



# WATERTOWN

## CITY SCHOOL DISTRICT

*Our Children, Our Future!*

# 2026-27 Budget Book



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# Table of Contents

<b>A</b>	<b>6 Day Budget Notice</b> .....	Pages 1-4
<b>B</b>	<b>Exemption Reporting</b> .....	Pages 5-6
<b>C</b>	<b>Three Part Popular Budget</b> .....	Pages 7–20
<b>D</b>	<b>Appropriations / Revenue</b> .....	Pages 21–30
<b>E</b>	<b>NYS Property Tax Report Card</b> .....	Pages 31–33
<b>F</b>	<b>Administrative Salary Disclosure</b> .....	Page 34
<b>G</b>	<b>NYS School Fiscal Accountability Supplement</b> .....	Pages 35–61
<b>H</b>	<b>NYS School Report Card</b> .....	Pages 62–448

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# WATERTOWN CITY SCHOOL DISTRICT

Our Children, Our Future!

[www.watertowncsd.org](http://www.watertowncsd.org)

## District Budget Issue

## Watertown City School District

May 2026

## Budget Vote

May 19, 2026  
12 p.m.-9 p.m.

- o Voters residing in the **North** Election District vote at North Elementary School (Gymnasium). Defined as the portion of the city *north* of the Black River and includes towns of LeRay & Pamela within WCSD boundaries.
- o Voters residing in the **South** Election District vote at Watertown High School (Band Room). Defined as the portion of the city south of the Black River and includes towns of Rutland & Watertown within WCSD boundaries.

## Voter Qualifications

- o Registered voter
- o United States Citizen
- o At least 18 years old
- o Resident of the school district at least 30 days prior to the vote
- o No person shall have the right to register or vote who would not be qualified to register for or vote at an election in accordance with the provisions of section 5-106 of the Election Law.

## 2026-27 Budget and School Board Election Message

Dear Watertown City School District Community,

As we look ahead to the 2026–27 fiscal year, I am proud to share the highlights of our proposed budget. Built on a foundation of fiscal responsibility, this budget reflects our unwavering commitment to delivering the high-quality educational experiences our students deserve.



L-R: Dr. Larry C. Schmiegel, Michelle R. Gravelle, Culley T. Gosier, Melanie Stano, Tino Fluno, John A. Cain III, Rande S. Richardson, and Jason B. Harrington

### Budget Highlights:

1. *Tax Levy:* The proposed budget includes a 2.55% increase in the tax levy, which is within the New York State tax cap. This allows us to enhance student programs and services while respecting our community’s investment in education.
2. *Program Continuation and Enhancements:* Our budget reflects a strong commitment to sustaining the programs and staffing our students depend on for success and graduation. Additionally, we continue to provide after-school activity buses at key locations and the tardy bus, reinforcing our dedication to student attendance and engagement.
3. *Programmatic Growth and Staffing Enhancements:* We are committed to expanding our Cyclone Academy programs at the 7-12 level, increasing opportunities for students to work toward graduation in alignment with our Portrait of a Graduate. At the elementary level, we are adding two self-contained classrooms to expand our continuum of special education services, in alignment with the Individuals with Disabilities Education Act (IDEA). Additionally, we are proposing the addition of two Universal Pre-Kindergarten (UPK) classrooms for age four students, expanding early childhood access across the district in alignment with the Governor's proposal to expand UPK for four-year-olds.
4. *Infrastructure Investment:* The \$100,000 capital outlay project consists of various masonry restoration and reconstruction at Watertown High School.
5. *School Safety and Security:* The proposed budget includes funding to maintain all School Safety Officers and school resource officer to maintain security across our schools.

*Budget Notice: Please refer to the back page of this newsletter for the official Budget Notice, including potential adjustments under a contingent budget scenario.*

Thank you for your continued support. Together, we are building on our progress and remain focused on improving graduation rates, student engagement, attendance, and overall learning environments — ensuring every student is fully prepared and life ready.

Sincerely,

Dr. Larry C. Schmiegel  
Superintendent of Schools  
Watertown City School District

# 2026-27 Budget Highlights

Item	Amount	Item	Amount
Budget Summary	\$112,121,818	Tax Levy	\$18,386,780
Budget Increase	\$8,212,663	Tax Levy Increase	\$457,262
Budget to Budget % Increase	7.90%	Tax Levy % Increase	2.55%
State Aid and Other Revenue	\$69,457,343	Fund Balance and Reserve Use	\$17,384,161

## 2026-27 School Tax Estimate

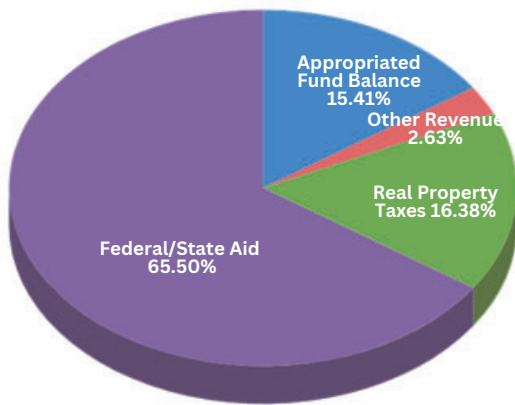
Municipality	Equalization Rate	Amount to Raise in Taxes by Town / City	2026-2027 School Tax Rate per \$1,000 Assessed	Ave Tax Bill w/o STAR	Ave Tax Bill w/ Basic STAR	Ave Tax Bill w/ Enhanced STAR
City of Watertown	73.00%	\$13,235,902	\$11.607289	\$1,161	\$868	\$556
Town of Leray	100.00%	\$1,208,735	\$8.473399	\$847	\$580	\$227
Town of Pamelaia	94.00%	\$115,240	\$9.014159	\$901	\$627	\$317
Town of Rutland	73.86%	\$78,856	\$11.472122	\$1,147	\$868	\$527
Town of Watertown	45.50%	\$3,748,046	\$18.622659	\$1,862	\$1,586	\$1,256

\*Tax Rates and STAR are estimates based on the 2025-26 assessments, exemptions, and equalization rates. Average Tax Bill is based on a home with a true value of \$100,000. Values are subject to change once the new values are available from the state.

Explore our comprehensive budget documents by scanning the QR code to visit the link below:  
<https://www.watertowncsd.org/about-us/departments/business-office>

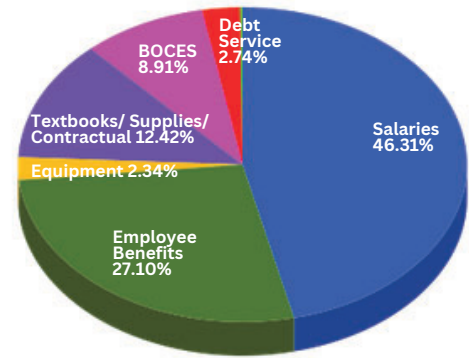


## 2026-27 Revenues



	25-26 Budget	Variance	26-27 Proposed Budget	% of Budget
Appropriated Fund Balance	\$11,259,287	\$5,518,408	\$17,277,695	15.41%
Other Revenues	\$3,076,898	(\$126,563)	\$2,950,335	2.63%
Real Property Taxes	\$17,929,518	\$457,262	\$18,386,780	16.38%
State and Federal Sources	\$71,143,452	\$2,363,556	\$73,507,008	65.50%
<b>Total</b>	<b>\$103,909,155</b>	<b>\$8,212,663</b>	<b>\$112,121,818</b>	

## 2026-27 Expenses



	25-26 Budget	26-27 Proposed Budget	Variance	% of Budget
Salaries	\$51,138,970	\$51,926,088	\$787,118	46.31%
Employee Benefits	\$23,871,562	\$30,390,153	\$6,518,591	27.10%
Equipment	\$2,349,479	\$2,627,000	\$277,521	2.34%
Textbooks/Supplies/Contractual	\$11,679,297	\$13,928,284	\$2,248,987	12.42%
BOCES	\$9,687,347	\$9,991,593	\$304,246	8.91%
Debt Service	\$4,992,500	\$3,068,700	(\$1,923,800)	2.74%
Interfund Transfers	\$190,000	\$190,000	\$0	0.17%
<b>Total Expense</b>	<b>\$103,909,155</b>	<b>\$112,121,818</b>	<b>\$8,212,663</b>	

# Watertown City School District Proposition No.

**SCHOOL BUDGET - PROPOSITION #1** Shall the Board of Education of the Watertown City School District be authorized to expend a total of \$112,121,818 for the operation of the schools in said school district for the 2026-2027 school year and that said sum be raised by tax upon the taxable property of said school district after first deducting the estimated money available from state aid and other sources.

YES NO

# Watertown City School District Proposition No. 2

## PROPOSITION #2: AUTHORIZATION OF AN ENERGY EFFICIENCY PROJECT

Shall the Bond Resolution adopted by the Board of Education authorizing an energy efficiency project for the supply and installation of energy improvements to all District buildings and facilities, including the installation of LED lighting throughout the District and updates to the HVAC systems and building controls, all of the foregoing to include construction, reconstruction, renovations, alterations, site work, original furnishings, fixtures, equipment, machinery and apparatus required for such purposes, architectural fees, and all other necessary costs incidental to such work, at a total estimated cost not to exceed \$5,300,000 and to pay such costs by the levy of a tax in installments upon all the taxable real property of the District and, in anticipation of such tax, the issuance of bonds and bond anticipation notes in the principal amount not to exceed \$5,300,000 and the levy of a tax to pay the interest on said obligations be approved?

YES NO

# Candidates for the Board of Education

Voters will have the opportunity to elect three board members. There are two 3-year terms open on the Board of Education beginning July 1, 2026, and ending June 30, 2029, and one 1-year term beginning May 20, 2026, and ending June 30, 2027 . Those candidates who receive the first and second largest number of votes during the May 19th vote will be appointed to the 3-year terms. The candidate with the third largest number of votes will be appointed to the 1-year term.

**Watertown City School District**  
 1351 Washington Street  
 Watertown, NY 13601

**Board of Education**

John A. Cain III, *President*  
 Culley T. Gosier, *Vice President*  
 Tina Fluno  
 Jason B. Harrington  
 Rande S. Richardson  
 Melanie Stano

Non-Profit  
 US Postage  
 Paid Permit #44  
 Watertown, NY

**Superintendent of Schools**

Dr. Larry C. Schmiegel

**Assistant Superintendent for Instruction**

Lynn S. Gaffney

**Assistant Superintendent for Personnel & Student Services**

Tina M. Lane

**Assistant Superintendent for Operations & Finance**

Brianne R. Durham

**District Clerk**

Michelle R. Gravelle

*Cyclone Pride!*



**2026-27 School District Budget Notice**

Overall Budget Proposal	Budget Proposed for the 2026-27 School Year	Contingency Budget for the 2026-27 School Year *	Budget Adopted for the 2025-26 School Year
Total Budgeted Amount, Not Including Separate Propositions	\$112,121,818	\$109,394,818	\$103,909,155
Increase/Decrease for the 2026-27 School Year	\$8,212,663	\$5,485,663	
Percentage Increase/Decrease in Proposed Budget	7.90%	5.28%	
Change in the Consumer Price Index	2.63%		
A. Proposed Levy to Support the Total Budgeted Amount	\$18,386,780		\$17,929,518
B. Levy to Support Library Debt, if Applicable	\$0		\$0
C. Levy for Non-Excludable Propositions, if Applicable **	\$0		\$0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0		\$0
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$18,386,780	\$17,929,518	\$17,929,518
F. Total Permissible Exclusions	\$456,252		\$438,511
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$17,930,528		\$17,491,007
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$17,930,528		\$17,491,007
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$0		\$0
Administrative Component	\$8,361,140	\$8,361,141	\$6,978,720
Program Component	\$88,664,084	\$87,137,084	\$81,733,268
Capital Component	\$15,096,593	\$13,896,593	\$15,197,167

If the proposed budget is defeated, the Board of Education could reduce the total overall tax levy increase by \$2,727,000. A Contingent Budget would impact many non-mandated areas such as the inability to have additional support staff and aides and forego upgrading our technology/infrastructure. If a Contingent Budget is adopted due to a budget defeat, it is mandated to have a 0%, or less, tax levy increase over the 2025-26 year. The School Board has not yet determined which actual items may or may not be included within a Contingent Budget, but what is eliminated here is all the equipment items and the capital outlay project. This notification does not include the impact of taxes levied on behalf of the Flower Memorial Library.

Equalized Total Assessed Value 725,449,670

School District - 221800 Watertown City

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	7	372,527	0.05
13100	CO - GENERALLY	RPTL 406(1)	1	200,000	0.03
13430	CITY O/S LIMITS - SPECIFIED US	RPTL 406(2)	2	91,600	0.01
13440	CITY O/S LIMITS - SEWER OR WAT	RPTL 406(3)	1	4,044	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	19	7,889,582	1.09
13800	SCHOOL DISTRICT	RPTL 408	3	676,922	0.09
13850	BOCES	RPTL 408	2	13,436,263	1.85
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	19,500	0.00
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	2	1,060,107	0.15
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	6	47,046,082	6.49
18080	MUN HSNB AUTH-FEDERAL/MUN AIDE	PUB HSNB L 52(3)&(5)	1	462,637	0.06
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	8	12,964,617	1.79
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	4	1,996,263	0.28
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	3,040,659	0.42
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,123,936	0.15
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	1	417,582	0.06
26250	HISTORICAL SOCIETY	RPTL 444	1	54,945	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	1,303,296	0.18
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	7	2,527,473	0.35
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	2	15,713,187	2.17
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	1	281,600	0.04
41400	CLERGY	RPTL 460	1	1,500	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	19	709,946	0.10
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	6	458,477	0.06
41800	PERSONS AGE 65 OR OVER	RPTL 467	3	276,923	0.04
41804	PERSONS AGE 65 OR OVER	RPTL 467	7	114,599	0.02
41824	LIVING QUARTERS FOR PARENTS AN	RPTL 469	1	63,800	0.01
41834	ENHANCED STAR	RPTL 425	172	15,169,346	2.09
41844	En STAR (land belongs to other	RPTL 425	1	59,500	0.01
41854	BASIC STAR 1999-2000	RPTL 425	336	10,738,292	1.48
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	91,978	0.01
42120	TEMPORARY GREENHOUSES	RPTL 483-c	3	155,385	0.02
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	17,363	0.00
47620	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	81,274	0.01

Equalized Total Assessed Value 725,449,670

**School District - 221800 Watertown City**

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	1	5,686	0.00
49505	SOLAR OR WIND ENERGY SYSTEM	RPTL 487 STATUTORY AUTH NOT DEFINED	1	3,221,758	0.44
50004	SYSTEM CODE		3	1,521,760	0.21
<b>Total Exemptions Exclusive of System Exemptions:</b>					
			630	141,767,375	19.54
<b>Total System Exemptions:</b>					
			3	1,521,760	0.21
<b>Totals:</b>					
			633	143,289,135	19.75

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: \_\_\_\_\_

# Proposed Budget in 3-Part Format

Proposed 2026-27 Three Part Budget

Description	Admin.	Program	Capital	Proposed	Adopted	Change in
				2026-27	2025-26	\$ Amount
<b>GENERAL SUPPORT</b>						
Board of Education	\$ 31,140		=	\$ 31,140	\$ 31,140	\$ -
District Clerk	\$ 10,528		=	\$ 10,528	\$ 8,591	\$ 1,937
District Meeting	\$ 8,000		=	\$ 8,000	\$ 8,000	\$ -
Chief School Administrator	\$ 494,375		=	\$ 494,375	\$ 356,050	\$ 138,325
Business Administration	\$ 535,094		=	\$ 535,094	\$ 509,047	\$ 26,047
Auditing	\$ 100,000		=	\$ 100,000	\$ 68,850	\$ 31,150
Treasurer	\$ 86,181		=	\$ 86,181	\$ 73,262	\$ 12,919
Tax Collection	\$ 40,500		=	\$ 40,500	\$ 40,500	\$ -
Purchasing	\$ 85,869		=	\$ 85,869	\$ 72,654	\$ 13,215
Fiscal Agent Fees	\$ 8,000		=	\$ 8,000	\$ 5,540	\$ 2,460
Legal	\$ 190,000		=	\$ 190,000	\$ 190,000	\$ -
Personnel	\$ 622,185		=	\$ 622,185	\$ 552,793	\$ 69,392
Records Management	\$ -		=	\$ -	\$ -	\$ -
Public Information	\$ 11,500		=	\$ 11,500	\$ 5,000	\$ 6,500
Printing	\$ 148,000		=	\$ 148,000	\$ 148,000	\$ -
Data Processing	\$ 47,574		=	\$ 47,574	\$ 41,277	\$ 6,297
Operation of Plant			\$ 5,428,485 =	\$ 5,428,485	\$ 4,928,238	\$ 500,247
Maintenance of Plant			\$ 2,748,848 =	\$ 2,748,848	\$ 1,972,047	\$ 776,801
Security of Plant			\$ 166,389 =	\$ 166,389	\$ 148,620	\$ 17,769
Insurance	\$ 528,713		=	\$ 528,713	\$ 440,594	\$ 88,119
School Board's Association Dues	\$ 43,500		=	\$ 43,500	\$ 30,000	\$ 13,500
Refund on Real Property Taxes			\$ 17,500 =	\$ 17,500	\$ 17,500	\$ -
BOCES Administrative Cost			\$ 1,085,273 =	\$ 1,085,273	\$ 976,519	\$ 108,754
<b>TOTAL General Support</b>	<b>\$ 2,991,159</b>	<b>\$ -</b>	<b>\$ 9,446,495 =</b>	<b>\$ 12,437,654</b>	<b>\$ 10,624,222</b>	<b>\$ 1,813,432</b>



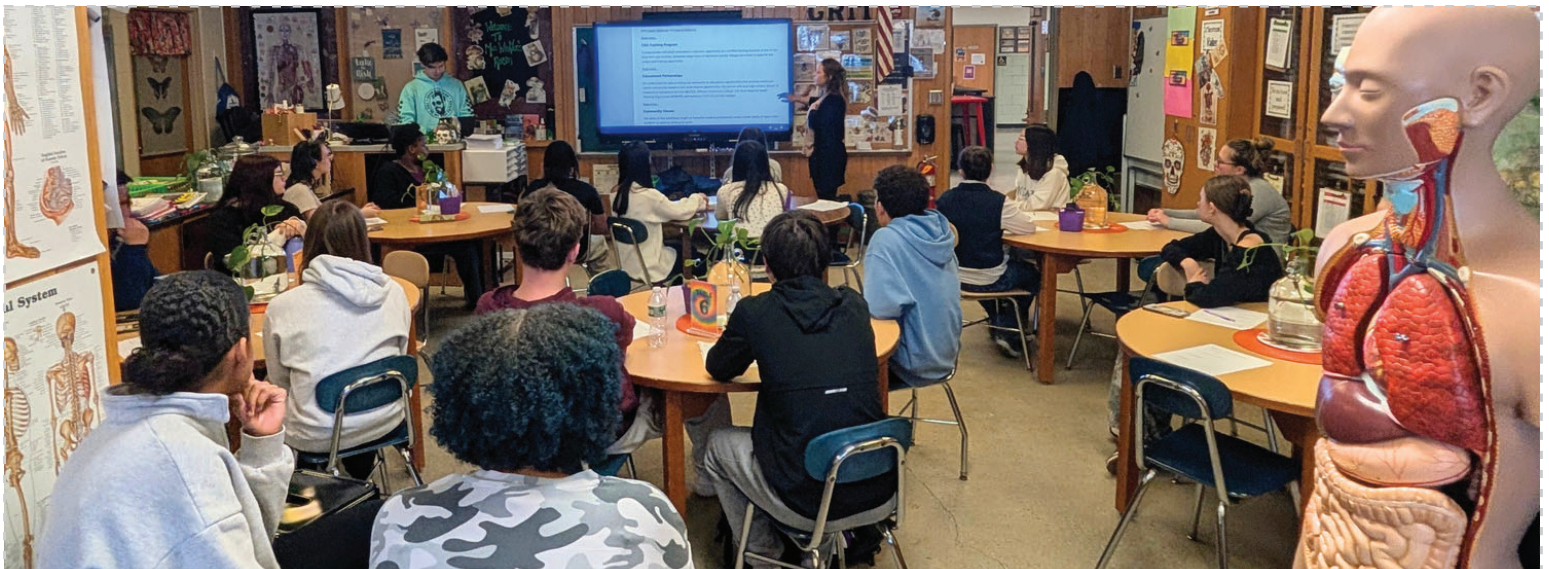
# Proposed Budget in 3-Part Format (continued)

Description	Admin.	Program	Capital	Proposed	Adopted	Change in
				2026-27	2025-26	\$ Amount
Budget	Budget	\$ Amount				
<b>INSTRUCTION</b>						
Curriculum Development	\$ 402,917		=	\$ 402,917	\$ 241,834	\$ 161,083
Supervision	\$ 2,439,283		=	\$ 2,439,283	\$ 2,331,441	\$ 107,842
Supervision Special Schools	\$ 5,000		=	\$ 5,000	\$ 5,000	\$ -
Research, Planning & Evaluation	\$ -		=	\$ -	\$ -	\$ -
Inservice Training		\$ 800,432	=	\$ 800,432	\$ 781,681	\$ 18,751
Teaching - Regular School		\$ 28,058,862	=	\$ 28,058,862	\$ 31,846,027	\$ (3,787,165)
Programs for Students w/ Disabilities		\$ 13,897,349	=	\$ 13,897,349	\$ 9,631,370	\$ 4,265,979
Occupational Education		\$ 2,280,911	=	\$ 2,280,911	\$ 2,157,176	\$ 123,735
Teaching - Special Schools		\$ 932,500	=	\$ 932,500	\$ 458,000	\$ 474,500
School Library and Audiovisual		\$ 1,056,826	=	\$ 1,056,826	\$ 860,341	\$ 196,485
Computer Assisted Instruction		\$ 4,634,588	=	\$ 4,634,588	\$ 5,028,688	\$ (394,100)
Attendance		\$ 142,648	=	\$ 142,648	\$ 118,384	\$ 24,264
Guidance		\$ 1,361,331	=	\$ 1,361,331	\$ 1,566,254	\$ (204,923)
Health Services		\$ 1,044,114	=	\$ 1,044,114	\$ 946,239	\$ 97,875
Psychological Services		\$ 712,097	=	\$ 712,097	\$ 679,318	\$ 32,779
Social Work		\$ 406,768	=	\$ 406,768	\$ 365,800	\$ 40,968
Co-Curricular Activities		\$ 97,763	=	\$ 97,763	\$ 81,028	\$ 16,735
Interscholastic Activities		\$ 1,147,288	=	\$ 1,147,288	\$ 1,022,763	\$ 124,525



# Proposed Budget in 3-Part Format (continued)

Description	Admin.	Program	Capital	Proposed 2026-27 Budget	Adopted 20256--26 Budget	Change in \$ Amount
<b>TOTAL Instruction</b>	<b>\$ 2,847,200</b>	<b>\$ 56,573,477</b>	<b>\$ - =</b>	<b>\$ 59,420,677</b>	<b>\$ 58,121,344</b>	<b>\$ 1,299,333</b>
<b>PUPIL TRANSPORTATION</b>						
Transportation Services		\$ 259,345	=	\$ 259,345	\$ 232,704	\$ 26,641
Purchases of Buses			\$ 300,000 =	\$ 300,000	\$ 300,000	\$ -
Contract Transportation		\$ 5,560,271	=	\$ 5,560,271	\$ 5,343,364	\$ 216,907
<b>TOTAL Pupil Transportation</b>	<b>\$ -</b>	<b>\$ 5,819,616</b>	<b>\$ 300,000 =</b>	<b>\$ 6,119,616</b>	<b>\$ 5,876,068</b>	<b>\$ 243,548</b>
<b>UNDISTRIBUTED EXPENSES</b>						
Employee Benefits	\$ 2,522,782	\$ 26,080,992	\$ 2,281,398 =	\$ 30,885,172	\$ 24,105,021	\$ 6,780,151
Debt Service			\$ 3,068,700 =	\$ 3,068,700	\$ 4,992,500	\$ (1,923,800)
Interfund Transfers		\$ 190,000	=	\$ 190,000	\$ 190,000	\$ -
<b>TOTAL Undistributed Expenses</b>	<b>\$ 2,522,782</b>	<b>\$ 26,270,992</b>	<b>\$ 5,350,098 =</b>	<b>\$ 34,143,872</b>	<b>\$ 29,287,521</b>	<b>\$ 4,856,351</b>
<b>TOTAL BUDGET</b>	<b>\$ 8,361,141</b>	<b>\$ 88,664,084</b>	<b>\$ 15,096,593 =</b>	<b>\$ 112,121,818</b>	<b>\$ 103,909,155</b>	<b>\$ 8,212,663</b>
	<b>7.46%</b>	<b>79.08%</b>	<b>13.46%</b>			



## Estimated Revenue

Description	Proposed 2026-27  Budget	Adopted 2025-26  Budget	\$ Change	% Change
Other Revenue	\$ 2,950,335	\$ 3,076,898	\$ (126,563)	-4.11%
Total State / Federal Aid	\$ 73,507,008	\$ 71,143,452	\$ 2,363,556	3.32%
Assigned Fund Balance	\$ 17,277,695	\$ 11,759,287	\$ 5,518,408	46.93%
Property Tax Levy	\$ 18,386,780	\$ 17,929,518	\$ 457,262	2.55%
<b>TOTAL REVENUE</b>	<b>\$ 112,121,818</b>	<b>\$ 103,909,155</b>	<b>\$ 8,212,663</b>	



# Expenditure Increases & Salary Budget

## SIGNIFICANT EXPENDITURE INCREASES

Category	Description	Increase
<b>Health Insurance</b>	Premium costs surging district-wide — driven by market rates and legacy retiree coverage.	↑ 20%
<b>Liability Insurance</b>	Rising claims environment and increased coverage requirements across all facilities.	↑ 20%
<b>Utilities</b>	Energy costs elevated due to market volatility; includes electric, gas, and heating fuel.	↑ 10–15%
<b>Transportation</b>	Contractual rate increases for student transportation services.	↑ 4%
<b>Maintenance</b>	Aging building infrastructure requiring increased preventive and corrective maintenance.	↑ 10%
<b>School Resource Officer</b>	Contractual increase for SRO services provided through the City of Watertown.	↑ 9%

## SALARY BUDGET — WHAT'S DRIVING THE \$787K INCREASE

<b>Special Education</b>	New and reclassified SPED staff; smaller class ratios (12:1:2 → 8:1:1); mandated services under IDEA/NYSED	+\$3.9M
<b>Grants Ending (ARPA, RECOVS, DODEA 21)</b>	Summer programs, professional development, and various staff positions now district-funded as grants expire.	Cost Shift
<b>New Positions</b>	(2) 12:1:1 classrooms, Resource Teacher, Instructional Coach, Administrative Intern, Community Partnerships & Strategic Communications Specialist	New

# Administrative Budget

Administrative Budget is 7.5% of the 2026-27 Three Part Budget

2026-27 **\$8,361,141**

2025-26 **\$6,978,720**

Change **\$1,382,421**

	2026-27	2025-26	Change
<b>Board of Education</b> Subscriptions and books on law, curriculum & policy issues, conferences and workshops and consultant fees for Board of Education.	\$31,140	\$31,140	+\$0
<b>District Clerk &amp; Meeting</b> Covers District Clerk, Board Meeting activities, and Budget Vote, Board election tellers, voting machine custodian, and legal ads. Enough to cover two votes. District utilizes optical scanning machines from Jefferson County Board of Elections.	\$18,528	\$16,591	+\$1,937
<b>Chief School Administrator</b> Primarily the salaries for the Superintendent and Secretary plus the District Office Greeter, Administrative Intern, Community Partnerships & Strategic Communications Specialist and support staff. Operating supplies and contractual obligations for the Superintendent's office.	\$494,375	\$356,050	+\$138,325
<b>Business Administration</b> Covers salaries for the Business Official, Payroll, and Accounting staff. Also includes equipment, dues, appraisals, and professional conferences; office supplies such as toner, letterhead, and forms; and contractual obligations for BOCES state aid planning and GASB 45 actuarial compliance.	\$535,094	\$509,047	+\$26,047
<b>Auditing</b> All school districts are required to have an annual external financial audit. Includes Questar BOCES performing an annual internal audit and the Claims Auditor who authorizes release of payments for all district accounts payable purchases.	\$100,000	\$68,850	+\$31,150
<b>Treasurer</b> Covers the Treasurer of the district and operating expenses.	\$86,181	\$73,262	+\$12,919
<b>Tax Collector</b> Tax Collection is primarily from October through mid-December. Account includes envelopes and tax bill printing.	\$40,500	\$40,500	+\$0



	2026-27	2025-26	Change
<b>Purchasing</b> An Accounts Payable Clerk processes all General Fund transactions. The administrative fee for BOCES Cooperative Purchasing service and Educational Data Services to process the bidding for general school supplies, fuel, and specialty teaching supplies is charged here.	\$85,869	\$72,654	+\$13,215
<b>Fiscal Agent Fees</b> Bank fee for the processing of serial bonds.	\$8,000	\$5,540	+\$2,460
<b>Legal</b> Represents the school attorney fees for any and all legal issues the district may encounter.	\$190,000	\$190,000	+\$0
<b>Personnel</b> Covers salaries for the Director of Personnel and assistant. Also includes BOCES employer-employee relations service, BOE policy updates, Teacher Certification, Substitute Coordination, supplies, newspaper advertising, City Civil Service, OMNI Group, Frontline, MASLA membership, and fingerprinting fees.	\$622,185	\$552,793	+\$69,392
<b>Records Management</b> This provides for the records room for storage of accounting, personnel, and student information archives.	\$0	\$0	+\$0
<b>Public Information</b> Covers supplies for printing services.	\$11,500	\$5,000	+\$6,500
<b>Central Printing</b> Covers supplies such as copy paper, payroll registers, student schedules, report cards, and IRS forms. Includes oversight for nVision and SchoolTool. Also covers postage machine, USPS, FedEx, and Bulk Mailing.	\$148,000	\$148,000	+\$0



	2026-27	2025-26	Change
<b>Data Processing</b> Central Registration for student enrollments.	\$47,574	\$41,277	+\$6,297
<b>Unallocated Insurance</b> This includes Student Accident Insurance, Umbrella Liability, and Property Casualty insurance coverage.	\$528,713	\$440,594	+\$88,119
<b>School Association Dues</b> Membership dues for school associations that support district leadership, professional development, and advocacy on behalf of the district.	\$43,500	\$30,000	+\$13,500
<b>Curriculum Writing</b> Covers curriculum development and instructional training for teachers in alignment with state standards and district academic goals.	\$402,917	\$241,834	+\$161,083
<b>Supervision</b> Includes salaries for Building Principals, Assistant Principals, and their support staff. Also covers contractual obligations, equipment, and office supplies. Building-level operating budgets are dispersed throughout this code and vary each year based on individual needs as presented in the Principals' Budgets.	\$2,439,283	\$2,331,441	+\$107,842
<b>Research, Planning &amp; Evaluation</b> Advisory services such as Fiscal Advisors.	\$5,000	\$5,000	+\$0
<b>Employee Benefits</b> Benefits for District Office staff, Administrators and their staff, and curriculum writing and training for teachers. See Program section for details on employee benefits.	\$2,522,782	\$1,812,147	+\$703,635



# Program Budget

Program Budget is 79.1% of the 2026-27 Three Part Budget

2026-27 **\$88,664,084**

2025-26 **\$81,733,268**

Increase **+\$6,930,816**

	2026-27	2025-26	Change
<b>In-Service Training</b> Covers conference registrations, workshops, and BOCES staff development courses, including summer curriculum writing. The district also accesses Federally Funded Grants for additional in-service training through the Special Aid Fund.	\$800,432	\$781,681	+\$18,751
<b>Teaching — Regular School</b> Covers instructional salaries for teachers and assistants across grades K–12, substitute teachers, Teacher Aides, equipment, contractual costs, materials and supplies, textbooks, and BOCES services including hospital-based instruction, field trips, tutoring, alternative HS, and Distance Learning.	\$28,058,861	\$31,846,027	-\$3,787,166
<b>Programs for Students with Disabilities</b> Covers salaries, services, and supports required to deliver special education programming in compliance with IDEA and NYSED regulations. Includes instructional staff, aides, related services, and all mandated IEP services across district and BOCES placements.	\$13,897,349	\$9,631,370	+\$4,265,979
<b>Occupational Education</b> Includes a HS Business teacher in-house, as well as Jeff-Lewis BOCES vocational technical training programs. We anticipate over 200 students attending vocational programs.	\$2,280,911	\$2,157,176	\$123,735
<b>Special Schools</b> Includes Summer School, Cyclone Academy, Cyclone Academy Jr., Cyclone Academy Middle School, and Driver's Education.	\$932,500	\$458,000	+\$474,500
<b>School Library &amp; Audiovisual</b> Covers salaries and extra pay for Library Media Specialists, support staff, and AV technicians. Also includes equipment, supplies, library books, periodicals and subscriptions, and BOCES-provided services for AV repair, electronic cataloging software, video loans, and graphics.	\$1,056,826	\$860,341	+\$196,485
<b>Computer Assisted Instruction</b> Covers the Director of Technology and Cyber Security and Information Services Technicians, along with equipment, software, and technology hardware. BOCES services include Distance Learning, internet connectivity, nVision, SchoolTool, Nutrikids, and technical support for IEP Direct and Medicaid Direct.	\$4,634,588	\$5,028,688	-\$394,100





2026-27

2025-26

Change

### Attendance

Staffing for three attendance officers is charged here.

\$142,648

\$118,384

+\$24,264

### Guidance

Covers salaries for guidance counselors and support staff, along with supplies and contractual support.

\$1,361,331

\$1,566,254

-\$204,923

### Health Services

Covers RN and LPN services in each district building as well as the parochial schools within our district. There is an offsetting revenue from out-of-district students attending the parochial schools. Also includes equipment, services, and supplies for the clinics.

\$1,044,114

\$946,239

+\$97,875

### Psychologist

Covers salaries for School Psychologists and miscellaneous supplies.

\$712,097

\$679,318

+\$32,779

### Social Work

Covers salaries for Social Worker positions and miscellaneous supplies.

\$406,768

\$365,800

+\$40,968

### Co-Curricular Activities

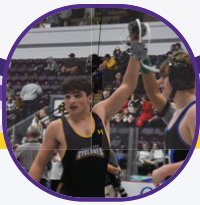
Includes faculty advisors for student extracurricular activities, a Webmaster Technician, and miscellaneous co-curricular items and supplies.

\$97,763

\$81,028

+\$16,735





2026-27

2025-26

Change

### Interscholastic Athletics

Covers salaries for clerical coordination of transportation, contractual items including auto insurance and weather service, miscellaneous supplies, and BOCES training.

\$1,147,288

\$1,022,763

+\$124,525

### Pupil Transportation

Covers Student Accident Insurance, Umbrella Liability, and Property Casualty insurance.

\$259,345

\$232,704

+\$26,641

### Contract Transportation

The district is extending its contract with First Student through three separate contracts: regular student runs, summer education transportation, and special runs for field trips and afterschool athletics.

\$5,560,271

\$5,343,364

+\$216,907

### Interfund Transfer

Placeholder for the local share of summer school special education services. The full cost is charged to the Special Aid Fund; after state aid is received, the remaining balance is transferred from the General Fund to balance that program's budget.

\$190,000

\$190,000

+\$0

### Employee Benefits

Numbers above reflect the Program portion only. The narrative below covers the full General Fund employee benefits across all three budget sections (Program, Administrative, and Capital).

\$26,080,992

\$20,424,131

-\$307,039



# Capital Budget

Capital Budget is 13.4% of the 2026-27 Three Part Budget

2026-27 **\$15,096,593**

2025-26 **\$15,197,167**

Decrease **-\$100,574**

	2026-27	2025-26	Change
<b>Operations</b> Covers salaries for the Director of Facilities, Assistant Director, Custodians, and Cleaners. Also includes equipment, utilities, repairs, service contracts, trash removal, water/sewer, training, cell phones, security, alarms, and cleaning products and supplies.	\$5,428,485	\$4,928,238	+\$500,247
<b>Maintenance</b> Covers Building Maintenance Mechanics salaries, equipment, contractual items, and materials and supplies. Also includes BOCES Health and Safety services and a number of earmarked repair projects.	\$2,748,848	\$1,972,047	+\$776,801
<b>Security of Plant</b> Covers a portion of the School Safety and Resource Officers charged here.	\$166,389	\$148,620	+\$17,769
<b>Refund on Real Property</b> Court-ordered small claims and Tax Certiorari claims that require the district to refund a portion of certain property tax bills. These are expensed when claims come in after the tax collection period closes.	\$17,500	\$17,500	+\$0
<b>BOCES Administrative Fees</b> Watertown CSD's prorated share of BOCES administrative expenses.	\$1,085,273	\$976,519	+\$108,754
<b>Purchase of Buses</b> Represents the purchase of vans for student transportation.	\$300,000	\$300,000	+\$0
<b>Employee Benefits</b> Reflects employee benefits for Operations and Maintenance positions. See the Program section for details on benefits.	\$2,281,398	\$1,861,743	+\$419,655
<b>Debt Service</b> Serial bonds and Bond Anticipation Notes covering principal and interest for past borrowings plus anticipated debt service for current capital construction projects.	\$3,068,700	\$4,992,500	-\$1,923,800



# Q&A: The Property Tax Cap

*Although New York State now has what is commonly referred to as a "2 percent property tax cap," the law does not necessarily restrict the proposed tax levy increase to 2 percent. Rather, its main purpose is to determine the level of voter support needed for a school budget to pass.*

## Does the tax cap mean my annual property tax increase is no more than 2%?

No. NY's property tax cap law requires each district to calculate its own tax levy limit. The law allows school districts to increase their property tax levy each year by 2% or the rate of inflation, whichever is less. Schools may take certain exemptions that can boost their tax levy limits above 2%. If a proposed levy increase is within the calculated limit, a simple majority (50%+1) of voters is needed. If it exceeds the limit, a supermajority (60%+) is required.

## Does the tax levy indicate how much my taxes will rise?

No. The tax levy is the amount the school raises through property taxes to balance its budget. What an individual pays is based on the tax rate, which differs town to town based on equalization rates and assessed property values. Individual tax bills may exceed 2%.

## What may schools exempt from their tax levy limit calculation?

There are several exemptions to the tax cap. They include:

- Growth that increases taxable full value ("brick and mortar" construction growth)
- Employee pension contributions above a certain threshold
- Some court orders
- Local portion of capital expenditures

## What if voters reject the proposed tax levy?

Voters are voting on the proposed budget. If defeated, the school board may put up the same or a revised budget for a 2nd vote, or may adopt a contingency budget with a tax levy no greater than the prior year. If defeated twice, the district must adopt a budget with the same tax levy as the prior year — a 0% increase.

## Summary: Maximum Allowable Tax Levy Calculation — 2026-27

<b>2025-26 Tax Levy (Starting Point)</b>		<b>\$17,929,518</b>
Watertown's Tax Base Growth Factor [+0.43%] — Brick & Mortar Growth	+	\$77,097
PILOT for 2025-26	+	\$599,409
Exclusion: Local Capital Costs for 2025-26	-	(\$438,511)
Allowable NYS Growth Factor [2%] — State-wide Factor	+	\$363,350
PILOT for 2026-27	-	(\$600,335)
<b>Total School Tax Levy Limit — before exclusions</b>	<b>=</b>	<b>\$17,930,528</b>
ERS Exclusion — 0% (rate increase did not exceed 2%)	+	\$0
TRS Exclusion — 0% (rate increase did not exceed 2%)	+	\$0
Local Capital Costs for 2026-27	+	\$456,252
<b>Total Permissible Exclusions</b>	<b>=</b>	<b>\$456,252</b>

Proposed 2026-27 Tax Levy: **+2.55% | +\$457,262**  
over 2025-26

**\$18,386,780**  
= Maximum Allowable Tax Levy ✓ Simple majority  
(50%+1) required

# Calculating Your Estimated Tax Bill

To support the proposed 2026-27 school budget, the district is anticipating raising \$18,386,780 through a property tax levy — a 2.55% increase over 2025-26. The Assessed Value (NOT the Market Value) of your property appears on your tax bill each year. The School Tax Relief Act (STAR) reduces the tax levy collected by the amount of Basic and Enhanced Senior Citizen STAR exemptions, if eligible. STAR deductions are capped. All primary residents may register once at <https://tax.ny.gov/pit/property/star> for the Basic STAR exemption.

## Projected 2026-27 Tax Bill Comparison on Basic School Budget

(Not factoring in changes in equalization rates or assessments — based on a home assessed at \$100,000)

Town / City	Tax Rate per \$1,000 assessed Est. 2026-27	Bill w/ No STAR at \$100,000 Est. 2026-27	Bill w/ Basic STAR at \$100,000 Est. 2026-27	Bill w/ Enhanced STAR at \$100,000 Est. 2026-27	Equalization Rate 2025-26
City of Watertown	11.607289	\$1,161	\$868	\$556	73.00%
Town of Leray	8.473399	\$847	\$580	\$227	100.00%
Town of Pamelaia	9.014159	\$901	\$627	\$317	94.00%
Town of Rutland	11.472122	\$1,147	\$868	\$527	73.86%
Town of Watertown	18.622659	\$1,862	\$1,586	\$1,256	45.50%

### STAR Exemption Amounts — Deduct from your estimated bill:

<b>City of Watertown</b> Basic: \$272 Enhanced: \$605	<b>Town of Leray</b> Basic: \$267 Enhanced: \$620	<b>Town of Pamelaia</b> Basic: \$274 Enhanced: \$584	<b>Town of Rutland</b> Basic: \$279 Enhanced: \$620	<b>Town of Watertown</b> Basic: \$276 Enhanced: \$606
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### Estimate the Impact on Your Own Tax Bill

Take the assessed value from your 2025-26 school tax statement. Divide the assessed value by \$1,000, then multiply by the tax rate for your town. If eligible for Enhanced or Basic STAR, subtract the STAR exemption amount above for the net amount due.

(Assessed Value) ÷ \$1,000

× (Tax Rate)

= Est. Tax Bill

– STAR Deduction  
(if applicable)

= Net Tax Bill

### Important Notes:

- This exercise uses the same assessments and equalization rates used in 2025-26. The tax rate and ultimate tax bill will vary by town based on final assessed values and equalization rates, which are not under school district control.
- The Board of Education's projected tax levy increase for the basic educational plan is 2.55%.
- Final assessments and equalization rates will not be known until August 2026 and WILL redistribute the tax share among townships.

