

# **CROTON-HARMON UNION FREE SCHOOL DISTRICT**

## **OFFICIAL BUDGET STATEMENT**

### **FOR THE 2025-2026 SCHOOL YEAR**

**May 20, 2025**



#### **Additional copies available from:**

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

#### **Board of Education**

Ana Teague, President  
Omay Mayyasi, Vice President  
Anamika Bhatnagar  
Sarah Carrier  
Joshua M. Diamond  
Neal Haber  
Theo Oshiro

You may review the report by going to the district website or you may request a copy by contacting Denise Harrington-Cohen, Assistant Superintendent for Business at 914-271-4713, extension 4211 or [denise.cohen@chufsd.org](mailto:denise.cohen@chufsd.org)

For further information on school report card please go to: [data.nysed.gov](http://data.nysed.gov)

## Table of Contents

	Page
Budget Message from the Board of Education President and Superintendent of Schools	1
Reflections	2-5
Important Dates	6
Statewide Budget Vote	8
Registration and Voting Information	9
Budget Development Calendar	10
Financial Information Highlights	11-14
Cost Containment	15
Revenue Budget	16-17
Expenditure Budget - Consolidated	18
Expenditure Budget - Detail	19-27
Budget Components	28-31
K-12 Enrollment Projections	32
Historical Enrollment	33
Allowable Tax Levy Calculation	34
Preliminary Estimated Tax Rates	35
Comparative Tax Data	36
Tax Rate Trends	37
Restricted Reserves	38
Proposed Propositions	39
Official Budget Statement (Required Documents)	40-254
Glossary	255-260
Reserve Funds	261-263
Understanding Equalization Rates	264-267
Information Regarding Assessment & Equalization Rates	268
Thank you	269



Croton-Harmon Union Free School District  
10 Gerstein Street  
Croton-on-Hudson, New York 10520

**Mr. Stephen Walker**  
**Superintendent of Schools**

**Ms. Ana Teague**  
**Board of Education President**

Dear Croton-Harmon Community,

As we look forward to the 2025-26 school year, we are proud to share the 2025 Budget Edition of the district's *Reflections* newsletter. This newsletter is intended to provide important information about the proposed budget and how it allows us to continue fulfilling our long-term vision to create schools that place passion, curiosity, and inspiration at the center of what we do.

Nearly three years ago, we created the Vision Map to reimagine "What School Can Be", promoting interdisciplinary learning, prioritizing genuine faculty collaboration, and removing barriers to authentically better schools. Since then, we've refined and communicated this vision, developed a multi-year plan, and designed a staffing strategy to bring it to life.

Now, through the 2025-26 budget, we aim to make the Vision Map a lasting reality as we redefine excellence in learning. The 2025-26 school district budget advances this vision through the addition of:

- One (1) English teacher at CHHS, which enables the High School to offer a significant number of innovative new interdisciplinary core courses
- One (1) School Counselor at CHHS to respond to the increasingly complex academic and social-emotional realities of our High School students
- One (1) Clinical Staff Member (School Psychologist or Counselor) at CET to strengthen our support system for our youngest Tigers
- One (1) Instructional Coach position at PVC, completing our successful pedagogical coaching model district-wide

This year's ballot will also include a proposition to maintain the safety of our transportation fleet by funding the purchase of one new 66-passenger electric school bus, two approximately 20- to 30-passenger gas/diesel powered school buses, and two SUV hybrid vehicles. These purchases would be funded through a NYSEDA grant, the 2022 Vehicle Capital Reserve, and 2024-25 general fund monies, without impacting taxes. Please see the proposition information on page 4 of *Reflections* for more details.

In Croton-Harmon, we recognize that our schools are unique because of your ongoing partnership and collaboration. Thank you for your partnership and ongoing engagement in developing our 2025-26 school district budget and for making our schools such special places for all Tigers to learn, work, and grow.

Sincerely,

*Stephen Walker*  
Superintendent of Schools

*Ana Teague*  
Board of Education President

# REFLECTIONS

MAY 2025

SPECIAL BUDGET ISSUE

Published for the residents of the Croton-Harmon School District

Este boletín está disponible en español a partir de la página 5

## Dear Croton-Harmon Community,

As we look forward to the 2025-26 school year, we are proud to share the 2025 Budget Edition of the district's *Reflections* newsletter. This newsletter is intended to provide important information about the proposed budget and how it allows us to continue fulfilling our long-term vision to create schools that place passion, curiosity, and inspiration at the center of what we do.

Nearly three years ago, we created the Vision Map to reimagine "What School Can Be," promoting interdisciplinary learning, prioritizing genuine faculty collaboration, and removing barriers to authentically better schools. Since then, we've refined and communicated this vision, developed a multi-year plan, and designed a staffing strategy to bring it to life.

Now, through the 2025-26 budget, we aim to make the Vision Map a lasting reality as we redefine excellence in learning. The 2025-26 school district budget advances this vision through the addition of:

- One (1) English teacher at CHHS, which enables the High School to offer a significant number of innovative new interdisciplinary core courses
- One (1) School Counselor at CHHS to respond to the increasingly complex academic and social-emotional realities of our High School students
- One (1) Clinical Staff Member (School Psychologist or Counselor) at CET to strengthen our support system for our youngest Tigers
- One (1) Instructional Coach position at PVC, completing our successful pedagogical coaching model district-wide

Head  
to **page 3**  
to see how we are  
**REDEFINING  
EXCELLENCE** in  
learning across all  
three schools.

This year's ballot will also include a proposition to maintain the safety of our transportation fleet by funding the purchase of one new 66-passenger electric school bus, two approximately 20 to 30-passenger gas/diesel powered school buses, and two SUV hybrid vehicles. These purchases would be funded through a NYSERDA grant, the 2022 Vehicle Capital Reserve, and 2024-25 general fund monies, without impacting taxes. Please see the proposition information on page 4 for more details.

In Croton-Harmon, we recognize that our schools are unique because of your ongoing support and collaboration. Thank you for your partnership and ongoing engagement in developing our 2025-26 school district budget and making our schools such special places for all Tigers to learn, work, and grow.

Sincerely,

*Stephen Walker*  
Superintendent, Croton-Harmon Schools

*Ana Teague*  
President, Board of Education



## Budget Overview

- The proposed budget is balanced and within the allowable tax levy increase at 2.62%
- Proposed Budget 2025-26: \$60,996,050
- Designed to continue to support the district's long-term vision of "What School Can Be" and redefine excellence in learning.



Scan this QR code with the camera on your phone to review Frequently Asked Questions about this year's proposed budget.

**Follow Us! @crotonschools**

**VOTE MAY 20 ★ Croton-Harmon High School • Gymnasium • 6 am to 9 pm**

For more information about the budget and ballot propositions, please refer to the district website at [chufsd.org/budget](https://chufsd.org/budget)



# School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2024-25 School Year	Budget Proposed for the 2025-26 School Year	Contingency Budget for the 2025-26 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$58,798,307	\$60,996,050	\$59,835,847
Increase/Decrease for the 2025-26 School Year		\$2,197,743	\$1,037,540
Percentage Increase/Decrease in Proposed Budget		3.74%	1.76%
Change in the Consumer Price Index		2.95%	
A. Proposed Levy to Support the Total Budgeted Amount	\$44,262,369	\$45,422,572	
B. Levy to Support Library Debt, if Applicable	\$ -	\$ -	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ -	\$ -	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ -	\$ -	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$44,262,369	\$45,422,572	\$44,262,369
F. Total Permissible Exclusions	\$2,721,150	\$2,836,262	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$41,541,219	\$42,586,310	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$41,541,219	\$42,586,310	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$ -	\$ -	
Administrative Component	\$6,588,068	\$6,904,844	\$6,624,810
Program Component	\$41,400,674	\$42,153,184	\$41,628,015
Capital Component	\$10,809,565	\$11,938,022	\$11,583,022

\* \* Statement of Assumptions pursuant to Section 2023 of the Education Law. If the proposed budget is defeated, and to meet the contingent budget level, the Croton-Harmon Union Free School District would need to reduce the budget and tax levy by \$1,440,237 for the 2025-26 school year. Reductions would be made across the budget beginning with the non-contingent expenses. The reductions would include supplies, certain equipment purchases, facility usage, extra-curricular activities, staffing, etc.

\*\* 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
Is hereby authorized to purchase: (a) one approximately 66 passenger electric school bus, at the estimated cost of \$495,000; \$220,500 of said cost to be provided for from a grant from NYSEDA and the \$274,500 balance of said cost to be paid from the District's "CHUFSD Vehicle Capital Reserve-2022"; said balance amount being hereby authorized to be expended from such reserve fund for such purpose; and (b) two approximately 20 to 30 passenger gas/diesel powered school buses and two SUV hybrid vehicles, at the estimated aggregate cost of \$385,000; such aggregate cost to be funded from current appropriations available within the 2024-2025 general fund to pay for such vehicles, said funds to be transferred to the capital fund to effectuate said purchases.	\$659,500

	Under the Budget Proposed for the 2025-26 School Year
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$1,403 Cortlandt / \$1,404 Yorktown

The annual budget vote for the fiscal year 2025-26 by the qualified voters of the Croton-Harmon school district, Westchester County, New York, will be held at Croton-Harmon High School in said district on Tuesday, May 20, 2025 between the hours of 6:00am and 9:00pm, prevailing time, at which time the polls will be opened to vote by voting ballot or machine. \*Districts should include information according to Executive Orders and as advised by legal counsel.\*

### Expenditures/Gastos

Category	Amount
General Support/Apoyo General	\$8,550,233
Instruction/Instrucción	\$31,285,058
Transportation/Transporte	\$3,272,266
Employee Benefits/Beneficios de los Empleados	\$12,205,141
Debt Service/Servicio de la Deuda	\$5,573,352
Interfund Transfers/Transferencias Entre Fondos	\$110,000

### Revenue/Ingresos

Category	Amount	Percentage
School Tax Base/Gravamen Escolar	\$45,422,572	74.47%
State Aid/Ayuda Estatal	\$10,251,661	16.81%
Westchester Sales Tax/Impuesto sobre las ventas de Westchester	\$975,000	1.60%
Misc. Revenue & Interest/Ingresos Varios e Intereses	\$636,500	1.04%
Fund Balance & Reserves/Saldo de Fondos y Reservas	\$3,665,615	6.01%
PILOTS*	\$44,702	0.07%

\*Payments in lieu of taxes/pagos en lugar de impuestos

### Estimated Tax Impact/ Impacto Fiscal Estimado

Town/Pueblo	2024 Equalization Rate/ 2024 Tasa de Ecuilización	% of Levy/ % de Recauda	2024-25 Tax Rate/ 2024-25 Impuesto de Recauda	2025-26 Tax Rate (Proposed)/ 2025-26 Tasa de Impuesto (Propuesto)	% Increase/ % de Incremento
Cortlandt	1.18%	96.58%	\$1,311.21	\$1,338.64	2.09%
Yorktown	1.77%	3.42%	\$930.04	\$892.42	-4.04%

# Redefining Excellence in Learning

The district’s unwavering commitment to our Vision Map is a collective promise to not simply “do school better” but to make our schools places where learning is fueled by students’ interests and passions and where educators are empowered to innovate and collaborate.

In every school in our district, students, faculty, and staff experience:

- **Genuine interdisciplinary learning:** Educational experiences that break down traditional subject boundaries, giving students the opportunity to engage in meaningful, cross-disciplinary classes and lessons.
- **Uplifting faculty-to-faculty collaboration:** Teachers coming together as creative partners, exchanging ideas and strategies that enhance student learning and foster a shared sense of community.
- **An innovative professional culture:** The district has cultivated an environment that encourages thoughtful risk-taking, reflection, and a continuous pursuit of excellence.



“Our buddy classes got their hands dirty in the CET garden, an initiative that aligns closely with the 3rd grade Mystery Science curriculum about life cycles. Similar themes are explored throughout grades K–4 and we’ve worked to find the overlaps in curriculum to create a hands-on lesson and allow students to experience these scientific concepts firsthand.”  
— Liz Sofroniou, 3rd Grade Teacher CET

“It’s a community that embraces risk-taking. I love having the district’s trust and support to try new things. It’s exciting to bring something you’re passionate about into the classroom and work together as a team to continuously improve.”  
—Jenny Rescigno, PVC Math Teacher

“Conservation Civics merges science and social studies into a hands-on, interdisciplinary course. Students conduct fieldwork, engage with policymakers, and tackle real-world environmental issues. Instead of standard essays, they’ll write white papers and policy recommendations—just like professionals in the field. It’s an authentic learning experience that will prepare students for careers they may not have even considered.”  
—John Bohuniek, CHHS Social Studies Teacher

	What it looks like in our schools today...	What’s next?
Croton-Harmon High School	<p>CHHS currently offers <b>four (4) interdisciplinary courses</b>: Bioethics, Connections: Maps, Stories and Timelines, History Through Literature, and Quantitative Patterns in Physical Systems</p> <p><b>Academic Concentrations</b> create opportunities for students to write their unique stories by curating classes, experiences, extracurriculars, community service, and research around an area of interest</p>	<p><b>New Master Schedule:</b> Redefining use of time to allow for students to engage in pursuit of passion and real-world learning experiences while prioritizing interdisciplinary classes and teacher professional development time</p> <p><b>Four (4) new interdisciplinary courses</b> are planned for the 2025-26 school year: Graphic Novels, Conservation Civics, Storytelling, and Perspectives on Health</p>
Pierre Van Cortlandt Middle School	<p><b>Zero Period</b>, where all students and staff work together on Passion Pursuits and Advisory conversations</p> <p>Refinement of the <b>Behaviors That Promote Learning and Wellness</b>, which values student self-reflection and intrinsic motivation</p>	<p><b>Pedagogical Coaches</b>, who will complete the district’s Instructional Coaching model and provide valuable resources and strategies for faculty in all areas</p> <p>Humanities <b>Interdisciplinary Learning</b>, which will combine traditional English and Social Studies learning experiences into meaningful opportunities for students to learn and make connections across these disciplines</p>
Carrie E. Tompkins Elementary School	<p>Introduction of <b>Tiger Day</b>, an innovation in the school schedule to encourage faculty to collaborate with each other to create projects focused on deeper, engaging learning experiences</p> <p><b>Multi-grade Learning</b>, where classes from different grade levels share learning experiences through curriculum that has common themes</p>	<p><b>Team Teaching</b>, where faculty from the same grade level work together to create and implement lessons, sharing students from two classes, which enhances opportunities for feedback and engagement</p> <p><b>Tiger Day enhancements</b>, which will focus on advancing the goal that all students have interdisciplinary learning experiences which inspire and challenge them to think deeply</p>



# Voter Information

## May 20 – Budget Vote & Trustee Election (CHHS, 6 AM – 9 PM)

For more information about the budget and ballot propositions, please refer to the district website at [chufsd.org/budget](https://chufsd.org/budget).

**Eligibility:** To be eligible to vote in the district's Annual Budget Vote/ Election on Tuesday, May 20, 2025, you must be a citizen of the United States, 18 years of age or older, and a registered voter who has resided in the district for at least 30 days.

**Registration:** You may register in person with Denise Bisaccia, District Clerk, Croton-Harmon School District Office, 10 Gerstein Street (271-4713 x4227), during regular business hours, up to five (5) days before the vote.



## On the Ballot

**2025-26 Budget:** The Croton-Harmon Union Free School District presents a budget of \$60,996,050 commencing July 1, 2025.

**Vehicle Proposition:** That the Board of Education of Croton-Harmon Union Free School District, in the County of Westchester, New York (the "District"), is hereby authorized to purchase: (a) one approximately 66 passenger electric school bus, at the estimated cost of \$495,000; \$220,500 of said cost to be provided for from a grant from NYSERDA and the \$274,500 balance of said cost to be paid from the District's "CHUFSD Vehicle Capital Reserve-2022"; said balance amount being hereby authorized to be expended from such reserve fund for such purpose; and (b) two approximately 20 to 30 passenger


gas/diesel powered school buses and two SUV hybrid vehicles, at the estimated aggregate cost of \$385,000; such aggregate cost to be funded from current appropriations available within the 2024-2025 general fund to pay for such vehicles, said funds to be transferred to the capital fund to effectuate said purchases.

**Croton Free Library:** The Croton Free Library proposition is asking the public to approve a levy in the amount of \$985,392 in support of the Croton Free Library.

**Trustees:** Two (2) members of the Board of Education will be elected for a term of three years beginning July 1, 2025, and ending June 30, 2028.



# 2025-26 Budget Events




January 9<sup>th</sup> - Budget Preview



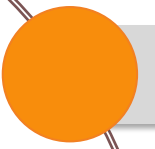
February 13<sup>th</sup> - Budget Revenue Update



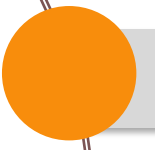
February 27<sup>th</sup> - General Support,  
Operations & Propositions



March 13<sup>th</sup> - Vision Map, Technology  
& Athletics



March 27<sup>th</sup> - Building-Level and Pupil  
Personnel Budgets, and Propositions



April 10<sup>th</sup> - Superintendent's  
2025-2026 Budget Adoption



April 22<sup>nd</sup> - BOCES Budget Vote



May 8<sup>th</sup> - Public Budget Hearing



May 20<sup>th</sup> - ANNUAL VOTE - Budget &  
Trustee Elections CHHS (6 am - 9 pm)



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



# **CROTON-HARMON UNION FREE SCHOOL DISTRICT**

## **STATEWIDE BUDGET VOTE TUESDAY, MAY 20, 2025**

### **BOARD OF EDUCATION**

Ana Teague, President  
Omar Mayyasi , Vice President  
Anamika Bhatnagar  
Sarah Carrier  
Joshua Diamond  
Neal Haber  
Theo Oshiro

### **ADMINISTRATORS**

MR. STEPHEN WALKER, SUPERINTENDENT OF SCHOOLS  
MS. DENISE HARRINGTON-COHEN, ASSISTANT SUPERINTENDENT FOR BUSINESS  
MR. JOHN GRIFFITHS, ASSISTANT SUPERINTENDENT  
MS. RACHEL DEPAUL, ASSISTANT SUPERINTENDENT OF PUPIL PERSONNEL SERVICES  
MS. KERRI BIANCHI, PRINCIPAL, CARRIE E. TOMPKINS ELEMENTARY SCHOOL  
MR. MICHAEL PLOTKIN, PRINCIPAL, PIERRE VAN CORTLANDT MIDDLE SCHOOL  
DR. LAURA DUBAK, PRINCIPAL, CROTON-HARMON HIGH SCHOOL  
MR. BRAD KENNEDY, DIRECTOR OF FACILITIES  
MR. JOSEPH BERNARDI, TRANSPORTATION SUPERVISOR  
MS. CHRISTINE DRAGO, INTERIM DIRECTOR OF ATHLETICS, PHYSICAL EDUCATION,  
HEALTH AND WELLNESS  
DR. ELLEN MOSKOWITZ, DIRECTOR OF TECHNOLOGY & INNOVATION



In order to vote in the Croton-Harmon School District's Annual Budget Vote/Election on Tuesday, May 20, 2025, you must be a registered voter.

To be eligible to vote you must:

- be a citizen of the United States
- be at least 18 years old by May 20, 2025 (the date of the election)
- be a resident of the school district for at least 30 days prior to May 20, 2025
- be registered with either the school district's board of registration or with the county board of elections. If you have previously registered to vote, but have not voted in either a school district or general election in the last four (4) years, you must re-register to vote.
- be not otherwise prohibited from voting under the provisions of section 5-106 of the Election Law

**Registration:** Any resident of the district who is registered to vote in general elections may vote in the Annual Election without registering with the school district. You may download and print a voter registration form from the Board of Elections website. The last day to register to vote with the Board of Elections in order to be eligible to vote in the Annual Election is Thursday, May 15, 2025. You may register in person with Denise Bisaccia, District Clerk, Croton-Harmon School District Office, 10 Gerstein Street, NY 10520 (914-271-4713 x4227, [denise.bisaccia@chufsd.org](mailto:denise.bisaccia@chufsd.org)) during regular business hours (M-F, 8 a.m.- 4 p.m.), up to five (5) days before the vote. A special registration session will also be held with the District Clerk at the District Office on Tuesday, April 22, 2025 from 4:00 p.m. – 7:00 p.m.

**Military Voters:** Military voters who are not currently registered may apply to register as a qualified voter of the School District. Military voters may apply to register to vote by emailing the District Clerk at [Denise.Bisaccia@chufsd.org](mailto:Denise.Bisaccia@chufsd.org), and requesting an application be sent by mail, fax or email. The registration application must be received in the office of the District Clerk no later than 5:00 p.m. on April 24, 2025. Any military voter shall be entitled to have his or her name placed upon such Register, provided he or she is known or proved to be to the satisfaction of the District Clerk to be then or thereafter entitled to military voter status at the annual meeting and election for which such Register is prepared.

**Absentee Ballots:** Applications for absentee ballots are available for registered voters who will not be able to vote in person on May 20, 2025.

**Early Voting Ballots:** Applications for early voting ballots are available for registered voters.

Absentee and Early Voting applications should be submitted in original form with the original signature. It must be submitted at least seven (7) days before the vote/election (May 13, 2025) if the ballot will be mailed to the voter and by the day before the vote/election (May 19, 2025) if the ballot will be personally picked up by the voter.

Absentee and Early Voting ballots must be received by the District Clerk by 5:00 p.m. on the day of the vote/election (May 20, 2025) in order to be counted.

**CROTON - HARMON UNION FREE SCHOOL DISTRICT**  
**2025 - 2026 BUDGET DEVELOPMENT CALENDAR**

The development, evaluation and analysis of our school budget is an endeavor that spans the entire fiscal year.

Board of Education	Administration	Clerk of Board	New York State	Description
	October-November			Review and Develop Budget Assumptions, Debt Service & Facilities Needs
			October	Employees' Retirement System (ERS) contribution rate is released (tentative)
November 7, 2024				Board of Education Meeting:
	November			Budget Initiative Meetings with Principals and Directors & budget forms are distributed
	November			Current year budget data and subsequent year programs are reviewed to assess staffing needs
	December			Initial budget requests are submitted to the Superintendent
December 5, 2024	December 5, 2024			Board of Education Meeting: <a href="#">Preliminary Budget Discussion</a>
			January	<i>Executive</i> State Aid proposal is released (tentative)
	January			Year-end Fund Balance projection is prepared and analyzed as of 12/31
January 9, 2025	January 9, 2025			Board of Education Meeting: <a href="#">2025-26 Budget Preview</a>
			February	Teachers' Retirement System (TRS) contribution rate is released (tentative)
	February			Mid-year purchasing moratorium is applied to current year budget
February 13, 2025	February 13, 2025			Board of Education Meeting: <a href="#">Revenue Budget</a> (Initial Budget Presentation)
February 27, 2025	February 27, 2025			Board of Education Meeting: <a href="#">General Support &amp; Operations, and Proposition Resolutions</a>
	March			Year-end Fund Balance projection is prepared and analyzed as of 2/28
			March	<i>Legislative</i> State Aid proposal is released (tentative)
	March 1, 2025			Tax Levy Limit is calculated and submitted to NYS Comptroller's Office
March 13, 2025		March 13, 2025		Board of Education: <a href="#">Budget: Budget Work Session (Vision Map, Technology, Athletics)</a>
	March 21, 2025	March 21, 2025		Deadline for submission of propositions requiring legal notice disclosure
March 27, 2025				Board of Education Meeting: <a href="#">Building-level &amp; Pupil Personnel Services Budgets</a>
			April	<i>Adopted</i> State Aid budget is released (tentative)
	April			Year-end Fund Balance projection is prepared and analyzed as of 3/31
		April 4, 2025		First legal notice with budget vote information is published in local newspapers of general circulation
April 10, 2025				Board of Education Meeting: <a href="#">Superintendent's Proposed Budget Presentation</a>
		April 21, 2025		Deadline for submission of nominating petitions for Board of Education Trustee Election
April 22, 2025		April 22, 2025		Board of Education Meeting: <a href="#">BUDGET ADOPTION, Property Tax Report Card Adoption &amp; BOCES Administrative Budget Vote</a>
	April 23, 2025	April 23, 2025		Property Tax Report Card is submitted to NYS Education Department & transmitted to local newspapers of general circulation
		April 23, 2025		Second legal notice with budget vote information is published in local newspapers of general circulation
	May 1, 2025			Budget Statement is made available and published on CHUFSD website
		May 1, 2025		Third legal notice with budget vote information is published in local newspapers of general circulation
	May			Year-end Fund Balance projection is prepared and analyzed as of 4/30
May 8, 2025	May 8, 2025			Board of Education Meeting: <a href="#">Public Budget Hearing</a>
	May 14, 2025			Budget Notice & Newsletter is mailed to residents
		May 15, 2025		Fourth legal notice with budget vote information is published in local newspapers of general circulation
May 20, 2025		May 20, 2025		<a href="#">Annual Budget Vote &amp; Trustee Election: 6AM - 9PM</a>
June 5, 2025				Board of Education Work Session: <a href="#">Acceptance of Budget Vote &amp; Trustee Election Results</a>

All dates related to budget notifications and other statutory requirements are subject to revision based on forthcoming State guidance and Executive Orders



**Croton-Harmon Union Free School District**  
**10 Gerstein Street**  
**Croton-on-Hudson, New York 10520**

## **HIGHLIGHTS OF THE ADOPTED 2025-2026 SCHOOL BUDGET**

### **Introduction:**

The school budget is the official document, stated in financial terms, that reflects the educational programs administered in the District. It is the legal basis for establishing the Tax Levy. The annual school budget process is essential to school district operations. It serves as a means to improve communications within the school organization and with the residents of our school community. Because of the continued complexity and cost of operating a school district, careful use must be made of limited State, Federal and local resources in order to best serve our students. Thoughtful planning helps assure that these funds are directed to those purposes for which they are intended. It requires time and study to understand the high-quality educational program adequately and to express it in terms of its financial requirements and intent. In order to develop and administer the budget effectively, it is important to define what will be accomplished, how and when it will be accomplished, and the responsibility of each level of authority in meeting these objectives.

The district's unwavering commitment to our Vision Map is a collective promise to not simply "do school better" but to make our schools places where learning is fueled by students' interests and passions and where educators are empowered to innovate and collaborate. In every school in our district, students, faculty, and staff experience:

- **Genuine interdisciplinary learning:** Educational experiences that break down traditional subject boundaries, giving students the opportunity to engage in meaningful, cross-disciplinary classes and lessons.
- **Uplifting faculty-to-faculty collaboration:** Teachers coming together as creative partners, exchanging ideas and strategies that enhance student learning and foster a shared sense of community.
- **An innovative professional culture:** The district has cultivated an environment that encourages thoughtful risk-taking, reflection, and a continuous pursuit of excellence.

### **Budget Overview:**

The 2025-2026 proposed budget is designed to continue the work of our district's Vision Map and ideas of "What School Can Be" - places that inspire genuine curiosity, prioritize the well-being of every student, and dismantle barriers to reimagining education.

As we look forward to the 2025-26 school year, we are proud to provide important information about the proposed budget and how it allows us to continue fulfilling our long-term vision to create schools that place passion, curiosity, and inspiration at the center of what we do.

Nearly three years ago, we created the Vision Map to reimagine “What School Can Be,” promoting interdisciplinary learning, prioritizing genuine faculty collaboration, and removing barriers to authentically better schools. Since then, we’ve refined and communicated this vision, developed a multi-year plan, and designed a staffing strategy to bring it to life.

Now, through the 2025-26 budget, we aim to make the Vision Map a lasting reality as we redefine excellence in learning. The 2025-26 school district budget advances this vision through the addition of:

- One (1) English teacher at CHHS, which enables the High School to offer a significant number of innovative new interdisciplinary core courses
- One (1) School Counselor at CHHS to respond to the increasingly complex academic and social-emotional realities of our High School students
- One (1) Clinical Staff Member (School Psychologist or Counselor) at CET to strengthen our support system for our youngest Tigers
- One (1) Instructional Coach position at PVC, completing our successful pedagogical coaching model district-wide

### **Financial Condition:**

The condition of the District’s financial health begins with the Administration’s development of reasonable budget estimates based on known historical and predictable future expenditures. Throughout the year, the Administration continuously monitors expenditures in the short-term by determining their necessity, but also in the long-term, by contemplating the potential for unforeseen financial needs. Therefore, it is the aim of the District and the Administration to develop reasonable budgets, manage fund balance to sustain operations, satisfy long-term obligations, and address unanticipated expenditure increases and/or revenue shortfalls.

### **Budget Development:**

The Board of Education plays a vital role in the development of the annual budget. Through careful review, thoughtful discussion, and a commitment to our district’s vision, Board members ensure that budget decisions align with educational priorities and the needs of our students, staff, and community. Their leadership and stewardship help create a fiscally responsible plan that supports excellence in teaching and learning across all our schools.

The development of the District’s budget begins in September when the district develops preliminary assumptions and forecasts. In November, programmatic requests and their associated expenditures are proposed and discussed with Principals and Directors. Each of these requests is considered in relation to our Vision Map, guiding questions, and Board of Education goals, taking into account available funding and resources. Difficult decisions are often required to develop a balanced budget that is acceptable to the residents of the school community while still meeting the needs of our students. It is our belief that this budget represents the best spending proposal to continue the work of implementing the Vision Map and improving the educational outcomes for all of our students.

### **State Aid Allocations:**

State Aid represents over 16% of our budget. This year, we expect to receive a 2% increase in Foundation Aid and an additional increase in Building Aid, which will cover the costs related to the Future Facilities Project (FFP). Of note, there is a modest projected reduction in other aid areas.



## Proposed 2025-2026 School Budget:

The proposed school budget, in the amount of \$60,996,050, is an increase of \$2,197,743 or 3.74% from the 2024-2025 school budget of \$58,798,307.

## Tax Levy Cap Calculation:

This year, the tax levy for 2025-2026 is within the Allowable Tax Levy and proposed at 2.62% or \$1,160,203. The Allowable Levy Growth Factor is 2.0%, and the Tax-based Growth Factor is 0.40%. Using this tax levy, the estimated tax rate increase in the Town of Cortlandt would be 2.09%, and the decrease for the Town of Yorktown would be 4.04%.

## History of tax rates:

	% Inc. / (Dec.) <u>Town of Cortlandt</u>	% Inc. / (Dec.) <u>Town of Yorktown</u>
2021-2022	1.43%	(0.08%)
2022-2023	1.62%	4.66%
2023-2024	1.76%	0.02%
2024-2025	1.30%	3.46%
2025-2026	2.09%	(4.04%)
5-year average	1.64%	0.80%

## Bus purchases:

The Croton-Harmon School District will have an additional proposition for the purchase of five (5) vehicles for the Transportation Department: one (1) 66-passenger electric school bus, two (2) 20-30 passenger ICE buses, and two (2) SUV Hybrids.

The proposed vehicles will be purchased from the “CHUFSD Vehicle Capital Reserve 2022” and current appropriations, therefore eliminating the District’s need to borrow. This will enable us to purchase vehicles with no additional impact on taxes.

