1,336,468 in contractual salary step increases for existing employees. Marlboro is not hiring new staff. This increase reflects the cost of retaining the staff it already has, as employees advance one step on their negotiated salary schedules. In a district where payroll accounts for roughly 55 percent of total expenditures, even modest step increases produce significant dollar changes. This is the core arithmetic of school district budgeting: stable staffing does not mean a stable salary bill.

The district's teaching force is covered by the Marlboro Teachers Association agreement. Custodial, clerical, and other support staff operate under separate agreements. Salary schedules for administrators are set by individual contracts. None of the step increases in this budget represent negotiated raises above the schedule — these are built-in advancement costs that were contractually committed in prior years.

Benefits: The Fastest-Rising Cost

Benefits costs are rising by $1,305,976, split across two components that move for entirely different reasons. Health insurance premiums are rising because the regional healthcare market continues to produce above-inflation increases, a pattern that affects every employer in the Hudson Valley regardless of sector. Marlboro's health insurance contribution is set by contract, and the district has no lever to reduce it in the short term without renegotiating with bargaining units.

The retirement contribution to the New York State and Local Employees' Retirement System (ERS) is increasing because the State Comptroller has adjusted the employer contribution rate to 17.6 percent of payroll, up from the prior year's rate. At Marlboro's payroll base, that rate increase translates to a $1,029,455 total ERS contribution — a 12 percent increase. The ERS reserve was established specifically for this scenario, and the $824,425 draw from that reserve this year absorbs the increase without it being passed entirely to the levy or to program cuts. Teachers' retirement (TRS) contributions are less volatile than ERS and contribute a smaller portion of the overall benefits increase.

Transportation: A One-Time Structural Increase

The $1,007,736 transportation increase is the consequence of a necessary, competitive, and fiscally responsible action: replacing an expired contract with a new five-year agreement. Marlboro's prior transportation contract reached the end of its term. The district conducted a formal sealed bid process, with bids opening March 3, 2026. Three vendors responded. Durham School Services — now operating as Durham School Services — submitted the lowest pricing across all contract categories, offering terms $6.31 million less over five years than the next-lowest competitor.

The new five-year agreement totals $24,269,007.86, with a first-year cost of $5,046,340. The increase over the prior contract reflects both the actual market rate for school transportation in the mid-Hudson Valley and the cost of inflation that accumulated during the term of the prior contract. Without a multi-year contract, Marlboro would face this pricing uncertainty annually. The five-year term provides budgetary stability for the remainder of this period.

New York State Education Law requires that any transportation contract exceeding one year must be approved by voters. That approval is embedded in the budget vote itself. If the budget fails, the district would be required to sign a one-year contract at the same first-year bid price of $5,046,340, forfeiting the price protections built into the multi-year agreement.

Savings: Debt Service and Equipment Deferral

The district's total savings of $890,300 come from two sources. The first is debt service, where expiring bonds on Marlboro's prior capital construction projects reduce required principal and interest payments by $767,170, or 12.18 percent. The Elementary Schools bonds, High School Project bonds, and Vision 2020 bonds are all in their declining phase. Gross debt service for 2026-27 is $5,530,033. After New York State Building Aid of $1,027,881, the net taxpayer cost is $4,502,152.

The second source of savings is the deferral of all non-critical equipment purchases. The district identified $123,130 in equipment budgets that can be deferred without impairing instructional programs or building operations. This is a one-year deferral, not a permanent elimination — deferred equipment will eventually need to be purchased, and those costs will appear in future budgets.

Looking Ahead: The 2027-28 & Beyond

The most prominent financial assertion in this budget document may be this one: the $4,552,260 applied from fund balance and reserves in 2026-27 does not recur in 2027-28.

When building the 2027-28 budget, the district will begin with an approximately $4.5 million structural gap. That gap does not reflect any new spending. It simply reflects that the one-time revenue sources used in 2026-27 will not be available to fill the same role next year. Combined with projected salary step increases, continued growth in benefits costs, and the assumption that state aid will not materially improve, the district faces a 2027-28 gap that the Business Office estimates will require some combination of the following: levy increases near or at the cap, additional reserve draws if reserves are not further depleted, expenditure reductions through attrition or program adjustments, or new local revenue agreements.

Marlboro maintains $1,738,671 in restricted reserves and $2,687,732 in unrestricted available fund balance — a combined cushion that provides time and flexibility to plan. But the planning must begin now. Superintendent Rydell, Director Segara, and the Board of Education are committed to developing a multi-year financial plan before the 2027-28 budget development cycle opens in fall 2026.

A second structural pressure is emerging on the revenue side. Between 2031 and 2033, Marlboro will lose the Roseton CBA and both the PODS and Brooklyn Bottling PILOT agreements within roughly 24 months. That is a combined revenue loss of approximately $750,000 annually — comparable in scale to the Danskammer expiration that drove the 2025-26 levy spike. The district has time to plan for this transition, but not unlimited time. Proactive negotiation of new agreements or development of replacement revenue strategies should be underway within the next two to three budget cycles.

Forward-Looking Fiscal Item	Amount / Timeline
Restricted Reserves (remaining post-draw)	$1,738,671
Unrestricted Available Fund Balance	$2,687,732
One-Time Revenue NOT Recurring in 2027-28	**$4,552,260**
Roseton CBA Expiration	~2030-31
PODS + Brooklyn Bottling PILOT Expiration	2030
Combined Revenue at Risk (2031-33)	**~$750,000+/yr**

What Happens if the Budget Is Defeated?

If voters reject the proposed budget on May 19, the Board of Education may resubmit the same or a revised budget for a second vote in June. If the budget is defeated a second time, the Board is required by law to adopt a contingency budget.

A contingency budget freezes the property tax levy at the prior year's level: $36,816,551. Under that ceiling, total available revenue is $67,959,319 — which is $2,188,693 less than the proposed budget. The district would need to eliminate $2,188,693 in spending to comply. Under Education Law Section 2023, a contingency budget also prohibits equipment purchases, limits capital expenditures, restricts discretionary professional development and travel, and eliminates community-use costs. The district has identified $1,063,105 in non-contingent expenses that would be automatically eliminated under a contingency scenario. The remaining $1,125,588 gap would require cuts to programs and services.

Equally significant: if the budget is defeated, Marlboro would be required to enter a one-year transportation contract rather than the five-year agreement included in the proposed budget. That one-year contract would be at the same first-year price as the multi-year deal — $5,046,340 — but would forfeit $6.31 million in five-year savings that the multi-year term provides. The community would pay more for transportation, not less, if the budget fails.

Quick-Reference Summary Grids

The following grids condense the key financial data points from this section for board members, auditors, and financial reviewers who need fast access to specific line-item movements. Narrative context for each item appears earlier in this section.

Budget Metric	Amount / Rate
Total Proposed Budget	**$70,148,012**
Total Prior Year Budget	$67,127,303
Year-Over-Year Increase ($)	**+$3,020,709**
Year-Over-Year Increase (%)	+4.50%
Proposed Tax Levy	**$39,005,244**
Prior Year Tax Levy	$36,816,551
Levy Increase ($)	**+$2,188,693**
Levy Increase (%) — Statutory Maximum	**+5.9449%**

Cost Driver / Offset	Dollar Impact
Contractual Salary Obligations	**+$1,336,468**

Employee Benefits (TRS / ERS)	**+$1,305,976**
Transportation Contract (Quality Bus)	**+$1,007,736**
Cost Driver / Offset	**Dollar Impact**
Building Aid Revenue Reduction	**-$1,506,541**
Total Pressure from Four Drivers	**+$4,157,178**
Fund Balance / Reserve Draw (offset)	**$4,552,260**

Debt Service Schedule: How Maturing Bonds Save Money

As scheduled, principal and interest payments on older construction bonds step down in 2026-27, producing a structural savings that partially offsets the Building Aid reduction. This is not a budget decision — it is the natural amortization of bonds the community approved in prior years.

Debt Service Item	Amount
Serial Bonds — School Construction (2025-26)	$6,297,203
Serial Bonds — School Construction (2026-27)	**$5,530,033**
Year-Over-Year Debt Service Reduction	**-$767,170**
Building Aid Reimbursement (2026-27)	$1,027,881
Net Taxpayer Cost of Debt Service (2026-27)	**$4,502,152**
Capital Component Total (2026-27)	$9,752,618
Capital Component Total (2025-26)	$10,431,723
Capital Component Decrease	**-$679,105 (-6.51%)**

MARLBORO CENTRAL SCHOOL DISTRICT

2026 - 2027 BUDGET BOOK

PART FOUR

The Budget in Detail

Administration | Capital | Program | Function Code Narrative

Administration

Administration Component	$7,816,955 2025-26 Adopted	$8,154,979 2026-27 Proposed	+$338,024 Change ($)	+4.32% Change (%)

The Administrative component includes all general support functions: governance, central office leadership, business and finance operations, legal and personnel services, communications, technology infrastructure, and supervisory costs for instruction. For 2026-27, Administration totals $8,154,979, representing 11.6 percent of the total budget. That percentage satisfies the NYS administrative cap, which limits the admin component to no more than the prior year's admin percentage of the prior year's total budget. Marlboro's cap limit was 8.86 percent of the proposed budget; the district's actual ratio of 11.63 percent is measured against the statutory formula and is confirmed compliant by the BUDSPLIT report.

Two large, offsetting movements define the Administrative component this year. Central Data Processing (1680) decreases by $488,960 as the district restructures how it purchases technology services. BOCES Administrative Costs (1981) increases by $505,994 as those services move to BOCES-managed delivery. The net impact on the taxpayer is a modest $17,034 increase — and in exchange, Marlboro gains more comprehensive service coverage through its regional educational service agency.

Function / Description	2025-26 Adopted	2026-27 Proposed	Change ($)	%
1010 Board of Education	$33,000	$46,500	+$13,500	+40.91%
1040 District Clerk	$9,253	$9,560	+$307	+3.32%
1060 District Meeting	$23,600	$23,500	-$100	-0.42%
1240 Chief School Administrator	$348,798	$359,025	+$10,227	+2.93%
1310 Business Administration	$588,040	$692,636	+$104,596	+17.79%
1320 Auditing	$46,217	$33,154	-$13,063	-28.26%
1330 Tax Collector	$12,044	$12,983	+$939	+7.80%
1420 Legal	$200,000	$200,000	+$0	0.00%
1430 Personnel	$194,440	$221,407	+$26,967	+13.87%
1460 Records Management	$2,500	$2,500	+$0	0.00%
1480 Public Information & Services	$54,000	$116,557	+$62,557	+115.85%
1670 Central Printing & Mailing	$39,000	$39,000	+$0	0.00%
1680 Central Data Processing	$1,309,566	$820,606	-$488,960	-37.34%

Function / Description	2025-26 Adopted	2026-27 Proposed	Change ($)	%
1910 Unallocated Insurance	$225,000	$225,000	+$0	0.00%
1920 School Association Dues	$2,000	$2,000	+$0	0.00%
1981 BOCES Administrative Costs	$343,321	$849,315	+$505,994	+147.38%
2010 Curriculum Dev. & Supervision	$398,457	$338,081	-$60,376	-15.15%
2020 Supervision-Regular School	$1,728,137	$1,606,344	-$121,793	-7.05%
2040 Supervision-Special School	$340,517	$509,512	+$168,995	+49.63%
2060 Research, Planning & Evaluation	$24,441	$410	-$24,031	-98.32%
2070 Inservice Training (Admin)	$22,407	$21,997	-$410	-1.83%
9000 Employee Benefits (Admin share)	$1,872,217	$2,024,892	+$152,675	+8.15%
TOTAL Administration Total	**$7,816,955**	**$8,154,979**	**+$338,024**	**+4.32%**

Notable Line Item Explanations

1010 Board of Education	$46,500	+$13,500	+40.91%

The Board of Education appropriation covers board member training, conference attendance, and required governance expenses. The increase reflects costs associated with the platform Board Docs, the 2026 BOE election including printing, legal advertising, and election administration.

1310 Business Administration	$692,636	+$104,596	+17.79%

The Business Office budget, increases to reflect the full-year cost of the current staffing configuration and contractual step increases. The Business Administration function supports accounts payable, payroll, budget development, financial reporting, purchasing, and all compliance obligations to NYSED and the State Comptroller's Office.

1480 Public Information & Services	$116,557	+$62,557	+115.85%

Transparent and accessible communication with the Marlboro community is a Board priority. The Public Information increase reflects expanded investment in district communications — website maintenance, community outreach materials, and the production of the annual budget newsletter. A portion of this increase is attributed to the transition of the district Digital Media Specialist from 3 days to 5 days. A portion of this increase consolidates costs previously spread across other administrative lines.

1680 Central Data Processing	$820,606	-$488,960	-37.34%

Central Data Processing decreases significantly as the district moves portions of its technology infrastructure management to BOCES-delivered services (see 1981 below). Local staff costs and vendor contracts that were previously coded to 1680 are transitioning to a BOCES-managed service model,

which offers economies of scale across multiple districts. The services themselves continue uninterrupted. Only the billing structure changes.

1981 BOCES Administrative Costs	**$849,315**	**+$505,994**	**+147.38%**

This increase directly offsets the reduction in 1680. BOCES provides administrative computing, data management, and technology support services under the BOCES Aid formula, which partially reimburses districts for BOCES purchases. By moving services from direct vendor contracts (1680) to BOCES (1981), Marlboro becomes eligible for BOCES Aid reimbursement on a portion of these costs — effectively reducing the net taxpayer cost of technology administration.

2020 Supervision-Regular School	**$1,606,344**	**-$121,793**	**-7.05%**

Supervisory costs for regular school programs decrease primarily due to the retirement or departure of a senior-level position and the restructuring of oversight responsibilities across Assistant Superintendents. This is a favorable variance. No programs are reduced; supervisory coverage continues through the existing administrative structure.

2040 Supervision-Special School	**$509,512**	**+$168,995**	**+49.63%**

Special school supervision increases substantially, reflecting the growing administrative complexity of Marlboro's special education programs. As the number and variety of placements grow — both in-district self-contained programs and out-of-district placements — the coordination, compliance, and IEP management demands on the special education administration team increase proportionally.

9000 Employee Benefits (Admin)	**$2,024,892**	**+$152,675**	**+8.15%**

The 8.15 percent benefits increase applies uniformly across all three budget components and reflects the combined impact of health insurance premium increases and the ERS employer contribution rate increase to 17.6 percent. The $824,425 ERS Reserve draw is applied at the revenue level, not against individual function codes.

THREE-PART BUDGET — COMPONENT DETAIL

Capital

Capital Component	$10,431,723 2025-26 Adopted	$9,752,618 2026-27 Proposed	-$679,105 Change ($)	-6.51% Change (%)

The Capital component covers the physical infrastructure of the district: building operations, maintenance, and debt service on outstanding construction bonds. For 2026-27, Capital totals $9,752,618, or 13.9 percent of the total budget — down from $10,431,723 in 2025-26. The $679,105 decline is driven almost entirely by maturing bonds: the Serial Bonds line (9711) decreases by $767,170 as scheduled principal and interest payments on older construction projects step down. This is the structural savings that partially offsets the loss of Building Aid on the revenue side.

Marlboro's capital debt portfolio covers four projects: the Elementary Schools renovation, the High School renovation, the Vision 2020 comprehensive capital project, and an Energy Performance Contract (EPC) lease. Each is in a different stage of its amortization schedule. Net of New York State Building Aid reimbursement of $1,027,881, the taxpayer's net cost of debt service in 2026-27 is $4,502,152.

Function / Description	2025-26 Adopted	2026-27 Proposed	Change ($)	%
1620 Operation of Plant	$2,655,518	$2,733,568	+$78,050	+2.94%
1621 Maintenance of Plant	$587,532	$525,257	-$62,275	-10.60%
1964 Refund on Real Property Taxes	$5,000	$5,000	+$0	0.00%
9000 Employee Benefits (Capital share)	$886,470	$958,760	+$72,290	+8.15%
9711 Serial Bonds-School Construction	$6,297,203	$5,530,033	-$767,170	-12.18%
9760 Tax Anticipation Notes	$0	$0	+$0	—
9950 Transfer to Capital Fund	$0	$0	+$0	—
TOTAL Capital Total	**$10,431,723**	**$9,752,618**	**-$679,105**	**-6.51%**

Notable Line Item Explanations

1620 Operation of Plant	**$2,733,568**	**+$78,050**	**+2.94%**

Operation of Plant covers the daily cost of running the district's three buildings: utilities (electricity, heating fuel, water), custodial salaries, and building-level supplies. The modest 2.94 percent increase reflects utility cost projections and custodial staff step increases. The district has invested in energy efficiency measures under its Energy Performance Contract, which helps moderate the utility cost growth that would otherwise be higher. Custodial staff are represented under a separate collective bargaining agreement.

1621 Maintenance of Plant	**$525,257**	**-$62,275**	**-10.60%**

Plant maintenance decreases by $62,275, reflecting the deferral of non-critical repair and replacement projects. Equipment and infrastructure items that can safely be deferred without creating safety hazards or code violations have been pushed to future budget cycles. This is one of the equipment deferral savings that contributes to the district's $890,300 total savings this year. Like all deferred maintenance, these costs do not disappear; they shift to future years where they will need to be addressed.

9711 Serial Bonds-School Construction	**$5,530,033**	**-$767,170**	**-12.18%**

Debt service on the district's outstanding construction bonds decreases by $767,170 as scheduled amortization steps down annual principal and interest requirements. The gross 2026-27 debt service of $5,530,033 covers four active obligations: Elementary Schools ($2,212,575), High School Project ($1,298,000), Vision 2020 ($1,395,700), and the Energy Performance Contract lease ($623,758). New York State reimburses $1,027,881 of this total as Building Aid, leaving a net taxpayer cost of $4,502,152. Building Aid will continue to decline as bonds mature, but so will gross debt service — the net taxpayer cost of debt service is expected to remain roughly stable over the next three to four years before declining meaningfully.

THREE-PART BUDGET — COMPONENT DETAIL

Program

Program Component	$48,878,625 2025-26 Adopted	$52,240,415 2026-27 Proposed	+$3,361,790 Change ($)	+6.88% Change (%)

The Program component is the educational heart of the budget. It covers classroom instruction, special education, career and technical education, library and technology resources, guidance and counseling, psychological services, health services, athletics, co-curricular activities, and all student transportation. For 2026-27, Program totals $52,240,415 — 74.5 percent of the entire budget.

The $3,361,790 Program increase represents the genuine cost of educating Marlboro's students at their current level of service. The four largest drivers within Program are: the employee benefits increase on the program payroll base (+$1,081,011), mandated special education services (+$752,681), the transportation contract (+$1,005,718), and regular classroom instruction (+$251,974). Every program that existed in 2025-26 continues in 2026-27. No course is eliminated. No team is cut. No counselor or specialist position is reduced.

Function / Description	2025-26 Adopted	2026-27 Proposed	Change ($)	%
2110 Teaching-Regular School	$15,467,186	$15,719,160	+$251,974	+1.63%
2250 Programs for Students w/Disabilities	$11,013,460	$11,766,141	+$752,681	+6.83%
2280 Occupational Education (9-12)	$895,134	$1,106,255	+$211,121	+23.59%
2330 Teaching-Special Schools	$20,000	$20,000	+$0	0.00%
2610 School Library & AV	$426,502	$422,171	-$4,331	-1.02%
2630 Computer Assisted Instruction	$487,985	$371,748	-$116,237	-23.82%
2810 Guidance-Regular School	$996,419	$1,052,687	+$56,268	+5.65%
2815 Health Services-Regular School	$369,485	$365,459	-$4,026	-1.09%
2820 Psychological Services	$784,805	$908,571	+$123,766	+15.77%
2850 Co-Curricular Activities	$149,912	$167,990	+$18,078	+12.06%
2855 Interscholastic Athletics	$872,963	$826,712	-$46,251	-5.30%
5510 District Transport-Med Eligible	$177,562	$179,580	+$2,018	+1.14%
5540 Contract Transportation	$3,861,042	$4,866,760	+$1,005,718	+26.05%
9000 Employee Benefits (Program share)	$13,256,170	$14,337,181	+$1,081,011	+8.15%
9901 Transfer to Special Aid Fund	$100,000	$130,000	+$30,000	+30.00%
TOTAL Program Total	**$48,878,625**	**$52,240,415**	**+$3,361,790**	**+6.88%**

Notable Line Item Explanations

2110 Teaching-Regular School	$15,719,160	+$251,974	+1.63%

Teaching-Regular School is the largest single appropriation in the budget, covering the salaries of Marlboro's classroom teachers from kindergarten through Grade 12 across all core subjects. The 1.63 percent increase reflects contractual salary step increases for returning teachers. No new teaching positions are added. No positions are eliminated. The district's classroom roster in 2026-27 is identical to 2025-26. This line, combined with its share of benefits in 9000, represents the core teacher compensation investment that Marlboro makes in instructional quality.

2250 Programs for Students with Disabilities	$11,766,141	+$752,681	+6.83%

At $11,766,141, Programs for Students with Disabilities is the second-largest appropriation in the budget and the single largest driver of Program cost growth. This line funds everything Marlboro provides to its 341 students with disabilities: self-contained classrooms at MES (Discovery, Adventures, Endeavors, and Exploration programs), co-teaching and resource room services at all three buildings, related services (speech, OT, PT, counseling), and the tuition for 48 students placed out of district in specialized settings that Marlboro cannot replicate locally. The $752,681 increase is driven by two forces: annual salary step increases for the special education staff who serve these students, and continued growth in the complexity and cost of out-of-district placements. The district has no legal ability to cap or reduce this line below what students' IEPs require.

2280 Occupational Education (9-12)	$1,106,255	+$211,121	+23.59%

Occupational Education, which covers Career and Technical Education (CTE) programs at Marlboro High School and through BOCES, increases by $211,121 or 23.59 percent. This reflects expanded enrollment in CTE pathway programs, the addition of a new CTE course section aligned with workforce demand in the region, and the annual BOCES tuition rate increase for shared CTE instruction. CTE programs are among the most cost-effective ways Marlboro can offer high school students access to industry-credentialed pathways — because BOCES shares the infrastructure costs across multiple districts, Marlboro gets access to programs it could not sustain on its own.

2630 Computer Assisted Instruction	$371,748	-$116,237	-23.82%

Computer Assisted Instruction decreases as the district consolidates its educational technology services through BOCES (see also 1981 in the Administration component). Instructional software licenses, learning management systems, and digital resource subscriptions that were previously purchased directly are being moved to BOCES-coordinated purchasing arrangements that offer volume pricing and shared licensing. Student access to instructional technology is preserved in full. The reduction reflects a more efficient delivery model, not a reduction in service.

2810 Guidance-Regular School	$1,052,687	+$56,268	+5.65%

Guidance covers school counselors at all three buildings. The $56,268 increase reflects contractual step increases for the current counseling staff. Marlboro's counselor-to-student ratios are consistent with NYSED recommendations. Counselors play a direct role in the district's chronic absenteeism reduction efforts, college and career planning, scheduling, crisis intervention, and the broader social-emotional support infrastructure that contributes to Marlboro's strong graduation outcomes. Every counseling position is preserved in this budget.

2850 Co-Curricular Activities	$167,990	+$18,078	+12.06%

Co-Curricular Activities covers advisor stipends, activity fees, and operational costs for clubs, student government, drama, music ensembles, and the full range of non-athletic co-curricular programs. The 12.06 percent increase is modest in dollar terms and reflects new contractual obligations. These programs operate at a fraction of the cost of athletics and produce documented benefits in student belonging, engagement, and academic persistence.

2855 Interscholastic Athletics	$826,712	-$46,251	-5.30%

The Athletics budget decreases by $46,251, primarily through a reduction in transportation costs for away contests and modest savings in equipment and officials fees. This is an efficiency reduction, not a program cut. All existing varsity, junior varsity, and modified sports programs are preserved. Marlboro's athletic programs — including the 2025 NYS Boys Bowling Champions and the Section IX Class A Girls Basketball Champions — continue to compete at the same level as in prior years.

5540 Contract Transportation	$4,866,760	+$1,005,718	+26.05%

Contract Transportation reflects the new five-year agreement with Durham School Services, which takes effect in 2026-27 following a competitive sealed bid process. The first-year cost of $5,046,340 under the new contract is higher than the final year of the expiring contract by $1,005,718, or 26.05 percent. This increase reflects market pricing for school bus transportation in the mid-Hudson Valley, driver wage increases driven by a regional labor market, and the cost of fuel and maintenance built into the contract pricing. The multi-year term locks in pricing for five years, protecting Marlboro from further market increases through 2031. The 5540 line represents the single largest controllable spending increase in this budget, and it is non-discretionary: students must be transported as required by law.

9000 Employee Benefits (Program)	$14,337,181	+$1,081,011	+8.15%

The Program component carries the largest share of the district's benefits obligation, reflecting the fact that the majority of Marlboro's employees — teachers, paraprofessionals, counselors, nurses, and support staff — are coded to program functions. The $1,081,011 increase reflects the 8.15 percent composite benefits increase driven by health insurance premiums and the ERS contribution rate. The dollar impact is largest here because the underlying payroll base is largest here.

9901 Transfer to Special Aid Fund	**$130,000**	**+$30,000**	**+30.00%**

The Special Aid Fund receives grant revenue from state and federal categorical programs — including Title I, Title II, and various NYSED competitive grants. The General Fund transfer of $130,000 provides local matching funds required to access that grant revenue. The $30,000 increase reflects additional grant activity anticipated for 2026-27. Every dollar transferred here leverages additional external funding that would otherwise require general fund support.

MULTI-YEAR STAFFING ANALYSIS

Personnel

Personnel Summary

The following table tracks full-time equivalent (FTE) staffing by category across three budget cycles. The district asserts this is a rollover budget with zero new positions. The table below confirms that assertion.

Function / Description	2024-25	2025-26	2026-27
Teachers	~171	~175	~175
Paraprofessionals	~56	~63	~63
School Administrators / Directors / Central Office Administrators	~20	~20	~20
Facilities & Maintenance /Food Service Workers	~50	~53	~53
Guidance / Counselors	~6	~6	~6
Psychologists / Social Workers / Occupational therapists	~12	~12	~12
Nurses / Health Staff Health Services	~4	~4	~4
Other Support Staff Tech, Library, Clerical	~24	~25	~25
TOTAL FTE Rollover confirmed	**~343**	**~358**	**~58**

5A

Employee Benefits

ERS, TRS, Health Insurance, and FICA — rates, costs, and legal basis

SECTION 5A — EMPLOYEE BENEFITS DETAIL

Employee Benefits

Employee benefits represent the second-largest category of expenditure in the Marlboro CSD budget. While salaries are the most visible cost, benefits are the fastest-growing. Combined, the benefit programs listed below serve every employee of the district and are governed by a mix of contractual obligations, New York State law, and federal mandate. No element of this section is discretionary in the short term.

Marlboro's benefits are accounted for across the A9000 function code series, distributed across all three budget components: Administration, Program, and Capital. The explanations below address each benefit program individually, its legal basis, and the specific cost drivers for 2026-27.

Benefit Category Trends — Year-Over-Year

The table below breaks total benefit costs into their individual statutory categories, showing the dollar and percentage change for each. The composite 8.15 percent increase masks important differences: ERS is rising sharply at a state-mandated rate, while TRS is essentially flat. Health insurance drives the largest single dollar increase. Detailed narrative for each category follows.

Benefit Category	2025-26 Adopted	2026-27 Proposed	$ Change	% Change
Health Insurance (A9060)	$9,378,268	$10,780,368	+$1,402,100	+14.95%
Employees' Retirement — ERS (A9010)	~$919,000	$1,029,455	+$110,455	+12.02%
Teachers' Retirement — TRS (A9020)	$2,463,020	$2,456,691	-$6,329	-0.26%
Social Security / Medicare (A9030)	$2,312,187	$2,411,969	+$99,782	+4.32%
Workers' Compensation (A9040)	$290,000	$290,000	$0	0.00%
Unemployment Insurance (A9050)	$15,000	$15,000	$0	0.00%
TOTAL EMPLOYEE BENEFITS	**$16,014,857**	**$17,320,833**	**+$1,305,976**	**+8.15%**

A9010 — Employees' Retirement System (ERS)

The New York State and Local Employees' Retirement System (ERS) covers all non-teaching employees of the district: clerical staff, custodians, maintenance workers, teaching assistants, and administrators who are not members of the Teachers' Retirement System. Participation in ERS is mandatory under New York State Retirement and Social Security Law.

