



Ardsley Union Free School District

2024-2025

Approved

Board of Education Budget

\$84,290,149

2.93% Budget Increase

Dr. Ryan Schoenfeld
Superintendent of Schools

Cheri Rosenblatt

Assistant Superintendent

for Business, Facilities & Operations

Board of Education

Mr. Hrishi Karthikeyan, President

Dr. Viktoriya Paroder, Vice President

Dr. Vikas Agrawal

Mr. Mitchell Kleinman

Ms. Stella Urban

ARDSLEY UNION FREE SCHOOL DISTRICT

ARDSLEY, NEW YORK

EDUCATIONAL PROGRAM

and

FISCAL SUPPORT PLAN

Board of Education Budget for 2024-25

\$84,290,149

Budget Increase

2.93%

Tax Levy Increase

3.27%

July 1, 2024 – June 30, 2025

Vote

May 21, 2024

2024-2025

BUDGET

The 2024-25 budget development process includes involvement by citizens, staff and the Board of Education along with public budget hearings prior to submission of the budget by the Board of Education for public vote on May 21, 2024. The total 2024-25 budget is \$84,290,149 a 2.93% budget increase over the budget adopted last June.

Budget information is presented at this time in 3 columns:

2022-23 Budget

2023-24 Budget

2024-25 Budget

Effective with the 1998-99 budget, the format of school district budgets changed due to a State Education Department mandate. For example, legal expenses are split into both Administrative and Program appropriations. Costs related to Buildings & Grounds are noted in the Capital section of the budget. Benefits such as health insurance, social security and retirement contributions appear in all three sections of the budget.

At the end of the line by line document, historical data is provided on tax rates, tax levies, taxable assessed values, budgets, enrollments, per pupil costs and staffing. Long-term debt service charts and a summary of BOCES services are also included.

MISSION STATEMENT

The Ardsley School District aims to maximize every student's potential by providing an educational environment in which learning is paramount, students are active participants, and the quality of teaching reflects the high expectations of the community. We seek to help young people attain the highest level of cognitive growth and critical analysis in all disciplines and expertise to use technology to access information and creatively use it for research/problem solving. We also seek to instill a love for and appreciation of aesthetics and the environment in which we live in order to help students succeed in a world of rapid change, growing competition and cultural diversity. We strive to build a lasting appreciation of democratic values, which includes a respect for others a commitment to service to one's community and a strong sense of self-esteem – all of which are fundamentals of physical, social and emotional well-being. The District values the appropriate sharing of responsibilities in making decisions and encourages the broadest participation of parents, community members, staff and students.

Ardsley Schools take

Responsibility to foster within a

Dynamic and diverse world,

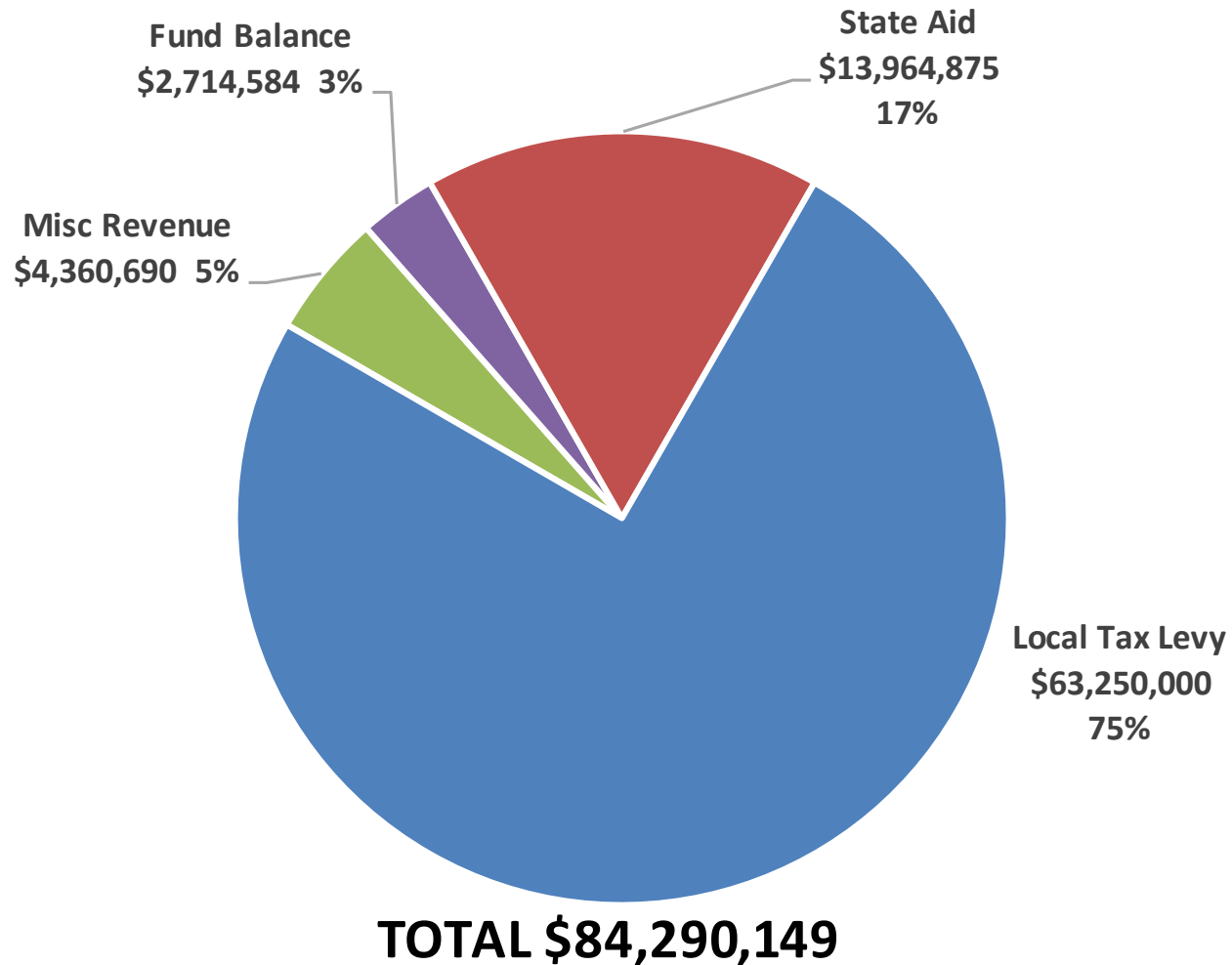
Success for every student, maximizing

Learning and promoting educational

Excellence for all of its

Youth

WHERE THE MONEY COMES FROM 2024-25 PROJECTED REVENUE SUMMARY



REVENUES

Day School Tuition - Individuals - Approximately 20 non-resident students attend Ardsley Schools with tuition paid by their parents.

Day School Tuition - Other Districts - Currently, 8 districts pay tuition and send 13 students to our Special Education programs, K-12.

Transportation - Ardsley Union Free School District manages the transportation for the Quad Villages, and Edgemont. The district discontinued managing the Mamaroneck school district's transportation in 2022-2023. The revenues offset the district's expenses as well as facilitates sharing bus routes.

Recreation – Recreation programs include summer programs such as: Ardsley Day Camp, and the summer literacy program. School year programs include: swim lessons, pool membership, after school program and SAT review. The programs are self-sustaining.

Interest and earnings - Our cash flow projection is updated regularly. Available funds are invested to generate interest revenue. Interest rates are expected to decrease in the coming year.

Rental of Real Property - The administration actively pursues rental of unused space. We will continue to lease space in 2024-2025 to the Ardsley Children's Center. The District is also leasing the pool to the Empire Swim Club.

State Aid - State aid reflects the State's executive budget, at the time the District budget was adopted the State had not passed a legislative budget. Most state aid reflects revenues from expense reimbursement aid, such as building aid, excess cost aid, transportation aid, BOCES etc.

Appropriated Fund Balance - Fund balance and reserves are appropriated at \$2,714,584. Fund balance is not an ongoing source of revenue.

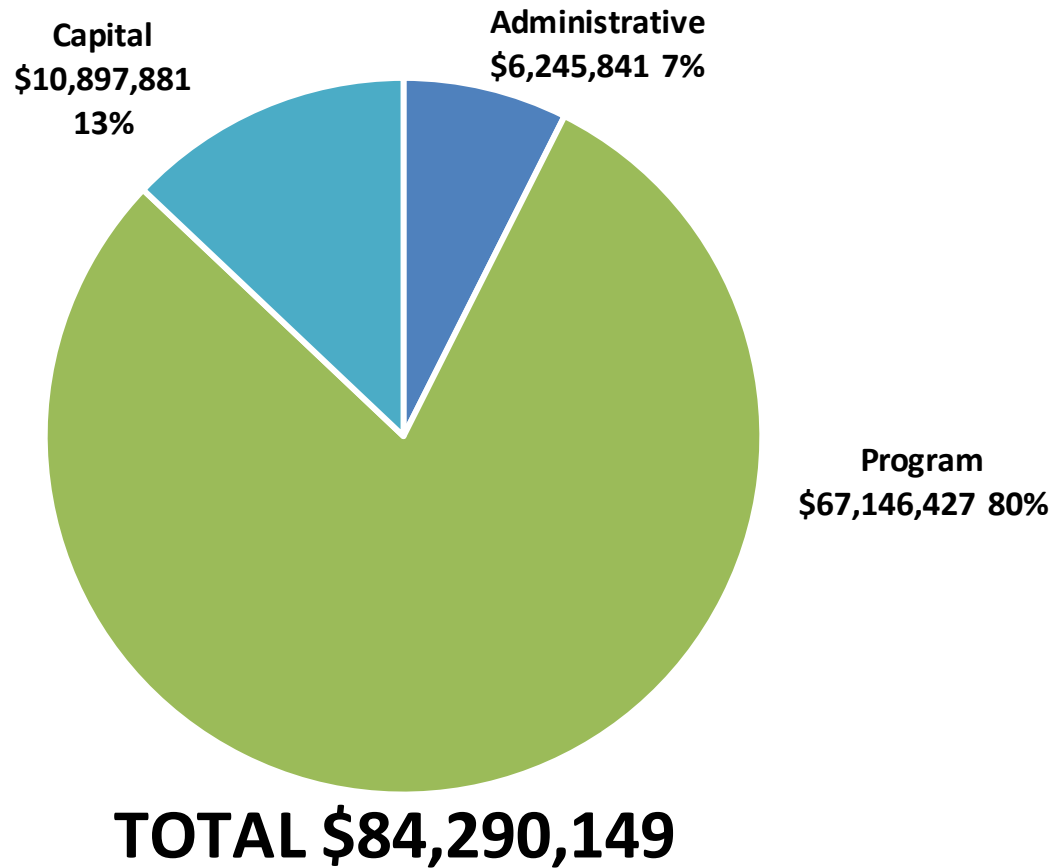
Amount to be raised by Property Tax - The local property tax levy funds the budget beyond the revenues generated by state aid, the appropriated fund balance and various other revenues.

<u>REVENUE SUMMARY</u>	<u>% of change</u>	<u>2024-25 Budget</u>	<u>2023-24 Budget</u>	<u>2022-23 Budget</u>
TOTAL MISCELLANEOUS REVENUES		4,360,690	4,102,129	4,434,624
TOTAL STATE AID REVENUES		<u>13,964,875</u>	<u>13,567,123</u>	<u>9,716,755</u>
TOTAL NON-PROPERTY TAX REVENUES	3.71%	\$18,325,565	\$17,669,252	\$14,151,379
APPROPRIATED FROM RESERVE		734,584	987,641	0
APPROPRIATED FUND BALANCE		<u>1,980,000</u>	<u>1,980,000</u>	<u>1,980,000</u>
TOTAL FUND BALANCE	-8.53%	<u>2,714,584</u>	<u>2,967,641</u>	<u>1,980,000</u>
TOTAL OTHER REV & FUND BALANCE	1.95%	\$21,040,149	\$20,636,893	\$16,131,379
TOTAL REV OTHER THAN PROP TAX		18,325,565	17,669,252	14,151,379
APPROPRIATED FUND BALANCE		2,714,584	2,967,641	1,980,000
AMOUNT TO BE RAISED BY PROPERTY TAX	3.27%	<u>63,250,000</u>	<u>61,250,000</u>	<u>60,560,166</u>
TOTAL REVENUES	2.93%	\$84,290,149	\$81,886,893	\$76,691,545

NON-PROPERTY TAX REVENUES

Account	<u>% of change</u>	<u>2024-25 Budget</u>	<u>2023-24 Budget</u>	<u>2022-23 Budget</u>
A1081 PILOT		31,545	19,368	3,843
A1120 County Sales Tax		900,000	600,000	600,000
A1310 Day School Tuition-Individuals		70,000	65,000	130,000
A1489 Recreation		668,570	664,000	655,000
A2230 Day School Tuition-Other Districts		1,280,000	1,800,000	2,150,000
A2380.D Quad Village Trans - Dobbs		100,400	96,427	89,285
A2380.E Transport- Edgemont		100,400	96,427	89,285
A2380.H Quad Village Trans - Hastings		100,400	96,427	89,285
A2380.I Quad Village Trans - Irvington		108,465	104,173	96,457
A2385 Transport- Other Districts		125,000	75,000	50,000
A2389 Other Dists & Gov'ts		85,000	85,000	85,000
A2401 Interest and Earnings		475,000	100,000	60,000
A2410 Rental of Real Property-Individuals		105,910	70,000	60,000
A2701 Refund of Prior Years Expenditures		40,000	40,000	40,000
A2702 E-Rate		15,000	15,000	15,000
A2703 Refund of Prior Years BOCES Expenditures		25,000	25,000	71,469
A2770 Other Unclassified Revenues		30,000	50,306	50,000
A2771 Facilities Use		80,000	80,000	80,000
A2772 BOCES Sub Reimbursements		5,000	5,000	5,000
A3101 State Aid-Basic Formula/Excess Cost		13,021,340	12,651,893	8,860,195
A3103 State Aid-BOCES		732,150	702,317	645,106
A3260 State Aid- Textbook		187,148	186,412	186,985
A3262 State Aid - Hardware + Tech		24,237	26,501	24,469
A4601 Medic. Ass't-Sch Age		15,000	15,000	15,000
TOTAL NON-PROPERTY TAX REVENUES	3.71%	<u>\$18,325,565</u>	<u>\$17,669,252</u>	<u>\$14,151,379</u>

HOW THE MONEY WILL BE SPENT 2024-25 PROJECTED EXPENDITURE SUMMARY



EXPENDITURE SUMMARY

	% of Change	2024-25 Budget	2023-24 Budget	2022-23 Budget
Administrative	6.80%	\$6,245,841	\$5,848,052	\$5,690,528
Program	3.74%	\$67,146,427	\$64,723,757	\$60,421,871
Capital	-3.69%	\$10,897,881	\$11,315,084	\$10,579,146
TOTAL EXPENDITURES	2.93%	\$84,290,149	\$81,886,893	\$76,691,545

ADMINISTRATIVE SECTION SUMMARY

	% of Change	2024-25 Budget	2023-24 Budget	2022-23 Budget
General Support	5.35%	\$2,837,156	\$2,693,191	\$2,624,952
Instruction	6.99%	\$2,026,834	\$1,894,416	\$1,851,836
Undistributed	9.63%	\$1,381,851	\$1,260,444	\$1,213,740

PROGRAM SECTION SUMMARY

	% of Change	2024-25 Budget	2023-24 Budget	2022-23 Budget
Instruction	3.09%	\$45,648,108	\$44,279,005	\$41,418,927
Transportation	1.14%	\$3,314,239	\$3,276,893	\$2,992,465
Community Services	0.68%	\$668,570	\$664,034	\$593,504
Undistributed	6.13%	\$17,515,510	\$16,503,825	\$15,416,975

CAPITAL SECTION SUMMARY

	% of Change	2024-25 Budget	2023-24 Budget	2022-23 Budget
General Support	-1.45%	\$5,337,799	\$5,416,309	\$4,540,436
Undistributed	-5.74%	\$5,560,082	\$5,898,775	\$6,038,710

Ardsley Union Free School District

SECTION A *2024-25 ADMINISTRATIVE* *SECTION*



<u>GENERAL SUPPORT</u>	2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	% of Change	% of Change
Board of Education	90,708	81,507	81,507		
Central Administration	378,419	368,010	357,510		
Finance	1,077,547	1,039,542	1,016,306		
Staff	371,840	369,201	365,651		
Central Services	38,350	38,350	38,350		
Special Items	880,292	796,581	765,628		
	<u>2,837,156</u>	<u>2,693,191</u>	<u>2,624,952</u>	5.35%	2.60%
<u>INSTRUCTION</u>					
Administration and Improvement	2,026,834	1,894,416	1,851,836		
	<u>2,026,834</u>	<u>1,894,416</u>	<u>1,851,836</u>	6.99%	2.30%
<u>UNDISTRIBUTED</u>					
Employee Benefits	1,381,851	1,260,444	1,213,740		
	<u>1,381,851</u>	<u>1,260,444</u>	<u>1,213,740</u>	9.63%	3.85%
TOTAL EXPENDITURES	<u>6,245,841</u>	<u>5,848,052</u>	<u>5,690,528</u>	6.80%	2.77%

Board of Education

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Board of Education</u>						
1010-400-05-0000	Contractual Services	5,000	5,000	5,000		
1010-403-05-0000	Memberships	16,819	16,018	16,018		
1010-406-05-0000	Conference/Travel	4,200	4,200	4,200		
1010-450-05-0000	Supplies	3,400	3,400	3,400		
1010-490-05-0000	BOCES	38,000	30,000	30,000		
		67,419	58,618	58,618		
<u>District Clerk</u>						
1040-160-05-0000	District Clerk Salary	12,800	12,400	12,400		
1040-406-05-0000	Conference/Travel	500	500	500		
1040-450-05-0000	Supplies	400	400	400		
		13,700	13,300	13,300		
<u>District Meeting</u>						
1060-400-05-0000	Contractual Services	8,289	8,289	8,289		
1060-450-05-0000	Supplies	1,300	1,300	1,300		
		9,589	9,589	9,589		
Total: Board Of Education		90,708	81,507	81,507		

Board of Education

Allocations for most contractual services, memberships, conference/travel and supplies will be maintained. The District Clerk Salary reflects a stipended amount. In 2011-2012 BOARDDOCS was implemented which enables Board agendas and backup to be accessed online. In 2019-2020 the policy feature in BOARDDOCS was added to bring the policies online along with the agendas. In 2014-15, the Board began taping board meetings and in 2019-2020 a remote recording service called Local Live replaced an onsite live person which resulted in savings.

Central Administration

		2024-2025	2023-2024	2022-2023	2024-2025	2023-2024
		Budget	Budget	Budget	FTE	FTE
<u>Chief School Administrator</u>						
1240-150-05-0000	Supt. Sal.	279,800	272,000	264,000	1.00	1.00
1240-163-05-0000	Clerical Salaries	89,569	86,960	84,460	1.00	1.00
1240-403-05-0000	Memberships	4,000	4,000	4,000		
1240-406-05-0000	Conference/Travel	3,500	3,500	3,500		
1240-450-05-0000	Supplies	900	900	900		
1240-452-05-0000	Professional Materials	650	650	650		
Total: Central Administration		378,419	368,010	357,510		

Central Administration

The Superintendent is retiring at the end of the 2023-24 school year and the District will be hiring a new Superintendent to start July 1st, their salary and benefits are pending contract negotiations. Salary increases for support staff is included in accordance with a compensation package. Funds for salary increases and step increases based on current contracts are included in the appropriate budget codes. Codes for memberships, conference/travel, supplies and professional materials have been consistent for the last three years.

FTE's (full-time equivalents) are indicated for all regular employee positions. All administrators are full-time and work 12 months (1.00 FTE per position). Each clerical FTE represents a 7-hour work day.

Finance		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Business</u>						
<u>Administration</u>						
1310-150-05-0000	Assistant Supt	231,750	210,391	204,263	1.00	1.00
1310-161-05-0000	Clerical Substitutes	8,000	8,000	8,000		
1310-163-05-0000	Clerical Salaries	344,832	342,991	329,183	5.00	5.00
1310-200-05-0000	Equipment	7,200	7,200	7,200		
1310-400-05-0000	Contractual Services	181,355	178,500	178,500		
1310-403-05-0000	Memberships	1,500	1,500	1,500		
1310-404-05-0000	Office Machine Rentals	2,000	2,000	2,000		
1310-405-05-0000	Repairs	500	500	500		
1310-406-05-0000	Conference/Travel	3,500	3,500	3,500		
1310-407-05-0000	Advertising	6,500	4,250	4,250		
1310-450-05-0000	Supplies	9,500	9,500	9,500		
1310-452-05-0000	Professional Materials	100	100	100		
1310-490-05-0000	BOCES	60,000	60,000	60,000		
		856,737	828,432	808,496		
<u>Auditing</u>						
1320-400-05-0000	Contractual Services	100,000	100,000	100,000		
<u>Treasurer</u>						
1325-160-05-0000	Treasurer's Salary	116,000	106,300	103,000	1.00	1.00
1325-400-05-0000	Contractual Services	3,500	3,500	3,500		
1325-403-05-0000	Memberships	150	150	150		
1325-406-05-0000	Conference/Travel	650	650	650		
1325-407-05-0000	Legal Notices	150	150	150		
1325-450-05-0000	Supplies	360	360	360		
		120,810	111,110	107,810		
Total: Finance		1,077,547	1,039,542	1,016,306		

Finance

Allocations for equipment, contractual services, rentals, conference/travel, supplies, advertising, and legal notices have been maintained with some exceptions for rising costs.