The Directors of Transportation and Operations & Maintenance each maintain replacement schedules for all District vehicles and heavy equipment. Replacement schedules are vital to ensure that the District maintains the proper number of vehicles necessary to cover bus runs when buses are taken off the road for mandatory inspections by the New York State Department of Transportation or when they reach the end of their useful life. Replacement schedules are also important so that the District does not need to purchase extra vehicles or equipment in any one year, which could spike expenditures and further impact taxpayers.

Our vehicle proposition allows for flexibility in vehicle purchasing should a more suitable or less expensive model become available or should our transportation requirements change. Based on a thorough evaluation by the District’s team of mechanics and the Transportation Supervisor, and as determined by our Vehicle Replacement Plan, the following vehicles have been identified for replacement for 2025-2026:

- #122 – 2007 GMC 28-passenger bus-133,000 (forecasted)
- #130 – 2011 Bird Bus 66-passenger bus –82,000 miles (forecasted)
- #134 – 2012 Thomas 20-passenger bus-130,000 miles (forecasted)
- #154 – 2017 Dodge 7-passenger bus-105,000 miles (forecasted)
- #155 – 2017 Dodge 7-passenger bus-115,000 miles (forecasted)

These vehicles will be between 8-18 years old and, therefore, no longer cost-effective to meet and maintain safety standards. New buses have fewer maintenance needs and meet much higher fuel efficiency standards. 13

The proposed purchase supports the District's fiscally responsible vehicle replacement plan based on industry standards and is in accordance with recommendations from the Office of the State Comptroller.

### **Propositions:**

There will be four (4) propositions on the ballot on May 20, 2025.

1. The School District's Budget for 2025-2026 in the amount of \$60,996,050
2. Vehicle Proposition: That the Board of Education of Croton-Harmon Union Free School District, in the County of Westchester, New York (the "District"), is hereby authorized to purchase: (a) one approximately 66-passenger electric school bus, at the estimated cost of \$495,000; \$220,500 of said cost to be provided for from a grant from NYSERDA and the \$274,500 balance of said cost to be paid from the District's "CHUFSD Vehicle Capital Reserve-2022"; said balance amount being hereby authorized to be expended from such reserve fund for such purpose; and (b) two approximately 20 to 30 passenger gas/diesel powered school buses and two SUV hybrid vehicles, at the estimated aggregate cost of \$385,000; such aggregate cost to be funded from current appropriations available within the 2024-2025 general fund to pay for such vehicles, said funds to be transferred to the capital fund to effectuate said purchases.
3. The Croton Free Library Levy in the amount of \$985,392.
4. The Election of two (2) members of the Board of Education

### **Contingency Budget:**

What happens if the budget is defeated by the voters? The Board of Education can decide to place a second budget up for a vote in June. If the community does not support the second budget, the law prohibits any increase to the tax levy from the previous school year. To comply with the contingency laws, the school District would have to cut **\$1,440,237** (2024-254 tax levy of \$44,262,369 less 2025-2026 tax levy of \$45,422,572 less \$280,034 in additional administrative expenses) beginning with the following non-contingent expenses:

- All equipment purchases, including computer purchases in state-aided technology hardware
- Student supplies such as planners and writing instruments, etc.
- Unrestricted and free use of school facilities, including buildings and fields by all groups
- Non-contractual salary increases

Examples of **non-contingent expenses** include (but are not limited to): Capital construction projects (transfer to capital fund), most equipment, certain student supplies, school bus purchases, new multi-year school bus and building leases, other new multi-year contractual arrangements, rental of office equipment, salary increases for management confidential employees and any civil service employees not covered by a collective bargaining agreement with a recognized bargaining unit – teachers, administrators, superintendent and other positions requiring SED certification, district clerk, district treasurer and internal claims auditor may receive salary increases.

The balance of the cuts would need to come from the Program component of the budget.

## **AS A SMALL SCHOOL DISTRICT, HOW DOES CROTON-HARMON CONTAIN COSTS?**

- Through Shared Services with Other School Districts:
  - Health Insurance Consortium (Self-Insured)
  - Workers' Compensation Cooperative Trust (Self-Insured)\*
  - Board of Cooperative Educational Services-Shared & Aidable Services (BOCES)
  - District's established insurance company for property and liability coverage-New York Schools Insurance Reciprocal (NYSIR)
  - Shared transportation routes for out-of-district special education programs and private school placements
  - Shared sports teams

\*For example, our Workers Compensation Cooperative Trust has saved the Croton-Harmon UFSD over \$950,000 over the state workers' compensation plan since 1984.

- The District is one of the first in the state to receive NYSERDA grant funding in the amount of \$120,000 for the purchase of our first electric school bus.
- Through the Schools and Libraries (E-rate) Program the district has applied for and received funding for close to \$250,000 in funding for network equipment, data transmission services, Internet access, and broadband services
- Purchases for office supplies, fuel, heating oil, and operations and maintenance supplies are made at discounted prices through the New York State Office of General Services (OGS), BOCES and/or cooperative purchasing agreements.
- The Croton-Harmon School District is fortunate to have building level PTA's, SEPTA Croton-Harmon Education Foundation (CHEF), and the Croton-Harmon Tigers Booster Club, as well as many community members and organizations that provide generous financial and service donations as well as grant opportunities for our staff members.
- Many staff members have the option to receive a cash payment in lieu of participating in the district health insurance coverage. In return, the district realizes significant savings through the elimination of their health insurance premiums.
- To offset the increased use of district facilities, our Board policy provides that the use of district facilities, requires a building use fee and that any additionally incurred custodial costs will be passed on to the individuals using the space.
- The District utilizes several different banks and Cooperative Investment Funds designed specifically for the public sector. They provide the opportunity to invest, on a cooperative basis, in short-term investments yielding favorable returns. These Cooperatives ensure safety and provide liquidity to maximize interest earnings for available revenue proceeds on a short-term, highly liquid basis.
- Increased use of technology has increased efficiencies in the district and school offices.
- Use of our own staff to provide professional development in-house.

# Croton-Harmon Union Free School District

## 2025-26 Proposed Revenue Budget

Account Group	2025-26	2024-25	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	%
			\$	
<b><u>REAL PROPERTY TAXES, INC. STAR</u></b> Allowable Tax Levy as permitted by formula established by the New York State Comptroller	45,422,572	44,262,369	1,160,203	2.62%
<b><u>OTHER TAX ITEMS</u></b> Payments in Lieu of Taxes	44,702	70,000	(25,298)	100.00%
<b><u>NON PROPERTY TAXES</u></b> County Sales Tax	975,000	925,000	50,000	5.41%
<b><u>CHARGES FOR SERVICES</u></b> Tuition for school district-placed students	130,000	130,000	0	0.00%
<b><u>USE OF MONEY &amp; PROPERTY</u></b> Interest earnings on cash investments and fees for use of district facilities	342,000	275,000	67,000	24.36%
<b><u>SALE OF PROPERTY/COMPENSATION FOR LOSS</u></b> Insurance recoveries from property damages and proceeds from obsolete equipment disposals	14,500	0	14,500	#DIV/0!
<b><u>MISCELLANEOUS REVENUES</u></b> Donations, refunds, and other non-recurring miscellaneous revenues	150,000	47,000	103,000	219.15%
<b><u>STATE/FEDERAL AID</u></b> Allocations based on wealth, enrollment, and need, as determined by state-wide formulas	10,251,661	9,371,812	879,849	9.39%
<b><u>APPROPRIATED FUND BALANCE</u></b> The unrestricted portion of "savings" accumulated over time being applied for use in future years; judicious use of fund balance maintains break-even operations and a stable overall fund balance	2,465,615	2,917,126	(451,511)	-15.48%
<b><u>APPROPRIATED RESERVES</u></b> The <i>restricted</i> portion of "savings" accumulated over time being applied for use in future years; reserves are established in accordance with applicable laws and limitations. The following reserves were allocated as:				
Workers' Compensation Reserve	0	200,000	(200,000)	100.00%
Employees' Retirement Reserve	200,000	400,000	(200,000)	-50.00%
Teachers' Retirement Reserve	200,000	200,000	0	100.00%
Tax Certiori Reserve	800,000		800,000	100.00%
<b>GRAND TOTAL REVENUES</b>	<b>60,996,050</b>	<b>58,798,307</b>	<b>2,197,743</b>	<b>3.74%</b>

## 2025-2026 Projected Revenue Budget

Description	2024-25 Budgeted	2025-26 Projected	\$Δ in Revenue
Pymts in Lieu of Taxes	\$70,000	\$44,702	-\$25,298
County Sales Tax	\$925,000	\$975,000	\$50,000
Interest & Earnings	\$250,000	\$300,000	\$50,000
Other Revenue	\$212,000	\$356,500	\$144,500
<b>Total Non-State/Federal Aid</b>	<b>\$1,457,000</b>	<b>\$1,676,202</b>	<b>\$219,202</b>
State Aid	\$9,361,812	\$10,231,661	\$869,849
<b>Total State Aid</b>	<b>\$9,361,812</b>	<b>\$10,231,661</b>	<b>\$869,849</b>
<b>Appropriated Fund Balance</b>	<b>\$2,917,126</b>	<b>\$2,465,615</b>	<b>-\$451,511</b>
<b>Appropriated Reserves:</b>			
<i>Employees' Retirement Reserve</i>	\$400,000	\$200,000	-\$200,000
<i>Teachers' Retirement Reserve</i>	\$200,000	\$200,000	\$0
<i>Tax Certiorari Reserve</i>	\$0	\$800,000	\$800,000
<i>Workers' Compensation Reserve</i>	\$200,000	\$0	-\$200,000
<b>Designated FB &amp; Reserves</b>	<b>\$3,717,126</b>	<b>\$3,665,615</b>	<b>-\$51,511</b>
<b>Allowable Tax Levy</b>	<b>\$44,262,369</b>	<b>\$45,422,572</b>	<b>\$1,160,203</b>
<b>Total Revenue Budget</b>	<b>\$58,798,307</b>	<b>\$60,996,050</b>	<b>\$2,197,743</b>



# Croton-Harmon Union Free School District

## 2025-26 Proposed Expenditure Budget

Budget Group	SBM-1 Budget Code	2025-26	2024-25	Budget-to-Budget	
		Proposed Budget	Adopted Budget	Increase / (Decrease) \$	%
BOARD OF EDUCATION		40,175	42,532	(2,357)	-5.5%
DISTRICT CLERK		49,000	48,000	1,000	2.1%
CHIEF SCHOOL ADMINISTRATION		374,153	374,194	(41)	0.0%
BUSINESS ADMINISTRATION		685,894	673,990	11,904	1.8%
AUDITING		74,780	72,750	2,030	2.8%
TREASURER		126,400	123,390	3,010	2.4%
FISCAL AGENT		27,935	21,835	6,100	27.9%
LEGAL		251,425	241,425	10,000	4.1%
PERSONNEL		168,636	178,985	(10,349)	-5.8%
RECORDS MANAGEMENT		6,544	9,391	(2,847)	-30.3%
PUBLIC INFORMATION SERVICES		259,484	265,062	(5,578)	-2.1%
OPERATIONS & MAINTENANCE		5,450,409	5,300,640	149,769	2.8%
CENTRAL PRINTING & MAILING		124,975	110,500	14,475	13.1%
CENTRAL DATA PROCESSING		74,177	61,631	12,546	20.4%
UNALLOCATED INSURANCE		372,300	280,842	91,458	32.6%
SCHOOL ASSOCIATION DUES		21,000	21,000	-	0.0%
ASSESSMENTS, JUDGMENTS & CLAIMS		65,000	65,000	-	0.0%
REFUNDS OF PROPERTY TAXES		-	5,075	(5,075)	-100.0%
BOCES ADMIN & CAPITAL CHARGE		377,946	365,247	12,699	3.5%
<b>Total - General Support</b>		<b>8,550,233</b>	<b>8,261,489</b>	<b>288,744</b>	<b>3.5%</b>
CURRICULUM DEVELOPMENT & SUPERVISION		622,692	700,832	(78,140)	-11.1%
SUPERVISION - GENERAL EDUCATION		1,627,293	1,452,541	174,752	12.0%
TEACHING - GENERAL EDUCATION		16,325,297	16,529,143	(203,846)	-1.2%
TEACHING - SPECIAL EDUCATION		6,281,945	6,229,594	52,351	0.8%
OCCUPATIONAL EDUCATION		371,328	369,056	2,272	0.6%
SCHOOL LIBRARY & AUDIO VISUAL		556,883	552,315	4,568	0.8%
EDUCATIONAL TELEVISION		13,982	25,377	(11,395)	-44.9%
COMPUTER-ASSISTED INSTRUCTION		1,771,480	1,562,714	208,766	13.4%
COUNSELING		1,063,015	960,720	102,295	10.6%
HEALTH SERVICES		400,016	391,286	8,730	2.2%
PSYCHOLOGICAL SERVICES		561,716	519,163	42,553	0.0%
SOCIAL WORK SERVICES		119,804	101,106	18,698	0.0%
CO-CURRICULAR ACTIVITIES		301,292	310,737	(9,445)	-3.0%
INTERSCHOLASTIC ATHLETICS		1,268,315	1,180,989	87,326	7.4%
<b>Total - Instruction</b>		<b>31,285,058</b>	<b>30,885,573</b>	<b>399,485</b>	<b>1.3%</b>
<b>Total - Pupil Transportation</b>		<b>3,272,266</b>	<b>3,137,902</b>	<b>134,364</b>	<b>4.3%</b>
<b>Total - Employee Benefits</b>		<b>12,205,141</b>	<b>11,780,217</b>	<b>424,924</b>	<b>3.6%</b>
<b>Total - Debt Service</b>		<b>5,573,352</b>	<b>4,623,126</b>	<b>950,226</b>	<b>20.6%</b>
<b>Total - Interfund Transfer (Special Aid)</b>		<b>80,000</b>	<b>80,000</b>	<b>-</b>	<b>0.0%</b>
<b>Total - Interfund Transfer (School Lunch)</b>		<b>30,000</b>	<b>30,000</b>	<b>-</b>	<b>0.0%</b>
<b>GRAND TOTAL EXPENDITURES</b>		<b>60,996,050</b>	<b>58,798,307</b>	<b>2,197,743</b>	<b>3.74%</b>

# Croton-Harmon Union Free School District

## 2025-26 Proposed Expenditure Budget

Budget Group	SBM-1 Budget Code	2025-26	2024-25	Budget-to-Budget	
		Proposed Budget	Adopted Budget	Increase / (Decrease) \$	%

### **BOARD OF EDUCATION**

*Board meetings, policy implementation, memberships, and legal notices.*

Contractual and Other	A1010.4	15,600	14,600		
Supplies	A1010.45	3,000	3,000		
BOCES Services	A1010.49	21,575	24,932		
		40,175	42,532	(2,357)	-5.5%

**Contractual:** professional conferences and board development services

**Supplies:** NYSED law books and general office supplies

**BOCES:** professional learning, policy reviews/updates, election management system, BoardDocs software

### **DISTRICT CLERK**

*District Clerk is responsible for attending all public meetings, record-keeping, FOIL requests, corresponding and conducting business on behalf of the Board of Education, and managing the budget vote and trustee election, public notices, and training of election officials.*

Non-Certificated Salaries	A1040.16	32,000	32,000		
Contractual and Other	A1040.4	17,000	16,000		
Supplies	A1040.45	0	0		
		49,000	48,000	1,000	2.1%

**Salaries:** stipend for the District Clerk who is responsible for attending all public meetings, record-keeping, corresponding, and conducting business and FOIL requests on behalf of the Board of Education

**Contractual:** costs associated with the annual budget vote and trustee election, such as public notices, postage, voting machine rental, and training

**Supplies:** budget and election ballots, and general office supplies

### **CHIEF SCHOOL ADMINISTRATION**

*Leadership, management, and supervision of the entire school system, including the implementation of the District's Vision Map*

Certificated Salaries	A1240.15	263,120	264,400		
Non-Certificated Salaries	A1240.16	91,190	89,171		
Contractual and Other	A1240.4	13,943	13,973		
Supplies	A1240.45	5,900	6,650		
		374,153	374,194	(41)	0.0%

**Certificated Salaries:** 1.0 Superintendent, responsible for leadership, management, and supervision of the entire school system

**Non-Certificated Salaries:** 1.0 Confidential Secretary to Superintendent

**Contractual:** conferences, professional learning, subscriptions, and memberships

**Supplies:** general office supplies, mailings, etc.

### **BUSINESS ADMINISTRATION**

*Administration of the District's financial resources and investments, and the coordination of the business, operational and related activities of the District*

Certificated Salaries	A1310.15	248,229	240,488		
Non-Certificated Salaries	A1310.16	386,244	371,027		
Contractual and Other	A1310.4	22,620	21,335		
Supplies	A1310.45	8,000	8,000		
BOCES Services	A1310.49	20,801	33,140		
		685,894	673,990	11,904	1.8%

**Certificated Salaries:** 1.0 Assistant Superintendent for Business responsible for the management and supervision of the District's financial resources (including payroll, purchasing, and insurance coordination) and overseeing Accounts Receivable, Personnel, Transportation, Food Service and Buildings and Grounds Departments

**Non-Certificated Salaries:** 5.0 business office staff positions.

**Contractual:** Ed-Data, professional learning for business office staff, subscriptions, and memberships

**Supplies:** general office supplies

**BOCES:** services for State Aid Planning and analysis, nVision & Mag Support Services, Demographic Study and workshops

## Budget Group

SBM-1 Budget Code	2025-26	2024-25	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	%
			\$	%

### AUDITING

Weekly audit of payments (Claims Audit), annual efficiency/quality control audit (Internal Audit), Single Audit and the annual financial statement audit (External Audit)

Contractual and Other	A1320.4	74,780	72,750	2,030	2.8%
-----------------------	---------	--------	--------	-------	------

**Contractual:** Annual agreements with 1) District Claims Auditor who performs bi-weekly reviews of check disbursements for accuracy and compliance with purchasing procedures, 2) Internal Auditing (efficiency/quality control), and 3) External Auditing (financial statement audit); both of these functions are performed by independent Certified Public Accounting firms

### TREASURER

Maintains the District's accounting records, invests funds, & performs other related financial functions

Non-Certificated Salaries	A1325.16	124,900	121,890		
Contractual and Other	A1325.4	1,500	1,500		
		126,400	123,390	3,010	2.4%

**Salaries:** 1.0 District Treasurer who maintains the District's accounting records, school lunch administration, invests funds, and performs other related financial functions

**Contractual:** professional learning, subscriptions, and memberships

### FISCAL AGENT

Fees associated with the issuance of Bond Anticipation Notes (BANs), bonds, and other debt instruments

Contractual and Other	A1380.4	27,935	21,835	6,100	27.9%
-----------------------	---------	--------	--------	-------	-------

**Contractual:** costs associated with the issuance of Bond Anticipation Notes, bonds, and other debt instruments; analysis regarding funding requirements and alternatives, marketing, method of sale, security features, call provisions, credit ratings & enhancement, term, Federal tax implications and other related matters

### LEGAL

Attorneys fees for general counsel, litigation, personnel issues, legal opinions, bond counsel, impartial hearings, etc.

Contractual and Other	A1420.4	251,425	241,425	10,000	4.1%
-----------------------	---------	---------	---------	--------	------

**Contractual:** general counsel for policy development, special education, student discipline, contract negotiations, tenure and seniority determinations, litigation, and other related legal matters; bond counsel for Bond Anticipation Notes, bonds, and other debt instruments; impartial hearing officers for student disciplinary hearings, tax certior claims

### PERSONNEL

Coordination of employee benefits, FMLA, Worker's Compensation, recruitment, COBRA, lane advancements, and civil service compliance

Non-Certificated Salaries	A1430.16	64,260	77,250		
Contractual and Other	A1430.4	10,882	12,882		
Supplies	A1430.45	500	500		
BOCES Services	A1430.49	92,994	88,353		
		168,636	178,985	(10,349)	-5.8%

**Non-Certificated Salaries:** 1.0 human resources office staff assistant who is responsible for civil service processing, the coordination of salary lane advancement, GASB reporting, health insurance, worker's compensation, and student accident insurance

**Contractual:** professional learning for human resources office staff, subscriptions, and memberships

**Supplies:** general office supplies

**BOCES:** services for employee assistance, employee benefits coordination, Labor Negotiations, SuperEval, negotiations, and certification reviews, and Affordable Care Act (ACA) compliance, Chief Information Officer (CIO), Frontline Central hiring & recruiting

### RECORDS MANAGEMENT

Records retention and disposal in accordance with General Municipal Law

Supplies	A1460.45	500	500		
BOCES Services	A1460.49	6,044	8,891		
		6,544	9,391	(2,847)	-30.3%

**Supplies:** Various supplies required for document maintenance and disposal

**BOCES Services:** e-Doc electronic archiving for the preservation and protection of permanent records

## Budget Group

SBM-1 Budget Code	2025-26	2024-25	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease) \$	%

### PUBLIC INFORMATION SERVICES

*Electronic communication systems and website development*

Non-Certificated Salaries	A1480.16	107,687	106,090	
Supplies	A1480.4	800	800	
BOCES Services	A1480.49	150,997	158,172	
		259,484	265,062	(5,578) -2.1%

**Non-Certificated Salaries:** 1.0 Technical Support Specialist to assist with website coordination, eLearning site development, communication development and other technical supports

**Supplies:** Various supplies for public information needs

**BOCES:** Parent Square Alerts, Finals site, Blackboard, social media publicity, website and graphic development, captioning services and hosting

### OPERATIONS & MAINTENANCE

*Day-to-day operations and maintenance of over 343,000 square feet of building space and three athletic fields*

Non-Certificated Salaries	A162X.16	2,151,450	2,109,772	
Equipment	A162X.2	170,000	130,000	
Contractual and Other	A162X.4	2,587,473	2,512,081	
Supplies	A162X.45	409,645	409,645	
BOCES Services	A162X.49	131,841	139,142	
		5,450,409	5,300,640	149,769 2.8%

**Salaries:** all O&M salaries, including 1.0 Director of Facilities, 1.0 Clerk, 2.0 Maintenance Workers, 17 Custodians; substitutes, and overtime

**Equipment:** cleaning and maintenance equipment, such as floor cleaners and lawn equipment, grounds equipment/vehicle

**Contractual:** service contracts for burglar, fire, electrical, plumbing, HVAC, replacements for security cameras, and access control devices as well as required inspections and electricity and natural gas utilities.

**Supplies:** cleaning supplies, maintenance materials, salt, sand, grass seed, mulch, plantings, etc.

**BOCES:** services for risk management/safety coordination, asbestos monitoring, facilities software, and energy monitoring, chemical disposal, Intelpath (phone interconnect) and onsite Safety Officer (Altaris)

### CENTRAL PRINTING & MAILING

*Supplies and postage for required written communications and public notices*

Contractual and Other	A1670.4	123,475	109,000	
Supplies	A1670.45	1,500	1,500	
		124,975	110,500	14,475 13.1%

**Contractual:** office equipment and copier contracts

**Supplies:** postage for traditional mailings

### CENTRAL DATA PROCESSING

*Central Data Process costs related to financial software, LAN, internet, telecommunications, data warehousing, and disaster-recovery backup systems*

BOCES Services	A1680.49	74,177	61,631	12,546 20.4%
----------------	----------	--------	--------	--------------

**BOCES:** Disaster recovery, financial & human resource support services and software maintenance

### UNALLOCATED INSURANCE

*Premiums for property & casualty insurance*

	A1910.4	372,300	280,842	91,458 32.6%
--	---------	---------	---------	--------------

### SCHOOL ASSOCIATION DUES

*Memberships in regional, State, and Federal education organizations*

	A1920.4	21,000	21,000	0 0.0%
--	---------	--------	--------	--------

### ASSESSMENTS, JUDGMENTS & CLAIMS

*Annual Sewer Assessment*

	A1950.4	65,000	65,000	0 0.0%
--	---------	--------	--------	--------

### REFUNDS OF PROPERTY TAXES

*Refunds for property tax certiorari judgments*

	A1964.4	0	5,075	(5,075) -100.0%
--	---------	---	-------	-----------------

### BOCES ADMIN & CAPITAL CHARGE

*Croton-Harmon's administrative and capital obligation for participating in Putnam/Northern Westchester BOCES*

	A1981.49	377,946	365,247	12,699 3.5%
--	----------	---------	---------	-------------

TOTAL - GENERAL SUPPORT		8,550,233	8,261,489	288,744 3.5%
-------------------------	--	-----------	-----------	--------------

Budget Group	SBM-1 Budget Code	2025-26 Proposed Budget	2024-25 Adopted Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

### **CURRICULUM DEVELOPMENT & SUPERVISION**

*District-wide planning and implementation of curriculum, assessment, and professional learning*

Certificated Salaries	A2010.15	410,017	386,688		
Non-Certificated Salaries	A2010.16	70,000	77,550		
Contractual and Other	A2010.4	50,900	108,800		
Supplies	A2010.45	12,900	10,500		
BOCES Services	A2010.49	78,875	117,294		
		<b>622,692</b>	<b>700,832</b>	<b>(78,140)</b>	<b>-11.1%</b>

**Certificated Salaries:** 1.0 Assistant Superintendent responsible for District-wide planning and implementation of curriculum, assessment, professional learning, and human resources and curriculum coordinator stipends

**Non-Certificated Salaries:** 1.0 office staff position to support the Assistant Superintendent with scheduling, GCN training, recruitment (OLAS), AESOP, Frontline, NYS reporting, certified staffing and human resource administration

**Contractual:** district-wide professional learning opportunities for teachers, such as Lifetrack, Precision and Placement, Culturally Responsive Framework, Restorative Justice, Wilson, Language, TriStates, NYSCOSS, and travel.

**Supplies:** professional publications, reference materials, and general office supplies

**BOCES Services:** Substitute coordination, On site staff development, School Meter, Frontline Prof Growth, Curriculum Center, Rubicon Atlas, Tech Leadership Inst., Action Network

### **SUPERVISION - GENERAL EDUCATION**

*Oversight of both instructional and non-instructional activities at the school buildings*

Certificated Salaries	A2020.15	1,303,547	1,125,896		
Non-Certificated Salaries	A2020.16	175,785	178,484		
Contractual and Other	A2020.4	106,805	101,805		
Supplies	A2020.45	17,156	25,356		
BOCES Services	A2020.49	24,000	21,000		
		<b>1,627,293</b>	<b>1,452,541</b>	<b>174,752</b>	<b>12.0%</b>

**Certificated Salaries:** 3.0 Principals & 4.0 Assistant Principals (covering all three schools)

**Non-Certificated Salaries:** 3.0 main office staff positions (covering all three schools)

**Contractual:** professional learning, subscriptions and memberships, graduation expenses

**Supplies:** general office supplies

**BOCES Services:** Administrative workshops

### **TEACHING - GENERAL EDUCATION**

*Instructional staff and instructional materials such as textbooks, workbooks, and supplies*

Certificated Salaries, K-3	A2110.12a	4,008,246	4,002,087		
Certificated Salaries, 4-6	A2110.12b	2,361,210	2,265,617		
Certificated Salaries, 7-12	A2110.13	8,313,381	8,485,426		
Substitute Salaries	A2110.14	246,570	301,460		
Non-Certificated Salaries	A2110.16	693,852	651,685		
Contractual and Other	A2110.4	55,660	77,570		
Supplies	A2110.45	365,450	455,430		
Textbooks	A2110.48	92,300	98,645		
BOCES Services	A2110.49b	188,628	191,223		
		<b>16,325,297</b>	<b>16,529,143</b>	<b>(203,846)</b>	<b>-1.2%</b>

**Certificated Salaries:** certificated teaching staff grouped by grade and according to NYSED requirements

**Non-Certificated Salaries:** Includes 4.0 clerical staff members, teacher aides and monitors who support classroom instruction and provide student supervision outside of the classroom

**Equipment:** general classroom instructional equipment

**Contractual:** building-level professional learning opportunities for teachers and outside tutoring

**Supplies:** general classroom & instructional supplies

**Textbooks:** paper and digital textbooks

**BOCES:** services for credit recovery, virtual education, software, arts-in-education, curriculum, assessments, and test-scoring



## Budget Group

SBM-1 Budget Code	2025-26	2024-25	Budget-to-Budget	
	Proposed Budget	Adopted Budget	Increase / (Decrease)	%
			\$	

### TEACHING - SPECIAL EDUCATION

*Instructional staff and instructional materials used in delivering services to students w/Individualized Educational Plans (IEPs)*

Certificated Salaries	A2250.15	2,876,147	2,799,805	
Non-Certificated Salaries	A2250.16	1,210,614	1,186,869	
Equipment	A2250.2	0	0	
Contractual and Other	A2250.4	125,157	125,157	
Supplies	A2250.45	78,894	91,894	
Tuition: Public Schools	A2250.471	140,000	210,000	
Tuition: Private Schools	A2250.472	1,187,841	1,050,864	
BOCES Services	A2250.49	663,292	765,005	
		<b>6,281,945</b>	<b>6,229,594</b>	<b>52,351 0.8%</b>

**Certificated Salaries:** includes 1.0 Assistant Superintendent for Pupil Personnel Services & 25 Special Education Teachers.