The employer contribution rate is set annually by the State Comptroller based on actuarial projections for the system's investment returns and benefit obligations. For 2026-27, the ERS employer rate is 17.6 percent of covered payroll, up from the prior year's rate. This 12 percent increase in the rate translates directly into higher district costs. At Marlboro's current payroll base for ERS-eligible employees, the total employer ERS contribution for 2026-27 is $1,029,455.

The district established an ERS Reserve account specifically to buffer against year-to-year rate volatility. For 2026-27, the district is appropriating $824,425 from that reserve to partially offset this year's contribution. The ERS Reserve balance following this appropriation is $318,409.

ERS Metric	Amount / Rate
ERS Employer Contribution Rate	17.6% of covered payroll
Total ERS Contribution — 2026-27	$1,029,455
Prior Year ERS Contribution (est.)	~$919,000
Year-over-Year Increase	+~$110,455 (+12%)
ERS Reserve Applied (2026-27)	$824,425
ERS Reserve Balance After Draw	$318,409
Governing Law	NY Retirement & Social Security Law §§ 501 et seq.

A9020 — Teachers' Retirement System (TRS)

The New York State Teachers' Retirement System (TRS) covers all certified instructional staff: classroom teachers, special education teachers, reading specialists, library/media specialists, and other employees who hold teaching certificates and work in instructional roles. Like ERS participation, TRS membership is mandatory under state law.

The TRS employer contribution rate is set separately from ERS and has historically been more stable. The statewide rate for 2025-26 was 9.59 percent of covered TRS payroll, down slightly from prior years following favorable investment returns. The 2026-27 rate (8.24%) will be confirmed by the State Comptroller. Marlboro's TRS-eligible payroll is the district's largest single payroll pool, making this rate one of the most consequential variables in annual benefit cost projection.

A9030 — Social Security and A9055 — Medicare (FICA)

All Marlboro employees who are not exempt from Social Security participate in FICA contributions. The employer pays 6.2 percent of covered wages up to the annual Social Security wage base (set by the federal government, currently $179,000), plus 1.45 percent of all wages with no cap for Medicare. These rates are set by federal law and are not subject to negotiation or local discretion.

FICA costs move in direct proportion to the payroll changes described in Part Three of this budget book. When salaries rise through step increases, FICA costs rise by the same percentage on covered wages. For 2026-27, the combination of FICA and Medicare represents a significant mandated cost that the district bears as the employer of record for over 400 employees.

A9040 — Workers' Compensation

The district participates in a workers' compensation program as required by New York State Workers' Compensation Law. Coverage provides benefits to employees who sustain work-related injuries or illnesses, including medical care, wage replacement, and rehabilitation services. The cost is entirely employer-borne — no employee contribution is required or permitted.

Workers' compensation costs depend on the district's claims history and its participation arrangement. Many New York school districts participate in regional self-insurance pools administered through BOCES or county organizations, which can reduce costs compared to commercial carrier rates. The district's premium or contribution to its workers' compensation program is reviewed annually.

The district's total Workers' Compensation cost for 2026-27 will be finalized upon confirmation of the program contribution rate. Historical costs and reserve utilization are addressed in the Fund Balance and Reserves section of this document.

A9050 — Unemployment Insurance

Unemployment insurance coverage for district employees is required under New York State Unemployment Insurance Law. The district's annual contribution reflects the number of former employees who have drawn benefits against the district's account. New York school districts are typically self-insured for unemployment purposes, meaning the district reimburses the state directly for claims rather than paying premiums to a commercial carrier.

The district's annual unemployment insurance cost reflects actual claim reimbursements to the state for the prior year and is finalized as part of the annual budget preparation process.

A9060 — Health Insurance

Health insurance is the single largest employee benefit cost and the one most directly felt by employees and their families. The district provides health insurance coverage to eligible full-time employees under collective bargaining agreements with its various bargaining units. The district's contribution level, plan options, and cost-sharing arrangement with employees are all set by contract.

Health insurance premium increases in the mid-Hudson Valley have consistently exceeded general inflation over the past decade. For each percentage point increase in family health insurance premiums, Marlboro incurs higher costs proportional to the number of covered employees electing family coverage. The district negotiates contribution splits with its bargaining units that determine what share of premium increases flow to the district budget versus what employees absorb through premium co-shares.

Health insurance is one of the most visible cost lines in the benefits budget and is directly tied to the collective bargaining agreements governing each employee group. The total district health insurance contribution for 2026-27 is included in the adopted budget expenditure summary.

5B

Fund Balances and Reserves

How Marlboro's accumulated savings are applied in 2026-27

SECTION 5B — FUND BALANCE AND RESERVE ACCOUNTS

Fund Balances and Reserves

New York State school district fund balance is categorized by its restriction level: nonspendable, restricted, committed (assigned), and unassigned. State law caps a district's unassigned fund balance at 4 percent of the ensuing year's adopted budget. Beyond that cap, districts accumulate reserves for specific purposes, each governed by statute and with defined contribution, appropriation, and use rules.

Marlboro maintains seven legally established reserve accounts with a combined balance of $2,563,096 entering 2026-27. The 2026-27 budget draws $824,425 from the ERS Reserve to help offset the pension contribution spike, leaving a remaining reserve portfolio of $1,738,671. The table below shows the full status of each account.

Fund / Reserve Account	Balance Entering 2026-27	2026-27 Appropriation	Remaining Balance
Assigned Fund Balance	$3,727,835	$3,727,835	$0
ERS Reserve	$1,142,834	$824,425	$318,409
TRS Reserve	$140,000	$0	$140,000
Capital Reserve (voter-approved)	$1,000,000	$0	$1,000,000
Workers' Compensation Reserve	$250,000	$0	$250,000
Tax Certiorari Reserve	$22,578	$0	$22,578
Repair Reserve	$7,684	$0	$7,684
Unemployment Insurance Reserve	$0	$0	$0
TOTAL	**$6,290,931**	**$4,552,260**	**$1,738,671**

The assigned fund balance of $3,727,835 is the result of multi-year conservative budgeting. When Marlboro's actual expenditures come in below the adopted budget — which they typically do, due to conservative salary and benefit projections — the surplus accumulates as assigned fund balance. Applying $3,727,835 in a single year is a deliberate and planned action, not a sign of fiscal stress.

The ERS Reserve was funded in prior years specifically to buffer against pension contribution spikes. Drawing $824,425 in 2026-27 leaves a remaining ERS balance of $318,409. Given that ERS rates are expected to remain near current levels for several years, the district should evaluate replenishing this reserve in future budgets when levy headroom permits.

The Capital Reserve ($1,000,000) was established by voter referendum in May 2016 with a maximum authorization of $10 million and a 10-year life. Its balance is available for any purpose for which bonds may be issued, providing a debt-free option for future facility needs. The Workers' Compensation Reserve ($250,000), Tax Certiorari Reserve ($22,578), and Repair Reserve ($7,684) each serve defined statutory purposes and require specific Board action before use. The Unemployment Insurance Reserve carries a zero balance and is currently unfunded.

5C

Debt Service

Obligations, bond schedules, and the impact of Building Aid

SECTION 5C — DEBT SERVICE AND CAPITAL OBLIGATIONS

Debt Service Schedule

Debt service — the annual principal and interest payments on outstanding bonds — is one of the most predictable cost categories in a school district budget. Unlike salaries or benefits, debt service is fixed at the time bonds are issued. Marlboro's 2026-27 gross debt service is $5,530,033, representing payment obligations on four active bond series associated with capital improvement projects approved by voters in prior years.

Each bond series listed below was approved by Marlboro residents through a capital project vote. New York State reimburses a portion of each year's principal and interest through Building Aid. The net cost to taxpayers is gross debt service minus the Building Aid offset. For 2026-27, that offset is $1,027,881, producing a net taxpayer cost of $4,502,152.

Bond / Project	Gross P+I	Building Aid Offset	Net Taxpayer Cost
Elementary Schools Renovation Project	$2,212,575	—	—
High School Renovation Project	$1,298,000	—	—
Vision 2020 Capital Project	$1,395,700	—	—
Energy Performance Contract (EPC)	$623,758	$0	$623,758
Gross Debt Service — 2026-27	**$5,530,033**	**$1,027,881**	**$4,502,152**

The good news in the debt service story is structural: the total is declining. Marlboro's debt service was higher in prior years, and the mandatory annual retirement of principal reduces outstanding balances every year. The savings in 2026-27 versus the prior year are $767,170 — a direct result of bonds reaching maturity and being fully retired. This savings partially offsets the loss of Building Aid described in the State Aid section below.

The Energy Performance Contract (EPC) is a separately structured obligation associated with energy efficiency improvements. Unlike the bonded projects above, the EPC may not qualify for Building Aid reimbursement. This is the single largest source of uncertainty in the debt service table and should be confirmed with the district's bond counsel or the NYSED Office of Educational Management Services.

The Vision 2020 Capital Project bonds are in their final years. As these bonds mature, debt service will continue to decline, providing modest natural budget relief. There are currently no new capital bond proposals being brought to voters alongside this budget. Future capital needs — roof replacements, HVAC, infrastructure — will require planning a new capital project, the cost and timing of which is not reflected in this budget.

5D

State Aid Profile

Foundation Aid, Building Aid, Transportation Aid, and Excess Cost

SECTION 5D — NEW YORK STATE AID PROFILE

State Aid: Sources and Trends

New York State aid is Marlboro's second-largest revenue source, covering 35.6 percent of the total 2026-27 budget. Total projected state aid is $24,943,385, a decline of $528,626 from the 2025-26 allocation. The decline is structural, not political — it flows directly from the maturation of prior capital bonds and the resulting reduction in Building Aid.

State aid to Marlboro flows through multiple formula-driven programs. Each program has its own eligibility rules, calculation methodology, and payment schedule. The explanations below address the major aid categories, their individual trajectories, and the district's strategic position relative to each.

State Aid Program	2026-27 Projected	2025-26 Actual	$ Change	% Change
Foundation Aid	$17,517,756	$17,344,313	+173,443	+1.00
Building Aid	$1,027,881	$2,534,422	-$1,506,541	-59.45%
Transportation Aid	Included in total			
Excess Cost Aid (High-Need SPED)	Included in total			
BOCES Aid	Included in total			
Other State Aid Programs	Included in total			
TOTAL STATE AID 2026-27	**$24,943,385**	**$26,335,452**	**-$1,392,067**	**-5.29**

Foundation Aid: The Core Formula

Foundation Aid is the largest single component of state aid to Marlboro, projected at $17,517,756 for 2026-27. It is calculated through a formula that weighs three factors: the district's enrollment (using BEDS Day counts), a community wealth measure (combining property value and adjusted gross income), and a pupil need index that adjusts for poverty, English Language Learner status, and students with disabilities. Marlboro's foundation aid has been stable because the district's enrollment and demographic profile have remained consistent.

Foundation Aid was subject to a multi-year phase-in following the Campaign for Fiscal Equity court decision, and Marlboro is now considered fully phased in. Any future Foundation Aid growth will come from enrollment increases, demographic shifts that increase the need index, or legislative formula changes at the state level.

Building Aid: The Structural Decline

Building Aid is state reimbursement for approved capital construction project costs, calculated as a percentage of annual debt service determined by the district's Building Aid ratio — a wealth-based factor. For 2026-27, Marlboro's Building Aid is $1,027,881, down $1,506,541 from the prior year's $2,534,422. This single-year decline of 59.52 percent is the most consequential revenue change in the 2026-27 budget.

The decline reflects the natural maturation of the bonds associated with Marlboro's approved capital projects. As those bonds are paid off, the state has nothing left to reimburse. This is not a policy change or a cut imposed by Albany. It is the predictable end point of a prior capital investment cycle. The district anticipated this decline in its multi-year financial planning and structured the tax levy accordingly.

Looking forward, Building Aid will continue to decline as remaining bonds mature. The only way to restore Building Aid revenues is to complete new state-approved capital projects financed by voter-approved bonds. This is a strategic consideration for the Board and administration as they plan for the district's long-term capital needs.

Transportation Aid

Transportation Aid reimburses the district for a portion of its approved transportation costs. With the new five-year contract with Durham School Services totaling $24,269,007.86, Marlboro's approved transportation expenditures will be among the higher levels in the district's history. New York State reimburses approved transportation costs at the district's Transportation Aid ratio. The total Transportation Aid for 2026-27 will be confirmed through the State Aid and Financial Reporting (STAC) system.

Special Education Excess Cost Aid

New York State reimburses school districts for a portion of the costs of serving students with high-need disabilities through the Special Education Excess Cost Aid program. When the cost of a student's mandated program exceeds a threshold established in state regulation, the district may claim reimbursement for the excess. Marlboro serves 341 students with disabilities (18 percent of enrollment), a significant population that generates both in-district costs and some out-of-district placement costs eligible for excess cost reimbursement.

Transportation Aid, Excess Cost Aid, and BOCES Aid are each confirmed annually through the NYSED state aid payment schedule. These amounts, combined with Foundation Aid and Building Aid, produce Marlboro's total projected state aid of $24,943,385 for 2026-27.

5E

PILOT Agreements

Revenue streams, escalators, expiration dates, and the 2031-33 cliff

SECTION 5E — PILOT REVENUE AND THE REVENUE CLIFF

PILOT Agreements: Revenue, Escalators, and the 2031-33 Risk

Payment in Lieu of Taxes (PILOT) agreements are negotiated contracts between property owners and local taxing jurisdictions — in Marlboro's case, the district itself along with the Towns of Marlborough and Plattekill — that substitute a scheduled payment for the property taxes that would otherwise be owed on eligible properties. PILOTs are common tools for attracting commercial development to otherwise marginal sites by providing tax certainty to investors. For the school district, they provide revenue that would not exist without the underlying economic activity.

Marlboro currently has four active PILOT or comparable revenue agreements. Two of these carry annual escalators that produce modest revenue growth over time. All four have defined expiration dates that create a revenue concentration risk in the early 2030s. Understanding this risk is essential to long-term budget planning.

Agreement	2026-27 Revenue	Annual Escalator	Expires	Status
PODS (Portable On Demand Storage)	$111,817	5.0% annually	2030	Active
Brooklyn Bottling / Hudson Valley	$112,966	5.0% annually	2030	Active
NEXAMP Solar Installation	$8,956	2.0% annually	2039	Active
Roseton Combined Benefits Agreement (CBA)	$525,000	None — fixed	2030-31	Active
TOTAL PILOT / CBA REVENUE 2026-27	**$758,739**			

Each agreement warrants separate analysis. PODS Storage and Brooklyn Bottling are both commercial operations on properties in the district that entered PILOT agreements in lieu of full taxable assessment. Both carry 5 percent annual escalators, meaning their revenue contributions grow by approximately $5,600 and $5,600 per year respectively through 2030. Both expire in 2030, within the same budget cycle.

The NEXAMP solar installation PILOT is the smallest contributor at $8,956 but carries a 2 percent escalator and runs through 2039, making it the most durable of the four agreements. Solar PILOTs are increasingly common as commercial-scale solar development expands across the Hudson Valley, and Marlboro may have opportunities to negotiate additional solar PILOTs on suitable sites in future years.

The Roseton Combined Benefits Agreement (CBA) is the most significant individual agreement in this portfolio, contributing $525,000 annually. The Roseton facility agreement is a negotiated contract rather than a formal PILOT, but it functions similarly — a defined annual payment replacing potential tax obligations. The CBA expires in the 2030-31 timeframe.

The 2031-2033 Revenue Cliff: A Structural Risk

The single greatest long-term revenue risk facing Marlboro is the concentrated expiration of PILOT agreements within a compressed period. Between 2030 and 2033, Marlboro is projected to lose the PODS agreement ($111,817), Brooklyn Bottling ($112,966), and the Roseton CBA ($525,000) within approximately 24 months of each other. The combined annual revenue lost is over $750,000.

To put that in context: at the current tax levy, every $368,166 of revenue lost must be replaced by approximately 1 percent of levy increase. Losing $750,000 in PILOT revenue requires either a 2.0 percent additional levy increase, equivalent expenditure reductions, or the development of replacement revenue streams. This calculation does not account for other cost pressures that will exist in those years.

The district is not powerless here. There are several proactive strategies the Board and administration should begin evaluating now, while the cliff is still several years away. These include: negotiating renewal terms or extensions for existing agreements before their expiration dates arrive (an option that is often easier to exercise 3 to 4 years in advance than 6 months before expiration); identifying new PILOT opportunities for commercial or industrial development in the district's footprint; and beginning to build a structural budget cushion through multi-year savings that can absorb the transition period.

The Danskammer Energy PILOT expiration in 2025 is the most recent example of what happens when a major PILOT expires without a replacement. The direct result was a 9 percent levy spike in 2025-26. Marlboro should not allow the same dynamic to repeat in 2031-33. The planning must begin now.

Risk Item	Annual Revenue at Risk	Timeline
PODS expiration revenue loss	$111,817	2030
Brooklyn Bottling expiration revenue loss	$112,966	2030
Roseton CBA expiration revenue loss	$525,000	2030-31
Total Revenue Cliff (est.)	**$749,783**	**2031-33**
Levy Increase Equivalent	~2.0% additional levy	2031-33
Precedent	Danskammer expiration caused 9% levy spike in 2025-26	

APPENDIX 1: NYS PROPERTY TAX REPORT CARD

Property Tax Report Card

Required by New York State Education Law § 1608(4). This report card compares the proposed budget to the prior year adopted budget and discloses all reserve fund balances.

Budget Line Item	2025-26 Adopted	2026-27 Proposed
Total Budgeted Amount	$67,127,303	$70,148,012
Tax Levy (Prop. A)	$36,816,551	$39,005,244
Dollar Increase in Tax Levy	—	+$2,188,693
Percentage Increase in Tax Levy	—	+5.9449%
Tax Levy Limit (excl. permissible exclusions)	$33,137,729	$34,219,559
Total Permissible Exclusions (pension/capital)	$3,714,510	$4,785,685
Levy Within Cap? (Simple majority required)	—	YES
Super-Majority (60%) Required?	—	NO

Reserve Fund Balances

Balances reflect post-appropriation levels after the 2026-27 budget draws are applied.

Reserve Fund	Pre-Budget Balance	Post-Appropriation Balance
Employees' Retirement System (ERS) Reserve	$1,142,834	$318,409
Capital Reserve	$1,000,000	$1,000,000
Teachers' Retirement System (TRS) Reserve	$140,000	$140,000
Workers' Compensation Reserve	$250,000	$250,000
Tax Certiorari Reserve	$22,578	$22,578
Repair Reserve	$7,684	$7,684
TOTAL RESTRICTED RESERVES	**$2,563,096**	**$1,73,8671**

Fund Balance Item	Amount
Assigned Fund Balance Applied to 2026-27 Budget	**$3,727,835**
ERS Reserve Applied to 2026-27 Budget	**$824,425**
Total One-Time Revenue Applied	**$4,552,260**

APPENDIX 2: SCHOOL DISTRICT BUDGET NOTICE

Overall Budget Proposal	Budget Adopted for the 2025-26 School Year	Budget Proposed for the 2026-27 School Year	Contingency Budget for the 2026-27 School Year *
Total Budgeted Amount, Not Including Separate Propositions	$ 67,127,303	$70,148,012	$67,959,319
Increase/Decrease for the 2026-27 School Year		$3,020,709	$832,016
Percentage Increase/Decrease in Proposed Budget		+4.5 %	1.24%
Change in the Consumer Price Index		2.63%	
A. Proposed Levy to Support the Total Budgeted Amount	$36,816,551	$39,005,244	
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)	$36,816,551	$39,005,244	$36,816,551
F. Total Permissible Exclusions	$3,714,510	$4,785,685	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	$33,137,729	$34,219,559	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	$33,102,041	$34,219,559	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	$35,688	$0	
Administrative Component	$7,816,955	$8,154,979	$8,154,979
Program Component	$48,878,625	$52,240,415	$50,051,722
Capital Component	$10,431,723	$9,752,618	$9,752,618

* Provide a statement of assumptions made in projecting a contingency budget for the 2026-27 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.

A contingent budget would eliminate all equipment purchases; community use of building and grounds to reduce custodial overtime; all capital improvements; most building repairs; a reduction in consultants, professional development, and infrastructure technology; and most of the new considerations.

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

Description	Amount
NO SEPARATE PROPOSITIONS	$0
	$
	$

*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 2026-27 School Year
Estimated Basic STAR Exemption Savings[1]	$600

The annual budget vote for the fiscal year 2026-27 by the qualified voters of the Marlboro Central School District, Ulster County, New York, will be held at the Marlborough Town Court in said district on Tuesday, May 19, 2026 between the hours of 6::00am and 9:00pm, prevailing time in the Marlborough Town Court, at which time the polls will be opened to vote by voting ballot or machine. **Absentee ballots may be obtained by contacting the District Clerk at 845-236-8000 or via email at cindy.storno@marlboroschools.org.**

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

APPENDIX 4: EXEMPTION IMPACT REPORT

Local Government Exemption Impact Report

Required by New York State Real Property Tax Law § 495. This report shows the total value of all property exempt from school district taxation by exemption type, across all three assessing municipalities (Town of Marlborough, Town of Plattekill, and Town of Newburgh). Property owners who do pay taxes bear the burden of funding the district for those that do not.

Exemption Type	Statutory Authority	No. of Parcels	Exempt Value	% of Total Eq. Value
Agricultural / Farm / Forest (§ 305, § 483, § 480-a)	Agric. & Mkts. Law / RPTL	284	$53,718,258	1.89%
Veterans — All Categories (§ 458-a)	RPTL § 458-a	462	$21,013,980	0.74%
Senior Citizens — 65 or Over (§ 467)	RPTL § 467	112	$14,862,677	0.52%
Senior Citizens — Enhanced STAR (§ 425)	RPTL § 425	510	$55,798,822	1.97%
Basic STAR (§ 425)	RPTL § 425	998	$38,850,630	1.37%
Non-Profit / Religious (§ 420-a, § 420-b)	RPTL § 420-a / 420-b	25	$16,115,537	0.57%
Government-Owned Property (§ 406, § 408, § 412)	RPTL § 406 / 408 / 412	62	$93,760,694	3.30%
Other (cemetery, industrial, solar, railroad, disability)	Various	125	$154,642,897	5.44%
TOTAL ALL EXEMPTIONS	**3 Towns: Marlborough, Plattekill, Newburgh**	**2,578**	**$448,763,495**	**15.80%**

District Tax Base Context. The equalized total assessed value of the Marlboro Central School District spans three assessing municipalities: the Town of Marlborough and Town of Plattekill (both Ulster County), and the Town of Newburgh (Orange County). The combined equalized tax base is $2,839,658,685. Of that total, $448,763,495 — or 15.80 percent — is exempt from school district taxation. Source: NYS Real Property System S495 Exemption Impact Reports, 2025 Prior Year File, generated April 22, 2026. Values reflect equalized figures using each town's Uniform Percentage of Value.

APPENDIX 5: NYS SCHOOL DISTRICT REPORT CARD

New York State School District Report Card

The official 2024-25 New York State School District Report Card for Marlboro Central School District, published by the New York State Education Department (NYSED) under the Every Student Succeeds Act (ESSA), is reproduced below and follows this page. The Report Card presents the district's accountability status, assessment performance, and graduation rate data for the 2024-25 school year.

Accountability Status (2025-26)	Local Support and Improvement
Accountability Basis	2024-25 assessment and graduation data
4-Year Graduation Rate	**92.2% (All Students, 2024-25 cohort of 166)**
5-Year Graduation Rate	93.1%
6-Year Graduation Rate	94.8%
ELA Index — Elem./Middle	128.9 (State MIP: 123.3)
Math Index — Elem./Middle	134.9 (State MIP: 127.4)
ELA Index — Secondary	**194.2 (State MIP: 134.9)**
ELL Count	41 students (2.2% of enrollment)
ELL Progress Rate	44% (State Target: 34.5%)
SWD 4-Year Graduation Rate	84.4% (State MIP: 70.4%)
NYSED Publication	MCSD NYS Report Card — 2024-25

The complete official NYSED School District Report Card for Marlboro CSD (2024-25) is available at: nysed.gov/accountability/marlboro-csd — and is reproduced in full immediately following this page when submitted as the official budget document. The PDF version of this document includes the NYSED Report Card as the final appendix.

BUDGET REFERENCE — GLOSSARY

Glossary of Budget and Financial Terms

The following terms appear throughout this budget document. Definitions are written for a general audience. For statutory definitions, refer to NYS Education Law, the Commissioner's Regulations, or the NYS Comptroller's Accounting and Reporting Manual.

Term	Definition
Appropriation	The maximum amount authorized by the Board to be spent from a specific budget line during the fiscal year.
Assessed Value	The dollar value assigned to a property by the local assessor for tax calculation. May differ from market value based on the equalization rate.
Assigned Fund Balance	Accumulated surplus designated by the Board for a specific purpose. May be applied to reduce the levy in a given year.
Building Aid	NYS reimbursement for a portion of annual debt service on state-approved capital construction projects.
Capital Component	One of three required NYS budget components. Includes debt service, facilities, and capital expenditures.
Contingency Budget	The budget adopted if the proposed budget is rejected twice by voters. Levy may not exceed the prior year's levy.
ERS	Employees' Retirement System — NYS pension system for non-teaching employees. Employer rate is 17.6% of payroll for 2026-27.
Equalization Rate	A percentage set by NYS reflecting what fraction of full market value is represented by a municipality's assessed values.
FICA	Federal Insurance Contributions Act. Employer pays 6.2% SS (up to wage base) and 1.45% Medicare on all wages.
Foundation Aid	The core NYS education aid formula, driven by enrollment, community wealth, and student need.
Fund Balance	Cumulative surplus of revenues over expenditures in the general fund. Capped at 4% unassigned.
IEP	Individualized Education Program — a federal and state-mandated plan for each student with a disability specifying their required services.
PILOT	Payment in Lieu of Taxes — negotiated agreements substituting scheduled payments for standard property taxes on eligible commercial properties.
Program Component	The largest of three required budget components. Includes all instruction, special education, transportation, and co-curricular activities.
PTRC	Property Tax Report Card — NYS required disclosure comparing current and proposed budget with reserve fund balances.
Reserve Account	A fund established for a specific statutory purpose (ERS, TRS, capital, repair, workers' comp, tax certiorari) with defined rules for contributions and use.

STAR	School Tax Relief program. Basic STAR savings: $600. Enhanced STAR available for seniors.
Tax Levy	Total property tax revenue the district collects from property owners within its boundaries.
Tax Levy Limit	NYS statutory cap on annual levy growth — the '2% cap' — though the actual cap varies each year by formula.
TRS	Teachers' Retirement System — NYS pension system for certified instructional staff. Rate is declining slightly from the prior year statewide.
Three-Part Budget	Required NYS format dividing all expenditures into Administration, Program, and Capital components.
Unassigned Fund Balance	Portion of fund balance with no restrictions. Capped by state law at 4% of the ensuing year's adopted budget ($2,805,920 for 2026-27).

