

CROTON-HARMON UNIÓN LIBRE DISTRITO ESCOLAR

DECLARACION PRESUPUESTO OFICIAL

AÑO ESCOLAR 2023-2024

16 de mayo de 2023



Copias disponibles en:

Croton-Harmon UFSD
10 Gerstein Street
Croton-on-Hudson, NY 10520
(914) 271-4713

Junta de Educación

Sarah Carrier, Presidenta,
Neal D. Haber, Vice-Presidente
Joshua M. Diamond
Omar Mayyasi
Mary Obermeier
Theo Oshiro
Ana Teague

Puede revisar el informe en el portal del distrito o solicitar una copia comunicándose con Denise Harrington-Cohen, Asistente del Superintendente de Negocios, al 914-271-4713, extensión 4211 o denise.cohen@chufsd.org

Para información sobre la boleta visite: data.nysed.gov

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**CROTON
HARMON**
S C H O O L S

Croton-Harmon Union Free School District
10 Gerstein Street
Croton-on-Hudson, New York 10520

Mr. Stephen Walker
Superintendent of Schools

Ms. Sarah Carrier
Board of Education President

Estimada Comunidad de Croton-Harmon,

Con la mirada puesta en el año escolar 2023-24, compartimos con ustedes la Edición del Presupuesto 2023 del Boletín Reflexiones del Distrito. Este boletín de presupuesto tiene como objetivo proporcionar información importante sobre el presupuesto propuesto, y cómo el presupuesto promueve la visión de nuestro distrito para el desarrollo de las escuelas que avanzan en la innovación mediante la disposición de la pasión, la curiosidad y la inspiración en el centro de lo que hacemos, mientras creamos una cultura de bienestar para todos los miembros de nuestra comunidad del distrito escolar.

El proyecto de presupuesto del distrito escolar 2023-24 prevé varias nuevas oportunidades para nuestros estudiantes Tiger, que están diseñados no sólo para mejorar progresivamente lo que nuestras escuelas ya hacen, sino para mejorar nuestro sistema escolar en sí, hacia una visión de lo "Que Puede ser CHUFSD". Estas mejoras presupuestarias incluyen un profesor de Física adicional en Croton-Harmon High School, lo que permitirá el diseño y la creación de varios cursos interdisciplinarios, donde los estudiantes experimentarán el aprendizaje que divide los tradicionales "silos" de las materias individuales que han sido durante mucho tiempo una parte de las experiencias de la escuela secundaria. El presupuesto propuesto también incluye un puesto adicional de profesor de Arte en la Escuela Secundaria PVC, que permitirá a nuestros estudiantes de 5º a 8º ampliar sus habilidades creativas y de resolución de problemas a través de nuestro Laboratorio de Innovación y Diseño (InDe). Además, el presupuesto también añade un puesto de entrenador pedagógico/instruccional en la Escuela Primaria CET, que proporcionará a los profesores CET la oportunidad de colaborar regularmente con un colega, en la modalidad de entrenador instruccional, para desarrollar e implementar lecciones nuevas e innovadoras y recibir comentarios de los compañeros sobre las prácticas de instrucción. El nuevo puesto de profesor de música del presupuesto propuesto permitirá a los alumnos-músicos del CHHS recibir regularmente clases de música instrumental en grupos reducidos. Más allá de eso, dos nuevos puestos no docentes están diseñados para permitir a nuestro distrito conectar mejor y apoyar a los estudiantes de habla hispana de nuestras escuelas y familias, y para proporcionar la sostenibilidad a largo plazo y la continuidad dentro de nuestra Oficina de Negocios.

La elección de este año también incluirá una proposición alineada con nuestra visión de continuar dando prioridad a la sostenibilidad medioambiental mediante la compra de un autobús escolar eléctrico para 66 pasajeros; un vehículo de gas para aproximadamente 24-30 pasajeros; un todoterreno híbrido enchufable para siete pasajeros; y dos vehículos utilitarios eléctricos de baja velocidad. Estas compras se financiarán a través del Fondo de Reserva de Capital de Transporte del distrito y a través de los fondos generales en este año escolar, lo que significa que no habría préstamos ni deuda y, por lo tanto, ningún impacto en los impuestos.

En Croton-Harmon, reconocemos que nuestras escuelas son únicas debido a su continua asociación y colaboración. Gracias por su participación y compromiso en el desarrollo de nuestro presupuesto del distrito escolar 2023-24, y por hacer de nuestras escuelas lugares tan especiales para que todos los Tigres aprendan, trabajen y crezcan.

Mr. Stephen Walker
Superintendent of Schools

Ms. Sarah Carrier
Board of Education President

REFLEXIONES

MAYO 2023

EDICIÓN DEL PRESUPUESTO

Publicado para los residentes del Distrito Escolar Croton-Harmon

Estimada Comunidad de Croton-Harmon,

Con la mirada puesta en el año escolar 2023-24, compartimos con ustedes la edición del presupuesto 2023 del boletín del distrito Reflections. Este boletín tiene como objetivo proporcionar información importante sobre el presupuesto propuesto, y cómo el presupuesto promueve la visión de nuestro distrito para **el desarrollo de las escuelas que avanzan en la innovación poniendo la pasión, la curiosidad y la inspiración en el centro de lo que hacemos, mientras que creamos una cultura de bienestar para todos los miembros de nuestra comunidad del distrito escolar.**

El presupuesto propuesto para el distrito escolar 2023-24 prevé varias nuevas oportunidades para nuestros estudiantes de Tiger, que están diseñadas no sólo para mejorar progresivamente lo que nuestras escuelas ya hacen, sino para mejorar nuestro sistema escolar en sí, hacia una visión de lo **"Que Puede Ser CHUFSD."** Estas mejoras presupuestarias presentan puestos adicionales de personal y profesores para alinearse con nuestra visión, entre los que se incluyen:

- Profesor de Física en Croton-Harmon High School, que permitirá el diseño y la creación de varios **nuevos cursos interdisciplinarios.**
- Profesor de Arte en la Escuela Secundaria PVC que permitirá que nuestros estudiantes de 5° a 8° **expandan sus habilidades creativas y de resolución de problemas a través de nuestro Laboratorio de Innovación y Diseño (InDe).**
- El Tutor Pedagógico en la Escuela Primaria CET proporcionará al profesorado CET la posibilidad de colaborar regularmente con el tutor pedagógico, **desarrollar y aplicar lecciones innovadoras** y recibir comentarios de los compañeros sobre las prácticas pedagógicas.
- El Profesor de Música permitirá a los alumnos-músicos del CHHS **recibir regularmente clases de música instrumental en grupos reducidos.**

En la página 7 encontrará más información sobre los nuevos puestos propuestos para el profesorado y el personal.

- Dos posiciones no-facultad están diseñadas para permitir a nuestro distrito conectar y **apoyar a nuestros estudiantes de habla hispana en las escuelas y las familias** y proporcionar sostenibilidad a largo plazo y la continuidad dentro de nuestra Oficina de Negocios.

La votación de este año también incluirá una proposición alineada con nuestra visión de seguir dando prioridad a la sostenibilidad medioambiental mediante la compra de cinco vehículos nuevos, incluyendo un bus escolar eléctrico, un vehículo de gas, un todoterreno híbrido y dos vehículos utilitarios eléctricos de baja velocidad. Estas compras se financiarán a través de la reserva y los fondos generales en este año escolar, sin impacto en los impuestos. **Por favor, consulte la información de la propuesta abajo para más detalles.**

En Croton-Harmon, reconocemos que nuestras escuelas son únicas debido a su continua asociación y colaboración. Gracias por su participación y compromiso en el desarrollo de nuestro presupuesto 2023-24 del distrito escolar, y por hacer de nuestras escuelas lugares tan especiales para todos los Tigres de aprender, trabajar y crecer.

Atentamente,

Stephen Walker
Superintendent Croton-Harmon Schools

Sarah Carrier
Board of Education President

Descripción del Presupuesto

- El presupuesto propuesto está equilibrado y dentro de la exacción fiscal permitida, con un 2,64%.
- Presupuesto propuesto para 2023-24: \$56,174,983
- Saldo de fondos y asignación de reservas: \$1,940,764
 - Se restablece la ayuda de la Fundación del Estado de Nueva York, aumentando la ayuda estatal en \$2.161.915.
- Diseñado para apoyar el plan estratégico del distrito y realizar lo **#QuePuedeSerCHUFSD**



LO QUE VERÁ EN LA PAPELETA

Propuesta No. 1.: Presupuesto 2023-24

El CHUFSD presenta un presupuesto de \$56,174,983 a partir del 1 de julio de 2023, para los propósitos mostrados en el presupuesto propuesto adoptado por la Junta de Educación el 13 de abril de 2023.

Proposición No. 2.: Proposición de Vehículos

La proposición de vehículos incluye la compra de cinco (5) vehículos usando fondos y reservas existentes. Si es aprobada, no habrá impacto en los impuestos y no se incurrirá en deuda adicional.

La Reserva de Capital de Vehículo del distrito CHUFSD será usada para comprar (1) bus eléctrico de 66 pasajeros, más, fondos adicionales para pagar por la infraestructura y mejoramientos en la estación de carga. Las apropiaciones del año en curso, del Fondo General, serán usados para comprar lo siguiente:

- un (1) vehículo a gas de 24-30 pasajeros ;
- un (1) vehículo SUV híbrido conectable para aproximadamente 7 pasajeros;
- y dos (2) vehículos utilitarios eléctricos de baja velocidad.

Propuesta No. 3.: Biblioteca Libre de Croton

La propuesta de la Biblioteca Libre de Croton está pidiendo al público que apruebe un gravamen por la cantidad de \$937,822 en apoyo de la Biblioteca Libre de Croton.

Miembros

Se le pide a los votantes que elijan hasta tres (3) miembros para la Junta de Consejeros de Educación por períodos de tres años a partir del 1 de julio de 2023, hasta el 30 de junio de 2026.

ELECCIONES, 16 DE MAYO ★ Escuela Secundaria Croton-Harmon • Gimnasi • 6 am to 9 pm

Para obtener más información sobre el presupuesto, visite el portal del Distrito: www.chufsd.org

Convocatoria de Presupuesto del Distrito Escolar

| Overall Budget Proposal | Budget Adopted for the 2022-23 School Year | Budget Proposed for the 2023-24 School Year | Contingency Budget for the 2023-24 School Year* |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------|-------------------------------------------------|
| Monto total presupuestado, sin incluir propuestas separadas | \$52,672,111 | \$56,174,983 | \$55,060,144 |
| Aumento/Disminución para el año escolar 2023-24 | | \$3,502,872 | \$2,388,033 |
| Porcentaje de aumento/disminución en el presupuesto propuesto | | 6.65% | 4.53% |
| Cambio en el Índice de Precios al Consumidor | | 8.0% | |
| A. Recaudación propuesta para respaldar el monto total presupuestado | \$42,221,342 | \$43,336,181 | |
| B. Tasa para respaldar la deuda de la biblioteca, si corresponde | \$- | \$- | |
| C. Gravamen para Propositiones No Excluíbles, si Aplica ** | \$- | \$- | |
| D. Importe total de la reserva del tope impositivo utilizado para reducir el gravamen del año en curso | \$- | \$- | |
| E. Recaudación fiscal total propuesta para el año escolar (A + B + C - D) | \$42,221,342 | \$43,336,181 | \$42,221,342 |
| F. Total de exclusiones permitidas | \$2,641,271 | \$2,796,552 | |
| G. Límite de recaudación de impuestos escolares, Excluyendo Tasa por Exclusiones Permitidas | \$39,580,071 | \$40,539,629 | |
| H. Recaudación fiscal total propuesta para el año escolar, Excluyendo Tasa para respaldar la deuda de la biblioteca y/o las exclusiones permitidas (E - B - F + D) | \$39,580,071 | \$40,539,629 | |
| I. Diferencia: G - H (Valor negativo requiere 60.0% de aprobación de los votantes - Consulte la nota a continuación con respecto a las propuestas separadas) ** | \$- | \$- | |
| Componente Administrativo | \$5,943,840 | \$6,385,066 | \$6,135,000 |
| Componente del programa | \$36,690,616 | \$38,747,347 | \$37,882,574 |
| Componente de capital | \$10,037,655 | \$11,042,570 | \$11,042,570 |

* Declaración de Supuestos conforme a la Sección 2023 de la Ley de Educación. Si se rechaza el presupuesto propuesto, y para cumplir con el nivel presupuestario contingente, el Distrito Escolar de Cuotas de Unión de Croton-Harmon tendría que reducir el presupuesto y la recaudación de impuestos en \$1,114,839 para el año escolar 2023-24. Las reducciones se harían en todo el presupuesto comenzando con los gastos no contingentes. Las reducciones incluirían suministros, ciertas compras de equipos, uso de instalaciones, actividades extracurriculares, dotación de personal, etc.

** Enumere las propuestas separadas que no están incluidas en el monto total presupuestado: (La recaudación de impuestos asociada con las propuestas de servicios educativos o de transporte no son elegibles para la exclusión y pueden afectar los requisitos de aprobación de los votantes)

| Descripción | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Propuesta 2a: Compra de un autobús escolar para 66 pasajeros y más \$25,000 adicionales para pagar mejoras en la infraestructura y la estación de carga a través de "CHUFSD Vehicle Capital Reserve 2022". | \$471,000 |
| Propuesta 2b: Compra de un autobús de 24 a 30 pasajeros que se financiará con las asignaciones actuales disponibles dentro del fondo general 2022-2023. | \$98,900 |
| Propuesta 2c: Compra de un SUV híbrido enchufable de aproximadamente 7 pasajeros que se financiará con las asignaciones actuales disponibles dentro del fondo general 2022-2023. | \$75,900 |
| Propuesta 2d: Compra de dos vehículos utilitarios eléctricos de baja velocidad que se financiarán con las asignaciones actuales disponibles dentro del fondo general 2022-2023. | \$38,000 |

Según el presupuesto propuesto para el año escolar 2023-24

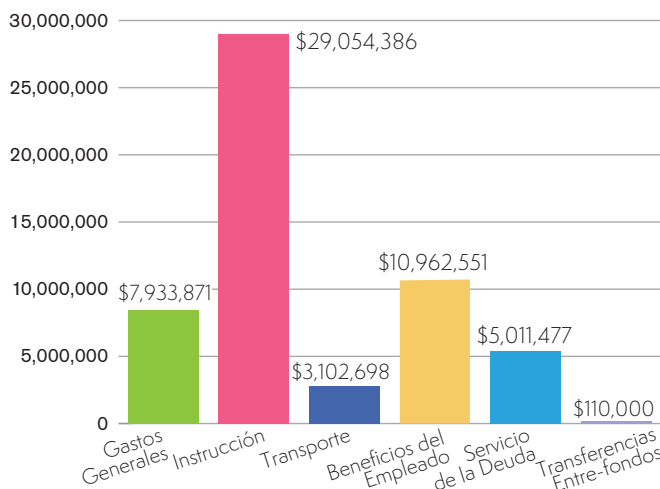
Ahorros estimados de la exención básica de STAR¹

\$1,564 Cortlandt / \$1,546 Yorktown

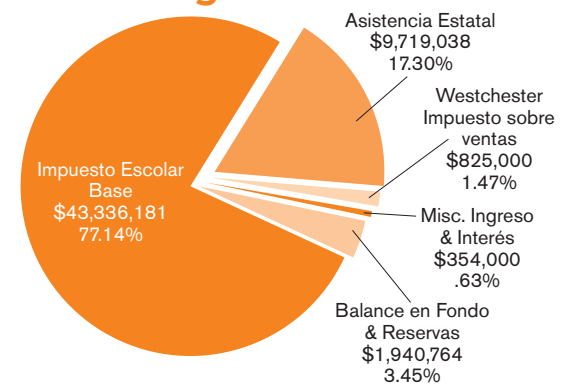
La votación del presupuesto anual para el año fiscal 2023-24 por parte de los votantes calificados del Distrito Escolar Croton-Harmon, Condado de Westchester, Nueva York, se llevará a cabo en la Escuela Secundaria Croton-Harmon en dicho distrito el martes 16 de mayo de 2023 entre los horarios de 6:00 am y 9:00 pm. Las solicitudes de papeletas de voto en ausencia deben presentarse en forma original, con la firma original. Debe enviarse al menos siete días antes de la votación/elección (9 de mayo de 2023) si la boleta se enviará por correo al votante y el día anterior a la votación/elección (15 de mayo de 2023) si la boleta se recogerá personalmente arriba por el votante. El secretario del distrito debe recibir las boletas de voto en ausencia antes de las 5:00 p. m. el día de la votación/elección (16 de mayo de 2023) para ser contados.

1. La exención de la desgravación fiscal escolar básica (STAR, por sus siglas en inglés) está autorizada por la sección 425 de la Ley del Impuesto sobre la Propiedad Inmueble.

Gastos



Ingresos



La ayuda estatal y los impuestos sobre bienes inmuebles representan el 94% de la financiación del distrito. Los fondos de reserva se utilizan para reducir la carga del contribuyente y para ayudar a mantener el gravamen fiscal estable de año en año.

Impacto Estimado Del Impuesto

| TOWN | % de Recaudación | 2022-23 Impuesto de Recaudación | 2023-24 Tasa Impositiva (Propuesta) | % de Incremento |
|-----------|------------------|---------------------------------|-------------------------------------|-----------------|
| Cortlandt | 96.4% | \$1,271.94 | \$1,294.80 | 1.80% |
| Yorktown | 3.6% | \$898.77 | \$898.98 | 0.02% |

Te Invitamos a Imaginar lo #QuePuedeSerCHUFSD

Preguntas Guías y Plan Estratégico

“Ayudar a la gente a soñar en grande con nuestro sistema educativo, a imaginar escuelas que sean lugares de inspiración, de alegría y de curiosidad para todos, es uno de los aspectos fundamentales de nuestro trabajo como líderes escolares”, dijo el Superintendente Walker. “Inspirar a la gente a mirar más allá del presente y hacia un futuro aún más brillante requiere que todos nos comprometemos a asumir algunos riesgos reflexivos, a probar algo nuevo en la forma en que hacemos nuestras experiencias en la búsqueda de algo aún mejor que donde estamos ahora.”

Este año, el enfoque de las escuelas Croton-Harmon no se ha centrado en objetivos específicos, sino en Preguntas Orientadoras: “¿Cómo se convertirán las escuelas Croton-Harmon en un sistema escolar orientado al futuro?” y “¿Cómo crearemos oportunidades para que los estudiantes y educadores asuman riesgos reflexivos en la búsqueda de la

alegría, el interés y la pasión en nuestras escuelas?”. Estas preguntas se elaboraron para ayudar a todos los miembros de la comunidad del distrito escolar a imaginar cómo puede ser el próximo capítulo para nuestras escuelas y, a través de ellas, para nuestros estudiantes, profesores y miembros del personal. En consonancia con esta visión, el distrito escolar está ultimando su nuevo Plan Estratégico, con tres objetivos diseñados para dar coherencia a la creación de escuelas orientadas al futuro que den prioridad a la curiosidad, la pasión, la inspiración y el bienestar entre todos los Tigres. (Obtenga más información sobre nuestro Plan Estratégico visitando nuestra página web).

El presupuesto del distrito escolar es una declaración de dólares y centavos, por supuesto, pero también es una de visión y valores. Le animamos a considerar cómo el presupuesto de este año se alinea con la idea de lo #QuePuedeSerCHUFSD.

Los Puestos Nuevos de Profesores son Clave para Cumplir Nuestra Visión

Nuestro camino para desarrollar un sistema escolar orientado al futuro que cree oportunidades para la asunción de riesgos razonables y la búsqueda de la alegría, el interés y la pasión entre nuestros estudiantes depende de un componente crucial: nuestros profesores y el personal. Nuestro equipo de profesionales en las escuelas Croton-Harmon ha abrazado con entusiasmo esta visión y el trabajo para cultivar aún más un ambiente que celebra la inspiración y la innovación, junto con una mayor colaboración entre los profesores y los estudiantes. (Lea más en el artículo relacionado sobre el aprendizaje profesional en la página 4.)

Para facilitar el avance hacia nuestros objetivos, el distrito ha identificado nuevos puestos de instrucción que se incluyen en el presupuesto 2023-24, incluyendo los siguientes:

Profesor de Física en Croton-Harmon High School

Al reforzar nuestro programa de Ciencias con un nuevo instructor de física, creamos oportunidades para reimaginar lo que la escuela puede ser a través de nuevos cursos interdisciplinarios en CHHS. Este nuevo instructor aumentaría el programa de ciencias, que incluye varias clases de alta demanda entre los estudiantes CHHS, y ayudaría a conceptualizar nuevas ofertas, incluidos los cursos universitarios de doble matrícula y cursos interdisciplinarios...

Los cursos interdisciplinarios rompen los tradicionales “silos” de asignaturas individuales y, en su lugar, permiten a los estudiantes experimentar el aprendizaje a través del lente de un problema, idea o pregunta del mundo real. Por ejemplo, en un curso de bioética los alumnos podrían

estudiar inglés y biología, lo que les permitiría mantener intensos debates en clase al considerar una cuestión desde múltiples perspectivas.

Al presentar los nuevos conceptos de cursos interdisciplinarios a la Junta de Educación, la directora del CHHS, la Dra. Laura Dubak, compartió que los cursos interdisciplinarios serán impartidos en equipo por dos o más profesores del área de contenido, proporcionando el “beneficio añadido” del “desarrollo profesional diario inherente y la colaboración”. Explicó además que estos cursos permiten a los profesores diseñar un plan de estudios que surge de sus áreas de interés y puede incluir amplias oportunidades para la elección del estudiante y la búsqueda de la pasión, sin dejar de cumplir los requisitos de créditos de graduación de los estudiantes.

De cara al futuro, algunos cursos interdisciplinarios pueden tener lugar en el nuevo Espacio de Aprendizaje Innovador de la Escuela Secundaria o en el laboratorio STEAM que se está construyendo como parte del Proyecto Capital de Instalaciones Futuras aprobado por los votantes el pasado mes de diciembre. Estos espacios serán diseñados específicamente para mejorar el aprendizaje, permitiendo a los profesores y estudiantes experimentar los espacios de aprendizaje que están alineados con sus objetivos de aprendizaje.

Profesor de Arte en la Escuela Secundaria Pierre Van Cortlandt

Si algún día entras en el Laboratorio de Innovación y Diseño (InDe) del PVC, te darás cuenta rápidamente de cómo pueden ser los colegios del futuro. Espacios como el laboratorio InDe son lugares físicos que apoyan el proceso de pensamiento de diseño e inspiran a la imaginación, permitiendo a los alumnos colaborar en proyectos como el envío de un cohete a Marte, la codificación de vehículos autónomos, la manipulación de células y el diseño de

calzado. El director del PVC, Michael Plotkin, describe el InDe Lab como un “espacio transformador para nuestros alumnos”.

La incorporación de un profesor de arte a tiempo completo en la escuela secundaria aumentará las oportunidades de innovación al proporcionar a todos los alumnos acceso al laboratorio InDe a lo largo de sus cuatro años en el PVC. El nuevo profesor de arte colaborará con el profesor de InDeLab Marc Molloy para ampliar el programa, proporcionando a los estudiantes la orientación, las herramientas y las oportunidades para dar vida a sus ideas.

Profesor de Música

El actual programa de música en las escuelas Croton-Harmon tiene profesores de música en tránsito entre los edificios para enseñar a diferentes grupos de edad y lecciones. Retener a un profesor de música adicional permitirá al distrito mejorar su plan de estudios de música en todas las escuelas, yendo más allá de la educación musical general y permitiendo a los estudiantes CHHS la oportunidad de desarrollar sus habilidades a través de la instrucción instrumental especializada en pequeños grupos, además de las experiencias de conjunto. Los profesores impartirán clases regulares de música instrumental en grupos reducidos que aumentarán la perspicacia de los estudiantes y permitirán a los músicos rendir a los niveles más altos establecidos por la Asociación de Música Escolar del Estado de Nueva York (NYSSMA).

El Superintendente Adjunto John Griffiths describe al profesorado y al personal del distrito como “insuperables”, y dice que está encantado de ver cómo se han implicado en el desarrollo de un distrito orientado al futuro. “Nuestro equipo ha demostrado lo emocionante que están de estar a la vanguardia de este trabajo emocionante y creativo, y no tengo ninguna duda de que, juntos, estableceremos aún más las Escuelas Croton-Harmon entre las más innovadoras en la educación pública de hoy.”



CHUFSD Propone una Nueva Posición de Enlace entre la Escuela y la Comunidad

Pregunta Guía: “¿Cómo identificaremos e implementaremos enfoques efectivos para asegurar la conexión y el compromiso con las familias de nuestro distrito escolar cuyo primer o principal idioma no es el inglés?”

El apoyo y la participación de los estudiantes y sus familias cuya lengua materna o principal no es el inglés es de suma importancia para el distrito y, como tal, se incluye como una de las cuatro preguntas guías.

El presupuesto propuesto incluye la creación de una posición de Enlace Escolar/Comunitario, específicamente diseñada para asegurar que los estudiantes y las familias hispanohablantes de nuestro distrito tengan acceso a todas las oportunidades que el distrito ofrece, así como a los apoyos necesarios e importantes relacionados con el proceso

de inscripción, las plataformas digitales/en línea, las comunicaciones y los programas y servicios para los estudiantes. Esta nueva posición subraya nuestro compromiso de proporcionar una experiencia equitativa para todos los miembros de nuestra comunidad del distrito escolar.

La Directora de Servicios de Personal de Alumnos, Rachel DePaul, compartió que para un evento de bienvenida para la clase que viene de 2027, el Sr. Mark Maxam y el equipo de Croton-Harmon High School crearon una pre-reunión para las familias que no hablan Inglés que incluyó un intérprete. Un éxito tanto para la escuela como para las familias, la pre-reunión fue muy concurrida y creó un ambiente “cómodo” para las familias. Sirvió como una prueba más del impacto de los esfuerzos reflexivos y específicos para conectar con todos los estudiantes y las familias. Con el apoyo de un enlace entre la escuela y la comunidad, el distrito planificará regularmente oportunidades similares y desarrollará nuevas formas de participación.

Board of Education:

Sarah Carrier, President

Neal Haber, Vice President

Joshua Moses Diamond, Trustee

Omar Mayyasi, Trustee

Mary Obermeier, Trustee

Theo Oshiro, Trustee

Ana Teague, Trustee

Postal Patron

Croton-on-Hudson, NY 10520

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Ayudando a Nuestro Profesorado y Personal a Través del Desarrollo Profesional y la Orientación Entre Pares

Cuando nos embarcamos en nuestro viaje para convertirnos en un sistema escolar orientado al futuro, sabíamos que ese viaje vendría con una curva de aprendizaje. Estar a la vanguardia de la educación orientada al futuro significa pedir a nuestros profesores y miembros del personal que amplíen sus límites, amplíen su forma de pensar y salgan de su zona de confort. Lo nuevo no siempre es cómodo y, sin embargo, es precisamente el espacio en el que nuestros educadores pueden ser más creativos y aportar sus ideas y pasiones a su trabajo.

Las oportunidades de aprendizaje profesional específicas proporcionan a nuestro profesorado la inspiración y las habilidades necesarias para implementar nuevos programas significativos para nuestros estudiantes. Por ejemplo, en la primavera de 2022, dimos la bienvenida a un futurista de la tecnología y la educadora que habló extensamente sobre el impacto de la inteligencia artificial en la educación, conduciendo a conversaciones importantes y emocionantes dentro de nuestra facultad mucho antes de que el tema fuera tendencia en la conversación nacional. En la escuela primaria Carrie E. Tompkins, los administradores y los miembros del profesorado se involucraron en el aprendizaje profesional con el fin de poner en marcha al Sistema de la Casa, que permite a los estudiantes experimentar un sentido de pertenencia y propósito a través de sus interacciones en la Casa, además de sus actividades en el salón de clases y a nivel de grado.

Y el verano pasado, veinte miembros del profesorado y de la administración asistieron a la conferencia nacional Learning 2025 en Washington, D.C., donde se reunieron y aprendieron junto a colegas de otros sistemas escolares innovadores y orientados al futuro.

Los Entrenadores de Instrucción están en el Corazón del Aprendizaje Profesional para la Facultad

A través de la inclusión de los dos primeros Entrenadores de instrucción del distrito en CHHS, nuestros educadores se benefician del desarrollo profesional diario entre pares, apoyo colaborativo, sugerencias y orientación. Seguidamente, el distrito planea ampliar este enfoque mediante la adición de un entrenador de instrucción a Carrie E. Tompkins Elementary School. Esta nueva posición está diseñada para empoderar a nuestros educadores a tomar riesgos razonados y crear lecciones innovadoras que continuarán dando forma a lo #QuePuedeSerCHUFSD.



La Voz de los Estudiantes Ayuda a Dar Forma al Presupuesto del Distrito Escolar

Desde el Congreso de la Facultad de Estudiantes hasta el miembro ex-oficio de la Junta, el distrito está comprometido en escuchar directamente a los estudiantes sobre sus ideas, preocupaciones y esperanzas sobre cómo experimentan su escuela. Este año, la administración ha llevado este compromiso a un nuevo nivel preguntando a los estudiantes de Croton-Harmon High School cómo les gustaría utilizar una parte del presupuesto 2023-24 de la escuela secundaria.

Llamado presupuesto participativo, los estudiantes en un comité aprendieron sobre el proceso y el propósito del presupuesto anual, lluvia de ideas, y recogieron datos de la encuesta de sus compañeros. Tras analizar los datos, grupos más pequeños de estudiantes identificaron posibles proyectos en los que invertir, entre ellos un huerto comunitario, una cafetería escolar, una zona de descanso social y una serie de actividades anuales para los estudiantes. Los miembros del comité son responsables por la investigación, la fijación de precios y la evaluación de la viabilidad a medida que diseñan las propuestas. Un proyecto será seleccionado y financiado durante el próximo curso escolar.

De cara al futuro, el Superintendente Walker dice que el distrito tiene la intención de mantener el presupuesto participativo como parte del proceso presupuestario del distrito. "Estoy encantado con la respuesta que hemos recibido de los estudiantes este año y estoy impresionado por la seriedad con la que se han tomado esta iniciativa", dijo. "Se han convertido en participantes activos e informados sobre cómo se utiliza el presupuesto para apoyar a su escuela, y valoramos mucho sus aportaciones".

Información del votante

Elegibilidad: Para ser elegible a votar el 16 de mayo de 2023, en la Elección del Presupuesto Anual del distrito; debe ser ciudadano de los Estados Unidos, tener 18 años de edad o más, y estar registrado como residente del distrito por al menos 30 días.

Registro: Puede registrarse personalmente durante horas laborales, hasta cinco (5) días antes de la votación, en la Oficina del Distrito Escolar de Croton-Harmon, ubicada en 10 Gerstein Street. Pregunte por, Tracey Borges, Secretaria del Distrito Escolar, (# tel.271-4713 ext.-4202).

2023-24 Budget Meeting Dates

- December 1st - Budget Development Calendar and Overview
- January 12th - Budget Preview
- February 2nd - Budget Update
- February 16th - School-level Budgets

- March 2nd - Technology, Pupil Personnel Services, Co-Curricular & Athletics Budgets
- March 23rd - Budget Work Session
- April 13th - Superintendent's 2023-2024 Budget Adoption
- May 4th - Public Budget Hearing
- May 16th - ANNUAL VOTE - Budget & Trustee Elections CHHS (6 am - 9 pm)



**CROTON
HARMON**
S C H O O L S

CROTON-HARMON UNIÓN LIBRE DISTRITO ESCOLAR

ELECCIÓN PRESUPUESTO ESTATAL MARTES, 16 DE MAYO DE 2023

JUNTA DE EDUCACIÓN

Sarah Carrier, Presidenta
Neal D. Haber, Vice Presidente
Joshua M. Diamond
Omar Mayyasi
Mary Obermeier
Theo Oshiro
Ana Teague

ADMINISTRADORES

MR. STEPHEN WALKER, SUPERINTENDENTE DE ESCUELAS
MS. DENISE HARRINGTON-COHEN, SUPERINTENDENTE ASISTENTE DE NEGOCIOS
MR. JOHN GRIFFITHS, SUPERINTENDENTE ASISTENTE
MS. KERRI BIANCHI, PRINCIPAL, CARRIE E. TOMPKINS ESCUELA ELEMENTAL
MR. MICHAEL PLOTKIN, PRINCIPAL, PIERRE VAN CORTLANDT ESCUELA
INTERMEDIA
MS. LAURA DUBAK, PRINCIPAL, CROTON-HARMON ESCUELA SECUNDARIA
MR. PAUL GIBBONS, DIRECTOR DE INSTALACIONES
MR. JOSEPH BERNARDI, SUPERVISORA DE TRANSPORTE
MR. DJ GOLDMAN, DIRECTOR OF ATLETISMO, EDUCACIÓN FÍSICA
MS. RACHEL DEPAUL, DIRECTORA DE PERSONAL ESTUDIALTIL
DR. JERROD BLAIR, DIRECTORA DE TECNOLOGIA Y INNOVACION

Para poder votar en la votación / elección del presupuesto anual del distrito escolar de Croton-Harmon el martes 16 de mayo de 2023, **debe estar registrado como votante.**

Para ser elegible para votar debe:

- ser ciudadano de los Estados Unidos.
- tener al menos 18 años de edad antes del 16 de mayo de 2023 (la fecha de la elección).
- ser residente del distrito escolar durante al menos 30 días antes del 16 de mayo de 2023.
- estar registrado en la junta de registro del distrito escolar o en la junta electoral del condado. Si se ha registrado anteriormente para votar, pero no ha votado en un distrito escolar o en una elección general en los últimos cuatro años, debe volver a registrarse para votar.

Registro: Puede registrarse en persona con Tracey Borges, la Secretaria del Distrito Escolar, Oficina del Distrito Escolar de Croton-Harmon, 10 Gerstein Street New York, 10520 (271-4713 x4202) durante el horario comercial habitual, hasta cinco (5) días antes de la votación. Se llevará a cabo una inscripción especial en la Oficina del Distrito el abril 20 de abril 2023, de 4:00 pm a 8:00 pm El último día para registrarse para votar es el jueves 11 de mayo de 2023.

También puede registrarse en línea con el [Junta de Elecciones](#).

Votantes militares: Los votantes militares que no están registrados actualmente pueden solicitar registrarse como votantes calificados del Distrito Escolar. Los votantes militares pueden solicitar registrarse para votar con el Secretario de distrito, enviando un correo electrónico al Secretario de distrito a Tracey.Borges@chufsd.org. Ante tal solicitud de una solicitud de votante militar, dicho votante militar puede indicar su preferencia de recibir la solicitud de registro por correo, fax o correo electrónico. Dicha solicitud de registro debe recibirse en la oficina del Secretario de Distrito a más tardar a las 5:00 pm del 20 de abril de 2023. Cualquier votante militar tendrá derecho a que su nombre se coloque en dicho Registro, siempre que sea conocido o demostrado ser a satisfacción del Secretario de Distrito para tener derecho en ese momento o en el futuro al estado de votante militar en la reunión anual y elección para la cual se prepara dicho Registro.

Boletas de: Las voto ausentesolicitudes de boleta de voto ausente están disponibles en Tracey Borges, Secretaria de Distrito en la Oficina del Distrito durante el horario laboral normal (8:00 am - 4:00 pm) o descargando la aplicación haciendo clic [AQUÍ](#).

Tenga en cuenta que la legislación que definió "enfermedad" debido al riesgo de contacto con COVID-19 expiró el 1 de enero de 2023 y ya no es una opción para recibir una boleta de voto en ausencia. Las solicitudes de papeletas de voto en ausencia deben presentarse en forma original, con la firma original. Debe presentarse al menos siete días antes de la votación/elección. (9 de mayo de 2023) si la boleta se enviará por correo al votante y el día anterior a la votación/ elección (15 de mayo de 2023) si el votante recogerá la boleta personalmente. El secretario del distrito debe recibir las boletas de voto en ausencia antes de las 5:00 p. m. el día de la votación/ elección (16 de mayo de 2023) para ser contados.

**CROTON-HARMON UNION FREE SCHOOL DISTRICT
2023 - 2024 BUDGET DEVELOPMENT CALENDAR**

The development, evaluation and analysis of our school budget is an endeavor that spans the entire fiscal year.

| Board of | Administration | Clerk of Board | New York | Description |
|-------------------|-------------------|----------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| | October | | | Review and Develop Budget Assumptions, Debt Service & Facilities Needs |
| | November | | | Budget Initiative Meetings with Principals and Directors & budget forms are distributed |
| | November | | | Current year budget data and subsequent year programs are reviewed to assess staffing needs |
| | | | November | Employees' Retirement System (ERS) contribution rate is released (tentative) |
| | December | | | Initial budget requests are submitted to the Superintendent |
| December 1, 2022 | December 1, 2022 | | | Board of Education Meeting: Budget Development Calendar & 2023-24 Budget Discussion |
| | | | January | <i>Executive</i> State Aid proposal is released (tentative) |
| | January | | | Year-end Fund Balance projection is prepared and analyzed as of 12/31 |
| January 12, 2023 | January 12, 2023 | | | Board of Education Meeting: Initial 2023-24 Budget Report |
| January 19, 2023 | January 19, 2023 | | | Board of Education Meeting: Budget 101, 6:30 pm (prior to work session) |
| | | | February | Teachers' Retirement System (TRS) contribution rate is released (tentative) |
| | February | | | Mid-year purchasing moratorium is applied to current year budget |
| February 2, 2023 | February 2, 2023 | | | Board of Education Meeting: Budget Update (Facilities & Transportation) |
| February 16, 2023 | February 16, 2023 | | | Board of Education Meeting: Budget Work Session (Instructional School Budgets) |
| | March | | | Year-end Fund Balance projection is prepared and analyzed as of 2/28 |
| | | | March | <i>Legislative</i> State Aid proposal is released (tentative) |
| | March 1, 2023 | | March 1, 2023 | Tax Levy Limit is calculated and submitted to NYS Comptroller's Office |
| March 2, 2023 | March 2, 2023 | March 2, 2023 | | Board of Education: Resolution for Bus Proposition & Budget Follow-up (Tech, PPS, Athletics) |
| | March 17, 2023 | March 17, 2023 | | Deadline for submission of propositions requiring legal notice disclosure |
| March 23, 2023 | March 23, 2023 | | | Board of Education Meeting: Superintendent's Budget Presentation |
| | | | April | <i>Adopted</i> State Aid budget is released (tentative) |
| | April | | | Year-end Fund Balance projection is prepared and analyzed as of 3/31 |
| | | March 31, 2023 | | First legal notice with budget vote information is published in local newspapers of general circulation |
| April 13, 2023 | | | | Board of Education Meeting: BUDGET ADOPTION & Property Tax Report Card Adoption |
| | April 14, 2023 | April 14, 2023 | | Property Tax Report Card is submitted to NYS Education Department & transmitted to local newspapers of general circulation |
| | | April 17, 2023 | | Deadline for submission of nominating petitions for Board of Education Trustee Election |
| | | April 19, 2023 | | Second legal notice with budget vote information is published in local newspapers of general circulation |
| April 25, 2023 | | April 25, 2023 | | Board of Education Meeting: BOCES Administrative Budget Vote |
| | April 27, 2023 | | | Budget Statement is made available and published on CHUFSD website |
| | | April 27, 2023 | | Third legal notice with budget vote information is published in local newspapers of general circulation |
| | May | | | Year-end Fund Balance projection is prepared and analyzed as of 4/30 |
| May 4, 2023 | | | | Board of Education Meeting: Public Budget Hearing |
| | May 10, 2023 | | | Budget Notice & Newsletter is mailed to residents |
| | | May 11, 2023 | | Fourth legal notice with budget vote information is published in local newspapers of general circulation |
| May 16, 2023 | | May 16, 2023 | | Annual Budget Vote & Trustee Election: 6AM - 9PM |
| June 1, 2023 | | | | Board of Education Work Session: Acceptance of Budget Vote & Trustee Election Results |



Distrito Escolar Croton-Harmon UFSD
Calle Gerstein, 10
Croton-on-Hudson, Nueva York 10520

ASPECTOS DESTACADOS DEL PRESUPUESTO ESCOLAR ADOPTADO PARA **2023-2024**

Introducción:

El presupuesto escolar es la base legal para el establecimiento de la Exacción Tributaria. es el oficial documento, expresado en términos financieros, que refleja los programas educativos administrados en el Distrito. El proceso del presupuesto escolar anual es esencial para las operaciones del distrito escolar y sirve como un medio para mejorar las comunicaciones dentro de la organización escolar y con los residentes de nuestra comunidad escolar. Debido a la complejidad continua y el costo de operar un distrito escolar, se debe hacer un uso cuidadoso de recursos estatales, federales y locales limitados para servir mejor a nuestros estudiantes. La planificación cuidadosa ayuda a asegurar que estos fondos se destinan a los fines para los que están destinados. Requiere tiempo y estudio para comprender adecuadamente el programa educativo de alta calidad y expresarlo en términos de sus requisitos e intención. Para desarrollar y administrar el presupuesto de manera efectiva, es importante definir lo que se logrado, cómo y cuándo se logrará, y la responsabilidad de cada nivel de autoridad en cumplimiento de estos objetivos.

La Misión, Visión y Plan Estratégico del Distrito han sido las fuerzas impulsoras detrás de la asignación de los recursos del Distrito. Cada decisión programática se toma para alinearse con nuestras preguntas guía con el propósito de permitir que nuestros estudiantes desarrollen los hábitos mentales y las habilidades sociales para convertirse en aprendices de por vida y contribuir al bienestar de la sociedad.

Descripción general del presupuesto:

Nuestro objetivo es que el presupuesto sea indicativo de nuestra visión de lo que pueden ser nuestras escuelas: lugares de inspiración que despierten una curiosidad genuina, que prioricen el bienestar de cada Tigre y que trabajen para confrontar y dismantelar lo que se interpone en el camino. de reimaginar la escolarización.

El presupuesto propuesto contiene algunos nuevos puestos docentes, cada uno centrado en la idea de que para que nuestras escuelas reflejen la idea de "Lo que puede ser CHUFSD", nuestro cargo no debe ser solo hacer mejoras incrementales a lo que ya hacemos en nuestras escuelas. , sino para diseñar oportunidades que busquen mejorar todo el sistema escolar y la experiencia de nuestros estudiantes en ese sistema. Los nuevos puestos propuestos incluyen un maestro de física en la escuela secundaria, un maestro de arte en la escuela intermedia, un maestro de música para los grados 8-12 y un puesto de Entrenador de instrucción en la escuela primaria, que servirá para alentar a nuestros maestros a tomar riesgos reflexivos y implementar nuevas técnicas de instrucción, a través de la colaboración, la observación de compañeros, la visita de las prácticas de enseñanza de los demás y la retroalimentación colegiada.

En respuesta a una de las Preguntas Guía de nuestro Distrito, "¿Cómo haremos para garantizar las conexiones con los estudiantes y las familias de nuestro distrito escolar cuyo primer idioma o lengua materna no es el inglés?" este presupuesto incluye un puesto no docente de enlace entre la escuela y la comunidad, centrado en nuestros estudiantes y familias de habla hispana. Esta posición permitirá la equidad, el acceso y el apoyo para nuestros estudiantes y familias de habla hispana, y servirá como un conducto para permitirles acceder a toda la gama de servicios, actividades y experiencias de aprendizaje que se ofrecen dentro de nuestro distrito.

Además de que este presupuesto está diseñado para realizar mejoras en nuestros sistemas de enseñanza y aprendizaje, también incluye un nuevo puesto dentro de nuestra Oficina Comercial, que está diseñado para brindar desarrollo de liderazgo, consistencia y sostenibilidad dentro de esta función vital de las operaciones de nuestro distrito. .

Condición financiera:

La condición de la salud financiera del Distrito comienza con la decisión de la Administración desarrollo de estimaciones presupuestarias razonables basadas en gastos históricos conocidos y futuros predecibles. A lo largo del año, la Administración monitorea continuamente los gastos en el corto plazo determinando su necesidad, sino también a largo plazo, contemplando el potencial de necesidades financieras imprevistas. Por lo tanto, es el objetivo del Distrito y la Administración desarrollar presupuestos razonables, administrar el balance de fondos para sostener operaciones, satisfacer obligaciones a largo plazo y hacer frente a aumentos de gastos y/o ingresos no previstos deficiencias

Desarrollo del presupuesto:

El desarrollo del presupuesto del Distrito comienza en noviembre cuando las solicitudes programáticas educativas y sus gastos asociados son propuestos y discutidos con la Administración. Cada una de estas solicitudes es considerado en relación con nuestro Plan Estratégico, las preguntas orientadoras y las Metas de la Junta de Educación con respecto a los fondos y recursos disponibles. A menudo se toman decisiones difíciles en para desarrollar un presupuesto balanceado que sea aceptable para los residentes de la comunidad escolar mientras satisfaciendo las necesidades de nuestros estudiantes. Creemos que este presupuesto representa la mejor propuesta de gastos continuar con el trabajo de implementación del Plan Estratégico y la mejora de la oferta educativa resultados para todos nuestros estudiantes.

Asignaciones de ayuda estatal:

La Legislatura del Estado de Nueva York ha adoptado un presupuesto que incluye la siguiente asignación de ayuda estatal para el distrito escolar de Croton-Harmon:

Este año, el presupuesto legislativo incluye \$9,709,038 en Financiamiento de ayuda estatal, después de modificaciones menores para reflejar las cifras reales de ayuda para transporte y construcción. El aumento principal se debió a la largamente esperada restauración total de Foundation Aid. Para el año escolar 2023-24, se espera que Croton-Harmon recupere \$1,825,711 de Foundation Aid en comparación con nuestras proyecciones para 2022-23.

Presupuesto escolar propuesto para 2023-2024:

El presupuesto escolar propuesto, por un monto de \$56,174,983, es un aumento de \$3,502,872 o 6.65% del presupuesto escolar 2022-2023 de \$52,672,111.

Cálculo del tope de gravamen fiscal:

Este año, el factor de crecimiento permitido es del 2,0 % y el factor de crecimiento basado en impuestos es del 0,39 %. El presupuesto propuesto incluye un aumento de impuestos de 2.64% o \$1,114,838. Utilizando este gravamen fiscal, el aumento estimado de la tasa impositiva en el Pueblo de Cortlandt sería del 1,93 % y el aumento para el Pueblo de Yorktown sería del 0,02 %.

Historia de las tasas de impuestos:

| | % Inc. / (dic.) <u>Ciudad de Cortlandt</u> | % Inc. / (dic.) <u>ciudad de yorktown</u> |
|-----------|-----------------------------------------------|----------------------------------------------|
| 2019-2020 | 2,57% | 0,73% |
| 2020-2021 | 1,72% | 0,93% |
| 2021-2022 | 1,43% | (0,08%) |
| 2022-2023 | 1,50% | 4,67% |
| 2023-2024 | 1,80% | 0,02% |
| | Promedio de 5 años 1.83% | 1,25% |

Compras de autobuses:

El Distrito Escolar de Croton-Harmon tendrá una propuesta adicional para la compra de cinco (5) vehículos para el Departamento de Transporte: un (1) autobús escolar eléctrico para 66 pasajeros, un (1) autobús ICE para 30 pasajeros, un (1) Vehículo AWD híbrido enchufable para 7 pasajeros y dos (2) vehículos utilitarios eléctricos de baja velocidad.

Estos vehículos propuestos se comprarán de la "Reserva de Capital de Vehículos de CHUFSD 2022" y las asignaciones actuales, por lo tanto, eliminando la necesidad del Distrito de pedir prestado. Esto nos permitirá comprar vehículos sin impacto adicional en los impuestos.

Los Directores de Transporte y Operaciones y Mantenimiento mantienen cronogramas de reemplazo para todos los vehículos y equipos pesados del Distrito. Los cronogramas de reemplazo son vitales para garantizar que el Distrito mantenga la cantidad adecuada de vehículos necesarios para cubrir los recorridos de los autobuses cuando el Departamento de Transporte del Estado de Nueva York retira los autobuses de la carretera para las inspecciones obligatorias o si han superado su vida útil. Los cronogramas de reemplazo también son importantes para que el Distrito no se vea en la necesidad de comprar vehículos o equipos adicionales en un año que aumentaría los gastos y afectaría aún más a los contribuyentes.

Nuestra propuesta de vehículos permite flexibilidad en la compra de vehículos en caso de que un modelo más adecuado o menos costoso esté disponible o si nuestros requisitos de transporte cambian. Según una evaluación exhaustiva realizada por el equipo de mecánicos y el supervisor de transporte del Distrito, y según lo determinado por nuestro Plan de reemplazo de vehículos, se identificaron los siguientes vehículos para reemplazo para 2023-24:

- N° 116 - Autobús Thomas 2006 para 66 pasajeros - 86 000 millas (previsto)
- N° 122 - 2009 Thomas minibús de 28 pasajeros - 124 000 millas (previsto)
- N° 126 – 2009 Thomas minibús de 28 pasajeros – 114 000 millas (previsto)

Estos vehículos tendrán cerca de 15 años y, por lo tanto, ya no serán rentables para cumplir y mantener los estándares de seguridad. Los autobuses nuevos tienen menos necesidades de mantenimiento y cumplen estándares de eficiencia de combustible mucho más altos. La compra propuesta respalda el plan de reemplazo de vehículos fiscalmente responsable del Distrito basado en los estándares de la industria y está de acuerdo con las recomendaciones de la Oficina del Contralor del Estado.

Proposiciones:

Habr4 cuatro (4) proposiciones en la boleta electoral el 16 de mayo.

1. El Presupuesto del Distrito Escolar para 2023-2024 por la cantidad de \$56,174,983
2. La propuesta de veh4culos como se detalla anteriormente
3. Tres (3) miembros de la Junta de Educaci3n
4. El gravamen de la biblioteca gratuita de Croton por un monto de \$ 937,822.

Presupuesto de contingencia:

¿Qu4 pasa si el presupuesto es derrotado por los votantes? La Junta de Educaci3n puede decidir someter un segundo presupuesto a votaci3n en junio. Si la comunidad no apoya el segundo presupuesto, la ley proh4be cualquier aumento en la recaudaci3n de impuestos del a4o escolar anterior. Para cumplir con las leyes de contingencia, el Distrito escolar tendr4 que recortar **\$1,114,838** (embargo fiscal 2022-23 de \$42,221,342 menos gravamen fiscal 2023-24 de \$43,336,180) comenzando con los siguientes gastos no contingentes:

- Todas las compras de equipos, incluidas las compras de computadoras en hardware de tecnolog4a asistida por el estado
- Suministros para estudiantes como planificadores e instrumentos de escritura, etc.
- Uso gratuito de las instalaciones escolares, incluidos los edificios y los campos, para todos los grupos.
- Incrementos salariales no contractuales

Ejemplos de **gastos no contingentes** incluyen (pero no se limitan a): Proyectos de construcci3n de capital (transferencia al fondo de capital), la mayor4a de los equipos, ciertos 4tiles para estudiantes, compras de autobuses escolares, nuevos autobuses escolares multianuales y arrendamientos de edificios, otros nuevos arreglos contractuales multianuales, alquiler de equipos de oficina, aumentos salariales para los empleados confidenciales de la gerencia y cualquier empleado del servicio civil que no est4 cubierto por un acuerdo de negociaci3n colectiva con una unidad de negociaci3n reconocida: maestros, administradores, superintendente y otros puestos que requieran la certificaci3n SED, el secretario del distrito, el tesorero del distrito y el auditor interno de reclamos pueden recibir aumentos salariales.

El saldo de los recortes tendr4 que provenir del componente del programa del presupuesto.

CROTON-HARMON ES UN DISTRITO ESCOLAR PEQUEÑO, ¿CÓMO CONTIENE LOS COSTOS?

- A través de servicios compartidos con otros distritos escolares:
 - Consorcio de Seguros de Salud (autoaseguradas)
 - Compensación de Trabajadores Cooperativa Trust (autoaseguradas) *
 - Junta de Educación Cooperativa de servicios compartidos y correspondientes a la ayuda Servicios (BOCES)
 - Compañía de seguros establecida del Distrito de Cobertura de propiedad y responsabilidad civil Seguro recíproco de las escuelas de Nueva York (NYSIR)
 - Rutas de transporte compartido para programas de educación especial fuera del distrito y colocaciones en escuelas privadas
 - Equipos deportivos compartidos
- * Por ejemplo, nuestro Fondo Cooperativo de Compensación para Trabajadores le ha ahorrado al Croton Harmon UFSD más de \$950,000 sobre el plan estatal de compensación para trabajadores desde 1984.
- Las compras de suministros de oficina, combustible, combustible para calefacción y suministros de operación y mantenimiento se realizan a precios con descuento a través de la Oficina de Servicios Generales del Estado de Nueva York (OGS), BOCES y/o mediante participación en un consorcio local para la compra de diesel y gasolina.
- El Distrito Escolar de Croton-Harmon tiene la suerte de tener PTA a nivel de edificio, SEPTA Croton-Harmon Education Foundation (CHEF) y Croton-Harmon Tigers Booster Club, así como muchos miembros de la comunidad y organizaciones que brindan generosas donaciones financieras y de servicios. Así como oportunidades de subvenciones para los miembros de nuestro personal.
- Muchos miembros del personal tienen la opción de recibir un pago en efectivo en lugar de participar en la cobertura del seguro médico del distrito. A cambio, el distrito obtiene ahorros significativos mediante la eliminación de sus contribuciones al seguro médico.
- Para compensar el mayor uso de las instalaciones del distrito, nuestra política de la Junta establece que el uso de las instalaciones del distrito requiere una tarifa de uso del edificio y que cualquier costo adicional de mantenimiento incurrido se transferirá a las personas que usen el espacio.
- El Distrito utiliza varios bancos diferentes y Fondos de Inversión Cooperativa diseñados específicamente para el sector público. Brindan la oportunidad de invertir, en forma cooperativa, en inversiones a corto plazo que producen rendimientos favorables. Estas cooperativas garantizan la seguridad y brindan liquidez para maximizar las ganancias por intereses de los ingresos disponibles a corto plazo y de alta liquidez.
- El uso constante de la tecnología ha aumentado la eficiencia en las oficinas del distrito y de la escuela.

Croton-Harmon Union Free School District

2023-24 Ingresos Presupuesto Preliminar

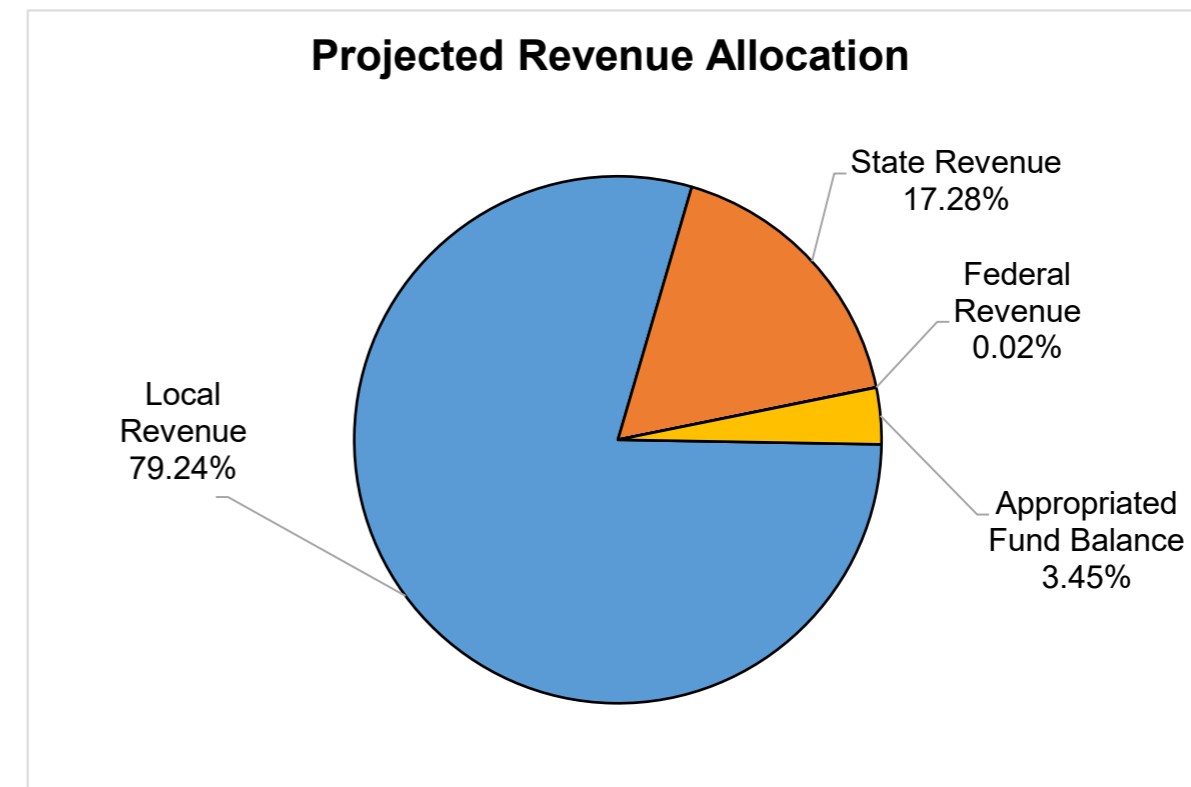
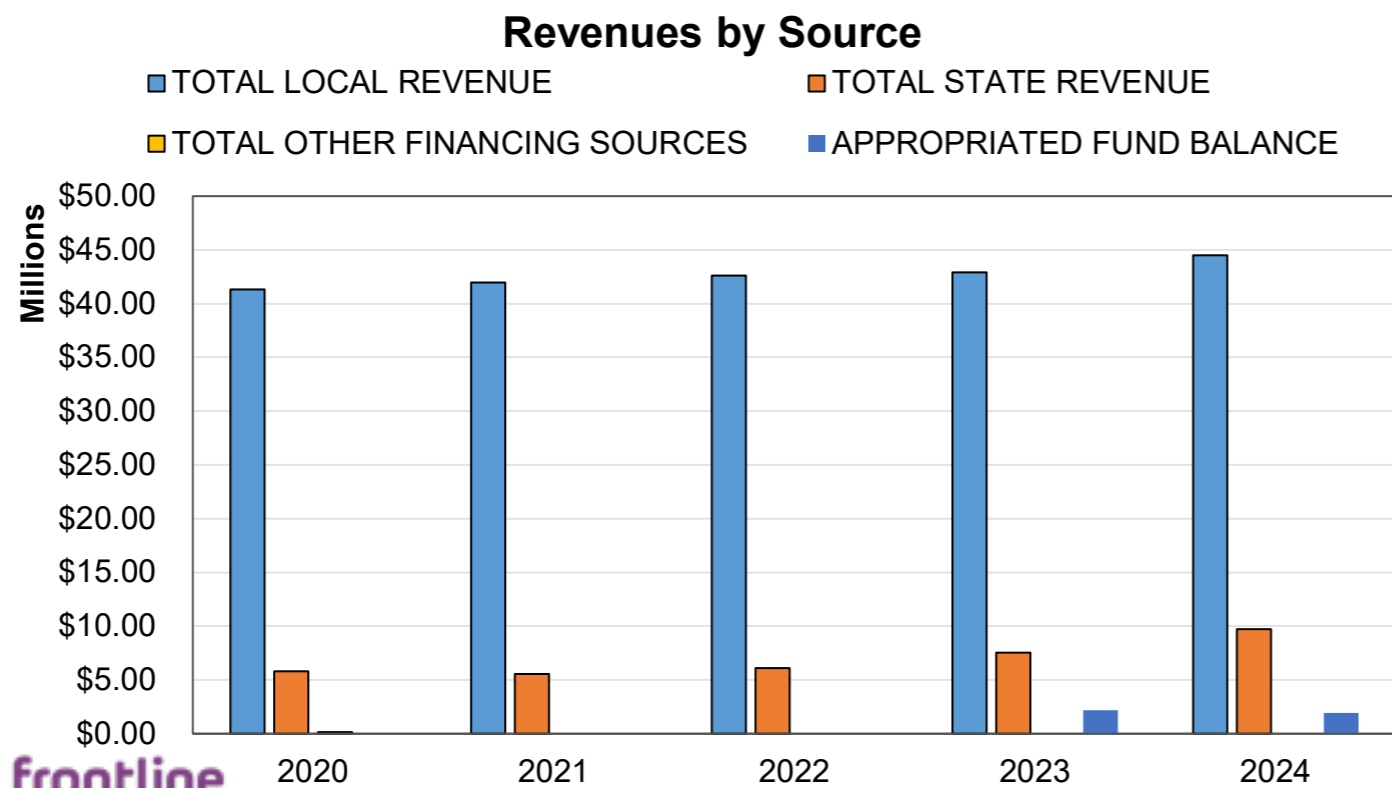
| Cuentas | 2023-24 | 2022-23 | Presupuesto-a-Presupuesto | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|-------------------------------|--------------|
| | Presupuesto Preliminar | Presupuesto Preliminar | Aumento / (Disminución) \$ | % |
| <u>REAL PROPERTY TAXES, INC. STAR</u> Gravamen de impuestos permitido según la fórmula establecida por el Contralor del Estado de Nueva York | 43,336,181 | 42,221,342 | 1,114,839 | 2.64% |
| <u>IMPUESTOS NO INMOBILIARIOS</u> Impuesto sobre ventas del Condado | 825,000 | 600,000 | 225,000 | 37.50% |
| <u>CARGOS POR SERVICIOS</u> Matrícula de estudiantes en el distrito escolar | 20,000 | 20,000 | 0 | 0.00% |
| <u>USO DEL DINERO & PROPIEDAD</u> Ganancias por intereses sobre inversiones en efectivo y tarifas por el uso de las instalaciones del distrito | 275,000 | 37,000 | 238,000 | 643.24% |
| <u>VENTA DE PROPIEDAD / COMPENSACIÓN POR PÉRD</u> Recuperaciones de seguros por daños a la propiedad y ganancias de la eliminación de equipos obsoletos | 12,000 | 3,500 | 8,500 | 242.86% |
| <u>INGRESOS MISCELANEOS</u> Donaciones, reembolsos y otros ingresos no recurrentes | 47,000 | 46,000 | 1,000 | 2.17% |
| <u>AYUDA ESTATAL / FEDERAL</u> Asignaciones basadas en la riqueza, la inscripción y la necesidad, según determinado por fórmulas estatales | 9,719,038 | 7,557,123 | 2,161,915 | 28.61% |
| <u>TRANSFERENCIAS INTERFUND</u> Intereses residuales devengados en préstamos para la construcción utilizados para pagar obligaciones de deuda | 0 | 0 | 0 | #DIV/0! |
| <u>SALDO DEL FONDO ASIGNADO</u> La parte no restringida de "ahorros" acumulados a lo largo del tiempo se aplica para su uso en años futuros; El uso prudente del saldo de fondos mantiene las operaciones de equilibrio y un saldo general de fondos | 1,540,764 | 1,787,146 | (246,382) | -13.79% |
| <u>RESERVAS ASIGNADAS</u> La parte restringida de los "ahorros" acumulados a lo largo del tiempo se aplica para su uso en años futuros; Las reservas se establecen de acuerdo con las leyes y limitaciones aplicables. | 400,000 | 400,000 | 0 | 0.00% |
| TOTAL INGRESOS | 56,174,983 | 52,672,111 | 3,502,872 | 6.65% |

General (A) Fund | Revenue Detail

2023-24 Preliminary Budget

| | ACTUAL REVENUE / EXPENDITURE | | | BUDGET | PROJECTION | | |
|--------------------------------------------|------------------------------|---------------------|---------------------|---------------------|---------------------|--------------------|-------------|
| | 2020 | 2021 | 2022 | 2023 | 2024 | DOLLAR CHG | %Δ |
| LOCAL | | | | | | | |
| Real Property Taxes | \$36,881,611 | \$37,994,753 | \$38,876,985 | \$42,221,342 | \$43,336,181 | \$1,114,839 | 3% |
| Other Tax Items | 3,277,580 | 2,849,499 | 2,550,822 | 0 | 0 | 0 | |
| Nonproperty Tax | 718,048 | 810,397 | 905,065 | 600,000 | 825,000 | 225,000 | 38% |
| Charges for Services | 28,606 | 41,572 | 98,582 | 20,000 | 20,000 | 0 | 0% |
| Use of Money and Property | 223,388 | 11,258 | 62,693 | 37,000 | 275,000 | 238,000 | 643% |
| Sale of Property and Compensation for Loss | 23,659 | 39,680 | 39,151 | 3,500 | 12,000 | 8,500 | 243% |
| Miscellaneous | 192,984 | 236,579 | 103,273 | 46,000 | 47,000 | 1,000 | 2% |
| TOTAL LOCAL REVENUE | 41,345,876 | 41,983,739 | 42,636,572 | 42,927,842 | 44,515,181 | 1,587,339 | 4% |
| STATE | | | | | | | |
| Basic Aid | 4,040,378 | 3,757,746 | 4,323,440 | 5,599,122 | 8,869,560 | 3,270,438 | 58% |
| Other State Aid | 1,773,579 | 1,777,447 | 1,764,328 | 1,958,001 | 839,478 | (1,118,523) | -57% |
| TOTAL STATE REVENUE | 5,813,957 | 5,535,193 | 6,087,768 | 7,557,123 | 9,709,038 | 2,151,915 | 28% |
| FEDERAL | | | | | | | |
| Medicaid Assistance Reimbursements | 10,189 | 149,073 | 16,558 | 0 | 10,000 | 10,000 | 0% |
| TOTAL FEDERAL REVENUE | 10,189 | 149,073 | 16,558 | 0 | 10,000 | 10,000 | 0% |
| OTHER FINANCING SOURCES | | | | | | | |
| Interfund Transfers | 171,658 | 0 | 0 | 0 | 0 | 0 | 0% |
| TOTAL OTHER FINANCING SOURCES | 171,658 | 0 | 0 | 0 | 0 | 0 | 0% |
| *APPROPRIATED FUND BALANCE | 0 | 0 | 0 | 2,187,146 | 1,940,764 | (246,382) | -11% |
| TOTAL REVENUE | \$47,341,679 | \$47,668,004 | \$48,740,898 | \$52,672,111 | \$56,174,983 | \$3,749,254 | 7% |

*Appropriated Fund Balance (AFB) for 2020, 2021, and 2022 reflect "actual amounts" utilized. Though AFP was allocated, these allocations were not needed and therefore not expended, resulting in zero allocation in "Actual" expenditures.



