



Public Schools of the Tarrytowns
Administrative Offices • 200 North Broadway • Sleepy Hollow, New York 10591



2024-2025 BOE-ADOPTED BUDGET

Superintendent of Schools

Dr. Raymond Sanchez

Board of Education

President: Ms. Michelle DeFilippis

Vice President: Ms. Cecelia Gordon

Trustees: Ms. Krista Barron

Ms. Ida Michael, Mr. John Paine, Ms. Deborah
Taylor, Ms. Amanda Wallwin



Public Schools of the Tarrytowns

A Message from the Public Schools of the Tarrytowns

The Public Schools of the Tarrytowns' administrative team and Board of Education has been hard at work on the formation of the proposed school budget for 2024-25. The annual vote will take place this year on **Tuesday, May 21, 2024**.

We are pleased to report that the plan will fall well below the district's tax cap. We will spend **approximately \$1.5 million less than what is defined as our limit**.

While fiscal integrity is paramount, the services that we deliver to the students and the broader community of Tarrytown is of equal importance. We are excited to share some of the planned improvements that will be realized beginning July 1 (**pending budget approval**).

While the learning environments are critical to the teaching and learning processes, our leadership team has also engaged in excellent work in re-imagining the delivery of instruction for select areas of our program. This started with an examination of our staffing strengths and efficiencies and how we might apply these resources to best meet the needs of our students.

As a result, we anticipate adding needed sections of Spanish classes at the MS/HS, and introducing a new social worker at the High School. Opportunities for Dual Language learning will increase in Kindergarten and we will implement a new schedule that supports an aligned K-5 STEM curriculum.

Two important new programs are being introduced. The High School Safe School Ambassadors Program will augment anti-bullying efforts and promote personal advocacy, and the Edgenuity service, an online credit recovery program, will provide expanded, student-paced learning opportunities.

We ended 2023 with overwhelming community support for an expansive facilities improvement plan; today, we are looking forward to continuing our focus on enhancing the quality of learning environments by including two renovated science classrooms and an upgraded security system at the MS/HS in next year's budget.

Transportation services will see an expansion of resources through the addition of a full-size bus and two vans for student transportation. Special education placements are

expected to expand, as we fulfill our commitment to the needs of each child who walks through our doors.

Each academic year presents an opportunity for growth and development. This past year, we realized that tradition shouldn't hinder progress; rather, it should adapt to benefit our students. Additionally, we understand the importance of carrying forward a sense of pride in our efforts to enhance both our schools and community.

As we challenge ourselves each day to lead our students to their full potential, we look forward to the rich rewards this will bring to our students, our families, and our community.

Sincerely,

Michelle DeFilippis, President of the Board of Education
Dr. Ray Sanchez, Superintendent of Schools

Propositions for the Annual Meeting

Proposition 1

Shall the Board of Education of the Union Free School District of the Tarrytowns be authorized to expend the sums set forth in the 2024-2025 annual budget in the amount of \$97,621,842 and to levy the necessary tax thereof?

Yes

☐

No

☐

EXECUTIVE SUMMARY

Budget Development

The budget serves as an operational plan, stated in financial terms, for carrying out the mission of the Public Schools of the Tarrytowns. We start by asking what imperatives exist that warrant funding and allow us to fulfill this mission. The annual budget is multi-faceted, as it covers every part of providing a comprehensive educational experience in an atmosphere that protects and nurtures the physical and social/emotional well-being of each student.

The development of our annual operating budget is nearly a year-long comprehensive process. In the fall we review the previous year's expenditures and our progress toward meeting the educational goals set by the Board of Education. The superintendent and district administrators review the cost and effectiveness of our educational programs and school principals work with their teachers and support staff to develop individual building budgets. This information along with contractual obligations such as salaries and benefits are compiled by district administrators to clarify the expenditures needed to run the district the following year.

The revenue available to finance district expenditures comes primarily from state aid and the district's tax levy which is limited by the mandated New York State tax levy limit. The State has finally fulfilled its commitment to fully fund the Foundation Aid formula. We will no longer suffer from a multi-million-dollar shortfall from what we've been promised, and we have been able to include several equity enhancements to our budget to help ensure that all students get what they need to be successful.

In terms of process: A draft budget proposal is initially presented to the school board in January. The Board of Education and district administrators, with input from the community, revises the proposal over the next two to three months to ensure it meets the resource needs of our students while remaining fiscally responsible. A final budget proposal was adopted by the Board of Education on April 16, 2024, and eligible voters in the district can vote on the budget on May 21, 2024.

Budget Highlights

As we present our annual budget to the community, we are pleased that the budget includes funding for all state and federally mandated programs and continues to provide for the academic, health & safety, and social emotional needs of our students. Our district-wide social emotional learning initiative continues to be expanded. We have also prioritized multiple initiatives including building out our Strategic Plan, ongoing professional development for staff, a review of curriculum, safety and facilities upgrades, and enhanced communications to reach all residents. We will also continue to invest in our athletic and extracurricular offerings, as we appreciate their importance in educating and supporting the whole student. Importantly, we've reallocated some staff positions to ensure necessary services are provided, but at no additional cost to our taxpayers.

Budget-to-Budget

The 2024-2025 proposed budget is \$97,621,842, which is an increase of 4.44% or \$4,148,166. The tax levy increase is 4.91%. This tax levy is associated with a projected **decrease** in the tax rate in the Greenburgh of 1.93%, and a projected increase in the tax rate in the Town of Mt. Pleasant of 4.98%. Importantly, the proposed budget also complies with the New York State tax levy cap.

KEY DATES & INFORMATION

VOTER REGISTRATION

All citizens registered with the County Board of Elections are eligible to vote in school district elections. In addition, all those who are eligible (U.S. Citizen; at least 18 years of age; district resident for 30 days before election) can be registered as follows:

Monday through Friday – 8:00 AM to 4:00 PM through May 16, 2023 at the District Clerk's office, Administration Building, 200 North Broadway, Sleepy Hollow, NY

EVENING REGISTRATION

Tuesday, May 14, 2024 from 4:00 PM to 8:00 PM
Board Room, Administration Building,
200 North Broadway, Sleepy Hollow, NY

DISCUSSION OF BUDGET AND BOARD ADOPTION

Tuesday, April 16, 2024 at 7:00 PM
Board Room, Administration Building,
200 North Broadway, Sleepy Hollow, NY

BUDGET HEARING

Thursday, May 9, 2024 at 7:00 PM
Board Room, Administration Building
200 North Broadway, Sleepy Hollow, NY

BUDGET VOTE AND ANNUAL ELECTION

Tuesday, May 21, 2024 from 7:00 AM to 9:00 PM

Winfield L. Morse School:

Cafeteria, Pocantico Street, Sleepy Hollow, NY

Washington Irving School:

Auditorium, 102 South Broadway, Tarrytown, NY

ABSENTEE VOTING

Absentee ballots will be mailed to all voters who are registered as permanently sick or disabled with the County Board of Elections. All others who wish absentee ballots must apply. Please call the District Clerk at (914) 631-9404.

FREQUENTLY ASKED QUESTIONS

Is the proposed budget below the state-mandated tax levy cap?

The tax levy cap calculation is a New York State *prescribed formula* used to determine maximum allowable levy. And, yes, the District's levy is below the state-mandated tax cap. While Tarrytown's specific calculation corresponds to a 7.22% increase, the proposed tax levy increase for the 2024-25 budget is 4.91%. Because of the increase in taxable assessed values across the District, that levy increase actually corresponds to a projected decrease in the tax rate/\$1,000 in the Town of Greenburgh (-1.93%), and an increase in the tax rate/\$1,000 in the Town of Mt. Pleasant (+4.98%).

What is included in the annual budget?

The annual budget covers every part of providing a comprehensive educational experience in an atmosphere that protects and nurtures the physical and social/emotional well-being of each student. Among the line items included: instructional initiatives, technology needs, counseling services, faculty and staff salaries, facilities improvements, retirement system costs, health insurance premiums, special education costs, debt service, student transportation, infrastructure, and utility costs. This year, we also budgeted for a renovation of two Middle School science classrooms and safety upgrades to the doors at the Middle School/High School. Finally, we plan on replacing 3 vehicles for student transportation.

Why do tax rates differ by town?

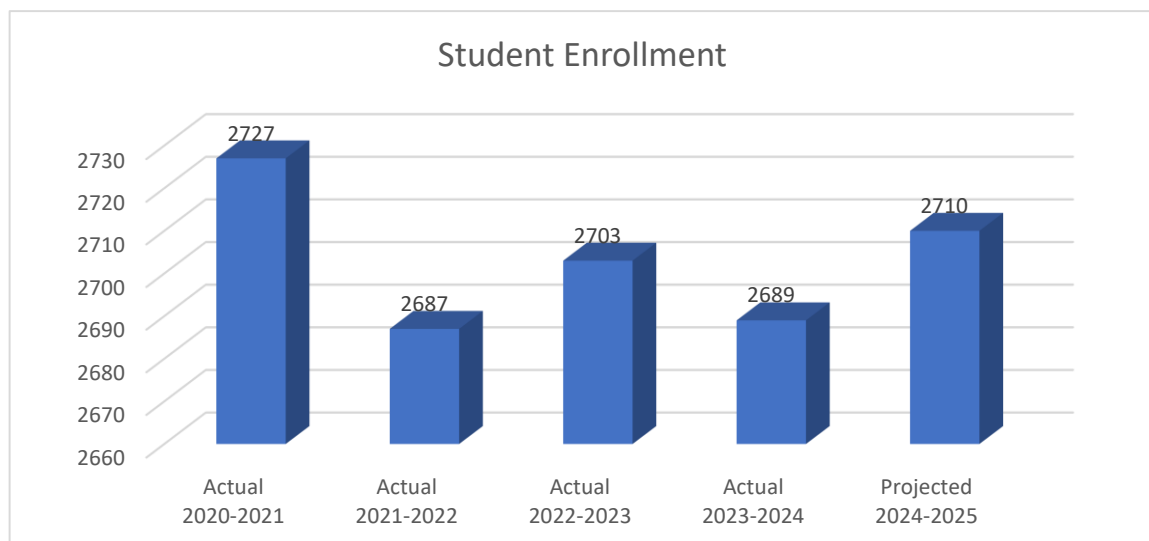
Each town has different practices for assessing property values and some have higher assessed values than others. Sleepy Hollow residents, because of the Town of Mount Pleasant's low valuation rate, will pay an estimated tax rate of \$1710.51 per \$1,000 of assessed valuation, which represents an estimated increase of 4.98%. Tarrytown residents who live in the Town of Greenburgh will pay an estimated \$19.33 per \$1,000 of assessed valuation, which represents an estimated decrease of 1.93%. The difference in tax rates can be attributed to the fact that the Town of Greenburgh assesses property at full value.

What happens if the budget is defeated?

If the budget is defeated, the Board of Education may adopt a budget with a tax levy no greater than what was levied the previous year. The Board would have the choice to put up the same budget or revise it, and a second vote would take place. If a contingency budget were necessary, it would require a \$0 tax levy increase and would reduce the proposed budget by \$3,271,119. A contingency budget would result in the reduction and/or elimination of materials, equipment, personnel, services, and programs, and would require class sizes to be increased.

Public Schools of the Tarrytowns Enrollment Data

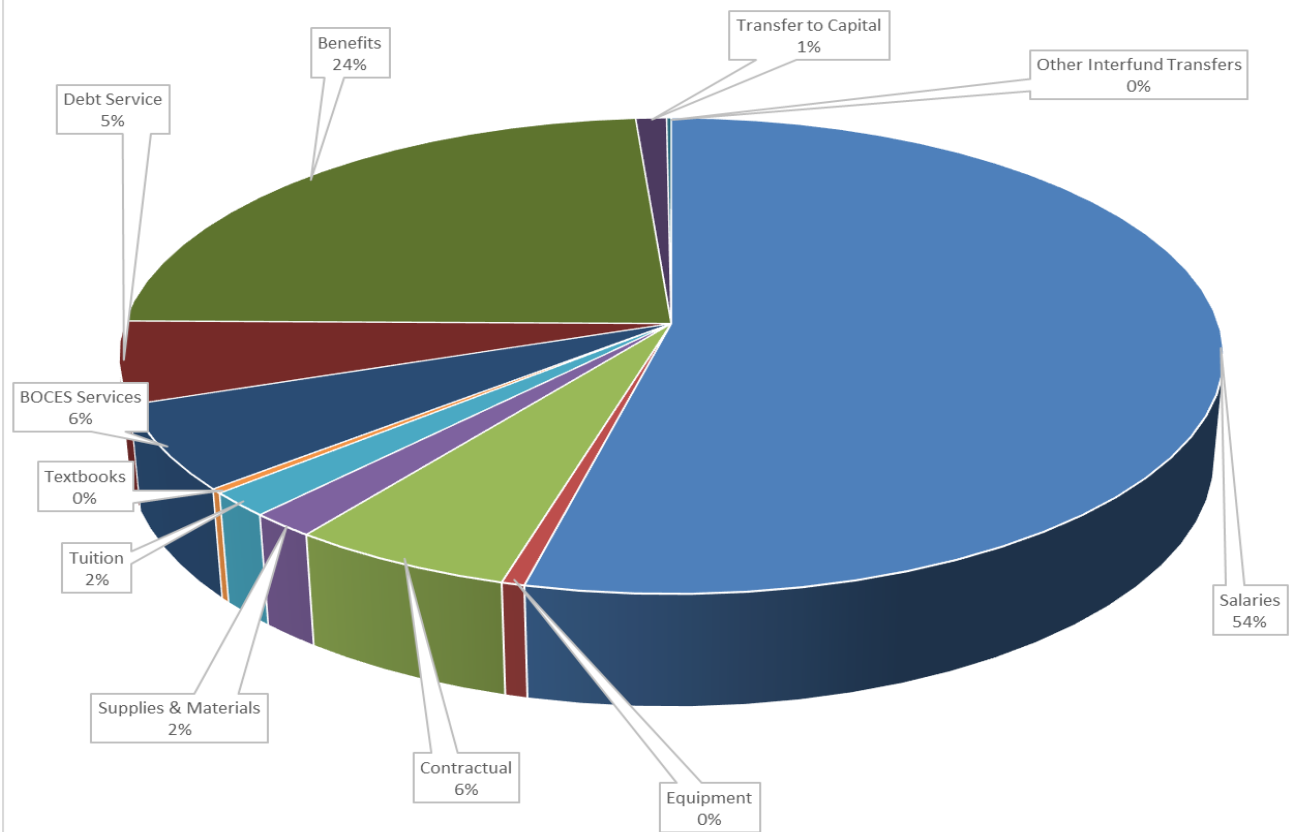
Grade/School Placement	Actual 2020-2021	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Projected 2024-2025
Pre-K	108	108	108	108	108
K	184	221	195	204	200
John Paulding	292	329	303	312	308
1	181	172	234	190	204
2	189	192	184	234	190
W. L. Morse	370	364	418	424	394
3	199	186	183	183	234
4	190	199	189	181	183
5	208	180	201	186	181
Washington Irving	597	565	573	550	598
6	194	195	178	213	186
7	196	188	198	179	213
8	204	185	195	197	179
Middle School	594	568	571	589	578
9	199	216	186	199	197
10	233	178	222	191	199
11	217	214	179	216	191
12	225	212	216	179	216
High School	874	820	803	785	803
Ungraded Elementary	N/A	19	15	10	10
Ungraded Secondary	N/A	22	20	19	19
Total Enrollment	2727	2687	2703	2689	2710



2024-2025 GENERAL FUND SUMMARY

Proposed Budget \$97,621,842

Proposed Expenditures 2024-25



Expense Category	2023-2024	2024-2025	Delta	
	Adopted	Proposed	\$	%
Salaries	50,051,823	52,463,300	2,411,477	4.82%
Equipment	698,929	583,689	-115,240	-16.49%
Contractual	6,105,381	5,640,180	-465,201	-7.62%
Supplies & Materials	1,731,424	1,657,913	-73,511	-4.25%
Tuition	1,504,811	1,658,000	153,189	10.18%
Textbooks	336,873	299,223	-37,650	-11.18%
BOCES Services	5,107,064	5,650,166	543,102	10.63%
Debt Service	5,441,464	5,437,370	-4,094	-0.08%
Benefits	21,625,907	23,082,001	1,456,094	6.73%
Transfer to Capital	720,000	1,000,000	280,000	38.89%
Interfund Transfers	150,000	150,000	0	0.00%
TOTAL GENERAL FUND	93,473,676	97,621,842	4,148,166	4.44%

Three-Part Component Budget

Administrative Component (9.92%)

\$ 9,682,764

Includes, but not limited to, Board of Education and school/student policy development, annual district budget vote, Office of the Superintendent of Schools, Auditing, Purchasing Human Resources, some Legal Services, District Insurance, BOCES Administrative Charges & Other Assessments; student program implementation and supervision.