**Register for Basic and Enhanced STAR:** You only need to register once — the exemption is applied to your school tax bill each year as long as you remain eligible. <https://www.tax.ny.gov/pit/property/star/>



# EXPENDITURES

Func.	Obj.	Description	25-26 Budget	26-27 Budget	Variance \$
<b>GENERAL SUPPORT</b>					
<b>BOARD OF EDUCATION</b>					
<b>1010</b>		<b>BOARD OF EDUCATION</b>			
1010	0.4	Contractual And Other	\$ 26,500	\$ 26,500	\$ -
1010	0.45	Materials And Supplies	\$ 4,000	\$ 4,000	\$ -
1010	0.49	BOCES Services	\$ 640	\$ 640	\$ -
<b>TOTAL BOARD OF EDUCATION</b>			<b>\$ 31,140</b>	<b>\$ 31,140</b>	<b>\$ -</b>
<b>1040</b>		<b>DISTRICT CLERK</b>			
1040	0.16	Noninstructional Salaries	\$ 6,591	\$ 8,028	\$ 1,437
1040	0.4	Contractual And Other	\$ 1,400	\$ 1,500	\$ 100
1040	0.45	Materials And Supplies	\$ 600	\$ 1,000	\$ 400
<b>TOTAL DISTRICT CLERK</b>			<b>\$ 8,591</b>	<b>\$ 10,528</b>	<b>\$ 1,937</b>
<b>1060</b>		<b>DISTRICT MEETING</b>			
1060	0.4	Contractual And Other	\$ 7,000	\$ 7,000	\$ -
1060	0.45	Materials And Supplies	\$ 1,000	\$ 1,000	\$ -
<b>TOTAL DISTRICT MEETING</b>			<b>\$ 8,000</b>	<b>\$ 8,000</b>	<b>\$ -</b>
<b>TOTAL BOARD OF EDUCATION</b>			<b>\$ 47,731</b>	<b>\$ 49,668</b>	<b>\$ 1,937</b>
<b>CHIEF SCHOOL ADMINISTRATOR</b>					
<b>1240</b>		<b>CHIEF SCHOOL ADMINISTRATOR</b>			
1240	0.15	Instructional Salaries	\$ 208,977	\$ 238,501	\$ 29,524
1240	0.16	Noninstructional Salaries	\$ 115,873	\$ 218,374	\$ 102,501
1240	0.2	Equipment	\$ -	\$ -	\$ -
1240	0.4	Contractual And Other	\$ 13,200	\$ 19,500	\$ 6,300
1240	0.45	Materials And Supplies	\$ 18,000	\$ 18,000	\$ -
<b>TOTAL CHIEF SCHOOL ADMINISTRATOR</b>			<b>\$ 356,050</b>	<b>\$ 494,375</b>	<b>\$ 138,325</b>
<b>FINANCE</b>					
<b>1310</b>		<b>BUSINESS ADMINISTRATION</b>			
1310	0.15	Instructional Salaries	\$ 149,310	\$ 158,098	\$ 8,788
1310	0.16	Noninstructional Salaries	\$ 317,885	\$ 311,757	\$ (6,128)
1310	0.2	Equipment	\$ 2,000	\$ -	\$ (2,000)
1310	0.4	Contractual And Other	\$ 23,000	\$ 23,000	\$ -
1310	0.45	Materials And Supplies	\$ 10,000	\$ 10,000	\$ -
1310	0.49	BOCES Services	\$ 6,852	\$ 32,239	\$ 25,387
<b>TOTAL BUSINESS ADMINISTRATION</b>			<b>\$ 509,047</b>	<b>\$ 535,094</b>	<b>\$ 26,047</b>

# EXPENDITURES

Func.	Obj.	Description	25-26 Budget	26-27 Budget	Variance \$
<b>GENERAL SUPPORT (continued)</b>					
<b>FINANCE</b>					
<b>1320</b>		<b>AUDITING</b>			
1320	0.16	Noninstructional Salaries	\$ 7,000	\$ -	\$ (7,000)
1320	0.4	Contractual And Other	\$ 61,850	\$ 100,000	\$ 38,150
1320	0.45	Materials And Supplies	\$ -	\$ -	\$ -
<b>TOTAL AUDITING</b>			<b>\$ 68,850</b>	<b>\$ 100,000</b>	<b>\$ 31,150</b>
<b>1325</b>		<b>TREASURER</b>			
1325	0.16	Noninstructional Salaries	\$ 70,512	\$ 83,181	\$ 12,669
1325	0.4	Contractual And Other	\$ 2,250	\$ 2,500	\$ 250
1325	0.45	Materials And Supplies	\$ 500	\$ 500	\$ -
<b>TOTAL TREASURER</b>			<b>\$ 73,262</b>	<b>\$ 86,181</b>	<b>\$ 12,919</b>
<b>1330</b>		<b>TAX COLLECTION</b>			
1330	0.16	Noninstructional Salaries	\$ 5,000	\$ 5,000	\$ -
1330	0.4	Contractual And Other	\$ 35,000	\$ 35,000	\$ -
1330	0.45	Materials And Supplies	\$ 500	\$ 500	\$ -
<b>TOTAL TAX COLLECTION</b>			<b>\$ 40,500</b>	<b>\$ 40,500</b>	<b>\$ -</b>
<b>1345</b>		<b>PURCHASING</b>			
1345	0.16	Noninstructional Salaries	\$ 43,624	\$ 55,577	\$ 11,953
1345	0.4	Contractual And Other	\$ 21,500	\$ 21,500	\$ -
1345	0.45	Materials And Supplies	\$ -	\$ 500	\$ 500
1345	0.49	BOCES Services	\$ 7,530	\$ 8,292	\$ 762
<b>TOTAL PURCHASING</b>			<b>\$ 72,654</b>	<b>\$ 85,869</b>	<b>\$ 13,215</b>
<b>1380</b>		<b>FISCAL AGENT FEES</b>			
1380	0.4	Contractual And Other	\$ 5,540	\$ 8,000	\$ 2,460
<b>TOTAL FISCAL AGENT FEES</b>			<b>\$ 5,540</b>	<b>\$ 8,000</b>	<b>\$ 2,460</b>
<b>TOTAL FINANCE</b>			<b>\$ 769,853</b>	<b>\$ 855,644</b>	<b>\$ 85,791</b>
<b>STAFF</b>					
<b>1420</b>		<b>LEGAL</b>			
1420		Contractual And Other	\$ 190,000	\$ 190,000	\$ -
<b>TOTAL LEGAL</b>			<b>\$ 190,000</b>	<b>\$ 190,000</b>	<b>\$ -</b>

# EXPENDITURES

<b>Func.</b>	<b>Obj.</b>	<b>Description</b>	<b>25-26 Budget</b>	<b>26-27 Budget</b>	<b>Variance \$</b>
<b>1430</b>		<b>PERSONNEL</b>			
1430	0.15	Instructional Salaries	\$ 157,113	\$ 161,971	\$ 4,858
1430	0.16	Noninstructional Salaries	\$ 132,986	\$ 139,536	\$ 6,550
1430	0.4	Contractual And Nther	\$ 70,000	\$ 90,500	\$ 20,500
1430	0.45	Materials And Supplies	\$ 8,000	\$ 8,000	\$ -
1430	0.49	BNCES Services	\$ 184,694	\$ 222,178	\$ 37,484
<b>TOTAL PERSONNEL</b>			<b>\$ 552,793</b>	<b>\$ 622,185</b>	<b>\$ 69,392</b>
<b>1460</b>		<b>RECORDS MANAGEMENT OFFICER</b>			
1460	0.4	Contractual And Nther	\$ -	\$ -	\$ -
<b>TOTAL RECORDS MANAGEMENT OFFICER</b>			<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>1480</b>		<b>PUBLIC INFORMATION AND SERVICES</b>			
1480		Contractual And Nther	\$ 5,000	\$ 11,500	\$ 6,500
1480		Materials And Supplies	\$ -	\$ -	\$ -
<b>TOTAL PUBLIC INFORMATION AND SERVICES</b>			<b>\$ 5,000</b>	<b>\$ 11,500</b>	<b>\$ 6,500</b>
<b>TOTAL STAFF</b>			<b>\$ 747,793</b>	<b>\$ 823,685</b>	<b>\$ 75,892</b>
<b>CENTRAL SERVICES</b>					
<b>1620</b>		<b>OPERATION OF PLANT</b>			
1620	0.16	Noninstructional Salaries	\$ 2,762,418	\$ 2,685,985	\$ (76,433)
1620	0.2	Equipment	\$ 206,600	\$ 300,000	\$ 93,400
1620	0.4	Contractual And Nther	\$ 1,582,030	\$ 2,024,500	\$ 442,470
1620	0.45	Materials And Supplies	\$ 377,190	\$ 418,000	\$ 40,810
<b>TOTAL OPERATION OF PLANT</b>			<b>\$ 4,928,238</b>	<b>\$ 5,428,485</b>	<b>\$ 500,247</b>
<b>1621</b>		<b>MAINTENANCE OF PLANT</b>			
1621	0.16	Noninstructional Salaries	\$ 489,988	\$ 462,827	\$ (27,161)
1621	0.2	Equipment	\$ 579,432	\$ 600,000	\$ 20,568
1621	0.4	Contractual And Nther	\$ 449,790	\$ 634,000	\$ 184,210
1621	0.45	Materials And Supplies	\$ 441,700	\$ 1,039,500	\$ 597,800
1621	0.49	BNCES Services	\$ 11,137	\$ 12,521	\$ 1,384
<b>TOTAL MAINTENANCE OF PLANT</b>			<b>\$ 1,972,047</b>	<b>\$ 2,748,848</b>	<b>\$ 776,801</b>
<b>1622</b>		<b>SECURITY OF PLANT</b>			
1622	0.16	Noninstructional Salaries	\$ 140,620	\$ 156,389	\$ 15,769
1622	0.2	Equipment	\$ -	\$ -	\$ -
1622	0.4	Contractual And Nther	\$ 6,000	\$ 8,000	\$ 2,000
1622	0.45	Materials And Supplies	\$ 2,000	\$ 2,000	\$ -
<b>TOTAL SECURITY OF PLANT</b>			<b>\$ 148,620</b>	<b>\$ 166,389</b>	<b>\$ 17,769</b>

# EXPENDITURES

<b>Func.</b>	<b>Obj.</b>	<b>Description</b>	<b>25-26 Budget</b>	<b>26-27 Budget</b>	<b>Variance \$</b>
<b>1670</b>		<b>CENTRAL PRINTING AND MAILING</b>			
1670	0.4	Contractual And Other	\$ 60,000	\$ 91,500	\$ 31,500
1670	0.45	Materials And Supplies	\$ 88,000	\$ 56,500	\$ (31,500)
		<b>TOTAL CENTRAL PRINTING AND MAILING</b>	<b>\$ 148,000</b>	<b>\$ 148,000</b>	<b>\$ -</b>
<b>1680</b>		<b>CENTRAL DATA PROCESSING</b>			
1680	0.16	Noninstructional Salaries	\$ 40,777	\$ 47,074	\$ 6,297
1680	0.4	Contractual And Other	\$ -	\$ -	\$ -
1680	0.45	Materials And Supplies	\$ 500	\$ 500	\$ -
		<b>TOTAL CENTRAL DATA PROCESSING</b>	<b>\$ 41,277</b>	<b>\$ 47,574</b>	<b>\$ 6,297</b>
		<b>TOTAL CENTRAL SERVICES</b>	<b>\$ 7,238,182</b>	<b>\$ 8,539,296</b>	<b>\$ 1,301,114</b>
<b>SPECIAL ITEMS</b>					
1910	0.4	Unallocated Insurance	\$ 440,594	\$ 528,713	\$ 88,119
1920	0.4	School Association Dues	\$ 30,000	\$ 43,500	\$ 13,500
1964	0.4	Refund On Real Property Taxes	\$ 17,500	\$ 17,500	\$ -
1981	0.49	BOCES Services	\$ 976,519	\$ 1,085,273	\$ 108,754
		<b>TOTAL SPECIAL ITEMS</b>	<b>\$ 1,464,613</b>	<b>\$ 1,674,986</b>	<b>\$ 210,373</b>
		<b>TOTAL GENERAL SUPPORT</b>	<b>\$ 10,624,222</b>	<b>\$ 12,437,654</b>	<b>\$ 1,813,432</b>
<b>INSTRUCTION</b>					
<b>ADMINISTRATION AND IMPROVEMENT</b>					
<b>2010</b>		<b>CURRICULUM DEVELOPMENT AND SUPERVISION</b>			
2010	0.15	Instructional Salaries	\$ 143,211	\$ 270,367	\$ 127,156
2010	0.16	Noninstructional Salaries	\$ 80,623	\$ 83,550	\$ 2,927
2010	0.4	Contractual And Other	\$ 14,000	\$ 22,500	\$ 8,500
2010	0.45	Materials And Supplies	\$ 4,000	\$ 26,500	\$ 22,500
		<b>TOTAL CURRICULUM DEVELOPMENT AND IMPROVEMENT</b>	<b>\$ 241,834</b>	<b>\$ 402,917</b>	<b>\$ 161,083</b>
<b>2020</b>		<b>SUPERVISION - REGULAR SCHOOL</b>			
2020	0.15	Instructional Salaries	\$ 1,758,038	\$ 1,853,257	\$ 95,219
2020	0.16	Noninstructional Salaries	\$ 512,366	\$ 525,526	\$ 13,160
2020	0.2	Equipment	\$ -	\$ -	\$ -
2020	0.4	Contractual And Other	\$ 33,600	\$ 38,500	\$ 4,900
2020	0.45	Materials And Supplies	\$ 27,437	\$ 22,000	\$ (5,437)
		<b>TOTAL SUPERVISION - REGULAR SCHOOL</b>	<b>\$ 2,331,441</b>	<b>\$ 2,439,283</b>	<b>\$ 107,842</b>

# EXPENDITURES

<b>Func.</b>	<b>Obj.</b>	<b>Description</b>	<b>25-26 Budget</b>	<b>26-27 Budget</b>	<b>Variance \$</b>
<b>2040</b>		<b>SUPERVISION - SPECIAL SCHOOL</b>			
2040	0.15	Instructional Salaries	\$ 5,000	\$ 5,000	\$ -
2040	0.4	Contractual And Other	\$ -	\$ -	\$ -
2040	0.45	Materials And Supplies	\$ -	\$ -	\$ -
		<b>TOTAL SUPERVISION - SPECIAL SCHOOL</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ -</b>
<b>2060</b>		<b>RESEARCH, PLANNING, AND EVALUATION</b>			
2060	0.4	Contractual And Other	\$ -	\$ -	\$ -
		<b>TOTAL RESEARCH, PLANNING, AND EVALUATION</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>2070</b>		<b>INSERVICE TRAINING - INSTRUCTION</b>			
2070	0.15	Instructional Salaries	\$ 90,000	\$ 100,000	\$ 10,000
2070	0.4	Contractual And Other	\$ 50,000	\$ 50,000	\$ -
2070	0.45	Materials And Supplies	\$ 3,700	\$ 3,700	\$ -
2070	0.49	BOCES Services	\$ 637,981	\$ 646,732	\$ 8,751
		<b>TOTAL INSERVICE TRAINING - INSTRUCTION</b>	<b>\$ 781,681</b>	<b>\$ 800,432</b>	<b>\$ 18,751</b>
		<b>TOTAL ADMINISTRATION AND IMPROVEMENT</b>	<b>\$ 3,359,956</b>	<b>\$ 3,647,632</b>	<b>\$ 287,676</b>
<b>TEACHING - REGULAR SCHOOL</b>					
<b>2110</b>		<b>TEACHING - REGULAR SCHOOL</b>			
2110	0.11	Instructional Salaries	\$ 814,659	\$ 134,211	\$ (680,448)
2110	0.12	Instructional Salaries	\$ 9,447,921	\$ 7,789,666	\$ (1,658,255)
2110	0.121	Instructional Salaries	\$ 5,954,239	\$ 5,134,345	\$ (819,894)
2110	0.125	Instructional Salaries	\$ 952,370	\$ 636,095	\$ (316,275)
2110	0.13	Instructional Salaries	\$ 10,471,940	\$ 9,509,066	\$ (962,874)
2110	0.135	Instructional Salaries	\$ 385,989	\$ 307,301	\$ (78,688)
2110	0.14	Instructional Salaries	\$ 400,000	\$ 500,000	\$ 100,000
2110	0.141	Instructional Salaries	\$ 450,000	\$ 300,000	\$ (150,000)
2110	0.16	Noninstructional Salaries	\$ 1,123,521	\$ 1,434,942	\$ 311,421
2110	0.2	Equipment	\$ 434,495	\$ 500,000	\$ 65,505
2110	0.4	Contractual And Other	\$ 345,000	\$ 423,000	\$ 78,000
2110	0.45	Materials And Supplies	\$ 455,000	\$ 452,000	\$ (3,000)
2110	0.47	Tuition	\$ 30,000	\$ 122,000	\$ 92,000
2110	0.476	Home School Coordinator	\$ 500	\$ 1,000	\$ 500
2110	0.48	Textbooks	\$ 390,800	\$ 524,000	\$ 133,200
2110	0.49	BOCES Services	\$ 189,593	\$ 291,236	\$ 101,643
		<b>TOTAL TEACHING - REGULAR SCHOOL</b>	<b>\$ 31,846,027</b>	<b>\$ 28,058,862</b>	<b>\$ (3,787,165)</b>

# EXPENDITURES

Func.	Obj.	Description	25-26 Budget	26-27 Budget	Variance \$
<b>SPECIAL APPORTIONMENT PROGRAMS</b>					
<b>2250</b>		<b>PROGRAM FOR STUDENTS WITH DISABILITIES</b>			
2250	0.15	Instructional Salaries	\$ 3,556,020	\$ 5,004,235	\$ 1,448,215
2250	0.155	Instructional Salaries	\$ 842,236	\$ 1,259,501	\$ 417,265
2250	0.16	Noninstructional Salaries	\$ 3,371,766	\$ 5,431,008	\$ 2,059,242
2250	0.2	Equipment	\$ -	\$ -	\$ -
2250	0.4	Contractual And Other	\$ 14,750	\$ 252,000	\$ 237,250
2250	0.45	Materials And Supplies	\$ 15,580	\$ 24,000	\$ 8,420
2250	0.471	Tuition	\$ 75,000	\$ 75,000	\$ -
2250	0.472	Tuition	\$ 75,000	\$ 75,000	\$ -
2250	0.48	Textbooks	\$ 600	\$ 600	\$ -
2250	0.49	BOCES Services	\$ 1,680,418	\$ 1,776,005	\$ 95,587
<b>TOTAL PROGRAM FOR STUDENTS WITH DISABILITIES</b>			<b>\$ 9,631,370</b>	<b>\$ 13,897,349</b>	<b>\$ 4,265,979</b>
<b>2280</b>		<b>OCCUPATIONAL EDUCATION (GRADES 9-12)</b>			
2280	0.15	Instructional Salaries	\$ 93,016	\$ 103,470	\$ 10,454
2280	0.49	BOCES Services	\$ 2,064,160	\$ 2,177,441	\$ 113,281
<b>TOTAL OCCUPATIONAL EDUCATION (GRADES 9-12)</b>			<b>\$ 2,157,176</b>	<b>\$ 2,280,911</b>	<b>\$ 123,735</b>
<b>TOTAL SPECIAL APPORTIONMENT PROGRAMS</b>			<b>\$ 11,788,546</b>	<b>\$ 16,178,260</b>	<b>\$ 4,389,714</b>
<b>TEACHING - SPECIAL SCHOOLS</b>					
<b>2330</b>		<b>TEACHING - SPECIAL SCHOOLS</b>			
2330	0.12	Instructional Salaries	\$ 25,000	\$ 150,000	\$ 125,000
2330	0.121	Instructional Salaries	\$ 20,000	\$ 20,000	\$ -
2330	0.13	Instructional Salaries	\$ 170,000	\$ 200,000	\$ 30,000
2330	0.131	Instructional Salaries	\$ 10,000	\$ 10,000	\$ -
2330	0.15	Instructional Salaries	\$ 160,500	\$ 340,000	\$ 179,500
2330	0.16	Noninstructional Salaries	\$ 60,000	\$ 200,000	\$ 140,000
2330	0.4	Contractual And Other	\$ 6,500	\$ 6,500	\$ -
2330	0.45	Materials And Supplies	\$ 6,000	\$ 6,000	\$ -
<b>TOTAL TEACHING - SPECIAL SCHOOLS</b>			<b>\$ 458,000</b>	<b>\$ 932,500</b>	<b>\$ 474,500</b>
<b>INSTRUCTIONAL MEDIA</b>					
<b>2610</b>		<b>SCHOOL LIBRARY AND AUDIOVISUAL</b>			
2610	0.15	Instructional Salaries	\$ 461,809	\$ 620,904	\$ 159,095
2610	0.16	Noninstructional Salaries	\$ 90,527	\$ 109,394	\$ 18,867
2610	0.2	Equipment	\$ 15,000	\$ 15,000	\$ -
2610	0.4	Contractual And Other	\$ 5,000	\$ 5,000	\$ -
2610	0.45	Materials And Supplies	\$ 34,816	\$ 35,000	\$ 184
2610	0.46	School Library A/V Program	\$ 67,146	\$ 68,000	\$ 854
2610	0.49	BOCES Services	\$ 186,043	\$ 203,528	\$ 17,485
<b>TOTAL SCHOOL LIBRARY AND AUDIOVISUAL</b>			<b>\$ 860,341</b>	<b>\$ 1,056,826</b>	<b>\$ 196,485</b>

# EXPENDITURES

<b>Func.</b>	<b>Obj.</b>	<b>Description</b>	<b>25-26 Budget</b>	<b>26-27 Budget</b>	<b>Variance \$</b>
<b>2630</b>		<b>COMPUTER ASSISTED INSTRUCTION</b>			
2630	0.16	Noninstructional Salaries	\$ 584,576	\$ 581,400	\$ (3,176)
2630	0.2	Equipment	\$ 20,000	\$ 20,000	\$ -
2630	0.22	State-Aided Computer Hardware	\$ 800,000	\$ 800,000	\$ -
2630	0.4	Contractual And Other	\$ 85,000	\$ 85,000	\$ -
2630	0.45	Materials And Supplies	\$ 12,500	\$ 100,000	\$ 87,500
2630	0.46	State-Aided Computer Software	\$ 60,000	\$ 69,000	\$ 9,000
2630	0.49	BOCES Services	\$ 3,466,612	\$ 2,979,188	\$ (487,424)
		<b>TOTAL COMPUTER ASSISTED INSTRUCTION</b>	<b>\$ 5,028,688</b>	<b>\$ 4,634,588</b>	<b>\$ (394,100)</b>
		<b>TOTAL INSTRUCTIONAL MEDIA</b>	<b>\$ 5,889,029</b>	<b>\$ 5,691,414</b>	<b>\$ (197,615)</b>
<b>PUPIL SERVICES</b>					
<b>2805</b>		<b>ATTENDANCE - REGULAR SCHOOL</b>			
2805	0.16	Noninstructional Salaries	\$ 118,384	\$ 142,648	\$ 24,264
2805	0.4	Contractual And Other	\$ -	\$ -	\$ -
		<b>TOTAL ATTENDANCE - REGULAR SCHOOL</b>	<b>\$ 118,384</b>	<b>\$ 142,648</b>	<b>\$ 24,264</b>
<b>2810</b>		<b>GUIDANCE - REGULAR SCHOOL</b>			
2810	0.15	Instructional Salaries	\$ 1,372,342	\$ 1,248,161	\$ (124,181)
2810	0.16	Noninstructional Salaries	\$ 188,678	\$ 103,170	\$ (85,508)
2810	0.4	Contractual And Other	\$ 1,000	\$ 1,000	\$ -
2810	0.45	Materials And Supplies	\$ 4,234	\$ 9,000	\$ 4,766
		<b>TOTAL GUIDANCE - REGULAR SCHOOL</b>	<b>\$ 1,566,254</b>	<b>\$ 1,361,331</b>	<b>\$ (204,923)</b>
<b>2815</b>		<b>HEALTH SERVICES - REGULAR SCHOOL</b>			
2815	0.16	Salaries	\$ 871,087	\$ 966,114	\$ 95,027
2815	0.2	Equipment	\$ 41,952	\$ 42,000	\$ 48
2815	0.4	Contractual And Other	\$ 17,750	\$ 18,000	\$ 250
2815	0.45	Materials And Supplies	\$ 15,450	\$ 18,000	\$ 2,550
		<b>TOTAL HEALTH SERVICES - REGULAR SCHOOL</b>	<b>\$ 946,239</b>	<b>\$ 1,044,114</b>	<b>\$ 97,875</b>
<b>2820</b>		<b>PSYCHOLOGICAL SERVICES - REGULAR SCHOOL</b>			
2820	0.15	Instructional Salaries	\$ 678,818	\$ 708,097	\$ 29,279
2820	0.4	Contractual And Other	\$ 250	\$ 2,000	\$ 1,750
2820	0.45	Materials And Supplies	\$ 250	\$ 2,000	\$ 1,750
		<b>TOTAL PSYCHOLOGICAL SERVICES - REGULAR SCHOOL</b>	<b>\$ 679,318</b>	<b>\$ 712,097</b>	<b>\$ 32,779</b>

# EXPENDITURES

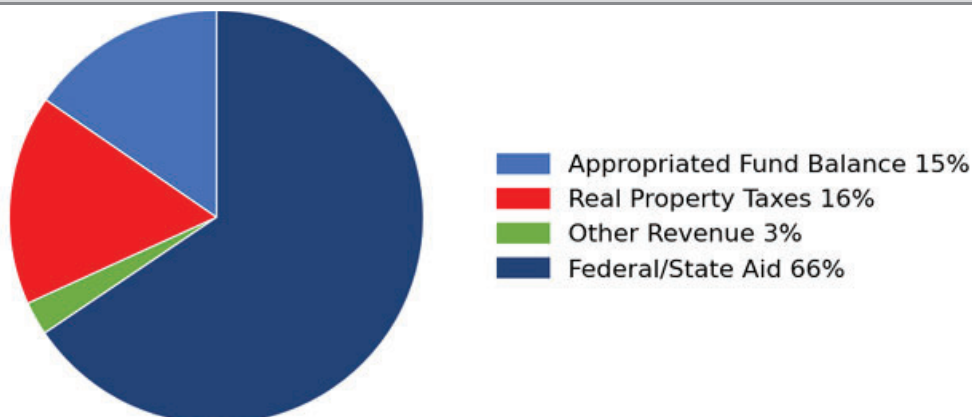
<b>Func.</b>	<b>Obj.</b>	<b>Description</b>	<b>25-26 Budget</b>	<b>26-27 Budget</b>	<b>Variance \$</b>
<b>2825</b>		<b>SOCIAL WORK SERVICES - REGULAR SCHOOL</b>			
2825	0.15	Instructional Salaries	\$ 360,550	\$ 403,768	\$ 43,218
2825	0.4	Contractual And Other	\$ 5,000	\$ 1,500	\$ (3,500)
2825	0.45	Materials And Supplies	\$ 250	\$ 1,500	\$ 1,250
		<b>TOTAL SOCIAL WORK SERVICES - REGULAR SCHOOL</b>	<b>\$ 365,800</b>	<b>\$ 406,768</b>	<b>\$ 40,968</b>
<b>2850</b>		<b>CO-CURRICULAR ACTIVITIES - REGULAR SCHOOL</b>			
2850	0.15	Instructional Salaries	\$ 51,148	\$ 72,954	\$ 21,806
2850	0.155	Instructional Salaries	\$ 24,600	\$ 15,309	\$ (9,291)
2850	0.16	Noninstructional Salaries	\$ 2,000	\$ 2,000	\$ -
2850	0.4	Contractual And Other	\$ 780	\$ 5,000	\$ 4,220
2850	0.45	Materials And Supplies	\$ 2,500	\$ 2,500	\$ -
		<b>TOTAL CO-CURRICULAR ACTIVITIES - REGULAR SCHOOL</b>	<b>\$ 81,028</b>	<b>\$ 97,763</b>	<b>\$ 16,735</b>
<b>2855</b>		<b>INTERSCHOLASTIC ATHLETICS - REGULAR SCHOOL</b>			
2855	0.15	Instructional Salaries	\$ 540,579	\$ 585,498	\$ 44,919
2855	0.16	Noninstructional Salaries	\$ 88,309	\$ 155,054	\$ 66,745
2855	0.2	Equipment	\$ 50,000	\$ 50,000	\$ -
2855	0.4	Contractual And Other	\$ 160,540	\$ 161,500	\$ 960
2855	0.45	Materials And Supplies	\$ 152,120	\$ 153,000	\$ 880
2855	0.49	BOCES Services	\$ 31,215	\$ 42,236	\$ 11,021
		<b>TOTAL INTERSCHOLASTIC ATHLETICS</b>	<b>\$ 1,022,763</b>	<b>\$ 1,147,288</b>	<b>\$ 124,525</b>
		<b>TOTAL PUPIL SERVICES</b>	<b>\$ 4,779,786</b>	<b>\$ 4,912,009</b>	<b>\$ 132,223</b>
		<b>TOTAL INSTRUCTION</b>	<b>\$ 58,121,344</b>	<b>\$ 59,420,677</b>	<b>\$ 1,299,333</b>
<b>PUPIL TRANSPORTATION</b>					
<b>PUPIL TRANSPORTATION</b>					
<b>5510</b>		<b>DISTRICT TRANSPORTATION SERVICES</b>			
5510	0.15	Instructional Salaries	\$ 22,038	\$ 24,939	\$ 2,901
5510	0.16	Noninstructional Salaries	\$ 136,436	\$ 152,841	\$ 16,405
5510	0.21	Purchase of Buses	\$ 300,000	\$ 300,000	\$ -
5510	0.4	Contractual And Other	\$ 53,486	\$ 52,000	\$ (1,486)
5510	0.45	Materials And Supplies	\$ 10,250	\$ 10,500	\$ 250
5510	0.49	BOCES Services	\$ 10,494	\$ 19,065	\$ 8,571
		<b>TOTAL DISTRICT TRANSPORTATION SERVICES</b>	<b>\$ 532,704</b>	<b>\$ 559,345</b>	<b>\$ 26,641</b>

# EXPENDITURES

Func.	Obj.	Description	25-26 Budget	26-27 Budget	Variance \$
<b>5540</b>		<b>CONTRACTUAL TRANSPORTATION</b>			
5540	0.45	Contractual And Other	\$ 5,155,864	\$ 5,372,771	\$ 216,907
5540	0.49	Materials And Supplies	\$ 187,500	\$ 187,500	\$ -
		<b>TOTAL CONTRACTUAL TRANSPORTATION</b>	<b>\$ 5,343,364</b>	<b>\$ 5,560,271</b>	<b>\$ 216,907</b>
		<b>TOTAL PUPIL TRANSPORTATION</b>	<b>\$ 5,876,068</b>	<b>\$ 6,119,616</b>	<b>\$ 243,548</b>
<b>UNDISTRIBUTED EXPENDITURES</b>					
<b>EMPLOYEE BENEFITS</b>					
9010	0.8	Employees' Retirement	\$ 2,227,127	\$ 3,009,342	\$ 782,215
9020	0.8	Teachers' Retirement	\$ 3,829,318	\$ 3,135,259	\$ (694,059)
9030	0.8	Social Security	\$ 3,924,154	\$ 3,983,391	\$ 59,237
9040	0.49	BOCES Services	\$ 26,601	\$ 32,603	\$ 6,002
9040	0.8	Workers' Compensation	\$ 196,091	\$ 201,711	\$ 5,620
9050	0.8	Unemployment Insurance	\$ 75,000	\$ 75,000	\$ -
9060	0.49	BOCES Services	\$ 206,858	\$ 462,415	\$ 255,557
9060	0.8	Health Insurance	\$ 13,384,422	\$ 19,750,000	\$ 6,365,578
9089	0.8	Other Benefits	\$ 235,450	\$ 235,450	\$ -
		<b>TOTAL EMPLOYEE BENEFITS</b>	<b>\$ 24,105,021</b>	<b>\$ 30,885,171</b>	<b>\$ 6,780,150</b>
<b>DEBT SERVICE - PRINCIPAL</b>					
9711	0.6	Debt Service - Principal - Serial Bonds	\$ 3,435,000	\$ 1,655,000	\$ (1,780,000)
9731	0.6	Debt Service - Principal - BANs	\$ 160,000	\$ 240,000	\$ 80,000
9788	0.6	Leases	\$ -	\$ -	\$ -
		<b>TOTAL DEBT SERVICE - PRINCIPAL</b>	<b>\$ 3,595,000</b>	<b>\$ 1,895,000</b>	<b>\$ (1,700,000)</b>
<b>DEBT SERVICE - INTEREST</b>					
9711	0.7	Debt Service - Interest - Serial Bonds	\$ 997,500	\$ 903,700	\$ (93,800)
9731	0.7	Debt Service - Interest - BANs	\$ 400,000	\$ 270,000	\$ (130,000)
9788	0.7	Leases	\$ -	\$ -	\$ -
		<b>TOTAL DEBT SERVICE - INTEREST</b>	<b>\$ 1,397,500</b>	<b>\$ 1,173,700</b>	<b>\$ (223,800)</b>
		<b>TOTAL DEBT SERVICE</b>	<b>\$ 4,992,500</b>	<b>\$ 3,068,700</b>	<b>\$ (1,923,800)</b>
<b>INTERFUND TRANSFERS</b>					
9901	0.95	Transfer to Special Aid Fund	\$ 90,000	\$ 90,000	\$ -
9950	0.9	Transfer to Capital Fund	\$ 100,000	\$ 100,000	\$ -
		<b>TOTAL INTERFUND TRANSFERS</b>	<b>\$ 190,000</b>	<b>\$ 190,000</b>	<b>\$ -</b>
		<b>TOTAL UNDISTRIBUTED EXPENDITURES</b>	<b>\$ 29,287,521</b>	<b>\$ 34,143,871</b>	<b>\$ 4,856,350</b>
		<b>TOTAL GENERAL FUND</b>	<b>\$ 103,909,155</b>	<b>\$ 112,121,818</b>	<b>\$ 8,212,663</b>

# REVENUE

<b>Account</b>	<b>Description</b>	<b>25-26 Revenue</b>	<b>26-27 Revenue</b>	<b>Variance \$</b>	<b>Variance %</b>
<b>A</b>	<b>Appropriated Fund Balance</b>	<b>\$ 11,759,287</b>	<b>\$ 17,277,695</b>	<b>\$ 5,518,408</b>	<b>46.93%</b>
<b>A1001</b>	<b>Real Property Taxes</b>	<b>\$ 17,929,518</b>	<b>\$ 18,386,780</b>	<b>\$ 457,262</b>	<b>2.55%</b>
A1081	Payments In Lieu Of Taxes	\$ 599,409	\$ 600,335	\$ 926	0.15%
A1090	Interest & Penalties on Taxes	\$ 15,000	\$ 50,000	\$ 35,000	233.33%
A1111	Tax on Consumer Utility	\$ 950,000	\$ 1,500,000	\$ 550,000	57.89%
A1311	Other Day School Tuition/Ind.	\$ 5,000	\$ 0	\$ (5,000)	-100.00%
A1315	Continuing Education	\$ 500	\$ 0	\$ (500)	-100.00%
A2230	Day School Tuition/Districts	\$ 25,000	\$ 0	\$ (25,000)	-100.00%
A2231	Speech Services	\$ 18,000	\$ 0	\$ (18,000)	-100.00%
A2280	Health Services Other Districts	\$ 90,000	\$ 0	\$ (90,000)	-100.00%
A2401	Interest & Earnings	\$ 1,000,000	\$ 500,000	\$ (500,000)	-50.00%
A2413	Rental of Real Property - BOCES	\$ 500	\$ 0	\$ (500)	-100.00%
A2440	Rental - Other	\$ 10,000	\$ 0	\$ (10,000)	-100.00%
A2650	Sale of Scrap & Excess Material	\$ 10,000	\$ 0	\$ (10,000)	-100.00%
A2680	Insurance Recoveries - Other	\$ 5,000	\$ 0	\$ (5,000)	-100.00%
A2701	Refund Prior Years Exp. - BOCES	\$ 312,000	\$ 300,000	\$ (12,000)	-3.85%
A2703	Refund Prior Years Exp. - Other	\$ 2,000	\$ 0	\$ (2,000)	-100.00%
A2705	Gifts & Donations	\$ 3,500	\$ 0	\$ (3,500)	-100.00%
A2770	Other Unclassified Revenues	\$ 28,489	\$ 0	\$ (28,489)	-100.00%
A2771	Summer Swim	\$ 2,500	\$ 0	\$ (2,500)	-100.00%
	<b>Other Revenue</b>	<b>\$ 3,076,898</b>	<b>\$ 2,950,335</b>	<b>\$ (126,563)</b>	<b>-4.11%</b>
A3101	Basic Formula Aid	\$ 65,435,546	\$ 66,723,959	\$ 1,288,413	1.97%
A3103	BOCES Aid	\$ 5,000,000	\$ 6,408,049	\$ 1,408,049	28.16%
A3260	Textbook Aid	\$ 241,214	\$ 0	\$ (241,214)	-100.00%
A3262	Computer Software Aid	\$ 65,628	\$ 0	\$ (65,628)	-100.00%
A3263	Library A/V Loan Program Aid	\$ 26,064	\$ 0	\$ (26,064)	-100.00%
A4107	Federally Affected Areas	\$ 375,000	\$ 375,000	\$ 0	0.00%
A4601	Medicaid School Aid Aid	\$ 0	\$ 0	\$ 0	#DIV/0!
	<b>Federal/State Aid</b>	<b>\$ 71,143,452</b>	<b>\$ 73,507,008</b>	<b>\$ 2,363,556</b>	<b>3.32%</b>
	<b>Total Revenue</b>	<b>\$ 103,909,155</b>	<b>\$ 112,121,818</b>	<b>\$ 8,212,663</b>	<b>7.90%</b>



\*\*\*\*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/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2026-27 Budget Notice to: 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 25, 2026

Form Preparer Name: BRIANNE DURHAM  
Preparer's Telephone Number: 315-785-3714

<u>Shaded Fields Will Calculate</u>	Budgeted 2025-26 (A)	Proposed Budget 2026-27 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	103,909,155	112,121,818	7.90 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	17,929,518	18,386,780	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	17,929,518	18,386,780	2.55 %
F. Permissible Exclusions to the School Tax Levy Limit	438,511	456,252	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	17,491,007	17,930,528	
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)	17,491,007	17,930,528	
I. Difference: (G-H);(negative value requires 60.0% voter approval) <sup>2</sup>	0	0	
Public School Enrollment	4,008	3,864	-3.59 %
Consumer Price Index			2.63 %

<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 2026-27, includes any carryover from 2025-26 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2025-26 (D)	Estimated 2026-27 (E)
Adjusted Restricted Fund Balance	13,076,311	10,912,752
Assigned Appropriated Fund Balance	12,907,870	20,644,754
Adjusted Unrestricted Fund Balance	23,138,240	15,975,630
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	22.42 %	14.25 %

**Schedule of Reserve Funds**

Reserve Type	Reserve Name	Reserve Description *	3/31/26 Actual Balance	6/30/26 Estimated Ending Balance	Intended Use of the Reserve in the 2026-27 School Year (Limit 200 Characters)**
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**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	A878 CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	1,389,102	1,404,705	0
Capital	A878C RESERVE FOR BUILDINGS & GROUNDS	For the cost of any object or purpose for which bonds may be issued.	1,073,441	1,085,170	0
Capital	A878B RESERVE FOR IT	For the cost of any object or purpose for which bonds may be issued.	1,680,208	1,698,567	0
Repair	A882 REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	34,065	34,437	0
Workers Compensation	A814 WORKERS' COMP RESERVE	For self-insured Workers Compensation and benefits.	205,363	207,607	0
Unemployment Insurance	A815 UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	652,063	659,188	0
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	V884 DEBT SERVICE RESERVE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	4,007,777	4,037,989	1000000

Insurance	A863 INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	117,789	119,076	0
Property Loss	A861 PROPERTY LOSS RESERVE	To cover property loss.	117,792	119,079	0
Liability		To cover incurred liability claims.			
Tax Certiorari	A864 TAX CERTIORARI RESERVE	For tax certiorari settlements.	412,721	417,231	0
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	A867 EMPLOYEE BENEFITS ACCRUED LIABILITY	For accrued 'employee benefits' due to employees upon termination of service.	1,098,522	1,110,525	0
Retirement Contribution	A827 ERS RETIREMENT RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	1,603,312	1,620,830	500000
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	A827B TRS RETIREMENT CONTRIBUTION	Fore employer retirement contributions to the Teachers' Retirement System	2,347,717	2,373,369	500000

**\* NYSED Reserve Guidance:**

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

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

**\*\*Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2026-27. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save	Reset	Save & Ready
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Form Due May 12, 2026

2026-2027 Salary Threshold =  
 \$179,000

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 2026-2027.

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 2026-2027 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	216,819	61,153	

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 FOR CURRICULUM	144,061	49,392	
3.	ASSISTANT SUPERINTENDENT FOR PERSONNEL	152,304	34,972	
4.	ASSISTANT SUPERINTENDENT FOR OPERATIONS	149,972	47,778	
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# WATERTOWN CITY SD

2023-24 School Year Financial Transparency Report

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

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

| Business Rules

## Comparison: How do per pupil expenditures compare?

P-12 ENROLLMENT	THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION
▼ <b>3,957</b>	▼ <b>N/A</b>	▼ <b>\$20,558.90</b>

### How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

Current Operation Expenditures	WATERTOWN CITY SD
» 1. Instruction	\$12,690.58
» 2. Support Services, Pupils	\$953.75
» 3. Support Services, Instructional Staff	\$1,109.00

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>
» 4. Support Services, General Admin	\$141.02
» 5. Support Services, School Admin	\$662.09
» 6. Support Services, Operation and Maintenance of Plant	\$1,351.84
» 7. Support Services, Student Transportation	\$875.73
» 8. Business/Central/Other Support Services	\$636.43
» 9. Food services	\$771.14
» 10. Enterprise operations	\$0.00
» 11. Other	\$3.59
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,363.70
<b>13. Total Expenditures</b>	<b>\$20,558.90</b>

## Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

<b>School and District Level Expenditures</b>	<b>WATERTOWN CITY SD</b>
Special Education	\$15,295.13
General Education	\$17,725.61

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

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

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

Central Cost(1-3 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	WATERTOWN CITY SD
1. Charter School Tuition	\$0.00
2. Debt Service	\$4,547,321.00
3. Other	\$7,838,286.00
Percent Excluded from Total	13%
<b>Total Expenditures and Exclusions</b>	<b>\$93,737,160.00</b>

# WATERTOWN CITY SD

2023-24 School Year Financial Transparency Report

## KNICKERBOCKER SCHOOL

Type: Elementary

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

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

| Business Rules

## Comparison: How do per pupil expenditures compare?

<b>P-12 ENROLLMENT</b> ▼ <b>360</b>	<b>THIS SCHOOL</b> ▼ <b>\$21,920.84</b>	<b>DISTRICT OR DISTRICT OF LOCATION</b> ▼ <b>\$20,558.90</b>
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### How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

Current Operation Expenditures	WATERTOWN CITY SD	KNICKERBOCKER SCHOOL
» 1. Instruction	\$12,690.58	\$14,592.44
» 2. Support Services, Pupils	\$953.75	\$893.62
» 3. Support Services, Instructional Staff	\$1,109.00	\$1,064.05

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>KNICKERBOCKER SCHOOL</b>
» 4. Support Services, General Admin	\$141.02	\$136.40
» 5. Support Services, School Admin	\$662.09	\$425.83
» 6. Support Services, Operation and Maintenance of Plant	\$1,351.84	\$1,277.48
» 7. Support Services, Student Transportation	\$875.73	\$847.05
» 8. Business/Central/Other Support Services	\$636.43	\$615.59
» 9. Food services	\$771.14	\$745.88
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$3.59	\$3.47
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,363.70	\$1,319.03
<b>13. Total Expenditures</b>	<b>\$20,558.90</b>	<b>\$21,920.84</b>

## Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

<b>School and District Level Expenditures</b>	<b>WATERTOWN CITY SD</b>
Special Education	\$15,295.13

School and District Level Expenditures	WATERTOWN CITY SD
General Education	\$17,725.61

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

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

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

Central Cost(1-3 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	WATERTOWN CITY SD
1. Charter School Tuition	\$0.00
2. Debt Service	\$4,547,321.00
3. Other	\$7,838,286.00
Percent Excluded from Total	13%
<b>Total Expenditures and Exclusions</b>	<b>\$93,737,160.00</b>

# WATERTOWN CITY SD

2023-24 School Year Financial Transparency Report

## NORTH ELEMENTARY SCHOOL

Type: Elementary

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

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

| Business Rules

## Comparison: How do per pupil expenditures compare?

<b>P-12 ENROLLMENT</b> ▼ <b>3,957</b>	<b>THIS SCHOOL</b> ▼ <b>\$17,327.52</b>	<b>DISTRICT OR DISTRICT OF LOCATION</b> ▼ <b>\$20,558.90</b>
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### How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>NORTH ELEMENTARY SCHOOL</b>
» 1. Instruction	\$12,690.58	\$9,067.16
» 2. Support Services, Pupils	\$953.75	\$962.64
» 3. Support Services, Instructional Staff	\$1,109.00	\$1,136.59

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>NORTH ELEMENTARY SCHOOL</b>
» 4. Support Services, General Admin	\$141.02	\$145.70
» 5. Support Services, School Admin	\$662.09	\$841.10
» 6. Support Services, Operation and Maintenance of Plant	\$1,351.84	\$1,402.54
» 7. Support Services, Student Transportation	\$875.73	\$904.80
» 8. Business/Central/Other Support Services	\$636.43	\$657.56
» 9. Food services	\$771.14	\$796.74
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$3.59	\$3.71
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,363.70	\$1,408.97
<b>13. Total Expenditures</b>	<b>\$20,558.90</b>	<b>\$17,327.52</b>

## Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

<b>School and District Level Expenditures</b>	<b>WATERTOWN CITY SD</b>
Special Education	\$15,295.13

School and District Level Expenditures	WATERTOWN CITY SD
General Education	\$17,725.61

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

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

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

Central Cost(1-3 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	WATERTOWN CITY SD
1. Charter School Tuition	\$0.00
2. Debt Service	\$4,547,321.00
3. Other	\$7,838,286.00
Percent Excluded from Total	13%
<b>Total Expenditures and Exclusions</b>	<b>\$93,737,160.00</b>

# WATERTOWN CITY SD

2023-24 School Year Financial Transparency Report

## OHIO STREET SCHOOL

Type: Elementary

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

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

| Business Rules

## Comparison: How do per pupil expenditures compare?

<b>P-12 ENROLLMENT</b> ▼ <b>311</b>	<b>THIS SCHOOL</b> ▼ <b>\$23,263.43</b>	<b>DISTRICT OR DISTRICT OF LOCATION</b> ▼ <b>\$20,558.90</b>
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### How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

Current Operation Expenditures	WATERTOWN CITY SD	OHIO STREET SCHOOL
» 1. Instruction	\$12,690.58	\$14,474.80
» 2. Support Services, Pupils	\$953.75	\$1,094.78
» 3. Support Services, Instructional Staff	\$1,109.00	\$1,267.12

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>OHIO STREET SCHOOL</b>
» 4. Support Services, General Admin	\$141.02	\$162.72
» 5. Support Services, School Admin	\$662.09	\$660.95
» 6. Support Services, Operation and Maintenance of Plant	\$1,351.84	\$1,390.81
» 7. Support Services, Student Transportation	\$875.73	\$1,010.47
» 8. Business/Central/Other Support Services	\$636.43	\$734.35
» 9. Food services	\$771.14	\$889.78
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$3.59	\$4.14
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,363.70	\$1,573.51
<b>13. Total Expenditures</b>	<b>\$20,558.90</b>	<b>\$23,263.43</b>

## Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

<b>School and District Level Expenditures</b>	<b>WATERTOWN CITY SD</b>
Special Education	\$15,295.13
General Education	\$17,725.61

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

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

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

Central Cost(1-3 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	WATERTOWN CITY SD
1. Charter School Tuition	\$0.00
2. Debt Service	\$4,547,321.00
3. Other	\$7,838,286.00
Percent Excluded from Total	13%
<b>Total Expenditures and Exclusions</b>	<b>\$93,737,160.00</b>

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THIS DOCUMENT WAS CREATED ON: APRIL 1, 2026, 10:13 AM EST