CROTON-HARMON UNIÓN LIBRE DISTRITO ESCOLAR

2023-24 Presupuesto Preliminar

| Grupo presupuesto RESUMEN | 2023-24 propuesto Presupuesto | 2022-23 aprobado Presupuesto | Presupuesto-a-Presupuesto Aumento/(Disminución) | |
|-------------------------------------------------------------|-------------------------------------|------------------------------------|----------------------------------------------------|--------------|
| JUNTA DE EDUCACIÓN | 43,405 | 35,825 | 7,580 | 21.2% |
| SECRETARIO DEL DISTRITO | 63,721 | 99,301 | -35,580 | -35.80% |
| JEFE DE ADMINISTRACIÓN ESCOLAR | 363,944 | 363,054 | 890 | 0.2% |
| ADMINISTRACIÓN DE NEGOCIOS | 659,588 | 535,116 | 124,472 | 23.3% |
| AUDITORÍA | 72,750 | 70,750 | 2,000 | 2.8% |
| TESORERO | 118,640 | 104,782 | 13,858 | 13.2% |
| AGENTE FISCAL | 22,457 | 23,457 | -1,000 | -4.30% |
| LEGAL | 220,925 | 224,425 | -3,500 | -1.60% |
| PERSONAL | 182,912 | 193,247 | -10,335 | -5.30% |
| GESTIÓN DE REGISTROS | 11,522 | 15,594 | -4,072 | -26.10% |
| SERVICIOS INFORMACIÓN PÚBLICA | 252,325 | 233,274 | 19,051 | 8.2% |
| OPERACIONES & MANTENIMIENTO | 5,098,869 | 4,385,309 | 713,560 | 16.3% |
| COPIAS & CORREO CENTRAL | 108,789 | 122,815 | -14,026 | -11.40% |
| PROCESAMIENTO DE DATOS CENTRAL | 57,090 | 45,171 | 11,919 | 26.4% |
| SEGURO NO ASIGNADO | 219,840 | 224,500 | -4,660 | -2.10% |
| CUOTAS DE ASOCIACIÓN ESCOLAR | 18,000 | 18,000 | 0 | 0.0% |
| ASESORÍAS, JUICIOS Y RECLAMACIONES | 65,000 | 54,680 | 10,320 | 18.9% |
| REEMBOLSOS DE IMPUESTOS A LA PROPIEDAD | 5,075 | 5,075 | 0 | 0.0% |
| BOCES ADMIN & CARGOS DE CAPITAL | 349,019 | 337,513 | 11,506 | 0 |
| Total - Ayuda General | 7,933,871 | 7,091,888 | 841,983 | 11.9% |
| DESARROLLO CURRICULAR & SUPERVISIÓN | 695,195 | 566,375 | 128,820 | 22.7% |
| SUPERVISIÓN - EDUCACIÓN GENERAL | 1,438,772 | 1,327,436 | 111,336 | 8.4% |
| ENSEÑANZA - EDUCACIÓN GENERAL | 15,414,530 | 14,191,791 | 1,222,739 | 8.6% |
| ENSEÑANZA - EDUCACIÓN ESPECIAL | 5,883,085 | 5,837,471 | 45,614 | 0.8% |
| EDUCACIÓN OCUPACIONAL | 395,500 | 459,049 | -63,549 | -13.80% |
| BIBLIOTECA ESCOLAR & AUDIO VISUAL | 527,279 | 532,596 | -5,317 | -1.00% |
| TELEVISIÓN EDUCATIVA | 25,377 | 20,377 | 5,000 | 24.5% |
| INSTRUCCIÓN ASISTIDA POR COMPUTADORA | 1,382,754 | 1,326,033 | 56,721 | 4.3% |
| ORIENTADORES | 813,120 | 773,808 | 39,312 | 5.1% |
| SERVICIOS DE SALUD | 378,059 | 385,231 | -7,172 | -1.90% |
| SERVICIOS PSICOLOGICOS | 509,130 | 494,775 | 14,355 | 2.9% |
| SERVICIOS TRABAJADOR SOCIAL | 173,106 | 171,106 | 2,000 | 1.2% |
| ACTIVIDADES CO-CURRICULARES | 303,002 | 288,763 | 14,239 | 4.9% |
| ATLETISMO ESCOLAR | 1,115,477 | 1,064,139 | 51,338 | 4.8% |
| Total - Instrucción | 29,054,386 | 27,438,950 | 1,615,436 | 5.9% |
| Total - Transporte Alumno | 3,102,698 | 2,874,025 | 228,673 | 8.0% |
| Total - Beneficios Empleado | 10,962,551 | 10,337,531 | 625,020 | 6.0% |
| Total - Servicio de Deuda | 5,011,477 | 4,819,717 | 191,760 | 4.0% |
| Total - Transferencia Entre fondos (Asistencia Espec | 80,000 | 80,000 | 0 | 0.0% |
| Total - Transferencia Entre Fondos (Capital) | 30,000 | 30,000 | 0 | 0.0% |
| GRAND TOTAL GASTOS | 56,174,983 | 52,672,111 | 3,502,872 | 6.7% |

CROTON-HARMON UNIÓN LIBRE DISTRITO ESCOLAR

2023-24 Preliminar Gastos Presupuesto

| Grupo de Presupuesto | SBM-1 Código Presupuesto | 2023-24 Presupuesto Preliminar | 2022-23 Presupuesto Aprobado | Presupuesto-a-Presupuesto Aumento / (Descenso) | |
|----------------------|--------------------------------|--------------------------------------|------------------------------------|---------------------------------------------------|---|
| | | | | \$ | % |

JUNTA DE EDUCACIÓN

Reuniones de la Junta, implementación de políticas, membresías, y avisos legales

| | | | | | |
|---------------------|----------|--------|--------|-------|-------|
| Contractual y Otros | A1010.4 | 16,600 | 13,900 | | |
| Suministros | A1010.45 | 2,600 | 2,600 | | |
| BOCES Servicios | A1010.49 | 24,205 | 19,325 | | |
| | | 43,405 | 35,825 | 7,580 | 21.2% |

Contractual: conferencias profesionales y servicios desarrollo de la Junta

Suministros: NYSED libros legales y material general de oficina

BOCES: aprendizaje profesional y revisión/actualización políticas

SECRETARIO DEL DISTRITO

El Secretario del Distrito es responsable de asistir a todas las reuniones públicas, mantener registros, mantener correspondencia y llevar a cabo negocios en nombre de la Junta de Educación, administrar el voto presupuestario y la elección del

| | | | | | |
|--------------------------|----------|--------|--------|----------|--------|
| Salarios No-Certificados | A1040.16 | 47,721 | 86,301 | | |
| Contractual y Otros | A1060.4 | 16,000 | 13,000 | | |
| Suministros | A1060.45 | 0 | 0 | | |
| | | 63,721 | 99,301 | (35,580) | -35.8% |

Salarios: estipendio para el Secretario del Distrito que es responsable de asistir a todas las reuniones públicas, mantener registros, corresponder y realizar negocios en nombre de la Junta de Educación

Contractual: costos asociados con el voto del presupuesto anual y la elección del administrador, como avisos públicos, franqueo, alquiler de máquinas de votación y capacitación

Suministros: presupuesto y papeletas electorales, y suministros de oficina en general

JEFE DE ADMINISTRACIÓN ESCOLAR

Liderazgo, gestión y supervisión de todo el sistema escolar, incluida la implementación del Plan Estratégico de Coherencia del Distrito

| | | | | | |
|--------------------------|----------|---------|---------|-----|------|
| Salarios Certificados | A1240.15 | 257,200 | 257,200 | | |
| Salarios No-Certificados | A1240.16 | 86,164 | 84,774 | | |
| Contractual y Otros | A1240.4 | 13,930 | 13,930 | | |
| Suministros | A1240.45 | 6,650 | 7,150 | | |
| | | 363,944 | 363,054 | 890 | 0.2% |

Salarios Certificados: 1.0 Superintendente, responsable del liderazgo, administración y supervisión de todo el sistema escolar.

Salarios No-Certificados: 1.0 Secretaria Confidencial para Superintendente

Contractual: aprendizaje profesional, suscripciones y membresías.

Suministros: suministros de oficina en general

ADMINISTRACIÓN DE NEGOCIOS

Gestión y supervisión de los recursos financieros del Distrito, incluyendo nómina, compras, coordinación de seguros, etc.

| | | | | | |
|--------------------------|----------|---------|---------|---------|-------|
| Salarios Certificados | A1310.15 | 228,400 | 205,676 | | |
| Salarios No-Certificados | A1310.16 | 371,285 | 264,674 | | |
| Contractual y Otros | A1310.4 | 20,335 | 16,440 | | |
| Suministros | A1310.45 | 7,000 | 7,500 | | |
| BOCES Servicios | A1310.49 | 32,568 | 40,826 | | |
| | | 659,588 | 535,116 | 124,472 | 23.3% |

Salarios certificados: 1.0 Superintendente Auxiliar de Negocios responsable de la gestión y supervisión de los recursos financieros del Distrito (incluyendo nómina, compras y coordinación de seguros) y supervisando los departamentos de Transporte, Edificios y Terrenos.

Salarios No-Certificados: 4.0 posiciones del personal de la oficina de negocios

Contractual: aprendizaje profesional para el personal de la oficina de negocios, suscripciones y membresías

Suministros: suministros de oficina en general

BOCES: servicios para planificación y análisis de ayuda estatal, investigaciones privadas, servicios de apoyo nVision & Mag, planificación fiscal F5 y talleres

AUDITORÍA

Auditoría semanal de pagos (Auditoría de reclamaciones), auditoría anual de eficiencia / control de calidad (Auditoría interna) y auditoría anual de estados financieros (Auditoría externa)

| | | | | | |
|---------------------|---------|--------|--------|-------|------|
| Contractual y Otros | A1320.4 | 72,750 | 70,750 | 2,000 | 2.8% |
|---------------------|---------|--------|--------|-------|------|

Contractual: Acuerdos anuales con 1) el Auditor de Reclamaciones del Distrito que realiza revisiones semanales de los desembolsos de cheques para verificar la precisión y el cumplimiento de los procedimientos de compra, 2) Auditoría Interna (eficiencia / control de calidad) y 3) Auditoría Externa (auditoría de estados financieros); ambas funciones son realizadas por firmas independientes de Contadores Públicos Autorizados

TESORERO

Mantiene los registros contables del distrito, invierte fondos y realiza otras funciones financieras relacionadas

| | | | | | |
|--------------------------|----------|---------|---------|--------|-------|
| Salarios No-Certificados | A1325.16 | 117,140 | 104,482 | | |
| Contractual y Otros | A1325.4 | 1,500 | 300 | | |
| | | 118,640 | 104,782 | 13,858 | 13.2% |

Salarios: 1.0 Tesorero del distrito que mantiene los registros contables del distrito, la administración del almuerzo escolar, invierte fondos y realiza otras funciones financieras relacionada

Contractual: aprendizaje profesional, suscripciones y membresías

AGENTE FISCAL

Honorarios asociados con la emisión de Bonos de Anticipación de Bonos (BAN), bonos y otros instrumentos de deuda

| | | | | | |
|---------------------|---------|--------|--------|---------|-------|
| Contractual y Otros | A1380.4 | 22,457 | 23,457 | (1,000) | -4.3% |
|---------------------|---------|--------|--------|---------|-------|

Contractual: costos asociados con la emisión de Bonos de Anticipados, bonos y otros instrumentos de deuda; análisis con respecto a los requisitos y alternativas de financiación, mercadeo, método de venta, características de seguridad, disposiciones de llamadas, calificaciones y mejoras crediticias, plazo, implicaciones de impuestos federales y otros asuntos relacionados

LEGAL

Honorarios de abogados por asesoría general, litigios, asuntos de personal, opiniones legales, asesoría de fianzas, audiencias imp

| | | | | | |
|---------------------|---------|---------|---------|--|--|
| Contractual y Otros | A1420.4 | 220,925 | 224,425 | | |
|---------------------|---------|---------|---------|--|--|

Contractual: asesor general para el desarrollo de políticas, educación especial, disciplina estudiantil, negociaciones de contratos, determinaciones de precedencia y rango, litigios y otros asuntos legales relacionados; asesor de bonos para Notas Anticipadas de Bonos, bonos y otros instrumentos de deuda; oficiales de audiencia imparcial para audiencias disciplinarias estudiantiles

PERSONAL*Reclutamiento, huellas digitales, verificación de certificación, administración de beneficios para empleados y asistencia laboral*

| | | | | | |
|--------------------------|----------|---------|---------|----------|-------|
| Salarios No-Certificados | A1430.16 | 72,828 | 71,700 | | |
| Contractual y Otros | A1430.4 | 12,882 | 18,691 | | |
| Suministros | A1430.45 | 500 | 2,000 | | |
| BOCES Servicios | A1430.49 | 96,702 | 100,856 | | |
| | | 182,912 | 193,247 | (10,335) | -5.3% |

Salarios No-Certificados: 1.0 puesto de personal de la oficina de recursos humanos que es responsable de la coordinación del avance del carril salarial, informes de GASB, seguro de salud, compensación de trabajadores y seguro de accidentes estudiantiles

Contractual: aprendizaje profesional para personal de oficina de recursos humanos, suscripciones y membresías

Suministros: suministros de oficina en general

BOCES: servicios de asistencia para empleados, coordinación de beneficios para empleados, negociaciones laborales, reclutamiento (OLAS), AESOP, SuperEval, negociaciones y revisiones de certificación, y cumplimiento de la Ley de Atención

GESTIÓN DE REGISTROS*Retención y eliminación de registros de acuerdo con la Ley General Municipal*

| | | | | | |
|--------------------------|----------|--------|--------|---------|--------|
| Salarios No-Certificados | A1460.16 | 3,000 | 3,000 | | |
| Contractual y Otros | A1460.4 | 0 | 1,111 | | |
| Suministros | A1460.45 | 1,000 | 1,000 | | |
| BOCES Servicios | A1460.49 | 7,522 | 10,483 | | |
| | | 11,522 | 15,594 | (4,072) | -26.1% |

Contractual: costos asociados con la retención, privacidad y eliminación de registros de acuerdo con la Ley General Municipal

BOCES Servicios: e-Doc archivo electrónico para la preservación y protección de registros permanentes

SERVICIOS INFORMACIÓN PÚBLICA*Sistemas de comunicación electrónica y desarrollo de portales*

| | | | | | |
|--------------------------|----------|---------|---------|--------|------|
| Salarios No-Certificados | A1480.16 | 96,800 | 77,473 | | |
| Contractual y Otros | A1480.4 | 3,000 | 10,000 | | |
| Suministros | A1480.4 | 800 | 800 | | |
| BOCES Servicios | A1480.49 | 151,725 | 145,001 | | |
| | | 252,325 | 233,274 | 19,051 | 8.2% |

Salarios No-Certificados: 1.0 Especialista en tecnología para ayudar con la coordinación del portal, el desarrollo del portal de eLearning y otros asuntos técnicos

Contractual: desarrollo / distribución del calendario escolar, copia y comunicados de prensa

BOCES: K-12 Alertas, SiteImprove, Blackboard, publicidad en redes sociales, desarrollo de portales y gráficos, servicios de subtitulado y proveedor

OPERACIONES & MANTENIMIENTO*Operaciones diarias y mantenimiento de más de 343,000 pies cuadrados de espacio de construcción y 5 campos deportivos*

| | | | | | |
|--------------------------|----------|-----------|-----------|---------|-------|
| Salarios No-Certificados | A162X.16 | 2,292,945 | 2,047,402 | | |
| Equipo | A162X.2 | 130,000 | 47,000 | | |
| Contractual y Otros | A162X.4 | 2,187,105 | 1,810,752 | | |
| Suministros | A162X.45 | 357,565 | 337,325 | | |
| BOCES Servicios | A162X.49 | 131,254 | 142,830 | | |
| | | 5,098,869 | 4,385,309 | 713,560 | 16.3% |

Salarios: todos los salarios de los empleados de O&M, incluido 1.0 Director de Instalaciones, 1.0 Secretario, 7.0 Trabajadores de Mantenimiento, 25.6 Custodios / Limpiadores, sustitutos y horas extras

Equipo: equipos de limpieza y mantenimiento, como limpiadores de pisos y equipos para césped

Contractual: contratos de servicio para alarmas, bomberos, electricidad, plomería, HVAC, reemplazos de cámaras de seguridad y dispositivos de control de acceso, así como servicios de electricidad y gas natural.

Suministros: artículos de limpieza, materiales de mantenimiento, sal, arena, semillas de hierba, mantillo, plantaciones, etc.

BOCES: servicios de gestión de riesgos / coordinación de seguridad, monitoreo de asbestos, instalaciones de software y monitoreo de energía, eliminación de químicos, Intelpath (interconexión telefónica) y Oficial de Seguridad en el lugar (Altaris)

COPIAS & CORREO CENTRAL*Suministros y franqueo para comunicaciones escritas requeridas y avisos públicos*

| | | | | | |
|---------------------|----------|---------|---------|----------|--------|
| Contractual y Otros | A1670.4 | 107,289 | 121,315 | | |
| Suministros | A1670.45 | 1,500 | 1,500 | | |
| | | 108,789 | 122,815 | (14,026) | -11.4% |

Contractual: arrendamiento equipo de oficina

Suministros: franqueo para correo regular

PROCESAMIENTO DE DATOS CENTRAL*Mantenimiento de redes de área local (LAN), internet, telecomunicaciones, almacenamiento de datos y sistemas de respaldo de*

| | | | | | |
|-----------------|----------|--------|--------|--------|-------|
| BOCES Servicios | A1680.49 | 57,090 | 45,171 | 11,919 | 26.4% |
|-----------------|----------|--------|--------|--------|-------|

BOCES: servicios de soporte financiero y de recursos humanos y mantenimiento de software

SEGURO NO ASIGNADO

A1910.4

| | | | |
|---------|---------|---------|-------|
| 219,840 | 224,500 | (4,660) | -2.1% |
|---------|---------|---------|-------|

*Primas por seguro de propiedad y accidentes***CUOTAS DE ASOCIACIÓN ESCOLAR**

A1920.4

| | | | |
|--------|--------|---|------|
| 18,000 | 18,000 | 0 | 0.0% |
|--------|--------|---|------|

*Membresías en organizaciones educativas Regionales, Estatales y Federales***ASESORÍAS, JUICIOS Y RECLAMACION**

A1950.4

| | | | |
|--------|--------|--------|-------|
| 65,000 | 54,680 | 10,320 | 18.9% |
|--------|--------|--------|-------|

*Evaluación Anual de Alcantarillado***REEMBOLSOS DE IMPUESTOS A LA PR**

A1964.4

| | | | |
|-------|-------|---|------|
| 5,075 | 5,075 | 0 | 0.0% |
|-------|-------|---|------|

*Reembolsos por sentencias de certiorari de impuesto a la propiedad***BOCES ADMIN & CARGOS DE CAPITAL**

A1981.49

| | | | |
|---------|---------|--------|------|
| 349,019 | 337,513 | 11,506 | 3.4% |
|---------|---------|--------|------|

*Obligación administrativa y de capital de Croton-Harmon para participar en Putnam / Northern Westchester BOCES***TOTAL - RESPALDO GENERAL**

| | | | |
|------------------|------------------|---------|-------|
| 7,933,871 | 7,091,888 | 841,983 | 11.9% |
|------------------|------------------|---------|-------|

DESARROLLO CURRICULAR & SUPERVISIÓN*Planificación e implementación del plan de estudios, evaluación y aprendizaje profesional en todo el distrito.*

| | | | | | |
|--------------------------|----------|---------|---------|---------|-------|
| Salarios Certificados | A2010.15 | 371,040 | 336,683 | | |
| Salarios No-Certificados | A2010.16 | 77,977 | 76,748 | | |
| Contractual y Otros | A2010.4 | 131,800 | 51,600 | | |
| Suministros | A2010.45 | 10,500 | 13,500 | | |
| BOCES Servicios | A2010.49 | 103,878 | 87,844 | | |
| | | 695,195 | 566,375 | 128,820 | 22.7% |

Salarios Certificados: 1.0 Asistente del Superintendente responsable de la planificación e implementación del plan de estudios, evaluación, aprendizaje profesional, recursos humanos y estipendios de los coordinadores del plan de estudios en todo el Distrito

Salarios No-Certificados: 1.0 puesto de Asistente de Oficina para apoyar al Superintendente Asistente con la programación, personal certificado y administración de recursos humanos

Contractual: oportunidades de aprendizaje profesional para maestros en todo el distrito, tales como Lifetrack, Precision and Placement, Culturally Responsive Framework, Restorative Justice, Wilson, Idiomas, TriStates, NYSCOSS y viajes.

Suministros: publicaciones profesionales, materiales de referencia y suministros de oficina en general

Boces Servicios: Coordinación Sustituta, Renaissance Learning (Star/Early Lit/Math), Model Schools (reembolso estipendio del maestro), School Meter, Frontline Prof Growth, Curriculum Center, Rubicon Atlas, Tech Leadership Inst.

SUPERVISIÓN - EDUCACIÓN GENERAL

Supervisión de actividades educativas y no educativas en los edificios escolares

| | | | | | |
|--------------------------|----------|-----------|-----------|---------|------|
| Salarios Certificados | A2020.15 | 1,104,130 | 1,012,470 | | |
| Salarios No-Certificados | A2020.16 | 214,581 | 210,481 | | |
| Contractual y Otros | A2020.4 | 80,305 | 68,255 | | |
| Suministros | A2020.45 | 13,756 | 12,230 | | |
| Boces Servicios | A2020.49 | 26,000 | 24,000 | | |
| | | 1,438,772 | 1,327,436 | 111,336 | 8.4% |

Salarios Certificados: 3.0 Principales & 3.0 Asistentes de Principales (cubre las tres escuelas)

Salarios No-Certificados: 3.0 posiciones de asistente en oficina principal (cubre las tres escuelas)

Contractual: aprendizaje profesional, suscripciones y membresías

Suministros: suministros de oficina en general

Boces Servicios: Talleres Administrativos

ENSEÑANZA - EDUCACIÓN GENERAL

Personal instructivo y materiales didácticos como libros de texto, libros de trabajo y suministros.

| | | | | | |
|-----------------------------|-----------|------------|------------|-----------|------|
| Salarios Certificados, K-3 | A2110.12a | 3,699,535 | 3,504,056 | | |
| Salarios Certificados, 4-6 | A2110.12b | 2,201,577 | 2,010,981 | | |
| Salarios Certificados, 7-12 | A2110.13 | 7,853,874 | 7,063,734 | | |
| Salarios de Sustitutos | A2110.14 | 278,040 | 270,165 | | |
| Salarios No-Certificados | A2110.16 | 611,973 | 594,014 | | |
| Contractual y Otros | A2110.4 | 61,550 | 101,002 | | |
| Suministros | A2110.45 | 418,260 | 382,112 | | |
| Libros de Texto | A2110.48 | 89,485 | 81,414 | | |
| BOCES Servicios | A2110.49b | 200,236 | 184,313 | | |
| | | 15,414,530 | 14,191,791 | 1,222,739 | 8.6% |

Salarios Certificados: maestros y ayudantes de maestros agrupados de acuerdo a requisitos de NYSED; vea Lista del Personal en el Salarios No-Certificados: Incluye 4.0 miembros del personal administrativo, ayudantes de maestros y monitores, quienes apoyan la instrucción del aula y proveen supervisión del estudiante fuera del aula

Equipo: equipo de instrucción general en el aula

Contractual: oportunidades de aprendizaje constructivo profesional para maestros, como Talleres de Lectura /Escritura de Teachers College, Project Lead the Way, y otros programas STEM/STEAM

Suministros: suministros educativos generales para el aula

Matrícula: servicios de tutoría obligatorios para estudiantes en suspensión o de ausencias médicas a corto plazo

Libros de texto: libros de texto en papel y digitales

BOCES: servicios de recuperación de crédito, e-Learning (Mandarín), artes en la educación, currículo, evaluaciones y calificación de

ENSEÑANZA - EDUCACIÓN ESPECIAL

| | | | | | |
|------------------------------|-----------|-----------|-----------|--------|------|
| Salarios Certificados | A2250.15 | 2,616,723 | 2,616,671 | | |
| Salarios No-Certificados | A2250.16 | 1,054,025 | 997,220 | | |
| Contractual y Otros | A2250.4 | 131,861 | 113,037 | | |
| Suministros | A2250.45 | 77,900 | 59,850 | | |
| Matrícula: Escuelas Públicas | A2250.471 | 140,000 | 125,000 | | |
| Matrícula: Escuelas Privadas | A2250.472 | 785,250 | 1,075,468 | | |
| BOCES Servicios | A2250.49 | 1,077,326 | 850,225 | | |
| | | 5,883,085 | 5,837,471 | 45,614 | 0.8% |

Salarios Certificatdos: incluye 1.0 Director de Servicios de Personal Estudiantil y aproximadamente 22 Maestros de Educación Especial.

Salarios No-Certificados: Incluye 1.0 personal de apoyo administrativo y ayudantes/monitores de maestros que apoyan la instrucción en el aula y la supervisión de los alumnos fuera del aula

Equipo: equipo de instrucción general en el aula

Contractual: evaluaciones independientes, proveedores de servicios terapéuticos y presentación de datos para reembolso de ayuda

Suministros: materiales de instrucción general, materiales de evaluación, copiadora / tóner de impresora, papel de copiadora,

Matrícula (Escuelas Públicas): costos de matrícula para los estudiantes que asisten a escuelas públicas fuera del distrito según los P

Matrícula (Escuelas Privadas): costos de matrícula para los estudiantes que asisten a escuelas privadas fuera del distrito según los P

BOCES: costos de matrícula para estudiantes que asisten a BOCES, así como servicios terapéuticos para ocupaciones, física, habla, v

EDUCACIÓN OCUPACIONAL

Contrato de servicio con BOCES para proporcionar educación profesional y técnica a los estudiantes

| | | | | | |
|-----------------|----------|---------|---------|----------|--------|
| BOCES Servicios | A2280.49 | 395,500 | 459,049 | (63,549) | -13.8% |
|-----------------|----------|---------|---------|----------|--------|

BOCES: Se brinda educación profesional y técnica a los estudiantes en programas de medio día y día completo ubicados en el campus BOCES de Putnam / Northern Westchester en Yorktown

BIBLIOTECA ESCOLAR & AUDIO VISUAL

Costos asociados con la operación de centros bibliotecarios dentro de los edificios escolares

| | | | | | |
|-----------------------------------------|----------|---------|---------|---------|-------|
| Salarios Certificados | A2610.15 | 369,061 | 363,617 | | |
| Salarios No-Certificados | A2610.16 | 66,419 | 68,249 | | |
| Contractual y Otros | A2610.4 | 1,000 | 1,000 | | |
| Suministros | A2610.45 | 3,550 | 3,555 | | |
| Asistencia-Estatal Software Informático | A2610.46 | 37,550 | 29,050 | | |
| BOCES Servicios | A2610.49 | 49,699 | 67,125 | | |
| | | 527,279 | 532,596 | (5,317) | -1.0% |

Salarios Certificados: 3.0 Especialista Medios de Comunicación-Biblioteca (cubre todas las escuelas)

Salarios No-Certificados: 3.0 ayudantes de biblioteca

Equipo: equipo central de medios de comunicación general

Contractual: suscripciones, publicaciones periódicas y bases de datos

Suministros: centro general de medios de comunicación

Software: libros electrónicos y materiales de referencia, que son reembolsables a través de Asistencia-Estatal

TELEVISIÓN EDUCATIVA

Costos asociados con la operación de centros bibliotecarios dentro de los edificios escolares

| | | | | | |
|--------------------------|----------|--------|--------|-------|-------|
| Salarios No-Certificados | A2620.16 | 17,577 | 12,577 | | |
| Contractual y Otros | A2620.40 | 4,000 | 4,000 | | |
| Suministros | A2620.45 | 3,800 | 3,800 | | |
| | | 25,377 | 20,377 | 5,000 | 24.5% |

Salarios No-Certificados: Camarógrafos

Contractual: suscripciones, publicaciones periódicas y bases de datos

Suministros: suministros tecnológicos generales y equipo no pesado

INSTRUCCIÓN ASISTIDA POR COMPUTADORA

Soporte tecnológico, hardware / software instructivo, servicios de internet, etc.

| | | | | | |
|-----------------------------------------|----------|-----------|-----------|--------|------|
| Salarios Certificados | A2630.15 | 174,544 | 167,200 | | |
| Salarios No-Certificados | A2630.16 | 99,704 | 66,659 | | |
| Asistencia-Estatal Hardware Informático | A2630.22 | 0 | 60,000 | | |
| Reparaciones Hardware Informático | A2630.4 | 611,210 | 399,576 | | |
| Suministros | A2630.45 | 340,150 | 397,323 | | |
| Asistencia-Estatal Software Informático | A2630.46 | 60,319 | 50,138 | | |
| BOCES Servicios | A2630.49 | 96,827 | 185,137 | | |
| | | 1,382,754 | 1,326,033 | 56,721 | 4.3% |

Salarios Certificados: 1.0 Director de Tecnología e Innovación

Salarios No-Certificados: 3.0 ayudantes de tecnología

Asistencia-Estatal Hardware Informático: equipo de infraestructura de tecnología educativa, como servidores y dispositivos de resp;
Reparaciones Hardware Informático: equipos de hardware de instrucción, como chromebooks, iPads, computadoras portátiles y pantallas interactivas; servicios de atención al cliente, como alojamiento web, seguridad de datos y arrendamientos de equipos, que

Suministros: cableado de computadoras, interruptores, etc.

Software: aplicaciones de software de instrucción, que son reembolsables a través de Asistencia Estatal

BOCES: servicios para la gestión de proyectos de mantenimiento / actualización, así como arrendamientos de tecnología educativa para el plan de reemplazo de equipos de tecnología educativa, que son reembolsables a través de BOCES Aid

ORIENTADORES

Brinda apoyo directo a estudiantes que desean alcanzar grado universitario o carreras profesionales

| | | | | | |
|--------------------------|----------|---------|---------|--------|------|
| Salarios Certificados | A2810.15 | 658,730 | 624,181 | | |
| Salarios No-Certificados | A2810.16 | 119,409 | 125,677 | | |
| Contractual y Otros | A2810.4 | 21,600 | 10,800 | | |
| Suministros | A2810.45 | 6,750 | 12,750 | | |
| BOCES Servicios | A2810.49 | 6,631 | 400 | | |
| | | 813,120 | 773,808 | 39,312 | 5.1% |

Salarios Certificados: 3.0 Consejeros (CHHS), 2.0 Consejeros (PVC), y 1.0 Consejero (CET)

Salarios No-Certificados: 1.0 Secretaria de Consejería (CHHS) and 1.0 Secretaria de Consejería (PVC)

Contractual: membresías y servicios preparatorios para universidad y/o carrera

Suministros: suministros para premios a estudiantes y ceremonias de graduación

SERVICIOS DE SALUD

Servicios médicos directos a estudiantes del distrito y reembolsos para estudiantes que asisten a escuelas privadas / parroquiales

| | | | | | |
|--------------------------|----------|---------|---------|---------|-------|
| Salarios No-Certificados | A2815.16 | 262,979 | 269,051 | | |
| Contractual y Otros | A2815.4 | 26,180 | 26,780 | | |
| Suministros | A2815.45 | 88,900 | 89,400 | | |
| | | 378,059 | 385,231 | (7,172) | -1.9% |

Salarios No-Certificados: 3.0 Enfermeras (cubren las tres escuelas), 1.0 ayudante de salud (CET), 1.0 ayudante de salud (PVC)

Contractual: honorarios médicos del distrito y reembolsos obligatorios a otras escuelas públicas que brindan servicios de salud a niños de Croton-Harmon que asisten a escuelas privadas dentro de sus límites (es decir: reembolso a Ossining UFSD por servicios de salud prestados a niños de Croton-Harmon que asisten a San Agustín)

Suministros: suministros médicos generales

SERVICIOS PSICOLOGICOS

Evaluación de estudiantes en el desarrollo de intervenciones educativas y conductuales

| | | | | | |
|-----------------------|----------|---------|---------|--------|------|
| Salarios Certificados | A2820.15 | 507,230 | 492,875 | | |
| Contractual y Otros | A2820.4 | 700 | 700 | | |
| Suministros | A2820.45 | 1,200 | 1,200 | | |
| | | 509,130 | 494,775 | 14,355 | 2.9% |

Salarios Certificados: 2.0 Psicólogo Escolar en CHHS, 1.6 Psicólogo Escolar e PVC and 1.0 Psicólogo Escolar en CET

Suministros: suministros generales

SERVICIOS TRABAJADOR SOCIAL

Apoyo terapéutico a estudiantes y familias para establecer relaciones positivas y mejores comportamientos

| | | | | | |
|---------------------|----------|---------|---------|-------|------|
| Contractual y Otros | A2825.45 | 173,106 | 142,606 | | |
| BOCES Servicios | A2825.49 | 0 | 28,500 | | |
| | | 173,106 | 171,106 | 2,000 | 1.2% |

Contractual y Otros: Consejero a través de Student Assistance Services Corp (cubre las tres escuelas)

ACTIVIDADES CO-CURRICULARES

Costos asociados con la operación de clubes estudiantiles en todo el distrito

| | | | | |
|-----------------------|----------|---------|---------|-------------|
| Salarios Certificados | A2850.15 | 237,438 | 223,049 | |
| Equipo | A2850.2 | 0 | 0 | |
| Contractual y Otros | A2850.4 | 50,823 | 50,973 | |
| Suministros | A2850.45 | 14,741 | 14,741 | |
| | | 303,002 | 288,763 | 14,239 4.9% |

Salarios Certificados: estipendios para asesores de clubes estipulados en el contrato de la Asociación de Maestros de Croton-Harmon

Equipo: equipo general

Contractual: regalías por producciones e inscripciones en la competencia estudiantil

Suministros: suministros generales

ATLETISMO ESCOLAR

Costos asociados con la operación del programa de educación física, salud y atletismo

| | | | | |
|--------------------------|----------|-----------|-----------|-------------|
| Salarios Certificados | A2855.15 | 732,469 | 698,287 | |
| Salarios No-Certificados | A2855.16 | 52,266 | 46,842 | |
| Equipo | A2855.2 | 0 | 0 | |
| Contractual y Otros | A2855.4 | 103,050 | 97,450 | |
| Suministros | A2855.45 | 102,450 | 98,500 | |
| BOCES Servicios | A2855.49 | 125,242 | 123,060 | |
| | | 1,115,477 | 1,064,139 | 51,338 4.8% |

Salarios Certificados: 1.0 Director de Educ. Física, Salud & Atletismo; estipendio para entrenadores (Otoño, Invierno, y Primavera) según estipulado en el contrato de la Asociación de Maestros de Croton-Harmon

Salarios No-Certificados: 1.0 Educ. Fis., Salud & puesto de personal en la oficina de Atletismo; chaperones y horas extras de instalat

Equipo: equipo deportivo para fuerza y acondicionamiento, y equipos deportivos

Contractual: contrato de entrenador de atletismo, contratos de servicios médicos, alquileres de piscinas, alquileres de arena de hielo, contratos de servicio de marcador y tarifas de inscripción a torneos

Suministros: suministros deportivos generales

BOCES: Sección 1 membresía y honorarios del árbitro

TOTAL - INSTRUCCIÓN

| | | | |
|-------------------|-------------------|-----------|------|
| 29,054,386 | 27,438,950 | 1,615,436 | 5.9% |
|-------------------|-------------------|-----------|------|

TRANSPORTE

Costos asociados con el transporte de más de 3,200 estudiantes a escuelas dentro y fuera del distrito

| | | | | |
|-----------------------------------|----------|------------------|------------------|--------------|
| Salarios No-Certificados | A55XX.16 | 2,498,124 | 2,328,712 | |
| Contractual y Otros | A55XX.4 | 301,924 | 279,443 | |
| Suministros | A55XX.45 | 302,650 | 265,870 | |
| TOTAL - TRANSPORTE ALUMNOS | | 3,102,698 | 2,874,025 | 228,673 8.0% |

Salarios: 1.0 Supervisor, 2.0 Despachadores, .5 Secretario, 4.0 Mecánica, 36 Conductores, 12.0 Monitores, sustitutos, turnos adicionales para viajes de campo / eventos deportivos y horas extras

Contractual: seguro de vehículos, capacitación de conductores, alquiler de radios, reparaciones especiales, software de enrutamiento

Suministros: piezas de autobús, combustible diesel, gasolina

BENEFICIOS DEL EMPLEADO

Obligaciones mandatorias y contractuales del estado relacionadas con los contratos de trabajo de todo el distrito

| | | | | |
|----------------------------------------|---------|-----------|-----------|--|
| Jubilación del Empleado (ERS) | A9010.8 | 835,000 | 750,000 | |
| Jubilación del Maestro (TRS) | A9020.8 | 2,250,000 | 2,148,000 | |
| Seguro Social & Medicare | A9030.8 | 2,362,100 | 2,258,163 | |
| Seguro por Compensación del Trabajador | A9040.8 | 221,871 | 242,371 | |
| Seguro de Vida | A9045.8 | 15,000 | 15,000 | |
| Seguro por Desempleo | A9050.8 | 41,000 | 41,000 | |

| | | | | | |
|--------------------------------------------|---------|-------------------|-------------------|---------|------|
| Seguro por Discapacidad | A9055.8 | 5,125 | 5,125 | | |
| Seguro de Hospital, Médico & Dental | A9060.8 | 4,599,129 | 4,329,242 | | |
| Otros Beneficios del Bienestar de la Unión | A9070.8 | 283,160 | 262,030 | | |
| Pagos de Jubilación | A9089.8 | 350,166 | 286,600 | | |
| TOTAL - BENEFICIOS DEL EMPLEADO | | 10,962,551 | 10,337,531 | 625,020 | 6.0% |

SERVICIOS DE DEUDA

Obligaciones de pago principal e interés, préstamos de años anteriores

| | | | | | |
|--------------------------------------------|-------|------------------|------------------|---------|------|
| Bonos por Construcción Principal & Interés | A9711 | 2,702,150 | 2,804,400 | | |
| Nota Bono Anticipado Principal & Interés | A9731 | 1,712,893 | 1,418,883 | | |
| Contrato Energía Perf Principal & Int | A9789 | 596,434 | 596,434 | | |
| TOTAL - SERVICIO DE DEUDA | | 5,011,477 | 4,819,717 | 191,760 | 4.0% |

TRANSFERENCIA ENTRE FONDOS- FONDO AYUDA ESPECIAL

Costos de proporcionar escuela de verano para estudiantes de educación especial de acuerdo con los Planes Educativos Individualizados (IEP); requiere una transferencia al Fondo de Ayuda Especial

| | | | | | |
|----------------------------------------|----------|---------------|---------------|---|------|
| TOTAL - TRANS ENTRE FONDOS (SA) | A9901.95 | 80,000 | 80,000 | 0 | 0.0% |
|----------------------------------------|----------|---------------|---------------|---|------|

TRANSFERENCIA ENTRE FONDOS-FONDO CAPITAL

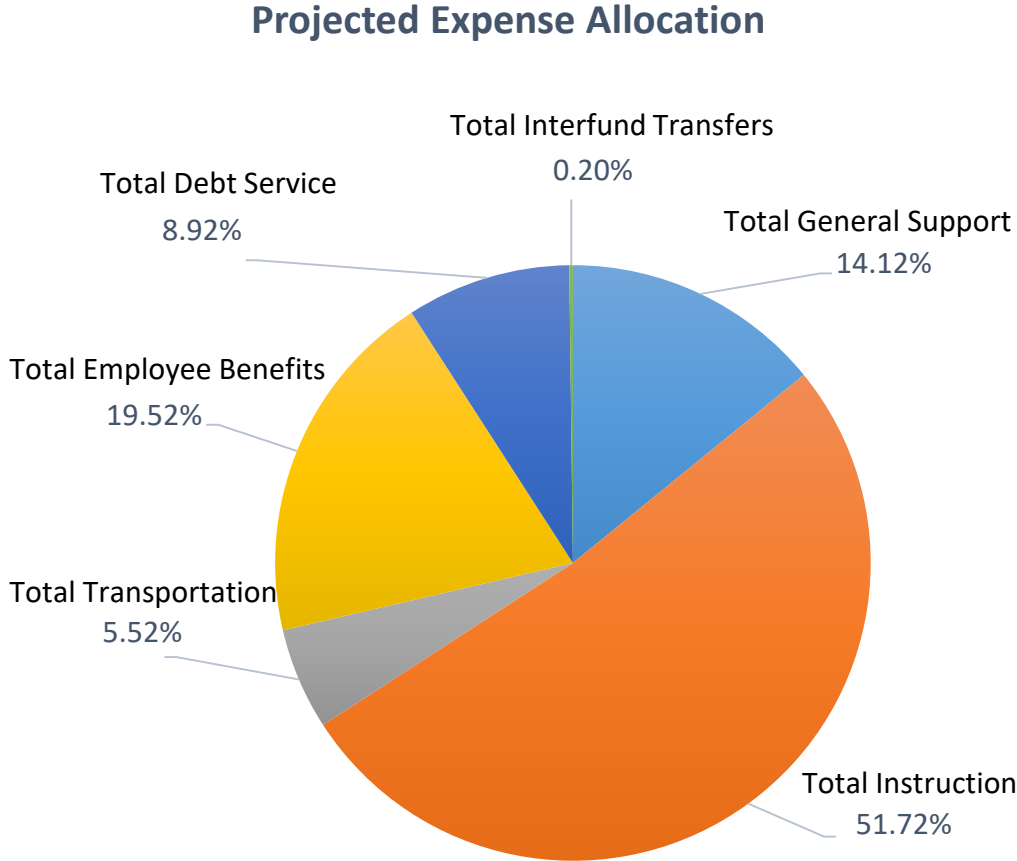
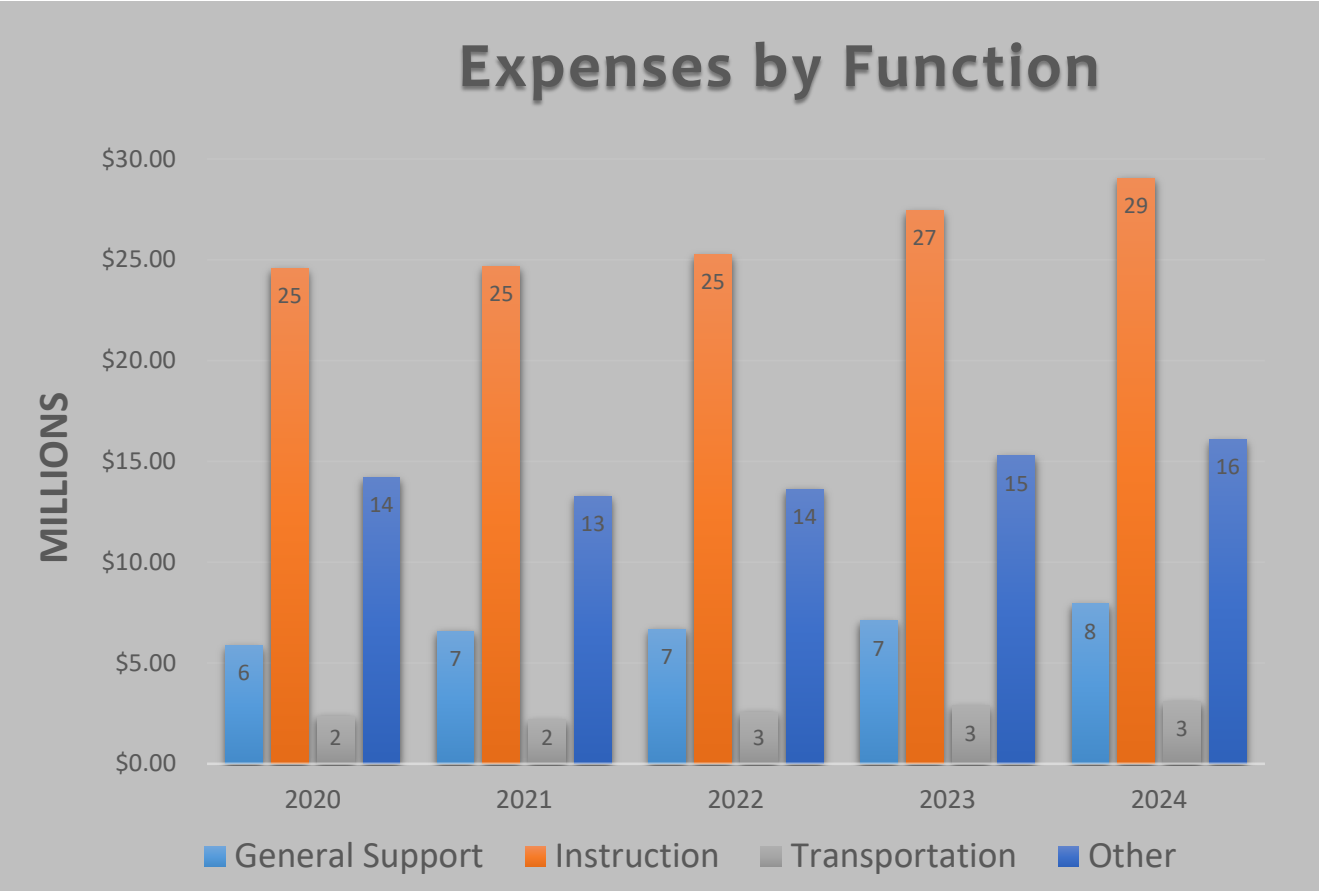
Capital improvements authorized by voter proposition or emergency declaration by Board of Education resolution

| | | | | | |
|-----------------------------------------------|---------|---------------|---------------|---|------|
| TOTAL - TRANS ENTRE FONDOS TRANS (CAP) | A9950.9 | 30,000 | 30,000 | 0 | 0.0% |
|-----------------------------------------------|---------|---------------|---------------|---|------|

| | | | | | |
|---------------------------|--|-------------------|-------------------|-----------|------|
| GRAND TOTAL GASTOS | | 56,174,983 | 52,672,111 | 3,502,872 | 6.7% |
|---------------------------|--|-------------------|-------------------|-----------|------|

Nota: este documento utiliza la nomenclatura de acuerdo con el Plan de Cuentas Universal del Estado de Nueva York, presentado en el formato SBM-1 prescrito por el Estado, que instruye específicamente a los distritos escolares a no crear ni consolidar códigos de cuenta. Las cifras representan todos los costos asociados con cada departamento o centro de costos, incluidos salarios, equipos, gastos contractuales, suministros, servicios BOCES, etc. Los beneficios de los empleados se presentan por separado de acuerdo con el Plan de Cuentas Universal del Estado de Nueva York. Para obtener información más detallada, consulte los Programas complementarios adjuntos a la Declaración de presupuesto.

