



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



2025-2026 BOE-ADOPTED BUDGET

Superintendent of Schools

Dr. Raymond Sanchez

Board of Education

President: Ms. Michelle DeFilippis

Vice President: Ms. Cecelia Gordon

Trustees: Ms. Krista Barron, Mr. Alex Fletcher

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



Public Schools of the Tarrytowns

A Message from the Public Schools of the Tarrytowns

Dear Community Members,

The Public Schools of the Tarrytowns' administrative team and Board of Education have been diligently working on the proposed school budget for the 2025-26 academic year. The annual budget vote will take place this year on **Tuesday, May 20, 2025**.

We are proud to delicately balance fiscal integrity with delivering high-quality services to our students and the broader Tarrytown community. We are pleased to share some of the planned improvements that will take effect beginning July 1.

Our proposed 2025-26 budget seeks to strengthen literacy support in elementary schools, improves transportation efficiency by adding bus drivers, and includes key safety and capital improvements—all while maintaining essential programs for students. We continue advancing student success through Social Emotional Learning (SEL) initiatives, class size, and new high school electives. As our district evolves, we are committed to providing every student—from PreK to graduation—with meaningful opportunities to grow as learners and community members.

Every school year brings a chance for growth and improvement. This past year, we discovered the importance of taking pride in our continuous work to enhance both our educational institutions and the community we serve.

As we continue to challenge ourselves daily to help our students reach their full potential, we eagerly anticipate the positive difference this will make for our students, their families, and our entire community. We thank you for your continued support and dedication to our district.

Sincerely,

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

Propositions for the Annual Meeting

Proposition 1

Shall the Board of Education of the Union Free School District of the Tarrytowns be authorized to expend the sums set forth in the 2025-2026 annual budget in the amount of \$101,350,265 and to levy the necessary tax thereof?

Yes

☐

No

☐

EXECUTIVE SUMMARY

Budget Development

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

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

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

In terms of process: A draft budget proposal is initially presented to the school board in January. The Board of Education and district administrators, with input from the community, revises the proposal over the next two to three months to ensure it meets the resource needs of our students while remaining fiscally responsible. A final budget proposal was adopted by the Board of Education on April 22, 2025, and eligible voters in the district can vote on the budget on May 20, 2025.

Budget Highlights

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

Budget-to-Budget

The 2025-2026 proposed budget is \$101,350,265, which is an increase of 3.82% or \$3,728,423. The tax levy increase is 4.18%. This tax levy is associated with a projected **decrease** in the tax rate in the Town of Greenburgh of 5.34%, and a projected increase in the tax rate in the Town of Mt. Pleasant of 7.03%. Importantly, the proposed budget also complies with the New York State tax levy cap.

KEY DATES & INFORMATION

VOTER REGISTRATION

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

Monday through Friday – 8:00 AM to 4:00 PM through May 15, 2025 at the District Clerk's office, Administration Building, 200 North Broadway, Sleepy Hollow, NY

EVENING REGISTRATION

Tuesday, May 13, 2025 from 4:00 PM to 8:00 PM
Board Room, Administration Building,
200 North Broadway, Sleepy Hollow, NY

DISCUSSION OF BUDGET AND BOARD ADOPTION

Tuesday, April 22, 2025 at 7:00 PM
Board Room, Administration Building,
200 North Broadway, Sleepy Hollow, NY

BUDGET HEARING

Thursday, May 8, 2025 at 7:00 PM
Board Room, Administration Building
200 North Broadway, Sleepy Hollow, NY

BUDGET VOTE AND ANNUAL ELECTION

Tuesday, May 20, 2025 from 7:00 AM to 9:00 PM

Winfield L. Morse School:

Cafeteria, 30 Pocantico Street, Sleepy Hollow, NY

Washington Irving School:

Auditorium, 103 South Broadway, Tarrytown, NY

ABSENTEE VOTING

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

TYPICAL BUDGET DEVELOPMENT PROCESS OVERVIEW

October/November	Budget guidelines and packets distributed to the leadership team to begin budget development.
December	Business Office begins development of budget documents and collects budget workbooks from leadership team.
January	Superintendent of Schools and Cabinet hold budget review sessions and staffing/master schedule meetings with building and department leadership. Board of Education and community review budget overview and assumptions.
February	Ongoing budget development with district leadership and submission of the Property Tax Cap calculation to the Office of the New York State Comptroller.
March	Superintendent of Schools completes budget review. Budget projections are distributed to the Board of Education and community budget development work sessions are scheduled for additional input. Legal notices are published in the district's official newspaper.
April	Board of Education finalizes and adopts the Budget. School district submits the New York State Property Tax Report Card information and other required supplemental reports. The district prepares the final budget document for public distribution.
May	The District holds a public hearing on the Adopted Budget (this year, May 8, 2025). The annual budget vote including election of Board trustees and other propositions to be held on May 20, 2025.

FREQUENTLY ASKED QUESTIONS

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

The tax levy cap calculation is a New York State *prescribed formula* used to determine maximum allowable levy. And, yes, the District's levy is below the state-mandated tax cap. While Tarrytown's specific calculation corresponds to a 5.31% increase, the proposed tax levy increase for the 2025-26 budget is 4.18%.

What is included in the annual budget?

The annual budget covers every part of providing a comprehensive educational experience in an atmosphere that protects and nurtures the physical and social/emotional well-being of each student. Among the line items included: instructional initiatives, technology needs, counseling services, faculty and staff salaries, facilities improvements, retirement system costs, health insurance premiums, special education costs, debt service, student transportation, infrastructure, and utility costs. This year, we also budgeted for an electrical upgrade capital project at the bus garage. Finally, our budget plan anticipates taking advantage of over \$2,000,000 in grant money to purchase up to 5 electric buses.

Why do tax rates differ by town?

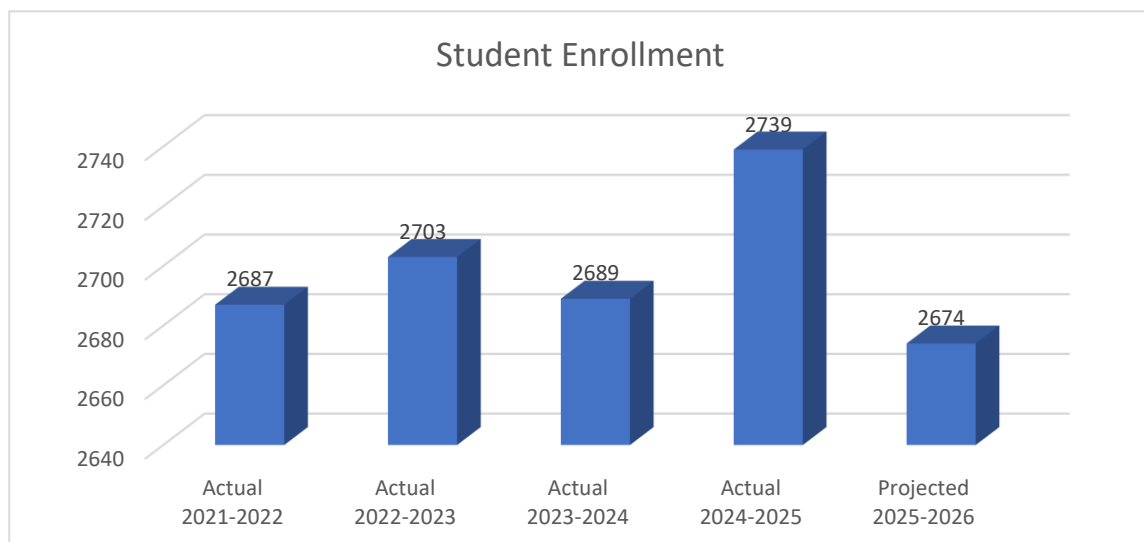
Each town has different practices for assessing property values and some have higher assessed values than others. Sleepy Hollow residents, because Mt. Pleasant properties' assessed value continues to decrease proportionally to its actual market value, will pay an estimated tax rate of \$1743.77 per \$1,000 of assessed valuation. Tarrytown residents who live in the Town of Greenburgh will pay an estimated \$18.66 per \$1,000 of assessed valuation. The difference in tax rates can be attributed to the fact that the Town of Greenburgh assesses its properties at full value.

What happens if the budget is defeated?

If the budget is defeated, the Board of Education may adopt a budget with a tax levy no greater than what was levied the previous year. The Board would have the choice to put up the same budget or revise it, and a second vote would take place. If a contingency budget were necessary, it would require a \$0 tax levy increase and would reduce the proposed budget by \$2,920,746. A contingency budget would result in the reduction and/or elimination of materials, equipment, personnel, services, and programs, and would require class sizes to be increased.

Public Schools of the Tarrytowns Enrollment Data

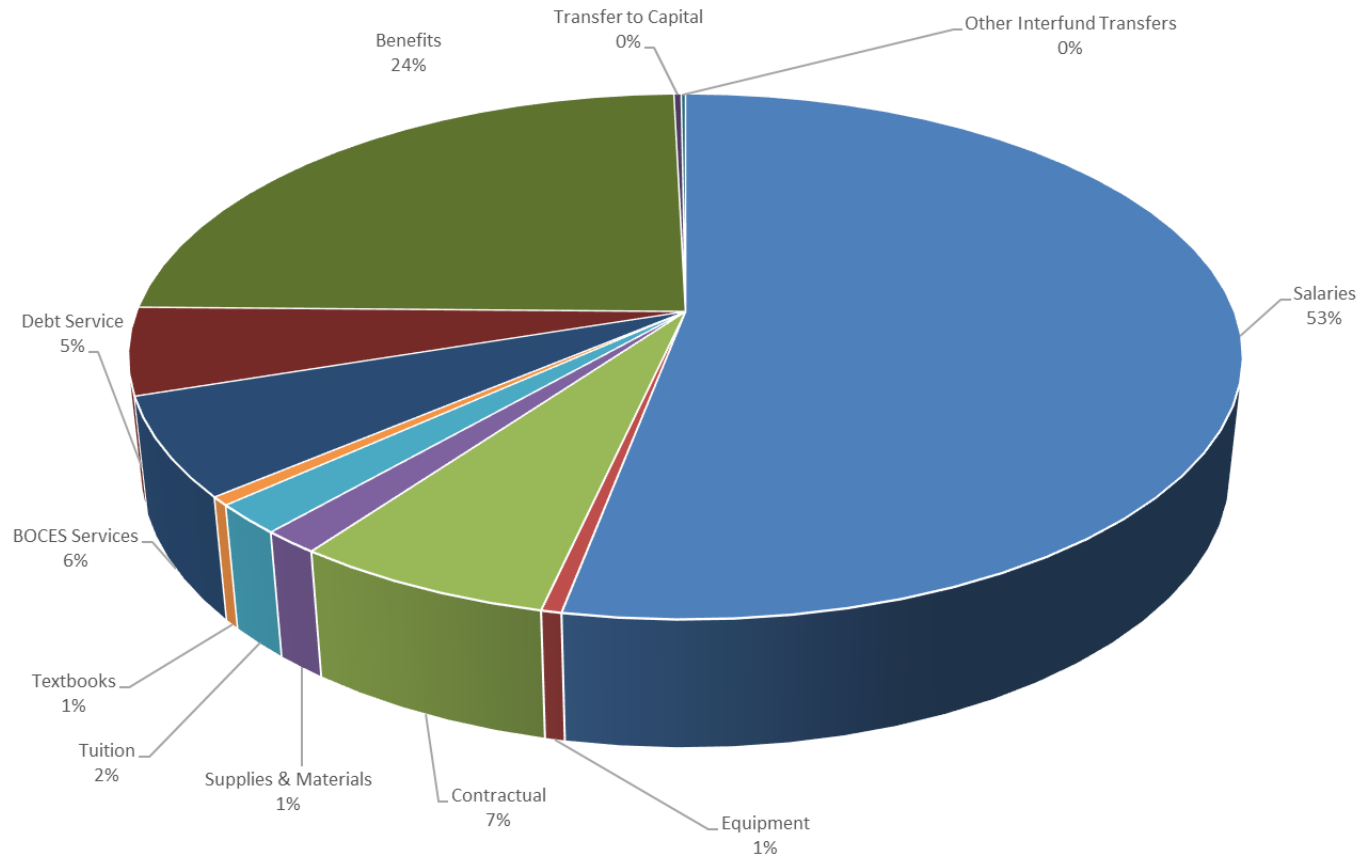
Grade/School Placement	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Projected 2025-2026
Pre-K	108	108	108	144	126
K	221	195	204	158	165
John Paulding	329	303	312	302	291
1	172	234	190	213	158
2	192	184	234	190	213
WL Morse/Tappan Hill	364	418	424	403	371
3	186	183	183	226	190
4	199	189	181	187	226
5	180	201	186	179	187
Washington Irving	565	573	550	592	603
6	195	178	213	193	179
7	188	198	179	223	193
8	185	195	197	182	223
Middle School	568	571	589	598	595
9	216	186	199	204	182
10	178	222	191	202	204
11	214	179	216	192	202
12	212	216	179	212	192
High School	820	803	785	810	780
Ungraded Elementary	19	15	10	10	10
Ungraded Secondary	22	20	19	24	24
Total Enrollment	2687	2703	2689	2739	2674



2024-2025 GENERAL FUND SUMMARY

Proposed Budget \$101,350,265

Proposed Expenditures 2025-26



Expense Category	2024-2025	2025-2026	Delta	
	Adopted	Proposed	\$	%
Salaries	52,463,300	53,724,430	1,261,130	2.40%
Equipment	583,689	514,260	-69,429	-11.89%
Contractual	5,640,180	6,552,214	912,034	16.17%
Supplies & Materials	1,657,913	1,460,597	-197,316	-11.90%
Tuition	1,658,000	1,879,000	221,000	13.33%
Textbooks	299,223	534,813	235,590	78.73%
BOCES Services	5,650,166	6,155,825	505,659	8.95%
Debt Service	5,437,370	5,433,839	-3,531	-0.06%
Benefits	23,082,001	24,661,287	1,579,286	6.84%
Transfer to Capital	1,000,000	284,000	-716,000	-71.60%
Interfund Transfers	150,000	150,000	0	0.00%
TOTAL GENERAL FUND	97,621,842	101,350,265	3,728,423	3.82%

Three-Part Component Budget

Administrative Component (10.01%)

\$ 10,147,437

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

Program Component (76.36%)

\$ 77,389,371

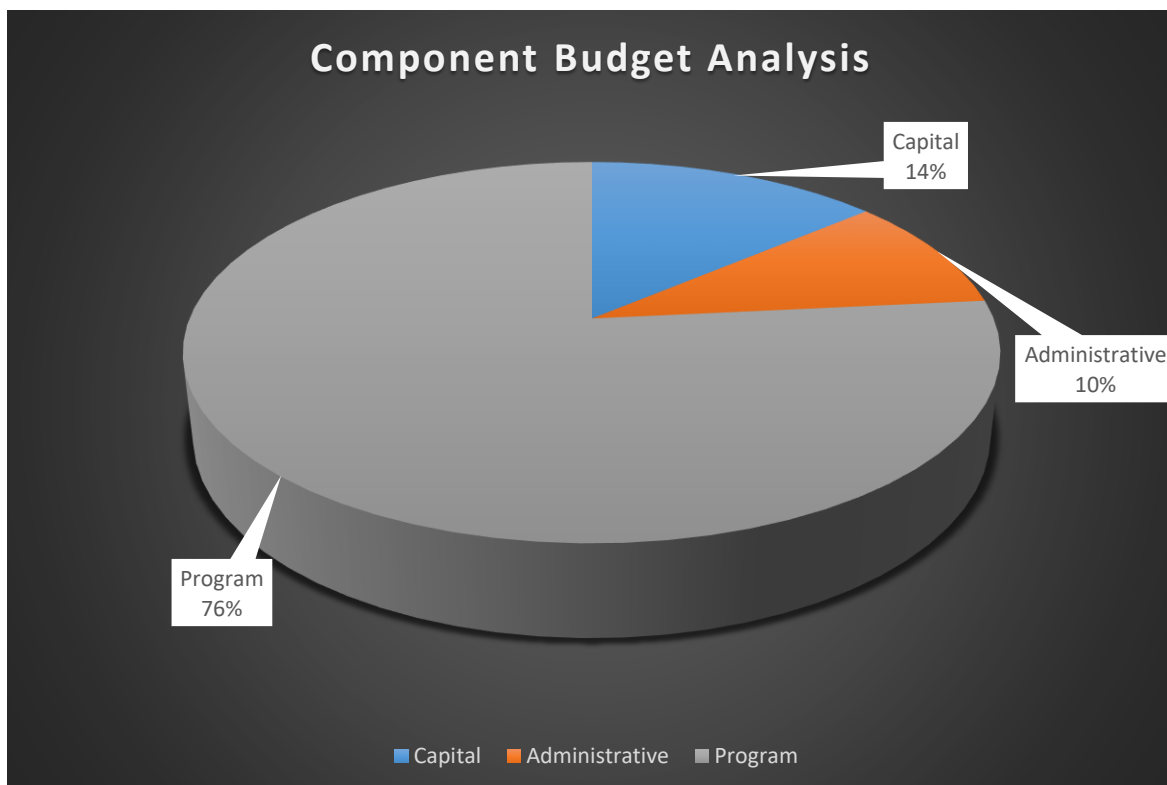
Includes, but not limited to, Kindergarten through 12th grade classroom instruction, learning and development of life-long skills through teaching and interaction in reading, writing, mathematics, social studies, science, art, music physical education and other areas; classroom equipment, materials and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

Capital Component (13.63%)

\$ 13,813,457

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

Total Expenditures \$ 97,621,842



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'State Category (3-Part Budget) Report'

Fiscal Year: 2026

State Function	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change
Administration				
1010	Board Of Education	82,000.00	79,000.00	3,000.00
1040	District Clerk	17,197.00	16,536.00	661.00
1060	District Meeting	16,000.00	15,450.00	550.00
1240	Chief School Administrator	466,032.00	465,246.00	786.00
1310	Business Administration	730,267.00	697,216.00	33,051.00
1320	Auditing	60,000.00	54,500.00	5,500.00
1325	Treasurer	154,842.00	140,256.00	14,586.00
1345	Purchasing	2,500.00	-	2,500.00
1420	Legal	120,500.00	117,500.00	3,000.00
1430	Personnel	564,176.00	497,173.00	67,003.00
1460	Records Management Officer	16,000.00	23,000.00	-7,000.00
1480	Public Information and Services	133,000.00	133,000.00	-
1670	Central Printing & Mailing	54,700.00	50,100.00	4,600.00
1680	Central Data Processing	952,000.00	986,000.00	-34,000.00
1910	Unallocated Insurance	446,435.00	433,126.00	13,309.00
1950	Assessments on School Property	77,000.00	77,000.00	-
1981	BOCES Administrative Costs	401,000.00	477,000.00	-76,000.00
1983	BOCES Capital Expenses	82,000.00	-	82,000.00
1989	Unclassified	10,000.00	-	10,000.00
2010	Curriculum Devel and Suprvsn	727,377.00	684,413.00	42,964.00
2020	Supervision-Regular School	2,715,467.00	2,647,976.00	67,491.00
2060	Research, Planning & Evaluation	41,563.00	64,000.00	-22,437.00
9000	Employee Benefits	2,229,257.00	1,987,510.00	241,747.00
9089	Other (specify)	48,124.00	36,762.00	11,362.00
Total Administration		10,147,437.00	9,682,764.00	464,673.00
Capital				
1620	Operation of Plant	4,928,080.00	4,013,834.00	914,246.00
1621	Maintenance of Plant	847,887.00	881,682.00	-33,795.00
1622	Security of Plant	602,705.00	478,964.00	123,741.00
1930	Judgments and Claims	-	-	-
1964	Refund on Real Property Taxes	-	-	-
1989	Unclassified	-	-	-
5510	District Transportation Services	345,000.00	345,000.00	-
9000	Employee Benefits	1,342,955.00	1,174,125.00	168,830.00
9089	Other (specify)	28,991.00	21,718.00	7,273.00
9711	Serial Bonds-School Construction	5,433,839.00	5,437,370.00	-3,531.00
9730	Bond Antic Notes-Other (specify)	-	-	-
9760	Tax Anticipation Notes	-	-	-
9785	Install Purch Debt-State Aided Hardware	-	-	-
9787	Installment Purch Debt-Bus Purchases	-	-	-
9788	Leases	-	-	-
9901	Transfer to Debt Service Fund	-	-	-
9950	Transfer to Capital Fund	284,000.00	1,000,000.00	-716,000.00
Total Capital		13,813,457.00	13,352,693.00	460,764.00
Program				
1420	Legal	120,500.00	117,500.00	3,000.00
2070	Inservice Training-Instruction	263,776.00	262,726.00	1,050.00
2110	Teaching-Regular School	32,289,403.00	31,931,764.00	357,639.00
2250	Prg For Sdnts w/Disabil-Med Elgble	9,779,277.00	9,280,999.00	498,278.00
2259	Prg for English Language Learners	305,928.00	275,803.00	30,125.00
2280	Occupational Education(Grades 9-12)	765,912.00	733,654.00	32,258.00
2330	Teaching-Special Schools	225,000.00	150,000.00	75,000.00
2610	School Library & AV	348,799.00	349,149.00	-350.00
2620	Educational Television	-	-	-
2630	Computer Assisted Instruction	2,375,497.00	2,231,634.00	143,863.00
2805	Attendance-Regular School	7,000.00	-	7,000.00
2810	Guidance-Regular School	1,497,374.00	1,429,559.00	67,815.00
2815	Health Svcs-Regular School	820,907.00	798,765.00	22,142.00
2820	Psychological Svcs-Reg Schl	692,847.00	696,358.00	-3,511.00
2825	Social Work Svcs-Regular School	674,522.00	670,498.00	4,024.00
2830	Pupil Personnel Svcs-Special Schools	469,474.00	445,560.00	23,914.00
2850	Co-Curricular Activ-Reg Schl	410,500.00	418,000.00	-7,500.00

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'State Category (3-Part Budget) Report'

