Briarcliff Manor UFSD

"Engage, Inspire and Achieve"



2025 - 2026

Budget Book

45 Ingham Road
Briarcliff Manor, NY 10510
www.briarcliffschools.org

Philosophy Statement

The mission of public education is to provide all students with the knowledge, skill and disposition to be successful in the modern world. It is the Philosophy of the district to help each and every child develop into confident, productive citizens who contribute to society while finding happiness and success in their endeavors. Our schools share this responsibility with parents and the community. Together we are committed to meeting the academic, physical, social, and emotional needs of students. Although our primary responsibility is for the intellectual development of the child, the District recognizes the importance of joy and the aesthetic. Therefore the district is committed to a well-rounded education - allowing students to explore areas of interest and ability. Through this approach, we are confident that students will acquire the tools and strategies necessary for both academic and personal success in school and beyond.

Schools provide a unique environment for social development with peers and adults; therefore, the climate and activities are consciously structured to enhance these relationships. There are opportunities for students to participate in experiences that promote rigorous academic achievement, self-esteem, and exploration. Students learn the limits of individual freedom and the value of cooperation and collaboration. They gain multiple perspectives, and how to articulate their own. They learn to take advantage of the resources available to them, as well as how to properly advocate for themselves and others. Core academic areas are stressed in balance with the arts, physical fitness and healthy decision making.

It is our belief that a talented and student-centered staff coupled with supportive parents, will promote an engaged and enthusiastic student body. It is this combination that has led to Briarcliff's wonderful success and notoriety. Our goal is to enhance this partnership as we prepare our students to face the many new and dynamic challenges of the 21st century.

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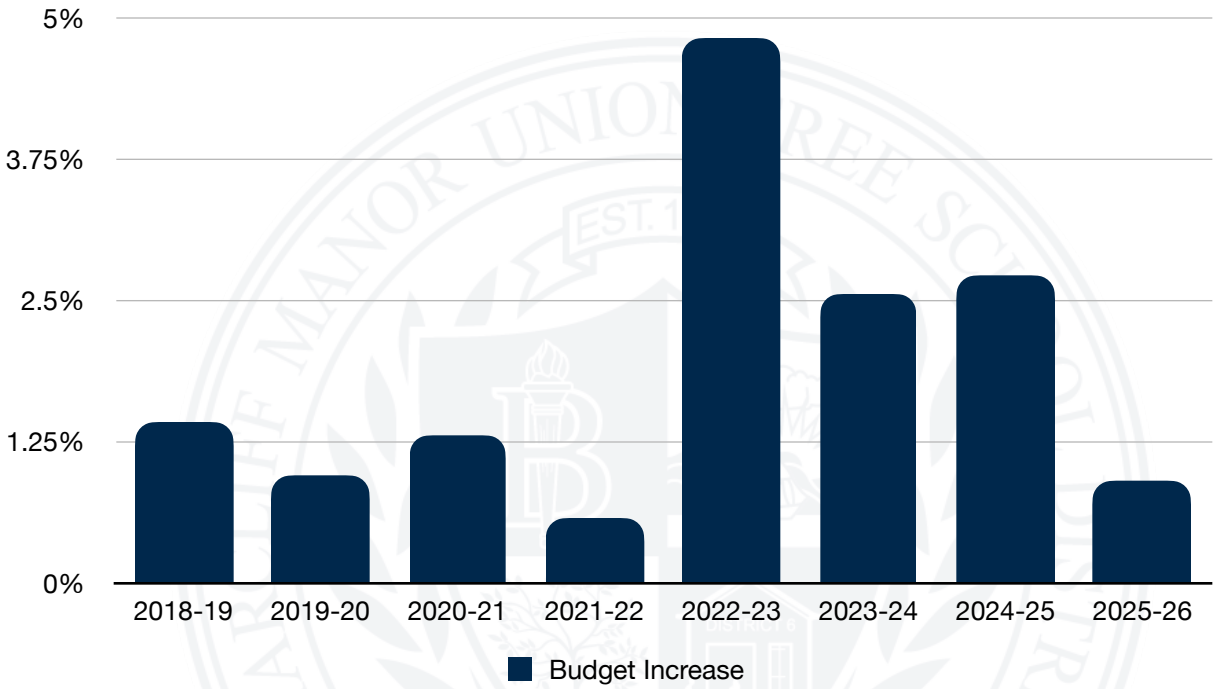
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Message from the Board of Education and Superintendent of Schools

On Tuesday, May 20th, the voters will be presented with the 2025-26 Briarcliff Manor School District Budget adopted by the Board of Education in the amount of $59,828,486, a 0.9% increase over the 2024-25 budget. It will result in an estimated tax levy increase of 1.48% if passed by resident voters.



After careful analysis, the Superintendent of Schools and Board believe the plan as set forth, will obtain desired results with the projected resources needed to implement the educational program and ensure that every student receives an excellent education. We do understand the need for fiscal prudence and are committed to our ongoing duty to preserve and improve the instructional program moving forward.

You are encouraged to study the financial plan and put forth questions about its content. For further information, please contact the Superintendent of Schools or the Assistant Superintendent for Finance and Operations.

BOARD OF EDUCATION
Michelle Woerner, President
Kenneth Torosian, Vice-President
Tony Sammi
Rajaneesh Chandra
Sarah Zonenshine

SUPERINTENDENT OF SCHOOLS
James Kaishian

Executive Summary

This document contains the proposed budget prepared by the Superintendent of Schools and, with modifications, adopted by the Board of Education on April 24, 2025. After many months of development, it is now the final budget to be presented to resident voters on May 20, 2025.

In preparing the 2025-2026 budget, the Board of Education remains fiscally prudent. Since the implementation of the New York State property tax cap law in 2012-2013, the district has remained within the constraints of this legislation. As in prior years, the proposed 2025-2026 budget reflects a tax levy increase that is below Briarcliff Manor's maximum allowable tax levy limit.

Budget Proposition

The total proposed budget for the 2025-2026 school year is $59,828,486, representing a 0.90% increase over the 2024-2025 budget. This reflects a dollar increase of $534,701. The proposed tax levy is $46,366,945, or approximately 77% of total revenues, with a levy-to-levy increase of 1.48%, which remains below the district's allowable tax levy limit of 2.07%.

The proposed budget strategically supports the district's instructional agenda while maintaining fiscal discipline. It reflects a comprehensive approach to sustaining academic excellence, student wellbeing, and safe, modern learning environments across all grade levels.

Program Highlights

At Todd Elementary School, the budget supports Year 2 of the Reveal Math implementation, continued literacy alignment with best practices, and additional intervention supports. Staffing changes include the addition of an academic intervention specialist to support small group instruction. The Todd program also includes community-building events and school-wide efforts to develop critical thinking.

At Briarcliff Middle School, the budget maintains a strong focus on interdisciplinary instruction, vertical alignment, and literacy. Co-curricular opportunities continue to expand alongside targeted academic and emotional support.

At Briarcliff High School, new academic offerings such as robotics and engineering are supported, alongside continued investment in the Science Research Program and a wide range of AP and college-level courses. The budget provides funding for a new guidance counselor position, bringing the total to four full-time counselors, addressing growing student mental health needs and enhancing college and academic advising.

District-wide, the budget maintains the district's 1:1 technology initiative, continues to improve learning environments (including enhancements to the CLIFF Center and performing arts spaces), and invests in safety and infrastructure improvements such as wireless upgrades and continued security enhancements.

Special Education & Student Services

The 2025-2026 budget reflects a strategic investment in inclusive education with targeted supports for students with special needs. The special education budget totals $4,962,562, a decrease of $330,254 from the prior year, largely due to reductions in tuition and BOCES expenses. Enrollment projections remain stable, with the majority of students educated in-district through robust support models including consultant teaching, integrated settings, and a wide range of related services.

Fine & Performing Arts

The Fine Arts and Performing Arts programs continue to thrive with sustained participation across all grade levels. Strategic enhancements for 2025-2026 include continued investment in visual arts programs and K-12 performance opportunities. Staffing levels remain steady, ensuring continued access to high-quality instruction in art, music, theater, and dance.

Revenue Sources

In New York State, school district budgets are supported primarily by property taxes, state aid, and other revenues including tuition and fund balance. Briarcliff Manor receives relatively limited state aid due to its wealth ratio, with projected state aid totaling approximately $5 million, or 8.2% of the proposed budget. Tuition revenue from Pocantico Hills and other sources is estimated at $4.89 million, or approximately 8.2%. The remaining revenues are composed of miscellaneous sources and an appropriated fund balance of $1.75 million, a 14.6% decrease from the prior year in alignment with the district's long-range financial plan.

Budget Composition

- Instruction & Instructional Support: 52%
- Fringe Benefits & Debt Service: 28%
- General Support Services: 15%
- Pupil Transportation: 5%

This budget ensures continued support for the district's mission: to inspire students through the care, dedication, and diligence of teachers, staff, and parents to become knowledgeable, skilled, and confident young adults. The Board of Education remains committed to providing an exceptional educational experience while remaining responsive to the financial realities faced by residents.

Impact of Budget Proposition on School Taxes

Assessed valuation is defined as the value of real property for the purpose of levying taxes. In the Briarcliff Manor community, there are 2,517 taxable parcels that yield a total district-wide full value assessment of $2,441,072,331 as of April 2025[1]. In 2016, the Town of Ossining underwent an assessment revaluation.

The district-wide assessed valuation is one of three main factors which influence the school tax rate. The second factor is the equalization rate and the other is the actual tax levy. Each town's assessor determines each properties assessment while the equalization rate is determined by the New York State Office for Real Property Tax Services (ORPTS). The equalization rate is used to determine full value and each town's share of the tax levy. The School Board sets the amount of the tax levy. Once these items are finalized the tax rates are computed using a basic arithmetic formula: tax burden divided by portion of assessment multiplied by 1000. For the 2025-2026 budget, with an estimated district-wide assessed valuation of $1,705,963,813 and an anticipated $46,366,945 tax levy, the respective estimated tax rates would be as follows:

Town of Ossining:
Percentage Share: 69.56%
Tax Burden: $32,252,907
Portion of Assessment: $1,698,013,079
Est. Tax Rate: $18.9944986 per $1000

Town of Mt. Pleasant:
Percentage: 30.44%
Tax Burden: $14,114,038
Portion of Assessment: $7,950,734
Est. Tax Rate: $1,775.1867858 per $1000

Briarcliff Manor school district is divided between two townships: Ossining and Mt. Pleasant. The average home in the Briarcliff Manor School District is fully valued at $1,138,300 in Ossining and $1,065,420 in Mt. Pleasant. School taxes are computed by using this formula: (property's assessed valuation divided by 1000 multiplied by the tax rate less the 2023-2024 maximum STAR savings, if applicable). The savings resulting from the Basic or Enhanced STAR exemptions are limited to a 2% increase over the prior year. The maximum STAR savings for each school district is now calculated by ORPTS and is available online. For 2025-2026 the basic STAR exemption for the Town of Ossining is $1,591 and the enhanced STAR exemption limit is $3,978. For Mt. Pleasant the basic STAR exemption is $1,567 and the enhanced STAR exemption limit is $3,962. Therefore, 2025-2026 school taxes on the average single family home, given the proposed budget and assuming continued eligibility for either the Basic or Enhanced STAR exemption, are estimated on the following page.

[1]Tax rates are only estimated at this time. Final tax rates will be recalculated once the tax levy is certified in August, 2025.

Estimated Average School Tax Bill

					Basic STAR		Enhanced STAR	
Town	Avg. Full Value Assessment	Average Assessed Value	Tax Rate	Average Tax Bill	Basic STAR	Tax Bill Less Basic STAR	Enhanced STAR	Tax Bill Less Enchanced STAR
Ossining	$1,138,300	$1,138,300	$18.994499	$21,621	$1,591	$20,030	$3,978	$17,643
Mt. Pleasant	$1,065,420	$11,400	$1,775.186786	$20,237	$1,567	$18,670	$3,962	$16,275

It is important for community members to remember the actual cost of school taxes in Briarcliff Manor is best explained as a result of an increase or decrease in a number of factors. In the final analysis the community must know that taxes in support of schools generally increase or decrease as a result of several factors most important of which are the tax levy, each Town's equalization rate, eligibility for the STAR exemption, and the increase or decrease in a property's assessed valuation.

Sample Ballot Information

PROPOSITION NUMBER ONE: 2025-2026 BUDGET

Shall the proposed 2025-2026 school district budget, as submitted by the Board of Education be hereby approved and the Board of Education authorized to expend the sum of $59,828,486 for the school year July 1, 2025 through June 30, 2026.

[ ] YES [ ] NO

BOARD CANDIDATE ELECTION: VOTE FOR TWO

Kenneth Torosian [ ]

Michelle Woerner [ ]

Voting Information For All Residents

Voting Requirements

- You must be a United States Citizen.
- 18 years of age or older.
- A resident within the District for a period of 30 days for at least 30 days prior to the vote.
- A registered voter of the District and/or a registered voter of Westchester County whose name appears on the list supplied by the Westchester County Board of Elections as having voted in a national, state or county election during the past four years.

When and Where to Register?

You may register any weekday between the hours of 8:00 a.m. and 4:00 p.m. at the District Clerk's Office, located in the District Office, 45 Ingham Road, Briarcliff Manor NY. The last date to register for the School Budget Vote/Annual Election is May 13, 2025. **If you are not registered, you can register** with the County Board of Elections by mail or remotely through the New York State Department of Motor Vehicles website at: https://dmv.ny.gov/more-info/electronic-voter-registration-application

Who Needs to Register?

To be a qualified voter you must be a US Citizen, at least 18 years old by May 13, 2025, a School District resident for 30 days immediately preceding the vote, and registered to vote in School District elections and having voted in any School District election/vote during the past 4 calendar years.

If you are not registered, you can register with the County Board of Elections by mail or remotely through the New York State Department of Motor Vehicles website at: https://dmv.ny.gov/more-info/electronic-voter-registration-application

When and Where to Vote?

Voting will take place on Tuesday, May 20, 2025 at the ***Briarcliff Manor Youth Center located at 5 Van Lu Van Rd, Briarcliff Manor, New York 10510.***

Absentee Ballots

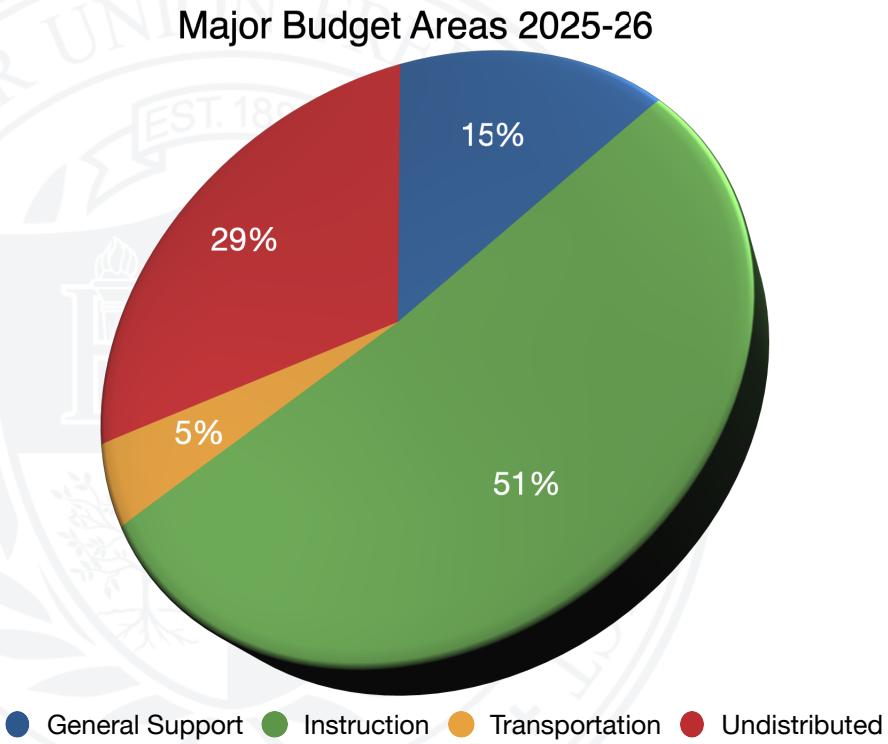
If you will be out of town, you can apply for an absentee ballot. Applications for absentee ballots are available at the District Clerk's Office, online at the District's Website, www.briarcliffschools.org, or you may call 914-432-8110 to have an application mailed to you. Absentee Ballot applications must be received in the office of the District Clerk by 5 p.m. on May 13, 2025.

Financial Plan and School Budget 2025 - 2026

General Fund Budget Summary

The annual school budget is a financial estimate of the operating funds required to achieve goals and objectives of the District's educational program. The 2025-2026 Proposed Budget of $59,828,486 is $534,701 over the 2024-2025 Budget. The budget-to-budget expenditure increase is 0.9%.

Anticipated non-property revenues (NPR) of $11,708,387 a 1.35% increase from last year, plus assigned fund balance of $1,753,154 results in a total estimated tax levy of $46,366,945. The estimated tax levy increase is 1.48%, below the calculated tax levy cap of 2.07% for the 2025-2026 school year.



2025-26 Budget Summary

	2024-25 Approved Budget	2024-25 Projected Revenue	2025-26 Proposed Budget	Budget to Budget Increase	% Difference
Total Revenue	$59,293,785	$57,711,353	$59,828,486	$534,701	0.90%
Non-Property Revenue	$11,552,144	$12,021,900	$11,708,387	$156,243	1.35%
Assigned Fund Balance	$2,052,278		$1,753,154	-$299,124	-14.58%
Total Tax Levy	**$45,689,453**	**$45,689,453**	**$46,366,945**	**$677,492**	**1.48%**
% of Total Exp.	**77.06%**		**77.50%**		

Expenditure Summary

The budget-to-budget expenditure increase is $534,701 or 0.9% for the 2024-25 school year. There are multiple areas driving this increase. The primary drivers for this increase are as follows:

- Health Insurance – a 9% increase.
- Teaching –Maintaining and reducing class sizes with increase enrollment in certain grades.