# WATERTOWN CITY SD

2023-24 School Year Financial Transparency Report

## SHERMAN SCHOOL

Type: Elementary

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

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

| Business Rules

## Comparison: How do per pupil expenditures compare?

<b>P-12 ENROLLMENT</b> ▼ <b>311</b>	<b>THIS SCHOOL</b> ▼ <b>\$21,252.90</b>	<b>DISTRICT OR DISTRICT OF LOCATION</b> ▼ <b>\$20,558.90</b>
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### How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>SHERMAN SCHOOL</b>
» 1. Instruction	\$12,690.58	\$12,984.90
» 2. Support Services, Pupils	\$953.75	\$922.60
» 3. Support Services, Instructional Staff	\$1,109.00	\$1,175.24

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>SHERMAN SCHOOL</b>
» 4. Support Services, General Admin	\$141.02	\$150.44
» 5. Support Services, School Admin	\$662.09	\$781.16
» 6. Support Services, Operation and Maintenance of Plant	\$1,351.84	\$1,344.21
» 7. Support Services, Student Transportation	\$875.73	\$934.20
» 8. Business/Central/Other Support Services	\$636.43	\$678.93
» 9. Food services	\$771.14	\$822.63
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$3.59	\$3.83
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,363.70	\$1,454.76
<b>13. Total Expenditures</b>	<b>\$20,558.90</b>	<b>\$21,252.90</b>

## Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

<b>School and District Level Expenditures</b>	<b>WATERTOWN CITY SD</b>
Special Education	\$15,295.13
General Education	\$17,725.61

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

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

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

Central Cost(1-3 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	WATERTOWN CITY SD
1. Charter School Tuition	\$0.00
2. Debt Service	\$4,547,321.00
3. Other	\$7,838,286.00
Percent Excluded from Total	13%
<b>Total Expenditures and Exclusions</b>	<b>\$93,737,160.00</b>

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THIS DOCUMENT WAS CREATED ON: APRIL 1, 2026, 10:13 AM EST

# WATERTOWN CITY SD

2023-24 School Year Financial Transparency Report

## STARBUCK ELEMENTARY SCHOOL

Type: Elementary

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

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

| Business Rules

## Comparison: How do per pupil expenditures compare?

<b>P-12 ENROLLMENT</b> ▼ <b>3,957</b>	<b>THIS SCHOOL</b> ▼ <b>\$20,755.61</b>	<b>DISTRICT OR DISTRICT OF LOCATION</b> ▼ <b>\$20,558.90</b>
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### How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>STARBUCK ELEMENTARY SCHOOL</b>
» 1. Instruction	\$12,690.58	\$13,371.21
» 2. Support Services, Pupils	\$953.75	\$612.67
» 3. Support Services, Instructional Staff	\$1,109.00	\$1,030.45

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>STARBUCK ELEMENTARY SCHOOL</b>
» 4. Support Services, General Admin	\$141.02	\$131.96
» 5. Support Services, School Admin	\$662.09	\$1,008.04
» 6. Support Services, Operation and Maintenance of Plant	\$1,351.84	\$1,185.40
» 7. Support Services, Student Transportation	\$875.73	\$819.43
» 8. Business/Central/Other Support Services	\$636.43	\$595.51
» 9. Food services	\$771.14	\$721.57
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$3.59	\$3.36
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,363.70	\$1,276.02
<b>13. Total Expenditures</b>	<b>\$20,558.90</b>	<b>\$20,755.61</b>

## Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

<b>School and District Level Expenditures</b>	<b>WATERTOWN CITY SD</b>
Special Education	\$15,295.13

School and District Level Expenditures	WATERTOWN CITY SD
General Education	\$17,725.61

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

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

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

Central Cost(1-3 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	WATERTOWN CITY SD
1. Charter School Tuition	\$0.00
2. Debt Service	\$4,547,321.00
3. Other	\$7,838,286.00
Percent Excluded from Total	13%
<b>Total Expenditures and Exclusions</b>	<b>\$93,737,160.00</b>

# WATERTOWN CITY SD

2023-24 School Year Financial Transparency Report

## HAROLD T WILEY SCHOOL

Type: Elementary

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

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

| Business Rules

## Comparison: How do per pupil expenditures compare?

<b>P-12 ENROLLMENT</b> ▼ <b>621</b>	<b>THIS SCHOOL</b> ▼ <b>\$20,352.95</b>	<b>DISTRICT OR DISTRICT OF LOCATION</b> ▼ <b>\$20,558.90</b>
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### How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>HAROLD T WILEY SCHOOL</b>
» 1. Instruction	\$12,690.58	\$12,696.88
» 2. Support Services, Pupils	\$953.75	\$903.46
» 3. Support Services, Instructional Staff	\$1,109.00	\$1,049.88

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>HAROLD T WILEY SCHOOL</b>
» 4. Support Services, General Admin	\$141.02	\$134.65
» 5. Support Services, School Admin	\$662.09	\$707.66
» 6. Support Services, Operation and Maintenance of Plant	\$1,351.84	\$1,374.90
» 7. Support Services, Student Transportation	\$875.73	\$836.14
» 8. Business/Central/Other Support Services	\$636.43	\$607.66
» 9. Food services	\$771.14	\$736.28
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$3.59	\$3.43
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,363.70	\$1,302.04
<b>13. Total Expenditures</b>	<b>\$20,558.90</b>	<b>\$20,352.95</b>

## Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

<b>School and District Level Expenditures</b>	<b>WATERTOWN CITY SD</b>
Special Education	\$15,295.13

School and District Level Expenditures	WATERTOWN CITY SD
General Education	\$17,725.61

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

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

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

Central Cost(1-3 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	WATERTOWN CITY SD
1. Charter School Tuition	\$0.00
2. Debt Service	\$4,547,321.00
3. Other	\$7,838,286.00
Percent Excluded from Total	13%
<b>Total Expenditures and Exclusions</b>	<b>\$93,737,160.00</b>

# WATERTOWN CITY SD

2023-24 School Year Financial Transparency Report

## CASE MIDDLE SCHOOL

Type: Junior High

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

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

| Business Rules

## Comparison: How do per pupil expenditures compare?

<b>P-12 ENROLLMENT</b> ▼ <b>591</b>	<b>THIS SCHOOL</b> ▼ <b>\$23,614.13</b>	<b>DISTRICT OR DISTRICT OF LOCATION</b> ▼ <b>\$20,558.90</b>
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### How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

Current Operation Expenditures	WATERTOWN CITY SD	CASE MIDDLE SCHOOL
» 1. Instruction	\$12,690.58	\$16,048.19
» 2. Support Services, Pupils	\$953.75	\$992.78
» 3. Support Services, Instructional Staff	\$1,109.00	\$1,076.38

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>CASE MIDDLE SCHOOL</b>
» 4. Support Services, General Admin	\$141.02	\$134.79
» 5. Support Services, School Admin	\$662.09	\$584.08
» 6. Support Services, Operation and Maintenance of Plant	\$1,351.84	\$1,288.71
» 7. Support Services, Student Transportation	\$875.73	\$837.02
» 8. Business/Central/Other Support Services	\$636.43	\$608.29
» 9. Food services	\$771.14	\$737.05
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$3.59	\$3.43
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,363.70	\$1,303.41
<b>13. Total Expenditures</b>	<b>\$20,558.90</b>	<b>\$23,614.13</b>

## Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

<b>School and District Level Expenditures</b>	<b>WATERTOWN CITY SD</b>
Special Education	\$15,295.13
General Education	\$17,725.61

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

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

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

Central Cost(1-3 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	WATERTOWN CITY SD
1. Charter School Tuition	\$0.00
2. Debt Service	\$4,547,321.00
3. Other	\$7,838,286.00
Percent Excluded from Total	13%
<b>Total Expenditures and Exclusions</b>	<b>\$93,737,160.00</b>

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# WATERTOWN CITY SD

2023-24 School Year Financial Transparency Report

## WATERTOWN SENIOR HIGH SCHOOL

Type: Senior High

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

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

| Business Rules

## Comparison: How do per pupil expenditures compare?

<b>P-12 ENROLLMENT</b> ▼ <b>1,139</b>	<b>THIS SCHOOL</b> ▼ <b>\$18,943.98</b>	<b>DISTRICT OR DISTRICT OF LOCATION</b> ▼ <b>\$20,558.90</b>
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### How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

Current Operation Expenditures	WATERTOWN CITY SD	WATERTOWN SENIOR HIGH SCHOOL
» 1. Instruction	\$12,690.58	\$11,066.11
» 2. Support Services, Pupils	\$953.75	\$1,001.60
» 3. Support Services, Instructional Staff	\$1,109.00	\$1,113.15

<b>Current Operation Expenditures</b>	<b>WATERTOWN CITY SD</b>	<b>WATERTOWN SENIOR HIGH SCHOOL</b>
» 4. Support Services, General Admin	\$141.02	\$140.36
» 5. Support Services, School Admin	\$662.09	\$595.15
» 6. Support Services, Operation and Maintenance of Plant	\$1,351.84	\$1,394.29
» 7. Support Services, Student Transportation	\$875.73	\$871.59
» 8. Business/Central/Other Support Services	\$636.43	\$633.42
» 9. Food services	\$771.14	\$767.49
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$3.59	\$3.57
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,363.70	\$1,357.25
<b>13. Total Expenditures</b>	<b>\$20,558.90</b>	<b>\$18,943.98</b>

## Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

<b>School and District Level Expenditures</b>	<b>WATERTOWN CITY SD</b>
Special Education	\$15,295.13

School and District Level Expenditures	WATERTOWN CITY SD
General Education	\$17,725.61

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

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

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

Central Cost(1-3 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	WATERTOWN CITY SD
1. Charter School Tuition	\$0.00
2. Debt Service	\$4,547,321.00
3. Other	\$7,838,286.00
Percent Excluded from Total	13%
<b>Total Expenditures and Exclusions</b>	<b>\$93,737,160.00</b>

## **WATERTOWN CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2024 - 25]**

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

### **2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA**

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For information about how 2025-26 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2025-26 Accountability Statuses Based on 2024-25 Results](#).

## **TARGET DISTRICT**

# MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

## ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	99.8	123.3	136.1
	MATH	106.9	127.4	139.5
American Indian or Alaska Native	ELA	—	—	—
	MATH	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	175	178.8	182.3
	MATH	193.5	190.9	192.4
Black or African American	ELA	76.2	114.8	129
	MATH	72.7	106.7	122.2
Hispanic or Latino	ELA	99.5	107.5	122.9
	MATH	101.8	105.6	121.4
Multiracial	ELA	78.3	125.7	138.1
	MATH	82.4	129	140.8
White	ELA	104.3	123.7	136.4
	MATH	113.5	134.7	145.6
English Language Learner	ELA	71.6	93	110.8
	MATH	85.9	103.7	119.8
Students with Disabilities	ELA	46.6	68.9	90.7
	MATH	47.6	72.5	93.8
Economically Disadvantaged	ELA	83.5	110	125
	MATH	87.9	110	125

## SECONDARY WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	177.4	134.9	148.3
	MATH	98.1	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	228.6	140.5	152.9
	MATH	121.4	114.8	129
Black or African American	ELA	145	95	115
	MATH	107.5	37.8	64.8
Hispanic or Latino	ELA	178	99.6	118.8
	MATH	88	43.4	69.5
Multiracial	ELA	208.8	144.6	156.4
	MATH	114.7	63.5	86.2
White	ELA	175.9	170.2	177.6
	MATH	96	74.7	95.6
English Language Learner	ELA	–	–	–
	MATH	–	–	–
Students with Disabilities	ELA	101.8	75.4	98.7
	MATH	40	29.3	57.8
Economically Disadvantaged	ELA	152.3	103.2	121.8
	MATH	81.3	51.2	76

**SECONDARY GRADUATION RATE MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)**

Subgroup	Cohort	Number In Cohort	Grad Rate	State MIP	State LTG
All Students	4-Year	281	69%	87.5%	88.8%
	5-Year	284	78.5%	89.4%	90.5%
	6-Year	258	71.7%	88.9%	90.3%
American Indian or Alaska Native	4-Year	1	–	–	–
	5-Year	1	–	–	–
	6-Year	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4-Year	3	–	–	–
	5-Year	9	–	–	–
	6-Year	9	–	–	–
Black or African American	4-Year	26	73.1%	82.6%	84.7%
	5-Year	24	83.3%	84.9%	86.7%
	6-Year	21	57.1%	84.6%	86.7%
Hispanic or Latino	4-Year	31	74.2%	81.6%	83.8%
	5-Year	20	65%	84.4%	86.3%
	6-Year	22	68.2%	83.3%	85.6%
Multiracial	4-Year	23	69.6%	86.6%	88%
	5-Year	18	–	–	–
	6-Year	16	–	–	–
White	4-Year	197	67.5%	91.7%	92.3%
	5-Year	212	78.8%	92.9%	93.4%
	6-Year	189	70.9%	93.1%	93.7%
English Language Learner	4-Year	6	–	–	–
	5-Year	–	–	–	–
	6-Year	6	–	–	–
Students with Disabilities	4-Year	69	55.1%	70.4%	74.5%
	5-Year	65	63.1%	73%	76.8%
	6-Year	75	53.3%	73.1%	77.1%
Economically Disadvantaged	4-Year	169	61.5%	83.1%	85.1%
	5-Year	195	72.3%	85.6%	87.4%
	6-Year	156	61.5%	85.1%	87.1%

**ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)**

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	47	50%	55%	1.10	34.5%	44.5%

### **SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)**

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index
All Students	ELA	1,612	99.8
	Math	1,601	106.9
	Science	506	122.2
	Combined	3,719	105.9
American Indian or Alaska Native	ELA	2	–
	Math	2	–
	Science	1	–
	Combined	5	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	22	175
	Math	23	193.5
	Science	5	170
	Combined	50	183
Black or African American	ELA	86	76.2
	Math	86	72.7
	Science	36	94.4
	Combined	208	77.9
Hispanic or Latino	ELA	192	100
	Math	195	101.8
	Science	53	109.4
	Combined	440	101.9
Multiracial	ELA	214	78.3
	Math	213	82.4
	Science	69	94.9
	Combined	496	82.4
White	ELA	1,096	104.3
	Math	1,082	113.5
	Science	342	131.7
	Combined	2,520	112

Subgroup	Subject	Cohort	Index
English Language Learner	ELA	35	75.7
	Math	39	85.9
	Science	13	84.6
	Combined	87	81.6
Students with Disabilities	ELA	337	48.1
	Math	341	48.4
	Science	113	86.3
	Combined	791	53.7
Economically Disadvantaged	ELA	1,171	83.5
	Math	1,160	87.9
	Science	376	111.8
	Combined	2,707	89.3

**ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index
All Students	ELA	1,612	99.8
	Math	1,601	106.9
	Science	506	122.2
	Combined	3,719	105.9
American Indian or Alaska Native	ELA	2	—
	Math	2	—
	Science	1	—
	Combined	5	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	22	175
	Math	23	193.5
	Science	5	170
	Combined	50	183
Black or African American	ELA	86	76.2
	Math	86	72.7
	Science	36	94.4
	Combined	208	77.9
Hispanic or Latino	ELA	193	99.5
	Math	195	101.8
	Science	53	109.4
	Combined	441	101.7
Multiracial	ELA	214	78.3
	Math	213	82.4
	Science	69	94.9
	Combined	496	82.4
White	ELA	1,096	104.3
	Math	1,082	113.5
	Science	342	131.7
	Combined	2,520	112
English Language Learner	ELA	37	71.6
	Math	39	85.9
	Science	13	84.6
	Combined	89	79.8

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	348	46.6
	Math	347	47.6
	Science	119	81.9
	Combined	814	52.1
Economically Disadvantaged	ELA	1,171	83.5
	Math	1,160	87.9
	Science	376	111.8
	Combined	2,707	89.3

### ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index
All Students	2,414	114,271	47.3
American Indian or Alaska Native	4	—	—
Asian or Native Hawaiian/Other Pacific Islander	34	1,891	55.6
Black or African American	130	6,040	46.5
Hispanic or Latino	272	12,670	46.6
Multiracial	309	14,291	46.2
White	1,665	79,142	47.5
English Language Learner	41	2,076	50.6
Students with Disabilities	473	21,020	44.4
Economically Disadvantaged	1,723	79,417	46.1

### ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	34	50%	51%	1.02
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	18	—	—	—
Multiracial	5	—	—	—
White	4	—	—	—
English Language Learner	34	50%	51%	1.02
Students with Disabilities	6	—	—	—
Economically Disadvantaged	31	49%	49%	1

## ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index
All Students	2,526	475	407	769	875	163.6
American Indian or Alaska Native	6	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	0	2	10	18	223.3
Black or African American	153	37	28	42	46	148.4
Hispanic or Latino	323	71	47	112	93	155.9
Multiracial	342	98	70	85	89	135.2
White	1,672	269	260	517	626	171
English Language Learner	65	9	4	29	23	183.8
Students with Disabilities	508	133	74	159	142	147
Economically Disadvantaged	1,893	444	354	570	525	148.3

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	1,737	96.6%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	24	—
Black or African American	✓	96	95.8%
Hispanic or Latino	✗	212	94.3%
Multiracial	✓	224	96.9%
White	✓	1,179	97%
English Language Learner	—	34	—
Students with Disabilities	✗	375	91.7%
Economically Disadvantaged	✓	1,275	96.1%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	1,739	95.9%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	24	—
Black or African American	✓	99	96%
Hispanic or Latino	✓	213	94.8%
Multiracial	✓	224	96.4%
White	✓	1,177	95.9%
English Language Learner	—	35	—
Students with Disabilities	✗	373	92.5%
Economically Disadvantaged	✓	1,277	95.2%

## SECONDARY CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	242	178.1	151.3
	Math	241	99	
	Science	237	182.1	
	Social Studies	238	158.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	228.6	189.5
	Math	7	121.4	
	Science	6	208.3	
	Social Studies	7	214.3	
Black or African American	ELA	20	145	143.8
	Math	20	107.5	
	Science	20	177.5	
	Social Studies	20	162.5	
Hispanic or Latino	ELA	25	178	149.8
	Math	25	88	
	Science	25	180	
	Social Studies	25	170	
Multiracial	ELA	16	221.9	180.4
	Math	17	114.7	
	Science	16	215.6	
	Social Studies	16	181.3	
White	ELA	174	175.9	148.1
	Math	172	97.1	
	Science	170	178.8	
	Social Studies	170	152.4	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Social Studies	2	—	

Subgroup	Subject	Cohort	Index	Combined Index
Students with Disabilities	ELA	55	101.8	83.1
	Math	54	40.7	
	Science	52	116.3	
	Social Studies	51	85.3	
Economically Disadvantaged	ELA	127	153.5	131.6
	Math	127	81.9	
	Science	124	163.7	
	Social Studies	125	141.2	

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	243	177.4	149.3
	Math	243	98.1	
	Science	243	177.6	
	Social Studies	243	155.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	228.6	183.6
	Math	7	121.4	
	Science	7	178.6	
	Social Studies	7	214.3	
Black or African American	ELA	20	145	143.8
	Math	20	107.5	
	Science	20	177.5	
	Social Studies	20	162.5	
Hispanic or Latino	ELA	25	178	149.8
	Math	25	88	
	Science	25	180	
	Social Studies	25	170	
Multiracial	ELA	17	208.8	171.8
	Math	17	114.7	
	Science	17	202.9	
	Social Studies	17	170.6	
White	ELA	174	175.9	146.3
	Math	174	96	
	Science	174	174.7	
	Social Studies	174	148.9	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	2	—	
	Social Studies	2	—	
Students with Disabilities	ELA	55	101.8	80.4
	Math	55	40	
	Science	55	110	
	Social Studies	55	79.1	

Subgroup	Subject	Cohort	Index	Combined Index
Economically Disadvantaged	ELA	128	152.3	129.4
	Math	128	81.3	
	Science	128	158.6	
	Social Studies	128	137.9	

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate
All Students	4-year	281	194	69%	73.1%
	5-year	284	223	78.5%	
	6-year	258	185	71.7%	
American Indian or Alaska Native	4-year	1	–	–	–
	5-year	1	–	–	
	6-year	1	–	–	
Asian or Native Hawaiian/Other Pacific Islander	4-year	3	–	–	–
	5-year	9	–	–	
	6-year	9	–	–	
Black or African American	4-year	26	19	73.1%	71.2%
	5-year	24	20	83.3%	
	6-year	21	12	57.1%	
Hispanic or Latino	4-year	31	23	74.2%	69.1%
	5-year	20	13	65%	
	6-year	22	15	68.2%	
Multiracial	4-year	23	16	69.6%	69.6%
	5-year	18	–	–	
	6-year	16	–	–	
White	4-year	197	133	67.5%	72.4%
	5-year	212	167	78.8%	
	6-year	189	134	70.9%	
English Language Learner	4-year	6	–	–	–
	5-year	0	–	–	
	6-year	6	–	–	
Students with Disabilities	4-year	69	38	55.1%	57.2%
	5-year	65	41	63.1%	
	6-year	75	40	53.3%	
Economically Disadvantaged	4-year	169	104	61.5%	65.1%
	5-year	195	141	72.3%	
	6-year	156	96	61.5%	

## SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	10	—	—	—
English Language Learner	13	—	—	—
Students with Disabilities	4	—	—	—
Economically Disadvantaged	11	—	—	—

## SECONDARY ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index
All Students	1,210	342	159	266	443	148.6
American Indian or Alaska Native	2	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	1	1	6	15	219.6
Black or African American	95	31	11	24	29	138.4
Hispanic or Latino	127	47	12	36	32	129.1
Multiracial	128	45	25	19	39	125.4
White	835	217	110	181	327	154.4
English Language Learner	21	2	1	8	10	200
Students with Disabilities	272	87	32	69	84	139.7
Economically Disadvantaged	799	294	123	169	213	124.3

## SECONDARY COLLEGE, CAREER, AND CIVIC READINESS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight	Index
All Students	280	0	127	18	87	10	46	133.2
Asian or Native Hawaiian/Other Pacific Islander	7	0	–	–	–	–	–	–
Black or African American	22	0	10	1	7	1	4	131.8
Hispanic or Latino	30	0	10	1	15	0	4	121.7
Multiracial	21	0	9	2	6	0	4	128.6
White	200	0	94	13	57	9	34	134.5
English Language Learner	2	0	–	–	–	–	–	–
Students with Disabilities	68	0	9	7	32	2	18	90.4
Economically Disadvantaged	160	0	51	8	59	7	40	110.3

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	274	99.6%
Asian or Native Hawaiian/Other Pacific Islander	–	7	–
Black or African American	–	26	–
Hispanic or Latino	–	32	–
Multiracial	–	23	–
White	✓	186	100%
English Language Learner	–	2	–
Students with Disabilities	✓	54	98.2%
Economically Disadvantaged	✓	156	100%

## SECONDARY MATHEMATICS PARTICIPATION RATE

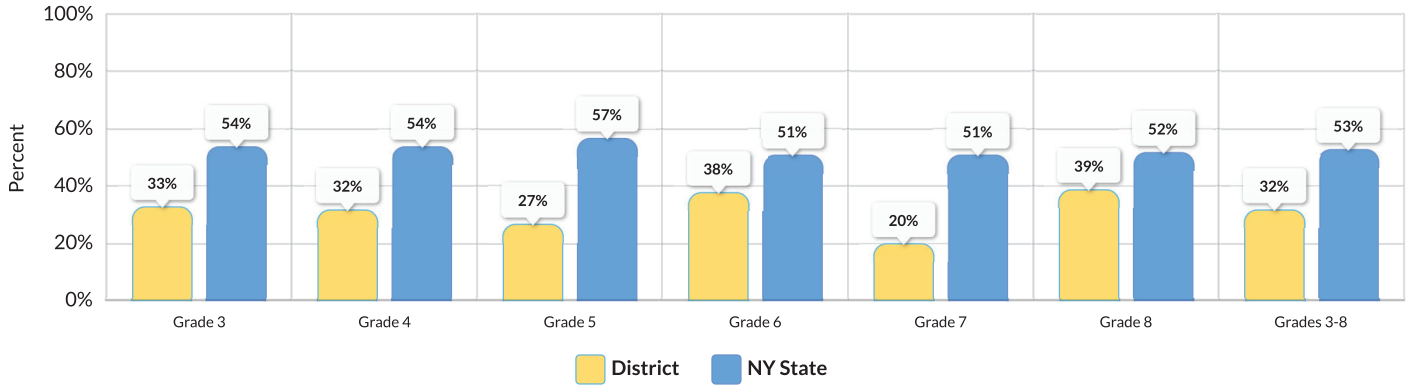
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	273	97.8%
Asian or Native Hawaiian/Other Pacific Islander	–	7	–
Black or African American	–	26	–
Hispanic or Latino	–	32	–
Multiracial	–	23	–
White	✓	185	97.8%
English Language Learner	–	2	–
Students with Disabilities	✓	53	98.1%
Economically Disadvantaged	✓	155	97.4%

# GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



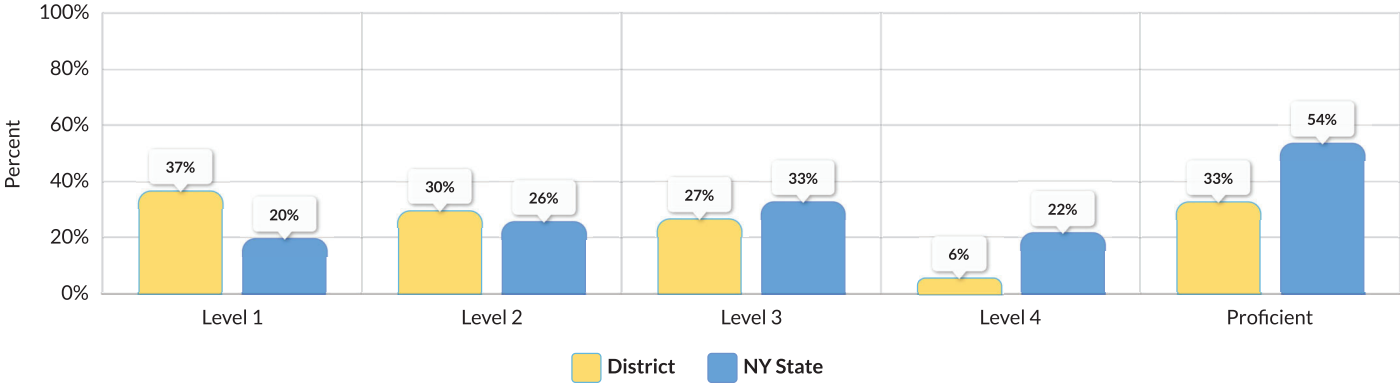
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	336	25	7%	311	93%	115	37%	92	30%	84	27%	20	6%	104	33%
Grade 4	259	18	7%	241	93%	86	36%	77	32%	62	26%	16	7%	78	32%
Grade 5	275	24	9%	251	91%	113	45%	70	28%	48	19%	20	8%	68	27%
Grade 6	318	20	6%	298	94%	96	32%	88	30%	76	26%	38	13%	114	38%
Grade 7	292	28	10%	264	90%	128	48%	82	31%	34	13%	20	8%	54	20%
Grade 8	285	19	7%	266	93%	88	33%	75	28%	77	29%	26	10%	103	39%
Grades 3-8	1,765	134	8%	1,631	92%	626	38%	484	30%	381	23%	140	9%	521	32%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students

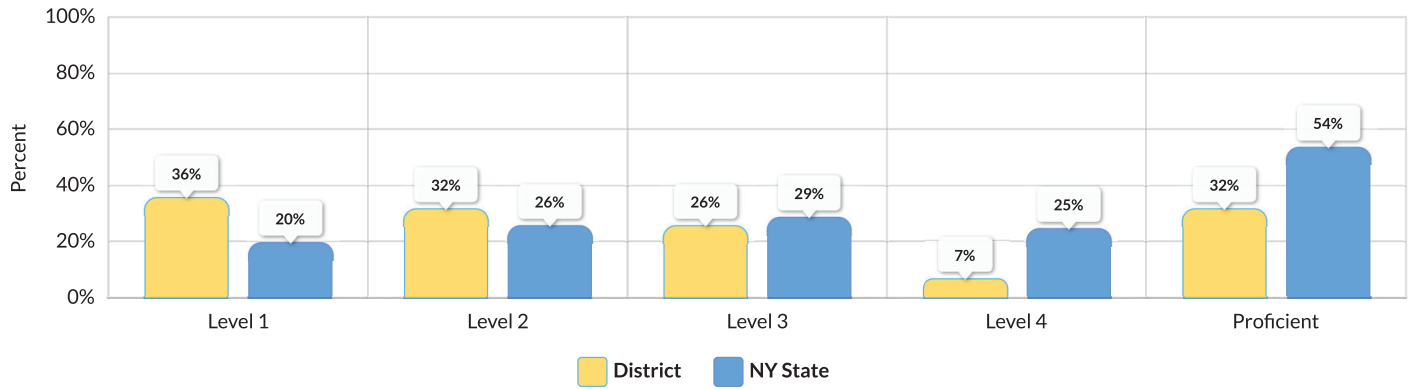


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	336	25	7%	311	93%	115	37%	92	30%	84	27%	20	6%	104	33%
Female	150	9	6%	141	94%	55	39%	37	26%	37	26%	12	9%	49	35%
Male	186	16	9%	170	91%	60	35%	55	32%	47	28%	8	5%	55	32%
General Education Students	277	8	3%	269	97%	87	32%	80	30%	82	30%	20	7%	102	38%
Students with Disabilities	59	17	29%	42	71%	28	67%	12	29%	2	5%	0	0%	2	5%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	13	2	15%	11	85%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	42	2	5%	40	95%	11	28%	11	28%	14	35%	4	10%	18	45%
White	223	15	7%	208	93%	75	36%	65	31%	53	25%	15	7%	68	33%
Multiracial	54	6	11%	48	89%	26	54%	11	23%	10	21%	1	2%	11	23%
Small Group Total: Race & Ethnicity	17	2	12%	15	88%	3	20%	5	33%	7	47%	0	0%	7	47%
Economically Disadvantaged	249	18	7%	231	93%	102	44%	67	29%	52	23%	10	4%	62	27%
Not Economically Disadvantaged	87	7	8%	80	92%	13	16%	25	31%	32	40%	10	13%	42	53%
English Language Learner	6	1	17%	5	83%	2	40%	1	20%	2	40%	0	0%	2	40%
Non-English Language Learner	330	24	7%	306	93%	113	37%	91	30%	82	27%	20	7%	102	33%
Not in Foster Care	336	25	7%	311	93%	115	37%	92	30%	84	27%	20	6%	104	33%
Homeless	14	1	7%	13	93%	7	54%	4	31%	1	8%	1	8%	2	15%
Not Homeless	322	24	7%	298	93%	108	36%	88	30%	83	28%	19	6%	102	34%
Not Migrant	336	25	7%	311	93%	115	37%	92	30%	84	27%	20	6%	104	33%
Parent Not in Armed Forces	336	25	7%	311	93%	115	37%	92	30%	84	27%	20	6%	104	33%

# GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students

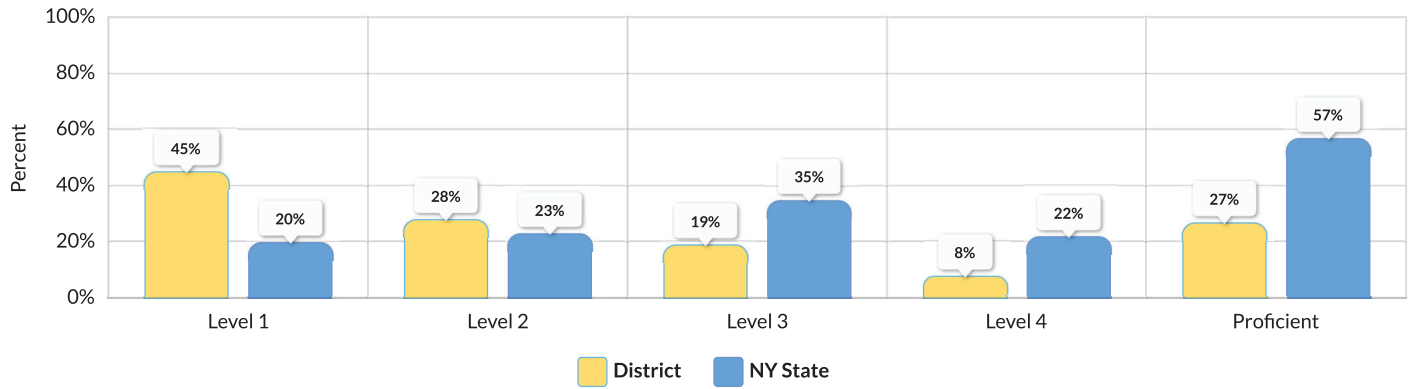


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	259	18	7%	241	93%	86	36%	77	32%	62	26%	16	7%	78	32%
Female	120	7	6%	113	94%	38	34%	32	28%	33	29%	10	9%	43	38%
Male	139	11	8%	128	92%	48	38%	45	35%	29	23%	6	5%	35	27%
General Education Students	201	7	3%	194	97%	50	26%	68	35%	60	31%	16	8%	76	39%
Students with Disabilities	58	11	19%	47	81%	36	77%	9	19%	2	4%	0	0%	2	4%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	15	5	33%	10	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	3	10%	28	90%	11	39%	10	36%	4	14%	3	11%	7	25%
White	175	9	5%	166	95%	48	29%	60	36%	49	30%	9	5%	58	35%
Multiracial	34	1	3%	33	97%	18	55%	7	21%	7	21%	1	3%	8	24%
Small Group Total: Race & Ethnicity	19	5	26%	14	74%	9	64%	0	0%	2	14%	3	21%	5	36%
Economically Disadvantaged	194	15	8%	179	92%	81	45%	59	33%	30	17%	9	5%	39	22%
Not Economically Disadvantaged	65	3	5%	62	95%	5	8%	18	29%	32	52%	7	11%	39	63%
English Language Learner	8	1	13%	7	88%	6	86%	0	0%	0	0%	1	14%	1	14%
Non-English Language Learner	251	17	7%	234	93%	80	34%	77	33%	62	26%	15	6%	77	33%
In Foster Care	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	256	18	7%	238	93%	—	—	—	—	—	—	—	—	—	—
Homeless	10	1	10%	9	90%	5	56%	3	33%	1	11%	0	0%	1	11%
Not Homeless	249	17	7%	232	93%	81	35%	74	32%	61	26%	16	7%	77	33%
Not Migrant	259	18	7%	241	93%	86	36%	77	32%	62	26%	16	7%	78	32%
Parent Not in Armed Forces	259	18	7%	241	93%	86	36%	77	32%	62	26%	16	7%	78	32%

# GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students

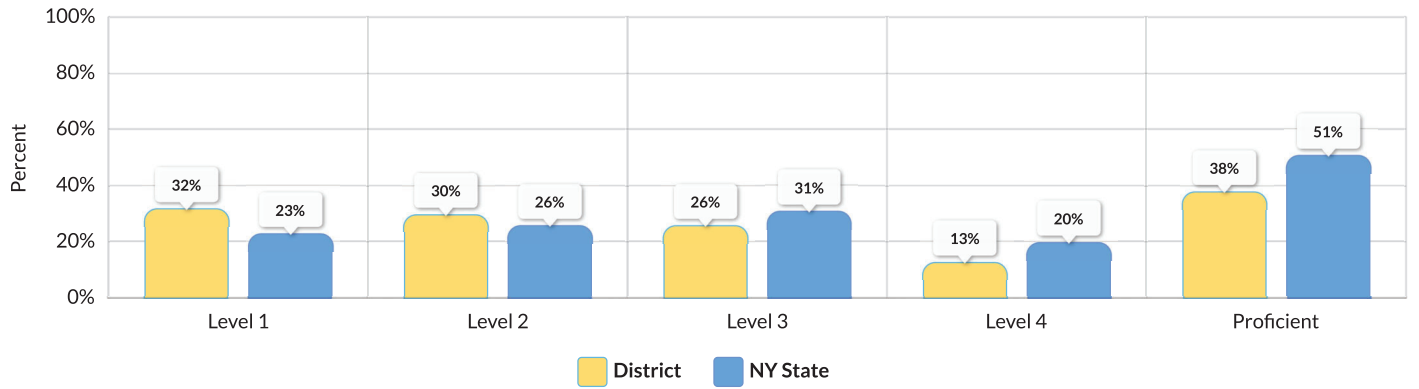




# GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

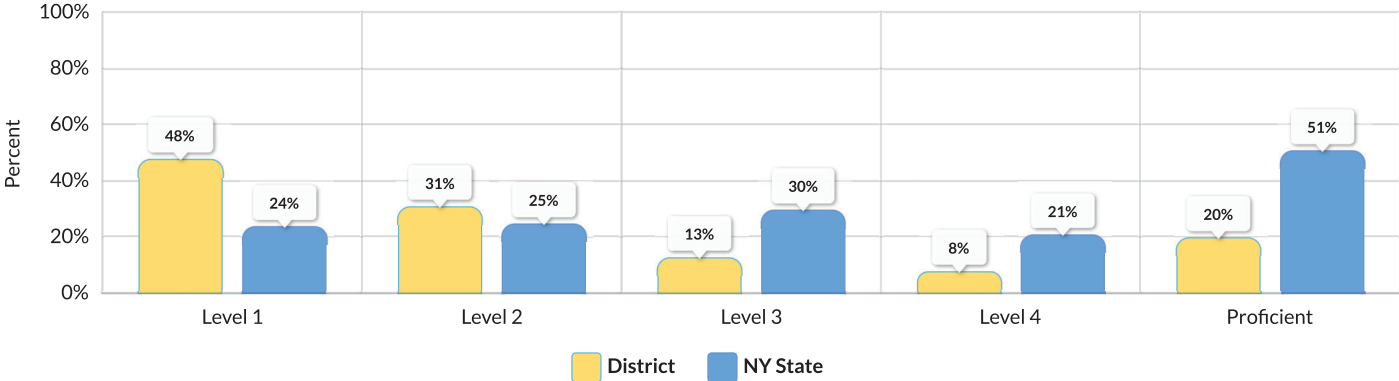


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	318	20	6%	298	94%	96	32%	88	30%	76	26%	38	13%	114	38%
Female	140	7	5%	133	95%	–	–	–	–	–	–	–	–	–	–
Male	177	13	7%	164	93%	59	36%	51	31%	37	23%	17	10%	54	33%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	141	7	5%	134	95%	37	28%	37	28%	39	29%	21	16%	60	45%
General Education Students	254	5	2%	249	98%	59	24%	79	32%	73	29%	38	15%	111	45%
Students with Disabilities	64	15	23%	49	77%	37	76%	9	18%	3	6%	0	0%	3	6%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	3	60%	2	40%	0	0%	2	40%
Black or African American	12	0	0%	12	100%	5	42%	4	33%	2	17%	1	8%	3	25%
Hispanic or Latino	43	6	14%	37	86%	13	35%	10	27%	10	27%	4	11%	14	38%
White	218	12	6%	206	94%	66	32%	59	29%	55	27%	26	13%	81	39%
Multiracial	40	2	5%	38	95%	12	32%	12	32%	7	18%	7	18%	14	37%
Economically Disadvantaged	225	17	8%	208	92%	84	40%	61	29%	43	21%	20	10%	63	30%
Not Economically Disadvantaged	93	3	3%	90	97%	12	13%	27	30%	33	37%	18	20%	51	57%
English Language Learner	6	0	0%	6	100%	3	50%	3	50%	0	0%	0	0%	0	0%
Non-English Language Learner	312	20	6%	292	94%	93	32%	85	29%	76	26%	38	13%	114	39%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	317	20	6%	297	94%	–	–	–	–	–	–	–	–	–	–
Homeless	9	2	22%	7	78%	4	57%	1	14%	2	29%	0	0%	2	29%
Not Homeless	309	18	6%	291	94%	92	32%	87	30%	74	25%	38	13%	112	38%
Not Migrant	318	20	6%	298	94%	96	32%	88	30%	76	26%	38	13%	114	38%
Parent Not in Armed Forces	318	20	6%	298	94%	96	32%	88	30%	76	26%	38	13%	114	38%

# GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students

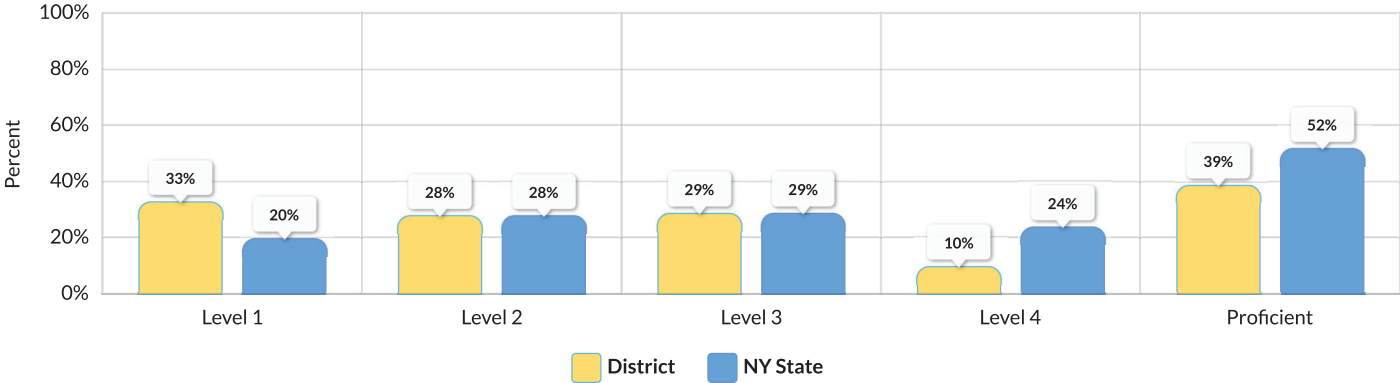


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	292	28	10%	264	90%	128	48%	82	31%	34	13%	20	8%	54	20%
Female	128	10	8%	118	92%	51	43%	35	30%	20	17%	12	10%	32	27%
Male	164	18	11%	146	89%	77	53%	47	32%	14	10%	8	5%	22	15%
General Education Students	224	13	6%	211	94%	84	40%	73	35%	34	16%	20	9%	54	26%
Students with Disabilities	68	15	22%	53	78%	44	83%	9	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	0	0%	3	60%	2	40%	5	100%
Black or African American	21	4	19%	17	81%	14	82%	2	12%	1	6%	0	0%	1	6%
Hispanic or Latino	43	7	16%	36	84%	18	50%	14	39%	3	8%	1	3%	4	11%
White	198	12	6%	186	94%	83	45%	63	34%	26	14%	14	8%	40	22%
Multiracial	24	4	17%	20	83%	13	65%	3	15%	1	5%	3	15%	4	20%
Economically Disadvantaged	205	24	12%	181	88%	107	59%	50	28%	17	9%	7	4%	24	13%
Not Economically Disadvantaged	87	4	5%	83	95%	21	25%	32	39%	17	20%	13	16%	30	36%
English Language Learner	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	289	26	9%	263	91%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	291	28	10%	263	90%	–	–	–	–	–	–	–	–	–	–
Homeless	12	4	33%	8	67%	6	75%	2	25%	0	0%	0	0%	0	0%
Not Homeless	280	24	9%	256	91%	122	48%	80	31%	34	13%	20	8%	54	21%
Not Migrant	292	28	10%	264	90%	128	48%	82	31%	34	13%	20	8%	54	20%
Parent in Armed Forces	9	0	0%	9	100%	2	22%	5	56%	1	11%	1	11%	2	22%
Parent Not in Armed Forces	283	28	10%	255	90%	126	49%	77	30%	33	13%	19	7%	52	20%

# GRADE 8 ELA RESULTS



Percent Scoring at Levels for All Students



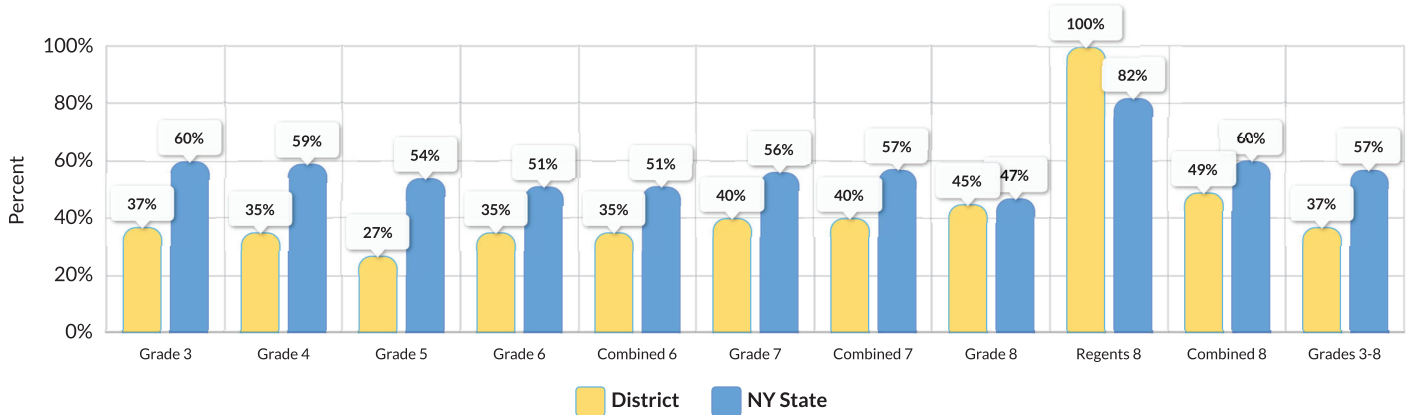
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	19	7%	266	93%	88	33%	75	28%	77	29%	26	10%	103	39%
Female	143	10	7%	133	93%	41	31%	39	29%	37	28%	16	12%	53	40%
Male	142	9	6%	133	94%	47	35%	36	27%	40	30%	10	8%	50	38%
General Education Students	222	12	5%	210	95%	51	24%	61	29%	73	35%	25	12%	98	47%
Students with Disabilities	63	7	11%	56	89%	37	66%	14	25%	4	7%	1	2%	5	9%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	25	3	12%	22	88%	13	59%	6	27%	3	14%	0	0%	3	14%
Hispanic or Latino	31	2	6%	29	94%	11	38%	7	24%	8	28%	3	10%	11	38%
White	188	13	7%	175	93%	50	29%	48	27%	57	33%	20	11%	77	44%
Multiracial	36	1	3%	35	97%	13	37%	13	37%	8	23%	1	3%	9	26%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	211	19	9%	192	91%	76	40%	53	28%	52	27%	11	6%	63	33%
Not Economically Disadvantaged	74	0	0%	74	100%	12	16%	22	30%	25	34%	15	20%	40	54%
English Language Learner	5	0	0%	5	100%	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	280	19	7%	261	93%	83	32%	75	29%	77	30%	26	10%	103	39%
In Foster Care	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	283	19	7%	264	93%	–	–	–	–	–	–	–	–	–	–
Homeless	16	2	13%	14	88%	8	57%	3	21%	2	14%	1	7%	3	21%
Not Homeless	269	17	6%	252	94%	80	32%	72	29%	75	30%	25	10%	100	40%
Not Migrant	285	19	7%	266	93%	88	33%	75	28%	77	29%	26	10%	103	39%
Parent in Armed Forces	12	0	0%	12	100%	3	25%	3	25%	4	33%	2	17%	6	50%
Parent Not in Armed Forces	273	19	7%	254	93%	85	33%	72	28%	73	29%	24	9%	97	38%