MARLBORO CENTRAL SCHOOL DISTRICT

'Budget Presentation Report'

Fiscal Year: 2027

Fund: A GENERAL FUND

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
GENERAL SUPPORT					
Board of Education					
1010-200-00-00	Equipment	-100.00%	-500	0	500
1010-400-00-00	CONTRACTUAL	-11.11%	-500	4,000	4,500
1010-404-00-00	CONFERENCES	0.00%	0	3,500	3,500
1010-405-00-00	DUES	4.00%	500	13,000	12,500
1010-410-00-00	TRAVEL	-50.00%	-500	500	1,000
1010-450-00-00	SUPPLIES/MATERIALS	0.00%	0	5,000	5,000
1010-490-00-00	BOCES SERVICES	241.67%	14,500	20,500	6,000
1010 Function Subtotal		**40.91%**	**13,500**	**46,500**	**33,000**
1040-150-00-00	INSTR SALARIES-DIST CLK	0.00%	0	0	0
1040-160-00-00	CLERK SALARY	2.99%	257	8,840	8,583
1040-400-00-00	CONTRACTUAL	0.00%	0	0	0
1040-404-00-00	CONFERENCES	0.00%	0	120	120
1040-405-00-00	DUES	0.00%	0	0	0
1040-410-00-00	TRAVEL	100.00%	50	100	50
1040-450-00-00	SUPPLIES/MATERIALS	0.00%	0	500	500
1040 Function Subtotal		**3.32%**	**307**	**9,560**	**9,253**
1060-160-00-00	NONINSTRUCTIONAL SALARIES	0.00%	0	0	0
1060-400-00-00	CONTRACTUAL	-0.54%	-100	18,500	18,600
1060-401-00-00	LEGAL ADVERTISEMENTS	0.00%	0	3,500	3,500
1060-450-00-00	SUPPLIES/MATERIALS	0.00%	0	1,500	1,500
1060 Function Subtotal		**-0.42%**	**-100**	**23,500**	**23,600**
Board of Education Subtotal		**20.81%**	**13,707**	**79,560**	**65,853**
Central Administration					
1240-150-00-00	SUPERINTENDENT SALARY	3.00%	7,703	264,443	256,740
1240-160-00-00	CLERICAL SALARY	3.43%	2,524	76,082	73,558
1240-168-00-00	OT CLERICAL	0.00%	0	0	0
1240-170-00-00	NON INST SUBS	0.00%	0	0	0
1240-200-00-00	EQUIPMENT	0.00%	0	0	0
1240-400-00-00	CONTRACTUAL AND OTHER	0.00%	0	0	0
1240-403-00-00	MAINTENANCE CONTRACTS	0.00%	0	0	0
1240-404-00-00	CONFERENCES	0.00%	0	6,000	6,000
1240-405-00-00	DUES	0.00%	0	3,000	3,000
1240-410-00-00	TRAVEL	0.00%	0	3,500	3,500

MARLBORO CENTRAL SCHOOL DISTRICT

'Budget Presentation Report'

Fiscal Year: 2027

Fund: A GENERAL FUND

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
GENERAL SUPPORT					
Central Administration					
1240-450-00-00	SUPPLIES/MATERIALS	0.00%	0	6,000	6,000
1240 Function Subtotal		**2.93%**	**10,227**	**359,025**	**348,798**
Central Administration Subtotal		**2.93%**	**10,227**	**359,025**	**348,798**
Finance					
1310-150-00-00	PERSONAL SERVICES	1.51%	2,069	139,518	137,449
1310-160-00-00	NONINSTRUCTIONAL SERVICES	24.15%	85,185	437,876	352,691
1310-168-00-00	NONINSTRUCTIONAL OT	0.00%	0	0	0
1310-170-00-00	SUBSTITUTES	****.**%	1,000	1,000	0
1310-200-00-00	EQUIPMENT	-100.00%	-10,000	0	10,000
1310-400-00-00	CONTRACTUAL	7.57%	2,800	39,800	37,000
1310-401-00-00	LEGAL ADVERTISEMENTS	100.00%	750	1,500	750
1310-403-00-00	MAINTENANCE CONTRACTS	5.00%	500	10,500	10,000
1310-404-00-00	CONFERENCES	44.00%	1,100	3,600	2,500
1310-405-00-00	DUES	140.00%	1,750	3,000	1,250
1310-410-00-00	TRAVEL	37.50%	450	1,650	1,200
1310-450-00-00	SUPPLIES/MATERIALS	-1.96%	-200	10,000	10,200
1310-490-06-00	BOCES	76.77%	19,192	44,192	25,000
1310 Function Subtotal		**17.79%**	**104,596**	**692,636**	**588,040**
1320-160-00-00	NONINSTRUCTIONAL SALARIES	3.01%	187	6,404	6,217
1320-400-00-00	CONTRACTUAL	-33.13%	-13,250	26,750	40,000
1320 Function Subtotal		**-28.26%**	**-13,063**	**33,154**	**46,217**
1330-160-00-00	NONINSTRUCTIONAL SERVICES	3.00%	239	8,208	7,969
1330-400-00-00	CONTRACTUAL	2.10%	35	1,700	1,665
1330-401-00-00	LEGAL ADVERTISEMENTS	650.00%	650	750	100
1330-403-00-00	MAINTENANCE CONTRACTS	0.00%	0	500	500
1330-410-00-00	TRAVEL	0.00%	0	325	325
1330-450-00-00	SUPPLIES/MATERIALS	1.01%	15	1,500	1,485
1330 Function Subtotal		**7.80%**	**939**	**12,983**	**12,044**
Finance Subtotal		**14.31%**	**92,472**	**738,773**	**646,301**
Staff					

MARLBORO CENTRAL SCHOOL DISTRICT

'Budget Presentation Report'

Fiscal Year: 2027

Fund: A GENERAL FUND

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
GENERAL SUPPORT					
Staff					
1420-400-00-00	CONTRACTUAL	0.00%	0	200,000	200,000
1420 Function Subtotal		**0.00%**	**0**	**200,000**	**200,000**
1430-150-00-00	INSTRUCTIONAL SERVICES	1.30%	1,421	110,331	108,910
1430-160-00-00	NONINSTRUCTIONAL SERVICES	6.83%	5,096	79,726	74,630
1430-168-00-00	NONINSTRUCTIONAL OT	0.00%	0	0	0
1430-400-00-00	CONTRACTUAL	0.00%	0	6,400	6,400
1430-401-00-00	LEGAL ADVERTISEMENTS	0.00%	0	500	500
1430-403-00-00	MAINTENANCE CONTRACTS	0.00%	0	0	0
1430-404-00-00	CONFERENCES	-25.00%	-250	750	1,000
1430-405-00-00	DUES	0.00%	0	0	0
1430-410-00-00	TRAVEL	0.00%	0	500	500
1430-450-00-00	SUPPLIES/MATERIALS	0.00%	0	2,500	2,500
1430-490-06-00	BOCES	****.**%	20,700	20,700	0
1430 Function Subtotal		**13.87%**	**26,967**	**221,407**	**194,440**
1460-400-00-00	CONTRACTUAL	0.00%	0	2,000	2,000
1460-450-00-00	SUPPLIES/MATERIALS	0.00%	0	500	500
1460 Function Subtotal		**0.00%**	**0**	**2,500**	**2,500**
1480-160-00-00	NONINSTRUCTIONAL SALARIES	****.**%	68,050	68,050	0
1480-400-06-00	CONTRACTUAL	0.00%	0	0	0
1480-450-00-00	MATERIALS & SUPPLIES	****.**%	1,500	1,500	0
1480-490-06-00	BOCES	-12.95%	-6,993	47,007	54,000
1480 Function Subtotal		**115.85%**	**62,557**	**116,557**	**54,000**
Staff Subtotal		**19.85%**	**89,524**	**540,464**	**450,940**
Central Services					
1620-160-00-00	NONINSTRUCTIONAL SERVICES	1.15%	14,418	1,270,958	1,256,540
1620-168-00-00	OVERTIME	50.00%	10,000	30,000	20,000
1620-170-00-00	SUBSTITUTES	30.00%	30,000	130,000	100,000
1620-200-00-00	EQUIPMENT	0.00%	0	0	0
1620-400-00-00	CONTRACTUAL	8.12%	9,110	121,360	112,250

1620-400-06-00	CONTRACTUAL DW	-100.00%	-8,000	0	8,000
1620-403-00-00	MAINTENANCE CONTRACTS	13.58%	13,100	109,600	96,500
1620-404-00-00	CONFERENCES	0.00%	0	5,000	5,000

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Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
GENERAL SUPPORT					
Central Services					
1620-405-00-00	DUES	166.67%	250	400	150
1620-407-00-00	LEASED PROPERTY	0.00%	0	0	0
1620-409-00-00	FUEL DW	2.33%	500	22,000	21,500
1620-410-00-00	TRAVEL	50.00%	1,000	3,000	2,000
1620-419-00-00	NATURAL GAS/HEATING FUEL	-7.14%	-20,000	260,000	280,000
1620-429-00-00	ELECTRICITY	13.37%	56,000	475,000	419,000
1620-439-00-00	TELEPHONE	-90.00%	-72,000	8,000	80,000
1620-449-00-00	WATER	60.00%	18,000	48,000	30,000
1620-450-00-00	SUPPLIES/MATERIALS	10.25%	20,500	220,500	200,000
1620-450-06-90	SUPPLIES/MATERIALS	0.00%	0	0	0
1620-450-06-95	SUPPLIES/MATERIALS	0.00%	0	0	0
1620-450-06-CO	SUPPLIES/MATERIALS	0.00%	0	0	0
1620-490-06-00	BOCES SERVICES	21.04%	5,172	29,750	24,578
1620 Function Subtotal		**2.94%**	**78,050**	**2,733,568**	**2,655,518**
1621-160-00-00	NONINSTRUCTIONAL SERVICES	4.53%	20,875	482,082	461,207
1621-168-00-00	OVERTIME	0.00%	0	16,000	16,000
1621-200-00-00	EQUIPMENT	-100.00%	-70,000	0	70,000
1621-400-00-00	CONTRACTUAL	0.00%	0	1,275	1,275
1621-403-00-00	MAINTENANCE CONTRACTS	7.69%	600	8,400	7,800
1621-450-00-00	SUPPLIES/MATERIALS	-44.00%	-13,750	17,500	31,250
1621 Function Subtotal		**-10.60%**	**-62,275**	**525,257**	**587,532**
1670-400-00-00	CONTRACTUAL	0.00%	0	8,000	8,000
1670-450-00-00	SUPPLIES/MATERIALS	0.00%	0	31,000	31,000
1670-490-06-00	BOCES PRINTING	0.00%	0	0	0
1670 Function Subtotal		**0.00%**	**0**	**39,000**	**39,000**
1680-150-00-00	PERS SERV INSTRUCTIONAL	1.30%	1,421	110,331	108,910
1680-160-00-00	PERS SERV NON-INSTRUCTION	5.69%	20,666	384,088	363,422
1680-168-00-00	OVERTIME	650.00%	13,000	15,000	2,000
1680-200-00-00	EQUIPMENT	-100.00%	-10,000	0	10,000
1680-400-00-00	CONTRACTUAL	565.75%	41,300	48,600	7,300

1680-403-00-00	MAINTENANCE CONTRACTS	0.00%	0	9,500	9,500
1680-404-00-00	CONFERENCES	0.00%	0	500	500
1680-405-00-00	DUES	0.00%	0	150	150
1680-410-00-00	TRAVEL	0.00%	0	2,250	2,250

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
GENERAL SUPPORT					
Central Services					
1680-450-00-00	SUPPLIES/MATERIALS	92.28%	6,623	13,800	7,177
1680-450-06-00	MATERIALS & SUPPLIES	****.**%	7,900	7,900	0
1680-460-00-00	SOFTWARE	0.00%	0	15,000	15,000
1680-490-00-04	BOCES	0.00%	0	0	0
1680-490-06-00	BOCES	-72.75%	-569,870	213,487	783,357
1680 Function Subtotal		**-37.34%**	**-488,960**	**820,606**	**1,309,566**
Central Services Subtotal		**-10.31%**	**-473,185**	**4,118,431**	**4,591,616**
Special Items (Contractual Expense)					
1910-401-00-00	CONTRACTUAL	0.00%	0	225,000	225,000
1910 Function Subtotal		**0.00%**	**0**	**225,000**	**225,000**
1920-400-00-00	CONTRACTUAL	0.00%	0	2,000	2,000
1920 Function Subtotal		**0.00%**	**0**	**2,000**	**2,000**
1964-400-00-00	CONTRACTUAL	0.00%	0	5,000	5,000
1964 Function Subtotal		**0.00%**	**0**	**5,000**	**5,000**
1981-490-06-00	BOCES	147.38%	505,994	849,315	343,321
1981 Function Subtotal		**147.38%**	**505,994**	**849,315**	**343,321**
Special Items (Contractual Expense) Subtotal		**87.95%**	**505,994**	**1,081,315**	**575,321**
GENERAL SUPPORT Subtotal		**3.57%**	**238,739**	**6,917,568**	**6,678,829**
INSTRUCTION					
Administration and Improvement					

2010-150-00-00	PERS SERV-INSTRUCTIONAL	-8.83%	-17,869	184,525	202,394
2010-160-00-00	PERS SERV-NONINSTRUCTIONA	5.97%	2,763	49,025	46,262
2010-168-00-00	NONINSTRUCTIONAL OT	0.00%	0	0	0
2010-200-00-00	EQUIPMENT	0.00%	0	0	0
2010-400-00-00	CONTRACTUAL AND OTHER	-53.06%	-55,788	49,360	105,148
2010-403-00-00	MAINTENANCE CONTRACTS	0.00%	0	0	0
2010-404-00-00	CONFERENCES	-51.15%	-10,165	9,709	19,874

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	B	2025-2026 Adopted
INSTRUCTION						
Administration and Improvement						
2010-405-00-00	DUES	-31.18%	-469	1,035		1,504
2010-410-00-00	TRAVEL	0.00%	0	2,000		2,000
2010-450-00-00	SUPPLIES/MATERIALS	35.44%	700	2,675		1,975
2010-490-06-00	BOCES SERVICES	105.97%	20,452	39,752		19,300
2010 Function Subtotal		**-15.15%**	**-60,376**	**338,081**		**398,457**
2020-150-00-00	INSTRUCTIONAL SALARIES	-14.36%	-160,371	956,464		1,116,835
2020-151-00-00	PER SERV SECURITY	0.00%	0	5,000		5,000
2020-160-00-00	NONINSTRUCTIONAL SALARIES	6.65%	36,283	581,886		545,603
2020-161-00-00	SUBSTITUTES	0.00%	0	10,000		10,000
2020-162-00-00	PERS SERV CHAPERONES	0.00%	0	0		0
2020-168-00-00	CLERICIAL OT	0.00%	0	5,000		5,000
2020-400-01-00	CONTRACTUAL - MHS	83.29%	7,975	17,550		9,575
2020-400-02-00	CONTRACTUAL - MMS	0.00%	0	0		0
2020-400-04-00	CONTRACTUAL - MES	-8.73%	-239	2,500		2,739
2020-403-01-00	MAINTENANCE CONTRACT-MHS	-100.00%	-3,000	0		3,000
2020-403-02-00	MAINTENANCE CONTRACT-MMS	0.00%	0	0		0
2020-404-01-00	CONFERENCE - MHS	0.00%	0	1,435		1,435
2020-404-02-00	CONFERENCE - MMS	****.**%	270	270		0
2020-404-04-00	CONFERENCE - MES	0.00%	0	2,000		2,000
2020-405-01-00	DUES - MHS	0.00%	0	0		0
2020-405-02-00	DUES - MMS	****.**%	150	150		0
2020-405-04-00	DUES-MES	****.**%	239	239		0
2020-410-01-00	TRAVEL-MHS	-20.00%	-800	3,200		4,000
2020-410-02-00	TRAVEL-MMS	0.00%	0	750		750
2020-410-04-00	TRAVEL-MES	0.00%	0	2,000		2,000
2020-450-01-00	SUPPLIES/MATERIALS-MHS	0.00%	0	9,000		9,000
2020-450-02-00	SUPPLIES/MATERIALS-MMS	0.00%	0	1,200		1,200

2020-450-04-00	SUPPLIES/MATERIALS-MES	-23.00%	-2,300	7,700	10,000
2020 Function Subtotal		**-7.05%**	**-121,793**	**1,606,344**	**1,728,137**
2040-150-00-00	PERS SERV INSTRUCTIONAL	75.53%	162,979	378,773	215,794
2040-160-00-00	PERS SERV NON INSTRUCTION	4.91%	6,016	128,454	122,438
2040-168-00-00	NONINSTRUCTIONAL SALARIES	0.00%	0	500	500
2040-403-00-00	MAINTENANCE CONTRACTS	0.00%	0	0	0
2040-404-00-00	CONFERENCES	0.00%	0	450	450
2040-405-00-00	DUES	0.00%	0	185	185

MARLBORO CENTRAL SCHOOL DISTRICT

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Fund: A GENERAL FUND

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
INSTRUCTION					
Administration and Improvement					
2040-410-00-00	TRAVEL	0.00%	0	400	400
2040-450-00-00	SUPPLIES/MATERIALS	0.00%	0	750	750
2040 Function Subtotal		**49.63%**	**168,995**	**509,512**	**340,517**
2060-150-00-00	CURR DEVELOPMENT SALARIE	0.00%	0	0	0
2060-400-00-00	CONTRACTUAL	-98.32%	-24,031	410	24,441
2060 Function Subtotal		**-98.32%**	**-24,031**	**410**	**24,441**
2070-400-00-00	CONTRACTUAL	0.00%	0	0	0
2070-404-00-00	CONFERENCE	-44.50%	-8,563	10,680	19,243
2070-410-00-00	TRAVEL	585.28%	8,153	9,546	1,393
2070-450-00-00	SUPPLIES	0.00%	0	1,771	1,771
2070-490-06-00	BOCES SERVICES	0.00%	0	0	0
2070 Function Subtotal		**-1.83%**	**-410**	**21,997**	**22,407**
Administration and Improvement Subtotal		**-1.50%**	**-37,615**	**2,476,344**	**2,513,959**
Teaching					
2110-120-00-00	INSTRUCTIONAL SALARIES K	6.84%	407,176	6,362,733	5,955,557
2110-130-00-00	INSTRUCTIONAL SALARIES GR	-0.90%	-69,093	7,592,768	7,661,861
2110-134-00-00	TUTORING	0.00%	0	30,000	30,000
2110-140-00-00	INSTRUCTIONAL SUBSTITUTES	3.57%	12,050	350,000	337,950
2110-160-00-00	NON INSTRUCTIONAL SALARIE	6.35%	37,024	620,151	583,127
2110-168-00-00	PARAPROFESSIONAL OVERTIME	0.00%	0	10,000	10,000
2110-170-00-00	NON INSTRICTIONAL SUBSTIT	0.00%	0	20,000	20,000

2110-200-00-00	EQUIPMENT	0.00%	0	0	0
2110-200-01-00	EQUIPMENT	0.00%	0	0	0
2110-200-02-00	EQUIPMENT	0.00%	0	0	0
2110-200-04-00	EQUIPMENT	0.00%	0	0	0
2110-400-00-06	CONTRACTUAL PERSONNEL	0.00%	0	5,000	5,000
2110-400-01-00	CONTRACTUAL-MHS	0.00%	0	6,800	6,800
2110-400-02-00	CONTRACTUAL-MMS	-51.17%	-8,535	8,145	16,680
2110-400-04-00	CONTRACTUAL AND OTHER	41.98%	17,214	58,221	41,007
2110-400-06-00	CONTRACTUAL REPORT CARDS	0.00%	0	7,500	7,500
2110-400-06-02	CONTRACTUAL TESTING	0.00%	0	45,000	45,000
2110-400-07-00	CONTRACTUAL DISTRICT SRO	-9.09%	-20,000	200,000	220,000
2110-403-01-00	MAINTENANCE CONTRACTS	0.00%	0	2,000	2,000

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
INSTRUCTION					
Teaching					
2110-403-02-00	MAINTENANCE CONTRACTS	0.00%	0	0	0
2110-403-04-00	MAINTENANCE CONTRACTS	0.00%	0	0	0
2110-410-01-00	TRAVEL MHS	0.00%	0	0	0
2110-410-02-00	TRAVEL MMS	0.00%	0	1,525	1,525
2110-410-04-00	TRAVEL MES	-42.42%	-350	475	825
2110-450-01-00	SUPPLIES/MATERIALS MHS	0.00%	0	20,000	20,000
2110-450-01-01	SUPPLIES/MATERIALS ART MH	0.00%	0	9,750	9,750
2110-450-01-03	SUPPLIES/MATERIALS ENG MH	0.00%	0	3,500	3,500
2110-450-01-04	SUPPLIES/MATERIALS TECH M	0.00%	0	6,000	6,000
2110-450-01-05	SUPPLIES/MATERIALS PHYS E	-13.33%	-400	2,600	3,000
2110-450-01-06	SUPPLIES/MATERIALS MATH M	66.67%	2,000	5,000	3,000
2110-450-01-07	SUPPLIES/MATERIALS MUSIC	-20.00%	-1,300	5,200	6,500
2110-450-01-09	SUPPLIES/MATERIALS SCIENC	38.93%	4,500	16,060	11,560
2110-450-01-10	SUPPLIES/MATERIALS SOC. S	250.00%	250	350	100
2110-450-01-11	SUPPLIES/MATERIALS LANG.	0.00%	0	1,625	1,625
2110-450-01-13	SUPPLIES/MATERIALS HEALTH	400.00%	400	500	100
2110-450-01-14	SUPPLIES/MATERIALS AIS MH	0.00%	0	500	500
2110-450-01-15	SUPPLIES/MATERIALS ENL MH	0.00%	0	200	200
2110-450-01-17	SUPPLIES/MATERIALS POOL M	0.00%	0	200	200
2110-450-02-00	SUPPLIES/MATERIALS MMS	-26.67%	-5,900	16,225	22,125
2110-450-02-01	SUPPLIES/MATERIALS ART MM	0.00%	0	3,500	3,500
2110-450-02-03	SUPPLIES/MATERIALS ENGLIS	-32.15%	-1,000	2,110	3,110
2110-450-02-04	SUPPLIES/MATERIALS TECH M	-10.00%	-500	4,500	5,000
2110-450-02-05	SUPPLIES/MATERIALS PHYS E	0.00%	0	2,500	2,500

2110-450-02-06	SUPPLIES/MATERIALS MATH M	-54.22%	-4,175	3,525	7,700
2110-450-02-07	SUPPLIES/MATERIALS MUSIC	8.77%	495	6,140	5,645
2110-450-02-09	SUPPLIES/MATERIALS SCIENC	11.90%	585	5,500	4,915
2110-450-02-10	SUPPLIES/MATERIALS SOC. S	-28.06%	-1,090	2,795	3,885
2110-450-02-11	SUPPLIES/MATERIALS LANG.	-2.27%	-50	2,150	2,200
2110-450-02-12	SUPPLIES/MATERIALS HOME C	0.00%	0	3,500	3,500
2110-450-02-13	SUPPLIES/MATERIALS HEALTH	0.00%	0	1,000	1,000
2110-450-02-15	SUPPLIES/MATERIALS ENL MS	-20.00%	-200	800	1,000
2110-450-04-00	SUPPLIES/MATERIALS MES	-54.19%	-39,038	33,007	72,045
2110-450-04-01	SUPPLIES/MATERIALS ART ME	0.00%	0	3,367	3,367
2110-450-04-05	SUPPLIES/MATERIALS PHYS E	0.00%	0	4,700	4,700
2110-450-04-07	SUPPLIES/MATERIALS MUSIC	13.20%	680	5,830	5,150
2110-450-04-09	SUPPLIES/MATERIALS SCIENC	24.74%	993	5,006	4,013
2110-450-04-13	SUPP HEALTH MES	-82.70%	-1,654	346	2,000

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
INSTRUCTION					
Teaching					
2110-450-04-14	SUPPLIES/MATERIALS AIS ME	-74.84%	-2,975	1,000	3,975
2110-450-04-15	SUPPLIES/MATERIALS ENL ME	0.00%	0	500	500
2110-450-04-19	SUPPLIES/MATERIALS KIND.	-26.57%	-1,221	3,375	4,596
2110-450-06-02	SUPPLIES/MATERIALS TESTIN	0.00%	0	1,000	1,000
2110-450-06-16	SUPPLIES REPORT CARDS	0.00%	0	1,000	1,000
2110-450-07-00	MATERIALS & SUPPLIES SRO	0.00%	0	0	0
2110-470-00-00	TUITION	0.00%	0	5,000	5,000
2110-480-00-00	TEXTBOOKS NONPUBLIC	0.00%	0	7,000	7,000
2110-480-01-00	TEXTBOOKS MHS	0.00%	0	2,875	2,875
2110-480-01-03	TEXTBOOKS ENG. MHS	0.00%	0	3,000	3,000
2110-480-01-04	TEXTBOOKS TECH MHS	0.00%	0	0	0
2110-480-01-06	TEXTBOOKS MATH MHS	0.00%	0	18,769	18,769
2110-480-01-07	TEXTBOOKS MUSIC MHS	0.00%	0	650	650
2110-480-01-09	TEXTBOOKS SCIENCE MHS	0.00%	0	1,000	1,000
2110-480-01-10	TEXTBOOKS SOC STUD MHS	0.00%	0	13,800	13,800
2110-480-01-11	TEXTBOOKS LANG. MHS	45.67%	290	925	635
2110-480-01-13	TEXTBOOKS HEALTH MHS	0.00%	0	0	0
2110-480-02-00	TEXTBOOKS MMS	854.55%	9,400	10,500	1,100
2110-480-02-03	TEXTBOOKS ENG MMS	39.86%	2,280	8,000	5,720
2110-480-02-06	TEXTBOOKS MATH/LAB MMS	-91.11%	-4,100	400	4,500
2110-480-02-09	TEXTBOOKS SCIENCE MMS	-40.00%	-200	300	500
2110-480-02-10	TEXTBOOKS SOC STUDIUES MM	0.00%	0	500	500

2110-480-02-11	TEXTBOOKS LANG MMS	0.00%	0	250	250
2110-480-02-13	TEXTBOOKS HEALTH MMS	0.00%	0	0	0
2110-480-02-14	TEXTBOOKS AIS MMS	0.00%	0	0	0
2110-480-04-00	TEXTBOOKS MES	-8.81%	-800	8,280	9,080
2110-480-04-03	TEXTBOOKS ELA MES	-14.81%	-5,480	31,534	37,014
2110-480-04-06	TEXTBOOKS MATH MES	0.00%	0	0	0
2110-480-04-10	TEXTBOOKS SOCIAL STUDIES	58.20%	2,432	6,611	4,179
2110-480-04-19	TEXTBOOKS KIND. MES	-37.90%	-1,545	2,531	4,076
2110-480-06-00	TEXTBOOKS NEW ADOPTIONS	0.00%	0	15,000	15,000
2110-490-00-00	BOCES GRAPHING CALCS	0.00%	0	0	0
2110-490-01-00	BOCES	0.00%	0	0	0
2110-490-02-00	BOCES MIDDLE SCHOOL	****.**%	8,600	8,600	0
2110-490-04-00	BOCES ELEM SCHOOL	0.00%	0	0	0
2110-490-06-00	BOCES SERVICES	-55.33%	-84,789	68,456	153,245
2110-490-06-09	BOCES SCIENCE KITS	0.00%	0	0	0
2110-490-07-00	BOCES SCIENCE KITS	0.00%	0	0	0

MARLBORO CENTRAL SCHOOL DISTRICT

'Budget Presentation Report'

Fiscal Year: 2027

Fund: A GENERAL FUND

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
INSTRUCTION					
Teaching					
2110 Function Subtotal		1.63%	251,974	15,719,160	15,467,186
2250-134-00-00	TUTORING	0.00%	0	500	500
2250-150-00-00	INSTRUCTIONAL SERVICES	8.00%	406,493	5,487,969	5,081,476
2250-160-00-00	NON INSTRUCTIONAL SALARIE	2.28%	28,885	1,296,118	1,267,233
2250-168-00-00	PARAPROFESSIONAL OVERTIME	0.00%	0	3,000	3,000
2250-170-00-00	PARAPROFESSIONAL SUBSTITU	0.00%	0	20,000	20,000
2250-200-00-00	EQUIPMENT	0.00%	0	0	0
2250-400-00-00	CONTRACTUAL EXPENSE	169.46%	174,200	277,000	102,800
2250-403-00-00	MAINTENANCE CONTRACTS	50.00%	1,350	4,050	2,700
2250-410-00-00	TRAVEL	0.00%	0	5,000	5,000
2250-450-00-00	MATERIALS & SUPPLIES	174.37%	26,156	41,156	15,000
2	SUPPLIES/MATERIALS-PPS HS	0.00%	0	3,500	3,500
2250-450-02-00	SUPPLIES/MATERIAL-PPS MS	15.77%	720	5,285	4,565
2250-450-04-00	SUPPLIES/MATERIAL PPS ME	20.00%	608	3,648	3,040
2250-470-00-00	TUITION - PRIVATE/OTHER P	19.80%	296,960	1,796,960	1,500,000
2250-471-00-00	TUITION - PRIVATE/OTH PUB	0.00%	0	10,000	10,000
2250-480-00-00	TEXTBOOKS	****.**%	4,992	4,992	0
2250-480-01-00	TEXTBOOKS-PPS HS	0.00%	0	1,000	1,000
2250-480-02-00	TEXTBOOKS-PPS MS	0.00%	0	0	0