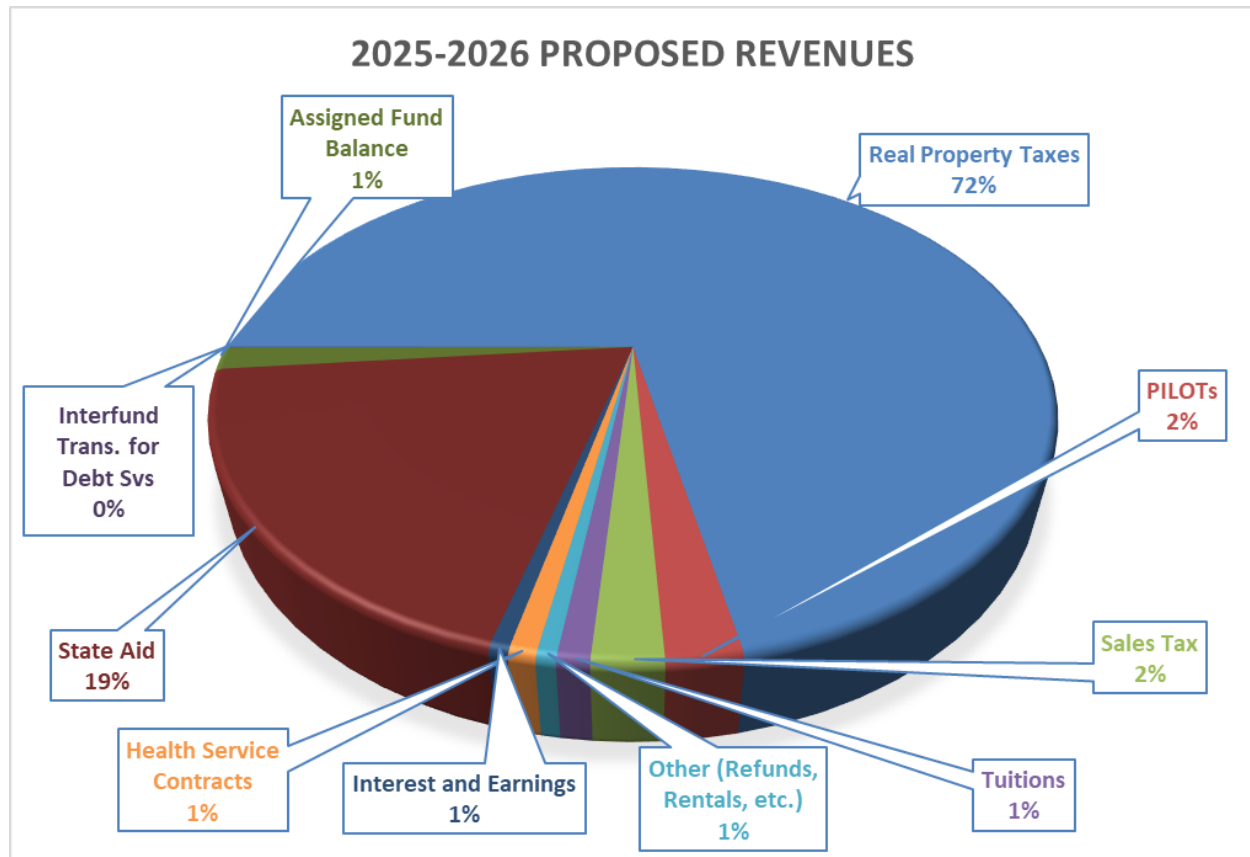
Fiscal Year: 2026

State Function	Description	2025-2026	2024-2025	Dollar Change
		Proposed Budget	Adopted Budget	
2855	Interscholastic Athletics-Reg Schl	1,364,067.00	1,302,311.00	61,756.00
5510	District Transport Svcs-Med Elgble	3,065,586.00	2,816,575.00	249,011.00
5530	Garage Building	321,042.00	333,644.00	-12,602.00
5540	Contract Transportation-Med Elgble	10,000.00	10,000.00	-
9000	Employee Benefits	20,979,075.00	19,815,366.00	1,163,709.00
9089	Other (specify)	452,885.00	366,520.00	86,365.00
9901	Transfer to School Food Service Fund	-	-	-
9901	Transfer to School Store Fund	-	-	-
9901	Transfer to Special Aid Fund	150,000.00	150,000.00	-
Total Program		77,389,371.00	74,586,385.00	2,802,986.00
Report Totals		101,350,265.00	97,621,842.00	3,728,423.00

Budget Component Summary

	2025-2026	%	2024-2025	%
	Proposed Budget	of Budget	Adopted Budget	of Budget
Administration	10,147,437.00	10.01	9,682,764.00	9.92
Capital	13,813,457.00	13.63	13,352,693.00	13.68
Program	77,389,371.00	76.36	74,586,385.00	76.40
	101,350,265.00	100.00	97,621,842.00	100.00

ESTIMATED REVENUES FOR THE 2025-2026 BOE-ADOPTED BUDGET



Revenue Source	2024-2025	2025-2026	Delta	
	Adopted	Proposed	\$	%
Real Property Taxes	69,840,775	72,761,521	2,920,746	4.18%
PILOTs	2,200,000	2,316,000	116,000	5.27%
Sales Tax	2,070,000	2,173,000	103,000	4.98%
Tuitions	927,000	993,540	66,540	7.18%
Other (Refunds, Rentals, etc.)	633,000	607,500	-25,500	-4.03%
Health Service Contracts	860,000	830,525	-29,475	-3.43%
Interest and Earnings	595,000	595,000	0	0.00%
State Aid	18,971,067	19,548,179	577,112	3.04%
Interfund Trans. for Debt Svs	25,000	25,000	0	N/A
Assigned Fund Balance to offset levy	1,500,000	1,500,000	0	0.00%
General Fund Total	97,621,842	101,350,265	3,728,423	3.82%

Explanation of Budgetary Line Items

1010 Board of Education

Expenses which are specifically related to the operation of the Board of Education appear in this section of the budget. The Board of Education is empowered under law to provide for the education of the children of the District, establish policy, prepare and propose a budget, levy taxes, and meet all of the requirements under State law.

District Clerk

1040 The expenses for the District Clerk, as an officer of the Board of Education are recorded in this section of the budget. It is the duty of the District Clerk to act as clerk of any District meeting or election held in the District and to attend all meetings of the voters of the District. The District Clerk is responsible for attending all public meetings of the Board of Education, keeping minutes of the proceedings of such meetings, handling all correspondence, and conducting the business of the Board of Education at all other times. The District Clerk also acts as a Records Access Officer (including Freedom of Information requests), maintains the District Policy Manual, and is the recipient of legal documents.

District Meeting

1060 State Education Law mandates that voters of a school District have the opportunity to vote on special issues. Funds are budgeted here for Chairpersons, Clerks and Inspectors, and other expenses needed to hold the Annual District Election/Budget Vote.

Chief School Administrator

1240 The Superintendent of Schools is the Executive Officer of the Board of Education and the Chief Administrator of the School System. The Superintendent is responsible for implementing all School Board Policies and for directing the operation of the District. Chief School Administration involves the exercise of his leadership in order to serve as Chief Executive Officer of the School District, work with the Board of Education to set annual priorities that are aligned with the District Mission Statement, provide the Board of Education with information that will enable the Board to make informed decisions regarding instructional programs, personnel and physical plant, support the instructional programs, and advance improvements aimed toward excellence in education. There is also the charge to support instructional leadership, particularly at the building level.

Business Administration

1310 Funds for the administration of the financial and business operations of the District are budgeted in this section. Salaries and expenditures for the business office of the school District are reflected in the General Fund, as well as in the School Lunch Fund. Included here are such activities as billing, accounting, budgeting, accounts payable, and payroll. Also included are the costs of general supplies and materials, 403(b) and 457 compliance services, fiscal advisor, memberships, attendance at professional workshops, actuarial services for GASB #45 Actuarial Valuation for Post Employment Benefits, and State Aid Planning services.

Auditing

1320 All expenditures incurred for the internal and independent auditing services are recorded here. Expenses include all payments for professional accounting and auditing services. The New York State Education law requires that the school District accounts be audited annually by an independent auditor. The Board appoints the independent auditor annually as well as the Internal Claims Auditor annually.

Treasurer

1325 The salary paid to the District Treasurer and the Deputy Treasurer is recorded here. The Board of Education appoints a Treasurer who is the official custodian of all school District funds and prepares all financial reports.

Explanation of Budgetary Line Items

1420 Legal

Expenses which are specifically related to all legal matters of the Board of Education are recorded here. This item includes payment for professional services of legal counsel employed by the Board of Education to advise and review the District's affairs. Legal fees also include services provided for negotiations with the District's bargaining units, fees to bond counsel, and matters of litigation.

1430 Personnel

The Office of Human Resources coordinates all District-wide hiring, teacher and staff required trainings, notifications of paid time off accumulations, and maintenance of personnel records. This function code provides for the personnel department and clerical staff, together with costs for recruiting and orienting staff members and maintaining personnel records.

1460 Records Management Officer

Expenses incurred for the maintenance and retention of Archival Records. The District maintains student and personnel records in accordance with New York State Records Retention and Disposition schedules and Board policies. Hourly salary expenses are needed for purging obsolete student records. The District contracts with Orange/Ulster BOCES, who specializes in records retention to assist in the development of an effective records retention program.

1480 Public Information and Services

This code includes costs relating to the preparation and dissemination of information to the community and staff. This is done through newsletters, notices, press releases, informational brochures and special publications. Also included here are the costs of the District's public notices.

1620 Operation of Plant

Charged here are costs associated with keeping the physical plant open and ready for use. Also recorded in this area are costs for utilities and equipment required to maintain operations of all buildings. This function records the cost of supervision, clerical support, custodians, and the cost of running and cleaning the buildings. The facilities office is also responsible for coordination and billing of building use by outside and internal organizations.

1621 Maintenance of Plant

This function records the cost of skilled maintenance workers such as carpenters, electricians, and plumbers, and includes the cost of repairing and maintaining the facilities. Costs included are District-wide projects for each building that are performed during the year, maintenance contracts on the equipment in the buildings such as HVAC system, professional architect/engineer services, exterminating services, etc. Also coded here are BOCES services to assist the District with compliance of regulations dealing with toxic substances, asbestos, environmental testing, state emergency building plans, and a safe environment related to the "Right To Know" Laws.

1670 Central Printing and Mailing

Included here are the expenditures of operating a central printing and mailing. The cost of postage, lease of mail machine, and maintenance of equipment, are recorded here.

1680 Central Data Processing

All costs of the central processing unit which acts as a service unit for several functions are charged here. Support is provided for existing administrative systems including K-12 Alerts, Data Warehousing, Infinite Campus, and the District Website.

Explanation of Budgetary Line Items

1910-1983 Special Items

This section of the budget includes unallocated insurance, school association dues, assessments on school property, BOCES expenses, and refund of real property taxes. Southern Westchester BOCES administrative charges are set by BOCES administration and voted on by component districts. To protect the assets of the District and to guard against liability actions, the Board of Education maintains a comprehensive insurance program, including policies that protects against liability, fire theft and fraud. The District is a member of the New York Schools Insurance Reciprocal (NYSIR).

2010 Curriculum Development and Supervision

The Curriculum office provides professional staff coordination on curriculum improvement-related projects. They plan and administer programs of professional development and in-service education; secure and distribute instructional resources; and work with administrators and teachers to organize and coordinate District curricular and instructional efforts.

2020 Supervision - Regular School

Budgeted here are the salaries and expenses of building principals, assistant principals, clerical support, and supervisors of the instructional program within a school building, subject area or grade level.

2070 In-service Training - Instruction

Recorded here are the expenditures of activities that increase the professional competence of instructional personnel.

2110 Teaching - Regular School

The costs of teaching regular school are recorded here and include salaries of teachers, teaching assistants, instructional supplies, equipment and textbooks.

2250 Program for Students with Disabilities School Age

All expenditures for teaching students with disabilities and for the Committee on Special Education are included in this budget area. Students with disabilities are provided services to address their individual needs to facilitate achievement of competencies required to meet NY State Standards. Programs are developed to accommodate the educational needs of the students currently in District programs, those returning from out-of-District placement.

2280 Occupational Education

Vocational training such as nursing, auto mechanics, landscaping, culinary arts, etc., provided through Southern Westchester BOCES is budgeted here. The tuition amounts are set by BOCES administration.

2330 Teaching - Special Schools

The costs of teaching summer school and other summer programs are recorded here and include salaries of teachers, instructional supplies, equipment and textbooks. Students have the opportunity to recover credits required for graduation and to receive instruction in preparation for August Regents examinations.

2610 School Library and Audiovisual

Included in this section of the budget are funds for operating the school libraries including library teachers, equipment, library books, materials and supplies. The media centers provide resources to enhance and enrich the curriculum and instruction throughout our schools.

Explanation of Budgetary Line Items

2630 Computer Assisted Instruction

Included here are expenditures for the maintenance and support of computer equipment and services to support instructional programs.

2810 Guidance Regular School

Salaries and expenditures for the provision of guidance services to students are recorded here. School Counseling services begin at the middle school and continue through high school. Students receive counseling on both academic and social/emotional issues. School counselors work with students both individually and in groups.

2815 Health Services Regular School

Salaries and expenditures for the provision of health services to students in our six schools, students attending non-public schools located in our District, and for services provided to Tarrytown resident students attending non-public schools out of the District are recorded in this budget area. Salaries include registered nurses, licensed practical nurses, the chief medical officer, and health aides.

2820 Psychological Services Regular School

Budgeted here are the expenses incurred for psychological services rendered by certified school psychologists. They identify student learning and socialization difficulties, collaborate with teachers in identifying effective instructional and behavioral interventions, and assist parents in supporting the efforts of their children.

2825 Social Work Services Regular School

Recorded here are expenditures for personnel who provide social services to students. The school social worker establishes positive relationships with families as means of facilitating social and academic continuity for students.

2830 Pupil Personnel Services Special Schools

Pupil Personnel Services are legally required services that enable students to benefit from the instructional program, such as, nursing, guidance, psychology, social work and special education. Pupil services staff serve all children in the district, including general education students, students with disabilities, pupils at risk and students who are gifted. The office of the Assistant Superintendent for PPS is included in this area including clerical staff.

2850 Co-Curricular Activities Regular School

District expenditures for school-related activities are recorded here. Included are yearbook, school newspaper, plays, and various other clubs and activities. The majority of the expenses in this area are the stipends for faculty sponsors to supervise students activities.

2855 Interscholastic Athletics Regular School

This section of the budget provides funds for conducting a comprehensive interscholastic athletic program for both boys and girls as part of the educational program of the District. The athletics department supplements the work of the physical education program and the intramural program.

Explanation of Budgetary Line Items

5510 District Transportation Services

Recorded here are expenses related to the supervision and scheduling of student transportation services. The Transportation Supervisor is responsible for overseeing District operations to assure that all of our students receive the safest possible transportation, offering a readily accessible means for transportation problems to be resolved, and ensuring compliance with NYSED, DMV, and DOT regulations.

5530 Garage Building

This section of the budget provides funds for the bus mechanic salaries, BOCES contract transportation expenses, and rental of bus repair garage on Division Street.

5540 Contract Transportation

This section of the budget provides funds for contract transportation expenses for students traveling out of District.

9010-9089 Employee Benefits

All expenditures in this section of the budget are either mandated by law (teaching and non-teaching retirement, social security, worker's compensation), or are in negotiated contracts (health, dental, vision, etc.).

9711 Serial Bonds Principal - School Construction

This item represents the payments due on Serial Bonds issued by the District.

9785 Installment Purchase Debt Principal

Payments due on an Energy Performance Contract are recorded here, as authorized by New York State Education Department.

9950 Transfer to Capital Funds

Transfers to Capital Fund: Every five years, the District is mandated to have a Building Condition Survey (BCS) performed by a licensed architect or engineer. Transfer to capital is used to assist the District with necessary repairs and maintenance of our facilities that are identified by the BCS.

9951 Interfund Transfers

The District is mandated to provide a Summer Handicapped program for students with disabilities under Section 4408 of Education Law. The program is supported 80% through State Aid and 20% by the District. Also included here are transfers to the Capital Fund for the purposes of submitting a capital building project to the State Education Department for approval.



Projected School Tax Rates for 25-26

Estimated Effect of Tax Levy (as of 3/6/25)

Town	Taxable Assessed Value	Equalization Rate	True Value	% Levy	2025-26 School Levy	2025-26 Tax Rate per \$1,000	2024-25 Tax Rate per \$1,000	\$ Amount Increase	% Tax Rate Increase
Greenburgh	\$ 2,206,065,015	100%	2,206,065,015	56.57%	\$41,161,567.98	18.66	19.71	-1.05	-5.34%
Mt. Pleasant	\$ 18,121,603	1.07%	1,693,607,757	43.43%	\$31,599,953.02	1743.77	1629.31	114.46	7.03%
Total	2,224,186,618		3,899,672,772	100.0%	\$72,761,521.00	(Assumes a 4.18% tax levy increase)			

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

COMPARING TAX RATES IN GREENBURGH AND MT. PLEASANT

Example from 2024-2025 Taxes

Value of a property in Greenburgh

<u>True Property Value</u>	<u>Equalization Rate</u>	<u>Taxable Assessed Value</u>	<u>Tax Rate/\$1000</u>	<u>Taxes Paid</u>
\$1,000,000	100%	\$1,000,000	19.3281	\$19,328

Value of a property in Mt. Pleasant

<u>True Property Value</u>	<u>Equalization Rate</u>	<u>Taxable Assessed Value</u>	<u>Tax Rate</u>	<u>Taxes Paid</u>
\$1,000,000	1.13%	\$11,300	1710.811997	\$19,332

[What is an equalization rate?](#)

$$\frac{\text{Total assessed value (AV)}}{\text{Total market value (MV)}} = \text{Equalization rate}$$

State & Federal Grant Allocations		
Grant	Description	2024-25
Title I A&D	Improving Academic Achievement of the Disadvantaged	473,586
Title IIA	Preparing Training and Recruiting High Quality Teachers and Principals	65,787
Title IIIA	Immigrant Education	62,703
Title IIIA	Language Instruction for English Learners	89,962
Title IV	Student Support and Academic Enrichment	55,035
	Total Title Grants	\$ 747,073
IDEA Part B	Section 611 (Disabled Students - School Aged)	800,965
IDEA Part B	Section 619 (Disabled Students - Pre-School)	26,566
IDEA Part B	Section 611 ARP (Disabled Students - School Aged)	-
IDEA Part B	Section 619 ARP (Disabled Students - Pre-School)	-
	Total IDEA Grants	\$ 827,531
CN Equipment	Cafeteria Equipment Grant	-
ARP ESSER 3	American Rescue Plan Funds	
ARP HOMELESS II	American Rescue Plan Funds-Homeless Children and Youth	
CRSSA ESSER 2	Coronavirus Response and Relief Supplemental Appropriations: Elementary and Secondary School Emergency Relief	-
CRSSA GEER 2	Coronavirus Response and Relief Supplemental Appropriations: Governor's Emergency Education Relief	-
	Total Federal Grants	\$ -
Universal Pre-K	Preschool Program	903,635
	Total UPK Grant	\$ 903,635
Local Gov't Records	Records Management Grant	68,515
	Total Records Management Grant	\$ 68,515
	Total Grant Funds	\$ 2,546,754



Public Schools of the Tarrytowns

Tax Levy Limit Calculation			
	Tax Levy 2024-2025		69,840,775
Multiply:	Tax Base Growth Factor	x	1.0303
	Adjusted Tax Levy Subtotal	=	71,956,950
Add:	PILOTS - 2024-2025	+	2,200,000
	Adjusted Tax Levy Subtotal Plus PILOTS	=	74,156,950
	Previous Year Allowable Exclusions	-	4,956,451
	Adjusted 2024-2025 Current Year Tax Levy	=	69,200,499
Multiply:	Allowable Levy Growth Factor (CPI or 2%)	x	1.02
	Adjusted Tax Levy Subtotal	=	70,584,509
Subtract:	Projected PILOTS for 2025-2026	-	2,354,000
	Tax Levy Limit: Before Exclusions	=	68,230,509
Add:	2025-26 Allowable Exclusions	+	5,316,552
Equals:	2025-26 Maximum Allowable Levy (5.31%)	=	73,547,061

2025-26 School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2024-25 School Year	Budget Proposed for the 2025-26 School Year	Contingency Budget for the 2025-26 School Year *	
Total Budgeted Amount, Not Including Separate Propositions	\$ 97,621,842	\$101,350,265	\$98,429,519	
Increase/Decrease for the 2025-26 School Year		\$3,728,423	\$807,677	
Percentage Increase/Decrease in Proposed Budget		3.82%	.83%	
Change in the Consumer Price Index		2.95%		
A. Proposed Levy to Support the Total Budgeted Amount	\$69,840,775	\$72,761,521		
B. Levy to Support Library Debt, if Applicable	N/A	N/A		
C. Levy for Non-Excludable Propositions, if Applicable **	N/A	N/A		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	N/A	N/A		
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$69,840,775	\$72,761,521		\$69,840,775
F. Total Permissible Exclusions	\$4,964,705	\$5,316,552		
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$66,409,865	\$68,230,509		
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$64,876,070	\$67,444,969		
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$1,533,795	\$785,540		
Administrative Component	\$9,682,764	\$10,147,437	\$9,761,623	
Program Component	\$74,586,385	\$77,389,371	\$75,195,939	
Capital Component	\$13,352,693	\$13,813,457	\$13,471,957	
Should the proposed budget be defeated pursuant to Section 2023 of the Education Law: Under the contingent budget guidelines, the District is not permitted to raise any levied funds above the current school year's levy. A contingency budget would result in the reduction and/or elimination of materials, services, programs, athletics and faculty, of a value of approximately \$2,920,746 and would require programs to be reduced and class sizes to be increased.				
** List Separate Propositions that are not included in the Total Budgeted Amount				
Description			Amount	
None			\$0	

Included within this budget is the proposed purchase of a combination of one 30-passenger van and 5 electric buses OR one large bus and two 19-passenger vans. What will ultimately be purchased will be based on the continued availability of grants that have previously been awarded, as well as the District's infrastructure readiness to charge additional buses. Also included in this budget is an interfund transfer capital fund of \$284,000 for the purpose of completing electrical upgrades to the bus garage. This budget also includes the continuation of multi-year leases for copiers, musical instruments, and a repair garage bay.

Under the Budget Proposed
for the 2025-26 School Year

Estimated Basic STAR Exemption Savings¹

\$1,591

The annual budget vote for the fiscal year 2025-26 by the qualified voters of the USFD of the Tarrytowns, Westchester County, New York, will be held at the Winfield L. Morse and Washington Irving Schools in said district on Tuesday, May 20, 2025 between the hours of 7:00 AM and 9:00 PM, prevailing time in the Winfield L. Morse and Washington Irving Schools, at which time the polls will be opened to vote by voting ballot or machine.

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

2025-26 Property Tax Report Card

000000 - DISTRICT NAME

Contact Person:	Brian Fried	Budgeted 2024-25 (A)	Proposed Budget 2025-26 (B)
Telephone Number:	914.631.9401		
Total Budgeted Amount, not Including Separate Propositions	97,621,842		101,350,265
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	69,840,775		72,761,521
B. Tax Levy to Support Library Debt, if Applicable	N/A		N/A
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	N/A		N/A
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	N/A		N/A
E. Total Proposed School Year Tax Levy (A + B + C - D)	69,840,775		72,761,521
F. Permissible Exclusions to the School Tax Levy Limit	4,964,705		5,316,552
G. School Tax Levy Limit , <u>Excluding</u> Levy for Permissible Exclusions ³	66,409,865		68,230,509
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	64,876,070		67,444,969
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	1,533,795		785,540
Public School Enrollment	2,636		2,609
Consumer Price Index			2.95%

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 2025-26, include any carryover from 2024-25 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2024-25 (D)	Estimated 2025-26 (E)
Adjusted Restricted Fund Balance	10,764,715	8,500,000
Assigned Appropriated Fund Balance	1,525,000	1,500,000
Adjusted Unrestricted Fund Balance	3,904,874	4,054,011
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 *	3/31/25 Actual Balance	6/30/25 Estimated Ending Balance	Intended Use of the Reserve in the 2025-26 School Year
Capital	Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	3,932,702	3,536,344	To pay for soft costs of capital project prior to bonding.
Repair	N/A	To pay the cost of repairs to capital improvements or equipment.	N/A	N/A	N/A
Workers' Compensation	Workers' Comp Reserve	To pay for Workers Compensation and benefits.	561,292	566,905	None at this time.
Unemployment Insurance	Unemployment Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	94,125	95,066	None at this time.
Reserve for Tax Reduction	N/A	For the gradual use of the proceeds of the sale of school district real property.	N/A	N/A	N/A
Mandatory Reserve for Debt Service	Debt Service Reserve	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	150,771	152,279	Continue plan for off-setting debt service.
Insurance	Insurance Reserve	To pay liability, casualty, and other types of uninsured losses.	451,222	455,734	None at this time.
Property Loss	N/A	To establish and maintain a program of reserves to cover property loss.	N/A	N/A	N/A
Liability	Liability Reserve	To establish and maintain a program of reserves to cover liability claims incurred.	338,444	341,828	To pay down known liabilities
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements	408,297	412,380	Settlement of litigation challenging assessmet of tax parcels pursuant to RPTL Article 7.
Reserve for Insurance Recoveries	N/A	To account for unexpended proceeds of insurance recoveries at the fiscal year end.	N/A	N/A	N/A
EBALR – Employee Benefit Accrued Liability	N/A	For the payment of accrued 'employee benefits' due to employees upon termination of service.	N/A	N/A	N/A
Retirement Contribution	NYS Employees' Retirement System Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System	683,322	690,155	None at this time.
Other Reserve	NYS Teachers' Retirement System Reserve	To fund employer retirement contributions to the New York State Teachers' Retirement System	2,227,038	2,249,308	None at this time.

