

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

## **OFFICIAL APPROVED BUDGET**

### **FOR THE 2024-2025 SCHOOL YEAR**

**May 21, 2024**



#### **Additional copies available from:**

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

#### **Board of Education**

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

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

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

## **Table of Contents**

	<b>Page</b>
Budget Message from the Board of Education President and Superintendent of Schools	1
Reflections	2-5
Important Dates	6
Statewide Budget Vote	8
Registration and Voting Information	9
Budget Development Calendar	10
Financial Information Highlights	11-14
Cost Containment	15
Revenue Budget	16-17
Expenditure Budget - Consolidated	18
Expenditure Budget - Detail	19-28
Budget Components	29-32
K-12 Enrollment Projections	33
Historical Enrollment	34
Allowable Tax Levy Calculation	35
Preliminary Estimated Tax Rates	36
Comparative Tax Data	37
Tax Rate Trends	38
Restricted Reserves	39
Proposed Propositions	40
Official Budget Statement (Required Documents)	41-162
Glossary	163-168
Reserve Funds	169-171
Understanding Equalization Rates	172-175
Information Regarding Assessment & Equalization Rates	176
Thank you	177



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

**Mr. Stephen Walker**  
**Superintendent of Schools**

**Ms. Sarah Carrier**  
**Board of Education President**

Dear Croton-Harmon Community,

As we look forward to the 2024-25 school year, we are proud to share with you the 2024 Budget Edition of the district's Reflections newsletter. This newsletter is intended to provide you with important information about

the proposed budget and how it allows us to continue fulfilling our long-term vision to create schools that place passion, curiosity, and inspiration at the center of what we do. We are committed to cultivating a culture of well-being for all members of our school district community while remaining fiscally responsible to our taxpayers. This is how we envision What School Can Be.

Our budget has been developed with a view toward the next several school years. Through the proposed budget, we include funding for infrastructure and transportation improvements, and seek to build on our progress to provide an educational experience that enriches each and every student academically and emotionally. Specifically, the budget supports our vision by:

- Furthering the design and implementation of interdisciplinary courses that promote curiosity, growth, and innovation.
- Ensuring that we are providing faculty with the time necessary to engage in peer-to-peer professional learning and collaboration -visiting each other's classrooms and planning and implementing student learning experiences together.
- Centering equity in our work by providing support services to meet the unique needs of every student and family.

This year's ballot will also include a proposition to maintain the safety of our transportation fleet by funding the purchase of one new 66-passenger electric school bus, three gas-powered vehicles, and a maintenance lift. A separate proposition will fund the district's Repair Reserve to ensure monies are allocated for the repair of capital improvements or equipment needs. These purchases would be funded through General Fund monies in this school year, with no impact on taxes. Please see the proposition information on page 4 for more details.

In Croton-Harmon, we recognize that our schools are unique because of your ongoing partnership and collaboration. Thank you for your participation and engagement in developing our 2024-25 school district budget and for making our schools such special places for all Tigers to learn, work, and grow.

Sincerely,

*Stephen Walker*  
Superintendent of Schools

*Sarah Carrier*  
Board of Education President

# REFLECTIONS

MAY 2024

SPECIAL BUDGET ISSUE

Published for the residents of the Croton-Harmon School District

Este boletín está disponible en español a partir de la página 5

## Dear Croton-Harmon Community,

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- Ensuring that we are providing faculty with the time necessary to engage in **peer-to-peer professional learning and collaboration - visiting each other's classrooms and planning and implementing student learning experiences together.**
- Centering equity in our work by providing **support services** to meet the unique needs of every student and family.

Head to [page 3](#) to learn more about how these goals come to life in our schools each day.

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Sincerely,

*Stephen Walker*  
Superintendent, Croton-Harmon Schools

*Sarah Carrier*  
President, Board of Education



## Budget Overview

- The proposed budget is balanced and within the allowable tax levy, at 2.14%
- Proposed Budget 2024-25: \$58,798,307
- Designed to continue to support the district's long-term strategic plan and realize *What School Can Be*



Scan this QR code with the camera on your phone to review Frequently Asked Questions about this year's proposed budget.

**Follow Us! @crotonschools**

**VOTE MAY 21 ★ Croton-Harmon High School • Gymnasium • 6 am to 9 pm**

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



# School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 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	\$56,174,983	\$58,798,307	\$57,872,119
Increase/Decrease for the 2023-24 School Year		\$2,623,324	\$1,697,136
Percentage Increase/Decrease in Proposed Budget		4.67%	3.02%
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$43,336,181	\$44,262,369	
B. Levy to Support Library Debt, if Applicable	\$-	\$-	
C. Levy for Non-Excludable Propositions, if Applicable **	\$-	\$-	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$-	\$-	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$43,336,181	\$44,262,369	\$43,336,181
F. Total Permissible Exclusions	\$2,796,552	\$2,721,150	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$40,539,629	\$41,541,219	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$40,539,629	\$41,541,219	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$-	\$-	
Administrative Component	\$6,385,066	\$6,588,068	\$6,498,010
Program Component	\$38,747,347	\$41,400,674	\$40,834,732
Capital Component	\$11,042,570	\$10,809,565	\$10,539,377

\* Statement of Assumptions pursuant to Section 2023 of the Education Law. If the proposed budget is defeated, and to meet the contingent budget level, the Croton-Harmon Union Free School District would need to reduce the budget and tax levy by \$926,188 for the 2024-25 school year. Reductions would be made across the budget beginning with the non-contingent expenses. The reductions would include supplies, certain equipment purchases, facility usage, extra-curricular activities, staffing, etc.

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

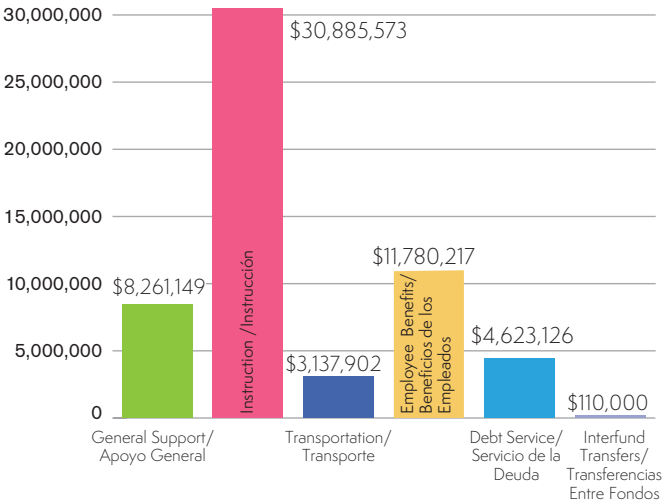
Description	Amount
Proposition 2(a): Purchase of one 66-passenger electric school bus and one Vehicle Repair & Maint Lift via "CHUFSD Vehicle Capital Reserve 2022."	\$570,000
Proposition 2(b): Purchase of three approximately 30-36 passenger gas/deisel powered school buses from current appropriations available within the 2023-24 general fund.	\$320,000

	Under the Budget Proposed for the 2024-25 School Year
Estimated Basic STAR Exemption Savings¹	\$1,553 Cortlandt / \$1,528 Yorktown

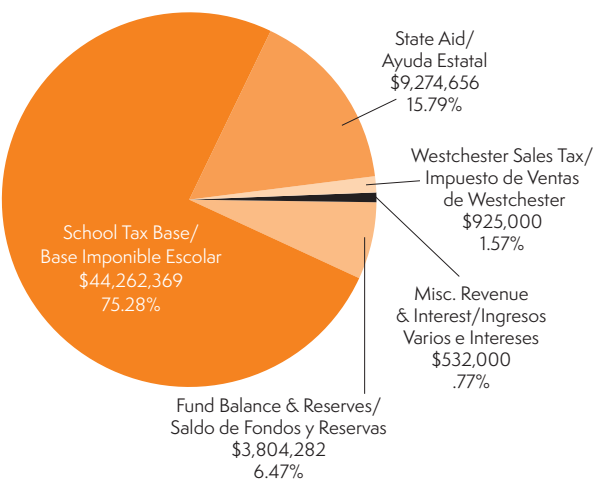
The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Croton-Harmon School District, Westchester County, New York, will be held at Croton-Harmon High School in said district on Tuesday, May 21, 2024 between the hours of 6:00 am and 9:00 pm. Absentee ballot applications should be submitted in original form, with the original signature. It must be submitted at least seven days before the vote/election (May 14, 2024) if the ballot will be mailed to the voter and by the day before the vote/election (May 20, 2024) if the ballot will be personally picked up by the voter. Absentee ballots must be received by the District Clerk by 5:00 p.m. on the day of the vote/election (May 21, 2024) in order to be counted.

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

## Expenditures/Gastos



## Revenue/Ingresos



Estimated Tax Impact/ Impacto Fiscal Estimado	Town/ Pueblo	2023 Equalization Rate/ 2023 Tasa de Ecuilización	% of Levy/ % de Recauda	2023-24 Tax Rate/ 2023-24 Impuesto de Recauda	2024-25 Tax Rate (Proposed)/ 2024-25 Tasa de Impuesto (Propuesto)	% Increase/ % de Incremento
	Cortlandt	0.0122	96.35%	\$1,294.75	\$1,311.04	1.26%
	Yorktown	0.0172	3.65%	\$898.95	\$929.92	3.45%

# Supporting our Vision of What School Can Be



## Teachers Teaching Teachers: Faculty Thrives through Peer-to-Peer Collaboration

Among the most impactful ways to serve our students is to make Croton-Harmon the very best place to work. By cultivating an environment that promotes thoughtful risk-taking and passion-based learning, we are attracting and retaining outstanding teachers who feel recognized for their unique contributions. We nurture this environment by providing ample opportunity for our faculty to learn from one another and collaborate.

Working together, our teachers have the opportunity to combine their knowledge, skills, and passions to develop new learning experiences for students. The proposed budget provides funding for a sufficient number of faculty positions to allow for the collaborative time that can result in original and engaging lessons and activities. Read more about these lessons below.

"Collaborating with my peers is a dream come true. I love the extra time with my students and the opportunity to expand my lessons."

— Marlena Horton, CET

## One Size Doesn't Fit All: Serving the Needs of Students and Families

Each day we strive to create an environment in which every individual contributes to and benefits from the experience of being a Tiger. The budget supports this vision by funding two (2) full-time **Literacy and Math Intervention teachers** at Carrie E. Tompkins Elementary School. By expanding the roles of these specialists from their current part-time status, they will have greater availability to address the academic needs of students and proactively provide our classroom teachers with literacy coaching support. We have also proposed through this budget that Pierre Van Cortlandt Middle School add one (1) full-time **Special Education/Intervention teacher** to increase the support available to students who demonstrate struggles in their learning.

With the approval of the 2023-24 budget, we hired a **Bilingual School/Community Liaison** to facilitate access to all opportunities provided by our school district for the Spanish-speaking students and families in our community. To improve the provision of equitable emotional support to students whose first language is not English, the proposed budget will allow the district to hire a **districtwide Bilingual School Counselor/Social Worker**, the first position of its kind for our schools.



## Interdisciplinary Courses focus on "How We Learn Best" instead of "How We've Always Learned"

Do you remember learning math, history, and science in school? It likely meant moving from one subject to another, whether physically or by closing one textbook and opening another, and 'switching' your thinking from one subject to another while a teacher lectured about a given topic. While this is likely what many of us experienced, we know that it does not reflect how we best learn and apply concepts. In Croton, we are moving away from the traditional silos of single-subject classes by enabling students to consume information in a way that relates to their lived observations and experiences and by making connections to the world around us. So, learning math comes through the lens of calculating the area of a sports field or the structure of a skyscraper. Historical connections are made through poetry or music written centuries ago and connected to contemporary writing and art. Or maybe science and technology are explored through sci-fi and futuristic novels. These types of interdisciplinary classes are being developed in Croton now, with more planned to follow, and the proposed budget will further the process of their design and implementation at all schools.

At Carrie E. Tompkins Elementary School, our classroom teachers and Special Area teachers join forces to create interdisciplinary lessons ranging from writing then performing short stories to incorporating music into a history lesson. For example, this Fall, fourth graders engaged in a two-part lesson on traditional Native American rain dances. Students first built their rain sticks and then acted out the different parts of a rain dance, creating the sounds of the storm with their custom creations. Through just this one project, students engaged in art, music, history, and science.

Our middle school students engage in interdisciplinary courses combining Health with Physical Education, and Social Studies with English. At the high school, most of our incoming freshmen will experience an interdisciplinary Social Studies and English course called *Connections: Maps, Stories and Timelines*, as well as an algebra and physical science class called *Quantitative Patterns in Physical Systems*. The proposed budget increases a part-time Social Studies teacher position at Croton-Harmon High School to full-time to facilitate the implementation and continued creation of interdisciplinary humanities courses.





# Voter Information

## May 21 - Budget Vote & Trustee Election (CHHS, 6 AM – 9 PM)

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

**Eligibility:** To be eligible to vote in the District's Annual Budget Vote/Election on Tuesday, May 21, 2024, you must be a citizen of the United States, 18 years of age or older, and a registered voter who has resided in the district for at least 30 days.

**Registration:** You may register in person with Denise Bisaccia, District Clerk, Croton-Harmon School District Office, 10 Gerstein Street (271-4713 x4227) during regular business hours, up to five (5) days before the vote.



## On the Ballot

**2024-25 Budget:** The Croton-Harmon Union Free School District presents a budget of \$58,798,307 commencing July 1, 2024.

**Vehicle/Equipment Proposition:** The vehicle proposition includes the purchase of four (4) vehicles. That the Board of Education of Croton-Harmon Union Free School District, in the County of Westchester, New York (the "District"), is hereby authorized to purchase: (a) one approximately 66-passenger electric school bus, at the estimated cost of \$495,000; and one vehicle repair and maintenance lift, at the estimated cost of \$75,000; such aggregate \$570,000 cost to

be paid from the District's Transportation Capital Reserve, and such aggregate amount is hereby authorized to be expended from such reserve fund to pay for said aggregate cost; and (b) three approximately 30 to 36 passenger gas/diesel powered school buses, at the estimated aggregate total cost of \$320,000, such aggregate total cost to be funded from current appropriations available within the 2023-2024 general fund to pay such aggregate total cost, said funds to be transferred to the Capital Fund to effectuate said purchase.

**Repair Reserve Fund Proposition:** The Board of Education of Croton-Harmon Union Free School District is hereby authorized to


deposit in the Repair Reserve Fund an amount not to exceed \$250,000 from the 2023-2024 unassigned fund balance for repairs of capital improvements or equipment, which repairs are of a type not recurring annually or at shorter intervals.

**Croton Free Library:** The Croton Free Library proposition is asking the public to approve a levy in the amount of \$962,222 in support of the Croton Free Library.


**Trustees:** Two (2) members of the Board of Education will be elected for a term of three years beginning July 1, 2024 and ending June 30, 2027.



# 2024-25 Budget Events



December 7<sup>th</sup> - Budget Development Calendar and Overview




January 11<sup>th</sup> - Budget Preview



February 1<sup>st</sup> - Budget Revenue Update




February 15<sup>th</sup> - Vision Map, Technology & Athletics Budgets



March 7<sup>th</sup> - General Support, Operations & Transportation Budgets




March 21<sup>st</sup> - Building-Level and Pupil Personnel Budgets, and Propositions



April 4<sup>th</sup> - Superintendent's 2024-2025 Budget Adoption



May 9<sup>th</sup> - Public Budget Hearing



May 21<sup>st</sup> - ANNUAL VOTE - Budget & Trustee Elections CHHS (6 am - 9 pm)



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



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

## **STATEWIDE BUDGET VOTE TUESDAY, MAY 21, 2024**

### **BOARD OF EDUCATION**

Sarah Carrier, President  
Neal Haber , Vice President  
Anamika Bhatnagar  
Joshua Diamond  
Omar Mayyasi  
Theo Oshiro  
Ana Teague

### **ADMINISTRATORS**

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



In order to vote in the Croton-Harmon School District's Annual Budget Vote/Election on Tuesday, May 21, 2024, you must be a registered voter.

To be eligible to vote you must:

- be a citizen of the United States
- be at least 18 years old by May 21, 2024 (the date of the election)
- be a resident of the school district for at least 30 days prior to May 21, 2024
- be registered with either the school district's board of registration or with the county board of elections. If you have previously registered to vote, but have not voted in either a school district or general election in the last four (4) years, you must re-register to vote.

**Registration:** Any resident of the district who is registered to vote in general elections may vote in the Annual Election without registering with the school district. You may download and print a voter registration form from the Board of Elections website. The last day to register to vote with the Board of Elections in order to be eligible to vote in the Annual Election is Thursday, May 16, 2024. You may register in person with Denise Bisaccia, District Clerk, Croton-Harmon School District Office, 10 Gerstein Street, NY 10520 (914-271-4713 x4227, [denise.bisaccia@chufsd.org](mailto:denise.bisaccia@chufsd.org)) during regular business hours (M-F, 8 a.m.- 4 p.m.), up to five (5) days before the vote. A special registration session will also be held at the District Office on Tuesday, April 16, 2024 from 4:00 p.m. – 7:00 p.m.

**Military Voters:** Military voters who are not currently registered may apply to register as a qualified voter of the School District. Military voters may apply to register to vote by emailing the District Clerk at [Denise.Bisaccia@chufsd.org](mailto:Denise.Bisaccia@chufsd.org), and requesting an application be sent by mail, fax or email. The registration application must be received in the office of the District Clerk no later than 5:00 p.m. on April 25, 2024. Any military voter shall be entitled to have his or her name placed upon such Register, provided he or she is known or proved to be to the satisfaction of the District Clerk to be then or thereafter entitled to military voter status at the annual meeting and election for which such Register is prepared.

**Absentee Ballots:** Applications for absentee ballots are available for registered voters who will not be able to vote in person on May 21, 2024.

**Early Voting Ballots:** Applications for early voting ballots are available for registered voters.

Absentee and Early Voting applications should be submitted in original form with the original signature. It must be submitted at least seven (7) days before the vote/election (May 14, 2024) if the ballot will be mailed to the voter and by the day before the vote/election (May 20, 2024) if the ballot will be personally picked up by the voter.

Absentee and Early Voting ballots must be received by the District Clerk by 5:00 p.m. on the day of the vote/election (May 21, 2024) in order to be counted.

## CROTON-HARMON UNION FREE SCHOOL DISTRICT 2024-2025 BUDGET DEVELOPMENT CALENDAR

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

Board of Education	Administration	Clerk of Board	New York State	Description
	October-November			Review and Develop Budget Assumptions, Debt Service & Facilities Needs
November 2, 2023				Board of Education Meeting: <a href="#">Budget Development Calendar</a>
	November			Budget Initiative Meetings with Principals and Directors & budget forms are distributed
	November			Current year budget data and subsequent year programs are reviewed to assess staffing needs
			November	Employees' Retirement System (ERS) contribution rate is released (tentative)
	December			Initial budget requests are submitted to the Superintendent
December 7, 2023	December 7, 2023			Board of Education Meeting: <a href="#">2024-25 Budget Discussion</a>
			January	<i>Executive</i> State Aid proposal is released (tentative)
	January			Year-end Fund Balance projection is prepared and analyzed as of 12/31
January 11, 2024	January 11, 2024			Board of Education Meeting: <a href="#">Initial 2024-25 Budget Report</a>
			February	Teachers' Retirement System (TRS) contribution rate is released (tentative)
	February			Mid-year purchasing moratorium is applied to current year budget
February 1, 2024	February 1, 2024			Board of Education Meeting: <a href="#">Budget Update Revenues</a>
February 15, 2024	February 15, 2024			Board of Education Meeting: <a href="#">Budget Work Session (Vision Map, Technology, Athletics)</a>
	March			Year-end Fund Balance projection is prepared and analyzed as of 2/28
			March	<i>Legislative</i> State Aid proposal is released (tentative)
	March 1, 2024		March 1, 2024	Tax Levy Limit is calculated and submitted to NYS Comptroller's Office
March 7, 2024	March 7, 2024	March 7, 2024		Board of Education: <a href="#">Budget: General Support &amp; Operations, and Proposition Resolutions</a>
	March 7, 2024	March 7, 2024		Deadline for submission of propositions requiring legal notice disclosure
March 21, 2024	March 21, 2024			Board of Education Meeting: <a href="#">Building-level &amp; Pupil Personnel Services Budgets</a>
			April	<i>Adopted</i> State Aid budget is released (tentative)
	April			Year-end Fund Balance projection is prepared and analyzed as of 3/31
April 4, 2024				Board of Education Meeting: <a href="#">Superintendent's Proposed Budget Presentation</a>
		April 5, 2024		First legal notice with budget vote information is published in local newspapers of general circulation
April 16, 2024		April 16, 2024		Board of Education Meeting: <a href="#">BUDGET ADOPTION, Property Tax Report Card Adoption &amp; BOCES Administrative Budget Vote</a>
	April 17, 2024	April 17, 2024		Property Tax Report Card is submitted to NYS Education Department & transmitted to local newspapers of general circulation
		April 22, 2024		Deadline for submission of nominating petitions for Board of Education Trustee Election
		April 24, 2024		Second legal notice with budget vote information is published in local newspapers of general circulation
	May 2, 2024			Budget Statement is made available and published on CHUFSD website
		May 2, 2024		Third legal notice with budget vote information is published in local newspapers of general circulation
	May			Year-end Fund Balance projection is prepared and analyzed as of 4/30
May 9, 2024	May 9, 2024			Board of Education Meeting: <a href="#">Public Budget Hearing</a>
	May 15, 2024			Budget Notice & Newsletter is mailed to residents
		May 16, 2024		Fourth legal notice with budget vote information is published in local newspapers of general circulation
May 21, 2024		May 21, 2024		<a href="#">Annual Budget Vote &amp; Trustee Election: 6AM - 9PM</a>
June 6, 2024				Board of Education Work Session: <a href="#">Acceptance of Budget Vote &amp; Trustee Election Results</a>

All dates related to budget notifications and other statutory requirements are subject to revision based on forthcoming State guidance and Executive Orders



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

## **HIGHLIGHTS OF THE ADOPTED 2024-2025 SCHOOL BUDGET**

### **Introduction:**

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

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

### **Budget Overview:**

The 2024-25 proposed budget is designed to continue the work of our district's Vision Map and ideas of "What School Can Be" - places that inspire genuine curiosity, prioritize the well-being of every student, and dismantle barriers to reimagining education.

To achieve this goal, we are proposing new faculty positions that focus on enhancing the entire school system, improving students' experiences, and designing opportunities that truly reimagine learning and teaching for all students.

The new positions we propose increase our Social Studies staffing at CHHS (from a part-time to a full-time position) to allow for further design and implementation of interdisciplinary learning experiences at the high school, two full-time elementary Literacy and Math Intervention teachers to enhance support for our youngest learners and provide classroom teachers with literacy coaching support, and a full-time Physical Education teacher (increase from part-time) to provide additional passion-based, elective physical education courses at PVC and CHHS.

In this year's proposed budget, we have also included a Bilingual School Counselor/Social Worker to support students and families districtwide. This would be a new position for our school district, and one that represents our commitment to providing equity and a sense of belonging to all members of our school district community.

### **Financial Condition:**

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

### **Budget Development:**

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

### **State Aid Allocations:**

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

This year, the Legislative budget includes the \$9,274,656 in State Aid Funding. Decreases are proposed by the State and are reflected in Foundation Aid, Building Aid and Transportation Aid and reflect a loss of \$434,382.

### **Proposed 2024-2025 School Budget:**

The proposed school budget, in the amount of \$58,798,307, is an increase of \$2,623,324 or 4.67% from the 2023-2024 school budget of \$56,178,983.

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

This year, the tax levy for 2024-25 is within the Allowable Tax Levy and proposed at 2.14% or \$926,187. The Allowable Levy Growth Factor is 2.0% and the Tax-based Growth Factor is 0.59%. Using this tax levy, the estimated tax rate increase in the Town of Cortlandt would be 1.26% and the increase for the Town of Yorktown would be 3.45%.



## History of tax rates:

	% Inc. / (Dec.) <u>Town of Cortlandt</u>	% Inc. / (Dec.) <u>Town of Yorktown</u>
2020-2021	1.72%	0.93%
2021-2022	1.43%	(0.08%)
2022-2023	1.62%	4.66%
2023-2024	1.79%	0.02%
2024-2025_	1.26%	3.45%
5-year average	1.56%	1.80%

## Bus purchases:

The Croton-Harmon School District will have an additional proposition for the purchase of four (4) vehicles for the Transportation Department: one (1) 66-passenger electric school bus, three (3) 30-36 passenger ICE buses, and the purchase of one (1) vehicle repair and maintenance lift.

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

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

Our vehicle proposition allows for flexibility in vehicle purchasing should a more suitable or less expensive model become available or should our transportation requirements change. Based on a thorough evaluation by the District’s team of mechanics and Transportation Supervisor, and as determined by our Vehicle Replacement Plan, the following vehicles have been identified for replacement for 2024-25:

- #115 - 2006 Thomas 66-passenger bus –82 ,000 miles (forecasted)
- #127 – 2009 Thomas 20-passenger bus-133,000 miles (forecasted)
- #132 – 2012 Thomas 20-passenger bus-149,000 miles (forecasted)
- #134 – 2012 Thomas 20-passenger bus-140,000 miles (forecasted)

These vehicles will be between 12-18 years old and, therefore, no longer cost effective to meet and maintain safety standards. New buses have fewer maintenance needs and meet much higher fuel efficiency standards. The proposed purchase supports the District’s fiscally responsible vehicle replacement plan based on industry standards and is in accordance with recommendations from the Office of the State Comptroller.

## Propositions:

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

1. The School District’s Budget for 2024-2025 in the amount of \$58,798,307
2. The Vehicle & Lift Proposition as detailed above
3. The Repair Reserve Fund deposit not to exceed \$250,000
4. The Croton Free Library Levy in the amount of \$962,222.

## Contingency Budget:

What happens if the budget is defeated by the voters? The Board of Education can decide to place a second budget up for a vote in June. If the community does not support the second budget, the law prohibits any increase to the tax levy from the previous school year. To comply with the contingency laws, the school District would have to cut **\$926,187** (2023-24 tax levy of \$43,336,181 less 2024-25 tax levy of \$44,262,369) beginning with the following non-contingent expenses:

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

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

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

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

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

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

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

# Croton-Harmon Union Free School District

## 2024-25 Proposed Revenue Budget

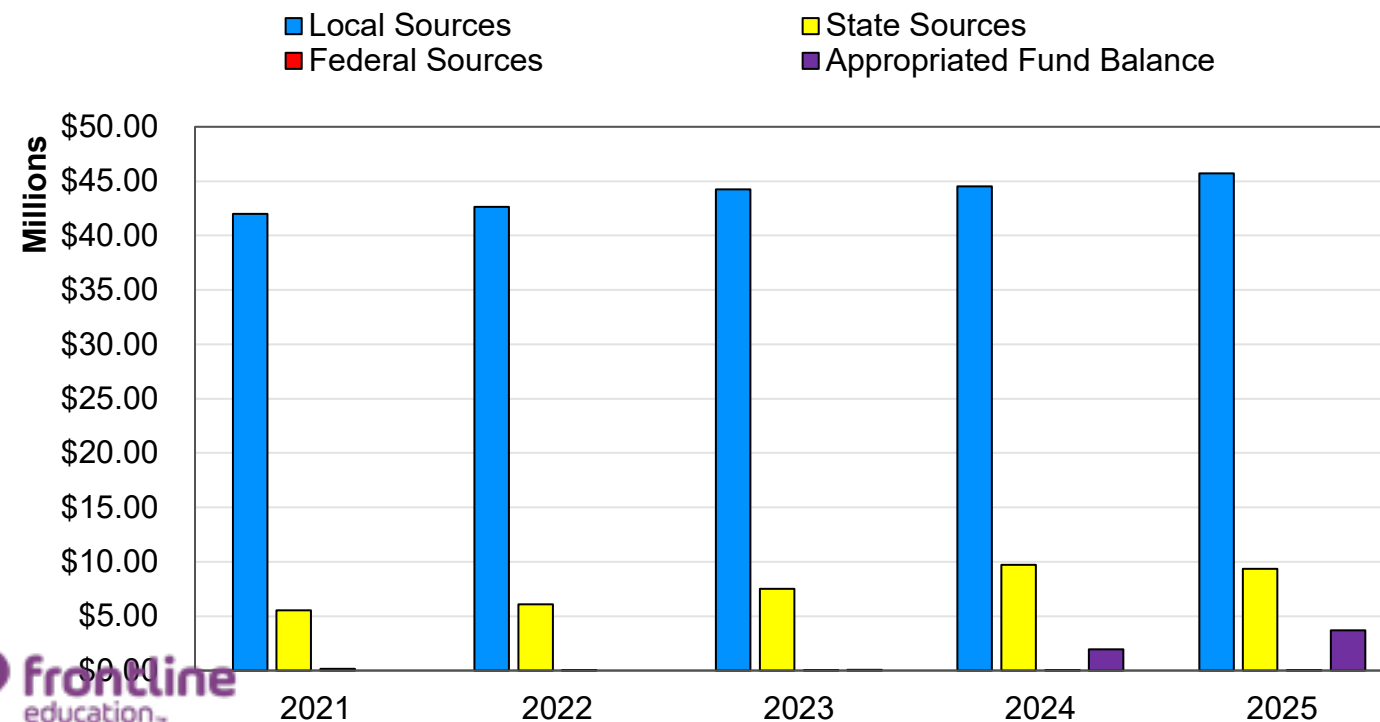
Account Group	2024-25	2023-24	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	
			\$	%
<b><u>REAL PROPERTY TAXES, INC. STAR</u></b>	44,262,369	43,336,181	926,188	2.14%
Allowable Tax Levy as permitted by formula established by the New York State Comptroller				
<b><u>OTHER TAX ITEMS</u></b>	70,000	0	70,000	100.00%
Payments in Lieu of Taxes				
<b><u>NON PROPERTY TAXES</u></b>	925,000	825,000	100,000	12.12%
County Sales Tax				
<b><u>CHARGES FOR SERVICES</u></b>	130,000	20,000	110,000	550.00%
Tuition for school district-placed students				
<b><u>USE OF MONEY &amp; PROPERTY</u></b>	275,000	275,000	0	0.00%
Interest earnings on cash investments and fees for use of district facilities				
<b><u>SALE OF PROPERTY/COMPENSATION FOR LOSS</u></b>	0	12,000	(12,000)	-100.00%
Insurance recoveries from property damages and proceeds from obsolete equipment disposals				
<b><u>MISCELLANEOUS REVENUES</u></b>	47,000	47,000	0	0.00%
Donations, refunds, and other non-recurring miscellaneous revenues				
<b><u>STATE/FEDERAL AID</u></b>	9,371,812	9,719,038	(347,226)	-3.57%
Allocations based on wealth, enrollment, and need, as determined by state-wide formulas				
<b><u>APPROPRIATED FUND BALANCE</u></b>	2,917,126	1,540,764	1,376,362	89.33%
The unrestricted portion of "savings" accumulated over time being applied for use in future years; judicious use of fund balance maintains break-even operations and a stable overall fund balance				
<b><u>APPROPRIATED RESERVES</u></b>				
The <i>restricted</i> portion of "savings" accumulated over time being applied for use in future years; reserves are established in accordance with applicable laws and limitations. The following reserves were allocated as:				
Workers' Compensation Reserve	200,000	0	200,000	100.00%
Employees' Retirement Reserve	400,000	400,000	0	0.00%
Teachers' Retirement Reserve	200,000	0	200,000	100.00%
<b>GRAND TOTAL REVENUES</b>	<b>58,798,307</b>	<b>56,174,983</b>	<b>2,623,324</b>	<b>4.67%</b>

