

# CROTON-HARMON UNION FREE SCHOOL DISTRICT

## 2023-2024 BUDGET STATEMENT

(Adopted by Board of Education April 13, 2023)



### Additional copies available from:

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

### Board of Education

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

You may review the report by going to the district website or you may request a copy by contacting Denise Harrington-Cohen, Assistant Superintendent for Business at 914-271-4713, extension 4211 or [denise.cohen@chufsd.org](mailto:denise.cohen@chufsd.org)

For further information on school report card please go to: [data.nysed.gov](http://data.nysed.gov)

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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**

Dear Croton-Harmon Community,

As we look forward to the 2023-24 school year, we share with you the 2023 Budget Edition of the district's Reflections newsletter. This Budget newsletter is intended to provide you with important information about the proposed budget, and how the budget furthers our district's vision for developing schools which advance innovation by placing passion, curiosity, and inspiration at the center of what we do, while creating a culture of well-being for all members of our school district community.

The proposed 2023-24 school district budget provides for several new opportunities for our Tiger students, which are designed not to just incrementally improve that which our schools already do but to enhance our school system itself, toward a vision of "What CHUFSD Can Be". These budgetary enhancements include an additional Physics teacher at Croton-Harmon High School, which will allow for the design and creation of several interdisciplinary courses, where students will experience learning that breaks down the traditional "silos" of individual subject areas which have long been a part of high school experiences. The proposed budget also includes an additional Art teaching position at PVC Middle School, which will enable our students in grades 5-8 to expand their creative and problem-solving skills through our Innovation and Design (InDe) Lab. Further, the budget also adds a pedagogical/instructional coaching position at CET Elementary School, which will provide CET faculty with the opportunity to regularly collaborate with a colleague, in the form of the instructional coach, to develop and implement new and innovative lessons and receive peer feedback on instructional practices. The proposed budget's new Music teaching position will allow student-musicians at CHHS to receive regular, small-group instrumental music instruction. Beyond that, two new non-faculty positions are designed to enable our district to better connect and support our schools' Spanish-speaking students and families, and to provide for long-term sustainability and continuity within our Business Office.

This year's ballot will also include a proposition aligned with our vision to continue to prioritize environmental sustainability through the purchase of one 66-passenger electric school bus; one approximately 24-30 passenger gas powered vehicle; one seven-passenger plug-in hybrid SUV; and two low-speed electric utility vehicles. These purchases would be funded through the district's Transportation Capital Reserve Fund and through general fund monies in this school year, which means that there would be no borrowing or debt and, therefore, no impact on taxes.

In Croton-Harmon, we recognize that our schools are unique because of your ongoing partnership and collaboration. Thank you for your participation and engagement in the development of our 2023-24 school district budget, and for making our schools such special places for all Tigers to learn, work, and grow.

Sincerely,

*Stephen Walker*  
Superintendent of Schools

*Sarah Carrier*  
Board of Education President

# REFLECTIONS

MAY 2023

SPECIAL BUDGET ISSUE

Published for the residents of the Croton-Harmon School District

[Este boletín del proyecto de instalaciones futuras está disponible en español a partir de la página 5](#)

## Dear Croton-Harmon Community,

As we look forward to the 2023-24 school year, we share with you the 2023 Budget Edition of the district's Reflections newsletter. This newsletter is intended to provide you with important information about the proposed budget, and how the budget furthers our district's vision for **developing schools which advance innovation by placing passion, curiosity, and inspiration at the center of what we do, while creating a culture of well-being for all members of our school district community.**

The proposed 2023-24 school district budget provides for several new opportunities for our Tiger students which are designed not just to improve incrementally that which our schools already do but to enhance our school system itself, toward a vision of **"What CHUFSD Can Be."** These budgetary enhancements feature additional staff and faculty positions to align with our vision, including:

- Physics teacher at Croton-Harmon High School, which will allow for the design and creation of several **new interdisciplinary courses.**
- Art teacher at PVC Middle School will enable our students in grades 5-8 to **expand their creative and problem-solving skills through our Innovation and Design (InDe) Lab.**
- Instructional Coach at CET Elementary School will provide CET faculty with the ability to collaborate regularly with the instructional coach, to **develop and implement innovative lessons**, and receive peer feedback on instructional practices.
- Music teacher will allow student-musicians at CHHS to receive **regular, small-group instrumental music instruction.**
- Two non-faculty positions are designed to enable our district to connect with and **support our schools' Spanish-speaking students and families**, and to provide for long-term sustainability and continuity within our Business Office.

See page 3  
for more on  
proposed new  
faculty and staff  
positions.

This year's ballot will also include a proposition aligned with our vision to continue to prioritize environmental sustainability through the purchase of five new vehicles including an electric school bus, a gas powered vehicle, a hybrid SUV, and two low-speed electric utility vehicles. These purchases would be funded through reserve and general fund monies in this school year, with no impact on taxes.

Please see proposition information below for more details.

In Croton-Harmon, we recognize that our schools are unique because of your ongoing partnership and collaboration. Thank you for your participation and engagement in the development of our 2023-24 school district budget, and for making our schools such special places for all Tigers to learn, work, and grow.

Sincerely,

*Stephen Walker*  
Superintendent Croton-Harmon Schools

*Sarah Carrier*  
Board of Education President

## Budget Overview

- The proposed budget is balanced and within the allowable tax levy, at 2.64%
- Proposed Budget 2023-24: \$56,174,983
- Fund Balance & Reserve Allocation: \$1,940,764
  - NY State Foundation Aid restored, increasing State Aid by \$2,161,915
- Designed to support the district's strategic plan and realize #WhatCHUFSDCanBe



## ON THE BALLOT

### Proposition No. 1: 2023-24 Budget

The CHUFSD presents a budget for \$56,174,983 commencing July 1, 2023, for the purposes shown in the proposed budget adopted by the Board of Education on April 13, 2023.

### Proposition No. 2: Vehicle Proposition

The vehicle proposition includes the purchase of five (5) vehicles using existing funds and reserves. If approved, there would be no impact to taxes and no additional debt would be incurred.

The district's CHUFSD Vehicle Capital Reserve will be used to purchase one (1) 66-passenger electric school bus, plus additional funds to pay for infrastructure and charging station improvements. Current year appropriations, from the General Fund, will be used to purchase the following:

- one (1) 24-30 passenger gas-powered vehicle;
- one (1) approximately 7-passenger plug-in hybrid SUV vehicle;
- and two (2) low-speed electric utility vehicles.

If approved, there would be no impact to taxes and no additional debt would be incurred.

### Proposition No. 3: Croton Free Library

The Croton Free Library proposition is asking the public to approve a levy in the amount of \$937,822 in support of the Croton Free Library.

### Trustees

Voters are asked to choose up to three (3) members for the Board of Education Trustees for three-year terms beginning July 1, 2023, through June 30, 2026.

**VOTE MAY 16 ★ Croton-Harmon High School • Gymnasium • 6 am to 9 pm**

For more information about the budget and ballot propositions, please refer to the district website at [www.chufsd.org](http://www.chufsd.org)



# School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2022-23 School Year	Budget Proposed for the 2023-24 School Year	Contingency Budget for the 2023-24 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$52,672,111	\$56,174,983	\$55,060,144
Increase/Decrease for the 2023-24 School Year		\$3,502,872	\$2,388,033
Percentage Increase/Decrease in Proposed Budget		6.65%	4.53%
Change in the Consumer Price Index		8.0%	
A. Proposed Levy to Support the Total Budgeted Amount	\$42,221,342	\$43,336,181	
B. Levy to Support Library Debt, if Applicable	\$-	\$-	
C. Levy for Non-Excludable Propositions, if Applicable **	\$-	\$-	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$-	\$-	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$42,221,342	\$43,336,181	\$42,221,342
F. Total Permissible Exclusions	\$2,641,271	\$2,796,552	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$39,580,071	\$40,539,629	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$39,580,071	\$40,539,629	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$-	\$-	
Administrative Component	\$5,943,840	\$6,385,066	\$6,135,000
Program Component	\$36,690,616	\$38,747,347	\$37,882,574
Capital Component	\$10,037,655	\$11,042,570	\$11,042,570

\* Statement of Assumptions pursuant to Section 2023 of the Education Law. If the proposed budget is defeated, and to meet the contingent budget level, the Croton-Harmon Union Free School District would need to reduce the budget and tax levy by \$1,114,839 for the 2023-24 school year. Reductions would be made across the budget beginning with the non-contingent expenses. The reductions would include supplies, certain equipment purchases, facility usage, extra-curricular activities, staffing, etc.

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

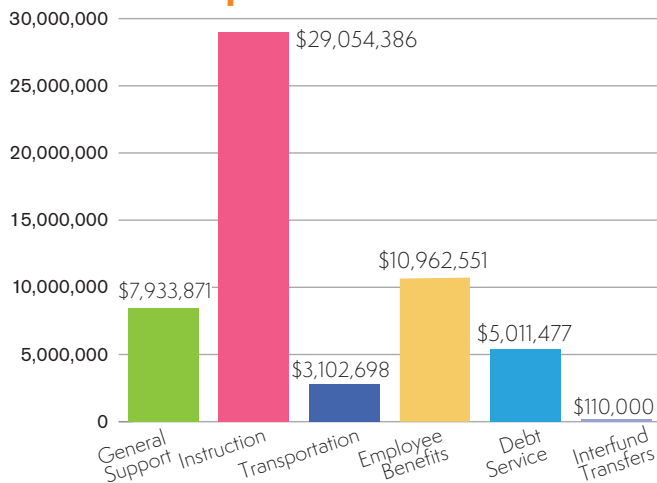
Description	Amount
Proposition 2a: Purchase of one 66-passenger school bus & plus an additional \$25,000 to pay for infrastructure and charging station improvements via "CHUFSD Vehicle Capital Reserve 2022".	\$471,000
Proposition 2b: Purchase of one 24-30 passenger bus to be funded from current appropriations available within the 2022-2023 general fund.	\$98,900
Proposition 2c: Purchase of one approximately 7 passenger hybrid plug-in SUV to be funded from current appropriations available within the 2022-2023 general fund.	\$75,900
Proposition 2d: Purchase of two low-speed, electric utility vehicles to be funded from current appropriations available within the 2022-2023 general fund.	\$38,000

	Under the Budget Proposed for the 2023-24 School Year
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$1,564 Cortlandt / \$1,546 Yorktown

The annual budget vote for the fiscal year 2023-24 by the qualified voters of the Croton-Harmon School District, Westchester County, New York, will be held at Croton-Harmon High School in said district on Tuesday, May 16, 2023 between the hours of 6:00am and 9:00pm. Absentee ballot applications should be submitted in original form, with the original signature. It must be submitted at least seven days before the vote/election (May 9, 2023) if the ballot will be mailed to the voter and by the day before the vote/election (May 15, 2023) if the ballot will be personally picked up by the voter. Absentee ballots must be received by the District Clerk by 5:00 p.m. on the day of the vote/election (May 16, 2023) in order to be counted.

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

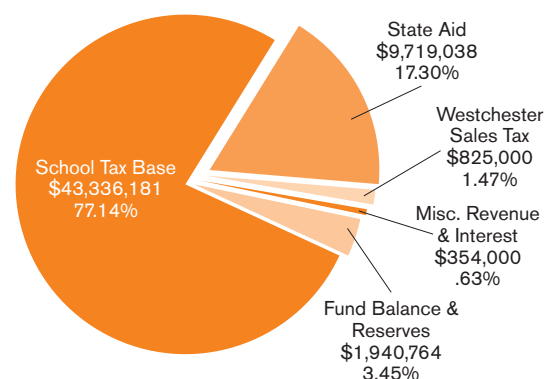
## Expenditures



## Estimated Tax Impact

TOWN	% of Levy	2022-23 Tax Rate	2023-24 Tax Rate (Proposed)	% Increase
Cortlandt	96.4%	\$1,271.94	\$1,294.80	1.80%
Yorktown	3.6%	\$898.77	\$898.98	0.02%

## Revenue



State Aid & property taxes account for 94% of the district's funding. Reserve funds are used to reduce the taxpayer burden and help to keep the tax levy steady year to year.

# We Invite You to Imagine #WhatCHUFSDCanBe

## Guiding Questions and Strategic Plan

“Helping people to dream big about our educational system, to envision schools that are places of inspiration, of joy, and of curiosity for everyone — that is one of the foundational aspects of our work as school leaders,” said Superintendent Walker. “Inspiring people to look beyond the present and toward an even brighter future requires all of us to engage in some thoughtful risk-taking, to try something new in how we go about our experiences in pursuit of something even better than our current experiences.”

This year, the focus of Croton-Harmon Schools has been centered not on specific goals but instead, on Guiding Questions, including “How Will Croton-Harmon Schools develop into a future-driven school system?”, and

“How will we create opportunities for thoughtful risk-taking by students and educators in the pursuit of joy, interest, and passion in our schools?” These questions were crafted to help every member of the school district community envision what the next chapter can look like for our schools, and through them, our students, faculty, and staff members. Aligned with this vision, the school district is finalizing its new Strategic Plan, with three goals designed to lend coherence to creating future-driven schools that prioritize curiosity, passion, inspiration, and wellness among all Tigers. (Learn more about our Strategic Plan by visiting our website.) We encourage you to consider how this year’s budget aligns with the idea of #WhatCHUFSDCanBe.

## New Faculty Positions Aligned with our Vision

Our journey to develop a future-driven school system that creates opportunities for thoughtful risk-taking and the pursuit of joy, interest, and passion among our students hinges on a crucial component: our faculty and staff. To facilitate advancement toward our goals, the district has identified new instructional positions which are included in the 2023-24 budget, including the following:

### Physics Teacher at Croton-Harmon High School

Adding a new physics teacher will augment the Science program, which includes several classes in high demand among CHHS students, and help conceptualize new offerings, including dual enrollment college courses and interdisciplinary courses.

Interdisciplinary courses break down the traditional “silos” of individual subjects and, instead, allow students to experience learning through the lens of a real-world issue, idea, or question. For example, a Bioethics course could have students studying English and Biology, allowing them to have class

discussions by considering an issue through multiple perspectives.

When presenting new interdisciplinary course concepts to the Board of Education, CHHS Principal Dr. Laura Dubak explained how these courses allow teachers to design a curriculum that emanates from their areas of interest and can include ample opportunities for student choice and pursuit of passion, while still fulfilling students’ core graduation credit requirements.

### Art Teacher at Pierre Van Cortlandt Middle School

Walk into the Innovation and Design (InDe) Lab at PVC on any given day, and you’ll quickly realize what future-driven schools can look like. Spaces like the InDe Lab are physical locations that inspire creativity, allowing students to collaborate on projects such as sending a rocket to Mars or coding autonomous vehicles. PVC Principal Michael Plotkin describes the InDe Lab as a “transformational space for our students.”

The addition of a full-time art teacher at the middle school will increase opportunities for innovation by providing all students with access to the InDe Lab throughout their four years at PVC. The new art teacher will collaborate with InDe Lab teacher Marc

Molloy to expand the program, providing students with the guidance, tools, and opportunities to bring their ideas to life.

### Music Teacher

The current music program in the Croton-Harmon Schools has music teachers moving between buildings to teach different age groups and lessons. An additional music teacher will allow the district to enhance its core music curriculum in all schools, moving beyond general music education and allowing CHHS students the opportunity to grow their skills through specialized instrumental instruction in small groups in addition to ensemble experiences. Teachers will provide regular, small-group instrumental music instruction designed to increase student acumen and allow musicians to perform at the higher levels set by the NY State School Music Association (NYSSMA).

Assistant Superintendent John Griffiths describes the district’s faculty and staff as “second to none,” and says he is thrilled to see how invested they have become developing into a future-driven district. “Our team has shown how excited they are to be at the forefront of this exciting and creative work, and I have no doubt that, together, we will further establish the Croton-Harmon Schools as among the most innovative in public education today.”



## CHUFSD Proposes a New School/Community Liaison Position

**Guiding Question:** “How will we identify and implement effective approaches to ensure connection and engagement with our school district’s families whose first or primary language is other than English?”

Support and engagement of students and their families whose first or primary language is not English is of paramount importance to the district and, as such, is included as one of the four Guiding Questions.

The proposed budget includes the creation of a School/Community Liaison position, specifically designed to ensure that our district’s Spanish-speaking students and families have access to all of the opportunities that the district provides, as well as supports related to the registration process, digital/online

platforms, communications, and programs and services for students. This new position underscores our commitment to providing an equitable experience for all members of our school district community.

Director of Pupil Personnel Services, Rachel DePaul, shared that for a welcome event for the incoming Class of 2027, Mr. Mark Maxam and the Croton—Harmon High School team created a pre-meeting for non-English speaking families which included an interpreter. A success for both the school and the families, the pre-meeting was very well-attended and created a “comfortable” environment for the families. With the support of a School/Community Liaison, the district would regularly plan similar opportunities and develop additional ways to engage.

# Supporting our Faculty and Staff through Professional Development and Peer Coaching

When we embarked on our journey of working to become a future-driven school system, we knew that journey would come with a learning curve. Being at the forefront of future-driven education means asking our faculty and staff members to push boundaries, extend their thinking, and come out of their comfort zones. New is not always comfortable, and yet, it's precisely the space in which our educators can be the most creative and bring their ideas and passions to their work.

Targeted professional learning opportunities provide our faculty with the inspiration and skill set to implement meaningful new programs for our students. For example, in the spring of 2022, we welcomed a technology and education futurist who spoke at length

about the impact of artificial intelligence on education, leading to important and exciting conversations among our faculty long before the topic was trending in the national conversation. At Carrie E. Tompkins Elementary School, administrators and faculty members engaged in professional learning in order to roll out the House System which allows students to experience a sense of belonging and purpose through their House interactions, in addition to their classroom and grade-level activities.

And last summer, twenty members of the faculty and administration attended the national Learning 2025 conference in Washington, D.C., where they met with

and learned alongside colleagues from other innovative and future-driven school systems.

## Instructional Coaches are at the Heart of Professional Learning for Faculty

Through the inclusion of the district's first two Instructional Coaches at CHHS, our educators benefit from daily peer-to-peer professional development, collaborative support, feedback, and guidance. Next, the district plans to extend this approach by adding an Instructional Coach to Carrie E. Tompkins Elementary School. This new position is designed to empower our educators to take thoughtful risks and create innovative lessons that will continue to shape #WhatCHUFSDCanBe.



# Student Voice Helps Shape the School District's Budget

From Student Faculty Congress to the student ex-officio Board member, the district is committed to hearing directly from students about their ideas, concerns, and hopes for how they experience their school. This year, the administration has taken this commitment to a new level by asking Croton-Harmon High School students how they would like to spend a portion of the high school's 2023-24 budget.

Called participatory budgeting, students on a committee learned about the process and purpose of the annual budget, brainstormed ideas, and collected survey data from their peers. After analyzing the data, smaller groups of students identified potential projects in which they might invest, including a community garden, a school coffee shop, a

social seating area, and a series of annual student activities. Committee members are responsible for researching, pricing, and assessing feasibility as they design proposals. One project will then be selected and funded during the upcoming school year.

Looking ahead, Superintendent Walker says the district intends to keep participatory budgeting a part of the district's budget process. "I'm thrilled with the response that we received from students this year and am impressed with how seriously they have taken this initiative," he said. "They have become active, informed participants in how the budget is used to support their school, and we greatly value their input."

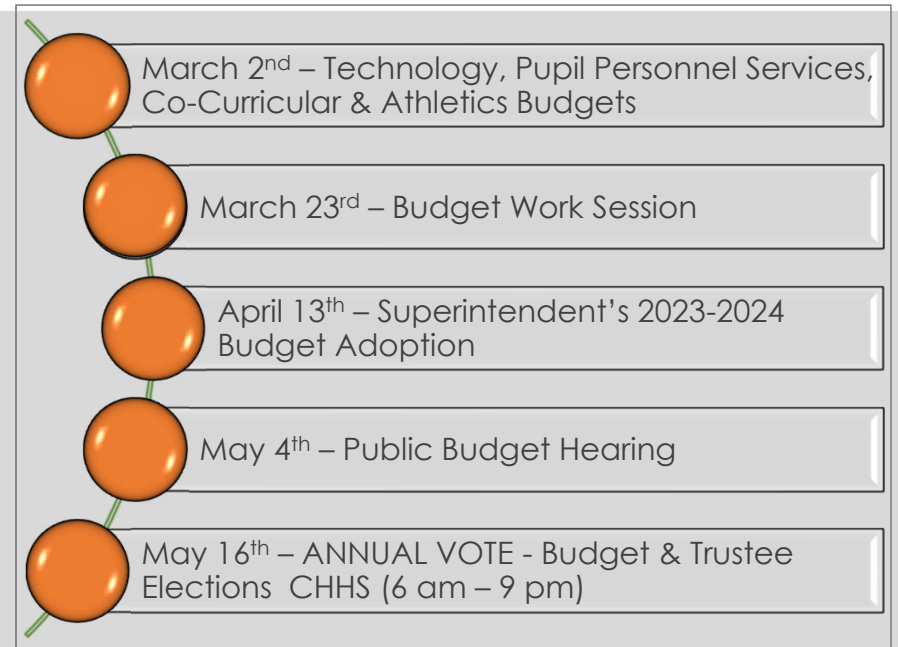
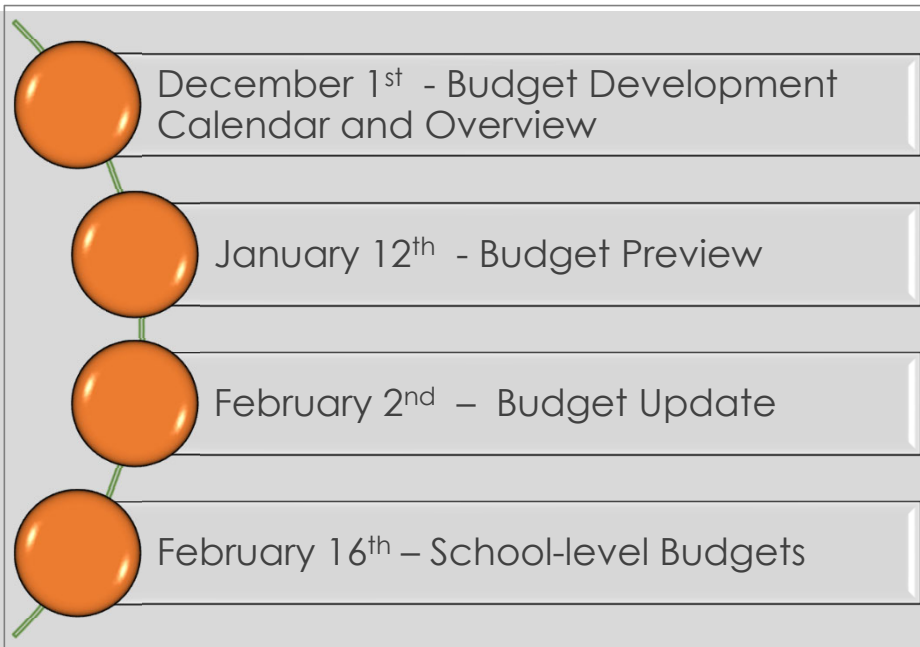
## Voter Information

**Eligibility:** To be eligible to vote in the district's Annual Budget Vote/Election on Tuesday, May 16, 2023, you must be a citizen of the United States, 18 years of age or older, and a registered voter who has resided in the district for at least 30 days.

**Registration:** You may register in person with Tracey Borges, the School District Clerk, Croton-Harmon School District Office, 10 Gerstein Street (271-4713 x4202) during regular business hours, up to five (5) days before the vote.

 [Follow Us! @crotonschools](https://www.instagram.com/crotonschools)

# 2023-24 Budget Meeting Dates







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

# **CROTON-HARMON UNION FREE SCHOOL DISTRICT**

## **STATEWIDE BUDGET VOTE TUESDAY, MAY 16, 2023**

### **BOARD OF EDUCATION**

Sarah Carrier, President  
Neal Haber , Vice President  
Joshua Diamond  
Omar Mayyasi  
Mary Obermeier  
Theo Oshiro  
Ana Teague

### **ADMINISTRATORS**

MR. STEPHEN WALKER, SUPERINTENDENT OF SCHOOLS  
MS. DENISE HARRINGTON-COHEN, ASSISTANT SUPERINTENDENT FOR BUSINESS  
MR. JOHN GRIFFITHS, ASSISTANT SUPERINTENDENT  
MS. KERRI BIANCHI, PRINCIPAL, CARRIE E. TOMPKINS ELEMENTARY SCHOOL  
MR. MICHAEL PLOTKIN, PRINCIPAL, PIERRE VAN CORTLANDT MIDDLE SCHOOL  
DR. LAURA DUBAK, PRINCIPAL, CROTON-HARMON HIGH SCHOOL  
MR. PAUL GIBBONS, DIRECTOR OF FACILITIES  
MR. JOSEPH BERNARDI, TRANSPORTATION SUPERVISOR  
MR. DJ GOLDMAN, DIRECTOR OF ATHLETICS, PHYSICAL EDUCATION, HEALTH  
AND WELLNESS  
MS. RACHEL DEPAUL, DIRECTOR OF PUPIL PERSONNEL SERVICES  
DR. JERROD BLAIR, DIRECTOR OF TECHNOLOGY & INNOVATION



In order to vote in the Croton-Harmon School District's Annual Budget Vote/Election on Tuesday, May 16, 2023, **you must be a registered voter.**

To be eligible to vote you must:

- be a citizen of the United States.
- be at least 18 years old by May 16, 2023 (the date of the election).
- be a resident of the school district for at least 30 days prior to May 16, 2023.
- be registered with either the school district's board of registration or with the county board of elections. If you have previously registered to vote, but have not voted in either a school district or general election in the last four years, you must re-register to vote.

**Registration:** You may register in person with Tracey Borges, the School District Clerk, Croton-Harmon School District Office, 10 Gerstein Street New York, 10520 (271-4713 x4202) during regular business hours, up to five (5) days before the vote. A Special registration will be held at the District Office on Thursday, April 20, 2023, from 4:00 p.m. to 8:00 p.m. The last day to register to vote with the Board of Elections is Thursday, May 11, 2023. You may download and print a voter registration form from the [Board of Elections](#) website.

**Military Voters:** Military voters who are not currently registered may apply to register as a qualified voter of the School District. Military voters may apply to register to vote with the District Clerk, by emailing the District Clerk at [Tracey.Borges@chufsd.org](mailto:Tracey.Borges@chufsd.org). Upon such a request for a military voter application, such military voter may indicate his/her preference for receiving the application for registration by mail, facsimile or electronic mail. Such registration application must be received in the office of the District Clerk no later than 5:00 p.m. on April 20, 2023. Any military voter shall be entitled to have his or her name placed upon such Register, provided he or she is known or proven to be to the satisfaction of the District Clerk to be then or thereafter entitled to military voter status at the annual meeting and election for which such Register is prepared.

**Absentee Ballots:** Absentee ballot applications are available from Tracey Borges, District Clerk at the District Office during regular business hours (8:00 a.m. - 4:00 p.m.) or by downloading the application by clicking [HERE](#).

**Please note, the legislation that defined "illness" due to the risk of contacting COVID-19, expired on January 1, 2023 and is no longer an option to receive an absentee ballot.** Absentee ballot applications should be submitted in original form, with the **original signature**. It must be submitted at least seven days before the vote/election (May 9, 2023) if the ballot will be mailed to the voter and by the day before the vote/election (May 15, 2023) if the ballot will be personally picked up by the voter. Absentee ballots must be received by the District Clerk by 5:00 p.m. on the day of the vote/election (May 16, 2023) in order to be counted.

**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: <a href="#">Budget Development Calendar &amp; 2023-24 Budget Discussion</a>
			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: <a href="#">Initial 2023-24 Budget Report</a>
January 19, 2023	January 19, 2023			Board of Education Meeting: <a href="#">Budget 101, 6:30 pm (prior to work session)</a>
			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: <a href="#">Budget Update (Facilities &amp; Transportation)</a>
February 16, 2023	February 16, 2023			Board of Education Meeting: <a href="#">Budget Work Session (Instructional School Budgets)</a>
	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: <a href="#">Resolution for Bus Proposition &amp; Budget Follow-up (Tech, PPS, Athletics)</a>
	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: <a href="#">Superintendent's Budget Presentation</a>
			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: <a href="#">BUDGET ADOPTION &amp; Property Tax Report Card Adoption</a>
	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: <a href="#">BOCES Administrative Budget Vote</a>
	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: <a href="#">Public Budget Hearing</a>
	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		<a href="#">Annual Budget Vote &amp; Trustee Election: 6AM - 9PM</a>
June 1, 2023				Board of Education Work Session: <a href="#">Acceptance of Budget Vote &amp; Trustee Election Results</a>



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

## **HIGHLIGHTS OF THE ADOPTED 2023-2024 SCHOOL BUDGET**

### **Introduction:**

The school budget is the legal basis for the establishment of the Tax Levy. It is the official document, stated in financial terms, that reflects the educational programs administered in the District. The annual school budget process is essential to school district operations and serves as a means to improve communications within the school organization and with the residents of our school community. Because of the continued complexity and cost of operating a school district, careful use must be made of limited State, Federal and local resources in order to best serve our students. Thoughtful planning helps assure that these funds are directed to those purposes for which they are intended. It requires time and study to understand the high-quality educational program adequately and to express it in terms of its financial requirements and intent. In order to develop and administer the budget effectively, it is important to define what will be accomplished, how and when it will be accomplished, and the responsibility of each level of authority in meeting these objectives.

The District's Mission, Vision and Strategic Plan have been the driving forces behind the allocation of the District's resources. Each programmatic decision is made to align with our guiding questions for the purpose of enabling our students to develop the habits of mind and social skills to become lifelong learners and to contribute to the well-being of society.

### **Budget Overview:**

It is our goal for the budget to be indicative of our vision for what our schools can be - places of inspiration which spark genuine curiosity, which prioritize the well-being of every Tiger, and which work to confront and dismantle what stands in the way of reimagining schooling.

The proposed budget contains some new faculty positions, each intended to help our schools reflect the idea of "What CHUFSD Can Be". Our goal is not to make just incremental improvements to what we already do in our schools, but to create opportunities which seek to enhance the entire school system itself, and our students' experience in that system. Proposed new positions include a Physics teacher at the High School, an Art teacher at the middle school, a Music teacher for grades 8-12, and an Instructional Coach position at the elementary school, which will serve to encourage our teachers to take thoughtful risks and implement new instructional techniques through collaborative, peer observation, visitation of each other's teaching practices, and collegial feedback.

In response to one of our District's Guiding Questions, "How will we go about ensuring connections with our school district's students and families whose first or primary language is other than English?", this budget includes a non-faculty position of School/Community Liaison, focused on our Spanish-speaking students and families. This position will enable equity, access, and support for our Spanish-speaking students and families, and serve as a conduit to enable them to access the entire range of services, activities, and learning experiences offered within our district.

In addition to this budget being designed to make enhancements to our systems for teaching and learning, it also includes a new position within our Business Office, which is designed to provide for leadership development, consistency, and sustainability within this vital function of our district's operations.

### **Financial Condition:**

The condition of the District's financial health begins with the Administration's development of reasonable budget estimates based on known historical and predictable future expenditures. Throughout the year, the Administration continuously monitors expenditures in the short-term by determining their necessity, but also in the long-term, by contemplating the potential for unforeseen financial needs. Therefore, it is the aim of the District and the Administration to develop reasonable budgets, manage fund balance to sustain operations, satisfy long-term obligations, and address unanticipated expenditure increases and/or revenue shortfalls.

### **Budget Development:**

The development of the District's budget begins in November when educational programmatic requests and their associated expenditures are proposed and discussed with the Administration. Each of these requests is considered in relation to our Strategic Plan, Guiding Questions, and Board of Education Goals with respect to available funding and resources. Difficult decisions are often made in order to develop a balanced budget that is acceptable to the residents of the school community while still meeting the needs of our students. It is our belief that this budget represents the best spending proposal to continue the work of implementing the Strategic Plan and improving the educational outcomes for all of our students.

### **State Aid Allocations:**

The New York State Legislature has adopted a budget that includes the following State Aid allocation for the Croton-Harmon School District:

This year, the Legislative budget includes \$9,709,038 in State Aid funding, after minor modifications to reflect actual transportation and building aid figures. The primary increase was due to the long-awaited full restoration of Foundation Aid. For the 2023-24 school year, Croton-Harmon is expected to have \$1,825,711 of Foundation Aid restored compared to our 2022-23 projections.

### **Proposed 2023-2024 School Budget:**

The proposed school budget, in the amount of \$56,174,983, is an increase of \$3,502,872 or 6.65% from the 2022-2023 school budget of \$52,672,111.

### **Tax Levy Cap Calculation:**

This year, the allowable growth factor is 2.0% and the Tax-based Growth Factor is 0.39%. The proposed budget includes a levy increase of 2.64% or \$1,114,839. Using this tax levy, the estimated tax rate increase in the Town of Cortlandt would be 1.80% and the increase for the Town of Yorktown would be 0.02%.

## History of tax rates:

	% Inc. / (Dec.) <u>Town of Cortlandt</u>	% Inc. / (Dec.) <u>Town of 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%
5-year average	1.83%	1.25%

## Bus purchases:

The Croton-Harmon School District will have an additional proposition for the purchase of five (5) vehicles for the Transportation Department: one (1) 66-passenger electric school bus, one (1) 30-passenger ICE bus, one (1) 7-passenger plug-in hybrid AWD vehicle and two (2) electric low-speed utility vehicles.

These proposed vehicles will be purchased from the “CHUFSD Vehicle Capital Reserve 2022” and current appropriations, therefore eliminating the District’s need to borrow. This will enable us to purchase vehicles with no additional impact on taxes.

The Directors of Transportation and Operations & Maintenance each maintain replacement schedules for all District vehicles and heavy equipment. Replacement schedules are vital to ensure that the District maintains the proper number of vehicles necessary to cover bus runs when buses are taken off the road for mandatory inspections by the NYS Department of Transportation or if they have surpassed their useful life. Replacement schedules are also important so that the District does not find itself needing to purchase extra vehicles or equipment in any one year that would spike expenditures and further impact taxpayers.