Expenditures by Function

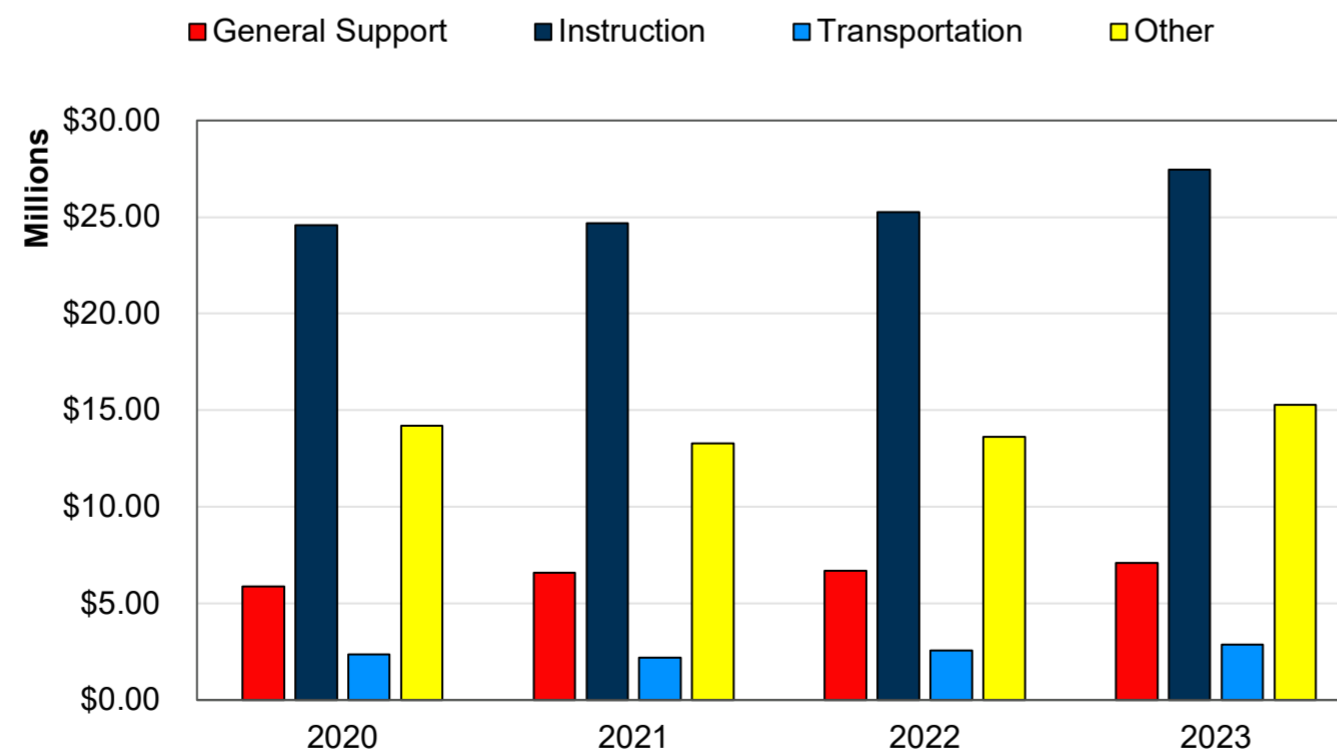


General (A) Fund | Expenditures by Sub-Function

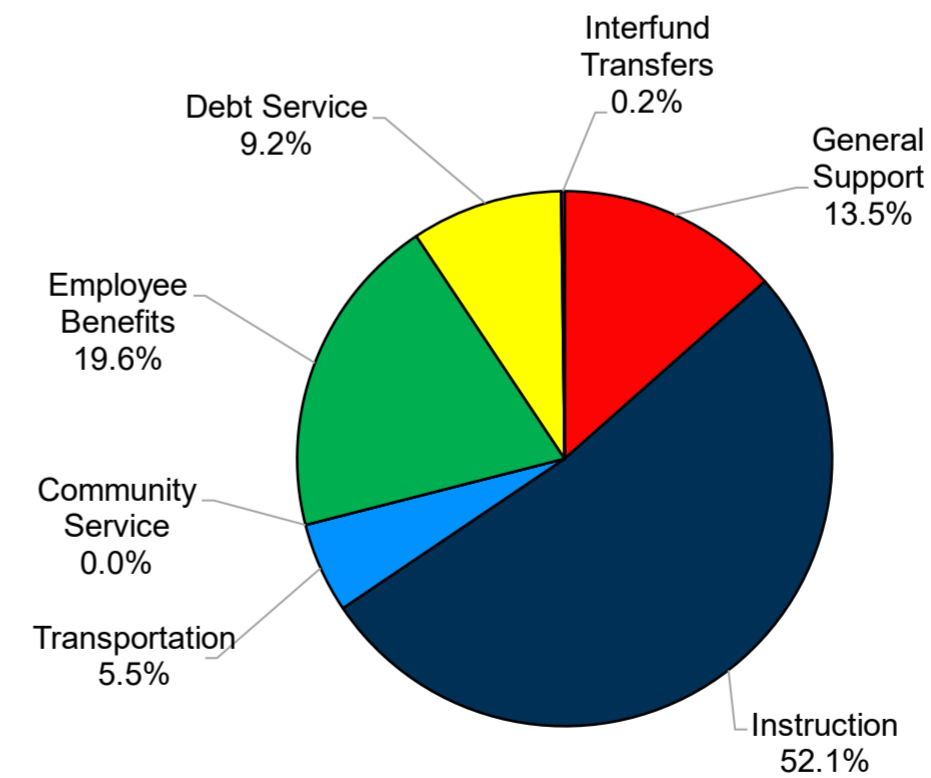
2023-24 Preliminary Budget

| | ACTUAL EXPENDITURES | | | BUDGET | |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------|
| | 2020 | 2021 | 2022 | 2023 | %Δ |
| GENERAL SUPPORT | | | | | |
| Board of Education | \$136,551 | \$124,907 | \$135,803 | \$135,126 | -0.50% |
| Central Administration | 353,293 | 357,939 | 391,054 | 363,054 | -7.16% |
| Finance | 645,699 | 660,718 | 672,745 | 734,105 | 9.12% |
| Staff | 553,914 | 645,384 | 584,116 | 666,540 | 14.11% |
| Central Services | 3,633,320 | 4,165,044 | 4,297,598 | 4,553,295 | 5.95% |
| Special Items | 558,278 | 631,765 | 607,711 | 639,768 | 5.27% |
| TOTAL GENERAL SUPPORT | 5,881,054 | 6,585,757 | 6,689,028 | 7,091,888 | 6.02% |
| INSTRUCTION | | | | | |
| Administration and Improvement | 1,727,740 | 1,698,437 | 1,828,640 | 1,893,811 | 3.56% |
| Teaching | 18,539,314 | 18,929,926 | 19,255,606 | 20,488,311 | 6.40% |
| Instructional Media | 1,730,215 | 1,555,859 | 1,632,077 | 1,879,006 | 15.13% |
| Pupil Services | 2,577,233 | 2,491,350 | 2,553,196 | 3,177,822 | 24.46% |
| TOTAL INSTRUCTION | 24,574,503 | 24,675,573 | 25,269,519 | 27,438,950 | 8.59% |
| TRANSPORTATION | | | | | |
| District Transportation Services | 2,284,343 | 2,128,060 | 2,513,601 | 2,780,727 | 10.63% |
| Garage Building | 75,859 | 48,992 | 50,684 | 93,298 | 84.08% |
| Other | 0 | 0 | 0 | 0 | |
| TOTAL TRANSPORTATION | 2,360,202 | 2,177,052 | 2,564,285 | 2,874,025 | 12.08% |
| OTHER EXPENDITURES | | | | | |
| Community Service | 0 | 0 | 0 | 0 | |
| Employee Benefits | 8,319,421 | 8,695,437 | 8,866,982 | 10,337,531 | 16.58% |
| Debt Service | 4,217,125 | 4,237,941 | 4,536,133 | 4,819,717 | 6.25% |
| Interfund Transfers | 1,666,358 | 345,925 | 212,950 | 110,000 | -48.34% |
| TOTAL OTHER EXPENDITURES | 14,202,904 | 13,279,303 | 13,616,066 | 15,267,248 | 12.13% |
| TOTAL EXPENDITURES | \$47,018,664 | \$46,717,685 | \$48,138,897 | \$52,672,111 | 9.42% |

Expenses by Function



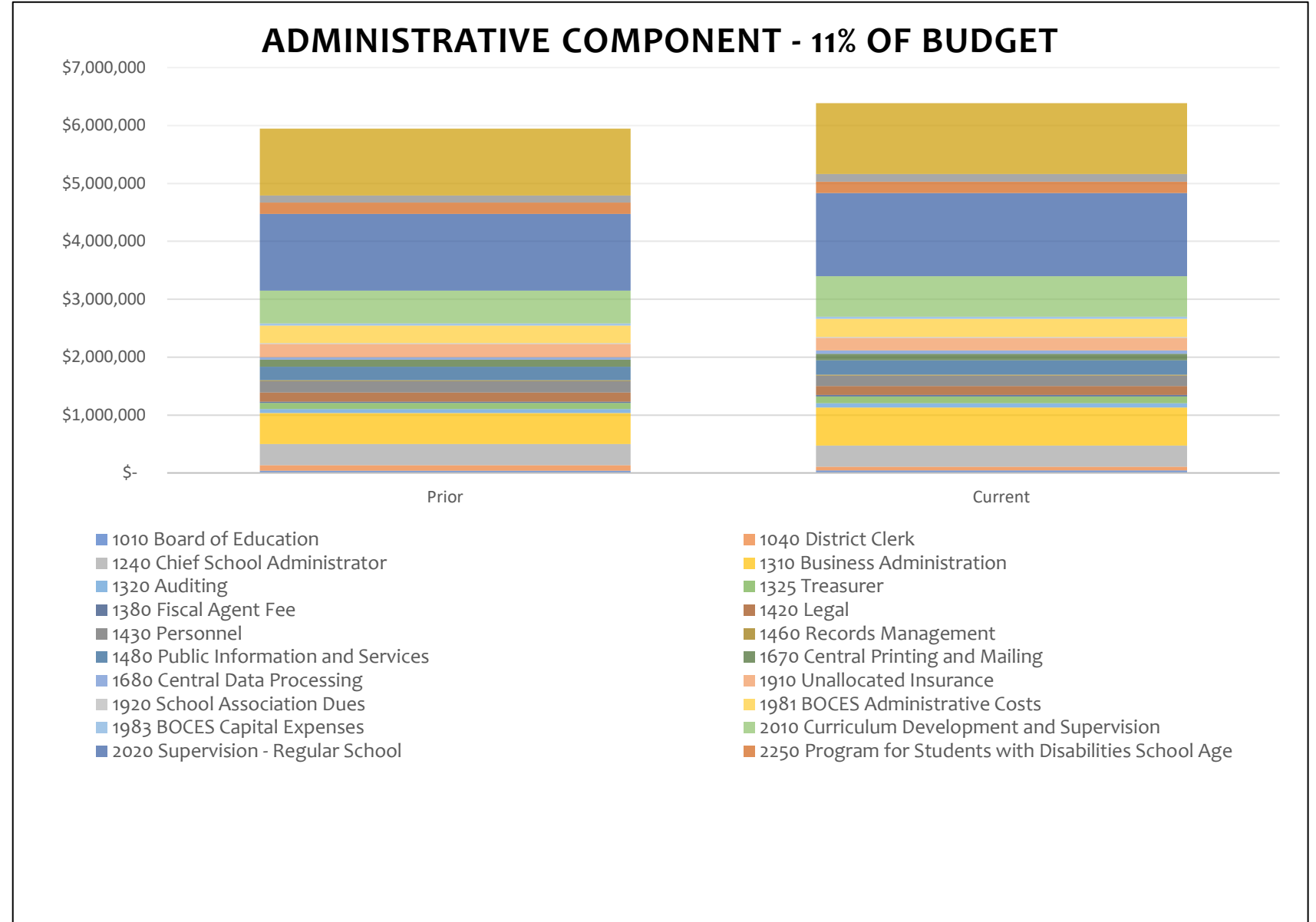
Current Year Expense Allocation



Administrative Component

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

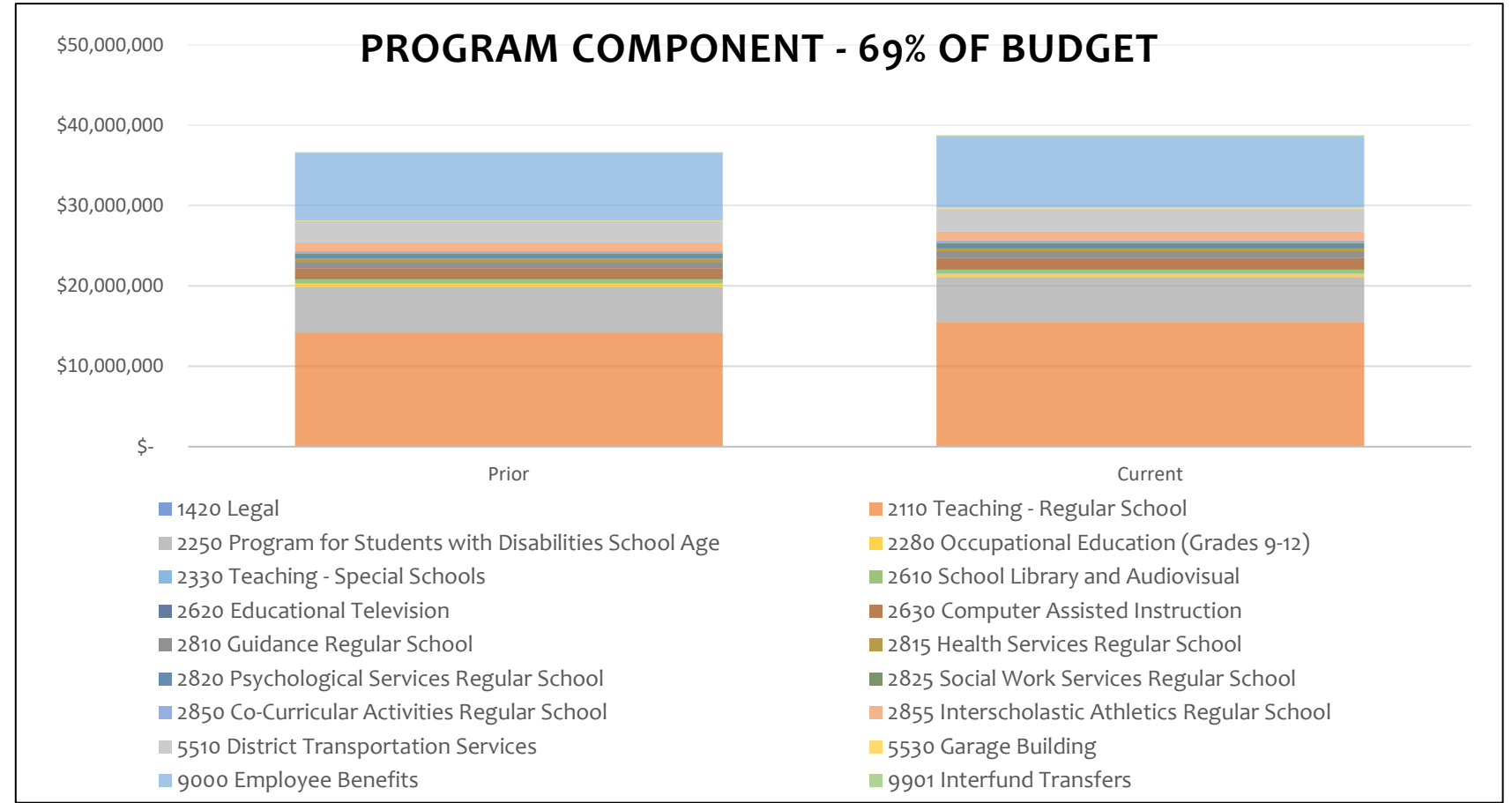
| Function | 2022-2023 | Proposed 2023-2024 |
|--------------------------------------------------------|---------------------|---------------------|
| 1010 Board of Education | \$ 35,825 | \$ 43,405 |
| 1040 District Clerk | \$ 99,301 | \$ 63,721 |
| 1240 Chief School Administrator | \$ 363,054 | \$ 363,944 |
| 1310 Business Administration | \$ 535,116 | \$ 659,588 |
| 1320 Auditing | \$ 70,750 | \$ 72,750 |
| 1325 Treasurer | \$ 104,782 | \$ 118,640 |
| 1380 Fiscal Agent Fee | \$ 23,457 | \$ 22,457 |
| 1420 Legal | \$ 158,287 | \$ 155,818 |
| 1430 Personnel | \$ 193,247 | \$ 182,912 |
| 1460 Records Management | \$ 15,594 | \$ 11,522 |
| 1480 Public Information and Services | \$ 233,274 | \$ 252,325 |
| 1670 Central Printing and Mailing | \$ 122,815 | \$ 108,789 |
| 1680 Central Data Processing | \$ 45,171 | \$ 57,090 |
| 1910 Unallocated Insurance | \$ 224,500 | \$ 219,840 |
| 1920 School Association Dues | \$ 18,000 | \$ 18,000 |
| 1981 BOCES Administrative Costs | \$ 303,258 | \$ 309,576 |
| 1983 BOCES Capital Expenses | \$ 34,255 | \$ 39,443 |
| 2010 Curriculum Development and Supervision | \$ 566,375 | \$ 695,195 |
| 2020 Supervision - Regular School | \$ 1,327,436 | \$ 1,438,772 |
| 2250 Program for Students with Disabilities School Age | \$ 195,777 | \$ 198,000 |
| 5510 District Transportation Services | \$ 122,818 | \$ 132,600 |
| 9000 Employee Benefits | \$ 1,151,082 | \$ 1,220,678 |
| Total: | \$ 5,944,175 | \$ 6,385,066 |
| Administrative Percent: | 11.3% | 11.4% |



Program Component

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

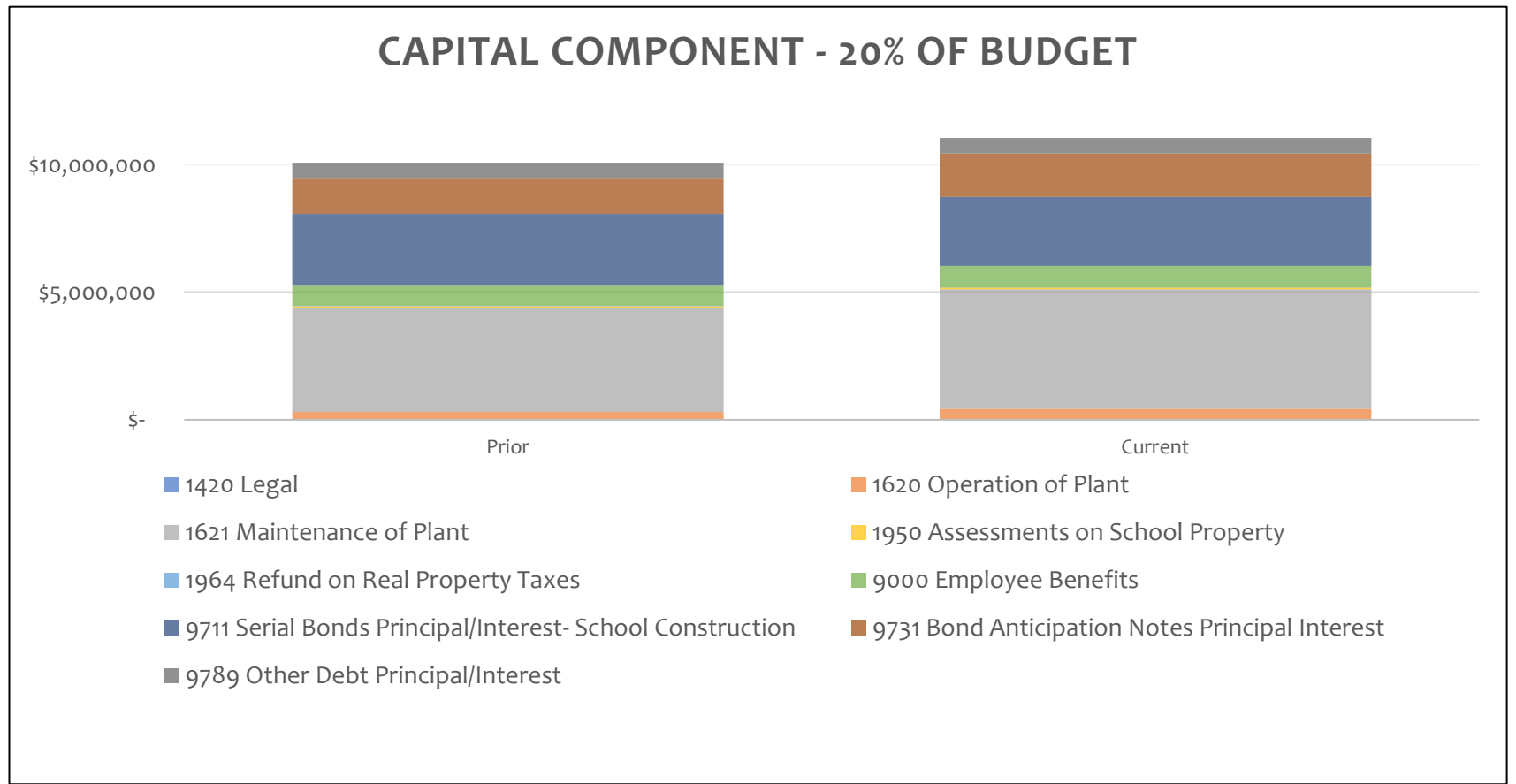
| Function | 2022-2023 | Proposed 2023-2024 |
|--------------------------------------------------------|----------------------|----------------------|
| 1420 Legal | \$ 49,867 | \$ 49,090 |
| 2110 Teaching - Regular School | \$ 14,191,791 | \$ 15,414,530 |
| 2250 Program for Students with Disabilities School Age | \$ 5,583,644 | \$ 5,647,035 |
| 2280 Occupational Education (Grades 9-12) | \$ 459,049 | \$ 395,500 |
| 2330 Teaching - Special Schools | \$ 58,050 | \$ 38,050 |
| 2610 School Library and Audiovisual | \$ 532,596 | \$ 527,279 |
| 2620 Educational Television | \$ 20,377 | \$ 25,377 |
| 2630 Computer Assisted Instruction | \$ 1,326,033 | \$ 1,382,754 |
| 2810 Guidance Regular School | \$ 773,808 | \$ 813,120 |
| 2815 Health Services Regular School | \$ 385,231 | \$ 378,059 |
| 2820 Psychological Services Regular School | \$ 494,775 | \$ 509,130 |
| 2825 Social Work Services Regular School | \$ 171,106 | \$ 173,106 |
| 2850 Co-Curricular Activities Regular School | \$ 288,763 | \$ 303,002 |
| 2855 Interscholastic Athletics Regular School | \$ 1,064,139 | \$ 1,115,477 |
| 5510 District Transportation Services | \$ 2,657,909 | \$ 2,869,598 |
| 5530 Garage Building | \$ 93,298 | \$ 100,500 |
| 9000 Employee Benefits | \$ 8,388,558 | \$ 8,895,741 |
| 9901 Interfund Transfers | \$ 110,000 | \$ 110,000 |
| Total: | \$ 36,648,994 | \$ 38,747,347 |
| Program Percent: | 69.6% | 69.0% |



Capital Component

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

| Function | 2022-2023 | Proposed 2023-2024 |
|-----------------------------------------------------------|----------------------|----------------------|
| 1420 Legal | \$ 16,271 | \$ 16,017 |
| 1620 Operation of Plant | \$ 297,953 | \$ 416,064 |
| 1621 Maintenance of Plant | \$ 4,087,356 | \$ 4,682,805 |
| 1950 Assessments on School Property | \$ 54,680 | \$ 65,000 |
| 1964 Refund on Real Property Taxes | \$ 5,075 | \$ 5,075 |
| 9000 Employee Benefits | \$ 797,890 | \$ 846,132 |
| 9711 Serial Bonds Principal/Interest- School Construction | \$ 2,804,400 | \$ 2,702,150 |
| 9731 Bond Anticipation Notes Principal Interest | \$ 1,418,883 | \$ 1,712,893 |
| 9789 Other Debt Principal/Interest | \$ 596,434 | \$ 596,434 |
| Total: | \$ 10,078,942 | \$ 11,042,570 |
| Capital Percentage: | 19.1% | 19.7% |



Croton-Harmon School District

3-Part Component and Expense Budget

| Admin Component | Admin % | Program Component | Program % | Capital Component | Capital % | Function Name | 2023 Budget | 2024 Budget |
|-----------------|---------|-------------------|-----------|-------------------|-----------|----------------------------------------------------------------------|-------------------|-------------------|
| x | 100.00% | | 0.00% | | 0.00% | 1010 Board of Education | 35,825 | 43,405 |
| x | 100.00% | | 0.00% | | 0.00% | 1040 District Clerk | 99,301 | 63,721 |
| x | 100.00% | | 0.00% | | 0.00% | 1240 Chief School Administrator | 363,054 | 363,944 |
| x | 100.00% | | 0.00% | | 0.00% | 1310 Business Administration | 535,116 | 659,588 |
| x | 100.00% | | 0.00% | | 0.00% | 1320 Auditing | 70,750 | 72,750 |
| x | 100.00% | | 0.00% | | 0.00% | 1325 Treasurer | 104,782 | 118,640 |
| x | 100.00% | | 0.00% | | 0.00% | 1380 Fiscal Agent Fee | 23,457 | 22,457 |
| x | 70.53% | x | 22.22% | x | 7.25% | 1420 Legal | 224,425 | 220,925 |
| x | 100.00% | | 0.00% | | 0.00% | 1430 Personnel | 193,247 | 182,912 |
| x | 100.00% | | 0.00% | | 0.00% | 1460 Records Management | 15,594 | 11,522 |
| x | 100.00% | | 0.00% | | 0.00% | 1480 Public Information and Services | 233,274 | 252,325 |
| | 0.00% | | 0.00% | x | 100.00% | 1620 Operation of Plant | 297,953 | 416,064 |
| | 0.00% | | 0.00% | x | 100.00% | 1621 Maintenance of Plant | 4,087,356 | 4,682,805 |
| x | 100.00% | | 0.00% | | | 1670 Central Printing and Mailing | 122,815 | 108,789 |
| x | 100.00% | | 0.00% | | | 1680 Central Data Processing | 45,171 | 57,090 |
| x | 100.00% | | 0.00% | | | 1910 Unallocated Insurance | 224,500 | 219,840 |
| x | 100.00% | | 0.00% | | | 1920 School Association Dues | 18,000 | 18,000 |
| | 0.00% | | 0.00% | x | 100.00% | 1950 Assessments on School Property | 54,680 | 65,000 |
| | 0.00% | | 0.00% | x | 100.00% | 1964 Refund on Real Property Taxes | 5,075 | 5,075 |
| x | 100.00% | | 0.00% | | | 1981 BOCES Administrative Costs | 303,258 | 309,576 |
| x | 100.00% | | 0.00% | | | 1983 BOCES Capital Expenses | 34,255 | 39,443 |
| x | 100.00% | | 0.00% | | | 2010 Curriculum Development and Supervision | 566,375 | 695,195 |
| x | 100.00% | | 0.00% | | | 2020 Supervision - Regular School | 1,327,436 | 1,438,772 |
| | 0.00% | x | 100.00% | | | 2110 Teaching - Regular School | 14,191,791 | 15,414,530 |
| x | 3.39% | x | 96.61% | | | 2250 Program for Students with Disabilities School Age - School Year | 5,779,421 | 5,845,035 |
| | 0.00% | x | 100.00% | | | 2280 Occupational Education (Grades 9-12) | 459,049 | 395,500 |
| | 0.00% | x | 100.00% | | | 2330 Teaching - Special Schools | 58,050 | 38,050 |
| | 0.00% | x | 100.00% | | | 2610 School Library and Audiovisual | 532,596 | 527,279 |
| | 0.00% | x | 100.00% | | | 2620 Educational Television | 20,377 | 25,377 |
| | 0.00% | x | 100.00% | | | 2630 Computer Assisted Instruction | 1,326,033 | 1,382,754 |
| | 0.00% | x | 100.00% | | | 2810 Guidance Regular School | 773,808 | 813,120 |
| | 0.00% | x | 100.00% | | | 2815 Health Services Regular School | 385,231 | 378,059 |
| | 0.00% | x | 100.00% | | | 2820 Psychological Services Regular School | 494,775 | 509,130 |
| | 0.00% | x | 100.00% | | | 2825 Social Work Services Regular School | 171,106 | 173,106 |
| | 0.00% | x | 100.00% | | | 2850 Co-Curricular Activities Regular School | 288,763 | 303,002 |
| | 0.00% | x | 100.00% | | | 2855 Interscholastic Athletics Regular School | 1,064,139 | 1,115,477 |
| x | 4.42% | x | 95.58% | | | 5510 District Transportation Services | 2,780,727 | 3,002,198 |
| | 0.00% | x | 100.00% | | | 5530 Garage Building | 93,298 | 100,500 |
| x | 11.13% | x | 81.15% | x | 7.72% | 9000 Employee Benefits | 10,337,531 | 10,962,551 |
| | 0.00% | | 0.00% | x | 100.00% | 9711 Serial Bonds Principal/Interest- School Construction | 2,804,400 | 2,702,150 |
| | 0.00% | | 0.00% | x | 100.00% | 9731 Bond Anticipation Notes Principal/Interest- School Construction | 1,418,883 | 1,712,893 |
| | 0.00% | | 0.00% | x | 100.00% | 9789 Other Debt Principal/Interest | 596,434 | 596,434 |
| | 0.00% | x | 100.00% | | | 9901 Interfund Transfers | 110,000 | 110,000 |
| Total | | | | | | | 52,672,111 | 56,174,983 |

2023-2024 Projected Enrollment

| Projected Enrollment (5.1.2023) | | | | # of Sections | | | Class Size | # of Sections | | Chg in # of Sections | |
|---------------------------------|-------------------|---------------|-------------|---------------|------|------|------------|---------------|-----------|----------------------|-----------|
| Gr. | Full time | Special Class | Total | 4 | 5 | 6 | Guidelines | 22/23 | 23/24 | By Grade | By Cohort |
| K | 113 | 6 | 113 | 28.3 | 22.6 | 18.8 | Up to 22 | 6 | 5 | -1 | N/A |
| 1 | 127 | | 127 | 31.8 | 25.4 | 21.2 | Up to 22 | 5 | 6 | 1 | 0 |
| 2 | 114 | 3 | 114 | 28.5 | 22.8 | 19.0 | Up to 22 | 5 | 5 | 0 | 0 |
| 3 | 102 | | 102 | 25.5 | 20.4 | 17.0 | Up to 24 | 5 | 5 | 0 | -1 |
| 4 | 116 | | 116 | 29.0 | 23.2 | 19.3 | Up to 26 | 5 | 5 | 0 | 0 |
| | CET Total | | 581 | | | | | 26 | 26 | 0 | |
| 5 | 111 | | 111 | 27.8 | 22.2 | 18.5 | Up to 26 | 5 | 5 | 0 | 0 |
| 6 | 118 | | 118 | 29.5 | 23.6 | 19.7 | | 5 | 5 | 0 | 0 |
| 7 | 118 | | 118 | | | | | | | | |
| 8 | 112 | | 112 | | | | | | | | |
| | PVC Total | | 459 | | | | | | | | |
| 9 | 126 | | 126 | | | | | | | | |
| 10 | 135 | | 135 | | | | | | | | |
| 11 | 130 | | 130 | | | | | | | | |
| 12 | 122 | | 122 | | | | | | | | |
| | CHHS Total | | 513 | | | | | | | | |
| | | | | | | | | | | | |
| | Total | | 1553 | | | | | | | | |

*reflects May 1 projections (3 over PTRC projections)

Croton-Harmon Historical Enrollment Data

| <u>School Year</u> | <u>Building Enrollment</u> | <u>Change</u> | <u>%Change</u> |
|------------------------|----------------------------|---------------|----------------|
| 00/01 | 1,394 | 40 | 2.95% |
| 01/02 | 1,444 | 50 | 3.59% |
| 02/03 | 1,520 | 76 | 5.26% |
| 03/04 | 1,564 | 44 | 2.89% |
| 04/05 | 1,623 | 59 | 3.77% |
| 05/06 | 1,690 | 67 | 4.13% |
| 06/07 | 1,702 | 12 | 0.71% |
| 07/08 | 1,734 | 32 | 1.88% |
| 08/09 | 1,750 | 16 | 0.92% |
| 09/10 | 1,752 | 2 | 0.11% |
| 10/11 | 1,750 | -2 | -0.11% |
| 11/12 | 1,721 | -29 | -1.66% |
| 12/13 | 1,703 | -18 | -1.05% |
| 13/14 | 1,723 | 20 | 1.17% |
| 14/15 | 1,681 | -42 | -2.44% |
| 15/16 | 1,635 | -46 | -2.74% |
| 16/17 | 1,636 | 1 | 0.06% |
| 17/18 | 1,600 | -36 | -2.20% |
| 18/19 | 1,575 | -25 | -1.56% |
| 19/20 | 1,582 | 7 | 0.44% |
| 20/21 | 1,519 | -63 | -3.98% |
| 21/22 | 1,523 | 4 | 0.26% |
| 22/23 | 1,526 | 3 | 0.20% |
| 23/24 | 1,553 | 27 | 1.77% |
| Change since 2010/2011 | | -199 | -11.37% |

* Does **not** include "out of district" special education students.

*reflects May 1 projections (3 over PTRC projections)

Allowable Tax Levy

| Croton-Harmon UFSD Property Tax Cap Calculation (This analysis calculates the allowable tax levy for 2023-24 school year) | | | |
|---------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---------------------|
| | | | 2023-2024 SY |
| PRIOR YEAR Approved Actual Tax Levy | | | 42,221,342 |
| Multiply by Tax Base Growth Factor (TBD by ORPS) | Actual | ✘ | 1.0039 |
| Total | | | 42,386,005 |
| Add: PY PILOTS | | | 0 |
| Total | | | 42,386,005 |
| PRIOR YEAR Exemptions | | | |
| Less: Capital Tax Levy Exclusion | Actual | ■ | (2,641,271) |
| Prior Year Adjusted Tax Levy | | | 39,744,734 |
| Multiply by Allowable Levy Growth Factor (lesser of 2% or CPI) | Actual | ✘ | 1.02 |
| Total | | | 40,539,628 |
| Less: CY PILOTS | | | 0 |
| Current Year Tax Levy Limit | | | 40,539,628 |
| Add: Capital Tax Levy Exclusion | Estimated | + | 2,796,552 |
| Allowable tax levy prescribed by Chapter 97 of the Laws of 2012 | | | \$43,336,180 |
| Proposed Tax Levy | \$ | 1,114,838 | 2.64% |

EQUALIZATION OF TAXES

CROTON-HARMON UNION FREE SCHOOL DISTRICT

Preliminary ESTIMATED LEVY FOR 2023/24 SCHOOL TAXES

| | | | | | | |
|----------------------------------------------------|---------------------|----------------------------|-------------------|-------------------|----------------|-------------------|
| Proposed Revenue/Expenditure Budget 2023-24 | | Prior Year Levy | \$42,221,342 | | | |
| | | Levy to Levy % | 2.64% | | | |
| Proposed Budget 2023-24 | \$56,174,983 | Levy to Levy \$ | \$1,114,839 | | | |
| less: Est. State/Federal Aid | \$9,719,038 | Impact on Taxpayers | | | | |
| less: Est. Other Revenue | \$1,179,000 | 23-24 Est. | 22-23 | | | |
| less: ERS Reserve | \$400,000 | Town | Rate per K | Rate per K | \$ Δ | % Δ |
| less: Designated Fund Bal. | \$1,540,764 | Cortlandt | \$1,294.80 | \$1,271.94 | \$22.86 | 1.80% |
| Estimated 2023-24 Tax Levy | \$43,336,181 | Yorktown | \$898.98 | \$898.77 | \$0.21 | 0.02% |
| | | | | | | 5 Year Avg |
| | | | | | | 1.83% |
| | | | | | | 1.25% |

School Purposes Only

| <u>TOWN</u> | <u>County Equalization Rate 2022</u> | <u>Taxable Assessed Property Value</u> | <u>Equalized Value of Property</u> | <u>Percent of Tax</u> | <u>Preliminary Tax Amount</u> | <u>Amount of Tax</u> | <u>Full value Rate Per \$1,000</u> |
|---------------|--------------------------------------|----------------------------------------|------------------------------------|-----------------------|-------------------------------|----------------------|------------------------------------|
| Cortlandt | 0.0134 | 32,263,320 | 2,407,710,448 | 96.40% | 41,774,624 | 41,774,624 | 17.35 |
| Yorktown | 0.0193 | 1,737,028 | 90,001,451 | 3.60% | 1,561,557 | 1,561,557 | 17.35 |
| TOTALS | | 34,000,348 | 2,497,711,899 | 100% | 43,336,181 | 43,336,181 | |

Note - This scenario uses the assessments received March 2023 as per assessors with 2022 Equalization rates.

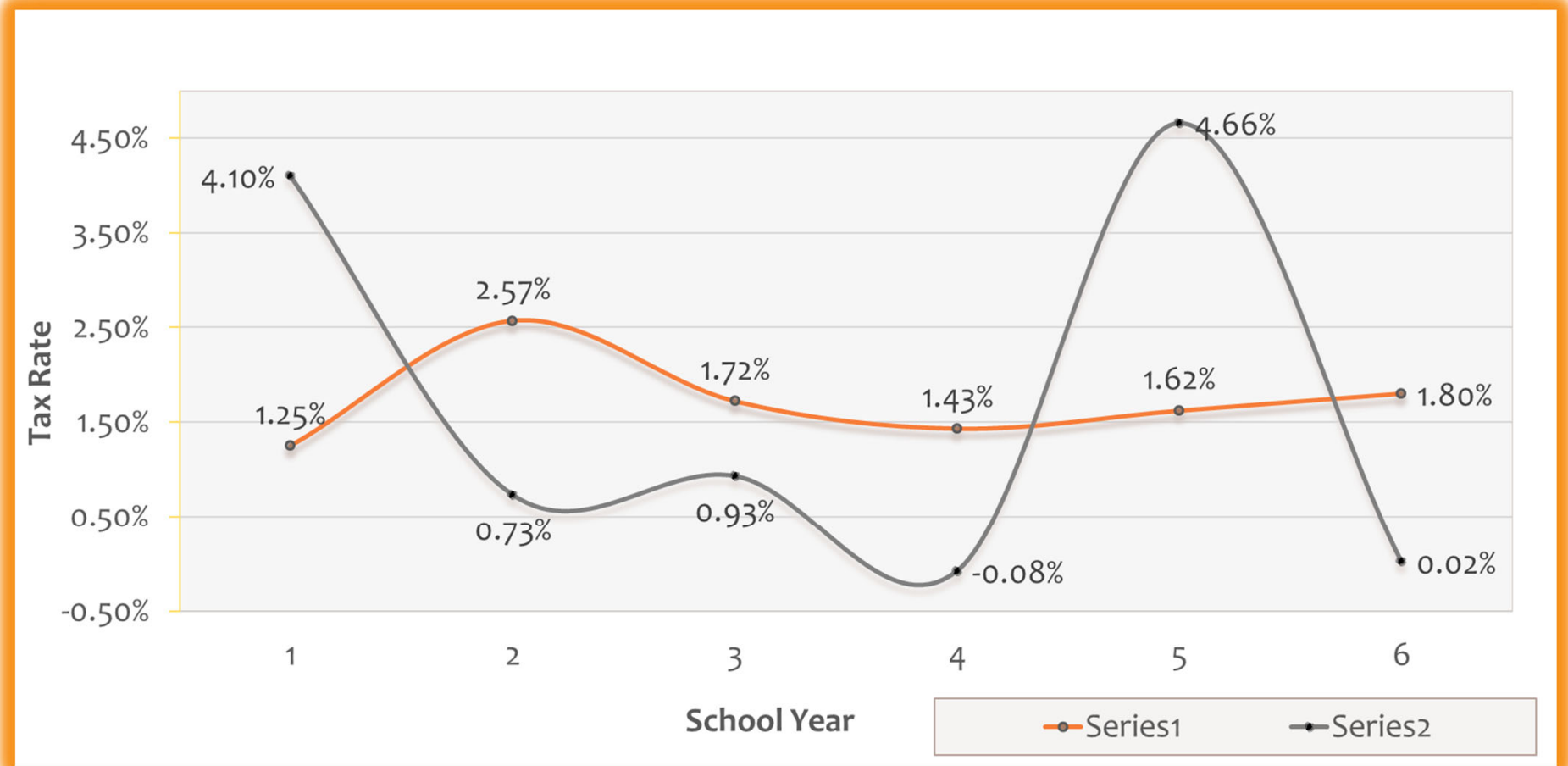
Croton - Harmon Statistics

COMPARATIVE DATA RELATED TO THE BUDGET

| Year | Total Budget | Bud.Inc. \$'s | Bud.Inc. % | Tax Rate Per M. Cortlandt | Tax Rate Per M. Yorktown | Tax Rate % Δ Cortlandt | Tax Rate % Δ Yorktown | Total Assess. Cortlandt | Total Assess. Yorktown | Assess. % Δ Cortlandt | Assess. % Δ Yorktown |
|---------|--------------|---------------|------------|---------------------------|--------------------------|------------------------|-----------------------|-------------------------|------------------------|-----------------------|----------------------|
| 2001/02 | \$23,664,000 | \$1,766,100 | 8.07% | 629.67 | 555.41 | 6.14% | 14.78% | \$31,068,103 | \$1,573,432 | 2.46% | 1.02% |
| 2002/03 | \$25,497,000 | \$1,833,000 | 8.37% | 678.17 | 532.60 | 7.70% | -4.11% | \$31,288,829 | \$1,632,235 | 0.71% | 3.74% |
| 2003/04 | \$27,891,000 | \$2,394,000 | 9.39% | 742.77 | 583.60 | 9.53% | 9.58% | \$31,588,223 | \$1,679,112 | 0.96% | 2.87% |
| 2004/05 | \$32,070,000 | \$4,179,000 | 14.98% | 816.55 | 614.77 | 9.93% | 5.34% | \$31,773,062 | \$1,713,921 | 0.59% | 2.07% |
| 2005/06 | \$34,601,300 | \$2,531,300 | 9.08% | 898.16 | 653.54 | 9.99% | 6.31% | \$31,897,419 | \$1,728,138 | 0.39% | 0.83% |
| 2006/07 | \$38,079,200 | \$3,477,900 | 10.05% | 978.57 | 714.78 | 8.95% | 9.37% | \$31,201,405 | \$1,701,956 | -1.80% | -0.70% |
| 2007/08 | \$39,685,250 | \$1,606,050 | 4.22% | 1045.51 | 832.43 | 6.84% | 16.46% | \$31,497,146 | \$1,701,956 | 0.95% | 0.00% |
| 2008/09 | \$41,848,800 | \$2,163,550 | 5.45% | 1089.21 | 840.40 | 4.18% | 0.96% | \$31,576,521 | \$1,676,580 | 0.25% | -1.49% |
| 2009/10 | \$42,888,020 | \$1,039,220 | 2.48% | 1089.18 | 835.04 | 0.00% | -0.64% | \$31,762,889 | \$1,686,422 | 0.59% | 0.59% |
| 2010/11 | \$43,860,828 | \$972,808 | 2.27% | 1076.39 | 792.62 | -1.17% | -5.08% | \$31,886,558 | \$1,672,554 | 0.39% | -0.82% |
| 2011/12 | \$43,860,828 | \$0 | 0.00% | 1090.70 | 797.22 | 1.33% | 0.58% | \$32,002,979 | \$1,685,829 | 0.37% | 0.79% |
| 2012/13 | \$43,386,393 | (\$474,435) | -1.08% | 1098.02 | 795.68 | 0.67% | -0.19% | \$31,858,750 | \$1,628,109 | -0.45% | -3.42% |
| 2013/14 | \$44,592,809 | \$1,206,416 | 2.75% | 1122.49 | 785.15 | 2.23% | -1.32% | \$32,042,337 | \$1,622,938 | 0.58% | -0.32% |
| 2014/15 | \$45,400,867 | \$808,058 | 1.81% | 1145.60 | 835.42 | 2.06% | 6.40% | \$31,839,113 | \$1,686,312 | -0.63% | 3.90% |
| 2015/16 | \$46,076,000 | \$675,133 | 1.49% | 1162.67 | 870.93 | 1.49% | 4.25% | \$31,926,561 | \$1,642,484 | 0.27% | -2.60% |
| 2016/17 | \$45,905,975 | (\$170,025) | -0.37% | 1168.45 | 840.28 | 0.50% | -3.52% | \$31,917,275 | \$1,673,852 | -0.03% | 1.91% |
| 2017/18 | \$46,499,826 | \$593,851 | 1.29% | 1168.22 | 812.06 | -0.02% | -3.36% | \$31,948,010 | \$1,681,617 | 0.10% | 0.46% |
| 2018/19 | \$47,172,204 | \$672,378 | 1.45% | 1182.77 | 845.33 | 1.25% | 4.10% | \$31,926,063 | \$1,673,087 | -0.07% | -0.05% |
| 2019/20 | \$48,513,218 | \$1,341,014 | 2.84% | 1213.14 | 851.50 | 2.57% | 0.73% | \$31,936,063 | \$1,675,099 | 0.03% | -0.39% |
| 2020/21 | \$49,424,525 | \$911,307 | 1.88% | 1233.98 | 859.38 | 1.72% | 0.93% | \$31,924,235 | \$1,687,781 | -0.04% | 0.88% |
| 2021/22 | \$50,775,098 | \$1,350,573 | 2.73% | 1251.62 | 858.73 | 1.43% | -0.08% | \$31,952,966 | \$1,699,356 | 0.09% | 0.69% |
| 2022/23 | \$52,672,111 | \$1,897,013 | 3.74% | 1271.94 | 898.77 | 1.62% | 4.66% | \$32,022,541 | \$1,718,158 | 0.22% | 1.11% |
| 2023/24 | \$56,174,983 | \$3,502,872 | 6.65% | 1294.80 | 898.98 | 1.80% | 0.02% | \$32,263,320 | \$1,737,028 | 0.75% | 1.10% |

1.83% **1.25%** **5-yr Tax Rate Average Change**

Tax Rate History and Projection



Reserves

| Reserves | *Anticipated 6/30/2023 | Balance 6/30/2022 |
|--------------------------------------------|------------------------|---------------------|
| Capital Reserves (2013, 2016, & 2022) | 9,861,445 | 9,388,711 |
| Employee Benefit Accrued Liability Reserve | 561,431 | 536,431 |
| Repair Reserve | 100,006 | 100,006 |
| Reserve For Accrued Liability | 931,238 | 931,238 |
| Reserve for Retirement Contribution | 1,448,082 | 1,448,082 |
| Reserve for Tax Certiorari | 2,385,599 | 2,393,887 |
| Reserve for TRS Contribution | 1,533,845 | 1,146,956 |
| Unemployment Insurance Reserve | 197,327 | 197,327 |
| Workers' Compensation Reserve | 537,977 | 537,977 |
| Total Reserves | \$17,556,950 | \$16,680,615 |

*Reflects anticipated balance less interest earnings.

Croton-Harmon 2023-24 Budget Propositions

2023-24 School Budget for \$56,174,983

**Vehicle
Proposition**

**Library Levy
\$937,822**

Three (3) Board of Education Trustee seats

CROTON-HARMON UNIÓN LIBRE

DISTRITO ESCOLAR

DECLARACION PRESUPUESTO OFICIAL

2023-2024



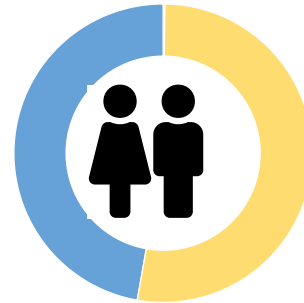
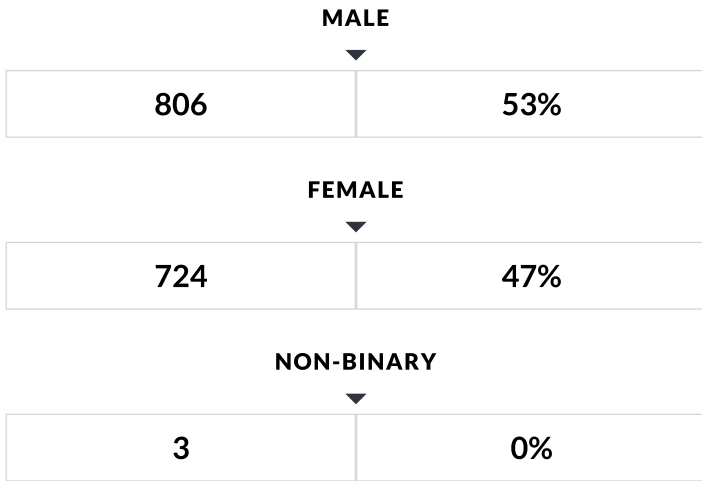
**CROTON
HARMON
S C H O O L S**

This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

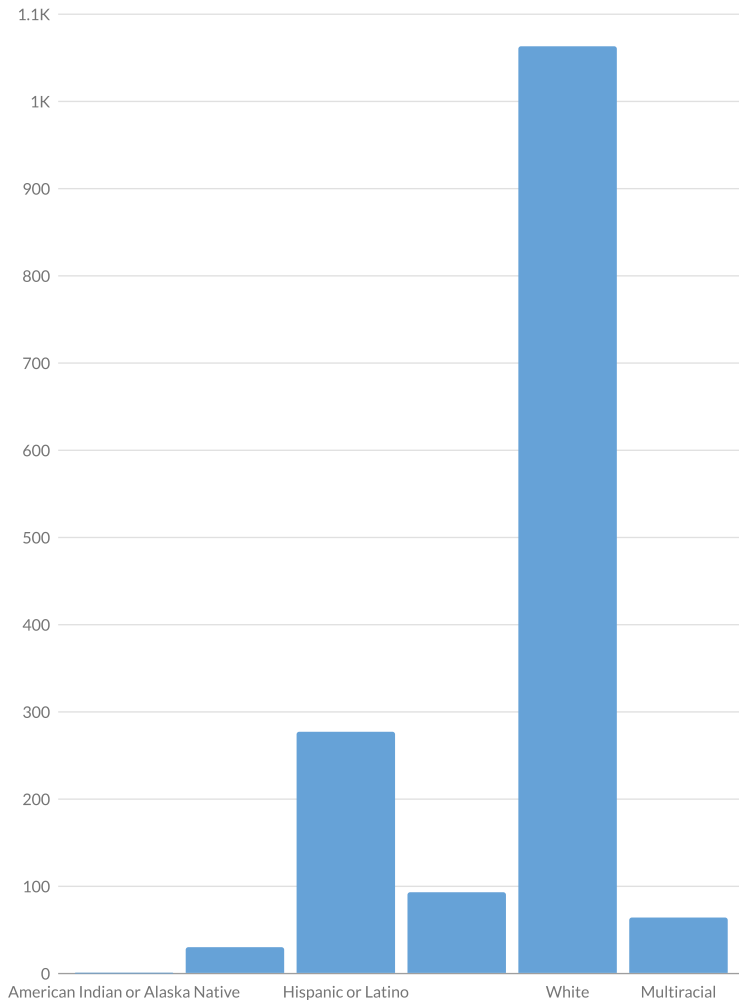
CROTON-HARMON UFSD ENROLLMENT (2021 - 22)

K-12 Enrollment: 1,533

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



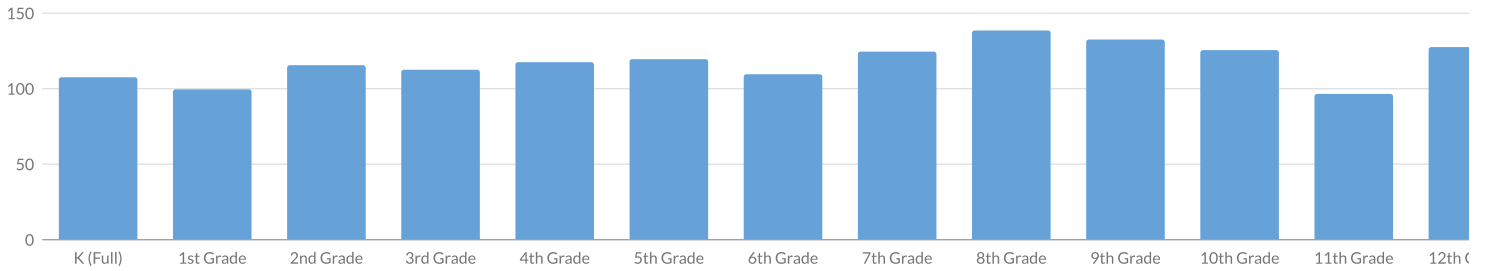
MULTIRACIAL



OTHER GROUPS

| | | | | | |
|----------------------------------|----|-----------------------------------|-----|-----------------------------------|-----|
| ENGLISH LANGUAGE LEARNERS | | STUDENTS WITH DISABILITIES | | ECONOMICALLY DISADVANTAGED | |
| 33 | 2% | 231 | 15% | 215 | 14% |
| MIGRANT | | HOMELESS | | FOSTER CARE | |
| — | — | — | — | — | — |
| | | | | PARENT IN ARMED FORCES | |
| | | | | — | — |

ENROLLMENT BY GRADE



| | | | | | | | |
|---------------------|----|------------------|----|-------------------|----|-------------------|----|
| K (FULL DAY) | | 1ST GRADE | | 2ND GRADE | | 3RD GRADE | |
| 108 | 7% | 100 | 6% | 116 | 7% | 113 | 7% |
| 4TH GRADE | | 5TH GRADE | | 6TH GRADE | | 7TH GRADE | |
| 118 | 8% | 120 | 8% | 110 | 7% | 125 | 8% |
| 8TH GRADE | | 9TH GRADE | | 10TH GRADE | | 11TH GRADE | |
| 139 | 9% | 133 | 8% | 126 | 8% | 97 | 6% |
| 12TH GRADE | | | | | | | |
| 128 | 8% | | | | | | |

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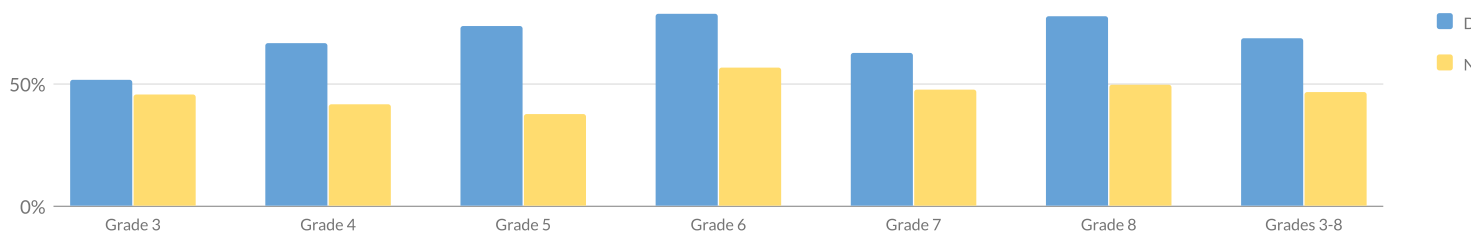
CROTON-HARMON UFSD - NEW YORK STATE REPORT CARD [2021 - 22]

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

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

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

SUMMARY RESULTS

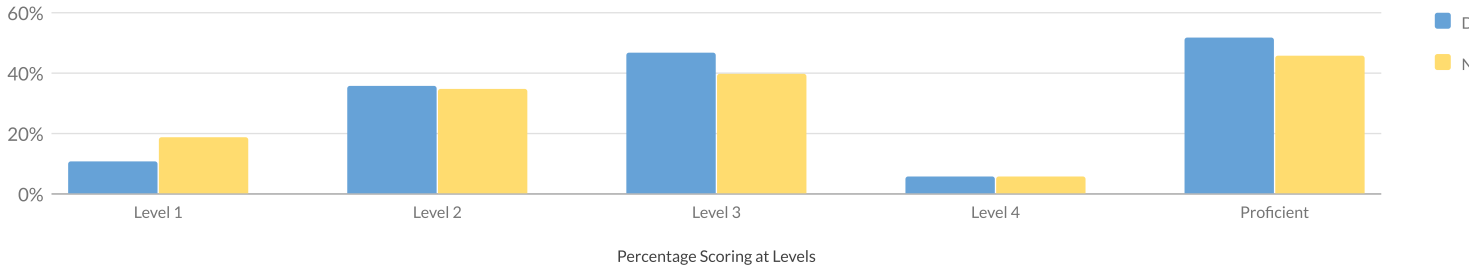


Percent Proficient

| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|-------|------------|----|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 115 | 8 | 7% | 107 | 93% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |
| Grade 4 | 115 | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |
| Grade 5 | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |
| Grade 6 | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |
| Grade 7 | 125 | 8 | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% |
| Grade 8 | 141 | 12 | 9% | 129 | 91% | 7 | 5% | 22 | 17% | 53 | 41% | 47 | 36% | 100 | 78% |
| Grades 3-8 | 727 | 47 | 6% | 680 | 94% | 71 | 10% | 139 | 20% | 244 | 36% | 226 | 33% | 470 | 69% |

GRADE 3 ELA RESULTS

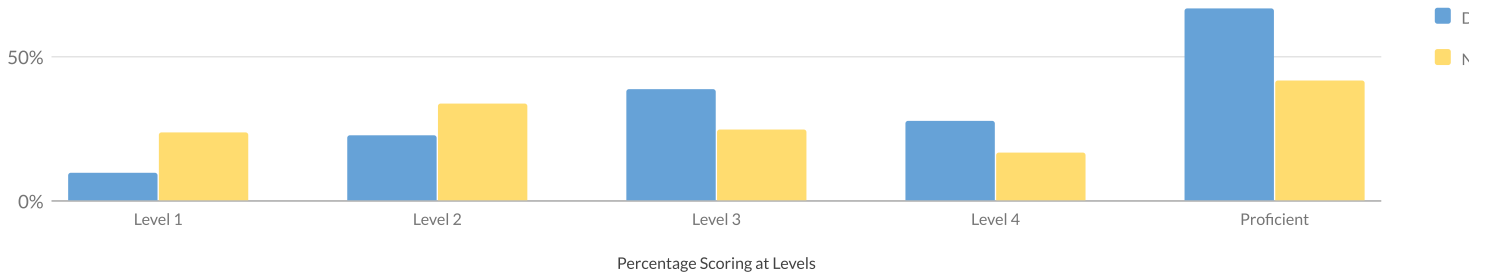
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 8 | 7% | 107 | 93% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |
| Female | 53 | 3 | 6% | 50 | 94% | 4 | 8% | 19 | 38% | 24 | 48% | 3 | 6% | 27 | 54% |
| Male | 62 | 5 | 8% | 57 | 92% | 8 | 14% | 20 | 35% | 26 | 46% | 3 | 5% | 29 | 51% |
| General Education Students | 96 | 3 | 3% | 93 | 97% | 6 | 6% | 33 | 35% | 48 | 52% | 6 | 6% | 54 | 58% |
| Students with Disabilities | 19 | 5 | 26% | 14 | 74% | 6 | 43% | 6 | 43% | 2 | 14% | 0 | 0% | 2 | 14% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | 2 | 40% | 1 | 20% | 2 | 40% | 0 | 0% | 2 | 40% |
| Black or African American | 3 | 1 | 33% | 2 | 67% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 22 | 1 | 5% | 21 | 95% | 3 | 14% | 9 | 43% | 8 | 38% | 1 | 5% | 9 | 43% |
| White | 81 | 6 | 7% | 75 | 93% | 7 | 9% | 26 | 35% | 38 | 51% | 4 | 5% | 42 | 56% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 7 | 1 | 14% | 6 | 86% | 0 | 0% | 3 | 50% | 2 | 33% | 1 | 17% | 3 | 50% |
| Economically Disadvantaged | 14 | 2 | 14% | 12 | 86% | 5 | 42% | 6 | 50% | 1 | 8% | 0 | 0% | 1 | 8% |
| Not Economically Disadvantaged | 101 | 6 | 6% | 95 | 94% | 7 | 7% | 33 | 35% | 49 | 52% | 6 | 6% | 55 | 58% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 111 | 7 | 6% | 104 | 94% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 115 | 8 | 7% | 107 | 93% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |
| Not Homeless | 115 | 8 | 7% | 107 | 93% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |
| Not Migrant | 115 | 8 | 7% | 107 | 93% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |
| Parent Not in Armed Forces | 115 | 8 | 7% | 107 | 93% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |

GRADE 4 ELA RESULTS

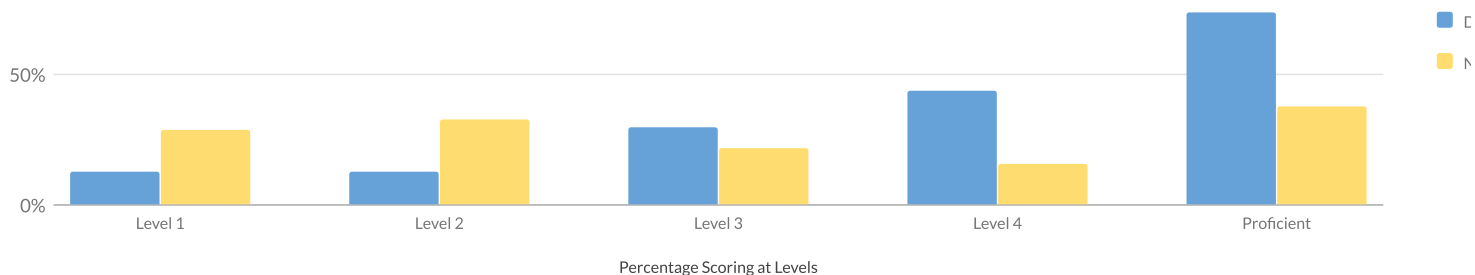
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|---|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |
| Female | 58 | | 1 | 2% | 57 | 98% | 3 | 5% | 12 | 21% | 21 | 37% | 21 | 37% | 42 | 74% |
| Male | 57 | | 4 | 7% | 53 | 93% | 8 | 15% | 13 | 25% | 22 | 42% | 10 | 19% | 32 | 60% |
| General Education Students | 97 | | 3 | 3% | 94 | 97% | 5 | 5% | 19 | 20% | 39 | 41% | 31 | 33% | 70 | 74% |
| Students with Disabilities | 18 | | 2 | 11% | 16 | 89% | 6 | 38% | 6 | 38% | 4 | 25% | 0 | 0% | 4 | 25% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | | 0 | 0% | 6 | 100% | 0 | 0% | 0 | 0% | 2 | 33% | 4 | 67% | 6 | 100% |
| Black or African American | 2 | | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 16 | | 4 | 25% | 12 | 75% | 5 | 42% | 4 | 33% | 3 | 25% | 0 | 0% | 3 | 25% |
| White | 87 | | 1 | 1% | 86 | 99% | 5 | 6% | 20 | 23% | 38 | 44% | 23 | 27% | 61 | 71% |
| Multiracial | 4 | | 0 | 0% | 4 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 6 | | 0 | 0% | 6 | 100% | 1 | 17% | 1 | 17% | 0 | 0% | 4 | 67% | 4 | 67% |
| Economically Disadvantaged | 8 | | 0 | 0% | 8 | 100% | 5 | 63% | 2 | 25% | 1 | 13% | 0 | 0% | 1 | 13% |
| Not Economically Disadvantaged | 107 | | 5 | 5% | 102 | 95% | 6 | 6% | 23 | 23% | 42 | 41% | 31 | 30% | 73 | 72% |
| English Language Learner | 6 | | 2 | 33% | 4 | 67% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 109 | | 3 | 3% | 106 | 97% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 115 | | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |
| Not Homeless | 115 | | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |
| Not Migrant | 115 | | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |
| Parent Not in Armed Forces | 115 | | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |

GRADE 5 ELA RESULTS

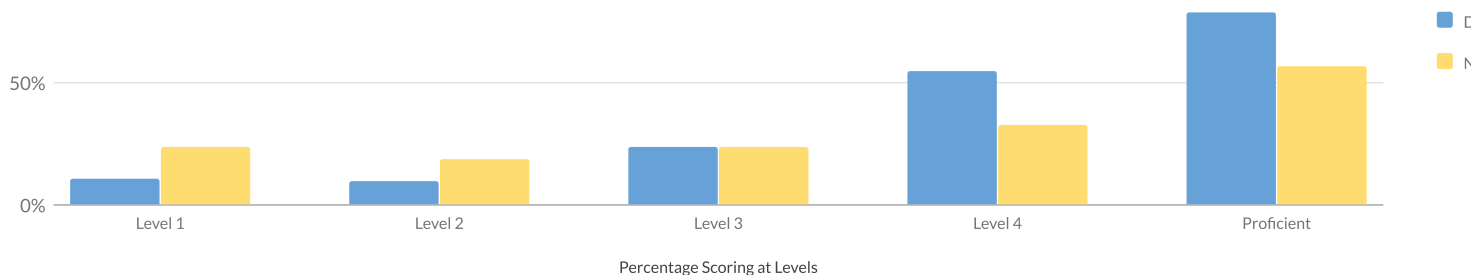
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |
| Female | 45 | 4 | 9% | 41 | 91% | 3 | 7% | 3 | 7% | 14 | 34% | 21 | 51% | 35 | 85% |
| Male | 74 | 7 | 9% | 67 | 91% | 11 | 16% | 11 | 16% | 18 | 27% | 27 | 40% | 45 | 67% |
| General Education Students | 101 | 9 | 9% | 92 | 91% | 4 | 4% | 12 | 13% | 30 | 33% | 46 | 50% | 76 | 83% |
| Students with Disabilities | 18 | 2 | 11% | 16 | 89% | 10 | 63% | 2 | 13% | 2 | 13% | 2 | 13% | 4 | 25% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 6 | 100% | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 19 | 0 | 0% | 19 | 100% | 5 | 26% | 8 | 42% | 3 | 16% | 3 | 16% | 6 | 32% |
| White | 90 | 11 | 12% | 79 | 88% | 9 | 11% | 6 | 8% | 28 | 35% | 36 | 46% | 64 | 81% |
| Multiracial | 3 | 0 | 0% | 3 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 10 | 0 | 0% | 10 | 100% | 0 | 0% | 0 | 0% | 1 | 10% | 9 | 90% | 10 | 100% |
| Economically Disadvantaged | 15 | 0 | 0% | 15 | 100% | 5 | 33% | 3 | 20% | 4 | 27% | 3 | 20% | 7 | 47% |
| Not Economically Disadvantaged | 104 | 11 | 11% | 93 | 89% | 9 | 10% | 11 | 12% | 28 | 30% | 45 | 48% | 73 | 78% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 118 | 11 | 9% | 107 | 91% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |
| Not Homeless | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |
| Not Migrant | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |
| Parent Not in Armed Forces | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |

GRADE 6 ELA RESULTS

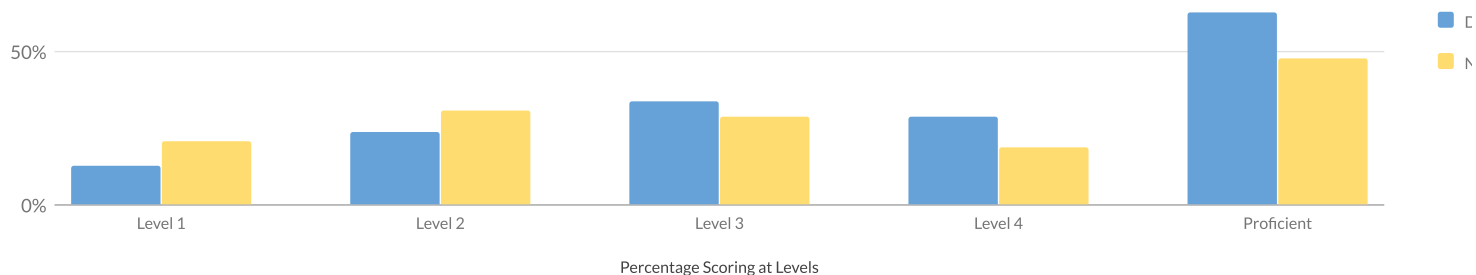
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |
| Female | 49 | 2 | 4% | 47 | 96% | 3 | 6% | 5 | 11% | 11 | 23% | 28 | 60% | 39 | 83% |
| Male | 63 | 1 | 2% | 62 | 98% | 9 | 15% | 6 | 10% | 15 | 24% | 32 | 52% | 47 | 76% |
| General Education Students | 96 | 3 | 3% | 93 | 97% | 5 | 5% | 7 | 8% | 22 | 24% | 59 | 63% | 81 | 87% |
| Students with Disabilities | 16 | 0 | 0% | 16 | 100% | 7 | 44% | 4 | 25% | 4 | 25% | 1 | 6% | 5 | 31% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 0 | 0% | 13 | 100% | 0 | 0% | 1 | 8% | 3 | 23% | 9 | 69% | 12 | 92% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 19 | 2 | 11% | 17 | 89% | 5 | 29% | 5 | 29% | 2 | 12% | 5 | 29% | 7 | 41% |
| White | 75 | 1 | 1% | 74 | 99% | 6 | 8% | 5 | 7% | 21 | 28% | 42 | 57% | 63 | 85% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 5 | 0 | 0% | 5 | 100% | 1 | 20% | 0 | 0% | 0 | 0% | 4 | 80% | 4 | 80% |
| Economically Disadvantaged | 11 | 0 | 0% | 11 | 100% | 4 | 36% | 3 | 27% | 2 | 18% | 2 | 18% | 4 | 36% |
| Not Economically Disadvantaged | 101 | 3 | 3% | 98 | 97% | 8 | 8% | 8 | 8% | 24 | 24% | 58 | 59% | 82 | 84% |
| English Language Learner | 3 | 1 | 33% | 2 | 67% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 109 | 2 | 2% | 107 | 98% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |
| Not Homeless | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |
| Not Migrant | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |
| Parent Not in Armed Forces | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |

GRADE 7 ELA RESULTS

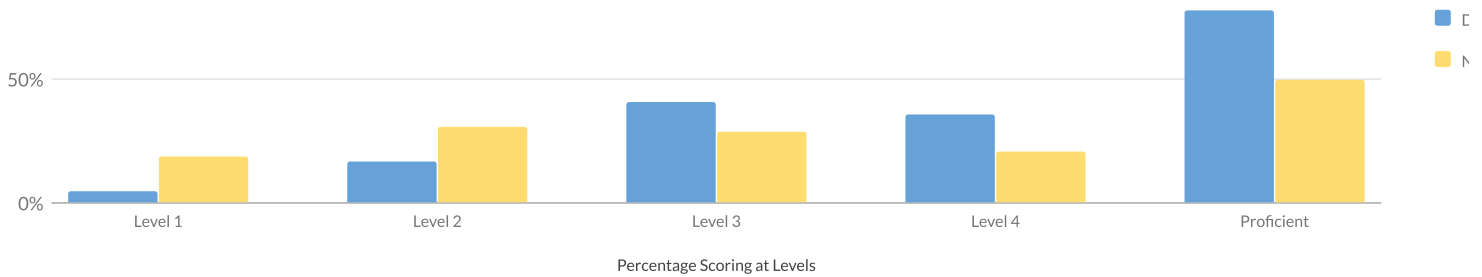
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|----|------------|-----|--------|----|---------|----|---------|----|---------|----|---------|----|---------------------------|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 125 | 8% | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% | |
| Female | 56 | 6% | 11% | 50 | 89% | 4 | 8% | 12 | 24% | 13 | 26% | 21 | 42% | 34 | 68% | |
| Male | 67 | 2% | 3% | 65 | 97% | 11 | 17% | 14 | 22% | 27 | 42% | 13 | 20% | 40 | 62% | |
| General Education Students | 104 | 7% | 7% | 97 | 93% | 6 | 6% | 23 | 24% | 36 | 37% | 32 | 33% | 68 | 70% | |
| Students with Disabilities | 21 | 1% | 5% | 20 | 95% | 9 | 45% | 5 | 25% | 4 | 20% | 2 | 10% | 6 | 30% | |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0% | 0% | 9 | 100% | — | — | — | — | — | — | — | — | — | — | |
| Black or African American | 1 | 0% | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — | |
| Hispanic or Latino | 20 | 0% | 0% | 20 | 100% | 6 | 30% | 9 | 45% | 3 | 15% | 2 | 10% | 5 | 25% | |
| White | 85 | 8% | 9% | 77 | 91% | 9 | 12% | 14 | 18% | 31 | 40% | 23 | 30% | 54 | 70% | |
| Multiracial | 10 | 0% | 0% | 10 | 100% | 0 | 0% | 0 | 0% | 4 | 40% | 6 | 60% | 10 | 100% | |
| Small Group Total | 10 | 0% | 0% | 10 | 100% | 0 | 0% | 5 | 50% | 2 | 20% | 3 | 30% | 5 | 50% | |
| Economically Disadvantaged | 20 | 1% | 5% | 19 | 95% | 4 | 21% | 9 | 47% | 3 | 16% | 3 | 16% | 6 | 32% | |
| Not Economically Disadvantaged | 105 | 7% | 7% | 98 | 93% | 11 | 11% | 19 | 19% | 37 | 38% | 31 | 32% | 68 | 69% | |
| English Language Learner | 3 | 0% | 0% | 3 | 100% | — | — | — | — | — | — | — | — | — | — | |
| Non-English Language Learner | 122 | 8% | 7% | 114 | 93% | — | — | — | — | — | — | — | — | — | — | |
| Not in Foster Care | 125 | 8% | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% | |
| Not Homeless | 125 | 8% | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% | |
| Not Migrant | 125 | 8% | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% | |
| Parent Not in Armed Forces | 125 | 8% | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% | |

GRADE 8 ELA RESULTS

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

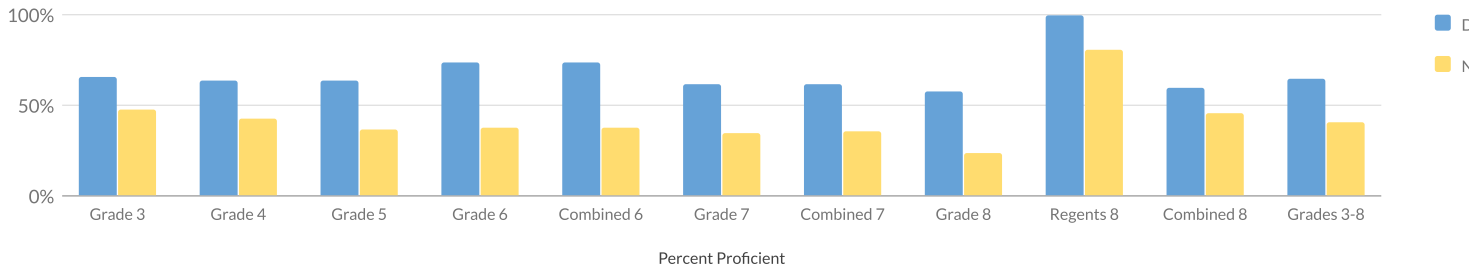


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 141 | 12 | 9% | 129 | 91% | 7 | 5% | 22 | 17% | 53 | 41% | 47 | 36% | 100 | 78% |
| Female | 67 | 5 | 7% | 62 | 93% | 3 | 5% | 5 | 8% | 27 | 44% | 27 | 44% | 54 | 87% |
| Male | 74 | 7 | 9% | 67 | 91% | 4 | 6% | 17 | 25% | 26 | 39% | 20 | 30% | 46 | 69% |
| General Education Students | 111 | 4 | 4% | 107 | 96% | 5 | 5% | 13 | 12% | 45 | 42% | 44 | 41% | 89 | 83% |
| Students with Disabilities | 30 | 8 | 27% | 22 | 73% | 2 | 9% | 9 | 41% | 8 | 36% | 3 | 14% | 11 | 50% |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | 0 | 0% | 10 | 100% | 0 | 0% | 2 | 20% | 4 | 40% | 4 | 40% | 8 | 80% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 23 | 2 | 9% | 21 | 91% | 3 | 14% | 5 | 24% | 9 | 43% | 4 | 19% | 13 | 62% |
| White | 100 | 9 | 9% | 91 | 91% | 3 | 3% | 14 | 15% | 37 | 41% | 37 | 41% | 74 | 81% |
| Multiracial | 6 | 1 | 17% | 5 | 83% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 8 | 1 | 13% | 7 | 88% | 1 | 14% | 1 | 14% | 3 | 43% | 2 | 29% | 5 | 71% |
| Economically Disadvantaged | 19 | 1 | 5% | 18 | 95% | 5 | 28% | 4 | 22% | 9 | 50% | 0 | 0% | 9 | 50% |
| Not Economically Disadvantaged | 122 | 11 | 9% | 111 | 91% | 2 | 2% | 18 | 16% | 44 | 40% | 47 | 42% | 91 | 82% |
| English Language Learner | 2 | 1 | 50% | 1 | 50% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 139 | 11 | 8% | 128 | 92% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 141 | 12 | 9% | 129 | 91% | 7 | 5% | 22 | 17% | 53 | 41% | 47 | 36% | 100 | 78% |
| Not Homeless | 141 | 12 | 9% | 129 | 91% | 7 | 5% | 22 | 17% | 53 | 41% | 47 | 36% | 100 | 78% |
| Not Migrant | 141 | 12 | 9% | 129 | 91% | 7 | 5% | 22 | 17% | 53 | 41% | 47 | 36% | 100 | 78% |
| Parent Not in Armed Forces | 141 | 12 | 9% | 129 | 91% | 7 | 5% | 22 | 17% | 53 | 41% | 47 | 36% | 100 | 78% |

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS



| Grade | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|-------|---|------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 113 | | 6 | 5% | 107 | 95% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |
| Grade 4 | 115 | | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |
| Grade 5 | 119 | | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |
| Grade 6 | 113 | | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Combined 6 | 113 | | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Grade 7 | 125 | | 7 | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% |
| Combined 7 | 125 | | 7 | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% |
| Grade 8 | 141 | | 20 | 14% | 121 | 86% | 26 | 21% | 25 | 21% | 30 | 25% | 40 | 33% | 70 | 58% |
| Regents 8 | — | | 0 | 0% | 8 | 6% | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | 8 | 100% |
| Combined 8 | 141 | | 12 | 9% | 129 | 91% | 26 | 20% | 25 | 19% | 32 | 25% | 46 | 36% | 78 | 60% |
| Grades 3-8 | 726 | | 44 | 6% | 682 | 94% | 97 | 14% | 142 | 21% | 186 | 27% | 257 | 38% | 443 | 65% |

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

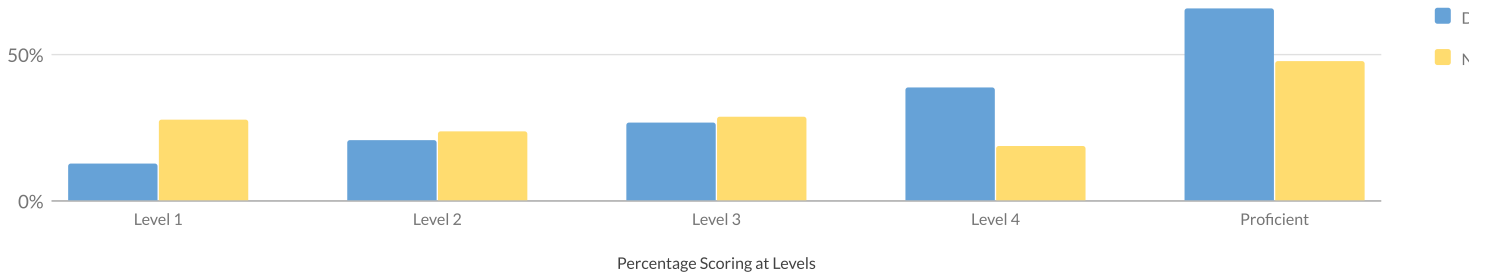
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

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

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

GRADE 3 MATH RESULTS

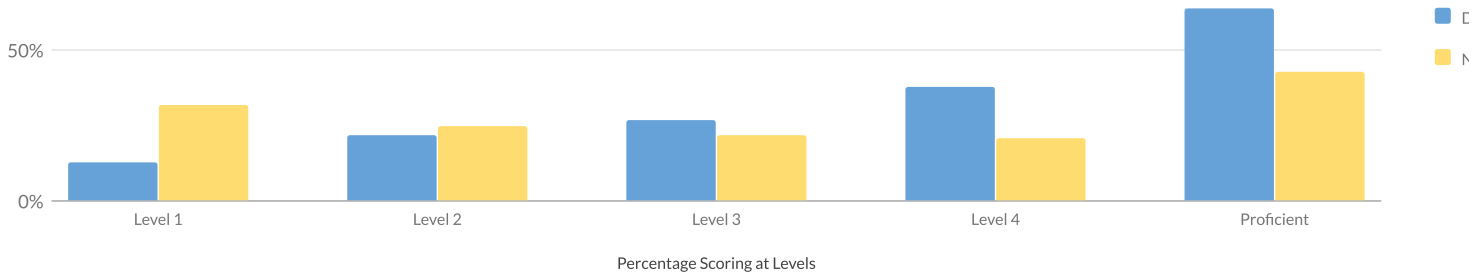
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 113 | 6 | 5% | 107 | 95% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |
| Female | 52 | 2 | 4% | 50 | 96% | 7 | 14% | 8 | 16% | 16 | 32% | 19 | 38% | 35 | 70% |
| Male | 61 | 4 | 7% | 57 | 93% | 7 | 12% | 14 | 25% | 13 | 23% | 23 | 40% | 36 | 63% |
| General Education Students | 95 | 2 | 2% | 93 | 98% | 5 | 5% | 19 | 20% | 27 | 29% | 42 | 45% | 69 | 74% |
| Students with Disabilities | 18 | 4 | 22% | 14 | 78% | 9 | 64% | 3 | 21% | 2 | 14% | 0 | 0% | 2 | 14% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 4 | 80% |
| Black or African American | 3 | 1 | 33% | 2 | 67% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 22 | 1 | 5% | 21 | 95% | 3 | 14% | 7 | 33% | 6 | 29% | 5 | 24% | 11 | 52% |
| White | 79 | 4 | 5% | 75 | 95% | 8 | 11% | 13 | 17% | 21 | 28% | 33 | 44% | 54 | 72% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 7 | 1 | 14% | 6 | 86% | 3 | 50% | 1 | 17% | 0 | 0% | 2 | 33% | 2 | 33% |
| Economically Disadvantaged | 14 | 2 | 14% | 12 | 86% | 4 | 33% | 5 | 42% | 2 | 17% | 1 | 8% | 3 | 25% |
| Not Economically Disadvantaged | 99 | 4 | 4% | 95 | 96% | 10 | 11% | 17 | 18% | 27 | 28% | 41 | 43% | 68 | 72% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 109 | 5 | 5% | 104 | 95% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 113 | 6 | 5% | 107 | 95% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |
| Not Homeless | 113 | 6 | 5% | 107 | 95% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |
| Not Migrant | 113 | 6 | 5% | 107 | 95% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |
| Parent Not in Armed Forces | 113 | 6 | 5% | 107 | 95% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |

GRADE 4 MATH RESULTS

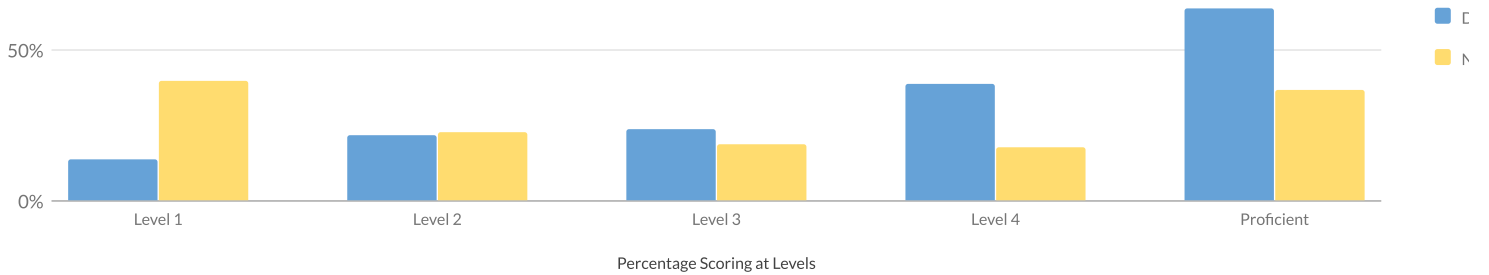
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|------|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |
| Female | 58 | 1 | 2% | 57 | 98% | 9 | 16% | 14 | 25% | 13 | 23% | 21 | 37% | 34 | 60% |
| Male | 57 | 2 | 4% | 55 | 96% | 6 | 11% | 11 | 20% | 17 | 31% | 21 | 38% | 38 | 69% |
| General Education Students | 97 | 1 | 1% | 96 | 99% | 9 | 9% | 20 | 21% | 26 | 27% | 41 | 43% | 67 | 70% |
| Students with Disabilities | 18 | 2 | 11% | 16 | 89% | 6 | 38% | 5 | 31% | 4 | 25% | 1 | 6% | 5 | 31% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 100% | 6 | 100% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 16 | 1 | 6% | 15 | 94% | 8 | 53% | 3 | 20% | 2 | 13% | 2 | 13% | 4 | 27% |
| White | 87 | 1 | 1% | 86 | 99% | 7 | 8% | 21 | 24% | 28 | 33% | 30 | 35% | 58 | 67% |
| Multiracial | 4 | 1 | 25% | 3 | 75% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 0 | 0% | 1 | 20% | 0 | 0% | 4 | 80% | 4 | 80% |
| Economically Disadvantaged | 8 | 0 | 0% | 8 | 100% | 6 | 75% | 1 | 13% | 0 | 0% | 1 | 13% | 1 | 13% |
| Not Economically Disadvantaged | 107 | 3 | 3% | 104 | 97% | 9 | 9% | 24 | 23% | 30 | 29% | 41 | 39% | 71 | 68% |
| English Language Learner | 6 | 0 | 0% | 6 | 100% | 5 | 83% | 1 | 17% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 109 | 3 | 3% | 106 | 97% | 10 | 9% | 24 | 23% | 30 | 28% | 42 | 40% | 72 | 68% |
| Not in Foster Care | 115 | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |
| Not Homeless | 115 | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |
| Not Migrant | 115 | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |
| Parent Not in Armed Forces | 115 | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |

GRADE 5 MATH RESULTS

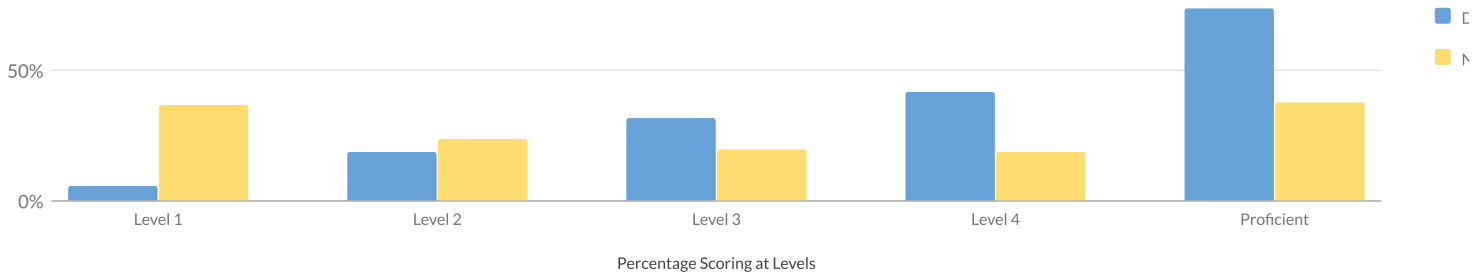
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 119 | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |
| Female | 45 | 5 | 11% | 40 | 89% | 7 | 18% | 11 | 28% | 10 | 25% | 12 | 30% | 22 | 55% |
| Male | 74 | 7 | 9% | 67 | 91% | 8 | 12% | 13 | 19% | 16 | 24% | 30 | 45% | 46 | 69% |
| General Education Students | 101 | 10 | 10% | 91 | 90% | 6 | 7% | 20 | 22% | 24 | 26% | 41 | 45% | 65 | 71% |
| Students with Disabilities | 18 | 2 | 11% | 16 | 89% | 9 | 56% | 4 | 25% | 2 | 13% | 1 | 6% | 3 | 19% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 6 | 100% | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 19 | 1 | 5% | 18 | 95% | 5 | 28% | 6 | 33% | 5 | 28% | 2 | 11% | 7 | 39% |
| White | 90 | 11 | 12% | 79 | 88% | 10 | 13% | 18 | 23% | 20 | 25% | 31 | 39% | 51 | 65% |
| Multiracial | 3 | 0 | 0% | 3 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 10 | 0 | 0% | 10 | 100% | 0 | 0% | 0 | 0% | 1 | 10% | 9 | 90% | 10 | 100% |
| Economically Disadvantaged | 15 | 1 | 7% | 14 | 93% | 6 | 43% | 3 | 21% | 4 | 29% | 1 | 7% | 5 | 36% |
| Not Economically Disadvantaged | 104 | 11 | 11% | 93 | 89% | 9 | 10% | 21 | 23% | 22 | 24% | 41 | 44% | 63 | 68% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 118 | 12 | 10% | 106 | 90% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 119 | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |
| Not Homeless | 119 | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |
| Not Migrant | 119 | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |
| Parent Not in Armed Forces | 119 | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |

GRADE 6 MATH RESULTS

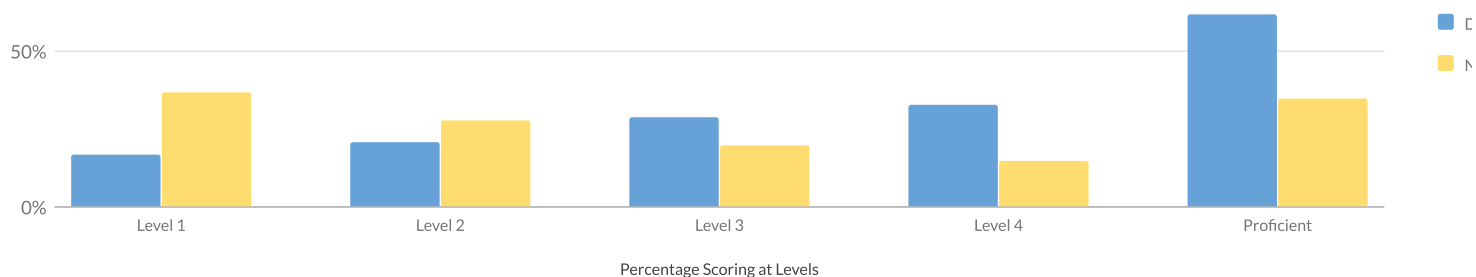
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 113 | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Female | 50 | 1 | 2% | 49 | 98% | 2 | 4% | 13 | 27% | 16 | 33% | 18 | 37% | 34 | 69% |
| Male | 63 | 3 | 5% | 60 | 95% | 5 | 8% | 8 | 13% | 19 | 32% | 28 | 47% | 47 | 78% |
| General Education Students | 97 | 4 | 4% | 93 | 96% | 1 | 1% | 16 | 17% | 32 | 34% | 44 | 47% | 76 | 82% |
| Students with Disabilities | 16 | 0 | 0% | 16 | 100% | 6 | 38% | 5 | 31% | 3 | 19% | 2 | 13% | 5 | 31% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 0 | 0% | 13 | 100% | 0 | 0% | 2 | 15% | 3 | 23% | 8 | 62% | 11 | 85% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 19 | 1 | 5% | 18 | 95% | 3 | 17% | 10 | 56% | 3 | 17% | 2 | 11% | 5 | 28% |
| White | 76 | 3 | 4% | 73 | 96% | 3 | 4% | 9 | 12% | 27 | 37% | 34 | 47% | 61 | 84% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 5 | 0 | 0% | 5 | 100% | 1 | 20% | 0 | 0% | 2 | 40% | 2 | 40% | 4 | 80% |
| Economically Disadvantaged | 11 | 1 | 9% | 10 | 91% | 3 | 30% | 3 | 30% | 2 | 20% | 2 | 20% | 4 | 40% |
| Not Economically Disadvantaged | 102 | 3 | 3% | 99 | 97% | 4 | 4% | 18 | 18% | 33 | 33% | 44 | 44% | 77 | 78% |
| English Language Learner | 3 | 0 | 0% | 3 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 110 | 4 | 4% | 106 | 96% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 113 | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Not Homeless | 113 | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Not Migrant | 113 | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Parent Not in Armed Forces | 113 | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |

GRADE 7 MATH RESULTS

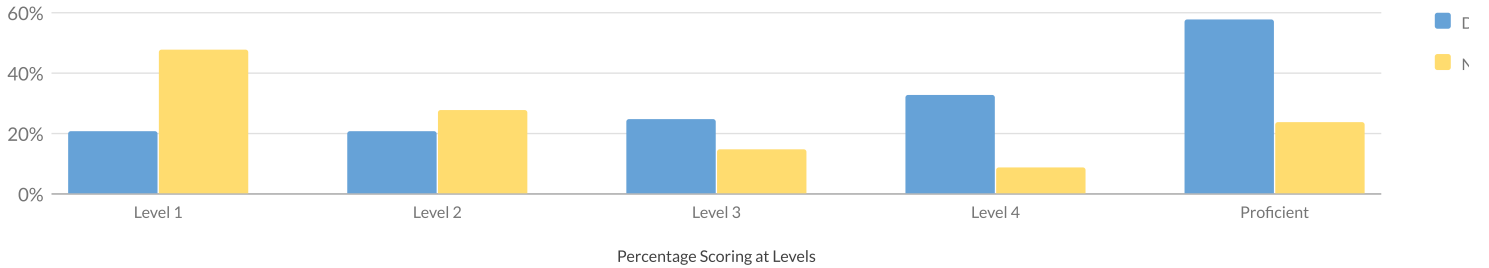
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|-----|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 125 | 6% | 7 | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% |
| Female | 56 | 9% | 5 | 9% | 51 | 91% | 6 | 12% | 14 | 27% | 15 | 29% | 16 | 31% | 31 | 61% |
| Male | 67 | 3% | 2 | 3% | 65 | 97% | 13 | 20% | 11 | 17% | 18 | 28% | 23 | 35% | 41 | 63% |
| General Education Students | 104 | 5% | 5 | 5% | 99 | 95% | 8 | 8% | 23 | 23% | 32 | 32% | 36 | 36% | 68 | 69% |
| Students with Disabilities | 21 | 10% | 2 | 10% | 19 | 90% | 12 | 63% | 2 | 11% | 2 | 11% | 3 | 16% | 5 | 26% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0% | 0 | 0% | 9 | 100% | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 1 | 0% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 20 | 5% | 1 | 5% | 19 | 95% | 7 | 37% | 9 | 47% | 2 | 11% | 1 | 5% | 3 | 16% |
| White | 85 | 7% | 6 | 7% | 79 | 93% | 12 | 15% | 13 | 16% | 28 | 35% | 26 | 33% | 54 | 68% |
| Multiracial | 10 | 0% | 0 | 0% | 10 | 100% | 0 | 0% | 1 | 10% | 1 | 10% | 8 | 80% | 9 | 90% |
| Small Group Total | 10 | 0% | 0 | 0% | 10 | 100% | 1 | 10% | 2 | 20% | 3 | 30% | 4 | 40% | 7 | 70% |
| Economically Disadvantaged | 20 | 10% | 2 | 10% | 18 | 90% | 6 | 33% | 5 | 28% | 5 | 28% | 2 | 11% | 7 | 39% |
| Not Economically Disadvantaged | 105 | 5% | 5 | 5% | 100 | 95% | 14 | 14% | 20 | 20% | 29 | 29% | 37 | 37% | 66 | 66% |
| English Language Learner | 3 | 0% | 0 | 0% | 3 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 122 | 6% | 7 | 6% | 115 | 94% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 125 | 6% | 7 | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% |
| Not Homeless | 125 | 6% | 7 | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% |
| Not Migrant | 125 | 6% | 7 | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% |
| Parent Not in Armed Forces | 125 | 6% | 7 | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% |

GRADE 8 MATH RESULTS

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

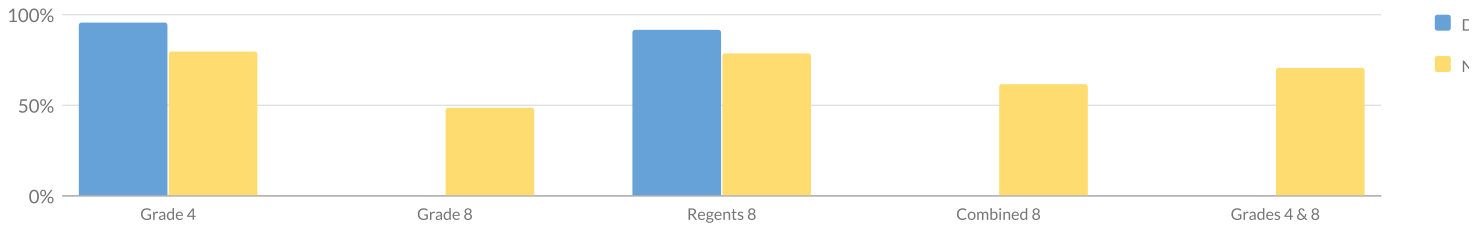


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 141 | 20 | 14% | 121 | 86% | 26 | 21% | 25 | 21% | 30 | 25% | 40 | 33% | 70 | 58% |
| Female | 67 | 10 | 15% | 57 | 85% | 9 | 16% | 12 | 21% | 17 | 30% | 19 | 33% | 36 | 63% |
| Male | 74 | 10 | 14% | 64 | 86% | 17 | 27% | 13 | 20% | 13 | 20% | 21 | 33% | 34 | 53% |
| General Education Students | 111 | 12 | 11% | 99 | 89% | 14 | 14% | 21 | 21% | 26 | 26% | 38 | 38% | 64 | 65% |
| Students with Disabilities | 30 | 8 | 27% | 22 | 73% | 12 | 55% | 4 | 18% | 4 | 18% | 2 | 9% | 6 | 27% |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | 0 | 0% | 10 | 100% | 1 | 10% | 1 | 10% | 2 | 20% | 6 | 60% | 8 | 80% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 23 | 1 | 4% | 22 | 96% | 8 | 36% | 5 | 23% | 6 | 27% | 3 | 14% | 9 | 41% |
| White | 100 | 18 | 18% | 82 | 82% | 16 | 20% | 17 | 21% | 21 | 26% | 28 | 34% | 49 | 60% |
| Multiracial | 6 | 1 | 17% | 5 | 83% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 1 | 13% | 7 | 88% | 1 | 14% | 2 | 29% | 1 | 14% | 3 | 43% | 4 | 57% |
| Economically Disadvantaged | 19 | 1 | 5% | 18 | 95% | 9 | 50% | 4 | 22% | 4 | 22% | 1 | 6% | 5 | 28% |
| Not Economically Disadvantaged | 122 | 19 | 16% | 103 | 84% | 17 | 17% | 21 | 20% | 26 | 25% | 39 | 38% | 65 | 63% |
| English Language Learner | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 139 | 20 | 14% | 119 | 86% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 141 | 20 | 14% | 121 | 86% | 26 | 21% | 25 | 21% | 30 | 25% | 40 | 33% | 70 | 58% |
| Not Homeless | 141 | 20 | 14% | 121 | 86% | 26 | 21% | 25 | 21% | 30 | 25% | 40 | 33% | 70 | 58% |
| Not Migrant | 141 | 20 | 14% | 121 | 86% | 26 | 21% | 25 | 21% | 30 | 25% | 40 | 33% | 70 | 58% |
| Parent Not in Armed Forces | 141 | 20 | 14% | 121 | 86% | 26 | 21% | 25 | 21% | 30 | 25% | 40 | 33% | 70 | 58% |

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS



| Grade | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------|-------|-----|------------|-----|--------|-----|---------|----|---------|----|---------|-----|---------|-----|---------------------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 4 | 115 | 96% | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |
| Grade 8 | 142 | 99% | 141 | 99% | 1 | 1% | — | — | — | — | — | — | — | — | — | — |
| Regents 8 | — | — | 0 | 0% | 137 | 96% | 5 | 4% | 6 | 4% | 69 | 50% | 57 | 42% | 126 | 92% |
| Combined 8 | 142 | 97% | 4 | 3% | 138 | 97% | — | — | — | — | — | — | — | — | — | — |
| Grades 4 & 8 | 257 | 97% | 8 | 3% | 249 | 97% | — | — | — | — | — | — | — | — | — | — |

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

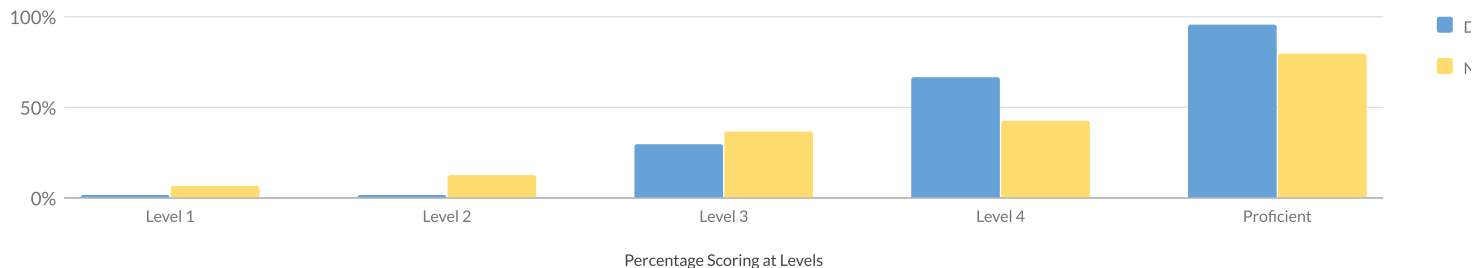
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

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

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

GRADE 4 SCIENCE RESULTS

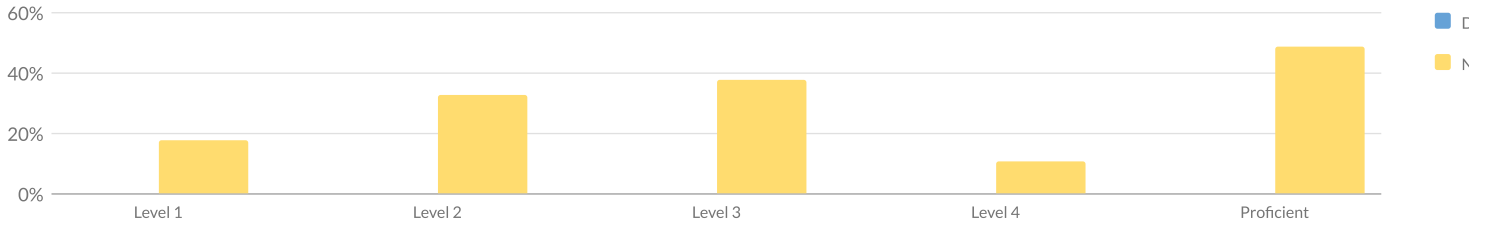
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|------|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |
| Female | 58 | 2 | 3% | 56 | 97% | 1 | 2% | 1 | 2% | 15 | 27% | 39 | 70% | 54 | 96% |
| Male | 57 | 2 | 4% | 55 | 96% | 1 | 2% | 1 | 2% | 18 | 33% | 35 | 64% | 53 | 96% |
| General Education Students | 97 | 2 | 2% | 95 | 98% | 1 | 1% | 1 | 1% | 22 | 23% | 71 | 75% | 93 | 98% |
| Students with Disabilities | 18 | 2 | 11% | 16 | 89% | 1 | 6% | 1 | 6% | 11 | 69% | 3 | 19% | 14 | 88% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 100% | 6 | 100% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 16 | 1 | 6% | 15 | 94% | 2 | 13% | 1 | 7% | 9 | 60% | 3 | 20% | 12 | 80% |
| White | 87 | 2 | 2% | 85 | 98% | 0 | 0% | 1 | 1% | 24 | 28% | 60 | 71% | 84 | 99% |
| Multiracial | 4 | 1 | 25% | 3 | 75% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 100% | 5 | 100% |
| Economically Disadvantaged | 8 | 0 | 0% | 8 | 100% | 2 | 25% | 0 | 0% | 5 | 63% | 1 | 13% | 6 | 75% |
| Not Economically Disadvantaged | 107 | 4 | 4% | 103 | 96% | 0 | 0% | 2 | 2% | 28 | 27% | 73 | 71% | 101 | 98% |
| English Language Learner | 6 | 0 | 0% | 6 | 100% | 1 | 17% | 1 | 17% | 4 | 67% | 0 | 0% | 4 | 67% |
| Non-English Language Learner | 109 | 4 | 4% | 105 | 96% | 1 | 1% | 1 | 1% | 29 | 28% | 74 | 70% | 103 | 98% |
| Not in Foster Care | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |
| Not Homeless | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |
| Not Migrant | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |
| Parent Not in Armed Forces | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |

GRADE 8 SCIENCE RESULTS

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

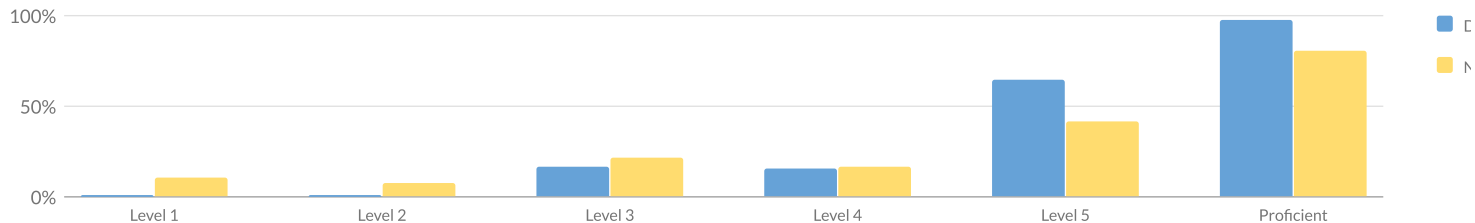


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|------|--------|-----|---------|----|---------|----|---------|----|---------|----|---------------------------|----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 142 | 141 | 99% | 1 | 1% | - | - | - | - | - | - | - | - | - | - |
| Female | 68 | 67 | 99% | 1 | 1% | - | - | - | - | - | - | - | - | - | - |
| Male | 74 | 74 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 112 | 112 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 30 | 29 | 97% | 1 | 3% | - | - | - | - | - | - | - | - | - | - |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | 10 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 23 | 23 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 101 | 101 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Multiracial | 6 | 5 | 83% | 1 | 17% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 6 | 5 | 83% | 1 | 17% | - | - | - | - | - | - | - | - | - | - |
| Economically Disadvantaged | 19 | 19 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 123 | 122 | 99% | 1 | 1% | - | - | - | - | - | - | - | - | - | - |
| English Language Learner | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 140 | 139 | 99% | 1 | 1% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 142 | 141 | 99% | 1 | 1% | - | - | - | - | - | - | - | - | - | - |
| Not Homeless | 142 | 141 | 99% | 1 | 1% | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 142 | 141 | 99% | 1 | 1% | - | - | - | - | - | - | - | - | - | - |
| Parent Not in Armed Forces | 142 | 141 | 99% | 1 | 1% | - | - | - | - | - | - | - | - | - | - |

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

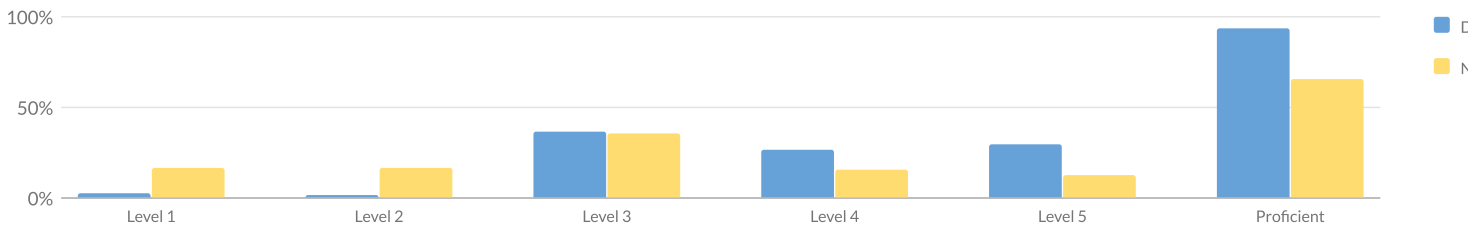
Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled.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

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



| Subgroup | Tested | Percentage Scoring at Levels | | | | | | | | | | | |
|-------------------------------------------------|--------|------------------------------|----|---------|----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 93 | 1 | 1% | 1 | 1% | 16 | 17% | 15 | 16% | 60 | 65% | 91 | 98% |
| Female | 40 | 0 | 0% | 0 | 0% | 4 | 10% | 8 | 20% | 28 | 70% | 40 | 100% |
| Male | 53 | 1 | 2% | 1 | 2% | 12 | 23% | 7 | 13% | 32 | 60% | 51 | 96% |
| General Education Students | 77 | 0 | 0% | 0 | 0% | 10 | 13% | 11 | 14% | 56 | 73% | 77 | 100% |
| Students with Disabilities | 16 | 1 | 6% | 1 | 6% | 6 | 38% | 4 | 25% | 4 | 25% | 14 | 88% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 23 | 0 | 0% | 0 | 0% | 7 | 30% | 5 | 22% | 11 | 48% | 23 | 100% |
| White | 59 | 1 | 2% | 1 | 2% | 7 | 12% | 9 | 15% | 41 | 69% | 57 | 97% |
| Multiracial | 7 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 0 | 0% | 0 | 0% | 2 | 18% | 1 | 9% | 8 | 73% | 11 | 100% |
| Economically Disadvantaged | 11 | 0 | 0% | 0 | 0% | 7 | 64% | 3 | 27% | 1 | 9% | 11 | 100% |
| Not Economically Disadvantaged | 82 | 1 | 1% | 1 | 1% | 9 | 11% | 12 | 15% | 59 | 72% | 80 | 98% |
| English Language Learner | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 92 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 93 | 1 | 1% | 1 | 1% | 16 | 17% | 15 | 16% | 60 | 65% | 91 | 98% |
| Not Homeless | 93 | 1 | 1% | 1 | 1% | 16 | 17% | 15 | 16% | 60 | 65% | 91 | 98% |
| Not Migrant | 93 | 1 | 1% | 1 | 1% | 16 | 17% | 15 | 16% | 60 | 65% | 91 | 98% |
| Parent Not in Armed Forces | 93 | 1 | 1% | 1 | 1% | 16 | 17% | 15 | 16% | 60 | 65% | 91 | 98% |

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Percentage Scoring at Levels

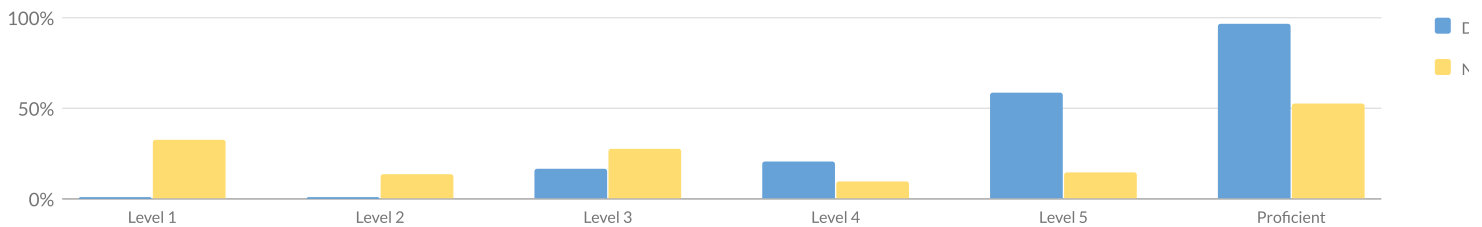
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 122 | 4 | 3% | 3 | 2% | 45 | 37% | 33 | 27% | 37 | 30% | 115 | 94% |
| Female | 60 | 0 | 0% | 1 | 2% | 24 | 40% | 18 | 30% | 17 | 28% | 59 | 98% |
| Male | 62 | 4 | 6% | 2 | 3% | 21 | 34% | 15 | 24% | 20 | 32% | 56 | 90% |
| General Education Students | 100 | 3 | 3% | 2 | 2% | 31 | 31% | 27 | 27% | 37 | 37% | 95 | 95% |
| Students with Disabilities | 22 | 1 | 5% | 1 | 5% | 14 | 64% | 6 | 27% | 0 | 0% | 20 | 91% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 0 | 0% | 2 | 22% | 2 | 22% | 5 | 56% | 9 | 100% |
| Black or African American | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 26 | 3 | 12% | 3 | 12% | 8 | 31% | 7 | 27% | 5 | 19% | 20 | 77% |
| White | 81 | 0 | 0% | 0 | 0% | 33 | 41% | 22 | 27% | 26 | 32% | 81 | 100% |
| Multiracial | 5 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 6 | 1 | 17% | 0 | 0% | 2 | 33% | 2 | 33% | 1 | 17% | 5 | 83% |
| Economically Disadvantaged | 24 | 4 | 17% | 2 | 8% | 9 | 38% | 5 | 21% | 4 | 17% | 18 | 75% |
| Not Economically Disadvantaged | 98 | 0 | 0% | 1 | 1% | 36 | 37% | 28 | 29% | 33 | 34% | 97 | 99% |
| English Language Learner | 3 | — | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 119 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 122 | 4 | 3% | 3 | 2% | 45 | 37% | 33 | 27% | 37 | 30% | 115 | 94% |
| Not Homeless | 122 | 4 | 3% | 3 | 2% | 45 | 37% | 33 | 27% | 37 | 30% | 115 | 94% |
| Not Migrant | 122 | 4 | 3% | 3 | 2% | 45 | 37% | 33 | 27% | 37 | 30% | 115 | 94% |
| Parent Not in Armed Forces | 122 | 4 | 3% | 3 | 2% | 45 | 37% | 33 | 27% | 37 | 30% | 115 | 94% |

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 1 | 1 | 100 | 0 | 0 |
| General Education Students | 1 | 1 | 100 | 0 | 0 |
| White | 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 |

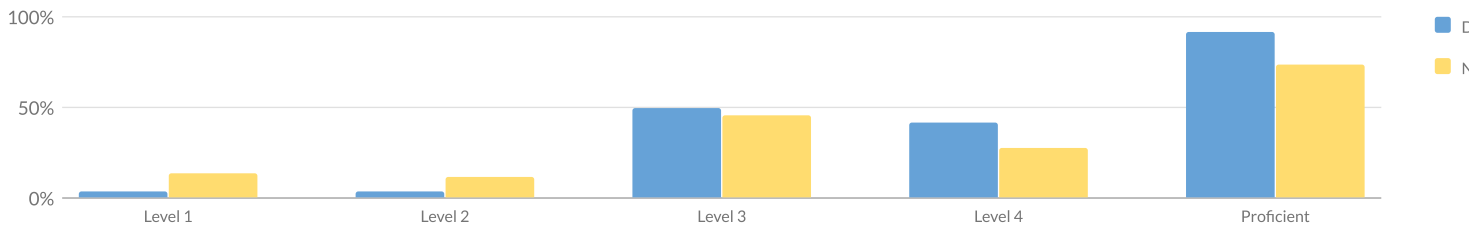
See report card Glossary and Guide for criteria used to include students in this table.

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



| Subgroup | Tested | Percentage Scoring at Levels | | | | | | | | | | | |
|-------------------------------------------------|--------|------------------------------|-----|---------|----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 75 | 1 | 1% | 1 | 1% | 13 | 17% | 16 | 21% | 44 | 59% | 73 | 97% |
| Female | 37 | 0 | 0% | 1 | 3% | 6 | 16% | 7 | 19% | 23 | 62% | 36 | 97% |
| Male | 38 | 1 | 3% | 0 | 0% | 7 | 18% | 9 | 24% | 21 | 55% | 37 | 97% |
| General Education Students | 72 | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 13% | 7 | 88% | 8 | 100% |
| Hispanic or Latino | 10 | 1 | 10% | 0 | 0% | 3 | 30% | 2 | 20% | 4 | 40% | 9 | 90% |
| White | 52 | 0 | 0% | 1 | 2% | 7 | 13% | 12 | 23% | 32 | 62% | 51 | 98% |
| Multiracial | 5 | 0 | 0% | 0 | 0% | 3 | 60% | 1 | 20% | 1 | 20% | 5 | 100% |
| Economically Disadvantaged | 4 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not Economically Disadvantaged | 71 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 75 | 1 | 1% | 1 | 1% | 13 | 17% | 16 | 21% | 44 | 59% | 73 | 97% |
| Not in Foster Care | 75 | 1 | 1% | 1 | 1% | 13 | 17% | 16 | 21% | 44 | 59% | 73 | 97% |
| Not Homeless | 75 | 1 | 1% | 1 | 1% | 13 | 17% | 16 | 21% | 44 | 59% | 73 | 97% |
| Not Migrant | 75 | 1 | 1% | 1 | 1% | 13 | 17% | 16 | 21% | 44 | 59% | 73 | 97% |
| Parent Not in Armed Forces | 75 | 1 | 1% | 1 | 1% | 13 | 17% | 16 | 21% | 44 | 59% | 73 | 97% |

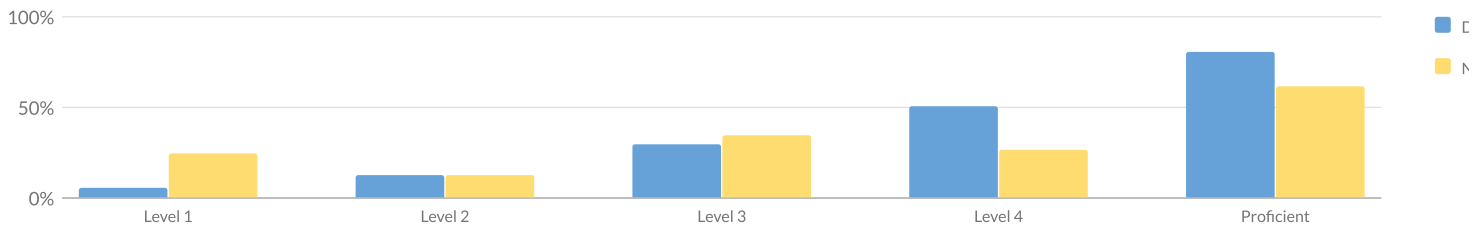
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 137 | 6 | 4% | 5 | 4% | 69 | 50% | 57 | 42% | 126 | 92% |
| Female | 63 | 1 | 2% | 3 | 5% | 36 | 57% | 23 | 37% | 59 | 94% |
| Male | 74 | 5 | 7% | 2 | 3% | 33 | 45% | 34 | 46% | 67 | 91% |
| General Education Students | 110 | 3 | 3% | 4 | 4% | 54 | 49% | 49 | 45% | 103 | 94% |
| Students with Disabilities | 27 | 3 | 11% | 1 | 4% | 15 | 56% | 8 | 30% | 23 | 85% |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | 0 | 0% | 0 | 0% | 4 | 40% | 6 | 60% | 10 | 100% |
| Black or African American | 2 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 23 | 3 | 13% | 1 | 4% | 13 | 57% | 6 | 26% | 19 | 83% |
| White | 98 | 3 | 3% | 3 | 3% | 51 | 52% | 41 | 42% | 92 | 94% |
| Multiracial | 4 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 6 | 0 | 0% | 1 | 17% | 1 | 17% | 4 | 67% | 5 | 83% |
| Economically Disadvantaged | 19 | 3 | 16% | 3 | 16% | 11 | 58% | 2 | 11% | 13 | 68% |
| Not Economically Disadvantaged | 118 | 3 | 3% | 2 | 2% | 58 | 49% | 55 | 47% | 113 | 96% |
| English Language Learner | 2 | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 135 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 137 | 6 | 4% | 5 | 4% | 69 | 50% | 57 | 42% | 126 | 92% |
| Not Homeless | 137 | 6 | 4% | 5 | 4% | 69 | 50% | 57 | 42% | 126 | 92% |
| Not Migrant | 137 | 6 | 4% | 5 | 4% | 69 | 50% | 57 | 42% | 126 | 92% |
| Parent Not in Armed Forces | 137 | 6 | 4% | 5 | 4% | 69 | 50% | 57 | 42% | 126 | 92% |

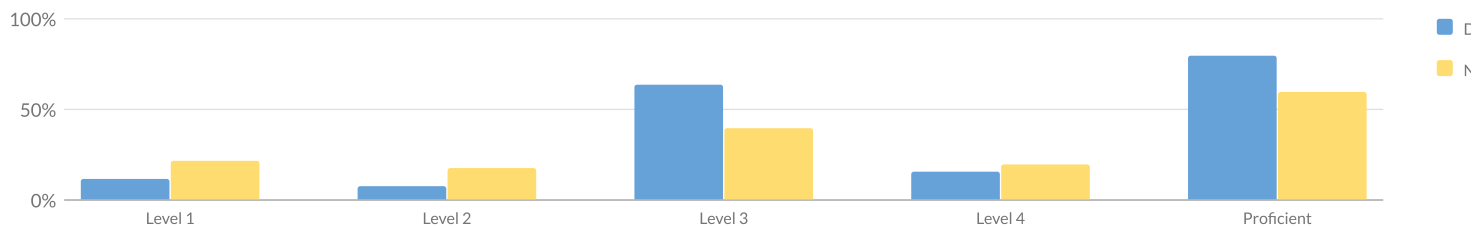
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)



Percentage Scoring at Levels

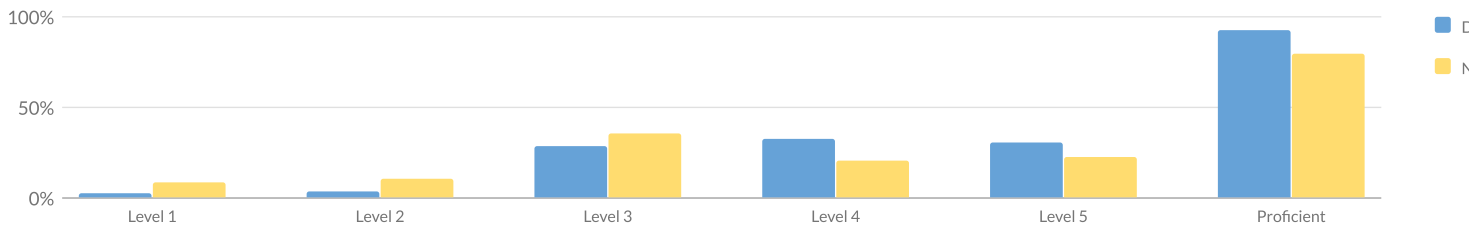
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 80 | 5 | 6% | 10 | 13% | 24 | 30% | 41 | 51% | 65 | 81% |
| Female | 29 | 2 | 7% | 6 | 21% | 9 | 31% | 12 | 41% | 21 | 72% |
| Male | 50 | 3 | 6% | 4 | 8% | 15 | 30% | 28 | 56% | 43 | 86% |
| General Education Students | 61 | 3 | 5% | 6 | 10% | 15 | 25% | 37 | 61% | 52 | 85% |
| Students with Disabilities | 19 | 2 | 11% | 4 | 21% | 9 | 47% | 4 | 21% | 13 | 68% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 4 | 22% | 5 | 28% | 4 | 22% | 5 | 28% | 9 | 50% |
| White | 55 | 0 | 0% | 5 | 9% | 19 | 35% | 31 | 56% | 50 | 91% |
| Multiracial | 4 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total | 7 | 1 | 14% | 0 | 0% | 1 | 14% | 5 | 71% | 6 | 86% |
| Economically Disadvantaged | 17 | 4 | 24% | 4 | 24% | 3 | 18% | 6 | 35% | 9 | 53% |
| Not Economically Disadvantaged | 63 | 1 | 2% | 6 | 10% | 21 | 33% | 35 | 56% | 56 | 89% |
| English Language Learner | 2 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 78 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 80 | 5 | 6% | 10 | 13% | 24 | 30% | 41 | 51% | 65 | 81% |
| Not Homeless | 80 | 5 | 6% | 10 | 13% | 24 | 30% | 41 | 51% | 65 | 81% |
| Not Migrant | 80 | 5 | 6% | 10 | 13% | 24 | 30% | 41 | 51% | 65 | 81% |
| Parent Not in Armed Forces | 80 | 5 | 6% | 10 | 13% | 24 | 30% | 41 | 51% | 65 | 81% |

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



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |
| Female | 33 | 5 | 15% | 2 | 6% | 19 | 58% | 7 | 21% | 26 | 79% |
| Male | 17 | 1 | 6% | 2 | 12% | 13 | 76% | 1 | 6% | 14 | 82% |
| General Education Students | 48 | — | — | — | — | — | — | — | — | — | — |
| Students with Disabilities | 2 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 9 | 2 | 22% | 1 | 11% | 5 | 56% | 1 | 11% | 6 | 67% |
| White | 31 | 3 | 10% | 2 | 6% | 21 | 68% | 5 | 16% | 26 | 84% |
| Multiracial | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 10 | 1 | 10% | 1 | 10% | 6 | 60% | 2 | 20% | 8 | 80% |
| Economically Disadvantaged | 5 | 1 | 20% | 0 | 0% | 3 | 60% | 1 | 20% | 4 | 80% |
| Not Economically Disadvantaged | 45 | 5 | 11% | 4 | 9% | 29 | 64% | 7 | 16% | 36 | 80% |
| Non-English Language Learner | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |
| Not in Foster Care | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |
| Not Homeless | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |
| Not Migrant | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |
| Parent Not in Armed Forces | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |

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



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 119 | 3 | 3% | 5 | 4% | 35 | 29% | 39 | 33% | 37 | 31% | 111 | 93% |
| Female | 61 | 1 | 2% | 3 | 5% | 23 | 38% | 21 | 34% | 13 | 21% | 57 | 93% |
| Male | 58 | 2 | 3% | 2 | 3% | 12 | 21% | 18 | 31% | 24 | 41% | 54 | 93% |
| General Education Students | 105 | 0 | 0% | 2 | 2% | 30 | 29% | 38 | 36% | 35 | 33% | 103 | 98% |
| Students with Disabilities | 14 | 3 | 21% | 3 | 21% | 5 | 36% | 1 | 7% | 2 | 14% | 8 | 57% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | - | - | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 20 | 2 | 10% | 2 | 10% | 9 | 45% | 3 | 15% | 4 | 20% | 16 | 80% |
| White | 78 | 0 | 0% | 2 | 3% | 20 | 26% | 32 | 41% | 24 | 31% | 76 | 97% |
| Multiracial | 10 | 0 | 0% | 0 | 0% | 3 | 30% | 1 | 10% | 6 | 60% | 10 | 100% |
| Small Group Total | 11 | 1 | 9% | 1 | 9% | 3 | 27% | 3 | 27% | 3 | 27% | 9 | 82% |
| Economically Disadvantaged | 21 | 1 | 5% | 1 | 5% | 10 | 48% | 4 | 19% | 5 | 24% | 19 | 90% |
| Not Economically Disadvantaged | 98 | 2 | 2% | 4 | 4% | 25 | 26% | 35 | 36% | 32 | 33% | 92 | 94% |
| English Language Learner | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 117 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 119 | 3 | 3% | 5 | 4% | 35 | 29% | 39 | 33% | 37 | 31% | 111 | 93% |
| Not Homeless | 119 | 3 | 3% | 5 | 4% | 35 | 29% | 39 | 33% | 37 | 31% | 111 | 93% |
| Not Migrant | 119 | 3 | 3% | 5 | 4% | 35 | 29% | 39 | 33% | 37 | 31% | 111 | 93% |
| Parent Not in Armed Forces | 119 | 3 | 3% | 5 | 4% | 35 | 29% | 39 | 33% | 37 | 31% | 111 | 93% |

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

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 1 | 1 | 100 | 0 | 0 |
| Male | 1 | 1 | 100 | 0 | 0 |
| General Education Students | 1 | 1 | 100 | 0 | 0 |
| Hispanic or Latino | 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.

