

Briarcliff Manor UFSD

"Engage, Inspire and Achieve"



2024 - 2025

Budget Book



45 Ingham Road
Briarcliff Manor, NY 10510
www.briarcliffschools.org



Philosophy Statement

The mission of public education is to provide all students with the knowledge, skill and disposition to be successful in the modern world. It is the Philosophy of the district to help each and every child develop into confident, productive citizens who contribute to society while finding happiness and success in their endeavors. Our school's share this responsibility with parents and the community. Together we are committed to meeting the academic, physical, social, and emotional needs of students. Although our primary responsibility is for the intellectual development of the child, the District recognizes the importance of joy and the aesthetic. Therefore the district is committed to a well-rounded education - allowing students to explore areas of interest and ability. Through this approach, we are confident that students will acquire the tools and strategies necessary for both academic and personal success in school and beyond.

Schools provide a unique environment for social development with peers and adults; therefore, the climate and activities are consciously structured to enhance these relationships. There are opportunities for students to participate in experiences that promote rigorous academic achievement, self-esteem, and exploration. Students learn the limits of individual freedom and the value of cooperation and collaboration. They gain multiple perspectives, and how to articulate their own. They learn to take advantage of the resources available to them, as well as how to properly advocate for themselves and others. Core academic areas are stressed in balance with the arts, physical fitness and healthy decision making.

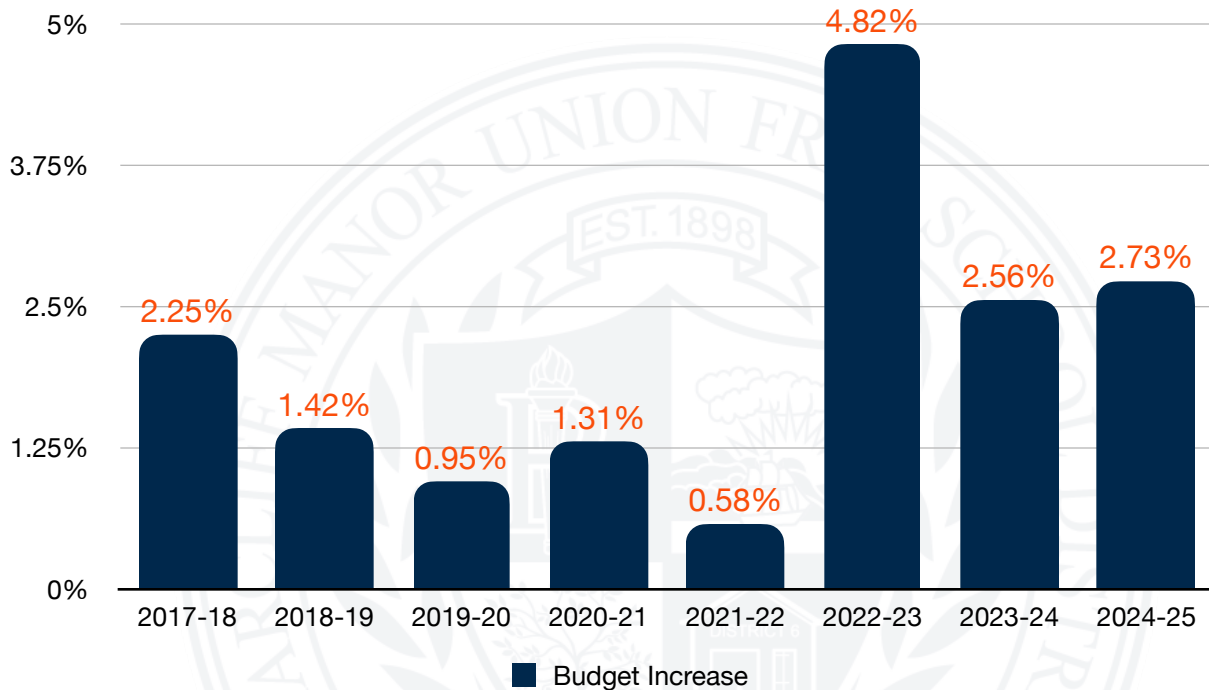
It is our belief that a talented and student-centered staff coupled with supportive parents, will promote an engaged and enthusiastic student body. It is this combination that has led to Briarcliff's wonderful success and notoriety. Our goal is to enhance this partnership as we prepare our students to face the many new and dynamic challenges of the 21st century.

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Message from the Board of Education and Superintendent of Schools

On Tuesday, May 21st, the voters will be presented with the 2024-25 Briarcliff Manor School District Budget adopted by the Board of Education in the amount of \$59,293,785, a 2.73% increase over the 2023-24 budget. It will result in an estimated tax levy increase of 1.65% if passed by resident voters (the lowest non city levy increase in Westchester County).



After careful analysis, the Superintendent of Schools and Board believe the plan as set forth, will obtain desired results with the projected resources needed to implement the educational program and ensure that every student receives an excellent education. We do understand the need for fiscal prudence and are committed to our ongoing duty to preserve and improve the instructional program moving forward.

You are encouraged to study the financial plan and put forth questions about its content. For further information, please contact the [Superintendent of Schools](#) or the [Assistant Superintendent for Finance and Operations](#).

BOARD OF EDUCATION

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SUPERINTENDENT OF SCHOOLS

James Kaishian

Executive Summary

This document contains the proposed budget prepared by the Superintendent of Schools and with modification, adopted by the Board of Education on April 11, 2024. After many months of development, it now is the final budget to be presented to resident voters on May 21, 2024.

In preparing the 2024-2025 budget, the School Board remains fiscally prudent. Commencing with the 2012-2013 fiscal year a property tax cap mandate now exists in New York State. The property tax cap law was enacted when Chapter 97 of the Laws of 2011 passed both the Senate and Assembly and Governor Cuomo signed it on June 24, 2011. The legislation establishes a limit on the annual growth of property taxes levied by local governments and school districts. The cap applies to all independent school districts, including Briarcliff Manor. The tax levy cannot exceed the cap unless 60% of voters in each school district approve such an increase. If voters reject the spending plan twice, school districts must adopt a budget with the same tax levy as the prior year – a zero percent cap. It is important to note that the proposed 2024-2025 budget reflects an estimated tax levy with an increase from prior year that is below the maximum allowable tax levy cap.

Budget Proposition

The total dollar value of this proposed budget is \$59,293,785 and represents an increase of 2.73% over the 2023-2024 budget. The proposed budget advances an instructional agenda that continues to place students first. It includes an increase of \$1,574,376 over the prior year's budget. The tax levy is projected to be \$45,724,228 or 77% of budget revenues. Anticipated non-property revenues, not including an estimated \$2,017,503 from fund balance, will provide the remaining revenue stream of \$11,552,054 to bring the budget into balance. The estimated tax levy increase of 1.65% is below Briarcliff Manor's maximum allowable tax levy cap of 1.67% for the 2024-2025 school year.

The proposed budget of \$59,293,785 seeks to address needs identified as critical in maintaining, as well as enhancing, both the quality of all education programs and the school district's security and infrastructure.

The proposed budget considers the Todd Elementary School need for math instructional coach alongside a brand new math program for grades K - 5. Two additional sections will be added to grades K and 4 due to changes in enrollment, with some reductions in teaching assistants across the district based on classroom and building need.

For Briarcliff Middle School, where students learn to think critically in their classes, the budget supports furthering the the supports for related arts. The budget now supports a full time math teacher to allow for dedicated staffing at the Middle School.

Briarcliff High School students continue to perform at high levels and gain acceptance into the nation's and the world's most prestigious colleges and universities This budget preserves the resources and opportunities we offer our high school's students, including college-level Advanced Placement courses and the Science Research Program.

The proposed budget also supports the continuing 1:1 technology initiative. This budget maintains the current level of programs, supports and professional development. It provides increased emotional support at the middle school and high school. The budget provides related arts classroom furniture upgrades as well.

Safety has also been a growing concern and the District will be furthering the installation of security cameras and door swipes across each building to ensure students and staff are safe while on campus.

The proposed budget aggressively advances an instructional agenda that continues to place students first. The largest section of the budget is dedicated to direct instruction and instructional support services at 52%. Instructional staff salaries, contractual costs, equipment, supplies/materials, and textbooks are located in this section of the budget. Undistributed costs, such as fringe benefits and debt service payments are the next largest section at 28%. General support services, which include facilities and administrative costs associated with the operation of the District, represent 15% of the budget. Pupil transportation costs comprise the final 5% of the total spending plan.

In New York State, K-12 public education funding comes from three primary sources: federal aid, state aid and other aids/grants, and from revenues raised locally. Due to Briarcliff Manor School District's relative income and property wealth, the district does not receive direct federal aid that is applied to the general fund budget. Total estimated state aid flowing to Briarcliff Manor next year is estimated at \$5 million or only about 8% of the proposed budget. The District is also projected to receive a \$5 million or 8.56% of its revenues from incoming tuition due to its relationship with Pocantico Hills, other districts and parentally placed students. After applying an estimated \$2 million from fund balance and \$1.5 million from other miscellaneous sources, the remaining 77% of the revenue budget will be supplied from the tax levy.

With the proposed budget the District will continue to deliver high quality services to all students. While this year's financial plan is now set for a public vote, the Board is mindful that due to economic conditions, un-funded mandates and incoming tuition uncertainties will continue to put pressure on the District's financial operations into the future.

Impact of Budget Proposition on School Taxes

Assessed valuation is defined as the value of real property for the purpose of levying taxes. In the Briarcliff Manor community, there are 2,517 taxable parcels that yield a total district-wide full value assessment of \$2,399,258,212 as of April 2024¹. In 2016, the Town of Ossining underwent an assessment revaluation.

The district-wide assessed valuation is one of three main factors which influence the school tax rate. The second factor is the equalization rate and the other is the actual tax levy. Each town's assessor determines each properties assessment while the equalization rate is determined by the New York State Office for Real Property Tax Services (ORPTS). The equalization rate is used to determine full value and each town's share of the tax levy. The School Board sets the amount of the tax levy. Once these items are finalized the tax rates are computed using a basic arithmetic formula: tax burden divided by portion of assessment multiplied by 1000. For the 2024-2025 budget, with an estimated district-wide assessed valuation of \$1,705,937,149 and an anticipated \$45,724,228 tax levy, the respective estimated tax rates would be as follows:

Town of Ossining:	Town of Mt. Pleasant:
Percentage Share: 70.77%	Percentage: 29.23%
Tax Burden: \$32,360,142	Tax Burden: \$13,364,086
Portion of Assessment: \$1,698,013,079	Portion of Assessment: \$7,924,070
Est. Tax Rate: \$19.057652 per \$1000	Est. Tax Rate: \$1,686.517874 per \$1000

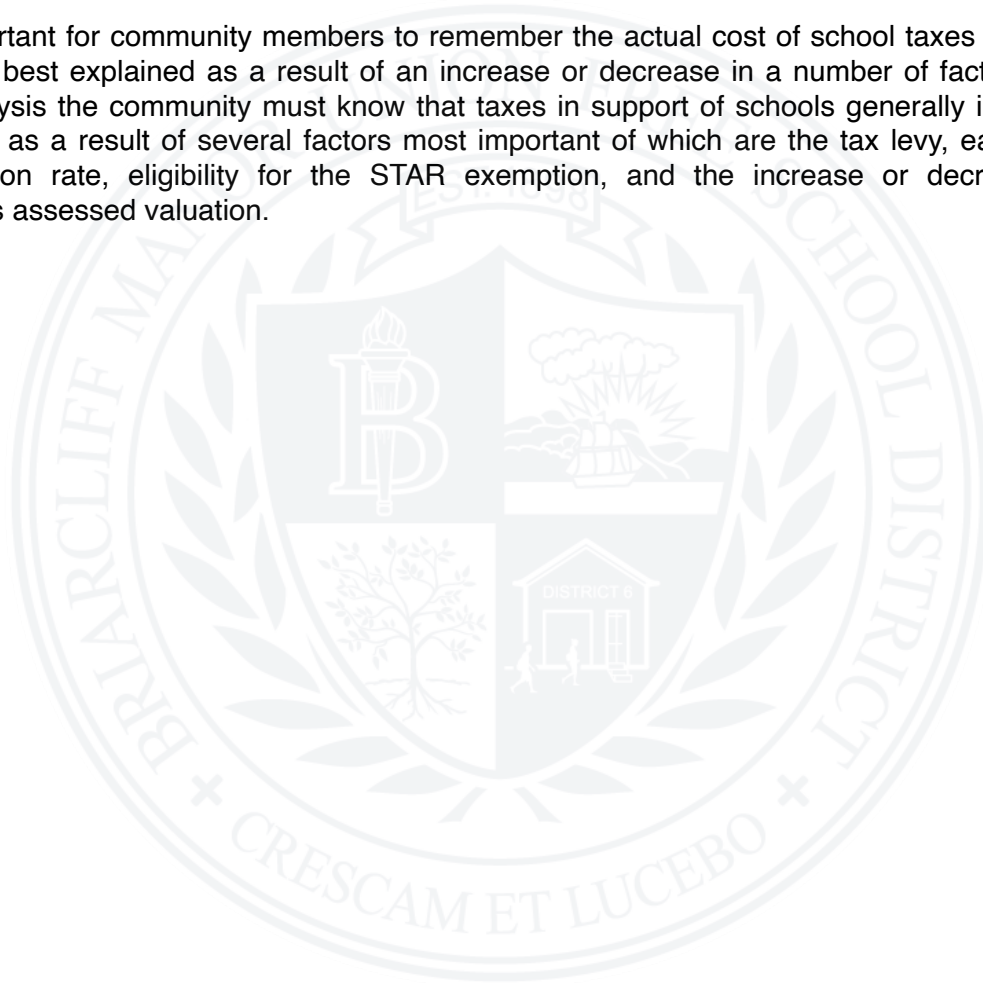
Briarcliff Manor school district is divided between two townships: Ossining and Mt. Pleasant. The average home in the Briarcliff Manor School District is fully valued at \$1,073,400 in Ossining and \$1,008,849 in Mt. Pleasant. School taxes are computed by using this formula: (property's assessed valuation divided by 1000 multiplied by the tax rate less the 2023-2024 maximum STAR savings, if applicable). The savings resulting from the Basic or Enhanced STAR exemptions are limited to a 2% increase over the prior year. The maximum STAR savings for each school district is now calculated by ORPTS and is available [online](#). For 2024-2025 the basic STAR exemption for the Town of Ossining is \$1,630 and the enhanced STAR exemption limit is \$3,978. For Mt. Pleasant the basic STAR exemption is \$1,728 and the enhanced STAR exemption limit is \$3,962. Therefore, 2023-2024 school taxes on the average single family home, given the proposed budget and assuming continued eligibility for either the Basic or Enhanced STAR exemption, are estimated on the following page.

¹Tax rates are only estimated at this time. Final tax rates will be recalculated once the tax levy is certified in August, 2024.

Estimated Average School Tax Bill

Town	Avg. Full Value Assessment	Average Assessed Value	Tax Rate	Average Tax Bill	Basic STAR		Enhanced STAR	
					Basic STAR	Tax Bill Less Basic STAR	Enhanced STAR	Tax Bill Less Enhanced STAR
Ossining	\$1,073,400	\$1,073,400	\$19.057652	\$20,456	\$1,630	\$18,826	\$3,978	\$16,478
Mt. Pleasant	\$1,008,849	\$11,400	\$1,686.517874	\$19,226	\$1,728	\$17,498	\$3,962	\$15,264

It is important for community members to remember the actual cost of school taxes in Briarcliff Manor is best explained as a result of an increase or decrease in a number of factors. In the final analysis the community must know that taxes in support of schools generally increase or decrease as a result of several factors most important of which are the tax levy, each Town's equalization rate, eligibility for the STAR exemption, and the increase or decrease in a property's assessed valuation.



Sample Ballot Information

PROPOSITION NUMBER ONE: 2024-2025 BUDGET

Shall the proposed 2024-2025 school district budget, as submitted by the Board of Education be hereby approved and the Board of Education authorized to expend the sum of \$59,293,785 for the school year July 1, 2024 through June 30, 2025.

☐ YES

☐ NO

PROPOSITION NUMBER TWO: ENERGY PERFORMANCE CONTRACT

RESOLVED that in order for the Briarcliff Manor Union Free School District, in the County of Westchester, New York (the "District") to receive an additional 10% of aid from the State of New York, for energy performance improvements to the District's buildings and facilities under an energy performance contract separately authorized by the Board of Education, the voters of the District hereby approve such energy conservation improvements at the District's buildings and facilities, at an estimated cost not to exceed \$12,000,000, with the cost of such improvements to be financed from the guaranteed energy savings as a result of such improvements, State and Federal aid, rebates, grants, and other funds that may become available, with no resulting cost to the District.

☐ YES

☐ NO

BOARD CANDIDATE ELECTION: VOTE FOR TWO

Ryan Seaforth ☐

Rajneesh Chandra ☐

Sarah Zonenshine ☐

Voting Information For All Residents

Voting Requirements

- You must be a United States Citizen.
- 18 years of age or older.
- A resident within the District for a period of 30 days for at least 30 days prior to the vote.
- A registered voter of the District and/or a registered voter of Westchester County whose name appears on the list supplied by the Westchester County Board of Elections as having voted in a national, state or county election during the past four years.

When and Where to Register?

You may register any weekday between the hours of 8:00 a.m. and 4:00 p.m. at the District Clerk's Office, located in the District Office, 45 Ingham Road, Briarcliff Manor NY. The last date to register for the School Budget Vote/Annual Election is May 11, 2024. **If you are not registered, you can register** with the County Board of Elections by mail or remotely through the New York State Department of Motor Vehicles website at: <https://dmv.ny.gov/more-info/electronic-voter-registration-application>

Who Needs to Register?

To be a qualified voter you must be a US Citizen, at least 18 years old by May 12, 2022, a School District resident for 30 days immediately preceding the vote, and registered to vote in School District elections and having voted in any School District election/vote during the past 4 calendar years.

If you are not registered, you can register with the County Board of Elections by mail or remotely through the New York State Department of Motor Vehicles website at: <https://dmv.ny.gov/more-info/electronic-voter-registration-application>

When and Where to Vote?

Voting will take place on Tuesday, May 21, 2024 at the ***Briarcliff Manor Youth Center located at 5 Van Lu Van Rd, Briarcliff Manor, New York 10510.***

Absentee Ballots

If you will be out of town, you can apply for an absentee ballot. Applications for absentee ballots are available at the District Clerk's Office, online at the District's Website, www.briarcliffschools.org, or you may call 914-432-8110 to have an application mailed to you. Absentee Ballot applications must be received in the office of the District Clerk by 5 p.m. on May 11, 2024.

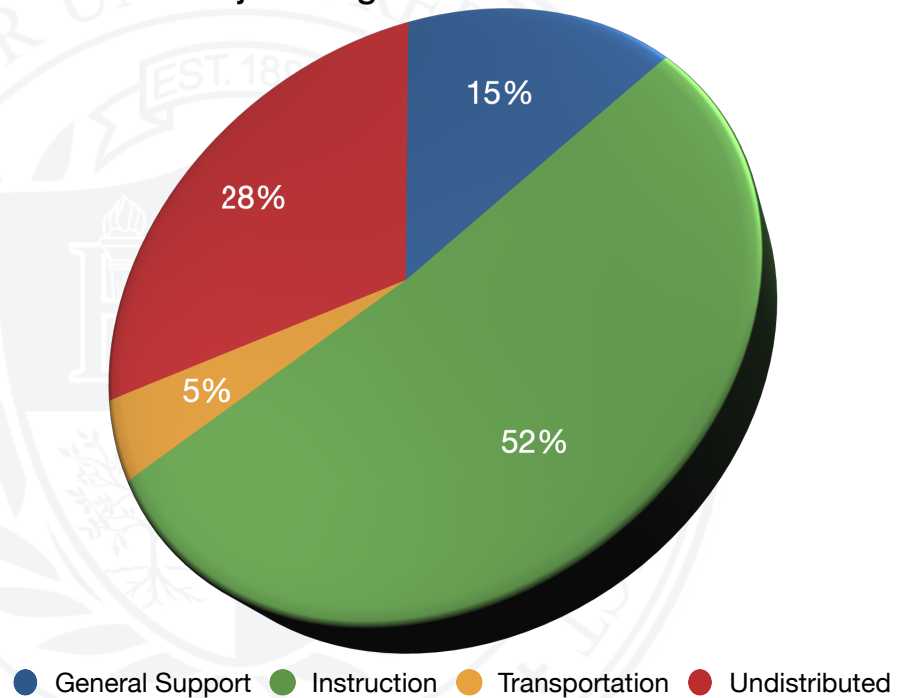
Financial Plan and School Budget 2024 - 2025

General Fund Budget Summary

The annual school budget is a financial estimate of the operating funds required to achieve goals and objectives of the District's educational program. The 2024-2025 Proposed Budget of \$59,293,785 is \$1,574,376 over the 2023-2024 Budget. The budget-to-budget expenditure increase is 2.73%.

Anticipated non-property revenues (NPR) of \$11,552,054 a 11.84% increase from last year, plus assigned fund balance of \$2,073,503 results in a total estimated tax levy of \$45,724,228. The estimated tax levy increase is 1.65%, below the calculated tax levy cap of 1.67% for the 2024-2025 school year.