2025-26 Budget at a Glance

Functional Area	% of Budget
Instructional Services K-12	29.2%
Employee Benefits	21.1%
Special/Pupil Services	9.5%
Debt Service & Inter-fund Transfers	7.4%
Operations, Maintenance & Security	8.8%
Guidance & Health Services	2.5%
BOE/Admin/Central Services	6.4%
Supervision	2.7%
Transportation	4.9%
Library/Technology	3.2%
Co-Curricular & Athletics	3.2%
Community Service	0.0%
Curriculum & Instruction	1.1%
Total Budget	**100%**

Expenditure

	2020-21 Actual	2021-22 Actual	2022–23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
Functional Areas								
Board of Education	62,314	60,829	80,155	65,057	92,370	92,281	-89	-0.10%
Central Admin. & Business Office	998,226	1,158,143	1,241,577	1,303,468	1,325,512	1,353,505	27,993	2.11%
Auditing & Treasurer	207,327	154,799	158,397	163,746	177,597	179,897	2,300	1.30%
Legal, Personnel, Public Info.	293,736	404,366	547,610	492,515	569,998	588,575	18,577	3.26%
Operations, Maintenance & Security	4,237,168	4,471,821	4,741,070	4,529,831	5,159,266	5,278,187	118,921	2.30%
Central Services	1,240,223	2,118,318	1,585,378	1,442,123	1,659,681	1,599,095	-60,586	-3.65%
Curriculum & Instruction	419,282	652,798	674,469	630,321	669,326	677,967	8,641	1.29%
Supervision	1,797,318	1,510,653	1,486,881	1,536,172	1,592,122	1,636,066	43,944	2.76%
Regular Instruction	15,984,399	15,584,436	17,873,110	17,465,473	17,081,134	17,441,475	360,341	2.11%
Special & Occupational Education	4,891,479	4,785,589	5,085,384	4,714,019	5,454,438	4,960,557	-493,881	-9.05%
Library & Technology	2,130,548	1,796,359	1,876,217	1,985,863	1,887,124	1,884,826	-2,298	-0.12%
Guidance/Health Services	1,264,487	1,312,776	1,363,759	1,307,249	1,466,457	1,521,027	54,570	3.72%
Psychological & Social Services	601,398	621,150	675,374	670,842	726,335	738,993	12,658	1.74%
Co-Curricular & Athletics	1,082,788	1,310,884	1,517,651	1,576,934	1,759,882	1,902,237	142,355	8.09%
Pupil Transportation	2,663,745	2,522,502	2,591,580	2,747,486	2,821,031	2,917,983	96,952	3.44%
Employee Benefits	9,943,127	10,031,671	10,644,174	11,406,285	12,331,377	12,617,492	286,115	2.32%
Debt Service	3,605,906	3,266,505	3,372,622	3,748,922	3,975,137	3,843,323	-131,814	-3.32%
Inter-Fund Transfer	172,939	62,828	115,000	31,802	95,000	95,000	0	0.00%
Transfer to Capital	331,594	300,017	650,000	396,793	450,000	500,000	50,000	11.11%
TOTAL EXPENDITURES	**51,928,004**	**52,126,444**	**56,280,408**	**56,214,901**	**59,293,787**	**59,828,486**	**534,699**	**0.90%**

Revenue Summary

The single greatest source of budget revenue is the District's tax levy. The 2025-2026 budget estimates that the total tax levy will be $46,366,945 or 77.5% of total revenues. Non-property revenues are estimated at $11,708,387 or 19.6% of total revenues. The remaining $1,753,154 or 2.93% is projected to come from assigned fund balance.

The major sources of non-property revenues are as follows:

1. State aid totaling $5,328,559 is $155,203 more than was budgeted in 2024-25.The increase in state aid is primarily due to a increased BOCES from prior year expenditures.
2. Incoming Tuition from Pocantico Hills, Other School Districts and parentally placed students is budgeted at $4,890,652, a decrease of $185,889. The decrease is attributed to both a slight decrease in the Non Resident Tuition (NRT) rate and enrollment.
3. County sales tax revenue is expected to remain at $760,000.

Tax Levy Limit (Tax Cap)

Starting with the 2012-2013 school year, the District's ability to increase annual property tax levies is constrained. The property tax cap law, enacted in Chapter 97 of the Laws of 2011, restricts tax levy increases for local governments including public school districts to no more than 2%, or the rate of inflation, whichever is lower (prior to allowable adjustments). Local governments and school districts can override the cap with a 60% vote either by their local governing body or, in the case of a school district, by the voting public. The proposed 2025-2026 budget reflects an estimated tax levy with an increase of 1.48% from prior the year; a figure that is below the maximum allowable tax levy limit of 2.07% calculated for Briarcliff Manor UFSD.

Revenue

Accounts	2020-21 Actual	2021–22 Actual	2022–23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Projected	2025-26 Proposed	Budget to Budget	% Diff.
Real Property Tax (w-STAR)	43,049,780	43,589,359	44,738,612	44,982,025	45,689,453	45,689,453	46,366,945	677,492	1.48%
County Sales Tax	736,403	708,822	762,085	730,000	760,000	791,750	760,000	0	0.00%
Other Day School Tuition - Individuals	462,732	477,395	303,564	300,972	251,484	296,601	216,858	-34,626	-11.67%
Day School Tuition - Other Districts	3,295,315	3,708,438	3,979,491	4,601,384	4,825,057	4,772,909	4,673,795	-151,262	-3.17%
Student Fees	20,927	38,704	39,200	40,000	40,500	44,870	40,500	0	0.00%
Other Miscellaneous Revenue	2,832	2,923	12,541	2,976	2,976	-	2,976	0	-%
Interest Earnings	2,544	9,681	344,667	238,250	511,000	632,799	511,000	0	0.00%
Rental of Property	19,758	73,366	62,893	60,800	60,000	65,625	60,000	0	0.00%
Insurance Recoveries	6,490	8,322	-	-	-	2,095	-	-	-%
Refund-Prior Year Exp-BOCES	63,993	56,754	45,251	38,000	43,000	95,000	43,000	0	0.00%
Refund-Prior Year Other	161,016	80,197	73,706	30,000	35,000	47,350	35,000	0	0.00%
E-Rate Reimbursement	33,600	58,646	-	30,000	-	39,632	-	-	-%
Field Trips/Arts in Education	6,204	13,525	26,820	15,700	21,700	29,858	21,700	0	0.00%
Unclassified Revenues	28,375	25,628	51,750	21,250	15,000	30,055	15,000	0	0.00%
Basic State Aid	2,264,848	2,117,896	2,327,478	2,555,422	3,221,073	3,141,713	3,275,407	54,334	1.73%
Excess Cost Aid	751,384	690,653	739,620	873,439	788,988	782,468	794,527	5,539	0.71%
Boces Aid	1,332,061	950,368	810,593	676,325	862,586	1,136,639	1,146,933	284,347	25.02%
Textbook Aid	80,385	78,463	77,065	77,531	77,298	76,250	74,910	-2,388	-3.13%
Computer Software Aid	20,958	20,373	20,134	20,178	20,253	20,194	20,073	-180	-0.89%
Computer Hardware Aid	6,095	7,340	8,034	8,377	7,689	7,667	8,334	645	8.41%
Library Materials Aid	8,743	8,500	8,400	8,419	8,450	8,425	8,375	-75	-0.89%
Other State Aid	53,799	114,226	-	-	-	-	0		-%
Interfund Transfers	-	-	-	-	-	-	-		
School Tax Levy	**43,049,780**	**43,589,359**	**44,738,612**	**44,982,025**	**45,689,453**	**45,689,453**	**46,366,945**	**677,492**	**1.48%**
Non-Property Revenue	**9,358,462**	**9,250,220**	**9,693,292**	**10,329,023**	**11,552,054**	**12,021,900**	**11,708,388**	**156,334**	**1.35%**
Assigned Fund Balance					**2,052,278**		**1,753,154**	**-299,124**	**-14.58%**
Total Revenue	**52,408,242**	**52,839,579**	**54,431,904**	**55,311,048**	**59,293,785**	**57,711,353**	**59,828,487**	**534,702**	**0.90%**

Component Budget Summary

As required by Section 170.8 of the Regulations of the Commissioner of Education effective December 27, 1996, the District must report its budget to the public on the basis of administrative, capital and program costs. This provides community residents with a general view of how the annual Briarcliff Manor School District Budget is allocated. A description of these components follows below.

Administrative Component: includes appropriations for the following administrative accounts and functions: board of education; district clerk; district meeting; chief school administrator; business administration; auditing; treasurer; purchasing; legal services; personnel services; records management; security; public information services; curriculum development and supervision; research, planning, and evaluation; supervision-regular school; central data processing; central printing and mailing; special items excluding tax certiorari, judgments and compromised claims, employee benefits attributable to salaries included in other accounts and functions in the administrative component.

Program Component: includes appropriations for the following programmatic accounts and functions: in-service training-instruction; teaching-regular school; programs for students with disabilities; occupational education; school library and audio-visual; computer assisted instruction; attendance-regular school; guidance-regular school; health services; psychological services-regular school; social work services-regular school; pupil personnel services-special schools; co-curricular activities-regular school; interscholastic athletics-regular school; transportation services; civic activities; employee benefits attributable to salaries included in other accounts and functions in the program component and transfers to special aid funds.

Capital Component: includes appropriations for the following capital accounts and functions: operation of plant; maintenance of plant; debt service; transfers to capital and debt service funds; tax certiorari; judgments and compromised claims; employee benefits attributable to salaries included in other accounts and functions in the capital component.

Three-Part Component Budget

Function	Code	Total	Admin.	Program	Capital
Board of Education	1010	92,281	92,281		
Central Administration	1299	448,068	448,068		
Finance	1399	1,085,334	1,085,334		
Legal Services	1420	149,719	149,719		
Personnel	1430	318,519	318,519		
Records Management	1460	20,539	20,539		
Public Information	1480	99,798	99,798		
Security	1622	641,365	641,365		
Other Central Services	1699	1,578,444	1,578,444		
Curriculum Dev. & Sup.	2010	677,967	677,967		
Supervision Reg. School	2099	1,636,066	1,636,066		
Debt Service	9898	3,843,323			3,843,323
Transfer to Capital	9950.9	500,000			500,000
Operations Of Plant	1620	3,151,621			3,151,621
Maintenance of Plant	1621	1,485,202			1,485,202
Judgments & Claims	1930	20,651			20,651
Instruction (Net of supervision)	2999	28,449,114		28,449,114	
Transportation	5599	2,917,983		2,917,983	
Other Transfers	9901	95,000		95,000	
Employee Benefits	9098	12,617,492	1,790,477	9,934,511	892,505
TOTAL BUDGET		**59,828,486**	**8,538,577**	**41,396,608**	**9,893,302**
			14.27%	69.19%	16.54%

Personnel Summary and Enrollment History

Personnel Summary

For the 2025-2026 school year, staffing changes are due to maintaining class sizes, expanding the guidance program communications program, and adding a full time academic intervention specialist.

Category	2024-25	2025-26	Differential
Instructional	188.8	191.3	2.5
Administrative	13	13	0
Non-Instructional	60.5	60.5	0
Totals	**262.3**	**264.8**	**2.5**

Enrollment History

Based on projections, the 2025-2026 in-district K-12 enrollment is expected to decrease by 9 students from 1,344 to an estimated 1,335 or -.67%. At Todd School the K-5 enrollment is expected to decrease by 8 students to 568. At the MS we are expecting 291 students, which is a decrease of 6 students. At the HS we are expecting 468 students, an increase of 5 students.

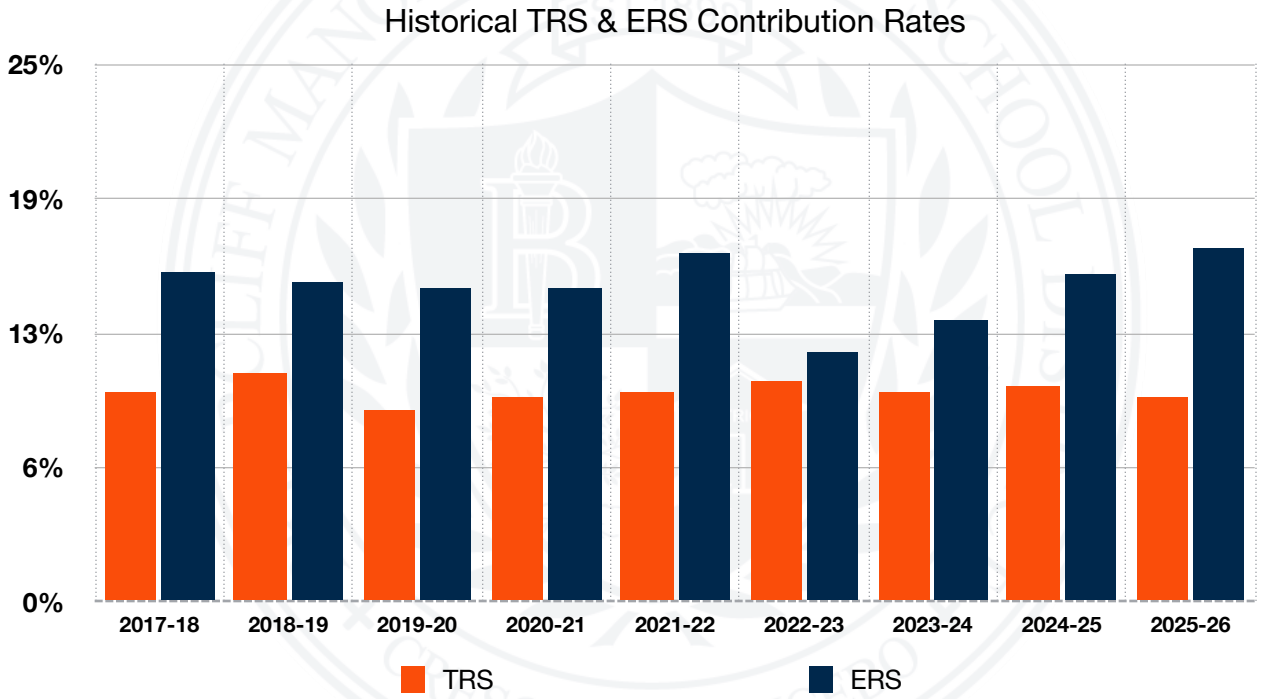
Grade	Actual 2018	Actual 2019	Actual 2020	Actual 2021	Actual 2022	Actual 2023	Actual 2024	Actual 2025	Projected 2026
K	68	85	80	80	93	100	76	97	90
1	94	70	86	84	89	98	104	78	97
2	88	94	71	94	91	90	101	106	78
3	83	94	93	72	97	97	96	99	106
4	75	87	94	99	80	96	96	98	99
5	111	78	85	99	104	85	100	98	98
Todd School TOTAL	**519**	**508**	**509**	**528**	**554**	**566**	**573**	**576**	**568**
6	121	115	77	86	103	105	89	103	98
7	121	122	115	82	91	99	107	90	103
8	117	120	122	114	83	90	101	104	90
BMS TOTAL	**359**	**357**	**314**	**282**	**277**	**294**	**297**	**297**	**291**
9	140	148	134	136	136	94	124	116	132
10	139	141	148	132	138	130	95	124	116
11	136	139	142	141	133	131	129	96	124
12	133	135	139	137	143	133	131	127	96
BHS TOTAL	**548**	**563**	**563**	**546**	**550**	**488**	**479**	**463**	**468**
Ungraded	1	0	0	0	0	0	0	0	0
Out of District	20	17	18	19	13	17	9	8	8
Grand Total	**1447**	**1445**	**1404**	**1375**	**1394**	**1365**	**1358**	**1344**	**1335**

Employee Benefits Summary

Retirement Costs

Teachers' Retirement System:
The District's mandated employer contribution rate to the NYS Teachers' Retirement System (TRS) is estimated to decrease to 9.59% of instructional payroll from 10.02% for the 2025-2026 school year. Future pensions for faculty members, teaching assistants, coaches and administrators are covered by this system.

Employees' Retirement System:
The District's mandated employer average contribution rate to the NYS Employees' Retirement System (ERS) is estimated to increase to 16.5% of non-instructional payroll from 15.2% for the 2025-2026 year.



Social Security/FICA:
The budget for Social Security/FICA benefits will slightly increase in 2025-26 due to increasing employee costs related to contractual bargaining agreements. The per employee salary threshold for calculating the total maximum contribution is $176,100 for calendar year 2025.

Workers' Compensation Insurance Costs

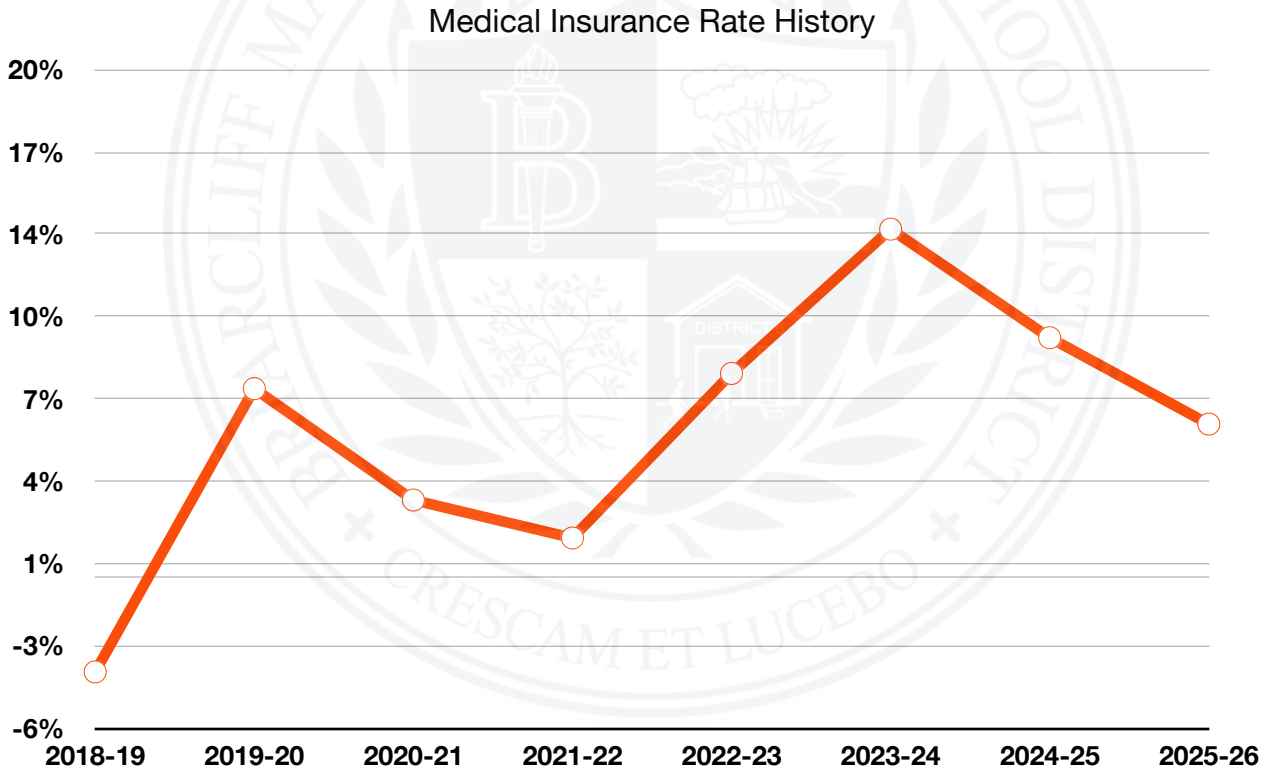
The District's workers' compensation insurance cost is a function of total payroll, loss experience, and the investment markets. The District's budget in this area will decrease by 8% due to our claim experience.The District belongs to a consortium with other districts in this self-funded plan.