2250-480-04-00	TEXTBOOKS PPS ME	0.00%	0	0	0
2250-490-00-00	BOCES SERVICES	0.00%	0	0	0
2250-490-06-00	BOCES SERVICES	-6.27%	-187,683	2,805,963	2,993,646
2250 Function Subtotal		**6.83%**	**752,681**	**11,766,141**	**11,013,460**
2280-150-00-00	INSTRUCTIONAL SALARIES	5.58%	4,484	84,804	80,320
2280-450-01-02	SUPPLIES/MATERIAL BUS HS	0.00%	0	0	0
2280-450-01-12	SUPPLIES/MATERIALS	0.00%	0	200	200
2280-490-06-00	BOCES	25.37%	206,637	1,021,251	814,614
2280 Function Subtotal		**23.59%**	**211,121**	**1,106,255**	**895,134**
2330-160-00-00	NONINSTRUCTIONAL SALARIES	0.00%	0	16,000	16,000
2330-400-00-00	CONTRACTUAL AND OTHER	0.00%	0	3,000	3,000
2330-450-00-00	SUPPLIES/MATERIALS	0.00%	0	1,000	1,000
2330 Function Subtotal		**0.00%**	**0**	**20,000**	**20,000**
2334-150-00-00	INSTRUCTIONAL SALARIES	0.00%	0	0	0

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
INSTRUCTION					
Teaching					
2334-400-00-00	CONTRACTUAL REACH	0.00%	0	0	0
2334 Function Subtotal		**0.00%**	**0**	**0**	**0**
Teaching Subtotal		**4.44%**	**1,215,776**	**28,611,556**	**27,395,780**
Instructional Media					
2610-150-00-00	INSTRUCTIONAL SALARIES	5.15%	14,459	295,156	280,697
2610-160-00-00	NONINSTRUCTIONAL SALARIES	0.00%	0	0	0
2610-170-00-00	NON INST SUBS	0.00%	0	0	0
2610-200-00-00	EQUIPMENT	0.00%	0	0	0
2610-200-01-00	EQUIPMENT LIB HS	0.00%	0	0	0
2610-200-02-00	EQUIPMENT-LIB MS	0.00%	0	0	0
2610-200-04-00	EQUIPMENT LIB MES	0.00%	0	0	0
2610-450-01-29	SUPPLIES/MATERIALS LIB HS	2562.50%	5,125	5,325	200
2610-450-02-29	SUPPLIES/MATERIAL-LIB MS	-11.92%	-590	4,360	4,950
2610-450-04-29	SUPPLIES/MATERIAL LIB ME	-23.58%	-2,500	8,100	10,600
2610-460-01-29	LIBRARY MATERIALS-AID HS	-51.25%	-5,125	4,875	10,000

2610-460-02-29	LIBRARY MATERIALS-AID MS	-76.00%	-15,200	4,800	20,000
2610-460-04-29	LIBRARY MATERIALS AID ME	-24.77%	-1,500	4,555	6,055
2610-490-06-00	BOCES	1.06%	1,000	95,000	94,000
2610 Function Subtotal		**-1.02%**	**-4,331**	**422,171**	**426,502**
2630-150-00-00	INSTRUCTIONAL SALARIES	0.00%	0	0	0
2630-160-00-00	NONINSTRUCTIONAL SERVICES	0.00%	0	0	0
2630-168-00-00	OVERTIME	0.00%	0	5,000	5,000
2630-200-00-00	EQUIPMENT	-100.00%	-7,630	0	7,630
2630-400-00-00	CONTRACTUAL	-80.42%	-30,800	7,500	38,300
2630-403-00-00	MAINTENANCE CONTRACTS	-79.59%	-39,000	10,000	49,000
2630-404-00-00	CONFERENCE	300.00%	750	1,000	250
2630-405-00-00	DUES	-100.00%	-100	0	100
2630-450-00-00	SUPPLIES & MATERIALS	-45.63%	-34,220	40,780	75,000
2630-450-06-00	SUPPLIES AND MATERIALS DW	-100.00%	-14,500	0	14,500
2630-450-06-04	MATERIALS & SUPPLIES	5.11%	8,500	175,000	166,500
2630-460-00-00	COMPUTER SOFTWARE	-69.81%	-64,610	27,940	92,550
2630-490-06-00	BOCES SERVICES	166.96%	65,373	104,528	39,155
2630 Function Subtotal		**-23.82%**	**-116,237**	**371,748**	**487,985**

MARLBORO CENTRAL SCHOOL DISTRICT

'Budget Presentation Report'

Fiscal Year: 2027

Fund: A GENERAL FUND

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
INSTRUCTION					
Instructional Media Subtotal		**-13.18%**	**-120,568**	**793,919**	**914,487**
Pupil Services					
2810-150-00-00	INSTRUCTIONAL SALARIES	6.07%	45,726	799,640	753,914
2810-160-00-00	NON INSTRUCTIONAL SALARIE	5.52%	10,842	207,347	196,505
2810-168-00-00	NONINSTRUCTIONAL OT	0.00%	0	0	0
2810-170-00-00	SUBSTITUTES	0.00%	0	0	0
2810-400-00-00	CONTRACTUAL	0.00%	0	0	0
2810-400-01-00	CONTRACTUAL-GUID HS	0.00%	0	13,000	13,000
2810-400-06-00	CONTRACTUAL DW	0.00%	0	25,000	25,000
2810-403-01-00	MAINT CONTRACTS-GUID HS	0.00%	0	0	0
2810-403-02-00	MAINT CONTRACTS GUID MS	0.00%	0	0	0
2810-404-00-00	CONFERENCES	0.00%	0	0	0
2810-410-01-00	TRAVEL GUID HS	****.**%	700	700	0
2810-410-02-00	TRAVEL-GUID MS	0.00%	0	0	0
2810-450-01-00	SUPPLIES/MATERIAL GUID HS	-10.00%	-500	4,500	5,000

2810-450-02-00	SUPPLIES/MATERIAL-GUID MS	-16.67%	-500	2,500	3,000
2810-450-04-00	SUPPLIES/MATERIALS	0.00%	0	0	0
2810 Function Subtotal		**5.65%**	**56,268**	**1,052,687**	**996,419**
2815-160-00-00	NON INSTRUCTIONAL SALARIE	-7.58%	-22,026	268,459	290,485
2815-168-00-00	NONINSTRUCTIONAL OT	****.**%	5,000	5,000	0
2815-170-00-00	SUBSTITUTES	0.00%	0	20,000	20,000
2815-200-00-00	EQUIPMENT	0.00%	0	0	0
2815-400-00-00	CONTRACTUAL	26.00%	13,000	63,000	50,000
2815-403-00-00	MAINTENANCE CONTRACTS	0.00%	0	0	0
2815-404-00-00	CONFERENCES	0.00%	0	0	0
2815-450-00-00	SUPPLIES/MATERIALS	0.00%	0	9,000	9,000
2815-450-01-00	MATERIAL\SUPPLIES HLTH HS	0.00%	0	0	0
2815-450-02-00	MATERIAL\SUPPLIES HLTH MS	0.00%	0	0	0
2815-450-04-00	MATERIAL\SUPPLIES HLTH ME	0.00%	0	0	0
2815 Function Subtotal		**-1.09%**	**-4,026**	**365,459**	**369,485**
2820-150-00-00	INSTRUCTIONAL SERVICES	18.22%	116,746	757,428	640,682
2820-160-00-00	NONINSTRUCTIONAL SERVICES	2.28%	3,020	135,243	132,223
2820-410-00-00	TRAVEL	0.00%	0	5,900	5,900
2820-450-00-00	SUPPLIES/MATERIALS	66.67%	4,000	10,000	6,000
2820 Function Subtotal		**15.77%**	**123,766**	**908,571**	**784,805**

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
INSTRUCTION					
Pupil Services					
2850-150-00-00	INSTRUCTIONAL SERVICES	13.82%	14,868	122,480	107,612
2850-400-01-07	CONTRACTUAL MUSIC MHS	200.00%	1,300	1,950	650
2850-400-02-07	CONTRACTUAL MUSIC MMS	-48.41%	-8,540	9,100	17,640
2850-400-04-07	CONTRACTUAL MUSIC MES	-25.32%	-800	2,360	3,160
2850-404-01-00	TRANSPORTATION HS	0.00%	0	8,000	8,000
2850-404-01-12	TRAVEL FCCLA	0.00%	0	4,800	4,800
2850-404-02-00	TRANSPORTATION MS	1470.00%	14,700	15,700	1,000
2850-404-04-00	TRANSPORTATION ME	1340.00%	3,350	3,600	250
2850-405-01-00	DUES HS	0.00%	0	0	0
2850-405-02-00	DUES MMS	0.00%	0	0	0
2850-407-01-00	AWARDS MHS	0.00%	0	0	0
2850-407-02-00	AWARDS MMS	0.00%	0	0	0

2850-450-01-00	SUPPLIES/MATERIALS MHS	-100.00%	-6,800	0	6,800
2850-450-02-00	SUPPLIES/MATERIALS MMS	0.00%	0	0	0
2850 Function Subtotal		**12.06%**	**18,078**	**167,990**	**149,912**
2855-150-00-00	INSTRUCTIONAL SERVICES	3.27%	12,960	409,435	396,475
2855-151-00-00	INST. SAL OFFICIALS & SEC	0.00%	0	52,530	52,530
2855-160-00-00	NONINSTRUCTIONAL SALARIES	-5.25%	-6,576	118,777	125,353
2855-200-00-00	EQUIPMENT	-100.00%	-25,000	0	25,000
2855-400-00-00	CONTRACTUAL	-75.74%	-54,330	17,400	71,730
2855-403-00-00	MAINTENANCE CONTRACTS	38.00%	5,700	20,700	15,000
2855-404-00-00	POST SEASON EXPENSES	400.00%	12,000	15,000	3,000
2855-406-00-00	DUES	-53.12%	-17,900	15,800	33,700
2855-407-00-00	AWARDS	0.00%	0	4,000	4,000
2855-410-00-00	TRAVEL	50.00%	1,000	3,000	2,000
2855-410-06-00	TRAVEL	****.**%	500	500	0
2855-444-00-00	OFFICIALS & SECURITY	-81.31%	-53,500	12,300	65,800
2855-450-00-00	SUPPLIES/MATERIALS	22.00%	11,000	61,000	50,000
2855-490-06-00	BOCES	239.28%	67,895	96,270	28,375
2855 Function Subtotal		**-5.30%**	**-46,251**	**826,712**	**872,963**
Pupil Services Subtotal		**4.66%**	**147,835**	**3,321,419**	**3,173,584**
INSTRUCTION Subtotal		**3.55%**	**1,205,428**	**35,203,238**	**33,997,810**

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
PUPIL TRANSPORTATION					
Pupil Transportation					
5510-150-00-00	INSTRUCTIONAL SERVICES	1.51%	518	34,880	34,362
5510-160-00-00	NONINSTRUCTIONAL SALARIES	0.00%	0	0	0
5510-400-00-00	CONTRACTUAL	1.11%	1,500	136,500	135,000
5510-403-00-00	MAINTENANCE CONTRACTS	0.00%	0	8,200	8,200
5510-450-00-00	MATERIALS & SUPPLIES	0.00%	0	0	0
5510 Function Subtotal		**1.14%**	**2,018**	**179,580**	**177,562**
5540-400-00-00	TRANSPORTATION	25.96%	995,718	4,831,760	3,836,042
5540-400-00-06	CONTRACTUAL AND OTHER	40.00%	10,000	35,000	25,000

5540 Function Subtotal		**26.05%**	**1,005,718**	**4,866,760**	**3,861,042**
Pupil Transportation Subtotal		**24.95%**	**1,007,736**	**5,046,340**	**4,038,604**
PUPIL TRANSPORTATION Subtotal		**24.95%**	**1,007,736**	**5,046,340**	**4,038,604**
UNDISTRIBUTED					
Employee Benefits					
9010-800-00-00	STATE RETIREMENT	12.02%	110,423	1,029,455	919,032
9010 Function Subtotal		**12.02%**	**110,423**	**1,029,455**	**919,032**
9020-800-00-00	TEACHER RETIREMENT	-12.44%	-306,329	2,156,691	2,463,020
9020 Function Subtotal		**-12.44%**	**-306,329**	**2,156,691**	**2,463,020**
9030-800-00-00	SOCIAL SECURITY	4.32%	99,782	2,411,969	2,312,187
9030 Function Subtotal		**4.32%**	**99,782**	**2,411,969**	**2,312,187**
9040-800-00-00	WORKERS' COMPENSATION	0.00%	0	290,000	290,000
9040 Function Subtotal		**0.00%**	**0**	**290,000**	**290,000**
9050-800-00-00	UNEMPLOYMENT	0.00%	0	15,000	15,000
9050 Function Subtotal		**0.00%**	**0**	**15,000**	**15,000**
9060-490-06-00	BOCES	28.42%	3,552	16,052	12,500
9060-800-00-00	HEALTH & OTHER INSURANCE	17.07%	1,401,598	9,614,316	8,212,718

Budget Account	Description	Percent Change	Dollar Change	2026-2027 Proposed Budget	2025-2026 Adopted Budget
UNDISTRIBUTED					
Employee Benefits					
9060-800-00-01	MEDICARE REIMBURSEMENTS	0.00%	0	740,000	740,000
9060-800-00-02	HEALTH INSURANCE BUYOUT	0.00%	0	375,000	375,000
9060-801-00-00	DENTAL BENEFIT NON UNIT	-8.02%	-3,050	35,000	38,050
9060 Function Subtotal		**14.95%**	**1,402,100**	**10,780,368**	**9,378,268**
9070-800-00-00	MFA BENEFIT TRUST	0.00%	0	637,350	637,350
9070 Function Subtotal		**0.00%**	**0**	**637,350**	**637,350**

Employee Benefits Subtotal		**8.15%**	**1,305,976**	**17,320,833**	**16,014,857**
Debt Service					
9711-601-00-00	BONDS PRINCIPAL	-11.71%	-599,021	4,515,131	5,114,152
9711-701-00-00	BONDS INTEREST	-14.21%	-168,149	1,014,902	1,183,051
9711 Function Subtotal		**-12.18%**	**-767,170**	**5,530,033**	**6,297,203**
9760-700-00-00	TAX ANTICIPATION NOTE INT		0	0	0
9760 Function Subtotal		**0.00%**	**0**	**0**	**0**
Debt Service Subtotal		**-12.18%**	**-767,170**	**5,530,033**	**6,297,203**
Interfund Transfers					
9901-930-00-00	TRANSFER TO SCHOOL LUNCH	0.00%	0	0	0
9901-950-00-00	TRANSFER TO SPECIAL AID F	30.00%	30,000	130,000	100,000
9901 Function Subtotal		**30.00%**	**30,000**	**130,000**	**100,000**
9950-900-00-00	TRANSFER TO CAPITAL FUND	0.00%	0	0	0
9950 Function Subtotal		**0.00%**	**0**	**0**	**0**
Interfund Transfers Subtotal		**30.00%**	**30,000**	**130,000**	**100,000**
UNDISTRIBUTED Subtotal		**2.54%**	**568,806**	**22,980,866**	**22,412,060**
Total GENERAL FUND		**4.50%**	**3,020,709**	**70,148,012**	**67,127,303**

Total Assessed Value 201,122,677
Uniform Percentage 17.30

Equalized Total Assessed Value 1,162,558,827

School District - 513601 Marlboro Csd

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	17,341,040	1.49
13500	TOWN - GENERALLY	RPTL 406(1)	27	14,937,456	1.28
13800	SCHOOL DISTRICT	RPTL 408	1	4,136,416	0.36
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	1,563,006	0.13
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	823,699	0.07
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	1,791,907	0.15
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	4	3,672,255	0.32
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	30,354,336	2.61
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	35	1,072,084	0.09
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	32,150	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	40	2,112,175	0.18
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	53,584	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	22	2,185,498	0.19
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	98,179	0.01
41400	CLERGY	RPTL 460	1	8,671	0.00
41630	VOL/FIRE/AMB	RPTL 466-a	7	314,861	0.03
41635	VOL/FIRE/AMB	RPTL 466-a	4	185,953	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	16	5,015,203	0.43
41800	PERSONS AGE 65 OR OVER	RPTL 467	21	3,164,688	0.27
41805	PERSONS AGE 65 OR OVER	RPTL 467	10	537,983	0.05
41834	ENHANCED STAR	RPTL 425	122	15,458,360	1.33
41854	BASIC STAR 1999-2000	RPTL 425	240	11,098,320	0.95
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	61,850	0.01
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	104,971	0.01
42130	FARM OR FOOD PROCESSING LABOR	RPTL 483-d	1	120,231	0.01
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	8	2,043,763	0.18
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	1,244,913	0.11

Total Assessed Value 201,122,677
Uniform Percentage 17.30

Equalized Total Assessed Value 1,162,558,827

School District - 513601 Marlboro Csd

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	74,517,341	6.41
Total Exemptions Exclusive of System Exemptions:			**577**	**194,050,893**	**16.69**
Total System Exemptions:			**0**	**0**	**0.00**
Totals:			**577**	**194,050,893**	**16.69**

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

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

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

Entity Name: MARLBORO CSD
BEDS Code: 621001
Claim Year: 2025-2026 SET VALUES

SAMS
NEW YORK STATE EDUCATION DEPARTMENT
STATE AID MANAGEMENT SYSTEM



Welcome Sue Smith (School Entity User) CORE 04/21/2026 10:29 AM Home | Issue Reporting | Help | Logout

Entity Info | Forms | Claim Verifications | Activity Log | Reports |

You Have Selected the 'Official' Data Area.

Print Legacy | Print Form | Print Blank | Print Text Only

District Name: MARLBORO CSD
Contact Person: EMERSON SEGARA

District Code: 621001
Telephone: (845) 236-5803
Tel Extension: 1403

Form Saved Successfully on 04/21/2026 10:29:11 AM

Property Tax Report Card

******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 2026-27 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 25, 2026

Form Preparer Name: SUZANNE SMITH
Preparer's Telephone Number: 845-236-5800

Shaded Fields Will Calculate	Budgeted 2025-26 (A)	Proposed Budget 2026-27 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	67,127,303	70,148,012	4.50 %
A. Proposed Tax Levy to Support the Total Budgeted Amount[1]	36,816,551	39,005,244	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable[2]			
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)	36,816,551	39,005,244	5.94 %
F. Permissible Exclusions to the School Tax Levy Limit	3,714,510	4,785,685	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions[3]	33,137,729	34,219,559	
H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	33,102,041	34,219,559	
I. Difference: (G-H);(negative value requires 60.0% voter approval)[2]	35,688	0	
Public School Enrollment	1,943	1,845	-5.04 %
Consumer Price Index			2.63 %

[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 2026-27, includes any carryover from 2025-26 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2025-26 (D)	Estimated 2026-27 (E)
Adjusted Restricted Fund Balance	2,627,061	2,563,096
Assigned Appropriated Fund Balance	3,727,835	3,727,835
Adjusted Unrestricted Fund Balance	2,687,732	2,805,920
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/26 Actual Balance	6/30/26 Estimated Ending Balance	Intended Use of the Reserve in the 2026-27 School Year

(Limit 200 Characters)**

Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital + (add)	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	1,000,000	1,000,000	NO PLANNED USE FOR 2026-2027
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	7,684	7,684	NO PLANNED USE FOR 2026-2027
Workers Compensation	WORKERS COMP	For self-insured Workers Compensation and benefits.	250,000	250,000	NO PLANNED USE FOR 2026-2027
Unemployment Insurance		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		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability + (add)		To cover incurred liability claims.			
Tax Certiorari	TAX CERT	For tax certiorari settlements.	22,578	22,578	NO PLANNED USE FOR 2026-2027
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability		For accrued 'employee benefits' due to employees upon termination of service.			
Retirement Contribution	EMPLOYEE	For employer retirement contributions to the State and Local Employees' Retirement System.	1,142,834	1,142,834	PLAN TO USE $824,425 FOR 2026-2027
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve + (add)	NYS TEACHER		140,000	140,000	NO PLANNED USE FOR 2026-2027

* **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 2026-27. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save | Reset | Save & Ready

MARLBORO CSD - NEW YORK STATE REPORT CARD [2024 - 25]

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA

For information about how 2025-26 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2025-26 Accountability Statuses Based on 2024-25 Results.

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	128.9	123.3	136.1
	Math	134.9	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	170.6	178.8	182.3
	Math	197.1	190.9	192.4
Black or African American	ELA	131.7	114.8	129
	Math	125.5	106.7	122.2
Hispanic or Latino	ELA	111.3	107.5	122.9
	Math	113.9	105.6	121.4
Multiracial	ELA	113.3	125.7	138.1
	Math	128.3	129	140.8
White	ELA	135	123.7	136.4
	Math	143.6	134.7	145.6
English Language Learner	ELA	69	93	110.8
	Math	111.3	103.7	119.8
Students with Disabilities	ELA	62.3	68.9	90.7
	Math	72.2	72.5	93.8
Economically Disadvantaged	ELA	103.5	110	125
	Math	106.7	110	125

SECONDARY WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	194.2	134.9	148.3
	Math	121.6	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	–	–
	Math	–	–	–
Black or African American	ELA	164.7	95	115
	Math	73.5	37.8	64.8
Hispanic or Latino	ELA	179.7	99.6	118.8
	Math	120.3	43.4	69.5
Multiracial	ELA	–	–	–
	Math	–	–	–
White	ELA	203.2	170.2	177.6
	Math	128.4	74.7	95.6
English Language Learner	ELA	–	–	–
	Math	–	–	–
Students with Disabilities	ELA	113.6	75.4	98.7
	Math	56.1	29.3	57.8
Economically Disadvantaged	ELA	172.1	103.2	121.8
	Math	108.7	51.2	76

SECONDARY GRADUATION RATE MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Cohort	Number In Cohort	Grad Rate	State MIP	State LTG
All Students	4-Year	166	92.2%	87.5%	88.8%
	5-Year	160	93.1%	89.4%	90.5%
	6-Year	154	94.8%	88.9%	90.3%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	2	–	–	–
	5-Year	1	–	–	–
	6-Year	4	–	–	–
Black or African American	4-Year	19	–	–	–
	5-Year	28	85.7%	84.9%	86.7%
	6-Year	16	–	–	–
Hispanic or Latino	4-Year	41	90.2%	81.6%	83.8%
	5-Year	31	90.3%	84.4%	86.3%
	6-Year	29	100%	83.3%	85.6%
Multiracial	4-Year	5	–	–	–
	5-Year	2	–	–	–
	6-Year	7	–	–	–
White	4-Year	99	93.9%	91.7%	92.3%
	5-Year	98	95.9%	92.9%	93.4%
	6-Year	98	95.9%	93.1%	93.7%
English Language Learner	4-Year	–	–	–	–
	5-Year	2	–	–	–
	6-Year	3	–	–	–
Students with Disabilities	4-Year	32	84.4%	70.4%	74.5%
	5-Year	29	86.2%	73%	76.8%
	6-Year	26	80.8%	73.1%	77.1%
Economically Disadvantaged	4-Year	54	87%	83.1%	85.1%
	5-Year	72	88.9%	85.6%	87.4%
	6-Year	56	92.9%	85.1%	87.1%

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	41	43%	44%	1.02	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index
All Students	ELA	644	156.5
	Math	662	159.8
	Science	206	165
	Combined	1,512	159.1
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	170.6
	Math	17	197.1
	Science	3	–
	Combined	37	187.8
Black or African American	ELA	85	139.4
	Math	87	132.8
	Science	35	155.7
	Combined	207	139.4
Hispanic or Latino	ELA	146	141.8
	Math	149	143
	Science	57	138.6
	Combined	352	141.8
Multiracial	ELA	23	147.8
	Math	24	160.4
	Science	8	112.5
	Combined	55	148.2
White	ELA	373	166.1
	Math	385	170.8
	Science	103	185
	Combined	861	170.4
English Language Learner	ELA	23	87
	Math	27	127.8
	Science	3	–
	Combined	53	104.7

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	117	88.9
	Math	118	102.1
	Science	30	115
	Combined	265	97.7
Economically Disadvantaged	ELA	238	138.2
	Math	247	138.3
	Science	81	140.1
	Combined	566	138.5

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index
All Students	ELA	782	128.9
	Math	784	134.9
	Science	262	129.8
	Combined	1,828	131.6
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	170.6
	Math	17	197.1
	Science	3	--
	Combined	37	187.8
Black or African American	ELA	90	131.7
	Math	92	125.5
	Science	39	139.7
	Combined	221	130.5
Hispanic or Latino	ELA	186	111.3
	Math	187	113.9
	Science	69	114.5
	Combined	442	112.9
Multiracial	ELA	30	113.3
	Math	30	128.3
	Science	10	90
	Combined	70	116.4
White	ELA	459	135
	Math	458	143.6
	Science	141	135.1
	Combined	1,058	138.7
English Language Learner	ELA	29	69
	Math	31	111.3
	Science	10	80
	Combined	70	89.3

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	167	62.3
	Math	167	72.2
	Science	54	63.9
	Combined	388	66.8
Economically Disadvantaged	ELA	318	103.5
	Math	320	106.7
	Science	116	97.8
	Combined	754	104

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index
All Students	959	48,438	50.5
Asian or Native Hawaiian/Other Pacific Islander	23	1,002	43.6
Black or African American	114	6,110	53.6
Hispanic or Latino	217	10,541	48.6
Multiracial	30	1,977	65.9
White	575	28,808	50.1
English Language Learner	17	–	–
Students with Disabilities	144	6,969	48.4
Economically Disadvantaged	325	16,896	52

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	33	43%	45%	1.05
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–
Black or African American	4	–	–	–
Hispanic or Latino	22	44%	32%	0.73
White	5	–	–	–
English Language Learner	33	43%	45%	1.05
Students with Disabilities	6	–	–	–
Economically Disadvantaged	24	42%	38%	0.90

ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index
All Students	1,122	98	153	390	481	190.3
American Indian or Alaska Native	1	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	0	3	5	12	215
Black or African American	129	11	15	38	65	196.5
Hispanic or Latino	286	46	46	115	79	165.6
Multiracial	52	4	8	18	22	190.4
White	634	37	81	213	303	199.4
English Language Learner	58	8	14	17	19	164.7
Students with Disabilities	241	29	43	80	89	176.6
Economically Disadvantaged	489	70	100	183	136	164.8

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	849	78.7%
Asian or Native Hawaiian/Other Pacific Islander	–	17	–
Black or African American	✗	108	89.8%
Hispanic or Latino	✗	207	75.4%
Multiracial	–	32	–
White	✗	485	77.3%
English Language Learner	–	24	–
Students with Disabilities	✗	164	65.9%
Economically Disadvantaged	✗	355	72.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	847	80.5%
Asian or Native Hawaiian/Other Pacific Islander	–	17	–
Black or African American	X	107	89.7%
Hispanic or Latino	X	207	76.3%
Multiracial	–	32	–
White	X	484	80%
English Language Learner	–	24	–
Students with Disabilities	X	164	66.5%
Economically Disadvantaged	X	354	74%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	–
Grade 6	–
Grade 7	–