Major Budget Areas 2024-25



2024-25 Budget Summary

	2023-24 Approved Budget	2023-24 Projected Revenue	2024-25 Proposed Budget	Budget to Budget Increase	% Difference
Total Revenue	\$57,719,409	\$57,159,695	\$59,293,785	\$1,574,376	2.73%
Non-Property Revenue	\$10,329,023	\$12,178,193	\$11,552,054	\$1,223,031	11.84%
Assigned Fund Balance	\$2,408,361		\$2,017,503	-\$390,858	-16.23%
Total Tax Levy	\$44,982,025	\$44,981,502	\$45,724,228	\$742,203	1.65%
% of Total Exp.	77.93%		77.11%		

Expenditure Summary

The budget-to-budget expenditure increase is \$1,574,376 or 2.73% for the 2024-25 school year. There are multiple areas driving this increase. The primary drivers for this increase are as follows:

- State Retirement Contributions – a 11.19% increase to ERS and TRS projected expenses.
- Teaching –Maintaining and reducing class sizes with increase enrollment in certain grades.
- General Liability Insurance - Premium increases of 15%.
- Operation, Maintenance – Cleaning contracts increased 58% as a result of new bids solicitations.

2024-25 Budget at a Glance

Functional Area	% of Budget
Instructional Services K-12	28.81%
Employee Benefits	20.8%
Special/Pupil Services	10.42%
Debt Service & Inter-fund Transfers	7.62%
Operations, Maintenance & Security	8.7%
Guidance & Health Services	2.47%
BOE/Admin/Central Services	6.45%
Supervision	2.69%
Transportation	4.76%
Library/Technology	3.18%
Co-Curricular & Athletics	2.97%
Community Service	0.00%
Curriculum & Instruction	1.13%
Total Budget	100%

Expenditure

	2019-20 Actual	2021-20 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
Functional Areas								
Board of Education	65,824	62,314	60,829	80,155	90,141	92,370	2,229	2.47%
Central Admin. & Business Office	960,423	998,226	1,158,143	1,241,577	1,317,751	1,325,512	7,761	0.59%
Auditing & Treasurer	198,981	207,327	154,799	158,397	167,197	177,597	10,400	6.22%
Legal, Personnel, Public Info.	280,055	293,736	404,366	547,610	561,612	569,998	8,386	1.49%
Operations, Maintenance & Security	3,478,982	4,237,168	4,471,821	4,741,070	5,011,808	5,159,266	147,458	2.94%
Central Services	1,277,401	1,240,223	2,118,318	1,585,378	1,577,892	1,659,681	81,789	5.18%
Curriculum & Instruction	412,966	419,282	652,798	674,469	665,559	669,326	3,767	0.57%
Supervision	1,687,802	1,797,318	1,510,653	1,486,881	1,555,245	1,592,122	36,877	2.37%
Regular Instruction	15,604,186	15,984,399	15,584,436	17,873,110	17,539,556	17,081,134	-458,422	-2.61%
Special & Occupational Education	5,287,135	4,891,479	4,785,589	5,085,384	5,174,669	5,454,438	279,769	5.41%
Library & Technology	2,037,794	2,130,548	1,796,359	1,876,217	1,966,141	1,887,124	-79,017	-4.02%
Guidance/Health Services	1,173,675	1,264,487	1,312,776	1,363,759	1,417,235	1,466,457	49,222	3.47%
Psychological & Social Services	575,502	601,398	621,150	675,374	729,232	726,335	-2,897	-0.40%
Co-Curricular & Athletics	1,164,335	1,082,788	1,310,884	1,517,651	1,627,440	1,759,882	132,442	8.14%
Pupil Transportation	2,173,156	2,663,745	2,522,502	2,591,580	2,712,568	2,821,031	108,463	4.00%
Employee Benefits	9,379,572	9,943,127	10,031,671	10,644,174	11,509,177	12,331,377	822,200	7.14%
Debt Service	4,110,926	3,605,906	3,266,505	3,372,622	3,601,188	3,975,137	373,949	10.38%
Inter-Fund Transfer	80,426	172,939	62,828	115,000	95,000	95,000	0	0.00%
Transfer to Capital	300,000	331,594	300,017	650,000	400,000	450,000	50,000	12.50%
TOTAL EXPENDITURES	50,249,141	51,928,004	52,126,444	56,280,408	57,719,411	59,293,787	1,574,376	2.73%

Revenue Summary

The single greatest source of budget revenue is the District's tax levy. The 2024-2025 budget estimates that the total tax levy will be \$45,724,228 or 77% of total expenditures. Non-property revenues are estimated at \$11,552,054 or 19.5% of total expenditures. The remaining \$2,017,503 or 3.4% is projected to come from assigned fund balance.

The major sources of non-property revenues are as follows:

1. State aid totaling \$4,986,337 is \$308,830 more than was budgeted in 2023-24. The increase in state aid is primarily due to a increased building aid from capital improvement projects.
2. Incoming Tuition from Pocantico Hills, Other School Districts and parentally placed students is budgeted at \$5,076,541, an increase of \$174,185. The increase is attributed both a increase in the Non Resident Tuition (NRT) rate and enrollment.
3. County sales tax revenue is expected to increase to \$760,000.

Tax Levy Limit (Tax Cap)

Starting with the 2012-2013 school year, the District's ability to increase annual property tax levies is constrained. The property tax cap law, enacted in Chapter 97 of the Laws of 2011, restricts tax levy increases for local governments including public school districts to no more than 2%, or the rate of inflation, whichever is lower (prior to allowable adjustments). Local governments and school districts can override the cap with a 60% vote either by their local governing body or, in the case of a school district, by the voting public. The proposed 2024-2025 budget reflects an estimated tax levy with an increase of 1.65% from prior the year; a figure that is below the maximum allowable tax levy limit of 1.67% calculated for Briarcliff Manor UFSD.

Revenue

	2019–20 Actual	2020-21 Actual	2021–22 Actual	2022–23 Actual	2023-24 Projected	2023-24 Projected	2024–25 Proposed	Budget to Budget	% Diff.
Accounts									
Real Property Tax (w-STAR)	41,920,000	43,049,780	43,589,359	44,738,612	44,982,025	44,981,502	45,724,228	742,203	1.65%
County Sales Tax	440,000	736,403	708,822	762,085	730,000	772,090	760,000	30,000	3.89%
Other Day School Tuition - Individuals	291,462	462,732	477,395	303,564	300,972	352,656	251,484	-49,488	-14.03%
Day School Tuition - Other Districts	3,604,503	3,295,315	3,708,438	3,979,491	4,601,384	5,373,331	4,825,057	223,673	4.16%
Student Fees	32,700	20,927	38,704	39,200	40,000	39,050	40,500	500	1.28%
Other Miscellaneous Revenue	2,800	2,832	2,923	12,541	2,976	-	2,976	0	-%
Interest Earnings	96,000	2,544	9,681	344,667	238,250	656,874	511,000	272,750	41.52%
Rental of Property	80,800	19,758	73,366	62,893	60,800	62,893	60,000	-800	-1.27%
Insurance Recoveries	6,000	6,490	8,322	-	-	60	-	-	-%
Refund-Prior Year Exp-BOCES	60,000	63,993	56,754	45,251	38,000	95,000	43,000	5,000	5.26%
Refund-Prior Year Other	20,000	161,016	80,197	73,706	30,000	47,000	35,000	5,000	10.64%
E-Rate Reimbursement	60,000	33,600	58,646	-	30,000	47,459	-	-	-%
Field Trips/Arts in Education	29,935	6,204	13,525	26,820	15,700	26,958	15,450	-250	-0.93%
Unclassified Revenues	25,000	28,375	25,628	51,750	21,250	27,315	21,250	0	0.00%
Basic State Aid	2,965,408	2,264,848	2,117,896	2,327,478	2,555,422	2,804,608	3,221,073	665,651	23.73%
Excess Cost Aid	703,028	751,384	690,653	739,620	873,439	779,464	788,988	-84,451	-10.83%
Boces Aid	1,143,222	1,332,061	950,368	810,593	676,325	978,995	862,586	186,261	19.03%
Textbook Aid	80,812	80,385	78,463	77,065	77,531	77,356	77,298	-233	-0.30%
Computer Software Aid	21,482	20,958	20,373	20,134	20,178	20,238	20,253	75	0.37%
Computer Hardware Aid	7,586	6,095	7,340	8,034	8,377	8,403	7,689	-688	-8.19%
Library Materials Aid	8,962	8,743	8,500	8,400	8,419	8,443	8,450	31	0.37%
Other State Aid		53,799	114,226	-	-	-	0		-%
Interfund Transfers	-	-	-	-	-	-	-		
School Tax Levy	41,920,000	43,049,780	43,589,359	44,738,612	44,982,025	44,981,502	45,724,228	742,203	1.65%
Non-Property Revenue	9,679,700	9,358,462	9,250,220	9,693,292	10,329,023	12,178,193	11,552,054	1,223,031	11.84%
Assigned Fund Balance					2,408,361		2,017,503	-390,858	-16.23%
Total Revenue	51,599,700	52,408,242	52,839,579	54,431,904	57,719,409	57,159,695	59,293,785	1,574,376	2.73%

Component Budget Summary

As required by Section 170.8 of the Regulations of the Commissioner of Education effective December 27, 1996, the District must report its budget to the public on the basis of administrative, capital and program costs. This provides community residents with a general view of how the annual Briarcliff Manor School District Budget is allocated. A description of these components follows below.

Administrative Component: includes appropriations for the following administrative accounts and functions: board of education; district clerk; district meeting; chief school administrator; business administration; auditing; treasurer; purchasing; legal services; personnel services; records management; security; public information services; curriculum development and supervision; research, planning, and evaluation; supervision-regular school; central data processing; central printing and mailing; special items excluding tax certiorari, judgments and compromised claims, employee benefits attributable to salaries included in other accounts and functions in the administrative component.

Program Component: includes appropriations for the following programmatic accounts and functions: in-service training-instruction; teaching-regular school; programs for students with disabilities; occupational education; school library and audio-visual; computer assisted instruction; attendance-regular school; guidance-regular school; health services; psychological services-regular school; social work services-regular school; pupil personnel services-special schools; co-curricular activities-regular school; interscholastic athletics-regular school; transportation services; civic activities; employee benefits attributable to salaries included in other accounts and functions in the program component and transfers to special aid funds.

Capital Component: includes appropriations for the following capital accounts and functions: operation of plant; maintenance of plant; debt service; transfers to capital and debt service funds; tax certiorari; judgments and compromised claims; employee benefits attributable to salaries included in other accounts and functions in the capital component.

Three-Part Component Budget

Function	Code	Total	Admin.	Program	Capital
Board of Education	1010	92,370	92,370		
Central Administration	1299	446,281	446,281		
Finance	1399	1,056,828	1,056,828		
Legal Services	1420	149,719	149,719		
Personnel	1430	300,534	300,534		
Records Management	1460	19,947	19,947		
Public Information	1480	99,798	99,798		
Security	1622	642,867	642,867		
Other Central Services	1699	1,639,030	1,639,030		
Curriculum Dev. & Sup.	2010	669,326	669,326		
Supervision Reg. School	2099	1,592,122	1,592,122		
Debt Service	9898	3,975,137			3,975,137
Transfer to Capital	9950.9	450,000			450,000
Operations Of Plant	1620	3,100,535			3,100,535
Maintenance of Plant	1621	1,415,864			1,415,864
Judgements & Claims	1930	20,651			20,651
Instruction (Net of supervision)	2999	28,375,370		28,375,370	
Transportation	5599	2,821,031		2,821,031	
Other Transfers	9901	95,000		95,000	
Employee Benefits	9098	12,331,377	1,749,876	9,709,235	872,266
TOTAL BUDGET		59,293,787	8,458,698	41,000,636	9,834,453
			14.27%	69.15%	16.59%

Personnel Summary and Enrollment History

Personnel Summary

For the 2024-2025 school year, staffing changes are due to maintaining class sizes, expanding the instructional coaching model, and adding a full time math teacher back to 6th grade.

Category	2023-24	2024-25	Differential
Instructional	193.3	188.8	-4.5
Administrative	13	13	0
Non-Instructional	60.5	60.5	0
Totals	266.8	262.3	-4.5



Enrollment History

Based on projections, the 2024-2025 in-district K-12 enrollment is expected to decrease by 25 students from 1,349 to an estimated 1,324 or -1.78%. At Todd School the K-5 enrollment is expected to decrease by 10 students to 563. At the MS we are expecting 296 students, which is a decrease of 1 student. At the HS we are expecting 465 students, a decrease of 14 students.

Grade	Actual 2017	Actual 2018	Actual 2019	Actual 2020	Actual 2021	Actual 2022	Actual 2023	Actual 2024	Projected 2025
K	87	68	85	80	80	93	100	76	90
1	86	94	70	86	84	89	98	104	76
2	78	88	94	71	94	91	90	101	104
3	72	83	94	93	72	97	97	96	101
4	112	75	87	94	99	80	96	96	96
5	117	111	78	85	99	104	85	100	96
Todd School TOTAL	552	519	508	509	528	554	566	573	563
6	120	121	115	77	86	103	105	89	100
7	114	121	122	115	82	91	99	107	89
8	117	117	120	122	114	83	90	101	107
BMS TOTAL	351	359	357	314	282	277	294	297	296
9	138	140	148	134	136	136	94	124	117
10	136	139	141	148	132	138	130	95	124
11	138	136	139	142	141	133	131	129	95
12	171	133	135	139	137	143	133	131	129
BHS TOTAL	583	548	563	563	546	550	488	479	465
Ungraded	1	1	0	0	0	0	0	0	0
Out of District	20	20	17	18	19	13	17	9	8
Grand Total	1507	1447	1445	1404	1375	1394	1365	1358	1332

Employee Benefits Summary

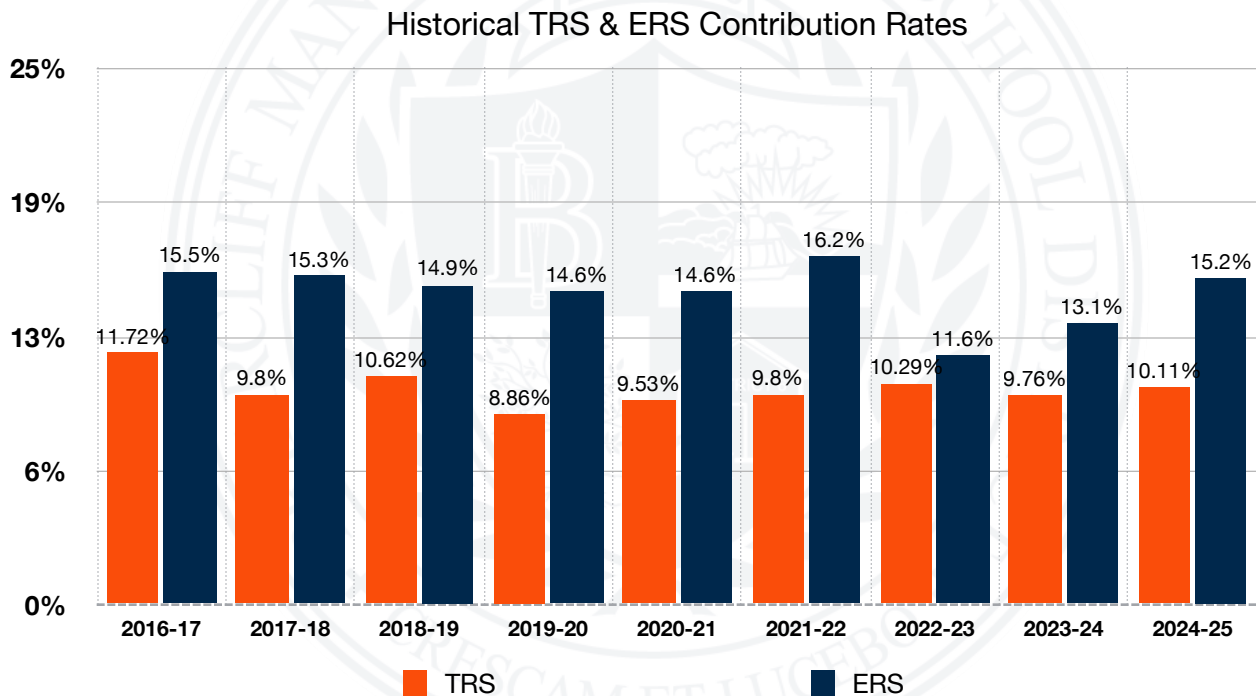
Retirement Costs

Teachers' Retirement System:

The District's mandated employer contribution rate to the NYS Teachers' Retirement System (TRS) is estimated to increase to 10.11% of instructional payroll from 9.76% for the 2024-2025 school year. Future pensions for faculty members, teaching assistants, coaches and administrators are covered by this system.

Employees' Retirement System:

The District's mandated employer average contribution rate to the NYS Employees' Retirement System (ERS) is estimated to increase to 15.2% of non-instructional payroll from 13.1% for the 2024-2025 year. There was a tax cap levy exclusion of .1% since the retirement contribution year to year changes were greater than 2%.



Social Security/FICA:

The budget for Social Security/FICA benefits will slightly increase in 2024-25 due to increasing employee costs related to contractual bargaining agreements. The per employee salary threshold for calculating the total maximum contribution is \$168,600 for calendar year 2024.

Workers' Compensation Insurance Costs

The District's workers' compensation insurance cost is a function of total payroll, loss experience, and the investment markets. The District's budget in this area will decrease by 1.05% due to our claim experience. The District belongs to a consortium with other districts in this self-funded plan.

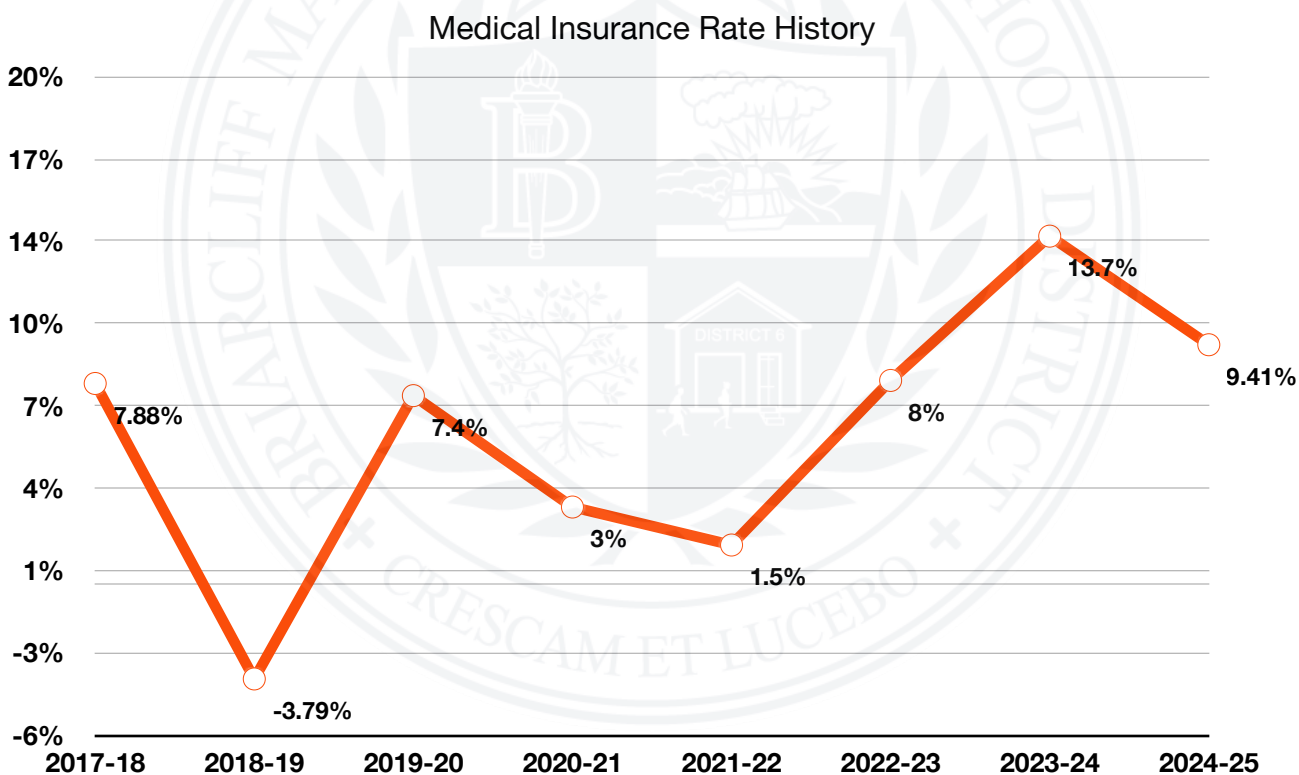
Unemployment Insurance

The District's unemployment insurance costs remain unchanged, budgeted at \$20,000.