**Non-Certificated Salaries:** Includes 2.0 clerical support staff and teacher aides/monitors who support classroom instruction and student supervision outside of the classroom; Bi-lingual community aid

**Equipment:** general classroom instructional equipment

**Contractual:** independent evaluations, therapeutic service providers, and data filing for State Aid reimbursement

**Supplies:** general instructional classroom materials, assessment materials, supplies, student adaptive support furniture

**Tuition (Public Schools):** tuition costs for students attending out-of-district public schools per Individualized Educational Plans (IEPs)

**Tuition (Private Schools):** tuition costs for students attending out-of-district private schools per Individualized Educational Plans (IEPs)

**BOCES:** tuition costs for students attending BOCES, as well as therapeutic services for occupational, physical, speech, vision, and hearing, IEP direct

### OCCUPATIONAL EDUCATION

*Contract service with BOCES to provide career and technical education to students*

BOCES Services	A2280.49	<b>371,328</b>	<b>369,056</b>	<b>2,272 0.6%</b>
----------------	----------	----------------	----------------	-------------------

**BOCES:** career and technical education provided to students in half-day and full-day programs located at the Putnam/Northern Westchester BOCES campus in Yorktown

### SCHOOL LIBRARY & AUDIO VISUAL

*Costs associated with operating library-media centers within the school buildings*

Certificated Salaries	A2610.15	391,333	380,333	
Non Certificated Salaries	A2610.16	74,912	71,443	
Contractual and Other	A2610.4	1,000	1,000	
Supplies	A2610.45	4,050	4,050	
State-Aided Computer Software	A2610.46	37,550	37,550	
BOCES Services	A2610.49	48,038	57,939	
		<b>556,883</b>	<b>552,315</b>	<b>4,568 0.8%</b>

**Certificated Salaries:** 3.0 Library-Media Specialists (covering all schools)

**Non Certificated Salaries:** 3.0 Library Aides (covering all schools)

**Equipment:** general media center equipment

**Contractual:** subscriptions, periodicals, and databases

**Supplies:** general media center supplies

**Software:** e-books and reference materials, which are reimbursable through State Aid

**BOCES:** Library online database, video streaming service, Mandarin

### EDUCATIONAL TELEVISION

*Costs associated with operating library-media centers within the school buildings*

Non Certificated Salaries	A2620.16	10,182	17,577	
Contractual and Other	A2620.40	1,500	4,000	
Supplies	A2620.45	2,300	3,800	
		<b>13,982</b>	<b>25,377</b>	<b>(11,395) -44.9%</b>

**Non Certificated Salaries:** Videographers

**Contractual:** subscriptions, periodicals, and other

**Supplies:** general tech supplies and small equipment

Budget Group	SBM-1 Budget Code	2025-26 Proposed Budget	2024-25 Adopted Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

### **COMPUTER-ASSISTED INSTRUCTION**

*Technology support, instructional hardware/software, internet services, etc.*

Certificated Salaries	A2630.15	194,740	199,700		
Non-Certificated Salaries	A2630.16	25,390	24,584		
State-Aided Computer Hardware	A2630.22	36,000	36,000		
Computer Hardware/Repairs	A2630.4	308,970	839,119		
Supplies	A2630.45	90,947	168,914		
State-Aided Computer Software	A2630.46	208,406	79,641		
BOCES Services	A2630.49	907,027	214,756		
		<b>1,771,480</b>	<b>1,562,714</b>	<b>208,766</b>	<b>13.4%</b>

**Certificated Salaries:** 1.0 Director of Technology & Innovation

**Non-Certificated Salaries:** 1.0 Technology Aide for computer lab

**State/Federally-Aided Computer Hardware:** instructional technology, infrastructure equipment, servers and backup devices through ERATE

**Computer Hardware/Repairs:** instructional hardware equipment, such as chromebooks, iPads, laptops, and interactive displays, and customer support services, such as web hosting, data security, and equipment leases, which are reimbursable through State Aid

**Supplies:** computer cabling, switches, etc.

**Software:** Instructional software applications (Screencastify, Seesaw, Swank, Zearn, etc.), which are reimbursable through State Aid

**BOCES:** State Data Validation, NYS Data Collection, RIC Data security, RicONE API & RICO Integration, Voice Over IP, Cyber security, various services for maintenance/upgrade project management, as well as instructional technology services which are reimbursable through BOCES Aid

### **COUNSELING**

*Provides direct support to both college-bound and career-bound students*

Certificated Salaries	A2810.15	907,212	800,309		
Non-Certificated Salaries	A2810.16	128,187	122,851		
Contractual and Other	A2810.4	11,800	21,600		
Supplies	A2810.45	8,200	9,000		
BOCES Services	A2810.49	7,616	6,960		
		<b>1,063,015</b>	<b>960,720</b>	<b>102,295</b>	<b>10.6%</b>

**Certificated Salaries:** 4.0 Counselors (CHHS), 2.0 Counselors (PVC), and 1.0 Counselor (CET)

**Non-Certificated Salaries:** 1.0 Guidance Secretary (CHHS) and 1.0 Guidance Secretary (PVC)

**Contractual:** college and career preparatory memberships and services

**Supplies:** supplies for student awards and graduation ceremonies

**BOCES Services:** Misc. translation or laminating services

### **HEALTH SERVICES**

*Direct medical services to in-district students and reimbursements for students attending private/parochial schools*

Non-Certificated Salaries	A2815.16	287,236	275,006		
Contractual and Other	A2815.4	25,380	27,380		
Supplies	A2815.45	87,400	88,900		
		<b>400,016</b>	<b>391,286</b>	<b>8,730</b>	<b>2.2%</b>

**Non-Certificated Salaries:** 3.0 Nurses (covering all three schools), 3.0 Health Aides (one at each school)

**Contractual:** district physician fees and mandated reimbursements to other public schools which provide health services to Croton-Harmon children attending private and parochial schools within their boundaries

**Supplies:** general medical supplies

### **PSYCHOLOGICAL SERVICES**

*Evaluation of students in developing instructional and behavioral interventions*

Certificated Salaries	A2820.15	559,716	517,163		
Contractual and Other	A2820.4	700	700		
Supplies	A2820.45	1,300	1,300		
		<b>561,716</b>	<b>519,163</b>	<b>42,553</b>	<b>8.2%</b>

**Certificated Salaries:** 2.0 School Psychologist at CHHS, 2.0 School Psychologists at PVC and 1.0 School Psychologist at CET

**Contractual:** Misc. Contractual fees

**Supplies:** general supplies

Budget Group	SBM-1 Budget Code	2025-26 Proposed Budget	2024-25 Adopted Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

### SOCIAL WORK SERVICES

*Therapeutic support to students and families to establish positive relationships and improved behaviors*

Certificated Salaries	A2825.15	119,804	0		
Contractual and Other	A2825.4	0	101,106		
BOCES Services	A2825.49	0	0		
		119,804	101,106	18,698	18.5%

**Contractual and Other:** 1.0 Counselor (covering all three schools)

### CO-CURRICULAR ACTIVITIES

*Costs associated with operating student clubs District-wide*

Certificated Salaries	A2850.15	254,778	245,073		
Equipment	A2850.2	0	0		
Contractual and Other	A2850.4	29,873	50,823		
Supplies	A2850.45	16,641	14,841		
		301,292	310,737	(9,445)	-3.0%

**Certificated Salaries:** stipends for club advisors as stipulated in the Croton-Harmon Teachers' Association contract

**Equipment:** general equipment

**Contractual:** royalties for productions and student competition registrations

**Supplies:** general supplies

### INTERSCHOLASTIC ATHLETICS

*Costs associated with operating the physical education, health, and athletics program*

Certificated Salaries	A2855.15	813,053	760,467		
Non-Certificated Salaries	A2855.16	58,783	55,023		
Equipment	A2855.2	30,000	0		
Contractual and Other	A2855.4	101,950	115,050		
Supplies	A2855.45	130,450	121,450		
BOCES Services	A2855.49	134,079	128,999		
		1,268,315	1,180,989	87,326	7.4%

**Certificated Salaries:** 1.0 Director of PE, Athletic Trainer, Event Coordinator, and stipends for coaches (Fall, Winter, and Spring) as stipulated in the Croton-Harmon Teachers' Association contract

**Non-Certificated Salaries:** 1.0 Athletics office staff position

**Equipment:** athletic equipment for strength & conditioning and team equipment

**Contractual:** medical service contracts, police coverage, light rental, indoor tennis court and ski rentals, scoreboard service contracts, and tournament registration fees, baseball field maintenance

**Supplies:** general athletic supplies

**BOCES:** Section 1 membership and officials' fees, HUDL, Family ID

TOTAL - INSTRUCTION	31,285,058	30,885,573	399,485	1.3%
---------------------	------------	------------	---------	------

### TRANSPORTATION

*Costs associated with the transport of over 3,200 students to both in-district and out-of-district schools*

Non-Certificated Salaries	A55XX.16	2,633,972	2,522,971		
Contractual and Other	A55XX.4	338,644	315,281		
Supplies	A55XX.45	299,650	299,650		
TOTAL - PUPIL TRANSPORTATION		3,272,266	3,137,902	134,364	4.3%

**Salaries:** 1.0 Supervisor, 2.0 Dispatchers, .5 Clerk (PT), 4.0 Mechanics, 33.0 Drivers, 14.0 Monitors, substitutes, additional shifts for field trips/athletic events, and overtime

**Contractual:** vehicle insurance, driver training, utilities, radio lease, specialty repairs, routing software, conferences and medical exams

**Supplies:** bus parts, diesel fuel, gasoline

Budget Group	SBM-1 Budget Code	2025-26	2024-25	Budget-to-Budget Increase / (Decrease)	
		Proposed Budget	Adopted Budget	\$	%

#### **EMPLOYEE BENEFITS**

*State-mandated and contractual obligations relating to District-wide employment contracts*

Employees' Retirement (ERS)	A9010.8	1,149,869	1,005,931		
Teachers' Retirement (TRS)	A9020.8	2,398,374	2,420,272		
Social Security & Medicare	A9030.8	2,556,000	2,554,494		
Workers' Compensation Insurance	A9040.8	224,522	244,522		
Life Insurance	A9045.8	15,000	15,000		
Unemployment Insurance	A9050.8	10,000	41,000		
Disability Insurance	A9055.8	5,125	5,125		
Hospital, Medical & Dental Insurance	A9060.8	5,216,640	4,841,747		
Other Benefits	A9070.8	303,245	291,610		
Other Employee Benefits	A9089.8	326,366	360,516		
<b>TOTAL - EMPLOYEE BENEFITS</b>		<b>12,205,141</b>	<b>11,780,217</b>	<b>424,924</b>	<b>3.6%</b>

#### **DEBT SERVICE**

*Principal and interest payment obligations for prior years borrowings*

Construction Bonds Principal & Interest	A9711	1,927,900	2,264,400		
Bond Anticipation Notes Principal & Interest	A9731	3,049,017	1,762,291		
Energy Perf Contract Principal & Interest	A9785	596,435	596,435		
<b>TOTAL - DEBT SERVICE</b>		<b>5,573,352</b>	<b>4,623,126</b>	<b>950,226</b>	<b>20.6%</b>

#### **INTERFUND TRANSFER-SPECIAL AID FUND**

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

<b>TOTAL - INTERFUND TRANS (SA)</b>	<b>A9901.95</b>	<b>80,000</b>	<b>80,000</b>	<b>0</b>	<b>0.0%</b>
-------------------------------------	-----------------	---------------	---------------	----------	-------------

#### **INTERFUND TRANSFER-SCHOOL LUNCH FUND**

*Supplemental appropriations required to fund the district's Child Nutrition Program*

<b>TOTAL - INTERFUND TRANS (SLF)</b>	<b>A9950.9</b>	<b>30,000</b>	<b>30,000</b>	<b>0</b>	<b>0.0%</b>
--------------------------------------	----------------	---------------	---------------	----------	-------------

<b>GRAND TOTAL EXPENDITURES</b>		<b>60,996,050</b>	<b>58,798,307</b>	<b>2,197,743</b>	<b>3.74%</b>
---------------------------------	--	-------------------	-------------------	------------------	--------------

Note: this document uses nomenclature in accordance with the NYS Universal Chart of Accounts, presented in the State's prescribed SBM-1 Format which specifically instructs school districts not to create or consolidate account codes. Figures represent all costs associated with each department or cost center, including salaries, equipment, contractual expenses, supplies, BOCES services, etc. Employee benefits are presented separately in accordance with the NYS Universal Chart of Accounts.

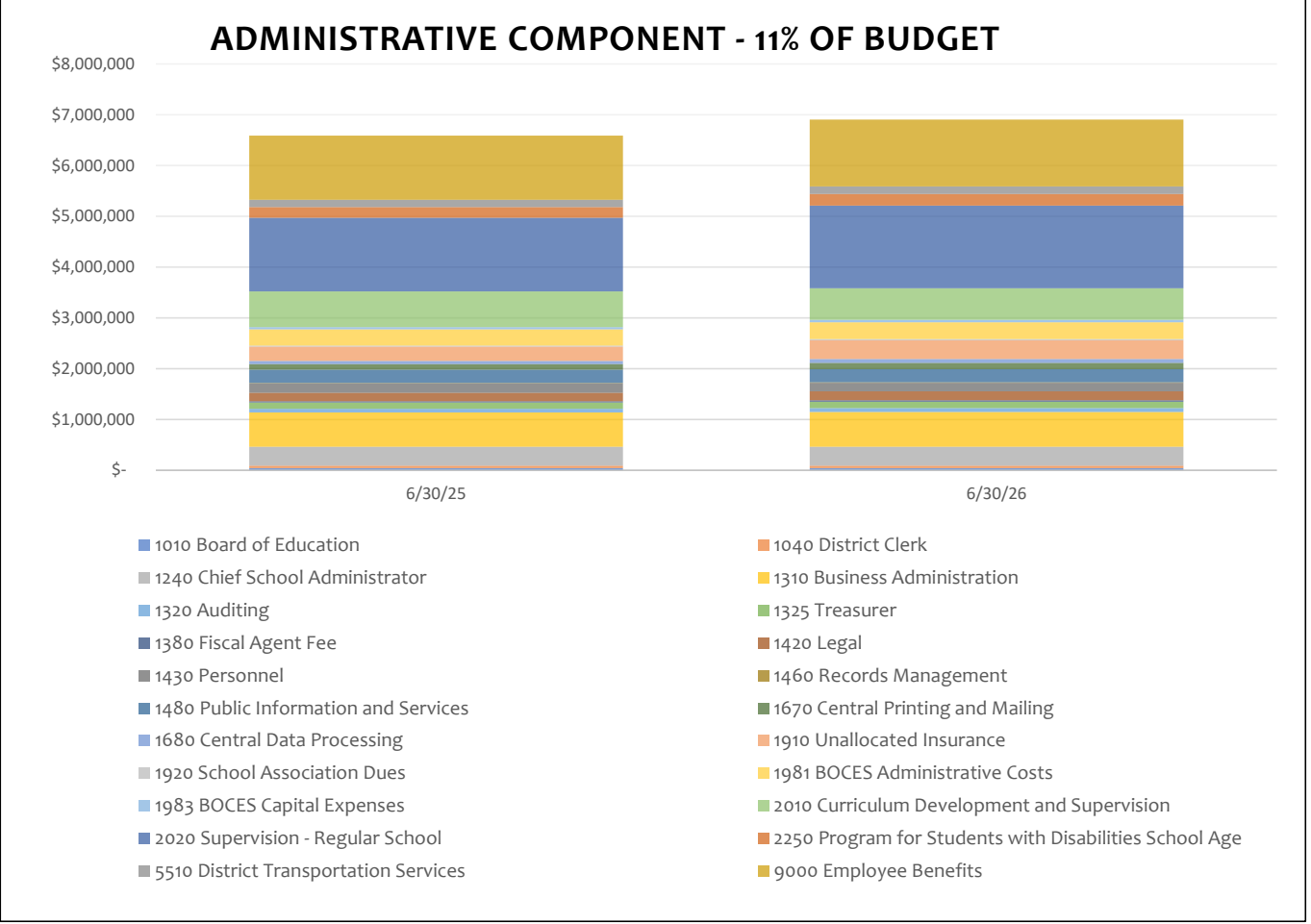
## 2025-2026 Expenditures by Function

Description	2025-26 Proposed Budget	2024-25 Adopted Budget	Dollar Change	Percent Change
Board of Education	89,175	90,532		
Central Administration	374,153	374,194		
Finance (Auditing, Fiscal Agent, Treasurer)	915,009	891,965		
Legal, Personnel, Public Information Services	686,089	694,863		
Operations & Maintenance	5,649,561	5,472,771		
Property Assessments, Insurance. BOCES Admin	836,246	737,164		
<b>Total General Support</b>	<b>8,550,233</b>	<b>8,261,489</b>	<b>288,744</b>	<b>3.50%</b>
Instruction, Administration and Improvement	2,249,985	2,153,373		
Teaching - Regular School	16,325,297	16,529,143		
Programs for Students w/Disabilities & Career & Tech	6,620,223	6,560,600		
Instructional Media, Instruction & Special Schools	2,375,395	2,178,456		
School Counseling, Health, Psych. & Social Work Services	2,144,551	1,972,275		
Co-Curricular Activities - Regular School	301,292	310,737		
Interscholastic Athletics - Regular School	1,268,315	1,180,989		
<b>Total Instruction</b>	<b>31,285,058</b>	<b>30,885,573</b>	<b>399,485</b>	<b>1.29%</b>
Pupil Transportation	3,272,266	3,137,902		
<b>Total Pupil Transportation</b>	<b>3,272,266</b>	<b>3,137,902</b>	<b>134,364</b>	<b>4.28%</b>
Employee Benefits	12,205,141	11,780,217		
Debt Service	5,573,352	4,623,126		
Other Financing Uses	110,000	110,000		
<b>Benefits, Debt Service &amp; Interfund Transfers</b>	<b>17,888,493</b>	<b>16,513,343</b>	<b>1,375,150</b>	<b>8.33%</b>
<b>Total Budget</b>	<b>60,996,050</b>	<b>58,798,307</b>	<b>2,197,743</b>	<b>3.74%</b>

# Administrative Component

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

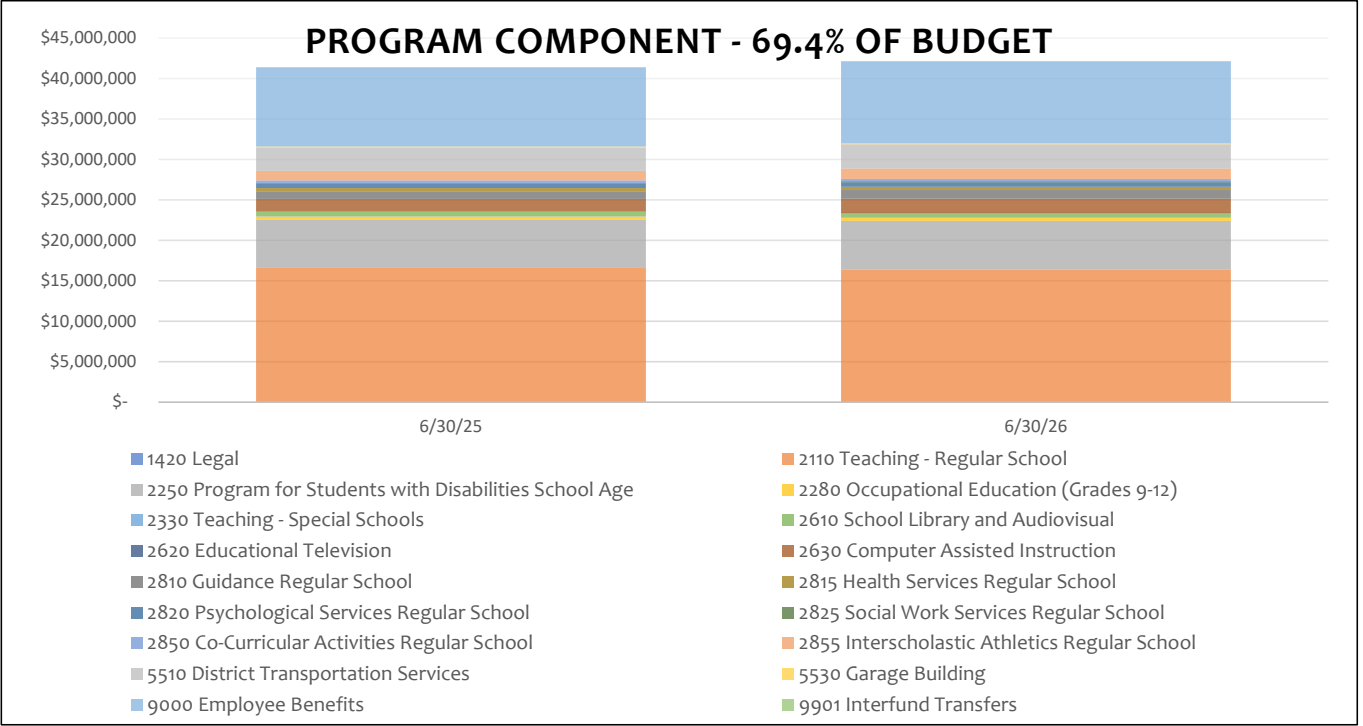
Function	6/30/25	6/30/26
1010 Board of Education	\$ 42,532	\$ 40,175
1040 District Clerk	\$ 48,000	\$ 49,000
1240 Chief School Administrator	\$ 374,194	\$ 374,153
1310 Business Administration	\$ 673,990	\$ 685,894
1320 Auditing	\$ 72,750	\$ 74,780
1325 Treasurer	\$ 123,390	\$ 126,400
1380 Fiscal Agent Fee	\$ 21,835	\$ 27,935
1420 Legal	\$ 170,277	\$ 177,330
1430 Personnel	\$ 178,985	\$ 168,636
1460 Records Management	\$ 9,391	\$ 6,544
1480 Public Information and Services	\$ 265,062	\$ 259,484
1670 Central Printing and Mailing	\$ 110,500	\$ 124,975
1680 Central Data Processing	\$ 61,631	\$ 74,177
1910 Unallocated Insurance	\$ 280,842	\$ 372,300
1920 School Association Dues	\$ 21,000	\$ 21,000
1981 BOCES Administrative Costs	\$ 320,338	\$ 329,316
1983 BOCES Capital Expenses	\$ 44,909	\$ 48,630
2010 Curriculum Development and Supervision	\$ 700,832	\$ 622,692
2020 Supervision - Regular School	\$ 1,452,541	\$ 1,627,293
2250 Program for Students with Disabilities School Age	\$ 209,555	\$ 228,400
5510 District Transportation Services	\$ 141,471	\$ 147,782
9000 Employee Benefits	\$ 1,264,043	\$ 1,317,948
Total:	\$ 6,588,068	\$ 6,904,844
Administrative Percent:	11.20%	11.32%



# Program Component

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

Function	6/30/25	6/30/26
1420 Legal	\$ 53,645	\$ 55,867
2110 Teaching - Regular School	\$ 16,529,143	\$ 16,325,297
2250 Program for Students with Disabilities School Age	\$ 5,981,989	\$ 6,020,495
2280 Occupational Education (Grades 9-12)	\$ 369,056	\$ 371,328
2330 Teaching - Special Schools	\$ 38,050	\$ 33,050
2610 School Library and Audiovisual	\$ 552,315	\$ 556,883
2620 Educational Television	\$ 25,377	\$ 13,982
2630 Computer Assisted Instruction	\$ 1,562,714	\$ 1,771,480
2810 Guidance Regular School	\$ 960,720	\$ 1,063,015
2815 Health Services Regular School	\$ 391,286	\$ 400,016
2820 Psychological Services Regular School	\$ 519,163	\$ 561,716
2825 Social Work Services Regular School	\$ 101,106	\$ 119,804
2850 Co-Curricular Activities Regular School	\$ 310,737	\$ 301,292
2855 Interscholastic Athletics Regular School	\$ 1,180,989	\$ 1,268,315
5510 District Transportation Services	\$ 2,892,255	\$ 3,020,308
5530 Garage Building	\$ 104,176	\$ 104,176
9000 Employee Benefits	\$ 9,717,953	\$ 10,056,160
9901 Interfund Transfers	\$ 110,000	\$ 110,000
Total:	\$ 41,400,674	\$ 42,153,184
Program Percent:	70.4%	69.1%

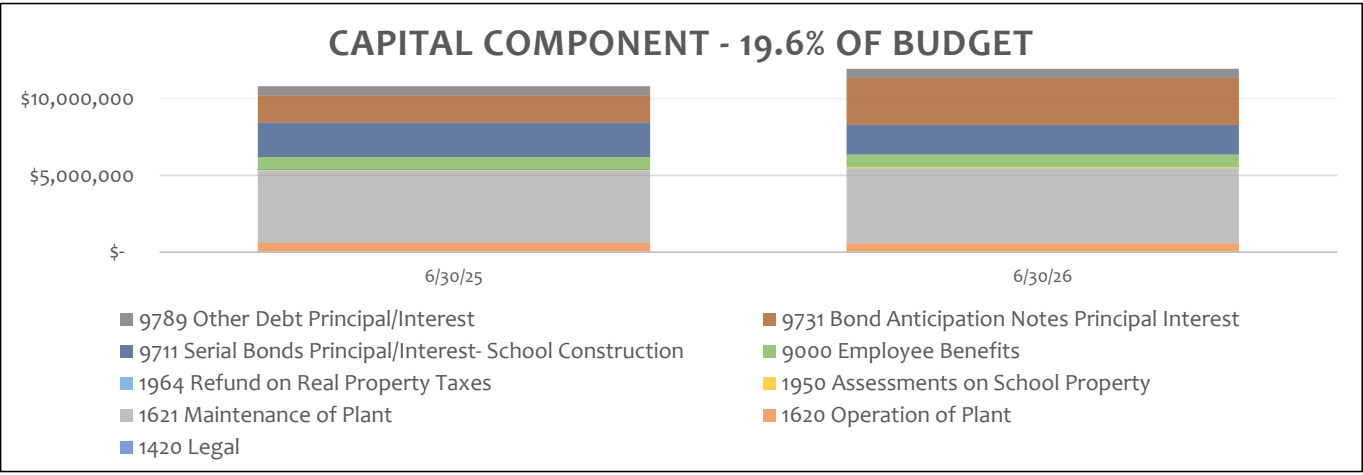




## Capital Component

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

Function	6/30/25	6/30/26
1420 Legal	\$ 17,503	\$ 18,228
1620 Operation of Plant	\$ 582,354	\$ 559,648
1621 Maintenance of Plant	\$ 4,718,286	\$ 4,890,761
1950 Assessments on School Property	\$ 65,000	\$ 65,000
1964 Refund on Real Property Taxes	\$ 5,075	\$ -
9000 Employee Benefits	\$ 798,221	\$ 831,032
9711 Serial Bonds Principal/Interest- School Construction	\$ 2,264,400	\$ 1,927,900
9731 Bond Anticipation Notes Principal Interest	\$ 1,762,291	\$ 3,049,017
9789 Other Debt Principal/Interest	\$ 596,435	\$ 596,435
Total:	\$ 10,809,565	\$ 11,938,022
Capital Percentage:	18.4%	19.6%



## Croton-Harmon School District

### 3-Part Component and Expense Budget

Admin Component	Admin %	Program Component	Program %	Capital Component	Capital %	Function Name	2025 Budget	2026 Budget
x	100.00%		0.00%		0.00%	1010 Board of Education	42,532	40,175
x	100.00%		0.00%		0.00%	1040 District Clerk	48,000	49,000
x	100.00%		0.00%		0.00%	1240 Chief School Administrator	374,194	374,153
x	100.00%		0.00%		0.00%	1310 Business Administration	673,990	685,894
x	100.00%		0.00%		0.00%	1320 Auditing	72,750	74,780
x	100.00%		0.00%		0.00%	1325 Treasurer	123,390	126,400
x	100.00%		0.00%		0.00%	1380 Fiscal Agent Fee	21,835	27,935
x	70.53%	x	22.22%	x	7.25%	1420 Legal	241,425	251,425
x	100.00%		0.00%		0.00%	1430 Personnel	178,985	168,636
x	100.00%		0.00%		0.00%	1460 Records Management	9,391	6,544
x	100.00%		0.00%		0.00%	1480 Public Information and Services	265,062	259,484
	0.00%		0.00%	x	100.00%	1620 Operation of Plant	582,354	559,648
	0.00%		0.00%	x	100.00%	1621 Maintenance of Plant	4,718,286	4,890,761
x	100.00%		0.00%			1670 Central Printing and Mailing	110,500	124,975
x	100.00%		0.00%			1680 Central Data Processing	61,631	74,177
x	100.00%		0.00%			1910 Unallocated Insurance	280,842	372,300
x	100.00%		0.00%			1920 School Association Dues	21,000	21,000
	0.00%		0.00%	x	100.00%	1950 Assessments on School Property	65,000	65,000
	0.00%		0.00%	x	100.00%	1964 Refund on Real Property Taxes	5,075	-
x	100.00%		0.00%			1981 BOCES Administrative Costs	320,338	329,316
x	100.00%		0.00%			1983 BOCES Capital Expenses	44,909	48,630
x	100.00%		0.00%			2010 Curriculum Development and Supervision	700,832	622,692
x	100.00%		0.00%			2020 Supervision - Regular School	1,452,541	1,627,293
	0.00%	x	100.00%			2110 Teaching - Regular School	16,529,143	16,325,297
x	3.66%	x	96.34%			2250 Program for Students with Disabilities School Age - School Year	6,191,544	6,248,895
	0.00%	x	100.00%			2280 Occupational Education (Grades 9-12)	369,056	371,328
	0.00%	x	100.00%			2330 Teaching - Special Schools	38,050	33,050
	0.00%	x	100.00%			2610 School Library and Audiovisual	552,315	556,883
	0.00%	x	100.00%			2620 Educational Television	25,377	13,982
	0.00%	x	100.00%			2630 Computer Assisted Instruction	1,562,714	1,771,480
	0.00%	x	100.00%			2810 Guidance Regular School	960,720	1,063,015
	0.00%	x	100.00%			2815 Health Services Regular School	391,286	400,016
	0.00%	x	100.00%			2820 Psychological Services Regular School	519,163	561,716
	0.00%	x	100.00%			2825 Social Work Services Regular School	101,106	119,804
	0.00%	x	100.00%			2850 Co-Curricular Activities Regular School	310,737	301,292
	0.00%	x	100.00%			2855 Interscholastic Athletics Regular School	1,180,989	1,268,315
x	4.66%	x	95.34%			5510 District Transportation Services	3,033,726	3,168,090
	0.00%	x	100.00%			5530 Garage Building	104,176	104,176
x	10.80%	x	82.39%	x	6.81%	9000 Employee Benefits	11,780,217	12,205,141
	0.00%		0.00%	x	100.00%	9711 Serial Bonds Principal/Interest- School Construction	2,264,400	1,927,900
	0.00%		0.00%	x	100.00%	9731 Bond Anticipation Notes Principal/Interest- School Construction	1,762,291	2,858,148
	0.00%		0.00%	x	100.00%	9732 Bond Anticipation Notes Principal/Interest- Bus Purchases	-	190,869
	0.00%		0.00%	x	100.00%	9789 Other Debt Principal/Interest	596,435	596,435
	0.00%	x	100.00%			9901 Interfund Transfers	110,000	110,000
<b>Total</b>							<b>58,798,307</b>	<b>60,996,050</b>

## 2025-2026 Projected Enrollment

Projected Enrollment (1.3.2025)				# of Sections			Class Size	# of Sections	
Gr.	9/25	Special Class	Total	4	5	6	Guidelines	24/25	25/26
<b>K</b>	111	2	111	27.8	22.2	18.5	Up to 22	6	5
<b>1</b>	110	2	110	27.5	22.0	18.3	Up to 22	6	5
<b>2</b>	123	5	123	30.8	24.6	20.5	Up to 22	6	6
<b>3</b>	124		124	31.0	24.8	20.7	Up to 24	5	6
<b>4</b>	114	2	114	28.5	22.8	19.0	Up to 26	5	5
	<b>582</b>	<b>11</b>	<b>593</b>					<b>28</b>	<b>27</b>
<b>5</b>	107		107	26.8	21.4	17.8	Up to 26	5	5
<b>6</b>	117		117	29.3	23.4	19.5		5	5
<b>7</b>	108		108						
<b>8</b>	120		120						
	<b>452</b>		<b>452</b>						
<b>9</b>	119		119						
<b>10</b>	121		121						
<b>11</b>	121		121						
<b>12</b>	132		132						
	<b>493</b>	<b>CHHS Total</b>	<b>493</b>						
<i>OD</i>									
<b>Total</b>			<b>1538</b>						

## Croton-Harmon Historical Enrollment Data

<u>School Year</u>	<u>Building Enrollment</u>	<u>Change</u>	<u>%Change</u>
00/01	1,394	40	2.95%
01/02	1,444	50	3.59%
02/03	1,520	76	5.26%
03/04	1,564	44	2.89%
04/05	1,623	59	3.77%
05/06	1,690	67	4.13%
06/07	1,702	12	0.71%
07/08	1,734	32	1.88%
08/09	1,750	16	0.92%
09/10	1,752	2	0.11%
10/11	1,750	-2	-0.11%
11/12	1,721	-29	-1.66%
12/13	1,703	-18	-1.05%
13/14	1,723	20	1.17%
14/15	1,681	-42	-2.44%
15/16	1,635	-46	-2.74%
16/17	1,636	1	0.06%
17/18	1,600	-36	-2.20%
18/19	1,575	-25	-1.56%
19/20	1,582	7	0.44%
20/21	1,519	-63	-3.98%
21/22	1,523	4	0.26%
22/23	1,526	3	0.20%
23/24	1,553	27	1.77%
24/25	1,592	39	2.51%
25/26	1,538	-54	-3.39%

10-Year Change	-97	-5.93%
----------------	-----	--------

\* Does **not** include "out of district" special education students.

