

SYOSSET CENTRAL SCHOOL DISTRICT

REPORT CARD

2024-2025

2025-2026 PROPOSED BUDGET

As Required by
Chapter 474
Of the
Laws of 1996

SYOSSET CENTRAL SCHOOL DISTRICT
Syosset, New York

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and Assessment

2024-2025

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SYOSSET CENTRAL SCHOOL DISTRICT

**PROPOSED
BUDGET
2025-2026**

Draft Budget Working Document

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change
1010 Board Of Education		46,700	46,700	-	0.00%
1040 District Clerk		102,613	102,500	113	0.11%
1060 District Meeting		43,500	60,000	-16,500	-27.50%
1240 Chief School Administrator		384,100	375,414	8,686	2.31%
1310 Business Administration		638,293	603,440	34,853	5.78%
1320 Auditing		118,900	118,700	200	0.17%
1345 Purchasing		639,922	639,996	-74	-0.01%
1380 Fiscal Agent Fee		7,000	7,000	-	0.00%
1420 Legal		422,600	422,600	-	0.00%
1430 Personnel		1,012,514	969,301	43,213	4.46%
1480 Public Information and Services		201,908	200,060	1,848	0.92%
1620 Operation of Plant		11,972,841	11,610,658	362,183	3.12%
1621 Maintenance of Plant		5,864,069	6,136,194	-272,125	-4.43%
1631 Security		4,110,443	4,370,443	-260,000	-5.95%
1670 Central Printing & Mailing		591,446	612,239	-20,793	-3.40%
1680 Central Data Processing		2,975,072	2,697,232	277,840	10.30%
1910 Unallocated Insurance		1,992,000	1,683,095	308,905	18.35%
1981 BOCES Administrative Costs		959,265	938,044	21,221	2.26%
1983 BOCES Capital Expenses		246,539	240,297	6,242	2.60%
1989 Unclassified		50,000	50,000	-	0.00%
2010 Curriculum Devel and Suprvsn		2,575,490	3,060,322	-484,832	-15.84%
2020 Supervision-Regular School		7,755,566	7,046,237	709,329	10.07%
2070 Inservice Training-Instruction		171,000	253,000	-82,000	-32.41%
2110 Teaching-Regular School		89,888,970	87,597,878	2,291,092	2.62%
2250 Prg For Sdnts w/Disabil-Med Elgble		34,467,715	32,266,318	2,201,397	6.82%
2280 Occupational Education(Grades 9-12)		590,000	590,000	-	0.00%
2310 Continuing Education		124,952	120,224	4,728	3.93%
2320 Summer School		418,372	418,372	-	0.00%
2610 School Library & AV		3,181,803	3,058,257	123,546	4.04%
2630 Computer Assisted Instruction		4,988,810	4,787,301	201,509	4.21%
2805 Attendance-Regular School		279,687	264,113	15,574	5.90%
2810 Guidance-Regular School		3,856,551	3,800,102	56,449	1.49%
2815 Health Svcs-Regular School		2,297,742	2,219,539	78,203	3.52%
2820 Psychological Svcs-Reg Schl		2,867,377	2,762,486	104,891	3.80%
2825 Social Work Svcs-Regular School		624,160	581,350	42,810	7.36%
2850 Co-Curricular Activ-Reg Schl		2,674,980	2,560,399	114,581	4.48%
2855 Interscholastic Athletics-Reg Schl		3,273,874	3,268,060	5,814	0.18%
5510 District Transportation Services		1,028,565	326,542	702,023	214.99%
5540 Contract Transportation-Med Elgble		15,069,735	13,304,600	1,765,135	13.27%
7140 Recreation		278,078	283,205	-5,127	-1.81%
8070 Census		28,000	21,131	6,869	32.51%
9010 State Retirement		4,500,000	3,992,855	507,145	12.70%
9020 Teachers' Retirement		12,382,406	12,961,115	-578,709	-4.46%
9030 Social Security		12,215,003	11,882,141	332,862	2.80%
9040 Workers' Compensation		1,025,000	900,000	125,000	13.89%
9045 Life Insurance		250,000	230,000	20,000	8.70%
9050 Unemployment Insurance		50,000	50,000	-	0.00%
9055 Disability Insurance		160,000	160,000	-	0.00%

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change
9060	Hospital, Medical, Dental Insurance	44,603,715	43,584,259	1,019,456	2.34%
9065	Dental	930,000	930,000	-	0.00%
9070	Union Welfare Benefits	225,000	225,000	-	0.00%
9089	Other	666,800	299,300	367,500	122.79%
9760	Tax Anticipation Notes	937,500	1,024,306	-86,806	-8.47%
9901	Transfer to Other Funds	4,730,844	4,707,225	23,619	0.50%
9950	Transfer to Capital Fund	4,325,000	4,325,000	-	0.00%
Total General Fund		295,822,420	285,744,550	10,077,870	3.53%

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses	2025-2026 Proposed FTE	2024-2025 Current Year FTE
1010 Board Of Education										
1010-400-00-0000	Contractual Services	3,300	3,300	-	0.00%	2,350	3,250	3,250	-	-
1010-450-00-0000	Conf, Wkshp & Travel-PD	14,000	14,000	-	0.00%	13,315	17,381	7,340	-	-
1010-484-00-0000	Memberships & Dues	25,500	25,500	-	0.00%	21,745	29,796	25,481	-	-
1010-500-00-0000	Supplies	3,600	3,600	-	0.00%	1,805	1,918	171	-	-
1010-506-00-0000	Subscriptions	300	300	-	0.00%	-	-	-	-	-
1010 Function Subtotal		46,700	46,700	-	0.00%	39,215	52,345	36,242	-	-
1040 District Clerk										
1040	Salaries	102,613	102,500	113	0.11%	88,098	97,827	96,346	1.0000	1.0000
1040 Function Subtotal		102,613	102,500	113	0.11%	88,098	97,827	96,346	1.0000	1.0000
1060 District Meeting										
1060	Salaries	15,000	19,000	-4,000	-21.05%	8,110	9,410	10,715	-	-
1060-400-00-0000	Contractual Svc	8,500	11,000	-2,500	-22.73%	7,167	5,557	5,855	-	-
1060-405-00-0000	Legal Notices & Ads	15,000	24,000	-9,000	-37.50%	12,904	11,011	10,279	-	-
1060-500-00-0000	Supplies	5,000	6,000	-1,000	-16.67%	3,727	2,543	2,745	-	-
1060 Function Subtotal		43,500	60,000	-16,500	-27.50%	31,908	28,521	29,594	-	-
1240 Chief School Administrator										
1240	Salaries	379,700	371,014	8,686	2.34%	368,985	380,752	401,979	1.7000	1.7000
1240-500-00-0000	Supplies	600	600	-	0.00%	428	118	296	-	-
1240-506-00-0000	Subscriptions	3,800	3,800	-	0.00%	444	4,431	2,621	-	-
1240 Function Subtotal		384,100	375,414	8,686	2.31%	369,857	385,301	404,896	1.7000	1.7000
1310 Business Administration										
1310	Salaries	616,469	582,940	33,529	5.75%	585,590	582,552	565,243	3.7000	3.7000
1310-400-00-0000	Contractual Services	1,000	1,000	-	0.00%	1,000	5,850	-	-	-
1310-490-00-0000	BOCES Svc	16,324	15,000	1,324	8.83%	15,339	9,275	8,897	-	-
1310-500-00-0000	Supplies	4,500	4,500	-	0.00%	2,897	4,295	5,754	-	-
1310 Function Subtotal		638,293	603,440	34,853	5.78%	604,826	601,972	579,894	3.7000	3.7000
1320 Auditing										
1320-435-00-6000	Audit Svc-Indepndt	45,700	45,500	200	0.44%	45,500	45,500	45,500	-	-
1320-435-00-6001	Audit Svc-Internal	29,200	29,200	-	0.00%	29,200	29,200	38,600	-	-
1320-435-00-6002	Audit Services-Claims	36,000	36,000	-	0.00%	36,000	35,825	35,525	-	-
1320-435-00-6003	Audit Svc-Special	8,000	8,000	-	0.00%	7,500	-	-	-	-
1320 Function Subtotal		118,900	118,700	200	0.17%	118,200	110,525	119,625	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

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1345 Purchasing										
1345	Salaries	588,222	588,386	-164	-0.03%	499,751	498,485	516,300	6,5000	6,5000
1345-400-00-0000	Contractual Svc	23,000	23,000	-	0.00%	850	-	-	-	-
1345-405-00-0000	Legal Notices & Ads	13,500	13,500	-	0.00%	6,904	5,460	5,748	-	-
1345-490-00-0000	BOCES Svc	12,200	12,110	90	0.74%	11,475	11,450	11,760	-	-
1345-500-00-0000	Supplies	3,000	3,000	-	0.00%	395	318	1,911	-	-
	1345 Function Subtotal	639,922	639,996	-74	-0.01%	519,375	515,713	535,719	6,5000	6,5000
1380 Fiscal Agent Fee										
1380-400-00-0000	Contractual Svc	7,000	7,000	-	0.00%	6,350	6,100	5,700	-	-
	1380 Function Subtotal	7,000	7,000	-	0.00%	6,350	6,100	5,700	-	-
1420 Legal										
1420-447-00-6005	Legal Svc-Retainer	91,800	91,800	-	0.00%	93,640	91,800	90,000	-	-
1420-447-00-6006	Legal Svc-NonRet	302,800	302,800	-	0.00%	241,992	106,744	121,707	-	-
1420-447-00-6007	Legal Svc-Other	13,000	13,000	-	0.00%	8,375	460	37,928	-	-
1420-447-00-6008	Legal Services-Bond	15,000	15,000	-	0.00%	10,945	12,345	11,295	-	-
	1420 Function Subtotal	422,600	422,600	-	0.00%	354,952	211,349	260,930	-	-
1430 Personnel										
1430	Salaries	913,914	870,701	43,213	4.96%	812,937	771,403	657,656	7,5000	7,5000
1430-400-00-0000	Contractual Svc	1,400	1,400	-	0.00%	375	-	-	-	-
1430-405-00-0000	Legal Notices & Ads	4,000	4,000	-	0.00%	-	-	3,550	-	-
1430-490-00-0000	BOCES Svc	92,000	92,000	-	0.00%	114,610	35,753	35,555	-	-
1430-500-00-0000	Supplies	1,200	1,200	-	0.00%	780	614	649	-	-
	1430 Function Subtotal	1,012,514	969,301	43,213	4.46%	928,702	807,770	697,410	7,5000	7,5000
1480 Public Information and Services										
1480	Salaries	107,408	105,560	1,848	1.75%	103,530	111,636	102,940	1,0000	1,0000
1480-400-00-0000	Contractual Svc	18,000	18,000	-	0.00%	13,207	13,629	14,955	-	-
1480-490-00-0000	BOCES Svc	76,000	76,000	-	0.00%	86,912	70,776	42,081	-	-
1480-500-00-0000	Supplies	500	500	-	0.00%	4,522	-	119	-	-
	1480 Function Subtotal	201,908	200,060	1,848	0.92%	208,171	196,041	160,095	1,0000	1,0000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses	2025-2026 Proposed FTE	2024-2025 Current Year FTE
1620 Operation of Plant										
160 Noninstructional Salaries		6,456,941	6,306,758	150,183	2.38%	5,285,979	5,518,447	5,845,200	76,0000	76,0000
161 Noninstructional P/T Sal		185,000	160,000	25,000	15.63%	176,850	148,294	123,965	2,2500	2,2500
162 Noninstructional Overtime		905,000	717,000	188,000	26.22%	535,768	565,922	654,968	-	-
200 Equipment		60,000	51,000	9,000	17.65%	36,035	55,386	44,617	-	-
204 Equipment - Not Capitaliz		-	-	-	0.00%	-	-	501	-	-
400 Contractual Services		1,064,000	1,064,000	-	0.00%	1,041,290	599,712	431,517	-	-
420 Fuel Oil		45,000	45,000	-	0.00%	10,267	6,695	62,163	-	-
421 Electricity		1,882,500	1,832,500	50,000	2.73%	1,451,407	1,587,078	1,554,607	-	-
422 Water		50,800	50,800	-	0.00%	39,785	33,468	31,020	-	-
423 Natural Gas		640,000	690,000	-50,000	-7.25%	576,078	611,544	563,787	-	-
427 Telephone		25,000	30,000	-5,000	-16.67%	10,491	9,526	9,525	-	-
430 Repair		9,000	9,000	-	0.00%	1,204	7,606	14,335	-	-
450 Conf. Wkshps & Travel -PD		2,600	2,600	-	0.00%	3,220	1,775	530	-	-
490 BOCES Services		32,000	32,000	-	0.00%	24,338	22,917	22,048	-	-
500 Materials & Supplies		580,000	580,000	-	0.00%	566,204	428,180	341,074	-	-
502 Uniforms		35,000	40,000	-5,000	-12.50%	30,167	28,276	27,128	-	-
Subtotal of 1620 Operation of Plant		11,972,841	11,610,658	362,183	3.12%	9,789,083	9,624,826	9,726,985	78,2500	78,2500
1621 Maintenance of Plant										
160 Noninstructional Salaries		3,112,619	3,018,744	93,875	3.11%	2,912,888	2,816,964	2,423,428	34,0000	34,0000
161 Noninstructional P/T Sal		30,000	30,000	-	0.00%	7,402	5,423	7,801	-	-
162 Noninstructional Overtime		375,000	300,000	75,000	25.00%	230,183	233,651	253,279	-	-
200 Equipment		325,000	700,000	-375,000	-53.57%	362,023	700,732	552,865	-	-
400 Contractual Services		1,246,700	1,283,700	-37,000	-2.88%	1,124,393	1,743,114	1,120,093	-	-
424 Gasoline		110,750	110,750	-	0.00%	86,266	86,678	84,866	-	-
425 Haz Mat Disposal		20,000	20,000	-	0.00%	18,944	14,498	5,911	-	-
430 Repair		60,000	60,000	-	0.00%	47,022	27,771	26,012	-	-
500 Materials & Supplies		584,000	613,000	-29,000	-4.73%	464,427	491,138	441,552	-	-
Subtotal of 1621 Maintenance of Plant		5,864,069	6,136,194	-272,125	-4.43%	5,253,548	6,119,969	4,915,807	34,0000	34,0000
1631 Security										
160 Noninstructional Salaries		104,895	102,243	2,652	2.59%	106,019	108,110	162,044	1,2000	1,2000
161 Noninstructional P/T Sal		1,020,000	918,000	102,000	11.11%	874,855	614,709	524,151	23,0000	23,0000
162 Noninstructional Overtime		110,000	90,000	20,000	22.22%	101,112	51,214	26,938	-	-
200 Equipment		30,000	106,000	-76,000	-71.70%	3,006	30,555	13,201	-	-
400 Contractual Services		170,400	-	170,400	**** **%	-	-	-	-	-
428 Security Services		2,128,948	2,758,000	-629,052	-22.81%	2,126,368	2,238,451	2,097,473	-	-
490 BOCES Services		360,000	360,000	-	0.00%	284,004	405,073	387,362	-	-
500 Materials & Supplies		180,000	30,000	150,000	500.00%	180,701	53,424	28,262	-	-
502 Uniforms		6,200	6,200	-	0.00%	5,860	2,057	629	-	-
Subtotal of 1631 Security		4,110,443	4,370,443	-260,000	-5.95%	3,681,925	3,503,593	3,240,060	24,2000	24,2000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses	2025-2026 Proposed FTE	2024-2025 Current Year FTE
1670 Central Printing & Mailing										
1670	Salaries	146,846	167,639	-20,793	-12.40%	153,507	140,284	135,646	1.8000	1.8000
1670-200-00-0000	Equipment	8,000	8,000	-	0.00%	1,285	-	1,902	-	-
1670-400-00-0000	Contractual Svc	20,000	20,000	-	0.00%	5,261	9,031	2,556	-	-
1670-430-00-0000	Repair	3,000	3,000	-	0.00%	-	190	2,192	-	-
1670-483-00-0000	Postage	55,000	55,000	-	0.00%	48,644	18,106	50,169	-	-
1670-490-00-0000	BOCES Svc	325,600	325,600	-	0.00%	163,081	145,281	256,768	-	-
1670-500-00-0000	Supplies	33,000	33,000	-	0.00%	45,180	40,952	22,609	-	-
1670 Function Subtotal		591,446	612,239	-20,793	-3.40%	416,958	353,844	471,842	1.8000	1.8000
1680 Central Data Processing										
1680	Salaries	440,072	449,232	-9,160	-2.04%	368,776	278,548	269,140	5.2000	5.2000
1680-201-00-0000	Computer Equip-Non-Aid	75,000	75,000	-	0.00%	64,485	12,228	4,810	-	-
1680-400-00-0000	Contractual Svc	100,000	100,000	-	0.00%	76,404	100,621	72,505	-	-
1680-432-00-0000	DW Software	30,000	30,000	-	0.00%	12,569	12,198	22,815	-	-
1680-490-00-0000	BOCES Svc	2,240,000	1,983,000	257,000	12.96%	2,158,491	1,680,735	2,025,680	-	-
1680-500-00-0000	Supplies	90,000	60,000	30,000	50.00%	91,331	47,983	74,808	-	-
1680 Function Subtotal		2,975,072	2,697,232	277,840	10.30%	2,772,056	2,132,313	2,469,758	5.2000	5.2000
1910 Unallocated Insurance										
1910-410-00-0000	Student Accident	50,000	71,770	-21,770	-30.33%	41,559	37,201	51,682	-	-
1910-411-00-0000	Risk Mgmt Ins Policies	1,932,000	1,611,325	320,675	19.90%	1,413,757	1,224,833	1,162,214	-	-
1910-490-00-0000	BOCES Services	10,000	-	10,000	**** **%	5,000	-	-	-	-
1910 Function Subtotal		1,992,000	1,683,095	308,905	18.35%	1,460,316	1,262,034	1,213,896	-	-
1981 BOCES Administrative Costs										
1981-490-00-0000	BOCES Svc	959,265	938,044	21,221	2.26%	880,900	811,843	824,805	-	-
1981 Function Subtotal		959,265	938,044	21,221	2.26%	880,900	811,843	824,805	-	-
1983 BOCES Capital Expenses										
1983-490-00-0000	BOCES Svc	246,539	240,297	6,242	2.60%	231,827	215,807	130,450	-	-
1983 Function Subtotal		246,539	240,297	6,242	2.60%	231,827	215,807	130,450	-	-
1989 Unclassified										
1989	Salaries	50,000	50,000	-	0.00%	-	-	-	-	-
1989 Function Subtotal		50,000	50,000	-	0.00%	-	-	-	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses	2025-2026 Proposed FTE	2024-2025 Current Year FTE
2010 Curriculum Devel and Suprvsn										
2010	Salaries	2,568,490	3,056,822	-488,332	-15.98%	2,560,863	3,071,894	3,127,674	16,5500	16,5500
2010-500-00-0000	Supplies	7,000	3,500	3,500	100.00%	2,287	1,215	1,165	-	-
	2010 Function Subtotal	2,575,490	3,060,322	-484,832	-15.84%	2,563,150	3,073,109	3,128,839	16,5500	16,5500
2020 Supervision-Regular School										
2020	Salaries	7,683,466	6,974,137	709,329	10.17%	6,391,034	6,575,231	6,317,080	82,0000	82,0000
2020-400-00-0000	Contractual Services	20,000	20,000	-	0.00%	19,974	10,731	13,467	-	-
2020-450-00-0000	Conf, Wkshps & Travel	23,000	30,000	-7,000	-23.33%	12,769	16,142	13,012	-	-
2020-453-00-0000	Mileage Reimbursement	7,100	7,100	-	0.00%	5,955	4,678	4,405	-	-
2020-484-00-0000	Memberships & Dues	20,000	13,000	7,000	53.85%	19,517	8,578	7,555	-	-
2020-506-00-0000	Subscriptions	2,000	2,000	-	0.00%	646	1,611	429	-	-
	2020 Function Subtotal	7,755,566	7,046,237	709,329	10.07%	6,449,895	6,616,971	6,355,948	82,0000	82,0000
2070 Inservice Training-Instruction										
2070	Salaries	5,000	5,000	-	0.00%	-	-	14,609	-	-
2070-400-00-0000	Contractual Svc	6,000	6,000	-	0.00%	11,250	-	-	-	-
2070-450-00-0000	Conf, Wkshp & Travel-PD	6,000	6,000	-	0.00%	-	1,050	6,035	-	-
2070-490-00-0000	BOCES Svc	154,000	236,000	-82,000	-34.75%	135,240	417,264	403,442	-	-
2070-490-00-5895	BOCES Services	-	-	-	0.00%	-	-	17,802	-	-
2070-506-00-0000	Subscriptions	-	-	-	0.00%	-	-	118	-	-
	2070 Function Subtotal	171,000	253,000	-82,000	-32.41%	146,490	418,314	442,006	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses	2025-2026 Proposed FTE	2024-2025 Current Year FTE
2110 Teaching-Regular School										
110 Teacher Salaries, K-3		11,998,257	12,145,357	-147,100	-1.21%	11,451,197	12,382,386	12,033,020	84,000	89,000
120 Teacher Salaries, 4-6		9,757,282	9,708,783	48,499	0.50%	9,468,959	9,250,326	9,028,269	69,000	70,000
125 Tutors		1,934,700	1,849,700	85,000	4.60%	1,864,122	1,631,955	1,190,256	50,000	50,000
130 Teacher Salaries 7-12		46,058,013	44,085,122	1,972,891	4.48%	42,585,587	40,884,075	39,004,850	325,300	320,700
140 Substitutes		2,414,244	2,602,000	-187,756	-7.22%	1,989,137	2,377,578	2,440,930	60,000	60,000
141 Increments		200,000	200,000	-	0.00%	-	-	-	-	-
142 Contingency		294,000	260,000	34,000	13.08%	-	-	-	-	-
145 Hourly Instructional Supp		20,500	-	20,500	**** **%	17,409	-	-	-	-
150 Instructional Salaries		348,000	250,000	98,000	39.20%	330,086	99,984	174,439	-	-
151 Elementary Salaries		11,360,945	11,449,707	-88,762	-0.78%	11,083,938	11,013,906	10,590,937	79,0387	79,0387
160 Noninstructional Salaries		535,561	481,485	74,076	16.05%	446,503	604,300	607,692	6,000	6,000
162 Noninstructional Overtime		20,000	20,000	-	0.00%	5,703	23,259	13,490	-	-
180 Monitors		1,455,000	1,455,000	-	0.00%	1,308,407	1,284,665	1,310,686	53,500	53,500
200 Equipment		194,000	184,000	10,000	5.43%	134,832	167,753	161,420	-	-
204 Equipment - Not Capitaliz		20,000	30,000	-10,000	-33.33%	-	-	21,450	-	-
400 Contractual Services		64,950	64,950	-	0.00%	40,585	76,062	54,719	-	-
430 Repair		39,778	39,778	-	0.00%	23,994	31,333	34,141	-	-
450 Conf, Wkshps & Travel -PD		40,000	40,000	-	0.00%	19,113	22,913	10,840	-	-
451 Chaperone Travel		12,400	12,400	-	0.00%	873	8,232	-	-	-
452 Student Travel & Registra		45,000	45,000	-	0.00%	36,078	27,485	9,207	-	-
453 Mileage Reimbursement		14,500	14,500	-	0.00%	4,242	6,217	3,186	-	-
471 Tuition-NYS Public Sch		-	-	-	0.00%	-	4,326	4,694	-	-
473 Tuition-All Other		-	-	-	0.00%	42,759	-	-	-	-
480 Textbooks & Journals		486,300	511,556	-25,256	-4.94%	363,880	206,439	391,608	-	-
481 Non Public Textbooks		45,000	45,000	-	0.00%	32,916	30,729	32,817	-	-
484 Memberships and Dues		29,190	29,190	-	0.00%	6,055	4,824	4,609	-	-
487 Commencement		58,000	36,000	22,000	61.11%	36,043	34,452	32,009	-	-
490 BOCES Services		972,000	648,000	324,000	50.00%	712,766	602,644	597,641	-	-
500 Materials & Supplies		1,328,750	1,239,750	89,000	7.18%	988,371	730,832	750,321	-	-
501 Petty Cash		1,000	1,000	-	0.00%	842	867	590	-	-
506 Subscriptions		3,800	3,800	-	0.00%	825	1,180	670	-	-
509 Sheet Music		30,000	30,000	-	0.00%	26,162	26,176	22,325	-	-
510 Testing Supplies		104,000	132,000	-28,000	-21.21%	38,460	75,083	52,572	-	-
560 CPR, Lifeguarding		3,800	3,800	-	0.00%	-398	-1,896	1,127	-	-
Subtotal of 2110 Teaching-Regular School		89,888,970	87,597,878	2,291,092	2.62%	83,059,446	81,608,085	78,580,515	726,8387	728,2387

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses	2025-2026 Proposed FTE	2024-2025 Current Year FTE
2250 Prg For Sdnts w/Disabil-Med Elgble										
100 Administrator Salaries		201,106	201,106	-	0.00%	214,795	196,621	193,715	1,000	1,000
101 Principals		400,291	394,322	5,969	1.51%	392,184	380,445	374,330	2,000	2,000
125 Tutors		1,635,000	1,510,700	124,300	8.23%	1,204,620	1,294,115	1,103,530	38,000	38,000
126 Teaching Assistants		1,905,694	2,020,082	-114,388	-5.66%	2,009,958	2,167,309	2,631,354	33,000	33,000
127 TA Subs		62,204	62,204	-	0.00%	102,966	-	-	-	-
130 Teacher Salaries 7-12		9,284,604	8,597,676	686,928	7.99%	8,789,280	8,378,748	8,161,633	65,100	64,200
150 Instructional Salaries		48,000	20,000	28,000	140.00%	30,163	2,579	14,006	-	-
151 Elementary Salaries		6,980,596	6,601,502	379,094	5.74%	6,000,190	5,908,114	5,771,010	51,000	50,000
165 Therapists		1,430,599	1,365,065	65,534	4.80%	1,324,122	1,232,117	1,157,045	12,000	12,000
175 200 Day Salaries		4,376,321	3,389,636	986,685	29.11%	3,133,429	2,686,077	2,143,094	98,000	94,000
180 Monitors		-	-	-	0.00%	-	60,005	72,907	-	-
200 Equipment		20,000	20,000	-	0.00%	-	-	-	-	-
400 Contractual Services		1,050,000	975,000	75,000	7.69%	942,261	816,683	863,670	-	-
406 DOL/DOR Services		160,000	160,000	-	0.00%	104,456	107,981	95,360	-	-
408 Nursing Services		350,000	350,000	-	0.00%	490,483	356,679	269,764	-	-
448 Evaluations		20,000	20,000	-	0.00%	22,654	20,560	13,823	-	-
449 Contingency		450,000	450,000	-	0.00%	-	-	-	-	-
470 Tuition		-	-	-	0.00%	-	-	2,324,717	-	-
471 Tuition-NYS Public Sch		289,000	120,000	169,000	140.83%	135,047	120,375	-	-	-
472 Tuition-All Other		2,224,000	2,224,000	-	0.00%	2,522,385	2,190,633	-	-	-
484 Memberships and Dues		300	-	300	*** **%	275	-	-	-	-
490 BOCES Services		3,500,000	3,705,025	-205,025	-5.53%	3,394,405	3,403,949	3,624,791	-	-
500 Materials & Supplies		80,000	80,000	-	0.00%	46,625	58,496	65,646	-	-
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		34,467,715	32,266,318	2,201,397	6.82%	30,860,298	29,381,486	28,880,395	300,1000	294,2000

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Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses	2025-2026 Proposed FTE	2024-2025 Current Year FTE
2280 Occupational Education(Grades 9-12)										
490 BOCES Services		590,000	590,000	-	0.00%	524,065	555,930	435,857	-	-
Subtotal of 2280 Occupational Education(Grades 9-12)		590,000	590,000	-	0.00%	524,065	555,930	435,857	-	-
2310 Continuing Education										
100 Administrator Salaries		13,810	13,141	669	5.09%	13,810	13,606	6,702	-	-
150 Instructional Salaries		45,000	51,000	-6,000	-11.76%	40,053	52,705	31,012	-	-
160 Noninstructional Salaries		45,142	43,183	1,959	4.54%	41,277	39,738	44,872	1.0000	1.0000
161 Noninstructional P/T Sal		10,000	3,200	6,800	212.50%	19,118	8,251	7,037	-	-
162 Noninstructional Overtime		2,000	2,500	-500	-20.00%	710	2,182	5,387	-	-
400 Contractual Services		7,000	5,200	1,800	34.62%	6,761	6,762	4,974	-	-
500 Materials & Supplies		2,000	2,000	-	0.00%	1,177	1,897	854	-	-
Subtotal of 2310 Continuing Education		124,952	120,224	4,728	3.93%	122,906	125,141	100,838	1.0000	1.0000
2320 Summer School										
101 Principals		6,547	6,547	-	0.00%	6,547	16,450	18,176	-	-
110 Teacher Salaries, K-3		70,000	105,000	-35,000	-33.33%	69,482	134,909	102,913	-	-
111 Teacher Salaries, 4-6		95,000	105,000	-10,000	-9.52%	58,718	164,654	102,913	-	-
125 Tutors		-	-	-	0.00%	-	95,649	43,869	-	-
126 Teaching Assistants		10,500	15,500	-5,000	-32.26%	8,750	47,739	38,158	-	-
130 Teacher Salaries 7-12		188,000	132,000	56,000	42.42%	127,352	216,409	128,786	-	-
151 Elementary Salaries		10,225	15,225	-5,000	-32.84%	10,159	19,072	54,741	-	-
160 Noninstructional Salaries		24,100	23,100	1,000	4.33%	28,802	73,225	43,544	-	-
162 Noninstructional Overtime		1,000	1,000	-	0.00%	109	979	2,024	-	-
500 Materials & Supplies		13,000	15,000	-2,000	-13.33%	11,474	28,997	16,870	-	-
Subtotal of 2320 Summer School		418,372	418,372	-	0.00%	321,393	798,083	551,994	-	-
2610 School Library & AV										
121 Librarians		958,826	925,572	33,254	3.59%	856,875	864,777	823,376	7.0000	7.0000
131 Librarians Secondary		765,707	735,575	30,132	4.10%	746,639	673,456	707,282	5.0000	5.0000
160 Noninstructional Salaries		935,322	824,249	111,073	13.48%	781,263	748,076	711,869	14.0000	14.0000
162 Noninstructional Overtime		72,000	65,000	7,000	10.77%	67,304	48,640	52,242	-	-
175 200 Day Salaries		58,468	135,000	-76,532	-56.69%	91,704	35,380	37,324	1.0000	1.0000
490 BOCES Services		194,000	182,000	12,000	6.59%	171,414	172,989	156,101	-	-
500 Materials & Supplies		28,120	21,501	6,619	30.78%	15,389	9,030	23,602	-	-
504 Periodicals		13,283	13,283	-	0.00%	7,459	5,462	6,132	-	-
505 Library Books		68,083	68,083	-	0.00%	61,852	44,351	61,136	-	-
508 Classroom Libraries		68,215	68,215	-	0.00%	43,110	22,491	69,766	-	-
520 Audio Visual Supplies		19,779	19,779	-	0.00%	14,038	5,443	14,147	-	-
Subtotal of 2610 School Library & AV		3,181,803	3,058,257	123,546	4.04%	2,857,047	2,630,095	2,662,977	27.0000	27.0000

Syosset Central School District

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Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses	2025-2026 Proposed FTE	2024-2025 Current Year FTE
2630 Computer Assisted Instruction										
150 Instructional Salaries		311,060	297,701	13,359	4.49%	287,639	279,422	271,435	2.0000	2.0000
200 Equipment		40,000	40,000	-	0.00%	37,085	21,467	52,478	-	-
400 Contractual Services		10,000	10,000	-	0.00%	7,865	5,938	1,434	-	-
460 Software		166,400	266,400	-100,000	-37.54%	162,579	225,871	222,978	-	-
490 BOCES Services		4,161,350	3,873,200	288,150	7.44%	2,812,623	2,304,680	2,039,141	-	-
500 Materials & Supplies		300,000	300,000	-	0.00%	228,600	188,542	190,437	-	-
Subtotal of 2630 Computer Assisted Instruction		4,988,810	4,787,301	201,509	4.21%	3,536,391	3,025,920	2,777,903	2.0000	2.0000
2805 Attendance-Regular School										
160 Noninstructional Salaries		241,837	231,855	9,982	4.31%	225,730	244,786	278,407	4.0000	4.0000
161 Noninstructional P/T Sal		31,850	26,258	5,592	21.30%	28,766	-	4,008	0.7143	0.7143
162 Noninstructional Overtime		6,000	4,000	2,000	50.00%	5,375	1,959	13,415	-	-
490 BOCES Services		-	2,000	-2,000	-100.00%	-	-	-	-	-
Subtotal of 2805 Attendance-Regular School		279,687	264,113	15,574	5.90%	259,871	246,745	295,830	4.7143	4.7143
2810 Guidance-Regular School										
130 Teacher Salaries 7-12		3,276,064	3,289,410	-13,346	-0.41%	2,899,723	2,841,949	2,617,715	21.0000	21.0000
160 Noninstructional Salaries		535,087	465,022	70,065	15.07%	454,813	441,240	389,574	8.0000	8.0000
162 Noninstructional Overtime		3,800	3,800	-	0.00%	267	2,259	2,379	-	-
400 Contractual Services		-	1,000	-1,000	-100.00%	-	-	-	-	-
490 BOCES Services		30,000	29,270	730	2.49%	28,422	28,272	26,962	-	-
500 Materials & Supplies		11,600	11,600	-	0.00%	8,694	9,438	10,180	-	-
Subtotal of 2810 Guidance-Regular School		3,856,551	3,800,102	56,449	1.49%	3,391,919	3,323,158	3,046,810	29.0000	29.0000
2815 Health Svcs-Regular School										
160 Noninstructional Salaries		1,647,097	1,565,179	81,918	5.23%	1,497,832	1,368,503	1,195,328	21.0000	21.0000
161 Noninstructional P/T Sal		1,000	1,000	-	0.00%	194	600	1,369	-	-
162 Noninstructional Overtime		33,995	27,290	6,705	24.57%	35,863	36,699	61,302	-	-
200 Equipment		3,500	3,500	-	0.00%	3,210	-	-	-	-
400 Contractual Services		300,000	300,000	-	0.00%	185,525	239,276	306,124	-	-
446 Fees Other Districts		90,000	100,000	-10,000	-10.00%	78,572	75,867	64,179	-	-
448 Evaluations		55,000	55,000	-	0.00%	53,045	53,045	53,045	-	-
490 BOCES Services		80,000	86,320	-6,320	-7.32%	73,997	70,008	76,785	-	-
500 Materials & Supplies		86,500	80,600	5,900	7.32%	82,792	72,587	64,286	-	-
501 Petty Cash		650	650	-	0.00%	211	282	229	-	-
Subtotal of 2815 Health Svcs-Regular School		2,297,742	2,219,539	78,203	3.52%	2,011,241	1,916,867	1,822,647	21.0000	21.0000
2820 Psychological Svcs-Reg Schl										
112 Teacher Salaries		-	-	-	0.00%	-	-	153,875	-	-
130 Teacher Salaries 7-12		1,159,220	1,048,577	110,643	10.55%	1,007,024	769,190	770,381	8.0000	7.5000

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Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses	2025-2026 Proposed FTE	2024-2025 Current Year FTE
2820 Psychological Svcs-Reg Schl										
151 Elementary Salaries		1,123,384	1,080,216	43,168	4.00%	1,052,615	955,344	1,057,684	7.0000	7.0000
160 Noninstructional Salaries		484,273	485,993	-1,720	-0.35%	474,240	474,342	429,700	7.5000	7.5000
162 Noninstructional Overtime		5,000	6,200	-1,200	-19.35%	856	5,089	75	-	-
400 Contractual Services		95,000	140,000	-45,000	-32.14%	81,497	78,563	86,408	-	-
500 Materials & Supplies		500	1,500	-1,000	-66.67%	-	-	-	-	-
Subtotal of 2820 Psychological Svcs-Reg Schl		2,867,377	2,762,486	104,891	3.80%	2,616,232	2,282,528	2,498,123	22.5000	22.0000
2825 Social Work Svcs-Regular School										
150 Instructional Salaries		624,160	581,350	42,810	7.36%	553,276	371,881	282,113	5.0000	5.0000
Subtotal of 2825 Social Work Svcs-Regular School		624,160	581,350	42,810	7.36%	553,276	371,881	282,113	5.0000	5.0000
2850 Co-Curricular Activ-Reg Schl										
130 Teacher Salaries 7-12		1,669,675	1,610,644	59,031	3.67%	1,491,523	1,339,045	1,145,898	-	-
151 Elementary Salaries		180,905	194,440	-13,535	-6.96%	155,793	152,431	66,723	-	-
160 Noninstructional Salaries		182,350	180,535	1,815	1.01%	156,983	146,670	124,713	1.0000	1.0000
400 Contractual Services		1,300	-	1,300	***	-	-	-	-	-
451 Chaperone Travel		252,500	239,500	13,000	5.43%	223,344	194,238	44,160	-	-
452 Student Travel & Registra		296,500	250,500	46,000	18.36%	228,011	169,027	107,358	-	-
484 Memberships and Dues		50,000	42,000	8,000	19.05%	15,143	24,999	15,867	-	-
500 Materials & Supplies		38,500	39,530	-1,030	-2.61%	21,256	13,152	7,766	-	-
503 Student Newspaper		3,250	3,250	-	0.00%	755	755	725	-	-
Subtotal of 2850 Co-Curricular Activ-Reg Schl		2,674,980	2,560,399	114,581	4.48%	2,292,808	2,040,317	1,513,210	1.0000	1.0000
2855 Interscholastic Athletics-Reg Schl										
150 Instructional Salaries		1,966,303	1,974,303	-8,000	-0.41%	1,654,520	1,696,736	1,522,145	-	-
160 Noninstructional Salaries		470,771	475,407	-4,636	-0.98%	414,499	386,838	379,698	4.0000	4.0000
162 Noninstructional Overtime		5,500	6,000	-500	-8.33%	1,601	4,437	15,582	-	-
200 Equipment		34,000	34,000	-	0.00%	56,631	24,524	24,789	-	-
400 Contractual Services		125,000	125,000	-	0.00%	71,804	110,241	102,120	-	-
430 Repair		50,000	60,000	-10,000	-16.67%	27,388	17,802	26,757	-	-
450 Conf, Wkshps & Travel -PD		1,000	1,000	-	0.00%	1,288	-	220	-	-
451 Chaperone Travel		55,000	55,000	-	0.00%	25,034	34,110	17,465	-	-
452 Student Travel & Registra		75,000	75,000	-	0.00%	64,304	60,291	56,510	-	-
453 Mileage Reimbursement		1,300	350	950	271.43%	1,175	-	-	-	-
484 Memberships and Dues		40,000	40,000	-	0.00%	26,112	22,251	21,834	-	-
490 BOCES Services		150,000	142,000	8,000	5.63%	134,394	124,240	117,976	-	-
500 Materials & Supplies		300,000	280,000	20,000	7.14%	265,754	234,453	210,748	-	-
Subtotal of 2855 Interscholastic Athletics-Reg Schl		3,273,874	3,268,060	5,814	0.18%	2,744,504	2,715,923	2,495,844	4.0000	4.0000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses	2025-2026 Proposed FTE	2024-2025 Current Year FTE
5510 District Transportation Services										
160 Noninstructional Salaries		375,206	324,292	50,914	15.70%	311,856	239,887	200,860	7.0000	4.0000
161 Noninstructional P/T Sal		-	-	-	0.00%	1,250	58,909	48,322	-	-
162 Noninstructional Overtime		7,300	1,400	5,900	421.43%	6,788	4,939	2,002	-	-
210 Purchase of Buses		632,609	-	632,609	**** **%	-	-	-	-	-
400 Contractual Services		1,900	-	1,900	**** **%	-	-	-	-	-
411 Risk Management Insurance		1,100	-	1,100	**** **%	-	-	-	-	-
424 Gasoline		7,500	-	7,500	**** **%	-	-	-	-	-
490 BOCES Services		-	-	-	0.00%	974	589	1,222	-	-
500 Materials & Supplies		2,950	850	2,100	247.06%	-	-	266	-	-
Subtotal of 5510 District Transportation Services		1,028,565	326,542	702,023	214.99%	320,868	304,324	252,672	7.0000	4.0000
5540 Contract Transportation-Med Eligible										
400 Contractual Services		13,163,364	11,535,600	1,627,764	14.11%	10,856,003	10,773,456	9,496,294	-	-
424 Gasoline		392,500	400,000	-7,500	-1.88%	320,798	361,598	346,500	-	-
454 Field Trips		241,671	173,000	68,671	39.69%	209,876	121,749	56,997	-	-
455 Athletic Trips		730,000	700,000	30,000	4.29%	616,917	601,771	434,679	-	-
458 Field Trips - Acadmic Com		427,000	421,000	6,000	1.43%	319,868	298,153	58,902	-	-
459 Field Trips - Music		95,200	55,000	40,200	73.09%	80,206	41,443	7,324	-	-
460 Software		20,000	20,000	-	0.00%	12,325	11,825	10,675	-	-
Subtotal of 5540 Contract Transportation-Med Eligible		15,069,735	13,304,600	1,765,135	13.27%	12,415,983	12,209,995	10,411,371	-	-
7140 Recreation										
150 Instructional Salaries		87,078	232,205	-145,127	-62.50%	67,968	97,745	134,817	1.0000	1.0000
160 Noninstructional Salaries		180,000	40,000	140,000	350.00%	171,645	130,254	65,439	-	-
500 Materials & Supplies		11,000	11,000	-	0.00%	-	-	-	-	-
Subtotal of 7140 Recreation		278,078	283,205	-5,127	-1.81%	239,613	227,999	200,256	1.0000	1.0000
8070 Census										
490 BOCES Services		28,000	21,131	6,869	32.51%	20,457	21,131	14,697	-	-
Subtotal of 8070 Census		28,000	21,131	6,869	32.51%	20,457	21,131	14,697	-	-
9901 Transfer to Other Funds										
930 Transfer to School Lunch		-	-	-	0.00%	5,894	3,687	-	-	-
950 Transfer to Special Aid		357,000	330,000	27,000	8.18%	412,319	281,571	346,597	-	-
960 Transfer to Debt Service		4,373,844	4,377,225	-3,381	-0.08%	4,417,444	5,420,931	6,870,281	-	-
Subtotal of 9901 Transfer to Other Funds		4,730,844	4,707,225	23,619	0.50%	4,835,657	5,706,189	7,216,878	-	-
9950 Transfer to Capital Fund										
900 Transfer to Capital Funds		4,325,000	4,325,000	-	0.00%	4,803,500	3,090,000	1,913,547	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2026

Fund: A General Fund

Budget Account	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change	2023-2024 Actual Expenditure	2022-23 Expenses	2021-22 Expenses
9010 State Retirement		4,500,000	3,992,855	507,145	12.70%	3,180,862	2,673,223	3,170,744
9020 Teachers' Retirement		12,382,406	12,961,115	-578,709	-4.48%	11,323,664	11,791,849	10,779,735
9030 Social Security		12,215,003	11,882,141	332,862	2.80%	10,648,785	10,306,890	9,954,463
9040 Workers' Compensation		1,025,000	900,000	125,000	13.89%	1,022,510	924,046	1,086,930
9045 Life Insurance		250,000	230,000	20,000	8.70%	224,587	224,314	203,921
9050 Unemployment Insurance		50,000	50,000	-	0.00%	44,470	19,422	14,904
9055 Disability Insurance		160,000	160,000	-	0.00%	132,799	132,604	88,068
9060 Hospital, Medical, Dental Insurance		44,603,715	43,584,259	1,019,456	2.34%	38,219,654	34,032,914	30,215,590
9065 Dental		930,000	930,000	-	0.00%	912,363	831,503	775,054
9070 Union Welfare Benefits		225,000	225,000	-	0.00%	225,000	225,000	225,000
9089 Other		666,800	299,300	367,500	122.79%	656,781	606,468	208,508

Equipment Allocations

1620 Operation of Plant	60,000 for custodial equipment including floor scrubbers
1621 Maintenance of Plant	325,000 for maintenance equipment including classroom and office furniture, and HVAC equipment
1631 Security	30,000 for security equipment including locksets
1670 Central Printing & Mailing	8,000 for mailing office replacement equipment
1680 Central Data Processing	75,000 for technology equipment
2110 Teaching-Regular School	214,000 for instructional program equipment
2250 Prg For Sdnts w/Disabil-Med Eligble	20,000 for instructional program equipment
2630 Computer Assisted Instruction	40,000 for instructional technology equipment
2815 Health Svcs-Regular School	3,500 for health service equipment
2855 Interscholastic Athletics-Reg Schl	34,000 for athletic equipment
5510 District Transportation Services	632,609 for the purchase of three buses

Total Equipment \$1,442,109

Other Budget Notes

Contract Transportation (Code 5540) includes an allocation for the costs associated with the first year of a five-year contracted transportation agreement. Approval of the budget constitutes approval of this five-year agreement.

The \$4,325,000 Transfer to Capital Fund (Code 9950) includes allocations for HBT tennis court renovation including two new courts, staff bathroom renovations for ADA compliance, upgraded sound and lighting systems at secondary auditoriums, distriwide electrical upgrades, roofing, masonry and paving, and classroom alterations.

Syosset Central School District
'State Category (3-Part Budget) Report'
Fiscal Year: 2026

State Function	Description	2025-2026 Proposed Budget	2024-2025 Adopted Budget	Dollar Change	Percent Change
Administration					
1010	Board Of Education	46,700	46,700	-	-
1040	District Clerk	102,613	102,500	113	0.11%
1060	District Meeting	43,500	60,000	-16,500	-27.50%
1240	Chief School Administrator	384,100	375,414	8,686	2.31%
1310	Business Administration	638,293	603,440	34,853	5.78%
1320	Auditing	118,900	118,700	200	0.17%
1345	Purchasing	639,922	639,996	-74	-0.01%
1380	Fiscal Agent Fee	7,000	7,000	-	-
1420	Legal	422,600	422,600	-	-
1430	Personnel	1,012,514	969,301	43,213	4.46%
1480	Public Information and Services	201,908	200,060	1,848	0.92%
1670	Central Printing & Mailing	591,446	612,239	-20,793	-3.40%
1680	Central Data Processing	2,975,072	2,697,232	277,840	10.30%
1910	Unallocated Insurance	1,992,000	1,683,095	308,905	18.35%
1981	BOCES Administrative Costs	959,265	938,044	21,221	2.26%
1983	BOCES Capital Expenses	246,539	240,297	6,242	2.60%
1989	Unclassified	50,000	50,000	-	-
2010	Curriculum Devel and Suprvsn	2,575,490	3,060,322	-484,832	-15.84%
2020	Supervision-Regular School	7,755,566	7,046,237	709,329	10.07%
2070	Inservice Training-Instruction	171,000	253,000	-82,000	-32.41%
9000	Employee Benefits	7,334,728	7,011,572	323,156	4.61%
Total Administration		28,269,156	27,137,749	1,131,407	4.17%
Capital					
1620	Operation of Plant	16,083,284	15,981,101	102,183	0.64%
1621	Maintenance of Plant	5,864,069	6,136,194	-272,125	-4.43%
1930	Judgments and Claims	-	-	-	-
9000	Employee Benefits	6,882,868	6,757,845	125,023	1.85%
9760	Tax Anticipation Notes	937,500	1,024,306	-86,806	-8.47%
9901	Transfer to Debt Service Fund	4,373,844	4,377,225	-3,381	-0.08%
9950	Transfer to Capital Fund	4,325,000	4,325,000	-	-
Total Capital		38,466,565	38,601,671	-135,106	-0.35%
Program					
2110	Teaching-Regular School	89,888,970	87,597,878	2,291,092	2.62%
2250	Prg For Sdnts w/Disabil-Med Elgble	34,467,715	32,266,318	2,201,397	6.82%
2280	Occupational Education(Grades 9-12)	590,000	590,000	-	-
2330	Teaching-Special Schools	543,324	538,596	4,728	0.88%
2610	School Library & AV	3,181,803	3,058,257	123,546	4.04%
2630	Computer Assisted Instruction	4,988,810	4,787,301	201,509	4.21%
2805	Attendance-Regular School	279,687	264,113	15,574	5.90%
2810	Guidance-Regular School	3,856,551	3,800,102	56,449	1.49%
2815	Health Svcs-Regular School	2,297,742	2,219,539	78,203	3.52%
2820	Psychological Svcs-Reg Schl	2,867,377	2,762,486	104,891	3.80%
2825	Social Work Svcs-Regular School	624,160	581,350	42,810	7.36%
2850	Co-Curricular Activ-Reg Schl	2,674,980	2,560,399	114,581	4.48%
2855	Interscholastic Athletics-Reg Schl	3,273,874	3,268,060	5,814	0.18%
5510	District Transport Svcs-Med Elgble	1,028,565	326,542	702,023	214.99%
5540	Contract Transportation-Med Elgble	15,069,735	13,304,600	1,765,135	13.27%
7140	Recreation	278,078	283,205	-5,127	-1.81%
8070	Census	28,000	21,131	6,869	32.51%
9000	Employee Benefits	62,790,329	61,445,253	1,345,076	2.19%
9901	Transfer to Special Aid Fund	357,000	330,000	27,000	8.18%
Total Program		229,086,700	220,005,130	9,081,570	4.13%
Report Totals		295,822,420	285,744,550	10,077,871	3.53%

2025-26 DRAFT REVENUE ESTIMATE

	BUDGET	PROPOSED BUDGET
STATE AID	2024-25	2025-26
FOUNDATION AID	23,012,357	24,002,402
EXCESS COST AID/PUBLIC	359,073	305,001
EXCESS COST AID/PRIVATE	587,576	807,397
BOCES AID*	4,553,624	4,631,315
TRANSPORTATION AID	3,402,675	3,144,226
BUILDING AID*	1,529,291	1,664,020
HARDWARE & TECHNOLOGY	51,037	48,206
TEXTBOOK/SOFTWARE/LIBRARY AIDS	581,190	579,102
HIGH TAX AID	697,595	697,595
<i>*Adj. for Potential Additional Building Aid and BOCES Aid</i>		
NET STATE AID	34,774,418	35,879,264
LOCAL REVENUE	BUDGET	PROPOSED BUDGET
	2024-25	2025-26
Charges for Services		
ADULT ED TUITION	82,550	87,546
TUITION - SPECIAL ED PROGRAMS & SUMMER	112,335	181,000
POOL & REC	211,000	212,038
DOL/DOR SERVICES	220,000	160,000
HEALTH SERVICES	425,000	240,000
Use of Money & Property		
INTEREST ON INVESTMENTS	2,507,500	2,600,000
RENTAL OF BUILDINGS	53,333	78,313
Unclassified Revenue	1,124,893	1,003,774
Other Local Revenue	4,736,611	4,562,671
PAYMENT IN LIEU OF TAXES (PILOTS)	9,619,694	10,550,450
	14,356,305	15,113,121
Use of Reserve		
RESTRICTED RESERVES	7,202,290	9,142,435
APPROPRIATED FUND BALANCE	2,900,000	2,900,000
Total Use of Reserves and Approp. Fund Balance	10,102,290	12,042,435
Total Local Revenue & Reserves	24,458,595	27,155,556
GENERAL FUND TAX LEVY	226,511,537	232,787,600
TOTAL REVENUE	285,744,550	295,822,420

DISTRITO ESCOLAR CENTRAL DE SYOSSET

PRESUPUESTO PROPUESTO 2025-2026

**Documento de trabajo sobre el
anteproyecto del presupuesto**

Informe de presentación del presupuesto

Ejercicio fiscal: 2026

Fondo: Fondo General A

Cuenta presupuestaria	Descripción	Presupuesto propuesto 2025-2026	Presupuesto adoptado 2024-2025	Variación en dólares	Variación porcentual
1010 Consejo escolar		46,700	46,700		0.00%
1040 Secretario de distrito		102,613	102,500	113	0.11%
1060 Reunión de Distrito		43,500	60,000	-16,500	-27.50%
1240 Administrador general del distrito		384,100	375,414	8,686	2.31%
1310 Administración financiera		638,293	603,440	34,853	5.78%
1320 Auditoría		118,900	118,700	200	0.17%
1345 Compras		639,922	639,996	-74	-0.01%
1380 Honorarios de agente fiscal		7,000	7,000		0.00%
1420 Asesoría legal		422,600	422,600		0.00%
1430 Recursos Humanos		1,012,514	969,301	43,213	4.46%
1480 Información y Servicios Públicos		201,908	200,060	1,848	0.92%
1620 Funcionamiento de la planta		11,972,841	11,610,658	362,183	3.12%
1621 Mantenimiento de instalaciones		5,864,069	6,136,194	-272,125	-4.43%
1631 Seguridad		4,110,443	4,370,443	-260,000	-5.95%
1670 Impresiones y Correo Centralizado		591,446	612,239	-20,793	-3.40%
1680 Procesamiento Central de Datos		2,975,072	2,697,232	277,840	10.30%
1910 Seguros no asignados		1,992,000	1,683,095	308,905	18.35%
1981 Costos administrativos de BOCES		959,265	938,044	21,221	2.26%
1983 Gastos de capital de BOCES		246,539	240,297	6,242	2.60%
1989 Sin clasificar		50,000	50,000		0.00%
2010 Desarrollo Curricular y Supervisión		2,575,490	3,060,322	-484,832	-15.84%
2020 Supervisión-Escuela Regular		7,755,566	7,046,237	709,329	10.07%
2070 Capacitación docente en servicio		171,000	253,000	-82,000	-32.41%
2110 Enseñanza-Escuela Regular		89,888,970	87,597,878	2,291,092	2.62%
2250 Prg. Discapacidad – Med. Eligible		34,467,715	32,266,318	2,201,397	6.82%
2280 Educación ocupacional (Grados 9-12)		590,000	590,000		0.00%
2310 Formación continua		124,952	120,224	4,728	3.93%
2320 Escuela de Verano		418,372	418,372		0.00%
2610 Biblioteca escolar y audiovisuales		3,181,803	3,058,257	123,546	4.04%
2630 Enseñanza asistida por computadora		4,988,810	4,787,301	201,509	4.21%
2805 Asistencia-Escuela regular		279,687	264,113	15,574	5.90%
2810 Orientación-Escuela regular		3,856,551	3,800,102	56,449	1.49%
2815 Servicios médicos-Escuela regular		2,297,742	2,219,539	78,203	3.52%
2820 Servicios Psicológicos- Escuela regular		2,867,377	2,762,486	104,891	3.80%
2825 Servicios de Trabajo Social- Escuela regular		624,160	581,350	42,810	7.36%
2850 Activ. cocurriculares – Escuela regular		2,674,980	2,560,399	114,581	4.48%
2855 Actividades interescolares – Esc.regular		3,273,874	3,268,060	5,814	0.18%
5510 Transporte del distrito – Eleg. Medicaid		1,028,565	326,542	702,023	214.99%
5540 Transporte contratado – Eleg. Medicaid		15,069,735	13,304,600	1,765,135	13.27%
7140 Recreación		278,078	283,205	-5,127	-1.81%
8070 Censo		28,000	21,131	6,869	32.51%
9010 Jubilación estatal		4,500,000	3,992,855	507,145	12.70%
9020 Jubilación de profesores		12,382,406	12,961,115	-578,709	-4.46%
9030 Seguridad Social		12,215,003	11,882,141	332,862	2.80%
9040 Indemnización laboral		1,025,000	900,000	125,000	13.89%
9045 Seguro de vida		250,000	230,000	20,000	8.70%
9050 Seguro de desempleo		50,000	50,000		0.00%
9055 Seguro de invalidez		160,000	160,000		0.00%

Informe de presentación del presupuesto

Ejercicio fiscal: 2026

Fondo: Fondo General A

Cuenta presupuestaria	Descripción	Presupuesto propuesto 2025-2026	Presupuesto adoptado 2024-2025	Variación en dólares	Variación porcentual
9060	Seguro hospitalario, médico y dental	44,603,715	43,584,259	1,019,456	2.34%
9065	Odontología	930,000	930,000		0.00%
9070	Prestaciones sociales sindicales	225,000	225,000		0.00%
9089	Otros	666,800	299,300	367,500	122.79%
9760	Pagarés de Anticipación de Impuestos	937,500	1,024,306	-86,806	-8.47%
9901	Transferencia a otros fondos	4,730,844	4,707,225	23,619	0.50%
9950	Transferencia al Fondo de Capital	4,325,000	4,325,000		0.00%
Total Fondo General		295,822,420	285,744,550	10,077,870	3.53%

Distrito Escolar Central de Syosset
Informe de presentación del presupuesto
Ejercicio fiscal: 2026
Fondo: Fondo General A

Cuenta presupuestaria	Descripción	Presupuesto propuesto 2025-2026	Presupuesto adoptado 2024-2025	Variación en dólares	Variación porcentual	Gasto actual 2023-2024	Gastos 2022-2023	Gastos 2021-2022	FTE propuesto 2025-2026	FTE Año actual 2024-2025
1010 Consejo escolar										
1010-400-00-0000	Servicios contractuales	3,300	3,300		0.00%		3,250	3,250		
1010-450-00-0000	Conf, Semanas y Viajes-PD	14,000	14,000		0.00%		17,381	7,340		
1010-484-00-0000	Afilaciones y cuotas	25,500	25,500		0.00%		29,796	25,481		
1010-500-00-0000	Suministros	3,600	3,600		0.00%		1,918	171		
1010-506-00-0000	Suscripciones	300	300		0.00%					
1010	Subtotal de la función	46,700	46,700		0.00%	39,215	52,345	36,242		
1040 Secretario de distrito										
1040	Salarios	102,613	102,500	113	0.11%	88,098	97,827	96,346	1.0000	1.0000
1040	Subtotal de la función	102,613	102,500	113	0.11%	88,098	97,827	96,346	1.0000	1,0000
1060 Reunión de distrito										
1060	Salarios	15,000	19,000	-4,000	-21.05%	8,110	9,410	10,715		
1060-400-00-0000	Servicios contractuales	8,500	11,000	-2,500	-22.73%	7,167	5,557	5,855		
1060-405-00-0000	Avisos legales y anuncios	15,000	24,000	-9,000	-37.50%	12,904	11,011	10,279		
1060-500-00-0000	Suministros	5,000	6,000	-1,000	-16.67%	3,727	2,543	2,745		
1060	Subtotal de la función	43,500	60,000	-16,500	-27.50%	31,908	28,521	29,594		
1240 Administrador general del distrito										
1240	Salarios	379,700	371,014	8,686	2.34%	368,985	380,752	401,979	1.7000	1.7000
1240-500-00-0000	Suministros	600	600		0.00%	428	118	296		
1240-506-00-0000	Suscripciones	3,800	3,800		0.00%	444	4,431	2,621		
1240	Subtotal de la función	384,100	375,414	8,686	2.31%	369,857	385,301	404,896	1.7000	1.7000
1310 Administración financiera										
1310	Salarios	616,469	582,940	33,529	5.75%	585,590	582,552	565,243	3.7000	3.7000
1310-400-00-0000	Servicios contractuales	1,000	1,000		0.00%	1,000	5,850			
1310-490-00-0000	Servicios BOCES	16,324	15,000	1,324	8.83%	15,339	9,275	8,897		
1310-500-00-0000	Suministros	4,500	4,500		0.00%	2,897	4,295	5,754		
1310	Subtotal de la función	638,293	603,440	34,853	5.78%	604,826	601,972	579,894	3.7000	3.7000
1320 Auditoría										
1320-435-00-6000	Servicio de Auditoría	45,700	45,500	200	0.44%	45,500	45,500	45,500		
1320-435-00-6001	Servicios de auditoría interna	29,200	29,200		0.00%	29,200	29,200	38,600		
1320-435-00-6002	Servicios de auditoría - Reclamaciones	36,000	36,000		0.00%	36,000	35,825	35,525		
1320-435-00-6003	Servicios especiales de auditoría	8,000	8,000		0.00%	7,500				
1320	Subtotal de la función	118,900	118,700	200	0.17%	118,200	110,525	119,625		

Distrito Escolar Central de Syosset
Informe de presentación del presupuesto
Ejercicio fiscal: 2026
Fondo: Fondo General A

Cuenta presupuestaria	Descripción	Presupuesto propuesto 2025-2026	Presupuesto adoptado 2024-2025	Variación en dólares	Variación porcentual	Gasto actual 2023-2024	Gastos 2022-2023	Gastos 2021-2022	FTE propuesto 2025-2026	FTE Año actual 2024-2025
1345 Compras										
1345	Salarios	588,222	588,386	-164	-	499,751	498,485	516,300	6.5000	6.5000
1345-400-00-0000	Servicios contractuales	23,000	23,000		0.03%	850				
1345-405-00-0000	Avisos legales y anuncios	13,500	13,500		0.00%	6,904	5,460	5,748		
1345-490-00-0000	Servicios BOCES	12,200	12,110	90	0.74%	11,475	11,450	11,760		
1345-500-00-0000	Suministros	3,000	3,000		0.00%	395	318	1,911		
	1345 Subtotal de la función	639,922	639,996	-74	0.01%	519,375	515,713	535,719	6.5000	6.5000
1380 Honorarios de agente fiscal										
1380-400-00-0000	Servicios contractuales	7,000	7,000		0.00%	6,350	6,100	5,700		
	1380 Subtotal de la función	7,000	7,000		0.00%	6,350	6,100	5,700		
1420 Asesoría legal										
1420-447-00-6005	Servicio Jurídico – Contrato general	91,800	91,800		0.00%	93,640	91,800	90,000		
1420-447-00-6006	Servicios Jurídicos- Honorarios no contractuales	302,800	302,800		0.00%	241,992	106,744	121,707		
1420-447-00-6007	Servicios Jurídicos-Otros	13,000	13,000		0.00%	8,375	460	37,928		
1420-447-00-6008	Servicios Jurídicos-Bono	15,000	15,000		0.00%	10,945	12,345	11,295		
	1420 Subtotal de la función	422,600	422,600		0.00%	354,952	211,349	260,930		
1430 Recursos humano										
1430	Salarios	913,914	870,701	43,213	4.96%	812,937	771,403	657,656	7.5000	7.5000
1430-400-00-0000	Servicios contractuales	1,400	1,400		0.00%	375				
1430-405-00-0000	Avisos legales y anuncios	4,000	4,000		0.00%			3,550		
1430-490-00-0000	Servicios BOCES	92,000	92,000		0.00%	114,610	35,753	35,555		
1430-500-00-0000	Suministros	1,200	1,200		0.00%	780	614	649		
	1430 Subtotal de la función	1,012,514	969,301	43,213	4.46%	928,702	807,770	897,410	7.5000	7.5000
1480 Información y Servicios Públicos										
1480	Salarios	107,408	105,560	1,848	1.75%	103,530	111,636	102,940	1.0000	1.0000
1480-400-00-0000	Servicios contractuales	18,000	18,000		0.00%	13,207	13,629	14,955		
1480-490-00-0000	Servicios BOCES	76,000	76,000		0.00%	86,912	70,776	42,081		
1480-500-00-0000	Suministros	500	500		0.00%	4,522		119		
	1480 Subtotal de la función	201,908	200,060	1,848	0.92%	208,171	196,041	160,095	1.0000	1.0000

Cuenta presupuestaria		Presupuesto		Presupuesto		Descripción	Variación		Variación	Gasto		Gastos		FTE	
1620 Funcionamiento de la planta		propuesto	adoptado	2024-2025	2025-2026		en dólares	porcentual		actual	2023-2024	2022-2023	2021-2022	propuesto	Año actual
		2025-2026	2024-2025								2023-2024	2022-2023	2021-2022	2025-2026	2024-2025
1620 Funcionamiento de la planta															
160	Salarios no docentes	6,456,941	6,306,758				150,183	2.38%		5,285,979	5,518,447	5,845,200		76,000	76,000
161	Salario no docente- Tiempo parcial	185,000	160,000				25,000	15.63%		176,850	148,294	123,965		2,250	2,250
162	Horas extras no lectivas	905,000	717,000				188,000	26.22%		535,768	565,922	654,968			
200	Equipamiento	60,000	51,000				9,000	17.65%		36,035	55,386	44,617			
204	Equipamiento - No capitalizable							0.00%				501			
400	Servicios contractuales	1,064,000	1,064,000					0.00%		1,041,290	599,712	431,517			
420	Combustible - Aceite	45,000	45,000					0.00%		10,267	6,695	62,163			
421	Electricidad	1,882,500	1,832,500				50,000	2.73%		1,451,407	1,587,078	1,554,607			
422	Agua	50,800	50,800					0.00%		39,785	33,468	31,020			
423	Gas natural	640,000	690,000				-50,000	-7.25%		576,078	611,544	563,787			
427	Teléfono	25,000	30,000				-5,000	-16.67%		10,491	9,526	9,525			
430	Reparación	9,000	9,000					0.00%		1,204	7,606	14,335			
450	Conf. talleres y Viajes -Desarr. profesional	2,600	2,600					0.00%		3,220	1,775	530			
490	Servicios BOCES	32,000	32,000					0.00%		24,338	22,917	22,048			
500	Materiales y suministros	580,000	580,000					0.00%		566,204	428,180	341,074			
502	Uniformes	35,000	40,000				-5,000	-12.50%		30,167	28,276	27,128			
Subtotal de 1620 Funcionamiento de las instalaciones		11,972,841	11,610,658				362,183	3.12%		9,789,083	9,624,826	9,726,985		78,2500	78,2500
1621 Mantenimiento de instalaciones															
160	Salarios no docentes	3,112,619	3,018,744				93,875	3.11%		2,912,888	2,816,964	2,423,428		34,0000	34,0000
161	Salario PTT no docente	30,000	30,000					0.00%		7,402	5,423	7,801			
162	Horas extraordinarias no lectivas	375,000	300,000				75,000	25.00%		230,183	233,651	253,279			
200	Equipamiento	325,000	700,000				-375,000	-53.57%		362,023	700,732	552,865			
400	Servicios contractuales	1,246,700	1,283,700				-37,000	-2.88%		1,124,393	1,743,114	1,120,093			
424	Gasolina	110,750	110,750					0.00%		86,266	86,678	84,866			
425	Eliminación de materiales peligrosos	20,000	20,000					0.00%		18,944	14,498	5,911			
430	Reparación	60,000	60,000					0.00%		47,022	27,771	26,012			
500	Materiales y suministros	584,000	613,000				-29,000	-4.73%		464,427	491,138	441,552			
Subtotal de 1621 Mantenimiento de instalaciones		5,864,069	6,136,194				-272,125	-4.43%		5,253,548	6,119,969	4,915,807		34,0000	34,0000
1631 Seguridad															
160	Salarios no docentes	104,895	102,243				2,652	2.59%		106,019	108,110	162,044		1,2000	1,2000
161	Salario no docente – tiempo parcial	1,020,000	918,000				102,000	11.11%		874,855	614,709	524,151		23,0000	23,0000
162	Horas extraordinarias no lectivas	110,000	90,000				20,000	22.22%		101,112	51,214	26,938			
200	Equipamiento	30,000	106,000				-76,000	-71.70%		3,006	30,555	13,201			
400	Servicios contractuales	170,400	170,400					---.---%							
428	Servicios de seguridad	2,128,948	2,758,000				-629,052	-22.81%		2,126,368	2,238,451	2,097,473			
490	Servicios BOCES	360,000	360,000					0.00%		284,004	405,073	387,362			
500	Materiales y suministros	180,000	30,000				150,000	500.00%		180,701	53,424	28,262			
502	Uniformes	6,200	6,200					0.00%		5,860	2,057	629			
Subtotal de 1631 Seguridad		4,110,443	4,370,443				-260,000	-5.95%		3,681,925	3,503,593	3,240,060		24,2000	24,2000

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1670 Impresiones y Correo Centralizado										
1670	Salarios	146,846	167,639	-20,793	-12.40%	153,507	140,284	135,646	1.8000	1.8000
1670-200-00-0000	Equipo	8,000	8,000		0.00%	1,285		1,902		
1670-400-00-0000	Servicios contractuales	20,000	20,000		0.00%	5,261	9,031	2,556		
1670-430-00-0000	Repara	3,000	3,000		0.00%		190	2,192		
1670-483-00-0000	Franqueo	55,000	55,000		0.00%	48,644	18,106	50,169		
1670-490-00-0000	Servicios BOCES	325,600	325,600		0.00%	163,081	145,281	256,768		
1670-500-00-0000	Suministros	33,000	33,000		0.00%	45,180	40,952	22,609		
	1670 Subtotal de la función	591,446	612,239	-20,793	-3.40%	416,958	353,844	471,842	1.8000	1.8000
1680 Procesamiento Central de Datos										
1680	Salarios	440,072	449,232	-9,160	-2.04%	368,776	278,548	269,140	5.2000	5.2000
1680-201-00-0000	Equipamiento informático-Sin ayuda	75,000	75,000		0.00%	64,485	12,228	4,810		
1680-400-00-0000	Servicios contractuales	100,000	100,000		0.00%	76,404	100,621	72,505		
1680-432-00-0000	Software DW	30,000	30,000		0.00%	12,569	12,198	22,815		
1680-490-00-0000	Servicios BOCES	2,240,000	1,983,000	257,000	12.96%	2,158,491	1,680,735	2,025,680		
1680-500-00-0000	Suministros	90,000	60,000	30,000	50.00%	91,331	47,983	74,808		
	1680 Subtotal de la función	2,975,072	2,697,232	277,840	10.30%	2,772,056	2,132,313	2,469,758	5.2000	5.2000
1910 Seguros no asignados										
1910-410-00-0000	Accidente de estudiante	50,000	71,770	-21,770	-30.33%	41,559	37,201	51,682		
1910-411-00-0000	Pólizas de seguros de gestión de riesgos	1,932,000	1,611,325	320,675	19.90%	1,413,757	1,224,833	1,162,214		
1910-490-00-0000	Servicios BOCES	10,000		10,000	----	5,000				
	1910 Subtotal de la función	1,992,000	1,683,095	308,905	18.35%	1,460,316	1,262,034	1,213,896		
1981 Costos administrativos de BOCES										
1981-490-00-0000	Servicios BOCES	959,265	938,044	21,221	2.26%	880,900	811,843	824,805		
	1981 Subtotal de la función	959,265	938,044	21,221	2.26%	880,900	811,843	824,805		
1983 Gastos de capital BOCES										
1983-490-00-0000	Servicios BOCES	246,539	240,297	6,242	2.60%	231,827	215,807	130,450		
	1983 Subtotal de la función	246,539	240,297	6,242	2.60%	231,827	215,807	130,450		
1989 Sin clasificar										
1989	Salarios	50,000	50,000		0.00%					
	1989 Subtotal de la función	50,000	50,000		0.00%					

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2010 Desarrollo Curricular y Supervisión										
2010 Salarios		2,568,490	3,056,822	-488,332	-15.98%	2,560,863	3,071,894	3,127,674	16.5500	16.5500
2010-500-00-0000 Suministros		7,000	3,500	3,500	100.00%	2,287	1,215	1,165		
2010 Subtotal de la función		2,575,490	3,060,322	-484,832	-15.84%	2,563,150	3,073,109	3,128,839	16.5500	16.5500
2020 Supervisión-Escuela ordinaria										
2020 Salarios		7,683,466	6,974,137	709,329	10.17%	6,391,034	6,575,231	6,317,080	82.0000	82.0000
2020-400-00-0000 Servicios contractuales		20,000	20,000		0.00%	19,974	10,731	13,467		
2020-450-00-0000 Conf, Jornadas y Viajes		23,000	30,000	-7,000	-23.33%	12,769	16,142	13,012		
2020-453-00-0000 Reembolso de kilometraje		7,100	7,100		0.00%	5,955	4,678	4,405		
2020-484-00-0000 Afiliaciones y cuotas		20,000	13,000	7,000	53.85%	19,517	8,578	7,555		
2020-506-00-0000 Suscripciones		2,000	2,000		0.00%	646	1,611	429		
2020 Subtotal de la función		7,755,566	7,046,237	709,329	10.07%	6,449,895	6,616,971	6,355,948	82.0000	82.0000
2070 Inservicio Formación-Instrucción										
2070 Salarios		5,000	5,000		0.00%			14,609		
2070-400-00-0000 Servicios contractuales		6,000	6,000		0.00%	11,250	1,050	6,035		
2070-450-00-0000 Conf, Semanas y Viajes-PD		6,000	6,000		0.00%		417,264	403,442		
2070-490-00-0000 Servicios BOCES		154,000	236,000	-82,000	-34.75%	135,240		17,802		
2070-490-00-5895 Servicios BOCES					0.00%			118		
2070-506-00-0000 Suscripciones					0.00%		418,314	442,006		
2070 Subtotal de la función		171,000	253,000	-82,000	-32.41%	146,490				