Health & Dental Benefits

Medical Insurance:

The medical insurance budget is increasing by 9.41% in 2024-2025. Increased premiums and adjustments to medicare costs are the primary drivers of the increase. The District participates in a self-funded consortium with other school districts in the Putnam Northern Westchester BOCES Health Benefits Consortium. The consortium health insurance costs are increasing by 5%. The District's cost for providing health insurance benefits for its active employees in 2024-2025 is estimated at \$30,708 per employee for family plan benefits, two person plan is \$28,152 and the individual rate is expected to be \$11,724 per employee (before employee contributions). The District also pays for retiree health insurance coverage per established guidelines.



Dental Insurance:

The District self-funds the dental plan offered to its employees. A third-party administrator manages and pays claims based on terms in the plan document. The budget for dental insurance will increase by 4.67%. The district does not collect employee contributions for this insurance.

Health Waivers:

The District provides an opt-out benefit to those employees who decide not take advantage of the district provided health insurance plan. Details of specific amounts are per collectively bargained or negotiated employee contracts.

Other Benefits

Life and Disability Insurance:

The District provides coverage for these insurances to its employees through its collective

Employee Benefits

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A 9010.800	EMPLOYEES RETIREMENT	606,414	509,174	599,320	757,280	157,960	26.36%
A 9020.800	TEACHERS RETIREMENT	2,148,553	2,353,398	2,340,562	2,511,562	171,000	7.31%
A 9030.800	SOCIAL SECURITY	1,952,784	2,034,259	2,177,603	2,293,332	115,729	5.31%
A 9040.800	COMPENSATION	132,333	145,353	140,029	138,565	-1,464	-1.05%
A 9045.800	LIFE INSURANCE	24,890	28,077	29,670	29,670	0	0.00%
A 9050.800	UNEMPLOYMENT INSURANCE	4,232	14,604	20,000	20,000	0	0.00%
A 9055.800	DISABILITY INSURANCE	51,646	46,537	33,217	33,217	0	0.00%
A 9060.100	Medical Buyback	0	0	173,000	120,000	-53,000	-30.64%
A 9060.800	HEALTH INSURANCE	2,521,271	2,899,222	3,250,392	3,396,146	145,754	4.48%
A 9060.801	RETIREE HEALTH INSURANCE	2121537	2,316,184	2,355,384	2,626,605	271,221	11.51%
A 9070.800	DENTAL INSURANCE	306,211	293,248	320,000	335,000	15,000	4.69%
A 9080.800	OTHER	161,800	142,780	70,000	70,000	0	0.00%
Total Employee Benefits		10,031,671	10,782,835	11,509,177	12,331,377	822,201	7.14%

bargaining agreements. These amounts are remaining flat for 2024-25.

Other Benefits:

The District's contributions to 403b Plans per collectively bargained or negotiated employee contracts with its administrators are accounted for in this category and are budgeted with no increase.

Administrative Budget Section

Board of Education Summary

The Briarcliff Manor Union Free School District Board of Education is a corporate body consisting of five (5) members who are elected by residents of the District and serve three (3) year terms. One member is elected by the Board at its re-organizational meeting held in July to serve as president and one member as vice president. The president is chief spokesperson for the Board. The vice president exercises the duties of the president in case of that officer's absence or disability. The Board oversees and manages the District's affairs, personnel and property, and is ultimately responsible for the education of children residing in the District.

This year's school board election features a vote on one Board of Education vacancy, for a 3-year term beginning July 1, 2024 through June 30, 2027.

The funds required by the Board of Education include the membership cost of local, state and other regional school board associations. Other costs consist of:

- Board-sponsored activities
- Supplies and materials
- Contractual costs
- BOCES services
- District clerk costs
- Annual school election costs (plus a possible referendum vote)
- Long-range planning consulting

The cost for these Board of Education expenses is estimated to be \$92,370 in 2024-2025, which is a \$2,229 increase from the 2023-24 budget.

School districts in New York are the only governmental units required to place their annual budgets up for a public vote. This is an unfunded mandate thus the administrative expense to facilitate an annual budget vote and school board member election must be absorbed by the general fund of the school district.

Board of Education

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A 1010.160	Non-instructional Salary			530	530	0	0.00%
A 1010.400	CONTRACTED SERVICES	22,900	16,422	24,000	24,000	0	0.00%
A 1010.402	LEGAL NOTICES ADS	2,367	2,336	5,000	5,000	0	0.00%
A 1010.404	CONFERENCES	50	45	2,550	2,550	0	0.00%
A 1010.405	POLICY HANDBOOK	900		1,020	1,020	0	0.00%
A 1010.450	SUPPLIES	146	18	1,200	1,200	0	0.00%
A 1010.455	Board of Education Refreshments	195	150	510	510	0	0.00%
A 1010.490-04	BOCES SVCES - BOARD OF ED	10,500	10,500	16,339	16,339	0	0.00%
Board of Education		37,058	29,471	51,149	51,149	0	0.00%
A 1040.160	DISTRICT CLERK SALARY	19,853	20,250	20,650	21,468	818	3.96%
A 1040.400	DISTRICT CLERK'S OFFICE - CONTRACTUAL	240		1,053	1,053	0	0.00%
District Clerk		20,093	20,250	21,703	22,521	818	3.77%
A 1060.400	ANNUAL MTG- ELECTION & VOTE SERV	3,515	5,894	6,000	6,000	0	0.00%
A 1060.450	Supplies	125	807	1,500	1,500	0	0.00%
A 1060.455	Annual Vote/Election Refreshments	38	47	200	200	0	0.00%
A 1060.490	BOCES SVCES - ANNUAL VOTE			9,589	11,000	1,411	-%
District Meeting		3,678	6,748	17,289	18,700	1,411	8.16%
Total Board of Education		60,829	56,469	90,141	92,370	2,229	2.47%

Central Office Summary

The Briarcliff Manor Union Free School District central office consists of:

- Office of the Superintendent of Schools
- School Business Office
- Office of Curriculum & Human Resources

The Superintendent of Schools is the chief executive officer of the School District and its educational system. The Superintendent is not a member of the Board of Education, but does have the right to speak on all matters that are before the Board for consideration. The Superintendent is granted broad powers with respect to the day-to-day operation and management of the District and its affairs.

The District's school business office has responsibility for all financial and non-instructional management operations. The Department's primary functions include:

- Preparation and management of the District's annual budget
- Audit and accounting services including fixed asset management
- Employee payroll and benefits administration
- Facilities management and construction
- Pupil transportation
- School food service

Central office costs are increasing in 2024-2025. The anticipated contractual increase is \$7,761 or .59%. This is primarily due to salary and contractual increases.

The District's treasurer plays a critical role in audit compliance for the District and is accounted for in this area as are the expenses associated with all audit related expenses. The District undergoes annual Internal and External audits as well as services provided by a board appointed claims auditor who, as a third party reviews all purchases to assure that proper procedures are followed before a check is issued.

Central Administrators & Business Office

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A 1240.150	INSTRUCTIONAL SALARIES	334,305	323,105	326,671	333,395	6,724	2.06%
A 1240.160	NONINSTRUCTIONAL SALARIES	103,430	105,459	107,528	100,962	-6,566	-6.11%
A 1240.400	CONTRACTUAL SERVICES	2,905	2,576	3,000	3,000	0	0.00%
A 1240.403	CONFERENCE & TRAVEL			1,530	1,530	0	0.00%
A 1240.404	SUP'TS Misc. Services	79	2,371	1,549	1,549	0	0.00%
A 1240.450	SUPPLIES	4,048	1,255	2,040	2,040	0	0.00%
A 1240.452	BOOKS & PERIODICALS	160	160	305	305	0	0.00%
A 1240.455	Office of Superintendent Refreshments	1,809	2,868	3,500	3,500	0	0.00%
Chief School Administrator		446,736	437,794	446,123	446,281	158	0.04%
A 1310.150	INSTRUCTIONAL SALARIES	228,380	227,848	276,833	281,563	4,730	1.71%
A 1310.160	NONINSTRUCTIONAL SALARIES	336,140	380,973	399,618	398,059	-1,559	-0.39%
A 1310.200	EQUIPMENT	7,717	6,985	8,670	8,670	0	0.00%
A 1310.401	CONTRACTUAL	37,473	33,051	43,377	43,377	0	0.00%
A 1310.403	REPAIRS & SERVICE CONTRACTS	5,927	5,777	7,289	7,289	0	0.00%
A 1310.404	CONFERENCES & WORKSHOPS	2,487	3,627	7,916	7,000	-916	-11.57%
A 1310.409	Legal Notices	538	1,054	2,025	2,025	0	0.00%
A 1310.450	SUPPLIES	4,312	9,359	13,000	13,000	0	0.00%
A 1310.490-04	BOCES	88,433	100,514	112,901	118,249	5,348	4.74%
Business Administrator		711,406	769,187	871,628	879,231	7,603	0.87%
Total Central Admin. and Bus. Office		1,158,143	1,206,981	1,317,751	1,325,512	7,761	0.59%

Auditing and Treasurer

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A 1320.400	AUDITING SERVICES	54,173	54,536	53,820	53,820	0	0.00%
A 1325.160	School District Treasurer	100,508	101,263	107,500	117,900	10,400	9.67%
A 1325.161	Deputy Treasurer	119		5,254	5,254	0	0.00%
A 1325.402	Contractual Services			623	623	0	0.00%
Total Auditing and Treasurer		154,799	155,799	167,197	177,597	10,400	6.22%

Legal, Personnel and Public Information Summary

Contained in this functional area are costs related to the following areas of school business:

- Legal counsel
- Personnel and recruitment
- Records Management
- Public Information

Included in this budget are funds to support legal services related to support day to day operations, collective bargaining representation and tax certiorari representation. Also included in these categories are the expenses related to the recruitment of personnel, records management and District communications via its website, newsletters and electronic mail.

Overall costs are expected to increase \$8,386 or 1.49% due to BOCES related increases.

Legal, Personnel Records & Public Information

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A 1420.400	ATTORNEY (CONTRACTUAL)	126,052	118,557	149,719	149,719	0	0.00%
Legal		126,052	118,557	149,719	149,719	0	0.00%
A 1430.150	H. R. & PERSONNEL DIRECTOR	167,425	180,324	187,680	191,434	3,754	N/A
A 1430.160	H. R. & PERSONNEL SPECIALIST		72,181	73,923	63,240	-10,683	-14.45%
A 1430.400	HUMAN RESOURCES CONTRACTUAL SERVICES	1,774	3,902	6,671	6,671	0	0.01%
A 1430.400	CONFERENCE & TRAVEL			1,500	1,500	0	-%
A 1430.450	Material & Supplies HR	499	500	1,500	1,500	0	0.00%
A 1430.490-04	BOCES	14,943	22,923	20,874	36,189	15,315	73.37%
Personnel		184,641	279,830	292,148	300,534	8,386	2.87%
A 1460.450	RECORDS MANAGEMENT - SUPPLIES			200	200	0	0.00%
A 1460.490	RECORDS MANAGEMENT - BOCES SVCS	20,323	9,690	19,747	19,747	0	0.00%
Records Management Office		20,323	9,690	19,947	19,947	0	0.00%
A 1480.400	PUBLIC RELATIONS SERVICES			3,098	3,098	0	0.00%
A 1480.450	PUBLICATIONS,SUPPLIES ETC.	30	127	8,000	8,000	0	0.00%
A 1480.490-04	BOCES	73,320	72,000	88,700	88,700	0	0.00%
Public Information Services		73,350	72,127	99,798	99,798	0	0.00%
Total Legal, Personnel Records & Public Information		404,366	480,204	561,612	569,998	8,386	1.49%

Security Summary

The District currently employs nine school monitors who provide access control at all three buildings during school hours and in the afternoons and evenings, as required. All visitors are required to stop at guard booths to gain access to the grounds. Building visitors are required to sign in. The decrease in the 2024-2025 budget of \$111,171 is due to one item expenditures no longer being accounted for in the budget. Security film was installed District wide as part of the 2023-24 budget.

Security

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A 1622.160	Security	117,146	91,086	95,795	107,204	11,409	11.91%
A 1622.160-01	SECURITY/ SUPERVISION - TODD	81,824	85,889	87,846	126,106	38,260	43.55%
A 1622.160-02	SECURITY/ SUPERVISION - MS	46,936	91,118	85,743	76,758	-8,985	-10.48%
A 1622.160-03	SECURITY/ SUPERVISION - HS	116,145	134,635	139,252	162,566	23,314	16.74%
A 1622.161-01	SPECIAL EVENTS/ SECURITY/ SUPERVISION OT - TODD	21,019	22,095	13,500	23,000.00	9,500	70.37%
A 1622.161-02	SPECIAL EVENTS/ SECURITY/ SUPERVISION OT - MS	3,867	4,031	5,500	5,500.00	0	0.00%
A 1622.161-03	SPECIAL EVENTS/ SECURITY/ SUPERVISION OT - HS	23,590	24,076	13,500	27,000	13,500	100.00%
A 1622.200	SECURITY EQUIPMENT - DISTRICT WIDE		22,947	18,901	40,732	21,831	115.50%
A 1622.400	SECURITY CONTRACTUAL - DISTRICT WIDE		48,673	290,000	70,000	-220,000	-75.86%
A 1622.450	SECURITY SUPPLIES		1,244	4,000	4,000	0	0.00%
Total Security		410,528	525,794	754,038	642,867	-111,171	-14.74%

Copying & Mailing

Central Data Processing:

Costs associated with non-instructional technology personnel and the student data system are budgeted in this area. The increase of \$26,095 is primarily due to salary increases.

Other Charges:

Central services include assessments that relate to the District's general and legal liability insurance, tax certiorari settlements that fall outside of reserve parameters, public water service and BOCES administrative and capital charges. Other central services costs will increase by \$60,194, or 8.74% in 2024-2025 mainly due to an increase in the District's insurance premiums and increased cost on the sewer assessment to the District. BOCES administrative and capital costs are determined by the Putnam/Northern Westchester BOCES and are a function of BOCES' internal costs (non-program, retiree and capital) and the Briarcliff Manor School District's enrollment (RWADA).

The District is a member of the New York Schools Insurance Reciprocal and premiums are expected to increase by \$42,174 or 14.97% based on the changes in the commercial insurance market.

Central Services and Other Charges

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A 1670.490	BOCES SVCES - CENTRAL PRINTING- MAILING	1,500	1,500	22,500	18,000	-4,500	-20.00%
	Central Printing & Mailing	1,500	1,500	22,500	18,000	-4,500	-20.00%
A 1680.160	Database processing	804,516	823,503	832,008	858,102	26,095	3.14%
A 1680.200	EQUIPMENT-DISTRCT WIDE	106,027	53,063	15,000	15,000	0	0.00%
A 1680.400	CONTRACTUAL- DISTRICT WIDE	19,883	33,162	20,040	20,040	0	0.00%
A 1680.450	SUPPLIES-DISTRICT WIDE	7,177	6,093			0	-%
	Central Data Processing	937,603	915,822	867,048	893,142	26,095	3.01%
A 1910.400	INSURANCE	240,810	243,235	281,676	323,850	42,174	14.97%
A 1920.400	SCHOOL ASSOCIATION DUES	6,797	7,036	26,330	26,330	0	0.00%
A 1930.400	JUDGMENT AND CLAIMS	602,695	862,068	20,651	20,651	0	0.00%
A 1950.400	SEWER ASSESSMENT	35,715	42,234	42,128	46,628	4,500	10.68%
A 1981.490-04	BOCES	263,726	276,395	281,672	290,372	8,700	3.09%
A 1983.490-04	BOCES	29,472	32,886	35,888	40,708	4,820	13.43%
	Other Chargers	1,179,215	1,463,854	688,344	748,538	60,194	8.74%
	Total Central Services and Other Charges	2,118,318	2,381,175	1,577,892	1,659,681	81,789	5.18%

Curriculum & Instruction

The area of curriculum and instruction reflects a commitment by the District to the development and support of a rigorous academic curricula as well as an investment in the administrative support necessary to ensure diligent program implementation and supervision.

The increased accountability of every school district for student achievement required by federal and state mandates gives rise to costs to support the NYS Testing in Grades 3-8 in English Language Arts and Math, district participation in NYS Reporting and Data Warehousing, the development of common core curricula aligned with NYSED Standards and the next generation science and math standards.

The curriculum and instruction budget supports the following:

- Administrative expenses associated with District curricular needs;
- Expenses related to stipends for department chairpersons and curriculum leadership;
- Procurement of professional materials related to curriculum development; and
- BOCES expenses related to testing, data compilation and reporting.

The 2024-2025 budget for this area is \$669,326, which is an increase of \$3,766.

Maintaining the District-wide commitment to standards-based curriculum, and development of data-driven instruction will continue to be the focus of building-level leaders and teachers during the school year under the supervision of the superintendent of schools.

Curriculum & Instruction

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A 2010.15	Instructional Salaries	446,599	439,692	440,448	469,231	28,782	6.53%
A 2010.4	Contractual & Other	109,888	26,361	98,911	77,095	-21,816	-22.06%
A 2010.45	Materials & Supplies	4,951	4,584	6,000	8,000	2,000	33.33%
A 2010.49	BOCES Services	91,360	134,866	120,200	115,000	-5,200	-4.33%
Total Central Services and Other Charges		652,798	605,503	665,559	669,326	3,766	0.57%

Supervision & In-Service Training

Supervision

This functional area includes salaries and expenditures of all administrative directors, building principals, assistant principals and secretarial support for the District's school buildings and offices. The building administration provides overall support for students' academic achievement and success. Building administrators are instructional leaders responsible for each and every student.

The building administration focuses upon students, first and foremost; coordinates school activities; supervises staff; provides support for curriculum and instruction; ensures appropriate student safety, discipline, and guidance; maintains records; involves parents in their children's education; promotes positive school-community relations; and allocates building resources.

Supervision costs are projected to increase by \$36,877 or 2.37% in 2024-2025. This increase is due to salary and contractual increases.

Research & Planning

The District periodically uses Western Suffolk BOCES to study and produce annual enrollment studies used in Long-Range Planning and budget forecasts.

Administrative Supervision & In-Service Training

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A 2020.15	Instructional Salaries	1,085,121	1,025,470	1,053,024	1,076,021	22,997	2.18%
A 2020.16	Non-Inst. Salaries	364,956	386,740	408,496	424,095	15,599	3.82%
A 2020.2	Equipment		725	4,800	0	-4,800	-100.00%
A 2020.4	Contratual	29,470	27,982	31,700	33,706	2,006	6.33%
A 2020.45	Materials & Supplies	31,106	40,979	55,925	57,000	1,075	1.92%
Supervision - Regular School		1,510,653	1,481,895	1,553,945	1,590,822	36,877	2.37%
A 2060.49	BOCES Services			1,300	1,300	0	0.00%
Research, Planning & Evaluation		0	0	1,300	1,300	0	0.00%
Total Supervision		1,510,653	1,481,895	1,555,245	1,592,122	36,877	2.37%

Program Budget Section

Instructional Summary

This category includes salaries for faculty and staff dedicated to regular instruction and student success. Other instructional expenses necessary to support mandated common core curriculum requirements across all grade levels and disciplines are also included here.

The Briarcliff Manor Union Free School District will employ 141 faculty members allocated across grades K-12 in 2023-2024. The District's goal is to ensure that each child receives instruction that meets or exceeds New York State Standards by curriculum and grade level.

Elementary students develop critical thinking and analytical skills. Through literacy instruction in language arts, mathematics, social studies, science, health, technology and physical education each child's curriculum is enriched, and each student develops cultural and creative skills through art, music, and supplemental programs.

At the secondary level, New York State Standards are being met or exceeded throughout the District. AP courses, electives, art, music and physical education programs as well as academic intervention services and Regents preparation at all levels, are embedded throughout the curriculum.

Other instructional costs absorbed in this category are building-level expenses related to equipment/furniture, supplies and materials, textbooks and contractual obligations. These costs represent the building principals' requests for 2024-2025.

Other financial obligations of the District contained in this category are:

- Building specific curriculum development activities
- BOCES instructional services

Total instructional area costs will decrease by \$458,422 or 2.61% in 2024-2025. The District used one-time revenues to outfit every High School and Middle School classroom as well as the majority of Todd Elementary with much needed furniture as part of the 2023-24 budget and those appropriations are no longer needed. Textbook requests, BOCES services and outside tuition are also reflected in the increase.

