

CROTON-HARMON UNIÓN LIBRE DISTRITO ESCOLAR

DECLARACION PRESUPUESTO OFICIAL

AÑO ESCOLAR 2024-2025
21 de mayo de 2024



Copias disponibles en:

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

Junta de Educación

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

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

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

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Croton-Harmon 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

Querida Comunidad de Croton-Harmon:

Mientras esperamos con ansias el año escolar 2024-25, estamos orgullosos de compartir con ustedes la Edición del Presupuesto del 2024 del boletín informativo Reflexiones del distrito. Este boletín tiene como objetivo brindarle información importante sobre el presupuesto propuesto y cómo nos permite continuar cumpliendo con nuestra visión de largo plazo de crear escuelas que coloquen la pasión, la curiosidad y la inspiración en el centro de todo lo que hacemos. Estamos comprometidos a cultivar una cultura de bienestar para todos los miembros de la comunidad de nuestro distrito escolar y a la vez ser fiscalmente responsables con nuestros contribuyentes de impuestos. Así es como imaginamos “Lo Que Puede Ser La Escuela”.

Nuestro presupuesto ha sido desarrollado con miras a los próximos años escolares. A través del presupuesto sugerido, hemos incluido fondos para mejoras de infraestructura y transporte, y buscamos continuar progresando para brindar una experiencia educativa que enriquezca a todos y a cada uno de los estudiantes de manera académica y emocional. Específicamente, el presupuesto respalda nuestra visión al:

- Impulsar el diseño e implementación de cursos interdisciplinarios que promuevan la curiosidad, el crecimiento y la innovación.
- Garantizar que brindemos a los profesores el tiempo necesario para participar en el aprendizaje y la colaboración profesional entre pares- visitando las aulas de cada uno y planificando e implementando juntos experiencias de aprendizaje para los estudiantes.
- Poner equidad en el centro de nuestro trabajo brindando servicios de apoyo que satisfagan las necesidades únicas de cada estudiante y su familia.

La papeleta de votación de este año también incluirá una propuesta para mantener la seguridad de nuestra flota de transporte mediante la financiación de la compra de un nuevo autobús escolar eléctrico para 66 pasajeros, tres vehículos a gasolina y un elevador de mantenimiento. Una propuesta separada financiará la Reserva de Reparaciones del distrito para garantizar que se asignen fondos para la reparación de mejoras capitales o necesidades de equipos. Estas compras se financiarían con dinero del fondo general en este año escolar, sin tener impacto en los impuestos. Por favor vea la información de la propuesta en la página 4 para obtener más detalles.

En Croton-Harmon reconocemos que nuestras escuelas son únicas debido a su asociación y colaboración continua. Gracias por su participación y compromiso en el desarrollo del presupuesto escolar 2024-25 del distrito y por hacer de nuestras escuelas lugares tan especiales para que todos los Tigres aprendan, trabajen y crezcan.

Atentamente,

Stephen Walker, Superintendente, Escuelas de Croton-Harmon
Sarah Carrier, Presidenta, Junta de Educación

REFLEXIONES

MAYO 2024

EDICIÓN ESPECIAL DEL PRESUPUESTO

Publicado para los residentes del Distrito Escolar de Croton-Harmon

Querida Comunidad de Croton-Harmon,

Mientras esperamos con ansias el año escolar 2024-25, estamos orgullosos de compartir con ustedes la Edición del Presupuesto 2024 del boletín informativo *Reflexiones* del distrito. Este boletín tiene como objetivo brindarle información importante sobre el presupuesto propuesto y cómo nos permite continuar cumpliendo con nuestra visión de largo plazo de crear escuelas que coloquen la pasión, la curiosidad y la inspiración en el centro de todo lo que hacemos. Estamos comprometidos a cultivar una cultura de bienestar para todos los miembros de la comunidad de nuestro distrito escolar y a la vez ser fiscalmente responsables con nuestros contribuyentes de impuestos. Así es como imaginamos *Lo Que Puede Ser La Escuela*.

Nuestro presupuesto ha sido desarrollado con miras a los próximos años escolares. A través del presupuesto sugerido, hemos incluido fondos para mejoras de infraestructura y transporte, y buscamos continuar progresando para brindar una experiencia educativa que enriquezca a todos y a cada uno de los estudiantes de manera académica y emocional. Específicamente, el presupuesto respalda nuestra visión al:

- Impulsar el diseño e implementación de **cursos interdisciplinarios** que promuevan la curiosidad, el crecimiento y la innovación.
- Garantizar que brindemos a los profesores el tiempo necesario para participar en el **aprendizaje y la colaboración profesional entre pares** visitando las aulas de cada uno y planificando e implementando juntos experiencias de aprendizaje para los estudiantes.
- Poner equidad en el centro de nuestro trabajo brindando **servicios de apoyo** que satisfagan las necesidades únicas de cada estudiante y su familia.

Vaya a la **página 7** para aprender sobre cómo estos objetivos se hacen realidad en nuestras escuelas cada día.

La papeleta de votación de este año también incluirá una propuesta para mantener la seguridad de nuestra flota de transporte mediante la financiación de la compra de un nuevo autobús escolar eléctrico para 66 pasajeros, tres vehículos a gasolina y un elevador de mantenimiento. Una propuesta separada financiará la Reserva de Reparaciones del distrito para garantizar que se asignen fondos para la reparación de mejoras capitales o necesidades de equipos. Estas compras se financiarían con dinero del fondo general en este año escolar, sin tener impacto en los impuestos. Por favor vea la información de la propuesta en la página 4 para obtener más detalles.

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Atentamente,

Stephen Walker
Superintendente, Escuelas de Croton-Harmon

Sarah Carrier
Presidenta, Junta de Educación



Descripción del Presupuesto

- El presupuesto presentado está equilibrado y dentro del aumento permitido del impuesto del 2.14%.
- Presupuesto sugerido para el 2024-25: \$58,798,307
- Diseñado para continuar apoyando al plan estratégico del distrito a largo plazo y hacer realidad *Lo Que Puede Ser La Escuela*



Escanee este código QR con la cámara de su teléfono para leer las Preguntas Frecuentes sobre el presupuesto propuesto para este año.

Síguenos! @crotonschoools

ELECCIONES, 21 DE MAYO ★ Escuela Secundaria de Croton-Harmon • Gimnasio • 6 am to 9 pm

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

Comunicado de Presupuesto del Distrito Escolar

Resumen del presupuesto general	Presupuesto adoptado para el año escolar 2023-2024	Presupuesto propuesto para el año escolar 2024-2025	Presupuesto de contingencia para el año escolar 2024-2025*
Monto total presupuestado, no incluye proposiciones separadas	\$56,174,983	\$58,798,307	\$57,872,119
Aumento/Disminución para el año escolar 2023-24		\$2,623,324	\$1,697,136
Porcentaje de aumento(disminución) en cada presupuesto propuesto		4.67%	3.02%
Cambio en el Índice de Precios al Consumidor		4.12%	
A. Propuestas de impuesto para apoyar el monto total presupuestado	\$43,336,181	\$44,262,369	
B. Exacción impositiva para apoyar la deuda de biblioteca, si corresponde	\$-	\$-	
C. Exacción impositiva para proposiciones no excluibles, si corresponde**	\$-	\$-	
D. Monto total de reserva límite de impuesto usada para reducir la exacción impositiva del año actual	\$-	\$-	
E. Total propuesto para exacción impositiva del año escolar (A + B + C - D)	\$43,336,181	\$44,262,369	\$43,336,181
F. Exclusiones permisibles totales	\$2,796,552	\$2,721,150	
G.Límite de exacción impositiva escolar, excepto la exacción para exclusiones permisibles	\$40,539,629	\$41,541,219	
H. Total propuesto de exacción impositiva del año escolar, se excluyen impuestos para apoyo de la deuda de biblioteca y/o exclusiones permisibles (E - B - F + D)	\$40,539,629	\$41,541,219	
I. Diferencia: G – H (un valor negativo requiere el 60.0% de aprobación de los votantes – véase la nota a continuación sobre proposiciones separadas) **	\$-	\$-	
Componente Administrativo	\$6,385,066	\$6,588,068	\$6,498,010
Componente del Programa	\$38,747,347	\$41,400,674	\$40,834,732
Componente de Capital	\$11,042,570	\$10,809,565	\$10,539,377

* Declaración de Suposiciones en conformidad a la Sección 2023 de la Ley de Educación. De rechazarse el presupuesto preliminar, y para lograr el nivel presupuestario contingente, el Distrito Escolar de Croton-Harmon, necesitará reducir el presupuesto y la recaudación de impuestos en \$926,188 para el año escolar 2024-25. Se realizarán reducciones en todo el presupuesto, comenzando con los gastos no contingentes. Las reducciones incluirán suministros, compra de ciertos equipos, uso de instalaciones, actividades extracurriculares, personal, etc.

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

Descripción	Cantidad
Propuesta 2(a): Compra de un bus escolar eléctrico de 66 pasajeros y un ascensor para Reparación y Mantenimiento de vehículos mediante la "Reserva Capital de Vehículos de CHUFSD 2022"	\$570,000
Propuesta 2(b): Compra de tres buses escolares a gasolina/diesel de aproximadamente 30-36 pasajeros de las asignaciones actuales disponibles del fondo general 2023-2024.	\$320,000

	En la propuesta de presupuesto para el año escolar 2024-25
Reservas estimadas básicas de exención de STAR ¹	\$1,553 Cortlandt / \$1,528 Yorktown

La votación del presupuesto anual para el año fiscal 2024-25 por parte de los votantes calificados del Distrito Escolar Croton-Harmon, Condado de Westchester, Nueva York, se llevará a cabo en la Escuela Secundaria Croton-Harmon en dicho distrito el martes 21 del mayo del 2024 entre los horario de 6:00 am y 9:00 pm. Las solicitudes de papeletas de voto en ausencia deben presentarse en forma original, con la firma original. Debe enviarse al menos siete días antes de la votación/elección (14 del mayo del 2024) si la boleta se enviará por correo al votante y el día anterior a la votación/elección (20 de mayo del 2024) si la boleta se recogerá personalmente arriba por el votante. El secretario del distrito debe recibir las boletas de voto en ausencia antes de las 5:00 p. m. el día de la votación/elección (21 de mayo del 2024) para ser contados.

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

[Para obtener información sobre gastos e ingresos, consulte la página 2.](#)



Apoyando Nuestra Visión de lo Que Puede Ser la Escuela



Profesores que Enseñan a Profesores: el Profesorado Prospera Gracias a la Colaboración Entre Pares

Una de las formas de servir a nuestros estudiantes con mayor impacto es hacer de Croton-Harmon el mejor lugar para trabajar. Al cultivar un ambiente que promueva la toma reflexiva de riesgos y el aprendizaje basado en la pasión, estamos atrayendo y reteniendo maestros destacados que se sienten reconocidos por sus contribuciones. Fomentamos este entorno brindando grandes oportunidades para que nuestros profesores aprendan unos de otros y colaboren.

Al trabajar juntos, nuestros maestros tienen la oportunidad de combinar sus conocimientos, habilidades y pasiones para desarrollar nuevas experiencias de aprendizaje para los estudiantes. El presupuesto sugerido proporciona fondos que permiten que varios docentes tengan tiempo para colaborar dando como resultado lecciones y actividades originales y atractivas. Lea más sobre estas lecciones (abajo/arriba).

“Colaborar con otros maestros es un sueño hecho realidad. Me encanta el tiempo extra con mis estudiantes y tener la oportunidad de expandir mis lecciones.”
— Marlena Horton, CET

Una Sola Talla No Sirve para Todos: Atendiendo las Necesidades de los Estudiantes y las Familias

Cada día nos esforzamos por crear un entorno en el que cada individuo contribuya y se beneficie de la experiencia de ser un Tigre. El presupuesto respalda esta visión al financiar dos (2) maestros de tiempo completo especializados en Lectoescritura y Matemáticas para la Escuela Primaria Carrie E. Tompkins. Al cambiar su estatus de medio tiempo, los roles de estos especialistas se expandirán y tendrán una mayor disponibilidad para abordar las necesidades académicas de los estudiantes y brindar de manera proactiva apoyo y guía en lectoescritura a nuestros maestros de aula. También hemos propuesto a través de este presupuesto que la Escuela Intermedia Pierre Van Cortlandt agregue un (1) maestro de Intervención/Educación Especial a tiempo completo para incrementar el apoyo disponible para los estudiantes que demuestran dificultades en su aprendizaje.

Con la aprobación del presupuesto 2023-24, contratamos a una persona para que sea el **Enlace Bilingüe entre la Escuela y la Comunidad** facilitando el acceso a todas las oportunidades que brinda nuestro distrito escolar a los estudiantes y las familias que hablan español en nuestra comunidad. Para mejorar el apoyo emocional equitativo a los estudiantes cuyo primer idioma no es el inglés, el presupuesto sugerido permitirá al distrito contratar un **Consejero Escolar/Trabajador Social Bilingüe para todo el distrito**, este será el primer puesto de este tipo.



Los cursos interdisciplinarios se enfocan en “Cómo Aprendemos Mejor” en lugar de “Cómo Siempre Hemos Aprendido”

¿Recuerdas haber aprendido matemáticas, historia y ciencias en la escuela? Probablemente significaba pasar de una materia a otra, ya sea físicamente o cerrando un libro de texto y abriendo otro, y “cambiando” de tema en nuestra cabeza de una materia a otra mientras un profesor hablaba sobre un tema específico. Si bien esto es probablemente lo que muchos de nosotros experimentamos, sabemos que no refleja cómo aprendemos y aplicamos conceptos. En Croton nos estamos alejando de los silos tradicionales de clases basados en una sola materia y permitimos que los estudiantes tengan información que se relacione con sus observaciones y experiencias vividas y estableciendo conexiones con el mundo que nos rodea. Por lo tanto, aprender matemáticas se logra a través de calcular el área de un campo deportivo o la estructura de un rascacielos. Las conexiones históricas se establecen a través de la poesía o la música escrita hace siglos y conectadas con la escritura y el arte contemporáneo. O tal vez la ciencia y la tecnología se exploran a través de novelas de ciencia ficción y futuristas.

Este tipo de clases interdisciplinarias se están desarrollando ahora en Croton, se planean más a futuro, y el presupuesto propuesto impulsará el proceso de su diseño e implementación en todas las escuelas.