Unemployment Insurance

The District's unemployment insurance costs remain unchanged, budgeted at $20,000.

Health & Dental Benefits

Medical Insurance:
The medical insurance budget is increasing by 6% in 2025-2026. Increased premiums and adjustments to medicare costs are the primary drivers of the increase. The District participates in a self-funded consortium with other school districts in the Putnam Northern Westchester BOCES Health Benefits Consortium. The consortium health insurance costs are increasing by 5%. The District's cost for providing health insurance benefits for its active employees in 2025-2026 is estimated at $31,908 per employee for family plan benefits, two person plan is $29,244 and the individual rate is expected to be $12,180 per employee (before employee contributions). The District also pays for retiree health insurance coverage per established guidelines.



Dental Insurance:
The District self-funds the dental plan offered to its employees. A third-party administrator manages and pays claims based on terms in the plan document. The budget for dental insurance will remain stable. The district does not collect employee contributions for this insurance.

Health Waivers:
The District provides an opt-out benefit to those employees who decide not take advantage of the district provided health insurance plan. Details of specific amounts are per collectively bargained or negotiated employee contracts.

Other Benefits

Life and Disability Insurance:
The District provides coverage for these insurances to its employees through its collective bargaining agreements. These amounts are remaining relatively flat for 2025-26.

Employee Benefits

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A 9010.800	EMPLOYEES RETIREMENT	509,174	601,785	757,280	809,319	52,039	6.87%
A 9020.800	TEACHERS RETIREMENT	2,353,398	2,308,015	2,511,562	2,336,532	-175,030	-6.97%
A 9030.800	SOCIAL SECURITY	2,034,259	2,115,917	2,293,332	2,364,418	71,086	3.10%
A 9040.800	COMPENSATION	145,353	139,187	138,565	127,990	-10,575	-7.63%
A 9045.800	LIFE INSURANCE	28,077	25,838	29,670	31,154	1,484	5.00%
A 9050.800	UNEMPLOYMENT INSURANCE	14,604	55	20,000	20,000	0	0.00%
A 9055.800	DISABILITY INSURANCE	46,537	32,518	33,217	33,217	0	0.00%
A 9060.100	Medical Buyback			120,000	95,000	-25,000	-20.83%
A 9060.800	HEALTH INSURANCE	2,899,222	3,138,139	3,396,146	3,712,995	316,849	9.33%
A 9060.801	RETIREE HEALTH INSURANCE	2,316,184	2,437,539	2,626,605	2,681,868	55,263	2.10%
A 9070.800	DENTAL INSURANCE	293,248	342,764	335,000	335,000	0	0.00%
A 9080.800	OTHER	142,780	264,530	70,000	70,000	0	0.00%
Total Employee Benefits		10,782,835	11,406,285	12,331,377	12,617,492	286,115	2.32%

Other Benefits:
The District's contributions to 403b Plans per collectively bargained or negotiated employee contracts with its administrators are accounted for in this category and are budgeted with no increase.

Administrative Budget Section

Board of Education Summary

The Briarcliff Manor Union Free School District Board of Education is a corporate body consisting of five (5) members who are elected by residents of the District and serve three (3) year terms. One member is elected by the Board at its re-organizational meeting held in July to serve as president and one member as vice president. The president is chief spokesperson for the Board. The vice president exercises the duties of the president in case of that officer's absence or disability. The Board oversees and manages the District's affairs, personnel and property, and is ultimately responsible for the education of children residing in the District.

This year's school board election features a vote on two Board of Education vacancies, for a 3-year term beginning July 1, 2025 through June 30, 2028.

The funds required by the Board of Education include the membership cost of local, state and other regional school board associations. Other costs consist of:

- Board-sponsored activities
- Supplies and materials
- Contractual costs
- BOCES services
- District clerk costs
- Annual school election costs (plus a possible referendum vote)
- Long-range planning consulting

School districts in New York are the only governmental units required to place their annual budgets up for a public vote. This is an unfunded mandate thus the administrative expense to facilitate an annual budget vote and school board member election must be absorbed by the general fund of the school district.

Board of Education

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A 1010.160	Non-instructional Salary			530	530	0	0.00%
A 1010.400	CONTRACTED SERVICES	16,422	16,625	24,000	24,000	0	0.00%
A 1010.402	LEGAL NOTICES ADS	2,336	3,015	5,000	5,000	0	0.00%
A 1010.404	CONFERENCES	45	70	2,550	2,550	0	0.00%
A 1010.405	POLICY HANDBOOK			1,020	1,020	0	0.00%
A 1010.450	SUPPLIES	18	53	1,200	1,200	0	0.00%
A 1010.455	Board of Education Refreshments	150		510	510	0	0.00%
A 1010.490-04	BOCES SVCES - BOARD OF ED	10,500	10,500	16,339	16,829	490	3.00%
	Board of Education	29,471	30,263	51,149	51,639	490	0.96%
A 1040.160	DISTRICT CLERK SALARY	20,250	20,655	21,468	20,400	-1,068	-4.98%
A 1040.400	DISTRICT CLERK'S OFFICE - CONTRACTUAL		322	1,053	1,053	0	0.00%
	District Clerk	20,250	20,977	22,521	21,453	-1,068	-4.74%
A 1060.400	ANNUAL MTG-ELECTION & VOTE SERV	5,894	2,829	6,000	6,000	0	0.00%
A 1060.450	Supplies	807	1,237	1,500	1,500	0	0.00%
A 1060.455	Annual Vote/Election Refreshments	47	162	200	200	0	0.00%
A 1060.490	BOCES SVCES - ANNUAL VOTE		9,589	11,000	11,489	489	-%
	District Meeting	6,748	13,817	18,700	19,189	489	2.62%
	Total Board of Education	56,469	65,057	92,370	92,281	-89	-0.10%

Central Office Summary

The Briarcliff Manor Union Free School District central office consists of:

- Office of the Superintendent of Schools
- School Business Office
- Office of Curriculum & Human Resources

The Superintendent of Schools is the chief executive officer of the School District and its educational system. The Superintendent is not a member of the Board of Education, but does have the right to speak on all matters that are before the Board for consideration. The Superintendent is granted broad powers with respect to the day-to-day operation and management of the District and its affairs.

The District's school business office has responsibility for all financial and non-instructional management operations. The Department's primary functions include:

- Preparation and management of the District's annual budget
- Audit and accounting services including fixed asset management
- Employee payroll and benefits administration
- Facilities management and construction
- Pupil transportation
- School food service

Central office costs are increasing in 2025-2026. The anticipated contractual increase is $27,993 or 2.11%. This is primarily due to salary and contractual increases.

The District's treasurer plays a critical role in audit compliance for the District and is accounted for in this area as are the expenses associated with all audit related expenses. The District undergoes annual Internal and External audits as well as services provided by a board appointed claims auditor who, as a third party reviews all purchases to assure that proper procedures are followed before a check is issued.

Central Administrators & Business Office

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A 1240.150	INSTRUCTIONAL SALARIES	323,105	344,617	333,395	350,544	17,149	5.14%
A 1240.160	NONINSTRUCTIONAL SALARIES	105,459	107,528	100,962	81,600	-19,362	-19.18%
A 1240.400	CONTRACTUAL SERVICES	2,576	2,493	3,000	3,000	0	0.00%
A 1240.403	CONFERENCE & TRAVEL		179	1,530	1,530	0	0.00%
A 1240.404	SUP'TS Misc. Services	2,371	1,672	1,549	1,549	0	0.00%
A 1240.450	SUPPLIES	1,255		2,040	2,040	0	0.00%
A 1240.452	BOOKS & PERIODICALS	160	257	305	305	0	0.00%
A 1240.455	Office of Superintendent Refreshments	2,868	3,564	3,500	7,500	4,000	114.29%
	Chief School Administrator	437,794	460,310	446,281	448,068	1,787	0.40%
A 1310.150	INSTRUCTIONAL SALARIES	227,848	286,042	281,563	287,194	5,631	2.00%
A 1310.160	NONINSTRUCTIONAL SALARIES	380,973	388,329	398,059	407,182	9,123	2.29%
A 1310.200	EQUIPMENT	6,985	1,200	8,670	8,670	0	0.00%
A 1310.401	CONTRACTUAL	33,051	32,164	43,377	43,377	0	0.00%
A 1310.403	REPAIRS & SERVICE CONTRACTS	5,777	5,805	7,289	7,289	0	0.00%
A 1310.404	CONFERENCES & WORKSHOPS	3,627	5,680	7,000	8,500	1,500	21.43%
A 1310.409	Legal Notices	1,054	484	2,025	2,025	0	0.00%
A 1310.450	SUPPLIES	9,359	12,034	13,000	13,000	0	0.00%
A 1310.490-04	BOCES	100,514	111,422	118,249	128,202	9,953	8.42%
	Business Administrator	769,187	843,158	879,231	905,437	26,206	2.98%
Total Central Admin. and Bus. Office		1,206,981	1,303,468	1,325,512	1,353,505	27,993	2.11%

Auditing and Treasurer

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A 1320.400	AUDITING SERVICES	54,536	54,227	53,820	53,820	0	0.00%
A 1325.160	School District Treasurer	101,263	109,519	117,900	120,200	2,300	1.95%
A 1325.161	Deputy Treasurer			5,254	5,254	0	0.00%
A 1325.402	Contractual Services			623	623	0	0.00%
Total Auditing and Treasurer		155,799	163,746	177,597	179,897	2,300	1.30%

Legal, Personnel and Public Information Summary

Contained in this functional area are costs related to the following areas of school business:

- Legal counsel
- Personnel and recruitment
- Records Management
- Public Information

Included in this budget are funds to support legal services related to support day to day operations, collective bargaining representation and tax certiorari representation. Also included in these categories are the expenses related to the recruitment of personnel, records management and District communications via its website, newsletters and electronic mail.

Overall costs are expected to increase $18,578 or 3.26% due to BOCES related and salary increases.

Legal, Personnel Records & Public Information

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A 1420.400	ATTORNEY (CONTRACTUAL)	118,557	118,134	149,719	149,719	0	0.00%
	Legal	118,557	118,134	149,719	149,719	0	0.00%
A 1430.150	H. R. & PERSONNEL DIRECTOR	180,324	187,680	191,434	195,262	3,829	N/A
A 1430.160	H. R. & PERSONNEL SPECIALIST	72,181	44,115	63,240	75,000	11,760	18.60%
A 1430.400	HUMAN RESOURCES CONTRACTUAL SERVICES	3,902	2,970	6,671	6,671	0	0.00%
A 1430.403	CONFERENCE & TRAVEL		1,854	1,500	1,500	0	-%
A 1430.450	Material & Supplies HR	500	1,500	1,500	1,500	0	0.00%
A 1430.490-04	BOCES	22,923	54,342	36,189	38,585	2,397	6.62%
	Personnel	279,830	292,461	300,534	318,519	17,985	5.98%
A 1460.450	RECORDS MANAGEMENT - SUPPLIES			200	200	0	0.00%
A 1460.490	RECORDS MANAGEMENT - BOCES SVCES	9,690	7,231	19,747	20,339	592	3.00%
	Records Management Office	9,690	7,231	19,947	20,539	592	2.97%
A 1480.400	PUBLIC RELATIONS SERVICES		425	3,098	3,098	0	0.00%
A 1480.450	PUBLICATIONS,SUPPLIES ETC.	127	30	8,000	8,000	0	0.00%
A 1480.490-04	BOCES	72,000	74,234	88,700	88,700	0	0.00%
	Public Information Services	72,127	74,689	99,798	99,798	0	0.00%
	Total Legal, Personnel Records & Public Information	480,204	492,515	569,998	588,575	18,578	3.26%

Security Summary

The District currently employs nine school monitors who provide access control at all three buildings during school hours and in the afternoons and evenings, as required. All visitors are required to stop at guard booths to gain access to the grounds. Building visitors are required to sign in. The decrease in the 2025-2026 budget of $1,502 is due to one time expenditures no longer being accounted for in the budget.

Security

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A 1622.160	Security	91,086	96,133	107,204	109,195	1,991	1.86%
A 1622.160-01	SECURITY/ SUPERVISION - TODD	85,889	117,437	126,106	128,073	1,967	1.56%
A 1622.160-02	SECURITY/ SUPERVISION - MS	91,118	76,429	76,758	33,178	-43,580	-56.78%
A 1622.160-03	SECURITY/ SUPERVISION - HS	134,635	95,393	162,566	204,698	42,132	25.92%
A 1622.161-01	SPECIAL EVENTS/ SECURITY/ SUPERVISION OT - TODD	22,095	28,371	23,000	23,000.00	0	0.00%
A 1622.161-02	SPECIAL EVENTS/ SECURITY/ SUPERVISION OT - MS	4,031	5,680	5,500	5,500.00	0	0.00%
A 1622.161-03	SPECIAL EVENTS/ SECURITY/ SUPERVISION OT - HS	24,076	36,702	27,000	27,000	0	0.00%
A 1622.200	SECURITY EQUIPMENT - DISTRCT WIDE	22,947	556	40,732	26,722	-14,011	-34.40%
A 1622.400	SECURITY CONTRACTUAL - DISTRICT WIDE	48,673	278,641	70,000	80,000	10,000	14.29%
A 1622.450	SECURITY SUPPLIES	1,244	1,393	4,000	4,000	0	0.00%
	Total Security	525,794	736,735	642,867	641,365	-1,502	-0.23%

Copying & Mailing

Central Data Processing:
Costs associated with non-instructional technology personnel and the student data system are budgeted in this area. The decrease of $81,184 is primarily due to staffing appropriations.

Other Charges:
Central services include assessments that relate to the District's general and legal liability insurance, tax certiorari settlements that fall outside of reserve parameters, public water service and BOCES administrative and capital charges. Other central services costs will increase by $18,263, or 2.58% in 2025-2026 mainly due to an increase in the District's insurance premiums and increased cost on the sewer assessment to the District. BOCES administrative and capital costs are determined by the Putnam/Northern Westchester BOCES and are a function of BOCES' internal costs (non-program, retiree and capital) and the Briarcliff Manor School District's enrollment (RWADA).

The District is a member of the New York Schools Insurance Reciprocal and premiums are expected to increase by $17,149 or 5.3% based on the changes in the commercial insurance market.

Central Services and Other Charges

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A 1670.490	BOCES SVCES - CENTRAL PRINTING-MAILING	1,500	6,902	18,000	18,000	0	0.00%
	Central Printing & Mailing	1,500	6,902	18,000	18,000	0	0.00%
A 1680.160	Database processing	823,503	733,633	858,102	782,160	-75,943	-8.85%
A 1680.200	EQUIPMENT-DISTRCT WIDE	53,063	14,044	15,000	9,759	-5,241	-34.94%
A 1680.400	CONTRACTUAL-DISTRICT WIDE	33,162	18,314	20,040	20,040	0	0.00%
A 1680.450	SUPPLIES-DISTRICT WIDE	6,093				0	-%
	Central Data Processing	915,822	765,991	893,142	811,958	-81,184	-9.09%
A 1910.400	INSURANCE	243,235	280,239	323,850	340,999	17,149	5.30%
A 1920.400	SCHOOL ASSOCIATION DUES	7,036	9,257	26,330	26,330	0	0.00%
A 1930.400	JUDGMENT AND CLAIMS	862,068	14,100	20,651	20,651	0	0.00%
A 1950.400	SEWER ASSESSMENT	42,234	45,911	46,628	46,628	0	0.00%
A 1981.490-04	BOCES		2,164		0	0	-%
A 1983.490-04	BOCES	276,395	281,671	290,372	291,486	1,114	0.38%
	Other Chargers	1,430,968	633,342	707,830	726,093	18,263	2.58%
	Total Central Services and Other Charges	2,348,289	1,406,235	1,618,973	1,556,052	-62,921	-3.89%

Curriculum & Instruction

The area of curriculum and instruction reflects a commitment by the District to the development and support of a rigorous academic curricula as well as an investment in the administrative support necessary to ensure diligent program implementation and supervision.
The increased accountability of every school district for student achievement required by federal and state mandates gives rise to costs to support the NYS Testing in Grades 3-8 in English Language Arts and Math, district participation in NYS Reporting and Data Warehousing, the development of common core curricula aligned with NYSED Standards and the next generation science and math standards.

The curriculum and instruction budget supports the following:

- Administrative expenses associated with District curricular needs;
- Expenses related to stipends for department chairpersons and curriculum leadership;
- Procurement of professional materials related to curriculum development; and
- BOCES expenses related to testing, data compilation and reporting.

The 2025-2026 budget for this area is $677,967, which is an increase of $8,642.

Maintaining the District-wide commitment to standards-based curriculum, and development of data-driven instruction will continue to be the focus of building-level leaders and teachers during the school year under the supervision of the Superintendent of Schools and Director of Curriculum .

Curriculum & Instruction

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A 2010.15	Instructional Salaries	439,692	426,207	469,231	477,872	8,642	1.84%
A 2010.4	Contractual & Other	26,361	41,732	77,095	77,095	0	0.00%
A 2010.45	Materials & Supplies	4,584	12,362	8,000	8,000	0	0.00%
A 2010.49	BOCES Services	134,866	150,020	115,000	115,000	0	0.00%
Total Central Services and Other Charges		605,503	630,321	669,326	677,967	8,642	1.29%

Supervision & In-Service Training

Supervision
This functional area includes salaries and expenditures of all administrative directors, building principals, assistant principals and secretarial support for the District's school buildings and offices. The building administration provides overall support for students' academic achievement and success. Building administrators are instructional leaders responsible for each and every student.

The building administration focuses upon students, first and foremost; coordinates school activities; supervises staff; provides support for curriculum and instruction; ensures appropriate student safety, discipline, and guidance; maintains records; involves parents in their children's education; promotes positive school-community relations; and allocates building resources.

Supervision costs are projected to increase by $43,905 or 2.76% in 2025-2026. This increase is due to salary and contractual increases.

Research & Planning
The District periodically uses Western Suffolk BOCES to study and produce annual enrollment studies used in Long-Range Planning and budget forecasts.