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2110 Enseñanza-Escuela regular										
110 Salarios de profesores, K-3		11,998,257	12,145,357	-147,100	-1.21%	11,451,197	12,382,386	12,033,020	84,000	89,000
120 Salarios de profesores, K-3		9,757,282	9,708,783	48,499	0.50%	9,488,959	9,250,326	9,028,269	69,000	70,000
125 Tutores		1,934,700	1,849,700	85,000	4.60%	1,864,122	1,631,955	1,190,256	50,000	50,000
130 Sueldos de profesores 7-12		46,058,013	44,085,122	1,972,891	4.48%	42,585,587	40,884,075	39,004,850	325,300	320,700
140 Suplentes		2,414,244	2,602,000	-187,756	-7.22%	1,989,137	2,377,578	2,440,930	60,000	60,000
141 Incrementos		200,000	200,000	34,000	13.08%					
142 Contingencia		294,000	260,000	20,500	---					
145 Apoyo a la enseñanza por horas		20,500		20,500	---	17,409				
150 Sueldos de enseñanza		348,000	250,000	98,000	39.20%	330,086	99,984	174,439		
151 Sueldos de primaria		11,360,945	11,449,707	-88,762	-0.78%	11,083,938	11,013,906	10,590,937	79,0387	79,0387
160 Salarios no docentes		535,561	461,485	74,076	16.05%	446,503	604,300	607,692	6,000	6,000
162 Horas extraordinarias no lectivas		20,000	20,000		0.00%	5,703	23,259	13,490		
180 Monitores		1,455,000	1,455,000		0.00%	1,308,407	1,284,665	1,310,686	53,5000	
200 Equipamiento		194,000	184,000	10,000	5.43%	134,832	167,753	161,420		
204 Equipamiento - No capitalizable		20,000	30,000	-10,000	-33.33%			21,450		
400 Servicios contractuales		64,950	64,950		0.00%	40,585	76,062	54,719		
430 Reparación		39,778	39,778		0.00%	23,994	31,333	34,141		
450 Conf., talleres y viajes – desarrollo profesional		40,000	40,000		0.00%	19,113	22,913	10,840		
451 Viajes con acompañante		12,400	12,400		0.00%	873	8,232			
452 Viajes y registros de estudiantes		45,000	45,000		0.00%	36,078	27,485	9,207		
453 Reembolso de kilometraje		14,500	14,500		0.00%	4,242	6,217	3,186		
471 Matricula-Escuela Pública del Estado de Nueva York					0.00%		4,326	4,694		
473 Matricula-Todos los demás					0.00%	42,759				
480 Libros de texto y revistas		486,300	511,556	-25,256	-4.94%	363,880	206,439	391,608		
481 Libros de texto no públicos		45,000	45,000		0.00%	32,916	30,729	32,817		
484 Afiliaciones y cuotas		29,190	29,190		0.00%	6,055	4,824	4,609		
487 Ceremonia de graduación		58,000	36,000	22,000	61.11%	36,043	34,452	32,009		
490 Servicios BOCES		972,000	648,000	324,000	50.00%	712,766	602,644	597,641		
500 Materiales y suministros		1,328,750	1,239,750	89,000	7.18%	988,371	730,832	750,321		
501 Caja chica		1,000	1,000		0.00%	842	867	590		
506 Suscripciones		3,800	3,800		0.00%	825	1,180	670		
509 Partituras		30,000	30,000		0.00%	26,162	26,176	22,325		
510 Suministros para pruebas		104,000	132,000	-28,000	-21.21%	38,460	75,083	52,572		
560 RCP, Socorrismo		3,800	3,800		0.00%	-398	-1,896	1,127		
Subtotal de 2110 Enseñanza-Escuela regular		89,888,970	87,597,878	2,291,092	2.62%	83,059,446	81,608,085	78,580,515	726,8387	728,2387

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2250 Prg. Discapacidad – Med. Eligible										
100 Sueldos de administrador		201,106	201,106		0.00%	214,795	196,621	193,715	1.0000	1.0000
101 Principales		400,291	394,322	5,969	1.51%	392,184	380,445	374,330	2.0000	2.0000
125 Tutores		1,635,000	1,510,700	124,300	8.23%	1,204,620	1,294,115	1,103,530	38.0000	38.0000
126 Auxiliares docentes		1,905,694	2,020,082	-114,388	-5.66%	2,009,958	2,167,309	2,631,354	33.0000	33.0000
127 AT Subs		62,204	62,204		0.00%	102,966				
130 Sueldos de profesores 7-12		9,284,604	8,597,676	686,928	7.99%	8,789,280	8,378,748	8,161,633	65.1000	64.2000
150 Salarios docentes		48,000	20,000	28,000	140.00%	30,163	2,579	14,006		
151 Sueldos de primaria		6,980,596	6,601,502	379,094	5.74%	6,000,190	5,908,114	5,771,010	51.0000	50.0000
165 Terapeutas		1,430,599	1,365,065	65,534	4.80%	1,324,122	1,232,117	1,157,045	12.0000	12.0000
175 200 Salarios diarios		4,376,321	3,389,636	986,685	29.11%	3,133,429	2,686,077	2,143,094	98.0000	94.0000
180 Monitores					0.00%		60,005	72,907		
200 Equipamiento		20,000	20,000		0.00%					
400 Servicios contractuales		1,050,000	975,000	75,000	7.69%	942,261	816,683	863,670		
406 Servicios DODOR		160,000	160,000		0.00%	104,456	107,981	95,360		
408 Servicios de enfermería		350,000	350,000		0.00%	490,483	356,679	269,764		
448 Evaluaciones		20,000	20,000		0.00%	22,654	20,560	13,823		
449 Continencia		450,000	450,000		0.00%					
470 Matrícula					0.00%			2,324,717		
471 Matrícula-Escuela Pública del Estado de Nueva York		289,000	120,000	169,000	140.83%	135,047	120,375			
472 Matrícula- Todos los demás		2,224,000	2,224,000		0.00%	2,522,385	2,190,633			
484 Asimilaciones y cuotas		300		300	100.00%	210				
490 Servicios BOCES		3,500,000	3,705,025	-205,025	-5.53%	3,394,405	3,403,949	3,624,791		
500 Materiales y suministros		80,000	80,000		0.00%	46,625	58,496	65,646		
Subtotal de 2250 Prg. Discapacidad – Med. Eligible		34,467,715	32,266,318	2,201,397	6.82%	30,860,298	29,381,486	28,880,395	300.1000	294.2000

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Ejercicio fiscal: 2026

Fondo: Fondo General A

Cuenta presupuestaria	Descripción	Presupuesto propuesto 2025-2026	Presupuesto adoptado 2024-2025	Variación en dólares	Variación porcentual	Gasto actual 2023-2024	Gastos 2022-2023	Gastos 2021-2022	FTE propuesto 2025-2026	FTE Año actual 2024-2025
2280 Educación Ocupacional (Grados 9-12)										
490 Servicios BOCES		590,000	590,000		0.00%	524,065	555,930	435,857		
Subtotal de 2280 Educación ocupacional (Grados 9-12)		590,000	590,000		0.00%	524,065	555,930	435,857		
2310 Formación continua										
100 Sueldos de administrador		13,810	13,141	669	5.09%	13,810	13,606	6,702		
150 Salarios docentes		45,000	51,000	-6,000	-11.76%	40,053	52,705	31,012		
160 Salarios no docentes		45,142	43,183	1,959	4.54%	41,200	39,738	44,872	1.0000	1.0000
161 Salario no docente medio tiempo		10,000	3,200	6,800	212.50%	19,118	8,251	7,037		
162 Horas extras no lectivas		2,000	2,500	-500	-20.00%	710	2,182	5,387		
400 Servicios contractuales		7,000	5,200	1,800	34.62%	6,761	6,762	4,974		
500 Materiales y suministros		2,000	2,000		0.00%	1,177	1,897	854		
Subtotal de 2310 Formación continua		124,952	120,224	4,728	3.93%	122,906	125,141	100,838	1.0000	1.0000
2320 Escuela de verano										
101 Principales		6,547	6,547		0.00%	6,547	16,450	18,176		
110 Salarios de profesores, K-3		70,000	105,000	-35,000	-33.33%	69,482	134,909	102,913		
111 Salarios de profesores, 4-6		95,000	105,000	-10,000	-9.52%	58,718	164,654	102,913		
125 Tutores					0.00%		95,649	43,869		
126 Auxiliares docentes		10,500	15,500	-5,000	-32.26%	8,750	47,739	38,158		
130 Sueldos de profesores 7-12		188,000	132,000	56,000	42.42%	127,352	216,409	128,786		
151 Sueldos de primaria		10,225	15,225	-5,000	-32.84%	10,159	19,072	54,741		
160 Salarios no docentes		24,100	23,100	1,000	4.33%	28,802	73,225	43,544		
162 Horas extraordinarias no lectivas		1,000	1,000		0.00%	109	979	2,024		
500 Materiales y suministros		13,000	15,000	-2,000	-13.33%	11,474	28,997	16,870		
Subtotal de 2320 Escuela de verano		418,372	418,372		0.00%	321,393	798,083	551,994		
2610 Biblioteca escolar y audiovisuales										
121 Bibliotecarios		958,826	925,572	33,254	3.59%	856,875	864,700	823,376	7.0000	7.0000
131 Bibliotecarios Secundaria		765,707	735,575	30,132	4.10%	746,639	673,456	707,282	5.0000	5.0000
160 Salarios no docentes		935,322	824,249	111,073	13.48%	781,263	748,076	711,869	14.0000	14.0000
162 Horas extraordinarias no lectivas		72,000	65,000	7,000	10.00%	67,304	48,640	52,242		
175 200 Salarios diarios		58,468	135,000	-76,532	-56.69%	91,704	35,380	37,324	1.0000	1.0000
490 Servicios BOCES		194,000	182,000	12,000	6.59%	171,414	172,989	156,101		
500 Materiales y suministros		28,120	21,501	6,619	30.78%	15,389	9,030	23,602		
504 Publicaciones periódicas		13,283	13,283		0.00%	7,459	5,462	6,132		
505 Libros de la Biblioteca		68,083	68,083		0.00%	61,852	44,351	61,136		
508 Bibliotecas de aula		68,215	68,215		0.00%	43,110	22,491	69,766		
520 Suministros audiovisuales		19,779	19,779		0.00%	14,038	5,443	14,147		
Subtotal de 2610 Biblioteca escolar y audiovisuales		3,181,803	3,058,257	123,546	4.04%	2,857,047	2,630,095	2,662,977	27.0000	27.0000

Distrito Escolar Central de Syosset

Informe de presentación del presupuesto

Ejercicio fiscal: 2026

Fondo: Fondo General A

Cuenta presupuestaria	Descripción	Presupuesto propuesto 2025-2026	Presupuesto adoptado 2024-2025	Variación en dólares	Variación porcentual	Gasto actual 2023-2024	Gastos 2022-2023	Gastos 2021-2022	FTE propuesto 2025-2026	FTE Año actual 2024-2025
2630 Enseñanza asistida por computadora										
150 Salarios docentes		311,060	297,701	13,359	4.49%	287,639	279,422	271,435	2.0000	2.0000
200 Equipamiento		40,000	40,000		0.00%	37,085	21,467	52,478		
400 Servicios contractuales		10,000	10,000		0.00%	7,865	5,938	1,434		
460 Software		166,400	266,400	-100,000	-37.54%	162,579	225,871	222,978		
490 Servicios BOCES		4,161,350	3,873,200	288,150	7.44%	2,812,623	2,304,680	2,039,141		...
500 Materiales y suministros		300,000	300,000		0.00%	228,600	188,542	190,437		
Subtotal de 2630 Enseñanza asistida por computadora		4,988,810	4,787,301	201,509	4.21%	3,536,391	3,025,920	2,777,903	2.0000	2.0000
2805 Asistencia-Escuela regular										
160 Salarios no docentes		241,837	231,855	9,982	4.31%	225,730	244,786	278,407	4.0000	4.0000
161 Salario no docente medio tiempo		31,850	26,258	5,592	21.30%	28,766		4,008	0.7143	0.7143
162 Horas extraordinarias no lectivas		6,000	4,000	2,000	50.00%	5,375	1,959	13,415		
490 Servicios BOCES			2,000	-2,000	-100.00%					
Subtotal de 2805 Asistencia-Escuela regular		279,687	264,113	15,574	5.90%	259,871	246,745	295,830	4.7143	4.7143
2810 Orientación-Escuela regular										
130 Sueldos de profesores 7-12		3,276,064	3,289,410	-13,346	-0.41%	2,899,723	2,841,949	2,617,715	21.0000	21.0000
160 Salarios no docentes		535,087	465,022	70,065	15.07%	454,813	441,240	389,574	8.0000	8.0000
162 Horas extraordinarias no lectivas		3,800	3,800		0.00%	267	2,259	2,379		
400 Servicios contractuales		30,000	1,000	-1,000	-100.00%		28,272	26,962		
490 Servicios BOCES		11,600	29,270	730	2.49%	8,694	9,438	10,180		
500 Materiales y suministros			11,600		0.00%					
Subtotal de 2810 Orientación-Escuela regular		3,856,551	3,800,102	56,449	1.49%	3,391,919	3,323,158	3,046,810	29.0000	29.0000
2815 Servicios médicos-Escuela regular										
160 Salarios no docentes		1,647,097	1,565,179	81,918	5.23%	1,497,832	1,368,503	1,195,328	21.0000	21.0000
161 Salario PIT no docente		1,000	1,000		0.00%	194	600	1,369		
162 Horas extraordinarias no lectivas		33,995	27,290	6,705	24.57%	35,863	36,699	61,302		
200 Equipamiento		3,500	3,500		0.00%	3,210				
400 Servicios contractuales		300,000	300,000		0.00%	185,525	239,276	306,124		
446 Tasas Otros Distritos		90,000	100,000	-10,000	-10.00%	78,572	75,867	64,179		
448 Evaluaciones		55,000	55,000		0.00%	53,045	53,045	53,045		
490 Servicios BOCES		80,000	86,320	-6,320	-7.32%	73,997	70,008	76,785		
500 Materiales y suministros		86,500	80,600	5,900	7.32%	82,792	72,587	64,286		
501 Caja Menor		650	650		0.00%	211	282	229		
Subtotal de 2815 Servicios médicos-Escuela regular		2,297,742	2,219,539	78,203	3.52%	2,011,241	1,916,867	1,822,647	21.0000	21.0000
2820 Servicios Psicológicos- Escuela regular										
112 Sueldos de profesores					0.00%			153,875		
130 Sueldos de profesores 7-12		1,159,220	1,048,577	110,643	10.55%	1,007,024	769,190	770,381	8.0000	7.5000

Distrito Escolar Central de Syosset

Informe de presentación del presupuesto

Ejercicio fiscal: 2026

Fondo: Fondo General A

Cuenta presupuestaria	Descripción	Presupuesto propuesto 2025-2026	Presupuesto adoptado 2024-2025	Variación en dólares	Variación porcentual	Gasto actual 2023-2024	Gastos 2022-2023	Gastos 2021-2022	FTE propuesto 2025-2026	FTE Año actual 2024-2025
2820 Servicios Psicológicos-Escuela regular										
151	Sueldos de primaria	1,123,384	1,080,216	43,168	4.00%	1,052,615	955,344	1,057,684	7.0000	7.0000
160	Salarios no docentes	484,273	485,993	-1,720	-0.35%	474,240	474,342	429,700	7.5000	7.5000
162	Horas extraordinarias no lectivas	5,000	6,200	-1,200	-19.35%	856	5,089	75		
400	Servicios contractuales	95,000	140,000	-45,000	-32.14%	81,497	78,563	86,408		
500	Materiales y suministros	500	1,500	-1,000	-66.67%					
Subtotal de 2820 Servicios Psicológicos-Escuela regular		2,867,377	2,762,486	104,891	3.80%	2,616,232	2,282,528	2,498,123	22.5000	22.0000
2825 Servicios de Trabajo Social-Escuela Regular										
150	Salarios docentes	624,160	581,350	42,810	7.36%	553,276	371,881	282,113	5.0000	5.0000
Subtotal de 2825 Servicios de Trabajo Social-Escuela Regular		624,160	581,350	42,810	7.36%	553,276	371,881	282,113	5.0000	5.0000
2850 Activ. cocurriculares – Escuela regular										
130	Sueldos de profesores 7-12	1,669,675	1,610,644	59,031	3.67%	1,491,523	1,339,045	1,145,898		
151	Sueldos de primaria	180,905	194,440	-13,535	-6.96%	155,793	152,431	66,723		
160	Salarios no docentes	182,350	180,535	1,815	1.01%	156,983	146,670	124,713	1.0000	1.0000
400	Servicios contractuales	1,300		1,300	*,-,-%					
451	Viajes con acompañante	252,500	239,500	13,000	5.43%	223,344	194,238	44,160		
452	Viajes y registros de estudiantes	296,500	250,500	46,000	18.36%	228,011	169,027	107,358		
484	Afiliaciones y cuotas	50,000	42,000	8,000	19.05%	15,143	24,999	15,867		
500	Materiales y suministros	38,500	39,530	-1,030	-2.61%	21,256	13,152	7,766		
503	Período estudiantil	3,250	3,250		0.00%	755	755	725		
Subtotal de 2850 Activ. cocurriculares – Escuela regular		2,674,980	2,560,399	114,581	4.48%	2,292,808	2,040,317	1,513,210	1.0000	1.0000
2855 Actividades interescolares – Esc.regular										
150	Salarios docentes	1,966,303	1,974,303	-8,000	-0.41%	1,654,520	1,696,736	1,522,145		
160	Salarios no docentes	470,771	475,407	-4,636	-0.98%	414,499	386,838	379,698	4.0000	4.0000
162	Horas extraordinarias no lectivas	5,500	6,000	-500	-8.33%	1,601	4,437	15,582		
200	Equipamiento	34,000	34,000		0.00%	56,631	24,524	24,789		
400	Servicios contractuales	125,000	125,000		0.00%	71,804	110,241	102,120		
430	Reparación	50,000	60,000	-10,000	-16.67%	27,388	17,802	26,757		
450	Conf, Semanas y Viajes -PD	1,000	1,000		0.00%	1,288		220		
451	Viajes con acompañante	55,000	55,000		0.00%	25,034	34,110	17,465		
452	Viajes y registros de estudiantes	75,000	75,000		0.00%	64,304	60,291	56,510		
453	Reembolso de kilometraje	1,300	350	950	271.43%	1,175				
484	Afiliaciones y cuotas	40,000	40,000		0.00%	26,112	22,251	21,834		
490	Servicios BOCES	150,000	142,000	8,000	5.63%	134,394	124,240	117,976		
500	Materiales y suministros	300,000	280,000	20,000	7.14%	265,754	234,453	210,748		
Subtotal de 2855 Actividades interescolares – Esc.regular		3,273,874	3,268,060	5,814	0.18%	2,744,504	2,715,923	2,495,844	4.0000	4.0000

Informe de presentación del presupuesto

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Fondo: Fondo General A

Cuenta presupuestaria	Descripción	Presupuesto propuesto 2025-2026	Presupuesto adoptado 2024-2025	Variación en dólares	Variación porcentual	Gasto actual 2023-2024	Gastos 2022-2023	Gastos 2021-2022	FTE propuesto 2025-2026	FTE Año actual 2024-2025
5510 Servicios de transporte de distrito										
160 Salarios no docentes		375,206	324,292	50,914	15.70%	311,856	239,887	200,860		
161 Salario no docente medio tiempo					0.00%	1,250	58,909	48,322		
162 Horas extraordinarias no lectivas		7,300	1,400	5,900	421.43%	6,788	4,939	2,002		
210 Adquisición de autobuses		632,609		632,609	*,-,%					
400 Servicios contractuales		1,900		1,900	*,-,%					
411 Seguro de gestión de riesgos		1,100		1,100	*,-,%					
424 Gasolina		7,500		7,500	*,-,%					
490 Servicios BOCES					0.00%		589	1,222		
500 Materiales y suministros		2,950	850	2,100	247.06%	974		266		
Subtotal de 5510 Servicios de transporte de distrito		1,028,565	326,542	702,023	214.99%	320,868	304,324	252,672	7.0000	4.0000
5540 Transporte contratado – Eleg. Medicaid										
400 Servicios contractuales		13,163,364	11,535,600	1,627,764	14.11%	10,856,003	10,773,456	9,496,294		
424 Gasolina		392,500	400,000	-7,500	-1.88%	320,798	361,598	346,500		
454 Excursiones		241,671	173,000	68,671	39.69%	209,876	121,749	56,997		
455 Viajes Deportivos		730,000	700,000	30,000	4.29%	616,917	601,771	434,679		
458 Excursiones - Academic Com		427,000	421,000	6,000	1.43%	319,858	298,153	58,902		
459 Excursiones - Música		95,200	55,000	40,200	73.09%	80,206	41,443	7,324		
460 Software		20,000	20,000		0.00%	12,325	11,825	10,675		
Subtotal de 5540 Transporte contratado – Eleg. Medicaid		15,069,735	13,304,600	1,765,135	13.27%	12,415,983	12,209,995	10,411,371		
7140 Recreación										
150 Salarios docentes		87,078	232,205	-145,127	-62.50%	67,968	97,745	134,817	1.0000	1.0000
160 Salarios no docentes		180,000	40,000	140,000	350.00%	171,645	130,254	65,439		
500 Materiales y suministros		11,000	11,000		0.00%					
Subtotal de 7140 Recreación		278,078	283,205	-5,127	-1.81%	239,613	227,999	200,256	1.0000	1.0000
8070 Censo										
490 Servicios BOCES		28,000	21,131	6,869	32.51%	20,457	21,131	14,697		
Subtotal del 8070 Censo		28,000	21,131	6,869	32.51%	20,457	21,131	14,697		
9901 Transferencia a otros fondos										
930 Transferencia a comedor escolar					0.00%	5,894	3,687			
950 Transferencia a Ayudas Especiales		357,000	330,000	27,000	8.18%	412,319	281,571	346,597		
960 Transferencia al servicio de la deuda		4,373,844	4,377,225	-3,381	-0.08%	4,417,444	5,420,931	6,870,281		
Subtotal de 9901 Transferencia a otros fondos		4,730,844	4,707,225	23,619	0.50%	4,835,657	5,706,189	7,216,878		
9950 Transferencia al Fondo de Capital										
900 Transferencia a Fondos de Capital		4,325,000	4,325,000		0.00%	4,803,500	3,090,000	1,913,547		

Informe de presentación del presupuesto

Ejercicio fiscal: 2026

Fondo: Fondo General A

Cuenta presupuestaria	Descripción	Presupuesto propuesto 2025-2026	Presupuesto adoptado 2024-2025	Variación en dólares	Variación porcentual	Gasto actual 2023-2024	Gastos 2022-2023	Gastos 2021-2022
9010 Jubilación estatal		4,500,000	3,992,855	507,145	12.70%	3,180,862	2,673,223	3,170,744
9020 Jubilación de profesores		12,382,406	12,961,115	-578,709	-4.46%	11,323,664	11,791,849	10,779,735
9030 Seguridad Social		12,215,003	11,882,141	332,862	2.80%	10,648,785	10,306,890	9,954,463
9040 Indemnización laboral		1,025,000	900,000	125,000	13.89%	1,022,510	924,046	1,086,930
9045 Seguro de vida		250,000	230,000	20,000	8.70%	224,587	224,314	203,921
9050 Seguro de desempleo		50,000	50,000		0.00%	44,470	19,422	14,904
9055 Seguro de invalidez		160,000	160,000		0.00%	132,799	132,604	88,068
9060 Seguro hospitalario, médico y dental		44,603,715	43,584,259	1,019,456	2.34%	38,219,654	34,032,914	30,215,590
9065 Odontología		930,000	930,000		0.00%	912,363	831,503	775,054
9070 Prestaciones sociales sindicales		225,000	225,000		0.00%	225,000	225,000	225,000
9089 Otros		666,800	299,300	367,500	122.79%	656,781	606,468	208,508

Asignación de equipos

1620 Funcionamiento de la planta	60,000 para equipos de limpieza, incluidas fregadoras de suelos
1621 Mantenimiento de instalaciones	325,000 para equipos de mantenimiento, incluyendo mobiliario de aula y oficina, y equipos de climatización
1631 Seguridad	30,000 para equipamiento de seguridad, incluidas taquillas
1670 Impresiones y Correo Centralizado	8,000 para equipos de sustitución de la oficina de correos
1680 Procesamiento Central de Datos	75,000 para equipamiento tecnológico
2110 Enseñanza-Escuela regular	214,000 para equipamiento de programas de instrucción
2250 Prg. Discapacidad – Med. Ejigible	20,000 para equipamiento de programas de instrucción
2630 Enseñanza asistida por computadora	40,000 para equipos de tecnología educativa
2815 Servicios sanitarios-Escuela regular	3,000 para equipamiento de servicios médicos
2855 Atletismo Interescolar- Escuela regular	34,000 para equipamiento deportivo
5510 Servicios de transporte de distrito	632,809 para la compra de tres autobuses

Total Equipamiento

\$1,442,109

Otras notas presupuestarias

Transporte contratado (Código 5540) incluye una asignación para los costos asociados al primer año de un acuerdo de transporte contratado de cinco años. La aprobación del presupuesto constituye la aprobación de este acuerdo quinquenal.

La transferencia de \$4,325,000 al Fondo de Capital (Código 9950) incluye asignaciones para la renovación de la pista de tenis HBT, incluidas dos pistas nuevas, la renovación de los baños del personal para que cumplan la normativa ADA, la mejora de los sistemas de sonido e iluminación de los auditorios secundarios, mejoras eléctricas en todo el distrito, techado, albañilería y pavimentación, y reformas en las aulas.

Distrito Escolar Central de Syosset

'Informe de categoría estatal (presupuesto en 3 partes)'

Ejercicio fiscal: 2026

Función estatal	Descripción	Presupuesto propuesto 2024-2025	Presupuesto adoptado 2024-2025	Variación en dólares	Variación porcentual
Administración					
1010	Consejo escolar	46,700	46,700	-	-
1040	Secretario de distrito	102,613	102,500	113	0.11%
1060	Reunión de distrito	43,500	60,000	-16,500	-27.50%
1240	Administrador general del distrito	384,100	375,414	8,686	2.31%
1310	Administración financiera	638,293	603,440	34,853	5.78%
1320	Auditoría	118,900	118,700	200	0.17%
1345	Compras	639,922	639,996	-74	-0.01%
1380	Honorarios de agente fiscal	7,000	7,000	-	-
1420	Asesoría legal	422,600	422,600	-	-
1430	Recursos Humanos	1,012,514	969,301	43,213	4.46%
1480	Información y Servicios Públicos	201,908	200,060	1,848	0.92%
1670	Impresiones y Correo Centralizado	591,446	612,239	-20,793	-3.40%
1680	Procesamiento Central de Datos	2,975,072	2,697,232	277,840	10.30%
1910	Seguros no asignados	1,992,000	1,683,095	308,905	18.35%
1981	Costos administrativos de BOCES	959,265	938,044	21,221	2.26%
1983	Gastos de capital de BOCES	246,539	240,297	6,242	2.60%
1989	Sin clasificar	50,000	50,000	-	-
2010	Desarrollo Curricular y Supervisión	2,575,490	3,060,322	-484,832	-15.84%
2020	Supervisión-Escuela Regular	7,755,566	7,046,237	709,329	10.07%
2070	Capacitación docente en servicio	171,000	253,000	-82,000	-32.41%
9000	Prestaciones para empleados	7,334,728	7,011,572	323,156	4.61%
Total administración		28,269,156	27,137,749	1,131,407	4.17%
Capital					
1620	Funcionamiento de la planta	16,083,284	15,981,101	102,183	0.64%
1621	Mantenimiento de la planta	5,864,069	6,136,194	-272,125	-4.43%
1930	Sentencias y reclamaciones	-	-	-	-
9000	Prestaciones para empleados	6,882,868	6,757,845	125,023	1.85%
9760	Pagarés de anticipación de impuestos	937,500	1,024,306	-86,806	-8.47%
9901	Transferencia al fondo del servicio de deuc	4,373,844	4,377,225	-3,381	-0.08%
9950	Transferencia al Fondo de Capital	4,325,000	4,325,000	-	-
Capital total		38,466,565	38,601,671	-135,106	-0.35%
Programa					
2110	Enseñanza-Escuela Regular	89,888,970	87,597,878	2,291,092	2.62%
2250	Prg. Discapacidad – Med. Elgible	34,467,715	32,266,318	2,201,397	6.82%
2280	Educación ocupacional (Grados 9-12)	590,000	590,000	-	-
2330	Enseñanza-Escuelas Especiales	543,324	538,596	4,728	0.88%
2610	Biblioteca escolar y audiovisuales	3,181,803	3,058,257	123,546	4.04%
2630	Enseñanza asistida por computadora	4,988,810	4,787,301	201,509	4.21%
2805	Asistencia-Escuela regular	279,687	264,113	15,574	5.90%
2810	Orientación-Escuela regular	3,856,551	3,800,102	56,449	1.49%
2815	Servicios médicos-Escuela regular	2,297,742	2,219,539	78,203	3.52%
2820	Servicios Psicológicos- Escuela regular	2,867,377	2,762,486	104,891	3.80%
2825	Servicios de Trabajo Social- Escuela regular	624,160	581,350	42,810	7.36%
2850	Activ. cocurriculares – Escuela regular	2,674,980	2,560,399	114,581	4.48%
2855	Actividades interescolares – Esc.regular	3,273,874	3,268,060	5,814	0.18%
5510	Transporte del distrito – Eleg. Medicaid	1,028,565	326,542	702,023	214.99%
5540	Transporte contratado – Eleg. Medicaid	15,069,735	13,304,600	1,765,135	13.27%
7140	Recreación	278,078	283,205	-5,127	-1.81%
8070	Censo	28,000	21,131	6,869	32.51%
9000	Prestaciones para empleados	62,790,329	61,445,253	1,345,076	2.19%
9901	Transferencia al Fondo de Ayuda Especial	357,000	330,000	27,000	8.18%
Programa total		229,086,700	220,005,130	9,081,570	4.13%
Totales del informe		295,822,420	285,744,550	10,077,871	3.53%

PROYECTO PRELIMINAR DE INGRESOS 2025-26

	PRESUPUESTO	PRESUPUESTO PROPUESTO
<i>AYUDA ESTATAL</i>	<u>2024-25</u>	<u>2025-26</u>
ASIGNACIÓN BÁSICA (FOUNDATION AID)	23,012,357	24,002,402
AYUDA POR COSTOS EXCEDENTES – PÚBLICA	359,073	305,001
AYUDA POR COSTOS EXCEDENTES – PRIVADA	587,576	807,397
AYUDA DE BOCES*	4,553,624	4,631,315
AYUDA AL TRANSPORTE	3,402,675	3,144,226
AYUDA PARA INFRAESTRUCTURA*	1,529,291	1,664,020
HARDWARE Y TECNOLOGÍA	51,037	48,206
AYUDA PARA LIBROS DE TEXTO / SOFTWARE / BIBLIOTECA	581,190	579,102
AYUDA POR IMPUESTOS ELEVADOS (HIGH TAX AID)	697,595	697,595
<i>*Ajuste por posible ayuda adicional de Infraestructura y BOCES</i>		
TOTAL NETO DE AYUDA ESTATAL	34,774,418	35,879,264
<i>INGRESOS LOCALES</i>	<u>2024-25</u>	<u>2025-26</u>
Cargos por servicios		
MATRÍCULA EDUCACIÓN PARA ADULTOS	82,550	87,546
MATRÍCULA - PROGRAMAS DE EDUCACIÓN ESPECIAL Y VERANO	112,335	ISI,000
PISCINA Y RECREACIÓN	211,000	212,038
SERVICIOS DOL/DOR	220,000	160,000
SERVICIOS DE SALUD	425,000	240,000
Uso del dinero y propiedades		
INTERESES SOBRE INVERSIONES	2,507,500	2,600,000
ALQUILER DE EDIFICIOS	53,333	78,313
Ingresos no clasificados	1,124,893	1,003,774
Otros ingresos locales	4,736,611	4,562,671
PAGO EN LUGAR IMPUESTOS (PILOTS)	9,619,694	10,550,450
	14,356,305	15,113,121
Uso de la Reserva		
RESERVAS RESTRINGIDAS	7,202,290	9,142,435
FONDO ASIGNADO APROPIADO	2,900,000	2,900,000
Total Utilización de Reservas y Aprop. Saldo del Fondo	10,102,290	12,042,435
Total ingresos y reservas locales	24,458,595	27,155,556
RECAUDACIÓN FISCAL DEL FONDO GENERAL	226,511,537	232,787,600
TOTAL DE INGRESOS	285,744,550	295,822,420

**Section 1: School Report Card
Syosset School District Report Card**

SYOSSET CSD

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



Student Demographics

Enrollment	SYOSSET CSD
All Students	6,886
Economically Disadvantaged	14%
Students with Disabilities	9%
English Language Learners	3%
» Race/Ethnicity	

Staffing Profile	SYOSSET CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	9%
Teachers with 4-20 Years of Experience %	43%
Teachers with 21+ Years of Experience %	47%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$33,389.00	\$29,186.12	\$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	SYOSSET CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$20,790.11

Report View One Per Pupil Expenditure Categories	SYOSSET CSD
» B. Administration (B1 + B2 + B3)	\$1,502.85
» C. All Other Spending (C1 + C2 + C3)	\$2,411.45
D. Total School Level (A + B + C)	\$24,704.42
» E. Central Instruction (E1 + E2 + E3 + E4)	\$588.56
» F. Central Administration (F1 + F2 + F3)	\$3,449.44
» G. All Other Central Spending (G1 + G2 + G3)	\$4,646.55
H. Total Central Costs	\$8,684.56
I. Total Spending (D + H)	\$33,388.97

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	SYOSSET CSD
J. Total School Level Local/State Spending	\$24,400.99
» K. Total School Level Federal Spending	\$303.43
L. Total Central Level Local/State Spending	\$8,684.56
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$33,388.97

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

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

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

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

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

Combined Cost(Total Expenditures)

Excluded Expenditures	SYOSSET CSD
1. Transportation	\$12,887,066.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$2,315,334.00

Excluded Expenditures	SYOSSET CSD
4. Debt Service	\$2,223,547.00
5. Other	\$22,015,734.00
Percent Excluded from Total	15%
Total Expenditures	\$269,358,155.00

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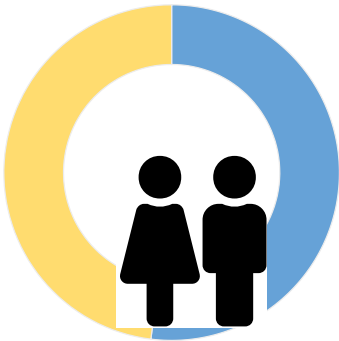
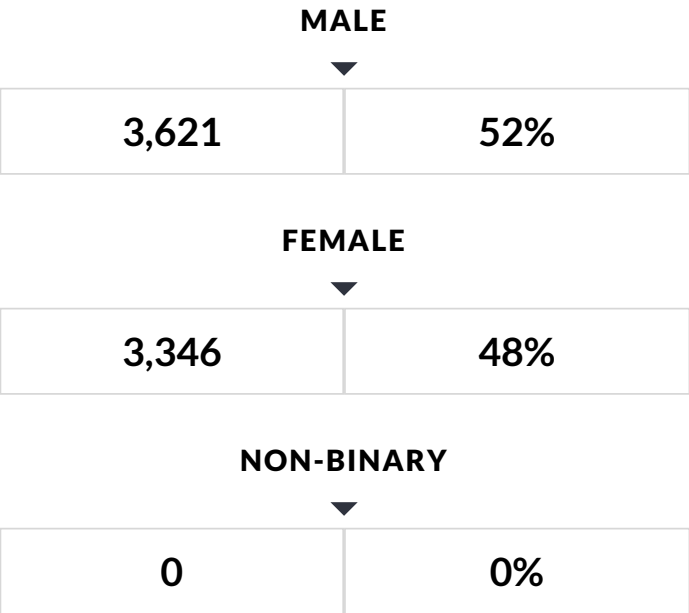
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This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

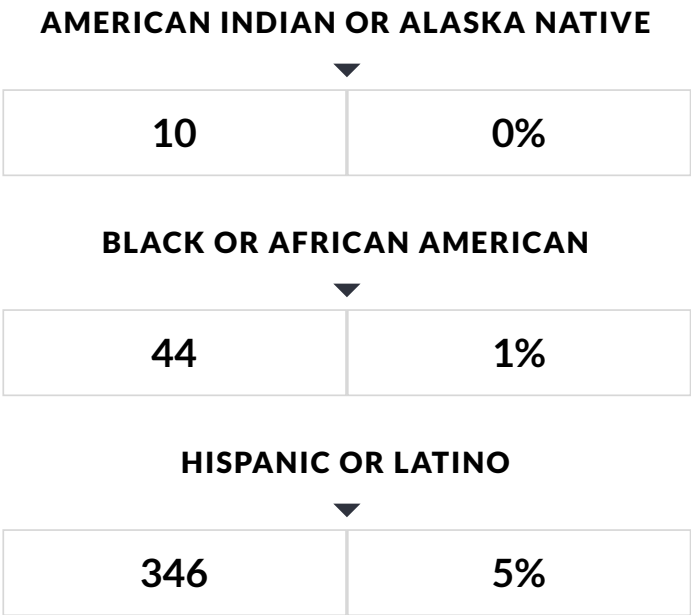
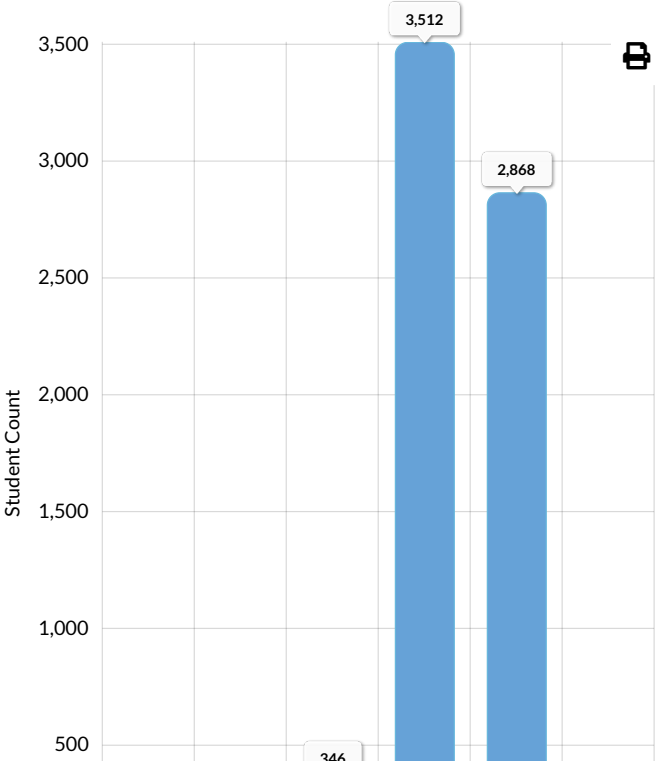
SYOSSET CSD ENROLLMENT (2023 - 24)

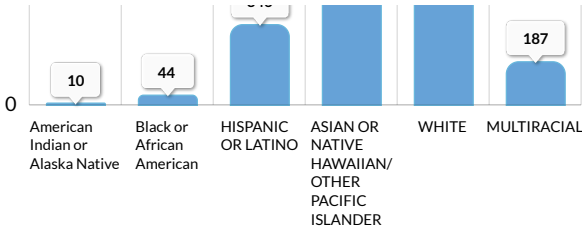
K-12 Enrollment: 6,967

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





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

3,512	50%
-------	-----

WHITE

2,868	41%
-------	-----

MULTIRACIAL

187	3%
-----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
▼		▼		▼			
229	3%	650	9%	1,090	16%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
▼		▼		▼		▼	
—	—	20	0%	—	—	—	—

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
368	429	485	505
5%	6%	7%	7%
4TH GRADE	5TH GRADE	6TH GRADE	UNGRADED ELE...
541	522	555	9
8%	7%	8%	0%
7TH GRADE	8TH GRADE	9TH GRADE	10TH GRADE
629	548	627	593
9%	8%	9%	8%
11TH GRADE	12TH GRADE	UNGRADED SEC...	

600	8%	536	7%	20	0%
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SYOSSET CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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SYOSSET CSD - 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	4	4	4	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	4
Black or African American	3	4	—	—
Hispanic or Latino	4	4	—	3
Multiracial	4	4	—	4
White	4	3	—	4
English Language Learner	4	4	4	4
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	3	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,660	195.1	4
	Math	2,879	217.2	
	Combined	5,539	206.6	
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1,609	203.6	4
	Math	1,662	224.9	
	Combined	3,271	214.4	
Black or African American	ELA	20	145	3
	Math	20	172.5	
	Combined	40	158.8	
Hispanic or Latino	ELA	117	177.8	4
	Math	124	196.8	
	Combined	241	187.6	
Multiracial	ELA	89	205.6	4
	Math	88	225.6	
	Combined	177	215.5	
White	ELA	821	180.8	4
	Math	981	206.8	
	Combined	1,802	194.9	
English Language Learner	ELA	40	96.3	4
	Math	58	162.9	
	Combined	98	135.7	
Students with Disabilities	ELA	205	118.8	4
	Math	229	157.2	
	Combined	434	139.1	
Economically Disadvantaged	ELA	419	188.8	4
	Math	439	208.9	
	Combined	858	199.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	3,130	165.8	4
	Math	3,146	198.7	
	Combined	6,276	182.3	
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1,609	203.6	4
	Math	1,662	224.9	
	Combined	3,271	214.4	
Black or African American	ELA	21	138.1	4
	Math	21	164.3	
	Combined	42	151.2	
Hispanic or Latino	ELA	148	140.5	4
	Math	148	164.9	
	Combined	296	152.7	
Multiracial	ELA	95	192.6	4
	Math	95	208.9	
	Combined	190	200.8	
White	ELA	1,259	117.9	3
	Math	1,263	160.6	
	Combined	2,522	139.3	
English Language Learner	ELA	46	83.7	4
	Math	62	152.4	
	Combined	108	123.1	
Students with Disabilities	ELA	335	72.7	4
	Math	335	107.5	
	Combined	670	90.1	
Economically Disadvantaged	ELA	464	170.5	4
	Math	470	195.1	
	Combined	934	182.9	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	137	56%	72%	1.3	4
Asian or Native Hawaiian/Other Pacific Islander	125	56%	75%	1.3	4
Hispanic or Latino	7	—	—	—	—
White	5	—	—	—	—
English Language Learner	137	56%	72%	1.3	4
Students with Disabilities	28	—	—	—	—
Economically Disadvantaged	55	49%	57%	1.2	3

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	4,300	321	7.5%	4
American Indian or Alaska Native	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2,234	107	4.8%	4
Black or African American	28	—	—	—
Hispanic or Latino	201	28	13.9%	3
Multiracial	138	12	8.7%	4
White	1,692	170	10%	4
English Language Learner	154	15	9.7%	4
Students with Disabilities	436	48	11%	4
Economically Disadvantaged	672	64	9.5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	3,352	81%
American Indian or Alaska Native	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	✓	1,734	95.4%
Black or African American	—	22	—
Hispanic or Latino	✗	157	74.5%
Multiracial	✗	100	89%
White	✗	1,335	62.2%
English Language Learner	✗	73	89%
Students with Disabilities	✗	342	57.6%
Economically Disadvantaged	✗	518	86.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	3,353	86.9%
American Indian or Alaska Native	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	✓	1,734	97.6%
Black or African American	—	22	—
Hispanic or Latino	✗	157	79%
Multiracial	✗	100	88%
White	✗	1,336	73.9%
English Language Learner	✗	73	87.7%
Students with Disabilities	✗	342	64.6%
Economically Disadvantaged	✗	518	88.8%

NYSESLAT USED FOR PARTICIPATION

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

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	533	228.4	218.6	4
	Math	515	204.8		
	Science	486	224.7		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	228	236.2	229.9	4
	Math	227	221.8		
	Science	219	232.4		
Black or African American	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
Hispanic or Latino	ELA	36	213.9	193.5	4
	Math	29	160.3		
	Science	28	212.5		
Multiracial	ELA	6	233.3	—	—
	Math	6	233.3		
	Science	6	225		
White	ELA	261	224.9	212	4
	Math	252	194.2		
	Science	231	219.5		
English Language Learner	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Students with Disabilities	ELA	59	176.3	156.6	4
	Math	51	123.5		
	Science	45	176.7		
Economically Disadvantaged	ELA	80	225	218.7	4
	Math	77	206.5		
	Science	76	227.6		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	539	225.9	209.5	4
	Math	539	195.6		
	Science	531	205.6		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	230	234.1	225.2	4
	Math	230	218.9		
	Science	230	221.3		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	37	208.1	167.7	4
	Math	37	125.7		
	Science	35	170		
Multiracial	ELA	6	233.3	—	—
	Math	6	233.3		
	Science	6	225		
White	ELA	264	222.3	202	4
	Math	264	185.4		
	Science	258	196.5		
English Language Learner	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
Students with Disabilities	ELA	62	167.7	137.8	4
	Math	62	101.6		
	Science	54	147.2		
Economically Disadvantaged	ELA	83	216.9	207.3	4
	Math	83	191.6		
	Science	80	216.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	561	555	98.9%	98.8%	4
	5-year	589	583	99%		
	6-year	565	557	98.6%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	221	219	99.1%	99.2%	4
	5-year	230	228	99.1%		
	6-year	206	205	99.5%		
Black or African American	4-year	5	—	—	—	—
	5-year	4	—	—		
	6-year	4	—	—		
Hispanic or Latino	4-year	31	30	96.8%	96.8%	4
	5-year	25	—	—		
	6-year	18	—	—		
Multiracial	4-year	11	—	—	—	—
	5-year	6	—	—		
	6-year	6	—	—		
White	4-year	293	291	99.3%	98.9%	4
	5-year	323	319	98.8%		
	6-year	328	323	98.5%		
English Language Learner	4-year	6	—	—	—	—
	5-year	7	—	—		
	6-year	8	—	—		
Students with Disabilities	4-year	77	73	94.8%	93.2%	4
	5-year	80	75	93.8%		
	6-year	79	72	91.1%		
Economically Disadvantaged	4-year	84	81	96.4%	95.8%	4
	5-year	82	80	97.6%		
	6-year	61	57	93.4%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	33	51%	69%	1.4	4
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—	—
Hispanic or Latino	3	—	—	—	—
White	1	—	—	—	—
English Language Learner	33	51%	69%	1.4	4
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	16	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,390	145	6.1%	4
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1,147	55	4.8%	4
Black or African American	12	—	—	—
Hispanic or Latino	134	16	11.9%	4
Multiracial	41	4	9.8%	4
White	1,054	67	6.4%	4
English Language Learner	97	9	9.3%	4
Students with Disabilities	232	30	12.9%	4
Economically Disadvantaged	402	46	11.4%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	537	99.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	231	99.6%
Black or African American	—	1	—
Hispanic or Latino	—	36	—
Multiracial	—	6	—
White	✓	262	99.6%
English Language Learner	—	4	—
Students with Disabilities	✓	48	97.9%
Economically Disadvantaged	✓	81	97.5%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	537	95.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	231	99.1%
Black or African American	—	1	—
Hispanic or Latino	—	36	—
Multiracial	—	6	—
White	✓	262	95.4%
English Language Learner	—	4	—
Students with Disabilities	✗	48	77.1%
Economically Disadvantaged	✗	81	92.6%

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	517	51	10%	466	90%	31	7%	85	18%	179	38%	171	37%	350	75%
Grade 4	551	69	13%	482	87%	18	4%	70	15%	194	40%	200	41%	394	82%
Grade 5	529	87	16%	442	84%	30	7%	67	15%	207	47%	138	31%	345	78%
Grade 6	565	113	20%	452	80%	15	3%	81	18%	181	40%	175	39%	356	79%
Grade 7	640	168	26%	472	74%	14	3%	59	13%	215	46%	184	39%	399	85%
Grade 8	553	202	37%	351	63%	11	3%	47	13%	115	33%	178	51%	293	83%
Grades 3-8	3,355	690	21%	2,665	79%	119	4%	409	15%	1,091	41%	1,046	39%	2,137	80%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	517	51	10%	466	90%	31	7%	85	18%	179	38%	171	37%	350	75%
Female	260	20	8%	240	92%	16	7%	43	18%	83	35%	98	41%	181	75%
Male	257	31	12%	226	88%	15	7%	42	19%	96	42%	73	32%	169	75%
General Education Students	469	31	7%	438	93%	21	5%	77	18%	173	39%	167	38%	340	78%
Students with Disabilities	48	20	42%	28	58%	10	36%	8	29%	6	21%	4	14%	10	36%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	259	9	3%	250	97%	13	5%	42	17%	93	37%	102	41%	195	78%
Black or African American	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	4	11%	32	89%	3	9%	6	19%	14	44%	9	28%	23	72%
White	200	37	19%	163	82%	14	9%	32	20%	69	42%	48	29%	117	72%
Multiracial	14	1	7%	13	93%	0	0%	3	23%	1	8%	9	69%	10	77%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	2	25%	2	25%	3	38%	5	63%
Economically Disadvantaged	68	7	10%	61	90%	6	10%	15	25%	25	41%	15	25%	40	66%
Not Economically Disadvantaged	449	44	10%	405	90%	25	6%	70	17%	154	38%	156	39%	310	77%
English Language Learner	12	5	42%	7	58%	2	29%	2	29%	3	43%	0	0%	3	43%
Non-English Language Learner	505	46	9%	459	91%	29	6%	83	18%	176	38%	171	37%	347	76%
Not in Foster Care	517	51	10%	466	90%	31	7%	85	18%	179	38%	171	37%	350	75%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	516	51	10%	465	90%	—	—	—	—	—	—	—	—	—	—
Not Migrant	517	51	10%	466	90%	31	7%	85	18%	179	38%	171	37%	350	75%
Parent Not in Armed Forces	517	51	10%	466	90%	31	7%	85	18%	179	38%	171	37%	350	75%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	551	69	13%	482	87%	18	4%	70	15%	194	40%	200	41%	394	82%
Female	252	32	13%	220	87%	10	5%	18	8%	87	40%	105	48%	192	87%
Male	299	37	12%	262	88%	8	3%	52	20%	107	41%	95	36%	202	77%
General Education Students	499	52	10%	447	90%	8	2%	56	13%	185	41%	198	44%	383	86%
Students with Disabilities	52	17	33%	35	67%	10	29%	14	40%	9	26%	2	6%	11	31%
Asian or Native Hawaiian/Other Pacific Islander	290	17	6%	273	94%	11	4%	31	11%	100	37%	131	48%	231	85%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	4	17%	20	83%	—	—	—	—	—	—	—	—	—	—
White	213	48	23%	165	77%	4	2%	34	21%	78	47%	49	30%	127	77%
Multiracial	21	0	0%	21	100%	0	0%	2	10%	11	52%	8	38%	19	90%
Small Group Total: Race & Ethnicity	27	4	15%	23	85%	3	13%	3	13%	5	22%	12	52%	17	74%
Economically Disadvantaged	95	13	14%	82	86%	7	9%	10	12%	35	43%	30	37%	65	79%
Not Economically Disadvantaged	456	56	12%	400	88%	11	3%	60	15%	159	40%	170	43%	329	82%
English Language Learner	24	9	38%	15	63%	4	27%	5	33%	6	40%	0	0%	6	40%
Non-English Language Learner	527	60	11%	467	89%	14	3%	65	14%	188	40%	200	43%	388	83%
Not in Foster Care	551	69	13%	482	87%	18	4%	70	15%	194	40%	200	41%	394	82%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	549	67	12%	482	88%	18	4%	70	15%	194	40%	200	41%	394	82%
Not Migrant	551	69	13%	482	87%	18	4%	70	15%	194	40%	200	41%	394	82%
Parent Not in Armed Forces	551	69	13%	482	87%	18	4%	70	15%	194	40%	200	41%	394	82%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	529	87	16%	442	84%	30	7%	67	15%	207	47%	138	31%	345	78%
Female	245	40	16%	205	84%	11	5%	26	13%	102	50%	66	32%	168	82%
Male	284	47	17%	237	83%	19	8%	41	17%	105	44%	72	30%	177	75%
General Education Students	471	62	13%	409	87%	15	4%	59	14%	199	49%	136	33%	335	82%
Students with Disabilities	58	25	43%	33	57%	15	45%	8	24%	8	24%	2	6%	10	30%
Asian or Native Hawaiian/Other Pacific Islander	284	7	2%	277	98%	12	4%	33	12%	138	50%	94	34%	232	84%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	8	29%	20	71%	2	10%	5	25%	7	35%	6	30%	13	65%
White	195	69	35%	126	65%	14	11%	27	21%	54	43%	31	25%	85	67%
Multiracial	19	3	16%	16	84%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	3	14%	19	86%	2	11%	2	11%	8	42%	7	37%	15	79%
Economically Disadvantaged	82	10	12%	72	88%	8	11%	8	11%	36	50%	20	28%	56	78%
Not Economically Disadvantaged	447	77	17%	370	83%	22	6%	59	16%	171	46%	118	32%	289	78%
English Language Learner	17	8	47%	9	53%	3	33%	5	56%	1	11%	0	0%	1	11%
Non-English Language Learner	512	79	15%	433	85%	27	6%	62	14%	206	48%	138	32%	344	79%
Not in Foster Care	529	87	16%	442	84%	30	7%	67	15%	207	47%	138	31%	345	78%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	528	86	16%	442	84%	30	7%	67	15%	207	47%	138	31%	345	78%
Not Migrant	529	87	16%	442	84%	30	7%	67	15%	207	47%	138	31%	345	78%
Parent Not in Armed Forces	529	87	16%	442	84%	30	7%	67	15%	207	47%	138	31%	345	78%

GRADE 6 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	565	113	20%	452	80%	15	3%	81	18%	181	40%	175	39%	356	79%
Female	282	53	19%	229	81%	3	1%	33	14%	96	42%	97	42%	193	84%
Male	283	60	21%	223	79%	12	5%	48	22%	85	38%	78	35%	163	73%
General Education Students	510	81	16%	429	84%	11	3%	68	16%	175	41%	175	41%	350	82%
Students with Disabilities	55	32	58%	23	42%	4	17%	13	57%	6	26%	0	0%	6	26%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	289	12	4%	277	96%	5	2%	29	10%	106	38%	137	49%	243	88%
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	5	26%	14	74%	1	7%	4	29%	4	29%	5	36%	9	64%
White	237	93	39%	144	61%	9	6%	44	31%	62	43%	29	20%	91	63%
Multiracial	16	2	13%	14	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	20	3	15%	17	85%	0	0%	4	24%	9	53%	4	24%	13	76%
Economically Disadvantaged	83	10	12%	73	88%	4	5%	16	22%	27	37%	26	36%	53	73%
Not Economically Disadvantaged	482	103	21%	379	79%	11	3%	65	17%	154	41%	149	39%	303	80%
English Language Learner	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	560	110	20%	450	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	565	113	20%	452	80%	15	3%	81	18%	181	40%	175	39%	356	79%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	563	112	20%	451	80%	—	—	—	—	—	—	—	—	—	—
Not Migrant	565	113	20%	452	80%	15	3%	81	18%	181	40%	175	39%	356	79%
Parent Not in Armed Forces	565	113	20%	452	80%	15	3%	81	18%	181	40%	175	39%	356	79%

GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	640	168	26%	472	74%	14	3%	59	13%	215	46%	184	39%	399	85%
Female	309	83	27%	226	73%	3	1%	21	9%	109	48%	93	41%	202	89%
Male	331	85	26%	246	74%	11	4%	38	15%	106	43%	91	37%	197	80%
General Education Students	565	127	22%	438	78%	8	2%	45	10%	203	46%	182	42%	385	88%
Students with Disabilities	75	41	55%	34	45%	6	18%	14	41%	12	35%	2	6%	14	41%
Asian or Native Hawaiian/Other Pacific Islander	334	29	9%	305	91%	7	2%	33	11%	133	44%	132	43%	265	87%
Black or African American	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	10	36%	18	64%	2	11%	5	28%	5	28%	6	33%	11	61%
White	256	123	48%	133	52%	5	4%	20	15%	70	53%	38	29%	108	81%
Multiracial	18	4	22%	14	78%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	6	27%	16	73%	0	0%	1	6%	7	44%	8	50%	15	94%
Economically Disadvantaged	103	25	24%	78	76%	4	5%	10	13%	36	46%	28	36%	64	82%
Not Economically Disadvantaged	537	143	27%	394	73%	10	3%	49	12%	179	45%	156	40%	335	85%
English Language Learner	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	635	165	26%	470	74%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	640	168	26%	472	74%	14	3%	59	13%	215	46%	184	39%	399	85%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	638	167	26%	471	74%	—	—	—	—	—	—	—	—	—	—
Not Migrant	640	168	26%	472	74%	14	3%	59	13%	215	46%	184	39%	399	85%
Parent Not in Armed Forces	640	168	26%	472	74%	14	3%	59	13%	215	46%	184	39%	399	85%

GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	553	202	37%	351	63%	11	3%	47	13%	115	33%	178	51%	293	83%
Female	239	94	39%	145	61%	2	1%	16	11%	41	28%	86	59%	127	88%
Male	314	108	34%	206	66%	9	4%	31	15%	74	36%	92	45%	166	81%
General Education Students	497	164	33%	333	67%	7	2%	43	13%	106	32%	177	53%	283	85%
Students with Disabilities	56	38	68%	18	32%	4	22%	4	22%	9	50%	1	6%	10	56%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	278	38	14%	240	86%	6	3%	27	11%	74	31%	133	55%	207	86%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	10	45%	12	55%	0	0%	2	17%	6	50%	4	33%	10	83%
White	235	151	64%	84	36%	4	5%	16	19%	29	35%	35	42%	64	76%
Multiracial	13	3	23%	10	77%	0	0%	0	0%	6	60%	4	40%	10	100%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	2	40%	0	0%	2	40%	2	40%
Economically Disadvantaged	89	24	27%	65	73%	1	2%	10	15%	15	23%	39	60%	54	83%
Not Economically Disadvantaged	464	178	38%	286	62%	10	3%	37	13%	100	35%	139	49%	239	84%
English Language Learner	10	7	70%	3	30%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	543	195	36%	348	64%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	553	202	37%	351	63%	11	3%	47	13%	115	33%	178	51%	293	83%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	551	200	36%	351	64%	11	3%	47	13%	115	33%	178	51%	293	83%
Not Migrant	553	202	37%	351	63%	11	3%	47	13%	115	33%	178	51%	293	83%
Parent Not in Armed Forces	553	202	37%	351	63%	11	3%	47	13%	115	33%	178	51%	293	83%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	517	48	9%	469	91%	4	1%	55	12%	241	51%	169	36%	410	87%
Grade 4	551	47	9%	504	91%	8	2%	22	4%	192	38%	282	56%	474	94%
Grade 5	529	80	15%	449	85%	18	4%	41	9%	185	41%	205	46%	390	87%
Grade 6	565	113	20%	452	80%	6	1%	31	7%	232	51%	183	40%	415	92%
Combined 6	565	113	20%	452	80%	6	1%	31	7%	232	51%	183	40%	415	92%
Grade 7	640	165	26%	475	74%	1	0%	23	5%	110	23%	341	72%	451	95%
Regents 7	—	—	—	14	2%	0	0%	0	0%	0	0%	14	100%	14	100%
Combined 7	640	151	24%	489	76%	1	0%	23	5%	110	22%	355	73%	465	95%
Grade 8	553	544	98%	9	2%	3	33%	3	33%	3	33%	0	0%	3	33%
Regents 8	—	—	—	517	93%	0	0%	0	0%	13	3%	504	97%	517	100%
Combined 8	553	27	5%	526	95%	3	1%	3	1%	16	3%	504	96%	520	99%
Grades 3-8	3,355	466	14%	2,889	86%	40	1%	175	6%	976	34%	1,698	59%	2,674	93%

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

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	517	48	9%	469	91%	4	1%	55	12%	241	51%	169	36%	410	87%
Female	260	23	9%	237	91%	2	1%	34	14%	126	53%	75	32%	201	85%
Male	257	25	10%	232	90%	2	1%	21	9%	115	50%	94	41%	209	90%
General Education Students	469	31	7%	438	93%	1	0%	43	10%	227	52%	167	38%	394	90%
Students with Disabilities	48	17	35%	31	65%	3	10%	12	39%	14	45%	2	6%	16	52%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	259	8	3%	251	97%	2	1%	18	7%	109	43%	122	49%	231	92%
Black or African American	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	4	11%	32	89%	1	3%	9	28%	17	53%	5	16%	22	69%
White	200	35	18%	165	83%	0	0%	26	16%	105	64%	34	21%	139	84%
Multiracial	14	1	7%	13	93%	0	0%	0	0%	7	54%	6	46%	13	100%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	2	25%	3	38%	2	25%	5	63%
Economically Disadvantaged	68	5	7%	63	93%	2	3%	12	19%	34	54%	15	24%	49	78%
Not Economically Disadvantaged	449	43	10%	406	90%	2	0%	43	11%	207	51%	154	38%	361	89%
English Language Learner	12	3	25%	9	75%	2	22%	2	22%	4	44%	1	11%	5	56%
Non-English Language Learner	505	45	9%	460	91%	2	0%	53	12%	237	52%	168	37%	405	88%
Not in Foster Care	517	48	9%	469	91%	4	1%	55	12%	241	51%	169	36%	410	87%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	516	48	9%	468	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	517	48	9%	469	91%	4	1%	55	12%	241	51%	169	36%	410	87%
Parent Not in Armed Forces	517	48	9%	469	91%	4	1%	55	12%	241	51%	169	36%	410	87%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	551	47	9%	504	91%	8	2%	22	4%	192	38%	282	56%	474	94%
Female	252	20	8%	232	92%	6	3%	11	5%	96	41%	119	51%	215	93%
Male	299	27	9%	272	91%	2	1%	11	4%	96	35%	163	60%	259	95%
General Education Students	499	31	6%	468	94%	0	0%	19	4%	174	37%	275	59%	449	96%
Students with Disabilities	52	16	31%	36	69%	8	22%	3	8%	18	50%	7	19%	25	69%
Asian or Native Hawaiian/Other Pacific Islander	290	6	2%	284	98%	3	1%	14	5%	91	32%	176	62%	267	94%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	3	13%	21	88%	1	5%	1	5%	5	24%	14	67%	19	90%
White	213	38	18%	175	82%	4	2%	7	4%	88	50%	76	43%	164	94%
Multiracial	21	0	0%	21	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	24	0	0%	24	100%	0	0%	0	0%	8	33%	16	67%	24	100%
Economically Disadvantaged	95	8	8%	87	92%	3	3%	7	8%	39	45%	38	44%	77	89%
Not Economically Disadvantaged	456	39	9%	417	91%	5	1%	15	4%	153	37%	244	59%	397	95%
English Language Learner	24	1	4%	23	96%	3	13%	3	13%	10	43%	7	30%	17	74%
Non-English Language Learner	527	46	9%	481	91%	5	1%	19	4%	182	38%	275	57%	457	95%
Not in Foster Care	551	47	9%	504	91%	8	2%	22	4%	192	38%	282	56%	474	94%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	549	47	9%	502	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	551	47	9%	504	91%	8	2%	22	4%	192	38%	282	56%	474	94%
Parent Not in Armed Forces	551	47	9%	504	91%	8	2%	22	4%	192	38%	282	56%	474	94%

GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	529	80	15%	449	85%	18	4%	41	9%	185	41%	205	46%	390	87%
Female	245	41	17%	204	83%	9	4%	20	10%	96	47%	79	39%	175	86%
Male	284	39	14%	245	86%	9	4%	21	9%	89	36%	126	51%	215	88%
General Education Students	471	57	12%	414	88%	7	2%	32	8%	174	42%	201	49%	375	91%
Students with Disabilities	58	23	40%	35	60%	11	31%	9	26%	11	31%	4	11%	15	43%
Asian or Native Hawaiian/Other Pacific Islander	284	3	1%	281	99%	7	2%	15	5%	105	37%	154	55%	259	92%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	9	32%	19	68%	2	11%	3	16%	7	37%	7	37%	14	74%
White	195	64	33%	131	67%	9	7%	20	15%	64	49%	38	29%	102	78%
Multiracial	19	4	21%	15	79%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	4	18%	18	82%	0	0%	3	17%	9	50%	6	33%	15	83%
Economically Disadvantaged	82	9	11%	73	89%	3	4%	6	8%	30	41%	34	47%	64	88%
Not Economically Disadvantaged	447	71	16%	376	84%	15	4%	35	9%	155	41%	171	45%	326	87%
English Language Learner	17	2	12%	15	88%	3	20%	3	20%	4	27%	5	33%	9	60%
Non-English Language Learner	512	78	15%	434	85%	15	3%	38	9%	181	42%	200	46%	381	88%
Not in Foster Care	529	80	15%	449	85%	18	4%	41	9%	185	41%	205	46%	390	87%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	528	79	15%	449	85%	18	4%	41	9%	185	41%	205	46%	390	87%
Not Migrant	529	80	15%	449	85%	18	4%	41	9%	185	41%	205	46%	390	87%
Parent Not in Armed Forces	529	80	15%	449	85%	18	4%	41	9%	185	41%	205	46%	390	87%

GRADE 6 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	565	113	20%	452	80%	6	1%	31	7%	232	51%	183	40%	415	92%
Female	282	58	21%	224	79%	2	1%	10	4%	116	52%	96	43%	212	95%
Male	283	55	19%	228	81%	4	2%	21	9%	116	51%	87	38%	203	89%
General Education Students	510	82	16%	428	84%	2	0%	24	6%	222	52%	180	42%	402	94%
Students with Disabilities	55	31	56%	24	44%	4	17%	7	29%	10	42%	3	13%	13	54%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	289	13	4%	276	96%	3	1%	11	4%	120	43%	142	51%	262	95%
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	6	32%	13	68%	1	8%	1	8%	7	54%	4	31%	11	85%
White	237	90	38%	147	62%	2	1%	18	12%	97	66%	30	20%	127	86%
Multiracial	16	3	19%	13	81%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	20	4	20%	16	80%	0	0%	1	6%	8	50%	7	44%	15	94%
Economically Disadvantaged	83	12	14%	71	86%	4	6%	7	10%	34	48%	26	37%	60	85%
Not Economically Disadvantaged	482	101	21%	381	79%	2	1%	24	6%	198	52%	157	41%	355	93%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	560	111	20%	449	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	565	113	20%	452	80%	6	1%	31	7%	232	51%	183	40%	415	92%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	563	112	20%	451	80%	—	—	—	—	—	—	—	—	—	—
Not Migrant	565	113	20%	452	80%	6	1%	31	7%	232	51%	183	40%	415	92%
Parent Not in Armed Forces	565	113	20%	452	80%	6	1%	31	7%	232	51%	183	40%	415	92%

GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	640	165	26%	475	74%	1	0%	23	5%	110	23%	341	72%	451	95%
Female	309	86	28%	223	72%	0	0%	8	4%	56	25%	159	71%	215	96%
Male	331	79	24%	252	76%	1	0%	15	6%	54	21%	182	72%	236	94%
General Education Students	565	125	22%	440	78%	0	0%	11	3%	97	22%	332	75%	429	98%
Students with Disabilities	75	40	53%	35	47%	1	3%	12	34%	13	37%	9	26%	22	63%
Asian or Native Hawaiian/Other Pacific Islander	334	33	10%	301	90%	0	0%	11	4%	60	20%	230	76%	290	96%
Black or African American	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	11	39%	17	61%	0	0%	1	6%	8	47%	8	47%	16	94%
White	256	113	44%	143	56%	1	1%	11	8%	36	25%	95	66%	131	92%
Multiracial	18	6	33%	12	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	8	36%	14	64%	0	0%	0	0%	6	43%	8	57%	14	100%
Economically Disadvantaged	103	27	26%	76	74%	0	0%	5	7%	20	26%	51	67%	71	93%
Not Economically Disadvantaged	537	138	26%	399	74%	1	0%	18	5%	90	23%	290	73%	380	95%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	635	163	26%	472	74%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	640	165	26%	475	74%	1	0%	23	5%	110	23%	341	72%	451	95%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	638	164	26%	474	74%	—	—	—	—	—	—	—	—	—	—
Not Migrant	640	165	26%	475	74%	1	0%	23	5%	110	23%	341	72%	451	95%
Parent Not in Armed Forces	640	165	26%	475	74%	1	0%	23	5%	110	23%	341	72%	451	95%

GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	553	544	98%	9	2%	3	33%	3	33%	3	33%	0	0%	3	33%
Female	239	237	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Male	314	307	98%	7	2%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	553	544	98%	9	2%	3	33%	3	33%	3	33%	0	0%	3	33%
General Education Students	497	493	99%	4	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	56	51	91%	5	9%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	278	275	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	235	230	98%	5	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	517	508	98%	9	2%	3	33%	3	33%	3	33%	0	0%	3	33%
Economically Disadvantaged	89	88	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	464	456	98%	8	2%	—	—	—	—	—	—	—	—	—	—
English Language Learner	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	543	534	98%	9	2%	3	33%	3	33%	3	33%	0	0%	3	33%
Not in Foster Care	553	544	98%	9	2%	3	33%	3	33%	3	33%	0	0%	3	33%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	551	543	99%	8	1%	—	—	—	—	—	—	—	—	—	—
Not Migrant	553	544	98%	9	2%	3	33%	3	33%	3	33%	0	0%	3	33%
Parent Not in Armed Forces	553	544	98%	9	2%	3	33%	3	33%	3	33%	0	0%	3	33%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	529	83	16%	446	84%	17	4%	101	23%	257	58%	71	16%	328	74%
Grade 8	553	543	98%	10	2%	3	30%	4	40%	3	30%	0	0%	3	30%
Regents 8	—	—	—	509	92%	0	0%	3	1%	70	14%	436	86%	506	99%
Combined 8	553	34	6%	519	94%	3	1%	7	1%	73	14%	436	84%	509	98%
Grades 5 & 8	1,082	117	11%	965	89%	20	2%	108	11%	330	34%	507	53%	837	87%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	529	83	16%	446	84%	17	4%	101	23%	257	58%	71	16%	328	74%
Female	245	39	16%	206	84%	9	4%	58	28%	109	53%	30	15%	139	67%
Male	284	44	15%	240	85%	8	3%	43	18%	148	62%	41	17%	189	79%
General Education Students	471	59	13%	412	87%	5	1%	86	21%	251	61%	70	17%	321	78%
Students with Disabilities	58	24	41%	34	59%	12	35%	15	44%	6	18%	1	3%	7	21%
Asian or Native Hawaiian/Other Pacific Islander	284	5	2%	279	98%	6	2%	57	20%	161	58%	55	20%	216	77%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	8	29%	20	71%	1	5%	7	35%	9	45%	3	15%	12	60%
White	195	66	34%	129	66%	9	7%	32	25%	77	60%	11	9%	88	68%
Multiracial	19	4	21%	15	79%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	4	18%	18	82%	1	6%	5	28%	10	56%	2	11%	12	67%
Economically Disadvantaged	82	11	13%	71	87%	2	3%	16	23%	44	62%	9	13%	53	75%
Not Economically Disadvantaged	447	72	16%	375	84%	15	4%	85	23%	213	57%	62	17%	275	73%
English Language Learner	17	3	18%	14	82%	2	14%	6	43%	5	36%	1	7%	6	43%
Non-English Language Learner	512	80	16%	432	84%	15	3%	95	22%	252	58%	70	16%	322	75%
Not in Foster Care	529	83	16%	446	84%	17	4%	101	23%	257	58%	71	16%	328	74%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	528	82	16%	446	84%	17	4%	101	23%	257	58%	71	16%	328	74%
Not Migrant	529	83	16%	446	84%	17	4%	101	23%	257	58%	71	16%	328	74%
Parent Not in Armed Forces	529	83	16%	446	84%	17	4%	101	23%	257	58%	71	16%	328	74%