En la Escuela Primaria Carrie E. Tompkins, nuestros maestros de aula y los maestros de materias especiales unen fuerzas para crear lecciones interdisciplinarias que van desde escribir, actuar cuentos hasta incorporar música en una lección de historia. Por ejemplo, este otoño los estudiantes de cuarto grado participaron en una lección sobre los Nativos Americanos dividida en dos partes y enfocada en las danzas tradicionales de la lluvia. Primero, los estudiantes construyeron palos de lluvia y luego actuaron las diferentes partes de la danza de la lluvia, haciendo los sonidos de la tormenta con sus creaciones personalizadas. A través de este proyecto, los estudiantes participaron en arte, música, historia y ciencias.

Nuestros estudiantes de la escuela intermedia participan en cursos interdisciplinarios que combinan Salud con Educación Física y Estudios Sociales con Inglés. En la escuela secundaria, la mayoría de nuestros estudiantes nuevos de primer año experimentarán un curso interdisciplinario de estudios sociales e inglés llamado Conexiones. Este curso incluye mapas, historias y líneas de tiempo. También serán parte de una clase de álgebra y ciencias físicas, llamada Patrones Cuantitativos en los Sistemas Físicos. El presupuesto presentado cambia el puesto de medio tiempo a tiempo completo para un maestro de Estudios Sociales en la Escuela Secundaria de Croton-Harmon. Esto facilitará la implementación y la creación continua de cursos interdisciplinarios en humanidades.

Board of Education:

Sarah Carrier, President

Neal Haber, Vice President

Anamika Bhatnagar, Trustee

Joshua Moses Diamond, Trustee

Omar Mayyasi, Trustee

Theo Oshiro, Trustee

Ana Teague, Trustee

Postal Patron

Croton-on-Hudson, NY 10520

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Información de Votación

21 de mayo: Votación para el Presupuesto y Elección de Administradores (CHHS, 6 AM- 9 PM)

Para obtener más información sobre el presupuesto y las propuestas electorales, consulte el sitio web del distrito en chufsd.org.

Elegibilidad: Para ser elegible para votar en la Votación/Elección Anual del Presupuesto del distrito el martes 21 de mayo del 2024, debe ser ciudadano de los Estados Unidos, tener 18 años o más y ser un votante registrado que haya residido en el distrito por lo menos 30 días.

Registro: Puede registrarse en persona con Denise Bisaccia, Secretaria del Distrito Escolar, Oficina del Distrito Escolar de Croton-Harmon, 10 Gerstein Street (271-4713 x4227) durante el horario laboral habitual, hasta cinco (5) días antes de la votación.



En la Papeleta

Presupuesto 2024-25: El Distrito Escolar de Croton-Harmon presenta un presupuesto de \$58,798,307 a partir del 1 de julio del 2024.

Propuesta de Vehículo/Equipo: La propuesta de vehículo incluye la compra de cuatro (4) vehículos. Se resuelve que la Junta de Educación del Distrito Escolar de Croton-Harmon, en el Condado de Westchester, Nueva York (el "Distrito"), queda por la presente autorizada a comprar: (a) un autobús escolar eléctrico de aproximadamente 66 pasajeros, al precio estimado de \$495,000; y un ascensor para reparación y mantenimiento de vehículos, a un costo aproximado de 75,000 dólares; que sumados dan un costo total de \$570,000 mismo que se pagará de la Reserva

de Capital de Transporte del Distrito, además por la presente se autoriza que la cantidad total mencionada se gaste de dicho fondo de reserva para pagar el costo total; y (b) tres autobuses escolares a gasolina/diésel de aproximadamente 30 a 36 pasajeros, con un costo total estimado de \$320,000; dicho costo total se financiará con las asignaciones actuales disponibles dentro del fondo general 2023-2024 para pagar el mencionado costo total agregado, dichos fondos serán transferidos al fondo de capital para efectuar dicha compra.

Propuesta del Fondo de Reserva para Reparaciones: Esta propuesta autoriza a la Junta de Educación del Distrito Escolar de Croton-Harmon a depositar en el Fondo de

Reserva de Reparación una cantidad que no exceda los \$250,000 del saldo del fondo no asignado del 2023-2024 para reparaciones de mejoras de capital o equipos, dichas reparaciones son de un tipo que no se repite anualmente o en períodos de tiempo más cortos.

Biblioteca Gratuita de Croton: La propuesta de la Biblioteca Gratuita de Croton solicita al público que apruebe un impuesto por el monto de \$962,222 en apoyo a la Biblioteca Gratuita de Croton.

Administradores: Se elegirán dos (2) miembros para la Junta de Educación por un período de tres años que comenzará el 1 de julio del 2024 y finalizará el 30 de junio del 2027.

2024-25 Budget Events



December 7th - Budget Development Calendar and Overview



January 11th - Budget Preview



February 1st - Budget Revenue Update



February 15th - Vision Map, Technology & Athletics Budgets



March 7th - General Support, Operations & Transportation Budgets



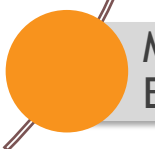
March 21st - Building-Level and Pupil Personnel Budgets, and Propositions



April 4th - Superintendent's 2024-2025 Budget Adoption



May 9th - Public Budget Hearing



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



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

CROTON-HARMON UNIÓN LIBRE DISTRITO ESCOLAR

ELECCIÓN PRESUPUESTO ESTATAL MARTES, 21 DE MAYO DE 2024

JUNTA DE EDUCACIÓN

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

ADMINISTRADORES

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



Para poder votar en la votación/elección anual del presupuesto del distrito escolar de Croton-Harmon el martes 21 de mayo de 2024, debe ser un votante registrado.

Para ser elegible para votar usted debe:

- ser ciudadano de los estados unidos
- tener al menos 18 años antes del 21 de mayo de 2024 (la fecha de la elección)
- ser residente del distrito escolar durante al menos 30 días antes del 21 de mayo de 2024
- estar registrado ya sea en la junta de registro del distrito escolar o en la junta electoral del condado. Si se ha registrado previamente para votar, pero no ha votado ni en un distrito escolar ni en una elección general en los últimos cuatro (4) años, debe volver a registrarse para votar.

Registro: Cualquier residente del distrito que esté registrado para votar en las elecciones generales puede votar en la Elección Anual sin registrarse en el distrito escolar. Puede descargar e imprimir un formulario de registro de votantes desde el sitio web de la Junta Electoral. El último día para registrarse para votar ante la Junta Electoral a fin de ser elegible para votar en la Elección Anual es el jueves 16 de mayo de 2024. Puede registrarse en persona con Denise Bisaccia, Secretaria de Distrito, Oficina del Distrito Escolar de Croton-Harmon. 10 Gerstein Street, Nueva York 10520 (914-271-4713 x4227, denise.bisaccia@chufsd.org) durante el horario laboral habitual (de lunes a viernes, de 8 a. m. a 4 p. m.), hasta cinco (5) días antes de la votación. También se llevará a cabo una sesión especial de inscripción en la Oficina Distrital el martes 16 de abril de 2024 de 4:00 p.m. - 7:00 pm.

Votantes militares: Los votantes militares que no estén registrados actualmente pueden solicitar registrarse como votantes calificados del Distrito Escolar. Los votantes militares pueden solicitar registrarse para votar enviando un correo electrónico al Secretario de Distrito a Denise.Bisaccia@chufsd.org y solicitar que se envíe una solicitud por correo postal, fax o correo electrónico. La solicitud de inscripción deberá recibirse en la oficina de la Secretaria de Distrito a más tardar a las 5:00 p.m. el 25 de abril de 2024. Cualquier votante militar tendrá derecho a que su nombre se incluya en dicho Registro, siempre que se sepa o se demuestre que es a satisfacción del Secretario de Distrito para tener derecho en ese momento o en el futuro a la condición de votante militar. en la reunión y elección anual para la cual se prepara dicho Registro.

Votos en ausencia: Las solicitudes de voto en ausencia están disponibles para los votantes registrados que no podrán votar en persona el 21 de mayo de 2024.

Boletas de votación anticipada: Las solicitudes para boletas de votación anticipada están disponibles para los votantes registrados.

Las solicitudes de votación en ausencia y anticipada deben presentarse en su formato original con la firma original. Debe presentarse al menos siete (7) días antes de la votación/elección (14



de mayo de 2024) si la boleta se enviará por correo al votante y antes del día anterior a la votación/elección (20 de mayo de 2024) si la boleta ser recogido personalmente por el elector.

El Secretario del Distrito debe recibir las boletas de votación en ausencia y anticipada antes de las 5:00 p. m. el día de la votación/elección (21 de mayo de 2024) para ser contado.

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: Budget Development Calendar
	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: 2024-25 Budget Discussion
			January	<i>Executive</i> State Aid proposal is released (tentative)
	January			Year-end Fund Balance projection is prepared and analyzed as of 12/31
January 11, 2024	January 11, 2024			Board of Education Meeting: Initial 2024-25 Budget Report
			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: Budget Update Revenues
February 15, 2024	February 15, 2024			Board of Education Meeting: Budget Work Session (Vision Map, Technology, Athletics)
	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: Budget: General Support & Operations, and Proposition Resolutions
	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: Building-level & Pupil Personnel Services Budgets
			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: Superintendent's Proposed Budget Presentation
		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: BUDGET ADOPTION, Property Tax Report Card Adoption & BOCES Administrative Budget Vote
	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: Public Budget Hearing
	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		Annual Budget Vote & Trustee Election: 6AM - 9PM
June 6, 2024				Board of Education Work Session: Acceptance of Budget Vote & Trustee Election Results

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:

	<u>% Inc. / (Dec.) Town of Cortlandt</u>	<u>% Inc. / (Dec.) 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.

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

- A través de servicios compartidos con otros distritos escolares:

- Consorcio de Seguros de Salud (autoaseguradas)
- Compensación de Trabajadores Cooperativa Trust (autoaseguradas) *
- Junta de Educación Cooperativa de servicios compartidos y correspondientes a la ayuda Servicios (BOCES)
- Compañía de seguros establecida del Distrito de Cobertura de propiedad y responsabilidad civil Seguro recíproco de las escuelas de Nueva York (NYSIR)
- Rutas de transporte compartido para programas de educación especial fuera del distrito y colocaciones en escuelas privadas
- Equipos deportivos compartidos

* Por ejemplo, nuestro Fondo Cooperativo de Compensación para Trabajadores le ha ahorrado al Croton Harmon UFSD más de \$950,000 sobre el plan estatal de compensación para trabajadores desde 1984.

- Las compras de suministros de oficina, combustible, combustible para calefacción y suministros de operación y mantenimiento se realizan a precios con descuento a través de la Oficina de Servicios Generales del Estado de Nueva York (OGS), BOCES y/o acuerdo de compra cooperativa.

- El Distrito Escolar de Croton-Harmon tiene la suerte de tener PTA a nivel de edificio, SEPTA Croton-Harmon Education Foundation (CHEF) y Croton-Harmon Tigers Booster Club, así como muchos miembros de la comunidad y organizaciones que brindan generosas donaciones financieras y de servicios. Así como oportunidades de subvenciones para los miembros de nuestro personal.

- Muchos miembros del personal tienen la opción de recibir un pago en efectivo en lugar de participar en la cobertura del seguro médico del distrito. A cambio, el distrito obtiene ahorros significativos mediante la eliminación de sus contribuciones al seguro médico.

- Para compensar el mayor uso de las instalaciones del distrito, nuestra política de la Junta establece que el uso de las instalaciones del distrito requiere una tarifa de uso del edificio y que cualquier costo adicional de mantenimiento incurrido se transferirá a las personas que usen el espacio.

- El Distrito utiliza varios bancos diferentes y Fondos de Inversión Cooperativa diseñados específicamente para el sector público. Brindan la oportunidad de invertir, en forma cooperativa, en inversiones a corto plazo que producen rendimientos favorables. Estas cooperativas garantizan la seguridad y brindan liquidez para maximizar las ganancias por intereses de los ingresos disponibles a corto plazo y de alta liquidez.

- El uso constante de la tecnología ha aumentado la eficiencia en las oficinas del distrito y de la escuela.