Our vehicle proposition allows for flexibility in vehicle purchasing should a more suitable or less expensive model become available or should our transportation requirements change. Based on a thorough evaluation by the District’s team of mechanics and Transportation Supervisor, and as determined by our Vehicle Replacement Plan, the following vehicles have been identified for replacement for 2023-24:

- #116 - 2006 Thomas 66-passenger bus – 86,000 miles (forecasted)
- #122 - 2009 Thomas 28-passenger mini-bus – 124,000 miles (forecasted)
- #126 – 2009 Thomas 28-passenger mini-bus – 114,000 miles (forecasted)

These vehicles will be close to 15 years old and, therefore, no longer cost effective to meet and maintain safety standards. New buses have fewer maintenance needs and meet much higher fuel efficiency standards. The proposed purchase supports the District’s fiscally responsible vehicle replacement plan based on industry standards and is in accordance with recommendations from the Office of the State Comptroller.

## Propositions:

There will be four (4) propositions on the ballot on May 16.

1. The School District’s Budget for 2023-2024 in the amount of \$56,174,983
2. The Vehicle Proposition as detailed above
3. Three (3) Board of Education trustees
4. The Croton Free Library Levy in the amount of \$937,822.

### **Contingency Budget:**

What happens if the budget is defeated by the voters? The Board of Education can decide to place a second budget up for a vote in June. If the community does not support the second budget, the law prohibits any increase to the tax levy from the previous school year. To comply with the contingency laws, the school district would have to cut **\$1,114,838** (2022-23 tax levy of \$42,221,342 less 2023-24 tax levy of \$43,336,180) beginning with the following non-contingent expenses:

- All equipment purchases including computer purchases in state-aided technology hardware
- Student supplies such as planners and writing instruments, etc.
- Free use of school facilities including buildings and fields by all groups
- Non-contractual salary increases

Examples of **non-contingent expenses** include (but are not limited to): Capital construction projects (transfer to capital fund), most equipment, certain student supplies, school bus purchases, new multi-year school bus and building leases, other new multi-year contractual arrangements, rental of office equipment, salary increases for management confidential employees and any civil service employees not covered by a collective bargaining agreement with a recognized bargaining unit – teachers, administrators, superintendent and other positions requiring SED certification, district clerk, district treasurer and internal claims auditor may receive salary increases.

The balance of the cuts would need to come from the Program component of the budget.



## **AS A SMALL SCHOOL DISTRICT, HOW DOES CROTON-HARMON CONTAIN COSTS?**

- Through Shared Services with Other School Districts:
  - Health Insurance Consortium (Self-Insured)
  - Workers' Compensation Cooperative Trust (Self-Insured)\*
  - Board of Cooperative Educational Services-Shared & Aidable Services (BOCES)
  - District's established insurance company for property and liability coverage-New York Schools Insurance Reciprocal (NYSIR)
  - Shared transportation routes for out-of-district special education programs and private school placements
  - Shared sports teams

\*For example, our Workers Compensation Cooperative Trust has saved the Croton-Harmon UFSD over \$950,000 over the state workers' compensation plan since 1984.

- The District is one of the first in the state to receive NYSERDA grant funding in the amount of \$120,000 for the purchase of our first electric school bus.
- Through the Schools and Libraries (E-rate) Program the district has applied for and received funding for close to \$250,000 in funding for network equipment, data transmission services, Internet access, and broadband services
- Purchases for office supplies, fuel, heating oil, and operations and maintenance supplies are made at discounted prices through the New York State Office of General Services (OGS), BOCES and/or through participation in a local consortium for the purchase of diesel and gasoline.
- The Croton-Harmon School District is fortunate to have building level PTA's, SEPTA Croton-Harmon Education Foundation (CHEF), and the Croton-Harmon Tigers Booster Club, as well as many community members and organizations that provide generous financial and service donations as well as grant opportunities for our staff members.
- Many staff members have the option to receive a cash payment in lieu of participating in the district health insurance coverage. In return, the district realizes significant savings through the elimination of their health insurance premiums.
- To offset the increased use of district facilities, our Board policy provides that the use of district facilities, requires a building use fee and that any additionally incurred custodial costs will be passed on to the individuals using the space.
- The District utilizes several different banks and Cooperative Investment Funds designed specifically for the public sector. They provide the opportunity to invest, on a cooperative basis, in short-term investments yielding favorable returns. These Cooperatives ensure safety and provide liquidity to maximize interest earnings for available revenue proceeds on a short-term, highly liquid basis.
- Increased use of technology has increased efficiencies in the district and school offices.
- Use of our own staff to provide professional development in-house.

# Croton-Harmon Union Free School District

## 2023-24 Proposed Revenue Budget

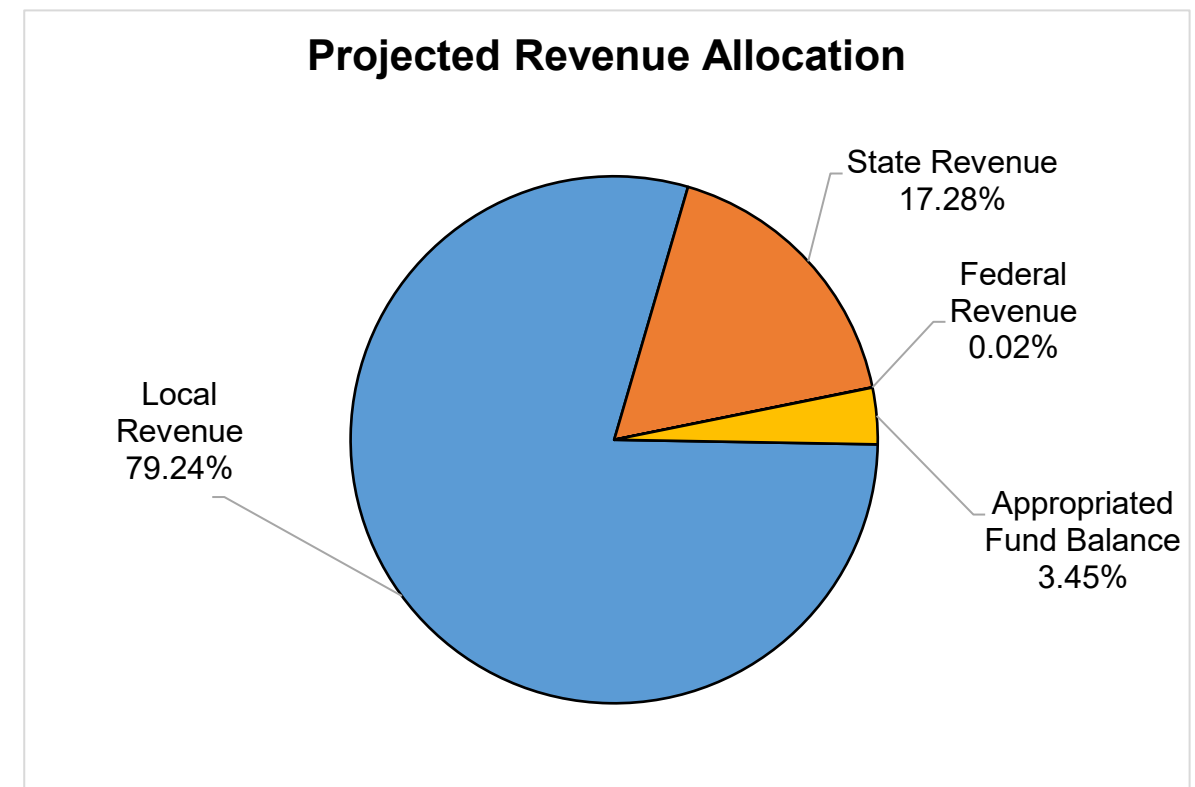
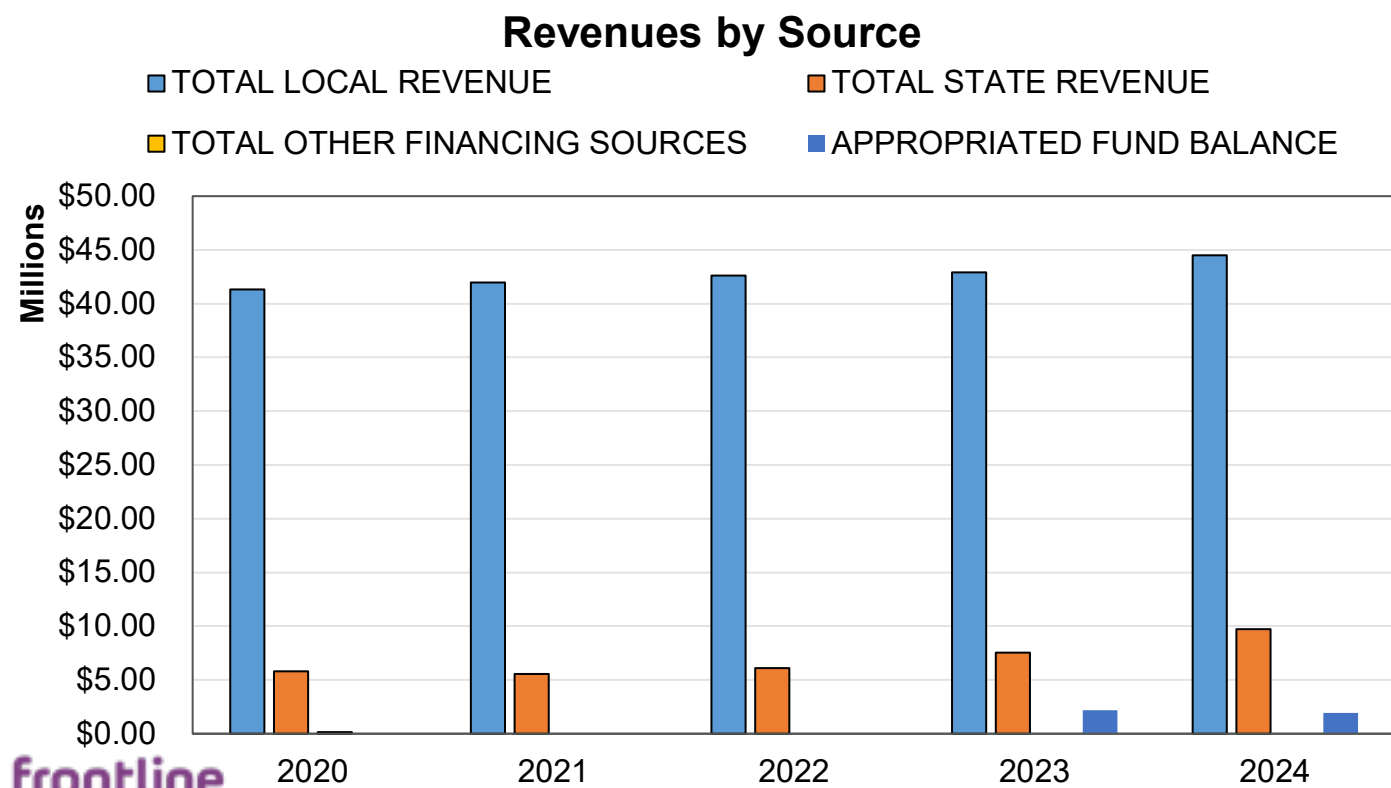
Account Group	2023-24	2022-23	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	
			\$	%
<b><u>REAL PROPERTY TAXES, INC. STAR</u></b> Allowable Tax Levy as permitted by formula established by the New York State Comptroller	43,336,181	42,221,342	1,114,839	2.64%
<b><u>NON PROPERTY TAXES</u></b> County Sales Tax	825,000	600,000	225,000	37.50%
<b><u>CHARGES FOR SERVICES</u></b> Tuition for school district-placed students	20,000	20,000	0	0.00%
<b><u>USE OF MONEY &amp; PROPERTY</u></b> Interest earnings on cash investments and fees for use of district facilities	275,000	37,000	238,000	643.24%
<b><u>SALE OF PROPERTY/COMPENSATION FOR LOSS</u></b> Insurance recoveries from property damages and proceeds from obsolete equipment disposals	12,000	3,500	8,500	242.86%
<b><u>MISCELLANEOUS REVENUES</u></b> Donations, refunds, and other non-recurring miscellaneous revenues	47,000	46,000	1,000	2.17%
<b><u>STATE/FEDERAL AID</u></b> Allocations based on wealth, enrollment, and need, as determined by state-wide formulas	9,719,038	7,557,123	2,161,915	28.61%
<b><u>APPROPRIATED FUND BALANCE</u></b> The unrestricted portion of "savings" accumulated over time being applied for use in future years; judicious use of fund balance maintains break-even operations and a stable overall fund balance	1,540,764	1,787,146	(246,382)	-13.79%
<b><u>APPROPRIATED RESERVES</u></b> The <i>restricted</i> portion of "savings" accumulated over time being applied for use in future years; reserves are established in accordance with applicable laws and limitations	400,000	400,000	0	0.00%
<b>GRAND TOTAL REVENUES</b>	<b>56,174,983</b>	<b>52,672,111</b>	<b>3,502,872</b>	<b>6.65%</b>

# General (A) Fund | Revenue Detail

## 2023-24 Preliminary Budget

	ACTUAL REVENUE / EXPENDITURE			BUDGET	PROJECTION		
	2020	2021	2022	2023	2024	DOLLAR CHG	%Δ
<b>LOCAL</b>							
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%
<b>TOTAL LOCAL REVENUE</b>	<b>41,345,876</b>	<b>41,983,739</b>	<b>42,636,572</b>	<b>42,927,842</b>	<b>44,515,181</b>	<b>1,587,339</b>	<b>4%</b>
<b>STATE</b>							
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%
<b>TOTAL STATE REVENUE</b>	<b>5,813,957</b>	<b>5,535,193</b>	<b>6,087,768</b>	<b>7,557,123</b>	<b>9,709,038</b>	<b>2,151,915</b>	<b>28%</b>
<b>FEDERAL</b>							
Medicaid Assistance Reimbursements	10,189	149,073	16,558	0	10,000	10,000	0%
<b>TOTAL FEDERAL REVENUE</b>	<b>10,189</b>	<b>149,073</b>	<b>16,558</b>	<b>0</b>	<b>10,000</b>	<b>10,000</b>	<b>0%</b>
<b>OTHER FINANCING SOURCES</b>							
Interfund Transfers	171,658	0	0	0	0	0	0%
<b>TOTAL OTHER FINANCING SOURCES</b>	<b>171,658</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0%</b>
<b>*APPROPRIATED FUND BALANCE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,187,146</b>	<b>1,940,764</b>	<b>(246,382)</b>	<b>-11%</b>
<b>TOTAL REVENUE</b>	<b>\$47,341,679</b>	<b>\$47,668,004</b>	<b>\$48,740,898</b>	<b>\$52,672,111</b>	<b>\$56,174,983</b>	<b>\$3,749,254</b>	<b>7%</b>

\*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 is zero allocation in "Actual" expenditures.



# Croton-Harmon Union Free School District

## 2023-24 Proposed Expenditure Budget

Budget Group	SBM-1 Budget Code	2023-24	2022-23	Budget-to-Budget	
		Proposed Budget	Adopted Budget	Increase / (Decrease) \$	%
BOARD OF EDUCATION		43,405	35,825	7,580	21.2%
DISTRICT CLERK		63,721	99,301	(35,580)	-35.8%
CHIEF SCHOOL ADMINISTRATION		363,944	363,054	890	0.2%
BUSINESS ADMINISTRATION		659,588	535,116	124,472	23.3%
AUDITING		72,750	70,750	2,000	2.8%
TREASURER		118,640	104,782	13,858	13.2%
FISCAL AGENT		22,457	23,457	(1,000)	-4.3%
LEGAL		220,925	224,425	(3,500)	-1.6%
PERSONNEL		182,912	193,247	(10,335)	-5.3%
RECORDS MANAGEMENT		11,522	15,594	(4,072)	-26.1%
PUBLIC INFORMATION SERVICES		252,325	233,274	19,051	8.2%
OPERATIONS & MAINTENANCE		5,098,869	4,385,309	713,560	16.3%
CENTRAL PRINTING & MAILING		108,789	122,815	(14,026)	-11.4%
CENTRAL DATA PROCESSING		57,090	45,171	11,919	26.4%
UNALLOCATED INSURANCE		219,840	224,500	(4,660)	-2.1%
SCHOOL ASSOCIATION DUES		18,000	18,000	-	0.0%
ASSESSMENTS, JUDGMENTS & CLAIMS		65,000	54,680	10,320	18.9%
REFUNDS OF PROPERTY TAXES		5,075	5,075	-	0.0%
BOCES ADMIN & CAPITAL CHARGE		349,019	337,513	11,506	3.4%
<b>Total - General Support</b>		<b>7,933,871</b>	<b>7,091,888</b>	<b>841,983</b>	<b>11.9%</b>
CURRICULUM DEVELOPMENT & SUPERVISION		695,195	566,375	128,820	22.7%
SUPERVISION - GENERAL EDUCATION		1,438,772	1,327,436	111,336	8.4%
TEACHING - GENERAL EDUCATION		15,414,530	14,191,791	1,222,739	8.6%
TEACHING - SPECIAL EDUCATION		5,883,085	5,837,471	45,614	0.8%
OCCUPATIONAL EDUCATION		395,500	459,049	(63,549)	-13.8%
SCHOOL LIBRARY & AUDIO VISUAL		527,279	532,596	(5,317)	-1.0%
EDUCATIONAL TELEVISION		25,377	20,377	5,000	24.5%
COMPUTER-ASSISTED INSTRUCTION		1,382,754	1,326,033	56,721	4.3%
COUNSELING		813,120	773,808	39,312	5.1%
HEALTH SERVICES		378,059	385,231	(7,172)	-1.9%
PSYCHOLOGICAL SERVICES		509,130	494,775	14,355	0.0%
SOCIAL WORK SERVICES		173,106	171,106	2,000	0.0%
CO-CURRICULAR ACTIVITIES		303,002	288,763	14,239	4.9%
INTERSCHOLASTIC ATHLETICS		1,115,477	1,064,139	51,338	4.8%
<b>Total - Instruction</b>		<b>29,054,386</b>	<b>27,438,950</b>	<b>1,615,436</b>	<b>5.9%</b>
<b>Total - Pupil Transportation</b>		<b>3,102,698</b>	<b>2,874,025</b>	<b>228,673</b>	<b>8.0%</b>
<b>Total - Employee Benefits</b>		<b>10,962,551</b>	<b>10,337,531</b>	<b>625,020</b>	<b>6.0%</b>
<b>Total - Debt Service</b>		<b>5,011,477</b>	<b>4,819,717</b>	<b>191,760</b>	<b>4.0%</b>
<b>Total - Interfund Transfer (Special Aid)</b>		<b>80,000</b>	<b>80,000</b>	<b>-</b>	<b>0.0%</b>
<b>Total - Interfund Transfer (School Lunch)</b>		<b>30,000</b>	<b>30,000</b>	<b>-</b>	<b>0.0%</b>
<b>GRAND TOTAL EXPENDITURES</b>		<b>56,174,983</b>	<b>52,672,111</b>	<b>3,502,872</b>	<b>6.65%</b>

# Croton-Harmon Union Free School District

## 2023-24 Proposed Expenditure Budget

Budget Group	SBM-1 Budget Code	2023-24 Proposed Budget	2022-23 Adopted Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

### **BOARD OF EDUCATION**

*Board meetings, policy implementation, memberships, and legal notices.*

Contractual and Other	A1010.4	16,600	13,900		
Supplies	A1010.45	2,600	2,600		
BOCES Services	A1010.49	24,205	19,325		
		43,405	35,825	7,580	21.2%

**Contractual:** professional conferences and board development services

**Supplies:** NYSED law books and general office supplies

**BOCES:** professional learning, policy reviews/updates, election management system, BoardDocs software

### **DISTRICT CLERK**

*District Clerk is responsible for attending all public meetings, record-keeping, FOIL requests, corresponding and conducting business on behalf of the Board of Education, and managing the budget vote and trustee election, public notices, and training of election officials.*

Non-Certificated Salaries	A1040.16	47,721	86,301		
Contractual and Other	A1040.4	16,000	13,000		
Supplies	A1040.45	0	0		
		63,721	99,301	(35,580)	-35.8%

**Salaries:** stipend for the District Clerk who is responsible for attending all public meetings, record-keeping, corresponding, and conducting business and FOIL requests on behalf of the Board of Education

**Contractual:** costs associated with the annual budget vote and trustee election, such as public notices, postage, voting machine rental, and training

**Supplies:** budget and election ballots, and general office supplies

### **CHIEF SCHOOL ADMINISTRATION**

*Leadership, management, and supervision of the entire school system, including the implementation of the District's Strategic Plan.*

Certificated Salaries	A1240.15	257,200	257,200		
Non-Certificated Salaries	A1240.16	86,164	84,774		
Contractual and Other	A1240.4	13,930	13,930		
Supplies	A1240.45	6,650	7,150		
		363,944	363,054	890	0.2%

**Certificated Salaries:** 1.0 Superintendent, responsible for leadership, management, and supervision of the entire school system

**Non-Certificated Salaries:** 1.0 Confidential Secretary to Superintendent

**Contractual:** conferences, professional learning, subscriptions, and memberships

**Supplies:** general office supplies, mailings, etc.

### **BUSINESS ADMINISTRATION**

*Administration of the District's financial resources and investments, and the coordination of the business, operational and related activities of the District*

Certificated Salaries	A1310.15	228,400	205,676		
Non-Certificated Salaries	A1310.16	371,285	264,674		
Contractual and Other	A1310.4	20,335	16,440		
Supplies	A1310.45	7,000	7,500		
BOCES Services	A1310.49	32,568	40,826		
		659,588	535,116	124,472	23.3%

**Certificated Salaries:** 1.0 Assistant Superintendent for Business responsible for the management and supervision of the District's financial resources (including payroll, purchasing, and insurance coordination) and overseeing Accounts Receivable, Personnel, Transportation, Food Service and Buildings and Grounds Departments

**Non-Certificated Salaries:** 5.0 business office staff positions.

**Contractual:** Ed-Data implementation, professional learning for business office staff, subscriptions, and memberships

**Supplies:** general office supplies

**BOCES:** services for State Aid Planning and analysis, private investigations, nVision & Mag Support Services, F5 fiscal planning, and workshops



Budget Group	SBM-1 Budget Code	2023-24 Proposed Budget	2022-23 Adopted Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

#### **AUDITING**

*Weekly audit of payments (Claims Audit), annual efficiency/quality control audit (Internal Audit), Single Audit and the annual financial statement audit (External Audit)*

Contractual and Other	A1320.4	72,750	70,750	2,000	2.8%
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Contractual: Annual agreements with 1) District Claims Auditor who performs bi-weekly reviews of check disbursements for accuracy and compliance with purchasing procedures, 2) Internal Auditing (efficiency/quality control), and 3) External Auditing (financial statement audit); both of these functions are performed by independent Certified Public Accounting firms

#### **TREASURER**

*Maintains the District's accounting records, invests funds, & performs other related financial functions*

Non-Certificated Salaries	A1325.16	117,140	104,482		
Contractual and Other	A1325.4	1,500	300		
		118,640	104,782	13,858	13.2%

**Salaries:** 1.0 District Treasurer who maintains the District's accounting records, school lunch administration, invests funds, and performs other related financial functions

**Contractual:** professional learning, subscriptions, and memberships

#### **FISCAL AGENT**

*Fees associated with the issuance of Bond Anticipation Notes (BANs), bonds, and other debt instruments*

Contractual and Other	A1380.4	22,457	23,457	(1,000)	-4.3%
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**Contractual:** costs associated with the issuance of Bond Anticipation Notes, bonds, and other debt instruments; analysis regarding funding requirements and alternatives, marketing, method of sale, security features, call provisions, credit ratings & enhancement, term, Federal tax implications and other related

#### **LEGAL**

*Attorneys fees for general counsel, litigation, personnel issues, legal opinions, bond counsel, impartial hearings, etc.*

Contractual and Other	A1420.4	220,925	224,425	(3,500)	-1.6%
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**Contractual:** general counsel for policy development, special education, student discipline, contract negotiations, tenure and seniority determinations, litigation, and other related legal matters; bond counsel for Bond Anticipation Notes, bonds, and other debt instruments; impartial hearing officers for student disciplinary hearings

#### **PERSONNEL**

*Coordination of employee benefits, FMLA, Worker's Compensation, recruitment, COBRA and civil service compliance*

Non-Certificated Salaries	A1430.16	72,828	71,700		
Contractual and Other	A1430.4	12,882	18,691		
Supplies	A1430.45	500	2,000		
BOCES Services	A1430.49	96,702	100,856		
		182,912	193,247	(10,335)	-5.3%

**Non-Certificated Salaries:** 1.0 human resources office staff assistant who is responsible for civil service processing, the coordination of salary lane advancement, GASB reporting, health insurance, worker's compensation, and student accident insurance

**Contractual:** professional learning for human resources office staff, subscriptions, and memberships

**Supplies:** general office supplies

**BOCES:** services for employee assistance, employee benefits coordination, Labor Negotiations, SuperEval, negotiations, and certification reviews, and Affordable Care Act (ACA) compliance, Chief Information Officer (CIO)

#### **RECORDS MANAGEMENT**

*Records retention and disposal in accordance with General Municipal Law*

Non-Certificated Salaries	A1460.16	3,000	3,000		
Contractual and Other	A1460.4	0	1,111		
Supplies	A1460.45	1,000	1,000		
BOCES Services	A1460.49	7,522	10,483		
		11,522	15,594	(4,072)	-26.1%

**Non-Certificated Salaries:** Stipend for Records Management Officer

**Contractual:** costs associated with records retention, privacy, and disposal in accordance with General Municipal Law

**Supplies:** Various supplies required for document maintenance and disposal

**BOCES Services:** e-Doc electronic archiving for the preservation and protection of permanent records



Budget Group	SBM-1 Budget Code	2023-24 Proposed Budget	2022-23 Adopted Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

**PUBLIC INFORMATION SERVICES**

*Electronic communication systems and website development*

Non-Certificated Salaries	A1480.16	96,800	77,473		
Contractual and Other	A1480.4	3,000	10,000		
Supplies	A1480.4	800	800		
BOCES Services	A1480.49	151,725	145,001		
		252,325	233,274	19,051	8.2%

**Non-Certificated Salaries:** 1.0 Technical Support Specialist to assist with website coordination, eLearning site development, communication development and other technical supports

**Contractual:** school calendar development/distribution, copying and press releases

**Supplies:** Various supplies for public information needs

**BOCES:** Parent Square Alerts, Site Improve, Blackboard, social media publicity, website and graphic development, captioning services and hosting

**OPERATIONS & MAINTENANCE**

*Day-to-day operations and maintenance of over 343,000 square feet of building space and three athletic fields*

Non-Certificated Salaries	A162X.16	2,292,945	2,047,402		
Equipment	A162X.2	130,000	47,000		
Contractual and Other	A162X.4	2,187,105	1,810,752		
Supplies	A162X.45	357,565	337,325		
BOCES Services	A162X.49	131,254	142,830		
		5,098,869	4,385,309	713,560	16.3%

**Salaries:** all O&M salaries, including 1.0 Director of Facilities, 1.0 Clerk, 1.0 Maintenance Foreperson, 3.0 Maintenance Workers, 30 Custodians/Cleaners, substitutes, and overtime

**Equipment:** cleaning and maintenance equipment, such as floor cleaners and lawn equipment

**Contractual:** service contracts for burglar, fire, electrical, plumbing, HVAC, replacements for security cameras, and access control devices as well as electricity and natural gas utilities.

**Supplies:** cleaning supplies, maintenance materials, salt, sand, grass seed, mulch, plantings, etc.

**BOCES:** services for risk management/safety coordination, asbestos monitoring, facilities software, and energy monitoring, chemical disposal, Inteopath (phone interconnect) and onsite Safety Officer (Altaris)

**CENTRAL PRINTING & MAILING**

*Supplies and postage for required written communications and public notices*

Contractual and Other	A1670.4	107,289	121,315		
Supplies	A1670.45	1,500	1,500		
		108,789	122,815	(14,026)	-11.4%

**Contractual:** office equipment and copier contracts

**Supplies:** postage for traditional mailings

**CENTRAL DATA PROCESSING**

*Central Data Process costs related to financial software, LAN, internet, telecommunications, data warehousing, and disaster-recovery backup systems*

BOCES Services	A1680.49	57,090	45,171	11,919	26.4%
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**BOCES:** Disaster recovery, financial & human resource support services and software maintenance

<b><u>UNALLOCATED INSURANCE</u></b>	A1910.4	219,840	224,500	(4,660)	-2.1%
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*Premiums for property & casualty insurance*

<b><u>SCHOOL ASSOCIATION DUES</u></b>	A1920.4	18,000	18,000	0	0.0%
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*Memberships in regional, State, and Federal education organizations*

<b><u>ASSESSMENTS, JUDGMENTS &amp; CLAIMS</u></b>	A1950.4	65,000	54,680	10,320	18.9%
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*Annual Sewer Assessment*

<b><u>REFUNDS OF PROPERTY TAXES</u></b>	A1964.4	5,075	5,075	0	0.0%
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*Refunds for property tax certiorari judgments*

<b><u>BOCES ADMIN &amp; CAPITAL CHARGE</u></b>	A1981.49	349,019	337,513	11,506	3.4%
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*Croton-Harmon's administrative and capital obligation for participating in Putnam/Northern Westchester BOCES*

<b>TOTAL - GENERAL SUPPORT</b>		7,933,871	7,091,888	841,983	11.9%
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Budget Group

SBM-1 Budget Code	2023-24	2022-23	Budget-to-Budget Increase / (Decrease)	
	Proposed Budget	Adopted Budget	\$	%

### **CURRICULUM DEVELOPMENT & SUPERVISION**

*District-wide planning and implementation of curriculum, assessment, and professional learning*

Certificated Salaries	A2010.15	371,040	336,683	
Non-Certificated Salaries	A2010.16	77,977	76,748	
Contractual and Other	A2010.4	131,800	51,600	
Supplies	A2010.45	10,500	13,500	
BOCES Services	A2010.49	103,878	87,844	
		695,195	566,375	128,820 22.7%

**Certificated Salaries:** 1.0 Assistant Superintendent responsible for District-wide planning and implementation of curriculum, assessment, professional learning, and human resources and curriculum coordinator stipends

**Non-Certificated Salaries:** 1.0 office staff position to support the Assistant Superintendent with scheduling, GCN training, recruitment (OLAS), AESOP, Frontline, NYS reporting, certified staffing and human resource administration

**Contractual:** district-wide professional learning opportunities for teachers, such as Lifetrack, Precision and Placement, Culturally Responsive Framework, Restorative Justice, Wilson, Language, TriStates, NYSCOSS, and travel.

**Supplies:** professional publications, reference materials, and general office supplies

**BOCES Services:** Substitute coordination, On site staff development, School Meter, Frontline Prof Growth, Curriculum Center, Rubicon Atlas, Tech Leadership Inst., Action Network, Thought Exchange, Panorama Climate Surveys

### **SUPERVISION - GENERAL EDUCATION**

*Oversight of both instructional and non-instructional activities at the school buildings*

Certificated Salaries	A2020.15	1,104,130	1,012,470	
Non-Certificated Salaries	A2020.16	214,581	210,481	
Contractual and Other	A2020.4	80,305	68,255	
Supplies	A2020.45	13,756	12,230	
BOCES Services	A2020.49	26,000	24,000	
		1,438,772	1,327,436	111,336 8.4%

**Certificated Salaries:** 3.0 Principals & 3.0 Assistant Principals (covering all three schools)

**Non-Certificated Salaries:** 3.0 main office staff positions (covering all three schools)

**Contractual:** professional learning, subscriptions and memberships, graduation expenses

**Supplies:** general office supplies

**BOCES Services:** Administrative workshops

### **TEACHING - GENERAL EDUCATION**

*Instructional staff and instructional materials such as textbooks, workbooks, and supplies*

Certificated Salaries, K-3	A2110.12a	3,699,535	3,504,056	
Certificated Salaries, 4-6	A2110.12b	2,201,577	2,010,981	
Certificated Salaries, 7-12	A2110.13	7,853,874	7,063,734	
Substitute Salaries	A2110.14	278,040	270,165	
Non-Certificated Salaries	A2110.16	611,973	594,014	
Contractual and Other	A2110.4	61,550	101,002	
Supplies	A2110.45	418,260	382,112	
Textbooks	A2110.48	89,485	81,414	
BOCES Services	A2110.49b	200,236	184,313	
		15,414,530	14,191,791	1,222,739 8.6%

**Certificated Salaries:** certificated teaching staff grouped by grade and according to NYSED requirements

**Non-Certificated Salaries:** Includes 4.0 clerical staff members, teacher aides and monitors who support classroom instruction and provide student supervision outside of the classroom

**Equipment:** general classroom instructional equipment

**Contractual:** building-level professional learning opportunities for teachers and outside tutoring

**Supplies:** general classroom & instructional supplies

**Textbooks:** paper and digital textbooks

**BOCES:** services for credit recovery, virtual education, software, arts-in-education, curriculum, assessments, and test-scoring

Budget Group	SBM-1	2023-24	2022-23	Budget-to-Budget	
	Budget Code	Proposed Budget	Adopted Budget	Increase / (Decrease)	
				\$	%
<b><u>TEACHING - SPECIAL EDUCATION</u></b>					
<i>Instructional staff and instructional materials used in delivering services to students w/Individualized Educational Plans (IEPs)</i>					
Certificated Salaries	A2250.15	2,616,723	2,616,671		
Non-Certificated Salaries	A2250.16	1,054,025	997,220		
Contractual and Other	A2250.4	131,861	113,037		
Supplies	A2250.45	77,900	59,850		
Tuition: Public Schools	A2250.471	140,000	125,000		
Tuition: Private Schools	A2250.472	785,250	1,075,468		
BOCES Services	A2250.49	1,077,326	850,225		
		5,883,085	5,837,471	45,614	0.8%

**Certificated Salaries:** includes 1.0 Director of Pupil Personnel Services & 21 Special Education Teachers.

**Non-Certificated Salaries:** Includes 2.0 clerical support staff and teacher aides/monitors who support classroom instruction and student supervision outside of the classroom

**Equipment:** general classroom instructional equipment

**Contractual:** independent evaluations, therapeutic service providers, and data filing for State Aid reimbursement

**Supplies:** general instructional classroom materials, assessment materials, supplies, student adaptive support furniture

**Tuition (Public Schools):** tuition costs for students attending out-of-district public schools per Individualized Educational Plans (IEPs)

**Tuition (Private Schools):** tuition costs for students attending out-of-district private schools per Individualized Educational Plans (IEPs)

**BOCES:** tuition costs for students attending BOCES, as well as therapeutic services for occupational, physical, speech, vision, and hearing, IEP direct

**OCCUPATIONAL EDUCATION**

<i>Contract service with BOCES to provide career and technical education to students</i>					
BOCES Services	A2280.49	395,500	459,049	(63,549)	-13.8%

**BOCES:** career and technical education provided to students in half-day and full-day programs located at the Putnam/Northern Westchester BOCES campus in Yorktown

**SCHOOL LIBRARY & AUDIO VISUAL**

<i>Costs associated with operating library-media centers within the school buildings</i>					
Certificated Salaries	A2610.15	369,061	363,617		
Non Certificated Salaries	A2610.16	66,419	68,249		
Contractual and Other	A2610.4	1,000	1,000		
Supplies	A2610.45	3,550	3,555		
State-Aided Computer Software	A2610.46	37,550	29,050		
BOCES Services	A2610.49	49,699	67,125		
		527,279	532,596	(5,317)	-1.0%

**Certificated Salaries:** 3.0 Library-Media Specialists (covering all schools)

**Non Certificated Salaries:** 3.0 Library Aides (covering all schools)

**Equipment:** general media center equipment

**Contractual:** subscriptions, periodicals, and databases

**Supplies:** general media center supplies

**Software:** e-books and reference materials, which are reimbursable through State Aid

**BOCES:** Library online database, video streaming service, Mandarin

**EDUCATIONAL TELEVISION**

<i>Costs associated with operating library-media centers within the school buildings</i>					
Non Certificated Salaries	A2620.16	17,577	12,577		
Contractual and Other	A2620.40	4,000	4,000		
Supplies	A2620.45	3,800	3,800		
		25,377	20,377	5,000	24.5%

**Non Certificated Salaries:** Videographers

**Contractual:** subscriptions, periodicals, and other

**Supplies:** general tech supplies and small equipment

Budget Group	SBM-1 Budget Code	2023-24 Proposed Budget	2022-23 Adopted Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

**COMPUTER-ASSISTED INSTRUCTION**

Technology support, instructional hardware/software, internet services, etc.