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	553	543	98%	10	2%	3	30%	4	40%	3	30%	0	0%	3	30%
Female	239	237	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Male	314	306	97%	8	3%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	553	543	98%	10	2%	3	30%	4	40%	3	30%	0	0%	3	30%
General Education Students	497	493	99%	4	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	56	50	89%	6	11%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	278	273	98%	5	2%	1	20%	2	40%	2	40%	0	0%	2	40%
Black or African American	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	235	231	98%	4	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	239	234	98%	5	2%	2	40%	2	40%	1	20%	0	0%	1	20%
Economically Disadvantaged	89	88	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	464	455	98%	9	2%	—	—	—	—	—	—	—	—	—	—
English Language Learner	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	543	533	98%	10	2%	3	30%	4	40%	3	30%	0	0%	3	30%
Not in Foster Care	553	543	98%	10	2%	3	30%	4	40%	3	30%	0	0%	3	30%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	551	541	98%	10	2%	3	30%	4	40%	3	30%	0	0%	3	30%
Not Migrant	553	543	98%	10	2%	3	30%	4	40%	3	30%	0	0%	3	30%
Parent Not in Armed Forces	553	543	98%	10	2%	3	30%	4	40%	3	30%	0	0%	3	30%

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)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	607	0	0%	2	0%	30	5%	81	13%	494	81%	605	100%
Female	302	0	0%	0	0%	18	6%	35	12%	249	82%	302	100%
Male	305	0	0%	2	1%	12	4%	46	15%	245	80%	303	99%
General Education Students	560	0	0%	0	0%	19	3%	67	12%	474	85%	560	100%
Students with Disabilities	47	0	0%	2	4%	11	23%	14	30%	20	43%	45	96%
Asian or Native Hawaiian/Other Pacific Islander	312	0	0%	0	0%	15	5%	30	10%	267	86%	312	100%
Black or African American	5	0	0%	0	0%	2	40%	1	20%	2	40%	5	100%
Hispanic or Latino	25	0	0%	0	0%	2	8%	8	32%	15	60%	25	100%
White	260	0	0%	2	1%	10	4%	42	16%	206	79%	258	99%
Multiracial	5	0	0%	0	0%	1	20%	0	0%	4	80%	5	100%
Economically Disadvantaged	97	0	0%	0	0%	5	5%	20	21%	72	74%	97	100%
Not Economically Disadvantaged	510	0	0%	2	0%	25	5%	61	12%	422	83%	508	100%
English Language Learner	12	0	0%	0	0%	8	67%	2	17%	2	17%	12	100%
Non-English Language Learner	595	0	0%	2	0%	22	4%	79	13%	492	83%	593	100%
Not in Foster Care	607	0	0%	2	0%	30	5%	81	13%	494	81%	605	100%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	606	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	607	0	0%	2	0%	30	5%	81	13%	494	81%	605	100%
Parent Not in Armed Forces	607	0	0%	2	0%	30	5%	81	13%	494	81%	605	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%
Female	7	0	0%	0	0%	4	57%	0	0%	3	43%	7	100%
Male	6	0	0%	0	0%	3	50%	1	17%	2	33%	6	100%
General Education Students	12	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	2	25%	1	13%	5	63%	8	100%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	5	100%	0	0%	0	0%	5	100%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	9	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	11	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%
Not Homeless	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%
Not Migrant	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%
Parent Not in Armed Forces	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	583	5	1%	11	2%	40	7%	159	27%	368	63%	567	97%
Female	257	1	0%	5	2%	22	9%	71	28%	158	61%	251	98%
Male	326	4	1%	6	2%	18	6%	88	27%	210	64%	316	97%
General Education Students	530	1	0%	8	2%	26	5%	134	25%	361	68%	521	98%
Students with Disabilities	53	4	8%	3	6%	14	26%	25	47%	7	13%	46	87%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	297	0	0%	5	2%	9	3%	66	22%	217	73%	292	98%
Black or African American	6	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	2	7%	3	10%	4	14%	11	38%	9	31%	24	83%
White	236	3	1%	3	1%	24	10%	78	33%	128	54%	230	97%
Multiracial	14	0	0%	0	0%	0	0%	3	21%	11	79%	14	100%
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	3	43%	1	14%	3	43%	7	100%
Economically Disadvantaged	110	3	3%	5	5%	11	10%	34	31%	57	52%	102	93%
Not Economically Disadvantaged	473	2	0%	6	1%	29	6%	125	26%	311	66%	465	98%
English Language Learner	20	1	5%	2	10%	0	0%	9	45%	8	40%	17	85%
Non-English Language Learner	563	4	1%	9	2%	40	7%	150	27%	360	64%	550	98%
Not in Foster Care	583	5	1%	11	2%	40	7%	159	27%	368	63%	567	97%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	581	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	583	5	1%	11	2%	40	7%	159	27%	368	63%	567	97%
Parent Not in Armed Forces	583	5	1%	11	2%	40	7%	159	27%	368	63%	567	97%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	622	13	2%	23	4%	146	23%	97	16%	343	55%	586	94%
Female	305	7	2%	13	4%	67	22%	45	15%	173	57%	285	93%
Male	317	6	2%	10	3%	79	25%	52	16%	170	54%	301	95%
General Education Students	573	6	1%	15	3%	119	21%	92	16%	341	60%	552	96%
Students with Disabilities	49	7	14%	8	16%	27	55%	5	10%	2	4%	34	69%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	315	7	2%	6	2%	54	17%	36	11%	212	67%	302	96%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	0	0%	5	14%	15	41%	3	8%	14	38%	32	86%
White	255	4	2%	12	5%	71	28%	56	22%	112	44%	239	94%
Multiracial	11	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	2	13%	0	0%	6	40%	2	13%	5	33%	13	87%
Economically Disadvantaged	105	5	5%	9	9%	25	24%	14	13%	52	50%	91	87%
Not Economically Disadvantaged	517	8	2%	14	3%	121	23%	83	16%	291	56%	495	96%
English Language Learner	11	0	0%	0	0%	2	18%	0	0%	9	82%	11	100%
Non-English Language Learner	611	13	2%	23	4%	144	24%	97	16%	334	55%	575	94%
Not in Foster Care	622	13	2%	23	4%	146	23%	97	16%	343	55%	586	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	621	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	622	13	2%	23	4%	146	23%	97	16%	343	55%	586	94%
Parent Not in Armed Forces	622	13	2%	23	4%	146	23%	97	16%	343	55%	586	94%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	598	1	0%	0	0%	66	11%	179	30%	352	59%	597	100%
Female	288	1	0%	0	0%	34	12%	82	28%	171	59%	287	100%
Male	310	0	0%	0	0%	32	10%	97	31%	181	58%	310	100%
General Education Students	563	0	0%	0	0%	52	9%	162	29%	349	62%	563	100%
Students with Disabilities	35	1	3%	0	0%	14	40%	17	49%	3	9%	34	97%
Asian or Native Hawaiian/Other Pacific Islander	304	0	0%	0	0%	28	9%	64	21%	212	70%	304	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	0	0%	7	30%	10	43%	6	26%	23	100%
White	254	1	0%	0	0%	29	11%	100	39%	124	49%	253	100%
Multiracial	16	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	0	0%	0	0%	2	12%	5	29%	10	59%	17	100%
Economically Disadvantaged	94	0	0%	0	0%	18	19%	28	30%	48	51%	94	100%
Not Economically Disadvantaged	504	1	0%	0	0%	48	10%	151	30%	304	60%	503	100%
English Language Learner	11	0	0%	0	0%	2	18%	4	36%	5	45%	11	100%
Non-English Language Learner	587	1	0%	0	0%	64	11%	175	30%	347	59%	586	100%
Not in Foster Care	598	1	0%	0	0%	66	11%	179	30%	352	59%	597	100%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	596	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	598	1	0%	0	0%	66	11%	179	30%	352	59%	597	100%
Parent Not in Armed Forces	598	1	0%	0	0%	66	11%	179	30%	352	59%	597	100%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	615	8	1%	5	1%	144	23%	458	74%	602	98%
Female	305	3	1%	3	1%	73	24%	226	74%	299	98%
Male	310	5	2%	2	1%	71	23%	232	75%	303	98%
General Education Students	568	4	1%	4	1%	109	19%	451	79%	560	99%
Students with Disabilities	47	4	9%	1	2%	35	74%	7	15%	42	89%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	309	5	2%	2	1%	46	15%	256	83%	302	98%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	0	0%	3	8%	13	35%	21	57%	34	92%
White	255	2	1%	0	0%	83	33%	170	67%	253	99%
Multiracial	10	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	0	0%	2	14%	11	79%	13	93%
Economically Disadvantaged	106	4	4%	4	4%	33	31%	65	61%	98	92%
Not Economically Disadvantaged	509	4	1%	1	0%	111	22%	393	77%	504	99%
English Language Learner	16	1	6%	1	6%	3	19%	11	69%	14	88%
Non-English Language Learner	599	7	1%	4	1%	141	24%	447	75%	588	98%
Not in Foster Care	615	8	1%	5	1%	144	23%	458	74%	602	98%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	611	—	—	—	—	—	—	—	—	—	—
Not Migrant	615	8	1%	5	1%	144	23%	458	74%	602	98%
Parent Not in Armed Forces	615	8	1%	5	1%	144	23%	458	74%	602	98%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	595	6	1%	15	3%	107	18%	467	78%	574	96%
Female	264	5	2%	8	3%	54	20%	197	75%	251	95%
Male	331	1	0%	7	2%	53	16%	270	82%	323	98%
General Education Students	542	4	1%	7	1%	83	15%	448	83%	531	98%
Students with Disabilities	53	2	4%	8	15%	24	45%	19	36%	43	81%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	311	3	1%	5	2%	41	13%	262	84%	303	97%
Black or African American	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	1	3%	0	0%	12	40%	17	57%	29	97%
White	232	2	1%	9	4%	50	22%	171	74%	221	95%
Multiracial	15	0	0%	0	0%	2	13%	13	87%	15	100%
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	2	29%	4	57%	6	86%
Economically Disadvantaged	107	2	2%	5	5%	25	23%	75	70%	100	93%
Not Economically Disadvantaged	488	4	1%	10	2%	82	17%	392	80%	474	97%
English Language Learner	20	0	0%	0	0%	9	45%	11	55%	20	100%
Non-English Language Learner	575	6	1%	15	3%	98	17%	456	79%	554	96%
Not in Foster Care	595	6	1%	15	3%	107	18%	467	78%	574	96%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	594	—	—	—	—	—	—	—	—	—	—
Not Migrant	595	6	1%	15	3%	107	18%	467	78%	574	96%
Parent Not in Armed Forces	595	6	1%	15	3%	107	18%	467	78%	574	96%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	521	0	0%	7	1%	208	40%	306	59%	514	99%
Female	251	0	0%	3	1%	98	39%	150	60%	248	99%
Male	270	0	0%	4	1%	110	41%	156	58%	266	99%
General Education Students	504	0	0%	7	1%	194	38%	303	60%	497	99%
Students with Disabilities	17	0	0%	0	0%	14	82%	3	18%	17	100%
Asian or Native Hawaiian/Other Pacific Islander	259	0	0%	5	2%	89	34%	165	64%	254	98%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	0	0%	0	0%	14	74%	5	26%	19	100%
White	225	0	0%	1	0%	98	44%	126	56%	224	100%
Multiracial	16	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	0	0%	1	6%	7	39%	10	56%	17	94%
Economically Disadvantaged	80	0	0%	1	1%	41	51%	38	48%	79	99%
Not Economically Disadvantaged	441	0	0%	6	1%	167	38%	268	61%	435	99%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	517	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	521	0	0%	7	1%	208	40%	306	59%	514	99%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	519	—	—	—	—	—	—	—	—	—	—
Not Migrant	521	0	0%	7	1%	208	40%	306	59%	514	99%
Parent Not in Armed Forces	521	0	0%	7	1%	208	40%	306	59%	514	99%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	427	3	1%	19	4%	154	36%	251	59%	405	95%
Female	208	0	0%	11	5%	80	38%	117	56%	197	95%
Male	219	3	1%	8	4%	74	34%	134	61%	208	95%
General Education Students	418	3	1%	18	4%	149	36%	248	59%	397	95%
Students with Disabilities	9	0	0%	1	11%	5	56%	3	33%	8	89%
Asian or Native Hawaiian/Other Pacific Islander	246	2	1%	11	4%	82	33%	151	61%	233	95%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	0	0%	2	33%	3	50%	5	83%
White	169	0	0%	8	5%	67	40%	94	56%	161	95%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	64	0	0%	6	9%	28	44%	30	47%	58	91%
Not Economically Disadvantaged	363	3	1%	13	4%	126	35%	221	61%	347	96%
Non-English Language Learner	427	3	1%	19	4%	154	36%	251	59%	405	95%
Not in Foster Care	427	3	1%	19	4%	154	36%	251	59%	405	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	426	—	—	—	—	—	—	—	—	—	—
Not Migrant	427	3	1%	19	4%	154	36%	251	59%	405	95%
Parent Not in Armed Forces	427	3	1%	19	4%	154	36%	251	59%	405	95%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	604	7	1%	4	1%	61	10%	132	22%	400	66%	593	98%
Female	290	1	0%	1	0%	29	10%	59	20%	200	69%	288	99%
Male	314	6	2%	3	1%	32	10%	73	23%	200	64%	305	97%
General Education Students	552	5	1%	2	0%	43	8%	118	21%	384	70%	545	99%
Students with Disabilities	52	2	4%	2	4%	18	35%	14	27%	16	31%	48	92%
Asian or Native Hawaiian/Other Pacific Islander	295	4	1%	2	1%	21	7%	49	17%	219	74%	289	98%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	1	4%	1	4%	6	21%	9	32%	11	39%	26	93%
White	264	2	1%	1	0%	32	12%	70	27%	159	60%	261	99%
Multiracial	15	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	0	0%	0	0%	2	12%	4	24%	11	65%	17	100%
Economically Disadvantaged	118	3	3%	3	3%	16	14%	41	35%	55	47%	112	95%
Not Economically Disadvantaged	486	4	1%	1	0%	45	9%	91	19%	345	71%	481	99%
English Language Learner	18	4	22%	1	6%	5	28%	4	22%	4	22%	13	72%
Non-English Language Learner	586	3	1%	3	1%	56	10%	128	22%	396	68%	580	99%
Not in Foster Care	604	7	1%	4	1%	61	10%	132	22%	400	66%	593	98%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	600	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	604	7	1%	4	1%	61	10%	132	22%	400	66%	593	98%
Parent Not in Armed Forces	604	7	1%	4	1%	61	10%	132	22%	400	66%	593	98%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	589	1	0%	4	1%	73	12%	251	43%	260	44%	584	99%
Female	293	0	0%	1	0%	43	15%	114	39%	135	46%	292	100%
Male	296	1	0%	3	1%	30	10%	137	46%	125	42%	292	99%
General Education Students	544	0	0%	1	0%	57	10%	228	42%	258	47%	543	100%
Students with Disabilities	45	1	2%	3	7%	16	36%	23	51%	2	4%	41	91%
Asian or Native Hawaiian/Other Pacific Islander	298	0	0%	0	0%	28	9%	114	38%	156	52%	298	100%
Black or African American	5	0	0%	1	20%	2	40%	1	20%	1	20%	4	80%
Hispanic or Latino	25	0	0%	0	0%	11	44%	11	44%	3	12%	25	100%
White	256	1	0%	3	1%	32	13%	121	47%	99	39%	252	98%
Multiracial	5	0	0%	0	0%	0	0%	4	80%	1	20%	5	100%
Economically Disadvantaged	93	0	0%	1	1%	16	17%	42	45%	34	37%	92	99%
Not Economically Disadvantaged	496	1	0%	3	1%	57	11%	209	42%	226	46%	492	99%
English Language Learner	9	0	0%	0	0%	6	67%	2	22%	1	11%	9	100%
Non-English Language Learner	580	1	0%	4	1%	67	12%	249	43%	259	45%	575	99%
Not in Foster Care	589	1	0%	4	1%	73	12%	251	43%	260	44%	584	99%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	588	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	589	1	0%	4	1%	73	12%	251	43%	260	44%	584	99%
Parent Not in Armed Forces	589	1	0%	4	1%	73	12%	251	43%	260	44%	584	99%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	545	12	2%	533	98%	2	0%	5	1%	43	8%	483	89%	526	97%
Female	256	5	2%	251	98%	1	0%	2	1%	11	4%	237	93%	248	97%
Male	289	7	2%	282	98%	1	0%	3	1%	32	11%	246	85%	278	96%
General Education Students	492	6	1%	486	99%	2	0%	1	0%	29	6%	454	92%	483	98%
Students with Disabilities	53	6	11%	47	89%	0	0%	4	8%	14	26%	29	55%	43	81%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	234	7	3%	227	97%	1	0%	2	1%	9	4%	215	92%	224	96%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	2	5%	36	95%	0	0%	1	3%	4	11%	31	82%	35	92%
White	265	3	1%	262	99%	1	0%	1	0%	29	11%	231	87%	260	98%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	1	13%	6	75%	7	88%
Economically Disadvantaged	85	5	6%	80	94%	0	0%	2	2%	7	8%	71	84%	78	92%
Not Economically Disadvantaged	460	7	2%	453	98%	2	0%	3	1%	36	8%	412	90%	448	97%
English Language Learner	6	3	50%	3	50%	0	0%	2	33%	1	17%	0	0%	1	17%
Non-English Language Learner	539	9	2%	530	98%	2	0%	3	1%	42	8%	483	90%	525	97%
Not in Foster Care	545	12	2%	533	98%	2	0%	5	1%	43	8%	483	89%	526	97%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	544	12	—	532	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	545	12	2%	533	98%	2	0%	5	1%	43	8%	483	89%	526	97%
Parent Not in Armed Forces	545	12	2%	533	98%	2	0%	5	1%	43	8%	483	89%	526	97%

2020 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	545	31	6%	514	94%	10	2%	11	2%	71	13%	422	77%	493	90%
Female	256	16	6%	240	94%	1	0%	3	1%	41	16%	195	76%	236	92%
Male	289	15	5%	274	95%	9	3%	8	3%	30	10%	227	79%	257	89%
General Education Students	492	16	3%	476	97%	3	1%	6	1%	56	11%	411	84%	467	95%
Students with Disabilities	53	15	28%	38	72%	7	13%	5	9%	15	28%	11	21%	26	49%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	234	7	3%	227	97%	2	1%	1	0%	24	10%	200	85%	224	96%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	9	24%	29	76%	2	5%	3	8%	5	13%	19	50%	24	63%
White	265	14	5%	251	95%	6	2%	7	3%	41	15%	197	74%	238	90%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	0	0%	1	13%	6	75%	7	88%
Economically Disadvantaged	85	9	11%	76	89%	1	1%	2	2%	11	13%	62	73%	73	86%
Not Economically Disadvantaged	460	22	5%	438	95%	9	2%	9	2%	60	13%	360	78%	420	91%
English Language Learner	6	3	50%	3	50%	0	0%	1	17%	1	17%	1	17%	2	33%
Non-English Language Learner	539	28	5%	511	95%	10	2%	10	2%	70	13%	421	78%	491	91%
Not in Foster Care	545	31	6%	514	94%	10	2%	11	2%	71	13%	422	77%	493	90%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	544	31	—	513	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	545	31	6%	514	94%	10	2%	11	2%	71	13%	422	77%	493	90%
Parent Not in Armed Forces	545	31	6%	514	94%	10	2%	11	2%	71	13%	422	77%	493	90%

2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	518	21	4	497	96
Female	246	13	5	233	95
Male	272	8	3	264	97
General Education Students	471	11	2	460	98
Students with Disabilities	47	10	21	37	79
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	216	1	0	215	100
Black or African American	1	1	100	0	0
Hispanic or Latino	36	7	19	29	81
White	258	12	5	246	95
Multiracial	6	0	0	6	100
Economically Disadvantaged	73	4	5	69	95
Not Economically Disadvantaged	445	17	4	428	96
English Language Learner	1	0	0	1	100
Non-English Language Learner	517	21	4	496	96
Not in Foster Care	518	21	4	497	96
Homeless	1	0	0	1	100
Not Homeless	517	21	4	496	96
Not Migrant	518	21	4	497	96
Parent Not in Armed Forces	518	21	4	497	96

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

2020 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	545	59	11%	486	89%	4	1%	22	4%	152	28%	308	57%	460	84%
Female	256	29	11%	227	89%	0	0%	12	5%	76	30%	139	54%	215	84%
Male	289	30	10%	259	90%	4	1%	10	3%	76	26%	169	58%	245	85%
General Education Students	492	39	8%	453	92%	2	0%	15	3%	131	27%	305	62%	436	89%
Students with Disabilities	53	20	38%	33	62%	2	4%	7	13%	21	40%	3	6%	24	45%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	234	15	6%	219	94%	2	1%	5	2%	46	20%	166	71%	212	91%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	10	26%	28	74%	0	0%	2	5%	15	39%	11	29%	26	68%
White	265	34	13%	231	87%	2	1%	14	5%	87	33%	128	48%	215	81%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	85	10	12%	75	88%	1	1%	2	2%	21	25%	51	60%	72	85%
Not Economically Disadvantaged	460	49	11%	411	89%	3	1%	20	4%	131	28%	257	56%	388	84%
English Language Learner	6	3	50%	3	50%	0	0%	1	17%	2	33%	0	0%	2	33%
Non-English Language Learner	539	56	10%	483	90%	4	1%	21	4%	150	28%	308	57%	458	85%
Not in Foster Care	545	59	11%	486	89%	4	1%	22	4%	152	28%	308	57%	460	84%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	544	59	—	485	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	545	59	11%	486	89%	4	1%	22	4%	152	28%	308	57%	460	84%
Parent Not in Armed Forces	545	59	11%	486	89%	4	1%	22	4%	152	28%	308	57%	460	84%

2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	512	49	10	463	90
Female	244	26	11	218	89
Male	268	23	9	245	91
General Education Students	468	34	7	434	93
Students with Disabilities	44	15	34	29	66
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	212	9	4	203	96
Black or African American	1	0	0	1	100
Hispanic or Latino	35	7	20	28	80
White	257	33	13	224	87
Multiracial	6	0	0	6	100
Economically Disadvantaged	70	6	9	64	91
Not Economically Disadvantaged	442	43	10	399	90
Non-English Language Learner	512	49	10	463	90
Not in Foster Care	512	49	10	463	90
Homeless	1	0	0	1	100
Not Homeless	511	49	10	462	90
Not Migrant	512	49	10	463	90
Parent Not in Armed Forces	512	49	10	463	90

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

2020 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	545	19	3%	526	97%	2	0%	15	3%	90	17%	419	77%	509	93%
Female	256	7	3%	249	97%	2	1%	5	2%	42	16%	200	78%	242	95%
Male	289	12	4%	277	96%	0	0%	10	3%	48	17%	219	76%	267	92%
General Education Students	492	14	3%	478	97%	0	0%	7	1%	66	13%	405	82%	471	96%
Students with Disabilities	53	5	9%	48	91%	2	4%	8	15%	24	45%	14	26%	38	72%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	234	13	6%	221	94%	0	0%	4	2%	17	7%	200	85%	217	93%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	2	5%	36	95%	2	5%	1	3%	10	26%	23	61%	33	87%
White	265	4	2%	261	98%	0	0%	9	3%	61	23%	191	72%	252	95%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	2	25%	5	63%	7	88%
Economically Disadvantaged	85	9	11%	76	89%	1	1%	3	4%	11	13%	61	72%	72	85%
Not Economically Disadvantaged	460	10	2%	450	98%	1	0%	12	3%	79	17%	358	78%	437	95%
English Language Learner	6	4	67%	2	33%	0	0%	2	33%	0	0%	0	0%	0	0%
Non-English Language Learner	539	15	3%	524	97%	2	0%	13	2%	90	17%	419	78%	509	94%
Not in Foster Care	545	19	3%	526	97%	2	0%	15	3%	90	17%	419	77%	509	93%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	544	19	—	525	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	545	19	3%	526	97%	2	0%	15	3%	90	17%	419	77%	509	93%
Parent Not in Armed Forces	545	19	3%	526	97%	2	0%	15	3%	90	17%	419	77%	509	93%

2020 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	0	0	5	100
Female	1	0	0	1	100
Male	4	0	0	4	100
General Education Students	5	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
White	1	0	0	1	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	4	0	0	4	100
Non-English Language Learner	5	0	0	5	100
Not in Foster Care	5	0	0	5	100
Not Homeless	5	0	0	5	100
Not Migrant	5	0	0	5	100
Parent Not in Armed Forces	5	0	0	5	100

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

2020 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	545	13	2%	532	98%	0	0%	14	3%	61	11%	457	84%	518	95%
Female	256	5	2%	251	98%	0	0%	7	3%	26	10%	218	85%	244	95%
Male	289	8	3%	281	97%	0	0%	7	2%	35	12%	239	83%	274	95%
General Education Students	492	8	2%	484	98%	0	0%	5	1%	43	9%	436	89%	479	97%
Students with Disabilities	53	5	9%	48	91%	0	0%	9	17%	18	34%	21	40%	39	74%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	234	7	3%	227	97%	0	0%	4	2%	11	5%	212	91%	223	95%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	2	5%	36	95%	0	0%	5	13%	6	16%	25	66%	31	82%
White	265	4	2%	261	98%	0	0%	5	2%	42	16%	214	81%	256	97%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Economically Disadvantaged	85	5	6%	80	94%	0	0%	5	6%	5	6%	70	82%	75	88%
Not Economically Disadvantaged	460	8	2%	452	98%	0	0%	9	2%	56	12%	387	84%	443	96%
English Language Learner	6	3	50%	3	50%	0	0%	2	33%	1	17%	0	0%	1	17%
Non-English Language Learner	539	10	2%	529	98%	0	0%	12	2%	60	11%	457	85%	517	96%
Not in Foster Care	545	13	2%	532	98%	0	0%	14	3%	61	11%	457	84%	518	95%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	544	13	—	531	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	545	13	2%	532	98%	0	0%	14	3%	61	11%	457	84%	518	95%
Parent Not in Armed Forces	545	13	2%	532	98%	0	0%	14	3%	61	11%	457	84%	518	95%

2020 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	0	0	5	100
Female	3	0	0	3	100
Male	2	0	0	2	100
General Education Students	5	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
White	1	0	0	1	100
Economically Disadvantaged	3	0	0	3	100
Not Economically Disadvantaged	2	0	0	2	100
Non-English Language Learner	5	0	0	5	100
Not in Foster Care	5	0	0	5	100
Not Homeless	5	0	0	5	100
Not Migrant	5	0	0	5	100
Parent Not in Armed Forces	5	0	0	5	100

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (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	52	1	2%	51	98%	1	2%	0	0%	3	6%	25	49%	22	43%
Grade 1	33	0	0%	33	100%	0	0%	3	9%	3	9%	14	42%	13	39%
Grade 2	43	0	0%	43	100%	2	5%	1	2%	4	9%	24	56%	12	28%
Grade 3	12	0	0%	12	100%	0	0%	0	0%	4	33%	3	25%	5	42%
Grade 4	25	0	0%	25	100%	1	4%	3	12%	3	12%	9	36%	9	36%
Grade 5	17	0	0%	17	100%	0	0%	0	0%	3	18%	7	41%	7	41%
Grade 6	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 7	5	0	0%	5	100%	0	0%	3	60%	1	20%	0	0%	1	20%
Grade 8	10	0	0%	10	100%	0	0%	1	10%	0	0%	4	40%	5	50%
Grade 9	13	1	8%	12	92%	0	0%	1	8%	3	25%	6	50%	2	17%
Grade 10	17	0	0%	17	100%	2	12%	2	12%	3	18%	5	29%	5	29%
Grade 11	12	0	0%	12	100%	0	0%	0	0%	0	0%	5	42%	7	58%
Grade 12	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—

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	7	0	0%	7	100%	1	14%	3	43%	3	43%	0	0%	3	43%
Grade 3 Math	7	0	0%	7	100%	3	43%	0	0%	4	57%	0	0%	4	57%
Grade 4 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Science	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	6	1	17%	5	83%	2	40%	1	20%	2	40%	0	0%	2	40%
Grade 6 Math	6	1	17%	5	83%	1	20%	2	40%	2	40%	0	0%	2	40%
Grade 7 ELA	10	3	30%	7	70%	2	29%	1	14%	2	29%	2	29%	4	57%
Grade 7 Math	10	3	30%	7	70%	2	29%	2	29%	1	14%	2	29%	3	43%
Grade 8 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	26	25	96%	1	4%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	26	25	96%	1	4%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	26	25	96%	1	4%	—	—	—	—	—	—	—	—	—	—

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	693	57	8%	10	3	30%
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	655	1	0%
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	545	531	97%	463	85%	68	12%	0	0%	0	0%	6	1%	1	0%	7	1%
Female	256	251	98%	224	88%	27	11%	0	0%	0	0%	2	1%	0	0%	3	1%
Male	289	280	97%	239	83%	41	14%	0	0%	0	0%	4	1%	1	0%	4	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	492	484	98%	440	89%	44	9%	0	0%	0	0%	1	0%	1	0%	6	1%
Students with Disabilities	53	47	89%	23	43%	24	45%	0	0%	0	0%	5	9%	0	0%	1	2%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	234	225	96%	206	88%	19	8%	0	0%	0	0%	4	2%	0	0%	5	2%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	36	95%	23	61%	13	34%	0	0%	0	0%	0	0%	1	3%	1	3%
White	265	262	99%	228	86%	34	13%	0	0%	0	0%	2	1%	0	0%	1	0%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	85	79	93%	61	72%	18	21%	0	0%	0	0%	3	4%	1	1%	2	2%
Not Economically Disadvantaged	460	452	98%	402	87%	50	11%	0	0%	0	0%	3	1%	0	0%	5	1%
English Language Learner	6	3	50%	0	0%	3	50%	0	0%	0	0%	1	17%	1	17%	1	17%
Non-English Language Learner	539	528	98%	463	86%	65	12%	0	0%	0	0%	5	1%	0	0%	6	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	545	531	97%	463	85%	68	12%	0	0%	0	0%	6	1%	1	0%	7	1%

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2024 | SYOSSET CSD - Report Card | NYSED Data Site

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	544	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	545	531	97%	463	85%	68	12%	0	0%	0	0%	6	1%	1	0%	7	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	545	531	97%	463	85%	68	12%	0	0%	0	0%	6	1%	1	0%	7	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

SYOSSET CSD - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
7,072	3,092	43.72% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	3,092	100	0	0
Female	1,447	100	0	0
Male	1,645	100	0	0
American Indian/Alaska Native	5	100	0	0
Black	6	100	0	0
Hispanic	129	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1,710	100	0	0
White	1,155	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Multiracial	87	100	0	0
General Education Students	2,870	100	0	0
Students with Disabilities	222	100	0	0
Not English Language Learner	2,992	100	0	0
English Language Learner	100	100	0	0
Economically Disadvantaged	422	100	0	0
Not Economically Disadvantaged	2,670	100	0	0
Not Migrant	3,092	100	0	0
Homeless	9	100	0	0
Not Homeless	3,083	100	0	0
Not in Foster Care	3,092	100	0	0
Parent Not in Armed Forces	3,092	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
7,072	3,091	43.71% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2,886	93.37	33	1.07	121	3.91	30	.97	3	.1	18	.58
Female	1,351	93.37	6	.41	65	4.49	15	1.04	1	.07	9	.62
Male	1,535	93.37	27	1.64	56	3.41	15	.91	2	.12	9	.55
American Indian/Alaska Native	3	60	0	0	2	40	0	0	0	0	0	0

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Black	6	100	0	0	0	0	0	0	0	0	0	0
Hispanic	122	94.57	1	.78	4	3.1	1	.78	1	.78	0	0
Asian or Native Hawaiian/Other Pacific Islander	1,595	93.27	25	1.46	63	3.68	15	.88	1	.06	11	.64
White	1,076	93.24	7	.61	50	4.33	13	1.13	1	.09	7	.61
Multiracial	84	96.55	0	0	2	2.3	1	1.15	0	0	0	0
General Education Students	2,672	93.1	33	1.15	116	4.04	29	1.01	2	.07	18	.63
Students with Disabilities	214	96.83	0	0	5	2.26	1	.45	1	.45	0	0
Not English Language Learner	2,791	93.31	32	1.07	119	3.98	29	.97	3	.1	17	.57
English Language Learner	95	95	1	1	2	2	1	1	0	0	1	1
Economically Disadvantaged	394	93.36	5	1.18	17	4.03	3	.71	1	.24	2	.47
Not Economically Disadvantaged	2,492	93.37	28	1.05	104	3.9	27	1.01	2	.07	16	.6
Not Migrant	2,886	93.37	33	1.07	121	3.91	30	.97	3	.1	18	.58
Homeless	9	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	2,877	93.35	33	1.07	121	3.93	30	.97	3	.1	18	.58
Not in Foster Care	2,886	93.37	33	1.07	121	3.91	30	.97	3	.1	18	.58
Parent Not in Armed Forces	2,886	93.37	33	1.07	121	3.91	30	.97	3	.1	18	.58

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
7,072	3,092	43.72% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	29	.94	162	5.24	2,901	93.82
Female	13	.9	75	5.18	1,359	93.92
Male	16	.97	87	5.29	1,542	93.74
American Indian/Alaska Native	0	0	2	40	3	60
Black	0	0	0	0	6	100
Hispanic	1	.78	5	3.88	123	95.35
Asian or Native Hawaiian/Other Pacific Islander	15	.88	91	5.32	1,604	93.8
White	12	1.04	63	5.45	1,080	93.51
Multiracial	1	1.15	1	1.15	85	97.7
General Education Students	28	.98	156	5.44	2,686	93.59
Students with Disabilities	1	.45	6	2.7	215	96.85
Not English Language Learner	28	.94	160	5.35	2,804	93.72
English Language Learner	1	1	2	2	97	97
Economically Disadvantaged	4	.95	21	4.98	397	94.08
Not Economically Disadvantaged	25	.94	141	5.28	2,504	93.78
Not Migrant	29	.94	162	5.24	2,901	93.82
Homeless	0	0	0	0	9	100
Not Homeless	29	.94	162	5.25	2,892	93.8
Not in Foster Care	29	.94	162	5.24	2,901	93.82
Parent Not in Armed Forces	29	.94	162	5.24	2,901	93.82

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
7,072	3,092	43.72% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	26	.84	3,055	98.8	11	.36
Female	10	.69	1,436	99.24	1	.07
Male	16	.97	1,619	98.42	10	.61
American Indian/Alaska Native	0	0	5	100	0	0
Black	0	0	6	100	0	0
Hispanic	1	.78	128	99.22	0	0
Asian or Native Hawaiian/Other Pacific Islander	16	.94	1,689	98.77	5	.29
White	8	.69	1,141	98.79	6	.52
Multiracial	1	1.15	86	98.85	0	0
General Education Students	25	.87	2,836	98.82	9	.31
Students with Disabilities	1	.45	219	98.65	2	.9
Not English Language Learner	25	.84	2,957	98.83	10	.33
English Language Learner	1	1	98	98	1	1
Economically Disadvantaged	5	1.18	415	98.34	2	.47
Not Economically Disadvantaged	21	.79	2,640	98.88	9	.34
Not Migrant	26	.84	3,055	98.8	11	.36
Homeless	0	0	9	100	0	0
Not Homeless	26	.84	3,046	98.8	11	.36
Not in Foster Care	26	.84	3,055	98.8	11	.36
Parent Not in Armed Forces	26	.84	3,055	98.8	11	.36

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
7,072		43.72% of Enrolled

3,092

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	195	6.31	2,897	93.69
Female	100	6.91	1,347	93.09
Male	95	5.78	1,550	94.22
American Indian/Alaska Native	0	0	5	100
Black	0	0	6	100
Hispanic	6	4.65	123	95.35
Asian or Native Hawaiian/Other Pacific Islander	127	7.43	1,583	92.57
White	58	5.02	1,097	94.98
Multiracial	4	4.6	83	95.4
General Education Students	178	6.2	2,692	93.8
Students with Disabilities	17	7.66	205	92.34
Not English Language Learner	187	6.25	2,805	93.75
English Language Learner	8	8	92	92
Economically Disadvantaged	43	10.19	379	89.81
Not Economically Disadvantaged	152	5.69	2,518	94.31
Not Migrant	195	6.31	2,897	93.69
Homeless	0	0	9	100
Not Homeless	195	6.33	2,888	93.67
Not in Foster Care	195	6.31	2,897	93.69
Parent Not in Armed Forces	195	6.31	2,897	93.69

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment

Percent Completed

7,072**Count of Completed
Questions****43.72% of Enrolled****3,092**

Subgroup	No		Yes	
	#	%	#	%
All Students	16	.52	3,076	99.48
Female	5	.35	1,442	99.65
Male	11	.67	1,634	99.33
American Indian/Alaska Native	0	0	5	100
Black	0	0	6	100
Hispanic	1	.78	128	99.22
Asian or Native Hawaiian/Other Pacific Islander	8	.47	1,702	99.53
White	4	.35	1,151	99.65
Multiracial	3	3.45	84	96.55
General Education Students	16	.56	2,854	99.44
Students with Disabilities	0	0	222	100
Not English Language Learner	15	.5	2,977	99.5
English Language Learner	1	1	99	99
Economically Disadvantaged	1	.24	421	99.76
Not Economically Disadvantaged	15	.56	2,655	99.44
Not Migrant	16	.52	3,076	99.48
Homeless	0	0	9	100
Not Homeless	16	.52	3,067	99.48
Not in Foster Care	16	.52	3,076	99.48
Parent Not in Armed Forces	16	.52	3,076	99.48

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY

PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
7,072		43.71% of Enrolled
	3,091	

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	3.82	88	2.85	0	0	25	.81	5	.16	8	.26	92	2.98	2,738	88.58	17	.55
Female	60	4.15	31	2.14	0	0	6	.41	2	.14	5	.35	48	3.32	1,289	89.14	5	.35
Male	58	3.53	57	3.47	0	0	19	1.16	3	.18	3	.18	44	2.67	1,449	88.09	12	.73
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	1	20	4	80	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	100	0	0
Hispanic	6	4.65	2	1.55	0	0	0	0	0	0	0	0	7	5.43	113	87.6	1	.78
Asian or Native Hawaiian/Other Pacific Islander	51	2.98	54	3.16	0	0	18	1.05	1	.06	6	.35	51	2.98	1,519	88.83	10	.58
White	59	5.11	31	2.69	0	0	7	.61	4	.35	2	.17	31	2.69	1,014	87.87	6	.52
Multiracial	2	2.3	1	1.15	0	0	0	0	0	0	0	0	2	2.3	82	94.25	0	0
General Education Students	110	3.83	76	2.65	0	0	22	.77	3	.1	8	.28	86	3	2,548	88.81	16	.56
Students with Disabilities	8	3.6	12	5.41	0	0	3	1.35	2	.9	0	0	6	2.7	190	85.59	1	.45
Not English Language Learner	114	3.81	80	2.67	0	0	23	.77	5	.17	7	.23	87	2.91	2,658	88.87	17	.57
English Language Learner	4	4	8	8	0	0	2	2	0	0	1	1	5	5	80	80	0	0
Economically Disadvantaged	23	5.45	22	5.21	0	0	8	1.9	1	.24	3	.71	26	6.16	337	79.86	2	.47
Not Economically Disadvantaged	95	3.56	66	2.47	0	0	17	.64	4	.15	5	.19	66	2.47	2,401	89.96	15	.56
Not Migrant	118	3.82	88	2.85	0	0	25	.81	5	.16	8	.26	92	2.98	2,738	88.58	17	.55

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	100	0	0
Not Homeless	118	3.83	88	2.86	0	0	25	.81	5	.16	8	.26	92	2.99	2,729	88.55	17	.55
Not in Foster Care	118	3.82	88	2.85	0	0	25	.81	5	.16	8	.26	92	2.98	2,738	88.58	17	.55
Parent Not in Armed Forces	118	3.82	88	2.85	0	0	25	.81	5	.16	8	.26	92	2.98	2,738	88.58	17	.55

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
7,072	3,092	43.72% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	98	3.17	2,994	96.83
Female	47	3.25	1,400	96.75
Male	51	3.1	1,594	96.9
American Indian/Alaska Native	0	0	5	100
Black	0	0	6	100
Hispanic	7	5.43	122	94.57
Asian or Native Hawaiian/Other Pacific Islander	58	3.39	1,652	96.61
White	30	2.6	1,125	97.4
Multiracial	3	3.45	84	96.55
General Education Students	89	3.1	2,781	96.9
Students with Disabilities	9	4.05	213	95.95

Subgroup	No		Yes	
	#	%	#	%
Not English Language Learner	90	3.01	2,902	96.99
English Language Learner	8	8	92	92
Economically Disadvantaged	24	5.69	398	94.31
Not Economically Disadvantaged	74	2.77	2,596	97.23
Not Migrant	98	3.17	2,994	96.83
Homeless	0	0	9	100
Not Homeless	98	3.18	2,985	96.82
Not in Foster Care	98	3.17	2,994	96.83
Parent Not in Armed Forces	98	3.17	2,994	96.83

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD’S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
7,072	3,092	43.72% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	282	9.12	234	7.57	2,505	81.02	71	2.3
Female	125	8.64	117	8.09	1,168	80.72	37	2.56
Male	157	9.54	117	7.11	1,337	81.28	34	2.07
American Indian/Alaska Native	0	0	0	0	4	80	1	20
Black	3	50	0	0	3	50	0	0
Hispanic	7	5.43	15	11.63	101	78.29	6	4.65
Asian or Native Hawaiian/Other Pacific Islander	208	12.16	172	10.06	1,289	75.38	41	2.4
White	62	5.37	42	3.64	1,030	89.18	21	1.82

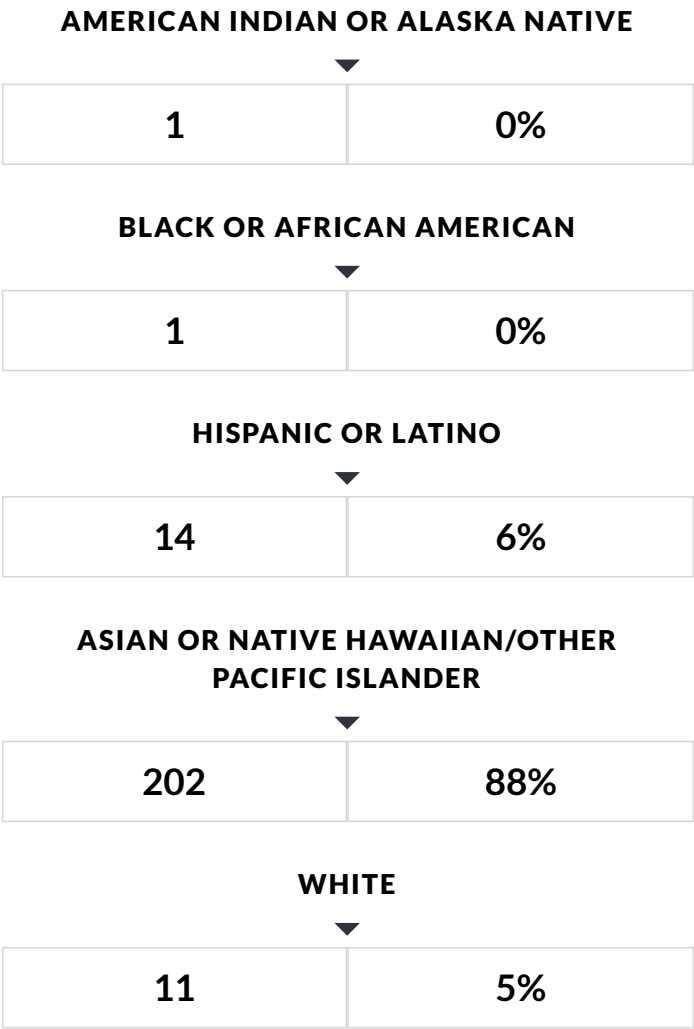
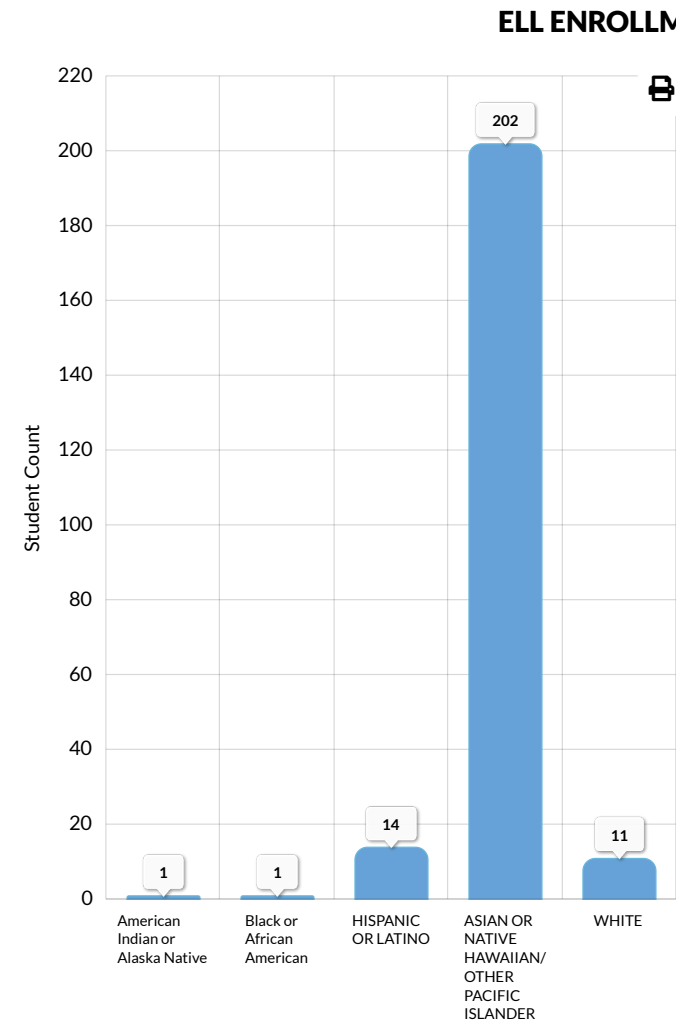
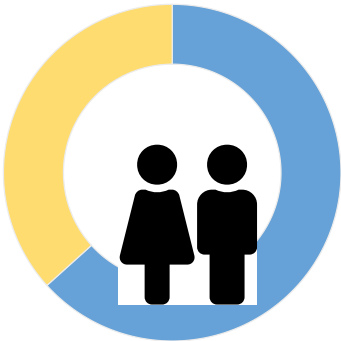
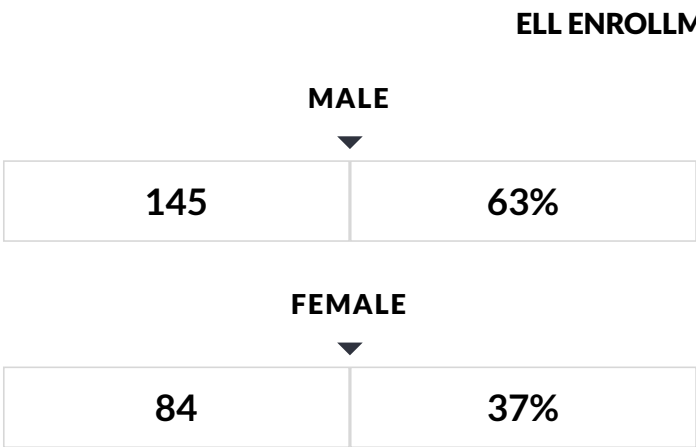
Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
Multiracial	2	2.3	5	5.75	78	89.66	2	2.3
General Education Students	259	9.02	219	7.63	2,331	81.22	61	2.13
Students with Disabilities	23	10.36	15	6.76	174	78.38	10	4.5
Not English Language Learner	267	8.92	221	7.39	2,436	81.42	68	2.27
English Language Learner	15	15	13	13	69	69	3	3
Economically Disadvantaged	90	21.33	52	12.32	266	63.03	14	3.32
Not Economically Disadvantaged	192	7.19	182	6.82	2,239	83.86	57	2.13
Not Migrant	282	9.12	234	7.57	2,505	81.02	71	2.3
Homeless	0	0	0	0	9	100	0	0
Not Homeless	282	9.15	234	7.59	2,496	80.96	71	2.3
Not in Foster Care	282	9.12	234	7.57	2,505	81.02	71	2.3
Parent Not in Armed Forces	282	9.12	234	7.57	2,505	81.02	71	2.3

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SYOSSET CSD ENGLISH LANGUAGE LEARNERS
ENROLLMENT (2023 - 24)

K-12 ELL Enrollment: 229
K-12 Former ELL Enrollment:
346



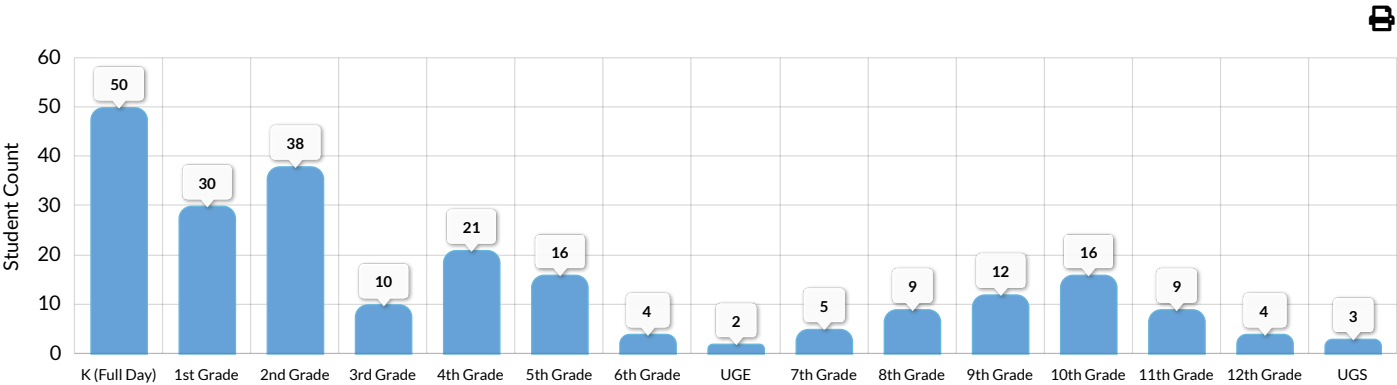
OTHER GROUPS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

36	16%	95	41%
----	-----	----	-----

ELL ENROLLMENT BY GRADE



<p>K (FULL DAY)</p> <p>50 22%</p>	<p>1ST GRADE</p> <p>30 13%</p>	<p>2ND GRADE</p> <p>38 17%</p>	<p>3RD GRADE</p> <p>10 4%</p>
<p>4TH GRADE</p> <p>21 9%</p>	<p>5TH GRADE</p> <p>16 7%</p>	<p>6TH GRADE</p> <p>4 2%</p>	<p>UNGRADED ELEMENTARY</p> <p>2 1%</p>
<p>7TH GRADE</p> <p>5 2%</p>	<p>8TH GRADE</p> <p>9 4%</p>	<p>9TH GRADE</p> <p>12 5%</p>	<p>10TH GRADE</p> <p>16 7%</p>
<p>11TH GRADE</p> <p>9 4%</p>	<p>12TH GRADE</p> <p>4 2%</p>	<p>UNGRADED SECONDARY</p> <p>3 1%</p>	

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

- 1Chinese
- 2Korean
- 3Spanish
- 4Japanese
- 5Hebrew

ENGLISH LANGUAGE LEARNERS BREAKDOWN

0-3 YEARS	4-6 YEARS	7+ YEARS	SIFE
▼	▼	▼	▼
207	43	11	0

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
261	0	0

ENGLISH LANGUAGE LEARNERS GRADUATION RATE

SUBGROUP	TOTAL ENROLLED	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	545	531	97%	463	85%	68	12%	0	0%	0	0%	6	1%	1	0%	7	1%
English Language Learner	6	3	50%	0	0%	3	50%	0	0%	0	0%	1	17%	1	17%	1	17%

4/23/25, 11:05 AM2024 | SYOSSET CSD - English Language Learners Data | NYSED Data Site

SUBGROUP	TOTAL ENROLLED	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Language Learner	539	528	98%	463	86%	65	12%	0	0%	0	0%	5	1%	0	0%	6	1%
Ever English Language Learner	65	61	94%	52	80%	9	14%	0	0%	0	0%	0	0%	0	0%	4	6%
Never English Language Learner	474	467	99%	411	87%	56	12%	0	0%	0	0%	5	1%	0	0%	2	0%

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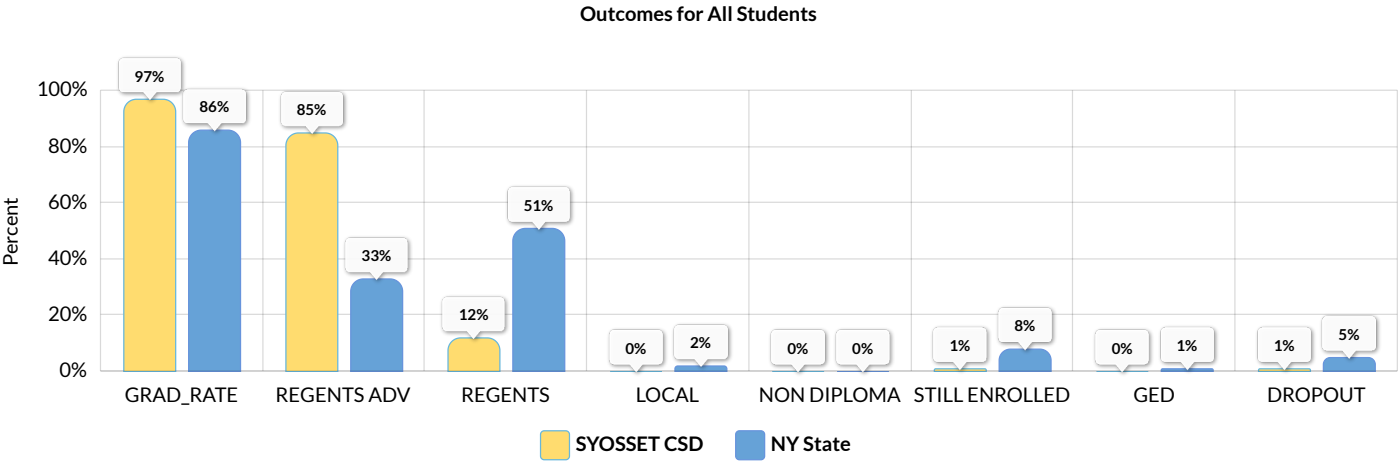
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**SYOSSET CSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2024**

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	545	531	97%	463	85%	68	12%	0	0%	0	0%	6	1%	1	0%	7	1%
Female	256	251	98%	224	88%	27	11%	0	0%	0	0%	2	1%	0	0%	3	1%
Male	289	280	97%	239	83%	41	14%	0	0%	0	0%	4	1%	1	0%	4	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	492	484	98%	440	89%	44	9%	0	0%	0	0%	1	0%	1	0%	6	1%
Students with Disabilities	53	47	89%	23	43%	24	45%	0	0%	0	0%	5	9%	0	0%	1	2%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	234	225	96%	206	88%	19	8%	0	0%	0	0%	4	2%	0	0%	5	2%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	36	95%	23	61%	13	34%	0	0%	0	0%	0	0%	1	3%	1	3%
White	265	262	99%	228	86%	34	13%	0	0%	0	0%	2	1%	0	0%	1	0%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	85	79	93%	61	72%	18	21%	0	0%	0	0%	3	4%	1	1%	2	2%
Not Economically Disadvantaged	460	452	98%	402	87%	50	11%	0	0%	0	0%	3	1%	0	0%	5	1%
English Language Learner	6	3	50%	0	0%	3	50%	0	0%	0	0%	1	17%	1	17%	1	17%
Non-English Language Learner	539	528	98%	463	86%	65	12%	0	0%	0	0%	5	1%	0	0%	6	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	545	531	97%	463	85%	68	12%	0	0%	0	0%	6	1%	1	0%	7	1%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	544	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	545	531	97%	463	85%	68	12%	0	0%	0	0%	6	1%	1	0%	7	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	545	531	97%	463	85%	68	12%	0	0%	0	0%	6	1%	1	0%	7	1%

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SYOSSET CSD GRADUATION PATHWAYS DATA 2024

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	531	307	58%	2	0%	24	5%	4	1%	28	5%	156	29%	1	0%	0	0%	9	2%
Female	251	159	63%	1	0%	15	6%	1	0%	11	4%	59	24%	0	0%	0	0%	5	2%
Male	280	148	53%	1	0%	9	3%	3	1%	17	6%	97	35%	1	0%	0	0%	4	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	484	269	56%	2	0%	21	4%	1	0%	28	6%	153	32%	1	0%	0	0%	9	2%
Students with Disabilities	47	38	81%	0	0%	3	6%	3	6%	0	0%	3	6%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	225	87	39%	1	0%	15	7%	1	0%	21	9%	96	43%	1	0%	0	0%	3	1%
Black or African American	1	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	36	25	69%	0	0%	1	3%	0	0%	2	6%	8	22%	0	0%	0	0%	0	0%
White	262	191	73%	1	0%	8	3%	2	1%	5	2%	50	19%	0	0%	0	0%	5	2%
Multiracial	6	3	50%	0	0%	0	0%	0	0%	0	0%	2	33%	0	0%	0	0%	1	17%
Economically Disadvantaged	79	38	48%	0	0%	7	9%	1	1%	8	10%	25	32%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	452	269	60%	2	0%	17	4%	3	1%	20	4%	131	29%	1	0%	0	0%	9	2%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Language Learner	528	304	58%	2	0%	24	5%	4	1%	28	5%	156	30%	1	0%	0	0%	9	2%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	531	307	58%	2	0%	24	5%	4	1%	28	5%	156	29%	1	0%	0	0%	9	2%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	530	306	58%	2	0%	24	5%	4	1%	28	5%	156	29%	1	0%	0	0%	9	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	531	307	58%	2	0%	24	5%	4	1%	28	5%	156	29%	1	0%	0	0%	9	2%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	531	307	58%	2	0%	24	5%	4	1%	28	5%	156	29%	1	0%	0	0%	9	2%

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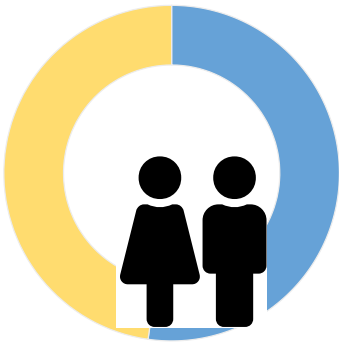
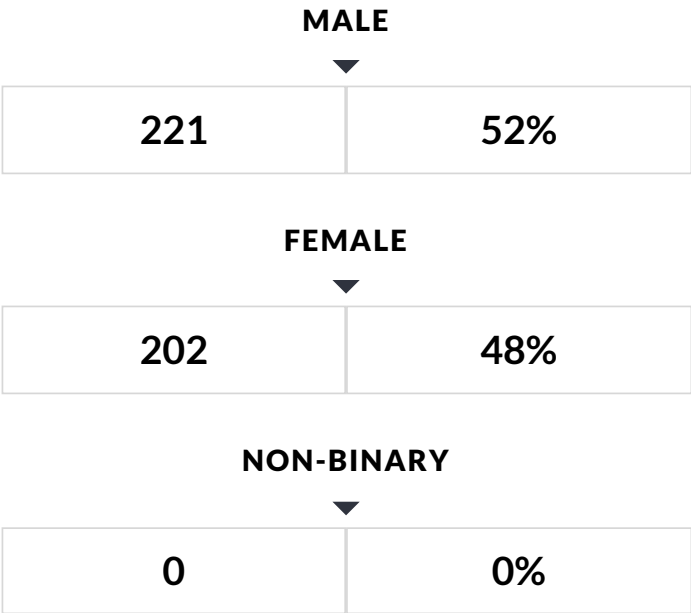
Section 2: School Report Card
J. Irving Baylis Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

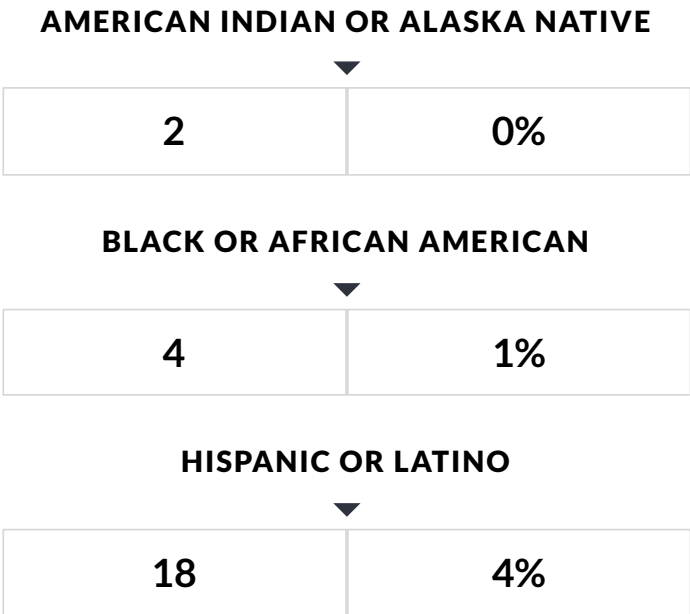
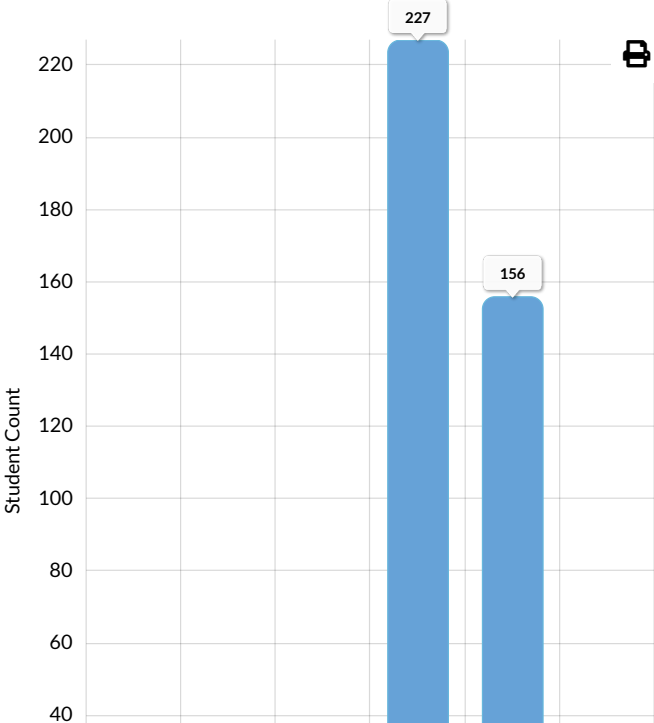
BAYLIS ELEMENTARY SCHOOL ENROLLMENT (2023 - 24)

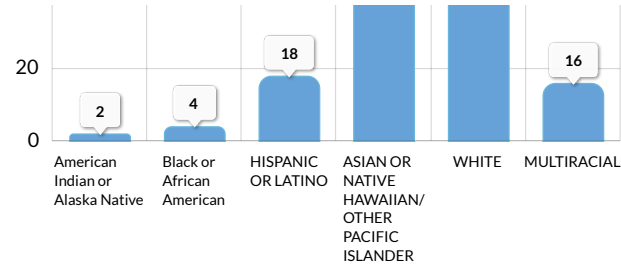
K-12 Enrollment: 423

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





ASIAN OR NATIVE HAWAIIAN/OTHER
PACIFIC ISLANDER



227	54%
-----	-----

WHITE



156	37%
-----	-----

MULTIRACIAL



16	4%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
▼		▼		▼			
24	6%	53	13%	74	17%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
▼		▼		▼		▼	
—	—	—	—	—	—	—	—

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
54	65	68	74
13%	15%	16%	17%
4TH GRADE	5TH GRADE	UNGRADED ELE...	
76	82	4	1%
18%	19%		

BAYLIS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	405	\$146,029	\$361	\$9,860,419	\$24,347	\$10,006,448	\$24,707
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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BAYLIS ELEMENTARY SCHOOL - 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
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
White	4	4	—	4
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	197	186.8	4
	Math	207	209.4	
	Combined	404	198.4	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	112	190.6	4
	Math	116	211.2	
	Combined	228	201.1	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	7	185.7	—
	Math	7	171.4	
	Combined	14	—	
Multiracial	ELA	6	166.7	—
	Math	5	220	
	Combined	11	—	
White	ELA	69	185.5	4
	Math	76	211.8	
	Combined	145	199.3	
English Language Learner	ELA	5	100	—
	Math	9	150	
	Combined	14	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	17	152.9	4
	Math	19	150	
	Combined	36	151.4	
Economically Disadvantaged	ELA	34	157.4	4
	Math	34	173.5	
	Combined	68	165.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	218	168.8	4
	Math	220	197	
	Combined	438	183	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	112	190.6	4
	Math	116	211.2	
	Combined	228	201.1	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	9	144.4	—
	Math	9	133.3	
	Combined	18	—	
Multiracial	ELA	7	142.9	—
	Math	7	157.1	
	Combined	14	—	
White	ELA	90	142.2	4
	Math	90	178.9	
	Combined	180	160.6	
English Language Learner	ELA	6	83.3	—
	Math	9	150	
	Combined	15	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	28	92.9	4
	Math	28	101.8	
	Combined	56	97.3	
Economically Disadvantaged	ELA	35	152.9	4
	Math	36	163.9	
	Combined	71	158.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	17	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	—
Hispanic or Latino	1	—	—	—	—
English Language Learner	17	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	7	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	384	21	5.5%	4
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	201	9	4.5%	4
Black or African American	2	—	—	—
Hispanic or Latino	18	—	—	—
Multiracial	13	—	—	—
White	148	9	6.1%	4
English Language Learner	16	—	—	—
Students with Disabilities	43	3	7%	4
Economically Disadvantaged	68	6	8.8%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	237	86.5%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	123	97.6%
Black or African American	—	2	—
Hispanic or Latino	—	9	—
Multiracial	—	7	—
White	X	95	72.6%
English Language Learner	—	10	—
Students with Disabilities	—	29	—
Economically Disadvantaged	X	42	92.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	238	89.5%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	123	98.4%
Black or African American	—	2	—
Hispanic or Latino	—	9	—
Multiracial	—	7	—
White	X	96	80.2%
English Language Learner	—	10	—
Students with Disabilities	—	29	—
Economically Disadvantaged	X	42	90.5%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—
Grade 5	—

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	76	11	14%	65	86%	1	2%	19	29%	25	38%	20	31%	45	69%
Grade 4	79	11	14%	68	86%	4	6%	12	18%	29	43%	23	34%	52	76%
Grade 5	83	17	20%	66	80%	3	5%	10	15%	35	53%	18	27%	53	80%
Grades 3-8	238	39	16%	199	84%	8	4%	41	21%	89	45%	61	31%	150	75%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	11	14%	65	86%	1	2%	19	29%	25	38%	20	31%	45	69%
Female	32	6	19%	26	81%	1	4%	8	31%	8	31%	9	35%	17	65%
Male	44	5	11%	39	89%	0	0%	11	28%	17	44%	11	28%	28	72%
General Education Students	65	4	6%	61	94%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	11	7	64%	4	36%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	40	2	5%	38	95%	1	3%	12	32%	11	29%	14	37%	25	66%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
White	24	5	21%	19	79%	0	0%	4	21%	12	63%	3	16%	15	79%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	4	33%	8	67%	0	0%	3	38%	2	25%	3	38%	5	63%
Economically Disadvantaged	14	4	29%	10	71%	0	0%	4	40%	5	50%	1	10%	6	60%
Not Economically Disadvantaged	62	7	11%	55	89%	1	2%	15	27%	20	36%	19	35%	39	71%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	74	9	12%	65	88%	1	2%	19	29%	25	38%	20	31%	45	69%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	76	11	14%	65	86%	1	2%	19	29%	25	38%	20	31%	45	69%
Not Homeless	76	11	14%	65	86%	1	2%	19	29%	25	38%	20	31%	45	69%
Not Migrant	76	11	14%	65	86%	1	2%	19	29%	25	38%	20	31%	45	69%
Parent Not in Armed Forces	76	11	14%	65	86%	1	2%	19	29%	25	38%	20	31%	45	69%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	11	14%	68	86%	4	6%	12	18%	29	43%	23	34%	52	76%
Female	37	6	16%	31	84%	2	6%	4	13%	15	48%	10	32%	25	81%
Male	42	5	12%	37	88%	2	5%	8	22%	14	38%	13	35%	27	73%
General Education Students	73	9	12%	64	88%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	37	3	8%	34	92%	4	12%	3	9%	12	35%	15	44%	27	79%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	40	8	20%	32	80%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	42	8	19%	34	81%	0	0%	9	26%	17	50%	8	24%	25	74%
Economically Disadvantaged	12	2	17%	10	83%	3	30%	1	10%	3	30%	3	30%	6	60%
Not Economically Disadvantaged	67	9	13%	58	87%	1	2%	11	19%	26	45%	20	34%	46	79%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	74	9	12%	65	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	79	11	14%	68	86%	4	6%	12	18%	29	43%	23	34%	52	76%
Not Homeless	79	11	14%	68	86%	4	6%	12	18%	29	43%	23	34%	52	76%
Not Migrant	79	11	14%	68	86%	4	6%	12	18%	29	43%	23	34%	52	76%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	79	11	14%	68	86%	4	6%	12	18%	29	43%	23	34%	52	76%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	17	20%	66	80%	3	5%	10	15%	35	53%	18	27%	53	80%
Female	49	8	16%	41	84%	2	5%	2	5%	26	63%	11	27%	37	90%
Male	34	9	26%	25	74%	1	4%	8	32%	9	36%	7	28%	16	64%
General Education Students	71	11	15%	60	85%	3	5%	8	13%	32	53%	17	28%	49	82%
Students with Disabilities	12	6	50%	6	50%	0	0%	2	33%	3	50%	1	17%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	46	3	7%	43	93%	1	2%	4	9%	29	67%	9	21%	38	88%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	32	14	44%	18	56%	0	0%	6	33%	4	22%	8	44%	12	67%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	2	40%	0	0%	2	40%	1	20%	3	60%
Economically Disadvantaged	16	1	6%	15	94%	3	20%	1	7%	10	67%	1	7%	11	73%
Not Economically Disadvantaged	67	16	24%	51	76%	0	0%	9	18%	25	49%	17	33%	42	82%
English Language Learner	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	80	15	19%	65	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	83	17	20%	66	80%	3	5%	10	15%	35	53%	18	27%	53	80%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	83	17	20%	66	80%	3	5%	10	15%	35	53%	18	27%	53	80%
Not Migrant	83	17	20%	66	80%	3	5%	10	15%	35	53%	18	27%	53	80%
Parent Not in Armed Forces	83	17	20%	66	80%	3	5%	10	15%	35	53%	18	27%	53	80%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	76	10	13%	66	87%	0	0%	6	9%	30	45%	30	45%	60	91%
Grade 4	79	3	4%	76	96%	1	1%	6	8%	31	41%	38	50%	69	91%
Grade 5	83	15	18%	68	82%	1	1%	6	9%	37	54%	24	35%	61	90%
Grades 3-8	238	28	12%	210	88%	2	1%	18	9%	98	47%	92	44%	190	90%