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2025-2026.

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

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

Report Estimated Salaries in the Budget for the 2025-2026 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	302,940	56,999	20,000

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

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

2.	ASST SUPT FOR INSTRUCTIONAL, CURRICULUM &	204,800	66,965	3,000
3.	ASSISTANT SUPERINTENDENT FOR BUSINESS	240,000	41,276	
4.	ASSISTANT SUPT. FOR PUPIL SERVICES	237,515	68,409	
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Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive \$174,000 or More in Salary

71.	ASSOCIATE PRINCIPAL	202,836
72.	WLM PRINCIPAL	187,921
73.	MS PRINCIPAL	211,244
74.	HS PRINCIPAL	205,208
75.	JP PRINCIPAL	197,618
76.	DIRECTOR OF HR	180,000
77.	DIRECTOR OF TECHNOLOGY	191,297
78.	DIRECTOR OF MULTILINGUAL LEARNERS	188,239
79.	DIRECTOR OF HEALTH, PE & ATHLETICS	201,980
80.	HS ASSISTANT PRINCIPAL	182,684
81.	HS ASSISTANT PRINCIPAL	182,684
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**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

RP-495 (9/08)

(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 09/19/2024

Taxing Jurisdiction: 5526

Fiscal Year Beginning: 2024

School District: 552601 TARRYTOWN

Total equalized value in taxing jurisdiction: 2,595,676,300

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)
12100	ST OWNED	RPTL 404(1)	2	1,929,800	0.07%
13100	CNTY OWNED	RPTL 406(1)	7	2,852,700	0.11%
13500	TOWN OWN	RPTL 406(1)	2	3,950,600	0.15%
13650	VILL OWNED	RPTL 406(1)	72	75,978,300	2.93%
13800	SCHL OWNED	RPTL 408	6	39,338,200	1.52%
14110	POST OFFIC	STATE L 54	1	2,131,500	0.08%
14200	FOREIGN GV	RPTL 418	1	7,807,000	0.30%
18060	URBAN REN.	GEN MUNI L 506, 555,	4	65,700	0.00%
18100	MUN. HOUSG	PHFL 36-a(2)	3	11,891,100	0.46%
21600	CLERGY-RES	RPTL 462	2	1,913,300	0.07%
25110	RELIGIOUS	RPTL 420-a	17	46,886,000	1.81%
25120	EDUCATIONL	RPTL 420-a	16	119,751,600	4.61%
25130	CHARITABLE	RPTL 420-a	1	341,160	0.01%
25230	MENTAL IMP	RPTL 420-A	3	3,133,050	0.12%
25300	OTH NONPRF	RPTL 420-b	3	8,439,600	0.33%
27200	RR PROP.	RPTL 489-D&DD	16	32,619,600	1.26%
41124	WAR VET	RPTL 458-A	67	900,000	0.03%
41134	COMBAT VET	RPTL 458-A	53	1,120,000	0.04%
41140	DSABLD VET	RPTL 458-A	2	45,266	0.00%
41144	DSABLD VET	RPTL 458-A	13	520,000	0.02%
41164	CW VET/S	RPTL 458-B	9	108,000	0.00%
41640	RPTL466_D	RPTL466C,D,E,F,G,H&	37	2,527,728	0.10%
41800	AGED-ALL	RPTL 467	78	20,712,754	0.80%
41804	AGED- S	RPTL 467	9	1,847,262	0.07%
47614	BIE-485B	RPTL 485-b	1	971,025	0.04%
Totals:			425	387,781,245	14.93%

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ _____
(details contained on RP-495-PILOT)

Exemption Impact Report

Assessment Year: 2024

County: WESTCHESTER
SWIS Code: 5534

School Value Report (552601)

Municipality: MT. PLEASANT
Total Assessed Val: 25,226,958
Uniform Percentage: 1.07

Equalized Total Assessed Value = 2,357,659,626

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
12100	NY STATE	RPTL 404(1)	18	47,397,196	2.01
12370	MTA EXEMPT	RPTL 412 & Pub Auth L	1	93	0.00
13100	CTY OWNED	RPTL 406(1)	3	12,995,327	0.55
13500	TWN WTHIN	RPTL 406(1)	5	425,233	0.02
13650	VILLAG OWN	RPTL 406(1)	47	37,650,093	1.60
13800	SCHOOL DIS	RPTL 408	9	115,775,700	4.91
13870	SPEC DIST	RPTL 410	2	1,313,084	0.06
13950	N/P HOSP	McK U Con L 7400	1	8,428,691	0.36
18020	IND DEVEL	RPTL 412-a & Gen Muny L 874	18	101,590,280	4.31
18040	URB REN	Gen Muny L 506, 555, 560	2	24,046,728	1.02
18180	U D C	McK U Con L 6272	1	2,065,420	0.09
19950	MUNI RAIL	RPTL 456	6	69,268,691	2.94
25110	RELG PROP	RPTL 420-a	10	24,007,009	1.02
25130	CHARITIES	RPTL 420-a	1	1,462,616	0.06
25210	VOL AMBUL	RPTL 420-a	2	157,102,803	6.66
25230	N/P IMPROV	RPTL 420-a	6	5,275,700	0.22
25300	NON-PROFIT	RPTL 420-b	3	5,523,364	0.23
25600	NON-PR MED	RPTL 486-a	3	3,364,485	0.14
26250	HIST SOCTY	RPTL 444 & NPCL 1408	9	27,401,869	1.16
27350	CEMETARIES	RPTL 446	2	2,084,112	0.09
28110	U D C	RPTL 422	1	3,271,028	0.14
41120	WAR VET	RPTL 458-a	11	131,588	0.01
41124	WAR VET	RPTL 458-a	1	11,962	0.00
41130	COMBAT VET	RPTL 458-a	21	419,999	0.02
41134	COMBAT VET	RPTL 458-a	3	59,999	0.00
41140	DISABL VET	RPTL 458-a	7	279,999	0.01
41400	CLERGY	RPTL 460	1	140,186	0.01
41640	Vol Firefighter/Amb	RPTL 466-c, d, f	15	959,813	0.04
41804	AGED- S	RPTL 467	20	6,213,644	0.26
41930	Disabled ALL	RPTL 459-c	1	119,158	0.01
41934	Disabled S	RPTL 459-c	1	49,065	0.00
47100	TELECOMM CELNG		7	1,520,654	0.06
47460	FOREST LND	RPTL 480-a	1	3,990,654	0.17
Total Exemptions (No System EX's)			239	664,346,243	28.18
Total Exemptions (with System EX's)			239	664,346,243	28.18

Values have been equalized using the Uniform Percentage of Value.

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

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

Same report NO STAR

UFSD-TARRYTOWNS

2022-23 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



2,595

NEEDS RESOURCE CATEGORY



Average Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly more
than the average
district in the
state

DISTRICT STUDENT NEEDS ARE



moderately less
than the state
average

Student Demographics

Enrollment	UFSD-TARRYTOWNS
All Students	2,595
Economically Disadvantaged	54%
Students with Disabilities	14%
English Language Learners	19%
» Race/Ethnicity	

Staffing Profile	UFSD-TARRYTOWNS
Student-to-Teacher Ratio	11

Staffing Profile	UFSD-TARRYTOWNS
Teachers with Fewer than 4 years of Experience %	17%
Teachers with 4-20 Years of Experience %	45%
Teachers with 21+ Years of Experience %	38%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$29,352.00	\$29,798.98	\$26,857.07

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

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

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

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

Report View One Per Pupil Expenditure Categories	UFSD-TARRYTOWNS
» A. Instruction (A1 + A2 + A3 + A4)	\$18,126.46
» B. Administration (B1 + B2 + B3)	\$1,113.72
» C. All Other Spending (C1 + C2 + C3)	\$1,036.93
D. Total School Level (A + B + C)	\$20,277.11
» E. Central Instruction (E1 + E2 + E3 + E4)	\$1,474.69

Report View One Per Pupil Expenditure Categories	UFSD-TARRYTOWNS
» F. Central Administration (F1 + F2 + F3)	\$2,162.20
» G. All Other Central Spending (G1 + G2 + G3)	\$5,437.53
H. Total Central Costs	\$9,074.41
I. Total Spending (D + H)	\$29,351.53

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	UFSD-TARRYTOWNS
J. Total School Level Local/State Spending	\$19,618.84
» K. Total School Level Federal Spending	\$658.27
L. Total Central Level Local/State Spending	\$8,602.01
M. Total Central Level Federal Spending	\$472.40
N. Total Spending (J + K + L + M)	\$29,351.53

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

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

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

Entries U through Z represent central expenditures.

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

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

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

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

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

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

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

Excluded Expenditures	UFSD-TARRYTOWNS
1. Transportation	\$4,302,320.00
2. Charter School Tuition	\$5,580.00
3. Other Tuition	\$940,809.00
4. Debt Service	\$5,685,336.00
5. Other	\$3,842,061.56
Percent Excluded from Total	16%
Total Expenditures	\$90,943,314.00

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UFSD-TARRYTOWNS - NEW YORK STATE REPORT CARD [2023 - 24]

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.

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

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 (74.01 kilobytes)

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

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	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	2	3	2	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	2	2	—	4
Hispanic or Latino	2	2	2	3
Multiracial	4	4	—	4
White	4	4	—	4
English Language Learner	2	2	2	4
Students with Disabilities	2	3	2	3
Economically Disadvantaged	2	2	2	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,074	122.5	2
	Math	1,068	135.7	
	Combined	2,142	129.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	30	185	4
	Math	29	194.8	
	Combined	59	189.8	
Black or African American	ELA	19	86.8	2
	Math	19	97.4	
	Combined	38	92.1	
Hispanic or Latino	ELA	652	84.5	2
	Math	652	105	
	Combined	1,304	94.7	
Multiracial	ELA	49	192.9	4
	Math	50	195	
	Combined	99	193.9	
White	ELA	324	184.6	4
	Math	318	186.3	
	Combined	642	185.4	
English Language Learner	ELA	307	48.9	2
	Math	322	79.8	
	Combined	629	64.7	
Students with Disabilities	ELA	147	55.4	2
	Math	141	64.9	
	Combined	288	60.1	
Economically Disadvantaged	ELA	593	76.8	2
	Math	588	98	
	Combined	1,181	87.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,074	122.5	3
	Math	1,086	133.5	
	Combined	2,160	128	
Asian or Native Hawaiian/Other Pacific Islander	ELA	30	185	4
	Math	29	194.8	
	Combined	59	189.8	
Black or African American	ELA	20	82.5	2
	Math	20	92.5	
	Combined	40	87.5	
Hispanic or Latino	ELA	652	84.5	2
	Math	663	103.2	
	Combined	1,315	94	
Multiracial	ELA	49	192.9	4
	Math	50	195	
	Combined	99	193.9	
White	ELA	324	184.6	4
	Math	326	181.7	
	Combined	650	183.2	
English Language Learner	ELA	307	48.9	2
	Math	322	79.8	
	Combined	629	64.7	
Students with Disabilities	ELA	153	53.3	3
	Math	154	59.4	
	Combined	307	56.4	
Economically Disadvantaged	ELA	593	76.8	2
	Math	600	96	
	Combined	1,193	86.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	301	45%	40%	0.9	2
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	293	46%	40%	0.9	2
White	4	—	—	—	—
English Language Learner	301	45%	40%	0.9	2
Students with Disabilities	51	41%	25%	0.6	2
Economically Disadvantaged	279	46%	39%	0.9	2

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,647	172	10.4%	4
Asian or Native Hawaiian/Other Pacific Islander	44	3	6.8%	4
Black or African American	39	4	10.3%	4
Hispanic or Latino	994	125	12.6%	3
Multiracial	72	8	11.1%	4
White	498	32	6.4%	4
English Language Learner	490	52	10.6%	4
Students with Disabilities	231	41	17.7%	3
Economically Disadvantaged	887	124	14%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	1,178	95.5%
Asian or Native Hawaiian/Other Pacific Islander	—	30	—
Black or African American	—	25	—
Hispanic or Latino	✓	726	95.6%
Multiracial	✓	51	96.1%
White	✓	346	95.1%
English Language Learner	✓	244	99.2%
Students with Disabilities	✗	155	91.6%
Economically Disadvantaged	✓	644	95.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	1,179	93.6%
Asian or Native Hawaiian/Other Pacific Islander	—	30	—
Black or African American	—	25	—
Hispanic or Latino	✗	726	93.5%
Multiracial	✓	51	98%
White	✗	347	92.8%
English Language Learner	✓	243	98.8%
Students with Disabilities	✗	156	87.2%
Economically Disadvantaged	✗	644	93.2%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	5
Grade 4	5
Grade 5	6
Grade 6	9
Grade 7	7
Grade 8	6

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	4	2	4
Hispanic or Latino	2	2	3	2	4
White	4	4	4	—	4
English Language Learner	2	4	4	2	4
Students with Disabilities	2	3	4	—	4
Economically Disadvantaged	3	3	4	3	4

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	181	177.6	154.4	3
	Math	179	124.6		
	Science	169	164.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	207.1	—	—
	Math	7	207.1		
	Science	7	228.6		
Black or African American	ELA	9	211.1	—	—
	Math	8	131.3		
	Science	8	175		
Hispanic or Latino	ELA	119	153.4	132.8	2
	Math	118	102.1		
	Science	108	148.1		
Multiracial	ELA	5	250	—	—
	Math	5	170		
	Science	5	210		
White	ELA	41	226.8	195.1	4
	Math	41	168.3		
	Science	41	187.8		
English Language Learner	ELA	8	25	60.4	2
	Math	18	61.1		
	Science	16	112.5		
Students with Disabilities	ELA	23	95.7	83.9	2
	Math	23	65.2		
	Science	18	94.4		
Economically Disadvantaged	ELA	109	151.4	131.3	3
	Math	108	101.4		
	Science	98	145.9		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	184	174.7	149.7	3
	Math	184	121.2		
	Science	179	155		
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	207.1	—	—
	Math	7	207.1		
	Science	7	228.6		
Black or African American	ELA	9	211.1	—	—
	Math	9	116.7		
	Science	8	175		
Hispanic or Latino	ELA	122	149.6	127.1	2
	Math	122	98.8		
	Science	118	135.6		
Multiracial	ELA	5	250	—	—
	Math	5	170		
	Science	5	210		
White	ELA	41	226.8	195.1	4
	Math	41	168.3		
	Science	41	187.8		
English Language Learner	ELA	18	61.1	74	4
	Math	18	61.1		
	Science	16	112.5		
Students with Disabilities	ELA	24	91.7	76.3	3
	Math	24	62.5		
	Science	23	73.9		
Economically Disadvantaged	ELA	110	150	127.6	3
	Math	110	99.5		
	Science	105	136.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	220	202	91.8%	95.3%	4
	5-year	218	209	95.9%		
	6-year	218	214	98.2%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	3	—	—	—	—
	5-year	7	—	—		
	6-year	4	—	—		
Black or African American	4-year	8	—	—	—	—
	5-year	5	—	—		
	6-year	10	—	—		
Hispanic or Latino	4-year	131	117	89.3%	94%	3
	5-year	123	117	95.1%		
	6-year	118	115	97.5%		
Multiracial	4-year	4	—	—	—	—
	5-year	7	—	—		
	6-year	10	—	—		
White	4-year	74	71	95.9%	97.8%	4
	5-year	76	75	98.7%		
	6-year	76	75	98.7%		
English Language Learner	4-year	36	25	69.4%	83.9%	4
	5-year	35	31	88.6%		
	6-year	32	30	93.8%		
Students with Disabilities	4-year	36	29	80.6%	86%	4
	5-year	35	32	91.4%		
	6-year	26	—	—		
Economically Disadvantaged	4-year	121	109	90.1%	93.3%	4
	5-year	106	98	92.5%		
	6-year	112	109	97.3%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	79	44%	43%	1.0	2
Hispanic or Latino	79	44%	43%	1.0	2
English Language Learner	79	44%	43%	1.0	2
Students with Disabilities	7	—	—	—	—
Economically Disadvantaged	77	44%	44%	1	3

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	847	95	11.2%	4
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—
Black or African American	28	—	—	—
Hispanic or Latino	563	72	12.8%	4
Multiracial	22	—	—	—
White	213	19	8.9%	4
English Language Learner	169	21	12.4%	4
Students with Disabilities	123	22	17.9%	4
Economically Disadvantaged	505	65	12.9%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	190	99.5%
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	10	—
Hispanic or Latino	✓	127	99.2%
Multiracial	—	6	—
White	✓	41	100%
English Language Learner	—	10	—
Students with Disabilities	—	25	—
Economically Disadvantaged	✓	113	100%

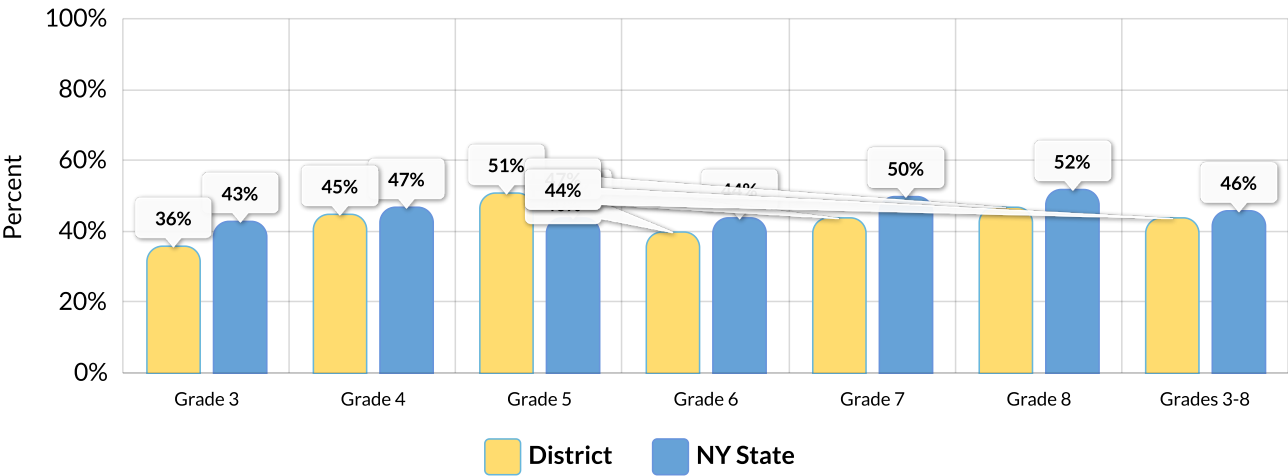
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	190	96.3%
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
Black or African American	—	10	—
Hispanic or Latino	✓	127	96.1%
Multiracial	—	6	—
White	✓	41	100%
English Language Learner	—	10	—
Students with Disabilities	—	25	—
Economically Disadvantaged	✓	113	98.2%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2023-24)

SUMMARY RESULTS

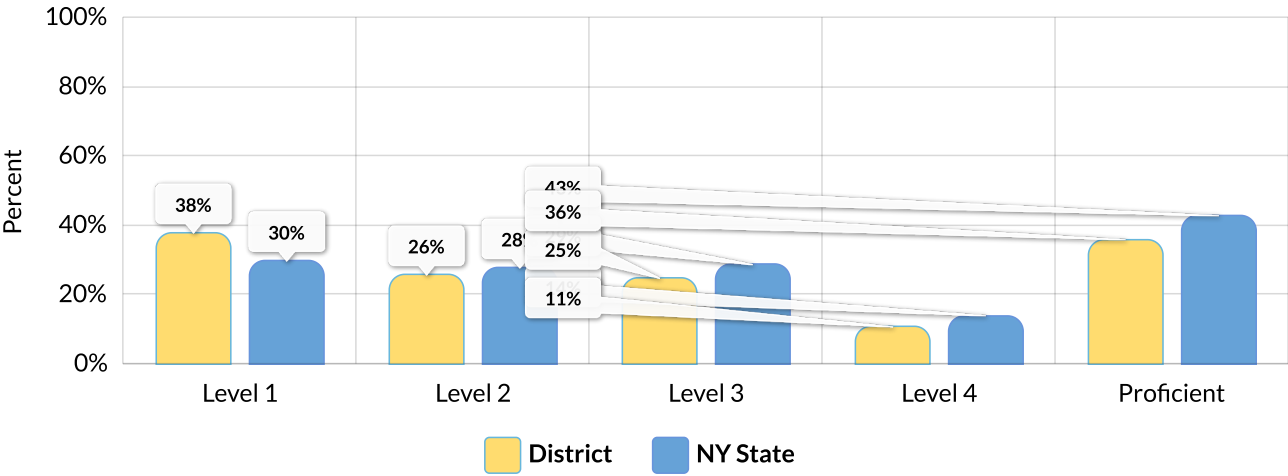
Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	189	13	7%	176	93%	67	38%	46	26%	44	25%	19	11%	63	36%
Grade 4	189	14	7%	175	93%	60	34%	36	21%	47	27%	32	18%	79	45%
Grade 5	195	12	6%	183	94%	56	31%	33	18%	50	27%	44	24%	94	51%
Grade 6	226	25	11%	201	89%	65	32%	55	27%	45	22%	36	18%	81	40%
Grade 7	188	17	9%	171	91%	47	27%	48	28%	40	23%	36	21%	76	44%
Grade 8	200	34	17%	166	83%	50	30%	38	23%	29	17%	49	30%	78	47%
Grades 3-8	1,187	115	10%	1,072	90%	345	32%	256	24%	255	24%	216	20%	471	44%