Program Component (76.40%)

\$ 74,586,385

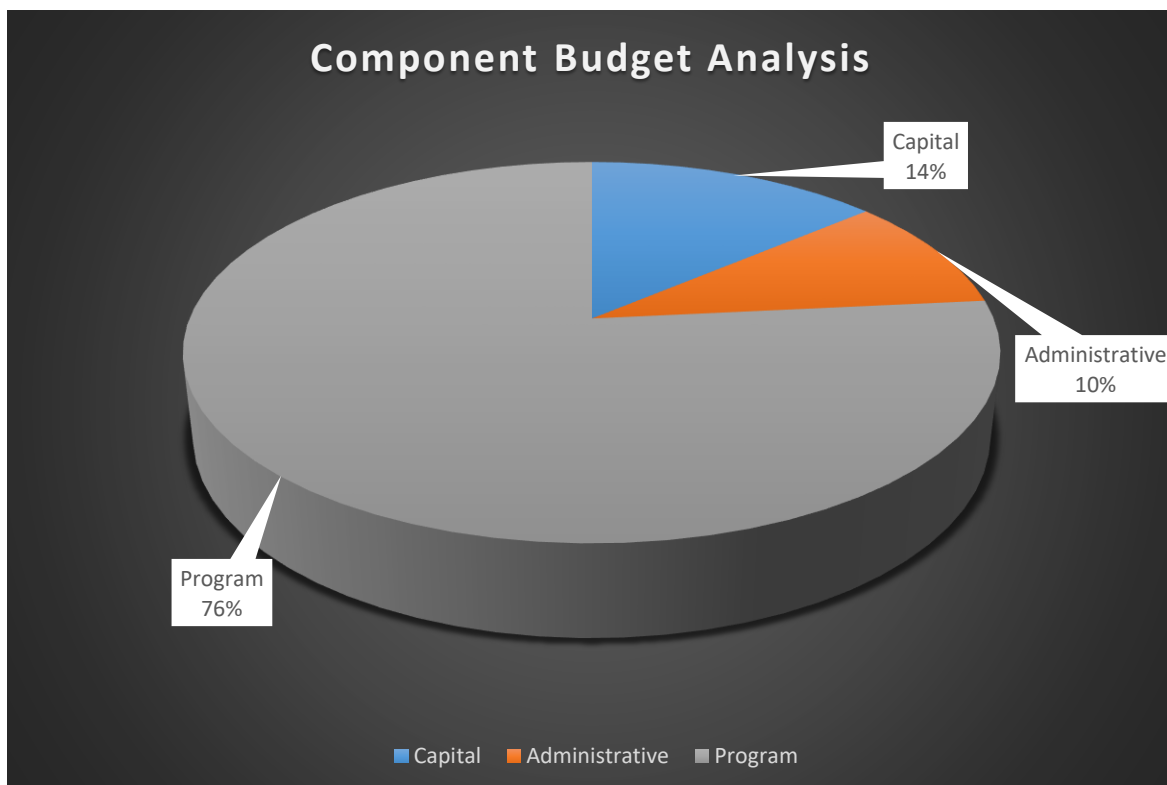
Includes, but not limited to, Kindergarten through 12th grade classroom instruction, learning and development of life-long skills through teaching and interaction in reading, writing, mathematics, social studies, science, art, music physical education and other areas; classroom equipment, materials and supplies, technology, textbooks for both public and non-public schools; programs for Students with Disabilities, Library Services, Guidance, Health Services, Social Workers, Co-Curricular activities, Interscholastic Athletics and Student Transportation Services.

Capital Component (13.68%)

\$ 13,352,693

Includes, but not limited to, Buildings and Grounds, District Wide Security Services, fuel oil, gas, electric, water, telephone and elevators. Cleaning supplies, and community use of schools. Also includes, but not limited to on-going renovation projects, School Constructional Serial Bonds, Bond Anticipation Notes, and Energy Performance Contract Projects.

Total Expenditures \$ 97,621,842



Public Schools of the Tarrytowns

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'State Category (3-Part Budget) Report'

Fiscal Year: 2025

State Function	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget
Administration			
1010	Board Of Education	79,000.00	69,920.00
1040	District Clerk	16,536.00	15,900.00
1060	District Meeting	15,450.00	15,450.00
1240	Chief School Administrator	465,246.00	445,535.00
1310	Business Administration	697,216.00	694,843.00
1320	Auditing	54,500.00	52,500.00
1325	Treasurer	140,256.00	135,246.00
1420	Legal	117,500.00	108,500.00
1430	Personnel	497,173.00	551,681.00
1460	Records Management Officer	23,000.00	200,000.00
1480	Public Information and Services	133,000.00	127,746.00
1670	Central Printing & Mailing	50,100.00	5,000.00
1680	Central Data Processing	986,000.00	882,000.00
1910	Unallocated Insurance	433,126.00	399,726.00
1950	Assessments on School Property	77,000.00	75,000.00
1981	BOCES Administrative Costs	477,000.00	473,000.00
2010	Curriculum Devel and Suprvsn	684,413.00	462,015.00
2020	Supervision-Regular School	2,647,976.00	2,657,607.00
2060	Research, Planning & Evaluation	64,000.00	62,419.00
9000	Employee Benefits	1,987,510.00	1,560,617.00
9089	Other (specify)	36,762.00	29,809.00
Total Administration		9,682,764.00	9,024,514.00
Capital			
1620	Operation of Plant	4,013,834.00	3,934,528.00
1621	Maintenance of Plant	881,682.00	831,692.00
1622	Security of Plant	478,964.00	429,320.00
1964	Refund on Real Property Taxes	-	-
1989	Unclassified	-	-
5510	District Transportation Services	345,000.00	376,200.00
9000	Employee Benefits	1,174,125.00	1,130,102.00
9089	Other (specify)	21,718.00	21,585.00
9711	Serial Bonds-School Construction	5,437,370.00	5,441,464.00
9788	Leases	-	-
9950	Transfer to Capital Fund	1,000,000.00	720,000.00
Total Capital		13,352,693.00	12,884,891.00
Program			
1420	Legal	117,500.00	108,500.00
2070	Inservice Training-Instruction	262,726.00	217,226.00
2110	Teaching-Regular School	31,931,764.00	30,734,904.00
2250	Prg For Sdnts w/Disabilities	9,280,999.00	8,620,032.00
2259	Prg for English Language Learners	275,803.00	289,352.00
2280	Occupational Education(Grades 9-12)	733,654.00	782,910.00
2330	Teaching-Special Schools	150,000.00	150,000.00
2610	School Library & AV	349,149.00	332,602.00
2620	Educational Television	-	5,000.00
2630	Computer Assisted Instruction	2,231,634.00	2,013,702.00
2810	Guidance-Regular School	1,429,559.00	1,314,307.00
2815	Health Svcs-Regular School	798,765.00	772,626.00
2820	Psychological Svcs-Reg Schl	696,358.00	728,165.00
2825	Social Work Svcs-Regular School	670,498.00	639,795.00
2830	Pupil Personnel Svcs-Special Schools	445,560.00	696,856.00
2850	Co-Curricular Activ-Reg Schl	418,000.00	451,000.00
2855	Interscholastic Athletics-Reg Schl	1,302,311.00	1,254,718.00
5510	District Transport Svcs	2,816,575.00	2,769,228.00
5530	Garage Building	333,644.00	333,554.00
5540	Contract Transportation	10,000.00	5,000.00
9000	Employee Benefits	19,815,366.00	18,835,038.00
9089	Other (specify)	366,520.00	359,756.00
9901	Transfer to Other Funds	150,000.00	150,000.00

Public Schools of the Tarrytowns

'State Category (3-Part Budget) Report'

Fiscal Year: 2025

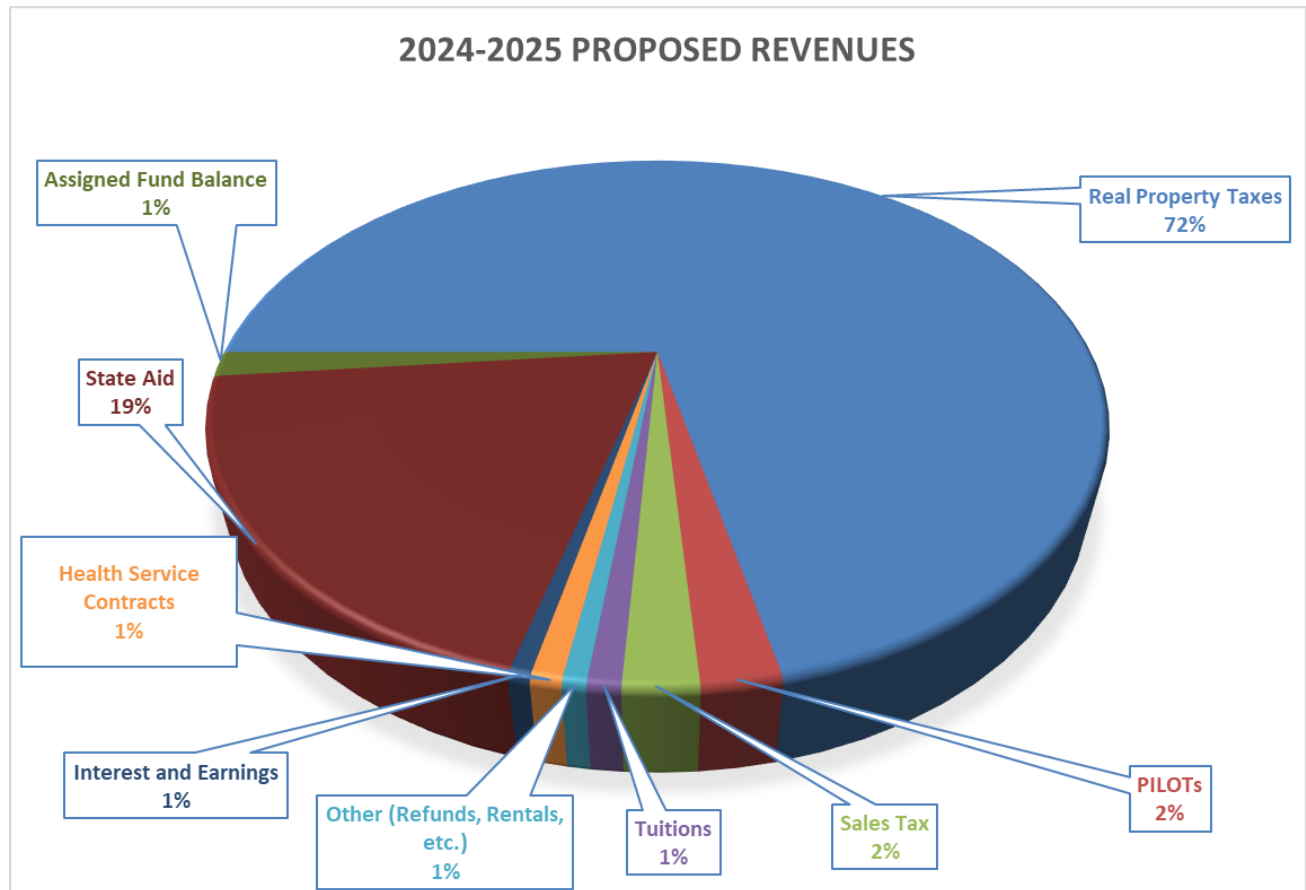
2024-2025 Proposed Budget	2023-2024 Adopted Budget
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State Function	Description		
Total Program		74,586,385.00	71,564,271.00

Report Totals	97,621,842.00	93,473,676.00
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Budget Component Summary				
	2024-2025 Proposed Budget	% of Budget	2023-2024 Adopted Budget	% of Budget
Administration	9,682,764.00	9.92	9,024,514.00	9.66
Capital	13,352,693.00	13.68	12,884,891.00	13.78
Program	74,586,385.00	76.40	71,564,271.00	76.56
	97,621,842.00	100.00	93,473,676.00	100.00

ESTIMATED REVENUES FOR THE 2024-2025 BOE-ADOPTED BUDGET



Revenue Source	2032-2024	2024-2025	Delta	
	Adopted	Proposed	\$	%
Real Property Taxes	66,569,656	69,887,775	3,318,119	4.98%
PILOTs	2,050,000	2,200,000	150,000	7.32%
Sales Tax	2,000,000	2,070,000	70,000	3.50%
Tuitions	958,000	927,000	-31,000	-3.24%
Other (Refunds, Rentals, etc.)	555,500	633,000	77,500	13.95%
Health Service Contracts	810,000	860,000	50,000	6.17%
Interest and Earnings	390,000	595,000	205,000	52.56%
State Aid	18,615,520	18,924,067	308,547	1.66%
Interfund Trans. for Debt Svs	25,000	25,000	0	N/A
Assigned Fund Balance to offset levy	1,500,000	1,500,000	0	0.00%
General Fund Total	93,473,676	97,621,842	4,148,166	4.44%

Estimated Effect of Tax Levy (as of 3/8/24)*

Town	Taxable Assessed Value	Equalization Rate	True Value	% Levy	2024-25 School Levy	2024-25 Tax Rate per \$1,000	2023-24 Tax Rate per \$1,000	\$ Amount Increase	% Tax Rate Increase
Greenburgh	\$ 2,024,449,275	100%	2,024,449,275	56.0%	\$ 39,130,025.67	19.33	19.71	-0.38	-1.93%
Mt. Pleasant	17,954,182	1.13%	1,588,865,664	44.0%	\$ 30,710,749.33	1710.51	1629.31	81.20	4.98%
Total	2,042,403,457		3,613,314,939	100.0%	<u>\$69,840,775.00</u>	(Assumes a 4.91% tax levy increase)			

*Calculation based on projected EQ Rate and Taxable Assessed Value provided by each town assessor.



Public Schools of the Tarrytowns

2024-2025 Tax Cap Calculation

	Tax Levy 2023-2024		66,569,656
Multiply:	Tax Base Growth Factor	x	1.0431
	Adjusted Tax Levy Subtotal	=	69,438,808
Add:	PILOTS - 2023-2024	+	2,050,000
	Adjusted Tax Levy Subtotal Plus PILOTS	=	71,488,808
	Previous Year Allowable Exclusions	-	4,224,235
	Adjusted 2023-2024 Current Year Tax Levy	=	67,264,573
Multiply:	Allowable Levy Growth Factor (CPI or 2%)	x	1.02
	Adjusted Tax Levy Subtotal	=	68,609,865
Subtract:	Projected PILOTS for 2024-2025	-	2,200,000
	Tax Levy Limit: Before Exclusions	=	66,409,865
Add:	2024-25 Allowable Exclusions	+	4,964,705
Equals:	2024-25 Maximum Allowable Levy (7.22%)	=	71,374,570

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year *	
Total Budgeted Amount, Not Including Separate Propositions	\$ 93,473,676	\$97,621,842	\$94,350,723	
Increase/Decrease for the 2024-25 School Year		\$3,271,119	\$877,047	
Percentage Increase/Decrease in Proposed Budget		4.44 %	.94%	
Change in the Consumer Price Index		4.12%		
A. Proposed Levy to Support the Total Budgeted Amount	\$66,569,656	\$69,840,775		
B. Levy to Support Library Debt, if Applicable	N/A	N/A		
C. Levy for Non-Excludable Propositions, if Applicable **	N/A	N/A		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	N/A	N/A		
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$66,569,656	\$69,840,775		\$66,569,656
F. Total Permissible Exclusions	\$4,224,235	\$4,964,705		
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$63,481,072	\$66,409,865		
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$62,345,421	\$64,876,070		
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$1,135,651	\$1,533,795		
Administrative Component	\$9,024,514	\$9,682,764	\$9,082,699	
Program Component	\$71,564,271	\$74,586,385	\$13,255,193	
Capital Component	\$12,884,891	\$13,352,693	\$72,012,831	
Should the proposed budget be defeated pursuant to Section 2023 of the Education Law: Under the contingent budget guidelines, the District is not permitted to raise any levied funds above the current school year's levy. A contingency budget would result in the reduction and/or elimination of materials, services, programs, athletics and faculty, of a value of approximately \$3,271,119 and would require class sizes to be increased.				
** List Separate Propositions that are not included in the Total Budgeted Amount	Description		Amount	
	None		\$0	

Included within this budget is the proposed purchase of a wheelchair van and a full-size bus to replace old portions of the student transportation fleet. Also included in this budget is an interfund transfer to the capital fund for the purposes of completing two capital projects during the 2024-2025 school year: approximately \$200,000 for building safety upgrades; and, approximately \$800,000 for the purposes of renovating two MS science classrooms. Also included is the continuation of a multi-year lease of the Tappan Hill School and a multi-year lease plan for copiers and musical instruments across the District.

Under the Budget Proposed
for the 2024-25 School Year

Estimated Maximum Basic STAR Exemption Savings¹

\$1711

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the USFD of the Tarrytowns, Westchester County, New York, will be held at the Winfield L. Morse and Washington Irving Schools in said district on Tuesday, May 21, 2024 between the hours of 7:00 AM and 9:00 PM, prevailing time in the Morse and Washington Irving Schools, at which time the polls will be opened to vote by voting ballot or machine.

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

Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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

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

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

Report Estimated Salaries in the Budget for the 2024-2025 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	297,000	56,077	20,000

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

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

2.	ASSISTANT SUPT FOR PUPIL SERVICES	230,597	65,389	
3.	ASSISTANT SUPT FOR BUSINESS	222,480	39,833	
4.	ASSISTANT SUPT FOR CURRICULUM & EQUITY	202,800	64,168	
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	Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary

71.	DIRECTOR OF TECHNOLOGY	173,689
72.	JP PRINCIPAL	192,312
73.	WLM PRINCIPAL	182,574
74.	MS PRINCIPAL	206,661
75.	WI PRINCIPAL	177,299
76.	HS ASSISTANT PRINCIPAL	178,014
77.	HS ASSISTANT PRINCIPAL	178,014
78.	WI ASSOCIATE PRINCIPAL	196,796
79.	HS PRINCIPAL	198,770
80.	SUPERVISOR OF SPECIAL EDUCATION	179,721
81.	DIRECTOR OF MULTILANGUAGE LEARNERS	181,326
82.	ATHLETIC DIRECTOR	195,791
83.		
84.		
85.		
86.		
87.		
88.		
89.		
90.		
91.		
92.		