# General (A) Fund | Revenue Detail

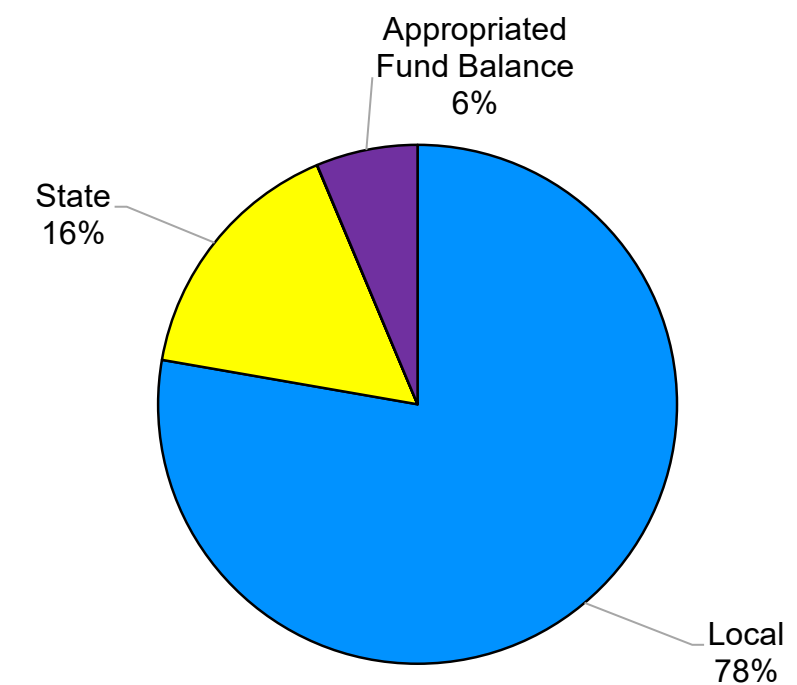
## 2024-25 Preliminary Budget

	ACTUAL REVENUE / EXPENDITURE			BUDGET	PROJECTION		
	2021	2022	2023	2024	2025	DOLLAR CHG	%Δ
LOCAL							
Real Property Taxes	\$37,994,753	\$38,876,985	\$39,894,078	\$43,336,181	\$44,262,369	\$926,188	2%
Other Tax Items	2,849,499	2,550,822	2,326,628	0	70,000	70,000	
Nonproperty Tax	810,397	905,065	981,482	825,000	925,000	100,000	12%
Charges for Services	41,572	98,582	103,170	20,000	130,000	110,000	550%
Use of Money and Property	11,258	62,693	839,039	275,000	275,000	0	0%
Sale of Property and Compensation for Loss	39,680	39,151	17,453	12,000	0	(12,000)	-100%
Miscellaneous	236,579	103,273	96,476	47,000	47,000	0	0%
TOTAL LOCAL REVENUE	41,983,739	42,636,572	44,258,328	44,515,181	45,709,369	1,194,188	
STATE							
Basic Aid	3,757,746	4,323,440	5,401,607	7,461,982	8,511,202	1,049,220	14%
Other State Aid	1,777,447	1,764,328	2,125,241	2,247,056	850,610	(1,396,446)	-62%
TOTAL STATE REVENUE	5,535,193	6,087,768	7,526,848	9,709,038	9,361,812	(347,226)	-4%
FEDERAL							
Medicaid Assistance Reimbursements	149,073	16,558	21,250	10,000	10,000	0	0%
TOTAL FEDERAL REVENUE	149,073	16,558	21,250	10,000	10,000	0	0%
TRANSFERS IN/OTHER FINANCING SOURCES							
Appropriated Fund Balance	0	0	70,841	1,940,764	3,717,126	1,776,362	92%
*APPROPRIATED FUND BALANCE	0	0	70,841	1,940,764	3,717,126	1,776,362	92%
TOTAL REVENUE	\$47,668,004	\$48,740,898	\$51,877,267	\$56,174,983	\$58,798,307	\$2,623,324	5%

Revenues by Source



Projected Revenue Allocation





# Croton-Harmon Union Free School District

## 2024-25 Proposed Expenditure Budget

Budget Group	SBM-1 Budget Code	2024-25	2023-24	Budget-to-Budget	
		Proposed Budget	Adopted Budget	Increase / (Decrease) \$	%
BOARD OF EDUCATION		42,532	43,405	(873)	-2.0%
DISTRICT CLERK		48,000	63,721	(15,721)	-24.7%
CHIEF SCHOOL ADMINISTRATION		374,194	363,944	10,250	2.8%
BUSINESS ADMINISTRATION		673,990	659,588	14,402	2.2%
AUDITING		72,750	72,750	-	0.0%
TREASURER		123,390	118,640	4,750	4.0%
FISCAL AGENT		21,835	22,457	(622)	-2.8%
LEGAL		241,425	220,925	20,500	9.3%
PERSONNEL		178,985	182,912	(3,927)	-2.1%
RECORDS MANAGEMENT		9,391	11,522	(2,131)	-18.5%
PUBLIC INFORMATION SERVICES		265,062	252,325	12,737	5.0%
OPERATIONS & MAINTENANCE		5,300,640	5,098,869	201,771	4.0%
CENTRAL PRINTING & MAILING		110,500	108,789	1,711	1.6%
CENTRAL DATA PROCESSING		61,631	57,090	4,541	8.0%
UNALLOCATED INSURANCE		280,842	219,840	61,002	27.7%
SCHOOL ASSOCIATION DUES		21,000	18,000	3,000	16.7%
ASSESSMENTS, JUDGMENTS & CLAIMS		65,000	65,000	-	0.0%
REFUNDS OF PROPERTY TAXES		5,075	5,075	-	0.0%
BOCES ADMIN & CAPITAL CHARGE		365,247	349,019	16,228	4.6%
<b>Total - General Support</b>		<b>8,261,489</b>	<b>7,933,871</b>	<b>327,618</b>	<b>4.1%</b>
CURRICULUM DEVELOPMENT & SUPERVISION		700,832	695,195	5,637	0.8%
SUPERVISION - GENERAL EDUCATION		1,452,541	1,438,772	13,769	1.0%
TEACHING - GENERAL EDUCATION		16,529,143	15,414,530	1,114,613	7.2%
TEACHING - SPECIAL EDUCATION		6,229,594	5,883,085	346,509	5.9%
OCCUPATIONAL EDUCATION		369,056	395,500	(26,444)	-6.7%
SCHOOL LIBRARY & AUDIO VISUAL		552,315	527,279	25,036	4.7%
EDUCATIONAL TELEVISION		25,377	25,377	-	0.0%
COMPUTER-ASSISTED INSTRUCTION		1,562,714	1,382,754	179,960	13.0%
COUNSELING		960,720	813,120	147,600	18.2%
HEALTH SERVICES		391,286	378,059	13,227	3.5%
PSYCHOLOGICAL SERVICES		519,163	509,130	10,033	0.0%
SOCIAL WORK SERVICES		101,106	173,106	(72,000)	0.0%
CO-CURRICULAR ACTIVITIES		310,737	303,002	7,735	2.6%
INTERSCHOLASTIC ATHLETICS		1,180,989	1,115,477	65,512	5.9%
<b>Total - Instruction</b>		<b>30,885,573</b>	<b>29,054,386</b>	<b>1,831,187</b>	<b>6.3%</b>
<b>Total - Pupil Transportation</b>		<b>3,137,902</b>	<b>3,102,698</b>	<b>35,204</b>	<b>1.1%</b>
<b>Total - Employee Benefits</b>		<b>11,780,217</b>	<b>10,962,551</b>	<b>817,666</b>	<b>7.5%</b>
<b>Total - Debt Service</b>		<b>4,623,126</b>	<b>5,011,477</b>	<b>(388,351)</b>	<b>-7.7%</b>
<b>Total - Interfund Transfer (Special Aid)</b>		<b>80,000</b>	<b>80,000</b>	<b>-</b>	<b>0.0%</b>
<b>Total - Interfund Transfer (School Lunch)</b>		<b>30,000</b>	<b>30,000</b>	<b>-</b>	<b>0.0%</b>
<b>GRAND TOTAL EXPENDITURES</b>		<b>58,798,307</b>	<b>56,174,983</b>	<b>2,623,324</b>	<b>4.67%</b>

# Croton-Harmon Union Free School District

## 2024-25 Proposed Expenditure Budget

Budget Group	SBM-1 Budget Code	2024-25 Proposed Budget	2023-24 Adopted Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

### **BOARD OF EDUCATION**

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

Contractual and Other	A1010.4	14,600	16,600		
Supplies	A1010.45	3,000	2,600		
BOCES Services	A1010.49	24,932	24,205		
		42,532	43,405	(873)	-2.0%

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

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

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

### **DISTRICT CLERK**

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

Non-Certificated Salaries	A1040.16	32,000	47,721		
Contractual and Other	A1040.4	16,000	16,000		
Supplies	A1040.45	0	0		
		48,000	63,721	(15,721)	-24.7%

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

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

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

### **CHIEF SCHOOL ADMINISTRATION**

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

Certificated Salaries	A1240.15	264,400	257,200		
Non-Certificated Salaries	A1240.16	89,171	86,164		
Contractual and Other	A1240.4	13,973	13,930		
Supplies	A1240.45	6,650	6,650		
		374,194	363,944	10,250	2.8%

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

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

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

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

### **BUSINESS ADMINISTRATION**

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

Certificated Salaries	A1310.15	240,488	228,400		
Non-Certificated Salaries	A1310.16	371,027	371,285		
Contractual and Other	A1310.4	21,335	20,335		
Supplies	A1310.45	8,000	7,000		
BOCES Services	A1310.49	33,140	32,568		
		673,990	659,588	14,402	2.2%

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

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

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

**Supplies:** general office supplies

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

SBM-1 Budget Code	2024-25	2023-24	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	%
			\$	%

Budget Group

### **AUDITING**

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

Contractual and Other	A1320.4	72,750	72,750	0	0.0%
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**Contractual:** Annual agreements with 1) District Claims Auditor who performs bi-weekly reviews of check disbursements for accuracy and compliance with purchasing procedures, 2) Internal Auditing (efficiency/quality control), and 3) External Auditing (financial statement audit); both of these functions are performed by independent Certified Public Accounting firms

### **TREASURER**

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

Non-Certificated Salaries	A1325.16	121,890	117,140		
Contractual and Other	A1325.4	1,500	1,500		
		123,390	118,640	4,750	4.0%

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

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

### **FISCAL AGENT**

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

Contractual and Other	A1380.4	21,835	22,457	(622)	-2.8%
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**Contractual:** costs associated with the issuance of Bond Anticipation Notes, bonds, and other debt instruments; analysis regarding funding requirements and alternatives, marketing, method of sale, security features, call provisions, credit ratings & enhancement, term, Federal tax implications and other related

### **LEGAL**

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

Contractual and Other	A1420.4	241,425	220,925	20,500	9.3%
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**Contractual:** general counsel for policy development, special education, student discipline, contract negotiations, tenure and seniority determinations, litigation, and other related legal matters; bond counsel for Bond Anticipation Notes, bonds, and other debt instruments; impartial hearing officers for student disciplinary hearings

### **PERSONNEL**

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

Non-Certificated Salaries	A1430.16	77,250	72,828		
Contractual and Other	A1430.4	12,882	12,882		
Supplies	A1430.45	500	500		
BOCES Services	A1430.49	88,353	96,702		
		178,985	182,912	(3,927)	-2.1%

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

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

**Supplies:** general office supplies

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

### **RECORDS MANAGEMENT**

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

Non-Certificated Salaries	A1460.16	0	3,000		
Contractual and Other	A1460.4	0	0		
Supplies	A1460.45	500	1,000		
BOCES Services	A1460.49	8,891	7,522		
		9,391	11,522	(2,131)	-18.5%

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

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

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

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

SBM-1 Budget Code	2024-25	2023-24	Budget-to-Budget Increase / (Decrease)	
	Proposed Budget	Adopted Budget	\$	%

Budget Group

**PUBLIC INFORMATION SERVICES**

*Electronic communication systems and website development*

Non-Certificated Salaries	A1480.16	106,090	96,800	
Contractual and Other	A1480.4	0	3,000	
Supplies	A1480.4	800	800	
BOCES Services	A1480.49	158,172	151,725	
		265,062	252,325	12,737 5.0%

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

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

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

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

**OPERATIONS & MAINTENANCE**

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

Non-Certificated Salaries	A162X.16	2,109,772	2,292,945	
Equipment	A162X.2	130,000	130,000	
Contractual and Other	A162X.4	2,512,081	2,187,105	
Supplies	A162X.45	409,645	357,565	
BOCES Services	A162X.49	139,142	131,254	
		5,300,640	5,098,869	201,771 4.0%

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

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

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

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

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

**CENTRAL PRINTING & MAILING**

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

Contractual and Other	A1670.4	109,000	107,289	
Supplies	A1670.45	1,500	1,500	
		110,500	108,789	1,711 1.6%

**Contractual:** office equipment and copier contracts

**Supplies:** postage for traditional mailings

**CENTRAL DATA PROCESSING**

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

BOCES Services	A1680.49	61,631	57,090	4,541 8.0%
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**BOCES:** Disaster recovery, financial & human resource support services and software maintenance

**UNALLOCATED INSURANCE**

*Premiums for property & casualty insurance*

A1910.4	280,842	219,840	61,002 27.7%
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**SCHOOL ASSOCIATION DUES**

*Memberships in regional, State, and Federal education organizations*

A1920.4	21,000	18,000	3,000 16.7%
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**ASSESSMENTS, JUDGMENTS & CLAIMS**

*Annual Sewer Assessment*

A1950.4	65,000	65,000	0 0.0%
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**REFUNDS OF PROPERTY TAXES**

*Refunds for property tax certiorari judgments*

A1964.4	5,075	5,075	0 0.0%
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**BOCES ADMIN & CAPITAL CHARGE**

*Croton-Harmon's administrative and capital obligation for participating in Putnam/Northern Westchester BOCES*

A1981.49	365,247	349,019	16,228 4.6%
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**TOTAL - GENERAL SUPPORT**

	8,261,489	7,933,871	327,618 24.1%
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Budget Group

SBM-1 Budget Code	2024-25	2023-24	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	%
			\$	

### **CURRICULUM DEVELOPMENT & SUPERVISION**

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

Certificated Salaries	A2010.15	386,688	371,040	
Non-Certificated Salaries	A2010.16	77,550	77,977	
Contractual and Other	A2010.4	108,800	131,800	
Supplies	A2010.45	10,500	10,500	
BOCES Services	A2010.49	117,294	103,878	
		700,832	695,195	5,637 0.8%

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

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

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

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

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

### **SUPERVISION - GENERAL EDUCATION**

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

Certificated Salaries	A2020.15	1,125,896	1,104,130	
Non-Certificated Salaries	A2020.16	178,484	214,581	
Contractual and Other	A2020.4	101,805	80,305	
Supplies	A2020.45	25,356	13,756	
BOCES Services	A2020.49	21,000	26,000	
		1,452,541	1,438,772	13,769 1.0%

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

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

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

**Supplies:** general office supplies

**BOCES Services:** Administrative workshops

### **TEACHING - GENERAL EDUCATION**

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

Certificated Salaries, K-3	A2110.12a	4,008,087	3,699,535	
Certificated Salaries, 4-6	A2110.12b	2,301,317	2,237,277	
Certificated Salaries, 7-12	A2110.13	8,491,426	7,853,874	
Substitute Salaries	A2110.14	253,760	242,340	
Non-Certificated Salaries	A2110.16	651,685	611,973	
Contractual and Other	A2110.4	77,570	61,550	
Supplies	A2110.45	455,430	418,260	
Textbooks	A2110.48	98,645	89,485	
BOCES Services	A2110.49b	191,223	200,236	
		16,529,143	15,414,530	1,114,613 7.2%

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

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

**Equipment:** general classroom instructional equipment

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

**Supplies:** general classroom & instructional supplies

**Textbooks:** paper and digital textbooks

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



SBM-1 Budget Code	2024-25	2023-24	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	
			\$	%

Budget Group

### **TEACHING - SPECIAL EDUCATION**

*Instructional staff and instructional materials used in delivering services to students w/Individualized Educational Plans (IEPs)*

Certificated Salaries	A2250.15	2,799,805	2,616,723	
Non-Certificated Salaries	A2250.16	1,186,869	1,054,025	
Contractual and Other	A2250.4	125,157	131,861	
Supplies	A2250.45	91,894	77,900	
Tuition: Public Schools	A2250.471	210,000	140,000	
Tuition: Private Schools	A2250.472	1,050,864	785,250	
BOCES Services	A2250.49	765,005	1,077,326	
		6,229,594	5,883,085	346,509 5.9%

**Certificated Salaries:** includes 1.0 Assistant Superintendent for Pupil Personnel Services & 22 Special Education Teachers.

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

**Equipment:** general classroom instructional equipment

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

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

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

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

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

### **OCCUPATIONAL EDUCATION**

*Contract service with BOCES to provide career and technical education to students*

BOCES Services	A2280.49	369,056	395,500	(26,444) -6.7%
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**BOCES:** career and technical education provided to students in half-day and full-day programs located at the Putnam/Northern Westchester BOCES campus in Yorktown

### **SCHOOL LIBRARY & AUDIO VISUAL**

*Costs associated with operating library-media centers within the school buildings*

Certificated Salaries	A2610.15	380,333	369,061	
Non Certificated Salaries	A2610.16	71,443	66,419	
Contractual and Other	A2610.4	1,000	1,000	
Supplies	A2610.45	4,050	3,550	
State-Aided Computer Software	A2610.46	37,550	37,550	
BOCES Services	A2610.49	57,939	49,699	
		552,315	527,279	25,036 4.7%

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

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

**Equipment:** general media center equipment

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

**Supplies:** general media center supplies

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

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

### **EDUCATIONAL TELEVISION**

*Costs associated with operating library-media centers within the school buildings*

Non Certificated Salaries	A2620.16	17,577	17,577	
Contractual and Other	A2620.40	4,000	4,000	
Supplies	A2620.45	3,800	3,800	
		25,377	25,377	0 0.0%

**Non Certificated Salaries:** Videographers

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

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

SBM-1 Budget Code	2024-25	2023-24	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	%

Budget Group

**COMPUTER-ASSISTED INSTRUCTION**

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

Certificated Salaries	A2630.15	199,700	174,544	
Non-Certificated Salaries	A2630.16	24,584	99,704	
State-Aided Computer Hardware	A2630.22	36,000	0	
Computer Hardware/Repairs	A2630.4	839,119	611,210	
Supplies	A2630.45	168,914	340,150	
State-Aided Computer Software	A2630.46	79,641	60,319	
BOCES Services	A2630.49	214,756	96,827	
		1,562,714	1,382,754	179,960 13.0%

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

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

**State/Federally-Aided Computer Hardware:** instructional technology, infrastructure equipment, servers and backup devices through ERATE

**Computer Hardware/Repairs:** instructional hardware equipment, such as chromebooks, iPads, laptops, and interactive displays, and customer support services, such as web hosting, data security, and equipment leases, which are reimbursable through State Aid

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

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

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

**COUNSELING**

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

Certificated Salaries	A2810.15	800,309	658,730	
Non-Certificated Salaries	A2810.16	122,851	119,409	
Contractual and Other	A2810.4	21,600	21,600	
Supplies	A2810.45	9,000	6,750	
BOCES Services	A2810.49	6,960	6,631	
		960,720	813,120	147,600 18.2%

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

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

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

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

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

**HEALTH SERVICES**

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

Non-Certificated Salaries	A2815.16	275,006	262,979	
Contractual and Other	A2815.4	27,380	26,180	
Supplies	A2815.45	88,900	88,900	
		391,286	378,059	13,227 3.5%

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

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

**Supplies:** general medical supplies

**PSYCHOLOGICAL SERVICES**

*Evaluation of students in developing instructional and behavioral interventions*

Certificated Salaries	A2820.15	517,163	507,230	
Contractual and Other	A2820.4	700	700	
Supplies	A2820.45	1,300	1,200	
		519,163	509,130	10,033 2.0%

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

**Contractual:** Misc. Contractual fees

**Supplies:** general supplies

Budget Group

SBM-1 Budget Code	2024-25	2023-24	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease) \$	%

### **SOCIAL WORK SERVICES**

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

Contractual and Other	A2825.45	101,106	173,106	
BOCES Services	A2825.49	0	0	
		101,106	173,106	(72,000) -41.6%

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

### **CO-CURRICULAR ACTIVITIES**

*Costs associated with operating student clubs District-wide*

Certificated Salaries	A2850.15	245,073	237,438	
Equipment	A2850.2	0	0	
Contractual and Other	A2850.4	50,823	50,823	
Supplies	A2850.45	14,841	14,741	
		310,737	303,002	7,735 2.6%

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

**Equipment:** general equipment

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

**Supplies:** general supplies

### **INTERSCHOLASTIC ATHLETICS**

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

Certificated Salaries	A2855.15	760,467	732,469	
Non-Certificated Salaries	A2855.16	55,023	52,266	
Equipment	A2855.2	0	0	
Contractual and Other	A2855.4	115,050	103,050	
Supplies	A2855.45	121,450	102,450	
BOCES Services	A2855.49	128,999	125,242	
		1,180,989	1,115,477	65,512 5.9%

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

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

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

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

**Supplies:** general athletic supplies

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

<b>TOTAL - INSTRUCTION</b>	<b>30,885,573</b>	<b>29,054,386</b>	<b>1,831,187</b>	<b>6.3%</b>
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### **TRANSPORTATION**

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

Non-Certificated Salaries	A55XX.16	2,522,971	2,498,124	
Contractual and Other	A55XX.4	315,281	301,924	
Supplies	A55XX.45	299,650	302,650	
<b>TOTAL - PUPIL TRANSPORTATION</b>		<b>3,137,902</b>	<b>3,102,698</b>	<b>35,204 1.1%</b>

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

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

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

Budget Group

SBM-1 Budget Code	2024-25	2023-24	Budget-to-Budget Increase / (Decrease)	
	Proposed Budget	Adopted Budget		
			\$	%

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

Employees' Retirement (ERS)	A9010.8	1,005,931	835,000		
Teachers' Retirement (TRS)	A9020.8	2,420,272	2,250,000		
Social Security & Medicare	A9030.8	2,554,494	2,362,100		
Workers' Compensation Insurance	A9040.8	244,522	221,871		
Life Insurance	A9045.8	15,000	15,000		
Unemployment Insurance	A9050.8	41,000	41,000		
Disability Insurance	A9055.8	5,125	5,125		
Hospital, Medical & Dental Insurance	A9060.8	4,841,747	4,599,129		
Other Benefits	A9070.8	291,610	283,160		
Other Employee Benefits	A9089.8	360,516	350,166		
<b>TOTAL - EMPLOYEE BENEFITS</b>		<b>11,780,217</b>	<b>10,962,551</b>	<b>817,666</b>	<b>7.5%</b>

**DEBT SERVICE***Principal and interest payment obligations for prior years borrowings*

Construction Bonds Principal & Interest	A9711	2,264,400	2,702,150		
Bond Anticipation Notes Principal & Interest	A9731	1,762,291	1,712,893		
Energy Perf Contract Principal & Interest	A9785	596,435	596,434		
<b>TOTAL - DEBT SERVICE</b>		<b>4,623,126</b>	<b>5,011,477</b>	<b>(388,351)</b>	<b>-7.7%</b>

**INTERFUND TRANSFER-SPECIAL AID FUND***Costs of providing summer school for special education students in accordance with Individualized Educational Plans (IEPs); requires a transfer to the Special Aid Fund*

<b>TOTAL - INTERFUND TRANS (SA)</b>	<b>A9901.95</b>	<b>80,000</b>	<b>80,000</b>	<b>0</b>	<b>0.0%</b>
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**INTERFUND TRANSFER-SCHOOL LUNCH FUND***Supplemental appropriations required to fund the district's Child Nutrition Program*

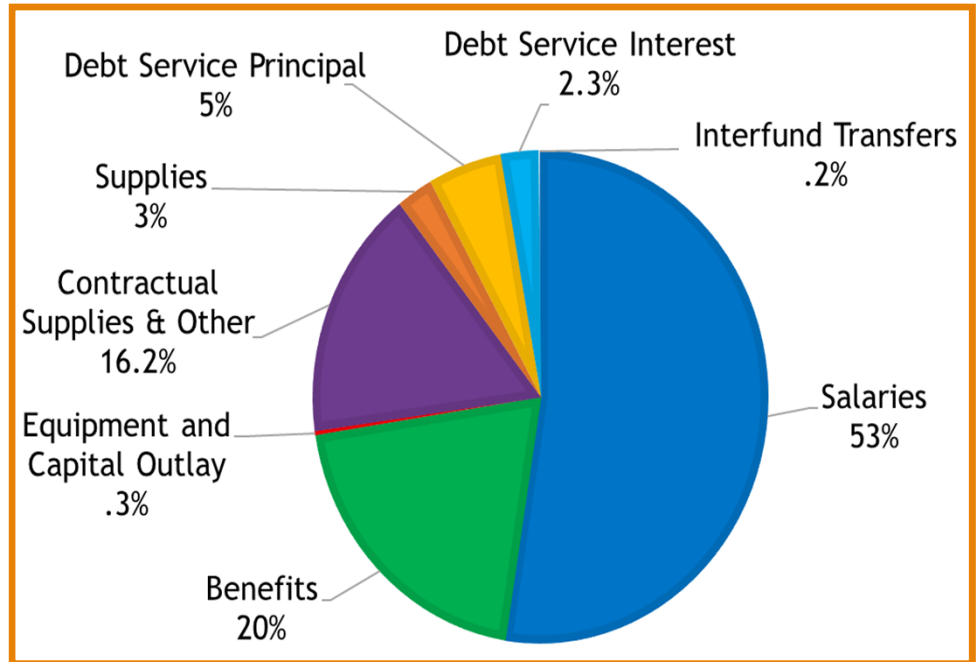
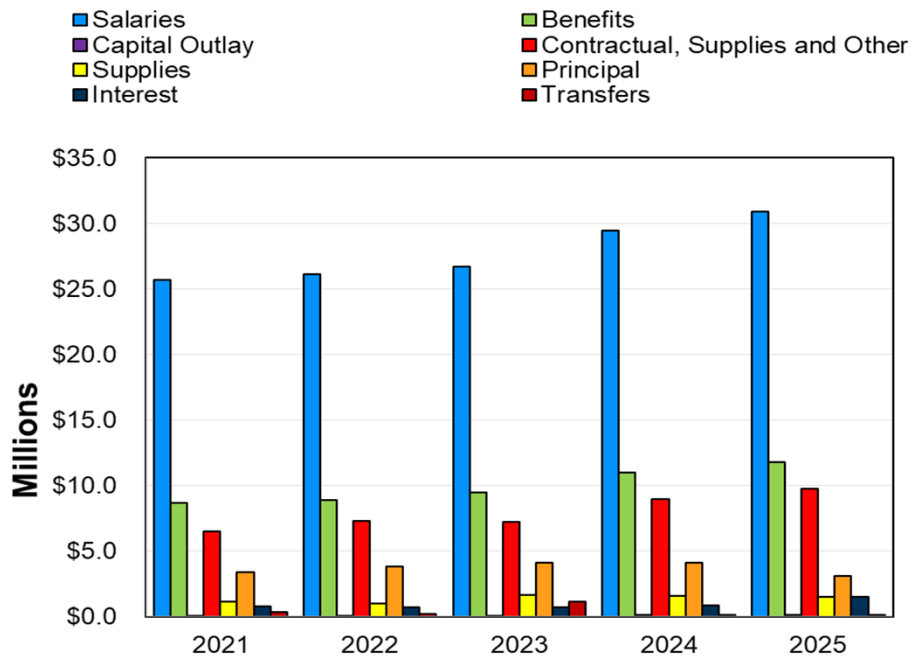
<b>TOTAL - INTERFUND TRANS (SLF)</b>	<b>A9950.9</b>	<b>30,000</b>	<b>30,000</b>	<b>0</b>	<b>0.0%</b>
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<b>GRAND TOTAL EXPENDITURES</b>		<b>58,798,307</b>	<b>56,174,983</b>	<b>2,623,324</b>	<b>4.67%</b>
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Note: this document uses nomenclature in accordance with the NYS Universal Chart of Accounts, presented in the State's prescribed SBM-1 Format which specifically instructs school districts not to create or consolidate account codes. Figures represent all costs associated with each department or cost center, including salaries, equipment, contractual expenses, supplies, BOCES services, etc. Employee benefits are presented separately in accordance with the NYS Universal Chart of Accounts.