GRADE 3 ELA RESULTS

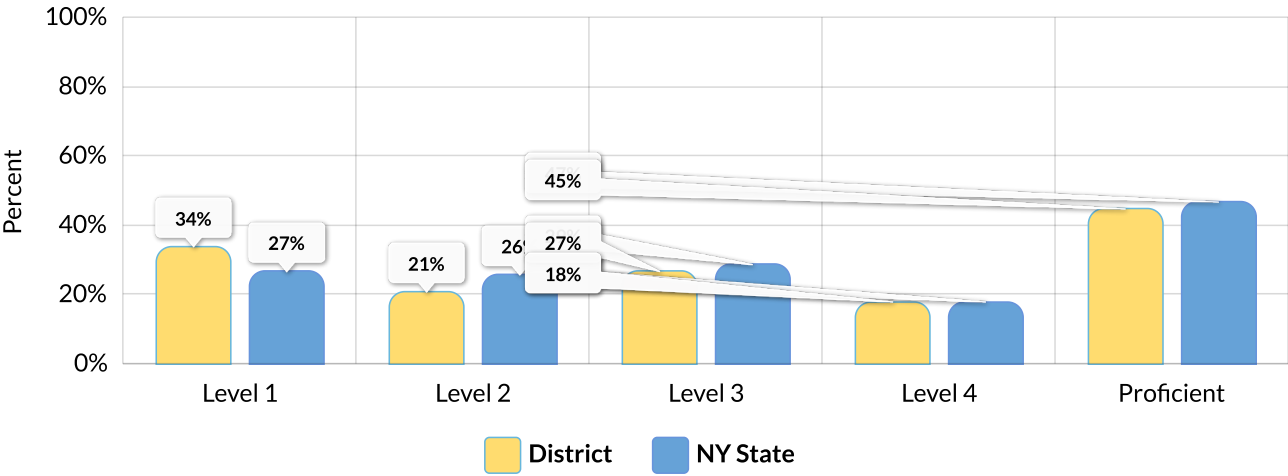
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	189	13	7%	176	93%	67	38%	46	26%	44	25%	19	11%	63	36%
Female	93	4	4%	89	96%	34	38%	19	21%	20	22%	16	18%	36	40%
Male	96	9	9%	87	91%	33	38%	27	31%	24	28%	3	3%	27	31%
General Education Students	166	10	6%	156	94%	51	33%	43	28%	43	28%	19	12%	62	40%
Students with Disabilities	23	3	13%	20	87%	16	80%	3	15%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	111	11	10%	100	90%	60	60%	30	30%	9	9%	1	1%	10	10%
White	59	1	2%	58	98%	4	7%	12	21%	30	52%	12	21%	42	72%
Multiracial	10	0	0%	10	100%	0	0%	1	10%	3	30%	6	60%	9	90%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	3	38%	3	38%	2	25%	0	0%	2	25%
Economically Disadvantaged	108	8	7%	100	93%	58	58%	32	32%	10	10%	0	0%	10	10%
Not Economically Disadvantaged	81	5	6%	76	94%	9	12%	14	18%	34	45%	19	25%	53	70%
English Language Learner	48	5	10%	43	90%	33	77%	10	23%	0	0%	0	0%	0	0%
Non-English Language Learner	141	8	6%	133	94%	34	26%	36	27%	44	33%	19	14%	63	47%
Not in Foster Care	189	13	7%	176	93%	67	38%	46	26%	44	25%	19	11%	63	36%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	187	13	7%	174	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	189	13	7%	176	93%	67	38%	46	26%	44	25%	19	11%	63	36%
Parent Not in Armed Forces	189	13	7%	176	93%	67	38%	46	26%	44	25%	19	11%	63	36%

GRADE 4 ELA RESULTS

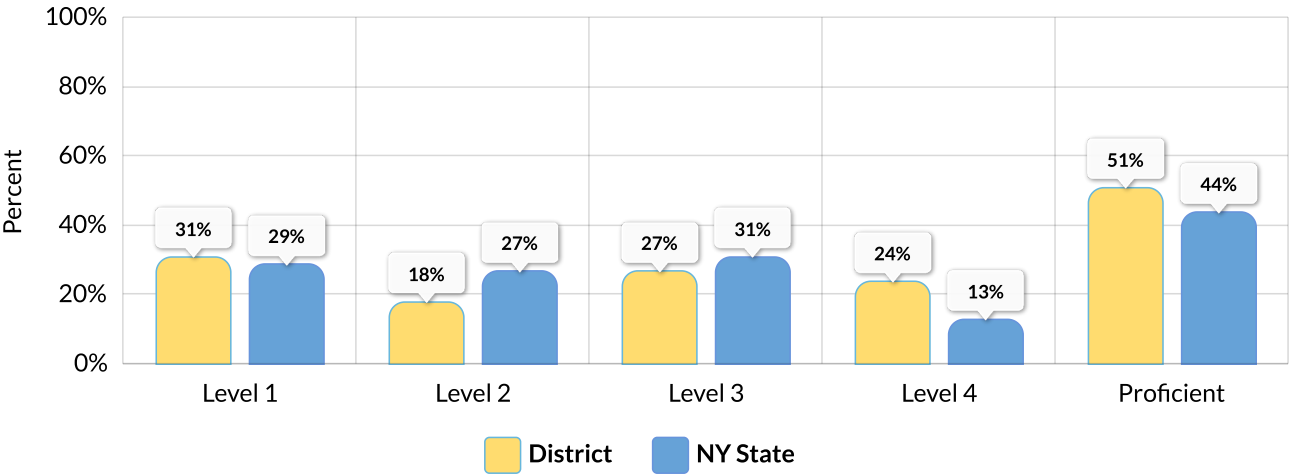
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	189	14	7%	175	93%	60	34%	36	21%	47	27%	32	18%	79	45%
Female	91	6	7%	85	93%	23	27%	19	22%	24	28%	19	22%	43	51%
Male	98	8	8%	90	92%	37	41%	17	19%	23	26%	13	14%	36	40%
General Education Students	166	12	7%	154	93%	44	29%	33	21%	46	30%	31	20%	77	50%
Students with Disabilities	23	2	9%	21	91%	16	76%	3	14%	1	5%	1	5%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	114	10	9%	104	91%	50	48%	25	24%	21	20%	8	8%	29	28%
White	60	4	7%	56	93%	8	14%	8	14%	23	41%	17	30%	40	71%
Multiracial	7	0	0%	7	100%	1	14%	2	29%	2	29%	2	29%	4	57%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	1	13%	1	13%	5	63%	6	75%
Economically Disadvantaged	95	9	9%	86	91%	48	56%	19	22%	18	21%	1	1%	19	22%
Not Economically Disadvantaged	94	5	5%	89	95%	12	13%	17	19%	29	33%	31	35%	60	67%
English Language Learner	40	6	15%	34	85%	30	88%	3	9%	1	3%	0	0%	1	3%
Non-English Language Learner	149	8	5%	141	95%	30	21%	33	23%	46	33%	32	23%	78	55%
Not in Foster Care	189	14	7%	175	93%	60	34%	36	21%	47	27%	32	18%	79	45%
Not Homeless	189	14	7%	175	93%	60	34%	36	21%	47	27%	32	18%	79	45%
Not Migrant	189	14	7%	175	93%	60	34%	36	21%	47	27%	32	18%	79	45%
Parent Not in Armed Forces	189	14	7%	175	93%	60	34%	36	21%	47	27%	32	18%	79	45%

GRADE 5 ELA RESULTS

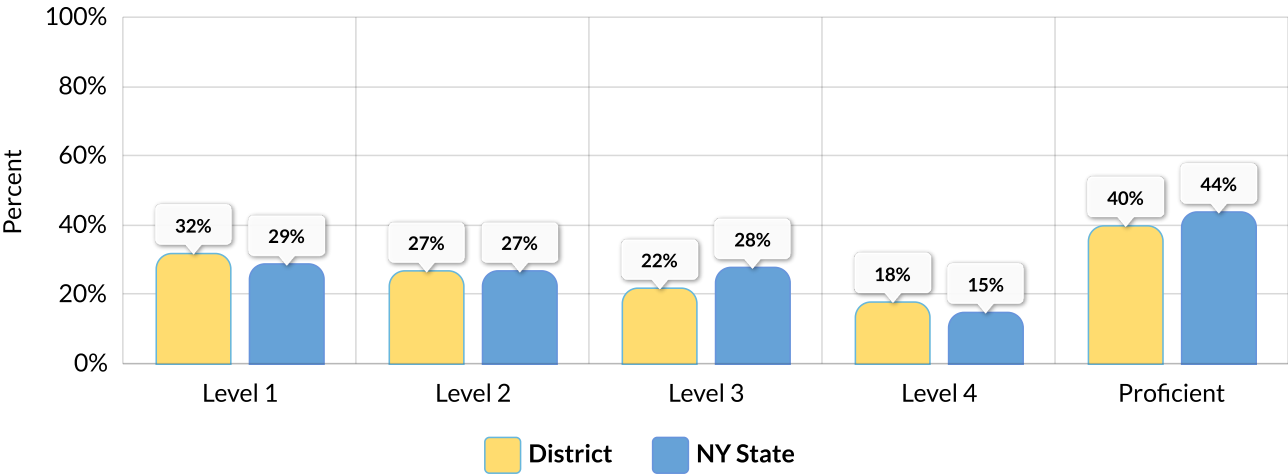
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	195	12	6%	183	94%	56	31%	33	18%	50	27%	44	24%	94	51%
Female	100	8	8%	92	92%	28	30%	15	16%	30	33%	19	21%	49	53%
Male	94	4	4%	90	96%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	95	4	4%	91	96%	28	31%	18	20%	20	22%	25	27%	45	49%
General Education Students	173	9	5%	164	95%	42	26%	31	19%	48	29%	43	26%	91	55%
Students with Disabilities	22	3	14%	19	86%	14	74%	2	11%	2	11%	1	5%	3	16%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	116	10	9%	106	91%	49	46%	25	24%	22	21%	10	9%	32	30%
White	57	2	4%	55	96%	4	7%	6	11%	21	38%	24	44%	45	82%
Multiracial	14	0	0%	14	100%	2	14%	0	0%	5	36%	7	50%	12	86%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	2	25%	2	25%	3	38%	5	63%
Economically Disadvantaged	105	7	7%	98	93%	46	47%	25	26%	18	18%	9	9%	27	28%
Not Economically Disadvantaged	90	5	6%	85	94%	10	12%	8	9%	32	38%	35	41%	67	79%
English Language Learner	44	8	18%	36	82%	31	86%	5	14%	0	0%	0	0%	0	0%
Non-English Language Learner	151	4	3%	147	97%	25	17%	28	19%	50	34%	44	30%	94	64%
Not in Foster Care	195	12	6%	183	94%	56	31%	33	18%	50	27%	44	24%	94	51%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	194	12	6%	182	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	195	12	6%	183	94%	56	31%	33	18%	50	27%	44	24%	94	51%
Parent Not in Armed Forces	195	12	6%	183	94%	56	31%	33	18%	50	27%	44	24%	94	51%

GRADE 6 ELA RESULTS

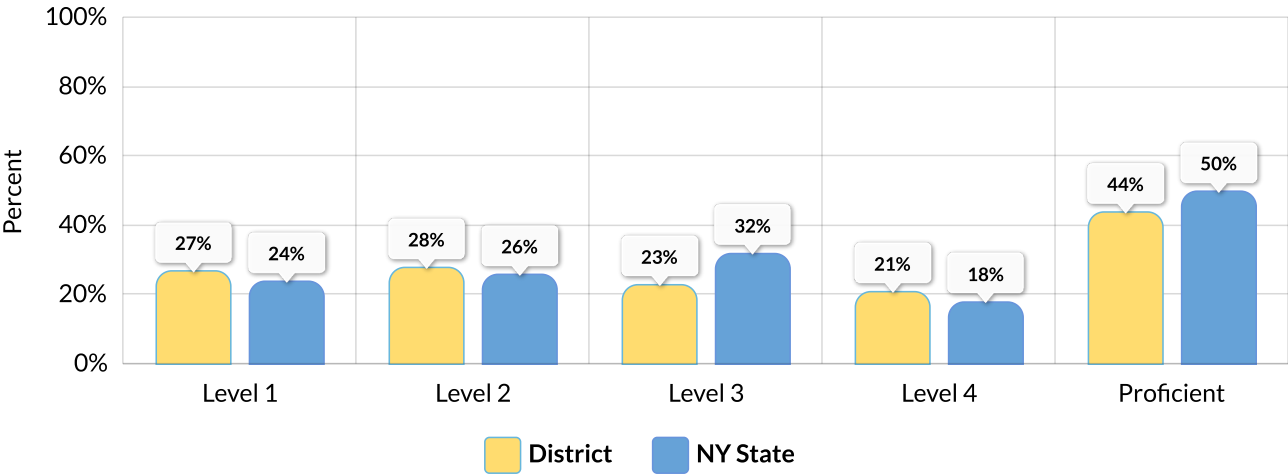
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	226	25	11%	201	89%	65	32%	55	27%	45	22%	36	18%	81	40%
Female	90	9	10%	81	90%	23	28%	24	30%	16	20%	18	22%	34	42%
Male	136	16	12%	120	88%	42	35%	31	26%	29	24%	18	15%	47	39%
General Education Students	188	15	8%	173	92%	46	27%	49	28%	43	25%	35	20%	78	45%
Students with Disabilities	38	10	26%	28	74%	19	68%	6	21%	2	7%	1	4%	3	11%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	5	83%
Black or African American	7	1	14%	6	86%	2	33%	3	50%	1	17%	0	0%	1	17%
Hispanic or Latino	144	18	13%	126	88%	58	46%	41	33%	22	17%	5	4%	27	21%
White	60	4	7%	56	93%	4	7%	10	18%	18	32%	24	43%	42	75%
Multiracial	9	2	22%	7	78%	1	14%	0	0%	2	29%	4	57%	6	86%
Economically Disadvantaged	123	11	9%	112	91%	55	49%	37	33%	17	15%	3	3%	20	18%
Not Economically Disadvantaged	103	14	14%	89	86%	10	11%	18	20%	28	31%	33	37%	61	69%
English Language Learner	50	11	22%	39	78%	33	85%	6	15%	0	0%	0	0%	0	0%
Non-English Language Learner	176	14	8%	162	92%	32	20%	49	30%	45	28%	36	22%	81	50%
Not in Foster Care	226	25	11%	201	89%	65	32%	55	27%	45	22%	36	18%	81	40%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	224	25	11%	199	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	226	25	11%	201	89%	65	32%	55	27%	45	22%	36	18%	81	40%
Parent Not in Armed Forces	226	25	11%	201	89%	65	32%	55	27%	45	22%	36	18%	81	40%

GRADE 7 ELA RESULTS

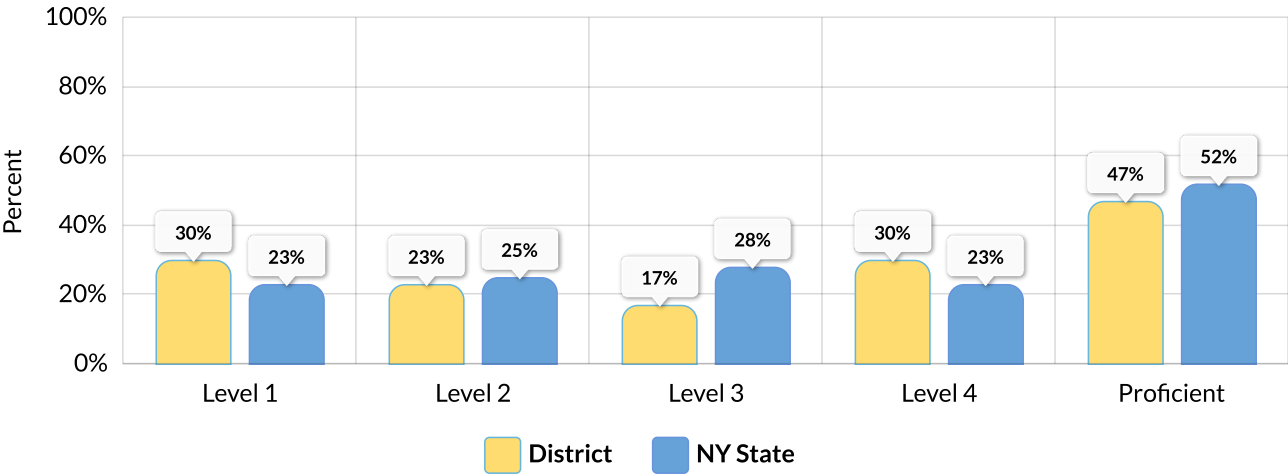
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	188	17	9%	171	91%	47	27%	48	28%	40	23%	36	21%	76	44%
Female	92	6	7%	86	93%	17	20%	21	24%	25	29%	23	27%	48	56%
Male	96	11	11%	85	89%	30	35%	27	32%	15	18%	13	15%	28	33%
General Education Students	167	12	7%	155	93%	36	23%	45	29%	38	25%	36	23%	74	48%
Students with Disabilities	21	5	24%	16	76%	11	69%	3	19%	2	13%	0	0%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	122	14	11%	108	89%	37	34%	37	34%	22	20%	12	11%	34	31%
White	50	2	4%	48	96%	7	15%	8	17%	15	31%	18	38%	33	69%
Multiracial	7	0	0%	7	100%	0	0%	1	14%	2	29%	4	57%	6	86%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	3	38%	2	25%	1	13%	2	25%	3	38%
Economically Disadvantaged	107	8	7%	99	93%	39	39%	35	35%	18	18%	7	7%	25	25%
Not Economically Disadvantaged	81	9	11%	72	89%	8	11%	13	18%	22	31%	29	40%	51	71%
English Language Learner	34	7	21%	27	79%	23	85%	4	15%	0	0%	0	0%	0	0%
Non-English Language Learner	154	10	6%	144	94%	24	17%	44	31%	40	28%	36	25%	76	53%
Not in Foster Care	188	17	9%	171	91%	47	27%	48	28%	40	23%	36	21%	76	44%
Not Homeless	188	17	9%	171	91%	47	27%	48	28%	40	23%	36	21%	76	44%
Not Migrant	188	17	9%	171	91%	47	27%	48	28%	40	23%	36	21%	76	44%
Parent Not in Armed Forces	188	17	9%	171	91%	47	27%	48	28%	40	23%	36	21%	76	44%

GRADE 8 ELA RESULTS

Percent Scoring at Levels for All Students

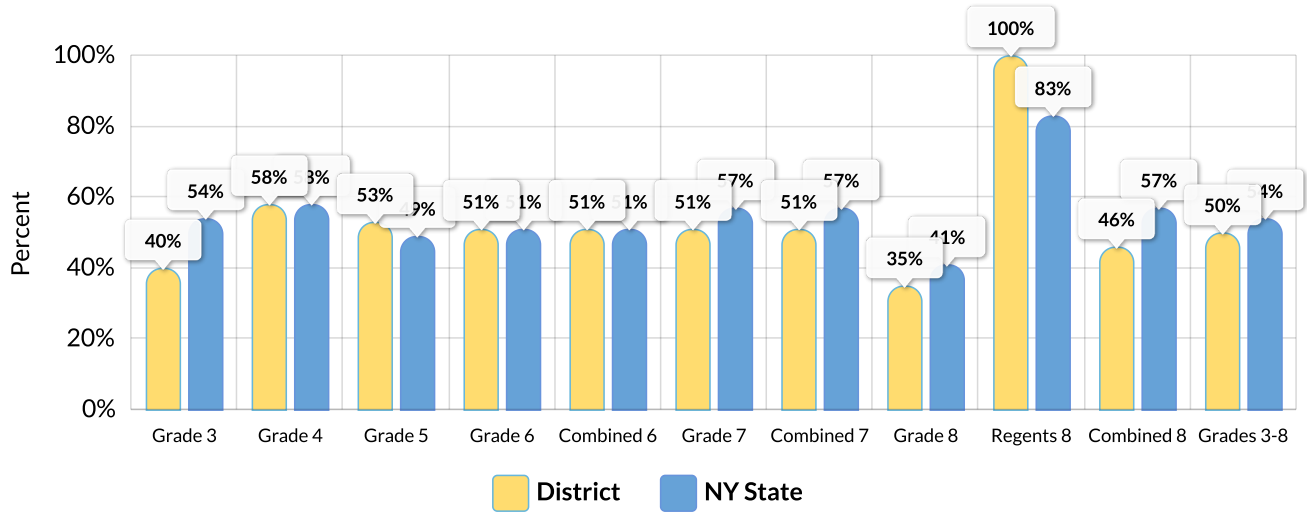


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	34	17%	166	83%	50	30%	38	23%	29	17%	49	30%	78	47%
Female	96	21	22%	75	78%	25	33%	15	20%	12	16%	23	31%	35	47%
Male	104	13	13%	91	88%	25	27%	23	25%	17	19%	26	29%	43	47%
General Education Students	168	25	15%	143	85%	31	22%	36	25%	27	19%	49	34%	76	53%
Students with Disabilities	32	9	28%	23	72%	19	83%	2	9%	2	9%	0	0%	2	9%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	126	24	19%	102	81%	44	43%	29	28%	15	15%	14	14%	29	28%
White	61	8	13%	53	87%	4	8%	8	15%	13	25%	28	53%	41	77%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	2	33%	1	17%	0	0%	3	50%	3	50%
Economically Disadvantaged	110	19	17%	91	83%	41	45%	25	27%	15	16%	10	11%	25	27%
Not Economically Disadvantaged	90	15	17%	75	83%	9	12%	13	17%	14	19%	39	52%	53	71%
English Language Learner	31	8	26%	23	74%	18	78%	5	22%	0	0%	0	0%	0	0%
Non-English Language Learner	169	26	15%	143	85%	32	22%	33	23%	29	20%	49	34%	78	55%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	199	33	17%	166	83%	50	30%	38	23%	29	17%	49	30%	78	47%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	199	34	17%	165	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	200	34	17%	166	83%	50	30%	38	23%	29	17%	49	30%	78	47%
Parent Not in Armed Forces	200	34	17%	166	83%	50	30%	38	23%	29	17%	49	30%	78	47%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS

Percent Scoring Proficient by Grade

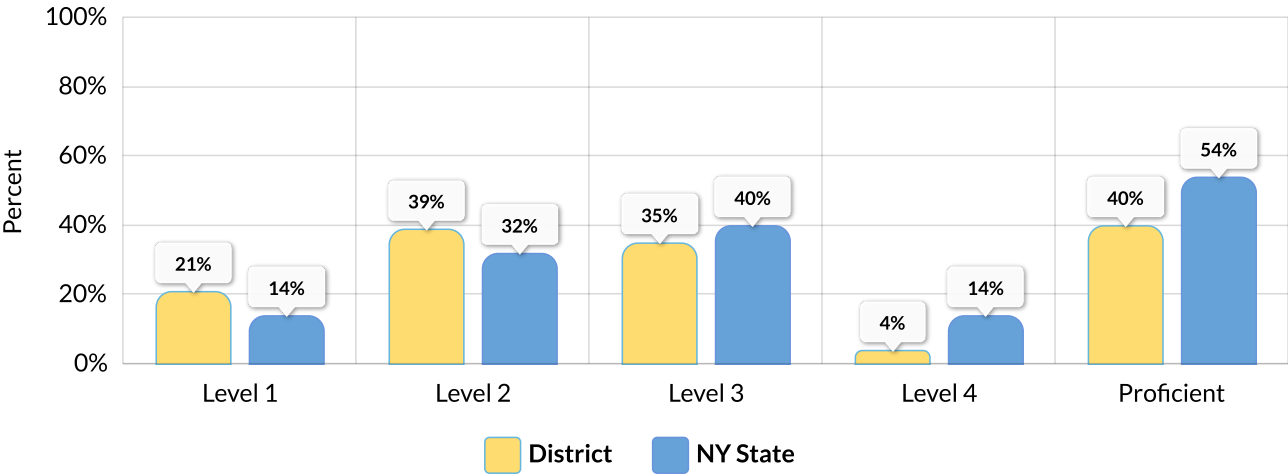


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	189	8	4%	181	96%	38	21%	71	39%	64	35%	8	4%	72	40%
Grade 4	188	9	5%	179	95%	39	22%	36	20%	65	36%	39	22%	104	58%
Grade 5	195	6	3%	189	97%	57	30%	31	16%	60	32%	41	22%	101	53%
Grade 6	226	23	10%	203	90%	42	21%	57	28%	87	43%	17	8%	104	51%
Combined 6	226	23	10%	203	90%	42	21%	57	28%	87	43%	17	8%	104	51%
Grade 7	188	14	7%	174	93%	37	21%	49	28%	50	29%	38	22%	88	51%
Combined 7	188	14	7%	174	93%	37	21%	49	28%	50	29%	38	22%	88	51%
Grade 8	200	64	32%	136	68%	57	42%	31	23%	38	28%	10	7%	48	35%
Regents 8	—	—	—	26	13%	0	0%	0	0%	0	0%	26	100%	26	100%
Combined 8	200	38	19%	162	81%	57	35%	31	19%	38	23%	36	22%	74	46%
Grades 3-8	1,186	98	8%	1,088	92%	270	25%	275	25%	364	33%	179	16%	543	50%