The auditing section provides for both internal and external auditor services, including semi-annual reviews, high risk assessments, our annual report by our independent auditing firm and twice monthly services by a claims auditor.

Staff		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Legal</u>						
1420-400-05-0000	Contractual Services Legal	115,000	115,000	115,000		
1420-400-14-0000	Special Ed. Legal Services	80,000	80,000	80,000		
		195,000	195,000	195,000		
<u>Personnel</u>						
1430-163-05-0000	Clerical Salary	91,840	89,201	85,651	1.00	1.00
1430-400-05-0000	Contractual Services	2,500	2,500	2,500		
1430-406-05-0000	Conference/Travel	2,500	2,500	2,500		
1430-407-05-0000	Advertising	2,500	2,500	2,500		
1430-450-05-0000	Supplies	1,000	1,000	1,000		
1430-490-05-0000	BOCES	35,000	35,000	35,000		
		135,340	132,701	129,151		
<u>Public Information & Services</u>						
1480-400-05-0000	Contract Services	40,000	40,000	40,000		
1480-447-05-0000	Printing	1,500	1,500	1,500		
		41,500	41,500	41,500		
Total: Staff		371,840	369,201	365,651		

Staff

The 2024-25 Budget maintains a part-time public relations consultant. Public information costs also reflect a web based parent and community information package in addition to the printing costs for news grams and public information publications.

The Personnel department is responsible for ensuring the district complies with NYSED certification and NYS Civil Service regulations.

The legal section provides for the retainer and hourly costs of the school attorney as well as legal expenses associated with the handling of any student or staff related issues.

Central Services		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Central Printing and Mailing</u>						
1670-400-05-0000	Contractual Services	8,500	8,500	8,500		
1670-405-05-0000	Repairs	500	500	500		
1670-409-05-0000	Postage	28,500	28,500	28,500		
1670-450-05-0000	Supplies	850	850	850		
Total: Central Services		38,350	38,350	38,350		

Central Services

Central printing and mailing has been maintained to continue utilization of digital information for distribution.

Special Items

Unallocated Insurance

1910-430-05-0000	Student Accident Insurance	34,277	34,277	34,277		
1910-430-05-3810	Property/Liability Insurance	290,444	231,194	205,076		
1910-430-05-3811	Prop/Liability Ins-Excess	53,786	41,144	57,452		
1910-432-05-0000	Inventory/Appraisal	9,200	9,200	9,200		
		387,707	315,815	306,005		

BOCES Administrative Charges

1981-490-05-0000	Admin Charge/Rental	346,870	337,495	315,694		
1983-490-05-0000	Capital Charges	70,715	68,271	68,929		
		417,585	405,766	384,623		

Assessment on School Property

1950-408-05-0000	Sewer, Water and Cable Tax	75,000	75,000	75,000		
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Total: Special Items	880,292	796,581	765,628		
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TOTAL GENERAL SUPPORT	2,837,156	2,693,191	2,624,952		
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Special Items

The District participates in the New York School's Insurance Reciprocal (NYSIR). Part of our insurance premium cost has been appropriated under Transportation for State aid purposes. The student accident insurance provides secondary coverage on a schedule basis.

BOCES Administrative/Capital Charges reflect the District's share of administrative/capital charges assessed each district and the anticipated increased cost from BOCES.

Curriculum Development & Supervision

		2024-2025	2023-2024	2022-2023	2024-2025	2023-2024
		Budget	Budget	Budget	FTE	FTE
2010-150-08-0000	Assistant Supt	214,000	220,747	214,317	1.00	1.00
2010-163-08-0000	Clerical Salaries	84,022	81,650	79,550	1.00	1.00
2010-400-08-0000	Contractual Services	25,200	11,000	11,000		
2010-403-08-0000	Memberships	5,000	11,500	11,500		
2010-406-08-0000	Conference/Travel	3,500	3,500	3,500		
2010-444-08-0000	Staff Development	20,000	20,000	20,000		
2010-450-08-0000	Supplies	5,500	5,500	5,500		
2010-490-08-0000	BOCES	141,840	70,000	44,000		
		499,062	423,897	389,367		

Supervision - Regular School

2020-151-01-0000	Prin Sal - Cr	190,000	174,634	168,634	1.00	1.00
2020-151-03-0000	Prin Sal - Ms	191,765	179,937	179,937	1.00	1.00
2020-151-04-0000	Prin Sal - Hs	202,264	190,848	184,848	1.00	1.00
2020-152-01-0000	Asst Prin Sal - Cr	133,120	144,903	138,903	1.00	1.00
2020-152-03-0000	Asst Prin Sal - Ms	162,588	154,021	154,021	1.00	1.00
2020-152-04-0000	Asst Prin Sal - Hs	164,036	153,451	147,451	1.00	1.00
2020-163-01-0000	Clerical Sal. Cr	132,994	130,794	129,187	2.00	2.00
2020-163-03-0000	Clerical Sal. Ms	152,285	150,085	156,178	2.50	2.50
2020-163-04-0000	Clerical Sal. Hs	118,472	111,606	113,992	2.00	2.00
2020-164-01-0000	T Aide Sal- Cr	41,755	40,772	39,619	1.17	1.17
2020-164-04-0000	T Aide Sal- Hs	26,893	27,868	37,950	1.17	1.25

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
2020-403-01-0000	Memberships - Cr	450	450	450		
2020-403-03-0000	Memberships - Ms	500	500	500		
2020-403-04-0000	Memberships - Hs	1,000	1,000	1,500		
2020-406-01-0000	Conference/Travel - Cr	2,000	2,000	2,000		
2020-406-03-0000	Conference/Travel - Ms	1,500	1,500	1,500		
2020-406-04-0000	Conference/Travel - Hs	1,500	1,500	1,000		
2020-409-01-0000	Postage - Cr	450	450	450		
2020-409-03-0000	Postage - Ms	100	100	100		
2020-409-04-0000	Postage - Hs	900	900	1,000		
2020-450-01-0000	Supplies - Cr	1,000	1,000	750		
2020-450-03-0000	Supplies - Ms	1,000	1,000	1,000		
2020-450-04-0000	Supplies - Hs	1,200	1,200	1,500		
		1,527,772	1,470,519	1,462,469		
Total Curriculum & Supervision		2,026,834	1,894,416	1,851,836		

Curriculum Development & Supervision

This section supports the evaluation and improvement of curriculum. Contracted services reflect membership in the Tri-State Consortium, a select group of high performing school districts in the states of New York, Connecticut, and New Jersey, for the improvement of public schools. The budget also includes the cost of maintaining high school accreditation and implementation of multiple unfunded state mandates.

Supervision of Regular School - This section supports the administration of our three schools. The clerical and aide salary codes reflect contractual salary.

Undistributed- A proportionate share of these expenses appear in Administrative, Program and Capital Sections of this Budget.

The State Retirement System requires the District to contribute to the Employees' Retirement System (ERS) and the Teachers Retirement System (TRS). The average ERS contribution rate increased to 15.20% in 2024-2025 from 13.10% and TRS rates will increase from 9.76% to 10.02% of salaries. Employees with less than ten years' service in Tiers 3 and 4 are required to contribute 3% of their salaries. Tier 5 members are required to contribute 3.5% of their salaries throughout their career. Tier 6 members are required to contribute between 3-6% of their salaries based on their level of compensation.

Life Insurance is provided for eligible employees as required by contract or compensation package.

Social Security requires 6.2% employee and 6.2% employer rate to be paid on a base salary up to \$168,600. There is no ceiling for the Medicare rate of 1.45% of salary for employee and employer.

Workers Compensation coverage is provided to all employees through participation with other Southern Westchester districts in a self-insured consortium. This consortium has and continues to be cost effective for the participating districts. Rates will increase due to increasing payroll and legislated Workers' Compensation benefit increases.

Unemployment benefits are provided for all eligible employees.

Disability Insurance is provided according to contract or compensation package for eligible employees.

Health Insurance premiums for employees and retirees under 65 are anticipated to be 11% higher over our 2023-2024 premiums for our basic Southern Westchester School Cooperative Plan. Medicare supplement plan premiums increased 11% as well. Employee contributions for health insurance coverage help reduce District costs. Medicare reimbursement to retirees will be provided only to those who, through contractual agreement, still have cash value in their retiree health insurance bank (based on their unused accumulated sick leave upon retirement).

Dental/Vision Insurance is provided for eligible employees through an insurance plan or reimbursement plan as indicated by contract or compensation package. A small portion of clerical staff have contractual benefits for dental/vision benefits through the union plan.

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget
<u>Employee Benefits</u>				
9010-810-05-0000	State Retirement	192,495	156,372	149,369
9020-820-05-0000	Teacher Retirement	179,292	168,375	172,499
9030-830-05-0000	Social Security	234,101	226,675	223,772
9040-840-05-0000	Workers' Compensation	15,157	14,966	14,402
9045-845-05-0000	Life Insurance	8,877	9,010	8,910
9050-850-05-0000	Unemployment	1,020	1,009	1,044
9055-855-05-0000	Disability Insurance	4,610	4,986	4,913
9060-158-05-0000	Health Ins Buyout	38,420	37,994	39,342
9060-860-05-0000	Hospital and Medical Insurance	633,602	570,249	528,510
9060-861-05-0000	Medicare Reimbursement	9,860	9,751	10,097
9065-865-05-0000	Dental/Vision Insurance	47,746	51,012	50,704
9070-870-05-0000	Union Welfare Benefits	16,673	10,045	10,178
TOTAL UNDISTRIBUTED EXPENDITURES		1,381,851	1,260,444	1,213,740

Ardsley Union Free School District

SECTION B *2024-25 PROGRAM BUDGET*



PROGRAM EXPENDITURE SUMMARY**GENERAL SUPPORT****INSTRUCTION**

	2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	% of Change	% of Change
Instruction - Teaching	37,871,694	37,063,142	34,882,264		
Instructional Media	2,771,819	2,258,683	1,753,489		
Pupil Services and Activities	5,004,595	4,957,179	4,783,173		
	45,648,108	44,279,005	41,418,927	3.09%	6.91%

PUPIL TRANSPORTATION

District Transportation	1,099,322	1,009,746	870,043		
Contract Transportation	2,214,917	2,267,147	2,122,422		
	3,314,239	3,276,893	2,992,465	1.14%	9.50%

COMMUNITY SERVICES

Recreation and Literacy Programs	668,570	664,034	593,504	0.68%	11.88%
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UNDISTRIBUTED

Employee Benefits	17,235,510	16,153,825	15,066,975		
Interfund Transfers	280,000	350,000	350,000		
	17,515,510	16,503,825	15,416,975	6.13%	7.05%

TOTAL EXPENDITURES

	67,146,427	64,723,757	60,421,871	3.74%	7.12%
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Instruction - Teaching

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Regular School - Instruction</u>						
2110-120-01-0000	Teacher Salaries - Cr	7,288,431	7,141,671	6,750,177	60.30	61.30
2110-120-03-0000	Teacher Salaries - Ms	3,662,928	3,440,162	2,658,668	28.50	27.50
2110-130-03-0000	Teacher Salaries - Ms	3,434,349	3,621,079	3,766,523	26.40	28.10
2110-130-04-0000	Teacher Salaries - Hs	7,669,951	7,287,833	7,161,550	61.40	59.40
2110-137-05-0000	Retirement Incentive - Dw	75,000	75,000	75,000		
2110-138-01-0000	Team Leaders - CRS	9,315	9,315	-		
2110-138-05-0000	Mentor Teachers	55,000	55,000	49,773		
2110-140-01-0000	Substitute Teachers - Crs	135,000	125,000	125,000	1.00	1.00
2110-140-03-0000	Substitute Teachers - Ms	135,000	125,000	125,000	4.00	4.00
2110-140-04-0000	Substitute Teachers - Ahs	135,000	125,000	125,000	3.00	3.00
2110-140-05-0000	Substitute Teachers - Dw	6,000	6,000	6,000		
2110-143-05-0000	Homebound Tutors	15,000	10,000	10,000		
2110-144-01-0000	Staff Dev. Stipends - CR	33,334	33,334	33,334		
2110-144-03-0000	Staff Dev. Stipends - MS	33,334	33,334	33,334		
2110-144-04-0000	Staff Dev. Stipends - HS	33,334	33,334	33,334		
2110-154-01-0000	Curr Ldr Sal - Cr	58,185	58,185	58,185		
2110-154-03-0000	Curr Ldr Sal - MS	58,185	58,185	58,185		
2110-154-04-0000	Curr Ldr Sal - HS	58,185	58,185	58,185		
2110-154-05-0000	Curr Ldr Sal - Dw	11,637	11,637	11,637		
2110-155-01-0000	Teacher Assistant - Cr	238,281	258,717	143,574	7.00	12.00
2110-155-03-0000	Teacher Assistant - Ms	83,608	128,244	123,923	2.00	3.50
2110-155-04-0000	Teacher Assistant - Hs	-	21,647	19,809	0.00	0.50
2110-157-03-0000	Chaperones - Ms	5,000	5,000	5,000		
2110-157-04-0000	Chaperones - Hs	5,000	5,000	5,000		
2110-164-01-0000	Teacher Aides - Cr	91,348	154,852	21,580	3.00	6.00
2110-164-03-0000	Teacher Aides - Ms	-	35,160	34,175	0.00	1.00
2110-164-04-0000	Teacher Aides- Hs	63,684	36,181	35,165	2.02	1.03

		2024-2025	2023-2024	2022-2023	2024-2025	2023-2024
		Budget	Budget	Budget	FTE	FTE
2110-200-01-0000	Equipment - Cr	1,000	1,000	1,000		
2110-200-03-0000	Equipment - Ms	10,000	5,000	5,000		
2110-200-04-0000	Equipment - Hs	10,000	5,000	3,700		
2110-200-05-0000	Equipment - Dw	5,400	-	-		
2110-200-06-0000	Equipment - Dw Classroom	10,000	5,400	5,000		
2110-400-01-0000	Contractual Services - Cr	13,000	13,000	10,000		
2110-400-03-0000	Contractual Services - Ms	10,000	12,500	12,500		
2110-400-04-0000	Contractual Services - Hs	21,000	21,000	12,000		
2110-400-14-0000	Contract Services - Dw	30,000	30,000	25,000		
2110-400-14-1000	Contractual Services - Set Aside	-	142,958	-		
2110-400-04-2133	Contract. Serv.-HS drama	20,000	20,000	19,000		
2110-401-01-0000	State Testing - Cr	4,000	4,000	4,000		
2110-401-03-0000	State Testing - Ms	5,000	5,000	5,000		
2110-401-04-0000	State Testing - Hs	1,500	1,500	1,500		
2110-403-01-0000	Memberships - Cr	400	400	400		
2110-403-03-0000	Memberships - Ms	3,000	3,000	2,000		
2110-403-04-0000	Memberships - Hs	3,500	3,500	3,250		
2110-405-01-0000	Repairs - Cr	1,000	1,000	1,000		
2110-405-03-0000	Repairs - Ms	5,000	5,000	5,000		
2110-405-04-0000	Repairs - Hs	4,000	4,000	3,600		
2110-406-01-0000	Conference/Travel - Cr	3,000	3,000	3,000		
2110-406-03-0000	Conference/Travel - Ms	1,000	1,000	1,000		
2110-406-04-0000	Conference/Travel - Hs	2,000	2,000	2,000		
2110-406-05-0000	Conference/Travel	2,000	2,750	2,750		
2110-444-08-0000	Staff Development	40,000	40,000	40,000		
2110-445-01-2133	Spec.Proj/Cr-Cult Arts	4,500	4,500	4,500		
2110-445-03-2133	Spec Proj/Ms-Cult Arts	4,500	4,500	4,500		
2110-445-04-1133	Special Prjts-Sci. Research	22,000	12,000	11,000		
2110-445-04-2133	Spec Proj/Hs-Cult Arts	2,000	2,000	2,000		
2110-445-05-0000	Spec Proj/Student Asst	65,000	50,000	45,290		

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
2110-450-01-0000	Supplies - Cr	60,000	60,000	60,000		
2110-450-03-0000	Supplies - Ms	65,000	60,000	60,000		
2110-450-04-0000	Supplies - Hs	70,000	70,000	65,000		
2110-450-05-0000	Supplies - DW	5,000	5,000	-		
2110-451-01-0000	Subscriptions - Cr	5,000	10,000	5,000		
2110-451-03-0000	Subscriptions - Ms	6,000	6,000	5,500		
2110-451-04-0000	Subscriptions - Hs	500	500	450		
2110-480-01-0000	Textbooks-Hard/Softcover	70,000	70,000	70,000		
2110-480-03-0000	Textbooks-Hard/Softcover	70,000	70,000	60,000		
2110-480-04-0000	Textbooks-Hard/Softcover	50,000	50,000	47,000		
2110-480-05-0000	Textbooks - Non-public	1,000	1,000	4,000		
2110-490-05-0000	BOCES - Dw	445,000	285,000	260,000		
		24,545,389	24,044,563	22,399,051		

Instruction-Teaching

Each teacher FTE represents a 7.25-hour workday. Each teacher aide and assistant FTE represents a 32-hour workweek. Aides and Assistants assignments and needs are dependent upon enrollment and student requirements.

The 2024-25 plan maintains all present programs and shifts resources to address student needs and enrollment. New/increases to positions are as follows: Concord Road Elementary School: 1.0 Math Interventionist, Ardsley Middle School: .4 Literacy Teacher, Ardsley High School: 1.0 Social Studies Teacher. Reductions/shifts to positions are as follows: Concord Road Elementary School: 2.0 Elementary Teachers and 2.0 Teaching Assistants.

		2024-2025	2023-2024	2022-2023	2024-2025	2023-2024
		Budget	Budget	Budget	FTE	FTE
<u>Program for Students with Disabilities</u>						
2250-150-01-0000	Teacher Sal - Cr	2,159,433	2,090,599	1,947,497	17.83	17.83
2250-150-03-0000	Teacher Sal - Ms	2,204,127	2,024,481	1,999,057	17.83	16.23
2250-150-04-0000	Teacher Sal - Hs	1,981,922	2,090,633	1,981,301	15.94	17.03
2250-154-03-0000	Curriculum Leader - Ms	11,637	11,637	11,637		
2250-154-04-0000	Curriculum Leader - Hs	11,637	11,637	11,637		
2250-155-01-0000	Teacher Asst Sal - Cr	299,686	322,740	257,463	7.25	8.16
2250-155-03-0000	Teacher Asst Sal - Ms	458,181	367,956	405,228	14.11	11.11
2250-155-04-0000	Teacher Asst Sal - Hs	897,132	954,889	864,328	24.45	26.54
2250-163-05-0000	Clerical Sal - Dw	172,259	167,559	135,754	2.50	2.50
2250-164-01-0000	Teacher Aides Sal - Cr	970,573	904,591	972,436	32.00	29.00
2250-164-03-0000	Teacher Aides Sal - Ms	459,348	345,713	396,386	15.12	11.11
2250-164-04-0000	Teacher Aides Sal - Hs	40,170	108,258	105,338	1.02	3.03
2250-200-14-0000	Equipment - Dw	4,000	2,000	2,000		

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
2250-400-14-0000	Contractual Services - Dw	538,000	542,600	464,386		
2250-402-14-0000	Field Trips Cbi - Dw	3,000	2,500	2,500		
2250-403-03-0000	Memberships - Ms	260	260	260		
2250-406-14-0000	Conference/Travel - Dw	3,000	1,500	1,340		
2250-450-01-0000	Supplies - Cr	5,000	2,000	2,500		
2250-450-03-0000	Supplies - Ms	5,000	2,000	2,500		
2250-450-04-0000	Supplies - Hs	5,000	2,000	750		
2250-450-14-0000	Supplies - Dw	15,000	13,000	13,000		
2250-470-14-0000	Tuition - Dw	1,476,955	1,396,567	1,901,615		
2250-480-01-0000	Textbooks/Workbooks - Cr	2,000	2,000	1,500		
2250-480-03-0000	Textbooks/Workbooks - Ms	2,000	2,000	1,500		
2250-480-04-0000	Textbooks/Workbooks - Hs	2,000	2,000	400		
2250-480-14-0000	Textbooks/Workbooks - Dw	2,000	1,000	900		
2250-490-05-0000	BOCES	1,596,986	1,646,460	1,000,000		
		13,326,305	13,018,580	12,483,214		
TOTAL: INSTRUCTION - TEACHING		37,871,694	37,063,142	34,882,264		

Program for Students with Disabilities This section provides allocations for special education (resource room, study skills, self-contained, co-taught, collaborative, speech and physical and occupational therapy) services operated by the District. This section contains the tuition we pay to BOCES, other districts and private schools for children placed in out-of-district programs by our Committee on Special Education. Based on the current population, we are anticipating an increase in the cost of out of district placements for the 2024-2025 school year. The 2024-25 budget adds 1.6 FTE of new/increases to special education positions at Ardsley Middle School and a reduction of 1.0 FTE at Ardsley High School.