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

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

| Subgroup | Exempt, Not Tested |
|-------------------------------------------------|--------------------|
| All Students | 94 |
| Female | 41 |
| Male | 53 |
| General Education Students | 76 |
| Students with Disabilities | 18 |
| American Indian or Alaska Native | 1 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 |
| Black or African American | 1 |
| Hispanic or Latino | 24 |
| White | 58 |
| Multiracial | 6 |
| Economically Disadvantaged | 10 |
| Not Economically Disadvantaged | 84 |
| English Language Learner | 1 |
| Non-English Language Learner | 93 |
| Not in Foster Care | 94 |
| Not Homeless | 94 |
| Not Migrant | 94 |
| Parent Not in Armed Forces | 94 |

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

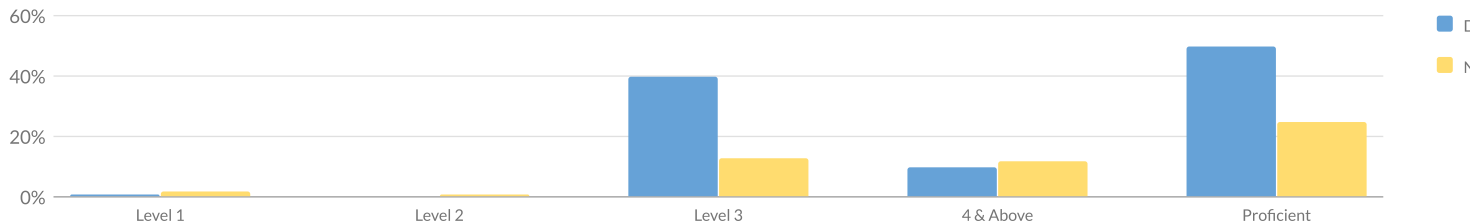
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2018 TOTAL COHORT REGENTS IN ELA

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



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|--------------|-----|--------|-----|---------|-----|---------|----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | All Students | 130 | 64 | 49% | 66 | 51% | 1 | 1% | 0 | 0% | 52 | 40% | 13 | 10% |
| Female | 64 | 25 | 39% | 39 | 61% | 0 | 0% | 0 | 0% | 35 | 55% | 4 | 6% | 39 | 61% |
| Male | 66 | 39 | 59% | 27 | 41% | 1 | 2% | 0 | 0% | 17 | 26% | 9 | 14% | 26 | 39% |
| General Education Students | 114 | 51 | 45% | 63 | 55% | 0 | 0% | 0 | 0% | 52 | 46% | 11 | 10% | 63 | 55% |
| Students with Disabilities | 16 | 13 | 81% | 3 | 19% | 1 | 6% | 0 | 0% | 0 | 0% | 2 | 13% | 2 | 13% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 1 | — | 7 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 12 | 6 | 50% | 6 | 50% | 0 | 0% | 0 | 0% | 5 | 42% | 1 | 8% | 6 | 50% |
| Hispanic or Latino | 23 | 13 | 57% | 10 | 43% | 0 | 0% | 0 | 0% | 5 | 22% | 5 | 22% | 10 | 43% |
| White | 84 | 42 | 50% | 42 | 50% | 1 | 1% | 0 | 0% | 36 | 43% | 5 | 6% | 41 | 49% |
| Multiracial | 2 | 1 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 3 | 27% | 8 | 73% | 0 | 0% | 0 | 0% | 6 | 55% | 2 | 18% | 8 | 73% |
| Economically Disadvantaged | 28 | 17 | 61% | 11 | 39% | 1 | 4% | 0 | 0% | 4 | 14% | 6 | 21% | 10 | 36% |
| Not Economically Disadvantaged | 102 | 47 | 46% | 55 | 54% | 0 | 0% | 0 | 0% | 48 | 47% | 7 | 7% | 55 | 54% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 128 | 62 | — | 66 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 130 | 64 | 49% | 66 | 51% | 1 | 1% | 0 | 0% | 52 | 40% | 13 | 10% | 65 | 50% |
| Not Homeless | 130 | 64 | 49% | 66 | 51% | 1 | 1% | 0 | 0% | 52 | 40% | 13 | 10% | 65 | 50% |
| Not Migrant | 130 | 64 | 49% | 66 | 51% | 1 | 1% | 0 | 0% | 52 | 40% | 13 | 10% | 65 | 50% |
| Parent Not in Armed Forces | 130 | 64 | 49% | 66 | 51% | 1 | 1% | 0 | 0% | 52 | 40% | 13 | 10% | 65 | 50% |

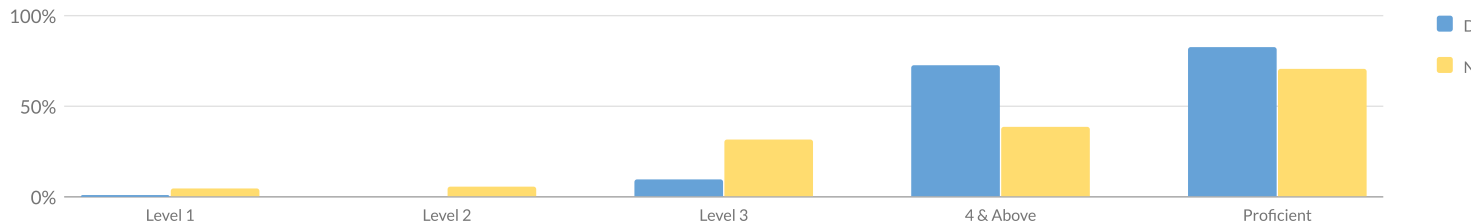
2018 TOTAL COHORT EXEMPTIONS IN ELA

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 125 | 61 | 49 | 64 | 51 |
| Female | 62 | 24 | 39 | 38 | 61 |
| Male | 63 | 37 | 59 | 26 | 41 |
| General Education Students | 111 | 50 | 45 | 61 | 55 |
| Students with Disabilities | 14 | 11 | 79 | 3 | 21 |
| Black or African American | 11 | 6 | 55 | 5 | 45 |
| Hispanic or Latino | 21 | 11 | 52 | 10 | 48 |
| White | 83 | 41 | 49 | 42 | 51 |
| Economically Disadvantaged | 25 | 16 | 64 | 9 | 36 |
| Not Economically Disadvantaged | 100 | 45 | 45 | 55 | 55 |
| Not in Foster Care | 125 | 61 | 49 | 64 | 51 |
| Not Homeless | 125 | 61 | 49 | 64 | 51 |
| Not Migrant | 125 | 61 | 49 | 64 | 51 |
| Parent Not in Armed Forces | 125 | 61 | 49 | 64 | 51 |

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

2018 TOTAL COHORT REGENTS IN MATH

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



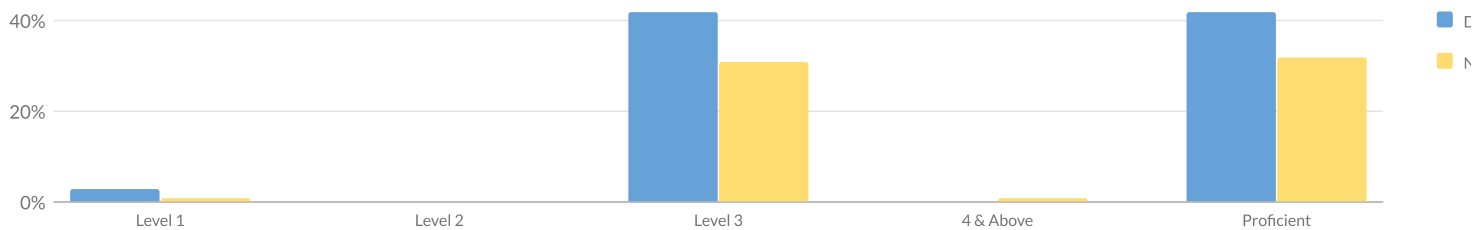
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|--------------|-----|--------|------|---------|-----|---------|----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | All Students | 130 | 21 | 16% | 109 | 84% | 1 | 1% | 0 | 0% | 13 | 10% | 95 | 73% |
| Female | 64 | 6 | 9% | 58 | 91% | 0 | 0% | 0 | 0% | 7 | 11% | 51 | 80% | 58 | 91% |
| Male | 66 | 15 | 23% | 51 | 77% | 1 | 2% | 0 | 0% | 6 | 9% | 44 | 67% | 50 | 76% |
| General Education Students | 114 | 8 | 7% | 106 | 93% | 1 | 1% | 0 | 0% | 12 | 11% | 93 | 82% | 105 | 92% |
| Students with Disabilities | 16 | 13 | 81% | 3 | 19% | 0 | 0% | 0 | 0% | 1 | 6% | 2 | 13% | 3 | 19% |
| American Indian or Alaska Native | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | — | 8 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 12 | 4 | 33% | 8 | 67% | 0 | 0% | 0 | 0% | 3 | 25% | 5 | 42% | 8 | 67% |
| Hispanic or Latino | 23 | 8 | 35% | 15 | 65% | 0 | 0% | 0 | 0% | 2 | 9% | 13 | 57% | 15 | 65% |
| White | 84 | 9 | 11% | 75 | 89% | 0 | 0% | 0 | 0% | 5 | 6% | 70 | 83% | 75 | 89% |
| Multiracial | 2 | 0 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 0 | 0% | 11 | 100% | 1 | 9% | 0 | 0% | 3 | 27% | 7 | 64% | 10 | 91% |
| Economically Disadvantaged | 28 | 11 | 39% | 17 | 61% | 1 | 4% | 0 | 0% | 4 | 14% | 12 | 43% | 16 | 57% |
| Not Economically Disadvantaged | 102 | 10 | 10% | 92 | 90% | 0 | 0% | 0 | 0% | 9 | 9% | 83 | 81% | 92 | 90% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 128 | 19 | — | 109 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 130 | 21 | 16% | 109 | 84% | 1 | 1% | 0 | 0% | 13 | 10% | 95 | 73% | 108 | 83% |
| Not Homeless | 130 | 21 | 16% | 109 | 84% | 1 | 1% | 0 | 0% | 13 | 10% | 95 | 73% | 108 | 83% |
| Not Migrant | 130 | 21 | 16% | 109 | 84% | 1 | 1% | 0 | 0% | 13 | 10% | 95 | 73% | 108 | 83% |
| Parent Not in Armed Forces | 130 | 21 | 16% | 109 | 84% | 1 | 1% | 0 | 0% | 13 | 10% | 95 | 73% | 108 | 83% |

2018 TOTAL COHORT EXEMPTIONS IN MATH

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 116 | 18 | 16 | 98 | 84 |
| Female | 56 | 4 | 7 | 52 | 93 |
| Male | 60 | 14 | 23 | 46 | 77 |
| General Education Students | 103 | 7 | 7 | 96 | 93 |
| Students with Disabilities | 13 | 11 | 85 | 2 | 15 |
| Black or African American | 10 | 3 | 30 | 7 | 70 |
| Hispanic or Latino | 20 | 7 | 35 | 13 | 65 |
| White | 77 | 8 | 10 | 69 | 90 |
| Economically Disadvantaged | 23 | 9 | 39 | 14 | 61 |
| Not Economically Disadvantaged | 93 | 9 | 10 | 84 | 90 |
| Not in Foster Care | 116 | 18 | 16 | 98 | 84 |
| Not Homeless | 116 | 18 | 16 | 98 | 84 |
| Not Migrant | 116 | 18 | 16 | 98 | 84 |
| Parent Not in Armed Forces | 116 | 18 | 16 | 98 | 84 |

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

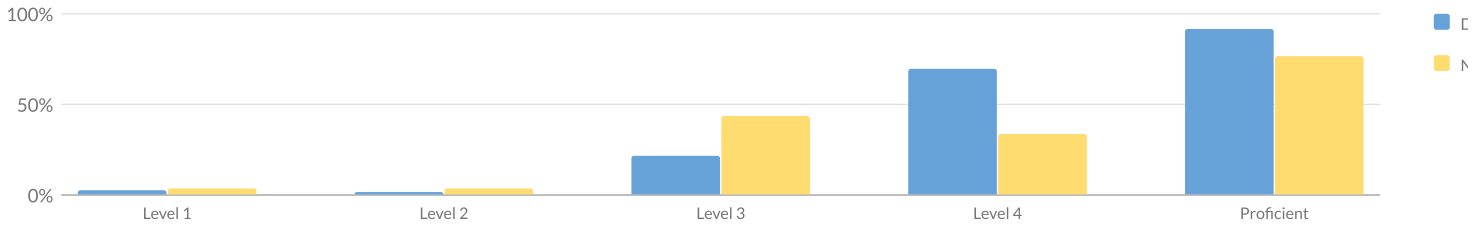
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|------------|-----|--------|-----|---------|-----|---------|----|---------|-----|-----------------|----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 130 | 72 | 55% | 58 | 45% | 4 | 3% | 0 | 0% | 54 | 42% | 0 | 0% | 54 | 42% |
| Female | 64 | 33 | 52% | 31 | 48% | 1 | 2% | 0 | 0% | 30 | 47% | 0 | 0% | 30 | 47% |
| Male | 66 | 39 | 59% | 27 | 41% | 3 | 5% | 0 | 0% | 24 | 36% | 0 | 0% | 24 | 36% |
| General Education Students | 114 | 60 | 53% | 54 | 47% | 1 | 1% | 0 | 0% | 53 | 46% | 0 | 0% | 53 | 46% |
| Students with Disabilities | 16 | 12 | 75% | 4 | 25% | 3 | 19% | 0 | 0% | 1 | 6% | 0 | 0% | 1 | 6% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 4 | — | 4 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 12 | 7 | 58% | 5 | 42% | 0 | 0% | 0 | 0% | 5 | 42% | 0 | 0% | 5 | 42% |
| Hispanic or Latino | 23 | 14 | 61% | 9 | 39% | 2 | 9% | 0 | 0% | 7 | 30% | 0 | 0% | 7 | 30% |
| White | 84 | 45 | 54% | 39 | 46% | 2 | 2% | 0 | 0% | 37 | 44% | 0 | 0% | 37 | 44% |
| Multiracial | 2 | 1 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 6 | 55% | 5 | 45% | 0 | 0% | 0 | 0% | 5 | 45% | 0 | 0% | 5 | 45% |
| Economically Disadvantaged | 28 | 18 | 64% | 10 | 36% | 3 | 11% | 0 | 0% | 7 | 25% | 0 | 0% | 7 | 25% |
| Not Economically Disadvantaged | 102 | 54 | 53% | 48 | 47% | 1 | 1% | 0 | 0% | 47 | 46% | 0 | 0% | 47 | 46% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 128 | 70 | — | 58 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 130 | 72 | 55% | 58 | 45% | 4 | 3% | 0 | 0% | 54 | 42% | 0 | 0% | 54 | 42% |
| Not Homeless | 130 | 72 | 55% | 58 | 45% | 4 | 3% | 0 | 0% | 54 | 42% | 0 | 0% | 54 | 42% |
| Not Migrant | 130 | 72 | 55% | 58 | 45% | 4 | 3% | 0 | 0% | 54 | 42% | 0 | 0% | 54 | 42% |
| Parent Not in Armed Forces | 130 | 72 | 55% | 58 | 45% | 4 | 3% | 0 | 0% | 54 | 42% | 0 | 0% | 54 | 42% |

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 127 | 70 | 55 | 57 | 45 |
| Female | 63 | 32 | 51 | 31 | 49 |
| Male | 64 | 38 | 59 | 26 | 41 |
| General Education Students | 112 | 59 | 53 | 53 | 47 |
| Students with Disabilities | 15 | 11 | 73 | 4 | 27 |
| Black or African American | 11 | 6 | 55 | 5 | 45 |
| Hispanic or Latino | 23 | 14 | 61 | 9 | 39 |
| White | 83 | 44 | 53 | 39 | 47 |
| Economically Disadvantaged | 25 | 16 | 64 | 9 | 36 |
| Not Economically Disadvantaged | 102 | 54 | 53 | 48 | 47 |
| Not in Foster Care | 127 | 70 | 55 | 57 | 45 |
| Not Homeless | 127 | 70 | 55 | 57 | 45 |
| Not Migrant | 127 | 70 | 55 | 57 | 45 |
| Parent Not in Armed Forces | 127 | 70 | 55 | 57 | 45 |

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

2018 TOTAL COHORT REGENTS IN SCIENCE



Percentage Scoring at Levels

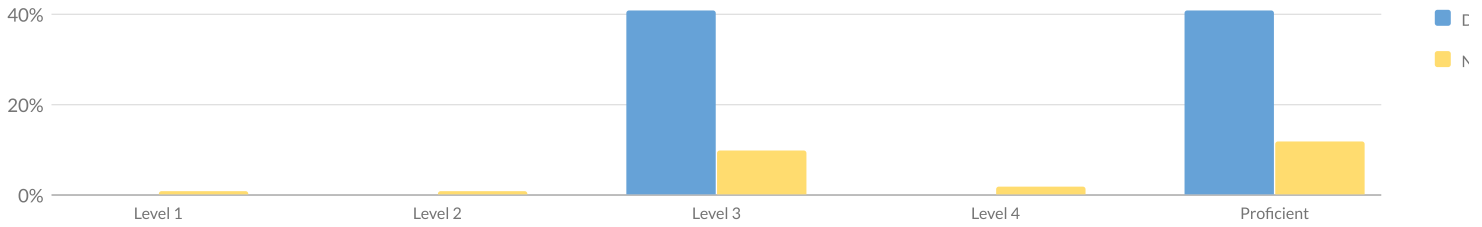
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|--------|------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 130 | 5 | 4% | 125 | 96% | 4 | 3% | 2 | 2% | 28 | 22% | 91 | 70% | 119 | 92% |
| Female | 64 | 1 | 2% | 63 | 98% | 1 | 2% | 1 | 2% | 14 | 22% | 47 | 73% | 61 | 95% |
| Male | 66 | 4 | 6% | 62 | 94% | 3 | 5% | 1 | 2% | 14 | 21% | 44 | 67% | 58 | 88% |
| General Education Students | 114 | 1 | 1% | 113 | 99% | 3 | 3% | 0 | 0% | 22 | 19% | 88 | 77% | 110 | 96% |
| Students with Disabilities | 16 | 4 | 25% | 12 | 75% | 1 | 6% | 2 | 13% | 6 | 38% | 3 | 19% | 9 | 56% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | — | 8 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 12 | 1 | 8% | 11 | 92% | 1 | 8% | 1 | 8% | 4 | 33% | 5 | 42% | 9 | 75% |
| Hispanic or Latino | 23 | 1 | 4% | 22 | 96% | 2 | 9% | 1 | 4% | 5 | 22% | 14 | 61% | 19 | 83% |
| White | 84 | 2 | 2% | 82 | 98% | 0 | 0% | 0 | 0% | 18 | 21% | 64 | 76% | 82 | 98% |
| Multiracial | 2 | 0 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 1 | 9% | 10 | 91% | 1 | 9% | 0 | 0% | 1 | 9% | 8 | 73% | 9 | 82% |
| Economically Disadvantaged | 28 | 3 | 11% | 25 | 89% | 3 | 11% | 1 | 4% | 9 | 32% | 12 | 43% | 21 | 75% |
| Not Economically Disadvantaged | 102 | 2 | 2% | 100 | 98% | 1 | 1% | 1 | 1% | 19 | 19% | 79 | 77% | 98 | 96% |
| English Language Learner | 2 | 1 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 128 | 4 | — | 124 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 130 | 5 | 4% | 125 | 96% | 4 | 3% | 2 | 2% | 28 | 22% | 91 | 70% | 119 | 92% |
| Not Homeless | 130 | 5 | 4% | 125 | 96% | 4 | 3% | 2 | 2% | 28 | 22% | 91 | 70% | 119 | 92% |
| Not Migrant | 130 | 5 | 4% | 125 | 96% | 4 | 3% | 2 | 2% | 28 | 22% | 91 | 70% | 119 | 92% |
| Parent Not in Armed Forces | 130 | 5 | 4% | 125 | 96% | 4 | 3% | 2 | 2% | 28 | 22% | 91 | 70% | 119 | 92% |

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 90 | 4 | 4 | 86 | 96 |
| Female | 48 | 1 | 2 | 47 | 98 |
| Male | 42 | 3 | 7 | 39 | 93 |
| General Education Students | 85 | 1 | 1 | 84 | 99 |
| Students with Disabilities | 5 | 3 | 60 | 2 | 40 |
| Black or African American | 8 | 1 | 13 | 7 | 88 |
| Hispanic or Latino | 14 | 1 | 7 | 13 | 93 |
| White | 63 | 1 | 2 | 62 | 98 |
| Economically Disadvantaged | 14 | 2 | 14 | 12 | 86 |
| Not Economically Disadvantaged | 76 | 2 | 3 | 74 | 97 |
| Not in Foster Care | 90 | 4 | 4 | 86 | 96 |
| Not Homeless | 90 | 4 | 4 | 86 | 96 |
| Not Migrant | 90 | 4 | 4 | 86 | 96 |
| Parent Not in Armed Forces | 90 | 4 | 4 | 86 | 96 |

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

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



Percentage Scoring at Levels

| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|--------|------------|------|--------|-----|---------|----|---------|----|---------|-----|---------|----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 130 | 77 | 59% | 53 | 41% | 0 | 0% | 0 | 0% | 53 | 41% | 0 | 0% | 53 | 41% |
| Female | 64 | 38 | 59% | 26 | 41% | 0 | 0% | 0 | 0% | 26 | 41% | 0 | 0% | 26 | 41% |
| Male | 66 | 39 | 59% | 27 | 41% | 0 | 0% | 0 | 0% | 27 | 41% | 0 | 0% | 27 | 41% |
| General Education Students | 114 | 61 | 54% | 53 | 46% | 0 | 0% | 0 | 0% | 53 | 46% | 0 | 0% | 53 | 46% |
| Students with Disabilities | 16 | 16 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 5 | — | 3 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 12 | 9 | 75% | 3 | 25% | 0 | 0% | 0 | 0% | 3 | 25% | 0 | 0% | 3 | 25% |
| Hispanic or Latino | 23 | 17 | 74% | 6 | 26% | 0 | 0% | 0 | 0% | 6 | 26% | 0 | 0% | 6 | 26% |
| White | 84 | 43 | 51% | 41 | 49% | 0 | 0% | 0 | 0% | 41 | 49% | 0 | 0% | 41 | 49% |
| Multiracial | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 8 | 73% | 3 | 27% | 0 | 0% | 0 | 0% | 3 | 27% | 0 | 0% | 3 | 27% |
| Economically Disadvantaged | 28 | 23 | 82% | 5 | 18% | 0 | 0% | 0 | 0% | 5 | 18% | 0 | 0% | 5 | 18% |
| Not Economically Disadvantaged | 102 | 54 | 53% | 48 | 47% | 0 | 0% | 0 | 0% | 48 | 47% | 0 | 0% | 48 | 47% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 128 | 75 | — | 53 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 130 | 77 | 59% | 53 | 41% | 0 | 0% | 0 | 0% | 53 | 41% | 0 | 0% | 53 | 41% |
| Not Homeless | 130 | 77 | 59% | 53 | 41% | 0 | 0% | 0 | 0% | 53 | 41% | 0 | 0% | 53 | 41% |
| Not Migrant | 130 | 77 | 59% | 53 | 41% | 0 | 0% | 0 | 0% | 53 | 41% | 0 | 0% | 53 | 41% |
| Parent Not in Armed Forces | 130 | 77 | 59% | 53 | 41% | 0 | 0% | 0 | 0% | 53 | 41% | 0 | 0% | 53 | 41% |

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

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|----|
| | | # | % | # | % |
| All Students | 124 | 71 | 57 | 53 | 43 |
| Female | 61 | 35 | 57 | 26 | 43 |
| Male | 63 | 36 | 57 | 27 | 43 |
| General Education Students | 109 | 56 | 51 | 53 | 49 |
| Students with Disabilities | 15 | 15 | 100 | 0 | 0 |
| Black or African American | 11 | 8 | 73 | 3 | 27 |
| Hispanic or Latino | 21 | 15 | 71 | 6 | 29 |
| White | 82 | 41 | 50 | 41 | 50 |
| Economically Disadvantaged | 25 | 20 | 80 | 5 | 20 |
| Not Economically Disadvantaged | 99 | 51 | 52 | 48 | 48 |
| Not in Foster Care | 124 | 71 | 57 | 53 | 43 |
| Not Homeless | 124 | 71 | 57 | 53 | 43 |
| Not Migrant | 124 | 71 | 57 | 53 | 43 |
| Parent Not in Armed Forces | 124 | 71 | 57 | 53 | 43 |

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 (2021-22)

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

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

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

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

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

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

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

| | TEACHERS | | | PRINCIPALS | | |
|--------------------------------|----------|-----------------|-----------------|------------|-----------------|-----------------|
| | Total | # Inexperienced | % Inexperienced | Total | # Inexperienced | % Inexperienced |
| THIS DISTRICT | 142 | 15 | 11% | 3 | 2 | 67% |
| STATEWIDE | 213,853 | 46,628 | 22% | 4,643 | 1,064 | 23% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 47,206 | 16,965 | 36% | 1,071 | 191 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 62,026 | 7,792 | 13% | 1,192 | 267 | 22% |

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

| | Total | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|---------|---------------------------------------------------------------|-----|
| | | # | % |
| THIS DISTRICT | 140 | 0 | 0% |
| STATEWIDE | 203,528 | 15,289 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 43,110 | 6,412 | 15% |
| STATEWIDE LOW-POVERTY SCHOOLS | 59,797 | 1,101 | 2% |

TOTAL COHORT GRADUATION RATE (2021-22)

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

| Subgroup | Total | GRAD RATE | | REGENTS WITH ADVANCED DESIGNATION | | REGENTS DIPLOMA | | LOCAL DIPLOMA | | NON DIPLOMA CRED | | STILL ENROLLED | | GED TRANSFER | | DROPOUT | |
|-------------------------------------------------|-------|-----------|-----|-----------------------------------|----|-----------------|-----|---------------|-----|------------------|----|----------------|-----|--------------|----|---------|----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 130 | 125 | 96% | 0 | 0% | 123 | 95% | 2 | 2% | 0 | 0% | 5 | 4% | 0 | 0% | 0 | 0% |
| Female | 64 | 62 | 97% | 0 | 0% | 62 | 97% | 0 | 0% | 0 | 0% | 2 | 3% | 0 | 0% | 0 | 0% |
| Male | 66 | 63 | 95% | 0 | 0% | 61 | 92% | 2 | 3% | 0 | 0% | 3 | 5% | 0 | 0% | 0 | 0% |
| Non-binary | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 114 | 111 | 97% | 0 | 0% | 111 | 97% | 0 | 0% | 0 | 0% | 3 | 3% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 16 | 14 | 88% | 0 | 0% | 12 | 75% | 2 | 13% | 0 | 0% | 2 | 13% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 12 | 11 | 92% | 0 | 0% | 10 | 83% | 1 | 8% | 0 | 0% | 1 | 8% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 23 | 21 | 91% | 0 | 0% | 20 | 87% | 1 | 4% | 0 | 0% | 2 | 9% | 0 | 0% | 0 | 0% |
| White | 84 | 83 | 99% | 0 | 0% | 83 | 99% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% |
| Multiracial | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Economically Disadvantaged | 28 | 25 | 89% | 0 | 0% | 23 | 82% | 2 | 7% | 0 | 0% | 3 | 11% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 102 | 100 | 98% | 0 | 0% | 100 | 98% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| English Language Learner | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 128 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| In Foster Care | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 130 | 125 | 96% | 0 | 0% | 123 | 95% | 2 | 2% | 0 | 0% | 5 | 4% | 0 | 0% | 0 | 0% |
| Homeless | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 130 | 125 | 96% | 0 | 0% | 123 | 95% | 2 | 2% | 0 | 0% | 5 | 4% | 0 | 0% | 0 | 0% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 130 | 125 | 96% | 0 | 0% | 123 | 95% | 2 | 2% | 0 | 0% | 5 | 4% | 0 | 0% | 0 | 0% |
| Parent in Armed Forces | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 130 | 125 | 96% | 0 | 0% | 123 | 95% | 2 | 2% | 0 | 0% | 5 | 4% | 0 | 0% | 0 | 0% |

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

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

[CRDC Data \(22.42 megabytes\)](#)

[CRDC Glossary and Guide](#)

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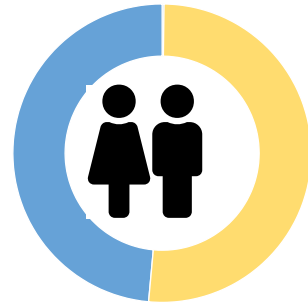
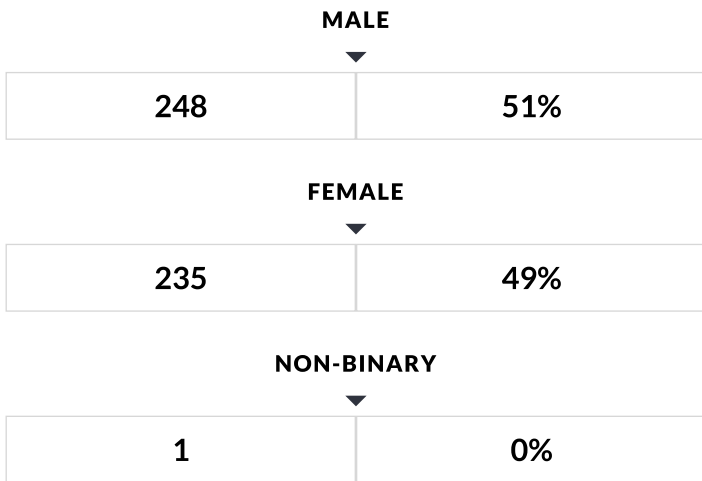
THIS DOCUMENT WAS CREATED ON: APRIL 17, 2023, 10:10 AM EST

This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

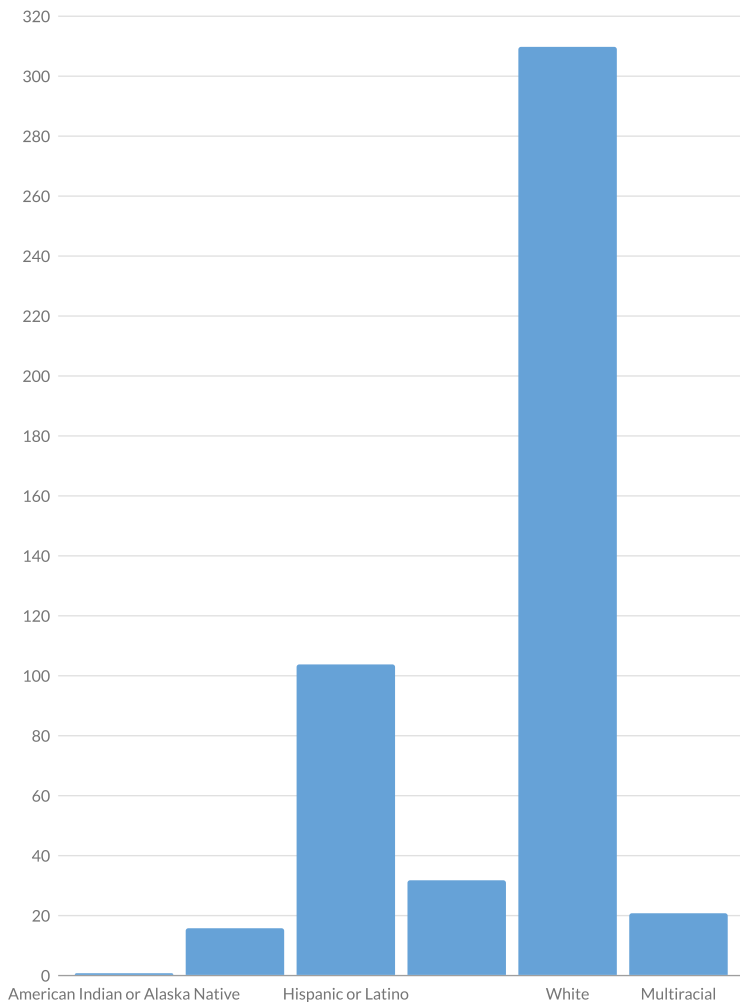
CROTON-HARMON HIGH SCHOOL ENROLLMENT (2021 - 22)

K-12 Enrollment: 484

ENROLLMENT I



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



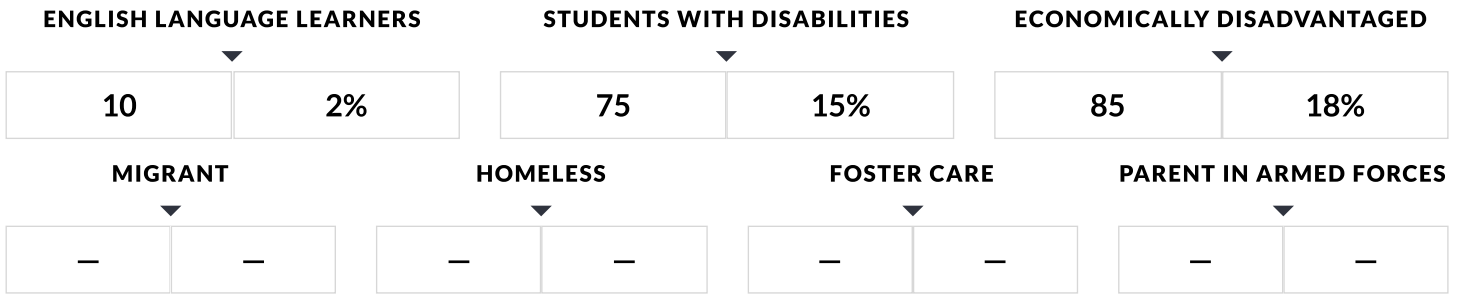
WHITE



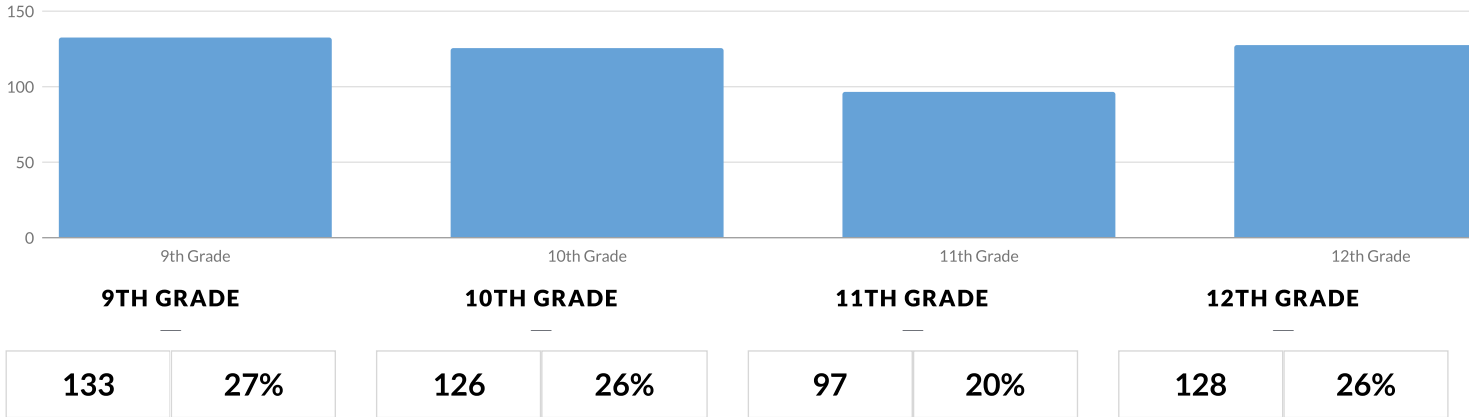
MULTIRACIAL



OTHER GROUPS



ENROLLMENT BY GRADE



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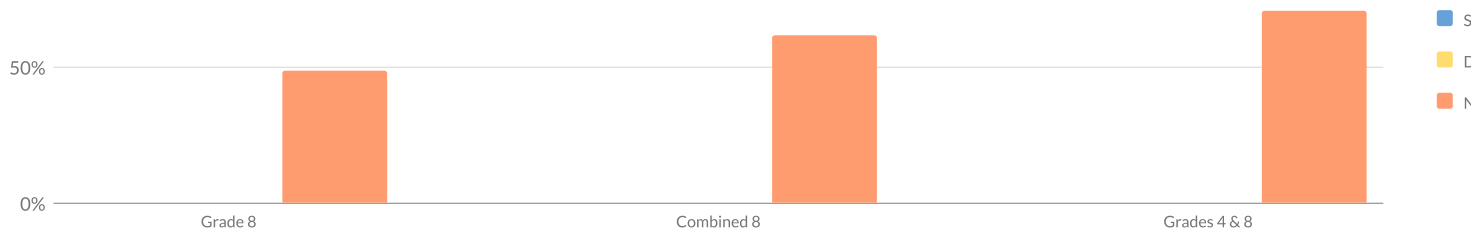
CROTON-HARMON HIGH SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

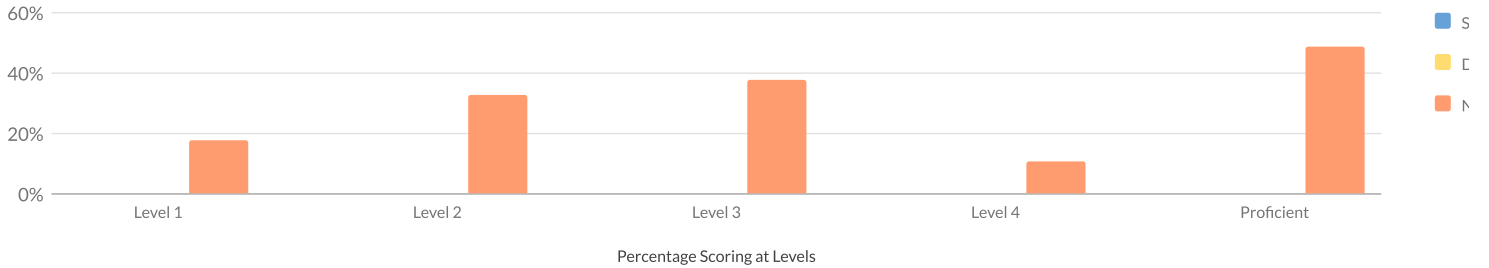


| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------|-------|------------|------|--------|----|---------|----|---------|----|---------|----|---------|----|---------------------------|----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 8 | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Combined 8 | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Grades 4 & 8 | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

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

GRADE 8 SCIENCE RESULTS

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

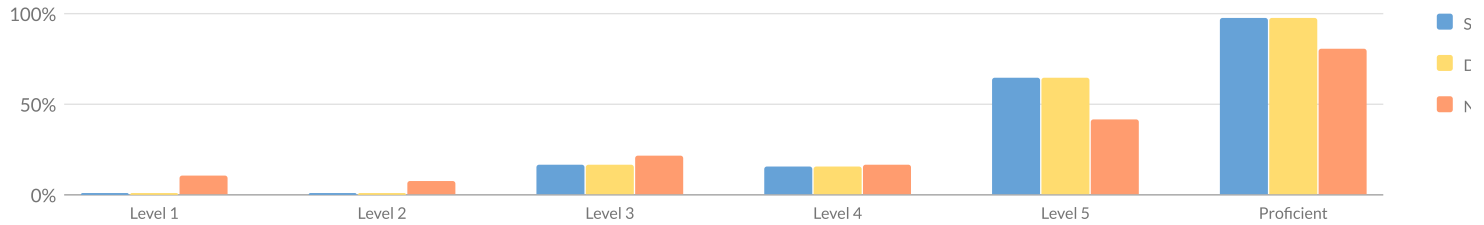


| Subgroup | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|-------|------|------------|------|--------|----|---------|----|---------|----|---------|----|---------|----|---------------------------|----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

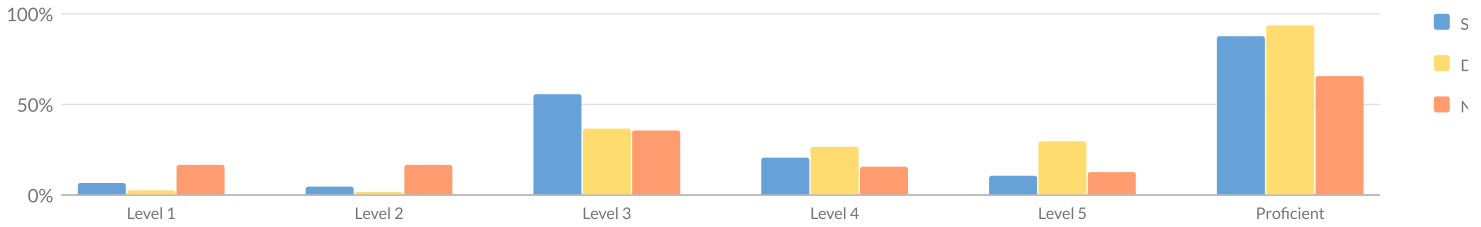
Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled.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

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



| Subgroup | Tested | Percentage Scoring at Levels | | | | | | | | | | | |
|-------------------------------------------------|--------|------------------------------|----|---------|----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 93 | 1 | 1% | 1 | 1% | 16 | 17% | 15 | 16% | 60 | 65% | 91 | 98% |
| Female | 40 | 0 | 0% | 0 | 0% | 4 | 10% | 8 | 20% | 28 | 70% | 40 | 100% |
| Male | 53 | 1 | 2% | 1 | 2% | 12 | 23% | 7 | 13% | 32 | 60% | 51 | 96% |
| General Education Students | 77 | 0 | 0% | 0 | 0% | 10 | 13% | 11 | 14% | 56 | 73% | 77 | 100% |
| Students with Disabilities | 16 | 1 | 6% | 1 | 6% | 6 | 38% | 4 | 25% | 4 | 25% | 14 | 88% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 23 | 0 | 0% | 0 | 0% | 7 | 30% | 5 | 22% | 11 | 48% | 23 | 100% |
| White | 59 | 1 | 2% | 1 | 2% | 7 | 12% | 9 | 15% | 41 | 69% | 57 | 97% |
| Multiracial | 7 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 0 | 0% | 0 | 0% | 2 | 18% | 1 | 9% | 8 | 73% | 11 | 100% |
| Economically Disadvantaged | 11 | 0 | 0% | 0 | 0% | 7 | 64% | 3 | 27% | 1 | 9% | 11 | 100% |
| Not Economically Disadvantaged | 82 | 1 | 1% | 1 | 1% | 9 | 11% | 12 | 15% | 59 | 72% | 80 | 98% |
| English Language Learner | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 92 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 93 | 1 | 1% | 1 | 1% | 16 | 17% | 15 | 16% | 60 | 65% | 91 | 98% |
| Not Homeless | 93 | 1 | 1% | 1 | 1% | 16 | 17% | 15 | 16% | 60 | 65% | 91 | 98% |
| Not Migrant | 93 | 1 | 1% | 1 | 1% | 16 | 17% | 15 | 16% | 60 | 65% | 91 | 98% |
| Parent Not in Armed Forces | 93 | 1 | 1% | 1 | 1% | 16 | 17% | 15 | 16% | 60 | 65% | 91 | 98% |

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Percentage Scoring at Levels

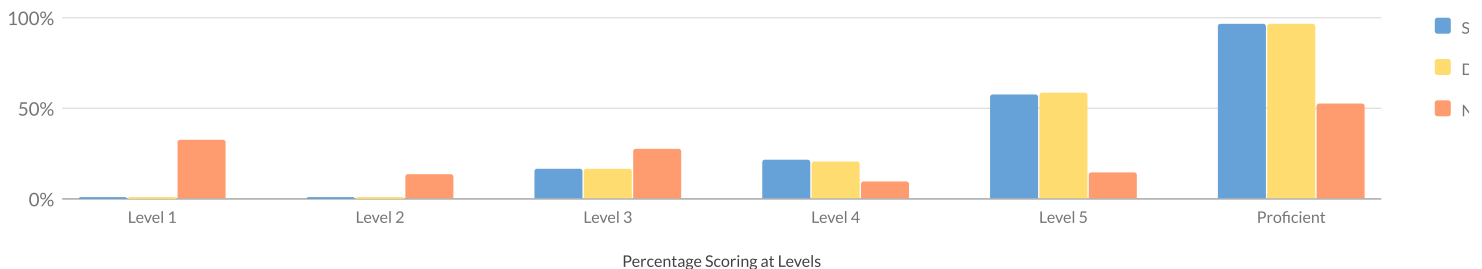
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 57 | 4 | 7% | 3 | 5% | 32 | 56% | 12 | 21% | 6 | 11% | 50 | 88% |
| Female | 26 | 0 | 0% | 1 | 4% | 16 | 62% | 7 | 27% | 2 | 8% | 25 | 96% |
| Male | 31 | 4 | 13% | 2 | 6% | 16 | 52% | 5 | 16% | 4 | 13% | 25 | 81% |
| General Education Students | 40 | 3 | 8% | 2 | 5% | 20 | 50% | 9 | 23% | 6 | 15% | 35 | 88% |
| Students with Disabilities | 17 | 1 | 6% | 1 | 6% | 12 | 71% | 3 | 18% | 0 | 0% | 15 | 88% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 19 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 34 | 0 | 0% | 0 | 0% | 21 | 62% | 9 | 26% | 4 | 12% | 34 | 100% |
| Multiracial | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 23 | 4 | 17% | 3 | 13% | 11 | 48% | 3 | 13% | 2 | 9% | 16 | 70% |
| Economically Disadvantaged | 20 | 4 | 20% | 2 | 10% | 8 | 40% | 3 | 15% | 3 | 15% | 14 | 70% |
| Not Economically Disadvantaged | 37 | 0 | 0% | 1 | 3% | 24 | 65% | 9 | 24% | 3 | 8% | 36 | 97% |
| English Language Learner | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 54 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 57 | 4 | 7% | 3 | 5% | 32 | 56% | 12 | 21% | 6 | 11% | 50 | 88% |
| Not Homeless | 57 | 4 | 7% | 3 | 5% | 32 | 56% | 12 | 21% | 6 | 11% | 50 | 88% |
| Not Migrant | 57 | 4 | 7% | 3 | 5% | 32 | 56% | 12 | 21% | 6 | 11% | 50 | 88% |
| Parent Not in Armed Forces | 57 | 4 | 7% | 3 | 5% | 32 | 56% | 12 | 21% | 6 | 11% | 50 | 88% |

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 1 | 1 | 100 | 0 | 0 |
| General Education Students | 1 | 1 | 100 | 0 | 0 |
| White | 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.

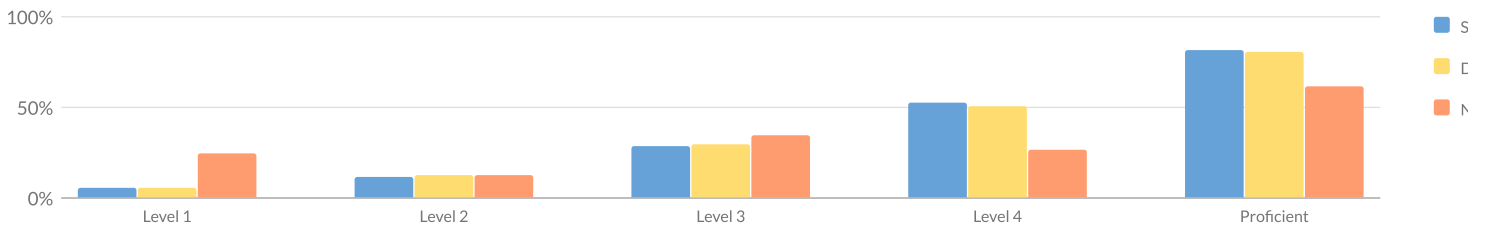
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

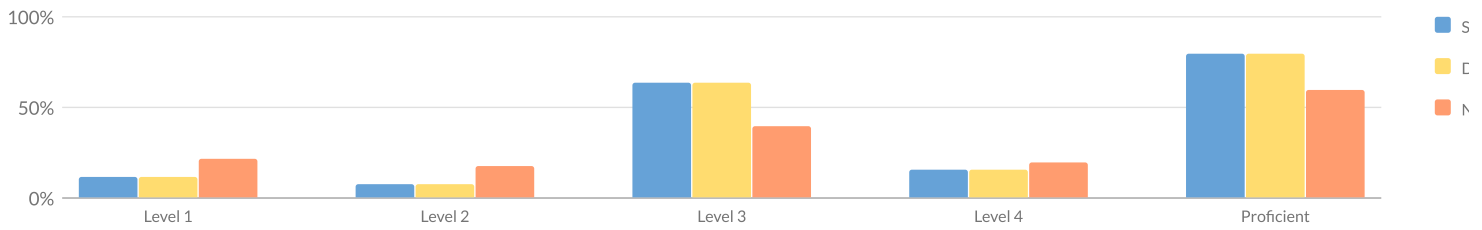
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|---------|-----|---------|----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 72 | 1 | 1% | 1 | 1% | 12 | 17% | 16 | 22% | 42 | 58% | 70 | 97% |
| Female | 36 | 0 | 0% | 1 | 3% | 5 | 14% | 7 | 19% | 23 | 64% | 35 | 97% |
| Male | 36 | 1 | 3% | 0 | 0% | 7 | 19% | 9 | 25% | 19 | 53% | 35 | 97% |
| General Education Students | 70 | – | – | – | – | – | – | – | – | – | – | – | – |
| Students with Disabilities | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 13% | 7 | 88% | 8 | 100% |
| Hispanic or Latino | 10 | 1 | 10% | 0 | 0% | 3 | 30% | 2 | 20% | 4 | 40% | 9 | 90% |
| White | 49 | 0 | 0% | 1 | 2% | 6 | 12% | 12 | 24% | 30 | 61% | 48 | 98% |
| Multiracial | 5 | 0 | 0% | 0 | 0% | 3 | 60% | 1 | 20% | 1 | 20% | 5 | 100% |
| Economically Disadvantaged | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 68 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 72 | 1 | 1% | 1 | 1% | 12 | 17% | 16 | 22% | 42 | 58% | 70 | 97% |
| Not in Foster Care | 72 | 1 | 1% | 1 | 1% | 12 | 17% | 16 | 22% | 42 | 58% | 70 | 97% |
| Not Homeless | 72 | 1 | 1% | 1 | 1% | 12 | 17% | 16 | 22% | 42 | 58% | 70 | 97% |
| Not Migrant | 72 | 1 | 1% | 1 | 1% | 12 | 17% | 16 | 22% | 42 | 58% | 70 | 97% |
| Parent Not in Armed Forces | 72 | 1 | 1% | 1 | 1% | 12 | 17% | 16 | 22% | 42 | 58% | 70 | 97% |

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



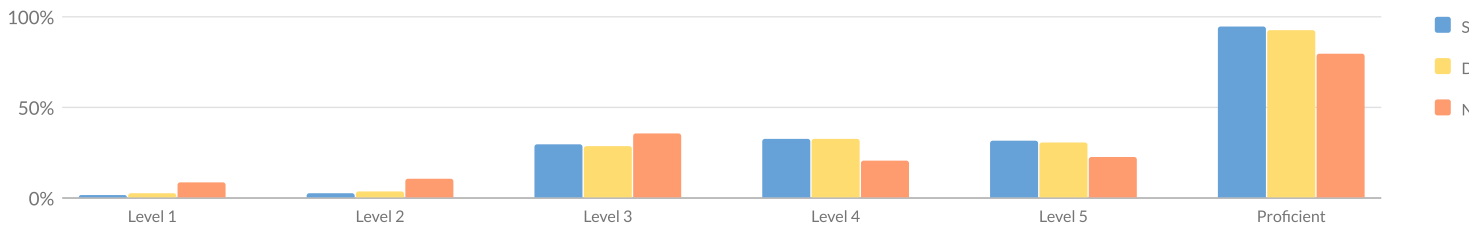
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 77 | 5 | 6% | 9 | 12% | 22 | 29% | 41 | 53% | 63 | 82% |
| Female | 27 | 2 | 7% | 5 | 19% | 8 | 30% | 12 | 44% | 20 | 74% |
| Male | 49 | 3 | 6% | 4 | 8% | 14 | 29% | 28 | 57% | 42 | 86% |
| General Education Students | 60 | 3 | 5% | 5 | 8% | 15 | 25% | 37 | 62% | 52 | 87% |
| Students with Disabilities | 17 | 2 | 12% | 4 | 24% | 7 | 41% | 4 | 24% | 11 | 65% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 4 | 22% | 5 | 28% | 4 | 22% | 5 | 28% | 9 | 50% |
| White | 52 | 0 | 0% | 4 | 8% | 17 | 33% | 31 | 60% | 48 | 92% |
| Multiracial | 4 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total | 7 | 1 | 14% | 0 | 0% | 1 | 14% | 5 | 71% | 6 | 86% |
| Economically Disadvantaged | 17 | 4 | 24% | 4 | 24% | 3 | 18% | 6 | 35% | 9 | 53% |
| Not Economically Disadvantaged | 60 | 1 | 2% | 5 | 8% | 19 | 32% | 35 | 58% | 54 | 90% |
| English Language Learner | 2 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 75 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 77 | 5 | 6% | 9 | 12% | 22 | 29% | 41 | 53% | 63 | 82% |
| Not Homeless | 77 | 5 | 6% | 9 | 12% | 22 | 29% | 41 | 53% | 63 | 82% |
| Not Migrant | 77 | 5 | 6% | 9 | 12% | 22 | 29% | 41 | 53% | 63 | 82% |
| Parent Not in Armed Forces | 77 | 5 | 6% | 9 | 12% | 22 | 29% | 41 | 53% | 63 | 82% |

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



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |
| Female | 33 | 5 | 15% | 2 | 6% | 19 | 58% | 7 | 21% | 26 | 79% |
| Male | 17 | 1 | 6% | 2 | 12% | 13 | 76% | 1 | 6% | 14 | 82% |
| General Education Students | 48 | — | — | — | — | — | — | — | — | — | — |
| Students with Disabilities | 2 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 9 | 2 | 22% | 1 | 11% | 5 | 56% | 1 | 11% | 6 | 67% |
| White | 31 | 3 | 10% | 2 | 6% | 21 | 68% | 5 | 16% | 26 | 84% |
| Multiracial | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 10 | 1 | 10% | 1 | 10% | 6 | 60% | 2 | 20% | 8 | 80% |
| Economically Disadvantaged | 5 | 1 | 20% | 0 | 0% | 3 | 60% | 1 | 20% | 4 | 80% |
| Not Economically Disadvantaged | 45 | 5 | 11% | 4 | 9% | 29 | 64% | 7 | 16% | 36 | 80% |
| Non-English Language Learner | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |
| Not in Foster Care | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |
| Not Homeless | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |
| Not Migrant | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |
| Parent Not in Armed Forces | 50 | 6 | 12% | 4 | 8% | 32 | 64% | 8 | 16% | 40 | 80% |

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



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 117 | 2 | 2% | 4 | 3% | 35 | 30% | 39 | 33% | 37 | 32% | 111 | 95% |
| Female | 60 | 0 | 0% | 3 | 5% | 23 | 38% | 21 | 35% | 13 | 22% | 57 | 95% |
| Male | 57 | 2 | 4% | 1 | 2% | 12 | 21% | 18 | 32% | 24 | 42% | 54 | 95% |
| General Education Students | 105 | 0 | 0% | 2 | 2% | 30 | 29% | 38 | 36% | 35 | 33% | 103 | 98% |
| Students with Disabilities | 12 | 2 | 17% | 2 | 17% | 5 | 42% | 1 | 8% | 2 | 17% | 8 | 67% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | - | - | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 20 | 2 | 10% | 2 | 10% | 9 | 45% | 3 | 15% | 4 | 20% | 16 | 80% |
| White | 77 | 0 | 0% | 1 | 1% | 20 | 26% | 32 | 42% | 24 | 31% | 76 | 99% |
| Multiracial | 10 | 0 | 0% | 0 | 0% | 3 | 30% | 1 | 10% | 6 | 60% | 10 | 100% |
| Small Group Total | 10 | 0 | 0% | 1 | 10% | 3 | 30% | 3 | 30% | 3 | 30% | 9 | 90% |
| Economically Disadvantaged | 21 | 1 | 5% | 1 | 5% | 10 | 48% | 4 | 19% | 5 | 24% | 19 | 90% |
| Not Economically Disadvantaged | 96 | 1 | 1% | 3 | 3% | 25 | 26% | 35 | 36% | 32 | 33% | 92 | 96% |
| English Language Learner | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 115 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 117 | 2 | 2% | 4 | 3% | 35 | 30% | 39 | 33% | 37 | 32% | 111 | 95% |
| Not Homeless | 117 | 2 | 2% | 4 | 3% | 35 | 30% | 39 | 33% | 37 | 32% | 111 | 95% |
| Not Migrant | 117 | 2 | 2% | 4 | 3% | 35 | 30% | 39 | 33% | 37 | 32% | 111 | 95% |
| Parent Not in Armed Forces | 117 | 2 | 2% | 4 | 3% | 35 | 30% | 39 | 33% | 37 | 32% | 111 | 95% |

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

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 1 | 1 | 100 | 0 | 0 |
| Male | 1 | 1 | 100 | 0 | 0 |
| General Education Students | 1 | 1 | 100 | 0 | 0 |
| Hispanic or Latino | 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.