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

GRADE 3 MATH RESULTS

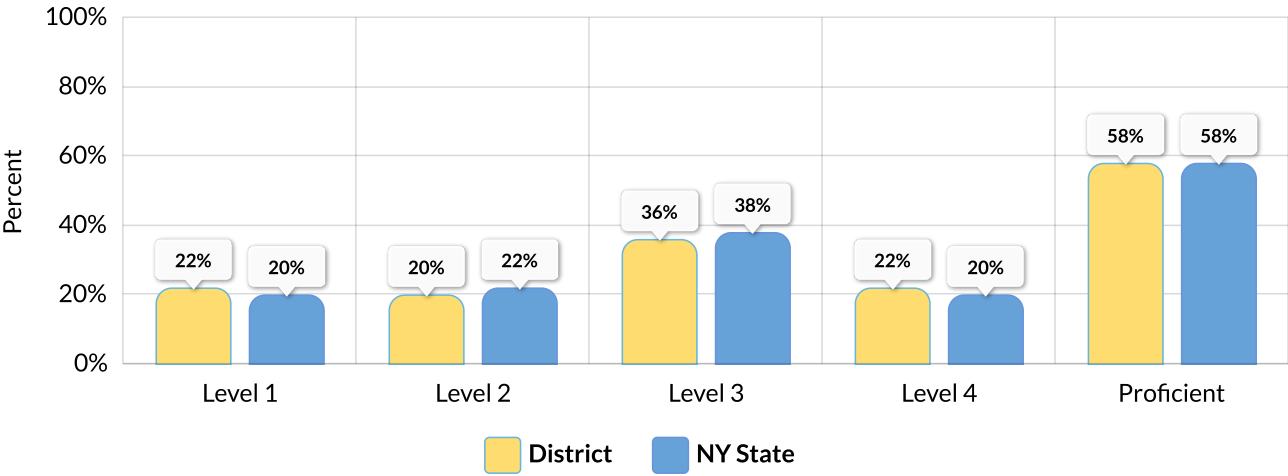
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	189	8	4%	181	96%	38	21%	71	39%	64	35%	8	4%	72	40%
Female	93	2	2%	91	98%	17	19%	43	47%	25	27%	6	7%	31	34%
Male	96	6	6%	90	94%	21	23%	28	31%	39	43%	2	2%	41	46%
General Education Students	166	5	3%	161	97%	29	18%	62	39%	62	39%	8	5%	70	43%
Students with Disabilities	23	3	13%	20	87%	9	45%	9	45%	2	10%	0	0%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	111	5	5%	106	95%	37	35%	52	49%	17	16%	0	0%	17	16%
White	59	2	3%	57	97%	1	2%	13	23%	38	67%	5	9%	43	75%
Multiracial	10	0	0%	10	100%	0	0%	0	0%	7	70%	3	30%	10	100%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	6	75%	2	25%	0	0%	2	25%
Economically Disadvantaged	108	4	4%	104	96%	33	32%	53	51%	18	17%	0	0%	18	17%
Not Economically Disadvantaged	81	4	5%	77	95%	5	6%	18	23%	46	60%	8	10%	54	70%
English Language Learner	48	0	0%	48	100%	21	44%	25	52%	2	4%	0	0%	2	4%
Non-English Language Learner	141	8	6%	133	94%	17	13%	46	35%	62	47%	8	6%	70	53%
Not in Foster Care	189	8	4%	181	96%	38	21%	71	39%	64	35%	8	4%	72	40%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	187	7	4%	180	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	189	8	4%	181	96%	38	21%	71	39%	64	35%	8	4%	72	40%
Parent Not in Armed Forces	189	8	4%	181	96%	38	21%	71	39%	64	35%	8	4%	72	40%

GRADE 4 MATH RESULTS

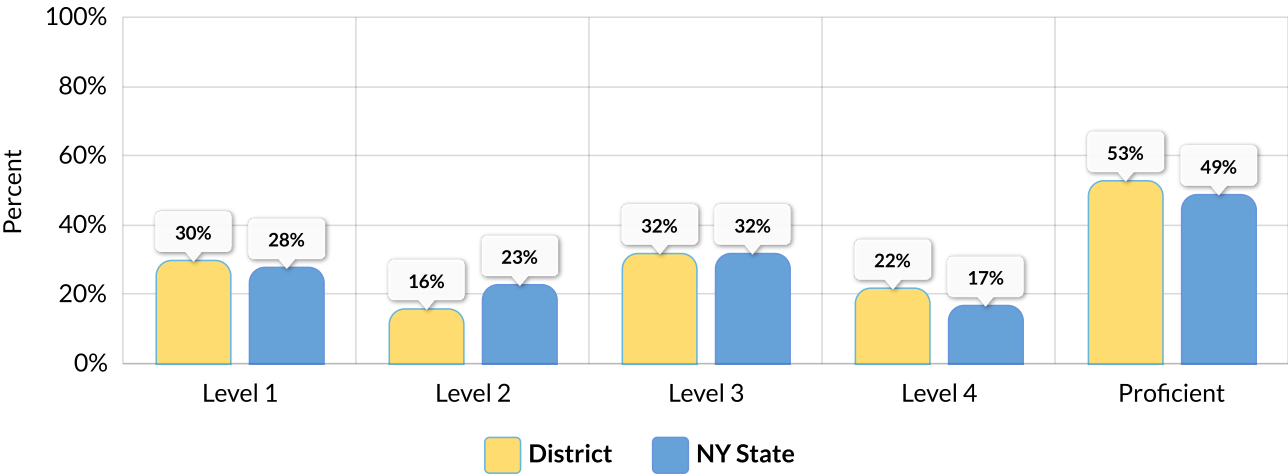
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	188	9	5%	179	95%	39	22%	36	20%	65	36%	39	22%	104	58%
Female	90	2	2%	88	98%	22	25%	18	20%	30	34%	18	20%	48	55%
Male	98	7	7%	91	93%	17	19%	18	20%	35	38%	21	23%	56	62%
General Education Students	165	7	4%	158	96%	25	16%	31	20%	64	41%	38	24%	102	65%
Students with Disabilities	23	2	9%	21	91%	14	67%	5	24%	1	5%	1	5%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	113	5	4%	108	96%	35	32%	29	27%	32	30%	12	11%	44	41%
White	60	4	7%	56	93%	4	7%	6	11%	26	46%	20	36%	46	82%
Multiracial	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	3	38%	4	50%	7	88%
Economically Disadvantaged	95	6	6%	89	94%	35	39%	23	26%	26	29%	5	6%	31	35%
Not Economically Disadvantaged	93	3	3%	90	97%	4	4%	13	14%	39	43%	34	38%	73	81%
English Language Learner	39	1	3%	38	97%	25	66%	9	24%	4	11%	0	0%	4	11%
Non-English Language Learner	149	8	5%	141	95%	14	10%	27	19%	61	43%	39	28%	100	71%
Not in Foster Care	188	9	5%	179	95%	39	22%	36	20%	65	36%	39	22%	104	58%
Not Homeless	188	9	5%	179	95%	39	22%	36	20%	65	36%	39	22%	104	58%
Not Migrant	188	9	5%	179	95%	39	22%	36	20%	65	36%	39	22%	104	58%
Parent Not in Armed Forces	188	9	5%	179	95%	39	22%	36	20%	65	36%	39	22%	104	58%

GRADE 5 MATH RESULTS

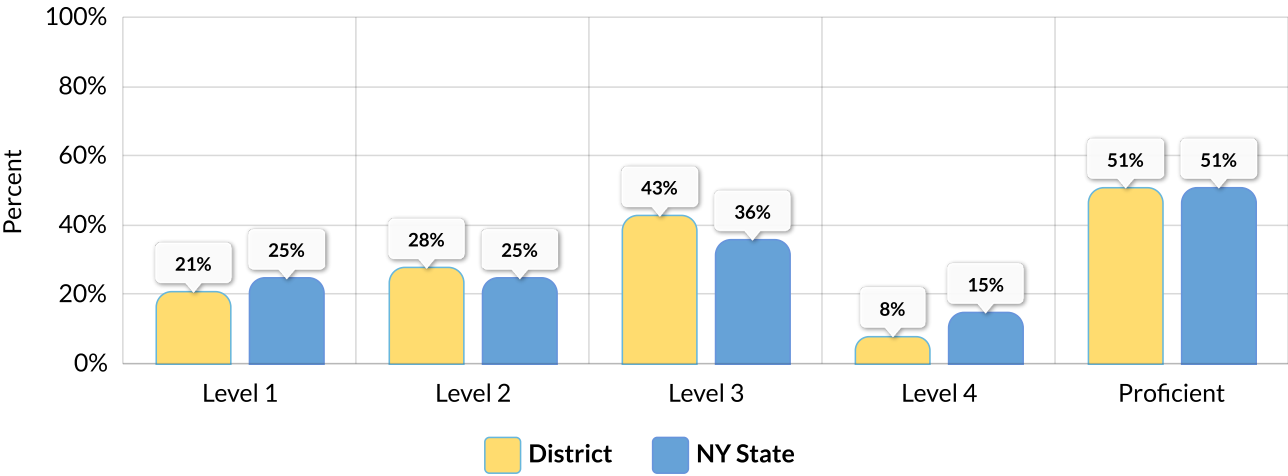
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	195	6	3%	189	97%	57	30%	31	16%	60	32%	41	22%	101	53%
Female	100	3	3%	97	97%	28	29%	23	24%	28	29%	18	19%	46	47%
Male	94	3	3%	91	97%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	95	3	3%	92	97%	29	32%	8	9%	32	35%	23	25%	55	60%
General Education Students	173	3	2%	170	98%	41	24%	30	18%	58	34%	41	24%	99	58%
Students with Disabilities	22	3	14%	19	86%	16	84%	1	5%	2	11%	0	0%	2	11%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	116	5	4%	111	96%	49	44%	20	18%	34	31%	8	7%	42	38%
White	57	1	2%	56	98%	5	9%	8	14%	19	34%	24	43%	43	77%
Multiracial	14	0	0%	14	100%	1	7%	3	21%	4	29%	6	43%	10	71%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	2	25%	0	0%	3	38%	3	38%	6	75%
Economically Disadvantaged	105	6	6%	99	94%	45	45%	17	17%	28	28%	9	9%	37	37%
Not Economically Disadvantaged	90	0	0%	90	100%	12	13%	14	16%	32	36%	32	36%	64	71%
English Language Learner	44	3	7%	41	93%	27	66%	7	17%	6	15%	1	2%	7	17%
Non-English Language Learner	151	3	2%	148	98%	30	20%	24	16%	54	36%	40	27%	94	64%
Not in Foster Care	195	6	3%	189	97%	57	30%	31	16%	60	32%	41	22%	101	53%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	194	6	3%	188	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	195	6	3%	189	97%	57	30%	31	16%	60	32%	41	22%	101	53%
Parent Not in Armed Forces	195	6	3%	189	97%	57	30%	31	16%	60	32%	41	22%	101	53%

GRADE 6 MATH RESULTS

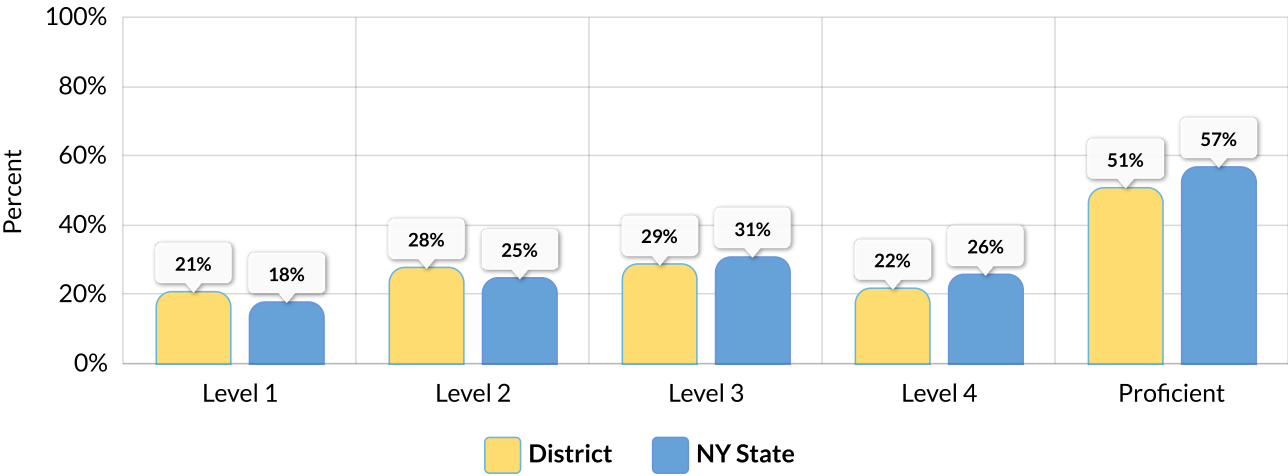
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	226	23	10%	203	90%	42	21%	57	28%	87	43%	17	8%	104	51%
Female	90	7	8%	83	92%	21	25%	23	28%	30	36%	9	11%	39	47%
Male	136	16	12%	120	88%	21	18%	34	28%	57	48%	8	7%	65	54%
General Education Students	188	11	6%	177	94%	31	18%	50	28%	80	45%	16	9%	96	54%
Students with Disabilities	38	12	32%	26	68%	11	42%	7	27%	7	27%	1	4%	8	31%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Black or African American	7	1	14%	6	86%	2	33%	3	50%	0	0%	1	17%	1	17%
Hispanic or Latino	144	15	10%	129	90%	37	29%	46	36%	42	33%	4	3%	46	36%
White	60	5	8%	55	92%	2	4%	8	15%	38	69%	7	13%	45	82%
Multiracial	9	2	22%	7	78%	1	14%	0	0%	4	57%	2	29%	6	86%
Economically Disadvantaged	123	15	12%	108	88%	35	32%	38	35%	31	29%	4	4%	35	32%
Not Economically Disadvantaged	103	8	8%	95	92%	7	7%	19	20%	56	59%	13	14%	69	73%
English Language Learner	50	2	4%	48	96%	26	54%	20	42%	2	4%	0	0%	2	4%
Non-English Language Learner	176	21	12%	155	88%	16	10%	37	24%	85	55%	17	11%	102	66%
Not in Foster Care	226	23	10%	203	90%	42	21%	57	28%	87	43%	17	8%	104	51%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	224	23	10%	201	90%	—	—	—	—	—	—	—	—	—	—
Not Migrant	226	23	10%	203	90%	42	21%	57	28%	87	43%	17	8%	104	51%
Parent Not in Armed Forces	226	23	10%	203	90%	42	21%	57	28%	87	43%	17	8%	104	51%

GRADE 7 MATH RESULTS

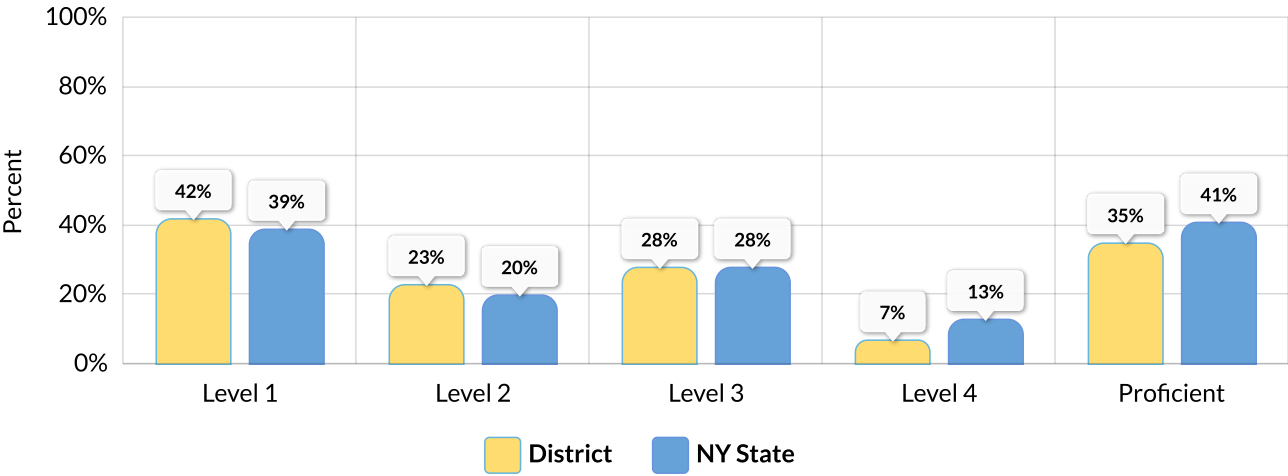
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	188	14	7%	174	93%	37	21%	49	28%	50	29%	38	22%	88	51%
Female	92	5	5%	87	95%	15	17%	27	31%	28	32%	17	20%	45	52%
Male	96	9	9%	87	91%	22	25%	22	25%	22	25%	21	24%	43	49%
General Education Students	167	8	5%	159	95%	26	16%	46	29%	49	31%	38	24%	87	55%
Students with Disabilities	21	6	29%	15	71%	11	73%	3	20%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	122	9	7%	113	93%	29	26%	39	35%	33	29%	12	11%	45	40%
White	50	4	8%	46	92%	5	11%	7	15%	13	28%	21	46%	34	74%
Multiracial	7	0	0%	7	100%	1	14%	0	0%	2	29%	4	57%	6	86%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	2	25%	3	38%	2	25%	1	13%	3	38%
Economically Disadvantaged	107	7	7%	100	93%	30	30%	34	34%	28	28%	8	8%	36	36%
Not Economically Disadvantaged	81	7	9%	74	91%	7	9%	15	20%	22	30%	30	41%	52	70%
English Language Learner	34	0	0%	34	100%	20	59%	8	24%	6	18%	0	0%	6	18%
Non-English Language Learner	154	14	9%	140	91%	17	12%	41	29%	44	31%	38	27%	82	59%
Not in Foster Care	188	14	7%	174	93%	37	21%	49	28%	50	29%	38	22%	88	51%
Not Homeless	188	14	7%	174	93%	37	21%	49	28%	50	29%	38	22%	88	51%
Not Migrant	188	14	7%	174	93%	37	21%	49	28%	50	29%	38	22%	88	51%
Parent Not in Armed Forces	188	14	7%	174	93%	37	21%	49	28%	50	29%	38	22%	88	51%

GRADE 8 MATH RESULTS

Percent Scoring at Levels for All Students



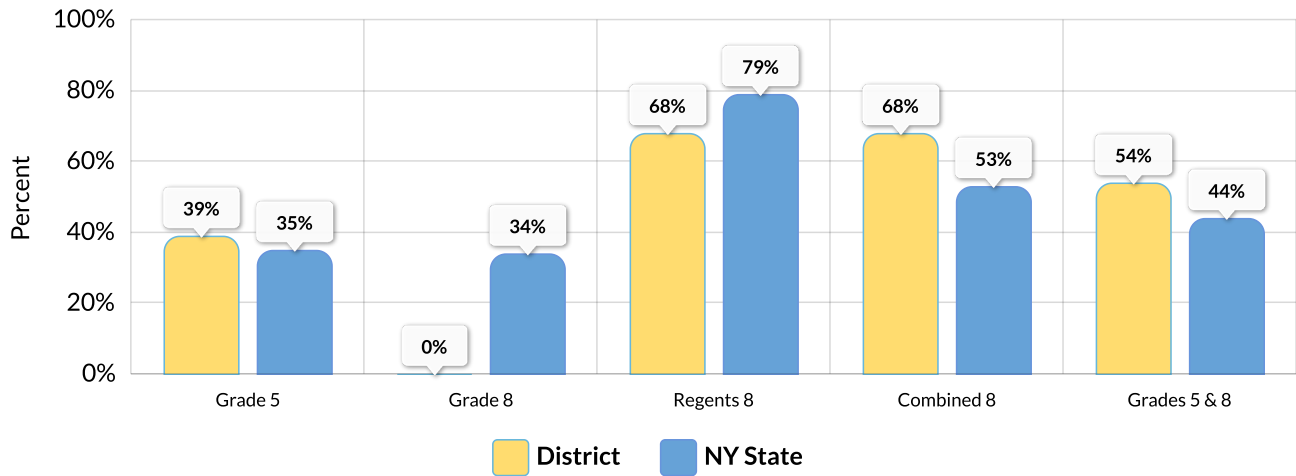
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	64	32%	136	68%	57	42%	31	23%	38	28%	10	7%	48	35%
Female	96	33	34%	63	66%	31	49%	14	22%	14	22%	4	6%	18	29%
Male	104	31	30%	73	70%	26	36%	17	23%	24	33%	6	8%	30	41%
General Education Students	168	52	31%	116	69%	39	34%	30	26%	37	32%	10	9%	47	41%
Students with Disabilities	32	12	38%	20	63%	18	90%	1	5%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	126	30	24%	96	76%	50	52%	19	20%	25	26%	2	2%	27	28%
White	61	26	43%	35	57%	4	11%	11	31%	12	34%	8	23%	20	57%
Multiracial	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	8	62%	5	38%	3	60%	1	20%	1	20%	0	0%	1	20%
Economically Disadvantaged	110	25	23%	85	77%	42	49%	17	20%	25	29%	1	1%	26	31%
Not Economically Disadvantaged	90	39	43%	51	57%	15	29%	14	27%	13	25%	9	18%	22	43%
English Language Learner	31	3	10%	28	90%	22	79%	5	18%	1	4%	0	0%	1	4%
Non-English Language Learner	169	61	36%	108	64%	35	32%	26	24%	37	34%	10	9%	47	44%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	199	63	32%	136	68%	57	42%	31	23%	38	28%	10	7%	48	35%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	199	64	32%	135	68%	—	—	—	—	—	—	—	—	—	—
Not Migrant	200	64	32%	136	68%	57	42%	31	23%	38	28%	10	7%	48	35%
Parent Not in Armed Forces	200	64	32%	136	68%	57	42%	31	23%	38	28%	10	7%	48	35%

GRADES 5 & 8 SCIENCE RESULTS (2023-24)

The results of the 2023-24 Grades 5 and 8 Science tests represent student achievement on the new NYS P-12 Science 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