Instructional - Regular School

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A2110.12a	Teacher Salaries, Full Day K-3	2,562,790	2,620,987	2,825,703	2,743,762	-81,941	-2.90%
A2110.12b	Teacher Salaries 4-6	2,695,760	2,867,131	3,058,901	3,407,828	348,927	11.41%
A2110.13	Teacher Salaries, 7-12	9,320,127	9,464,870	9,528,844	9,914,456	385,612	4.05%
A2110.14	Substitute Teacher	200,961	222,190	312,750	292,750	-20,000	-6.39%
A2110.16	Noninstructional Salaries	117,925	113,368	133,370	169,421	36,051	27.03%
A2110.2	Equipment	289,866	1,726,117	1,083,194	22,335	-1,060,859	-97.94%
A2110.4	Contractual And Other	53,592	55,456	99,720	93,300	-6,420	-6.44%
A2110.45	Materials And Supplies	144,907	152,665	162,037	169,347	7,310	4.51%
A2110.470	Tuition Paid To Public Dists In Nys	2,308	2,499	3,000	3,000	0	0.00%
A2110.48	Textbooks	67,022	223,114	135,789	68,687	-67,102	-49.42%
A2110.49b	Other Boces Services	129,178	193,981	196,248	196,248	0	0.00%
Total Instructional - Regular School		15,584,436	17,642,377	17,539,556	17,081,134	-458,422	-2.61%

Special Services & Occupational Education Services Summary

The education of children with disabilities is governed by the following statutes and their accompanying regulations:

- The **Reauthorized Individuals with Disabilities Education Act (IDEA 2004)** which imposes on school districts, among other mandates, an obligation to provide all children with disabilities a free and appropriate public education in the least restrictive environment.
- **Section 504 of the Rehabilitation Act of 1973** and the **Americans with Disabilities Act (ADA) of 1990** which prohibit discrimination on the basis of disability.
- **Article 89 of the New York State Education Law and Part 200 of the Commissioner's Regulations** which are also the vehicles that implement federal law governing the rights of children with disabilities in New York State.

The Briarcliff Manor Union Free School District must provide all eligible resident children with disabilities a free and appropriate public education in the least restrictive environment that meets their needs as set forth in the child's individualized education program (IEP). The District has met its obligation to comply with these laws and has/will have served the following numbers of school-age children with disabilities which include pre-school.

Special Education Student Enrollment

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 Proj.
153	136	125	95	100	90

For 2024-2025 it is anticipated that 90 Briarcliff Manor Union Free School District students will be classified with special needs as identified by the committee on special education (CSE). In 2023-24 there are 100 students in CSE (school age 5-21), and 40 CPSE (3-5 preschool) totaling 140 students.

Occupational Education services are provided through the Putnam/ Northern Westchester BOCES. Examples of programs available for students are construction, culinary arts, computer graphics and automotive. This expense is expected to remain flat for 2024-25.

Overall the expected costs for Special and Occupational Education Services programs will increase by \$284,964, or 5.57% in 2024-2025. This increase is attributed to a increasing staff salaries, BOCES services and equipment needs.

Special Services & Occupational Education

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A2250.15	Instructional Salaries	2,788,484	3,242,850	3,520,093	3,606,491	86,398	2.45%
A2250.16	Noninstructional Salaries	280,080	374,369	261,036	452,467	191,431	73.34%
A2250.2	Equipment	0	1,561	3,806	9,000	5,194	136.49%
A2250.4	Contractual And Other	48,893	58,361	109,000	109,000	0	0.00%
A2250.45	Materials And Supplies	17,846	15,537	7,000	7,000	0	0.00%
A2250.470	Tuition Paid To Public	1,331,193	903,655	833,674	802,935	-30,740	-3.69%
A2250.48	Textbooks	0	0	4,000	4,000	0	0.00%
A2250.49	BOCES Services	216,130	231,651	269,244	301,923	32,679	12.14%
Programs - Students w/ Disabilities		4,682,626	4,827,984	5,007,853	5,292,816	284,964	5.69%
A 2280.490-04	BOCES OCCUPATIONAL ED.	99,295	133,899	156,622	156,622	0	0.00%
Occupational Education		99,295	133,899	156,622	156,622	0	0.00%
A 2330.480	TEXTBOOKS PRIVATE SCHOOLS	2,108	1,780	5,000	5,000	0	0.00%
Teaching - Private Schools		2,108	1,780	5,000	5,000	0	0.00%
Total Special Services & Occupational Education		4,784,028	4,963,663	5,169,475	5,454,438	284,964	5.51%

Library/Technology Summary

The primary objective of the District's instructional technology plans in the Briarcliff Union Free School District is to support the continued integration of technology and information literacy into curriculum, instruction, professional development, and information management to impact and expand the scope, quality, and richness of all educational programs.

Recognizing that the presence of technology permeates the fabric of an intellectual and creative life, the District is committed to creating a learning environment that anticipates and responds to the demands of the world for which we prepare our students.

Briarcliff 2.0 is a 1 student: 1 device initiative to deliver technology directly into the hands of students & teachers so that they may take greater advantage of district resources and we may improve student learning outcomes.

The combined library/technology budget for 2024-2025 is projected to decrease by \$79,017 or 4.02%. The decreases are due to salary and contractual codes. Also included are the following for 2024-2025:

- Instructional technology support services
- Outsourced technology support services
- Curriculum mapping
- District Wide print management

These and other budgeted items will assist to support continued instructional technology development: provide an adequate and reliable infrastructure; timely resolution of technical problems; equitable access to hardware and software resources; well-designed ongoing professional development; and technology integration throughout the District. The proposed technology budget will advance efforts to integrate technology to extend and enrich curricula, and improve the manner in which instruction is delivered.

Library/Technology & Computer Instruction

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A2610.15	Instructional Salaries	284,161	289,731	294,731	227,912	-66,819	-22.67%
A2610.4	Contractual And Other	250	1,787	1,250	1,566	316	25.28%
A2610.45	Materials And Supplies	6,456	6,337	6,675	6,459	-216	-3.24%
A2610.46	School Library A/V Loan	21,603	19,414	23,000	23,500	500	2.17%
A2610.49	Boces Services	50,120	41,564	36,038	36,038	0	0.00%
School Library & Audio/Visual		362,590	358,833	361,694	295,475	-66,219	-18.31%
A2630.2	State-Aided Computer Hdware - Purchase	56,342	54,520	85,000	85,962	962	1.13%
A2630.4	Contractual & Other (Not Aide Lease)	426,849	424,910	455,515	472,056	16,541	3.63%
A2630.45	Materials And Supplies	172,737	173,790	190,000	190,000	0	0.00%
A2630.46	State-Aided Computer Software	191,234	141,961	219,583	167,303	-52,280	-23.81%
A2630.49	Boces Services	586,609	635,069	654,350	676,328	21,978	3.36%
Computer Assisted Instruction		1,433,770	1,430,251	1,604,447	1,591,649	-12,798	-0.80%
Total Library/Technology		1,796,359	1,789,084	1,966,141	1,887,124	-79,017	-4.02%

Guidance/Health Services Summary

The elementary, middle and high school counselors in the guidance and counseling department address the academic, personal/social and career development needs of all students by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes student success. Counselors provide proactive leadership that engages all stakeholders in the delivery of programs and services to assist and work with students to support their goals and maximize success as they prepare for their role in the ever-changing 21st century.

The guidance program is delivered through:

- Guidance designed to help students achieve desired competencies and to provide students with developmentally appropriate knowledge and skills.
- Individual student planning to help students establish personal, academic and career goals to include understanding of self and others, and assessment of strengths, weaknesses, talents and skills.
- Academic planning that aligns with post high school and career goals.
- Responsive services that consist of prevention, intervention and advocacy at the systemic level.
- Consultation with parents, teachers, other educators and community resources

In addition, counselors facilitate educational evening programs and in-school seminars related to developmental needs and college and career planning. The department is responsible for assisting students in registering for college related exams and assisting students with disabilities in acquiring accommodations for college related exams.

The guidance portion of the budget will increase by \$47,176 for 2024-2025 due to salary increases.

The health services portion of the budget is projected to increase by \$1,746, or .44%. Also budgeted for in this area are health services provided to Briarcliff Manor students who attend private schools in other districts. The school physician is also budgeted for in this department.

Guidance & Health Services

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A2810.15	Instructional Salaries	819,647	740,052	948,819	993,379	44,560	4.70%
A2810.16	Noninstructional Salaries	62,633	55,726	56,646	59,337	2,691	4.75%
A2810.4	Contractual And Other	0	0	1,500	1,500	0	0.00%
A2810.45	Materials And Supplies	4,562	7,320	13,875	14,100	225	1.62%
Guidance - Regular School		886,842	803,098	1,020,840	1,068,316	47,476	4.65%
A2815.16	Noninstructional Salaries	323,975	222,004	254,947	256,569	1,622	0.64%
A2815.4	Contractual And Other	87,817	87,607	124,698	125,022	324	0.26%
A2815.45	Materials And Supplies	13,692	33,416	16,750	16,550	-200	-1.19%
Health Services - Regular School		425,484	343,027	396,395	398,141	1,746	0.44%
Total Guidance & Health Services		1,312,326	1,146,125	1,417,235	1,466,457	49,222	3.47%



Psychological & Social Services Summary

The district employs six total psychologists and social workers for its 1,324 anticipated student population. Spending in these areas are primarily dedicated to the salaries of these individuals. The district also contracts with an outside agency to provide specific counseling services for middle and high school students. The total budget for these areas is \$726,335 for 2024-2025 or a decrease of .4%.

Psychological and Social Services

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A2820.15	Instructional Salaries	448,117	466,398	513,269	506,691	-6,578	-1.28%
A2820.45	Materials And Supplies	635	1,482	1,500	800	-700	-46.67%
Psychological Services		448,752	467,880	514,769	507,491	-7,278	-1.41%
A2825.15	Instructional Salaries	80,167	84,482	89,003	93,384	4,381	4.92%
A2825.4	Contractual And Other	92,212	109,733	125,460	125,460	0	0.00%
Health Services - Regular School		172,379	194,215	214,463	218,844	4,381	2.04%
Total Guidance & Health Services		621,131	662,095	729,232	726,335	-2,897	-0.40%

Interscholastic Athletics and Co-Curricular Summary

The co-curricular and interscholastic athletics programs are important parts of the overall education program for Briarcliff Manor's young men and women. All students are encouraged to take advantage of these exciting programs. The investment in this program enhances school spirit and morale. It does this by allowing students to work and play harmoniously with others, by promoting constructive use of their leisure time, by developing leadership traits and by furthering their athletic and vocational interests as well as developing new ones.

The Co-Curricular budget is increasing by \$31,841 or 8.59% because of contractual and salary increases.

During the 2024-25 school year, the Briarcliff Manor interscholastic athletic program budget supports the participation of over 750 student athletes playing on 67 different teams in 37 sports programs.

The interscholastic athletics budget will increase by \$108,944 or 8.74% for 2024-2025. The increases are primarily due to salary increases, official fees, league fees, team mergers, and for the replacement safety equipment. The budget supports the LocalLive service so that parents can watch many home games online.

Co-Curricular & Athletics

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A2850.15	Instructional Salaries	247,358	306,984	312,208	334,899	22,691	7.27%
A2850.2	Equipment MS Musical	0	0	0	3,000	3,000	-%
A2850.4	Contractual And Other	8,580	17,436	37,728	47,528	9,800	25.98%
A2850.45	Materials And Supplies	8,770	3,496	20,820	17,170	-3,650	-17.53%
Co-Curricular - Regular School		264,708	327,916	370,756	402,597	31,841	8.59%
A2855.15	Instructional Salaries	549,894	559,376	603,992	615,874	11,882	1.97%
A2855.16	Noninstructional Salaries	134,564	136,825	135,968	152,548	16,580	12.19%
A2855.2	Equipment	47,709	60,385	14,692	45,477	30,785	209.54%
A2855.4	Contractual And Other	90,286	120,136	235,726	270,240	34,514	14.64%
A2855.45	Materials And Supplies	86,331	91,825	103,147	99,911	-3,237	-3.14%
A2855.49	BOCES Services	128,534	131,772	153,358	171,778	18,420	12.01%
Interscholastic Athletics - Regular School		1,037,319	1,100,319	1,246,884	1,355,828	108,944	8.74%
Total Co-Curricular & Athletics		1,302,027	1,428,235	1,617,640	1,758,425	140,785	8.70%

Pupil Transportation Summary

The Briarcliff Manor Union Free School District provides pupil transportation for all resident children who legally attend public, private or parochial schools that are between 1 to 15 miles from their homes, as specified by the current Board of Education Policy #5700.

Any resident, now living in the District, who applies for out-of-district transportation for their children on or before April 1 of each year will be provided with transportation (within mileage limits); the District does not accept late applications unless it is submitted by a new resident within 30 days of the date of residency.

All District transportation services are provided by a private bus company.

The Pupil Transportation budget for 2024-2025 is projected to increase by \$108,463, or 4% overall. The increase primarily relates to the anticipated contractual increases as a result of CPI.

The District must provide transportation for an estimated 128 resident students attending 28 different private and special education schools located outside of the District. The District contracts with a private school bus company to provide this service. In 2024-25 the estimated cost for this contract transportation is \$1,098,769. In-District transportation is also contracted with the same private school bus company. There are currently 1,325 students who are eligible to be transported to in-district schools at an estimated cost of \$1,274,705 for 2024-25. Services provided to students attending out-of-district schools located within 15 miles of their residence are mandated by state education law. Special Education schools may by law be located outside of the 15 mile radius.

Transportation

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A 5510.160	NON INSTRUCTIONAL SALARIES	133,384	115,338	94,857	120,995	26,138	27.55%
A 5510.400	TRANS. Contractual Services			3,122	3,122	0	0.00%
A 5510.405	Computerized Bus Routing	3,407	3,526	3,850	4,000	150	3.90%
In-District Services		136,791	118,864	101,829	128,117	26,288	25.82%
A 5540.4	FIELD TRIPS	29,601	58,633	67,450	78,000	10,550	15.64%
A 5540.4	CONTRACT IN DISTRICT	1,122,859	1,173,719	1,250,000	1,274,705	24,705	1.98%
A 5540.4	CONTRACT PRIVATE	1,038,927	1,009,066	1,070,000	1,098,769	28,769	2.69%
A 5540.4	ATHLETIC TRIPS	194,324	205,190	216,000	234,151	18,151	8.40%
A 5540.4	SUMMER TRANSPORTATION			7,289	7,289	0	0.01%
Out-of-District Services		2,385,711	2,446,608	2,610,739	2,692,914	82,175	3.15%
Total Transportation		2,522,502	2,565,473	2,712,568	2,821,031	108,463	4.00%

BOCES Services Summary

The Briarcliff Manor Union Free School District's use of Putnam/Northern Westchester and other BOCES services represents about 3.93% of the total proposed 2023-2024 Budget. The five major areas of services that the District subscribes to are:

- Technology support services including student and financial/data management services
- Instructional Support Services including curriculum development
- Special services for students with disabilities
- Occupational Education programs; and
- Athletic services including Section 1 and competition officials costs.

The District's decision to purchase these services from BOCES represents its belief that it is obtaining the highest quality service in these areas at a more reasonable cost than it could if it provided the services themselves or from another competing vendor.

At this time it is projected that the District will subscribe to \$2,472,568 in BOCES services during the 2024-2025 school year. This represents a increase in the level of spending than was budgeted in 2023-2024 by \$204,998 due primarily to various facilities services and special education tuition.

For every dollar spent on a BOCES aid eligible service the District receives approximately 30-66% back in BOCES aid revenues the following school year per current NY State law.

More information about BOCES services can be obtained at:

<http://www.pnwboces.org/>

BOCES Services

BOCES Service	Budget Code	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
Board of Education	1010.49	16,339	16,339	0	0.00%
Annual Vote	1060.49	9,589	11,000	1,411	-%
Business Administration	1310.49	112,901	118,249	5,348	4.74%
Personnel Services	1430.49	20,874	36,189	15,315	73.37%
Records Management	1460.49	19,747	19,747	0	0.00%
Public Information Services	1480.49	88,700	88,700	0	0.00%
Operation of Plant	1620.49	72,000	178,027	106,027	147.26%
Printing & Mailing	1670.49	22,500	18,000	-4,500	-20.00%
BOCES Administration	1981.49	281,672	290,372	8,700	3.09%
Capital Expenses	1983.49	35,888	40,708	4,820	13.43%
Curriculum Development	2010.49	120,200	115,000	-5,200	-4.33%
Research & Planning	2060.49	1,300	1,300	0	0.00%
Regular Education	2110.49	196,248	196,248	0	0.00%
Special Education	2250.49	269,244	301,923	32,679	12.14%
Occupational Education	2280.49	156,622	156,622	0	0.00%
Library Services	2610.49	36,038	36,038	0	0.00%
Technology Services	2630.49	654,350	676,328	21,978	3.36%
Athletics	2855.49	153,358	171,778	18,420	12.01%
Transportation	5510.49	0	0	0	-%
Total BOCES Services		2,267,570	2,472,568	204,998	9.04%

Capital Budget Section

Operations & Maintenance Summary

The Operations & Maintenance (O&M) budget for 2024-2025 is projected to increase by \$265,629 or 6.12%.

The 2024-25 budget funds the architectural fees, maintenance and repair projects, as well as continual maintenance. Plant Operations are increasing by 7%. This reflects the addition of BOCES services to assist safety assessments and consultation.

Day shift custodians do set-ups, internal deliveries, building repairs, cleaning, grounds work and landscaping during the school day. District night custodians do cleaning and set-ups as well as breakdowns. Contractual cleaners do not do set-ups or breakdowns for events.

Operations and Maintenance

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A1620.16	Noninstructional Salaries	673,825	697,345	754,275	813,963	59,688	7.91%
A1620.2	Equipment	15,705	49,820	55,000	55,000	0	0.00%
A1620.4	Contractual And Other	1,997,405	2,011,322	2,007,805	2,048,845	41,040	2.04%
A1620.45	Materials And Supplies	63,985	92,505	92,000	94,000	2,000	2.17%
A1620.49	BOCES Services	68,409	43,098	72,000	178,027	106,027	147.26%
Operations of Plant		2,819,328	2,894,090	2,981,080	3,189,835	208,755	7.00%
A1621.16	Noninstructional Salaries	720,929	794,379	797,357	809,432	12,075	1.51%
A1621.2	Equipment	38,870	22,978	58,000	84,740	26,740	46.10%
A1621.4	Contractual And Other	424,341	376,831	385,583	400,121	14,538	3.77%
A1621.45	Materials And Supplies	110,421	95,233	118,050	121,572	3,522	2.98%
Maintenance of Plant		1,294,561	1,289,421	1,358,990	1,415,864	56,874	4.19%
Total Operations and Maintenance		4,113,889	4,183,511	4,340,071	4,605,699	265,629	6.12%

Debt Service Summary

In order to improve facilities and purchase fixed equipment the District borrows money to pay for these large expenditures over time. Consequently, debt service is part of the budget which includes funds for the payment of principal and interest on the District's outstanding construction bond issues and the District's share of BOCES construction projects.

Scheduled in 2024-2025 is construction debt service of \$3,434,753. Voters approved a \$26.6 million project in 2021 which is now incorporated in the debt service schedule shown below. There is a potential Energy Performance Contract project that would add to debt service, but not have an impact to the overall budget due to additional state funding and energy savings. This has been assumed in the future debt schedule starting in 2026. The goal of the District is to keep debt service payments as flat as possible in order to make future tax levy limits predictable and sustainable.