Croton-Harmon Union Free School District

2024-25 Proposed Revenue Budget

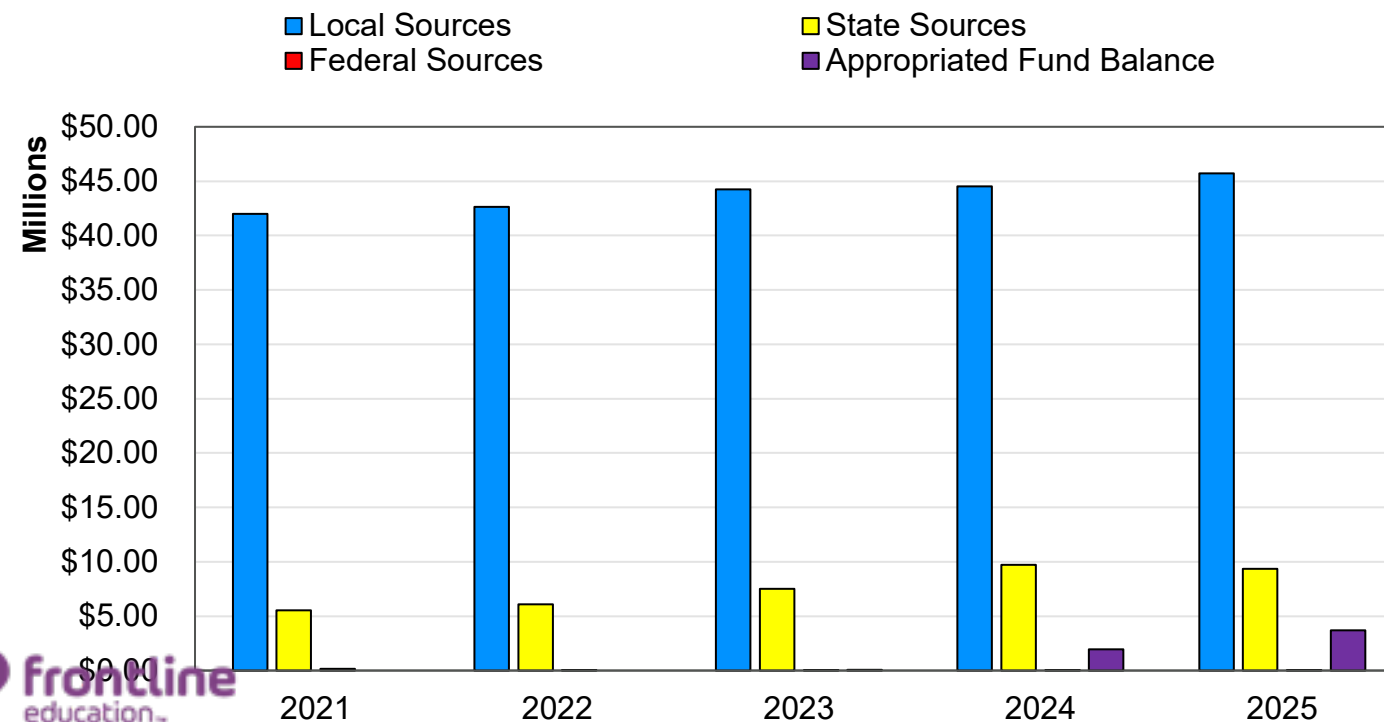
Account Group	2024-25	2023-24	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	
			\$	%
<u>REAL PROPERTY TAXES, INC. STAR</u>	44,262,369	43,336,181	926,188	2.14%
Allowable Tax Levy as permitted by formula established by the New York State Comptroller				
<u>OTHER TAX ITEMS</u>	70,000	0	70,000	100.00%
Payments in Lieu of Taxes				
<u>NON PROPERTY TAXES</u>	925,000	825,000	100,000	12.12%
County Sales Tax				
<u>CHARGES FOR SERVICES</u>	130,000	20,000	110,000	550.00%
Tuition for school district-placed students				
<u>USE OF MONEY & PROPERTY</u>	275,000	275,000	0	0.00%
Interest earnings on cash investments and fees for use of district facilities				
<u>SALE OF PROPERTY/COMPENSATION FOR LOSS</u>	0	12,000	(12,000)	-100.00%
Insurance recoveries from property damages and proceeds from obsolete equipment disposals				
<u>MISCELLANEOUS REVENUES</u>	47,000	47,000	0	0.00%
Donations, refunds, and other non-recurring miscellaneous revenues				
<u>STATE/FEDERAL AID</u>	9,371,812	9,719,038	(347,226)	-3.57%
Allocations based on wealth, enrollment, and need, as determined by state-wide formulas				
<u>APPROPRIATED FUND BALANCE</u>	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				
<u>APPROPRIATED RESERVES</u>				
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%
GRAND TOTAL REVENUES	58,798,307	56,174,983	2,623,324	4.67%

General (A) Fund | Revenue Detail

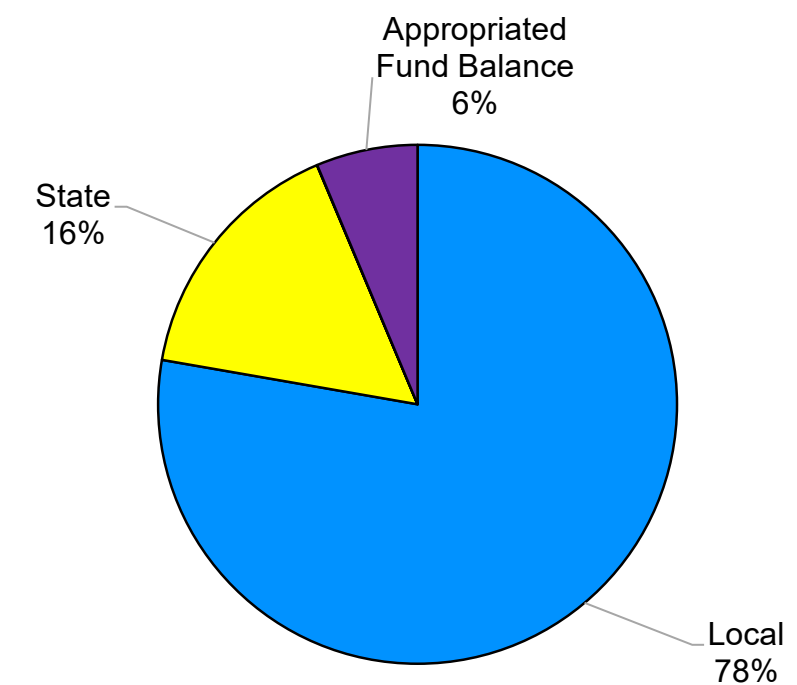
2024-25 Preliminary Budget

	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%
Total - General Support		8,261,489	7,933,871	327,618	4.1%
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%
Total - Instruction		30,885,573	29,054,386	1,831,187	6.3%
Total - Pupil Transportation		3,137,902	3,102,698	35,204	1.1%
Total - Employee Benefits		11,780,217	10,962,551	817,666	7.5%
Total - Debt Service		4,623,126	5,011,477	(388,351)	-7.7%
Total - Interfund Transfer (Special Aid)		80,000	80,000	-	0.0%
Total - Interfund Transfer (School Lunch)		30,000	30,000	-	0.0%
GRAND TOTAL EXPENDITURES		58,798,307	56,174,983	2,623,324	4.67%

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 Increase / (Decrease)	
	Proposed Budget	Adopted Budget	\$	%

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

TOTAL - INSTRUCTION	30,885,573	29,054,386	1,831,187	6.3%
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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	
TOTAL - PUPIL TRANSPORTATION		3,137,902	3,102,698	35,204 1.1%

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	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	%
			\$	%

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		
TOTAL - EMPLOYEE BENEFITS		11,780,217	10,962,551	817,666	7.5%

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		
TOTAL - DEBT SERVICE		4,623,126	5,011,477	(388,351)	-7.7%

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

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

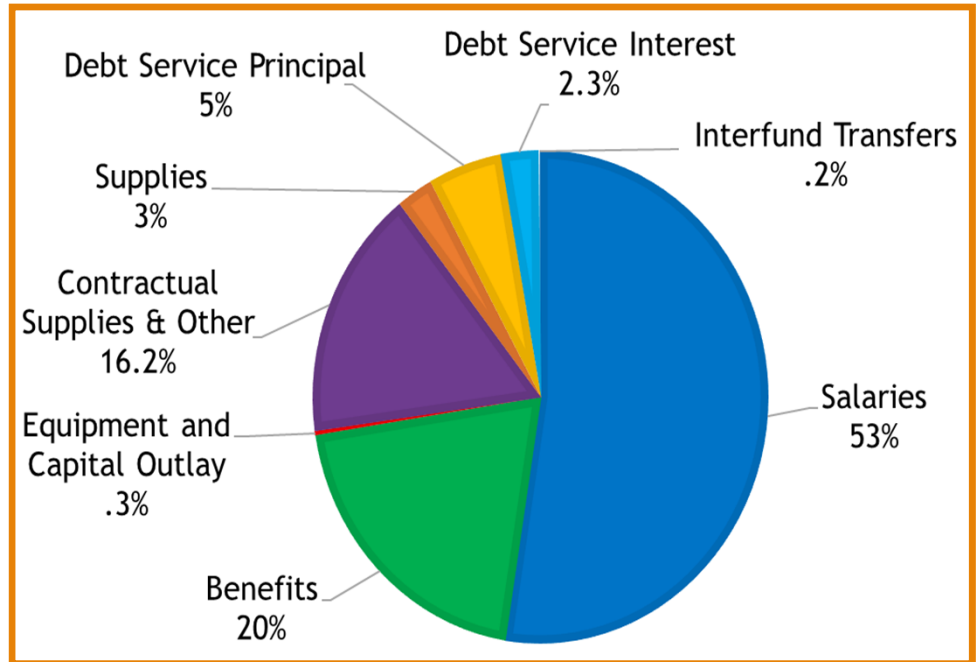
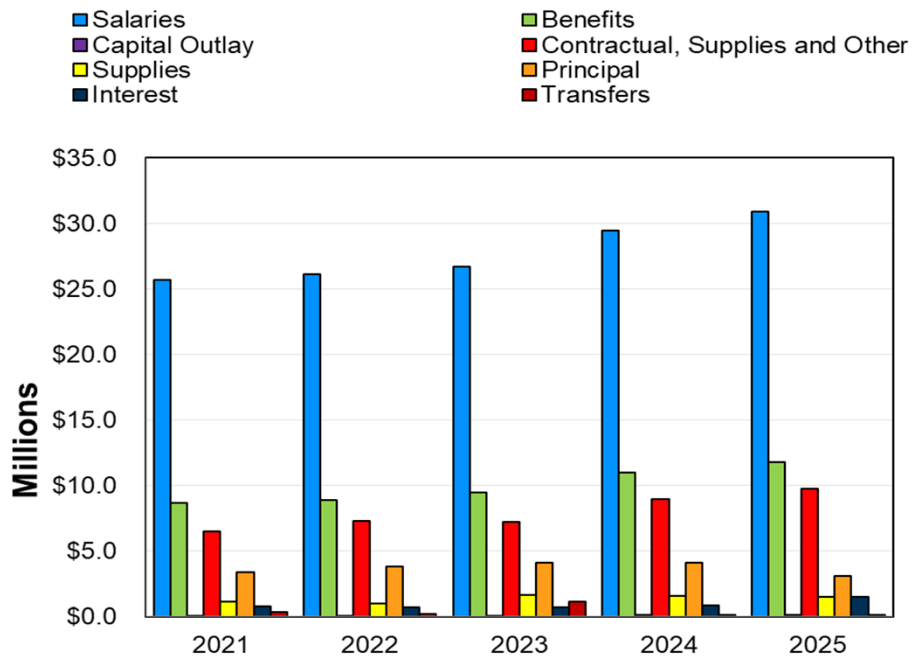
TOTAL - INTERFUND TRANS (SLF)	A9950.9	30,000	30,000	0	0.0%
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GRAND TOTAL EXPENDITURES		58,798,307	56,174,983	2,623,324	4.67%
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Note: this document uses nomenclature in accordance with the NYS Universal 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

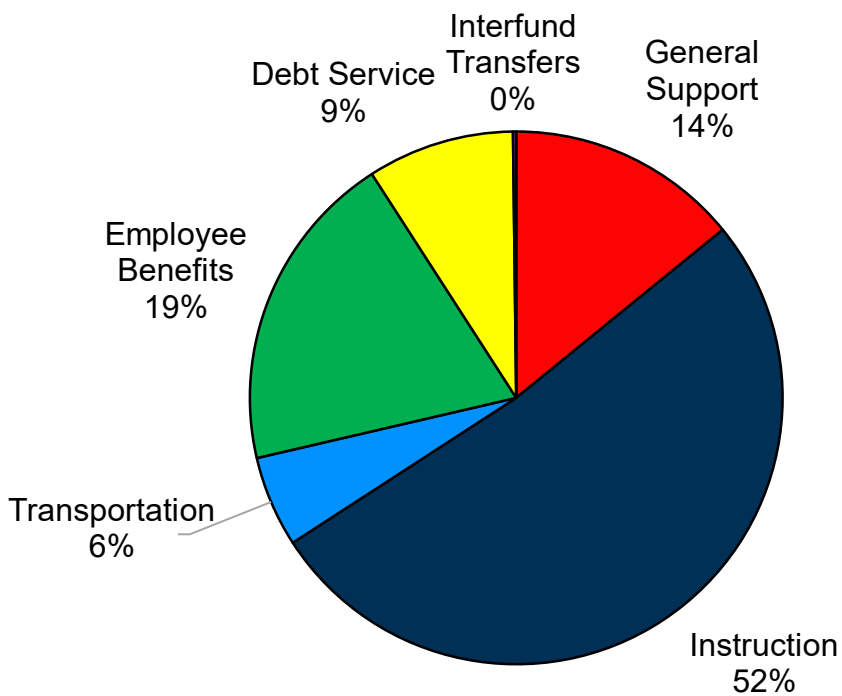


General (A) Fund | Expenditures by Sub-Function

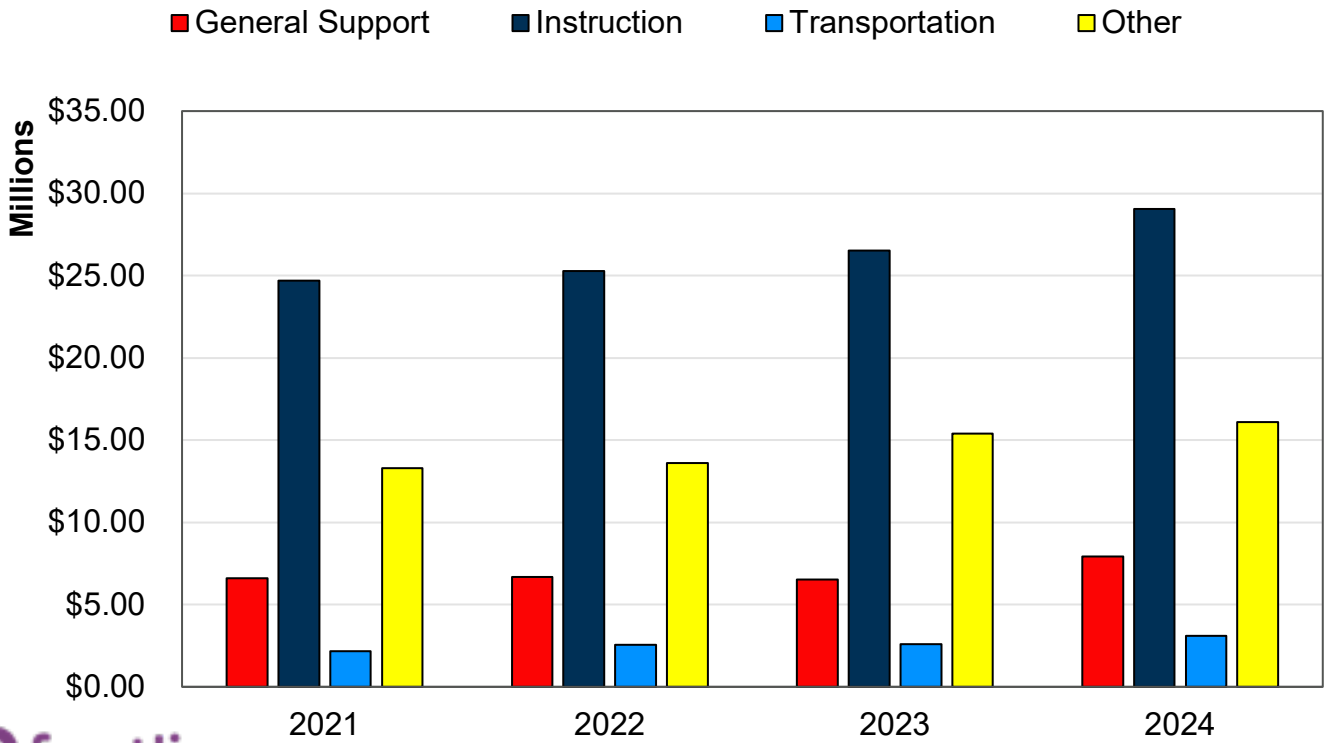
2024-25 Preliminary Budget

	ACTUAL EXPENDITURES			BUDGET	
	2021	2022	2023	2024	%Δ
GENERAL SUPPORT					
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%
TOTAL GENERAL SUPPORT	6,585,757	6,689,028	6,529,449	7,933,871	21.51%
INSTRUCTION					
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%
TOTAL INSTRUCTION	24,675,573	25,269,519	26,509,682	29,054,386	9.60%
TRANSPORTATION					
District Transportation Services	2,177,052	2,564,285	2,609,757	3,102,698	18.89%
TOTAL TRANSPORTATION	2,177,052	2,564,285	2,609,757	3,102,698	18.89%
OTHER EXPENDITURES					
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%
TOTAL OTHER EXPENDITURES	13,279,303	13,616,066	15,408,605	16,084,028	4.38%
TOTAL EXPENDITURES	\$46,717,685	\$48,138,897	\$51,057,492	\$56,174,983	10.02%