## Croton-Harmon UFSD 2025-26 Property Tax Cap Calculation

A	PRIOR YEAR Approved Actual Tax Levy (24-25)	\$44,262,369
B	Tax Base Growth Factor (TBD by ORPS-min of 1.0)	1.0040
C	Product of A * B	\$44,439,418
D	Base Year PILOTS	\$70,000
E	Total of C + D	\$44,509,418
F	Base Year Capital Exclusion	(\$2,714,309)
G	Difference of E - F	\$41,795,110
H	Allowable Levy Growth Factor (lesser of 2% or 4.12% CPI)	1.02
I	Product of G * H	\$42,631,012
J	Current Year PILOTS	(\$44,702)
K	BASE LEVY (prior year adjusted--difference of I & J)	\$42,586,310
L	Current Year Capital Exclusion	\$2,836,262
M	Current Year Pension Expense over 2% rate increase	-
N	Eligible Prior Year Carryover	-
O	Tax Levy Limit Adjusted for Exclusions (Sum of K, L, M & N)	\$45,422,572
P	Total Tax Levy Revenue Increase	\$1,160,203
Q	Total Tax Levy Allowable Percentage Increase	2.62%

2025-2026  
Allowable  
Tax Levy

**EQUALIZATION OF TAXES**  
**CROTON-HARMON UNION FREE SCHOOL DISTRICT**  
**Estimated TAX Warrant for 2025-2026 SCHOOL TAXES**

Revenue/Expenditure Budget 2025-2026		Prior Year Levy		\$44,262,369		
		Levy to Levy %		2.62%		
Proposed Budget 2025-2026	\$60,996,050	Levy to Levy \$		\$1,160,203		
less: Est. State/Federal Aid	\$10,231,661	Impact on Taxpayers				
less: Est. Other Revenue	\$1,676,202	25-26		24-25		
less: Reserves	\$1,200,000	Town	Rate per K	Rate per K	\$ Δ	% Δ
less: Designated Fund Bal.	\$2,465,615	Cortlandt	\$1,338.64	\$1,311.21	\$27.43	2.09%
Estimated 2025-26 Tax Levy	\$45,422,572	Yorktown	\$892.42	\$930.04	-\$37.62	-4.04%
						5 Year Avg
						1.64%
						0.80%

**School Purposes Only**

County	Equalization Rate	Taxable Assessed	Equalized Value	Percent of	Preliminary	Amount of	Full value
<b>TOWN</b>	<b>2024</b>	<b>Property Value</b>	<b>of Property</b>	<b>Tax</b>	<b>Tax Amount</b>	<b>Tax</b>	<b>Rate Per \$1,000</b>
Cortlandt	1.18%	32,770,457	2,777,157,373	96.58%	43,867,703	43,867,703	15.80
Yorktown	1.77%	1,742,299	98,434,972	3.42%	1,554,869	1,554,869	15.80
<b>TOTALS</b>		<b>34,512,756</b>	<b>2,875,592,345</b>	<b>100%</b>	<b>45,422,572</b>	<b>45,422,572</b>	
Note - This scenario uses the assessments received March 2025 as per assessors with 2024 Equalization rates.							



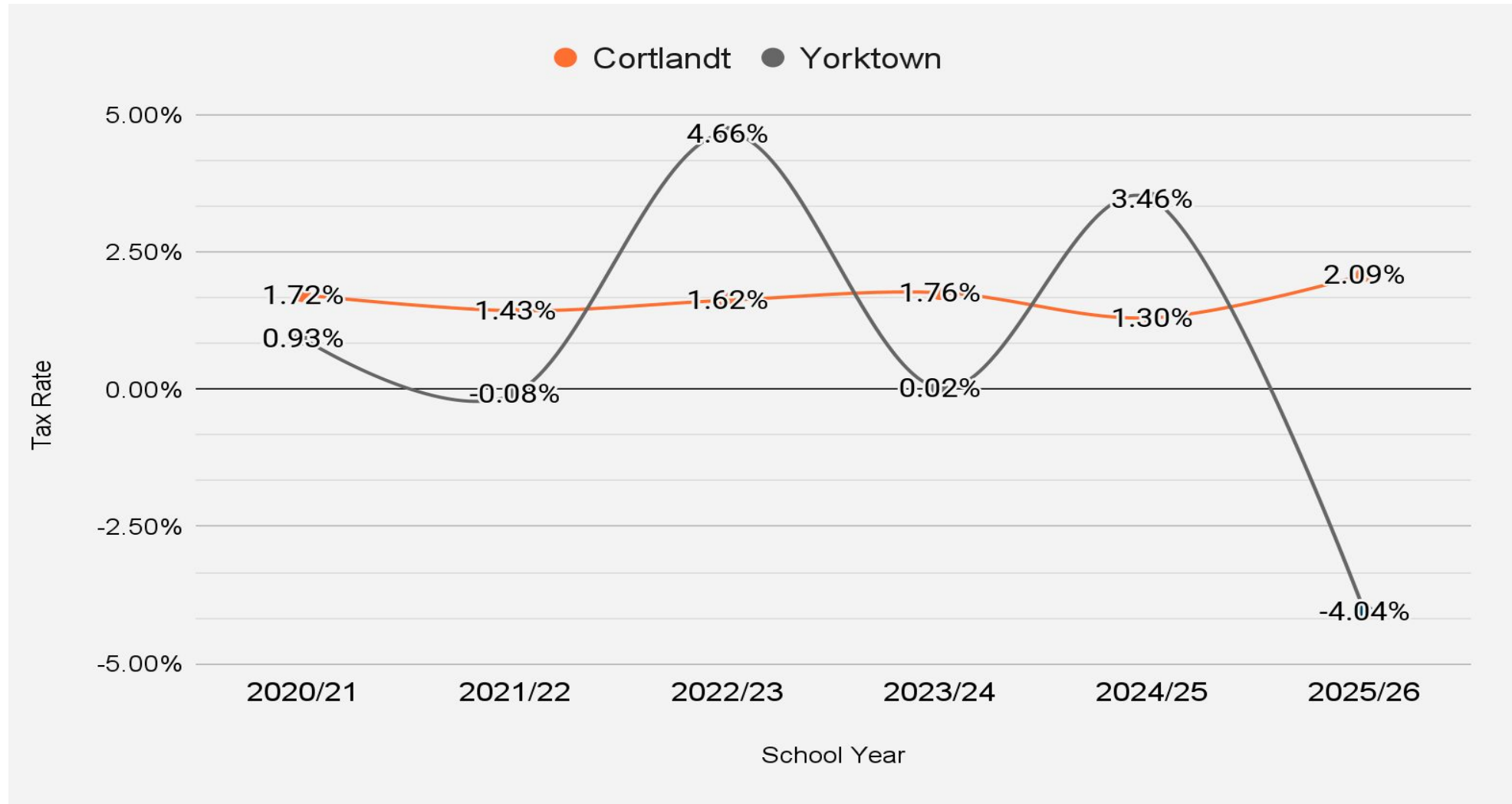
# Croton - Harmon Statistics

## COMPARATIVE DATA RELATED TO THE BUDGET

Year	Total Budget	Bud.Inc. \$'s	Bud.Inc. %	Tax Rate Per M. Cortlandt	Tax Rate Per M. Yorktown	Tax Rate % Δ Cortlandt	Tax Rate % Δ Yorktown	Total Assess. Cortlandt	Total Assess. Yorktown	Assess. % Δ Cortlandt	Assess. % Δ Yorktown
2018/19	\$47,172,204	\$672,378	1.45%	1182.77	845.33	1.25%	4.10%	\$31,926,063	\$1,673,087	-0.07%	-0.05%
2019/20	\$48,513,218	\$1,341,014	2.84%	1213.14	851.50	2.57%	0.73%	\$31,936,063	\$1,675,099	0.03%	-0.39%
2020/21	\$49,424,525	\$911,307	1.88%	1233.98	859.38	1.72%	0.93%	\$31,924,235	\$1,687,781	-0.04%	0.88%
2021/22	\$50,775,098	\$1,350,573	2.73%	1251.62	858.73	1.43%	-0.08%	\$31,952,966	\$1,699,356	0.09%	0.69%
2022/23	\$52,672,111	\$1,897,013	3.74%	1271.94	898.77	1.62%	4.66%	\$32,022,541	\$1,718,158	0.22%	1.11%
2023/24	\$56,174,983	\$3,502,872	6.65%	1294.37	898.95	1.76%	0.02%	\$32,264,586	\$1,737,012	0.76%	1.10%
2024/25	\$58,798,307	\$2,623,324	4.67%	1311.21	930.04	1.30%	3.46%	\$32,530,901	\$1,728,586	0.83%	-0.49%
2025/26	\$60,996,050	\$2,197,743	3.74%	1338.63	892.43	2.09%	-4.04%	\$32,770,459	\$1,742,299	0.74%	0.79%

**1.64%    0.80%    5-yr Tax Rate Average Change**

# Tax Rate History and Projection



# Reserves

Reserves	Anticipated 6/30/2025	% of Reserve	Balance 6/30/2024
Capital Reserves (2013, 2016, & 2022)	9,162,020	52.1%	9,837,037
Employee Benefit Accrued Liability Reserve	542,032	3.1%	518,221
Repair Reserve	262,381	1.5%	250,750
Reserve For Accrued Liability	1,226,767	7.0%	981,498
Reserve for Retirement Contribution	1,654,585	9.4%	1,581,237
Reserve for Tax Certiorari	1,938,317	11.0%	2,617,021
Reserve for TRS Contribution	2,171,618	12.3%	1,861,339
Unemployment Insurance Reserve	225,467	1.3%	215,472
Workers' Compensation Reserve	407,793	2.3%	387,445
<b>Total Reserves</b>	<b>\$17,590,980</b>	<b>100.0%</b>	<b>\$18,250,020</b>

# **Croton-Harmon 2025-26 Budget Propositions**

**2025-26 School Budget for \$60,996,050**

**Vehicle  
Proposition**

**Library Levy  
\$985,392**

**Two (2) Board of Education Trustee seats**

**CROTON-HARMON UNION FREE SCHOOL DISTRICT**

**OFFICIAL BUDGET STATEMENT**

**FOR THE 2025-2026**

**SCHOOL YEAR**



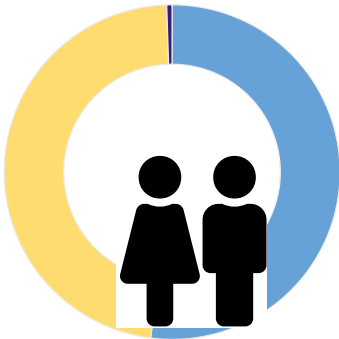
This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

CROTON-HARMON UFSD ENROLLMENT (2023 - 24)

K-12 Enrollment: 1,570

ENROLLMENT BY GENDER

MALE	
▼	
817	52%
FEMALE	
▼	
745	47%
NON-BINARY	
▼	
8	1%



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
▼	
23	1%
HISPANIC OR LATINO	
▼	
293	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
▼	
88	6%



WHITE



1,076	69%
-------	-----

MULTIRACIAL



90	6%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
51	3%	251	16%	240	15%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				▼	
				—	—

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
1278%	1258%	1177%	1056%
4TH GRADE	5TH GRADE	6TH GRADE	7TH GRADE
1147%	1107%	1187%	1248%
8TH GRADE	9TH GRADE	10TH GRADE	11TH GRADE
1217%	1228%	1338%	1308%
12TH GRADE			

124	8%
-----	----

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 9, 2025, 9:48 AM EST

# CROTON-HARMON 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
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

### ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	3
Hispanic or Latino	2	3	—	3
Multiracial	4	4	—	4
White	4	4	—	4
English Language Learner	2	2	—	4
Students with Disabilities	3	4	—	4
Economically Disadvantaged	2	2	—	4

**ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	654	170.7	4
	Math	652	175.8	
	Combined	1,306	173.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	36	202.8	4
	Math	36	223.6	
	Combined	72	213.2	
Black or African American	ELA	10	130	—
	Math	10	150	
	Combined	20	—	
Hispanic or Latino	ELA	113	116.8	2
	Math	117	118.8	
	Combined	230	117.8	
Multiracial	ELA	31	198.4	4
	Math	31	214.5	
	Combined	62	206.5	
White	ELA	464	180.4	4
	Math	458	184.6	
	Combined	922	182.5	
English Language Learner	ELA	28	50	2
	Math	31	79	
	Combined	59	65.3	
Students with Disabilities	ELA	87	79.9	3
	Math	85	82.4	
	Combined	172	81.1	
Economically Disadvantaged	ELA	90	87.8	2
	Math	92	92.9	
	Combined	182	90.4	



**ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	656	170.2	4
	Math	655	175	
	Combined	1,311	172.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	36	202.8	4
	Math	36	223.6	
	Combined	72	213.2	
Black or African American	ELA	11	118.2	—
	Math	11	136.4	
	Combined	22	—	
Hispanic or Latino	ELA	114	115.8	3
	Math	117	118.8	
	Combined	231	117.3	
Multiracial	ELA	31	198.4	4
	Math	31	214.5	
	Combined	62	206.5	
White	ELA	464	180.4	4
	Math	463	182.6	
	Combined	927	181.5	
English Language Learner	ELA	30	46.7	2
	Math	31	79	
	Combined	61	63.1	
Students with Disabilities	ELA	98	70.9	4
	Math	98	71.4	
	Combined	196	71.2	
Economically Disadvantaged	ELA	94	84	2
	Math	95	90	
	Combined	189	87	

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	29	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Hispanic or Latino	28	—	—	—	—
English Language Learner	29	—	—	—	—
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	25	—	—	—	—

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	938	92	9.8%	4
Asian or Native Hawaiian/Other Pacific Islander	46	6	13%	3
Black or African American	14	—	—	—
Hispanic or Latino	167	21	12.6%	3
Multiracial	50	2	4%	4
White	661	60	9.1%	4
English Language Learner	47	7	14.9%	4
Students with Disabilities	146	17	11.6%	4
Economically Disadvantaged	132	23	17.4%	4

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	695	94.8%
Asian or Native Hawaiian/Other Pacific Islander	—	37	—
Black or African American	—	12	—
Hispanic or Latino	✗	121	94.2%
Multiracial	—	33	—
White	✓	492	95.1%
English Language Learner	—	26	—
Students with Disabilities	✗	102	84.3%
Economically Disadvantaged	✗	100	91%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	694	94.7%
Asian or Native Hawaiian/Other Pacific Islander	—	37	—
Black or African American	—	12	—
Hispanic or Latino	✓	121	97.5%
Multiracial	—	33	—
White	✗	491	94.1%
English Language Learner	—	26	—
Students with Disabilities	✗	102	82.4%
Economically Disadvantaged	✗	101	92.1%

**SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP**

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

**SECONDARY INDICATOR LEVELS**

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	2	4	—	4
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	4
Hispanic or Latino	2	2	3	—	4
Multiracial	—	—	—	—	4
White	4	3	4	—	4
Students with Disabilities	4	3	3	—	4
Economically Disadvantaged	3	2	4	—	4

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	122	208.2	173.7	4
	Math	70	145		
	Science	77	164.9		
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	206.3	—	—
	Math	4	—		
	Science	4	—		
Black or African American	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
Hispanic or Latino	ELA	25	150	126.2	2
	Math	22	104.5		
	Science	13	123.1		
Multiracial	ELA	9	211.1	—	—
	Math	8	168.8		
	Science	6	183.3		
White	ELA	78	227.6	188.5	4
	Math	35	162.9		
	Science	52	168.3		
English Language Learner	ELA	1	—	—	—
	Math	2	—		
	Science	1	—		
Students with Disabilities	ELA	12	116.7	116.7	4
	Math	8	100		
	Science	6	141.7		
Economically Disadvantaged	ELA	24	166.7	137.3	3
	Math	17	97.1		
	Science	14	153.6		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	124	204.8	135.1	2
	Math	122	83.2		
	Science	117	108.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	206.3	—	—
	Math	8	87.5		
	Science	7	121.4		
Black or African American	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Hispanic or Latino	ELA	26	144.2	106.3	2
	Math	26	88.5		
	Science	21	76.2		
Multiracial	ELA	9	211.1	—	—
	Math	9	150		
	Science	9	122.2		
White	ELA	79	224.7	140.1	3
	Math	77	74		
	Science	78	112.2		
English Language Learner	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Students with Disabilities	ELA	13	107.7	81.2	3
	Math	13	61.5		
	Science	12	70.8		
Economically Disadvantaged	ELA	24	166.7	115.2	2
	Math	24	68.8		
	Science	20	107.5		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	103	94	91.3%	95.3%	4
	5-year	130	125	96.2%		
	6-year	126	124	98.4%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	4	—	—	—	—
	5-year	8	—	—		
	6-year	7	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	12	—	—		
	6-year	5	—	—		
Hispanic or Latino	4-year	28	24	85.7%	92.3%	3
	5-year	23	21	91.3%		
	6-year	25	25	100%		
Multiracial	4-year	7	—	—	—	—
	5-year	2	—	—		
	6-year	1	—	—		
White	4-year	63	59	93.7%	97.1%	4
	5-year	84	83	98.8%		
	6-year	88	87	98.9%		
English Language Learner	4-year	2	—	—	—	—
	5-year	3	—	—		
	6-year	5	—	—		
Students with Disabilities	4-year	21	16	76.2%	81.9%	3
	5-year	16	14	87.5%		
	6-year	14	—	—		
Economically Disadvantaged	4-year	12	—	—	96.3%	4
	5-year	27	25	92.6%		
	6-year	22	22	100%		

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	—	—	—	—
Hispanic or Latino	7	—	—	—	—
White	1	—	—	—	—
English Language Learner	8	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	511	20	3.9%	4
Asian or Native Hawaiian/Other Pacific Islander	35	0	—	4
Black or African American	8	—	—	—
Hispanic or Latino	99	8	8.1%	4
Multiracial	30	0	—	4
White	339	11	3.2%	4
English Language Learner	18	—	—	—
Students with Disabilities	84	6	7.1%	4
Economically Disadvantaged	88	6	6.8%	4

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	127	99.2%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	3	—
Hispanic or Latino	—	27	—
Multiracial	—	9	—
White	✓	80	98.8%
English Language Learner	—	2	—
Students with Disabilities	—	16	—
Economically Disadvantaged	—	26	—



## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	125	56.8%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	3	—
Hispanic or Latino	—	27	—
Multiracial	—	9	—
White	X	78	44.9%
English Language Learner	—	2	—
Students with Disabilities	—	16	—
Economically Disadvantaged	—	26	—

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	105	5	5%	100	95%	18	18%	24	24%	42	42%	16	16%	58	58%
Grade 4	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%
Grade 5	112	5	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%
Grade 6	119	6	5%	113	95%	7	6%	17	15%	42	37%	47	42%	89	79%
Grade 7	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%
Grade 8	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%
Grades 3-8	696	37	5%	659	95%	86	13%	122	19%	249	38%	202	31%	451	68%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	5	5%	100	95%	18	18%	24	24%	42	42%	16	16%	58	58%
Female	61	3	5%	58	95%	9	16%	15	26%	24	41%	10	17%	34	59%
Male	44	2	5%	42	95%	9	21%	9	21%	18	43%	6	14%	24	57%
General Education Students	93	2	2%	91	98%	10	11%	23	25%	42	46%	16	18%	58	64%
Students with Disabilities	12	3	25%	9	75%	8	89%	1	11%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	2	9%	20	91%	9	45%	4	20%	4	20%	3	15%	7	35%
White	76	3	4%	73	96%	9	12%	19	26%	33	45%	12	16%	45	62%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	5	71%	1	14%	6	86%
Economically Disadvantaged	16	2	13%	14	88%	8	57%	2	14%	3	21%	1	7%	4	29%
Not Economically Disadvantaged	89	3	3%	86	97%	10	12%	22	26%	39	45%	15	17%	54	63%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	4	4%	97	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	105	5	5%	100	95%	18	18%	24	24%	42	42%	16	16%	58	58%
Not Homeless	105	5	5%	100	95%	18	18%	24	24%	42	42%	16	16%	58	58%
Not Migrant	105	5	5%	100	95%	18	18%	24	24%	42	42%	16	16%	58	58%
Parent Not in Armed Forces	105	5	5%	100	95%	18	18%	24	24%	42	42%	16	16%	58	58%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%
Female	52	4	8%	48	92%	4	8%	9	19%	16	33%	19	40%	35	73%
Male	64	4	6%	60	94%	13	22%	15	25%	16	27%	16	27%	32	53%
General Education Students	101	6	6%	95	94%	10	11%	18	19%	32	34%	35	37%	67	71%
Students with Disabilities	15	2	13%	13	87%	7	54%	6	46%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	4	33%	3	25%	3	25%	2	17%	5	42%
White	86	7	8%	79	92%	10	13%	18	23%	22	28%	29	37%	51	65%
Multiracial	9	0	0%	9	100%	1	11%	0	0%	5	56%	3	33%	8	89%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	2	25%	3	38%	2	25%	1	13%	3	38%
Economically Disadvantaged	14	0	0%	14	100%	9	64%	3	21%	1	7%	1	7%	2	14%
Not Economically Disadvantaged	102	8	8%	94	92%	8	9%	21	22%	31	33%	34	36%	65	69%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	114	8	7%	106	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%
Not Homeless	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%
Not Migrant	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%
Parent Not in Armed Forces	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%

GRADE 5 ELA RESULTS





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	5	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%
Female	52	1	2%	51	98%	12	24%	10	20%	21	41%	8	16%	29	57%
Male	60	4	7%	56	93%	11	20%	13	23%	21	38%	11	20%	32	57%
General Education Students	94	1	1%	93	99%	15	16%	18	19%	42	45%	18	19%	60	65%
Students with Disabilities	18	4	22%	14	78%	8	57%	5	36%	0	0%	1	7%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	0	0%	3	60%	1	20%	4	80%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	0	0%	25	100%	14	56%	3	12%	5	20%	3	12%	8	32%
White	74	3	4%	71	96%	8	11%	18	25%	33	46%	12	17%	45	63%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	2	33%	1	17%	3	50%	4	67%
Economically Disadvantaged	19	2	11%	17	89%	13	76%	2	12%	2	12%	0	0%	2	12%
Not Economically Disadvantaged	93	3	3%	90	97%	10	11%	21	23%	40	44%	19	21%	59	66%
English Language Learner	6	0	0%	6	100%	6	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	106	5	5%	101	95%	17	17%	23	23%	42	42%	19	19%	61	60%
Not in Foster Care	112	5	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%
Not Homeless	112	5	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%
Not Migrant	112	5	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%
Parent Not in Armed Forces	112	5	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%

GRADE 6 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	6	5%	113	95%	7	6%	17	15%	42	37%	47	42%	89	79%
Female	62	4	6%	58	94%	3	5%	7	12%	25	43%	23	40%	48	83%
Male	57	2	4%	55	96%	4	7%	10	18%	17	31%	24	44%	41	75%
General Education Students	100	1	1%	99	99%	4	4%	13	13%	37	37%	45	45%	82	83%
Students with Disabilities	19	5	26%	14	74%	3	21%	4	29%	5	36%	2	14%	7	50%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	2	11%	16	89%	5	31%	3	19%	6	38%	2	13%	8	50%
White	91	3	3%	88	97%	2	2%	13	15%	35	40%	38	43%	73	83%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	1	11%	1	11%	7	78%	8	89%
Economically Disadvantaged	11	2	18%	9	82%	5	56%	1	11%	3	33%	0	0%	3	33%
Not Economically Disadvantaged	108	4	4%	104	96%	2	2%	16	15%	39	38%	47	45%	86	83%
English Language Learner	6	1	17%	5	83%	4	80%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learner	113	5	4%	108	96%	3	3%	17	16%	41	38%	47	44%	88	81%
Not in Foster Care	119	6	5%	113	95%	7	6%	17	15%	42	37%	47	42%	89	79%
Not Homeless	119	6	5%	113	95%	7	6%	17	15%	42	37%	47	42%	89	79%
Not Migrant	119	6	5%	113	95%	7	6%	17	15%	42	37%	47	42%	89	79%
Parent Not in Armed Forces	119	6	5%	113	95%	7	6%	17	15%	42	37%	47	42%	89	79%

GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%
Female	45	3	7%	42	93%	5	12%	3	7%	18	43%	16	38%	34	81%
Male	79	5	6%	74	94%	9	12%	13	18%	27	36%	25	34%	52	70%
General Education Students	103	6	6%	97	94%	5	5%	10	10%	42	43%	40	41%	82	85%
Students with Disabilities	21	2	10%	19	90%	9	47%	6	32%	3	16%	1	5%	4	21%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	23	100%	6	26%	3	13%	10	43%	4	17%	14	61%
White	87	7	8%	80	92%	7	9%	11	14%	31	39%	31	39%	62	78%
Multiracial	8	1	13%	7	88%	1	14%	2	29%	2	29%	2	29%	4	57%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	24	1	4%	23	96%	8	35%	2	9%	8	35%	5	22%	13	57%
Not Economically Disadvantaged	100	7	7%	93	93%	6	6%	14	15%	37	40%	36	39%	73	78%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	8	7%	112	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%
Not Homeless	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%
Not Migrant	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%
Parent Not in Armed Forces	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%

GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%
Female	53	3	6%	50	94%	—	—	—	—	—	—	—	—	—	—
Male	66	2	3%	64	97%	6	9%	10	16%	30	47%	18	28%	48	75%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	54	3	6%	51	94%	1	2%	8	16%	16	31%	26	51%	42	82%
General Education Students	102	4	4%	98	96%	3	3%	11	11%	41	42%	43	44%	84	86%
Students with Disabilities	18	1	6%	17	94%	4	24%	7	41%	5	29%	1	6%	6	35%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	0	0%	5	38%	7	54%	12	92%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	3	14%	18	86%	4	22%	4	22%	8	44%	2	11%	10	56%
White	79	2	3%	77	97%	1	1%	14	18%	31	40%	31	40%	62	81%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	0	0%	2	29%	4	57%	6	86%
Economically Disadvantaged	17	3	18%	14	82%	3	21%	5	36%	5	36%	1	7%	6	43%
Not Economically Disadvantaged	103	2	2%	101	98%	4	4%	13	13%	41	41%	43	43%	84	83%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	116	3	3%	113	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%
Not Homeless	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%
Not Migrant	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%
Parent Not in Armed Forces	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%



GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	105	6	6%	99	94%	9	9%	24	24%	49	49%	17	17%	66	67%
Grade 4	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%
Grade 5	112	5	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%
Grade 6	119	6	5%	113	95%	9	8%	17	15%	55	49%	32	28%	87	77%
Combined 6	119	6	5%	113	95%	9	8%	17	15%	55	49%	32	28%	87	77%
Grade 7	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Combined 7	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Grade 8	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%
Regents 8	—	—	—	2	2%	—	—	—	—	—	—	—	—	—	—
Combined 8	120	5	4%	115	96%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	696	39	6%	657	94%	—	—	—	—	—	—	—	—	—	—

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	105	6	6%	99	94%	9	9%	24	24%	49	49%	17	17%	66	67%
Female	61	4	7%	57	93%	7	12%	11	19%	29	51%	10	18%	39	68%
Male	44	2	5%	42	95%	2	5%	13	31%	20	48%	7	17%	27	64%
General Education Students	93	3	3%	90	97%	4	4%	20	22%	49	54%	17	19%	66	73%
Students with Disabilities	12	3	25%	9	75%	5	56%	4	44%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	2	9%	20	91%	5	25%	4	20%	11	55%	0	0%	11	55%
White	76	4	5%	72	95%	4	6%	20	28%	35	49%	13	18%	48	67%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Economically Disadvantaged	16	2	13%	14	88%	4	29%	3	21%	6	43%	1	7%	7	50%
Not Economically Disadvantaged	89	4	4%	85	96%	5	6%	21	25%	43	51%	16	19%	59	69%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	5	5%	96	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	105	6	6%	99	94%	9	9%	24	24%	49	49%	17	17%	66	67%
Not Homeless	105	6	6%	99	94%	9	9%	24	24%	49	49%	17	17%	66	67%
Not Migrant	105	6	6%	99	94%	9	9%	24	24%	49	49%	17	17%	66	67%
Parent Not in Armed Forces	105	6	6%	99	94%	9	9%	24	24%	49	49%	17	17%	66	67%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%
Female	52	3	6%	49	94%	3	6%	10	20%	27	55%	9	18%	36	73%
Male	64	5	8%	59	92%	6	10%	15	25%	18	31%	20	34%	38	64%
General Education Students	101	7	7%	94	93%	4	4%	18	19%	43	46%	29	31%	72	77%
Students with Disabilities	15	1	7%	14	93%	5	36%	7	50%	2	14%	0	0%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	3	25%	5	42%	3	25%	1	8%	4	33%
White	86	7	8%	79	92%	5	6%	17	22%	37	47%	20	25%	57	72%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	4	44%	4	44%	8	89%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	1	13%	2	25%	1	13%	4	50%	5	63%
Economically Disadvantaged	14	0	0%	14	100%	6	43%	7	50%	0	0%	1	7%	1	7%
Not Economically Disadvantaged	102	8	8%	94	92%	3	3%	18	19%	45	48%	28	30%	73	78%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	114	8	7%	106	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%
Not Homeless	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%
Not Migrant	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%
Parent Not in Armed Forces	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%

GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	5	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%
Female	52	1	2%	51	98%	12	24%	11	22%	20	39%	8	16%	28	55%
Male	60	4	7%	56	93%	6	11%	13	23%	18	32%	19	34%	37	66%
General Education Students	94	1	1%	93	99%	8	9%	22	24%	36	39%	27	29%	63	68%
Students with Disabilities	18	4	22%	14	78%	10	71%	2	14%	2	14%	0	0%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	0	0%	25	100%	8	32%	9	36%	7	28%	1	4%	8	32%
White	74	3	4%	71	96%	9	13%	14	20%	26	37%	22	31%	48	68%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	19	2	11%	17	89%	8	47%	7	41%	1	6%	1	6%	2	12%
Not Economically Disadvantaged	93	3	3%	90	97%	10	11%	17	19%	37	41%	26	29%	63	70%
English Language Learner	6	0	0%	6	100%	5	83%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learner	106	5	5%	101	95%	13	13%	24	24%	37	37%	27	27%	64	63%
Not in Foster Care	112	5	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%
Not Homeless	112	5	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%
Not Migrant	112	5	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%
Parent Not in Armed Forces	112	5	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%