Exemption Impact Report

Assessment Year: 2023

County: WESTCHESTER

SWIS Code: 5534

School Value Report (552601)

Municipality: MT. PLEASANT

Total Assessed Val: 25,046,431

Uniform Percentage: 1.13

Equalized Total Assessed Value = 2,216,498,318

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
12100	NY STATE	RPTL 404(1)	18	44,880,530	2.02
12370	MTA EXEMPT	RPTL 412 & Pub Auth L	1	88	0.00
13100	CTY OWNED	RPTL 406(1)	2	1,986,725	0.09
13500	TWN WITHIN	RPTL 406(1)	9	10,951,327	0.49
13650	VILLAG OWN	RPTL 406(1)	45	35,766,017	1.61
13800	SCHOOL DIS	RPTL 408	9	109,628,318	4.95
13870	SPEC DIST	RPTL 410	2	1,243,362	0.06
13950	N/P HOSP	McK U Con L 7400	1	7,981,150	0.36
18020	IND DEVEL	RPTL 412-a & Gen Muny L 874	23	96,196,548	4.34
18040	URB REN	Gen Muny L 506, 555, 560	2	22,769,911	1.03
18180	U D C	McK U Con L 6272	1	1,955,752	0.09
19950	MUNI RAIL	RPTL 456	6	65,590,707	2.96
25110	RELG PROP	RPTL 420-a	10	22,732,300	1.03
25130	CHARITIES	RPTL 420-a	1	1,384,955	0.06
25210	VOL AMBUL	RPTL 420-a	2	148,761,061	6.71
25230	N/P IMPROV	RPTL 420-a	6	4,995,575	0.23
25300	NON-PROFIT	RPTL 420-b	3	5,230,088	0.24
25600	NON-PR MED	RPTL 486-a	3	3,185,840	0.14
26250	HIST SOCTY	RPTL 444 & NPCL 1408	9	25,946,902	1.17
27350	CEMETARIES	RPTL 446	2	1,973,451	0.09
28110	U D C	RPTL 422	1	3,097,345	0.14
41120	WAR VET	RPTL 458-a	14	168,495	0.01
41124	WAR VET	RPTL 458-a	1	12,035	0.00
41130	COMBAT VET	RPTL 458-a	19	380,000	0.02
41134	COMBAT VET	RPTL 458-a	3	60,000	0.00
41140	DISABL VET	RPTL 458-a	5	200,000	0.01
41400	CLERGY	RPTL 460	1	132,743	0.01
41640	Vol Firefighter/Amb	RPTL 466-c, d, f	15	908,849	0.04
41804	AGED- S	RPTL 467	13	4,137,787	0.19
41930	Disabled ALL	RPTL 459-c	2	179,203	0.01
47100	TELECOMM CELNG		7	1,438,938	0.06
47460	FOREST LND	RPTL 480-a	1	3,778,761	0.17
	Total Exemptions (No System EX's)		237	627,654,763	28.32
	Total Exemptions (with System EX's)		237	627,654,763	28.32

Values have been equalized using the Uniform Percentage of Value.

The Exempt amounts do not take in to consideration payments in lieu of taxes or other payments for municipal services.

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

Exemption Impact Report

Assessment Year: 2023

County: WESTCHESTER
SWIS Code: 5534

School Value Report (552601)

Municipality: MT. PLEASANT
Total Assessed Val: 25,046,431
Uniform Percentage: 1.13

Equalized Total Assessed Value = 2,216,498,318

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
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13650	VILLAG OWN	RPTL 406(1)	45	35,766,017	1.61
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18040	URB REN	Gen Muny L 506, 555, 560	2	22,769,911	1.03
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25600	NON-PR MED	RPTL 486-a	3	3,185,840	0.14
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27350	CEMETARIES	RPTL 446	2	1,973,451	0.09
28110	U D C	RPTL 422	1	3,097,345	0.14
41120	WAR VET	RPTL 458-a	14	168,495	0.01
41124	WAR VET	RPTL 458-a	1	12,035	0.00
41130	COMBAT VET	RPTL 458-a	19	380,000	0.02
41134	COMBAT VET	RPTL 458-a	3	60,000	0.00
41140	DISABL VET	RPTL 458-a	5	200,000	0.01
41400	CLERGY	RPTL 460	1	132,743	0.01
41640	Vol Firefighter/Amb	RPTL 466-c, d, f	15	908,849	0.04
41804	AGED- S	RPTL 467	13	4,137,787	0.19
41834	ENH STAR	RPTL 425	106	26,327,433	1.19
41854	BAS STAR	RPTL 425	232	21,557,522	0.97
41930	Disabled ALL	RPTL 459-c	2	179,203	0.01
47100	TELECOMM CELNG		7	1,438,938	0.06
47460	FOREST LND	RPTL 480-a	1	3,778,761	0.17
Total Exemptions (No System EX's)			575	675,539,718	30.48
Total Exemptions (with System EX's)			575	675,539,718	30.48

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: _____

UFSD-TARRYTOWNS

2021-22 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT



2,571

NEEDS RESOURCE CATEGORY



Average Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly
more than the
average district
in the state

DISTRICT STUDENT NEEDS ARE



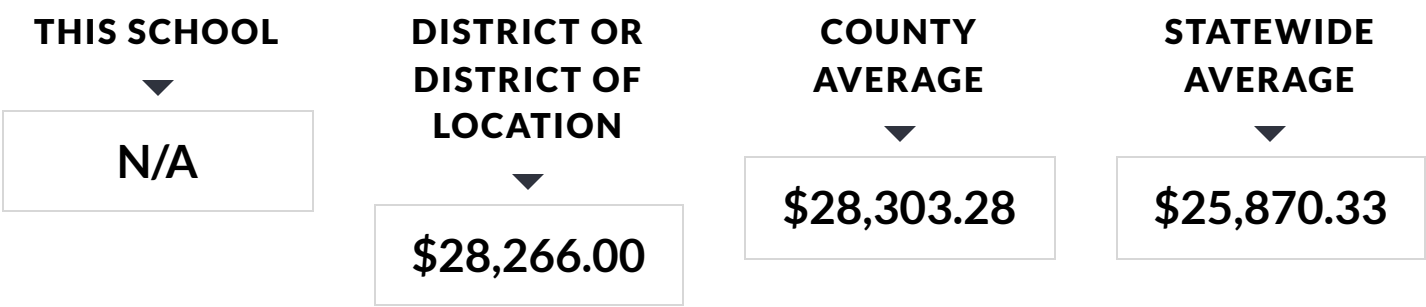
moderately
more than the
state average

Student Demographics

Enrollment	UFSD-TARRYTOWNS
All Students	2,571
Economically Disadvantaged	54%
Students with Disabilities	14%
English Language Learners	19%
» Race/Ethnicity	

Staffing Profile	UFSD-TARRYTOWNS
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	11%
Teachers with 4-20 Years of Experience %	49%
Teachers with 21+ Years of Experience %	40%

Comparison: How do per pupil expenditures compare?



Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	UFSD-TARRYTOWNS
>> A. Instruction (A1 + A2 + A3 + A4)	\$17,730.34

Report View One Per Pupil Expenditure Categories	UFSD-TARRYTOWNS
» B. Administration (B1 + B2 + B3)	\$1,075.50
» C. All Other Spending (C1 + C2 + C3)	\$812.33
D. Total School Level (A + B + C)	\$19,618.17
» E. Central Instruction (E1 + E2 + E3 + E4)	\$1,262.04
» F. Central Administration (F1 + F2 + F3)	\$2,183.56
» G. All Other Central Spending (G1 + G2 + G3)	\$5,201.88
H. Total Central Costs	\$8,647.48
I. Total Spending (D + H)	\$28,265.65

Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	UFSD-TARRYTOWNS
J. Total School Level Local/State Spending	\$18,927.96
» K. Total School Level Federal Spending	\$690.21
L. Total Central Level Local/State Spending	\$8,411.03
M. Total Central Level Federal Spending	\$236.46
N. Total Spending (J + K + L + M)	\$28,265.65

Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

School Cost(O-T) Central Cost(U-Z)

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

*The district or charter school did not report any enrollment in this category and a per pupil value cannot be calculated. Instead, this item reflects the total reported expenditures, not a per pupil value as is shown elsewhere on the report.

Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total) Combined Cost(Total Expenditures)

Excluded Expenditures	UFSD-TARRYTOWNS
1. Transportation	\$3,399,998.00

Excluded Expenditures	UFSD-TARRYTOWNS
2. Charter School Tuition	\$0.00
3. Other Tuition	\$908,465.00
4. Debt Service	\$6,824,703.00
5. Other	\$2,845,078.89
Percent Excluded from Total	16%
Total Expenditures	\$86,649,232.00

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UFSD-TARRYTOWNS - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT*

MADE PROGRESS

NA

*Based on finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at accountinfo@nysed.gov.

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,042	131.8	3
	Math	1,045	141.1	
	Combined	2,087	136.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	31	167.7	4
	Math	31	193.5	
	Combined	62	180.6	
Black or African American	ELA	20	97.5	2
	Math	21	102.4	
	Combined	41	100	
Hispanic or Latino	ELA	613	95.5	2
	Math	618	110.8	
	Combined	1,231	103.2	
Multiracial	ELA	50	184	4
	Math	48	201	
	Combined	98	192.3	
White	ELA	328	190.4	4
	Math	327	186.9	
	Combined	655	188.6	
English Language Learner	ELA	287	64.5	2
	Math	291	81.3	
	Combined	578	72.9	
Students with Disabilities	ELA	129	72.5	3
	Math	128	73.8	
	Combined	257	73.2	
Economically Disadvantaged	ELA	539	86.8	2
	Math	545	101.3	
	Combined	1,084	94.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,078	127.4	3
	Math	1,086	135.7	
	Combined	2,164	131.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	31	167.7	4
	Math	31	193.5	
	Combined	62	180.6	
Black or African American	ELA	24	81.3	2
	Math	24	89.6	
	Combined	48	85.4	
Hispanic or Latino	ELA	640	91.5	2
	Math	648	105.7	
	Combined	1,288	98.6	
Multiracial	ELA	50	184	4
	Math	50	193	
	Combined	100	188.5	
White	ELA	333	187.5	4
	Math	333	183.5	
	Combined	666	185.5	
English Language Learner	ELA	287	64.5	2
	Math	291	81.3	
	Combined	578	72.9	
Students with Disabilities	ELA	152	61.5	3
	Math	152	62.2	
	Combined	304	61.8	
Economically Disadvantaged	ELA	572	81.8	2
	Math	579	95.3	
	Combined	1,151	88.6	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	306	45%	46%	1.0	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	293	46%	46%	1	3
Multiracial	0	—	—	—	—
White	5	—	—	—	—
English Language Learner	306	45%	46%	1.0	3
Students with Disabilities	53	39%	21%	0.5	2
Economically Disadvantaged	281	45%	47%	1.0	3

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,636	237	14.5%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	46	5	10.9%	4
Black or African American	39	5	12.8%	4
Hispanic or Latino	980	174	17.8%	3
Multiracial	75	5	6.7%	4
White	496	48	9.7%	4
English Language Learner	482	84	17.4%	4
Students with Disabilities	239	55	23%	3
Economically Disadvantaged	885	176	19.9%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,179	92%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	32	—
Black or African American	—	26	—
Hispanic or Latino	X	711	91.3%
Multiracial	X	54	94.4%
White	X	356	93.5%
English Language Learner	✓	223	96.4%
Students with Disabilities	X	159	80.5%
Economically Disadvantaged	X	628	90%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,179	91.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	32	—
Black or African American	—	26	—
Hispanic or Latino	X	711	90.9%
Multiracial	X	54	90.7%
White	X	356	93.3%
English Language Learner	✓	223	95.5%
Students with Disabilities	X	159	79.9%
Economically Disadvantaged	X	628	89.8%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	5
Grade 4	7
Grade 5	—
Grade 6	6
Grade 7	—
Grade 8	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	208	176.4	133.5	2
	Math	145	109		
	Science	135	105.9		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	2	—		
	Science	3	—		
Black or African American	ELA	7	207.1	—	—
	Math	5	60		
	Science	6	83.3		
Hispanic or Latino	ELA	122	145.1	114.5	2
	Math	75	98.7		
	Science	83	92.2		
Multiracial	ELA	4	—	—	—
	Math	3	—		
	Science	3	—		
White	ELA	72	224.3	164.1	3
	Math	60	120.8		
	Science	40	138.8		
English Language Learner	ELA	29	55.2	72.8	3
	Math	14	82.1		
	Science	24	85.4		
Students with Disabilities	ELA	30	91.7	54.7	2
	Math	8	12.5		
	Science	16	62.5		
Economically Disadvantaged	ELA	113	147.8	117.7	2
	Math	68	108.1		
	Science	80	86.9		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	208	176.4	116.3	3
	Math	198	79.8		
	Science	177	80.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	2	—		
	Science	3	—		
Black or African American	ELA	7	207.1	—	—
	Math	7	42.9		
	Science	7	71.4		
Hispanic or Latino	ELA	122	145.1	97.8	2
	Math	117	63.2		
	Science	97	78.9		
Multiracial	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
White	ELA	72	224.3	145.1	4
	Math	68	106.6		
	Science	66	84.1		
English Language Learner	ELA	29	55.2	56.4	4
	Math	27	42.6		
	Science	26	78.8		
Students with Disabilities	ELA	30	91.7	50.4	2
	Math	29	3.4		
	Science	17	58.8		
Economically Disadvantaged	ELA	113	147.8	100.1	3
	Math	108	68.1		
	Science	91	76.4		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	219	205	93.6%	95.2%	4
	5-year	218	214	98.2%		
	6-year	198	186	93.9%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	7	—	—	—	—
	5-year	4	—	—		
	6-year	4	—	—		
Black or African American	4-year	5	—	—	—	—
	5-year	10	—	—		
	6-year	9	—	—		
Hispanic or Latino	4-year	124	114	91.9%	92.9%	3
	5-year	118	115	97.5%		
	6-year	113	101	89.4%		
Multiracial	4-year	7	—	—	—	—
	5-year	10	—	—		
	6-year	3	—	—		
White	4-year	76	74	97.4%	98.7%	4
	5-year	76	75	98.7%		
	6-year	69	69	100%		
English Language Learner	4-year	35	29	82.9%	83.7%	4
	5-year	32	30	93.8%		
	6-year	35	26	74.3%		
Students with Disabilities	4-year	36	32	88.9%	88.9%	4
	5-year	26	—	—		
	6-year	23	—	—		
Economically Disadvantaged	4-year	108	96	88.9%	91.6%	4
	5-year	112	109	97.3%		
	6-year	97	86	88.7%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	90	39%	38%	1.0	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	88	39%	38%	1.0	2
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	90	39%	38%	1.0	2
Students with Disabilities	18	—	—	—	—
Economically Disadvantaged	78	39%	35%	0.9	2

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	840	128	15.2%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—
Black or African American	25	—	—	—
Hispanic or Latino	555	95	17.1%	3
Multiracial	20	—	—	—
White	222	29	13.1%	4
English Language Learner	168	28	16.7%	4
Students with Disabilities	128	32	25%	4
Economically Disadvantaged	477	89	18.7%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	218	99.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	7	—
Hispanic or Latino	✓	130	99.2%
Multiracial	—	5	—
White	✓	73	100%
English Language Learner	—	19	—
Students with Disabilities	—	33	—
Economically Disadvantaged	✓	121	98.4%

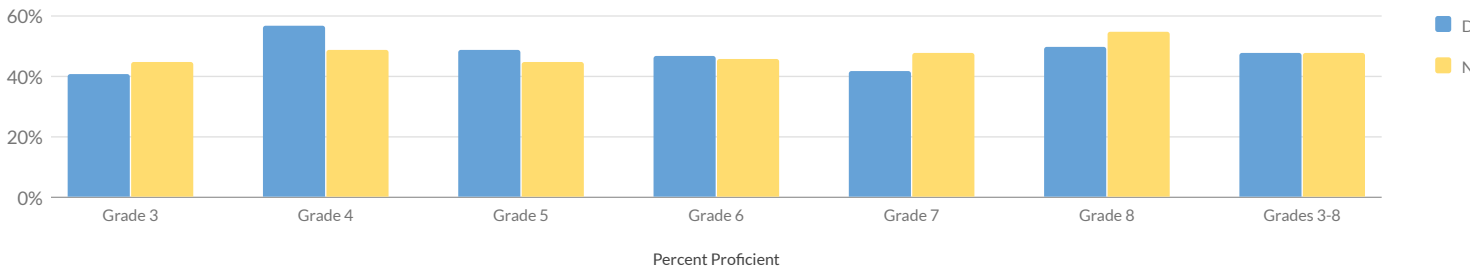
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	208	72.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	7	—
Hispanic or Latino	X	125	64%
Multiracial	—	5	—
White	X	69	88.4%
English Language Learner	—	18	—
Students with Disabilities	—	32	—
Economically Disadvantaged	X	116	62.9%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