Current Year Expense Allocation



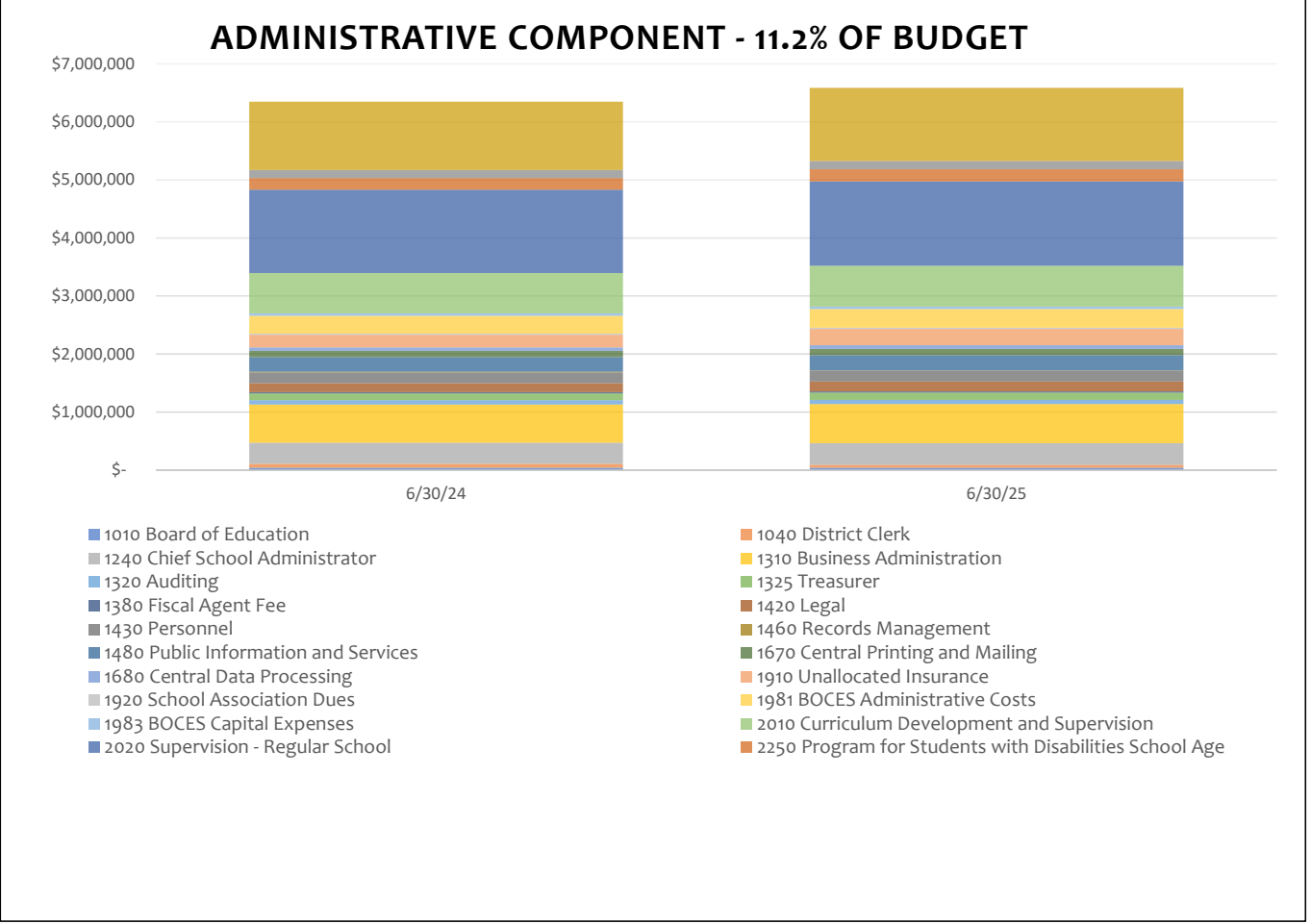
Expenses by Function



Administrative Component

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

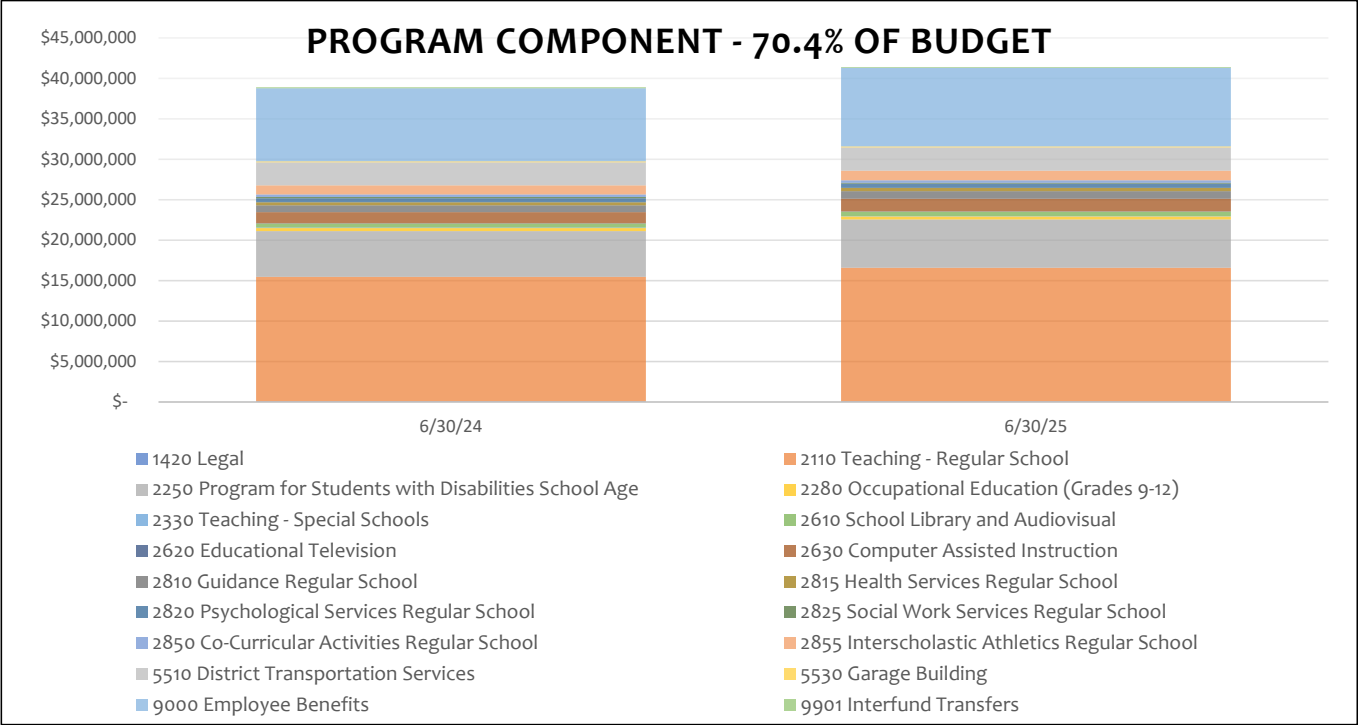
Function	6/30/24	6/30/25
1010 Board of Education	\$ 43,405	\$ 42,532
1040 District Clerk	\$ 63,721	\$ 48,000
1240 Chief School Administrator	\$ 363,944	\$ 374,194
1310 Business Administration	\$ 659,588	\$ 673,990
1320 Auditing	\$ 72,750	\$ 72,750
1325 Treasurer	\$ 118,640	\$ 123,390
1380 Fiscal Agent 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.

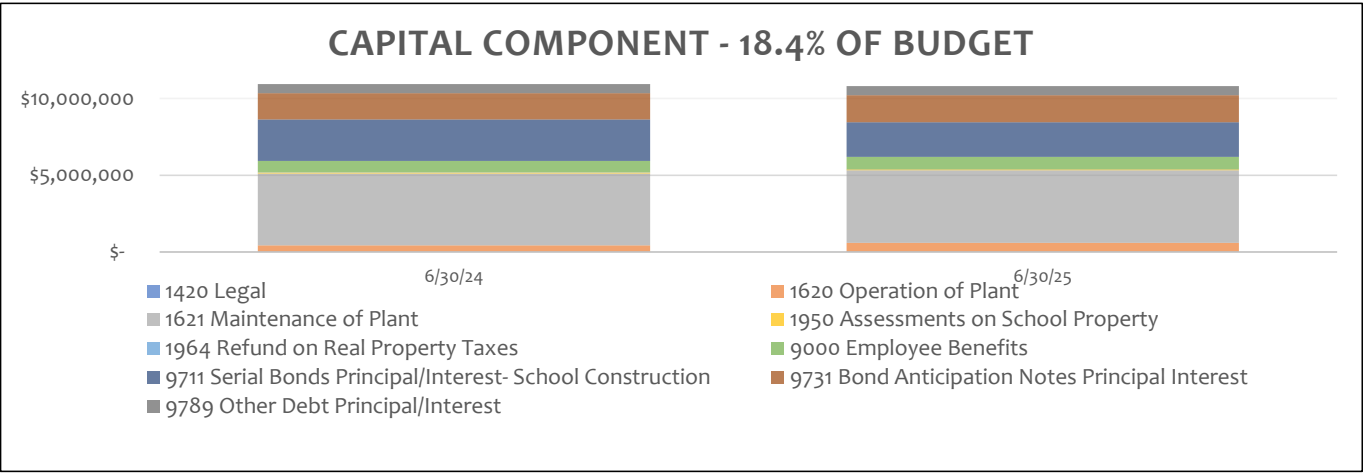
Function	6/30/24	6/30/25
1420 Legal	\$ 49,090	\$ 53,645
2110 Teaching - Regular School	\$ 15,414,530	\$ 16,529,143
2250 Program for Students with Disabilities School Age	\$ 5,647,208	\$ 5,981,989
2280 Occupational Education (Grades 9-12)	\$ 395,500	\$ 369,056
2330 Teaching - Special Schools	\$ 38,050	\$ 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
K	131	6	131	32.8	26.2	21.8	Up to 22	6	6	0	N/A
1	130		130	32.5	26.0	21.7	Up to 22	6	6	0	0
2	125	3	125	31.3	25.0	20.8	Up to 22	5	6	1	0
3	117		117	29.3	23.4	19.5	Up to 24	5	5	0	-1
4	104		104	26.0	20.8	17.3	Up to 26	5	5	0	0
	607		616					26	26	0	
5	116		116	29.0	23.2	19.3	Up to 26	5	5	0	0
6	111		111	27.8	22.2	18.5		5	5	0	0
7	118		118								
8	123		123								
	468		468								
9	120		120								
10	122		122								
11	133		133								
12	133		133								
	508	CHHS Total	508								
OD											
Total			1592								

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

Proposed Revenue/Expenditure Budget 2024-2025		Prior Year Levy	\$43,336,181			
		Levy to Levy %	2.14%			
Proposed Budget 2024-2025	\$58,798,307	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%
Estimated 2023-24 Tax Levy	\$44,262,369	Yorktown	\$929.92	\$898.95	\$30.97	3.45%
						5 Year Avg
						1.56%
						1.80%

School Purposes Only

TOWN	County Equalization Rate 2023	Taxable Assessed Property Value	Equalized Value of Property	Percent of Tax	Preliminary Tax Amount	Amount of Tax	Full value Rate Per \$1,000
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
TOTALS		34,266,163	2,767,323,669	100%	44,262,369	44,262,369	