Certificated Salaries	A2630.15	174,544	167,200		
Non-Certificated Salaries	A2630.16	99,704	66,659		
State-Aided Computer Hardware	A2630.22	0	60,000		
Computer Hardware/Repairs	A2630.4	611,210	399,576		
Supplies	A2630.45	340,150	397,323		
State-Aided Computer Software	A2630.46	60,319	50,138		
BOCES Services	A2630.49	96,827	185,137		
		1,382,754	1,326,033	56,721	4.3%

**Certificated Salaries:** 1.0 Director of Technology & Innovation

**Non-Certificated Salaries:** 1.0 Database Specialist, 1.0 Technology Aide for computer lab

**State/Federally-Aided Computer Hardware:** instructional technology, infrastructure equipment, servers and backup devices through ERATE  
**Computer Hardware/Repairs:** instructional hardware equipment, such as chromebooks, iPads, laptops, and interactive displays, and customer support services, such as web hosting, data security, and equipment leases, which are reimbursable through State Aid

**Supplies:** computer cabling, switches, etc.

**Software:** Instructional software applications (Screencastify, Seesaw, Swank, Zearn, etc.), which are reimbursable through State Aid

**BOCES:** State Data Validation, NYS Data Collection, RIC Data security, RicONe API & RICOne Integration, Voice Over IP, Cyber security, various services for maintenance/upgrade project management, as well as instructional technology services which are reimbursable through BOCES Aid

**COUNSELING**

Provides direct support to both college-bound and career-bound students

Certificated Salaries	A2810.15	658,730	624,181		
Non-Certificated Salaries	A2810.16	119,409	125,677		
Contractual and Other	A2810.4	21,600	10,800		
Supplies	A2810.45	6,750	12,750		
BOCES Services	A2810.49	6,631	400		
		813,120	773,808	39,312	5.1%

**Certificated Salaries:** 3.0 Counselors (CHHS), 2.0 Counselors (PVC), and 1.0 Counselor (CET)

**Non-Certificated Salaries:** 1.0 Guidance Secretary (CHHS) and 1.0 Guidance Secretary (PVC)

**Contractual:** college and career preparatory memberships and services

**Supplies:** supplies for student awards and graduation ceremonies

**BOCES Services:** Misc. translation or laminating services

**HEALTH SERVICES**

Direct medical services to in-district students and reimbursements for students attending private/parochial schools

Non-Certificated Salaries	A2815.16	262,979	269,051		
Contractual and Other	A2815.4	26,180	26,780		
Supplies	A2815.45	88,900	89,400		
		378,059	385,231	(7,172)	-1.9%

**Non-Certificated Salaries:** 3.0 Nurses (covering all three schools), 3.0 Health Aides (one at each school)

**Contractual:** district physician fees and mandated reimbursements to other public schools which provide health services to Croton-Harmon children attending private and parochial schools within their boundaries

**Supplies:** general medical supplies

**PSYCHOLOGICAL SERVICES**

Evaluation of students in developing instructional and behavioral interventions

Certificated Salaries	A2820.15	507,230	492,875		
Contractual and Other	A2820.4	700	700		
Supplies	A2820.45	1,200	1,200		
		509,130	494,775	14,355	2.9%

**Certificated Salaries:** 2.0 School Psychologist at CHHS, 2.0 School Psychologists at PVC and 1.0 School Psychologist at CET

**Contractual:** Misc. Contractual fees

**Supplies:** general supplies



Budget Group	SBM-1 Budget Code	2023-24 Proposed Budget	2022-23 Adopted Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

**SOCIAL WORK SERVICES**

*Therapeutic support to students and families to establish positive relationships and improved behaviors*

Contractual and Other	A2825.45	173,106	142,606		
BOCES Services	A2825.49	0	28,500		
		173,106	171,106	2,000	1.2%

**Contractual and Other:** Counselor through Student Assistance Services Corp (covering all three schools)

**CO-CURRICULAR ACTIVITIES**

*Costs associated with operating student clubs District-wide*

Certificated Salaries	A2850.15	237,438	223,049		
Equipment	A2850.2	0	0		
Contractual and Other	A2850.4	50,823	50,973		
Supplies	A2850.45	14,741	14,741		
		303,002	288,763	14,239	4.9%

**Certificated Salaries:** stipends for club advisors as stipulated in the Croton-Harmon Teachers’ Association contract

**Equipment:** general equipment

**Contractual:** royalties for productions and student competition registrations

**Supplies:** general supplies

**INTERSCHOLASTIC ATHLETICS**

*Costs associated with operating the physical education, health, and athletics program*

Certificated Salaries	A2855.15	732,469	698,287		
Non-Certificated Salaries	A2855.16	52,266	46,842		
Equipment	A2855.2	0	0		
Contractual and Other	A2855.4	103,050	97,450		
Supplies	A2855.45	102,450	98,500		
BOCES Services	A2855.49	125,242	123,060		
		1,115,477	1,064,139	51,338	4.8%

**Certificated Salaries:** 1.0 Director of PE, Athletic Trainer, Event Coordinator, and stipends for coaches (Fall, Winter, and Spring) as stipulated in the Croton-Harmon Teachers’ Association contract

**Non-Certificated Salaries:** 1.0 Athletics office staff position

**Equipment:** athletic equipment for strength & conditioning and team equipment

**Contractual:** medical service contracts, police coverage, light rental, indoor tennis court and ski rentals, scoreboard service contracts, and tournament registration fees, baseball field maintenance

**Supplies:** general athletic supplies

**BOCES:** Section 1 membership and officials' fees, HUDL, Family ID

TOTAL - INSTRUCTION	29,054,386	27,438,950	1,615,436	5.9%
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**TRANSPORTATION**

*Costs associated with the transport of over 3,200 students to both in-district and out-of-district schools*

Non-Certificated Salaries	A55XX.16	2,498,124	2,328,712		
Contractual and Other	A55XX.4	301,924	279,443		
Supplies	A55XX.45	302,650	265,870		
TOTAL - PUPIL TRANSPORTATION		3,102,698	2,874,025	228,673	8.0%

**Salaries:** 1.0 Supervisor, 2.0 Dispatchers, .5 Clerk (PT), 4.0 Mechanics, 34.0 Drivers, 11.0 Monitors, substitutes, additional shifts for field trips/athletic events, and overtime

**Contractual:** vehicle insurance, driver training, utilities, radio lease, specialty repairs, routing software, conferences and medical exams

**Supplies:** bus parts, diesel fuel, gasoline

Budget Group	SBM-1 Budget Code	2023-24 Proposed Budget	2022-23 Adopted Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

EMPLOYEE BENEFITS

State-mandated and contractual obligations relating to District-wide employment contracts

Employees' Retirement (ERS)	A9010.8	835,000	750,000		
Teachers' Retirement (TRS)	A9020.8	2,250,000	2,148,000		
Social Security & Medicare	A9030.8	2,362,100	2,258,163		
Workers' Compensation Insurance	A9040.8	221,871	242,371		
Life Insurance	A9045.8	15,000	15,000		
Unemployment Insurance	A9050.8	41,000	41,000		
Disability Insurance	A9055.8	5,125	5,125		
Hospital, Medical & Dental Insurance	A9060.8	4,599,129	4,329,242		
Other Benefits	A9070.8	283,160	262,030		
Other Employee Benefits	A9089.8	350,166	286,600		
TOTAL - EMPLOYEE BENEFITS		10,962,551	10,337,531	625,020	6.0%

DEBT SERVICE

Principal and interest payment obligations for prior years borrowings

Construction Bonds Principal & Interest	A9711	2,702,150	2,804,400		
Bond Anticipation Notes Principal & Interest	A9731	1,712,893	1,418,883		
Energy Perf Contract Principal & Interest	A9785	596,434	596,434		
TOTAL - DEBT SERVICE		5,011,477	4,819,717	191,760	4.0%

INTERFUND TRANSFER-SPECIAL AID FUND

Costs of providing summer school for special education students in accordance with Individualized Educational Plans (IEPs); requires a transfer to the Special Aid Fund

TOTAL - INTERFUND TRANS (SA)	A9901.95	80,000	80,000	0	0.0%
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INTERFUND TRANSFER-SCHOOL LUNCH FUND

Supplemental appropriations required to fund the district's Child Nutrition Program

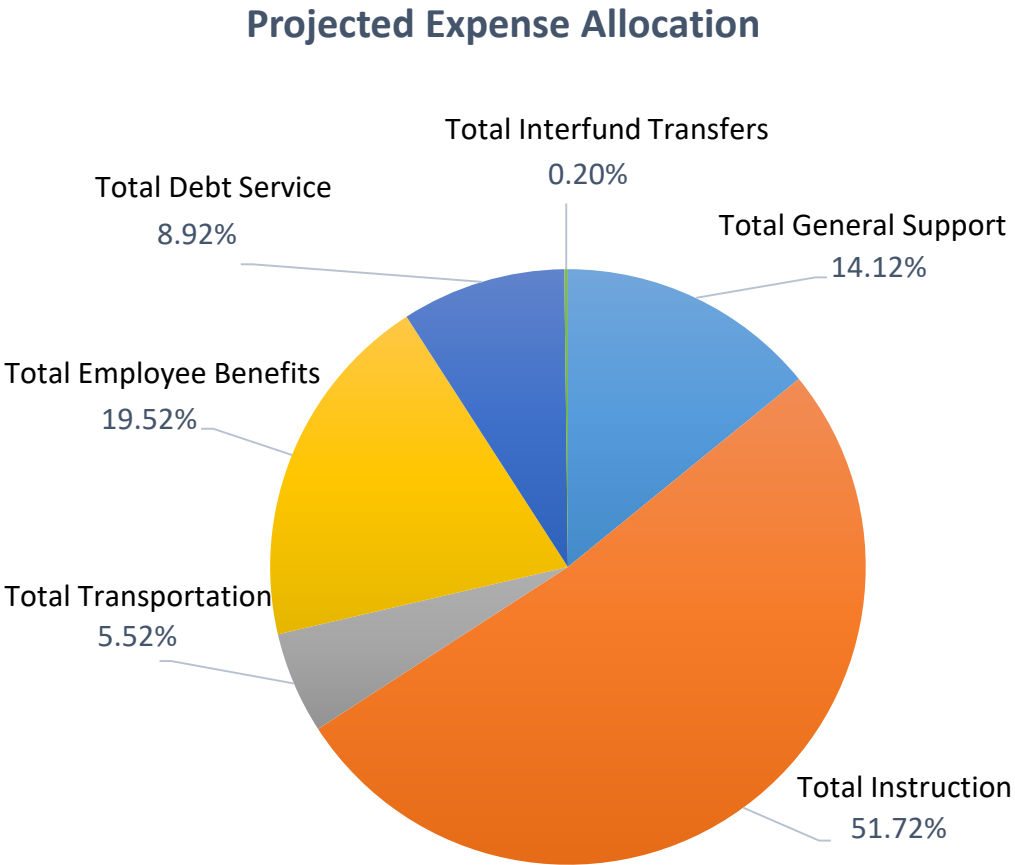
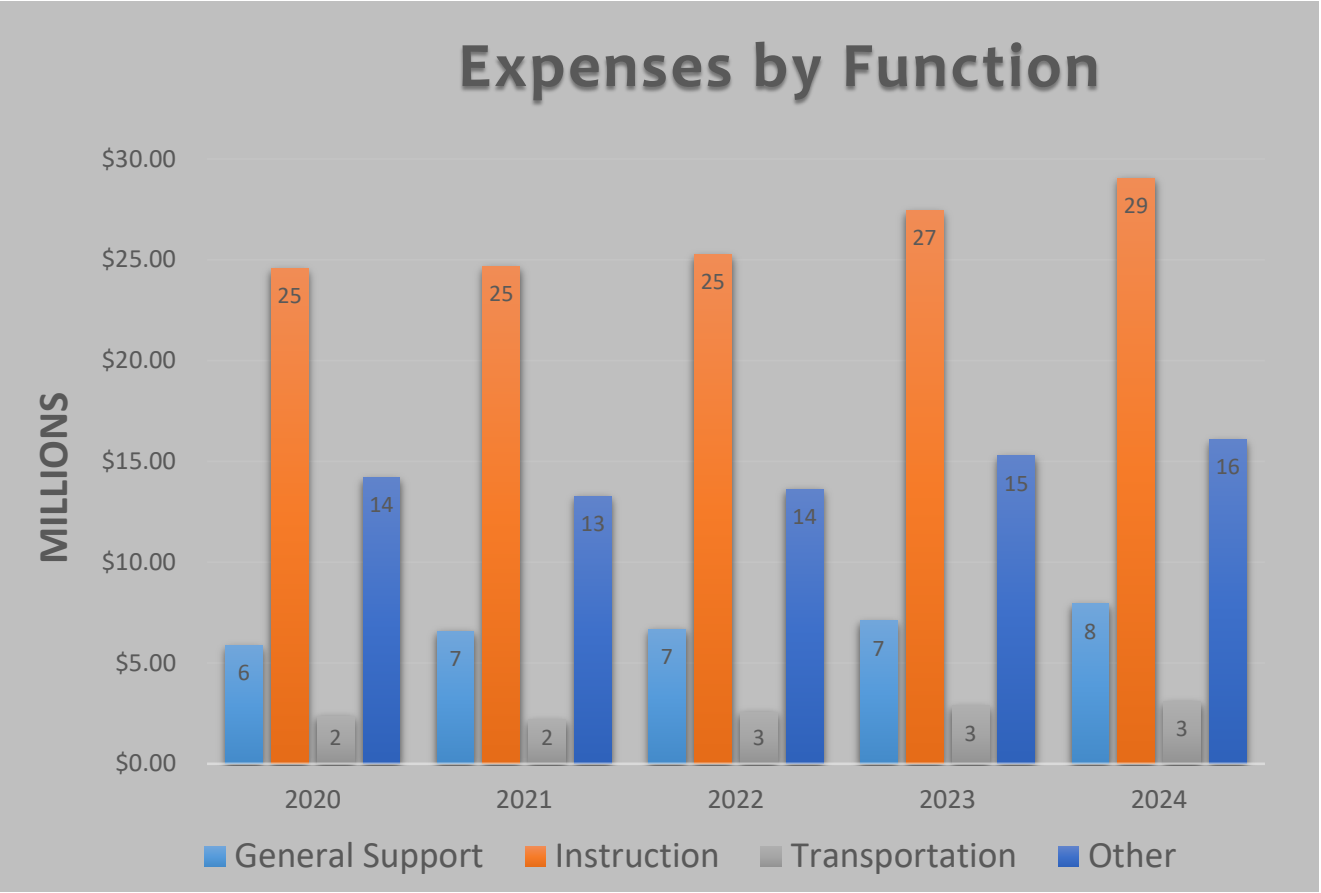
TOTAL - INTERFUND TRANS (SLF)	A9950.9	30,000	30,000	0	0.0%
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GRAND TOTAL EXPENDITURES		56,174,983	52,672,111	3,502,872	6.65%
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Note: this document uses nomenclature in accordance with the NYS Universal Chart of Accounts, presented in the State's prescribed SBM-1 Format which specifically instructs school districts not to create or consolidate account codes. Figures represent all costs associated with each department or cost center, including salaries, equipment, contractual expenses, supplies, BOCES services, etc. Employee benefits are presented separately in accordance with the NYS Universal Chart of Accounts.



# Expenditures by Function



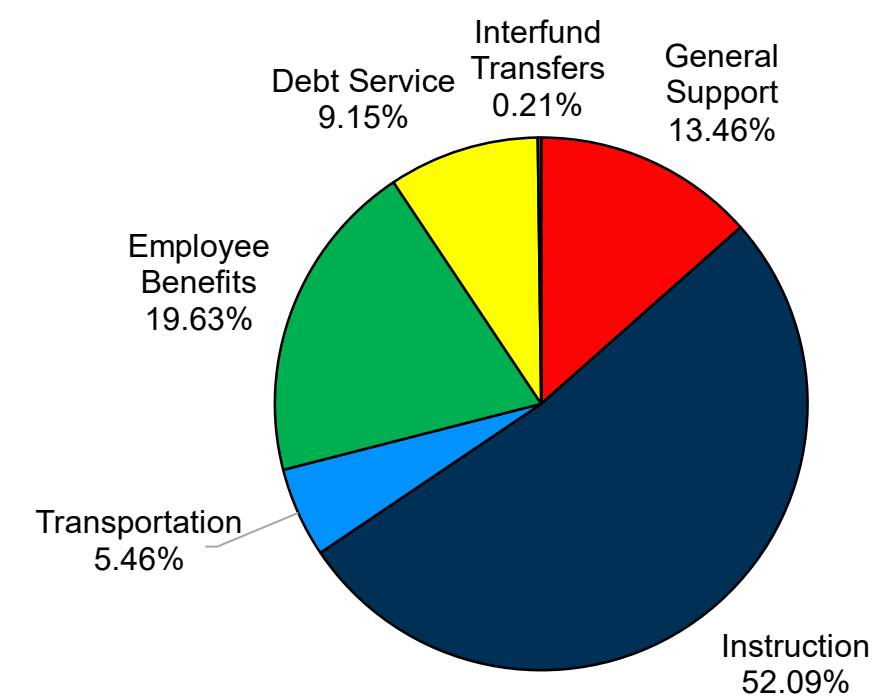
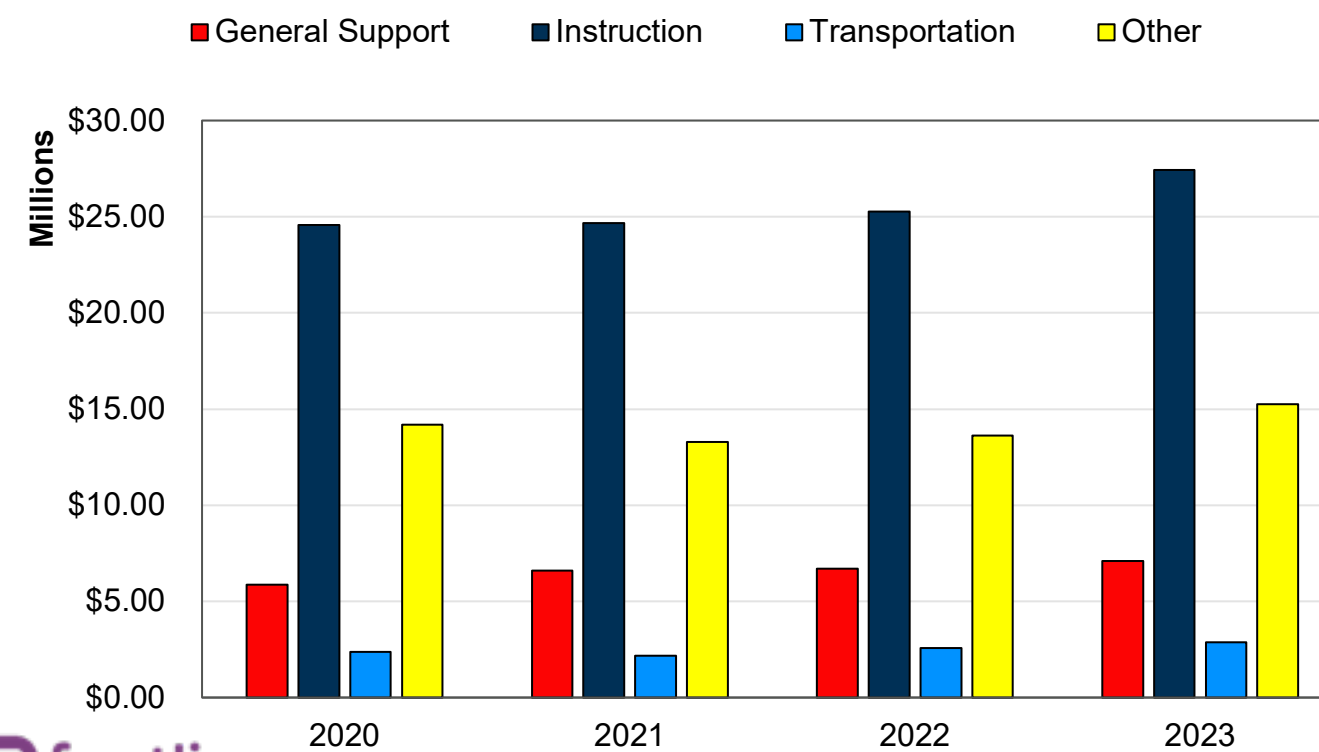
## General (A) Fund | Expenditures by Sub-Function

### 2023-24 Preliminary Budget

	ACTUAL EXPENDITURES			BUDGET	
	2020	2021	2022	2023	%Δ
<b>GENERAL SUPPORT</b>					
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%
<b>TOTAL GENERAL SUPPORT</b>	<b>5,881,054</b>	<b>6,585,757</b>	<b>6,689,028</b>	<b>7,091,888</b>	<b>6.02%</b>
<b>INSTRUCTION</b>					
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%
<b>TOTAL INSTRUCTION</b>	<b>24,574,503</b>	<b>24,675,573</b>	<b>25,269,519</b>	<b>27,438,950</b>	<b>8.59%</b>
<b>TRANSPORTATION</b>					
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%
<b>TOTAL TRANSPORTATION</b>	<b>2,360,202</b>	<b>2,177,052</b>	<b>2,564,285</b>	<b>2,874,025</b>	<b>12.08%</b>
<b>OTHER EXPENDITURES</b>					
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%
<b>TOTAL OTHER EXPENDITURES</b>	<b>14,202,904</b>	<b>13,279,303</b>	<b>13,616,066</b>	<b>15,267,248</b>	<b>12.13%</b>
<b>TOTAL EXPENDITURES</b>	<b>\$47,018,664</b>	<b>\$46,717,685</b>	<b>\$48,138,897</b>	<b>\$52,672,111</b>	<b>9.42%</b>

### Current Year Expense Allocation

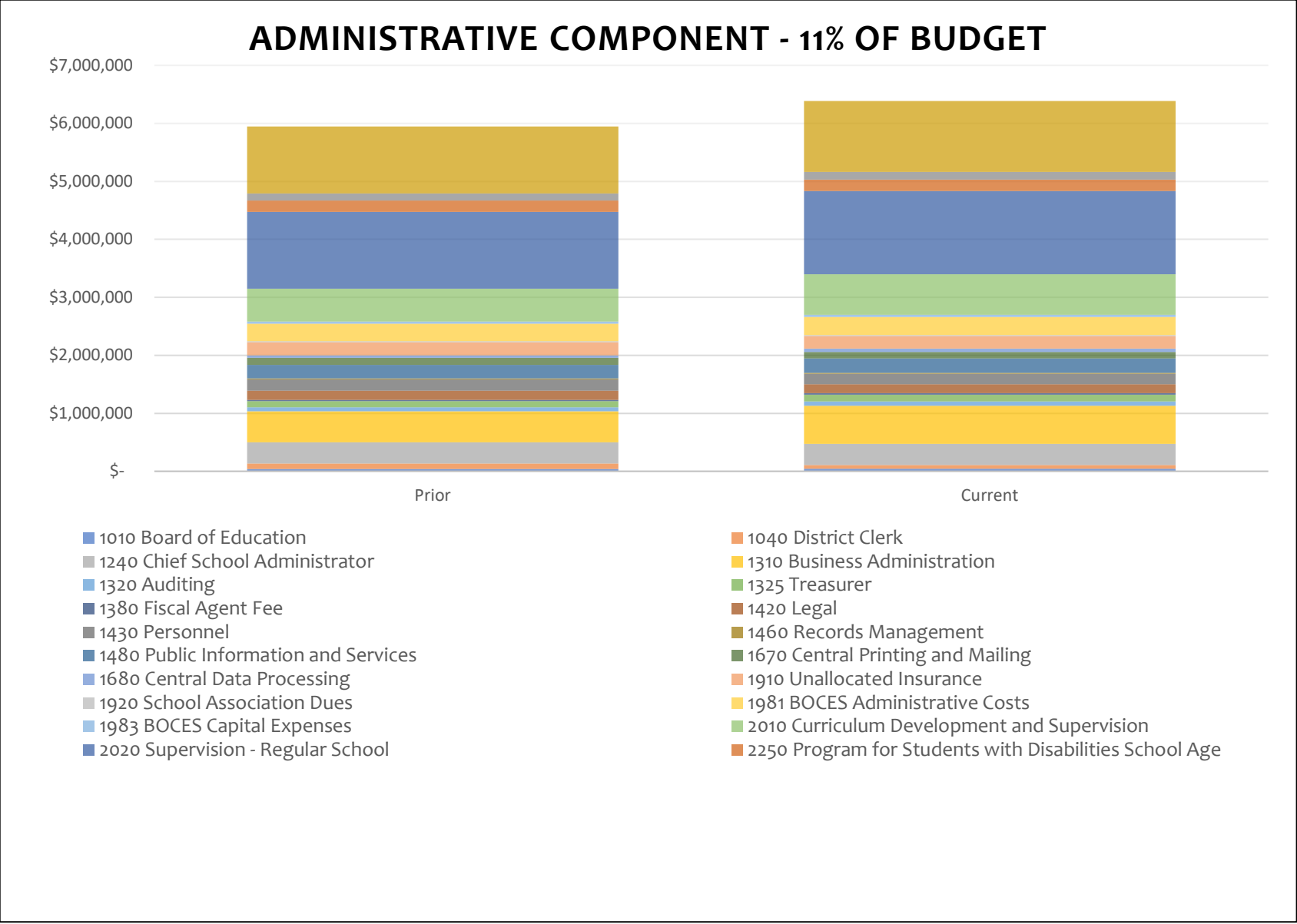
#### Expenses by Function



# Administrative Component

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

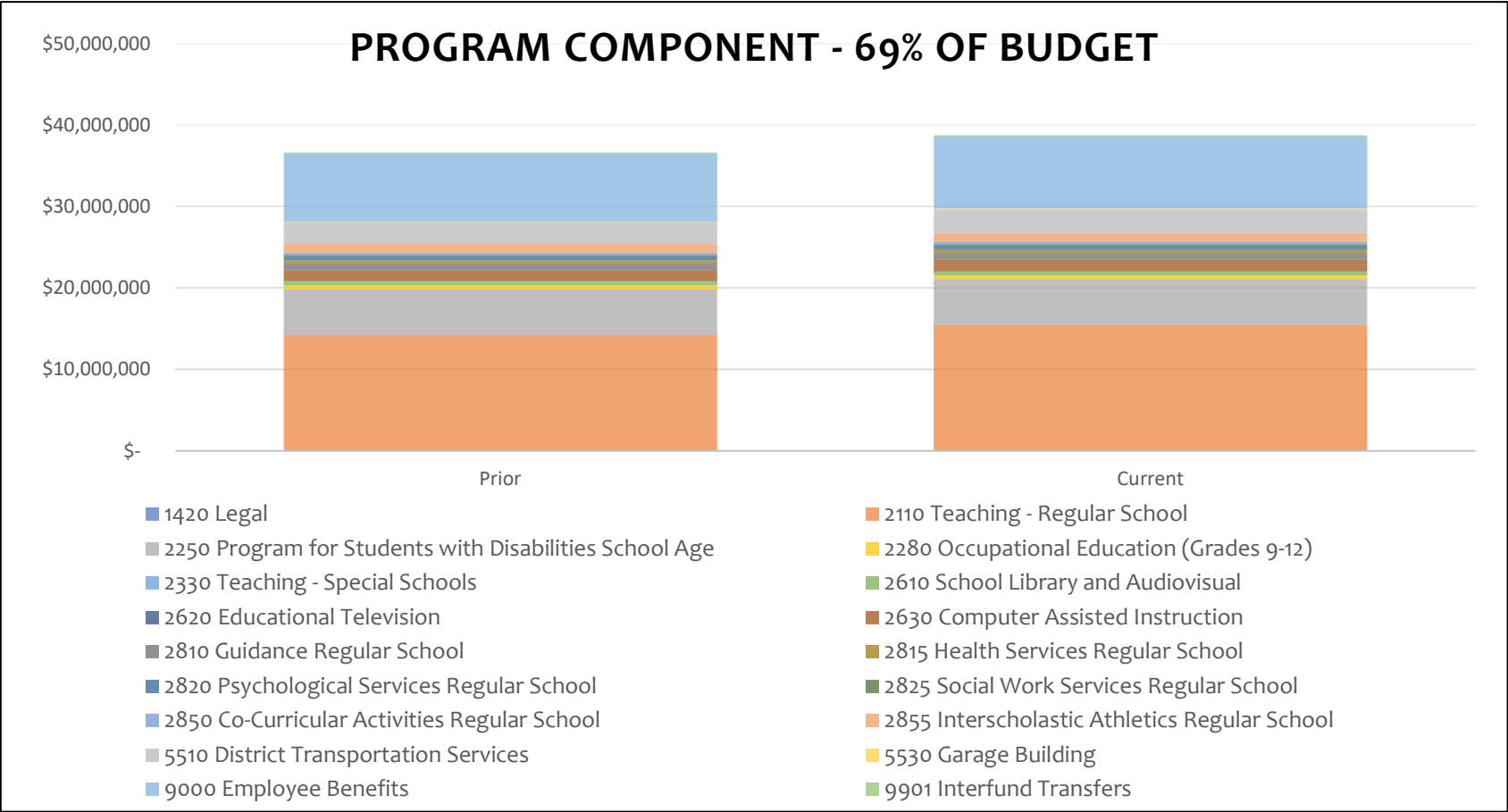
Function	2022-2023	Proposed 2023-24
1010 Board of Education	\$ 35,825	\$ 43,405
1040 District Clerk	\$ 99,301	\$ 63,721
1240 Chief School Administrator	\$ 363,054	\$ 363,944
1310 Business Administration	\$ 535,116	\$ 659,588
1320 Auditing	\$ 70,750	\$ 72,750
1325 Treasurer	\$ 104,782	\$ 118,640
1380 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.