Instructional Media

Library & Audiovisual

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
2610-150-01-0000	Librarian Sal - Cr	126,238	124,267	121,231	1.00	1.00
2610-150-03-0000	Librarian Sal - Ms	102,828	101,408	91,891	1.00	1.00
2610-150-04-0000	Librarian Sal - Hs	145,201	142,394	136,531	1.00	1.00
2610-155-03-0000	Assistant Sal - Ms	20,902	-	-	0.50	0.00
2610-155-04-0000	Assistant Sal - Hs	20,902	-	-	0.50	0.00
2610-164-01-0000	Teacher Aides - Cr	31,907	31,069	30,104	1.00	1.00
2610-164-03-0000	Teacher Aides - Ms	27,911	27,130	26,238	1.04	1.04
2610-405-03-0000	Repairs - Ms	750	750	750		
2610-450-01-0000	Supplies - Cr	2,000	2,000	2,000		
2610-450-03-0000	Supplies - Ms	2,500	2,500	2,500		
2610-450-04-0000	Supplies - Hs	1,500	1,500	1,500		
2610-461-01-0000	Library Books - Cr	6,000	6,000	6,000		
2610-461-03-0000	Library Books - Ms	7,000	7,000	7,000		
2610-461-04-0000	Library Books - Hs	7,000	7,000	7,000		
2610-462-01-0000	Library Subscriptions - Cr	1,500	1,500	1,500		
2610-462-03-0000	Library Subscriptions - Ms	1,000	900	900		
2610-462-04-0000	Library Subscriptions - Hs	3,500	3,500	3,500		
2610-463-01-0000	Library/Av Software - Cr	3,600	3,600	3,600		
2610-463-04-0000	Library/Av Software - Hs	4,000	4,000	4,000		
2610-490-01-0000	BOCES Automated Library - Cr	30,000	30,000	30,000		
2610-490-03-0000	BOCES Automated Library - Ms	25,000	30,000	30,000		
2610-490-04-0000	BOCES Automated Library - Hs	30,000	30,000	30,000		
		601,239	556,518	536,245		

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Computer Assisted Instruction</u>						
2630-150-05-0000	Technology Coordinator Dw	171,315	168,278	144,915	1.00	1.00
2630-163-05-0000	Database Specialist	98,215	97,115	96,929	1.00	1.00
2630-220-05-0000	Computer Hardware - Dw	650,593	457,000	175,000		
2630-400-05-0000	Contractual Services - Dw	560,179	465,000	465,000		
2630-403-05-0000	Memberships - Dw	-	350	350		
2630-405-05-0000	Repair - Dw	3,150	3,150	3,150		
2630-406-05-0000	Travel	3,000	3,000	3,000		
2630-450-01-0000	Supplies - Cr	6,000	6,000	6,000		
2630-450-03-0000	Supplies - Ms	7,000	7,000	7,000		
2630-450-04-0000	Supplies - Hs	7,000	7,000	7,000		
2630-450-05-0000	Supplies - DW	13,000	7,000	7,000		
2630-451-01-0000	Subscriptions - Cr	200	200	200		
2630-451-03-0000	Subscriptions - Ms	200	200	200		
2630-451-04-0000	Subscriptions - Hs	200	200	200		
2630-452-05-0000	Professional Materials	300	300	300		
2630-455-01-0000	Printer Cartridges - Cr	6,000	6,000	6,000		
2630-455-03-0000	Printer Cartridges - Ms	5,500	5,500	5,500		
2630-455-04-0000	Printer Cartridges - Hs	7,500	7,500	7,500		
2630-460-01-0000	Computer Software - Cr	7,500	7,500	7,500		
2630-460-03-0000	Computer Software - Ms	21,172	22,032	7,500		
2630-460-04-0000	Computer Software - Hs	18,051	10,509	7,000		
2630-460-05-0000	Computer Software - Dw	238,505	171,331	130,000		
2630-490-05-0000	BOCES - Technology Plan	346,000	250,000	130,000		
		2,170,580	1,702,165	1,217,244		
Total: Instructional Media		2,771,819	2,258,683	1,753,489		

Instructional Media

The District provides full-time librarians in each school. There has been an increase in the use of online media and library services as resources migrate to a more digital environment.

The funds budgeted for technology equipment includes replacement equipment, infrastructure upgrades and supporting our one-to-one device model. The large increase from the 2022-2023 year is a result of a one-time use of federal funds for a significant portion of technology equipment purchases to utilize the budget for capital work related upgrading the district's air quality. The district's technology support is provided by an outside vendor instead of BOCES.

Pupil Services & Activities

		2024-2025	2023-2024	2022-2023	2024-2025	2023-2024
		Budget	Budget	Budget	FTE	FTE
<u>Guidance</u>						
2810-150-01-0000	Prof Sal - Cr	115,441	112,992	108,832	1.00	1.00
2810-150-03-0000	Prof Sal - Ms	430,731	420,575	324,704	4.00	4.00
2810-150-04-0000	Prof Sal - Hs	691,781	696,604	716,744	6.00	6.00
2810-154-05-0000	Guidance Stipends	30,000	15,000	15,000		
2810-163-03-0000	Clerical Sal - Ms	50,478	47,342	48,873	1.00	1.00
2810-163-04-0000	Clerical Sal - Hs	114,651	108,018	123,269	2.00	2.00
2810-174-14-0000	Test Proctors - Dw	30,000	30,000	30,000		
2810-403-14-0000	Memberships - Dw	1,000	1,000	1,000		
2810-406-14-0000	Conference/Travel - Dw	4,000	4,000	4,000		
2810-450-01-0000	Supplies - Cr	350	350	350		
2810-450-03-0000	Supplies - Ms	500	500	500		
2810-450-04-0000	Supplies - Hs	4,000	4,000	4,000		
2810-450-14-0000	Supplies - Dw	1,000	1,000	1,000		
2810-490-05-0000	BOCES	164,000	164,000	164,000		
		1,637,932	1,605,381	1,542,273		

Health Services

2815-141-05-0000	Registered Nurse Sub - Dw	6,000	6,000	6,000		
2815-160-01-0000	Rn Sal - Cr	119,938	116,940	115,041	1.50	1.50
2815-160-03-0000	Rn Sal - Ms	86,949	85,844	85,100	1.00	1.00
2815-160-04-0000	Rn Sal - Hs	92,483	91,078	90,334	1.00	1.00
2815-164-01-0000	Teacher Aides - Cr	30,491	25,287	37,746	1.00	1.00
2815-164-03-0000	Teacher Aides - Ms	35,998	35,160	34,175	1.00	1.00
2815-164-04-0000	Teacher Aides- Hs	-	35,160	34,175	0.00	1.00
2815-400-05-0000	Contractual Services	17,000	17,000	17,000		
2815-450-01-0000	Supplies - Cr	3,500	3,500	3,000		
2815-450-03-0000	Supplies - Ms	1,700	1,700	1,500		
2815-450-04-0000	Supplies - Hs	2,500	2,500	2,500		
2815-471-05-0000	Health Services Contracts	60,000	45,000	45,000		
2815-490-05-0000	BOCES	5,000	5,000	5,000		
		463,259	471,869	476,571		

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Testing/Diagnostic Screening</u>						
2816-141-05-0000	Substitute Rn - Dw	3,100	3,100	3,100		
2816-160-01-0000	Non-Instructional Sal - Cr	1,530	1,530	1,530		
2816-400-14-0000	Contractual Services - Dw	750	750	750		
2816-450-01-0000	Supplies/Screening - Cr	900	900	900		
2816-450-14-0000	Supplies/Testing - Dw	5,000	5,000	5,000		
		11,280	11,280	11,280		
<u>Psychological Services</u>						
2820-150-01-0000	Psych Sal - Cr	235,510	323,275	309,573	2.60	2.60
2820-150-03-0000	Psych Sal - Ms	325,712	395,990	381,026	2.90	2.90
2820-150-04-0000	Psych Sal - Hs	451,539	406,602	347,561	3.10	3.10
2820-154-01-0000	Psychologist Stipends - Cr	5,000	5,000	5,000		
2820-154-03-0000	Psychologist Stipends - Ms	8,000	8,000	8,000		
2820-154-04-0000	Psychologist Stipends - Hs	10,000	10,000	10,000		
		1,035,761	1,148,866	1,061,161		
<u>Pupil Personnel Services</u>						
2830-150-05-0000	Director Sal - Dw	359,516	346,000	366,615	2.00	2.00
2830-400-14-0000	Contractual Services - Dw	5,000	5,000	2,000		
2830-403-14-0000	Membership - Dw	-	400	400		
2830-406-14-0000	Conference/Travel - Dw	3,000	3,000	3,000		
2820-406-01-0000	Conference/Travel- CR	4,500	4,200	1,000		
2820-406-03-0000	Conference/Travel- MS	2,000	1,000	1,000		
2820-406-04-0000	Conference/Travel- HS	2,000	1,000	1,000		
2830-450-14-0000	Supplies - Dw	5,000	3,000	3,000		
2830-490-14-0000	BOCES - Machine Rental	2,500	2,500	2,500		
		383,516	366,100	380,515		

		2024-2025	2023-2024	2022-2023	2024-2025	2023-2024
		Budget	Budget	Budget	FTE	FTE
<u>Co-Curricular Activities</u>						
2850-153-01-0000	Adv Stip - Cr	7,000	7,000	7,000		
2850-153-03-0000	Adv Stipend - Ms	90,000	80,000	75,000		
2850-153-03-2151	Stipends	4,000	4,000	4,000		
2850-153-04-0000	Adv Stipend - Hs	165,000	165,000	165,000		
2850-157-01-0000	Chaperone Stipends - Cr	3,000	3,000	3,000		
2850-157-03-0000	Chaperone Stipends - Ms	23,000	23,000	23,000		
2850-157-04-0000	Chaperone Stipends - Hs	25,000	25,000	25,000		
2850-445-04-0000	Spec Proj/Clubs - Hs	23,000	23,000	10,000		
2850-450-04-0000	Supplies - Hs	6,000	6,000	6,000		
		346,000	336,000	318,000		
<u>Interscholastic Athletics</u>						
2855-150-15-0000	Director's Sal	174,179	162,137	162,137	1.00	1.00
2855-153-15-0000	Coaches Stipends	451,817	445,103	425,000		
2855-160-15-0000	Non Instr. Salary - Trainer	59,391	58,571	57,876	1.00	1.00
2855-163-15-0000	Clerical Salary	47,342	45,871	44,861	1.00	1.00
2855-170-15-0000	Auxiliary Services - Staff	40,000	30,000	30,000		
2855-200-15-0000	Equipment	55,868	13,000	13,000		
2855-400-15-0000	Contractual Services	33,000	30,750	30,750		
2855-403-15-0000	Membership/Fees/Dues - Co	10,000	10,000	10,000		

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
2855-405-15-0000	Repairs	20,000	20,000	20,000		
2855-406-15-0000	Conference/Travel - Coach	3,000	3,000	3,000		
2855-406-15-1515	Conference/Travel - Direc	7,000	7,000	7,000		
2855-450-15-0000	Supplies	56,000	42,500	36,000		
2855-464-15-0000	Uniforms	32,000	24,000	28,000		
2855-472-15-0000	Physicals	4,750	4,750	4,750		
2855-476-15-0000	Entry Fees	11,000	10,000	10,000		
2855-477-15-0000	Awards	6,000	6,000	6,000		
2855-490-15-0000	BOCES	115,500	105,000	105,000		
		1,126,847	1,017,682	993,374		
	Total: Pupil Services	5,004,595	4,957,179	4,783,173		
	TOTAL: INSTRUCTION	45,648,108	44,279,005	41,418,927		

Pupil Services & Activities

The Pupil Personnel Services codes are for the Assistant Superintendent for Pupil Personnel Services & Special Education, Director and office staff.

An additional guidance counselor was added at Ardsley Middle School in the 2023-24 budget.

Health Service Contracts We are required to pay other districts for health services for our resident pupils attending non-public schools located in their districts.

Co-Curricular Stipends are funded on the basis of approved clubs and activities.

Interscholastic Athletics The 2024-2025 budget maintains and supports our current athletic programs and adds a coach and supplies for a new girls flag football program.

PUPIL TRANSPORTATION

		2024-2025	2023-2024	2022-2023	2024-2025	2023-2024
		Budget	Budget	Budget	FTE	FTE
<u>District Transportation</u>						
5510-160-07-0000	Non-Instructional Sal	57,425	55,509	54,478	0.95	0.95
5510-160-07-1600	Part-Time Bus Driver Sala	638,000	565,000	430,000	14.83	14.83
5510-162-07-0000	Non-Instructional Overtime	2,035	2,035	2,035		
5510-165-07-1000	Supervisor	118,305	115,500	115,500	1.10	1.09
5510-200-07-0000	Equipment	20,000	15,000	15,000		
5510-201-07-0000	Electronic Equipment	3,000	3,000	3,000		
5510-400-07-0000	Contract Services	20,000	20,000	20,000		
5510-402-07-0000	Licensing Fee	1,500	1,500	1,500		
5510-403-07-0000	Memberships	300	300	300		
5510-405-07-0000	Repairs	5,000	5,000	5,000		
5510-406-07-0000	Conference/Travel	2,000	2,000	2,000		
5510-407-07-0000	Advertising	400	400	400		
5510-409-07-0000	Postage	80	80	80		
5510-413-07-0000	Communication Services	8,000	8,000	8,000		
5510-430-07-0000	Insurance	41,127	34,272	30,600		
5510-438-07-0000	Computer Routing	250	250	250		
5510-450-07-0000	Supplies	400	400	400		
5510-456-07-0000	Vehicle Supplies	2,500	2,500	2,500		
5510-457-07-0000	Gasoline	65,000	65,000	65,000		
5510-472-07-0000	Staff Physicals	4,000	4,000	4,000		
5510-490-07-0000	BOCES	110,000	110,000	110,000		
		1,099,322	1,009,746	870,043		

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Contract Transportation</u>						
5540-402-01-0000	Field Trips-Cr Transportation	3,200	3,200	3,200		
5540-402-04-0002	Field Trips-Co-curricular	5,000	5,000	4,000		
5540-402-15-0000	Field Trips - Athletics	265,000	300,000	300,000		
5540-435-07-0000	In-District Contract	1,050,000	1,090,800	1,010,000		
5540-436-07-0000	Special Contracts	620,000	600,000	550,000		
5540-490-07-0000	BOCES Contracts	5,000	5,000	5,000		
		1,948,200	2,004,000	1,872,200		
<u>Quad-Village Transportation</u>						
5545-160-07-0000	Non-Instructional Sal	140,570	137,000	125,750	1.15	1.16
5545-162-07-0000	Non-Instructional Overtime	2,000	2,000	2,000		
5545-163-07-0000	Clerical Salaries	94,147	94,147	92,472	1.50	1.50
5545-200-07-0000	Equipment	4,000	4,000	4,000		
5545-406-07-0000	Conference/Travel	1,500	1,500	1,500		
5545-409-07-0000	Postage	1,000	1,000	1,000		
5545-413-07-0000	Communication Services	3,000	3,000	3,000		
5545-438-07-0000	Computer Routing	18,500	18,500	18,500		
5545-450-07-0000	Supplies	2,000	2,000	2,000		
		266,717	263,147	250,222		
Total: Transportation		3,314,239	3,276,893	2,992,465		

Transportation

Transportation is provided for students living more than 0.6 miles from Concord Road School, 1.0 mile from the Middle School and 1.2 miles from the High School. Transportation is also provided to child care providers located beyond these limits but within the District's boundaries and, as required by law, to private schools, special education programs and occupational education programs. The salary for the Director of Facilities and Transportation is partially funded in this code. Transportation Aid is generated from this portion of his salary. The District is now providing transportation for most special education and private/parochial students that require out-of-district transportation. The District is managing the Quad-Village transportation for Dobbs Ferry, Irvington, Hastings-on-Hudson school districts as well as the Edgemont school district which generates revenue for the district as well as shares bus routes that result in cost savings. In the 2022-2023 school year the district discontinued managing the transportation for the Mamaroneck school district. The district maintains a fleet of mini-vans and added two 66-passenger buses in 2023-2024 for some in district special education and out of district special education and private parochial transportation, operating some of our own buses generates savings and provides flexibility for unique bus routes. For the 2024-2025 school year, the capital portion of the budget includes the five year lease/purchase of two more new 66-passenger buses and the replacement of one dual wheel van which will give us some additional flexibility with our transportation needs.

Community Services

Recreation

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
7140-150-17-0000	Director's Sal	30,630	30,630	30,000		
7140-159-17-0000	Instructors Stipends	420,000	416,000	330,000		
7140-200-17-0000	Equipment	1,000	1,000	2,000		
7140-400-17-0000	Contractual Services	15,000	15,000	23,000		
7140-402-17-0000	Field Trip - 7th & 8th Gr	-	-	17,000		
7140-450-17-0000	Supplies	27,250	27,250	12,000		
7142-159-11-0000	Instructors Stipends	60,660	60,124	60,124		
7142-200-11-0000	Equipment	5,000	5,000	5,000		
7142-409-11-0000	Contractual Expenses	300	300	300		
7142-450-11-0000	Supplies	15,000	15,000	15,000		
7143-150-16-0000	Instructors' Salaries	50,000	50,000	50,000		
7143-160-16-0000	Non-Classified Salaries	4,000	4,000	4,000		
7143-400-16-0000	Contractual Services	5,000	5,000	10,350		
7143-450-16-0000	Supplies	4,000	4,000	4,000		
7143-800-16-0000	After School Programs	10,980	10,980	10,980		
		648,820	644,284	573,754		

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Summer Program/Literacy</u>						
7141-150-01-0001	Professional Salaries - SL	19,500	19,500	19,500		
7141-450-01-0001	Supplies - SL	250	250	250		
		19,750	19,750	19,750		

Community Services

The Recreation Program is self-supporting. Offerings include a six-week summer camp, pool membership, swimming and lifeguard instruction, and after school programs.

The Concord Road Literacy Program is expected to be a self-sustaining program.