SECONDARY CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	154	195.5	172
	Math	153	123.2	
	Science	152	209.5	
	Social Studies	153	172.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Science	2	–	
	Social Studies	2	–	
Black or African American	ELA	17	164.7	137
	Math	16	78.1	
	Science	17	197.1	
	Social Studies	17	123.5	
Hispanic or Latino	ELA	37	179.7	159.2
	Math	37	120.3	
	Science	37	189.2	
	Social Studies	36	156.9	
Multiracial	ELA	4	–	–
	Math	4	–	
	Science	4	–	
	Social Studies	4	–	
White	ELA	94	205.3	181.1
	Math	94	129.8	
	Science	92	217.9	
	Social Studies	94	185.1	
English Language Learner	ELA	2	–	–
	Math	2	–	
	Science	2	–	
	Social Studies	2	–	

Subgroup	Subject	Cohort	Index	Combined Index
Students with Disabilities	ELA	32	117.2	110.4
	Math	31	59.7	
	Science	32	171.9	
	Social Studies	31	114.5	
Economically Disadvantaged	ELA	51	175.5	158.9
	Math	51	110.8	
	Science	51	201	
	Social Studies	50	164	

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	155	194.2	169.9
	Math	155	121.6	
	Science	155	205.5	
	Social Studies	155	170.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Science	2	–	
	Social Studies	2	–	
Black or African American	ELA	17	164.7	135.6
	Math	17	73.5	
	Science	17	197.1	
	Social Studies	17	123.5	
Hispanic or Latino	ELA	37	179.7	158.4
	Math	37	120.3	
	Science	37	189.2	
	Social Studies	37	152.7	
Multiracial	ELA	4	–	–
	Math	4	–	
	Science	4	–	
	Social Studies	4	–	
White	ELA	95	203.2	178.3
	Math	95	128.4	
	Science	95	211.1	
	Social Studies	95	183.2	
English Language Learner	ELA	2	–	–
	Math	2	–	
	Science	2	–	
	Social Studies	2	–	

Subgroup	Subject	Cohort	Index	Combined Index
Students with Disabilities	ELA	33	113.6	105.8
	Math	33	56.1	
	Science	33	166.7	
	Social Studies	33	107.6	
Economically Disadvantaged	ELA	52	172.1	155.2
	Math	52	108.7	
	Science	52	197.1	
	Social Studies	52	157.7	

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate
All Students	4-year	166	153	92.2%	93.4%
	5-year	160	149	93.1%	
	6-year	154	146	94.8%	
Asian or Native Hawaiian/Other Pacific Islander	4-year	2	–	–	–
	5-year	1	–	–	
	6-year	4	–	–	
Black or African American	4-year	19	–	–	85.7%
	5-year	28	24	85.7%	
	6-year	16	–	–	
Hispanic or Latino	4-year	41	37	90.2%	93.5%
	5-year	31	28	90.3%	
	6-year	29	29	100%	
Multiracial	4-year	5	–	–	–
	5-year	2	–	–	
	6-year	7	–	–	
White	4-year	99	93	93.9%	95.2%
	5-year	98	94	95.9%	
	6-year	98	94	95.9%	
English Language Learner	4-year	0	–	–	–
	5-year	2	–	–	
	6-year	3	–	–	
Students with Disabilities	4-year	32	27	84.4%	83.8%
	5-year	29	25	86.2%	
	6-year	26	21	80.8%	
Economically Disadvantaged	4-year	54	47	87%	89.6%
	5-year	72	64	88.9%	
	6-year	56	52	92.9%	

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	8	–	–	–
Hispanic or Latino	7	–	–	–
White	1	–	–	–
English Language Learner	8	–	–	–
Students with Disabilities	2	–	–	–
Economically Disadvantaged	5	–	–	–

SECONDARY ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index
All Students	640	86	80	176	298	183.9
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	–	–
Black or African American	74	8	5	22	39	198
Hispanic or Latino	187	36	35	49	67	160.7
Multiracial	24	3	7	7	7	160.4
White	347	39	33	96	179	193.8
English Language Learner	11	–	–	–	–	–
Students with Disabilities	115	23	25	33	34	153
Economically Disadvantaged	235	57	41	71	66	148.1

SECONDARY COLLEGE, CAREER, AND CIVIC READINESS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight	Index
All Students	166	0	117	17	19	1	13	168.1
Asian or Native Hawaiian/Other Pacific Islander	2	0	–	–	–	–	–	–
Black or African American	19	0	–	–	–	–	–	–
Hispanic or Latino	39	0	24	7	6	1	2	166.7
Multiracial	5	0	–	–	–	–	–	–
White	101	0	79	9	5	0	8	174.8
English Language Learner	2	0	–	–	–	–	–	–
Students with Disabilities	38	0	13	10	8	1	7	130.3
Economically Disadvantaged	58	0	31	6	14	0	7	146.6

SECONDARY ELA PARTICIPATION RATE

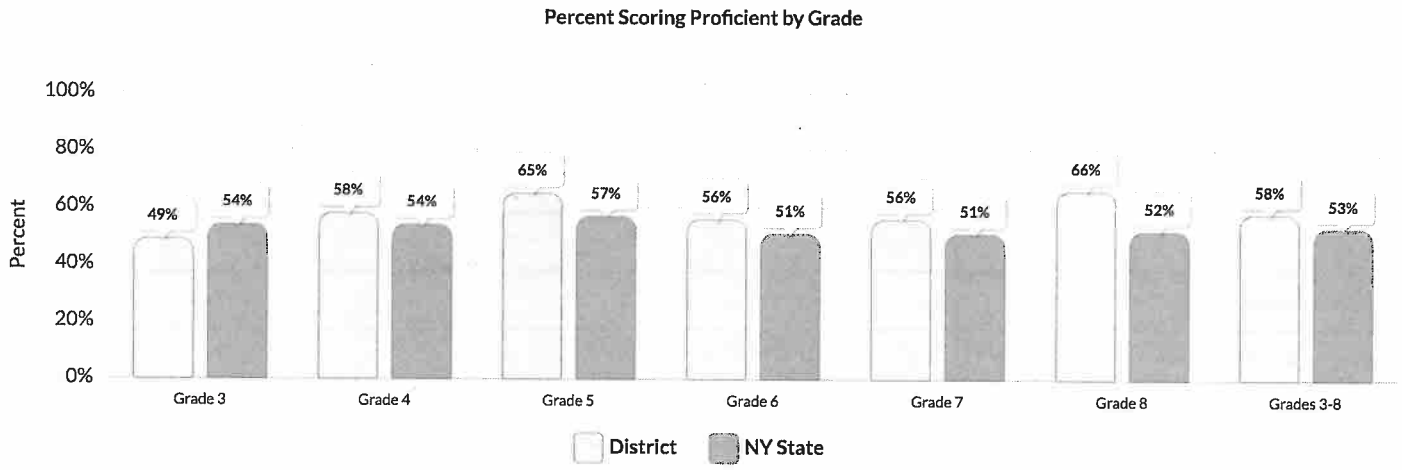
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	157	98.7%
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	–	17	–
Hispanic or Latino	–	39	–
Multiracial	–	4	–
White	✓	95	99%
English Language Learner	–	2	–
Students with Disabilities	–	31	–
Economically Disadvantaged	✓	51	98%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	157	98.7%
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	–	17	–
Hispanic or Latino	–	39	–
Multiracial	–	4	–
White	✓	95	99%
English Language Learner	–	2	–
Students with Disabilities	–	31	–
Economically Disadvantaged	✓	51	98%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

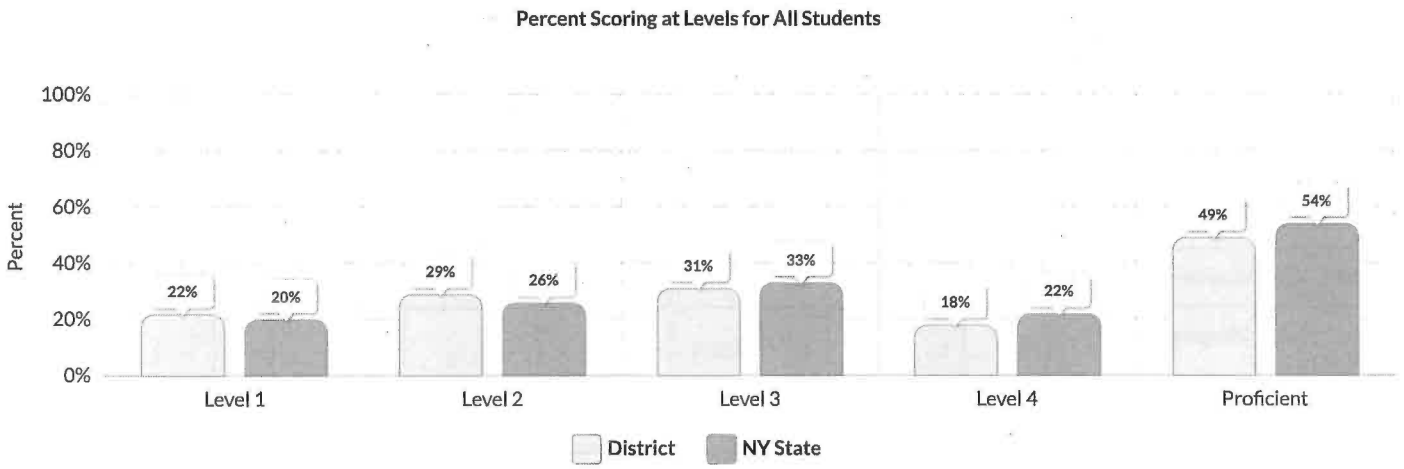
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	145	14	10%	131	90%	29	22%	38	29%	40	31%	24	18%	64	49%
Grade 4	123	12	10%	111	90%	19	17%	28	25%	36	32%	28	25%	64	58%
Grade 5	144	42	29%	102	71%	13	13%	23	23%	40	39%	26	25%	66	65%
Grade 6	155	47	30%	108	70%	21	19%	26	24%	40	37%	21	19%	61	56%
Grade 7	148	46	31%	102	69%	14	14%	31	30%	39	38%	18	18%	57	56%
Grade 8	145	43	30%	102	70%	6	6%	29	28%	37	36%	30	29%	67	66%
Grades 3-8	860	204	24%	656	76%	102	16%	175	27%	232	35%	147	22%	379	58%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 ELA RESULTS



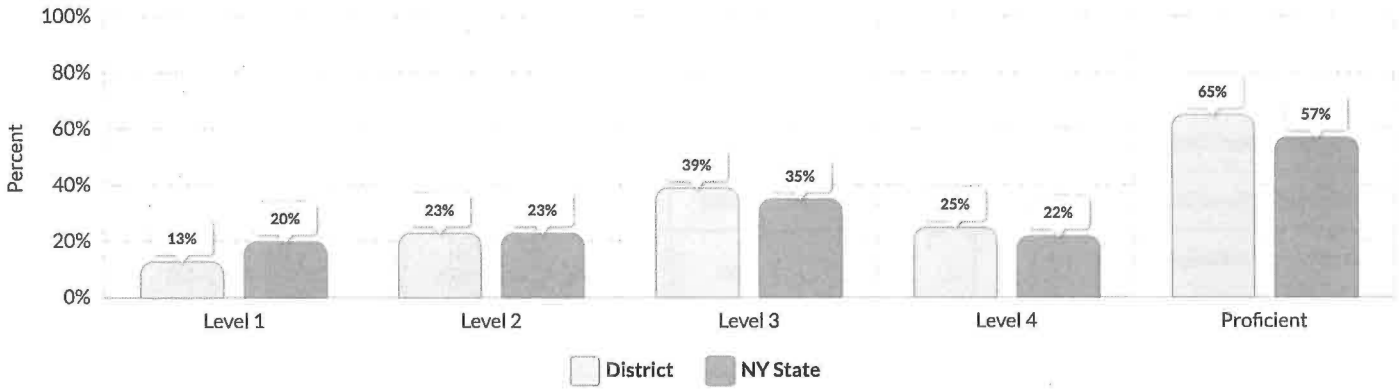
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	14	10%	131	90%	29	22%	38	29%	40	31%	24	18%	64	49%
Female	66	6	9%	60	91%	14	23%	14	23%	21	35%	11	18%	32	53%
Male	79	8	10%	71	90%	15	21%	24	34%	19	27%	13	18%	32	45%
General Education Students	116	6	5%	110	95%	17	15%	32	29%	37	34%	24	22%	61	55%
Students with Disabilities	29	8	28%	21	72%	12	57%	6	29%	3	14%	0	0%	3	14%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	26	1	4%	25	96%	7	28%	7	28%	6	24%	5	20%	11	44%
Hispanic or Latino	28	2	7%	26	93%	7	27%	7	27%	9	35%	3	12%	12	46%
White	82	11	13%	71	87%	14	20%	22	31%	22	31%	13	18%	35	49%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	2	22%	3	33%	3	33%	6	67%
Economically Disadvantaged	62	6	10%	56	90%	15	27%	19	34%	17	30%	5	9%	22	39%
Not Economically Disadvantaged	83	8	10%	75	90%	14	19%	19	25%	23	31%	19	25%	42	56%
English Language Learner	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	140	13	9%	127	91%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	144	14	10%	130	90%	–	–	–	–	–	–	–	–	–	–
Homeless	6	1	17%	5	83%	0	0%	3	60%	2	40%	0	0%	2	40%
Not Homeless	139	13	9%	126	91%	29	23%	35	28%	38	30%	24	19%	62	49%
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	144	14	10%	130	90%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	145	14	10%	131	90%	29	22%	38	29%	40	31%	24	18%	64	49%

GRADE 4 ELA RESULTS



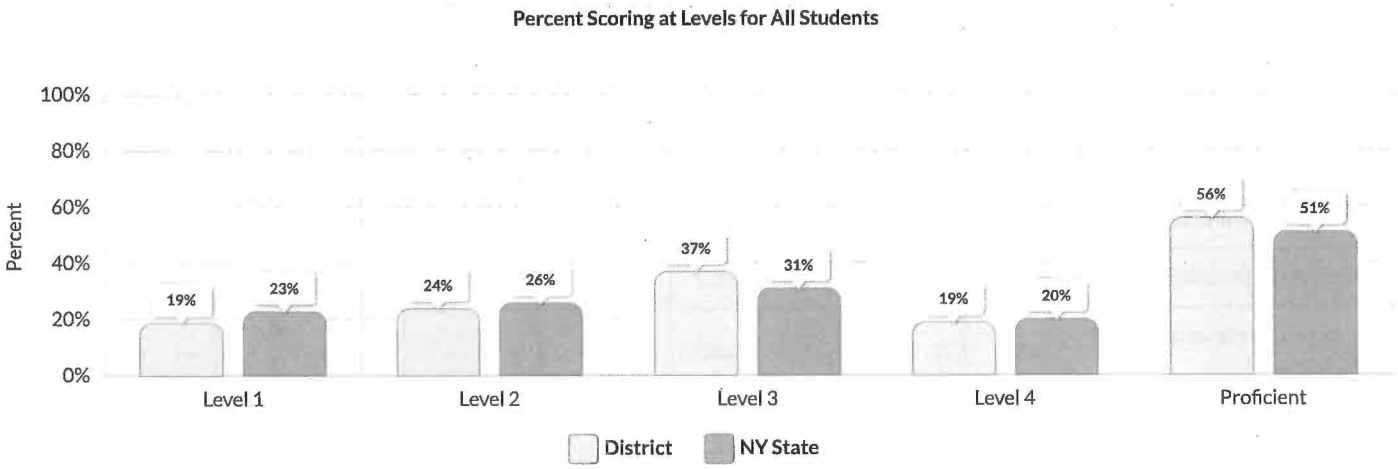
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	12	10%	111	90%	19	17%	28	25%	36	32%	28	25%	64	58%
Female	64	3	5%	61	95%	12	20%	17	28%	22	36%	10	16%	32	52%
Male	59	9	15%	50	85%	7	14%	11	22%	14	28%	18	36%	32	64%
General Education Students	101	11	11%	90	89%	8	9%	22	24%	34	38%	26	29%	60	67%
Students with Disabilities	22	1	5%	21	95%	11	52%	6	29%	2	10%	2	10%	4	19%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	12	1	8%	11	92%	4	36%	5	45%	1	9%	1	9%	2	18%
Hispanic or Latino	21	2	10%	19	90%	4	21%	6	32%	5	26%	4	21%	9	47%
White	81	9	11%	72	89%	9	13%	14	19%	28	39%	21	29%	49	68%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	2	22%	3	33%	2	22%	2	22%	4	44%
Economically Disadvantaged	39	5	13%	34	87%	7	21%	11	32%	8	24%	8	24%	16	47%
Not Economically Disadvantaged	84	7	8%	77	92%	12	16%	17	22%	28	36%	20	26%	48	62%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	122	12	10%	110	90%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	122	12	10%	110	90%	–	–	–	–	–	–	–	–	–	–
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	121	12	10%	109	90%	–	–	–	–	–	–	–	–	–	–
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	122	12	10%	110	90%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	123	12	10%	111	90%	19	17%	28	25%	36	32%	28	25%	64	58%

GRADE 5 ELA RESULTS



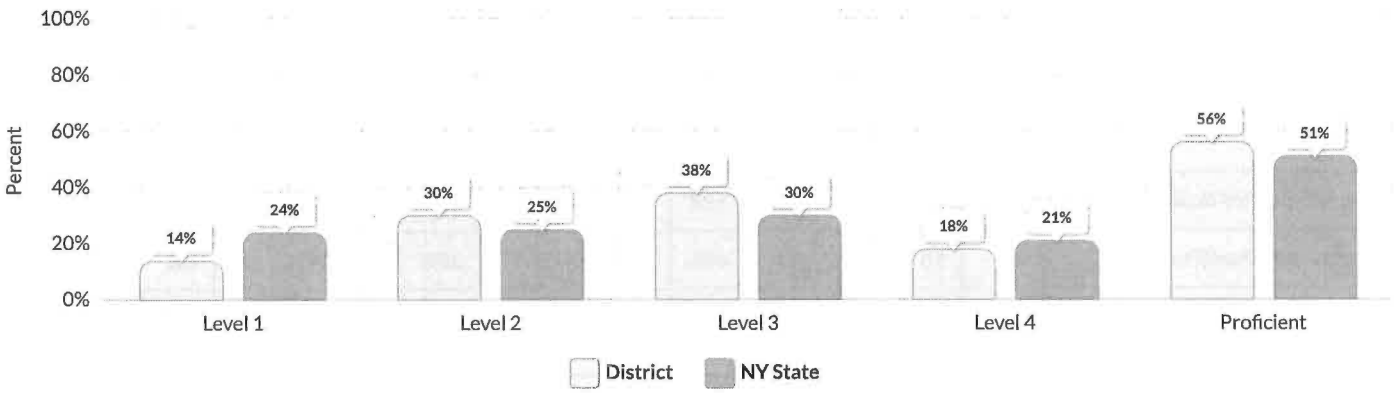
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	42	29%	102	71%	13	13%	23	23%	40	39%	26	25%	66	65%
Female	73	20	27%	53	73%	5	9%	12	23%	18	34%	18	34%	36	68%
Male	71	22	31%	49	69%	8	16%	11	22%	22	45%	8	16%	30	61%
General Education Students	110	23	21%	87	79%	5	6%	20	23%	36	41%	26	30%	62	71%
Students with Disabilities	34	19	56%	15	44%	8	53%	3	20%	4	27%	0	0%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	21	1	5%	20	95%	4	20%	5	25%	7	35%	4	20%	11	55%
Hispanic or Latino	37	10	27%	27	73%	4	15%	7	26%	8	30%	8	30%	16	59%
White	77	28	36%	49	64%	4	8%	10	20%	22	45%	13	27%	35	71%
Multiracial	8	2	25%	6	75%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	71	25	35%	46	65%	9	20%	8	17%	22	48%	7	15%	29	63%
Not Economically Disadvantaged	73	17	23%	56	77%	4	7%	15	27%	18	32%	19	34%	37	66%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	142	42	30%	100	70%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	143	42	29%	101	71%	–	–	–	–	–	–	–	–	–	–
Homeless	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Homeless	139	40	29%	99	71%	–	–	–	–	–	–	–	–	–	–
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	143	42	29%	101	71%	–	–	–	–	–	–	–	–	–	–
Parent in Armed Forces	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	141	41	29%	100	71%	–	–	–	–	–	–	–	–	–	–

GRADE 6 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	155	47	30%	108	70%	21	19%	26	24%	40	37%	21	19%	61	56%
Female	73	20	27%	53	73%	6	11%	11	21%	21	40%	15	28%	36	68%
Male	82	27	33%	55	67%	15	27%	15	27%	19	35%	6	11%	25	45%
General Education Students	124	34	27%	90	73%	13	14%	20	22%	37	41%	20	22%	57	63%
Students with Disabilities	31	13	42%	18	58%	8	44%	6	33%	3	17%	1	6%	4	22%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	14	4	29%	10	71%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	36	14	39%	22	61%	5	23%	7	32%	9	41%	1	5%	10	45%
White	95	23	24%	72	76%	14	19%	15	21%	27	38%	16	22%	43	60%
Multiracial	9	6	67%	3	33%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	24	10	42%	14	58%	2	14%	4	29%	4	29%	4	29%	8	57%
Economically Disadvantaged	56	25	45%	31	55%	8	26%	9	29%	8	26%	6	19%	14	45%
Not Economically Disadvantaged	99	22	22%	77	78%	13	17%	17	22%	32	42%	15	19%	47	61%
English Language Learner	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	150	46	31%	104	69%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	155	47	30%	108	70%	21	19%	26	24%	40	37%	21	19%	61	56%
Homeless	7	4	57%	3	43%	–	–	–	–	–	–	–	–	–	–
Not Homeless	148	43	29%	105	71%	–	–	–	–	–	–	–	–	–	–
Not Migrant	155	47	30%	108	70%	21	19%	26	24%	40	37%	21	19%	61	56%
Parent Not in Armed Forces	155	47	30%	108	70%	21	19%	26	24%	40	37%	21	19%	61	56%

GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	46	31%	102	69%	14	14%	31	30%	39	38%	18	18%	57	56%
Female	75	25	33%	50	67%	5	10%	16	32%	18	36%	11	22%	29	58%
Male	72	20	28%	52	72%	9	17%	15	29%	21	40%	7	13%	28	54%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	116	28	24%	88	76%	7	8%	26	30%	37	42%	18	20%	55	63%
Students with Disabilities	32	18	56%	14	44%	7	50%	5	36%	2	14%	0	0%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Black or African American	11	4	36%	7	64%	2	29%	3	43%	2	29%	0	0%	2	29%
Hispanic or Latino	47	16	34%	31	66%	6	19%	11	35%	10	32%	4	13%	14	45%
White	82	23	28%	59	72%	5	8%	16	27%	24	41%	14	24%	38	64%
Multiracial	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	1	20%	1	20%	3	60%	0	0%	3	60%
Economically Disadvantaged	73	26	36%	47	64%	8	17%	17	36%	16	34%	6	13%	22	47%
Not Economically Disadvantaged	75	20	27%	55	73%	6	11%	14	25%	23	42%	12	22%	35	64%
English Language Learner	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	142	44	31%	98	69%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	147	45	31%	102	69%	14	14%	31	30%	39	38%	18	18%	57	56%
Homeless	7	4	57%	3	43%	–	–	–	–	–	–	–	–	–	–
Not Homeless	141	42	30%	99	70%	–	–	–	–	–	–	–	–	–	–
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	147	45	31%	102	69%	14	14%	31	30%	39	38%	18	18%	57	56%
Parent Not in Armed Forces	148	46	31%	102	69%	14	14%	31	30%	39	38%	18	18%	57	56%

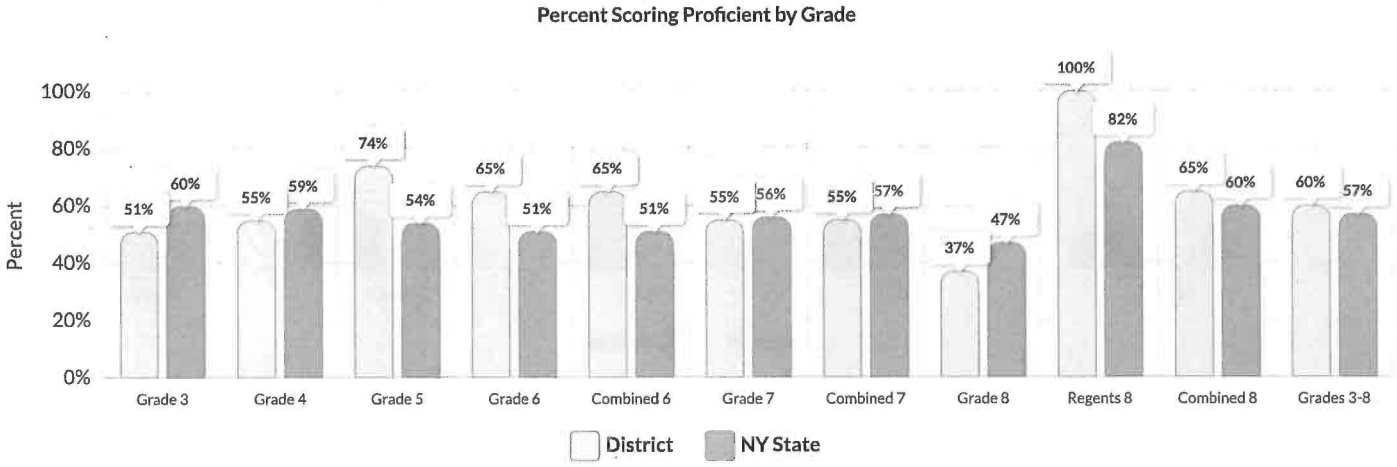
GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	43	30%	102	70%	6	6%	29	28%	37	36%	30	29%	67	66%
Female	77	22	29%	55	71%	3	5%	12	22%	22	40%	18	33%	40	73%
Male	68	21	31%	47	69%	3	6%	17	36%	15	32%	12	26%	27	57%
General Education Students	121	29	24%	92	76%	2	2%	23	25%	37	40%	30	33%	67	73%
Students with Disabilities	24	14	58%	10	42%	4	40%	6	60%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	27	5	19%	22	81%	2	9%	6	27%	10	45%	4	18%	14	64%
Hispanic or Latino	38	12	32%	26	68%	4	15%	11	42%	7	27%	4	15%	11	42%
White	73	24	33%	49	67%	0	0%	11	22%	18	37%	20	41%	38	78%
Multiracial	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	60	26	43%	34	57%	5	15%	14	41%	11	32%	4	12%	15	44%
Not Economically Disadvantaged	85	17	20%	68	80%	1	1%	15	22%	26	38%	26	38%	52	76%
English Language Learner	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	140	40	29%	100	71%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	144	42	29%	102	71%	6	6%	29	28%	37	36%	30	29%	67	66%
Homeless	9	1	11%	8	89%	3	38%	2	25%	2	25%	1	13%	3	38%
Not Homeless	136	42	31%	94	69%	3	3%	27	29%	35	37%	29	31%	64	68%
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	144	43	30%	101	70%	–	–	–	–	–	–	–	–	–	–
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	144	42	29%	102	71%	6	6%	29	28%	37	36%	30	29%	67	66%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

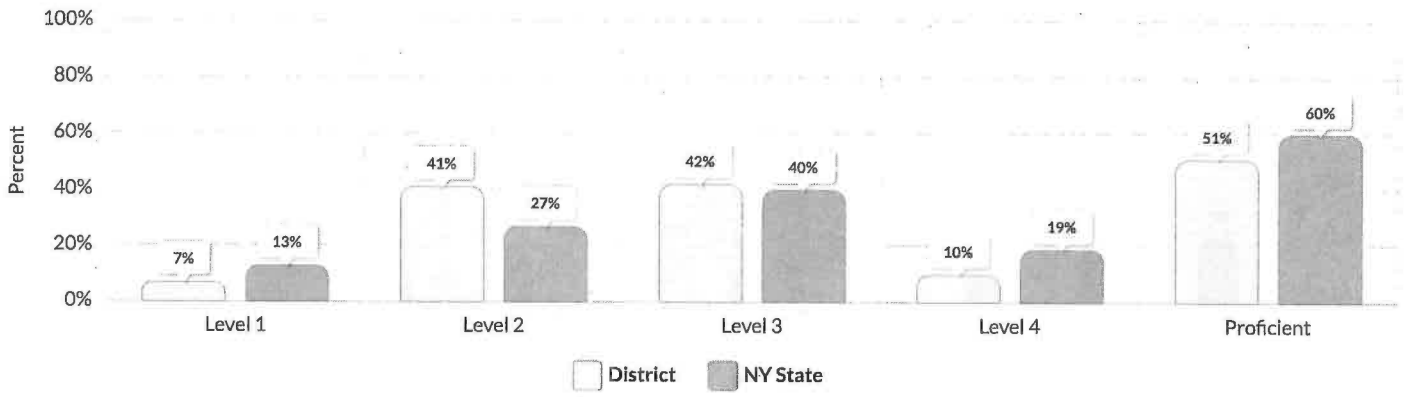
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	145	11	8%	134	92%	10	7%	55	41%	56	42%	13	10%	69	51%
Grade 4	123	10	8%	113	92%	13	12%	38	34%	53	47%	9	8%	62	55%
Grade 5	144	47	33%	97	67%	8	8%	17	18%	49	51%	23	24%	72	74%
Grade 6	155	39	25%	116	75%	14	12%	27	23%	57	49%	18	16%	75	65%
Combined 6	155	39	25%	116	75%	14	12%	27	23%	57	49%	18	16%	75	65%
Grade 7	148	40	27%	108	73%	14	13%	35	32%	43	40%	16	15%	59	55%
Combined 7	148	40	27%	108	73%	14	13%	35	32%	43	40%	16	15%	59	55%
Grade 8	145	86	59%	59	41%	18	31%	19	32%	21	36%	1	2%	22	37%
Regents 8	–	–	–	46	32%	0	0%	0	0%	0	0%	46	100%	46	100%
Combined 8	145	40	28%	105	72%	18	17%	19	18%	21	20%	47	45%	68	65%
Grades 3-8	860	187	22%	673	78%	77	11%	191	28%	279	41%	126	19%	405	60%

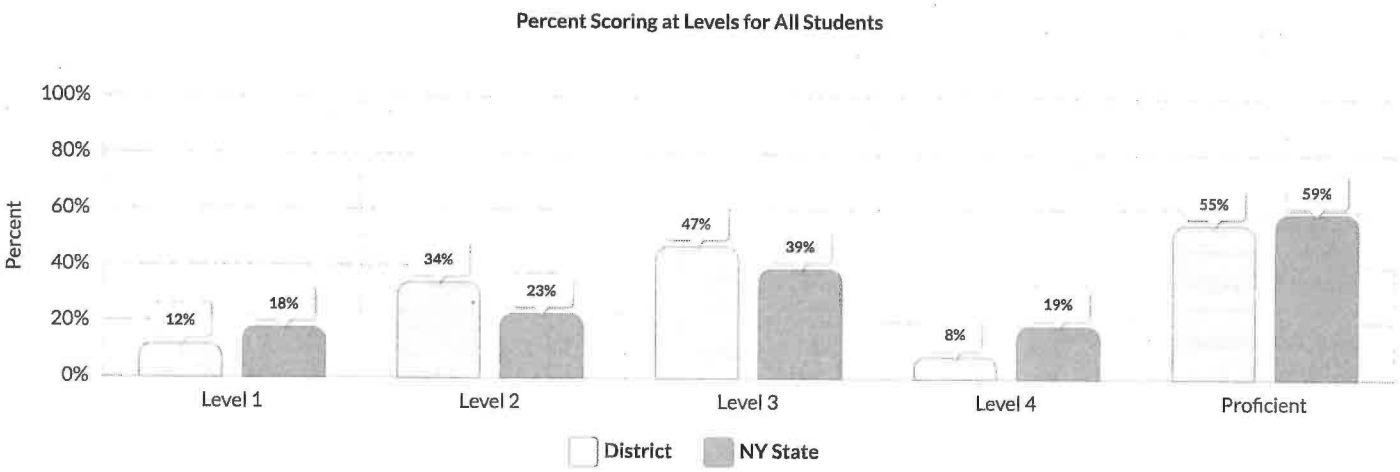
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "–" dash).