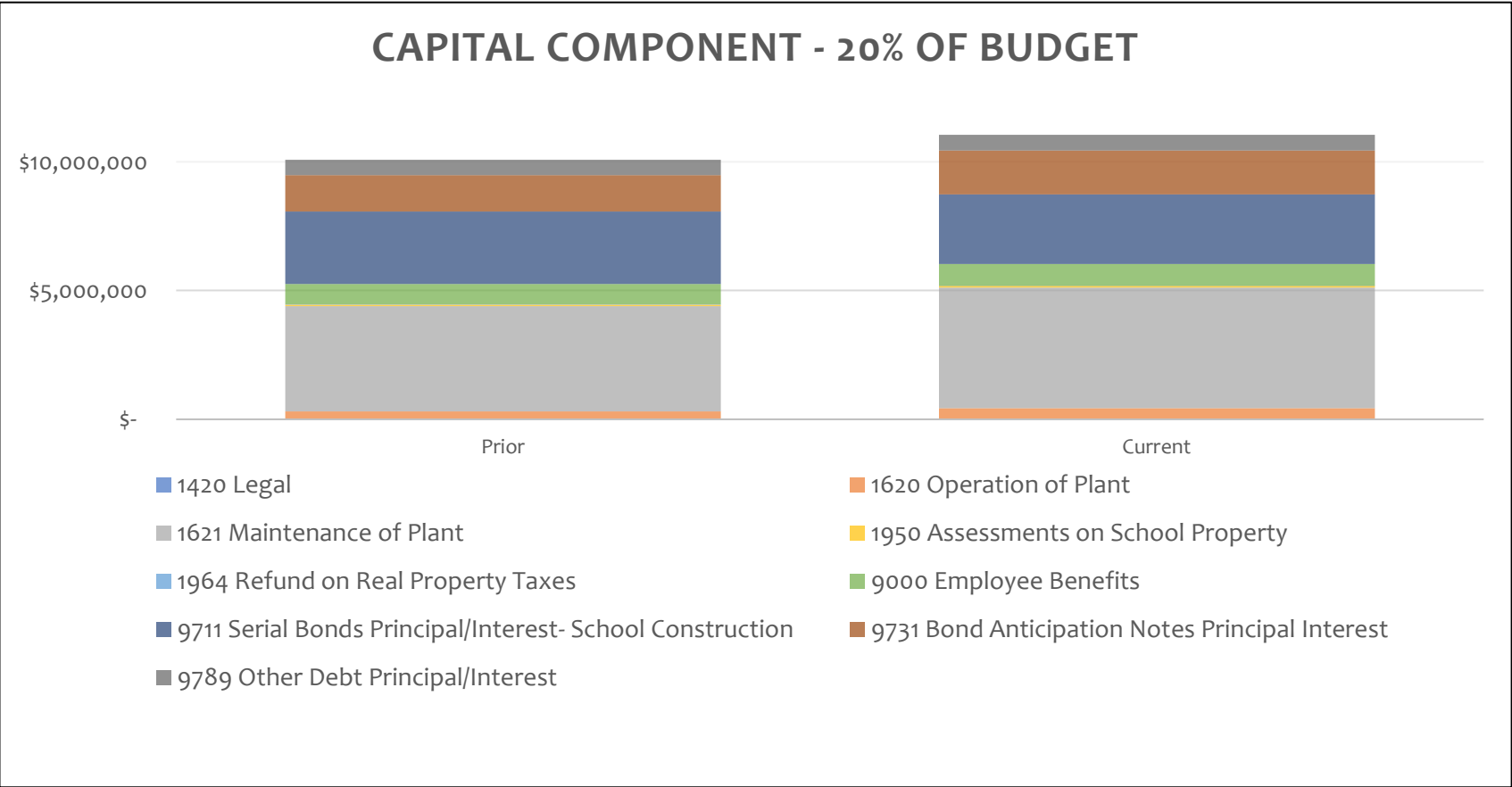
Function	2022-2023	Proposed 2023-2024
1420 Legal	\$ 49,867	\$ 49,090
2110 Teaching - Regular School	\$ 14,191,791	\$ 15,414,530
2250 Program for Students with Disabilities School Age	\$ 5,583,644	\$ 5,647,035
2280 Occupational Education (Grades 9-12)	\$ 459,049	\$ 395,500
2330 Teaching - Special Schools	\$ 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 PrincipalInterest- 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
<b>PRIOR YEAR Approved Actual Tax Levy</b>			<b>42,221,342</b>
Multiply by Tax Base Growth Factor (TBD by ORPS)	Actual	✕	1.0039
	Total		42,386,005
Add: PY PILOTS			0
	Total		42,386,005
<b>PRIOR YEAR Exemptions</b>			
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
			40,539,628
Less: CY PILOTS			0
Current Year Tax Levy Limit			40,539,628
Add: Capital Tax Levy Exclusion	Estimated	+	2,796,552
<b>Allowable tax levy prescribed by Chapter 97 of the Laws of 2012</b>			<b>\$43,336,180</b>
<b>Proposed Tax Levy</b>	\$	1,114,838	2.64%

EQUALIZATION OF TAXES

# CROTON-HARMON UNION FREE SCHOOL DISTRICT

## Preliminary ESTIMATED LEVY FOR 2023/24 SCHOOL TAXES

<u>Proposed Revenue/Expenditure Budget 2023-24</u>		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	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
<b>TOTALS</b>		<b>34,000,348</b>	<b>2,497,711,899</b>	<b>100%</b>	<b>43,336,181</b>	<b>43,336,181</b>	

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

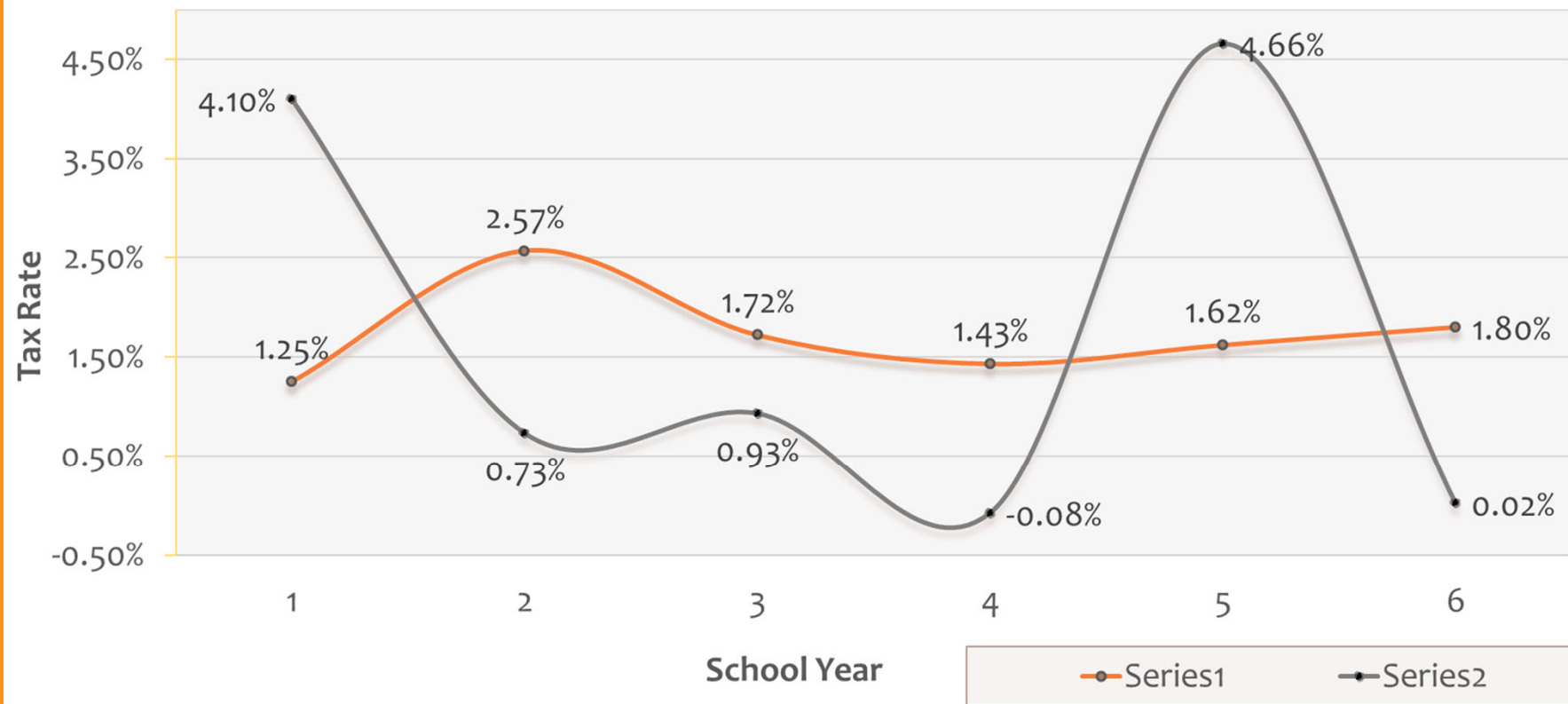
Year	Total Budget	Bud.Inc. \$'s	Bud.Inc. %	Tax Rate Per M. Cortlandt	Tax Rate Per M. Yorktown	Tax Rate % Δ Cortlandt	Tax Rate % Δ Yorktown	Total Assess. Cortlandt	Total Assess. Yorktown	Assess. % Δ Cortlandt	Assess. % Δ Yorktown
2001/02	\$23,664,000	\$1,766,100	8.07%	629.67	555.41	6.14%	14.78%	\$31,068,103	\$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
<b>Total Reserves</b>	<b>\$17,556,950</b>	<b>\$16,680,615</b>

\*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 UNION FREE SCHOOL DISTRICT**

**OFFICIAL BUDGET STATEMENT**

**FOR THE 2023-2024**

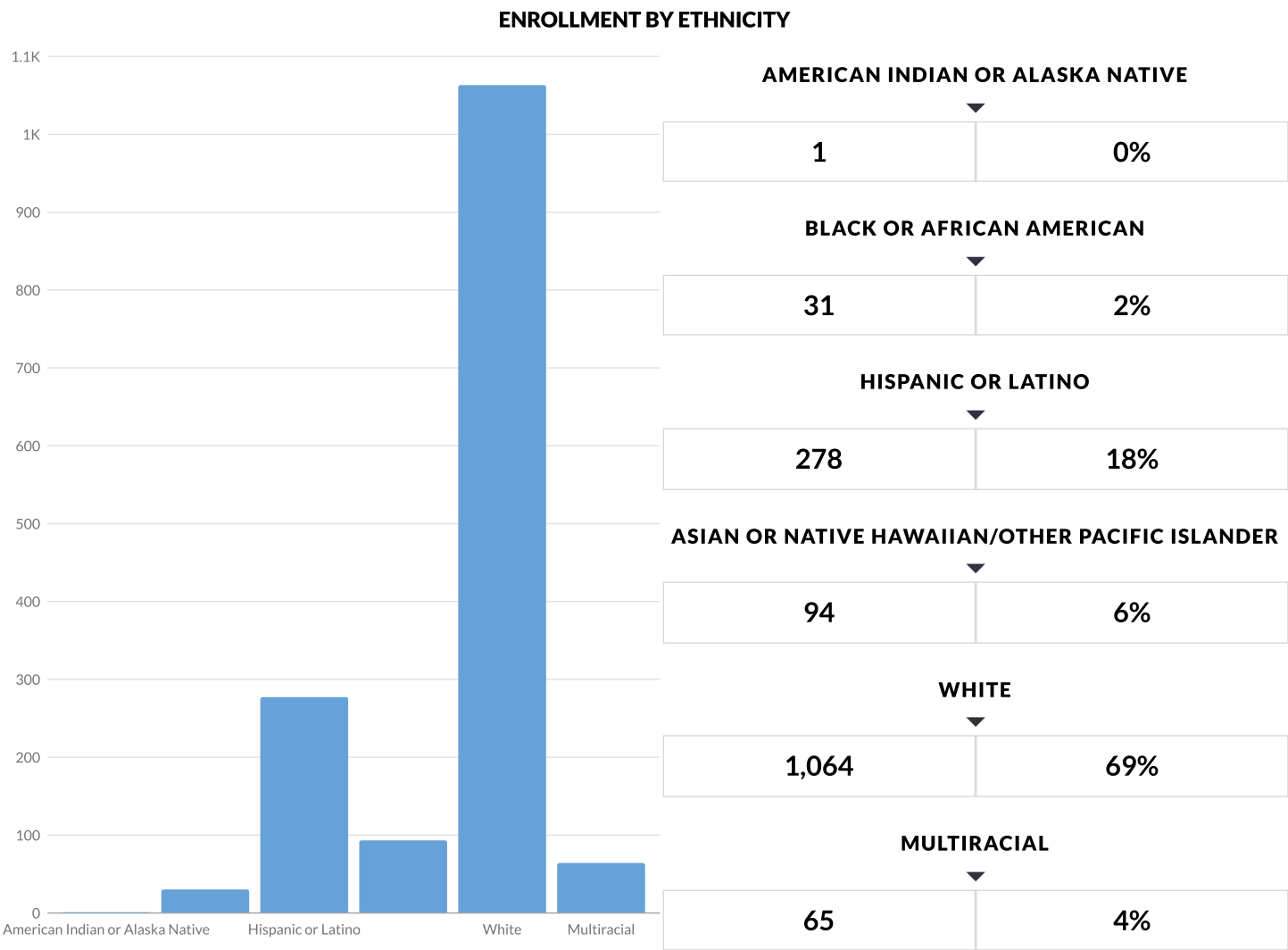
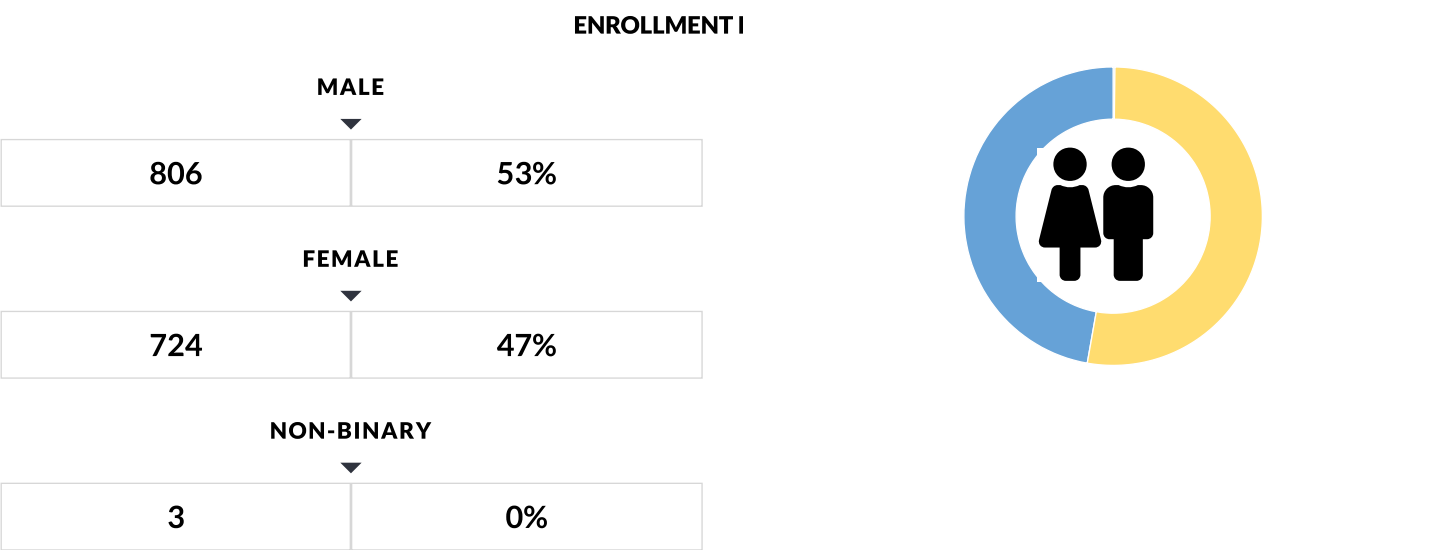
**SCHOOL YEAR**



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)

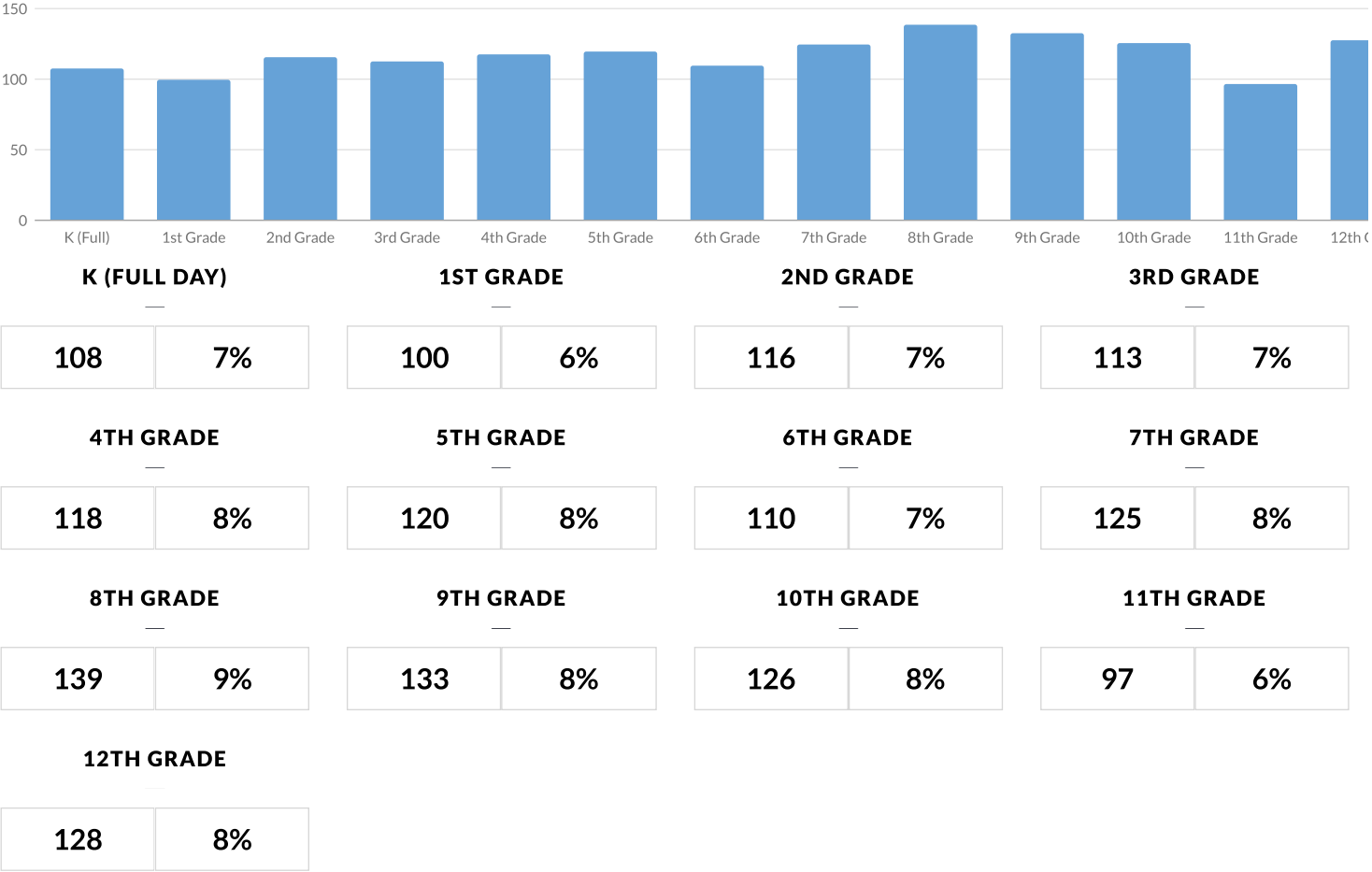
K-12 Enrollment: 1,533



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

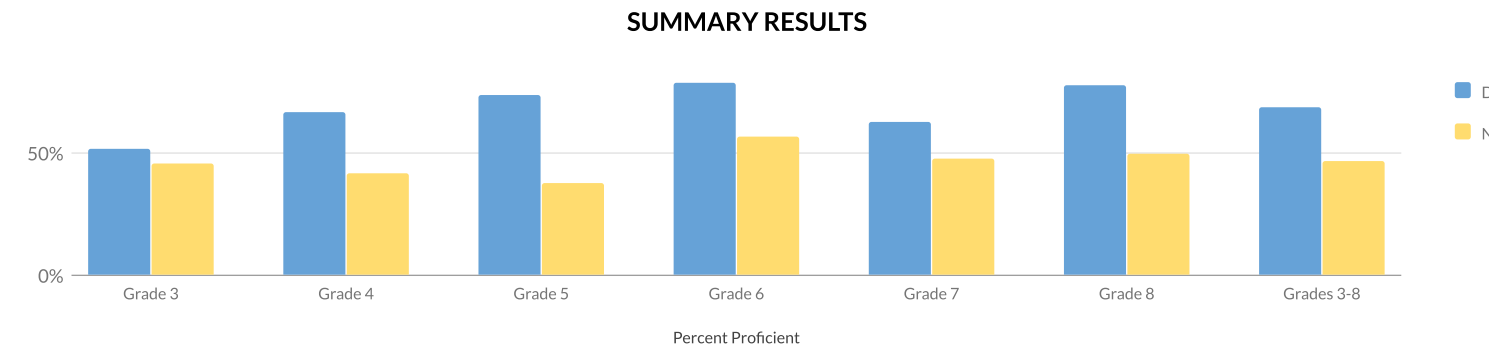


CROTON-HARMON UFSD - NEW YORK STATE REPORT CARD [2021 - 22]

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.

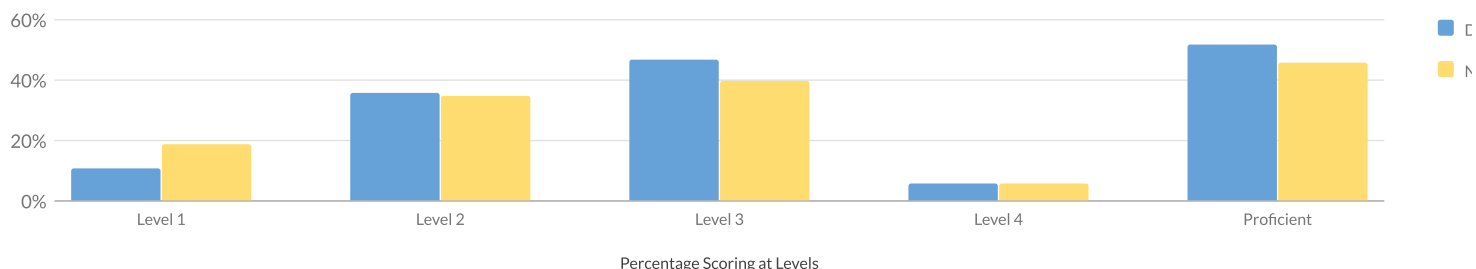


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	115	8	7%	107	93%	12	11%	39	36%	50	47%	6	6%	56	52%
Grade 4	115	5	4%	110	96%	11	10%	25	23%	43	39%	31	28%	74	67%
Grade 5	119	11	9%	108	91%	14	13%	14	13%	32	30%	48	44%	80	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

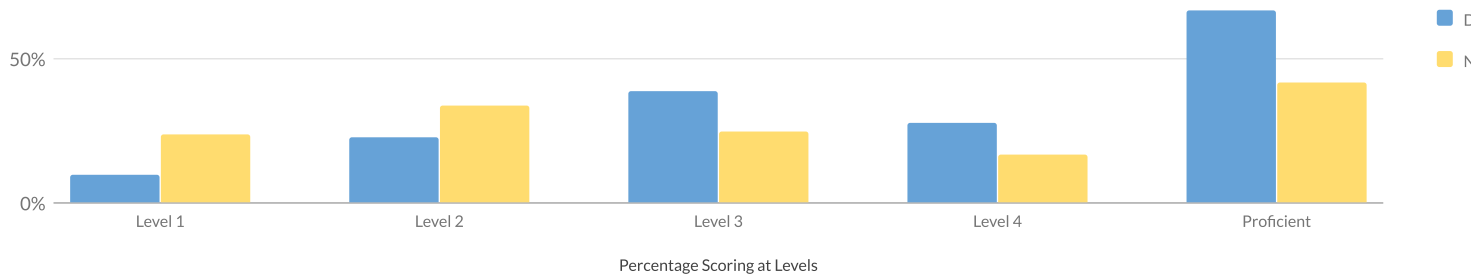
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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

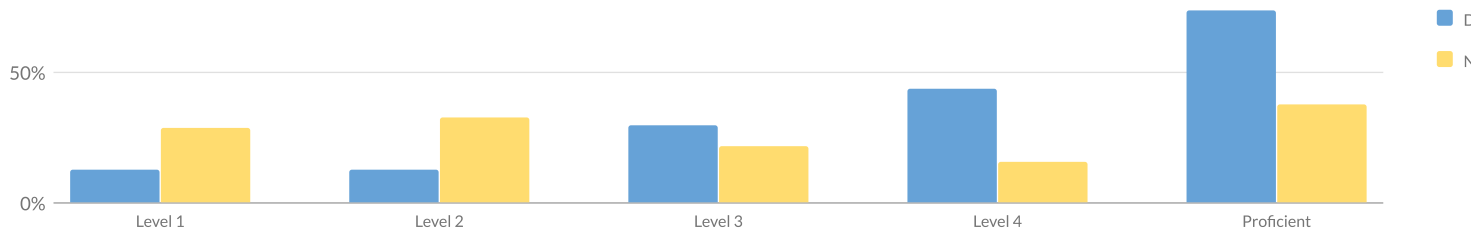
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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.

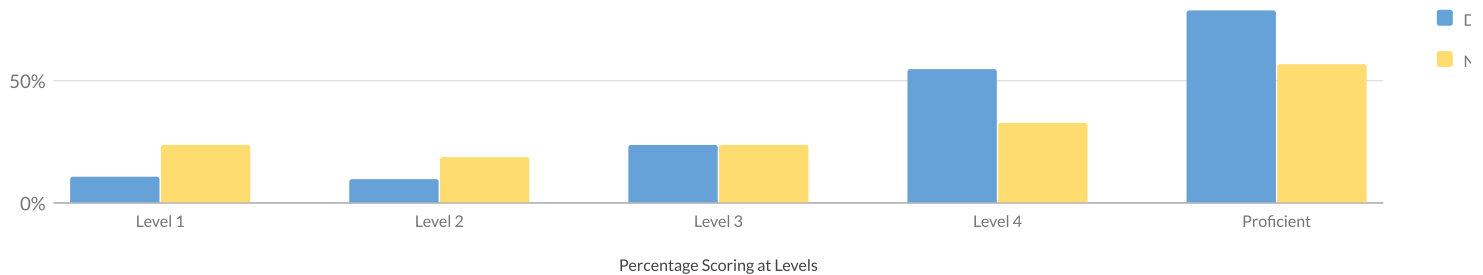


Percentage Scoring at Levels

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

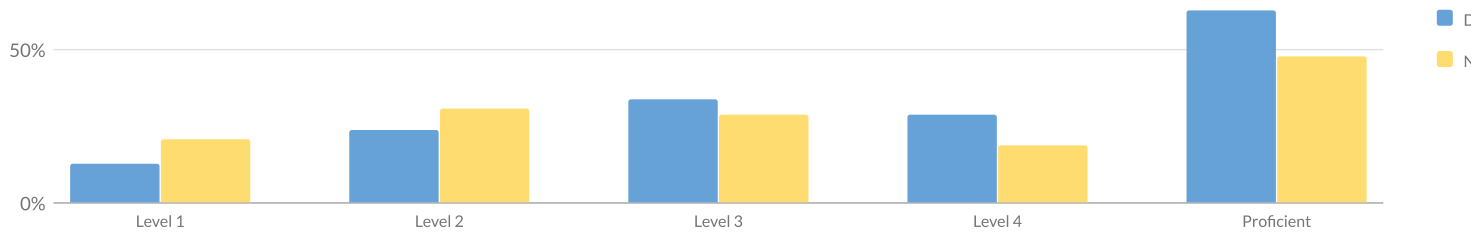
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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.

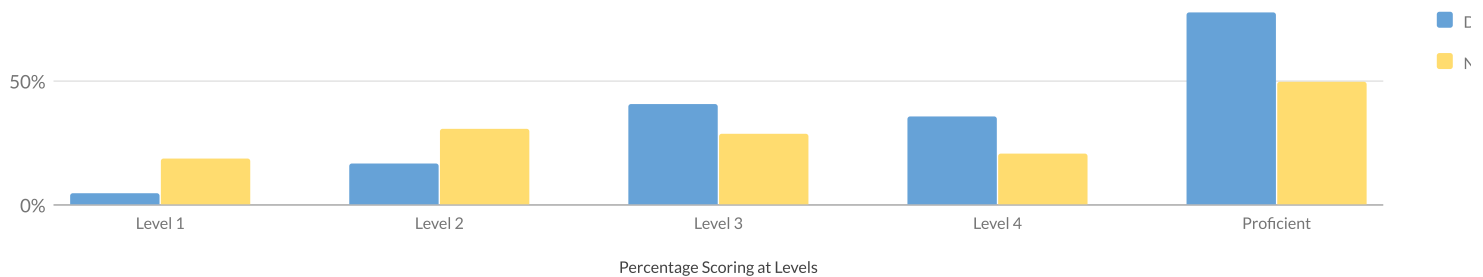


Percentage Scoring at Levels

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.



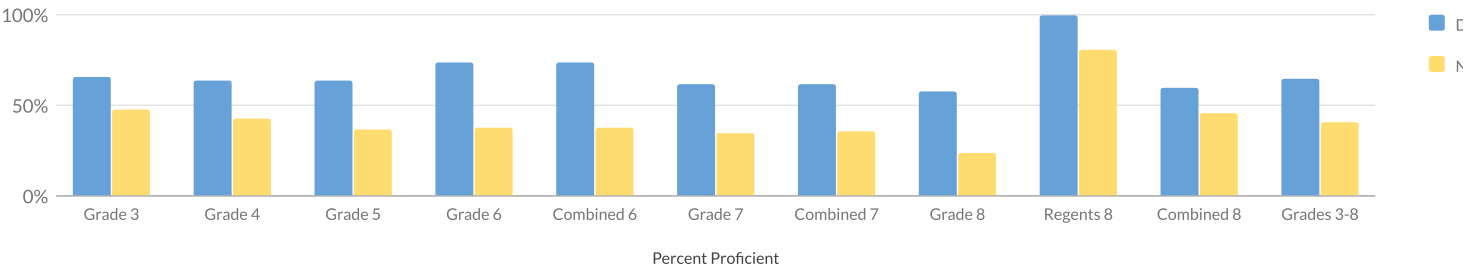
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	12	9%	129	91%	7	5%	22	17%	53	41%	47	36%	100	78%
Female	67	5	7%	62	93%	3	5%	5	8%	27	44%	27	44%	54	87%
Male	74	7	9%	67	91%	4	6%	17	25%	26	39%	20	30%	46	69%
General 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.

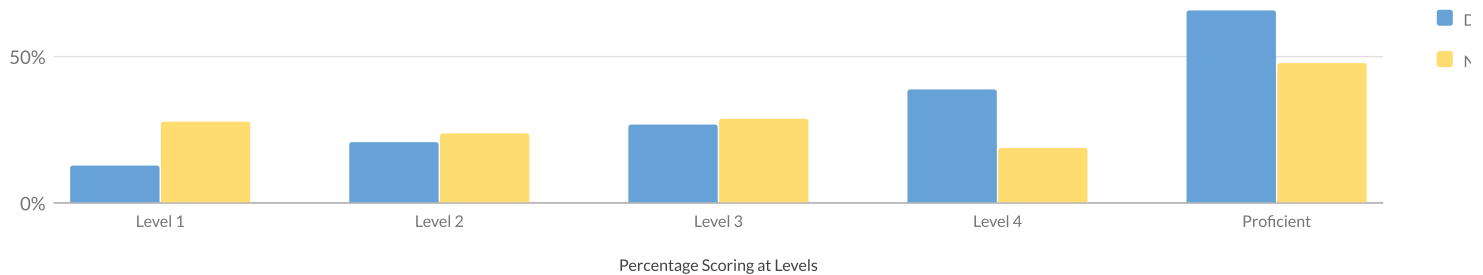
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

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

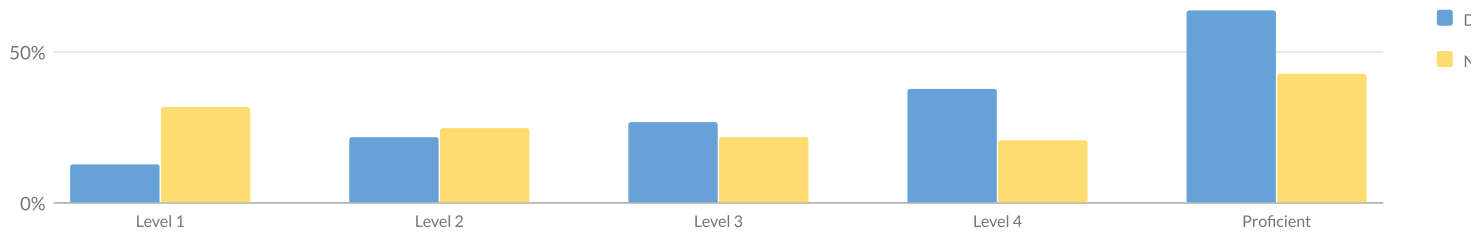
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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.

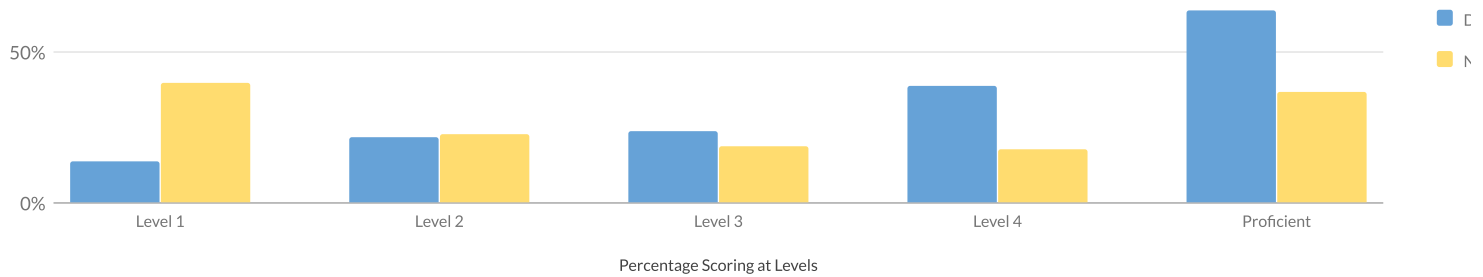


Percentage Scoring at Levels

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

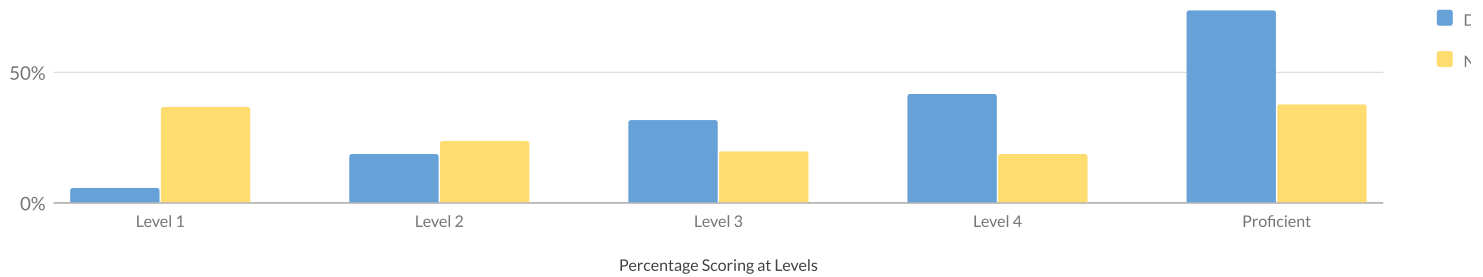
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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

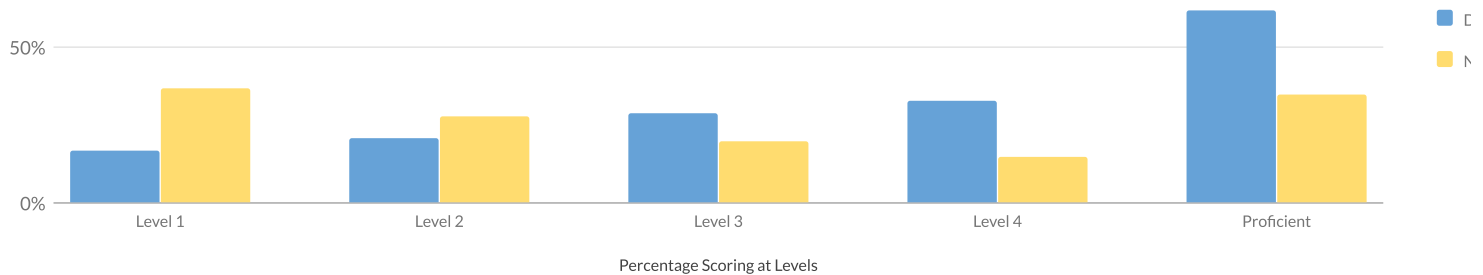
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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.