Undistributed Expenditures		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Employee Benefits</u>						
9010-810-05-0000	State Retirement	537,229	431,810	393,458		
9020-820-05-0000	Teacher Retirement	3,684,749	3,532,724	3,509,298		
9030-830-05-0000	Social Security	3,116,645	3,057,053	2,904,380		
9040-840-05-0000	Workers' Compensation	201,789	201,835	186,931		
9045-845-05-0000	Life Insurance	3,401	2,915	2,958		
9050-850-05-0000	Unemployment	13,580	13,604	13,557		
9055-855-05-0000	Disability Insurance	1,390	1,014	1,087		
9060-158-05-0000	Health Ins Buyout	511,495	512,409	510,633		
9060-860-05-0000	Hospital and Medical Ins	8,435,291	7,690,664	6,859,653		
9060-861-05-0000	Medicare Reimbursement	131,269	131,503	131,047		
9065-865-05-0000	Dental/Vision Insurance	19,016	15,338	15,912		
9070-870-05-0000	Union Welfare Benefits	579,657	562,955	538,062		
		17,235,510	16,153,825	15,066,975		
<u>Interfund Transfers</u>						
9901-950-00-0000	Transfer to Special Aid Fund	280,000	350,000	350,000		
TOTAL: UNDISTRIBUTED		17,515,510	16,503,825	15,416,975		

Ardasley Union Free School District

SECTION C *2024-25 CAPITAL BUDGET*



CAPITAL EXPENDITURE SUMMARY**GENERAL SUPPORT**

Capital Service
Special Items

2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	% of Change	% of Change
5,282,799	5,361,309	4,475,436		
55,000	55,000	65,000		

5,337,799 5,416,309 4,540,436 -1.45% 19.29%

UNDISTRIBUTED

Employee Benefits
Interfund Transfers

578,301	503,328	475,663
4,981,780	5,395,447	5,563,047

5,560,082 5,898,775 6,038,710 -5.74% -2.32%

TOTAL EXPENDITURES

10,897,881	11,315,084	10,579,146	-3.69%	6.96%
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CENTRAL SERVICES

		2024-2025	2023-2024	2022-2023	2024-2025	2023-2024
		Budget	Budget	Budget	FTE	FTE
<u>Operation of Plant</u>						
1620-163-06-0000	Clerical Salaries	69,276	67,147	69,643	1.00	1.00
1620-166-01-0000	Custodial Salaries Cr	178,784	169,391	169,390	2.00	2.00
1620-166-03-0000	Custodial Salaries Ms	169,352	160,810	163,765	2.00	2.00
1620-166-04-0000	Custodial Salaries Hs	205,790	221,732	195,084	2.00	2.00
1620-167-06-0000	Custodial Overtime	125,000	110,000	110,000		
1620-410-06-0000	Electricity	350,000	475,000	250,000		
1620-411-06-0000	Natural Gas	335,539	355,539	450,000		
1620-412-06-0000	Fuel Oil	3,000	2,000	2,000		
1620-413-06-0000	Telephone	35,000	48,600	45,000		
1620-414-06-0000	Water	110,000	110,000	140,000		
1620-422-06-0000	Contractual Cleaning	1,701,000	1,620,000	1,500,000		
1620-423-06-0000	Alarms	37,400	32,400	30,000		
1620-425-06-0000	Staff Development	500	1,296	1,200		
1620-430-00-0000	Contractual Expense Security	650,000	617,550	242,550		
1620-450-06-0000	Supplies	27,040	26,000	20,300		
1620-455-06-0000	Building Supplies	75,000	65,000	65,000		
1620-456-06-0000	Vehicle Supplies	5,940	5,940	5,500		
1620-457-06-0000	Gasoline	9,000	9,000	5,000		
1620-490-06-0000	BOCES	201,960	198,000	180,000		
		4,289,581	4,295,405	3,644,433		

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget	2024-2025 FTE	2023-2024 FTE
<u>Maintenance of Plant</u>						
1621-165-06-0000	Administrative Salaries	131,325	127,500	93,750	0.75	0.75
1621-166-06-0000	Maintenance Salaries	266,113	226,481	254,503	2.80	2.80
1621-167-06-0000	Maintenance Overtime	13,000	13,000	13,000		
1621-168-06-0000	Courier	14,500	14,094	13,750	0.25	0.25
1621-200-06-0000	Equipment	110,000	298,430	96,000		
1621-400-06-0000	Contractual Services	168,000	145,800	135,000		
1621-403-06-0000	Memberships	540	540	500		
1621-406-06-0000	Conf/Trvl	1,620	1,620	1,500		
1621-406-06-0066	Environmental/Regulatory	1,620	1,620	1,500		
1621-408-06-0000	Trash Collection	30,000	30,000	30,000		
1621-421-06-0000	Building Service	112,500	108,000	100,000		
1621-454-06-0000	Grounds Supplies	68,000	32,400	30,000		
1621-455-06-0000	Building Suplies	74,000	64,800	60,000		
1621-456-06-0000	Vehicle Supplies	2,000	1,620	1,500		
		993,218	1,065,904	831,003		
Total: Central Services		5,282,799	5,361,309	4,475,436		
<u>Special Items</u>						
<u>Judgements & Claims</u>						
1930-433-05-0000	Dual Residency Tax Claims	55,000	55,000	65,000		
Total: Special Items		55,000	55,000	65,000		
TOTAL: GENERAL SUPPORT		5,337,799	5,416,309	4,540,436		

UNDISTRIBUTED EXPENDITURES

		2024-2025 Budget	2023-2024 Budget	2022-2023 Budget
<u>Employee Benefits</u>				
9010-810-05-0000	State Retirement	185,176	146,048	137,173
9030-830-05-0000	Social Security	91,919	87,087	85,458
9040-840-05-0000	Workers' Compensation	5,951	5,750	5,500
9045-845-05-0000	Life Insurance	2,723	3,074	3,132
9050-850-05-0000	Unemployment	401	388	399
9060-158-05-0000	Health Ins Buyout	15,086	14,597	15,025
9060-860-05-0000	Hospital and Medical Insurance	248,782	219,087	201,837
9060-861-05-0000	Medicare Reimbursement	3,872	3,746	3,856
9065-865-05-0000	Dental/Vision Insurance	23,138	23,550	23,284
9070-870-05-0000	Union Welfare Benefits	1,255	-	-
		578,301	503,328	475,663
<u>Interfund Transfers</u>				
9901-960-00-0000	Transfer to Debt Service	4,981,780	5,395,447	4,563,047
9950-900-00-0000	Transfer to Capital	-	-	1,000,000
		4,981,780	5,395,447	5,563,047
TOTAL: UNDISTRIBUTED		5,560,082	5,898,775	6,038,710

Interfund Transfers

Transfers to Debt Service includes transfers of \$4,690,594 for bond payments, \$194,905 for current bus lease debt and estimated \$96,281 for the lease purchase of two new 66-passenger buses and one replacement dual wheel van.

Ardsley Union Free School District

RELATED INFORMATION



COOPERATIVE EDUCATIONAL SERVICES (BOCES)

We are a component district of Southern Westchester BOCES. We contract for services in areas such as occupational and special education, Regional Alternative High School, curriculum and staff development, support and maintenance for instructional computer networks in classrooms, labs and libraries, records management, interscholastic athletics and environmental safety/risk management. We contract for computer services from the Lower Hudson Regional Information Center for student attendance, grade reporting, student database, census and test scoring. We cross-contract with other BOCES for state aid planning, financial data analysis, staff recruitment and cooperative negotiations services. Some BOCES expenses are aidable with the aid received over the next two years.

YEAR	TOTAL BOCES BUDGET	% CHANGE
2020-21	\$2,732,731	4.4%
2021-22	\$2,935,865	7.4%
2022-23	\$2,605,123	-11.3%
2023-24	\$3,461,726	32.9%
2024-25	\$3,769,371	8.9%

Summary of 2024-25 BOCES Appropriations by Code

CODE	DESCRIPTION	AMOUNT
1010.49	Board of Education	38,000
1310.49	Business Office	60,000
1430.49	Personnel	35,000
1620.49	Operation of Plant	201,960
1981.49	Administrative Services	346,870
1983.49	Capital	70,715
2010.49	Curriculum Development	141,840
2110.49	Instruction	445,000
2250.49	Special Education	1,596,986
2610.49	Automated Library	85,000
2630.49	Technology Specialist/Purchases	346,000
2810.49	Test Scoring/Guidance	164,000
2815.49	Attendance/Scheduling/Grade Reporting	5,000
2830.49	Pupil Personnel Services	2,500
2855.49	Athletics	115,500
5510.49	Transportation Repairs/Training/Other	110,000
5540.49	Transportation Contracts Other	5,000

FIVE-YEAR TAX RATE ANALYSIS

YEAR	TAX RATE PER \$1,000 ASSESSED VALUE	\$ INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
2020-21	22.21	\$0.14	0.64%
2021-22	22.71	\$0.50	2.25%
2022-23	21.96	(\$0.75)	-3.30%
2023-24	20.48	(\$1.48)	-6.74%
2024-25*	20.42	(\$0.06)	-7.00%

**Estimated rate based the Town of Greenburgh Property Assessment as of February 29, 2024*

FIVE-YEAR TAX LEVY ANALYSIS

YEAR	TAX LEVY	% INCREASE
2020-21	\$58,350,000	2.66%
2021-22	\$60,000,000	2.83%
2022-23	\$60,560,166	0.93%
2023-24	\$61,250,000	1.14%
2024-25	\$63,250,000	3.27%

FIVE-YEAR CPI FOR NY/NJ

2020	1.81%
2021	1.23%
2022	4.70%
2023	8.00%
2024	4.12%

FIVE-YEAR TAXABLE ASSESSED VALUE ANALYSIS

YEAR	ASSESSMENT ROLL	TAX ROLL	ASSESSMENT VALUE	% INCREASE
2020-21	2019	2020	\$2,625,599,225	2.03%
2021-22	2020	2021	\$2,641,605,585	0.61%
2022-23	2021	2022	\$2,756,414,475	4.35%
2023-24	2022	2023	\$2,989,894,440	8.47%
2024-25*	2023	2024	\$3,096,845,672	3.58%

**Estimated rate based the Town of Greenburgh Property Assesment as of February 29, 2024*

FIVE-YEAR BUDGET ANALYSIS

YEAR	BUDGET	% INCREASE
2020-21	\$72,970,234	0.86%
2021-22	\$74,680,461	2.34%
2022-23	\$76,691,545	2.69%
2023-24	\$81,886,893	6.77%
2024-25	\$84,290,149	2.93%

FIVE-YEAR ENROLLMENT DATA

SCHOOL	GRADES	2020-21	2021-22	2022-23	2023-24	PROJECTED 2024-25
Elementary	K-4	885	891	843	808	778
Middle	5-8	730	727	756	771	796
High	9-12	705	728	721	743	759
Special Placements	K-12	35	20	21	20	20
	Totals	2,355	2,366	2,341	2,342	2,353

Change from previous year's actual: 0.08% 0.47% -1.06% 0.04% 0.47%

Current enrollment data is based on March 29, 2024 figures. Special education students educated in District programs as well as non-resident tuition students are included in the appropriate school totals.

FIVE-YEAR PER PUPIL INSTRUCTIONAL COSTS

	2020-21	2021-22	2022-23	2023-24	2024-25
Budget	\$72,970,234	\$74,680,461	\$76,691,545	\$81,886,893	\$84,290,149
Instructional Program Costs	\$63,390,080	\$64,931,344	\$65,518,895	\$69,907,775	\$72,723,698
Enrollment	2,355	2,366	2,341	2,342	2,353
Per Pupil Cost	\$26,917	\$27,444	\$27,988	\$29,850	\$30,907
Per Pupil Cost Change	1.61%	1.96%	1.98%	6.65%	3.54%

The Budget figure includes all costs. The more accurate Instructional Program figure does not include debt service, capital expenditures or recreation program costs.

CONTINUING LONG TERM DEBT SERVICE SCHEDULE

Refunding Bond Series -2013			
\$9,290,000 11/13 - 11/24			
11 YEARS @ 2.060033%			
	PRINCIPAL	INTEREST	TOTAL
2009-10			
2010-11			
2011-12	-	-	-
2012-13	-	-	-
2013-14	-	101,999	101,999
2014-15	790,000	229,000	1,019,000
2015-16	815,000	208,875	1,023,875
2016-17	850,000	183,900	1,033,900
2017-18	875,000	158,025	1,033,025
2018-19	900,000	133,650	1,033,650
2019-20	925,000	113,150	1,038,150
2020-21	790,000	96,000	886,000
2021-22	800,000	79,100	879,100
2022-23	825,000	59,788	884,788
2023-24	850,000	37,788	887,788
2024-25	870,000	13,050	883,050
TOTALS	9,290,000	1,414,324	10,704,324

DISTRICT-WIDE RENOVATIONS/IMPROVEMENTS			
\$325,000 portion of \$2,665,000 09/10 - 09/24			
15 YEARS @ 2.41%			
	PRINCIPAL	INTEREST	TOTAL
2011-12	17,073	10,149	27,222
2012-13	20,733	6,609	27,342
2013-14	20,732	6,298	27,030
2014-15	21,341	5,982	27,323
2015-16	21,341	5,609	26,950
2016-17	22,561	5,170	27,731
2017-18	23,171	4,713	27,884
2018-19	23,780	4,243	28,023
2019-20	24,390	3,746	28,136
2020-21	24,390	3,213	27,603
2021-22	25,000	2,610	27,610
2022-23	26,220	1,921	28,141
2023-24	26,829	1,192	28,021
2024-25	27,439	412	27,851
2025-26			
2026-27			
2027-28			
2028-29			
2029-30			
2030-31			
	325,000	61,868	386,868

CERTIORARI BOND		
\$4,335,000 05/8/09 - 05/8/24		
15 YEARS @ 3.65%		
<u>PRINCIPAL</u>	<u>INTEREST</u>	<u>TOTAL</u>
	75,206	75,206
220,000	147,113	367,113
230,000	140,363	370,363
235,000	133,388	368,388
245,000	126,188	371,188
250,000	118,763	368,763
260,000	110,950	370,950
270,000	102,500	372,500
285,000	93,125	378,125
295,000	82,975	377,975
310,000	72,389	382,389
320,000	61,362	381,362
335,000	49,481	384,481
345,000	36,300	381,300
360,000	22,200	382,200
375,000	7,500	382,500
4,335,000	1,379,803	5,714,803

Refunding Bond Series -2015		
\$4,650,000 06/15 - 06/25		
10 YEARS @ 2.104471%		
<u>PRINCIPAL</u>	<u>INTEREST</u>	<u>TOTAL</u>
		-
		-
		-
		-
	214,054	214,054
435,000	214,650	649,650
445,000	201,600	646,600
470,000	183,800	653,800
485,000	165,000	650,000
510,000	140,750	650,750
535,000	115,250	650,250
560,000	88,500	648,500
590,000	60,500	650,500
620,000	31,000	651,000
		</

DISTRICT-WIDE RENOVATIONS/IMPROVEMENTS		
\$2,340,000 portion of \$2,665,000 09/10 - 09/24		
15 YEARS @ 2.41%		
<u>PRINCIPAL</u>	<u>INTEREST</u>	<u>TOTAL</u>
122,927	73,075	196,002
149,267	47,585	196,852
149,268	45,346	194,614
153,659	43,074	196,733
153,659	40,385	194,044
162,439	37,224	199,663
166,829	33,931	200,760
171,220	30,551	201,771
175,610	26,973	202,583
175,610	23,131	198,741
180,000	18,793	198,793
188,780	13,835	202,615
193,171	8,583	201,754
197,561	2,963	200,524
2,340,000	445,449	2,785,449

DISTRICT-WIDE RENOVATIONS/IMPROVEMENTS		
\$12,500,000 08/15 - 08/30		
15 YEARS @ 2.472469%		
<u>PRINCIPAL</u>	<u>INTEREST</u>	<u>TOTAL</u>
		-
		-
		-
		-
560,000	423,001	983,001
720,000	272,725	992,725
740,000	258,125	998,125
760,000	243,125	1,003,125
780,000	227,725	1,007,725
795,000	211,975	1,006,975
815,000	195,366	1,010,366
840,000	177,256	1,017,256
860,000	158,131	1,018,131
880,000	138,556	1,018,556
905,000	117,909	1,022,909
925,000	95,600	1,020,600
950,000	71,569	1,021,569
975,000	44,475	1,019,475
995,000	14,925	1,009,925
12,500,000	2,650,463	15,150,463

DISTRICT-WIDE RENOVATIONS/IMPROVEMENTS				DISTRICT-WIDE RENOVATIONS/IMPROVEMENTS				ENERGY PERFORMANCE CONTRACT/SOLAR				TOTAL ACTUAL AND PROJECTED LONG TERM DEBT SERVICE			
\$6,413,694 07/18 - 07/33				\$7,880,000 07/19 - 07/34				\$3,595,000 02/23 - 02/38				Long Term Debt			
15 YEARS @ 3.0003241%				15 YEARS @ 2.3462521%				15 YEARS @ 3.0275216%							
PRINCIPAL	INTEREST	TOTAL		PRINCIPAL	INTEREST	TOTAL		PRINCIPAL	INTEREST	TOTAL		PRINCIPAL	INTEREST	TOTAL	
2009-10												-	75,206	75,206	
2010-11												220,000	147,113	367,113	
2011-12		-	-			-	-			-	-	370,000	223,587	593,587	
2012-13		-	-			-	-			-	-	405,000	187,582	592,582	
2013-14		-	-			-	-			-	-	415,000	279,831	694,831	
2014-15		-	-			-	-			-	-	1,215,000	396,819	1,611,819	
2015-16		-	-			-	-			-	-	1,250,000	579,873	1,829,873	
2016-17		-	-			-	-			-	-	2,300,000	966,445	3,266,445	
2017-18		-	-			-	-			-	-	2,515,000	764,119	3,279,119	
2018-19	383,694	164,084	547,778			-	-			-	-	2,983,694	857,428	3,841,122	
2019-20	365,000	180,900	545,900	545,000	148,844	693,844	-			-	-	3,590,000	954,128	4,544,128	
2020-21	370,000	169,950	539,950	400,000	293,400	693,400	-			-	-	3,370,000	1,015,531	4,385,531	
2021-22	380,000	158,850	538,850	415,000	277,400	692,400	-			-	-	3,465,000	913,459	4,378,459	
2022-23	390,000	147,450	537,450	435,000	260,800	695,800	-			-	-	3,585,000	803,960	4,388,960	
2023-24	400,000	135,750	535,750	450,000	243,400	693,400		640,000	161,712	801,712		4,350,000	848,381	5,198,381	
2024-25	410,000	123,750	533,750	470,000	225,400	695,400		165,000	133,388	298,388		3,995,000	695,594	4,690,594	
2025-26	420,000	111,450	531,450	490,000	206,600	696,600		160,000	125,138	285,138		1,950,000	581,744	2,531,744	
2026-27	430,000	98,850	528,850	505,000	187,000	692,000		165,000	117,138	282,138		2,005,000	520,897	2,525,897	
2027-28	440,000	85,950	525,950	530,000	166,800	696,800		175,000	108,888	283,888		2,070,000	457,238	2,527,238	
2028-29	455,000	72,750	527,750	550,000	145,600	695,600		185,000	100,138	285,138		2,140,000	390,056	2,530,056	
2029-30	470,000	59,100	529,100	570,000	123,600	693,600		195,000	90,888	285,888		2,210,000	318,063	2,528,063	
2030-31	485,000	45,000	530,000	595,000	100,800	695,800		200,000	81,138	281,138		2,275,000	241,863	2,516,863	
2031-32	500,000	30,450	530,450	615,000	77,000	692,000		215,000	71,138	286,138		1,330,000	178,588	1,508,588	
2032-33	515,000	15,450	530,450	640,000	52,400	692,400		225,000	60,388	285,388		1,380,000	128,238	1,508,238	
2033-34				670,000	26,800	696,800		235,000	49,138	284,138		905,000	75,938	980,938	
2034-35								245,000	37,388	282,388		245,000	37,388	282,388	
2035-36								255,000	27,588	282,588		255,000	27,588	282,588	
2036-37								265,000	17,388	282,388		265,000	17,388	282,388	
2037-38								270,000	8,775	278,775		270,000	8,775	278,775	
6,413,694	1,599,734	8,013,428		7,880,000	2,535,844	10,415,844		3,595,000	1,190,225	4,785,225		51,328,694	12,692,813	64,021,507	

2024-25 Property Tax Report Card

660405 - ARDSLEY UFSD

Contact Person: Cheri Rosenblatt

Telephone Number: 914-295-5556

	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	81,886,893	84,290,149	2.93%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	61,250,000	63,250,000	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A + B + C - D)	61,250,000	63,250,000	3.27%
F. Permissible Exclusions to the School Tax Levy Limit	2,942,479	2,580,862	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	58,535,536	60,898,786	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	58,307,521	60,669,138	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	228,015	229,648	
Public School Enrollment	2,296	2,333	1.61%
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	17,376,922	19,176,059
Assigned Appropriated Fund Balance	3,448,925	3,229,347
Adjusted Unrestricted Fund Balance	3,275,476	3,371,608
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 Reserve	To pay the cost of any object or purpose for which bonds may be issued.	4,678,752	4,865,902	Future construction projects, major projects or allocation to debt payments. Add'l bond proposition in May 2024 vote that includes the use of \$3,500,000 of this capital reserve toward that project.
Unemployment Insurance	Unemployment Insurance	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	260,000	270,400	To mitigate a significant increase in expenses associated with reduction in staffing.
Tax Certiorari	Tax Certiorari	To establish a reserve fund for tax certiorari settlements	5,141,989	6,002,289	To pay judgements and claims in tax certiorari proceedings in accordance with article seven of the real property tax law
EBALR – Employee Benefit Accrued Liability	Employee Benefit Accrued Liability	For the payment of accrued 'employee benefits' due to employees upon termination of service.	1,559,030	1,621,391	To account for the expenses associated with compensation for employee's unused vacation and sick days upon separation from school district employment
Retirement Contribution	Retirement Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System	3,593,805	3,626,481	To mitigate significant increase in district's employer retirement contributions to the NYS and Local Retirement System
Other Reserve	Retirement Contribution	For employer retirement contributions to the NYS Teachers Retirement System.	2,016,321	2,789,596	To mitigate significant increase in district's employer retirement contributions to the NYS Teachers Retirement System
Other Reserve	Reserve for Encumbrances	Carryover encumbrances	500,000	500,000	Carryover encumbrances
Other Reserve	Non-Spendable	Reserve for prepaid expenditures/non-spendable	11,493	11,493	Prepaid expenditures in prior school year