Debt Service Schedule

Fiscal Year Ending June 30th	Total Bond Principal	Total Bond Interest	Total Principal & Interest	Change from Previous Year
2025	2,183,113	1,251,640	3,434,753	86,868
2026	2,245,000	2,046,650	4,291,650	856,897
2027	2,780,000	1,505,875	4,285,875	-5,775
2028	2,875,000	1,387,425	4,262,425	-23,450
2029	3,010,000	1,264,950	4,274,950	12,525
2030	2,565,000	1,136,675	3,701,675	-573,275
2031	1,950,000	1,028,075	2,978,075	-723,600
2032	2,040,000	943,825	2,983,825	5,750
2033	2,120,000	855,675	2,975,675	-8,150
2034	2,220,000	764,050	2,984,050	8,375
Total	23,988,113	12,184,840	36,172,953	

Debt Service

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A9711.6	Serial Bonds Principal-School	765,023	695,000	720,000	750,000	30,000	4.17%
A9711.7	Serial Bonds Interest - School	159,240	228,625	202,400	175,100	-27,300	-13.49%
Total Bonds - School		924,263	923,625	954,800	925,100	-29,700	-3.11%
A9713.6	Serial Bonds Principal-Boces	60,000	60,000		0	0	-%
A9713.7	Serial Bonds Interest - Boces	3,375	1,725		0	0	-%
Total Bonds - BOCES		63,375	61,725	63,375	0	-63,375	-100.00%
A9731.6	Bond Anticipation Notes School	1,830,000	1,727,000	1,330,000	1,433,113	103,113	0.00%
A9731.7	Bond Anticipation Notes School	7,402	183,192	784,800	1,076,540	291,740	
Total Bond Anticipation Notes		1,837,402	1,910,192	1,837,954	2,509,653	671,699	36.55%
A9785.6	Installment Purchase Debt - Principal	421,357	520,189	558,214	540,384	-17,830	-3.19%
A9785.7	Installment Purchase Debt- Interest	20,109	13,065	5,774	0	-5,774	-100.00%
Total Serial Lease		441,466	533,254	563,988	540,384	-23,604	-4.19%
Total Debt Service		3,266,505	3,428,797	3,420,117	3,975,137	555,020	16.23%



Inter-Fund Transfers

School Lunch Fund:

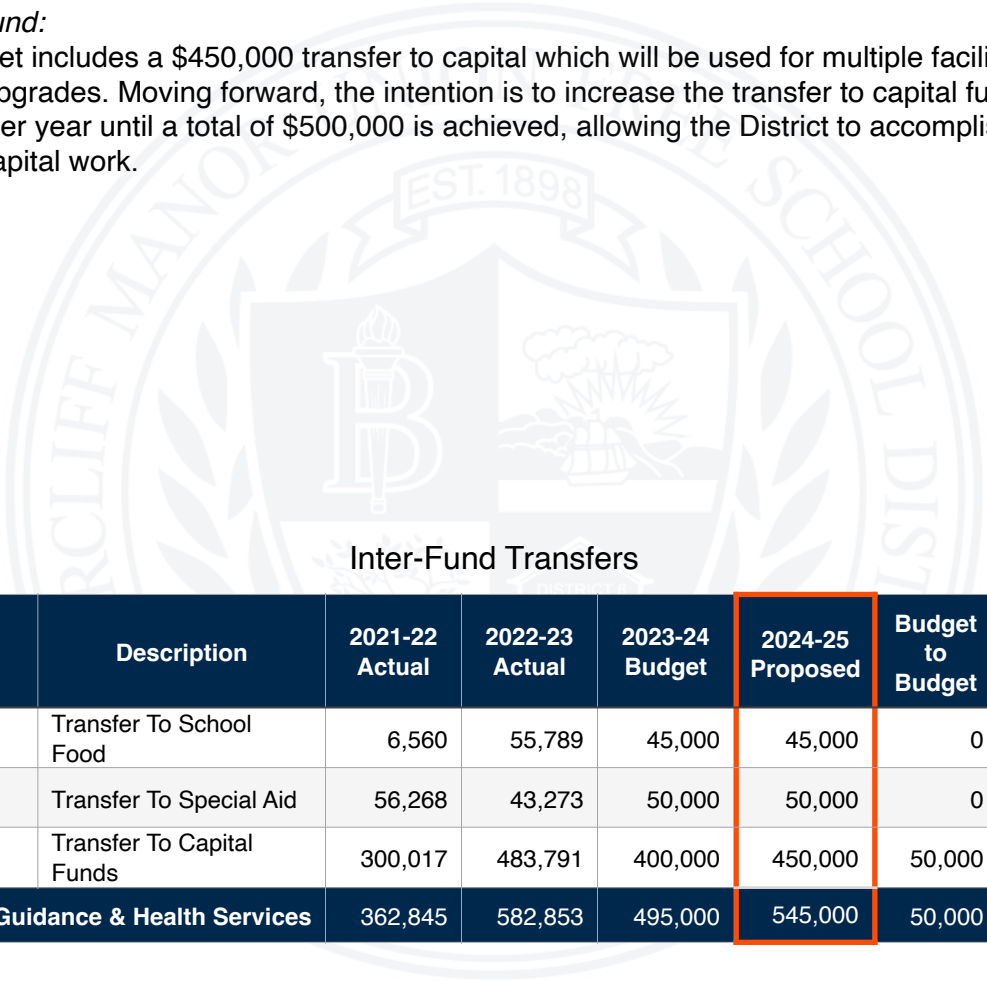
There is no anticipated change in the transfer to school lunch fund.

Special Aid Fund:

The 2024-2025 budget is \$50,000 to the special aid fund providing a 20% offset to summer school special education expenditures anticipated in July and August of 2024. The remaining 80% of funding is provided by the State Education Department and accounted for in the special aid fund.

Capital Fund:

This budget includes a \$450,000 transfer to capital which will be used for multiple facilities and security upgrades. Moving forward, the intention is to increase the transfer to capital fund by \$50,000 per year until a total of \$500,000 is achieved, allowing the District to accomplish much needed capital work.

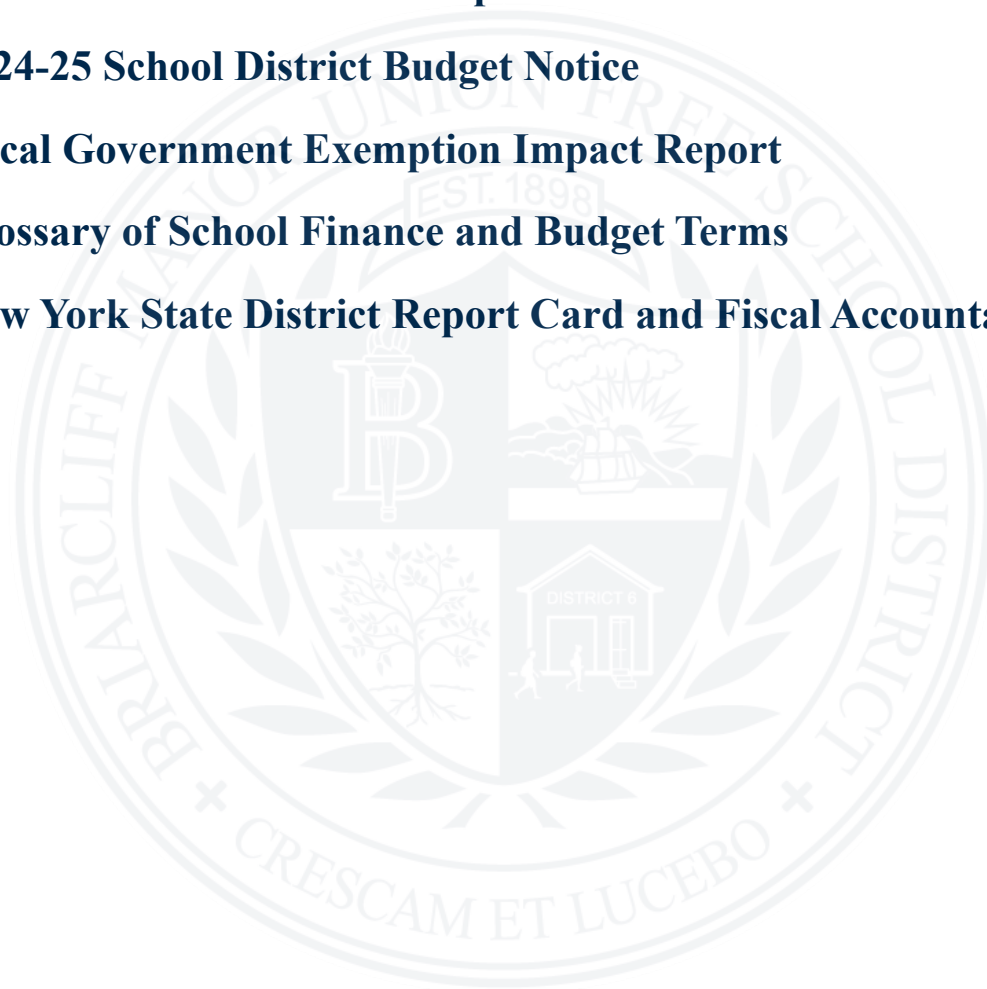


Inter-Fund Transfers

Code	Description	2021-22 Actual	2022-23 Actual	2023-24 Budget	2024-25 Proposed	Budget to Budget	% Difference
A9901.93	Transfer To School Food	6,560	55,789	45,000	45,000	0	0.00%
A9901.95	Transfer To Special Aid	56,268	43,273	50,000	50,000	0	0.00%
A9950.9	Transfer To Capital Funds	300,017	483,791	400,000	450,000	50,000	12.50%
Total Guidance & Health Services		362,845	582,853	495,000	545,000	50,000	10.10%

Appendix

- 1. 2024-25 Tax Levy Limit Calculation**
- 2. Property Tax Report Card**
- 3. 2024-25 Administrative Compensation Information**
- 4. 2024-25 School District Budget Notice**
- 5. Local Government Exemption Impact Report**
- 6. Glossary of School Finance and Budget Terms**
- 7. New York State District Report Card and Fiscal Accountability**



2024-2025 Tax Levy Limit Calculation

Briarcliff Manor UFSD - 2024-25 Tax Levy Limit Calculation 3/13/24 **FINAL**

A.	Total Real Property Tax Levy for Base Year	\$44,982,025
B.	Tax Base Growth Factor (minimum of 1.0)	1.0035
C.	Product of A * B	\$45,139,462
D.	Base Year PILOTS	\$0
E.	Sum of C + D	\$45,139,462
F.	Base Year Capital Tax Levy	\$3,082,061
G.	Difference of E - F	\$42,057,401
H.	Allowable Levy Growth Factor based on CPI (4.12% for 2024-25. Capped at 2	1.0200
I.	Product of G * H	\$42,898,549
J.	Budget Year PILOTS	\$0
K.	Difference of I - J	\$42,898,549
L.	Equals Tax Levy Limit Base or Before Exclusions	\$42,898,549
M.	Budget Year Torts and Judgements above 5% of Levy	\$0
N.	Budget Year Capital Tax Levy	\$2,829,553
O.	Budget Year Pension Expense above 2% increase in rate	\$4,971
P.	Eligible Prior Year Carryover	\$0
Q.	Tax Levy Limit Adjusted for Transfers + Exclusions (Sum L-P)	\$45,733,074
R.	Total Tax Levy Percentage Increase	1.67%

2024-2025 Property Tax Report Card

2024-25 Property Tax Report Card		
651402 - BRUNCLIFF MANOR UFSD		
Contact Person: JOHN J. BRUCATO		
Telephone Number: 914-432-8116		
	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)
Total Budgeted Amount, not including Separate Propositions	57,719,409	59,293,785
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	44,982,025	45,724,228
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0
E. Total Proposed School Year Tax Levy (A + B + C + D)	44,982,025	45,724,228
F. Permissible Exclusions to the School Tax Levy Limit	3,082,081	2,829,553
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	42,412,185	42,903,521
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	41,899,364	42,894,675
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	512,201	8,646
Public School Enrollment	1,358	1,352
Consumer Price Index		4.12%

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

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

³ For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	3,850,542	4,614,307
Assigned Appropriated Fund Balance	2,623,388	2,231,829
Adjusted Unrestricted Fund Balance	2,310,063	2,371,751
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 *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2023-24 School Year
Capital		To pay the cost of any object or purpose for which bonds may be issued.			
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation		To pay for Workers Compensation and benefits.			
Unemployment Insurance		To pay the cost of reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, loans) after the sale of district capital assets or improvements.			
Insurance		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability	Legal Liability		221,913	227,472	N/A
Tax Certiorari	Tax Certiorari	To establish a reserve fund for tax certiorari settlements.	2,518,744	3,305,523	Use based on tax certiorari settlements.
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR - Employee Benefit Accrued Liability	EBALR- EMPLOYEE BENEFIT ACCRUED LIABILITY	For the payment of accrued 'employee benefits' due to employees upon termination of service.	399,690	358,020	Use based on payouts at retirement.
Retirement Contribution	Retirement	To fund employer retirement contributions to the State and Local employees' Retirement System.	274,278	281,150	N/A
Other Reserve	TRS Reserve	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS).	436,214	447,142	N/A
Other Reserve	Reserve for Encumbrances	To account for purchase orders (encumbrances) carried forward to the next fiscal year.	214,027	214,027	Use based on prior year outstanding purchase orders.

2024-2025 Administrative Compensation Information

Administrative Compensation Information

Title	Salary	Employee Benefits	Other Renumeration
Superintendent	311,805	78,620	6,000
Assistant Superintendent for Finance & Operations	270,300	73,822	13,500
Director of Pupil Personnel Services	226,870	68,801	5,000
Director of Curriculum and Instruction	192,079	49,592	5,000
Director of Human Resources	191,434	40,139	5,000
Elementary Principal	183,600	63,799	5,000
High School Principal	222,748	43,758	5,000
High School Assistant Principal	173,341	62,613	5,000
Middle School Principal	187,270	64,224	5,000

2024-2025 School District Budget Notice

Briarcliff Manor Union Free School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2023-24	Budget Proposed for the 2024-25 School Year	Contingency Budget for 2024-25 School Year
Total Budgeted Amount, Not Including Separate Propositions	\$57,719,409	\$59,293,785	\$58,213,243
Increase (decrease) for the 2023-24 school year		\$1,574,376	\$493,834
Percentage Increase (decrease) in each proposed budget		2.73%	0.86%
Change in the Consumer Price Index		4.12%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$44,982,025	\$45,724,228	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Levy	\$0	\$0	
E. Total School Year Tax Levy (A+B+C+D)	\$44,982,025	\$45,724,228	\$44,982,025
F. Permissible Exclusions to the School Tax Levy Limit	\$3,082,061	\$2,829,553	
G. School Tax Levy Limit, Excluding Levy for Exclusions	\$42,412,165	\$42,903,521	
H. Proposed School Year Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	\$41,899,964	\$42,894,675	
Difference:(G-H); (Negative Value Requires 60.0% Voter Approval)	\$512,201	\$8,846	
Administrative Component	\$8,121,299	\$8,458,696	\$8,239,994
Program Component	\$40,312,459	\$41,000,635	\$40,922,411
Capital Component	\$9,285,650	\$9,834,454	\$9,050,837
Statement of assumptions made in projecting a contingency budget for the 2024-25 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law: The Board of Education will review the expenditure budget and make decisions on those items to be included based on Education Law Section 2023. The tax levy increase would be \$0 and non contingent items such as equipment and capital transfers would be removed in accordance with New York State Law.			
** 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
		Under the Budget Proposed for the 2024-25 School Year	
Estimated Basic STAR Exemption Savings ¹		Mt. Pleasant: \$1,728/ Ossining: \$1,630	

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Briarcliff Manor UFSD, Westchester County, New York, will be held at the The Village of Briarcliff Manor Youth Center, 5 Van Lu Van Rd, Briarcliff Manor, NY on Tuesday, May 21, 2024 between the hours of 6:00 AM and 9:00 PM, prevailing time, at which time the polls will be opened to vote by voting ballot or machine.

¹ The basic school tax relief (STAR) exemption is authorized by section 42b of the Real Property Tax Law.

Local Government Exemption Impact Report

Date: 4/23/2024 Time: 3:55:41 PM

Page: 1

Exemption Impact Report

Assessment Year: 2023

County: WESTCHESTER
SWIS Code: 5534

School Value Report (554202)

Municipality: MT. PLEASANT
Total Assessed Val: 10,880,675
Uniform Percentage: 1.13

Equalized Total Assessed Value = 962,891,592

Exempt Code	Description	Statutory Authority	# of Exempts	Total EX Asmnt	Total Equalized Value of EX	% of Value Exempted
12100	NY STATE	RPTL 404(1)	14	61,730	5,462,831	0.57
13100	CTY OWNED	RPTL 406(1)	2	13,650	1,207,964	0.13
13500	TWN WITHIN	RPTL 406(1)	14	14,812	1,310,796	0.14
13650	VILLAG OWN	RPTL 406(1)	5	10,000	884,955	0.09
13800	SCHOOL DIS	RPTL 408	3	903,600	79,964,601	8.30
25110	RELG PROP	RPTL 420-a	3	66,150	5,853,982	0.61
25120	EDUCATION	RPTL 420-a	1	1,798,000	159,115,044	16.52
25130	CHARITIES	RPTL 420-a	1	12,838	1,136,106	0.12
25230	N/P IMPROV	RPTL 420-a	3	47,900	4,238,938	0.44
41120	WAR VET	RPTL 458-a	14	1,904	168,495	0.02
41124	WAR VET	RPTL 458-a	1	136	12,035	0.00
41130	COMBAT VET	RPTL 458-a	12	2,712	240,000	0.02
41134	COMBAT VET	RPTL 458-a	1	226	20,000	0.00
41140	DISABL VET	RPTL 458-a	3	1,327	117,433	0.01
41144	DISABL VET	RPTL 458-a	1	452	40,000	0.00
41730	AGRIC	Ag-Mkis L 306	3	5,200	460,176	0.05
41804	AGED- S	RPTL 467	3	12,327	1,090,884	0.11
41834	ENH STAR	RPTL 425	28	79,800	7,061,946	0.73
41854	BAS STAR	RPTL 425	149	156,450	13,845,132	1.44
47100	TELECOMM CELNG		5	3,641	322,212	0.03
Total Exemptions (No System EX's)			266	10,880,675	282,553,530	29.34
Total Exemptions (with System EX's)			266	10,880,675	282,553,530	29.34

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: _____

NYS - Real Property System
County of Westchester

Assessor's Report - 2023 - Prior Year File
S495 Exemption Impact Report
School District Summary

RPS221/V04/L001
Date/Time - 4/23/2024 11:29:24
Total Assessed Value 1,797,181,600

Equalized Total Assessed Value 1,797,181,600

School District - 554202 Briarcliff Manor

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	3	968,300	0.05
13500	TOWN - GENERALLY	RPTL 406(1)	1	1,447,300	0.08
13650	VG - GENERALLY	RPTL 406(1)	41	48,914,100	2.72
14110	USA - SPECIFIED USES	STATE L 54	2	2,467,700	0.14
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	2,576,300	0.14
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	16	35,530,373	1.98
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	1,691,900	0.09
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	4	48,000	0.00
41125	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	19	240,000	0.01
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	20,000	0.00
41135	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	27	540,000	0.03
41145	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	6	240,000	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	3	297,258	0.02
41804	PERSONS AGE 65 OR OVER	RPTL 467	6	950,890	0.05
41834	ENHANCED STAR	RPTL 425	53	13,288,504	0.74
41854	BASIC STAR 1999-2000	RPTL 425	288	25,469,143	1.42
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	1,437,700	0.08
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	9	1,577,400	0.09
Total Exemptions Exclusive of System Exemptions:			477	136,127,468	7.57
Total System Exemptions:			9	1,577,400	0.09
Totals:			486	137,704,868	7.66

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

Glossary of School Finance and Budget Terms

The glossary below provides a brief description of most of the school budgeting and financial accounting terms which may be used during the school budget hearings and in the budget document itself.

Assessed Valuation:

Assessed valuation is defined as the value of real property for the purpose of levying taxes.

Bond:

Money borrowed to pay for a school district expenditure. Typically, the money is used for capital expenditures, such as the construction or renovation of a building, although in some cases school districts also issue bonds for other large expenditures such as the repayment of back taxes in a certiorari settlement. By definition, a bond is a written promise to pay a specified sum of money, called the face value or principal amount, at a specified date in the future (the maturity date), together with periodic interest at a specified rate.

Budget:

A plan of financial operation expressing the estimates of proposed expenditures for a fiscal year and the proposed means of financing them. An underlying reason for a budget is the achievement of the school district's specified annual education goals.

Budget Cap:

Per New York State education law, in the event of a school budget defeat and the adoption of a contingent budget, school districts must cap their spending increase at 120% of the Consumer Price index or 4%, whichever is lower. For more on this, see the definition of a contingent budget.

Capital Outlay:

An expenditure that results in the ownership, control, or possession of assets intended for continued use over long periods of time. These can include new buildings or building renovations and additions; new equipment (i.e. desks, computers, etc.).

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 (also called the cost-of-living index). However, the CPI does not take into account many of the items that cause school district budgets to rise, such as the increasing cost of health insurance, liability insurance and retirement contributions.

Contingent Budget:

In the event it becomes necessary, a contingency budget is developed based on provisions of education law and Briarcliff Manor Board of Education policy. The School District budget for any school year or any part of such budget, or any proposition involving the expenditure of money for such school year, shall not be submitted for a vote of the qualified voters of the District more than twice in any school year. If the original proposed budget is not approved by District voters at the Annual District Meeting and Election, the Board has the option of either resubmitting the original or revised budget for voter approval at a special meeting held at a later date; or the Board may, at that point, adopt a contingency budget. If the Board decides to submit either the original or a revised budget to the voters for a second time, and the voters do not approve the second budget submittal, the Board must adopt a contingency budget and the tax levy cannot exceed the total tax levy of the prior year (0% levy growth).

Debt Service:

In order to build facilities and purchase fixed equipment the District borrows money to pay for these large expenditures over time. Consequently, debt service is part of the budget which includes funds for the payment of principal and interest on the District's outstanding construction bond issues, District share of BOCES capital projects and tax anticipation notes.

Employee Benefits:

Fringe benefits costs paid by the district on behalf of employees. These amounts are not included in the gross salary. They are fringe benefits, and while not paid directly to employees, are a part of the cost of operating the school district. Employee benefits include the district cost for health insurance premiums, dental, life and disability insurance, Medicare, retirement and social security.

Equalization Rate:

In simple terms, an equalization rate represents the average level of assessment in each community. For example, an equalization rate of 80 means that, on average the property in a community is being assessed at 80% of its market value. The words "on average" are stressed to emphasize that that an equalization rate of 80 does not mean that each and every property is assessed at 80% of full value. Some may be assessed at lower than 80%, while others may be assessed at higher than 80%. Equalization rates are established by the New York State Board of Equalization and Assessment. School districts that comprise more than one city, town or village must use the equalization rate to determine the tax rates for each municipality. The purpose is to bring some semblance of equity to how the taxes are distributed in any one school district, so that ideally a home with a full market value of \$100,000 in one community will pay the same taxes as a home with a market value of \$100,000 in the next community, regardless of how those two homes are assessed. A district at full value assessment does not have an equalization rate.

Expenditure:

Payments of cash or transfer of property or services for the purpose of acquiring an asset or service.

Fiscal Year (FY):

A fiscal year is the accounting period on which a budget is based. The New York State governmental fiscal year runs from April 1 through March 31. The fiscal year for all New York counties and towns and for most cities is the calendar year. School districts in the State operate on a July 1 through June 30 fiscal year.