Administrative Supervision & In-Service Training

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A 2020.15	Instructional Salaries	1,025,470	1,055,024	1,076,021	1,106,556	30,535	2.84%
A 2020.16	Non-Inst. Salaries	386,740	412,957	424,095	434,345	10,250	2.42%
A 2020.2	Equipment	725			0	0	-%
A 2020.4	Contractual	27,982	34,211	33,706	38,601	4,895	14.52%
A 2020.45	Materials & Supplies	40,979	33,980	57,000	55,225	-1,775	-3.11%
Supervision - Regular School		1,481,895	1,536,172	1,590,822	1,634,727	43,905	2.76%
A 2060.49	BOCES Services			1,300	1,339	39	3.00%
Research, Planning & Evaluation		0	0	1,300	1,339	39	3.00%
Total Supervision		1,481,895	1,536,172	1,592,122	1,636,066	43,944	2.76%

Program Budget Section

Instructional Summary

This category includes salaries for faculty and staff dedicated to regular instruction and student success. Other instructional expenses necessary to support mandated common core curriculum requirements across all grade levels and disciplines are also included here.

The Briarcliff Manor Union Free School District will employ 154 faculty members allocated across grades K-12 in 2025-2026. The District's goal is to ensure that each child receives instruction that meets or exceeds New York State Standards by curriculum and grade level.

Elementary students develop critical thinking and analytical skills. Through literacy instruction in language arts, mathematics, social studies, science, health, technology and physical education each child's curriculum is enriched, and each student develops cultural and creative skills through art, music, and supplemental programs.

At the secondary level, New York State Standards are being met or exceeded throughout the District. AP courses, electives, art, music and physical education programs as well as academic intervention services and Regents preparation at all levels, are embedded throughout the curriculum.

Other instructional costs absorbed in this category are building-level expenses related to equipment/furniture, supplies and materials, textbooks and contractual obligations. These costs represent the building principals' requests for 2025-2026.

Other financial obligations of the District contained in this category are:

- Building specific curriculum development activities
- BOCES instructional services

Total instructional area costs will increase by $360,341 or 2.11% in 2025-2026. Contractual salary increases are the primary drivers of this budget to budget increase.

Instructional - Regular School

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A2110.12a	Teacher Salaries, Full Day K-3	2,620,987	2,835,891	2,743,762	3,097,063	353,302	12.88%
A2110.12b	Teacher Salaries 4-6	1,573,061	1,618,877	1,837,133	1,683,346	-153,787	-8.37%
A2110.13	Teacher Salaries, 7-12	10,758,939	11,100,723	11,485,151	11,561,783	76,633	0.67%
A2110.14	Substitute Teacher	222,190	232,741	292,750	292,750	0	0.00%
A2110.16	Noninstructional Salaries	113,368	108,422	169,421	229,514	60,093	35.47%
A2110.2	Equipment	1,726,117	994,593	22,335	25,630	3,295	14.75%
A2110.4	Contractual And Other	55,456	63,646	93,300	93,533	233	0.25%
A2110.45	Materials And Supplies	152,665	191,033	171,347	183,054	11,707	6.83%
A2110.470	Tuition Paid To Public Dists In Nys	2,499	2,686	3,000	3,000	0	0.00%
A2110.48	Textbooks	223,114	115,075	66,687	61,313	-5,374	-8.06%
A2110.49	Other Boces Services	193,981	201,476	196,248	210,489	14,241	7.26%
Total Instructional - Regular School		17,642,377	17,465,163	17,081,134	17,441,475	360,341	2.11%

Special Services & Occupational Education Services Summary

The education of children with disabilities is governed by the following statutes and their accompanying regulations:

- The **Reauthorized Individuals with Disabilities Education Act (IDEA 2004)** which imposes on school districts, among other mandates, an obligation to provide all children with disabilities a free and appropriate public education in the least restrictive environment.
- **Section 504 of the Rehabilitation Act of 1973** and the **Americans with Disabilities Act (ADA) of 1990** which prohibit discrimination on the basis of disability.
- **Article 89 of the New York State Education Law and Part 200 of the Commissioner's Regulations** which are also the vehicles that implement federal law governing the rights of children with disabilities in New York State.

The Briarcliff Manor Union Free School District must provide all eligible resident children with disabilities a free and appropriate public education in the least restrictive environment that meets their needs as set forth in the child's individualized education program (IEP). The District has met its obligation to comply with these laws and has/will have served the following numbers of school-age children with disabilities which include pre-school.

Special Education Student Enrollment

2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
136	125	100	84	103	98

For 2025-2026 it is anticipated that 98 Briarcliff Manor Union Free School District students will be classified with special needs as identified by the committee on special education (CSE). In 2024-25 there are 103 students in CSE (school age 5-21), and 30 CPSE (3-5 preschool) totaling 133 students.

Occupational Education services are provided through the Putnam/ Northern Westchester BOCES. Examples of programs available for students are construction, culinary arts, computer graphics and automotive. This expense is expected to remain flat for 2024-25.

Overall the expected costs for Special and Occupational Education Services programs will decrease by $547,005, or 9.75% in 2025-2026. This decrease is attributed to tutored students both graduating and returning to Briarcliff Manor UFSD for educational services.

Special Services & Occupational Education

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A2250.15	Instructional Salaries	3,242,850	3,128,339	3,606,491	3,507,129	-99,363	-2.76%
A2250.16	Noninstructional Salaries	374,369	391,516	452,467	526,628	74,161	16.39%
A2250.2	Equipment	3,806	3,180	9,000	9,000	0	0.00%
A2250.4	Contractual And Other	58,361	46,331	109,000	109,000	0	0.00%
A2250.45	Materials And Supplies	15,537	7,552	7,000	7,000	0	0.00%
A2250.470	Tuition Paid To Public	903,655	708,135	802,935	564,333	-238,601	-29.72%
A2250.48	Textbooks	0	0	4,000	4,000	0	0.00%
A2250.49	BOCES Services	365,550	427,003	458,545	228,467	-230,079	-50.18%
Programs - Students w/ Disabilities		4,964,128	4,712,056	5,449,438	4,955,557	-493,881	-9.06%
A 2280.490-04	BOCES OCCUPATIONAL ED.	133,899	166,618	156,622	103,498	-53,124	-33.92%
Occupational Education		133,899	166,618	156,622	103,498	-53,124	-33.92%
A 2330.480	TEXTBOOKS PRIVATE SCHOOLS	1,780	1,963	5,000	5,000	0	0.00%
Teaching - Private Schools		1,780	1,963	5,000	5,000	0	0.00%
Total Special Services & Occupational Education		5,099,806	4,880,637	5,611,060	5,064,055	-547,005	-9.75%

Library/Technology Summary

The primary objective of the District's instructional technology plans in the Briarcliff Union Free School District is to support the continued integration of technology and information literacy into curriculum, instruction, professional development, and information management to impact and expand the scope, quality, and richness of all educational programs.

Recognizing that the presence of technology permeates the fabric of an intellectual and creative life, the District is committed to creating a learning environment that anticipates and responds to the demands of the world for which we prepare our students.

Briarcliff 2.0 is a 1 student: 1 device initiative to deliver technology directly into the hands of students & teachers so that they may take greater advantage of district resources and we may improve student learning outcomes.

The combined library/technology budget for 2025-2026 is projected to decrease by $2,298 or .12%. The decreases are due to equipment and contractual codes. Also included are the following for 2025-2026:

- Instructional technology support services
- Outsourced technology support services
- Curriculum mapping
- District Wide print management

These and other budgeted items will assist to support continued instructional technology development: provide an adequate and reliable infrastructure; timely resolution of technical problems; equitable access to hardware and software resources; well-designed ongoing professional development; and technology integration throughout the District. The proposed technology budget will advance efforts to integrate technology to extend and enrich curricula, and improve the manner in which instruction is delivered.

Library/Technology & Computer Instruction

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A2610.15	Instructional Salaries	289,731	294,731	227,912	247,123	19,211	8.43%
A2610.4	Contractual And Other	1,787	1,266	1,566	1,570	4	0.26%
A2610.45	Materials And Supplies	6,337	6,281	6,459	5,250	-1,209	-18.72%
A2610.46	School Library A/V Loan	19,414	22,011	23,500	26,000	2,500	10.64%
A2610.49	Boces Services	41,564	65,814	36,038	58,211	22,173	61.53%
School Library & Audio/Visual		358,833	390,103	295,475	338,154	42,679	14.44%
A2630.2	State-Aided Computer Hdware - Purchase	54,520	124,171	85,962	55,926	-30,037	-34.94%
A2630.4	Contractual & Other (Not Aide Lease)	424,910	448,176	472,056	385,553	-86,502	-18.32%
A2630.45	Materials And Supplies	173,790	128,601	190,000	190,000	-0	-0.00%
A2630.46	State-Aided Computer Software	141,961	200,276	167,303	194,990	27,687	16.55%
A2630.49	Boces Services	635,069	694,536	676,328	720,203	43,875	6.49%
Computer Assisted Instruction		1,430,251	1,595,760	1,591,649	1,546,672	-44,977	-2.83%
Total Library/Technology		1,789,084	1,985,863	1,887,124	1,884,826	-2,298	-0.12%

Guidance/Health Services Summary

The elementary, middle and high school counselors in the guidance and counseling department address the academic, personal/social and career development needs of all students by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes student success. Counselors provide proactive leadership that engages all stakeholders in the delivery of programs and services to assist and work with students to support their goals and maximize success as they prepare for their role in the ever-changing 21st century.

The guidance program is delivered through:

- Guidance designed to help students achieve desired competencies and to provide students with developmentally appropriate knowledge and skills.
- Individual student planning to help students establish personal, academic and career goals to include understanding of self and others, and assessment of strengths, weaknesses, talents and skills.
- Academic planning that aligns with post high school and career goals.
- Responsive services that consist of prevention, intervention and advocacy at the systemic level.
- Consultation with parents, teachers, other educators and community resources

In addition, counselors facilitate educational evening programs and in-school seminars related to developmental needs and college and career planning. The department is responsible for assisting students in registering for college related exams and assisting students with disabilities in acquiring accommodations for college related exams.

The guidance portion of the budget will increase by $33,579 for 2025-2026 due to salary and contractual increases.

The health services portion of the budget is projected to increase by $20,379, or 5.54%. Also budgeted for in this area are health services provided to Briarcliff Manor students who attend private schools in other districts. The school physician is also budgeted for in this department.

Guidance & Health Services

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A2810.15	Instructional Salaries	740,052	829,136	993,379	1,025,532	32,153	3.24%
A2810.16	Noninstructional Salaries	55,726	55,646	59,337	60,763	1,426	2.40%
A2810.4	Contractual And Other	0	46	1,500	1,675	175	11.67%
A2810.45	Materials And Supplies	7,320	10,940	14,100	13,925	-175	-1.24%
Guidance - Regular School		803,098	895,768	1,068,316	1,101,895	33,579	3.14%
A2815.16	Noninstructional Salaries	222,004	235,283	225,969	243,913	17,944	7.94%
A2815.4	Contractual And Other	87,607	136,986	125,022	127,727	2,705	2.16%
A2815.45	Materials And Supplies	14,732	14,912	16,550	16,280	-270	-1.63%
Health Services - Regular School		324,343	387,181	367,541	387,920	20,379	5.54%
Total Guidance & Health Services		1,127,441	1,282,949	1,435,857	1,489,815	53,958	3.76%

Psychological & Social Services Summary

The district employs six total psychologists and social workers for its 1,335 anticipated student population. Spending in these areas are primarily dedicated to the salaries of these individuals. The district also contracts with an outside agency to provide specific counseling services for middle and high school students. The total budget for these areas is $7238,993 for 2025-2026 or an increase of 1.74%.

Psychological and Social Services

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A2820.15	Instructional Salaries	466,398	483,635	506,691	518,308	11,617	2.29%
A2820.45	Materials And Supplies	1,482	1,327	800	800	0	0.00%
	Psychological Services	467,880	484,962	507,491	519,108	11,617	2.29%
A2825.15	Instructional Salaries	84,482	89,003	93,384	94,425	1,041	1.11%
A2825.4	Contractual And Other	109,733	96,877	125,460	125,460	0	0.00%
	Health Services - Regular School	194,215	185,880	218,844	219,885	1,041	0.48%
	Total Guidance & Health Services	662,095	670,842	726,335	738,993	12,658	1.74%

Interscholastic Athletics and Co-Curricular Summary

The co-curricular and interscholastic athletics programs are important parts of the overall education program for Briarcliff Manor's young men and women. All students are encouraged to take advantage of these exciting programs. The investment in this program enhances school spirit and morale. It does this by allowing students to work and play harmoniously with others, by promoting constructive use of their leisure time, by developing leadership traits and by furthering their athletic and vocational interests as well as developing new ones.

The Co-Curricular budget is increasing by $47,469 or 11.75% because of supplies and salary increases.

During the 2025-26 school year, the Briarcliff Manor interscholastic athletic program budget supports the participation of over 750 student athletes playing on 69 different teams in 38 sports programs.

The interscholastic athletics budget will increase by $94,886 or 7% for 2025-2026. The increases are primarily due to salary increases, official fees, league fees, team mergers, and for the replacement safety equipment. The budget supports the LocalLive service so that parents can watch many home games online.

Co-Curricular & Athletics

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A2850.15	Instructional Salaries	306,984	349,635	334,899	378,753	43,854	13.09%
A2850.2	Equipment MS Musical			3,000	3,000	0	-%
A2850.4	Contractual And Other	13,967	18,909	48,985	50,080	1,095	2.24%
A2850.45	Materials And Supplies	3,496	7,338	17,170	19,690	2,520	14.68%
Co-Curricular - Regular School		324,447	375,882	404,054	451,523	47,469	11.75%
A2855.15	Instructional Salaries	559,376	605,622	615,874	681,259	65,384	10.62%
A2855.16	Noninstructional Salaries	136,825	159,183	152,548	156,217	3,669	2.41%
A2855.2	Equipment	60,385	13,373	45,477	29,677	-15,800	-34.74%
A2855.4	Contractual And Other	120,136	174,190	270,240	320,499	50,259	18.60%
A2855.45	Materials And Supplies	91,825	111,586	99,911	71,915	-27,996	-28.02%
A2855.49	BOCES Services	131,772	137,098	171,778	191,147	19,369	11.28%
Interscholastic Athletics - Regular School		1,100,319	1,201,052	1,355,828	1,450,713	94,886	7.00%
Total Co-Curricular & Athletics		1,424,766	1,576,934	1,759,882	1,902,237	142,355	8.09%

Pupil Transportation Summary

The Briarcliff Manor Union Free School District provides pupil transportation for all resident children who legally attend public, private or parochial schools that are between 1 to 15 miles from their homes, as specified by the current Board of Education Policy #5700.
Any resident, now living in the District, who applies for out-of-district transportation for their children on or before April 1 of each year will be provided with transportation (within mileage limits); the District does not accept late applications unless it is submitted by a new resident within 30 days of the date of residency.

All District transportation services are provided by a private bus company.

The Pupil Transportation budget for 2025-2026 is projected to increase by $96,953, or 3.45% overall. The increase primarily relates to the anticipated contractual increases as a result of CPI.

The District must provide transportation for an estimated 128 resident students attending 28 different private and special education schools located outside of the District. The District contracts with a private school bus company to provide this service. In 2025-26 the estimated cost for this contract transportation is $1,085,721. In-District transportation is also contracted with the same private school bus company. There are currently 1,325 students who are eligible to be transported to in-district schools at an estimated cost of $1,324,215 for 2025-26. Services provided to students attending out-of-district schools located within 15 miles of their residence are mandated by state education law. Special Education schools may by law be located outside of the 15 mile radius.

Transportation

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A 5510.160	NON INSTRUCTIONAL SALARIES	115,338	142,085	120,995	147,989	26,995	22.31%
A 5510.400	TRANS. Contractual Services			3,122	3,122	0	0.00%
A 5510.405	Computerized Bus Routing	3,526	3,667	4,000	4,000	0	0.00%
	In-District Services	118,864	145,752	128,117	155,111	26,995	21.07%
A 5540.4	FIELD TRIPS	54,754	62,961	65,000	78,750	13,750	21.15%
A 5540.4	CONTRACT IN DISTRICT	1,173,719	1,220,558	1,274,705	1,324,215	49,510	3.88%
A 5540.4	CONTRACT PRIVATE	1,009,066	1,061,768	1,098,769	1,085,721	-13,048	-1.19%
A 5540.4	ATHLETIC TRIPS	205,190	234,090	234,151	253,897	19,746	8.43%
A 5540.4	SUMMER TRANSPORTATION		15,602	7,289	7,289	0	0.00%
	Out-of-District Services	2,442,729	2,594,979	2,679,914	2,749,872	69,958	2.61%
	Total Transportation	2,561,593	2,740,732	2,808,031	2,904,983	96,953	3.45%

BOCES Services Summary

The Briarcliff Manor Union Free School District's use of Putnam/Northern Westchester and other BOCES services represents about 3.87% of the total proposed 2025-2026 Budget. The five major areas of services that the District subscribes to are:

- Technology support services including student and financial/data management services
- Instructional Support Services including curriculum development
- Special services for students with disabilities
- Occupational Education programs; and
- Athletic services including Section 1 and competition officials costs.

The District's decision to purchase these services from BOCES represents its belief that it is obtaining the highest quality service in these areas at a more reasonable cost than it could if it provided the services themselves or from another competing vendor.

At this time it is projected that the District will subscribe to $2,313,406 in BOCES services during the 2025-2026 school year. This represents a decrease in the level of spending than was budgeted in 2024-2025 by $159,161 due primarily to various lessened facilities services and special education tuition.

For every dollar spent on a BOCES aid eligible service the District receives approximately 30-66% back in BOCES aid revenues the following school year per current NY State law.

More information about BOCES services can be obtained at:

http://www.pnwboces.org/

BOCES Services

BOCES Service	Budget Code	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
Board of Education	1010.49	16,339	16,829	490	3.00%
Annual Vote	1060.49	11,000	11,489	489	-%
Business Administration	1310.49	118,249	128,202	9,953	8.42%
Personnel Services	1430.49	36,189	38,585	2,397	6.62%
Records Management	1460.49	19,747	20,339	592	3.00%
Public Information Services	1480.49	88,700	88,700	0	0.00%
Operation of Plant	1620.49	178,027	131,877	-46,150	-25.92%
Printing & Mailing	1670.49	18,000	18,000	0	0.00%
BOCES Administration	1981.49	290,372	291,486	1,114	0.38%
Capital Expenses	1983.49	40,708	43,043	2,335	5.74%
Curriculum Development	2010.49	115,000	115,000	0	0.00%
Research & Planning	2060.49	1,300	1,339	39	3.00%
Regular Education	2110.49	196,248	210,489	14,241	7.26%
Special Education	2250.49	301,923	124,969	-176,955	-58.61%
Occupational Education	2280.49	156,622	103,498	-53,124	-33.92%
Library Services	2610.49	36,038	58,211	22,173	61.53%
Technology Services	2630.49	676,328	720,203	43,875	6.49%
Athletics	2855.49	171,778	191,147	19,369	11.28%
Transportation	5510.49	0	0	0	-%
Total BOCES Services		2,472,568	2,313,406	-159,161	-6.44%

Capital Budget Section

Operations & Maintenance Summary

The Operations & Maintenance (O&M) budget for 2025-2026 is projected to increase by $120,423 or 2.67%.