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

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

| Subgroup | Exempt, Not Tested |
|-------------------------------------------------|--------------------|
| All Students | 93 |
| Female | 41 |
| Male | 52 |
| General Education Students | 76 |
| Students with Disabilities | 17 |
| American Indian or Alaska Native | 1 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 |
| Hispanic or Latino | 24 |
| White | 58 |
| Multiracial | 6 |
| Economically Disadvantaged | 10 |
| Not Economically Disadvantaged | 83 |
| English Language Learner | 1 |
| Non-English Language Learner | 92 |
| Not in Foster Care | 93 |
| Not Homeless | 93 |
| Not Migrant | 93 |
| Parent Not in Armed Forces | 93 |

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

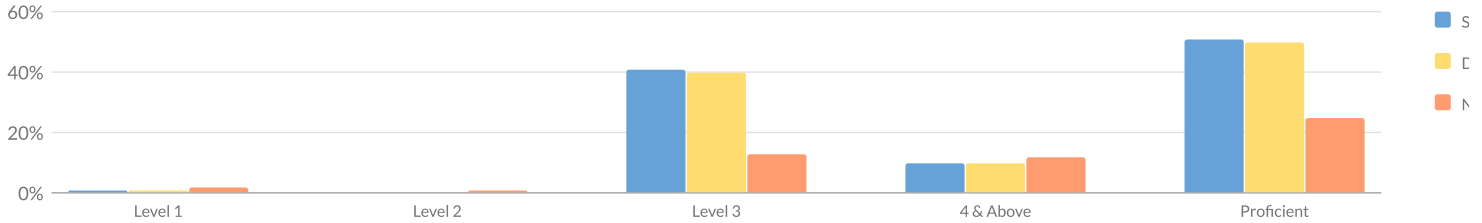
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2018 TOTAL COHORT REGENTS IN ELA

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



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|--------------|-----|--------|-----|---------|-----|---------|----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | All Students | 127 | 61 | 48% | 66 | 52% | 1 | 1% | 0 | 0% | 52 | 41% | 13 | 10% |
| Female | 64 | 25 | 39% | 39 | 61% | 0 | 0% | 0 | 0% | 35 | 55% | 4 | 6% | 39 | 61% |
| Male | 63 | 36 | 57% | 27 | 43% | 1 | 2% | 0 | 0% | 17 | 27% | 9 | 14% | 26 | 41% |
| General Education Students | 113 | 50 | 44% | 63 | 56% | 0 | 0% | 0 | 0% | 52 | 46% | 11 | 10% | 63 | 56% |
| Students with Disabilities | 14 | 11 | 79% | 3 | 21% | 1 | 7% | 0 | 0% | 0 | 0% | 2 | 14% | 2 | 14% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 1 | — | 7 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 11 | 5 | 45% | 6 | 55% | 0 | 0% | 0 | 0% | 5 | 45% | 1 | 9% | 6 | 55% |
| Hispanic or Latino | 22 | 12 | 55% | 10 | 45% | 0 | 0% | 0 | 0% | 5 | 23% | 5 | 23% | 10 | 45% |
| White | 83 | 41 | 49% | 42 | 51% | 1 | 1% | 0 | 0% | 36 | 43% | 5 | 6% | 41 | 49% |
| Multiracial | 2 | 1 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 3 | 27% | 8 | 73% | 0 | 0% | 0 | 0% | 6 | 55% | 2 | 18% | 8 | 73% |
| Economically Disadvantaged | 27 | 16 | 59% | 11 | 41% | 1 | 4% | 0 | 0% | 4 | 15% | 6 | 22% | 10 | 37% |
| Not Economically Disadvantaged | 100 | 45 | 45% | 55 | 55% | 0 | 0% | 0 | 0% | 48 | 48% | 7 | 7% | 55 | 55% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 125 | 59 | — | 66 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 127 | 61 | 48% | 66 | 52% | 1 | 1% | 0 | 0% | 52 | 41% | 13 | 10% | 65 | 51% |
| Not Homeless | 127 | 61 | 48% | 66 | 52% | 1 | 1% | 0 | 0% | 52 | 41% | 13 | 10% | 65 | 51% |
| Not Migrant | 127 | 61 | 48% | 66 | 52% | 1 | 1% | 0 | 0% | 52 | 41% | 13 | 10% | 65 | 51% |
| Parent Not in Armed Forces | 127 | 61 | 48% | 66 | 52% | 1 | 1% | 0 | 0% | 52 | 41% | 13 | 10% | 65 | 51% |

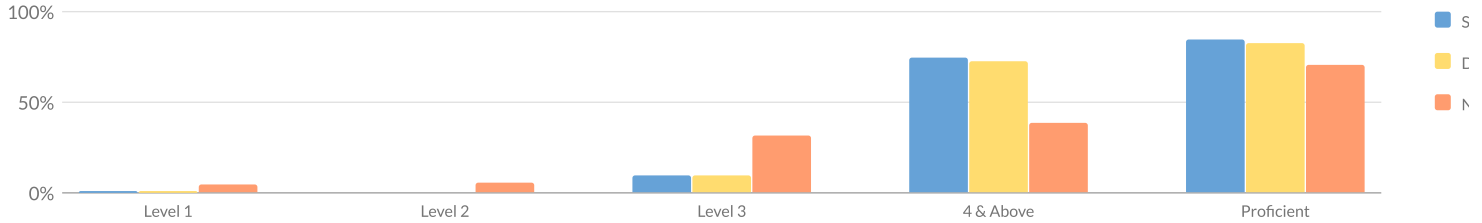
2018 TOTAL COHORT EXEMPTIONS IN ELA

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 124 | 60 | 48 | 64 | 52 |
| Female | 62 | 24 | 39 | 38 | 61 |
| Male | 62 | 36 | 58 | 26 | 42 |
| General Education Students | 111 | 50 | 45 | 61 | 55 |
| Students with Disabilities | 13 | 10 | 77 | 3 | 23 |
| Black or African American | 10 | 5 | 50 | 5 | 50 |
| Hispanic or Latino | 21 | 11 | 52 | 10 | 48 |
| White | 83 | 41 | 49 | 42 | 51 |
| Economically Disadvantaged | 25 | 16 | 64 | 9 | 36 |
| Not Economically Disadvantaged | 99 | 44 | 44 | 55 | 56 |
| Not in Foster Care | 124 | 60 | 48 | 64 | 52 |
| Not Homeless | 124 | 60 | 48 | 64 | 52 |
| Not Migrant | 124 | 60 | 48 | 64 | 52 |
| Parent Not in Armed Forces | 124 | 60 | 48 | 64 | 52 |

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

2018 TOTAL COHORT REGENTS IN MATH

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



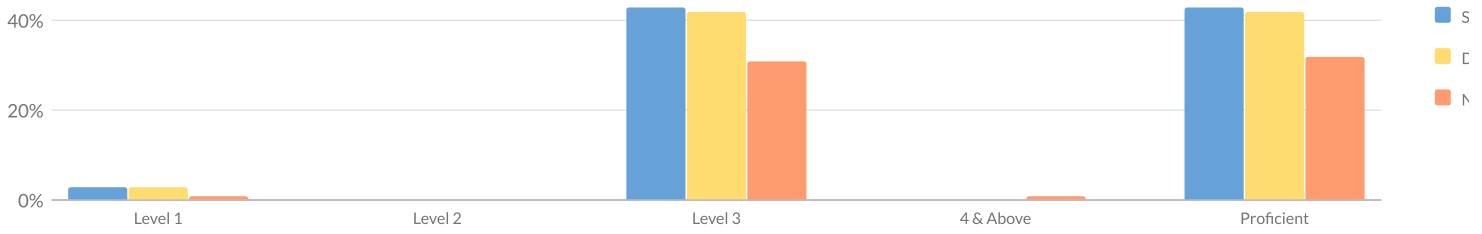
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|--------------|-----|--------|------|---------|-----|---------|----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | All Students | 127 | 18 | 14% | 109 | 86% | 1 | 1% | 0 | 0% | 13 | 10% | 95 | 75% |
| Female | 64 | 6 | 9% | 58 | 91% | 0 | 0% | 0 | 0% | 7 | 11% | 51 | 80% | 58 | 91% |
| Male | 63 | 12 | 19% | 51 | 81% | 1 | 2% | 0 | 0% | 6 | 10% | 44 | 70% | 50 | 79% |
| General Education Students | 113 | 7 | 6% | 106 | 94% | 1 | 1% | 0 | 0% | 12 | 11% | 93 | 82% | 105 | 93% |
| Students with Disabilities | 14 | 11 | 79% | 3 | 21% | 0 | 0% | 0 | 0% | 1 | 7% | 2 | 14% | 3 | 21% |
| American Indian or Alaska Native | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | — | 8 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 11 | 3 | 27% | 8 | 73% | 0 | 0% | 0 | 0% | 3 | 27% | 5 | 45% | 8 | 73% |
| Hispanic or Latino | 22 | 7 | 32% | 15 | 68% | 0 | 0% | 0 | 0% | 2 | 9% | 13 | 59% | 15 | 68% |
| White | 83 | 8 | 10% | 75 | 90% | 0 | 0% | 0 | 0% | 5 | 6% | 70 | 84% | 75 | 90% |
| Multiracial | 2 | 0 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 0 | 0% | 11 | 100% | 1 | 9% | 0 | 0% | 3 | 27% | 7 | 64% | 10 | 91% |
| Economically Disadvantaged | 27 | 10 | 37% | 17 | 63% | 1 | 4% | 0 | 0% | 4 | 15% | 12 | 44% | 16 | 59% |
| Not Economically Disadvantaged | 100 | 8 | 8% | 92 | 92% | 0 | 0% | 0 | 0% | 9 | 9% | 83 | 83% | 92 | 92% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 125 | 16 | — | 109 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 127 | 18 | 14% | 109 | 86% | 1 | 1% | 0 | 0% | 13 | 10% | 95 | 75% | 108 | 85% |
| Not Homeless | 127 | 18 | 14% | 109 | 86% | 1 | 1% | 0 | 0% | 13 | 10% | 95 | 75% | 108 | 85% |
| Not Migrant | 127 | 18 | 14% | 109 | 86% | 1 | 1% | 0 | 0% | 13 | 10% | 95 | 75% | 108 | 85% |
| Parent Not in Armed Forces | 127 | 18 | 14% | 109 | 86% | 1 | 1% | 0 | 0% | 13 | 10% | 95 | 75% | 108 | 85% |

2018 TOTAL COHORT EXEMPTIONS IN MATH

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 114 | 16 | 14 | 98 | 86 |
| Female | 56 | 4 | 7 | 52 | 93 |
| Male | 58 | 12 | 21 | 46 | 79 |
| General Education Students | 102 | 6 | 6 | 96 | 94 |
| Students with Disabilities | 12 | 10 | 83 | 2 | 17 |
| Black or African American | 9 | 2 | 22 | 7 | 78 |
| Hispanic or Latino | 19 | 6 | 32 | 13 | 68 |
| White | 77 | 8 | 10 | 69 | 90 |
| Economically Disadvantaged | 23 | 9 | 39 | 14 | 61 |
| Not Economically Disadvantaged | 91 | 7 | 8 | 84 | 92 |
| Not in Foster Care | 114 | 16 | 14 | 98 | 86 |
| Not Homeless | 114 | 16 | 14 | 98 | 86 |
| Not Migrant | 114 | 16 | 14 | 98 | 86 |
| Parent Not in Armed Forces | 114 | 16 | 14 | 98 | 86 |

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

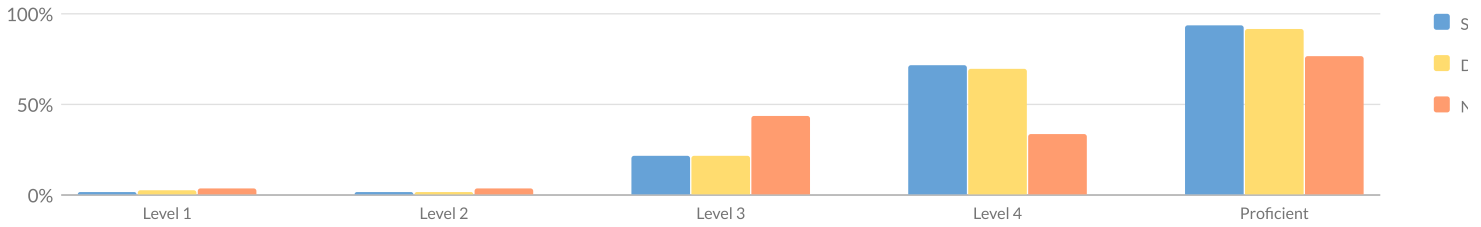
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|------------|-----|--------|-----|---------|-----|---------|----|---------|-----|-----------------|----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 127 | 69 | 54% | 58 | 46% | 4 | 3% | 0 | 0% | 54 | 43% | 0 | 0% | 54 | 43% |
| Female | 64 | 33 | 52% | 31 | 48% | 1 | 2% | 0 | 0% | 30 | 47% | 0 | 0% | 30 | 47% |
| Male | 63 | 36 | 57% | 27 | 43% | 3 | 5% | 0 | 0% | 24 | 38% | 0 | 0% | 24 | 38% |
| General Education Students | 113 | 59 | 52% | 54 | 48% | 1 | 1% | 0 | 0% | 53 | 47% | 0 | 0% | 53 | 47% |
| Students with Disabilities | 14 | 10 | 71% | 4 | 29% | 3 | 21% | 0 | 0% | 1 | 7% | 0 | 0% | 1 | 7% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 4 | — | 4 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 11 | 6 | 55% | 5 | 45% | 0 | 0% | 0 | 0% | 5 | 45% | 0 | 0% | 5 | 45% |
| Hispanic or Latino | 22 | 13 | 59% | 9 | 41% | 2 | 9% | 0 | 0% | 7 | 32% | 0 | 0% | 7 | 32% |
| White | 83 | 44 | 53% | 39 | 47% | 2 | 2% | 0 | 0% | 37 | 45% | 0 | 0% | 37 | 45% |
| Multiracial | 2 | 1 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 6 | 55% | 5 | 45% | 0 | 0% | 0 | 0% | 5 | 45% | 0 | 0% | 5 | 45% |
| Economically Disadvantaged | 27 | 17 | 63% | 10 | 37% | 3 | 11% | 0 | 0% | 7 | 26% | 0 | 0% | 7 | 26% |
| Not Economically Disadvantaged | 100 | 52 | 52% | 48 | 48% | 1 | 1% | 0 | 0% | 47 | 47% | 0 | 0% | 47 | 47% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 125 | 67 | — | 58 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 127 | 69 | 54% | 58 | 46% | 4 | 3% | 0 | 0% | 54 | 43% | 0 | 0% | 54 | 43% |
| Not Homeless | 127 | 69 | 54% | 58 | 46% | 4 | 3% | 0 | 0% | 54 | 43% | 0 | 0% | 54 | 43% |
| Not Migrant | 127 | 69 | 54% | 58 | 46% | 4 | 3% | 0 | 0% | 54 | 43% | 0 | 0% | 54 | 43% |
| Parent Not in Armed Forces | 127 | 69 | 54% | 58 | 46% | 4 | 3% | 0 | 0% | 54 | 43% | 0 | 0% | 54 | 43% |

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 125 | 68 | 54 | 57 | 46 |
| Female | 63 | 32 | 51 | 31 | 49 |
| Male | 62 | 36 | 58 | 26 | 42 |
| General Education Students | 111 | 58 | 52 | 53 | 48 |
| Students with Disabilities | 14 | 10 | 71 | 4 | 29 |
| Black or African American | 10 | 5 | 50 | 5 | 50 |
| Hispanic or Latino | 22 | 13 | 59 | 9 | 41 |
| White | 83 | 44 | 53 | 39 | 47 |
| Economically Disadvantaged | 25 | 16 | 64 | 9 | 36 |
| Not Economically Disadvantaged | 100 | 52 | 52 | 48 | 48 |
| Not in Foster Care | 125 | 68 | 54 | 57 | 46 |
| Not Homeless | 125 | 68 | 54 | 57 | 46 |
| Not Migrant | 125 | 68 | 54 | 57 | 46 |
| Parent Not in Armed Forces | 125 | 68 | 54 | 57 | 46 |

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

2018 TOTAL COHORT REGENTS IN SCIENCE



Percentage Scoring at Levels

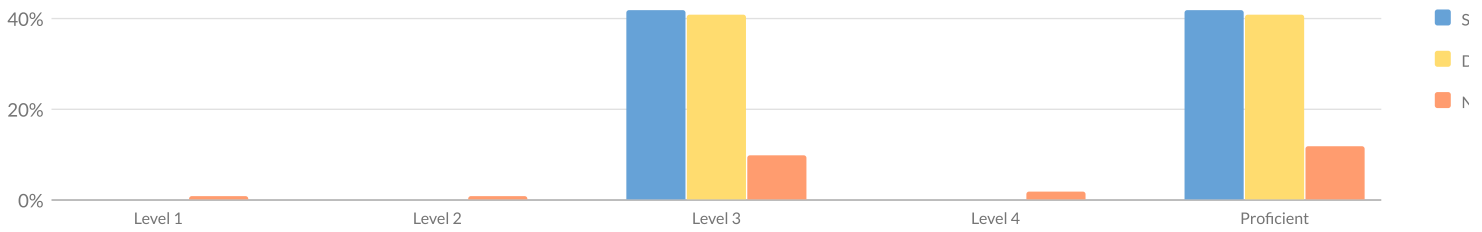
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|--------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 127 | 3 | 2% | 124 | 98% | 3 | 2% | 2 | 2% | 28 | 22% | 91 | 72% | 119 | 94% |
| Female | 64 | 1 | 2% | 63 | 98% | 1 | 2% | 1 | 2% | 14 | 22% | 47 | 73% | 61 | 95% |
| Male | 63 | 2 | 3% | 61 | 97% | 2 | 3% | 1 | 2% | 14 | 22% | 44 | 70% | 58 | 92% |
| General Education Students | 113 | 1 | 1% | 112 | 99% | 2 | 2% | 0 | 0% | 22 | 19% | 88 | 78% | 110 | 97% |
| Students with Disabilities | 14 | 2 | 14% | 12 | 86% | 1 | 7% | 2 | 14% | 6 | 43% | 3 | 21% | 9 | 64% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | — | 8 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 11 | 0 | 0% | 11 | 100% | 1 | 9% | 1 | 9% | 4 | 36% | 5 | 45% | 9 | 82% |
| Hispanic or Latino | 22 | 1 | 5% | 21 | 95% | 1 | 5% | 1 | 5% | 5 | 23% | 14 | 64% | 19 | 86% |
| White | 83 | 1 | 1% | 82 | 99% | 0 | 0% | 0 | 0% | 18 | 22% | 64 | 77% | 82 | 99% |
| Multiracial | 2 | 0 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 1 | 9% | 10 | 91% | 1 | 9% | 0 | 0% | 1 | 9% | 8 | 73% | 9 | 82% |
| Economically Disadvantaged | 27 | 2 | 7% | 25 | 93% | 3 | 11% | 1 | 4% | 9 | 33% | 12 | 44% | 21 | 78% |
| Not Economically Disadvantaged | 100 | 1 | 1% | 99 | 99% | 0 | 0% | 1 | 1% | 19 | 19% | 79 | 79% | 98 | 98% |
| English Language Learner | 2 | 1 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 125 | 2 | — | 123 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 127 | 3 | 2% | 124 | 98% | 3 | 2% | 2 | 2% | 28 | 22% | 91 | 72% | 119 | 94% |
| Not Homeless | 127 | 3 | 2% | 124 | 98% | 3 | 2% | 2 | 2% | 28 | 22% | 91 | 72% | 119 | 94% |
| Not Migrant | 127 | 3 | 2% | 124 | 98% | 3 | 2% | 2 | 2% | 28 | 22% | 91 | 72% | 119 | 94% |
| Parent Not in Armed Forces | 127 | 3 | 2% | 124 | 98% | 3 | 2% | 2 | 2% | 28 | 22% | 91 | 72% | 119 | 94% |

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|-----|
| | | # | % | # | % |
| All Students | 88 | 3 | 3 | 85 | 97 |
| Female | 48 | 1 | 2 | 47 | 98 |
| Male | 40 | 2 | 5 | 38 | 95 |
| General Education Students | 84 | 1 | 1 | 83 | 99 |
| Students with Disabilities | 4 | 2 | 50 | 2 | 50 |
| Black or African American | 7 | 0 | 0 | 7 | 100 |
| Hispanic or Latino | 13 | 1 | 8 | 12 | 92 |
| White | 63 | 1 | 2 | 62 | 98 |
| Economically Disadvantaged | 14 | 2 | 14 | 12 | 86 |
| Not Economically Disadvantaged | 74 | 1 | 1 | 73 | 99 |
| Not in Foster Care | 88 | 3 | 3 | 85 | 97 |
| Not Homeless | 88 | 3 | 3 | 85 | 97 |
| Not Migrant | 88 | 3 | 3 | 85 | 97 |
| Parent Not in Armed Forces | 88 | 3 | 3 | 85 | 97 |

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

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



Percentage Scoring at Levels

| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|--------|------------|------|--------|-----|---------|----|---------|----|---------|-----|---------|----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 127 | 74 | 58% | 53 | 42% | 0 | 0% | 0 | 0% | 53 | 42% | 0 | 0% | 53 | 42% |
| Female | 64 | 38 | 59% | 26 | 41% | 0 | 0% | 0 | 0% | 26 | 41% | 0 | 0% | 26 | 41% |
| Male | 63 | 36 | 57% | 27 | 43% | 0 | 0% | 0 | 0% | 27 | 43% | 0 | 0% | 27 | 43% |
| General Education Students | 113 | 60 | 53% | 53 | 47% | 0 | 0% | 0 | 0% | 53 | 47% | 0 | 0% | 53 | 47% |
| Students with Disabilities | 14 | 14 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 5 | — | 3 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 11 | 8 | 73% | 3 | 27% | 0 | 0% | 0 | 0% | 3 | 27% | 0 | 0% | 3 | 27% |
| Hispanic or Latino | 22 | 16 | 73% | 6 | 27% | 0 | 0% | 0 | 0% | 6 | 27% | 0 | 0% | 6 | 27% |
| White | 83 | 42 | 51% | 41 | 49% | 0 | 0% | 0 | 0% | 41 | 49% | 0 | 0% | 41 | 49% |
| Multiracial | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 11 | 8 | 73% | 3 | 27% | 0 | 0% | 0 | 0% | 3 | 27% | 0 | 0% | 3 | 27% |
| Economically Disadvantaged | 27 | 22 | 81% | 5 | 19% | 0 | 0% | 0 | 0% | 5 | 19% | 0 | 0% | 5 | 19% |
| Not Economically Disadvantaged | 100 | 52 | 52% | 48 | 48% | 0 | 0% | 0 | 0% | 48 | 48% | 0 | 0% | 48 | 48% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 125 | 72 | — | 53 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 127 | 74 | 58% | 53 | 42% | 0 | 0% | 0 | 0% | 53 | 42% | 0 | 0% | 53 | 42% |
| Not Homeless | 127 | 74 | 58% | 53 | 42% | 0 | 0% | 0 | 0% | 53 | 42% | 0 | 0% | 53 | 42% |
| Not Migrant | 127 | 74 | 58% | 53 | 42% | 0 | 0% | 0 | 0% | 53 | 42% | 0 | 0% | 53 | 42% |
| Parent Not in Armed Forces | 127 | 74 | 58% | 53 | 42% | 0 | 0% | 0 | 0% | 53 | 42% | 0 | 0% | 53 | 42% |

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

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|----|
| | | # | % | # | % |
| All Students | 123 | 70 | 57 | 53 | 43 |
| Female | 61 | 35 | 57 | 26 | 43 |
| Male | 62 | 35 | 56 | 27 | 44 |
| General Education Students | 109 | 56 | 51 | 53 | 49 |
| Students with Disabilities | 14 | 14 | 100 | 0 | 0 |
| Black or African American | 10 | 7 | 70 | 3 | 30 |
| Hispanic or Latino | 21 | 15 | 71 | 6 | 29 |
| White | 82 | 41 | 50 | 41 | 50 |
| Economically Disadvantaged | 25 | 20 | 80 | 5 | 20 |
| Not Economically Disadvantaged | 98 | 50 | 51 | 48 | 49 |
| Not in Foster Care | 123 | 70 | 57 | 53 | 43 |
| Not Homeless | 123 | 70 | 57 | 53 | 43 |
| Not Migrant | 123 | 70 | 57 | 53 | 43 |
| Parent Not in Armed Forces | 123 | 70 | 57 | 53 | 43 |

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 (2021-22)

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

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

| Grade | Total | | Not Tested | | Tested | | Entering | | Emerging | | Transitioning | | Expanding | | Commanding (Proficient) | |
|----------|-------|------|------------|----|--------|------|----------|---|----------|---|---------------|---|-----------|---|-------------------------|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 9 | 2 | 100% | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 10 | 4 | 100% | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 11 | 2 | 100% | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 12 | 3 | 100% | 0 | 0% | 3 | 100% | – | – | – | – | – | – | – | – | – | – |

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

| | TEACHERS | | | PRINCIPALS | | |
|--------------------------------|----------|-----------------|-----------------|------------|-----------------|-----------------|
| | Total | # Inexperienced | % Inexperienced | Total | # Inexperienced | % Inexperienced |
| THIS SCHOOL | 52 | 3 | 6% | 1 | 1 | 100% |
| THIS DISTRICT | 142 | 15 | 11% | 3 | 2 | 67% |
| STATEWIDE | 213,853 | 46,628 | 22% | 4,643 | 1,064 | 23% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 47,206 | 16,965 | 36% | 1,071 | 191 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 62,026 | 7,792 | 13% | 1,192 | 267 | 22% |

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

| | Total | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|---------|---------------------------------------------------------------|-----|
| | | # | % |
| THIS SCHOOL | 51 | 0 | 0% |
| THIS DISTRICT | 140 | 0 | 0% |
| STATEWIDE | 203,528 | 15,289 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 43,110 | 6,412 | 15% |
| STATEWIDE LOW-POVERTY SCHOOLS | 59,797 | 1,101 | 2% |

TOTAL COHORT GRADUATION RATE (2021-22)

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

| Subgroup | Total | GRAD RATE | | REGENTS WITH ADVANCED DESIGNATION | | REGENTS DIPLOMA | | LOCAL DIPLOMA | | NON DIPLOMA CRED | | STILL ENROLLED | | GED TRANSFER | | DROPOUT | |
|-------------------------------------------------|-------|-----------|------|-----------------------------------|----|-----------------|------|---------------|-----|------------------|----|----------------|----|--------------|----|---------|----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 127 | 124 | 98% | 0 | 0% | 122 | 96% | 2 | 2% | 0 | 0% | 3 | 2% | 0 | 0% | 0 | 0% |
| Female | 64 | 62 | 97% | 0 | 0% | 62 | 97% | 0 | 0% | 0 | 0% | 2 | 3% | 0 | 0% | 0 | 0% |
| Male | 63 | 62 | 98% | 0 | 0% | 60 | 95% | 2 | 3% | 0 | 0% | 1 | 2% | 0 | 0% | 0 | 0% |
| Non-binary | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 113 | 111 | 98% | 0 | 0% | 111 | 98% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 14 | 13 | 93% | 0 | 0% | 11 | 79% | 2 | 14% | 0 | 0% | 1 | 7% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 11 | 10 | 91% | 0 | 0% | 9 | 82% | 1 | 9% | 0 | 0% | 1 | 9% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 22 | 21 | 95% | 0 | 0% | 20 | 91% | 1 | 5% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% |
| White | 83 | 83 | 100% | 0 | 0% | 83 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Multiracial | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Economically Disadvantaged | 27 | 25 | 93% | 0 | 0% | 23 | 85% | 2 | 7% | 0 | 0% | 2 | 7% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 100 | 99 | 99% | 0 | 0% | 99 | 99% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% |
| English Language Learner | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 125 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| In Foster Care | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 127 | 124 | 98% | 0 | 0% | 122 | 96% | 2 | 2% | 0 | 0% | 3 | 2% | 0 | 0% | 0 | 0% |
| Homeless | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 127 | 124 | 98% | 0 | 0% | 122 | 96% | 2 | 2% | 0 | 0% | 3 | 2% | 0 | 0% | 0 | 0% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 127 | 124 | 98% | 0 | 0% | 122 | 96% | 2 | 2% | 0 | 0% | 3 | 2% | 0 | 0% | 0 | 0% |
| Parent in Armed Forces | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 127 | 124 | 98% | 0 | 0% | 122 | 96% | 2 | 2% | 0 | 0% | 3 | 2% | 0 | 0% | 0 | 0% |

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

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

[CRDC Data \(22.42 megabytes\)](#)

[CRDC Glossary and Guide](#)

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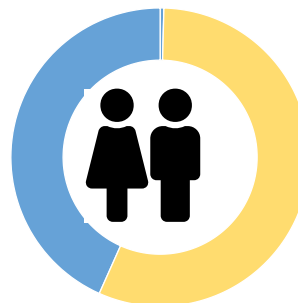
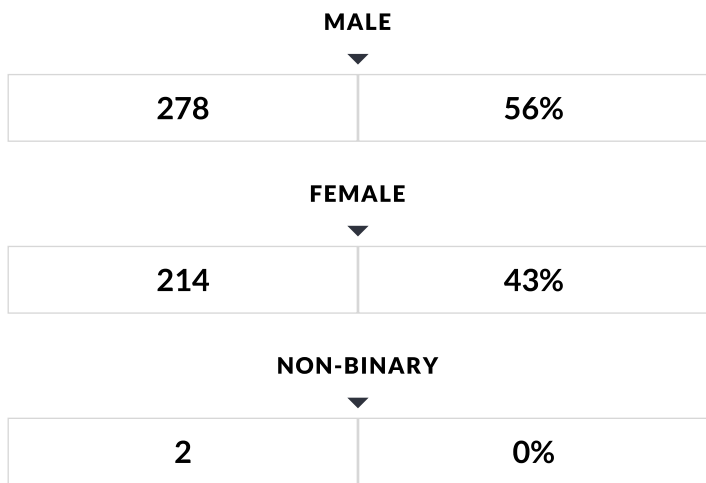
THIS DOCUMENT WAS CREATED ON: APRIL 17, 2023, 10:16 AM EST

This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

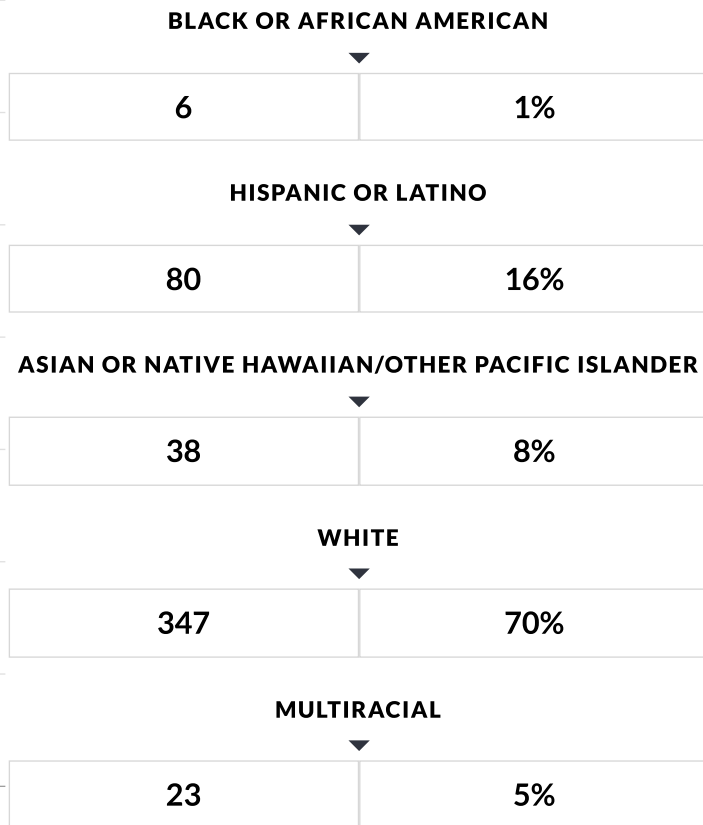
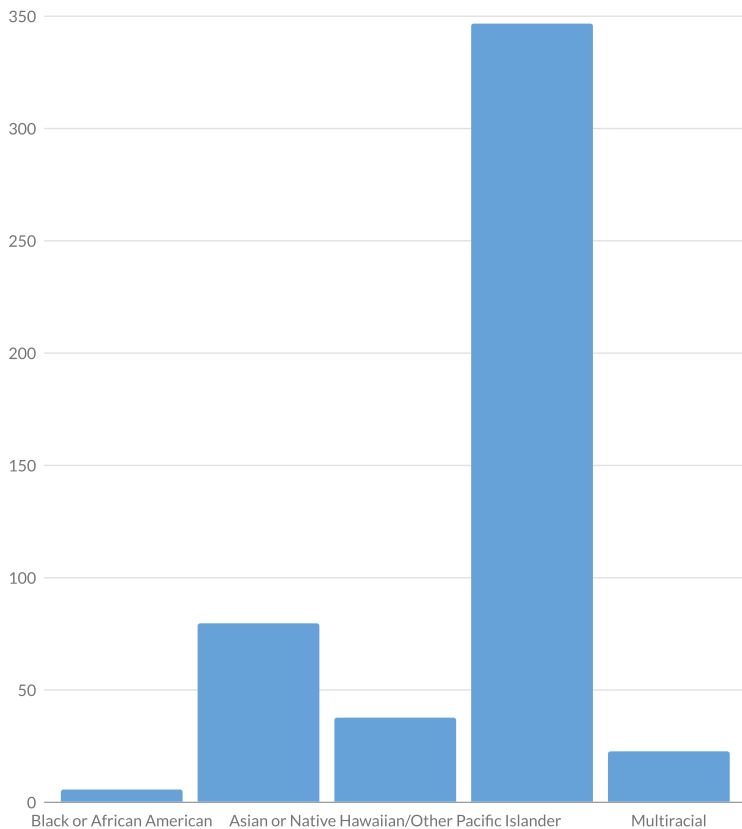
PIERRE VAN CORTLANDT SCHOOL ENROLLMENT (2021 - 22)

K-12 Enrollment: 494

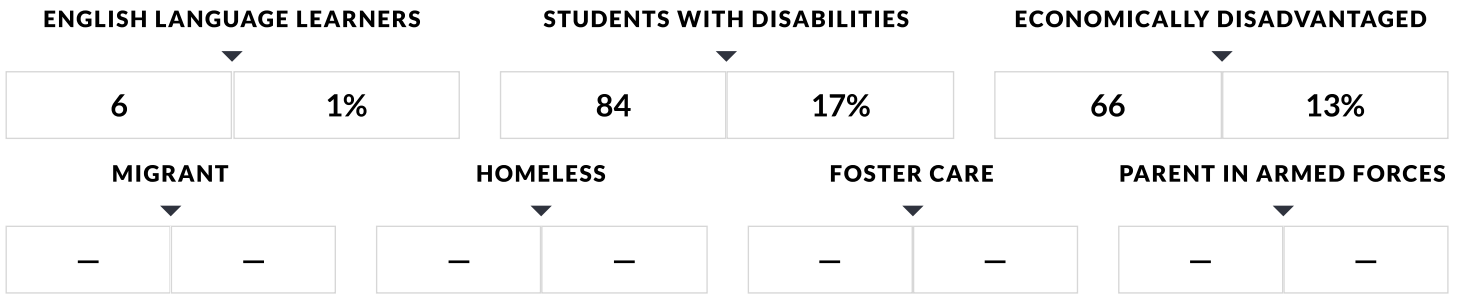
ENROLLMENT I



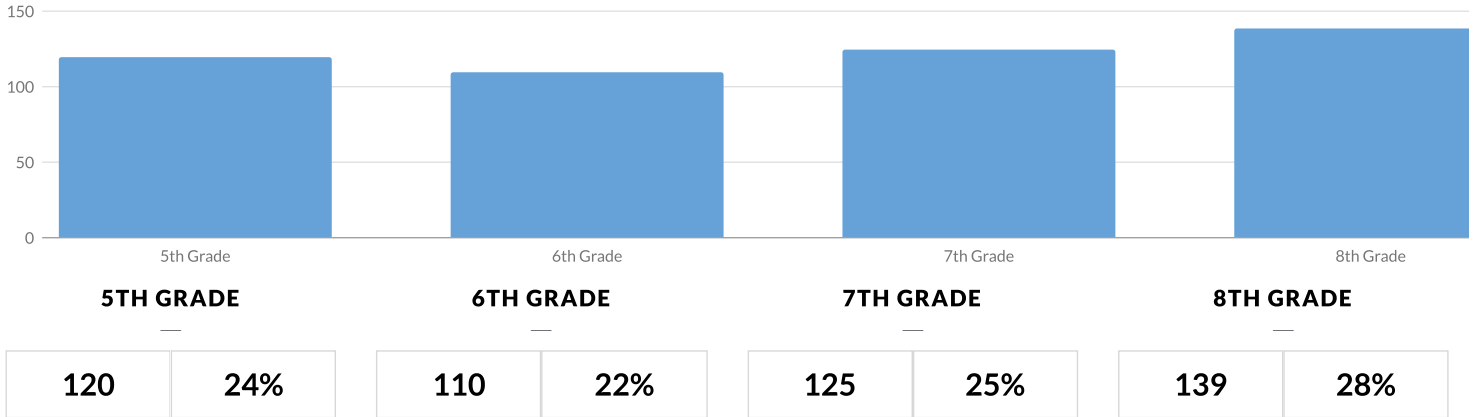
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



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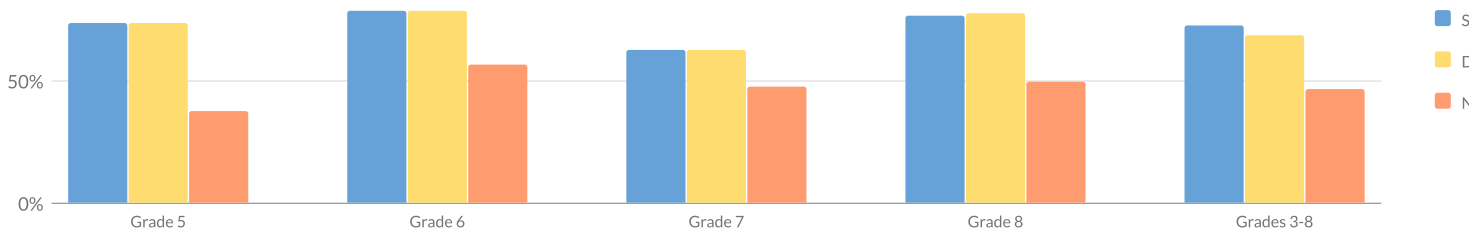
PIERRE VAN CORTLANDT SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

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

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

SUMMARY RESULTS

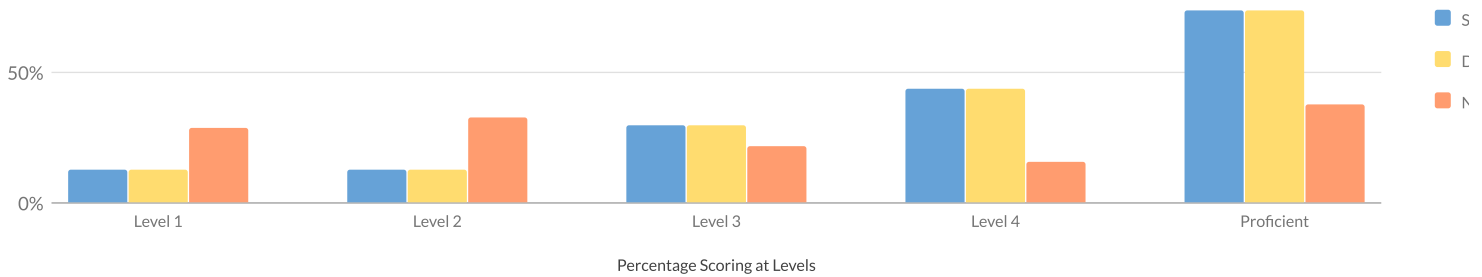


Percent Proficient

| Grade | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|-------|----|------------|----|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 5 | 119 | 9% | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |
| Grade 6 | 112 | 3% | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |
| Grade 7 | 125 | 6% | 8 | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% |
| Grade 8 | 140 | 9% | 12 | 9% | 128 | 91% | 7 | 5% | 22 | 17% | 52 | 41% | 47 | 37% | 99 | 77% |
| Grades 3-8 | 496 | 7% | 34 | 7% | 462 | 93% | 48 | 10% | 75 | 16% | 150 | 32% | 189 | 41% | 339 | 73% |

GRADE 5 ELA RESULTS

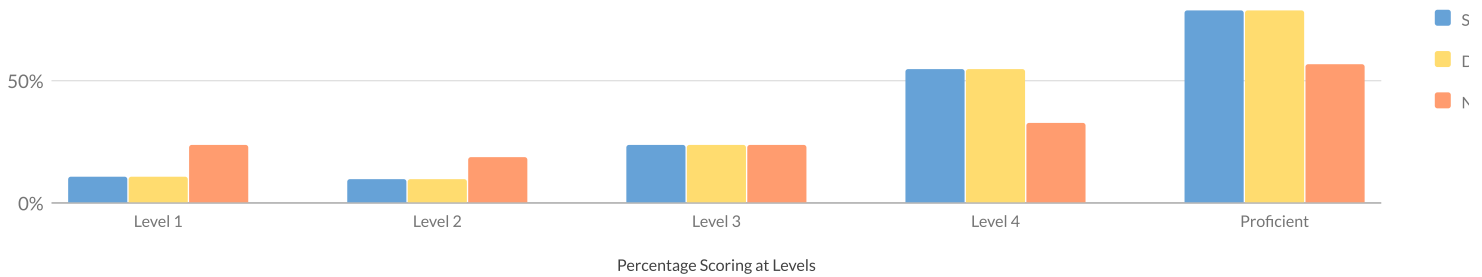
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |
| Female | 45 | 4 | 9% | 41 | 91% | 3 | 7% | 3 | 7% | 14 | 34% | 21 | 51% | 35 | 85% |
| Male | 74 | 7 | 9% | 67 | 91% | 11 | 16% | 11 | 16% | 18 | 27% | 27 | 40% | 45 | 67% |
| General Education Students | 101 | 9 | 9% | 92 | 91% | 4 | 4% | 12 | 13% | 30 | 33% | 46 | 50% | 76 | 83% |
| Students with Disabilities | 18 | 2 | 11% | 16 | 89% | 10 | 63% | 2 | 13% | 2 | 13% | 2 | 13% | 4 | 25% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 6 | 100% | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 19 | 0 | 0% | 19 | 100% | 5 | 26% | 8 | 42% | 3 | 16% | 3 | 16% | 6 | 32% |
| White | 90 | 11 | 12% | 79 | 88% | 9 | 11% | 6 | 8% | 28 | 35% | 36 | 46% | 64 | 81% |
| Multiracial | 3 | 0 | 0% | 3 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 10 | 0 | 0% | 10 | 100% | 0 | 0% | 0 | 0% | 1 | 10% | 9 | 90% | 10 | 100% |
| Economically Disadvantaged | 15 | 0 | 0% | 15 | 100% | 5 | 33% | 3 | 20% | 4 | 27% | 3 | 20% | 7 | 47% |
| Not Economically Disadvantaged | 104 | 11 | 11% | 93 | 89% | 9 | 10% | 11 | 12% | 28 | 30% | 45 | 48% | 73 | 78% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 118 | 11 | 9% | 107 | 91% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |
| Not Homeless | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |
| Not Migrant | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |
| Parent Not in Armed Forces | 119 | 11 | 9% | 108 | 91% | 14 | 13% | 14 | 13% | 32 | 30% | 48 | 44% | 80 | 74% |

GRADE 6 ELA RESULTS

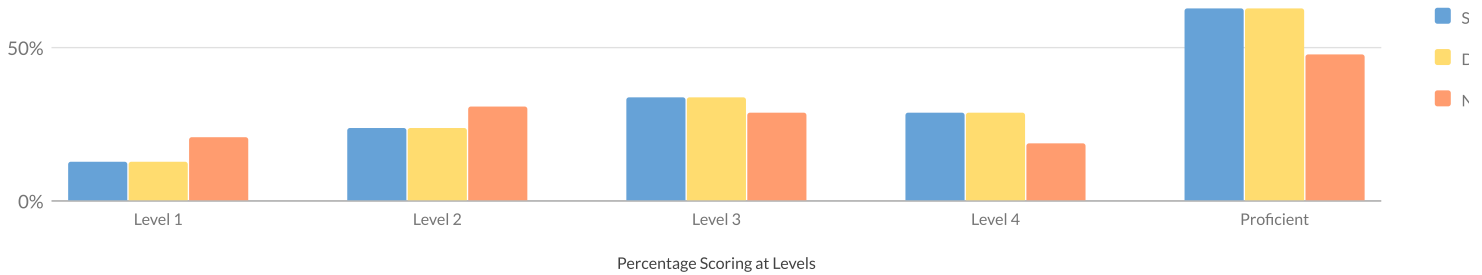
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |
| Female | 49 | 2 | 4% | 47 | 96% | 3 | 6% | 5 | 11% | 11 | 23% | 28 | 60% | 39 | 83% |
| Male | 63 | 1 | 2% | 62 | 98% | 9 | 15% | 6 | 10% | 15 | 24% | 32 | 52% | 47 | 76% |
| General Education Students | 96 | 3 | 3% | 93 | 97% | 5 | 5% | 7 | 8% | 22 | 24% | 59 | 63% | 81 | 87% |
| Students with Disabilities | 16 | 0 | 0% | 16 | 100% | 7 | 44% | 4 | 25% | 4 | 25% | 1 | 6% | 5 | 31% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 0 | 0% | 13 | 100% | 0 | 0% | 1 | 8% | 3 | 23% | 9 | 69% | 12 | 92% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 19 | 2 | 11% | 17 | 89% | 5 | 29% | 5 | 29% | 2 | 12% | 5 | 29% | 7 | 41% |
| White | 75 | 1 | 1% | 74 | 99% | 6 | 8% | 5 | 7% | 21 | 28% | 42 | 57% | 63 | 85% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 5 | 0 | 0% | 5 | 100% | 1 | 20% | 0 | 0% | 0 | 0% | 4 | 80% | 4 | 80% |
| Economically Disadvantaged | 11 | 0 | 0% | 11 | 100% | 4 | 36% | 3 | 27% | 2 | 18% | 2 | 18% | 4 | 36% |
| Not Economically Disadvantaged | 101 | 3 | 3% | 98 | 97% | 8 | 8% | 8 | 8% | 24 | 24% | 58 | 59% | 82 | 84% |
| English Language Learner | 3 | 1 | 33% | 2 | 67% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 109 | 2 | 2% | 107 | 98% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |
| Not Homeless | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |
| Not Migrant | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |
| Parent Not in Armed Forces | 112 | 3 | 3% | 109 | 97% | 12 | 11% | 11 | 10% | 26 | 24% | 60 | 55% | 86 | 79% |

GRADE 7 ELA RESULTS

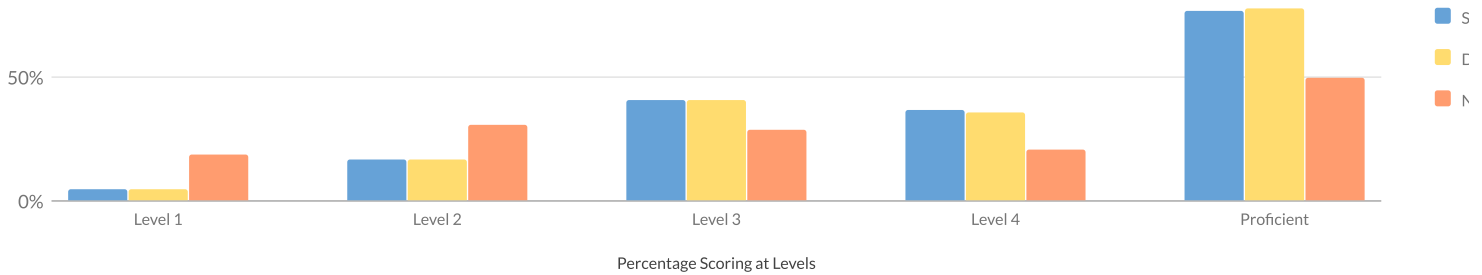
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 125 | 8 | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% |
| Female | 56 | 6 | 11% | 50 | 89% | 4 | 8% | 12 | 24% | 13 | 26% | 21 | 42% | 34 | 68% |
| Male | 67 | 2 | 3% | 65 | 97% | 11 | 17% | 14 | 22% | 27 | 42% | 13 | 20% | 40 | 62% |
| General Education Students | 104 | 7 | 7% | 97 | 93% | 6 | 6% | 23 | 24% | 36 | 37% | 32 | 33% | 68 | 70% |
| Students with Disabilities | 21 | 1 | 5% | 20 | 95% | 9 | 45% | 5 | 25% | 4 | 20% | 2 | 10% | 6 | 30% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 9 | 100% | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 20 | 0 | 0% | 20 | 100% | 6 | 30% | 9 | 45% | 3 | 15% | 2 | 10% | 5 | 25% |
| White | 85 | 8 | 9% | 77 | 91% | 9 | 12% | 14 | 18% | 31 | 40% | 23 | 30% | 54 | 70% |
| Multiracial | 10 | 0 | 0% | 10 | 100% | 0 | 0% | 0 | 0% | 4 | 40% | 6 | 60% | 10 | 100% |
| Small Group Total | 10 | 0 | 0% | 10 | 100% | 0 | 0% | 5 | 50% | 2 | 20% | 3 | 30% | 5 | 50% |
| Economically Disadvantaged | 20 | 1 | 5% | 19 | 95% | 4 | 21% | 9 | 47% | 3 | 16% | 3 | 16% | 6 | 32% |
| Not Economically Disadvantaged | 105 | 7 | 7% | 98 | 93% | 11 | 11% | 19 | 19% | 37 | 38% | 31 | 32% | 68 | 69% |
| English Language Learner | 3 | 0 | 0% | 3 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 122 | 8 | 7% | 114 | 93% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 125 | 8 | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% |
| Not Homeless | 125 | 8 | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% |
| Not Migrant | 125 | 8 | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% |
| Parent Not in Armed Forces | 125 | 8 | 6% | 117 | 94% | 15 | 13% | 28 | 24% | 40 | 34% | 34 | 29% | 74 | 63% |

GRADE 8 ELA RESULTS

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

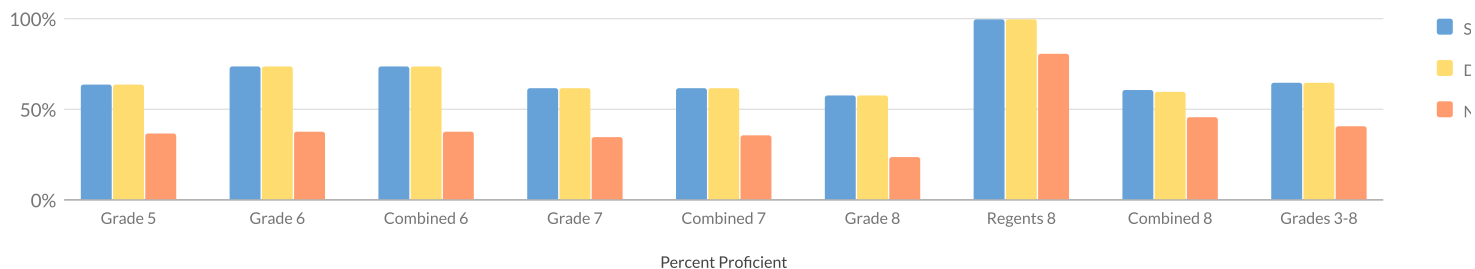


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 140 | 12 | 9% | 128 | 91% | 7 | 5% | 22 | 17% | 52 | 41% | 47 | 37% | 99 | 77% |
| Female | 66 | 5 | 8% | 61 | 92% | 3 | 5% | 5 | 8% | 26 | 43% | 27 | 44% | 53 | 87% |
| Male | 74 | 7 | 9% | 67 | 91% | 4 | 6% | 17 | 25% | 26 | 39% | 20 | 30% | 46 | 69% |
| General Education Students | 111 | 4 | 4% | 107 | 96% | 5 | 5% | 13 | 12% | 45 | 42% | 44 | 41% | 89 | 83% |
| Students with Disabilities | 29 | 8 | 28% | 21 | 72% | 2 | 10% | 9 | 43% | 7 | 33% | 3 | 14% | 10 | 48% |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | 0 | 0% | 10 | 100% | 0 | 0% | 2 | 20% | 4 | 40% | 4 | 40% | 8 | 80% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 23 | 2 | 9% | 21 | 91% | 3 | 14% | 5 | 24% | 9 | 43% | 4 | 19% | 13 | 62% |
| White | 100 | 9 | 9% | 91 | 91% | 3 | 3% | 14 | 15% | 37 | 41% | 37 | 41% | 74 | 81% |
| Multiracial | 5 | 1 | 20% | 4 | 80% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 7 | 1 | 14% | 6 | 86% | 1 | 17% | 1 | 17% | 2 | 33% | 2 | 33% | 4 | 67% |
| Economically Disadvantaged | 19 | 1 | 5% | 18 | 95% | 5 | 28% | 4 | 22% | 9 | 50% | 0 | 0% | 9 | 50% |
| Not Economically Disadvantaged | 121 | 11 | 9% | 110 | 91% | 2 | 2% | 18 | 16% | 43 | 39% | 47 | 43% | 90 | 82% |
| English Language Learner | 2 | 1 | 50% | 1 | 50% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 138 | 11 | 8% | 127 | 92% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 140 | 12 | 9% | 128 | 91% | 7 | 5% | 22 | 17% | 52 | 41% | 47 | 37% | 99 | 77% |
| Not Homeless | 140 | 12 | 9% | 128 | 91% | 7 | 5% | 22 | 17% | 52 | 41% | 47 | 37% | 99 | 77% |
| Not Migrant | 140 | 12 | 9% | 128 | 91% | 7 | 5% | 22 | 17% | 52 | 41% | 47 | 37% | 99 | 77% |
| Parent Not in Armed Forces | 140 | 12 | 9% | 128 | 91% | 7 | 5% | 22 | 17% | 52 | 41% | 47 | 37% | 99 | 77% |

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS



| Grade | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|-------|---|------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 5 | 119 | | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |
| Grade 6 | 113 | | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Combined 6 | 113 | | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Grade 7 | 125 | | 7 | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% |
| Combined 7 | 125 | | 7 | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% |
| Grade 8 | 139 | | 19 | 14% | 120 | 86% | 26 | 22% | 24 | 20% | 30 | 25% | 40 | 33% | 70 | 58% |
| Regents 8 | — | | 0 | 0% | 8 | 6% | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | 8 | 100% |
| Combined 8 | 139 | | 11 | 8% | 128 | 92% | 26 | 20% | 24 | 19% | 32 | 25% | 46 | 36% | 78 | 61% |
| Grades 3-8 | 496 | | 34 | 7% | 462 | 93% | 68 | 15% | 94 | 20% | 127 | 27% | 173 | 37% | 300 | 65% |

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

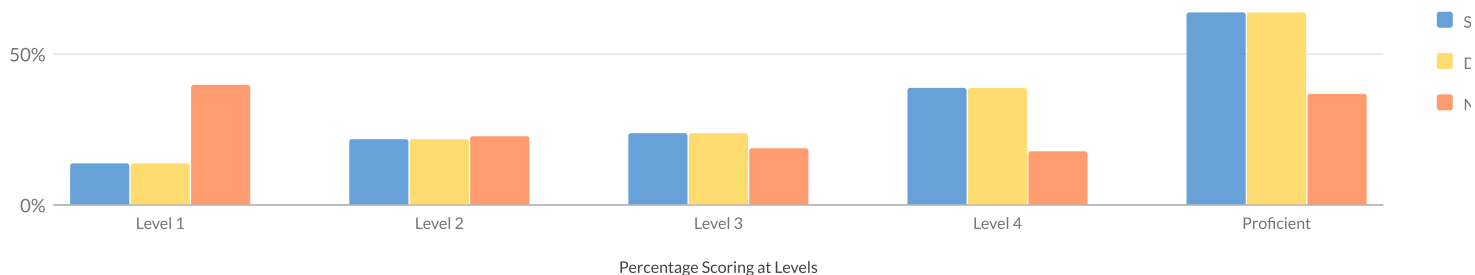
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

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

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

GRADE 5 MATH RESULTS

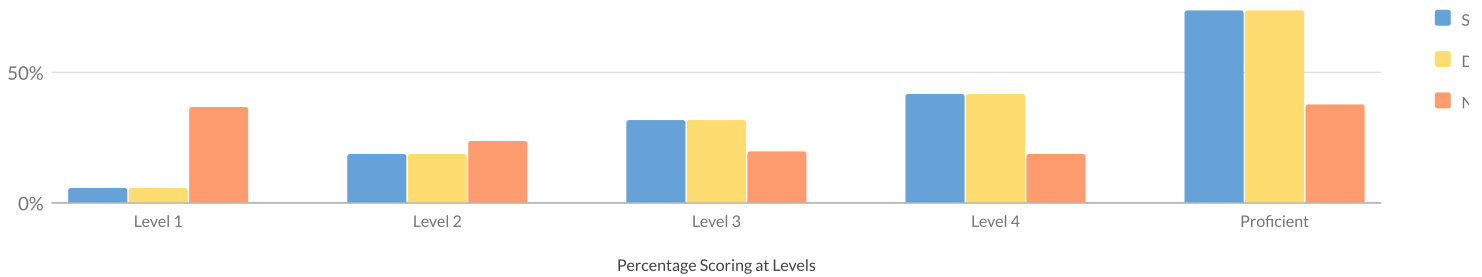
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 119 | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |
| Female | 45 | 5 | 11% | 40 | 89% | 7 | 18% | 11 | 28% | 10 | 25% | 12 | 30% | 22 | 55% |
| Male | 74 | 7 | 9% | 67 | 91% | 8 | 12% | 13 | 19% | 16 | 24% | 30 | 45% | 46 | 69% |
| General Education Students | 101 | 10 | 10% | 91 | 90% | 6 | 7% | 20 | 22% | 24 | 26% | 41 | 45% | 65 | 71% |
| Students with Disabilities | 18 | 2 | 11% | 16 | 89% | 9 | 56% | 4 | 25% | 2 | 13% | 1 | 6% | 3 | 19% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 6 | 100% | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 19 | 1 | 5% | 18 | 95% | 5 | 28% | 6 | 33% | 5 | 28% | 2 | 11% | 7 | 39% |
| White | 90 | 11 | 12% | 79 | 88% | 10 | 13% | 18 | 23% | 20 | 25% | 31 | 39% | 51 | 65% |
| Multiracial | 3 | 0 | 0% | 3 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 10 | 0 | 0% | 10 | 100% | 0 | 0% | 0 | 0% | 1 | 10% | 9 | 90% | 10 | 100% |
| Economically Disadvantaged | 15 | 1 | 7% | 14 | 93% | 6 | 43% | 3 | 21% | 4 | 29% | 1 | 7% | 5 | 36% |
| Not Economically Disadvantaged | 104 | 11 | 11% | 93 | 89% | 9 | 10% | 21 | 23% | 22 | 24% | 41 | 44% | 63 | 68% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 118 | 12 | 10% | 106 | 90% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 119 | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |
| Not Homeless | 119 | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |
| Not Migrant | 119 | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |
| Parent Not in Armed Forces | 119 | 12 | 10% | 107 | 90% | 15 | 14% | 24 | 22% | 26 | 24% | 42 | 39% | 68 | 64% |

GRADE 6 MATH RESULTS

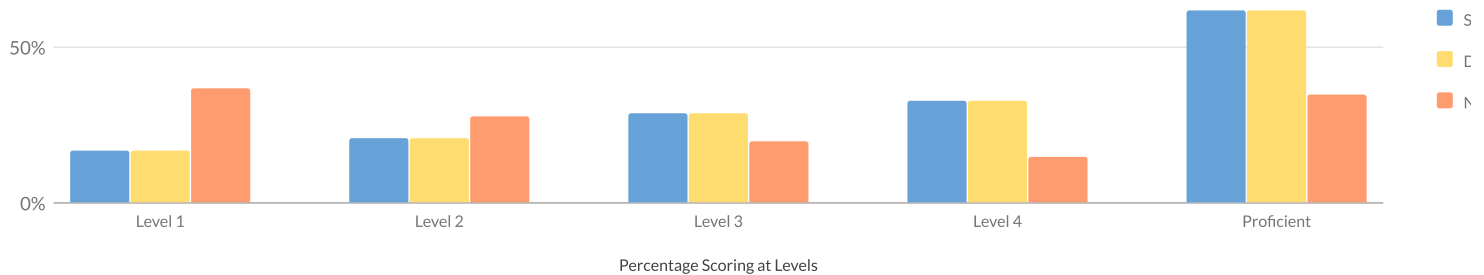
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 113 | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Female | 50 | 1 | 2% | 49 | 98% | 2 | 4% | 13 | 27% | 16 | 33% | 18 | 37% | 34 | 69% |
| Male | 63 | 3 | 5% | 60 | 95% | 5 | 8% | 8 | 13% | 19 | 32% | 28 | 47% | 47 | 78% |
| General Education Students | 97 | 4 | 4% | 93 | 96% | 1 | 1% | 16 | 17% | 32 | 34% | 44 | 47% | 76 | 82% |
| Students with Disabilities | 16 | 0 | 0% | 16 | 100% | 6 | 38% | 5 | 31% | 3 | 19% | 2 | 13% | 5 | 31% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 0 | 0% | 13 | 100% | 0 | 0% | 2 | 15% | 3 | 23% | 8 | 62% | 11 | 85% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 19 | 1 | 5% | 18 | 95% | 3 | 17% | 10 | 56% | 3 | 17% | 2 | 11% | 5 | 28% |
| White | 76 | 3 | 4% | 73 | 96% | 3 | 4% | 9 | 12% | 27 | 37% | 34 | 47% | 61 | 84% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 5 | 0 | 0% | 5 | 100% | 1 | 20% | 0 | 0% | 2 | 40% | 2 | 40% | 4 | 80% |
| Economically Disadvantaged | 11 | 1 | 9% | 10 | 91% | 3 | 30% | 3 | 30% | 2 | 20% | 2 | 20% | 4 | 40% |
| Not Economically Disadvantaged | 102 | 3 | 3% | 99 | 97% | 4 | 4% | 18 | 18% | 33 | 33% | 44 | 44% | 77 | 78% |
| English Language Learner | 3 | 0 | 0% | 3 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 110 | 4 | 4% | 106 | 96% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 113 | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Not Homeless | 113 | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Not Migrant | 113 | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |
| Parent Not in Armed Forces | 113 | 4 | 4% | 109 | 96% | 7 | 6% | 21 | 19% | 35 | 32% | 46 | 42% | 81 | 74% |