Fund Balance:

Reserved (restricted) fund balance is the portion of fund balance set aside for specific purposes such as the Reserve for Encumbrances, Reserve for NYS Public Employees' Retirement, Reserve for Tax Certiorari Reserve, etc. Each reserve fund has certain establishment and use requirements. Unreserved (unrestricted) fund balance is the residual amount of fund balance after all reserves have been taken into account. Unreserved fund balance consists of appropriated (assigned) fund balance and unappropriated (unrestricted) fund balance. Appropriated (assigned) fund balance is the portion of unreserved fund balance that has been used to reduce taxes in the subsequent fiscal year. Unappropriated (unrestricted) fund balance is limited by Real Property Tax Law Section 1318 to an amount not to exceed 4% of the new year's budget.

Revenue:

Sources of income financing the operation of the school district generally grouped as tax or non-tax revenues.

Salaries:

The total amount paid to an individual, before deductions, for services rendered while on the payroll of the district. Normally salaries are set by provisions contained in a collective bargaining agreement.

Small Claims Assessment Review (SCAR):

Small Claims Assessment Review is the legal process by which a residential property owner can challenge the real estate tax assessment on their property in an attempt to reduce the property's assessment and real estate taxes.

School Tax Relief Program (STAR):

STAR, New York State's School Tax Relief Program, is a school property tax rebate program and a partial property tax exemption from school taxes. All New Yorkers who own and live in their home - whether it is a condominium, cooperative apartment, manufactured home, farm dwelling, apartment building or mixed-use property - are eligible for the STAR exemption on their primary residence.

State Aid:

State Aid is additional money that the state gives to districts, to be used in different areas, such as lowering the tax levy, etc. Until the state passes its budget, the district does not know exactly how much to expect in state aid, but school districts are still required to present their budgets to voters on the third Tuesday in May. To meet that mandate, a district has to estimate its state aid revenues unless the state budget is passed on time.

Supplies:

Consumable materials used in the operation of the school district including food, textbooks, paper, pencils, office supplies, custodial/maintenance supplies, and computer software.

Tax Anticipation Note (TAN):

A [municipal bond](#), usually with a [maturity](#) of less than one year, issued on the assumption that the [debt](#) will be paid back with future tax revenue. School districts issue tax anticipation notes usually at the start of a fiscal year to maintain appropriate cash flow to pay immediate or time sensitive obligations.

Tax Base:

The assessed value of local real estate that a school district may tax for yearly operational monies.

Tax Certiorari:

The legal process by which a commercial property owner can challenge the real estate tax assessment on a given property in attempt to reduce the property's assessment and real estate taxes.

Tax Levy:

The total sum of operating funds to be raised by the school district after subtracting out all other non-property revenues including state aid. The tax levy is used to determine the tax rate for property owners in each of the cities, towns or villages that a school district may be comprised of.

Tax Rate:

The amount of tax paid for each \$1,000 of assessed value of property. In districts that cover just one municipality, the tax rate is figured simply by dividing the total assessed property value by 1,000 and then dividing that again into the tax levy (the amount of money to be raised locally). In districts that encompass more than one municipality, the formula for figuring the tax rate is more complicated. It involves assigning a share of the total tax levy to each municipality and applying equalization rates to take into account different assessment practices.

Three-Part Budget:

New York school districts must, by law, divide their budgets into three components - administrative, capital and program - and each year they must show how much each portion has increased in relation to the whole budget. It consists of the following components:

1. Administrative Budget Component - 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; public information; legal fees; property insurance; and school board expenses.
2. Capital Budget Component - This covers all debt service on buildings, and leasing expenditures; tax certiorari and court-ordered costs; and all facility costs, including salaries and benefits of the custodial staff; service contracts, maintenance supplies and equipment; and utilities.

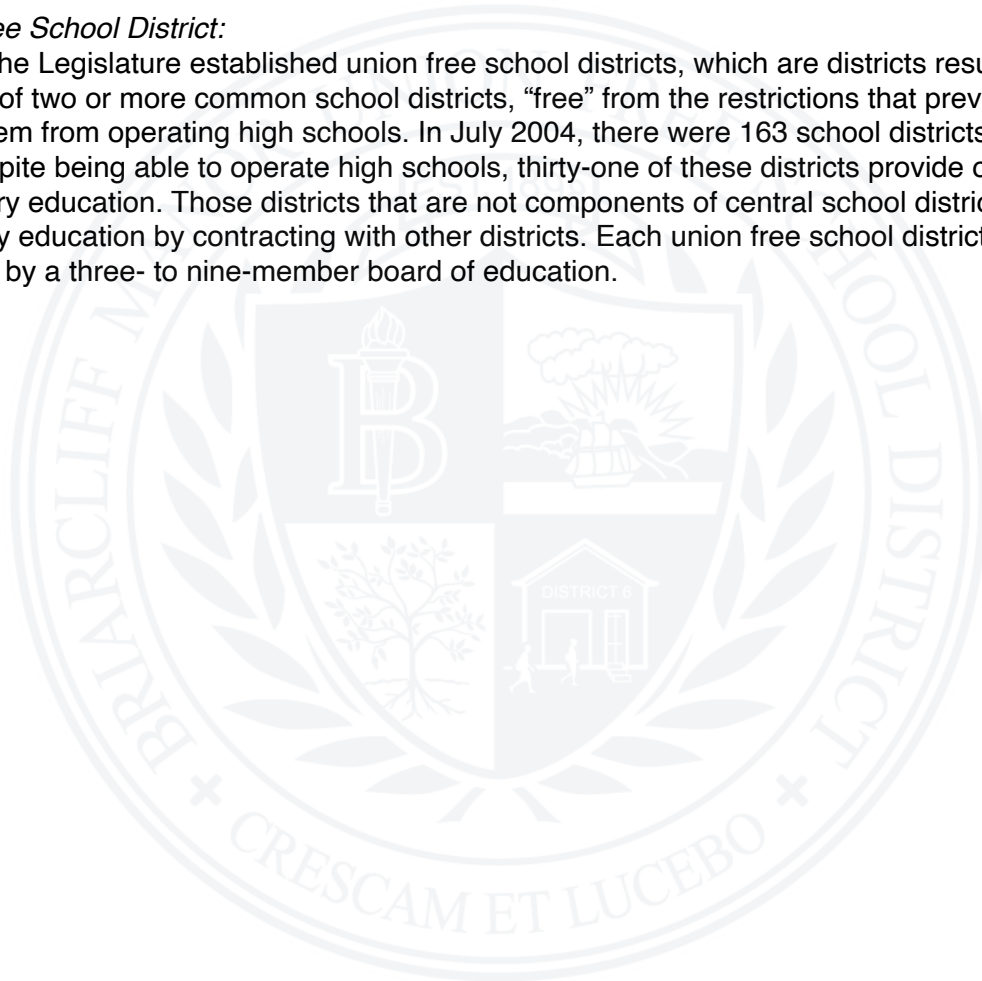
3. Program Budget Component - This portion includes salaries and benefits of teachers and supervisors who spend the majority of their time teaching; instructional costs such as supplies, equipment and textbooks; co-curricular activities and interscholastic athletics; staff development; and transportation costs.

True Value Tax Rate:

Is what the tax rate would be if assessments of all properties were maintained at 100% of market value. Districts not assessed at full value have the assessed valuation multiplied by an equalization rate set by the New York State Office of Real Property Services.

Union Free School District:

In 1853, the Legislature established union free school districts, which are districts resulting from a “union” of two or more common school districts, “free” from the restrictions that previously barred them from operating high schools. In July 2004, there were 163 school districts of this type. Despite being able to operate high schools, thirty-one of these districts provide only elementary education. Those districts that are not components of central school districts provide secondary education by contracting with other districts. Each union free school district is governed by a three- to nine-member board of education.

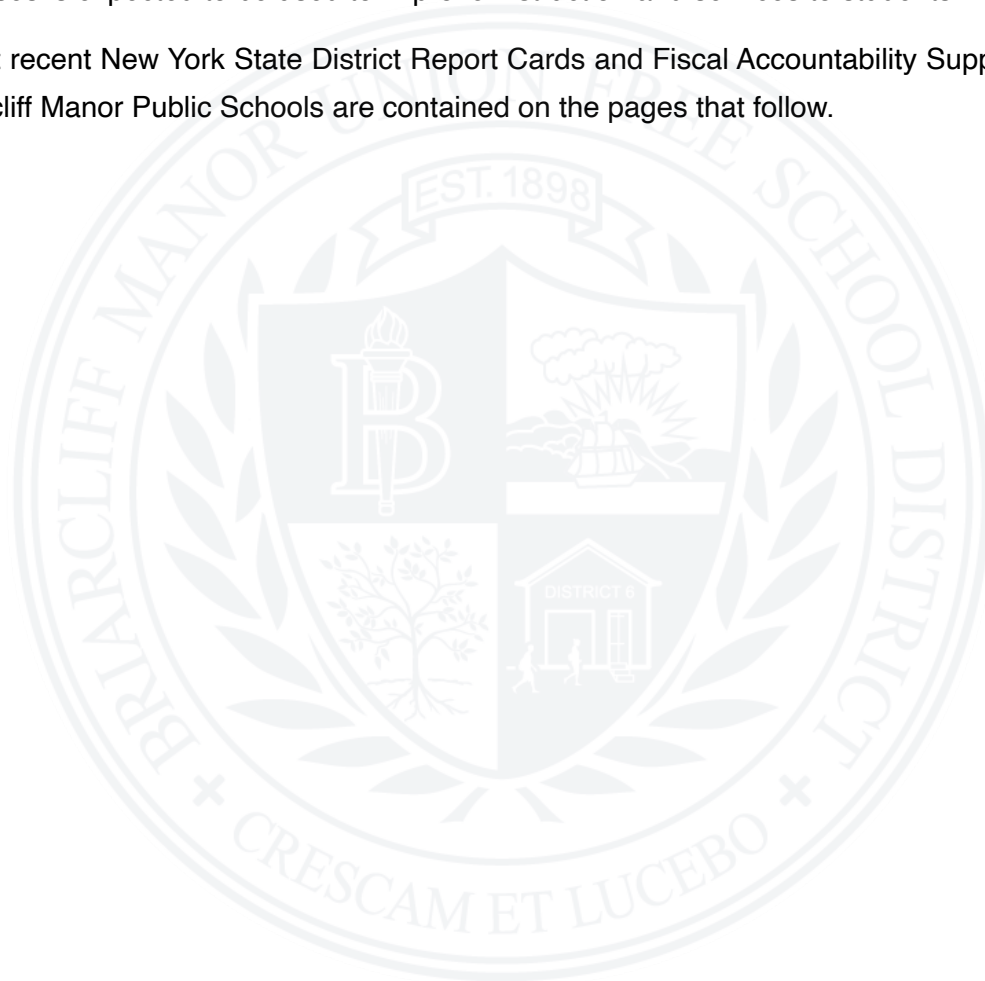


New York State District Report Card

The New York State Report Cards provide enrollment, demographic, attendance, suspension, dropout, teacher, assessment, accountability, graduation rate, post-graduate plan, career and technical education, and fiscal data for public and charter schools, districts, and the State.

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. They provide information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses is expected to be used to improve instruction and services to students.

The most recent New York State District Report Cards and Fiscal Accountability Supplement for the Briarcliff Manor Public Schools are contained on the pages that follow.



BRIARCLIFF MANOR 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.

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT DISTRICT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement District	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement District	NA
Hispanic or Latino	Local Support and Improvement District	NA
Multiracial	Local Support and Improvement District	NA
White	Local Support and Improvement District	NA
Students with Disabilities	Local Support and Improvement District	NA
Economically Disadvantaged	Local Support and Improvement District	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	530	197.5	4
	Math	524	199.4	
	Science	151	232.5	
	Combined	1,205	202.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	91	221.4	4
	Math	90	226.7	
	Science	24	235.4	
	Combined	205	225.4	
Black or African American	ELA	8	187.5	—
	Math	8	175	
	Science	2	—	
	Combined	18	—	
Hispanic or Latino	ELA	55	179.1	4
	Math	55	181.8	
	Science	21	231	
	Combined	131	188.5	
Multiracial	ELA	44	195.5	4
	Math	44	192	
	Science	10	235	
	Combined	98	198	
White	ELA	332	194.6	4
	Math	327	196.5	
	Science	94	233.5	
	Combined	753	200.3	
English Language Learner	ELA	5	100	—
	Math	5	90	
	Science	2	—	
	Combined	12	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	24	95.8	4
	Math	22	68.2	
	Science	5	190	
	Combined	51	93.1	
Economically Disadvantaged	ELA	19	168.4	4
	Math	17	129.4	
	Science	8	218.8	
	Combined	44	162.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	530	197.5	4
	Math	524	199.4	
	Science	151	232.5	
	Combined	1,205	202.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	91	221.4	4
	Math	90	226.7	
	Science	24	235.4	
	Combined	205	225.4	
Black or African American	ELA	8	187.5	—
	Math	8	175	
	Science	2	—	
	Combined	18	—	
Hispanic or Latino	ELA	55	179.1	4
	Math	55	181.8	
	Science	21	231	
	Combined	131	188.5	
Multiracial	ELA	44	195.5	4
	Math	44	192	
	Science	10	235	
	Combined	98	198	
White	ELA	332	194.6	4
	Math	327	196.5	
	Science	94	233.5	
	Combined	753	200.3	
English Language Learner	ELA	5	100	—
	Math	5	90	
	Science	2	—	
	Combined	12	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	28	82.1	4
	Math	28	53.6	
	Science	6	158.3	
	Combined	62	76.6	
Economically Disadvantaged	ELA	20	160	4
	Math	20	110	
	Science	8	218.8	
	Combined	48	149	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	12	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	1	—	—	—	—
White	4	—	—	—	—
English Language Learner	12	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	721	27	3.7%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	120	7	5.8%	4
Black or African American	10	—	—	—
Hispanic or Latino	78	6	7.7%	4
Multiracial	62	2	3.2%	4
White	451	11	2.4%	4
English Language Learner	23	—	—	—
Students with Disabilities	56	4	7.1%	4
Economically Disadvantaged	26	—	—	—

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	544	98.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	96	99%
Black or African American	—	8	—
Hispanic or Latino	✓	55	100%
Multiracial	✓	46	100%
White	✓	339	97.9%
English Language Learner	—	5	—
Students with Disabilities	—	29	—
Economically Disadvantaged	—	21	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	545	97.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	96	97.9%
Black or African American	—	8	—
Hispanic or Latino	✓	55	100%
Multiracial	✓	46	100%
White	✓	340	96.2%
English Language Learner	—	5	—
Students with Disabilities	—	29	—
Economically Disadvantaged	—	21	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement District	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement District	NA
Hispanic or Latino	Local Support and Improvement District	NA
White	Local Support and Improvement District	NA
Students with Disabilities	Local Support and Improvement District	NA
Economically Disadvantaged	Local Support and Improvement District	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	69	226.8	218.9	4
	Math	134	211.2		
	Science	107	228		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	14	232.1	231.5	4
	Math	20	227.5		
	Science	11	236.4		
	Social Studies	—	—		
Black or African American	ELA	2	—	—	—
	Math	6	133.3		
	Science	2	—		
	Social Studies	—	—		
Hispanic or Latino	ELA	6	166.7	182.3	3
	Math	11	181.8		
	Science	8	206.3		
	Social Studies	—	—		
White	ELA	47	233	222.9	4
	Math	97	216		
	Science	86	229.7		
	Social Studies	1	—		
Students with Disabilities	ELA	5	100	—	—
	Math	11	145.5		
	Science	4	—		
	Social Studies	1	—		
Economically Disadvantaged	ELA	3	—	—	—
	Math	11	159.1		
	Science	6	183.3		
	Social Studies	—	—		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	138	113.4	152.7	4
	Math	138	205.1		
	Science	117	208.5		
	Social Studies	138	1.4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	22	147.7	159.4	4
	Math	22	206.8		
	Science	14	185.7		
	Social Studies	22	0		
Black or African American	ELA	6	75	—	—
	Math	6	133.3		
	Science	4	—		
	Social Studies	6	0		
Hispanic or Latino	ELA	12	83.3	124.1	3
	Math	12	166.7		
	Science	9	183.3		
	Social Studies	12	0		
White	ELA	98	111.7	157.5	4
	Math	98	213.8		
	Science	90	219.4		
	Social Studies	98	2		
Students with Disabilities	ELA	13	38.5	77.8	4
	Math	13	123.1		
	Science	8	100		
	Social Studies	13	15.4		
Economically Disadvantaged	ELA	12	29.2	93.2	2
	Math	12	145.8		
	Science	7	157.1		
	Social Studies	12	0		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	137	133	97.1%	97.8%	4
	5-year	139	135	97.1%		
	6-year	135	134	99.3%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	25	25	100%	100%	4
	5-year	21	21	100%		
	6-year	17	17	100%		
Black or African American	4-year	8	—	—	—	—
	5-year	3	—	—		
	6-year	10	—	—		
Hispanic or Latino	4-year	10	—	—	—	—
	5-year	11	—	—		
	6-year	10	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	2	—	—		
	6-year	1	—	—		
White	4-year	94	91	96.8%	97.6%	4
	5-year	102	99	97.1%		
	6-year	97	96	99%		
English Language Learner	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	11	—	—	—	—
	5-year	11	—	—		
	6-year	14	—	—		
Economically Disadvantaged	4-year	9	—	—	—	—
	5-year	10	—	—		
	6-year	12	—	—		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	533	40	7.5%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	86	5	5.8%	4
Black or African American	17	—	—	—
Hispanic or Latino	53	7	13.2%	4
Multiracial	18	—	—	—
White	359	24	6.7%	4
English Language Learner	—	—	—	—
Students with Disabilities	54	10	18.5%	4
Economically Disadvantaged	32	4	12.5%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	135	49.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	22	—
Black or African American	—	6	—
Hispanic or Latino	—	11	—
Multiracial	—	0	—
White	✗	96	47.9%
English Language Learner	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	—	11	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	135	98.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	22	—
Black or African American	—	6	—
Hispanic or Latino	—	11	—
Multiracial	—	0	—
White	✓	96	100%
English Language Learner	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	—	11	—

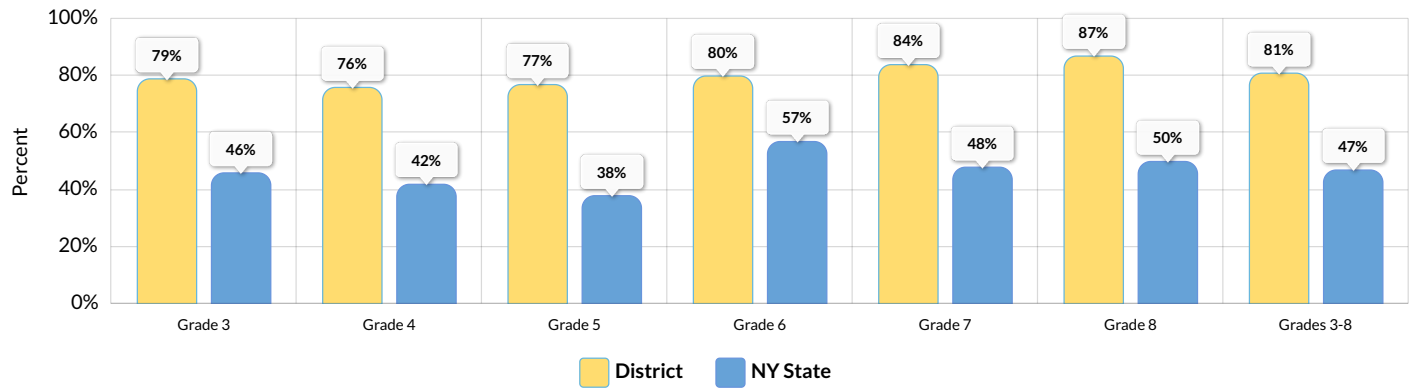
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



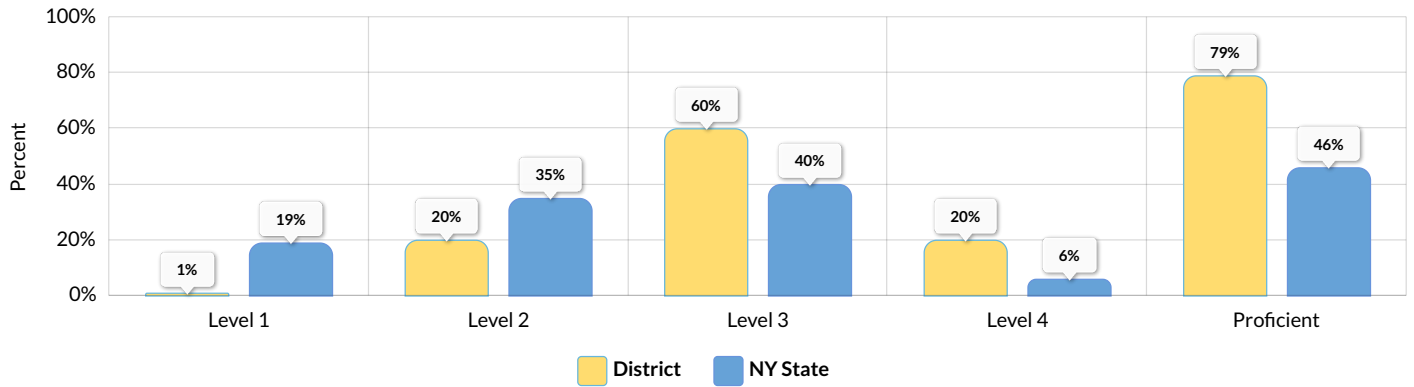
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	94	2	2%	92	98%	1	1%	18	20%	55	60%	18	20%	73	79%
Grade 4	80	0	0%	80	100%	6	8%	13	16%	31	39%	30	38%	61	76%
Grade 5	103	2	2%	101	98%	3	3%	20	20%	20	20%	58	57%	78	77%
Grade 6	97	1	1%	96	99%	9	9%	10	10%	33	34%	44	46%	77	80%
Grade 7	90	2	2%	88	98%	2	2%	12	14%	31	35%	43	49%	74	84%
Grade 8	81	2	2%	79	98%	1	1%	9	11%	34	43%	35	44%	69	87%
Grades 3-8	545	9	2%	536	98%	22	4%	82	15%	204	38%	228	43%	432	81%