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	11	8%	134	92%	10	7%	55	41%	56	42%	13	10%	69	51%
Female	66	5	8%	61	92%	6	10%	25	41%	26	43%	4	7%	30	49%
Male	79	6	8%	73	92%	4	5%	30	41%	30	41%	9	12%	39	53%
General Education Students	116	4	3%	112	97%	4	4%	44	39%	51	46%	13	12%	64	57%
Students with Disabilities	29	7	24%	22	76%	6	27%	11	50%	5	23%	0	0%	5	23%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	26	0	0%	26	100%	3	12%	13	50%	9	35%	1	4%	10	38%
Hispanic or Latino	28	2	7%	26	93%	1	4%	12	46%	11	42%	2	8%	13	50%
White	82	9	11%	73	89%	6	8%	26	36%	34	47%	7	10%	41	56%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	4	44%	2	22%	3	33%	5	56%
Economically Disadvantaged	62	4	6%	58	94%	8	14%	30	52%	17	29%	3	5%	20	34%
Not Economically Disadvantaged	83	7	8%	76	92%	2	3%	25	33%	39	51%	10	13%	49	64%
English Language Learner	5	0	0%	5	100%	0	0%	4	80%	1	20%	0	0%	1	20%
Non-English Language Learner	140	11	8%	129	92%	10	8%	51	40%	55	43%	13	10%	68	53%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	144	11	8%	133	92%	–	–	–	–	–	–	–	–	–	–
Homeless	6	0	0%	6	100%	0	0%	6	100%	0	0%	0	0%	0	0%
Not Homeless	139	11	8%	128	92%	10	8%	49	38%	56	44%	13	10%	69	54%
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	144	11	8%	133	92%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	145	11	8%	134	92%	10	7%	55	41%	56	42%	13	10%	69	51%

GRADE 4 MATH RESULTS



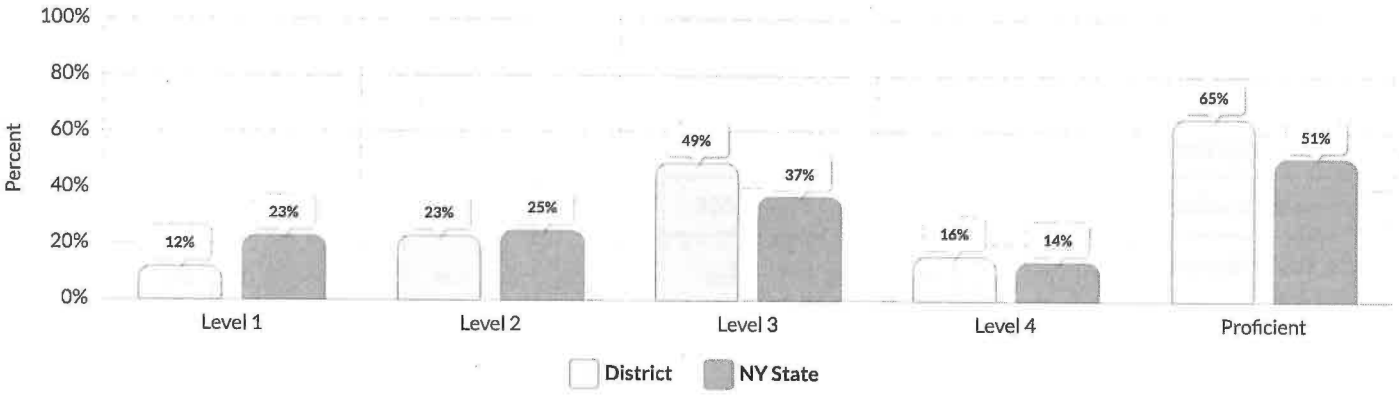
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	10	8%	113	92%	13	12%	38	34%	53	47%	9	8%	62	55%
Female	64	5	8%	59	92%	8	14%	22	37%	26	44%	3	5%	29	49%
Male	59	5	8%	54	92%	5	9%	16	30%	27	50%	6	11%	33	61%
General Education Students	101	10	10%	91	90%	6	7%	30	33%	47	52%	8	9%	55	60%
Students with Disabilities	22	0	0%	22	100%	7	32%	8	36%	6	27%	1	5%	7	32%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	12	0	0%	12	100%	4	33%	6	50%	2	17%	0	0%	2	17%
Hispanic or Latino	21	3	14%	18	86%	2	11%	6	33%	10	56%	0	0%	10	56%
White	81	7	9%	74	91%	6	8%	25	34%	36	49%	7	9%	43	58%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	1	11%	5	56%	2	22%	7	78%
Economically Disadvantaged	39	6	15%	33	85%	7	21%	12	36%	12	36%	2	6%	14	42%
Not Economically Disadvantaged	84	4	5%	80	95%	6	8%	26	33%	41	51%	7	9%	48	60%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	122	10	8%	112	92%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	122	10	8%	112	92%	–	–	–	–	–	–	–	–	–	–
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	121	10	8%	111	92%	–	–	–	–	–	–	–	–	–	–
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	122	10	8%	112	92%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	123	10	8%	113	92%	13	12%	38	34%	53	47%	9	8%	62	55%

GRADE 5 MATH RESULTS



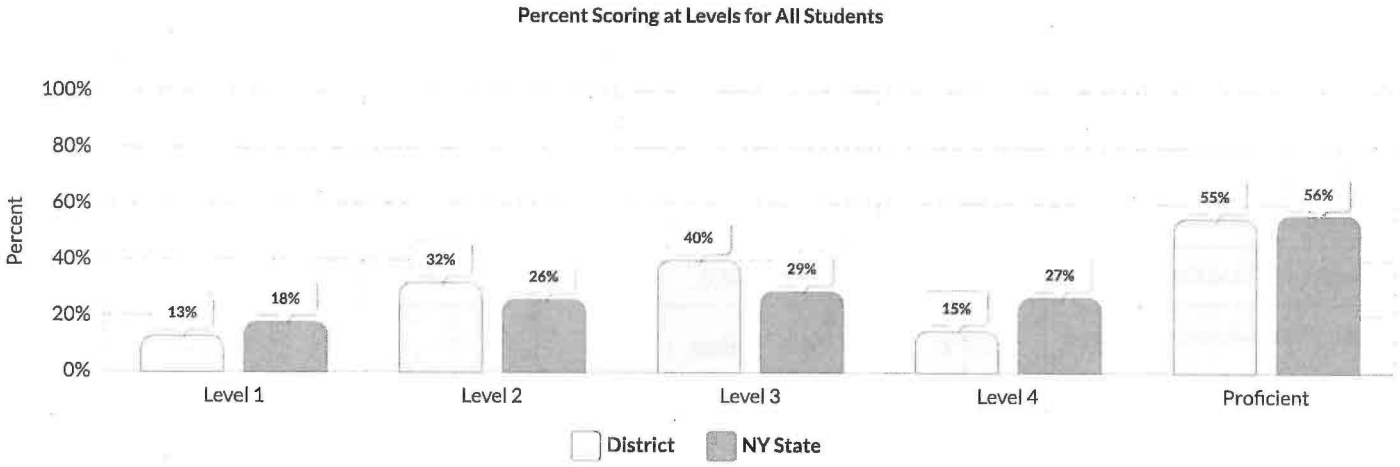
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	47	33%	97	67%	8	8%	17	18%	49	51%	23	24%	72	74%
Female	73	22	30%	51	70%	3	6%	10	20%	27	53%	11	22%	38	75%
Male	71	25	35%	46	65%	5	11%	7	15%	22	48%	12	26%	34	74%
General Education Students	110	27	25%	83	75%	1	1%	13	16%	46	55%	23	28%	69	83%
Students with Disabilities	34	20	59%	14	41%	7	50%	4	29%	3	21%	0	0%	3	21%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	21	2	10%	19	90%	4	21%	5	26%	7	37%	3	16%	10	53%
Hispanic or Latino	37	12	32%	25	68%	2	8%	4	16%	14	56%	5	20%	19	76%
White	77	30	39%	47	61%	1	2%	6	13%	26	55%	14	30%	40	85%
Multiracial	8	2	25%	6	75%	1	17%	2	33%	2	33%	1	17%	3	50%
Economically Disadvantaged	71	26	37%	45	63%	6	13%	8	18%	27	60%	4	9%	31	69%
Not Economically Disadvantaged	73	21	29%	52	71%	2	4%	9	17%	22	42%	19	37%	41	79%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	142	47	33%	95	67%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	143	47	33%	96	67%	–	–	–	–	–	–	–	–	–	–
Homeless	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Homeless	139	45	32%	94	68%	–	–	–	–	–	–	–	–	–	–
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	143	47	33%	96	67%	–	–	–	–	–	–	–	–	–	–
Parent in Armed Forces	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	141	46	33%	95	67%	–	–	–	–	–	–	–	–	–	–

GRADE 6 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	155	39	25%	116	75%	14	12%	27	23%	57	49%	18	16%	75	65%
Female	73	14	19%	59	81%	5	8%	13	22%	30	51%	11	19%	41	69%
Male	82	25	30%	57	70%	9	16%	14	25%	27	47%	7	12%	34	60%
General Education Students	124	25	20%	99	80%	4	4%	25	25%	53	54%	17	17%	70	71%
Students with Disabilities	31	14	45%	17	55%	10	59%	2	12%	4	24%	1	6%	5	29%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	14	4	29%	10	71%	1	10%	2	20%	7	70%	0	0%	7	70%
Hispanic or Latino	36	9	25%	27	75%	6	22%	11	41%	7	26%	3	11%	10	37%
White	95	21	22%	74	78%	7	9%	13	18%	39	53%	15	20%	54	73%
Multiracial	9	5	56%	4	44%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	5	50%	5	50%	0	0%	1	20%	4	80%	0	0%	4	80%
Economically Disadvantaged	56	20	36%	36	64%	8	22%	11	31%	12	33%	5	14%	17	47%
Not Economically Disadvantaged	99	19	19%	80	81%	6	8%	16	20%	45	56%	13	16%	58	73%
English Language Learner	5	0	0%	5	100%	0	0%	3	60%	1	20%	1	20%	2	40%
Non-English Language Learner	150	39	26%	111	74%	14	13%	24	22%	56	50%	17	15%	73	66%
Not in Foster Care	155	39	25%	116	75%	14	12%	27	23%	57	49%	18	16%	75	65%
Homeless	7	4	57%	3	43%	–	–	–	–	–	–	–	–	–	–
Not Homeless	148	35	24%	113	76%	–	–	–	–	–	–	–	–	–	–
Not Migrant	155	39	25%	116	75%	14	12%	27	23%	57	49%	18	16%	75	65%
Parent Not in Armed Forces	155	39	25%	116	75%	14	12%	27	23%	57	49%	18	16%	75	65%

GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	40	27%	108	73%	14	13%	35	32%	43	40%	16	15%	59	55%
Female	75	21	28%	54	72%	8	15%	20	37%	17	31%	9	17%	26	48%
Male	72	18	25%	54	75%	6	11%	15	28%	26	48%	7	13%	33	61%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	116	22	19%	94	81%	6	6%	30	32%	42	45%	16	17%	58	62%
Students with Disabilities	32	18	56%	14	44%	8	57%	5	36%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Black or African American	11	2	18%	9	82%	3	33%	3	33%	3	33%	0	0%	3	33%
Hispanic or Latino	47	15	32%	32	68%	5	16%	11	34%	11	34%	5	16%	16	50%
White	82	20	24%	62	76%	6	10%	20	32%	26	42%	10	16%	36	58%
Multiracial	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	73	25	34%	48	66%	7	15%	18	38%	18	38%	5	10%	23	48%
Not Economically Disadvantaged	75	15	20%	60	80%	7	12%	17	28%	25	42%	11	18%	36	60%
English Language Learner	6	1	17%	5	83%	2	40%	1	20%	1	20%	1	20%	2	40%
Non-English Language Learner	142	39	27%	103	73%	12	12%	34	33%	42	41%	15	15%	57	55%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	147	39	27%	108	73%	14	13%	35	32%	43	40%	16	15%	59	55%
Homeless	7	4	57%	3	43%	–	–	–	–	–	–	–	–	–	–
Not Homeless	141	36	26%	105	74%	–	–	–	–	–	–	–	–	–	–
Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	147	39	27%	108	73%	14	13%	35	32%	43	40%	16	15%	59	55%
Parent Not in Armed Forces	148	40	27%	108	73%	14	13%	35	32%	43	40%	16	15%	59	55%

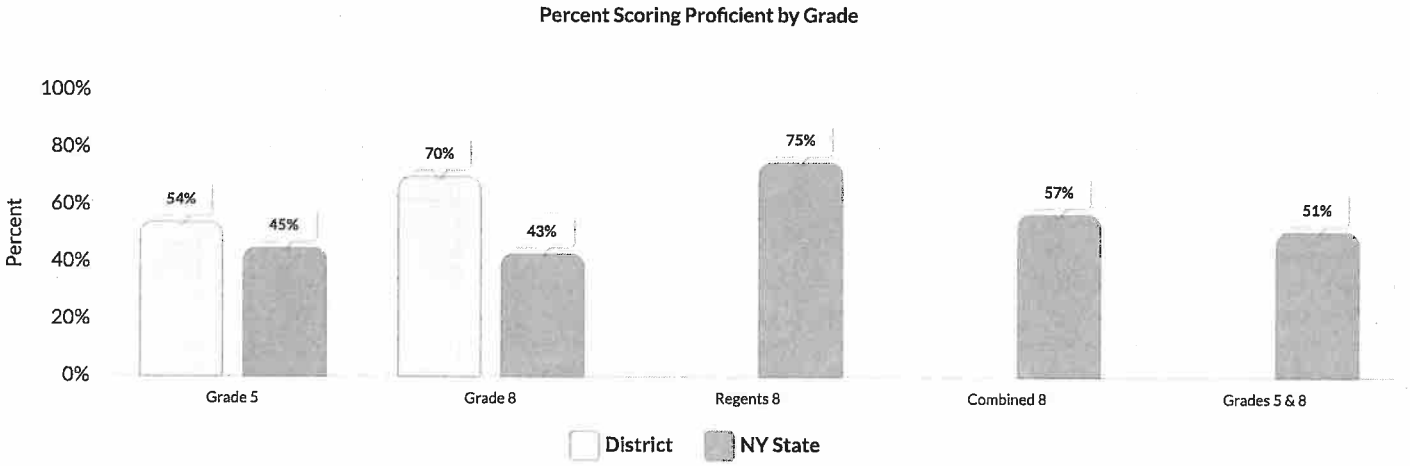
GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	86	59%	59	41%	18	31%	19	32%	21	36%	1	2%	22	37%
Female	77	47	61%	30	39%	9	30%	11	37%	10	33%	0	0%	10	33%
Male	68	39	57%	29	43%	9	31%	8	28%	11	38%	1	3%	12	41%
General Education Students	121	73	60%	48	40%	12	25%	16	33%	19	40%	1	2%	20	42%
Students with Disabilities	24	13	54%	11	46%	6	55%	3	27%	2	18%	0	0%	2	18%
Asian or Native Hawaiian/Other Pacific Islander	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Black or African American	27	16	59%	11	41%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	38	17	45%	21	55%	11	52%	7	33%	3	14%	0	0%	3	14%
White	73	49	67%	24	33%	2	8%	8	33%	14	58%	0	0%	14	58%
Multiracial	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	34	20	59%	14	41%	5	36%	4	29%	4	29%	1	7%	5	36%
Economically Disadvantaged	60	32	53%	28	47%	13	46%	5	18%	10	36%	0	0%	10	36%
Not Economically Disadvantaged	85	54	64%	31	36%	5	16%	14	45%	11	35%	1	3%	12	39%
English Language Learner	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	140	83	59%	57	41%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	144	85	59%	59	41%	18	31%	19	32%	21	36%	1	2%	22	37%
Homeless	9	2	22%	7	78%	6	86%	0	0%	1	14%	0	0%	1	14%
Not Homeless	136	84	62%	52	38%	12	23%	19	37%	20	38%	1	2%	21	40%
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	144	86	60%	58	40%	–	–	–	–	–	–	–	–	–	–
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	144	85	59%	59	41%	18	31%	19	32%	21	36%	1	2%	22	37%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	144	41	28%	103	72%	6	6%	41	40%	49	48%	7	7%	56	54%
Grade 8	145	40	28%	105	72%	6	6%	26	25%	55	52%	18	17%	73	70%
Regents 8	–	–	–	1	1%	–	–	–	–	–	–	–	–	–	–
Combined 8	145	39	27%	106	73%	–	–	–	–	–	–	–	–	–	–
Grades 5 & 8	289	80	28%	209	72%	–	–	–	–	–	–	–	–	–	–

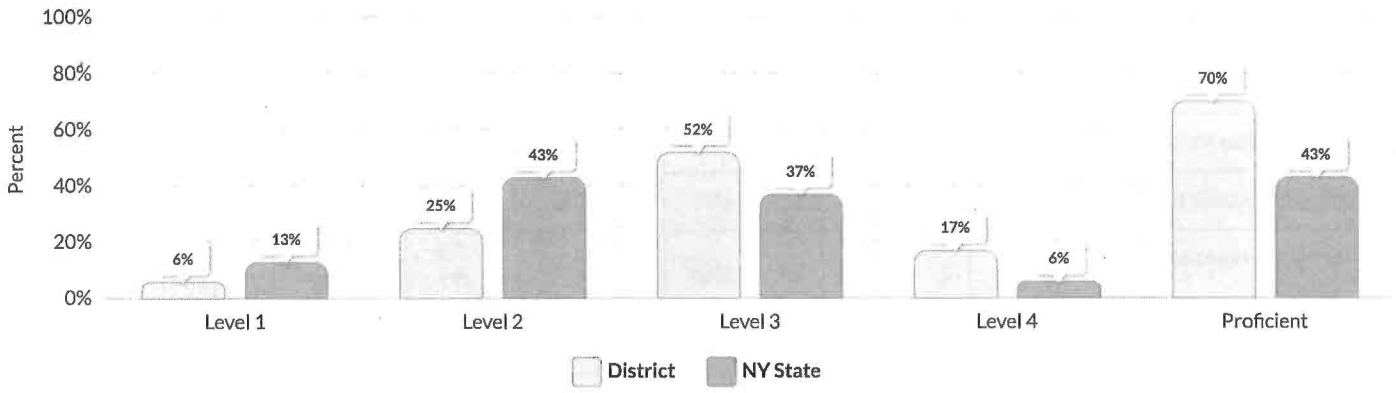
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "–" dash).

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	41	28%	103	72%	6	6%	41	40%	49	48%	7	7%	56	54%
Female	73	22	30%	51	70%	1	2%	20	39%	27	53%	3	6%	30	59%
Male	71	19	27%	52	73%	5	10%	21	40%	22	42%	4	8%	26	50%
General Education Students	110	24	22%	86	78%	2	2%	30	35%	47	55%	7	8%	54	63%
Students with Disabilities	34	17	50%	17	50%	4	24%	11	65%	2	12%	0	0%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	21	3	14%	18	86%	1	6%	8	44%	8	44%	1	6%	9	50%
Hispanic or Latino	37	7	19%	30	81%	2	7%	15	50%	10	33%	3	10%	13	43%
White	77	28	36%	49	64%	2	4%	14	29%	30	61%	3	6%	33	67%
Multiracial	8	2	25%	6	75%	1	17%	4	67%	1	17%	0	0%	1	17%
Economically Disadvantaged	71	23	32%	48	68%	5	10%	24	50%	16	33%	3	6%	19	40%
Not Economically Disadvantaged	73	18	25%	55	75%	1	2%	17	31%	33	60%	4	7%	37	67%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	142	41	29%	101	71%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	143	41	29%	102	71%	–	–	–	–	–	–	–	–	–	–
Homeless	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Homeless	139	39	28%	100	72%	–	–	–	–	–	–	–	–	–	–
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	143	41	29%	102	71%	–	–	–	–	–	–	–	–	–	–
Parent in Armed Forces	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	141	40	28%	101	72%	–	–	–	–	–	–	–	–	–	–

GRADE 8 SCIENCE RESULTS

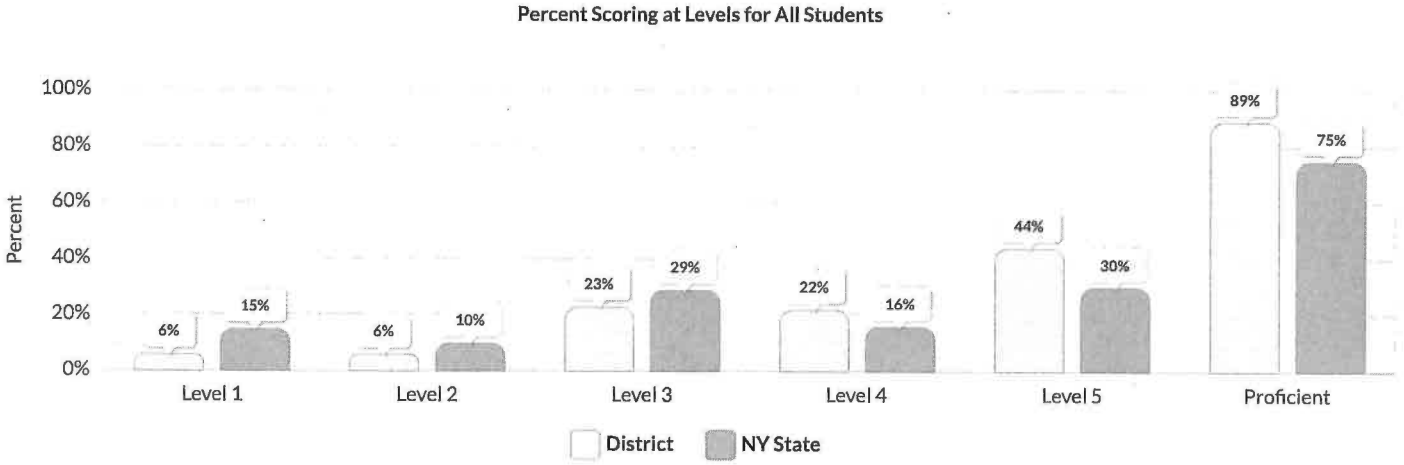


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	40	28%	105	72%	6	6%	26	25%	55	52%	18	17%	73	70%
Female	77	19	25%	58	75%	3	5%	15	26%	31	53%	9	16%	40	69%
Male	68	21	31%	47	69%	3	6%	11	23%	24	51%	9	19%	33	70%
General Education Students	121	26	21%	95	79%	4	4%	20	21%	53	56%	18	19%	71	75%
Students with Disabilities	24	14	58%	10	42%	2	20%	6	60%	2	20%	0	0%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	27	6	22%	21	78%	2	10%	6	29%	11	52%	2	10%	13	62%
Hispanic or Latino	38	11	29%	27	71%	4	15%	12	44%	11	41%	0	0%	11	41%
White	73	21	29%	52	71%	0	0%	7	13%	31	60%	14	27%	45	87%
Multiracial	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	60	24	40%	36	60%	3	8%	16	44%	14	39%	3	8%	17	47%
Not Economically Disadvantaged	85	16	19%	69	81%	3	4%	10	14%	41	59%	15	22%	56	81%
English Language Learner	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	140	37	26%	103	74%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	144	39	27%	105	73%	6	6%	26	25%	55	52%	18	17%	73	70%
Homeless	9	1	11%	8	89%	1	13%	3	38%	3	38%	1	13%	4	50%
Not Homeless	136	39	29%	97	71%	5	5%	23	24%	52	54%	17	18%	69	71%
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	144	40	28%	104	72%	–	–	–	–	–	–	–	–	–	–
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	144	39	27%	105	73%	6	6%	26	25%	55	52%	18	17%	73	70%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