COMPENSATION DISCLOSURES

Chapter 474 of the Laws of 1996

<u>Admin Sal</u>	<u>Compensation</u>		
Superintendent	Salary comprised of:	\$	279,800
	Employee Benefits comprised of:	\$	75,301
Assistant Superintendent for Curriculum & Instruction	Contract Salary	\$	214,000
	Employee Benefits comprised of:	\$	52,060
Assistant Superintendent for Business, Facilities & Operations	Contract Salary	\$	231,750
	Employee Benefits comprised of:	\$	54,182
Assistant Superintendent for Pupil Personnel Service & Special Education	Contract Salary	\$	191,580
	Employee Benefits comprised of:	\$	65,292
High School Principal	Contract Salary	\$	202,264
Middle School Principal	Contract Salary	\$	191,765
Elementary School Principal	Contract Salary	\$	190,000
Director of Athletics	Contract Salary	\$	174,179



**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

RP-495 (9/08)

Date: 09/13/2023

Taxing Jurisdiction: 5526

Fiscal Year Beginning: 2023

School District: 552605 ARDSLEY

Total equalized value in taxing jurisdiction: 3,453,366,100

Equalization Rate: 100

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
10100	UNUSED	RPTL 410	2	2,083,700	0.06%
12100	ST OWNED	RPTL 404(1)	3	10,600	0.00%
13100	CNTY OWNED	RPTL 406(1)	15	35,403,500	1.03%
13500	TOWN OWN	RPTL 406(1)	21	18,742,600	0.54%
13570	TWN O/S LM	RPTL 404(1)	2	3,121,700	0.09%
13650	VILL OWNED	RPTL 406(1)	60	21,778,200	0.63%
13800	SCHL OWNED	RPTL 408	10	149,120,600	4.32%
18100	MUN. HOUSG	PHFL 36-a(2)	1	3,679,800	0.11%
21600	CLERGY-RES	RPTL 462	6	4,136,800	0.12%
25110	RELIGIOUS	RPTL 420-a	4	8,281,800	0.24%
25120	EDUCATIONL	RPTL 420-a	3	10,848,900	0.31%
25130	CHARITABLE	RPTL 420-a	1	1,261,300	0.04%
25230	MENTAL IMP	RPTL 420-A	1	935,300	0.03%
27200	RR PROP.	RPTL 489-D&DD	1	2,077,000	0.06%
27350	CEMETERY	RPTL 446	4	76,293,500	2.21%
41400	CLERGY	RPTL 460	2	3,000	0.00%
41640	RPTL466_D	RPTL466C,D,E,F,G,H&	27	2,130,040	0.06%
41800	AGED-ALL	RPTL 467	17	5,391,450	0.16%
41804	AGED- S	RPTL 467	25	6,911,528	0.20%
48670	PVT HSE FL	PHFL 125, 127	1	851,500	0.02%
Totals:			206	353,062,818	10.23%

ARDSLEY 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
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,028	183.1	4
	Math	1,016	194.2	
	Combined	2,044	188.6	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	239	204.6	4
	Math	240	222.3	
	Combined	479	213.5	
Black or African American	ELA	31	140.3	3
	Math	31	143.5	
	Combined	62	141.9	
Hispanic or Latino	ELA	137	169	4
	Math	137	162	
	Combined	274	165.5	
Multiracial	ELA	88	185.8	4
	Math	88	197.7	
	Combined	176	191.8	
White	ELA	532	179.4	4
	Math	519	192.6	
	Combined	1,051	185.9	
English Language Learner	ELA	13	80.8	4
	Math	17	132.4	
	Combined	30	110	
Students with Disabilities	ELA	113	104.4	4
	Math	103	128.6	
	Combined	216	116	
Economically Disadvantaged	ELA	111	151.4	4
	Math	114	148.2	
	Combined	225	149.8	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,070	175.9	4
	Math	1,074	183.8	
	Combined	2,144	179.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	239	204.6	4
	Math	240	222.3	
	Combined	479	213.5	
Black or African American	ELA	33	131.8	3
	Math	33	134.8	
	Combined	66	133.3	
Hispanic or Latino	ELA	143	161.9	4
	Math	143	155.2	
	Combined	286	158.6	
Multiracial	ELA	88	185.8	4
	Math	88	197.7	
	Combined	176	191.8	
White	ELA	578	165.1	4
	Math	579	172.6	
	Combined	1,157	168.9	
English Language Learner	ELA	13	80.8	4
	Math	17	132.4	
	Combined	30	110	
Students with Disabilities	ELA	137	86.1	4
	Math	136	97.4	
	Combined	273	91.8	
Economically Disadvantaged	ELA	124	135.5	4
	Math	126	134.1	
	Combined	250	134.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	29	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	9	—	—	—	—
Multiracial	0	—	—	—	—
White	6	—	—	—	—
English Language Learner	29	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	13	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,463	131	9%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	324	24	7.4%	4
Black or African American	46	4	8.7%	4
Hispanic or Latino	206	30	14.6%	4
Multiracial	124	6	4.8%	4
White	762	66	8.7%	4
English Language Learner	33	3	9.1%	4
Students with Disabilities	189	25	13.2%	4
Economically Disadvantaged	173	24	13.9%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,147	91.5%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	253	99.2%
Black or African American	—	37	—
Hispanic or Latino	X	155	91.6%
Multiracial	✓	92	96.7%
White	X	609	87.5%
English Language Learner	—	20	—
Students with Disabilities	X	146	78.8%
Economically Disadvantaged	X	140	85.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,146	90.1%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	251	98.8%
Black or African American	—	37	—
Hispanic or Latino	X	155	91%
Multiracial	✓	92	96.7%
White	X	610	85.3%
English Language Learner	—	19	—
Students with Disabilities	X	145	72.4%
Economically Disadvantaged	X	140	86.4%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—
Grade 8	—

SECONDARY 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
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	4	4	—	4
Black or African American	—	—	—	—	—
Hispanic or Latino	4	4	4	—	4
Multiracial	—	—	—	—	—
White	4	4	4	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	4	4	4	—	4
Economically Disadvantaged	4	4	3	—	4

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	162	221.3	188.7	4
	Math	100	147		
	Science	133	202.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	34	223.5	200.5	4
	Math	26	171.2		
	Science	30	210		
Black or African American	ELA	3	—	—	—
	Math	2	—		
	Science	2	—		
Hispanic or Latino	ELA	32	225	185.3	4
	Math	18	130.6		
	Science	26	207.7		
Multiracial	ELA	4	—	—	—
	Math	1	—		
	Science	3	—		
White	ELA	89	219.7	183	4
	Math	53	137.7		
	Science	72	195.8		
English Language Learner	ELA	—	—	—	—
	Math	—	—		
	Science	—	—		
Students with Disabilities	ELA	17	179.4	151.2	4
	Math	10	110		
	Science	12	170.8		
Economically Disadvantaged	ELA	11	231.8	152.6	4
	Math	2	—		
	Science	8	187.5		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	163	219.9	162.3	4
	Math	145	101.4		
	Science	161	167.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	35	217.1	182	4
	Math	30	148.3		
	Science	35	180		
Black or African American	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Hispanic or Latino	ELA	32	225	155.9	4
	Math	30	78.3		
	Science	32	168.8		
Multiracial	ELA	4	—	—	—
	Math	3	—		
	Science	3	—		
White	ELA	89	219.7	157.1	4
	Math	79	92.4		
	Science	88	160.2		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	17	179.4	125.7	4
	Math	17	64.7		
	Science	15	136.7		
Economically Disadvantaged	ELA	11	231.8	124.8	4
	Math	10	10		
	Science	11	136.4		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	184	181	98.4%	98.3%	4
	5-year	180	176	97.8%		
	6-year	147	145	98.6%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	39	38	97.4%	96.2%	4
	5-year	32	31	96.9%		
	6-year	36	34	94.4%		
Black or African American	4-year	4	—	—	—	—
	5-year	11	—	—		
	6-year	10	—	—		
Hispanic or Latino	4-year	17	17	100%	100%	4
	5-year	25	25	100%		
	6-year	18	18	100%		
Multiracial	4-year	3	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
White	4-year	121	119	98.3%	98.5%	4
	5-year	111	108	97.3%		
	6-year	83	83	100%		
English Language Learner	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	28	25	89.3%	88.4%	4
	5-year	20	16	80%		
	6-year	24	23	95.8%		
Economically Disadvantaged	4-year	13	—	—	86.6%	3
	5-year	20	17	85%		
	6-year	17	15	88.2%		

SECONDARY ELP

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	706	58	8.2%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	143	13	9.1%	4
Black or African American	27	—	—	—
Hispanic or Latino	123	14	11.4%	4
Multiracial	29	—	—	—
White	384	26	6.8%	4
English Language Learner	10	—	—	—
Students with Disabilities	86	11	12.8%	4
Economically Disadvantaged	90	12	13.3%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	171	96.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	37	—
Black or African American	—	3	—
Hispanic or Latino	—	33	—
Multiracial	—	5	—
White	✓	93	97.9%
English Language Learner	—	2	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	13	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	153	68.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	32	—
Black or African American	—	3	—
Hispanic or Latino	—	31	—
Multiracial	—	4	—
White	✗	83	67.5%
English Language Learner	—	2	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	12	—

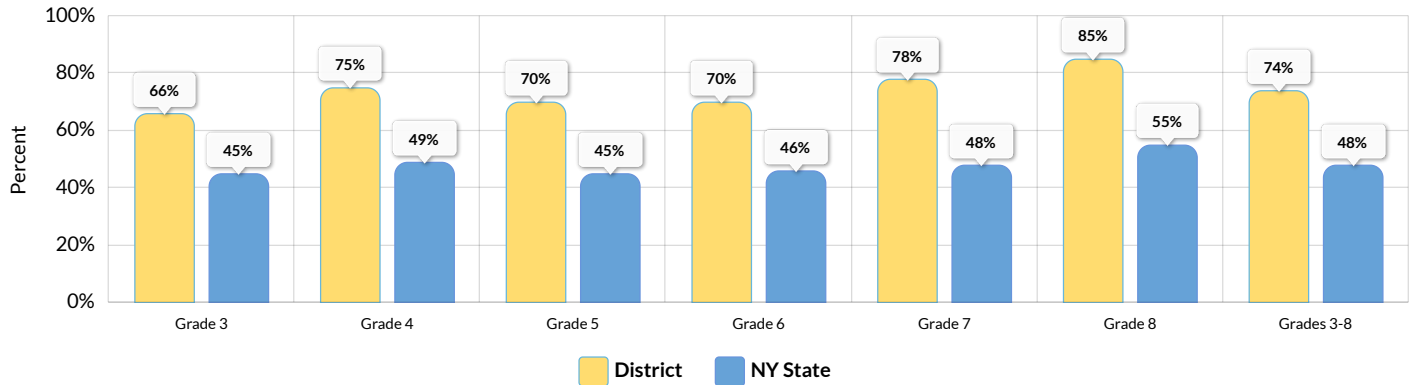
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



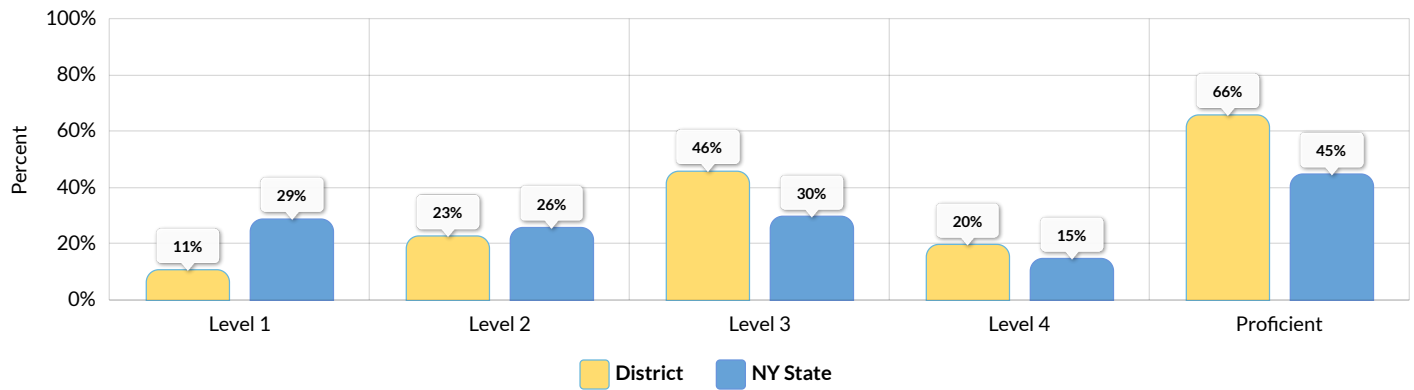
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	194	10	5%	184	95%	20	11%	42	23%	85	46%	37	20%	122	66%
Grade 4	191	14	7%	177	93%	16	9%	28	16%	72	41%	61	34%	133	75%
Grade 5	219	9	4%	210	96%	15	7%	49	23%	95	45%	51	24%	146	70%
Grade 6	175	27	15%	148	85%	9	6%	36	24%	51	34%	52	35%	103	70%
Grade 7	175	27	15%	148	85%	9	6%	24	16%	62	42%	53	36%	115	78%
Grade 8	194	32	16%	162	84%	9	6%	15	9%	61	38%	77	48%	138	85%
Grades 3-8	1,148	119	10%	1,029	90%	78	8%	194	19%	426	41%	331	32%	757	74%

GRADE 3 ELA RESULTS

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Percent Scoring at Levels for All Students



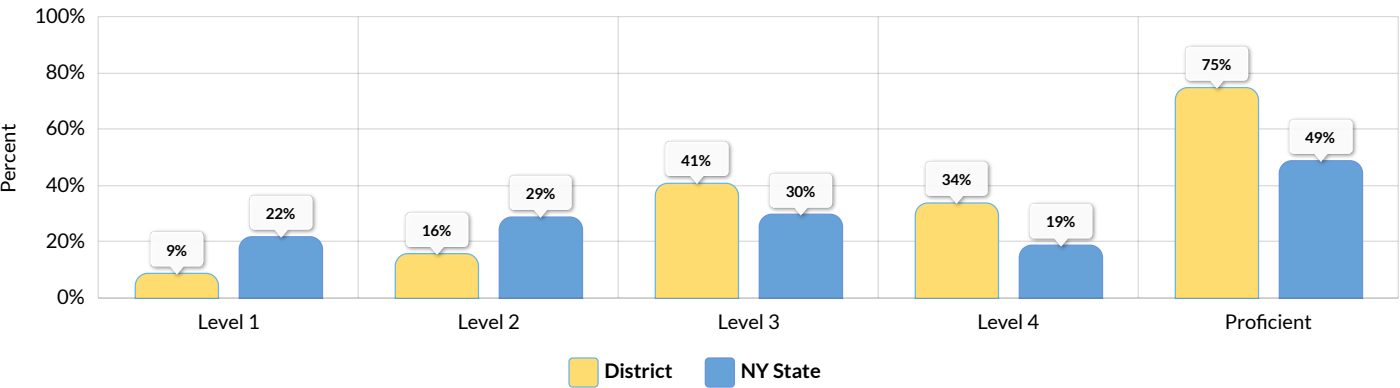
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	194	10	5%	184	95%	20	11%	42	23%	85	46%	37	20%	122	66%
Female	88	3	3%	85	97%	5	6%	19	22%	42	49%	19	22%	61	72%
Male	106	7	7%	99	93%	15	15%	23	23%	43	43%	18	18%	61	62%
General Education Students	174	5	3%	169	97%	16	9%	35	21%	81	48%	37	22%	118	70%
Students with Disabilities	20	5	25%	15	75%	4	27%	7	47%	4	27%	0	0%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	50	1	2%	49	98%	3	6%	7	14%	25	51%	14	29%	39	80%
Black or African American	6	0	0%	6	100%	2	33%	0	0%	3	50%	1	17%	4	67%
Hispanic or Latino	25	1	4%	24	96%	2	8%	10	42%	9	38%	3	13%	12	50%
White	93	8	9%	85	91%	11	13%	20	24%	40	47%	14	16%	54	64%
Multiracial	20	0	0%	20	100%	2	10%	5	25%	8	40%	5	25%	13	65%
Economically Disadvantaged	20	1	5%	19	95%	3	16%	10	53%	6	32%	0	0%	6	32%
Not Economically Disadvantaged	174	9	5%	165	95%	17	10%	32	19%	79	48%	37	22%	116	70%
English Language Learner	7	1	14%	6	86%	2	33%	3	50%	1	17%	0	0%	1	17%
Non-English Language Learner	187	9	5%	178	95%	18	10%	39	22%	84	47%	37	21%	121	68%
Not in Foster Care	194	10	5%	184	95%	20	11%	42	23%	85	46%	37	20%	122	66%
Not Homeless	194	10	5%	184	95%	20	11%	42	23%	85	46%	37	20%	122	66%
Not Migrant	194	10	5%	184	95%	20	11%	42	23%	85	46%	37	20%	122	66%
Parent Not in Armed Forces	194	10	5%	184	95%	20	11%	42	23%	85	46%	37	20%	122	66%

GRADE 4 ELA RESULTS

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Percent Scoring at Levels for All Students



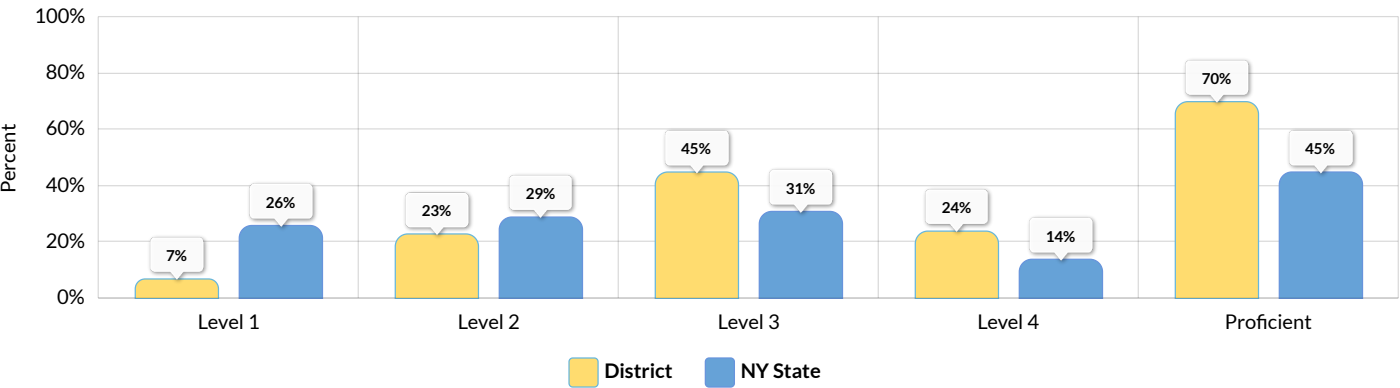
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	191	14	7%	177	93%	16	9%	28	16%	72	41%	61	34%	133	75%
Female	89	7	8%	82	92%	5	6%	12	15%	33	40%	32	39%	65	79%
Male	102	7	7%	95	93%	11	12%	16	17%	39	41%	29	31%	68	72%
General Education Students	169	8	5%	161	95%	8	5%	24	15%	69	43%	60	37%	129	80%
Students with Disabilities	22	6	27%	16	73%	8	50%	4	25%	3	19%	1	6%	4	25%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	37	3	8%	34	92%	1	3%	2	6%	17	50%	14	41%	31	91%
Black or African American	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	4	12%	30	88%	6	20%	8	27%	9	30%	7	23%	16	53%
White	95	5	5%	90	95%	3	3%	14	16%	38	42%	35	39%	73	81%
Multiracial	16	2	13%	14	88%	2	14%	2	14%	5	36%	5	36%	10	71%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	4	44%	2	22%	3	33%	0	0%	3	33%
Economically Disadvantaged	28	4	14%	24	86%	6	25%	3	13%	9	38%	6	25%	15	63%
Not Economically Disadvantaged	163	10	6%	153	94%	10	7%	25	16%	63	41%	55	36%	118	77%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	187	13	7%	174	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	191	14	7%	177	93%	16	9%	28	16%	72	41%	61	34%	133	75%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	189	14	7%	175	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	191	14	7%	177	93%	16	9%	28	16%	72	41%	61	34%	133	75%
Parent Not in Armed Forces	191	14	7%	177	93%	16	9%	28	16%	72	41%	61	34%	133	75%

GRADE 5 ELA RESULTS

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Percent Scoring at Levels for All Students