# Expenditures by Object

**Expenses by Object**

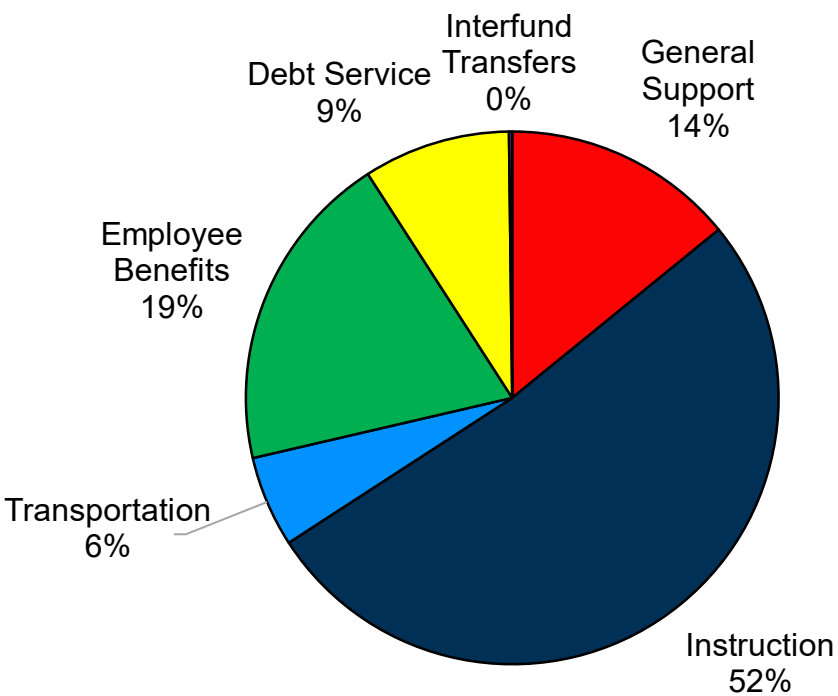


General (A) Fund | Expenditures by Sub-Function

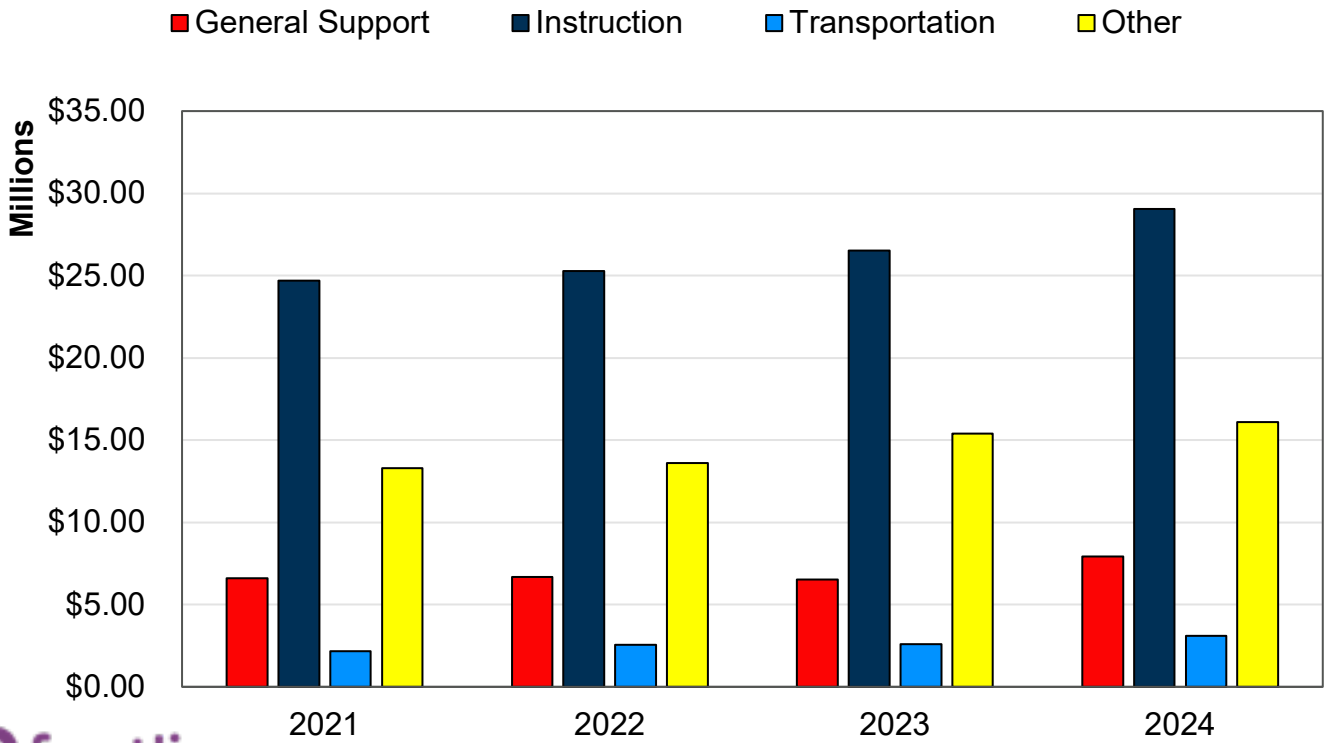
2024-25 Preliminary Budget

	ACTUAL EXPENDITURES			BUDGET	
	2021	2022	2023	2024	%Δ
<b>GENERAL SUPPORT</b>					
Board of Education	\$124,907	\$135,803	\$142,429	\$107,126	-24.79%
Central Administration	357,939	391,054	341,269	363,944	6.64%
Finance	660,718	672,745	719,734	873,435	21.36%
Staff	645,384	584,116	531,144	667,684	25.71%
Central Services	4,165,044	4,297,598	4,184,013	5,264,748	25.83%
Special Items	631,765	607,711	610,860	656,934	7.54%
<b>TOTAL GENERAL SUPPORT</b>	<b>6,585,757</b>	<b>6,689,028</b>	<b>6,529,449</b>	<b>7,933,871</b>	<b>21.51%</b>
<b>INSTRUCTION</b>					
Administration and Improvement	1,698,437	1,828,640	1,885,459	2,133,967	13.18%
Instruction	13,376,771	13,296,908	14,146,840	15,414,530	8.96%
Teaching	5,553,154	5,958,697	5,835,454	6,278,585	7.59%
Instructional Media	1,555,859	1,632,077	1,851,278	1,935,410	4.54%
Pupil Services	2,491,350	2,553,196	2,790,651	3,291,894	17.96%
<b>TOTAL INSTRUCTION</b>	<b>24,675,573</b>	<b>25,269,519</b>	<b>26,509,682</b>	<b>29,054,386</b>	<b>9.60%</b>
<b>TRANSPORTATION</b>					
District Transportation Services	2,177,052	2,564,285	2,609,757	3,102,698	18.89%
<b>TOTAL TRANSPORTATION</b>	<b>2,177,052</b>	<b>2,564,285</b>	<b>2,609,757</b>	<b>3,102,698</b>	<b>18.89%</b>
<b>OTHER EXPENDITURES</b>					
Employee Benefits	8,695,437	8,866,982	9,474,811	10,962,551	15.70%
Debt Service	4,237,941	4,536,133	4,819,715	5,011,477	3.98%
Interfund Transfers	345,925	212,950	1,114,078	110,000	-90.13%
<b>TOTAL OTHER EXPENDITURES</b>	<b>13,279,303</b>	<b>13,616,066</b>	<b>15,408,605</b>	<b>16,084,028</b>	<b>4.38%</b>
<b>TOTAL EXPENDITURES</b>	<b>\$46,717,685</b>	<b>\$48,138,897</b>	<b>\$51,057,492</b>	<b>\$56,174,983</b>	<b>10.02%</b>

Current Year Expense Allocation



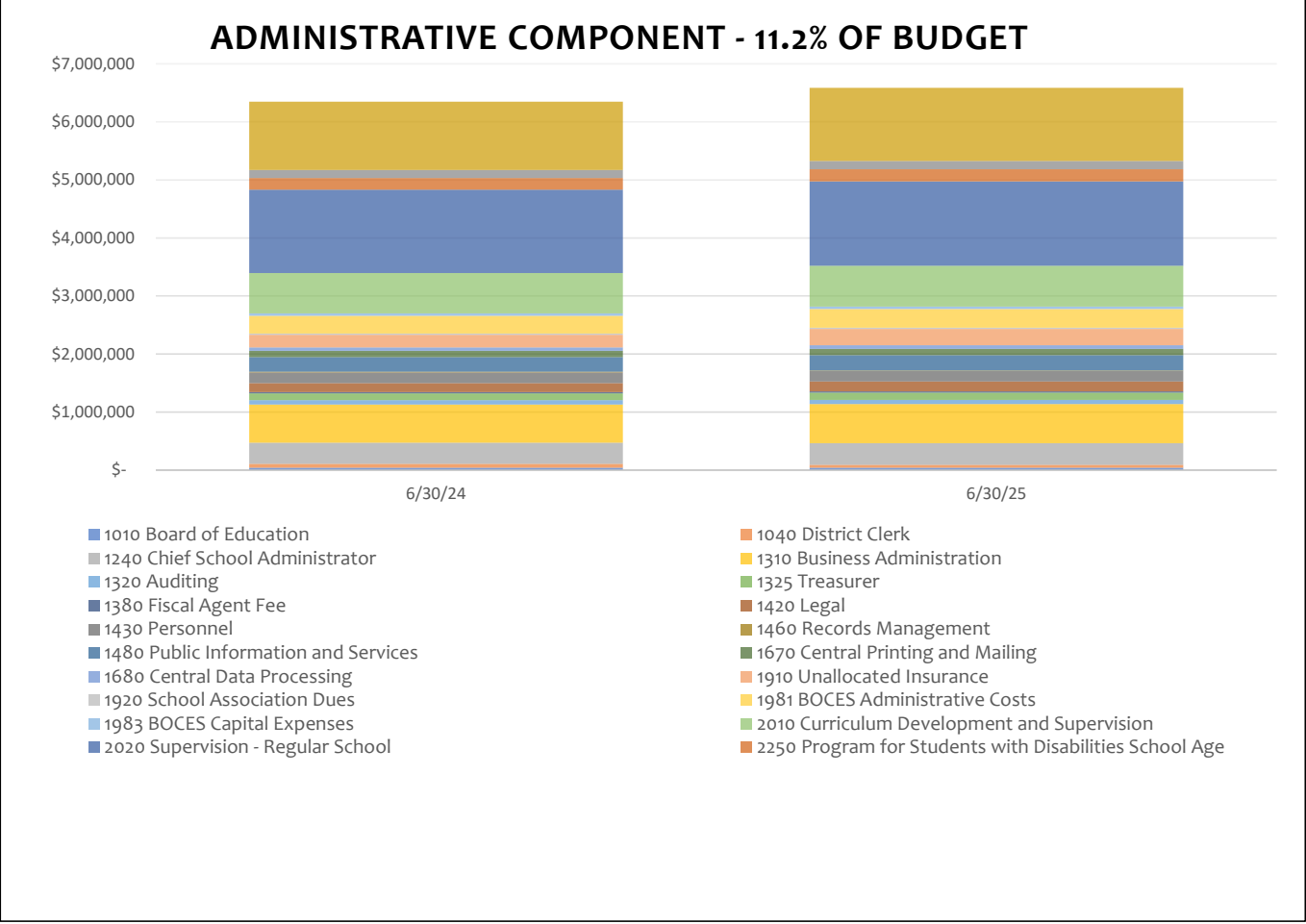
Expenses by Function



# Administrative Component

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

Function	6/30/24	6/30/25
1010 Board of Education	\$ 43,405	\$ 42,532
1040 District Clerk	\$ 63,721	\$ 48,000
1240 Chief School Administrator	\$ 363,944	\$ 374,194
1310 Business Administration	\$ 659,588	\$ 673,990
1320 Auditing	\$ 72,750	\$ 72,750
1325 Treasurer	\$ 118,640	\$ 123,390
1380 Fiscal Agent Fee	\$ 22,457	\$ 21,835
1420 Legal	\$ 155,818	\$ 170,277
1430 Personnel	\$ 182,912	\$ 178,985
1460 Records Management	\$ 11,522	\$ 9,391
1480 Public Information and Services	\$ 252,325	\$ 265,062
1670 Central Printing and Mailing	\$ 108,789	\$ 110,500
1680 Central Data Processing	\$ 57,090	\$ 61,631
1910 Unallocated Insurance	\$ 219,840	\$ 280,842
1920 School Association Dues	\$ 18,000	\$ 21,000
1981 BOCES Administrative Costs	\$ 309,576	\$ 320,338
1983 BOCES Capital Expenses	\$ 39,443	\$ 44,909
2010 Curriculum Development and Supervision	\$ 695,195	\$ 700,832
2020 Supervision - Regular School	\$ 1,438,772	\$ 1,452,541
2250 Program for Students with Disabilities School Age	\$ 197,827	\$ 209,555
5510 District Transportation Services	\$ 140,001	\$ 141,471
9000 Employee Benefits	\$ 1,176,306	\$ 1,264,043
Total:	\$ 6,347,921	\$ 6,588,068
Administrative Percent:	11.3%	11.2%

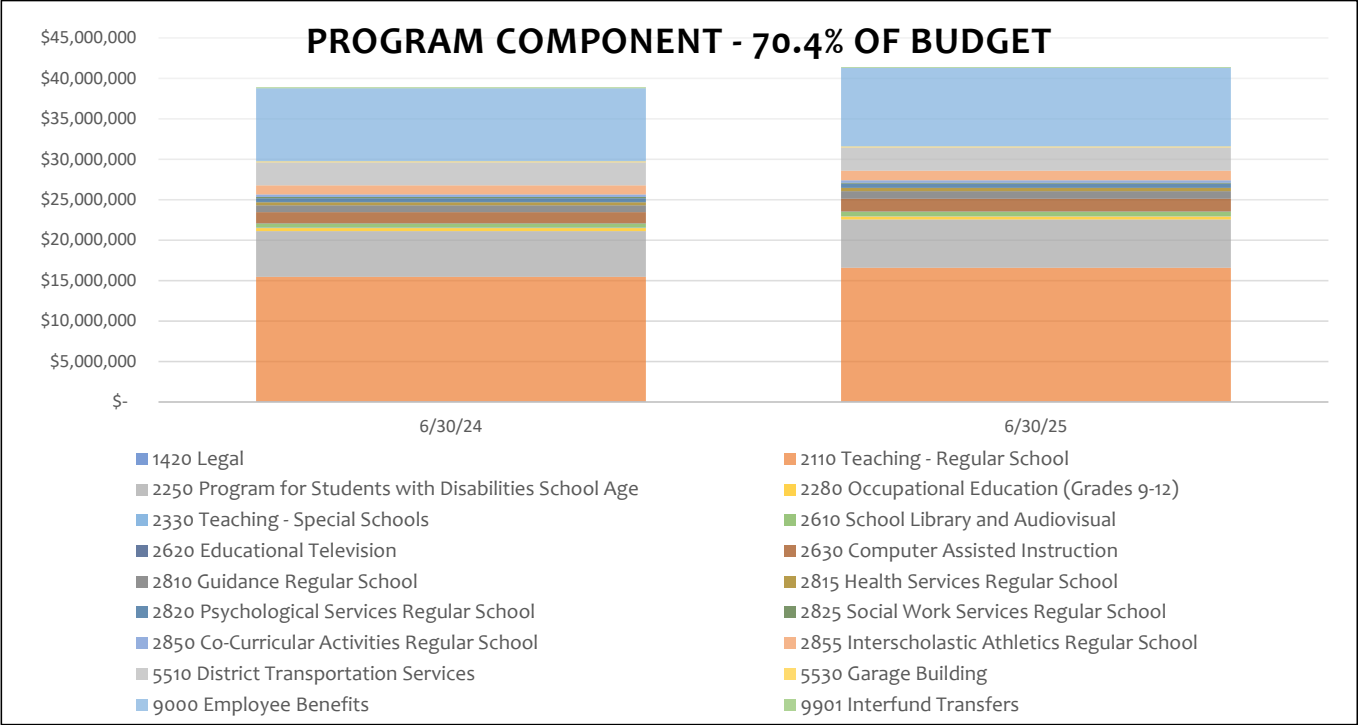




Program Component

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

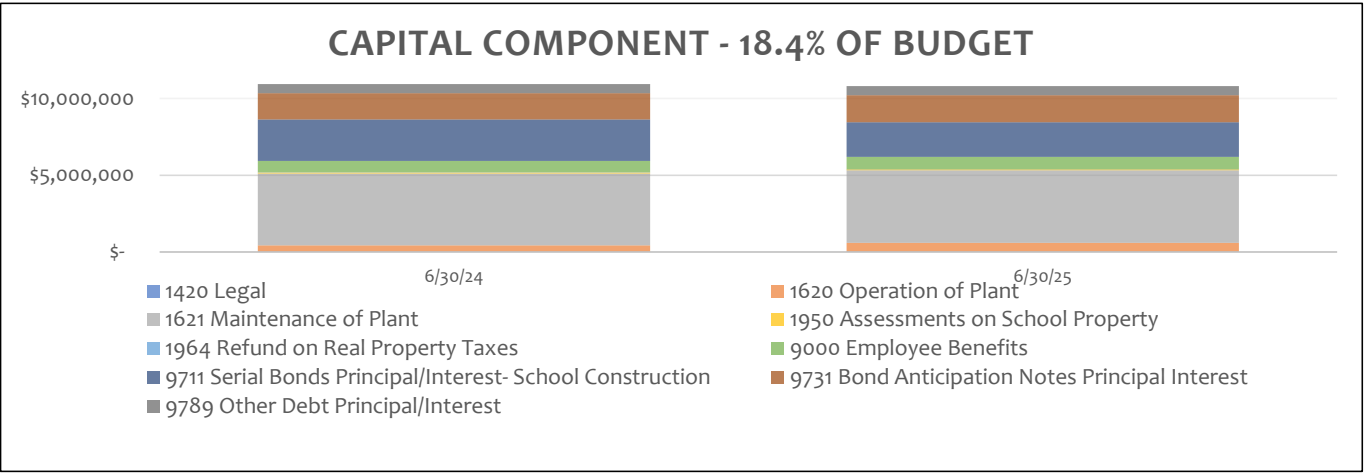
Function	6/30/24	6/30/25
1420 Legal	\$ 49,090	\$ 53,645
2110 Teaching - Regular School	\$ 15,414,530	\$ 16,529,143
2250 Program for Students with Disabilities School Age	\$ 5,647,208	\$ 5,981,989
2280 Occupational Education (Grades 9-12)	\$ 395,500	\$ 369,056
2330 Teaching - Special Schools	\$ 38,050	\$ 38,050
2610 School Library and Audiovisual	\$ 527,279	\$ 552,315
2620 Educational Television	\$ 25,377	\$ 25,377
2630 Computer Assisted Instruction	\$ 1,382,754	\$ 1,562,714
2810 Guidance Regular School	\$ 813,120	\$ 960,720
2815 Health Services Regular School	\$ 378,059	\$ 391,286
2820 Psychological Services Regular School	\$ 509,130	\$ 519,163
2825 Social Work Services Regular School	\$ 173,106	\$ 101,106
2850 Co-Curricular Activities Regular School	\$ 303,002	\$ 310,737
2855 Interscholastic Athletics Regular School	\$ 1,115,477	\$ 1,180,989
5510 District Transportation Services	\$ 2,862,197	\$ 2,892,255
5530 Garage Building	\$ 100,500	\$ 104,176
9000 Employee Benefits	\$ 9,043,429	\$ 9,717,953
9901 Interfund Transfers	\$ 110,000	\$ 110,000
Total:	\$ 38,887,807	\$ 41,400,674
Program Percent:	69.2%	70.4%



# Capital Component

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

Function	6/30/24		6/30/25	
1420 Legal	\$	16,017	\$	17,503
1620 Operation of Plant	\$	416,064	\$	582,354
1621 Maintenance of Plant	\$	4,682,805	\$	4,718,286
1950 Assessments on School Property	\$	65,000	\$	65,000
1964 Refund on Real Property Taxes	\$	5,075	\$	5,075
9000 Employee Benefits	\$	742,816	\$	798,221
9711 Serial Bonds Principal/Interest- School Construction	\$	2,702,150	\$	2,264,400
9731 Bond Anticipation Notes Principal Interest	\$	1,712,893	\$	1,762,291
9789 Other Debt Principal/Interest	\$	596,434	\$	596,435
Total:		\$ 10,939,254	\$ 10,809,565	
Capital Percentage:		19.5%	18.4%	



Croton-Harmon School District								
3-Part Component and Expense Budget								
Admin Component	Admin %	Program Component	Program %	Capital Component	Capital %	Function Name	2024 Budget	2025 Budget
x	100.00%		0.00%		0.00%	1010 Board of Education	43,405	42,532
x	100.00%		0.00%		0.00%	1040 District Clerk	63,721	48,000
x	100.00%		0.00%		0.00%	1240 Chief School Administrator	363,944	374,194
x	100.00%		0.00%		0.00%	1310 Business Administration	659,588	673,990
x	100.00%		0.00%		0.00%	1320 Auditing	72,750	72,750
x	100.00%		0.00%		0.00%	1325 Treasurer	118,640	123,390
x	100.00%		0.00%		0.00%	1380 Fiscal Agent Fee	22,457	21,835
x	70.53%	x	22.22%	x	7.25%	1420 Legal	220,925	241,425
x	100.00%		0.00%		0.00%	1430 Personnel	182,912	178,985
x	100.00%		0.00%		0.00%	1460 Records Management	11,522	9,391
x	100.00%		0.00%		0.00%	1480 Public Information and Services	252,325	265,062
	0.00%		0.00%	x	100.00%	1620 Operation of Plant	416,064	582,354
	0.00%		0.00%	x	100.00%	1621 Maintenance of Plant	4,682,805	4,718,286
x	100.00%		0.00%			1670 Central Printing and Mailing	108,789	110,500
x	100.00%		0.00%			1680 Central Data Processing	57,090	61,631
x	100.00%		0.00%			1910 Unallocated Insurance	219,840	280,842
x	100.00%		0.00%			1920 School Association Dues	18,000	21,000
	0.00%		0.00%	x	100.00%	1950 Assessments on School Property	65,000	65,000
	0.00%		0.00%	x	100.00%	1964 Refund on Real Property Taxes	5,075	5,075
x	100.00%		0.00%			1981 BOCES Administrative Costs	309,576	320,338
x	100.00%		0.00%			1983 BOCES Capital Expenses	39,443	44,909
x	100.00%		0.00%			2010 Curriculum Development and Supervision	695,195	700,832
x	100.00%		0.00%			2020 Supervision - Regular School	1,438,772	1,452,541
	0.00%	x	100.00%			2110 Teaching - Regular School	15,414,530	16,529,143
x	3.38%	x	96.62%			2250 Program for Students with Disabilities School Age - School Year	5,845,035	6,191,544
	0.00%	x	100.00%			2280 Occupational Education (Grades 9-12)	395,500	369,056
	0.00%	x	100.00%			2330 Teaching - Special Schools	38,050	38,050
	0.00%	x	100.00%			2610 School Library and Audiovisual	527,279	552,315
	0.00%	x	100.00%			2620 Educational Television	25,377	25,377
	0.00%	x	100.00%			2630 Computer Assisted Instruction	1,382,754	1,562,714
	0.00%	x	100.00%			2810 Guidance Regular School	813,120	960,720
	0.00%	x	100.00%			2815 Health Services Regular School	378,059	391,286
	0.00%	x	100.00%			2820 Psychological Services Regular School	509,130	519,163
	0.00%	x	100.00%			2825 Social Work Services Regular School	173,106	101,106
	0.00%	x	100.00%			2850 Co-Curricular Activities Regular School	303,002	310,737
	0.00%	x	100.00%			2855 Interscholastic Athletics Regular School	1,115,477	1,180,989
x	4.66%	x	95.34%			5510 District Transportation Services	3,002,198	3,033,726
	0.00%	x	100.00%			5530 Garage Building	100,500	104,176
x	10.73%	x	82.49%	x	6.78%	9000 Employee Benefits	10,962,551	11,780,217
	0.00%		0.00%	x	100.00%	9711 Serial Bonds Principal/Interest- School Construction	2,702,150	2,264,400
	0.00%		0.00%	x	100.00%	9731 Bond Anticipation Notes PrincipalInterest- School Construction	1,712,893	1,762,291
	0.00%		0.00%	x	100.00%	9789 Other Debt Principal/Interest	596,434	596,435
	0.00%	x	100.00%			9901 Interfund Transfers	110,000	110,000
Total							56,174,983	58,798,307

## 2024-2025 Projected Enrollment

Projected Enrollment (8.14.2023)				# of Sections			Class Size	# of Sections		Chg in # of Sections	
Gr.	8.14.23	Special Class	Total	4	5	6	Guidelines	23/24	24/25	By Grade	By Cohort
<b>K</b>	131	6	131	32.8	26.2	21.8	Up to 22	6	6	0	N/A
<b>1</b>	130		130	32.5	26.0	21.7	Up to 22	6	6	0	0
<b>2</b>	125	3	125	31.3	25.0	20.8	Up to 22	5	6	1	0
<b>3</b>	117		117	29.3	23.4	19.5	Up to 24	5	5	0	-1
<b>4</b>	104		104	26.0	20.8	17.3	Up to 26	5	5	0	0
	607		616					26	26	0	
<b>5</b>	116		116	29.0	23.2	19.3	Up to 26	5	5	0	0
<b>6</b>	111		111	27.8	22.2	18.5		5	5	0	0
<b>7</b>	118		118								
<b>8</b>	123		123								
	468		468								
<b>9</b>	120		120								
<b>10</b>	122		122								
<b>11</b>	133		133								
<b>12</b>	133		133								
	508	CHHS Total	508								
OD											
<b>Total</b>			<b>1592</b>								

## Croton-Harmon Historical Enrollment Data

<u>School Year</u>	<u>Building Enrollment</u>	<u>Change</u>	<u>%Change</u>
00/01	1,394	40	2.95%
01/02	1,444	50	3.59%
02/03	1,520	76	5.26%
03/04	1,564	44	2.89%
04/05	1,623	59	3.77%
05/06	1,690	67	4.13%
06/07	1,702	12	0.71%
07/08	1,734	32	1.88%
08/09	1,750	16	0.92%
09/10	1,752	2	0.11%
10/11	1,750	-2	-0.11%
11/12	1,721	-29	-1.66%
12/13	1,703	-18	-1.05%
13/14	1,723	20	1.17%
14/15	1,681	-42	-2.44%
15/16	1,635	-46	-2.74%
16/17	1,636	1	0.06%
17/18	1,600	-36	-2.20%
18/19	1,575	-25	-1.56%
19/20	1,582	7	0.44%
20/21	1,519	-63	-3.98%
21/22	1,523	4	0.26%
22/23	1,526	3	0.20%
23/24	1,553	27	1.77%
24/25	1,592	39	2.51%

Change since 2010/2011	-160	-9.14%
------------------------	------	--------

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

## Croton-Harmon UFSD 2024-25 Property Tax Cap Calculation

A	PRIOR YEAR Approved Actual Tax Levy (23-24)	\$43,336,181
B	Tax Base Growth Factor (TBD by ORPS-min of 1.0)	1.0059
C	Product of A * B	\$43,591,865
D	Base Year PILOTS	\$0
E	Total of C + D	\$43,591,865
F	Base Year Capital Exclusion	(\$2,796,552)
G	Difference of E - F	\$40,795,313
H	Allowable Levy Growth Factor (lesser of 2% or 4.12% CPI)	1.02
I	Product of G * H	\$41,611,219
J	Current Year PILOTS	(\$70,000)
K	BASE LEVY (prior year adjusted--difference of I & J)	\$41,541,219
L	Current Year Capital Exclusion	\$2,714,309
M	Current Year Pension Expense over 2% rate increase	\$6,841
N	Eligible Prior Year Carryover	\$0
O	Tax Levy Limit Adjusted for Exclusions (Sum of K, L, M & N)	\$44,262,369
P	Total Tax Levy Revenue Increase	\$926,188
Q	Total Tax Levy Allowable Percentage Increase	2.14%

# 2024-2025 Allowable Tax Levy



EQUALIZATION OF TAXES

## CROTON-HARMON UNION FREE SCHOOL DISTRICT

### Preliminary ESTIMATED LEVY FOR 2024-2025 SCHOOL TAXES

<b>Proposed Revenue/Expenditure Budget 2024-2025</b>			Prior Year Levy	\$43,336,181		
			Levy to Levy %	2.14%		
<b>Proposed Budget 2024-2025</b>	<b>\$58,798,307</b>		Levy to Levy \$	\$926,188		
less: Est. State/Federal Aid	\$9,371,812	Impact on Taxpayers				
less: Est. Other Revenue	\$1,447,000		24-25 Est.	23-24		
less: Reserves	\$800,000	Town	Rate per K	Rate per K	\$ Δ	% Δ
less: Designated Fund Bal.	\$2,917,126	Cortlandt	\$1,311.04	\$1,294.75	\$16.28	1.26%
<b>Estimated 2023-24 Tax Levy</b>	<b>\$44,262,369</b>	Yorktown	\$929.92	\$898.95	\$30.97	3.45%
						5 Year Avg
						1.56%
						1.80%

### School Purposes Only

<b>TOWN</b>	<b>County Equalization Rate 2023</b>	<b>Taxable Assessed Property Value</b>	<b>Equalized Value of Property</b>	<b>Percent of Tax</b>	<b>Preliminary Tax Amount</b>	<b>Amount of Tax</b>	<b>Full value Rate Per \$1,000</b>
Cortlandt	0.0122	32,529,602	2,666,360,820	96.35%	42,647,504	42,647,504	15.99
Yorktown	0.0172	1,736,561	100,962,849	3.65%	1,614,865	1,614,865	15.99
<b>TOTALS</b>		<b>34,266,163</b>	<b>2,767,323,669</b>	<b>100%</b>	<b>44,262,369</b>	<b>44,262,369</b>	

Note - This scenario uses the assessments received March 2024 as per assessors with 2023 Equalization rates.

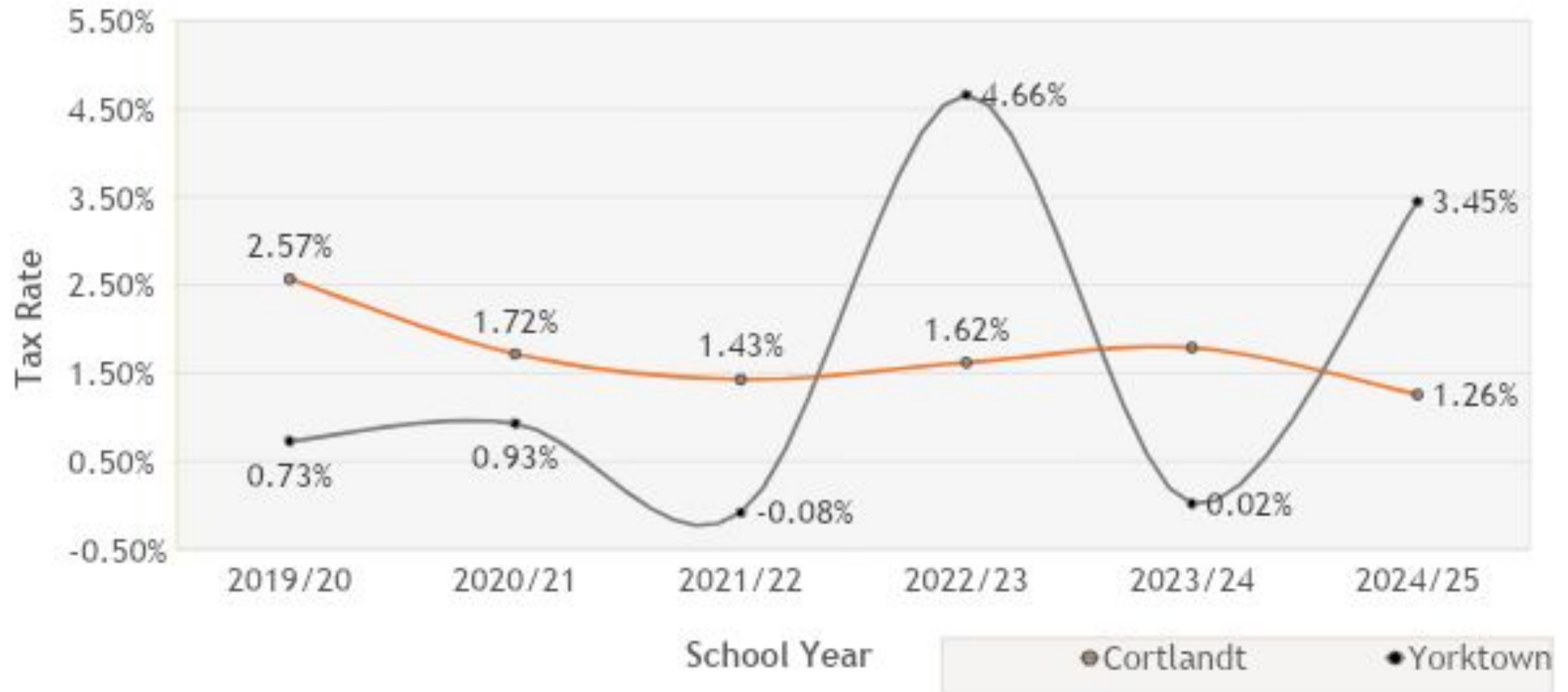
# Croton - Harmon Statistics

## COMPARATIVE DATA RELATED TO THE BUDGET

Year	Total Budget	Bud.Inc. \$'s	Bud.Inc. %	Tax Rate Per M. Cortlandt	Tax Rate Per M. Yorktown	Tax Rate % Δ Cortlandt	Tax Rate % Δ Yorktown	Total Assess. Cortlandt	Total Assess. Yorktown	Assess. % Δ Cortlandt	Assess. % Δ Yorktown
2001/02	\$23,664,000	\$1,766,100	8.07%	629.67	555.41	6.14%	14.78%	\$31,068,103	\$1,573,432	2.46%	1.02%
2002/03	\$25,497,000	\$1,833,000	8.37%	678.17	532.60	7.70%	-4.11%	\$31,288,829	\$1,632,235	0.71%	3.74%
2003/04	\$27,891,000	\$2,394,000	9.39%	742.77	583.60	9.53%	9.58%	\$31,588,223	\$1,679,112	0.96%	2.87%
2004/05	\$32,070,000	\$4,179,000	14.98%	816.55	614.77	9.93%	5.34%	\$31,773,062	\$1,713,921	0.59%	2.07%
2005/06	\$34,601,300	\$2,531,300	9.08%	898.16	653.54	9.99%	6.31%	\$31,897,419	\$1,728,138	0.39%	0.83%
2006/07	\$38,079,200	\$3,477,900	10.05%	978.57	714.78	8.95%	9.37%	\$31,201,405	\$1,701,956	-1.80%	-0.70%
2007/08	\$39,685,250	\$1,606,050	4.22%	1045.51	832.43	6.84%	16.46%	\$31,497,146	\$1,701,956	0.95%	0.00%
2008/09	\$41,848,800	\$2,163,550	5.45%	1089.21	840.40	4.18%	0.96%	\$31,576,521	\$1,676,580	0.25%	-1.49%
2009/10	\$42,888,020	\$1,039,220	2.48%	1089.18	835.04	0.00%	-0.64%	\$31,762,889	\$1,686,422	0.59%	0.59%
2010/11	\$43,860,828	\$972,808	2.27%	1076.39	792.62	-1.17%	-5.08%	\$31,886,558	\$1,672,554	0.39%	-0.82%
2011/12	\$43,860,828	\$0	0.00%	1090.70	797.22	1.33%	0.58%	\$32,002,979	\$1,685,829	0.37%	0.79%
2012/13	\$43,386,393	(\$474,435)	-1.08%	1098.02	795.68	0.67%	-0.19%	\$31,858,750	\$1,628,109	-0.45%	-3.42%
2013/14	\$44,592,809	\$1,206,416	2.75%	1122.49	785.15	2.23%	-1.32%	\$32,042,337	\$1,622,938	0.58%	-0.32%
2014/15	\$45,400,867	\$808,058	1.81%	1145.60	835.42	2.06%	6.40%	\$31,839,113	\$1,686,312	-0.63%	3.90%
2015/16	\$46,076,000	\$675,133	1.49%	1162.67	870.93	1.49%	4.25%	\$31,926,561	\$1,642,484	0.27%	-2.60%
2016/17	\$45,905,975	(\$170,025)	-0.37%	1168.45	840.28	0.50%	-3.52%	\$31,917,275	\$1,673,852	-0.03%	1.91%
2017/18	\$46,499,826	\$593,851	1.29%	1168.22	812.06	-0.02%	-3.36%	\$31,948,010	\$1,681,617	0.10%	0.46%
2018/19	\$47,172,204	\$672,378	1.45%	1182.77	845.33	1.25%	4.10%	\$31,926,063	\$1,673,087	-0.07%	-0.05%
2019/20	\$48,513,218	\$1,341,014	2.84%	1213.14	851.50	2.57%	0.73%	\$31,936,063	\$1,675,099	0.03%	-0.39%
2020/21	\$49,424,525	\$911,307	1.88%	1233.98	859.38	1.72%	0.93%	\$31,924,235	\$1,687,781	-0.04%	0.88%
2021/22	\$50,775,098	\$1,350,573	2.73%	1251.62	858.73	1.43%	-0.08%	\$31,952,966	\$1,699,356	0.09%	0.69%
2022/23	\$52,672,111	\$1,897,013	3.74%	1271.94	898.77	1.62%	4.66%	\$32,022,541	\$1,718,158	0.22%	1.11%
2023/24	\$56,174,983	\$3,502,872	6.65%	1294.75	898.95	1.79%	0.02%	\$32,264,586	\$1,737,012	0.76%	1.10%
EST 2024/25	\$58,798,307	\$2,623,324	4.98%	1311.04	929.92	1.26%	3.45%	\$32,529,602	\$1,736,561	0.82%	-0.03%