GRADE 7 MATH RESULTS

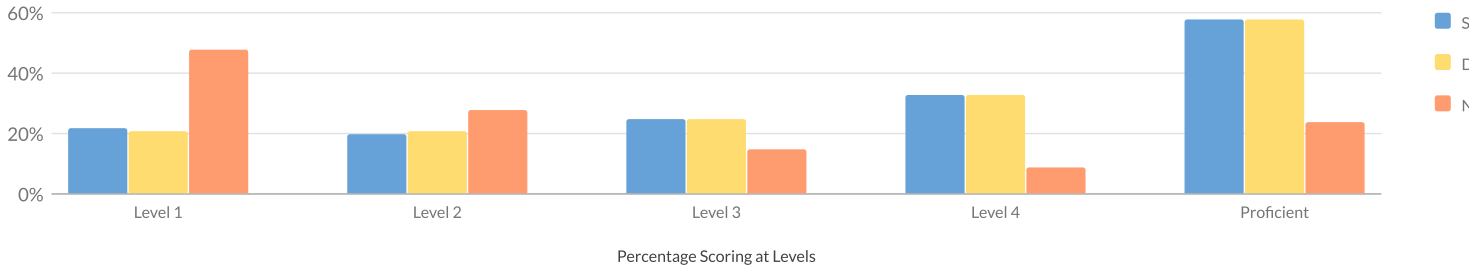
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|----|------------|-----|--------|----|---------|----|---------|----|---------|----|---------|----|---------------------------|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 125 | 7% | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% | |
| Female | 56 | 5% | 9% | 51 | 91% | 6 | 12% | 14 | 27% | 15 | 29% | 16 | 31% | 31 | 61% | |
| Male | 67 | 2% | 3% | 65 | 97% | 13 | 20% | 11 | 17% | 18 | 28% | 23 | 35% | 41 | 63% | |
| General Education Students | 104 | 5% | 5% | 99 | 95% | 8 | 8% | 23 | 23% | 32 | 32% | 36 | 36% | 68 | 69% | |
| Students with Disabilities | 21 | 2% | 10% | 19 | 90% | 12 | 63% | 2 | 11% | 2 | 11% | 3 | 16% | 5 | 26% | |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0% | 0% | 9 | 100% | — | — | — | — | — | — | — | — | — | — | |
| Black or African American | 1 | 0% | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — | |
| Hispanic or Latino | 20 | 1% | 5% | 19 | 95% | 7 | 37% | 9 | 47% | 2 | 11% | 1 | 5% | 3 | 16% | |
| White | 85 | 6% | 7% | 79 | 93% | 12 | 15% | 13 | 16% | 28 | 35% | 26 | 33% | 54 | 68% | |
| Multiracial | 10 | 0% | 0% | 10 | 100% | 0 | 0% | 1 | 10% | 1 | 10% | 8 | 80% | 9 | 90% | |
| Small Group Total | 10 | 0% | 0% | 10 | 100% | 1 | 10% | 2 | 20% | 3 | 30% | 4 | 40% | 7 | 70% | |
| Economically Disadvantaged | 20 | 2% | 10% | 18 | 90% | 6 | 33% | 5 | 28% | 5 | 28% | 2 | 11% | 7 | 39% | |
| Not Economically Disadvantaged | 105 | 5% | 5% | 100 | 95% | 14 | 14% | 20 | 20% | 29 | 29% | 37 | 37% | 66 | 66% | |
| English Language Learner | 3 | 0% | 0% | 3 | 100% | — | — | — | — | — | — | — | — | — | — | |
| Non-English Language Learner | 122 | 7% | 6% | 115 | 94% | — | — | — | — | — | — | — | — | — | — | |
| Not in Foster Care | 125 | 7% | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% | |
| Not Homeless | 125 | 7% | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% | |
| Not Migrant | 125 | 7% | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% | |
| Parent Not in Armed Forces | 125 | 7% | 6% | 118 | 94% | 20 | 17% | 25 | 21% | 34 | 29% | 39 | 33% | 73 | 62% | |

GRADE 8 MATH RESULTS

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

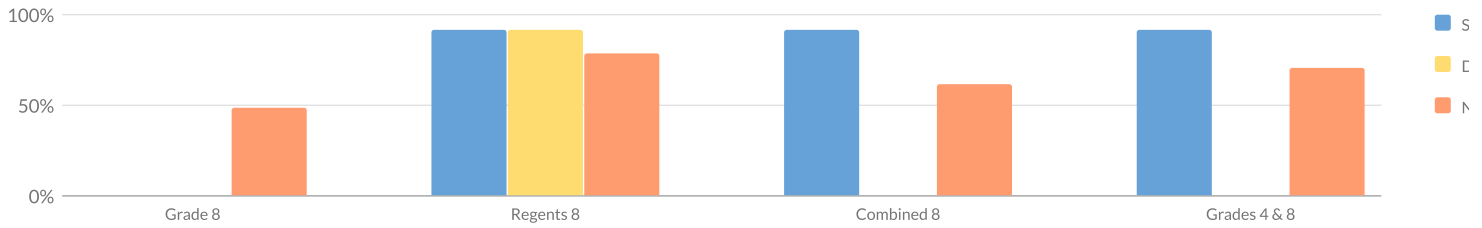


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 139 | 19 | 14% | 120 | 86% | 26 | 22% | 24 | 20% | 30 | 25% | 40 | 33% | 70 | 58% |
| Female | 65 | 9 | 14% | 56 | 86% | 9 | 16% | 11 | 20% | 17 | 30% | 19 | 34% | 36 | 64% |
| Male | 74 | 10 | 14% | 64 | 86% | 17 | 27% | 13 | 20% | 13 | 20% | 21 | 33% | 34 | 53% |
| General Education Students | 111 | 12 | 11% | 99 | 89% | 14 | 14% | 21 | 21% | 26 | 26% | 38 | 38% | 64 | 65% |
| Students with Disabilities | 28 | 7 | 25% | 21 | 75% | 12 | 57% | 3 | 14% | 4 | 19% | 2 | 10% | 6 | 29% |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | 0 | 0% | 10 | 100% | 1 | 10% | 1 | 10% | 2 | 20% | 6 | 60% | 8 | 80% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 23 | 1 | 4% | 22 | 96% | 8 | 36% | 5 | 23% | 6 | 27% | 3 | 14% | 9 | 41% |
| White | 99 | 17 | 17% | 82 | 83% | 16 | 20% | 17 | 21% | 21 | 26% | 28 | 34% | 49 | 60% |
| Multiracial | 5 | 1 | 20% | 4 | 80% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 7 | 1 | 14% | 6 | 86% | 1 | 17% | 1 | 17% | 1 | 17% | 3 | 50% | 4 | 67% |
| Economically Disadvantaged | 19 | 1 | 5% | 18 | 95% | 9 | 50% | 4 | 22% | 4 | 22% | 1 | 6% | 5 | 28% |
| Not Economically Disadvantaged | 120 | 18 | 15% | 102 | 85% | 17 | 17% | 20 | 20% | 26 | 25% | 39 | 38% | 65 | 64% |
| English Language Learner | 2 | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 137 | 19 | 14% | 118 | 86% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 139 | 19 | 14% | 120 | 86% | 26 | 22% | 24 | 20% | 30 | 25% | 40 | 33% | 70 | 58% |
| Not Homeless | 139 | 19 | 14% | 120 | 86% | 26 | 22% | 24 | 20% | 30 | 25% | 40 | 33% | 70 | 58% |
| Not Migrant | 139 | 19 | 14% | 120 | 86% | 26 | 22% | 24 | 20% | 30 | 25% | 40 | 33% | 70 | 58% |
| Parent Not in Armed Forces | 139 | 19 | 14% | 120 | 86% | 26 | 22% | 24 | 20% | 30 | 25% | 40 | 33% | 70 | 58% |

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS



| Grade | Total # | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------|---------|------------|------|--------|-----|---------|----|---------|----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 8 | 139 | 139 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Regents 8 | — | 0 | 0% | 137 | 99% | 5 | 4% | 6 | 4% | 69 | 50% | 57 | 42% | 126 | 92% |
| Combined 8 | 139 | 2 | 1% | 137 | 99% | 5 | 4% | 6 | 4% | 69 | 50% | 57 | 42% | 126 | 92% |
| Grades 4 & 8 | 139 | 2 | 1% | 137 | 99% | 5 | 4% | 6 | 4% | 69 | 50% | 57 | 42% | 126 | 92% |

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

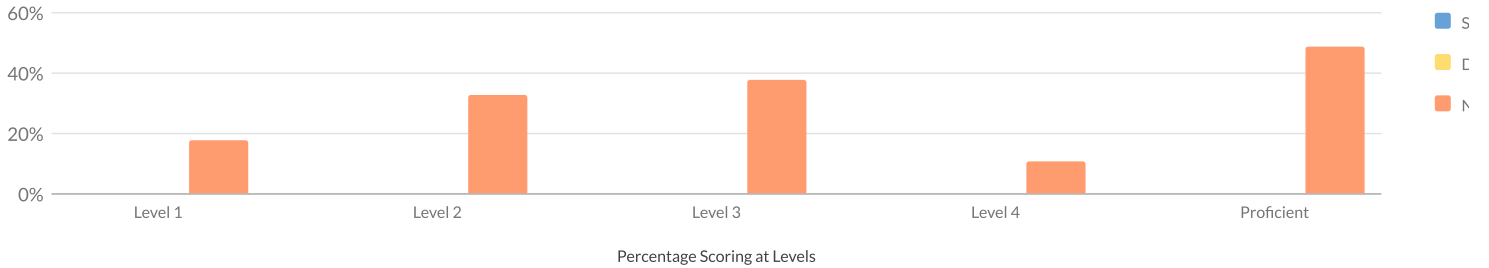
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

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

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

GRADE 8 SCIENCE RESULTS

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

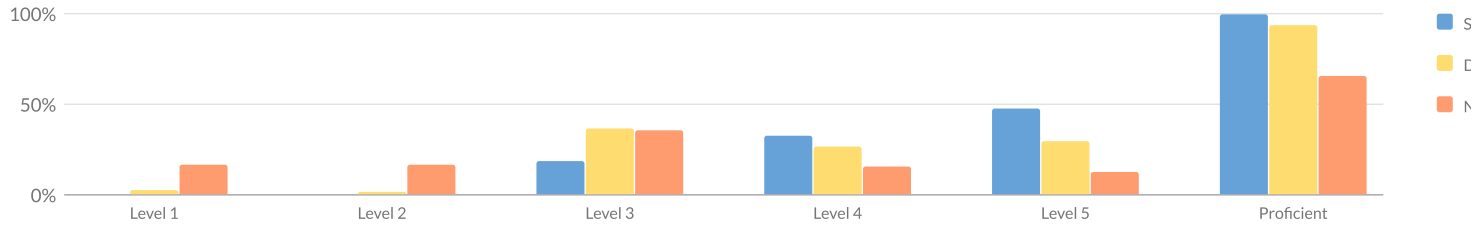


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|------|--------|----|---------|----|---------|----|---------|----|---------|----|---------------------------|----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 139 | 139 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | 65 | 65 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Male | 74 | 74 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 111 | 111 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 28 | 28 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | 10 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 23 | 23 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 99 | 99 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Multiracial | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 19 | 19 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 120 | 120 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| English Language Learner | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 137 | 137 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 139 | 139 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 139 | 139 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 139 | 139 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 139 | 139 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

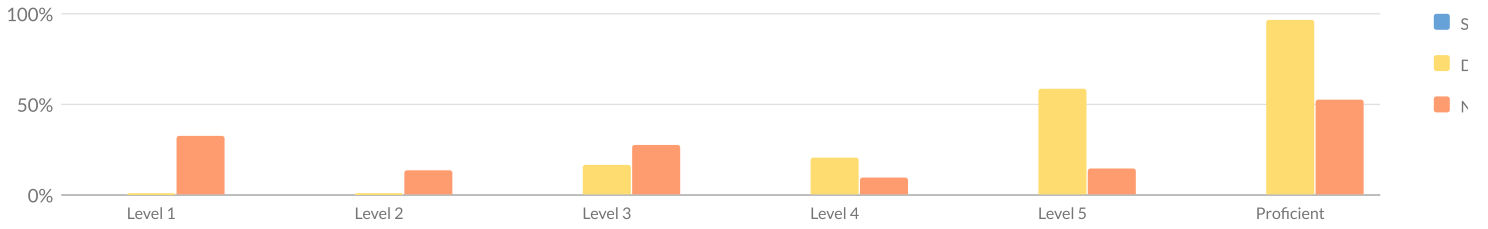
Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled.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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|-------------------------------------------------|--------|---------|----|---------|----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 64 | 0 | 0% | 0 | 0% | 12 | 19% | 21 | 33% | 31 | 48% | 64 | 100% |
| Female | 34 | 0 | 0% | 0 | 0% | 8 | 24% | 11 | 32% | 15 | 44% | 34 | 100% |
| Male | 30 | 0 | 0% | 0 | 0% | 4 | 13% | 10 | 33% | 16 | 53% | 30 | 100% |
| General Education Students | 60 | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | 4 | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 0 | 0% | 1 | 13% | 2 | 25% | 5 | 63% | 8 | 100% |
| Hispanic or Latino | 7 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 46 | 0 | 0% | 0 | 0% | 11 | 24% | 13 | 28% | 22 | 48% | 46 | 100% |
| Multiracial | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 10 | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 60% | 4 | 40% | 10 | 100% |
| Economically Disadvantaged | 4 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not Economically Disadvantaged | 60 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 64 | 0 | 0% | 0 | 0% | 12 | 19% | 21 | 33% | 31 | 48% | 64 | 100% |
| Not in Foster Care | 64 | 0 | 0% | 0 | 0% | 12 | 19% | 21 | 33% | 31 | 48% | 64 | 100% |
| Not Homeless | 64 | 0 | 0% | 0 | 0% | 12 | 19% | 21 | 33% | 31 | 48% | 64 | 100% |
| Not Migrant | 64 | 0 | 0% | 0 | 0% | 12 | 19% | 21 | 33% | 31 | 48% | 64 | 100% |
| Parent Not in Armed Forces | 64 | 0 | 0% | 0 | 0% | 12 | 19% | 21 | 33% | 31 | 48% | 64 | 100% |

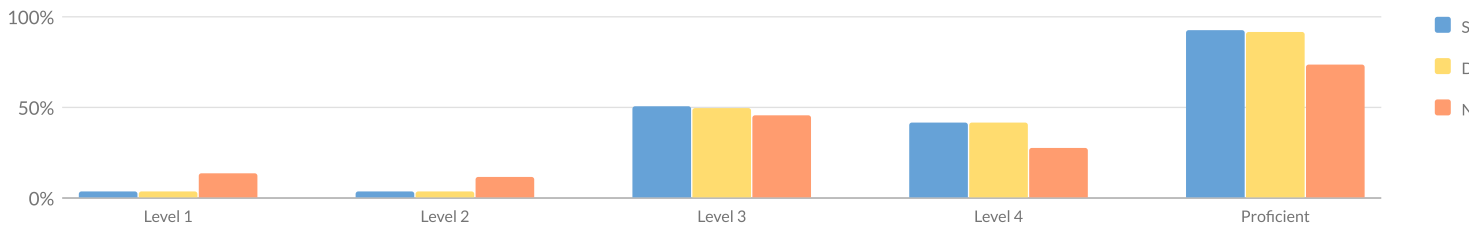
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|--------------------------------|--------|---------|---|---------|---|---------|---|---------|---|---------|---|-------------------------------|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Male | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| General Education Students | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not Economically Disadvantaged | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not Homeless | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Parent Not in Armed Forces | 2 | - | - | - | - | - | - | - | - | - | - | - | - |

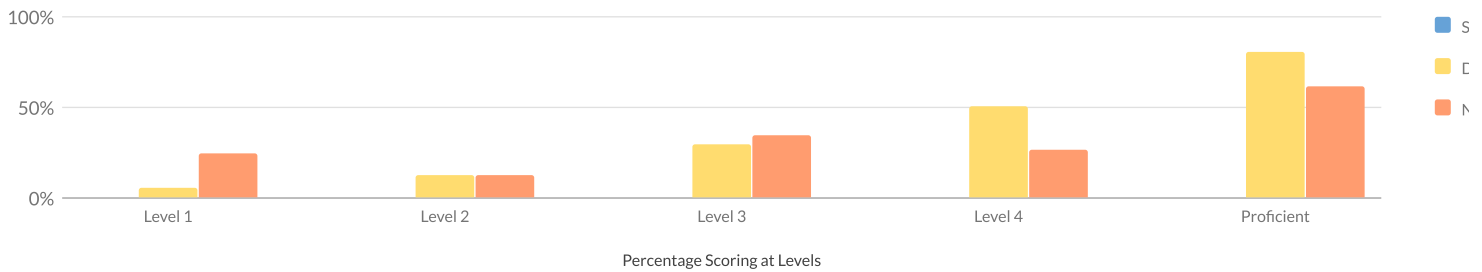
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 136 | 5 | 4% | 5 | 4% | 69 | 51% | 57 | 42% | 126 | 93% |
| Female | 63 | 1 | 2% | 3 | 5% | 36 | 57% | 23 | 37% | 59 | 94% |
| Male | 73 | 4 | 5% | 2 | 3% | 33 | 45% | 34 | 47% | 67 | 92% |
| General Education Students | 110 | 3 | 3% | 4 | 4% | 54 | 49% | 49 | 45% | 103 | 94% |
| Students with Disabilities | 26 | 2 | 8% | 1 | 4% | 15 | 58% | 8 | 31% | 23 | 88% |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | 0 | 0% | 0 | 0% | 4 | 40% | 6 | 60% | 10 | 100% |
| Black or African American | 2 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 23 | 3 | 13% | 1 | 4% | 13 | 57% | 6 | 26% | 19 | 83% |
| White | 97 | 2 | 2% | 3 | 3% | 51 | 53% | 41 | 42% | 92 | 95% |
| Multiracial | 4 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 6 | 0 | 0% | 1 | 17% | 1 | 17% | 4 | 67% | 5 | 83% |
| Economically Disadvantaged | 18 | 2 | 11% | 3 | 17% | 11 | 61% | 2 | 11% | 13 | 72% |
| Not Economically Disadvantaged | 118 | 3 | 3% | 2 | 2% | 58 | 49% | 55 | 47% | 113 | 96% |
| English Language Learner | 2 | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 134 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 136 | 5 | 4% | 5 | 4% | 69 | 51% | 57 | 42% | 126 | 93% |
| Not Homeless | 136 | 5 | 4% | 5 | 4% | 69 | 51% | 57 | 42% | 126 | 93% |
| Not Migrant | 136 | 5 | 4% | 5 | 4% | 69 | 51% | 57 | 42% | 126 | 93% |
| Parent Not in Armed Forces | 136 | 5 | 4% | 5 | 4% | 69 | 51% | 57 | 42% | 126 | 93% |

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



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|--------|---------|---|---------|---|---------|---|---------|---|---------------------------|---|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 1 | – | – | – | – | – | – | – | – | – | – |
| Female | 1 | – | – | – | – | – | – | – | – | – | – |
| General Education Students | 1 | – | – | – | – | – | – | – | – | – | – |
| White | 1 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total | 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 | – | – | – | – | – | – | – | – | – | – |

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2021-22)

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

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

| Grade | Total | Not Tested | | Tested | | Entering | | Emerging | | Transitioning | | Expanding | | Commanding (Proficient) | |
|---------|-------|------------|-----|--------|------|----------|---|----------|---|---------------|---|-----------|---|-------------------------|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 5 | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 6 | 3 | 1 | 33% | 2 | 67% | – | – | – | – | – | – | – | – | – | – |
| Grade 7 | 3 | 0 | 0% | 3 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 8 | 2 | 1 | 50% | 1 | 50% | – | – | – | – | – | – | – | – | – | – |

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

| | TEACHERS | | | PRINCIPALS | | |
|--------------------------------|----------|-----------------|-----------------|------------|-----------------|-----------------|
| | Total | # Inexperienced | % Inexperienced | Total | # Inexperienced | % Inexperienced |
| THIS SCHOOL | 51 | 5 | 10% | 1 | 0 | 0% |
| THIS DISTRICT | 142 | 15 | 11% | 3 | 2 | 67% |
| STATEWIDE | 213,853 | 46,628 | 22% | 4,643 | 1,064 | 23% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 47,206 | 16,965 | 36% | 1,071 | 191 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 62,026 | 7,792 | 13% | 1,192 | 267 | 22% |

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

| | Total | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|---------|---------------------------------------------------------------|-----|
| | | # | % |
| THIS SCHOOL | 50 | 0 | 0% |
| THIS DISTRICT | 140 | 0 | 0% |
| STATEWIDE | 203,528 | 15,289 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 43,110 | 6,412 | 15% |
| STATEWIDE LOW-POVERTY SCHOOLS | 59,797 | 1,101 | 2% |

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

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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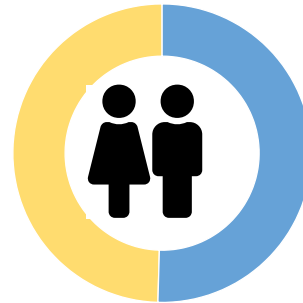
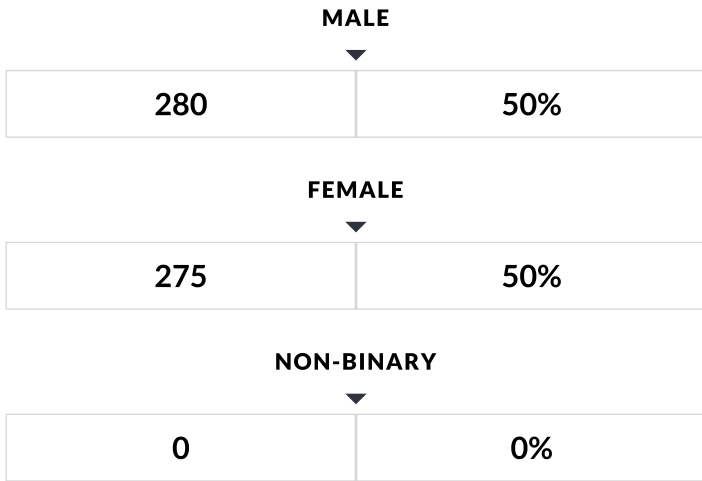
THIS DOCUMENT WAS CREATED ON: APRIL 17, 2023, 10:19 AM EST

This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

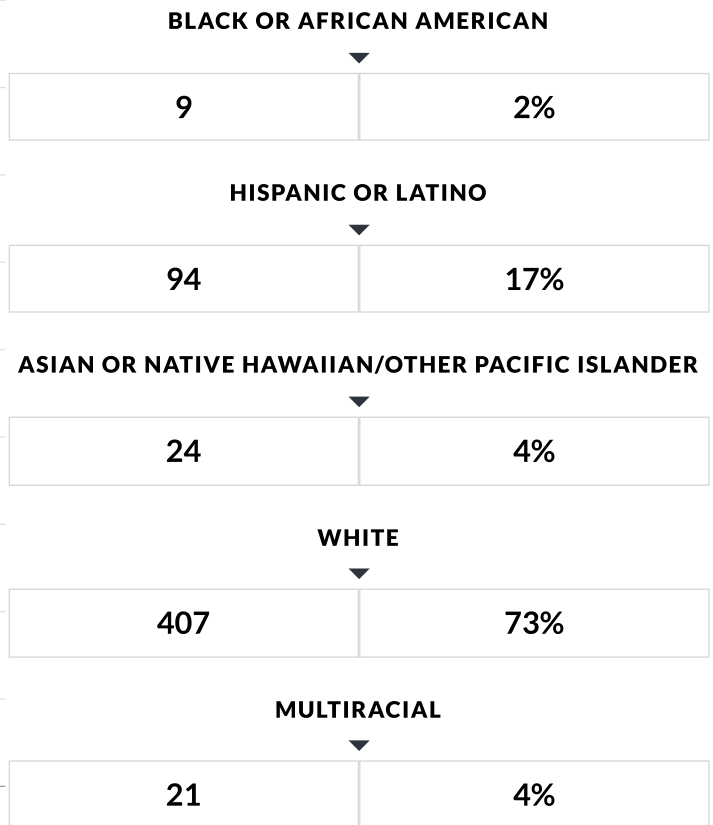
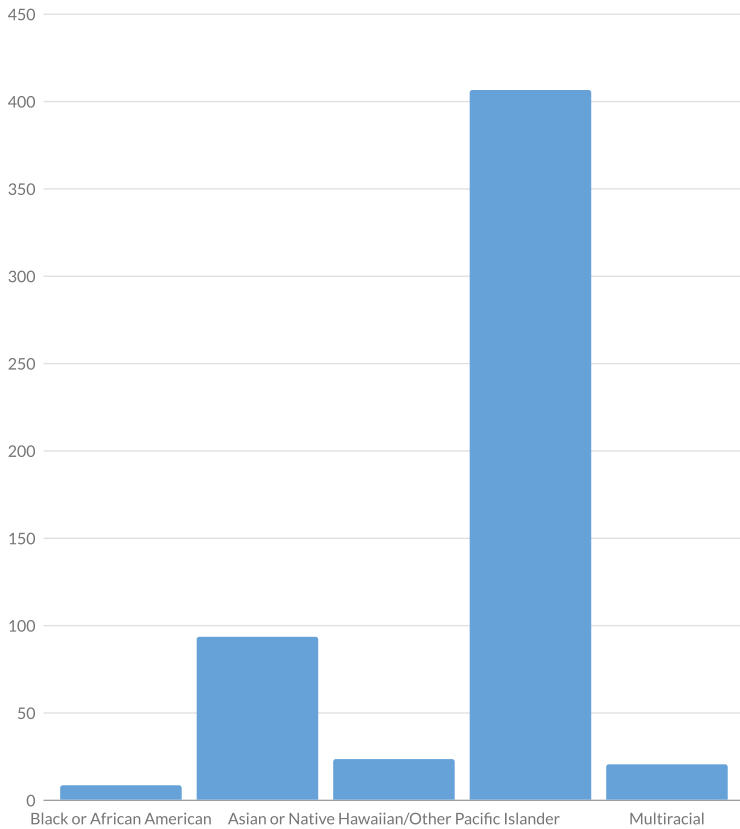
CARRIE E TOMPKINS SCHOOL ENROLLMENT (2021 - 22)

K-12 Enrollment: 555

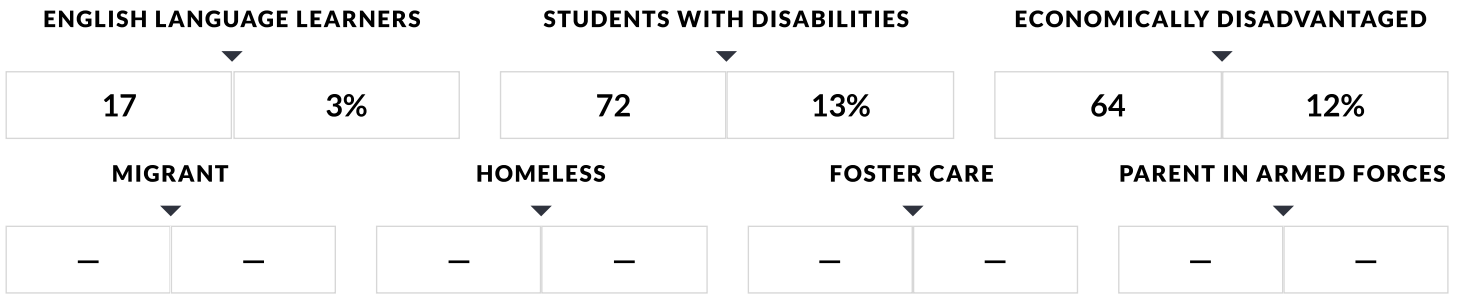
ENROLLMENT I



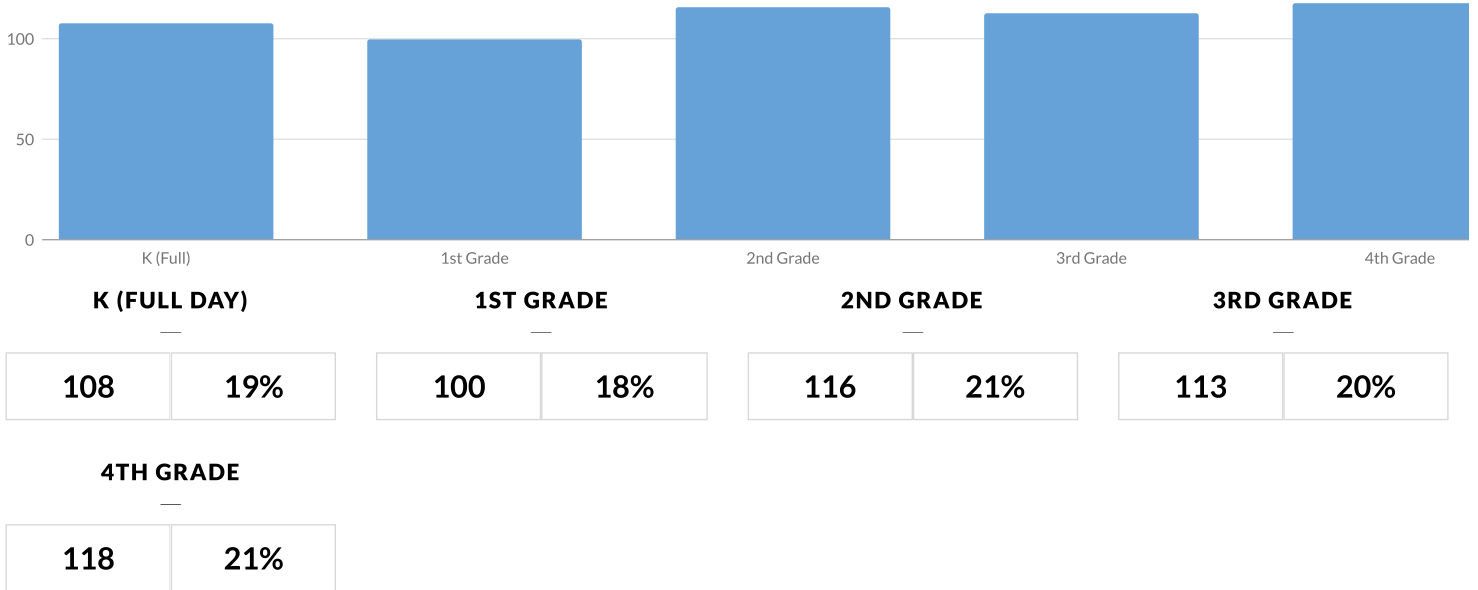
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



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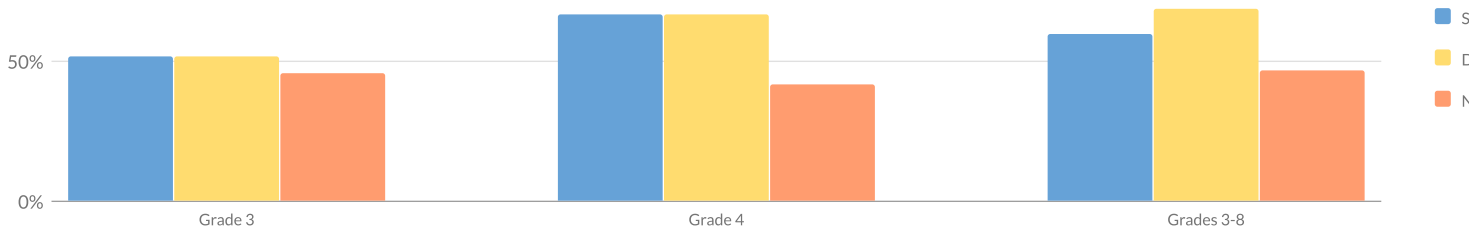
CARRIE E TOMPKINS SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

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

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

SUMMARY RESULTS

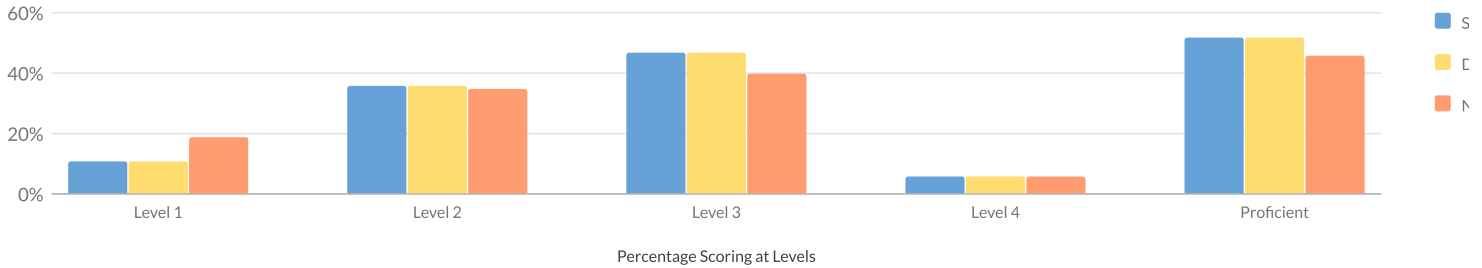


Percent Proficient

| Grade | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|-------|---|------------|----|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 114 | | 7 | 6% | 107 | 94% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |
| Grade 4 | 115 | | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |
| Grades 3-8 | 229 | | 12 | 5% | 217 | 95% | 23 | 11% | 64 | 29% | 93 | 43% | 37 | 17% | 130 | 60% |

GRADE 3 ELA RESULTS

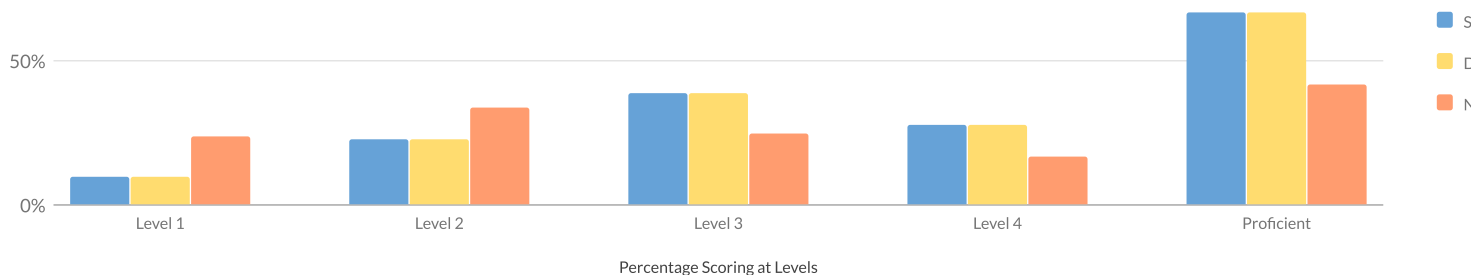
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 114 | 7 | 6% | 107 | 94% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |
| Female | 53 | 3 | 6% | 50 | 94% | 4 | 8% | 19 | 38% | 24 | 48% | 3 | 6% | 27 | 54% |
| Male | 61 | 4 | 7% | 57 | 93% | 8 | 14% | 20 | 35% | 26 | 46% | 3 | 5% | 29 | 51% |
| General Education Students | 96 | 3 | 3% | 93 | 97% | 6 | 6% | 33 | 35% | 48 | 52% | 6 | 6% | 54 | 58% |
| Students with Disabilities | 18 | 4 | 22% | 14 | 78% | 6 | 43% | 6 | 43% | 2 | 14% | 0 | 0% | 2 | 14% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | 2 | 40% | 1 | 20% | 2 | 40% | 0 | 0% | 2 | 40% |
| Black or African American | 3 | 1 | 33% | 2 | 67% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 22 | 1 | 5% | 21 | 95% | 3 | 14% | 9 | 43% | 8 | 38% | 1 | 5% | 9 | 43% |
| White | 80 | 5 | 6% | 75 | 94% | 7 | 9% | 26 | 35% | 38 | 51% | 4 | 5% | 42 | 56% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 7 | 1 | 14% | 6 | 86% | 0 | 0% | 3 | 50% | 2 | 33% | 1 | 17% | 3 | 50% |
| Economically Disadvantaged | 14 | 2 | 14% | 12 | 86% | 5 | 42% | 6 | 50% | 1 | 8% | 0 | 0% | 1 | 8% |
| Not Economically Disadvantaged | 100 | 5 | 5% | 95 | 95% | 7 | 7% | 33 | 35% | 49 | 52% | 6 | 6% | 55 | 58% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 110 | 6 | 5% | 104 | 95% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 114 | 7 | 6% | 107 | 94% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |
| Not Homeless | 114 | 7 | 6% | 107 | 94% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |
| Not Migrant | 114 | 7 | 6% | 107 | 94% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |
| Parent Not in Armed Forces | 114 | 7 | 6% | 107 | 94% | 12 | 11% | 39 | 36% | 50 | 47% | 6 | 6% | 56 | 52% |

GRADE 4 ELA RESULTS

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

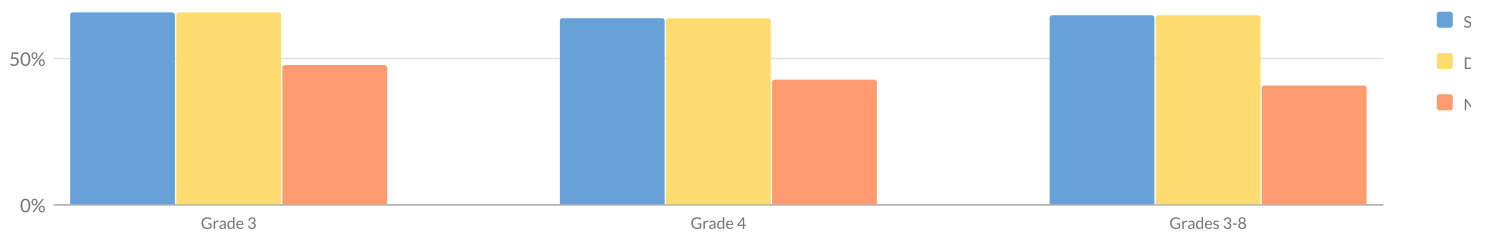


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |
| Female | 58 | 1 | 2% | 57 | 98% | 3 | 5% | 12 | 21% | 21 | 37% | 21 | 37% | 42 | 74% |
| Male | 57 | 4 | 7% | 53 | 93% | 8 | 15% | 13 | 25% | 22 | 42% | 10 | 19% | 32 | 60% |
| General Education Students | 97 | 3 | 3% | 94 | 97% | 5 | 5% | 19 | 20% | 39 | 41% | 31 | 33% | 70 | 74% |
| Students with Disabilities | 18 | 2 | 11% | 16 | 89% | 6 | 38% | 6 | 38% | 4 | 25% | 0 | 0% | 4 | 25% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 0 | 0% | 2 | 33% | 4 | 67% | 6 | 100% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 16 | 4 | 25% | 12 | 75% | 5 | 42% | 4 | 33% | 3 | 25% | 0 | 0% | 3 | 25% |
| White | 87 | 1 | 1% | 86 | 99% | 5 | 6% | 20 | 23% | 38 | 44% | 23 | 27% | 61 | 71% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 6 | 0 | 0% | 6 | 100% | 1 | 17% | 1 | 17% | 0 | 0% | 4 | 67% | 4 | 67% |
| Economically Disadvantaged | 8 | 0 | 0% | 8 | 100% | 5 | 63% | 2 | 25% | 1 | 13% | 0 | 0% | 1 | 13% |
| Not Economically Disadvantaged | 107 | 5 | 5% | 102 | 95% | 6 | 6% | 23 | 23% | 42 | 41% | 31 | 30% | 73 | 72% |
| English Language Learner | 6 | 2 | 33% | 4 | 67% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 109 | 3 | 3% | 106 | 97% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 115 | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |
| Not Homeless | 115 | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |
| Not Migrant | 115 | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |
| Parent Not in Armed Forces | 115 | 5 | 4% | 110 | 96% | 11 | 10% | 25 | 23% | 43 | 39% | 31 | 28% | 74 | 67% |

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS



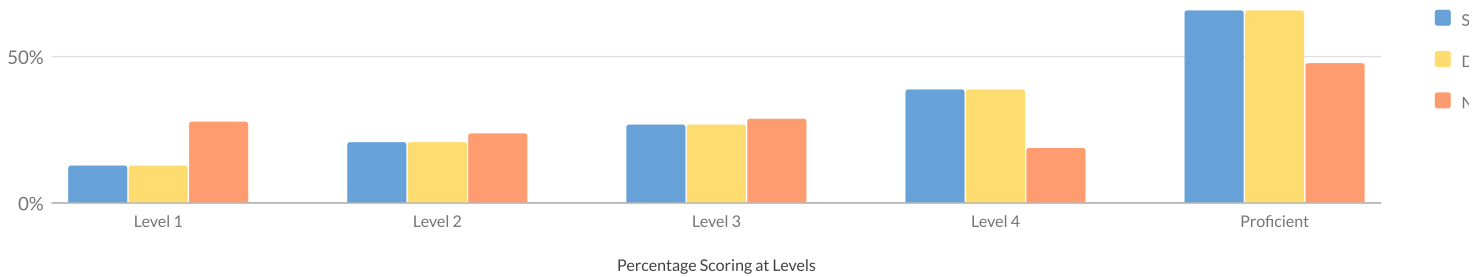
Percent Proficient

| Grade | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|-------|---|------------|----|--------|-----|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 112 | | 5 | 4% | 107 | 96% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |
| Grade 4 | 115 | | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |
| Grades 3-8 | 227 | | 8 | 4% | 219 | 96% | 29 | 13% | 47 | 21% | 59 | 27% | 84 | 38% | 143 | 65% |

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

GRADE 3 MATH RESULTS

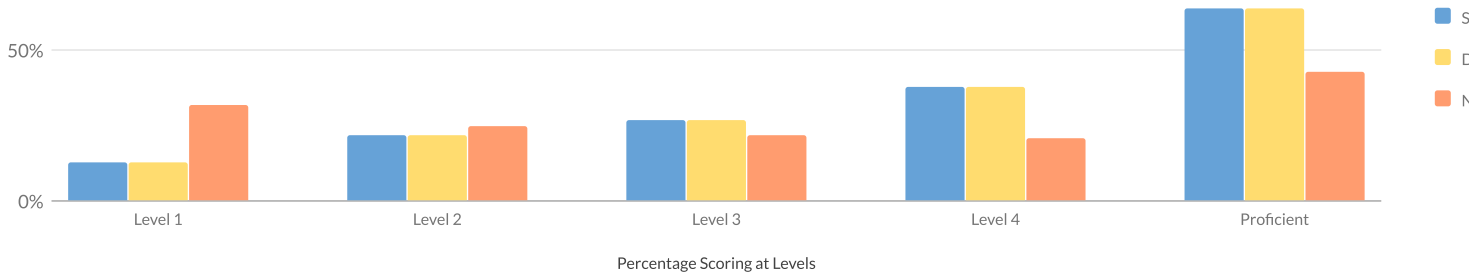
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 112 | 5 | 4% | 107 | 96% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |
| Female | 52 | 2 | 4% | 50 | 96% | 7 | 14% | 8 | 16% | 16 | 32% | 19 | 38% | 35 | 70% |
| Male | 60 | 3 | 5% | 57 | 95% | 7 | 12% | 14 | 25% | 13 | 23% | 23 | 40% | 36 | 63% |
| General Education Students | 95 | 2 | 2% | 93 | 98% | 5 | 5% | 19 | 20% | 27 | 29% | 42 | 45% | 69 | 74% |
| Students with Disabilities | 17 | 3 | 18% | 14 | 82% | 9 | 64% | 3 | 21% | 2 | 14% | 0 | 0% | 2 | 14% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 4 | 80% |
| Black or African American | 3 | 1 | 33% | 2 | 67% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 22 | 1 | 5% | 21 | 95% | 3 | 14% | 7 | 33% | 6 | 29% | 5 | 24% | 11 | 52% |
| White | 78 | 3 | 4% | 75 | 96% | 8 | 11% | 13 | 17% | 21 | 28% | 33 | 44% | 54 | 72% |
| Multiracial | 4 | 0 | 0% | 4 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 7 | 1 | 14% | 6 | 86% | 3 | 50% | 1 | 17% | 0 | 0% | 2 | 33% | 2 | 33% |
| Economically Disadvantaged | 14 | 2 | 14% | 12 | 86% | 4 | 33% | 5 | 42% | 2 | 17% | 1 | 8% | 3 | 25% |
| Not Economically Disadvantaged | 98 | 3 | 3% | 95 | 97% | 10 | 11% | 17 | 18% | 27 | 28% | 41 | 43% | 68 | 72% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 108 | 4 | 4% | 104 | 96% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 112 | 5 | 4% | 107 | 96% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |
| Not Homeless | 112 | 5 | 4% | 107 | 96% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |
| Not Migrant | 112 | 5 | 4% | 107 | 96% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |
| Parent Not in Armed Forces | 112 | 5 | 4% | 107 | 96% | 14 | 13% | 22 | 21% | 29 | 27% | 42 | 39% | 71 | 66% |

GRADE 4 MATH RESULTS

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

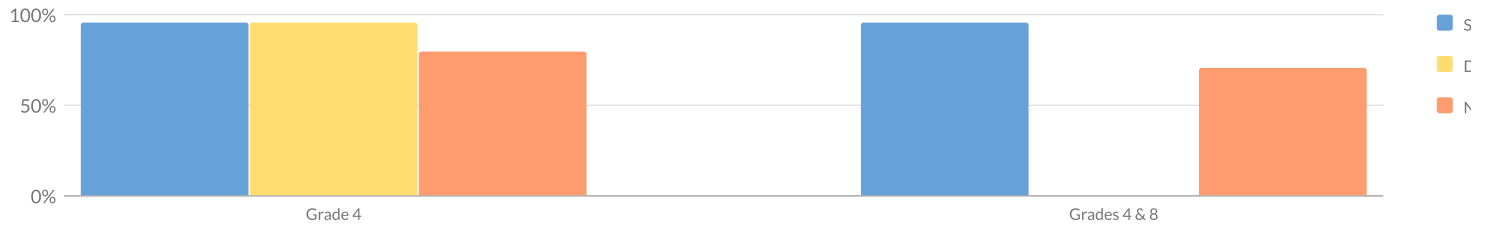


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|------|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |
| Female | 58 | 1 | 2% | 57 | 98% | 9 | 16% | 14 | 25% | 13 | 23% | 21 | 37% | 34 | 60% |
| Male | 57 | 2 | 4% | 55 | 96% | 6 | 11% | 11 | 20% | 17 | 31% | 21 | 38% | 38 | 69% |
| General Education Students | 97 | 1 | 1% | 96 | 99% | 9 | 9% | 20 | 21% | 26 | 27% | 41 | 43% | 67 | 70% |
| Students with Disabilities | 18 | 2 | 11% | 16 | 89% | 6 | 38% | 5 | 31% | 4 | 25% | 1 | 6% | 5 | 31% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 100% | 6 | 100% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 16 | 1 | 6% | 15 | 94% | 8 | 53% | 3 | 20% | 2 | 13% | 2 | 13% | 4 | 27% |
| White | 87 | 1 | 1% | 86 | 99% | 7 | 8% | 21 | 24% | 28 | 33% | 30 | 35% | 58 | 67% |
| Multiracial | 4 | 1 | 25% | 3 | 75% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 0 | 0% | 1 | 20% | 0 | 0% | 4 | 80% | 4 | 80% |
| Economically Disadvantaged | 8 | 0 | 0% | 8 | 100% | 6 | 75% | 1 | 13% | 0 | 0% | 1 | 13% | 1 | 13% |
| Not Economically Disadvantaged | 107 | 3 | 3% | 104 | 97% | 9 | 9% | 24 | 23% | 30 | 29% | 41 | 39% | 71 | 68% |
| English Language Learner | 6 | 0 | 0% | 6 | 100% | 5 | 83% | 1 | 17% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 109 | 3 | 3% | 106 | 97% | 10 | 9% | 24 | 23% | 30 | 28% | 42 | 40% | 72 | 68% |
| Not in Foster Care | 115 | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |
| Not Homeless | 115 | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |
| Not Migrant | 115 | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |
| Parent Not in Armed Forces | 115 | 3 | 3% | 112 | 97% | 15 | 13% | 25 | 22% | 30 | 27% | 42 | 38% | 72 | 64% |

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS



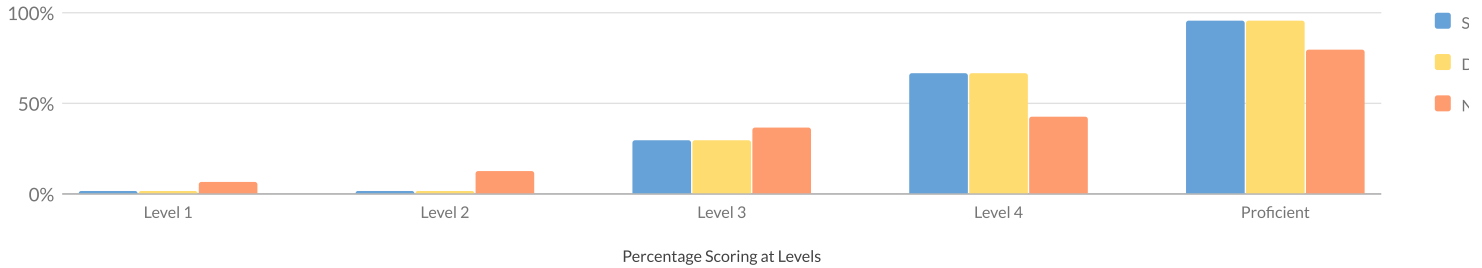
Percent Proficient

| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------|-------|------------|----|--------|-----|---------|----|---------|----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 4 | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |
| Grades 4 & 8 | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |

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

GRADE 4 SCIENCE RESULTS

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



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|------|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |
| Female | 58 | 2 | 3% | 56 | 97% | 1 | 2% | 1 | 2% | 15 | 27% | 39 | 70% | 54 | 96% |
| Male | 57 | 2 | 4% | 55 | 96% | 1 | 2% | 1 | 2% | 18 | 33% | 35 | 64% | 53 | 96% |
| General Education Students | 97 | 2 | 2% | 95 | 98% | 1 | 1% | 1 | 1% | 22 | 23% | 71 | 75% | 93 | 98% |
| Students with Disabilities | 18 | 2 | 11% | 16 | 89% | 1 | 6% | 1 | 6% | 11 | 69% | 3 | 19% | 14 | 88% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 100% | 6 | 100% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 16 | 1 | 6% | 15 | 94% | 2 | 13% | 1 | 7% | 9 | 60% | 3 | 20% | 12 | 80% |
| White | 87 | 2 | 2% | 85 | 98% | 0 | 0% | 1 | 1% | 24 | 28% | 60 | 71% | 84 | 99% |
| Multiracial | 4 | 1 | 25% | 3 | 75% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 100% | 5 | 100% |
| Economically Disadvantaged | 8 | 0 | 0% | 8 | 100% | 2 | 25% | 0 | 0% | 5 | 63% | 1 | 13% | 6 | 75% |
| Not Economically Disadvantaged | 107 | 4 | 4% | 103 | 96% | 0 | 0% | 2 | 2% | 28 | 27% | 73 | 71% | 101 | 98% |
| English Language Learner | 6 | 0 | 0% | 6 | 100% | 1 | 17% | 1 | 17% | 4 | 67% | 0 | 0% | 4 | 67% |
| Non-English Language Learner | 109 | 4 | 4% | 105 | 96% | 1 | 1% | 1 | 1% | 29 | 28% | 74 | 70% | 103 | 98% |
| Not in Foster Care | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |
| Not Homeless | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |
| Not Migrant | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |
| Parent Not in Armed Forces | 115 | 4 | 3% | 111 | 97% | 2 | 2% | 2 | 2% | 33 | 30% | 74 | 67% | 107 | 96% |

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2021-22)

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

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

| Grade | Total | Not Tested | | Tested | | Entering | | Emerging | | Transitioning | | Expanding | | Commanding (Proficient) | |
|--------------|-------|------------|----|--------|------|----------|-----|----------|-----|---------------|----|-----------|-----|-------------------------|----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Kindergarten | 4 | 0 | 0% | 4 | 100% | — | — | — | — | — | — | — | — | — | — |
| Grade 1 | 4 | 0 | 0% | 4 | 100% | — | — | — | — | — | — | — | — | — | — |
| Grade 3 | 4 | 0 | 0% | 4 | 100% | — | — | — | — | — | — | — | — | — | — |
| Grade 4 | 6 | 0 | 0% | 6 | 100% | 2 | 33% | 1 | 17% | 0 | 0% | 3 | 50% | 0 | 0% |

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

| | TEACHERS | | | PRINCIPALS | | |
|--------------------------------|----------|-----------------|-----------------|------------|-----------------|-----------------|
| | Total | # Inexperienced | % Inexperienced | Total | # Inexperienced | % Inexperienced |
| THIS SCHOOL | 46 | 7 | 15% | 1 | 1 | 100% |
| THIS DISTRICT | 142 | 15 | 11% | 3 | 2 | 67% |
| STATEWIDE | 213,853 | 46,628 | 22% | 4,643 | 1,064 | 23% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 47,206 | 16,965 | 36% | 1,071 | 191 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 62,026 | 7,792 | 13% | 1,192 | 267 | 22% |

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

| | Total | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|---------|---------------------------------------------------------------|-----|
| | | # | % |
| THIS SCHOOL | 46 | 0 | 0% |
| THIS DISTRICT | 140 | 0 | 0% |
| STATEWIDE | 203,528 | 15,289 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 43,110 | 6,412 | 15% |
| STATEWIDE LOW-POVERTY SCHOOLS | 59,797 | 1,101 | 2% |

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

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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Part A - District-Level Information

| | |
|----------------------|---------------|
| School District Name | Croton-Harmon |
| BEDS Code | 660202 |
| School Year | 2022-23 |

I) Contact Information

| | | | |
|--------------------------------------------------------------------------------|---------------------------------------|------------------------|---------------------|
| Contact First & Last Name Title of Contact Email Address Phone Number | Denise Harrington-Cohen | Mailing Address | |
| | Assistant Superintendent for Business | Street Address Line 1 | 10 Gerstein Street® |
| | denise.cohen@chufsd.org | Street Address Line 2 | |
| | 9142714713 | City | Croton-on-Hudson® |
| | | Zip Code | 10520 |

II) Total Amount of District Spending Allocated to Individual Schools

| | Funding Source | | | | |
|-------------------------------------------------------------------|---------------------|---------------------|--------------------|--------------|--------------|
| | Total Spending | State/Local | Federal | | |
| A) Total Major Operating Funds Spending | | | | | |
| General Fund Total Expenditures & Transfers | \$52,672,111 | \$52,656,111 | \$16,000 | | |
| Special Aid Fund Total Expenditures & Transfers | \$1,536,499 | \$309,639 | \$1,226,860 | | |
| School Food Services Fund Total Expenditures & Transfers | \$883,368 | \$196,480 | \$686,888 | | |
| Debt Service Fund Total Expenditures & Transfers | \$0 | \$0 | \$0 | | |
| Total Major Operating Funds Spending | \$55,091,978 | \$53,162,230 | \$1,929,748 | | |
| | | | | | |
| | Funding Source | | | | |
| | Total Spending | State/Local | Federal | | |
| B) Exclusions for Non-Instructional Costs | | | | | |
| Interfund Transfers | \$110,000 | \$110,000 | \$0 | | |
| Debt Service | \$4,819,717 | \$4,819,717 | \$0 | | |
| School Food Services Fund | \$883,368 | \$196,480 | \$686,888 | | |
| Community Services | \$0 | \$0 | \$0 | | |
| Adult/Continuing Education | \$0 | \$0 | \$0 | | |
| Transportation | \$2,908,875 | \$2,874,025 | \$34,850 | | |
| Employee Benefits Allocated to Above Purposes (see IV below) | \$771,056 | \$759,687 | \$11,369 | | |
| Total Non-Instructional Cost Exclusions | \$9,493,016 | \$8,759,909 | \$733,107 | | |
| | | | | | |
| | Funding Source | | | Total Pupils | Per Pupil |
| | Total Spending | State/Local | Federal | | |
| C) Exclusions for Tuition/Payments to Non-District Schools | | | | | |
| Charter School Tuition | \$0 | \$0 | \$0 | 0 | \$0.00 |
| Services Provided to Charter Schools | \$0 | \$0 | \$0 | 0 | \$0.00 |
| Other School Districts (Excl. Special Act Districts) | \$125,000 | \$125,000 | \$0 | 1 | \$125,000.00 |
| Prekindergarten Community-Based Organizations | \$291,600 | \$0 | \$291,600 | 54 | \$5,400.00 |
| BOCES Instructional Programs (Full-time Only) | \$738,881 | \$738,881 | \$0 | 7 | \$105,554.43 |
| SWD School Age-School Year Tuition | \$1,075,468 | \$1,075,468 | \$0 | 14 | \$76,819.14 |
| SWD Early Intervention Program Tuition | \$0 | \$0 | \$0 | 0 | \$0.00 |
| SWD - Preschool Education (\$4410) Tuition | \$0 | \$0 | \$0 | 0 | \$0.00 |
| SWD - Summer Education (\$4408) Tuition | \$184,423 | \$184,423 | \$0 | 39 | \$4,728.79 |
| State-Supported Schools for the Blind & Deaf (\$4201) Tuition | \$0 | \$0 | \$0 | 0 | \$0.00 |
| Services Provided to Nonpublic Schools | \$0 | \$0 | \$0 | 0 | \$0.00 |
| Other Expenses for Pupils in Non-Traditional Settings | \$0 | \$0 | \$0 | 0 | \$0.00 |
| Employee Benefits Allocated to Above Purposes (see IV below) | \$19,627 | \$10,632 | \$8,995 | | |
| Total Tuition/Payments to Non-District Schools Exclusions | \$2,434,999 | \$2,134,404 | \$300,595 | | |
| Total Exclusions | \$11,928,015 | \$10,894,313 | \$1,033,702 | | |
| | | | | | |
| D) Projected 2022-23 Enrollment | | | | | |
| Total District K-12 Enrollment | 1,536 | | | | |
| Total District Pre-K Enrollment | 0 | | | | |
| Total Preschool Special Education Enrollment | 0 | | | | |
| Total District Enrollment | 1,536 | | | | |
| Total Funding Allocated to Individual Schools | \$43,163,963 | \$42,267,917 | \$896,046 | | |
| Total Allocated Funding per Pupil | \$28,101.54 | \$27,518.18 | \$583.36 | | |

III) Central District Costs Included in School Allocations

| | Funding Source | | | Total Staff (FTE Basis) | Total FTE Spending |
|--------------------------------------------------------------------------|---------------------|---------------------|------------------|-------------------------|--------------------|
| | Total Spending | State/Local | Federal | | |
| A) General Support Costs | | | | | |
| Board of Education | \$135,126 | \$135,126 | \$0 | 1.0 | \$135,126.00 |
| Central Personnel | \$1,763,699 | \$1,763,699 | \$0 | 8.8 | \$200,420.34 |
| Operation and Maintenance of Plant | \$4,385,309 | \$4,385,309 | \$0 | 25.0 | \$175,412.36 |
| Other Central Services | \$807,754 | \$807,754 | \$0 | 0.0 | \$0.00 |
| Employee Benefits for General Support Staff (see IV below) | \$1,044,799 | \$1,044,799 | \$0 | | |
| Total General Support Costs | \$8,136,687 | \$8,136,687 | \$0 | 34.8 | |
| Total General Support Costs per Pupil | \$5,297.32 | \$5,297.32 | \$0.00 | | |
| | | | | | |
| | Funding Source | | | Total Staff (FTE Basis) | Total FTE Spending |
| | Total Spending | State/Local | Federal | | |
| B) District Academic Support Costs | | | | | |
| Curriculum Development & Supervision | \$566,375 | \$566,375 | \$0 | 4.0 | \$141,593.75 |
| Research, Planning & Evaluation | \$0 | \$0 | \$0 | 0.0 | \$0.00 |
| In-Service Training | \$23,328 | \$0 | \$23,328 | 0.0 | \$0.00 |
| Committee on Special Education/Preschool Special Education | \$46,879 | \$0 | \$46,879 | 1.0 | \$46,879.00 |
| Summer Programming and Services | \$58,050 | \$58,050 | \$0 | 0.5 | \$116,100.00 |
| Other Districtwide Staff | \$540,400 | \$540,400 | \$0 | 3.0 | \$180,133.33 |
| Employee Benefits for District Academic Support Staff (see IV below) | \$335,609 | \$320,316 | \$15,293 | | |
| Total District Academic Support Costs | \$1,570,641 | \$1,485,141 | \$85,500 | 8.5 | |
| Total District Academic Support Costs per Pupil | \$1,022.55 | \$966.89 | \$55.66 | | |
| | | | | | |
| C) Other Post-Employment Benefits (OPEB) | \$1,279,422 | \$1,279,422 | \$0 | | |
| Total OPEB per Pupil | \$832.96 | \$832.96 | \$0.00 | | |
| Total Central District Costs Included in School Allocations | \$10,986,750 | \$10,901,250 | \$85,500 | | |
| Total Central District Costs per Pupil | \$7,152.83 | \$7,097.17 | \$55.66 | | |
| Total Funding Allocated to Individual Schools excl. Central Costs | \$32,177,213 | \$31,366,667 | \$810,546 | | |
| Total Allocated Funding per Pupil | \$20,948.71 | | | | |

IV) District Average Fringe Rate for Allocation of Employee Benefits

| | |
|------------------------------------------------------------|------------------|
| Total Employee Benefits in General Fund & Special Aid Fund | \$10,406,218 |
| Other Post-Employment Benefits | \$1,279,422 |
| Total Employee Benefits for Active Employees | \$9,126,796 |
| Total Personal Service in General Fund & Special Aid Fund | \$27,976,889 |
| District Average Fringe Rate | 32.622626482880% |

Part B - Basic School-Level Information

| BEDS Code | School Name | Local School Code | School Type | Grade Span | | School Status | | | | Projected Enrollment & Demographics | | | | | | Projected Staffing (FTE Basis) | | | | | | | | | |
|-----------------------|-----------------------------|-------------------|---------------------------|--------------|---------------|-----------------------------------------------------------|------------------------------------------------|-----------------------------------------|-------------------|-------------------------------------|------------------|---------------------------------|-----------------|----------------|----------------|--------------------------------------------|----------------------------------------------------|-----------------------------------|--------------------------------|------------------------------|---------------------|--------------|--------------------------|--------------------------|--|
| | | | | Lowest Grade | Highest Grade | Does this school serve its full planned grade span? (Y/N) | If no, is this school opening this year? (Y/N) | Is the school scheduled to close? (Y/N) | If so, what year? | K-12 Enrollment | Pre-K Enrollment | Preschool Special Ed Enrollment | K-12 FRPL Count | K-12 ELL Count | K-12 SWD Count | Classroom Teachers w/ 0-3 Years Experience | Classroom Teachers w/ More than 3 Years Experience | Para-professional Classroom Staff | Principals & Other Admin Staff | Pupil Support Services Staff | All Remaining Staff | Total Staff | Total Classroom Teachers | Total Non Teaching Staff | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| 660202030001 | CARRIE E TOMPKINS SCHOOL | | Elementary School | K | 4 | Yes | | No | | 569 | 0 | 0 | 54 | 13 | 51 | 3.0 | 41.6 | 19.0 | 2.0 | 5.8 | 19.0 | 90.4 | 44.6 | 45.8 | |
| 660202030002 | PIERRE VAN CORTLANDT SCHOOL | | Middle/Junior High School | 5 | 8 | Yes | | No | | 471 | 0 | 0 | 53 | 18 | 73 | 1.0 | 43.2 | 9.0 | 2.0 | 6.0 | 14.0 | 75.2 | 44.2 | 31.0 | |
| 660202030003 | CROTON-HARMON HIGH SCHOOL | | Senior High School | 9 | 12 | Yes | | No | | 496 | 0 | 0 | 64 | 14 | 84 | 1.0 | 45.3 | 9.5 | 2.0 | 7.7 | 10.0 | 75.5 | 46.3 | 29.2 | |
| District Total | | | | | | | | | | 1,536 | 0 | 0 | 171 | 45 | 208 | 5.0 | 130.1 | 37.5 | 6.0 | 19.5 | 43.0 | 241.1 | 135.1 | 106.0 | |

Part C - Basic School-Level Allocations

| BEDS Code | School Name | Local School Code | School Allocation by Object (excl. Central Costs) | | | | | School Allocation by Purpose (excl. Central Costs) | | | | | | Funding Source by School | | | Per Pupil Allocation | | Central District Costs | Total School Allocation w/ Central District Costs | Total School Funding per Pupil | | | |
|-----------------------|-----------------------------|-------------------|---------------------------------------------------|--------------------|--------------------|--------------------|--------------------|----------------------------------------------------|---------------------|------------|--------------------|------------|-----------------------|--------------------------|-----------------------------|-----------------------|----------------------|--------------------------------|------------------------|---------------------------------------------------|--------------------------------|---------------------------------|---------------------------|------------------------|
| | | | Personal Service | | | BOCES Services | All Other | Total Allocation by Object | General Education | | Special Education | | Instructional Support | | Total Allocation by Purpose | State & Local Funding | Federal Funding | Total Funding Source by School | | | | State & Local Funding per Pupil | Federal Funding per Pupil | |
| | | | Classroom Teachers | All Other Salaries | Employee Benefits | | | | General Ed K-12 | Pre-K | Special Ed K-12 | Preschool | School Administration | Instructional Media | | | | | | | | | | Pupil Support Services |
| 660202030001 | CARRIE E TOMPKINS SCHOOL | | \$5,287,231 | \$1,475,485 | \$2,206,176 | \$219,241 | \$726,689 | \$9,914,822 | \$6,284,227 | \$0 | \$2,119,927 | \$0 | \$489,309 | \$651,853 | \$369,507 | \$9,914,823 | \$9,658,861 | \$255,962 | \$9,914,823 | \$16,975 | \$450 | \$4,069,961 | \$13,984,784 | \$24,578 |
| 660202030002 | PIERRE VAN CORTLANDT SCHOOL | | \$5,109,759 | \$1,493,622 | \$2,154,196 | \$171,595 | \$921,679 | \$9,850,851 | \$5,981,647 | \$0 | \$1,783,795 | \$0 | \$583,174 | \$597,191 | \$905,044 | \$9,850,851 | \$9,599,630 | \$251,222 | \$9,850,852 | \$20,381 | \$533 | \$3,368,984 | \$13,219,836 | \$28,068 |
| 660202030003 | CROTON-HARMON HIGH SCHOOL | | \$5,380,395 | \$2,575,229 | \$2,595,334 | \$817,190 | \$1,043,392 | \$12,411,540 | \$7,067,250 | \$0 | \$1,583,843 | \$0 | \$653,909 | \$629,505 | \$2,477,032 | \$12,411,539 | \$12,108,176 | \$303,362 | \$12,411,538 | \$24,412 | \$612 | \$3,547,805 | \$15,959,343 | \$32,176 |
| District Total | | | \$15,777,385 | \$5,544,336 | \$6,955,705 | \$1,208,026 | \$2,691,760 | \$32,177,212 | \$19,333,124 | \$0 | \$5,487,565 | \$0 | \$1,726,392 | \$1,878,549 | \$3,751,583 | \$32,177,213 | \$31,366,667 | \$810,546 | \$32,177,213 | | | \$10,986,750 | \$43,163,963 | |

Part E - Locally Implemented Funding Formula

Are schools allocated a sizeable portion of their funding via a locally implemented formula?