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	2	2%	92	98%	1	1%	18	20%	55	60%	18	20%	73	79%
Female	46	1	2%	45	98%	0	0%	6	13%	29	64%	10	22%	39	87%
Male	48	1	2%	47	98%	1	2%	12	26%	26	55%	8	17%	34	72%
General Education Students	90	1	1%	89	99%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	63	1	2%	62	98%	0	0%	13	21%	39	63%	10	16%	49	79%
Multiracial	14	0	0%	14	100%	1	7%	4	29%	7	50%	2	14%	9	64%
Small Group Total	17	1	6%	16	94%	0	0%	1	6%	9	56%	6	38%	15	94%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	92	2	2%	90	98%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	92	2	2%	90	98%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	94	2	2%	92	98%	1	1%	18	20%	55	60%	18	20%	73	79%
Not Homeless	94	2	2%	92	98%	1	1%	18	20%	55	60%	18	20%	73	79%
Not Migrant	94	2	2%	92	98%	1	1%	18	20%	55	60%	18	20%	73	79%
Parent Not in Armed Forces	94	2	2%	92	98%	1	1%	18	20%	55	60%	18	20%	73	79%

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	80	0	0%	80	100%	6	8%	13	16%	31	39%	30	38%	61	76%
Female	35	0	0%	35	100%	1	3%	3	9%	16	46%	15	43%	31	89%
Male	45	0	0%	45	100%	5	11%	10	22%	15	33%	15	33%	30	67%
General Education Students	74	0	0%	74	100%	2	3%	11	15%	31	42%	30	41%	61	82%
Students with Disabilities	6	0	0%	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	15	100%	1	7%	0	0%	6	40%	8	53%	14	93%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	1	13%	3	38%	3	38%	1	13%	4	50%
White	49	0	0%	49	100%	4	8%	9	18%	18	37%	18	37%	36	73%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	76	0	0%	76	100%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	78	0	0%	78	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	80	0	0%	80	100%	6	8%	13	16%	31	39%	30	38%	61	76%
Not Homeless	80	0	0%	80	100%	6	8%	13	16%	31	39%	30	38%	61	76%
Not Migrant	80	0	0%	80	100%	6	8%	13	16%	31	39%	30	38%	61	76%
Parent Not in Armed Forces	80	0	0%	80	100%	6	8%	13	16%	31	39%	30	38%	61	76%

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	103	2	2%	101	98%	3	3%	20	20%	20	20%	58	57%	78	77%
Female	56	0	0%	56	100%	0	0%	5	9%	10	18%	41	73%	51	91%
Male	47	2	4%	45	96%	3	7%	15	33%	10	22%	17	38%	27	60%
General Education Students	99	1	1%	98	99%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	21	100%	0	0%	4	19%	2	10%	15	71%	17	81%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	10	100%	—	—	—	—	—	—	—	—	—	—
White	58	2	3%	56	97%	2	4%	9	16%	11	20%	34	61%	45	80%
Multiracial	11	0	0%	11	100%	1	9%	2	18%	3	27%	5	45%	8	73%
Small Group Total	13	0	0%	13	100%	0	0%	5	38%	4	31%	4	31%	8	62%
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	98	1	1%	97	99%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	102	2	2%	100	98%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	103	2	2%	101	98%	3	3%	20	20%	20	20%	58	57%	78	77%
Not Homeless	103	2	2%	101	98%	3	3%	20	20%	20	20%	58	57%	78	77%
Not Migrant	103	2	2%	101	98%	3	3%	20	20%	20	20%	58	57%	78	77%
Parent Not in Armed Forces	103	2	2%	101	98%	3	3%	20	20%	20	20%	58	57%	78	77%

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	97	1	1%	96	99%	9	9%	10	10%	33	34%	44	46%	77	80%
Female	49	1	2%	48	98%	3	6%	5	10%	15	31%	25	52%	40	83%
Male	48	0	0%	48	100%	6	13%	5	10%	18	38%	19	40%	37	77%
General Education Students	91	0	0%	91	100%	6	7%	10	11%	31	34%	44	48%	75	82%
Students with Disabilities	6	1	17%	5	83%	3	60%	0	0%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	0	0%	1	8%	2	15%	10	77%	12	92%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	1	8%	2	17%	5	42%	4	33%	9	75%
White	65	1	2%	64	98%	8	13%	7	11%	23	36%	26	41%	49	77%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Economically Disadvantaged	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	93	0	0%	93	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	97	1	1%	96	99%	9	9%	10	10%	33	34%	44	46%	77	80%
Not in Foster Care	97	1	1%	96	99%	9	9%	10	10%	33	34%	44	46%	77	80%
Not Homeless	97	1	1%	96	99%	9	9%	10	10%	33	34%	44	46%	77	80%
Not Migrant	97	1	1%	96	99%	9	9%	10	10%	33	34%	44	46%	77	80%
Parent Not in Armed Forces	97	1	1%	96	99%	9	9%	10	10%	33	34%	44	46%	77	80%

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	90	2	2%	88	98%	2	2%	12	14%	31	35%	43	49%	74	84%
Female	48	0	0%	48	100%	1	2%	4	8%	14	29%	29	60%	43	90%
Male	42	2	5%	40	95%	1	3%	8	20%	17	43%	14	35%	31	78%
General Education Students	82	0	0%	82	100%	1	1%	9	11%	29	35%	43	52%	72	88%
Students with Disabilities	8	2	25%	6	75%	1	17%	3	50%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	23	100%	0	0%	1	4%	7	30%	15	65%	22	96%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	0	0%	3	38%	3	38%	2	25%	5	63%
White	54	2	4%	52	96%	2	4%	8	15%	19	37%	23	44%	42	81%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	88	2	2%	86	98%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	90	2	2%	88	98%	2	2%	12	14%	31	35%	43	49%	74	84%
Not in Foster Care	90	2	2%	88	98%	2	2%	12	14%	31	35%	43	49%	74	84%
Not Homeless	90	2	2%	88	98%	2	2%	12	14%	31	35%	43	49%	74	84%
Not Migrant	90	2	2%	88	98%	2	2%	12	14%	31	35%	43	49%	74	84%
Parent Not in Armed Forces	90	2	2%	88	98%	2	2%	12	14%	31	35%	43	49%	74	84%

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	81	2	2%	79	98%	1	1%	9	11%	34	43%	35	44%	69	87%
Female	42	2	5%	40	95%	0	0%	1	3%	18	45%	21	53%	39	98%
Male	39	0	0%	39	100%	1	3%	8	21%	16	41%	14	36%	30	77%
General Education Students	80	2	3%	78	98%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	11	100%	0	0%	1	9%	4	36%	6	55%	10	91%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	13	100%	0	0%	2	15%	7	54%	4	31%	11	85%
White	51	2	4%	49	96%	1	2%	5	10%	20	41%	23	47%	43	88%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	77	2	3%	75	97%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	81	2	2%	79	98%	1	1%	9	11%	34	43%	35	44%	69	87%
Not in Foster Care	81	2	2%	79	98%	1	1%	9	11%	34	43%	35	44%	69	87%
Not Homeless	81	2	2%	79	98%	1	1%	9	11%	34	43%	35	44%	69	87%
Not Migrant	81	2	2%	79	98%	1	1%	9	11%	34	43%	35	44%	69	87%
Parent Not in Armed Forces	81	2	2%	79	98%	1	1%	9	11%	34	43%	35	44%	69	87%

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	94	2	2%	92	98%	4	4%	20	22%	29	32%	39	42%	68	74%
Grade 4	80	3	4%	77	96%	5	6%	15	19%	25	32%	32	42%	57	74%
Grade 5	103	3	3%	100	97%	4	4%	14	14%	32	32%	50	50%	82	82%
Grade 6	97	2	2%	95	98%	4	4%	12	13%	31	33%	48	51%	79	83%
Combined 6	97	2	2%	95	98%	4	4%	12	13%	31	33%	48	51%	79	83%
Grade 7	90	2	2%	88	98%	5	6%	17	19%	19	22%	47	53%	66	75%
Combined 7	90	2	2%	88	98%	5	6%	17	19%	19	22%	47	53%	66	75%
Grade 8	81	46	57%	35	43%	0	0%	10	29%	16	46%	9	26%	25	71%
Regents 8	—	0	0%	43	53%	0	0%	0	0%	0	0%	43	100%	43	100%
Combined 8	81	3	4%	78	96%	0	0%	10	13%	16	21%	52	67%	68	87%
Grades 3-8	545	15	3%	530	97%	22	4%	88	17%	152	29%	268	51%	420	79%

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	94	2	2%	92	98%	4	4%	20	22%	29	32%	39	42%	68	74%
Female	46	1	2%	45	98%	3	7%	13	29%	14	31%	15	33%	29	64%
Male	48	1	2%	47	98%	1	2%	7	15%	15	32%	24	51%	39	83%
General Education Students	90	2	2%	88	98%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	63	1	2%	62	98%	2	3%	16	26%	22	35%	22	35%	44	71%
Multiracial	14	0	0%	14	100%	1	7%	4	29%	2	14%	7	50%	9	64%
Small Group Total	17	1	6%	16	94%	1	6%	0	0%	5	31%	10	63%	15	94%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	92	2	2%	90	98%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	92	2	2%	90	98%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	94	2	2%	92	98%	4	4%	20	22%	29	32%	39	42%	68	74%
Not Homeless	94	2	2%	92	98%	4	4%	20	22%	29	32%	39	42%	68	74%
Not Migrant	94	2	2%	92	98%	4	4%	20	22%	29	32%	39	42%	68	74%
Parent Not in Armed Forces	94	2	2%	92	98%	4	4%	20	22%	29	32%	39	42%	68	74%

GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	3	4%	77	96%	5	6%	15	19%	25	32%	32	42%	57	74%
Female	35	1	3%	34	97%	2	6%	4	12%	14	41%	14	41%	28	82%
Male	45	2	4%	43	96%	3	7%	11	26%	11	26%	18	42%	29	67%
General Education Students	74	0	0%	74	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	15	100%	1	7%	0	0%	2	13%	12	80%	14	93%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	1	13%	2	25%	3	38%	2	25%	5	63%
White	49	3	6%	46	94%	2	4%	12	26%	16	35%	16	35%	32	70%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	1	13%	1	13%	4	50%	2	25%	6	75%
Economically Disadvantaged	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	76	2	3%	74	97%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	78	3	4%	75	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	80	3	4%	77	96%	5	6%	15	19%	25	32%	32	42%	57	74%
Not Homeless	80	3	4%	77	96%	5	6%	15	19%	25	32%	32	42%	57	74%
Not Migrant	80	3	4%	77	96%	5	6%	15	19%	25	32%	32	42%	57	74%
Parent Not in Armed Forces	80	3	4%	77	96%	5	6%	15	19%	25	32%	32	42%	57	74%

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	103	3	3%	100	97%	4	4%	14	14%	32	32%	50	50%	82	82%
Female	56	1	2%	55	98%	1	2%	6	11%	16	29%	32	58%	48	87%
Male	47	2	4%	45	96%	3	7%	8	18%	16	36%	18	40%	34	76%
General Education Students	99	2	2%	97	98%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	1	5%	1	5%	4	20%	14	70%	18	90%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	10	100%	—	—	—	—	—	—	—	—	—	—
White	58	2	3%	56	97%	1	2%	8	14%	18	32%	29	52%	47	84%
Multiracial	11	0	0%	11	100%	1	9%	2	18%	5	45%	3	27%	8	73%
Small Group Total	13	0	0%	13	100%	1	8%	3	23%	5	38%	4	31%	9	69%
Economically Disadvantaged	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	98	1	1%	97	99%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	102	3	3%	99	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	103	3	3%	100	97%	4	4%	14	14%	32	32%	50	50%	82	82%
Not Homeless	103	3	3%	100	97%	4	4%	14	14%	32	32%	50	50%	82	82%
Not Migrant	103	3	3%	100	97%	4	4%	14	14%	32	32%	50	50%	82	82%
Parent Not in Armed Forces	103	3	3%	100	97%	4	4%	14	14%	32	32%	50	50%	82	82%

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	97	2	2%	95	98%	4	4%	12	13%	31	33%	48	51%	79	83%
Female	49	1	2%	48	98%	0	0%	7	15%	17	35%	24	50%	41	85%
Male	48	1	2%	47	98%	4	9%	5	11%	14	30%	24	51%	38	81%
General Education Students	91	1	1%	90	99%	1	1%	12	13%	29	32%	48	53%	77	86%
Students with Disabilities	6	1	17%	5	83%	3	60%	0	0%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	0	0%	1	8%	11	85%	12	92%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	0	0%	5	42%	3	25%	4	33%	7	58%
White	65	2	3%	63	97%	3	5%	7	11%	26	41%	27	43%	53	84%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	7	100%
Economically Disadvantaged	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	93	1	1%	92	99%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	97	2	2%	95	98%	4	4%	12	13%	31	33%	48	51%	79	83%
Not in Foster Care	97	2	2%	95	98%	4	4%	12	13%	31	33%	48	51%	79	83%
Not Homeless	97	2	2%	95	98%	4	4%	12	13%	31	33%	48	51%	79	83%
Not Migrant	97	2	2%	95	98%	4	4%	12	13%	31	33%	48	51%	79	83%
Parent Not in Armed Forces	97	2	2%	95	98%	4	4%	12	13%	31	33%	48	51%	79	83%

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	90	2	2%	88	98%	5	6%	17	19%	19	22%	47	53%	66	75%
Female	48	0	0%	48	100%	2	4%	9	19%	13	27%	24	50%	37	77%
Male	42	2	5%	40	95%	3	8%	8	20%	6	15%	23	58%	29	73%
General Education Students	82	0	0%	82	100%	1	1%	15	18%	19	23%	47	57%	66	80%
Students with Disabilities	8	2	25%	6	75%	4	67%	2	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	23	100%	1	4%	1	4%	2	9%	19	83%	21	91%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	0	0%	3	38%	3	38%	2	25%	5	63%
White	54	2	4%	52	96%	4	8%	12	23%	12	23%	24	46%	36	69%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	88	2	2%	86	98%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	90	2	2%	88	98%	5	6%	17	19%	19	22%	47	53%	66	75%
Not in Foster Care	90	2	2%	88	98%	5	6%	17	19%	19	22%	47	53%	66	75%
Not Homeless	90	2	2%	88	98%	5	6%	17	19%	19	22%	47	53%	66	75%
Not Migrant	90	2	2%	88	98%	5	6%	17	19%	19	22%	47	53%	66	75%
Parent Not in Armed Forces	90	2	2%	88	98%	5	6%	17	19%	19	22%	47	53%	66	75%

GRADE 8 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	81	46	57%	35	43%	0	0%	10	29%	16	46%	9	26%	25	71%
Female	42	24	57%	18	43%	0	0%	5	28%	9	50%	4	22%	13	72%
Male	39	22	56%	17	44%	0	0%	5	29%	7	41%	5	29%	12	71%
General Education Students	80	46	58%	34	43%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	7	64%	4	36%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	6	46%	7	54%	0	0%	3	43%	4	57%	0	0%	4	57%
White	51	30	59%	21	41%	0	0%	6	29%	9	43%	6	29%	15	71%
Multiracial	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	10	59%	7	41%	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	77	45	58%	32	42%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	81	46	57%	35	43%	0	0%	10	29%	16	46%	9	26%	25	71%
Not in Foster Care	81	46	57%	35	43%	0	0%	10	29%	16	46%	9	26%	25	71%
Not Homeless	81	46	57%	35	43%	0	0%	10	29%	16	46%	9	26%	25	71%
Not Migrant	81	46	57%	35	43%	0	0%	10	29%	16	46%	9	26%	25	71%
Parent Not in Armed Forces	81	46	57%	35	43%	0	0%	10	29%	16	46%	9	26%	25	71%

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	80	3	4%	77	96%	0	0%	3	4%	13	17%	61	79%	74	96%
Grade 8	81	3	4%	78	96%	0	0%	1	1%	28	36%	49	63%	77	99%
Combined 8	81	3	4%	78	96%	0	0%	1	1%	28	36%	49	63%	77	99%
Grades 4 & 8	161	6	4%	155	96%	0	0%	4	3%	41	26%	110	71%	151	97%

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	80	3	4%	77	96%	0	0%	3	4%	13	17%	61	79%	74	96%
Female	35	1	3%	34	97%	0	0%	0	0%	4	12%	30	88%	34	100%
Male	45	2	4%	43	96%	0	0%	3	7%	9	21%	31	72%	40	93%
General Education Students	74	1	1%	73	99%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	15	100%	0	0%	1	7%	1	7%	13	87%	14	93%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	0	0%	0	0%	3	38%	5	63%	8	100%
White	49	3	6%	46	94%	0	0%	1	2%	9	20%	36	78%	45	98%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	1	13%	0	0%	7	88%	7	88%
Economically Disadvantaged	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	76	3	4%	73	96%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	78	3	4%	75	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	80	3	4%	77	96%	0	0%	3	4%	13	17%	61	79%	74	96%
Not Homeless	80	3	4%	77	96%	0	0%	3	4%	13	17%	61	79%	74	96%
Not Migrant	80	3	4%	77	96%	0	0%	3	4%	13	17%	61	79%	74	96%
Parent Not in Armed Forces	80	3	4%	77	96%	0	0%	3	4%	13	17%	61	79%	74	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	81	3	4%	78	96%	0	0%	1	1%	28	36%	49	63%	77	99%
Female	42	3	7%	39	93%	0	0%	0	0%	15	38%	24	62%	39	100%
Male	39	0	0%	39	100%	0	0%	1	3%	13	33%	25	64%	38	97%
General Education Students	80	3	4%	77	96%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	11	100%	0	0%	0	0%	3	27%	8	73%	11	100%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	13	100%	0	0%	0	0%	5	38%	8	62%	13	100%
White	51	3	6%	48	94%	0	0%	1	2%	16	33%	31	65%	47	98%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	77	3	4%	74	96%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	81	3	4%	78	96%	0	0%	1	1%	28	36%	49	63%	77	99%
Not in Foster Care	81	3	4%	78	96%	0	0%	1	1%	28	36%	49	63%	77	99%
Not Homeless	81	3	4%	78	96%	0	0%	1	1%	28	36%	49	63%	77	99%
Not Migrant	81	3	4%	78	96%	0	0%	1	1%	28	36%	49	63%	77	99%
Parent Not in Armed Forces	81	3	4%	78	96%	0	0%	1	1%	28	36%	49	63%	77	99%

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	128	1	1%	2	2%	12	9%	8	6%	105	82%	125	98%
Female	61	0	0%	1	2%	4	7%	2	3%	54	89%	60	98%
Male	67	1	1%	1	1%	8	12%	6	9%	51	76%	65	97%
General Education Students	120	0	0%	1	1%	8	7%	8	7%	103	86%	119	99%
Students with Disabilities	8	1	13%	1	13%	4	50%	0	0%	2	25%	6	75%
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	1	5%	2	10%	1	5%	17	81%	20	95%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	1	7%	1	7%	2	14%	0	0%	10	71%	12	86%
White	87	0	0%	0	0%	6	7%	6	7%	75	86%	87	100%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	2	33%	1	17%	3	50%	6	100%
Economically Disadvantaged	12	0	0%	2	17%	5	42%	0	0%	5	42%	10	83%
Not Economically Disadvantaged	116	1	1%	0	0%	7	6%	8	7%	100	86%	115	99%
Non-English Language Learner	128	1	1%	2	2%	12	9%	8	6%	105	82%	125	98%
Not in Foster Care	128	1	1%	2	2%	12	9%	8	6%	105	82%	125	98%
Not Homeless	128	1	1%	2	2%	12	9%	8	6%	105	82%	125	98%
Not Migrant	128	1	1%	2	2%	12	9%	8	6%	105	82%	125	98%
Parent Not in Armed Forces	128	1	1%	2	2%	12	9%	8	6%	105	82%	125	98%

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	2	100	0	0
Male	2	2	100	0	0
General Education Students	1	1	100	0	0
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
White	1	1	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Not Homeless	2	2	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