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

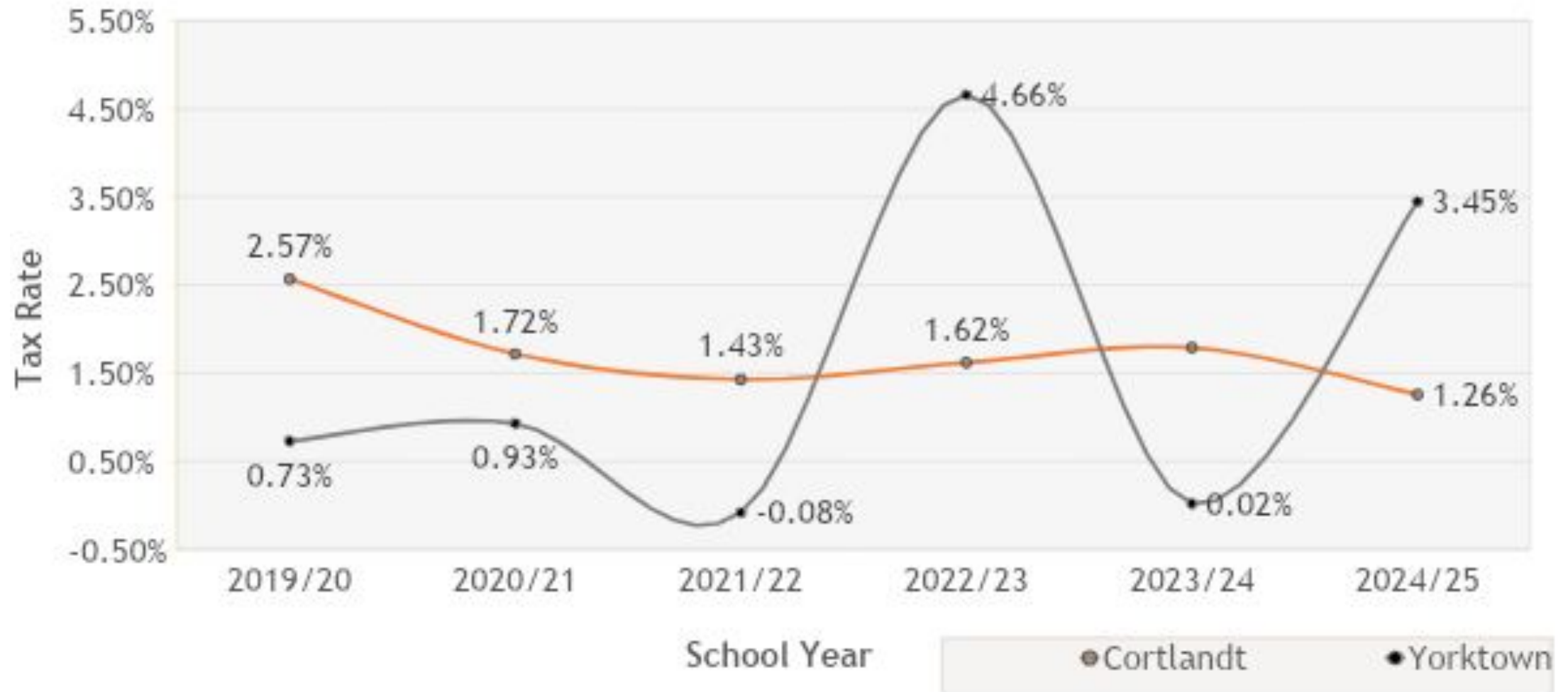
Croton - Harmon Statistics

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
Total Reserves	\$17,737,959	100.0%	\$17,667,063



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 UNIÓN LIBRE
DISTRITO ESCOLAR
DECLARACION PRESUPUESTO OFICIAL
2024-2025

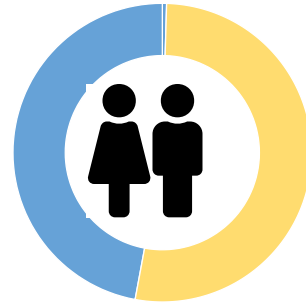
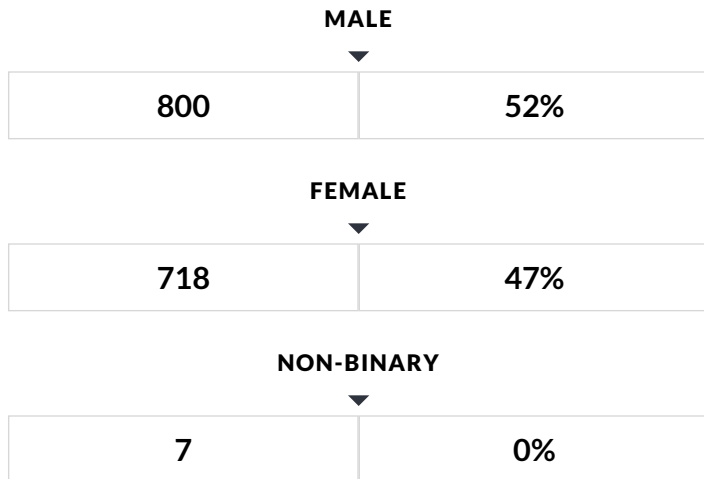


This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

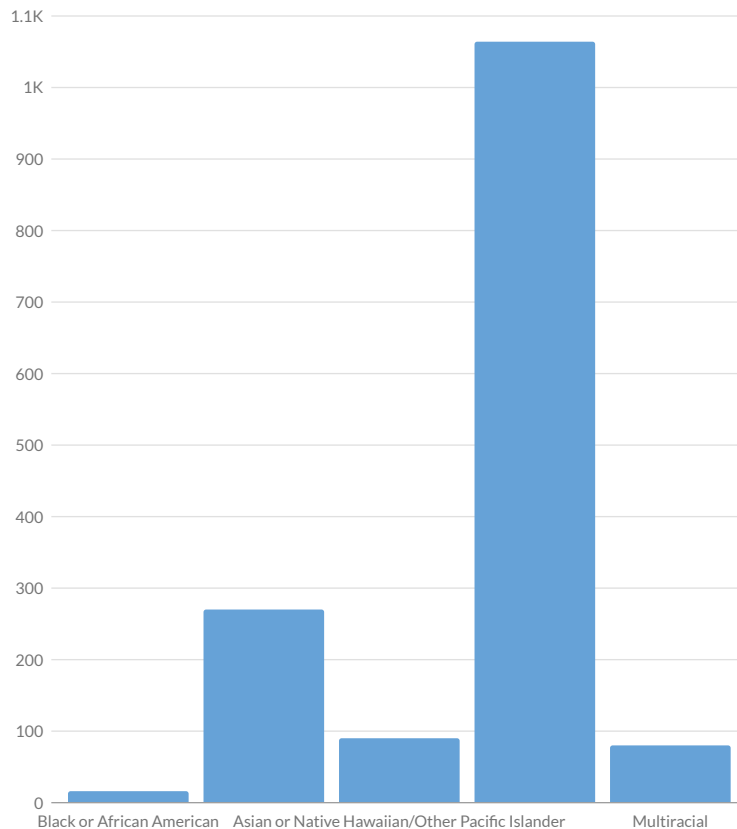
CROTON-HARMON UFSD ENROLLMENT (2022 - 23)

K-12 Enrollment: 1,525

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN

17	1%
----	----

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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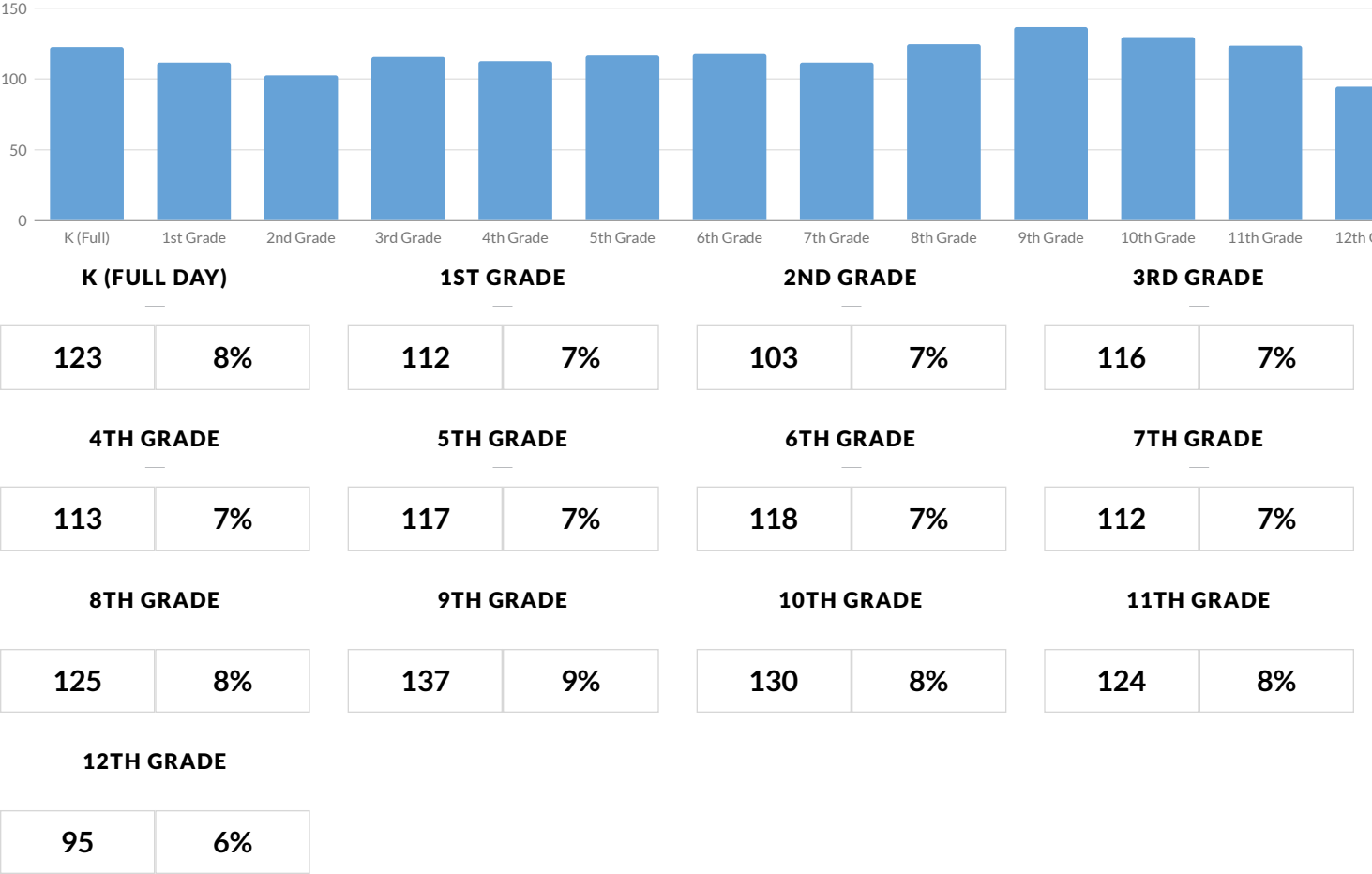
MULTIRACIAL

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%

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.



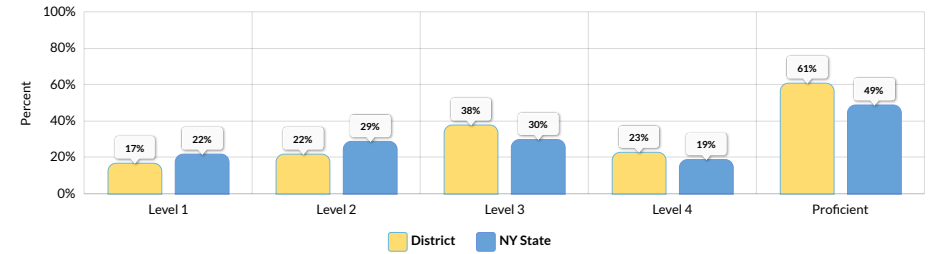
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	6	5%	110	95%	19	17%	30	27%	45	41%	16	15%	61	55%
Female	52	2	4%	50	96%	5	10%	13	26%	27	54%	5	10%	32	64%
Male	64	4	6%	60	94%	14	23%	17	28%	18	30%	11	18%	29	48%
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%
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



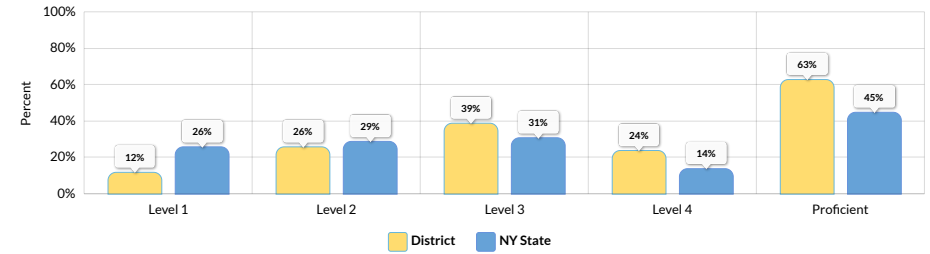
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	6	5%	109	95%	19	17%	24	22%	41	38%	25	23%	66	61%
Female	53	2	4%	51	96%	9	18%	11	22%	18	35%	13	25%	31	61%
Male	62	4	6%	58	94%	10	17%	13	22%	23	40%	12	21%	35	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



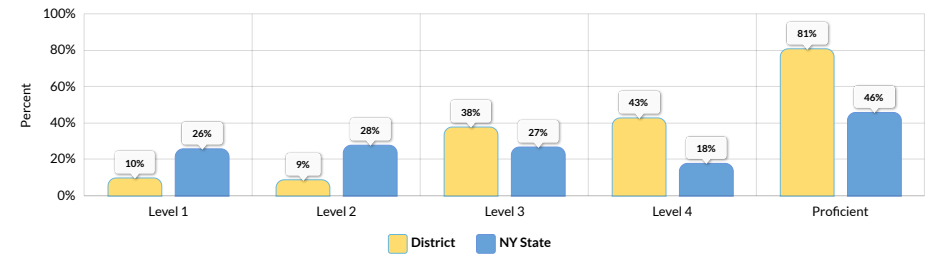
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	4	3%	113	97%	13	12%	29	26%	44	39%	27	24%	71	63%
Female	61	2	3%	59	97%	4	7%	14	24%	26	44%	15	25%	41	69%
Male	56	2	4%	54	96%	9	17%	15	28%	18	33%	12	22%	30	56%
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



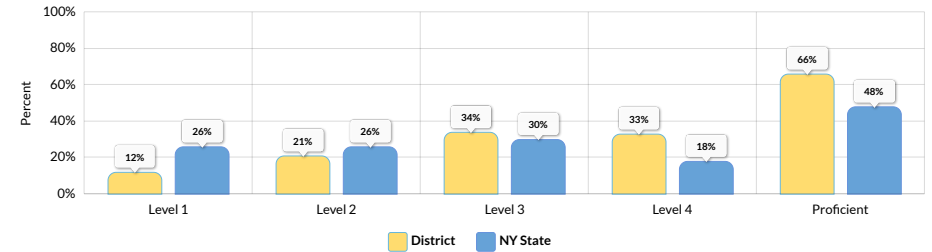
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	10	8%	109	92%	11	10%	10	9%	41	38%	47	43%	88	81%
Female	45	3	7%	42	93%	4	10%	3	7%	16	38%	19	45%	35	83%
Male	74	7	9%	67	91%	7	10%	7	10%	25	37%	28	42%	53	79%
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