**1.56% 1.80% 5-yr Tax Rate Average Change**

# Tax Rate History and Projection





# Reserves

Reserves	Anticipated 6/30/2024	% of Reserve	Balance 6/30/2023
Capital Reserves (2013, 2016, & 2022)	9,434,609	53.2%	9,779,325
Employee Benefit Accrued Liability Reserve	533,807	3.0%	508,091
Repair Reserve	109,155	0.6%	103,642
Reserve For Accrued Liability	1,000,670	5.6%	953,479
Reserve for Retirement Contribution	1,580,566	8.9%	1,500,733
Reserve for Tax Certiorari	2,615,940	14.7%	2,484,154
Reserve for TRS Contribution	1,860,635	10.5%	1,575,600
Unemployment Insurance Reserve	215,381	1.2%	204,502
Workers' Compensation Reserve	387,196	2.2%	557,537
<b>Total Reserves</b>	<b>\$17,737,959</b>	<b>100.0%</b>	<b>\$17,667,063</b>



# Croton-Harmon 2024-25 Budget Propositions

**2024-25 School Budget for \$58,798,307**

**Vehicle/Equipment  
Proposition**

**Repair  
Reserve**

**Library Levy  
\$962,222**

**Two (2) Board of Education Trustee seats**

**CROTON-HARMON UNION FREE SCHOOL DISTRICT**

**OFFICIAL BUDGET STATEMENT**

**FOR THE 2024-2025**

**SCHOOL YEAR**



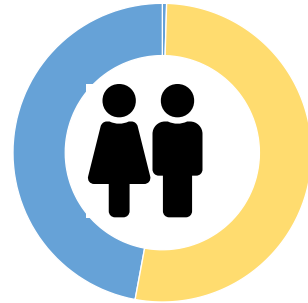
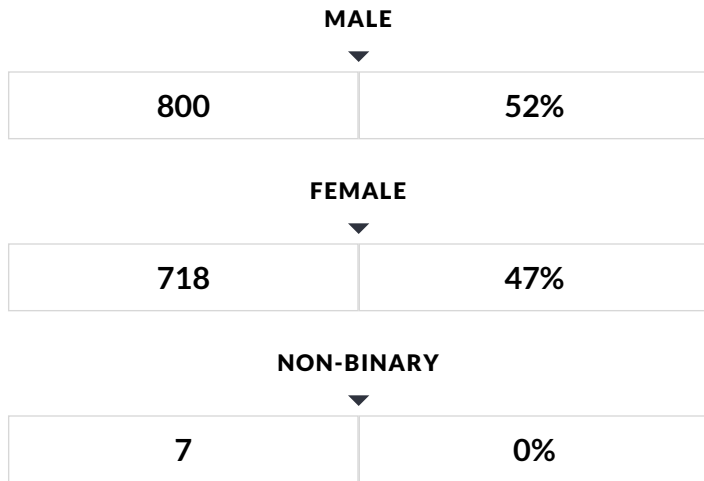


This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

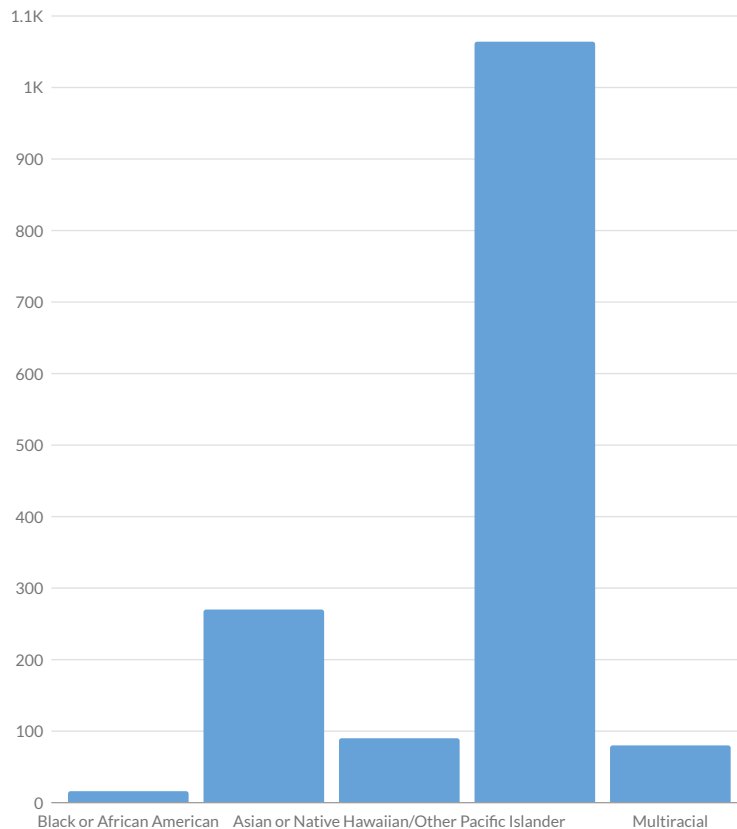
## CROTON-HARMON UFSD ENROLLMENT (2022 - 23)

**K-12 Enrollment: 1,525**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY



#### BLACK OR AFRICAN AMERICAN

17	1%
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#### HISPANIC OR LATINO

271	18%
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#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

91	6%
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#### WHITE

1,065	70%
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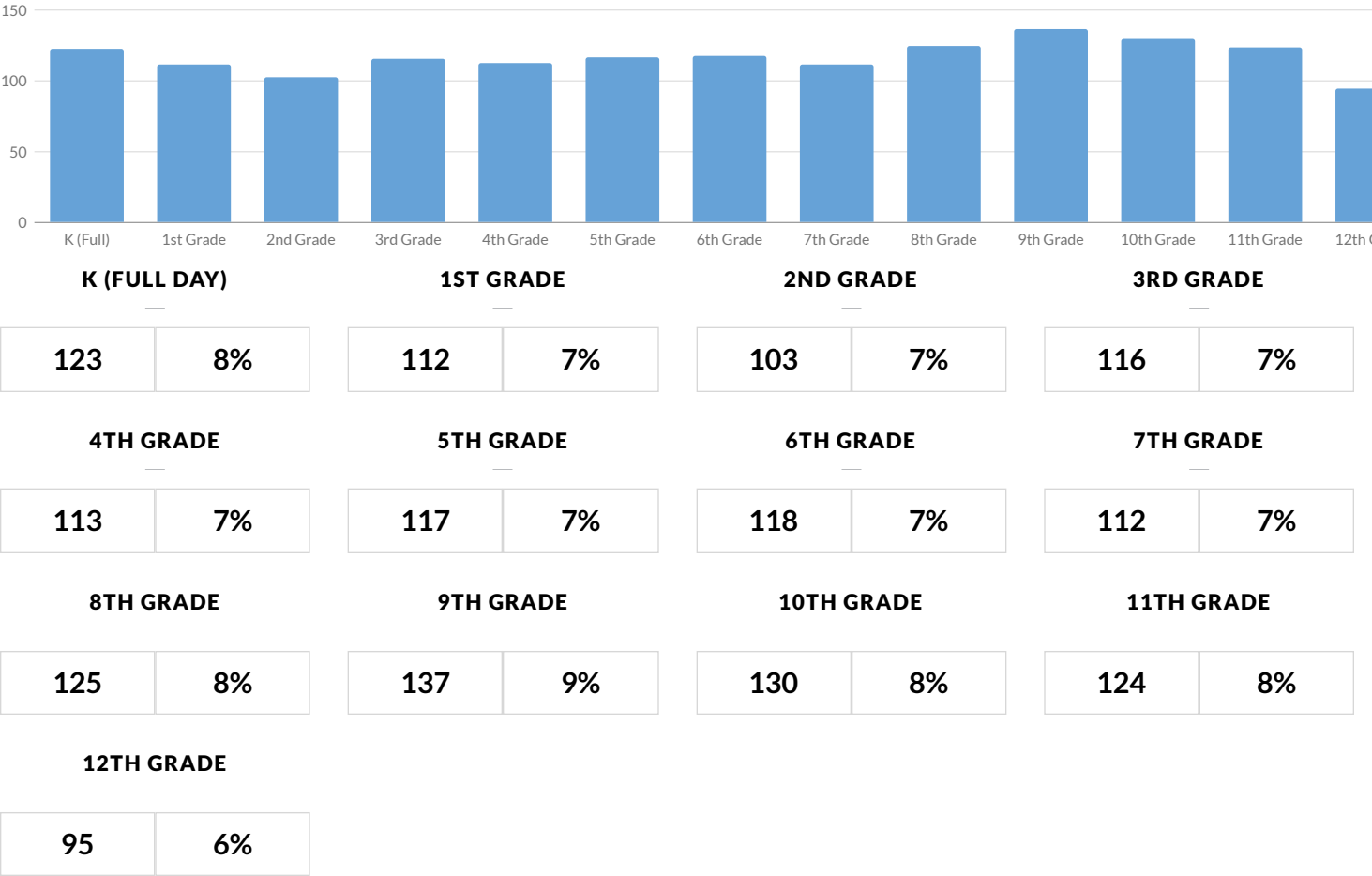
#### MULTIRACIAL

81	5%
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OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
36	2%	215	14%	193	13%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				—	—

ENROLLMENT BY GRADE



CROTON-HARMON UFSD - 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

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
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: Potential Target District	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

**ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	669	169.1	4
	Math	662	173	
	Combined	1,331	171.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	45	192.2	4
	Math	45	206.7	
	Combined	90	199.4	
Black or African American	ELA	7	135.7	—
	Math	7	121.4	
	Combined	14	—	
Hispanic or Latino	ELA	102	113.7	2
	Math	95	128.4	
	Combined	197	120.8	
Multiracial	ELA	36	208.3	4
	Math	36	198.6	
	Combined	72	203.5	
White	ELA	479	176.3	4
	Math	479	177.6	
	Combined	958	176.9	
English Language Learner	ELA	25	68	3
	Math	20	117.5	
	Combined	45	90	
Students with Disabilities	ELA	95	89.5	4
	Math	92	91.3	
	Combined	187	90.4	
Economically Disadvantaged	ELA	80	83.8	2
	Math	73	104.8	
	Combined	153	93.8	

**ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	669	169.1	4
	Math	662	173	
	Combined	1,331	171.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	45	192.2	4
	Math	45	206.7	
	Combined	90	199.4	
Black or African American	ELA	9	105.6	—
	Math	9	94.4	
	Combined	18	—	
Hispanic or Latino	ELA	102	113.7	3
	Math	98	124.5	
	Combined	200	119	
Multiracial	ELA	36	208.3	4
	Math	36	198.6	
	Combined	72	203.5	
White	ELA	479	176.3	4
	Math	479	177.6	
	Combined	958	176.9	
English Language Learner	ELA	25	68	3
	Math	24	97.9	
	Combined	49	82.7	
Students with Disabilities	ELA	99	85.9	4
	Math	99	84.8	
	Combined	198	85.4	
Economically Disadvantaged	ELA	81	82.7	2
	Math	81	94.4	
	Combined	162	88.6	

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	21	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	19	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	21	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	14	—	—	—	—

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	935	102	10.9%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	56	3	5.4%	4
Black or African American	13	—	—	—
Hispanic or Latino	164	29	17.7%	3
Multiracial	44	3	6.8%	4
White	658	64	9.7%	4
English Language Learner	42	6	14.3%	4
Students with Disabilities	131	13	9.9%	4
Economically Disadvantaged	122	26	21.3%	4

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	703	96.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	45	100%
Black or African American	—	11	—
Hispanic or Latino	✓	107	99.1%
Multiracial	—	38	—
White	✓	502	95.6%
English Language Learner	—	18	—
Students with Disabilities	✗	102	90.2%
Economically Disadvantaged	✗	87	93.1%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	705	95%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	45	100%
Black or African American	—	11	—
Hispanic or Latino	✗	108	92.6%
Multiracial	—	38	—
White	✓	503	95.4%
English Language Learner	—	18	—
Students with Disabilities	✗	102	87.3%
Economically Disadvantaged	✗	88	85.2%

**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
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	4	4	4	—	4
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	4
Black or African American	—	—	—	—	—
Hispanic or Latino	3	3	4	—	4
Multiracial	—	—	—	—	—
White	4	4	4	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	3	3	4	—	4
Economically Disadvantaged	1	1	4	—	4

**SECONDARY CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	98	202	185.3	4
	Math	55	200		
	Science	34	138.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—	—
	Math	3	—		
	Science	2	—		
Black or African American	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
Hispanic or Latino	ELA	26	175	155.9	3
	Math	13	161.5		
	Science	8	118.8		
Multiracial	ELA	7	228.6	—	—
	Math	5	200		
	Science	3	—		
White	ELA	60	211.7	195.1	4
	Math	34	210.3		
	Science	20	147.5		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	19	121.1	100.8	3
	Math	7	71.4		
	Science	7	114.3		
Economically Disadvantaged	ELA	10	110	68.3	1
	Math	4	—		
	Science	3	—		



**SECONDARY WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	99	200	139.9	4
	Math	83	132.5		
	Science	77	61		
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—	—
	Math	4	—		
	Science	2	—		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	27	168.5	110.3	3
	Math	22	95.5		
	Science	21	45.2		
Multiracial	ELA	7	228.6	—	—
	Math	7	142.9		
	Science	7	57.1		
White	ELA	60	211.7	150.1	4
	Math	49	145.9		
	Science	46	64.1		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	20	115	63.6	3
	Math	20	25		
	Science	18	44.4		
Economically Disadvantaged	ELA	11	100	48.3	1
	Math	9	22.2		
	Science	10	10		

**SECONDARY GRADUATION RATE**

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	130	125	96.2%	97.7%	4
	5-year	126	124	98.4%		
	6-year	133	131	98.5%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	8	—	—	—	—
	5-year	7	—	—		
	6-year	8	—	—		
Black or African American	4-year	12	—	—	—	—
	5-year	5	—	—		
	6-year	4	—	—		
Hispanic or Latino	4-year	23	21	91.3%	95.6%	4
	5-year	25	25	100%		
	6-year	22	21	95.5%		
Multiracial	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		
White	4-year	84	83	98.8%	98.9%	4
	5-year	88	87	98.9%		
	6-year	96	95	99%		
English Language Learner	4-year	3	—	—	—	—
	5-year	5	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	16	14	87.5%	87.5%	4
	5-year	14	—	—		
	6-year	14	—	—		
Economically Disadvantaged	4-year	28	25	89.3%	92.9%	4
	5-year	22	22	100%		
	6-year	19	17	89.5%		

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	6	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	4	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	6	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	491	25	5.1%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	31	0	—	4
Black or African American	6	—	—	—
Hispanic or Latino	104	9	8.7%	4
Multiracial	27	—	—	—
White	323	15	4.6%	4
English Language Learner	20	—	—	—
Students with Disabilities	90	9	10%	4
Economically Disadvantaged	76	9	11.8%	4

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	95	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	0	—
Hispanic or Latino	—	24	—
Multiracial	—	7	—
White	✓	60	100%
English Language Learner	—	0	—
Students with Disabilities	—	17	—
Economically Disadvantaged	—	8	—

**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	79	65.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	0	—
Hispanic or Latino	—	19	—
Multiracial	—	7	—
White	✗	49	69.4%
English Language Learner	—	0	—
Students with Disabilities	—	17	—
Economically Disadvantaged	—	6	—

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	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%
Grade 4	115	6	5%	109	95%	19	17%	24	22%	41	38%	25	23%	66	61%
Grade 5	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%
Grade 6	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%
Grade 7	113	0	0%	113	100%	14	12%	24	21%	38	34%	37	33%	75	66%
Grade 8	126	5	4%	121	96%	7	6%	21	17%	52	43%	41	34%	93	77%
Grades 3-8	706	31	4%	675	96%	83	12%	138	20%	261	39%	193	29%	454	67%

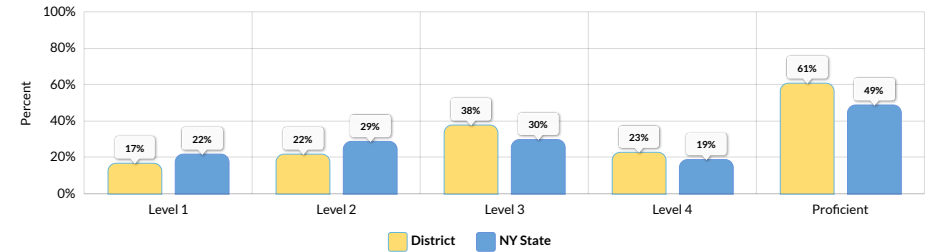
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%
Female	52	2	4%	50	96%	5	10%	13	26%	27	54%	5	10%	32	64%
Male	64	4	6%	60	94%	14	23%	17	28%	18	30%	11	18%	29	48%
General Education Students	106	5	5%	101	95%	13	13%	28	28%	44	44%	16	16%	60	59%
Students with Disabilities	10	1	10%	9	90%	6	67%	2	22%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	11	100%	5	45%	4	36%	1	9%	1	9%	2	18%
White	87	6	7%	81	93%	11	14%	22	27%	38	47%	10	12%	48	59%
Multiracial	9	0	0%	9	100%	0	0%	3	33%	3	33%	3	33%	6	67%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	3	33%	1	11%	3	33%	2	22%	5	56%
Economically Disadvantaged	12	0	0%	12	100%	9	75%	2	17%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	104	6	6%	98	94%	10	10%	28	29%	44	45%	16	16%	60	61%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	6	5%	109	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%
Not Homeless	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%
Not Migrant	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%
Parent Not in Armed Forces	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%

## 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.



Percent Scoring at Levels for All Students



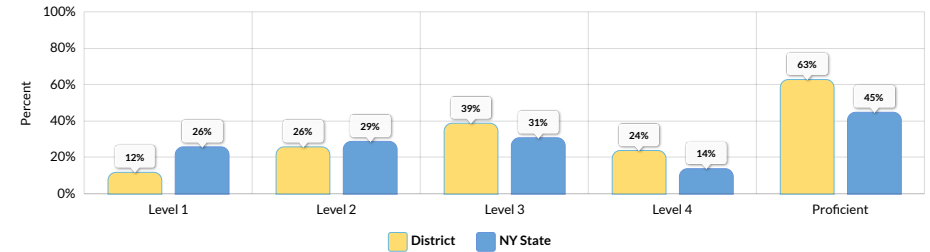
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	6	5%	109	95%	19	17%	24	22%	41	38%	25	23%	66	61%
Female	53	2	4%	51	96%	9	18%	11	22%	18	35%	13	25%	31	61%
Male	62	4	6%	58	94%	10	17%	13	22%	23	40%	12	21%	35	60%
General Education Students	97	2	2%	95	98%	10	11%	20	21%	40	42%	25	26%	65	68%
Students with Disabilities	18	4	22%	14	78%	9	64%	4	29%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	1	17%	2	33%	2	33%	1	17%	3	50%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	23	100%	7	30%	7	30%	7	30%	2	9%	9	39%
White	79	4	5%	75	95%	10	13%	14	19%	31	41%	20	27%	51	68%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	15	1	7%	14	93%	9	64%	4	29%	1	7%	0	0%	1	7%
Not Economically Disadvantaged	100	5	5%	95	95%	10	11%	20	21%	40	42%	25	26%	65	68%
English Language Learner	6	0	0%	6	100%	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	109	6	6%	103	94%	15	15%	23	22%	40	39%	25	24%	65	63%
Not in Foster Care	115	6	5%	109	95%	19	17%	24	22%	41	38%	25	23%	66	61%
Not Homeless	115	6	5%	109	95%	19	17%	24	22%	41	38%	25	23%	66	61%
Not Migrant	115	6	5%	109	95%	19	17%	24	22%	41	38%	25	23%	66	61%
Parent Not in Armed Forces	115	6	5%	109	95%	19	17%	24	22%	41	38%	25	23%	66	61%

## 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.



Percent Scoring at Levels for All Students



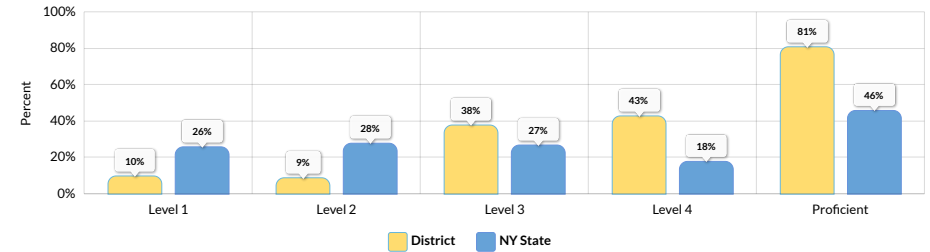
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%
Female	61	2	3%	59	97%	4	7%	14	24%	26	44%	15	25%	41	69%
Male	56	2	4%	54	96%	9	17%	15	28%	18	33%	12	22%	30	56%
General Education Students	100	1	1%	99	99%	8	8%	23	23%	42	42%	26	26%	68	69%
Students with Disabilities	17	3	18%	14	82%	5	36%	6	43%	2	14%	1	7%	3	21%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	1	6%	16	94%	5	31%	7	44%	3	19%	1	6%	4	25%
White	89	2	2%	87	98%	8	9%	20	23%	39	45%	20	23%	59	68%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	0	0%	2	20%	2	20%	6	60%	8	80%
Economically Disadvantaged	11	2	18%	9	82%	4	44%	5	56%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	106	2	2%	104	98%	9	9%	24	23%	44	42%	27	26%	71	68%
English Language Learner	5	0	0%	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	112	4	4%	108	96%	9	8%	28	26%	44	41%	27	25%	71	66%
Not in Foster Care	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%
Not Homeless	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%
Not Migrant	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%
Parent Not in Armed Forces	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%

## 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.



Percent Scoring at Levels for All Students



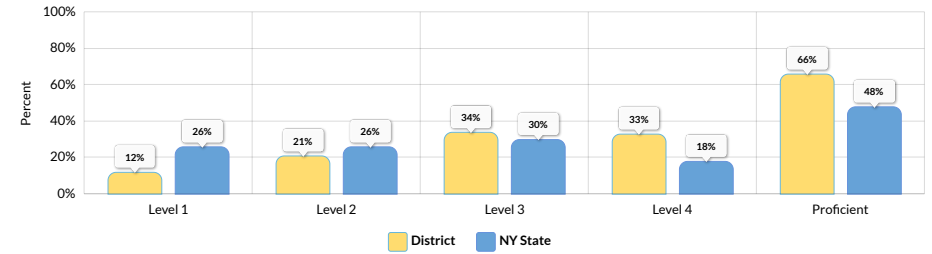
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%
Female	45	3	7%	42	93%	4	10%	3	7%	16	38%	19	45%	35	83%
Male	74	7	9%	67	91%	7	10%	7	10%	25	37%	28	42%	53	79%
General Education Students	100	8	8%	92	92%	5	5%	6	7%	34	37%	47	51%	81	88%
Students with Disabilities	19	2	11%	17	89%	6	35%	4	24%	7	41%	0	0%	7	41%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	2	10%	19	90%	6	32%	4	21%	6	32%	3	16%	9	47%
White	85	7	8%	78	92%	5	6%	5	6%	30	38%	38	49%	68	87%
Multiracial	7	1	14%	6	86%	0	0%	1	17%	2	33%	3	50%	5	83%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	19	2	11%	17	89%	6	35%	3	18%	5	29%	3	18%	8	47%
Not Economically Disadvantaged	100	8	8%	92	92%	5	5%	7	8%	36	39%	44	48%	80	87%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	117	10	9%	107	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%
Not Homeless	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%
Not Migrant	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%
Parent Not in Armed Forces	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%

## 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.



Percent Scoring at Levels for All Students





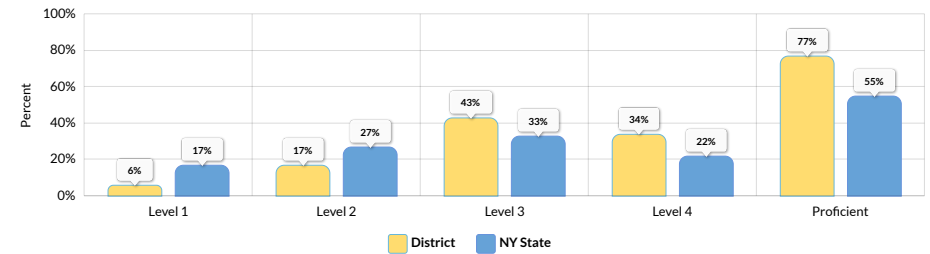
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	0	0%	113	100%	14	12%	24	21%	38	34%	37	33%	75	66%
Female	50	0	0%	50	100%	—	—	—	—	—	—	—	—	—	—
Male	62	0	0%	62	100%	10	16%	11	18%	24	39%	17	27%	41	66%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	51	0	0%	51	100%	4	8%	13	25%	14	27%	20	39%	34	67%
General Education Students	96	0	0%	96	100%	7	7%	17	18%	35	36%	37	39%	72	75%
Students with Disabilities	17	0	0%	17	100%	7	41%	7	41%	3	18%	0	0%	3	18%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	0	0%	5	38%	7	54%	12	92%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	17	100%	5	29%	6	35%	5	29%	1	6%	6	35%
White	77	0	0%	77	100%	8	10%	17	22%	27	35%	25	32%	52	68%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	1	17%	4	67%	5	83%
Economically Disadvantaged	12	0	0%	12	100%	6	50%	5	42%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	101	0	0%	101	100%	8	8%	19	19%	37	37%	37	37%	74	73%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	112	0	0%	112	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	113	0	0%	113	100%	14	12%	24	21%	38	34%	37	33%	75	66%
Not Homeless	113	0	0%	113	100%	14	12%	24	21%	38	34%	37	33%	75	66%
Not Migrant	113	0	0%	113	100%	14	12%	24	21%	38	34%	37	33%	75	66%
Parent Not in Armed Forces	113	0	0%	113	100%	14	12%	24	21%	38	34%	37	33%	75	66%

## 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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	5	4%	121	96%	7	6%	21	17%	52	43%	41	34%	93	77%
Female	58	3	5%	55	95%	—	—	—	—	—	—	—	—	—	—
Male	64	2	3%	62	97%	6	10%	13	21%	26	42%	17	27%	43	69%
Non-Binary	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	3	5%	59	95%	1	2%	8	14%	26	44%	24	41%	50	85%
General Education Students	105	4	4%	101	96%	2	2%	13	13%	47	47%	39	39%	86	85%
Students with Disabilities	21	1	5%	20	95%	5	25%	8	40%	5	25%	2	10%	7	35%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	0	0%	20	100%	3	15%	7	35%	4	20%	6	30%	10	50%
White	86	5	6%	81	94%	4	5%	12	15%	40	49%	25	31%	65	80%
Multiracial	10	0	0%	10	100%	0	0%	0	0%	3	30%	7	70%	10	100%
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	2	20%	5	50%	3	30%	8	80%
Economically Disadvantaged	19	2	11%	17	89%	2	12%	6	35%	6	35%	3	18%	9	53%
Not Economically Disadvantaged	107	3	3%	104	97%	5	5%	15	14%	46	44%	38	37%	84	81%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	123	5	4%	118	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	5	4%	121	96%	7	6%	21	17%	52	43%	41	34%	93	77%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	5	4%	120	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	126	5	4%	121	96%	7	6%	21	17%	52	43%	41	34%	93	77%
Parent Not in Armed Forces	126	5	4%	121	96%	7	6%	21	17%	52	43%	41	34%	93	77%

### 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	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%
Grade 4	115	6	5%	109	95%	15	14%	16	15%	49	45%	29	27%	78	72%
Grade 5	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%
Grade 6	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Combined 6	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Grade 7	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Combined 7	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Grade 8	126	8	6%	118	94%	16	14%	13	11%	57	48%	32	27%	89	75%
Regents 8	—	—	—	3	2%	—	—	—	—	—	—	—	—	—	—
Combined 8	126	5	4%	121	96%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	706	37	5%	669	95%	—	—	—	—	—	—	—	—	—	—

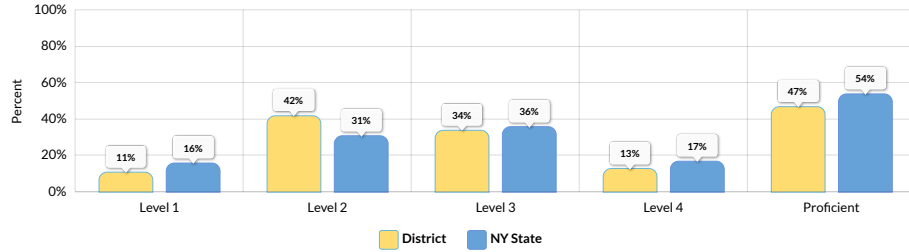
See report card Glossary and Guide for criteria used to include students in this table.