GRADE 6 MATH RESULTS





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	6	5%	113	95%	9	8%	17	15%	55	49%	32	28%	87	77%
Female	62	5	8%	57	92%	5	9%	9	16%	29	51%	14	25%	43	75%
Male	57	1	2%	56	98%	4	7%	8	14%	26	46%	18	32%	44	79%
General Education Students	100	1	1%	99	99%	6	6%	13	13%	49	49%	31	31%	80	81%
Students with Disabilities	19	5	26%	14	74%	3	21%	4	29%	6	43%	1	7%	7	50%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	1	6%	17	94%	6	35%	5	29%	4	24%	2	12%	6	35%
White	91	4	4%	87	96%	3	3%	12	14%	49	56%	23	26%	72	83%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	0	0%	2	22%	7	78%	9	100%
Economically Disadvantaged	11	1	9%	10	91%	7	70%	2	20%	1	10%	0	0%	1	10%
Not Economically Disadvantaged	108	5	5%	103	95%	2	2%	15	15%	54	52%	32	31%	86	83%
English Language Learner	6	0	0%	6	100%	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	113	6	5%	107	95%	5	5%	16	15%	54	50%	32	30%	86	80%
Not in Foster Care	119	6	5%	113	95%	9	8%	17	15%	55	49%	32	28%	87	77%
Not Homeless	119	6	5%	113	95%	9	8%	17	15%	55	49%	32	28%	87	77%
Not Migrant	119	6	5%	113	95%	9	8%	17	15%	55	49%	32	28%	87	77%
Parent Not in Armed Forces	119	6	5%	113	95%	9	8%	17	15%	55	49%	32	28%	87	77%

GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Female	45	4	9%	41	91%	2	5%	10	24%	15	37%	14	34%	29	71%
Male	79	5	6%	74	94%	8	11%	9	12%	17	23%	40	54%	57	77%
General Education Students	103	6	6%	97	94%	4	4%	13	13%	28	29%	52	54%	80	82%
Students with Disabilities	21	3	14%	18	86%	6	33%	6	33%	4	22%	2	11%	6	33%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	23	100%	4	17%	9	39%	7	30%	3	13%	10	43%
White	87	8	9%	79	91%	6	8%	8	10%	23	29%	42	53%	65	82%
Multiracial	8	1	13%	7	88%	0	0%	2	29%	1	14%	4	57%	5	71%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	24	2	8%	22	92%	4	18%	9	41%	6	27%	3	14%	9	41%
Not Economically Disadvantaged	100	7	7%	93	93%	6	6%	10	11%	26	28%	51	55%	77	83%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	9	8%	111	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Not Homeless	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Not Migrant	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Parent Not in Armed Forces	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%

GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%
Female	53	5	9%	48	91%	—	—	—	—	—	—	—	—	—	—
Male	66	2	3%	64	97%	9	14%	9	14%	23	36%	23	36%	46	72%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	54	5	9%	49	91%	5	10%	4	8%	20	41%	20	41%	40	82%
General Education Students	102	4	4%	98	96%	5	5%	10	10%	41	42%	42	43%	83	85%
Students with Disabilities	18	3	17%	15	83%	9	60%	3	20%	2	13%	1	7%	3	20%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	0	0%	5	38%	7	54%	12	92%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	0	0%	21	100%	5	24%	7	33%	6	29%	3	14%	9	43%
White	79	7	9%	72	91%	7	10%	6	8%	31	43%	28	39%	59	82%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	0	0%	1	14%	5	71%	6	86%
Economically Disadvantaged	17	1	6%	16	94%	5	31%	7	44%	3	19%	1	6%	4	25%
Not Economically Disadvantaged	103	6	6%	97	94%	9	9%	6	6%	40	41%	42	43%	82	85%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	116	7	6%	109	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%
Not Homeless	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%
Not Migrant	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%
Parent Not in Armed Forces	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%

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	112	6	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%
Grade 8	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	120	100%	4	3%	10	8%	50	42%	56	47%	106	88%
Combined 8	120	0	0%	120	100%	4	3%	10	8%	50	42%	56	47%	106	88%
Grades 5 & 8	232	6	3%	226	97%	18	8%	51	23%	93	41%	64	28%	157	69%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	6	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%
Female	52	1	2%	51	98%	10	20%	20	39%	17	33%	4	8%	21	41%
Male	60	5	8%	55	92%	4	7%	21	38%	26	47%	4	7%	30	55%
General Education Students	94	2	2%	92	98%	9	10%	34	37%	41	45%	8	9%	49	53%
Students with Disabilities	18	4	22%	14	78%	5	36%	7	50%	2	14%	0	0%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	1	20%	2	40%	1	20%	3	60%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	1	4%	24	96%	10	42%	10	42%	4	17%	0	0%	4	17%
White	74	3	4%	71	96%	3	4%	27	38%	35	49%	6	8%	41	58%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	3	50%	2	33%	1	17%	3	50%
Economically Disadvantaged	19	2	11%	17	89%	8	47%	9	53%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	93	4	4%	89	96%	6	7%	32	36%	43	48%	8	9%	51	57%
English Language Learner	6	0	0%	6	100%	5	83%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	106	6	6%	100	94%	9	9%	40	40%	43	43%	8	8%	51	51%
Not in Foster Care	112	6	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%
Not Homeless	112	6	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%
Not Migrant	112	6	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%
Parent Not in Armed Forces	112	6	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%



GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	53	53	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	66	66	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	102	102	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	18	18	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	79	79	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	17	17	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	103	103	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	116	116	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

**ANNUAL REGENTS EXAMINATIONS (2023 - 24)**

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

ANNUAL REGENTS EXAMINATION IN ELA (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	139	2	1%	7	5%	14	10%	29	21%	87	63%	130	94%
Female	66	—	—	—	—	—	—	—	—	—	—	—	—
Male	71	2	3%	2	3%	11	15%	18	25%	38	54%	67	94%
Non-Binary	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	68	0	0%	5	7%	3	4%	11	16%	49	72%	63	93%
General Education Students	114	1	1%	4	4%	6	5%	23	20%	80	70%	109	96%
Students with Disabilities	25	1	4%	3	12%	8	32%	6	24%	7	28%	21	84%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	0	0%	4	44%	5	56%	9	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	2	6%	4	13%	4	13%	9	29%	12	39%	25	81%
White	92	0	0%	1	1%	10	11%	15	16%	66	72%	91	99%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	2	29%	0	0%	1	14%	4	57%	5	71%
Economically Disadvantaged	22	1	5%	5	23%	2	9%	6	27%	8	36%	16	73%
Not Economically Disadvantaged	117	1	1%	2	2%	12	10%	23	20%	79	68%	114	97%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	138	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	139	2	1%	7	5%	14	10%	29	21%	87	63%	130	94%
Not Homeless	139	2	1%	7	5%	14	10%	29	21%	87	63%	130	94%
Not Migrant	139	2	1%	7	5%	14	10%	29	21%	87	63%	130	94%
Parent Not in Armed Forces	139	2	1%	7	5%	14	10%	29	21%	87	63%	130	94%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	7	1	14%	1	14%	3	43%	1	14%	1	14%	5	71%
Female	2	—	—	—	—	—	—	—	—	—	—	—	—
Male	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	7	1	14%	1	14%	3	43%	1	14%	1	14%	5	71%
General Education Students	1	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	3	43%	1	14%	1	14%	5	71%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	5	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	6	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	7	1	14%	1	14%	3	43%	1	14%	1	14%	5	71%
Not Homeless	7	1	14%	1	14%	3	43%	1	14%	1	14%	5	71%
Not Migrant	7	1	14%	1	14%	3	43%	1	14%	1	14%	5	71%
Parent Not in Armed Forces	7	1	14%	1	14%	3	43%	1	14%	1	14%	5	71%

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	118	4	3%	8	7%	21	18%	54	46%	31	26%	106	90%
Female	51	—	—	—	—	—	—	—	—	—	—	—	—
Male	65	2	3%	5	8%	16	25%	27	42%	15	23%	58	89%
Non-Binary	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	53	2	4%	3	6%	5	9%	27	51%	16	30%	48	91%
General Education Students	97	1	1%	4	4%	14	14%	50	52%	28	29%	92	95%
Students with Disabilities	21	3	14%	4	19%	7	33%	4	19%	3	14%	14	67%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	1	8%	0	0%	7	58%	4	33%	11	92%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	2	11%	2	11%	5	26%	8	42%	2	11%	15	79%
White	79	2	3%	4	5%	13	16%	38	48%	22	28%	73	92%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	1	13%	3	38%	1	13%	3	38%	7	88%
Economically Disadvantaged	12	2	17%	2	17%	3	25%	4	33%	1	8%	8	67%
Not Economically Disadvantaged	106	2	2%	6	6%	18	17%	50	47%	30	28%	98	92%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	116	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	118	4	3%	8	7%	21	18%	54	46%	31	26%	106	90%
Not Homeless	118	4	3%	8	7%	21	18%	54	46%	31	26%	106	90%
Not Migrant	118	4	3%	8	7%	21	18%	54	46%	31	26%	106	90%
Parent Not in Armed Forces	118	4	3%	8	7%	21	18%	54	46%	31	26%	106	90%

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	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%
Female	33	—	—	—	—	—	—	—	—	—	—	—	—
Male	34	1	3%	2	6%	14	41%	5	15%	12	35%	31	91%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	34	0	0%	1	3%	17	50%	5	15%	11	32%	33	97%
General Education Students	66	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	4	57%	0	0%	3	43%	7	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	46	1	2%	1	2%	23	50%	9	20%	12	26%	44	96%
Multiracial	10	0	0%	0	0%	3	30%	1	10%	6	60%	10	100%
Small Group Total: Race & Ethnicity	5	0	0%	2	40%	1	20%	0	0%	2	40%	3	60%
Economically Disadvantaged	6	0	0%	1	17%	4	67%	0	0%	1	17%	5	83%
Not Economically Disadvantaged	62	1	2%	2	3%	27	44%	10	16%	22	35%	59	95%
Non-English Language Learner	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%
Not in Foster Care	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%
Not Homeless	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%
Not Migrant	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%
Parent Not in Armed Forces	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	130	7	5%	12	9%	55	42%	56	43%	111	85%
Female	61	—	—	—	—	—	—	—	—	—	—
Male	68	5	7%	7	10%	26	38%	30	44%	56	82%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	2	3%	5	8%	29	47%	26	42%	55	89%
General Education Students	107	2	2%	5	5%	45	42%	55	51%	100	93%
Students with Disabilities	23	5	22%	7	30%	10	43%	1	4%	11	48%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	1	7%	4	29%	9	64%	13	93%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	4	15%	5	19%	14	54%	3	12%	17	65%
White	82	2	2%	5	6%	34	41%	41	50%	75	91%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	1	13%	3	38%	3	38%	6	75%
Economically Disadvantaged	22	3	14%	6	27%	12	55%	1	5%	13	59%
Not Economically Disadvantaged	108	4	4%	6	6%	43	40%	55	51%	98	91%
English Language Learner	8	4	50%	1	13%	3	38%	0	0%	3	38%
Non-English Language Learner	122	3	2%	11	9%	52	43%	56	46%	108	89%
Not in Foster Care	130	7	5%	12	9%	55	42%	56	43%	111	85%
Not Homeless	130	7	5%	12	9%	55	42%	56	43%	111	85%
Not Migrant	130	7	5%	12	9%	55	42%	56	43%	111	85%
Parent Not in Armed Forces	130	7	5%	12	9%	55	42%	56	43%	111	85%

## 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	39	1	3%	5	13%	16	41%	17	44%	33	85%
Female	18	0	0%	1	6%	10	56%	7	39%	17	94%
Male	17	—	—	—	—	—	—	—	—	—	—
Non-Binary	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	21	1	5%	4	19%	6	29%	10	48%	16	76%
General Education Students	30	0	0%	2	7%	14	47%	14	47%	28	93%
Students with Disabilities	9	1	11%	3	33%	2	22%	3	33%	5	56%
Hispanic or Latino	10	0	0%	3	30%	6	60%	1	10%	7	70%
White	24	1	4%	1	4%	10	42%	12	50%	22	92%
Multiracial	5	0	0%	1	20%	0	0%	4	80%	4	80%
Economically Disadvantaged	10	0	0%	3	30%	5	50%	2	20%	7	70%
Not Economically Disadvantaged	29	1	3%	2	7%	11	38%	15	52%	26	90%
Non-English Language Learner	39	1	3%	5	13%	16	41%	17	44%	33	85%
Not in Foster Care	39	1	3%	5	13%	16	41%	17	44%	33	85%
Not Homeless	39	1	3%	5	13%	16	41%	17	44%	33	85%
Not Migrant	39	1	3%	5	13%	16	41%	17	44%	33	85%
Parent Not in Armed Forces	39	1	3%	5	13%	16	41%	17	44%	33	85%

## 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	76	7	9%	19	25%	48	63%	2	3%	50	66%
Female	39	3	8%	9	23%	26	67%	1	3%	27	69%
Male	37	4	11%	10	27%	22	59%	1	3%	23	62%
General Education Students	75	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	55	6	11%	15	27%	32	58%	2	4%	34	62%
Multiracial	10	0	0%	0	0%	10	100%	0	0%	10	100%
Small Group Total: Race & Ethnicity	11	1	9%	4	36%	6	55%	0	0%	6	55%
Economically Disadvantaged	6	1	17%	1	17%	4	67%	0	0%	4	67%
Not Economically Disadvantaged	70	6	9%	18	26%	44	63%	2	3%	46	66%
Non-English Language Learner	76	7	9%	19	25%	48	63%	2	3%	50	66%
Not in Foster Care	76	7	9%	19	25%	48	63%	2	3%	50	66%
Not Homeless	76	7	9%	19	25%	48	63%	2	3%	50	66%
Not Migrant	76	7	9%	19	25%	48	63%	2	3%	50	66%
Parent Not in Armed Forces	76	7	9%	19	25%	48	63%	2	3%	50	66%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	139	6	4%	7	5%	41	29%	40	29%	45	32%	126	91%
Female	63	1	2%	4	6%	15	24%	24	38%	19	30%	58	92%
Male	76	5	7%	3	4%	26	34%	16	21%	26	34%	68	89%
General Education Students	112	0	0%	5	4%	33	29%	33	29%	41	37%	107	96%
Students with Disabilities	27	6	22%	2	7%	8	30%	7	26%	4	15%	19	70%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	1	11%	4	44%	4	44%	9	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	2	7%	2	7%	14	52%	3	11%	6	22%	23	85%
White	91	3	3%	4	4%	23	25%	32	35%	29	32%	84	92%
Multiracial	8	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	1	8%	1	8%	3	25%	1	8%	6	50%	10	83%
Economically Disadvantaged	24	1	4%	4	17%	9	38%	4	17%	6	25%	19	79%
Not Economically Disadvantaged	115	5	4%	3	3%	32	28%	36	31%	39	34%	107	93%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	136	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	139	6	4%	7	5%	41	29%	40	29%	45	32%	126	91%
Not Homeless	139	6	4%	7	5%	41	29%	40	29%	45	32%	126	91%
Not Migrant	139	6	4%	7	5%	41	29%	40	29%	45	32%	126	91%
Parent Not in Armed Forces	139	6	4%	7	5%	41	29%	40	29%	45	32%	126	91%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	23	2	9%	7	30%	7	30%	4	17%	3	13%	14	61%
Female	12	0	0%	3	25%	5	42%	2	17%	2	17%	9	75%
Male	11	2	18%	4	36%	2	18%	2	18%	1	9%	5	45%
General Education Students	11	0	0%	2	18%	3	27%	3	27%	3	27%	9	82%
Students with Disabilities	12	2	17%	5	42%	4	33%	1	8%	0	0%	5	42%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	—	—	—	—	—	—	—	—	—	—	—	—
White	11	1	9%	3	27%	1	9%	3	27%	3	27%	7	64%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	1	8%	4	33%	6	50%	1	8%	0	0%	7	58%
Economically Disadvantaged	7	0	0%	2	29%	4	57%	1	14%	0	0%	5	71%
Not Economically Disadvantaged	16	2	13%	5	31%	3	19%	3	19%	3	19%	9	56%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	22	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	23	2	9%	7	30%	7	30%	4	17%	3	13%	14	61%
Not Homeless	23	2	9%	7	30%	7	30%	4	17%	3	13%	14	61%
Not Migrant	23	2	9%	7	30%	7	30%	4	17%	3	13%	14	61%
Parent Not in Armed Forces	23	2	9%	7	30%	7	30%	4	17%	3	13%	14	61%

**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	127	4	3%	123	97%	0	0%	6	5%	17	13%	100	79%	117	92%
Female	63	1	2%	62	98%	0	0%	4	6%	6	10%	52	83%	58	92%
Male	64	3	5%	61	95%	0	0%	2	3%	11	17%	48	75%	59	92%
General Education Students	113	2	2%	111	98%	0	0%	3	3%	12	11%	96	85%	108	96%
Students with Disabilities	14	2	14%	12	86%	0	0%	3	21%	5	36%	4	29%	9	64%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	1	11%	0	0%	8	89%	8	89%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	2	7%	25	93%	0	0%	4	15%	8	30%	13	48%	21	78%
White	80	2	3%	78	98%	0	0%	1	1%	6	8%	71	89%	77	96%
Multiracial	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	0	0%	3	27%	8	73%	11	100%
Economically Disadvantaged	24	0	0%	24	100%	0	0%	3	13%	6	25%	15	63%	21	88%
Not Economically Disadvantaged	103	4	4%	99	96%	0	0%	3	3%	11	11%	85	83%	96	93%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	124	2	—	122	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	127	4	3%	123	97%	0	0%	6	5%	17	13%	100	79%	117	92%
Not Homeless	127	4	3%	123	97%	0	0%	6	5%	17	13%	100	79%	117	92%
Not Migrant	127	4	3%	123	97%	0	0%	6	5%	17	13%	100	79%	117	92%
Parent Not in Armed Forces	127	4	3%	123	97%	0	0%	6	5%	17	13%	100	79%	117	92%

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	127	57	45%	70	55%	3	2%	4	3%	54	43%	9	7%	63	50%
Female	63	30	48%	33	52%	0	0%	2	3%	28	44%	3	5%	31	49%
Male	64	27	42%	37	58%	3	5%	2	3%	26	41%	6	9%	32	50%
General Education Students	113	51	45%	62	55%	3	3%	3	3%	48	42%	8	7%	56	50%
Students with Disabilities	14	6	43%	8	57%	0	0%	1	7%	6	43%	1	7%	7	50%
Asian or Native Hawaiian/Other Pacific Islander	9	5	56%	4	44%	0	0%	0	0%	4	44%	0	0%	4	44%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	5	19%	22	81%	3	11%	3	11%	14	52%	2	7%	16	59%
White	80	45	56%	35	44%	0	0%	1	1%	28	35%	6	8%	34	43%
Multiracial	9	1	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	0	0%	0	0%	8	73%	1	9%	9	82%
Economically Disadvantaged	24	7	29%	17	71%	2	8%	2	8%	12	50%	1	4%	13	54%
Not Economically Disadvantaged	103	50	49%	53	51%	1	1%	2	2%	42	41%	8	8%	50	49%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	124	56	—	68	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	127	57	45%	70	55%	3	2%	4	3%	54	43%	9	7%	63	50%
Not Homeless	127	57	45%	70	55%	3	2%	4	3%	54	43%	9	7%	63	50%
Not Migrant	127	57	45%	70	55%	3	2%	4	3%	54	43%	9	7%	63	50%
Parent Not in Armed Forces	127	57	45%	70	55%	3	2%	4	3%	54	43%	9	7%	63	50%

## 2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	104	55	53	49	47
Female	54	30	56	24	44
Male	50	25	50	25	50
General Education Students	98	50	51	48	49
Students with Disabilities	6	5	83	1	17
Asian or Native Hawaiian/Other Pacific Islander	8	5	63	3	38
Black or African American	1	1	100	0	0
Hispanic or Latino	14	4	29	10	71
White	72	44	61	28	39
Multiracial	9	1	11	8	89
Economically Disadvantaged	13	7	54	6	46
Not Economically Disadvantaged	91	48	53	43	47
Non-English Language Learner	104	55	53	49	47
Not in Foster Care	104	55	53	49	47
Not Homeless	104	55	53	49	47
Not Migrant	104	55	53	49	47
Parent Not in Armed Forces	104	55	53	49	47

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	127	59	46%	68	54%	4	3%	6	5%	45	35%	13	10%	58	46%
Female	63	27	43%	36	57%	3	5%	2	3%	24	38%	7	11%	31	49%
Male	64	32	50%	32	50%	1	2%	4	6%	21	33%	6	9%	27	42%
General Education Students	113	52	46%	61	54%	2	2%	4	4%	43	38%	12	11%	55	49%
Students with Disabilities	14	7	50%	7	50%	2	14%	2	14%	2	14%	1	7%	3	21%
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	0	0%	0	0%	4	44%	1	11%	5	56%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	15	56%	12	44%	2	7%	4	15%	6	22%	0	0%	6	22%
White	80	37	46%	43	54%	2	3%	1	1%	28	35%	12	15%	40	50%
Multiracial	9	3	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	0	0%	1	9%	7	64%	0	0%	7	64%
Economically Disadvantaged	24	11	46%	13	54%	1	4%	3	13%	8	33%	1	4%	9	38%
Not Economically Disadvantaged	103	48	47%	55	53%	3	3%	3	3%	37	36%	12	12%	49	48%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	124	57	—	67	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	127	59	46%	68	54%	4	3%	6	5%	45	35%	13	10%	58	46%
Not Homeless	127	59	46%	68	54%	4	3%	6	5%	45	35%	13	10%	58	46%
Not Migrant	127	59	46%	68	54%	4	3%	6	5%	45	35%	13	10%	58	46%
Parent Not in Armed Forces	127	59	46%	68	54%	4	3%	6	5%	45	35%	13	10%	58	46%

## 2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	118	57	48	61	52
Female	60	27	45	33	55
Male	58	30	52	28	48
General Education Students	106	50	47	56	53
Students with Disabilities	12	7	58	5	42
Asian or Native Hawaiian/Other Pacific Islander	9	4	44	5	56
Black or African American	1	0	0	1	100
Hispanic or Latino	22	13	59	9	41
White	77	37	48	40	52
Multiracial	9	3	33	6	67
Economically Disadvantaged	20	11	55	9	45
Not Economically Disadvantaged	98	46	47	52	53
Non-English Language Learner	118	57	48	61	52
Not in Foster Care	118	57	48	61	52
Not Homeless	118	57	48	61	52
Not Migrant	118	57	48	61	52
Parent Not in Armed Forces	118	57	48	61	52

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	127	4	3%	123	97%	1	1%	7	6%	38	30%	77	61%	115	91%
Female	63	1	2%	62	98%	0	0%	3	5%	24	38%	35	56%	59	94%
Male	64	3	5%	61	95%	1	2%	4	6%	14	22%	42	66%	56	88%
General Education Students	113	2	2%	111	98%	0	0%	4	4%	33	29%	74	65%	107	95%
Students with Disabilities	14	2	14%	12	86%	1	7%	3	21%	5	36%	3	21%	8	57%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	2	7%	25	93%	1	4%	4	15%	13	48%	7	26%	20	74%
White	80	2	3%	78	98%	0	0%	2	3%	20	25%	56	70%	76	95%
Multiracial	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	0	0%	2	18%	9	82%	11	100%
Economically Disadvantaged	24	0	0%	24	100%	1	4%	4	17%	10	42%	9	38%	19	79%
Not Economically Disadvantaged	103	4	4%	99	96%	0	0%	3	3%	28	27%	68	66%	96	93%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	124	2	—	122	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	127	4	3%	123	97%	1	1%	7	6%	38	30%	77	61%	115	91%
Not Homeless	127	4	3%	123	97%	1	1%	7	6%	38	30%	77	61%	115	91%
Not Migrant	127	4	3%	123	97%	1	1%	7	6%	38	30%	77	61%	115	91%
Parent Not in Armed Forces	127	4	3%	123	97%	1	1%	7	6%	38	30%	77	61%	115	91%

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	127	62	49%	65	51%	1	1%	7	6%	53	42%	4	3%	57	45%
Female	63	35	56%	28	44%	0	0%	4	6%	23	37%	1	2%	24	38%
Male	64	27	42%	37	58%	1	2%	3	5%	30	47%	3	5%	33	52%
General Education Students	113	53	47%	60	53%	1	1%	3	3%	52	46%	4	4%	56	50%
Students with Disabilities	14	9	64%	5	36%	0	0%	4	29%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	0	0%	1	11%	4	44%	0	0%	4	44%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	12	44%	15	56%	1	4%	3	11%	9	33%	2	7%	11	41%
White	80	42	53%	38	48%	0	0%	2	3%	34	43%	2	3%	36	45%
Multiracial	9	3	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	4	36%	7	64%	0	0%	1	9%	6	55%	0	0%	6	55%
Economically Disadvantaged	24	10	42%	14	58%	1	4%	4	17%	6	25%	3	13%	9	38%
Not Economically Disadvantaged	103	52	50%	51	50%	0	0%	3	3%	47	46%	1	1%	48	47%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	124	60	—	64	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	127	62	49%	65	51%	1	1%	7	6%	53	42%	4	3%	57	45%
Not Homeless	127	62	49%	65	51%	1	1%	7	6%	53	42%	4	3%	57	45%
Not Migrant	127	62	49%	65	51%	1	1%	7	6%	53	42%	4	3%	57	45%
Parent Not in Armed Forces	127	62	49%	65	51%	1	1%	7	6%	53	42%	4	3%	57	45%

## 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	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	6	0	0%	6	100%	2	33%	1	17%	2	33%	1	17%	0	0%
Grade 2	5	0	0%	5	100%	1	20%	1	20%	0	0%	2	40%	1	20%
Grade 3	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	0	0%
Grade 6	6	0	0%	6	100%	1	17%	1	17%	1	17%	1	17%	2	33%
Grade 7	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	1	1	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	146	14	10%	3	0	0%
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	144	1	1%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

**TOTAL COHORT GRADUATION RATE (2023-24)**

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	127	124	98%	0	0%	123	97%	1	1%	0	0%	2	2%	1	1%	0	0%
Female	63	63	100%	0	0%	62	98%	1	2%	0	0%	0	0%	0	0%	0	0%
Male	64	61	95%	0	0%	61	95%	0	0%	0	0%	2	3%	1	2%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	113	111	98%	0	0%	111	98%	0	0%	0	0%	1	1%	1	1%	0	0%
Students with Disabilities	14	13	93%	0	0%	12	86%	1	7%	0	0%	1	7%	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	9	9	100%	0	0%	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	25	93%	0	0%	25	93%	0	0%	0	0%	1	4%	1	4%	0	0%
White	80	79	99%	0	0%	78	98%	1	1%	0	0%	1	1%	0	0%	0	0%
Multiracial	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	24	24	100%	0	0%	24	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	103	100	97%	0	0%	99	96%	1	1%	0	0%	2	2%	1	1%	0	0%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	124	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	127	124	98%	0	0%	123	97%	1	1%	0	0%	2	2%	1	1%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	127	124	98%	0	0%	123	97%	1	1%	0	0%	2	2%	1	1%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	127	124	98%	0	0%	123	97%	1	1%	0	0%	2	2%	1	1%	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	127	124	98%	0	0%	123	97%	1	1%	0	0%	2	2%	1	1%	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

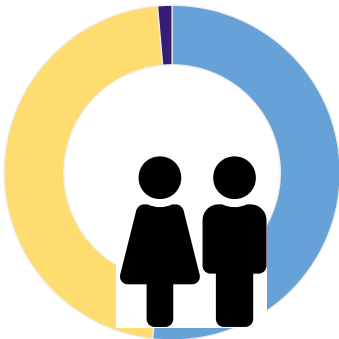
This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

CROTON-HARMON HIGH SCHOOL ENROLLMENT  
(2023 - 24)

K-12 Enrollment: 509

ENROLLMENT BY GENDER

MALE	
▼	
264	52%
FEMALE	
▼	
238	47%
NON-BINARY	
▼	
7	1%



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
▼	
8	2%
HISPANIC OR LATINO	
▼	
99	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
▼	
35	7%

WHITE



337	66%
-----	-----

MULTIRACIAL



30	6%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
10	2%	80	16%	87	17%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				▼	
				—	—

ENROLLMENT BY GRADE



9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
—		—		—		—	
122	24%	133	26%	130	26%	124	24%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 9, 2025, 9:47 AM EST

CROTON-HARMON HIGH SCHOOL - NEW YORK STATE REPORT CARD [2023 - 24]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

The link below provides a list of all Local Education Agencies and public schools that received Section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (74.01 kilobytes)

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

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

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	3	4	—	4
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	4
Hispanic or Latino	2	2	2	—	4
Multiracial	—	—	—	—	4
White	4	3	4	—	4
Students with Disabilities	—	—	—	—	4
Economically Disadvantaged	3	3	4	—	4



## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	120	208.8	174.3	4
	Math	68	146.3		
	Science	76	164.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	206.3	—	—
	Math	4	—		
	Science	4	—		
Black or African American	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
Hispanic or Latino	ELA	25	150	126.2	2
	Math	22	104.5		
	Science	13	123.1		
Multiracial	ELA	9	211.1	—	—
	Math	8	168.8		
	Science	6	183.3		
White	ELA	76	228.9	190.3	4
	Math	33	166.7		
	Science	51	167.6		
English Language Learner	ELA	1	—	—	—
	Math	2	—		
	Science	1	—		
Students with Disabilities	ELA	10	105	—	—
	Math	6	100		
	Science	5	130		
Economically Disadvantaged	ELA	23	169.6	137.4	3
	Math	16	96.9		
	Science	13	150		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	121	207	136.4	3
	Math	119	83.6		
	Science	114	109.6		
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	206.3	—	—
	Math	8	87.5		
	Science	7	121.4		
Black or African American	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Hispanic or Latino	ELA	26	144.2	106.3	2
	Math	26	88.5		
	Science	21	76.2		
Multiracial	ELA	9	211.1	—	—
	Math	9	150		
	Science	9	122.2		
White	ELA	76	228.9	142.2	3
	Math	74	74.3		
	Science	75	114		
English Language Learner	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Students with Disabilities	ELA	10	105	—	—
	Math	10	60		
	Science	9	72.2		
Economically Disadvantaged	ELA	23	169.6	114.5	3
	Math	23	67.4		
	Science	19	102.6		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	101	94	93.1%	96.7%	4
	5-year	128	124	96.9%		
	6-year	124	124	100%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	4	—	—	—	—
	5-year	8	—	—		
	6-year	7	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	11	—	—		
	6-year	4	—	—		
Hispanic or Latino	4-year	28	24	85.7%	92.3%	2
	5-year	23	21	91.3%		
	6-year	25	25	100%		
Multiracial	4-year	7	—	—	—	—
	5-year	2	—	—		
	6-year	1	—	—		
White	4-year	62	59	95.2%	98.4%	4
	5-year	83	83	100%		
	6-year	87	87	100%		
English Language Learner	4-year	2	—	—	—	—
	5-year	3	—	—		
	6-year	5	—	—		
Students with Disabilities	4-year	19	—	—	—	—
	5-year	14	—	—		
	6-year	12	—	—		
Economically Disadvantaged	4-year	12	—	—	96.3%	4
	5-year	27	25	92.6%		
	6-year	22	22	100%		