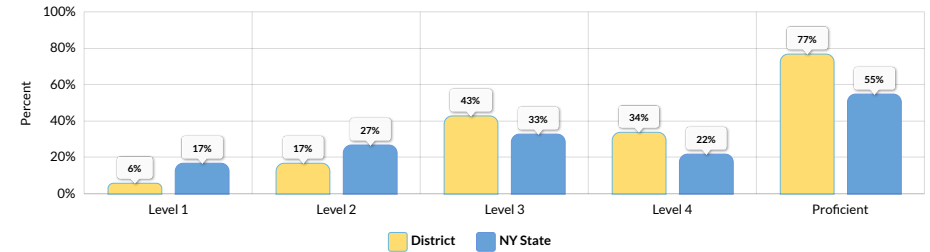
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	0	0%	113	100%	14	12%	24	21%	38	34%	37	33%	75	66%
Female	50	0	0%	50	100%	—	—	—	—	—	—	—	—	—	—
Male	62	0	0%	62	100%	10	16%	11	18%	24	39%	17	27%	41	66%
Non-Binary	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%	—	—	—	—	—	—	—	—	—	—

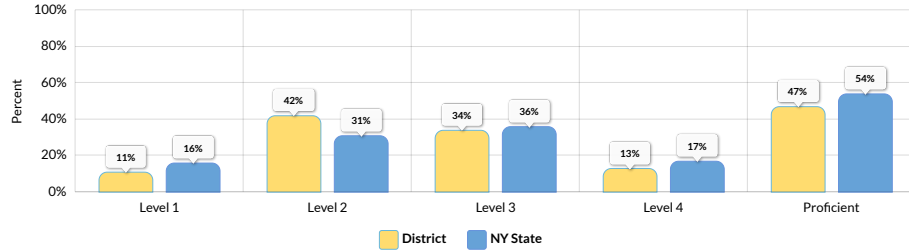
See report card Glossary and Guide for criteria used to include students in this table.

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

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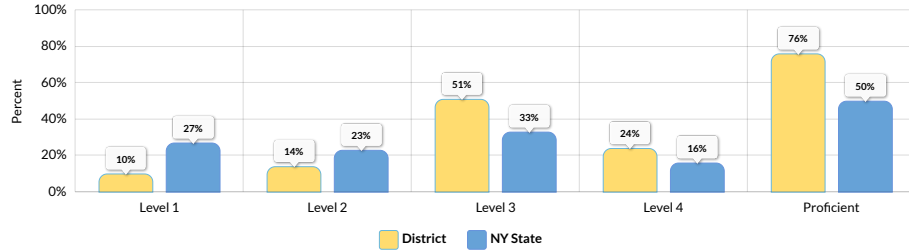
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	6	5%	109	95%	15	14%	16	15%	49	45%	29	27%	78	72%
Female	53	1	2%	52	98%	11	21%	6	12%	24	46%	11	21%	35	67%
Male	62	5	8%	57	92%	4	7%	10	18%	25	44%	18	32%	43	75%
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.



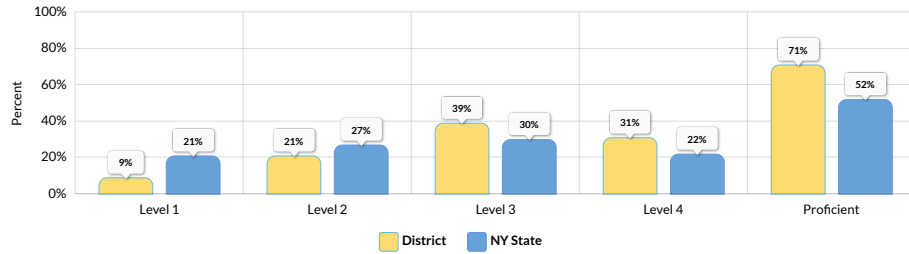
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	9	8%	109	92%	7	6%	16	15%	48	44%	38	35%	86	79%
Female	45	2	4%	43	96%	3	7%	9	21%	20	47%	11	26%	31	72%
Male	73	7	10%	66	90%	4	6%	7	11%	28	42%	27	41%	55	83%
General 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



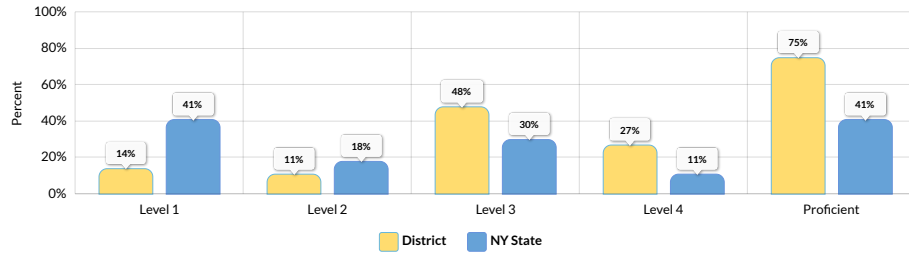
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	1	1%	112	99%	10	9%	23	21%	44	39%	35	31%	79	71%
Female	50	1	2%	49	98%	—	—	—	—	—	—	—	—	—	—
Male	62	0	0%	62	100%	5	8%	11	18%	27	44%	19	31%	46	74%
Non-Binary	1	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 8 SCIENCE 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.

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%

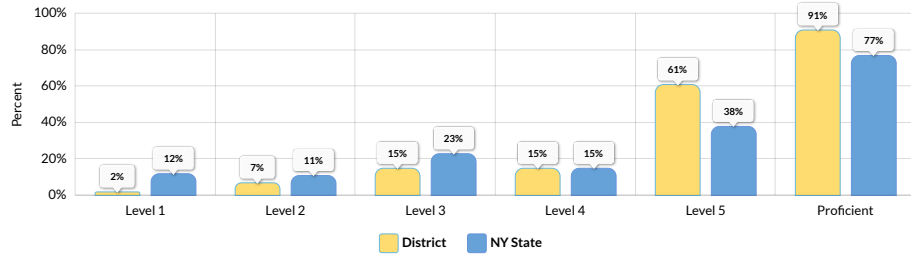
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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)



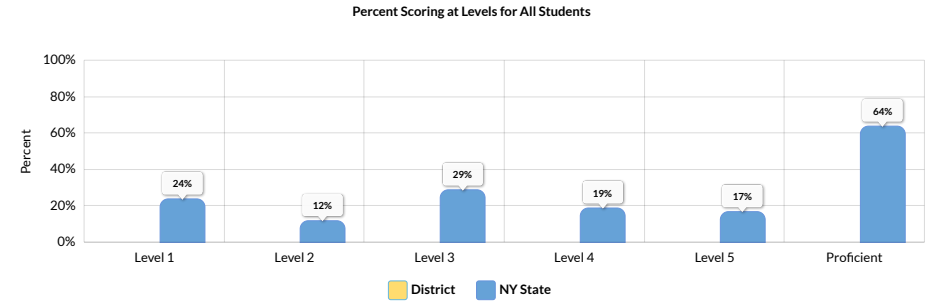
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	158	6	4%	11	7%	50	32%	49	31%	42	27%	141	89%
Female	75	—	—	—	—	—	—	—	—	—	—	—	—
Male	82	6	7%	4	5%	28	34%	22	27%	22	27%	72	88%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group 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)

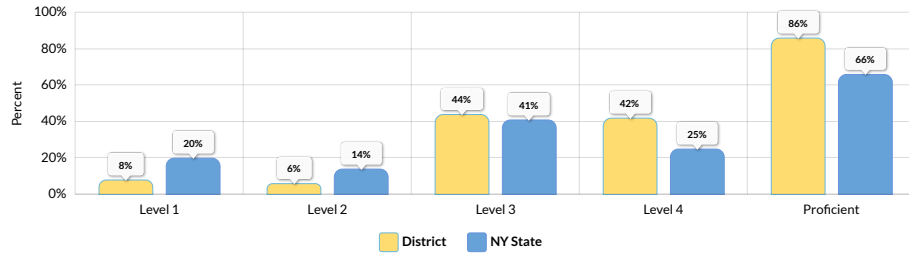


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	—	—	—	—	—	—	—	—	—	—	—	—
Female	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
White	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

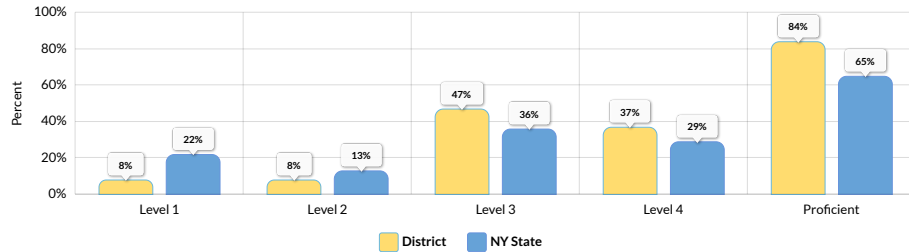


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	132	10	8%	8	6%	58	44%	56	42%	114	86%
Female	62	—	—	—	—	—	—	—	—	—	—
Male	66	7	11%	6	9%	29	44%	24	36%	53	80%
Non-Binary	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	66	3	5%	2	3%	29	44%	32	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

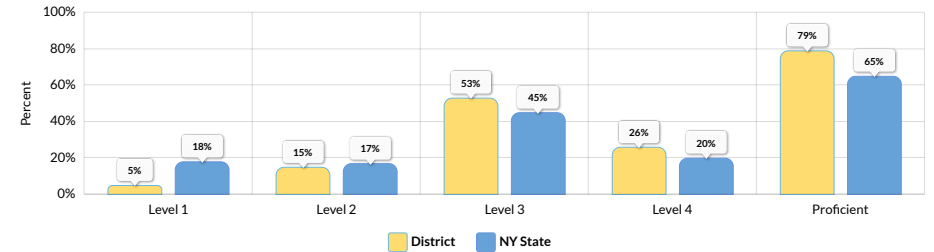


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	75	6	8%	6	8%	35	47%	28	37%	63	84%
Female	32	4	13%	3	9%	16	50%	9	28%	25	78%
Male	43	2	5%	3	7%	19	44%	19	44%	38	88%
General Education Students	57	5	9%	2	4%	27	47%	23	40%	50	88%
Students with 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

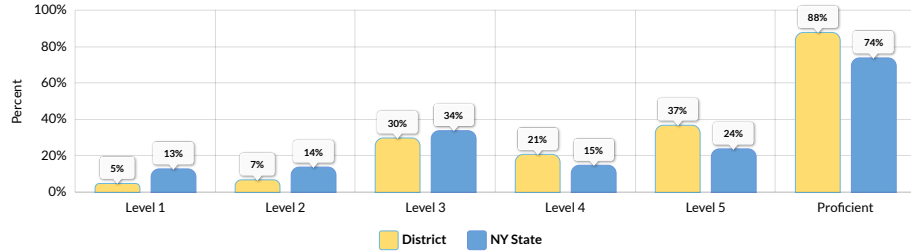


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	73	4	5%	11	15%	39	53%	19	26%	58	79%
Female	34	—	—	—	—	—	—	—	—	—	—
Male	38	1	3%	6	16%	19	50%	12	32%	31	82%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	35	3	9%	5	14%	20	57%	7	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 & 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 & 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 & 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

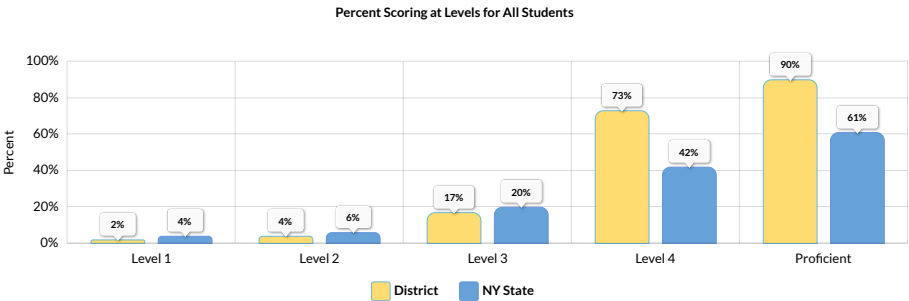
See report card Glossary and Guide for criteria used to include students in this table.

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.

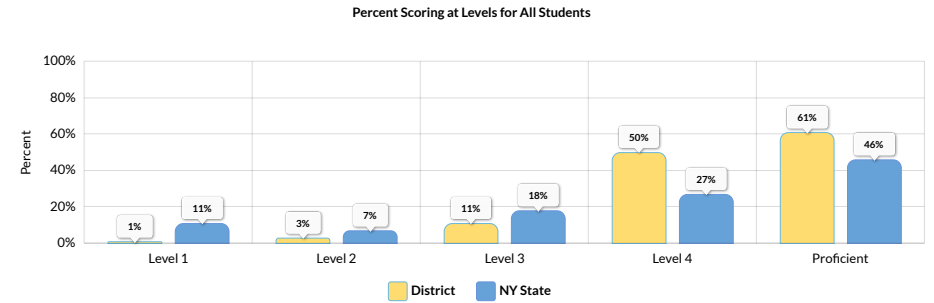
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination 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.