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

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	89	0	0%	0	0%	11	12%	28	31%	50	56%	89	100%
Female	42	0	0%	0	0%	3	7%	11	26%	28	67%	42	100%
Male	47	0	0%	0	0%	8	17%	17	36%	22	47%	47	100%
General Education Students	83	0	0%	0	0%	9	11%	25	30%	49	59%	83	100%
Students with Disabilities	6	0	0%	0	0%	2	33%	3	50%	1	17%	6	100%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	1	11%	0	0%	8	89%	9	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	0	0%	2	15%	5	38%	6	46%	13	100%
White	58	0	0%	0	0%	6	10%	20	34%	32	55%	58	100%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	0	0%	2	22%	3	33%	4	44%	9	100%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	87	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	0	0%	0	0%	11	12%	28	31%	50	56%	89	100%
Not in Foster Care	89	0	0%	0	0%	11	12%	28	31%	50	56%	89	100%
Not Homeless	89	0	0%	0	0%	11	12%	28	31%	50	56%	89	100%
Not Migrant	89	0	0%	0	0%	11	12%	28	31%	50	56%	89	100%
Parent Not in Armed Forces	89	0	0%	0	0%	11	12%	28	31%	50	56%	89	100%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	26	26	100	0	0
Female	13	13	100	0	0
Male	13	13	100	0	0
General Education Students	15	15	100	0	0
Students with Disabilities	11	11	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	4	4	100	0	0
White	17	17	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	4	4	100	0	0
Not Economically Disadvantaged	22	22	100	0	0
Non-English Language Learner	26	26	100	0	0
Not in Foster Care	26	26	100	0	0
Not Homeless	26	26	100	0	0
Not Migrant	26	26	100	0	0
Parent Not in Armed Forces	26	26	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	103	1	1%	0	0%	15	15%	24	23%	63	61%	102	99%
Female	42	0	0%	0	0%	6	14%	11	26%	25	60%	42	100%
Male	61	1	2%	0	0%	9	15%	13	21%	38	62%	60	98%
General Education Students	97	1	1%	0	0%	13	13%	22	23%	61	63%	96	99%
Students with Disabilities	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	0	0%	1	5%	3	16%	15	79%	19	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	0	0%	2	18%	4	36%	4	36%	10	91%
White	65	0	0%	0	0%	12	18%	16	25%	37	57%	65	100%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	102	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	103	1	1%	0	0%	15	15%	24	23%	63	61%	102	99%
Not in Foster Care	103	1	1%	0	0%	15	15%	24	23%	63	61%	102	99%
Not Homeless	103	1	1%	0	0%	15	15%	24	23%	63	61%	102	99%
Not Migrant	103	1	1%	0	0%	15	15%	24	23%	63	61%	102	99%
Parent Not in Armed Forces	103	1	1%	0	0%	15	15%	24	23%	63	61%	102	99%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	0	0%	0	0%	5	5%	20	21%	70	74%	95	100%
Female	44	0	0%	0	0%	4	9%	10	23%	30	68%	44	100%
Male	51	0	0%	0	0%	1	2%	10	20%	40	78%	51	100%
General Education Students	94	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	0	0%	2	12%	3	18%	12	71%	17	100%
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—	—	—
White	67	0	0%	0	0%	3	4%	15	22%	49	73%	67	100%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	0	0%	0	0%	2	18%	9	82%	11	100%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	93	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	95	0	0%	0	0%	5	5%	20	21%	70	74%	95	100%
Not in Foster Care	95	0	0%	0	0%	5	5%	20	21%	70	74%	95	100%
Not Homeless	95	0	0%	0	0%	5	5%	20	21%	70	74%	95	100%
Not Migrant	95	0	0%	0	0%	5	5%	20	21%	70	74%	95	100%
Parent Not in Armed Forces	95	0	0%	0	0%	5	5%	20	21%	70	74%	95	100%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	133	0	0%	3	2%	53	40%	77	58%	130	98%
Female	54	0	0%	1	2%	20	37%	33	61%	53	98%
Male	79	0	0%	2	3%	33	42%	44	56%	77	97%
General Education Students	117	0	0%	1	1%	41	35%	75	64%	116	99%
Students with Disabilities	16	0	0%	2	13%	12	75%	2	13%	14	88%
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	0	0%	5	22%	18	78%	23	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	0	0%	1	7%	9	60%	5	33%	14	93%
White	80	0	0%	1	1%	34	43%	45	56%	79	99%
Multiracial	11	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	0	0%	1	7%	5	33%	9	60%	14	93%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	129	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	133	0	0%	3	2%	53	40%	77	58%	130	98%
Not in Foster Care	133	0	0%	3	2%	53	40%	77	58%	130	98%
Not Homeless	133	0	0%	3	2%	53	40%	77	58%	130	98%
Not Migrant	133	0	0%	3	2%	53	40%	77	58%	130	98%
Parent Not in Armed Forces	133	0	0%	3	2%	53	40%	77	58%	130	98%

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	37	2	5%	5	14%	21	57%	9	24%	30	81%
Female	18	1	6%	3	17%	8	44%	6	33%	14	78%
Male	19	1	5%	2	11%	13	68%	3	16%	16	84%
General Education Students	33	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	30	2	7%	5	17%	14	47%	9	30%	23	77%
Small Group Total	7	0	0%	0	0%	7	100%	0	0%	7	100%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	33	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	37	2	5%	5	14%	21	57%	9	24%	30	81%
Not in Foster Care	37	2	5%	5	14%	21	57%	9	24%	30	81%
Not Homeless	37	2	5%	5	14%	21	57%	9	24%	30	81%
Not Migrant	37	2	5%	5	14%	21	57%	9	24%	30	81%
Parent Not in Armed Forces	37	2	5%	5	14%	21	57%	9	24%	30	81%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	105	1	1%	0	0%	30	29%	74	70%	104	99%
Female	44	0	0%	0	0%	13	30%	31	70%	44	100%
Male	61	1	2%	0	0%	17	28%	43	70%	60	98%
General Education Students	103	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	0	0%	0	0%	2	10%	18	90%	20	100%
Hispanic or Latino	13	—	—	—	—	—	—	—	—	—	—
White	68	0	0%	0	0%	21	31%	47	69%	68	100%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	1	6%	0	0%	7	41%	9	53%	16	94%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	102	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	105	1	1%	0	0%	30	29%	74	70%	104	99%
Not in Foster Care	105	1	1%	0	0%	30	29%	74	70%	104	99%
Not Homeless	105	1	1%	0	0%	30	29%	74	70%	104	99%
Not Migrant	105	1	1%	0	0%	30	29%	74	70%	104	99%
Parent Not in Armed Forces	105	1	1%	0	0%	30	29%	74	70%	104	99%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	132	0	0%	1	1%	20	15%	33	25%	78	59%	131	99%
Female	57	0	0%	1	2%	9	16%	15	26%	32	56%	56	98%
Male	75	0	0%	0	0%	11	15%	18	24%	46	61%	75	100%
General Education Students	120	0	0%	0	0%	16	13%	28	23%	76	63%	120	100%
Students with Disabilities	12	0	0%	1	8%	4	33%	5	42%	2	17%	11	92%
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	0	0%	3	14%	4	19%	14	67%	21	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	0	0%	1	7%	4	29%	9	64%	14	100%
White	89	0	0%	0	0%	14	16%	23	26%	52	58%	89	100%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	2	25%	2	25%	3	38%	7	88%
Economically Disadvantaged	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Not Economically Disadvantaged	126	0	0%	1	1%	18	14%	31	25%	76	60%	125	99%
Non-English Language Learner	132	0	0%	1	1%	20	15%	33	25%	78	59%	131	99%
Not in Foster Care	132	0	0%	1	1%	20	15%	33	25%	78	59%	131	99%
Not Homeless	132	0	0%	1	1%	20	15%	33	25%	78	59%	131	99%
Not Migrant	132	0	0%	1	1%	20	15%	33	25%	78	59%	131	99%
Parent Not in Armed Forces	132	0	0%	1	1%	20	15%	33	25%	78	59%	131	99%

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	90
Female	39
Male	51
General Education Students	82
Students with Disabilities	8
Asian or Native Hawaiian/Other Pacific Islander	16
Black or African American	2
Hispanic or Latino	10
White	60
Multiracial	2
Economically Disadvantaged	10
Not Economically Disadvantaged	80
Non-English Language Learner	90
Not in Foster Care	90
Not Homeless	90
Not Migrant	90
Parent Not in Armed Forces	90

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 were updated in May 2023 to reflect student performance on 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 show adjusted participation and/or proficiency rates compared to data from the initial release made by the Department.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	71	51%	69	49%	0	0%	2	1%	4	3%	63	45%	67	48%
Female	59	24	41%	35	59%	0	0%	1	2%	0	0%	34	58%	34	58%
Male	81	47	58%	34	42%	0	0%	1	1%	4	5%	29	36%	33	41%
General Education Students	128	63	49%	65	51%	0	0%	0	0%	3	2%	62	48%	65	51%
Students with Disabilities	12	8	67%	4	33%	0	0%	2	17%	1	8%	1	8%	2	17%
Asian or Native Hawaiian/Other Pacific Islander	23	9	39%	14	61%	0	0%	0	0%	1	4%	13	57%	14	61%
Black or African American	7	5	71%	2	29%	0	0%	0	0%	0	0%	2	29%	2	29%
Hispanic or Latino	12	6	50%	6	50%	0	0%	1	8%	1	8%	4	33%	5	42%
White	98	51	52%	47	48%	0	0%	1	1%	2	2%	44	45%	46	47%
Economically Disadvantaged	12	9	75%	3	25%	0	0%	1	8%	1	8%	1	8%	2	17%
Not Economically Disadvantaged	128	62	48%	66	52%	0	0%	1	1%	3	2%	62	48%	65	51%
Non-English Language Learner	140	71	51%	69	49%	0	0%	2	1%	4	3%	63	45%	67	48%
Not in Foster Care	140	71	51%	69	49%	0	0%	2	1%	4	3%	63	45%	67	48%
Not Homeless	140	71	51%	69	49%	0	0%	2	1%	4	3%	63	45%	67	48%
Not Migrant	140	71	51%	69	49%	0	0%	2	1%	4	3%	63	45%	67	48%
Parent Not in Armed Forces	140	71	51%	69	49%	0	0%	2	1%	4	3%	63	45%	67	48%

2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	71	66	93	5	7
Female	23	22	96	1	4
Male	48	44	92	4	8
General Education Students	62	60	97	2	3
Students with Disabilities	9	6	67	3	33
Asian or Native Hawaiian/Other Pacific Islander	9	8	89	1	11
Black or African American	5	5	100	0	0
Hispanic or Latino	6	5	83	1	17
White	51	48	94	3	6
Economically Disadvantaged	9	9	100	0	0
Not Economically Disadvantaged	62	57	92	5	8
Non-English Language Learner	71	66	93	5	7
Not in Foster Care	71	66	93	5	7
Not Homeless	71	66	93	5	7
Not Migrant	71	66	93	5	7
Parent Not in Armed Forces	71	66	93	5	7

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 were updated in May 2023 to reflect student performance on 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 show adjusted participation and/or proficiency rates compared to data from the initial release made by the Department.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	3	2%	137	98%	0	0%	0	0%	20	14%	117	84%	137	98%
Female	59	1	2%	58	98%	0	0%	0	0%	9	15%	49	83%	58	98%
Male	81	2	2%	79	98%	0	0%	0	0%	11	14%	68	84%	79	98%
General Education Students	128	1	1%	127	99%	0	0%	0	0%	14	11%	113	88%	127	99%
Students with Disabilities	12	2	17%	10	83%	0	0%	0	0%	6	50%	4	33%	10	83%
Asian or Native Hawaiian/Other Pacific Islander	23	2	9%	21	91%	0	0%	0	0%	1	4%	20	87%	21	91%
Black or African American	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Hispanic or Latino	12	1	8%	11	92%	0	0%	0	0%	4	33%	7	58%	11	92%
White	98	0	0%	98	100%	0	0%	0	0%	11	11%	87	89%	98	100%
Economically Disadvantaged	12	1	8%	11	92%	0	0%	0	0%	5	42%	6	50%	11	92%
Not Economically Disadvantaged	128	2	2%	126	98%	0	0%	0	0%	15	12%	111	87%	126	98%
Non-English Language Learner	140	3	2%	137	98%	0	0%	0	0%	20	14%	117	84%	137	98%
Not in Foster Care	140	3	2%	137	98%	0	0%	0	0%	20	14%	117	84%	137	98%
Not Homeless	140	3	2%	137	98%	0	0%	0	0%	20	14%	117	84%	137	98%
Not Migrant	140	3	2%	137	98%	0	0%	0	0%	20	14%	117	84%	137	98%
Parent Not in Armed Forces	140	3	2%	137	98%	0	0%	0	0%	20	14%	117	84%	137	98%

2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	109	2	2	107	98
Female	48	1	2	47	98
Male	61	1	2	60	98
General Education Students	107	1	1	106	99
Students with Disabilities	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	17	1	6	16	94
Black or African American	3	0	0	3	100
Hispanic or Latino	7	1	14	6	86
White	82	0	0	82	100
Economically Disadvantaged	6	1	17	5	83
Not Economically Disadvantaged	103	1	1	102	99
Non-English Language Learner	109	2	2	107	98
Not in Foster Care	109	2	2	107	98
Not Homeless	109	2	2	107	98
Not Migrant	109	2	2	107	98
Parent Not in Armed Forces	109	2	2	107	98

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	139	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Female	59	59	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	81	80	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
General Education Students	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	12	11	92%	1	8%	0	0%	0	0%	0	0%	1	8%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	98	97	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Economically Disadvantaged	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	128	127	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Non-English Language Learner	140	139	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Not in Foster Care	140	139	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Not Homeless	140	139	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Not Migrant	140	139	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Parent Not in Armed Forces	140	139	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	76	76	100	0	0
Female	30	30	100	0	0
Male	46	46	100	0	0
General Education Students	68	68	100	0	0
Students with Disabilities	8	8	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	11	11	100	0	0
Black or African American	7	7	100	0	0
Hispanic or Latino	8	8	100	0	0
White	50	50	100	0	0
Economically Disadvantaged	9	9	100	0	0
Not Economically Disadvantaged	67	67	100	0	0
Non-English Language Learner	76	76	100	0	0
Not in Foster Care	76	76	100	0	0
Not Homeless	76	76	100	0	0
Not Migrant	76	76	100	0	0
Parent Not in Armed Forces	76	76	100	0	0

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	140	16	11%	124	89%	0	0%	2	1%	43	31%	79	56%	122	87%
Female	59	4	7%	55	93%	0	0%	1	2%	17	29%	37	63%	54	92%
Male	81	12	15%	69	85%	0	0%	1	1%	26	32%	42	52%	68	84%
General Education Students	128	8	6%	120	94%	0	0%	2	2%	39	30%	79	62%	118	92%
Students with Disabilities	12	8	67%	4	33%	0	0%	0	0%	4	33%	0	0%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	23	4	17%	19	83%	0	0%	0	0%	4	17%	15	65%	19	83%
Black or African American	7	2	29%	5	71%	0	0%	0	0%	4	57%	1	14%	5	71%
Hispanic or Latino	12	3	25%	9	75%	0	0%	1	8%	4	33%	4	33%	8	67%
White	98	7	7%	91	93%	0	0%	1	1%	31	32%	59	60%	90	92%
Economically Disadvantaged	12	3	25%	9	75%	0	0%	1	8%	6	50%	2	17%	8	67%
Not Economically Disadvantaged	128	13	10%	115	90%	0	0%	1	1%	37	29%	77	60%	114	89%
Non-English Language Learner	140	16	11%	124	89%	0	0%	2	1%	43	31%	79	56%	122	87%
Not in Foster Care	140	16	11%	124	89%	0	0%	2	1%	43	31%	79	56%	122	87%
Not Homeless	140	16	11%	124	89%	0	0%	2	1%	43	31%	79	56%	122	87%
Not Migrant	140	16	11%	124	89%	0	0%	2	1%	43	31%	79	56%	122	87%
Parent Not in Armed Forces	140	16	11%	124	89%	0	0%	2	1%	43	31%	79	56%	122	87%

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	131	13	10	118	90
Female	56	3	5	53	95
Male	75	10	13	65	87
General Education Students	124	7	6	117	94
Students with Disabilities	7	6	86	1	14
Asian or Native Hawaiian/Other Pacific Islander	19	2	11	17	89
Black or African American	5	2	40	3	60
Hispanic or Latino	11	2	18	9	82
White	96	7	7	89	93
Economically Disadvantaged	10	2	20	8	80
Not Economically Disadvantaged	121	11	9	110	91
Non-English Language Learner	131	13	10	118	90
Not in Foster Care	131	13	10	118	90
Not Homeless	131	13	10	118	90
Not Migrant	131	13	10	118	90
Parent Not in Armed Forces	131	13	10	118	90

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	140	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	59	59	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	81	81	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	98	98	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	140	140	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	140	140	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	140	140	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	140	140	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	140	140	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	134	134	100	0	0
Female	57	57	100	0	0
Male	77	77	100	0	0
General Education Students	125	125	100	0	0
Students with Disabilities	9	9	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	19	100	0	0
Black or African American	7	7	100	0	0
Hispanic or Latino	11	11	100	0	0
White	97	97	100	0	0
Economically Disadvantaged	11	11	100	0	0
Not Economically Disadvantaged	123	123	100	0	0
Non-English Language Learner	134	134	100	0	0
Not in Foster Care	134	134	100	0	0
Not Homeless	134	134	100	0	0
Not Migrant	134	134	100	0	0
Parent Not in Armed Forces	134	134	100	0	0

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	6	0	0%	6	100%	0	0%	0	0%	0	0%	3	50%	3	50%
Grade 2	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 3	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	7	7	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%

EXPENDITURES PER PUPIL (2021-22)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	1,337	\$346,522	\$259	\$44,391,641	\$33,202	\$44,738,163	\$33,462
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	125	8	6%	3	1	33%
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	124	9	7%
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 Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	135	96%	92	66%	43	31%	0	0%	0	0%	5	4%	0	0%	0	0%
Female	59	56	95%	41	69%	15	25%	0	0%	0	0%	3	5%	0	0%	0	0%
Male	81	79	98%	51	63%	28	35%	0	0%	0	0%	2	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	128	125	98%	92	72%	33	26%	0	0%	0	0%	3	2%	0	0%	0	0%
Students with Disabilities	12	10	83%	0	0%	10	83%	0	0%	0	0%	2	17%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	23	21	91%	16	70%	5	22%	0	0%	0	0%	2	9%	0	0%	0	0%
Black or African American	7	6	86%	2	29%	4	57%	0	0%	0	0%	1	14%	0	0%	0	0%
Hispanic or Latino	12	12	100%	6	50%	6	50%	0	0%	0	0%	0	0%	0	0%	0	0%
White	98	96	98%	68	69%	28	29%	0	0%	0	0%	2	2%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	12	12	100%	5	42%	7	58%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	128	123	96%	87	68%	36	28%	0	0%	0	0%	5	4%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	140	135	96%	92	66%	43	31%	0	0%	0	0%	5	4%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	140	135	96%	92	66%	43	31%	0	0%	0	0%	5	4%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	140	135	96%	92	66%	43	31%	0	0%	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	140	135	96%	92	66%	43	31%	0	0%	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	140	135	96%	92	66%	43	31%	0	0%	0	0%	5	4%	0	0%	0	0%

POSTSECONDARY ENROLLMENT RATE (2021-22)

Students who graduated in the 2021 calendar year and enrolled within 16 months at a New York State or out-of-state two- or four-year postsecondary institution.

Subgroup	Graduates	NYS Public				NYS Private				Out-of-State			
		2-year		4-year		≤ 2-year		4-year		≤ 2-year		4-year	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	3	2	20	15	0	0	30	23	1	1	66	50
Female	63	1	2	11	17	0	0	17	27	1	2	28	44
Male	70	2	3	9	13	0	0	13	19	0	0	38	54
General Education Students	125	2	2	20	16	0	0	27	22	1	1	64	51
Students with Disabilities	8	1	13	0	0	0	0	3	38	0	0	2	25
Asian or Native Hawaiian/Other Pacific Islander	25	1	4	3	12	0	0	7	28	0	0	13	52
Black or African American	8	0	0	2	25	0	0	2	25	0	0	2	25
Hispanic or Latino	9	1	11	1	11	0	0	2	22	0	0	5	56
White	91	1	1	14	15	0	0	19	21	1	1	46	51
Economically Disadvantaged	7	2	29	1	14	0	0	2	29	0	0	2	29
Not Economically Disadvantaged	126	1	1	19	15	0	0	28	22	1	1	64	51
Non-English Language Learner	133	3	2	20	15	0	0	30	23	1	1	66	50
Not in Foster Care	133	3	2	20	15	0	0	30	23	1	1	66	50
Not Homeless	133	3	2	20	15	0	0	30	23	1	1	66	50
Not Migrant	133	3	2	20	15	0	0	30	23	1	1	66	50
Parent Not in Armed Forces	133	3	2	20	15	0	0	30	23	1	1	66	50

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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