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

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	10	13%	66	87%	0	0%	6	9%	30	45%	30	45%	60	91%
Female	32	5	16%	27	84%	0	0%	4	15%	13	48%	10	37%	23	85%
Male	44	5	11%	39	89%	0	0%	2	5%	17	44%	20	51%	37	95%
General Education Students	65	4	6%	61	94%	0	0%	4	7%	29	48%	28	46%	57	93%
Students with Disabilities	11	6	55%	5	45%	0	0%	2	40%	1	20%	2	40%	3	60%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	40	2	5%	38	95%	0	0%	3	8%	15	39%	20	53%	35	92%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
White	24	4	17%	20	83%	0	0%	1	5%	12	60%	7	35%	19	95%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	4	33%	8	67%	0	0%	2	25%	3	38%	3	38%	6	75%
Economically Disadvantaged	14	4	29%	10	71%	0	0%	3	30%	5	50%	2	20%	7	70%
Not Economically Disadvantaged	62	6	10%	56	90%	0	0%	3	5%	25	45%	28	50%	53	95%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	74	8	11%	66	89%	0	0%	6	9%	30	45%	30	45%	60	91%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	76	10	13%	66	87%	0	0%	6	9%	30	45%	30	45%	60	91%
Not Homeless	76	10	13%	66	87%	0	0%	6	9%	30	45%	30	45%	60	91%
Not Migrant	76	10	13%	66	87%	0	0%	6	9%	30	45%	30	45%	60	91%
Parent Not in Armed Forces	76	10	13%	66	87%	0	0%	6	9%	30	45%	30	45%	60	91%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	3	4%	76	96%	1	1%	6	8%	31	41%	38	50%	69	91%
Female	37	1	3%	36	97%	1	3%	4	11%	13	36%	18	50%	31	86%
Male	42	2	5%	40	95%	0	0%	2	5%	18	45%	20	50%	38	95%
General Education Students	73	1	1%	72	99%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	37	1	3%	36	97%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	40	2	5%	38	95%	0	0%	2	5%	20	53%	16	42%	36	95%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	39	1	3%	38	97%	1	3%	4	11%	11	29%	22	58%	33	87%
Economically Disadvantaged	12	1	8%	11	92%	1	9%	3	27%	3	27%	4	36%	7	64%
Not Economically Disadvantaged	67	2	3%	65	97%	0	0%	3	5%	28	43%	34	52%	62	95%
English Language Learner	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
Non-English Language Learner	74	3	4%	71	96%	0	0%	4	6%	29	41%	38	54%	67	94%
Not in Foster Care	79	3	4%	76	96%	1	1%	6	8%	31	41%	38	50%	69	91%
Not Homeless	79	3	4%	76	96%	1	1%	6	8%	31	41%	38	50%	69	91%
Not Migrant	79	3	4%	76	96%	1	1%	6	8%	31	41%	38	50%	69	91%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	79	3	4%	76	96%	1	1%	6	8%	31	41%	38	50%	69	91%

GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	15	18%	68	82%	1	1%	6	9%	37	54%	24	35%	61	90%
Female	49	9	18%	40	82%	0	0%	2	5%	25	63%	13	33%	38	95%
Male	34	6	18%	28	82%	1	4%	4	14%	12	43%	11	39%	23	82%
General Education Students	71	10	14%	61	86%	0	0%	4	7%	35	57%	22	36%	57	93%
Students with Disabilities	12	5	42%	7	58%	1	14%	2	29%	2	29%	2	29%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	46	1	2%	45	98%	1	2%	2	4%	26	58%	16	36%	42	93%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	32	13	41%	19	59%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	37	14	38%	23	62%	0	0%	4	17%	11	48%	8	35%	19	83%
Economically Disadvantaged	16	2	13%	14	88%	0	0%	3	21%	6	43%	5	36%	11	79%
Not Economically Disadvantaged	67	13	19%	54	81%	1	2%	3	6%	31	57%	19	35%	50	93%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	80	15	19%	65	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	83	15	18%	68	82%	1	1%	6	9%	37	54%	24	35%	61	90%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	83	15	18%	68	82%	1	1%	6	9%	37	54%	24	35%	61	90%
Not Migrant	83	15	18%	68	82%	1	1%	6	9%	37	54%	24	35%	61	90%
Parent Not in Armed Forces	83	15	18%	68	82%	1	1%	6	9%	37	54%	24	35%	61	90%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	83	16	19%	67	81%	0	0%	19	28%	42	63%	6	9%	48	72%
Grades 5 & 8	83	16	19%	67	81%	0	0%	19	28%	42	63%	6	9%	48	72%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	16	19%	67	81%	0	0%	19	28%	42	63%	6	9%	48	72%
Female	49	9	18%	40	82%	0	0%	10	25%	26	65%	4	10%	30	75%
Male	34	7	21%	27	79%	0	0%	9	33%	16	59%	2	7%	18	67%
General Education Students	71	10	14%	61	86%	0	0%	15	25%	41	67%	5	8%	46	75%
Students with Disabilities	12	6	50%	6	50%	0	0%	4	67%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	46	1	2%	45	98%	0	0%	13	29%	29	64%	3	7%	32	71%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	32	14	44%	18	56%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	37	15	41%	22	59%	0	0%	6	27%	13	59%	3	14%	16	73%
Economically Disadvantaged	16	2	13%	14	88%	0	0%	4	29%	10	71%	0	0%	10	71%
Not Economically Disadvantaged	67	14	21%	53	79%	0	0%	15	28%	32	60%	6	11%	38	72%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	80	16	20%	64	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	83	16	19%	67	81%	0	0%	19	28%	42	63%	6	9%	48	72%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	83	16	19%	67	81%	0	0%	19	28%	42	63%	6	9%	48	72%
Not Migrant	83	16	19%	67	81%	0	0%	19	28%	42	63%	6	9%	48	72%
Parent Not in Armed Forces	83	16	19%	67	81%	0	0%	19	28%	42	63%	6	9%	48	72%

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	9	1	11%	8	89%	0	0%	0	0%	1	13%	3	38%	4	50%
Grade 1	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	5	0	0%	5	100%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

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%	—	—	—	—	—	—	—	—	—	—

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

STAFF QUALIFICATIONS (2023-24)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	42	3	7%	1	0	0%
THIS DISTRICT	693	57	8%	10	3	30%
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 SCHOOL	41	0	0%
THIS DISTRICT	655	1	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

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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BAYLIS ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
439	182	41.46% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	182	100	0	0
Female	83	100	0	0
Male	99	100	0	0
American Indian/Alaska Native	0	0	0	0
Black	0	0	0	0

Subgroup	Yes		No	
	#	%	#	%
Hispanic	5	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	107	100	0	0
White	60	100	0	0
Multiracial	10	100	0	0
General Education Students	167	100	0	0
Students with Disabilities	15	100	0	0
Not English Language Learner	173	100	0	0
English Language Learner	9	100	0	0
Economically Disadvantaged	23	100	0	0
Not Economically Disadvantaged	159	100	0	0
Not Migrant	182	100	0	0
Not Homeless	182	100	0	0
Not in Foster Care	182	100	0	0
Parent Not in Armed Forces	182	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
439	181	41.23% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	166	91.71	0	0	1	.55	8	4.42	1	.55	5	2.76
Female	76	91.57	0	0	0	0	4	4.82	1	1.2	2	2.41
Male	90	91.84	0	0	1	1.02	4	4.08	0	0	3	3.06
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	5	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	100	93.46	0	0	1	.93	3	2.8	0	0	3	2.8
White	51	86.44	0	0	0	0	5	8.47	1	1.69	2	3.39
Multiracial	10	100	0	0	0	0	0	0	0	0	0	0
General Education Students	152	91.02	0	0	1	.6	8	4.79	1	.6	5	2.99
Students with Disabilities	14	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	157	91.28	0	0	1	.58	8	4.65	1	.58	5	2.91
English Language Learner	9	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	21	91.3	0	0	0	0	1	4.35	0	0	1	4.35
Not Economically Disadvantaged	145	91.77	0	0	1	.63	7	4.43	1	.63	4	2.53
Not Migrant	166	91.71	0	0	1	.55	8	4.42	1	.55	5	2.76
Not Homeless	166	91.71	0	0	1	.55	8	4.42	1	.55	5	2.76
Not in Foster Care	166	91.71	0	0	1	.55	8	4.42	1	.55	5	2.76
Parent Not in Armed Forces	166	91.71	0	0	1	.55	8	4.42	1	.55	5	2.76

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
439	182	41.46% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	10	5.49	8	4.4	164	90.11
Female	5	6.02	3	3.61	75	90.36
Male	5	5.05	5	5.05	89	89.9
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	4	3.74	5	4.67	98	91.59
White	6	10	3	5	51	85
Multiracial	0	0	0	0	10	100
General Education Students	9	5.39	8	4.79	150	89.82
Students with Disabilities	1	6.67	0	0	14	93.33
Not English Language Learner	10	5.78	8	4.62	155	89.6
English Language Learner	0	0	0	0	9	100
Economically Disadvantaged	2	8.7	1	4.35	20	86.96
Not Economically Disadvantaged	8	5.03	7	4.4	144	90.57
Not Migrant	10	5.49	8	4.4	164	90.11
Not Homeless	10	5.49	8	4.4	164	90.11
Not in Foster Care	10	5.49	8	4.4	164	90.11
Parent Not in Armed Forces	10	5.49	8	4.4	164	90.11

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
439	182	41.46% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	7	3.85	173	95.05	2	1.1
Female	3	3.61	80	96.39	0	0
Male	4	4.04	93	93.94	2	2.02
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	5	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	1.87	103	96.26	2	1.87
White	5	8.33	55	91.67	0	0
Multiracial	0	0	10	100	0	0
General Education Students	6	3.59	159	95.21	2	1.2
Students with Disabilities	1	6.67	14	93.33	0	0
Not English Language Learner	7	4.05	164	94.8	2	1.16
English Language Learner	0	0	9	100	0	0
Economically Disadvantaged	1	4.35	21	91.3	1	4.35
Not Economically Disadvantaged	6	3.77	152	95.6	1	.63
Not Migrant	7	3.85	173	95.05	2	1.1
Not Homeless	7	3.85	173	95.05	2	1.1
Not in Foster Care	7	3.85	173	95.05	2	1.1
Parent Not in Armed Forces	7	3.85	173	95.05	2	1.1

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
439	182	41.46% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	15	8.24	167	91.76
Female	8	9.64	75	90.36
Male	7	7.07	92	92.93
American Indian/Alaska Native	0	0	0	0
Black	0	0	0	0
Hispanic	2	40	3	60
Asian or Native Hawaiian/Other Pacific Islander	12	11.21	95	88.79
White	1	1.67	59	98.33
Multiracial	0	0	10	100
General Education Students	14	8.38	153	91.62
Students with Disabilities	1	6.67	14	93.33
Not English Language Learner	14	8.09	159	91.91
English Language Learner	1	11.11	8	88.89
Economically Disadvantaged	9	39.13	14	60.87
Not Economically Disadvantaged	6	3.77	153	96.23
Not Migrant	15	8.24	167	91.76
Not Homeless	15	8.24	167	91.76
Not in Foster Care	15	8.24	167	91.76

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Parent Not in Armed Forces	15	8.24	167	91.76

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
439	182	41.46% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	182	100
Female	0	0	83	100
Male	0	0	99	100
American Indian/Alaska Native	0	0	0	0
Black	0	0	0	0
Hispanic	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	107	100
White	0	0	60	100
Multiracial	0	0	10	100
General Education Students	0	0	167	100
Students with Disabilities	0	0	15	100
Not English Language Learner	0	0	173	100
English Language Learner	0	0	9	100
Economically Disadvantaged	0	0	23	100

Subgroup	No		Yes	
	#	%	#	%
Not Economically Disadvantaged	0	0	159	100
Not Migrant	0	0	182	100
Not Homeless	0	0	182	100
Not in Foster Care	0	0	182	100
Parent Not in Armed Forces	0	0	182	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD’S
PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
439	181	41.23% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	3	1.66	1	.55	0	0	2	1.1	0	0	0	0	4	2.21	171	94.48	0	0
Female	0	0	0	0	0	0	2	2.44	0	0	0	0	2	2.44	78	95.12	0	0
Male	3	3.03	1	1.01	0	0	0	0	0	0	0	0	2	2.02	93	93.94	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	2	40	3	60	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	1.87	0	0	0	0	2	1.87	103	96.26	0	0
White	3	5.08	1	1.69	0	0	0	0	0	0	0	0	0	0	55	93.22	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	100	0	0
General Education Students	3	1.81	0	0	0	0	2	1.2	0	0	0	0	4	2.41	157	94.58	0	0
Students with Disabilities	0	0	1	6.67	0	0	0	0	0	0	0	0	0	0	14	93.33	0	0
Not English Language Learner	3	1.74	1	.58	0	0	2	1.16	0	0	0	0	4	2.33	162	94.19	0	0
English Language Learner	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	100	0	0
Economically Disadvantaged	0	0	0	0	0	0	1	4.35	0	0	0	0	3	13.04	19	82.61	0	0
Not Economically Disadvantaged	3	1.9	1	.63	0	0	1	.63	0	0	0	0	1	.63	152	96.2	0	0
Not Migrant	3	1.66	1	.55	0	0	2	1.1	0	0	0	0	4	2.21	171	94.48	0	0
Not Homeless	3	1.66	1	.55	0	0	2	1.1	0	0	0	0	4	2.21	171	94.48	0	0
Not in Foster Care	3	1.66	1	.55	0	0	2	1.1	0	0	0	0	4	2.21	171	94.48	0	0
Parent Not in Armed Forces	3	1.66	1	.55	0	0	2	1.1	0	0	0	0	4	2.21	171	94.48	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
439	182	41.46% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	9	4.95	173	95.05
Female	6	7.23	77	92.77
Male	3	3.03	96	96.97
American Indian/Alaska Native	0	0	0	0
Black	0	0	0	0
Hispanic	2	40	3	60
Asian or Native Hawaiian/Other Pacific Islander	5	4.67	102	95.33
White	2	3.33	58	96.67
Multiracial	0	0	10	100
General Education Students	8	4.79	159	95.21
Students with Disabilities	1	6.67	14	93.33
Not English Language Learner	9	5.2	164	94.8
English Language Learner	0	0	9	100
Economically Disadvantaged	4	17.39	19	82.61
Not Economically Disadvantaged	5	3.14	154	96.86
Not Migrant	9	4.95	173	95.05
Not Homeless	9	4.95	173	95.05
Not in Foster Care	9	4.95	173	95.05
Parent Not in Armed Forces	9	4.95	173	95.05

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD’S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
------------	------------------------------	-------------------

439**182****41.46% of Enrolled**

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	19	10.44	9	4.95	152	83.52	2	1.1
Female	9	10.84	3	3.61	70	84.34	1	1.2
Male	10	10.1	6	6.06	82	82.83	1	1.01
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	2	40	0	0	2	40	1	20
Asian or Native Hawaiian/Other Pacific Islander	12	11.21	9	8.41	85	79.44	1	.93
White	5	8.33	0	0	55	91.67	0	0
Multiracial	0	0	0	0	10	100	0	0
General Education Students	16	9.58	9	5.39	140	83.83	2	1.2
Students with Disabilities	3	20	0	0	12	80	0	0
Not English Language Learner	18	10.4	7	4.05	146	84.39	2	1.16
English Language Learner	1	11.11	2	22.22	6	66.67	0	0
Economically Disadvantaged	5	21.74	0	0	17	73.91	1	4.35
Not Economically Disadvantaged	14	8.81	9	5.66	135	84.91	1	.63
Not Migrant	19	10.44	9	4.95	152	83.52	2	1.1
Not Homeless	19	10.44	9	4.95	152	83.52	2	1.1
Not in Foster Care	19	10.44	9	4.95	152	83.52	2	1.1
Parent Not in Armed Forces	19	10.44	9	4.95	152	83.52	2	1.1

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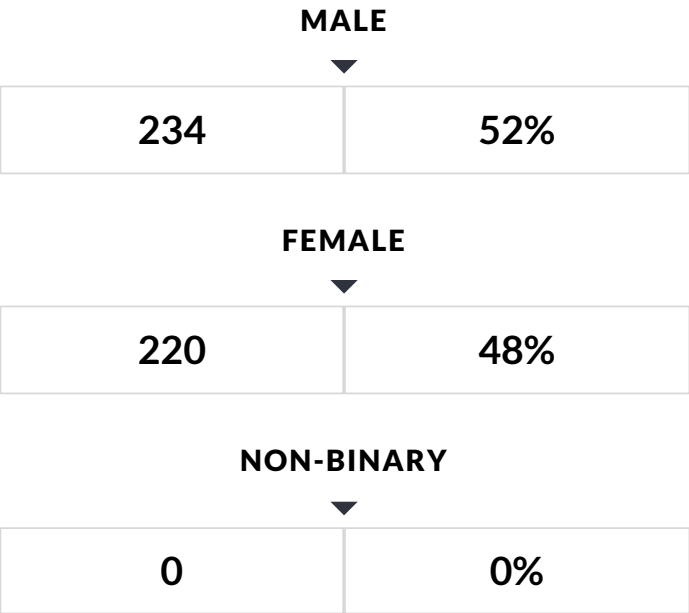
Section 3: School Report Card
Berry Hill Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

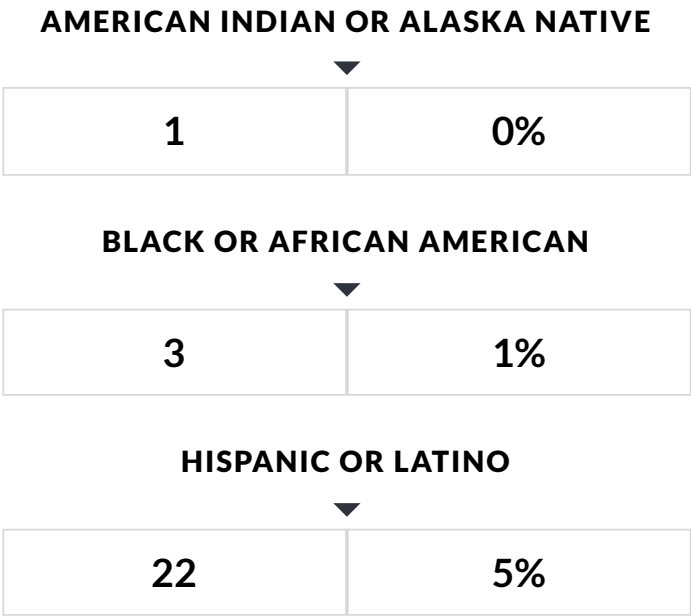
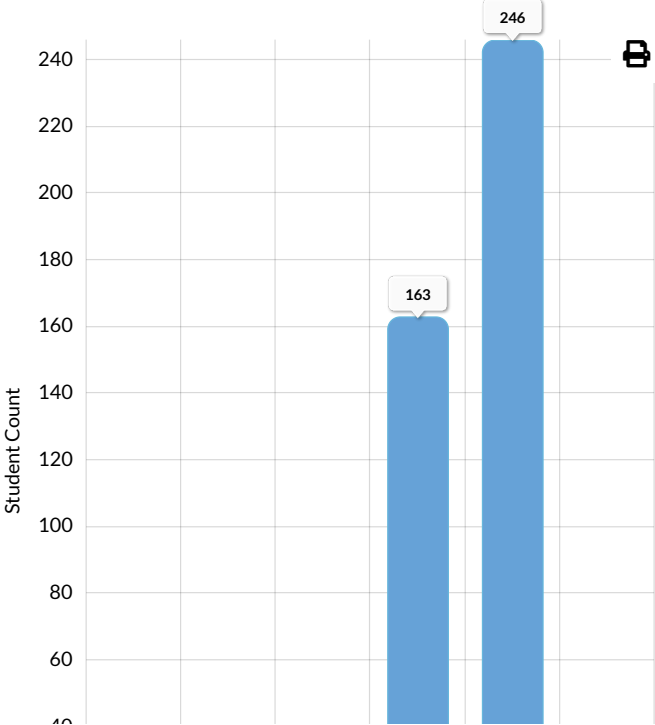
BERRY HILL ELEMENTARY SCHOOL ENROLLMENT
(2023 - 24)

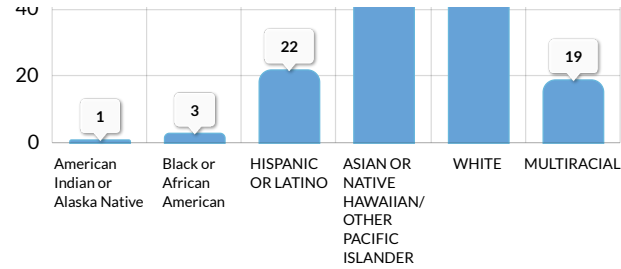
K-12 Enrollment: 454

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





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

163	36%
-----	-----

WHITE

246	54%
-----	-----

MULTIRACIAL

19	4%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
18	4%	47	10%	42	9%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				▼	
				—	—

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
60	80	72	82
13%	18%	16%	18%
4TH GRADE	5TH GRADE	UNGRADED ELE...	
87	71	2	0%
19%	16%		

BERRY HILL ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	450	\$89,723	\$199	\$9,432,271	\$20,961	\$9,521,994	\$21,160
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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BERRY HILL ELEMENTARY SCHOOL - 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
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	206	175.5	4
	Math	212	197.6	
	Combined	418	186.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	77	183.8	4
	Math	78	214.7	
	Combined	155	199.4	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	14	150	3
	Math	14	153.6	
	Combined	28	151.8	
Multiracial	ELA	9	205.6	—
	Math	9	233.3	
	Combined	18	—	
White	ELA	104	171.2	4
	Math	109	187.2	
	Combined	213	179.3	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	17	123.5	4
	Math	19	160.5	
	Combined	36	143.1	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	18	133.3	4
	Math	18	166.7	
	Combined	36	150	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	228	158.6	4
	Math	229	183	
	Combined	457	170.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	77	183.8	4
	Math	78	214.7	
	Combined	155	199.4	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	15	140	3
	Math	15	143.3	
	Combined	30	141.7	
Multiracial	ELA	10	185	—
	Math	10	210	
	Combined	20	—	
White	ELA	125	142.4	3
	Math	126	161.9	
	Combined	251	152.2	
English Language Learner	ELA	3	—	—
	Math	4	—	
	Combined	7	—	
Students with Disabilities	ELA	27	77.8	4
	Math	27	113	
	Combined	54	95.4	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	21	114.3	3
	Math	22	136.4	
	Combined	43	125.6	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	11	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—
Hispanic or Latino	1	—	—	—	—
White	1	—	—	—	—
English Language Learner	11	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	398	28	7%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	141	9	6.4%	4
Black or African American	3	—	—	—
Hispanic or Latino	20	—	—	—
Multiracial	19	—	—	—
White	214	18	8.4%	4
English Language Learner	11	—	—	—
Students with Disabilities	48	4	8.3%	4
Economically Disadvantaged	37	3	8.1%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	243	85.6%
Asian or Native Hawaiian/Other Pacific Islander	✓	82	95.1%
Black or African American	—	2	—
Hispanic or Latino	—	16	—
Multiracial	—	10	—
White	X	133	79%
English Language Learner	—	4	—
Students with Disabilities	—	28	—
Economically Disadvantaged	—	23	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	243	87.7%
Asian or Native Hawaiian/Other Pacific Islander	✓	82	96.3%
Black or African American	—	2	—
Hispanic or Latino	—	16	—
Multiracial	—	10	—
White	X	133	82%
English Language Learner	—	4	—
Students with Disabilities	—	28	—
Economically Disadvantaged	—	23	—

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	85	8	9%	77	91%	6	8%	18	23%	28	36%	25	32%	53	69%
Grade 4	87	15	17%	72	83%	7	10%	12	17%	30	42%	23	32%	53	74%
Grade 5	71	15	21%	56	79%	8	14%	12	21%	18	32%	18	32%	36	64%
Grades 3-8	243	38	16%	205	84%	21	10%	42	20%	76	37%	66	32%	142	69%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	8	9%	77	91%	6	8%	18	23%	28	36%	25	32%	53	69%
Female	45	2	4%	43	96%	2	5%	10	23%	15	35%	16	37%	31	72%
Male	40	6	15%	34	85%	4	12%	8	24%	13	38%	9	26%	22	65%
General Education Students	77	5	6%	72	94%	6	8%	15	21%	27	38%	24	33%	51	71%
Students with Disabilities	8	3	38%	5	63%	0	0%	3	60%	1	20%	1	20%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	26	3	12%	23	88%	2	9%	2	9%	8	35%	11	48%	19	83%
Hispanic or Latino	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
White	50	5	10%	45	90%	4	9%	12	27%	17	38%	12	27%	29	64%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	4	44%	3	33%	2	22%	5	56%
Economically Disadvantaged	6	1	17%	5	83%	1	20%	0	0%	3	60%	1	20%	4	80%
Not Economically Disadvantaged	79	7	9%	72	91%	5	7%	18	25%	25	35%	24	33%	49	68%
Non-English Language Learner	85	8	9%	77	91%	6	8%	18	23%	28	36%	25	32%	53	69%
Not in Foster Care	85	8	9%	77	91%	6	8%	18	23%	28	36%	25	32%	53	69%
Not Homeless	85	8	9%	77	91%	6	8%	18	23%	28	36%	25	32%	53	69%
Not Migrant	85	8	9%	77	91%	6	8%	18	23%	28	36%	25	32%	53	69%
Parent Not in Armed Forces	85	8	9%	77	91%	6	8%	18	23%	28	36%	25	32%	53	69%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	15	17%	72	83%	7	10%	12	17%	30	42%	23	32%	53	74%
Female	40	3	8%	37	93%	4	11%	4	11%	12	32%	17	46%	29	78%
Male	47	12	26%	35	74%	3	9%	8	23%	18	51%	6	17%	24	69%
General Education Students	69	7	10%	62	90%	3	5%	10	16%	26	42%	23	37%	49	79%
Students with Disabilities	18	8	44%	10	56%	4	40%	2	20%	4	40%	0	0%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	30	3	10%	27	90%	4	15%	3	11%	10	37%	10	37%	20	74%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	47	11	23%	36	77%	1	3%	9	25%	17	47%	9	25%	26	72%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	2	22%	0	0%	3	33%	4	44%	7	78%
Economically Disadvantaged	11	4	36%	7	64%	3	43%	0	0%	2	29%	2	29%	4	57%
Not Economically Disadvantaged	76	11	14%	65	86%	4	6%	12	18%	28	43%	21	32%	49	75%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	85	14	16%	71	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	87	15	17%	72	83%	7	10%	12	17%	30	42%	23	32%	53	74%
Not Homeless	87	15	17%	72	83%	7	10%	12	17%	30	42%	23	32%	53	74%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	87	15	17%	72	83%	7	10%	12	17%	30	42%	23	32%	53	74%
Parent Not in Armed Forces	87	15	17%	72	83%	7	10%	12	17%	30	42%	23	32%	53	74%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	15	21%	56	79%	8	14%	12	21%	18	32%	18	32%	36	64%
Female	26	6	23%	20	77%	3	15%	4	20%	8	40%	5	25%	13	65%
Male	45	9	20%	36	80%	5	14%	8	22%	10	28%	13	36%	23	64%
General Education Students	69	13	19%	56	81%	8	14%	12	21%	18	32%	18	32%	36	64%
Students with Disabilities	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	26	100%	4	15%	3	12%	10	38%	9	35%	19	73%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	36	13	36%	23	64%	3	13%	7	30%	6	26%	7	30%	13	57%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	1	14%	2	29%	2	29%	2	29%	4	57%
Economically Disadvantaged	6	1	17%	5	83%	3	60%	0	0%	2	40%	0	0%	2	40%
Not Economically Disadvantaged	65	14	22%	51	78%	5	10%	12	24%	16	31%	18	35%	34	67%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	69	15	22%	54	78%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	71	15	21%	56	79%	8	14%	12	21%	18	32%	18	32%	36	64%
Not Homeless	71	15	21%	56	79%	8	14%	12	21%	18	32%	18	32%	36	64%
Not Migrant	71	15	21%	56	79%	8	14%	12	21%	18	32%	18	32%	36	64%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	71	15	21%	56	79%	8	14%	12	21%	18	32%	18	32%	36	64%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	85	9	11%	76	89%	0	0%	13	17%	44	58%	19	25%	63	83%
Grade 4	87	12	14%	75	86%	3	4%	4	5%	34	45%	34	45%	68	91%
Grade 5	71	11	15%	60	85%	7	12%	8	13%	20	33%	25	42%	45	75%
Grades 3-8	243	32	13%	211	87%	10	5%	25	12%	98	46%	78	37%	176	83%

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

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	9	11%	76	89%	0	0%	13	17%	44	58%	19	25%	63	83%
Female	45	3	7%	42	93%	0	0%	8	19%	25	60%	9	21%	34	81%
Male	40	6	15%	34	85%	0	0%	5	15%	19	56%	10	29%	29	85%
General Education Students	77	6	8%	71	92%	0	0%	11	15%	41	58%	19	27%	60	85%
Students with Disabilities	8	3	38%	5	63%	0	0%	2	40%	3	60%	0	0%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	26	3	12%	23	88%	0	0%	2	9%	8	35%	13	57%	21	91%
Hispanic or Latino	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
White	50	6	12%	44	88%	0	0%	9	20%	30	68%	5	11%	35	80%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	2	22%	6	67%	1	11%	7	78%
Economically Disadvantaged	6	1	17%	5	83%	0	0%	0	0%	3	60%	2	40%	5	100%
Not Economically Disadvantaged	79	8	10%	71	90%	0	0%	13	18%	41	58%	17	24%	58	82%
Non-English Language Learner	85	9	11%	76	89%	0	0%	13	17%	44	58%	19	25%	63	83%
Not in Foster Care	85	9	11%	76	89%	0	0%	13	17%	44	58%	19	25%	63	83%
Not Homeless	85	9	11%	76	89%	0	0%	13	17%	44	58%	19	25%	63	83%
Not Migrant	85	9	11%	76	89%	0	0%	13	17%	44	58%	19	25%	63	83%
Parent Not in Armed Forces	85	9	11%	76	89%	0	0%	13	17%	44	58%	19	25%	63	83%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	12	14%	75	86%	3	4%	4	5%	34	45%	34	45%	68	91%
Female	40	3	8%	37	93%	3	8%	2	5%	15	41%	17	46%	32	86%
Male	47	9	19%	38	81%	0	0%	2	5%	19	50%	17	45%	36	95%
General Education Students	69	5	7%	64	93%	0	0%	4	6%	27	42%	33	52%	60	94%
Students with Disabilities	18	7	39%	11	61%	3	27%	0	0%	7	64%	1	9%	8	73%
Asian or Native Hawaiian/Other Pacific Islander	30	2	7%	28	93%	1	4%	2	7%	9	32%	16	57%	25	89%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	47	9	19%	38	81%	1	3%	1	3%	25	66%	11	29%	36	95%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	11%	1	11%	0	0%	7	78%	7	78%
Economically Disadvantaged	11	4	36%	7	64%	2	29%	1	14%	1	14%	3	43%	4	57%
Not Economically Disadvantaged	76	8	11%	68	89%	1	1%	3	4%	33	49%	31	46%	64	94%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	85	11	13%	74	87%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	87	12	14%	75	86%	3	4%	4	5%	34	45%	34	45%	68	91%
Not Homeless	87	12	14%	75	86%	3	4%	4	5%	34	45%	34	45%	68	91%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	87	12	14%	75	86%	3	4%	4	5%	34	45%	34	45%	68	91%
Parent Not in Armed Forces	87	12	14%	75	86%	3	4%	4	5%	34	45%	34	45%	68	91%

GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	11	15%	60	85%	7	12%	8	13%	20	33%	25	42%	45	75%
Female	26	5	19%	21	81%	3	14%	2	10%	10	48%	6	29%	16	76%
Male	45	6	13%	39	87%	4	10%	6	15%	10	26%	19	49%	29	74%
General Education Students	69	10	14%	59	86%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	26	100%	2	8%	1	4%	9	35%	14	54%	23	88%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	36	9	25%	27	75%	4	15%	6	22%	9	33%	8	30%	17	63%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	1	14%	1	14%	2	29%	3	43%	5	71%
Economically Disadvantaged	6	1	17%	5	83%	2	40%	0	0%	2	40%	1	20%	3	60%
Not Economically Disadvantaged	65	10	15%	55	85%	5	9%	8	15%	18	33%	24	44%	42	76%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	69	11	16%	58	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	71	11	15%	60	85%	7	12%	8	13%	20	33%	25	42%	45	75%
Not Homeless	71	11	15%	60	85%	7	12%	8	13%	20	33%	25	42%	45	75%
Not Migrant	71	11	15%	60	85%	7	12%	8	13%	20	33%	25	42%	45	75%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	71	11	15%	60	85%	7	12%	8	13%	20	33%	25	42%	45	75%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	71	13	18%	58	82%	2	3%	19	33%	26	45%	11	19%	37	64%
Grades 5 & 8	71	13	18%	58	82%	2	3%	19	33%	26	45%	11	19%	37	64%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	13	18%	58	82%	2	3%	19	33%	26	45%	11	19%	37	64%
Female	26	4	15%	22	85%	0	0%	12	55%	8	36%	2	9%	10	45%
Male	45	9	20%	36	80%	2	6%	7	19%	18	50%	9	25%	27	75%
General Education Students	69	12	17%	57	83%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	26	100%	0	0%	7	27%	11	42%	8	31%	19	73%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	36	11	31%	25	69%	2	8%	9	36%	12	48%	2	8%	14	56%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	3	43%	3	43%	1	14%	4	57%
Economically Disadvantaged	6	1	17%	5	83%	1	20%	2	40%	1	20%	1	20%	2	40%
Not Economically Disadvantaged	65	12	18%	53	82%	1	2%	17	32%	25	47%	10	19%	35	66%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	69	13	19%	56	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	71	13	18%	58	82%	2	3%	19	33%	26	45%	11	19%	37	64%
Not Homeless	71	13	18%	58	82%	2	3%	19	33%	26	45%	11	19%	37	64%
Not Migrant	71	13	18%	58	82%	2	3%	19	33%	26	45%	11	19%	37	64%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	71	13	18%	58	82%	2	3%	19	33%	26	45%	11	19%	37	64%

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	7	0	0%	7	100%	0	0%	0	0%	0	0%	5	71%	2	29%
Grade 1	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

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

STAFF QUALIFICATIONS (2023-24)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	39	2	5%	1	0	0%
THIS DISTRICT	693	57	8%	10	3	30%
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 SCHOOL	36	0	0%
THIS DISTRICT	655	1	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

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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BERRY HILL ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
458	181	39.52% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	181	100	0	0
Female	92	100	0	0
Male	89	100	0	0
American Indian/Alaska Native	1	100	0	0
Black	0	0	0	0

Subgroup	Yes		No	
	#	%	#	%
Hispanic	10	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	75	100	0	0
White	86	100	0	0
Multiracial	9	100	0	0
General Education Students	167	100	0	0
Students with Disabilities	14	100	0	0
Not English Language Learner	173	100	0	0
English Language Learner	8	100	0	0
Economically Disadvantaged	13	100	0	0
Not Economically Disadvantaged	168	100	0	0
Not Migrant	181	100	0	0
Not Homeless	181	100	0	0
Not in Foster Care	181	100	0	0
Parent Not in Armed Forces	181	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
458	181	39.52% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	175	96.69	0	0	1	.55	5	2.76	0	0	0	0
Female	87	94.57	0	0	1	1.09	4	4.35	0	0	0	0
Male	88	98.88	0	0	0	0	1	1.12	0	0	0	0
American Indian/Alaska Native	1	100	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	10	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	73	97.33	0	0	0	0	2	2.67	0	0	0	0
White	82	95.35	0	0	1	1.16	3	3.49	0	0	0	0
Multiracial	9	100	0	0	0	0	0	0	0	0	0	0
General Education Students	162	97.01	0	0	1	.6	4	2.4	0	0	0	0
Students with Disabilities	13	92.86	0	0	0	0	1	7.14	0	0	0	0
Not English Language Learner	168	97.11	0	0	1	.58	4	2.31	0	0	0	0
English Language Learner	7	87.5	0	0	0	0	1	12.5	0	0	0	0
Economically Disadvantaged	12	92.31	0	0	0	0	1	7.69	0	0	0	0
Not Economically Disadvantaged	163	97.02	0	0	1	.6	4	2.38	0	0	0	0
Not Migrant	175	96.69	0	0	1	.55	5	2.76	0	0	0	0
Not Homeless	175	96.69	0	0	1	.55	5	2.76	0	0	0	0
Not in Foster Care	175	96.69	0	0	1	.55	5	2.76	0	0	0	0
Parent Not in Armed Forces	175	96.69	0	0	1	.55	5	2.76	0	0	0	0

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
458	181	39.52% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	5	2.76	1	.55	175	96.69
Female	3	3.26	1	1.09	88	95.65
Male	2	2.25	0	0	87	97.75
American Indian/Alaska Native	0	0	0	0	1	100
Black	0	0	0	0	0	0
Hispanic	0	0	0	0	10	100
Asian or Native Hawaiian/Other Pacific Islander	2	2.67	0	0	73	97.33
White	3	3.49	1	1.16	82	95.35
Multiracial	0	0	0	0	9	100
General Education Students	5	2.99	1	.6	161	96.41
Students with Disabilities	0	0	0	0	14	100
Not English Language Learner	4	2.31	1	.58	168	97.11
English Language Learner	1	12.5	0	0	7	87.5
Economically Disadvantaged	1	7.69	0	0	12	92.31
Not Economically Disadvantaged	4	2.38	1	.6	163	97.02
Not Migrant	5	2.76	1	.55	175	96.69
Not Homeless	5	2.76	1	.55	175	96.69
Not in Foster Care	5	2.76	1	.55	175	96.69
Parent Not in Armed Forces	5	2.76	1	.55	175	96.69

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
458	181	39.52% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	3	1.66	178	98.34	0	0
Female	2	2.17	90	97.83	0	0
Male	1	1.12	88	98.88	0	0
American Indian/Alaska Native	0	0	1	100	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	10	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2.67	73	97.33	0	0
White	1	1.16	85	98.84	0	0
Multiracial	0	0	9	100	0	0
General Education Students	3	1.8	164	98.2	0	0
Students with Disabilities	0	0	14	100	0	0
Not English Language Learner	2	1.16	171	98.84	0	0
English Language Learner	1	12.5	7	87.5	0	0
Economically Disadvantaged	1	7.69	12	92.31	0	0
Not Economically Disadvantaged	2	1.19	166	98.81	0	0
Not Migrant	3	1.66	178	98.34	0	0
Not Homeless	3	1.66	178	98.34	0	0
Not in Foster Care	3	1.66	178	98.34	0	0
Parent Not in Armed Forces	3	1.66	178	98.34	0	0

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
458	181	39.52% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	9	4.97	172	95.03
Female	4	4.35	88	95.65
Male	5	5.62	84	94.38
American Indian/Alaska Native	0	0	1	100
Black	0	0	0	0
Hispanic	1	10	9	90
Asian or Native Hawaiian/Other Pacific Islander	6	8	69	92
White	2	2.33	84	97.67
Multiracial	0	0	9	100
General Education Students	8	4.79	159	95.21
Students with Disabilities	1	7.14	13	92.86
Not English Language Learner	8	4.62	165	95.38
English Language Learner	1	12.5	7	87.5
Economically Disadvantaged	2	15.38	11	84.62
Not Economically Disadvantaged	7	4.17	161	95.83
Not Migrant	9	4.97	172	95.03
Not Homeless	9	4.97	172	95.03

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Not in Foster Care	9	4.97	172	95.03
Parent Not in Armed Forces	9	4.97	172	95.03

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
458	181	39.52% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	3	1.66	178	98.34
Female	1	1.09	91	98.91
Male	2	2.25	87	97.75
American Indian/Alaska Native	0	0	1	100
Black	0	0	0	0
Hispanic	0	0	10	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	75	100
White	2	2.33	84	97.67
Multiracial	1	11.11	8	88.89
General Education Students	3	1.8	164	98.2
Students with Disabilities	0	0	14	100
Not English Language Learner	3	1.73	170	98.27
English Language Learner	0	0	8	100

Subgroup	No		Yes	
	#	%	#	%
Economically Disadvantaged	0	0	13	100
Not Economically Disadvantaged	3	1.79	165	98.21
Not Migrant	3	1.66	178	98.34
Not Homeless	3	1.66	178	98.34
Not in Foster Care	3	1.66	178	98.34
Parent Not in Armed Forces	3	1.66	178	98.34

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD’S
PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
458	181	39.52% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	4	2.21	5	2.76	0	0	0	0	0	0	1	.55	3	1.66	168	92.82	0	0
Female	1	1.09	2	2.17	0	0	0	0	0	0	1	1.09	2	2.17	86	93.48	0	0
Male	3	3.37	3	3.37	0	0	0	0	0	0	0	0	1	1.12	82	92.13	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	1	10	0	0	0	0	0	0	0	0	0	0	0	0	9	90	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	1	1.33	0	0	0	0	0	0	0	0	1	1.33	0	0	73	97.33	0	0
White	2	2.33	4	4.65	0	0	0	0	0	0	0	0	2	2.33	78	90.7	0	0
Multiracial	0	0	1	11.11	0	0	0	0	0	0	0	0	0	0	8	88.89	0	0
General Education Students	4	2.4	5	2.99	0	0	0	0	0	0	1	.6	3	1.8	154	92.22	0	0
Students with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	100	0	0
Not English Language Learner	3	1.73	5	2.89	0	0	0	0	0	0	0	0	2	1.16	163	94.22	0	0
English Language Learner	1	12.5	0	0	0	0	0	0	0	0	1	12.5	1	12.5	5	62.5	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	100	0	0
Not Economically Disadvantaged	4	2.38	5	2.98	0	0	0	0	0	0	1	.6	3	1.79	155	92.26	0	0
Not Migrant	4	2.21	5	2.76	0	0	0	0	0	0	1	.55	3	1.66	168	92.82	0	0
Not Homeless	4	2.21	5	2.76	0	0	0	0	0	0	1	.55	3	1.66	168	92.82	0	0
Not in Foster Care	4	2.21	5	2.76	0	0	0	0	0	0	1	.55	3	1.66	168	92.82	0	0
Parent Not in Armed Forces	4	2.21	5	2.76	0	0	0	0	0	0	1	.55	3	1.66	168	92.82	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
458	181	39.52% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	1	.55	180	99.45
Female	0	0	92	100
Male	1	1.12	88	98.88
American Indian/Alaska Native	0	0	1	100
Black	0	0	0	0
Hispanic	0	0	10	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	75	100
White	1	1.16	85	98.84
Multiracial	0	0	9	100
General Education Students	1	.6	166	99.4
Students with Disabilities	0	0	14	100
Not English Language Learner	1	.58	172	99.42
English Language Learner	0	0	8	100
Economically Disadvantaged	0	0	13	100
Not Economically Disadvantaged	1	.6	167	99.4
Not Migrant	1	.55	180	99.45
Not Homeless	1	.55	180	99.45
Not in Foster Care	1	.55	180	99.45
Parent Not in Armed Forces	1	.55	180	99.45

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
458	181	39.52% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	14	7.73	2	1.1	158	87.29	7	3.87
Female	5	5.43	1	1.09	82	89.13	4	4.35
Male	9	10.11	1	1.12	76	85.39	3	3.37
American Indian/Alaska Native	0	0	0	0	0	0	1	100
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	9	90	1	10
Asian or Native Hawaiian/Other Pacific Islander	9	12	2	2.67	63	84	1	1.33
White	5	5.81	0	0	79	91.86	2	2.33
Multiracial	0	0	0	0	7	77.78	2	22.22
General Education Students	12	7.19	2	1.2	147	88.02	6	3.59
Students with Disabilities	2	14.29	0	0	11	78.57	1	7.14
Not English Language Learner	13	7.51	2	1.16	152	87.86	6	3.47
English Language Learner	1	12.5	0	0	6	75	1	12.5
Economically Disadvantaged	4	30.77	0	0	9	69.23	0	0
Not Economically Disadvantaged	10	5.95	2	1.19	149	88.69	7	4.17
Not Migrant	14	7.73	2	1.1	158	87.29	7	3.87
Not Homeless	14	7.73	2	1.1	158	87.29	7	3.87
Not in Foster Care	14	7.73	2	1.1	158	87.29	7	3.87
Parent Not in Armed Forces	14	7.73	2	1.1	158	87.29	7	3.87

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Section 4: School Report Card
Robbins Lane Elementary School

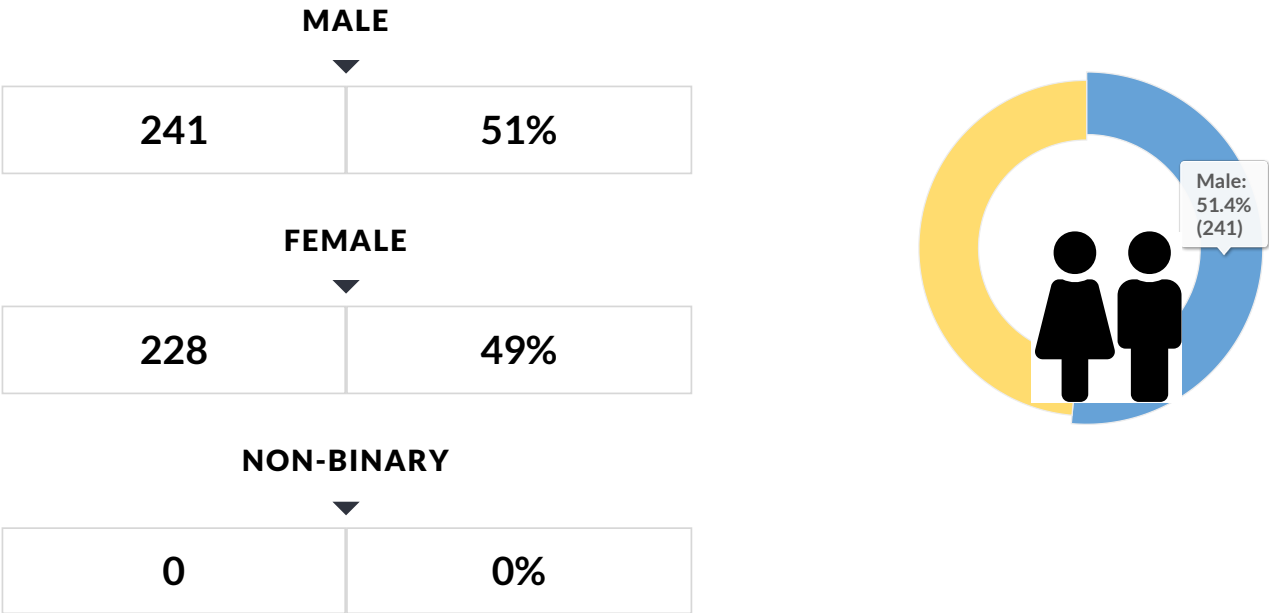
This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

ROBBINS LANE ELEMENTARY SCHOOL

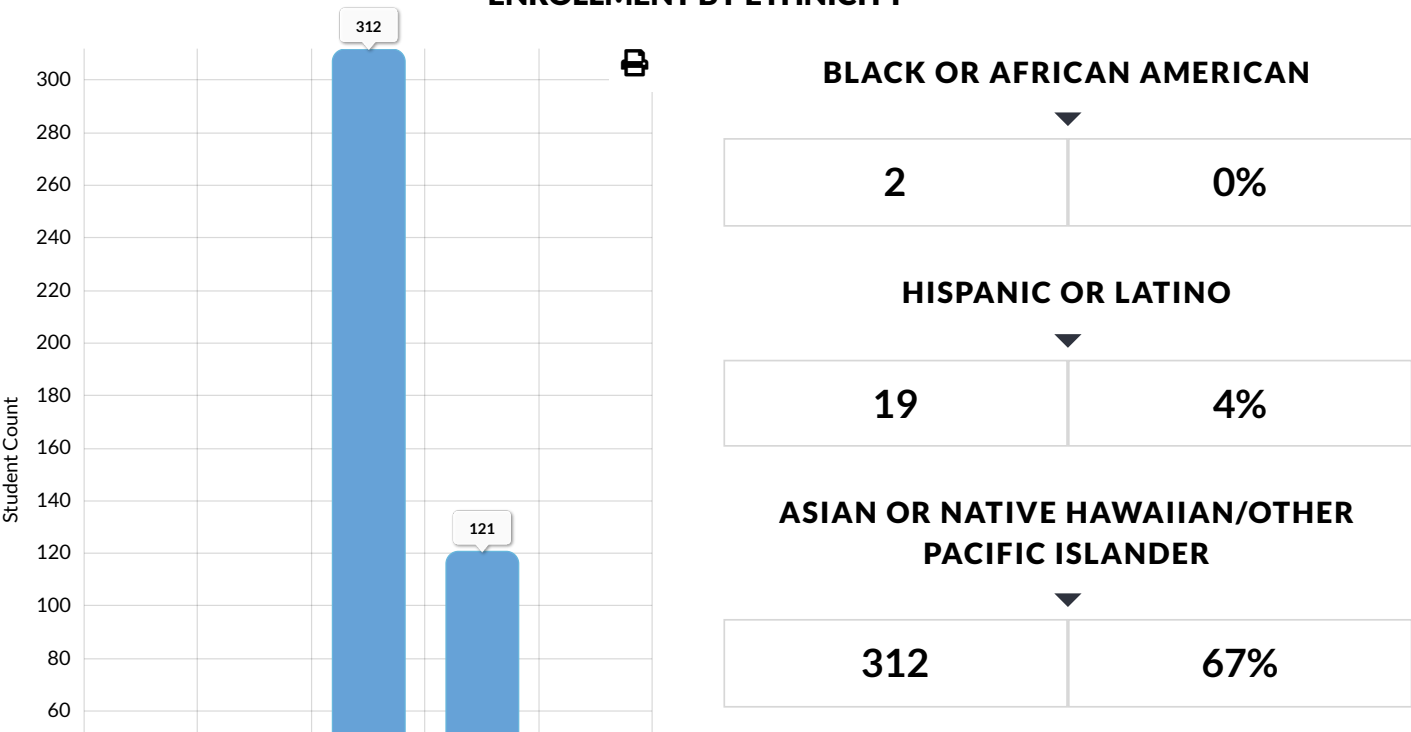
ENROLLMENT (2023 - 24)

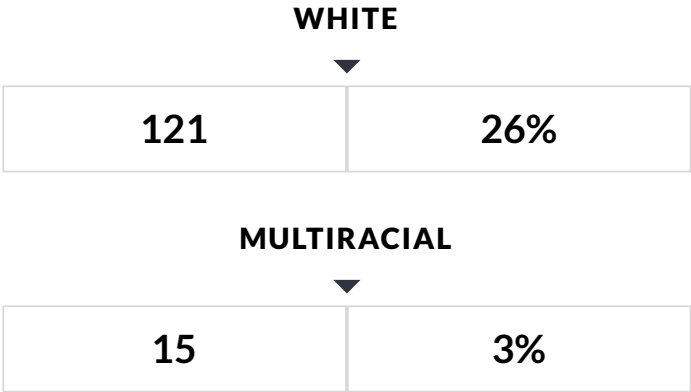
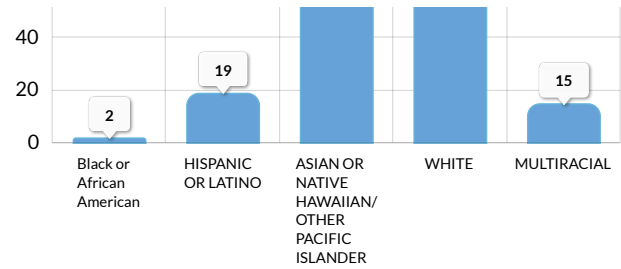
K-12 Enrollment: 469

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
29	6%	39	8%	104	22%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				▼	
				—	—

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
48	80	88	86
10%	17%	19%	18%
4TH GRADE	5TH GRADE		
84	83		
18%	18%		

ROBBINS LANE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	500	\$372,066	\$744	\$10,845,184	\$21,690	\$11,217,250	\$22,435
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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ROBBINS LANE ELEMENTARY SCHOOL - 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
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
White	4	4	—	3
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	238	187.2	4
	Math	239	207.9	
	Combined	477	197.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	162	194.4	4
	Math	163	214.4	
	Combined	325	204.5	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	10	170	—
	Math	10	180	
	Combined	20	—	
Multiracial	ELA	8	200	—
	Math	8	212.5	
	Combined	16	—	
White	ELA	57	166.7	4
	Math	57	193.9	
	Combined	114	180.3	
English Language Learner	ELA	7	114.3	—
	Math	8	187.5	
	Combined	15	—	
Students with Disabilities	ELA	17	73.5	4
	Math	17	126.5	
	Combined	34	100	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	49	184.7	4
	Math	50	205	
	Combined	99	194.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	238	187.2	4
	Math	239	207.9	
	Combined	477	197.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	162	194.4	4
	Math	163	214.4	
	Combined	325	204.5	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	11	154.5	—
	Math	11	163.6	
	Combined	22	—	
Multiracial	ELA	8	200	—
	Math	8	212.5	
	Combined	16	—	
White	ELA	62	153.2	4
	Math	63	175.4	
	Combined	125	164.4	
English Language Learner	ELA	8	100	—
	Math	9	166.7	
	Combined	17	—	
Students with Disabilities	ELA	20	62.5	4
	Math	20	107.5	
	Combined	40	85	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	49	184.7	4
	Math	50	205	
	Combined	99	194.9	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	21	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	—	—	—	—
White	1	—	—	—	—
English Language Learner	21	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	8	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	429	51	11.9%	4
Asian or Native Hawaiian/Other Pacific Islander	286	19	6.6%	4
Black or African American	1	—	—	—
Hispanic or Latino	18	—	—	—
Multiracial	14	—	—	—
White	110	17	15.5%	3
English Language Learner	25	—	—	—
Students with Disabilities	36	6	16.7%	4
Economically Disadvantaged	95	13	13.7%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	257	94.9%
Asian or Native Hawaiian/Other Pacific Islander	✓	170	98.2%
Black or African American	—	1	—
Hispanic or Latino	—	12	—
Multiracial	—	8	—
White	✗	66	87.9%
English Language Learner	—	10	—
Students with Disabilities	—	21	—
Economically Disadvantaged	✓	54	96.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	257	94.9%
Asian or Native Hawaiian/Other Pacific Islander	✓	170	98.8%
Black or African American	—	1	—
Hispanic or Latino	—	12	—
Multiracial	—	8	—
White	✗	66	86.4%
English Language Learner	—	10	—
Students with Disabilities	—	21	—
Economically Disadvantaged	✓	54	98.2%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	90	5	6%	85	94%	10	12%	19	22%	34	40%	22	26%	56	66%
Grade 4	83	4	5%	79	95%	3	4%	12	15%	34	43%	30	38%	64	81%
Grade 5	84	6	7%	78	93%	1	1%	12	15%	38	49%	27	35%	65	83%
Grades 3-8	257	15	6%	242	94%	14	6%	43	18%	106	44%	79	33%	185	76%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	5	6%	85	94%	10	12%	19	22%	34	40%	22	26%	56	66%
Female	41	3	7%	38	93%	8	21%	7	18%	14	37%	9	24%	23	61%
Male	49	2	4%	47	96%	2	4%	12	26%	20	43%	13	28%	33	70%
General Education Students	84	4	5%	80	95%	6	8%	18	23%	34	43%	22	28%	56	70%
Students with Disabilities	6	1	17%	5	83%	4	80%	1	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	57	1	2%	56	98%	5	9%	14	25%	22	39%	15	27%	37	66%
Hispanic or Latino	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
White	25	3	12%	22	88%	3	14%	5	23%	10	45%	4	18%	14	64%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	2	29%	0	0%	2	29%	3	43%	5	71%
Economically Disadvantaged	14	1	7%	13	93%	2	15%	4	31%	4	31%	3	23%	7	54%
Not Economically Disadvantaged	76	4	5%	72	95%	8	11%	15	21%	30	42%	19	26%	49	68%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	88	3	3%	85	97%	10	12%	19	22%	34	40%	22	26%	56	66%
Not in Foster Care	90	5	6%	85	94%	10	12%	19	22%	34	40%	22	26%	56	66%
Not Homeless	90	5	6%	85	94%	10	12%	19	22%	34	40%	22	26%	56	66%
Not Migrant	90	5	6%	85	94%	10	12%	19	22%	34	40%	22	26%	56	66%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	90	5	6%	85	94%	10	12%	19	22%	34	40%	22	26%	56	66%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	4	5%	79	95%	3	4%	12	15%	34	43%	30	38%	64	81%
Female	35	1	3%	34	97%	0	0%	2	6%	14	41%	18	53%	32	94%
Male	48	3	6%	45	94%	3	7%	10	22%	20	44%	12	27%	32	71%
General Education Students	75	3	4%	72	96%	0	0%	9	13%	33	46%	30	42%	63	88%
Students with Disabilities	8	1	13%	7	88%	3	43%	3	43%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	57	2	4%	55	96%	2	4%	8	15%	19	35%	26	47%	45	82%
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	19	1	5%	18	95%	1	6%	4	22%	11	61%	2	11%	13	72%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	24	2	8%	22	92%	1	5%	6	27%	8	36%	7	32%	15	68%
Not Economically Disadvantaged	59	2	3%	57	97%	2	4%	6	11%	26	46%	23	40%	49	86%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	79	4	5%	75	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	83	4	5%	79	95%	3	4%	12	15%	34	43%	30	38%	64	81%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	82	3	4%	79	96%	3	4%	12	15%	34	43%	30	38%	64	81%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	83	4	5%	79	95%	3	4%	12	15%	34	43%	30	38%	64	81%
Parent Not in Armed Forces	83	4	5%	79	95%	3	4%	12	15%	34	43%	30	38%	64	81%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	84	6	7%	78	93%	1	1%	12	15%	38	49%	27	35%	65	83%
Female	38	3	8%	35	92%	1	3%	3	9%	18	51%	13	37%	31	89%
Male	46	3	7%	43	93%	0	0%	9	21%	20	47%	14	33%	34	79%
General Education Students	77	4	5%	73	95%	0	0%	10	14%	37	51%	26	36%	63	86%
Students with Disabilities	7	2	29%	5	71%	1	20%	2	40%	1	20%	1	20%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	56	1	2%	55	98%	0	0%	6	11%	26	47%	23	42%	49	89%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	22	5	23%	17	77%	1	6%	4	24%	10	59%	2	12%	12	71%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	2	33%	2	33%	4	67%
Economically Disadvantaged	16	0	0%	16	100%	0	0%	2	13%	5	31%	9	56%	14	88%
Not Economically Disadvantaged	68	6	9%	62	91%	1	2%	10	16%	33	53%	18	29%	51	82%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	80	5	6%	75	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	84	6	7%	78	93%	1	1%	12	15%	38	49%	27	35%	65	83%
Not Homeless	84	6	7%	78	93%	1	1%	12	15%	38	49%	27	35%	65	83%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	84	6	7%	78	93%	1	1%	12	15%	38	49%	27	35%	65	83%
Parent Not in Armed Forces	84	6	7%	78	93%	1	1%	12	15%	38	49%	27	35%	65	83%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	90	3	3%	87	97%	0	0%	15	17%	39	45%	33	38%	72	83%
Grade 4	83	3	4%	80	96%	2	3%	5	6%	37	46%	36	45%	73	91%
Grade 5	84	7	8%	77	92%	2	3%	5	6%	34	44%	36	47%	70	91%
Grades 3-8	257	13	5%	244	95%	4	2%	25	10%	110	45%	105	43%	215	88%

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

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	3	3%	87	97%	0	0%	15	17%	39	45%	33	38%	72	83%
Female	41	3	7%	38	93%	0	0%	12	32%	15	39%	11	29%	26	68%
Male	49	0	0%	49	100%	0	0%	3	6%	24	49%	22	45%	46	94%
General Education Students	84	2	2%	82	98%	0	0%	11	13%	38	46%	33	40%	71	87%
Students with Disabilities	6	1	17%	5	83%	0	0%	4	80%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	57	0	0%	57	100%	0	0%	8	14%	24	42%	25	44%	49	86%
Hispanic or Latino	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
White	25	2	8%	23	92%	0	0%	5	22%	11	48%	7	30%	18	78%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	2	29%	4	57%	1	14%	5	71%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	3	21%	7	50%	4	29%	11	79%
Not Economically Disadvantaged	76	3	4%	73	96%	0	0%	12	16%	32	44%	29	40%	61	84%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	88	3	3%	85	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	90	3	3%	87	97%	0	0%	15	17%	39	45%	33	38%	72	83%
Not Homeless	90	3	3%	87	97%	0	0%	15	17%	39	45%	33	38%	72	83%
Not Migrant	90	3	3%	87	97%	0	0%	15	17%	39	45%	33	38%	72	83%
Parent Not in Armed Forces	90	3	3%	87	97%	0	0%	15	17%	39	45%	33	38%	72	83%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	3	4%	80	96%	2	3%	5	6%	37	46%	36	45%	73	91%
Female	35	0	0%	35	100%	0	0%	1	3%	19	54%	15	43%	34	97%
Male	48	3	6%	45	94%	2	4%	4	9%	18	40%	21	47%	39	87%
General Education Students	75	2	3%	73	97%	0	0%	4	5%	33	45%	36	49%	69	95%
Students with Disabilities	8	1	13%	7	88%	2	29%	1	14%	4	57%	0	0%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	57	1	2%	56	98%	1	2%	4	7%	22	39%	29	52%	51	91%
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	19	1	5%	18	95%	1	6%	1	6%	10	56%	6	33%	16	89%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	5	83%	1	17%	6	100%
Economically Disadvantaged	24	1	4%	23	96%	0	0%	2	9%	13	57%	8	35%	21	91%
Not Economically Disadvantaged	59	2	3%	57	97%	2	4%	3	5%	24	42%	28	49%	52	91%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	79	3	4%	76	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	83	3	4%	80	96%	2	3%	5	6%	37	46%	36	45%	73	91%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	82	3	4%	79	96%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	83	3	4%	80	96%	2	3%	5	6%	37	46%	36	45%	73	91%
Parent Not in Armed Forces	83	3	4%	80	96%	2	3%	5	6%	37	46%	36	45%	73	91%

GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	84	7	8%	77	92%	2	3%	5	6%	34	44%	36	47%	70	91%
Female	38	4	11%	34	89%	2	6%	5	15%	14	41%	13	38%	27	79%
Male	46	3	7%	43	93%	0	0%	0	0%	20	47%	23	53%	43	100%
General Education Students	77	5	6%	72	94%	0	0%	5	7%	32	44%	35	49%	67	93%
Students with Disabilities	7	2	29%	5	71%	2	40%	0	0%	2	40%	1	20%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	56	1	2%	55	98%	1	2%	3	5%	19	35%	32	58%	51	93%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	22	6	27%	16	73%	1	6%	1	6%	12	75%	2	13%	14	88%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	16	0	0%	16	100%	1	6%	0	0%	5	31%	10	63%	15	94%
Not Economically Disadvantaged	68	7	10%	61	90%	1	2%	5	8%	29	48%	26	43%	55	90%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	80	6	8%	74	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	84	7	8%	77	92%	2	3%	5	6%	34	44%	36	47%	70	91%
Not Homeless	84	7	8%	77	92%	2	3%	5	6%	34	44%	36	47%	70	91%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	84	7	8%	77	92%	2	3%	5	6%	34	44%	36	47%	70	91%
Parent Not in Armed Forces	84	7	8%	77	92%	2	3%	5	6%	34	44%	36	47%	70	91%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	84	7	8%	77	92%	3	4%	16	21%	47	61%	11	14%	58	75%
Grades 5 & 8	84	7	8%	77	92%	3	4%	16	21%	47	61%	11	14%	58	75%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	84	7	8%	77	92%	3	4%	16	21%	47	61%	11	14%	58	75%
Female	38	4	11%	34	89%	2	6%	10	29%	19	56%	3	9%	22	65%
Male	46	3	7%	43	93%	1	2%	6	14%	28	65%	8	19%	36	84%
General Education Students	77	5	6%	72	94%	1	1%	15	21%	45	63%	11	15%	56	78%
Students with Disabilities	7	2	29%	5	71%	2	40%	1	20%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	56	2	4%	54	96%	1	2%	12	22%	32	59%	9	17%	41	76%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	22	5	23%	17	77%	1	6%	3	18%	12	71%	1	6%	13	76%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	16	1	6%	15	94%	1	7%	2	13%	11	73%	1	7%	12	80%
Not Economically Disadvantaged	68	6	9%	62	91%	2	3%	14	23%	36	58%	10	16%	46	74%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	80	6	8%	74	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	84	7	8%	77	92%	3	4%	16	21%	47	61%	11	14%	58	75%
Not Homeless	84	7	8%	77	92%	3	4%	16	21%	47	61%	11	14%	58	75%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	84	7	8%	77	92%	3	4%	16	21%	47	61%	11	14%	58	75%
Parent Not in Armed Forces	84	7	8%	77	92%	3	4%	16	21%	47	61%	11	14%	58	75%

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	5	0	0%	5	100%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 1	6	0	0%	6	100%	0	0%	1	17%	1	17%	1	17%	3	50%
Grade 2	8	0	0%	8	100%	0	0%	1	13%	0	0%	4	50%	3	38%
Grade 3	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2023-24)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	47	6	13%	1	1	100%
THIS DISTRICT	693	57	8%	10	3	30%
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 SCHOOL	40	1	3%
THIS DISTRICT	655	1	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

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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ROBBINS LANE ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
479	214	44.68% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	214	100	0	0
Female	101	100	0	0
Male	113	100	0	0
Black	1	100	0	0
Hispanic	4	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	169	100	0	0
White	37	100	0	0
Multiracial	3	100	0	0
General Education Students	205	100	0	0
Students with Disabilities	9	100	0	0
Not English Language Learner	195	100	0	0
English Language Learner	19	100	0	0
Economically Disadvantaged	49	100	0	0
Not Economically Disadvantaged	165	100	0	0
Not Migrant	214	100	0	0
Homeless	1	100	0	0
Not Homeless	213	100	0	0
Not in Foster Care	214	100	0	0
Parent Not in Armed Forces	214	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
479	214	44.68% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	205	95.79	1	.47	2	.93	5	2.34	0	0	1	.47
Female	99	98.02	0	0	0	0	2	1.98	0	0	0	0
Male	106	93.81	1	.88	2	1.77	3	2.65	0	0	1	.88
Black	1	100	0	0	0	0	0	0	0	0	0	0
Hispanic	3	75	0	0	0	0	1	25	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	162	95.86	1	.59	2	1.18	3	1.78	0	0	1	.59
White	36	97.3	0	0	0	0	1	2.7	0	0	0	0
Multiracial	3	100	0	0	0	0	0	0	0	0	0	0
General Education Students	196	95.61	1	.49	2	.98	5	2.44	0	0	1	.49
Students with Disabilities	9	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	188	96.41	0	0	1	.51	5	2.56	0	0	1	.51
English Language Learner	17	89.47	1	5.26	1	5.26	0	0	0	0	0	0
Economically Disadvantaged	46	93.88	1	2.04	1	2.04	1	2.04	0	0	0	0
Not Economically Disadvantaged	159	96.36	0	0	1	.61	4	2.42	0	0	1	.61
Not Migrant	205	95.79	1	.47	2	.93	5	2.34	0	0	1	.47
Homeless	1	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	204	95.77	1	.47	2	.94	5	2.35	0	0	1	.47
Not in Foster Care	205	95.79	1	.47	2	.93	5	2.34	0	0	1	.47
Parent Not in Armed Forces	205	95.79	1	.47	2	.93	5	2.34	0	0	1	.47

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
479	214	44.68% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	5	2.34	3	1.4	206	96.26
Female	2	1.98	0	0	99	98.02
Male	3	2.65	3	2.65	107	94.69
Black	0	0	0	0	1	100
Hispanic	1	25	0	0	3	75
Asian or Native Hawaiian/Other Pacific Islander	3	1.78	3	1.78	163	96.45
White	1	2.7	0	0	36	97.3
Multiracial	0	0	0	0	3	100
General Education Students	5	2.44	3	1.46	197	96.1
Students with Disabilities	0	0	0	0	9	100
Not English Language Learner	5	2.56	2	1.03	188	96.41
English Language Learner	0	0	1	5.26	18	94.74
Economically Disadvantaged	1	2.04	1	2.04	47	95.92
Not Economically Disadvantaged	4	2.42	2	1.21	159	96.36
Not Migrant	5	2.34	3	1.4	206	96.26
Homeless	0	0	0	0	1	100
Not Homeless	5	2.35	3	1.41	205	96.24
Not in Foster Care	5	2.34	3	1.4	206	96.26
Parent Not in Armed Forces	5	2.34	3	1.4	206	96.26

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
479	214	44.68% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	5	2.34	207	96.73	2	.93
Female	2	1.98	99	98.02	0	0
Male	3	2.65	108	95.58	2	1.77
Black	0	0	1	100	0	0
Hispanic	1	25	3	75	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	1.78	164	97.04	2	1.18
White	1	2.7	36	97.3	0	0
Multiracial	0	0	3	100	0	0
General Education Students	5	2.44	198	96.59	2	.98
Students with Disabilities	0	0	9	100	0	0
Not English Language Learner	5	2.56	189	96.92	1	.51
English Language Learner	0	0	18	94.74	1	5.26
Economically Disadvantaged	1	2.04	47	95.92	1	2.04
Not Economically Disadvantaged	4	2.42	160	96.97	1	.61
Not Migrant	5	2.34	207	96.73	2	.93
Homeless	0	0	1	100	0	0
Not Homeless	5	2.35	206	96.71	2	.94
Not in Foster Care	5	2.34	207	96.73	2	.93
Parent Not in Armed Forces	5	2.34	207	96.73	2	.93

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
479	214	44.68% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	12	5.61	202	94.39
Female	7	6.93	94	93.07
Male	5	4.42	108	95.58
Black	0	0	1	100
Hispanic	1	25	3	75
Asian or Native Hawaiian/Other Pacific Islander	10	5.92	159	94.08
White	1	2.7	36	97.3
Multiracial	0	0	3	100
General Education Students	11	5.37	194	94.63
Students with Disabilities	1	11.11	8	88.89
Not English Language Learner	12	6.15	183	93.85
English Language Learner	0	0	19	100
Economically Disadvantaged	7	14.29	42	85.71
Not Economically Disadvantaged	5	3.03	160	96.97
Not Migrant	12	5.61	202	94.39
Homeless	0	0	1	100
Not Homeless	12	5.63	201	94.37
Not in Foster Care	12	5.61	202	94.39

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Parent Not in Armed Forces	12	5.61	202	94.39

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
479	214	44.68% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	2	.93	212	99.07
Female	1	.99	100	99.01
Male	1	.88	112	99.12
Black	0	0	1	100
Hispanic	0	0	4	100
Asian or Native Hawaiian/Other Pacific Islander	2	1.18	167	98.82
White	0	0	37	100
Multiracial	0	0	3	100
General Education Students	2	.98	203	99.02
Students with Disabilities	0	0	9	100
Not English Language Learner	2	1.03	193	98.97
English Language Learner	0	0	19	100
Economically Disadvantaged	0	0	49	100
Not Economically Disadvantaged	2	1.21	163	98.79

Subgroup	No		Yes	
	#	%	#	%
Not Migrant	2	.93	212	99.07
Homeless	0	0	1	100
Not Homeless	2	.94	211	99.06
Not in Foster Care	2	.93	212	99.07
Parent Not in Armed Forces	2	.93	212	99.07