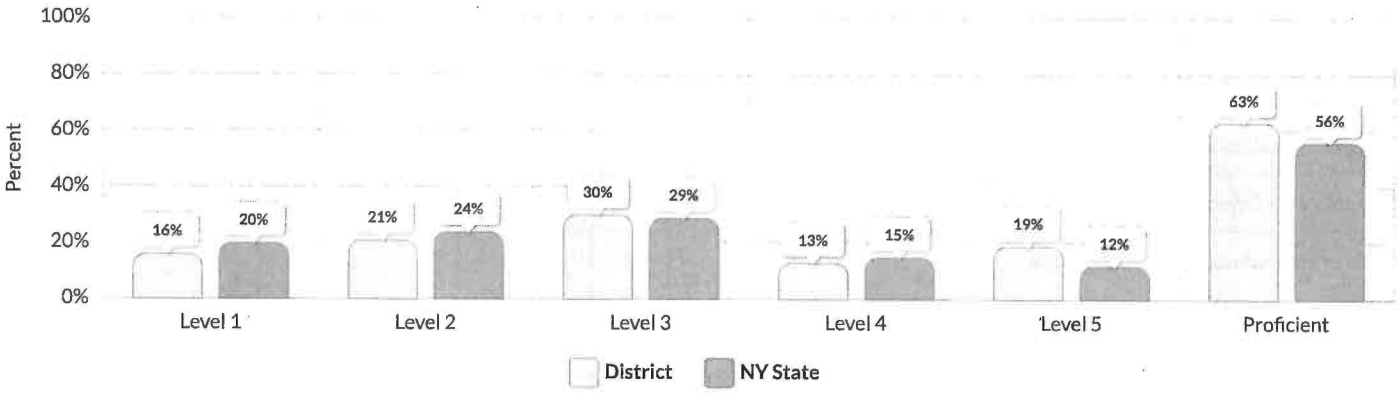
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



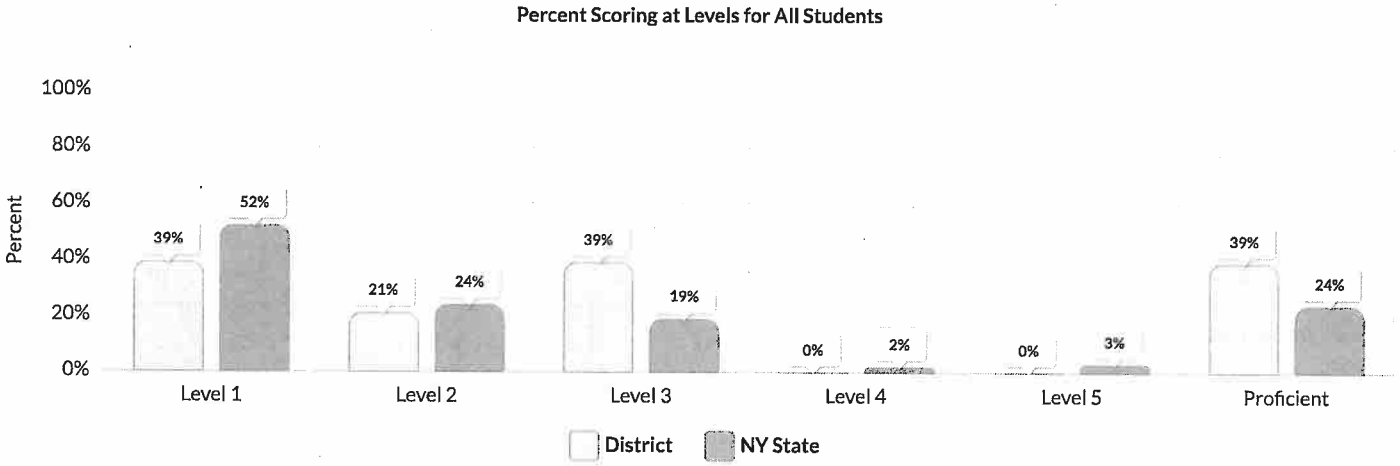
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	158	9	6%	9	6%	36	23%	35	22%	69	44%	140	89%
Female	64	0	0%	3	5%	17	27%	18	28%	26	41%	61	95%
Male	94	9	10%	6	6%	19	20%	17	18%	43	46%	79	84%
General Education Students	136	5	4%	2	1%	27	20%	33	24%	69	51%	129	95%
Students with Disabilities	22	4	18%	7	32%	9	41%	2	9%	0	0%	11	50%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	19	1	5%	2	11%	9	47%	1	5%	6	32%	16	84%
Hispanic or Latino	46	5	11%	4	9%	8	17%	13	28%	16	35%	37	80%
White	86	3	3%	2	2%	17	20%	18	21%	46	53%	81	94%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	2	29%	3	43%	1	14%	6	86%
Economically Disadvantaged	53	4	8%	5	9%	16	30%	9	17%	19	36%	44	83%
Not Economically Disadvantaged	105	5	5%	4	4%	20	19%	26	25%	50	48%	96	91%
English Language Learner	5	3	60%	1	20%	1	20%	0	0%	0	0%	1	20%
Non-English Language Learner	153	6	4%	8	5%	35	23%	35	23%	69	45%	139	91%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	157	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	8	2	25%	0	0%	2	25%	2	25%	2	25%	6	75%
Not Homeless	150	7	5%	9	6%	34	23%	33	22%	67	45%	134	89%
Not Migrant	158	9	6%	9	6%	36	23%	35	22%	69	44%	140	89%
Parent Not in Armed Forces	158	9	6%	9	6%	36	23%	35	22%	69	44%	140	89%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



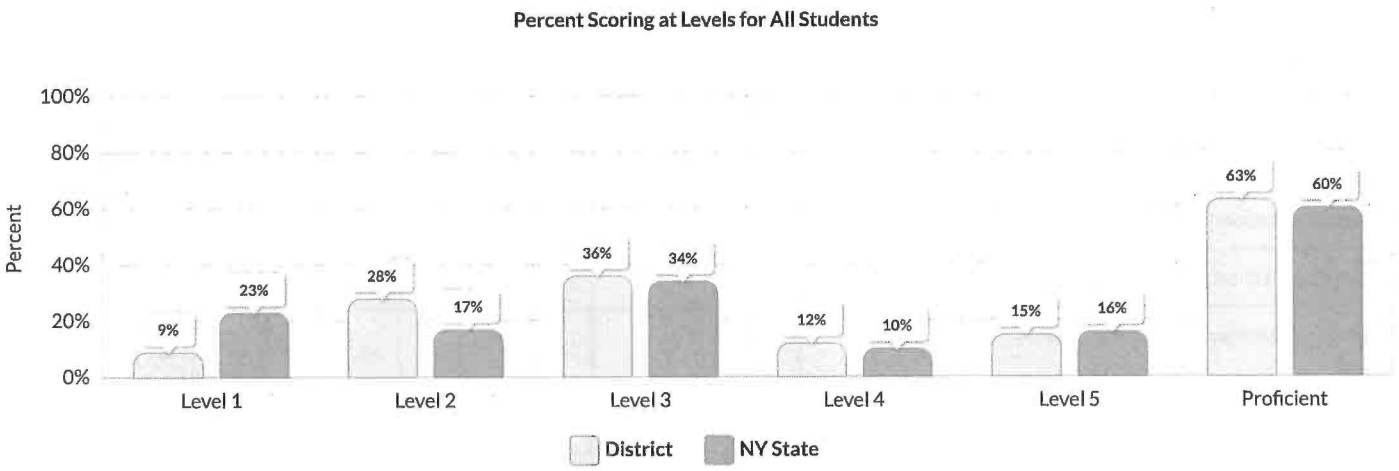
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	208	33	16%	44	21%	63	30%	28	13%	40	19%	131	63%
Female	100	11	11%	21	21%	25	25%	18	18%	25	25%	68	68%
Male	108	22	20%	23	21%	38	35%	10	9%	15	14%	63	58%
General Education Students	168	18	11%	29	17%	54	32%	27	16%	40	24%	121	72%
Students with Disabilities	40	15	38%	15	38%	9	23%	1	3%	0	0%	10	25%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	30	4	13%	6	20%	8	27%	6	20%	6	20%	20	67%
Hispanic or Latino	70	15	21%	19	27%	23	33%	5	7%	8	11%	36	51%
White	96	14	15%	16	17%	26	27%	16	17%	24	25%	66	69%
Multiracial	10	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	0	0%	3	25%	6	50%	1	8%	2	17%	9	75%
Economically Disadvantaged	82	15	18%	24	29%	27	33%	9	11%	7	9%	43	52%
Not Economically Disadvantaged	126	18	14%	20	16%	36	29%	19	15%	33	26%	88	70%
English Language Learner	6	3	50%	2	33%	1	17%	0	0%	0	0%	1	17%
Non-English Language Learner	202	30	15%	42	21%	62	31%	28	14%	40	20%	130	64%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	207	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	14	3	21%	2	14%	6	43%	0	0%	3	21%	9	64%
Not Homeless	194	30	15%	42	22%	57	29%	28	14%	37	19%	122	63%
Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	207	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	208	33	16%	44	21%	63	30%	28	13%	40	19%	131	63%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (AUGUST 2024 & JANUARY 2025)



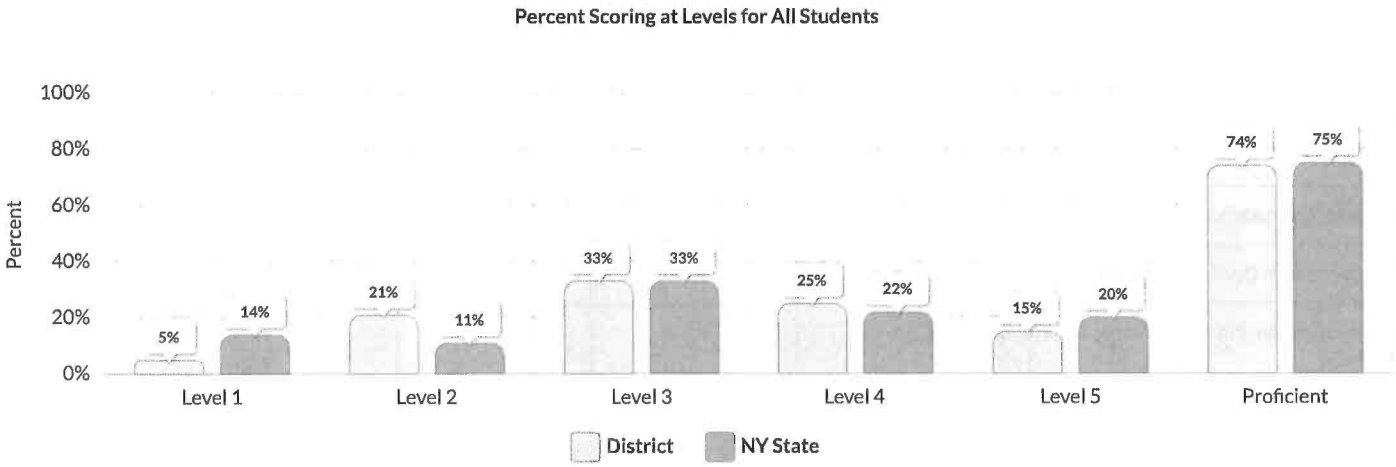
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	11	39%	6	21%	11	39%	0	0%	0	0%	11	39%
Female	12	6	50%	3	25%	3	25%	0	0%	0	0%	3	25%
Male	16	5	31%	3	19%	8	50%	0	0%	0	0%	8	50%
General Education Students	28	11	39%	6	21%	11	39%	0	0%	0	0%	11	39%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	–	–	–	–	–	–	–	–	–	–	–	–
White	17	6	35%	5	29%	6	35%	0	0%	0	0%	6	35%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	5	45%	1	9%	5	45%	0	0%	0	0%	5	45%
Economically Disadvantaged	9	3	33%	1	11%	5	56%	0	0%	0	0%	5	56%
Not Economically Disadvantaged	19	8	42%	5	26%	6	32%	0	0%	0	0%	6	32%
Non-English Language Learner	28	11	39%	6	21%	11	39%	0	0%	0	0%	11	39%
Not in Foster Care	28	11	39%	6	21%	11	39%	0	0%	0	0%	11	39%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	25	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	28	11	39%	6	21%	11	39%	0	0%	0	0%	11	39%
Parent Not in Armed Forces	28	11	39%	6	21%	11	39%	0	0%	0	0%	11	39%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (NEW) (JUNE 2025)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	8	9%	24	28%	31	36%	10	12%	13	15%	54	63%
Female	46	5	11%	11	24%	15	33%	6	13%	9	20%	30	65%
Male	40	3	8%	13	33%	16	40%	4	10%	4	10%	24	60%
General Education Students	84	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	7	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	20	4	20%	6	30%	7	35%	2	10%	1	5%	10	50%
White	57	3	5%	16	28%	20	35%	6	11%	12	21%	38	67%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	2	22%	4	44%	2	22%	0	0%	6	67%
Economically Disadvantaged	28	5	18%	11	39%	9	32%	2	7%	1	4%	12	43%
Not Economically Disadvantaged	58	3	5%	13	22%	22	38%	8	14%	12	21%	42	72%
Non-English Language Learner	86	8	9%	24	28%	31	36%	10	12%	13	15%	54	63%
Not in Foster Care	86	8	9%	24	28%	31	36%	10	12%	13	15%	54	63%
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	82	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	86	8	9%	24	28%	31	36%	10	12%	13	15%	54	63%
Parent Not in Armed Forces	86	8	9%	24	28%	31	36%	10	12%	13	15%	54	63%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



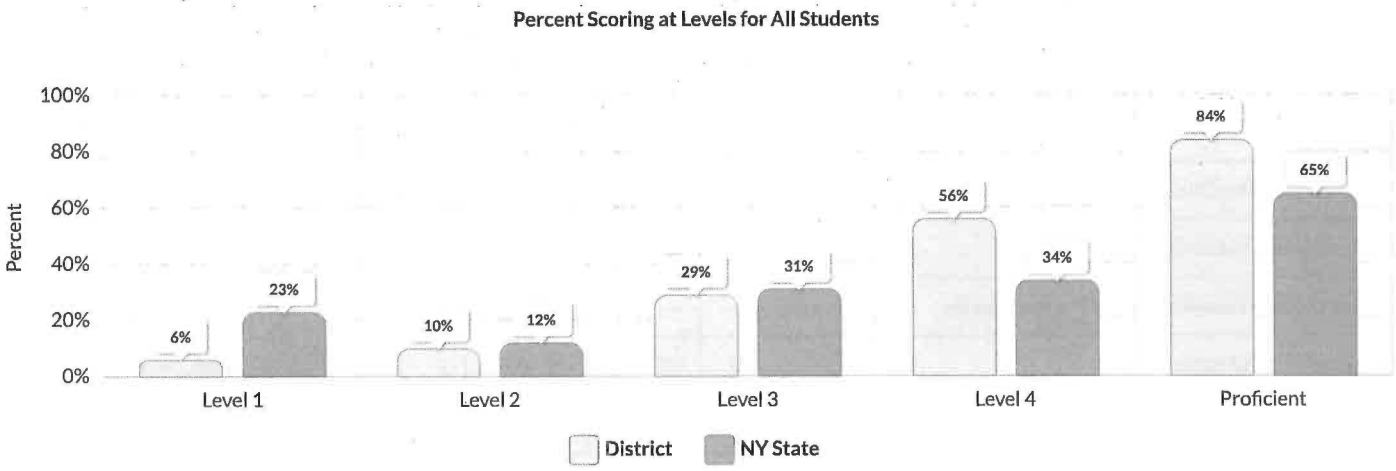
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	114	6	5%	24	21%	38	33%	29	25%	17	15%	84	74%
Female	59	5	8%	12	20%	16	27%	13	22%	13	22%	42	71%
Male	55	1	2%	12	22%	22	40%	16	29%	4	7%	42	76%
General Education Students	113	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	11	2	18%	3	27%	1	9%	4	36%	1	9%	6	55%
Hispanic or Latino	28	1	4%	7	25%	10	36%	7	25%	3	11%	20	71%
White	66	3	5%	12	18%	25	38%	15	23%	11	17%	51	77%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	2	22%	2	22%	3	33%	2	22%	7	78%
Economically Disadvantaged	22	2	9%	7	32%	6	27%	6	27%	1	5%	13	59%
Not Economically Disadvantaged	92	4	4%	17	18%	32	35%	23	25%	16	17%	71	77%
Non-English Language Learner	114	6	5%	24	21%	38	33%	29	25%	17	15%	84	74%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	113	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	110	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	114	6	5%	24	21%	38	33%	29	25%	17	15%	84	74%
Parent Not in Armed Forces	114	6	5%	24	21%	38	33%	29	25%	17	15%	84	74%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	190	15	8%	39	21%	88	46%	48	25%	136	72%
Female	94	7	7%	22	23%	42	45%	23	24%	65	69%
Male	96	8	8%	17	18%	46	48%	25	26%	71	74%
General Education Students	155	8	5%	27	17%	75	48%	45	29%	120	77%
Students with Disabilities	35	7	20%	12	34%	13	37%	3	9%	16	46%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–
Black or African American	29	2	7%	7	24%	16	55%	4	14%	20	69%
Hispanic or Latino	64	8	13%	18	28%	32	50%	6	9%	38	59%
White	88	5	6%	12	14%	37	42%	34	39%	71	81%
Multiracial	6	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	2	22%	3	33%	4	44%	7	78%
Economically Disadvantaged	81	8	10%	23	28%	38	47%	12	15%	50	62%
Not Economically Disadvantaged	109	7	6%	16	15%	50	46%	36	33%	86	79%
English Language Learner	8	6	75%	1	13%	1	13%	0	0%	1	13%
Non-English Language Learner	182	9	5%	38	21%	87	48%	48	26%	135	74%
Not in Foster Care	190	15	8%	39	21%	88	46%	48	25%	136	72%
Homeless	16	2	13%	3	19%	9	56%	2	13%	11	69%
Not Homeless	174	13	7%	36	21%	79	45%	46	26%	125	72%
Not Migrant	190	15	8%	39	21%	88	46%	48	25%	136	72%
Parent Not in Armed Forces	190	15	8%	39	21%	88	46%	48	25%	136	72%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2024-25)



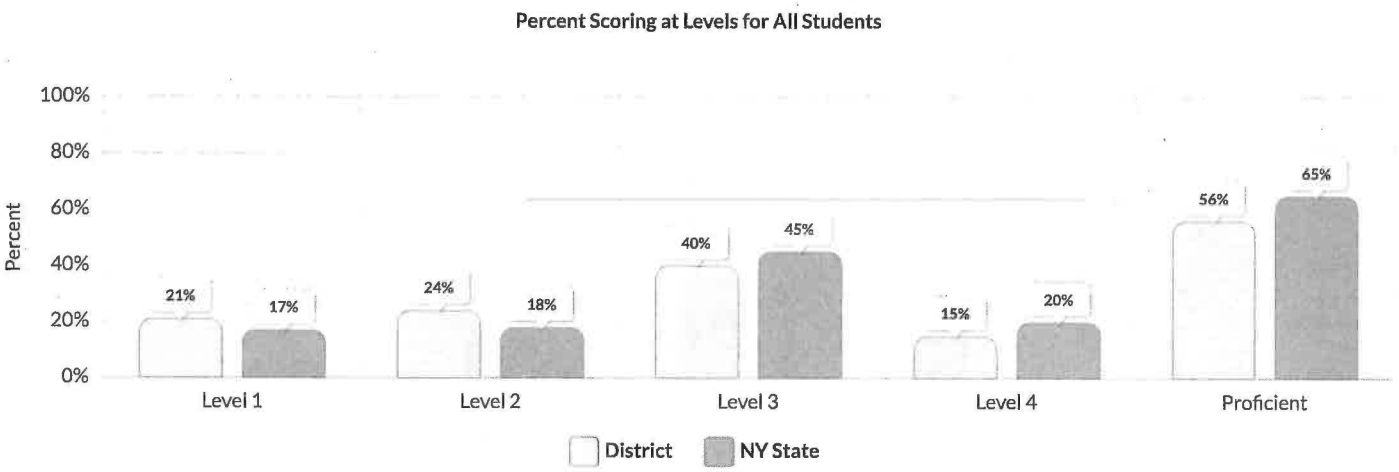
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	126	8	6%	12	10%	36	29%	70	56%	106	84%
Female	61	2	3%	4	7%	15	25%	40	66%	55	90%
Male	65	6	9%	8	12%	21	32%	30	46%	51	78%
General Education Students	111	3	3%	11	10%	28	25%	69	62%	97	87%
Students with Disabilities	15	5	33%	1	7%	8	53%	1	7%	9	60%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	16	3	19%	2	13%	5	31%	6	38%	11	69%
Hispanic or Latino	34	3	9%	6	18%	8	24%	17	50%	25	74%
White	69	1	1%	4	6%	19	28%	45	65%	64	93%
Multiracial	5	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	4	57%	2	29%	6	86%
Economically Disadvantaged	46	5	11%	8	17%	13	28%	20	43%	33	72%
Not Economically Disadvantaged	80	3	4%	4	5%	23	29%	50	63%	73	91%
Non-English Language Learner	126	8	6%	12	10%	36	29%	70	56%	106	84%
Not in Foster Care	126	8	6%	12	10%	36	29%	70	56%	106	84%
Homeless	5	0	0%	2	40%	2	40%	1	20%	3	60%
Not Homeless	121	8	7%	10	8%	34	28%	69	57%	103	85%
Not Migrant	126	8	6%	12	10%	36	29%	70	56%	106	84%
Parent Not in Armed Forces	126	8	6%	12	10%	36	29%	70	56%	106	84%

ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)



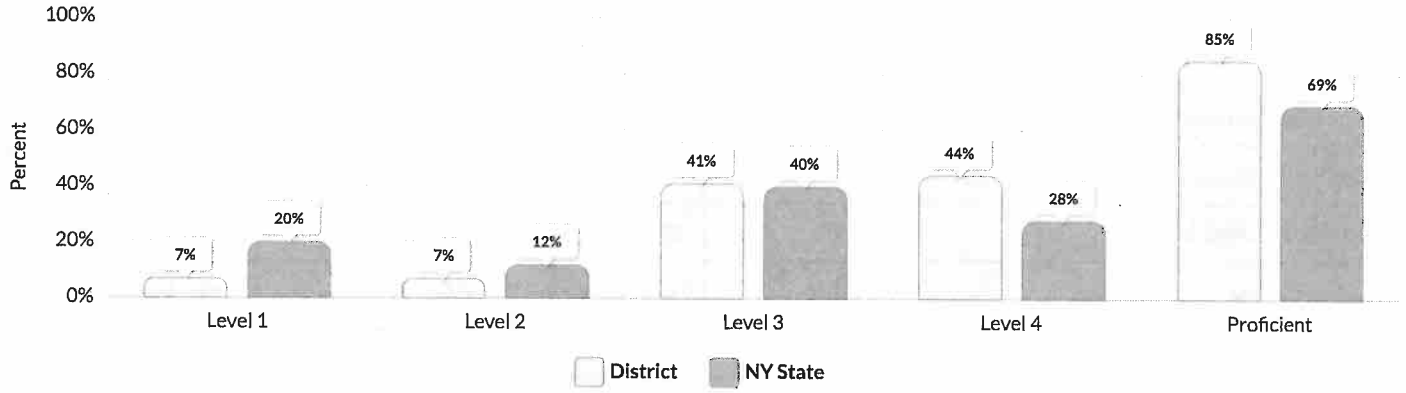
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	–	–	–	–	–	–	–	–	–	–	–	–
Male	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	1	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	1	–	–	–	–	–	–	–	–	–	–	–	–

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2024-25)



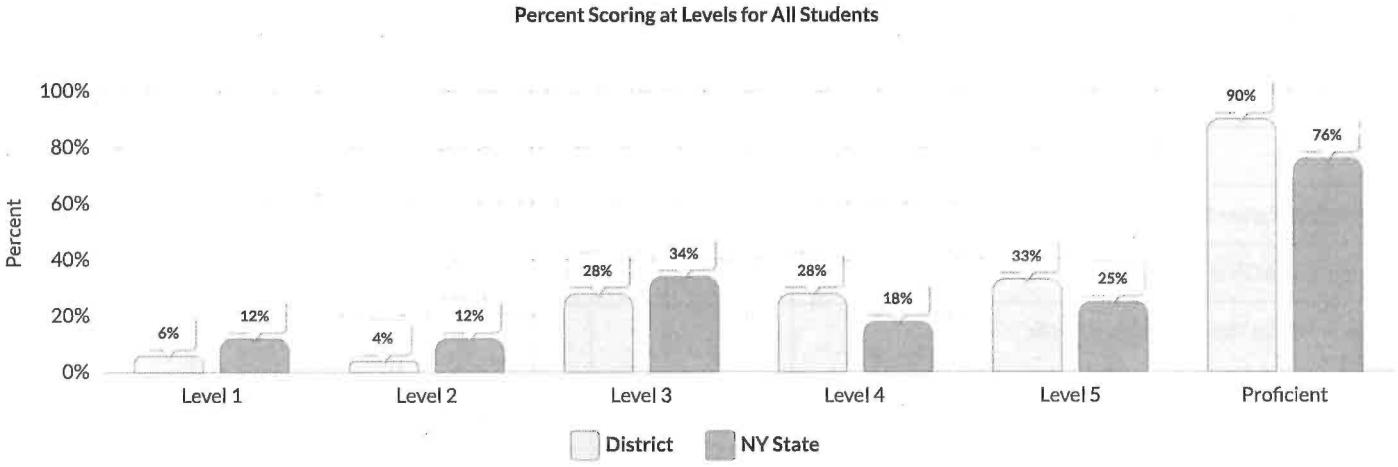
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	97	20	21%	23	24%	39	40%	15	15%	54	56%
Female	51	14	27%	11	22%	17	33%	9	18%	26	51%
Male	46	6	13%	12	26%	22	48%	6	13%	28	61%
General Education Students	97	20	21%	23	24%	39	40%	15	15%	54	56%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	11	3	27%	0	0%	5	45%	3	27%	8	73%
Hispanic or Latino	24	5	21%	8	33%	8	33%	3	13%	11	46%
White	53	10	19%	13	25%	23	43%	7	13%	30	57%
Multiracial	7	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	2	22%	3	33%	2	22%	5	56%
Economically Disadvantaged	22	6	27%	6	27%	10	45%	0	0%	10	45%
Not Economically Disadvantaged	75	14	19%	17	23%	29	39%	15	20%	44	59%
Non-English Language Learner	97	20	21%	23	24%	39	40%	15	15%	54	56%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	96	–	–	–	–	–	–	–	–	–	–
Homeless	4	–	–	–	–	–	–	–	–	–	–
Not Homeless	93	–	–	–	–	–	–	–	–	–	–
Not Migrant	97	20	21%	23	24%	39	40%	15	15%	54	56%
Parent Not in Armed Forces	97	20	21%	23	24%	39	40%	15	15%	54	56%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2024-25)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	41	3	7%	3	7%	17	41%	18	44%	35	85%
Female	15	2	13%	1	7%	7	47%	5	33%	12	80%
Male	26	1	4%	2	8%	10	38%	13	50%	23	88%
General Education Students	40	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	10	–	–	–	–	–	–	–	–	–	–
White	30	0	0%	3	10%	11	37%	16	53%	27	90%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	3	27%	0	0%	6	55%	2	18%	8	73%
Economically Disadvantaged	6	1	17%	0	0%	3	50%	2	33%	5	83%
Not Economically Disadvantaged	35	2	6%	3	9%	14	40%	16	46%	30	86%
Non-English Language Learner	41	3	7%	3	7%	17	41%	18	44%	35	85%
Not in Foster Care	41	3	7%	3	7%	17	41%	18	44%	35	85%
Not Homeless	41	3	7%	3	7%	17	41%	18	44%	35	85%
Not Migrant	41	3	7%	3	7%	17	41%	18	44%	35	85%
Parent Not in Armed Forces	41	3	7%	3	7%	17	41%	18	44%	35	85%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2024-25)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	159	10	6%	6	4%	45	28%	45	28%	53	33%	143	90%
Female	69	1	1%	3	4%	22	32%	17	25%	26	38%	65	94%
Male	90	9	10%	3	3%	23	26%	28	31%	27	30%	78	87%
General Education Students	137	4	3%	3	2%	35	26%	42	31%	53	39%	130	95%
Students with Disabilities	22	6	27%	3	14%	10	45%	3	14%	0	0%	13	59%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	16	0	0%	1	6%	8	50%	4	25%	3	19%	15	94%
Hispanic or Latino	49	8	16%	2	4%	16	33%	12	24%	11	22%	39	80%
White	84	2	2%	2	2%	19	23%	25	30%	36	43%	80	95%
Multiracial	6	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	1	10%	2	20%	4	40%	3	30%	9	90%
Economically Disadvantaged	61	6	10%	3	5%	19	31%	21	34%	12	20%	52	85%
Not Economically Disadvantaged	98	4	4%	3	3%	26	27%	24	24%	41	42%	91	93%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	157	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	159	10	6%	6	4%	45	28%	45	28%	53	33%	143	90%
Homeless	5	1	20%	0	0%	2	40%	0	0%	2	40%	4	80%
Not Homeless	154	9	6%	6	4%	43	28%	45	29%	51	33%	139	90%
Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	158	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	159	10	6%	6	4%	45	28%	45	28%	53	33%	143	90%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (2024-25)



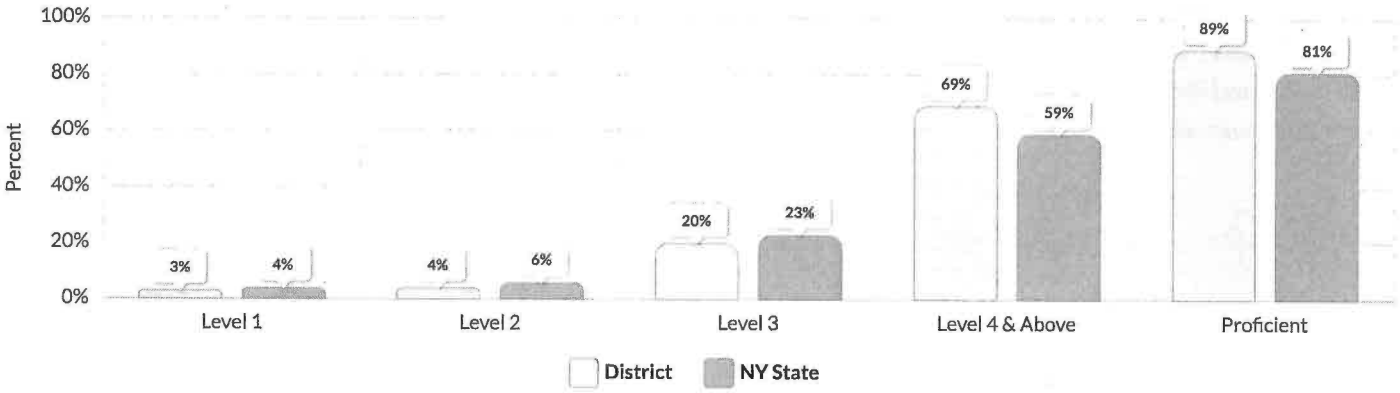
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	161	3	2%	13	8%	58	36%	59	37%	28	17%	145	90%
Female	65	1	2%	5	8%	24	37%	24	37%	11	17%	59	91%
Male	96	2	2%	8	8%	34	35%	35	36%	17	18%	86	90%
General Education Students	141	1	1%	6	4%	51	36%	56	40%	27	19%	134	95%
Students with Disabilities	20	2	10%	7	35%	7	35%	3	15%	1	5%	11	55%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	23	2	9%	3	13%	10	43%	6	26%	2	9%	18	78%
Hispanic or Latino	42	0	0%	3	7%	12	29%	22	52%	5	12%	39	93%
White	88	1	1%	6	7%	30	34%	30	34%	21	24%	81	92%
Multiracial	6	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	1	13%	6	75%	1	13%	0	0%	7	88%
Economically Disadvantaged	55	1	2%	6	11%	26	47%	19	35%	3	5%	48	87%
Not Economically Disadvantaged	106	2	2%	7	7%	32	30%	40	38%	25	24%	97	92%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	159	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	160	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	11	1	9%	0	0%	7	64%	2	18%	1	9%	10	91%
Not Homeless	150	2	1%	13	9%	51	34%	57	38%	27	18%	135	90%
Not Migrant	161	3	2%	13	8%	58	36%	59	37%	28	17%	145	90%
Parent Not in Armed Forces	161	3	2%	13	8%	58	36%	59	37%	28	17%	145	90%

TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age. Results are reported four years after these students first enter grade 9.