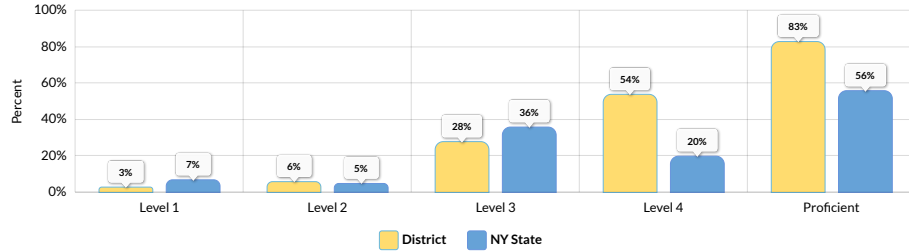
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	96	35	36	61	64
Female	42	12	29	30	71
Male	53	22	42	31	58
Non-Binary	1	1	100	0	0
General Education Students	79	22	28	57	72
Students with Disabilities	17	13	76	4	24
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	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%

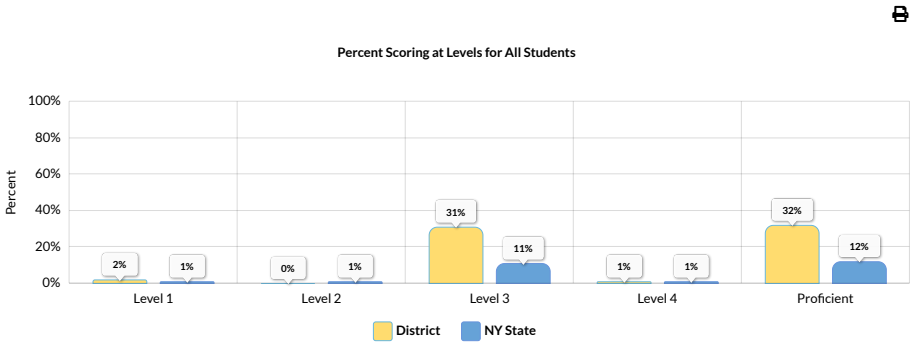
2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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%

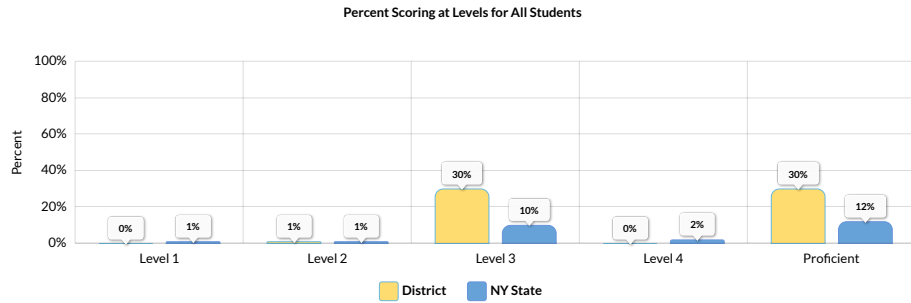
2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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%

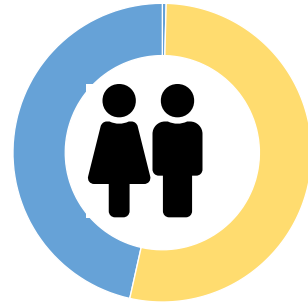
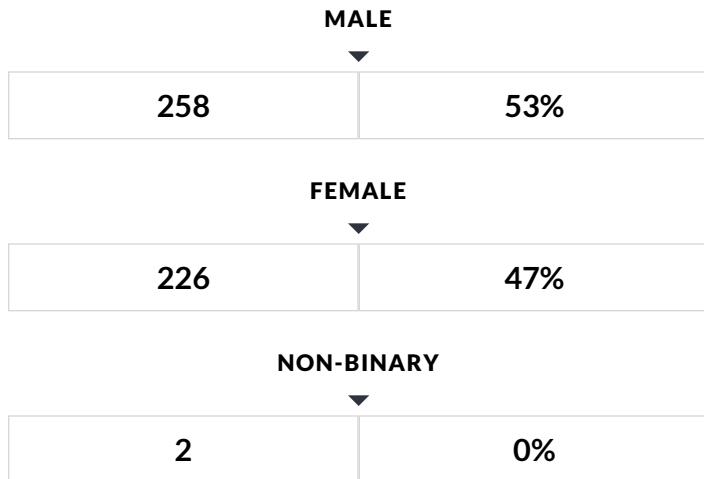
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This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "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.

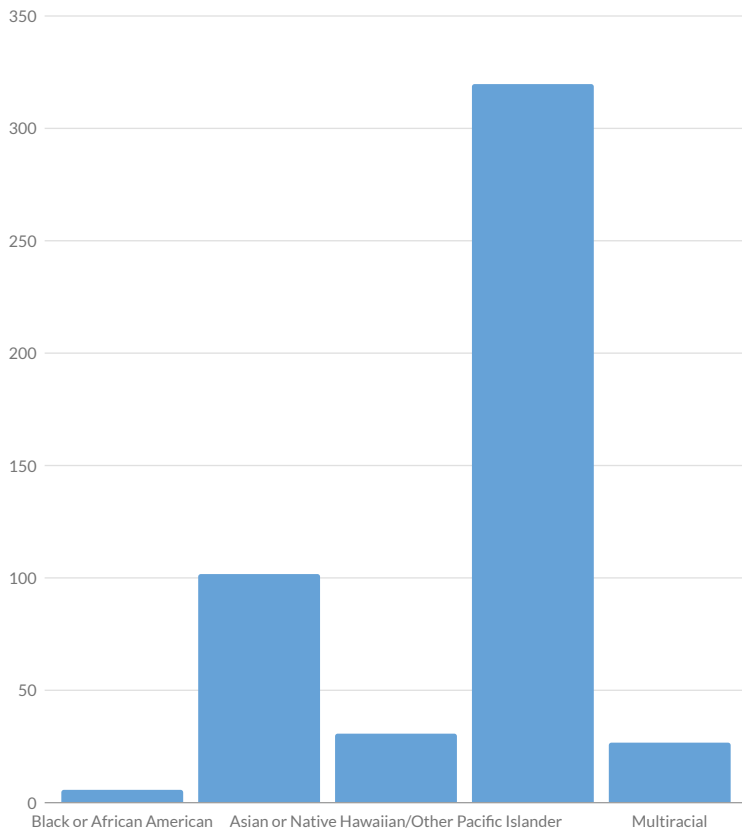
CROTON-HARMON HIGH SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 486

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN

6	1%
---	----

HISPANIC OR LATINO

102	21%
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ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

31	6%
----	----

WHITE

320	66%
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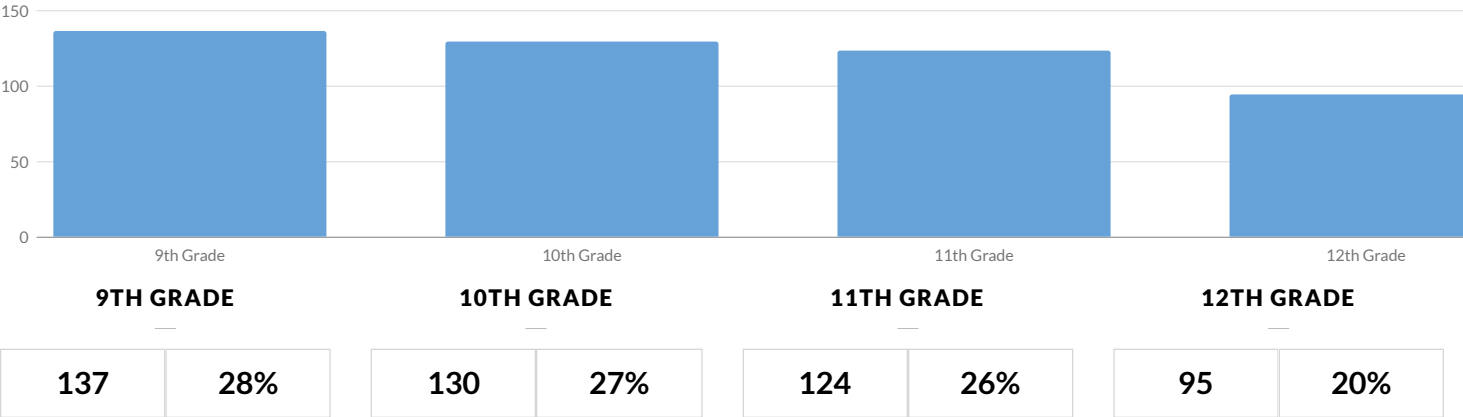
MULTIRACIAL

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



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 & 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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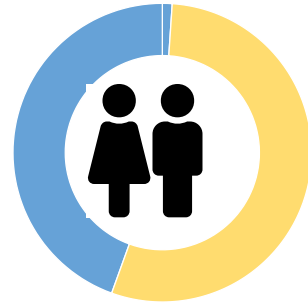
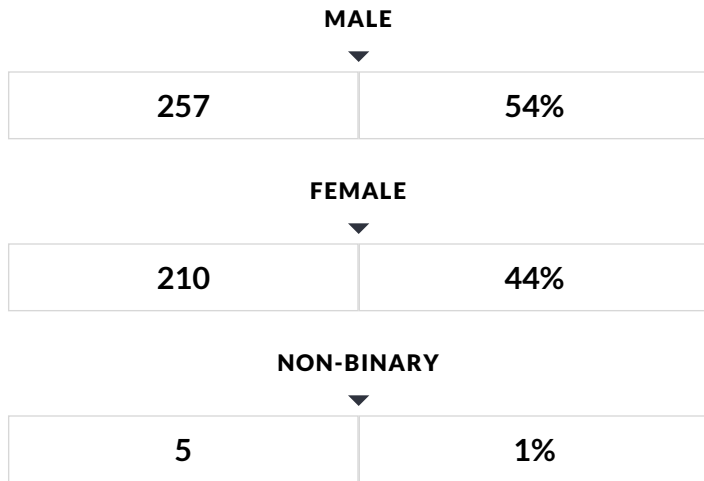
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This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "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.

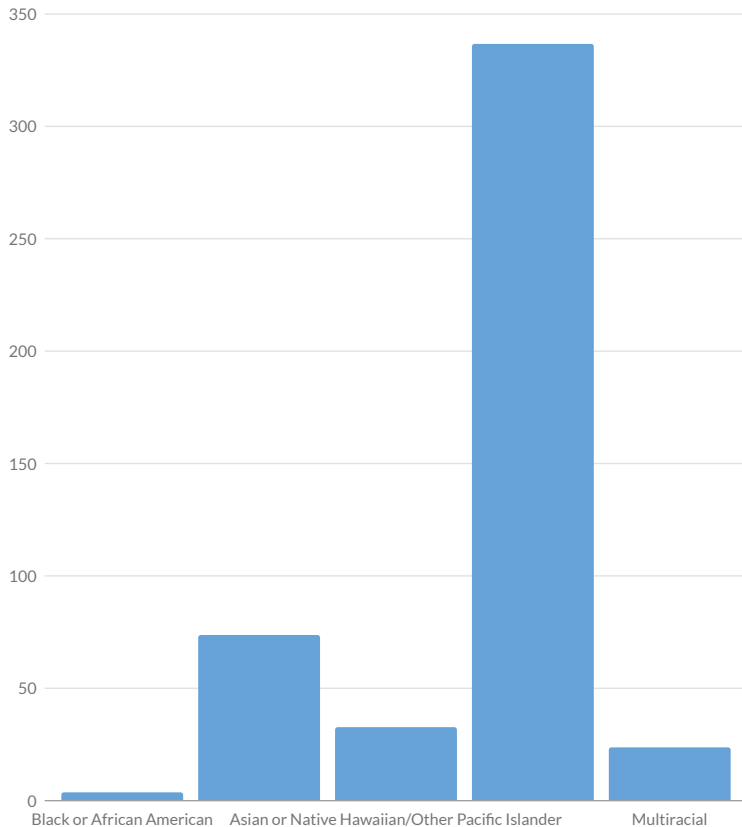
PIERRE VAN CORTLANDT SCHOOL ENROLLMENT (2022 - 23)

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%
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WHITE

337	71%
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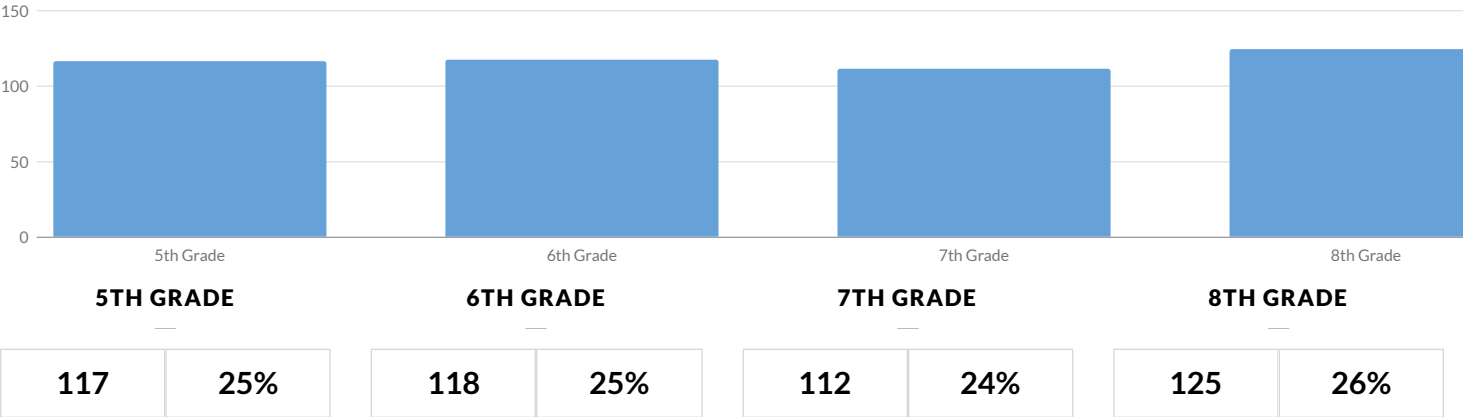
MULTIRACIAL

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%

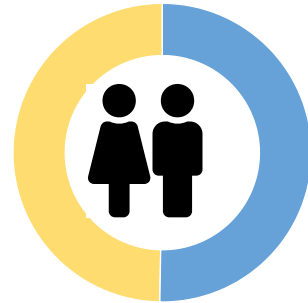
This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in 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)