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD’S
PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
479	214	44.68% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	6	2.8	7	3.27	0	0	3	1.4	0	0	0	0	10	4.67	188	87.85	0	0
Female	3	2.97	3	2.97	0	0	1	.99	0	0	0	0	6	5.94	88	87.13	0	0
Male	3	2.65	4	3.54	0	0	2	1.77	0	0	0	0	4	3.54	100	88.5	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	3.55	7	4.14	0	0	3	1.78	0	0	0	0	8	4.73	145	85.8	0	0
White	0	0	0	0	0	0	0	0	0	0	0	0	2	5.41	35	94.59	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	100	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
General Education Students	6	2.93	7	3.41	0	0	3	1.46	0	0	0	0	10	4.88	179	87.32	0	0
Students with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	100	0	0
Not English Language Learner	6	3.08	6	3.08	0	0	2	1.03	0	0	0	0	10	5.13	171	87.69	0	0
English Language Learner	0	0	1	5.26	0	0	1	5.26	0	0	0	0	0	0	17	89.47	0	0
Economically Disadvantaged	2	4.08	4	8.16	0	0	3	6.12	0	0	0	0	3	6.12	37	75.51	0	0
Not Economically Disadvantaged	4	2.42	3	1.82	0	0	0	0	0	0	0	0	7	4.24	151	91.52	0	0
Not Migrant	6	2.8	7	3.27	0	0	3	1.4	0	0	0	0	10	4.67	188	87.85	0	0
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Not Homeless	6	2.82	7	3.29	0	0	3	1.41	0	0	0	0	10	4.69	187	87.79	0	0
Not in Foster Care	6	2.8	7	3.27	0	0	3	1.4	0	0	0	0	10	4.67	188	87.85	0	0
Parent Not in Armed Forces	6	2.8	7	3.27	0	0	3	1.4	0	0	0	0	10	4.67	188	87.85	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
479	214	44.68% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	6	2.8	208	97.2
Female	4	3.96	97	96.04
Male	2	1.77	111	98.23
Black	0	0	1	100
Hispanic	0	0	4	100
Asian or Native Hawaiian/Other Pacific Islander	5	2.96	164	97.04
White	1	2.7	36	97.3
Multiracial	0	0	3	100
General Education Students	6	2.93	199	97.07
Students with Disabilities	0	0	9	100
Not English Language Learner	6	3.08	189	96.92
English Language Learner	0	0	19	100
Economically Disadvantaged	2	4.08	47	95.92
Not Economically Disadvantaged	4	2.42	161	97.58
Not Migrant	6	2.8	208	97.2
Homeless	0	0	1	100
Not Homeless	6	2.82	207	97.18
Not in Foster Care	6	2.8	208	97.2
Parent Not in Armed Forces	6	2.8	208	97.2

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment

Count of Completed
Questions

Percent Completed

479**214****44.68% of Enrolled**

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	31	14.49	20	9.35	160	74.77	3	1.4
Female	17	16.83	14	13.86	68	67.33	2	1.98
Male	14	12.39	6	5.31	92	81.42	1	.88
Black	0	0	0	0	1	100	0	0
Hispanic	1	25	0	0	3	75	0	0
Asian or Native Hawaiian/Other Pacific Islander	28	16.57	20	11.83	118	69.82	3	1.78
White	2	5.41	0	0	35	94.59	0	0
Multiracial	0	0	0	0	3	100	0	0
General Education Students	31	15.12	19	9.27	152	74.15	3	1.46
Students with Disabilities	0	0	1	11.11	8	88.89	0	0
Not English Language Learner	31	15.9	17	8.72	144	73.85	3	1.54
English Language Learner	0	0	3	15.79	16	84.21	0	0
Economically Disadvantaged	11	22.45	10	20.41	27	55.1	1	2.04
Not Economically Disadvantaged	20	12.12	10	6.06	133	80.61	2	1.21
Not Migrant	31	14.49	20	9.35	160	74.77	3	1.4
Homeless	0	0	0	0	1	100	0	0
Not Homeless	31	14.55	20	9.39	159	74.65	3	1.41
Not in Foster Care	31	14.49	20	9.35	160	74.77	3	1.4
Parent Not in Armed Forces	31	14.49	20	9.35	160	74.77	3	1.4

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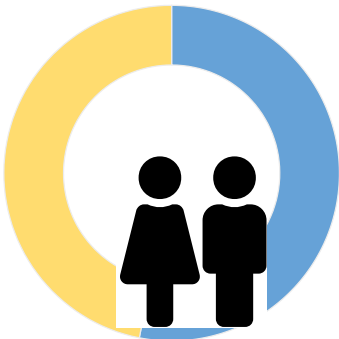
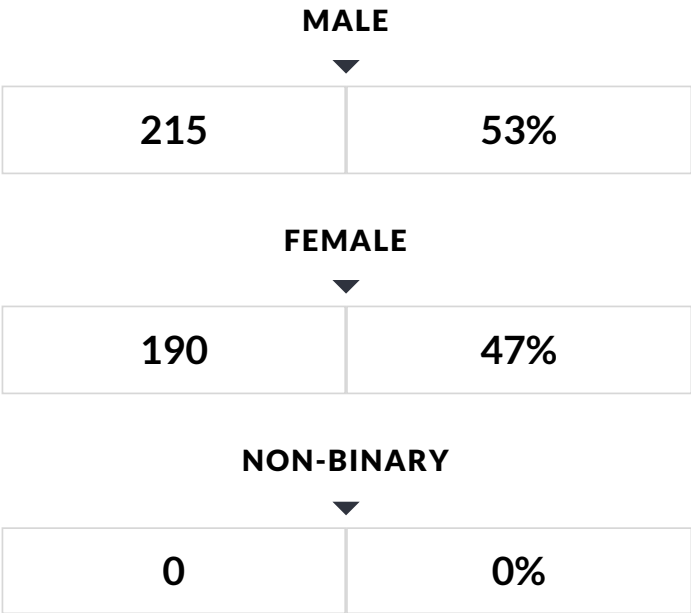
Section 5: School Report Card
South Grove Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

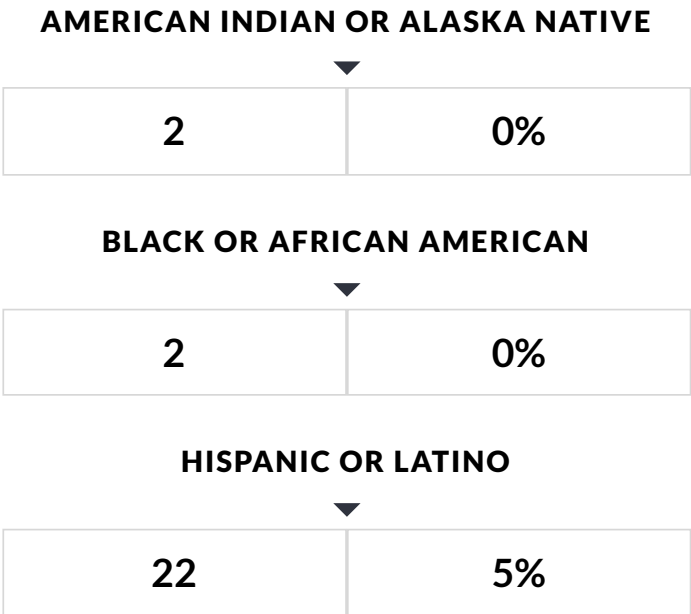
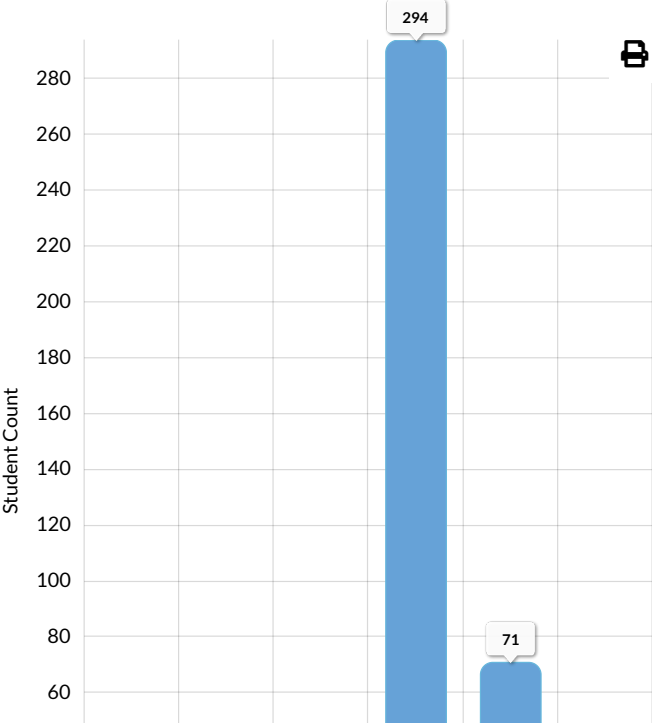
SOUTH GROVE ELEMENTARY SCHOOL
ENROLLMENT (2023 - 24)

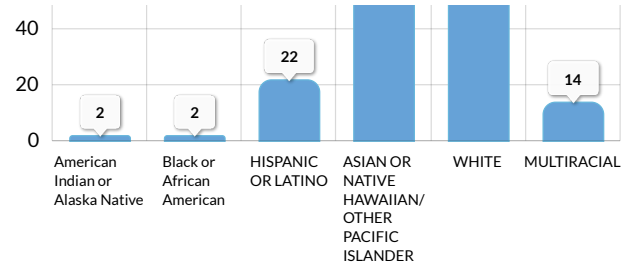
K-12 Enrollment: 405

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





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



294	73%
-----	-----

WHITE



71	18%
----	-----

MULTIRACIAL



14	3%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
▼		▼		▼			
33	8%	29	7%	71	18%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
▼		▼		▼		▼	
—	—	—	—	—	—	—	—

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
▼		▼		▼		▼	
45	11%	59	15%	72	18%	72	18%
4TH GRADE		5TH GRADE					
▼		▼					
75	19%	82	20%				

SOUTH GROVE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	416	\$186,441	\$448	\$10,133,477	\$24,359	\$10,319,918	\$24,807
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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SOUTH GROVE ELEMENTARY SCHOOL - 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
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	209	196.2	4
	Math	212	220	
	Combined	421	208.2	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	156	201.3	4
	Math	158	225.3	
	Combined	314	213.4	
Hispanic or Latino	ELA	12	154.2	—
	Math	13	196.2	
	Combined	25	—	
Multiracial	ELA	8	231.3	—
	Math	8	225	
	Combined	16	—	
White	ELA	32	176.6	4
	Math	32	201.6	
	Combined	64	189.1	
English Language Learner	ELA	5	60	—
	Math	7	150	
	Combined	12	—	
Students with Disabilities	ELA	12	75	4
	Math	13	138.5	
	Combined	25	108	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	37	191.9	4
	Math	39	223.1	
	Combined	76	207.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	214	191.6	4
	Math	216	216	
	Combined	430	203.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	156	201.3	4
	Math	158	225.3	
	Combined	314	213.4	
Hispanic or Latino	ELA	13	142.3	—
	Math	13	196.2	
	Combined	26	—	
Multiracial	ELA	9	205.6	—
	Math	9	200	
	Combined	18	—	
White	ELA	42	134.5	3
	Math	42	153.6	
	Combined	84	144	
English Language Learner	ELA	5	60	—
	Math	7	150	
	Combined	12	—	
Students with Disabilities	ELA	17	52.9	3
	Math	17	105.9	
	Combined	34	79.4	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	37	191.9	4
	Math	39	223.1	
	Combined	76	207.9	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	29	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	—	—	—	—
Hispanic or Latino	3	—	—	—	—
English Language Learner	29	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	12	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	372	25	6.7%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	266	13	4.9%	4
Black or African American	2	—	—	—
Hispanic or Latino	22	—	—	—
Multiracial	13	—	—	—
White	68	5	7.4%	4
English Language Learner	34	1	2.9%	4
Students with Disabilities	27	—	—	—
Economically Disadvantaged	68	8	11.8%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	231	92.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	162	99.4%
Hispanic or Latino	—	15	—
Multiracial	—	9	—
White	X	44	72.7%
English Language Learner	—	8	—
Students with Disabilities	—	18	—
Economically Disadvantaged	X	43	93%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	231	93.1%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	162	99.4%
Hispanic or Latino	—	15	—
Multiracial	—	9	—
White	X	44	72.7%
English Language Learner	—	8	—
Students with Disabilities	—	18	—
Economically Disadvantaged	X	43	93%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	71	6	8%	65	92%	4	6%	6	9%	28	43%	27	42%	55	85%
Grade 4	78	8	10%	70	90%	1	1%	8	11%	27	39%	34	49%	61	87%
Grade 5	82	6	7%	76	93%	6	8%	12	16%	38	50%	20	26%	58	76%
Grades 3-8	231	20	9%	211	91%	11	5%	26	12%	93	44%	81	38%	174	82%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	6	8%	65	92%	4	6%	6	9%	28	43%	27	42%	55	85%
Female	36	4	11%	32	89%	0	0%	4	13%	13	41%	15	47%	28	88%
Male	35	2	6%	33	94%	4	12%	2	6%	15	45%	12	36%	27	82%
General Education Students	62	2	3%	60	97%	2	3%	4	7%	27	45%	27	45%	54	90%
Students with Disabilities	9	4	44%	5	56%	2	40%	2	40%	1	20%	0	0%	1	20%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	1	2%	51	98%	4	8%	2	4%	21	41%	24	47%	45	88%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	15	5	33%	10	67%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	19	5	26%	14	74%	0	0%	4	29%	7	50%	3	21%	10	71%
Economically Disadvantaged	7	0	0%	7	100%	0	0%	1	14%	1	14%	5	71%	6	86%
Not Economically Disadvantaged	64	6	9%	58	91%	4	7%	5	9%	27	47%	22	38%	49	84%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	69	6	9%	63	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	71	6	8%	65	92%	4	6%	6	9%	28	43%	27	42%	55	85%
Not Homeless	71	6	8%	65	92%	4	6%	6	9%	28	43%	27	42%	55	85%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	71	6	8%	65	92%	4	6%	6	9%	28	43%	27	42%	55	85%
Parent Not in Armed Forces	71	6	8%	65	92%	4	6%	6	9%	28	43%	27	42%	55	85%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	8	10%	70	90%	1	1%	8	11%	27	39%	34	49%	61	87%
Female	38	5	13%	33	87%	1	3%	2	6%	13	39%	17	52%	30	91%
Male	40	3	8%	37	93%	0	0%	6	16%	14	38%	17	46%	31	84%
General Education Students	75	8	11%	67	89%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	53	3	6%	50	94%	0	0%	5	10%	20	40%	25	50%	45	90%
Hispanic or Latino	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
White	14	3	21%	11	79%	0	0%	1	9%	5	45%	5	45%	10	91%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	1	11%	2	22%	2	22%	4	44%	6	67%
Economically Disadvantaged	19	3	16%	16	84%	0	0%	3	19%	8	50%	5	31%	13	81%
Not Economically Disadvantaged	59	5	8%	54	92%	1	2%	5	9%	19	35%	29	54%	48	89%
English Language Learner	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	74	5	7%	69	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	78	8	10%	70	90%	1	1%	8	11%	27	39%	34	49%	61	87%
Not Homeless	78	8	10%	70	90%	1	1%	8	11%	27	39%	34	49%	61	87%
Not Migrant	78	8	10%	70	90%	1	1%	8	11%	27	39%	34	49%	61	87%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	78	8	10%	70	90%	1	1%	8	11%	27	39%	34	49%	61	87%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	6	7%	76	93%	6	8%	12	16%	38	50%	20	26%	58	76%
Female	39	1	3%	38	97%	1	3%	7	18%	22	58%	8	21%	30	79%
Male	43	5	12%	38	88%	5	13%	5	13%	16	42%	12	32%	28	74%
General Education Students	76	4	5%	72	95%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	57	0	0%	57	100%	4	7%	7	12%	30	53%	16	28%	46	81%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	15	4	27%	11	73%	1	9%	4	36%	5	45%	1	9%	6	55%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	1	13%	3	38%	3	38%	6	75%
Economically Disadvantaged	17	2	12%	15	88%	2	13%	2	13%	6	40%	5	33%	11	73%
Not Economically Disadvantaged	65	4	6%	61	94%	4	7%	10	16%	32	52%	15	25%	47	77%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	80	6	8%	74	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	82	6	7%	76	93%	6	8%	12	16%	38	50%	20	26%	58	76%
Not Homeless	82	6	7%	76	93%	6	8%	12	16%	38	50%	20	26%	58	76%
Not Migrant	82	6	7%	76	93%	6	8%	12	16%	38	50%	20	26%	58	76%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	82	6	7%	76	93%	6	8%	12	16%	38	50%	20	26%	58	76%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	71	6	8%	65	92%	1	2%	3	5%	35	54%	26	40%	61	94%
Grade 4	78	4	5%	74	95%	0	0%	0	0%	25	34%	49	66%	74	100%
Grade 5	82	6	7%	76	93%	1	1%	9	12%	23	30%	43	57%	66	87%
Grades 3-8	231	16	7%	215	93%	2	1%	12	6%	83	39%	118	55%	201	93%

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

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	6	8%	65	92%	1	2%	3	5%	35	54%	26	40%	61	94%
Female	36	5	14%	31	86%	0	0%	1	3%	18	58%	12	39%	30	97%
Male	35	1	3%	34	97%	1	3%	2	6%	17	50%	14	41%	31	91%
General Education Students	62	3	5%	59	95%	0	0%	1	2%	32	54%	26	44%	58	98%
Students with Disabilities	9	3	33%	6	67%	1	17%	2	33%	3	50%	0	0%	3	50%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	1	2%	51	98%	1	2%	2	4%	24	47%	24	47%	48	94%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	15	5	33%	10	67%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	19	5	26%	14	74%	0	0%	1	7%	11	79%	2	14%	13	93%
Economically Disadvantaged	7	0	0%	7	100%	0	0%	0	0%	5	71%	2	29%	7	100%
Not Economically Disadvantaged	64	6	9%	58	91%	1	2%	3	5%	30	52%	24	41%	54	93%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	69	6	9%	63	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	71	6	8%	65	92%	1	2%	3	5%	35	54%	26	40%	61	94%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	71	6	8%	65	92%	1	2%	3	5%	35	54%	26	40%	61	94%
Not Migrant	71	6	8%	65	92%	1	2%	3	5%	35	54%	26	40%	61	94%
Parent Not in Armed Forces	71	6	8%	65	92%	1	2%	3	5%	35	54%	26	40%	61	94%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	4	5%	74	95%	0	0%	0	0%	25	34%	49	66%	74	100%
Female	38	2	5%	36	95%	0	0%	0	0%	15	42%	21	58%	36	100%
Male	40	2	5%	38	95%	0	0%	0	0%	10	26%	28	74%	38	100%
General Education Students	75	4	5%	71	95%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	53	0	0%	53	100%	0	0%	0	0%	16	30%	37	70%	53	100%
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	14	3	21%	11	79%	0	0%	0	0%	5	45%	6	55%	11	100%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	10	91%	0	0%	0	0%	4	40%	6	60%	10	100%
Economically Disadvantaged	19	1	5%	18	95%	0	0%	0	0%	8	44%	10	56%	18	100%
Not Economically Disadvantaged	59	3	5%	56	95%	0	0%	0	0%	17	30%	39	70%	56	100%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	74	4	5%	70	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	78	4	5%	74	95%	0	0%	0	0%	25	34%	49	66%	74	100%
Not Homeless	78	4	5%	74	95%	0	0%	0	0%	25	34%	49	66%	74	100%
Not Migrant	78	4	5%	74	95%	0	0%	0	0%	25	34%	49	66%	74	100%
Parent Not in Armed Forces	78	4	5%	74	95%	0	0%	0	0%	25	34%	49	66%	74	100%

GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	6	7%	76	93%	1	1%	9	12%	23	30%	43	57%	66	87%
Female	39	2	5%	37	95%	0	0%	6	16%	13	35%	18	49%	31	84%
Male	43	4	9%	39	91%	1	3%	3	8%	10	26%	25	64%	35	90%
General Education Students	76	4	5%	72	95%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	57	0	0%	57	100%	0	0%	5	9%	14	25%	38	67%	52	91%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	15	4	27%	11	73%	0	0%	3	27%	5	45%	3	27%	8	73%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	1	13%	4	50%	2	25%	6	75%
Economically Disadvantaged	17	2	12%	15	88%	0	0%	1	7%	5	33%	9	60%	14	93%
Not Economically Disadvantaged	65	4	6%	61	94%	1	2%	8	13%	18	30%	34	56%	52	85%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	80	6	8%	74	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	82	6	7%	76	93%	1	1%	9	12%	23	30%	43	57%	66	87%
Not Homeless	82	6	7%	76	93%	1	1%	9	12%	23	30%	43	57%	66	87%
Not Migrant	82	6	7%	76	93%	1	1%	9	12%	23	30%	43	57%	66	87%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	82	6	7%	76	93%	1	1%	9	12%	23	30%	43	57%	66	87%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	82	6	7%	76	93%	3	4%	12	16%	49	64%	12	16%	61	80%
Grades 5 & 8	82	6	7%	76	93%	3	4%	12	16%	49	64%	12	16%	61	80%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	6	7%	76	93%	3	4%	12	16%	49	64%	12	16%	61	80%
Female	39	1	3%	38	97%	1	3%	7	18%	26	68%	4	11%	30	79%
Male	43	5	12%	38	88%	2	5%	5	13%	23	61%	8	21%	31	82%
General Education Students	76	4	5%	72	95%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	57	0	0%	57	100%	1	2%	8	14%	38	67%	10	18%	48	84%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	15	4	27%	11	73%	1	9%	3	27%	5	45%	2	18%	7	64%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	1	13%	6	75%	0	0%	6	75%
Economically Disadvantaged	17	2	12%	15	88%	0	0%	3	20%	7	47%	5	33%	12	80%
Not Economically Disadvantaged	65	4	6%	61	94%	3	5%	9	15%	42	69%	7	11%	49	80%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	80	6	8%	74	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	82	6	7%	76	93%	3	4%	12	16%	49	64%	12	16%	61	80%
Not Homeless	82	6	7%	76	93%	3	4%	12	16%	49	64%	12	16%	61	80%
Not Migrant	82	6	7%	76	93%	3	4%	12	16%	49	64%	12	16%	61	80%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	82	6	7%	76	93%	3	4%	12	16%	49	64%	12	16%	61	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	6	0	0%	6	100%	0	0%	0	0%	0	0%	2	33%	4	67%
Grade 1	13	0	0%	13	100%	0	0%	1	8%	1	8%	9	69%	2	15%
Grade 2	12	0	0%	12	100%	2	17%	0	0%	1	8%	7	58%	2	17%
Grade 3	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	5	0	0%	5	100%	1	20%	2	40%	1	20%	1	20%	0	0%
Grade 5	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2023-24)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	42	1	2%	1	0	0%
THIS DISTRICT	693	57	8%	10	3	30%
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 SCHOOL	37	0	0%
THIS DISTRICT	655	1	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

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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SOUTH GROVE ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
420	201	47.86% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	201	100	0	0
Female	94	100	0	0
Male	107	100	0	0
American Indian/Alaska Native	0	0	0	0
Black	1	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Hispanic	11	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	146	100	0	0
White	36	100	0	0
Multiracial	7	100	0	0
General Education Students	192	100	0	0
Students with Disabilities	9	100	0	0
Not English Language Learner	188	100	0	0
English Language Learner	13	100	0	0
Economically Disadvantaged	27	100	0	0
Not Economically Disadvantaged	174	100	0	0
Not Migrant	201	100	0	0
Homeless	0	0	0	0
Not Homeless	201	100	0	0
Not in Foster Care	201	100	0	0
Parent Not in Armed Forces	201	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
420	201	47.86% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	193	96.02	1	.5	0	0	6	2.99	1	.5	0	0
Female	91	96.81	1	1.06	0	0	2	2.13	0	0	0	0
Male	102	95.33	0	0	0	0	4	3.74	1	.93	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black	1	100	0	0	0	0	0	0	0	0	0	0
Hispanic	11	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	138	94.52	1	.68	0	0	6	4.11	1	.68	0	0
White	36	100	0	0	0	0	0	0	0	0	0	0
Multiracial	7	100	0	0	0	0	0	0	0	0	0	0
General Education Students	184	95.83	1	.52	0	0	6	3.13	1	.52	0	0
Students with Disabilities	9	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	180	95.74	1	.53	0	0	6	3.19	1	.53	0	0
English Language Learner	13	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	26	96.3	0	0	0	0	0	0	1	3.7	0	0
Not Economically Disadvantaged	167	95.98	1	.57	0	0	6	3.45	0	0	0	0
Not Migrant	193	96.02	1	.5	0	0	6	2.99	1	.5	0	0
Homeless	0	0	0	0	0	0	0	0	0	0	0	0
Not Homeless	193	96.02	1	.5	0	0	6	2.99	1	.5	0	0
Not in Foster Care	193	96.02	1	.5	0	0	6	2.99	1	.5	0	0
Parent Not in Armed Forces	193	96.02	1	.5	0	0	6	2.99	1	.5	0	0

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
420	201	47.86% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	5	2.49	2	1	194	96.52
Female	1	1.06	1	1.06	92	97.87
Male	4	3.74	1	.93	102	95.33
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	0	0	1	100
Hispanic	0	0	0	0	11	100
Asian or Native Hawaiian/Other Pacific Islander	5	3.42	2	1.37	139	95.21
White	0	0	0	0	36	100
Multiracial	0	0	0	0	7	100
General Education Students	5	2.6	2	1.04	185	96.35
Students with Disabilities	0	0	0	0	9	100
Not English Language Learner	5	2.66	2	1.06	181	96.28
English Language Learner	0	0	0	0	13	100
Economically Disadvantaged	0	0	1	3.7	26	96.3
Not Economically Disadvantaged	5	2.87	1	.57	168	96.55
Not Migrant	5	2.49	2	1	194	96.52
Homeless	0	0	0	0	0	0
Not Homeless	5	2.49	2	1	194	96.52
Not in Foster Care	5	2.49	2	1	194	96.52
Parent Not in Armed Forces	5	2.49	2	1	194	96.52

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
420	201	47.86% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	5	2.49	196	97.51	0	0
Female	1	1.06	93	98.94	0	0
Male	4	3.74	103	96.26	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	1	100	0	0
Hispanic	0	0	11	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	3.42	141	96.58	0	0
White	0	0	36	100	0	0
Multiracial	0	0	7	100	0	0
General Education Students	5	2.6	187	97.4	0	0
Students with Disabilities	0	0	9	100	0	0
Not English Language Learner	5	2.66	183	97.34	0	0
English Language Learner	0	0	13	100	0	0
Economically Disadvantaged	0	0	27	100	0	0
Not Economically Disadvantaged	5	2.87	169	97.13	0	0
Not Migrant	5	2.49	196	97.51	0	0
Homeless	0	0	0	0	0	0
Not Homeless	5	2.49	196	97.51	0	0
Not in Foster Care	5	2.49	196	97.51	0	0
Parent Not in Armed Forces	5	2.49	196	97.51	0	0

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
420	201	47.86% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	10	4.98	191	95.02
Female	3	3.19	91	96.81
Male	7	6.54	100	93.46
American Indian/Alaska Native	0	0	0	0
Black	0	0	1	100
Hispanic	0	0	11	100
Asian or Native Hawaiian/Other Pacific Islander	10	6.85	136	93.15
White	0	0	36	100
Multiracial	0	0	7	100
General Education Students	9	4.69	183	95.31
Students with Disabilities	1	11.11	8	88.89
Not English Language Learner	9	4.79	179	95.21
English Language Learner	1	7.69	12	92.31
Economically Disadvantaged	0	0	27	100
Not Economically Disadvantaged	10	5.75	164	94.25
Not Migrant	10	4.98	191	95.02
Homeless	0	0	0	0
Not Homeless	10	4.98	191	95.02

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Not in Foster Care	10	4.98	191	95.02
Parent Not in Armed Forces	10	4.98	191	95.02

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
420	201	47.86% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	201	100
Female	0	0	94	100
Male	0	0	107	100
American Indian/Alaska Native	0	0	0	0
Black	0	0	1	100
Hispanic	0	0	11	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	146	100
White	0	0	36	100
Multiracial	0	0	7	100
General Education Students	0	0	192	100
Students with Disabilities	0	0	9	100
Not English Language Learner	0	0	188	100
English Language Learner	0	0	13	100

Subgroup	No		Yes	
	#	%	#	%
Economically Disadvantaged	0	0	27	100
Not Economically Disadvantaged	0	0	174	100
Not Migrant	0	0	201	100
Homeless	0	0	0	0
Not Homeless	0	0	201	100
Not in Foster Care	0	0	201	100
Parent Not in Armed Forces	0	0	201	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD’S
PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
420	201	47.86% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	3	1.49	6	2.99	0	0	2	1	0	0	1	.5	5	2.49	184	91.54	0	0
Female	1	1.06	2	2.13	0	0	0	0	0	0	0	0	1	1.06	90	95.74	0	0
Male	2	1.87	4	3.74	0	0	2	1.87	0	0	1	.93	4	3.74	94	87.85	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	100	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	2	1.37	6	4.11	0	0	2	1.37	0	0	1	.68	3	2.05	132	90.41	0	0
White	1	2.78	0	0	0	0	0	0	0	0	0	0	2	5.56	33	91.67	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	100	0	0
General Education Students	3	1.56	4	2.08	0	0	2	1.04	0	0	1	.52	5	2.6	177	92.19	0	0
Students with Disabilities	0	0	2	22.22	0	0	0	0	0	0	0	0	0	0	7	77.78	0	0
Not English Language Learner	3	1.6	4	2.13	0	0	2	1.06	0	0	1	.53	4	2.13	174	92.55	0	0
English Language Learner	0	0	2	15.38	0	0	0	0	0	0	0	0	1	7.69	10	76.92	0	0
Economically Disadvantaged	1	3.7	1	3.7	0	0	2	7.41	0	0	0	0	0	0	23	85.19	0	0
Not Economically Disadvantaged	2	1.15	5	2.87	0	0	0	0	0	0	1	.57	5	2.87	161	92.53	0	0
Not Migrant	3	1.49	6	2.99	0	0	2	1	0	0	1	.5	5	2.49	184	91.54	0	0
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Homeless	3	1.49	6	2.99	0	0	2	1	0	0	1	.5	5	2.49	184	91.54	0	0
Not in Foster Care	3	1.49	6	2.99	0	0	2	1	0	0	1	.5	5	2.49	184	91.54	0	0
Parent Not in Armed Forces	3	1.49	6	2.99	0	0	2	1	0	0	1	.5	5	2.49	184	91.54	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
420	201	47.86% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	6	2.99	195	97.01
Female	1	1.06	93	98.94
Male	5	4.67	102	95.33
American Indian/Alaska Native	0	0	0	0
Black	0	0	1	100
Hispanic	0	0	11	100
Asian or Native Hawaiian/Other Pacific Islander	5	3.42	141	96.58
White	1	2.78	35	97.22
Multiracial	0	0	7	100
General Education Students	6	3.13	186	96.88
Students with Disabilities	0	0	9	100
Not English Language Learner	3	1.6	185	98.4
English Language Learner	3	23.08	10	76.92
Economically Disadvantaged	0	0	27	100
Not Economically Disadvantaged	6	3.45	168	96.55
Not Migrant	6	2.99	195	97.01
Homeless	0	0	0	0
Not Homeless	6	2.99	195	97.01
Not in Foster Care	6	2.99	195	97.01
Parent Not in Armed Forces	6	2.99	195	97.01

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
420	201	47.86% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	24	11.94	20	9.95	156	77.61	1	.5
Female	9	9.57	10	10.64	75	79.79	0	0
Male	15	14.02	10	9.35	81	75.7	1	.93
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Black	1	100	0	0	0	0	0	0
Hispanic	2	18.18	1	9.09	8	72.73	0	0
Asian or Native Hawaiian/Other Pacific Islander	21	14.38	14	9.59	110	75.34	1	.68
White	0	0	5	13.89	31	86.11	0	0
Multiracial	0	0	0	0	7	100	0	0
General Education Students	22	11.46	19	9.9	150	78.13	1	.52
Students with Disabilities	2	22.22	1	11.11	6	66.67	0	0
Not English Language Learner	22	11.7	19	10.11	147	78.19	0	0
English Language Learner	2	15.38	1	7.69	9	69.23	1	7.69
Economically Disadvantaged	12	44.44	3	11.11	12	44.44	0	0
Not Economically Disadvantaged	12	6.9	17	9.77	144	82.76	1	.57
Not Migrant	24	11.94	20	9.95	156	77.61	1	.5
Homeless	0	0	0	0	0	0	0	0
Not Homeless	24	11.94	20	9.95	156	77.61	1	.5
Not in Foster Care	24	11.94	20	9.95	156	77.61	1	.5
Parent Not in Armed Forces	24	11.94	20	9.95	156	77.61	1	.5

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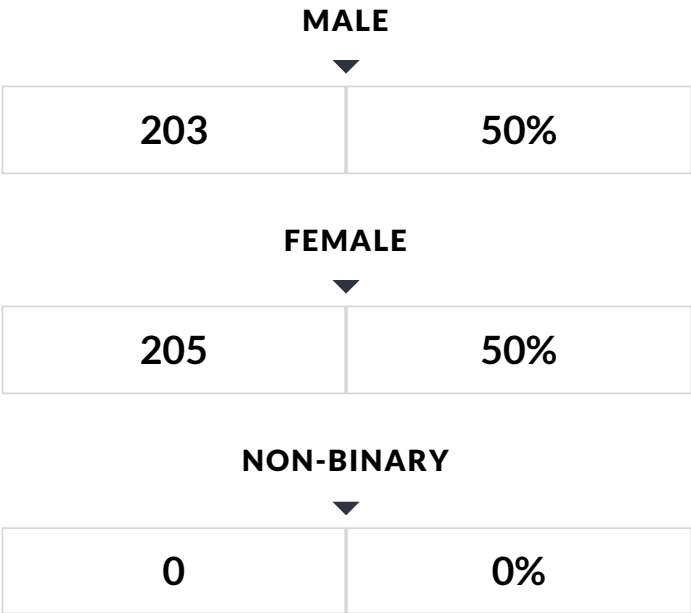
Section 6: School Report Card
Village Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

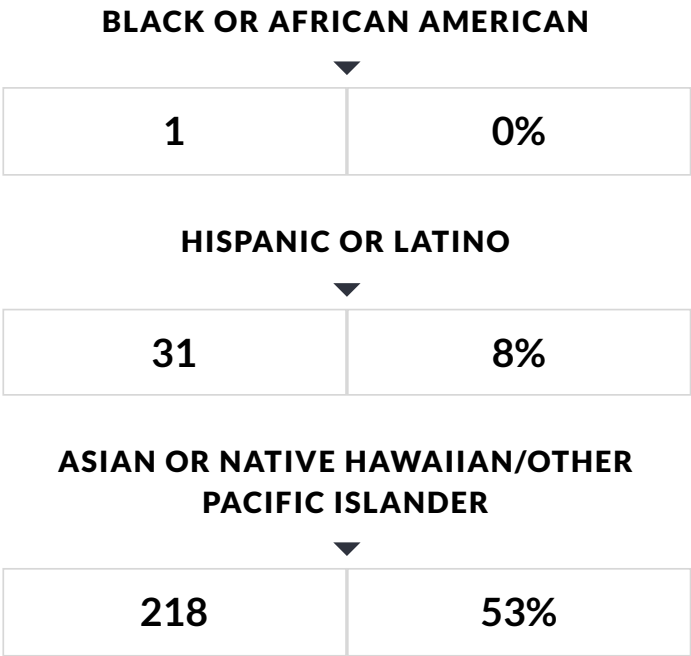
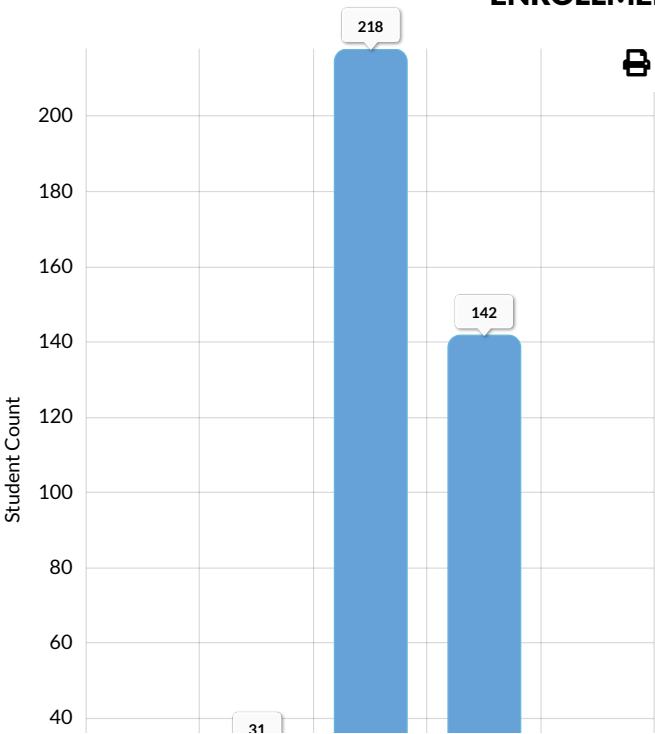
VILLAGE ELEMENTARY SCHOOL ENROLLMENT
(2023 - 24)

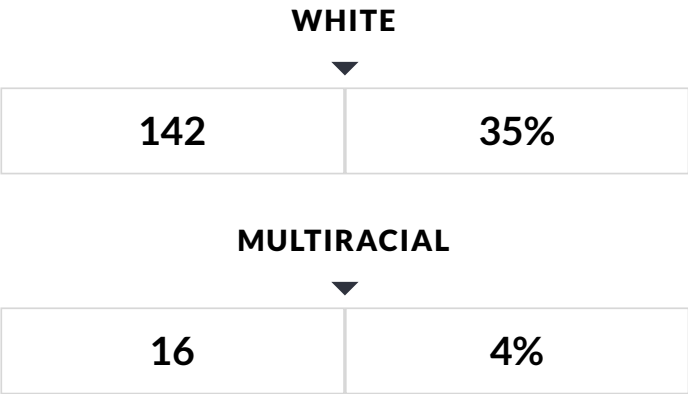
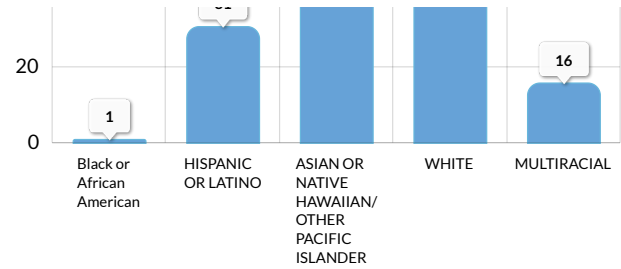
K-12 Enrollment: 408

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
▼		▼		▼			
36	9%	39	10%	47	12%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
▼		▼		▼		▼	
—	—	—	—	—	—	—	—

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
55	41	69	68
13%	10%	17%	17%
4TH GRADE	5TH GRADE	UNGRADED ELE...	
82	91	2	0%
20%	22%		

VILLAGE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	415	\$196,919	\$475	\$9,642,695	\$23,235	\$9,839,614	\$23,710
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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VILLAGE ELEMENTARY SCHOOL - 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
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	210	198.8	4
	Math	210	210.2	
	Combined	420	204.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	125	203.6	4
	Math	129	217.8	
	Combined	254	210.8	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	18	200	4
	Math	17	200	
	Combined	35	200	
Multiracial	ELA	10	210	—
	Math	10	235	
	Combined	20	—	
White	ELA	56	189.3	4
	Math	53	194.3	
	Combined	109	191.7	
English Language Learner	ELA	6	116.7	—
	Math	10	140	
	Combined	16	—	
Students with Disabilities	ELA	20	82.5	4
	Math	19	118.4	
	Combined	39	100	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	23	180.4	4
	Math	25	174	
	Combined	48	177.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	228	183.1	4
	Math	231	191.1	
	Combined	459	187.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	125	203.6	4
	Math	129	217.8	
	Combined	254	210.8	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	18	200	4
	Math	17	200	
	Combined	35	200	
Multiracial	ELA	10	210	—
	Math	10	235	
	Combined	20	—	
White	ELA	78	135.9	3
	Math	79	130.4	
	Combined	157	133.1	
English Language Learner	ELA	8	87.5	—
	Math	10	140	
	Combined	18	—	
Students with Disabilities	ELA	25	66	3
	Math	25	90	
	Combined	50	78	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	27	153.7	4
	Math	27	161.1	
	Combined	54	157.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	25	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	—
Hispanic or Latino	1	—	—	—	—
White	1	—	—	—	—
English Language Learner	25	—	—	—	—
Students with Disabilities	8	—	—	—	—
Economically Disadvantaged	9	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	358	19	5.3%	4
Asian or Native Hawaiian/Other Pacific Islander	194	10	5.2%	4
Black or African American	1	—	—	—
Hispanic or Latino	26	—	—	—
Multiracial	15	—	—	—
White	122	8	6.6%	4
English Language Learner	23	—	—	—
Students with Disabilities	39	3	7.7%	4
Economically Disadvantaged	42	4	9.5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	247	87.9%
Asian or Native Hawaiian/Other Pacific Islander	✓	134	97%
Black or African American	—	1	—
Hispanic or Latino	—	18	—
Multiracial	—	10	—
White	X	84	69.1%
English Language Learner	—	12	—
Students with Disabilities	—	26	—
Economically Disadvantaged	—	29	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	247	86.6%
Asian or Native Hawaiian/Other Pacific Islander	✓	134	98.5%
Black or African American	—	1	—
Hispanic or Latino	—	18	—
Multiracial	—	10	—
White	X	84	64.3%
English Language Learner	—	12	—
Students with Disabilities	—	26	—
Economically Disadvantaged	—	29	—

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—
Grade 5	—

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	70	6	9%	64	91%	4	6%	8	13%	19	30%	33	52%	52	81%
Grade 4	83	12	14%	71	86%	1	1%	10	14%	26	37%	34	48%	60	85%
Grade 5	94	18	19%	76	81%	7	9%	12	16%	25	33%	32	42%	57	75%
Grades 3-8	247	36	15%	211	85%	12	6%	30	14%	70	33%	99	47%	169	80%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	6	9%	64	91%	4	6%	8	13%	19	30%	33	52%	52	81%
Female	46	3	7%	43	93%	2	5%	6	14%	11	26%	24	56%	35	81%
Male	24	3	13%	21	88%	2	10%	2	10%	8	38%	9	43%	17	81%
General Education Students	66	6	9%	60	91%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	32	0	0%	32	100%	1	3%	3	9%	14	44%	14	44%	28	88%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
White	28	6	21%	22	79%	1	5%	3	14%	4	18%	14	64%	18	82%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	2	20%	2	20%	1	10%	5	50%	6	60%
Economically Disadvantaged	11	0	0%	11	100%	2	18%	3	27%	4	36%	2	18%	6	55%
Not Economically Disadvantaged	59	6	10%	53	90%	2	4%	5	9%	15	28%	31	58%	46	87%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	67	6	9%	61	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	70	6	9%	64	91%	4	6%	8	13%	19	30%	33	52%	52	81%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	69	6	9%	63	91%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	70	6	9%	64	91%	4	6%	8	13%	19	30%	33	52%	52	81%
Parent Not in Armed Forces	70	6	9%	64	91%	4	6%	8	13%	19	30%	33	52%	52	81%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	12	14%	71	86%	1	1%	10	14%	26	37%	34	48%	60	85%
Female	36	6	17%	30	83%	1	3%	2	7%	10	33%	17	57%	27	90%
Male	47	6	13%	41	87%	0	0%	8	20%	16	39%	17	41%	33	80%
General Education Students	77	10	13%	67	87%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	51	4	8%	47	92%	0	0%	8	17%	16	34%	23	49%	39	83%
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
White	22	8	36%	14	64%	1	7%	1	7%	8	57%	4	29%	12	86%
Multiracial	5	0	0%	5	100%	0	0%	1	20%	0	0%	4	80%	4	80%
Economically Disadvantaged	10	2	20%	8	80%	0	0%	0	0%	5	63%	3	38%	8	100%
Not Economically Disadvantaged	73	10	14%	63	86%	1	2%	10	16%	21	33%	31	49%	52	83%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	79	10	13%	69	87%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	83	12	14%	71	86%	1	1%	10	14%	26	37%	34	48%	60	85%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	82	11	13%	71	87%	1	1%	10	14%	26	37%	34	48%	60	85%
Not Migrant	83	12	14%	71	86%	1	1%	10	14%	26	37%	34	48%	60	85%
Parent Not in Armed Forces	83	12	14%	71	86%	1	1%	10	14%	26	37%	34	48%	60	85%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	18	19%	76	81%	7	9%	12	16%	25	33%	32	42%	57	75%
Female	43	9	21%	34	79%	2	6%	6	18%	9	26%	17	50%	26	76%
Male	51	9	18%	42	82%	5	12%	6	14%	16	38%	15	36%	31	74%
General Education Students	78	12	15%	66	85%	1	2%	9	14%	24	36%	32	48%	56	85%
Students with Disabilities	16	6	38%	10	63%	6	60%	3	30%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	51	3	6%	48	94%	3	6%	8	17%	15	31%	22	46%	37	77%
Hispanic or Latino	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
White	34	15	44%	19	56%	4	21%	2	11%	7	37%	6	32%	13	68%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	2	22%	3	33%	4	44%	7	78%
Economically Disadvantaged	8	3	38%	5	63%	0	0%	2	40%	1	20%	2	40%	3	60%
Not Economically Disadvantaged	86	15	17%	71	83%	7	10%	10	14%	24	34%	30	42%	54	76%
English Language Learner	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	14	16%	75	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	94	18	19%	76	81%	7	9%	12	16%	25	33%	32	42%	57	75%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	93	17	18%	76	82%	7	9%	12	16%	25	33%	32	42%	57	75%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	94	18	19%	76	81%	7	9%	12	16%	25	33%	32	42%	57	75%
Parent Not in Armed Forces	94	18	19%	76	81%	7	9%	12	16%	25	33%	32	42%	57	75%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	70	8	11%	62	89%	3	5%	9	15%	28	45%	22	35%	50	81%
Grade 4	83	9	11%	74	89%	0	0%	1	1%	31	42%	42	57%	73	99%
Grade 5	94	18	19%	76	81%	4	5%	5	7%	31	41%	36	47%	67	88%
Grades 3-8	247	35	14%	212	86%	7	3%	15	7%	90	42%	100	47%	190	90%

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

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	8	11%	62	89%	3	5%	9	15%	28	45%	22	35%	50	81%
Female	46	5	11%	41	89%	2	5%	6	15%	21	51%	12	29%	33	80%
Male	24	3	13%	21	88%	1	5%	3	14%	7	33%	10	48%	17	81%
General Education Students	66	8	12%	58	88%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	32	0	0%	32	100%	1	3%	3	9%	12	38%	16	50%	28	88%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
White	28	8	29%	20	71%	0	0%	4	20%	13	65%	3	15%	16	80%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	2	20%	2	20%	3	30%	3	30%	6	60%
Economically Disadvantaged	11	0	0%	11	100%	2	18%	4	36%	4	36%	1	9%	5	45%
Not Economically Disadvantaged	59	8	14%	51	86%	1	2%	5	10%	24	47%	21	41%	45	88%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	67	8	12%	59	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	70	8	11%	62	89%	3	5%	9	15%	28	45%	22	35%	50	81%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	69	8	12%	61	88%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	70	8	11%	62	89%	3	5%	9	15%	28	45%	22	35%	50	81%
Parent Not in Armed Forces	70	8	11%	62	89%	3	5%	9	15%	28	45%	22	35%	50	81%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	9	11%	74	89%	0	0%	1	1%	31	42%	42	57%	73	99%
Female	36	5	14%	31	86%	0	0%	0	0%	16	52%	15	48%	31	100%
Male	47	4	9%	43	91%	0	0%	1	2%	15	35%	27	63%	42	98%
General Education Students	77	7	9%	70	91%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	51	1	2%	50	98%	0	0%	1	2%	18	36%	31	62%	49	98%
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
White	22	8	36%	14	64%	0	0%	0	0%	11	79%	3	21%	14	100%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Economically Disadvantaged	10	1	10%	9	90%	0	0%	0	0%	6	67%	3	33%	9	100%
Not Economically Disadvantaged	73	8	11%	65	89%	0	0%	1	2%	25	38%	39	60%	64	98%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	79	9	11%	70	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	83	9	11%	74	89%	0	0%	1	1%	31	42%	42	57%	73	99%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	82	9	11%	73	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	83	9	11%	74	89%	0	0%	1	1%	31	42%	42	57%	73	99%
Parent Not in Armed Forces	83	9	11%	74	89%	0	0%	1	1%	31	42%	42	57%	73	99%

GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	18	19%	76	81%	4	5%	5	7%	31	41%	36	47%	67	88%
Female	43	11	26%	32	74%	2	6%	1	3%	14	44%	15	47%	29	91%
Male	51	7	14%	44	86%	2	5%	4	9%	17	39%	21	48%	38	86%
General Education Students	78	11	14%	67	86%	0	0%	3	4%	28	42%	36	54%	64	96%
Students with Disabilities	16	7	44%	9	56%	4	44%	2	22%	3	33%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	51	1	2%	50	98%	2	4%	4	8%	18	36%	26	52%	44	88%
Hispanic or Latino	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
White	34	16	47%	18	53%	2	11%	1	6%	9	50%	6	33%	15	83%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	0	0%	4	50%	4	50%	8	100%
Economically Disadvantaged	8	2	25%	6	75%	0	0%	2	33%	3	50%	1	17%	4	67%
Not Economically Disadvantaged	86	16	19%	70	81%	4	6%	3	4%	28	40%	35	50%	63	90%
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	17	19%	72	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	94	18	19%	76	81%	4	5%	5	7%	31	41%	36	47%	67	88%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	93	17	18%	76	82%	4	5%	5	7%	31	41%	36	47%	67	88%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	94	18	19%	76	81%	4	5%	5	7%	31	41%	36	47%	67	88%
Parent Not in Armed Forces	94	18	19%	76	81%	4	5%	5	7%	31	41%	36	47%	67	88%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	94	13	14%	81	86%	5	6%	20	25%	39	48%	17	21%	56	69%
Grades 5 & 8	94	13	14%	81	86%	5	6%	20	25%	39	48%	17	21%	56	69%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	13	14%	81	86%	5	6%	20	25%	39	48%	17	21%	56	69%
Female	43	8	19%	35	81%	4	11%	9	26%	12	34%	10	29%	22	63%
Male	51	5	10%	46	90%	1	2%	11	24%	27	59%	7	15%	34	74%
General Education Students	78	7	9%	71	91%	2	3%	13	18%	39	55%	17	24%	56	79%
Students with Disabilities	16	6	38%	10	63%	3	30%	7	70%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	51	2	4%	49	96%	3	6%	11	22%	19	39%	16	33%	35	71%
Hispanic or Latino	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
White	34	11	32%	23	68%	2	9%	6	26%	14	61%	1	4%	15	65%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	3	33%	6	67%	0	0%	6	67%
Economically Disadvantaged	8	3	38%	5	63%	0	0%	3	60%	1	20%	1	20%	2	40%
Not Economically Disadvantaged	86	10	12%	76	88%	5	7%	17	22%	38	50%	16	21%	54	71%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	11	12%	78	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	94	13	14%	81	86%	5	6%	20	25%	39	48%	17	21%	56	69%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	93	12	13%	81	87%	5	6%	20	25%	39	48%	17	21%	56	69%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	94	13	14%	81	86%	5	6%	20	25%	39	48%	17	21%	56	69%
Parent Not in Armed Forces	94	13	14%	81	86%	5	6%	20	25%	39	48%	17	21%	56	69%

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	15	0	0%	15	100%	0	0%	0	0%	2	13%	6	40%	7	47%
Grade 1	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	9	0	0%	9	100%	0	0%	0	0%	1	11%	5	56%	3	33%
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	5	0	0%	5	100%	0	0%	0	0%	1	20%	3	60%	1	20%

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 5 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Science	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

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

STAFF QUALIFICATIONS (2023-24)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	41	6	15%	1	1	100%
THIS DISTRICT	693	57	8%	10	3	30%
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 SCHOOL	35	0	0%
THIS DISTRICT	655	1	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

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

VILLAGE ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
415	179	43.13% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	179	100	0	0
Female	85	100	0	0
Male	94	100	0	0
Black	0	0	0	0
Hispanic	5	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	116	100	0	0
White	50	100	0	0
Multiracial	8	100	0	0
General Education Students	162	100	0	0
Students with Disabilities	17	100	0	0
Not English Language Learner	160	100	0	0
English Language Learner	19	100	0	0
Economically Disadvantaged	25	100	0	0
Not Economically Disadvantaged	154	100	0	0
Not Migrant	179	100	0	0
Homeless	1	100	0	0
Not Homeless	178	100	0	0
Not in Foster Care	179	100	0	0
Parent Not in Armed Forces	179	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
415	179	43.13% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	173	96.65	0	0	1	.56	3	1.68	0	0	2	1.12
Female	80	94.12	0	0	1	1.18	2	2.35	0	0	2	2.35
Male	93	98.94	0	0	0	0	1	1.06	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	5	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	112	96.55	0	0	1	.86	1	.86	0	0	2	1.72
White	48	96	0	0	0	0	2	4	0	0	0	0
Multiracial	8	100	0	0	0	0	0	0	0	0	0	0
General Education Students	156	96.3	0	0	1	.62	3	1.85	0	0	2	1.23
Students with Disabilities	17	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	155	96.88	0	0	1	.63	3	1.88	0	0	1	.63
English Language Learner	18	94.74	0	0	0	0	0	0	0	0	1	5.26
Economically Disadvantaged	24	96	0	0	0	0	0	0	0	0	1	4
Not Economically Disadvantaged	149	96.75	0	0	1	.65	3	1.95	0	0	1	.65
Not Migrant	173	96.65	0	0	1	.56	3	1.68	0	0	2	1.12
Homeless	1	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	172	96.63	0	0	1	.56	3	1.69	0	0	2	1.12
Not in Foster Care	173	96.65	0	0	1	.56	3	1.68	0	0	2	1.12
Parent Not in Armed Forces	173	96.65	0	0	1	.56	3	1.68	0	0	2	1.12

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
415	179	43.13% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	2	1.12	2	1.12	175	97.77
Female	1	1.18	2	2.35	82	96.47
Male	1	1.06	0	0	93	98.94
Black	0	0	0	0	0	0
Hispanic	0	0	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	1	.86	2	1.72	113	97.41
White	1	2	0	0	49	98
Multiracial	0	0	0	0	8	100
General Education Students	2	1.23	2	1.23	158	97.53
Students with Disabilities	0	0	0	0	17	100
Not English Language Learner	2	1.25	1	.63	157	98.13
English Language Learner	0	0	1	5.26	18	94.74
Economically Disadvantaged	0	0	1	4	24	96
Not Economically Disadvantaged	2	1.3	1	.65	151	98.05
Not Migrant	2	1.12	2	1.12	175	97.77
Homeless	0	0	0	0	1	100
Not Homeless	2	1.12	2	1.12	174	97.75
Not in Foster Care	2	1.12	2	1.12	175	97.77
Parent Not in Armed Forces	2	1.12	2	1.12	175	97.77

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
415	179	43.13% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	2	1.12	177	98.88	0	0
Female	1	1.18	84	98.82	0	0
Male	1	1.06	93	98.94	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	5	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	1.72	114	98.28	0	0
White	0	0	50	100	0	0
Multiracial	0	0	8	100	0	0
General Education Students	2	1.23	160	98.77	0	0
Students with Disabilities	0	0	17	100	0	0
Not English Language Learner	2	1.25	158	98.75	0	0
English Language Learner	0	0	19	100	0	0
Economically Disadvantaged	1	4	24	96	0	0
Not Economically Disadvantaged	1	.65	153	99.35	0	0
Not Migrant	2	1.12	177	98.88	0	0
Homeless	0	0	1	100	0	0
Not Homeless	2	1.12	176	98.88	0	0
Not in Foster Care	2	1.12	177	98.88	0	0
Parent Not in Armed Forces	2	1.12	177	98.88	0	0

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
415	179	43.13% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	9	5.03	170	94.97
Female	5	5.88	80	94.12
Male	4	4.26	90	95.74
Black	0	0	0	0
Hispanic	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	8	6.9	108	93.1
White	1	2	49	98
Multiracial	0	0	8	100
General Education Students	7	4.32	155	95.68
Students with Disabilities	2	11.76	15	88.24
Not English Language Learner	8	5	152	95
English Language Learner	1	5.26	18	94.74
Economically Disadvantaged	2	8	23	92
Not Economically Disadvantaged	7	4.55	147	95.45
Not Migrant	9	5.03	170	94.97
Homeless	0	0	1	100
Not Homeless	9	5.06	169	94.94
Not in Foster Care	9	5.03	170	94.97

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Parent Not in Armed Forces	9	5.03	170	94.97

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
415	179	43.13% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	179	100
Female	0	0	85	100
Male	0	0	94	100
Black	0	0	0	0
Hispanic	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	116	100
White	0	0	50	100
Multiracial	0	0	8	100
General Education Students	0	0	162	100
Students with Disabilities	0	0	17	100
Not English Language Learner	0	0	160	100
English Language Learner	0	0	19	100
Economically Disadvantaged	0	0	25	100
Not Economically Disadvantaged	0	0	154	100

Subgroup	No		Yes	
	#	%	#	%
Not Migrant	0	0	179	100
Homeless	0	0	1	100
Not Homeless	0	0	178	100
Not in Foster Care	0	0	179	100
Parent Not in Armed Forces	0	0	179	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD’S
PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
415	179	43.13% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	.56	3	1.68	0	0	0	0	1	.56	1	.56	1	.56	172	96.09	0	0
Female	0	0	0	0	0	0	0	0	1	1.18	1	1.18	0	0	83	97.65	0	0
Male	1	1.06	3	3.19	0	0	0	0	0	0	0	0	1	1.06	89	94.68	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	2	1.72	0	0	0	0	0	0	1	.86	1	.86	112	96.55	0	0
White	1	2	1	2	0	0	0	0	1	2	0	0	0	0	47	94	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	100	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
General Education Students	1	.62	2	1.23	0	0	0	0	1	.62	1	.62	1	.62	156	96.3	0	0
Students with Disabilities	0	0	1	5.88	0	0	0	0	0	0	0	0	0	0	16	94.12	0	0
Not English Language Learner	1	.63	1	.63	0	0	0	0	1	.63	1	.63	1	.63	155	96.88	0	0
English Language Learner	0	0	2	10.53	0	0	0	0	0	0	0	0	0	0	17	89.47	0	0
Economically Disadvantaged	0	0	1	4	0	0	0	0	0	0	0	0	0	0	24	96	0	0
Not Economically Disadvantaged	1	.65	2	1.3	0	0	0	0	1	.65	1	.65	1	.65	148	96.1	0	0
Not Migrant	1	.56	3	1.68	0	0	0	0	1	.56	1	.56	1	.56	172	96.09	0	0
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Not Homeless	1	.56	3	1.69	0	0	0	0	1	.56	1	.56	1	.56	171	96.07	0	0
Not in Foster Care	1	.56	3	1.68	0	0	0	0	1	.56	1	.56	1	.56	172	96.09	0	0
Parent Not in Armed Forces	1	.56	3	1.68	0	0	0	0	1	.56	1	.56	1	.56	172	96.09	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
415	179	43.13% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	7	3.91	172	96.09
Female	4	4.71	81	95.29
Male	3	3.19	91	96.81
Black	0	0	0	0
Hispanic	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	5	4.31	111	95.69
White	1	2	49	98
Multiracial	1	12.5	7	87.5
General Education Students	6	3.7	156	96.3
Students with Disabilities	1	5.88	16	94.12
Not English Language Learner	6	3.75	154	96.25
English Language Learner	1	5.26	18	94.74
Economically Disadvantaged	2	8	23	92
Not Economically Disadvantaged	5	3.25	149	96.75
Not Migrant	7	3.91	172	96.09
Homeless	0	0	1	100
Not Homeless	7	3.93	171	96.07
Not in Foster Care	7	3.91	172	96.09
Parent Not in Armed Forces	7	3.91	172	96.09

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed	Percent Completed
------------	--------------------	-------------------

415**Questions****43.13% of Enrolled****179**

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	18	10.06	24	13.41	134	74.86	3	1.68
Female	7	8.24	14	16.47	62	72.94	2	2.35
Male	11	11.7	10	10.64	72	76.6	1	1.06
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	5	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	14	12.07	16	13.79	83	71.55	3	2.59
White	4	8	6	12	40	80	0	0
Multiracial	0	0	2	25	6	75	0	0
General Education Students	13	8.02	22	13.58	125	77.16	2	1.23
Students with Disabilities	5	29.41	2	11.76	9	52.94	1	5.88
Not English Language Learner	13	8.13	24	15	121	75.63	2	1.25
English Language Learner	5	26.32	0	0	13	68.42	1	5.26
Economically Disadvantaged	6	24	0	0	18	72	1	4
Not Economically Disadvantaged	12	7.79	24	15.58	116	75.32	2	1.3
Not Migrant	18	10.06	24	13.41	134	74.86	3	1.68
Homeless	0	0	0	0	1	100	0	0
Not Homeless	18	10.11	24	13.48	133	74.72	3	1.69
Not in Foster Care	18	10.06	24	13.41	134	74.86	3	1.68
Parent Not in Armed Forces	18	10.06	24	13.41	134	74.86	3	1.68

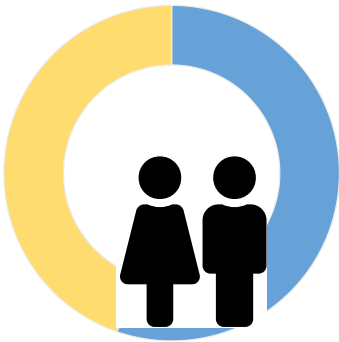
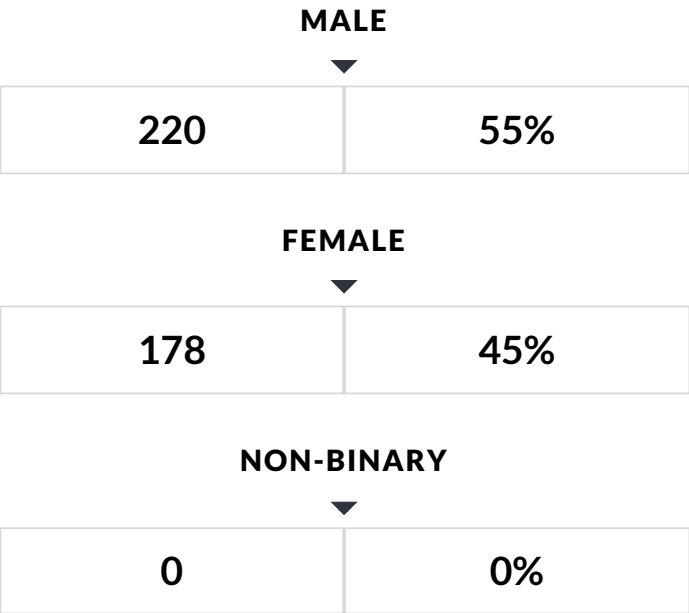
Section 7: School Report Card
Walt Whitman Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

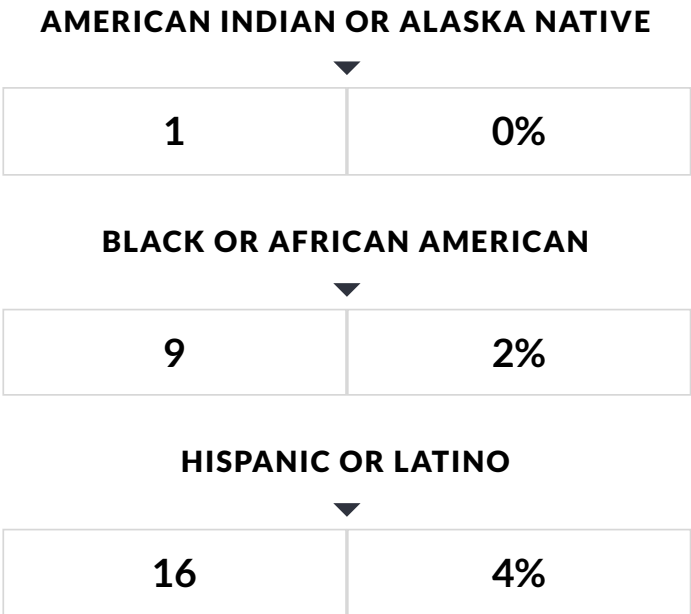
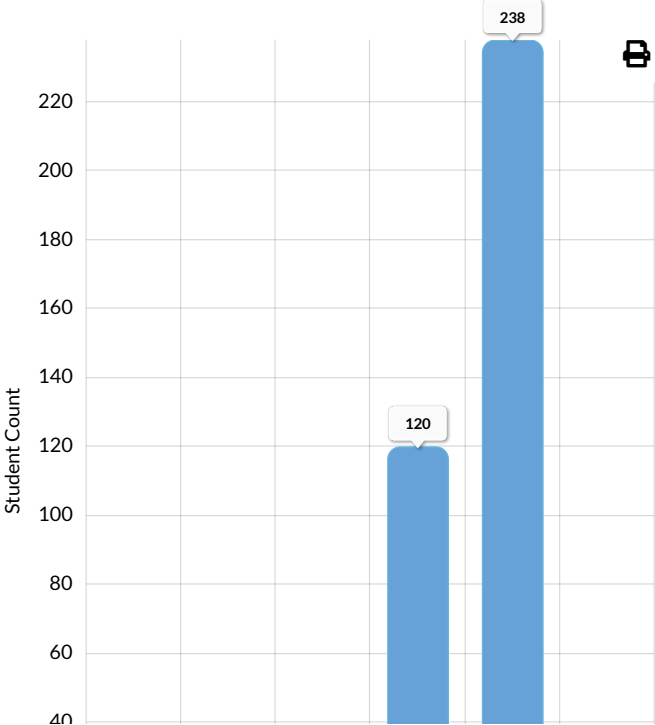
WALT WHITMAN ELEMENTARY SCHOOL
ENROLLMENT (2023 - 24)

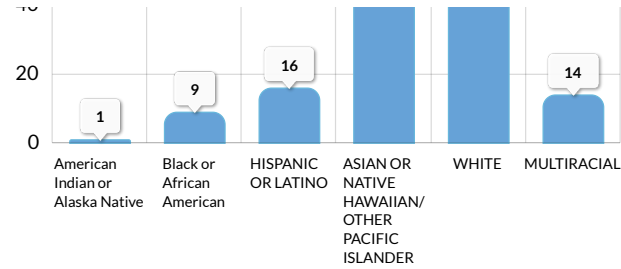
K-12 Enrollment: 398

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





ASIAN OR NATIVE HAWAIIAN/OTHER
PACIFIC ISLANDER

120	30%
-----	-----

WHITE

238	60%
-----	-----

MULTIRACIAL

14	4%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
▼		▼		▼			
8	2%	28	7%	42	11%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
▼		▼		▼		▼	
—	—	—	—	—	—	—	—

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
57	68	69	64
14%	17%	17%	16%
4TH GRADE	5TH GRADE		
81	59		
20%	15%		

WALT WHITMAN ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	387	\$81,589	\$211	\$8,800,133	\$22,739	\$8,881,722	\$22,950
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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WALT WHITMAN ELEMENTARY SCHOOL - 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
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	3
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
White	4	4	—	3
Students with Disabilities	4	4	—	—
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	175	194.3	4
	Math	178	207.3	
	Combined	353	200.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	65	205.4	4
	Math	65	216.9	
	Combined	130	211.2	
Black or African American	ELA	6	200	—
	Math	6	175	
	Combined	12	—	
Hispanic or Latino	ELA	8	187.5	—
	Math	8	193.8	
	Combined	16	—	
Multiracial	ELA	7	200	—
	Math	7	207.1	
	Combined	14	—	
White	ELA	89	186	4
	Math	92	203.8	
	Combined	181	195	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	13	126.9	4
	Math	13	146.2	
	Combined	26	136.5	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	22	193.2	4
	Math	22	202.3	
	Combined	44	197.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	193	176.2	4
	Math	193	191.2	
	Combined	386	183.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	65	205.4	4
	Math	65	216.9	
	Combined	130	211.2	
Black or African American	ELA	6	200	—
	Math	6	175	
	Combined	12	—	
Hispanic or Latino	ELA	10	150	—
	Math	10	155	
	Combined	20	—	
Multiracial	ELA	7	200	—
	Math	7	207.1	
	Combined	14	—	
White	ELA	109	151.8	4
	Math	109	172	
	Combined	218	161.9	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	17	97.1	4
	Math	17	111.8	
	Combined	34	104.4	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	22	193.2	4
	Math	22	202.3	
	Combined	44	197.7	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—
English Language Learner	7	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	344	50	14.5%	3
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	105	13	12.4%	4
Black or African American	8	—	—	—
Hispanic or Latino	13	—	—	—
Multiracial	12	—	—	—
White	205	33	16.1%	3
English Language Learner	7	—	—	—
Students with Disabilities	26	—	—	—
Economically Disadvantaged	39	5	12.8%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	205	86.3%
Asian or Native Hawaiian/Other Pacific Islander	✓	67	100%
Black or African American	—	6	—
Hispanic or Latino	—	10	—
Multiracial	—	7	—
White	X	115	77.4%
English Language Learner	—	2	—
Students with Disabilities	—	18	—
Economically Disadvantaged	—	24	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	205	87.8%
Asian or Native Hawaiian/Other Pacific Islander	✓	67	100%
Black or African American	—	6	—
Hispanic or Latino	—	10	—
Multiracial	—	7	—
White	X	115	80%
English Language Learner	—	2	—
Students with Disabilities	—	18	—
Economically Disadvantaged	—	24	—