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	—	—	—	—
Hispanic or Latino	7	—	—	—	—
White	1	—	—	—	—
English Language Learner	8	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	511	20	3.9%	4
Asian or Native Hawaiian/Other Pacific Islander	35	0	—	4
Black or African American	8	—	—	—
Hispanic or Latino	99	8	8.1%	4
Multiracial	30	0	—	4
White	339	11	3.2%	4
English Language Learner	18	—	—	—
Students with Disabilities	84	6	7.1%	4
Economically Disadvantaged	88	6	6.8%	4

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	123	100%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	2	—
Hispanic or Latino	—	27	—
Multiracial	—	9	—
White	✓	77	100%
English Language Learner	—	2	—
Students with Disabilities	—	12	—
Economically Disadvantaged	—	25	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	121	57%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	2	—
Hispanic or Latino	—	27	—
Multiracial	—	9	—
White	X	75	44%
English Language Learner	—	2	—
Students with Disabilities	—	12	—
Economically Disadvantaged	—	25	—

**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	136	2	1%	6	4%	13	10%	29	21%	86	63%	128	94%
Female	63	—	—	—	—	—	—	—	—	—	—	—	—
Male	71	2	3%	2	3%	11	15%	18	25%	38	54%	67	94%
Non-Binary	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	65	0	0%	4	6%	2	3%	11	17%	48	74%	61	94%
General Education Students	114	1	1%	4	4%	6	5%	23	20%	80	70%	109	96%
Students with Disabilities	22	1	5%	2	9%	7	32%	6	27%	6	27%	19	86%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	0	0%	4	44%	5	56%	9	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	2	7%	4	13%	3	10%	9	30%	12	40%	24	80%
White	91	0	0%	1	1%	10	11%	15	16%	65	71%	90	99%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	0	0%	1	17%	4	67%	5	83%
Economically Disadvantaged	22	1	5%	5	23%	2	9%	6	27%	8	36%	16	73%
Not Economically Disadvantaged	114	1	1%	1	1%	11	10%	23	20%	78	68%	112	98%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	135	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	136	2	1%	6	4%	13	10%	29	21%	86	63%	128	94%
Not Homeless	136	2	1%	6	4%	13	10%	29	21%	86	63%	128	94%
Not Migrant	136	2	1%	6	4%	13	10%	29	21%	86	63%	128	94%
Parent Not in Armed Forces	136	2	1%	6	4%	13	10%	29	21%	86	63%	128	94%



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	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%
Female	1	—	—	—	—	—	—	—	—	—	—	—	—
Male	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%
General Education Students	1	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	5	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%
Not Homeless	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%
Not Migrant	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%
Parent Not in Armed Forces	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%

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	50	4	8%	8	16%	12	24%	20	40%	6	12%	38	76%
Female	21	—	—	—	—	—	—	—	—	—	—	—	—
Male	28	2	7%	5	18%	9	32%	9	32%	3	11%	21	75%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	22	2	9%	3	14%	3	14%	11	50%	3	14%	17	77%
General Education Students	30	1	3%	4	13%	5	17%	16	53%	4	13%	25	83%
Students with Disabilities	20	3	15%	4	20%	7	35%	4	20%	2	10%	13	65%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	—	—	—	—	—	—	—	—	—	—	—	—
White	33	2	6%	4	12%	5	15%	16	48%	6	18%	27	82%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	2	12%	4	24%	7	41%	4	24%	0	0%	11	65%
Economically Disadvantaged	11	2	18%	2	18%	3	27%	3	27%	1	9%	7	64%
Not Economically Disadvantaged	39	2	5%	6	15%	9	23%	17	44%	5	13%	31	79%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	48	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	50	4	8%	8	16%	12	24%	20	40%	6	12%	38	76%
Not Homeless	50	4	8%	8	16%	12	24%	20	40%	6	12%	38	76%
Not Migrant	50	4	8%	8	16%	12	24%	20	40%	6	12%	38	76%
Parent Not in Armed Forces	50	4	8%	8	16%	12	24%	20	40%	6	12%	38	76%

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	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%
Female	33	—	—	—	—	—	—	—	—	—	—	—	—
Male	34	1	3%	2	6%	14	41%	5	15%	12	35%	31	91%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	34	0	0%	1	3%	17	50%	5	15%	11	32%	33	97%
General Education Students	66	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	4	57%	0	0%	3	43%	7	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	46	1	2%	1	2%	23	50%	9	20%	12	26%	44	96%
Multiracial	10	0	0%	0	0%	3	30%	1	10%	6	60%	10	100%
Small Group Total: Race & Ethnicity	5	0	0%	2	40%	1	20%	0	0%	2	40%	3	60%
Economically Disadvantaged	6	0	0%	1	17%	4	67%	0	0%	1	17%	5	83%
Not Economically Disadvantaged	62	1	2%	2	3%	27	44%	10	16%	22	35%	59	95%
Non-English Language Learner	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%
Not in Foster Care	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%
Not Homeless	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%
Not Migrant	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%
Parent Not in Armed Forces	68	1	1%	3	4%	31	46%	10	15%	23	34%	64	94%

## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)



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

## 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	37	1	3%	5	14%	15	41%	16	43%	31	84%
Female	16	—	—	—	—	—	—	—	—	—	—
Male	17	1	6%	4	24%	5	29%	7	41%	12	71%
Non-Binary	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	20	0	0%	1	5%	10	50%	9	45%	19	95%
General Education Students	30	0	0%	2	7%	14	47%	14	47%	28	93%
Students with Disabilities	7	1	14%	3	43%	1	14%	2	29%	3	43%
Hispanic or Latino	9	—	—	—	—	—	—	—	—	—	—
White	24	1	4%	1	4%	10	42%	12	50%	22	92%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	4	31%	5	38%	4	31%	9	69%
Economically Disadvantaged	10	0	0%	3	30%	5	50%	2	20%	7	70%
Not Economically Disadvantaged	27	1	4%	2	7%	10	37%	14	52%	24	89%
Non-English Language Learner	37	1	3%	5	14%	15	41%	16	43%	31	84%
Not in Foster Care	37	1	3%	5	14%	15	41%	16	43%	31	84%
Not Homeless	37	1	3%	5	14%	15	41%	16	43%	31	84%
Not Migrant	37	1	3%	5	14%	15	41%	16	43%	31	84%
Parent Not in Armed Forces	37	1	3%	5	14%	15	41%	16	43%	31	84%

## 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	76	7	9%	19	25%	48	63%	2	3%	50	66%
Female	39	3	8%	9	23%	26	67%	1	3%	27	69%
Male	37	4	11%	10	27%	22	59%	1	3%	23	62%
General Education Students	75	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	55	6	11%	15	27%	32	58%	2	4%	34	62%
Multiracial	10	0	0%	0	0%	10	100%	0	0%	10	100%
Small Group Total: Race & Ethnicity	11	1	9%	4	36%	6	55%	0	0%	6	55%
Economically Disadvantaged	6	1	17%	1	17%	4	67%	0	0%	4	67%
Not Economically Disadvantaged	70	6	9%	18	26%	44	63%	2	3%	46	66%
Non-English Language Learner	76	7	9%	19	25%	48	63%	2	3%	50	66%
Not in Foster Care	76	7	9%	19	25%	48	63%	2	3%	50	66%
Not Homeless	76	7	9%	19	25%	48	63%	2	3%	50	66%
Not Migrant	76	7	9%	19	25%	48	63%	2	3%	50	66%
Parent Not in Armed Forces	76	7	9%	19	25%	48	63%	2	3%	50	66%



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	138	6	4%	7	5%	41	30%	39	28%	45	33%	125	91%
Female	62	1	2%	4	6%	15	24%	23	37%	19	31%	57	92%
Male	76	5	7%	3	4%	26	34%	16	21%	26	34%	68	89%
General Education Students	112	0	0%	5	4%	33	29%	33	29%	41	37%	107	96%
Students with Disabilities	26	6	23%	2	8%	8	31%	6	23%	4	15%	18	69%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	1	11%	4	44%	4	44%	9	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	2	7%	2	7%	14	52%	3	11%	6	22%	23	85%
White	91	3	3%	4	4%	23	25%	32	35%	29	32%	84	92%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	1	9%	3	27%	0	0%	6	55%	9	82%
Economically Disadvantaged	24	1	4%	4	17%	9	38%	4	17%	6	25%	19	79%
Not Economically Disadvantaged	114	5	4%	3	3%	32	28%	35	31%	39	34%	106	93%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	135	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	138	6	4%	7	5%	41	30%	39	28%	45	33%	125	91%
Not Homeless	138	6	4%	7	5%	41	30%	39	28%	45	33%	125	91%
Not Migrant	138	6	4%	7	5%	41	30%	39	28%	45	33%	125	91%
Parent Not in Armed Forces	138	6	4%	7	5%	41	30%	39	28%	45	33%	125	91%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	20	2	10%	6	30%	6	30%	3	15%	3	15%	12	60%
Female	9	0	0%	2	22%	4	44%	1	11%	2	22%	7	78%
Male	11	2	18%	4	36%	2	18%	2	18%	1	9%	5	45%
General Education Students	11	0	0%	2	18%	3	27%	3	27%	3	27%	9	82%
Students with Disabilities	9	2	22%	4	44%	3	33%	0	0%	0	0%	3	33%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	—	—	—	—	—	—	—	—	—	—	—	—
White	10	1	10%	3	30%	1	10%	2	20%	3	30%	6	60%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	3	30%	5	50%	1	10%	0	0%	6	60%
Economically Disadvantaged	7	0	0%	2	29%	4	57%	1	14%	0	0%	5	71%
Not Economically Disadvantaged	13	2	15%	4	31%	2	15%	2	15%	3	23%	7	54%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	19	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	20	2	10%	6	30%	6	30%	3	15%	3	15%	12	60%
Not Homeless	20	2	10%	6	30%	6	30%	3	15%	3	15%	12	60%
Not Migrant	20	2	10%	6	30%	6	30%	3	15%	3	15%	12	60%
Parent Not in Armed Forces	20	2	10%	6	30%	6	30%	3	15%	3	15%	12	60%

**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	123	2	2%	121	98%	0	0%	6	5%	16	13%	99	80%	115	93%
Female	61	0	0%	61	100%	0	0%	4	7%	6	10%	51	84%	57	93%
Male	62	2	3%	60	97%	0	0%	2	3%	10	16%	48	77%	58	94%
General Education Students	113	2	2%	111	98%	0	0%	3	3%	12	11%	96	85%	108	96%
Students with Disabilities	10	0	0%	10	100%	0	0%	3	30%	4	40%	3	30%	7	70%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	1	11%	0	0%	8	89%	8	89%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	2	7%	25	93%	0	0%	4	15%	8	30%	13	48%	21	78%
White	76	0	0%	76	100%	0	0%	1	1%	5	7%	70	92%	75	99%
Multiracial	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	0	0%	3	27%	8	73%	11	100%
Economically Disadvantaged	23	0	0%	23	100%	0	0%	3	13%	5	22%	15	65%	20	87%
Not Economically Disadvantaged	100	2	2%	98	98%	0	0%	3	3%	11	11%	84	84%	95	95%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	0	—	120	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	2	2%	121	98%	0	0%	6	5%	16	13%	99	80%	115	93%
Not Homeless	123	2	2%	121	98%	0	0%	6	5%	16	13%	99	80%	115	93%
Not Migrant	123	2	2%	121	98%	0	0%	6	5%	16	13%	99	80%	115	93%
Parent Not in Armed Forces	123	2	2%	121	98%	0	0%	6	5%	16	13%	99	80%	115	93%

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	123	55	45%	68	55%	3	2%	4	3%	52	42%	9	7%	61	50%
Female	61	29	48%	32	52%	0	0%	2	3%	27	44%	3	5%	30	49%
Male	62	26	42%	36	58%	3	5%	2	3%	25	40%	6	10%	31	50%
General Education Students	113	51	45%	62	55%	3	3%	3	3%	48	42%	8	7%	56	50%
Students with Disabilities	10	4	40%	6	60%	0	0%	1	10%	4	40%	1	10%	5	50%
Asian or Native Hawaiian/Other Pacific Islander	9	5	56%	4	44%	0	0%	0	0%	4	44%	0	0%	4	44%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	5	19%	22	81%	3	11%	3	11%	14	52%	2	7%	16	59%
White	76	43	57%	33	43%	0	0%	1	1%	26	34%	6	8%	32	42%
Multiracial	9	1	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	0	0%	0	0%	8	73%	1	9%	9	82%
Economically Disadvantaged	23	7	30%	16	70%	2	9%	2	9%	11	48%	1	4%	12	52%
Not Economically Disadvantaged	100	48	48%	52	52%	1	1%	2	2%	41	41%	8	8%	49	49%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	54	—	66	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	55	45%	68	55%	3	2%	4	3%	52	42%	9	7%	61	50%
Not Homeless	123	55	45%	68	55%	3	2%	4	3%	52	42%	9	7%	61	50%
Not Migrant	123	55	45%	68	55%	3	2%	4	3%	52	42%	9	7%	61	50%
Parent Not in Armed Forces	123	55	45%	68	55%	3	2%	4	3%	52	42%	9	7%	61	50%

## 2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	103	54	52	49	48
Female	53	29	55	24	45
Male	50	25	50	25	50
General Education Students	98	50	51	48	49
Students with Disabilities	5	4	80	1	20
Asian or Native Hawaiian/Other Pacific Islander	8	5	63	3	38
Black or African American	1	1	100	0	0
Hispanic or Latino	14	4	29	10	71
White	71	43	61	28	39
Multiracial	9	1	11	8	89
Economically Disadvantaged	13	7	54	6	46
Not Economically Disadvantaged	90	47	52	43	48
Non-English Language Learner	103	54	52	49	48
Not in Foster Care	103	54	52	49	48
Not Homeless	103	54	52	49	48
Not Migrant	103	54	52	49	48
Parent Not in Armed Forces	103	54	52	49	48

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	123	57	46%	66	54%	3	2%	6	5%	44	36%	13	11%	57	46%
Female	61	25	41%	36	59%	3	5%	2	3%	24	39%	7	11%	31	51%
Male	62	32	52%	30	48%	0	0%	4	6%	20	32%	6	10%	26	42%
General Education Students	113	52	46%	61	54%	2	2%	4	4%	43	38%	12	11%	55	49%
Students with Disabilities	10	5	50%	5	50%	1	10%	2	20%	1	10%	1	10%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	0	0%	0	0%	4	44%	1	11%	5	56%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	15	56%	12	44%	2	7%	4	15%	6	22%	0	0%	6	22%
White	76	35	46%	41	54%	1	1%	1	1%	27	36%	12	16%	39	51%
Multiracial	9	3	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	0	0%	1	9%	7	64%	0	0%	7	64%
Economically Disadvantaged	23	11	48%	12	52%	1	4%	3	13%	7	30%	1	4%	8	35%
Not Economically Disadvantaged	100	46	46%	54	54%	2	2%	3	3%	37	37%	12	12%	49	49%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	55	—	65	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	57	46%	66	54%	3	2%	6	5%	44	36%	13	11%	57	46%
Not Homeless	123	57	46%	66	54%	3	2%	6	5%	44	36%	13	11%	57	46%
Not Migrant	123	57	46%	66	54%	3	2%	6	5%	44	36%	13	11%	57	46%
Parent Not in Armed Forces	123	57	46%	66	54%	3	2%	6	5%	44	36%	13	11%	57	46%

## 2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	116	55	47	61	53
Female	58	25	43	33	57
Male	58	30	52	28	48
General Education Students	106	50	47	56	53
Students with Disabilities	10	5	50	5	50
Asian or Native Hawaiian/Other Pacific Islander	9	4	44	5	56
Black or African American	1	0	0	1	100
Hispanic or Latino	22	13	59	9	41
White	75	35	47	40	53
Multiracial	9	3	33	6	67
Economically Disadvantaged	20	11	55	9	45
Not Economically Disadvantaged	96	44	46	52	54
Non-English Language Learner	116	55	47	61	53
Not in Foster Care	116	55	47	61	53
Not Homeless	116	55	47	61	53
Not Migrant	116	55	47	61	53
Parent Not in Armed Forces	116	55	47	61	53

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	123	2	2%	121	98%	1	1%	6	5%	37	30%	77	63%	114	93%
Female	61	0	0%	61	100%	0	0%	3	5%	23	38%	35	57%	58	95%
Male	62	2	3%	60	97%	1	2%	3	5%	14	23%	42	68%	56	90%
General Education Students	113	2	2%	111	98%	0	0%	4	4%	33	29%	74	65%	107	95%
Students with Disabilities	10	0	0%	10	100%	1	10%	2	20%	4	40%	3	30%	7	70%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	2	7%	25	93%	1	4%	4	15%	13	48%	7	26%	20	74%
White	76	0	0%	76	100%	0	0%	1	1%	19	25%	56	74%	75	99%
Multiracial	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	0	0%	2	18%	9	82%	11	100%
Economically Disadvantaged	23	0	0%	23	100%	1	4%	3	13%	10	43%	9	39%	19	83%
Not Economically Disadvantaged	100	2	2%	98	98%	0	0%	3	3%	27	27%	68	68%	95	95%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	0	—	120	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	2	2%	121	98%	1	1%	6	5%	37	30%	77	63%	114	93%
Not Homeless	123	2	2%	121	98%	1	1%	6	5%	37	30%	77	63%	114	93%
Not Migrant	123	2	2%	121	98%	1	1%	6	5%	37	30%	77	63%	114	93%
Parent Not in Armed Forces	123	2	2%	121	98%	1	1%	6	5%	37	30%	77	63%	114	93%

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	123	60	49%	63	51%	1	1%	6	5%	52	42%	4	3%	56	46%
Female	61	34	56%	27	44%	0	0%	4	7%	22	36%	1	2%	23	38%
Male	62	26	42%	36	58%	1	2%	2	3%	30	48%	3	5%	33	53%
General Education Students	113	53	47%	60	53%	1	1%	3	3%	52	46%	4	4%	56	50%
Students with Disabilities	10	7	70%	3	30%	0	0%	3	30%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	0	0%	1	11%	4	44%	0	0%	4	44%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	12	44%	15	56%	1	4%	3	11%	9	33%	2	7%	11	41%
White	76	40	53%	36	47%	0	0%	1	1%	33	43%	2	3%	35	46%
Multiracial	9	3	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	4	36%	7	64%	0	0%	1	9%	6	55%	0	0%	6	55%
Economically Disadvantaged	23	10	43%	13	57%	1	4%	3	13%	6	26%	3	13%	9	39%
Not Economically Disadvantaged	100	50	50%	50	50%	0	0%	3	3%	46	46%	1	1%	47	47%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	58	—	62	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	123	60	49%	63	51%	1	1%	6	5%	52	42%	4	3%	56	46%
Not Homeless	123	60	49%	63	51%	1	1%	6	5%	52	42%	4	3%	56	46%
Not Migrant	123	60	49%	63	51%	1	1%	6	5%	52	42%	4	3%	56	46%
Parent Not in Armed Forces	123	60	49%	63	51%	1	1%	6	5%	52	42%	4	3%	56	46%

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

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

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 SCHOOL	52	4	8%	1	0	0%
THIS DISTRICT	146	14	10%	3	0	0%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW-POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	52	0	0%
THIS DISTRICT	144	1	1%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

TOTAL COHORT GRADUATION RATE (2023-24)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	121	98%	0	0%	121	98%	0	0%	0	0%	1	1%	1	1%	0	0%
Female	61	61	100%	0	0%	61	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	62	60	97%	0	0%	60	97%	0	0%	0	0%	1	2%	1	2%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	113	111	98%	0	0%	111	98%	0	0%	0	0%	1	1%	1	1%	0	0%
Students with Disabilities	10	10	100%	0	0%	10	100%	0	0%	0	0%	0	0%	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	9	9	100%	0	0%	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	25	93%	0	0%	25	93%	0	0%	0	0%	1	4%	1	4%	0	0%
White	76	76	100%	0	0%	76	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	23	100%	0	0%	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	100	98	98%	0	0%	98	98%	0	0%	0	0%	1	1%	1	1%	0	0%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	123	121	98%	0	0%	121	98%	0	0%	0	0%	1	1%	1	1%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	123	121	98%	0	0%	121	98%	0	0%	0	0%	1	1%	1	1%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	123	121	98%	0	0%	121	98%	0	0%	0	0%	1	1%	1	1%	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	123	121	98%	0	0%	121	98%	0	0%	0	0%	1	1%	1	1%	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

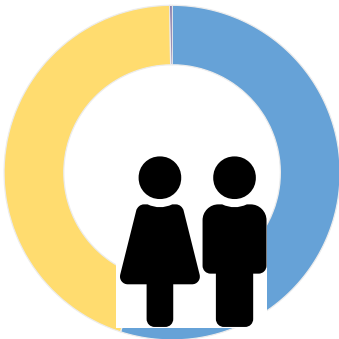
This report provides enrollment counts for schools and districts by various demographic groups for the 2023 - 24 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

PIERRE VAN CORTLANDT SCHOOL ENROLLMENT  
(2023 - 24)

K-12 Enrollment: 473

ENROLLMENT BY GENDER

MALE	
▼	
260	55%
FEMALE	
▼	
212	45%
NON-BINARY	
▼	
1	0%



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
▼	
7	1%
HISPANIC OR LATINO	
▼	
87	18%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
▼	
27	6%

WHITE



329	70%
-----	-----

MULTIRACIAL



23	5%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
20	4%	75	16%	69	15%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				▼	
				—	—

ENROLLMENT BY GRADE



5TH GRADE		6TH GRADE		7TH GRADE		8TH GRADE	
▼		▼		▼		▼	
110	23%	118	25%	124	26%	121	26%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 9, 2025, 9:49 AM EST



# PIERRE VAN CORTLANDT SCHOOL - NEW YORK STATE REPORT CARD [2023 - 24]

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

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

---

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

### LOCAL SUPPORT AND IMPROVEMENT

#### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

The link below provides a list of all Local Education Agencies and public schools that received Section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (74.01 kilobytes)

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

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

#### ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

### ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	—
Hispanic or Latino	2	2	—	4
Multiracial	4	4	—	—
White	4	4	—	4
English Language Learner	2	2	—	—
Students with Disabilities	3	4	—	4
Economically Disadvantaged	2	2	—	4

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	447	177.7	4
	Math	446	178.9	
	Combined	893	178.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	27	213	4
	Math	27	224.1	
	Combined	54	218.5	
Black or African American	ELA	5	160	—
	Math	5	150	
	Combined	10	—	
Hispanic or Latino	ELA	82	120.1	2
	Math	86	116.9	
	Combined	168	118.5	
Multiracial	ELA	21	197.6	4
	Math	21	214.3	
	Combined	42	206	
White	ELA	312	188.8	4
	Math	307	190.4	
	Combined	619	189.6	
English Language Learner	ELA	22	59.1	2
	Math	25	82	
	Combined	47	71.3	
Students with Disabilities	ELA	64	96.1	3
	Math	61	90.2	
	Combined	125	93.2	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	62	96.8	2
	Math	64	93	
	Combined	126	94.8	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	447	177.7	4
	Math	446	178.9	
	Combined	893	178.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	27	213	4
	Math	27	224.1	
	Combined	54	218.5	
Black or African American	ELA	7	114.3	—
	Math	7	107.1	
	Combined	14	—	
Hispanic or Latino	ELA	83	118.7	2
	Math	86	116.9	
	Combined	169	117.8	
Multiracial	ELA	22	188.6	4
	Math	22	204.5	
	Combined	44	196.6	
White	ELA	312	188.8	4
	Math	308	189.8	
	Combined	620	189.3	
English Language Learner	ELA	24	54.2	2
	Math	25	82	
	Combined	49	68.4	
Students with Disabilities	ELA	70	87.9	4
	Math	70	78.6	
	Combined	140	83.2	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	65	92.3	2
	Math	66	90.2	
	Combined	131	91.2	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	16	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Hispanic or Latino	15	—	—	—	—
English Language Learner	16	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	15	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	475	37	7.8%	4
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—
Black or African American	7	—	—	—
Hispanic or Latino	87	10	11.5%	4
Multiracial	23	—	—	—
White	331	25	7.6%	4
English Language Learner	25	—	—	—
Students with Disabilities	77	7	9.1%	4
Economically Disadvantaged	69	11	15.9%	4

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	472	95.3%
Asian or Native Hawaiian/Other Pacific Islander	—	27	—
Black or African American	—	7	—
Hispanic or Latino	✗	87	94.3%
Multiracial	—	23	—
White	✓	328	96%
English Language Learner	—	20	—
Students with Disabilities	✗	73	86.3%
Economically Disadvantaged	✗	68	91.2%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	471	95.3%
Asian or Native Hawaiian/Other Pacific Islander	—	27	—
Black or African American	—	7	—
Hispanic or Latino	✓	87	98.9%
Multiracial	—	23	—
White	✓	327	94.8%
English Language Learner	—	20	—
Students with Disabilities	✗	73	82.2%
Economically Disadvantaged	✗	69	92.8%

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	111	4	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%
Grade 6	118	6	5%	112	95%	7	6%	16	14%	42	38%	47	42%	89	79%
Grade 7	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%
Grade 8	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%
Grades 3-8	473	23	5%	450	95%	51	11%	73	16%	175	39%	151	34%	326	72%



GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	4	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%
Female	52	1	2%	51	98%	12	24%	10	20%	21	41%	8	16%	29	57%
Male	59	3	5%	56	95%	11	20%	13	23%	21	38%	11	20%	32	57%
General Education Students	94	1	1%	93	99%	15	16%	18	19%	42	45%	18	19%	60	65%
Students with Disabilities	17	3	18%	14	82%	8	57%	5	36%	0	0%	1	7%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	0	0%	3	60%	1	20%	4	80%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	0	0%	25	100%	14	56%	3	12%	5	20%	3	12%	8	32%
White	73	2	3%	71	97%	8	11%	18	25%	33	46%	12	17%	45	63%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	2	33%	1	17%	3	50%	4	67%
Economically Disadvantaged	18	1	6%	17	94%	13	76%	2	12%	2	12%	0	0%	2	12%
Not Economically Disadvantaged	93	3	3%	90	97%	10	11%	21	23%	40	44%	19	21%	59	66%
English Language Learner	6	0	0%	6	100%	6	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	105	4	4%	101	96%	17	17%	23	23%	42	42%	19	19%	61	60%
Not in Foster Care	111	4	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%
Not Homeless	111	4	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	111	4	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%
Parent Not in Armed Forces	111	4	4%	107	96%	23	21%	23	21%	42	39%	19	18%	61	57%

GRADE 6 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	6	5%	112	95%	7	6%	16	14%	42	38%	47	42%	89	79%
Female	62	4	6%	58	94%	3	5%	7	12%	25	43%	23	40%	48	83%
Male	56	2	4%	54	96%	4	7%	9	17%	17	31%	24	44%	41	76%
General Education Students	100	1	1%	99	99%	4	4%	13	13%	37	37%	45	45%	82	83%
Students with Disabilities	18	5	28%	13	72%	3	23%	3	23%	5	38%	2	15%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	2	11%	16	89%	5	31%	3	19%	6	38%	2	13%	8	50%
White	90	3	3%	87	97%	2	2%	12	14%	35	40%	38	44%	73	84%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	1	11%	1	11%	7	78%	8	89%
Economically Disadvantaged	10	2	20%	8	80%	5	63%	0	0%	3	38%	0	0%	3	38%
Not Economically Disadvantaged	108	4	4%	104	96%	2	2%	16	15%	39	38%	47	45%	86	83%
English Language Learner	6	1	17%	5	83%	4	80%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learner	112	5	4%	107	96%	3	3%	16	15%	41	38%	47	44%	88	82%
Not in Foster Care	118	6	5%	112	95%	7	6%	16	14%	42	38%	47	42%	89	79%
Not Homeless	118	6	5%	112	95%	7	6%	16	14%	42	38%	47	42%	89	79%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	118	6	5%	112	95%	7	6%	16	14%	42	38%	47	42%	89	79%
Parent Not in Armed Forces	118	6	5%	112	95%	7	6%	16	14%	42	38%	47	42%	89	79%

GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%
Female	45	3	7%	42	93%	5	12%	3	7%	18	43%	16	38%	34	81%
Male	79	5	6%	74	94%	9	12%	13	18%	27	36%	25	34%	52	70%
General Education Students	103	6	6%	97	94%	5	5%	10	10%	42	43%	40	41%	82	85%
Students with Disabilities	21	2	10%	19	90%	9	47%	6	32%	3	16%	1	5%	4	21%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	23	100%	6	26%	3	13%	10	43%	4	17%	14	61%
White	87	7	8%	80	92%	7	9%	11	14%	31	39%	31	39%	62	78%
Multiracial	8	1	13%	7	88%	1	14%	2	29%	2	29%	2	29%	4	57%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	24	1	4%	23	96%	8	35%	2	9%	8	35%	5	22%	13	57%
Not Economically Disadvantaged	100	7	7%	93	93%	6	6%	14	15%	37	40%	36	39%	73	78%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	8	7%	112	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%
Not Homeless	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%
Parent Not in Armed Forces	124	8	6%	116	94%	14	12%	16	14%	45	39%	41	35%	86	74%

GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%
Female	53	3	6%	50	94%	—	—	—	—	—	—	—	—	—	—
Male	66	2	3%	64	97%	6	9%	10	16%	30	47%	18	28%	48	75%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	54	3	6%	51	94%	1	2%	8	16%	16	31%	26	51%	42	82%
General Education Students	102	4	4%	98	96%	3	3%	11	11%	41	42%	43	44%	84	86%
Students with Disabilities	18	1	6%	17	94%	4	24%	7	41%	5	29%	1	6%	6	35%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	0	0%	5	38%	7	54%	12	92%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	3	14%	18	86%	4	22%	4	22%	8	44%	2	11%	10	56%
White	79	2	3%	77	97%	1	1%	14	18%	31	40%	31	40%	62	81%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	0	0%	2	29%	4	57%	6	86%
Economically Disadvantaged	17	3	18%	14	82%	3	21%	5	36%	5	36%	1	7%	6	43%
Not Economically Disadvantaged	103	2	2%	101	98%	4	4%	13	13%	41	41%	43	43%	84	83%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	116	3	3%	113	97%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%
Not Homeless	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%
Not Migrant	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%
Parent Not in Armed Forces	120	5	4%	115	96%	7	6%	18	16%	46	40%	44	38%	90	78%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	111	4	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%
Grade 6	118	6	5%	112	95%	8	7%	17	15%	55	49%	32	29%	87	78%
Combined 6	118	6	5%	112	95%	8	7%	17	15%	55	49%	32	29%	87	78%
Grade 7	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Combined 7	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Grade 8	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%
Regents 8	—	—	—	2	2%	—	—	—	—	—	—	—	—	—	—
Combined 8	120	5	4%	115	96%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	473	24	5%	449	95%	—	—	—	—	—	—	—	—	—	—