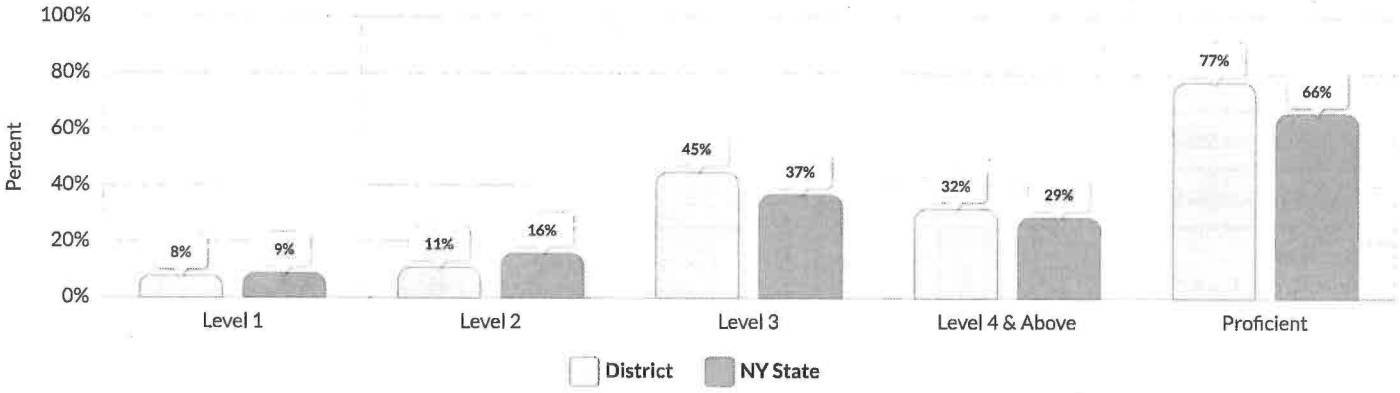
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination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

2021 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	7	4%	160	96%	5	3%	6	4%	33	20%	116	69%	149	89%
Female	77	2	3%	75	97%	1	1%	1	1%	12	16%	61	79%	73	95%
Male	90	5	6%	85	94%	4	4%	5	6%	21	23%	55	61%	76	84%
General Education Students	131	2	2%	129	98%	2	2%	1	1%	18	14%	108	82%	126	96%
Students with Disabilities	36	5	14%	31	86%	3	8%	5	14%	15	42%	8	22%	23	64%
Asian or Native Hawaiian/Other Pacific Islander	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Black or African American	19	1	5%	18	95%	0	0%	1	5%	8	42%	9	47%	17	89%
Hispanic or Latino	40	1	3%	39	98%	3	8%	3	8%	7	18%	26	65%	33	83%
White	101	4	4%	97	96%	2	2%	2	2%	18	18%	75	74%	93	92%
Multiracial	5	1	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	0	0%	6	86%	6	86%
Economically Disadvantaged	58	5	9%	53	91%	2	3%	4	7%	15	26%	32	55%	47	81%
Not Economically Disadvantaged	109	2	2%	107	98%	3	3%	2	2%	18	17%	84	77%	102	94%
English Language Learner	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	165	7	–	158	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	166	7	–	159	–	–	–	–	–	–	–	–	–	–	–
Homeless	7	1	14%	6	86%	1	14%	1	14%	2	29%	2	29%	4	57%
Not Homeless	160	6	4%	154	96%	4	3%	5	3%	31	19%	114	71%	145	91%
Not Migrant	167	7	4%	160	96%	5	3%	6	4%	33	20%	116	69%	149	89%
Parent in Armed Forces	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	166	7	–	159	–	–	–	–	–	–	–	–	–	–	–

2021 TOTAL COHORT REGENTS IN MATH



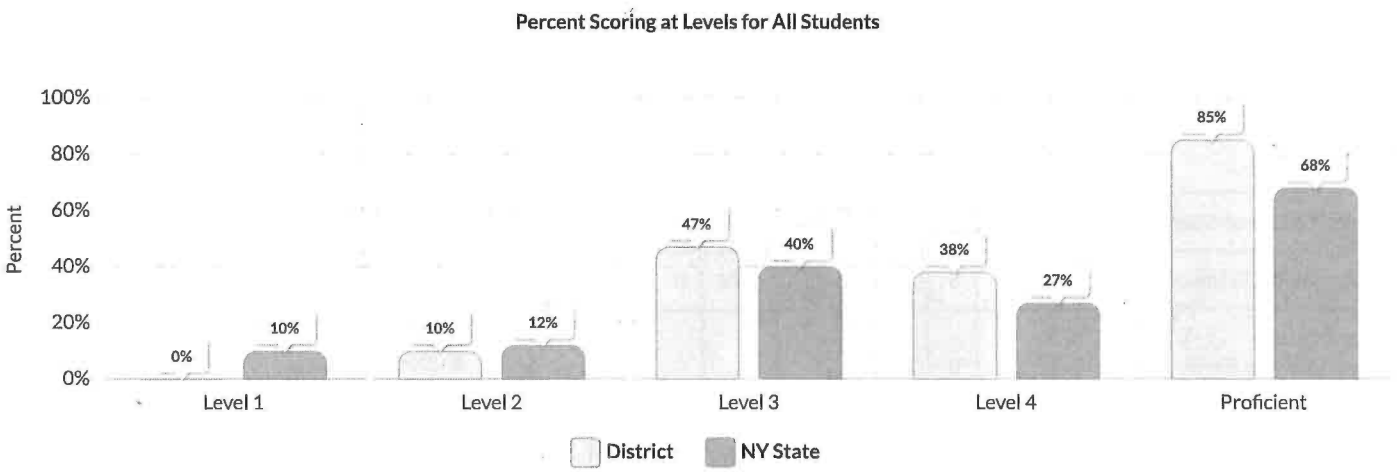
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	6	4%	161	96%	14	8%	19	11%	75	45%	53	32%	128	77%
Female	77	1	1%	76	99%	6	8%	10	13%	31	40%	29	38%	60	78%
Male	90	5	6%	85	94%	8	9%	9	10%	44	49%	24	27%	68	76%
General Education Students	131	0	0%	131	100%	8	6%	11	8%	60	46%	52	40%	112	85%
Students with Disabilities	36	6	17%	30	83%	6	17%	8	22%	15	42%	1	3%	16	44%
Asian or Native Hawaiian/Other Pacific Islander	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Black or African American	19	2	11%	17	89%	3	16%	4	21%	8	42%	2	11%	10	53%
Hispanic or Latino	40	1	3%	39	98%	5	13%	4	10%	18	45%	12	30%	30	75%
White	101	2	2%	99	98%	5	5%	11	11%	48	48%	35	35%	83	82%
Multiracial	5	1	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	14%	0	0%	1	14%	4	57%	5	71%
Economically Disadvantaged	58	5	9%	53	91%	6	10%	8	14%	24	41%	15	26%	39	67%
Not Economically Disadvantaged	109	1	1%	108	99%	8	7%	11	10%	51	47%	38	35%	89	82%
English Language Learner	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	165	6	–	159	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	166	6	–	160	–	–	–	–	–	–	–	–	–	–	–
Homeless	7	2	29%	5	71%	1	14%	1	14%	2	29%	1	14%	3	43%
Not Homeless	160	4	3%	156	98%	13	8%	18	11%	73	46%	52	33%	125	78%
Not Migrant	167	6	4%	161	96%	14	8%	19	11%	75	45%	53	32%	128	77%
Parent in Armed Forces	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	166	6	–	160	–	–	–	–	–	–	–	–	–	–	–

2021 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	54	0	0	54	100
Female	26	0	0	26	100
Male	28	0	0	28	100
General Education Students	53	0	0	53	100
Students with Disabilities	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	2	0	0	2	100
Hispanic or Latino	7	0	0	7	100
White	42	0	0	42	100
Multiracial	2	0	0	2	100
Economically Disadvantaged	8	0	0	8	100
Not Economically Disadvantaged	46	0	0	46	100
Non-English Language Learner	54	0	0	54	100
Not in Foster Care	54	0	0	54	100
Homeless	1	0	0	1	100
Not Homeless	53	0	0	53	100
Not Migrant	54	0	0	54	100
Parent Not in Armed Forces	54	0	0	54	100

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

2021 TOTAL COHORT REGENTS IN SCIENCE



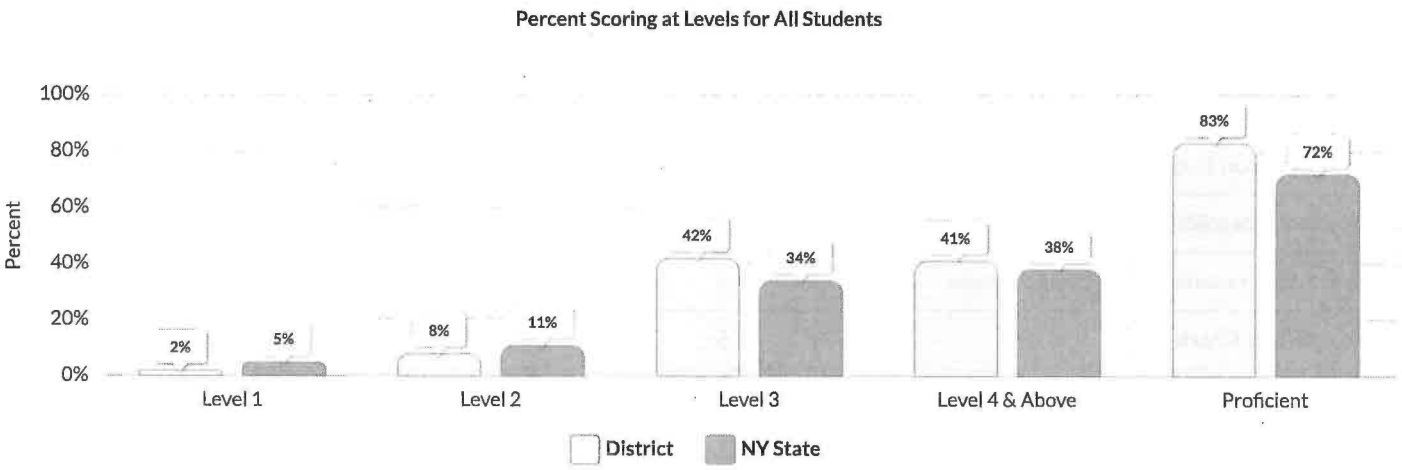
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	8	5%	159	95%	0	0%	17	10%	79	47%	63	38%	142	85%
Female	77	3	4%	74	96%	0	0%	6	8%	40	52%	28	36%	68	88%
Male	90	5	6%	85	94%	0	0%	11	12%	39	43%	35	39%	74	82%
General Education Students	131	3	2%	128	98%	0	0%	8	6%	61	47%	59	45%	120	92%
Students with Disabilities	36	5	14%	31	86%	0	0%	9	25%	18	50%	4	11%	22	61%
Asian or Native Hawaiian/Other Pacific Islander	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Black or African American	19	1	5%	18	95%	0	0%	3	16%	12	63%	3	16%	15	79%
Hispanic or Latino	40	1	3%	39	98%	0	0%	8	20%	20	50%	11	28%	31	78%
White	101	5	5%	96	95%	0	0%	6	6%	46	46%	44	44%	90	89%
Multiracial	5	1	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	1	14%	5	71%	6	86%
Economically Disadvantaged	58	5	9%	53	91%	0	0%	9	16%	24	41%	20	34%	44	76%
Not Economically Disadvantaged	109	3	3%	106	97%	0	0%	8	7%	55	50%	43	39%	98	90%
English Language Learner	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	165	8	–	157	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	166	8	–	158	–	–	–	–	–	–	–	–	–	–	–
Homeless	7	1	14%	6	86%	0	0%	0	0%	5	71%	1	14%	6	86%
Not Homeless	160	7	4%	153	96%	0	0%	17	11%	74	46%	62	39%	136	85%
Not Migrant	167	8	5%	159	95%	0	0%	17	10%	79	47%	63	38%	142	85%
Parent in Armed Forces	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	166	8	–	158	–	–	–	–	–	–	–	–	–	–	–

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	58	2	3	56	97
Female	29	0	0	29	100
Male	29	2	7	27	93
General Education Students	56	1	2	55	98
Students with Disabilities	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	5	1	20	4	80
Hispanic or Latino	7	0	0	7	100
White	44	1	2	43	98
Multiracial	1	0	0	1	100
Economically Disadvantaged	9	1	11	8	89
Not Economically Disadvantaged	49	1	2	48	98
Non-English Language Learner	58	2	3	56	97
Not in Foster Care	58	2	3	56	97
Homeless	1	0	0	1	100
Not Homeless	57	2	4	55	96
Not Migrant	58	2	3	56	97
Parent Not in Armed Forces	58	2	3	56	97

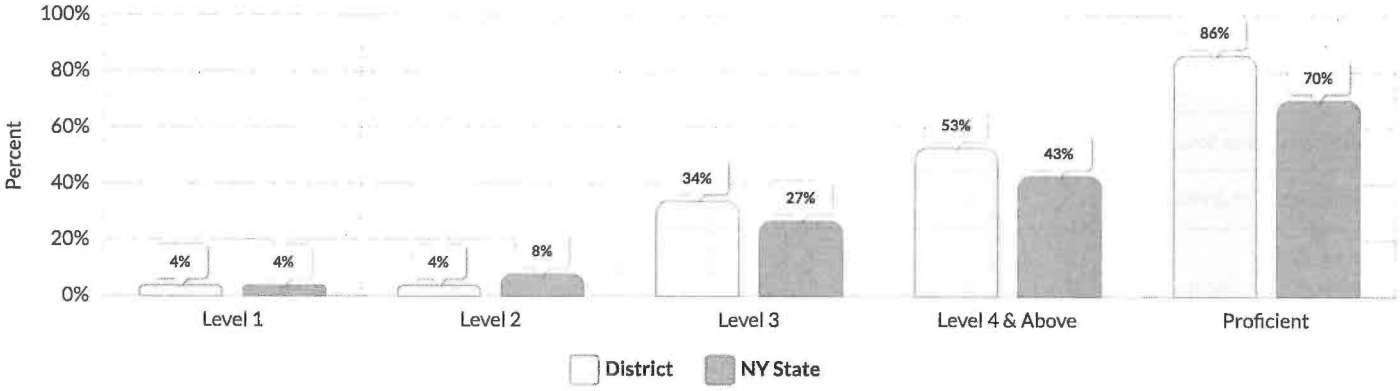
See report card Glossary and Guide for criteria used to include students in this table.

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	11	7%	156	93%	4	2%	14	8%	70	42%	68	41%	138	83%
Female	77	4	5%	73	95%	1	1%	4	5%	30	39%	38	49%	68	88%
Male	90	7	8%	83	92%	3	3%	10	11%	40	44%	30	33%	70	78%
General Education Students	131	5	4%	126	96%	1	1%	6	5%	56	43%	63	48%	119	91%
Students with Disabilities	36	6	17%	30	83%	3	8%	8	22%	14	39%	5	14%	19	53%
Asian or Native Hawaiian/Other Pacific Islander	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Black or African American	19	2	11%	17	89%	1	5%	4	21%	9	47%	3	16%	12	63%
Hispanic or Latino	40	3	8%	37	93%	0	0%	6	15%	17	43%	14	35%	31	78%
White	101	5	5%	96	95%	3	3%	4	4%	42	42%	47	47%	89	88%
Multiracial	5	1	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	2	29%	4	57%	6	86%
Economically Disadvantaged	58	7	12%	51	88%	2	3%	6	10%	25	43%	18	31%	43	74%
Not Economically Disadvantaged	109	4	4%	105	96%	2	2%	8	7%	45	41%	50	46%	95	87%
English Language Learner	2	1	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	165	10	–	155	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	166	11	–	155	–	–	–	–	–	–	–	–	–	–	–
Homeless	7	3	43%	4	57%	1	14%	1	14%	1	14%	1	14%	2	29%
Not Homeless	160	8	5%	152	95%	3	2%	13	8%	69	43%	67	42%	136	85%
Not Migrant	167	11	7%	156	93%	4	2%	14	8%	70	42%	68	41%	138	83%
Parent in Armed Forces	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	166	11	–	155	–	–	–	–	–	–	–	–	–	–	–

2021 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	11	7%	156	93%	6	4%	6	4%	56	34%	88	53%	144	86%
Female	77	5	6%	72	94%	1	1%	2	3%	22	29%	47	61%	69	90%
Male	90	6	7%	84	93%	5	6%	4	4%	34	38%	41	46%	75	83%
General Education Students	131	5	4%	126	96%	2	2%	1	1%	41	31%	82	63%	123	94%
Students with Disabilities	36	6	17%	30	83%	4	11%	5	14%	15	42%	6	17%	21	58%
Asian or Native Hawaiian/Other Pacific Islander	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Black or African American	19	3	16%	16	84%	1	5%	1	5%	9	47%	5	26%	14	74%
Hispanic or Latino	40	2	5%	38	95%	2	5%	2	5%	15	38%	19	48%	34	85%
White	101	5	5%	96	95%	3	3%	3	3%	31	31%	59	58%	90	89%
Multiracial	5	1	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	1	14%	5	71%	6	86%
Economically Disadvantaged	58	7	12%	51	88%	1	2%	5	9%	20	34%	25	43%	45	78%
Not Economically Disadvantaged	109	4	4%	105	96%	5	5%	1	1%	36	33%	63	58%	99	91%
English Language Learner	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	165	11	–	154	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	166	10	–	156	–	–	–	–	–	–	–	–	–	–	–
Homeless	7	1	14%	6	86%	1	14%	1	14%	3	43%	1	14%	4	57%
Not Homeless	160	10	6%	150	94%	5	3%	5	3%	53	33%	87	54%	140	88%
Not Migrant	167	11	7%	156	93%	6	4%	6	4%	56	34%	88	53%	144	86%
Parent in Armed Forces	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	166	11	–	155	–	–	–	–	–	–	–	–	–	–	–

2021 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

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

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2024-25)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 1	12	0	0%	12	100%	0	0%	2	17%	4	33%	5	42%	1	8%
Grade 2	6	0	0%	6	100%	0	0%	2	33%	1	17%	0	0%	3	50%
Grade 3	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	0	0%
Grade 4	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 6	5	0	0%	5	100%	0	0%	0	0%	1	20%	1	20%	3	60%
Grade 7	6	0	0%	6	100%	0	0%	0	0%	0	0%	4	67%	2	33%
Grade 8	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	0	0%
Grade 9	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 10	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 11	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 12	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Grade 5 Science	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	11	9	82%	2	18%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	11	9	82%	2	18%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	11	10	91%	1	9%	–	–	–	–	–	–	–	–	–	–

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024)

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

NEW YORK STATE NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	28%	22%	9%	28%	36%	29%	8%
Students with Disabilities	73%	18%	8%	1%	63%	28%	7%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	26%	25%	30%	19%	14%	26%	40%	20%
Black	55%	29%	13%	3%	44%	39%	15%	2%
Hispanic	51%	27%	16%	6%	39%	38%	20%	3%
White	32%	31%	26%	11%	19%	35%	36%	10%
Two or more races	39%	23%	25%	14%	12%	40%	33%	14%
English Language Learners	79%	17%	3%	0%	59%	29%	12%	1%
Economically Disadvantaged	52%	28%	16%	5%	39%	37%	20%	3%

*There are not sufficient data for this subgroup.

Group values may not sum to 100% due to rounding.

NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	34%	26%	5%	42%	31%	18%	8%
Students with Disabilities	65%	25%	10%	1%	73%	19%	6%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	17%	32%	38%	13%	19%	24%	30%	27%
Black	42%	37%	19%	2%	56%	28%	13%	2%
Hispanic	47%	32%	19%	2%	59%	29%	10%	2%
White	28%	36%	30%	7%	29%	36%	25%	10%
Two or more races	*	*	*	*	45%	32%	17%	6%
English Language Learners	85%	10%	4%	1%	83%	13%	4%	1%
Economically Disadvantaged	44%	34%	19%	3%	54%	29%	14%	4%

*There are not sufficient data for this subgroup.

Group values may not sum to 100% due to rounding.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	29%	22%	8%	24%	36%	31%	9%
Students with Disabilities	72%	18%	8%	1%	53%	31%	13%	3%
American Indian/Alaska Native	59%	26%	13%	3%	43%	37%	18%	2%
Asian/Pacific Islander	23%	26%	31%	20%	12%	24%	39%	25%
Black	57%	27%	13%	3%	41%	40%	17%	2%
Hispanic	52%	27%	16%	4%	34%	39%	23%	4%
White	30%	31%	28%	11%	14%	35%	39%	12%
Two or more races	37%	29%	24%	10%	20%	36%	33%	11%
English Language Learners	71%	21%	7%	1%	48%	36%	14%	2%
Economically Disadvantaged	53%	28%	16%	4%	35%	40%	22%	3%

Group values may not sum to 100% due to rounding.

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	37%	25%	4%	41%	32%	19%	8%
Students with Disabilities	67%	25%	8%	1%	75%	18%	5%	2%
American Indian/Alaska Native	45%	38%	16%	1%	60%	29%	9%	3%
Asian/Pacific Islander	17%	30%	40%	13%	18%	26%	28%	29%
Black	48%	36%	15%	1%	63%	27%	8%	2%
Hispanic	45%	36%	17%	1%	55%	30%	12%	2%
White	25%	39%	32%	5%	28%	36%	27%	10%
Two or more races	30%	36%	30%	4%	38%	33%	20%	9%
English Language Learners	71%	25%	5%	0%	77%	18%	4%	1%
Economically Disadvantaged	46%	37%	16%	1%	55%	31%	12%	3%

Group values may not sum to 100% due to rounding.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	88%	89%
Students with Disabilities	89%	90%	89%	90%
English Language Learners	92%	93%	91%	92%

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,127	256	22.7%
American Indian or Alaska Native	1	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	3	15%
Black or African American	133	30	22.6%
Hispanic or Latino	286	92	32.2%
Multiracial	52	12	23.1%
White	635	119	18.7%
English Language Learner	58	22	37.9%
Students with Disabilities	242	73	30.2%
Economically Disadvantaged	492	173	35.2%

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	643	168	26.1%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–
Black or African American	75	13	17.3%
Hispanic or Latino	189	73	38.6%
Multiracial	24	10	41.7%
White	347	72	20.7%
English Language Learner	11	–	–
Students with Disabilities	116	48	41.4%
Economically Disadvantaged	238	100	42%

TOTAL COHORT GRADUATION RATE (2024-25)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	152	91%	73	44%	71	43%	8	5%	2	1%	3	2%	1	1%	9	5%
Female	77	72	94%	38	49%	34	44%	0	0%	1	1%	0	0%	0	0%	4	5%
Male	90	80	89%	35	39%	37	41%	8	9%	1	1%	3	3%	1	1%	5	6%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	131	124	95%	71	54%	53	40%	0	0%	0	0%	0	0%	0	0%	7	5%
Students with Disabilities	36	28	78%	2	6%	18	50%	8	22%	2	6%	3	8%	1	3%	2	6%
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	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	19	16	84%	3	16%	13	68%	0	0%	0	0%	1	5%	0	0%	2	11%
Hispanic or Latino	40	37	93%	12	30%	22	55%	3	8%	0	0%	1	3%	1	3%	1	3%
White	101	93	92%	54	53%	34	34%	5	5%	1	1%	1	1%	0	0%	6	6%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	58	50	86%	15	26%	31	53%	4	7%	2	3%	2	3%	0	0%	4	7%
Not Economically Disadvantaged	109	102	94%	58	53%	40	37%	4	4%	0	0%	1	1%	1	1%	5	5%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	165	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	166	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	7	5	71%	0	0%	4	57%	1	14%	1	14%	1	14%	0	0%	0	0%
Not Homeless	160	147	92%	73	46%	67	42%	7	4%	1	1%	2	1%	1	1%	9	6%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	167	152	91%	73	44%	71	43%	8	5%	2	1%	3	2%	1	1%	9	5%
Parent in Armed Forces	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	166	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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 Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide

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