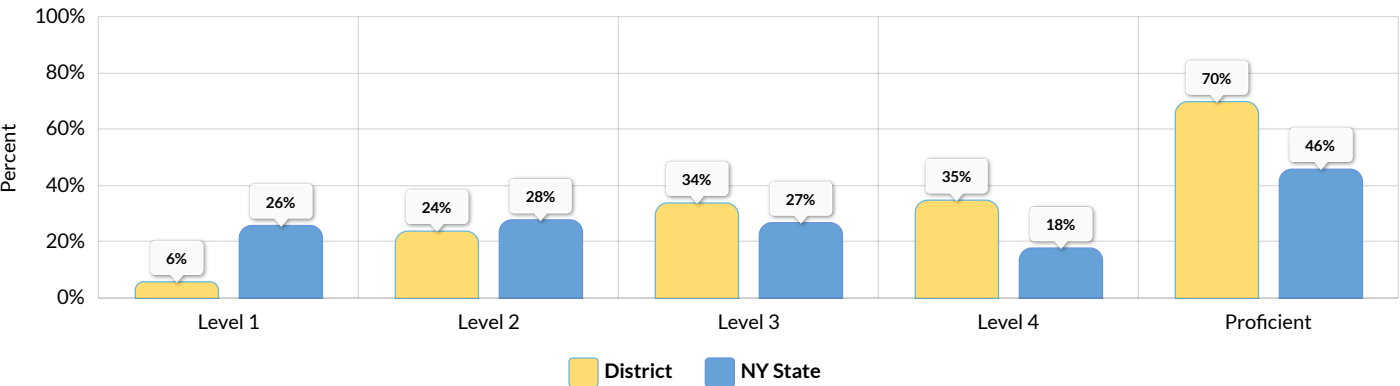
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	219	9	4%	210	96%	15	7%	49	23%	95	45%	51	24%	146	70%
Female	95	3	3%	92	97%	4	4%	27	29%	34	37%	27	29%	61	66%
Male	124	6	5%	118	95%	11	9%	22	19%	61	52%	24	20%	85	72%
General Education Students	197	4	2%	193	98%	4	2%	47	24%	93	48%	49	25%	142	74%
Students with Disabilities	22	5	23%	17	77%	11	65%	2	12%	2	12%	2	12%	4	24%
Asian or Native Hawaiian/Other Pacific Islander	41	0	0%	41	100%	3	7%	5	12%	20	49%	13	32%	33	80%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	1	4%	26	96%	4	15%	8	31%	8	31%	6	23%	14	54%
White	128	7	5%	121	95%	5	4%	33	27%	57	47%	26	21%	83	69%
Multiracial	20	1	5%	19	95%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	23	1	4%	22	96%	3	14%	3	14%	10	45%	6	27%	16	73%
Economically Disadvantaged	22	1	5%	21	95%	4	19%	7	33%	10	48%	0	0%	10	48%
Not Economically Disadvantaged	197	8	4%	189	96%	11	6%	42	22%	85	45%	51	27%	136	72%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	217	9	4%	208	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	219	9	4%	210	96%	15	7%	49	23%	95	45%	51	24%	146	70%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	218	9	4%	209	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	219	9	4%	210	96%	15	7%	49	23%	95	45%	51	24%	146	70%
Parent Not in Armed Forces	219	9	4%	210	96%	15	7%	49	23%	95	45%	51	24%	146	70%

GRADE 6 ELA RESULTS

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Percent Scoring at Levels for All Students



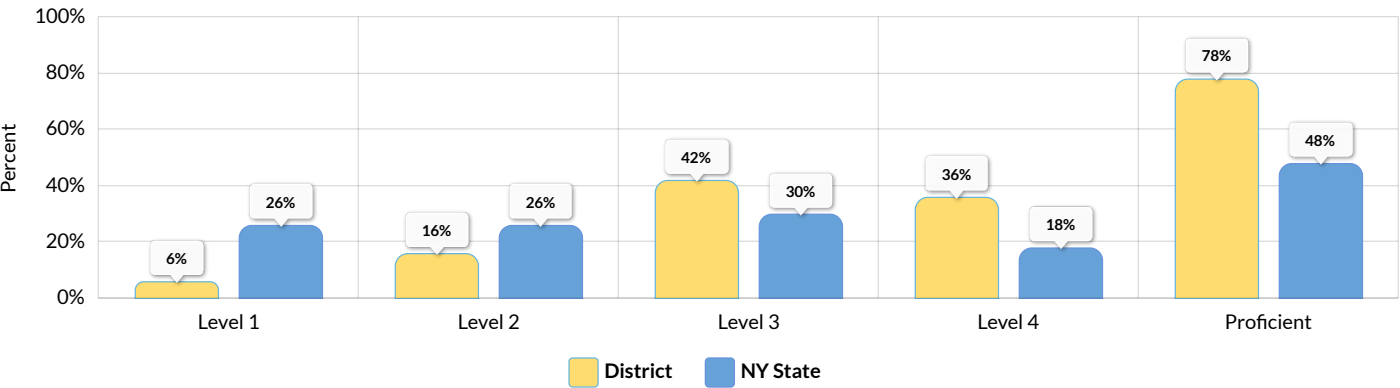
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	175	27	15%	148	85%	9	6%	36	24%	51	34%	52	35%	103	70%
Female	81	14	17%	67	83%	3	4%	14	21%	24	36%	26	39%	50	75%
Male	94	13	14%	81	86%	6	7%	22	27%	27	33%	26	32%	53	65%
General Education Students	150	18	12%	132	88%	3	2%	27	20%	50	38%	52	39%	102	77%
Students with Disabilities	25	9	36%	16	64%	6	38%	9	56%	1	6%	0	0%	1	6%
Asian or Native Hawaiian/Other Pacific Islander	36	3	8%	33	92%	3	9%	4	12%	11	33%	15	45%	26	79%
Black or African American	7	0	0%	7	100%	2	29%	2	29%	1	14%	2	29%	3	43%
Hispanic or Latino	14	1	7%	13	93%	1	8%	1	8%	6	46%	5	38%	11	85%
White	101	22	22%	79	78%	3	4%	25	32%	30	38%	21	27%	51	65%
Multiracial	17	1	6%	16	94%	0	0%	4	25%	3	19%	9	56%	12	75%
Economically Disadvantaged	21	6	29%	15	71%	3	20%	5	33%	6	40%	1	7%	7	47%
Not Economically Disadvantaged	154	21	14%	133	86%	6	5%	31	23%	45	34%	51	38%	96	72%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	173	27	16%	146	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	175	27	15%	148	85%	9	6%	36	24%	51	34%	52	35%	103	70%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	173	26	15%	147	85%	—	—	—	—	—	—	—	—	—	—
Not Migrant	175	27	15%	148	85%	9	6%	36	24%	51	34%	52	35%	103	70%
Parent Not in Armed Forces	175	27	15%	148	85%	9	6%	36	24%	51	34%	52	35%	103	70%

GRADE 7 ELA RESULTS

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Percent Scoring at Levels for All Students



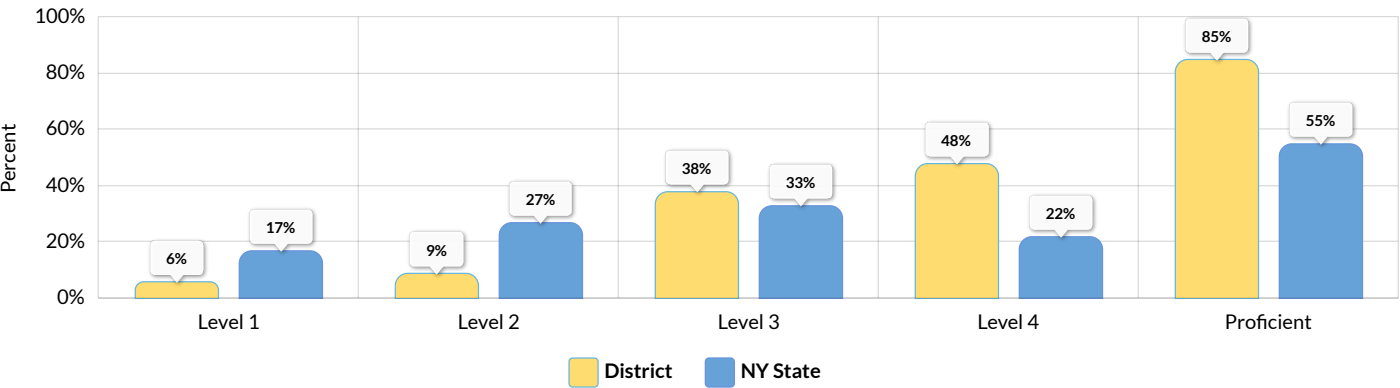
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	175	27	15%	148	85%	9	6%	24	16%	62	42%	53	36%	115	78%
Female	77	11	14%	66	86%	4	6%	7	11%	26	39%	29	44%	55	83%
Male	98	16	16%	82	84%	5	6%	17	21%	36	44%	24	29%	60	73%
General Education Students	149	16	11%	133	89%	4	3%	18	14%	59	44%	52	39%	111	83%
Students with Disabilities	26	11	42%	15	58%	5	33%	6	40%	3	20%	1	7%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	39	0	0%	39	100%	0	0%	3	8%	17	44%	19	49%	36	92%
Black or African American	7	1	14%	6	86%	1	17%	1	17%	3	50%	1	17%	4	67%
Hispanic or Latino	23	3	13%	20	87%	0	0%	6	30%	8	40%	6	30%	14	70%
White	93	23	25%	70	75%	7	10%	14	20%	29	41%	20	29%	49	70%
Multiracial	13	0	0%	13	100%	1	8%	0	0%	5	38%	7	54%	12	92%
Economically Disadvantaged	24	7	29%	17	71%	1	6%	7	41%	4	24%	5	29%	9	53%
Not Economically Disadvantaged	151	20	13%	131	87%	8	6%	17	13%	58	44%	48	37%	106	81%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	174	27	16%	147	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	175	27	15%	148	85%	9	6%	24	16%	62	42%	53	36%	115	78%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	172	26	15%	146	85%	—	—	—	—	—	—	—	—	—	—
Not Migrant	175	27	15%	148	85%	9	6%	24	16%	62	42%	53	36%	115	78%
Parent Not in Armed Forces	175	27	15%	148	85%	9	6%	24	16%	62	42%	53	36%	115	78%

GRADE 8 ELA RESULTS

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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	194	32	16%	162	84%	9	6%	15	9%	61	38%	77	48%	138	85%
Female	95	16	17%	79	83%	2	3%	3	4%	31	39%	43	54%	74	94%
Male	99	16	16%	83	84%	7	8%	12	14%	30	36%	34	41%	64	77%
General Education Students	163	21	13%	142	87%	2	1%	8	6%	57	40%	75	53%	132	93%
Students with Disabilities	31	11	35%	20	65%	7	35%	7	35%	4	20%	2	10%	6	30%
Asian or Native Hawaiian/Other Pacific Islander	50	1	2%	49	98%	2	4%	2	4%	13	27%	32	65%	45	92%
Black or African American	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	8	25%	24	75%	3	13%	1	4%	12	50%	8	33%	20	83%
White	100	19	19%	81	81%	4	5%	11	14%	31	38%	35	43%	66	81%
Multiracial	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	4	33%	8	67%	0	0%	1	13%	5	63%	2	25%	7	88%
Economically Disadvantaged	25	11	44%	14	56%	0	0%	2	14%	7	50%	5	36%	12	86%
Not Economically Disadvantaged	169	21	12%	148	88%	9	6%	13	9%	54	36%	72	49%	126	85%
English Language Learner	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	190	29	15%	161	85%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	194	32	16%	162	84%	9	6%	15	9%	61	38%	77	48%	138	85%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	193	31	16%	162	84%	9	6%	15	9%	61	38%	77	48%	138	85%
Not Migrant	194	32	16%	162	84%	9	6%	15	9%	61	38%	77	48%	138	85%
Parent Not in Armed Forces	194	32	16%	162	84%	9	6%	15	9%	61	38%	77	48%	138	85%

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	194	6	3%	188	97%	4	2%	37	20%	98	52%	49	26%	147	78%
Grade 4	191	13	7%	178	93%	11	6%	29	16%	93	52%	45	25%	138	78%
Grade 5	219	14	6%	205	94%	18	9%	32	16%	86	42%	69	34%	155	76%
Grade 6	175	34	19%	141	81%	4	3%	20	14%	63	45%	54	38%	117	83%
Combined 6	175	34	19%	141	81%	4	3%	20	14%	63	45%	54	38%	117	83%
Grade 7	175	25	14%	150	86%	7	5%	13	9%	32	21%	98	65%	130	87%
Combined 7	175	25	14%	150	86%	7	5%	13	9%	32	21%	98	65%	130	87%
Grade 8	194	40	21%	154	79%	14	9%	13	8%	58	38%	69	45%	127	82%
Combined 8	194	40	21%	154	79%	14	9%	13	8%	58	38%	69	45%	127	82%
Grades 3-8	1,148	132	11%	1,016	89%	58	6%	144	14%	430	42%	384	38%	814	80%

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	194	6	3%	188	97%	4	2%	37	20%	98	52%	49	26%	147	78%
Female	88	1	1%	87	99%	1	1%	19	22%	42	48%	25	29%	67	77%
Male	106	5	5%	101	95%	3	3%	18	18%	56	55%	24	24%	80	79%
General Education Students	174	0	0%	174	100%	2	1%	30	17%	94	54%	48	28%	142	82%
Students with Disabilities	20	6	30%	14	70%	2	14%	7	50%	4	29%	1	7%	5	36%
Asian or Native Hawaiian/Other Pacific Islander	50	0	0%	50	100%	0	0%	3	6%	26	52%	21	42%	47	94%
Black or African American	6	0	0%	6	100%	1	17%	1	17%	4	67%	0	0%	4	67%
Hispanic or Latino	25	2	8%	23	92%	1	4%	8	35%	12	52%	2	9%	14	61%
White	93	4	4%	89	96%	0	0%	22	25%	50	56%	17	19%	67	75%
Multiracial	20	0	0%	20	100%	2	10%	3	15%	6	30%	9	45%	15	75%
Economically Disadvantaged	20	0	0%	20	100%	2	10%	9	45%	8	40%	1	5%	9	45%
Not Economically Disadvantaged	174	6	3%	168	97%	2	1%	28	17%	90	54%	48	29%	138	82%
English Language Learner	7	0	0%	7	100%	0	0%	3	43%	4	57%	0	0%	4	57%
Non-English Language Learner	187	6	3%	181	97%	4	2%	34	19%	94	52%	49	27%	143	79%
Not in Foster Care	194	6	3%	188	97%	4	2%	37	20%	98	52%	49	26%	147	78%
Not Homeless	194	6	3%	188	97%	4	2%	37	20%	98	52%	49	26%	147	78%
Not Migrant	194	6	3%	188	97%	4	2%	37	20%	98	52%	49	26%	147	78%
Parent Not in Armed Forces	194	6	3%	188	97%	4	2%	37	20%	98	52%	49	26%	147	78%

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	191	13	7%	178	93%	11	6%	29	16%	93	52%	45	25%	138	78%
Female	89	7	8%	82	92%	4	5%	19	23%	43	52%	16	20%	59	72%
Male	102	6	6%	96	94%	7	7%	10	10%	50	52%	29	30%	79	82%
General Education Students	169	6	4%	163	96%	6	4%	24	15%	89	55%	44	27%	133	82%
Students with Disabilities	22	7	32%	15	68%	5	33%	5	33%	4	27%	1	7%	5	33%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	37	2	5%	35	95%	0	0%	3	9%	18	51%	14	40%	32	91%
Black or African American	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	4	12%	30	88%	3	10%	13	43%	12	40%	2	7%	14	47%
White	95	5	5%	90	95%	4	4%	10	11%	53	59%	23	26%	76	84%
Multiracial	16	2	13%	14	88%	0	0%	2	14%	7	50%	5	36%	12	86%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	4	44%	1	11%	3	33%	1	11%	4	44%
Economically Disadvantaged	28	4	14%	24	86%	5	21%	4	17%	11	46%	4	17%	15	63%
Not Economically Disadvantaged	163	9	6%	154	94%	6	4%	25	16%	82	53%	41	27%	123	80%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	187	13	7%	174	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	191	13	7%	178	93%	11	6%	29	16%	93	52%	45	25%	138	78%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	189	13	7%	176	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	191	13	7%	178	93%	11	6%	29	16%	93	52%	45	25%	138	78%
Parent Not in Armed Forces	191	13	7%	178	93%	11	6%	29	16%	93	52%	45	25%	138	78%

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	219	14	6%	205	94%	18	9%	32	16%	86	42%	69	34%	155	76%
Female	95	5	5%	90	95%	7	8%	20	22%	39	43%	24	27%	63	70%
Male	124	9	7%	115	93%	11	10%	12	10%	47	41%	45	39%	92	80%
General Education Students	197	9	5%	188	95%	9	5%	27	14%	85	45%	67	36%	152	81%
Students with Disabilities	22	5	23%	17	77%	9	53%	5	29%	1	6%	2	12%	3	18%
Asian or Native Hawaiian/Other Pacific Islander	41	0	0%	41	100%	0	0%	4	10%	16	39%	21	51%	37	90%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	1	4%	26	96%	7	27%	5	19%	9	35%	5	19%	14	54%
White	128	12	9%	116	91%	7	6%	22	19%	50	43%	37	32%	87	75%
Multiracial	20	1	5%	19	95%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	23	1	4%	22	96%	4	18%	1	5%	11	50%	6	27%	17	77%
Economically Disadvantaged	22	1	5%	21	95%	8	38%	4	19%	7	33%	2	10%	9	43%
Not Economically Disadvantaged	197	13	7%	184	93%	10	5%	28	15%	79	43%	67	36%	146	79%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	217	14	6%	203	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	219	14	6%	205	94%	18	9%	32	16%	86	42%	69	34%	155	76%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	218	14	6%	204	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	219	14	6%	205	94%	18	9%	32	16%	86	42%	69	34%	155	76%
Parent Not in Armed Forces	219	14	6%	205	94%	18	9%	32	16%	86	42%	69	34%	155	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.



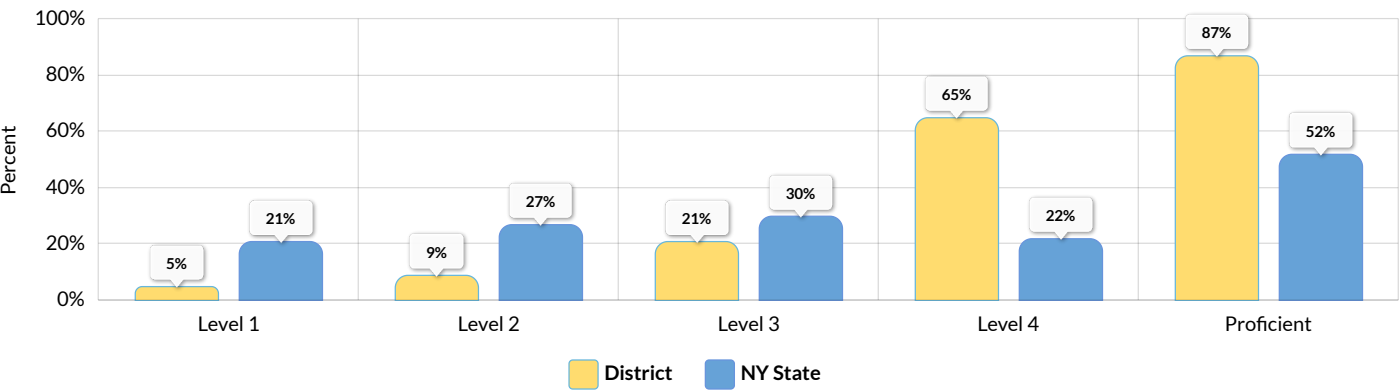
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	175	34	19%	141	81%	4	3%	20	14%	63	45%	54	38%	117	83%
Female	81	18	22%	63	78%	2	3%	10	16%	29	46%	22	35%	51	81%
Male	94	16	17%	78	83%	2	3%	10	13%	34	44%	32	41%	66	85%
General Education Students	150	22	15%	128	85%	1	1%	17	13%	57	45%	53	41%	110	86%
Students with Disabilities	25	12	48%	13	52%	3	23%	3	23%	6	46%	1	8%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	36	3	8%	33	92%	1	3%	1	3%	12	36%	19	58%	31	94%
Black or African American	7	0	0%	7	100%	2	29%	1	14%	2	29%	2	29%	4	57%
Hispanic or Latino	14	1	7%	13	93%	0	0%	1	8%	9	69%	3	23%	12	92%
White	101	29	29%	72	71%	1	1%	12	17%	32	44%	27	38%	59	82%
Multiracial	17	1	6%	16	94%	0	0%	5	31%	8	50%	3	19%	11	69%
Economically Disadvantaged	21	5	24%	16	76%	3	19%	3	19%	5	31%	5	31%	10	63%
Not Economically Disadvantaged	154	29	19%	125	81%	1	1%	17	14%	58	46%	49	39%	107	86%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	173	34	20%	139	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	175	34	19%	141	81%	4	3%	20	14%	63	45%	54	38%	117	83%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	173	33	19%	140	81%	—	—	—	—	—	—	—	—	—	—
Not Migrant	175	34	19%	141	81%	4	3%	20	14%	63	45%	54	38%	117	83%
Parent Not in Armed Forces	175	34	19%	141	81%	4	3%	20	14%	63	45%	54	38%	117	83%