**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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%
Female	52	2	4%	50	96%	4	8%	21	42%	20	40%	5	10%	25	50%
Male	64	3	5%	61	95%	8	13%	26	43%	18	30%	9	15%	27	44%
General Education Students	106	4	4%	102	96%	9	9%	42	41%	37	36%	14	14%	51	50%
Students with Disabilities	10	1	10%	9	90%	3	33%	5	56%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	11	100%	1	9%	6	55%	4	36%	0	0%	4	36%
White	87	5	6%	82	94%	10	12%	35	43%	28	34%	9	11%	37	45%
Multiracial	9	0	0%	9	100%	0	0%	3	33%	1	11%	5	56%	6	67%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	3	33%	5	56%	0	0%	5	56%
Economically Disadvantaged	12	0	0%	12	100%	5	42%	6	50%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	104	5	5%	99	95%	7	7%	41	41%	37	37%	14	14%	51	52%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	5	4%	110	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%
Not Homeless	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%
Not Migrant	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%
Parent Not in Armed Forces	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%

**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.



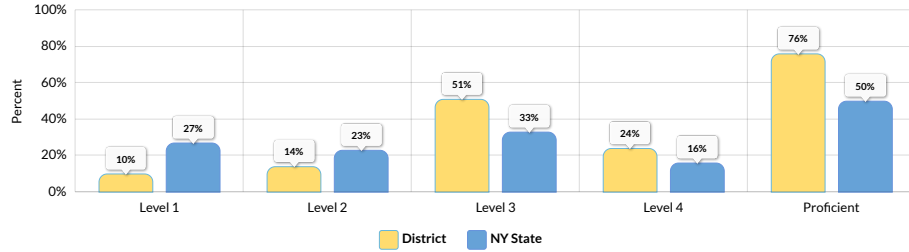
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	6	5%	109	95%	15	14%	16	15%	49	45%	29	27%	78	72%
Female	53	1	2%	52	98%	11	21%	6	12%	24	46%	11	21%	35	67%
Male	62	5	8%	57	92%	4	7%	10	18%	25	44%	18	32%	43	75%
General Education Students	97	1	1%	96	99%	8	8%	14	15%	45	47%	29	30%	74	77%
Students with Disabilities	18	5	28%	13	72%	7	54%	2	15%	4	31%	0	0%	4	31%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	23	100%	7	30%	7	30%	8	35%	1	4%	9	39%
White	79	4	5%	75	95%	7	9%	6	8%	38	51%	24	32%	62	83%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	2	40%	0	0%	2	40%	2	40%
Economically Disadvantaged	15	2	13%	13	87%	8	62%	2	15%	3	23%	0	0%	3	23%
Not Economically Disadvantaged	100	4	4%	96	96%	7	7%	14	15%	46	48%	29	30%	75	78%
English Language Learner	6	0	0%	6	100%	3	50%	1	17%	2	33%	0	0%	2	33%
Non-English Language Learner	109	6	6%	103	94%	12	12%	15	15%	47	46%	29	28%	76	74%
Not in Foster Care	115	6	5%	109	95%	15	14%	16	15%	49	45%	29	27%	78	72%
Not Homeless	115	6	5%	109	95%	15	14%	16	15%	49	45%	29	27%	78	72%
Not Migrant	115	6	5%	109	95%	15	14%	16	15%	49	45%	29	27%	78	72%
Parent Not in Armed Forces	115	6	5%	109	95%	15	14%	16	15%	49	45%	29	27%	78	72%

**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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%
Female	62	5	8%	57	92%	6	11%	12	21%	28	49%	11	19%	39	68%
Male	56	6	11%	50	89%	5	10%	3	6%	27	54%	15	30%	42	84%
General Education Students	101	8	8%	93	92%	8	9%	10	11%	51	55%	24	26%	75	81%
Students with Disabilities	17	3	18%	14	82%	3	21%	5	36%	4	29%	2	14%	6	43%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	7	39%	11	61%	5	45%	2	18%	2	18%	2	18%	4	36%
White	89	3	3%	86	97%	6	7%	12	14%	50	58%	18	21%	68	79%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	0	0%	1	10%	3	30%	6	60%	9	90%
Economically Disadvantaged	12	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	106	3	3%	103	97%	—	—	—	—	—	—	—	—	—	—
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	113	6	5%	107	95%	11	10%	15	14%	55	51%	26	24%	81	76%
Not in Foster Care	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%
Not Homeless	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%
Not Migrant	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%
Parent Not in Armed Forces	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%

**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.



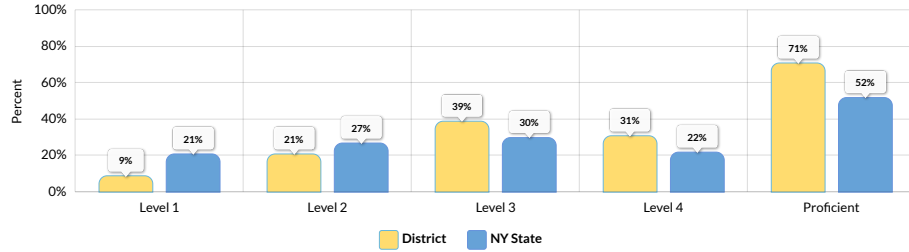
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Female	45	2	4%	43	96%	3	7%	9	21%	20	47%	11	26%	31	72%
Male	73	7	10%	66	90%	4	6%	7	11%	28	42%	27	41%	55	83%
General Education Students	99	7	7%	92	93%	1	1%	11	12%	43	47%	37	40%	80	87%
Students with Disabilities	19	2	11%	17	89%	6	35%	5	29%	5	29%	1	6%	6	35%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	0	0%	20	100%	2	10%	6	30%	10	50%	2	10%	12	60%
White	85	8	9%	77	91%	5	6%	8	10%	33	43%	31	40%	64	83%
Multiracial	7	1	14%	6	86%	0	0%	2	33%	2	33%	2	33%	4	67%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	19	1	5%	18	95%	3	17%	5	28%	9	50%	1	6%	10	56%
Not Economically Disadvantaged	99	8	8%	91	92%	4	4%	11	12%	39	43%	37	41%	76	84%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	116	9	8%	107	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Not Homeless	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Not Migrant	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Parent Not in Armed Forces	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%

**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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Female	50	1	2%	49	98%	—	—	—	—	—	—	—	—	—	—
Male	62	0	0%	62	100%	5	8%	11	18%	27	44%	19	31%	46	74%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	51	1	2%	50	98%	5	10%	12	24%	17	34%	16	32%	33	66%
General Education Students	96	0	0%	96	100%	3	3%	16	17%	43	45%	34	35%	77	80%
Students with Disabilities	17	1	6%	16	94%	7	44%	7	44%	1	6%	1	6%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	0	0%	5	38%	7	54%	12	92%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	17	100%	2	12%	7	41%	5	29%	3	18%	8	47%
White	77	1	1%	76	99%	6	8%	15	20%	32	42%	23	30%	55	72%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	12	1	8%	11	92%	2	18%	5	45%	4	36%	0	0%	4	36%
Not Economically Disadvantaged	101	0	0%	101	100%	8	8%	18	18%	40	40%	35	35%	75	74%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	112	1	1%	111	99%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Not Homeless	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Not Migrant	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Parent Not in Armed Forces	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%

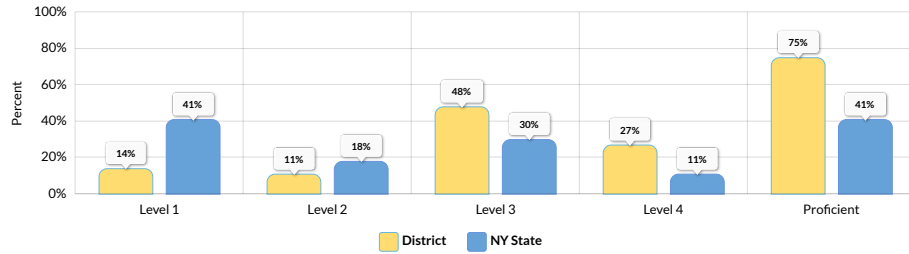


**GRADE 8 MATH RESULTS**

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	8	6%	118	94%	16	14%	13	11%	57	48%	32	27%	89	75%
Female	58	4	7%	54	93%	—	—	—	—	—	—	—	—	—	—
Male	64	4	6%	60	94%	10	17%	5	8%	28	47%	17	28%	45	75%
Non-Binary	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	4	6%	58	94%	6	10%	8	14%	29	50%	15	26%	44	76%
General Education Students	105	6	6%	99	94%	4	4%	10	10%	55	56%	30	30%	85	86%
Students with Disabilities	21	2	10%	19	90%	12	63%	3	16%	2	11%	2	11%	4	21%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	2	10%	18	90%	6	33%	4	22%	5	28%	3	17%	8	44%
White	86	6	7%	80	93%	10	13%	8	10%	40	50%	22	28%	62	78%
Multiracial	10	0	0%	10	100%	0	0%	0	0%	6	60%	4	40%	10	100%
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	1	10%	6	60%	3	30%	9	90%
Economically Disadvantaged	19	3	16%	16	84%	6	38%	1	6%	7	44%	2	13%	9	56%
Not Economically Disadvantaged	107	5	5%	102	95%	10	10%	12	12%	50	49%	30	29%	80	78%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	123	8	7%	115	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	8	6%	118	94%	16	14%	13	11%	57	48%	32	27%	89	75%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	8	6%	117	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	126	8	6%	118	94%	16	14%	13	11%	57	48%	32	27%	89	75%
Parent Not in Armed Forces	126	8	6%	118	94%	16	14%	13	11%	57	48%	32	27%	89	75%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	125	99%	7	6%	7	6%	57	46%	54	43%	111	89%
Combined 8	126	1	1%	125	99%	7	6%	7	6%	57	46%	54	43%	111	89%

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	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	58	58	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	64	64	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-Binary	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	105	105	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	20	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	86	86	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	107	107	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	123	123	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	126	126	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	125	125	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

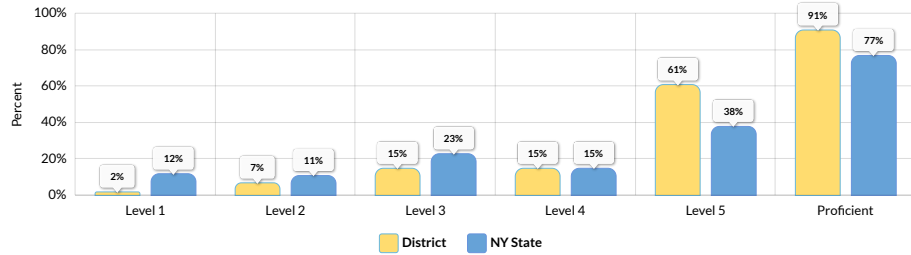
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	2	2%	9	7%	19	15%	19	15%	77	61%	115	91%
Female	64	1	2%	6	9%	8	13%	9	14%	40	63%	57	89%
Male	62	1	2%	3	5%	11	18%	10	16%	37	60%	58	94%
General Education Students	107	0	0%	4	4%	12	11%	17	16%	74	69%	103	96%
Students with Disabilities	19	2	11%	5	26%	7	37%	2	11%	3	16%	12	63%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	1	11%	0	0%	2	22%	6	67%	8	89%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	0	0%	5	21%	8	33%	4	17%	7	29%	19	79%
White	81	1	1%	3	4%	8	10%	12	15%	57	70%	77	95%
Multiracial	9	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	1	8%	0	0%	3	25%	1	8%	7	58%	11	92%
Economically Disadvantaged	22	0	0%	5	23%	2	9%	6	27%	9	41%	17	77%
Not Economically Disadvantaged	104	2	2%	4	4%	17	16%	13	13%	68	65%	98	94%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	122	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	2	2%	9	7%	19	15%	19	15%	77	61%	115	91%
Not Homeless	126	2	2%	9	7%	19	15%	19	15%	77	61%	115	91%
Not Migrant	126	2	2%	9	7%	19	15%	19	15%	77	61%	115	91%
Parent Not in Armed Forces	126	2	2%	9	7%	19	15%	19	15%	77	61%	115	91%

## ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



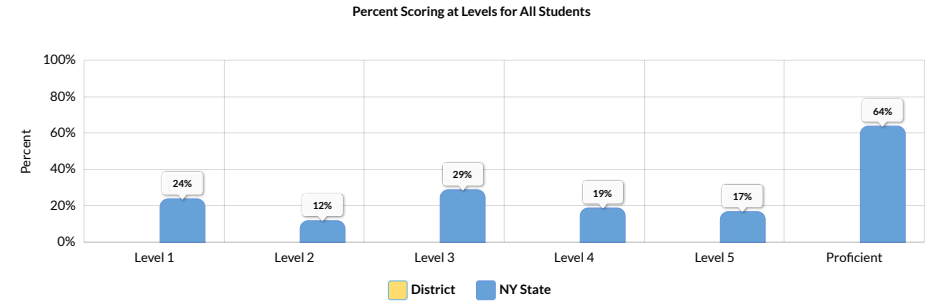
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	158	6	4%	11	7%	50	32%	49	31%	42	27%	141	89%
Female	75	—	—	—	—	—	—	—	—	—	—	—	—
Male	82	6	7%	4	5%	28	34%	22	27%	22	27%	72	88%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	76	0	0%	7	9%	22	29%	27	36%	20	26%	69	91%
General Education Students	129	3	2%	6	5%	36	28%	45	35%	39	30%	120	93%
Students with Disabilities	29	3	10%	5	17%	14	48%	4	14%	3	10%	21	72%
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	2	6%	8	25%	12	38%	6	19%	4	13%	22	69%
White	98	3	3%	2	2%	32	33%	33	34%	28	29%	93	95%
Multiracial	13	0	0%	1	8%	0	0%	4	31%	8	62%	12	92%
Small Group Total: Race & Ethnicity	15	1	7%	0	0%	6	40%	6	40%	2	13%	14	93%
Economically Disadvantaged	25	2	8%	7	28%	9	36%	6	24%	1	4%	16	64%
Not Economically Disadvantaged	133	4	3%	4	3%	41	31%	43	32%	41	31%	125	94%
English Language Learner	5	1	20%	2	40%	1	20%	1	20%	0	0%	2	40%
Non-English Language Learner	153	5	3%	9	6%	49	32%	48	31%	42	27%	139	91%
Not in Foster Care	158	6	4%	11	7%	50	32%	49	31%	42	27%	141	89%
Not Homeless	158	6	4%	11	7%	50	32%	49	31%	42	27%	141	89%
Not Migrant	158	6	4%	11	7%	50	32%	49	31%	42	27%	141	89%
Parent Not in Armed Forces	158	6	4%	11	7%	50	32%	49	31%	42	27%	141	89%

## ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	0	0%	3	5%	13	20%	16	25%	32	50%	61	95%
Female	29	0	0%	1	3%	8	28%	8	28%	12	41%	28	97%
Male	35	0	0%	2	6%	5	14%	8	23%	20	57%	33	94%
General Education Students	59	0	0%	3	5%	11	19%	16	27%	29	49%	56	95%
Students with Disabilities	5	0	0%	0	0%	2	40%	0	0%	3	60%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	2	25%	2	25%	4	50%	8	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	2	18%	2	18%	3	27%	4	36%	9	82%
White	40	0	0%	0	0%	9	23%	10	25%	21	53%	40	100%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	5	0	0%	1	20%	0	0%	2	40%	2	40%	4	80%
Not Economically Disadvantaged	59	0	0%	2	3%	13	22%	14	24%	30	51%	57	97%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	63	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	64	0	0%	3	5%	13	20%	16	25%	32	50%	61	95%
Not Homeless	64	0	0%	3	5%	13	20%	16	25%	32	50%	61	95%
Not Migrant	64	0	0%	3	5%	13	20%	16	25%	32	50%	61	95%
Parent Not in Armed Forces	64	0	0%	3	5%	13	20%	16	25%	32	50%	61	95%

## ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)

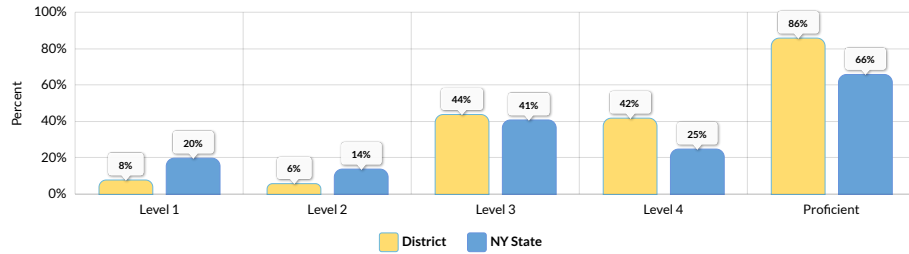


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	—	—	—	—	—	—	—	—	—	—	—	—
Female	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
White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

## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students



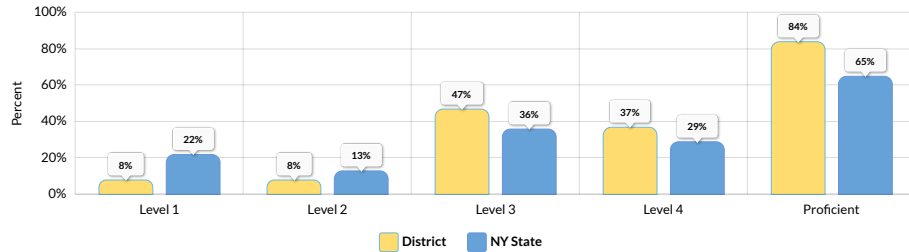
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	132	10	8%	8	6%	58	44%	56	42%	114	86%
Female	62	—	—	—	—	—	—	—	—	—	—
Male	66	7	11%	6	9%	29	44%	24	36%	53	80%
Non-Binary	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	66	3	5%	2	3%	29	44%	32	48%	61	92%
General Education Students	108	1	1%	5	5%	49	45%	53	49%	102	94%
Students with Disabilities	24	9	38%	3	13%	9	38%	3	13%	12	50%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	0	0%	7	64%	3	27%	10	91%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	3	14%	3	14%	9	43%	6	29%	15	71%
White	87	5	6%	5	6%	39	45%	38	44%	77	89%
Multiracial	11	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	1	8%	0	0%	3	23%	9	69%	12	92%
Economically Disadvantaged	20	5	25%	1	5%	10	50%	4	20%	14	70%
Not Economically Disadvantaged	112	5	4%	7	6%	48	43%	52	46%	100	89%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	128	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	132	10	8%	8	6%	58	44%	56	42%	114	86%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	131	—	—	—	—	—	—	—	—	—	—
Not Migrant	132	10	8%	8	6%	58	44%	56	42%	114	86%
Parent Not in Armed Forces	132	10	8%	8	6%	58	44%	56	42%	114	86%



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



Percent Scoring at Levels for All Students

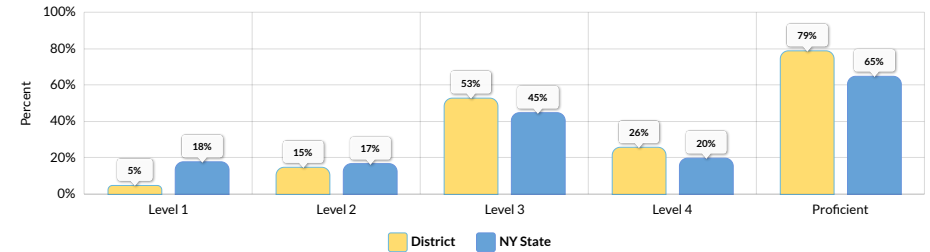


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	75	6	8%	6	8%	35	47%	28	37%	63	84%
Female	32	4	13%	3	9%	16	50%	9	28%	25	78%
Male	43	2	5%	3	7%	19	44%	19	44%	38	88%
General Education Students	57	5	9%	2	4%	27	47%	23	40%	50	88%
Students with Disabilities	18	1	6%	4	22%	8	44%	5	28%	13	72%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	4	18%	5	23%	7	32%	6	27%	13	59%
White	45	1	2%	1	2%	24	53%	19	42%	43	96%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	0	0%	4	50%	3	38%	7	88%
Economically Disadvantaged	19	5	26%	5	26%	7	37%	2	11%	9	47%
Not Economically Disadvantaged	56	1	2%	1	2%	28	50%	26	46%	54	96%
English Language Learner	5	1	20%	2	40%	2	40%	0	0%	2	40%
Non-English Language Learner	70	5	7%	4	6%	33	47%	28	40%	61	87%
Not in Foster Care	75	6	8%	6	8%	35	47%	28	37%	63	84%
Not Homeless	75	6	8%	6	8%	35	47%	28	37%	63	84%
Not Migrant	75	6	8%	6	8%	35	47%	28	37%	63	84%
Parent Not in Armed Forces	75	6	8%	6	8%	35	47%	28	37%	63	84%

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



Percent Scoring at Levels for All Students

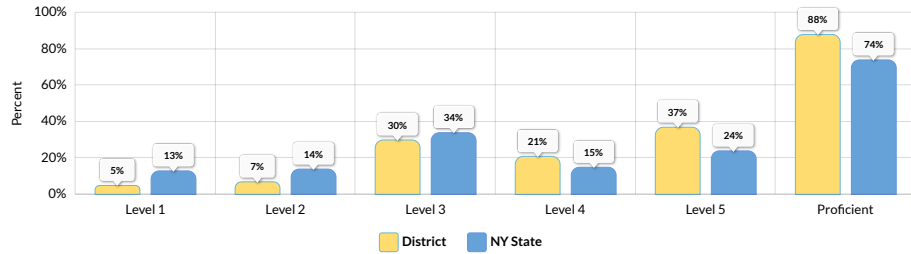


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	73	4	5%	11	15%	39	53%	19	26%	58	79%
Female	34	—	—	—	—	—	—	—	—	—	—
Male	38	1	3%	6	16%	19	50%	12	32%	31	82%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	35	3	9%	5	14%	20	57%	7	20%	27	77%
General Education Students	68	3	4%	8	12%	39	57%	18	26%	57	84%
Students with Disabilities	5	1	20%	3	60%	0	0%	1	20%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	1	11%	5	56%	2	22%	7	78%
White	51	3	6%	10	20%	25	49%	13	25%	38	75%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	0	0%	9	69%	4	31%	13	100%
Economically Disadvantaged	9	0	0%	2	22%	6	67%	1	11%	7	78%
Not Economically Disadvantaged	64	4	6%	9	14%	33	52%	18	28%	51	80%
Non-English Language Learner	73	4	5%	11	15%	39	53%	19	26%	58	79%
Not in Foster Care	73	4	5%	11	15%	39	53%	19	26%	58	79%
Not Homeless	73	4	5%	11	15%	39	53%	19	26%	58	79%
Not Migrant	73	4	5%	11	15%	39	53%	19	26%	58	79%
Parent Not in Armed Forces	73	4	5%	11	15%	39	53%	19	26%	58	79%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	7	5%	9	7%	41	30%	29	21%	50	37%	120	88%
Female	62	—	—	—	—	—	—	—	—	—	—	—	—
Male	73	4	5%	5	7%	21	29%	16	22%	27	37%	64	88%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	63	3	5%	4	6%	20	32%	13	21%	23	37%	56	89%
General Education Students	108	1	1%	5	5%	33	31%	23	21%	46	43%	102	94%
Students with Disabilities	28	6	21%	4	14%	8	29%	6	21%	4	14%	18	64%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	3	33%	1	11%	5	56%	9	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	5	16%	5	16%	12	39%	4	13%	5	16%	21	68%
White	90	1	1%	4	4%	26	29%	23	26%	36	40%	85	94%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	0	0%	1	17%	4	67%	5	83%
Economically Disadvantaged	20	4	20%	4	20%	6	30%	3	15%	3	15%	12	60%
Not Economically Disadvantaged	116	3	3%	5	4%	35	30%	26	22%	47	41%	108	93%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	133	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	136	7	5%	9	7%	41	30%	29	21%	50	37%	120	88%
Not Homeless	136	7	5%	9	7%	41	30%	29	21%	50	37%	120	88%
Not Migrant	136	7	5%	9	7%	41	30%	29	21%	50	37%	120	88%
Parent Not in Armed Forces	136	7	5%	9	7%	41	30%	29	21%	50	37%	120	88%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	14	1	7%	6	43%	4	29%	3	21%	0	0%	7	50%
Female	7	0	0%	4	57%	3	43%	0	0%	0	0%	3	43%
Male	7	1	14%	2	29%	1	14%	3	43%	0	0%	4	57%
General Education Students	9	1	11%	2	22%	3	33%	3	33%	0	0%	6	67%
Students with Disabilities	5	0	0%	4	80%	1	20%	0	0%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	2	29%	3	43%	1	14%	0	0%	4	57%
White	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	4	57%	1	14%	2	29%	0	0%	3	43%
Economically Disadvantaged	8	1	13%	2	25%	3	38%	2	25%	0	0%	5	63%
Not Economically Disadvantaged	6	0	0%	4	67%	1	17%	1	17%	0	0%	2	33%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	13	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	14	1	7%	6	43%	4	29%	3	21%	0	0%	7	50%
Not Homeless	14	1	7%	6	43%	4	29%	3	21%	0	0%	7	50%
Not Migrant	14	1	7%	6	43%	4	29%	3	21%	0	0%	7	50%
Parent Not in Armed Forces	14	1	7%	6	43%	4	29%	3	21%	0	0%	7	50%

## ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY &amp; 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	2	2	100	0	0
Male	2	2	100	0	0
General Education Students	1	1	100	0	0
Students with Disabilities	1	1	100	0	0
White	2	2	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Not Homeless	2	2	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

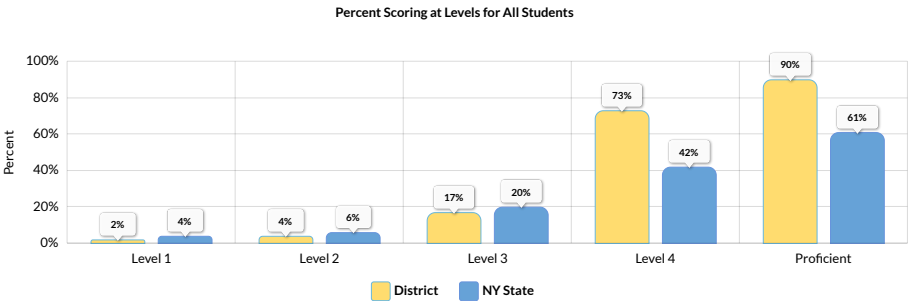
See report card Glossary and Guide for criteria used to include students in this table.

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.

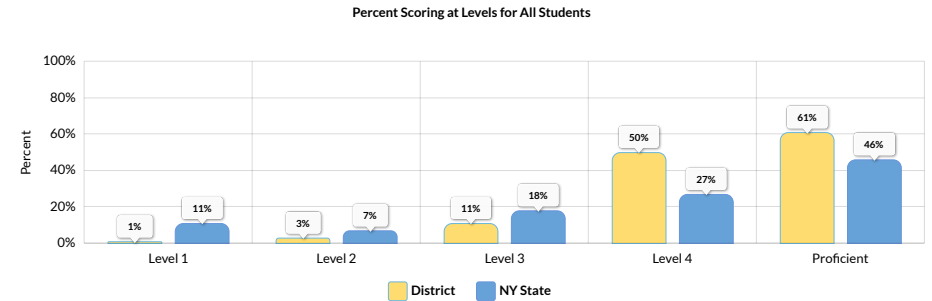
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination 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	103	4	4%	99	96%	2	2%	4	4%	18	17%	75	73%	93	90%
Female	45	2	—	43	—	—	—	—	—	—	—	—	—	—	—
Male	57	2	4%	55	96%	1	2%	2	4%	13	23%	39	68%	52	91%
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	46	2	4%	44	96%	1	2%	2	4%	5	11%	36	78%	41	89%
General Education Students	82	2	2%	80	98%	0	0%	1	1%	11	13%	68	83%	79	96%
Students with Disabilities	21	2	10%	19	90%	2	10%	3	14%	7	33%	7	33%	14	67%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	2	7%	26	93%	0	0%	2	7%	8	29%	16	57%	24	86%
White	63	2	3%	61	97%	1	2%	2	3%	9	14%	49	78%	58	92%
Multiracial	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	7	100%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	0	0%	0	0%	4	80%	4	80%
Economically Disadvantaged	12	2	17%	10	83%	0	0%	2	17%	5	42%	3	25%	8	67%
Not Economically Disadvantaged	91	2	2%	89	98%	2	2%	2	2%	13	14%	72	79%	85	93%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	3	—	98	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	103	4	4%	99	96%	2	2%	4	4%	18	17%	75	73%	93	90%
Not Homeless	103	4	4%	99	96%	2	2%	4	4%	18	17%	75	73%	93	90%
Not Migrant	103	4	4%	99	96%	2	2%	4	4%	18	17%	75	73%	93	90%
Parent Not in Armed Forces	103	4	4%	99	96%	2	2%	4	4%	18	17%	75	73%	93	90%

## 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	103	36	35%	67	65%	1	1%	3	3%	11	11%	52	50%	63	61%
Female	45	12	—	33	—	—	—	—	—	—	—	—	—	—	—
Male	57	23	40%	34	60%	1	2%	1	2%	5	9%	27	47%	32	56%
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	46	13	28%	33	72%	0	0%	2	4%	6	13%	25	54%	31	67%
General Education Students	82	22	27%	60	73%	1	1%	1	1%	6	7%	52	63%	58	71%
Students with Disabilities	21	14	67%	7	33%	0	0%	2	10%	5	24%	0	0%	5	24%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	11	39%	17	61%	1	4%	3	11%	3	11%	10	36%	13	46%
White	63	21	33%	42	67%	0	0%	0	0%	7	11%	35	56%	42	67%
Multiracial	7	2	29%	5	71%	0	0%	0	0%	1	14%	4	57%	5	71%
Small Group Total: Race & Ethnicity	5	2	40%	3	60%	0	0%	0	0%	0	0%	3	60%	3	60%
Economically Disadvantaged	12	7	58%	5	42%	0	0%	3	25%	0	0%	2	17%	2	17%
Not Economically Disadvantaged	91	29	32%	62	68%	1	1%	0	0%	11	12%	50	55%	61	67%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	36	—	65	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	103	36	35%	67	65%	1	1%	3	3%	11	11%	52	50%	63	61%
Not Homeless	103	36	35%	67	65%	1	1%	3	3%	11	11%	52	50%	63	61%
Not Migrant	103	36	35%	67	65%	1	1%	3	3%	11	11%	52	50%	63	61%
Parent Not in Armed Forces	103	36	35%	67	65%	1	1%	3	3%	11	11%	52	50%	63	61%

### 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.

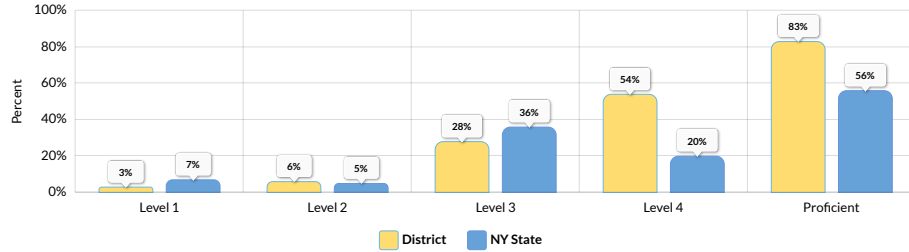
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	96	35	36	61	64
Female	42	12	29	30	71
Male	53	22	42	31	58
Non-Binary	1	1	100	0	0
General Education Students	79	22	28	57	72
Students with Disabilities	17	13	76	4	24
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	75
Black or African American	1	1	100	0	0
Hispanic or Latino	24	11	46	13	54
White	60	20	33	40	67
Multiracial	7	2	29	5	71
Economically Disadvantaged	9	7	78	2	22
Not Economically Disadvantaged	87	28	32	59	68
English Language Learner	1	0	0	1	100
Non-English Language Learner	95	35	37	60	63
Not in Foster Care	96	35	36	61	64
Not Homeless	96	35	36	61	64
Not Migrant	96	35	36	61	64
Parent Not in Armed Forces	96	35	36	61	64

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

## 2019 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	103	9	9%	94	91%	3	3%	6	6%	29	28%	56	54%	85	83%
Female	45	3	—	42	—	—	—	—	—	—	—	—	—	—	—
Male	57	6	11%	51	89%	1	2%	2	4%	15	26%	33	58%	48	84%
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	46	3	7%	43	93%	2	4%	4	9%	14	30%	23	50%	37	80%
General Education Students	82	5	6%	77	94%	1	1%	0	0%	22	27%	54	66%	76	93%
Students with Disabilities	21	4	19%	17	81%	2	10%	6	29%	7	33%	2	10%	9	43%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	5	18%	23	82%	1	4%	3	11%	8	29%	11	39%	19	68%
White	63	4	6%	59	94%	1	2%	3	5%	18	29%	37	59%	55	87%
Multiracial	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	0	0%	0	0%	4	80%	4	80%
Economically Disadvantaged	12	2	17%	10	83%	1	8%	3	25%	4	33%	2	17%	6	50%
Not Economically Disadvantaged	91	7	8%	84	92%	2	2%	3	3%	25	27%	54	59%	79	87%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	8	—	93	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	103	9	9%	94	91%	3	3%	6	6%	29	28%	56	54%	85	83%
Not Homeless	103	9	9%	94	91%	3	3%	6	6%	29	28%	56	54%	85	83%
Not Migrant	103	9	9%	94	91%	3	3%	6	6%	29	28%	56	54%	85	83%
Parent Not in Armed Forces	103	9	9%	94	91%	3	3%	6	6%	29	28%	56	54%	85	83%

## 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

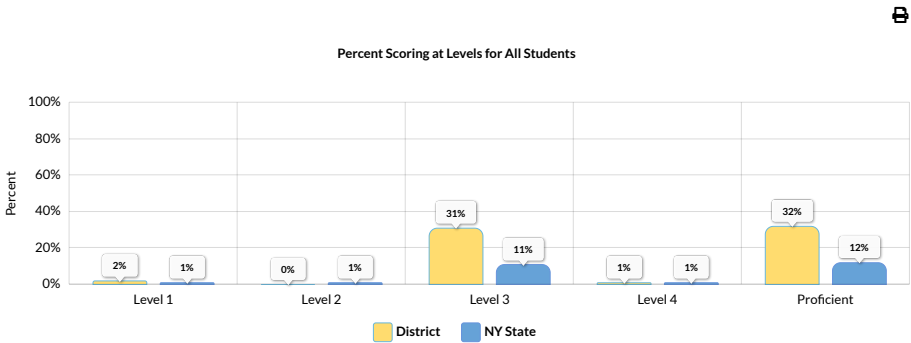
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.



Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	87	5	6	82	94
Female	42	2	5	40	95
Male	44	3	7	41	93
Non-Binary	1	0	0	1	100
General Education Students	76	3	4	73	96
Students with Disabilities	11	2	18	9	82
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
Hispanic or Latino	20	2	10	18	90
White	57	3	5	54	95
Multiracial	6	0	0	6	100
Economically Disadvantaged	6	1	17	5	83
Not Economically Disadvantaged	81	4	5	77	95
Non-English Language Learner	87	5	6	82	94
Not in Foster Care	87	5	6	82	94
Not Homeless	87	5	6	82	94
Not Migrant	87	5	6	82	94
Parent Not in Armed Forces	87	5	6	82	94

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	103	68	66%	35	34%	2	2%	0	0%	32	31%	1	1%	33	32%
Female	45	25	—	20	—	—	—	—	—	—	—	—	—	—	—
Male	57	42	74%	15	26%	0	0%	0	0%	14	25%	1	2%	15	26%
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	46	26	57%	20	43%	2	4%	0	0%	18	39%	0	0%	18	39%
General Education Students	82	50	61%	32	39%	0	0%	0	0%	31	38%	1	1%	32	39%
Students with Disabilities	21	18	86%	3	14%	2	10%	0	0%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	23	82%	5	18%	1	4%	0	0%	4	14%	0	0%	4	14%
White	63	42	67%	21	33%	0	0%	0	0%	20	32%	1	2%	21	33%
Multiracial	7	2	29%	5	71%	0	0%	0	0%	5	71%	0	0%	5	71%
Small Group Total: Race & Ethnicity	5	1	20%	4	80%	1	20%	0	0%	3	60%	0	0%	3	60%
Economically Disadvantaged	12	10	83%	2	17%	1	8%	0	0%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	91	58	64%	33	36%	1	1%	0	0%	31	34%	1	1%	32	35%
English Language Learner	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	66	—	35	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	103	68	66%	35	34%	2	2%	0	0%	32	31%	1	1%	33	32%
Not Homeless	103	68	66%	35	34%	2	2%	0	0%	32	31%	1	1%	33	32%
Not Migrant	103	68	66%	35	34%	2	2%	0	0%	32	31%	1	1%	33	32%
Parent Not in Armed Forces	103	68	66%	35	34%	2	2%	0	0%	32	31%	1	1%	33	32%

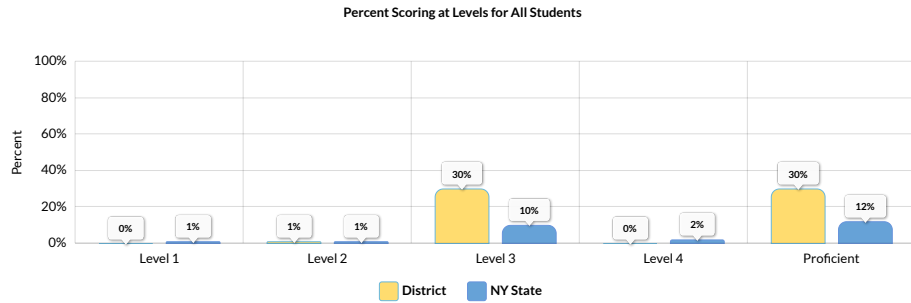
### 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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	93	63	68	30	32
Female	39	22	56	17	44
Male	53	40	75	13	25
Non-Binary	1	1	100	0	0
General Education Students	77	47	61	30	39
Students with Disabilities	16	16	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	75
Hispanic or Latino	24	20	83	4	17
White	58	40	69	18	31
Multiracial	7	2	29	5	71
Economically Disadvantaged	9	9	100	0	0
Not Economically Disadvantaged	84	54	64	30	36
Non-English Language Learner	93	63	68	30	32
Not in Foster Care	93	63	68	30	32
Not Homeless	93	63	68	30	32
Not Migrant	93	63	68	30	32
Parent Not in Armed Forces	93	63	68	30	32

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	103	71	69%	32	31%	0	0%	1	1%	31	30%	0	0%	31	30%
Female	45	28	—	17	—	—	—	—	—	—	—	—	—	—	—
Male	57	42	74%	15	26%	0	0%	0	0%	15	26%	0	0%	15	26%
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	46	29	63%	17	37%	0	0%	1	2%	16	35%	0	0%	16	35%
General Education Students	82	50	61%	32	39%	0	0%	1	1%	31	38%	0	0%	31	38%
Students with Disabilities	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	23	82%	5	18%	0	0%	1	4%	4	14%	0	0%	4	14%
White	63	43	68%	20	32%	0	0%	0	0%	20	32%	0	0%	20	32%
Multiracial	7	3	43%	4	57%	0	0%	0	0%	4	57%	0	0%	4	57%
Small Group Total: Race & Ethnicity	5	2	40%	3	60%	0	0%	0	0%	3	60%	0	0%	3	60%
Economically Disadvantaged	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	91	59	65%	32	35%	0	0%	1	1%	31	34%	0	0%	31	34%
English Language Learner	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	69	—	32	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	103	71	69%	32	31%	0	0%	1	1%	31	30%	0	0%	31	30%
Not Homeless	103	71	69%	32	31%	0	0%	1	1%	31	30%	0	0%	31	30%
Not Migrant	103	71	69%	32	31%	0	0%	1	1%	31	30%	0	0%	31	30%
Parent Not in Armed Forces	103	71	69%	32	31%	0	0%	1	1%	31	30%	0	0%	31	30%

### 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	93	62	67	31	33
Female	39	23	59	16	41
Male	53	38	72	15	28
Non-Binary	1	1	100	0	0
General Education Students	76	45	59	31	41
Students with Disabilities	17	17	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	75
Hispanic or Latino	23	19	83	4	17
White	59	39	66	20	34
Multiracial	7	3	43	4	57
Economically Disadvantaged	8	8	100	0	0
Not Economically Disadvantaged	85	54	64	31	36
Non-English Language Learner	93	62	67	31	33
Not in Foster Care	93	62	67	31	33
Not Homeless	93	62	67	31	33
Not Migrant	93	62	67	31	33
Parent Not in Armed Forces	93	62	67	31	33

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	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 1	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 2	6	0	0%	6	100%	2	33%	2	33%	1	17%	0	0%	1	17%
Grade 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	6	1	17%	5	83%	1	20%	2	40%	2	40%	0	0%	0	0%
Grade 5	5	0	0%	5	100%	0	0%	2	40%	0	0%	2	40%	1	20%
Grade 6	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 9	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	5	0	0%	5	100%	1	20%	0	0%	0	0%	2	40%	2	40%

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 4 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

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

**STAFF QUALIFICATIONS (2022-23)**  
**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	142	17	12%	3	1	33%
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	141	0	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%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	103	94	91%	0	0%	90	87%	4	4%	0	0%	6	6%	2	2%	1	1%
Female	45	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Male	57	53	93%	0	0%	50	88%	3	5%	0	0%	2	4%	1	2%	1	2%
Non-binary	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	82	78	95%	0	0%	78	95%	0	0%	0	0%	1	1%	2	2%	1	1%
Students with Disabilities	21	16	76%	0	0%	12	57%	4	19%	0	0%	5	24%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	24	86%	0	0%	23	82%	1	4%	0	0%	3	11%	0	0%	1	4%
White	63	59	94%	0	0%	56	89%	3	5%	0	0%	2	3%	2	3%	0	0%
Multiracial	7	7	100%	0	0%	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	12	8	67%	0	0%	7	58%	1	8%	0	0%	3	25%	1	8%	0	0%
Not Economically Disadvantaged	91	86	95%	0	0%	83	91%	3	3%	0	0%	3	3%	1	1%	1	1%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	103	94	91%	0	0%	90	87%	4	4%	0	0%	6	6%	2	2%	1	1%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	103	94	91%	0	0%	90	87%	4	4%	0	0%	6	6%	2	2%	1	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	103	94	91%	0	0%	90	87%	4	4%	0	0%	6	6%	2	2%	1	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	103	94	91%	0	0%	90	87%	4	4%	0	0%	6	6%	2	2%	1	1%

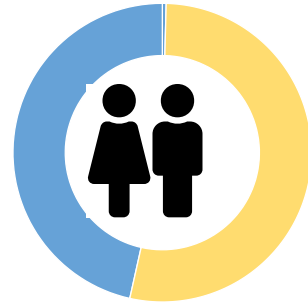
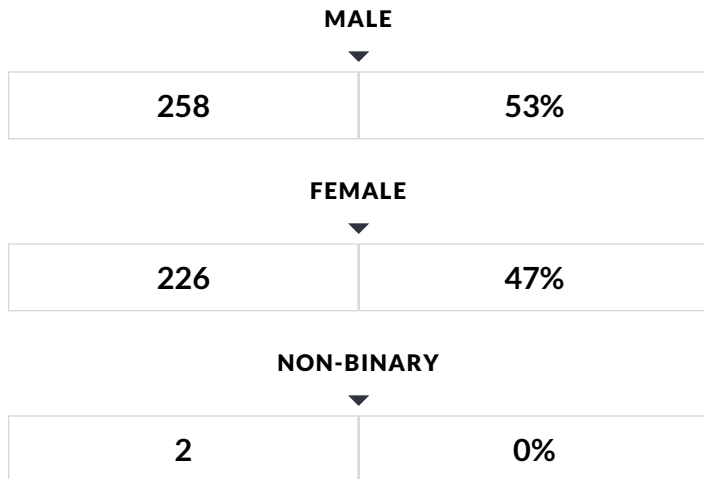
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This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

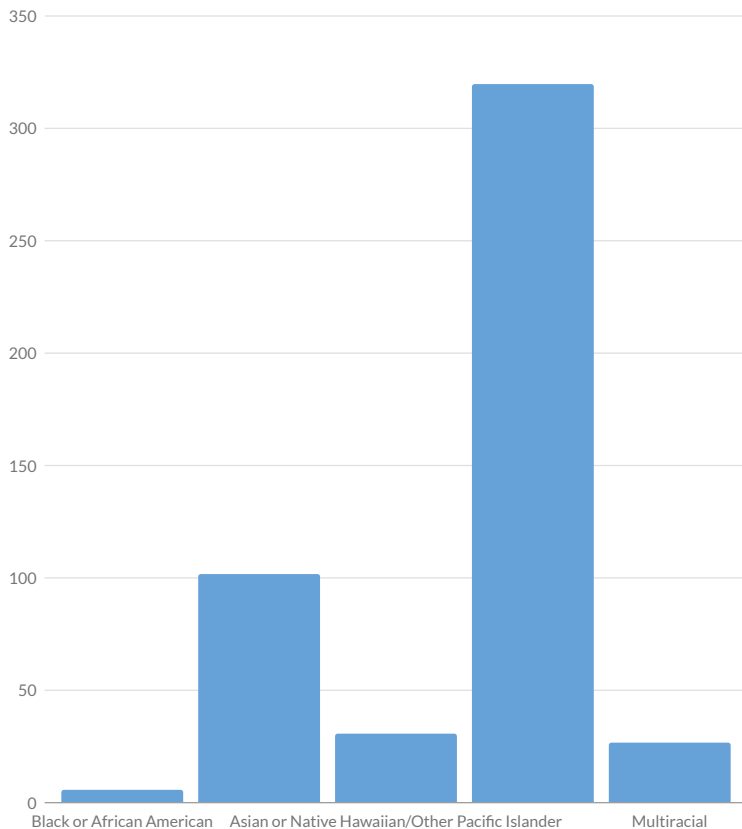
## CROTON-HARMON HIGH SCHOOL ENROLLMENT (2022 - 23)

**K-12 Enrollment: 486**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY



#### BLACK OR AFRICAN AMERICAN

6	1%
---	----

#### HISPANIC OR LATINO

102	21%
-----	-----

#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

31	6%
----	----

#### WHITE

320	66%
-----	-----

#### MULTIRACIAL

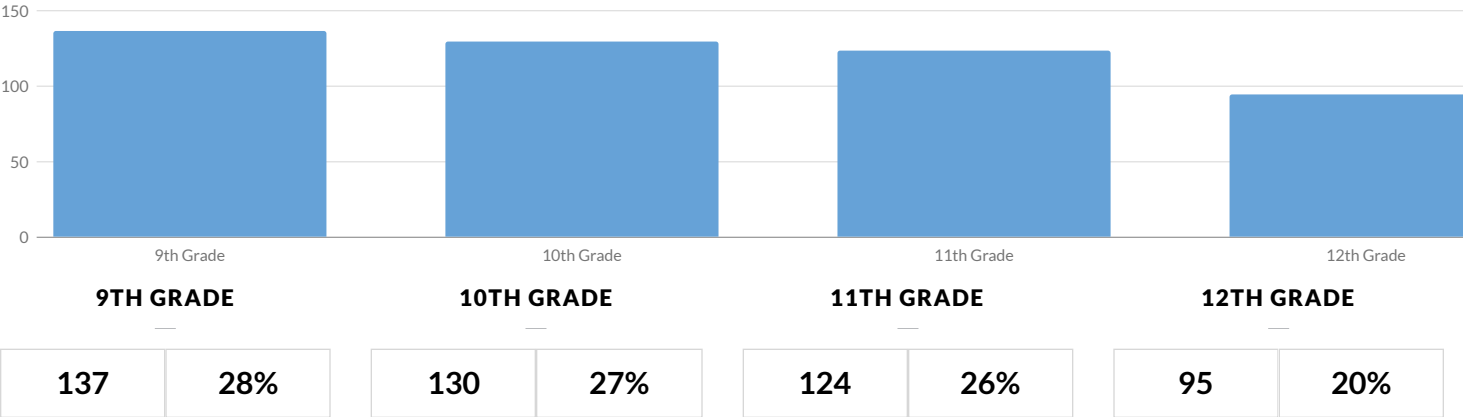
27	6%
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OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
▼		▼		▼			
8	2%	81	17%	73	15%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
▼		▼		▼		▼	
—	—	—	—	—	—	—	—

ENROLLMENT BY GRADE



9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
—	—	—	—
137	130	124	95
28%	27%	26%	20%

CROTON-HARMON HIGH SCHOOL - 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

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)

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
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	4	4	4	—	4
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	4
Black or African American	—	—	—	—	—
Hispanic or Latino	3	3	3	—	4
Multiracial	—	—	—	—	—
White	4	4	4	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	4	4	—	—	4
Economically Disadvantaged	1	2	4	—	4

**SECONDARY CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	97	204.1	187.1	4
	Math	55	200		
	Science	33	142.4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—	—
	Math	3	—		
	Science	2	—		
Hispanic or Latino	ELA	26	175	155.9	3
	Math	13	161.5		
	Science	8	118.8		
Multiracial	ELA	7	228.6	—	—
	Math	5	200		
	Science	3	—		
White	ELA	60	211.7	195.1	4
	Math	34	210.3		
	Science	20	147.5		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	18	127.8	108	4
	Math	7	71.4		
	Science	6	133.3		
Economically Disadvantaged	ELA	10	110	68.3	1
	Math	4	—		
	Science	3	—		

**SECONDARY WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	98	202	141.5	4
	Math	82	134.1		
	Science	76	61.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—	—
	Math	4	—		
	Science	2	—		
Hispanic or Latino	ELA	27	168.5	110.3	3
	Math	22	95.5		
	Science	21	45.2		
Multiracial	ELA	7	228.6	—	—
	Math	7	142.9		
	Science	7	57.1		
White	ELA	60	211.7	150.1	4
	Math	49	145.9		
	Science	46	64.1		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	19	121.1	67.1	4
	Math	19	26.3		
	Science	17	47.1		
Economically Disadvantaged	ELA	11	100	48.3	2
	Math	9	22.2		
	Science	10	10		

**SECONDARY GRADUATION RATE**

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	128	124	96.9%	98.7%	4
	5-year	124	124	100%		
	6-year	131	130	99.2%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	8	—	—	—	—
	5-year	7	—	—		
	6-year	8	—	—		
Black or African American	4-year	11	—	—	—	—
	5-year	4	—	—		
	6-year	4	—	—		
Hispanic or Latino	4-year	23	21	91.3%	95.6%	3
	5-year	25	25	100%		
	6-year	22	21	95.5%		
Multiracial	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		
White	4-year	83	83	100%	100%	4
	5-year	87	87	100%		
	6-year	94	94	100%		
English Language Learner	4-year	3	—	—	—	—
	5-year	5	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	14	—	—	—	—
	5-year	12	—	—		
	6-year	12	—	—		
Economically Disadvantaged	4-year	27	25	92.6%	95.7%	4
	5-year	22	22	100%		
	6-year	18	17	94.4%		

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	6	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	4	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	6	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	490	25	5.1%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	31	0	—	4
Black or African American	6	—	—	—
Hispanic or Latino	104	9	8.7%	4
Multiracial	27	—	—	—
White	322	15	4.7%	4
English Language Learner	20	—	—	—
Students with Disabilities	89	9	10.1%	4
Economically Disadvantaged	75	9	12%	4

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	95	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	0	—
Hispanic or Latino	—	24	—
Multiracial	—	7	—
White	✓	60	100%
English Language Learner	—	0	—
Students with Disabilities	—	17	—
Economically Disadvantaged	—	8	—

**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	79	65.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	0	—
Hispanic or Latino	—	19	—
Multiracial	—	7	—
White	✗	49	69.4%
English Language Learner	—	0	—
Students with Disabilities	—	17	—
Economically Disadvantaged	—	6	—

**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)**

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	1	1%	9	7%	18	15%	19	15%	76	62%	113	92%
Female	62	0	0%	6	10%	8	13%	9	15%	39	63%	56	90%
Male	61	1	2%	3	5%	10	16%	10	16%	37	61%	57	93%
General Education Students	107	0	0%	4	4%	12	11%	17	16%	74	69%	103	96%
Students with Disabilities	16	1	6%	5	31%	6	38%	2	13%	2	13%	10	63%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	1	11%	0	0%	2	22%	6	67%	8	89%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	0	0%	5	21%	8	33%	4	17%	7	29%	19	79%
White	79	1	1%	3	4%	7	9%	12	15%	56	71%	75	95%
Multiracial	9	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	3	27%	1	9%	7	64%	11	100%
Economically Disadvantaged	21	0	0%	5	24%	2	10%	6	29%	8	38%	16	76%
Not Economically Disadvantaged	102	1	1%	4	4%	16	16%	13	13%	68	67%	97	95%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	119	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	1	1%	9	7%	18	15%	19	15%	76	62%	113	92%
Not Homeless	123	1	1%	9	7%	18	15%	19	15%	76	62%	113	92%
Not Migrant	123	1	1%	9	7%	18	15%	19	15%	76	62%	113	92%
Parent Not in Armed Forces	123	1	1%	9	7%	18	15%	19	15%	76	62%	113	92%

**ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)**

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	6	7%	10	12%	38	46%	18	22%	10	12%	66	80%
Female	35	0	0%	6	17%	16	46%	10	29%	3	9%	29	83%
Male	47	6	13%	4	9%	22	47%	8	17%	7	15%	37	79%
General Education Students	58	3	5%	5	9%	26	45%	15	26%	9	16%	50	86%
Students with Disabilities	24	3	13%	5	21%	12	50%	3	13%	1	4%	16	67%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	2	8%	8	31%	11	42%	4	15%	1	4%	16	62%
White	47	3	6%	1	2%	25	53%	10	21%	8	17%	43	91%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	1	11%	2	22%	4	44%	1	11%	7	78%
Economically Disadvantaged	19	2	11%	7	37%	6	32%	4	21%	0	0%	10	53%
Not Economically Disadvantaged	63	4	6%	3	5%	32	51%	14	22%	10	16%	56	89%
English Language Learner	5	1	20%	2	40%	1	20%	1	20%	0	0%	2	40%
Non-English Language Learner	77	5	6%	8	10%	37	48%	17	22%	10	13%	64	83%
Not in Foster Care	82	6	7%	10	12%	38	46%	18	22%	10	12%	66	80%
Not Homeless	82	6	7%	10	12%	38	46%	18	22%	10	12%	66	80%
Not Migrant	82	6	7%	10	12%	38	46%	18	22%	10	12%	66	80%
Parent Not in Armed Forces	82	6	7%	10	12%	38	46%	18	22%	10	12%	66	80%

**ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)**

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	0	0%	3	5%	13	21%	16	25%	31	49%	60	95%
Female	29	0	0%	1	3%	8	28%	8	28%	12	41%	28	97%
Male	34	0	0%	2	6%	5	15%	8	24%	19	56%	32	94%
General Education Students	58	0	0%	3	5%	11	19%	16	28%	28	48%	55	95%
Students with Disabilities	5	0	0%	0	0%	2	40%	0	0%	3	60%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	2	25%	2	25%	4	50%	8	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	2	18%	2	18%	3	27%	4	36%	9	82%
White	39	0	0%	0	0%	9	23%	10	26%	20	51%	39	100%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	5	0	0%	1	20%	0	0%	2	40%	2	40%	4	80%
Not Economically Disadvantaged	58	0	0%	2	3%	13	22%	14	24%	29	50%	56	97%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	0	0%	3	5%	13	21%	16	25%	31	49%	60	95%
Not Homeless	63	0	0%	3	5%	13	21%	16	25%	31	49%	60	95%
Not Migrant	63	0	0%	3	5%	13	21%	16	25%	31	49%	60	95%
Parent Not in Armed Forces	63	0	0%	3	5%	13	21%	16	25%	31	49%	60	95%



## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	4	—	—	—	—	—	—	—	—	—	—
Female	2	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	4	—	—	—	—	—	—	—	—	—	—
General Education Students	3	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	4	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Migrant	4	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	4	—	—	—	—	—	—	—	—	—	—

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	75	6	8%	6	8%	35	47%	28	37%	63	84%
Female	32	4	13%	3	9%	16	50%	9	28%	25	78%
Male	43	2	5%	3	7%	19	44%	19	44%	38	88%
General Education Students	57	5	9%	2	4%	27	47%	23	40%	50	88%
Students with Disabilities	18	1	6%	4	22%	8	44%	5	28%	13	72%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	4	18%	5	23%	7	32%	6	27%	13	59%
White	45	1	2%	1	2%	24	53%	19	42%	43	96%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	0	0%	4	50%	3	38%	7	88%
Economically Disadvantaged	19	5	26%	5	26%	7	37%	2	11%	9	47%
Not Economically Disadvantaged	56	1	2%	1	2%	28	50%	26	46%	54	96%
English Language Learner	5	1	20%	2	40%	2	40%	0	0%	2	40%
Non-English Language Learner	70	5	7%	4	6%	33	47%	28	40%	61	87%
Not in Foster Care	75	6	8%	6	8%	35	47%	28	37%	63	84%
Not Homeless	75	6	8%	6	8%	35	47%	28	37%	63	84%
Not Migrant	75	6	8%	6	8%	35	47%	28	37%	63	84%
Parent Not in Armed Forces	75	6	8%	6	8%	35	47%	28	37%	63	84%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	73	4	5%	11	15%	39	53%	19	26%	58	79%
Female	34	—	—	—	—	—	—	—	—	—	—
Male	38	1	3%	6	16%	19	50%	12	32%	31	82%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	35	3	9%	5	14%	20	57%	7	20%	27	77%
General Education Students	68	3	4%	8	12%	39	57%	18	26%	57	84%
Students with Disabilities	5	1	20%	3	60%	0	0%	1	20%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	1	11%	5	56%	2	22%	7	78%
White	51	3	6%	10	20%	25	49%	13	25%	38	75%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	0	0%	9	69%	4	31%	13	100%
Economically Disadvantaged	9	0	0%	2	22%	6	67%	1	11%	7	78%
Not Economically Disadvantaged	64	4	6%	9	14%	33	52%	18	28%	51	80%
Non-English Language Learner	73	4	5%	11	15%	39	53%	19	26%	58	79%
Not in Foster Care	73	4	5%	11	15%	39	53%	19	26%	58	79%
Not Homeless	73	4	5%	11	15%	39	53%	19	26%	58	79%
Not Migrant	73	4	5%	11	15%	39	53%	19	26%	58	79%
Parent Not in Armed Forces	73	4	5%	11	15%	39	53%	19	26%	58	79%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	135	7	5%	9	7%	41	30%	28	21%	50	37%	119	88%
Female	61	—	—	—	—	—	—	—	—	—	—	—	—
Male	73	4	5%	5	7%	21	29%	16	22%	27	37%	64	88%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	3	5%	4	6%	20	32%	12	19%	23	37%	55	89%
General Education Students	108	1	1%	5	5%	33	31%	23	21%	46	43%	102	94%
Students with Disabilities	27	6	22%	4	15%	8	30%	5	19%	4	15%	17	63%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	3	33%	1	11%	5	56%	9	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	5	16%	5	16%	12	39%	4	13%	5	16%	21	68%
White	89	1	1%	4	4%	26	29%	22	25%	36	40%	84	94%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	0	0%	1	17%	4	67%	5	83%
Economically Disadvantaged	20	4	20%	4	20%	6	30%	3	15%	3	15%	12	60%
Not Economically Disadvantaged	115	3	3%	5	4%	35	30%	25	22%	47	41%	107	93%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	132	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	7	5%	9	7%	41	30%	28	21%	50	37%	119	88%
Not Homeless	135	7	5%	9	7%	41	30%	28	21%	50	37%	119	88%
Not Migrant	135	7	5%	9	7%	41	30%	28	21%	50	37%	119	88%
Parent Not in Armed Forces	135	7	5%	9	7%	41	30%	28	21%	50	37%	119	88%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	12	1	8%	5	42%	3	25%	3	25%	0	0%	6	50%
Female	6	0	0%	4	67%	2	33%	0	0%	0	0%	2	33%
Male	6	1	17%	1	17%	1	17%	3	50%	0	0%	4	67%
General Education Students	9	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	2	29%	3	43%	1	14%	0	0%	4	57%
White	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	3	60%	0	0%	2	40%	0	0%	2	40%
Economically Disadvantaged	7	1	14%	2	29%	2	29%	2	29%	0	0%	4	57%
Not Economically Disadvantaged	5	0	0%	3	60%	1	20%	1	20%	0	0%	2	40%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	11	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	12	1	8%	5	42%	3	25%	3	25%	0	0%	6	50%
Not Homeless	12	1	8%	5	42%	3	25%	3	25%	0	0%	6	50%
Not Migrant	12	1	8%	5	42%	3	25%	3	25%	0	0%	6	50%
Parent Not in Armed Forces	12	1	8%	5	42%	3	25%	3	25%	0	0%	6	50%

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	2	2	100	0	0
Male	2	2	100	0	0
General Education Students	1	1	100	0	0
Students with Disabilities	1	1	100	0	0
White	2	2	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Not Homeless	2	2	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

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

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	101	3	3%	98	97%	1	1%	4	4%	18	18%	75	74%	93	92%
Female	44	2	—	42	—	—	—	—	—	—	—	—	—	—	—
Male	56	1	2%	55	98%	1	2%	2	4%	13	23%	39	70%	52	93%
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	45	2	4%	43	96%	0	0%	2	4%	5	11%	36	80%	41	91%
General Education Students	82	2	2%	80	98%	0	0%	1	1%	11	13%	68	83%	79	96%
Students with Disabilities	19	1	5%	18	95%	1	5%	3	16%	7	37%	7	37%	14	74%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	2	7%	26	93%	0	0%	2	7%	8	29%	16	57%	24	86%
White	62	1	2%	61	98%	1	2%	2	3%	9	15%	49	79%	58	94%
Multiracial	7	0	—	7	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	0	0%	1	9%	10	91%	11	100%
Economically Disadvantaged	12	2	17%	10	83%	0	0%	2	17%	5	42%	3	25%	8	67%
Not Economically Disadvantaged	89	1	1%	88	99%	1	1%	2	2%	13	15%	72	81%	85	96%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	99	2	—	97	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	101	3	3%	98	97%	1	1%	4	4%	18	18%	75	74%	93	92%
Not Homeless	101	3	3%	98	97%	1	1%	4	4%	18	18%	75	74%	93	92%
Not Migrant	101	3	3%	98	97%	1	1%	4	4%	18	18%	75	74%	93	92%
Parent Not in Armed Forces	101	3	3%	98	97%	1	1%	4	4%	18	18%	75	74%	93	92%