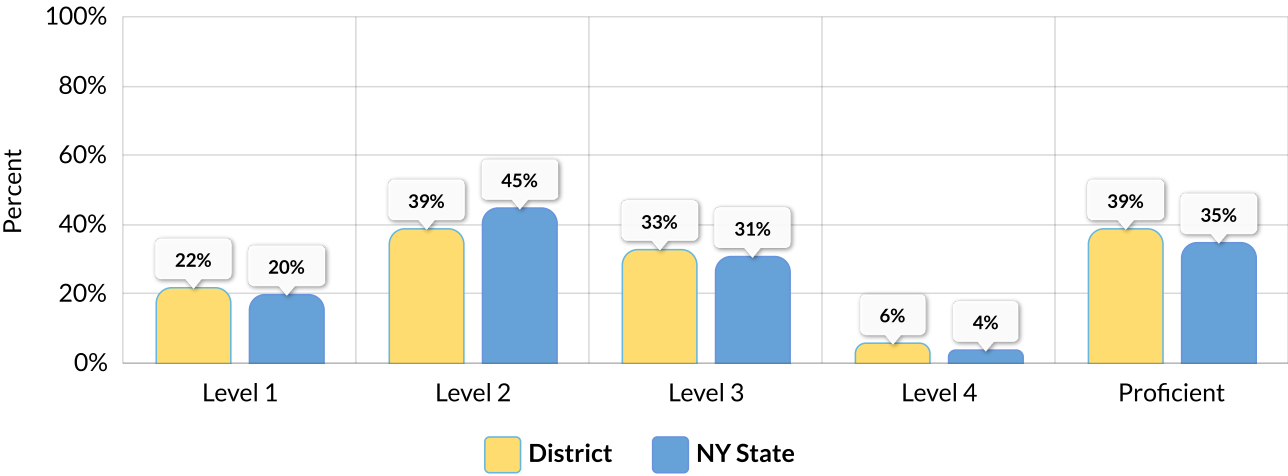


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	195	5	3%	190	97%	42	22%	74	39%	63	33%	11	6%	74	39%
Grade 8	200	200	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	195	98%	42	22%	21	11%	75	38%	57	29%	132	68%
Combined 8	200	5	3%	195	98%	42	22%	21	11%	75	38%	57	29%	132	68%
Grades 5 & 8	395	10	3%	385	97%	84	22%	95	25%	138	36%	68	18%	206	54%

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

GRADE 5 SCIENCE RESULTS

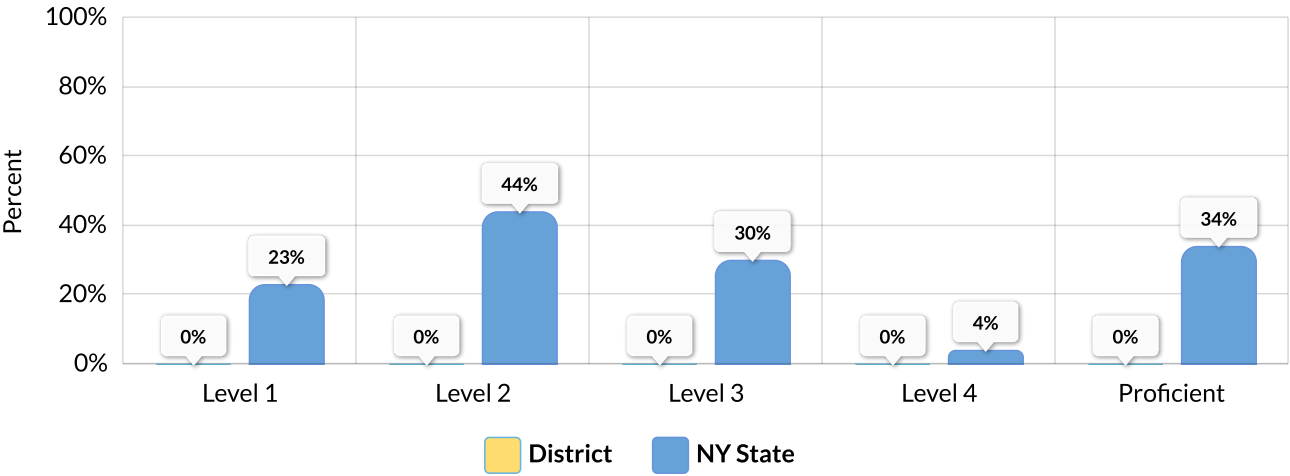
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	195	5	3%	190	97%	42	22%	74	39%	63	33%	11	6%	74	39%
Female	100	2	2%	98	98%	26	27%	37	38%	30	31%	5	5%	35	36%
Male	94	3	3%	91	97%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	95	3	3%	92	97%	16	17%	37	40%	33	36%	6	7%	39	42%
General Education Students	173	2	1%	171	99%	31	18%	67	39%	63	37%	10	6%	73	43%
Students with Disabilities	22	3	14%	19	86%	11	58%	7	37%	0	0%	1	5%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	116	4	3%	112	97%	34	30%	55	49%	23	21%	0	0%	23	21%
White	57	1	2%	56	98%	5	9%	14	25%	30	54%	7	13%	37	66%
Multiracial	14	0	0%	14	100%	2	14%	3	21%	6	43%	3	21%	9	64%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	2	25%	4	50%	1	13%	5	63%
Economically Disadvantaged	105	5	5%	100	95%	33	33%	49	49%	17	17%	1	1%	18	18%
Not Economically Disadvantaged	90	0	0%	90	100%	9	10%	25	28%	46	51%	10	11%	56	62%
English Language Learner	44	2	5%	42	95%	16	38%	24	57%	2	5%	0	0%	2	5%
Non-English Language Learner	151	3	2%	148	98%	26	18%	50	34%	61	41%	11	7%	72	49%
Not in Foster Care	195	5	3%	190	97%	42	22%	74	39%	63	33%	11	6%	74	39%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	194	5	3%	189	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	195	5	3%	190	97%	42	22%	74	39%	63	33%	11	6%	74	39%
Parent Not in Armed Forces	195	5	3%	190	97%	42	22%	74	39%	63	33%	11	6%	74	39%

GRADE 8 SCIENCE RESULTS

Percent Scoring at Levels for All Students



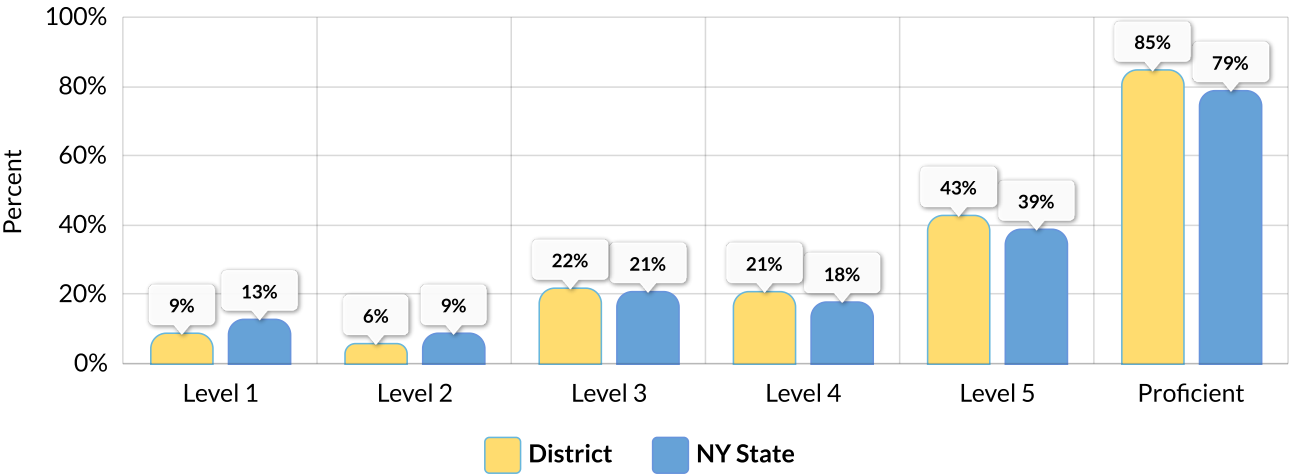
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	200	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	96	96	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	104	104	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	168	168	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	32	32	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	61	61	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	110	110	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	90	90	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	31	31	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	169	169	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	199	199	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	199	199	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	200	200	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	200	200	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

ANNUAL REGENTS EXAMINATIONS (2023 - 24)

Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2023-24)

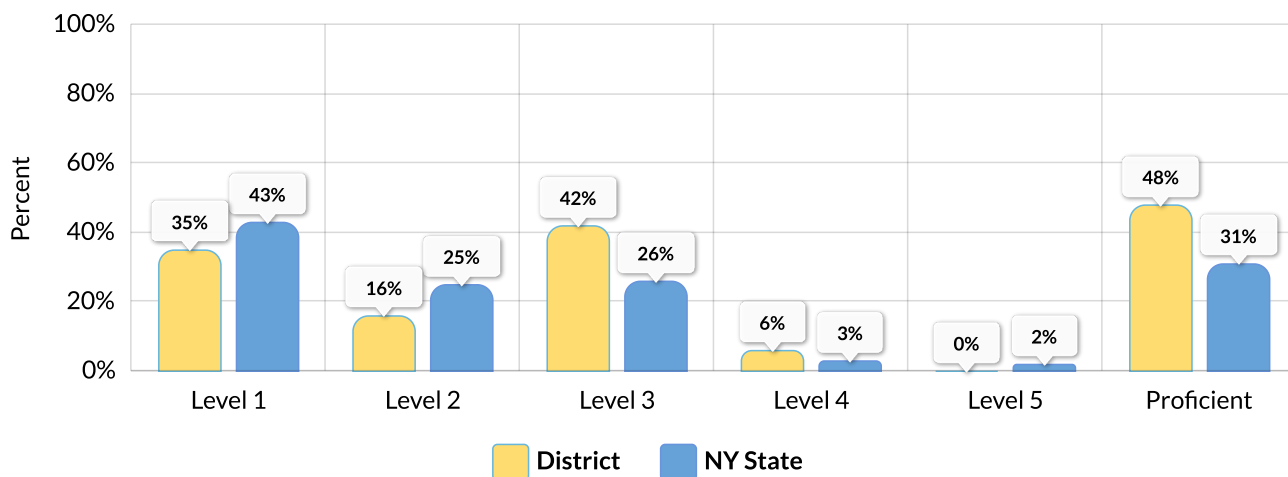
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	229	20	9%	14	6%	50	22%	47	21%	98	43%	195	85%
Female	123	9	7%	7	6%	24	20%	24	20%	59	48%	107	87%
Male	106	11	10%	7	7%	26	25%	23	22%	39	37%	88	83%
General Education Students	205	11	5%	11	5%	45	22%	43	21%	95	46%	183	89%
Students with Disabilities	24	9	38%	3	13%	5	21%	4	17%	3	13%	12	50%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	0	0%	1	13%	2	25%	3	38%	2	25%	7	88%
Hispanic or Latino	159	19	12%	12	8%	44	28%	38	24%	46	29%	128	81%
White	51	1	2%	1	2%	4	8%	4	8%	41	80%	49	96%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	0	0%	2	18%	9	82%	11	100%
Economically Disadvantaged	137	18	13%	13	9%	41	30%	29	21%	36	26%	106	77%
Not Economically Disadvantaged	92	2	2%	1	1%	9	10%	18	20%	62	67%	89	97%
English Language Learner	38	13	34%	8	21%	13	34%	4	11%	0	0%	17	45%
Non-English Language Learner	191	7	4%	6	3%	37	19%	43	23%	98	51%	178	93%
Not in Foster Care	229	20	9%	14	6%	50	22%	47	21%	98	43%	195	85%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	228	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	229	20	9%	14	6%	50	22%	47	21%	98	43%	195	85%
Parent Not in Armed Forces	229	20	9%	14	6%	50	22%	47	21%	98	43%	195	85%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (AUGUST 2023 & JANUARY 2024)

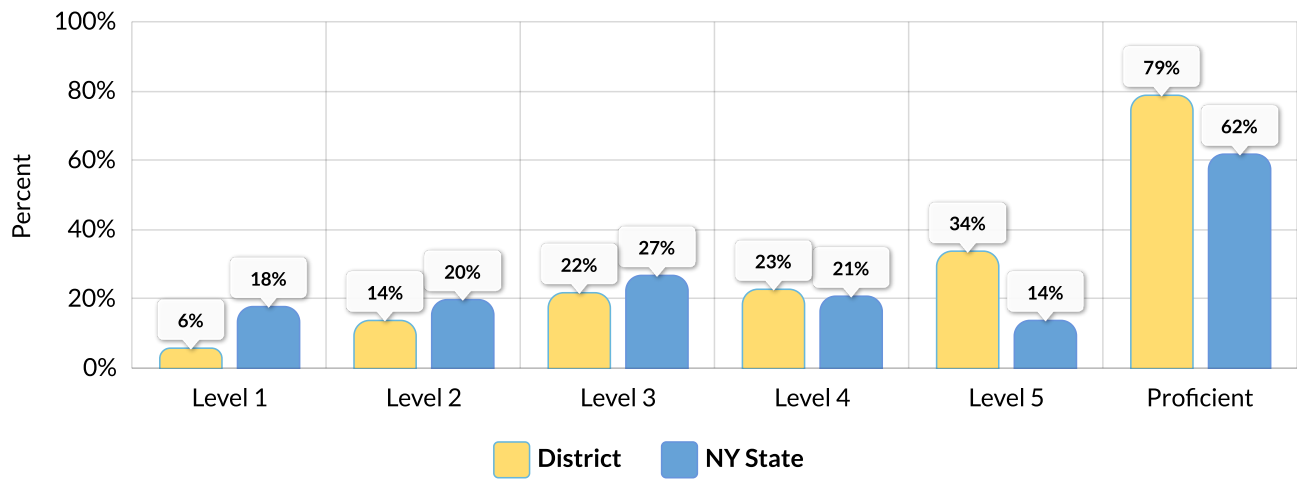
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	31	11	35%	5	16%	13	42%	2	6%	0	0%	15	48%
Female	15	5	33%	5	33%	4	27%	1	7%	0	0%	5	33%
Male	16	6	38%	0	0%	9	56%	1	6%	0	0%	10	63%
General Education Students	25	7	28%	4	16%	13	52%	1	4%	0	0%	14	56%
Students with Disabilities	6	4	67%	1	17%	0	0%	1	17%	0	0%	1	17%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	9	39%	4	17%	10	43%	0	0%	0	0%	10	43%
White	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	1	13%	3	38%	2	25%	0	0%	5	63%
Economically Disadvantaged	24	10	42%	5	21%	9	38%	0	0%	0	0%	9	38%
Not Economically Disadvantaged	7	1	14%	0	0%	4	57%	2	29%	0	0%	6	86%
English Language Learner	12	6	50%	3	25%	3	25%	0	0%	0	0%	3	25%
Non-English Language Learner	19	5	26%	2	11%	10	53%	2	11%	0	0%	12	63%
Not in Foster Care	31	11	35%	5	16%	13	42%	2	6%	0	0%	15	48%
Not Homeless	31	11	35%	5	16%	13	42%	2	6%	0	0%	15	48%
Not Migrant	31	11	35%	5	16%	13	42%	2	6%	0	0%	15	48%
Parent Not in Armed Forces	31	11	35%	5	16%	13	42%	2	6%	0	0%	15	48%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)

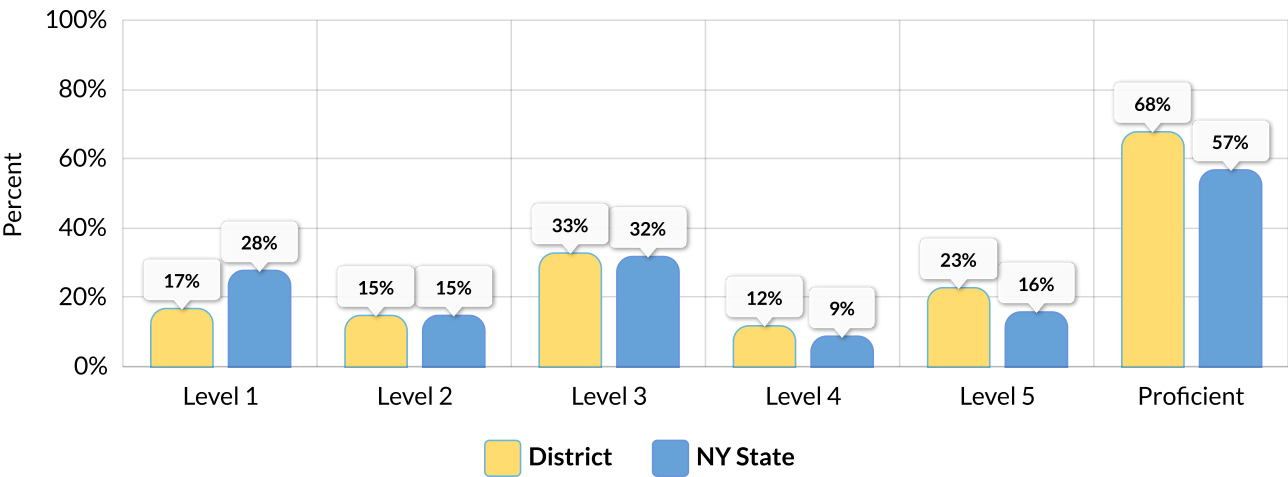
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	13	6%	29	14%	44	22%	47	23%	70	34%	161	79%
Female	94	5	5%	9	10%	22	23%	24	26%	34	36%	80	85%
Male	109	8	7%	20	18%	22	20%	23	21%	36	33%	81	74%
General Education Students	175	7	4%	22	13%	34	19%	43	25%	69	39%	146	83%
Students with Disabilities	28	6	21%	7	25%	10	36%	4	14%	1	4%	15	54%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	1	17%	0	0%	5	83%	6	100%
Black or African American	8	1	13%	2	25%	2	25%	3	38%	0	0%	5	63%
Hispanic or Latino	121	11	9%	25	21%	29	24%	33	27%	23	19%	85	70%
White	60	1	2%	2	3%	12	20%	11	18%	34	57%	57	95%
Multiracial	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Economically Disadvantaged	110	9	8%	22	20%	29	26%	31	28%	19	17%	79	72%
Not Economically Disadvantaged	93	4	4%	7	8%	15	16%	16	17%	51	55%	82	88%
English Language Learner	31	5	16%	14	45%	4	13%	7	23%	1	3%	12	39%
Non-English Language Learner	172	8	5%	15	9%	40	23%	40	23%	69	40%	149	87%
Not in Foster Care	203	13	6%	29	14%	44	22%	47	23%	70	34%	161	79%
Not Homeless	203	13	6%	29	14%	44	22%	47	23%	70	34%	161	79%
Not Migrant	203	13	6%	29	14%	44	22%	47	23%	70	34%	161	79%
Parent Not in Armed Forces	203	13	6%	29	14%	44	22%	47	23%	70	34%	161	79%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2023-24)

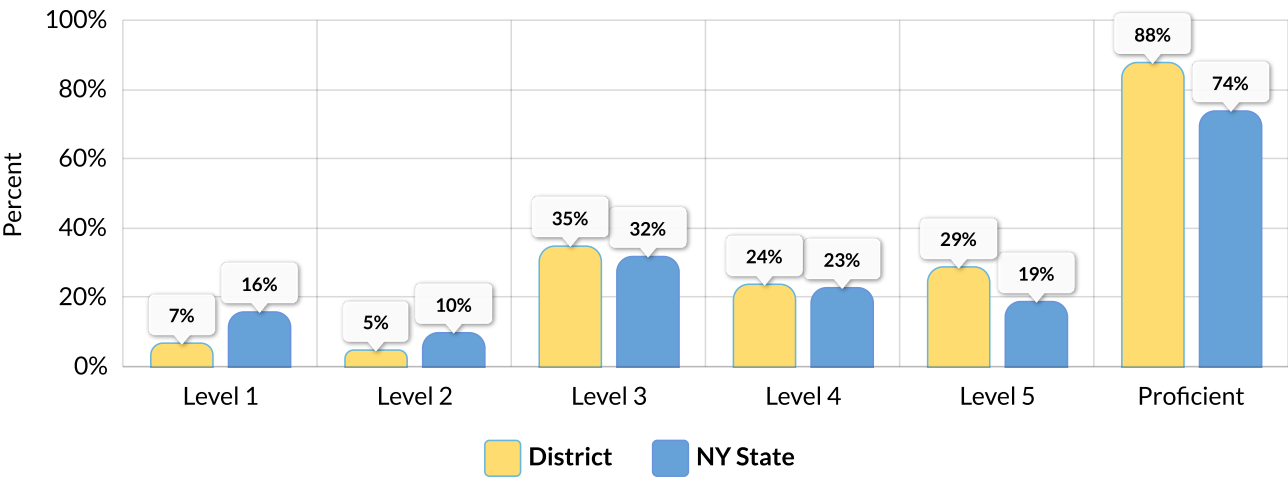
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	138	23	17%	21	15%	46	33%	16	12%	32	23%	94	68%
Female	76	15	20%	12	16%	19	25%	11	14%	19	25%	49	64%
Male	62	8	13%	9	15%	27	44%	5	8%	13	21%	45	73%
General Education Students	130	22	17%	19	15%	44	34%	14	11%	31	24%	89	68%
Students with Disabilities	8	1	13%	2	25%	2	25%	2	25%	1	13%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	83	20	24%	19	23%	26	31%	8	10%	10	12%	44	53%
White	45	1	2%	2	4%	14	31%	7	16%	21	47%	42	93%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	0	0%	6	60%	1	10%	1	10%	8	80%
Economically Disadvantaged	67	18	27%	13	19%	23	34%	6	9%	7	10%	36	54%
Not Economically Disadvantaged	71	5	7%	8	11%	23	32%	10	14%	25	35%	58	82%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	136	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	138	23	17%	21	15%	46	33%	16	12%	32	23%	94	68%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	137	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	138	23	17%	21	15%	46	33%	16	12%	32	23%	94	68%
Parent Not in Armed Forces	138	23	17%	21	15%	46	33%	16	12%	32	23%	94	68%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2023-24)