The 2025-26 budget funds the architectural fees, maintenance and repair projects, as well as continual maintenance. Plant Operations are increasing by 1.65%. This reflects the addition of additional cleaning supplies and materials.

Day shift custodians do set-ups, internal deliveries, building repairs, cleaning, grounds work and landscaping during the school day. District night custodians do cleaning and set-ups as well as breakdowns. Contractual cleaners do not do set-ups or breakdowns for events.

Operations and Maintenance

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A1620.16	Noninstructional Salaries	697,345	710,872	813,963	810,845	-3,118	-0.38%
A1620.2	Equipment	49,820	49,988	55,000	56,000	1,000	1.82%
A1620.4	Contractual And Other	1,922,564	1,511,607	1,959,545	2,029,399	69,854	3.56%
A1620.45	Materials And Supplies	92,505	76,722	94,000	123,500	29,500	31.38%
A1620.49	BOCES Services	43,098	39,973	178,027	131,877	-46,150	-25.92%
	Operations of Plant	2,805,332	2,389,162	3,100,535	3,151,621	51,086	1.65%
A1621.16	Noninstructional Salaries	794,379	823,412	809,432	813,932	4,501	0.56%
A1621.2	Equipment	22,978	103,906	84,740	134,725	49,985	58.99%
A1621.4	Contractual And Other	376,831	376,963	400,121	396,345	-3,776	-0.94%
A1621.45	Materials And Supplies	95,233	99,654	121,572	140,200	18,628	15.32%
	Maintenance of Plant	1,289,421	1,403,935	1,415,864	1,485,202	69,338	4.90%
Total Operations and Maintenance		4,094,753	3,793,096	4,516,399	4,636,823	120,423	2.67%

Debt Service Summary

In order to improve facilities and purchase fixed equipment the District borrows money to pay for these large expenditures over time. Consequently, debt service is part of the budget which includes funds for the payment of principal and interest on the District's outstanding construction bond issues and the District's share of BOCES construction projects.

Scheduled in 2025-2026 is construction debt service of $4,921,650. Voters approved a $12 million Energy Performance Contract project in 2024 which is now incorporated in the debt service schedule shown below. This project does not have an impact to the overall budget due to additional state funding and energy savings. This has been assumed in the future debt schedule starting in 2027. The goal of the District is to keep debt service payments as flat as possible in order to make future tax levy limits predictable and sustainable.

Debt Service Schedule

Fiscal Year Ending June 30th	Total Bond Principal	Total Bond Interest	Total Principal & Interest	Change from Previous Year
2026	2,095,000	1,158,650	3,253,650	-94,235
2027	2,320,000	1,775,500	4,095,500	841,850
2028	2,805,000	1,439,225	4,244,225	148,725
2029	2,925,000	1,318,175	4,243,175	-1,050
2030	2,555,000	1,191,900	3,746,900	-496,275
2031	1,945,000	1,085,013	3,030,013	-716,888
2032	2,025,000	1,002,413	3,027,413	-2,600
2033	2,110,000	916,050	3,026,050	-1,363
2034	2,200,000	826,150	3,026,150	100
2035	2,295,000	732,050	3,027,050	900
Total	23,275,000	11,445,125	34,720,125	

Debt Service

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A9711.6	Serial Bonds Principal-School	695,000	720,000	750,000	700,000	-50,000	-6.67%
A9711.7	Serial Bonds Interest - School	228,625	202,400	175,100	146,600	-28,500	-16.28%
	Total Bonds - School	923,625	922,400	954,800	846,600	-108,200	-11.33%
A9713.6	Serial Bonds Principal-Boces	60,000			0	0	-%
A9713.7	Serial Bonds Interest - Boces	1,725			0	0	-%
	Total Bonds - BOCES	61,725	0	63,375	0	-63,375	-100.00%
A9731.6	Bond Anticipation Notes School	1,727,000	1,330,000	1,433,113	1,395,000	-38,113	-2.66%
A9731.7	Bond Anticipation Notes School	183,192	931,950	1,076,540	1,012,050	-64,490	-5.99%
	Total Bond Anticipation Notes	1,910,192	2,261,950	1,837,954	2,407,050	569,096	30.96%
A9785.6	Installment Purchase Debt - Principal	520,189	552,141	540,384	589,673	49,289	9.12%
A9785.7	Installment Purchase Debt- Interest	13,065	12,431		0	0	-%
	Total Serial Lease	533,254	564,572	540,384	589,673	49,289	9.12%
	Total Debt Service	3,428,797	3,748,922	3,396,513	3,843,323	446,810	13.15%

Inter-Fund Transfers

School Lunch Fund:
There is no anticipated change in the transfer to school lunch fund.

Special Aid Fund:
The 2025-2026 budget is $50,000 to the special aid fund providing a 20% offset to summer school special education expenditures anticipated in July and August of 2025. The remaining 80% of funding is provided by the State Education Department and accounted for in the special aid fund.

Capital Fund:
This budget includes a $500,000 transfer to capital which will be used for multiple facilities and security upgrades.

Inter-Fund Transfers

Code	Description	2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Proposed	Budget to Budget	% Difference
A9901.93	Transfer To School Food	55,789		45,000	45,000	0	0.00%
A9901.95	Transfer To Special Aid	43,273	31,802	50,000	50,000	0	0.00%
A9950.9	Transfer To Capital Funds	483,791	396,793	450,000	500,000	50,000	11.11%
Total Guidance & Health Services		582,853	428,595	545,000	595,000	50,000	9.17%

Appendix

1. **2025-26 Tax Levy Limit Calculation**
2. **Property Tax Report Card**
3. **2025-26 Administrative Compensation Information**
4. **2025-26 School District Budget Notice**
5. **Local Government Exemption Impact Report**
6. **Glossary of School Finance and Budget Terms**
7. **New York State District Report Card and Fiscal Accountability**

2025-2026 Tax Levy Limit Calculation

Briarcliff Manor UFSD - 2025-26 Tax Levy Limit Calculation
2/19/25
FINAL

A.	Total Real Property Tax Levy for Base Year	$45,689,453
B.	Tax Base Growth Factor (minimum of 1.0)	1.0040
C.	Product of A * B	$45,872,211
D.	Base Year PILOTS	$0
E.	Sum of C + D	$45,872,211
F.	Base Year Capital Tax Levy	$2,829,553
G.	Difference of E - F	$43,042,658
H.	Allowable Levy Growth Factor based on CPI (2.95% for 2025-26. Capped at 1	1.0200
I.	Product of G * H	$43,903,511
J.	Budget Year PILOTS	$0
K.	Difference of I - J	$43,903,511
L.	**Equals Tax Levy Limit Base or Before Exclusions**	**$43,903,511**
M.	Budget Year Torts and Judgements above 5% of Levy	$0
N.	Budget Year Capital Tax Levy	$2,730,594
O.	Budget Year Pension Expense above 2% increase in rate	$0
P.	Eligible Prior Year Carryover	$0
Q.	**Tax Levy Limit Adjusted for Transfers + Exclusions (Sum L-P)**	**$46,634,105**
R.	**Total Tax Levy Percentage Increase**	**2.07%**

2025-26 Property Tax Report Card

661402 - BRIARCLIFF MANOR UFSD

Contact Person: JOHN J. BRUCATO
Telephone Number: 914-432-8116

	Budgeted 2024-25 (A)	Proposed Budget 2025-26 (B)
Total Budgeted Amount, not Including Separate Propositions	59,293,785	59,828,486
A. Proposed Tax Levy to Support the Total Budgeted Amount [1]	45,689,453	46,366,945
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable [2]	0	0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0
E. Total Proposed School Year Tax Levy (A + B + C - D)	45,689,453	46,366,945
F. Permissible Exclusions to the School Tax Levy Limit	2,829,553	2,730,594
G. School Tax Levy Limit , Excluding Levy for Permissible Exclusions [3]	42,903,521	43,903,511
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	42,859,900	43,636,351
I. Difference: (G - H); (negative value requires 60.0% voter approval) [2]	43,621	267,160
Public School Enrollment	1,344	1,335
Consumer Price Index		2.95%

[1] Include any prior year reserve for excess tax levy, including interest.

[2] Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

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

	Actual 2024-25 (D)	Estimated 2025-26 (E)
Adjusted Restricted Fund Balance	4,614,307	4,274,710
Assigned Appropriated Fund Balance	2,231,529	1,753,154
Adjusted Unrestricted Fund Balance	2,371,751	2,393,139
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 2023-24 School Year
Capital		To pay the cost of any object or purpose for which bonds may be issued.			
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation		To pay for Workers Compensation and benefits.			
Unemployment Insurance		To pay the cost of reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability	Legal Liability	To establish and maintain a program of reserves to cover liability claims incurred.	227,502	232,414	N/A
Tax Certiorari	Tax Certiorari	To establish a reserve fund for tax certiorari settlements	3,268,269	2,941,682	Use based on tax certiorari settlements.
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR – Employee Benefit Accrued Liability	EBLAR- EMPLOYEE BENEFIT ACCRUED LIABILITY	For the payment of accrued 'employee benefits' due to employees upon termination of service.	349,380	356,499	Use based on payouts at retirement.
Retirement Contribution	Retirement	To fund employer retirement contributions to the State and Local Employees' Retirement System	281,187	287,259	N/A
Other Reserve	TRS Reserve	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	447,200	456,857	N/A
Other Reserve	Reserve for Encumbrances	To account for purchase orders (encumbrances) carried forward to the next fiscal year.	855,376	1,755,542	Use based on prior year outstanding purchase orders.

2025-2026 Administrative Compensation Information

Administrative Compensation Information

Title	Salary	Employee Benefits	Other Renumeration
Superintendent	318,041	78,647	6,000
Assistant Superintendent for Finance & Operations	275,706	73,973	7,500
Director of Pupil Personnel Services	231,263	69,067	5,000
Director of Curriculum and Instruction	195,920	49,382	5,000
Director of Human Resources	195,262	39,566	5,000
Elementary Principal	187,272	64,210	5,000
High School Principal	227,099	43,081	5,000
High School Assistant Principal	176,808	63,055	5,000
Middle School Principal	191,017	64,623	5,000

Briarcliff Manor Union Free School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2024-25	Budget Proposed for the 2025-26 School Year	Contingency Budget for 2025-26 School Year
Total Budgeted Amount, Not Including Separate Propositions	$59,293,785	$59,828,486	$59,016,056
Increase (decrease) for the 2025-26 school year		$534,701	-$277,729
Percentage Increase (decrease) in each proposed budget		0.90%	-0.47%
Change in the Consumer Price Index		2.95%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	$45,689,453	$46,366,945	
B. Levy to Support Library Debt, if Applicable	$0	$0	
C. Levy for Non-Excludable Propositions, if Applicable	$0	$0	
D. Total Tax Cap Reserve Amount Used to Reduce Levy	$0	$0	
E. Total School Year Tax Levy (A+B+C+D)	$45,689,453	$46,366,945	$45,689,453
F. Permissable Exclusions to the School Tax Levy Limit	$2,829,553	$2,730,594	
G. School Tax Levy Limit, Excluding Levy for Exclusions	$42,903,521	$43,903,511	
H. Proposed School Year Tax Levy for School Purposes, Excluding Permissable Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	$42,859,900	$43,636,351	
Difference:(G-H); (Negative Value Requires 60.0% Voter Approval)	$43,621	$267,160	
Administrative Component	$8,458,696	$8,538,577	$8,500,461
Program Component	$41,000,635	$41,396,608	$41,304,512
Capital Component	$9,834,454	$9,893,302	$9,211,083

Statement of assumptions made in projecting a contingency budget for the 2025-26 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law:

The Board of Education will review the expenditure budget and make decisions on those items to be included based on Education Law Section 2023.
The tax levy increase would be $0 and non contignet items such as equipment and capital transfers would be removed in accordance with New York State Law.

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

	Under the Budget Proposed for the 2025-26 School Year
Estimated Basic STAR Exemption Savings[1]	Mt. Pleasant: $1,567/ Ossining: $1,591

The annual budget vote for the fiscal year 2025-26 by the qualified voters of the Briarcliff Manor UFSD, Westchester County, New York, will be held at the The Village of Briarcliff Manor Youth Center, 5 Van Lu Van Rd, Briarcliff Manor, NY on Tuesday, May 20, 2025 between the hours of 6:00 AM and 9:00 PM, prevailing time, at which time the polls will be opened to vote by voting ballot or machine.

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

Local Government Exemption Impact Report

Date: 4/29/2025 Time: 2:43:51 PM

Page: 1

Exemption Impact Report

Assessment Year: 2024

County: WESTCHESTER
SWIS Code: 553405

School Value Report (554202)

Municipality: MT. PLEASANT
Total Assessed Val: 3,511,159
Uniform Percentage: 1.07

Equalized Total Assessed Value = 328,145,700

Exempt Code	Description	Statutory Authority	# Of Exempts	Total Equalized Value Of EX	% of Value Exempted
12100	NY STATE	RPTL 404(1)	7	2,853,271	0.87
13500	TWN WTHIN	RPTL 406(1)	3	70,186	0.02
13650	VILLAG OWN	RPTL 406(1)	2	612,149	0.19
13800	SCHOOL DIS	RPTL 408	3	84,448,598	25.74
25110	RELG PROP	RPTL 420-a	3	6,182,242	1.88
41120	WAR VET	RPTL 458-a	2	23,925	0.01
41130	COMBAT VET	RPTL 458-a	4	79,999	0.02
41134	COMBAT VET	RPTL 458-a	1	19,999	0.01
41144	DISABL VET	RPTL 458-a	1	39,999	0.01
41804	AGED- S	RPTL 467	1	37,196	0.01
47100	TELECOMM CELNG		1	4,299	0.00
	Total Exemptions (No System EX's)		**28**	**94,371,863**	**28.76**
	Total Exemptions (with System EX's)		**28**	**94,371,863**	**28.76**

Values have been equalized using the Uniform Percentage of Value.
The Exempt amounts do not take in to consideration payments in lieu of taxes or other payments for municipal services.

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

RP-495 (9/08)

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: 04/23/2025

Taxing Jurisdiction: 5542

Fiscal Year Begining: 2024

School District: 554202 BRIARCLIFF MANOR

Total equalized value in taxing jurisdiction: 1,918,133,800 Equalization Rate: 100

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
13100	CNTY OWNED	RPTL 406(1)	3	1,042,800	0.05%
13500	TOWN OWN	RPTL 406(1)	1	1,490,400	0.08%
13650	VILL OWNED	RPTL 406(1)	41	50,752,100	2.64%
14110	POST OFFIC	STATE L 54	2	2,541,200	0.13%
21600	CLERGY-RES	RPTL 462	3	2,775,600	0.14%
25110	RELIGIOUS	RPTL 420-a	16	36,241,475	1.88%
25130	CHARITABLE	RPTL 420-a	2	1,830,000	0.10%
41124	WAR VET	RPTL 458-A	21	264,000	0.01%
41134	COMBAT VET	RPTL 458-A	27	540,000	0.03%
41144	DSABLD VET	RPTL 458-A	6	240,000	0.01%
41800	AGED-ALL	RPTL 467	3	501,482	0.03%
41804	AGED- S	RPTL 467	7	1,018,532	0.05%
41834	ENH STAR	RPTL 425	54	13,173,192	0.69%
41854	BAS STAR	RPTL 425	262	22,672,279	1.18%
41930	459-C ALL	RPTL 459-C	2	1,548,850	0.08%
50000	WHOLLY EX		4	1,689,300	0.09%
		Totals:	**454**	**138,321,210**	**7.21%**

The exempt amounts do not take into consideration any payments for municipal services.
Amount, if any, attributed to payments in lieu of taxes: $ _____
(details contained on RP-495-PILOT)

Glossary of School Finance and Budget Terms

The glossary below provides a brief description of most of the school budgeting and financial accounting terms which may be used during the school budget hearings and in the budget document itself.

Assessed Valuation:
Assessed valuation is defined as the value of real property for the purpose of levying taxes.

Bond:
Money borrowed to pay for a school district expenditure. Typically, the money is used for capital expenditures, such as the construction or renovation of a building, although in some cases school districts also issue bonds for other large expenditures such as the repayment of back taxes in a certiorari settlement. By definition, a bond is a written promise to pay a specified sum of money, called the face value or principal amount, at a specified date in the future (the maturity date), together with periodic interest at a specified rate.

Budget:
A plan of financial operation expressing the estimates of proposed expenditures for a fiscal year and the proposed means of financing them. An underlying reason for a budget is the achievement of the school district's specified annual education goals.

Budget Cap:
Per New York State education law, in the event of a school budget defeat and the adoption of a contingent budget, school districts must cap their spending increase at 120% of the Consumer Price index or 4%, whichever is lower. For more on this, see the definition of a contingent budget.

Capital Outlay:
An expenditure that results in the ownership, control, or possession of assets intended for continued use over long periods of time. These can include new buildings or building renovations and additions; new equipment (i.e. desks, computers, etc.).

Consumer Price Index (CPI):
An index of prices used to measure the change in the cost of basic goods and services in comparison with a fixed base period (also called the cost-of-living index). However, the CPI does not take into account many of the items that cause school district budgets to rise, such as the increasing cost of health insurance, liability insurance and retirement contributions.

Contingent Budget:
In the event it becomes necessary, a contingency budget is developed based on provisions of education law and Briarcliff Manor Board of Education policy. The School District budget for any school year or any part of such budget, or any proposition involving the expenditure of money for such school year, shall not be submitted for a vote of the qualified voters of the District more than twice in any school year. If the original proposed budget is not approved by District voters at the Annual District Meeting and Election, the Board has the option of either resubmitting the original or revised budget for voter approval at a special meeting held at a later date; or the Board may, at that point, adopt a contingency budget. If the Board decides to submit either the original or a revised budget to the voters for a second time, and the voters do not approve the second budget submittal, the Board must adopt a contingency budget and the tax levy cannot exceed the total tax levy of the prior year (0% levy growth).

Debt Service:
In order to build facilities and purchase fixed equipment the District borrows money to pay for these large expenditures over time. Consequently, debt service is part of the budget which includes funds for the payment of principal and interest on the District's outstanding construction bond issues, District share of BOCES capital projects and tax anticipation notes.