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

# GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	4	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%
Female	52	1	2%	51	98%	12	24%	11	22%	20	39%	8	16%	28	55%
Male	59	3	5%	56	95%	6	11%	13	23%	18	32%	19	34%	37	66%
General Education Students	94	1	1%	93	99%	8	9%	22	24%	36	39%	27	29%	63	68%
Students with Disabilities	17	3	18%	14	82%	10	71%	2	14%	2	14%	0	0%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	0	0%	25	100%	8	32%	9	36%	7	28%	1	4%	8	32%
White	73	2	3%	71	97%	9	13%	14	20%	26	37%	22	31%	48	68%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	18	1	6%	17	94%	8	47%	7	41%	1	6%	1	6%	2	12%
Not Economically Disadvantaged	93	3	3%	90	97%	10	11%	17	19%	37	41%	26	29%	63	70%
English Language Learner	6	0	0%	6	100%	5	83%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learner	105	4	4%	101	96%	13	13%	24	24%	37	37%	27	27%	64	63%
Not in Foster Care	111	4	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%
Not Homeless	111	4	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	111	4	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%
Parent Not in Armed Forces	111	4	4%	107	96%	18	17%	24	22%	38	36%	27	25%	65	61%

GRADE 6 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	6	5%	112	95%	8	7%	17	15%	55	49%	32	29%	87	78%
Female	62	5	8%	57	92%	5	9%	9	16%	29	51%	14	25%	43	75%
Male	56	1	2%	55	98%	3	5%	8	15%	26	47%	18	33%	44	80%
General Education Students	100	1	1%	99	99%	6	6%	13	13%	49	49%	31	31%	80	81%
Students with Disabilities	18	5	28%	13	72%	2	15%	4	31%	6	46%	1	8%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	1	6%	17	94%	6	35%	5	29%	4	24%	2	12%	6	35%
White	90	4	4%	86	96%	2	2%	12	14%	49	57%	23	27%	72	84%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	0	0%	2	22%	7	78%	9	100%
Economically Disadvantaged	10	1	10%	9	90%	6	67%	2	22%	1	11%	0	0%	1	11%
Not Economically Disadvantaged	108	5	5%	103	95%	2	2%	15	15%	54	52%	32	31%	86	83%
English Language Learner	6	0	0%	6	100%	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	112	6	5%	106	95%	4	4%	16	15%	54	51%	32	30%	86	81%
Not in Foster Care	118	6	5%	112	95%	8	7%	17	15%	55	49%	32	29%	87	78%
Not Homeless	118	6	5%	112	95%	8	7%	17	15%	55	49%	32	29%	87	78%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	118	6	5%	112	95%	8	7%	17	15%	55	49%	32	29%	87	78%
Parent Not in Armed Forces	118	6	5%	112	95%	8	7%	17	15%	55	49%	32	29%	87	78%

GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Female	45	4	9%	41	91%	2	5%	10	24%	15	37%	14	34%	29	71%
Male	79	5	6%	74	94%	8	11%	9	12%	17	23%	40	54%	57	77%
General Education Students	103	6	6%	97	94%	4	4%	13	13%	28	29%	52	54%	80	82%
Students with Disabilities	21	3	14%	18	86%	6	33%	6	33%	4	22%	2	11%	6	33%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	23	100%	4	17%	9	39%	7	30%	3	13%	10	43%
White	87	8	9%	79	91%	6	8%	8	10%	23	29%	42	53%	65	82%
Multiracial	8	1	13%	7	88%	0	0%	2	29%	1	14%	4	57%	5	71%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	24	2	8%	22	92%	4	18%	9	41%	6	27%	3	14%	9	41%
Not Economically Disadvantaged	100	7	7%	93	93%	6	6%	10	11%	26	28%	51	55%	77	83%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	9	8%	111	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Not Homeless	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%
Parent Not in Armed Forces	124	9	7%	115	93%	10	9%	19	17%	32	28%	54	47%	86	75%

# GRADE 8 MATH RESULTS





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%
Female	53	5	9%	48	91%	—	—	—	—	—	—	—	—	—	—
Male	66	2	3%	64	97%	9	14%	9	14%	23	36%	23	36%	46	72%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	54	5	9%	49	91%	5	10%	4	8%	20	41%	20	41%	40	82%
General Education Students	102	4	4%	98	96%	5	5%	10	10%	41	42%	42	43%	83	85%
Students with Disabilities	18	3	17%	15	83%	9	60%	3	20%	2	13%	1	7%	3	20%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	0	0%	5	38%	7	54%	12	92%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	0	0%	21	100%	5	24%	7	33%	6	29%	3	14%	9	43%
White	79	7	9%	72	91%	7	10%	6	8%	31	43%	28	39%	59	82%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	0	0%	1	14%	5	71%	6	86%
Economically Disadvantaged	17	1	6%	16	94%	5	31%	7	44%	3	19%	1	6%	4	25%
Not Economically Disadvantaged	103	6	6%	97	94%	9	9%	6	6%	40	41%	42	43%	82	85%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	116	7	6%	109	94%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%
Not Homeless	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%
Not Migrant	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%
Parent Not in Armed Forces	120	7	6%	113	94%	14	12%	13	12%	43	38%	43	38%	86	76%

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	111	5	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%
Grade 8	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	120	100%	4	3%	10	8%	50	42%	56	47%	106	88%
Combined 8	120	0	0%	120	100%	4	3%	10	8%	50	42%	56	47%	106	88%
Grades 5 & 8	231	5	2%	226	98%	18	8%	51	23%	93	41%	64	28%	157	69%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	5	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%
Female	52	1	2%	51	98%	10	20%	20	39%	17	33%	4	8%	21	41%
Male	59	4	7%	55	93%	4	7%	21	38%	26	47%	4	7%	30	55%
General Education Students	94	2	2%	92	98%	9	10%	34	37%	41	45%	8	9%	49	53%
Students with Disabilities	17	3	18%	14	82%	5	36%	7	50%	2	14%	0	0%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	1	20%	2	40%	1	20%	3	60%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	1	4%	24	96%	10	42%	10	42%	4	17%	0	0%	4	17%
White	73	2	3%	71	97%	3	4%	27	38%	35	49%	6	8%	41	58%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	3	50%	2	33%	1	17%	3	50%
Economically Disadvantaged	18	1	6%	17	94%	8	47%	9	53%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	93	4	4%	89	96%	6	7%	32	36%	43	48%	8	9%	51	57%
English Language Learner	6	0	0%	6	100%	5	83%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	105	5	5%	100	95%	9	9%	40	40%	43	43%	8	8%	51	51%
Not in Foster Care	111	5	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%
Not Homeless	111	5	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	111	5	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%
Parent Not in Armed Forces	111	5	5%	106	95%	14	13%	41	39%	43	41%	8	8%	51	48%

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	53	53	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	66	66	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	102	102	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	18	18	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	79	79	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	17	17	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	103	103	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	116	116	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%



**ANNUAL REGENTS EXAMINATIONS (2023 - 24)**

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	0	0%	0	0%	9	13%	34	50%	25	37%	68	100%
Female	30	—	—	—	—	—	—	—	—	—	—	—	—
Male	37	0	0%	0	0%	7	19%	18	49%	12	32%	37	100%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	31	0	0%	0	0%	2	6%	16	52%	13	42%	31	100%
General Education Students	67	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	0	0%	7	64%	4	36%	11	100%
Hispanic or Latino	6	0	0%	0	0%	0	0%	4	67%	2	33%	6	100%
White	46	0	0%	0	0%	8	17%	22	48%	16	35%	46	100%
Multiracial	5	0	0%	0	0%	1	20%	1	20%	3	60%	5	100%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	67	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	68	0	0%	0	0%	9	13%	34	50%	25	37%	68	100%
Not in Foster Care	68	0	0%	0	0%	9	13%	34	50%	25	37%	68	100%
Not Homeless	68	0	0%	0	0%	9	13%	34	50%	25	37%	68	100%
Not Migrant	68	0	0%	0	0%	9	13%	34	50%	25	37%	68	100%
Parent Not in Armed Forces	68	0	0%	0	0%	9	13%	34	50%	25	37%	68	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	120	4	3%	10	8%	50	42%	56	47%	106	88%
Female	53	—	—	—	—	—	—	—	—	—	—
Male	66	4	6%	7	11%	25	38%	30	45%	55	83%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	54	0	0%	3	6%	25	46%	26	48%	51	94%
General Education Students	102	2	2%	4	4%	41	40%	55	54%	96	94%
Students with Disabilities	18	2	11%	6	33%	9	50%	1	6%	10	56%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	4	31%	9	69%	13	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	3	14%	4	19%	11	52%	3	14%	14	67%
White	79	1	1%	5	6%	32	41%	41	52%	73	92%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	17	2	12%	5	29%	9	53%	1	6%	10	59%
Not Economically Disadvantaged	103	2	2%	5	5%	41	40%	55	53%	96	93%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	116	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	120	4	3%	10	8%	50	42%	56	47%	106	88%
Not Homeless	120	4	3%	10	8%	50	42%	56	47%	106	88%
Not Migrant	120	4	3%	10	8%	50	42%	56	47%	106	88%
Parent Not in Armed Forces	120	4	3%	10	8%	50	42%	56	47%	106	88%

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

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	0	0%
Grade 6	6	0	0%	6	100%	1	17%	1	17%	1	17%	1	17%	2	33%
Grade 7	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—

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 SCHOOL	50	4	8%	1	0	0%
THIS DISTRICT	146	14	10%	3	0	0%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW- POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

### TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	49	0	0%
THIS DISTRICT	144	1	1%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

## 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

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

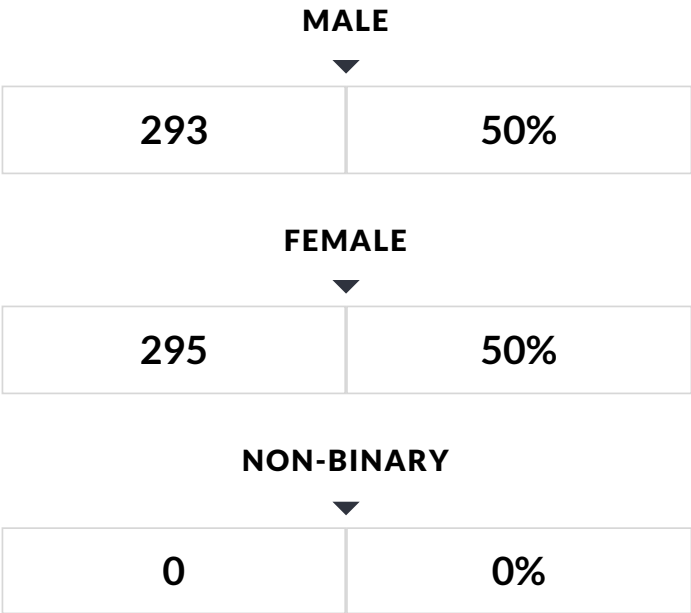
THIS DOCUMENT WAS CREATED ON: APRIL 9, 2025, 9:50 AM EST

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

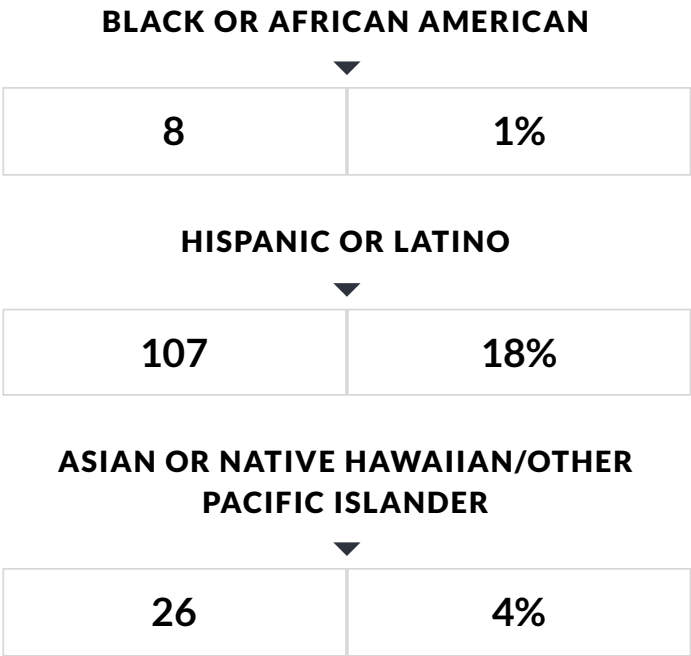
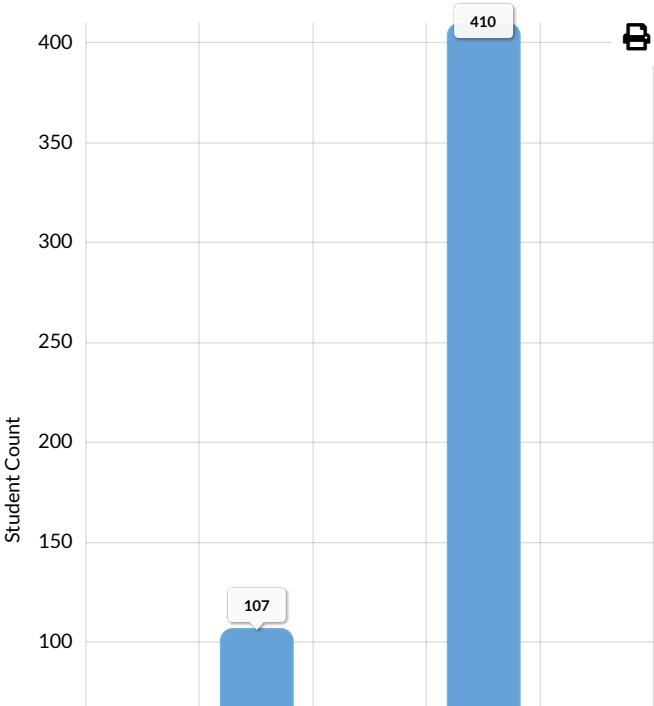
CARRIE E TOMPKINS SCHOOL ENROLLMENT (2023 - 24)

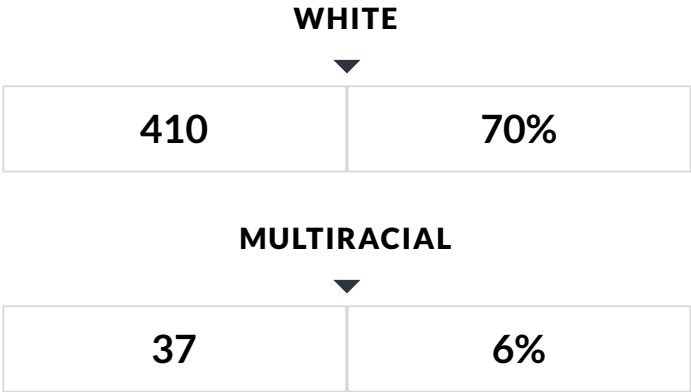
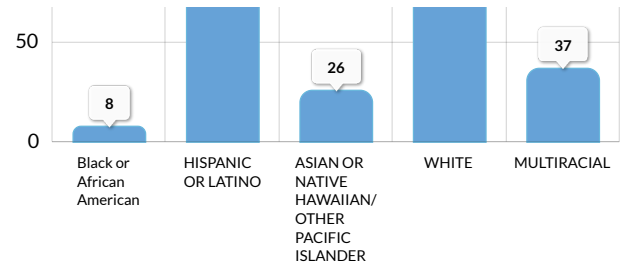
K-12 Enrollment: 588

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY

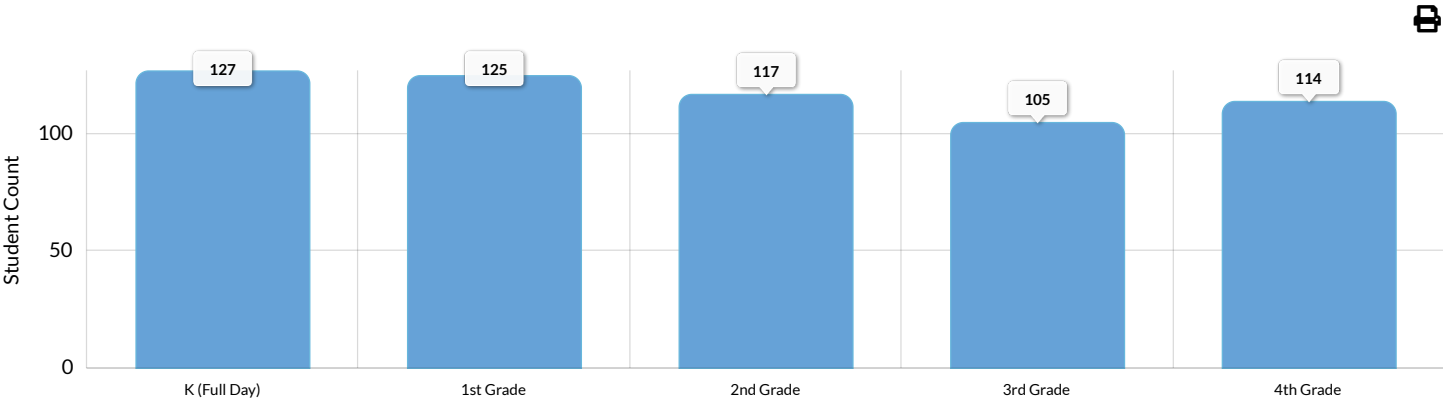




OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
21	4%	96	16%	84	14%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
▼					
—	—				

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
127	22%	125	21%	117	20%	105	18%
4TH GRADE							
114	19%						

# CARRIE E TOMPKINS SCHOOL - NEW YORK STATE REPORT CARD [2023 - 24]

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

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

---

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

## LOCAL SUPPORT AND IMPROVEMENT

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

The link below provides a list of all Local Education Agencies and public schools that received Section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (74.01 kilobytes)

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

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

## ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP



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

## ELEMENTARY/MIDDLE INDICATOR LEVELS

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	205	156.1	4
	Math	204	170.3	
	Combined	409	163.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	172.2	—
	Math	9	222.2	
	Combined	18	—	
Black or African American	ELA	5	100	—
	Math	5	150	
	Combined	10	—	
Hispanic or Latino	ELA	30	108.3	2
	Math	30	125	
	Combined	60	116.7	
Multiracial	ELA	10	200	—
	Math	10	215	
	Combined	20	—	
White	ELA	151	163.6	4
	Math	150	174	
	Combined	301	168.8	
English Language Learner	ELA	6	16.7	—
	Math	6	66.7	
	Combined	12	—	
Students with Disabilities	ELA	21	28.6	2
	Math	22	63.6	
	Combined	43	46.5	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	27	66.7	2
	Math	27	96.3	
	Combined	54	81.5	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	207	154.6	4
	Math	207	167.9	
	Combined	414	161.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	155	—
	Math	10	200	
	Combined	20	—	
Black or African American	ELA	5	100	—
	Math	5	150	
	Combined	10	—	
Hispanic or Latino	ELA	30	108.3	2
	Math	30	125	
	Combined	60	116.7	
Multiracial	ELA	10	200	—
	Math	10	215	
	Combined	20	—	
White	ELA	153	161.4	4
	Math	153	170.6	
	Combined	306	166	
English Language Learner	ELA	7	14.3	—
	Math	7	57.1	
	Combined	14	—	
Students with Disabilities	ELA	25	24	2
	Math	25	56	
	Combined	50	40	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	28	64.3	2
	Math	28	92.9	
	Combined	56	78.6	

### ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	13	—	—	—	—
Hispanic or Latino	13	—	—	—	—
English Language Learner	13	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	10	—	—	—	—

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	463	55	11.9%	4
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—
Black or African American	7	—	—	—
Hispanic or Latino	80	11	13.8%	3
Multiracial	27	—	—	—
White	330	35	10.6%	4
English Language Learner	22	—	—	—
Students with Disabilities	69	10	14.5%	4
Economically Disadvantaged	63	12	19%	4

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	220	94.1%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
Black or African American	—	5	—
Hispanic or Latino	—	33	—
Multiracial	—	10	—
White	X	162	93.8%
English Language Learner	—	6	—
Students with Disabilities	—	26	—
Economically Disadvantaged	—	30	—

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	220	93.6%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
Black or African American	—	5	—
Hispanic or Latino	—	33	—
Multiracial	—	10	—
White	X	162	93.2%
English Language Learner	—	6	—
Students with Disabilities	—	26	—
Economically Disadvantaged	—	30	—

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	104	5	5%	99	95%	18	18%	23	23%	42	42%	16	16%	58	59%
Grade 4	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%
Grades 3-8	220	13	6%	207	94%	35	17%	47	23%	74	36%	51	25%	125	60%

GRADE 3 ELA RESULTS





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	5	5%	99	95%	18	18%	23	23%	42	42%	16	16%	58	59%
Female	61	3	5%	58	95%	9	16%	15	26%	24	41%	10	17%	34	59%
Male	43	2	5%	41	95%	9	22%	8	20%	18	44%	6	15%	24	59%
General Education Students	93	2	2%	91	98%	10	11%	23	25%	42	46%	16	18%	58	64%
Students with Disabilities	11	3	27%	8	73%	8	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	2	10%	19	90%	9	47%	3	16%	4	21%	3	16%	7	37%
White	76	3	4%	73	96%	9	12%	19	26%	33	45%	12	16%	45	62%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	5	71%	1	14%	6	86%
Economically Disadvantaged	16	2	13%	14	88%	8	57%	2	14%	3	21%	1	7%	4	29%
Not Economically Disadvantaged	88	3	3%	85	97%	10	12%	21	25%	39	46%	15	18%	54	64%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	100	4	4%	96	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	104	5	5%	99	95%	18	18%	23	23%	42	42%	16	16%	58	59%
Not Homeless	104	5	5%	99	95%	18	18%	23	23%	42	42%	16	16%	58	59%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	104	5	5%	99	95%	18	18%	23	23%	42	42%	16	16%	58	59%
Parent Not in Armed Forces	104	5	5%	99	95%	18	18%	23	23%	42	42%	16	16%	58	59%

# GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%
Female	52	4	8%	48	92%	4	8%	9	19%	16	33%	19	40%	35	73%
Male	64	4	6%	60	94%	13	22%	15	25%	16	27%	16	27%	32	53%
General Education Students	101	6	6%	95	94%	10	11%	18	19%	32	34%	35	37%	67	71%
Students with Disabilities	15	2	13%	13	87%	7	54%	6	46%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	4	33%	3	25%	3	25%	2	17%	5	42%
White	86	7	8%	79	92%	10	13%	18	23%	22	28%	29	37%	51	65%
Multiracial	9	0	0%	9	100%	1	11%	0	0%	5	56%	3	33%	8	89%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	2	25%	3	38%	2	25%	1	13%	3	38%
Economically Disadvantaged	14	0	0%	14	100%	9	64%	3	21%	1	7%	1	7%	2	14%
Not Economically Disadvantaged	102	8	8%	94	92%	8	9%	21	22%	31	33%	34	36%	65	69%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	114	8	7%	106	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%
Not Homeless	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%
Parent Not in Armed Forces	116	8	7%	108	93%	17	16%	24	22%	32	30%	35	32%	67	62%

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	104	6	6%	98	94%	9	9%	23	23%	49	50%	17	17%	66	67%
Grade 4	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%
Grades 3-8	220	14	6%	206	94%	18	9%	48	23%	94	46%	46	22%	140	68%

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	104	6	6%	98	94%	9	9%	23	23%	49	50%	17	17%	66	67%
Female	61	4	7%	57	93%	7	12%	11	19%	29	51%	10	18%	39	68%
Male	43	2	5%	41	95%	2	5%	12	29%	20	49%	7	17%	27	66%
General Education Students	93	3	3%	90	97%	4	4%	20	22%	49	54%	17	19%	66	73%
Students with Disabilities	11	3	27%	8	73%	5	63%	3	38%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	2	10%	19	90%	5	26%	3	16%	11	58%	0	0%	11	58%
White	76	4	5%	72	95%	4	6%	20	28%	35	49%	13	18%	48	67%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Economically Disadvantaged	16	2	13%	14	88%	4	29%	3	21%	6	43%	1	7%	7	50%
Not Economically Disadvantaged	88	4	5%	84	95%	5	6%	20	24%	43	51%	16	19%	59	70%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	100	5	5%	95	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	104	6	6%	98	94%	9	9%	23	23%	49	50%	17	17%	66	67%
Not Homeless	104	6	6%	98	94%	9	9%	23	23%	49	50%	17	17%	66	67%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	104	6	6%	98	94%	9	9%	23	23%	49	50%	17	17%	66	67%
Parent Not in Armed Forces	104	6	6%	98	94%	9	9%	23	23%	49	50%	17	17%	66	67%



GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%
Female	52	3	6%	49	94%	3	6%	10	20%	27	55%	9	18%	36	73%
Male	64	5	8%	59	92%	6	10%	15	25%	18	31%	20	34%	38	64%
General Education Students	101	7	7%	94	93%	4	4%	18	19%	43	46%	29	31%	72	77%
Students with Disabilities	15	1	7%	14	93%	5	36%	7	50%	2	14%	0	0%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	3	25%	5	42%	3	25%	1	8%	4	33%
White	86	7	8%	79	92%	5	6%	17	22%	37	47%	20	25%	57	72%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	4	44%	4	44%	8	89%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	1	13%	2	25%	1	13%	4	50%	5	63%
Economically Disadvantaged	14	0	0%	14	100%	6	43%	7	50%	0	0%	1	7%	1	7%
Not Economically Disadvantaged	102	8	8%	94	92%	3	3%	18	19%	45	48%	28	30%	73	78%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	114	8	7%	106	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%
Not Homeless	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%
Parent Not in Armed Forces	116	8	7%	108	93%	9	8%	25	23%	45	42%	29	27%	74	69%

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

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	6	0	0%	6	100%	2	33%	1	17%	2	33%	1	17%	0	0%
Grade 2	5	0	0%	5	100%	1	20%	1	20%	0	0%	2	40%	1	20%
Grade 3	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

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 SCHOOL	50	7	14%	1	0	0%
THIS DISTRICT	146	14	10%	3	0	0%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW- POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

### TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	48	1	2%
THIS DISTRICT	144	1	1%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%



## 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

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 9, 2025, 9:46 AM EST

# Croton-Harmon School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2024-25 School Year	Budget Proposed for the 2025-26 School Year	Contingency Budget for the 2025-26 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 58,798,307	\$ 60,996,050	\$ 59,835,847
Increase/Decrease for the 2025-26 School Year		\$ 2,197,743	\$ 1,037,540
Percentage Increase/Decrease in Proposed Budget		3.74%	1.76%
Change in the Consumer Price Index		2.95%	
A. Proposed Levy to Support the Total Budgeted Amount, Net of Reserve	\$ 44,262,369	\$ 45,422,572	
B. Levy to Support Library Debt, if Applicable	\$ -	\$ -	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ -	\$ -	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ -	\$ -	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 44,262,369	\$ 45,422,572	\$ 44,262,369
F. Total Permissible Exclusions	\$ 2,721,150	\$ 2,836,262	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 41,541,219	\$ 42,586,310	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 41,541,219	\$ 42,586,310	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$ -	\$ -	
Administrative Component	\$ 6,588,068	\$ 6,904,844	\$ 6,624,810
Program Component	\$ 41,400,674	\$ 42,153,184	\$ 41,628,015
Capital Component	\$ 10,809,565	\$ 11,938,022	\$ 11,583,022
<p>* Statement of Assumptions pursuant to Section 2023 of the Education Law. If the proposed budget is defeated, and to meet the contingent budget level, the Croton-Harmon Union Free School District would need to reduce the budget and tax levy by \$1,440,237 for the 2025-26 school year. Reductions would be made across the budget beginning with the non-contingent expenses. The reductions would include supplies, certain equipment purchases, facility usage, extra-curricular activities, staffing, etc.</p> <p>** 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)</p>			
Description			Amount
Is hereby authorized to purchase: (a) one approximately 66 passenger electric school bus, at the estimated cost of \$495,000; \$220,500 of said cost to be provided for from a grant from NYSEDA and the \$274,500 balance of said cost to be paid from the District's "CHUFSD Vehicle Capital Reserve-2022"; said balance amount being hereby authorized to be expended from such reserve fund for such purpose; and (b) two approximately 20 to 30 passenger gas/diesel powered school buses and two SUV hybrid vehicles, at the estimated aggregate cost of \$385,000; such aggregate cost to be funded from current appropriations available within the 2024-2025 general fund to pay for such vehicles, said funds to be transferred to the capital fund to effectuate said purchases.			\$ 659,500

Due to federal changes to the school level financial reporting completed by districts in January of 2025, full "financial transparency reports" will not be available in time for the budget mailing. If you need per pupil general and special education figures that will correspond with the final reports on data.nysed.gov, they are available on this page <https://www.nysed.gov/fiscal-analysis-research/essasifs-general-and-special-expenditures>.

	Under the Budget Proposed for the 2025-26 School Year
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$1,403 Cortlandt \$1,404 Yorktown

## Property Tax Report Card

660202 - CROTON-HARMON UFSD

2024-2025 - Page 1  
Official - as of 04/22/2025 10:52 AM

\*\*\*\*Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.\*\*\*\*

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:  
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2025-26 Budget Notice to: [emscmgt@nysed.gov](mailto:emscmgt@nysed.gov). This will enable us to help correct any formula or data entry discrepancy quickly.

**Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)."**

Form Due - April 28, 2025

Form Preparer Name:

DENISE HARRINGTON-COHEN

Preparer's Telephone Number:

914-271-4713

<u>Shaded Fields Will Calculate</u>	Budgeted 2024-25 (A)	Proposed Budget 2025-26 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	58,798,307	60,996,050	3.74 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	44,262,369	45,422,572	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	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)	44,262,369	45,422,572	2.62 %
F. Permissible Exclusions to the School Tax Levy Limit	2,721,150	2,836,262	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	41,541,219	42,586,310	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	41,541,219	42,586,310	
I. Difference: (G-H);(negative value requires 60.0% voter approval) <sup>2</sup>	0	0	
Public School Enrollment	1,592	1,538	-3.39 %
Consumer Price Index			2.95 %

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> 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.

<sup>3</sup> For 2025-26, includes any carryover from 2024-25 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2024-25 (D)	Estimated 2025-26 (E)
Adjusted Restricted Fund Balance	19,050,020	17,590,982
Assigned Appropriated Fund Balance	3,819,398	4,405,960
Adjusted Unrestricted Fund Balance	2,351,931	2,439,842
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/25 Actual Balance	6/30/25 Estimated Ending Balance	Intended Use of the Reserve in the 2025-26 School Year (Limit 200 Characters)**
--------------	--------------	--------------------------	---------------------------	-------------------------------------	--

**Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.**

Capital	CAPITAL TRANSPORTATION 2022	For the cost of any Object or purpose for which bonds may be issued.	1,805,756	1,824,998	It is our intention to pay the cost of vehicles or infrastructure costs related to transportation.
Capital	CAPITAL 2013	For the cost of any object or purpose for which bonds may be issued.	3,327,397	4,337,158	It is our intention to pay the cost of any object or purpose for which bonds may be issued.
Capital	CAPITAL 2016	For the cost of any object or purpose for which bonds may be issued.	2,979,936	2,999,864	It is our intention to pay the cost of any object or purpose for which bonds may be issued.
Repair	REPAIR RESERVE 2022	For the cost of repairs to capital improvements or equipment.	250,750	262,381	It is our intention to pay Capital and Equipment Repair Costs.
Workers Compensation	WORKERS' COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	403,494	407,793	It is our intention to pay Workers' compensation Claims.
Unemployment Insurance	UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	223,090	225,467	It is our intention to pay Unemployment Insurance Claims.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for		For proceeds from the sale of district			

## Debt Service

capital assets or improvement, restricted to debt service.