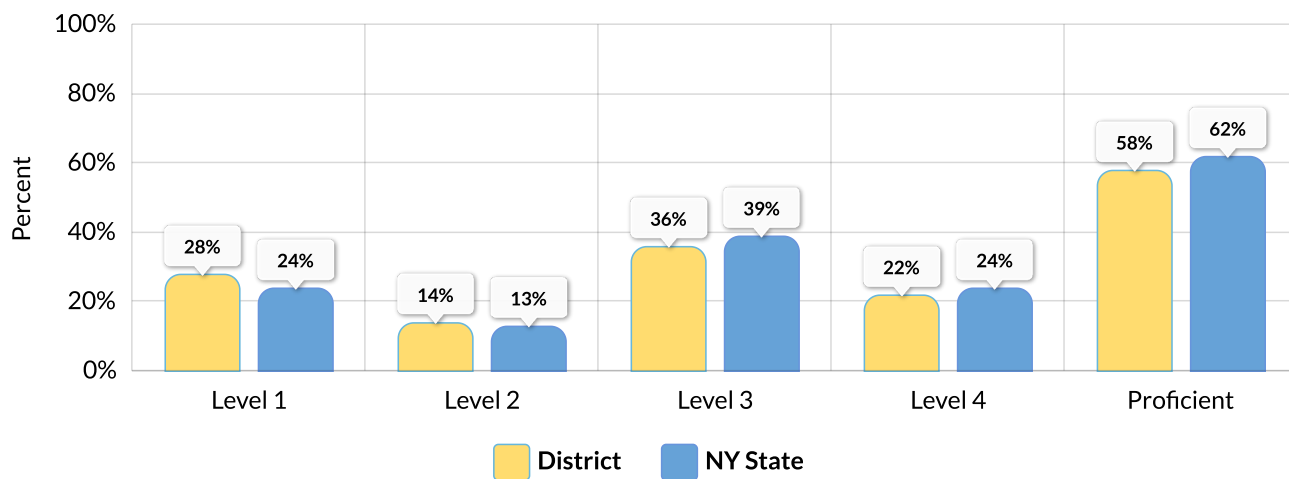
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	9	7%	7	5%	45	35%	31	24%	38	29%	114	88%
Female	67	5	7%	1	1%	28	42%	13	19%	20	30%	61	91%
Male	63	4	6%	6	10%	17	27%	18	29%	18	29%	53	84%
General Education Students	127	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	75	6	8%	7	9%	32	43%	16	21%	14	19%	62	83%
White	41	1	2%	0	0%	8	20%	13	32%	19	46%	40	98%
Multiracial	7	1	14%	0	0%	2	29%	1	14%	3	43%	6	86%
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	3	43%	1	14%	2	29%	6	86%
Economically Disadvantaged	65	6	9%	7	11%	28	43%	12	18%	12	18%	52	80%
Not Economically Disadvantaged	65	3	5%	0	0%	17	26%	19	29%	26	40%	62	95%
English Language Learner	9	3	33%	2	22%	3	33%	1	11%	0	0%	4	44%
Non-English Language Learner	121	6	5%	5	4%	42	35%	30	25%	38	31%	110	91%
Not in Foster Care	130	9	7%	7	5%	45	35%	31	24%	38	29%	114	88%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	129	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	130	9	7%	7	5%	45	35%	31	24%	38	29%	114	88%
Parent Not in Armed Forces	130	9	7%	7	5%	45	35%	31	24%	38	29%	114	88%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)

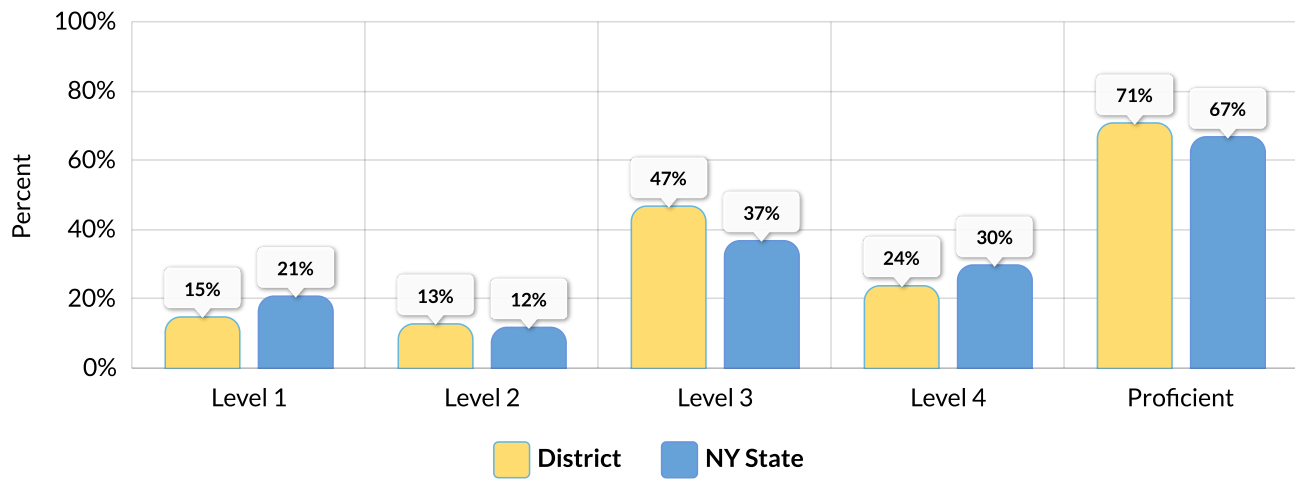
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	264	74	28%	36	14%	95	36%	59	22%	154	58%
Female	123	39	32%	14	11%	45	37%	25	20%	70	57%
Male	141	35	25%	22	16%	50	35%	34	24%	84	60%
General Education Students	220	50	23%	29	13%	84	38%	57	26%	141	64%
Students with Disabilities	44	24	55%	7	16%	11	25%	2	5%	13	30%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	1	20%	4	80%	5	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	186	70	38%	33	18%	70	38%	13	7%	83	45%
White	64	3	5%	1	2%	22	34%	38	59%	60	94%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	2	22%	2	22%	4	44%	6	67%
Economically Disadvantaged	159	62	39%	30	19%	58	36%	9	6%	67	42%
Not Economically Disadvantaged	105	12	11%	6	6%	37	35%	50	48%	87	83%
English Language Learner	71	44	62%	10	14%	16	23%	1	1%	17	24%
Non-English Language Learner	193	30	16%	26	13%	79	41%	58	30%	137	71%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	263	—	—	—	—	—	—	—	—	—	—
Not Homeless	264	74	28%	36	14%	95	36%	59	22%	154	58%
Not Migrant	264	74	28%	36	14%	95	36%	59	22%	154	58%
Parent Not in Armed Forces	264	74	28%	36	14%	95	36%	59	22%	154	58%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2023-24)

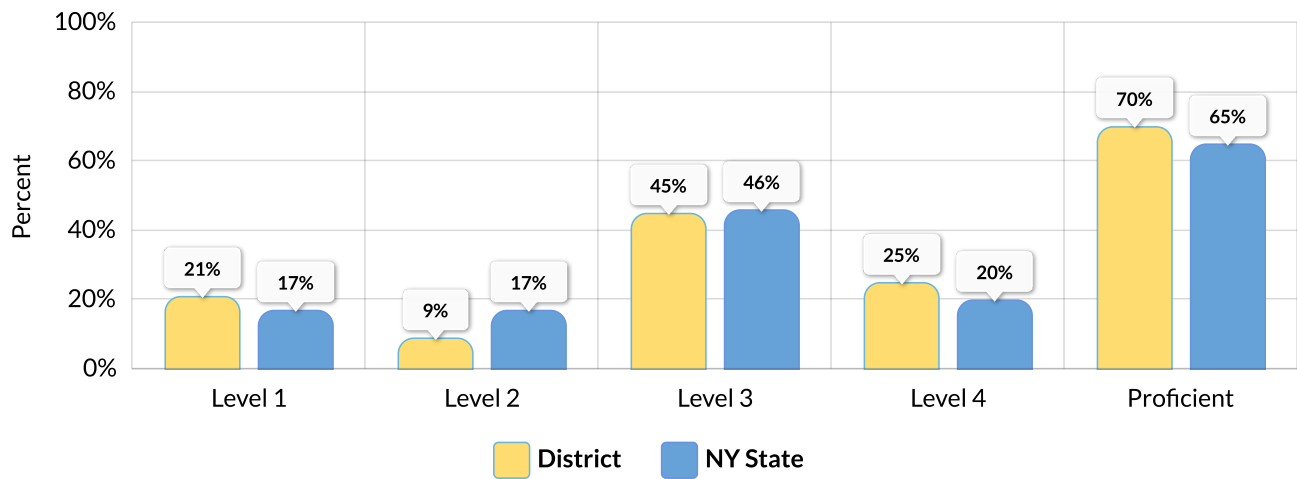
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	97	15	15%	13	13%	46	47%	23	24%	69	71%
Female	52	8	15%	5	10%	23	44%	16	31%	39	75%
Male	45	7	16%	8	18%	23	51%	7	16%	30	67%
General Education Students	74	4	5%	11	15%	37	50%	22	30%	59	80%
Students with Disabilities	23	11	48%	2	9%	9	39%	1	4%	10	43%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	71	13	18%	12	17%	29	41%	17	24%	46	65%
White	18	2	11%	0	0%	10	56%	6	33%	16	89%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	1	13%	7	88%	0	0%	7	88%
Economically Disadvantaged	72	13	18%	13	18%	31	43%	15	21%	46	64%
Not Economically Disadvantaged	25	2	8%	0	0%	15	60%	8	32%	23	92%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	93	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	97	15	15%	13	13%	46	47%	23	24%	69	71%
Not Homeless	97	15	15%	13	13%	46	47%	23	24%	69	71%
Not Migrant	97	15	15%	13	13%	46	47%	23	24%	69	71%
Parent Not in Armed Forces	97	15	15%	13	13%	46	47%	23	24%	69	71%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2023-24)

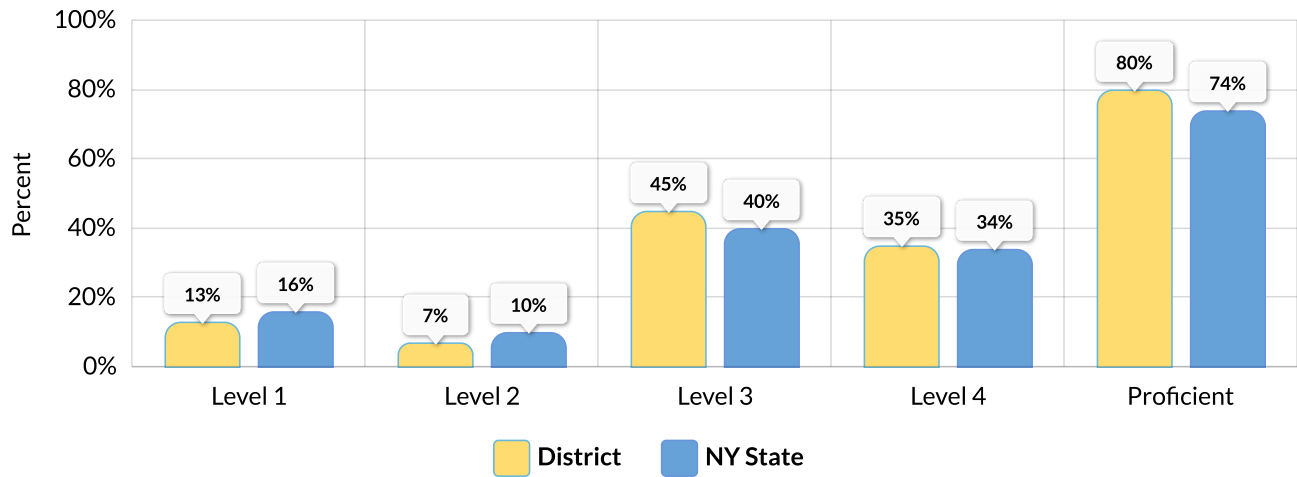
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	122	26	21%	11	9%	55	45%	30	25%	85	70%
Female	63	15	24%	5	8%	26	41%	17	27%	43	68%
Male	59	11	19%	6	10%	29	49%	13	22%	42	71%
General Education Students	118	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	2	40%	3	60%	5	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	72	24	33%	8	11%	28	39%	12	17%	40	56%
White	38	1	3%	2	5%	22	58%	13	34%	35	92%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	3	43%	2	29%	5	71%
Economically Disadvantaged	62	21	34%	7	11%	23	37%	11	18%	34	55%
Not Economically Disadvantaged	60	5	8%	4	7%	32	53%	19	32%	51	85%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	122	26	21%	11	9%	55	45%	30	25%	85	70%
Not Homeless	122	26	21%	11	9%	55	45%	30	25%	85	70%
Not Migrant	122	26	21%	11	9%	55	45%	30	25%	85	70%
Parent Not in Armed Forces	122	26	21%	11	9%	55	45%	30	25%	85	70%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2023-24)

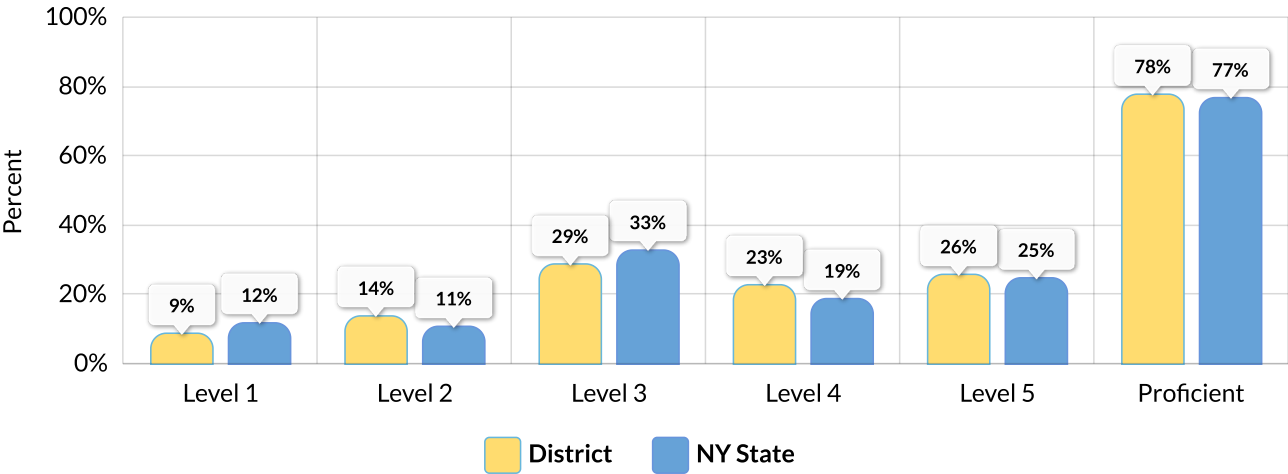
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	75	10	13%	5	7%	34	45%	26	35%	60	80%
Female	31	4	13%	1	3%	8	26%	18	58%	26	84%
Male	44	6	14%	4	9%	26	59%	8	18%	34	77%
General Education Students	74	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	7	28%	2	8%	12	48%	4	16%	16	64%
White	44	2	5%	3	7%	19	43%	20	45%	39	89%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	3	50%	2	33%	5	83%
Economically Disadvantaged	23	7	30%	1	4%	12	52%	3	13%	15	65%
Not Economically Disadvantaged	52	3	6%	4	8%	22	42%	23	44%	45	87%
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	70	5	7%	5	7%	34	49%	26	37%	60	86%
Not in Foster Care	75	10	13%	5	7%	34	45%	26	35%	60	80%
Not Homeless	75	10	13%	5	7%	34	45%	26	35%	60	80%
Not Migrant	75	10	13%	5	7%	34	45%	26	35%	60	80%
Parent Not in Armed Forces	75	10	13%	5	7%	34	45%	26	35%	60	80%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2023-24)

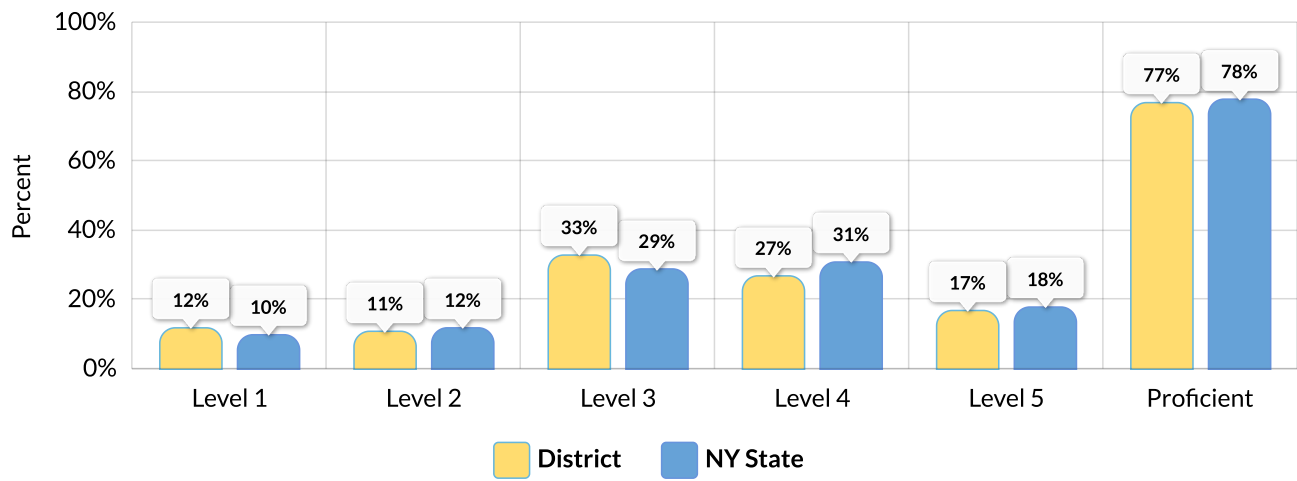
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	219	19	9%	30	14%	63	29%	50	23%	57	26%	170	78%
Female	110	11	10%	13	12%	29	26%	28	25%	29	26%	86	78%
Male	109	8	7%	17	16%	34	31%	22	20%	28	26%	84	77%
General Education Students	185	11	6%	23	12%	54	29%	42	23%	55	30%	151	82%
Students with Disabilities	34	8	24%	7	21%	9	26%	8	24%	2	6%	19	56%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	2	29%	2	29%	3	43%	7	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	154	17	11%	28	18%	51	33%	32	21%	26	17%	109	71%
White	52	0	0%	1	2%	10	19%	16	31%	25	48%	51	98%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	1	17%	0	0%	0	0%	3	50%	3	50%
Economically Disadvantaged	133	17	13%	26	20%	46	35%	25	19%	19	14%	90	68%
Not Economically Disadvantaged	86	2	2%	4	5%	17	20%	25	29%	38	44%	80	93%
English Language Learner	44	8	18%	13	30%	19	43%	4	9%	0	0%	23	52%
Non-English Language Learner	175	11	6%	17	10%	44	25%	46	26%	57	33%	147	84%
Not in Foster Care	219	19	9%	30	14%	63	29%	50	23%	57	26%	170	78%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	218	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	219	19	9%	30	14%	63	29%	50	23%	57	26%	170	78%
Parent Not in Armed Forces	219	19	9%	30	14%	63	29%	50	23%	57	26%	170	78%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2023-24)

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	202	25	12%	22	11%	66	33%	54	27%	35	17%	155	77%
Female	110	15	14%	17	15%	26	24%	28	25%	24	22%	78	71%
Male	92	10	11%	5	5%	40	43%	26	28%	11	12%	77	84%
General Education Students	180	16	9%	19	11%	57	32%	53	29%	35	19%	145	81%
Students with Disabilities	22	9	41%	3	14%	9	41%	1	5%	0	0%	10	45%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	1	13%	0	0%	4	50%	3	38%	0	0%	7	88%
Hispanic or Latino	133	21	16%	22	17%	47	35%	33	25%	10	8%	90	68%
White	50	3	6%	0	0%	10	20%	16	32%	21	42%	47	94%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	5	45%	2	18%	4	36%	11	100%
Economically Disadvantaged	111	21	19%	20	18%	39	35%	25	23%	6	5%	70	63%
Not Economically Disadvantaged	91	4	4%	2	2%	27	30%	29	32%	29	32%	85	93%
English Language Learner	15	8	53%	1	7%	6	40%	0	0%	0	0%	6	40%
Non-English Language Learner	187	17	9%	21	11%	60	32%	54	29%	35	19%	149	80%
Not in Foster Care	202	25	12%	22	11%	66	33%	54	27%	35	17%	155	77%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	201	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	202	25	12%	22	11%	66	33%	54	27%	35	17%	155	77%
Parent Not in Armed Forces	202	25	12%	22	11%	66	33%	54	27%	35	17%	155	77%

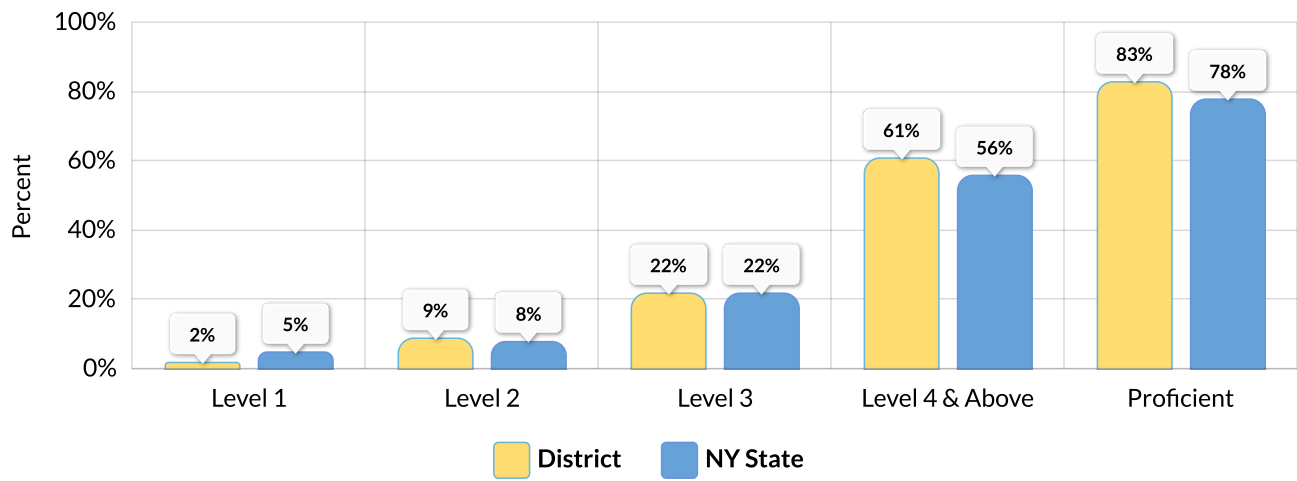
TOTAL COHORT REGENTS EXAMINATION RESULTS

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.