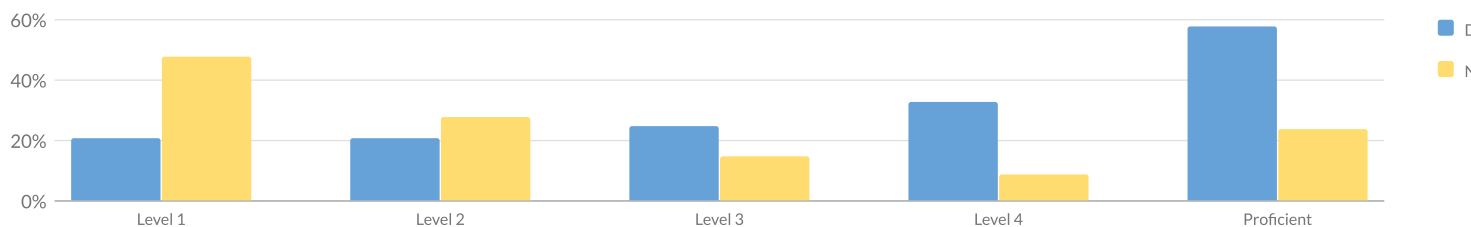


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	7	6%	118	94%	20	17%	25	21%	34	29%	39	33%	73	62%
Female	56	5	9%	51	91%	6	12%	14	27%	15	29%	16	31%	31	61%
Male	67	2	3%	65	97%	13	20%	11	17%	18	28%	23	35%	41	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.

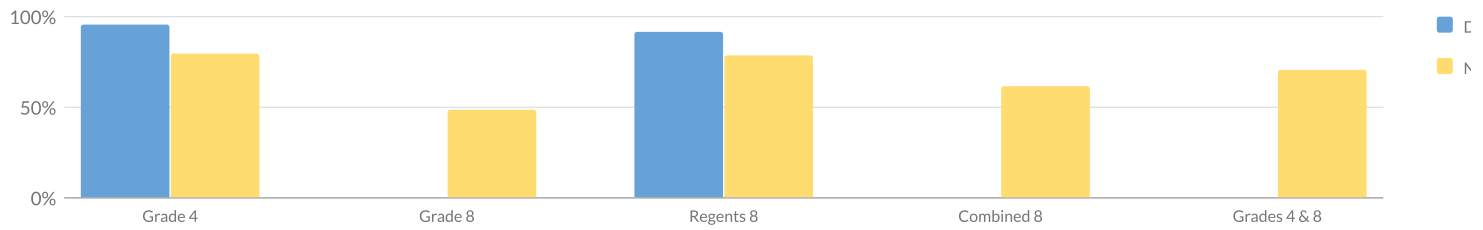


Percentage Scoring at Levels

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	4	3%	111	97%	2	2%	2	2%	33	30%	74	67%	107	96%
Grade 8	142	141	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	0	0%	137	96%	5	4%	6	4%	69	50%	57	42%	126	92%
Combined 8	142	4	3%	138	97%	—	—	—	—	—	—	—	—	—	—
Grades 4 & 8	257	8	3%	249	97%	—	—	—	—	—	—	—	—	—	—

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

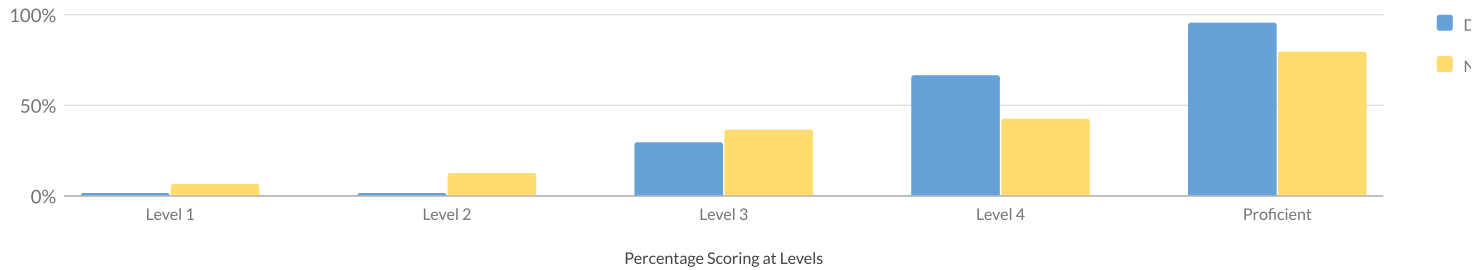
**REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS**

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

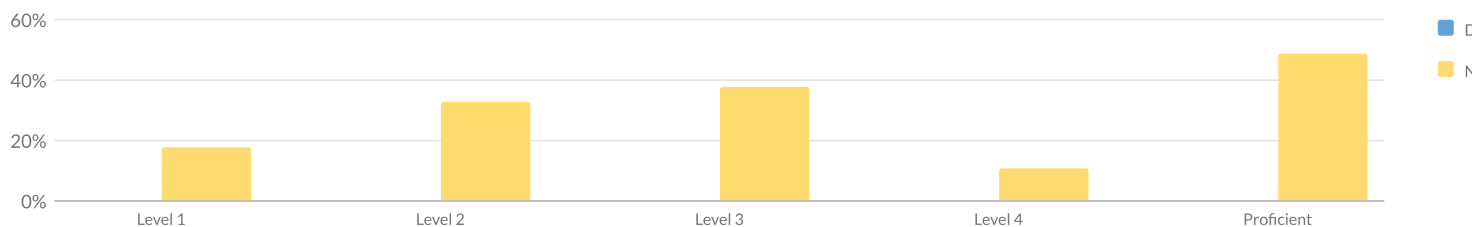
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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.

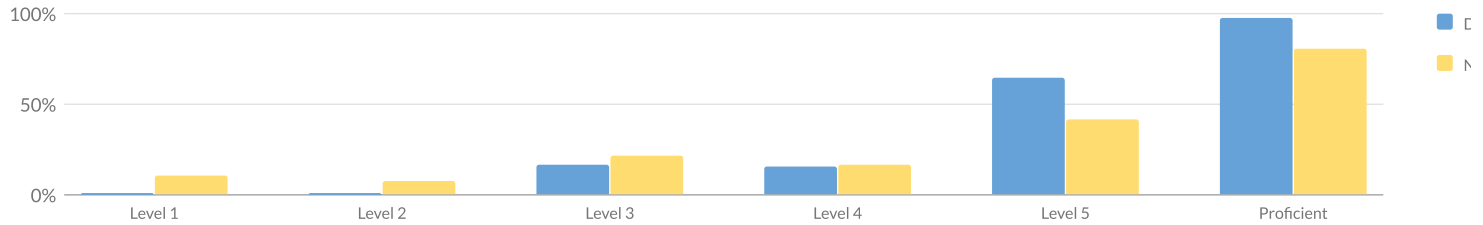


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	141	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Female	68	67	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Male	74	74	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	112	112	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)

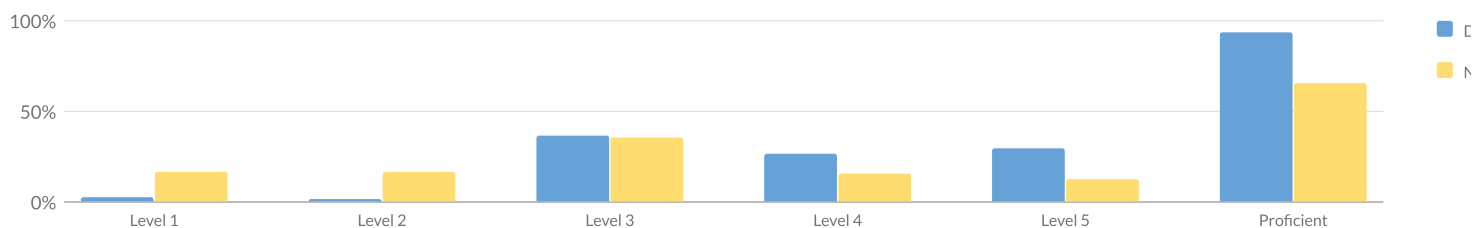
Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. 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	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

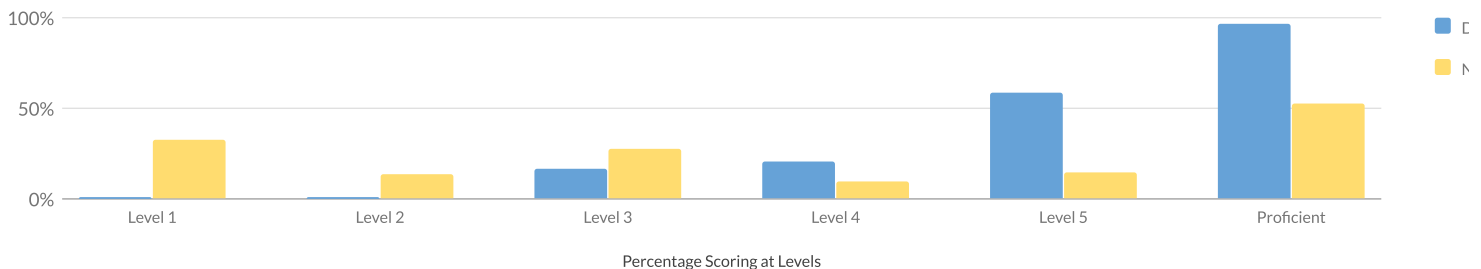
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	122	4	3%	3	2%	45	37%	33	27%	37	30%	115	94%
Female	60	0	0%	1	2%	24	40%	18	30%	17	28%	59	98%
Male	62	4	6%	2	3%	21	34%	15	24%	20	32%	56	90%
General Education Students	100	3	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.

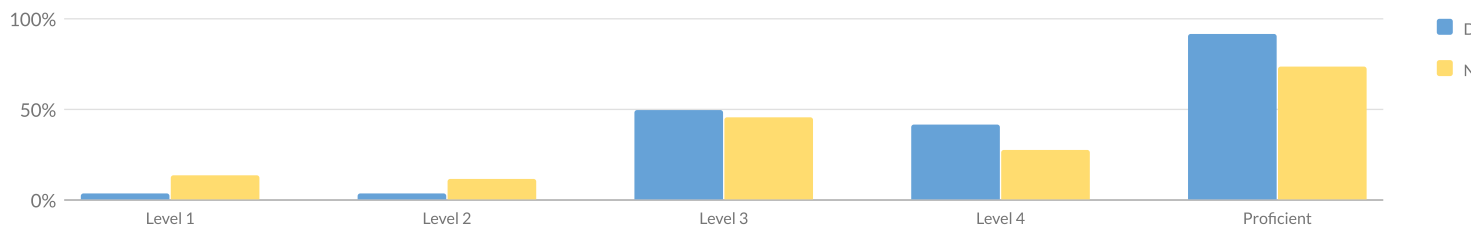
### ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Subgroup	Tested	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%



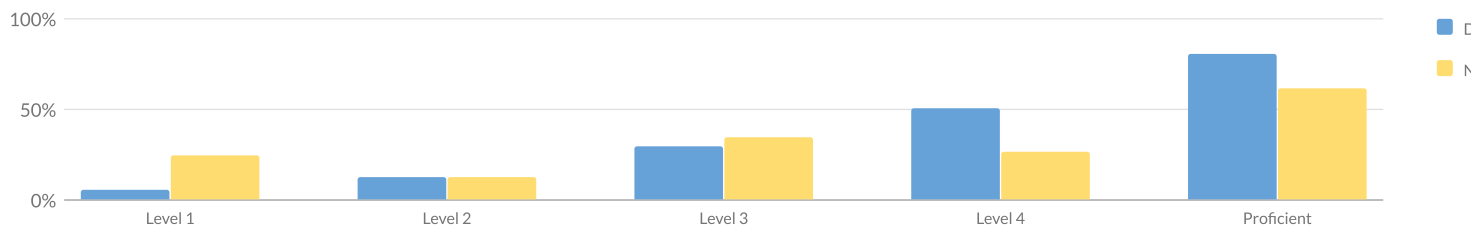
## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



Percentage Scoring at Levels

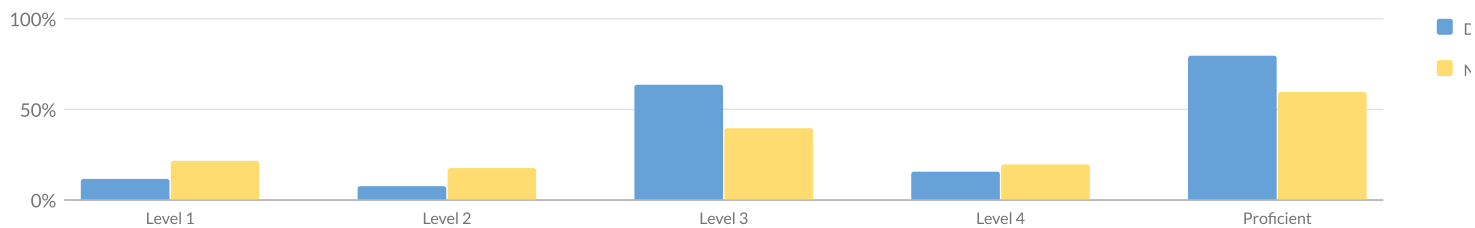
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	137	6	4%	5	4%	69	50%	57	42%	126	92%
Female	63	1	2%	3	5%	36	57%	23	37%	59	94%
Male	74	5	7%	2	3%	33	45%	34	46%	67	91%
General Education Students	110	3	3%	4	4%	54	49%	49	45%	103	94%
Students 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)



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%

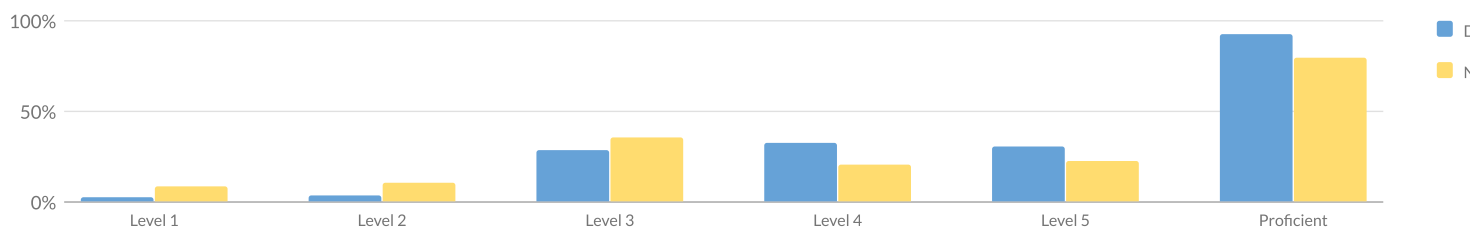
## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



Percentage Scoring at Levels

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 &amp; 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 &amp; 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.

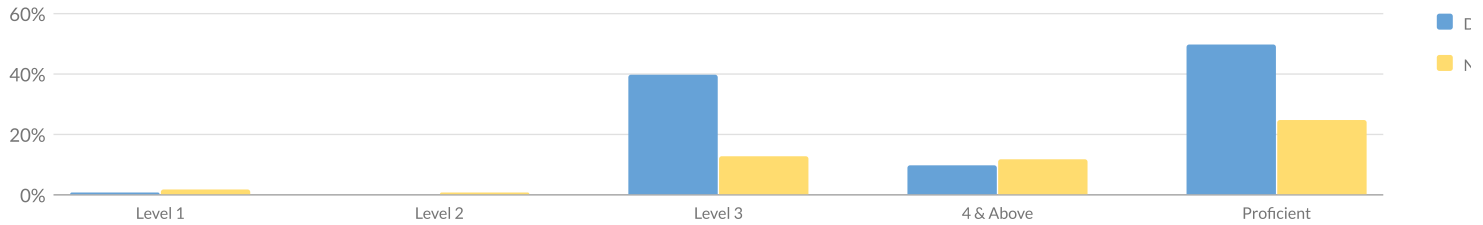
**TOTAL COHORT REGENTS EXAMINATION RESULTS**

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%	65	50%
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

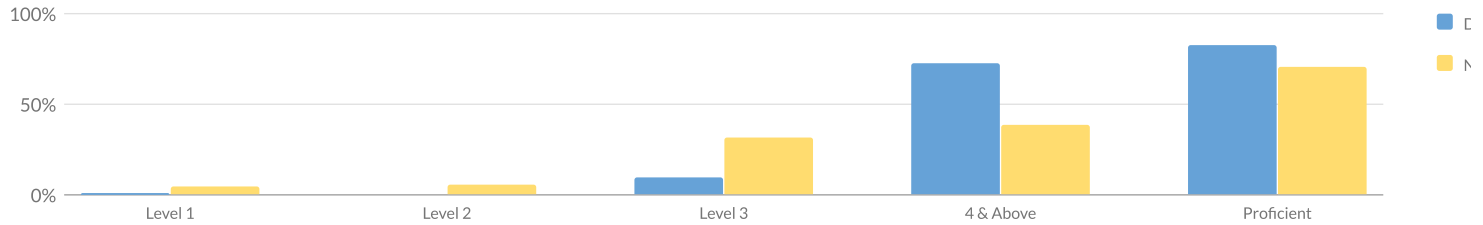


Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	125	61	49	64	51
Female	62	24	39	38	61
Male	63	37	59	26	41
General Education Students	111	50	45	61	55
Students with Disabilities	14	11	79	3	21
Black or African American	11	6	55	5	45
Hispanic or Latino	21	11	52	10	48
White	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.



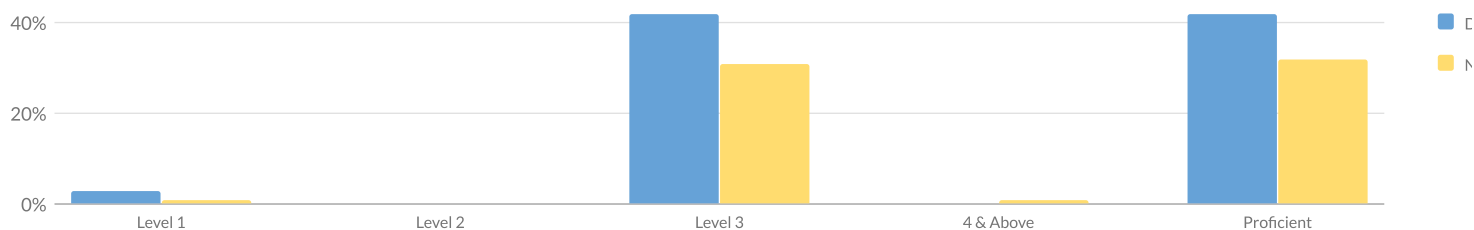
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	21	16%	109	84%	1	1%	0	0%	13	10%	95	73%	108	83%
Female	64	6	9%	58	91%	0	0%	0	0%	7	11%	51	80%	58	91%
Male	66	15	23%	51	77%	1	2%	0	0%	6	9%	44	67%	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 &amp; GEOGRAPHY



Percentage Scoring at Levels

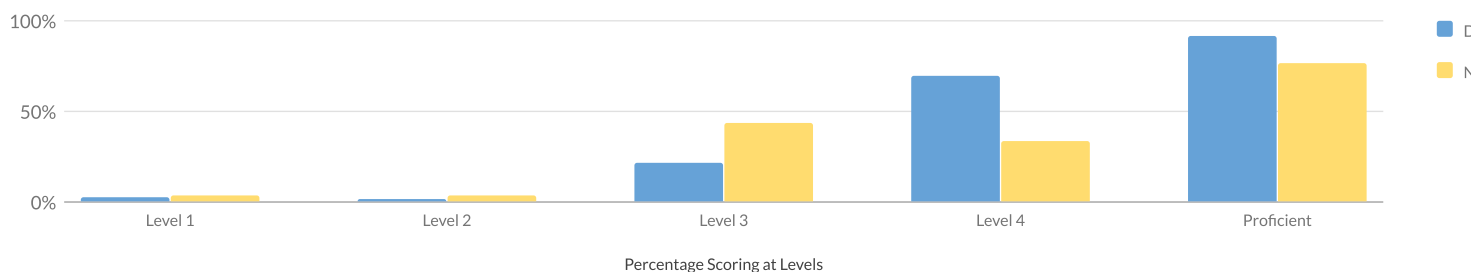
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	72	55%	58	45%	4	3%	0	0%	54	42%	0	0%	54	42%
Female	64	33	52%	31	48%	1	2%	0	0%	30	47%	0	0%	30	47%
Male	66	39	59%	27	41%	3	5%	0	0%	24	36%	0	0%	24	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 &amp; 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



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%

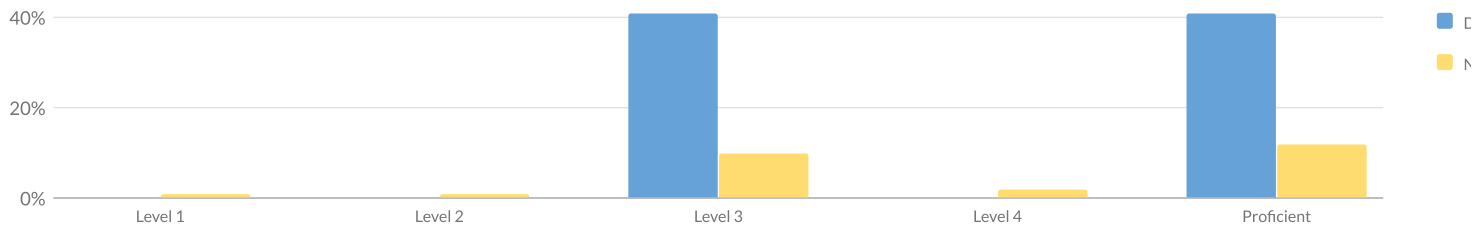
## 2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

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 &amp; GOVERNMENT



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 &amp; 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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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**

	READING				MATH			
SUBGROUP	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**

	READING				MATH			
SUBGROUP	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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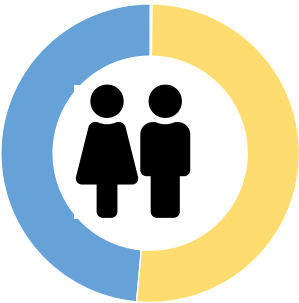
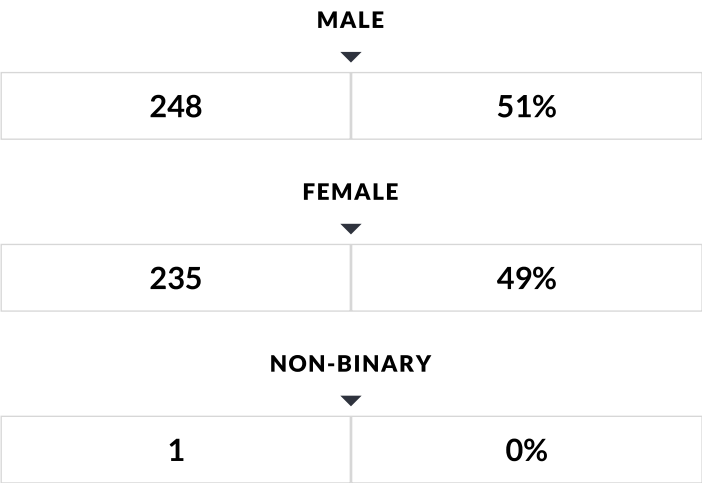


This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

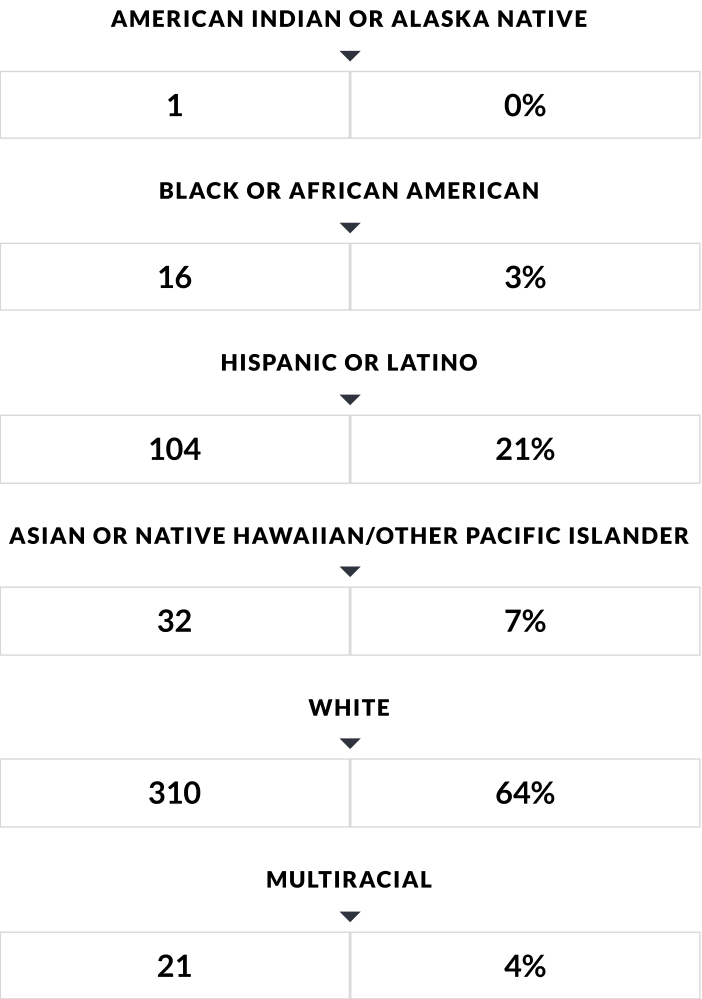
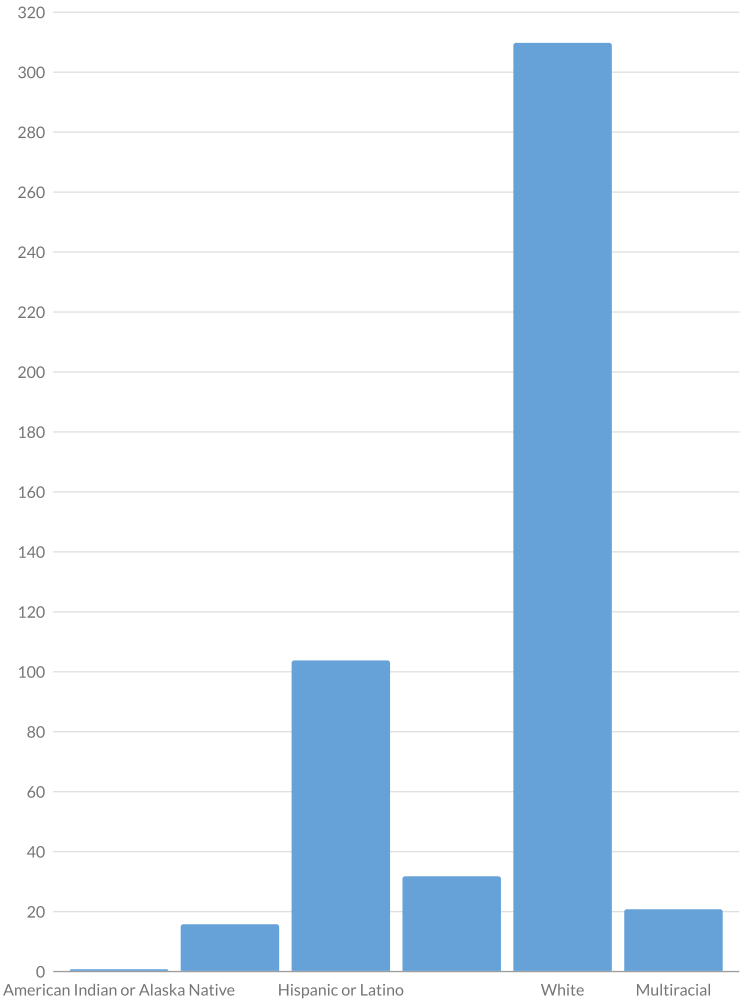
CROTON-HARMON HIGH SCHOOL ENROLLMENT (2021 - 22)

K-12 Enrollment: 484

ENROLLMENT BY GENDER



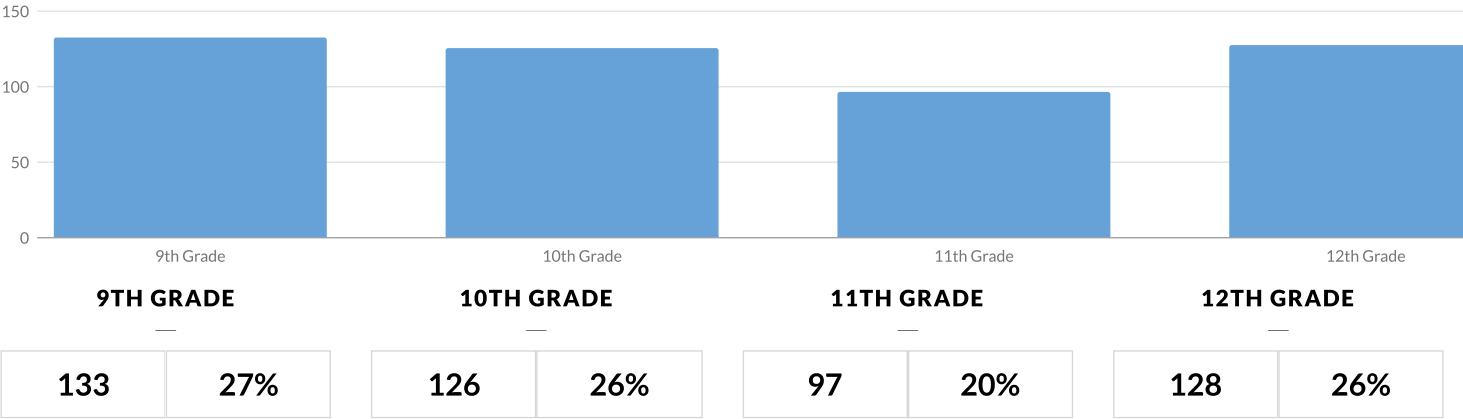
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
10	2%	75	15%	85	18%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—	—	—	—	—

ENROLLMENT BY GRADE



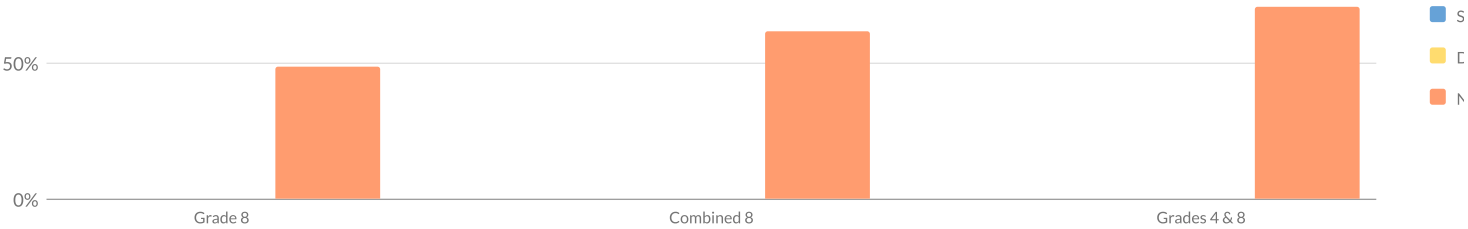
CROTON-HARMON HIGH SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

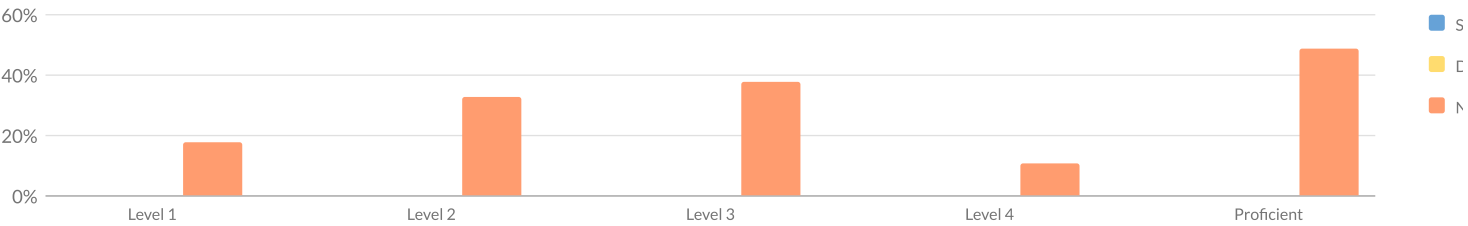


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 4 & 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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.