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



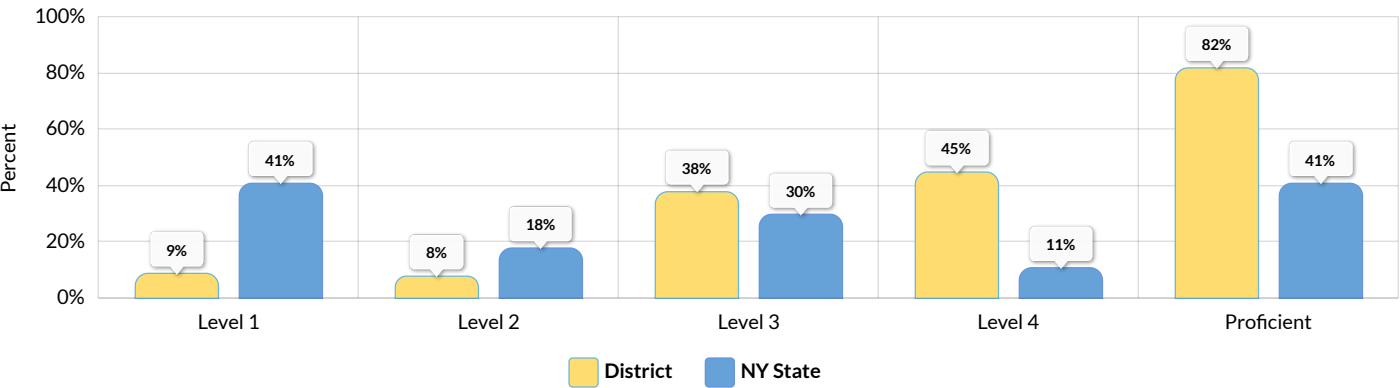
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	175	25	14%	150	86%	7	5%	13	9%	32	21%	98	65%	130	87%
Female	77	9	12%	68	88%	2	3%	9	13%	12	18%	45	66%	57	84%
Male	98	16	16%	82	84%	5	6%	4	5%	20	24%	53	65%	73	89%
General Education Students	149	13	9%	136	91%	1	1%	12	9%	28	21%	95	70%	123	90%
Students with Disabilities	26	12	46%	14	54%	6	43%	1	7%	4	29%	3	21%	7	50%
Asian or Native Hawaiian/Other Pacific Islander	39	0	0%	39	100%	0	0%	2	5%	6	15%	31	79%	37	95%
Black or African American	7	2	29%	5	71%	1	20%	1	20%	1	20%	2	40%	3	60%
Hispanic or Latino	23	2	9%	21	91%	3	14%	3	14%	5	24%	10	48%	15	71%
White	93	21	23%	72	77%	3	4%	6	8%	20	28%	43	60%	63	88%
Multiracial	13	0	0%	13	100%	0	0%	1	8%	0	0%	12	92%	12	92%
Economically Disadvantaged	24	8	33%	16	67%	2	13%	3	19%	4	25%	7	44%	11	69%
Not Economically Disadvantaged	151	17	11%	134	89%	5	4%	10	7%	28	21%	91	68%	119	89%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	174	25	14%	149	86%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	175	25	14%	150	86%	7	5%	13	9%	32	21%	98	65%	130	87%
Homeless	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Homeless	172	23	13%	149	87%	—	—	—	—	—	—	—	—	—	—
Not Migrant	175	25	14%	150	86%	7	5%	13	9%	32	21%	98	65%	130	87%
Parent Not in Armed Forces	175	25	14%	150	86%	7	5%	13	9%	32	21%	98	65%	130	87%

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	194	40	21%	154	79%	14	9%	13	8%	58	38%	69	45%	127	82%
Female	95	22	23%	73	77%	8	11%	4	5%	31	42%	30	41%	61	84%
Male	99	18	18%	81	82%	6	7%	9	11%	27	33%	39	48%	66	81%
General Education Students	163	25	15%	138	85%	10	7%	6	4%	53	38%	69	50%	122	88%
Students with Disabilities	31	15	48%	16	52%	4	25%	7	44%	5	31%	0	0%	5	31%
Asian or Native Hawaiian/Other Pacific Islander	50	3	6%	47	94%	0	0%	2	4%	11	23%	34	72%	45	96%
Black or African American	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	8	25%	24	75%	5	21%	6	25%	4	17%	9	38%	13	54%
White	100	26	26%	74	74%	8	11%	5	7%	38	51%	23	31%	61	82%
Multiracial	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	1	11%	0	0%	5	56%	3	33%	8	89%
Economically Disadvantaged	25	9	36%	16	64%	5	31%	2	13%	7	44%	2	13%	9	56%
Not Economically Disadvantaged	169	31	18%	138	82%	9	7%	11	8%	51	37%	67	49%	118	86%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	190	38	20%	152	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	194	40	21%	154	79%	14	9%	13	8%	58	38%	69	45%	127	82%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	193	40	21%	153	79%	—	—	—	—	—	—	—	—	—	—
Not Migrant	194	40	21%	154	79%	14	9%	13	8%	58	38%	69	45%	127	82%
Parent Not in Armed Forces	194	40	21%	154	79%	14	9%	13	8%	58	38%	69	45%	127	82%

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	194	94	48%	100	52%	1	1%	10	10%	63	63%	26	26%	89	89%
Regents 8	—	—	—	77	40%	0	0%	0	0%	4	5%	73	95%	77	100%
Combined 8	194	17	9%	177	91%	1	1%	10	6%	67	38%	99	56%	166	94%

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	194	94	48%	100	52%	1	1%	10	10%	63	63%	26	26%	89	89%
Female	95	50	53%	45	47%	0	0%	7	16%	34	76%	4	9%	38	84%
Male	99	44	44%	55	56%	1	2%	3	5%	29	53%	22	40%	51	93%
General Education Students	163	83	51%	80	49%	0	0%	6	8%	51	64%	23	29%	74	93%
Students with Disabilities	31	11	35%	20	65%	1	5%	4	20%	12	60%	3	15%	15	75%
Asian or Native Hawaiian/Other Pacific Islander	50	35	70%	15	30%	1	7%	1	7%	7	47%	6	40%	13	87%
Black or African American	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	10	31%	22	69%	0	0%	3	14%	14	64%	5	23%	19	86%
White	100	42	42%	58	58%	0	0%	5	9%	38	66%	15	26%	53	91%
Multiracial	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	7	58%	5	42%	0	0%	1	20%	4	80%	0	0%	4	80%
Economically Disadvantaged	25	9	36%	16	64%	0	0%	3	19%	12	75%	1	6%	13	81%
Not Economically Disadvantaged	169	85	50%	84	50%	1	1%	7	8%	51	61%	25	30%	76	90%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	190	93	49%	97	51%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	194	94	48%	100	52%	1	1%	10	10%	63	63%	26	26%	89	89%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	193	93	48%	100	52%	1	1%	10	10%	63	63%	26	26%	89	89%
Not Migrant	194	94	48%	100	52%	1	1%	10	10%	63	63%	26	26%	89	89%
Parent Not in Armed Forces	194	94	48%	100	52%	1	1%	10	10%	63	63%	26	26%	89	89%

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	143	0	0%	3	2%	22	15%	9	6%	109	76%	140	98%
Female	58	0	0%	1	2%	9	16%	0	0%	48	83%	57	98%
Male	85	0	0%	2	2%	13	15%	9	11%	61	72%	83	98%
General Education Students	117	0	0%	1	1%	9	8%	5	4%	102	87%	116	99%
Students with Disabilities	26	0	0%	2	8%	13	50%	4	15%	7	27%	24	92%
Asian or Native Hawaiian/Other Pacific Islander	24	0	0%	0	0%	5	21%	0	0%	19	79%	24	100%
Black or African American	8	0	0%	1	13%	3	38%	0	0%	4	50%	7	88%
Hispanic or Latino	26	0	0%	0	0%	5	19%	3	12%	18	69%	26	100%
White	78	0	0%	2	3%	8	10%	6	8%	62	79%	76	97%
Multiracial	7	0	0%	0	0%	1	14%	0	0%	6	86%	7	100%
Economically Disadvantaged	23	0	0%	1	4%	5	22%	4	17%	13	57%	22	96%
Not Economically Disadvantaged	120	0	0%	2	2%	17	14%	5	4%	96	80%	118	98%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	142	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	143	0	0%	3	2%	22	15%	9	6%	109	76%	140	98%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	142	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	143	0	0%	3	2%	22	15%	9	6%	109	76%	140	98%
Parent Not in Armed Forces	143	0	0%	3	2%	22	15%	9	6%	109	76%	140	98%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)

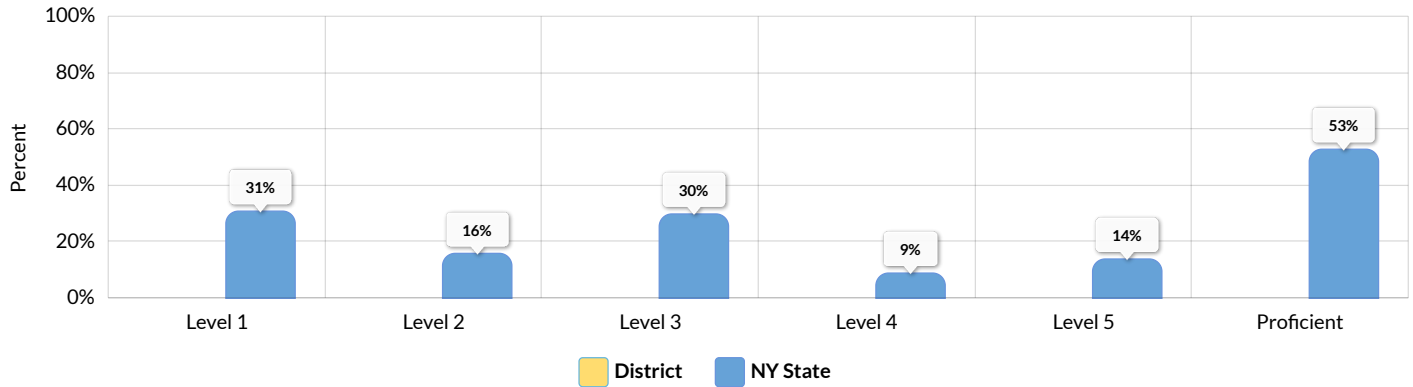


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	3	2%	9	5%	48	26%	48	26%	75	41%	171	93%
Female	82	1	1%	3	4%	23	28%	20	24%	35	43%	78	95%
Male	101	2	2%	6	6%	25	25%	28	28%	40	40%	93	92%
General Education Students	154	1	1%	3	2%	37	24%	44	29%	69	45%	150	97%
Students with Disabilities	29	2	7%	6	21%	11	38%	4	14%	6	21%	21	72%
Asian or Native Hawaiian/Other Pacific Islander	31	0	0%	1	3%	5	16%	8	26%	17	55%	30	97%
Black or African American	10	1	10%	2	20%	3	30%	3	30%	1	10%	7	70%
Hispanic or Latino	30	0	0%	1	3%	8	27%	11	37%	10	33%	29	97%
White	105	2	2%	5	5%	29	28%	25	24%	44	42%	98	93%
Multiracial	7	0	0%	0	0%	3	43%	1	14%	3	43%	7	100%
Economically Disadvantaged	19	0	0%	3	16%	8	42%	4	21%	4	21%	16	84%
Not Economically Disadvantaged	164	3	2%	6	4%	40	24%	44	27%	71	43%	155	95%
Non-English Language Learner	183	3	2%	9	5%	48	26%	48	26%	75	41%	171	93%
Not in Foster Care	183	3	2%	9	5%	48	26%	48	26%	75	41%	171	93%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	182	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	183	3	2%	9	5%	48	26%	48	26%	75	41%	171	93%
Parent Not in Armed Forces	183	3	2%	9	5%	48	26%	48	26%	75	41%	171	93%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (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	1	—	—	—	—	—	—	—	—	—	—	—	—
Male	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	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)

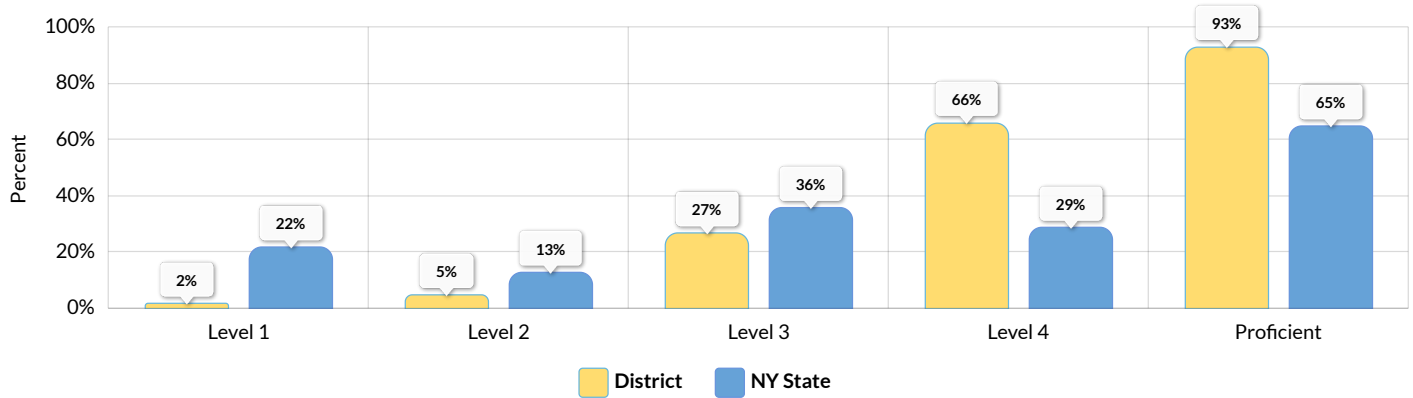


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	201	0	0%	4	2%	47	23%	150	75%	197	98%
Female	98	0	0%	1	1%	23	23%	74	76%	97	99%
Male	103	0	0%	3	3%	24	23%	76	74%	100	97%
General Education Students	179	0	0%	0	0%	36	20%	143	80%	179	100%
Students with Disabilities	22	0	0%	4	18%	11	50%	7	32%	18	82%
Asian or Native Hawaiian/Other Pacific Islander	31	0	0%	0	0%	4	13%	27	87%	31	100%
Black or African American	8	0	0%	1	13%	3	38%	4	50%	7	88%
Hispanic or Latino	33	0	0%	0	0%	11	33%	22	67%	33	100%
White	119	0	0%	3	3%	27	23%	89	75%	116	97%
Multiracial	10	0	0%	0	0%	2	20%	8	80%	10	100%
Economically Disadvantaged	22	0	0%	0	0%	10	45%	12	55%	22	100%
Not Economically Disadvantaged	179	0	0%	4	2%	37	21%	138	77%	175	98%
Non-English Language Learner	201	0	0%	4	2%	47	23%	150	75%	197	98%
Not in Foster Care	201	0	0%	4	2%	47	23%	150	75%	197	98%
Not Homeless	201	0	0%	4	2%	47	23%	150	75%	197	98%
Not Migrant	201	0	0%	4	2%	47	23%	150	75%	197	98%
Parent Not in Armed Forces	201	0	0%	4	2%	47	23%	150	75%	197	98%

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	173	4	2%	8	5%	46	27%	115	66%	161	93%
Female	75	1	1%	1	1%	24	32%	49	65%	73	97%
Male	98	3	3%	7	7%	22	22%	66	67%	88	90%
General Education Students	154	2	1%	4	3%	35	23%	113	73%	148	96%
Students with Disabilities	19	2	11%	4	21%	11	58%	2	11%	13	68%
Asian or Native Hawaiian/Other Pacific Islander	50	1	2%	1	2%	6	12%	42	84%	48	96%
Black or African American	10	1	10%	1	10%	2	20%	6	60%	8	80%
Hispanic or Latino	28	1	4%	1	4%	15	54%	11	39%	26	93%
White	76	1	1%	4	5%	23	30%	48	63%	71	93%
Multiracial	9	0	0%	1	11%	0	0%	8	89%	8	89%
Economically Disadvantaged	27	3	11%	0	0%	11	41%	13	48%	24	89%
Not Economically Disadvantaged	146	1	1%	8	5%	35	24%	102	70%	137	94%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	170	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	173	4	2%	8	5%	46	27%	115	66%	161	93%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	171	—	—	—	—	—	—	—	—	—	—
Not Migrant	173	4	2%	8	5%	46	27%	115	66%	161	93%
Parent Not in Armed Forces	173	4	2%	8	5%	46	27%	115	66%	161	93%

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	150	0	0%	9	6%	80	53%	61	41%	141	94%
Female	72	0	0%	4	6%	36	50%	32	44%	68	94%
Male	78	0	0%	5	6%	44	56%	29	37%	73	94%
General Education Students	143	0	0%	8	6%	76	53%	59	41%	135	94%
Students with Disabilities	7	0	0%	1	14%	4	57%	2	29%	6	86%
Asian or Native Hawaiian/Other Pacific Islander	37	0	0%	2	5%	18	49%	17	46%	35	95%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	1	6%	10	59%	6	35%	16	94%
White	85	0	0%	6	7%	46	54%	33	39%	79	93%
Multiracial	7	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	6	55%	5	45%	11	100%
Economically Disadvantaged	10	0	0%	2	20%	6	60%	2	20%	8	80%
Not Economically Disadvantaged	140	0	0%	7	5%	74	53%	59	42%	133	95%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	149	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	150	0	0%	9	6%	80	53%	61	41%	141	94%
Not Homeless	150	0	0%	9	6%	80	53%	61	41%	141	94%
Not Migrant	150	0	0%	9	6%	80	53%	61	41%	141	94%
Parent Not in Armed Forces	150	0	0%	9	6%	80	53%	61	41%	141	94%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	11	0	0%	1	9%	4	36%	6	55%	10	91%
Female	7	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	11	0	0%	1	9%	4	36%	6	55%	10	91%
General Education Students	11	0	0%	1	9%	4	36%	6	55%	10	91%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	1	9%	4	36%	6	55%	10	91%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	10	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	11	0	0%	1	9%	4	36%	6	55%	10	91%
Not in Foster Care	11	0	0%	1	9%	4	36%	6	55%	10	91%
Not Homeless	11	0	0%	1	9%	4	36%	6	55%	10	91%
Not Migrant	11	0	0%	1	9%	4	36%	6	55%	10	91%
Parent Not in Armed Forces	11	0	0%	1	9%	4	36%	6	55%	10	91%

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	194	6	3%	6	3%	46	24%	40	21%	96	49%	182	94%
Female	87	2	2%	3	3%	20	23%	16	18%	46	53%	82	94%
Male	107	4	4%	3	3%	26	24%	24	22%	50	47%	100	93%
General Education Students	172	1	1%	3	2%	38	22%	39	23%	91	53%	168	98%
Students with Disabilities	22	5	23%	3	14%	8	36%	1	5%	5	23%	14	64%
Asian or Native Hawaiian/Other Pacific Islander	39	0	0%	0	0%	8	21%	9	23%	22	56%	39	100%
Black or African American	9	0	0%	1	11%	4	44%	0	0%	4	44%	8	89%
Hispanic or Latino	29	1	3%	2	7%	9	31%	8	28%	9	31%	26	90%
White	108	5	5%	3	3%	25	23%	21	19%	54	50%	100	93%
Multiracial	9	0	0%	0	0%	0	0%	2	22%	7	78%	9	100%
Economically Disadvantaged	21	1	5%	1	5%	8	38%	3	14%	8	38%	19	90%
Not Economically Disadvantaged	173	5	3%	5	3%	38	22%	37	21%	88	51%	163	94%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	193	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	194	6	3%	6	3%	46	24%	40	21%	96	49%	182	94%
Not Homeless	194	6	3%	6	3%	46	24%	40	21%	96	49%	182	94%
Not Migrant	194	6	3%	6	3%	46	24%	40	21%	96	49%	182	94%
Parent Not in Armed Forces	194	6	3%	6	3%	46	24%	40	21%	96	49%	182	94%

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	27	7	26%	8	30%	7	26%	2	7%	3	11%	12	44%
Female	10	4	40%	2	20%	4	40%	0	0%	0	0%	4	40%
Male	17	3	18%	6	35%	3	18%	2	12%	3	18%	8	47%
General Education Students	8	3	38%	0	0%	3	38%	0	0%	2	25%	5	63%
Students with Disabilities	19	4	21%	8	42%	4	21%	2	11%	1	5%	7	37%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	2	33%	1	17%	2	33%	0	0%	1	17%	3	50%
White	15	4	27%	2	13%	5	33%	2	13%	2	13%	9	60%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	8	3	38%	3	38%	2	25%	0	0%	0	0%	2	25%
Not Economically Disadvantaged	19	4	21%	5	26%	5	26%	2	11%	3	16%	10	53%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	26	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	27	7	26%	8	30%	7	26%	2	7%	3	11%	12	44%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	26	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	27	7	26%	8	30%	7	26%	2	7%	3	11%	12	44%
Parent Not in Armed Forces	27	7	26%	8	30%	7	26%	2	7%	3	11%	12	44%