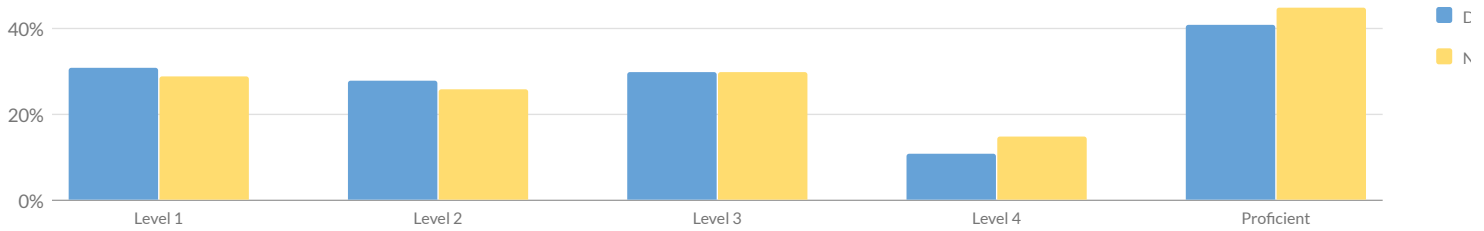
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	185	11	6%	174	94%	54	31%	48	28%	53	30%	19	11%	72	41%
Grade 4	194	14	7%	180	93%	36	20%	42	23%	53	29%	49	27%	102	57%
Grade 5	215	20	9%	195	91%	45	23%	54	28%	54	28%	42	22%	96	49%
Grade 6	186	16	9%	170	91%	48	28%	42	25%	42	25%	38	22%	80	47%
Grade 7	198	33	17%	165	83%	53	32%	42	25%	37	22%	33	20%	70	42%
Grade 8	205	48	23%	157	77%	43	27%	36	23%	48	31%	30	19%	78	50%
Grades 3-8	1,183	142	12%	1,041	88%	279	27%	264	25%	287	28%	211	20%	498	48%

GRADE 3 ELA RESULTS

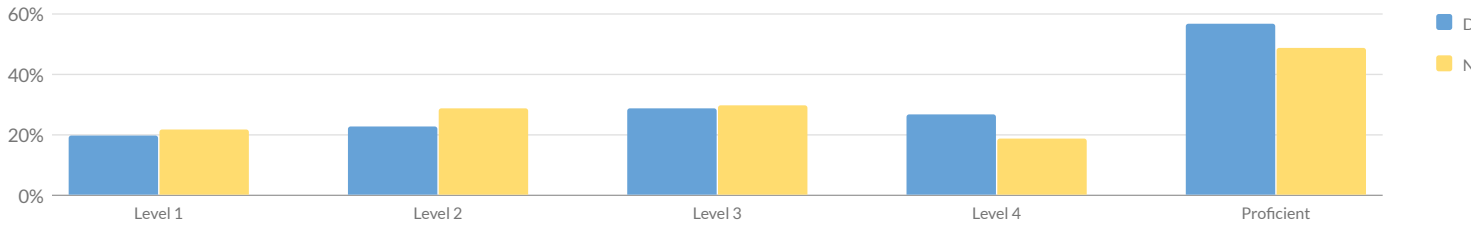
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	185	11	6%	174	94%	54	31%	48	28%	53	30%	19	11%	72	41%
Female	84	3	4%	81	96%	21	26%	22	27%	26	32%	12	15%	38	47%
Male	101	8	8%	93	92%	33	35%	26	28%	27	29%	7	8%	34	37%
General Education Students	165	8	5%	157	95%	43	27%	44	28%	51	32%	19	12%	70	45%
Students with Disabilities	20	3	15%	17	85%	11	65%	4	24%	2	12%	0	0%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	109	10	9%	99	91%	46	46%	28	28%	19	19%	6	6%	25	25%
White	60	1	2%	59	98%	5	8%	15	25%	30	51%	9	15%	39	66%
Multiracial	10	0	0%	10	100%	2	20%	3	30%	3	30%	2	20%	5	50%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	2	33%	1	17%	2	33%	3	50%
Economically Disadvantaged	87	9	10%	78	90%	43	55%	20	26%	13	17%	2	3%	15	19%
Not Economically Disadvantaged	98	2	2%	96	98%	11	11%	28	29%	40	42%	17	18%	57	59%
English Language Learner	36	6	17%	30	83%	24	80%	5	17%	1	3%	0	0%	1	3%
Non-English Language Learner	149	5	3%	144	97%	30	21%	43	30%	52	36%	19	13%	71	49%
Not in Foster Care	185	11	6%	174	94%	54	31%	48	28%	53	30%	19	11%	72	41%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	184	10	5%	174	95%	54	31%	48	28%	53	30%	19	11%	72	41%
Not Migrant	185	11	6%	174	94%	54	31%	48	28%	53	30%	19	11%	72	41%
Parent Not in Armed Forces	185	11	6%	174	94%	54	31%	48	28%	53	30%	19	11%	72	41%

GRADE 4 ELA RESULTS

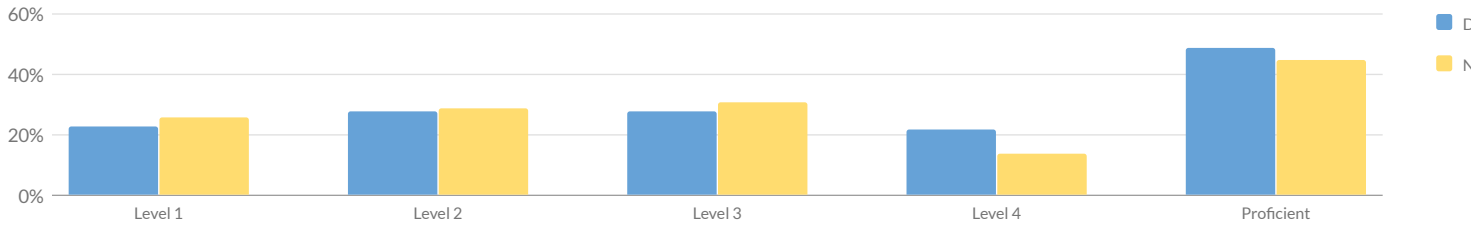
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	194	14	7%	180	93%	36	20%	42	23%	53	29%	49	27%	102	57%
Female	98	6	6%	92	94%	21	23%	16	17%	32	35%	23	25%	55	60%
Male	96	8	8%	88	92%	15	17%	26	30%	21	24%	26	30%	47	53%
General Education Students	172	10	6%	162	94%	28	17%	37	23%	50	31%	47	29%	97	60%
Students with Disabilities	22	4	18%	18	82%	8	44%	5	28%	3	17%	2	11%	5	28%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	111	10	9%	101	91%	33	33%	35	35%	24	24%	9	9%	33	33%
White	60	2	3%	58	97%	1	2%	4	7%	25	43%	28	48%	53	91%
Multiracial	14	0	0%	14	100%	1	7%	2	14%	4	29%	7	50%	11	79%
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	1	14%	1	14%	0	0%	5	71%	5	71%
Economically Disadvantaged	99	10	10%	89	90%	31	35%	28	31%	21	24%	9	10%	30	34%
Not Economically Disadvantaged	95	4	4%	91	96%	5	5%	14	15%	32	35%	40	44%	72	79%
English Language Learner	41	9	22%	32	78%	23	72%	8	25%	1	3%	0	0%	1	3%
Non-English Language Learner	153	5	3%	148	97%	13	9%	34	23%	52	35%	49	33%	101	68%
Not in Foster Care	194	14	7%	180	93%	36	20%	42	23%	53	29%	49	27%	102	57%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	192	14	7%	178	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	194	14	7%	180	93%	36	20%	42	23%	53	29%	49	27%	102	57%
Parent Not in Armed Forces	194	14	7%	180	93%	36	20%	42	23%	53	29%	49	27%	102	57%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

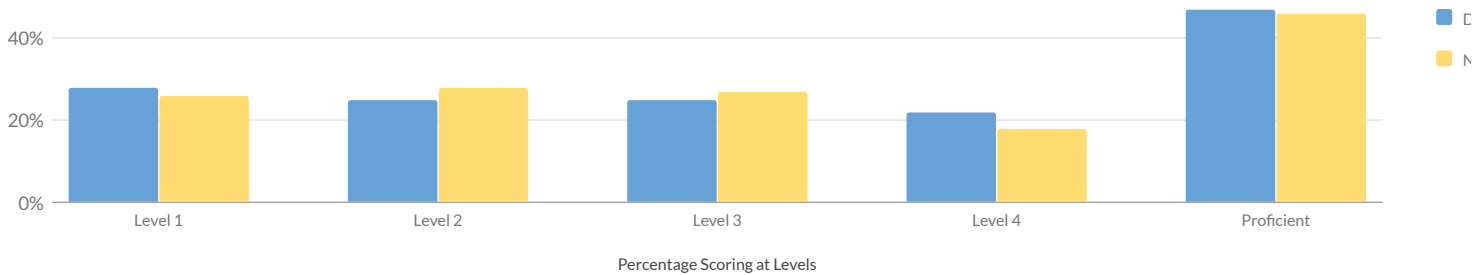


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	215	20	9%	195	91%	45	23%	54	28%	54	28%	42	22%	96	49%
Female	83	6	7%	77	93%	19	25%	20	26%	23	30%	15	19%	38	49%
Male	132	14	11%	118	89%	26	22%	34	29%	31	26%	27	23%	58	49%
General Education Students	183	10	5%	173	95%	34	20%	45	26%	53	31%	41	24%	94	54%
Students with Disabilities	32	10	31%	22	69%	11	50%	9	41%	1	5%	1	5%	2	9%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	2	25%	1	13%	2	25%	3	38%	5	63%
Black or African American	9	2	22%	7	78%	2	29%	2	29%	2	29%	1	14%	3	43%
Hispanic or Latino	128	14	11%	114	89%	39	34%	45	39%	23	20%	7	6%	30	26%
White	60	3	5%	57	95%	1	2%	6	11%	25	44%	25	44%	50	88%
Multiracial	10	1	10%	9	90%	1	11%	0	0%	2	22%	6	67%	8	89%
Economically Disadvantaged	115	14	12%	101	88%	41	41%	35	35%	20	20%	5	5%	25	25%
Not Economically Disadvantaged	100	6	6%	94	94%	4	4%	19	20%	34	36%	37	39%	71	76%
English Language Learner	47	5	11%	42	89%	29	69%	12	29%	1	2%	0	0%	1	2%
Non-English Language Learner	168	15	9%	153	91%	16	10%	42	27%	53	35%	42	27%	95	62%
Not in Foster Care	215	20	9%	195	91%	45	23%	54	28%	54	28%	42	22%	96	49%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	213	20	9%	193	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	215	20	9%	195	91%	45	23%	54	28%	54	28%	42	22%	96	49%
Parent Not in Armed Forces	215	20	9%	195	91%	45	23%	54	28%	54	28%	42	22%	96	49%

GRADE 6 ELA RESULTS

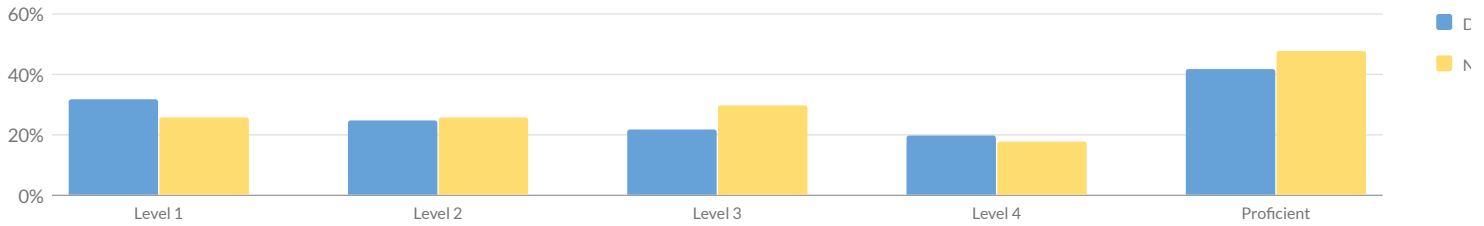
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	186	16	9%	170	91%	48	28%	42	25%	42	25%	38	22%	80	47%
Female	95	6	6%	89	94%	21	24%	23	26%	22	25%	23	26%	45	51%
Male	91	10	11%	81	89%	27	33%	19	23%	20	25%	15	19%	35	43%
General Education Students	164	11	7%	153	93%	34	22%	41	27%	40	26%	38	25%	78	51%
Students with Disabilities	22	5	23%	17	77%	14	82%	1	6%	2	12%	0	0%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	118	12	10%	106	90%	35	33%	33	31%	24	23%	14	13%	38	36%
White	52	3	6%	49	94%	8	16%	6	12%	15	31%	20	41%	35	71%
Multiracial	7	0	0%	7	100%	2	29%	1	14%	1	14%	3	43%	4	57%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	3	38%	2	25%	2	25%	1	13%	3	38%
Economically Disadvantaged	111	12	11%	99	89%	39	39%	30	30%	22	22%	8	8%	30	30%
Not Economically Disadvantaged	75	4	5%	71	95%	9	13%	12	17%	20	28%	30	42%	50	70%
English Language Learner	40	7	18%	33	83%	25	76%	7	21%	1	3%	0	0%	1	3%
Non-English Language Learner	146	9	6%	137	94%	23	17%	35	26%	41	30%	38	28%	79	58%
Not in Foster Care	186	16	9%	170	91%	48	28%	42	25%	42	25%	38	22%	80	47%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	185	16	9%	169	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	186	16	9%	170	91%	48	28%	42	25%	42	25%	38	22%	80	47%
Parent Not in Armed Forces	186	16	9%	170	91%	48	28%	42	25%	42	25%	38	22%	80	47%

GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

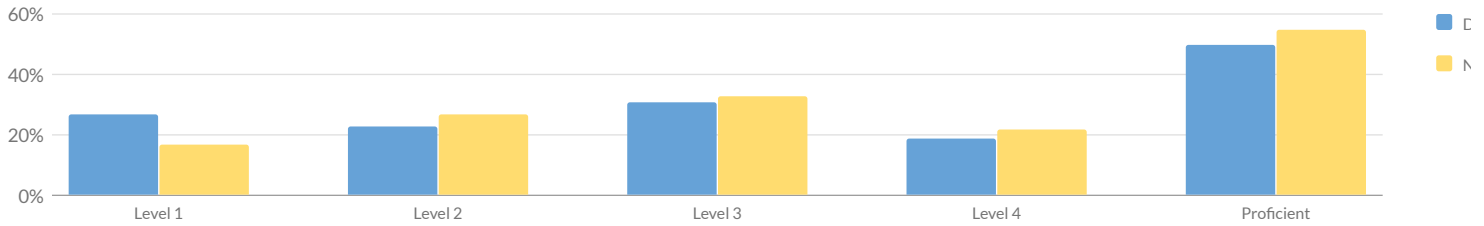


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	198	33	17%	165	83%	53	32%	42	25%	37	22%	33	20%	70	42%
Female	95	17	18%	78	82%	25	32%	21	27%	15	19%	17	22%	32	41%
Male	103	16	16%	87	84%	28	32%	21	24%	22	25%	16	18%	38	44%
General Education Students	165	19	12%	146	88%	41	28%	38	26%	35	24%	32	22%	67	46%
Students with Disabilities	33	14	42%	19	58%	12	63%	4	21%	2	11%	1	5%	3	16%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	124	22	18%	102	82%	48	47%	29	28%	20	20%	5	5%	25	25%
White	61	8	13%	53	87%	4	8%	10	19%	15	28%	24	45%	39	74%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	3	23%	10	77%	1	10%	3	30%	2	20%	4	40%	6	60%
Economically Disadvantaged	106	21	20%	85	80%	43	51%	23	27%	15	18%	4	5%	19	22%
Not Economically Disadvantaged	92	12	13%	80	87%	10	13%	19	24%	22	28%	29	36%	51	64%
English Language Learner	35	6	17%	29	83%	24	83%	5	17%	0	0%	0	0%	0	0%
Non-English Language Learner	163	27	17%	136	83%	29	21%	37	27%	37	27%	33	24%	70	51%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	197	33	17%	164	83%	—	—	—	—	—	—	—	—	—	—
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	196	32	16%	164	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	198	33	17%	165	83%	53	32%	42	25%	37	22%	33	20%	70	42%
Parent Not in Armed Forces	198	33	17%	165	83%	53	32%	42	25%	37	22%	33	20%	70	42%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