Employee Benefits:
Fringe benefits costs paid by the district on behalf of employees. These amounts are not included in the gross salary. They are fringe benefits, and while not paid directly to employees, are a part of the cost of operating the school district. Employee benefits include the district cost for health insurance premiums, dental, life and disability insurance, Medicare, retirement and social security.

Equalization Rate:
In simple terms, an equalization rate represents the average level of assessment in each community. For example, an equalization rate of 80 means that, on average the property in a community is being assessed at 80% of its market value. The words "on average" are stressed to emphasize that that an equalization rate of 80 does not mean that each and every property is assessed at 80% of full value. Some may be assessed at lower than 80%, while others may be assessed at higher than 80%. Equalization rates are established by the New York State Board of Equalization and Assessment. School districts that comprise more than one city, town or village must use the equalization rate to determine the tax rates for each municipality. The purpose is to bring some semblance of equity to how the taxes are distributed in any one school district, so that ideally a home with a full market value of $100,000 in one community will pay the same taxes as a home with a market value of $100,000 in the next community, regardless of how those two homes are assessed. A district at full value assessment does not have an equalization rate.

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

Fiscal Year (FY):
A fiscal year is the accounting period on which a budget is based. The New York State governmental fiscal year runs from April 1 through March 31. The fiscal year for all New York counties and towns and for most cities is the calendar year. School districts in the State operate on a July 1 through June 30 fiscal year.

Fund Balance:
Reserved (restricted) fund balance is the portion of fund balance set aside for specific purposes such as the Reserve for Encumbrances, Reserve for NYS Public Employees' Retirement, Reserve for Tax Certiorari Reserve, etc. Each reserve fund has certain establishment and use requirements. Unreserved (unrestricted) fund balance is the residual amount of fund balance after all reserves have been taken into account. Unreserved fund balance consists of appropriated (assigned) fund balance and unappropriated (unrestricted) fund balance. Appropriated (assigned) fund balance is the portion of unreserved fund balance that has been used to reduce taxes in the subsequent fiscal year. Unappropriated (unrestricted) fund balance is limited by Real Property Tax Law Section 1318 to an amount not to exceed 4% of the new year's budget.

Revenue:
Sources of income financing the operation of the school district generally grouped as tax or non-tax revenues.

Salaries:
The total amount paid to an individual, before deductions, for services rendered while on the payroll of the district. Normally salaries are set by provisions contained in a collective bargaining agreement.

Small Claims Assessment Review (SCAR):
Small Claims Assessment Review is the legal process by which a residential property owner can challenge the real estate tax assessment on their property in an attempt to reduce the property's assessment and real estate taxes.

School Tax Relief Program (STAR):
STAR, New York State's School Tax Relief Program, is a school property tax rebate program and a partial property tax exemption from school taxes. All New Yorkers who own and live in their home - whether it is a condominium, cooperative apartment, manufactured home, farm dwelling, apartment building or mixed-use property - are eligible for the STAR exemption on their primary residence.

State Aid:
State Aid is additional money that the state gives to districts, to be used in different areas, such as lowering the tax levy, etc. Until the state passes its budget, the district does not know exactly how much to expect in state aid, but school districts are still required to present their budgets to voters on the third Tuesday in May. To meet that mandate, a district has to estimate its state aid revenues unless the state budget is passed on time.

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

Tax Anticipation Note (TAN):
A municipal bond, usually with a maturity of less than one year, issued on the assumption that the debt will be paid back with future tax revenue. School districts issue tax anticipation notes usually at the start of a fiscal year to maintain appropriate cash flow to pay immediate or time sensitive obligations.

Tax Base:
The assessed value of local real estate that a school district may tax for yearly operational monies.

Tax Certiorari:
The legal process by which a commercial property owner can challenge the real estate tax assessment on a given property in attempt to reduce the property's assessment and real estate taxes.

Tax Levy:
The total sum of operating funds to be raised by the school district after subtracting out all other non-property revenues including state aid. The tax levy is used to determine the tax rate for property owners in each of the cities, towns or villages that a school district may be comprised of.

Tax Rate:
The amount of tax paid for each $1,000 of assessed value of property. In districts that cover just one municipality, the tax rate is figured simply by dividing the total assessed property value by 1,000 and then dividing that again into the tax levy (the amount of money to be raised locally). In districts that encompass more than one municipality, the formula for figuring the tax rate is more complicated. It involves assigning a share of the total tax levy to each municipality and applying equalization rates to take into account different assessment practices.

Three-Part Budget:
New York school districts must, by law, divide their budgets into three components - administrative, capital and program - and each year they must show how much each portion has increased in relation to the whole budget. It consists of the following components:

1. Administrative Budget Component - These expenditures include office and administrative costs; salaries and benefits for certified school administrators who spend 50 percent or more of their time performing supervisory duties; data processing; public information; legal fees; property insurance; and school board expenses.

2. Capital Budget Component - This covers all debt service on buildings, and leasing expenditures; tax certiorari and court-ordered costs; and all facility costs, including salaries and benefits of the custodial staff; service contracts, maintenance supplies and equipment; and utilities.

3. Program Budget Component - This portion includes salaries and benefits of teachers and supervisors who spend the majority of their time teaching; instructional costs such as supplies, equipment and textbooks; co-curricular activities and interscholastic athletics; staff development; and transportation costs.

True Value Tax Rate:
Is what the tax rate would be if assessments of all properties were maintained at 100% of market value. Districts not assessed at full value have the assessed valuation multiplied by an equalization rate set by the New York State Office of Real Property Services.

Union Free School District:
In 1853, the Legislature established union free school districts, which are districts resulting from a “union” of two or more common school districts, “free” from the restrictions that previously barred them from operating high schools. In July 2004, there were 163 school districts of this type. Despite being able to operate high schools, thirty-one of these districts provide only elementary education. Those districts that are not components of central school districts provide secondary education by contracting with other districts. Each union free school district is governed by a three- to nine-member board of education.

New York State District Report Card

The New York State Report Cards provide enrollment, demographic, attendance, suspension, dropout, teacher, assessment, accountability, graduation rate, post-graduate plan, career and technical education, and fiscal data for public and charter schools, districts, and the State.

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. They provide information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses is expected to be used to improve instruction and services to students.

The most recent New York State District Report Cards and Fiscal Accountability Supplement for the Briarcliff Manor Public Schools are contained on the pages that follow.

BRIARCLIFF MANOR UFSD - 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

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	–	4
Multiracial	4	4	–	4
White	4	4	–	4
Students with Disabilities	4	4	–	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	563	200.1	4
	Math	567	211.5	
	Combined	1,130	205.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	86	220.9	4
	Math	89	227	
	Combined	175	224	
Black or African American	ELA	10	175	–
	Math	10	200	
	Combined	20	–	
Hispanic or Latino	ELA	63	188.9	4
	Math	65	205.4	
	Combined	128	197.3	
Multiracial	ELA	51	211.8	4
	Math	51	214.7	
	Combined	102	213.2	
White	ELA	353	196	4
	Math	352	208.5	
	Combined	705	202.3	
English Language Learner	ELA	2	–	–
	Math	5	170	
	Combined	7	–	
Students with Disabilities	ELA	40	105	4
	Math	40	122.5	
	Combined	80	113.8	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	11	145.5	—
	Math	11	150	
	Combined	22	—	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	563	200.1	4
	Math	567	211.5	
	Combined	1,130	205.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	86	220.9	4
	Math	89	227	
	Combined	175	224	
Black or African American	ELA	10	175	–
	Math	10	200	
	Combined	20	–	
Hispanic or Latino	ELA	65	183.1	4
	Math	66	202.3	
	Combined	131	192.7	
Multiracial	ELA	51	211.8	4
	Math	51	214.7	
	Combined	102	213.2	
White	ELA	353	196	4
	Math	352	208.5	
	Combined	705	202.3	
English Language Learner	ELA	2	–	–
	Math	5	170	
	Combined	7	–	
Students with Disabilities	ELA	46	91.3	4
	Math	46	106.5	
	Combined	92	98.9	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	13	123.1	–
	Math	13	126.9	
	Combined	26	–	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–
Hispanic or Latino	2	–	–	–	–
Multiracial	1	–	–	–	–
White	2	–	–	–	–
English Language Learner	7	–	–	–	–
Students with Disabilities	2	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	798	33	4.1%	4
Asian or Native Hawaiian/Other Pacific Islander	114	3	2.6%	4
Black or African American	11	–	–	–
Hispanic or Latino	88	4	4.5%	4
Multiracial	74	1	1.4%	4
White	511	24	4.7%	4
English Language Learner	8	–	–	–
Students with Disabilities	83	3	3.6%	4
Economically Disadvantaged	17	–	–	–

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✔	588	96.6%
Asian or Native Hawaiian/Other Pacific Islander	✔	94	94.7%
Black or African American	–	10	–
Hispanic or Latino	✘	69	92.8%
Multiracial	✔	51	100%
White	✔	364	97.3%
English Language Learner	–	5	–
Students with Disabilities	✘	46	82.6%
Economically Disadvantaged	–	14	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✔	588	96.8%
Asian or Native Hawaiian/Other Pacific Islander	✔	94	95.7%
Black or African American	–	10	–
Hispanic or Latino	✘	69	94.2%
Multiracial	✔	51	100%
White	✔	364	97%
English Language Learner	–	5	–
Students with Disabilities	✘	46	82.6%
Economically Disadvantaged	–	14	–

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	–
Grade 6	–
Grade 7	–

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	130	236.9	228.1	4
	Math	107	222.9		
	Science	127	222.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	21	240.5	233.6	4
	Math	17	220.6		
	Science	21	242.9		
Black or African American	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Hispanic or Latino	ELA	14	239.3	221.6	4
	Math	11	213.6		
	Science	14	207.1		
Multiracial	ELA	5	250	—	—
	Math	4	—		
	Science	5	220		
White	ELA	88	235.2	228	4
	Math	73	225.3		
	Science	85	221.2		
Students with Disabilities	ELA	7	164.3	—	—
	Math	2	—		
	Science	7	171.4		
Economically Disadvantaged	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	130	236.9	212.1	4
	Math	130	183.5		
	Science	130	217.7		
Asian or Native Hawaiian/Other Pacific Islander	ELA	21	240.5	217.9	4
	Math	21	178.6		
	Science	21	242.9		
Black or African American	ELA	2	–	–	–
	Math	2	–		
	Science	2	–		
Hispanic or Latino	ELA	14	239.3	204.5	4
	Math	14	167.9		
	Science	14	207.1		
Multiracial	ELA	5	250	–	–
	Math	5	180		
	Science	5	220		
White	ELA	88	235.2	211.7	4
	Math	88	186.9		
	Science	88	213.6		
Students with Disabilities	ELA	7	164.3	–	–
	Math	7	42.9		
	Science	7	171.4		
Economically Disadvantaged	ELA	3	–	–	–
	Math	3	–		
	Science	3	–		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	130	129	99.2%	97.8%	4
	5-year	140	136	97.1%		
	6-year	137	133	97.1%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	20	19	95%	96.9%	4
	5-year	23	22	95.7%		
	6-year	25	25	100%		
Black or African American	4-year	3	–	–	–	–
	5-year	7	–	–		
	6-year	8	–	–		
Hispanic or Latino	4-year	14	–	–	–	–
	5-year	12	–	–		
	6-year	10	–	–		
Multiracial	4-year	3	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
White	4-year	90	90	100%	98.3%	4
	5-year	98	96	98%		
	6-year	94	91	96.8%		
Students with Disabilities	4-year	10	–	–	–	–
	5-year	12	–	–		
	6-year	11	–	–		
Economically Disadvantaged	4-year	12	–	–	–	–
	5-year	12	–	–		
	6-year	9	–	–		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	1	–	–	–	–
Hispanic or Latino	1	–	–	–	–
English Language Learner	1	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	479	19	4%	4
Asian or Native Hawaiian/Other Pacific Islander	86	4	4.7%	4
Black or African American	17	–	–	–
Hispanic or Latino	64	2	3.1%	4
Multiracial	24	–	–	–
White	288	12	4.2%	4
English Language Learner	2	–	–	–
Students with Disabilities	44	3	6.8%	4
Economically Disadvantaged	21	–	–	–

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✔	130	100%
Asian or Native Hawaiian/Other Pacific Islander	–	22	–
Black or African American	–	2	–
Hispanic or Latino	–	14	–
Multiracial	–	5	–
White	✔	87	100%
Students with Disabilities	–	6	–
Economically Disadvantaged	–	3	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✘	130	82.3%
Asian or Native Hawaiian/Other Pacific Islander	–	22	–
Black or African American	–	2	–
Hispanic or Latino	–	14	–
Multiracial	–	5	–
White	✘	87	83.9%
Students with Disabilities	–	6	–
Economically Disadvantaged	–	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	97	6	6%	91	94%	2	2%	24	26%	36	40%	29	32%	65	71%
Grade 4	96	1	1%	95	99%	1	1%	13	14%	36	38%	45	47%	81	85%
Grade 5	100	3	3%	97	97%	1	1%	10	10%	42	43%	44	45%	86	89%
Grade 6	89	4	4%	85	96%	7	8%	16	19%	31	36%	31	36%	62	73%
Grade 7	108	6	6%	102	94%	5	5%	9	9%	43	42%	45	44%	88	86%
Grade 8	100	5	5%	95	95%	4	4%	11	12%	25	26%	55	58%	80	84%
Grades 3-8	590	25	4%	565	96%	20	4%	83	15%	213	38%	249	44%	462	82%

GRADE 3 ELA RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	97	6	6%	91	94%	2	2%	24	26%	36	40%	29	32%	65	71%
Female	46	5	11%	41	89%	0	0%	13	32%	16	39%	12	29%	28	68%
Male	51	1	2%	50	98%	2	4%	11	22%	20	40%	17	34%	37	74%
General Education Students	88	3	3%	85	97%	0	0%	22	26%	34	40%	29	34%	63	74%
Students with Disabilities	9	3	33%	6	67%	2	33%	2	33%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	19	2	11%	17	89%	0	0%	4	24%	5	29%	8	47%	13	76%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
White	60	3	5%	57	95%	1	2%	18	32%	24	42%	14	25%	38	67%
Multiracial	9	0	0%	9	100%	1	11%	0	0%	4	44%	4	44%	8	89%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	2	25%	3	38%	3	38%	6	75%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	95	5	5%	90	95%	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	96	5	5%	91	95%	2	2%	24	26%	36	40%	29	32%	65	71%
Not in Foster Care	97	6	6%	91	94%	2	2%	24	26%	36	40%	29	32%	65	71%
Not Homeless	97	6	6%	91	94%	2	2%	24	26%	36	40%	29	32%	65	71%
Not Migrant	97	6	6%	91	94%	2	2%	24	26%	36	40%	29	32%	65	71%
Parent Not in Armed Forces	97	6	6%	91	94%	2	2%	24	26%	36	40%	29	32%	65	71%

GRADE 4 ELA RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	96	1	1%	95	99%	1	1%	13	14%	36	38%	45	47%	81	85%
Female	52	1	2%	51	98%	1	2%	4	8%	24	47%	22	43%	46	90%
Male	44	0	0%	44	100%	0	0%	9	20%	12	27%	23	52%	35	80%
General Education Students	87	1	1%	86	99%	0	0%	9	10%	34	40%	43	50%	77	90%
Students with Disabilities	9	0	0%	9	100%	1	11%	4	44%	2	22%	2	22%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	0	0%	3	30%	7	70%	10	100%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	1	6%	17	94%	0	0%	4	24%	8	47%	5	29%	13	76%
White	60	0	0%	60	100%	0	0%	8	13%	23	38%	29	48%	52	87%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	1	13%	2	25%	4	50%	6	75%
Economically Disadvantaged	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	95	1	1%	94	99%	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	95	1	1%	94	99%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	96	1	1%	95	99%	1	1%	13	14%	36	38%	45	47%	81	85%
Not Homeless	96	1	1%	95	99%	1	1%	13	14%	36	38%	45	47%	81	85%
Not Migrant	96	1	1%	95	99%	1	1%	13	14%	36	38%	45	47%	81	85%
Parent Not in Armed Forces	96	1	1%	95	99%	1	1%	13	14%	36	38%	45	47%	81	85%

GRADE 5 ELA RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	3	3%	97	97%	1	1%	10	10%	42	43%	44	45%	86	89%
Female	49	3	6%	46	94%	0	0%	2	4%	19	41%	25	54%	44	96%
Male	51	0	0%	51	100%	1	2%	8	16%	23	45%	19	37%	42	82%
General Education Students	94	3	3%	91	97%	0	0%	7	8%	40	44%	44	48%	84	92%
Students with Disabilities	6	0	0%	6	100%	1	17%	3	50%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	14	2	14%	12	86%	0	0%	0	0%	3	25%	9	75%	12	100%
Hispanic or Latino	6	1	17%	5	83%	0	0%	3	60%	1	20%	1	20%	2	40%
White	67	0	0%	67	100%	1	1%	6	9%	34	51%	26	39%	60	90%
Multiracial	13	0	0%	13	100%	0	0%	1	8%	4	31%	8	62%	12	92%
Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	98	3	3%	95	97%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	100	3	3%	97	97%	1	1%	10	10%	42	43%	44	45%	86	89%
Not in Foster Care	100	3	3%	97	97%	1	1%	10	10%	42	43%	44	45%	86	89%
Not Homeless	100	3	3%	97	97%	1	1%	10	10%	42	43%	44	45%	86	89%
Not Migrant	100	3	3%	97	97%	1	1%	10	10%	42	43%	44	45%	86	89%
Parent Not in Armed Forces	100	3	3%	97	97%	1	1%	10	10%	42	43%	44	45%	86	89%

GRADE 6 ELA RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	4	4%	85	96%	7	8%	16	19%	31	36%	31	36%	62	73%
Female	39	2	5%	37	95%	2	5%	6	16%	11	30%	18	49%	29	78%
Male	50	2	4%	48	96%	5	10%	10	21%	20	42%	13	27%	33	69%
General Education Students	79	1	1%	78	99%	2	3%	16	21%	29	37%	31	40%	60	77%
Students with Disabilities	10	3	30%	7	70%	5	71%	0	0%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	17	1	6%	16	94%	1	6%	0	0%	5	31%	10	63%	15	94%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	0	0%	12	100%	1	8%	3	25%	3	25%	5	42%	8	67%
White	52	3	6%	49	94%	4	8%	12	24%	18	37%	15	31%	33	67%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	1	13%	5	63%	1	13%	6	75%
Economically Disadvantaged	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	86	4	5%	82	95%	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	87	3	3%	84	97%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	89	4	4%	85	96%	7	8%	16	19%	31	36%	31	36%	62	73%
Not Homeless	89	4	4%	85	96%	7	8%	16	19%	31	36%	31	36%	62	73%
Not Migrant	89	4	4%	85	96%	7	8%	16	19%	31	36%	31	36%	62	73%
Parent Not in Armed Forces	89	4	4%	85	96%	7	8%	16	19%	31	36%	31	36%	62	73%