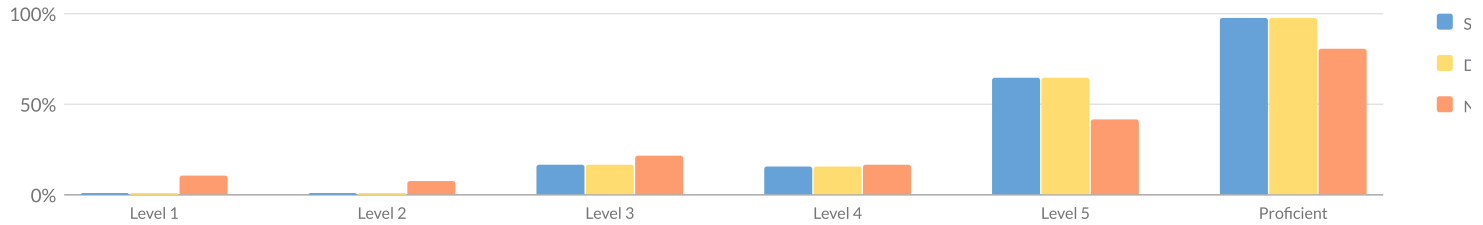


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	1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

### ANNUAL REGENTS EXAMINATIONS (2021 - 22)

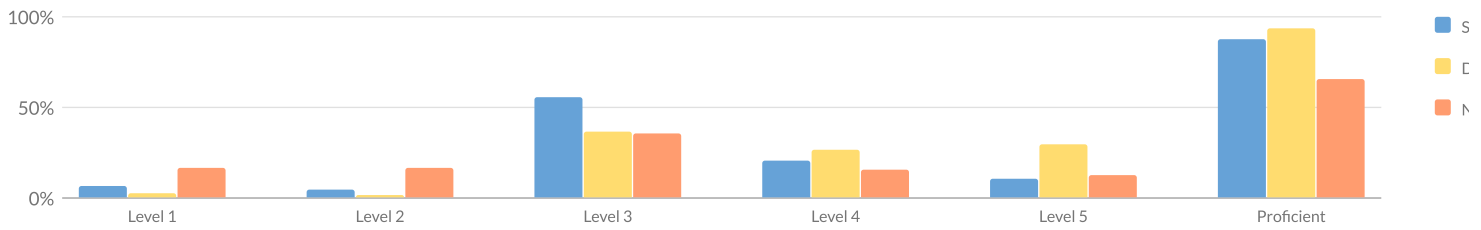
Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. 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	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

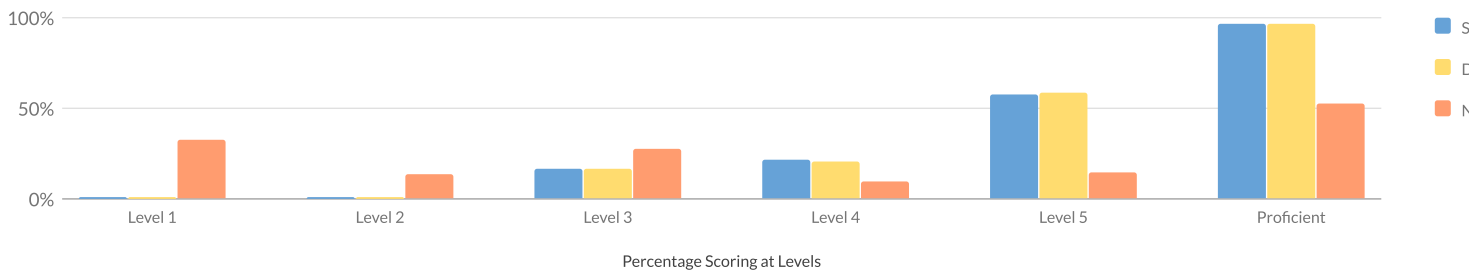
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	4	7%	3	5%	32	56%	12	21%	6	11%	50	88%
Female	26	0	0%	1	4%	16	62%	7	27%	2	8%	25	96%
Male	31	4	13%	2	6%	16	52%	5	16%	4	13%	25	81%
General Education Students	40	3	8%	2	5%	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

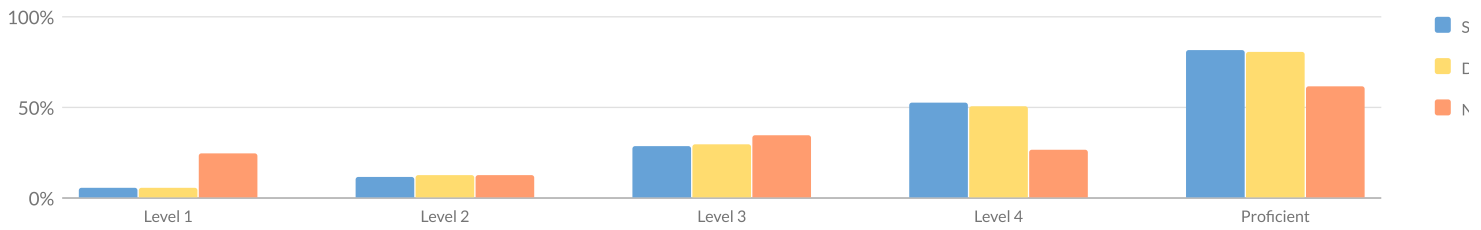
See report card Glossary and Guide for criteria used to include students in this table.

### ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



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%

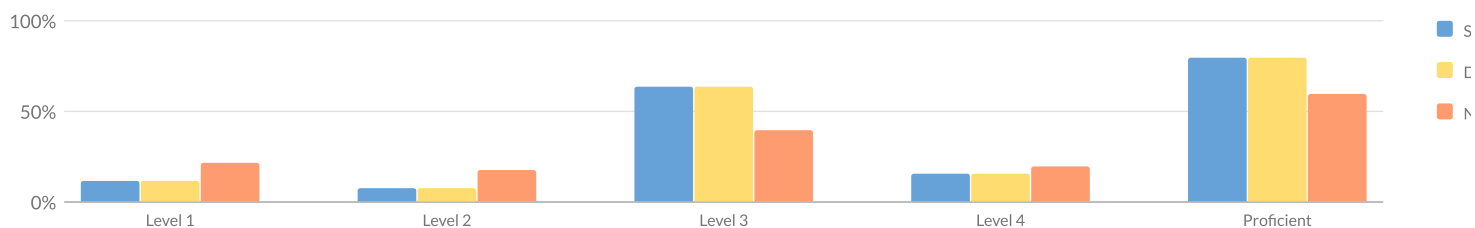
## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)



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%

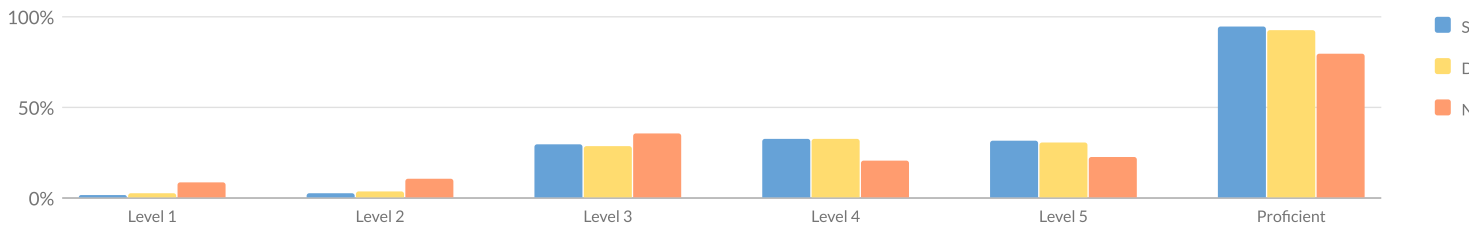


## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



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 &amp; GEOGRAPHY II (2021-22)



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 &amp; 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.

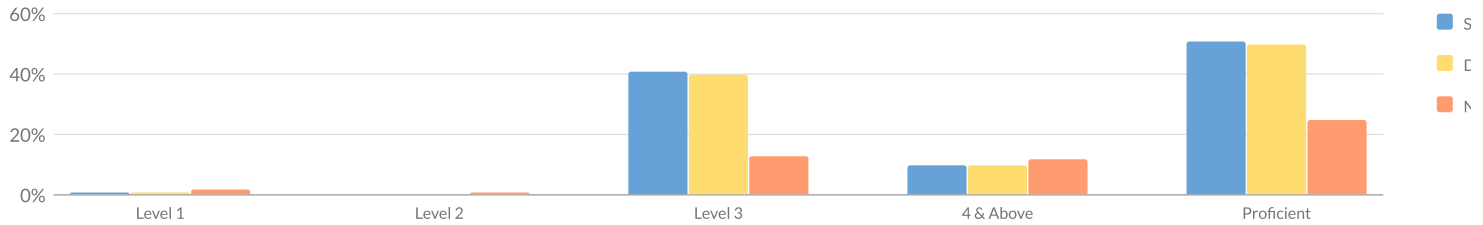
**TOTAL COHORT REGENTS EXAMINATION RESULTS**

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%	65	51%
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%

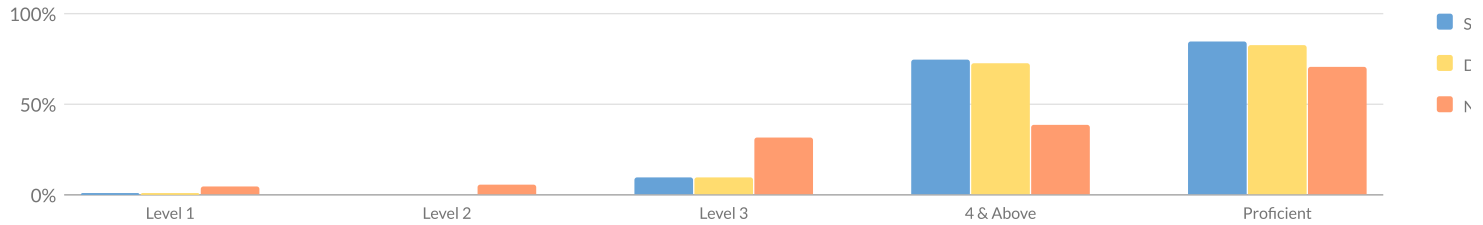
### 2018 TOTAL COHORT EXEMPTIONS IN ELA

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%	108	85%
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%

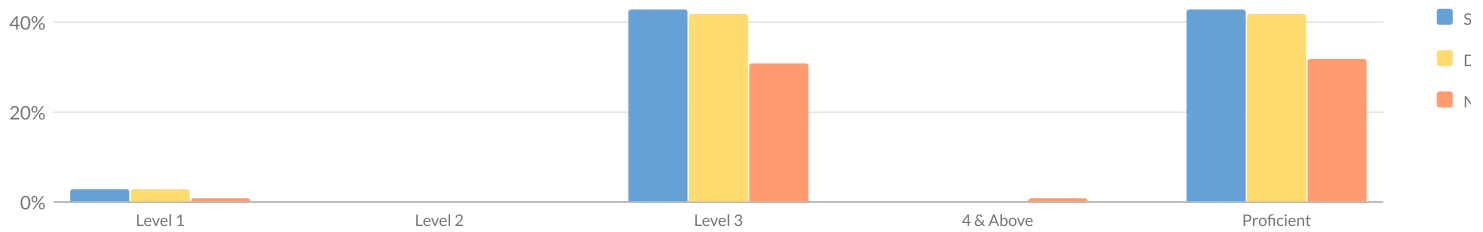
### 2018 TOTAL COHORT EXEMPTIONS IN MATH

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 &amp; GEOGRAPHY



Percentage Scoring at Levels

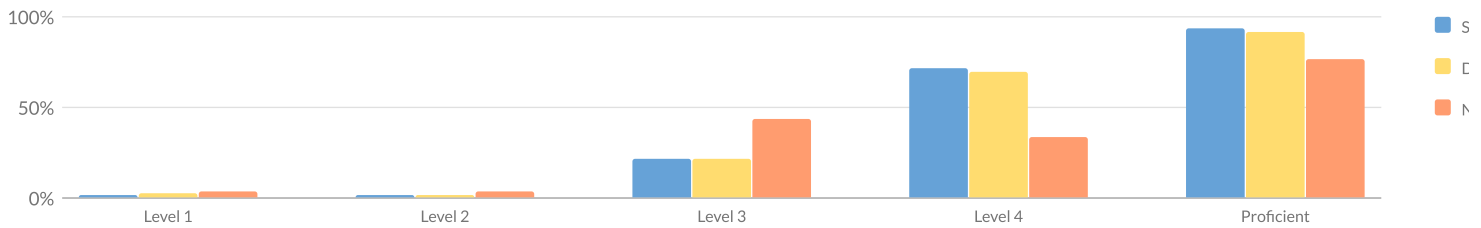
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	127	69	54%	58	46%	4	3%	0	0%	54	43%	0	0%	54	43%
Female	64	33	52%	31	48%	1	2%	0	0%	30	47%	0	0%	30	47%
Male	63	36	57%	27	43%	3	5%	0	0%	24	38%	0	0%	24	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 &amp; 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



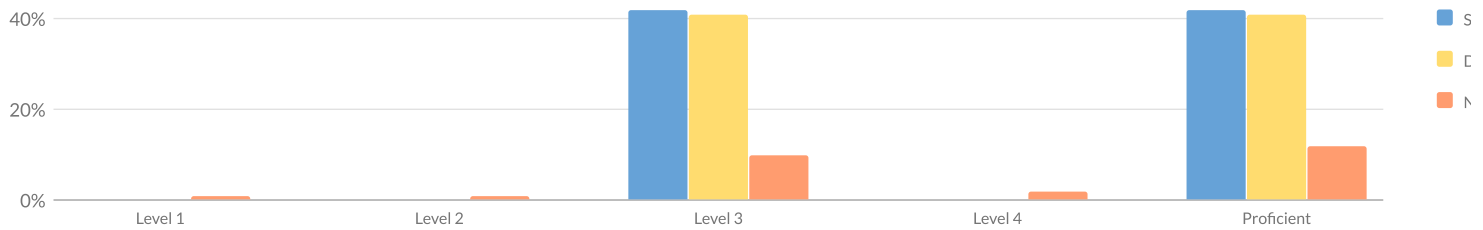
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	127	3	2%	124	98%	3	2%	2	2%	28	22%	91	72%	119	94%
Female	64	1	2%	63	98%	1	2%	1	2%	14	22%	47	73%	61	95%
Male	63	2	3%	61	97%	2	3%	1	2%	14	22%	44	70%	58	92%
General 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 &amp; GOVERNMENT



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 &amp; 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	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%	—	—	—	—	—	—	—	—	—	—

## 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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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**

	READING				MATH			
SUBGROUP	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**

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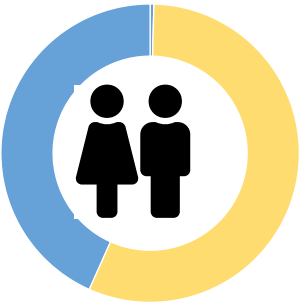
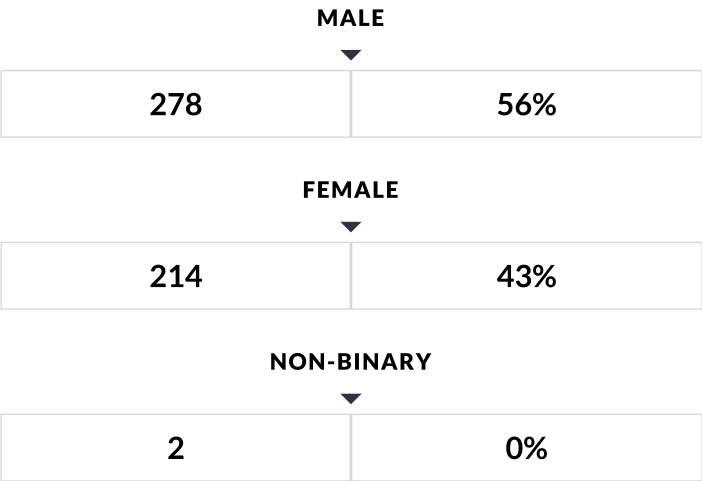
THIS DOCUMENT WAS CREATED ON: APRIL 17, 2023, 10:16 AM EST

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.

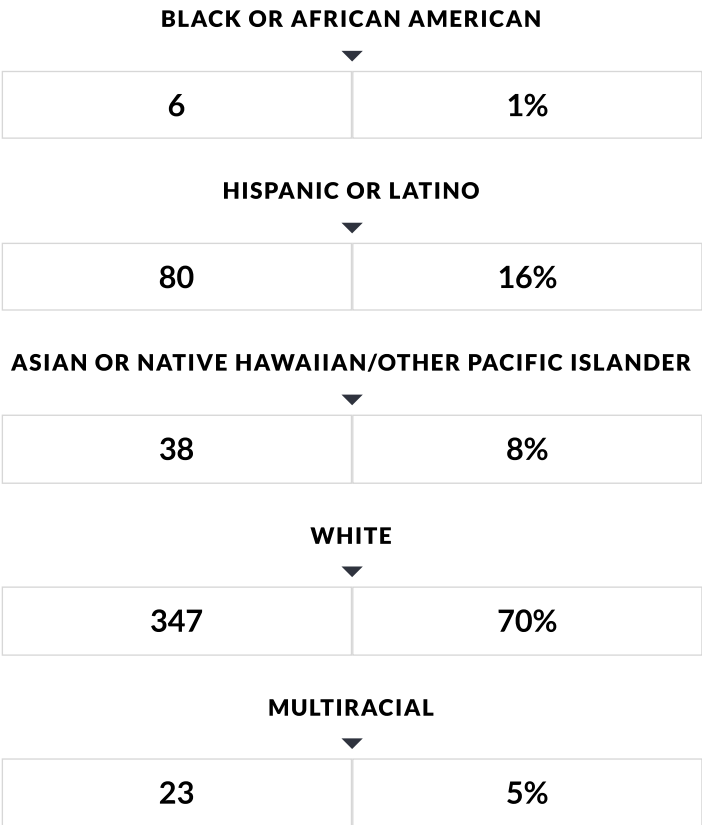
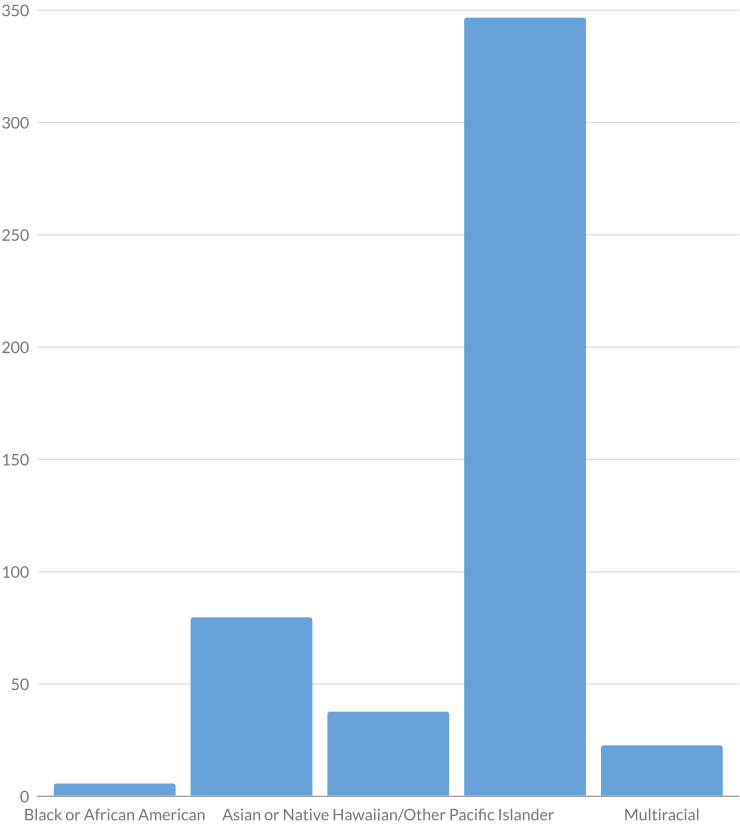
PIERRE VAN CORTLANDT SCHOOL ENROLLMENT (2021 - 22)

K-12 Enrollment: 494

ENROLLMENT BY GENDER



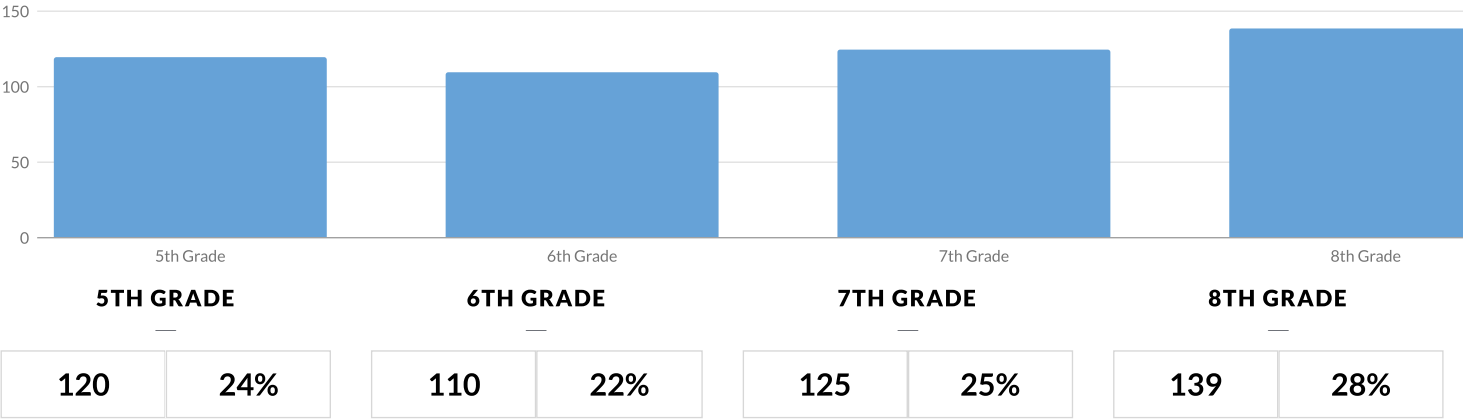
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
6	1%	84	17%	66	13%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE

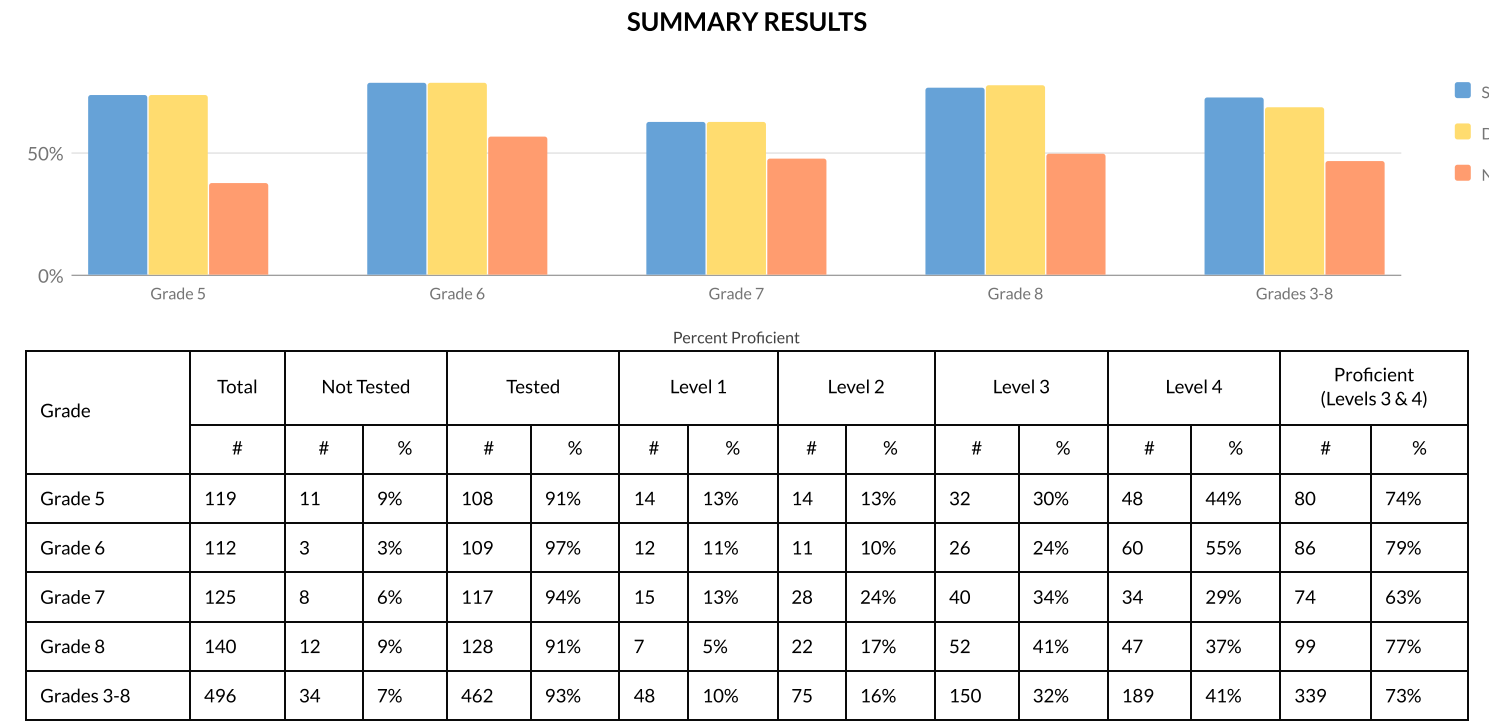


PIERRE VAN CORTLANDT SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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.

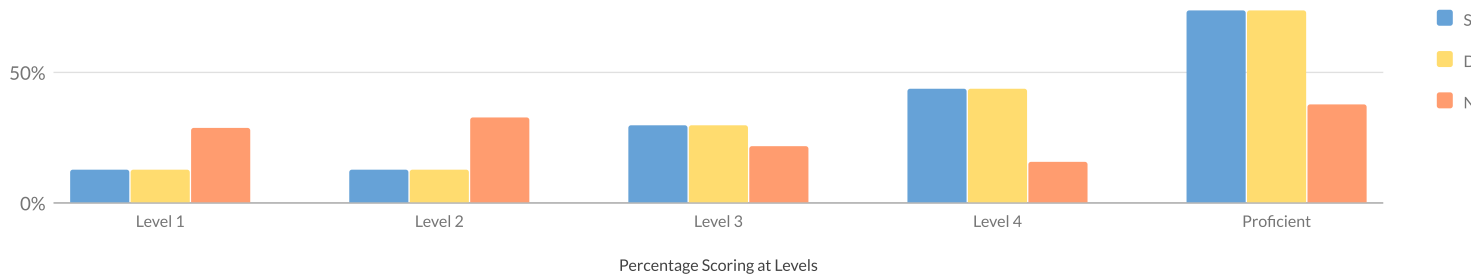
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

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.



## GRADE 5 ELA RESULTS

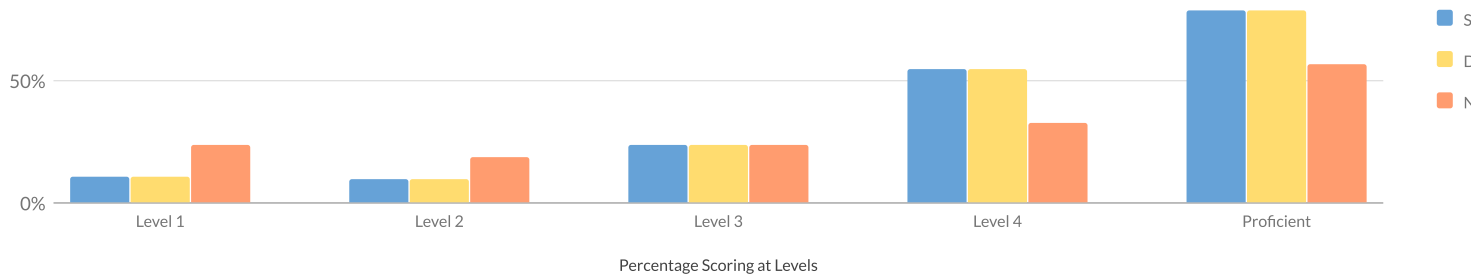
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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.

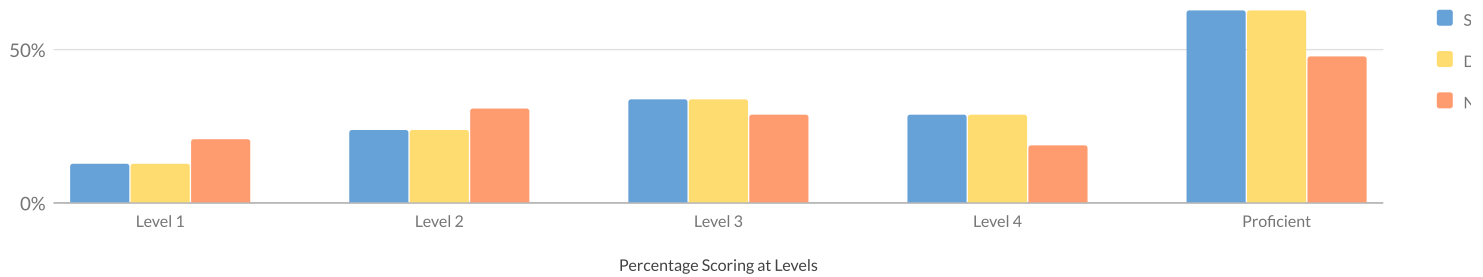


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	3	3%	109	97%	12	11%	11	10%	26	24%	60	55%	86	79%
Female	49	2	4%	47	96%	3	6%	5	11%	11	23%	28	60%	39	83%
Male	63	1	2%	62	98%	9	15%	6	10%	15	24%	32	52%	47	76%
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

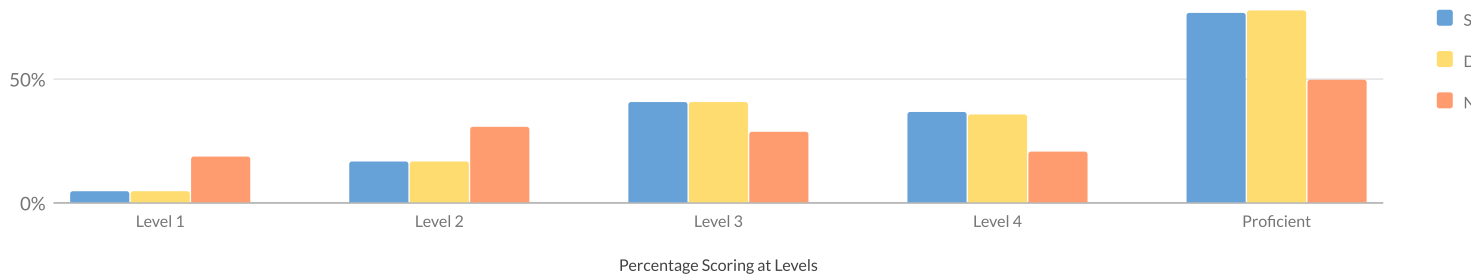
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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.

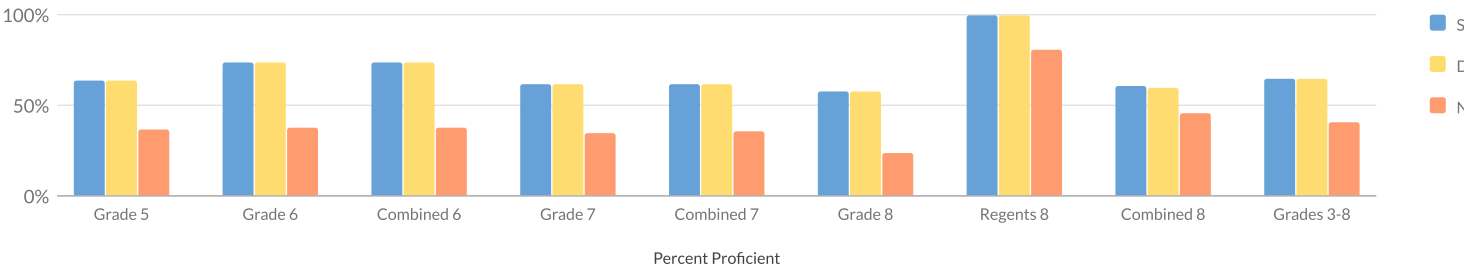


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	12	9%	128	91%	7	5%	22	17%	52	41%	47	37%	99	77%
Female	66	5	8%	61	92%	3	5%	5	8%	26	43%	27	44%	53	87%
Male	74	7	9%	67	91%	4	6%	17	25%	26	39%	20	30%	46	69%
General 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.

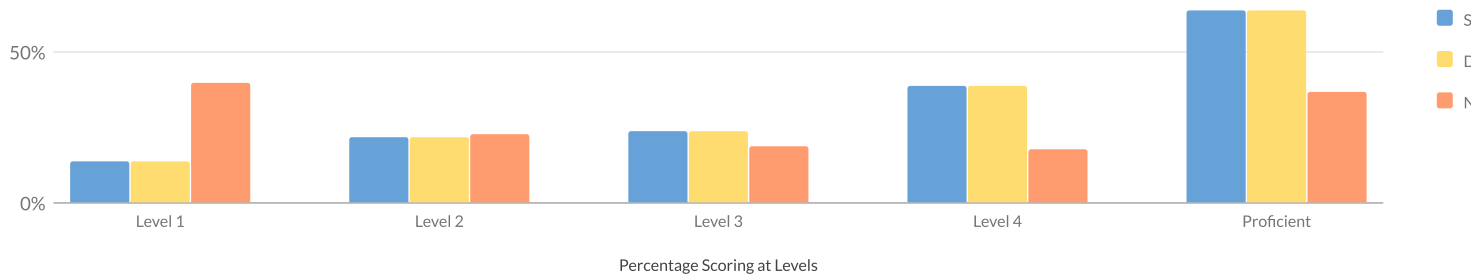
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

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

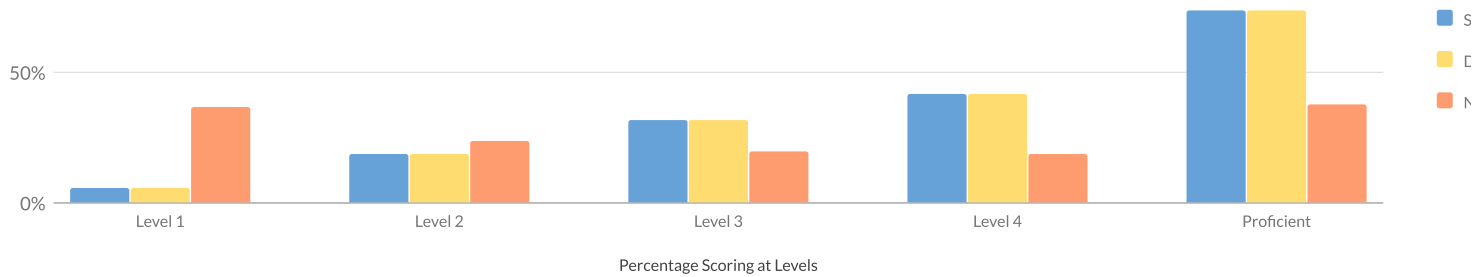
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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

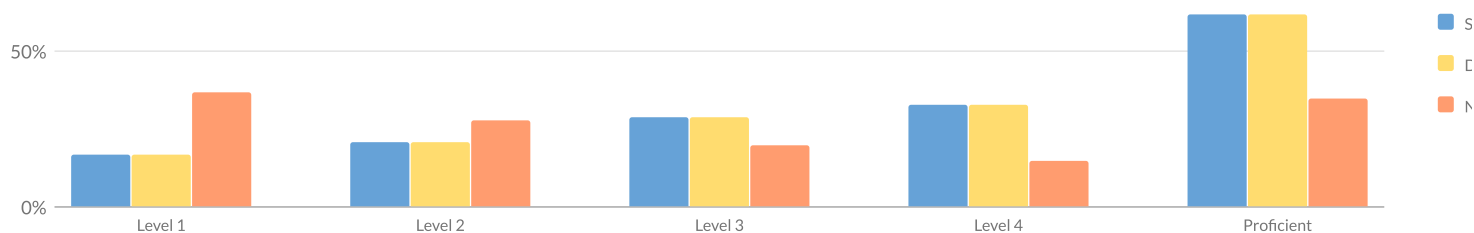
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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.