# GRADES 3-8 MATHEMATICS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



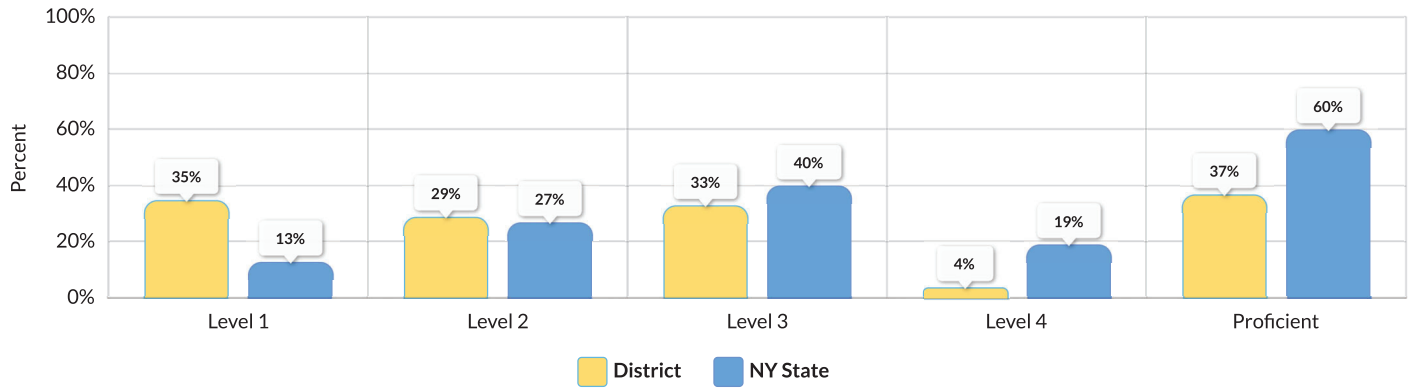
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	336	24	7%	312	93%	108	35%	90	29%	103	33%	11	4%	114	37%
Grade 4	259	12	5%	247	95%	85	34%	76	31%	75	30%	11	4%	86	35%
Grade 5	275	24	9%	251	91%	111	44%	71	28%	62	25%	7	3%	69	27%
Grade 6	318	24	8%	294	92%	118	40%	72	24%	88	30%	16	5%	104	35%
Combined 6	318	24	8%	294	92%	118	40%	72	24%	88	30%	16	5%	104	35%
Grade 7	292	33	11%	259	89%	71	27%	84	32%	70	27%	34	13%	104	40%
Combined 7	292	33	11%	259	89%	71	27%	84	32%	70	27%	34	13%	104	40%
Grade 8	285	48	17%	237	83%	90	38%	41	17%	91	38%	15	6%	106	45%
Regents 8	—	—	—	22	8%	0	0%	0	0%	0	0%	22	100%	22	100%
Combined 8	285	26	9%	259	91%	90	35%	41	16%	91	35%	37	14%	128	49%
Grades 3-8	1,765	143	8%	1,622	92%	583	36%	434	27%	489	30%	116	7%	605	37%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

# GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students

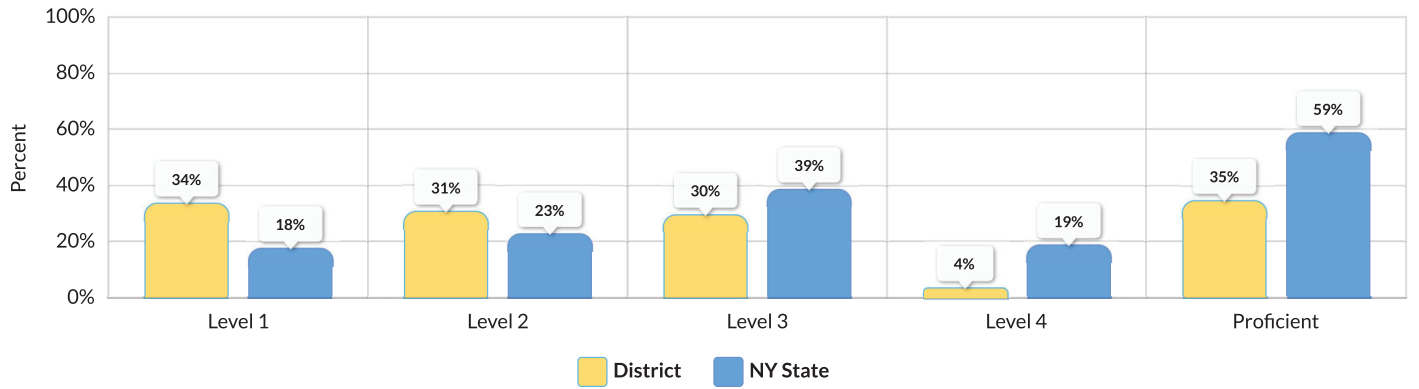


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	336	24	7%	312	93%	108	35%	90	29%	103	33%	11	4%	114	37%
Female	150	6	4%	144	96%	47	33%	45	31%	50	35%	2	1%	52	36%
Male	186	18	10%	168	90%	61	36%	45	27%	53	32%	9	5%	62	37%
General Education Students	277	10	4%	267	96%	72	27%	81	30%	103	39%	11	4%	114	43%
Students with Disabilities	59	14	24%	45	76%	36	80%	9	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	13	1	8%	12	92%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	42	0	0%	42	100%	9	21%	14	33%	18	43%	1	2%	19	45%
White	223	16	7%	207	93%	72	35%	62	30%	66	32%	7	3%	73	35%
Multiracial	54	7	13%	47	87%	23	49%	13	28%	10	21%	1	2%	11	23%
Small Group Total: Race & Ethnicity	17	1	6%	16	94%	4	25%	1	6%	9	56%	2	13%	11	69%
Economically Disadvantaged	249	19	8%	230	92%	100	43%	70	30%	57	25%	3	1%	60	26%
Not Economically Disadvantaged	87	5	6%	82	94%	8	10%	20	24%	46	56%	8	10%	54	66%
English Language Learner	6	0	0%	6	100%	3	50%	3	50%	0	0%	0	0%	0	0%
Non-English Language Learner	330	24	7%	306	93%	105	34%	87	28%	103	34%	11	4%	114	37%
Not in Foster Care	336	24	7%	312	93%	108	35%	90	29%	103	33%	11	4%	114	37%
Homeless	14	2	14%	12	86%	8	67%	1	8%	3	25%	0	0%	3	25%
Not Homeless	322	22	7%	300	93%	100	33%	89	30%	100	33%	11	4%	111	37%
Not Migrant	336	24	7%	312	93%	108	35%	90	29%	103	33%	11	4%	114	37%
Parent Not in Armed Forces	336	24	7%	312	93%	108	35%	90	29%	103	33%	11	4%	114	37%

# GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students

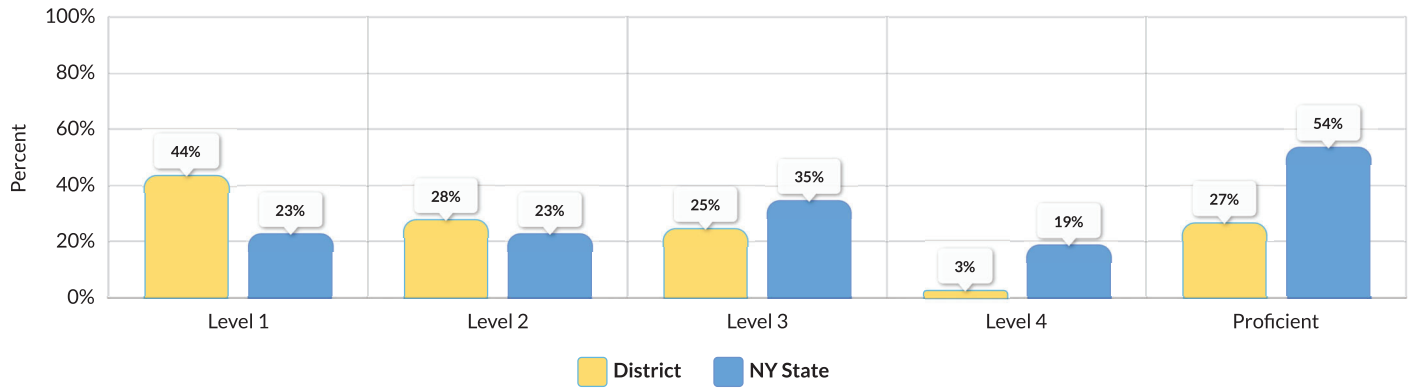


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	259	12	5%	247	95%	85	34%	76	31%	75	30%	11	4%	86	35%
Female	120	2	2%	118	98%	40	34%	39	33%	36	31%	3	3%	39	33%
Male	139	10	7%	129	93%	45	35%	37	29%	39	30%	8	6%	47	36%
General Education Students	201	4	2%	197	98%	47	24%	65	33%	75	38%	10	5%	85	43%
Students with Disabilities	58	8	14%	50	86%	38	76%	11	22%	0	0%	1	2%	1	2%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	15	3	20%	12	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	2	6%	29	94%	11	38%	10	34%	6	21%	2	7%	8	28%
White	175	7	4%	168	96%	50	30%	53	32%	59	35%	6	4%	65	39%
Multiracial	34	0	0%	34	100%	15	44%	10	29%	7	21%	2	6%	9	26%
Small Group Total: Race & Ethnicity	19	3	16%	16	84%	9	56%	3	19%	3	19%	1	6%	4	25%
Economically Disadvantaged	194	11	6%	183	94%	75	41%	58	32%	43	23%	7	4%	50	27%
Not Economically Disadvantaged	65	1	2%	64	98%	10	16%	18	28%	32	50%	4	6%	36	56%
English Language Learner	8	0	0%	8	100%	2	25%	3	38%	2	25%	1	13%	3	38%
Non-English Language Learner	251	12	5%	239	95%	83	35%	73	31%	73	31%	10	4%	83	35%
In Foster Care	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	256	12	5%	244	95%	—	—	—	—	—	—	—	—	—	—
Homeless	10	1	10%	9	90%	6	67%	2	22%	1	11%	0	0%	1	11%
Not Homeless	249	11	4%	238	96%	79	33%	74	31%	74	31%	11	5%	85	36%
Not Migrant	259	12	5%	247	95%	85	34%	76	31%	75	30%	11	4%	86	35%
Parent Not in Armed Forces	259	12	5%	247	95%	85	34%	76	31%	75	30%	11	4%	86	35%

# GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students

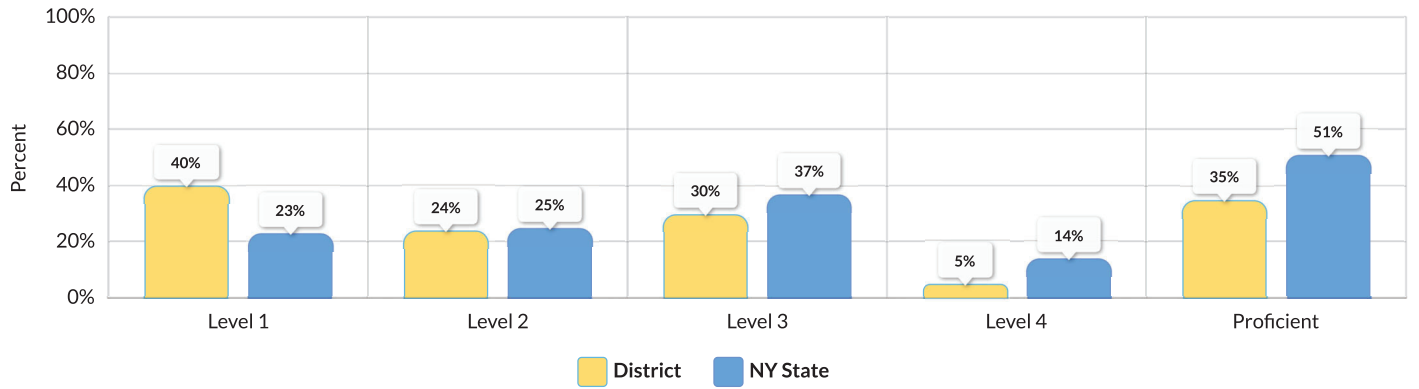




# GRADE 6 MATH RESULTS



Percent Scoring at Levels for All Students

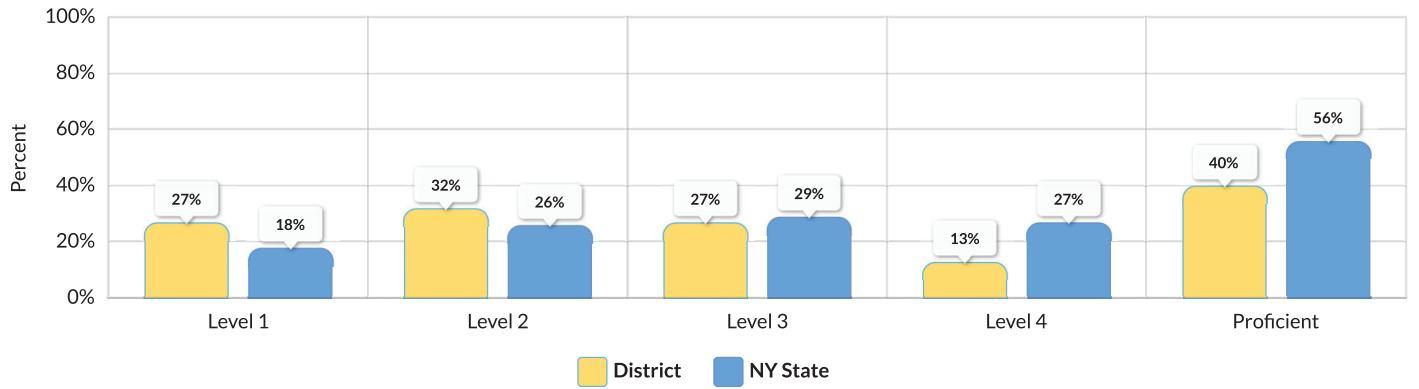


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	318	24	8%	294	92%	118	40%	72	24%	88	30%	16	5%	104	35%
Female	140	9	6%	131	94%	53	40%	34	26%	38	29%	6	5%	44	34%
Male	177	14	8%	163	92%	65	40%	38	23%	50	31%	10	6%	60	37%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	254	8	3%	246	97%	83	34%	61	25%	86	35%	16	7%	102	41%
Students with Disabilities	64	16	25%	48	75%	35	73%	11	23%	2	4%	0	0%	2	4%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	2	40%	0	0%	3	60%	0	0%	3	60%
Black or African American	12	0	0%	12	100%	8	67%	2	17%	1	8%	1	8%	2	17%
Hispanic or Latino	43	6	14%	37	86%	18	49%	12	32%	6	16%	1	3%	7	19%
White	218	15	7%	203	93%	73	36%	50	25%	66	33%	14	7%	80	39%
Multiracial	40	3	8%	37	93%	17	46%	8	22%	12	32%	0	0%	12	32%
Economically Disadvantaged	225	21	9%	204	91%	101	50%	53	26%	45	22%	5	2%	50	25%
Not Economically Disadvantaged	93	3	3%	90	97%	17	19%	19	21%	43	48%	11	12%	54	60%
English Language Learner	6	0	0%	6	100%	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	312	24	8%	288	92%	114	40%	71	25%	87	30%	16	6%	103	36%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	317	24	8%	293	92%	—	—	—	—	—	—	—	—	—	—
Homeless	9	2	22%	7	78%	4	57%	3	43%	0	0%	0	0%	0	0%
Not Homeless	309	22	7%	287	93%	114	40%	69	24%	88	31%	16	6%	104	36%
Not Migrant	318	24	8%	294	92%	118	40%	72	24%	88	30%	16	5%	104	35%
Parent Not in Armed Forces	318	24	8%	294	92%	118	40%	72	24%	88	30%	16	5%	104	35%

# GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students

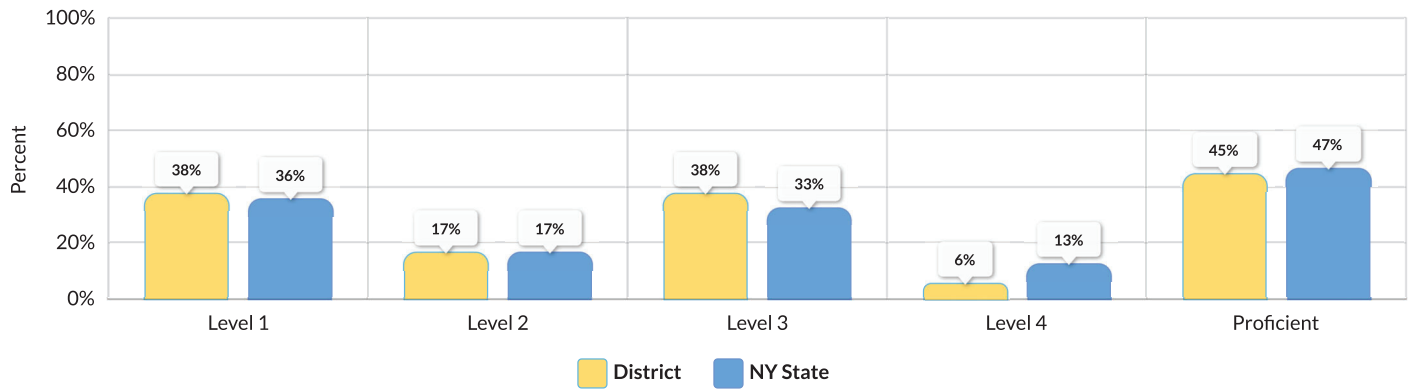


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	292	33	11%	259	89%	71	27%	84	32%	70	27%	34	13%	104	40%
Female	128	10	8%	118	92%	29	25%	41	35%	32	27%	16	14%	48	41%
Male	164	23	14%	141	86%	42	30%	43	30%	38	27%	18	13%	56	40%
General Education Students	224	17	8%	207	92%	35	17%	72	35%	67	32%	33	16%	100	48%
Students with Disabilities	68	16	24%	52	76%	36	69%	12	23%	3	6%	1	2%	4	8%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Black or African American	21	5	24%	16	76%	6	38%	5	31%	4	25%	1	6%	5	31%
Hispanic or Latino	43	8	19%	35	81%	9	26%	14	40%	9	26%	3	9%	12	34%
White	198	16	8%	182	92%	50	27%	58	32%	51	28%	23	13%	74	41%
Multiracial	24	4	17%	20	83%	6	30%	7	35%	4	20%	3	15%	7	35%
Economically Disadvantaged	205	27	13%	178	87%	63	35%	64	36%	40	22%	11	6%	51	29%
Not Economically Disadvantaged	87	6	7%	81	93%	8	10%	20	25%	30	37%	23	28%	53	65%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	289	33	11%	256	89%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	291	33	11%	258	89%	–	–	–	–	–	–	–	–	–	–
Homeless	12	4	33%	8	67%	5	63%	3	38%	0	0%	0	0%	0	0%
Not Homeless	280	29	10%	251	90%	66	26%	81	32%	70	28%	34	14%	104	41%
Not Migrant	292	33	11%	259	89%	71	27%	84	32%	70	27%	34	13%	104	40%
Parent in Armed Forces	9	0	0%	9	100%	0	0%	2	22%	4	44%	3	33%	7	78%
Parent Not in Armed Forces	283	33	12%	250	88%	71	28%	82	33%	66	26%	31	12%	97	39%

# GRADE 8 MATH RESULTS



Percent Scoring at Levels for All Students



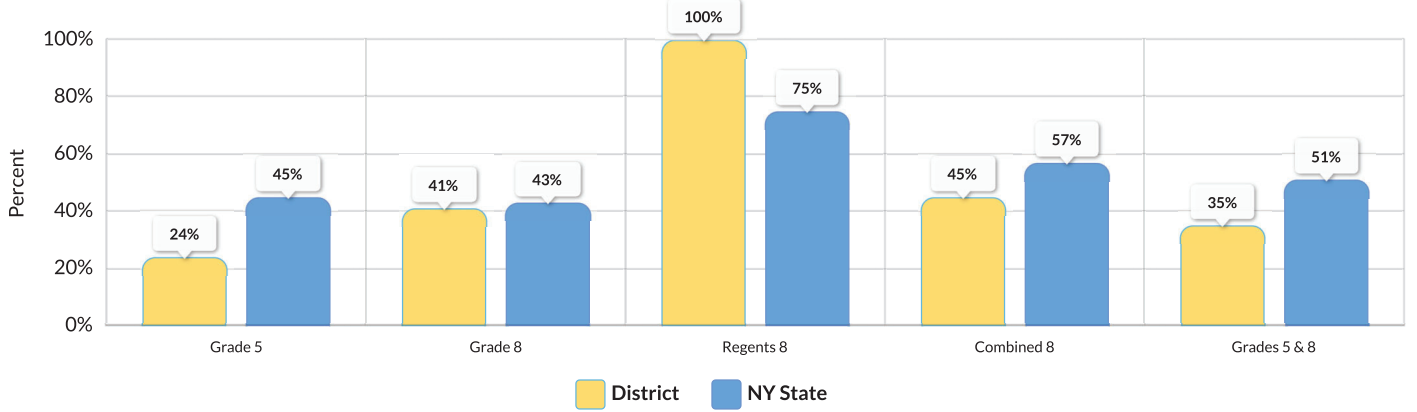
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	48	17%	237	83%	90	38%	41	17%	91	38%	15	6%	106	45%
Female	143	25	17%	118	83%	41	35%	20	17%	51	43%	6	5%	57	48%
Male	142	23	16%	119	84%	49	41%	21	18%	40	34%	9	8%	49	41%
General Education Students	222	38	17%	184	83%	52	28%	33	18%	84	46%	15	8%	99	54%
Students with Disabilities	63	10	16%	53	84%	38	72%	8	15%	7	13%	0	0%	7	13%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Black or African American	25	2	8%	23	92%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	31	4	13%	27	87%	11	41%	5	19%	10	37%	1	4%	11	41%
White	188	39	21%	149	79%	48	32%	26	17%	64	43%	11	7%	75	50%
Multiracial	36	2	6%	34	94%	16	47%	6	18%	10	29%	2	6%	12	35%
Small Group Total: Race & Ethnicity	30	3	10%	27	90%	15	56%	4	15%	7	26%	1	4%	8	30%
Economically Disadvantaged	211	29	14%	182	86%	80	44%	30	16%	64	35%	8	4%	72	40%
Not Economically Disadvantaged	74	19	26%	55	74%	10	18%	11	20%	27	49%	7	13%	34	62%
English Language Learner	5	0	0%	5	100%	3	60%	1	20%	1	20%	0	0%	1	20%
Non-English Language Learner	280	48	17%	232	83%	87	38%	40	17%	90	39%	15	6%	105	45%
In Foster Care	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	283	48	17%	235	83%	–	–	–	–	–	–	–	–	–	–
Homeless	16	4	25%	12	75%	12	100%	0	0%	0	0%	0	0%	0	0%
Not Homeless	269	44	16%	225	84%	78	35%	41	18%	91	40%	15	7%	106	47%
Not Migrant	285	48	17%	237	83%	90	38%	41	17%	91	38%	15	6%	106	45%
Parent in Armed Forces	12	0	0%	12	100%	2	17%	4	33%	4	33%	2	17%	6	50%
Parent Not in Armed Forces	273	48	18%	225	82%	88	39%	37	16%	87	39%	13	6%	100	44%

# GRADES 5 & 8 SCIENCE RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



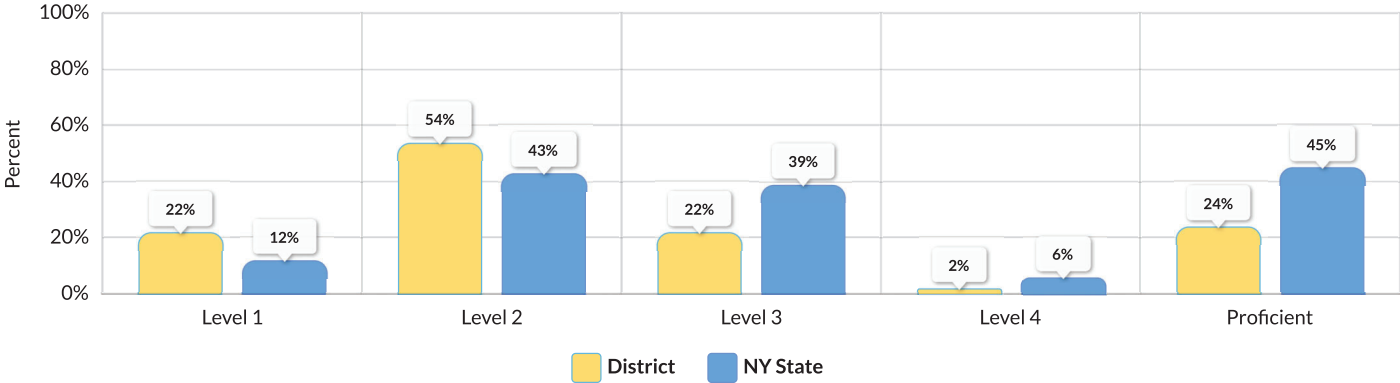
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	275		26	9%	249	91%	56	22%	134	54%	54	22%	5	2%	59	24%
Grade 8	285		36	13%	249	87%	25	10%	121	49%	94	38%	9	4%	103	41%
Regents 8	—		—	—	18	6%	0	0%	0	0%	2	11%	13	72%	18	100%
Combined 8	285		18	6%	267	94%	25	9%	121	45%	96	36%	22	8%	121	45%
Grades 5 & 8	560		44	8%	516	92%	81	16%	255	49%	150	29%	27	5%	180	35%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

# GRADE 5 SCIENCE RESULTS



Percent Scoring at Levels for All Students

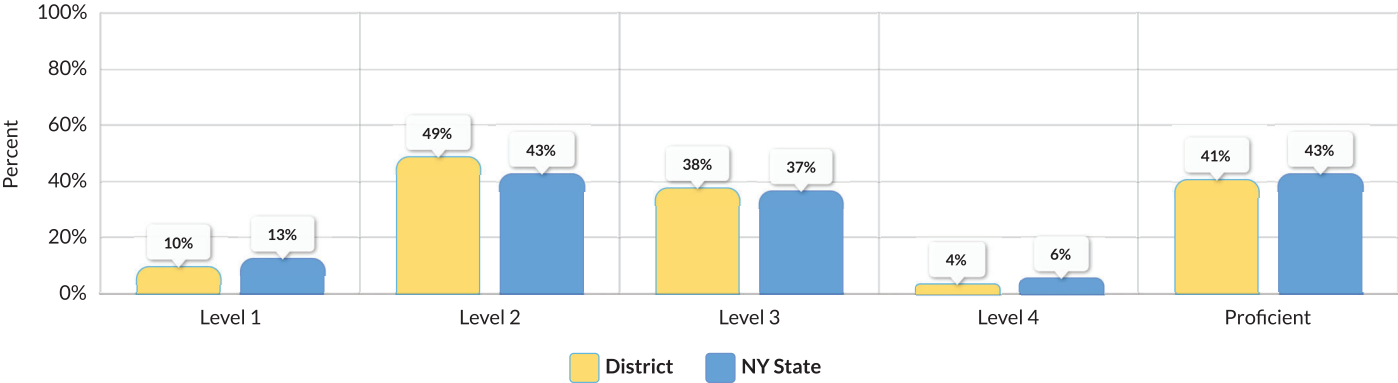




# GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	36	13%	249	87%	25	10%	121	49%	94	38%	9	4%	103	41%
Female	143	18	13%	125	87%	12	10%	61	49%	50	40%	2	2%	52	42%
Male	142	18	13%	124	87%	13	10%	60	48%	44	35%	7	6%	51	41%
General Education Students	222	27	12%	195	88%	9	5%	90	46%	88	45%	8	4%	96	49%
Students with Disabilities	63	9	14%	54	86%	16	30%	31	57%	6	11%	1	2%	7	13%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Black or African American	25	1	4%	24	96%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	31	1	3%	30	97%	2	7%	17	57%	11	37%	0	0%	11	37%
White	188	31	16%	157	84%	13	8%	73	46%	64	41%	7	4%	71	45%
Multiracial	36	2	6%	34	94%	4	12%	17	50%	12	35%	1	3%	13	38%
Small Group Total: Race & Ethnicity	30	2	7%	28	93%	6	21%	14	50%	7	25%	1	4%	8	29%
Economically Disadvantaged	211	19	9%	192	91%	24	13%	98	51%	64	33%	6	3%	70	36%
Not Economically Disadvantaged	74	17	23%	57	77%	1	2%	23	40%	30	53%	3	5%	33	58%
English Language Learner	5	0	0%	5	100%	1	20%	4	80%	0	0%	0	0%	0	0%
Non-English Language Learner	280	36	13%	244	87%	24	10%	117	48%	94	39%	9	4%	103	42%
In Foster Care	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	283	36	13%	247	87%	–	–	–	–	–	–	–	–	–	–
Homeless	16	2	13%	14	88%	3	21%	9	64%	1	7%	1	7%	2	14%
Not Homeless	269	34	13%	235	87%	22	9%	112	48%	93	40%	8	3%	101	43%
Not Migrant	285	36	13%	249	87%	25	10%	121	49%	94	38%	9	4%	103	41%
Parent in Armed Forces	12	0	0%	12	100%	0	0%	7	58%	4	33%	1	8%	5	42%
Parent Not in Armed Forces	273	36	13%	237	87%	25	11%	114	48%	90	38%	8	3%	98	41%

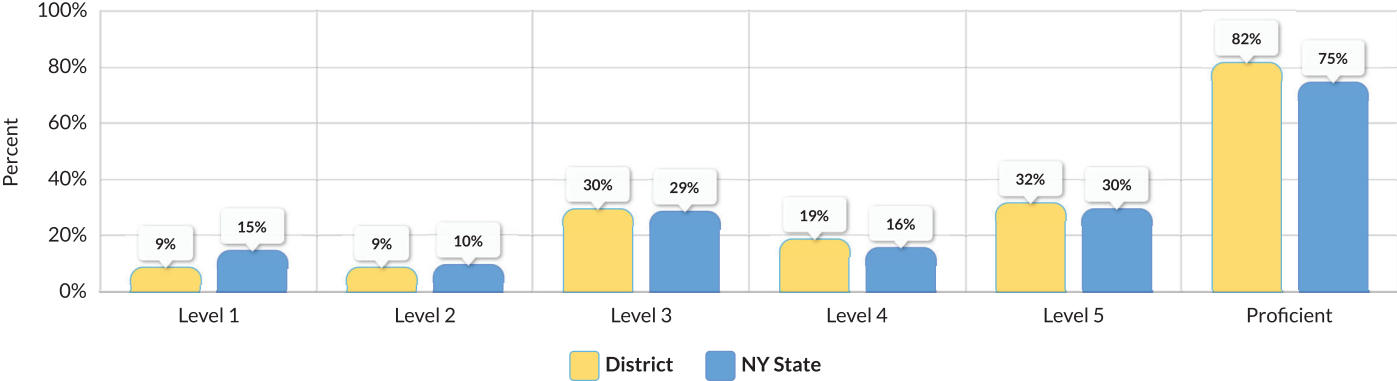
## **ANNUAL REGENTS EXAMINATIONS (2024 - 25)**

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

# ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



Percent Scoring at Levels for All Students

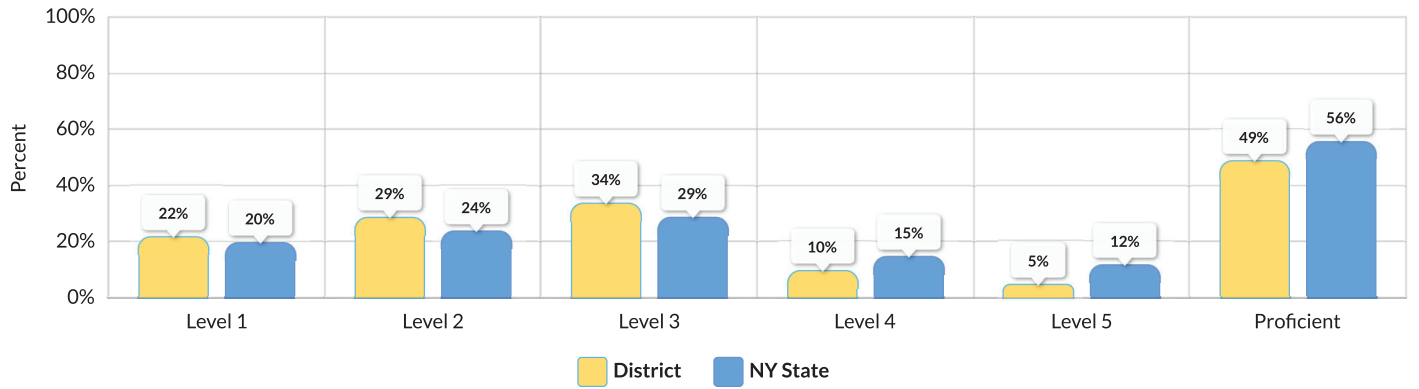


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	264	25	9%	23	9%	80	30%	51	19%	85	32%	216	82%
Female	144	11	8%	11	8%	42	29%	27	19%	53	37%	122	85%
Male	120	14	12%	12	10%	38	32%	24	20%	32	27%	94	78%
General Education Students	208	9	4%	10	5%	62	30%	46	22%	81	39%	189	91%
Students with Disabilities	56	16	29%	13	23%	18	32%	5	9%	4	7%	27	48%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	22	4	18%	1	5%	9	41%	4	18%	4	18%	17	77%
Hispanic or Latino	25	2	8%	2	8%	11	44%	5	20%	5	20%	21	84%
White	181	19	10%	16	9%	50	28%	35	19%	61	34%	146	81%
Multiracial	25	0	0%	3	12%	8	32%	6	24%	8	32%	22	88%
Small Group Total: Race & Ethnicity	11	0	0%	1	9%	2	18%	1	9%	7	64%	10	91%
Economically Disadvantaged	170	22	13%	19	11%	60	35%	30	18%	39	23%	129	76%
Not Economically Disadvantaged	94	3	3%	4	4%	20	21%	21	22%	46	49%	87	93%
English Language Learner	5	2	40%	0	0%	3	60%	0	0%	0	0%	3	60%
Non-English Language Learner	259	23	9%	23	9%	77	30%	51	20%	85	33%	213	82%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	263	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	6	1	17%	0	0%	3	50%	2	33%	0	0%	5	83%
Not Homeless	258	24	9%	23	9%	77	30%	49	19%	85	33%	211	82%
Not Migrant	264	25	9%	23	9%	80	30%	51	19%	85	32%	216	82%
Parent in Armed Forces	9	0	0%	1	11%	0	0%	0	0%	8	89%	8	89%
Parent Not in Armed Forces	255	25	10%	22	9%	80	31%	51	20%	77	30%	208	82%

# ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

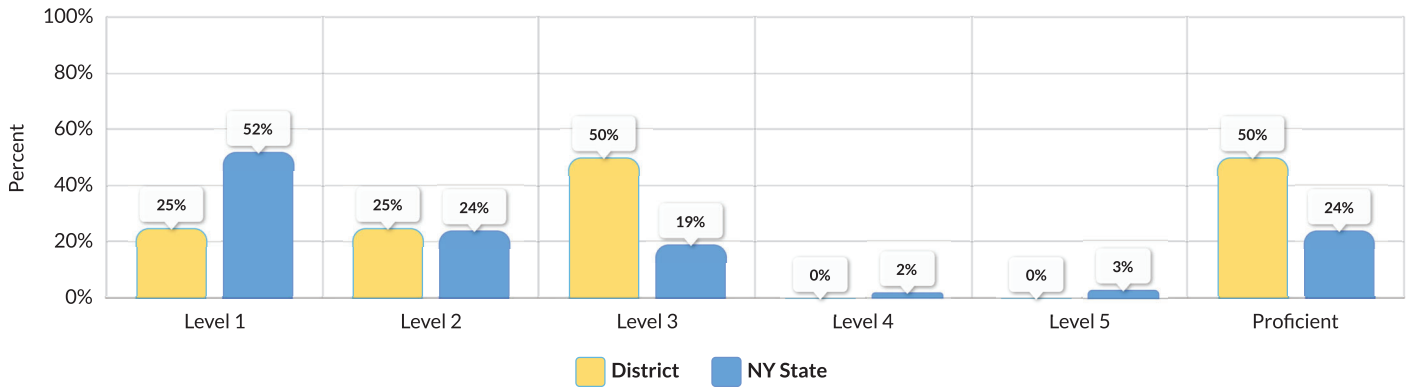


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	471	105	22%	136	29%	161	34%	46	10%	23	5%	230	49%
Female	243	53	22%	70	29%	85	35%	20	8%	15	6%	120	49%
Male	227	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	228	52	23%	66	29%	76	33%	26	11%	8	4%	110	48%
General Education Students	362	56	15%	101	28%	136	38%	46	13%	23	6%	205	57%
Students with Disabilities	109	49	45%	35	32%	25	23%	0	0%	0	0%	25	23%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	42	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	55	16	29%	14	25%	18	33%	3	5%	4	7%	25	45%
White	310	62	20%	93	30%	108	35%	34	11%	13	4%	155	50%
Multiracial	60	14	23%	13	22%	24	40%	7	12%	2	3%	33	55%
Small Group Total: Race & Ethnicity	46	13	28%	16	35%	11	24%	2	4%	4	9%	17	37%
Economically Disadvantaged	331	90	27%	106	32%	107	32%	22	7%	6	2%	135	41%
Not Economically Disadvantaged	140	15	11%	30	21%	54	39%	24	17%	17	12%	95	68%
English Language Learner	13	7	54%	2	15%	3	23%	0	0%	1	8%	4	31%
Non-English Language Learner	458	98	21%	134	29%	158	34%	46	10%	22	5%	226	49%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	469	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	14	6	43%	5	36%	1	7%	2	14%	0	0%	3	21%
Not Homeless	457	99	22%	131	29%	160	35%	44	10%	23	5%	227	50%
Not Migrant	471	105	22%	136	29%	161	34%	46	10%	23	5%	230	49%
Parent in Armed Forces	12	0	0%	2	17%	8	67%	1	8%	1	8%	10	83%
Parent Not in Armed Forces	459	105	23%	134	29%	153	33%	45	10%	22	5%	220	48%

# ANNUAL REGENTS EXAMINATION IN GEOMETRY (AUGUST 2024 & JANUARY 2025)



Percent Scoring at Levels for All Students

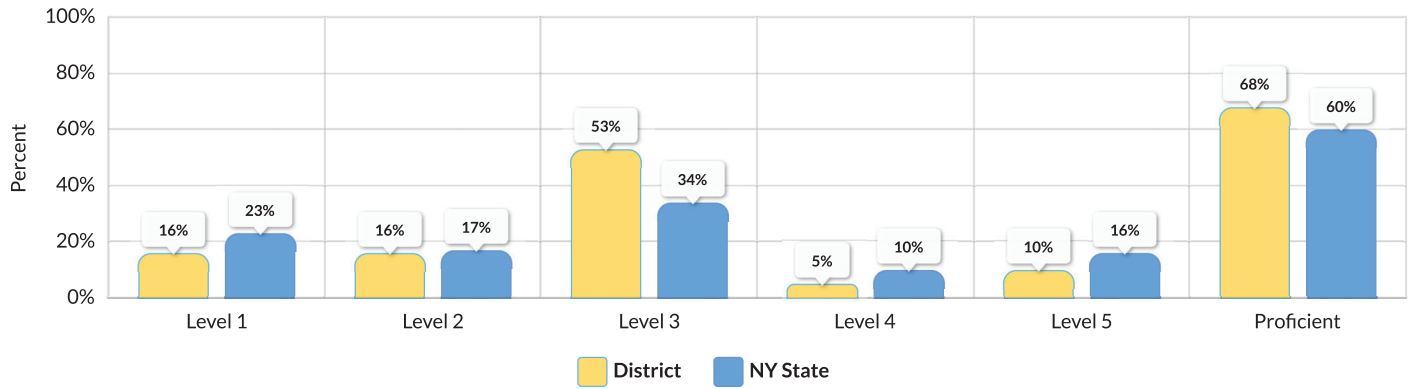


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%
Female	9	2	22%	4	44%	3	33%	0	0%	0	0%	3	33%
Male	11	3	27%	1	9%	7	64%	0	0%	0	0%	7	64%
General Education Students	17	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	14	3	21%	2	14%	9	64%	0	0%	0	0%	9	64%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	3	50%	1	17%	0	0%	0	0%	1	17%
Economically Disadvantaged	11	3	27%	3	27%	5	45%	0	0%	0	0%	5	45%
Not Economically Disadvantaged	9	2	22%	2	22%	5	56%	0	0%	0	0%	5	56%
Non-English Language Learner	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%
Not in Foster Care	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%
Not Homeless	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%
Not Migrant	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%
Parent Not in Armed Forces	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%

# ANNUAL REGENTS EXAMINATION IN GEOMETRY (NEW) (JUNE 2025)



Percent Scoring at Levels for All Students

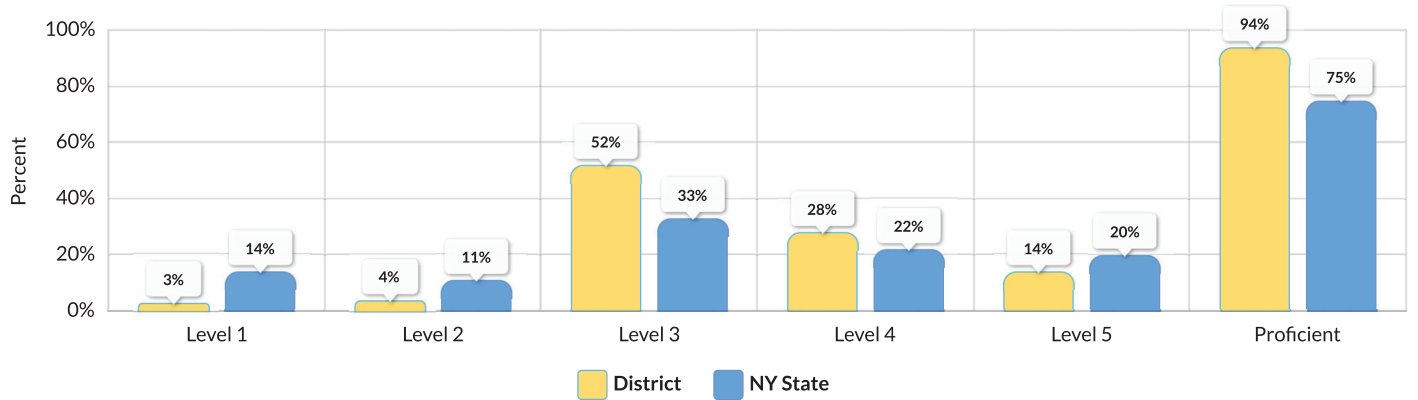


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	19	16%	19	16%	62	53%	6	5%	12	10%	80	68%
Female	55	—	—	—	—	—	—	—	—	—	—	—	—
Male	61	11	18%	10	16%	33	54%	3	5%	4	7%	40	66%
Non-Binary	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	57	8	14%	9	16%	29	51%	3	5%	8	14%	40	70%
General Education Students	110	16	15%	19	17%	57	52%	6	5%	12	11%	75	68%
Students with Disabilities	8	3	38%	0	0%	5	63%	0	0%	0	0%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	2	33%	1	17%	1	17%	2	33%	4	67%
Black or African American	8	2	25%	1	13%	5	63%	0	0%	0	0%	5	63%
Hispanic or Latino	7	2	29%	1	14%	4	57%	0	0%	0	0%	4	57%
White	85	12	14%	14	16%	45	53%	4	5%	10	12%	59	69%
Multiracial	12	3	25%	1	8%	7	58%	1	8%	0	0%	8	67%
Economically Disadvantaged	59	11	19%	10	17%	33	56%	3	5%	2	3%	38	64%
Not Economically Disadvantaged	59	8	14%	9	15%	29	49%	3	5%	10	17%	42	71%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	117	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	118	19	16%	19	16%	62	53%	6	5%	12	10%	80	68%
Not Homeless	118	19	16%	19	16%	62	53%	6	5%	12	10%	80	68%
Not Migrant	118	19	16%	19	16%	62	53%	6	5%	12	10%	80	68%
Parent in Armed Forces	7	1	14%	2	29%	3	43%	0	0%	1	14%	4	57%
Parent Not in Armed Forces	111	18	16%	17	15%	59	53%	6	5%	11	10%	76	68%

# ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



Percent Scoring at Levels for All Students

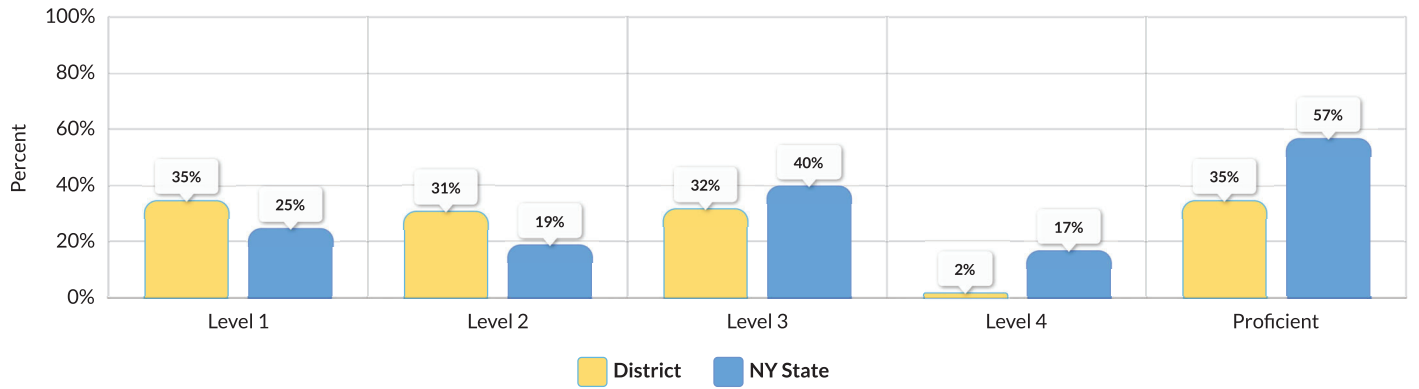


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	2	3%	3	4%	41	52%	22	28%	11	14%	74	94%
Female	44	1	2%	3	7%	25	57%	10	23%	5	11%	40	91%
Male	35	1	3%	0	0%	16	46%	12	34%	6	17%	34	97%
General Education Students	79	2	3%	3	4%	41	52%	22	28%	11	14%	74	94%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	0	0%	2	33%	0	0%	3	50%	5	83%
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	67	1	1%	1	1%	36	54%	21	31%	8	12%	65	97%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	2	33%	3	50%	1	17%	0	0%	4	67%
Economically Disadvantaged	21	0	0%	2	10%	13	62%	3	14%	3	14%	19	90%
Not Economically Disadvantaged	58	2	3%	1	2%	28	48%	19	33%	8	14%	55	95%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	77	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	79	2	3%	3	4%	41	52%	22	28%	11	14%	74	94%
Not Homeless	79	2	3%	3	4%	41	52%	22	28%	11	14%	74	94%
Not Migrant	79	2	3%	3	4%	41	52%	22	28%	11	14%	74	94%
Parent in Armed Forces	6	0	0%	1	17%	2	33%	2	33%	1	17%	5	83%
Parent Not in Armed Forces	73	2	3%	2	3%	39	53%	20	27%	10	14%	69	95%

# ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Percent Scoring at Levels for All Students

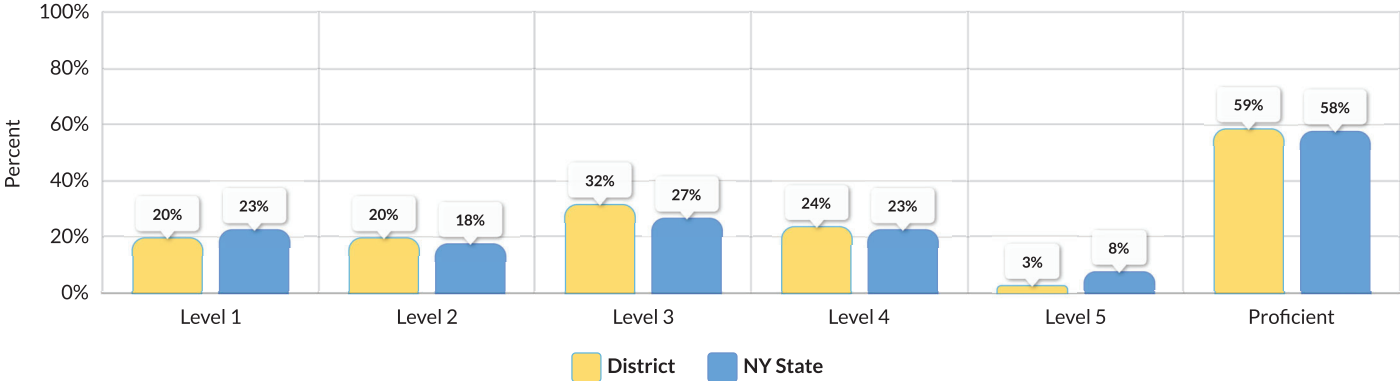




# ANNUAL REGENTS EXAMINATION IN LIFE SCIENCE: BIOLOGY (JUNE 2025)



Percent Scoring at Levels for All Students

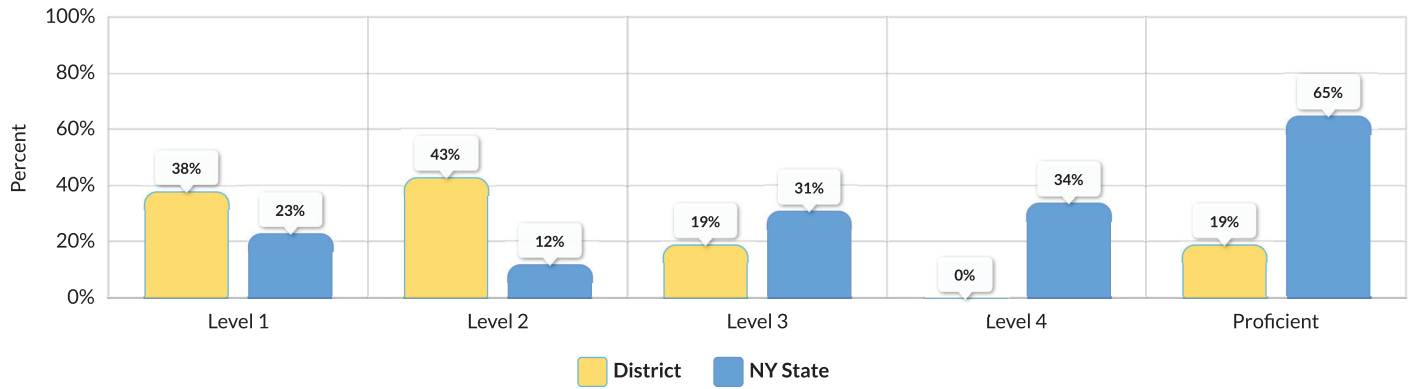


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	246	50	20%	50	20%	79	32%	59	24%	8	3%	146	59%
Female	124	31	25%	22	18%	42	34%	27	22%	2	2%	71	57%
Male	121	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	122	19	16%	28	23%	37	30%	32	26%	6	5%	75	61%
General Education Students	209	30	14%	40	19%	74	35%	57	27%	8	4%	139	67%
Students with Disabilities	37	20	54%	10	27%	5	14%	2	5%	0	0%	7	19%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	23	7	30%	6	26%	3	13%	7	30%	0	0%	10	43%
Hispanic or Latino	21	–	–	–	–	–	–	–	–	–	–	–	–
White	169	29	17%	29	17%	61	36%	42	25%	8	5%	111	66%
Multiracial	30	5	17%	9	30%	9	30%	7	23%	0	0%	16	53%
Small Group Total: Race & Ethnicity	24	9	38%	6	25%	6	25%	3	13%	0	0%	9	38%
Economically Disadvantaged	154	44	29%	35	23%	50	32%	23	15%	2	1%	75	49%
Not Economically Disadvantaged	92	6	7%	15	16%	29	32%	36	39%	6	7%	71	77%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	243	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	246	50	20%	50	20%	79	32%	59	24%	8	3%	146	59%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	243	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	246	50	20%	50	20%	79	32%	59	24%	8	3%	146	59%
Parent in Armed Forces	9	1	11%	3	33%	1	11%	3	33%	1	11%	5	56%
Parent Not in Armed Forces	237	49	21%	47	20%	78	33%	56	24%	7	3%	141	59%

# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2024-25)



Percent Scoring at Levels for All Students

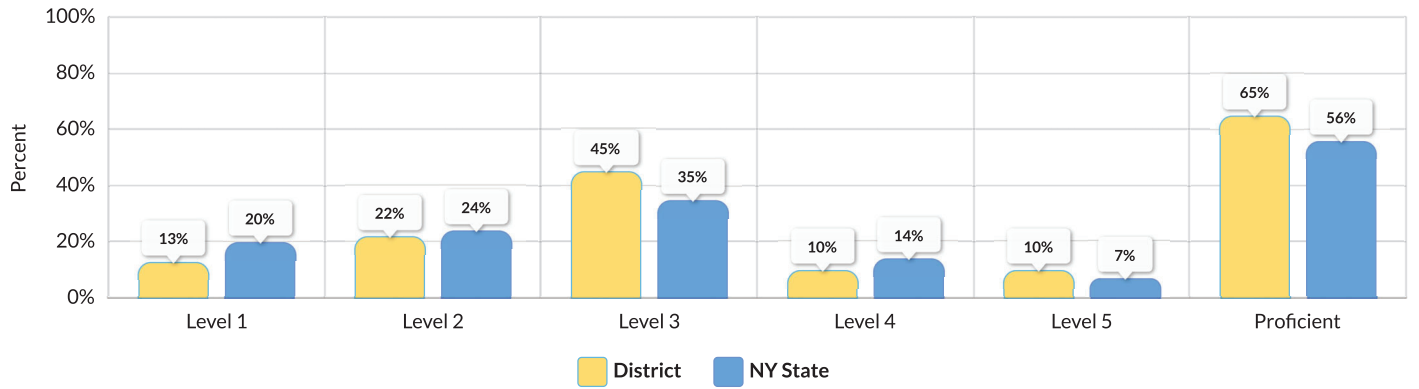




# ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)



Percent Scoring at Levels for All Students

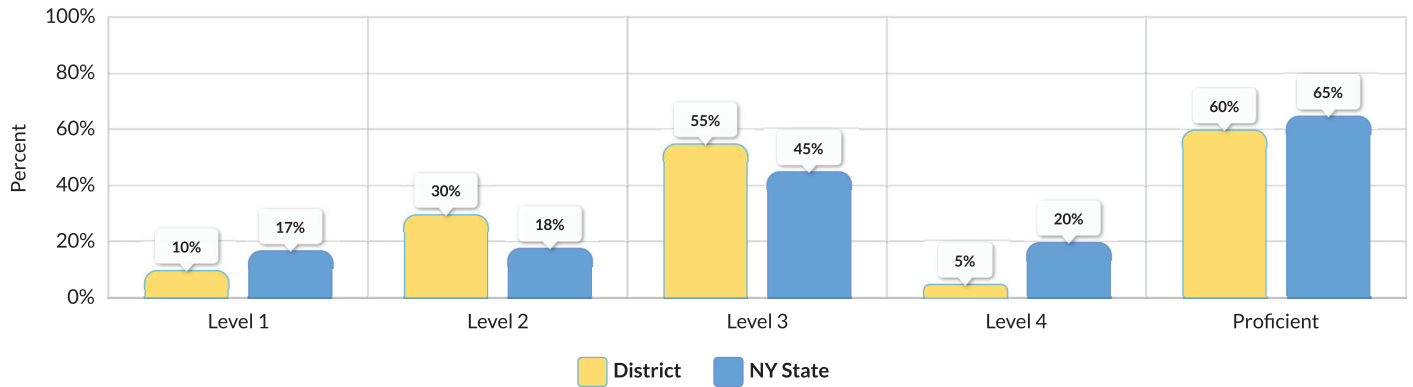


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	192	25	13%	42	22%	86	45%	20	10%	19	10%	125	65%
Female	101	16	16%	22	22%	43	43%	12	12%	8	8%	63	62%
Male	90	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	91	9	10%	20	22%	43	47%	8	9%	11	12%	62	68%
General Education Students	165	14	8%	32	19%	80	48%	20	12%	19	12%	119	72%
Students with Disabilities	27	11	41%	10	37%	6	22%	0	0%	0	0%	6	22%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	9	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	4	21%	5	26%	7	37%	2	11%	1	5%	10	53%
White	139	16	12%	30	22%	64	46%	14	10%	15	11%	93	67%
Multiracial	21	2	10%	5	24%	10	48%	2	10%	2	10%	14	67%
Small Group Total: Race & Ethnicity	13	3	23%	2	15%	5	38%	2	15%	1	8%	8	62%
Economically Disadvantaged	118	20	17%	30	25%	52	44%	8	7%	8	7%	68	58%
Not Economically Disadvantaged	74	5	7%	12	16%	34	46%	12	16%	11	15%	57	77%
English Language Learner	6	4	67%	1	17%	1	17%	0	0%	0	0%	1	17%
Non-English Language Learner	186	21	11%	41	22%	85	46%	20	11%	19	10%	124	67%
Not in Foster Care	192	25	13%	42	22%	86	45%	20	10%	19	10%	125	65%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	189	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	192	25	13%	42	22%	86	45%	20	10%	19	10%	125	65%
Parent in Armed Forces	10	0	0%	1	10%	6	60%	2	20%	1	10%	9	90%
Parent Not in Armed Forces	182	25	14%	41	23%	80	44%	18	10%	18	10%	116	64%

# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2024-25)



Percent Scoring at Levels for All Students



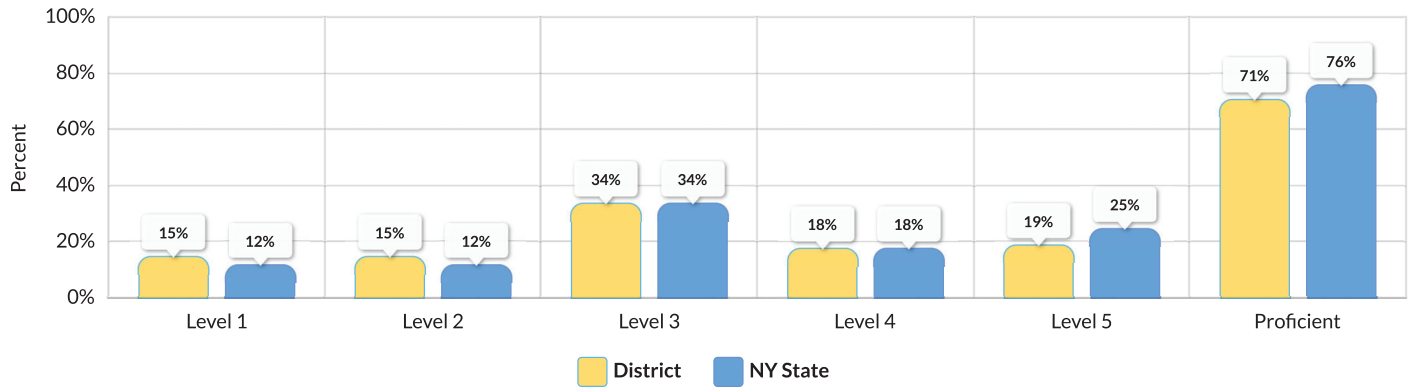
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	73	7	10%	22	30%	40	55%	4	5%	44	60%
Female	38	5	13%	12	32%	21	55%	0	0%	21	55%
Male	35	2	6%	10	29%	19	54%	4	11%	23	66%
General Education Students	72	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	64	4	6%	20	31%	36	56%	4	6%	40	63%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	3	33%	2	22%	4	44%	0	0%	4	44%
Economically Disadvantaged	17	2	12%	11	65%	4	24%	0	0%	4	24%
Not Economically Disadvantaged	56	5	9%	11	20%	36	64%	4	7%	40	71%
Non-English Language Learner	73	7	10%	22	30%	40	55%	4	5%	44	60%
Not in Foster Care	73	7	10%	22	30%	40	55%	4	5%	44	60%
Not Homeless	73	7	10%	22	30%	40	55%	4	5%	44	60%
Not Migrant	73	7	10%	22	30%	40	55%	4	5%	44	60%
Parent in Armed Forces	6	0	0%	3	50%	3	50%	0	0%	3	50%
Parent Not in Armed Forces	67	7	10%	19	28%	37	55%	4	6%	41	61%



# ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2024-25)



Percent Scoring at Levels for All Students

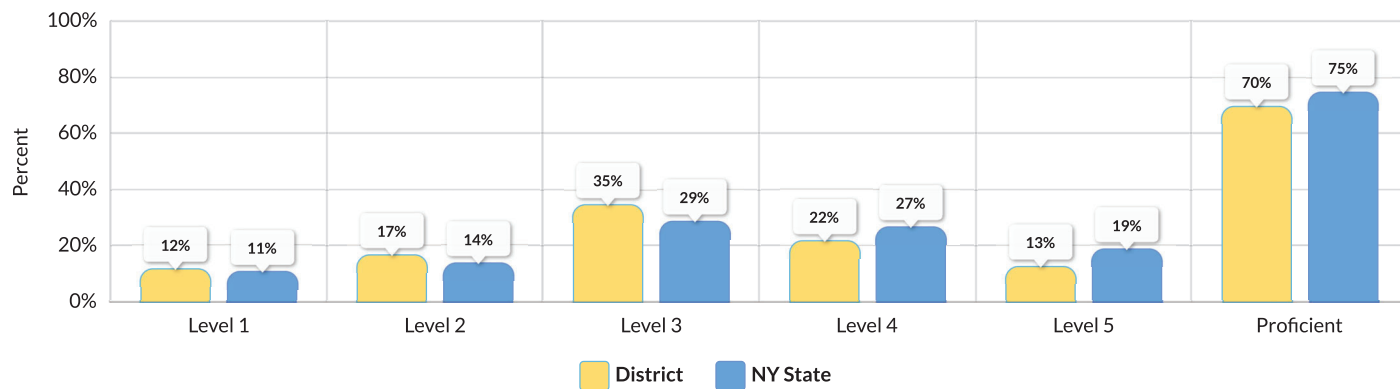


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	358	52	15%	52	15%	121	34%	66	18%	67	19%	254	71%
Female	182	20	11%	31	17%	69	38%	30	16%	32	18%	131	72%
Male	173	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	176	32	18%	21	12%	52	30%	36	20%	35	20%	123	70%
General Education Students	280	22	8%	36	13%	97	35%	62	22%	63	23%	222	79%
Students with Disabilities	78	30	38%	16	21%	24	31%	4	5%	4	5%	32	41%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	36	7	19%	8	22%	13	36%	2	6%	6	17%	21	58%
Hispanic or Latino	27	2	7%	5	19%	14	52%	4	15%	2	7%	20	74%
White	260	41	16%	32	12%	81	31%	52	20%	54	21%	187	72%
Multiracial	29	2	7%	6	21%	11	38%	7	24%	3	10%	21	72%
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	2	33%	1	17%	2	33%	5	83%
Economically Disadvantaged	235	46	20%	41	17%	95	40%	33	14%	20	9%	148	63%
Not Economically Disadvantaged	123	6	5%	11	9%	26	21%	33	27%	47	38%	106	86%
English Language Learner	6	0	0%	3	50%	3	50%	0	0%	0	0%	3	50%
Non-English Language Learner	352	52	15%	49	14%	118	34%	66	19%	67	19%	251	71%
In Foster Care	3	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	355	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	11	1	9%	3	27%	6	55%	1	9%	0	0%	7	64%
Not Homeless	347	51	15%	49	14%	115	33%	65	19%	67	19%	247	71%
Not Migrant	358	52	15%	52	15%	121	34%	66	18%	67	19%	254	71%
Parent in Armed Forces	15	1	7%	2	13%	3	20%	4	27%	5	33%	12	80%
Parent Not in Armed Forces	343	51	15%	50	15%	118	34%	62	18%	62	18%	242	71%

# ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (2024-25)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	264	32	12%	46	17%	93	35%	59	22%	34	13%	186	70%
Female	145	16	11%	28	19%	52	36%	29	20%	20	14%	101	70%
Male	119	16	13%	18	15%	41	34%	30	25%	14	12%	85	71%
General Education Students	212	14	7%	29	14%	83	39%	55	26%	31	15%	169	80%
Students with Disabilities	52	18	35%	17	33%	10	19%	4	8%	3	6%	17	33%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	17	2	12%	4	24%	9	53%	2	12%	0	0%	11	65%
Hispanic or Latino	27	4	15%	3	11%	11	41%	8	30%	1	4%	20	74%
White	183	23	13%	36	20%	56	31%	43	23%	25	14%	124	68%
Multiracial	26	2	8%	3	12%	14	54%	6	23%	1	4%	21	81%
Small Group Total: Race & Ethnicity	11	1	9%	0	0%	3	27%	0	0%	7	64%	10	91%
Economically Disadvantaged	166	25	15%	33	20%	63	38%	34	20%	11	7%	108	65%
Not Economically Disadvantaged	98	7	7%	13	13%	30	31%	25	26%	23	23%	78	80%
English Language Learner	5	2	40%	1	20%	2	40%	0	0%	0	0%	2	40%
Non-English Language Learner	259	30	12%	45	17%	91	35%	59	23%	34	13%	184	71%
Not in Foster Care	264	32	12%	46	17%	93	35%	59	22%	34	13%	186	70%
Homeless	6	2	33%	0	0%	4	67%	0	0%	0	0%	4	67%
Not Homeless	258	30	12%	46	18%	89	34%	59	23%	34	13%	182	71%
Not Migrant	264	32	12%	46	17%	93	35%	59	22%	34	13%	186	70%
Parent in Armed Forces	8	0	0%	0	0%	1	13%	2	25%	5	63%	8	100%
Parent Not in Armed Forces	256	32	13%	46	18%	92	36%	57	22%	29	11%	178	70%

## **TOTAL COHORT REGENTS EXAMINATION RESULTS**

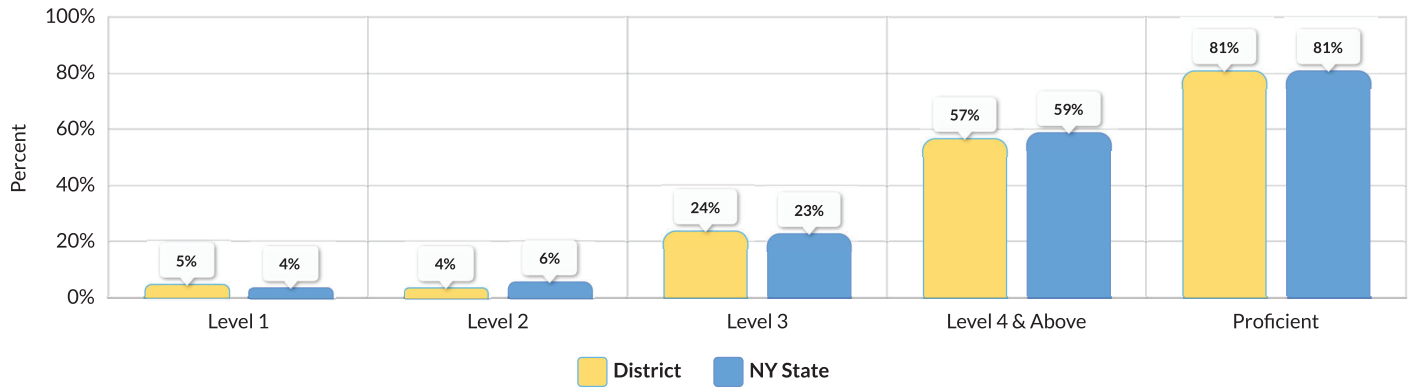
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age. 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.

# 2021 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students

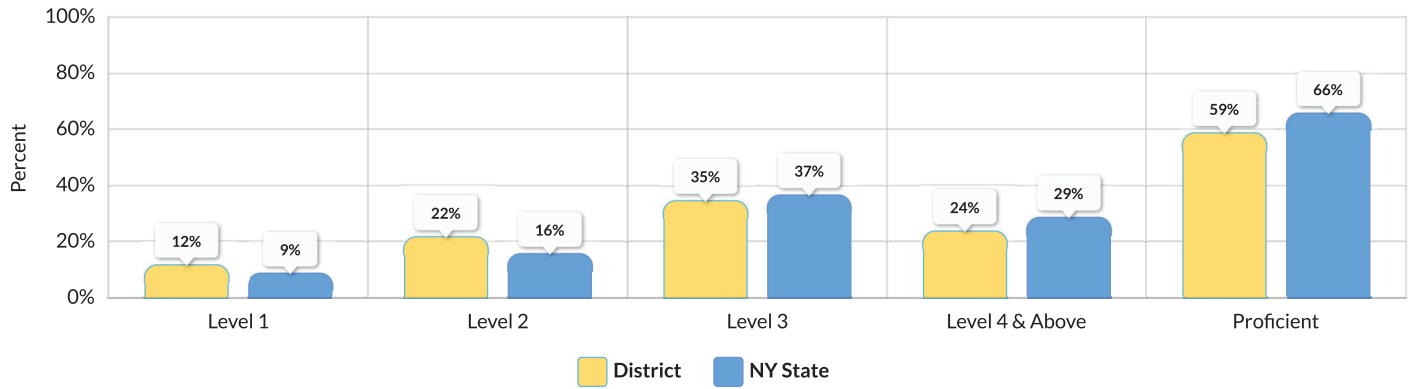


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	29	10%	256	90%	15	5%	10	4%	68	24%	163	57%	231	81%
Female	135	14	10%	121	90%	7	5%	7	5%	34	25%	73	54%	107	79%
Male	150	15	10%	135	90%	8	5%	3	2%	34	23%	90	60%	124	83%
General Education Students	218	14	6%	204	94%	1	0%	3	1%	50	23%	150	69%	200	92%
Students with Disabilities	67	15	22%	52	78%	14	21%	7	10%	18	27%	13	19%	31	46%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	7	100%
Black or African American	23	1	4%	22	96%	3	13%	0	0%	10	43%	9	39%	19	83%
Hispanic or Latino	30	1	3%	29	97%	2	7%	1	3%	10	33%	16	53%	26	87%
White	204	24	12%	180	88%	10	5%	9	4%	44	22%	117	57%	161	79%
Multiracial	21	3	14%	18	86%	0	0%	0	0%	3	14%	15	71%	18	86%
Economically Disadvantaged	163	23	14%	140	86%	12	7%	10	6%	45	28%	73	45%	118	72%
Not Economically Disadvantaged	122	6	5%	116	95%	3	2%	0	0%	23	19%	90	74%	113	93%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	283	29	—	254	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	284	29	—	255	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	0	0%	8	100%	1	13%	1	13%	4	50%	2	25%	6	75%
Not Homeless	277	29	10%	248	90%	14	5%	9	3%	64	23%	161	58%	225	81%
Not Migrant	285	29	10%	256	90%	15	5%	10	4%	68	24%	163	57%	231	81%
Parent in Armed Forces	14	1	7%	13	93%	0	0%	0	0%	5	36%	8	57%	13	93%
Parent Not in Armed Forces	271	28	10%	243	90%	15	6%	10	4%	63	23%	155	57%	218	80%

# 2021 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	22	8%	263	92%	33	12%	62	22%	101	35%	67	24%	168	59%
Female	135	10	7%	125	93%	14	10%	29	21%	47	35%	35	26%	82	61%
Male	150	12	8%	138	92%	19	13%	33	22%	54	36%	32	21%	86	57%
General Education Students	218	9	4%	209	96%	11	5%	46	21%	86	39%	66	30%	152	70%
Students with Disabilities	67	13	19%	54	81%	22	33%	16	24%	15	22%	1	1%	16	24%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	1	14%	4	57%	2	29%	6	86%
Black or African American	23	1	4%	22	96%	2	9%	6	26%	9	39%	5	22%	14	61%
Hispanic or Latino	30	2	7%	28	93%	4	13%	6	20%	13	43%	5	17%	18	60%
White	204	19	9%	185	91%	25	12%	45	22%	65	32%	50	25%	115	56%
Multiracial	21	0	0%	21	100%	2	10%	4	19%	10	48%	5	24%	15	71%
Economically Disadvantaged	163	18	11%	145	89%	24	15%	44	27%	51	31%	26	16%	77	47%
Not Economically Disadvantaged	122	4	3%	118	97%	9	7%	18	15%	50	41%	41	34%	91	75%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	283	22	—	261	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	284	22	—	262	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	1	13%	7	88%	1	13%	3	38%	2	25%	1	13%	3	38%
Not Homeless	277	21	8%	256	92%	32	12%	59	21%	99	36%	66	24%	165	60%
Not Migrant	285	22	8%	263	92%	33	12%	62	22%	101	35%	67	24%	168	59%
Parent in Armed Forces	14	1	7%	13	93%	0	0%	4	29%	7	50%	2	14%	9	64%
Parent Not in Armed Forces	271	21	8%	250	92%	33	12%	58	21%	94	35%	65	24%	159	59%

**2021 TOTAL COHORT EXEMPTIONS IN MATH**

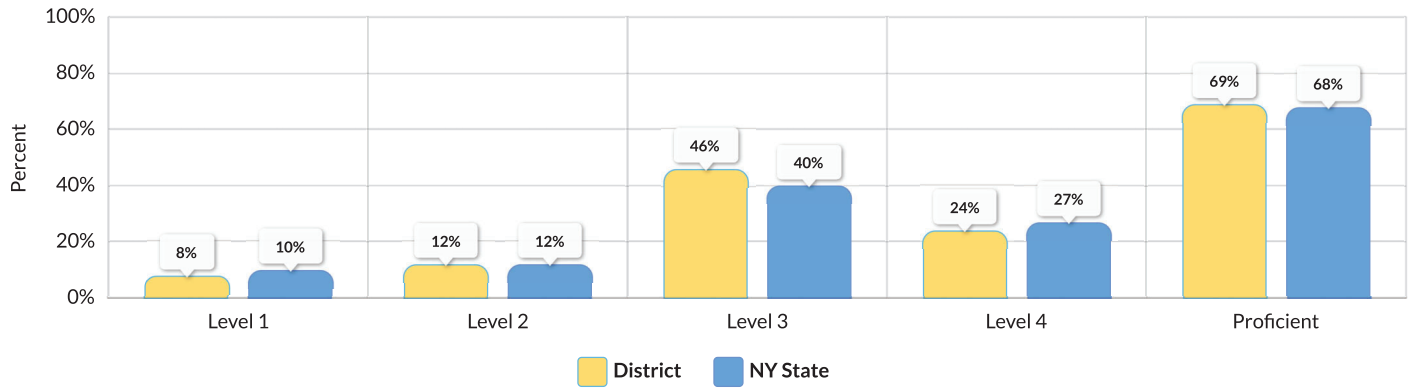
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	40	1	3	39	98
Female	18	1	6	17	94
Male	22	0	0	22	100
General Education Students	38	0	0	38	100
Students with Disabilities	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	2	0	0	2	100
Hispanic or Latino	5	0	0	5	100
White	27	1	4	26	96
Multiracial	5	0	0	5	100
Economically Disadvantaged	14	1	7	13	93
Not Economically Disadvantaged	26	0	0	26	100
Non-English Language Learner	40	1	3	39	98
Not in Foster Care	40	1	3	39	98
Not Homeless	40	1	3	39	98
Not Migrant	40	1	3	39	98
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	39	1	3	38	97

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

# 2021 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	30	11%	255	89%	22	8%	35	12%	131	46%	67	24%	198	69%
Female	135	13	10%	122	90%	9	7%	24	18%	57	42%	32	24%	89	66%
Male	150	17	11%	133	89%	13	9%	11	7%	74	49%	35	23%	109	73%
General Education Students	218	13	6%	205	94%	4	2%	23	11%	114	52%	64	29%	178	82%
Students with Disabilities	67	17	25%	50	75%	18	27%	12	18%	17	25%	3	4%	20	30%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	1	14%	2	29%	3	43%	5	71%
Black or African American	23	1	4%	22	96%	2	9%	2	9%	15	65%	3	13%	18	78%
Hispanic or Latino	30	1	3%	29	97%	1	3%	7	23%	15	50%	6	20%	21	70%
White	204	26	13%	178	87%	19	9%	24	12%	85	42%	50	25%	135	66%
Multiracial	21	1	5%	20	95%	0	0%	1	5%	14	67%	5	24%	19	90%
Economically Disadvantaged	163	24	15%	139	85%	18	11%	26	16%	69	42%	26	16%	95	58%
Not Economically Disadvantaged	122	6	5%	116	95%	4	3%	9	7%	62	51%	41	34%	103	84%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	283	29	—	254	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	284	29	—	255	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	0	0%	8	100%	1	13%	1	13%	5	63%	1	13%	6	75%
Not Homeless	277	30	11%	247	89%	21	8%	34	12%	126	45%	66	24%	192	69%
Not Migrant	285	30	11%	255	89%	22	8%	35	12%	131	46%	67	24%	198	69%
Parent in Armed Forces	14	1	7%	13	93%	0	0%	1	7%	8	57%	4	29%	12	86%
Parent Not in Armed Forces	271	29	11%	242	89%	22	8%	34	13%	123	45%	63	23%	186	69%

**2021 TOTAL COHORT EXEMPTIONS IN SCIENCE**

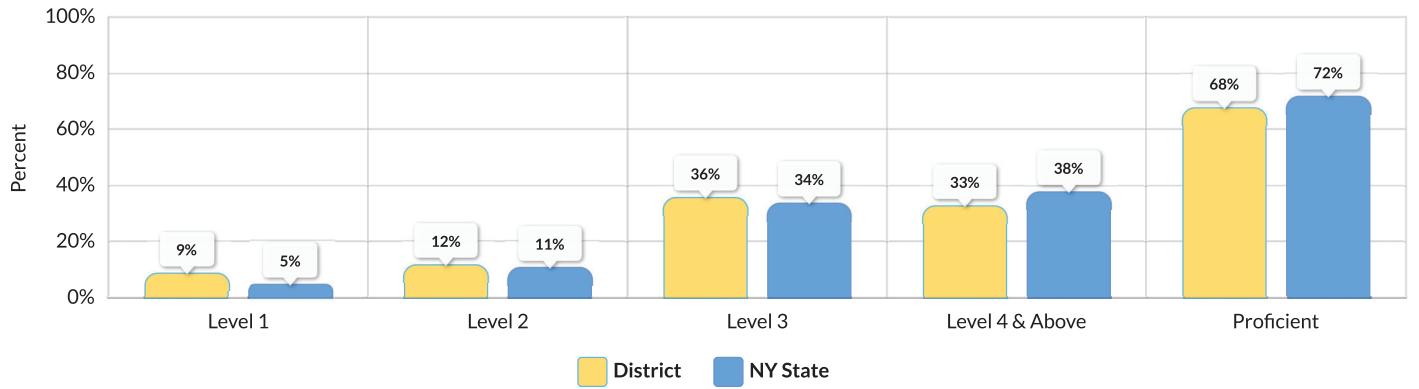
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	34	1	3	33	97
Female	16	1	6	15	94
Male	18	0	0	18	100
General Education Students	33	0	0	33	100
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	2	0	0	2	100
Hispanic or Latino	4	0	0	4	100
White	24	1	4	23	96
Multiracial	3	0	0	3	100
Economically Disadvantaged	11	1	9	10	91
Not Economically Disadvantaged	23	0	0	23	100
Non-English Language Learner	34	1	3	33	97
Not in Foster Care	34	1	3	33	97
Not Homeless	34	1	3	33	97
Not Migrant	34	1	3	33	97
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	33	1	3	32	97

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

# 2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students

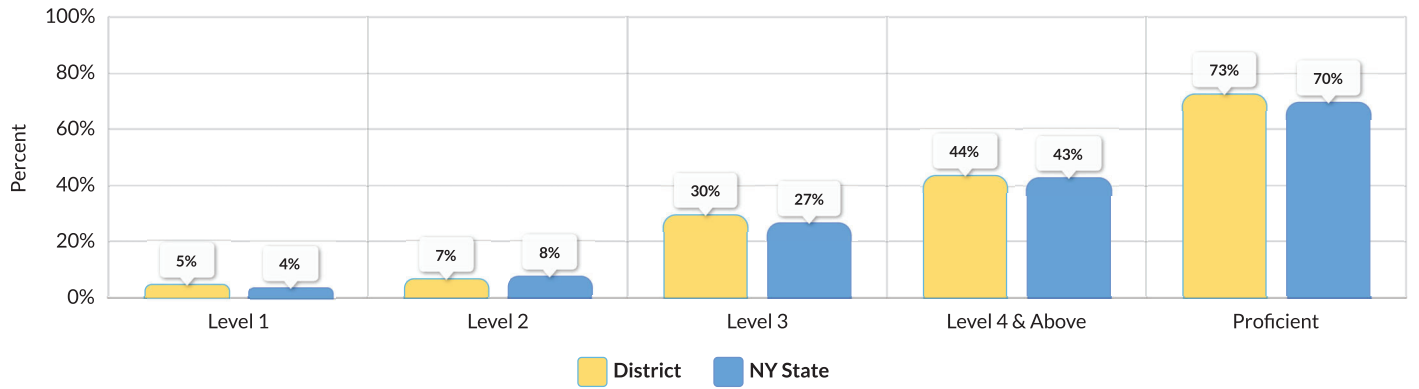


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	29	10%	256	90%	26	9%	35	12%	102	36%	93	33%	195	68%
Female	135	11	8%	124	92%	11	8%	22	16%	47	35%	44	33%	91	67%
Male	150	18	12%	132	88%	15	10%	13	9%	55	37%	49	33%	104	69%
General Education Students	218	13	6%	205	94%	6	3%	23	11%	90	41%	86	39%	176	81%
Students with Disabilities	67	16	24%	51	76%	20	30%	12	18%	12	18%	7	10%	19	28%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	1	14%	5	71%	6	86%
Black or African American	23	1	4%	22	96%	3	13%	3	13%	9	39%	7	30%	16	70%
Hispanic or Latino	30	3	10%	27	90%	2	7%	4	13%	9	30%	12	40%	21	70%
White	204	22	11%	182	89%	20	10%	28	14%	70	34%	64	31%	134	66%
Multiracial	21	2	10%	19	90%	1	5%	0	0%	13	62%	5	24%	18	86%
Economically Disadvantaged	163	21	13%	142	87%	22	13%	22	13%	56	34%	42	26%	98	60%
Not Economically Disadvantaged	122	8	7%	114	93%	4	3%	13	11%	46	38%	51	42%	97	80%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	283	28	—	255	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	284	29	—	255	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	1	13%	7	88%	1	13%	3	38%	1	13%	2	25%	3	38%
Not Homeless	277	28	10%	249	90%	25	9%	32	12%	101	36%	91	33%	192	69%
Not Migrant	285	29	10%	256	90%	26	9%	35	12%	102	36%	93	33%	195	68%
Parent in Armed Forces	14	1	7%	13	93%	0	0%	1	7%	6	43%	6	43%	12	86%
Parent Not in Armed Forces	271	28	10%	243	90%	26	10%	34	13%	96	35%	87	32%	183	68%

# 2021 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	42	15%	243	85%	15	5%	19	7%	85	30%	124	44%	209	73%
Female	135	22	16%	113	84%	7	5%	12	9%	38	28%	56	41%	94	70%
Male	150	20	13%	130	87%	8	5%	7	5%	47	31%	68	45%	115	77%
General Education Students	218	23	11%	195	89%	2	1%	9	4%	72	33%	112	51%	184	84%
Students with Disabilities	67	19	28%	48	72%	13	19%	10	15%	13	19%	12	18%	25	37%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	7	100%
Black or African American	23	3	13%	20	87%	1	4%	2	9%	11	48%	6	26%	17	74%
Hispanic or Latino	30	3	10%	27	90%	2	7%	1	3%	12	40%	12	40%	24	80%
White	204	31	15%	173	85%	12	6%	16	8%	54	26%	91	45%	145	71%
Multiracial	21	5	24%	16	76%	0	0%	0	0%	7	33%	9	43%	16	76%
Economically Disadvantaged	163	34	21%	129	79%	10	6%	14	9%	51	31%	54	33%	105	64%
Not Economically Disadvantaged	122	8	7%	114	93%	5	4%	5	4%	34	28%	70	57%	104	85%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	283	42	—	241	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	284	42	—	242	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	2	25%	6	75%	1	13%	0	0%	3	38%	2	25%	5	63%
Not Homeless	277	40	14%	237	86%	14	5%	19	7%	82	30%	122	44%	204	74%
Not Migrant	285	42	15%	243	85%	15	5%	19	7%	85	30%	124	44%	209	73%
Parent in Armed Forces	14	1	7%	13	93%	0	0%	0	0%	5	36%	8	57%	13	93%
Parent Not in Armed Forces	271	41	15%	230	85%	15	6%	19	7%	80	30%	116	43%	196	72%

**2021 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT**

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	1	50	1	50
Female	1	1	100	0	0
Male	1	0	0	1	100
General Education Students	2	1	50	1	50
Black or African American	1	0	0	1	100
White	1	1	100	0	0
Economically Disadvantaged	2	1	50	1	50
Non-English Language Learner	2	1	50	1	50
Not in Foster Care	2	1	50	1	50
Not Homeless	2	1	50	1	50
Not Migrant	2	1	50	1	50
Parent Not in Armed Forces	2	1	50	1	50

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



## NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	7	1	14%	6	86%	0	0%	2	33%	4	67%	0	0%	4	67%
Grade 3 Math	7	1	14%	6	86%	1	17%	0	0%	4	67%	1	17%	5	83%
Grade 4 ELA	5	0	0%	5	100%	1	20%	0	0%	4	80%	0	0%	4	80%
Grade 4 Math	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Grade 5 ELA	10	0	0%	10	100%	0	0%	1	10%	9	90%	0	0%	9	90%
Grade 5 Math	10	0	0%	10	100%	0	0%	1	10%	9	90%	0	0%	9	90%
Grade 5 Science	10	2	20%	8	80%	0	0%	0	0%	8	100%	0	0%	8	100%
Grade 6 ELA	13	0	0%	13	100%	1	8%	3	23%	9	69%	0	0%	9	69%
Grade 6 Math	13	0	0%	13	100%	2	15%	8	62%	3	23%	0	0%	3	23%
Grade 7 ELA	8	0	0%	8	100%	2	25%	0	0%	5	63%	1	13%	6	75%
Grade 7 Math	8	0	0%	8	100%	0	0%	2	25%	4	50%	2	25%	6	75%
Grade 8 ELA	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	27	24	89%	3	11%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	27	24	89%	3	11%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	27	24	89%	3	11%	–	–	–	–	–	–	–	–	–	–

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

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

### NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

### 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%

### NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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%

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

### NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

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

## 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%

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	2,574	910	35.4%
American Indian or Alaska Native	6	—	—
Asian or Native Hawaiian/Other Pacific Islander	31	3	9.7%
Black or African American	155	67	43.2%
Hispanic or Latino	328	119	36.3%
Multiracial	350	171	48.9%
White	1,704	550	32.3%
English Language Learner	67	14	20.9%
Students with Disabilities	514	211	41.1%
Economically Disadvantaged	1,935	824	42.6%

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,234	514	41.7%
American Indian or Alaska Native	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	2	8.7%
Black or African American	98	44	44.9%
Hispanic or Latino	131	62	47.3%
Multiracial	131	71	54.2%
White	849	334	39.3%
English Language Learner	22	4	18.2%
Students with Disabilities	280	123	43.9%
Economically Disadvantaged	822	430	52.3%



Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	8	5	63%	0	0%	5	63%	0	0%	0	0%	1	13%	1	13%	1	13%
Not Homeless	277	228	82%	74	27%	130	47%	24	9%	4	1%	12	4%	7	3%	26	9%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	285	233	82%	74	26%	135	47%	24	8%	4	1%	13	5%	8	3%	27	9%
Parent in Armed Forces	14	13	93%	4	29%	9	64%	0	0%	0	0%	0	0%	0	0%	1	7%
Parent Not in Armed Forces	271	220	81%	70	26%	126	46%	24	9%	4	1%	13	5%	8	3%	26	10%

### CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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# **KNICKERBOCKER SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]**

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

## **2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA**

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For information about how 2025-26 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2025-26 Accountability Statuses Based on 2024-25 Results](#).