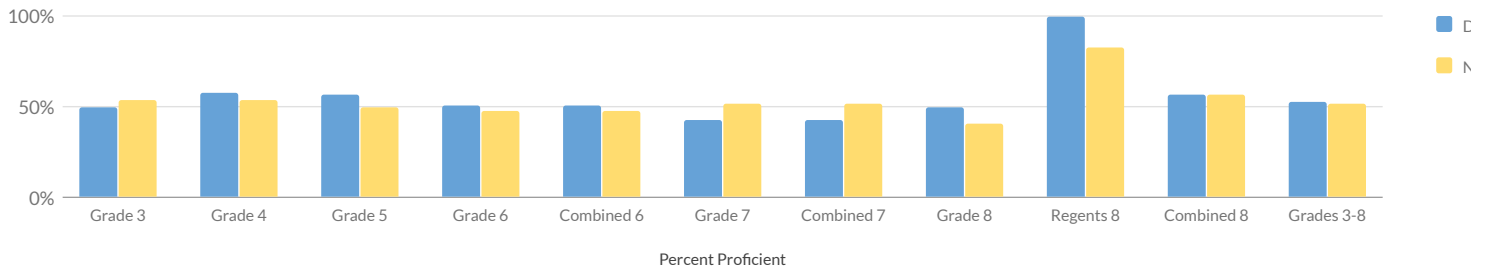
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	205	48	23%	157	77%	43	27%	36	23%	48	31%	30	19%	78	50%
Female	105	23	22%	82	78%	19	23%	20	24%	25	30%	18	22%	43	52%
Male	100	25	25%	75	75%	24	32%	16	21%	23	31%	12	16%	35	47%
General Education Students	174	37	21%	137	79%	31	23%	30	22%	46	34%	30	22%	76	55%
Students with Disabilities	31	11	35%	20	65%	12	60%	6	30%	2	10%	0	0%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	124	39	31%	85	69%	35	41%	25	29%	19	22%	6	7%	25	29%
White	64	8	13%	56	88%	7	13%	7	13%	23	41%	19	34%	42	75%
Multiracial	8	0	0%	8	100%	0	0%	0	0%	4	50%	4	50%	8	100%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	1	13%	4	50%	2	25%	1	13%	3	38%
Economically Disadvantaged	112	35	31%	77	69%	34	44%	24	31%	17	22%	2	3%	19	25%
Not Economically Disadvantaged	93	13	14%	80	86%	9	11%	12	15%	31	39%	28	35%	59	74%
English Language Learner	26	9	35%	17	65%	15	88%	2	12%	0	0%	0	0%	0	0%
Non-English Language Learner	179	39	22%	140	78%	28	20%	34	24%	48	34%	30	21%	78	56%
Not in Foster Care	205	48	23%	157	77%	43	27%	36	23%	48	31%	30	19%	78	50%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	204	48	24%	156	76%	—	—	—	—	—	—	—	—	—	—
Not Migrant	205	48	23%	157	77%	43	27%	36	23%	48	31%	30	19%	78	50%
Parent Not in Armed Forces	205	48	23%	157	77%	43	27%	36	23%	48	31%	30	19%	78	50%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

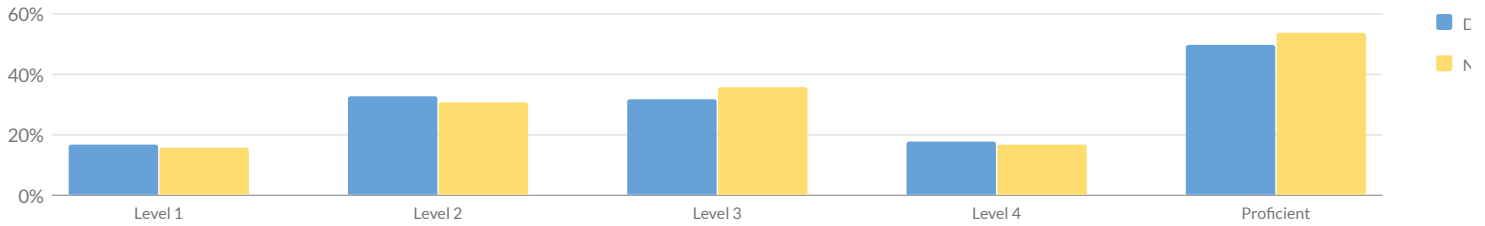


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	185	6	3%	179	97%	30	17%	59	33%	57	32%	33	18%	90	50%
Grade 4	194	5	3%	189	97%	42	22%	37	20%	73	39%	37	20%	110	58%
Grade 5	216	17	8%	199	92%	47	24%	38	19%	69	35%	45	23%	114	57%
Grade 6	187	15	8%	172	92%	45	26%	39	23%	62	36%	26	15%	88	51%
Combined 6	187	15	8%	172	92%	45	26%	39	23%	62	36%	26	15%	88	51%
Grade 7	198	32	16%	166	84%	49	30%	45	27%	44	27%	28	17%	72	43%
Combined 7	198	32	16%	166	84%	49	30%	45	27%	44	27%	28	17%	72	43%
Grade 8	205	68	33%	137	67%	46	34%	23	17%	60	44%	8	6%	68	50%
Regents 8	—	—	—	23	11%	0	0%	0	0%	0	0%	23	100%	23	100%
Combined 8	205	45	22%	160	78%	46	29%	23	14%	60	38%	31	19%	91	57%
Grades 3-8	1,185	120	10%	1,065	90%	259	24%	241	23%	365	34%	200	19%	565	53%

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

GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

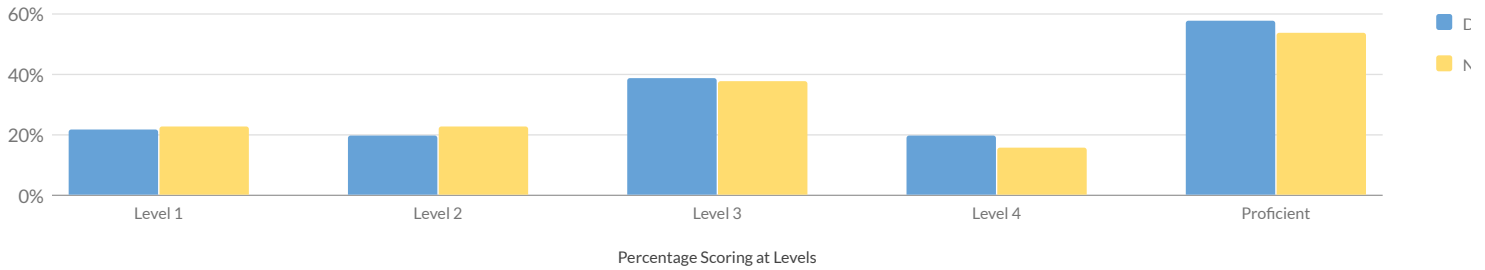


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	185	6	3%	179	97%	30	17%	59	33%	57	32%	33	18%	90	50%
Female	84	3	4%	81	96%	14	17%	29	36%	26	32%	12	15%	38	47%
Male	101	3	3%	98	97%	16	16%	30	31%	31	32%	21	21%	52	53%
General Education Students	165	4	2%	161	98%	21	13%	54	34%	55	34%	31	19%	86	53%
Students with Disabilities	20	2	10%	18	90%	9	50%	5	28%	2	11%	2	11%	4	22%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	109	5	5%	104	95%	26	25%	44	42%	25	24%	9	9%	34	33%
White	60	1	2%	59	98%	4	7%	11	19%	22	37%	22	37%	44	75%
Multiracial	10	0	0%	10	100%	0	0%	2	20%	7	70%	1	10%	8	80%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
Economically Disadvantaged	87	4	5%	83	95%	26	31%	36	43%	17	20%	4	5%	21	25%
Not Economically Disadvantaged	98	2	2%	96	98%	4	4%	23	24%	40	42%	29	30%	69	72%
English Language Learner	36	1	3%	35	97%	19	54%	15	43%	1	3%	0	0%	1	3%
Non-English Language Learner	149	5	3%	144	97%	11	8%	44	31%	56	39%	33	23%	89	62%
Not in Foster Care	185	6	3%	179	97%	30	17%	59	33%	57	32%	33	18%	90	50%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	184	5	3%	179	97%	30	17%	59	33%	57	32%	33	18%	90	50%
Not Migrant	185	6	3%	179	97%	30	17%	59	33%	57	32%	33	18%	90	50%
Parent Not in Armed Forces	185	6	3%	179	97%	30	17%	59	33%	57	32%	33	18%	90	50%

GRADE 4 MATH RESULTS

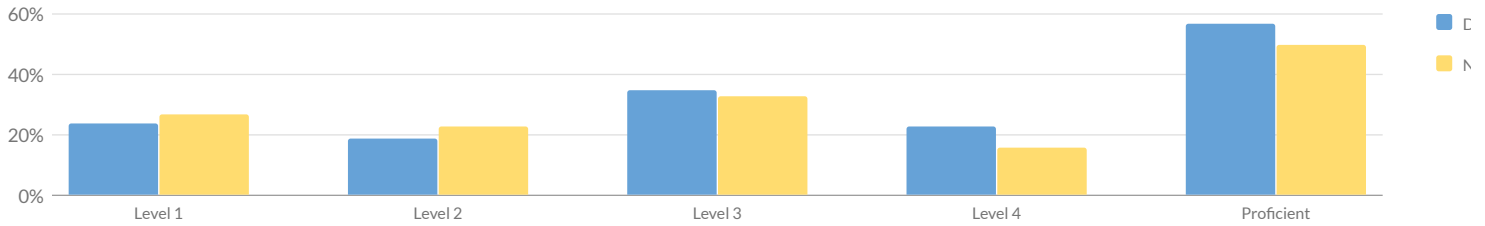
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	194	5	3%	189	97%	42	22%	37	20%	73	39%	37	20%	110	58%
Female	98	2	2%	96	98%	23	24%	20	21%	36	38%	17	18%	53	55%
Male	96	3	3%	93	97%	19	20%	17	18%	37	40%	20	22%	57	61%
General Education Students	172	2	1%	170	99%	33	19%	32	19%	70	41%	35	21%	105	62%
Students with Disabilities	22	3	14%	19	86%	9	47%	5	26%	3	16%	2	11%	5	26%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	111	3	3%	108	97%	38	35%	28	26%	35	32%	7	6%	42	39%
White	60	1	2%	59	98%	1	2%	8	14%	29	49%	21	36%	50	85%
Multiracial	14	0	0%	14	100%	2	14%	1	7%	5	36%	6	43%	11	79%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	1	13%	0	0%	4	50%	3	38%	7	88%
Economically Disadvantaged	99	3	3%	96	97%	36	38%	24	25%	26	27%	10	10%	36	38%
Not Economically Disadvantaged	95	2	2%	93	98%	6	6%	13	14%	47	51%	27	29%	74	80%
English Language Learner	41	2	5%	39	95%	27	69%	6	15%	6	15%	0	0%	6	15%
Non-English Language Learner	153	3	2%	150	98%	15	10%	31	21%	67	45%	37	25%	104	69%
Not in Foster Care	194	5	3%	189	97%	42	22%	37	20%	73	39%	37	20%	110	58%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	192	5	3%	187	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	194	5	3%	189	97%	42	22%	37	20%	73	39%	37	20%	110	58%
Parent Not in Armed Forces	194	5	3%	189	97%	42	22%	37	20%	73	39%	37	20%	110	58%

GRADE 5 MATH RESULTS

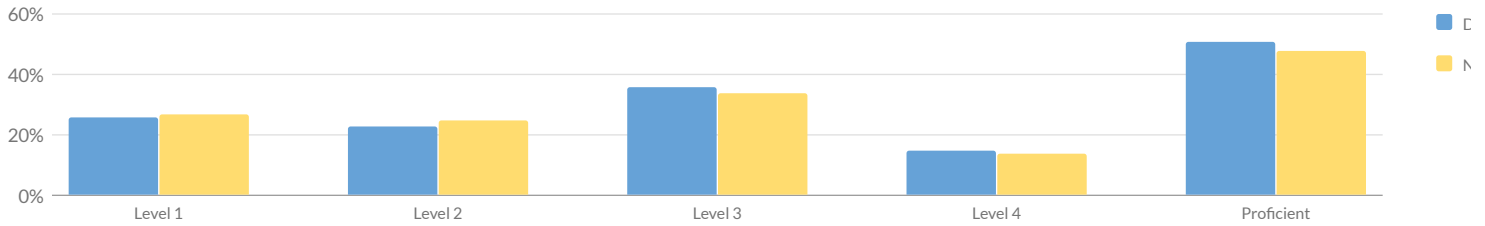
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	17	8%	199	92%	47	24%	38	19%	69	35%	45	23%	114	57%
Female	83	3	4%	80	96%	24	30%	15	19%	27	34%	14	18%	41	51%
Male	133	14	11%	119	89%	23	19%	23	19%	42	35%	31	26%	73	61%
General Education Students	184	8	4%	176	96%	36	20%	35	20%	61	35%	44	25%	105	60%
Students with Disabilities	32	9	28%	23	72%	11	48%	3	13%	8	35%	1	4%	9	39%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	1	13%	0	0%	1	13%	6	75%	7	88%
Black or African American	9	2	22%	7	78%	2	29%	1	14%	3	43%	1	14%	4	57%
Hispanic or Latino	129	11	9%	118	91%	39	33%	31	26%	37	31%	11	9%	48	41%
White	60	3	5%	57	95%	4	7%	6	11%	26	46%	21	37%	47	82%
Multiracial	10	1	10%	9	90%	1	11%	0	0%	2	22%	6	67%	8	89%
Economically Disadvantaged	115	11	10%	104	90%	39	38%	28	27%	27	26%	10	10%	37	36%
Not Economically Disadvantaged	101	6	6%	95	94%	8	8%	10	11%	42	44%	35	37%	77	81%
English Language Learner	47	1	2%	46	98%	30	65%	13	28%	3	7%	0	0%	3	7%
Non-English Language Learner	169	16	9%	153	91%	17	11%	25	16%	66	43%	45	29%	111	73%
Not in Foster Care	216	17	8%	199	92%	47	24%	38	19%	69	35%	45	23%	114	57%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	214	17	8%	197	92%	—	—	—	—	—	—	—	—	—	—
Not Migrant	216	17	8%	199	92%	47	24%	38	19%	69	35%	45	23%	114	57%
Parent Not in Armed Forces	216	17	8%	199	92%	47	24%	38	19%	69	35%	45	23%	114	57%

GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

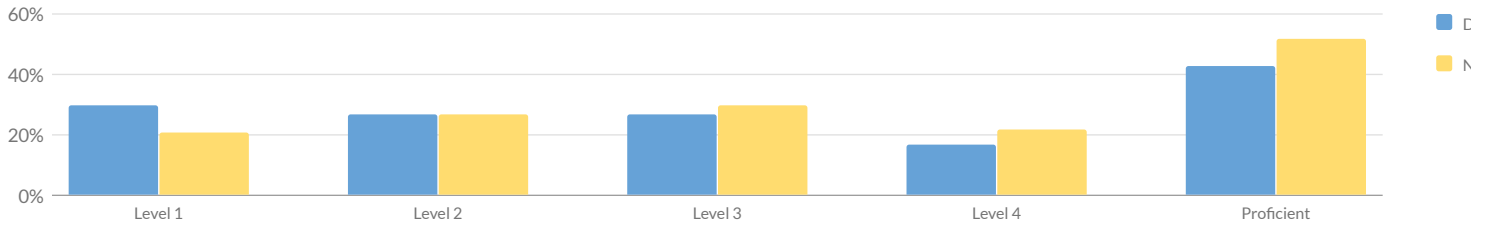


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	187	15	8%	172	92%	45	26%	39	23%	62	36%	26	15%	88	51%
Female	95	3	3%	92	97%	22	24%	22	24%	33	36%	15	16%	48	52%
Male	92	12	13%	80	87%	23	29%	17	21%	29	36%	11	14%	40	50%
General Education Students	164	7	4%	157	96%	32	20%	37	24%	62	39%	26	17%	88	56%
Students with Disabilities	23	8	35%	15	65%	13	87%	2	13%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	119	11	9%	108	91%	34	31%	31	29%	37	34%	6	6%	43	40%
White	52	2	4%	50	96%	8	16%	6	12%	21	42%	15	30%	36	72%
Multiracial	7	1	14%	6	86%	0	0%	0	0%	2	33%	4	67%	6	100%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	3	38%	2	25%	2	25%	1	13%	3	38%
Economically Disadvantaged	111	10	9%	101	91%	38	38%	31	31%	29	29%	3	3%	32	32%
Not Economically Disadvantaged	76	5	7%	71	93%	7	10%	8	11%	33	46%	23	32%	56	79%
English Language Learner	40	4	10%	36	90%	26	72%	9	25%	1	3%	0	0%	1	3%
Non-English Language Learner	147	11	7%	136	93%	19	14%	30	22%	61	45%	26	19%	87	64%
Not in Foster Care	187	15	8%	172	92%	45	26%	39	23%	62	36%	26	15%	88	51%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	186	15	8%	171	92%	—	—	—	—	—	—	—	—	—	—
Not Migrant	187	15	8%	172	92%	45	26%	39	23%	62	36%	26	15%	88	51%
Parent Not in Armed Forces	187	15	8%	172	92%	45	26%	39	23%	62	36%	26	15%	88	51%

GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

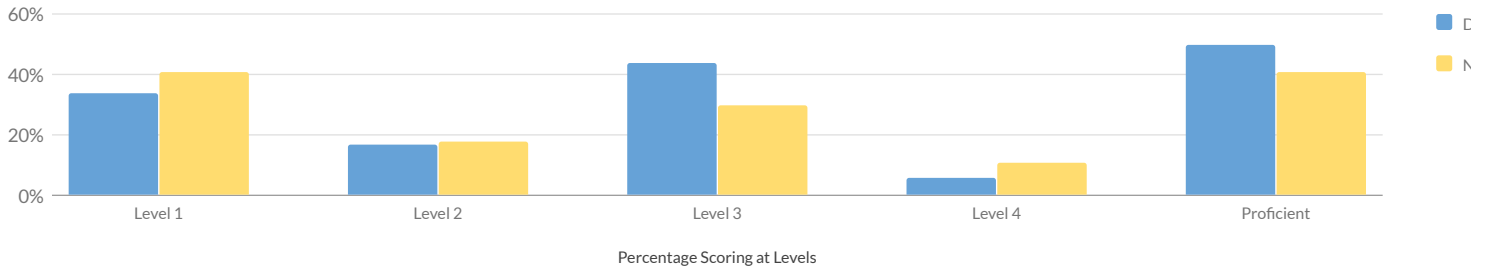


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	198	32	16%	166	84%	49	30%	45	27%	44	27%	28	17%	72	43%
Female	95	15	16%	80	84%	28	35%	24	30%	18	23%	10	13%	28	35%
Male	103	17	17%	86	83%	21	24%	21	24%	26	30%	18	21%	44	51%
General Education Students	165	18	11%	147	89%	33	22%	44	30%	42	29%	28	19%	70	48%
Students with Disabilities	33	14	42%	19	58%	16	84%	1	5%	2	11%	0	0%	2	11%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	124	19	15%	105	85%	42	40%	32	30%	25	24%	6	6%	31	30%
White	61	9	15%	52	85%	6	12%	11	21%	17	33%	18	35%	35	67%
Multiracial	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	4	31%	9	69%	1	11%	2	22%	2	22%	4	44%	6	67%
Economically Disadvantaged	106	18	17%	88	83%	38	43%	27	31%	17	19%	6	7%	23	26%
Not Economically Disadvantaged	92	14	15%	78	85%	11	14%	18	23%	27	35%	22	28%	49	63%
English Language Learner	35	4	11%	31	89%	19	61%	9	29%	3	10%	0	0%	3	10%
Non-English Language Learner	163	28	17%	135	83%	30	22%	36	27%	41	30%	28	21%	69	51%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	197	32	16%	165	84%	—	—	—	—	—	—	—	—	—	—
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	196	31	16%	165	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	198	32	16%	166	84%	49	30%	45	27%	44	27%	28	17%	72	43%
Parent Not in Armed Forces	198	32	16%	166	84%	49	30%	45	27%	44	27%	28	17%	72	43%

GRADE 8 MATH RESULTS

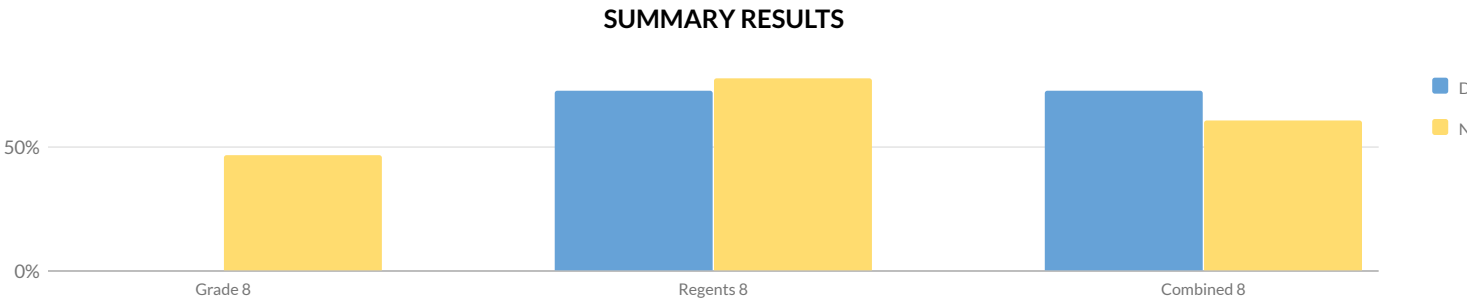
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	205	68	33%	137	67%	46	34%	23	17%	60	44%	8	6%	68	50%
Female	105	35	33%	70	67%	21	30%	13	19%	33	47%	3	4%	36	51%
Male	100	33	33%	67	67%	25	37%	10	15%	27	40%	5	7%	32	48%
General Education Students	174	55	32%	119	68%	33	28%	18	15%	60	50%	8	7%	68	57%
Students with Disabilities	31	13	42%	18	58%	13	72%	5	28%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	124	36	29%	88	71%	36	41%	16	18%	32	36%	4	5%	36	41%
White	64	27	42%	37	58%	8	22%	4	11%	23	62%	2	5%	25	68%
Multiracial	8	3	38%	5	63%	0	0%	2	40%	1	20%	2	40%	3	60%
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	2	29%	1	14%	4	57%	0	0%	4	57%
Economically Disadvantaged	112	34	30%	78	70%	34	44%	13	17%	30	38%	1	1%	31	40%
Not Economically Disadvantaged	93	34	37%	59	63%	12	20%	10	17%	30	51%	7	12%	37	63%
English Language Learner	26	3	12%	23	88%	16	70%	3	13%	4	17%	0	0%	4	17%
Non-English Language Learner	179	65	36%	114	64%	30	26%	20	18%	56	49%	8	7%	64	56%
Not in Foster Care	205	68	33%	137	67%	46	34%	23	17%	60	44%	8	6%	68	50%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	204	68	33%	136	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	205	68	33%	137	67%	46	34%	23	17%	60	44%	8	6%	68	50%
Parent Not in Armed Forces	205	68	33%	137	67%	46	34%	23	17%	60	44%	8	6%	68	50%

GRADE 8 SCIENCE RESULTS (2022-23)

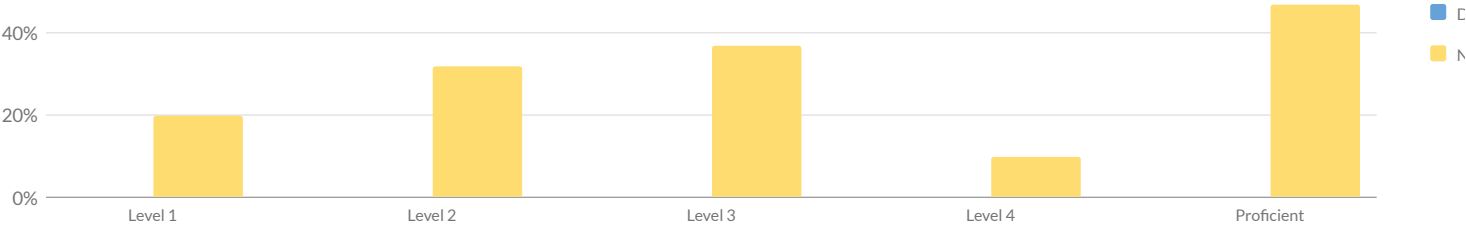
Grade 4 Science was not administered in 2022-23.



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	204	204	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	193	95%	33	17%	20	10%	68	35%	72	37%	140	73%
Combined 8	204	11	5%	193	95%	33	17%	20	10%	68	35%	72	37%	140	73%

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

GRADE 8 SCIENCE RESULTS

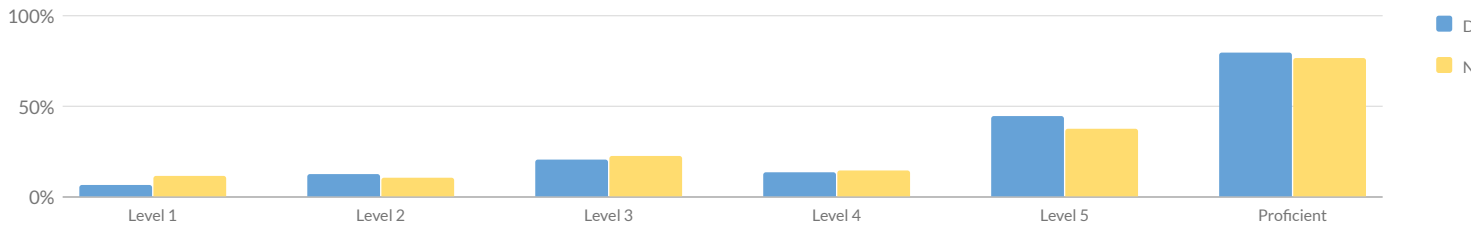


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	204	204	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	105	105	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	99	99	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	173	173	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	31	31	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	123	123	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	64	64	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	112	112	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	92	92	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	179	179	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	204	204	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	203	203	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	204	204	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	204	204	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

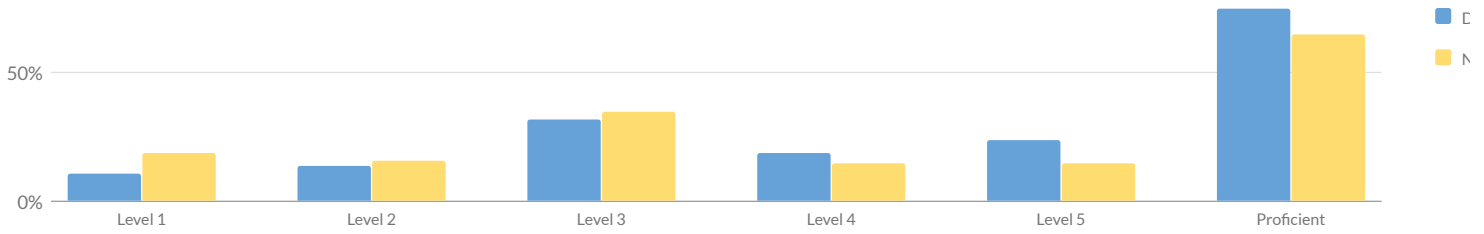
ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	197	13	7%	26	13%	42	21%	28	14%	88	45%	158	80%
Female	94	6	6%	12	13%	18	19%	13	14%	45	48%	76	81%
Male	103	7	7%	14	14%	24	23%	15	15%	43	42%	82	80%
General Education Students	171	9	5%	16	9%	35	20%	26	15%	85	50%	146	85%
Students with Disabilities	26	4	15%	10	38%	7	27%	2	8%	3	12%	12	46%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	0	0%	0	0%	2	25%	1	13%	5	63%	8	100%
Hispanic or Latino	132	11	8%	25	19%	36	27%	22	17%	38	29%	96	73%
White	47	2	4%	1	2%	3	6%	5	11%	36	77%	44	94%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	0	0%	1	10%	0	0%	9	90%	10	100%
Economically Disadvantaged	113	13	12%	18	16%	33	29%	20	18%	29	26%	82	73%
Not Economically Disadvantaged	84	0	0%	8	10%	9	11%	8	10%	59	70%	76	90%
English Language Learner	21	8	38%	9	43%	4	19%	0	0%	0	0%	4	19%
Non-English Language Learner	176	5	3%	17	10%	38	22%	28	16%	88	50%	154	88%
Not in Foster Care	197	13	7%	26	13%	42	21%	28	14%	88	45%	158	80%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	196	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	197	13	7%	26	13%	42	21%	28	14%	88	45%	158	80%
Parent Not in Armed Forces	197	13	7%	26	13%	42	21%	28	14%	88	45%	158	80%

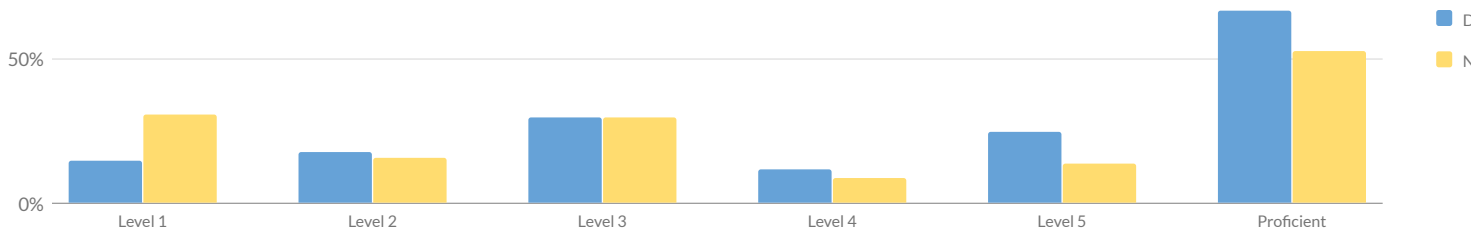
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	225	24	11%	32	14%	72	32%	42	19%	55	24%	169	75%
Female	123	13	11%	17	14%	43	35%	17	14%	33	27%	93	76%
Male	102	11	11%	15	15%	29	28%	25	25%	22	22%	76	75%
General Education Students	191	13	7%	18	9%	69	36%	38	20%	53	28%	160	84%
Students with Disabilities	34	11	32%	14	41%	3	9%	4	12%	2	6%	9	26%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0	0%	4	67%	2	33%	6	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	160	21	13%	29	18%	62	39%	27	17%	21	13%	110	69%
White	53	2	4%	3	6%	9	17%	10	19%	29	55%	48	91%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	1	17%	1	17%	3	50%	5	83%
Economically Disadvantaged	132	19	14%	25	19%	50	38%	23	17%	15	11%	88	67%
Not Economically Disadvantaged	93	5	5%	7	8%	22	24%	19	20%	40	43%	81	87%
English Language Learner	44	12	27%	11	25%	15	34%	6	14%	0	0%	21	48%
Non-English Language Learner	181	12	7%	21	12%	57	31%	36	20%	55	30%	148	82%
Not in Foster Care	225	24	11%	32	14%	72	32%	42	19%	55	24%	169	75%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	224	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	225	24	11%	32	14%	72	32%	42	19%	55	24%	169	75%
Parent Not in Armed Forces	225	24	11%	32	14%	72	32%	42	19%	55	24%	169	75%

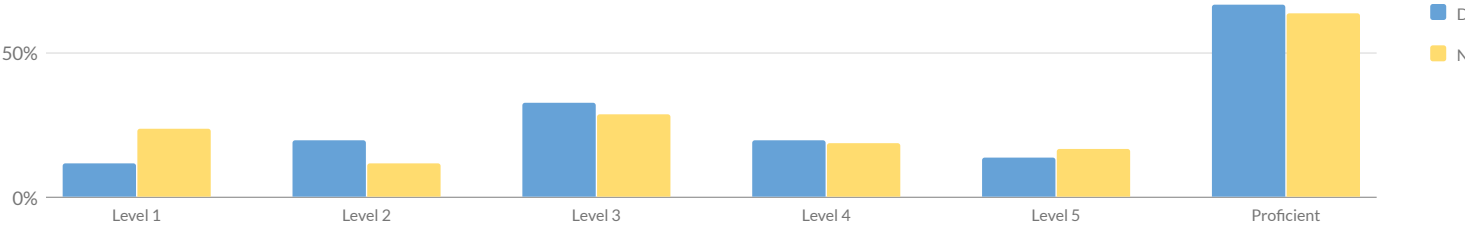
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percentage Scoring at Levels

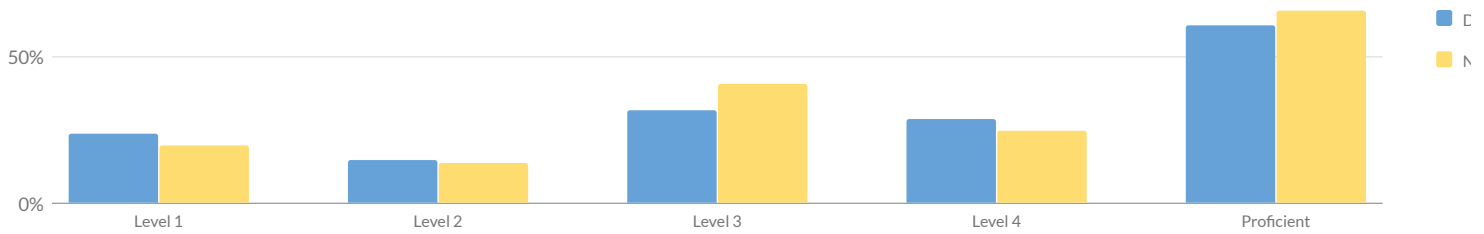
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	153	23	15%	27	18%	46	30%	18	12%	39	25%	103	67%
Female	78	11	14%	14	18%	23	29%	9	12%	21	27%	53	68%
Male	75	12	16%	13	17%	23	31%	9	12%	18	24%	50	67%
General Education Students	151	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	7	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	89	20	22%	19	21%	28	31%	7	8%	15	17%	50	56%
White	45	0	0%	4	9%	12	27%	11	24%	18	40%	41	91%
Multiracial	8	0	0%	2	25%	2	25%	0	0%	4	50%	6	75%
Small Group Total: Race & Ethnicity	11	3	27%	2	18%	4	36%	0	0%	2	18%	6	55%
Economically Disadvantaged	74	20	27%	15	20%	22	30%	6	8%	11	15%	39	53%
Not Economically Disadvantaged	79	3	4%	12	15%	24	30%	12	15%	28	35%	64	81%
English Language Learner	16	7	44%	0	0%	7	44%	2	13%	0	0%	9	56%
Non-English Language Learner	137	16	12%	27	20%	39	28%	16	12%	39	28%	94	69%
Not in Foster Care	153	23	15%	27	18%	46	30%	18	12%	39	25%	103	67%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	151	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	153	23	15%	27	18%	46	30%	18	12%	39	25%	103	67%
Parent Not in Armed Forces	153	23	15%	27	18%	46	30%	18	12%	39	25%	103	67%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	17	12%	28	20%	45	33%	28	20%	19	14%	92	67%
Female	70	8	11%	13	19%	24	34%	9	13%	16	23%	49	70%
Male	67	9	13%	15	22%	21	31%	19	28%	3	4%	43	64%
General Education Students	134	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	3	50%	0	0%	3	50%	0	0%	3	50%
Hispanic or Latino	80	15	19%	20	25%	29	36%	12	15%	4	5%	45	56%
White	43	2	5%	5	12%	13	30%	11	26%	12	28%	36	84%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	3	38%	2	25%	3	38%	8	100%
Economically Disadvantaged	69	11	16%	17	25%	25	36%	14	20%	2	3%	41	59%
Not Economically Disadvantaged	68	6	9%	11	16%	20	29%	14	21%	17	25%	51	75%
English Language Learner	5	4	80%	0	0%	1	20%	0	0%	0	0%	1	20%
Non-English Language Learner	132	13	10%	28	21%	44	33%	28	21%	19	14%	91	69%
Not in Foster Care	137	17	12%	28	20%	45	33%	28	20%	19	14%	92	67%
Not Homeless	137	17	12%	28	20%	45	33%	28	20%	19	14%	92	67%
Not Migrant	137	17	12%	28	20%	45	33%	28	20%	19	14%	92	67%
Parent Not in Armed Forces	137	17	12%	28	20%	45	33%	28	20%	19	14%	92	67%