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	65	5	8%	60	92%	3	5%	8	13%	26	43%	23	38%	49	82%
Grade 4	80	13	16%	67	84%	2	3%	8	12%	34	51%	23	34%	57	85%
Grade 5	60	10	17%	50	83%	3	6%	6	12%	30	60%	11	22%	41	82%
Grades 3-8	205	28	14%	177	86%	8	5%	22	12%	90	51%	57	32%	147	83%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	5	8%	60	92%	3	5%	8	13%	26	43%	23	38%	49	82%
Female	28	0	0%	28	100%	1	4%	5	18%	12	43%	10	36%	22	79%
Male	37	5	14%	32	86%	2	6%	3	9%	14	44%	13	41%	27	84%
General Education Students	62	4	6%	58	94%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	0	0%	3	16%	7	37%	9	47%	16	84%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
White	34	5	15%	29	85%	3	10%	3	10%	13	45%	10	34%	23	79%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	9	0	0%	9	100%	1	11%	2	22%	5	56%	1	11%	6	67%
Not Economically Disadvantaged	56	5	9%	51	91%	2	4%	6	12%	21	41%	22	43%	43	84%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	64	5	8%	59	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	65	5	8%	60	92%	3	5%	8	13%	26	43%	23	38%	49	82%
Not Homeless	65	5	8%	60	92%	3	5%	8	13%	26	43%	23	38%	49	82%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	65	5	8%	60	92%	3	5%	8	13%	26	43%	23	38%	49	82%
Parent Not in Armed Forces	65	5	8%	60	92%	3	5%	8	13%	26	43%	23	38%	49	82%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	13	16%	67	84%	2	3%	8	12%	34	51%	23	34%	57	85%
Female	38	7	18%	31	82%	2	6%	3	10%	16	52%	10	32%	26	84%
Male	42	6	14%	36	86%	0	0%	5	14%	18	50%	13	36%	31	86%
General Education Students	72	11	15%	61	85%	1	2%	5	8%	33	54%	22	36%	55	90%
Students with Disabilities	8	2	25%	6	75%	1	17%	3	50%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	29	0	0%	29	100%	1	3%	1	3%	16	55%	11	38%	27	93%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	45	13	29%	32	71%	1	3%	5	16%	16	50%	10	31%	26	81%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	2	33%	2	33%	4	67%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	0	0%	6	67%	3	33%	9	100%
Not Economically Disadvantaged	71	13	18%	58	82%	2	3%	8	14%	28	48%	20	34%	48	83%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	79	13	16%	66	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	80	13	16%	67	84%	2	3%	8	12%	34	51%	23	34%	57	85%
Not Homeless	80	13	16%	67	84%	2	3%	8	12%	34	51%	23	34%	57	85%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	80	13	16%	67	84%	2	3%	8	12%	34	51%	23	34%	57	85%
Parent Not in Armed Forces	80	13	16%	67	84%	2	3%	8	12%	34	51%	23	34%	57	85%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	10	17%	50	83%	3	6%	6	12%	30	60%	11	22%	41	82%
Female	23	2	9%	21	91%	1	5%	4	19%	11	52%	5	24%	16	76%
Male	37	8	22%	29	78%	2	7%	2	7%	19	66%	6	21%	25	86%
General Education Students	53	8	15%	45	85%	1	2%	5	11%	28	62%	11	24%	39	87%
Students with Disabilities	7	2	29%	5	71%	2	40%	1	20%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
White	36	8	22%	28	78%	3	11%	3	11%	17	61%	5	18%	22	79%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	24	2	8%	22	92%	0	0%	3	14%	13	59%	6	27%	19	86%
Economically Disadvantaged	6	1	17%	5	83%	0	0%	0	0%	4	80%	1	20%	5	100%
Not Economically Disadvantaged	54	9	17%	45	83%	3	7%	6	13%	26	58%	10	22%	36	80%
Non-English Language Learner	60	10	17%	50	83%	3	6%	6	12%	30	60%	11	22%	41	82%
Not in Foster Care	60	10	17%	50	83%	3	6%	6	12%	30	60%	11	22%	41	82%
Not Homeless	60	10	17%	50	83%	3	6%	6	12%	30	60%	11	22%	41	82%
Not Migrant	60	10	17%	50	83%	3	6%	6	12%	30	60%	11	22%	41	82%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	60	10	17%	50	83%	3	6%	6	12%	30	60%	11	22%	41	82%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	65	4	6%	61	94%	0	0%	6	10%	39	64%	16	26%	55	90%
Grade 4	80	11	14%	69	86%	2	3%	4	6%	22	32%	41	59%	63	91%
Grade 5	60	10	17%	50	83%	2	4%	6	12%	25	50%	17	34%	42	84%
Grades 3-8	205	25	12%	180	88%	4	2%	16	9%	86	48%	74	41%	160	89%

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

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	4	6%	61	94%	0	0%	6	10%	39	64%	16	26%	55	90%
Female	28	0	0%	28	100%	0	0%	2	7%	21	75%	5	18%	26	93%
Male	37	4	11%	33	89%	0	0%	4	12%	18	55%	11	33%	29	88%
General Education Students	62	4	6%	58	94%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	0	0%	0	0%	13	68%	6	32%	19	100%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	0	0%	2	40%	3	60%	0	0%	3	60%
White	34	4	12%	30	88%	0	0%	3	10%	19	63%	8	27%	27	90%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	4	57%	2	29%	6	86%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	2	22%	6	67%	1	11%	7	78%
Not Economically Disadvantaged	56	4	7%	52	93%	0	0%	4	8%	33	63%	15	29%	48	92%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	64	4	6%	60	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	65	4	6%	61	94%	0	0%	6	10%	39	64%	16	26%	55	90%
Not Homeless	65	4	6%	61	94%	0	0%	6	10%	39	64%	16	26%	55	90%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	65	4	6%	61	94%	0	0%	6	10%	39	64%	16	26%	55	90%
Parent Not in Armed Forces	65	4	6%	61	94%	0	0%	6	10%	39	64%	16	26%	55	90%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	11	14%	69	86%	2	3%	4	6%	22	32%	41	59%	63	91%
Female	38	6	16%	32	84%	2	6%	3	9%	13	41%	14	44%	27	84%
Male	42	5	12%	37	88%	0	0%	1	3%	9	24%	27	73%	36	97%
General Education Students	72	9	13%	63	88%	0	0%	4	6%	20	32%	39	62%	59	94%
Students with Disabilities	8	2	25%	6	75%	2	33%	0	0%	2	33%	2	33%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	29	0	0%	29	100%	0	0%	3	10%	10	34%	16	55%	26	90%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	45	11	24%	34	76%	2	6%	1	3%	10	29%	21	62%	31	91%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	1	11%	4	44%	4	44%	8	89%
Not Economically Disadvantaged	71	11	15%	60	85%	2	3%	3	5%	18	30%	37	62%	55	92%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	79	11	14%	68	86%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	80	11	14%	69	86%	2	3%	4	6%	22	32%	41	59%	63	91%
Not Homeless	80	11	14%	69	86%	2	3%	4	6%	22	32%	41	59%	63	91%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	80	11	14%	69	86%	2	3%	4	6%	22	32%	41	59%	63	91%
Parent Not in Armed Forces	80	11	14%	69	86%	2	3%	4	6%	22	32%	41	59%	63	91%

GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	10	17%	50	83%	2	4%	6	12%	25	50%	17	34%	42	84%
Female	23	2	9%	21	91%	1	5%	3	14%	13	62%	4	19%	17	81%
Male	37	8	22%	29	78%	1	3%	3	10%	12	41%	13	45%	25	86%
General Education Students	53	7	13%	46	87%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
White	36	8	22%	28	78%	1	4%	4	14%	17	61%	6	21%	23	82%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	24	2	8%	22	92%	1	5%	2	9%	8	36%	11	50%	19	86%
Economically Disadvantaged	6	1	17%	5	83%	0	0%	0	0%	3	60%	2	40%	5	100%
Not Economically Disadvantaged	54	9	17%	45	83%	2	4%	6	13%	22	49%	15	33%	37	82%
Non-English Language Learner	60	10	17%	50	83%	2	4%	6	12%	25	50%	17	34%	42	84%
Not in Foster Care	60	10	17%	50	83%	2	4%	6	12%	25	50%	17	34%	42	84%
Not Homeless	60	10	17%	50	83%	2	4%	6	12%	25	50%	17	34%	42	84%
Not Migrant	60	10	17%	50	83%	2	4%	6	12%	25	50%	17	34%	42	84%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	60	10	17%	50	83%	2	4%	6	12%	25	50%	17	34%	42	84%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	60	15	25%	45	75%	1	2%	11	24%	26	58%	7	16%	33	73%
Grades 5 & 8	60	15	25%	45	75%	1	2%	11	24%	26	58%	7	16%	33	73%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	15	25%	45	75%	1	2%	11	24%	26	58%	7	16%	33	73%
Female	23	4	17%	19	83%	0	0%	9	47%	7	37%	3	16%	10	53%
Male	37	11	30%	26	70%	1	4%	2	8%	19	73%	4	15%	23	88%
General Education Students	53	12	23%	41	77%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
White	36	13	36%	23	64%	0	0%	6	26%	15	65%	2	9%	17	74%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	24	2	8%	22	92%	1	5%	5	23%	11	50%	5	23%	16	73%
Economically Disadvantaged	6	1	17%	5	83%	0	0%	1	20%	4	80%	0	0%	4	80%
Not Economically Disadvantaged	54	14	26%	40	74%	1	3%	10	25%	22	55%	7	18%	29	73%
Non-English Language Learner	60	15	25%	45	75%	1	2%	11	24%	26	58%	7	16%	33	73%
Not in Foster Care	60	15	25%	45	75%	1	2%	11	24%	26	58%	7	16%	33	73%
Not Homeless	60	15	25%	45	75%	1	2%	11	24%	26	58%	7	16%	33	73%
Not Migrant	60	15	25%	45	75%	1	2%	11	24%	26	58%	7	16%	33	73%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	60	15	25%	45	75%	1	2%	11	24%	26	58%	7	16%	33	73%

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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2023-24)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	34	1	3%	1	0	0%
THIS DISTRICT	693	57	8%	10	3	30%
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 SCHOOL	33	0	0%
THIS DISTRICT	655	1	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

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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WALT WHITMAN ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
401	152	37.91% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	152	100	0	0
Female	68	100	0	0
Male	84	100	0	0
American Indian/Alaska Native	1	100	0	0
Black	3	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Hispanic	9	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	44	100	0	0
White	86	100	0	0
Multiracial	9	100	0	0
General Education Students	146	100	0	0
Students with Disabilities	6	100	0	0
Not English Language Learner	147	100	0	0
English Language Learner	5	100	0	0
Economically Disadvantaged	14	100	0	0
Not Economically Disadvantaged	138	100	0	0
Not Migrant	152	100	0	0
Not Homeless	152	100	0	0
Not in Foster Care	152	100	0	0
Parent Not in Armed Forces	152	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
401	152	37.91% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	94.74	0	0	3	1.97	2	1.32	0	0	3	1.97
Female	66	97.06	0	0	0	0	1	1.47	0	0	1	1.47
Male	78	92.86	0	0	3	3.57	1	1.19	0	0	2	2.38
American Indian/Alaska Native	1	100	0	0	0	0	0	0	0	0	0	0
Black	3	100	0	0	0	0	0	0	0	0	0	0
Hispanic	9	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	43	97.73	0	0	1	2.27	0	0	0	0	0	0
White	80	93.02	0	0	2	2.33	1	1.16	0	0	3	3.49
Multiracial	8	88.89	0	0	0	0	1	11.11	0	0	0	0
General Education Students	138	94.52	0	0	3	2.05	2	1.37	0	0	3	2.05
Students with Disabilities	6	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	139	94.56	0	0	3	2.04	2	1.36	0	0	3	2.04
English Language Learner	5	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	14	100	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	130	94.2	0	0	3	2.17	2	1.45	0	0	3	2.17
Not Migrant	144	94.74	0	0	3	1.97	2	1.32	0	0	3	1.97
Not Homeless	144	94.74	0	0	3	1.97	2	1.32	0	0	3	1.97
Not in Foster Care	144	94.74	0	0	3	1.97	2	1.32	0	0	3	1.97
Parent Not in Armed Forces	144	94.74	0	0	3	1.97	2	1.32	0	0	3	1.97

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment

Percent Completed

401**Count of Completed
Questions****37.91% of Enrolled****152**

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	2	1.32	4	2.63	146	96.05
Female	1	1.47	1	1.47	66	97.06
Male	1	1.19	3	3.57	80	95.24
American Indian/Alaska Native	0	0	0	0	1	100
Black	0	0	0	0	3	100
Hispanic	0	0	0	0	9	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	44	100
White	1	1.16	4	4.65	81	94.19
Multiracial	1	11.11	0	0	8	88.89
General Education Students	2	1.37	4	2.74	140	95.89
Students with Disabilities	0	0	0	0	6	100
Not English Language Learner	2	1.36	4	2.72	141	95.92
English Language Learner	0	0	0	0	5	100
Economically Disadvantaged	0	0	0	0	14	100
Not Economically Disadvantaged	2	1.45	4	2.9	132	95.65
Not Migrant	2	1.32	4	2.63	146	96.05
Not Homeless	2	1.32	4	2.63	146	96.05
Not in Foster Care	2	1.32	4	2.63	146	96.05
Parent Not in Armed Forces	2	1.32	4	2.63	146	96.05

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
401	152	37.91% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	2	1.32	148	97.37	2	1.32
Female	1	1.47	67	98.53	0	0
Male	1	1.19	81	96.43	2	2.38
American Indian/Alaska Native	0	0	1	100	0	0
Black	0	0	3	100	0	0
Hispanic	0	0	9	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	44	100	0	0
White	1	1.16	83	96.51	2	2.33
Multiracial	1	11.11	8	88.89	0	0
General Education Students	2	1.37	142	97.26	2	1.37
Students with Disabilities	0	0	6	100	0	0
Not English Language Learner	2	1.36	143	97.28	2	1.36
English Language Learner	0	0	5	100	0	0
Economically Disadvantaged	0	0	14	100	0	0
Not Economically Disadvantaged	2	1.45	134	97.1	2	1.45
Not Migrant	2	1.32	148	97.37	2	1.32
Not Homeless	2	1.32	148	97.37	2	1.32
Not in Foster Care	2	1.32	148	97.37	2	1.32
Parent Not in Armed Forces	2	1.32	148	97.37	2	1.32

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
401	152	37.91% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	7	4.61	145	95.39
Female	4	5.88	64	94.12
Male	3	3.57	81	96.43
American Indian/Alaska Native	0	0	1	100
Black	0	0	3	100
Hispanic	0	0	9	100
Asian or Native Hawaiian/Other Pacific Islander	2	4.55	42	95.45
White	4	4.65	82	95.35
Multiracial	1	11.11	8	88.89
General Education Students	7	4.79	139	95.21
Students with Disabilities	0	0	6	100
Not English Language Learner	5	3.4	142	96.6
English Language Learner	2	40	3	60
Economically Disadvantaged	3	21.43	11	78.57
Not Economically Disadvantaged	4	2.9	134	97.1
Not Migrant	7	4.61	145	95.39
Not Homeless	7	4.61	145	95.39
Not in Foster Care	7	4.61	145	95.39

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Parent Not in Armed Forces	7	4.61	145	95.39

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
401	152	37.91% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	152	100
Female	0	0	68	100
Male	0	0	84	100
American Indian/Alaska Native	0	0	1	100
Black	0	0	3	100
Hispanic	0	0	9	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	44	100
White	0	0	86	100
Multiracial	0	0	9	100
General Education Students	0	0	146	100
Students with Disabilities	0	0	6	100
Not English Language Learner	0	0	147	100
English Language Learner	0	0	5	100
Economically Disadvantaged	0	0	14	100

Subgroup	No		Yes	
	#	%	#	%
Not Economically Disadvantaged	0	0	138	100
Not Migrant	0	0	152	100
Not Homeless	0	0	152	100
Not in Foster Care	0	0	152	100
Parent Not in Armed Forces	0	0	152	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD’S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
401	152	37.91% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2	1.32	6	3.95	0	0	3	1.97	0	0	0	0	2	1.32	139	91.45	0	0
Female	0	0	0	0	0	0	1	1.47	0	0	0	0	1	1.47	66	97.06	0	0
Male	2	2.38	6	7.14	0	0	2	2.38	0	0	0	0	1	1.19	73	86.9	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	100	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	1	2.27	0	0	3	6.82	0	0	0	0	2	4.55	38	86.36	0	0
White	1	1.16	5	5.81	0	0	0	0	0	0	0	0	0	0	80	93.02	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Multiracial	1	11.11	0	0	0	0	0	0	0	0	0	0	0	0	8	88.89	0	0
General Education Students	2	1.37	6	4.11	0	0	3	2.05	0	0	0	0	2	1.37	133	91.1	0	0
Students with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	100	0	0
Not English Language Learner	2	1.36	6	4.08	0	0	2	1.36	0	0	0	0	2	1.36	135	91.84	0	0
English Language Learner	0	0	0	0	0	0	1	20	0	0	0	0	0	0	4	80	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	100	0	0
Not Economically Disadvantaged	2	1.45	6	4.35	0	0	3	2.17	0	0	0	0	2	1.45	125	90.58	0	0
Not Migrant	2	1.32	6	3.95	0	0	3	1.97	0	0	0	0	2	1.32	139	91.45	0	0
Not Homeless	2	1.32	6	3.95	0	0	3	1.97	0	0	0	0	2	1.32	139	91.45	0	0
Not in Foster Care	2	1.32	6	3.95	0	0	3	1.97	0	0	0	0	2	1.32	139	91.45	0	0
Parent Not in Armed Forces	2	1.32	6	3.95	0	0	3	1.97	0	0	0	0	2	1.32	139	91.45	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
401	152	37.91% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	1	.66	151	99.34
Female	1	1.47	67	98.53
Male	0	0	84	100
American Indian/Alaska Native	0	0	1	100
Black	0	0	3	100
Hispanic	0	0	9	100
Asian or Native Hawaiian/Other Pacific Islander	1	2.27	43	97.73
White	0	0	86	100
Multiracial	0	0	9	100
General Education Students	1	.68	145	99.32
Students with Disabilities	0	0	6	100
Not English Language Learner	1	.68	146	99.32
English Language Learner	0	0	5	100
Economically Disadvantaged	0	0	14	100
Not Economically Disadvantaged	1	.72	137	99.28
Not Migrant	1	.66	151	99.34
Not Homeless	1	.66	151	99.34
Not in Foster Care	1	.66	151	99.34
Parent Not in Armed Forces	1	.66	151	99.34

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment

Count of Completed
Questions

Percent Completed

401**152****37.91% of Enrolled**

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	14	9.21	8	5.26	127	83.55	3	1.97
Female	7	10.29	1	1.47	60	88.24	0	0
Male	7	8.33	7	8.33	67	79.76	3	3.57
American Indian/Alaska Native	0	0	0	0	1	100	0	0
Black	2	66.67	0	0	1	33.33	0	0
Hispanic	0	0	2	22.22	7	77.78	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	15.91	1	2.27	36	81.82	0	0
White	5	5.81	3	3.49	75	87.21	3	3.49
Multiracial	0	0	2	22.22	7	77.78	0	0
General Education Students	14	9.59	8	5.48	121	82.88	3	2.05
Students with Disabilities	0	0	0	0	6	100	0	0
Not English Language Learner	13	8.84	7	4.76	124	84.35	3	2.04
English Language Learner	1	20	1	20	3	60	0	0
Economically Disadvantaged	3	21.43	2	14.29	9	64.29	0	0
Not Economically Disadvantaged	11	7.97	6	4.35	118	85.51	3	2.17
Not Migrant	14	9.21	8	5.26	127	83.55	3	1.97
Not Homeless	14	9.21	8	5.26	127	83.55	3	1.97
Not in Foster Care	14	9.21	8	5.26	127	83.55	3	1.97
Parent Not in Armed Forces	14	9.21	8	5.26	127	83.55	3	1.97

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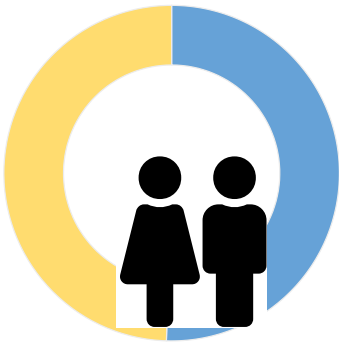
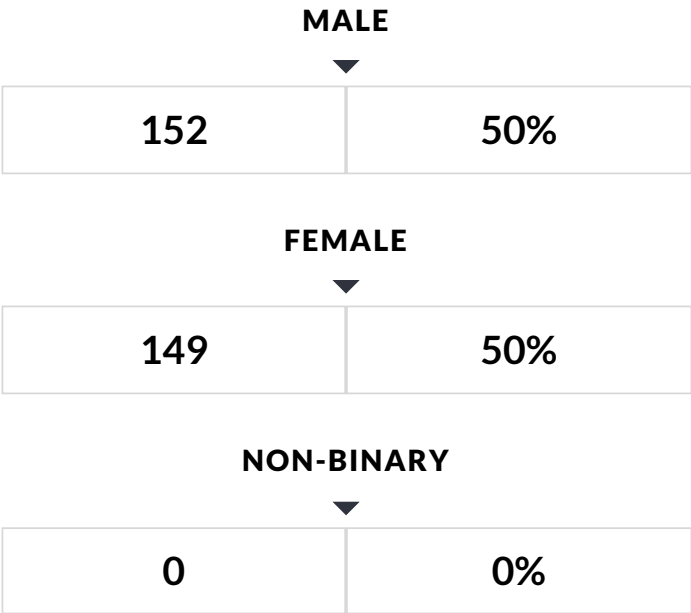
Section 8: School Report Card
A. P. Willits Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

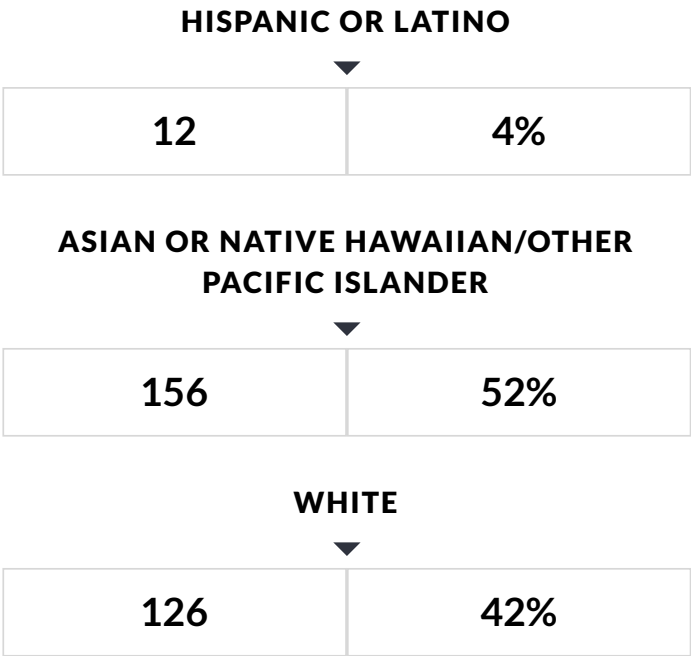
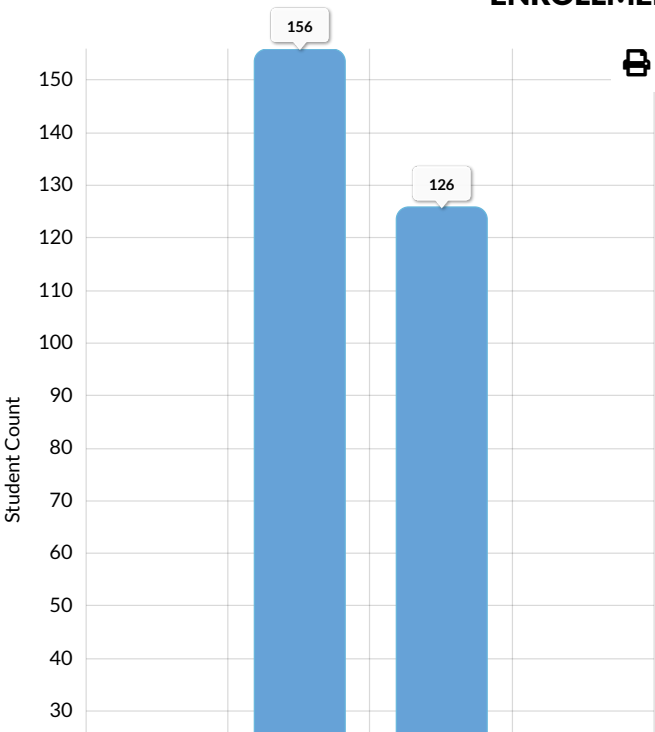
WILLITS ELEMENTARY SCHOOL ENROLLMENT
(2023 - 24)

K-12 Enrollment: 301

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
19	6%	25	8%	50	17%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				▼	
				—	—

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
▼		▼		▼		▼	
49	16%	36	12%	47	16%	59	20%
4TH GRADE		5TH GRADE					
▼		▼					
56	19%	54	18%				

WILLITS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	305	\$94,983	\$311	\$8,806,754	\$28,875	\$8,901,737	\$29,186
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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WILLITS ELEMENTARY SCHOOL - 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
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
White	4	3	—	4
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	140	205.4	4
	Math	144	225.3	
	Combined	284	215.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	88	212.5	4
	Math	89	233.7	
	Combined	177	223.2	
Hispanic or Latino	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Multiracial	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
White	ELA	46	189.1	4
	Math	49	209.2	
	Combined	95	199.5	
English Language Learner	ELA	3	—	—
	Math	4	—	
	Combined	7	—	
Students with Disabilities	ELA	5	120	—
	Math	7	164.3	
	Combined	12	—	
Economically Disadvantaged	ELA	25	212	4
	Math	26	223.1	
	Combined	51	217.6	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	157	183.1	4
	Math	158	205.4	
	Combined	315	194.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	88	212.5	4
	Math	89	233.7	
	Combined	177	223.2	
Hispanic or Latino	ELA	8	112.5	—
	Math	8	118.8	
	Combined	16	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	63	138.1	3
	Math	63	162.7	
	Combined	126	150.4	
English Language Learner	ELA	4	—	—
	Math	5	190	
	Combined	9	—	
Students with Disabilities	ELA	11	54.5	—
	Math	11	104.5	
	Combined	22	—	
Economically Disadvantaged	ELA	26	203.8	4
	Math	26	223.1	
	Combined	52	213.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	13	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—
White	1	—	—	—	—
English Language Learner	13	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	263	14	5.3%	4
Asian or Native Hawaiian/Other Pacific Islander	143	7	4.9%	4
Hispanic or Latino	12	—	—	—
Multiracial	7	—	—	—
White	101	6	5.9%	4
English Language Learner	16	—	—	—
Students with Disabilities	22	—	—	—
Economically Disadvantaged	50	1	2%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	170	85.3%
Asian or Native Hawaiian/Other Pacific Islander	✓	92	100%
Hispanic or Latino	—	8	—
Multiracial	—	3	—
White	X	67	70.2%
English Language Learner	—	7	—
Students with Disabilities	—	12	—
Economically Disadvantaged	—	30	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	170	87.1%
Asian or Native Hawaiian/Other Pacific Islander	✓	92	100%
Hispanic or Latino	—	8	—
Multiracial	—	3	—
White	X	67	74.6%
English Language Learner	—	7	—
Students with Disabilities	—	12	—
Economically Disadvantaged	—	30	—

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—
Grade 5	—

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	57	7	12%	50	88%	3	6%	7	14%	19	38%	21	42%	40	80%
Grade 4	59	5	8%	54	92%	0	0%	7	13%	14	26%	33	61%	47	87%
Grade 5	54	15	28%	39	72%	1	3%	3	8%	23	59%	12	31%	35	90%
Grades 3-8	170	27	16%	143	84%	4	3%	17	12%	56	39%	66	46%	122	85%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	7	12%	50	88%	3	6%	7	14%	19	38%	21	42%	40	80%
Female	32	2	6%	30	94%	2	7%	3	10%	10	33%	15	50%	25	83%
Male	25	5	20%	20	80%	1	5%	4	20%	9	45%	6	30%	15	75%
General Education Students	53	6	11%	47	89%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	31	0	0%	31	100%	0	0%	6	19%	10	32%	15	48%	25	81%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	23	7	30%	16	70%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	7	27%	19	73%	3	16%	1	5%	9	47%	6	32%	15	79%
Economically Disadvantaged	7	1	14%	6	86%	0	0%	1	17%	3	50%	2	33%	5	83%
Not Economically Disadvantaged	50	6	12%	44	88%	3	7%	6	14%	16	36%	19	43%	35	80%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	55	6	11%	49	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	7	12%	50	88%	3	6%	7	14%	19	38%	21	42%	40	80%
Not Homeless	57	7	12%	50	88%	3	6%	7	14%	19	38%	21	42%	40	80%
Not Migrant	57	7	12%	50	88%	3	6%	7	14%	19	38%	21	42%	40	80%
Parent Not in Armed Forces	57	7	12%	50	88%	3	6%	7	14%	19	38%	21	42%	40	80%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	5	8%	54	92%	0	0%	7	13%	14	26%	33	61%	47	87%
Female	27	4	15%	23	85%	0	0%	0	0%	7	30%	16	70%	23	100%
Male	32	1	3%	31	97%	0	0%	7	23%	7	23%	17	55%	24	77%
General Education Students	58	4	7%	54	93%	0	0%	7	13%	14	26%	33	61%	47	87%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	32	1	3%	31	97%	0	0%	3	10%	7	23%	21	68%	28	90%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	25	4	16%	21	84%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	27	4	15%	23	85%	0	0%	4	17%	7	30%	12	52%	19	83%
Economically Disadvantaged	10	0	0%	10	100%	0	0%	0	0%	3	30%	7	70%	10	100%
Not Economically Disadvantaged	49	5	10%	44	90%	0	0%	7	16%	11	25%	26	59%	37	84%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	55	4	7%	51	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	59	5	8%	54	92%	0	0%	7	13%	14	26%	33	61%	47	87%
Not Homeless	59	5	8%	54	92%	0	0%	7	13%	14	26%	33	61%	47	87%
Not Migrant	59	5	8%	54	92%	0	0%	7	13%	14	26%	33	61%	47	87%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	59	5	8%	54	92%	0	0%	7	13%	14	26%	33	61%	47	87%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	15	28%	39	72%	1	3%	3	8%	23	59%	12	31%	35	90%
Female	26	11	42%	15	58%	0	0%	0	0%	8	53%	7	47%	15	100%
Male	28	4	14%	24	86%	1	4%	3	13%	15	63%	5	21%	20	83%
General Education Students	47	10	21%	37	79%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	29	0	0%	29	100%	0	0%	2	7%	18	62%	9	31%	27	93%
Hispanic or Latino	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
White	19	10	53%	9	47%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	24	14	58%	10	42%	1	10%	1	10%	5	50%	3	30%	8	80%
Economically Disadvantaged	13	2	15%	11	85%	0	0%	1	9%	8	73%	2	18%	10	91%
Not Economically Disadvantaged	41	13	32%	28	68%	1	4%	2	7%	15	54%	10	36%	25	89%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	53	14	26%	39	74%	1	3%	3	8%	23	59%	12	31%	35	90%
Not in Foster Care	54	15	28%	39	72%	1	3%	3	8%	23	59%	12	31%	35	90%
Not Homeless	54	15	28%	39	72%	1	3%	3	8%	23	59%	12	31%	35	90%
Not Migrant	54	15	28%	39	72%	1	3%	3	8%	23	59%	12	31%	35	90%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	54	15	28%	39	72%	1	3%	3	8%	23	59%	12	31%	35	90%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	57	5	9%	52	91%	0	0%	3	6%	26	50%	23	44%	49	94%
Grade 4	59	4	7%	55	93%	0	0%	1	2%	12	22%	42	76%	54	98%
Grade 5	54	13	24%	41	76%	0	0%	2	5%	15	37%	24	59%	39	95%
Grades 3-8	170	22	13%	148	87%	0	0%	6	4%	53	36%	89	60%	142	96%

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

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	5	9%	52	91%	0	0%	3	6%	26	50%	23	44%	49	94%
Female	32	2	6%	30	94%	0	0%	1	3%	13	43%	16	53%	29	97%
Male	25	3	12%	22	88%	0	0%	2	9%	13	59%	7	32%	20	91%
General Education Students	53	4	8%	49	92%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	31	0	0%	31	100%	0	0%	0	0%	13	42%	18	58%	31	100%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	23	5	22%	18	78%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	5	19%	21	81%	0	0%	3	14%	13	62%	5	24%	18	86%
Economically Disadvantaged	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Not Economically Disadvantaged	50	5	10%	45	90%	0	0%	3	7%	22	49%	20	44%	42	93%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	55	4	7%	51	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	5	9%	52	91%	0	0%	3	6%	26	50%	23	44%	49	94%
Not Homeless	57	5	9%	52	91%	0	0%	3	6%	26	50%	23	44%	49	94%
Not Migrant	57	5	9%	52	91%	0	0%	3	6%	26	50%	23	44%	49	94%
Parent Not in Armed Forces	57	5	9%	52	91%	0	0%	3	6%	26	50%	23	44%	49	94%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	4	7%	55	93%	0	0%	1	2%	12	22%	42	76%	54	98%
Female	27	3	11%	24	89%	0	0%	0	0%	5	21%	19	79%	24	100%
Male	32	1	3%	31	97%	0	0%	1	3%	7	23%	23	74%	30	97%
General Education Students	58	3	5%	55	95%	0	0%	1	2%	12	22%	42	76%	54	98%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	32	0	0%	32	100%	0	0%	0	0%	5	16%	27	84%	32	100%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	25	4	16%	21	84%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	27	4	15%	23	85%	0	0%	1	4%	7	30%	15	65%	22	96%
Economically Disadvantaged	10	0	0%	10	100%	0	0%	0	0%	4	40%	6	60%	10	100%
Not Economically Disadvantaged	49	4	8%	45	92%	0	0%	1	2%	8	18%	36	80%	44	98%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	55	4	7%	51	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	59	4	7%	55	93%	0	0%	1	2%	12	22%	42	76%	54	98%
Not Homeless	59	4	7%	55	93%	0	0%	1	2%	12	22%	42	76%	54	98%
Not Migrant	59	4	7%	55	93%	0	0%	1	2%	12	22%	42	76%	54	98%
Parent Not in Armed Forces	59	4	7%	55	93%	0	0%	1	2%	12	22%	42	76%	54	98%

GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	13	24%	41	76%	0	0%	2	5%	15	37%	24	59%	39	95%
Female	26	8	31%	18	69%	0	0%	1	6%	7	39%	10	56%	17	94%
Male	28	5	18%	23	82%	0	0%	1	4%	8	35%	14	61%	22	96%
General Education Students	47	10	21%	37	79%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	29	0	0%	29	100%	0	0%	0	0%	11	38%	18	62%	29	100%
Hispanic or Latino	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
White	19	8	42%	11	58%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	24	12	50%	12	50%	0	0%	2	17%	4	33%	6	50%	10	83%
Economically Disadvantaged	13	1	8%	12	92%	0	0%	0	0%	6	50%	6	50%	12	100%
Not Economically Disadvantaged	41	12	29%	29	71%	0	0%	2	7%	9	31%	18	62%	27	93%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	53	13	25%	40	75%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	54	13	24%	41	76%	0	0%	2	5%	15	37%	24	59%	39	95%
Not Homeless	54	13	24%	41	76%	0	0%	2	5%	15	37%	24	59%	39	95%
Not Migrant	54	13	24%	41	76%	0	0%	2	5%	15	37%	24	59%	39	95%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	54	13	24%	41	76%	0	0%	2	5%	15	37%	24	59%	39	95%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	54	13	24%	41	76%	2	5%	4	10%	28	68%	7	17%	35	85%
Grades 5 & 8	54	13	24%	41	76%	2	5%	4	10%	28	68%	7	17%	35	85%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	13	24%	41	76%	2	5%	4	10%	28	68%	7	17%	35	85%
Female	26	9	35%	17	65%	1	6%	1	6%	11	65%	4	24%	15	88%
Male	28	4	14%	24	86%	1	4%	3	13%	17	71%	3	13%	20	83%
General Education Students	47	9	19%	38	81%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	29	0	0%	29	100%	0	0%	3	10%	21	72%	5	17%	26	90%
Hispanic or Latino	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
White	19	8	42%	11	58%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	24	12	50%	12	50%	2	17%	1	8%	7	58%	2	17%	9	75%
Economically Disadvantaged	13	1	8%	12	92%	0	0%	1	8%	10	83%	1	8%	11	92%
Not Economically Disadvantaged	41	12	29%	29	71%	2	7%	3	10%	18	62%	6	21%	24	83%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	53	13	25%	40	75%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	54	13	24%	41	76%	2	5%	4	10%	28	68%	7	17%	35	85%
Not Homeless	54	13	24%	41	76%	2	5%	4	10%	28	68%	7	17%	35	85%
Not Migrant	54	13	24%	41	76%	2	5%	4	10%	28	68%	7	17%	35	85%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	54	13	24%	41	76%	2	5%	4	10%	28	68%	7	17%	35	85%

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	8	0	0%	8	100%	0	0%	0	0%	0	0%	5	63%	3	38%
Grade 1	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2023-24)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	35	3	9%	1	1	100%
THIS DISTRICT	693	57	8%	10	3	30%
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 SCHOOL	30	0	0%
THIS DISTRICT	655	1	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

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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WILLITS ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
312	141	45.19% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	141	100	0	0
Female	68	100	0	0
Male	73	100	0	0
Hispanic	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	80	100	0	0
White	54	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Multiracial	5	100	0	0
General Education Students	134	100	0	0
Students with Disabilities	7	100	0	0
Not English Language Learner	132	100	0	0
English Language Learner	9	100	0	0
Economically Disadvantaged	25	100	0	0
Not Economically Disadvantaged	116	100	0	0
Not Migrant	141	100	0	0
Homeless	1	100	0	0
Not Homeless	140	100	0	0
Not in Foster Care	141	100	0	0
Parent Not in Armed Forces	141	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
312	141	45.19% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	100	0	0	0	0	0	0	0	0	0	0
Female	68	100	0	0	0	0	0	0	0	0	0	0

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	73	100	0	0	0	0	0	0	0	0	0	0
Hispanic	2	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	80	100	0	0	0	0	0	0	0	0	0	0
White	54	100	0	0	0	0	0	0	0	0	0	0
Multiracial	5	100	0	0	0	0	0	0	0	0	0	0
General Education Students	134	100	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	7	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	132	100	0	0	0	0	0	0	0	0	0	0
English Language Learner	9	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	25	100	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	116	100	0	0	0	0	0	0	0	0	0	0
Not Migrant	141	100	0	0	0	0	0	0	0	0	0	0
Homeless	1	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	140	100	0	0	0	0	0	0	0	0	0	0
Not in Foster Care	141	100	0	0	0	0	0	0	0	0	0	0
Parent Not in Armed Forces	141	100	0	0	0	0	0	0	0	0	0	0

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
312	141	45.19% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	0	0	0	0	141	100
Female	0	0	0	0	68	100
Male	0	0	0	0	73	100
Hispanic	0	0	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	80	100
White	0	0	0	0	54	100
Multiracial	0	0	0	0	5	100
General Education Students	0	0	0	0	134	100
Students with Disabilities	0	0	0	0	7	100
Not English Language Learner	0	0	0	0	132	100
English Language Learner	0	0	0	0	9	100
Economically Disadvantaged	0	0	0	0	25	100
Not Economically Disadvantaged	0	0	0	0	116	100
Not Migrant	0	0	0	0	141	100
Homeless	0	0	0	0	1	100
Not Homeless	0	0	0	0	140	100
Not in Foster Care	0	0	0	0	141	100
Parent Not in Armed Forces	0	0	0	0	141	100

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
312	141	45.19% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	0	0	141	100	0	0
Female	0	0	68	100	0	0
Male	0	0	73	100	0	0
Hispanic	0	0	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	80	100	0	0
White	0	0	54	100	0	0
Multiracial	0	0	5	100	0	0
General Education Students	0	0	134	100	0	0
Students with Disabilities	0	0	7	100	0	0
Not English Language Learner	0	0	132	100	0	0
English Language Learner	0	0	9	100	0	0
Economically Disadvantaged	0	0	25	100	0	0
Not Economically Disadvantaged	0	0	116	100	0	0
Not Migrant	0	0	141	100	0	0
Homeless	0	0	1	100	0	0
Not Homeless	0	0	140	100	0	0
Not in Foster Care	0	0	141	100	0	0
Parent Not in Armed Forces	0	0	141	100	0	0

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
312	141	45.19% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	6	4.26	135	95.74
Female	3	4.41	65	95.59
Male	3	4.11	70	95.89
Hispanic	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	4	5	76	95
White	2	3.7	52	96.3
Multiracial	0	0	5	100
General Education Students	6	4.48	128	95.52
Students with Disabilities	0	0	7	100
Not English Language Learner	5	3.79	127	96.21
English Language Learner	1	11.11	8	88.89
Economically Disadvantaged	2	8	23	92
Not Economically Disadvantaged	4	3.45	112	96.55
Not Migrant	6	4.26	135	95.74
Homeless	0	0	1	100
Not Homeless	6	4.29	134	95.71
Not in Foster Care	6	4.26	135	95.74
Parent Not in Armed Forces	6	4.26	135	95.74

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
312	141	45.19% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	1	.71	140	99.29
Female	0	0	68	100
Male	1	1.37	72	98.63
Hispanic	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	1	1.25	79	98.75
White	0	0	54	100
Multiracial	0	0	5	100
General Education Students	1	.75	133	99.25
Students with Disabilities	0	0	7	100
Not English Language Learner	1	.76	131	99.24
English Language Learner	0	0	9	100
Economically Disadvantaged	0	0	25	100
Not Economically Disadvantaged	1	.86	115	99.14
Not Migrant	1	.71	140	99.29
Homeless	0	0	1	100
Not Homeless	1	.71	139	99.29
Not in Foster Care	1	.71	140	99.29
Parent Not in Armed Forces	1	.71	140	99.29

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD’S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
312	141	45.19% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	.71	4	2.84	0	0	3	2.13	0	0	0	0	7	4.96	125	88.65	1	.71
Female	1	1.47	2	2.94	0	0	0	0	0	0	0	0	6	8.82	58	85.29	1	1.47
Male	0	0	2	2.74	0	0	3	4.11	0	0	0	0	1	1.37	67	91.78	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1.25	3	3.75	0	0	1	1.25	0	0	0	0	1	1.25	73	91.25	1	1.25
White	0	0	1	1.85	0	0	2	3.7	0	0	0	0	6	11.11	45	83.33	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	100	0	0
General Education Students	1	.75	3	2.24	0	0	2	1.49	0	0	0	0	6	4.48	121	90.3	1	.75
Students with Disabilities	0	0	1	14.29	0	0	1	14.29	0	0	0	0	1	14.29	4	57.14	0	0
Not English Language Learner	1	.76	4	3.03	0	0	3	2.27	0	0	0	0	6	4.55	117	88.64	1	.76
English Language Learner	0	0	0	0	0	0	0	0	0	0	0	0	1	11.11	8	88.89	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0	3	12	22	88	0	0
Not Economically Disadvantaged	1	.86	4	3.45	0	0	3	2.59	0	0	0	0	4	3.45	103	88.79	1	.86
Not Migrant	1	.71	4	2.84	0	0	3	2.13	0	0	0	0	7	4.96	125	88.65	1	.71
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Not Homeless	1	.71	4	2.86	0	0	3	2.14	0	0	0	0	7	5	124	88.57	1	.71
Not in Foster Care	1	.71	4	2.84	0	0	3	2.13	0	0	0	0	7	4.96	125	88.65	1	.71
Parent Not in Armed Forces	1	.71	4	2.84	0	0	3	2.13	0	0	0	0	7	4.96	125	88.65	1	.71

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
312	141	45.19% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	3	2.13	138	97.87
Female	1	1.47	67	98.53
Male	2	2.74	71	97.26
Hispanic	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	2	2.5	78	97.5
White	1	1.85	53	98.15
Multiracial	0	0	5	100
General Education Students	3	2.24	131	97.76
Students with Disabilities	0	0	7	100
Not English Language Learner	3	2.27	129	97.73
English Language Learner	0	0	9	100
Economically Disadvantaged	1	4	24	96
Not Economically Disadvantaged	2	1.72	114	98.28
Not Migrant	3	2.13	138	97.87
Homeless	0	0	1	100
Not Homeless	3	2.14	137	97.86
Not in Foster Care	3	2.13	138	97.87
Parent Not in Armed Forces	3	2.13	138	97.87

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD’S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
312	141	45.19% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	17	12.06	8	5.67	112	79.43	4	2.84
Female	9	13.24	3	4.41	54	79.41	2	2.94
Male	8	10.96	5	6.85	58	79.45	2	2.74
Hispanic	0	0	0	0	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	12	15	3	3.75	61	76.25	4	5
White	3	5.56	5	9.26	46	85.19	0	0
Multiracial	2	40	0	0	3	60	0	0
General Education Students	16	11.94	8	5.97	106	79.1	4	2.99
Students with Disabilities	1	14.29	0	0	6	85.71	0	0
Not English Language Learner	15	11.36	7	5.3	106	80.3	4	3.03
English Language Learner	2	22.22	1	11.11	6	66.67	0	0
Economically Disadvantaged	8	32	1	4	13	52	3	12
Not Economically Disadvantaged	9	7.76	7	6.03	99	85.34	1	.86
Not Migrant	17	12.06	8	5.67	112	79.43	4	2.84
Homeless	0	0	0	0	1	100	0	0
Not Homeless	17	12.14	8	5.71	111	79.29	4	2.86
Not in Foster Care	17	12.06	8	5.67	112	79.43	4	2.84
Parent Not in Armed Forces	17	12.06	8	5.67	112	79.43	4	2.84

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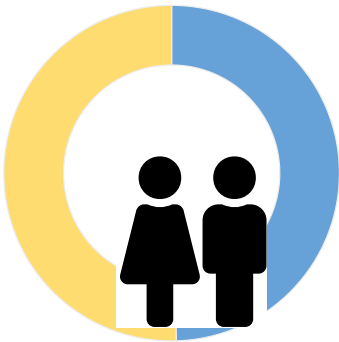
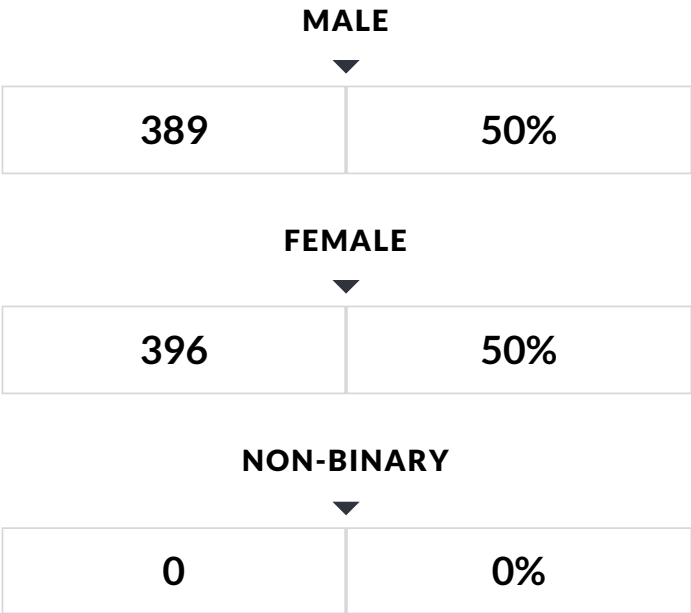
Section 9: School Report Card
South Woods Middle School

This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

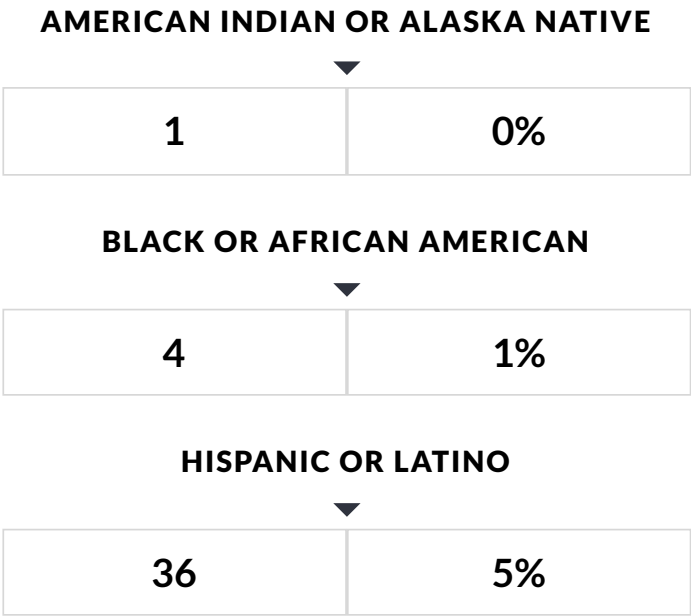
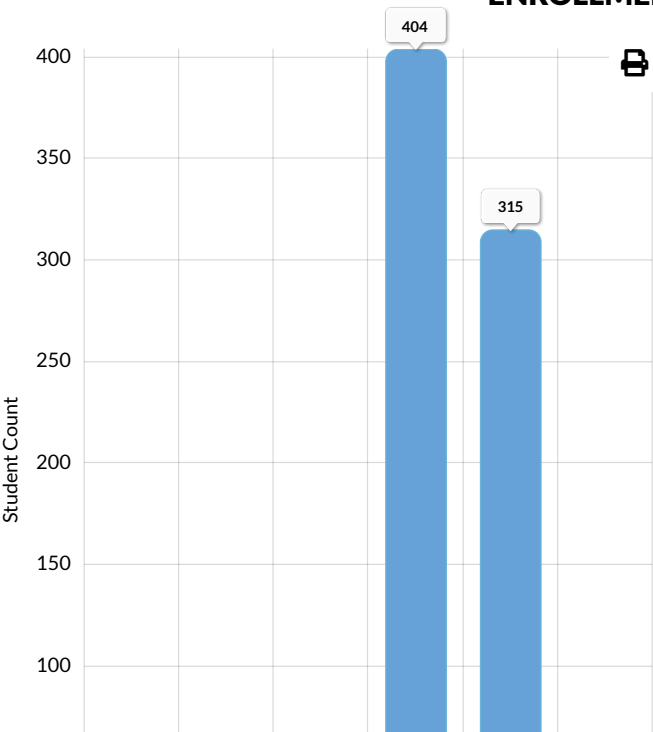
SOUTH WOODS MIDDLE SCHOOL ENROLLMENT
(2023 - 24)

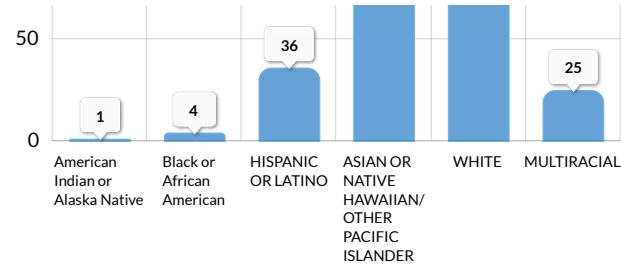
K-12 Enrollment: 785

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





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



404	51%
-----	-----

WHITE



315	40%
-----	-----

MULTIRACIAL



25	3%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
▼		▼		▼			
10	1%	55	7%	117	15%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
▼		▼		▼		▼	
—	—	—	—	—	—	—	—

ENROLLMENT BY GRADE



6TH GRADE		7TH GRADE		8TH GRADE	
—		—		—	
266	34%	279	36%	240	31%

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SOUTH WOODS MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	746	\$148,963	\$200	\$20,112,273	\$26,960	\$20,261,236	\$27,160
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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SOUTH WOODS MIDDLE SCHOOL - 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
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	573	198.9	4
	Math	658	223.5	
	Combined	1,231	212	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	365	209.3	4
	Math	386	230.3	
	Combined	751	220.1	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	20	162.5	4
	Math	24	191.7	
	Combined	44	178.4	
Multiracial	ELA	21	211.9	4
	Math	22	240.9	
	Combined	43	226.7	
White	ELA	162	179	4
	Math	221	213.6	
	Combined	383	199	
English Language Learner	ELA	5	40	—
	Math	9	194.4	
	Combined	14	—	
Students with Disabilities	ELA	23	121.7	4
	Math	31	171	
	Combined	54	150	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	90	188.3	4
	Math	96	210.9	
	Combined	186	200	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	733	155.5	4
	Math	736	199.8	
	Combined	1,469	177.7	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	379	201.6	4
	Math	386	230.3	
	Combined	765	216.1	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	32	101.6	3
	Math	32	143.8	
	Combined	64	122.7	
Multiracial	ELA	23	193.5	4
	Math	23	230.4	
	Combined	46	212	
White	ELA	295	98.3	3
	Math	295	160	
	Combined	590	129.2	
English Language Learner	ELA	7	28.6	—
	Math	10	175	
	Combined	17	—	
Students with Disabilities	ELA	48	63.5	4
	Math	48	110.4	
	Combined	96	87	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	108	156.9	4
	Math	109	185.8	
	Combined	217	171.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—
Hispanic or Latino	1	—	—	—	—
White	1	—	—	—	—
English Language Learner	8	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	790	56	7.1%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	407	18	4.4%	4
Black or African American	4	—	—	—
Hispanic or Latino	36	3	8.3%	4
Multiracial	25	—	—	—
White	317	33	10.4%	4
English Language Learner	12	—	—	—
Students with Disabilities	56	7	12.5%	4
Economically Disadvantaged	121	13	10.7%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	780	74.5%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	X	404	91.6%
Black or African American	—	4	—
Hispanic or Latino	—	34	—
Multiracial	—	24	—
White	X	313	52.7%
English Language Learner	—	12	—
Students with Disabilities	X	50	46%
Economically Disadvantaged	X	119	79.8%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	780	84.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	404	96%
Black or African American	—	4	—
Hispanic or Latino	—	34	—
Multiracial	—	24	—
White	X	313	71.3%
English Language Learner	—	12	—
Students with Disabilities	X	50	60%
Economically Disadvantaged	X	119	83.2%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—
Grade 7	—
Grade 8	—

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	266	43	16%	223	84%	6	3%	34	15%	85	38%	98	44%	183	82%
Grade 7	276	70	25%	206	75%	10	5%	27	13%	85	41%	84	41%	169	82%
Grade 8	239	92	38%	147	62%	6	4%	27	18%	46	31%	68	46%	114	78%
Grades 3-8	781	205	26%	576	74%	22	4%	88	15%	216	38%	250	43%	466	81%

GRADE 6 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	43	16%	223	84%	6	3%	34	15%	85	38%	98	44%	183	82%
Female	147	23	16%	124	84%	2	2%	16	13%	48	39%	58	47%	106	85%
Male	119	20	17%	99	83%	4	4%	18	18%	37	37%	40	40%	77	78%
General Education Students	250	33	13%	217	87%	6	3%	30	14%	83	38%	98	45%	181	83%
Students with Disabilities	16	10	63%	6	38%	0	0%	4	67%	2	33%	0	0%	2	33%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	148	4	3%	144	97%	1	1%	11	8%	53	37%	79	55%	132	92%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	1	10%	9	90%	1	11%	2	22%	2	22%	4	44%	6	67%
White	98	36	37%	62	63%	4	6%	19	31%	25	40%	14	23%	39	63%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	0	0%	2	25%	5	63%	1	13%	6	75%
Economically Disadvantaged	42	4	10%	38	90%	2	5%	8	21%	15	39%	13	34%	28	74%
Not Economically Disadvantaged	224	39	17%	185	83%	4	2%	26	14%	70	38%	85	46%	155	84%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	264	42	16%	222	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	43	16%	223	84%	6	3%	34	15%	85	38%	98	44%	183	82%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	264	42	16%	222	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	266	43	16%	223	84%	6	3%	34	15%	85	38%	98	44%	183	82%
Parent Not in Armed Forces	266	43	16%	223	84%	6	3%	34	15%	85	38%	98	44%	183	82%

GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	70	25%	206	75%	10	5%	27	13%	85	41%	84	41%	169	82%
Female	138	40	29%	98	71%	3	3%	10	10%	44	45%	41	42%	85	87%
Male	138	30	22%	108	78%	7	6%	17	16%	41	38%	43	40%	84	78%
General Education Students	257	64	25%	193	75%	6	3%	23	12%	81	42%	83	43%	164	85%
Students with Disabilities	19	6	32%	13	68%	4	31%	4	31%	4	31%	1	8%	5	38%
Asian or Native Hawaiian/Other Pacific Islander	137	12	9%	125	91%	5	4%	13	10%	48	38%	59	47%	107	86%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	7	50%	7	50%	—	—	—	—	—	—	—	—	—	—
White	114	50	44%	64	56%	3	5%	12	19%	29	45%	20	31%	49	77%
Multiracial	9	1	11%	8	89%	0	0%	0	0%	5	63%	3	38%	8	100%
Small Group Total: Race & Ethnicity	16	7	44%	9	56%	2	22%	2	22%	3	33%	2	22%	5	56%
Economically Disadvantaged	43	14	33%	29	67%	3	10%	4	14%	10	34%	12	41%	22	76%
Not Economically Disadvantaged	233	56	24%	177	76%	7	4%	23	13%	75	42%	72	41%	147	83%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	273	69	25%	204	75%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	70	25%	206	75%	10	5%	27	13%	85	41%	84	41%	169	82%
Not Homeless	276	70	25%	206	75%	10	5%	27	13%	85	41%	84	41%	169	82%
Not Migrant	276	70	25%	206	75%	10	5%	27	13%	85	41%	84	41%	169	82%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	276	70	25%	206	75%	10	5%	27	13%	85	41%	84	41%	169	82%

GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	239	92	38%	147	62%	6	4%	27	18%	46	31%	68	46%	114	78%
Female	109	46	42%	63	58%	2	3%	10	16%	17	27%	34	54%	51	81%
Male	130	46	35%	84	65%	4	5%	17	20%	29	35%	34	40%	63	75%
General Education Students	223	80	36%	143	64%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	16	12	75%	4	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	119	21	18%	98	82%	3	3%	17	17%	29	30%	49	50%	78	80%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
White	101	64	63%	37	37%	3	8%	9	24%	9	24%	16	43%	25	68%
Multiracial	8	1	13%	7	88%	0	0%	0	0%	4	57%	3	43%	7	100%
Small Group Total: Race & Ethnicity	11	6	55%	5	45%	0	0%	1	20%	4	80%	0	0%	4	80%
Economically Disadvantaged	35	10	29%	25	71%	1	4%	5	20%	6	24%	13	52%	19	76%
Not Economically Disadvantaged	204	82	40%	122	60%	5	4%	22	18%	40	33%	55	45%	95	78%
English Language Learner	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	232	87	38%	145	63%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	239	92	38%	147	62%	6	4%	27	18%	46	31%	68	46%	114	78%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	238	91	38%	147	62%	6	4%	27	18%	46	31%	68	46%	114	78%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	239	92	38%	147	62%	6	4%	27	18%	46	31%	68	46%	114	78%
Parent Not in Armed Forces	239	92	38%	147	62%	6	4%	27	18%	46	31%	68	46%	114	78%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	266	48	18%	218	82%	3	1%	14	6%	110	50%	91	42%	201	92%
Combined 6	266	48	18%	218	82%	3	1%	14	6%	110	50%	91	42%	201	92%
Grade 7	276	74	27%	202	73%	0	0%	12	6%	49	24%	141	70%	190	94%
Regents 7	—	—	—	6	2%	0	0%	0	0%	0	0%	6	100%	6	100%
Combined 7	276	68	25%	208	75%	0	0%	12	6%	49	24%	147	71%	196	94%
Grade 8	239	237	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	—	—	234	98%	0	0%	0	0%	5	2%	229	98%	234	100%
Combined 8	239	3	1%	236	99%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	781	119	15%	662	85%	—	—	—	—	—	—	—	—	—	—

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

GRADE 6 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	48	18%	218	82%	3	1%	14	6%	110	50%	91	42%	201	92%
Female	147	31	21%	116	79%	2	2%	3	3%	59	51%	52	45%	111	96%
Male	119	17	14%	102	86%	1	1%	11	11%	51	50%	39	38%	90	88%
General Education Students	250	36	14%	214	86%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	16	12	75%	4	25%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	148	6	4%	142	96%	0	0%	6	4%	65	46%	71	50%	136	96%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	2	20%	8	80%	1	13%	1	13%	3	38%	3	38%	6	75%
White	98	38	39%	60	61%	2	3%	7	12%	38	63%	13	22%	51	85%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	0	0%	0	0%	4	50%	4	50%	8	100%
Economically Disadvantaged	42	6	14%	36	86%	2	6%	3	8%	19	53%	12	33%	31	86%
Not Economically Disadvantaged	224	42	19%	182	81%	1	1%	11	6%	91	50%	79	43%	170	93%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	264	47	18%	217	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	48	18%	218	82%	3	1%	14	6%	110	50%	91	42%	201	92%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	264	47	18%	217	82%	—	—	—	—	—	—	—	—	—	—
Not Migrant	266	48	18%	218	82%	3	1%	14	6%	110	50%	91	42%	201	92%
Parent Not in Armed Forces	266	48	18%	218	82%	3	1%	14	6%	110	50%	91	42%	201	92%

GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	74	27%	202	73%	0	0%	12	6%	49	24%	141	70%	190	94%
Female	138	43	31%	95	69%	0	0%	5	5%	26	27%	64	67%	90	95%
Male	138	31	22%	107	78%	0	0%	7	7%	23	21%	77	72%	100	93%
General Education Students	257	68	26%	189	74%	0	0%	6	3%	44	23%	139	74%	183	97%
Students with Disabilities	19	6	32%	13	68%	0	0%	6	46%	5	38%	2	15%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	137	13	9%	124	91%	0	0%	7	6%	21	17%	96	77%	117	94%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	8	57%	6	43%	—	—	—	—	—	—	—	—	—	—
White	114	52	46%	62	54%	0	0%	4	6%	21	34%	37	60%	58	94%
Multiracial	9	1	11%	8	89%	0	0%	0	0%	1	13%	7	88%	8	100%
Small Group Total: Race & Ethnicity	16	8	50%	8	50%	0	0%	1	13%	6	75%	1	13%	7	88%
Economically Disadvantaged	43	15	35%	28	65%	0	0%	5	18%	8	29%	15	54%	23	82%
Not Economically Disadvantaged	233	59	25%	174	75%	0	0%	7	4%	41	24%	126	72%	167	96%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	273	74	27%	199	73%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	74	27%	202	73%	0	0%	12	6%	49	24%	141	70%	190	94%
Not Homeless	276	74	27%	202	73%	0	0%	12	6%	49	24%	141	70%	190	94%
Not Migrant	276	74	27%	202	73%	0	0%	12	6%	49	24%	141	70%	190	94%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	276	74	27%	202	73%	0	0%	12	6%	49	24%	141	70%	190	94%

GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	239	237	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Female	109	109	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	130	128	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	130	128	98%	2	2%	—	—	—	—	—	—	—	—	—	—
General Education Students	223	221	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	119	119	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	101	99	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	101	99	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	34	97%	1	3%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	204	203	100%	1	0%	—	—	—	—	—	—	—	—	—	—
English Language Learner	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	232	230	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	239	237	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	238	237	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Not Migrant	239	237	99%	2	1%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	239	237	99%	2	1%	—	—	—	—	—	—	—	—	—	—

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	239	238	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	—	—	233	97%	0	0%	2	1%	37	16%	194	83%	231	99%
Combined 8	239	5	2%	234	98%	—	—	—	—	—	—	—	—	—	—
Grades 5 & 8	239	5	2%	234	98%	—	—	—	—	—	—	—	—	—	—

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	239	238	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Female	109	109	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	130	129	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	130	129	99%	1	1%	—	—	—	—	—	—	—	—	—	—
General Education Students	223	222	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	119	119	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	101	100	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Multiracial	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	101	100	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	35	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	204	203	100%	1	0%	—	—	—	—	—	—	—	—	—	—
English Language Learner	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	232	231	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	239	238	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	238	237	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Not Migrant	239	238	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	239	238	100%	1	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 ALGEBRA I (JUNE 2024)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	229	0	0%	0	0%	5	2%	76	33%	148	65%	229	100%
Female	107	0	0%	0	0%	3	3%	36	34%	68	64%	107	100%
Male	122	0	0%	0	0%	2	2%	40	33%	80	66%	122	100%
General Education Students	217	0	0%	0	0%	4	2%	65	30%	148	68%	217	100%
Students with Disabilities	12	0	0%	0	0%	1	8%	11	92%	0	0%	12	100%
Asian or Native Hawaiian/Other Pacific Islander	112	0	0%	0	0%	1	1%	24	21%	87	78%	112	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	0	0%	1	10%	7	70%	2	20%	10	100%
White	98	0	0%	0	0%	3	3%	44	45%	51	52%	98	100%
Multiracial	8	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	0	0%	1	11%	8	89%	9	100%
Economically Disadvantaged	34	0	0%	0	0%	1	3%	9	26%	24	71%	34	100%
Not Economically Disadvantaged	195	0	0%	0	0%	4	2%	67	34%	124	64%	195	100%
English Language Learner	6	0	0%	0	0%	0	0%	3	50%	3	50%	6	100%
Non-English Language Learner	223	0	0%	0	0%	5	2%	73	33%	145	65%	223	100%
Not in Foster Care	229	0	0%	0	0%	5	2%	76	33%	148	65%	229	100%
Not Homeless	229	0	0%	0	0%	5	2%	76	33%	148	65%	229	100%
Not Migrant	229	0	0%	0	0%	5	2%	76	33%	148	65%	229	100%
Parent Not in Armed Forces	229	0	0%	0	0%	5	2%	76	33%	148	65%	229	100%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Female	4	—	—	—	—	—	—	—	—	—	—	—	—
Male	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
General Education Students	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Not Economically Disadvantaged	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Non-English Language Learner	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Not in Foster Care	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Not Homeless	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Not Migrant	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Parent Not in Armed Forces	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2023-24)



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

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	233	0	0%	2	1%	37	16%	194	83%	231	99%
Female	108	0	0%	1	1%	23	21%	84	78%	107	99%
Male	125	0	0%	1	1%	14	11%	110	88%	124	99%
General Education Students	221	0	0%	1	0%	30	14%	190	86%	220	100%
Students with Disabilities	12	0	0%	1	8%	7	58%	4	33%	11	92%
Asian or Native Hawaiian/Other Pacific Islander	117	0	0%	1	1%	12	10%	104	89%	116	99%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	0	0%	3	30%	7	70%	10	100%
White	97	0	0%	1	1%	21	22%	75	77%	96	99%
Multiracial	8	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	1	11%	8	89%	9	100%
Economically Disadvantaged	33	0	0%	0	0%	7	21%	26	79%	33	100%
Not Economically Disadvantaged	200	0	0%	2	1%	30	15%	168	84%	198	99%
English Language Learner	6	0	0%	0	0%	2	33%	4	67%	6	100%
Non-English Language Learner	227	0	0%	2	1%	35	15%	190	84%	225	99%
Not in Foster Care	233	0	0%	2	1%	37	16%	194	83%	231	99%
Not Homeless	233	0	0%	2	1%	37	16%	194	83%	231	99%
Not Migrant	233	0	0%	2	1%	37	16%	194	83%	231	99%
Parent Not in Armed Forces	233	0	0%	2	1%	37	16%	194	83%	231	99%

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	7	0	0%	7	100%	0	0%	1	14%	0	0%	2	29%	4	57%

STAFF QUALIFICATIONS (2023-24)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	85	7	8%	1	0	0%
THIS DISTRICT	693	57	8%	10	3	30%
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 SCHOOL	80	0	0%
THIS DISTRICT	655	1	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

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

SOUTH WOODS MIDDLE SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
790	385	48.73% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	385	100	0	0
Female	190	100	0	0
Male	195	100	0	0
American Indian/Alaska Native	1	100	0	0
Black	0	0	0	0
Hispanic	17	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	213	100	0	0
White	142	100	0	0
Multiracial	12	100	0	0
General Education Students	366	100	0	0
Students with Disabilities	19	100	0	0
Not English Language Learner	381	100	0	0
English Language Learner	4	100	0	0
Economically Disadvantaged	54	100	0	0
Not Economically Disadvantaged	331	100	0	0
Not Migrant	385	100	0	0
Homeless	1	100	0	0
Not Homeless	384	100	0	0
Not in Foster Care	385	100	0	0
Parent Not in Armed Forces	385	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
790	385	48.73% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	377	97.92	3	.78	5	1.3	0	0	0	0	0	0
Female	188	98.95	0	0	2	1.05	0	0	0	0	0	0
Male	189	96.92	3	1.54	3	1.54	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	1	100	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	17	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	209	98.12	3	1.41	1	.47	0	0	0	0	0	0
White	140	98.59	0	0	2	1.41	0	0	0	0	0	0
Multiracial	11	91.67	0	0	1	8.33	0	0	0	0	0	0
General Education Students	358	97.81	3	.82	5	1.37	0	0	0	0	0	0
Students with Disabilities	19	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	373	97.9	3	.79	5	1.31	0	0	0	0	0	0
English Language Learner	4	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	53	98.15	0	0	1	1.85	0	0	0	0	0	0
Not Economically Disadvantaged	324	97.89	3	.91	4	1.21	0	0	0	0	0	0
Not Migrant	377	97.92	3	.78	5	1.3	0	0	0	0	0	0
Homeless	1	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	376	97.92	3	.78	5	1.3	0	0	0	0	0	0
Not in Foster Care	377	97.92	3	.78	5	1.3	0	0	0	0	0	0
Parent Not in Armed Forces	377	97.92	3	.78	5	1.3	0	0	0	0	0	0

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment

Count of Completed
Questions

Percent Completed

790**385****48.73% of Enrolled**

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	0	0	5	1.3	380	98.7
Female	0	0	1	.53	189	99.47
Male	0	0	4	2.05	191	97.95
American Indian/Alaska Native	0	0	1	100	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	0	0	17	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	3	1.41	210	98.59
White	0	0	1	.7	141	99.3
Multiracial	0	0	0	0	12	100
General Education Students	0	0	5	1.37	361	98.63
Students with Disabilities	0	0	0	0	19	100
Not English Language Learner	0	0	5	1.31	376	98.69
English Language Learner	0	0	0	0	4	100
Economically Disadvantaged	0	0	0	0	54	100
Not Economically Disadvantaged	0	0	5	1.51	326	98.49
Not Migrant	0	0	5	1.3	380	98.7
Homeless	0	0	0	0	1	100
Not Homeless	0	0	5	1.3	379	98.7
Not in Foster Care	0	0	5	1.3	380	98.7
Parent Not in Armed Forces	0	0	5	1.3	380	98.7

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
790	385	48.73% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	1	.26	384	99.74	0	0
Female	0	0	190	100	0	0
Male	1	.51	194	99.49	0	0
American Indian/Alaska Native	0	0	1	100	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	17	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	.47	212	99.53	0	0
White	0	0	142	100	0	0
Multiracial	0	0	12	100	0	0
General Education Students	1	.27	365	99.73	0	0
Students with Disabilities	0	0	19	100	0	0
Not English Language Learner	1	.26	380	99.74	0	0
English Language Learner	0	0	4	100	0	0
Economically Disadvantaged	0	0	54	100	0	0
Not Economically Disadvantaged	1	.3	330	99.7	0	0
Not Migrant	1	.26	384	99.74	0	0
Homeless	0	0	1	100	0	0
Not Homeless	1	.26	383	99.74	0	0
Not in Foster Care	1	.26	384	99.74	0	0
Parent Not in Armed Forces	1	.26	384	99.74	0	0

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
790	385	48.73% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	13	3.38	372	96.62
Female	4	2.11	186	97.89
Male	9	4.62	186	95.38
American Indian/Alaska Native	0	0	1	100
Black	0	0	0	0
Hispanic	0	0	17	100
Asian or Native Hawaiian/Other Pacific Islander	11	5.16	202	94.84
White	2	1.41	140	98.59
Multiracial	0	0	12	100
General Education Students	13	3.55	353	96.45
Students with Disabilities	0	0	19	100
Not English Language Learner	13	3.41	368	96.59
English Language Learner	0	0	4	100
Economically Disadvantaged	2	3.7	52	96.3
Not Economically Disadvantaged	11	3.32	320	96.68
Not Migrant	13	3.38	372	96.62
Homeless	0	0	1	100
Not Homeless	13	3.39	371	96.61
Not in Foster Care	13	3.38	372	96.62
Parent Not in Armed Forces	13	3.38	372	96.62

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
790	385	48.73% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	5	1.3	380	98.7
Female	1	.53	189	99.47
Male	4	2.05	191	97.95
American Indian/Alaska Native	0	0	1	100
Black	0	0	0	0
Hispanic	0	0	17	100
Asian or Native Hawaiian/Other Pacific Islander	1	.47	212	99.53
White	2	1.41	140	98.59
Multiracial	2	16.67	10	83.33
General Education Students	5	1.37	361	98.63
Students with Disabilities	0	0	19	100
Not English Language Learner	5	1.31	376	98.69
English Language Learner	0	0	4	100
Economically Disadvantaged	0	0	54	100
Not Economically Disadvantaged	5	1.51	326	98.49
Not Migrant	5	1.3	380	98.7
Homeless	0	0	1	100
Not Homeless	5	1.3	379	98.7
Not in Foster Care	5	1.3	380	98.7

Subgroup	No		Yes	
	#	%	#	%
Parent Not in Armed Forces	5	1.3	380	98.7

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD’S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
790		48.73% of Enrolled
	385	