GRADE 7 ELA RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	6	6%	102	94%	5	5%	9	9%	43	42%	45	44%	88	86%
Female	60	3	5%	57	95%	0	0%	0	0%	24	42%	33	58%	57	100%
Male	48	3	6%	45	94%	5	11%	9	20%	19	42%	12	27%	31	69%
General Education Students	102	5	5%	97	95%	3	3%	8	8%	41	42%	45	46%	86	89%
Students with Disabilities	6	1	17%	5	83%	2	40%	1	20%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	1	5%	0	0%	8	40%	11	55%	19	95%
Black or African American	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Hispanic or Latino	13	3	23%	10	77%	0	0%	2	20%	4	40%	4	40%	8	80%
White	59	2	3%	57	97%	4	7%	4	7%	25	44%	24	42%	49	86%
Multiracial	10	0	0%	10	100%	0	0%	2	20%	4	40%	4	40%	8	80%
Economically Disadvantaged	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	103	4	4%	99	96%	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	107	5	5%	102	95%	5	5%	9	9%	43	42%	45	44%	88	86%
Not in Foster Care	108	6	6%	102	94%	5	5%	9	9%	43	42%	45	44%	88	86%
Not Homeless	108	6	6%	102	94%	5	5%	9	9%	43	42%	45	44%	88	86%
Not Migrant	108	6	6%	102	94%	5	5%	9	9%	43	42%	45	44%	88	86%
Parent Not in Armed Forces	108	6	6%	102	94%	5	5%	9	9%	43	42%	45	44%	88	86%

GRADE 8 ELA RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	5	5%	95	95%	4	4%	11	12%	25	26%	55	58%	80	84%
Female	51	4	8%	47	92%	1	2%	2	4%	13	28%	31	66%	44	94%
Male	49	1	2%	48	98%	3	6%	9	19%	12	25%	24	50%	36	75%
General Education Students	94	4	4%	90	96%	1	1%	10	11%	24	27%	55	61%	79	88%
Students with Disabilities	6	1	17%	5	83%	3	60%	1	20%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	0	0%	1	8%	1	8%	10	83%	11	92%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	2	14%	12	86%	0	0%	3	25%	2	17%	7	58%	9	75%
White	66	2	3%	64	97%	4	6%	7	11%	22	34%	31	48%	53	83%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	0	0%	7	100%	7	100%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	98	4	4%	94	96%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	100	5	5%	95	95%	4	4%	11	12%	25	26%	55	58%	80	84%
Not in Foster Care	100	5	5%	95	95%	4	4%	11	12%	25	26%	55	58%	80	84%
Not Homeless	100	5	5%	95	95%	4	4%	11	12%	25	26%	55	58%	80	84%
Not Migrant	100	5	5%	95	95%	4	4%	11	12%	25	26%	55	58%	80	84%
Parent Not in Armed Forces	100	5	5%	95	95%	4	4%	11	12%	25	26%	55	58%	80	84%

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	97	5	5%	92	95%	1	1%	19	21%	45	49%	27	29%	72	78%
Grade 4	96	1	1%	95	99%	2	2%	9	9%	42	44%	42	44%	84	88%
Grade 5	100	3	3%	97	97%	2	2%	7	7%	49	51%	39	40%	88	91%
Grade 6	89	3	3%	86	97%	3	3%	10	12%	39	45%	34	40%	73	85%
Combined 6	89	3	3%	86	97%	3	3%	10	12%	39	45%	34	40%	73	85%
Grade 7	108	5	5%	103	95%	1	1%	5	5%	17	17%	80	78%	97	94%
Combined 7	108	5	5%	103	95%	1	1%	5	5%	17	17%	80	78%	97	94%
Grade 8	100	59	59%	41	41%	3	7%	3	7%	21	51%	14	34%	35	85%
Regents 8	–	–	–	55	55%	0	0%	0	0%	0	0%	55	100%	55	100%
Combined 8	100	4	4%	96	96%	3	3%	3	3%	21	22%	69	72%	90	94%
Grades 3-8	590	21	4%	569	96%	12	2%	53	9%	213	37%	291	51%	504	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	97	5	5%	92	95%	1	1%	19	21%	45	49%	27	29%	72	78%
Female	46	4	9%	42	91%	0	0%	11	26%	27	64%	4	10%	31	74%
Male	51	1	2%	50	98%	1	2%	8	16%	18	36%	23	46%	41	82%
General Education Students	88	2	2%	86	98%	0	0%	16	19%	44	51%	26	30%	70	81%
Students with Disabilities	9	3	33%	6	67%	1	17%	3	50%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	19	1	5%	18	95%	0	0%	3	17%	6	33%	9	50%	15	83%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
White	60	3	5%	57	95%	1	2%	13	23%	30	53%	13	23%	43	75%
Multiracial	9	0	0%	9	100%	0	0%	2	22%	4	44%	3	33%	7	78%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	1	13%	5	63%	2	25%	7	88%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	95	4	4%	91	96%	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	96	5	5%	91	95%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	97	5	5%	92	95%	1	1%	19	21%	45	49%	27	29%	72	78%
Not Homeless	97	5	5%	92	95%	1	1%	19	21%	45	49%	27	29%	72	78%
Not Migrant	97	5	5%	92	95%	1	1%	19	21%	45	49%	27	29%	72	78%
Parent Not in Armed Forces	97	5	5%	92	95%	1	1%	19	21%	45	49%	27	29%	72	78%

GRADE 4 MATH RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	96	1	1%	95	99%	2	2%	9	9%	42	44%	42	44%	84	88%
Female	52	1	2%	51	98%	1	2%	5	10%	26	51%	19	37%	45	88%
Male	44	0	0%	44	100%	1	2%	4	9%	16	36%	23	52%	39	89%
General Education Students	87	1	1%	86	99%	0	0%	5	6%	39	45%	42	49%	81	94%
Students with Disabilities	9	0	0%	9	100%	2	22%	4	44%	3	33%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	0	0%	2	20%	8	80%	10	100%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	1	6%	17	94%	1	6%	2	12%	9	53%	5	29%	14	82%
White	60	0	0%	60	100%	0	0%	6	10%	29	48%	25	42%	54	90%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	1	13%	2	25%	4	50%	6	75%
Economically Disadvantaged	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	95	1	1%	94	99%	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	95	1	1%	94	99%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	96	1	1%	95	99%	2	2%	9	9%	42	44%	42	44%	84	88%
Not Homeless	96	1	1%	95	99%	2	2%	9	9%	42	44%	42	44%	84	88%
Not Migrant	96	1	1%	95	99%	2	2%	9	9%	42	44%	42	44%	84	88%
Parent Not in Armed Forces	96	1	1%	95	99%	2	2%	9	9%	42	44%	42	44%	84	88%

GRADE 5 MATH RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	3	3%	97	97%	2	2%	7	7%	49	51%	39	40%	88	91%
Female	49	3	6%	46	94%	1	2%	4	9%	25	54%	16	35%	41	89%
Male	51	0	0%	51	100%	1	2%	3	6%	24	47%	23	45%	47	92%
General Education Students	94	3	3%	91	97%	0	0%	7	8%	45	49%	39	43%	84	92%
Students with Disabilities	6	0	0%	6	100%	2	33%	0	0%	4	67%	0	0%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	14	2	14%	12	86%	0	0%	1	8%	3	25%	8	67%	11	92%
Hispanic or Latino	6	1	17%	5	83%	0	0%	0	0%	4	80%	1	20%	5	100%
White	67	0	0%	67	100%	2	3%	4	6%	38	57%	23	34%	61	91%
Multiracial	13	0	0%	13	100%	0	0%	2	15%	4	31%	7	54%	11	85%
Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	98	3	3%	95	97%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	100	3	3%	97	97%	2	2%	7	7%	49	51%	39	40%	88	91%
Not in Foster Care	100	3	3%	97	97%	2	2%	7	7%	49	51%	39	40%	88	91%
Not Homeless	100	3	3%	97	97%	2	2%	7	7%	49	51%	39	40%	88	91%
Not Migrant	100	3	3%	97	97%	2	2%	7	7%	49	51%	39	40%	88	91%
Parent Not in Armed Forces	100	3	3%	97	97%	2	2%	7	7%	49	51%	39	40%	88	91%

GRADE 6 MATH RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	3	3%	86	97%	3	3%	10	12%	39	45%	34	40%	73	85%
Female	39	1	3%	38	97%	2	5%	4	11%	15	39%	17	45%	32	84%
Male	50	2	4%	48	96%	1	2%	6	13%	24	50%	17	35%	41	85%
General Education Students	79	0	0%	79	100%	1	1%	6	8%	38	48%	34	43%	72	91%
Students with Disabilities	10	3	30%	7	70%	2	29%	4	57%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	17	100%	0	0%	1	6%	7	41%	9	53%	16	94%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	0	0%	12	100%	1	8%	1	8%	6	50%	4	33%	10	83%
White	52	3	6%	49	94%	2	4%	7	14%	23	47%	17	35%	40	82%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	3	38%	4	50%	7	88%
Economically Disadvantaged	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	86	3	3%	83	97%	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	87	3	3%	84	97%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	89	3	3%	86	97%	3	3%	10	12%	39	45%	34	40%	73	85%
Not Homeless	89	3	3%	86	97%	3	3%	10	12%	39	45%	34	40%	73	85%
Not Migrant	89	3	3%	86	97%	3	3%	10	12%	39	45%	34	40%	73	85%
Parent Not in Armed Forces	89	3	3%	86	97%	3	3%	10	12%	39	45%	34	40%	73	85%

GRADE 7 MATH RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	5	5%	103	95%	1	1%	5	5%	17	17%	80	78%	97	94%
Female	60	2	3%	58	97%	0	0%	2	3%	6	10%	50	86%	56	97%
Male	48	3	6%	45	94%	1	2%	3	7%	11	24%	30	67%	41	91%
General Education Students	102	4	4%	98	96%	1	1%	2	2%	17	17%	78	80%	95	97%
Students with Disabilities	6	1	17%	5	83%	0	0%	3	60%	0	0%	2	40%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	1	5%	0	0%	0	0%	19	95%	19	95%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Hispanic or Latino	13	2	15%	11	85%	0	0%	1	9%	3	27%	7	64%	10	91%
White	59	2	3%	57	97%	0	0%	3	5%	10	18%	44	77%	54	95%
Multiracial	10	0	0%	10	100%	0	0%	1	10%	3	30%	6	60%	9	90%
Economically Disadvantaged	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	103	3	3%	100	97%	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	107	5	5%	102	95%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	108	5	5%	103	95%	1	1%	5	5%	17	17%	80	78%	97	94%
Not Homeless	108	5	5%	103	95%	1	1%	5	5%	17	17%	80	78%	97	94%
Not Migrant	108	5	5%	103	95%	1	1%	5	5%	17	17%	80	78%	97	94%
Parent Not in Armed Forces	108	5	5%	103	95%	1	1%	5	5%	17	17%	80	78%	97	94%

GRADE 8 MATH RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	59	59%	41	41%	3	7%	3	7%	21	51%	14	34%	35	85%
Female	51	30	59%	21	41%	1	5%	0	0%	10	48%	10	48%	20	95%
Male	49	29	59%	20	41%	2	10%	3	15%	11	55%	4	20%	15	75%
General Education Students	94	58	62%	36	38%	1	3%	2	6%	19	53%	14	39%	33	92%
Students with Disabilities	6	1	17%	5	83%	2	40%	1	20%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	13	11	85%	2	15%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	14	7	50%	7	50%	–	–	–	–	–	–	–	–	–	–
White	66	35	53%	31	47%	3	10%	1	3%	17	55%	10	32%	27	87%
Multiracial	5	4	80%	1	20%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	32	22	69%	10	31%	0	0%	2	20%	4	40%	4	40%	8	80%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	98	58	59%	40	41%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	100	59	59%	41	41%	3	7%	3	7%	21	51%	14	34%	35	85%
Not in Foster Care	100	59	59%	41	41%	3	7%	3	7%	21	51%	14	34%	35	85%
Not Homeless	100	59	59%	41	41%	3	7%	3	7%	21	51%	14	34%	35	85%
Not Migrant	100	59	59%	41	41%	3	7%	3	7%	21	51%	14	34%	35	85%
Parent Not in Armed Forces	100	59	59%	41	41%	3	7%	3	7%	21	51%	14	34%	35	85%

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	100	3	3%	97	97%	1	1%	17	18%	63	65%	16	16%	79	81%
Grade 8	100	3	3%	97	97%	3	3%	8	8%	46	47%	40	41%	86	89%
Combined 8	100	3	3%	97	97%	3	3%	8	8%	46	47%	40	41%	86	89%
Grades 5 & 8	200	6	3%	194	97%	4	2%	25	13%	109	56%	56	29%	165	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	100	3	3%	97	97%	1	1%	17	18%	63	65%	16	16%	79	81%
Female	49	3	6%	46	94%	1	2%	7	15%	30	65%	8	17%	38	83%
Male	51	0	0%	51	100%	0	0%	10	20%	33	65%	8	16%	41	80%
General Education Students	94	3	3%	91	97%	1	1%	14	15%	60	66%	16	18%	76	84%
Students with Disabilities	6	0	0%	6	100%	0	0%	3	50%	3	50%	0	0%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	14	2	14%	12	86%	0	0%	2	17%	3	25%	7	58%	10	83%
Hispanic or Latino	6	1	17%	5	83%	0	0%	3	60%	2	40%	0	0%	2	40%
White	67	0	0%	67	100%	1	1%	9	13%	52	78%	5	7%	57	85%
Multiracial	13	0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%
Economically Disadvantaged	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	98	3	3%	95	97%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	100	3	3%	97	97%	1	1%	17	18%	63	65%	16	16%	79	81%
Not in Foster Care	100	3	3%	97	97%	1	1%	17	18%	63	65%	16	16%	79	81%
Not Homeless	100	3	3%	97	97%	1	1%	17	18%	63	65%	16	16%	79	81%
Not Migrant	100	3	3%	97	97%	1	1%	17	18%	63	65%	16	16%	79	81%
Parent Not in Armed Forces	100	3	3%	97	97%	1	1%	17	18%	63	65%	16	16%	79	81%

GRADE 8 SCIENCE RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	3	3%	97	97%	3	3%	8	8%	46	47%	40	41%	86	89%
Female	51	2	4%	49	96%	1	2%	4	8%	23	47%	21	43%	44	90%
Male	49	1	2%	48	98%	2	4%	4	8%	23	48%	19	40%	42	88%
General Education Students	94	2	2%	92	98%	1	1%	7	8%	44	48%	40	43%	84	91%
Students with Disabilities	6	1	17%	5	83%	2	40%	1	20%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	0	0%	1	8%	3	23%	9	69%	12	92%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	1	7%	13	93%	0	0%	2	15%	7	54%	4	31%	11	85%
White	66	2	3%	64	97%	3	5%	5	8%	34	53%	22	34%	56	88%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	98	2	2%	96	98%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	100	3	3%	97	97%	3	3%	8	8%	46	47%	40	41%	86	89%
Not in Foster Care	100	3	3%	97	97%	3	3%	8	8%	46	47%	40	41%	86	89%
Not Homeless	100	3	3%	97	97%	3	3%	8	8%	46	47%	40	41%	86	89%
Not Migrant	100	3	3%	97	97%	3	3%	8	8%	46	47%	40	41%	86	89%
Parent Not in Armed Forces	100	3	3%	97	97%	3	3%	8	8%	46	47%	40	41%	86	89%

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	126	1	1%	0	0%	4	3%	17	13%	104	83%	125	99%
Female	51	0	0%	0	0%	1	2%	6	12%	44	86%	51	100%
Male	75	1	1%	0	0%	3	4%	11	15%	60	80%	74	99%
General Education Students	115	0	0%	0	0%	3	3%	13	11%	99	86%	115	100%
Students with Disabilities	11	1	9%	0	0%	1	9%	4	36%	5	45%	10	91%
Asian or Native Hawaiian/Other Pacific Islander	20	0	0%	0	0%	0	0%	1	5%	19	95%	20	100%
Black or African American	5	0	0%	0	0%	0	0%	2	40%	3	60%	5	100%
Hispanic or Latino	15	0	0%	0	0%	3	20%	2	13%	10	67%	15	100%
White	77	1	1%	0	0%	0	0%	12	16%	64	83%	76	99%
Multiracial	9	0	0%	0	0%	1	11%	0	0%	8	89%	9	100%
Economically Disadvantaged	6	0	0%	0	0%	3	50%	2	33%	1	17%	6	100%
Not Economically Disadvantaged	120	1	1%	0	0%	1	1%	15	13%	103	86%	119	99%
Non-English Language Learner	126	1	1%	0	0%	4	3%	17	13%	104	83%	125	99%
Not in Foster Care	126	1	1%	0	0%	4	3%	17	13%	104	83%	125	99%
Not Homeless	126	1	1%	0	0%	4	3%	17	13%	104	83%	125	99%
Not Migrant	126	1	1%	0	0%	4	3%	17	13%	104	83%	125	99%
Parent Not in Armed Forces	126	1	1%	0	0%	4	3%	17	13%	104	83%	125	99%