**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	101	34	34%	67	66%	1	1%	3	3%	11	11%	52	51%	63	62%
Female	44	11	—	33	—	—	—	—	—	—	—	—	—	—	—
Male	56	22	39%	34	61%	1	2%	1	2%	5	9%	27	48%	32	57%
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	45	12	27%	33	73%	0	0%	2	4%	6	13%	25	56%	31	69%
General Education Students	82	22	27%	60	73%	1	1%	1	1%	6	7%	52	63%	58	71%
Students with Disabilities	19	12	63%	7	37%	0	0%	2	11%	5	26%	0	0%	5	26%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	11	39%	17	61%	1	4%	3	11%	3	11%	10	36%	13	46%
White	62	20	32%	42	68%	0	0%	0	0%	7	11%	35	56%	42	68%
Multiracial	7	2	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	0	0%	0	0%	1	9%	7	64%	8	73%
Economically Disadvantaged	12	7	58%	5	42%	0	0%	3	25%	0	0%	2	17%	2	17%
Not Economically Disadvantaged	89	27	30%	62	70%	1	1%	0	0%	11	12%	50	56%	61	69%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	99	34	—	65	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	101	34	34%	67	66%	1	1%	3	3%	11	11%	52	51%	63	62%
Not Homeless	101	34	34%	67	66%	1	1%	3	3%	11	11%	52	51%	63	62%
Not Migrant	101	34	34%	67	66%	1	1%	3	3%	11	11%	52	51%	63	62%
Parent Not in Armed Forces	101	34	34%	67	66%	1	1%	3	3%	11	11%	52	51%	63	62%

**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	95	34	36	61	64
Female	41	11	27	30	73
Male	53	22	42	31	58
Non-Binary	1	1	100	0	0
General Education Students	79	22	28	57	72
Students with Disabilities	16	12	75	4	25
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	75
Hispanic or Latino	24	11	46	13	54
White	60	20	33	40	67
Multiracial	7	2	29	5	71
Economically Disadvantaged	9	7	78	2	22
Not Economically Disadvantaged	86	27	31	59	69
English Language Learner	1	0	0	1	100
Non-English Language Learner	94	34	36	60	64
Not in Foster Care	95	34	36	61	64
Not Homeless	95	34	36	61	64
Not Migrant	95	34	36	61	64
Parent Not in Armed Forces	95	34	36	61	64

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

2019 TOTAL COHORT REGENTS IN SCIENCE





Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	101	8	8%	93	92%	2	2%	6	6%	29	29%	56	55%	85	84%
Female	44	3	—	41	—	—	—	—	—	—	—	—	—	—	—
Male	56	5	9%	51	91%	1	2%	2	4%	15	27%	33	59%	48	86%
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	45	3	7%	42	93%	1	2%	4	9%	14	31%	23	51%	37	82%
General Education Students	82	5	6%	77	94%	1	1%	0	0%	22	27%	54	66%	76	93%
Students with Disabilities	19	3	16%	16	84%	1	5%	6	32%	7	37%	2	11%	9	47%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	5	18%	23	82%	1	4%	3	11%	8	29%	11	39%	19	68%
White	62	3	5%	59	95%	1	2%	3	5%	18	29%	37	60%	55	89%
Multiracial	7	0	—	7	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	0	0%	3	27%	8	73%	11	100%
Economically Disadvantaged	12	2	17%	10	83%	1	8%	3	25%	4	33%	2	17%	6	50%
Not Economically Disadvantaged	89	6	7%	83	93%	1	1%	3	3%	25	28%	54	61%	79	89%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	99	7	—	92	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	101	8	8%	93	92%	2	2%	6	6%	29	29%	56	55%	85	84%
Not Homeless	101	8	8%	93	92%	2	2%	6	6%	29	29%	56	55%	85	84%
Not Migrant	101	8	8%	93	92%	2	2%	6	6%	29	29%	56	55%	85	84%
Parent Not in Armed Forces	101	8	8%	93	92%	2	2%	6	6%	29	29%	56	55%	85	84%

### 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	87	5	6	82	94
Female	42	2	5	40	95
Male	44	3	7	41	93
Non-Binary	1	0	0	1	100
General Education Students	76	3	4	73	96
Students with Disabilities	11	2	18	9	82
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
Hispanic or Latino	20	2	10	18	90
White	57	3	5	54	95
Multiracial	6	0	0	6	100
Economically Disadvantaged	6	1	17	5	83
Not Economically Disadvantaged	81	4	5	77	95
Non-English Language Learner	87	5	6	82	94
Not in Foster Care	87	5	6	82	94
Not Homeless	87	5	6	82	94
Not Migrant	87	5	6	82	94
Parent Not in Armed Forces	87	5	6	82	94

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	101	67	66%	34	34%	1	1%	0	0%	32	32%	1	1%	33	33%
Female	44	25	—	19	—	—	—	—	—	—	—	—	—	—	—
Male	56	41	73%	15	27%	0	0%	0	0%	14	25%	1	2%	15	27%
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	45	26	58%	19	42%	1	2%	0	0%	18	40%	0	0%	18	40%
General Education Students	82	50	61%	32	39%	0	0%	0	0%	31	38%	1	1%	32	39%
Students with Disabilities	19	17	89%	2	11%	1	5%	0	0%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	23	82%	5	18%	1	4%	0	0%	4	14%	0	0%	4	14%
White	62	41	66%	21	34%	0	0%	0	0%	20	32%	1	2%	21	34%
Multiracial	7	2	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	0	0%	0	0%	8	73%	0	0%	8	73%
Economically Disadvantaged	12	10	83%	2	17%	1	8%	0	0%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	89	57	64%	32	36%	0	0%	0	0%	31	35%	1	1%	32	36%
English Language Learner	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	99	65	—	34	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	101	67	66%	34	34%	1	1%	0	0%	32	32%	1	1%	33	33%
Not Homeless	101	67	66%	34	34%	1	1%	0	0%	32	32%	1	1%	33	33%
Not Migrant	101	67	66%	34	34%	1	1%	0	0%	32	32%	1	1%	33	33%
Parent Not in Armed Forces	101	67	66%	34	34%	1	1%	0	0%	32	32%	1	1%	33	33%

**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	93	63	68	30	32
Female	39	22	56	17	44
Male	53	40	75	13	25
Non-Binary	1	1	100	0	0
General Education Students	77	47	61	30	39
Students with Disabilities	16	16	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	75
Hispanic or Latino	24	20	83	4	17
White	58	40	69	18	31
Multiracial	7	2	29	5	71
Economically Disadvantaged	9	9	100	0	0
Not Economically Disadvantaged	84	54	64	30	36
Non-English Language Learner	93	63	68	30	32
Not in Foster Care	93	63	68	30	32
Not Homeless	93	63	68	30	32
Not Migrant	93	63	68	30	32
Parent Not in Armed Forces	93	63	68	30	32

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	101	69	68%	32	32%	0	0%	1	1%	31	31%	0	0%	31	31%
Female	44	27	—	17	—	—	—	—	—	—	—	—	—	—	—
Male	56	41	73%	15	27%	0	0%	0	0%	15	27%	0	0%	15	27%
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	45	28	62%	17	38%	0	0%	1	2%	16	36%	0	0%	16	36%
General Education Students	82	50	61%	32	39%	0	0%	1	1%	31	38%	0	0%	31	38%
Students with Disabilities	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	23	82%	5	18%	0	0%	1	4%	4	14%	0	0%	4	14%
White	62	42	68%	20	32%	0	0%	0	0%	20	32%	0	0%	20	32%
Multiracial	7	3	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	4	36%	7	64%	0	0%	0	0%	7	64%	0	0%	7	64%
Economically Disadvantaged	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	89	57	64%	32	36%	0	0%	1	1%	31	35%	0	0%	31	35%
English Language Learner	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	99	67	—	32	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	101	69	68%	32	32%	0	0%	1	1%	31	31%	0	0%	31	31%
Not Homeless	101	69	68%	32	32%	0	0%	1	1%	31	31%	0	0%	31	31%
Not Migrant	101	69	68%	32	32%	0	0%	1	1%	31	31%	0	0%	31	31%
Parent Not in Armed Forces	101	69	68%	32	32%	0	0%	1	1%	31	31%	0	0%	31	31%

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	93	62	67	31	33
Female	39	23	59	16	41
Male	53	38	72	15	28
Non-Binary	1	1	100	0	0
General Education Students	76	45	59	31	41
Students with Disabilities	17	17	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	75
Hispanic or Latino	23	19	83	4	17
White	59	39	66	20	34
Multiracial	7	3	43	4	57
Economically Disadvantaged	8	8	100	0	0
Not Economically Disadvantaged	85	54	64	31	36
Non-English Language Learner	93	62	67	31	33
Not in Foster Care	93	62	67	31	33
Not Homeless	93	62	67	31	33
Not Migrant	93	62	67	31	33
Parent Not in Armed Forces	93	62	67	31	33

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	5	0	0%	5	100%	1	20%	0	0%	0	0%	2	40%	2	40%

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 SCHOOL	54	6	11%	1	0	0%
THIS DISTRICT	142	17	12%	3	1	33%
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 SCHOOL	53	0	0%
THIS DISTRICT	141	0	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%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	101	94	93%	0	0%	90	89%	4	4%	0	0%	4	4%	2	2%	1	1%
Female	44	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Male	56	53	95%	0	0%	50	89%	3	5%	0	0%	1	2%	1	2%	1	2%
Non-binary	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	82	78	95%	0	0%	78	95%	0	0%	0	0%	1	1%	2	2%	1	1%
Students with Disabilities	19	16	84%	0	0%	12	63%	4	21%	0	0%	3	16%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	28	24	86%	0	0%	23	82%	1	4%	0	0%	3	11%	0	0%	1	4%
White	62	59	95%	0	0%	56	90%	3	5%	0	0%	1	2%	2	3%	0	0%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	8	67%	0	0%	7	58%	1	8%	0	0%	3	25%	1	8%	0	0%
Not Economically Disadvantaged	89	86	97%	0	0%	83	93%	3	3%	0	0%	1	1%	1	1%	1	1%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	99	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	101	94	93%	0	0%	90	89%	4	4%	0	0%	4	4%	2	2%	1	1%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	101	94	93%	0	0%	90	89%	4	4%	0	0%	4	4%	2	2%	1	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	101	94	93%	0	0%	90	89%	4	4%	0	0%	4	4%	2	2%	1	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	101	94	93%	0	0%	90	89%	4	4%	0	0%	4	4%	2	2%	1	1%

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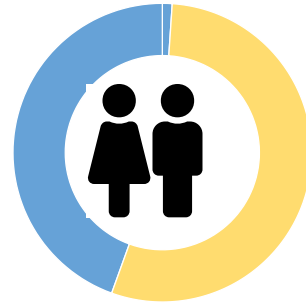
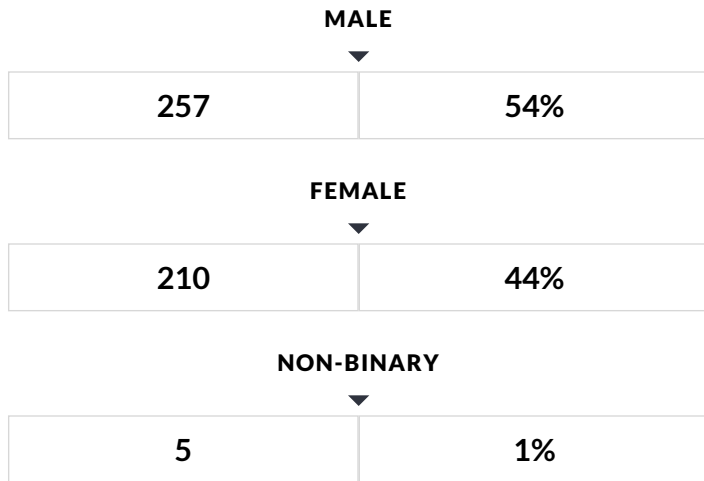
THIS DOCUMENT WAS CREATED ON: APRIL 24, 2024, 12:31 PM EST

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

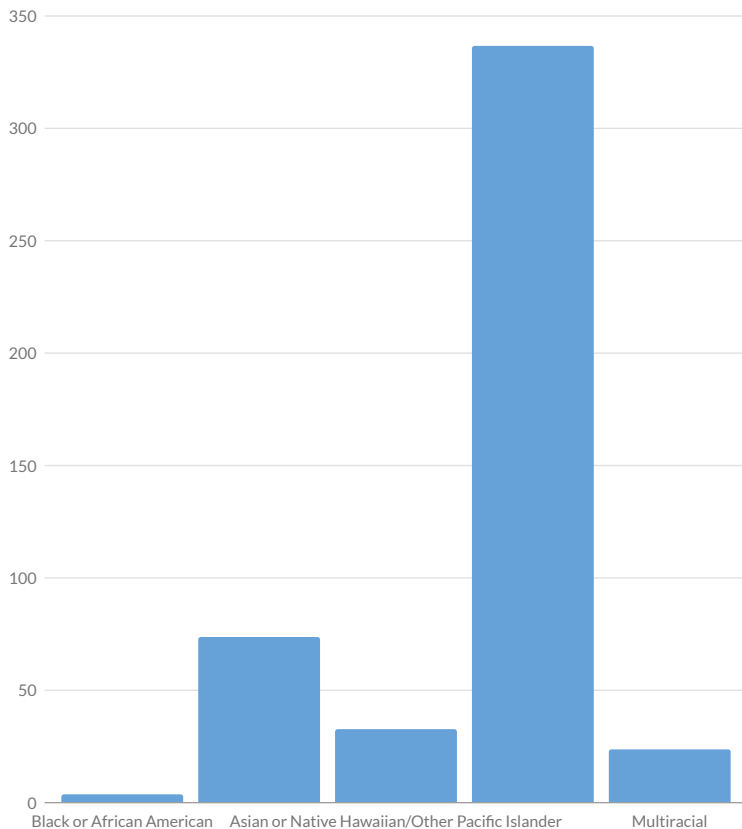
## PIERRE VAN CORTLANDT SCHOOL ENROLLMENT (2022 - 23)

**K-12 Enrollment: 472**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY



#### BLACK OR AFRICAN AMERICAN

4	1%
---	----

#### HISPANIC OR LATINO

74	16%
----	-----

#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

33	7%
----	----

#### WHITE

337	71%
-----	-----

#### MULTIRACIAL

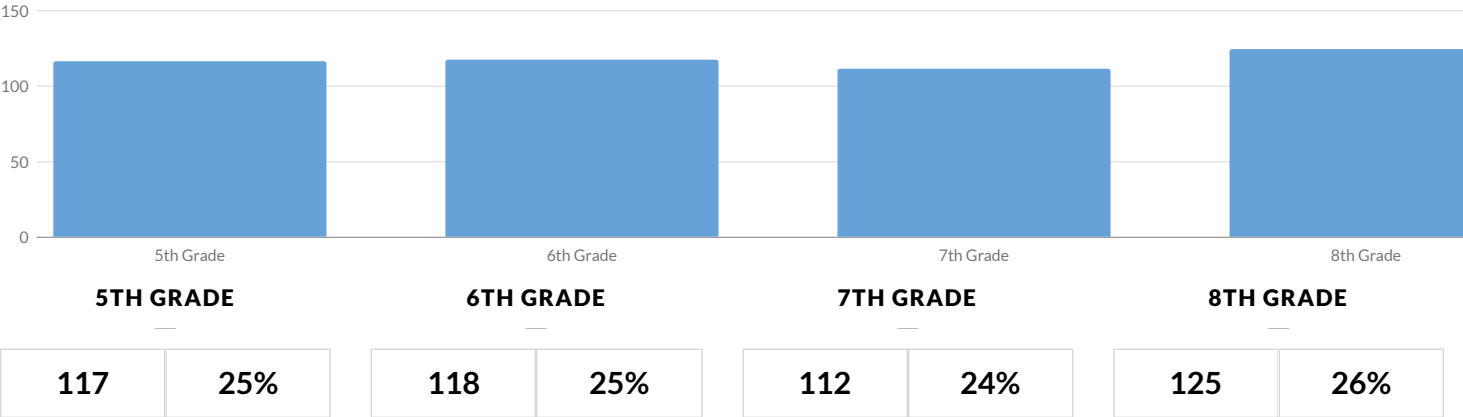
24	5%
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OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
13	3%	72	15%	61	13%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				▼	
				—	—

ENROLLMENT BY GRADE



## PIERRE VAN CORTLANDT SCHOOL - 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

### 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
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	4	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	2	3	—	4
Multiracial	4	4	—	—
White	4	4	—	4
English Language Learner	2	3	—	—
Students with Disabilities	4	4	—	4
Economically Disadvantaged	3	3	—	4

**ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	450	178.3	4
	Math	442	181.2	
	Combined	892	179.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	33	210.6	4
	Math	33	218.2	
	Combined	66	214.4	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	69	118.1	2
	Math	62	133.1	
	Combined	131	125.2	
Multiracial	ELA	23	223.9	4
	Math	23	208.7	
	Combined	46	216.3	
White	ELA	321	184.6	4
	Math	320	185.3	
	Combined	641	184.9	
English Language Learner	ELA	18	72.2	2
	Math	6	100	
	Combined	24	79.2	
Students with Disabilities	ELA	69	101.4	4
	Math	67	94	
	Combined	136	97.8	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	54	105.6	3
	Math	48	126	
	Combined	102	115.2	

**ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	450	178.3	4
	Math	443	180.8	
	Combined	893	179.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	33	210.6	4
	Math	33	218.2	
	Combined	66	214.4	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	69	118.1	3
	Math	67	123.1	
	Combined	136	120.6	
Multiracial	ELA	23	223.9	4
	Math	23	208.7	
	Combined	46	216.3	
White	ELA	321	184.6	4
	Math	320	185.3	
	Combined	641	184.9	
English Language Learner	ELA	18	72.2	3
	Math	17	94.1	
	Combined	35	82.9	
Students with Disabilities	ELA	70	100	4
	Math	70	90	
	Combined	140	95	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	55	103.6	3
	Math	55	110	
	Combined	110	106.8	

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	9	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	9	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	9	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	8	—	—	—	—

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	484	35	7.2%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	33	0	—	4
Black or African American	5	—	—	—
Hispanic or Latino	81	12	14.8%	4
Multiracial	25	—	—	—
White	340	22	6.5%	4
English Language Learner	22	—	—	—
Students with Disabilities	76	6	7.9%	4
Economically Disadvantaged	66	11	16.7%	4

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	471	96.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	33	—
Black or African American	—	5	—
Hispanic or Latino	✓	73	98.6%
Multiracial	—	25	—
White	✓	335	96.1%
English Language Learner	—	11	—
Students with Disabilities	✗	73	91.8%
Economically Disadvantaged	✗	60	91.7%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	474	94.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	33	—
Black or African American	—	5	—
Hispanic or Latino	✗	74	89.2%
Multiracial	—	25	—
White	✓	337	95.6%
English Language Learner	—	11	—
Students with Disabilities	✗	74	89.2%
Economically Disadvantaged	✗	61	82%

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 5	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%
Grade 6	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%
Grade 7	112	0	0%	112	100%	14	13%	23	21%	38	34%	37	33%	75	67%
Grade 8	126	5	4%	121	96%	7	6%	21	17%	52	43%	41	34%	93	77%
Grades 3-8	474	19	4%	455	96%	45	10%	83	18%	175	38%	152	33%	327	72%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%
Female	61	2	3%	59	97%	4	7%	14	24%	26	44%	15	25%	41	69%
Male	56	2	4%	54	96%	9	17%	15	28%	18	33%	12	22%	30	56%
General Education Students	100	1	1%	99	99%	8	8%	23	23%	42	42%	26	26%	68	69%
Students with Disabilities	17	3	18%	14	82%	5	36%	6	43%	2	14%	1	7%	3	21%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	1	6%	16	94%	5	31%	7	44%	3	19%	1	6%	4	25%
White	89	2	2%	87	98%	8	9%	20	23%	39	45%	20	23%	59	68%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	0	0%	2	20%	2	20%	6	60%	8	80%
Economically Disadvantaged	11	2	18%	9	82%	4	44%	5	56%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	106	2	2%	104	98%	9	9%	24	23%	44	42%	27	26%	71	68%
English Language Learner	5	0	0%	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	112	4	4%	108	96%	9	8%	28	26%	44	41%	27	25%	71	66%
Not in Foster Care	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%
Not Homeless	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%
Parent Not in Armed Forces	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%

**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	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%
Female	45	3	7%	42	93%	4	10%	3	7%	16	38%	19	45%	35	83%
Male	74	7	9%	67	91%	7	10%	7	10%	25	37%	28	42%	53	79%
General Education Students	100	8	8%	92	92%	5	5%	6	7%	34	37%	47	51%	81	88%
Students with Disabilities	19	2	11%	17	89%	6	35%	4	24%	7	41%	0	0%	7	41%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	2	10%	19	90%	6	32%	4	21%	6	32%	3	16%	9	47%
White	85	7	8%	78	92%	5	6%	5	6%	30	38%	38	49%	68	87%
Multiracial	7	1	14%	6	86%	0	0%	1	17%	2	33%	3	50%	5	83%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	19	2	11%	17	89%	6	35%	3	18%	5	29%	3	18%	8	47%
Not Economically Disadvantaged	100	8	8%	92	92%	5	5%	7	8%	36	39%	44	48%	80	87%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	117	10	9%	107	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%
Not Homeless	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%
Parent Not in Armed Forces	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	0	0%	112	100%	14	13%	23	21%	38	34%	37	33%	75	67%
Female	49	0	0%	49	100%	—	—	—	—	—	—	—	—	—	—
Male	62	0	0%	62	100%	10	16%	11	18%	24	39%	17	27%	41	66%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	50	0	0%	50	100%	4	8%	12	24%	14	28%	20	40%	34	68%
General Education Students	96	0	0%	96	100%	7	7%	17	18%	35	36%	37	39%	72	75%
Students with Disabilities	16	0	0%	16	100%	7	44%	6	38%	3	19%	0	0%	3	19%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	0	0%	5	38%	7	54%	12	92%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	17	100%	5	29%	6	35%	5	29%	1	6%	6	35%
White	76	0	0%	76	100%	8	11%	16	21%	27	36%	25	33%	52	68%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	1	17%	4	67%	5	83%
Economically Disadvantaged	12	0	0%	12	100%	6	50%	5	42%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	100	0	0%	100	100%	8	8%	18	18%	37	37%	37	37%	74	74%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	111	0	0%	111	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	112	0	0%	112	100%	14	13%	23	21%	38	34%	37	33%	75	67%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	112	0	0%	112	100%	14	13%	23	21%	38	34%	37	33%	75	67%
Not Migrant	112	0	0%	112	100%	14	13%	23	21%	38	34%	37	33%	75	67%
Parent Not in Armed Forces	112	0	0%	112	100%	14	13%	23	21%	38	34%	37	33%	75	67%

**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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	5	4%	121	96%	7	6%	21	17%	52	43%	41	34%	93	77%
Female	58	3	5%	55	95%	—	—	—	—	—	—	—	—	—	—
Male	64	2	3%	62	97%	6	10%	13	21%	26	42%	17	27%	43	69%
Non-Binary	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	3	5%	59	95%	1	2%	8	14%	26	44%	24	41%	50	85%
General Education Students	105	4	4%	101	96%	2	2%	13	13%	47	47%	39	39%	86	85%
Students with Disabilities	21	1	5%	20	95%	5	25%	8	40%	5	25%	2	10%	7	35%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	0	0%	20	100%	3	15%	7	35%	4	20%	6	30%	10	50%
White	86	5	6%	81	94%	4	5%	12	15%	40	49%	25	31%	65	80%
Multiracial	10	0	0%	10	100%	0	0%	0	0%	3	30%	7	70%	10	100%
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	2	20%	5	50%	3	30%	8	80%
Economically Disadvantaged	19	2	11%	17	89%	2	12%	6	35%	6	35%	3	18%	9	53%
Not Economically Disadvantaged	107	3	3%	104	97%	5	5%	15	14%	46	44%	38	37%	84	81%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	123	5	4%	118	96%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	126	5	4%	121	96%	7	6%	21	17%	52	43%	41	34%	93	77%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	5	4%	120	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	126	5	4%	121	96%	7	6%	21	17%	52	43%	41	34%	93	77%
Parent Not in Armed Forces	126	5	4%	121	96%	7	6%	21	17%	52	43%	41	34%	93	77%

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 5	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%
Grade 6	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Combined 6	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Grade 7	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Combined 7	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Grade 8	126	8	6%	118	94%	16	14%	13	11%	57	48%	32	27%	89	75%
Regents 8	—	—	—	3	2%	—	—	—	—	—	—	—	—	—	—
Combined 8	126	5	4%	121	96%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	475	26	5%	449	95%	—	—	—	—	—	—	—	—	—	—

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

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	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%
Female	62	5	8%	57	92%	6	11%	12	21%	28	49%	11	19%	39	68%
Male	56	6	11%	50	89%	5	10%	3	6%	27	54%	15	30%	42	84%
General Education Students	101	8	8%	93	92%	8	9%	10	11%	51	55%	24	26%	75	81%
Students with Disabilities	17	3	18%	14	82%	3	21%	5	36%	4	29%	2	14%	6	43%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	7	39%	11	61%	5	45%	2	18%	2	18%	2	18%	4	36%
White	89	3	3%	86	97%	6	7%	12	14%	50	58%	18	21%	68	79%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	0	0%	1	10%	3	30%	6	60%	9	90%
Economically Disadvantaged	12	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	106	3	3%	103	97%	—	—	—	—	—	—	—	—	—	—
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	113	6	5%	107	95%	11	10%	15	14%	55	51%	26	24%	81	76%
Not in Foster Care	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%
Not Homeless	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%
Parent Not in Armed Forces	118	11	9%	107	91%	11	10%	15	14%	55	51%	26	24%	81	76%

**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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Female	45	2	4%	43	96%	3	7%	9	21%	20	47%	11	26%	31	72%
Male	73	7	10%	66	90%	4	6%	7	11%	28	42%	27	41%	55	83%
General Education Students	99	7	7%	92	93%	1	1%	11	12%	43	47%	37	40%	80	87%
Students with Disabilities	19	2	11%	17	89%	6	35%	5	29%	5	29%	1	6%	6	35%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	0	0%	20	100%	2	10%	6	30%	10	50%	2	10%	12	60%
White	85	8	9%	77	91%	5	6%	8	10%	33	43%	31	40%	64	83%
Multiracial	7	1	14%	6	86%	0	0%	2	33%	2	33%	2	33%	4	67%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	19	1	5%	18	95%	3	17%	5	28%	9	50%	1	6%	10	56%
Not Economically Disadvantaged	99	8	8%	91	92%	4	4%	11	12%	39	43%	37	41%	76	84%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	116	9	8%	107	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Not Homeless	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Parent Not in Armed Forces	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%

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.





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Female	50	1	2%	49	98%	—	—	—	—	—	—	—	—	—	—
Male	62	0	0%	62	100%	5	8%	11	18%	27	44%	19	31%	46	74%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	51	1	2%	50	98%	5	10%	12	24%	17	34%	16	32%	33	66%
General Education Students	96	0	0%	96	100%	3	3%	16	17%	43	45%	34	35%	77	80%
Students with Disabilities	17	1	6%	16	94%	7	44%	7	44%	1	6%	1	6%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	0	0%	5	38%	7	54%	12	92%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	17	100%	2	12%	7	41%	5	29%	3	18%	8	47%
White	77	1	1%	76	99%	6	8%	15	20%	32	42%	23	30%	55	72%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	12	1	8%	11	92%	2	18%	5	45%	4	36%	0	0%	4	36%
Not Economically Disadvantaged	101	0	0%	101	100%	8	8%	18	18%	40	40%	35	35%	75	74%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	112	1	1%	111	99%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Not Migrant	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Parent Not in Armed Forces	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%

## 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	126	8	6%	118	94%	16	14%	13	11%	57	48%	32	27%	89	75%
Female	58	4	7%	54	93%	—	—	—	—	—	—	—	—	—	—
Male	64	4	6%	60	94%	10	17%	5	8%	28	47%	17	28%	45	75%
Non-Binary	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	4	6%	58	94%	6	10%	8	14%	29	50%	15	26%	44	76%
General Education Students	105	6	6%	99	94%	4	4%	10	10%	55	56%	30	30%	85	86%
Students with Disabilities	21	2	10%	19	90%	12	63%	3	16%	2	11%	2	11%	4	21%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	2	10%	18	90%	6	33%	4	22%	5	28%	3	17%	8	44%
White	86	6	7%	80	93%	10	13%	8	10%	40	50%	22	28%	62	78%
Multiracial	10	0	0%	10	100%	0	0%	0	0%	6	60%	4	40%	10	100%
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	1	10%	6	60%	3	30%	9	90%
Economically Disadvantaged	19	3	16%	16	84%	6	38%	1	6%	7	44%	2	13%	9	56%
Not Economically Disadvantaged	107	5	5%	102	95%	10	10%	12	12%	50	49%	30	29%	80	78%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	123	8	7%	115	93%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	126	8	6%	118	94%	16	14%	13	11%	57	48%	32	27%	89	75%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	8	6%	117	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	126	8	6%	118	94%	16	14%	13	11%	57	48%	32	27%	89	75%
Parent Not in Armed Forces	126	8	6%	118	94%	16	14%	13	11%	57	48%	32	27%	89	75%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	125	99%	7	6%	7	6%	57	46%	54	43%	111	89%
Combined 8	126	1	1%	125	99%	7	6%	7	6%	57	46%	54	43%	111	89%

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	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	58	58	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	64	64	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-Binary	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	105	105	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	20	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	86	86	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	107	107	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	123	123	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	126	126	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	125	125	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	126	126	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 ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	0	0%	1	1%	12	16%	30	40%	32	43%	74	99%
Female	39	0	0%	1	3%	5	13%	16	41%	17	44%	38	97%
Male	35	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	36	0	0%	0	0%	7	19%	14	39%	15	42%	36	100%
General Education Students	71	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	3	38%	3	38%	2	25%	8	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—	—	—
White	51	0	0%	1	2%	7	14%	23	45%	20	39%	50	98%
Multiracial	9	0	0%	0	0%	0	0%	2	22%	7	78%	9	100%
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	2	29%	2	29%	3	43%	7	100%
Economically Disadvantaged	6	0	0%	0	0%	3	50%	2	33%	1	17%	6	100%
Not Economically Disadvantaged	69	0	0%	1	1%	9	13%	28	41%	31	45%	68	99%
Non-English Language Learner	75	0	0%	1	1%	12	16%	30	40%	32	43%	74	99%
Not in Foster Care	75	0	0%	1	1%	12	16%	30	40%	32	43%	74	99%
Not Homeless	75	0	0%	1	1%	12	16%	30	40%	32	43%	74	99%
Not Migrant	75	0	0%	1	1%	12	16%	30	40%	32	43%	74	99%
Parent Not in Armed Forces	75	0	0%	1	1%	12	16%	30	40%	32	43%	74	99%

## ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



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

**ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)**

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	125	7	6%	7	6%	57	46%	54	43%	111	89%
Female	58	—	—	—	—	—	—	—	—	—	—
Male	63	6	10%	5	8%	29	46%	23	37%	52	83%
Non-Binary	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	1	2%	2	3%	28	45%	31	50%	59	95%
General Education Students	105	1	1%	4	4%	48	46%	52	50%	100	95%
Students with Disabilities	20	6	30%	3	15%	9	45%	2	10%	11	55%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	2	10%	3	15%	9	45%	6	30%	15	75%
White	85	4	5%	4	5%	39	46%	38	45%	77	91%
Multiracial	10	0	0%	0	0%	2	20%	8	80%	10	100%
Small Group Total: Race & Ethnicity	10	1	10%	0	0%	7	70%	2	20%	9	90%
Economically Disadvantaged	18	3	17%	1	6%	10	56%	4	22%	14	78%
Not Economically Disadvantaged	107	4	4%	6	6%	47	44%	50	47%	97	91%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	122	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	125	7	6%	7	6%	57	46%	54	43%	111	89%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	124	—	—	—	—	—	—	—	—	—	—
Not Migrant	125	7	6%	7	6%	57	46%	54	43%	111	89%
Parent Not in Armed Forces	125	7	6%	7	6%	57	46%	54	43%	111	89%

**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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	5	0	0%	5	100%	0	0%	2	40%	0	0%	2	40%	1	20%
Grade 6	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—