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	151	148	98	3	2
Female	65	65	100	0	0
Male	86	83	97	3	3
General Education Students	135	132	98	3	2
Students with Disabilities	16	16	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	34	33	97	1	3
Black or African American	2	2	100	0	0
Hispanic or Latino	31	30	97	1	3
White	80	79	99	1	1
Multiracial	4	4	100	0	0
Economically Disadvantaged	11	10	91	1	9
Not Economically Disadvantaged	140	138	99	2	1
English Language Learner	2	1	50	1	50
Non-English Language Learner	149	147	99	2	1
Not in Foster Care	151	148	98	3	2
Homeless	1	1	100	0	0
Not Homeless	150	147	98	3	2
Not Migrant	151	148	98	3	2
Parent Not in Armed Forces	151	148	98	3	2

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

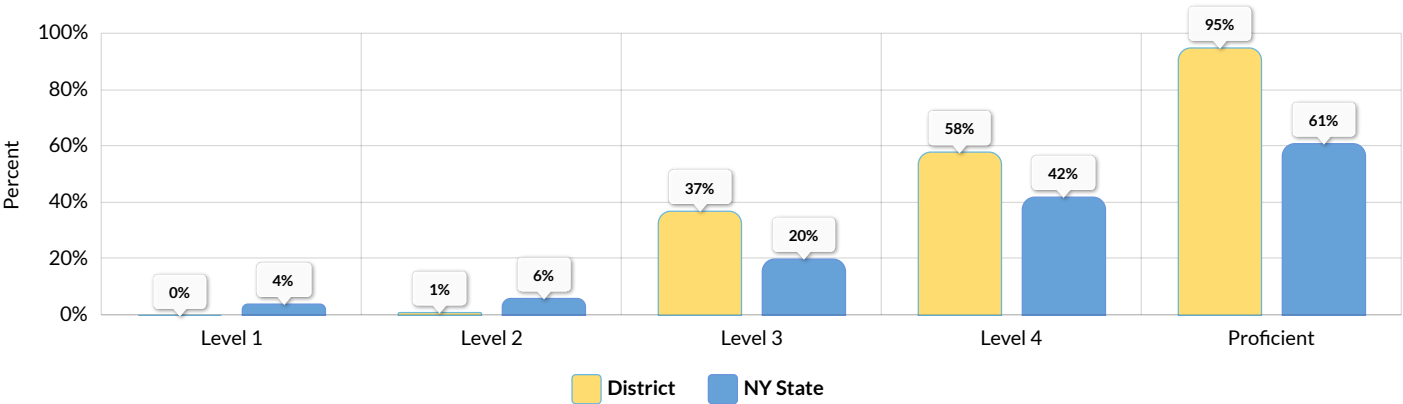
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	6	4%	161	96%	0	0%	2	1%	62	37%	97	58%	159	95%
Female	69	3	4%	66	96%	0	0%	0	0%	28	41%	38	55%	66	96%
Male	98	3	3%	95	97%	0	0%	2	2%	34	35%	59	60%	93	95%
General Education Students	146	2	1%	144	99%	0	0%	0	0%	57	39%	87	60%	144	99%
Students with Disabilities	21	4	19%	17	81%	0	0%	2	10%	5	24%	10	48%	15	71%
Asian or Native Hawaiian/Other Pacific Islander	36	2	6%	34	94%	0	0%	0	0%	21	58%	13	36%	34	94%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	2	6%	32	94%	0	0%	1	3%	6	18%	25	74%	31	91%
White	90	2	2%	88	98%	0	0%	1	1%	33	37%	54	60%	87	97%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	13	2	15%	11	85%	0	0%	0	0%	1	8%	10	77%	11	85%
Not Economically Disadvantaged	154	4	3%	150	97%	0	0%	2	1%	61	40%	87	56%	148	96%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	166	5	—	161	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	167	6	4%	161	96%	0	0%	2	1%	62	37%	97	58%	159	95%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	166	6	—	160	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	167	6	4%	161	96%	0	0%	2	1%	62	37%	97	58%	159	95%
Parent Not in Armed Forces	167	6	4%	161	96%	0	0%	2	1%	62	37%	97	58%	159	95%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	2	100	0	0
Female	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
White	1	1	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	1	1	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.

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	167	80	48%	87	52%	0	0%	5	3%	54	32%	28	17%	82	49%
Female	69	36	52%	33	48%	0	0%	1	1%	20	29%	12	17%	32	46%
Male	98	44	45%	54	55%	0	0%	4	4%	34	35%	16	16%	50	51%
General Education Students	146	69	47%	77	53%	0	0%	3	2%	49	34%	25	17%	74	51%
Students with Disabilities	21	11	52%	10	48%	0	0%	2	10%	5	24%	3	14%	8	38%
Asian or Native Hawaiian/Other Pacific Islander	36	14	39%	22	61%	0	0%	0	0%	15	42%	7	19%	22	61%
Black or African American	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	18	53%	16	47%	0	0%	1	3%	11	32%	4	12%	15	44%
White	90	44	49%	46	51%	0	0%	4	4%	26	29%	16	18%	42	47%
Multiracial	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	4	57%	3	43%	0	0%	0	0%	2	29%	1	14%	3	43%
Economically Disadvantaged	13	11	85%	2	15%	0	0%	1	8%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	154	69	45%	85	55%	0	0%	4	3%	53	34%	28	18%	81	53%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	166	79	—	87	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	167	80	48%	87	52%	0	0%	5	3%	54	32%	28	17%	82	49%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	166	79	—	87	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	167	80	48%	87	52%	0	0%	5	3%	54	32%	28	17%	82	49%
Parent Not in Armed Forces	167	80	48%	87	52%	0	0%	5	3%	54	32%	28	17%	82	49%

2019 TOTAL COHORT EXEMPTIONS IN MATH

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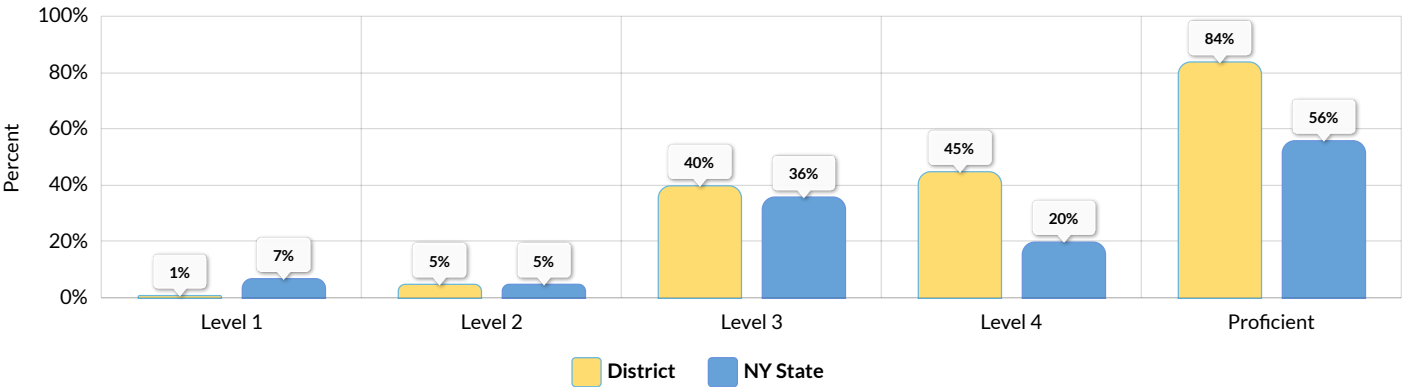
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	162	76	47	86	53
Female	67	34	51	33	49
Male	95	42	44	53	56
General Education Students	146	69	47	77	53
Students with Disabilities	16	7	44	9	56
Asian or Native Hawaiian/Other Pacific Islander	35	13	37	22	63
Black or African American	3	1	33	2	67
Hispanic or Latino	32	16	50	16	50
White	88	43	49	45	51
Multiracial	4	3	75	1	25
Economically Disadvantaged	11	9	82	2	18
Not Economically Disadvantaged	151	67	44	84	56
English Language Learner	1	1	100	0	0
Non-English Language Learner	161	75	47	86	53
Not in Foster Care	162	76	47	86	53
Homeless	1	1	100	0	0
Not Homeless	161	75	47	86	53
Not Migrant	162	76	47	86	53
Parent Not in Armed Forces	162	76	47	86	53

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	167	16	10%	151	90%	1	1%	9	5%	66	40%	75	45%	141	84%
Female	69	6	9%	63	91%	1	1%	3	4%	28	41%	31	45%	59	86%
Male	98	10	10%	88	90%	0	0%	6	6%	38	39%	44	45%	82	84%
General Education Students	146	8	5%	138	95%	0	0%	7	5%	58	40%	73	50%	131	90%
Students with Disabilities	21	8	38%	13	62%	1	5%	2	10%	8	38%	2	10%	10	48%
Asian or Native Hawaiian/Other Pacific Islander	36	2	6%	34	94%	0	0%	1	3%	9	25%	24	67%	33	92%
Black or African American	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	6	18%	28	82%	0	0%	2	6%	14	41%	12	35%	26	76%
White	90	6	7%	84	93%	1	1%	6	7%	41	46%	36	40%	77	86%
Multiracial	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	0	0%	0	0%	2	29%	3	43%	5	71%
Economically Disadvantaged	13	4	31%	9	69%	0	0%	1	8%	7	54%	1	8%	8	62%
Not Economically Disadvantaged	154	12	8%	142	92%	1	1%	8	5%	59	38%	74	48%	133	86%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	166	15	—	151	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	167	16	10%	151	90%	1	1%	9	5%	66	40%	75	45%	141	84%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	166	16	—	150	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	167	16	10%	151	90%	1	1%	9	5%	66	40%	75	45%	141	84%
Parent Not in Armed Forces	167	16	10%	151	90%	1	1%	9	5%	66	40%	75	45%	141	84%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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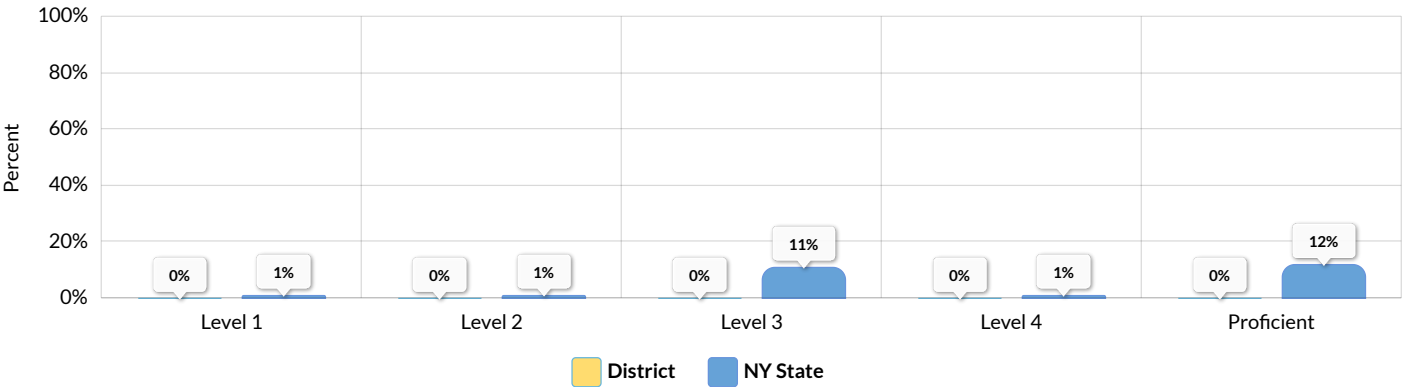
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	162	12	7	150	93
Female	67	4	6	63	94
Male	95	8	8	87	92
General Education Students	145	8	6	137	94
Students with Disabilities	17	4	24	13	76
Asian or Native Hawaiian/Other Pacific Islander	35	1	3	34	97
Black or African American	2	1	50	1	50
Hispanic or Latino	32	4	13	28	88
White	89	5	6	84	94
Multiracial	4	1	25	3	75
Economically Disadvantaged	11	2	18	9	82
Not Economically Disadvantaged	151	10	7	141	93
English Language Learner	1	1	100	0	0
Non-English Language Learner	161	11	7	150	93
Not in Foster Care	162	12	7	150	93
Homeless	1	0	0	1	100
Not Homeless	161	12	7	149	93
Not Migrant	162	12	7	150	93
Parent Not in Armed Forces	162	12	7	150	93

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	167	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	69	69	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	98	98	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	146	146	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	36	36	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	34	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	90	90	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	154	154	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	166	166	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	167	167	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	166	166	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	167	167	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	167	167	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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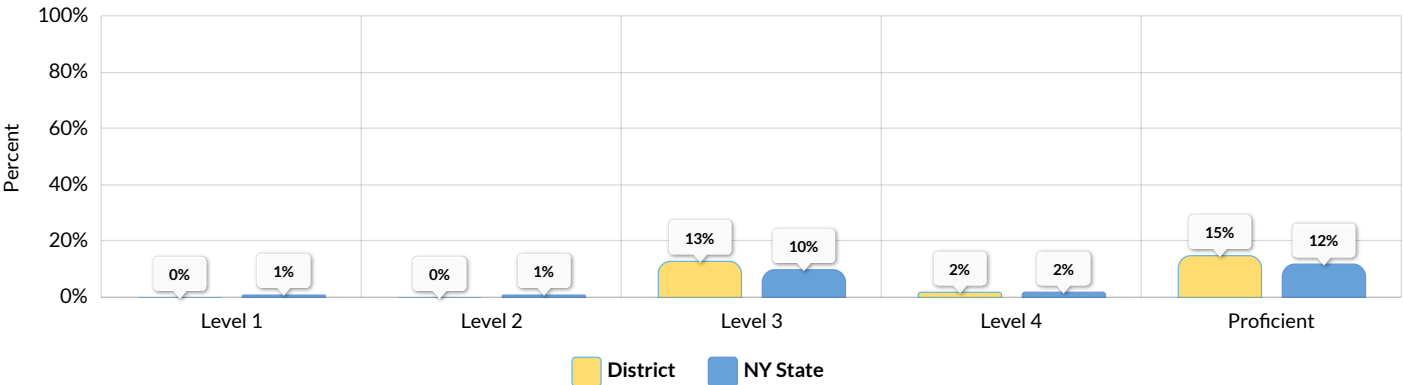
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	163	163	100	0	0
Female	67	67	100	0	0
Male	96	96	100	0	0
General Education Students	146	146	100	0	0
Students with Disabilities	17	17	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	35	35	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	32	32	100	0	0
White	89	89	100	0	0
Multiracial	4	4	100	0	0
Economically Disadvantaged	11	11	100	0	0
Not Economically Disadvantaged	152	152	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	162	162	100	0	0
Not in Foster Care	163	163	100	0	0
Homeless	1	1	100	0	0
Not Homeless	162	162	100	0	0
Not Migrant	163	163	100	0	0
Parent Not in Armed Forces	163	163	100	0	0

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

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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	142	85%	25	15%	0	0%	0	0%	21	13%	4	2%	25	15%
Female	69	60	87%	9	13%	0	0%	0	0%	9	13%	0	0%	9	13%
Male	98	82	84%	16	16%	0	0%	0	0%	12	12%	4	4%	16	16%
General Education Students	146	123	84%	23	16%	0	0%	0	0%	19	13%	4	3%	23	16%
Students with Disabilities	21	19	90%	2	10%	0	0%	0	0%	2	10%	0	0%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	36	29	81%	7	19%	0	0%	0	0%	7	19%	0	0%	7	19%
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	31	91%	3	9%	0	0%	0	0%	2	6%	1	3%	3	9%
White	90	76	84%	14	16%	0	0%	0	0%	12	13%	2	2%	14	16%
Multiracial	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	6	86%	1	14%	0	0%	0	0%	0	0%	1	14%	1	14%
Economically Disadvantaged	13	12	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	154	130	84%	24	16%	0	0%	0	0%	20	13%	4	3%	24	16%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	166	141	—	25	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	167	142	85%	25	15%	0	0%	0	0%	21	13%	4	2%	25	15%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	166	141	—	25	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	167	142	85%	25	15%	0	0%	0	0%	21	13%	4	2%	25	15%
Parent Not in Armed Forces	167	142	85%	25	15%	0	0%	0	0%	21	13%	4	2%	25	15%

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

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Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	148	138	93	10	7
Female	63	58	92	5	8
Male	85	80	94	5	6
General Education Students	133	123	92	10	8
Students with Disabilities	15	15	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	33	28	85	5	15
Black or African American	2	2	100	0	0
Hispanic or Latino	30	29	97	1	3
White	79	75	95	4	5
Multiracial	4	4	100	0	0
Economically Disadvantaged	10	10	100	0	0
Not Economically Disadvantaged	138	128	93	10	7
English Language Learner	1	1	100	0	0
Non-English Language Learner	147	137	93	10	7
Not in Foster Care	148	138	93	10	7
Homeless	1	1	100	0	0
Not Homeless	147	137	93	10	7
Not Migrant	148	138	93	10	7
Parent Not in Armed Forces	148	138	93	10	7

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	6	0	0%	6	100%	0	0%	0	0%	0	0%	4	67%	2	33%
Grade 1	7	0	0%	7	100%	0	0%	0	0%	2	29%	3	43%	2	29%
Grade 2	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	8	0	0%	8	100%	0	0%	0	0%	3	38%	3	38%	2	25%
Grade 4	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Grade 4 Math	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Grade 5 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Grade 6 Math	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	14	12	86%	2	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	14	12	86%	2	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	14	12	86%	2	14%	—	—	—	—	—	—	—	—	—	—

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	211	15	7%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	203	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	167	163	98%	0	0%	163	98%	0	0%	0	0%	4	2%	0	0%	0	0%
Female	69	67	97%	0	0%	67	97%	0	0%	0	0%	2	3%	0	0%	0	0%
Male	98	96	98%	0	0%	96	98%	0	0%	0	0%	2	2%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	146	146	100%	0	0%	146	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	21	17	81%	0	0%	17	81%	0	0%	0	0%	4	19%	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	36	35	97%	0	0%	35	97%	0	0%	0	0%	1	3%	0	0%	0	0%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	32	94%	0	0%	32	94%	0	0%	0	0%	2	6%	0	0%	0	0%
White	90	89	99%	0	0%	89	99%	0	0%	0	0%	1	1%	0	0%	0	0%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	11	85%	0	0%	11	85%	0	0%	0	0%	2	15%	0	0%	0	0%
Not Economically Disadvantaged	154	152	99%	0	0%	152	99%	0	0%	0	0%	2	1%	0	0%	0	0%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	166	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	167	163	98%	0	0%	163	98%	0	0%	0	0%	4	2%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	166	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	167	163	98%	0	0%	163	98%	0	0%	0	0%	4	2%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	167	163	98%	0	0%	163	98%	0	0%	0	0%	4	2%	0	0%	0	0%

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ARDSLEY UFSD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT

2,332

NEEDS RESOURCE CATEGORY

Low Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS

significantly more than
the average district in
the state

DISTRICT STUDENT NEEDS ARE

significantly less than
the state average

Student Demographics

Enrollment	ARDSLEY UFSD
All Students	2,332
Economically Disadvantaged	10%
Students with Disabilities	13%
English Language Learners	2%
» Race/Ethnicity	

Staffing Profile	ARDSLEY UFSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	6%
Teachers with 4-20 Years of Experience %	57%
Teachers with 21+ Years of Experience %	37%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$26,526.00	\$28,303.28	\$25,870.33

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

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

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

School Cost(A-D) Central Cost(E-H) Combined Cost(I)

Report View One Per Pupil Expenditure Categories	ARDSLEY UFSD
» A. Instruction (A1 + A2 + A3 + A4)	\$17,892.94
» B. Administration (B1 + B2 + B3)	\$889.71
» C. All Other Spending (C1 + C2 + C3)	\$1,652.93
D. Total School Level (A + B + C)	\$20,435.58
» E. Central Instruction (E1 + E2 + E3 + E4)	\$983.39
» F. Central Administration (F1 + F2 + F3)	\$1,344.49
» G. All Other Central Spending (G1 + G2 + G3)	\$3,762.99
H. Total Central Costs	\$6,090.87
I. Total Spending (D + H)	\$26,526.46

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

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

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

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

School Cost(Pre-J—K) Central Cost(Pre-L—M) Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	ARDSLEY UFSD
J. Total School Level Local/State Spending	\$19,953.06
» K. Total School Level Federal Spending	\$482.52
L. Total Central Level Local/State Spending	\$6,090.87
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$26,526.46

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

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

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

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

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

Combined Cost(Total Expenditures)

Excluded Expenditures	ARDSLEY UFSD
1. Transportation	\$2,893,718.76
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,645,031.81
4. Debt Service	\$4,474,288.30
5. Other	\$5,240,790.54
Percent Excluded from Total	19%

Excluded Expenditures	ARDSLEY UFSD
Total Expenditures	\$76,113,527.00

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