## Insurance

For liability, casualty, and other types of uninsured losses.

--	--

Property Loss  
+ (add)

To cover property loss.

--	--

Liability  
+ (add)

## LEGAL LIABILITY RESERVE

To cover incurred liability claims.

1,015,942	1,226,767
-----------	-----------

It is our intention to pay legal settlements related to special education costs or other legal liabilities.

## Tax Certiorari

## TAX CERTIORARI RESERVE

For tax certiorari settlements.

2,709,447	1,938,317
-----------	-----------

It is our intention to pay for our potential tax settlements.

## Reserve for Insurance Recoveries

For unexpended proceeds of insurance recoveries at fiscal year end.

--	--

## Employee Benefit Accrued Liability

## EBALR – EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE

For accrued 'employee benefits' due to employees upon termination of service.

536,318	542,032
---------	---------

It is our intention to pay contributions for sick/vacation payout to retired employees

## Retirement Contribution

## ERS RESERVE

For employer retirement contributions to the State and Local Employees' Retirement System.

1,637,140	1,654,585
-----------	-----------

It is our intention to pay contributions to the pension system

## Reserve for Uncollected Taxes

For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.

--	--

## Single Other Reserve

## TRS RESERVE

1,924,781	2,171,618
-----------	-----------

It is our intention to pay contributions to the pension system

## \* NYSED Reserve Guidance:

[http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve\\_funds.pdf](http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf)

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

**\*\*Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2025-26. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save &amp; Ready

Equalized Total Assessed Value 3,453,492,797

School District - 552202 CROTON CENTRAL

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	10	3,580,510	0.10
12360	NYS ENVIRON'L FACILITIES CORP	RPTL 412	4	9,593,220	0.28
13100	CO - GENERALLY	RPTL 406(1)	31	52,296,611	1.51
13360	AQUEDUCTS OF NYC WATER SUPPLY	RPTL 406(4)	1	423,728,814	12.27
13500	TOWN - GENERALLY	RPTL 406(1)	28	2,355,933	0.07
13650	VG - GENERALLY	RPTL 406(1)	85	35,480,082	1.03
13800	SCHOOL DISTRICT	RPTL 408	6	90,564,831	2.62
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	11	17,997,882	0.52
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	3,900,423	0.11
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	34	23,152,457	0.67
27200	RAILROAD - WHOLLY EXEMPT	RPTL 489-d&dd	1	4,822,034	0.14
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	449,153	0.01
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	77	926,618	0.03
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	9	108,306	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	55	1,100,000	0.03
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	7	140,000	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	22	857,881	0.02
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	3	120,000	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	15	3,492,457	0.10
41804	PERSONS AGE 65 OR OVER	RPTL 467	12	1,172,032	0.03
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	254,237	0.01
41834	ENHANCED STAR	RPTL 425	246	59,085,555	1.71
41854	BASIC STAR 1999-2000	RPTL 425	659	59,720,531	1.73

Equalized Total Assessed Value 3,453,492,797

School District - 552202 CROTON CENTRAL

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	100,508	0.00
Total Exemptions Exclusive of System Exemptions:			1,323	795,000,075	23.02
Total System Exemptions:			0	0	0.00
Totals:			1,323	795,000,075	23.02

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

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

**Exemption Impact Report**

Assessment Year: 2024

County: Westchester  
SWIS Code: 555400

Town Value Report

Municipality: Yorktown  
Total Assessed Val: 1,982,705  
Uniform Percentage: 1.77

Equalized Total Assessed Value = 112,017,231

Exempt Code	Description	Statutory Authority	# of Exempts	Total EX Asmnt	Total Equalized Value of EX	% of Value Exempted
13100	CNTY OWNED	RPTL 406(1)	1	38,500	2,175,141	1.94
13500	TOWN OWNED	RPTL 406(1)	1	1,050	59,322	0.05
25120	EDUCATIONL	RPTL 420-a	25	200,100	11,305,084	10.09
41121	WAR VET CT	RPTL 458-a	2	2,580	145,762	0.13
41131	COMBAT VET CT	RPTL 458-a	1	1,613	91,129	0.08
41161	COLD WAR VET	RPTL 458-b	2	1,858	104,971	0.09
41834	ENH STAR	RPTL 425	4	16,520	933,333	0.83
41854	BAS STAR	RPTL 425	8	12,080	682,485	0.61
<b>Total Exemptions (No System EX's)</b>			<b>44</b>	<b>1,982,705</b>	<b>15,497,227</b>	<b>13.83</b>
<b>Total Exemptions (with System EX's)</b>			<b>44</b>	<b>1,982,705</b>	<b>15,497,227</b>	<b>13.83</b>

Values have been equalized using the Uniform Percentage of Value.

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

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



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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	263,120	59,336	0

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

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

2.	ASSISTANT SUPERINTENDENT	244,229	68,360	0
3.	ASSISTANT SUPERINTENDENT FOR BUSINESS	244,229	68,360	0
4.	ASSISTANT SUPERINTENDENT FOR PPS	224,400	50,389	0
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				253
33.				
34.				

	Title	Salary	Employee Benefits	Other Remuneration
37.				
38.				
39.				
40.				
41.				
42.				
43.				
44.				
45.				
46.				
47.				
48.				
49.				
50.				
51.				
52.				
53.				
54.				
55.				
56.				
57.				
58.				
59.				
60.				
61.				
62.				
63.				
64.				
65.				
66.				
67.				
68.				
69.				
70.				

Other Supervisory and Administrative Employees Scheduled to Receive \$174,000 or More in Salary

71.	MIDDLE SCHOOL PRINCIPAL	212,743
72.	HIGH SCHOOL PRINCIPAL	212,327
73.	DIRECTOR OF TECHNOLOGY	193,990
74.	HIGH SCHOOL ASSISTANT PRINCIPAL	193,183
75.	ELEMENTARY SCHOOL PRINCIPAL	192,577
76.		
77.		
78.		
79.		
80.		
81.		
82.		
83.		
84.		
85.		
86.		
87.		
88.		
89.		
90.		

## **Glossary of School Business Terminology**

**Administrative Budget Component:** One of three categories that must be reported by school districts in the component three-part budget. 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; supplies; legal fees; property insurance; and school board expenses.

**Adopted Budget:** The budget proposal adopted by the Board of Education and presented to the voters at the Annual Meeting and Budget Vote.

**Allowable Tax Levy (ATL):** The maximum tax levy permissible under the "Tax Cap" legislation requiring a simple majority (50% +1) voter approval for passage.

**Annual Meeting and Budget Vote:** The purpose of the Annual Meeting is to conduct the annual election of board of education members and votes involving the budget and expenditures of money, and to authorize the levy of taxes. School districts must hold their vote (Annual Meeting) on the third Tuesday in May.

**Appropriated Fund Balance:** A portion of a district's total fund balance from the previous fiscal year that is applied as revenue to the following year's budget. This equates to a budgeted loss in revenue which is offset by contingency in the expenditure-side of the budget. It can also be used to reduce the tax levy.

**Approved Budget:** A budget approved by voters at the Annual Meeting and Budget Vote. If voters do not approve the Board of Education's adopted budget, a district may present the same budget or a revised budget for a re-vote. After two defeated proposals, the Board of Education must adopt a contingency budget.

**Assessed Value:** The value of a property as determined by the local property assessor, measured in units of assessment (not dollars). This value can change annually (or more frequently) based on changes made by the assessor, relative to changes in market value.

**Assessment Roll:** A list of all properties and their assessed value in the municipality. Since the assessment roll is not typically finalized until August, tax rates cannot be established until the assessment roll is complete.

**Board of Cooperative Educational Services (BOCES):** A collaborative group of component school districts in a region that share instructional, administrative, and technology services.

**BOCES Aid:** State Aid received as a reimbursement for participating in cooperative services, or Coser's, related to instructional, administrative, and technology expenditures.

**Bond:** A long-term debt instrument used to finance construction or other obligations over a specified period of time at a specified interest rate. Terms typically range from 5-30 years, depending on the nature of the construction or other obligation.

**Bond Anticipation Note (BAN):** A short-term debt instrument used to finance construction or other obligations over a specified period of time (less than one year in duration) at a specified interest rate. BANs can be renewed annually for up to 5 years before General Municipal Law requires the issuance of a bond.

**Budget:** A plan of financial operation which outlines the estimates of proposed expenditures for a fiscal year and the proposed means of financing them.

**Budget Calendar:** The schedule of key dates that the school district, Board of Education, and administrators follow in preparation, adoption, and administration of the budget.

**Building Aid:** State Aid provided to offset principal and interest obligations on debt incurred to construct and/or renovate school buildings.

**Capital Budget Component:** One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: all transportation capital, debt service, and lease expenditures; legal judgments and settled claims; custodial costs and all facility costs, including service contracts, supplies, utilities, maintenance, repairs, construction, renovation, debt and leasing costs.

**Capital Fund:** The fund used to account for capital improvement and acquisitions. Capital projects are budgeted on an individual project basis since legal and contractual requirements will vary from one project to another. The initiation and implementation of a capital project generally requires voter authorization of the funding which may take the form of either obligations (debt) or interfund transfer (fund balance).

**Capital Reserve:** The purpose of this reserve account is to pay expenses associated, transportation and facility projects. Any use of funds from the capital reserve requires voter authorization.

**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. It can be used as a factor in calculating the Allowable Tax Levy ("Tax Cap"), which stipulates 2% or the change in CPI, whichever is less.

**Contingent Budget:** Under NYS law, school boards can submit a budget to voters a maximum of two times. If the proposed budget is defeated twice, the Board of Education must adopt a contingency budget which places a cap on new spending. Under a contingent budget, the tax levy is limited to a 0% increase from the prior year. Items exempt from a contingent budget include: tax certiorari settlements, debt service (mortgage payments), and costs associated with ensuring the health and safety of students, staff, and property.

**Contractual Services:** agreements with outside organizations for providing instructional, administrative, maintenance, financial, and other services.

**Debt Service Fund:** The fund used to record payments of principal and interest on capital debt. The use of this fund by school districts is optional except where a mandatory reserve for debt service is required as a result of having sold school property on which there is outstanding debt, or where unexpended proceeds of

borrowings, earned interest, bond premium, or accrued interest are being retained to offset future payments on principal and interest. Most school districts pay debt service on capital debt directly from the General Fund.

**Employee Benefits:** Amounts paid by the district on behalf of employees, subject to provisions of collective bargaining agreements and the Constitution of the State of New York. These amounts are not included in the gross salary. They are fringe benefits, and while not paid directly to an employee, are part of the total cost of the employee. Employee benefits include the district cost for health insurance premiums, dental insurance, life and disability insurance, Medicare, pensions, social security, and tuition reimbursement.

**Employee Benefits Accrued Liability Reserve:** The purpose of this account is to reserve funds for the payment of any accrued employee benefit (ie: unused sick and/or personal days) due an employee upon termination of the employee's service. This reserve fund may be established by a majority vote of the board of education and is funded by budgetary appropriations and such other reserves and funds that may be legally appropriated (General Municipal Law, §6-p).

**Employee Retirement System (ERS):** The State-operated pension systems eligible for participation among non-certificated staff (ie: bus drivers, cleaners, aides, office staff, etc.). ERS operates on an April 1 to March 31 plan year, consistent with the State's fiscal year.

**Encumbrance Reserve:** This reserve allows a school district to pay for items ordered in the current fiscal year, but not yet received until the subsequent year, using funds budgeted in the current fiscal year without affecting the subsequent year's budget.

**Equalization Rate:** A ratio determined by New York State used for determining the market value of a property in one municipality as compared to that of another when assessed value is not representative of market value. For school districts, the equalization rate helps determine how the tax levy will be allocated among the municipalities located within the school district's boundaries. A municipality that has an equalization rate of 100% means that the municipality is assessing property at market value. A municipality that has an equalization rate of less than 100% means that the municipality is assessing property below market value.

**Equipment:** Assets with an initial, individual cost of more than \$10,000 and an estimated useful life in excess of one year.

**Every Student Succeeds Act (ESSA) Grant:** Federal grant program to supplement professional learning and improve student performance among high-need students.

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

**Federal Insurance Contribution Act (FICA):** The application of Social Security tax (6.2% [subject to income ceilings]) and Medicare tax (1.45%) on employee salaries.

**Fiscal Year:** The accounting period on which a budget is based. The New York State government operates on an April 1 to March 31 fiscal year. All school districts in New York State operate on a July 1 to June 30 fiscal year.

**Foundation Aid:** State Aid provided to offset expenditures incurred in providing a Free Appropriate Public Education. Foundation Aid represents the largest component of total State Aid provided to school districts.

**Full-Time Equivalent (FTE):** A unit of measure which is equal to one full-time annualized position. An employee assigned to work 80% of the time would have an FTE of 0.8.

**Fund Balance:** A fund balance is created when a school district has money left over at the end of its fiscal year from either under-spending the expenditure budget and/or receiving additional revenue above the revenue budget. Part of the fund balance (appropriated fund balance) may be applied as a budgeted loss in revenue in the following year's budget. A portion may also be set aside (unreserved/unappropriated fund balance) to pay for emergencies or other unforeseen expenses. Under NYS law, the amount unreserved/unappropriated may not exceed 4% of the following year's budget.

**General Fund:** The major operating fund of a school district. It receives all income not specified for a particular program or activity and not specified by law to be deposited in another fund. The annual spending plan must be approved by voters at the Annual Meeting and Budget Vote.

**Individuals with Disabilities Education Act (IDEA) Grant:** Federal grant program to supplement programs for students with disabilities.

**Program Budget Component:** One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: salaries and benefits of teachers and supervisors who spend the majority of their time teaching; instructional costs such as supplies, equipment, contractual costs, and textbooks; also transportation operating costs.

**Proposed Budget:** The spending plan developed by school administrators prior to adoption by the Board of Education. School districts are required by New York State to show their proposed budgets in three component categories: administrative, program, and capital.

**Repair Reserve:** The purpose of this account is to reserve funds for the payment of any repairs to equipment.

**Retirement Systems Contribution Reserve:** The purpose of this account is to fund employer retirement contributions i.e., any portion of the amount(s) payable by an eligible school district to the New York State and Local Employees' Retirement System (ERS) and Teachers' Retirement System (TRS), pursuant to Sections 17 or 317 of the Retirement and Social Security Law. A referendum is not required to either create or expend moneys from the reserve.

Note – Each year, this amount is substantiated by reviewing the projected bill due to the New York State and Local Employees' Retirement System in the following December.

**Revenue:** Sources of income financing the operation of the school district.

**Rollover Budget:** a budget projection which accounts for the same staffing and programs as the current year, adjusted for required contractual increases in salaries and other mandated expenditures.

**Salaries:** The total amount paid to an individual, before deductions, for services rendered while on the payroll of a school district.

**School Lunch Fund:** The fund used to account for revenues and expenditures in connection with the school district's food service program. The estimated expenditures must balance with the estimated revenues, interfund transfers, if any, and fund balance.

**School Tax Relief (STAR) Program:** A State program which provides an exemption for school taxes paid for all owner-occupied, primary residences, subject to income limitations. An enhanced exemption is provided to senior citizens, subject to income limitations.

**Special Aid Fund:** The fund used to account for revenues and expenditures in connection with Federal and State funded grants operated by the school district. Budgets are determined when specific grants are awarded by the funding agency. The board of education should approve each program/grant budget and should appropriate the funds by resolution. For grants which extend beyond June 30, budgets may be re-established in the next fiscal year without additional board of education approval.

**State Aid:** Funds allocated by wealth and demographic need to school districts to support various functions of operation. Until the State budget is enacted, the school district's State Aid is not finalized and estimates must be used. The State deadline for enacting its budget is April 1st; however, it is not uncommon for the State to miss that deadline. Nevertheless, school districts must estimate State Aid and present their budgets to voters by the third Tuesday in May.

**State Education Department (SED):** The New York administration department that oversees public elementary and secondary education.

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

**Tax Base:** The combined assessed value of all properties within a school district's boundaries subject to levying the necessary taxes to fund annual operations.

**“Tax Cap”:** See Allowable Tax Levy (ATL).

**Tax Certiorari:** The legal process by which a property owner can challenge the assessed value assigned to a property in attempt to reduce the property's assessment and real estate taxes.

**Tax Certiorari Reserve:** Chapter 588 of the Laws of 1988 amended Section 3651 of the Education Law to permit the establishment of a reserve fund for tax certiorari and to expend from the fund without voter approval of the qualified voters of the school district. This reserve is used to pay consent judgments on tax refunds dating back up to four years prior.

**Tax Levy:** The total sum of taxes to be raised by the school district after subtracting all other revenues and State Aid. The tax levy is used to determine the tax rate for property owners in each of the municipalities located within the school district's boundaries. Each municipality within the school district is assigned a share of the total tax levy. Equalization rates are applied to take into account for differences in assessment practices among the municipalities.

**Tax Rate:** The amount of tax paid for each increment (usually \$1,000) of assessed value of property.

**Teachers Retirement System (TRS):** The State-operated pension systems eligible for participation among certificated staff (ie:, teachers and administrators). TRS operates on a July 1 to June 30 plan year, consistent with the school district's fiscal year.

**Transportation Aid:** State Aid provided to offset expenditures incurred in providing transportation services to students. Additional transportation aid is received when purchasing transportation capital equipment, such as vehicles or garage equipment.

**Unemployment Benefits Reserve:** This reserve fund is used to pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants where the school district or BOCES has elected to use the benefit reimbursement method, in lieu of contributions under Article 18 of the Labor Law. The reserve may be established by board action and is funded by budgetary appropriations or funds from other reserves.

**Unreserved/Unappropriated Fund Balance:** A school district is permitted to retain up to 4% of its total fund balance unreserved and unappropriated. These funds are available for emergency repairs and other unforeseen occurrence.



## **Reserve Funds**

Education Law authorizes school districts to establish any of the following reserve funds:

- Capital Reserve Fund
- Liability Reserve Fund
- Property Loss Reserve Fund – only available if the district is self-insured
- Tax Certiorari Reserve Fund
- Tax Reduction Reserve Fund – only available if a school building is sold.
- Uncollected Taxes Reserve Fund – only available to small city school districts

The General Municipal Law authorizes school districts to establish any of the following reserve funds:

- Employee Benefit Accrued Liability Reserve Fund
- Insurance Reserve Fund
- Mandatory Debt Service Reserve Fund - only available if a school building is sold.
- Repair Reserve Fund
- Retirement Contribution Reserve Fund
- Unemployment Insurance Reserve Fund
- Worker's Compensation Reserve Fund – only available if self-insured

### **Basic Characteristics of school district reserve funds:**

#### **Capital Reserve Fund:**

- Available to cover, in whole or in part, the cost of any object or purpose for which a school district may issue bonds pursuant to the Local Finance Law. Districts must maintain the separate identity of each such fund.
- May be established only with voter approval of a proposition that states the purpose of the fund, the ultimate amount thereof, its probable term, and the source from which the fund would be obtained.
- Funds may be expended only with voter approval, and only for the specific purpose for which the fund was established.

#### **Liability Reserve Fund:**

- May be established without voter approval, but once established the funds may not be reduced below the amounts estimated necessary to cover incurred but unsettled claims or suits (other than by payments for losses for which such amount were established).
- Funds may be expended without voter approval, unless the expenditure is for a purpose other than the one for which the fund was established.

Note – Each year, the amount in this reserve is substantiated with a letter from the district's counsel to the district's auditor. In the letter, counsel details all outstanding litigation and possible settlements.

**Tax Certiorari Reserve Fund:**

- Available to pay for judgments and claims resulting from tax certiorari proceedings under Article 7 of the Real Property Tax Law.
- May be established without voter approval, provided that the funds do not exceed the amount which might reasonably be deemed necessary to anticipated judgments and claims arising out of tax certiorari proceedings.
- Funds may be expended without voter approval.

Note – Each year, the amount in this reserve is substantiated with a spreadsheet prepared by the Assistant Superintendent for Business which details all tax cert proceedings received by the district.

**Employee Benefits Accrued Liabilities Reserve Fund:**

- Available for the cash payment of accrued and accumulated but unused sick leave, personal leave, holiday leave, vacation time, and other benefits earned by employees and payable upon termination, that are not covered by another existing reserve fund.
- May be established without voter approval.
- Funds may be expended without voter approval. However, it is a misdemeanor to withdraw or expend funds except as permitted by law.

Note – Each year, this amount is substantiated with a spreadsheet prepared by the District Treasurer indicating all accrued employee time that would need to be paid out upon retirement.

**Insurance Reserve Fund:**

- Available for the payment of any loss, claim, action or judgment for which a school district is authorized or required to purchase insurance, except those already covered by another existing reserve fund and except as otherwise specified in law.
- May be established without voter approval.
- Funds may be expended without voter approval. However, judicial approval is necessary to pay settled or compromised claims exceeding \$25,000.

**Repair Reserve Fund:**

- Available to pay for repairs to capital improvements or equipment of a type that does not recur annually or at shorter intervals.
- May be established without voter approval.
- Funds may be expended without voter approval in cases of emergency pursuant to approval by two-thirds of the school board. Otherwise, a public hearing must be held in accordance with the procedures set forth in law. One-half of the funds expended in an emergency case must be repaid to the fund during the next fiscal year, and the remainder by the end of the second fiscal year following the fiscal year in which the funds were expended. In addition, it is a misdemeanor to withdraw or expend funds from a repair reserve fund except as permitted by law.

**Retirement Systems Contribution Reserve (ERS & TRS):**

- The purpose of this account is to fund employer retirement contributions i.e., any portion of the amount(s) payable by an eligible school district to the New York State and Local Employees' Retirement System (ERS) and Teachers' Retirement System (TRS), pursuant to Sections 17 or 317 of the Retirement and Social Security Law. A referendum is not required either to create or expend moneys from the reserve.
- Note – Each year, this amount is substantiated by reviewing the projected bill due to the New York State and Local Employees' Retirement System in the following December.

**Unemployment Insurance Payment Reserve Fund:**

- Available to pay for the cost of reimbursing the State Unemployment Insurance Fund for payments made to claimants under article 18 of the Labor Law.
- May be established without voter approval.
- Funds may be expended without voter approval, but only as required by law to pay the State Unemployment Insurance Fund the amount of benefits paid to claimants and charged to the district.

## **Understanding the Equalization Rate**

### **A Guide for Property Owners**

In New York State, the property tax is a local tax, raised and spent locally to finance local governments and public schools. While the State does not collect or receive any direct benefit from the property tax, this tax is still of major importance as the largest single revenue source for the support of municipal and school district services. More than \$26 billion is raised in local property taxes across the state annually. The New York State Office of Real Property Tax Services (ORPTS) is statutorily obligated to administer an equalization program in order to assure equitable property tax allocation among nearly 4,000 taxing jurisdictions in New York State, and to insure the proper allocation of State Aid to Education funds, among other purposes. Equalization seeks to measure the relationship of locally assessed values to an ever-changing real estate market. Each year, ORPTS calculates equalization rates for each of the state's more than 1,200 assessing units.

### **Why is equalization necessary?**

Equalization is necessary in New York State because: (1) there is no fixed percentage at which property must be assessed; (2) not all municipalities assess property at the same percentage of market value; and (3) taxing jurisdictions, such as most school districts, do not share the same taxing boundaries as the cities and towns that are responsible for assessing properties. Most of the state's more than 700 school districts distribute their taxes among segments of several municipalities, many of which have different levels of assessment. The number of municipal segments in a school district can range from one to fifteen or more.

### **What is an equalization rate?**

At its simplest, an equalization rate is the state's measure of a municipality's level of assessment (LOA). This is the ratio of total assessed value (AV) to the municipality's total market value (MV). The municipality determines the AV; the MV is estimated by the state. The equalization rate formula is:

$$\text{Total Assessed Value (AV)} = \text{Equalization Rate} \times \text{Total Market Value (MV)}$$

Equalization rates do not indicate the degree of uniformity among assessments within a municipality. (More information regarding uniformity is available in the pamphlet, *Fair Assessments – A Guide for Property Owners*.) What does your equalization rate mean? • An equalization rate of 100 means that the municipality is assessing property at 100 percent of market value. • An equalization rate of less than 100 means that the municipality's total market value is greater than its assessed value. • An equalization rate of greater than 100 means that the total assessed value for the municipality is greater than its total market value. There would be no need for equalization if all municipalities assessed all property at 100 percent of market value every year.

### **What is the relationship between the State's equalization rate and the municipality's level of assessment?**

In New York State, each municipality is authorized to assess at market value or some fraction of market value. A level of assessment (LOA) of 50 percent means that assessments are at half of market value; an LOA of 100 percent means a community is assessing at 100 percent of market value. Regardless of the LOA chosen by a municipality, all of the assessments in the municipality are required by law to be at a uniform percentage of market value.

Equalization rates are the state's measure of each municipality's LOA. Each local assessor is required by law to state the municipal LOA on each year's assessment roll. The state determines the equalization rate by analyzing the locally stated LOA. In accordance with national standards, ORPTS reviews the work of the assessor and determines whether the stated LOA is within adequate tolerances to be used as the equalization rate. If certain criteria are met, the LOA becomes the rate. In municipalities where ORPTS cannot accept or confirm the LOA, ORPTS uses its own independent estimate of total market value to compare to the total assessed value.

### **What is the benefit of having the locally determined LOA accepted as the equalization rate?**

Where assessors are accurately stating the LOA on the tentative assessment roll, they will be indicating the equalization rate upon which school taxes are distributed. When municipalities keep assessments up-to-date each year, they will be adjusting assessed values to reflect market changes, resulting in a consistent LOA and equalization rate from year to year.

### **What does it mean when your municipality's equalization rate decreases?**

A falling equalization rate means that market values are rising faster than assessed values. Keeping assessments up-to-date annually can result in consistent equalization rates each year.

### **Why do equalization rates need to be established each year?**

The Real Property Tax Law requires that annual State equalization rates be established for each county, city, town and village. Equalization rates are calculated each year to reflect that year's assessment roll and current market values for each assessing unit.

### **What are equalization rates used for?**

Aside from apportionment of taxes among municipal segments of school districts and counties, and distribution of State Aid for Education, some of the less recognized uses of equalization rates include:

- establishment of tax and debt limits;
- allocation of costs, such as for jointly operated hospitals among participating localities or an injury to a volunteer firefighter, among others;

- determination of state assessments (special franchise) or approval of local assessments (state-owned land);
- determination of ceilings (railroad and agricultural values) and exemptions;
- determination of level of STAR exemptions;
- apportionment of sales tax revenues and joint indebtedness; and
- as evidence in court proceedings on the issue of assessment inequity and small claims assessment review hearings.

### **May the equalization rate be used in an assessment appeal?**

Yes. Property owners in New York State (except in Nassau County and New York City) may use the equalization rate as one piece of evidence in assessment grievance cases before the Board of Assessment Review and in State Supreme Court. Residential property owners also may use the State equalization rate in assessment cases brought under the provisions of Small Claims Assessment Review. More information on assessment challenges is available in ORPTS's publication entitled Contesting your assessment in New York State.

### **How do equalization rates relate to school property taxes?**

The equalization rate is used to estimate the total market value of an entire taxing jurisdiction and/or segments of jurisdictions. The following formula is used to estimate a municipality's total market value:

$$\frac{\text{Current Total Assessed Value}}{\text{Current Equalization Rate}}$$

### **Total Market Value Estimate (also known as Equalized Full Value)**

In order for a school district to fairly distribute its property tax levy (the total amount of school taxes to be collected), the levy needs to be divided in proportion to the total market value of each municipal segment. This allows for an equitable distribution of taxes based upon the market value of each municipality or segment. For example School District AB needs to raise \$1 million through property taxes (thus, a levy of \$1 million). The district contains all of Town A and all of Town B. Each town has a total assessed value of \$10 million. If the \$1 million tax levy simply were allocated based on the assessed values, the taxpayers in both towns would evenly split the levy, with each town paying \$500,000. However, through the equalization process, the state determines that the two towns have different levels of assessment. Town A has an equalization rate of 33.33 and Town B has an equalization rate of 50.00. Towns A and B can be compared for dividing the \$1 million school district tax levy between them:

	<b>Town A</b>	<b>Town B</b>
<b>Assessed Value (AV) of each Town</b>	\$10 million	\$10 million
<b>Equalization rate of each Town</b>	33.33	50.00
<b>Market Value of each Town</b>	\$30 million	\$20 million
<b>Market Value of School District AB = \$50 million</b>		
<b>Percent of Market Value (and, therefore, percent of levy) for each Town</b>	60%	40%
<b>Tax Levy to be raised from each Town</b>	\$600,000	\$400,000
<b>Tax Rate for each Town (Tax Levy+Assessed Value) x 1000</b>	\$60 per \$1000 AV	\$40 per \$1000 AV

You can see that Town A is responsible for 60 percent (\$30 million ÷ \$50 million) of the full value in School District AB, and Town B is responsible for 40 percent (\$20 million ÷ \$50 million) of the full value. This means that the taxpayers in Town A will have to pay a total of \$600,000 (60% of the \$1 million tax levy) and those in Town B will have to pay \$400,000 (40% of the \$1 million tax levy).

It is the change in a town's total market value, as reflected in the equalization rate, relative to the change in the market value of other municipalities in a taxing jurisdiction, such as a school district, that may cause a particular town's share of the tax levy to increase or decrease. If one municipality's market value increases, but all the other municipalities in the taxing jurisdiction increase to a larger degree, then the first municipality's share of the tax levy will decline.

#### For more information

To learn more about equalization, assessments and other aspects of property tax administration, you may wish to talk with your assessor or county director of real property tax services. More detailed information is also available on the ORPTS website at [www.tax.ny.gov](http://www.tax.ny.gov)

**STATE OF NEW YORK Kathy Hochul, Governor**



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



**Office of Real Property Tax Services**

Publication 1121 (11/11)

November 2011



If you would like further information regarding Assessment and Equalization rates, you can contact:

**Assessments:**

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

**Equalization Rates:**

Westchester County Tax Commission	285-4325
New York State Real Property Services	518-474-5666

If you would like further information regarding this proposed budget, you can contact the following administrators:

Mr. Stephen Walker, Superintendent of Schools	271-4793
Ms. Denise Harrington-Cohen, Assistant Superintendent for Business	271-5022
Mr. John Griffiths, Assistant Superintendent	271-6510
Ms. Rachel DuPaul, Assistant Superintendent of Pupil Personnel Services	271-4793
Ms. Kerri Bianchi, Principal, Carrie E. Tompkins Elem. School	271-5184
Mr. Michael Plotkin, Principal, Pierre Van Cortlandt Middle School	271-2191
Dr. Laura Dubak, Principal, Croton-Harmon High School	271-2147

Please visit our website at [www.chufsd.org](http://www.chufsd.org) for more information





Thank you for taking the time to review our budget documents. Please contact our District Office at 914-271-4713 or email us at [Budget.Questions@chufsd.org](mailto:Budget.Questions@chufsd.org), if you would like any further information or have any questions.