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

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

**NEW YORK STATE NAEP GRADE 4**

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



NEW YORK STATE NAEP GRADE 8

	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 SCHOOL	51	5	10%	1	0	0%
THIS DISTRICT	142	17	12%	3	1	33%
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 SCHOOL	50	0	0%
THIS DISTRICT	141	0	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%

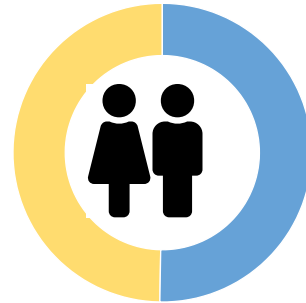
This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

## CARRIE E TOMPKINS SCHOOL ENROLLMENT (2022 - 23)

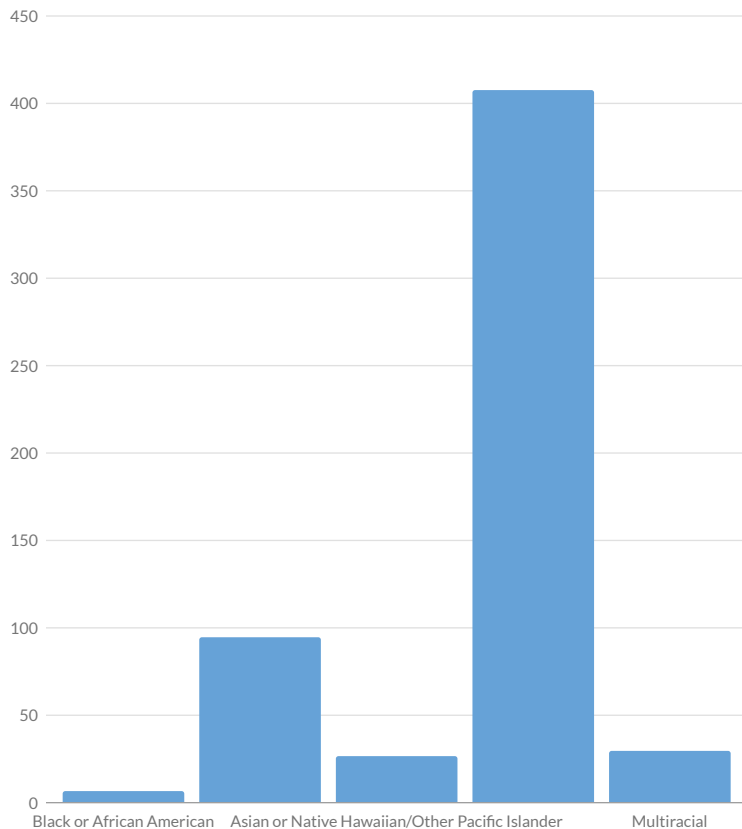
**K-12 Enrollment: 567**

### ENROLLMENT BY GENDER

MALE	
285	50%
FEMALE	
282	50%
NON-BINARY	
0	0%



### ENROLLMENT BY ETHNICITY



#### BLACK OR AFRICAN AMERICAN

7	1%
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#### HISPANIC OR LATINO

95	17%
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#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

27	5%
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#### WHITE

408	72%
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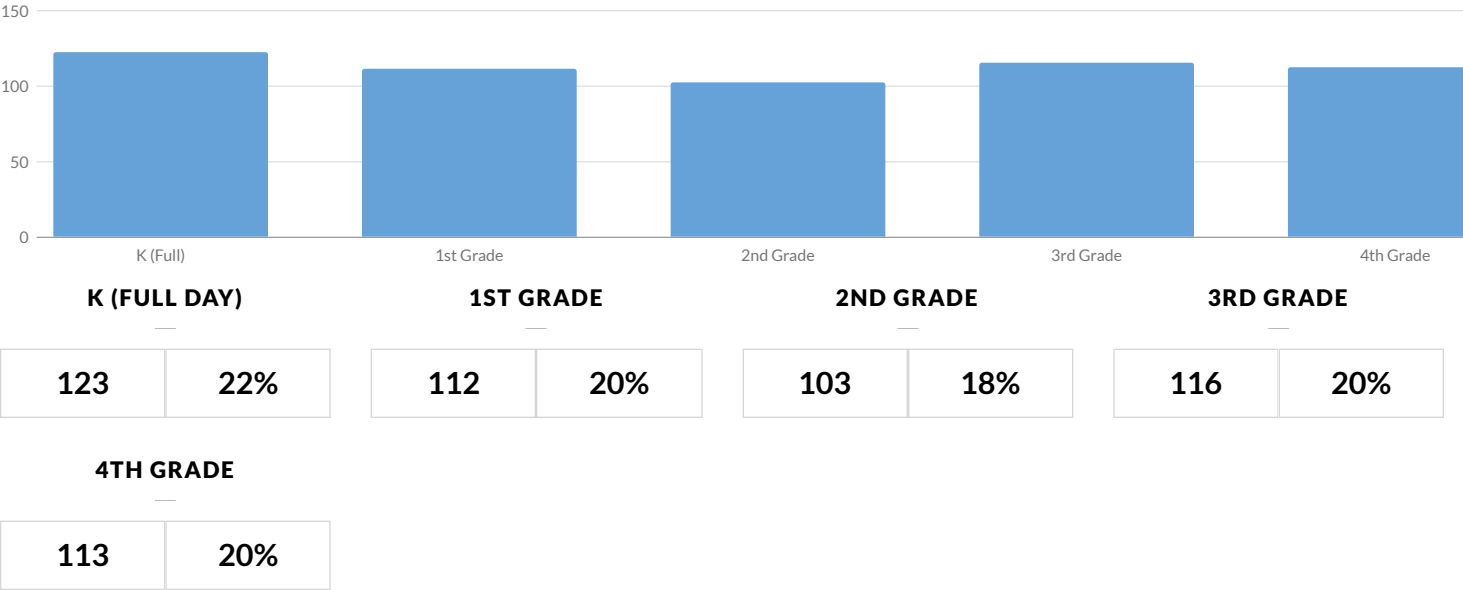
#### MULTIRACIAL

30	5%
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OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
15	3%	62	11%	59	10%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				—	—

ENROLLMENT BY GRADE



## CARRIE E TOMPKINS SCHOOL - 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

### 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
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement: Potential Targeted Support and Improvement	NA

## ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	2	2	—	3
Multiracial	—	—	—	—
White	3	4	—	4
English Language Learner	—	—	—	—
Students with Disabilities	2	2	—	4
Economically Disadvantaged	1	1	—	3

**ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	216	150.9	3
	Math	218	157.1	
	Combined	434	154	
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	141.7	—
	Math	12	175	
	Combined	24	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	33	104.5	2
	Math	33	119.7	
	Combined	66	112.1	
Multiracial	ELA	13	180.8	—
	Math	13	180.8	
	Combined	26	—	
White	ELA	155	160.6	3
	Math	157	162.7	
	Combined	312	161.7	
English Language Learner	ELA	7	57.1	—
	Math	7	107.1	
	Combined	14	—	
Students with Disabilities	ELA	22	45.5	2
	Math	22	77.3	
	Combined	44	61.4	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	25	40	1
	Math	25	64	
	Combined	50	52	

**ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	216	150.9	4
	Math	218	157.1	
	Combined	434	154	
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	141.7	—
	Math	12	175	
	Combined	24	—	
Black or African American	ELA	5	40	—
	Math	5	60	
	Combined	10	—	
Hispanic or Latino	ELA	33	104.5	2
	Math	33	119.7	
	Combined	66	112.1	
Multiracial	ELA	13	180.8	—
	Math	13	180.8	
	Combined	26	—	
White	ELA	155	160.6	4
	Math	157	162.7	
	Combined	312	161.7	
English Language Learner	ELA	7	57.1	—
	Math	7	107.1	
	Combined	14	—	
Students with Disabilities	ELA	24	41.7	2
	Math	24	70.8	
	Combined	48	56.3	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	25	40	1
	Math	25	64	
	Combined	50	52	

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	12	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	10	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	12	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	451	67	14.9%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—
Black or African American	8	—	—	—
Hispanic or Latino	83	17	20.5%	3
Multiracial	19	—	—	—
White	318	42	13.2%	4
English Language Learner	20	—	—	—
Students with Disabilities	55	7	12.7%	4
Economically Disadvantaged	56	15	26.8%	3

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	228	95.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
Black or African American	—	6	—
Hispanic or Latino	—	34	—
Multiracial	—	13	—
White	✓	163	95.1%
English Language Learner	—	7	—
Students with Disabilities	—	25	—
Economically Disadvantaged	—	26	—

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	228	96.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
Black or African American	—	6	—
Hispanic or Latino	—	34	—
Multiracial	—	13	—
White	✓	163	96.3%
English Language Learner	—	7	—
Students with Disabilities	—	25	—
Economically Disadvantaged	—	26	—



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	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%
Grade 4	112	4	4%	108	96%	18	17%	24	22%	41	38%	25	23%	66	61%
Grades 3-8	228	10	4%	218	96%	37	17%	54	25%	86	39%	41	19%	127	58%

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	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%
Female	52	2	4%	50	96%	5	10%	13	26%	27	54%	5	10%	32	64%
Male	64	4	6%	60	94%	14	23%	17	28%	18	30%	11	18%	29	48%
General Education Students	106	5	5%	101	95%	13	13%	28	28%	44	44%	16	16%	60	59%
Students with Disabilities	10	1	10%	9	90%	6	67%	2	22%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	11	100%	5	45%	4	36%	1	9%	1	9%	2	18%
White	87	6	7%	81	93%	11	14%	22	27%	38	47%	10	12%	48	59%
Multiracial	9	0	0%	9	100%	0	0%	3	33%	3	33%	3	33%	6	67%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	3	33%	1	11%	3	33%	2	22%	5	56%
Economically Disadvantaged	12	0	0%	12	100%	9	75%	2	17%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	104	6	6%	98	94%	10	10%	28	29%	44	45%	16	16%	60	61%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	6	5%	109	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%
Not Homeless	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%
Parent Not in Armed Forces	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%

**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	112	4	4%	108	96%	18	17%	24	22%	41	38%	25	23%	66	61%
Female	53	2	4%	51	96%	9	18%	11	22%	18	35%	13	25%	31	61%
Male	59	2	3%	57	97%	9	16%	13	23%	23	40%	12	21%	35	61%
General Education Students	97	2	2%	95	98%	10	11%	20	21%	40	42%	25	26%	65	68%
Students with Disabilities	15	2	13%	13	87%	8	62%	4	31%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	1	17%	2	33%	2	33%	1	17%	3	50%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	23	100%	7	30%	7	30%	7	30%	2	9%	9	39%
White	76	2	3%	74	97%	9	12%	14	19%	31	42%	20	27%	51	69%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	14	1	7%	13	93%	8	62%	4	31%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	98	3	3%	95	97%	10	11%	20	21%	40	42%	25	26%	65	68%
English Language Learner	6	0	0%	6	100%	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	106	4	4%	102	96%	14	14%	23	23%	40	39%	25	25%	65	64%
Not in Foster Care	112	4	4%	108	96%	18	17%	24	22%	41	38%	25	23%	66	61%
Not Homeless	112	4	4%	108	96%	18	17%	24	22%	41	38%	25	23%	66	61%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	112	4	4%	108	96%	18	17%	24	22%	41	38%	25	23%	66	61%
Parent Not in Armed Forces	112	4	4%	108	96%	18	17%	24	22%	41	38%	25	23%	66	61%

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	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%
Grade 4	112	3	3%	109	97%	15	14%	16	15%	49	45%	29	27%	78	72%
Grades 3-8	228	8	4%	220	96%	27	12%	63	29%	87	40%	43	20%	130	59%

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.

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%
Female	52	2	4%	50	96%	4	8%	21	42%	20	40%	5	10%	25	50%
Male	64	3	5%	61	95%	8	13%	26	43%	18	30%	9	15%	27	44%
General Education Students	106	4	4%	102	96%	9	9%	42	41%	37	36%	14	14%	51	50%
Students with Disabilities	10	1	10%	9	90%	3	33%	5	56%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	11	100%	1	9%	6	55%	4	36%	0	0%	4	36%
White	87	5	6%	82	94%	10	12%	35	43%	28	34%	9	11%	37	45%
Multiracial	9	0	0%	9	100%	0	0%	3	33%	1	11%	5	56%	6	67%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	3	33%	5	56%	0	0%	5	56%
Economically Disadvantaged	12	0	0%	12	100%	5	42%	6	50%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	104	5	5%	99	95%	7	7%	41	41%	37	37%	14	14%	51	52%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	5	4%	110	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%
Not Homeless	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%
Parent Not in Armed Forces	116	5	4%	111	96%	12	11%	47	42%	38	34%	14	13%	52	47%

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	112	3	3%	109	97%	15	14%	16	15%	49	45%	29	27%	78	72%
Female	53	1	2%	52	98%	11	21%	6	12%	24	46%	11	21%	35	67%
Male	59	2	3%	57	97%	4	7%	10	18%	25	44%	18	32%	43	75%
General Education Students	97	1	1%	96	99%	8	8%	14	15%	45	47%	29	30%	74	77%
Students with Disabilities	15	2	13%	13	87%	7	54%	2	15%	4	31%	0	0%	4	31%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	23	100%	7	30%	7	30%	8	35%	1	4%	9	39%
White	76	1	1%	75	99%	7	9%	6	8%	38	51%	24	32%	62	83%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	2	40%	0	0%	2	40%	2	40%
Economically Disadvantaged	14	1	7%	13	93%	8	62%	2	15%	3	23%	0	0%	3	23%
Not Economically Disadvantaged	98	2	2%	96	98%	7	7%	14	15%	46	48%	29	30%	75	78%
English Language Learner	6	0	0%	6	100%	3	50%	1	17%	2	33%	0	0%	2	33%
Non-English Language Learner	106	3	3%	103	97%	12	12%	15	15%	47	46%	29	28%	76	74%
Not in Foster Care	112	3	3%	109	97%	15	14%	16	15%	49	45%	29	27%	78	72%
Not Homeless	112	3	3%	109	97%	15	14%	16	15%	49	45%	29	27%	78	72%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	112	3	3%	109	97%	15	14%	16	15%	49	45%	29	27%	78	72%
Parent Not in Armed Forces	112	3	3%	109	97%	15	14%	16	15%	49	45%	29	27%	78	72%

## 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	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 1	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 2	6	0	0%	6	100%	2	33%	2	33%	1	17%	0	0%	1	17%
Grade 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	6	1	17%	5	83%	1	20%	2	40%	2	40%	0	0%	0	0%

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

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

#### NEW YORK STATE NAEP GRADE 4

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

### NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

### NEW YORK STATE NAEP PARTICIPATION RATES

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



**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

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

STAFF QUALIFICATIONS (2022-23)  
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	44	6	14%	1	1	100%
THIS DISTRICT	142	17	12%	3	1	33%
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 SCHOOL	45	0	0%
THIS DISTRICT	141	0	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%

Part A - District-Level Information

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

I) Contact Information

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

II) Total Amount of District Spending Allocated to Individual Schools

<b>A) Total Major Operating Funds Spending</b>	Funding Source		
	Total Spending	State/Local	Federal
	\$52,672,111	\$52,656,111	\$16,000
	\$1,536,499	\$309,639	\$1,226,860
	\$883,368	\$196,480	\$686,888
	\$0	\$0	\$0
<b>Total Major Operating Funds Spending</b>	<b>\$55,091,978</b>	<b>\$53,162,230</b>	<b>\$1,929,748</b>

<b>B) Exclusions for Non-Instructional Costs</b>	Funding Source		
	Total Spending	State/Local	Federal
	\$110,000	\$110,000	\$0
	\$4,819,717	\$4,819,717	\$0
	\$883,368	\$196,480	\$686,888
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$2,908,875	\$2,874,025	\$34,850
	\$771,056	\$759,687	\$11,369
<b>Total Non-Instructional Cost Exclusions</b>	<b>\$9,493,016</b>	<b>\$8,759,909</b>	<b>\$733,107</b>

<b>C) Exclusions for Tuition/Payments to Non-District Schools</b>	Funding Source			Total Pupils	Per Pupil
	Total Spending	State/Local	Federal		
	\$0	\$0	\$0		
	\$0	\$0	\$0		
	\$125,000	\$125,000	\$0		
	\$291,600	\$0	\$291,600		
	\$738,881	\$738,881	\$0		
	\$1,075,468	\$1,075,468	\$0		
	\$0	\$0	\$0		
	\$0	\$0	\$0		
	\$184,423	\$184,423	\$0		
	\$0	\$0	\$0		
	\$0	\$0	\$0		
	\$0	\$0	\$0		
	\$19,627	\$10,632	\$8,995		
<b>Total Tuition/Payments to Non-District Schools Exclusions</b>	<b>\$2,434,999</b>	<b>\$2,134,404</b>	<b>\$300,595</b>		

<b>Total Exclusions</b>	<b>\$11,928,015</b>	<b>\$10,894,313</b>	<b>\$1,033,702</b>
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<b>D) Projected 2022-23 Enrollment</b>	
	1,536
	0
	0
Total District Enrollment	1,536

<b>Total Funding Allocated to Individual Schools</b>	<b>\$43,163,963</b>	<b>\$42,267,917</b>	<b>\$896,046</b>
<b>Total Allocated Funding per Pupil</b>	<b>\$28,101.54</b>	<b>\$27,518.18</b>	<b>\$583.36</b>

III) Central District Costs Included in School Allocations

<b>A) General Support Costs</b>	Funding Source		Total Staff	Total	
	Total Spending	State/Local	Federal	(FTE Basis)	FTE Spending
	\$135,126	\$135,126	\$0	1.0	\$135,126.00
	\$1,763,699	\$1,763,699	\$0	8.8	\$200,420.34
	\$4,385,309	\$4,385,309	\$0	25.0	\$175,412.36
	\$807,754	\$807,754	\$0	0.0	\$0.00
	\$1,044,799	\$1,044,799	\$0		
Board of Education					
Central Personnel					
Operation and Maintenance of Plant					
Other Central Services					
Employee Benefits for General Support Staff (see IV below)					
<b>Total General Support Costs</b>	<b>\$8,136,687</b>	<b>\$8,136,687</b>	<b>\$0</b>	<b>34.8</b>	
<b>Total General Support Costs per Pupil</b>	<b>\$5,297.32</b>	<b>\$5,297.32</b>	<b>\$0.00</b>		

<b>B) District Academic Support Costs</b>	Funding Source		Total Staff	Total	
	Total Spending	State/Local	Federal	(FTE Basis)	FTE Spending
	\$566,375	\$566,375	\$0	4.0	\$141,593.75
	\$0	\$0	\$0	0.0	\$0.00
	\$23,328	\$0	\$23,328	0.0	\$0.00
	\$46,879	\$0	\$46,879	1.0	\$46,879.00
	\$58,050	\$58,050	\$0	0.5	\$116,100.00
\$540,400	\$540,400	\$0	3.0	\$180,133.33	
\$335,609	\$320,316	\$15,293			
Curriculum Development & Supervision					
Research, Planning & Evaluation					
In-Service Training					
Committee on Special Education/Preschool Special Education					
Summer Programming and Services					
Other Districtwide Staff					
Employee Benefits for District Academic Support Staff (see IV below)					
<b>Total District Academic Support Costs</b>	<b>\$1,570,641</b>	<b>\$1,485,141</b>	<b>\$85,500</b>	<b>8.5</b>	
<b>Total District Academic Support Costs per Pupil</b>	<b>\$1,022.55</b>	<b>\$966.89</b>	<b>\$55.66</b>		

<b>C) Other Post-Employment Benefits (OPEB)</b>	\$1,279,422	\$1,279,422	\$0
	\$832.96	\$832.96	\$0.00

<b>Total Central District Costs Included in School Allocations</b>	<b>\$10,986,750</b>	<b>\$10,901,250</b>	<b>\$85,500</b>
<b>Total Central District Costs per Pupil</b>	<b>\$7,152.83</b>	<b>\$7,097.17</b>	<b>\$55.66</b>

<b>Total Funding Allocated to Individual Schools excl. Central Costs</b>	<b>\$32,177,213</b>	<b>\$31,366,667</b>	<b>\$810,546</b>
<b>Total Allocated Funding per Pupil</b>	<b>\$20,948.71</b>		

IV) District Average Fringe Rate for Allocation of Employee Benefits

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

Part B - Basic School-Level Information

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

Part C - Basic School-Level Allocations

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

Part D - School-Level Spending on Prekindergarten and Community Schools Programming

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

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

Total in Prekindergarten Community-Based Organizations

Part E - Locally Implemented Funding Formula

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

No

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

## Education Law §3614 School Funding Allocation Report

### Part F - Narrative Description

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

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

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

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

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



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

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

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

Nothing unique.

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

Nothing.

# Croton-Harmon School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 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	\$ 56,174,983	\$ 58,798,307	\$ 57,872,119
Increase/Decrease for the 2023-24 School Year		\$ 2,623,324	\$ 1,697,136
Percentage Increase/Decrease in Proposed Budget		4.67%	3.02%
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount, Net of Reserve	\$ 43,336,181	\$ 44,262,369	
B. Levy to Support Library Debt, if Applicable	\$ -	\$ -	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ -	\$ -	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ -	\$ -	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 43,336,181	\$ 44,262,369	\$ 43,336,181
F. Total Permissible Exclusions	\$ 2,796,552	\$ 2,721,150	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 40,539,629	\$ 41,541,219	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 40,539,629	\$ 41,541,219	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ -	\$ -	
Administrative Component	\$ 6,385,066	\$ 6,588,068	\$ 6,498,010
Program Component	\$ 38,747,347	\$ 41,400,674	\$ 40,834,732
Capital Component	\$ 11,042,570	\$ 10,809,565	\$ 10,539,377
<p>* Statement of Assumptions pursuant to Section 2023 of the Education Law. If the proposed budget is defeated, and to meet the contingent budget level, the Croton-Harmon Union Free School District would need to reduce the budget and tax levy by \$926,188 for the 2024-25 school year. Reductions would be made across the budget beginning with the non-contingent expenses. The reductions would include supplies, certain equipment purchases, facility usage, extra-curricular activities, staffing, etc.</p> <p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)</p>			
Description			Amount
Proposition 2(a): Purchase of one 66-passenger electric school bus and one Vehicle Repair & Maint Lift via "CHUFSD Vehicle Capital Reserve 2022".			\$ 570,000
Proposition 2(b): Purchase of three approximately 30-36 passenger gas/diesel powered school buses from current appropriations available within the 2023-24 General Fund.			\$ 320,000
		Under the Budget Proposed for the 2024- 25 School Year	
Estimated Basic STAR Exemption Savings <sup>1</sup>		\$1,553 Cortlandt \$1,528 Yorktown	

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Croton-Harmon School District, Westchester County, New York, will be held at Croton-Harmon High School in said district on Tuesday, May 21, 2024 between the hours of 6:00 am and 9:00 pm. Absentee ballot applications should be submitted in original form, with the original signature. It must be submitted at least seven days before the vote/election (May 14, 2024) if the ballot will be mailed to the voter and by the day before the vote/election (May 20, 2024) if the ballot will be personally picked up by the voter. Absentee ballots must be received by the District Clerk by 5:00 p.m. on the day of the vote/election (May 21, 2024) in order to be counted.

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

Croton-Harmon UFSD 2024-25 Property Tax Report Card		
<b>000000 - DISTRICT NAME</b>		
Contact Person:	Denise Harrington-Cohen	Budgeted 2023-24 (A)
Telephone Number:	914-271-4713	
		Proposed Budget 2024-25 (B)
Total Budgeted Amount, not Including Separate Propositions	56,174,983	58,798,307
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	43,336,180	44,262,369
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	0	0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0
E. Total Proposed School Year Tax Levy (A + B + C - D)	43,336,180	44,262,369
F. Permissible Exclusions to the School Tax Levy Limit	2,796,552	2,721,150
G. School Tax Levy Limit , <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	40,539,628	41,541,219
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	40,539,628	41,541,219
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	0	0
Public School Enrollment	1,550	1,592
Consumer Price Index		4.12%
<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.		
<sup>2</sup> Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.		
<sup>3</sup> For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.		
	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	18,067,063	17,737,957
Assigned Appropriated Fund Balance	2,169,944	4,316,825
Adjusted Unrestricted Fund Balance	2,246,999	2,351,932
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds					
Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital	Capital 2013	To pay the cost of any object or purpose for which bonds may be issued.	3,333,160	2,601,264	It is our intention to pay the cost of any object or purpose for which bonds may be issued.
Capital	Capital 2016	To pay the cost of any object or purpose for which bonds may be issued.	4,574,462	4,650,175	It is our intention to pay the cost of any object or purpose for which bonds may be issued.
Capital (Transportation)	Capital (Transportation) 2022	To pay the cost of any object or purpose for which bonds may be issued.	2,146,411	2,183,168	It is our intention to pay the cost of vehicles or infrastructure costs related to transportation.
Repair Reserve	Repair Reserve 2022	To pay the cost of repairs to capital improvements or equipment.	107,318	109,155	It is our intention to pay Capital and Equipment Repair Costs.
Workers' Compensation	Workers' Compensation Reserve	To pay for Workers Compensation and benefits.	577,309	387,196	It is our intention to pay Workers' compensation Claims.
Unemployment Insurance	Unemployment Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	211,754	215,381	It is our intention to pay Unemployment Insurance Claims.
Liability	Legal Liability Reserve	To establish and maintain a program of reserves to cover liability claims incurred.	984,940	1,000,670	It is our intention to pay legal settlements related to special education costs or other legal liabilities.
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements.	2,572,012	2,615,940	It is our intention to pay for our potential tax settlements.
EBALR – Employee Benefit Accrued Liability	EBALR – Employee Benefit Accrued Liability Reserve	For the payment of accrued 'employee benefits' due to employees upon termination of service.	525,234	533,807	It is our intention to pay contributions for sick/vacation payout to retired employees
Retirement Contribution	ERS Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System.	1,553,955	1,580,566	It is our intention to pay contributions to the pension system.
Other Reserve	TRS Reserve	To fund employer retirement contributions to the State and Local Teachers' Retirement System.	1,631,477	1,860,635	It is our intention to pay contributions to the pension system.

**Exemption Impact Report**

Assessment Year: 2023

County: WESTCHESTER  
SWIS Code: 5522

School Value Report (552202)

Municipality: CORTLANDT  
Total Assessed Val: 40,516,706  
Uniform Percentage: 1.22

Equalized Total Assessed Value = 3,321,041,475

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
12100	NY STATE	RPTL 404(1)	10	3,463,114	0.10
13100	CTY OWNED	RPTL 406(1)	31	50,581,967	1.52
13360	NYC AQUUCT	RPTL 406(4)	1	409,836,065	12.34
13500	TWN WITHIN	RPTL 406(1)	28	2,278,688	0.07
13650	VILL OWNED	RPTL 406(1)	85	34,628,278	1.04
13800	SCHOOL DIS	RPTL 408	6	87,595,491	2.64
13890	PBLIC AUTH	RPTL 412 & Pub Auth L	3	9,114,754	0.27
25110	RELIG PROP	RPTL 420-a	11	17,407,786	0.52
25230	N/P IMPROV	RPTL 420-a	2	3,772,540	0.11
25300	NON-PROFIT	RPTL 420-b	34	22,393,360	0.67
27200	R/R PROP	RPTL 489-d, 489-dd	2	4,827,868	0.15
27350	CEMETERIES	RPTL 446	2	434,426	0.01
41120	Alt Vet 15%-C-T-S	RPTL 458-a	79	945,409	0.03
41124	Alt Vet 15%-Sch ONLY	RPTL 458-a	7	83,770	0.00
41130	Alt Vet Combat-C-T-S	RPTL 458-a	59	1,180,000	0.04
41134	Alt Vet Combat-Sch	RPTL 458-a	7	140,000	0.00
41140	DISABL VET	RPTL 458-a	21	798,442	0.02
41144	DISABL VET	RPTL 458-a	2	80,000	0.00
41800	AGED-ALL	RPTL 467	17	3,715,573	0.11
41804	AGED - S	RPTL 467	9	1,072,213	0.03
41806	AGED-T/S	RPTL 467	3	233,688	0.01
41834	STAR ENHAN	RPTL 425	222	57,050,163	1.72
41854	BASIC STAR	RPTL 425	755	74,262,295	2.24
49500	PRIVATE SOLAR	RPTL 487	2	97,213	0.00
	<b>Total Exemptions (No System EX's)</b>		<b>1,398</b>	<b>785,993,103</b>	<b>23.67</b>
	<b>Total Exemptions (with System EX's)</b>		<b>1,398</b>	<b>785,993,103</b>	<b>23.67</b>

Values have been equalized using the Uniform Percentage of Value.

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

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

**Exemption Impact Report**

Assessment Year: 2023

County: Westchester  
SWIS Code: 555400

School Value Report (552202)

Municipality: Yorktown  
Total Assessed Val: 1,977,061  
Uniform Percentage: 1.72

Equalized Total Assessed Value = 114,945,406

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
13100	CNTY OWNED	RPTL 406(1)	1	2,238,372	1.95
13500	TOWN OWNED	RPTL 406(1)	1	61,046	0.05
25120	EDUCATIONL	RPTL 420-a	25	11,633,720	10.12
41124	WAR VET S	RPTL 458-a	2	26,976	0.02
41134	COMBAT VET S	RPTL 458-a	1	22,441	0.02
41834	ENH STAR	RPTL 425	5	1,200,581	1.04
41854	BAS STAR	RPTL 425	9	790,116	0.69
	<b>Total Exemptions (No System EX's)</b>		<b>44</b>	<b>15,973,252</b>	<b>13.90</b>
	<b>Total Exemptions (with System EX's)</b>		<b>44</b>	<b>15,973,252</b>	<b>13.90</b>

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 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.
 

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

**Salary: Administrative Compensation Information**  
**660202 - CROTON-HARMON UFSD****2023-2024 - Page 1**  
**Official - as of 05/02/2024 02:20 PM****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](mailto:EMSCMGTS@nysed.gov) indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

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

**Report Estimated Salaries in the Budget for the 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	246,000	57,674	

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

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

2.	ASSISTANT SUPERINTENDENT	239,440	67,436	
3.	ASSISTANT SUPERINTENDENT FOR BUSINESS	239,440	67,436	
4.	ASSISTANT SUPERINTENDENT FOR PPS	208,957	63,905	
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**Salary: Administrative Compensation Information**  
**660202 - CROTON-HARMON UFSD****2023-2024 - Page 2**  
**Official - as of 05/02/2024 02:20 PM**

	Title	Salary	Employee Benefits	Other Remuneration
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**Salary: Administrative Compensation Information**  
**660202 - CROTON-HARMON UFSD****2023-2024 Claim Year - Page 3**  
**Official - as of 05/02/2024 02:20 PM**

Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary

71.	MIDDLE SCHOOL PRINCIPAL	206,907
72.	HIGH SCHOOL PRINCIPAL	206,496
73.	HIGH SCHOOL ASSISTANT PRINCIPAL	187,589
74.	DIRECTOR OF TECHNOLOGY	198,850
75.	ELEMENTARY SCHOOL PRINCIPAL	186,990
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## **Glossary of School Business Terminology**

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Reserve Funds**

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

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

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

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

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

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

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

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

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

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

**Tax Certiorari Reserve Fund:**

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

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

**Employee Benefits Accrued Liabilities Reserve Fund:**

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

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

**Insurance Reserve Fund:**

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

**Repair Reserve Fund:**

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

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

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

**Unemployment Insurance Payment Reserve Fund:**

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



## **Understanding the Equalization Rate**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### For more information

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

**STATE OF NEW YORK Kathy Hochul, Governor**



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



**Office of Real Property Tax Services**

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

**Assessments:**

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

**Equalization Rates:**

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

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

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

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



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