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	11	2.86	6	1.56	0	0	2	.52	0	0	0	0	14	3.64	351	91.17	1	.26
Female	3	1.58	3	1.58	0	0	0	0	0	0	0	0	9	4.74	175	92.11	0	0
Male	8	4.1	3	1.54	0	0	2	1.03	0	0	0	0	5	2.56	176	90.26	1	.51
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	1	5.88	2	11.76	0	0	0	0	0	0	0	0	0	0	14	82.35	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	1.88	2	.94	0	0	2	.94	0	0	0	0	9	4.23	195	91.55	1	.47
White	6	4.23	2	1.41	0	0	0	0	0	0	0	0	5	3.52	129	90.85	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	100	0	0
General Education Students	11	3.01	5	1.37	0	0	2	.55	0	0	0	0	14	3.83	333	90.98	1	.27
Students with Disabilities	0	0	1	5.26	0	0	0	0	0	0	0	0	0	0	18	94.74	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not English Language Learner	11	2.89	5	1.31	0	0	2	.52	0	0	0	0	14	3.67	348	91.34	1	.26
English Language Learner	0	0	1	25	0	0	0	0	0	0	0	0	0	0	3	75	0	0
Economically Disadvantaged	1	1.85	3	5.56	0	0	2	3.7	0	0	0	0	6	11.11	42	77.78	0	0
Not Economically Disadvantaged	10	3.02	3	.91	0	0	0	0	0	0	0	0	8	2.42	309	93.35	1	.3
Not Migrant	11	2.86	6	1.56	0	0	2	.52	0	0	0	0	14	3.64	351	91.17	1	.26
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Not Homeless	11	2.86	6	1.56	0	0	2	.52	0	0	0	0	14	3.65	350	91.15	1	.26
Not in Foster Care	11	2.86	6	1.56	0	0	2	.52	0	0	0	0	14	3.64	351	91.17	1	.26
Parent Not in Armed Forces	11	2.86	6	1.56	0	0	2	.52	0	0	0	0	14	3.64	351	91.17	1	.26

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
790	385	48.73% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	6	1.56	379	98.44

Subgroup	No		Yes	
	#	%	#	%
Female	3	1.58	187	98.42
Male	3	1.54	192	98.46
American Indian/Alaska Native	0	0	1	100
Black	0	0	0	0
Hispanic	0	0	17	100
Asian or Native Hawaiian/Other Pacific Islander	4	1.88	209	98.12
White	2	1.41	140	98.59
Multiracial	0	0	12	100
General Education Students	6	1.64	360	98.36
Students with Disabilities	0	0	19	100
Not English Language Learner	6	1.57	375	98.43
English Language Learner	0	0	4	100
Economically Disadvantaged	1	1.85	53	98.15
Not Economically Disadvantaged	5	1.51	326	98.49
Not Migrant	6	1.56	379	98.44
Homeless	0	0	1	100
Not Homeless	6	1.56	378	98.44
Not in Foster Care	6	1.56	379	98.44
Parent Not in Armed Forces	6	1.56	379	98.44

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
790	385	48.73% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	32	8.31	33	8.57	310	80.52	10	2.6
Female	18	9.47	19	10	150	78.95	3	1.58
Male	14	7.18	14	7.18	160	82.05	7	3.59
American Indian/Alaska Native	0	0	0	0	1	100	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	1	5.88	1	5.88	12	70.59	3	17.65
Asian or Native Hawaiian/Other Pacific Islander	25	11.74	26	12.21	156	73.24	6	2.82
White	6	4.23	5	3.52	130	91.55	1	.7
Multiracial	0	0	1	8.33	11	91.67	0	0
General Education Students	31	8.47	31	8.47	296	80.87	8	2.19
Students with Disabilities	1	5.26	2	10.53	14	73.68	2	10.53
Not English Language Learner	31	8.14	33	8.66	307	80.58	10	2.62
English Language Learner	1	25	0	0	3	75	0	0
Economically Disadvantaged	10	18.52	10	18.52	33	61.11	1	1.85
Not Economically Disadvantaged	22	6.65	23	6.95	277	83.69	9	2.72
Not Migrant	32	8.31	33	8.57	310	80.52	10	2.6
Homeless	0	0	0	0	1	100	0	0
Not Homeless	32	8.33	33	8.59	309	80.47	10	2.6
Not in Foster Care	32	8.31	33	8.57	310	80.52	10	2.6
Parent Not in Armed Forces	32	8.31	33	8.57	310	80.52	10	2.6

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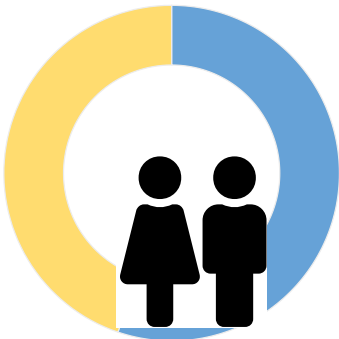
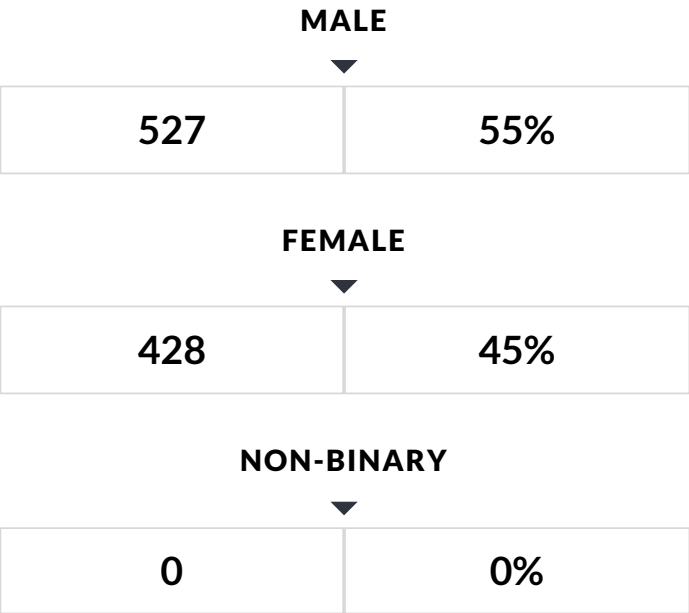
Section 10: School Report Card
H.B. Thompson Middle School

This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

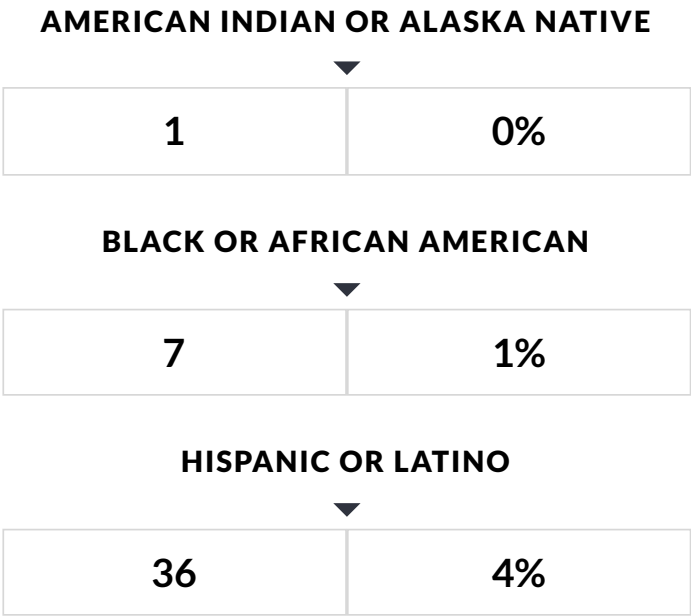
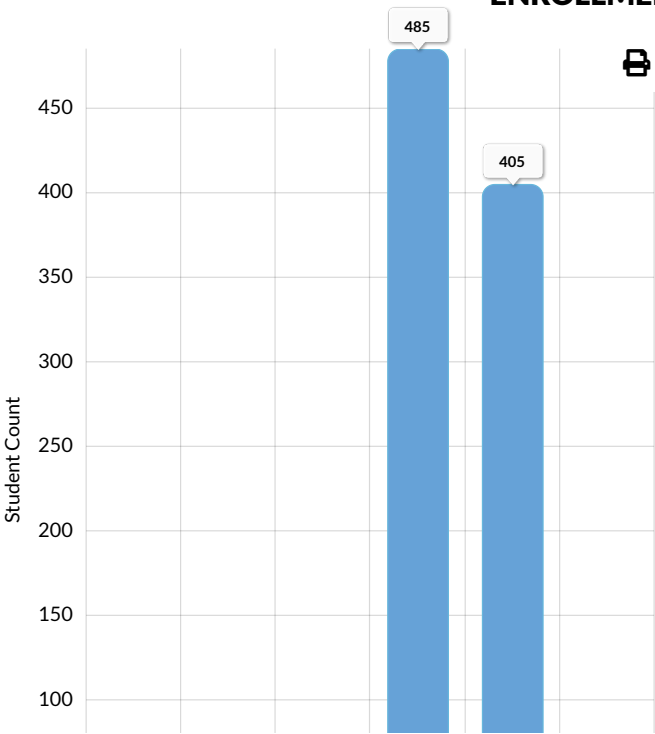
H B THOMPSON MIDDLE SCHOOL ENROLLMENT
(2023 - 24)

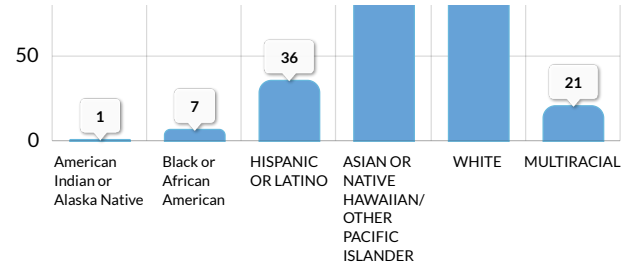
K-12 Enrollment: 955

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





ASIAN OR NATIVE HAWAIIAN/OTHER
PACIFIC ISLANDER

485	51%
-----	-----

WHITE

405	42%
-----	-----

MULTIRACIAL

21	2%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
9	1%	119	12%	150	16%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
				▼	
				—	—

ENROLLMENT BY GRADE



6TH GRADE		UNGRADED ELE...		7TH GRADE		8TH GRADE	
▼		▼		▼		▼	
289	30%	1	0%	350	37%	308	32%
UNGRADED SEC...							
▼							
7	1%						

H B THOMPSON MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	997	\$311,326	\$312	\$24,300,249	\$24,373	\$24,611,575	\$24,686
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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H B THOMPSON MIDDLE SCHOOL - 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
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	693	202	4
	Math	798	225.9	
	Combined	1,491	214.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	450	209.2	4
	Math	467	231.8	
	Combined	917	220.7	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	24	191.7	4
	Math	27	229.6	
	Combined	51	211.8	
Multiracial	ELA	17	211.8	4
	Math	16	225	
	Combined	33	218.2	
White	ELA	197	187.6	4
	Math	283	216.6	
	Combined	480	204.7	
English Language Learner	ELA	3	—	—
	Math	4	—	
	Combined	7	—	
Students with Disabilities	ELA	57	142.1	4
	Math	68	180.9	
	Combined	125	163.2	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	121	202.9	4
	Math	128	225	
	Combined	249	214.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	898	155.9	4
	Math	900	200.3	
	Combined	1,798	178.1	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	455	206.9	4
	Math	467	231.8	
	Combined	922	219.5	
Black or African American	ELA	6	75	—
	Math	6	108.3	
	Combined	12	—	
Hispanic or Latino	ELA	33	139.4	4
	Math	33	187.9	
	Combined	66	163.6	
Multiracial	ELA	20	180	4
	Math	20	180	
	Combined	40	180	
White	ELA	383	96.5	3
	Math	383	160.1	
	Combined	766	128.3	
English Language Learner	ELA	4	—	—
	Math	6	133.3	
	Combined	10	—	
Students with Disabilities	ELA	115	70.4	4
	Math	115	107	
	Combined	230	88.7	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	139	176.6	4
	Math	141	204.3	
	Combined	280	190.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—
English Language Learner	5	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	966	57	5.9%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	494	9	1.8%	4
Black or African American	7	—	—	—
Hispanic or Latino	36	5	13.9%	3
Multiracial	21	—	—	—
White	407	41	10.1%	4
English Language Learner	11	—	—	—
Students with Disabilities	125	16	12.8%	4
Economically Disadvantaged	154	11	7.1%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	958	73.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	X	490	94.1%
Black or African American	—	6	—
Hispanic or Latino	—	35	—
Multiracial	—	21	—
White	X	405	48.9%
English Language Learner	—	7	—
Students with Disabilities	X	117	47%
Economically Disadvantaged	X	153	83.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	958	84.2%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	490	96.9%
Black or African American	—	6	—
Hispanic or Latino	—	35	—
Multiracial	—	21	—
White	X	405	70.1%
English Language Learner	—	7	—
Students with Disabilities	X	117	56.4%
Economically Disadvantaged	X	153	86.9%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—
Grade 7	—
Grade 8	—

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	293	64	22%	229	78%	9	4%	47	21%	96	42%	77	34%	173	76%
Grade 7	354	90	25%	264	75%	3	1%	31	12%	130	49%	100	38%	230	87%
Grade 8	312	108	35%	204	65%	5	2%	20	10%	69	34%	110	54%	179	88%
Grades 3-8	959	262	27%	697	73%	17	2%	98	14%	295	42%	287	41%	582	84%

GRADE 6 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	293	64	22%	229	78%	9	4%	47	21%	96	42%	77	34%	173	76%
Female	135	30	22%	105	78%	1	1%	17	16%	48	46%	39	37%	87	83%
Male	158	34	22%	124	78%	8	6%	30	24%	48	39%	38	31%	86	69%
General Education Students	260	48	18%	212	82%	5	2%	38	18%	92	43%	77	36%	169	80%
Students with Disabilities	33	16	48%	17	52%	4	24%	9	53%	4	24%	0	0%	4	24%
Asian or Native Hawaiian/Other Pacific Islander	138	5	4%	133	96%	4	3%	18	14%	53	40%	58	44%	111	83%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	4	44%	5	56%	—	—	—	—	—	—	—	—	—	—
White	136	54	40%	82	60%	5	6%	25	30%	37	45%	15	18%	52	63%
Multiracial	8	0	0%	8	100%	0	0%	1	13%	4	50%	3	38%	7	88%
Small Group Total: Race & Ethnicity	11	5	45%	6	55%	0	0%	3	50%	2	33%	1	17%	3	50%
Economically Disadvantaged	41	6	15%	35	85%	2	6%	8	23%	12	34%	13	37%	25	71%
Not Economically Disadvantaged	252	58	23%	194	77%	7	4%	39	20%	84	43%	64	33%	148	76%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	291	63	22%	228	78%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	293	64	22%	229	78%	9	4%	47	21%	96	42%	77	34%	173	76%
Not Homeless	293	64	22%	229	78%	9	4%	47	21%	96	42%	77	34%	173	76%
Not Migrant	293	64	22%	229	78%	9	4%	47	21%	96	42%	77	34%	173	76%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	293	64	22%	229	78%	9	4%	47	21%	96	42%	77	34%	173	76%

GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	354	90	25%	264	75%	3	1%	31	12%	130	49%	100	38%	230	87%
Female	168	40	24%	128	76%	0	0%	11	9%	65	51%	52	41%	117	91%
Male	186	50	27%	136	73%	3	2%	20	15%	65	48%	48	35%	113	83%
General Education Students	308	63	20%	245	80%	2	1%	22	9%	122	50%	99	40%	221	90%
Students with Disabilities	46	27	59%	19	41%	1	5%	9	47%	8	42%	1	5%	9	47%
Asian or Native Hawaiian/Other Pacific Islander	194	14	7%	180	93%	2	1%	20	11%	85	47%	73	41%	158	88%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	14	3	21%	11	79%	0	0%	3	27%	3	27%	5	45%	8	73%
White	136	69	51%	67	49%	1	1%	7	10%	41	61%	18	27%	59	88%
Multiracial	8	2	25%	6	75%	0	0%	1	17%	1	17%	4	67%	5	83%
Economically Disadvantaged	60	11	18%	49	82%	1	2%	6	12%	26	53%	16	33%	42	86%
Not Economically Disadvantaged	294	79	27%	215	73%	2	1%	25	12%	104	48%	84	39%	188	87%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	352	88	25%	264	75%	3	1%	31	12%	130	49%	100	38%	230	87%
Not in Foster Care	354	90	25%	264	75%	3	1%	31	12%	130	49%	100	38%	230	87%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	352	89	25%	263	75%	—	—	—	—	—	—	—	—	—	—
Not Migrant	354	90	25%	264	75%	3	1%	31	12%	130	49%	100	38%	230	87%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	354	90	25%	264	75%	3	1%	31	12%	130	49%	100	38%	230	87%

GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	312	108	35%	204	65%	5	2%	20	10%	69	34%	110	54%	179	88%
Female	129	47	36%	82	64%	0	0%	6	7%	24	29%	52	63%	76	93%
Male	183	61	33%	122	67%	5	4%	14	11%	45	37%	58	48%	103	84%
General Education Students	273	83	30%	190	70%	2	1%	17	9%	61	32%	110	58%	171	90%
Students with Disabilities	39	25	64%	14	36%	3	21%	3	21%	8	57%	0	0%	8	57%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	158	16	10%	142	90%	3	2%	10	7%	45	32%	84	59%	129	91%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	4	33%	8	67%	0	0%	2	25%	2	25%	4	50%	6	75%
White	133	86	65%	47	35%	1	2%	7	15%	20	43%	19	40%	39	83%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	1	14%	1	14%	2	29%	3	43%	5	71%
Economically Disadvantaged	53	13	25%	40	75%	0	0%	5	13%	9	23%	26	65%	35	88%
Not Economically Disadvantaged	259	95	37%	164	63%	5	3%	15	9%	60	37%	84	51%	144	88%
English Language Learner	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	309	106	34%	203	66%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	312	108	35%	204	65%	5	2%	20	10%	69	34%	110	54%	179	88%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	311	107	34%	204	66%	5	2%	20	10%	69	34%	110	54%	179	88%
Not Migrant	312	108	35%	204	65%	5	2%	20	10%	69	34%	110	54%	179	88%
Parent Not in Armed Forces	312	108	35%	204	65%	5	2%	20	10%	69	34%	110	54%	179	88%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	293	59	20%	234	80%	3	1%	17	7%	122	52%	92	39%	214	91%
Combined 6	293	59	20%	234	80%	3	1%	17	7%	122	52%	92	39%	214	91%
Grade 7	354	83	23%	271	77%	1	0%	10	4%	60	22%	200	74%	260	96%
Regents 7	—	—	—	8	2%	0	0%	0	0%	0	0%	8	100%	8	100%
Combined 7	354	75	21%	279	79%	1	0%	10	4%	60	22%	208	75%	268	96%
Grade 8	312	305	98%	7	2%	1	14%	3	43%	3	43%	0	0%	3	43%
Regents 8	—	—	—	282	90%	0	0%	0	0%	8	3%	274	97%	282	100%
Combined 8	312	23	7%	289	93%	1	0%	3	1%	11	4%	274	95%	285	99%
Grades 3-8	959	157	16%	802	84%	5	1%	30	4%	193	24%	574	72%	767	96%

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

GRADE 6 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	293	59	20%	234	80%	3	1%	17	7%	122	52%	92	39%	214	91%
Female	135	27	20%	108	80%	0	0%	7	6%	57	53%	44	41%	101	94%
Male	158	32	20%	126	80%	3	2%	10	8%	65	52%	48	38%	113	90%
General Education Students	260	46	18%	214	82%	0	0%	12	6%	113	53%	89	42%	202	94%
Students with Disabilities	33	13	39%	20	61%	3	15%	5	25%	9	45%	3	15%	12	60%
Asian or Native Hawaiian/Other Pacific Islander	138	4	3%	134	97%	3	2%	5	4%	55	41%	71	53%	126	94%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	4	44%	5	56%	—	—	—	—	—	—	—	—	—	—
White	136	49	36%	87	64%	0	0%	11	13%	59	68%	17	20%	76	87%
Multiracial	8	1	13%	7	88%	0	0%	0	0%	4	57%	3	43%	7	100%
Small Group Total: Race & Ethnicity	11	5	45%	6	55%	0	0%	1	17%	4	67%	1	17%	5	83%
Economically Disadvantaged	41	6	15%	35	85%	2	6%	4	11%	15	43%	14	40%	29	83%
Not Economically Disadvantaged	252	53	21%	199	79%	1	1%	13	7%	107	54%	78	39%	185	93%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	291	59	20%	232	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	293	59	20%	234	80%	3	1%	17	7%	122	52%	92	39%	214	91%
Not Homeless	293	59	20%	234	80%	3	1%	17	7%	122	52%	92	39%	214	91%
Not Migrant	293	59	20%	234	80%	3	1%	17	7%	122	52%	92	39%	214	91%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	293	59	20%	234	80%	3	1%	17	7%	122	52%	92	39%	214	91%

GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	354	83	23%	271	77%	1	0%	10	4%	60	22%	200	74%	260	96%
Female	168	40	24%	128	76%	0	0%	3	2%	30	23%	95	74%	125	98%
Male	186	43	23%	143	77%	1	1%	7	5%	30	21%	105	73%	135	94%
General Education Students	308	57	19%	251	81%	0	0%	5	2%	53	21%	193	77%	246	98%
Students with Disabilities	46	26	57%	20	43%	1	5%	5	25%	7	35%	7	35%	14	70%
Asian or Native Hawaiian/Other Pacific Islander	194	17	9%	177	91%	0	0%	4	2%	39	22%	134	76%	173	98%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	14	3	21%	11	79%	—	—	—	—	—	—	—	—	—	—
White	136	57	42%	79	58%	1	1%	6	8%	14	18%	58	73%	72	91%
Multiracial	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	7	32%	15	68%	0	0%	0	0%	7	47%	8	53%	15	100%
Economically Disadvantaged	60	12	20%	48	80%	0	0%	0	0%	12	25%	36	75%	48	100%
Not Economically Disadvantaged	294	71	24%	223	76%	1	0%	10	4%	48	22%	164	74%	212	95%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	352	81	23%	271	77%	1	0%	10	4%	60	22%	200	74%	260	96%
Not in Foster Care	354	83	23%	271	77%	1	0%	10	4%	60	22%	200	74%	260	96%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	352	82	23%	270	77%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	354	83	23%	271	77%	1	0%	10	4%	60	22%	200	74%	260	96%
Parent Not in Armed Forces	354	83	23%	271	77%	1	0%	10	4%	60	22%	200	74%	260	96%

GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	312	305	98%	7	2%	1	14%	3	43%	3	43%	0	0%	3	43%
Female	129	127	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Male	183	178	97%	5	3%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	312	305	98%	7	2%	1	14%	3	43%	3	43%	0	0%	3	43%
General Education Students	273	271	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	39	34	87%	5	13%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	158	155	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	133	130	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	294	287	98%	7	2%	1	14%	3	43%	3	43%	0	0%	3	43%
Economically Disadvantaged	53	53	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	259	252	97%	7	3%	1	14%	3	43%	3	43%	0	0%	3	43%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	309	302	98%	7	2%	1	14%	3	43%	3	43%	0	0%	3	43%
Not in Foster Care	312	305	98%	7	2%	1	14%	3	43%	3	43%	0	0%	3	43%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	311	304	98%	7	2%	1	14%	3	43%	3	43%	0	0%	3	43%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	312	305	98%	7	2%	1	14%	3	43%	3	43%	0	0%	3	43%
Parent Not in Armed Forces	312	305	98%	7	2%	1	14%	3	43%	3	43%	0	0%	3	43%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	312	303	97%	9	3%	3	33%	3	33%	3	33%	0	0%	3	33%
Regents 8	—	—	—	276	88%	0	0%	1	0%	33	12%	242	88%	275	100%
Combined 8	312	27	9%	285	91%	3	1%	4	1%	36	13%	242	85%	278	98%
Grades 5 & 8	312	27	9%	285	91%	3	1%	4	1%	36	13%	242	85%	278	98%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	312	303	97%	9	3%	3	33%	3	33%	3	33%	0	0%	3	33%
Female	129	127	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Male	183	176	96%	7	4%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	312	303	97%	9	3%	3	33%	3	33%	3	33%	0	0%	3	33%
General Education Students	273	270	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	39	33	85%	6	15%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	158	153	97%	5	3%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	133	130	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	294	285	97%	9	3%	3	33%	3	33%	3	33%	0	0%	3	33%
Economically Disadvantaged	53	52	98%	1	2%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	259	251	97%	8	3%	—	—	—	—	—	—	—	—	—	—
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	309	300	97%	9	3%	3	33%	3	33%	3	33%	0	0%	3	33%
Not in Foster Care	312	303	97%	9	3%	3	33%	3	33%	3	33%	0	0%	3	33%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	311	302	97%	9	3%	3	33%	3	33%	3	33%	0	0%	3	33%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	312	303	97%	9	3%	3	33%	3	33%	3	33%	0	0%	3	33%
Parent Not in Armed Forces	312	303	97%	9	3%	3	33%	3	33%	3	33%	0	0%	3	33%

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 ALGEBRA I (JUNE 2024)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	0	0%	0	0%	7	3%	60	22%	209	76%	276	100%
Female	115	0	0%	0	0%	3	3%	25	22%	87	76%	115	100%
Male	161	0	0%	0	0%	4	2%	35	22%	122	76%	161	100%
General Education Students	260	0	0%	0	0%	6	2%	50	19%	204	78%	260	100%
Students with Disabilities	16	0	0%	0	0%	1	6%	10	63%	5	31%	16	100%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	150	0	0%	0	0%	0	0%	29	19%	121	81%	150	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	0	0%	0	0%	3	30%	7	70%	10	100%
White	108	0	0%	0	0%	7	6%	26	24%	75	69%	108	100%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	0	0%	2	25%	6	75%	8	100%
Economically Disadvantaged	46	0	0%	0	0%	0	0%	17	37%	29	63%	46	100%
Not Economically Disadvantaged	230	0	0%	0	0%	7	3%	43	19%	180	78%	230	100%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	275	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	0	0%	0	0%	7	3%	60	22%	209	76%	276	100%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	275	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	276	0	0%	0	0%	7	3%	60	22%	209	76%	276	100%
Parent Not in Armed Forces	276	0	0%	0	0%	7	3%	60	22%	209	76%	276	100%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	14	0	0%	0	0%	1	7%	0	0%	13	93%	14	100%
Female	3	—	—	—	—	—	—	—	—	—	—	—	—
Male	11	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	14	0	0%	0	0%	1	7%	0	0%	13	93%	14	100%
General Education Students	14	0	0%	0	0%	1	7%	0	0%	13	93%	14	100%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	1	17%	0	0%	5	83%	6	100%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	12	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	14	0	0%	0	0%	1	7%	0	0%	13	93%	14	100%
Not in Foster Care	14	0	0%	0	0%	1	7%	0	0%	13	93%	14	100%
Not Homeless	14	0	0%	0	0%	1	7%	0	0%	13	93%	14	100%
Not Migrant	14	0	0%	0	0%	1	7%	0	0%	13	93%	14	100%
Parent Not in Armed Forces	14	0	0%	0	0%	1	7%	0	0%	13	93%	14	100%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2023-24)



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

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	276	0	0%	1	0%	33	12%	242	88%	275	100%
Female	114	0	0%	1	1%	14	12%	99	87%	113	99%
Male	162	0	0%	0	0%	19	12%	143	88%	162	100%
General Education Students	262	0	0%	1	0%	25	10%	236	90%	261	100%
Students with Disabilities	14	0	0%	0	0%	8	57%	6	43%	14	100%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	150	0	0%	0	0%	14	9%	136	91%	150	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	0	0%	1	9%	10	91%	11	100%
White	108	0	0%	1	1%	18	17%	89	82%	107	99%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	0	0%	7	100%	7	100%
Economically Disadvantaged	48	0	0%	0	0%	6	13%	42	88%	48	100%
Not Economically Disadvantaged	228	0	0%	1	0%	27	12%	200	88%	227	100%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	275	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	0	0%	1	0%	33	12%	242	88%	275	100%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	275	—	—	—	—	—	—	—	—	—	—
Not Migrant	276	0	0%	1	0%	33	12%	242	88%	275	100%
Parent Not in Armed Forces	276	0	0%	1	0%	33	12%	242	88%	275	100%

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

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 6 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 ELA	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

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

STAFF QUALIFICATIONS (2023-24)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	111	11	10%	1	0	0%
THIS DISTRICT	693	57	8%	10	3	30%
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 SCHOOL	105	0	0%
THIS DISTRICT	655	1	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

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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H B THOMPSON MIDDLE SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
966	460	47.62% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	460	100	0	0
Female	193	100	0	0
Male	267	100	0	0
American Indian/Alaska Native	1	100	0	0
Black	1	100	0	0
Hispanic	16	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	262	100	0	0
White	173	100	0	0
Multiracial	7	100	0	0
General Education Students	404	100	0	0
Students with Disabilities	56	100	0	0
Not English Language Learner	457	100	0	0
English Language Learner	3	100	0	0
Economically Disadvantaged	66	100	0	0
Not Economically Disadvantaged	394	100	0	0
Not Migrant	460	100	0	0
Homeless	1	100	0	0
Not Homeless	459	100	0	0
Not in Foster Care	460	100	0	0
Parent Not in Armed Forces	460	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
966	460	47.62% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	445	96.74	2	.43	9	1.96	1	.22	0	0	3	.65

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	187	96.89	2	1.04	3	1.55	0	0	0	0	1	.52
Male	258	96.63	0	0	6	2.25	1	.37	0	0	2	.75
American Indian/Alaska Native	1	100	0	0	0	0	0	0	0	0	0	0
Black	1	100	0	0	0	0	0	0	0	0	0	0
Hispanic	15	93.75	0	0	1	6.25	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	252	96.18	2	.76	5	1.91	0	0	0	0	3	1.15
White	169	97.69	0	0	3	1.73	1	.58	0	0	0	0
Multiracial	7	100	0	0	0	0	0	0	0	0	0	0
General Education Students	391	96.78	2	.5	7	1.73	1	.25	0	0	3	.74
Students with Disabilities	54	96.43	0	0	2	3.57	0	0	0	0	0	0
Not English Language Learner	442	96.72	2	.44	9	1.97	1	.22	0	0	3	.66
English Language Learner	3	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	66	100	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	379	96.19	2	.51	9	2.28	1	.25	0	0	3	.76
Not Migrant	445	96.74	2	.43	9	1.96	1	.22	0	0	3	.65
Homeless	1	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	444	96.73	2	.44	9	1.96	1	.22	0	0	3	.65
Not in Foster Care	445	96.74	2	.43	9	1.96	1	.22	0	0	3	.65
Parent Not in Armed Forces	445	96.74	2	.43	9	1.96	1	.22	0	0	3	.65

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
966		47.62% of Enrolled

460

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	0	0	13	2.83	447	97.17
Female	0	0	6	3.11	187	96.89
Male	0	0	7	2.62	260	97.38
American Indian/Alaska Native	0	0	0	0	1	100
Black	0	0	0	0	1	100
Hispanic	0	0	0	0	16	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	10	3.82	252	96.18
White	0	0	3	1.73	170	98.27
Multiracial	0	0	0	0	7	100
General Education Students	0	0	11	2.72	393	97.28
Students with Disabilities	0	0	2	3.57	54	96.43
Not English Language Learner	0	0	13	2.84	444	97.16
English Language Learner	0	0	0	0	3	100
Economically Disadvantaged	0	0	0	0	66	100
Not Economically Disadvantaged	0	0	13	3.3	381	96.7
Not Migrant	0	0	13	2.83	447	97.17
Homeless	0	0	0	0	1	100
Not Homeless	0	0	13	2.83	446	97.17
Not in Foster Care	0	0	13	2.83	447	97.17
Parent Not in Armed Forces	0	0	13	2.83	447	97.17

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
966	460	47.62% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	0	0	456	99.13	4	.87
Female	0	0	192	99.48	1	.52
Male	0	0	264	98.88	3	1.12
American Indian/Alaska Native	0	0	1	100	0	0
Black	0	0	1	100	0	0
Hispanic	0	0	16	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	261	99.62	1	.38
White	0	0	170	98.27	3	1.73
Multiracial	0	0	7	100	0	0
General Education Students	0	0	402	99.5	2	.5
Students with Disabilities	0	0	54	96.43	2	3.57
Not English Language Learner	0	0	453	99.12	4	.88
English Language Learner	0	0	3	100	0	0
Economically Disadvantaged	0	0	66	100	0	0
Not Economically Disadvantaged	0	0	390	98.98	4	1.02
Not Migrant	0	0	456	99.13	4	.87
Homeless	0	0	1	100	0	0
Not Homeless	0	0	455	99.13	4	.87
Not in Foster Care	0	0	456	99.13	4	.87
Parent Not in Armed Forces	0	0	456	99.13	4	.87

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
966	460	47.62% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	18	3.91	442	96.09
Female	9	4.66	184	95.34
Male	9	3.37	258	96.63
American Indian/Alaska Native	0	0	1	100
Black	0	0	1	100
Hispanic	1	6.25	15	93.75
Asian or Native Hawaiian/Other Pacific Islander	13	4.96	249	95.04
White	4	2.31	169	97.69
Multiracial	0	0	7	100
General Education Students	15	3.71	389	96.29
Students with Disabilities	3	5.36	53	94.64
Not English Language Learner	18	3.94	439	96.06
English Language Learner	0	0	3	100
Economically Disadvantaged	4	6.06	62	93.94
Not Economically Disadvantaged	14	3.55	380	96.45
Not Migrant	18	3.91	442	96.09
Homeless	0	0	1	100
Not Homeless	18	3.92	441	96.08
Not in Foster Care	18	3.91	442	96.09
Parent Not in Armed Forces	18	3.91	442	96.09

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
966	460	47.62% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	460	100
Female	0	0	193	100
Male	0	0	267	100
American Indian/Alaska Native	0	0	1	100
Black	0	0	1	100
Hispanic	0	0	16	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	262	100
White	0	0	173	100
Multiracial	0	0	7	100
General Education Students	0	0	404	100
Students with Disabilities	0	0	56	100
Not English Language Learner	0	0	457	100
English Language Learner	0	0	3	100
Economically Disadvantaged	0	0	66	100
Not Economically Disadvantaged	0	0	394	100
Not Migrant	0	0	460	100
Homeless	0	0	1	100
Not Homeless	0	0	459	100
Not in Foster Care	0	0	460	100

Subgroup	No		Yes	
	#	%	#	%
Parent Not in Armed Forces	0	0	460	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD’S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
966	460	47.62% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	18	3.91	15	3.26	0	0	2	.43	1	.22	0	0	15	3.26	408	88.7	1	.22
Female	5	2.59	5	2.59	0	0	0	0	0	0	0	0	6	3.11	177	91.71	0	0
Male	13	4.87	10	3.75	0	0	2	.75	1	.37	0	0	9	3.37	231	86.52	1	.37
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	1	6.25	15	93.75	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	2.67	10	3.82	0	0	2	.76	0	0	0	0	9	3.44	234	89.31	0	0
White	11	6.36	5	2.89	0	0	0	0	1	.58	0	0	3	1.73	152	87.86	1	.58
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	2	28.57	5	71.43	0	0
General Education Students	17	4.21	12	2.97	0	0	2	.5	0	0	0	0	13	3.22	359	88.86	1	.25
Students with Disabilities	1	1.79	3	5.36	0	0	0	0	1	1.79	0	0	2	3.57	49	87.5	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not English Language Learner	18	3.94	14	3.06	0	0	2	.44	1	.22	0	0	15	3.28	406	88.84	1	.22
English Language Learner	0	0	1	33.33	0	0	0	0	0	0	0	0	0	0	2	66.67	0	0
Economically Disadvantaged	5	7.58	5	7.58	0	0	0	0	0	0	0	0	4	6.06	51	77.27	1	1.52
Not Economically Disadvantaged	13	3.3	10	2.54	0	0	2	.51	1	.25	0	0	11	2.79	357	90.61	0	0
Not Migrant	18	3.91	15	3.26	0	0	2	.43	1	.22	0	0	15	3.26	408	88.7	1	.22
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Not Homeless	18	3.92	15	3.27	0	0	2	.44	1	.22	0	0	15	3.27	407	88.67	1	.22
Not in Foster Care	18	3.91	15	3.26	0	0	2	.43	1	.22	0	0	15	3.26	408	88.7	1	.22
Parent Not in Armed Forces	18	3.91	15	3.26	0	0	2	.43	1	.22	0	0	15	3.26	408	88.7	1	.22

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
966	460	47.62% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	19	4.13	441	95.87

Subgroup	No		Yes	
	#	%	#	%
Female	8	4.15	185	95.85
Male	11	4.12	256	95.88
American Indian/Alaska Native	0	0	1	100
Black	0	0	1	100
Hispanic	2	12.5	14	87.5
Asian or Native Hawaiian/Other Pacific Islander	11	4.2	251	95.8
White	4	2.31	169	97.69
Multiracial	2	28.57	5	71.43
General Education Students	16	3.96	388	96.04
Students with Disabilities	3	5.36	53	94.64
Not English Language Learner	19	4.16	438	95.84
English Language Learner	0	0	3	100
Economically Disadvantaged	4	6.06	62	93.94
Not Economically Disadvantaged	15	3.81	379	96.19
Not Migrant	19	4.13	441	95.87
Homeless	0	0	1	100
Not Homeless	19	4.14	440	95.86
Not in Foster Care	19	4.13	441	95.87
Parent Not in Armed Forces	19	4.13	441	95.87

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
966	460	47.62% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	45	9.78	39	8.48	371	80.65	5	1.09
Female	14	7.25	20	10.36	156	80.83	3	1.55
Male	31	11.61	19	7.12	215	80.52	2	.75
American Indian/Alaska Native	0	0	0	0	1	100	0	0
Black	0	0	0	0	1	100	0	0
Hispanic	1	6.25	1	6.25	14	87.5	0	0
Asian or Native Hawaiian/Other Pacific Islander	36	13.74	31	11.83	191	72.9	4	1.53
White	8	4.62	7	4.05	157	90.75	1	.58
Multiracial	0	0	0	0	7	100	0	0
General Education Students	38	9.41	33	8.17	328	81.19	5	1.24
Students with Disabilities	7	12.5	6	10.71	43	76.79	0	0
Not English Language Learner	44	9.63	38	8.32	370	80.96	5	1.09
English Language Learner	1	33.33	1	33.33	1	33.33	0	0
Economically Disadvantaged	17	25.76	8	12.12	38	57.58	3	4.55
Not Economically Disadvantaged	28	7.11	31	7.87	333	84.52	2	.51
Not Migrant	45	9.78	39	8.48	371	80.65	5	1.09
Homeless	0	0	0	0	1	100	0	0
Not Homeless	45	9.8	39	8.5	370	80.61	5	1.09
Not in Foster Care	45	9.78	39	8.48	371	80.65	5	1.09
Parent Not in Armed Forces	45	9.78	39	8.48	371	80.65	5	1.09

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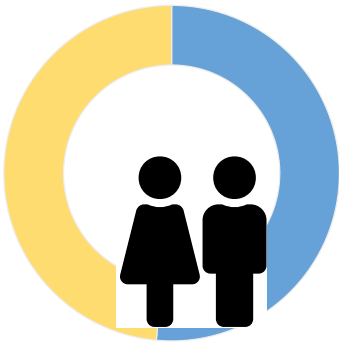
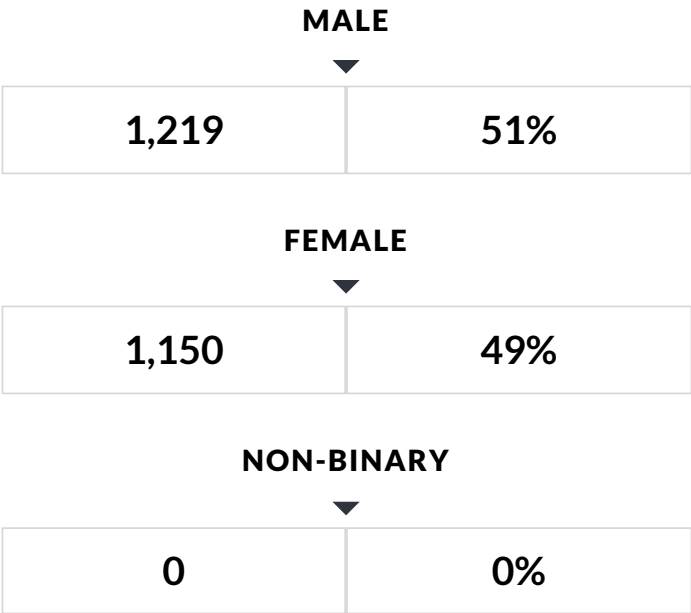
Section 11: School Report Card
Syosset High School

This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

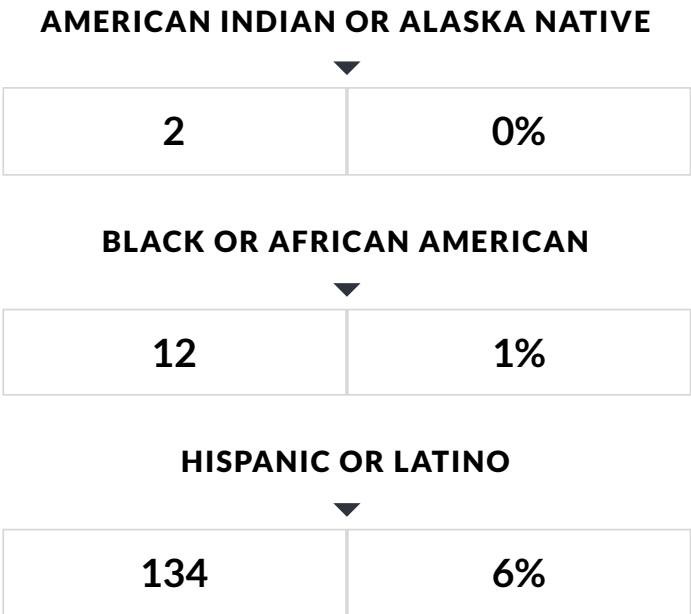
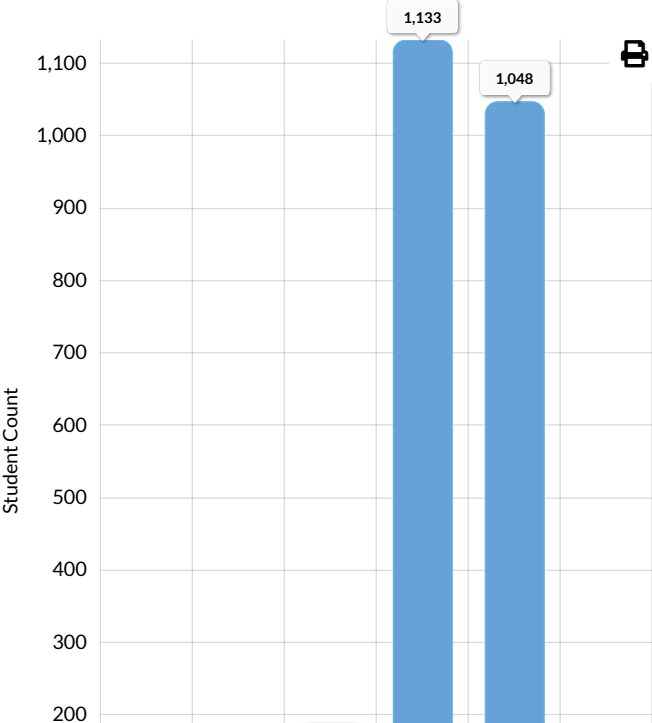
SYOSSET SENIOR HIGH SCHOOL ENROLLMENT
(2023 - 24)

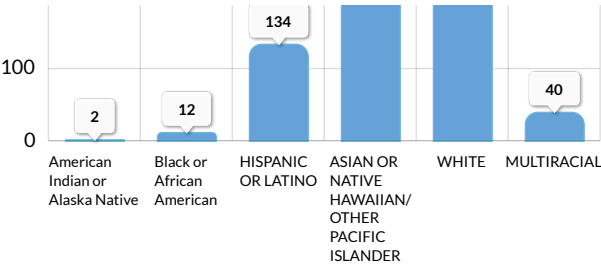
K-12 Enrollment: 2,369

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





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



1,133	48%
-------	-----

WHITE



1,048	44%
-------	-----

MULTIRACIAL



40	2%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
▼		▼		▼			
43	2%	216	9%	393	17%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
▼		▼		▼		▼	
—	—	8	0%	—	—	—	—

ENROLLMENT BY GRADE



9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
—		—		—		—	
627	26%	593	25%	600	25%	536	23%
UNGRADED SEC...							
—							
13	1%						

SYOSSET SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	2,265	\$461,370	\$204	\$56,091,764	\$24,765	\$56,553,134	\$24,968
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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SYOSSET SENIOR HIGH SCHOOL - 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

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	532	228.9	219.1	4
	Math	514	205.2		
	Science	485	225.2		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	227	237.2	230.9	4
	Math	226	222.8		
	Science	218	233.5		
Black or African American	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
Hispanic or Latino	ELA	36	213.9	193.5	4
	Math	29	160.3		
	Science	28	212.5		
Multiracial	ELA	6	233.3	—	—
	Math	6	233.3		
	Science	6	225		
White	ELA	261	224.9	212	4
	Math	252	194.2		
	Science	231	219.5		
English Language Learner	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Students with Disabilities	ELA	58	179.3	159.7	4
	Math	50	126		
	Science	44	180.7		
Economically Disadvantaged	ELA	80	225	218.7	4
	Math	77	206.5		
	Science	76	227.6		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	538	226.3	209.9	4
	Math	538	196		
	Science	530	206		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	229	235.2	226.2	4
	Math	229	219.9		
	Science	229	222.3		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	37	208.1	167.7	4
	Math	37	125.7		
	Science	35	170		
Multiracial	ELA	6	233.3	—	—
	Math	6	233.3		
	Science	6	225		
White	ELA	264	222.3	202	4
	Math	264	185.4		
	Science	258	196.5		
English Language Learner	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
Students with Disabilities	ELA	61	170.5	140.2	4
	Math	61	103.3		
	Science	53	150		
Economically Disadvantaged	ELA	83	216.9	207.3	4
	Math	83	191.6		
	Science	80	216.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	553	550	99.5%	99.2%	4
	5-year	581	576	99.1%		
	6-year	559	554	99.1%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	2	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	219	219	100%	99.9%	4
	5-year	227	226	99.6%		
	6-year	204	204	100%		
Black or African American	4-year	5	—	—	—	—
	5-year	4	—	—		
	6-year	4	—	—		
Hispanic or Latino	4-year	31	30	96.8%	96.8%	3
	5-year	23	—	—		
	6-year	18	—	—		
Multiracial	4-year	11	—	—	—	—
	5-year	6	—	—		
	6-year	6	—	—		
White	4-year	287	286	99.7%	99.2%	4
	5-year	320	316	98.8%		
	6-year	325	322	99.1%		
English Language Learner	4-year	6	—	—	—	—
	5-year	7	—	—		
	6-year	8	—	—		
Students with Disabilities	4-year	70	69	98.6%	95.9%	4
	5-year	75	71	94.7%		
	6-year	73	69	94.5%		
Economically Disadvantaged	4-year	83	80	96.4%	95.8%	4
	5-year	80	78	97.5%		
	6-year	61	57	93.4%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	32	51%	68%	1.3	4
Asian or Native Hawaiian/Other Pacific Islander	28	—	—	—	—
Hispanic or Latino	3	—	—	—	—
White	1	—	—	—	—
English Language Learner	32	51%	68%	1.3	4
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	16	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,386	142	6%	4
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1,146	54	4.7%	4
Black or African American	12	—	—	—
Hispanic or Latino	134	16	11.9%	4
Multiracial	40	4	10%	4
White	1,052	65	6.2%	4
English Language Learner	97	9	9.3%	4
Students with Disabilities	229	28	12.2%	4
Economically Disadvantaged	402	46	11.4%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	536	99.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	231	99.6%
Black or African American	—	1	—
Hispanic or Latino	—	36	—
Multiracial	—	6	—
White	✓	261	99.6%
English Language Learner	—	4	—
Students with Disabilities	✓	48	97.9%
Economically Disadvantaged	✓	81	97.5%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	536	95.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	231	99.1%
Black or African American	—	1	—
Hispanic or Latino	—	36	—
Multiracial	—	6	—
White	✓	261	95.4%
English Language Learner	—	4	—
Students with Disabilities	✗	48	77.1%
Economically Disadvantaged	✗	81	92.6%

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)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	605	0	0%	2	0%	28	5%	81	13%	494	82%	603	100%
Female	300	0	0%	0	0%	16	5%	35	12%	249	83%	300	100%
Male	305	0	0%	2	1%	12	4%	46	15%	245	80%	303	99%
General Education Students	560	0	0%	0	0%	19	3%	67	12%	474	85%	560	100%
Students with Disabilities	45	0	0%	2	4%	9	20%	14	31%	20	44%	43	96%
Asian or Native Hawaiian/Other Pacific Islander	310	0	0%	0	0%	13	4%	30	10%	267	86%	310	100%
Black or African American	5	0	0%	0	0%	2	40%	1	20%	2	40%	5	100%
Hispanic or Latino	25	0	0%	0	0%	2	8%	8	32%	15	60%	25	100%
White	260	0	0%	2	1%	10	4%	42	16%	206	79%	258	99%
Multiracial	5	0	0%	0	0%	1	20%	0	0%	4	80%	5	100%
Economically Disadvantaged	97	0	0%	0	0%	5	5%	20	21%	72	74%	97	100%
Not Economically Disadvantaged	508	0	0%	2	0%	23	5%	61	12%	422	83%	506	100%
English Language Learner	11	0	0%	0	0%	7	64%	2	18%	2	18%	11	100%
Non-English Language Learner	594	0	0%	2	0%	21	4%	79	13%	492	83%	592	100%
Not in Foster Care	605	0	0%	2	0%	28	5%	81	13%	494	82%	603	100%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	604	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	605	0	0%	2	0%	28	5%	81	13%	494	82%	603	100%
Parent Not in Armed Forces	605	0	0%	2	0%	28	5%	81	13%	494	82%	603	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%
Female	7	0	0%	0	0%	4	57%	0	0%	3	43%	7	100%
Male	6	0	0%	0	0%	3	50%	1	17%	2	33%	6	100%
General Education Students	12	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	2	25%	1	13%	5	63%	8	100%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	5	100%	0	0%	0	0%	5	100%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	9	–	–	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	11	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%
Not Homeless	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%
Not Migrant	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%
Parent Not in Armed Forces	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	5	7%	10	13%	28	37%	21	28%	11	15%	60	80%
Female	34	1	3%	5	15%	16	47%	9	26%	3	9%	28	82%
Male	41	4	10%	5	12%	12	29%	12	29%	8	20%	32	78%
General Education Students	52	1	2%	8	15%	16	31%	18	35%	9	17%	43	83%
Students with Disabilities	23	4	17%	2	9%	12	52%	3	13%	2	9%	17	74%
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	5	15%	8	24%	11	33%	9	27%	28	85%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	—	—	—	—	—	—	—	—	—	—	—	—
White	29	3	10%	2	7%	14	48%	8	28%	2	7%	24	83%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	2	15%	3	23%	6	46%	2	15%	0	0%	8	62%
Economically Disadvantaged	29	3	10%	5	17%	10	34%	7	24%	4	14%	21	72%
Not Economically Disadvantaged	46	2	4%	5	11%	18	39%	14	30%	7	15%	39	85%
English Language Learner	13	1	8%	2	15%	0	0%	5	38%	5	38%	10	77%
Non-English Language Learner	62	4	6%	8	13%	28	45%	16	26%	6	10%	50	81%
Not in Foster Care	75	5	7%	10	13%	28	37%	21	28%	11	15%	60	80%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	74	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	75	5	7%	10	13%	28	37%	21	28%	11	15%	60	80%
Parent Not in Armed Forces	75	5	7%	10	13%	28	37%	21	28%	11	15%	60	80%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	599	13	2%	23	4%	145	24%	97	16%	321	54%	563	94%
Female	298	7	2%	13	4%	67	22%	45	15%	166	56%	278	93%
Male	301	6	2%	10	3%	78	26%	52	17%	155	51%	285	95%
General Education Students	550	6	1%	15	3%	118	21%	92	17%	319	58%	529	96%
Students with Disabilities	49	7	14%	8	16%	27	55%	5	10%	2	4%	34	69%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	298	7	2%	6	2%	54	18%	36	12%	195	65%	285	96%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	0	0%	5	14%	15	42%	3	8%	13	36%	31	86%
White	250	4	2%	12	5%	70	28%	56	22%	108	43%	234	94%
Multiracial	11	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	2	13%	0	0%	6	40%	2	13%	5	33%	13	87%
Economically Disadvantaged	103	5	5%	9	9%	25	24%	14	14%	50	49%	89	86%
Not Economically Disadvantaged	496	8	2%	14	3%	120	24%	83	17%	271	55%	474	96%
English Language Learner	11	0	0%	0	0%	2	18%	0	0%	9	82%	11	100%
Non-English Language Learner	588	13	2%	23	4%	143	24%	97	16%	312	53%	552	94%
Not in Foster Care	599	13	2%	23	4%	145	24%	97	16%	321	54%	563	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	598	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	599	13	2%	23	4%	145	24%	97	16%	321	54%	563	94%
Parent Not in Armed Forces	599	13	2%	23	4%	145	24%	97	16%	321	54%	563	94%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	593	0	0%	0	0%	66	11%	178	30%	349	59%	593	100%
Female	286	0	0%	0	0%	34	12%	82	29%	170	59%	286	100%
Male	307	0	0%	0	0%	32	10%	96	31%	179	58%	307	100%
General Education Students	560	0	0%	0	0%	52	9%	161	29%	347	62%	560	100%
Students with Disabilities	33	0	0%	0	0%	14	42%	17	52%	2	6%	33	100%
Asian or Native Hawaiian/Other Pacific Islander	302	0	0%	0	0%	28	9%	64	21%	210	70%	302	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	0	0%	7	30%	10	43%	6	26%	23	100%
White	251	0	0%	0	0%	29	12%	99	39%	123	49%	251	100%
Multiracial	16	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	0	0%	0	0%	2	12%	5	29%	10	59%	17	100%
Economically Disadvantaged	94	0	0%	0	0%	18	19%	28	30%	48	51%	94	100%
Not Economically Disadvantaged	499	0	0%	0	0%	48	10%	150	30%	301	60%	499	100%
English Language Learner	11	0	0%	0	0%	2	18%	4	36%	5	45%	11	100%
Non-English Language Learner	582	0	0%	0	0%	64	11%	174	30%	344	59%	582	100%
Not in Foster Care	593	0	0%	0	0%	66	11%	178	30%	349	59%	593	100%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	591	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	593	0	0%	0	0%	66	11%	178	30%	349	59%	593	100%
Parent Not in Armed Forces	593	0	0%	0	0%	66	11%	178	30%	349	59%	593	100%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	615	8	1%	5	1%	144	23%	458	74%	602	98%
Female	305	3	1%	3	1%	73	24%	226	74%	299	98%
Male	310	5	2%	2	1%	71	23%	232	75%	303	98%
General Education Students	568	4	1%	4	1%	109	19%	451	79%	560	99%
Students with Disabilities	47	4	9%	1	2%	35	74%	7	15%	42	89%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	309	5	2%	2	1%	46	15%	256	83%	302	98%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	0	0%	3	8%	13	35%	21	57%	34	92%
White	255	2	1%	0	0%	83	33%	170	67%	253	99%
Multiracial	10	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	0	0%	2	14%	11	79%	13	93%
Economically Disadvantaged	106	4	4%	4	4%	33	31%	65	61%	98	92%
Not Economically Disadvantaged	509	4	1%	1	0%	111	22%	393	77%	504	99%
English Language Learner	16	1	6%	1	6%	3	19%	11	69%	14	88%
Non-English Language Learner	599	7	1%	4	1%	141	24%	447	75%	588	98%
Not in Foster Care	615	8	1%	5	1%	144	23%	458	74%	602	98%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	611	—	—	—	—	—	—	—	—	—	—
Not Migrant	615	8	1%	5	1%	144	23%	458	74%	602	98%
Parent Not in Armed Forces	615	8	1%	5	1%	144	23%	458	74%	602	98%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	85	6	7%	12	14%	37	44%	30	35%	67	79%
Female	42	5	12%	6	14%	17	40%	14	33%	31	74%
Male	43	1	2%	6	14%	20	47%	16	37%	36	84%
General Education Students	59	4	7%	5	8%	28	47%	22	37%	50	85%
Students with Disabilities	26	2	8%	7	27%	9	35%	8	31%	17	65%
Asian or Native Hawaiian/Other Pacific Islander	44	3	7%	4	9%	15	34%	22	50%	37	84%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	0	0%	8	89%	0	0%	8	89%
White	27	2	7%	7	26%	11	41%	7	26%	18	67%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	26	2	8%	5	19%	12	46%	7	27%	19	73%
Not Economically Disadvantaged	59	4	7%	7	12%	25	42%	23	39%	48	81%
English Language Learner	13	0	0%	0	0%	6	46%	7	54%	13	100%
Non-English Language Learner	72	6	8%	12	17%	31	43%	23	32%	54	75%
Not in Foster Care	85	6	7%	12	14%	37	44%	30	35%	67	79%
Not Homeless	85	6	7%	12	14%	37	44%	30	35%	67	79%
Not Migrant	85	6	7%	12	14%	37	44%	30	35%	67	79%
Parent Not in Armed Forces	85	6	7%	12	14%	37	44%	30	35%	67	79%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	521	0	0%	7	1%	208	40%	306	59%	514	99%
Female	251	0	0%	3	1%	98	39%	150	60%	248	99%
Male	270	0	0%	4	1%	110	41%	156	58%	266	99%
General Education Students	504	0	0%	7	1%	194	38%	303	60%	497	99%
Students with Disabilities	17	0	0%	0	0%	14	82%	3	18%	17	100%
Asian or Native Hawaiian/Other Pacific Islander	259	0	0%	5	2%	89	34%	165	64%	254	98%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	0	0%	0	0%	14	74%	5	26%	19	100%
White	225	0	0%	1	0%	98	44%	126	56%	224	100%
Multiracial	16	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	0	0%	1	6%	7	39%	10	56%	17	94%
Economically Disadvantaged	80	0	0%	1	1%	41	51%	38	48%	79	99%
Not Economically Disadvantaged	441	0	0%	6	1%	167	38%	268	61%	435	99%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	517	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	521	0	0%	7	1%	208	40%	306	59%	514	99%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	519	—	—	—	—	—	—	—	—	—	—
Not Migrant	521	0	0%	7	1%	208	40%	306	59%	514	99%
Parent Not in Armed Forces	521	0	0%	7	1%	208	40%	306	59%	514	99%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	427	3	1%	19	4%	154	36%	251	59%	405	95%
Female	208	0	0%	11	5%	80	38%	117	56%	197	95%
Male	219	3	1%	8	4%	74	34%	134	61%	208	95%
General Education Students	418	3	1%	18	4%	149	36%	248	59%	397	95%
Students with Disabilities	9	0	0%	1	11%	5	56%	3	33%	8	89%
Asian or Native Hawaiian/Other Pacific Islander	246	2	1%	11	4%	82	33%	151	61%	233	95%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	0	0%	2	33%	3	50%	5	83%
White	169	0	0%	8	5%	67	40%	94	56%	161	95%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	64	0	0%	6	9%	28	44%	30	47%	58	91%
Not Economically Disadvantaged	363	3	1%	13	4%	126	35%	221	61%	347	96%
Non-English Language Learner	427	3	1%	19	4%	154	36%	251	59%	405	95%
Not in Foster Care	427	3	1%	19	4%	154	36%	251	59%	405	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	426	—	—	—	—	—	—	—	—	—	—
Not Migrant	427	3	1%	19	4%	154	36%	251	59%	405	95%
Parent Not in Armed Forces	427	3	1%	19	4%	154	36%	251	59%	405	95%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	602	7	1%	4	1%	60	10%	132	22%	399	66%	591	98%
Female	289	1	0%	1	0%	28	10%	59	20%	200	69%	287	99%
Male	313	6	2%	3	1%	32	10%	73	23%	199	64%	304	97%
General Education Students	551	5	1%	2	0%	43	8%	118	21%	383	70%	544	99%
Students with Disabilities	51	2	4%	2	4%	17	33%	14	27%	16	31%	47	92%
Asian or Native Hawaiian/Other Pacific Islander	295	4	1%	2	1%	21	7%	49	17%	219	74%	289	98%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	1	4%	1	4%	6	21%	9	32%	11	39%	26	93%
White	262	2	1%	1	0%	31	12%	70	27%	158	60%	259	99%
Multiracial	15	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	0	0%	0	0%	2	12%	4	24%	11	65%	17	100%
Economically Disadvantaged	118	3	3%	3	3%	16	14%	41	35%	55	47%	112	95%
Not Economically Disadvantaged	484	4	1%	1	0%	44	9%	91	19%	344	71%	479	99%
English Language Learner	18	4	22%	1	6%	5	28%	4	22%	4	22%	13	72%
Non-English Language Learner	584	3	1%	3	1%	55	9%	128	22%	395	68%	578	99%
Not in Foster Care	602	7	1%	4	1%	60	10%	132	22%	399	66%	591	98%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	598	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	602	7	1%	4	1%	60	10%	132	22%	399	66%	591	98%
Parent Not in Armed Forces	602	7	1%	4	1%	60	10%	132	22%	399	66%	591	98%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	588	1	0%	4	1%	72	12%	251	43%	260	44%	583	99%
Female	292	0	0%	1	0%	42	14%	114	39%	135	46%	291	100%
Male	296	1	0%	3	1%	30	10%	137	46%	125	42%	292	99%
General Education Students	544	0	0%	1	0%	57	10%	228	42%	258	47%	543	100%
Students with Disabilities	44	1	2%	3	7%	15	34%	23	52%	2	5%	40	91%
Asian or Native Hawaiian/Other Pacific Islander	297	0	0%	0	0%	27	9%	114	38%	156	53%	297	100%
Black or African American	5	0	0%	1	20%	2	40%	1	20%	1	20%	4	80%
Hispanic or Latino	25	0	0%	0	0%	11	44%	11	44%	3	12%	25	100%
White	256	1	0%	3	1%	32	13%	121	47%	99	39%	252	98%
Multiracial	5	0	0%	0	0%	0	0%	4	80%	1	20%	5	100%
Economically Disadvantaged	93	0	0%	1	1%	16	17%	42	45%	34	37%	92	99%
Not Economically Disadvantaged	495	1	0%	3	1%	56	11%	209	42%	226	46%	491	99%
English Language Learner	8	0	0%	0	0%	5	63%	2	25%	1	13%	8	100%
Non-English Language Learner	580	1	0%	4	1%	67	12%	249	43%	259	45%	575	99%
Not in Foster Care	588	1	0%	4	1%	72	12%	251	43%	260	44%	583	99%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	587	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	588	1	0%	4	1%	72	12%	251	43%	260	44%	583	99%
Parent Not in Armed Forces	588	1	0%	4	1%	72	12%	251	43%	260	44%	583	99%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	541	9	2%	532	98%	1	0%	5	1%	43	8%	483	89%	526	97%
Female	254	4	2%	250	98%	0	0%	2	1%	11	4%	237	93%	248	98%
Male	287	5	2%	282	98%	1	0%	3	1%	32	11%	246	86%	278	97%
General Education Students	491	6	1%	485	99%	1	0%	1	0%	29	6%	454	92%	483	98%
Students with Disabilities	50	3	6%	47	94%	0	0%	4	8%	14	28%	29	58%	43	86%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	232	5	2%	227	98%	1	0%	2	1%	9	4%	215	93%	224	97%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	2	5%	36	95%	0	0%	1	3%	4	11%	31	82%	35	92%
White	263	2	1%	261	99%	0	0%	1	0%	29	11%	231	88%	260	99%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	1	13%	6	75%	7	88%
Economically Disadvantaged	85	5	6%	80	94%	0	0%	2	2%	7	8%	71	84%	78	92%
Not Economically Disadvantaged	456	4	1%	452	99%	1	0%	3	1%	36	8%	412	90%	448	98%
English Language Learner	6	3	50%	3	50%	0	0%	2	33%	1	17%	0	0%	1	17%
Non-English Language Learner	535	6	1%	529	99%	1	0%	3	1%	42	8%	483	90%	525	98%
Not in Foster Care	541	9	2%	532	98%	1	0%	5	1%	43	8%	483	89%	526	97%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	540	9	—	531	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	541	9	2%	532	98%	1	0%	5	1%	43	8%	483	89%	526	97%
Parent Not in Armed Forces	541	9	2%	532	98%	1	0%	5	1%	43	8%	483	89%	526	97%

2020 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	541	28	5%	513	95%	10	2%	11	2%	71	13%	421	78%	492	91%
Female	254	15	6%	239	94%	1	0%	3	1%	41	16%	194	76%	235	93%
Male	287	13	5%	274	95%	9	3%	8	3%	30	10%	227	79%	257	90%
General Education Students	491	16	3%	475	97%	3	1%	6	1%	56	11%	410	84%	466	95%
Students with Disabilities	50	12	24%	38	76%	7	14%	5	10%	15	30%	11	22%	26	52%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	232	5	2%	227	98%	2	1%	1	0%	24	10%	200	86%	224	97%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	9	24%	29	76%	2	5%	3	8%	5	13%	19	50%	24	63%
White	263	13	5%	250	95%	6	2%	7	3%	41	16%	196	75%	237	90%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	0	0%	1	13%	6	75%	7	88%
Economically Disadvantaged	85	9	11%	76	89%	1	1%	2	2%	11	13%	62	73%	73	86%
Not Economically Disadvantaged	456	19	4%	437	96%	9	2%	9	2%	60	13%	359	79%	419	92%
English Language Learner	6	3	50%	3	50%	0	0%	1	17%	1	17%	1	17%	2	33%
Non-English Language Learner	535	25	5%	510	95%	10	2%	10	2%	70	13%	420	79%	490	92%
Not in Foster Care	541	28	5%	513	95%	10	2%	11	2%	71	13%	421	78%	492	91%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	540	28	—	512	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	541	28	5%	513	95%	10	2%	11	2%	71	13%	421	78%	492	91%
Parent Not in Armed Forces	541	28	5%	513	95%	10	2%	11	2%	71	13%	421	78%	492	91%

2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	518	21	4	497	96
Female	246	13	5	233	95
Male	272	8	3	264	97
General Education Students	471	11	2	460	98
Students with Disabilities	47	10	21	37	79
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	216	1	0	215	100
Black or African American	1	1	100	0	0
Hispanic or Latino	36	7	19	29	81
White	258	12	5	246	95
Multiracial	6	0	0	6	100
Economically Disadvantaged	73	4	5	69	95
Not Economically Disadvantaged	445	17	4	428	96
English Language Learner	1	0	0	1	100
Non-English Language Learner	517	21	4	496	96
Not in Foster Care	518	21	4	497	96
Homeless	1	0	0	1	100
Not Homeless	517	21	4	496	96
Not Migrant	518	21	4	497	96
Parent Not in Armed Forces	518	21	4	497	96

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

2020 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	541	56	10%	485	90%	4	1%	22	4%	151	28%	308	57%	459	85%
Female	254	28	11%	226	89%	0	0%	12	5%	75	30%	139	55%	214	84%
Male	287	28	10%	259	90%	4	1%	10	3%	76	26%	169	59%	245	85%
General Education Students	491	39	8%	452	92%	2	0%	15	3%	130	26%	305	62%	435	89%
Students with Disabilities	50	17	34%	33	66%	2	4%	7	14%	21	42%	3	6%	24	48%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	232	13	6%	219	94%	2	1%	5	2%	46	20%	166	72%	212	91%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	10	26%	28	74%	0	0%	2	5%	15	39%	11	29%	26	68%
White	263	33	13%	230	87%	2	1%	14	5%	86	33%	128	49%	214	81%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	85	10	12%	75	88%	1	1%	2	2%	21	25%	51	60%	72	85%
Not Economically Disadvantaged	456	46	10%	410	90%	3	1%	20	4%	130	29%	257	56%	387	85%
English Language Learner	6	3	50%	3	50%	0	0%	1	17%	2	33%	0	0%	2	33%
Non-English Language Learner	535	53	10%	482	90%	4	1%	21	4%	149	28%	308	58%	457	85%
Not in Foster Care	541	56	10%	485	90%	4	1%	22	4%	151	28%	308	57%	459	85%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	540	56	—	484	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	541	56	10%	485	90%	4	1%	22	4%	151	28%	308	57%	459	85%
Parent Not in Armed Forces	541	56	10%	485	90%	4	1%	22	4%	151	28%	308	57%	459	85%

2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	512	49	10	463	90
Female	244	26	11	218	89
Male	268	23	9	245	91
General Education Students	468	34	7	434	93
Students with Disabilities	44	15	34	29	66
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	212	9	4	203	96
Black or African American	1	0	0	1	100
Hispanic or Latino	35	7	20	28	80
White	257	33	13	224	87
Multiracial	6	0	0	6	100
Economically Disadvantaged	70	6	9	64	91
Not Economically Disadvantaged	442	43	10	399	90
Non-English Language Learner	512	49	10	463	90
Not in Foster Care	512	49	10	463	90
Homeless	1	0	0	1	100
Not Homeless	511	49	10	462	90
Not Migrant	512	49	10	463	90
Parent Not in Armed Forces	512	49	10	463	90

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

2020 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	541	16	3%	525	97%	2	0%	14	3%	90	17%	419	77%	509	94%
Female	254	6	2%	248	98%	2	1%	4	2%	42	17%	200	79%	242	95%
Male	287	10	3%	277	97%	0	0%	10	3%	48	17%	219	76%	267	93%
General Education Students	491	14	3%	477	97%	0	0%	6	1%	66	13%	405	82%	471	96%
Students with Disabilities	50	2	4%	48	96%	2	4%	8	16%	24	48%	14	28%	38	76%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	232	11	5%	221	95%	0	0%	4	2%	17	7%	200	86%	217	94%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	2	5%	36	95%	2	5%	1	3%	10	26%	23	61%	33	87%
White	263	3	1%	260	99%	0	0%	8	3%	61	23%	191	73%	252	96%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	2	25%	5	63%	7	88%
Economically Disadvantaged	85	9	11%	76	89%	1	1%	3	4%	11	13%	61	72%	72	85%
Not Economically Disadvantaged	456	7	2%	449	98%	1	0%	11	2%	79	17%	358	79%	437	96%
English Language Learner	6	4	67%	2	33%	0	0%	2	33%	0	0%	0	0%	0	0%
Non-English Language Learner	535	12	2%	523	98%	2	0%	12	2%	90	17%	419	78%	509	95%
Not in Foster Care	541	16	3%	525	97%	2	0%	14	3%	90	17%	419	77%	509	94%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	540	16	—	524	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	541	16	3%	525	97%	2	0%	14	3%	90	17%	419	77%	509	94%
Parent Not in Armed Forces	541	16	3%	525	97%	2	0%	14	3%	90	17%	419	77%	509	94%

2020 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	0	0	5	100
Female	1	0	0	1	100
Male	4	0	0	4	100
General Education Students	5	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
White	1	0	0	1	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	4	0	0	4	100
Non-English Language Learner	5	0	0	5	100
Not in Foster Care	5	0	0	5	100
Not Homeless	5	0	0	5	100
Not Migrant	5	0	0	5	100
Parent Not in Armed Forces	5	0	0	5	100