No

| BEDS Code | School Name | Local School Code | Local Formula Allocation | Allocation If Local Formula Fully Funded | Difference | % Funded | Total Funding (See Part C) | Local Formula as % of Total Funding | Other Funding |
|-----------------------|-----------------------------|-------------------|--------------------------|------------------------------------------|------------|----------|----------------------------|-------------------------------------|---------------|
| 660202030001 | CARRIE E TOMPKINS SCHOOL | | | | | | | | |
| 660202030002 | PIERRE VAN CORTLANDT SCHOOL | | | | | | | | |
| 660202030003 | CROTON-HARMON HIGH SCHOOL | | | | | | | | |
| District Total | | | \$0 | \$0 | \$0 | | \$0 | | \$0 |

Education Law §3614 School Funding Allocation Report

Part F - Narrative Description

1. **(A) Describe the local methodology/approach used to allocate funds to each school in the district during the process of budget development and implementation. (B) Please also describe the role(s) of all relevant stakeholders in such budgetary processes and decision-making. (C) Finally, if schools are allocated a significant portion of their funds—either in part or in full—through a formula, outline the nature/mechanics of the formula and the elements impacting each school’s allocation.**

Specifically, the Division of Budget and the State Education Department would consider a complete response to this question to include explicit answers to the questions included in the rubric below, including a substantive discussion on the translation of students needs into the district's budget (at least 1 sentence per question, when applicable).

The Croton-Harmon Union Free School District comprises three school buildings. There is one primary--Carrie E. Tompkins Elementary (K-4), one middle school--Pierre Van Cortlandt Middle School, and one high school--Croton-Harmon High School.

The district’s budget is developed in an effort to support the mission, vision and values of the district. The budget process is an ongoing process throughout the year. The Croton-Harmon School District begins the formal budget process in late October. The Assistant Superintendent for Business (ASB) begins by compiling data related to enrollment projections, budget history, and student needs. This information is then shared with our Superintendent, Board of Education (BoE), Principals and Directors. Thereafter, a series of three budget meetings are established with the Superintendent, Assistant Superintendents and each Principal and Director to review departmental needs as far as staffing and student resources and what will be required for budget submissions in December. During these meetings we will review staffing needs relative to enrollment and thoroughly review all existing expenditure requests as well as newly proposed initiatives. The focus is centered on the student resources needed to achieve student outcomes articulated in the district's vision statement and our "Profile of a Graduate".

During the months of November and December the ASB prepares Tax Cap projections, state aid and other revenue projections to determine available funding. Additionally, expenditure categories such as employee benefits, pension system payments, contracted salary increases and debt expenses are budgeted by the ASB and shared with the Superintendent and other stakeholders. Special Education expenses are budgeted by the PPS office using individual student projected expenses. Co-curricular, Transportation, Facilities, Personnel, the BoE, and Curriculum & Instruction are all budgeted by the respective administrator in charge, based on a review of projected expenses and prior year actual expenses. These figures are reviewed and discussed routinely with the Superintendent during the budget development process. The allocation of funds to each school is

based on Principal requests in relation to our budget goals and enrollment needs. Formulas are not used to allocate funds to each school building.

During the budget development process, the Board of Education and the community, through public forums and interactive sessions

2. **If applicable, is there anything unique about certain schools which explain why per pupil spending at these locations may be significantly higher/lower than the district average?**

Nothing unique.

3. **If applicable, describe any items which the district feels are anomalous in nature and require additional description.**

Nothing.

Convocatoria de Presupuesto del Distrito Escolar

| | Presupuesto adoptado para el año escolar 2022-23 | Presupuesto propuesto para el año escolar 2023-24 | Presupuesto de contingencia para el año escolar 2023-24* |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------|----------------------------------------------------------|
| Monto total presupuestado, no incluye proposiciones separadas | \$ 50,775,098 | \$ 52,672,111 | \$ 51,878,576 |
| Aumento/disminución para el año escolar 2022-23 | | \$ 1,897,013 | \$ 1,103,478 |
| Porcentaje de aumento(disminución) en cada presupuesto propuesto | | 3.74% | 2.17% |
| Cambio en el índice de precios al consumidor | | 4.70% | |
| A. Propuestas de impuesto para apoyar el monto total presupuestado | \$ 41,427,807 | \$ 42,221,342 | |
| B. Exacción impositiva para apoyar la deuda de biblioteca, si corresponde | \$ - | \$ - | |
| C. Exacción impositiva para proposiciones no excluibles, si corresponde** | \$ - | \$ - | |
| D. Monto total de reserva límite de impuesto usada para reducir la exacción impositiva del año actual | \$ - | \$ - | |
| E. Total propuesto para exacción impositiva del año escolar (A + B + C - D) | \$ 41,427,807 | \$ 42,221,342 | \$ 41,427,807 |
| F. Exclusiones permisibles totales | \$ 2,727,385 | \$ 2,641,271 | |
| G. Límite de exacción impositiva escolar, <u>excepto</u> la exacción para exclusiones permisibles | \$ 38,700,422 | \$ 39,580,071 | |
| H. Total propuesto de exacción impositiva del año escolar, se excluyen impuestos para apoyo de la deuda de biblioteca y/o exclusiones permisibles (E - B - F + D) | \$ 38,700,422 | \$ 39,580,071 | |
| I. Diferencia: G - H (un valor negativo requiere el 60.0% de aprobación de los votantes - véase la nota a continuación sobre proposiciones separadas) ** | \$ - | \$ - | |
| Componente administrativo | \$ 5,778,507 | \$ 5,943,840 | \$ 5,853,038 |
| Componente del programa | \$ 35,350,725 | \$ 36,690,616 | \$ 36,134,323 |
| Componente de capital | \$ 9,645,866 | \$ 10,037,655 | \$ 9,891,215 |

Declaración de Suposiciones en conformidad a la Sección 2023 de la Ley de Educación. De rechazarse el presupuesto preliminar, y para lograr el nivel presupuestario contingente, el Distrito Escolar de Croton-Harmon - Unión Libre, necesitará reducir el presupuesto y la recaudación de impuestos en \$793,535 para el año escolar 2022-23. Se realizarían reducciones en todo el presupuesto, comenzando con los gastos no contingentes. Las reducciones incluirían útiles para estudiantes, compra de ciertos equipos, excursiones, atletismo, edificios, terrenos, y personal.

**** Enumerar proposiciones separadas que no están incluidas en el monto total presupuestado: (La exacción impositiva asociada con proposiciones de servicios educacionales o de transporte no son elegibles para exclusión y puede afectar los requisitos de aprobación de los votantes)**

| | |
|---------------------------------------------------|------------------------------------------------------------|
| | En la propuesta de presupuesto para el año escolar 2023-24 |
| | \$1,564 Cortlandt \$1,546 Yorktown |
| Reservas estimadas básicas de exención de STAR 1. | |

La votación del presupuesto anual para el año fiscal 2022-23 por parte de los votantes calificados del Distrito Escolar Croton-Harmon, Condado de Westchester, Nueva York, se llevará a cabo en la Escuela Secundaria Croton-Harmon en dicho distrito el martes 17 de mayo de 2022 entre los horarios de 6:00am y 9pm. Además, este año cualquier persona que tenga inquietudes relacionadas con el COVID-19 es elegible para votar con boleta de voto en ausencia y puede solicitar una solicitud de boleta de voto en ausencia al secretario del distrito enviando un correo electrónico a tracey.borges@chufsd.org. Las solicitudes de papeletas de voto en ausencia deben presentarse en forma original, con la firma original. Debe presentarse al menos siete días antes de la votación/elección (10 de mayo de 2022) si la boleta se enviará por correo al votante y el día anterior a la votación/elección (16 de mayo de 2022) si la boleta se recogerá personalmente el votante. El secretario del distrito debe recibir las boletas de voto en ausencia antes de las 5:00 p. m. del día de la votación/elección (17 de mayo de 2022) para que se cuenten.

1. La exención a la reducción de impuestos escolares básica (STAR) está autorizada por el artículo 425 de la Ley de Impuesto a la Propiedad

Property Tax Report Card
660202 - CROTON-HARMON UFSD

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Official - as of 04/17/2023 12:07 PM

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

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

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

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

Form Due - April 24, 2023

Form Preparer Name:
 Preparer's Telephone Number:

| Shaded Fields Will Calculate | Budgeted 2022-23 (A) | Proposed Budget 2023-24 (B) | Percent Change (C) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------|-----------------------------------|
| Total Budgeted Amount, not including Separate Propositions | 52,672,111 | 56,174,983 | 6.65 % |
| A. Proposed Tax Levy to Support the Total Budgeted Amount ¹ | 42,221,342 | 43,336,180 | |
| B. Tax Levy to Support Library Debt, if Applicable | 0 | 0 | |
| C. Tax Levy for Non-Excludable Propositions, if Applicable ² | 0 | 0 | |
| D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable | 0 | 0 | |
| E. Total Proposed School Year Tax Levy (A+B+C-D) | 42,221,342 | 43,336,180 | 2.64 % |
| F. Permissible Exclusions to the School Tax Levy Limit | 2,641,271 | 2,796,552 | |
| G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³ | 39,580,071 | 40,539,628 | |
| H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D) | 39,580,071 | 40,539,628 | |
| I. Difference: (G-H);(negative value requires 60.0% voter approval) ² | 0 | 0 | |
| Public School Enrollment | 1,536 | 1,550 | 0.91 % |
| Consumer Price Index | | | 8.0 % |

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

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

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

excess tax levy, including interest.

| | Actual 2022-23 (D) | Estimated 2023-24 (E) |
|------------------------------------------------------------------------|-----------------------|--------------------------|
| Adjusted Restricted Fund Balance | 16,680,615 | 18,093,539 |
| Assigned Appropriated Fund Balance | 2,876,729 | 2,403,745 |
| Adjusted Unrestricted Fund Balance | 2,106,883 | 2,246,999 |
| 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 * | 3/31/23 Actual Balance | 6/30/23 Estimated Ending Balance | Intended Use of the Reserve in the 2023-24 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 | CAPITAL 2016 | For the cost of any object or purpose for which bonds may be issued. | 5,008,444 | 5,262,473 | It is our intention to pay the cost of any object or purpose for which bonds may be issued. |
| Capital | CAPITAL 2013 | For the cost of any object or purpose for which bonds may be issued. | 2,380,093 | 2,852,827 | It is our intention to pay the cost of any object or purpose for which bonds may be issued. |
| Capital | CAPITAL TRANSPORTATION 2022 | For the cost of any object or purpose for which bonds may be issued. | 2,000,174 | 2,068,875 | It is our intention to pay the cost of vehicles or infrastructure costs related to transportation. |
| Repair | REPAIR RESERVE 2022 | For the cost of repairs to capital improvements or equipment. | 100,006 | 113,441 | It is our intention to pay Capital and Equipment Repair Costs. |
| Workers Compensation | WORKERS' COMPENSATION RESERVE | For self-insured Workers Compensation and benefits. | 537,977 | 556,455 | It is our intention to pay Workers' compensation Claims. |
| Unemployment Insurance | UNEMPLOYMENT RESERVE | For reimbursement to the State Unemployment Insurance Fund. | 197,327 | 204,105 | It is our intention to pay Unemployment Insurance Claims. |
| Reserve for Tax Reduction | | For the gradual use of the proceeds of the sale of school district real property. | | | |
| Mandatory Reserve for | | For proceeds from the sale of district | | | |

| | | | | | |
|------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-------------------------------------------------------------------------------------------------------------|
| Debt Service | | 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) | LEGAL LIABILITY RESERVE | To cover incurred liability claims. | 931,238 | 952,248 | It is our intention to pay legal settlements related to special education costs or other legal liabilities. |
| Tax Certiorari | TAX CERTIORARI RESERVE | For tax certiorari settlements. | 2,393,887 | 2,470,871 | It is our intention to pay for our potential tax settlements. |
| Reserve for Insurance Recoveries | | For unexpended proceeds of insurance recoveries at fiscal year end. | | | |
| Employee Benefit Accrued Liability | EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE | For accrued 'employee benefits' due to employees upon termination of service. | 536,431 | 541,181 | It is our intention to pay contributions for sick/vacation payout to retired employees |
| Retirement Contribution | ERS RESERVE | For employer retirement contributions to the State and Local Employees' Retirement System. | 1,448,082 | 1,497,820 | It is our intention to pay contributions to the pension system. |
| 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 | TRS RESERVE | | 1,146,956 | 1,573,243 | It is our intention to pay contributions to the pension system. |

* **NYSED Reserve Guidance:**
http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

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

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

Exemption Impact Report

Assessment Year: 2022

County: WESTCHESTER
 SWIS Code: 5522

School Value Report (552202)

Municipality: CORTLANDT
 Total Assessed Val: 40,321,752
 Uniform Percentage: 1.34

Equalized Total Assessed Value = 3,009,085,970

| Exempt Code | Description | Statutory Authority | # of Exempts | Total Equalized Value of EX | % of Value Exempted |
|--------------------------------------------|-------------|-----------------------|--------------|-----------------------------|---------------------|
| 12100 | NY STATE | RPTL 404(1) | 10 | 3,152,985 | 0.10 |
| 13100 | CTY OWNED | RPTL 406(1) | 31 | 46,052,238 | 1.53 |
| 13360 | NYC AQUUCT | RPTL 406(4) | 1 | 373,134,328 | 12.40 |
| 13500 | TWN WITHIN | RPTL 406(1) | 31 | 2,106,343 | 0.07 |
| 13650 | VILL OWNED | RPTL 406(1) | 84 | 31,590,671 | 1.05 |
| 13800 | SCHOOL DIS | RPTL 408 | 6 | 79,751,119 | 2.65 |
| 13890 | PBLIC AUTH | RPTL 412 & Pub Auth L | 3 | 8,298,507 | 0.28 |
| 25110 | RELIG PROP | RPTL 420-a | 12 | 16,296,641 | 0.54 |
| 25230 | N/P IMPROV | RPTL 420-a | 2 | 3,434,701 | 0.11 |
| 25300 | NON-PROFIT | RPTL 420-b | 34 | 20,387,985 | 0.68 |
| 27200 | R/R PROP | RPTL 489-d, 489-dd | 2 | 4,395,522 | 0.15 |
| 27350 | CEMETERIES | RPTL 446 | 2 | 395,522 | 0.01 |
| 41120 | WAR VET | RPTL 458-a | 80 | 1,074,626 | 0.04 |
| 41124 | WAR VET | RPTL 458-a | 7 | 94,029 | 0.00 |
| 41130 | COMBAT VET | RPTL 458-a | 62 | 1,388,059 | 0.05 |
| 41134 | COMBAT VET | RPTL 458-a | 8 | 179,104 | 0.01 |
| 41140 | DISABL VET | RPTL 458-a | 20 | 820,149 | 0.03 |
| 41144 | DISABL VET | RPTL 458-a | 1 | 44,776 | 0.00 |
| 41800 | AGED-ALL | RPTL 467 | 43 | 8,085,298 | 0.27 |
| 41806 | AGED-T/S | RPTL 467 | 3 | 525,746 | 0.02 |
| 41930 | DISAB-INC | RPTL 459-c | 1 | 167,164 | 0.01 |
| Total Exemptions (No System EX's) | | | 443 | 601,375,513 | 19.99 |
| Total Exemptions (with System EX's) | | | 443 | 601,375,513 | 19.99 |

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

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

Exemption Impact Report

Assessment Year: 2022

County: Westchester
SWIS Code: 555400

School Value Report (552202)

Municipality: Yorktown
Total Assessed Val: 1,977,610
Uniform Percentage: 1.93

Equalized Total Assessed Value = 102,466,839

| Exempt Code | Description | Statutory Authority | # of Exempts | Total Equalized Value of EX | % of Value Exempted |
|-------------|--------------------------------------------|---------------------|--------------|-----------------------------|---------------------|
| 13100 | CNTY OWNED | RPTL 406(1) | 1 | 1,994,818 | 1.95 |
| 13500 | TOWN OWNED | RPTL 406(1) | 1 | 54,404 | 0.05 |
| 25120 | EDUCATIONL | RPTL 420-a | 25 | 10,367,875 | 10.12 |
| 41124 | WAR VET S | RPTL 458-a | 2 | 26,321 | 0.03 |
| 41134 | COMBAT VET S | RPTL 458-a | 1 | 21,968 | 0.02 |
| | Total Exemptions (No System EX's) | | 30 | 12,465,386 | 12.17 |
| | Total Exemptions (with System EX's) | | 30 | 12,465,386 | 12.17 |

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

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

Salary: Administrative Compensation Information
660202 - CROTON-HARMON UFSD

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Official - as of 05/02/2023 11:21 AM

Form Due May 8, 2023

2023-2024 Salary Threshold =
\$162,000

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

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

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

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

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

| Title | Salary | Employee Benefits | Other Remuneration |
|------------------------------|---------|-------------------|--------------------|
| 1. Superintendent of Schools | 251,416 | 57,273 | |

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

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

| | | | | |
|-----|---------------------------------------|---------|--------|--|
| 2. | ASSISTANT SUPERINTENDENT | 226,447 | 64,008 | |
| 3. | ASSISTANT SUPERINTENDENT FOR BUSINESS | 226,447 | 64,008 | |
| 4. | | | | |
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**Salary: Administrative Compensation Information
660202 - CROTON-HARMON UFSD**

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| | Title | Salary | Employee Benefits | Other Remuneration |
|-----|-------|--------|-------------------|--------------------|
| 37. | | | | |
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**Salary: Administrative Compensation Information
660202 - CROTON-HARMON UFSD**

**2022-2023 Claim Year - Page 3
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Other Supervisory and Administrative Employees Scheduled to Receive \$162,000 or More in Salary

| | | |
|-----|--------------------------------------|---------|
| 71. | MIDDLE SCHOOL PRINCIPAL | 202,566 |
| 72. | DIRECTOR OF PUPIL PERSONNEL SERVICES | 196,707 |
| 73. | HIGH SCHOOL PRINCIPAL | 195,150 |
| 74. | DIRECTOR OF ATHLETICS | 181,685 |
| 75. | HIGH SCHOOL ASSISTANT PRINCIPAL | 180,129 |
| 76. | DIRECTOR OF FACILITIES II | 180,817 |
| 77. | DIRECTOR OF TECHNOLOGY | 172,855 |
| 78. | ELEMENTARY SCHOOL PRINCIPAL | 173,151 |
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Glosario de Terminos usados en la Escuela acerca de Negocios

Componente de presupuesto administrativo: una de las tres categorías que deben ser informadas por los distritos escolares en el presupuesto. Estos gastos incluyen: gastos administrativos y de oficina; salarios y beneficios para administradores escolares certificados que pasan el 50 por ciento o más de su tiempo realizando tareas de supervisión; procesamiento de datos; suministros; honorarios legales; seguro de propiedad; y gastos de la junta escolar.

Presupuesto adoptado: La propuesta de presupuesto adoptada por la Junta de Educación y presentada a los votantes en la reunión anual y la votación del presupuesto.

Recaudación de impuestos permitida (ATL, por sus siglas en inglés): la recaudación de impuestos máxima permitida en virtud de la legislación de "Tax Cap" que requiere una mayoría simple (50% +1) de aprobación de los votantes para su aprobación.

Reunión anual y votación sobre el presupuesto: El propósito de la Reunión anual es llevar a cabo la elección anual de los miembros de la junta de educación y los votos relacionados con el presupuesto, los gastos de dinero, y autorizar la recaudación de impuestos. Los distritos escolares deben llevar a cabo elecciones (Reunión Anual) el tercer martes de mayo.

Saldo de fondos asignado: Una parte del saldo total de fondos del distrito del año fiscal anterior que se aplica como ingreso al presupuesto del año siguiente. Esto equivale a una pérdida presupuestada en los ingresos que se compensa con la contingencia en el lado del gasto del presupuesto. También se puede utilizar para reducir el impuesto.

Presupuesto aprobado: un presupuesto aprobado por los votantes en la reunión anual y la votación del presupuesto. Si los votantes no aprueban el presupuesto adoptado por la Junta de Educación, un distrito puede presentar el mismo presupuesto o un presupuesto revisado para volver a votar. Después de dos propuestas derrotadas, la Junta de Educación debe adoptar un presupuesto de contingencia.

Valor Estimado: el valor de una propiedad según lo determina el asesor de la propiedad local, medido en unidades de evaluación (no en dólares). Este valor puede cambiar anualmente (o con mayor frecuencia) en función de los cambios realizados por el asesor, en relación con los cambios en el valor de mercado.

Rollo de evaluación: Una lista de todas las propiedades y su valor evaluado en el municipio. Debido a que la tirada de evaluación generalmente no se finaliza hasta agosto, no se pueden establecer las tasas de impuestos hasta que se complete la tirada de evaluación.

Junta de Servicios Educativos Cooperativos (BOCES, por sus siglas en inglés): grupo colaborativo de distritos escolares, componentes en una región que comparten servicios educativos, administrativos y de tecnología.

Ayuda BOCES: Ayuda estatal recibida como reembolso por participar en servicios cooperativos, o Coser, relacionados con gastos educativos, administrativos y de tecnología.

Bono: Un instrumento de deuda a largo plazo utilizado para financiar la construcción u otras obligaciones durante un período de tiempo específico a una tasa de interés específica. Los términos generalmente varían de 5 a 30 años, dependiendo de la naturaleza de la construcción u otra obligación.

Nota de Anticipación de Bonos (BAN): un instrumento de deuda a corto plazo que se utiliza para financiar obligaciones de construcción u otras obligaciones durante un período de tiempo específico (menos de un año de duración) a una tasa de interés específica. BAN se puede renovar anualmente por hasta 5 años antes de que la Ley General Municipal requiera la emisión de un bono.

Presupuesto: un plan de operación financiera que describe las estimaciones de los gastos propuestos para un año fiscal y los medios propuestos para financiarlos.

Calendario de presupuesto: el calendario de fechas clave que el distrito escolar, la Junta de Educación y los administradores siguen en la preparación, adopción y administración del presupuesto.

Ayuda de construcción: Ayuda estatal proporcionada para compensar las obligaciones de capital e intereses sobre la deuda contraída para construir y/o renovar edificios escolares.

Componente de presupuesto de patrimonio: una de las tres categorías que deben ser informadas por los distritos escolares en el presupuesto. Estos gastos incluyen: todo el capital de transporte, el servicio de la deuda y los gastos de arrendamiento; juicios legales y reclamos resueltos; costos de custodia y todos los costos de las instalaciones,

incluidos los contratos de servicios, suministros, servicios públicos, mantenimiento, reparaciones, construcción, renovación, deuda y costos de arrendamiento.

Fondo de capital: El fondo utilizado para dar cuenta de mejoras de capital y adquisiciones. Los proyectos de capital se presupuestan en base a un proyecto individual ya que los requisitos legales y contractuales variarán de un proyecto a otro. La iniciación y ejecución de un proyecto de capital generalmente requiere la autorización de los votantes para la financiación, que puede tomar la forma de obligaciones (deuda) o de transferencia de fondos (saldo de fondos).

Índice de Precios al Consumidor (IPC): Un índice de precios utilizado para medir el cambio en el costo de los bienes y servicios básicos en comparación con un período base fijo. Puede usarse como un factor en el cálculo del Impuesto fiscal admisible ("Tax Cap"), que estipula el 2% o el cambio en el IPC, el que sea menor.

Presupuesto contingente: según la ley del Estado de Nueva York, las juntas escolares pueden presentar un presupuesto a los votantes un máximo de dos veces. Si el presupuesto propuesto se derrota dos veces, la Junta de Educación debe adoptar un presupuesto de contingencia que ponga un límite a los nuevos gastos. Bajo un presupuesto contingente, el impuesto se limita a un aumento del 0% con respecto al año anterior. Los artículos exentos de un presupuesto contingente incluyen: liquidaciones de certificados de impuestos, servicio de la deuda (pagos de hipotecas) y costos asociados con garantizar la salud y seguridad de los estudiantes, el personal y la propiedad.

Servicios contractuales: acuerdos con organizaciones externas para proporcionar servicios educativos, administrativos, de mantenimiento, financieros y otros.

Fondo de servicio de la deuda: el fondo utilizado para registrar los pagos del capital y los intereses de la deuda de capital. El uso de este fondo por los distritos escolares es opcional, excepto cuando se requiere una reserva obligatoria para el servicio de la deuda como resultado de haber vendido la propiedad escolar en la que hay una deuda pendiente, o cuando los ingresos no obtenidos de préstamos, intereses devengados, primas de bonos o devengados los intereses se retienen para compensar los pagos futuros sobre el principal y los intereses. La mayoría de los distritos escolares pagan el servicio de la deuda sobre la deuda de capital directamente del Fondo General.

Beneficios a los empleados: montos pagados por el distrito en nombre de los empleados, sujetos a las disposiciones de los acuerdos de negociación colectiva y la Constitución del Estado de Nueva York. Estas cantidades no están incluidas en el salario bruto. Son beneficios complementarios y, aunque no se pagan directamente a un empleado, son parte del costo total del empleado. Los beneficios para empleados incluyen el costo del distrito para las primas de seguro de salud, seguro dental, seguro de vida y discapacidad, Medicare, pensiones, seguro social y reembolso de matrícula.

Beneficios del empleado Reserva de responsabilidad acumulada: El propósito de esta cuenta es reservar fondos para el pago de cualquier beneficio acumulado para el empleado (es decir, días de enfermedad y/o personales no utilizados) debidos a la terminación del servicio del empleado. Este fondo de reserva puede establecerse por mayoría de votos de la junta de educación y es financiado por asignaciones presupuestarias y otras reservas y fondos que pueden ser legalmente apropiados (Ley Municipal General, §6-p).

Sistema de jubilación de empleados (ERS): los sistemas de pensiones operados por el estado elegibles para la participación de personal no certificado (es decir, conductores de autobuses, personal de limpieza, ayudantes, personal de oficina, etc.). ERS opera en un plan anual del 1 de abril al 31 de marzo, en consonancia con el año fiscal del estado.

Reserva de gravamen: Esta reserva permite que un distrito escolar pague los artículos ordenados en el año fiscal actual, pero que aún no se han recibido hasta el año siguiente, utilizando los fondos presupuestados en el año fiscal actual sin afectar el presupuesto del año siguiente.

Tasa de compensación: una proporción determinada por el estado de Nueva York utilizada para determinar el valor de mercado de una propiedad en un municipio en comparación con la de otro cuando el valor estimado no es representativo del valor de mercado. Para los distritos escolares, la tasa de igualación ayuda a determinar cómo se asignará la recaudación de impuestos entre los municipios ubicados dentro de los límites del distrito escolar. Un municipio que tiene una tasa de igualación del 100% significa que el municipio está evaluando las propiedades a valor de mercado. Un municipio que tiene una tasa de igualación de menos del 100% significa que el municipio está evaluando propiedades por debajo del valor de mercado.

Equipo: activos con un costo inicial individual de más de \$ 10,000 y una vida útil estimada de más de un año.

La subvención de la Ley de éxito de todos los estudiantes (ESSA, por sus siglas en inglés): programa de becas federales para complementar el aprendizaje profesional y mejorar el rendimiento de los estudiantes entre los estudiantes más necesitados.

Gastos: Pago de efectivo, transferencia, propiedad o servicios con el fin de adquirir un activo o servicio.

Ley Federal de Contribución al Seguro (FICA): la aplicación del impuesto de Seguridad Social (6.2% [sujeto a los límites máximos de ingresos]) y el impuesto de Medicare (1.45%) sobre los salarios de los empleados.

Año fiscal: El período contable en el que se basa un presupuesto. El gobierno del estado de Nueva York opera en un año fiscal del 1 de abril al 31 de marzo. Todos los distritos escolares en el estado de Nueva York operan entre el 1 de julio y el 30 de junio del año fiscal.

Ayuda de la Fundación: ayuda estatal proporcionada para compensar los gastos incurridos en la provisión de una educación pública gratuita y apropiada. Foundation Aid representa el mayor componente de la ayuda estatal total que se brinda a los distritos escolares.

Equivalente a tiempo completo (FTE): una unidad de medida que es igual a una posición anualizada a tiempo completo. Un empleado asignado a trabajar el 80% del tiempo tendría un FTE de 0,8.

Saldo del fondo: un saldo del fondo se crea cuando a un distrito escolar le sobra dinero al final de su año fiscal, ya sea por un gasto insuficiente en el presupuesto del gasto y/o por recibir ingresos adicionales por encima del presupuesto de ingresos. Parte del saldo del fondo (saldo del fondo apropiado) se puede aplicar como una pérdida presupuestada de ingresos en el presupuesto del año siguiente. También se puede reservar una parte (saldo del fondo no reservado/no asignado) para pagar emergencias u otros gastos imprevistos. Bajo la ley del Estado de Nueva York, la cantidad no reservada/no asignada no puede exceder el 4% del presupuesto del año siguiente.

Fondo general: El principal fondo operativo de un distrito escolar. Recibe todos los ingresos no especificados para un programa o actividad en particular y no especificado por la ley para ser depositados en otro fondo. El plan de gastos anual debe ser aprobado por los votantes en la reunión anual y la votación del presupuesto.

Subvención del Acta de Educación para Individuos con Discapacidades (IDEA): Programa de becas federales para complementar programas para estudiantes con discapacidades.

Componente del presupuesto del programa: una de las tres categorías que deben ser informadas por los distritos escolares en el presupuesto. Estos gastos incluyen: salarios y beneficios de los maestros y supervisores que pasan la mayor parte de su tiempo enseñando; costos de instrucción tales como suministros, equipo, costos contractuales y libros de texto. También los costos operativos de transporte.

Presupuesto preliminar: El plan de gastos desarrollado por los administradores escolares antes de la adopción por la Junta de Educación. Los distritos escolares están obligados por el estado de Nueva York a mostrar sus presupuestos preliminares en tres categorías de componentes: administrativo, de programa y capital.

Reserva de contribuciones de los sistemas de jubilación: el propósito de esta cuenta es financiar las contribuciones de jubilación del empleador, es decir, cualquier parte de la cantidad (s) pagadera por un distrito escolar elegible al Sistema de Retiro de los Empleados Locales y Estatales de Nueva York (ERS), de conformidad con las Secciones 17 o 317 de la Ley de Jubilación y Seguridad Social. No se requiere un referéndum para crear o gastar dinero de la reserva. Las contribuciones del Sistema de Retiro para Maestros (TRS) no son elegibles para ser reservadas.

Ingresos: Fuentes de ingresos que financian la operación del distrito escolar.

Presupuesto de reinversión: una proyección presupuestaria que representa la misma dotación de personal y programas que el año en curso, ajustada por los aumentos contractuales requeridos en los salarios y otros gastos obligatorios.

Salarios: La cantidad total pagada a un individuo, antes de las deducciones, por los servicios prestados mientras estaba en la nómina de un distrito escolar.

Fondo de almuerzo escolar: el fondo utilizado para contabilizar los ingresos y gastos en relación con el programa de servicio de alimentos del distrito escolar. Los gastos estimados deben equilibrarse con los ingresos estimados, las transferencias entre fondos, si corresponde, y el saldo del fondo.

Programa de Alivio de Impuestos Escolares (STAR, por sus siglas en inglés): un programa estatal que proporciona una exención para los impuestos escolares pagados por todas las residencias principales ocupadas por sus propietarios, sujeto a limitaciones de ingresos. Se otorga una exención mejorada a los adultos mayores, sujeto a limitaciones de ingresos.

Fondo de ayuda especial: el fondo utilizado para contabilizar los ingresos y gastos en relación con subvenciones financiadas por el gobierno federal y estatal operadas por el distrito escolar. Los presupuestos se determinan cuando las subvenciones específicas son otorgadas por la agencia de financiamiento. La junta de educación debe aprobar cada programa/presupuesto de la subvención y debe asignar los fondos por resolución. Para subvenciones que se extiendan más allá del 30 de junio, los presupuestos se pueden restablecer en el próximo año fiscal sin la aprobación adicional de la junta de educación.

Ayuda estatal: los fondos asignados por la riqueza y la necesidad demográfica a los distritos escolares para apoyar varias funciones de operación. Hasta que se promulgue el presupuesto del Estado, la Ayuda estatal del distrito escolar no se finaliza y se deben utilizar las estimaciones. La fecha límite estatal para aprobar su presupuesto es el 1 de abril; sin embargo, no es raro que el Estado no cumpla con ese plazo. Sin embargo, los distritos escolares deben estimar la Ayuda estatal y presentar sus presupuestos a los votantes antes del tercer martes de mayo.

Departamento de Educación del Estado (SED): El departamento de administración de Nueva York que supervisa la educación pública primaria y secundaria.

Suministros: Materiales consumibles utilizados en la operación del distrito escolar, incluidos alimentos, libros de texto, papel, lápices, artículos de oficina, artículos de limpieza, material utilizado en actividades de mantenimiento y software de computadora.

Base tributaria: el valor tasado combinado de todas las propiedades dentro de los límites de un distrito escolar sujeto a la recaudación de los impuestos necesarios para financiar las operaciones anuales.

"Tasa de impuestos": consulte el Impuesto fiscal admisible (ATL).

Certiorari de impuestos: el proceso legal mediante el cual el propietario de una propiedad puede impugnar el valor asignado asignado a una propiedad en un intento por reducir la evaluación de la propiedad y los impuestos sobre bienes raíces.

Reserva de Certiorari de Impuestos: El Capítulo 588 de las Leyes de 1988 enmendó la Sección 3651 de la Ley de Educación para permitir el establecimiento de un fondo de reserva para certiorari de impuestos y gasto del fondo sin la aprobación de los votantes calificados del distrito escolar. Esta reserva se utiliza para pagar sentencias de consentimiento sobre reembolsos de impuestos que se remontan hasta cuatro años antes.

Impuesto fiscal: la suma total de los impuestos que debe recaudar el distrito escolar después de restar todos los demás ingresos y ayudas estatales. La recaudación de impuestos se utiliza para determinar la tasa de impuestos para los propietarios de propiedades en cada uno de los municipios ubicados dentro de los límites del distrito escolar. A cada municipio dentro del distrito escolar se le asigna una parte de la recaudación impositiva total. Las tasas de compensación se aplican para tener en cuenta las diferencias en las prácticas de evaluación entre los municipios.

Tasa de impuestos: la cantidad de impuestos pagada por cada incremento (generalmente \$ 1,000) del valor tasado de la propiedad.

Sistema de Retiro para Maestros (TRS, por sus siglas en inglés): los sistemas de pensiones operados por el Estado elegibles para la participación entre personal certificado (es decir, maestros y administradores). TRS opera en el año del plan del 1 de julio al 30 de junio, de conformidad con el año fiscal del distrito escolar.

Ayuda de transporte: Ayuda estatal proporcionada para compensar los gastos incurridos en la prestación de servicios de transporte a los estudiantes. Se recibe ayuda adicional para el transporte al comprar equipo de transporte de capital, como vehículos o equipo de garaje.

Reserva de beneficios por desempleo: este fondo de reserva se utiliza para pagar el costo del reembolso al Fondo Estatal de Seguro de Desempleo por los pagos realizados a los solicitantes en los que el distrito escolar o BOCES ha elegido utilizar el método de reembolso de beneficios, en lugar de las contribuciones en virtud del Artículo 18 de la Derecho laboral. La reserva puede establecerse por acción de la junta y es financiada por asignaciones presupuestarias o fondos de otras reservas.

Saldo del fondo no reservado / no asignado: Se permite a un distrito escolar retener hasta el 4% del saldo total de su fondo sin reservas ni créditos. Estos fondos están disponibles para reparaciones de emergencia y otros imprevistos.

Fondos de Reserva

La Ley de Educación autoriza a los distritos escolares a establecer cualquiera de los siguientes fondos de reserva:

- Fondo de Reserva Capital
- Fondo de Reserva de Responsabilidad
- Fondo de Reserva Pérdida de Propiedad- sólo disponible si el distrito está autoasegurado
- Fondo de Reserva Fiscal Certiorari
- Fondo de Reserva Reducción de Impuestos- sólo disponible si se vende un edificio escolar
- Fondo de Reserva de Impuestos No Colectados - sólo disponible para distritos escolares de ciudades pequeñas

La Ley General Municipal autoriza a los distritos escolares a establecer cualquiera de los siguientes fondos de reserva:

- Fondo de Reserva de Pasivos Acumulados - Beneficios para Empleados
- Fondo de Reserva de Seguros
- Fondo de Reserva Obligatorio sobre el Servicio de la Deuda - solo está disponible si se vende un edificio escolar
- Fondo de Reserva para Reparaciones
- Fondo de Reserva, Contribuciones para la Jubilación
- Fondo de Reserva del Seguro de Desempleo
- Fondo de Reserva para la Compensación del Trabajador- solo está disponible si está autoasegurado

Características básicas de los fondos de reserva del distrito escolar:

Fondo de Reserva de Capital:

- Disponible para cubrir, todo o parte, del costo de cualquier objeto o propósito por el cual un distrito escolar puede emitir bonos de conformidad con la Ley de Finanzas Locales. Los distritos deben mantener la identidad separada de cada fondo.
- Puede establecerse sólo con la aprobación de los votantes mediante una proposición que indique el propósito del fondo, el monto final del mismo, su término probable y la fuente de la cual se obtendría el fondo.
- Los fondos se pueden gastar sólo con la aprobación de los votantes, y sólo para el propósito específico por el cual se estableció el fondo.

Fondo de Reserva de Responsabilidad:

- Pueden establecerse sin la aprobación de los votantes, pero una vez establecidos, los fondos no pueden reducirse por debajo de los montos estimados necesarios para cubrir reclamos o demandas incurridas pero no resueltas (aparte de los pagos por pérdidas por los cuales se estableció dicho monto).
- Los fondos pueden gastarse sin la aprobación de los votantes, a menos que el gasto sea para un propósito diferente al que se estableció el fondo.

Nota- Cada año, la cantidad en esta reserva se fundamenta con una carta del abogado del distrito al auditor del distrito. En la carta, el abogado detalla todos los litigios pendientes y posibles acuerdos.

Fondo de Reserva Fiscal Certiorari:

- Disponible para pagar sentencias y reclamaciones que resulten de procedimientos de certificación fiscal conforme al Artículo 7 de la Ley del Impuesto sobre Bienes Inmuebles.

- Puede establecerse sin la aprobación de los votantes, siempre que los fondos no excedan la cantidad que razonablemente podría considerarse necesaria para anticipar juicios y reclamaciones que surjan de los procedimientos de certificación fiscal.
- Los fondos pueden ser gastados sin la aprobación de los votantes.

Nota - cada año, la cantidad en esta reserva se verifica con una hoja de cálculo preparada por el Asistente del Superintendente de Negocios que detalla todos los procedimientos de certificados de impuestos recibidos por el distrito.

Fondo de Reserva de los Pasivos Acumulados de los Beneficios del Empleado:

- Disponible para el pago en efectivo de licencia por enfermedad acumulada y no utilizada, licencia personal, licencia por vacaciones, vacaciones y otros beneficios ganados por los empleados y pagaderos a la terminación, que no están cubiertos por otro fondo de reserva existente. Puede establecerse sin la aprobación de los votantes.
- Los fondos pueden ser gastados sin la aprobación de los votantes. Sin embargo, es un delito menor retirar o gastar fondos, excepto lo permitido por la ley.

Nota - Cada año, esta cantidad se verifica con una hoja de cálculo preparada por el Tesorero del Distrito que indica el tiempo acumulado de los empleados, que debería pagarse al momento de la jubilación.

Fondo de Reserva de Seguros:

- Disponible para el pago de cualquier pérdida, reclamo, acción o fallo por el cual un distrito escolar está autorizado u obligado a comprar un seguro, excepto aquellos que ya están cubiertos por otro fondo de reserva existente y excepto que se especifique lo contrario en la ley.
- Puede establecerse sin la aprobación de los votantes.
- Los fondos pueden ser gastados sin la aprobación de los votantes. Sin embargo, la aprobación judicial es necesaria para pagar reclamaciones resueltas o comprometidas que excedan los \$ 25,000.

Fondo de Reserva para Reparación:

- Disponible para pagar reparaciones a mejoras de capital o equipos de un tipo que no se repiten anualmente o en intervalos más cortos.
- Puede establecerse sin la aprobación de los votantes.
- Los fondos pueden ser gastados sin la aprobación de los votantes en casos de emergencia en conformidad con la aprobación de dos tercios de la junta escolar. De lo contrario, una audiencia pública debe llevarse a cabo de acuerdo con los procedimientos establecidos en la ley. La mitad de los fondos gastados en un caso de emergencia debe reembolsarse al fondo durante el próximo año fiscal, y el resto al final del segundo año fiscal posterior al año fiscal en el que se gastaron los fondos. Además, es un delito menor retirar o gastar fondos de un fondo de reserva para reparaciones, excepto según lo permita la ley.

Fondo de Reserva de Contribuciones por Jubilación:

- Disponible para financiar las contribuciones de jubilación pagaderas al Estado de Nueva York y al Sistema de Retiro de los Empleados Locales (ERS).
- Puede establecerse sin la aprobación de los votantes.
- Los fondos pueden ser gastados sin la aprobación de los votantes.

Nota - Cada año, esta cantidad se verifica al revisar la factura proyectada que se debe al sistema de jubilación de los empleados locales y del estado de Nueva York en el mes de diciembre siguiente.

Fondo de Reserva al Pago de Seguro por Desempleo:

- Disponible para pagar el costo de reembolsar al Fondo Estatal de Seguro de Desempleo por los pagos realizados a los reclamantes en virtud del artículo 18 de la Ley del Trabajo.
- Puede establecerse sin la aprobación de los votantes.
- Los fondos pueden gastarse sin la aprobación de los votantes, pero solo según lo exija la ley para pagar al Fondo de Seguro de Desempleo del Estado el monto de los beneficios pagados a los reclamantes y cargados al distrito.

Comprensión de la tasa de equalización

Guía para propietarios de bienes raíces

En el estado de Nueva York, el impuesto a la propiedad es un impuesto local, recaudado y gastado localmente para financiar gobiernos locales y escuelas públicas. Si bien el Estado no cobra ni recibe ningún beneficio directo del impuesto a la propiedad, este impuesto sigue siendo de gran importancia como la fuente de ingresos única más grande para el apoyo de los servicios municipales y del distrito escolar. Más de \$ 26 mil millones se recaudan anualmente en impuestos locales a la propiedad en todo el estado. La Oficina de Servicios de Impuestos sobre Bienes Inmuebles (ORPTS, por sus siglas en inglés) del Estado de Nueva York está obligada por ley a administrar un programa de compensación para asegurar una asignación equitativa del impuesto a la propiedad entre casi 4,000 jurisdicciones fiscales en el estado de Nueva York y para asegurar la asignación adecuada de Ayuda Estatal para la Educación Fondos, entre otros fines. La compensación busca medir la relación de los valores evaluados localmente con un mercado inmobiliario en constante cambio. Cada año, ORPTS calcula las tasas de equalización para cada una de las más de 1,200 unidades evaluadoras del estado.

¿Por qué es necesaria la equalización?

La compensación es necesaria en el estado de Nueva York porque: (1) no hay un porcentaje fijo en el cual se debe evaluar la propiedad; (2) no todos los municipios evalúan propiedades al mismo porcentaje del valor de mercado; y (3) las jurisdicciones impositivas, como la mayoría de los distritos escolares, no comparten los mismos límites impositivos que las ciudades y pueblos que son responsables de evaluar las propiedades. La mayoría de los más de 700 distritos escolares del estado distribuyen sus impuestos entre segmentos de varios municipios, muchos de los cuales tienen diferentes niveles de evaluación. El número de segmentos municipales en un distrito escolar puede variar de uno a quince o más.

¿Qué es una tasa de equalización?

En su forma más simple, una tasa de equalización es la medida estatal del nivel de evaluación (LOA) de un municipio. Esta es la relación entre el valor evaluado total (AV) y el valor de mercado total (MV) del municipio. El municipio determina el AV; el MV es estimado por el estado. La fórmula de la tasa de equalización es:

Valor total estimado (AV) = Tasa de equalización Valor total de mercado (MV) Las tasas de equalización no indican el grado de uniformidad entre las evaluaciones dentro de un municipio. (Puede encontrar más información sobre la uniformidad en el folleto, Evaluaciones justas: Guía para propietarios). ¿Qué significa su tasa de equalización? • Una tasa de igualación de 100 significa que el municipio está evaluando las propiedades al 100 por ciento del valor de mercado. • Una tasa de igualación de menos de 100 significa que el valor de mercado total del municipio es mayor que su valor evaluado. • Una tasa de equalización superior a 100 significa que el valor evaluado total para el municipio es mayor que su valor de mercado total. No habría necesidad de una igualación si todos los municipios evaluaran todas las propiedades al 100 por ciento del valor de mercado cada año.

¿Cuál es la relación entre la tasa de igualación del estado y el nivel de evaluación del municipio?

En el estado de Nueva York, cada municipio está autorizado a evaluar a valor de mercado o alguna fracción del valor de mercado. Un nivel de evaluación (LOA) del 50 por ciento significa que las evaluaciones están a la mitad del valor de mercado; un LOA del 100 por ciento significa que una comunidad está evaluando al 100 por ciento del valor de mercado. Independientemente de la LOA elegida por un municipio, todas las evaluaciones en el municipio están obligadas por ley a tener un porcentaje uniforme del valor de mercado.

Las tasas de compensación son la medida estatal de la LOA de cada municipio. Cada asesor local está obligado por ley a establecer la LOA municipal en la lista de evaluación de cada año. El estado determina la tasa de equalización analizando la LOA declarada localmente. De acuerdo con los estándares nacionales, ORPTS revisa el trabajo del asesor y determina si la LOA declarada se encuentra dentro de las tolerancias adecuadas para ser utilizada como la tasa de equalización. Si se cumplen ciertos criterios, la LOA se convierte en la tasa. En los municipios donde ORPTS no puede aceptar o confirmar la LOA, ORPTS utiliza su propia estimación independiente del valor de mercado total para comparar con el valor de tasación total.

¿Cuál es el beneficio de tener LOA determinada localmente aceptada como la tasa de equalización?

Cuando los evaluadores establezcan con precisión la LOA en la lista de evaluación tentativa, indicarán la tasa de compensación en la que se distribuyen los impuestos escolares. Cuando los municipios mantengan las evaluaciones actualizadas cada año, ajustarán los valores evaluados para reflejar los cambios en el mercado, lo que resultará en una LOA constante y una tasa de equalización de año en año.

¿Qué significa cuando la tasa de equalización de su municipio disminuye?

Una tasa de equalización descendente significa que los valores de mercado están aumentando más rápido que los valores evaluados. Mantener las evaluaciones actualizadas anualmente puede resultar en tasas de equalización constantes cada año.

¿Por qué es necesario establecer las tasas de equalización cada año?

La Ley del Impuesto sobre Bienes Inmuebles requiere que se establezcan las tasas anuales de equalización estatal para cada condado, ciudad, pueblo y aldea. Las tasas de compensación se calculan cada año para reflejar la tirada de evaluación de ese año y los valores de mercado actuales para cada unidad de evaluación.

¿Para qué se usan las tasas de equalización?

Aparte de reparto de impuestos entre los segmentos municipales de los distritos escolares y condados, y la distribución de ayudas de Estado de Educación, algunos de los usos menos reconocidos de los tipos de equiparación incluyen:

- establecimiento de límites de impuestos y deudas;
- la asignación de costos, como los hospitales operados conjuntamente entre las localidades participantes o una lesión a un bombero voluntario, entre otros;
- determinación de evaluaciones estatales (franquicia especial) o aprobación de evaluaciones locales (tierras estatales);
- determinación de techos (ferrocarriles y valores agrícolas) y exenciones;
- determinación del nivel de exenciones STAR;
- prorrateo de los ingresos por impuestos de ventas y endeudamiento conjunto; y
- como prueba en los procedimientos judiciales sobre la cuestión de la inequidad en la evaluación y las audiencias de revisión de evaluación de reclamos menores.

¿Se puede utilizar la tasa de equalización en una apelación de evaluación?

Sí. Los dueños de propiedades en el estado de Nueva York (excepto en el condado de Nassau y la ciudad de Nueva York) pueden usar la tasa de compensación como una pieza de evidencia en los casos de quejas de evaluación ante la Junta de Evaluación de Evaluación y en la Corte Suprema del Estado. Los propietarios de propiedades residenciales también pueden usar la tasa de compensación del estado en los casos de evaluación presentados en virtud de las disposiciones de la Revisión de evaluación de

reclamos menores. Puede encontrar más información sobre los desafíos de la evaluación en la publicación de ORPTS titulada *Cómo impugnar su evaluación en el estado de Nueva York*.

¿Cómo se relacionan las tasas de igualación con los impuestos a la propiedad escolar?

La tasa de ecualización se utiliza para estimar el valor de mercado total de una jurisdicción impositiva completa y / o segmentos de jurisdicciones. La siguiente fórmula se usa para estimar el valor de mercado total de un municipio:

$$\frac{\text{Valor Tasa Actual Evaluada}}{\text{Tasa Actual de Igualación}}$$

Estimación del valor de mercado total (también conocido como valor total ecualizado)

Para que un distrito escolar distribuya equitativamente su impuesto a la propiedad (el monto total de los impuestos escolares que se deben recaudar), el impuesto debe dividirse en proporción al valor total del mercado de cada segmento municipal. Esto permite una distribución equitativa de los impuestos en función del valor de mercado de cada municipio o segmento. Por ejemplo, el Distrito Escolar AB necesita recaudar \$ 1 millón a través de impuestos a la propiedad (por lo tanto, un impuesto de \$ 1 millón). El distrito contiene toda la Ciudad A y toda la Ciudad B. Cada ciudad tiene un valor de tasación total de \$ 10 millones. Si la recaudación de impuestos de \$ 1 millón simplemente se asignara en función de los valores evaluados, los contribuyentes en ambas ciudades dividirían el impuesto de manera uniforme, y cada ciudad pagaría \$ 500,000. Sin embargo, a través del proceso de igualación, el estado determina que las dos ciudades tienen diferentes niveles de evaluación. El pueblo A tiene una tasa de ecualización de 33.33 y el pueblo B tiene una tasa de ecualización de 50.00. Las ciudades A y B se pueden comparar para dividir la recaudación de impuestos del distrito escolar de \$ 1 millón entre ellas:

| | Pueblo A | Pueblo B |
|----------------------------------------------------------------------------------------------------|--------------------|--------------------|
| Valor Estimado (AV) de cada Pueblo | \$10 millones | \$10 millones |
| Tasa Equitativa de cada Pueblo | 33.33 | 50.00 |
| Valor del Mercado de cada Pueblo | \$30 millones | \$20 millones |
| Valor del Mercado del Distrito Escolar AB = \$50 millones | | |
| Porcentaje del Valor del Mercado (y, por lo tanto, porcentaje de gravamen) para cada Pueblo | 60% | 40% |
| Impuesto Fiscal a incrementarse para cada Pueblo | \$600,000 | \$400,000 |
| Tasa de Impuesto para cada Pueblo (Impuesto Fiscal+Valor Estimado) x 1000 | \$60 per \$1000 AV | \$40 per \$1000 AV |

Puede ver que la Ciudad A es responsable del 60 por ciento (\$ 30 millones ÷ \$ 50 millones) del valor total en el Distrito Escolar AB, y la Ciudad B es responsable del 40 por ciento (\$ 20 millones ÷ \$ 50 millones) del valor total. Esto significa que los contribuyentes en el Pueblo A deberán pagar un total de \$ 600,000 (60% del impuesto de \$ 1 millón) y aquellos en el Pueblo B deberán pagar \$ 400,000 (40% del impuesto de \$ 1 millón).

Es el cambio en el valor de mercado total de una ciudad, como se refleja en la tasa de igualación, en relación con el cambio en el valor de mercado de otros municipios en una jurisdicción impositiva, como un distrito escolar, lo que puede causar la parte del impuesto de una ciudad en particular. imponer para aumentar o disminuir. Si el valor de mercado de un municipio aumenta, pero todos los demás municipios en la jurisdicción impositiva aumentan en un grado mayor, entonces la participación del primer municipio en el impuesto se reducirá.

Para más información

Para obtener más información sobre la igualación, las evaluaciones y otros aspectos de la administración de impuestos a la propiedad, es posible que desee hablar con su asesor o director del condado de servicios de impuestos a la propiedad. Información más detallada también está disponible en el portal de ORPTS: www.tax.ny.gov

STATE OF NEW YORK Kathy Hochul, Governor



**NYS Department of Taxation and Finance Office of Real Property
Tax Services W.A. Harriman State Campus Albany, NY 12227 518-
591-5232 www.tax.ny.gov**



Office of Real Property Tax Services

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Si desea obtener más información sobre las tasas de evaluación e igualación, puede comunicarse con:

Evaluaciones:

| | |
|-------------------|----------|
| Town of Cortlandt | 734-1040 |
| Town of Yorktown | 962-5722 |

Tasas de Igualación:

| | |
|--------------------------------------------------|--------------|
| Comisión de Impuestos del Condado de Westchester | 285-4325 |
| Servicios Inmobiliarios del Estado de New York | 518-474-5666 |

Si desea obtener más información sobre el presupuesto, puede comunicarse con los siguientes administradores:

| | |
|-------------------------------------------------------------------------|----------|
| Mr. Stephen Walker, Superintendente de Escuelas | 271-4793 |
| Ms. Denise Harrington-Cohen, Superintendente Asistente de Negocios | 271-5022 |
| Mr. John Griffiths, Superintendente Asistente | 271-6510 |
| Ms. Kerri Bianchi, Principal, Escuela Elemental Carrie E. Tompkins | 271-5184 |
| Mr. Michael Plotkin, Principal, Escuela Intermedia Pierre Van Cortlandt | 271-2191 |
| Dr. Laura Dubak, Principal, Escuela Secundaria Croton-Harmon | 271-2147 |

Para más información, por favor visite nuestro portal www.chufsd.org



Gracias por revisar nuestros documentos presupuestarios. Comuníquese con nuestra Oficina del Distrito al 914-271-5022 si desea más información o tiene alguna pregunta.