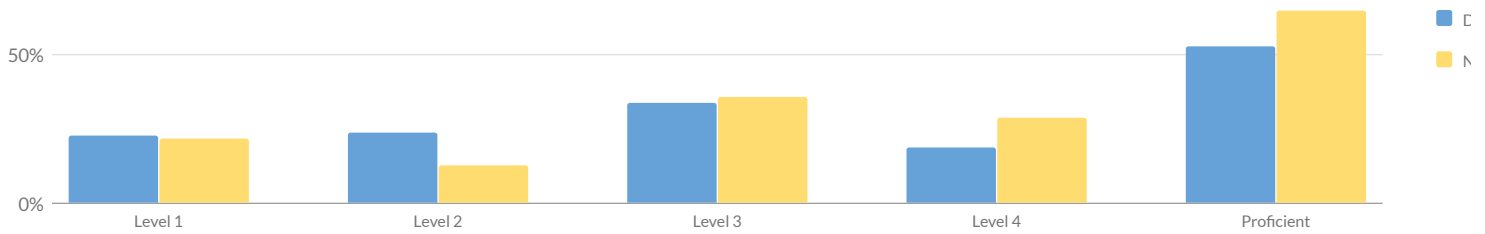
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	246	58	24%	37	15%	79	32%	72	29%	151	61%
Female	127	26	20%	19	15%	44	35%	38	30%	82	65%
Male	119	32	27%	18	15%	35	29%	34	29%	69	58%
General Education Students	218	45	21%	31	14%	72	33%	70	32%	142	65%
Students with Disabilities	28	13	46%	6	21%	7	25%	2	7%	9	32%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	163	52	32%	35	21%	55	34%	21	13%	76	47%
White	64	3	5%	1	2%	17	27%	43	67%	60	94%
Multiracial	8	0	0%	0	0%	3	38%	5	63%	8	100%
Small Group Total: Race & Ethnicity	11	3	27%	1	9%	4	36%	3	27%	7	64%
Economically Disadvantaged	151	49	32%	33	22%	52	34%	17	11%	69	46%
Not Economically Disadvantaged	95	9	9%	4	4%	27	28%	55	58%	82	86%
English Language Learner	49	30	61%	8	16%	11	22%	0	0%	11	22%
Non-English Language Learner	197	28	14%	29	15%	68	35%	72	37%	140	71%
Not in Foster Care	246	58	24%	37	15%	79	32%	72	29%	151	61%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	245	—	—	—	—	—	—	—	—	—	—
Not Migrant	246	58	24%	37	15%	79	32%	72	29%	151	61%
Parent Not in Armed Forces	246	58	24%	37	15%	79	32%	72	29%	151	61%

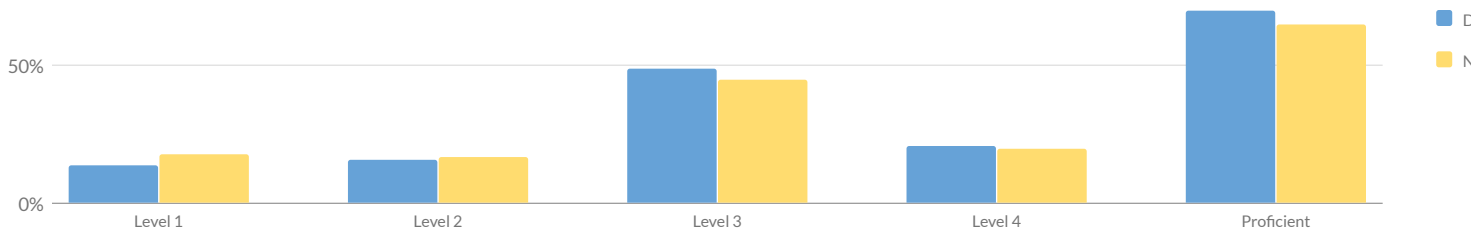
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	125	29	23%	30	24%	42	34%	24	19%	66	53%
Female	64	14	22%	17	27%	24	38%	9	14%	33	52%
Male	61	15	25%	13	21%	18	30%	15	25%	33	54%
General Education Students	96	18	19%	24	25%	36	38%	18	19%	54	56%
Students with Disabilities	29	11	38%	6	21%	6	21%	6	21%	12	41%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	97	21	22%	26	27%	35	36%	15	15%	50	52%
White	23	5	22%	4	17%	5	22%	9	39%	14	61%
Small Group Total: Race & Ethnicity	5	3	60%	0	0%	2	40%	0	0%	2	40%
Economically Disadvantaged	75	21	28%	22	29%	23	31%	9	12%	32	43%
Not Economically Disadvantaged	50	8	16%	8	16%	19	38%	15	30%	34	68%
English Language Learner	15	5	33%	5	33%	5	33%	0	0%	5	33%
Non-English Language Learner	110	24	22%	25	23%	37	34%	24	22%	61	55%
Not in Foster Care	125	29	23%	30	24%	42	34%	24	19%	66	53%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	124	—	—	—	—	—	—	—	—	—	—
Not Migrant	125	29	23%	30	24%	42	34%	24	19%	66	53%
Parent Not in Armed Forces	125	29	23%	30	24%	42	34%	24	19%	66	53%

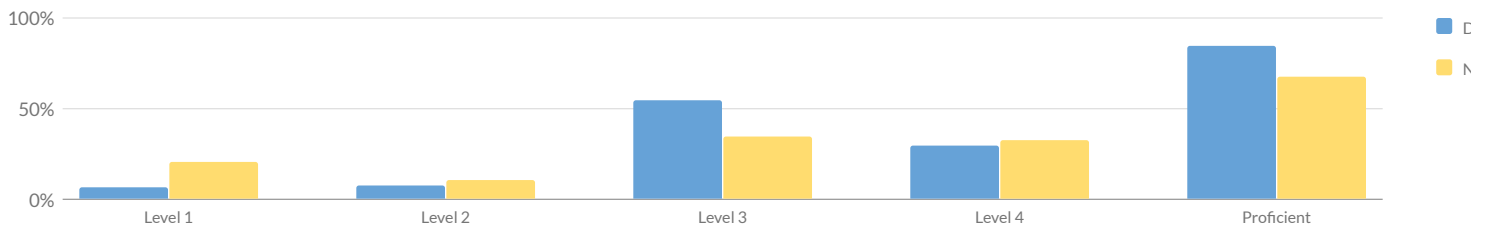
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	177	25	14%	28	16%	86	49%	38	21%	124	70%
Female	99	12	12%	16	16%	48	48%	23	23%	71	72%
Male	78	13	17%	12	15%	38	49%	15	19%	53	68%
General Education Students	166	21	13%	25	15%	84	51%	36	22%	120	72%
Students with Disabilities	11	4	36%	3	27%	2	18%	2	18%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	108	24	22%	19	18%	51	47%	14	13%	65	60%
White	52	1	2%	4	8%	29	56%	18	35%	47	90%
Multiracial	8	0	0%	3	38%	1	13%	4	50%	5	63%
Small Group Total: Race & Ethnicity	9	0	0%	2	22%	5	56%	2	22%	7	78%
Economically Disadvantaged	86	19	22%	17	20%	40	47%	10	12%	50	58%
Not Economically Disadvantaged	91	6	7%	11	12%	46	51%	28	31%	74	81%
English Language Learner	20	9	45%	5	25%	5	25%	1	5%	6	30%
Non-English Language Learner	157	16	10%	23	15%	81	52%	37	24%	118	75%
Not in Foster Care	177	25	14%	28	16%	86	49%	38	21%	124	70%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	174	—	—	—	—	—	—	—	—	—	—
Not Migrant	177	25	14%	28	16%	86	49%	38	21%	124	70%
Parent Not in Armed Forces	177	25	14%	28	16%	86	49%	38	21%	124	70%

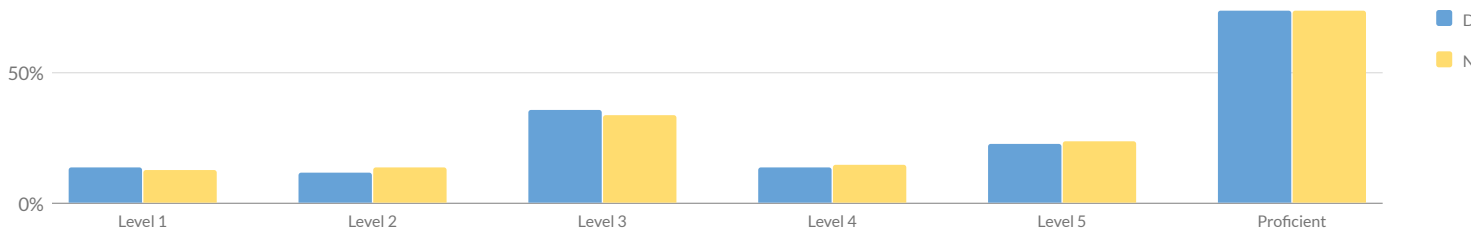
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	60	4	7%	5	8%	33	55%	18	30%	51	85%
Female	31	3	10%	2	6%	16	52%	10	32%	26	84%
Male	29	1	3%	3	10%	17	59%	8	28%	25	86%
General Education Students	59	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	3	12%	3	12%	16	64%	3	12%	19	76%
White	26	1	4%	0	0%	14	54%	11	42%	25	96%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	2	22%	3	33%	4	44%	7	78%
Economically Disadvantaged	21	3	14%	3	14%	12	57%	3	14%	15	71%
Not Economically Disadvantaged	39	1	3%	2	5%	21	54%	15	38%	36	92%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	59	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	4	7%	5	8%	33	55%	18	30%	51	85%
Not Homeless	60	4	7%	5	8%	33	55%	18	30%	51	85%
Not Migrant	60	4	7%	5	8%	33	55%	18	30%	51	85%
Parent Not in Armed Forces	60	4	7%	5	8%	33	55%	18	30%	51	85%

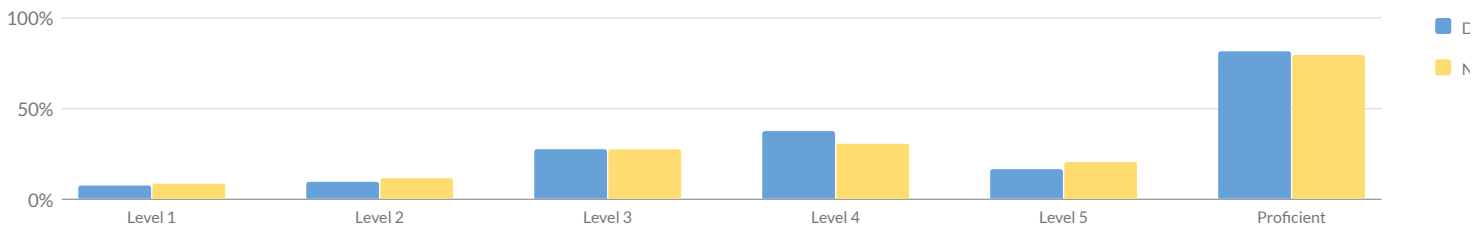
ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	202	28	14%	25	12%	73	36%	29	14%	47	23%	149	74%
Female	110	17	15%	12	11%	36	33%	13	12%	32	29%	81	74%
Male	92	11	12%	13	14%	37	40%	16	17%	15	16%	68	74%
General Education Students	174	16	9%	19	11%	65	37%	27	16%	47	27%	139	80%
Students with Disabilities	28	12	43%	6	21%	8	29%	2	7%	0	0%	10	36%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	132	24	18%	21	16%	57	43%	14	11%	16	12%	87	66%
White	53	3	6%	3	6%	10	19%	12	23%	25	47%	47	89%
Multiracial	8	0	0%	0	0%	3	38%	1	13%	4	50%	8	100%
Small Group Total: Race & Ethnicity	9	1	11%	1	11%	3	33%	2	22%	2	22%	7	78%
Economically Disadvantaged	110	22	20%	18	16%	45	41%	13	12%	12	11%	70	64%
Not Economically Disadvantaged	92	6	7%	7	8%	28	30%	16	17%	35	38%	79	86%
English Language Learner	19	11	58%	5	26%	3	16%	0	0%	0	0%	3	16%
Non-English Language Learner	183	17	9%	20	11%	70	38%	29	16%	47	26%	146	80%
Not in Foster Care	202	28	14%	25	12%	73	36%	29	14%	47	23%	149	74%
Not Homeless	202	28	14%	25	12%	73	36%	29	14%	47	23%	149	74%
Not Migrant	202	28	14%	25	12%	73	36%	29	14%	47	23%	149	74%
Parent Not in Armed Forces	202	28	14%	25	12%	73	36%	29	14%	47	23%	149	74%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	192	15	8%	19	10%	53	28%	72	38%	33	17%	158	82%
Female	94	10	11%	10	11%	28	30%	31	33%	15	16%	74	79%
Male	98	5	5%	9	9%	25	26%	41	42%	18	18%	84	86%
General Education Students	171	8	5%	18	11%	45	26%	67	39%	33	19%	145	85%
Students with Disabilities	21	7	33%	1	5%	8	38%	5	24%	0	0%	13	62%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	0	0%	1	13%	0	0%	4	50%	3	38%	7	88%
Hispanic or Latino	130	14	11%	16	12%	47	36%	44	34%	9	7%	100	77%
White	44	1	2%	2	5%	5	11%	20	45%	16	36%	41	93%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	0	0%	1	10%	4	40%	5	50%	10	100%
Economically Disadvantaged	111	11	10%	15	14%	42	38%	36	32%	7	6%	85	77%
Not Economically Disadvantaged	81	4	5%	4	5%	11	14%	36	44%	26	32%	73	90%
English Language Learner	21	3	14%	8	38%	10	48%	0	0%	0	0%	10	48%
Non-English Language Learner	171	12	7%	11	6%	43	25%	72	42%	33	19%	148	87%
Not in Foster Care	192	15	8%	19	10%	53	28%	72	38%	33	17%	158	82%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	191	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	192	15	8%	19	10%	53	28%	72	38%	33	17%	158	82%
Parent Not in Armed Forces	192	15	8%	19	10%	53	28%	72	38%	33	17%	158	82%

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	10	10	100	0	0
Female	4	4	100	0	0
Male	6	6	100	0	0
General Education Students	9	9	100	0	0
Students with Disabilities	1	1	100	0	0
Hispanic or Latino	9	9	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	9	9	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
English Language Learner	3	3	100	0	0
Non-English Language Learner	7	7	100	0	0
Not in Foster Care	10	10	100	0	0
Not Homeless	10	10	100	0	0
Not Migrant	10	10	100	0	0
Parent Not in Armed Forces	10	10	100	0	0

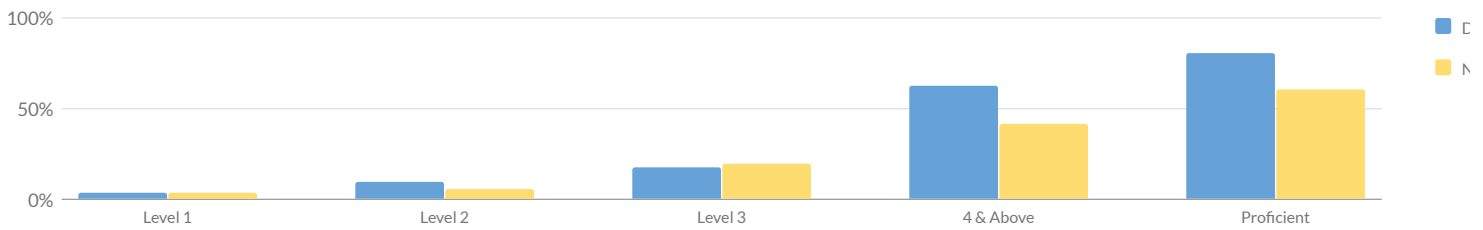
See report card Glossary and Guide for criteria used to include students in this table.