2020 TOTAL COHORT REGENTS IN ELA

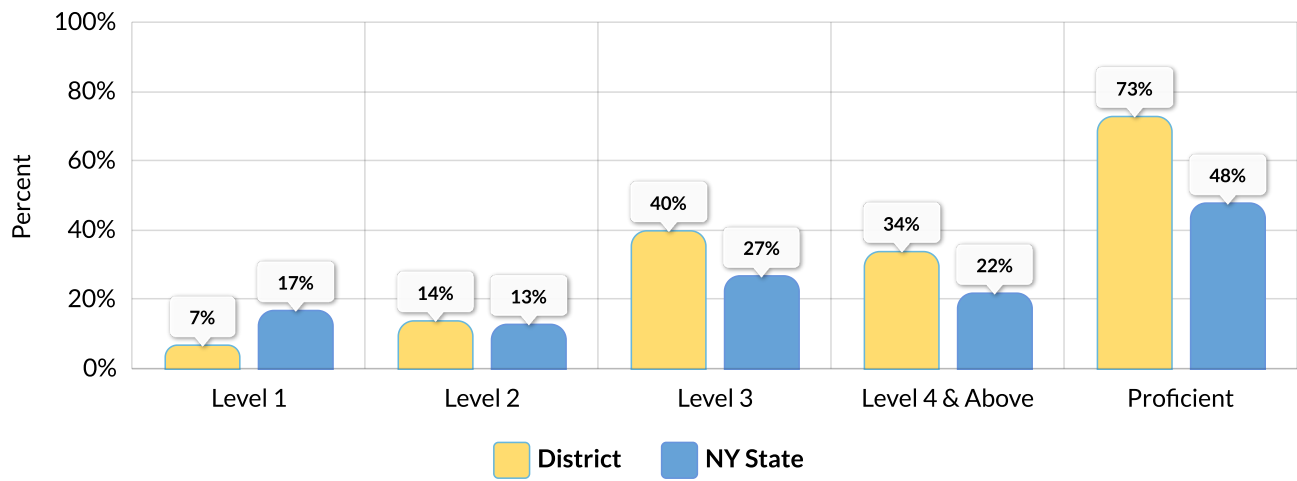
Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	192	10	5%	182	95%	4	2%	18	9%	43	22%	117	61%	160	83%
Female	93	5	5%	88	95%	2	2%	9	10%	15	16%	62	67%	77	83%
Male	99	5	5%	94	95%	2	2%	9	9%	28	28%	55	56%	83	84%
General Education Students	162	3	2%	159	98%	2	1%	10	6%	36	22%	111	69%	147	91%
Students with Disabilities	30	7	23%	23	77%	2	7%	8	27%	7	23%	6	20%	13	43%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	1	14%	5	71%	6	86%
Black or African American	10	0	0%	10	100%	0	0%	0	0%	2	20%	8	80%	10	100%
Hispanic or Latino	129	8	6%	121	94%	4	3%	16	12%	38	29%	63	49%	101	78%
White	41	1	2%	40	98%	0	0%	2	5%	2	5%	36	88%	38	93%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Economically Disadvantaged	117	6	5%	111	95%	4	3%	14	12%	37	32%	56	48%	93	79%
Not Economically Disadvantaged	75	4	5%	71	95%	0	0%	4	5%	6	8%	61	81%	67	89%
English Language Learner	12	4	33%	8	67%	2	17%	4	33%	2	17%	0	0%	2	17%
Non-English Language Learner	180	6	3%	174	97%	2	1%	14	8%	41	23%	117	65%	158	88%
Not in Foster Care	192	10	5%	182	95%	4	2%	18	9%	43	22%	117	61%	160	83%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	191	10	—	181	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	192	10	5%	182	95%	4	2%	18	9%	43	22%	117	61%	160	83%
Parent Not in Armed Forces	192	10	5%	182	95%	4	2%	18	9%	43	22%	117	61%	160	83%

2020 TOTAL COHORT REGENTS IN MATH

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	192	11	6%	181	94%	14	7%	26	14%	76	40%	65	34%	141	73%
Female	93	7	8%	86	92%	8	9%	13	14%	35	38%	30	32%	65	70%
Male	99	4	4%	95	96%	6	6%	13	13%	41	41%	35	35%	76	77%
General Education Students	162	4	2%	158	98%	11	7%	17	10%	66	41%	64	40%	130	80%
Students with Disabilities	30	7	23%	23	77%	3	10%	9	30%	10	33%	1	3%	11	37%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	1	14%	5	71%	6	86%
Black or African American	10	1	10%	9	90%	0	0%	1	10%	5	50%	3	30%	8	80%
Hispanic or Latino	129	8	6%	121	94%	11	9%	25	19%	55	43%	30	23%	85	66%
White	41	1	2%	40	98%	2	5%	0	0%	14	34%	24	59%	38	93%
Multiracial	5	0	0%	5	100%	1	20%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	117	6	5%	111	95%	9	8%	23	20%	52	44%	27	23%	79	68%
Not Economically Disadvantaged	75	5	7%	70	93%	5	7%	3	4%	24	32%	38	51%	62	83%
English Language Learner	12	2	17%	10	83%	1	8%	5	42%	3	25%	1	8%	4	33%
Non-English Language Learner	180	9	5%	171	95%	13	7%	21	12%	73	41%	64	36%	137	76%
Not in Foster Care	192	11	6%	181	94%	14	7%	26	14%	76	40%	65	34%	141	73%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	191	11	—	180	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	192	11	6%	181	94%	14	7%	26	14%	76	40%	65	34%	141	73%
Parent Not in Armed Forces	192	11	6%	181	94%	14	7%	26	14%	76	40%	65	34%	141	73%

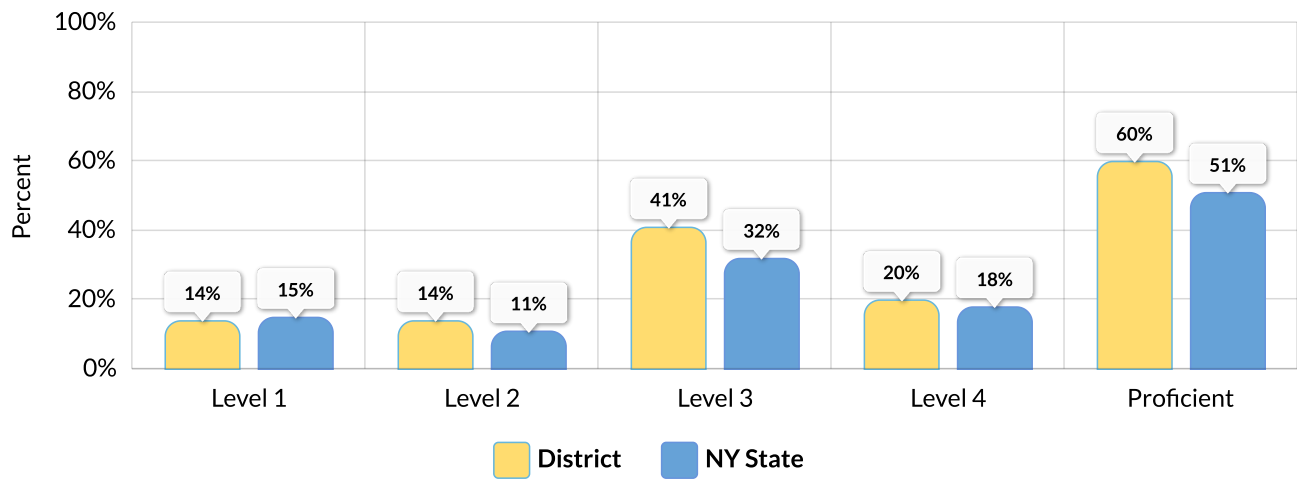
2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	136	5	4	131	96
Female	68	5	7	63	93
Male	68	0	0	68	100
General Education Students	133	4	3	129	97
Students with Disabilities	3	1	33	2	67
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	6	100
Black or African American	7	1	14	6	86
Hispanic or Latino	85	4	5	81	95
White	33	0	0	33	100
Multiracial	5	0	0	5	100
Economically Disadvantaged	74	2	3	72	97
Not Economically Disadvantaged	62	3	5	59	95
English Language Learner	1	0	0	1	100
Non-English Language Learner	135	5	4	130	96
Not in Foster Care	136	5	4	131	96
Homeless	1	0	0	1	100
Not Homeless	135	5	4	130	96
Not Migrant	136	5	4	131	96
Parent Not in Armed Forces	136	5	4	131	96

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

2020 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	192	23	12%	169	88%	26	14%	27	14%	78	41%	38	20%	116	60%
Female	93	10	11%	83	89%	14	15%	13	14%	39	42%	17	18%	56	60%
Male	99	13	13%	86	87%	12	12%	14	14%	39	39%	21	21%	60	61%
General Education Students	162	10	6%	152	94%	17	10%	25	15%	74	46%	36	22%	110	68%
Students with Disabilities	30	13	43%	17	57%	9	30%	2	7%	4	13%	2	7%	6	20%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	2	29%	4	57%	6	86%
Black or African American	10	1	10%	9	90%	0	0%	3	30%	3	30%	3	30%	6	60%
Hispanic or Latino	129	20	16%	109	84%	22	17%	20	16%	51	40%	16	12%	67	52%
White	41	1	2%	40	98%	4	10%	3	7%	21	51%	12	29%	33	80%
Multiracial	5	0	0%	5	100%	0	0%	1	20%	1	20%	3	60%	4	80%
Economically Disadvantaged	117	18	15%	99	85%	20	17%	20	17%	44	38%	15	13%	59	50%
Not Economically Disadvantaged	75	5	7%	70	93%	6	8%	7	9%	34	45%	23	31%	57	76%
English Language Learner	12	2	17%	10	83%	5	42%	2	17%	2	17%	1	8%	3	25%
Non-English Language Learner	180	21	12%	159	88%	21	12%	25	14%	76	42%	37	21%	113	63%
Not in Foster Care	192	23	12%	169	88%	26	14%	27	14%	78	41%	38	20%	116	60%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	191	23	—	168	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	192	23	12%	169	88%	26	14%	27	14%	78	41%	38	20%	116	60%
Parent Not in Armed Forces	192	23	12%	169	88%	26	14%	27	14%	78	41%	38	20%	116	60%

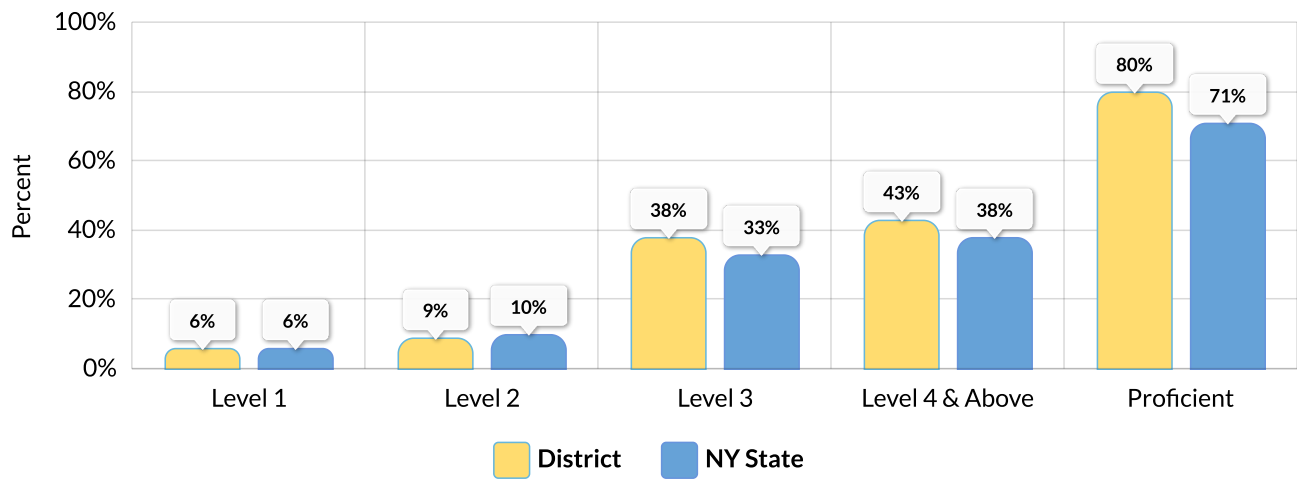
2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	177	18	10	159	90
Female	86	9	10	77	90
Male	91	9	10	82	90
General Education Students	154	10	6	144	94
Students with Disabilities	23	8	35	15	65
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	6	100
Black or African American	9	1	11	8	89
Hispanic or Latino	117	17	15	100	85
White	40	0	0	40	100
Multiracial	5	0	0	5	100
Economically Disadvantaged	107	15	14	92	86
Not Economically Disadvantaged	70	3	4	67	96
English Language Learner	8	1	13	7	88
Non-English Language Learner	169	17	10	152	90
Not in Foster Care	177	18	10	159	90
Homeless	1	0	0	1	100
Not Homeless	176	18	10	158	90
Not Migrant	177	18	10	159	90
Parent Not in Armed Forces	177	18	10	159	90

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

2020 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY

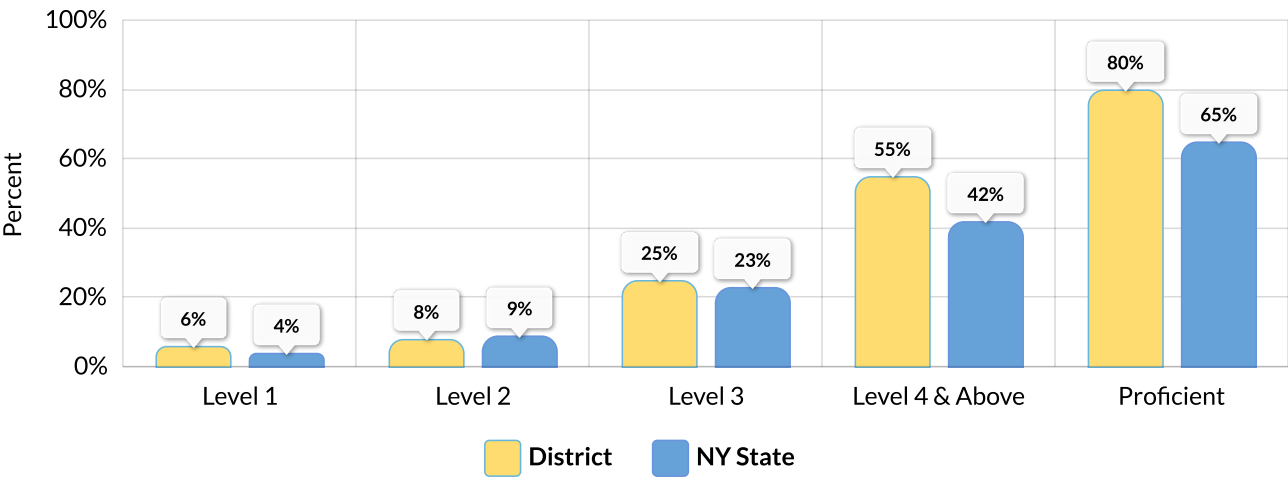
Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	192	9	5%	183	95%	12	6%	17	9%	72	38%	82	43%	154	80%
Female	93	4	4%	89	96%	8	9%	10	11%	36	39%	35	38%	71	76%
Male	99	5	5%	94	95%	4	4%	7	7%	36	36%	47	47%	83	84%
General Education Students	162	2	1%	160	99%	7	4%	13	8%	62	38%	78	48%	140	86%
Students with Disabilities	30	7	23%	23	77%	5	17%	4	13%	10	33%	4	13%	14	47%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	1	14%	5	71%	6	86%
Black or African American	10	1	10%	9	90%	0	0%	0	0%	3	30%	6	60%	9	90%
Hispanic or Latino	129	6	5%	123	95%	11	9%	15	12%	59	46%	38	29%	97	75%
White	41	1	2%	40	98%	1	2%	1	2%	9	22%	29	71%	38	93%
Multiracial	5	0	0%	5	100%	0	0%	1	20%	0	0%	4	80%	4	80%
Economically Disadvantaged	117	6	5%	111	95%	9	8%	14	12%	52	44%	36	31%	88	75%
Not Economically Disadvantaged	75	3	4%	72	96%	3	4%	3	4%	20	27%	46	61%	66	88%
English Language Learner	12	3	25%	9	75%	2	17%	1	8%	5	42%	1	8%	6	50%
Non-English Language Learner	180	6	3%	174	97%	10	6%	16	9%	67	37%	81	45%	148	82%
Not in Foster Care	192	9	5%	183	95%	12	6%	17	9%	72	38%	82	43%	154	80%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	191	9	—	182	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	192	9	5%	183	95%	12	6%	17	9%	72	38%	82	43%	154	80%
Parent Not in Armed Forces	192	9	5%	183	95%	12	6%	17	9%	72	38%	82	43%	154	80%

2020 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	192	11	6%	181	94%	12	6%	16	8%	48	25%	105	55%	153	80%
Female	93	5	5%	88	95%	9	10%	9	10%	23	25%	47	51%	70	75%
Male	99	6	6%	93	94%	3	3%	7	7%	25	25%	58	59%	83	84%
General Education Students	162	4	2%	158	98%	5	3%	15	9%	39	24%	99	61%	138	85%
Students with Disabilities	30	7	23%	23	77%	7	23%	1	3%	9	30%	6	20%	15	50%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	1	14%	5	71%	6	86%
Black or African American	10	0	0%	10	100%	0	0%	1	10%	1	10%	8	80%	9	90%
Hispanic or Latino	129	9	7%	120	93%	11	9%	14	11%	42	33%	53	41%	95	74%
White	41	1	2%	40	98%	1	2%	1	2%	4	10%	34	83%	38	93%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Economically Disadvantaged	117	7	6%	110	94%	9	8%	15	13%	39	33%	47	40%	86	74%
Not Economically Disadvantaged	75	4	5%	71	95%	3	4%	1	1%	9	12%	58	77%	67	89%
English Language Learner	12	4	33%	8	67%	2	17%	2	17%	4	33%	0	0%	4	33%
Non-English Language Learner	180	7	4%	173	96%	10	6%	14	8%	44	24%	105	58%	149	83%
Not in Foster Care	192	11	6%	181	94%	12	6%	16	8%	48	25%	105	55%	153	80%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	191	11	—	180	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	192	11	6%	181	94%	12	6%	16	8%	48	25%	105	55%	153	80%
Parent Not in Armed Forces	192	11	6%	181	94%	12	6%	16	8%	48	25%	105	55%	153	80%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2023-24)

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	63	0	0%	63	100%	11	17%	21	33%	15	24%	14	22%	2	3%
Grade 1	47	1	2%	46	98%	2	4%	8	17%	14	30%	18	39%	4	9%
Grade 2	54	2	4%	52	96%	2	4%	10	19%	13	25%	14	27%	13	25%
Grade 3	48	0	0%	48	100%	5	10%	5	10%	20	42%	18	38%	0	0%
Grade 4	39	0	0%	39	100%	5	13%	7	18%	8	21%	17	44%	2	5%
Grade 5	44	0	0%	44	100%	7	16%	5	11%	15	34%	16	36%	1	2%
Grade 6	50	1	2%	49	98%	4	8%	8	16%	8	16%	23	47%	6	12%
Grade 7	34	0	0%	34	100%	2	6%	5	15%	7	21%	16	47%	4	12%
Grade 8	31	1	3%	30	97%	1	3%	3	10%	7	23%	13	43%	6	20%
Grade 9	42	6	14%	36	86%	6	17%	10	28%	6	17%	14	39%	0	0%
Grade 10	32	6	19%	26	81%	0	0%	4	15%	7	27%	14	54%	1	4%
Grade 11	38	6	16%	32	84%	0	0%	0	0%	9	28%	19	59%	4	13%
Grade 12	11	5	45%	6	55%	0	0%	0	0%	1	17%	5	83%	0	0%

NEW YORK STATE ALTERNATE ASSESSMENT (2023-24)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Science	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Grade 6 Math	5	0	0%	5	100%	1	20%	1	20%	2	40%	1	20%	3	60%
Grade 7 ELA	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	4	0	0%	4	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	25	18	72%	7	28%	0	0%	2	29%	5	71%	0	0%	5	71%
Secondary-Level Math	25	18	72%	7	28%	0	0%	1	14%	6	86%	0	0%	6	86%
Secondary-Level Science	25	18	72%	7	28%	0	0%	0	0%	6	86%	1	14%	7	100%

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024)

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	41%	28%	22%	9%	28%	36%	29%	8%
Students with Disabilities	73%	18%	8%	1%	63%	28%	7%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	26%	25%	30%	19%	14%	26%	40%	20%
Black	55%	29%	13%	3%	44%	39%	15%	2%
Hispanic	51%	27%	16%	6%	39%	38%	20%	3%
White	32%	31%	26%	11%	19%	35%	36%	10%
Two or more races	39%	23%	25%	14%	12%	40%	33%	14%
English Language Learners	79%	17%	3%	0%	59%	29%	12%	1%
Economically Disadvantaged	52%	28%	16%	5%	39%	37%	20%	3%

NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	34%	26%	5%	42%	31%	18%	8%
Students with Disabilities	65%	25%	10%	1%	73%	19%	6%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	17%	32%	38%	13%	19%	24%	30%	27%
Black	42%	37%	19%	2%	56%	28%	13%	2%
Hispanic	47%	32%	19%	2%	59%	29%	10%	2%
White	28%	36%	30%	7%	29%	36%	25%	10%
Two or more races	*	*	*	*	45%	32%	17%	6%
English Language Learners	85%	10%	4%	1%	83%	13%	4%	1%
Economically Disadvantaged	44%	34%	19%	3%	54%	29%	14%	4%

*Reporting standards not met.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

Note: Group values may not sum to 100% due to rounding.

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	29%	22%	8%	24%	36%	31%	9%
Students with Disabilities	72%	18%	8%	1%	53%	31%	13%	3%
American Indian/Alaska Native	59%	26%	13%	3%	43%	37%	18%	2%
Asian/Pacific Islander	23%	26%	31%	20%	12%	24%	39%	25%
Black	57%	27%	13%	3%	41%	40%	17%	2%
Hispanic	52%	27%	16%	4%	34%	39%	23%	4%
White	30%	31%	28%	11%	14%	35%	39%	12%
Two or more races	37%	29%	24%	10%	20%	36%	33%	11%
English Language Learners	71%	21%	7%	1%	48%	36%	14%	2%
Economically Disadvantaged	53%	28%	16%	4%	35%	40%	22%	3%

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	37%	25%	4%	41%	32%	19%	8%
Students with Disabilities	67%	25%	8%	1%	75%	18%	5%	2%
American Indian/Alaska Native	45%	38%	16%	1%	60%	29%	9%	3%
Asian/Pacific Islander	17%	30%	40%	13%	18%	26%	28%	29%
Black	48%	36%	15%	1%	63%	27%	8%	2%
Hispanic	45%	36%	17%	1%	55%	30%	12%	2%
White	25%	39%	32%	5%	28%	36%	27%	10%
Two or more races	30%	36%	30%	4%	38%	33%	20%	9%
English Language Learners	71%	25%	5%	0%	77%	18%	4%	1%
Economically Disadvantaged	46%	37%	16%	1%	55%	31%	12%	3%

*Reporting standards not met.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	88%	89%
Students with Disabilities	89%	90%	89%	90%
English Language Learners	92%	93%	91%	92%

Note: Group values may not sum to 100% due to rounding.

STAFF QUALIFICATIONS (2023-24) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	240	34	14%	6	1	17%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW-POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	236	2	1%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

TOTAL COHORT GRADUATION RATE (2023-24)

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	192	179	93%	93	48%	82	43%	4	2%	3	2%	8	4%	0	0%	2	1%
Female	93	85	91%	44	47%	40	43%	1	1%	2	2%	5	5%	0	0%	1	1%
Male	99	94	95%	49	49%	42	42%	3	3%	1	1%	3	3%	0	0%	1	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	162	157	97%	92	57%	64	40%	1	1%	0	0%	3	2%	0	0%	2	1%
Students with Disabilities	30	22	73%	1	3%	18	60%	3	10%	3	10%	5	17%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	6	86%	5	71%	1	14%	0	0%	0	0%	1	14%	0	0%	0	0%
Black or African American	10	10	100%	5	50%	5	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	129	118	91%	51	40%	64	50%	3	2%	3	2%	6	5%	0	0%	2	2%
White	41	40	98%	28	68%	11	27%	1	2%	0	0%	1	2%	0	0%	0	0%
Multiracial	5	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	117	109	93%	46	39%	60	51%	3	3%	3	3%	4	3%	0	0%	1	1%
Not Economically Disadvantaged	75	70	93%	47	63%	22	29%	1	1%	0	0%	4	5%	0	0%	1	1%
English Language Learner	12	7	58%	0	0%	6	50%	1	8%	2	17%	2	17%	0	0%	1	8%
Non-English Language Learner	180	172	96%	93	52%	76	42%	3	2%	1	1%	6	3%	0	0%	1	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	192	179	93%	93	48%	82	43%	4	2%	3	2%	8	4%	0	0%	2	1%

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	191	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	192	179	93%	93	48%	82	43%	4	2%	3	2%	8	4%	0	0%	2	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	192	179	93%	93	48%	82	43%	4	2%	3	2%	8	4%	0	0%	2	1%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2021-22)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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