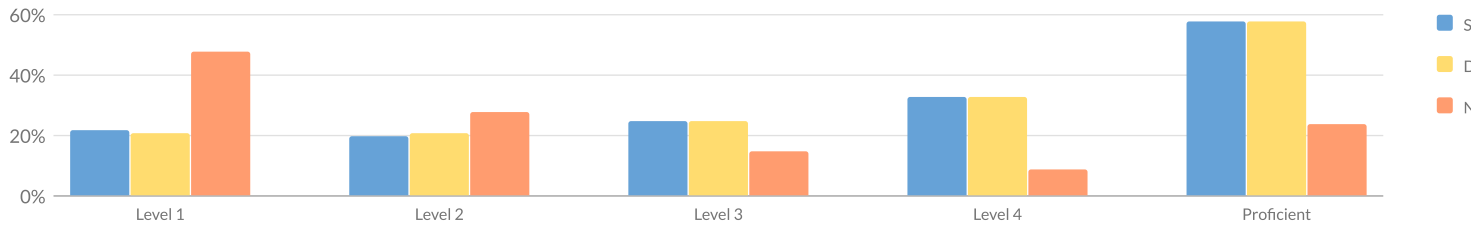


Percentage Scoring at Levels

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.



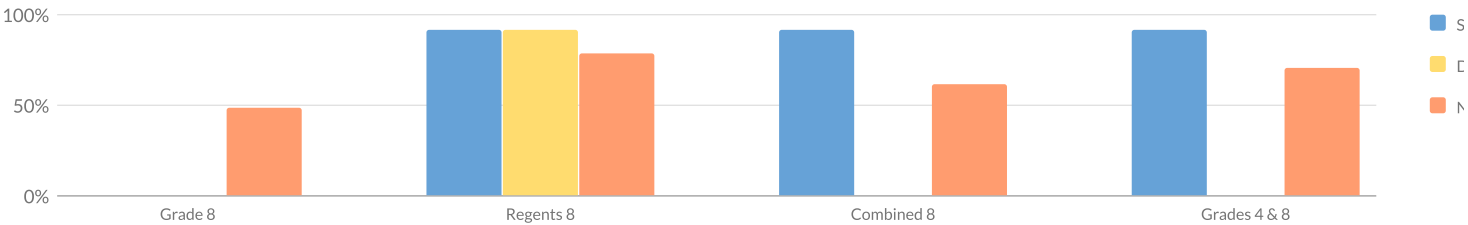
Percentage Scoring at Levels

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

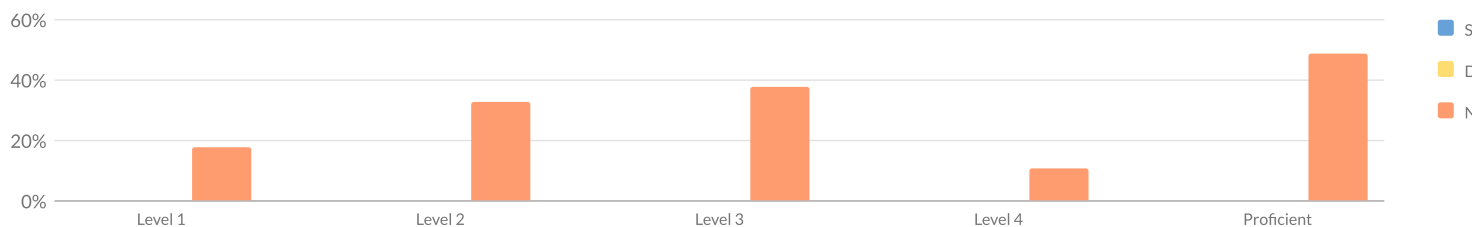
Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

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.



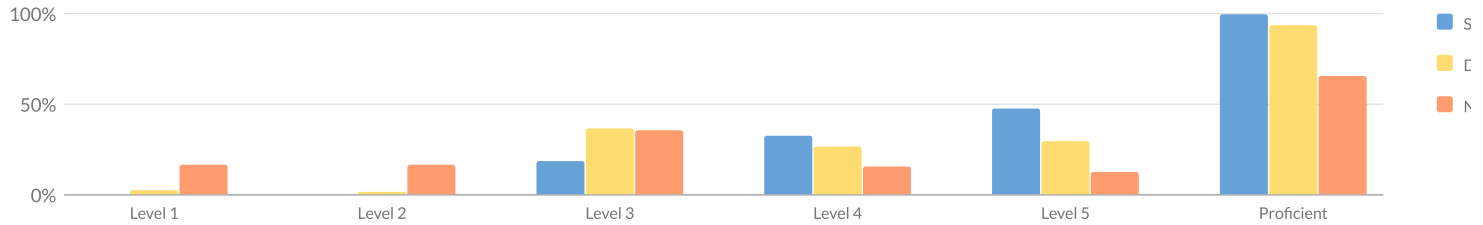
Percentage Scoring at Levels

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)

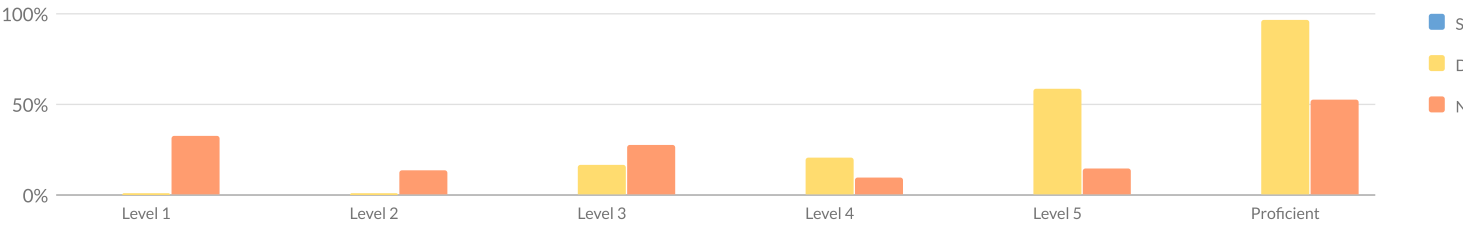
Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. 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%

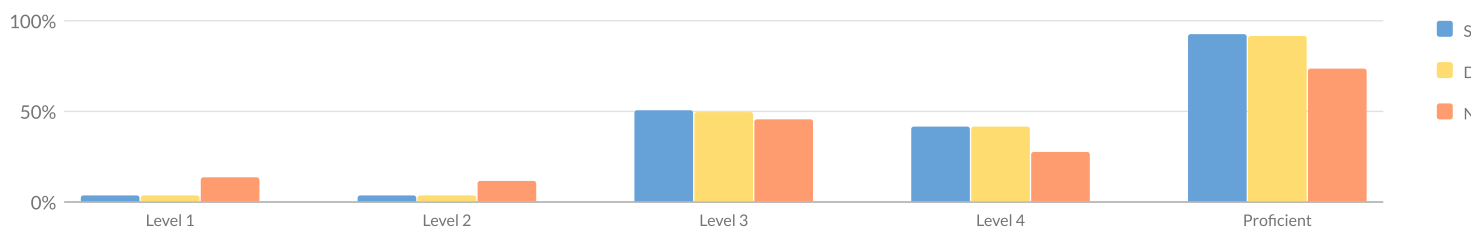
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



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	—	—	—	—	—	—	—	—	—	—	—	—

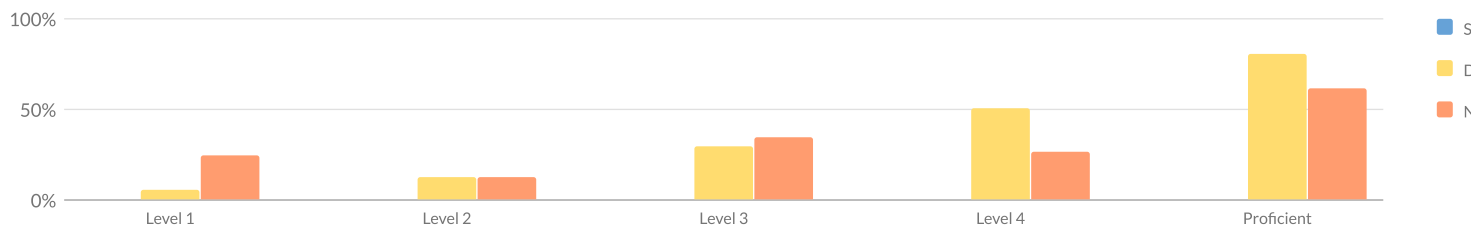
## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



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)



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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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**

	READING				MATH			
SUBGROUP	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**

	READING				MATH			
SUBGROUP	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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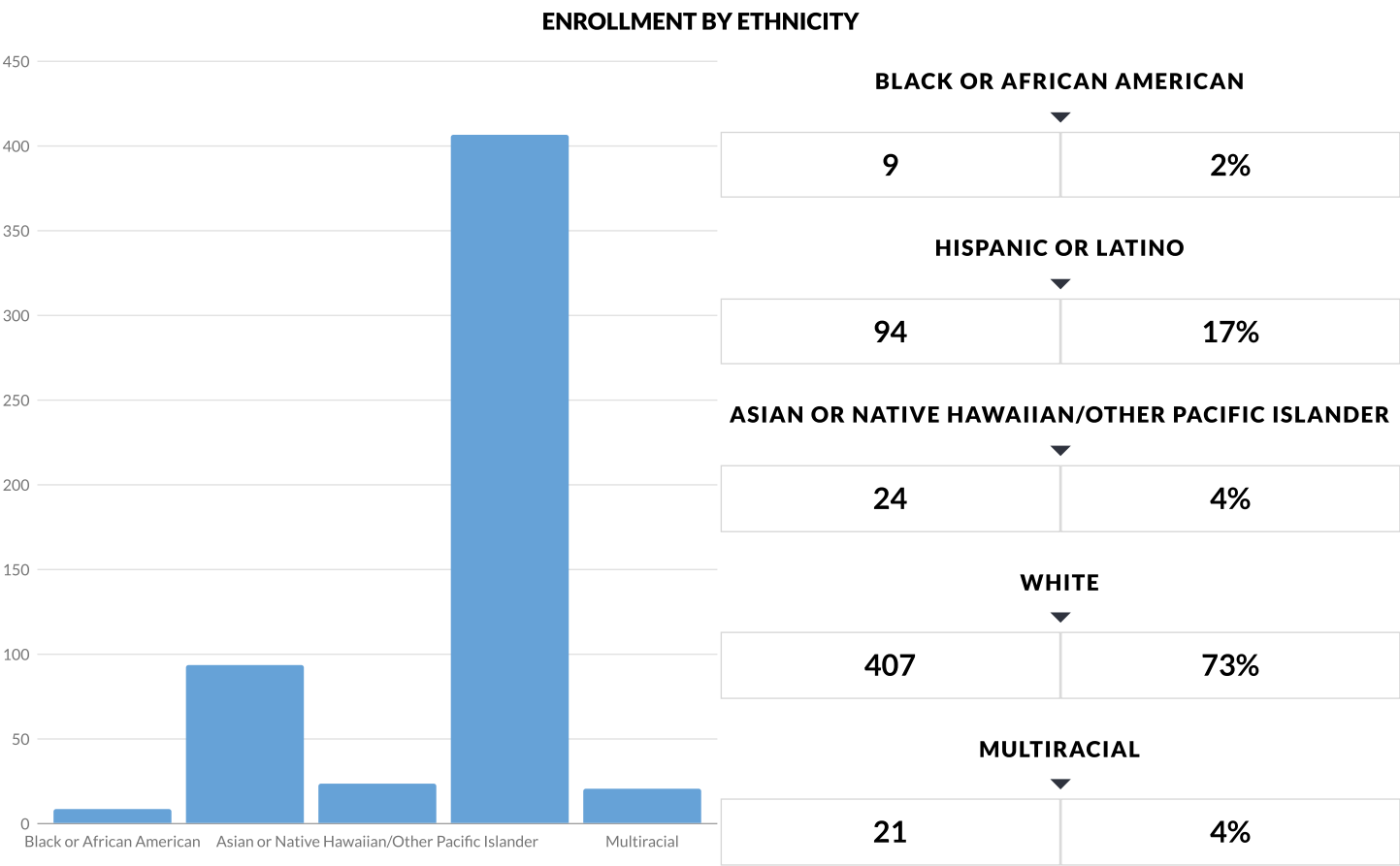
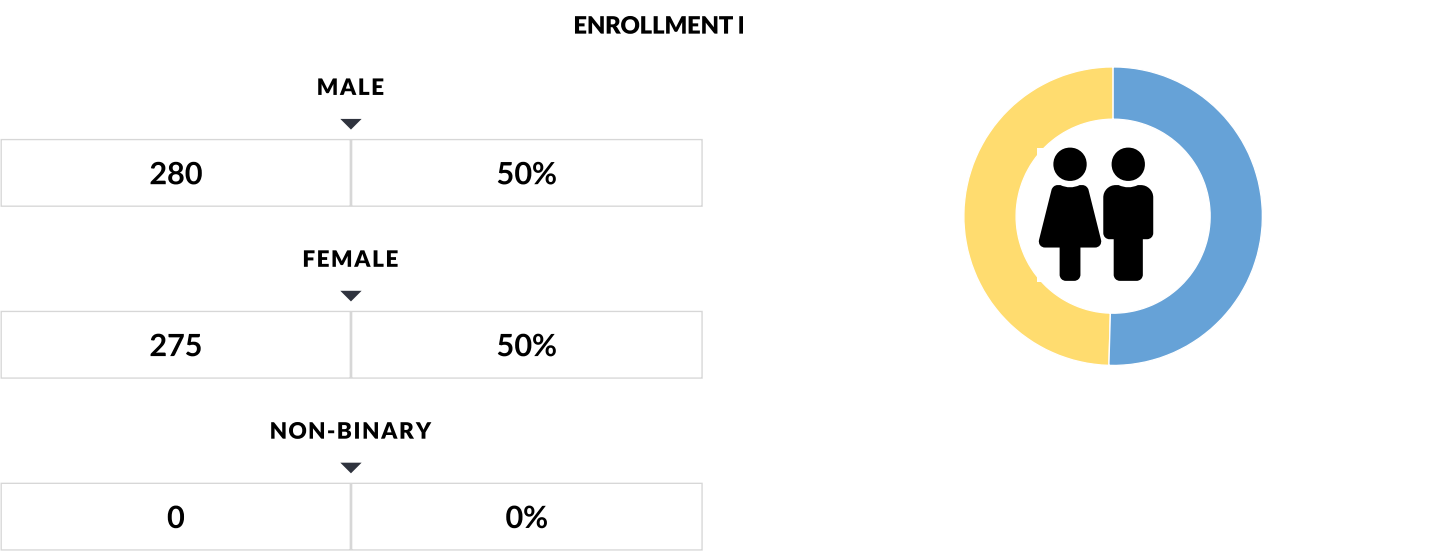
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This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "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)

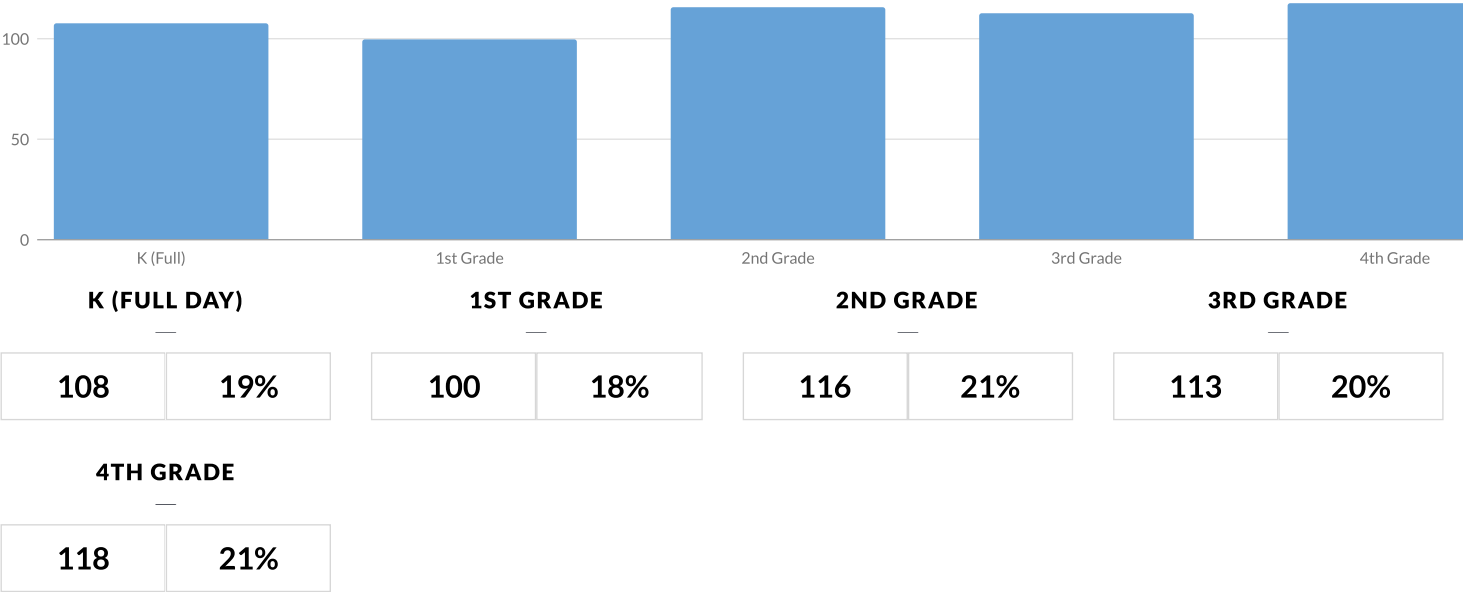
K-12 Enrollment: 555



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
17	3%	72	13%	64	12%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE

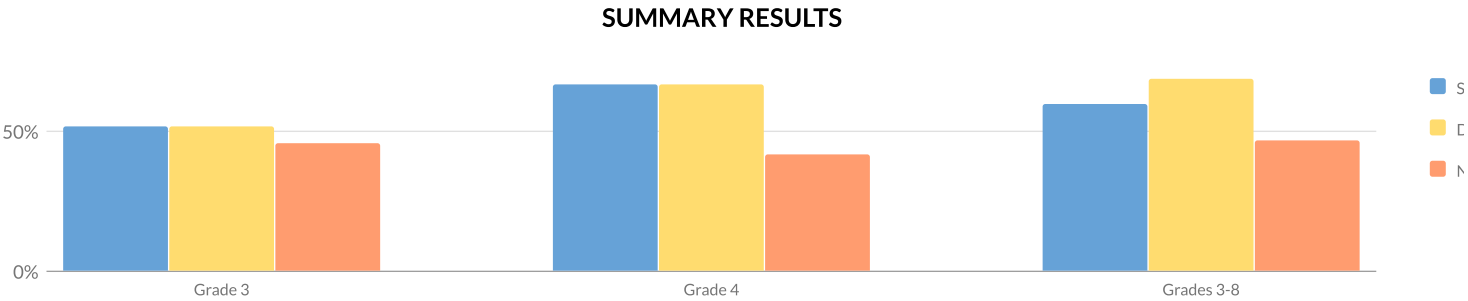


CARRIE E TOMPKINS SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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)

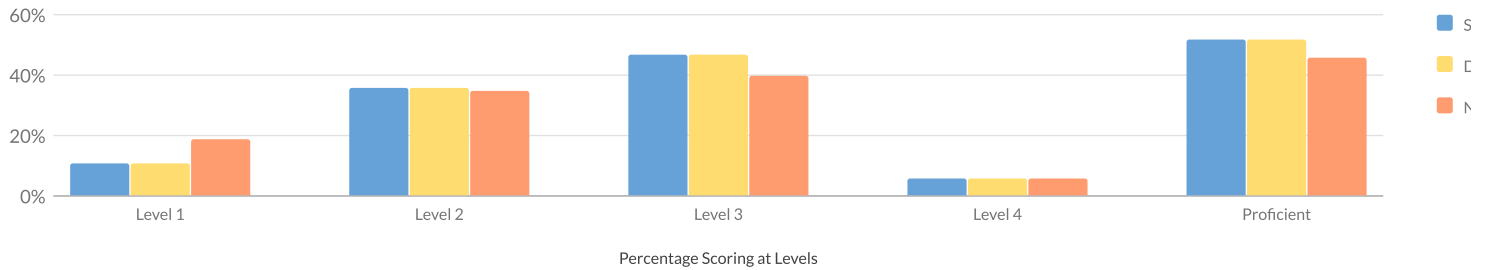
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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

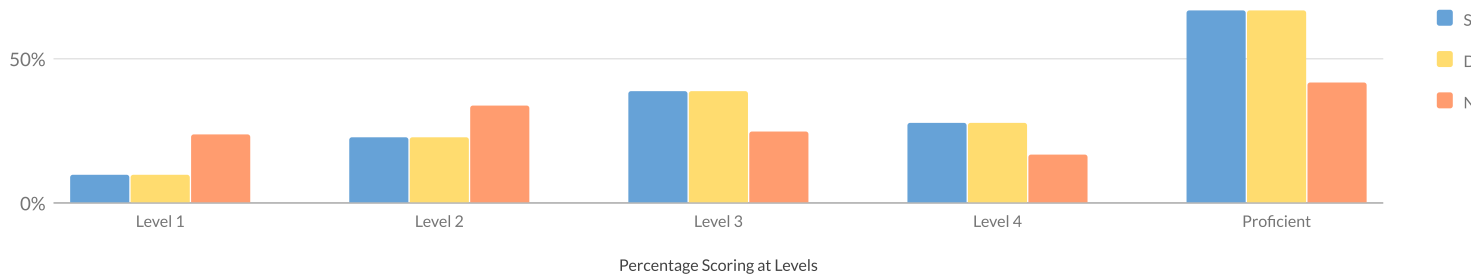
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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.

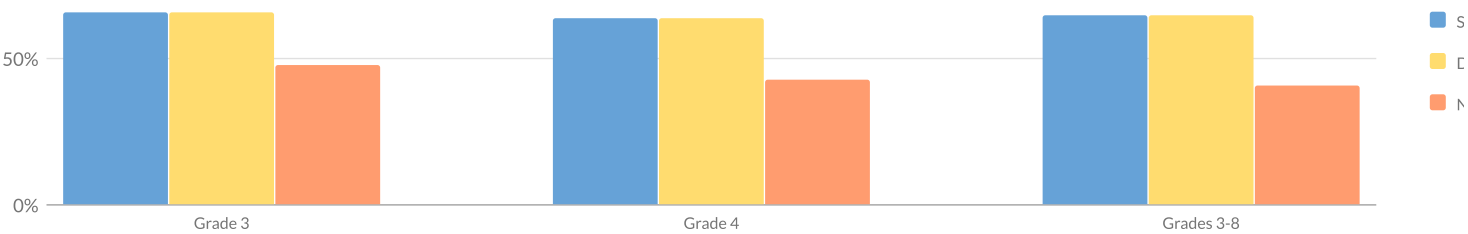


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	5	4%	110	96%	11	10%	25	23%	43	39%	31	28%	74	67%
Female	58	1	2%	57	98%	3	5%	12	21%	21	37%	21	37%	42	74%
Male	57	4	7%	53	93%	8	15%	13	25%	22	42%	10	19%	32	60%
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

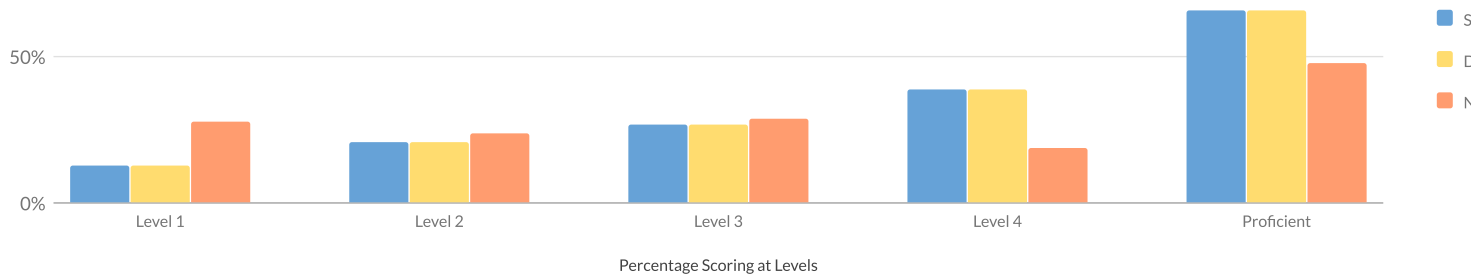


Grade	Percent Proficient														
	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	112	5	4%	107	96%	14	13%	22	21%	29	27%	42	39%	71	66%
Grade 4	115	3	3%	112	97%	15	13%	25	22%	30	27%	42	38%	72	64%
Grades 3-8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

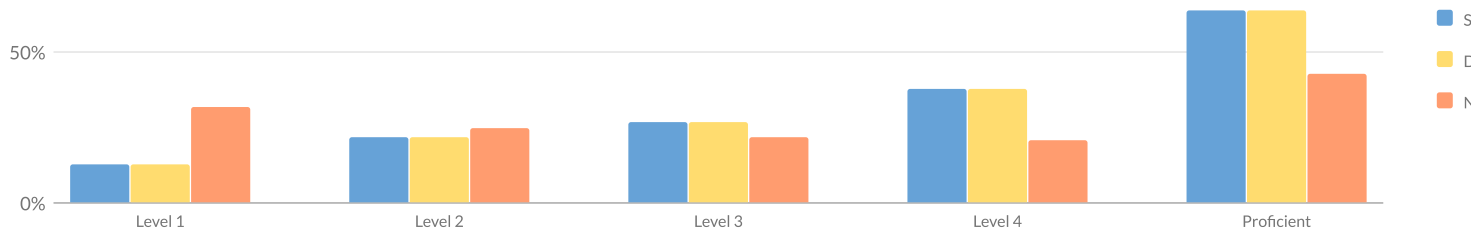
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



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.



Percentage Scoring at Levels

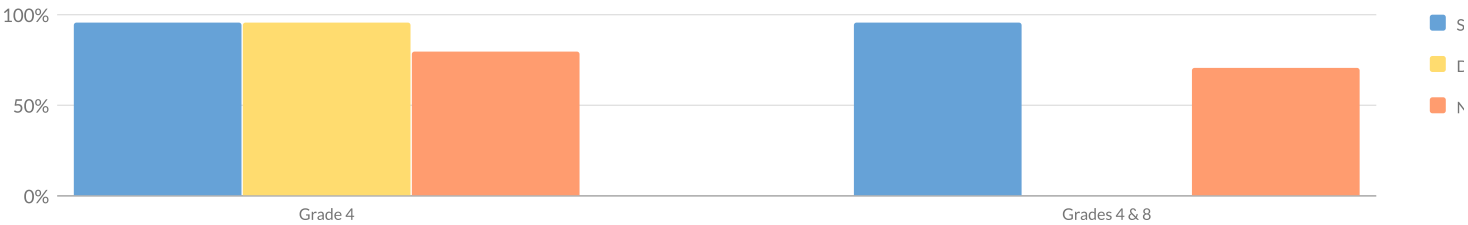
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	3	3%	112	97%	15	13%	25	22%	30	27%	42	38%	72	64%
Female	58	1	2%	57	98%	9	16%	14	25%	13	23%	21	37%	34	60%
Male	57	2	4%	55	96%	6	11%	11	20%	17	31%	21	38%	38	69%
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

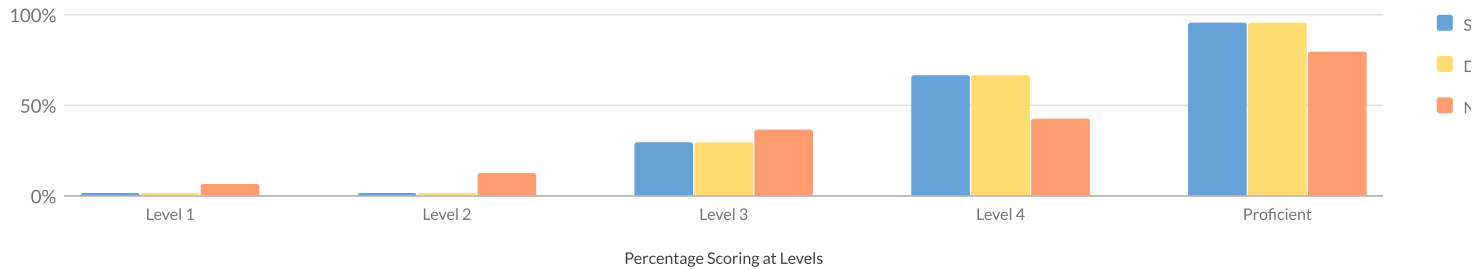


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	115	4	3%	111	97%	2	2%	2	2%	33	30%	74	67%	107	96%
Grades 4 & 8	115	4	3%	111	97%	2	2%	2	2%	33	30%	74	67%	107	96%

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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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**

	READING				MATH			
SUBGROUP	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**

	READING				MATH			
SUBGROUP	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

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

II) Total Amount of District Spending Allocated to Individual Schools

<b>A) Total Major Operating Funds Spending</b>	Funding Source				
	Total Spending	State/Local	Federal		
	\$52,672,111	\$52,656,111	\$16,000		
	\$1,536,499	\$309,639	\$1,226,860		
	\$883,368	\$196,480	\$686,888		
	\$0	\$0	\$0		
<b>Total Major Operating Funds Spending</b>	<b>\$55,091,978</b>	<b>\$53,162,230</b>	<b>\$1,929,748</b>		
<b>B) Exclusions for Non-Instructional Costs</b>	Funding Source				
	Total Spending	State/Local	Federal		
	\$110,000	\$110,000	\$0		
	\$4,819,717	\$4,819,717	\$0		
	\$883,368	\$196,480	\$686,888		
	\$0	\$0	\$0		
	\$0	\$0	\$0		
	\$2,908,875	\$2,874,025	\$34,850		
	\$771,056	\$759,687	\$11,369		
<b>Total Non-Instructional Cost Exclusions</b>	<b>\$9,493,016</b>	<b>\$8,759,909</b>	<b>\$733,107</b>		
<b>C) Exclusions for Tuition/Payments to Non-District Schools</b>	Funding Source			Total Pupils	Per Pupil
	Total Spending	State/Local	Federal		
	\$0	\$0	\$0		
	\$0	\$0	\$0		
	\$125,000	\$125,000	\$0		
	\$291,600	\$0	\$291,600		
	\$738,881	\$738,881	\$0		
	\$1,075,468	\$1,075,468	\$0		
	\$0	\$0	\$0		
	\$0	\$0	\$0		
	\$184,423	\$184,423	\$0		
	\$0	\$0	\$0		
	\$0	\$0	\$0		
	\$0	\$0	\$0		
	\$19,627	\$10,632	\$8,995		
<b>Total Tuition/Payments to Non-District Schools Exclusions</b>	<b>\$2,434,999</b>	<b>\$2,134,404</b>	<b>\$300,595</b>		
<b>Total Exclusions</b>	<b>\$11,928,015</b>	<b>\$10,894,313</b>	<b>\$1,033,702</b>		
<b>D) Projected 2022-23 Enrollment</b>					
Total District K-12 Enrollment	1,536				
Total District Pre-K Enrollment	0				
Total Preschool Special Education Enrollment	0				
Total District Enrollment	1,536				
<b>Total Funding Allocated to Individual Schools</b>	<b>\$43,163,963</b>	<b>\$42,267,917</b>	<b>\$896,046</b>		
<b>Total Allocated Funding per Pupil</b>	<b>\$28,101.54</b>	<b>\$27,518.18</b>	<b>\$583.36</b>		

III) Central District Costs Included in School Allocations

<b>A) General Support Costs</b>			Funding Source		Total Staff (FTE Basis)	Total FTE Spending
	Total Spending	State/Local	Federal			
	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		
<b>Total General Support Costs</b>		<b>\$8,136,687</b>	<b>\$8,136,687</b>	<b>\$0</b>	<b>34.8</b>	
<b>Total General Support Costs per Pupil</b>		<b>\$5,297.32</b>	<b>\$5,297.32</b>	<b>\$0.00</b>		
<b>B) District Academic Support Costs</b>			Funding Source		Total Staff (FTE Basis)	Total FTE Spending
	Total Spending	State/Local	Federal			
	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		
<b>Total District Academic Support Costs</b>		<b>\$1,570,641</b>	<b>\$1,485,141</b>	<b>\$85,500</b>	<b>8.5</b>	
<b>Total District Academic Support Costs per Pupil</b>		<b>\$1,022.55</b>	<b>\$966.89</b>	<b>\$55.66</b>		
<b>C) Other Post-Employment Benefits (OPEB)</b>		\$1,279,422	\$1,279,422	\$0		
<b>Total OPEB per Pupil</b>		<b>\$832.96</b>	<b>\$832.96</b>	<b>\$0.00</b>		
<b>Total Central District Costs Included in School Allocations</b>		<b>\$10,986,750</b>	<b>\$10,901,250</b>	<b>\$85,500</b>		
<b>Total Central District Costs per Pupil</b>		<b>\$7,152.83</b>	<b>\$7,097.17</b>	<b>\$55.66</b>		
<b>Total Funding Allocated to Individual Schools excl. Central Costs</b>		<b>\$32,177,213</b>	<b>\$31,366,667</b>	<b>\$810,546</b>		
<b>Total Allocated Funding per Pupil</b>		<b>\$20,948.71</b>				

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

				Grade Span		School Status				Projected Enrollment & Demographics						Projected Staffing (FTE Basis)									
BEDS Code	School Name	Local School Code	School Type	Lowest Grade	Highest Grade	Does this	If no, is this	Is the school	If so, what	K-12	Pre-K	Preschool	K-12	K-12	K-12	Classroom	Classroom	Para-	Principals &	Pupil Support	All Remaining	Total	Total Non		
						full planned	school opening																	scheduled to	year?
						(Y/N)	(Y/N)	(Y/N)		Enrollment	Enrollment	Enrollment	Count	Count	Count	Years Experience	Years Experience	Classroom Staff	Staff	Staff	Staff	Teachers	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

			School Allocation by Object (excl. Central Costs)						School Allocation by Purpose (excl. Central Costs)										Funding Source by School				Per Pupil Allocation		
BEDS Code	School Name	Local School Code	Personal Service			BOCES Services		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	Central District Costs	Total School Allocation w/ Central District Costs	Total School 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 D - School-Level Spending on Prekindergarten and Community Schools Programming

					Prekindergarten Programs									Student, Family, and Community Schools Programs												
					Projected Pre-K Enrollment					Projected Pre-K Funding				Community Schools Site Coordinator (FTE Basis)	Spending by Purpose							Funding Source by Program				
															Health, Mental		After-School Programs/			Total Community Schools Spending	Foundation Aid					
										State Universal					Enriched		Health/ Dental Care		Nutrition		Legal	Extended Day		Community	Other State &	Federal
					4-Year-Old Full-Day	4-Year-Old Half-Day	3-Year-Old Full-Day	3-Year-Old Half-Day	Total Pre-K Enrollment	Pre-K Grants (UPK)	Other State & Local Funding	Federal Funding	Total Pre-K Spending		Services	Counseling, Services	Legal Services	Programs All Other	Schools Set-Aside	Local Funding	Funding					
BEDS Code	School Name	Local School Code	Does this school offer a Pre-K program? (Y/N)	Does this school offer student/family support or community schools services? (Y/N)																						
660202030001	CARRIE E TOMPKINS SCHOOL		No	No					0				\$0							\$0						
660202030002	PIERRE VAN CORTLANDT SCHOOL		No	No					0				\$0							\$0						
660202030003	CROTON-HARMON HIGH SCHOOL		No	No					0				\$0							\$0						
Total in District Schools					0	0	0	0	0	\$0	\$0	\$0	\$0	0.0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		

	# of CBO Sites	Projected Pre-K CBO Enrollment					Projected Pre-K CBO Funding			
		4-Year-Old Full-Day	4-Year-Old Half-Day	3-Year-Old Full-Day	3-Year-Old Half-Day	Total Pre-K Enrollment	State Universal Pre-K Grants (UPK)	Other State & Local Funding	Federal Funding	Total Pre-K Spending
Total in Prekindergarten Community-Based Organizations	1	54	0	0	0	54	\$0	\$0	\$291,600	\$291,600
District Total with CBOs		54	0	0	0	54	\$0	\$0	\$291,600	\$291,600

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.