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%	8	62%	3	23%	2	15%	13	100%
Female	5	0	0%	0	0%	3	60%	1	20%	1	20%	5	100%
Male	8	0	0%	0	0%	5	63%	2	25%	1	13%	8	100%
General Education Students	11	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	6	0	0%	0	0%	4	67%	1	17%	1	17%	6	100%
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	4	57%	2	29%	1	14%	7	100%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	9	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	13	0	0%	0	0%	8	62%	3	23%	2	15%	13	100%
Not in Foster Care	13	0	0%	0	0%	8	62%	3	23%	2	15%	13	100%
Not Homeless	13	0	0%	0	0%	8	62%	3	23%	2	15%	13	100%
Not Migrant	13	0	0%	0	0%	8	62%	3	23%	2	15%	13	100%
Parent Not in Armed Forces	13	0	0%	0	0%	8	62%	3	23%	2	15%	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	105	0	0%	0	0%	5	5%	29	28%	71	68%	105	100%
Female	58	0	0%	0	0%	1	2%	16	28%	41	71%	58	100%
Male	47	0	0%	0	0%	4	9%	13	28%	30	64%	47	100%
General Education Students	104	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	0	0%	2	13%	13	87%	15	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	0	0%	0	0%	3	18%	7	41%	7	41%	17	100%
White	65	0	0%	0	0%	2	3%	17	26%	46	71%	65	100%
Multiracial	6	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	0	0%	3	38%	5	63%	8	100%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	102	–	–	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	104	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	105	0	0%	0	0%	5	5%	29	28%	71	68%	105	100%
Not Homeless	105	0	0%	0	0%	5	5%	29	28%	71	68%	105	100%
Not Migrant	105	0	0%	0	0%	5	5%	29	28%	71	68%	105	100%
Parent Not in Armed Forces	105	0	0%	0	0%	5	5%	29	28%	71	68%	105	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	82	0	0%	0	0%	12	15%	16	20%	54	66%	82	100%
Female	40	0	0%	0	0%	7	18%	10	25%	23	58%	40	100%
Male	42	0	0%	0	0%	5	12%	6	14%	31	74%	42	100%
General Education Students	81	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	24	0	0%	0	0%	0	0%	2	8%	22	92%	24	100%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	–	–	–	–	–	–	–	–	–	–	–	–
White	45	0	0%	0	0%	8	18%	9	20%	28	62%	45	100%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	0	0%	0	0%	4	31%	5	38%	4	31%	13	100%
Not Economically Disadvantaged	82	0	0%	0	0%	12	15%	16	20%	54	66%	82	100%
Non-English Language Learner	82	0	0%	0	0%	12	15%	16	20%	54	66%	82	100%
Not in Foster Care	82	0	0%	0	0%	12	15%	16	20%	54	66%	82	100%
Not Homeless	82	0	0%	0	0%	12	15%	16	20%	54	66%	82	100%
Not Migrant	82	0	0%	0	0%	12	15%	16	20%	54	66%	82	100%
Parent Not in Armed Forces	82	0	0%	0	0%	12	15%	16	20%	54	66%	82	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	95	0	0%	0	0%	3	3%	33	35%	59	62%	95	100%
Female	48	0	0%	0	0%	1	2%	14	29%	33	69%	48	100%
Male	47	0	0%	0	0%	2	4%	19	40%	26	55%	47	100%
General Education Students	91	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	0	0%	3	20%	12	80%	15	100%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	10	0	0%	0	0%	1	10%	4	40%	5	50%	10	100%
White	63	0	0%	0	0%	2	3%	23	37%	38	60%	63	100%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	0	0%	3	43%	4	57%	7	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	94	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	95	0	0%	0	0%	3	3%	33	35%	59	62%	95	100%
Not in Foster Care	95	0	0%	0	0%	3	3%	33	35%	59	62%	95	100%
Not Homeless	95	0	0%	0	0%	3	3%	33	35%	59	62%	95	100%
Not Migrant	95	0	0%	0	0%	3	3%	33	35%	59	62%	95	100%
Parent Not in Armed Forces	95	0	0%	0	0%	3	3%	33	35%	59	62%	95	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	117	3	3%	5	4%	43	37%	66	56%	109	93%
Female	60	1	2%	2	3%	22	37%	35	58%	57	95%
Male	57	2	4%	3	5%	21	37%	31	54%	52	91%
General Education Students	110	0	0%	4	4%	41	37%	65	59%	106	96%
Students with Disabilities	7	3	43%	1	14%	2	29%	1	14%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	1	4%	2	8%	23	88%	25	96%
Black or African American	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	2	10%	2	10%	13	62%	4	19%	17	81%
White	62	0	0%	1	2%	25	40%	36	58%	61	98%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	1	13%	3	38%	3	38%	6	75%
Economically Disadvantaged	7	1	14%	1	14%	4	57%	1	14%	5	71%
Not Economically Disadvantaged	110	2	2%	4	4%	39	35%	65	59%	104	95%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	116	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	117	3	3%	5	4%	43	37%	66	56%	109	93%
Not Homeless	117	3	3%	5	4%	43	37%	66	56%	109	93%
Not Migrant	117	3	3%	5	4%	43	37%	66	56%	109	93%
Parent Not in Armed Forces	117	3	3%	5	4%	43	37%	66	56%	109	93%

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	19	0	0%	0	0%	5	26%	14	74%	19	100%
Female	8	0	0%	0	0%	1	13%	7	88%	8	100%
Male	11	0	0%	0	0%	4	36%	7	64%	11	100%
General Education Students	17	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	12	0	0%	0	0%	4	33%	8	67%	12	100%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	1	14%	6	86%	7	100%
Not Economically Disadvantaged	19	0	0%	0	0%	5	26%	14	74%	19	100%
Non-English Language Learner	19	0	0%	0	0%	5	26%	14	74%	19	100%
Not in Foster Care	19	0	0%	0	0%	5	26%	14	74%	19	100%
Not Homeless	19	0	0%	0	0%	5	26%	14	74%	19	100%
Not Migrant	19	0	0%	0	0%	5	26%	14	74%	19	100%
Parent Not in Armed Forces	19	0	0%	0	0%	5	26%	14	74%	19	100%

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	72	0	0%	0	0%	20	28%	52	72%	72	100%
Female	34	0	0%	0	0%	7	21%	27	79%	34	100%
Male	38	0	0%	0	0%	13	34%	25	66%	38	100%
General Education Students	69	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	0	0%	13	100%	13	100%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	0	0%	0	0%	4	44%	5	56%	9	100%
White	45	0	0%	0	0%	13	29%	32	71%	45	100%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	3	60%	2	40%	5	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	71	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	72	0	0%	0	0%	20	28%	52	72%	72	100%
Not in Foster Care	72	0	0%	0	0%	20	28%	52	72%	72	100%
Not Homeless	72	0	0%	0	0%	20	28%	52	72%	72	100%
Not Migrant	72	0	0%	0	0%	20	28%	52	72%	72	100%
Parent Not in Armed Forces	72	0	0%	0	0%	20	28%	52	72%	72	100%

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	98	0	0%	2	2%	6	6%	13	13%	77	79%	96	98%
Female	52	0	0%	1	2%	2	4%	6	12%	43	83%	51	98%
Male	46	0	0%	1	2%	4	9%	7	15%	34	74%	45	98%
General Education Students	92	0	0%	1	1%	3	3%	12	13%	76	83%	91	99%
Students with Disabilities	6	0	0%	1	17%	3	50%	1	17%	1	17%	5	83%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	0	0%	0	0%	3	18%	14	82%	17	100%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	0	0%	0	0%	2	14%	4	29%	8	57%	14	100%
White	58	0	0%	1	2%	2	3%	3	5%	52	90%	57	98%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	1	11%	2	22%	3	33%	3	33%	8	89%
Economically Disadvantaged	6	0	0%	2	33%	3	50%	1	17%	0	0%	4	67%
Not Economically Disadvantaged	92	0	0%	0	0%	3	3%	12	13%	77	84%	92	100%
Non-English Language Learner	98	0	0%	2	2%	6	6%	13	13%	77	79%	96	98%
Not in Foster Care	98	0	0%	2	2%	6	6%	13	13%	77	79%	96	98%
Not Homeless	98	0	0%	2	2%	6	6%	13	13%	77	79%	96	98%
Not Migrant	98	0	0%	2	2%	6	6%	13	13%	77	79%	96	98%
Parent Not in Armed Forces	98	0	0%	2	2%	6	6%	13	13%	77	79%	96	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	123	0	0%	0	0%	8	7%	42	34%	73	59%	123	100%
Female	50	0	0%	0	0%	5	10%	14	28%	31	62%	50	100%
Male	73	0	0%	0	0%	3	4%	28	38%	42	58%	73	100%
General Education Students	112	0	0%	0	0%	7	6%	34	30%	71	63%	112	100%
Students with Disabilities	11	0	0%	0	0%	1	9%	8	73%	2	18%	11	100%
Asian or Native Hawaiian/Other Pacific Islander	20	0	0%	0	0%	1	5%	2	10%	17	85%	20	100%
Black or African American	5	0	0%	0	0%	1	20%	2	40%	2	40%	5	100%
Hispanic or Latino	14	0	0%	0	0%	2	14%	7	50%	5	36%	14	100%
White	75	0	0%	0	0%	4	5%	29	39%	42	56%	75	100%
Multiracial	9	0	0%	0	0%	0	0%	2	22%	7	78%	9	100%
Economically Disadvantaged	6	0	0%	0	0%	2	33%	4	67%	0	0%	6	100%
Not Economically Disadvantaged	117	0	0%	0	0%	6	5%	38	32%	73	62%	117	100%
Non-English Language Learner	123	0	0%	0	0%	8	7%	42	34%	73	59%	123	100%
Not in Foster Care	123	0	0%	0	0%	8	7%	42	34%	73	59%	123	100%
Not Homeless	123	0	0%	0	0%	8	7%	42	34%	73	59%	123	100%
Not Migrant	123	0	0%	0	0%	8	7%	42	34%	73	59%	123	100%
Parent Not in Armed Forces	123	0	0%	0	0%	8	7%	42	34%	73	59%	123	100%

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	130	0	0%	130	100%	0	0%	1	1%	7	5%	122	94%	129	99%
Female	57	0	0%	57	100%	0	0%	0	0%	2	4%	55	96%	57	100%
Male	73	0	0%	73	100%	0	0%	1	1%	5	7%	67	92%	72	99%
General Education Students	123	0	0%	123	100%	0	0%	0	0%	5	4%	118	96%	123	100%
Students with Disabilities	7	0	0%	7	100%	0	0%	1	14%	2	29%	4	57%	6	86%
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	21	100%	0	0%	0	0%	1	5%	20	95%	21	100%
Black or African American	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	0	0%	14	100%	0	0%	0	0%	1	7%	13	93%	14	100%
White	88	0	0%	88	100%	0	0%	1	1%	5	6%	82	93%	87	99%
Multiracial	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	0	0%	7	100%	7	100%
Economically Disadvantaged	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	127	0	–	127	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	130	0	0%	130	100%	0	0%	1	1%	7	5%	122	94%	129	99%
Not in Foster Care	130	0	0%	130	100%	0	0%	1	1%	7	5%	122	94%	129	99%
Not Homeless	130	0	0%	130	100%	0	0%	1	1%	7	5%	122	94%	129	99%
Not Migrant	130	0	0%	130	100%	0	0%	1	1%	7	5%	122	94%	129	99%
Parent Not in Armed Forces	130	0	0%	130	100%	0	0%	1	1%	7	5%	122	94%	129	99%

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	130	18	14%	112	86%	0	0%	1	1%	10	8%	101	78%	111	85%
Female	57	8	14%	49	86%	0	0%	0	0%	4	7%	45	79%	49	86%
Male	73	10	14%	63	86%	0	0%	1	1%	6	8%	56	77%	62	85%
General Education Students	123	13	11%	110	89%	0	0%	1	1%	9	7%	100	81%	109	89%
Students with Disabilities	7	5	71%	2	29%	0	0%	0	0%	1	14%	1	14%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	0	0%	0	0%	3	14%	17	81%	20	95%
Black or African American	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	3	21%	11	79%	0	0%	0	0%	2	14%	9	64%	11	79%
White	88	13	15%	75	85%	0	0%	1	1%	5	6%	69	78%	74	84%
Multiracial	5	1	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	0	0%	6	86%	6	86%
Economically Disadvantaged	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	127	18	–	109	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	130	18	14%	112	86%	0	0%	1	1%	10	8%	101	78%	111	85%
Not in Foster Care	130	18	14%	112	86%	0	0%	1	1%	10	8%	101	78%	111	85%
Not Homeless	130	18	14%	112	86%	0	0%	1	1%	10	8%	101	78%	111	85%
Not Migrant	130	18	14%	112	86%	0	0%	1	1%	10	8%	101	78%	111	85%
Parent Not in Armed Forces	130	18	14%	112	86%	0	0%	1	1%	10	8%	101	78%	111	85%

2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	115	18	16	97	84
Female	51	8	16	43	84
Male	64	10	16	54	84
General Education Students	108	13	12	95	88
Students with Disabilities	7	5	71	2	29
Asian or Native Hawaiian/Other Pacific Islander	21	1	5	20	95
Black or African American	1	0	0	1	100
Hispanic or Latino	10	3	30	7	70
White	78	13	17	65	83
Multiracial	5	1	20	4	80
Economically Disadvantaged	2	0	0	2	100
Not Economically Disadvantaged	113	18	16	95	84
Non-English Language Learner	115	18	16	97	84
Not in Foster Care	115	18	16	97	84
Not Homeless	115	18	16	97	84
Not Migrant	115	18	16	97	84
Parent Not in Armed Forces	115	18	16	97	84

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	130	3	2%	127	98%	4	3%	4	3%	37	28%	82	63%	119	92%
Female	57	2	4%	55	96%	1	2%	4	7%	13	23%	37	65%	50	88%
Male	73	1	1%	72	99%	3	4%	0	0%	24	33%	45	62%	69	95%
General Education Students	123	3	2%	120	98%	4	3%	2	2%	32	26%	82	67%	114	93%
Students with Disabilities	7	0	0%	7	100%	0	0%	2	29%	5	71%	0	0%	5	71%
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	21	100%	0	0%	0	0%	3	14%	18	86%	21	100%
Black or African American	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	0	0%	14	100%	1	7%	0	0%	7	50%	6	43%	13	93%
White	88	3	3%	85	97%	3	3%	3	3%	25	28%	54	61%	79	90%
Multiracial	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	2	29%	4	57%	6	86%
Economically Disadvantaged	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	127	3	–	124	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	130	3	2%	127	98%	4	3%	4	3%	37	28%	82	63%	119	92%
Not in Foster Care	130	3	2%	127	98%	4	3%	4	3%	37	28%	82	63%	119	92%
Not Homeless	130	3	2%	127	98%	4	3%	4	3%	37	28%	82	63%	119	92%
Not Migrant	130	3	2%	127	98%	4	3%	4	3%	37	28%	82	63%	119	92%
Parent Not in Armed Forces	130	3	2%	127	98%	4	3%	4	3%	37	28%	82	63%	119	92%

2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	98	3	3	95	97
Female	48	2	4	46	96
Male	50	1	2	49	98
General Education Students	95	3	3	92	97
Students with Disabilities	3	0	0	3	100
Asian or Native Hawaiian/Other Pacific Islander	14	0	0	14	100
Black or African American	2	0	0	2	100
Hispanic or Latino	11	0	0	11	100
White	68	3	4	65	96
Multiracial	3	0	0	3	100
Economically Disadvantaged	2	0	0	2	100
Not Economically Disadvantaged	96	3	3	93	97
Non-English Language Learner	98	3	3	95	97
Not in Foster Care	98	3	3	95	97
Not Homeless	98	3	3	95	97
Not Migrant	98	3	3	95	97
Parent Not in Armed Forces	98	3	3	95	97

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	130	0	0%	130	100%	0	0%	1	1%	19	15%	110	85%	129	99%
Female	57	0	0%	57	100%	0	0%	1	2%	8	14%	48	84%	56	98%
Male	73	0	0%	73	100%	0	0%	0	0%	11	15%	62	85%	73	100%
General Education Students	123	0	0%	123	100%	0	0%	0	0%	15	12%	108	88%	123	100%
Students with Disabilities	7	0	0%	7	100%	0	0%	1	14%	4	57%	2	29%	6	86%
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	21	100%	0	0%	0	0%	3	14%	18	86%	21	100%
Black or African American	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	0	0%	14	100%	0	0%	0	0%	1	7%	13	93%	14	100%
White	88	0	0%	88	100%	0	0%	0	0%	14	16%	74	84%	88	100%
Multiracial	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	1	14%	5	71%	6	86%
Economically Disadvantaged	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	127	0	–	127	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	130	0	0%	130	100%	0	0%	1	1%	19	15%	110	85%	129	99%
Not in Foster Care	130	0	0%	130	100%	0	0%	1	1%	19	15%	110	85%	129	99%
Not Homeless	130	0	0%	130	100%	0	0%	1	1%	19	15%	110	85%	129	99%
Not Migrant	130	0	0%	130	100%	0	0%	1	1%	19	15%	110	85%	129	99%
Parent Not in Armed Forces	130	0	0%	130	100%	0	0%	1	1%	19	15%	110	85%	129	99%

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	130	1	1%	129	99%	0	0%	0	0%	13	10%	116	89%	129	99%
Female	57	1	2%	56	98%	0	0%	0	0%	7	12%	49	86%	56	98%
Male	73	0	0%	73	100%	0	0%	0	0%	6	8%	67	92%	73	100%
General Education Students	123	1	1%	122	99%	0	0%	0	0%	11	9%	111	90%	122	99%
Students with Disabilities	7	0	0%	7	100%	0	0%	0	0%	2	29%	5	71%	7	100%
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	21	100%	0	0%	0	0%	0	0%	21	100%	21	100%
Black or African American	2	0	–	2	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	0	0%	14	100%	0	0%	0	0%	1	7%	13	93%	14	100%
White	88	1	1%	87	99%	0	0%	0	0%	12	14%	75	85%	87	99%
Multiracial	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	0	0%	7	100%	7	100%
Economically Disadvantaged	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	127	1	–	126	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	130	1	1%	129	99%	0	0%	0	0%	13	10%	116	89%	129	99%
Not in Foster Care	130	1	1%	129	99%	0	0%	0	0%	13	10%	116	89%	129	99%
Not Homeless	130	1	1%	129	99%	0	0%	0	0%	13	10%	116	89%	129	99%
Not Migrant	130	1	1%	129	99%	0	0%	0	0%	13	10%	116	89%	129	99%
Parent Not in Armed Forces	130	1	1%	129	99%	0	0%	0	0%	13	10%	116	89%	129	99%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Female	1	1	100	0	0
General Education Students	1	1	100	0	0
White	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	100	0	0

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	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 1	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 2	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 7	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 9	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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (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	133	16	12%	3	3	100%
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	133	3	2%
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	130	129	99%	94	72%	35	27%	0	0%	0	0%	1	1%	0	0%	0	0%
Female	57	57	100%	41	72%	16	28%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	73	72	99%	53	73%	19	26%	0	0%	0	0%	1	1%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	123	123	100%	93	76%	30	24%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	7	6	86%	1	14%	5	71%	0	0%	0	0%	1	14%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	21	21	100%	18	86%	3	14%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	14	100%	10	71%	4	29%	0	0%	0	0%	0	0%	0	0%	0	0%
White	88	87	99%	61	69%	26	30%	0	0%	0	0%	1	1%	0	0%	0	0%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	127	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Language Learner	130	129	99%	94	72%	35	27%	0	0%	0	0%	1	1%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	130	129	99%	94	72%	35	27%	0	0%	0	0%	1	1%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	130	129	99%	94	72%	35	27%	0	0%	0	0%	1	1%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	130	129	99%	94	72%	35	27%	0	0%	0	0%	1	1%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	130	129	99%	94	72%	35	27%	0	0%	0	0%	1	1%	0	0%	0	0%

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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THIS DOCUMENT WAS CREATED ON: APRIL 23, 2025, 12:53 PM EST