## **ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT**

# MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

## ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	103	123.3	136.1
	MATH	113.2	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	—	—
	MATH	—	—	—
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	116.7	107.5	122.9
	MATH	133.3	105.6	121.4
Multiracial	ELA	62.5	125.7	138.1
	MATH	50	129	140.8
White	ELA	105.9	123.7	136.4
	MATH	119	134.7	145.6
English Language Learner	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	ELA	26.1	68.9	90.7
	MATH	14.3	72.5	93.8
Economically Disadvantaged	ELA	89.9	110	125
	MATH	100.6	110	125

## ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	4	—	—	—	—	—

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

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

Subgroup	Status And Support Model
All Students	Local Support and Improvement
Hispanic or Latino	Local Support and Improvement
Multiracial	Additional Targeted Support and Improvement
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement: Potential Targeted Support and Improvement-2
Economically Disadvantaged	Local Support and Improvement

## ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	2	2	4	–	2
Hispanic or Latino	2	2	–	–	2
Multiracial	1	1	–	–	1
White	2	2	4	–	2
Students with Disabilities	1	1	1	–	2
Economically Disadvantaged	2	2	4	–	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	118	103	2
	Math	117	113.2	
	Science	0	—	
	Combined	235	108.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Hispanic or Latino	ELA	15	116.7	2
	Math	15	133.3	
	Science	0	—	
	Combined	30	125	
Multiracial	ELA	12	62.5	1
	Math	12	50	
	Science	0	—	
	Combined	24	56.3	
White	ELA	85	105.9	2
	Math	84	119	
	Science	0	—	
	Combined	169	112.4	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Students with Disabilities	ELA	23	26.1	1
	Math	21	14.3	
	Science	0	—	
	Combined	44	20.5	
Economically Disadvantaged	ELA	89	89.9	2
	Math	88	100.6	
	Science	0	—	
	Combined	177	95.2	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	118	103	2
	Math	117	113.2	
	Science	0	—	
	Combined	235	108.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Hispanic or Latino	ELA	15	116.7	2
	Math	15	133.3	
	Science	0	—	
	Combined	30	125	
Multiracial	ELA	12	62.5	1
	Math	12	50	
	Science	0	—	
	Combined	24	56.3	
White	ELA	85	105.9	2
	Math	84	119	
	Science	0	—	
	Combined	169	112.4	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Students with Disabilities	ELA	23	26.1	1
	Math	21	14.3	
	Science	0	—	
	Combined	44	20.5	
Economically Disadvantaged	ELA	89	89.9	2
	Math	88	100.6	
	Science	0	—	
	Combined	177	95.2	

### ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	110	6,195	56.3	4
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	4	—	—	—
Hispanic or Latino	6	—	—	—
Multiracial	8	—	—	—
White	90	5,081	56.5	4
Students with Disabilities	20	764	38.2	1
Economically Disadvantaged	86	4,841	56.3	4

## ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

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

## ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	300	52	55	83	110	165.3	2
American Indian or Alaska Native	3	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—
Black or African American	16	—	—	—	—	—	—
Hispanic or Latino	35	8	6	9	12	154.3	2
Multiracial	39	15	9	7	8	110.3	1
White	203	25	36	56	86	178.8	2
English Language Learner	5	—	—	—	—	—	—
Students with Disabilities	56	11	9	16	20	162.5	2
Economically Disadvantaged	231	47	50	67	67	152.2	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	129	99.2%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	4	—
Hispanic or Latino	—	15	—
Multiracial	—	14	—
White	✓	94	98.9%
English Language Learner	—	2	—
Students with Disabilities	—	23	—
Economically Disadvantaged	✓	99	99%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

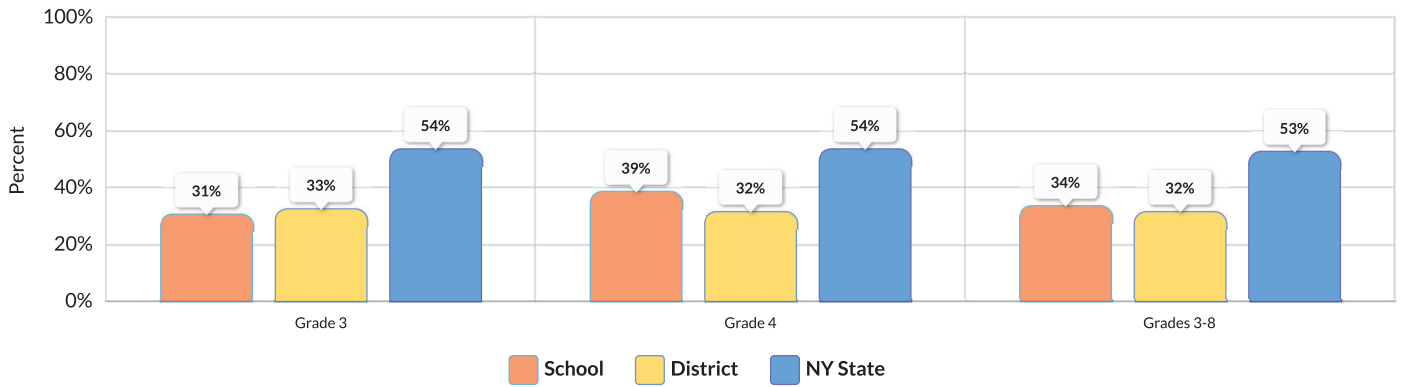
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	128	99.2%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	4	—
Hispanic or Latino	—	15	—
Multiracial	—	14	—
White	✓	93	98.9%
English Language Learner	—	2	—
Students with Disabilities	—	22	—
Economically Disadvantaged	✓	98	99%

# GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



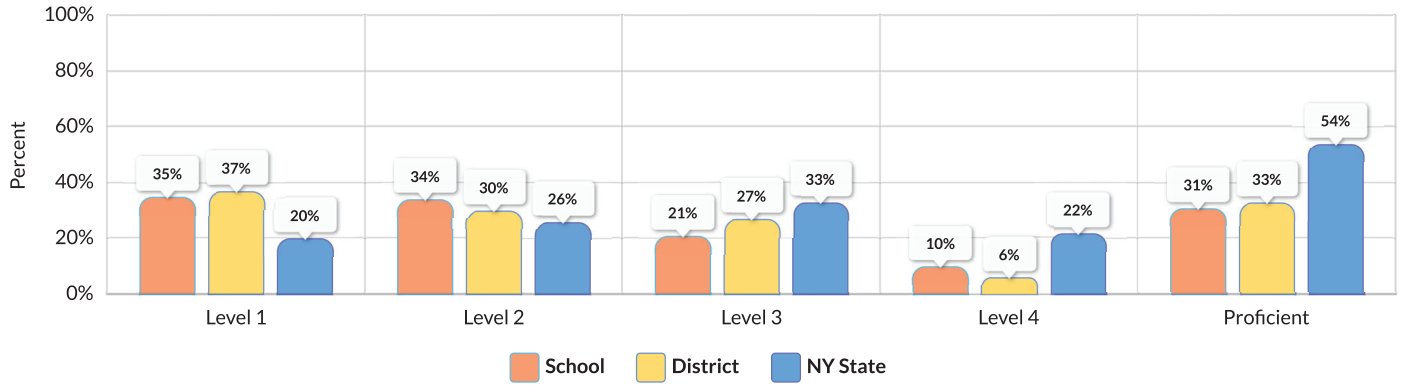
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	72	1	1%	71	99%	25	35%	24	34%	15	21%	7	10%	22	31%
Grade 4	59	2	3%	57	97%	19	33%	16	28%	19	33%	3	5%	22	39%
Grades 3-8	131	3	2%	128	98%	44	34%	40	31%	34	27%	10	8%	44	34%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students

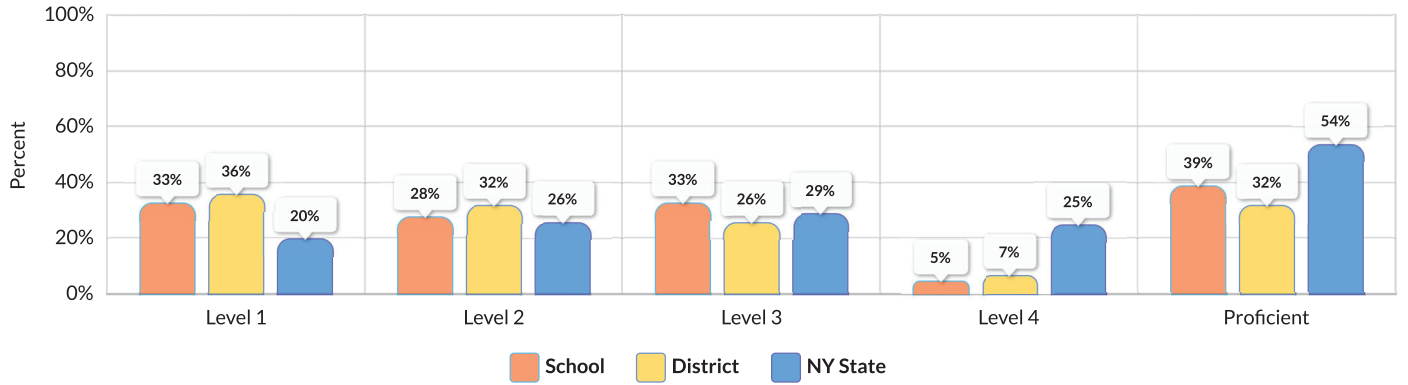


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	1	1%	71	99%	25	35%	24	34%	15	21%	7	10%	22	31%
Female	38	0	0%	38	100%	11	29%	13	34%	9	24%	5	13%	14	37%
Male	34	1	3%	33	97%	14	42%	11	33%	6	18%	2	6%	8	24%
General Education Students	59	1	2%	58	98%	16	28%	21	36%	14	24%	7	12%	21	36%
Students with Disabilities	13	0	0%	13	100%	9	69%	3	23%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	11	0	0%	11	100%	5	45%	2	18%	2	18%	2	18%	4	36%
White	47	0	0%	47	100%	15	32%	16	34%	12	26%	4	9%	16	34%
Multiracial	11	1	9%	10	91%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	14	1	7%	13	93%	5	38%	6	46%	1	8%	1	8%	2	15%
Economically Disadvantaged	55	1	2%	54	98%	22	41%	15	28%	10	19%	7	13%	17	31%
Not Economically Disadvantaged	17	0	0%	17	100%	3	18%	9	53%	5	29%	0	0%	5	29%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	70	1	1%	69	99%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	72	1	1%	71	99%	25	35%	24	34%	15	21%	7	10%	22	31%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	69	1	1%	68	99%	–	–	–	–	–	–	–	–	–	–
Not Migrant	72	1	1%	71	99%	25	35%	24	34%	15	21%	7	10%	22	31%
Parent Not in Armed Forces	72	1	1%	71	99%	25	35%	24	34%	15	21%	7	10%	22	31%

# GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	2	3%	57	97%	19	33%	16	28%	19	33%	3	5%	22	39%
Female	30	0	0%	30	100%	10	33%	9	30%	9	30%	2	7%	11	37%
Male	29	2	7%	27	93%	9	33%	7	26%	10	37%	1	4%	11	41%
General Education Students	48	1	2%	47	98%	10	21%	15	32%	19	40%	3	6%	22	47%
Students with Disabilities	11	1	9%	10	91%	9	90%	1	10%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
White	47	1	2%	46	98%	14	30%	14	30%	17	37%	1	2%	18	39%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	5	45%	2	18%	2	18%	2	18%	4	36%
Economically Disadvantaged	46	2	4%	44	96%	19	43%	14	32%	9	20%	2	5%	11	25%
Not Economically Disadvantaged	13	0	0%	13	100%	0	0%	2	15%	10	77%	1	8%	11	85%
Non-English Language Learner	59	2	3%	57	97%	19	33%	16	28%	19	33%	3	5%	22	39%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	58	2	3%	56	97%	–	–	–	–	–	–	–	–	–	–
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	58	2	3%	56	97%	–	–	–	–	–	–	–	–	–	–
Not Migrant	59	2	3%	57	97%	19	33%	16	28%	19	33%	3	5%	22	39%

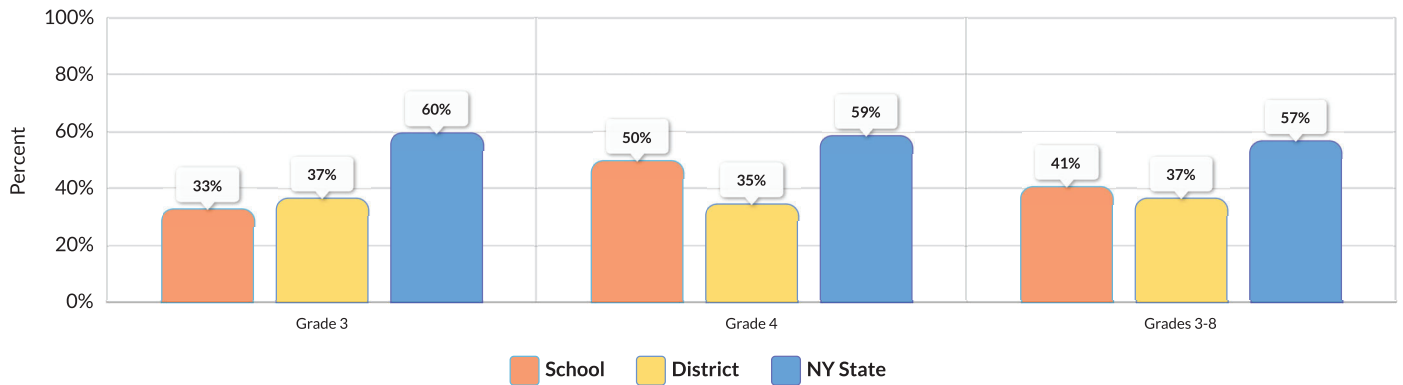
Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Parent Not in Armed Forces	59	2	3%	57	97%	19	33%	16	28%	19	33%	3	5%	22	39%	

## GRADES 3-8 MATHEMATICS RESULTS (2024-25)

### SUMMARY RESULTS



Percent Scoring Proficient by Grade



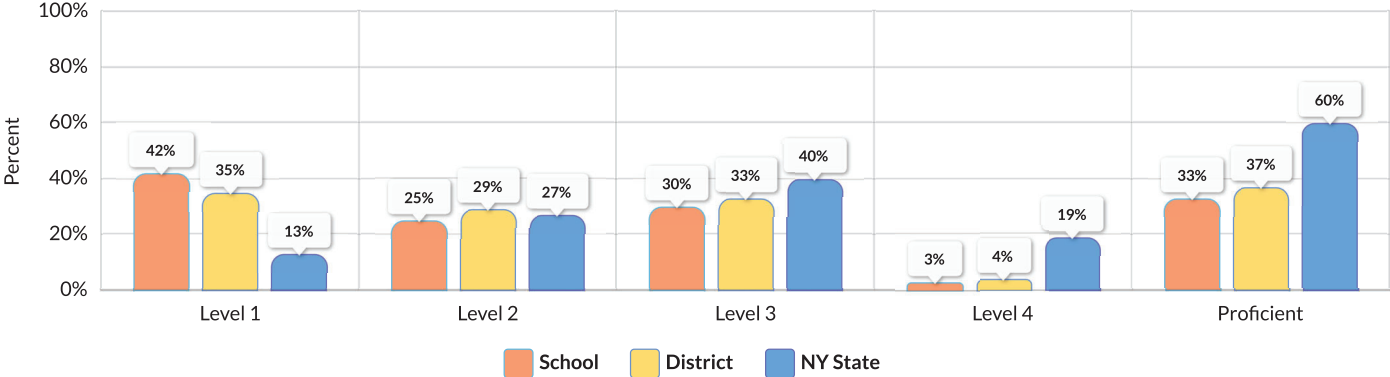
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Grade 3	72	3	4%	69	96%	29	42%	17	25%	21	30%	2	3%	23	33%	
Grade 4	59	1	2%	58	98%	13	22%	16	28%	24	41%	5	9%	29	50%	
Grades 3-8	131	4	3%	127	97%	42	33%	33	26%	45	35%	7	6%	52	41%	

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students

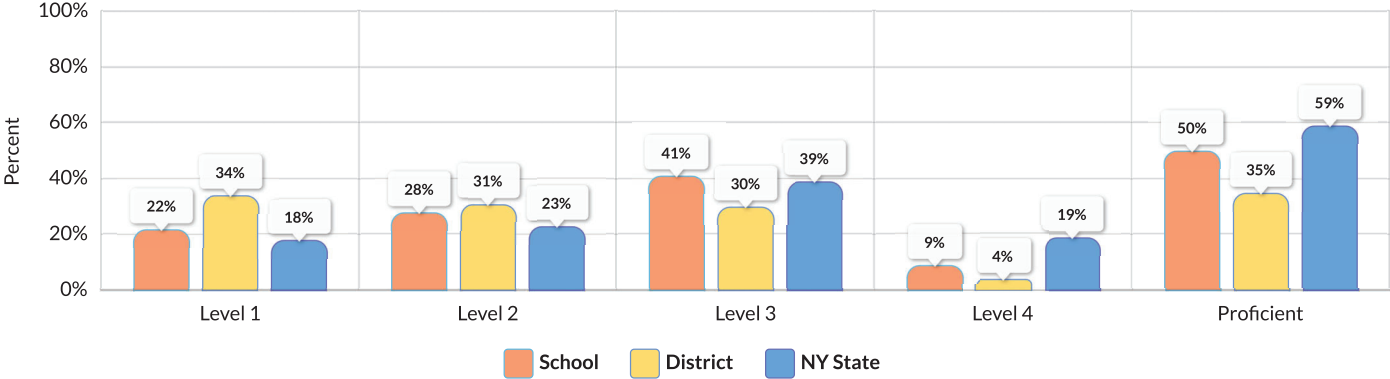


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	3	4%	69	96%	29	42%	17	25%	21	30%	2	3%	23	33%
Female	38	0	0%	38	100%	14	37%	12	32%	12	32%	0	0%	12	32%
Male	34	3	9%	31	91%	15	48%	5	16%	9	29%	2	6%	11	35%
General Education Students	59	1	2%	58	98%	19	33%	16	28%	21	36%	2	3%	23	40%
Students with Disabilities	13	2	15%	11	85%	10	91%	1	9%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	11	0	0%	11	100%	3	27%	3	27%	4	36%	1	9%	5	45%
White	47	2	4%	45	96%	17	38%	13	29%	14	31%	1	2%	15	33%
Multiracial	11	1	9%	10	91%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	14	1	7%	13	93%	9	69%	1	8%	3	23%	0	0%	3	23%
Economically Disadvantaged	55	3	5%	52	95%	27	52%	10	19%	14	27%	1	2%	15	29%
Not Economically Disadvantaged	17	0	0%	17	100%	2	12%	7	41%	7	41%	1	6%	8	47%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	70	3	4%	67	96%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	72	3	4%	69	96%	29	42%	17	25%	21	30%	2	3%	23	33%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	69	3	4%	66	96%	–	–	–	–	–	–	–	–	–	–
Not Migrant	72	3	4%	69	96%	29	42%	17	25%	21	30%	2	3%	23	33%
Parent Not in Armed Forces	72	3	4%	69	96%	29	42%	17	25%	21	30%	2	3%	23	33%

# GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	1	2%	58	98%	13	22%	16	28%	24	41%	5	9%	29	50%
Female	30	0	0%	30	100%	6	20%	12	40%	11	37%	1	3%	12	40%
Male	29	1	3%	28	97%	7	25%	4	14%	13	46%	4	14%	17	61%
General Education Students	48	0	0%	48	100%	5	10%	14	29%	24	50%	5	10%	29	60%
Students with Disabilities	11	1	9%	10	91%	8	80%	2	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
White	47	0	0%	47	100%	9	19%	13	28%	22	47%	3	6%	25	53%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	4	36%	3	27%	2	18%	2	18%	4	36%
Economically Disadvantaged	46	1	2%	45	98%	12	27%	14	31%	15	33%	4	9%	19	42%
Not Economically Disadvantaged	13	0	0%	13	100%	1	8%	2	15%	9	69%	1	8%	10	77%
Non-English Language Learner	59	1	2%	58	98%	13	22%	16	28%	24	41%	5	9%	29	50%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	58	1	2%	57	98%	–	–	–	–	–	–	–	–	–	–
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	58	1	2%	57	98%	–	–	–	–	–	–	–	–	–	–
Not Migrant	59	1	2%	58	98%	13	22%	16	28%	24	41%	5	9%	29	50%



## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## 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%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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%

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

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

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

## 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%

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	302	109	36.1%
American Indian or Alaska Native	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—
Black or African American	16	—	—
Hispanic or Latino	35	14	40%
Multiracial	39	24	61.5%
White	205	63	30.7%
English Language Learner	5	—	—
Students with Disabilities	56	20	35.7%
Economically Disadvantaged	233	99	42.5%

## CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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

# **NORTH ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]**

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

## **2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA**

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For information about how 2025-26 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2025-26 Accountability Statuses Based on 2024-25 Results](#).

## **LOCAL SUPPORT AND IMPROVEMENT**

# MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

## ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	95.2	123.3	136.1
	MATH	95.8	127.4	139.5
Hispanic or Latino	ELA	108.7	107.5	122.9
	MATH	97.9	105.6	121.4
Multiracial	ELA	71.9	125.7	138.1
	MATH	85.9	129	140.8
White	ELA	99.5	123.7	136.4
	MATH	98.5	134.7	145.6
English Language Learner	ELA	66.7	93	110.8
	MATH	116.7	103.7	119.8
Students with Disabilities	ELA	51.9	68.9	90.7
	MATH	35.7	72.5	93.8
Economically Disadvantaged	ELA	80.4	110	125
	MATH	81.7	110	125

## ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	9	—	—	—	—	—

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

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

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

## ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	2	2	2	–	2
Hispanic or Latino	2	2	2	–	2
Multiracial	2	2	2	–	2
White	2	2	2	–	2
English Language Learner	–	–	–	–	2
Students with Disabilities	2	2	1	–	2
Economically Disadvantaged	2	2	2	–	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	155	95.2	2
	Math	156	95.8	
	Science	0	—	
	Combined	311	95.5	
Hispanic or Latino	ELA	23	108.7	2
	Math	24	97.9	
	Science	0	—	
	Combined	47	103.2	
Multiracial	ELA	32	71.9	2
	Math	32	85.9	
	Science	0	—	
	Combined	64	78.9	
White	ELA	100	99.5	2
	Math	100	98.5	
	Science	0	—	
	Combined	200	99	
English Language Learner	ELA	8	75	—
	Math	9	116.7	
	Science	0	—	
	Combined	17	—	
Students with Disabilities	ELA	27	51.9	2
	Math	28	35.7	
	Science	0	—	
	Combined	55	43.6	

Subgroup	Subject	Cohort	Index	Accountability Level
Economically Disadvantaged	ELA	120	80.4	2
	Math	120	81.7	
	Science	0	—	
	Combined	240	81	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	155	95.2	2
	Math	156	95.8	
	Science	0	—	
	Combined	311	95.5	
Hispanic or Latino	ELA	23	108.7	2
	Math	24	97.9	
	Science	0	—	
	Combined	47	103.2	
Multiracial	ELA	32	71.9	2
	Math	32	85.9	
	Science	0	—	
	Combined	64	78.9	
White	ELA	100	99.5	2
	Math	100	98.5	
	Science	0	—	
	Combined	200	99	
English Language Learner	ELA	9	66.7	—
	Math	9	116.7	
	Science	0	—	
	Combined	18	—	
Students with Disabilities	ELA	27	51.9	2
	Math	28	35.7	
	Science	0	—	
	Combined	55	43.6	

Subgroup	Subject	Cohort	Index	Accountability Level
Economically Disadvantaged	ELA	120	80.4	2
	Math	120	81.7	
	Science	0	—	
	Combined	240	81	

### ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	130	6,095	46.9	2
Hispanic or Latino	20	906	45.3	2
Multiracial	22	1,077	49	2
White	88	4,112	46.7	2
English Language Learner	7	—	—	—
Students with Disabilities	23	643	28	1
Economically Disadvantaged	94	4,341	46.2	2

### ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	9	—	—	—	—
Hispanic or Latino	4	—	—	—	—
Multiracial	4	—	—	—	—
White	1	—	—	—	—
English Language Learner	9	—	—	—	—
Economically Disadvantaged	9	—	—	—	—

## ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	374	58	65	134	117	167.2	2
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—
Black or African American	7	—	—	—	—	—	—
Hispanic or Latino	54	9	7	24	14	166.7	2
Multiracial	68	10	12	22	24	170.6	2
White	244	35	44	88	77	169.1	2
English Language Learner	20	3	3	8	6	170	2
Students with Disabilities	66	11	12	26	17	161.4	2
Economically Disadvantaged	295	55	59	108	73	155.1	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	165	98.2%
Black or African American	—	1	—
Hispanic or Latino	—	24	—
Multiracial	—	34	—
White	✓	106	98.1%
English Language Learner	—	7	—
Students with Disabilities	—	29	—
Economically Disadvantaged	✓	128	98.4%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

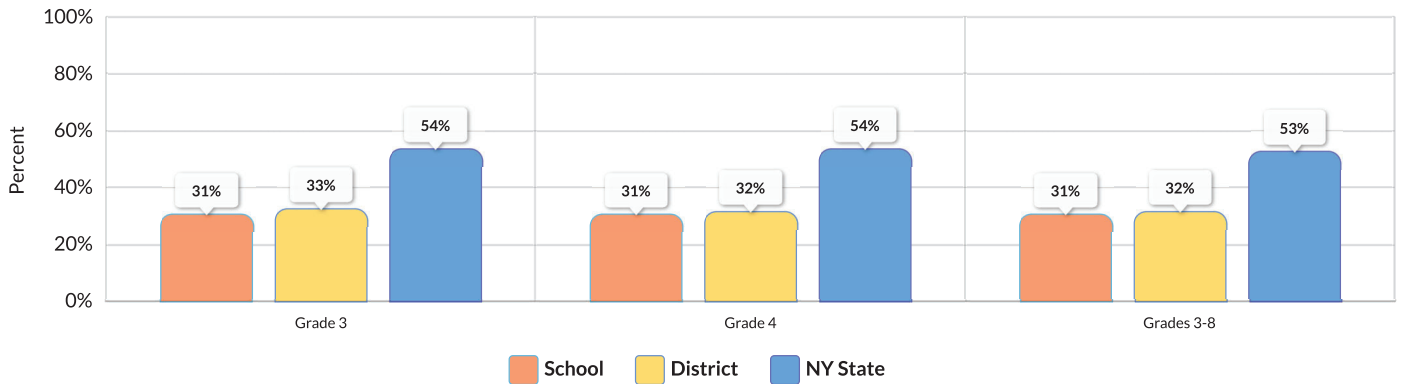
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	165	99.4%
Black or African American	—	2	—
Hispanic or Latino	—	25	—
Multiracial	—	33	—
White	✓	105	99.1%
English Language Learner	—	8	—
Students with Disabilities	—	29	—
Economically Disadvantaged	✓	128	99.2%

# GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



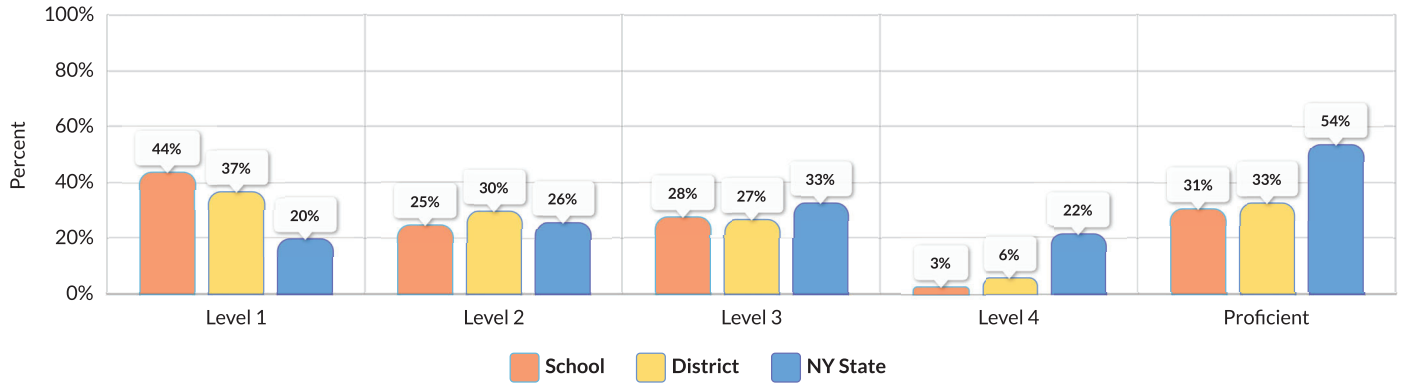
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	94	5	5%	89	95%	39	44%	22	25%	25	28%	3	3%	28	31%
Grade 4	75	5	7%	70	93%	22	31%	26	37%	18	26%	4	6%	22	31%
Grades 3-8	169	10	6%	159	94%	61	38%	48	30%	43	27%	7	4%	50	31%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students



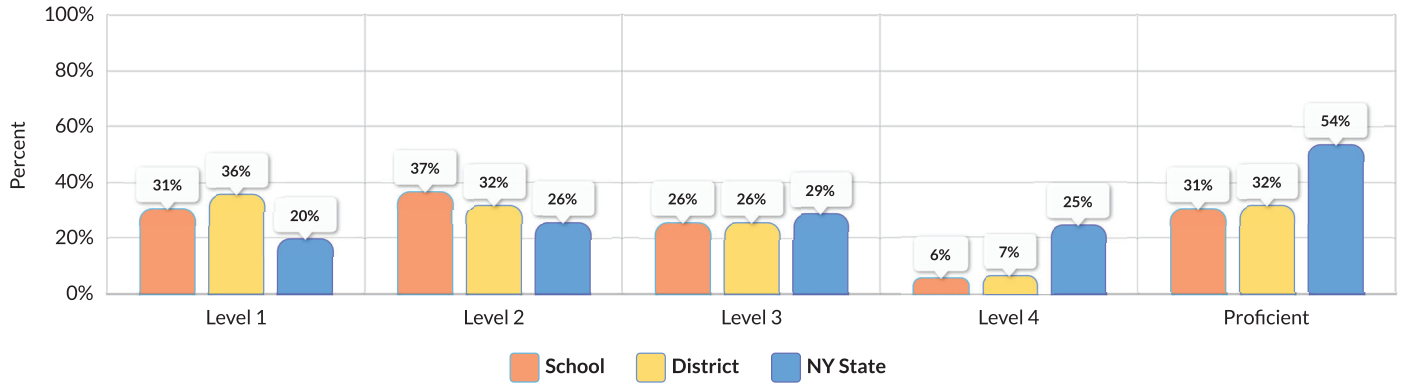
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	5	5%	89	95%	39	44%	22	25%	25	28%	3	3%	28	31%
Female	45	2	4%	43	96%	19	44%	10	23%	12	28%	2	5%	14	33%
Male	49	3	6%	46	94%	20	43%	12	26%	13	28%	1	2%	14	30%
General Education Students	77	2	3%	75	97%	30	40%	18	24%	24	32%	3	4%	27	36%
Students with Disabilities	17	3	18%	14	82%	9	64%	4	29%	1	7%	0	0%	1	7%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	1	7%	13	93%	—	—	—	—	—	—	—	—	—	—
White	58	3	5%	55	95%	25	45%	16	29%	12	22%	2	4%	14	25%
Multiracial	21	1	5%	20	95%	11	55%	4	20%	5	25%	0	0%	5	25%
Small Group Total: Race & Ethnicity	15	1	7%	14	93%	3	21%	2	14%	8	57%	1	7%	9	64%
Economically Disadvantaged	77	5	6%	72	94%	35	49%	18	25%	18	25%	1	1%	19	26%
Not Economically Disadvantaged	17	0	0%	17	100%	4	24%	4	24%	7	41%	2	12%	9	53%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	91	4	4%	87	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	94	5	5%	89	95%	39	44%	22	25%	25	28%	3	3%	28	31%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	91	5	5%	86	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	94	5	5%	89	95%	39	44%	22	25%	25	28%	3	3%	28	31%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	94	5	5%	89	95%	39	44%	22	25%	25	28%	3	3%	28	31%

# GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students



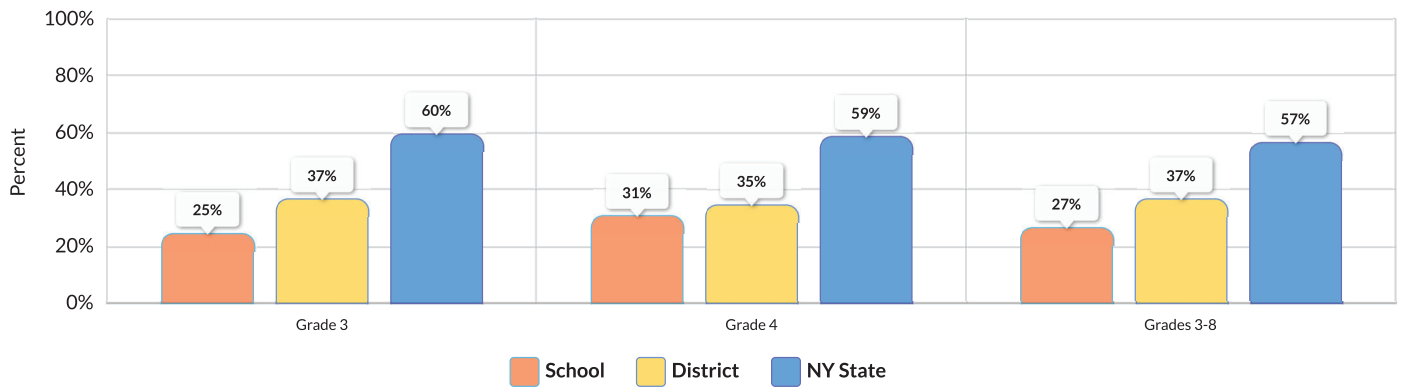
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	5	7%	70	93%	22	31%	26	37%	18	26%	4	6%	22	31%
Female	40	2	5%	38	95%	13	34%	11	29%	11	29%	3	8%	14	37%
Male	35	3	9%	32	91%	9	28%	15	47%	7	22%	1	3%	8	25%
General Education Students	62	3	5%	59	95%	14	24%	24	41%	17	29%	4	7%	21	36%
Students with Disabilities	13	2	15%	11	85%	8	73%	2	18%	1	9%	0	0%	1	9%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	11	1	9%	10	91%	5	50%	4	40%	0	0%	1	10%	1	10%
White	50	3	6%	47	94%	11	23%	19	40%	14	30%	3	6%	17	36%
Multiracial	13	0	0%	13	100%	6	46%	3	23%	4	31%	0	0%	4	31%
Economically Disadvantaged	55	4	7%	51	93%	21	41%	19	37%	9	18%	2	4%	11	22%
Not Economically Disadvantaged	20	1	5%	19	95%	1	5%	7	37%	9	47%	2	11%	11	58%
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	70	4	6%	66	94%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	74	5	7%	69	93%	—	—	—	—	—	—	—	—	—	—
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	71	4	6%	67	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	75	5	7%	70	93%	22	31%	26	37%	18	26%	4	6%	22	31%
Parent Not in Armed Forces	75	5	7%	70	93%	22	31%	26	37%	18	26%	4	6%	22	31%

# GRADES 3-8 MATHEMATICS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



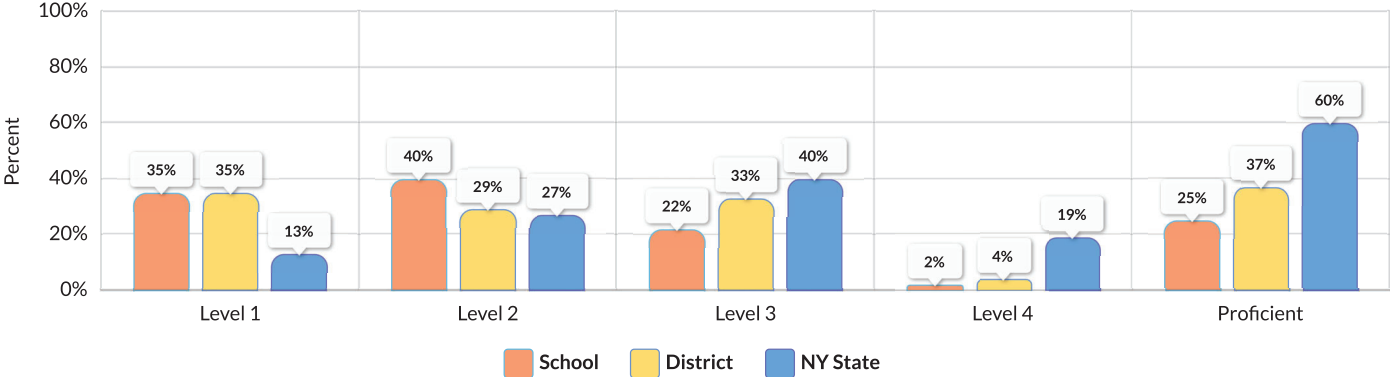
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	94	5	5%	89	95%	31	35%	36	40%	20	22%	2	2%	22	25%
Grade 4	75	3	4%	72	96%	24	33%	26	36%	19	26%	3	4%	22	31%
Grades 3-8	169	8	5%	161	95%	55	34%	62	39%	39	24%	5	3%	44	27%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students

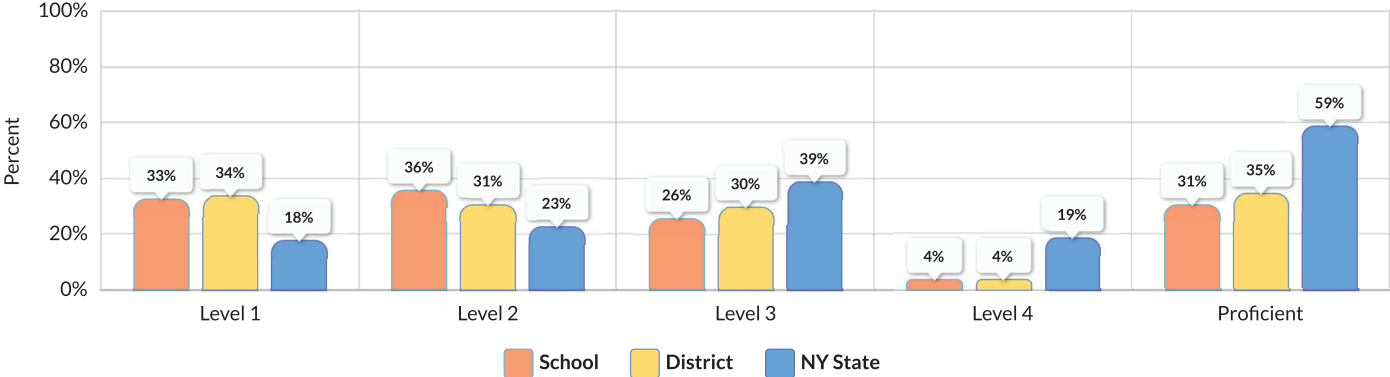


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	5	5%	89	95%	31	35%	36	40%	20	22%	2	2%	22	25%
Female	45	1	2%	44	98%	13	30%	18	41%	12	27%	1	2%	13	30%
Male	49	4	8%	45	92%	18	40%	18	40%	8	18%	1	2%	9	20%
General Education Students	77	2	3%	75	97%	20	27%	33	44%	20	27%	2	3%	22	29%
Students with Disabilities	17	3	18%	14	82%	11	79%	3	21%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	14	100%	—	—	—	—	—	—	—	—	—	—
White	58	3	5%	55	95%	20	36%	24	44%	9	16%	2	4%	11	20%
Multiracial	21	2	10%	19	90%	8	42%	7	37%	4	21%	0	0%	4	21%
Small Group Total: Race & Ethnicity	15	0	0%	15	100%	3	20%	5	33%	7	47%	0	0%	7	47%
Economically Disadvantaged	77	5	6%	72	94%	28	39%	32	44%	11	15%	1	1%	12	17%
Not Economically Disadvantaged	17	0	0%	17	100%	3	18%	4	24%	9	53%	1	6%	10	59%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	91	5	5%	86	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	94	5	5%	89	95%	31	35%	36	40%	20	22%	2	2%	22	25%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	91	4	4%	87	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	94	5	5%	89	95%	31	35%	36	40%	20	22%	2	2%	22	25%
Parent Not in Armed Forces	94	5	5%	89	95%	31	35%	36	40%	20	22%	2	2%	22	25%

# GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	3	4%	72	96%	24	33%	26	36%	19	26%	3	4%	22	31%
Female	40	0	0%	40	100%	14	35%	13	33%	12	30%	1	3%	13	33%
Male	35	3	9%	32	91%	10	31%	13	41%	7	22%	2	6%	9	28%
General Education Students	62	2	3%	60	97%	16	27%	22	37%	19	32%	3	5%	22	37%
Students with Disabilities	13	1	8%	12	92%	8	67%	4	33%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	11	100%	—	—	—	—	—	—	—	—	—	—
White	50	3	6%	47	94%	13	28%	18	38%	15	32%	1	2%	16	34%
Multiracial	13	0	0%	13	100%	4	31%	4	31%	4	31%	1	8%	5	38%
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	7	58%	4	33%	0	0%	1	8%	1	8%
Economically Disadvantaged	55	3	5%	52	95%	22	42%	18	35%	11	21%	1	2%	12	23%
Not Economically Disadvantaged	20	0	0%	20	100%	2	10%	8	40%	8	40%	2	10%	10	50%
English Language Learner	5	0	0%	5	100%	2	40%	1	20%	1	20%	1	20%	2	40%
Non-English Language Learner	70	3	4%	67	96%	22	33%	25	37%	18	27%	2	3%	20	30%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	74	3	4%	71	96%	—	—	—	—	—	—	—	—	—	—
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	71	2	3%	69	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	75	3	4%	72	96%	24	33%	26	36%	19	26%	3	4%	22	31%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	75	3	4%	72	96%	24	33%	26	36%	19	26%	3	4%	22	31%

## NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2024-25)

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	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 2	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	5	0	0%	5	100%	0	0%	0	0%	1	20%	3	60%	1	20%

## NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

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

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## 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%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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%

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

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

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

## 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%

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	384	126	32.8%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—
Black or African American	8	—	—
Hispanic or Latino	56	16	28.6%
Multiracial	71	24	33.8%
White	248	80	32.3%
English Language Learner	21	6	28.6%
Students with Disabilities	67	23	34.3%
Economically Disadvantaged	305	117	38.4%

## CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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

## **OHIO STREET SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]**

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

### **2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA**

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For information about how 2025-26 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2025-26 Accountability Statuses Based on 2024-25 Results](#).