# Croton-Harmon School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2022-23 School Year	Budget Proposed for the 2023-24 School Year	Contingency Budget for the 2023-24 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$52,672,111	\$56,174,983	\$55,060,144
Increase/Decrease for the 2023-24 School Year		\$3,502,872	\$2,388,033
Percentage Increase/Decrease in Proposed Budget		6.65%	4.53%
Change in the Consumer Price Index		8.0%	
A. Proposed Levy to Support the Total Budgeted Amount	\$42,221,342	\$43,336,181	
B. Levy to Support Library Debt, if Applicable	\$-	\$-	
C. Levy for Non-Excludable Propositions, if Applicable **	\$-	\$-	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$-	\$-	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$42,221,342	\$43,336,181	\$42,221,342
F. Total Permissible Exclusions	\$2,641,271	\$2,796,552	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$39,580,071	\$40,539,629	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$39,580,071	\$40,539,629	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$-	\$-	
Administrative Component	\$5,943,840	\$6,385,066	\$6,135,000
Program Component	\$36,690,616	\$38,747,347	\$37,882,574
Capital Component	\$10,037,655	\$11,042,570	\$11,042,570
Statement of Assumptions pursuant to Section 2023 of the Education Law. If the proposed budget is defeated, and to meet the contingent budget level, the Croton-Harmon Union Free School District would need to reduce the budget and tax levy by \$1,114,839 for the 2023-24 school year. Reductions would be made across the budget beginning with the non-contingent expenses. The reductions would include supplies, certain equipment purchases, facility usage, extra-curricular activities, staffing, etc.			
Description			Amount
Proposition 2a: Purchase of one 66-passenger school bus & plus an additional \$25,000 to pay for infrastructure and charging station improvements via "CHUFSD Vehicle Capital Reserve 2022".			\$471,000
Proposition 2b: Purchase of one 24-30 passenger bus to be funded from current appropriations available within the 2022-2023 general fund.			\$98,900
Proposition 2c: Purchase of one approximately 7 passenger hybrid plug-in SUV to be funded from current appropriations available within the 2022-2023 general fund.			\$75,900
Proposition 2d: Purchase of two low-speed, electric utility vehicles to be funded from current appropriations available within the 2022-2023 general fund.			\$38,000
** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)			

		Under the Budget Proposed for the 2023-24 School Year
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$1,564 Cortlandt \$1,546 Yorktown	

The annual budget vote for the fiscal year 2023-24 by the qualified voters of the Croton-Harmon School District, Westchester County, New York, will be held at Croton-Harmon High School in said district on Tuesday, May 16, 2023 between the hours of 6:00am and 9:00pm. Absentee ballot applications should be submitted in original form, with the original signature. It must be submitted at least seven days before the vote/election (May 9, 2023) if the ballot will be mailed to the voter and by the day before the vote/election (May 15, 2023) if the ballot will be personally picked up by the voter. Absentee ballots must be received by the District Clerk by 5:00 p.m. on the day of the vote/election (May 16, 2023) in order to be counted.

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

## 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:

DENISE HARRINGTON-COHEN

Preparer's Telephone Number:

914-271-4713

<b>Shaded Fields Will Calculate</b>	<b>Budgeted 2022-23 (A)</b>	<b>Proposed Budget 2023-24 (B)</b>	<b>Percent Change (C)</b>
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 <sup>1</sup>	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 <sup>2</sup>	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 <sup>3</sup>	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) <sup>2</sup>	0	0	
Public School Enrollment	1,536	1,550	0.91 %
Consumer Price Index			8.0 %

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> 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.

<sup>3</sup> 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)**
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**Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.**

Capital	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.

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 Property Loss  
+ (add)

To cover property  
loss.

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 Liability  
+ (add)

## LEGAL LIABILITY RESERVE

To cover incurred  
liability claims.

931,238	952,248
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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
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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.

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 Employee  
Benefit Accrued  
Liability

## EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE

For accrued  
'employee benefits'  
due to employees  
upon termination of  
service.

536,431	541,181
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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
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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.

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 Single Other  
Reserve

## TRS RESERVE

1,146,956	1,573,243
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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](http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf)

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

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

Save

Reset

Save &amp; Ready

**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
	<b>Total Exemptions (No System EX's)</b>		<b>443</b>	<b>601,375,513</b>	<b>19.99</b>
	<b>Total Exemptions (with System EX's)</b>		<b>443</b>	<b>601,375,513</b>	<b>19.99</b>

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
	<b>Total Exemptions (No System EX's)</b>		<b>30</b>	<b>12,465,386</b>	<b>12.17</b>
	<b>Total Exemptions (with System EX's)</b>		<b>30</b>	<b>12,465,386</b>	<b>12.17</b>

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

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](mailto: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	243,600	56,378	
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	223,300	63,648	
3. ASSISTANT SUPERINTENDENT FOR BUSINESS	223,300	63,648	
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36. 







**Salary: Administrative Compensation Information**  
**660202 - CROTON-HARMON UFSD****2022-2023 - Page 2**  
**Official - as of 05/02/2023 03:51 PM**

	Title	Salary	Employee Benefits	Other Remuneration
37.				
38.				
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70.				

**Salary: Administrative Compensation Information**  
**660202 - CROTON-HARMON UFSD****2022-2023 Claim Year - Page 3**  
**Official - as of 05/02/2023 03:51 PM**

Other Supervisory and Administrative Employees Scheduled to Receive \$162,000 or More in Salary

71.	MIDDLE SCHOOL PRINCIPAL	198,502
72.	DIRECTOR OF PUPIL PERSONNEL SERVICES	193,561
73.	HIGH SCHOOL PRINCIPAL	192,003
74.	DIRECTOR OF ATHLETICS	178,539
75.	HIGH SCHOOL ASSISTANT PRINCIPAL	179,356
76.	DIRECTOR OF FACILITIES II	177,683
77.	DIRECTOR OF TECHNOLOGY	169,708
78.	ELEMENTARY SCHOOL PRINCIPAL	172,745
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92.		

## **Glossary of School Business Terminology**

**Administrative Budget Component:** One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: office and administrative costs; salaries and benefits for certified school administrators who spend 50 percent or more of their time performing supervisory duties; data processing; supplies; legal fees; property insurance; and school board expenses.

**Adopted Budget:** The budget proposal adopted by the Board of Education and presented to the voters at the Annual Meeting and Budget Vote.

**Allowable Tax Levy (ATL):** The maximum tax levy permissible under the "Tax Cap" legislation requiring a simple majority (50% +1) voter approval for passage.

**Annual Meeting and Budget Vote:** The purpose of the Annual Meeting is to conduct the annual election of board of education members and votes involving the budget and expenditures of money, and to authorize the levy of taxes. School districts must hold their vote (Annual Meeting) on the third Tuesday in May.

**Appropriated Fund Balance:** A portion of a district's total fund balance from the previous fiscal year that is applied as revenue to the following year's budget. This equates to a budgeted loss in revenue which is offset by contingency in the expenditure-side of the budget. It can also be used to reduce the tax levy.

**Approved Budget:** A budget approved by voters at the Annual Meeting and Budget Vote. If voters do not approve the Board of Education's adopted budget, a district may present the same budget or a revised budget for a re-vote. After two defeated proposals, the Board of Education must adopt a contingency budget.

**Assessed Value:** The value of a property as determined by the local property assessor, measured in units of assessment (not dollars). This value can change annually (or more frequently) based on changes made by the assessor, relative to changes in market value.

**Assessment Roll:** A list of all properties and their assessed value in the municipality. Since the assessment roll is not typically finalized until August, tax rates cannot be established until the assessment roll is complete.

**Board of Cooperative Educational Services (BOCES):** A collaborative group of component school districts in a region that share instructional, administrative, and technology services.

**BOCES Aid:** State Aid received as a reimbursement for participating in cooperative services, or Coser's, related to instructional, administrative, and technology expenditures.

**Bond:** A long-term debt instrument used to finance construction or other obligations over a specified period of time at a specified interest rate. Terms typically range from 5-30 years, depending on the nature of the construction or other obligation.

**Bond Anticipation Note (BAN):** A short-term debt instrument used to finance construction or other obligations over a specified period of time (less than one year in duration) at a specified interest rate. BANs can be renewed annually for up to 5 years before General Municipal Law requires the issuance of a bond.

**Budget:** A plan of financial operation which outlines the estimates of proposed expenditures for a fiscal year and the proposed means of financing them.

**Budget Calendar:** The schedule of key dates that the school district, Board of Education, and administrators follow in preparation, adoption, and administration of the budget.

**Building Aid:** State Aid provided to offset principal and interest obligations on debt incurred to construct and/or renovate school buildings.

**Capital Budget Component:** One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: all transportation capital, debt service, and lease expenditures; legal judgments and settled claims; custodial costs and all facility costs, including service contracts, supplies, utilities, maintenance, repairs, construction, renovation, debt and leasing costs.

**Capital Fund:** The fund used to account for capital improvement and acquisitions. Capital projects are budgeted on an individual project basis since legal and contractual requirements will vary from one project to another. The initiation and implementation of a capital project generally requires voter authorization of the funding which may take the form of either obligations (debt) or interfund transfer (fund balance).

**Capital Reserve:** The purpose of this reserve account is to pay expenses associated, transportation and facility projects. Any use of funds from the capital reserve requires voter authorization.

**Consumer Price Index (CPI):** An index of prices used to measure the change in the cost of basic goods and services in comparison with a fixed base period. It can be used as a factor in calculating the Allowable Tax Levy ("Tax Cap"), which stipulates 2% or the change in CPI, whichever is less.

**Contingent Budget:** Under NYS law, school boards can submit a budget to voters a maximum of two times. If the proposed budget is defeated twice, the Board of Education must adopt a contingency budget which places a cap on new spending. Under a contingent budget, the tax levy is limited to a 0% increase from the prior year. Items exempt from a contingent budget include: tax certiorari settlements, debt service (mortgage payments), and costs associated with ensuring the health and safety of students, staff, and property.

**Contractual Services:** agreements with outside organizations for providing instructional, administrative, maintenance, financial, and other services.

**Debt Service Fund:** The fund used to record payments of principal and interest on capital debt. The use of this fund by school districts is optional except where a mandatory reserve for debt service is required as a result of having sold school property on which there is outstanding debt, or where unexpended proceeds of

borrowings, earned interest, bond premium, or accrued interest are being retained to offset future payments on principal and interest. Most school districts pay debt service on capital debt directly from the General Fund.

**Employee Benefits:** Amounts paid by the district on behalf of employees, subject to provisions of collective bargaining agreements and the Constitution of the State of New York. These amounts are not included in the gross salary. They are fringe benefits, and while not paid directly to an employee, are part of the total cost of the employee. Employee benefits include the district cost for health insurance premiums, dental insurance, life and disability insurance, Medicare, pensions, social security, and tuition reimbursement.

**Employee Benefits Accrued Liability Reserve:** The purpose of this account is to reserve funds for the payment of any accrued employee benefit (ie: unused sick and/or personal days) due an employee upon termination of the employee's service. This reserve fund may be established by a majority vote of the board of education and is funded by budgetary appropriations and such other reserves and funds that may be legally appropriated (General Municipal Law, §6-p).

**Employee Retirement System (ERS):** The State-operated pension systems eligible for participation among non-certificated staff (ie: bus drivers, cleaners, aides, office staff, etc.). ERS operates on an April 1 to March 31 plan year, consistent with the State's fiscal year.

**Encumbrance Reserve:** This reserve allows a school district to pay for items ordered in the current fiscal year, but not yet received until the subsequent year, using funds budgeted in the current fiscal year without affecting the subsequent year's budget.

**Equalization Rate:** A ratio determined by New York State used for determining the market value of a property in one municipality as compared to that of another when assessed value is not representative of market value. For school districts, the equalization rate helps determine how the tax levy will be allocated among the municipalities located within the school district's boundaries. A municipality that has an equalization rate of 100% means that the municipality is assessing property at market value. A municipality that has an equalization rate of less than 100% means that the municipality is assessing property below market value.

**Equipment:** Assets with an initial, individual cost of more than \$10,000 and an estimated useful life in excess of one year.

**Every Student Succeeds Act (ESSA) Grant:** Federal grant program to supplement professional learning and improve student performance among high-need students.



**Expenditure:** Payment of cash or transfer of property or services for the purpose of acquiring an asset or service.

**Federal Insurance Contribution Act (FICA):** The application of Social Security tax (6.2% [subject to income ceilings]) and Medicare tax (1.45%) on employee salaries.

**Fiscal Year:** The accounting period on which a budget is based. The New York State government operates on an April 1 to March 31 fiscal year. All school districts in New York State operate on a July 1 to June 30 fiscal year.

**Foundation Aid:** State Aid provided to offset expenditures incurred in providing a Free Appropriate Public Education. Foundation Aid represents the largest component of total State Aid provided to school districts.

**Full-Time Equivalent (FTE):** A unit of measure which is equal to one full-time annualized position. An employee assigned to work 80% of the time would have an FTE of 0.8.

**Fund Balance:** A fund balance is created when a school district has money left over at the end of its fiscal year from either under-spending the expenditure budget and/or receiving additional revenue above the revenue budget. Part of the fund balance (appropriated fund balance) may be applied as a budgeted loss in revenue in the following year's budget. A portion may also be set aside (unreserved/unappropriated fund balance) to pay for emergencies or other unforeseen expenses. Under NYS law, the amount unreserved/unappropriated may not exceed 4% of the following year's budget.

**General Fund:** The major operating fund of a school district. It receives all income not specified for a particular program or activity and not specified by law to be deposited in another fund. The annual spending plan must be approved by voters at the Annual Meeting and Budget Vote.

**Individuals with Disabilities Education Act (IDEA) Grant:** Federal grant program to supplement programs for students with disabilities.

**Program Budget Component:** One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: salaries and benefits of teachers and supervisors who spend the majority of their time teaching; instructional costs such as supplies, equipment, contractual costs, and textbooks; also transportation operating costs.

**Proposed Budget:** The spending plan developed by school administrators prior to adoption by the Board of Education. School districts are required by New York State to show their proposed budgets in three component categories: administrative, program, and capital.

**Repair Reserve:** The purpose of this account is to reserve funds for the payment of any repairs to equipment.

**Retirement Systems Contribution Reserve:** The purpose of this account is to fund employer retirement contributions i.e., any portion of the amount(s) payable by an eligible school district to the New York State and Local Employees' Retirement System (ERS) and Teachers' Retirement System (TRS), pursuant to Sections 17 or 317 of the Retirement and Social Security Law. A referendum is not required to either create or expend moneys from the reserve.

Note – Each year, this amount is substantiated by reviewing the projected bill due to the New York State and Local Employees' Retirement System in the following December.

**Revenue:** Sources of income financing the operation of the school district.

**Rollover Budget:** a budget projection which accounts for the same staffing and programs as the current year, adjusted for required contractual increases in salaries and other mandated expenditures.

**Salaries:** The total amount paid to an individual, before deductions, for services rendered while on the payroll of a school district.

**School Lunch Fund:** The fund used to account for revenues and expenditures in connection with the school district's food service program. The estimated expenditures must balance with the estimated revenues, interfund transfers, if any, and fund balance.

**School Tax Relief (STAR) Program:** A State program which provides an exemption for school taxes paid for all owner-occupied, primary residences, subject to income limitations. An enhanced exemption is provided to senior citizens, subject to income limitations.

**Special Aid Fund:** The fund used to account for revenues and expenditures in connection with Federal and State funded grants operated by the school district. Budgets are determined when specific grants are awarded by the funding agency. The board of education should approve each program/grant budget and should appropriate the funds by resolution. For grants which extend beyond June 30, budgets may be re-established in the next fiscal year without additional board of education approval.

**State Aid:** Funds allocated by wealth and demographic need to school districts to support various functions of operation. Until the State budget is enacted, the school district's State Aid is not finalized and estimates must be used. The State deadline for enacting its budget is April 1st; however, it is not uncommon for the State to miss that deadline. Nevertheless, school districts must estimate State Aid and present their budgets to voters by the third Tuesday in May.

**State Education Department (SED):** The New York administration department that oversees public elementary and secondary education.

**Supplies:** Consumable materials used in the operation of the school district including food, textbooks, paper, pencils, office supplies, custodial supplies, material used in maintenance activities and computer software.

**Tax Base:** The combined assessed value of all properties within a school district's boundaries subject to levying the necessary taxes to fund annual operations.

**“Tax Cap”:** See Allowable Tax Levy (ATL).

**Tax Certiorari:** The legal process by which a property owner can challenge the assessed value assigned to a property in attempt to reduce the property's assessment and real estate taxes.

**Tax Certiorari Reserve:** Chapter 588 of the Laws of 1988 amended Section 3651 of the Education Law to permit the establishment of a reserve fund for tax certiorari and to expend from the fund without voter approval of the qualified voters of the school district. This reserve is used to pay consent judgments on tax refunds dating back up to four years prior.

**Tax Levy:** The total sum of taxes to be raised by the school district after subtracting all other revenues and State Aid. The tax levy is used to determine the tax rate for property owners in each of the municipalities located within the school district's boundaries. Each municipality within the school district is assigned a share of the total tax levy. Equalization rates are applied to take into account for differences in assessment practices among the municipalities.

**Tax Rate:** The amount of tax paid for each increment (usually \$1,000) of assessed value of property.

**Teachers Retirement System (TRS):** The State-operated pension systems eligible for participation among certificated staff (ie:, teachers and administrators). TRS operates on a July 1 to June 30 plan year, consistent with the school district's fiscal year.

**Transportation Aid:** State Aid provided to offset expenditures incurred in providing transportation services to students. Additional transportation aid is received when purchasing transportation capital equipment, such as vehicles or garage equipment.

**Unemployment Benefits Reserve:** This reserve fund is used to pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants where the school district or BOCES has elected to use the benefit reimbursement method, in lieu of contributions under Article 18 of the Labor Law. The reserve may be established by board action and is funded by budgetary appropriations or funds from other reserves.

**Unreserved/Unappropriated Fund Balance:** A school district is permitted to retain up to 4% of its total fund balance unreserved and unappropriated. These funds are available for emergency repairs and other unforeseen occurrence.

## **Reserve Funds**

Education Law authorizes school districts to establish any of the following reserve funds:

- Capital Reserve Fund
- Liability Reserve Fund
- Property Loss Reserve Fund – only available if the district is self-insured
- Tax Certiorari Reserve Fund
- Tax Reduction Reserve Fund – only available if a school building is sold.
- Uncollected Taxes Reserve Fund – only available to small city school districts

The General Municipal Law authorizes school districts to establish any of the following reserve funds:

- Employee Benefit Accrued Liability Reserve Fund
- Insurance Reserve Fund
- Mandatory Debt Service Reserve Fund - only available if a school building is sold.
- Repair Reserve Fund
- Retirement Contribution Reserve Fund
- Unemployment Insurance Reserve Fund
- Worker's Compensation Reserve Fund – only available if self-insured

### **Basic Characteristics of school district reserve funds:**

#### **Capital Reserve Fund:**

- Available to cover, in whole or in part, the cost of any object or purpose for which a school district may issue bonds pursuant to the Local Finance Law. Districts must maintain the separate identity of each such fund.
- May be established only with voter approval of a proposition that states the purpose of the fund, the ultimate amount thereof, its probable term, and the source from which the fund would be obtained.
- Funds may be expended only with voter approval, and only for the specific purpose for which the fund was established.

#### **Liability Reserve Fund:**

- May be established without voter approval, but once established the funds may not be reduced below the amounts estimated necessary to cover incurred but unsettled claims or suits (other than by payments for losses for which such amount were established).
- Funds may be expended without voter approval, unless the expenditure is for a purpose other than the one for which the fund was established.

Note – Each year, the amount in this reserve is substantiated with a letter from the district's counsel to the district's auditor. In the letter, counsel details all outstanding litigation and possible settlements.

**Tax Certiorari Reserve Fund:**

- Available to pay for judgments and claims resulting from tax certiorari proceedings under Article 7 of the Real Property Tax Law.
- May be established without voter approval, provided that the funds do not exceed the amount which might reasonably be deemed necessary to anticipated judgments and claims arising out of tax certiorari proceedings.
- Funds may be expended without voter approval.

Note – Each year, the amount in this reserve is substantiated with a spreadsheet prepared by the Assistant Superintendent for Business which details all tax cert proceedings received by the district.

**Employee Benefits Accrued Liabilities Reserve Fund:**

- Available for the cash payment of accrued and accumulated but unused sick leave, personal leave, holiday leave, vacation time, and other benefits earned by employees and payable upon termination, that are not covered by another existing reserve fund.
- May be established without voter approval.
- Funds may be expended without voter approval. However, it is a misdemeanor to withdraw or expend funds except as permitted by law.

Note – Each year, this amount is substantiated with a spreadsheet prepared by the District Treasurer indicating all accrued employee time that would need to be paid out upon retirement.

**Insurance Reserve Fund:**

- Available for the payment of any loss, claim, action or judgment for which a school district is authorized or required to purchase insurance, except those already covered by another existing reserve fund and except as otherwise specified in law.
- May be established without voter approval.
- Funds may be expended without voter approval. However, judicial approval is necessary to pay settled or compromised claims exceeding \$25,000.

**Repair Reserve Fund:**

- Available to pay for repairs to capital improvements or equipment of a type that does not recur annually or at shorter intervals.
- May be established without voter approval.
- Funds may be expended without voter approval in cases of emergency pursuant to approval by two-thirds of the school board. Otherwise, a public hearing must be held in accordance with the procedures set forth in law. One-half of the funds expended in an emergency case must be repaid to the fund during the next fiscal year, and the remainder by the end of the second fiscal year following the fiscal year in which the funds were expended. In addition, it is a misdemeanor to withdraw or expend funds from a repair reserve fund except as permitted by law.

**Retirement Systems Contribution Reserve (ERS & TRS):**

- The purpose of this account is to fund employer retirement contributions i.e., any portion of the amount(s) payable by an eligible school district to the New York State and Local Employees' Retirement System (ERS) and Teachers' Retirement System (TRS), pursuant to Sections 17 or 317 of the Retirement and Social Security Law. A referendum is not required either to create or expend moneys from the reserve.
- Note – Each year, this amount is substantiated by reviewing the projected bill due to the New York State and Local Employees' Retirement System in the following December.

**Unemployment Insurance Payment Reserve Fund:**

- Available to pay for the cost of reimbursing the State Unemployment Insurance Fund for payments made to claimants under article 18 of the Labor Law.
- May be established without voter approval.
- Funds may be expended without voter approval, but only as required by law to pay the State Unemployment Insurance Fund the amount of benefits paid to claimants and charged to the district.

## **Understanding the Equalization Rate**

### **A Guide for Property Owners**

In New York State, the property tax is a local tax, raised and spent locally to finance local governments and public schools. While the State does not collect or receive any direct benefit from the property tax, this tax is still of major importance as the largest single revenue source for the support of municipal and school district services. More than \$26 billion is raised in local property taxes across the state annually. The New York State Office of Real Property Tax Services (ORPTS) is statutorily obligated to administer an equalization program in order to assure equitable property tax allocation among nearly 4,000 taxing jurisdictions in New York State, and to insure the proper allocation of State Aid to Education funds, among other purposes. Equalization seeks to measure the relationship of locally assessed values to an ever-changing real estate market. Each year, ORPTS calculates equalization rates for each of the state's more than 1,200 assessing units.

### **Why is equalization necessary?**

Equalization is necessary in New York State because: (1) there is no fixed percentage at which property must be assessed; (2) not all municipalities assess property at the same percentage of market value; and (3) taxing jurisdictions, such as most school districts, do not share the same taxing boundaries as the cities and towns that are responsible for assessing properties. Most of the state's more than 700 school districts distribute their taxes among segments of several municipalities, many of which have different levels of assessment. The number of municipal segments in a school district can range from one to fifteen or more.

### **What is an equalization rate?**

At its simplest, an equalization rate is the state's measure of a municipality's level of assessment (LOA). This is the ratio of total assessed value (AV) to the municipality's total market value (MV). The municipality determines the AV; the MV is estimated by the state. The equalization rate formula is:

$$\text{Total Assessed Value (AV)} = \text{Equalization Rate} \times \text{Total Market Value (MV)}$$

Equalization rates do not indicate the degree of uniformity among assessments within a municipality. (More information regarding uniformity is available in the pamphlet, *Fair Assessments – A Guide for Property Owners*.) What does your equalization rate mean? • An equalization rate of 100 means that the municipality is assessing property at 100 percent of market value. • An equalization rate of less than 100 means that the municipality's total market value is greater than its assessed value. • An equalization rate of greater than 100 means that the total assessed value for the municipality is greater than its total market value. There would be no need for equalization if all municipalities assessed all property at 100 percent of market value every year.

### **What is the relationship between the State's equalization rate and the municipality's level of assessment?**

In New York State, each municipality is authorized to assess at market value or some fraction of market value. A level of assessment (LOA) of 50 percent means that assessments are at half of market value; an LOA of 100 percent means a community is assessing at 100 percent of market value. Regardless of the LOA chosen by a municipality, all of the assessments in the municipality are required by law to be at a uniform percentage of market value.

Equalization rates are the state's measure of each municipality's LOA. Each local assessor is required by law to state the municipal LOA on each year's assessment roll. The state determines the equalization rate by analyzing the locally stated LOA. In accordance with national standards, ORPTS reviews the work of the assessor and determines whether the stated LOA is within adequate tolerances to be used as the equalization rate. If certain criteria are met, the LOA becomes the rate. In municipalities where ORPTS cannot accept or confirm the LOA, ORPTS uses its own independent estimate of total market value to compare to the total assessed value.

### **What is the benefit of having the locally determined LOA accepted as the equalization rate?**

Where assessors are accurately stating the LOA on the tentative assessment roll, they will be indicating the equalization rate upon which school taxes are distributed. When municipalities keep assessments up-to-date each year, they will be adjusting assessed values to reflect market changes, resulting in a consistent LOA and equalization rate from year to year.

### **What does it mean when your municipality's equalization rate decreases?**

A falling equalization rate means that market values are rising faster than assessed values. Keeping assessments up-to-date annually can result in consistent equalization rates each year.

### **Why do equalization rates need to be established each year?**

The Real Property Tax Law requires that annual State equalization rates be established for each county, city, town and village. Equalization rates are calculated each year to reflect that year's assessment roll and current market values for each assessing unit.

### **What are equalization rates used for?**

Aside from apportionment of taxes among municipal segments of school districts and counties, and distribution of State Aid for Education, some of the less recognized uses of equalization rates include:

- establishment of tax and debt limits;
- allocation of costs, such as for jointly operated hospitals among participating localities or an injury to a volunteer firefighter, among others;



- determination of state assessments (special franchise) or approval of local assessments (state-owned land);
- determination of ceilings (railroad and agricultural values) and exemptions;
- determination of level of STAR exemptions;
- apportionment of sales tax revenues and joint indebtedness; and
- as evidence in court proceedings on the issue of assessment inequity and small claims assessment review hearings.

### **May the equalization rate be used in an assessment appeal?**

Yes. Property owners in New York State (except in Nassau County and New York City) may use the equalization rate as one piece of evidence in assessment grievance cases before the Board of Assessment Review and in State Supreme Court. Residential property owners also may use the State equalization rate in assessment cases brought under the provisions of Small Claims Assessment Review. More information on assessment challenges is available in ORPTS's publication entitled Contesting your assessment in New York State.

### **How do equalization rates relate to school property taxes?**

The equalization rate is used to estimate the total market value of an entire taxing jurisdiction and/or segments of jurisdictions. The following formula is used to estimate a municipality's total market value:

$$\frac{\text{Current Total Assessed Value}}{\text{Current Equalization Rate}}$$

### **Total Market Value Estimate (also known as Equalized Full Value)**

In order for a school district to fairly distribute its property tax levy (the total amount of school taxes to be collected), the levy needs to be divided in proportion to the total market value of each municipal segment. This allows for an equitable distribution of taxes based upon the market value of each municipality or segment. For example School District AB needs to raise \$1 million through property taxes (thus, a levy of \$1 million). The district contains all of Town A and all of Town B. Each town has a total assessed value of \$10 million. If the \$1 million tax levy simply were allocated based on the assessed values, the taxpayers in both towns would evenly split the levy, with each town paying \$500,000. However, through the equalization process, the state determines that the two towns have different levels of assessment. Town A has an equalization rate of 33.33 and Town B has an equalization rate of 50.00. Towns A and B can be compared for dividing the \$1 million school district tax levy between them:

	<b>Town A</b>	<b>Town B</b>
<b>Assessed Value (AV) of each Town</b>	\$10 million	\$10 million
<b>Equalization rate of each Town</b>	33.33	50.00
<b>Market Value of each Town</b>	\$30 million	\$20 million
<b>Market Value of School District AB = \$50 million</b>		
<b>Percent of Market Value (and, therefore, percent of levy) for each Town</b>	60%	40%
<b>Tax Levy to be raised from each Town</b>	\$600,000	\$400,000
<b>Tax Rate for each Town (Tax Levy+Assessed Value) x 1000</b>	\$60 per \$1000 AV	\$40 per \$1000 AV

You can see that Town A is responsible for 60 percent (\$30 million ÷ \$50 million) of the full value in School District AB, and Town B is responsible for 40 percent (\$20 million ÷ \$50 million) of the full value. This means that the taxpayers in Town A will have to pay a total of \$600,000 (60% of the \$1 million tax levy) and those in Town B will have to pay \$400,000 (40% of the \$1 million tax levy).

It is the change in a town's total market value, as reflected in the equalization rate, relative to the change in the market value of other municipalities in a taxing jurisdiction, such as a school district, that may cause a particular town's share of the tax levy to increase or decrease. If one municipality's market value increases, but all the other municipalities in the taxing jurisdiction increase to a larger degree, then the first municipality's share of the tax levy will decline.

#### For more information

To learn more about equalization, assessments and other aspects of property tax administration, you may wish to talk with your assessor or county director of real property tax services. More detailed information is also available on the ORPTS website at [www.tax.ny.gov](http://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](http://www.tax.ny.gov)**



**Office of Real Property Tax Services**

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If you would like further information regarding Assessment and Equalization rates, you can contact:

**Assessments:**

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

**Equalization Rates:**

Westchester County Tax Commission	285-4325
New York State Real Property Services	518-474-5666

If you would like further information regarding this proposed budget, you can contact the following administrators:

Mr. Stephen Walker, Superintendent of Schools	271-4793
Ms. Denise Harrington-Cohen, Assistant Superintendent for Business	271-5022
Mr. John Griffiths, Assistant Superintendent	271-6510
Ms. Kerri Bianchi, Principal, Carrie E. Tompkins Elem. School	271-5184
Mr. Michael Plotkin, Principal, Pierre Van Cortlandt Middle School	271-2191
Dr. Laura Dubak, Principal, Croton-Harmon High School	271-2147

Please visit our website at [www.chufsd.org](http://www.chufsd.org) for more information



Thank you for taking the time to review our budget documents. Please contact our District Office at 914-271-4713 or email us at [Budget.Questions@chufsd.org](mailto:Budget.Questions@chufsd.org), if you would like any further information or have any questions.