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 examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	220	11	5%	209	95%	9	4%	22	10%	39	18%	139	63%	178	81%
Female	104	5	5%	99	95%	7	7%	7	7%	9	9%	76	73%	85	82%
Male	116	6	5%	110	95%	2	2%	15	13%	30	26%	63	54%	93	80%
General Education Students	184	5	3%	179	97%	6	3%	13	7%	29	16%	131	71%	160	87%
Students with Disabilities	36	6	17%	30	83%	3	8%	9	25%	10	28%	8	22%	18	50%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	1	13%	7	88%	0	0%	0	0%	1	13%	6	75%	7	88%
Hispanic or Latino	131	8	6%	123	94%	7	5%	22	17%	30	23%	64	49%	94	72%
White	74	2	3%	72	97%	2	3%	0	0%	6	8%	64	86%	70	95%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	121	7	6%	114	94%	8	7%	18	15%	27	22%	61	50%	88	73%
Not Economically Disadvantaged	99	4	4%	95	96%	1	1%	4	4%	12	12%	78	79%	90	91%
English Language Learner	25	6	24%	19	76%	6	24%	12	48%	1	4%	0	0%	1	4%
Non-English Language Learner	195	5	3%	190	97%	3	2%	10	5%	38	19%	139	71%	177	91%
Not in Foster Care	220	11	5%	209	95%	9	4%	22	10%	39	18%	139	63%	178	81%
Not Homeless	220	11	5%	209	95%	9	4%	22	10%	39	18%	139	63%	178	81%
Not Migrant	220	11	5%	209	95%	9	4%	22	10%	39	18%	139	63%	178	81%
Parent Not in Armed Forces	220	11	5%	209	95%	9	4%	22	10%	39	18%	139	63%	178	81%

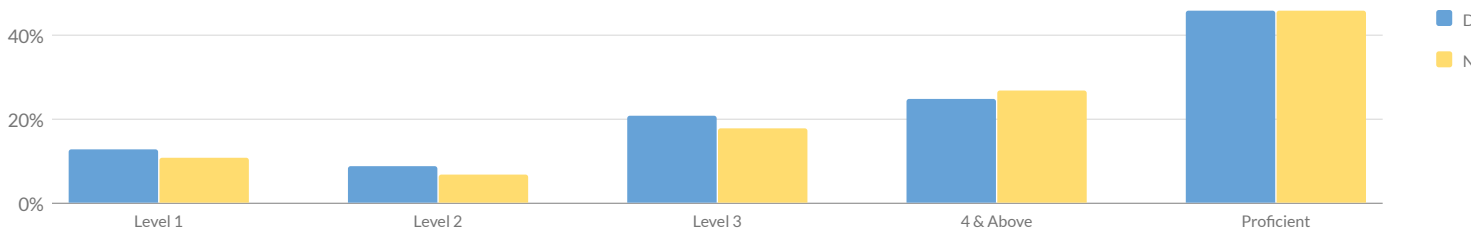
2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

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

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	220	71	32%	149	68%	29	13%	19	9%	47	21%	54	25%	101	46%
Female	104	29	28%	75	72%	15	14%	9	9%	24	23%	27	26%	51	49%
Male	116	42	36%	74	64%	14	12%	10	9%	23	20%	27	23%	50	43%
General Education Students	184	43	23%	141	77%	26	14%	15	8%	46	25%	54	29%	100	54%
Students with Disabilities	36	28	78%	8	22%	3	8%	4	11%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	3	38%	5	63%	2	25%	1	13%	1	13%	1	13%	2	25%
Hispanic or Latino	131	53	40%	78	60%	21	16%	10	8%	21	16%	26	20%	47	36%
White	74	13	18%	61	82%	5	7%	8	11%	25	34%	23	31%	48	65%
Multiracial	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	14%	0	0%	0	0%	4	57%	4	57%
Economically Disadvantaged	121	50	41%	71	59%	15	12%	10	8%	20	17%	26	21%	46	38%
Not Economically Disadvantaged	99	21	21%	78	79%	14	14%	9	9%	27	27%	28	28%	55	56%
English Language Learner	25	15	60%	10	40%	5	20%	1	4%	4	16%	0	0%	4	16%
Non-English Language Learner	195	56	29%	139	71%	24	12%	18	9%	43	22%	54	28%	97	50%
Not in Foster Care	220	71	32%	149	68%	29	13%	19	9%	47	21%	54	25%	101	46%
Not Homeless	220	71	32%	149	68%	29	13%	19	9%	47	21%	54	25%	101	46%
Not Migrant	220	71	32%	149	68%	29	13%	19	9%	47	21%	54	25%	101	46%
Parent Not in Armed Forces	220	71	32%	149	68%	29	13%	19	9%	47	21%	54	25%	101	46%

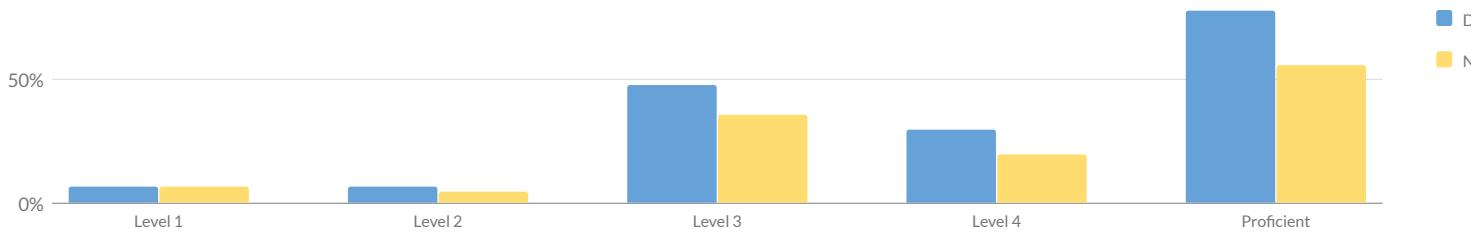
2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	204	62	30	142	70
Female	95	24	25	71	75
Male	109	38	35	71	65
General Education Students	174	40	23	134	77
Students with Disabilities	30	22	73	8	27
Asian or Native Hawaiian/Other Pacific Islander	3	1	33	2	67
Black or African American	6	2	33	4	67
Hispanic or Latino	120	47	39	73	61
White	71	11	15	60	85
Multiracial	4	1	25	3	75
Economically Disadvantaged	113	45	40	68	60
Not Economically Disadvantaged	91	17	19	74	81
English Language Learner	17	11	65	6	35
Non-English Language Learner	187	51	27	136	73
Not in Foster Care	204	62	30	142	70
Not Homeless	204	62	30	142	70
Not Migrant	204	62	30	142	70
Parent Not in Armed Forces	204	62	30	142	70

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	220	17	8%	203	92%	16	7%	16	7%	105	48%	66	30%	171	78%
Female	104	7	7%	97	93%	9	9%	9	9%	42	40%	37	36%	79	76%
Male	116	10	9%	106	91%	7	6%	7	6%	63	54%	29	25%	92	79%
General Education Students	184	10	5%	174	95%	11	6%	9	5%	88	48%	66	36%	154	84%
Students with Disabilities	36	7	19%	29	81%	5	14%	7	19%	17	47%	0	0%	17	47%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	1	13%	7	88%	1	13%	0	0%	6	75%	0	0%	6	75%
Hispanic or Latino	131	11	8%	120	92%	13	10%	14	11%	66	50%	27	21%	93	71%
White	74	5	7%	69	93%	1	1%	2	3%	31	42%	35	47%	66	89%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	0	0%	2	29%	4	57%	6	86%
Economically Disadvantaged	121	8	7%	113	93%	14	12%	13	11%	61	50%	25	21%	86	71%
Not Economically Disadvantaged	99	9	9%	90	91%	2	2%	3	3%	44	44%	41	41%	85	86%
English Language Learner	25	5	20%	20	80%	10	40%	4	16%	6	24%	0	0%	6	24%
Non-English Language Learner	195	12	6%	183	94%	6	3%	12	6%	99	51%	66	34%	165	85%
Not in Foster Care	220	17	8%	203	92%	16	7%	16	7%	105	48%	66	30%	171	78%
Not Homeless	220	17	8%	203	92%	16	7%	16	7%	105	48%	66	30%	171	78%
Not Migrant	220	17	8%	203	92%	16	7%	16	7%	105	48%	66	30%	171	78%
Parent Not in Armed Forces	220	17	8%	203	92%	16	7%	16	7%	105	48%	66	30%	171	78%

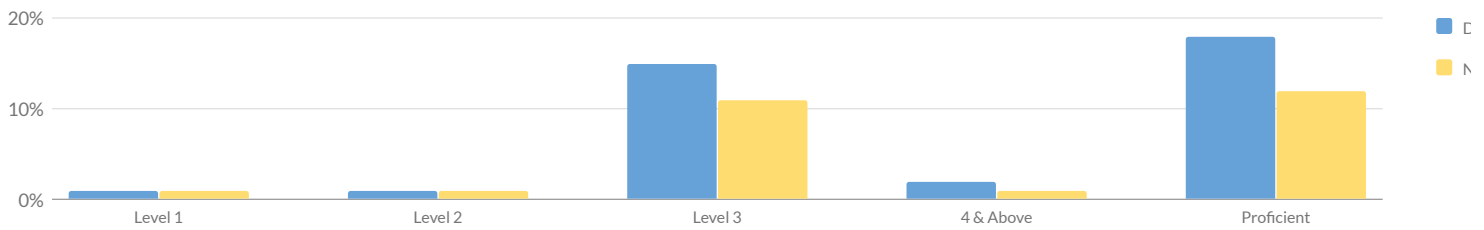
2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	199	10	5	189	95
Female	92	3	3	89	97
Male	107	7	7	100	93
General Education Students	169	8	5	161	95
Students with Disabilities	30	2	7	28	93
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	6	0	0	6	100
Hispanic or Latino	116	7	6	109	94
White	71	3	4	68	96
Multiracial	3	0	0	3	100
Economically Disadvantaged	110	5	5	105	95
Not Economically Disadvantaged	89	5	6	84	94
English Language Learner	16	3	19	13	81
Non-English Language Learner	183	7	4	176	96
Not in Foster Care	199	10	5	189	95
Not Homeless	199	10	5	189	95
Not Migrant	199	10	5	189	95
Parent Not in Armed Forces	199	10	5	189	95

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

2019 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	220	176	80%	44	20%	2	1%	3	1%	34	15%	5	2%	39	18%
Female	104	81	78%	23	22%	0	0%	2	2%	19	18%	2	2%	21	20%
Male	116	95	82%	21	18%	2	2%	1	1%	15	13%	3	3%	18	16%
General Education Students	184	141	77%	43	23%	2	1%	3	2%	33	18%	5	3%	38	21%
Students with Disabilities	36	35	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	7	88%	1	13%	0	0%	0	0%	0	0%	1	13%	1	13%
Hispanic or Latino	131	114	87%	17	13%	2	2%	2	2%	11	8%	2	2%	13	10%
White	74	52	70%	22	30%	0	0%	1	1%	19	26%	2	3%	21	28%
Multiracial	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	3	43%	4	57%	0	0%	0	0%	4	57%	0	0%	4	57%
Economically Disadvantaged	121	107	88%	14	12%	2	2%	2	2%	7	6%	3	2%	10	8%
Not Economically Disadvantaged	99	69	70%	30	30%	0	0%	1	1%	27	27%	2	2%	29	29%
English Language Learner	25	16	64%	9	36%	2	8%	2	8%	5	20%	0	0%	5	20%
Non-English Language Learner	195	160	82%	35	18%	0	0%	1	1%	29	15%	5	3%	34	17%
Not in Foster Care	220	176	80%	44	20%	2	1%	3	1%	34	15%	5	2%	39	18%
Not Homeless	220	176	80%	44	20%	2	1%	3	1%	34	15%	5	2%	39	18%
Not Migrant	220	176	80%	44	20%	2	1%	3	1%	34	15%	5	2%	39	18%
Parent Not in Armed Forces	220	176	80%	44	20%	2	1%	3	1%	34	15%	5	2%	39	18%

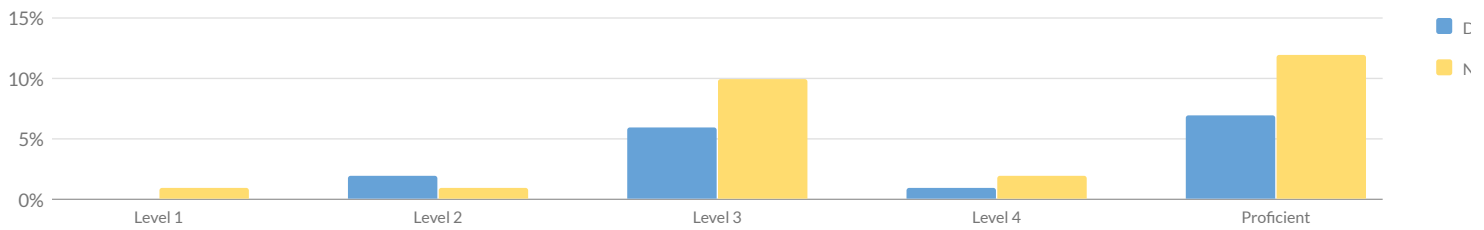
2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	189	164	87	25	13
Female	89	75	84	14	16
Male	100	89	89	11	11
General Education Students	160	135	84	25	16
Students with Disabilities	29	29	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	2	67	1	33
Black or African American	6	6	100	0	0
Hispanic or Latino	110	106	96	4	4
White	68	50	74	18	26
Multiracial	2	0	0	2	100
Economically Disadvantaged	102	100	98	2	2
Not Economically Disadvantaged	87	64	74	23	26
English Language Learner	10	10	100	0	0
Non-English Language Learner	179	154	86	25	14
Not in Foster Care	189	164	87	25	13
Not Homeless	189	164	87	25	13
Not Migrant	189	164	87	25	13
Parent Not in Armed Forces	189	164	87	25	13

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

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	220	200	91%	20	9%	1	0%	4	2%	13	6%	2	1%	15	7%
Female	104	93	89%	11	11%	0	0%	2	2%	9	9%	0	0%	9	9%
Male	116	107	92%	9	8%	1	1%	2	2%	4	3%	2	2%	6	5%
General Education Students	184	164	89%	20	11%	1	1%	4	2%	13	7%	2	1%	15	8%
Students with Disabilities	36	36	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	131	118	90%	13	10%	1	1%	3	2%	8	6%	1	1%	9	7%
White	74	69	93%	5	7%	0	0%	1	1%	3	4%	1	1%	4	5%
Multiracial	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	5	71%	2	29%	0	0%	0	0%	2	29%	0	0%	2	29%
Economically Disadvantaged	121	112	93%	9	7%	0	0%	4	3%	4	3%	1	1%	5	4%
Not Economically Disadvantaged	99	88	89%	11	11%	1	1%	0	0%	9	9%	1	1%	10	10%
English Language Learner	25	18	72%	7	28%	0	0%	4	16%	3	12%	0	0%	3	12%
Non-English Language Learner	195	182	93%	13	7%	1	1%	0	0%	10	5%	2	1%	12	6%
Not in Foster Care	220	200	91%	20	9%	1	0%	4	2%	13	6%	2	1%	15	7%
Not Homeless	220	200	91%	20	9%	1	0%	4	2%	13	6%	2	1%	15	7%
Not Migrant	220	200	91%	20	9%	1	0%	4	2%	13	6%	2	1%	15	7%
Parent Not in Armed Forces	220	200	91%	20	9%	1	0%	4	2%	13	6%	2	1%	15	7%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	196	187	95	9	5
Female	93	86	92	7	8
Male	103	101	98	2	2
General Education Students	167	158	95	9	5
Students with Disabilities	29	29	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	2	67	1	33
Black or African American	7	7	100	0	0
Hispanic or Latino	112	108	96	4	4
White	70	67	96	3	4
Multiracial	4	3	75	1	25
Economically Disadvantaged	104	103	99	1	1
Not Economically Disadvantaged	92	84	91	8	9
English Language Learner	10	10	100	0	0
Non-English Language Learner	186	177	95	9	5
Not in Foster Care	196	187	95	9	5
Not Homeless	196	187	95	9	5
Not Migrant	196	187	95	9	5
Parent Not in Armed Forces	196	187	95	9	5

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 (2022-23)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	54	1	2%	53	98%	4	8%	10	19%	5	9%	29	55%	5	9%
Grade 1	65	0	0%	65	100%	7	11%	9	14%	26	40%	14	22%	9	14%
Grade 2	61	0	0%	61	100%	3	5%	8	13%	17	28%	17	28%	16	26%
Grade 3	36	0	0%	36	100%	3	8%	7	19%	12	33%	13	36%	1	3%
Grade 4	43	2	5%	41	95%	8	20%	8	20%	8	20%	16	39%	1	2%
Grade 5	47	1	2%	46	98%	2	4%	11	24%	9	20%	19	41%	5	11%
Grade 6	40	2	5%	38	95%	2	5%	7	18%	6	16%	17	45%	6	16%
Grade 7	36	3	8%	33	92%	0	0%	2	6%	8	24%	16	48%	7	21%
Grade 8	26	2	8%	24	92%	2	8%	4	17%	4	17%	10	42%	4	17%
Grade 9	36	5	14%	31	86%	2	6%	6	19%	5	16%	14	45%	4	13%
Grade 10	45	3	7%	42	93%	2	5%	5	12%	7	17%	23	55%	5	12%
Grade 11	15	3	20%	12	80%	0	0%	1	8%	2	17%	7	58%	2	17%
Grade 12	19	2	11%	17	89%	1	6%	0	0%	3	18%	11	65%	2	12%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Grade 5 Math	5	0	0%	5	100%	2	40%	0	0%	2	40%	1	20%	3	60%
Grade 6 ELA	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	19	17	89%	2	11%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	19	17	89%	2	11%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	19	17	89%	2	11%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	243	41	17%	5	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	235	1	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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