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

2020 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	541	9	2%	532	98%	0	0%	14	3%	61	11%	457	84%	518	96%
Female	254	3	1%	251	99%	0	0%	7	3%	26	10%	218	86%	244	96%
Male	287	6	2%	281	98%	0	0%	7	2%	35	12%	239	83%	274	95%
General Education Students	491	7	1%	484	99%	0	0%	5	1%	43	9%	436	89%	479	98%
Students with Disabilities	50	2	4%	48	96%	0	0%	9	18%	18	36%	21	42%	39	78%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	232	5	2%	227	98%	0	0%	4	2%	11	5%	212	91%	223	96%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	2	5%	36	95%	0	0%	5	13%	6	16%	25	66%	31	82%
White	263	2	1%	261	99%	0	0%	5	2%	42	16%	214	81%	256	97%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Economically Disadvantaged	85	5	6%	80	94%	0	0%	5	6%	5	6%	70	82%	75	88%
Not Economically Disadvantaged	456	4	1%	452	99%	0	0%	9	2%	56	12%	387	85%	443	97%
English Language Learner	6	3	50%	3	50%	0	0%	2	33%	1	17%	0	0%	1	17%
Non-English Language Learner	535	6	1%	529	99%	0	0%	12	2%	60	11%	457	85%	517	97%
Not in Foster Care	541	9	2%	532	98%	0	0%	14	3%	61	11%	457	84%	518	96%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	540	9	—	531	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	541	9	2%	532	98%	0	0%	14	3%	61	11%	457	84%	518	96%
Parent Not in Armed Forces	541	9	2%	532	98%	0	0%	14	3%	61	11%	457	84%	518	96%

2020 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	0	0	5	100
Female	3	0	0	3	100
Male	2	0	0	2	100
General Education Students	5	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
White	1	0	0	1	100
Economically Disadvantaged	3	0	0	3	100
Not Economically Disadvantaged	2	0	0	2	100
Non-English Language Learner	5	0	0	5	100
Not in Foster Care	5	0	0	5	100
Not Homeless	5	0	0	5	100
Not Migrant	5	0	0	5	100
Parent Not in Armed Forces	5	0	0	5	100

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	13	1	8%	12	92%	0	0%	1	8%	3	25%	6	50%	2	17%
Grade 10	17	0	0%	17	100%	2	12%	2	12%	3	18%	5	29%	5	29%
Grade 11	11	0	0%	11	100%	0	0%	0	0%	0	0%	5	45%	6	55%
Grade 12	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

STAFF QUALIFICATIONS (2023-24)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	234	21	9%	1	0	0%
THIS DISTRICT	693	57	8%	10	3	30%
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 SCHOOL	228	0	0%
THIS DISTRICT	655	1	0%
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	541	530	98%	463	86%	67	12%	0	0%	0	0%	3	1%	1	0%	7	1%
Female	254	250	98%	224	88%	26	10%	0	0%	0	0%	1	0%	0	0%	3	1%
Male	287	280	98%	239	83%	41	14%	0	0%	0	0%	2	1%	1	0%	4	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	491	483	98%	440	90%	43	9%	0	0%	0	0%	1	0%	1	0%	6	1%
Students with Disabilities	50	47	94%	23	46%	24	48%	0	0%	0	0%	2	4%	0	0%	1	2%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	232	225	97%	206	89%	19	8%	0	0%	0	0%	2	1%	0	0%	5	2%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	36	95%	23	61%	13	34%	0	0%	0	0%	0	0%	1	3%	1	3%
White	263	261	99%	228	87%	33	13%	0	0%	0	0%	1	0%	0	0%	1	0%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	85	79	93%	61	72%	18	21%	0	0%	0	0%	3	4%	1	1%	2	2%
Not Economically Disadvantaged	456	451	99%	402	88%	49	11%	0	0%	0	0%	0	0%	0	0%	5	1%
English Language Learner	6	3	50%	0	0%	3	50%	0	0%	0	0%	1	17%	1	17%	1	17%
Non-English Language Learner	535	527	99%	463	87%	64	12%	0	0%	0	0%	2	0%	0	0%	6	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	541	530	98%	463	86%	67	12%	0	0%	0	0%	3	1%	1	0%	7	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	540	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	541	530	98%	463	86%	67	12%	0	0%	0	0%	3	1%	1	0%	7	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	541	530	98%	463	86%	67	12%	0	0%	0	0%	3	1%	1	0%	7	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

SYOSSET SENIOR HIGH SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner’s Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students’ households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
2,392	997	41.68% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	997	100	0	0
Female	473	100	0	0
Male	524	100	0	0
American Indian/Alaska Native	1	100	0	0
Black	0	0	0	0
Hispanic	50	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	498	100	0	0
White	431	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Multiracial	17	100	0	0
General Education Students	927	100	0	0
Students with Disabilities	70	100	0	0
Not English Language Learner	986	100	0	0
English Language Learner	11	100	0	0
Economically Disadvantaged	126	100	0	0
Not Economically Disadvantaged	871	100	0	0
Not Migrant	997	100	0	0
Homeless	4	100	0	0
Not Homeless	993	100	0	0
Not in Foster Care	997	100	0	0
Parent Not in Armed Forces	997	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
2,392	997	41.68% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	867	86.96	26	2.61	99	9.93	0	0	1	.1	4	.4
Female	409	86.47	3	.63	58	12.26	0	0	0	0	3	.63
Male	458	87.4	23	4.39	41	7.82	0	0	1	.19	1	.19
American Indian/Alaska Native	0	0	0	0	1	100	0	0	0	0	0	0

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	45	90	1	2	3	6	0	0	1	2	0	0
Asian or Native Hawaiian/Other Pacific Islander	426	85.54	18	3.61	52	10.44	0	0	0	0	2	.4
White	380	88.17	7	1.62	42	9.74	0	0	0	0	2	.46
Multiracial	16	94.12	0	0	1	5.88	0	0	0	0	0	0
General Education Students	801	86.41	26	2.8	96	10.36	0	0	0	0	4	.43
Students with Disabilities	66	94.29	0	0	3	4.29	0	0	1	1.43	0	0
Not English Language Learner	857	86.92	26	2.64	98	9.94	0	0	1	.1	4	.41
English Language Learner	10	90.91	0	0	1	9.09	0	0	0	0	0	0
Economically Disadvantaged	107	84.92	4	3.17	15	11.9	0	0	0	0	0	0
Not Economically Disadvantaged	760	87.26	22	2.53	84	9.64	0	0	1	.11	4	.46
Not Migrant	867	86.96	26	2.61	99	9.93	0	0	1	.1	4	.4
Homeless	4	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	863	86.91	26	2.62	99	9.97	0	0	1	.1	4	.4
Not in Foster Care	867	86.96	26	2.61	99	9.93	0	0	1	.1	4	.4
Parent Not in Armed Forces	867	86.96	26	2.61	99	9.93	0	0	1	.1	4	.4

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2?
(THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
2,392	997	41.68% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	0	0	124	12.44	873	87.56

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
Female	0	0	60	12.68	413	87.32
Male	0	0	64	12.21	460	87.79
American Indian/Alaska Native	0	0	1	100	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	5	10	45	90
Asian or Native Hawaiian/Other Pacific Islander	0	0	66	13.25	432	86.75
White	0	0	51	11.83	380	88.17
Multiracial	0	0	1	5.88	16	94.12
General Education Students	0	0	120	12.94	807	87.06
Students with Disabilities	0	0	4	5.71	66	94.29
Not English Language Learner	0	0	124	12.58	862	87.42
English Language Learner	0	0	0	0	11	100
Economically Disadvantaged	0	0	17	13.49	109	86.51
Not Economically Disadvantaged	0	0	107	12.28	764	87.72
Not Migrant	0	0	124	12.44	873	87.56
Homeless	0	0	0	0	4	100
Not Homeless	0	0	124	12.49	869	87.51
Not in Foster Care	0	0	124	12.44	873	87.56
Parent Not in Armed Forces	0	0	124	12.44	873	87.56

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
2,392	997	41.68% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	1	.1	995	99.8	1	.1
Female	0	0	473	100	0	0
Male	1	.19	522	99.62	1	.19
American Indian/Alaska Native	0	0	1	100	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	50	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	.2	497	99.8	0	0
White	0	0	430	99.77	1	.23
Multiracial	0	0	17	100	0	0
General Education Students	1	.11	925	99.78	1	.11
Students with Disabilities	0	0	70	100	0	0
Not English Language Learner	1	.1	984	99.8	1	.1
English Language Learner	0	0	11	100	0	0
Economically Disadvantaged	1	.79	125	99.21	0	0
Not Economically Disadvantaged	0	0	870	99.89	1	.11
Not Migrant	1	.1	995	99.8	1	.1
Homeless	0	0	4	100	0	0
Not Homeless	1	.1	991	99.8	1	.1
Not in Foster Care	1	.1	995	99.8	1	.1
Parent Not in Armed Forces	1	.1	995	99.8	1	.1

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
2,392	997	41.68% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	96	9.63	901	90.37
Female	53	11.21	420	88.79
Male	43	8.21	481	91.79
American Indian/Alaska Native	0	0	1	100
Black	0	0	0	0
Hispanic	1	2	49	98
Asian or Native Hawaiian/Other Pacific Islander	51	10.24	447	89.76
White	41	9.51	390	90.49
Multiracial	3	17.65	14	82.35
General Education Students	88	9.49	839	90.51
Students with Disabilities	8	11.43	62	88.57
Not English Language Learner	95	9.63	891	90.37
English Language Learner	1	9.09	10	90.91
Economically Disadvantaged	12	9.52	114	90.48
Not Economically Disadvantaged	84	9.64	787	90.36
Not Migrant	96	9.63	901	90.37
Homeless	0	0	4	100
Not Homeless	96	9.67	897	90.33
Not in Foster Care	96	9.63	901	90.37
Parent Not in Armed Forces	96	9.63	901	90.37

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
2,392	997	41.68% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	5	.5	992	99.5
Female	2	.42	471	99.58
Male	3	.57	521	99.43
American Indian/Alaska Native	0	0	1	100
Black	0	0	0	0
Hispanic	1	2	49	98
Asian or Native Hawaiian/Other Pacific Islander	4	.8	494	99.2
White	0	0	431	100
Multiracial	0	0	17	100
General Education Students	5	.54	922	99.46
Students with Disabilities	0	0	70	100
Not English Language Learner	4	.41	982	99.59
English Language Learner	1	9.09	10	90.91
Economically Disadvantaged	1	.79	125	99.21
Not Economically Disadvantaged	4	.46	867	99.54
Not Migrant	5	.5	992	99.5
Homeless	0	0	4	100
Not Homeless	5	.5	988	99.5
Not in Foster Care	5	.5	992	99.5
Parent Not in Armed Forces	5	.5	992	99.5

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
2,392		41.68% of Enrolled

997

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	6.92	35	3.51	0	0	8	.8	3	.3	5	.5	31	3.11	832	83.45	14	1.4
Female	46	9.73	14	2.96	0	0	2	.42	1	.21	3	.63	15	3.17	388	82.03	4	.85
Male	23	4.39	21	4.01	0	0	6	1.15	2	.38	2	.38	16	3.05	444	84.73	10	1.91
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	4	8	0	0	0	0	0	0	0	0	0	0	4	8	41	82	1	2
Asian or Native Hawaiian/Other Pacific Islander	30	6.02	23	4.62	0	0	3	.6	1	.2	3	.6	16	3.21	414	83.13	8	1.61
White	34	7.89	12	2.78	0	0	5	1.16	2	.46	2	.46	11	2.55	360	83.53	5	1.16
Multiracial	1	5.88	0	0	0	0	0	0	0	0	0	0	0	0	16	94.12	0	0
General Education Students	62	6.69	32	3.45	0	0	6	.65	2	.22	5	.54	28	3.02	779	84.03	13	1.4
Students with Disabilities	7	10	3	4.29	0	0	2	2.86	1	1.43	0	0	3	4.29	53	75.71	1	1.43
Not English Language Learner	66	6.69	34	3.45	0	0	8	.81	3	.3	5	.51	29	2.94	827	83.87	14	1.42
English Language Learner	3	27.27	1	9.09	0	0	0	0	0	0	0	0	2	18.18	5	45.45	0	0
Economically Disadvantaged	14	11.11	8	6.35	0	0	0	0	1	.79	3	2.38	7	5.56	92	73.02	1	.79
Not Economically Disadvantaged	55	6.31	27	3.1	0	0	8	.92	2	.23	2	.23	24	2.76	740	84.96	13	1.49
Not Migrant	69	6.92	35	3.51	0	0	8	.8	3	.3	5	.5	31	3.11	832	83.45	14	1.4
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	100	0	0
Not Homeless	69	6.95	35	3.52	0	0	8	.81	3	.3	5	.5	31	3.12	828	83.38	14	1.41
Not in Foster Care	69	6.92	35	3.51	0	0	8	.8	3	.3	5	.5	31	3.11	832	83.45	14	1.4

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	69	6.92	35	3.51	0	0	8	.8	3	.3	5	.5	31	3.11	832	83.45	14	1.4

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
2,392	997	41.68% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	40	4.01	957	95.99
Female	19	4.02	454	95.98
Male	21	4.01	503	95.99
American Indian/Alaska Native	0	0	1	100
Black	0	0	0	0
Hispanic	3	6	47	94
Asian or Native Hawaiian/Other Pacific Islander	20	4.02	478	95.98
White	17	3.94	414	96.06
Multiracial	0	0	17	100
General Education Students	36	3.88	891	96.12
Students with Disabilities	4	5.71	66	94.29
Not English Language Learner	36	3.65	950	96.35
English Language Learner	4	36.36	7	63.64
Economically Disadvantaged	10	7.94	116	92.06
Not Economically Disadvantaged	30	3.44	841	96.56

Subgroup	No		Yes	
	#	%	#	%
Not Migrant	40	4.01	957	95.99
Homeless	0	0	4	100
Not Homeless	40	4.03	953	95.97
Not in Foster Care	40	4.01	957	95.99
Parent Not in Armed Forces	40	4.01	957	95.99

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD’S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
2,392	997	41.68% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	68	6.82	71	7.12	825	82.75	33	3.31
Female	30	6.34	32	6.77	391	82.66	20	4.23
Male	38	7.25	39	7.44	434	82.82	13	2.48
American Indian/Alaska Native	0	0	0	0	1	100	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	10	20	39	78	1	2
Asian or Native Hawaiian/Other Pacific Islander	44	8.84	50	10.04	386	77.51	18	3.61
White	24	5.57	11	2.55	382	88.63	14	3.25
Multiracial	0	0	0	0	17	100	0	0
General Education Students	66	7.12	68	7.34	766	82.63	27	2.91
Students with Disabilities	2	2.86	3	4.29	59	84.29	6	8.57
Not English Language Learner	67	6.8	67	6.8	819	83.06	33	3.35

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
English Language Learner	1	9.09	4	36.36	6	54.55	0	0
Economically Disadvantaged	14	11.11	18	14.29	90	71.43	4	3.17
Not Economically Disadvantaged	54	6.2	53	6.08	735	84.39	29	3.33
Not Migrant	68	6.82	71	7.12	825	82.75	33	3.31
Homeless	0	0	0	0	4	100	0	0
Not Homeless	68	6.85	71	7.15	821	82.68	33	3.32
Not in Foster Care	68	6.82	71	7.12	825	82.75	33	3.31
Parent Not in Armed Forces	68	6.82	71	7.12	825	82.75	33	3.31

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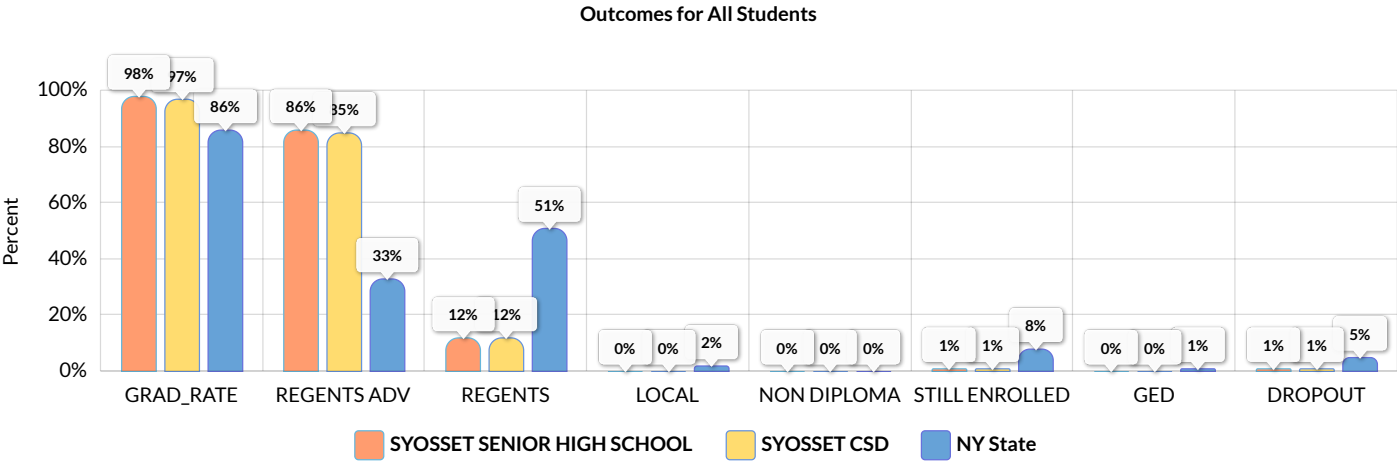
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SYOSSET SENIOR HIGH SCHOOL GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2024

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	541	530	98%	463	86%	67	12%	0	0%	0	0%	3	1%	1	0%	7	1%
Female	254	250	98%	224	88%	26	10%	0	0%	0	0%	1	0%	0	0%	3	1%
Male	287	280	98%	239	83%	41	14%	0	0%	0	0%	2	1%	1	0%	4	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	491	483	98%	440	90%	43	9%	0	0%	0	0%	1	0%	1	0%	6	1%
Students with Disabilities	50	47	94%	23	46%	24	48%	0	0%	0	0%	2	4%	0	0%	1	2%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	232	225	97%	206	89%	19	8%	0	0%	0	0%	2	1%	0	0%	5	2%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	36	95%	23	61%	13	34%	0	0%	0	0%	0	0%	1	3%	1	3%
White	263	261	99%	228	87%	33	13%	0	0%	0	0%	1	0%	0	0%	1	0%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	85	79	93%	61	72%	18	21%	0	0%	0	0%	3	4%	1	1%	2	2%
Not Economically Disadvantaged	456	451	99%	402	88%	49	11%	0	0%	0	0%	0	0%	0	0%	5	1%
English Language Learner	6	3	50%	0	0%	3	50%	0	0%	0	0%	1	17%	1	17%	1	17%
Non-English Language Learner	535	527	99%	463	87%	64	12%	0	0%	0	0%	2	0%	0	0%	6	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	541	530	98%	463	86%	67	12%	0	0%	0	0%	3	1%	1	0%	7	1%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	540	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	541	530	98%	463	86%	67	12%	0	0%	0	0%	3	1%	1	0%	7	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	541	530	98%	463	86%	67	12%	0	0%	0	0%	3	1%	1	0%	7	1%

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SYOSSET SENIOR HIGH SCHOOL GRADUATION PATHWAYS DATA 2024

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	530	306	58%	2	0%	24	5%	4	1%	28	5%	156	29%	1	0%	0	0%	9	2%
Female	250	158	63%	1	0%	15	6%	1	0%	11	4%	59	24%	0	0%	0	0%	5	2%
Male	280	148	53%	1	0%	9	3%	3	1%	17	6%	97	35%	1	0%	0	0%	4	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	483	268	55%	2	0%	21	4%	1	0%	28	6%	153	32%	1	0%	0	0%	9	2%
Students with Disabilities	47	38	81%	0	0%	3	6%	3	6%	0	0%	3	6%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	225	87	39%	1	0%	15	7%	1	0%	21	9%	96	43%	1	0%	0	0%	3	1%
Black or African American	1	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	36	25	69%	0	0%	1	3%	0	0%	2	6%	8	22%	0	0%	0	0%	0	0%
White	261	190	73%	1	0%	8	3%	2	1%	5	2%	50	19%	0	0%	0	0%	5	2%
Multiracial	6	3	50%	0	0%	0	0%	0	0%	0	0%	2	33%	0	0%	0	0%	1	17%
Economically Disadvantaged	79	38	48%	0	0%	7	9%	1	1%	8	10%	25	32%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	451	268	59%	2	0%	17	4%	3	1%	20	4%	131	29%	1	0%	0	0%	9	2%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Language Learner	527	303	57%	2	0%	24	5%	4	1%	28	5%	156	30%	1	0%	0	0%	9	2%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	530	306	58%	2	0%	24	5%	4	1%	28	5%	156	29%	1	0%	0	0%	9	2%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	529	305	58%	2	0%	24	5%	4	1%	28	5%	156	29%	1	0%	0	0%	9	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	530	306	58%	2	0%	24	5%	4	1%	28	5%	156	29%	1	0%	0	0%	9	2%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	530	306	58%	2	0%	24	5%	4	1%	28	5%	156	29%	1	0%	0	0%	9	2%

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**Section 12: School Report Card
Glossary and Business Rules**

**NEW YORK STATE
2023-24 REPORT CARD GLOSSARY & GUIDE**

Last updated: February 25, 2025 for Group 3 Release



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Accountability Data

For more information about the accountability data and statuses, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2024-2025 Accountability Statuses Based on 2023-24 Results](#). Additional information about the New York State accountability system may also be found at [ESSA Accountability System](#).

2024-25 Accountability Statuses Using 2023-24 Data

District Statuses

Local Support and Improvement (formerly Good Standing): Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI), and have not been identified for the low performance of an accountability group.

Target District: Districts that have at least one school identified for CSI, TSI, ATSI, or a district identified for low performance based on district level results.

School Statuses

Local Support and Improvement (formerly Good Standing): Schools that have not been identified for the low performance of an accountability group.

Targeted Support and Improvement (TSI): Schools identified for TSI are based upon the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black, or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged. Schools are identified for TSI when any accountability subgroup meets the criteria for identification for two consecutive years.

Additional Targeted Support and Improvement (ATSI): Per the Every Student Succeeds Act (ESSA), schools identified for Targeted Support and Improvement (TSI) in the 2018–2019 school year who remained identified for the same subgroup(s) for which the school was identified based on the 2021–2022 school year results and which were not newly identified for Comprehensive Support and Improvement (CSI) are identified for ATSI. These schools were previously in Priority or Focus school status under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver and had a history of low performance requiring them to be identified for ATSI. Additionally, schools that were identified for TSI in the 2021–2022 school year that remain identified for TSI based on the 2021–2022 school year results were identified for ATSI for the 2022–2023 school year. No new ATSI schools were identified based on 2022–2023 or 2023-24 school year results.

Comprehensive Support and Improvement (CSI): Per ESSA, CSI Schools are required to be identified once in 3 years. NYSED identified CSI Schools based on 2021–2022 school year results. No new CSI Schools were identified based on 2022–2023 or 2023-24 school year results.

Schools for which the All Students group is in the bottom 5% of all schools statewide, or high schools for which the All Students group 4-year total cohort graduation rate is less than 67% and the 5-year and 6-year total cohort graduation rates are not 67% or above. Schools are also identified for CSI if the All Students group meets one of the scenarios below.

Elementary/Middle School Level

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (None*, 1-4)	
2	Level 2	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Both NOT Level 3 or 4**	
5	Level 3	Level 1	Both NOT Level 3 or 4**	
6	Level 1	Level 3	Both NOT Level 3 or 4**	

*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.

**The Weighted and Core conditions in scenarios 2-6 would have to be met AND both ELP and CA cannot be Level 3 or 4.

Secondary School Level

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None*, 1-4)	
2	Level 2	Level 1	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Level 1	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Level 1	Both NOT Level 3 or 4**	
5	Level 1	Level 1	Level 2	Both NOT Level 3 or 4**	
6	Level 1	Level 2	Level 2	Both NOT Level 3 or 4**	
7	Level 2	Level 1	Level 2	Both NOT Level 3 or 4**	

*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.

**The Weighted and Core conditions in scenarios 2-7 would have to be met AND both ELP and CA cannot be Level 3 or 4.

Made Progress

Target Districts and schools identified for CSI, ATSI, or TSI are required to make annual progress for each of their identified subgroups. To make annual progress, subgroups identified for CSI or ATSI must not meet the identification criteria and must make absolute improvement, subgroups identified for TSI must not meet identification criteria, and districts with subgroups identified for CSI or TSI based upon district-level data must not meet the identification criteria. No identified subgroups in schools or districts may exit their accountability status support model based on 2023-24 school year data.

NYS District and School Accountability Statuses

This link on the NYS Report Card provides access to an Excel Workbook that includes a count and list of all NYS public school districts, public schools, and charter schools by status, as well as subgroup statuses for these entities.

Section 1003 School Improvement Funds

The Section 1003 School Improvement Funds Data link on district, school, and the statewide report cards provides access to an Excel Workbook that includes a full list of **schools** and **districts** that received section 1003 improvement funds, including the amount of funds and the type of strategies implemented. Additional resource links are provided for informational purposes.

Elementary/Middle-Level (EM) Accountability Indicators

EM Core Subject Performance

The performance of students in grades 3-8 in English language arts (ELA) and mathematics in the current reporting year.

The **Cohort** is the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment.

An **Index** is calculated for each subject using the following formula:

$$100 * (((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort})$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

EM Weighted Average Performance

The performance of students in grades 3-8 in English language arts (ELA) and mathematics in the current reporting year.

The **Cohort** used to calculate outcomes for this indicator is the greater of 1) the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment or 2) 95% of continuously enrolled students with or without a valid test score.

An **Index** is calculated for each subject using the following formula:

$$100 * (((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort})$$

A weighted average is calculated using subject results to derive the **Combined Index**. Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

EM English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades K-8 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a "**Benchmark**" from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a "**Progress Rate**."

The Progress Rate is divided by the Benchmark to determine a "**Success Ratio**."

An ELP "**Level**" is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

EM Chronic Absenteeism

Percentage (**Chronic Absenteeism Rate**) of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

Rank	Level
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

EM Participation Rates

Participation rates are calculated for students in grades 3-8 and ungraded age equivalent students in ELA and mathematics separately.

Current Year Enrollment is the number of students enrolled during the current year test administration and/or make up period for the tests used (NYSTP, NYSESLAT, NYSAA, Regents examination in mathematics).

Current Year Participation Rate is the number of students in the Current Year Enrollment with valid test scores divided by the Current Year Enrollment.

Tested 95% in Current Year shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95. A red ✗ is shown if the Current Year Participation Rate is less than 95.

To be considered tested, students must have a valid score on the NYSTP for the grade in which they are enrolled or a valid score on the NYSESLAT if they are ELL and have been in U.S. schools for less than 12 months or a valid score on the NYSAA or a valid score on a Regents examination in mathematics exam taken in the 6th, 7th, or 8th grade if taken in lieu of the NYSTP.

NYSESLAT Used for Participation

Number Taking NYSESLAT is the number of students reported as English Language Learners, having been in U.S. schools for less than 12 months, having a valid score on the NYSESLAT associated with their grade level, and having NO valid score on a NYSTP in ELA in their grade level. These students are counted as tested when participation rates for EM ELA are determined.

Secondary-Level (HS) Accountability Indicators

HS Core Subject Performance

The performance of students on approved secondary-level examinations in ELA, mathematics, and science in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2020-21 school year or, if ungraded, turned 17 in the 2020-21 school year with a valid score on an approved secondary-level examination (e.g., Regents, approved Regents alternative, NYSAA).

An **Index** is calculated for each subject using the following formula:

$100 * (((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of tested students in the Cohort})$

A weighted average is calculated using subject results to derive the **Combined Index**.

$$[3(\text{ELA PI}) + 3(\text{Math PI}) + 2(\text{Science PI})] \div 8$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

HS Weighted Average Performance

The performance of students in the HS accountability cohort on approved secondary-level examinations in ELA, mathematics, and science in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2020-21 school year or, if ungraded, turned 17, in the 2020-21 school year, excluding students for whom the only assessment record for that subject was an exemption for a June 2020 Regents or 2019-20 approved Regents alternative or NYSAA.

An **Index** is calculated for each subject using the following formula:

$$100 * [((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of tested students in the Cohort}]$$

A weighted average is calculated using subject results to derive the **Combined Index**.

$$[3(\text{ELA PI}) + 3(\text{Math PI}) + 2(\text{Science PI})] \div 8$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

HS Graduation Rate

Percentage of students in the 4-, 5-, and 6-year graduation-rate total cohort as of June 30th of the year preceding the reporting year who earned a Regents or local diploma as of August 31st of the year preceding reporting year.

The number of students in the current reporting year's 4-, 5-, and 6-year graduation rate cohorts are the **Number in Cohort**.

The number of students in the cohort with a local or Regents diploma are the **Number Graduated**.

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of one year prior to the current reporting year are the **Grad Rates**.

Graduation Rates for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (**Average Grad Rate**). Schools are then ranked from lowest to highest **Average Grad Rate**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Average Grad Rate**. **Levels** are assigned using the same methodology as that used for schools.

HS English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades 9-12 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a **Benchmark** from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a **Progress Rate**.

The Progress Rate is divided by the Benchmark to determine a **Success Ratio**.

An ELP **Level** is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

HS Chronic Absenteeism

Percentage (**Chronic Absenteeism Rate**) of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

Rank	Level
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

HS Participation Rates

Participation rates are calculated for students in grade 12 in ELA and mathematics separately.

Current Year 12th Grade Enrollment is the number of students enrolled in 12th grade during the current year, excluding grade 12 students whose only assessment in the subject was an exemption on a June 2020 Regents exam or a 2019-20 approved Regents alternative or NYSAA.

Current Year Participation Rate is the number of students in the Current Year 12th Grade Enrollment with valid test scores divided by the Current Year 12th Grade Enrollment.

Tested 95% in Current Year shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95%. A red ✗ is shown if the Current Year Participation Rate is less than 95%.

To be considered tested, students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics.

Assessment Data

Elementary- and Intermediate-Level English Language Arts, Mathematics, Science

Advanced Grades 6-8 Students: For 2021-22 through 2024-2025, USDE granted NYSED a [waiver](#) to permit (a) students enrolled in grade 7 or 8 to take a Regents examination in science in lieu of the Intermediate-Level Science test, and (b) students enrolled in grades 6 and 7 to take a Regents examination in math in lieu of the Grades 6 and 7 New York State Testing Program (NYSTP) tests in math. Per the New York State ESSA Plan, students enrolled in grade 8 may take a Regents examination in math in lieu of the Grade 8 NYSTP.

Bar Charts and Tables: In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district. The summary bar charts for math and science include the by-grade Regents taken in lieu of the grade-level test results, as well as the combined Regents taken in lieu and the grade-level test results.

Grades 3-8 English Language Arts (ELA)

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the NYSTP in ELA

Tested (# and %): Number and percent of students in the grade with a valid test score on the NYSTP in ELA

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above) on the NYSTP in ELA

Grades 3-8: Combined results for students in grades 3-8

Grade-Specific Results

Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Grades 3-8 Mathematics

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the NYSTP in Math

Tested (# and %): Number and percent of students in the grade with a valid test score on the NYSTP or Regents examination in Math

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above)

Regents 6: Data for students in grade 6 who took a Regents math examination in lieu of the Grade 6 NYSTP

Combined 6: Combination of data for students in grade 6 who took the Grade 6 NYSTP assessment or a Regents math examination in lieu of the Grade 6 NYSTP

Regents 7: Data for students in grade 7 who took a Regents math examination in lieu of the Grade 7 NYSTP

Combined 7: Combination of data for students in grade 7 who took the Grade 7 NYSTP assessment or a Regents math examination in lieu of the Grade 7 NYSTP

Regents 8: Data for students in grade 8 who took a Regents math examination in lieu of the Grade 8 NYSTP

Combined 8: Combination of data for students in grade 8 who took the Grade 8 NYSTP assessment or a Regents math examination in lieu of the Grade 8 NYSTP

Grades 3-8: Combined results for students in grades 3-8, including Regents examinations taken in lieu of the NYSTP

Grade-Specific Results

Data in the grade tables are the same as those in the summary table ***for the NYSTP only*** but disaggregated by demographic **Subgroups**.

Grades 5 & 8 Science

The results of the 2023-24 Grade 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

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the Elementary-Level (Grade 5) Science Test or Intermediate-Level (Grade 8) Science Test

Tested (# and %): Number and percent of students in the grade with a valid test score on the Elementary-Level (Grade 5) Science Test or Intermediate-Level (Grade 8) Science Test or Regents science examination

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above)

Regents 8: Data for students in grade 8 who took a Regents science examination in lieu of the Intermediate-Level Science Test

Combined 8: Combination of data for students in grade 8 who took the Intermediate-Level Science Test or a Regents science examination in grade 8 in lieu of the Intermediate-Level Science Test

Grades 5 & 8: Combined results for students in grades 5 & 8, including Regents examinations taken in lieu of the Intermediate-Level Science Test

Grade-Specific Results

Data in the grade tables are the same as those in the summary table for the ***Elementary-Level (Grade 5) and Intermediate-Level (Grade 8) Science Tests only***, but disaggregated by demographic **Subgroups**.

Annual Regents Examinations

Annual Regents examination results are those taken by students in August, January, and June of the reporting year (July 1 – June 30), regardless of grade.

If multiple administrations of the same Regents examination title are taken by a student in the same reporting year, the exam on which the student earned the highest performance level is reported. If the same performance level was earned on the same exam, the exam on which the student earned the highest score is reported.

Bar Charts: In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Tested (#): Number of students, regardless of grade, with a valid test score on the Regents examination taken in the current reporting year

Level 1, Level 2, Level 3, Level 4, Level 5 (# and %): Number and percent of tested students scoring at Level 1, Level 2, Level 3, Level 4, or Level 5

Proficient (Levels 3 & Above) (# and %): Number and percent of tested students proficient (scoring Level 3 or above)

Total Cohort Regents Examinations

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. Regents Examinations in U.S. History & Government were canceled June 2022 through January 2023. The first administration of the

U.S. History & Government (Framework) examination was in June 2023. Caution should be used when comparing 2020 cohort results on Regents examinations with those of cohorts from prior years.

Cohort: Number of students who first entered grade 9 (anywhere) in the 2020-21 reporting year (July 1, 2020 – June 30, 2021) or, if ungraded, reached the age of 17 in the 2020-21 reporting year. Data for cohorts are reported as of June 30th four years after the student first entered grade 9 (or, for ungraded students, turned 17).

Not Tested (# and %): Number and percent of students in the cohort with no valid test score on a Regents examination in the subject

Tested (# and %): Number and percent of students in the cohort with a valid test score on a Regents examination or a passing score on a [NYSED-approved Regents alternative](#) in the subject

Level 1, Level 2, Level 3, Level 4 & Above (# and %): Number and percent of students in the cohort scoring at Level 1, Level 2, Level 3, or Level 4 & Above. Students in the cohort who passed an approved Regents alternative are included in the counts and percents at Level 3

Proficient (Levels 3 & Above) (# and %): Number and percent of students in the cohort proficient (scoring Level 3 or above) on a Regents examination or NYSED-approved Regents alternative in the subject

Total Cohort Exemptions

Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see exemption-specific resources at [Coronavirus \(COVID-19\) Guidance for P-12 Schools](#) by searching on the word “exemption.”

Total Exempt: Students in the cohort reported as “exempt” from taking any Regents examination or NYSED-approved Regents examination alternative in a subject from the year in which they entered the cohort until June 30th four years after entering the cohort.

Exempt, Not Tested: Total Exempt students with no valid score on any Regents examination or alternative in a subject.

Exempt, Tested: Total Exempt students with a valid score on any Regents examination or alternative in a subject.

New York State English as a Second Language Achievement Test (NYSESLAT)

The NYSESLAT is used to evaluate the English Language proficiency of English Language Learner (ELL) students enrolled in grades K-12.

Total (#): Students reported as an ELL

Not Tested (# and %): Number and percent of ELLs by grade (K-12) with no valid test score on the NYSESLAT

Tested (# and %): Number and percent of ELLs by grade (K-12) with a valid test score on the NYSESLAT

Entering, Emerging, Transitioning, Expanding, and Commanding (Proficient) (# and %): Number and percent of ELLs by grade (K-12) scoring at each of the five performance levels on the NYSESLAT

New York State Alternate Assessment (NYSAA)

The NYSAA is used to evaluate the performance of students with severe cognitive disabilities.

Total (#): Students reported as NYSAA eligible, as ungraded, and as having a disability

Not Tested (# and %): Number and percent of Total by grade and subject with no valid test score on the NYSAA

Tested (# and %): Number and percent of Total by grade and subject with a valid test score on the NYSAA

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of Tested scoring at Level 1, Level 2, Level 3, or Level 4 on the NYSAA

Proficient (Levels 3 & 4) (# and %): Number and percent of Total proficient (scoring Level 3 & 4) on the NYSAA

National Assessment of Academic Progress (NAEP)

The National Assessment of Educational Progress (NAEP) measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is typically administered every other year to a representative sample of students across the country. The most recent administration of NAEP was in 2024. State and national results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location); data for individual schools or districts are not reported in the School Report Card, nor are the data available to NYSED.

New York State and national student results on the NAEP are reported for Grade 4 Reading, Grade 4 Mathematics, Grade 8 Reading, and Grade 8 Mathematics, showing percentages of students performing at each of the NAEP achievement levels: "Below Basic," "Basic," "Proficient," and "Advanced." NAEP achievement levels are performance standards that describe what students should know and be able to do. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Descriptions of NAEP achievement levels for each assessment subject are available at https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx.

NAEP national and state participation rates are also reported in the NYS Report Card for all students and for subgroups of English Language Learners and Students with Disabilities in Grades 4 and 8 Reading and Mathematics.

Staff Qualifications

If a school or district did not report complete data, a statement will reflect such within the report card.

High-Poverty Schools: Schools in the 4th quartile based on the percentage of economically disadvantaged students.

Low-Poverty Schools: Schools in the 1st quartile based on the percentage of economically disadvantaged students.

Inexperienced Teachers and Principals

Total Teachers and Principals: Counts are as reported by schools and districts in the Student Information Repository System (SIRS). To be counted as a Teacher, the person must be reported in SIRS as the teacher of at least one course. All teachers assigned to a course for the duration of the year are included in the Total. To be counted as a Principal, the person must be reported in SIRS as a Principal.

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal.

Teachers Teaching Out of Their Subject or Field of Certification

Total Teachers: Beginning in 2020-21, counts are as reported in SIRS. For prior years, counts were as reported in the Teacher Access and Authorization (TAA) system. Caution should be used when comparing results across years. Only the last teacher assigned to a course in the spring is included in the Total.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications.

Total Cohort Graduation Rate

Graduation, diploma, non-diploma credential, still enrolled, transfer to high school equivalency (HSE) program, and dropout rates 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. For more information on district/state comparisons, 5- and 6-year rates, and to filter on gender and ethnicity student subgroups, click on the link embedded within the report card or search by school or district in the High School Graduation Rate report at data.nysed.gov. Also see the [Graduation Rate - Glossary of Terms](#) or [Grad Rate - Business Rules](#) on the Graduation Rate Data site.

Reference: Accountability Data Suppression Rules

Accountability Indicators: Accountability indicator levels are calculated for subgroups with 30 or more student results. The only exceptions are:

- 1) A Core Subject Performance outcome will be determined when a Weighted Average Performance Level has been assigned to a subgroup, there are at least 15 student results in the denominator for calculating the Core Subject Performance outcome, and the number of students in the denominator used to determine the Core Subject Performance Index is at least 50% of the number of student results used to determine the Weighted Average Performance Index.
- 2) A graduation rate will be computed for a cohort subgroup when a HS Core Subject Performance Level has been assigned to the subgroup and there are at least 15 students in the graduation rate cohort.

Participation Rates: Participation rates are only calculated for subgroups with 40 or more students.

Reference: Accountability Subgroups Defined

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations. Students who are not ELL in the current year but were ELL in one or more of the previous four years are called "former ELLs" and are included in the ELL accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT ELL in the reporting year, but was ELL in one or more of the previous FOUR reporting years will be considered a former ELL and will be included in the ELL group.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities. Students who are not students with disabilities in the current year but were students

with disabilities in one or more of the previous two years are called “former students with disabilities” and are included in the Students with Disabilities accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT SWD in the reporting year but was SWD in one or more of the previous TWO reporting years, the student will be considered a former SWD and will be included in the SWD group.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Reference: Annual Assessment Data Suppression Rules

To ensure student confidentiality, the Department does *not* publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When a subgroup has fewer than five students (e.g., Hispanic), performance counts and percentages are suppressed for that group and the next smallest group. For assessment data, the number of students tested is the litmus for suppression. Suppressed data are indicated with a dash.

Reference: Annual Assessment Subgroups Defined

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

Female: Student reported to the Department as female, as identified by the student.

Male: Student reported to the Department as male, as identified by the student.

Nonbinary: Student reported to the Department as nonbinary, as identified by the student.

Small Group Total: Gender: Results for the sum of the suppressed data for gender fields for which data are suppressed, if applicable.

General Education: Students not identified as Students with Disabilities.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities.

American Indian or Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

Small Group Total: Race & Ethnicity: Results for the sum of the suppressed data for racial/ethnic fields for which data are suppressed, if applicable.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Not Economically Disadvantaged: Students not identified as Economically Disadvantaged.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

Non-English Language Learner: Students not identified as English Language Learners.

In Foster Care: Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Not in Foster Care: Students not identified as Foster.

Homeless: Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and

residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Not Homeless: Students not identified as Homeless.

Migrant: Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Not Migrant: Students not identified is Migrant.

Parent in Armed Forces: Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Parent Not in Armed Forces: Students not identified as Parent in Armed Forces.

Enrollment Data Business Rules

- Enrollment data are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs.
- Enrollment counts by gender, ethnicity, limited English proficiency status, disability status, and poverty status and for K-12 Enrollment do NOT include prekindergarten students. Prekindergarten counts are shown in the enrollment by Grade section.
- When the Total Students count equals the count in the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category, the data are suppressed. Additionally, when the count of students in either the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category is less than 5, the data are suppressed.

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GLOSSARY OF TERMS - ENROLLMENT DATA

Armed Forces Parent

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Economically Disadvantaged

Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learner

English Language Learners (ELLs) are those who by reason of foreign birth or ancestry, speak or understand a language other than English or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Gender

Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify. Beginning in SY 2021-22, nonbinary students can be reported with gender "X."

Grade

Instructional level for the student as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. All general education students must be assigned to a grade. Students with disabilities may be determined by the Committee on Special Education (CSE) to be either graded or ungraded. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law §3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disability; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

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Graduation Rate Business Rules

SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2023-24, that was August 16, 2023.
- The deadline for August graduates was October 18, 2024.

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2020 Total Cohort Graduation Rate data includes:

- 2020 Total Cohort, 4-Year August
- 2020 Total Cohort, 4-Year June
- 2019 Total Cohort, 5-Year June and August
- 2018 Total Cohort, 6-Year June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2020 total cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year (July 1, 2020 – June 30, 2021), regardless of their current grade level.

The cohort year for students whose last enrollment record has a grade of “14” (i.e., 7–12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field. In circumstances where no date has been reported for an ungraded student, cohort year will be the school year the student turned 17.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, or 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.

- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found [here](#).
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, N/RC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Suppression

To ensure student confidentiality, the Department does not publish outcome data for groups with non-zero counts fewer than five (5) students or data that would allow readers to easily determine the performance of a group with enrollment from one to five students.

- When the enrollment in non-additive subgroups (e.g., ELL status, SWD status) is not zero and fewer than five (5), the outcomes are suppressed for all subgroups in that category.
- When the enrollment in an ethnic or gender subgroup is not zero and fewer than five (5) students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total enrollment count of the suppressed subgroups is still fewer than five (5), the subgroup(s) with the next highest enrollment count will be suppressed until the total of all suppressed enrollment counts is equal to or greater than five (5).

Graduates and Graduation Rate

Graduation rate is calculated using the number of graduates (see the breakdown below) as of the indicated reporting date divided by the total cohort count.

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program;
- 0071 – Graduated and completed Extended Int HS Program Simultaneously;

And one of the following credential codes in SIRS:

- Local Diploma (068, 069, 070, 612)
- Regents Diploma (779, 762, 813, 796)
- Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
 - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
 - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

HSE (GED) Students

Students enrolled in an Approved High School Equivalency Program (AHSEP) are counted as non-completers, but not as dropouts. The exception to this is when a student transfers to an AHSEP, but no enrollment record for that program is reported prior to the end of the same school year.

Closed Schools

In the event a school is closed, graduation data for the school will not be displayed on data.nysed.gov or included in the downloadable researcher database. Counts of student outcomes for closed schools will be included in district (when applicable), country, NRC, and

statewide aggregations.

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GLOSSARY OF TERMS - GRADUATION RATE DATA

All Students

All students, regardless of ethnicity, ELL status, disability status or economic status.

Cohort

A group of students who first entered Grade 9 in the same school year. See the SIRS Manual for additional information about graduation cohorts. Cohort enrollment is the count of students in the denominator used to calculate graduation rate.

Dropouts

Students who were exited as a dropout on or before June 30th of the selected school year.

Economically Disadvantaged

Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learner

English Language Learners (ELLs) are those who by reason of foreign birth or ancestry, speak or understand a language other than English or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Female

Student reported to the Department as female, as identified by the student.

GED Transfer

Students who transferred to an Alternative High School Equivalency Preparation Program.

Gender

Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian. Beginning in SY 2021-22, nonbinary students are included in cohort outcomes, including pathways.

General Education

Students not identified as Students with Disabilities.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents Diploma.

Graduation Rate

The percentage of students within a cohort earning a Regents, Regents with Advanced Designation, or a Local Diploma. Students earning a Non Diploma Credential are not counted as graduates.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless 19 under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Local Diploma

Students meeting the requirements for a Local Diploma. For complete information on the requirements for this diploma see Graduation Requirements.

Male

Student reported to the Department as male, as identified by the student.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Non-Binary

Student reported to the Department as non-binary, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Non-Diploma Credential (Exiting Credentials)

Students who completed high school with a Skills & Achievement Commencement Credential or a stand-alone Career Development and Occupational Studies (CDOS) Commencement Credential. Additional information about these credentials is found [here](#).

Not Current English Language Learner

Students not identified as Current English Language Learners.

Not Economically Disadvantaged

Students not identified as Economically Disadvantaged.

Not Homeless

Students not identified as Homeless.

Not Migrant

Students not identified as Migrant.

Not in Foster Care

Students not identified as Foster.

Parent Not in Armed Forces

Students not identified as Parent in Armed Forces.

Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Multiracial:** Non-Hispanic students who are reported with more than one race category
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Regents Diploma

Students meeting the requirement for a Regents Diploma. For complete information on the requirements for this diploma see Graduation Requirements.

Regents with Advanced Designation

Students meeting the requirement for a Regents Diploma with Advanced Designation. For complete information on the requirements for this diploma see Graduation Requirements.

Still Enrolled

Students who remained enrolled as of June 30th of the selected school year.

Students with Disabilities

Student classified by the Committee on Special Education as having one or more disabilities.

Graduation Pathways Business Rules

SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2023-24, that was August 16, 2023.
- The deadline for August graduates was October 18, 2024.

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2020 Total Cohort Graduation Rate data includes:

- 2020 Total Cohort, 4-Year August
- 2020 Total Cohort, 4-Year June
- 2019 Total Cohort, June and August
- 2018 Total Cohort, June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2020 total cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year (July 1, 2020 – June 30, 2021), regardless of their current grade level.

The cohort year for students whose last enrollment record has a grade of "14" (i.e., 7-12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field. In circumstances where no date has been reported for an ungraded student, cohort year will be the school year the student turned 17.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.

- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found [here](#).
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, N/RC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Suppression

Suppression for Pathways is based on cohort enrollment counts, and not the count of graduates. To ensure student confidentiality, the Department does not publish outcome data for groups with non-zero cohort enrollment counts fewer than five (5) students or data that would allow readers to easily determine the performance of a group with enrollment from one to five students. Cohort enrollment counts can be found in the Graduation Rate data.

- When the cohort enrollment count in non-additive subgroups (e.g., ELL status, SWD status) is not zero and fewer than five (5), the outcomes are suppressed for all subgroups in that category.
- When the cohort enrollment count in an ethnic or gender subgroup is not zero and fewer than five (5) students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total cohort enrollment count of the suppressed subgroups is still fewer than five (5), the subgroup(s) with the next highest cohort enrollment count will be suppressed until the total of all suppressed cohort enrollment counts is equal to or greater than five (5).

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program;
- 0071 – Graduated and completed Extended Int HS Program Simultaneously;
- And one of the following credential codes in SIRS:
 - Local Diploma (068, 069, 070, 612)
 - Regents Diploma (779, 762, 813, 796)
 - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

Students transferring to a High School Equivalency (HSE) are not considered graduates and are therefore not included in Pathways reporting.

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

Pathways

All graduates must be reported with an appropriate graduate exit code, diploma code and pathway (COURSE_OF_STUDY) code. A student can only be reported with one Graduation Pathway, regardless of whether they satisfied the criteria for more than one.

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GLOSSARY OF TERMS - PATHWAYS DATA

All Students

All students, regardless of ethnicity, ELL status, disability status or economic status.

Arts Pathway (ARTS)

Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1. Additional information about alternative pathways is available here.

Career Development and Occupational Studies Pathway (CDOS)

Students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. Additional information about alternative pathways is available here. Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are not counted as graduates and not included in Pathway reporting.

Career and Technical Education Pathway (CTE)

Students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1. Additional information about alternative pathways is available here.

Civic Readiness Pathway (CIVIC)

Students who satisfied the requirements for a Regents or local diploma by successfully earning a New York State Seal of Civic Readiness as their +1. More about the Seal can be found here. Additional information about alternative pathways is available here.

Cohort

A group of students who first entered Grade 9 in the same school year. See the SIRS Manual for additional information about graduation cohorts. Cohort enrollment is the count of students in the denominator used to calculate graduation rate.

Dropouts

Students who were exited as a dropout on or before June 30th of the selected school year.

Economically Disadvantaged

Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learner

English Language Learners (ELLs) are those who by reason of foreign birth or ancestry, speak or understand a language other than English or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Female

Student reported to the Department as female, as identified by the student.

GED Transfer

Students who transferred to an Alternative High School Equivalency Preparation Program.

Gender

Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian. Beginning in SY 2021-22, nonbinary students are included in cohort outcomes, including pathways.

General Education

Students not identified as Students with Disabilities.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents Diploma.

Graduation Rate

The percentage of students within a cohort earning a Regents, Regents with Advanced Designation, or a Local Diploma. Students earning a Non Diploma Credential are not counted as graduates.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless 19 under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Humanities Alternative Pathway (HUMALT)

Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1. Additional information about alternative pathways is available [here](#).

Humanities Pathway (HUM)

Students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma. Additional information about alternative pathways is available [here](#).

In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Local Diploma

Students meeting the requirements for a Local Diploma. For complete information on the requirements for this diploma see Graduation Requirements.

Male

Student reported to the Department as male, as identified by the student.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Non-Binary

Student reported to the Department as non-binary, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Non-Diploma Credential (Exiting Credentials)

Students who completed high school with a Skills & Achievement Commencement Credential or a stand-alone Career Development and Occupational Studies (CDOS) Commencement Credential. Additional information about these credentials is found [here](#).

Not Current English Language Learner

Students not identified as Current English Language Learners.

Not Economically Disadvantaged

Students not identified as Economically Disadvantaged.

Not Homeless

Students not identified as Homeless.

Not Migrant

Students not identified as Migrant.

Not in Foster Care

Students not identified as Foster.

Parent Not in Armed Forces

Students not identified as Parent in Armed Forces.

Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Pathways (4+1)

In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous, assessment pathways to graduation for all students. Under the new "4+1" pathway assessment option, students must take and pass four required Regents exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate.

The fifth (+1) assessment required for graduation may include any one of the following:

- Either an additional Regents examination, or a Department approved alternative, in a different course in social studies or English (Humanities Pathway); or
- One additional Regents examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [World Languages] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway)
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

There are two options that don't require a fifth assessment:

- The CDOS pathway option, where a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in Section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.
- The CIVIC pathway option, where a student earns a New York State Seal of Civic Readiness as their +1.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Multiracial:** Non-Hispanic students who are reported with more than one race category
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Regents Diploma

Students meeting the requirement for a Regents Diploma. For complete information on the requirements for this diploma see Graduation Requirements.

Regents with Advanced Designation

Students meeting the requirement for a Regents Diploma with Advanced Designation. For complete information on the requirements for this diploma see Graduation Requirements.

STEM Pathway with a Concentration in Mathematics (STEMMATH)

Students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or a Department Approved Alternative assessment in math (after completing a course in the subject) as their +1. Additional information about alternative pathways is available here. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

STEM Pathway with a Concentration in Science (STEMSCIENCE)

Students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1. Additional information about alternative pathways is available here. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

Still Enrolled

Students who remained enrolled as of June 30th of the selected school year.

Students with Disabilities

Student classified by the Committee on Special Education as having one or more disabilities.

World Languages Pathway (LOTE)

Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in World Languages as their +1. Additional information about alternative pathways is available [here](#).

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Property Tax Report Card

280502 - SYOSSET CSD

2024-2025 - Page 1
Official - as of 04/16/2025 02:03
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****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2025-26 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)."

Form Due - April 28, 2025

Form Preparer Name:

PATRICIA RUFO

Preparer's Telephone Number:

5613645651

<u>Shaded Fields Will Calculate</u>	Budgeted 2024-25 (A)	Proposed Budget 2025-26 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	285,744,550	295,822,420	3.53 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	226,511,537	232,787,600	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	226,511,537	232,787,600	2.77 %
F. Permissible Exclusions to the School Tax Levy Limit	7,402,044	7,857,017	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	219,254,588	224,997,091	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	219,109,493	224,930,583	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	145,095	66,508	
Public School Enrollment	6,980	6,780	-2.87 %
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, includes any carryover from 2024-25 and excludes 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	40,652,819	36,067,870
Assigned Appropriated Fund Balance	2,900,000	2,900,000
Adjusted Unrestricted Fund Balance	11,429,781	11,832,897
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 (Limit 200 Characters)**
Capital	2018 SECURITY CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	0	0	Not currently planned for use in the 2025-26 school year. In October 2024, the voters approved the use of the residual amount in this reserve to offset the bond.
Capital	2020 CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	5,416,343	5,473,709	Not currently planned for use in the 2025-26 school year.
Capital	2014 CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	0	0	In October 2024, the voters approved the use of the residual amount in this reserve to offset the bond.
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	185,535	186,927	Not currently planned for use in the 2025-26 school year.
Workers Compensation	WORKERS COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	4,431,484	3,574,093	Anticipate appropriating an estimated amount of \$1,025,000 to support the 25-26 budget.
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	739,307	697,140	Anticipate appropriating an estimated amount of \$50,000 to support the 25-26 budget.
Reserve for Tax Reduction		For the gradual use of the proceeds of			

the sale of school
district real property.

Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance	INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	173,742	175,581	Not currently planned for use in the 2025-26 school year.
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBAL RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	3,406,569	3,292,869	Anticipate appropriating an estimated amount of \$510,000 to support the 25-26 budget.
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	13,610,983	12,762,290	Anticipate appropriating an estimated amount of \$4,500,000 to support the 25-26 budget.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS RESERVE	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	9,909,738	9,905,261	Anticipate appropriating an estimated amount of \$3,057,435 to support the 25-26 budget.

* **NYSED Reserve Guidance:**
http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2025-26. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save & Ready

Informe sobre el impuesto de bienes inmuebles

280502 - CSD DE SYOSSET

2024-2025 - Página 1

Oficial - a partir del 16/04/2025 02:03

AM

****Por favor, utiliza los navegadores Chrome o Firefox cuando entres en el Portal de Empresas para completar el PTRC. NO se recomienda Internet Explorer.****

Nota: Se han revisado o renombrado algunos elementos de datos del Informe del Impuesto sobre Bienes Inmuebles para que se ajusten más a los cálculos del Límite del Impuesto sobre Bienes Inmuebles que los distritos realizan en el sitio web de la Oficina del Interventor del Estado. Consulta las definiciones en el texto de ayuda anterior. En el sitio web de la Oficina de Servicios de Gestión Educativa encontrarás más información sobre el Límite de Gravamen del Impuesto sobre Bienes Inmuebles: <http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Se debe enviar también una versión electrónica (PDF o Word) del Aviso de presupuesto 2025-26 de tu distrito escolar a: emscmgts@nysed.gov. Esto nos permitirá ayudar a corregir rápidamente cualquier discrepancia en la fórmula o en el ingreso de datos.

Aviso: El Presupuesto Promulgado permite a los distritos escolares establecer un fondo de reserva para las Contribuciones al Sistema de Jubilación de Docentes del Estado de Nueva York, con efecto inmediato. Esta reserva, si corresponde, debe consignarse en el Cuadro de reservas bajo "Otra reserva" y con una descripción que diga: "To fund employer retirement contributionsto the New York State Teachers' Retirement System (TRS.)" -"Para financiar las contribuciones de jubilación del empleador al Sistema de Jubilación de Docentes del Estado de Nueva York (TRS, por sus siglas en inglés)."

Vencimiento del formulario - 28 de abril de 2025

Nombre del preparador del formulario:

PATRICIA RUFO

Número de teléfono del preparador:

5613645651

<u>Los campos sombreados calcularán</u>	Presupuesta- do 2024-25 (A)	Presupuesto propuest 2025-26 (B)	Porcentaje de cambio (C)
Importe total presupuestado, sin incluir las Propuestas Separadas	285,744,550	295,822,420	3.53 %
A. Propuesta de exacción fiscal para apoyar el importe total presupuestado ¹	226,511,537	232,787,600	
B. Exacción fiscal para respaldar la deuda de la biblioteca, si corresponde			
C. Recaudación de impuestos para proposiciones no excluibles, si corresponde ²			
D. Importe total de la reserva del límite impositivo utilizado para reducir la recaudación del año en curso, si corresponde			
E. Imposición fiscal total propuesta para el año escolar (A+B+C-D)	226,511,537	232,787,600	2.77 %
F. Exclusiones permitidas al límite de la exacción fiscal escolar	7,402,044	7,857,017	
G. Límite del impuesto escolar, <u>excluyendo</u> las exclusiones permitidas ³	219,254,588	224,997,091	
H. Total propuesto del impuesto escolar para fines escolares, excluyendo las exclusiones permitidas y el impuesto para la biblioteca, más el fondo de reserva del límite del impuesto del año anterior (E-B-F+D)	219,109,493	224,930,583	
I. Diferencia: (G-H); (un valor negativo requiere la aprobación del 60 % de los votantes) ²	145,095	66,508	
Matriculación en escuelas públicas	6,980	6,780	-2.87 %
Índice de Precios al Consumidor			2.95 %

¹ Incluye cualquier reserva del año anterior para el exceso de recaudación fiscal, incluidos los intereses.

² La exacción fiscal asociada a proposiciones sobre servicios educativos o de transporte no puede excluirse en virtud del Límite de Exacción Fiscal Escolar y puede afectar a los requisitos de aprobación de los votantes.

³ Para 2025-26, incluye cualquier prórroga de 2024-25 y excluye cualquier exacción fiscal para la deuda de la biblioteca o la reserva del año anterior por

	Real 2024-25 (D)	Estimación 2025-26 (E)
Saldo ajustado de fondos restringidos	40,652,819	36,067,870
Saldo del fondo asignado y apropiado	2,900,000	2,900,000
Saldo ajustado del fondo no restringido	11,429,781	11,832,897
Saldo ajustado del fondo no restringido como porcentaje del presupuesto total	4.00 %	4.00 %

Calendario de Fondos de Reserva

Tipo de reserva	Nombre de la reserva	Descripción de la reserva *	31/3/25 Saldo real	30/6/25 Saldo final estimado	Uso previsto de la reserva en el curso escolar 2025-26 (Límite 200 caracteres)**
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Nota: Asegúrate de hacer clic en el botón Guardar de la parte inferior después de cada Reserva adicional que añadas en Capital, Pérdida Patrimonial, Responsabilidad Civil u Otra Reserva.

Capital	RESERVA DE CAPITAL DE SEGURIDAD 2018	Para el costo de cualquier objeto o fin para el que puedan emitirse bonos.	0	0	Actualmente no está previsto que se utilice en el curso escolar 2025-26. En octubre de 2024, los votantes aprobaron el del importe residual de esta reserva para compensar el bono.
Capital	RESERVA DE CAPITAL 2020	Para el costo de cualquier objeto o fin para el que puedan emitirse bonos.	5,416,343	5,473,709	Actualmente no está previsto su uso en el curso escolar 2025-26.
Capital	RESERVA DE CAPITAL 2014	Para el costo de cualquier objeto o fin para el que puedan emitirse bonos.	0	0	En octubre de 2024, los votantes aprobaron el uso del importe residual de esta reserva para compensar el bono.
Reparaciones	RESERVA DE REPARACIÓN	Por el costo de las reparaciones de mejoras de capital o equipos.	185,535	186,927	Actualmente no está previsto su uso en el curso escolar 2025-26.
Indemnización por accidente laboral	RESERVA DE INDEMNIZACIÓN POR ACCIDENTE LABORAL	Para indemnizaciones y prestaciones laborales autogestionadas.	4,431,484	3,574,093	Se anticipa la apropiación de un monto estimado de \$1,025,000 para respaldar el presupuesto 2025-2026.
Seguro de desempleo	RESERVA DEL SEGURO DE DESEMPLEO	Para reembolso al Fondo Estatal del Seguro de Desempleo.	739,307	697,140	Se anticipa la apropiación de un monto estimado de \$50,000 para respaldar el presupuesto 2025-2026.
Reserva para reducción de impuestos		Para el uso gradual de los ingresos por la venta de bienes			

		inmuebles del distrito escolar			
Reserva obligatoria para el Servicio de Deuda		Para ingresos provenientes de la venta de activos o mejoras de capital del distrito, restringidos al servicio de la deuda.			
Seguros	RESERVA DE SEGUROS	Para pérdidas por responsabilidad civil, daños materiales y otros tipos de pérdidas no aseguradas.	173,742	175,581	Actualmente no está previsto su uso en el curso escolar 2025-26.
Pérdida de bienes + (añadir)		Para cubrir las pérdidas materiales.			
Responsabilidad		Para cubrir las reclamaciones por responsabilidad civil.			
Certiorari fiscal		Para las liquidaciones de impuestos.			
Reserva por recuperacion de seguros		Para el producto no gastado de recuperaciones de seguros al final del año fiscal.			
Pasivo acumulado por prestaciones a los empleados	RESERVA EBAL	Para las "prestaciones a los empleados" devengadas debidas a los empleados al cesar en el servicio.	3,406,569	3,292,869	Se anticipa la apropiación de un monto estimado de \$510,000 para respaldar el presupuesto 2025-2026.
Contribución a la jubilación	RESERVA ERS	Para las cotizaciones de jubilación de los empresarios al Sistema de Jubilación de los Empleados Estatales y Locales.	13,610,983	12,762,290	Se anticipa la apropiación de un monto estimado de \$4,500,000 para respaldar el presupuesto 2025-2026.
Reserva para impuestos no recaudados		Para impuestos impagos adeudados a ciertos distritos escolares de ciudades que no son reembolsados por su ciudad o condado hasta el siguiente año fiscal.			
Otra reserva individual	RESERVA TRS	Para financiar las cotizaciones de jubilación del empresario al Sistema de Jubilación de Profesores del Estado de Nueva York (TRS).	9,909,738	9,905,261	Se anticipa la apropiación de un monto estimado de \$3,057,435 para respaldar el presupuesto 2025-2026.

* **Guía de reserva del NYSED:**

http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf

Orientación sobre reservas de la OSC: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Proporciona una declaración breve, pero específica, del uso y la asignación previstos para la reserva en el año fiscal 2025-26. Menciona cualquier gasto de capital que deba votarse en la próxima votación presupuestaria.**

NEW YORK STATE COMPENSATION REPORT/INFORME DE COMPENSACION DEL ESTADO DE NUEVA

TITLE/CARGO	SALARY/ SALARIO	BENEFITS*/ BENEFICIOS*	OTHER REMUNERATION/ OTRA REMUNERATION
PRINCIPAL/DIRECTOR	198,038	68,936	4,951
ASST. PRINCIPAL/DIRECTOR AUXILIAR	199,364	69,085	4,984
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	214,500	56,622	5,000
PRINCIPAL/DIRECTOR	198,978	69,042	4,974
DIRECTOR/DIRECTOR	208,172	70,080	5,204
ASST. PRINCIPAL/DIRECTOR AUXILIAR	195,646	68,665	4,891
PRINCIPAL/DIRECTOR	220,014	40,470	5,500
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	219,500	75,605	5,000
ASST. PRINCIPAL/DIRECTOR AUXILIAR	199,045	69,049	4,976
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	212,500	73,076	5,000
ASSOC. SUPERINTENDENT/SUPERINTENDENTE ASOCIADA	261,420	89,814	5,000
ASST. PRINCIPAL/DIRECTOR AUXILIAR	203,353	51,619	5,084
EXEC DIRECTOR/DIRECTOR EJEC.	203,077	50,471	5,077
PRINCIPAL/DIRECTOR	255,116	75,383	6,378
PRINCIPAL/DIRECTOR	233,938	72,991	5,848
ASST. PRINCIPAL/DIRECTOR AUXILIAR	199,364	69,085	4,984
COORDINATOR/COORDINADOR	202,101	69,395	5,053
ASST. PRINCIPAL/DIRECTOR AUXILIAR	201,735	69,353	5,043
PRINCIPAL/DIRECTOR	227,295	52,685	5,682
DEPUTY SUPERINTENDENT/SUPERINTENDENTE ADJUNTO	266,648	82,019	5,000
PRINCIPAL/DIRECTOR	220,008	54,443	5,500
COORDINATOR/COORDINADOR	205,588	69,788	5,140
ASST. PRINCIPAL/DIRECTOR AUXILIAR	191,307	68,175	4,783
PRINCIPAL/DIRECTOR	231,588	72,725	5,790
PRINCIPAL/DIRECTOR	216,703	71,044	5,418
SUPERINTENDENT/SUPERINTENDENTE	306,605	86,621	0
ADMINISTRATIVE ASST/ASIST. ADMINISTRATIVO	172,652	65,678	4,316
DIRECTOR/DIRECTOR	201,106	49,727	5,028
PRINCIPAL/DIRECTOR	205,128	69,736	5,128
ASST. PRINCIPAL/DIRECTOR AUXILIAR	203,273	69,527	5,082
DIRECTOR/DIRECTOR	203,353	52,562	5,084
ASST. PRINCIPAL/DIRECTOR AUXILIAR	201,246	69,298	5,031
ASST. PRINCIPAL/DIRECTOR AUXILIAR	199,045	69,049	4,976
ASST. PRINCIPAL/DIRECTOR AUXILIAR	181,137	47,050	4,528
ASST. PRINCIPAL/DIRECTOR AUXILIAR	209,620	39,296	5,241
BUSINESS ADMIN./ADMIN. DE NEGOCIOS	180,000	66,898	4,500
EXEC DIRECTOR/DIRECTOR EJEC.	180,000	37,970	5,000
ADMINISTRATIVE ASST/ASIST. ADMINISTRATIVO	172,652	65,678	4,316
ADMINISTRATIVE ASST/ASIST. ADMINISTRATIVO	161,317	29,747	4,033
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	214,500	75,402	5,363

* Includes District costs for legally required payments including Social Security, Medicare, and TRS./Incluye los costos del distrito por los pagos exigidos a nivel legal, incluidos la Seguridad Social, Medicare y el Sistema de Jubilacion de los Maestros (TRS).

SYOSSET PUBLIC LIBRARY
2025 - 2026 PROPOSED BUDGET

		BUDGET 2024 - 2025	PROPOSED 2025 - 2026
Library Collection & Programs	Books and Cataloging	173,000	176,000
	Ebooks, Downloadable Audiobooks	115,000	120,000
	DVDs	14,000	12,000
	Streaming Services	27,000	25,000
	CDs - Music & Books on CD	2,000	1,500
	Magazines, Newspapers	32,000	33,000
	Online Databases	62,000	62,000
	Community Information, Programs & Special Events	176,000	178,000
		601,000	607,500
Technology	Computers, Servers, Peripherals	50,000	45,000
	Circulation Software/Maintenance	50,000	55,000
	Contracts - Automation Support	160,000	165,000
		260,000	265,000
Library Operational Expenses	Library Supplies	23,000	18,000
	Contracts with Other Libraries, Postage & Freight	65,000	64,000
	Insurance	63,000	63,000
	Office Equipment Contracts	11,000	9,000
	Library Furniture & Equipment	25,000	20,000
		187,000	174,000
Building Maintenance	Utilities	184,000	185,000
	Building Maintenance Contracts	79,000	79,000
	Telephone	18,000	18,000
	Building & Plant Repairs	60,000	60,000
	Capital Expenditures & Renovations *		500,000
	Custodial Supplies	30,000	31,000
		371,000	873,000
Salaries & Administration	Professional, Clerical, Custodial, Pages	4,002,000	4,162,000
	Pension, Social Security, Health, etc.	1,974,153	2,094,393
	Professional Fees - Legal, Security, Acct., etc.	185,000	176,000
		6,161,153	6,432,393
OPERATING BUDGET		7,580,153	8,351,893
Income Sources	Fines, Fees, PILOTs, etc.	180,000	200,000
	Transfer from Fund Balance *	180,000	725,000
	New York State Aid	10,000	10,000
		370,000	935,000
Anticipated Income		370,000	935,000
Bond Debt Service Approved by Voters - June 2003		937,500	937,875
AMOUNT TO BE RAISED BY TAXES		8,147,653	8,354,768

* Funds are being used from the library's fund balance for planned renovations.

Total includes Operating Budget, less Anticipated Income, plus Bond Debt Service
The proposed budget increase is 2.54%; the library's maximum allowable tax levy limit is 4.2%.



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

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

Date: 01/07/2025

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2025

School District: 282402 Syosset

Total equalized value in taxing jurisdiction: 11,148,440,800

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	NYS - GENERALLY	RPTL 404(1)	33	61,649,800	0.55%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	20	115,711,200	1.04%
13100	CO - GENERALLY	RPTL 406(1)	113	98,100,000	0.88%
13500	TOWN - GENERALLY	RPTL 406(1)	53	178,079,400	1.60%
13650	VG - GENERALLY	RPTL 406(1)	7	1,649,600	0.01%
13800	SCHOOL DISTRICT	RPTL 408	28	311,756,700	2.80%
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	13	36,290,300	0.33%
14110	USA - SPECIFIED USES	STATE L 54	2	3,291,400	0.03%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	19	179,993,800	1.61%
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	1	9,174,300	0.08%
19950	MUNICIPAL RAILROAD	RPTL 456	13	3,085,300	0.03%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	11	11,841,900	0.11%
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	40,363,200	0.36%
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	43,288,200	0.39%
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	2,445,000	0.02%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	11	50,694,100	0.45%
26100	VETERANS ORGANIZATION	RPTL 452	3	2,352,400	0.02%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	36	297,185,700	2.67%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	10	12,513,800	0.11%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	676,100	0.01%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	309	9,270,000	0.08%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	156	7,850,000	0.07%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	60	4,860,000	0.04%
41164	COLD WAR VETERAN - SCHOOL		19	437,000	0.00%
41174	COLD WAR VET DISABILITY SCHOOL		1	34,000	0.00%
41300	PARAPLEGIC VETS	RPTL 458(3)	1	743,000	0.01%
41400	CLERGY	RPTL 460	10	6,569,000	0.06%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	60	3,959,000	0.04%
41800	PERSONS AGE 65 OR OVER	RPTL 467	121	37,817,000	0.34%
41834	ENHANCED STAR	RPTL 425	664	80,442,261	0.72%
41854	BASIC STAR	RPTL 425	2383	114,549,023	1.03%
41900	PHYSICALLY DISABLED	RPTL 459	9	1,301,000	0.01%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	1,525,000	0.01%
44220	HOME IMPROVEMENTS NEW	RPTL 421-f	1614	211,824,000	1.90%
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	26	71,658,900	0.64%
Totals:			5838	2,012,981,384	18.06%