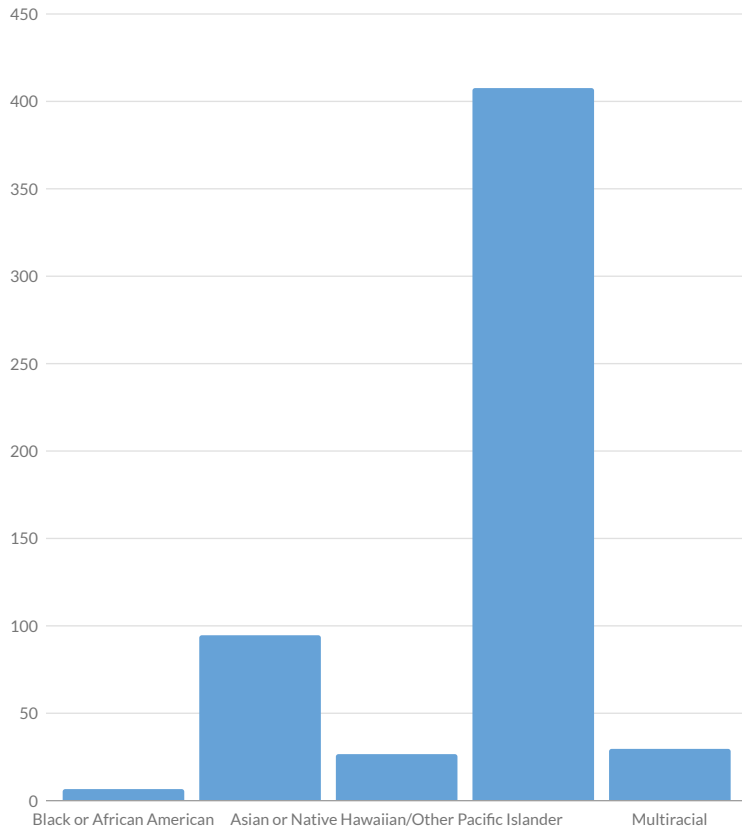
K-12 Enrollment: 567

ENROLLMENT BY GENDER

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



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN

7	1%
---	----

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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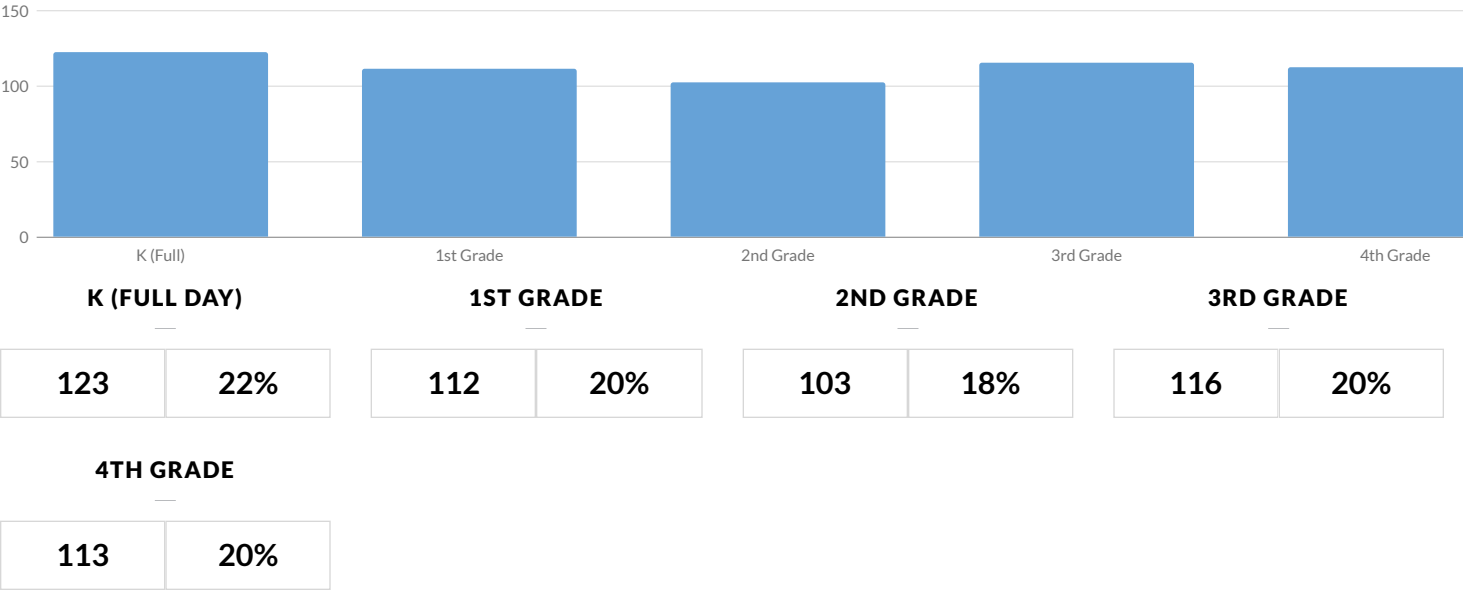
MULTIRACIAL

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

A) Total Major Operating Funds Spending	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		
Total Major Operating Funds Spending	\$55,091,978	\$53,162,230	\$1,929,748		
B) Exclusions for Non-Instructional Costs	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		
	Total Non-Instructional Cost Exclusions	\$9,493,016	\$8,759,909	\$733,107	
C) Exclusions for Tuition/Payments to Non-District Schools	Funding Source			Total Pupils	Per Pupil
	Total Spending	State/Local	Federal		
	\$0	\$0	\$0	0	\$0.00
	\$0	\$0	\$0	0	\$0.00
	\$125,000	\$125,000	\$0	1	\$125,000.00
	\$291,600	\$0	\$291,600	54	\$5,400.00
	\$738,881	\$738,881	\$0	7	\$105,554.43
	\$1,075,468	\$1,075,468	\$0	14	\$76,819.14
	\$0	\$0	\$0	0	\$0.00
	\$0	\$0	\$0	0	\$0.00
	\$184,423	\$184,423	\$0	39	\$4,728.79
	\$0	\$0	\$0	0	\$0.00
	\$0	\$0	\$0	0	\$0.00
	\$0	\$0	\$0	0	\$0.00
	\$19,627	\$10,632	\$8,995		
Total Tuition/Payments to Non-District Schools Exclusions	\$2,434,999	\$2,134,404	\$300,595		
Total Exclusions	\$11,928,015	\$10,894,313	\$1,033,702		
D) Projected 2022-23 Enrollment					
	1,536				
	0				
	0				
Total District Enrollment	1,536				
Total Funding Allocated to Individual Schools	\$43,163,963	\$42,267,917	\$896,046		
Total Allocated Funding per Pupil	\$28,101.54	\$27,518.18	\$583.36		

III) Central District Costs Included in School Allocations

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

Part B - Basic School-Level Information

				Grade Span		School Status				Projected Enrollment & Demographics						Projected Staffing (FTE Basis)									
BEDS Code	School Name	Local School Code	School Type	Lowest Grade	Highest Grade	Does this 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

BEDS Code			School Name			Local School Code			School Allocation by Object (excl. Central Costs)						School Allocation by Purpose (excl. Central Costs)								Funding Source by School				Per Pupil Allocation												
									Personal Service			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										
									BOCES Services			All Other			Total Allocation by Object			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)	4-Year-Old Full-Day	4-Year-Old Half-Day	3-Year-Old Full-Day	3-Year-Old Half-Day	Total Pre-K Enrollment	State Universal Pre-K Grants (UPK)	Other State & Local Funding	Federal Funding	Total Pre-K Spending		Enriched Academic Services	Health, Mental Health/ Counseling, Dental Care	Nutrition Services	Legal Services	After-School Programs/ Extended Day Programs	All Other	Total Community Schools Spending	Foundation Aid Community Schools Set-Aside	Other State & Local Funding	Federal Funding		
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			
					4-Year-Old Full-Day	4-Year-Old Half-Day	3-Year-Old Full-Day	3-Year-Old Half-Day	Total Pre-K Enrollment	State Universal Pre-K Grants (UPK)	Other State & Local Funding	Federal Funding	Total Pre-K Spending
# of CBO Sites													
1					54	0	0	0	54	\$0	\$0	\$291,600	\$291,600
District Total with CBOs					54	0	0	0	54	\$0	\$0	\$291,600	\$291,600

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.

Comunicado de Presupuesto del Distrito Escolar de Croton-Harmon			
	Presupuesto aprobado para el año escolar 2023-2024	Presupuesto propuesto para el año escolar 2024-2025	Presupuesto de contingencia para el año escolar 2024-2025*
Monto total presupuestado, no incluye propuestas separadas	\$ 56,174,983	\$ 58,798,307	\$ 57,872,119
Aumento/disminución para el año escolar 2023-24		\$ 2,623,324	\$ 1,697,136
Porcentaje de aumento/disminución en presupuesto propuesto		4.67%	3.02%
Cambio en el índice de precios al consumidor		4.12%	
A. Propuesta de impuesto para apoyar el monto total presupuestado	\$ 43,336,181	\$ 44,262,369	
B. Exacción impositiva para apoyar la deuda de biblioteca, si corresponde	\$ -	\$ -	
C. Exacción impositiva para proposiciones no excluibles, si corresponde**	\$ -	\$ -	
D. Monto total de reserva límite de impuesto usada para reducir la exacción impositiva del año actual	\$ -	\$ -	
E. Total propuesto para exacción impositiva del año escolar (A + B + C - D)	\$ 43,336,181	\$ 44,262,369	\$ 43,336,181
F. Exclusiones permisibles totales	\$ 2,796,552	\$ 2,721,150	
G. Límite de exacción impositiva escolar, <u>excepto</u> la exacción para exclusiones permisibles	\$ 40,539,629	\$ 41,541,219	
H. Total propuesto de exacción impositiva del año escolar, se excluyen impuestos para apoyo de la deuda de biblioteca y/o exclusiones permisibles (E - B - F + D)	\$ 40,539,629	\$ 41,541,219	
I. Diferencia: G – H (un valor negativo requiere el 60.0% de aprobación de los votantes – véase la nota a continuación sobre proposiciones separadas) **	\$ -	\$ -	
Componente Administrativo	\$ 6,385,066	\$ 6,588,068	\$ 6,498,010
Componente del Programa	\$ 38,747,347	\$ 41,400,674	\$ 40,834,732
Componente de Capital	\$ 11,042,570	\$ 10,809,565	\$ 10,539,377
Declaración de Suposiciones en conformidad a la Sección 2023 de la Ley de Educación. De rechazarse el presupuesto preliminar, y para lograr el nivel presupuestario contingente, el Distrito Escolar de Croton-Harmon, necesitaría reducir el presupuesto y la recaudación de impuestos en \$926,188 para el año escolar 2024-25. Se realizarían reducciones en todo el presupuesto, comenzando con los gastos no contingentes. Las reducciones incluirían suministros, compra de ciertos equipos, uso de instalaciones, actividades extra-curriculares, personal, etc.			
** Enumerar las proposiciones separadas que no están incluidas en el monto total presupuestado: (La exacción impositiva asociada con proposiciones de servicios educacionales o de transporte no son elegibles para exclusión y puede afectar los requisitos de aprobación de los votantes)			
Descripción			Monto
Propuesta 2(a): Compra de un bus escolar eléctrico de 66 pasajeros y un ascensor para Reparación y Mantenimiento de vehículos mediante la "Reserva Capital de Vehículos de CHUFSD 2022"			\$ 570,000
Propuesta 2(b): Compra de tres buses escolares a gasolina/diesel de aproximadamente 30-36 pasajeros de las asignaciones actuales disponibles del Fondo General 2023-2024.			\$ 320,000
		En la propuesta de presupuesto para el año escolar 2024-25	
		\$1,553 Cortlandt	
Ahorros estimados de las exenciones de Basic STAR 1		\$1,528 Yorktown	
La votación del presupuesto anual para el año fiscal 2024-25 por parte de los votantes calificados del Distrito Escolar Croton-Harmon, Condado de Westchester, Nueva York, se llevará a cabo en la Escuela Secundaria Croton-Harmon en dicho distrito el martes 21 de mayo de 2024 entre los horario de 6:00am y 9pm. Las solicitudes de papeletas de voto en ausencia deben presentarse en su forma original, con la firma original. Debe presentarse al menos siete días antes de la votación/elección (14 de mayo de 2024) si la boleta se enviará por correo al votante y el día anterior a la votación/elección (20 de mayo de 2024) si la boleta se recogerá personalmente por el votante. El Secretario del Distrito debe recibir las boletas de voto en ausencia antes de las 5:00 p. m. del día de la votación/elección (21 de mayo de 2024) para que se cuenten.			
1. La exención a la reducción de impuestos escolares básica (STAR) está autorizada por el artículo 425 de la Ley de Impuesto a la Propiedad.			

Croton-Harmon UFSD 2024-25 Property Tax Report Card		
000000 - DISTRICT NAME		
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 ¹	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 ²	0	0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0
E. Total Proposed School Year Tax Levy (A + B + C - D)	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 ³	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) ²	0	0
Public School Enrollment	1,550	1,592
Consumer Price Index		4.12%
¹ Include any prior year reserve for excess tax levy, including interest.		
² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.		
³ For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.		
	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	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
	Total Exemptions (No System EX's)		1,398	785,993,103	23.67
	Total Exemptions (with System EX's)		1,398	785,993,103	23.67

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
	Total Exemptions (No System EX's)		44	15,973,252	13.90
	Total Exemptions (with System EX's)		44	15,973,252	13.90

 Values have been equalized using the Uniform Percentage of Value.

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

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

Salary: Administrative Compensation Information
660202 - CROTON-HARMON UFSD**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 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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36.

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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Glosario de Terminos usados en la Escuela acerca de Negocios

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fondos de Reserva

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

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

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

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

Características básicas de los fondos de reserva del distrito escolar:

Fondo de Reserva de Capital:

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

Fondo de Reserva de Responsabilidad:

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

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

Fondo de Reserva Fiscal Certiorari:

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

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

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

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

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

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

Fondo de Reserva de Seguros:

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

Fondo de Reserva para Reparación:

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

Fondo de Reserva de Contribuciones por Jubilación:

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

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

Fondo de Reserva al Pago de Seguro por Desempleo:

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

Comprensión de la tasa de ecualización

Guía para propietarios de bienes raíces

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

¿Por qué es necesaria la ecualización?

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

¿Qué es una tasa de ecualización?

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

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

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

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

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

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

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

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

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

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

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

¿Para qué se usan las tasas de ecualización?

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

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

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

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

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

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

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

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

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

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

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

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

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

Para más información

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

STATE OF NEW YORK Kathy Hochul, Governor



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



Office of Real Property Tax Services

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

Evaluaciones:

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

Tasas de Igualación:

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

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

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

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



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