## **COMPREHENSIVE SUPPORT AND IMPROVEMENT**

# MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

## ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	72.2	123.3	136.1
	MATH	86.4	127.4	139.5
American Indian or Alaska Native	ELA	—	—	—
	MATH	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	—	—
	MATH	—	—	—
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	103.6	107.5	122.9
	MATH	107.1	105.6	121.4
Multiracial	ELA	50	125.7	138.1
	MATH	68.8	129	140.8
White	ELA	71.6	123.7	136.4
	MATH	88.5	134.7	145.6
English Language Learner	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	ELA	16.7	68.9	90.7
	MATH	13.2	72.5	93.8
Economically Disadvantaged	ELA	64.4	110	125
	MATH	74.7	110	125

### ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	3	–	–	–	–	–

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

## ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model
All Students	Comprehensive Support and Improvement
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement: Potential Targeted Support and Improvement-2
Economically Disadvantaged	Local Support and Improvement: Potential Targeted Support and Improvement-2

## ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	1	1	1	—	2
Black or African American	—	—	—	—	2
Hispanic or Latino	2	2	—	—	2
Multiracial	1	1	—	—	2
White	2	2	1	—	2
Students with Disabilities	1	1	1	—	2
Economically Disadvantaged	1	1	1	—	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	88	72.2	1
	Math	88	86.4	
	Science	0	—	
	Combined	176	79.3	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Hispanic or Latino	ELA	14	103.6	2
	Math	14	107.1	
	Science	0	—	
	Combined	28	105.4	
Multiracial	ELA	17	50	1
	Math	16	68.8	
	Science	0	—	
	Combined	33	59.1	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	51	71.6	2
	Math	52	88.5	
	Science	0	—	
	Combined	103	80.1	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Students with Disabilities	ELA	18	16.7	1
	Math	19	13.2	
	Science	0	—	
	Combined	37	14.9	
Economically Disadvantaged	ELA	73	64.4	1
	Math	73	74.7	
	Science	0	—	
	Combined	146	69.5	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	88	72.2	1
	Math	88	86.4	
	Science	0	—	
	Combined	176	79.3	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Hispanic or Latino	ELA	14	103.6	2
	Math	14	107.1	
	Science	0	—	
	Combined	28	105.4	
Multiracial	ELA	17	50	1
	Math	16	68.8	
	Science	0	—	
	Combined	33	59.1	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	51	71.6	2
	Math	52	88.5	
	Science	0	—	
	Combined	103	80.1	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Students with Disabilities	ELA	18	16.7	1
	Math	19	13.2	
	Science	0	—	
	Combined	37	14.9	
Economically Disadvantaged	ELA	73	64.4	1
	Math	73	74.7	
	Science	0	—	
	Combined	146	69.5	

## ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	95	3,417	36	1
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	6	—	—	—
Hispanic or Latino	12	—	—	—
Multiracial	18	—	—	—
White	55	1,957	35.6	1
Students with Disabilities	27	880	32.6	1
Economically Disadvantaged	79	2,933	37.1	1

## ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	3	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	2	—	—	—	—
English Language Learner	3	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

## ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1- 95.0%)	Level 4 (95.1- 100.0%)	Attendance Index	Accountability Level
All Students	263	50	38	80	95	165.6	2
American Indian or Alaska Native	2	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–
Black or African American	20	4	4	5	7	157.5	2
Hispanic or Latino	37	11	3	11	12	148.6	2
Multiracial	42	13	8	14	7	127.4	2
White	161	22	23	50	66	178.9	2
English Language Learner	10	–	–	–	–	–	–
Students with Disabilities	48	7	9	15	17	169.8	2
Economically Disadvantaged	227	47	37	70	73	158.4	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	100	99%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	5	—
Hispanic or Latino	—	17	—
Multiracial	—	17	—
White	✓	59	98.3%
English Language Learner	—	3	—
Students with Disabilities	—	22	—
Economically Disadvantaged	✓	84	98.8%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

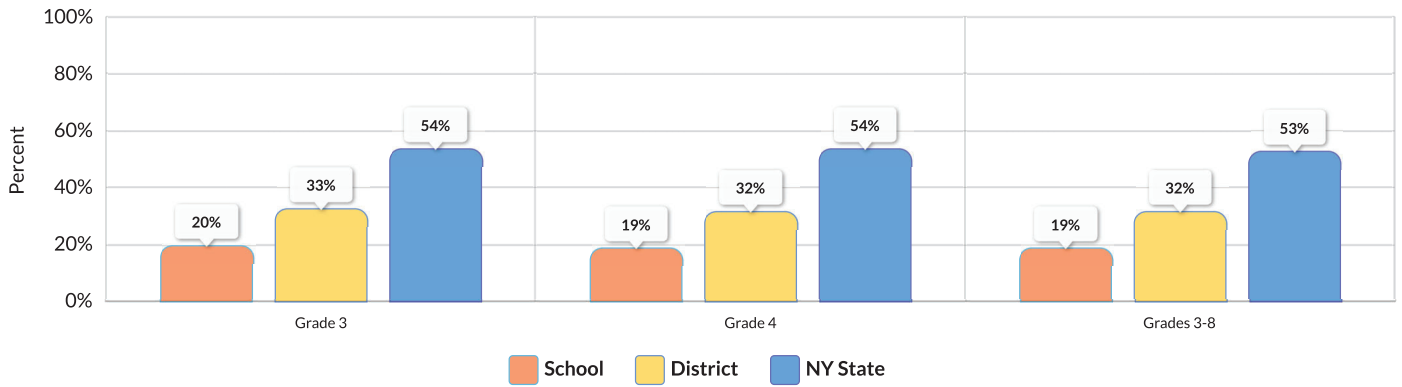
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	100	99%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	5	—
Hispanic or Latino	—	17	—
Multiracial	—	17	—
White	✓	59	100%
English Language Learner	—	3	—
Students with Disabilities	—	22	—
Economically Disadvantaged	✓	84	98.8%

# GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



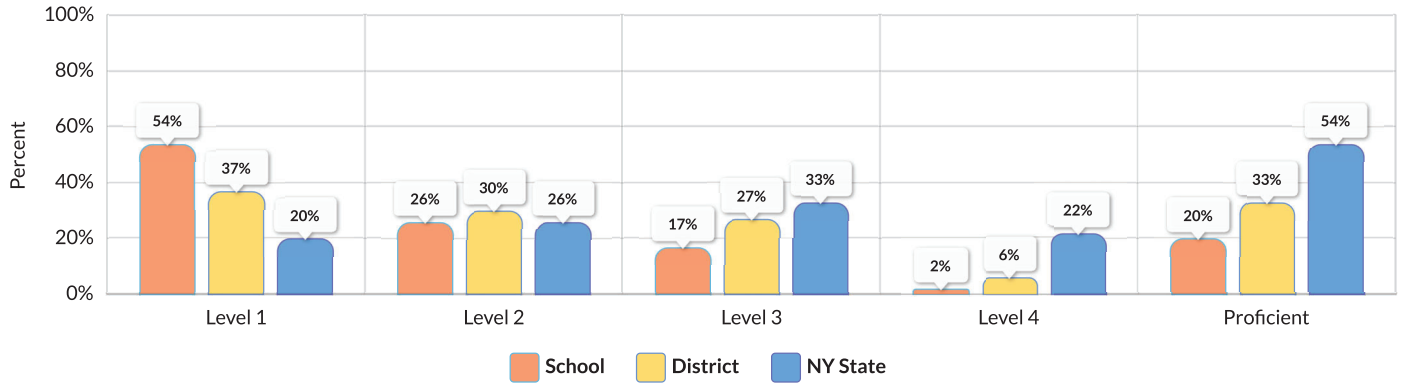
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	47	1	2%	46	98%	25	54%	12	26%	8	17%	1	2%	9	20%
Grade 4	55	2	4%	53	96%	28	53%	15	28%	8	15%	2	4%	10	19%
Grades 3-8	102	3	3%	99	97%	53	54%	27	27%	16	16%	3	3%	19	19%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students

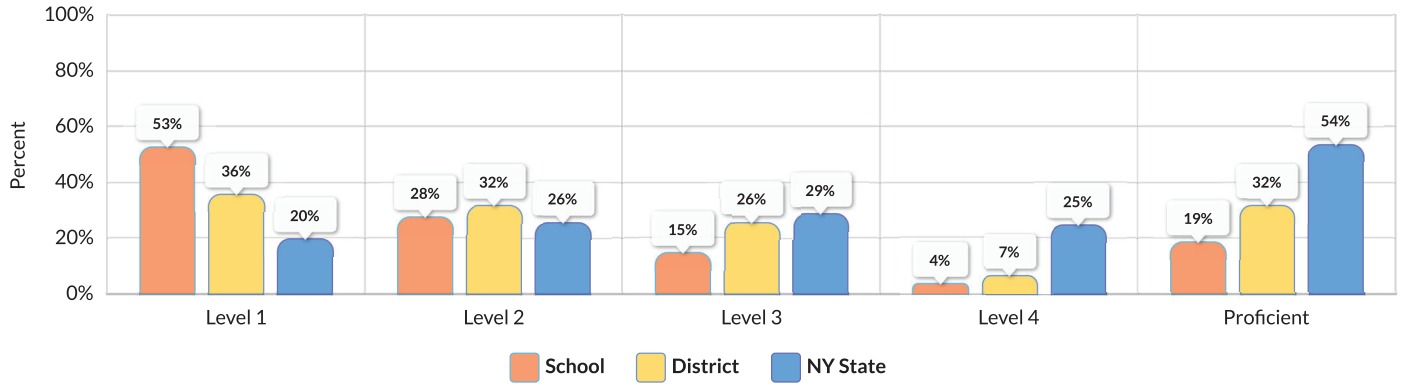


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	47	1	2%	46	98%	25	54%	12	26%	8	17%	1	2%	9	20%
Female	23	1	4%	22	96%	14	64%	5	23%	3	14%	0	0%	3	14%
Male	24	0	0%	24	100%	11	46%	7	29%	5	21%	1	4%	6	25%
General Education Students	41	1	2%	40	98%	19	48%	12	30%	8	20%	1	3%	9	23%
Students with Disabilities	6	0	0%	6	100%	6	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	0	0%	9	100%	3	33%	4	44%	2	22%	0	0%	2	22%
White	29	1	3%	28	97%	16	57%	7	25%	4	14%	1	4%	5	18%
Multiracial	8	0	0%	8	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	6	67%	1	11%	2	22%	0	0%	2	22%
Economically Disadvantaged	40	1	3%	39	98%	22	56%	11	28%	6	15%	0	0%	6	15%
Not Economically Disadvantaged	7	0	0%	7	100%	3	43%	1	14%	2	29%	1	14%	3	43%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	46	1	2%	45	98%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	47	1	2%	46	98%	25	54%	12	26%	8	17%	1	2%	9	20%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	44	1	2%	43	98%	–	–	–	–	–	–	–	–	–	–
Not Migrant	47	1	2%	46	98%	25	54%	12	26%	8	17%	1	2%	9	20%
Parent Not in Armed Forces	47	1	2%	46	98%	25	54%	12	26%	8	17%	1	2%	9	20%

# GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	2	4%	53	96%	28	53%	15	28%	8	15%	2	4%	10	19%
Female	19	1	5%	18	95%	9	50%	5	28%	3	17%	1	6%	4	22%
Male	36	1	3%	35	97%	19	54%	10	29%	5	14%	1	3%	6	17%
General Education Students	39	1	3%	38	97%	16	42%	13	34%	7	18%	2	5%	9	24%
Students with Disabilities	16	1	6%	15	94%	12	80%	2	13%	1	7%	0	0%	1	7%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	4	50%	1	13%	2	25%	1	13%	3	38%
White	32	2	6%	30	94%	13	43%	13	43%	4	13%	0	0%	4	13%
Multiracial	9	0	0%	9	100%	6	67%	1	11%	1	11%	1	11%	2	22%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	5	83%	0	0%	1	17%	0	0%	1	17%
Economically Disadvantaged	46	2	4%	44	96%	26	59%	11	25%	5	11%	2	5%	7	16%
Not Economically Disadvantaged	9	0	0%	9	100%	2	22%	4	44%	3	33%	0	0%	3	33%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	53	2	4%	51	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	2	4%	53	96%	28	53%	15	28%	8	15%	2	4%	10	19%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	2	4%	50	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	55	2	4%	53	96%	28	53%	15	28%	8	15%	2	4%	10	19%

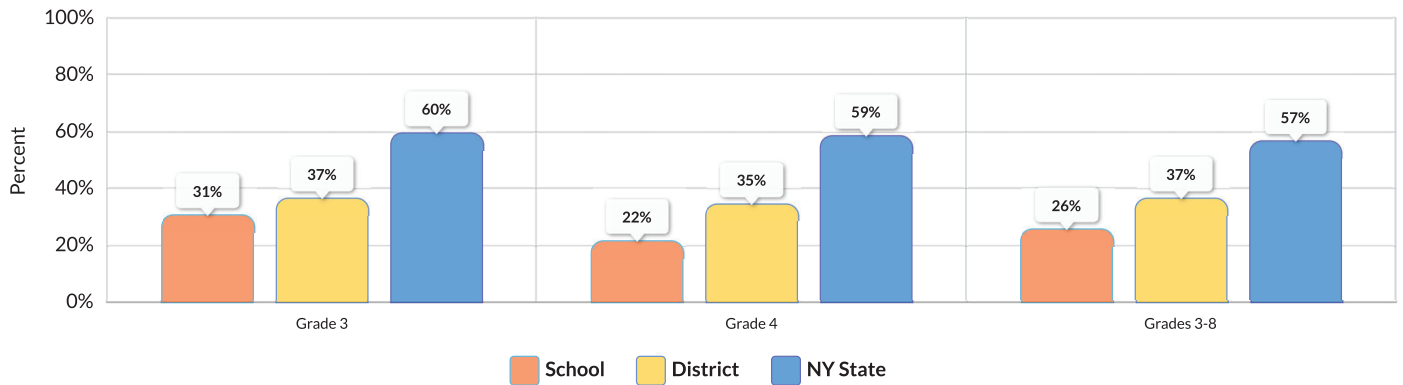
Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Parent Not in Armed Forces	55	2	4%	53	96%	28	53%	15	28%	8	15%	2	4%	10	19%	

## GRADES 3-8 MATHEMATICS RESULTS (2024-25)

### SUMMARY RESULTS



Percent Scoring Proficient by Grade



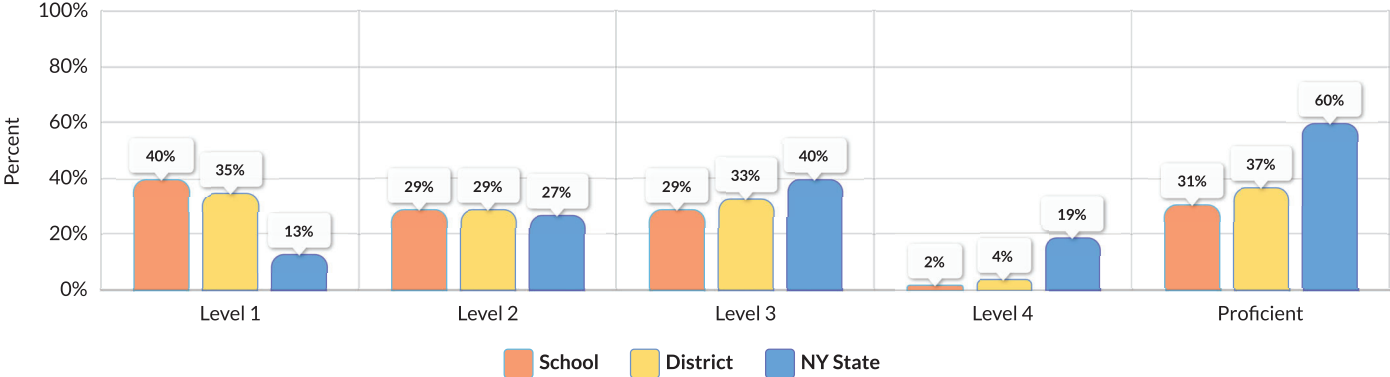
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Grade 3	47	2	4%	45	96%	18	40%	13	29%	13	29%	1	2%	14	31%	
Grade 4	55	1	2%	54	98%	26	48%	16	30%	11	20%	1	2%	12	22%	
Grades 3-8	102	3	3%	99	97%	44	44%	29	29%	24	24%	2	2%	26	26%	

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students



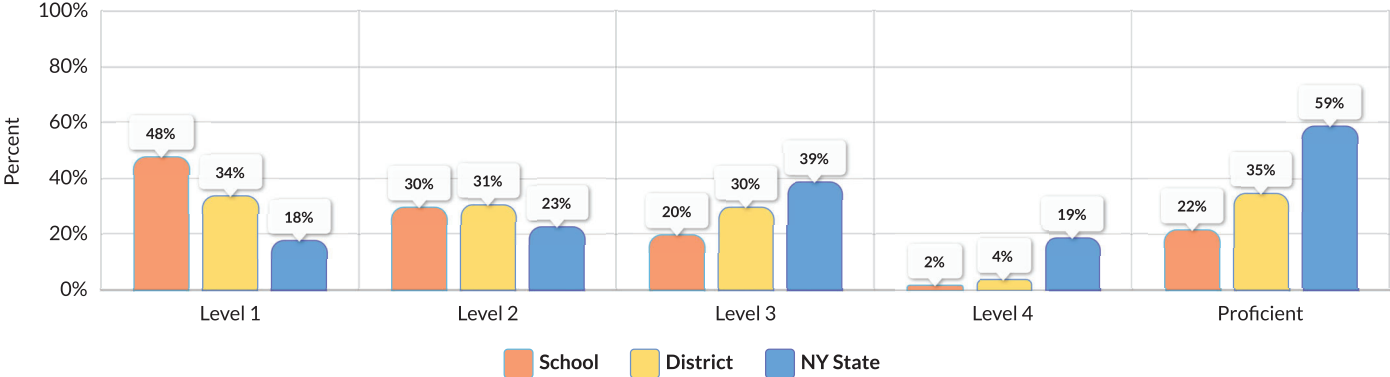
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	47	2	4%	45	96%	18	40%	13	29%	13	29%	1	2%	14	31%
Female	23	1	4%	22	96%	10	45%	6	27%	6	27%	0	0%	6	27%
Male	24	1	4%	23	96%	8	35%	7	30%	7	30%	1	4%	8	35%
General Education Students	41	2	5%	39	95%	12	31%	13	33%	13	33%	1	3%	14	36%
Students with Disabilities	6	0	0%	6	100%	6	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	0	0%	9	100%	3	33%	3	33%	3	33%	0	0%	3	33%
White	29	1	3%	28	97%	13	46%	7	25%	7	25%	1	4%	8	29%
Multiracial	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	2	25%	3	38%	3	38%	0	0%	3	38%
Economically Disadvantaged	40	2	5%	38	95%	17	45%	12	32%	9	24%	0	0%	9	24%
Not Economically Disadvantaged	7	0	0%	7	100%	1	14%	1	14%	4	57%	1	14%	5	71%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	46	2	4%	44	96%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	47	2	4%	45	96%	18	40%	13	29%	13	29%	1	2%	14	31%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	44	2	5%	42	95%	–	–	–	–	–	–	–	–	–	–
Not Migrant	47	2	4%	45	96%	18	40%	13	29%	13	29%	1	2%	14	31%

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Parent Not in Armed Forces	47	2	4%	45	96%	18	40%	13	29%	13	29%	1	2%	14	31%	

# GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	1	2%	54	98%	26	48%	16	30%	11	20%	1	2%	12	22%
Female	19	0	0%	19	100%	11	58%	5	26%	3	16%	0	0%	3	16%
Male	36	1	3%	35	97%	15	43%	11	31%	8	23%	1	3%	9	26%
General Education Students	39	1	3%	38	97%	12	32%	15	39%	11	29%	0	0%	11	29%
Students with Disabilities	16	0	0%	16	100%	14	88%	1	6%	0	0%	1	6%	1	6%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	0	0%	8	100%	1	13%	5	63%	2	25%	0	0%	2	25%
White	32	1	3%	31	97%	15	48%	8	26%	7	23%	1	3%	8	26%
Multiracial	9	0	0%	9	100%	6	67%	2	22%	1	11%	0	0%	1	11%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	4	67%	1	17%	1	17%	0	0%	1	17%
Economically Disadvantaged	46	1	2%	45	98%	23	51%	14	31%	7	16%	1	2%	8	18%
Not Economically Disadvantaged	9	0	0%	9	100%	3	33%	2	22%	4	44%	0	0%	4	44%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	53	1	2%	52	98%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	55	1	2%	54	98%	26	48%	16	30%	11	20%	1	2%	12	22%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	52	1	2%	51	98%	–	–	–	–	–	–	–	–	–	–
Not Migrant	55	1	2%	54	98%	26	48%	16	30%	11	20%	1	2%	12	22%



# NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## 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%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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%

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

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

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

## 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%

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	271	89	32.8%
American Indian or Alaska Native	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—
Black or African American	20	8	40%
Hispanic or Latino	38	14	36.8%
Multiracial	44	21	47.7%
White	166	46	27.7%
English Language Learner	11	—	—
Students with Disabilities	50	17	34%
Economically Disadvantaged	234	85	36.3%

## CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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

## **SHERMAN SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]**

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

### **2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA**

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For information about how 2025-26 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2025-26 Accountability Statuses Based on 2024-25 Results](#).

## **LOCAL SUPPORT AND IMPROVEMENT**

# MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

## ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	119.8	123.3	136.1
	MATH	124.6	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	—	—
	MATH	—	—	—
Black or African American	ELA	81.3	114.8	129
	MATH	87.5	106.7	122.2
Hispanic or Latino	ELA	135	107.5	122.9
	MATH	136.4	105.6	121.4
Multiracial	ELA	90	125.7	138.1
	MATH	109.1	129	140.8
White	ELA	122	123.7	136.4
	MATH	120.8	134.7	145.6
English Language Learner	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	ELA	15.8	68.9	90.7
	MATH	31.6	72.5	93.8
Economically Disadvantaged	ELA	92.5	110	125
	MATH	96.3	110	125

## ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	2	—	—	—	—	—

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

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

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

## ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	2	2	3	–	2
Hispanic or Latino	3	3	–	–	2
Multiracial	2	2	–	–	1
White	2	2	2	–	3
Students with Disabilities	1	1	–	–	2
Economically Disadvantaged	2	2	2	–	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	110	126.4	2
	Math	115	125.7	
	Science	0	—	
	Combined	225	126	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Black or African American	ELA	6	108.3	—
	Math	8	87.5	
	Science	0	—	
	Combined	14	—	
Hispanic or Latino	ELA	10	135	3
	Math	11	136.4	
	Science	0	—	
	Combined	21	135.7	
Multiracial	ELA	9	100	2
	Math	11	109.1	
	Science	0	—	
	Combined	20	105	
White	ELA	81	126.5	2
	Math	81	125.3	
	Science	0	—	
	Combined	162	125.9	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Students with Disabilities	ELA	10	30	1
	Math	16	37.5	
	Science	0	—	
	Combined	26	34.6	
Economically Disadvantaged	ELA	64	96.9	2
	Math	66	97.7	
	Science	0	—	
	Combined	130	97.3	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	116	119.8	2
	Math	116	124.6	
	Science	0	—	
	Combined	232	122.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Black or African American	ELA	8	81.3	—
	Math	8	87.5	
	Science	0	—	
	Combined	16	—	
Hispanic or Latino	ELA	10	135	3
	Math	11	136.4	
	Science	0	—	
	Combined	21	135.7	
Multiracial	ELA	10	90	2
	Math	11	109.1	
	Science	0	—	
	Combined	21	100	
White	ELA	84	122	2
	Math	84	120.8	
	Science	0	—	
	Combined	168	121.4	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Students with Disabilities	ELA	19	15.8	1
	Math	19	31.6	
	Science	0	—	
	Combined	38	23.7	
Economically Disadvantaged	ELA	67	92.5	2
	Math	67	96.3	
	Science	0	—	
	Combined	134	94.4	

### ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	81	4,089	50.5	3
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	6	—	—	—
Hispanic or Latino	10	—	—	—
Multiracial	9	—	—	—
White	54	2,699	50	2
English Language Learner	2	—	—	—
Students with Disabilities	13	—	—	—
Economically Disadvantaged	45	2,186	48.6	2

## ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	2	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
English Language Learner	2	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

## ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	272	43	34	89	106	175.4	2
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—
Black or African American	18	—	—	—	—	—	—
Hispanic or Latino	32	8	3	13	8	153.1	2
Multiracial	29	15	4	6	4	89.7	1
White	186	17	19	63	87	194.9	3
English Language Learner	3	—	—	—	—	—	—
Students with Disabilities	37	12	2	15	8	140.5	2
Economically Disadvantaged	169	42	28	53	46	147.3	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	130	89.2%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	9	—
Hispanic or Latino	—	11	—
Multiracial	—	13	—
White	X	93	91.4%
English Language Learner	—	1	—
Students with Disabilities	—	23	—
Economically Disadvantaged	X	77	89.6%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

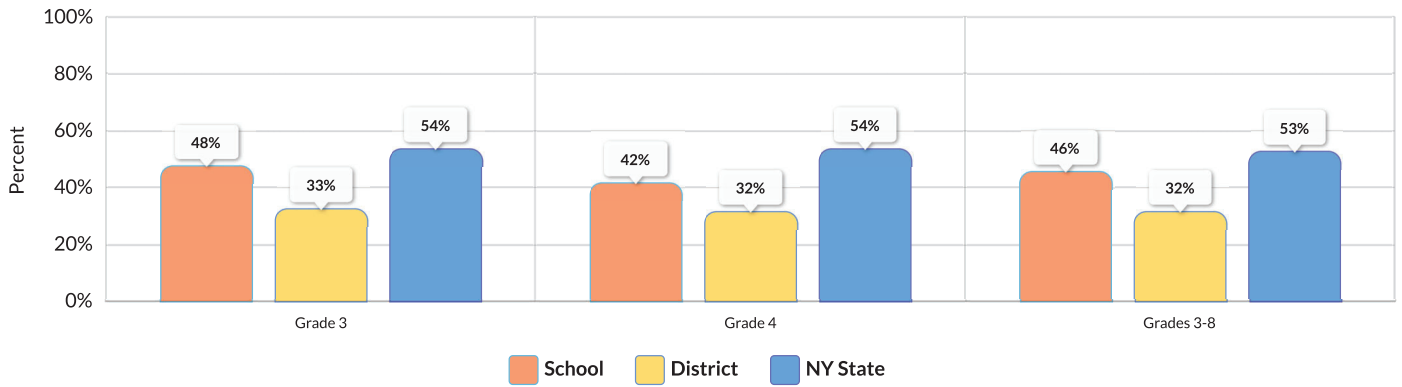
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	131	93.1%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	9	—
Hispanic or Latino	—	11	—
Multiracial	—	13	—
White	X	94	91.5%
English Language Learner	—	1	—
Students with Disabilities	—	23	—
Economically Disadvantaged	X	78	92.3%

# GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



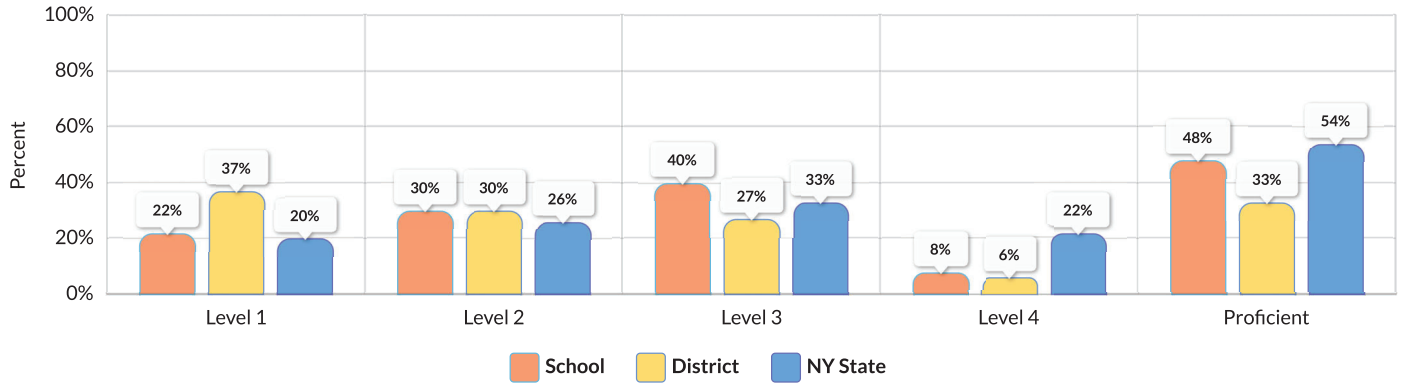
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	85	12	14%	73	86%	16	22%	22	30%	29	40%	6	8%	35	48%
Grade 4	48	5	10%	43	90%	13	30%	12	28%	12	28%	6	14%	18	42%
Grades 3-8	133	17	13%	116	87%	29	25%	34	29%	41	35%	12	10%	53	46%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students



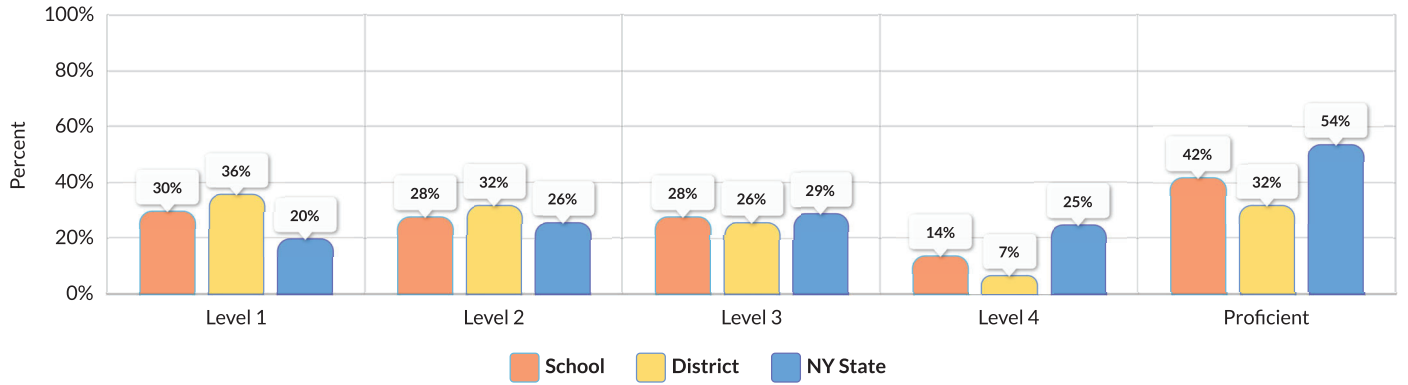
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	12	14%	73	86%	16	22%	22	30%	29	40%	6	8%	35	48%
Female	32	5	16%	27	84%	7	26%	5	19%	11	41%	4	15%	15	56%
Male	53	7	13%	46	87%	9	20%	17	37%	18	39%	2	4%	20	43%
General Education Students	72	3	4%	69	96%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	13	9	69%	4	31%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	5	83%	0	0%	2	40%	2	40%	1	20%	3	60%
White	63	8	13%	55	87%	12	22%	18	33%	20	36%	5	9%	25	45%
Multiracial	8	2	25%	6	75%	3	50%	1	17%	2	33%	0	0%	2	33%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	1	14%	1	14%	5	71%	0	0%	5	71%
Economically Disadvantaged	51	7	14%	44	86%	14	32%	15	34%	13	30%	2	5%	15	34%
Not Economically Disadvantaged	34	5	15%	29	85%	2	7%	7	24%	16	55%	4	14%	20	69%
Non-English Language Learner	85	12	14%	73	86%	16	22%	22	30%	29	40%	6	8%	35	48%
Not in Foster Care	85	12	14%	73	86%	16	22%	22	30%	29	40%	6	8%	35	48%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	82	11	13%	71	87%	—	—	—	—	—	—	—	—	—	—
Not Migrant	85	12	14%	73	86%	16	22%	22	30%	29	40%	6	8%	35	48%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	85	12	14%	73	86%	16	22%	22	30%	29	40%	6	8%	35	48%

# GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students





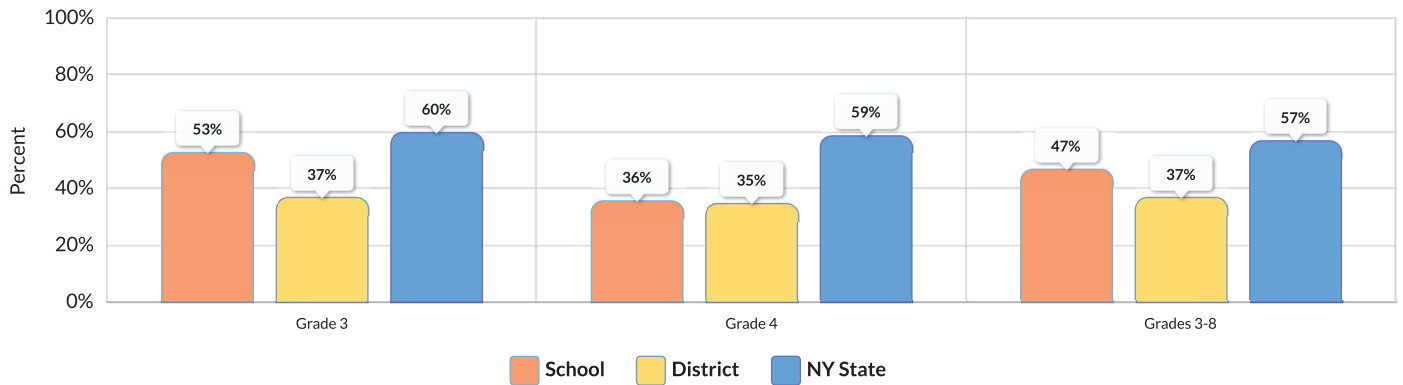
Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Not Migrant	48	5	10%	43	90%	13	30%	12	28%	12	28%	6	14%	18	42%	
Parent Not in Armed Forces	48	5	10%	43	90%	13	30%	12	28%	12	28%	6	14%	18	42%	

## GRADES 3-8 MATHEMATICS RESULTS (2024-25)

### SUMMARY RESULTS



Percent Scoring Proficient by Grade



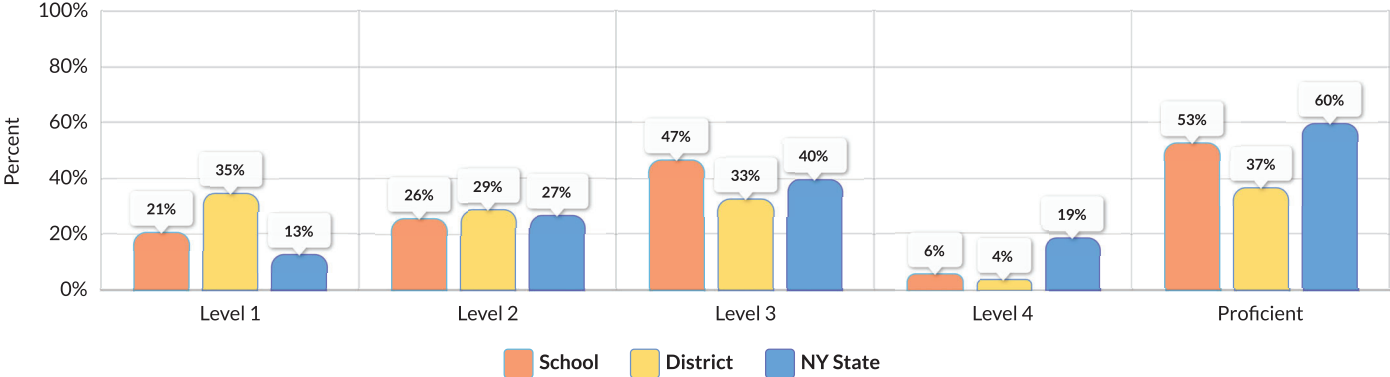
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Grade 3	85	8	9%	77	91%	16	21%	20	26%	36	47%	5	6%	41	53%	
Grade 4	48	3	6%	45	94%	16	36%	13	29%	14	31%	2	4%	16	36%	
Grades 3-8	133	11	8%	122	92%	32	26%	33	27%	50	41%	7	6%	57	47%	

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students



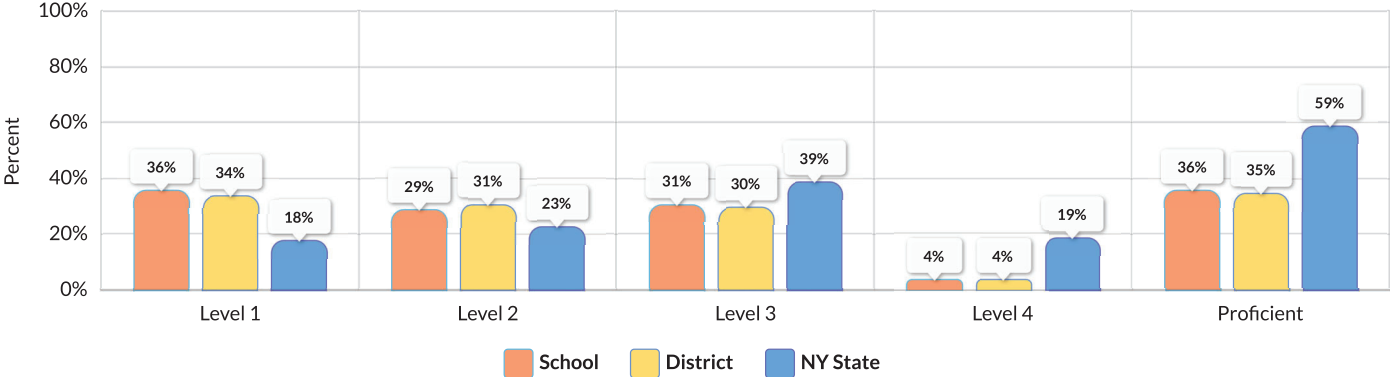
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	8	9%	77	91%	16	21%	20	26%	36	47%	5	6%	41	53%
Female	32	3	9%	29	91%	5	17%	7	24%	16	55%	1	3%	17	59%
Male	53	5	9%	48	91%	11	23%	13	27%	20	42%	4	8%	24	50%
General Education Students	72	4	6%	68	94%	11	16%	16	24%	36	53%	5	7%	41	60%
Students with Disabilities	13	4	31%	9	69%	5	56%	4	44%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	6	100%	0	0%	2	33%	4	67%	0	0%	4	67%
White	63	7	11%	56	89%	12	21%	15	27%	27	48%	2	4%	29	52%
Multiracial	8	1	13%	7	88%	3	43%	2	29%	1	14%	1	14%	2	29%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	1	13%	4	50%	2	25%	6	75%
Economically Disadvantaged	51	5	10%	46	90%	15	33%	13	28%	18	39%	0	0%	18	39%
Not Economically Disadvantaged	34	3	9%	31	91%	1	3%	7	23%	18	58%	5	16%	23	74%
Non-English Language Learner	85	8	9%	77	91%	16	21%	20	26%	36	47%	5	6%	41	53%
Not in Foster Care	85	8	9%	77	91%	16	21%	20	26%	36	47%	5	6%	41	53%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	82	7	9%	75	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	85	8	9%	77	91%	16	21%	20	26%	36	47%	5	6%	41	53%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	85	8	9%	77	91%	16	21%	20	26%	36	47%	5	6%	41	53%

# GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students







# NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## 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%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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%

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

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

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

## 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%

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	274	78	28.5%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—
Black or African American	18	—	—
Hispanic or Latino	33	11	33.3%
Multiracial	29	19	65.5%
White	187	37	19.8%
English Language Learner	3	—	—
Students with Disabilities	37	14	37.8%
Economically Disadvantaged	170	71	41.8%

## CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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

# **STARBUCK ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]**

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

## **2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA**

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For information about how 2025-26 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2025-26 Accountability Statuses Based on 2024-25 Results](#).

## **LOCAL SUPPORT AND IMPROVEMENT**

# MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

## ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	110.2	123.3	136.1
	MATH	105.7	127.4	139.5
Black or African American	ELA	–	–	–
	MATH	–	–	–
Hispanic or Latino	ELA	–	–	–
	MATH	–	–	–
Multiracial	ELA	80	125.7	138.1
	MATH	80	129	140.8
White	ELA	123.4	123.7	136.4
	MATH	110.9	134.7	145.6
Students with Disabilities	ELA	50	68.9	90.7
	MATH	16.7	72.5	93.8
Economically Disadvantaged	ELA	90.6	110	125
	MATH	85.9	110	125

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

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

Subgroup	Status And Support Model
All Students	Local Support and Improvement
White	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

### ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	2	2	3	–	2
Multiracial	–	–	–	–	2
White	2	2	–	–	2
Economically Disadvantaged	2	2	4	–	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	44	110.2	2
	Math	44	105.7	
	Science	0	—	
	Combined	88	108	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
Multiracial	ELA	5	80	—
	Math	5	80	
	Science	0	—	
	Combined	10	—	
White	ELA	32	123.4	2
	Math	32	110.9	
	Science	0	—	
	Combined	64	117.2	
Students with Disabilities	ELA	6	50	—
	Math	6	16.7	
	Science	0	—	
	Combined	12	—	

Subgroup	Subject	Cohort	Index	Accountability Level
Economically Disadvantaged	ELA	32	90.6	2
	Math	32	85.9	
	Science	0	—	
	Combined	64	88.3	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	44	110.2	2
	Math	44	105.7	
	Science	0	—	
	Combined	88	108	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
Multiracial	ELA	5	80	—
	Math	5	80	
	Science	0	—	
	Combined	10	—	
White	ELA	32	123.4	2
	Math	32	110.9	
	Science	0	—	
	Combined	64	117.2	
Students with Disabilities	ELA	6	50	—
	Math	6	16.7	
	Science	0	—	
	Combined	12	—	

Subgroup	Subject	Cohort	Index	Accountability Level
Economically Disadvantaged	ELA	32	90.6	2
	Math	32	85.9	
	Science	0	—	
	Combined	64	88.3	

### ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	28	1,505	53.8	3
Black or African American	2	—	—	—
Hispanic or Latino	2	—	—	—
Multiracial	6	—	—	—
White	18	—	—	—
Students with Disabilities	4	—	—	—
Economically Disadvantaged	22	1,215	55.2	4

## ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	128	29	26	41	32	146.9	2
Black or African American	12	–	–	–	–	–	–
Hispanic or Latino	15	–	–	–	–	–	–
Multiracial	24	6	7	6	5	131.3	2
White	77	17	14	29	17	148.7	2
Students with Disabilities	19	–	–	–	–	–	–
Economically Disadvantaged	101	28	22	27	24	134.7	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	49	100%
Black or African American	–	4	–
Hispanic or Latino	–	3	–
Multiracial	–	7	–
White	–	35	–
Students with Disabilities	–	8	–
Economically Disadvantaged	–	36	–

### ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

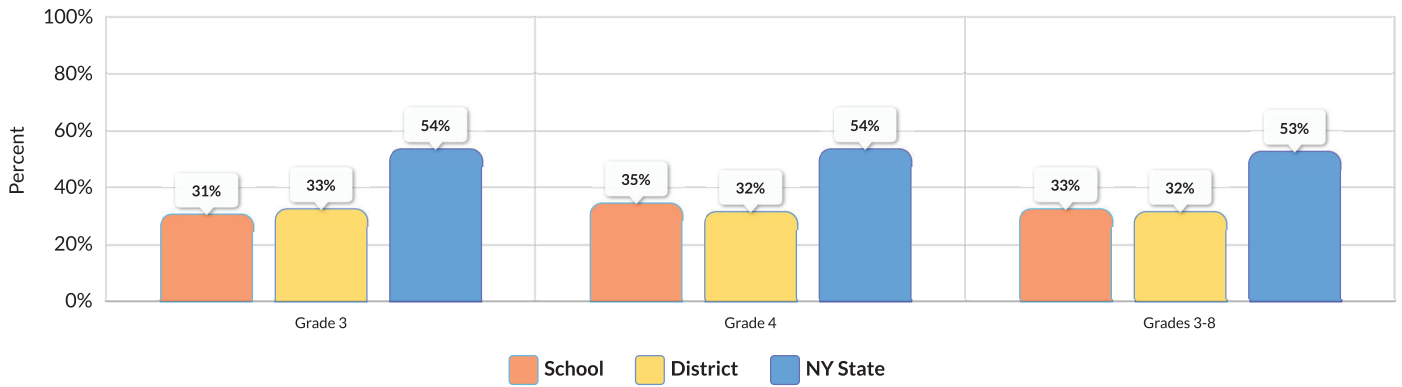
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	49	100%
Black or African American	—	4	—
Hispanic or Latino	—	3	—
Multiracial	—	7	—
White	—	35	—
Students with Disabilities	—	8	—
Economically Disadvantaged	—	36	—

# GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



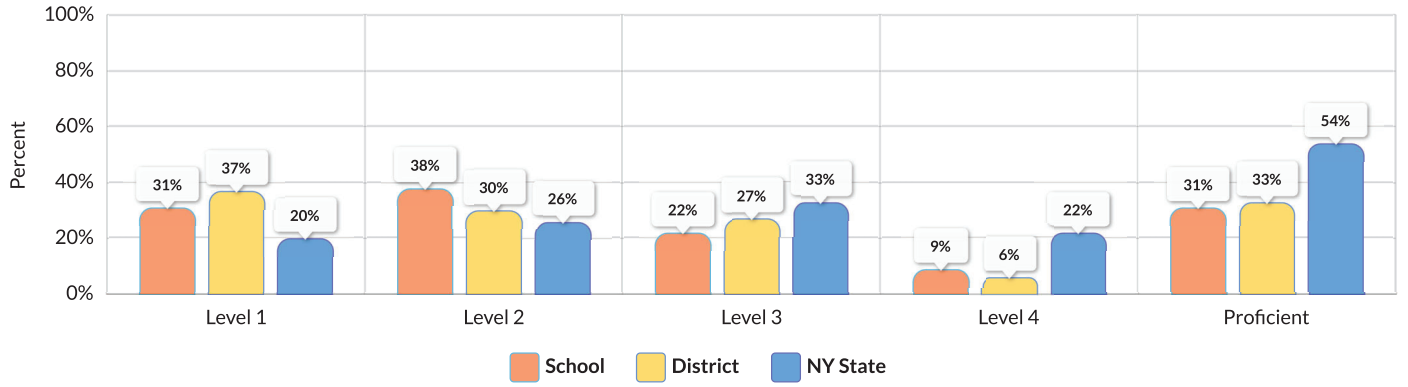
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	33	1	3%	32	97%	10	31%	12	38%	7	22%	3	9%	10	31%
Grade 4	17	0	0%	17	100%	3	18%	8	47%	5	29%	1	6%	6	35%
Grades 3-8	50	1	2%	49	98%	13	27%	20	41%	12	24%	4	8%	16	33%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students

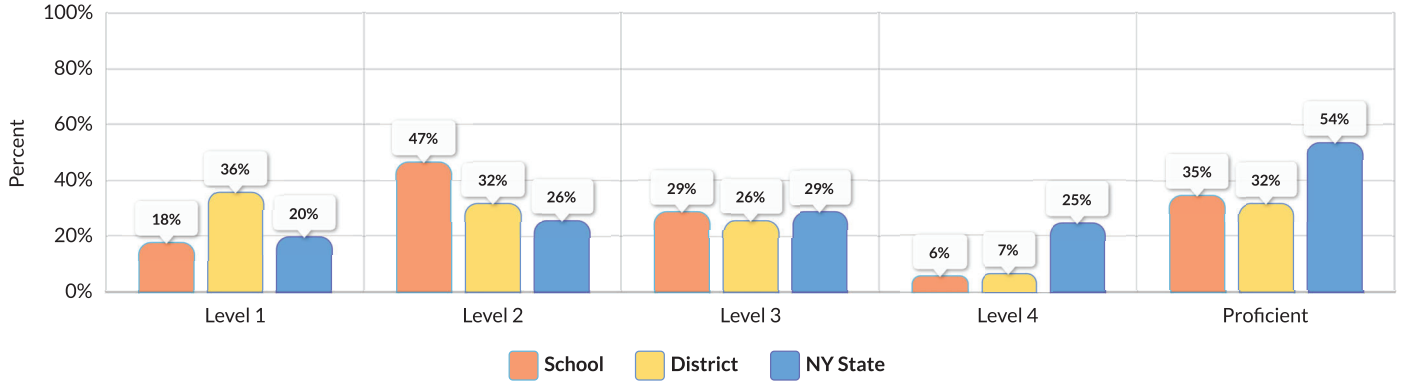


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	1	3%	32	97%	10	31%	12	38%	7	22%	3	9%	10	31%
Female	11	0	0%	11	100%	4	36%	4	36%	2	18%	1	9%	3	27%
Male	22	1	5%	21	95%	6	29%	8	38%	5	24%	2	10%	7	33%
General Education Students	28	1	4%	27	96%	8	30%	9	33%	7	26%	3	11%	10	37%
Students with Disabilities	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	23	0	0%	23	100%	7	30%	8	35%	5	22%	3	13%	8	35%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	3	33%	4	44%	2	22%	0	0%	2	22%
Economically Disadvantaged	22	0	0%	22	100%	9	41%	8	36%	5	23%	0	0%	5	23%
Not Economically Disadvantaged	11	1	9%	10	91%	1	10%	4	40%	2	20%	3	30%	5	50%
Non-English Language Learner	33	1	3%	32	97%	10	31%	12	38%	7	22%	3	9%	10	31%
Not in Foster Care	33	1	3%	32	97%	10	31%	12	38%	7	22%	3	9%	10	31%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	31	1	3%	30	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	33	1	3%	32	97%	10	31%	12	38%	7	22%	3	9%	10	31%
Parent Not in Armed Forces	33	1	3%	32	97%	10	31%	12	38%	7	22%	3	9%	10	31%

# GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students



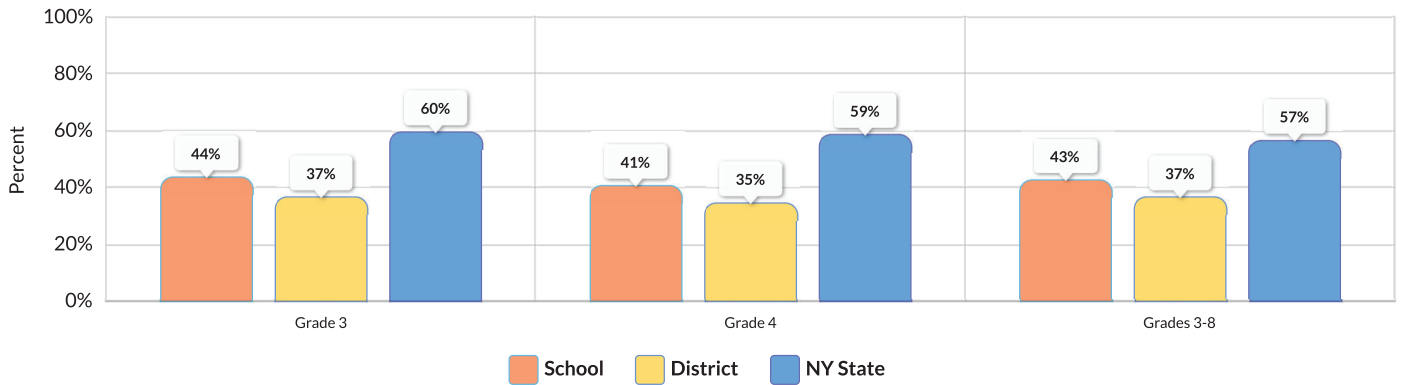
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	17	0	0%	17	100%	3	18%	8	47%	5	29%	1	6%	6	35%
Female	7	0	0%	7	100%	2	29%	2	29%	2	29%	1	14%	3	43%
Male	10	0	0%	10	100%	1	10%	6	60%	3	30%	0	0%	3	30%
General Education Students	14	0	0%	14	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	12	0	0%	12	100%	0	0%	6	50%	5	42%	1	8%	6	50%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Economically Disadvantaged	14	0	0%	14	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	17	0	0%	17	100%	3	18%	8	47%	5	29%	1	6%	6	35%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	16	0	0%	16	100%	–	–	–	–	–	–	–	–	–	–
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	16	0	0%	16	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	17	0	0%	17	100%	3	18%	8	47%	5	29%	1	6%	6	35%
Parent Not in Armed Forces	17	0	0%	17	100%	3	18%	8	47%	5	29%	1	6%	6	35%

# GRADES 3-8 MATHEMATICS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



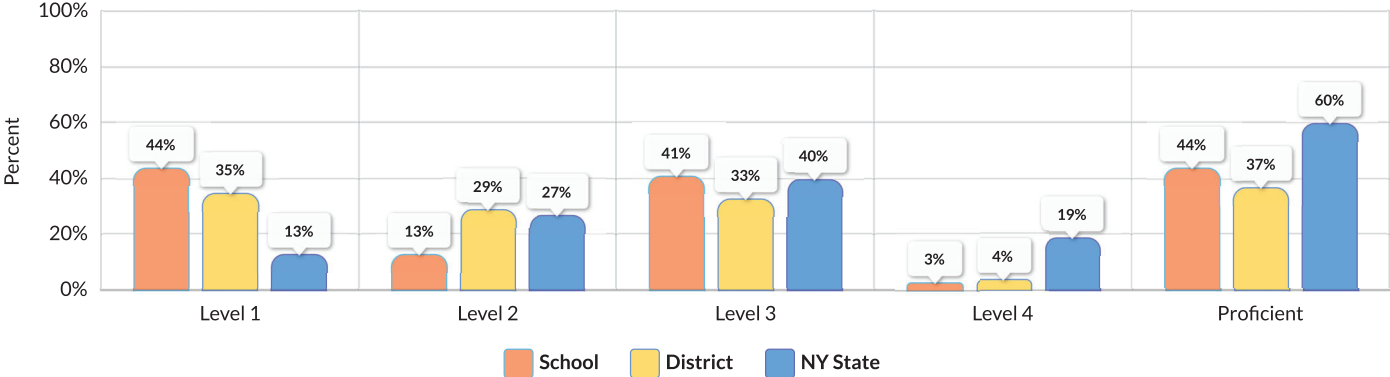
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	33	1	3%	32	97%	14	44%	4	13%	13	41%	1	3%	14	44%
Grade 4	17	0	0%	17	100%	5	29%	5	29%	7	41%	0	0%	7	41%
Grades 3-8	50	1	2%	49	98%	19	39%	9	18%	20	41%	1	2%	21	43%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students

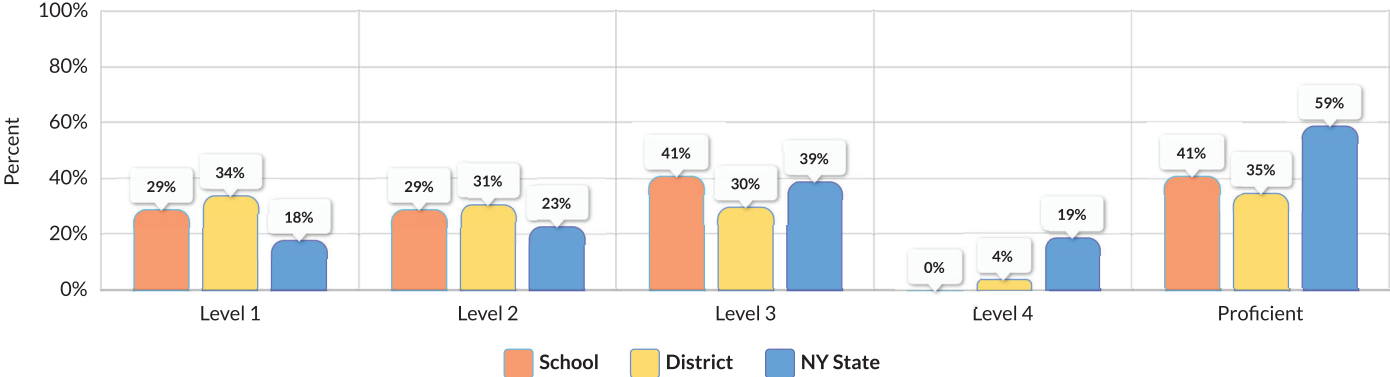


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	1	3%	32	97%	14	44%	4	13%	13	41%	1	3%	14	44%
Female	11	0	0%	11	100%	5	45%	2	18%	4	36%	0	0%	4	36%
Male	22	1	5%	21	95%	9	43%	2	10%	9	43%	1	5%	10	48%
General Education Students	28	1	4%	27	96%	10	37%	3	11%	13	48%	1	4%	14	52%
Students with Disabilities	5	0	0%	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	23	0	0%	23	100%	10	43%	3	13%	9	39%	1	4%	10	43%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	4	44%	1	11%	4	44%	0	0%	4	44%
Economically Disadvantaged	22	0	0%	22	100%	13	59%	3	14%	5	23%	1	5%	6	27%
Not Economically Disadvantaged	11	1	9%	10	91%	1	10%	1	10%	8	80%	0	0%	8	80%
Non-English Language Learner	33	1	3%	32	97%	14	44%	4	13%	13	41%	1	3%	14	44%
Not in Foster Care	33	1	3%	32	97%	14	44%	4	13%	13	41%	1	3%	14	44%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	31	1	3%	30	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	33	1	3%	32	97%	14	44%	4	13%	13	41%	1	3%	14	44%
Parent Not in Armed Forces	33	1	3%	32	97%	14	44%	4	13%	13	41%	1	3%	14	44%

# GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	17	0	0%	17	100%	5	29%	5	29%	7	41%	0	0%	7	41%
Female	7	0	0%	7	100%	2	29%	1	14%	4	57%	0	0%	4	57%
Male	10	0	0%	10	100%	3	30%	4	40%	3	30%	0	0%	3	30%
General Education Students	14	0	0%	14	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	12	0	0%	12	100%	2	17%	4	33%	6	50%	0	0%	6	50%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	3	60%	1	20%	1	20%	0	0%	1	20%
Economically Disadvantaged	14	0	0%	14	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	17	0	0%	17	100%	5	29%	5	29%	7	41%	0	0%	7	41%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	16	0	0%	16	100%	–	–	–	–	–	–	–	–	–	–
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	16	0	0%	16	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	17	0	0%	17	100%	5	29%	5	29%	7	41%	0	0%	7	41%
Parent Not in Armed Forces	17	0	0%	17	100%	5	29%	5	29%	7	41%	0	0%	7	41%

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## 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%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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%

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

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

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

## 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%

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	137	59	43.1%
Black or African American	13	—	—
Hispanic or Latino	15	—	—
Multiracial	25	13	52%
White	84	34	40.5%
Students with Disabilities	19	—	—
Economically Disadvantaged	110	54	49.1%

### CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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

## **HAROLD T WILEY SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]**

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

### **2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA**

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For information about how 2025-26 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2025-26 Accountability Statuses Based on 2024-25 Results](#).

## **LOCAL SUPPORT AND IMPROVEMENT**

# MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

## ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	104.5	123.3	136.1
	MATH	97.2	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	133.3	178.8	182.3
	MATH	116.7	190.9	192.4
Black or African American	ELA	108.9	114.8	129
	MATH	57.1	106.7	122.2
Hispanic or Latino	ELA	108.9	107.5	122.9
	MATH	83.1	105.6	121.4
Multiracial	ELA	86.2	125.7	138.1
	MATH	71.6	129	140.8
White	ELA	106.7	123.7	136.4
	MATH	107.1	134.7	145.6
English Language Learner	ELA	78.6	93	110.8
	MATH	64.3	103.7	119.8
Students with Disabilities	ELA	56.3	68.9	90.7
	MATH	57.9	72.5	93.8
Economically Disadvantaged	ELA	89.1	110	125
	MATH	78.9	110	125

## ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	11	—	—	—	—	—

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

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

Subgroup	Status And Support Model
All Students	Local Support and Improvement
Black or African American	Local Support and Improvement
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement: Potential Targeted Support and Improvement-1
White	Local Support and Improvement
English Language Learner	Local Support and Improvement
Students with Disabilities	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

## ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	2	2	2	–	2
Black or African American	2	2	2	–	2
Hispanic or Latino	2	2	2	–	2
Multiracial	1	1	1	–	2
White	2	2	2	–	2
English Language Learner	2	2	2	–	–
Students with Disabilities	2	2	1	–	2
Economically Disadvantaged	2	2	1	–	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	554	104.5	2
	Math	549	97.2	
	Science	245	104.3	
	Combined	1,348	101.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	133.3	-
	Math	6	116.7	
	Science	1	-	
	Combined	13	-	
Black or African American	ELA	28	108.9	2
	Math	28	57.1	
	Science	14	85.7	
	Combined	70	83.6	
Hispanic or Latino	ELA	62	108.9	2
	Math	62	83.1	
	Science	24	83.3	
	Combined	148	93.9	
Multiracial	ELA	76	86.2	1
	Math	74	71.6	
	Science	32	56.3	
	Combined	182	75	
White	ELA	382	106.7	2
	Math	379	107.1	
	Science	174	117.5	
	Combined	935	108.9	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	14	78.6	2
	Math	14	64.3	
	Science	7	71.4	
	Combined	35	71.4	
Students with Disabilities	ELA	126	56.3	2
	Math	125	58.4	
	Science	54	74.1	
	Combined	305	60.3	
Economically Disadvantaged	ELA	407	89.1	2
	Math	403	78.9	
	Science	188	94.4	
	Combined	998	86	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	554	104.5	2
	Math	549	97.2	
	Science	245	104.3	
	Combined	1,348	101.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	133.3	-
	Math	6	116.7	
	Science	1	-	
	Combined	13	-	
Black or African American	ELA	28	108.9	2
	Math	28	57.1	
	Science	14	85.7	
	Combined	70	83.6	
Hispanic or Latino	ELA	62	108.9	2
	Math	62	83.1	
	Science	24	83.3	
	Combined	148	93.9	
Multiracial	ELA	76	86.2	1
	Math	74	71.6	
	Science	33	54.5	
	Combined	183	74.6	
White	ELA	382	106.7	2
	Math	379	107.1	
	Science	174	117.5	
	Combined	935	108.9	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	14	78.6	2
	Math	14	64.3	
	Science	8	62.5	
	Combined	36	69.4	
Students with Disabilities	ELA	126	56.3	2
	Math	126	57.9	
	Science	57	70.2	
	Combined	309	59.5	
Economically Disadvantaged	ELA	407	89.1	2
	Math	403	78.9	
	Science	188	94.4	
	Combined	998	86	

### ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	1,008	46,190	45.8	2
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—
Black or African American	48	2,338	48.7	2
Hispanic or Latino	109	5,043	46.3	2
Multiracial	139	6,095	43.8	1
White	702	32,109	45.7	2
English Language Learner	22	1,099	50	2
Students with Disabilities	190	8,230	43.3	1
Economically Disadvantaged	733	32,099	43.8	1

## ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	11	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–
Hispanic or Latino	5	–	–	–	–
Multiracial	1	–	–	–	–
White	2	–	–	–	–
English Language Learner	11	–	–	–	–
Students with Disabilities	4	–	–	–	–
Economically Disadvantaged	10	–	–	–	–

## ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	630	115	115	178	222	162.9	2
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	–	–	–
Black or African American	37	8	4	11	14	164.9	2
Hispanic or Latino	76	14	13	28	21	159.9	2
Multiracial	87	20	20	19	28	147.1	2
White	423	73	78	119	153	165.1	2
English Language Learner	17	–	–	–	–	–	–
Students with Disabilities	148	40	24	43	41	143.6	2
Economically Disadvantaged	472	107	91	135	139	150.1	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	584	98.1%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	30	—
Hispanic or Latino	✓	68	95.6%
Multiracial	✓	77	100%
White	✓	402	98%
English Language Learner	—	13	—
Students with Disabilities	✓	130	95.4%
Economically Disadvantaged	✓	434	97.5%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

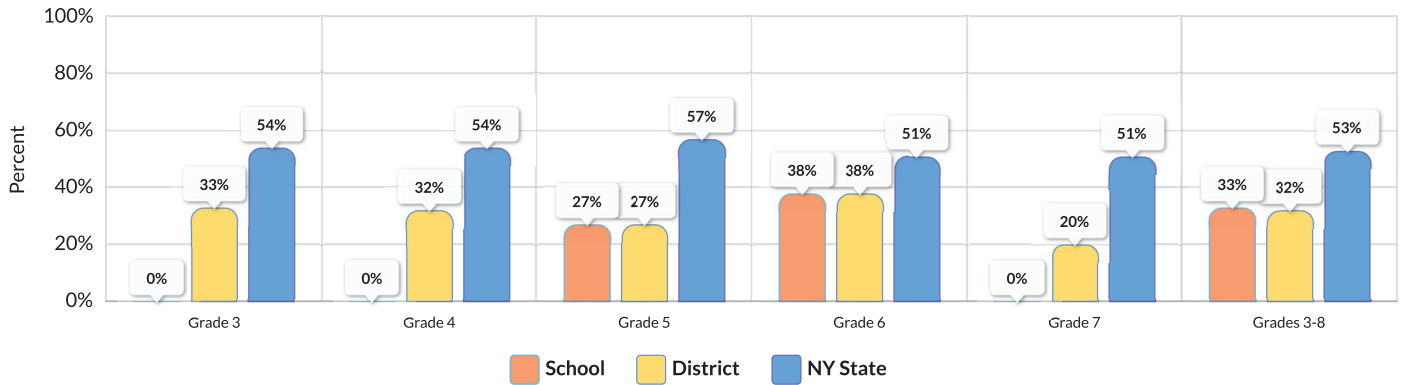
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	586	97.1%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	30	—
Hispanic or Latino	✓	68	95.6%
Multiracial	✓	78	97.4%
White	✓	403	97%
English Language Learner	—	13	—
Students with Disabilities	✗	131	93.9%
Economically Disadvantaged	✓	436	96.3%

# GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5	272	22	8%	250	92%	113	45%	69	28%	48	19%	20	8%	68	27%
Grade 6	311	14	5%	297	95%	95	32%	88	30%	76	26%	38	13%	114	38%
Grade 7	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	594	47	8%	547	92%	208	38%	157	29%	124	23%	58	11%	182	33%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

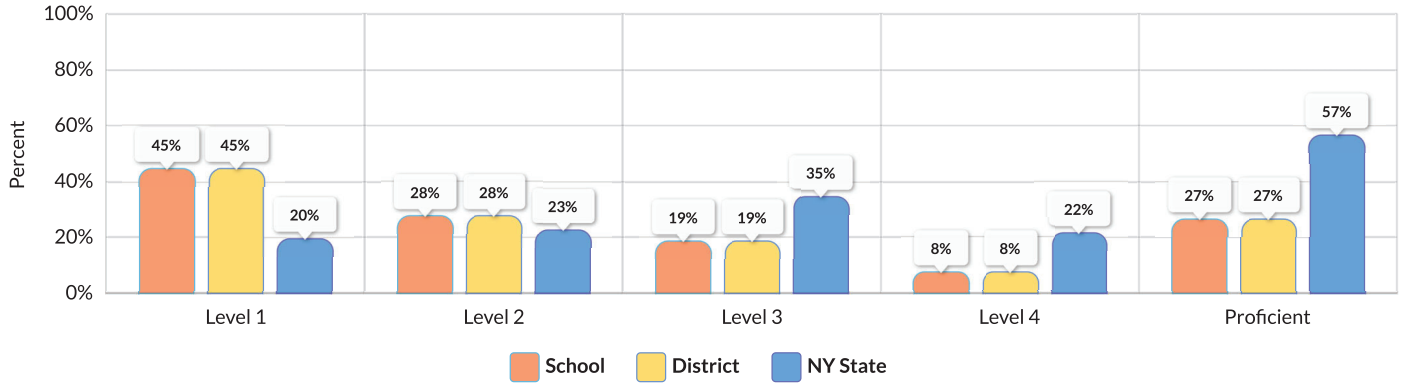




# GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students



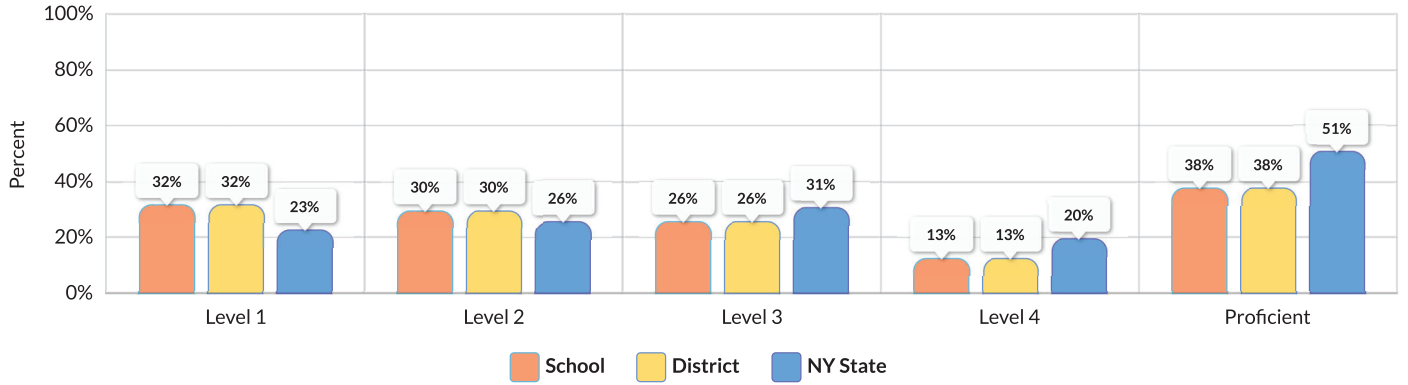
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	272	22	8%	250	92%	113	45%	69	28%	48	19%	20	8%	68	27%
Female	136	11	8%	125	92%	44	35%	36	29%	30	24%	15	12%	45	36%
Male	136	11	8%	125	92%	69	55%	33	26%	18	14%	5	4%	23	18%
General Education Students	208	8	4%	200	96%	69	35%	64	32%	47	24%	20	10%	67	34%
Students with Disabilities	64	14	22%	50	78%	44	88%	5	10%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	16	1	6%	15	94%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	2	8%	24	92%	12	50%	5	21%	6	25%	1	4%	7	29%
White	187	13	7%	174	93%	74	43%	49	28%	33	19%	18	10%	51	29%
Multiracial	41	6	15%	35	85%	21	60%	11	31%	3	9%	0	0%	3	9%
Small Group Total: Race & Ethnicity	18	1	6%	17	94%	6	35%	4	24%	6	35%	1	6%	7	41%
Economically Disadvantaged	213	21	10%	192	90%	99	52%	56	29%	28	15%	9	5%	37	19%
Not Economically Disadvantaged	59	1	2%	58	98%	14	24%	13	22%	20	34%	11	19%	31	53%
English Language Learner	7	1	14%	6	86%	2	33%	4	67%	0	0%	0	0%	0	0%
Non-English Language Learner	265	21	8%	244	92%	111	45%	65	27%	48	20%	20	8%	68	28%
In Foster Care	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	269	22	8%	247	92%	—	—	—	—	—	—	—	—	—	—
Homeless	11	2	18%	9	82%	7	78%	2	22%	0	0%	0	0%	0	0%



# GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	7	0	0%	7	100%	4	57%	1	14%	2	29%	0	0%	2	29%
Not Homeless	304	14	5%	290	95%	91	31%	87	30%	74	26%	38	13%	112	39%
Not Migrant	311	14	5%	297	95%	95	32%	88	30%	76	26%	38	13%	114	38%
Parent Not in Armed Forces	311	14	5%	297	95%	95	32%	88	30%	76	26%	38	13%	114	38%

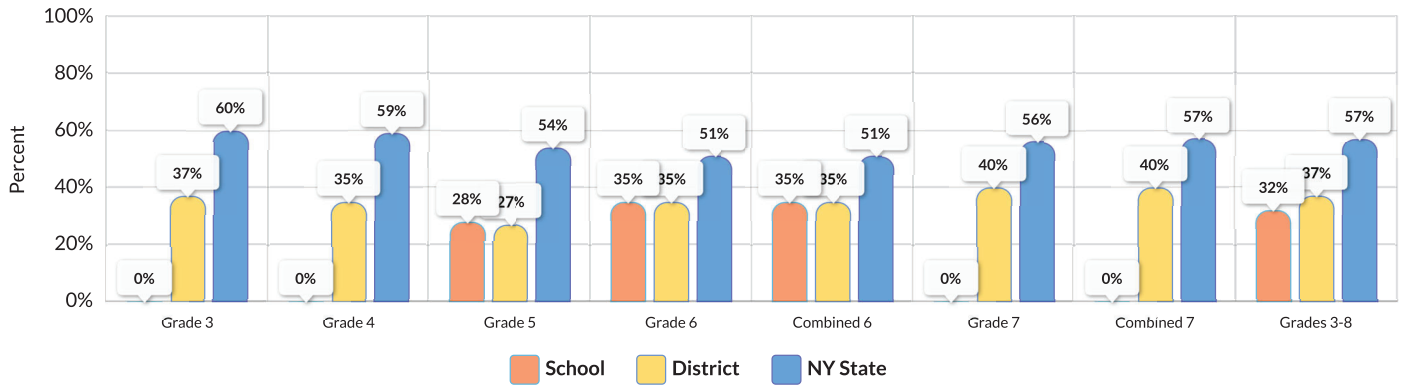


# GRADES 3-8 MATHEMATICS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5	272	22	8%	250	92%	110	44%	71	28%	62	25%	7	3%	69	28%
Grade 6	311	18	6%	293	94%	117	40%	72	25%	88	30%	16	5%	104	35%
Combined 6	311	18	6%	293	94%	117	40%	72	25%	88	30%	16	5%	104	35%
Grade 7	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 7	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	594	51	9%	543	91%	227	42%	143	26%	150	28%	23	4%	173	32%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

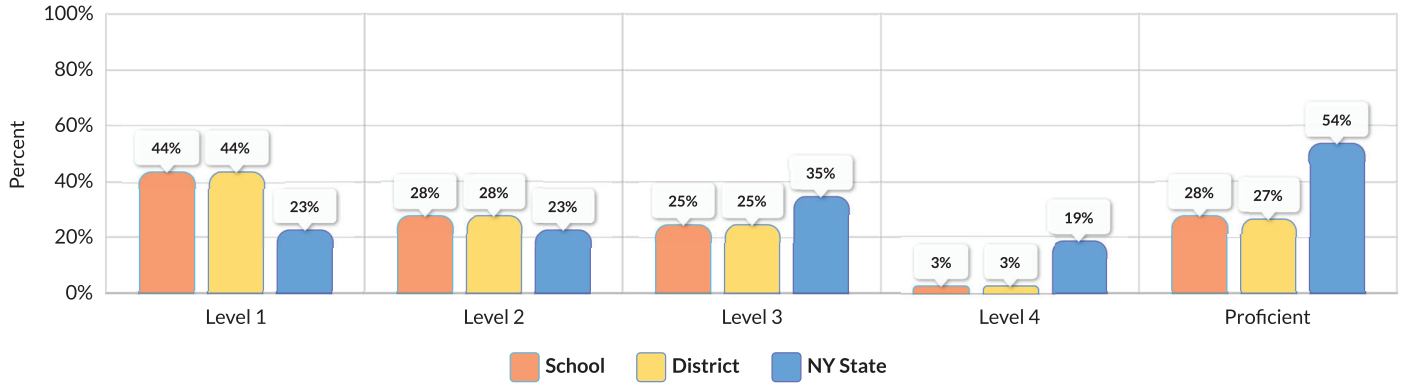




# GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students



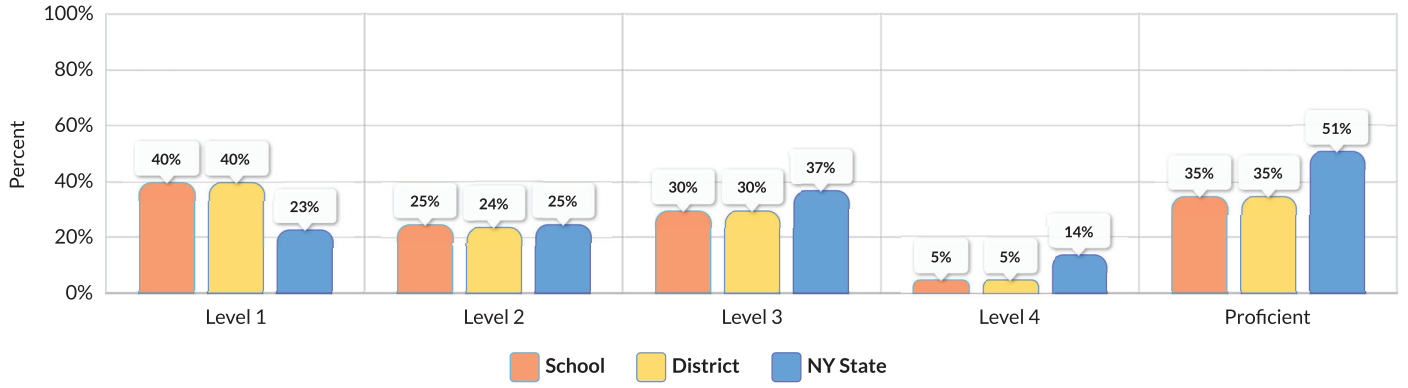
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	272	22	8%	250	92%	110	44%	71	28%	62	25%	7	3%	69	28%
Female	136	12	9%	124	91%	56	45%	34	27%	30	24%	4	3%	34	27%
Male	136	10	7%	126	93%	54	43%	37	29%	32	25%	3	2%	35	28%
General Education Students	208	8	4%	200	96%	71	36%	62	31%	60	30%	7	4%	67	34%
Students with Disabilities	64	14	22%	50	78%	39	78%	9	18%	2	4%	0	0%	2	4%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	16	1	6%	15	94%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	2	8%	24	92%	13	54%	5	21%	4	17%	2	8%	6	25%
White	187	13	7%	174	93%	61	35%	55	32%	53	30%	5	3%	58	33%
Multiracial	41	6	15%	35	85%	23	66%	9	26%	3	9%	0	0%	3	9%
Small Group Total: Race & Ethnicity	18	1	6%	17	94%	13	76%	2	12%	2	12%	0	0%	2	12%
Economically Disadvantaged	213	20	9%	193	91%	102	53%	54	28%	34	18%	3	2%	37	19%
Not Economically Disadvantaged	59	2	3%	57	97%	8	14%	17	30%	28	49%	4	7%	32	56%
English Language Learner	7	1	14%	6	86%	3	50%	3	50%	0	0%	0	0%	0	0%
Non-English Language Learner	265	21	8%	244	92%	107	44%	68	28%	62	25%	7	3%	69	28%
In Foster Care	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	269	22	8%	247	92%	–	–	–	–	–	–	–	–	–	–
Homeless	11	2	18%	9	82%	7	78%	2	22%	0	0%	0	0%	0	0%
Not Homeless	261	20	8%	241	92%	103	43%	69	29%	62	26%	7	3%	69	29%
Not Migrant	272	22	8%	250	92%	110	44%	71	28%	62	25%	7	3%	69	28%



# GRADE 6 MATH RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	311	18	6%	293	94%	117	40%	72	25%	88	30%	16	5%	104	35%
Female	138	7	5%	131	95%	53	40%	34	26%	38	29%	6	5%	44	34%
Male	172	10	6%	162	94%	64	40%	38	23%	50	31%	10	6%	60	37%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	254	8	3%	246	97%	83	34%	61	25%	86	35%	16	7%	102	41%
Students with Disabilities	57	10	18%	47	82%	34	72%	11	23%	2	4%	0	0%	2	4%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	2	40%	0	0%	3	60%	0	0%	3	60%
Black or African American	12	0	0%	12	100%	8	67%	2	17%	1	8%	1	8%	2	17%
Hispanic or Latino	40	3	8%	37	93%	18	49%	12	32%	6	16%	1	3%	7	19%
White	215	13	6%	202	94%	72	36%	50	25%	66	33%	14	7%	80	40%
Multiracial	39	2	5%	37	95%	17	46%	8	22%	12	32%	0	0%	12	32%
Economically Disadvantaged	220	16	7%	204	93%	101	50%	53	26%	45	22%	5	2%	50	25%
Not Economically Disadvantaged	91	2	2%	89	98%	16	18%	19	21%	43	48%	11	12%	54	61%
English Language Learner	6	0	0%	6	100%	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	305	18	6%	287	94%	113	39%	71	25%	87	30%	16	6%	103	36%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	18	6%	292	94%	—	—	—	—	—	—	—	—	—	—
Homeless	7	0	0%	7	100%	4	57%	3	43%	0	0%	0	0%	0	0%
Not Homeless	304	18	6%	286	94%	113	40%	69	24%	88	31%	16	6%	104	36%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	311	18	6%	293	94%	117	40%	72	25%	88	30%	16	5%	104	35%
Parent Not in Armed Forces	311	18	6%	293	94%	117	40%	72	25%	88	30%	16	5%	104	35%

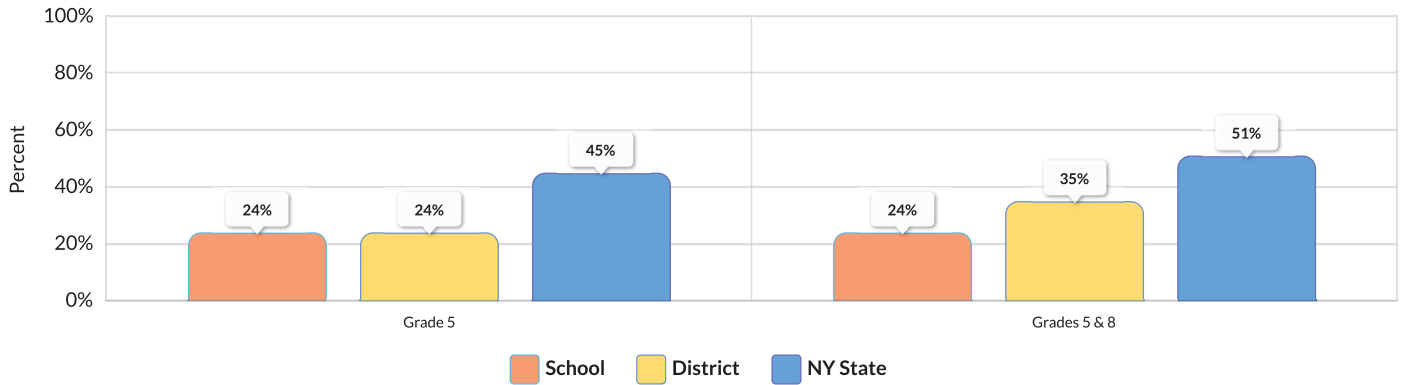


# GRADES 5 & 8 SCIENCE RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



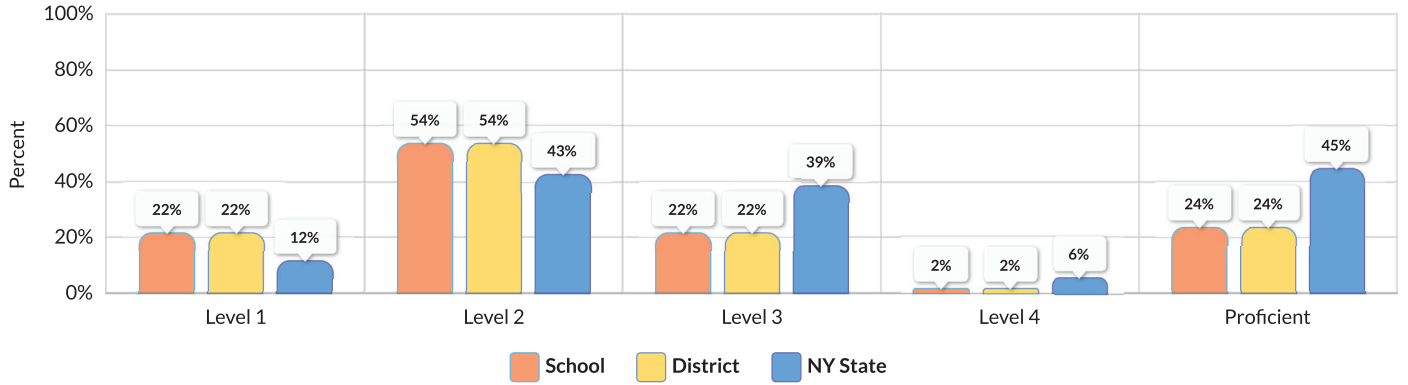
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	272	91%	24	9%	248	91%	55	22%	134	54%	54	22%	5	2%	59	24%
Grades 5 & 8	272	91%	24	9%	248	91%	55	22%	134	54%	54	22%	5	2%	59	24%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

# GRADE 5 SCIENCE RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	272	24	9%	248	91%	55	22%	134	54%	54	22%	5	2%	59	24%
Female	136	11	8%	125	92%	26	21%	63	50%	33	26%	3	2%	36	29%
Male	136	13	10%	123	90%	29	24%	71	58%	21	17%	2	2%	23	19%
General Education Students	208	9	4%	199	96%	36	18%	104	52%	54	27%	5	3%	59	30%
Students with Disabilities	64	15	23%	49	77%	19	39%	30	61%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	16	1	6%	15	94%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	1	4%	25	96%	7	28%	15	60%	3	12%	0	0%	3	12%
White	187	14	7%	173	93%	28	16%	93	54%	47	27%	5	3%	52	30%
Multiracial	41	8	20%	33	80%	14	42%	18	55%	1	3%	0	0%	1	3%
Small Group Total: Race & Ethnicity	18	1	6%	17	94%	6	35%	8	47%	3	18%	0	0%	3	18%
Economically Disadvantaged	213	23	11%	190	89%	49	26%	107	56%	33	17%	1	1%	34	18%
Not Economically Disadvantaged	59	1	2%	58	98%	6	10%	27	47%	21	36%	4	7%	25	43%
English Language Learner	7	1	14%	6	86%	3	50%	3	50%	0	0%	0	0%	0	0%
Non-English Language Learner	265	23	9%	242	91%	52	21%	131	54%	54	22%	5	2%	59	24%
In Foster Care	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	269	24	9%	245	91%	–	–	–	–	–	–	–	–	–	–
Homeless	11	2	18%	9	82%	4	44%	4	44%	1	11%	0	0%	1	11%
Not Homeless	261	22	8%	239	92%	51	21%	130	54%	53	22%	5	2%	58	24%
Not Migrant	272	24	9%	248	91%	55	22%	134	54%	54	22%	5	2%	59	24%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	268	24	9%	244	91%	–	–	–	–	–	–	–	–	–	–

## NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2024-25)

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	7	0	0%	7	100%	0	0%	1	14%	1	14%	5	71%	0	0%
Grade 6	6	0	0%	6	100%	0	0%	0	0%	1	17%	4	67%	1	17%

## NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	8	0	0%	8	100%	0	0%	0	0%	8	100%	0	0%	8	100%
Grade 5 Math	8	0	0%	8	100%	0	0%	0	0%	8	100%	0	0%	8	100%
Grade 5 Science	8	2	25%	6	75%	0	0%	0	0%	6	100%	0	0%	6	100%
Grade 6 ELA	8	0	0%	8	100%	0	0%	0	0%	8	100%	0	0%	8	100%
Grade 6 Math	8	0	0%	8	100%	0	0%	6	75%	2	25%	0	0%	2	25%
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

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

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## 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%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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%

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

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

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

## 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%

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	641	240	37.4%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—
Black or African American	38	13	34.2%
Hispanic or Latino	76	27	35.5%
Multiracial	89	41	46.1%
White	431	159	36.9%
English Language Learner	17	—	—
Students with Disabilities	151	66	43.7%
Economically Disadvantaged	481	207	43%

## CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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

## **CASE MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]**

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

### **2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA**

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For information about how 2025-26 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2025-26 Accountability Statuses Based on 2024-25 Results](#).

## **LOCAL SUPPORT AND IMPROVEMENT**

# MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

## ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	94.6	123.3	136.1
	MATH	119.1	127.4	139.5
American Indian or Alaska Native	ELA	—	—	—
	MATH	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	180	178.8	182.3
	MATH	220	190.9	192.4
Black or African American	ELA	47.4	114.8	129
	MATH	77.6	106.7	122.2
Hispanic or Latino	ELA	78.1	107.5	122.9
	MATH	107	105.6	121.4
Multiracial	ELA	80.4	125.7	138.1
	MATH	101.8	129	140.8
White	ELA	101.4	123.7	136.4
	MATH	125.2	134.7	145.6
English Language Learner	ELA	40	93	110.8
	MATH	100	103.7	119.8
Students with Disabilities	ELA	44.3	68.9	90.7
	MATH	52.6	72.5	93.8
Economically Disadvantaged	ELA	76.8	110	125
	MATH	96.2	110	125

### ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	5	–	–	–	–	–

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

## ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

## ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	2	2	2	—	2
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	—	—
Black or African American	1	1	2	—	2
Hispanic or Latino	2	2	2	—	2
Multiracial	2	2	2	—	1
White	2	2	2	—	2
English Language Learner	2	2	—	—	—
Students with Disabilities	2	2	3	—	2
Economically Disadvantaged	2	2	2	—	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	516	94.6	2
	Math	504	121.2	
	Science	255	139.6	
	Combined	1,275	114.1	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	200	4
	Math	10	220	
	Science	4	—	
	Combined	23	206.5	
Black or African American	ELA	38	47.4	1
	Math	36	81.9	
	Science	21	100	
	Combined	95	72.1	
Hispanic or Latino	ELA	62	80.6	2
	Math	62	110.5	
	Science	29	131	
	Combined	153	102.3	
Multiracial	ELA	55	81.8	2
	Math	55	103.6	
	Science	34	130.9	
	Combined	144	101.7	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	351	101.4	2
	Math	340	127.1	
	Science	166	146.4	
	Combined	857	120.3	
English Language Learner	ELA	8	50	2
	Math	10	100	
	Science	6	100	
	Combined	24	83.3	
Students with Disabilities	ELA	112	45.1	2
	Math	111	54.1	
	Science	54	95.4	
	Combined	277	58.5	
Economically Disadvantaged	ELA	366	77.9	2
	Math	357	99.7	
	Science	184	128.8	
	Combined	907	96.8	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	516	94.6	2
	Math	513	119.1	
	Science	255	139.6	
	Combined	1,284	113.3	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	180	4
	Math	10	220	
	Science	4	—	
	Combined	24	197.9	
Black or African American	ELA	38	47.4	1
	Math	38	77.6	
	Science	21	100	
	Combined	97	70.6	
Hispanic or Latino	ELA	64	78.1	2
	Math	64	107	
	Science	29	131	
	Combined	157	99.7	
Multiracial	ELA	56	80.4	2
	Math	56	101.8	
	Science	34	130.9	
	Combined	146	100.3	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	351	101.4	2
	Math	345	125.2	
	Science	166	146.4	
	Combined	862	119.6	
English Language Learner	ELA	10	40	2
	Math	10	100	
	Science	6	100	
	Combined	26	76.9	
Students with Disabilities	ELA	114	44.3	2
	Math	114	52.6	
	Science	55	93.6	
	Combined	283	57.2	
Economically Disadvantaged	ELA	371	76.8	2
	Math	370	96.2	
	Science	184	128.8	
	Combined	925	94.9	

## ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	952	46,364	48.7	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—
Black or African American	64	2,897	45.3	2
Hispanic or Latino	111	5,336	48.1	2
Multiracial	105	5,174	49.3	2
White	652	31,826	48.8	2
English Language Learner	10	—	—	—
Students with Disabilities	186	9,328	50.2	3
Economically Disadvantaged	661	31,676	47.9	2

## ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	4	—	—	—	—
Hispanic or Latino	3	—	—	—	—
White	1	—	—	—	—
English Language Learner	4	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

## ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1- 95.0%)	Level 4 (95.1- 100.0%)	Attendance Index	Accountability Level
All Students	598	144	80	171	203	155.4	2
American Indian or Alaska Native	1	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—
Black or African American	44	11	6	14	13	151.1	2
Hispanic or Latino	79	19	14	25	21	147.5	2
Multiracial	65	26	8	14	17	120.8	1
White	399	88	52	115	144	160.9	2
English Language Learner	13	—	—	—	—	—	—
Students with Disabilities	134	44	14	41	35	136.9	2
Economically Disadvantaged	435	133	73	117	112	134.9	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	565	95.2%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
Black or African American	✓	42	95.2%
Hispanic or Latino	X	72	91.7%
Multiracial	X	60	93.3%
White	✓	380	96.3%
English Language Learner	—	8	—
Students with Disabilities	X	125	93.6%
Economically Disadvantaged	X	411	93.7%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	566	92.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
Black or African American	X	44	90.9%
Hispanic or Latino	X	72	90.3%
Multiracial	X	60	93.3%
White	X	379	93.4%
English Language Learner	—	8	—
Students with Disabilities	X	124	91.1%
Economically Disadvantaged	X	412	91.3%

## SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	1	–	–	–	–
Hispanic or Latino	1	–	–	–	–
English Language Learner	1	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	1	–	–	–	–

## SECONDARY ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

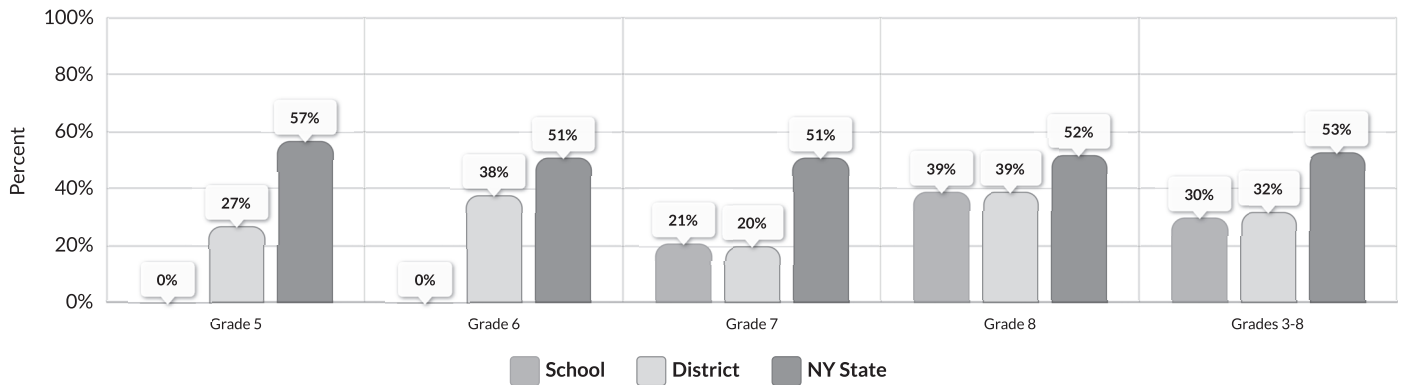
Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1- 95.0%)	Level 4 (95.1- 100.0%)	Attendance Index	Accountability Level
All Students	7	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–
White	5	–	–	–	–	–	–
English Language Learner	1	–	–	–	–	–	–
Students with Disabilities	7	–	–	–	–	–	–
Economically Disadvantaged	7	–	–	–	–	–	–

# GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7	284	23	8%	261	92%	126	48%	81	31%	34	13%	20	8%	54	21%
Grade 8	281	17	6%	264	94%	86	33%	75	28%	77	29%	26	10%	103	39%
Grades 3-8	571	46	8%	525	92%	212	40%	156	30%	111	21%	46	9%	157	30%

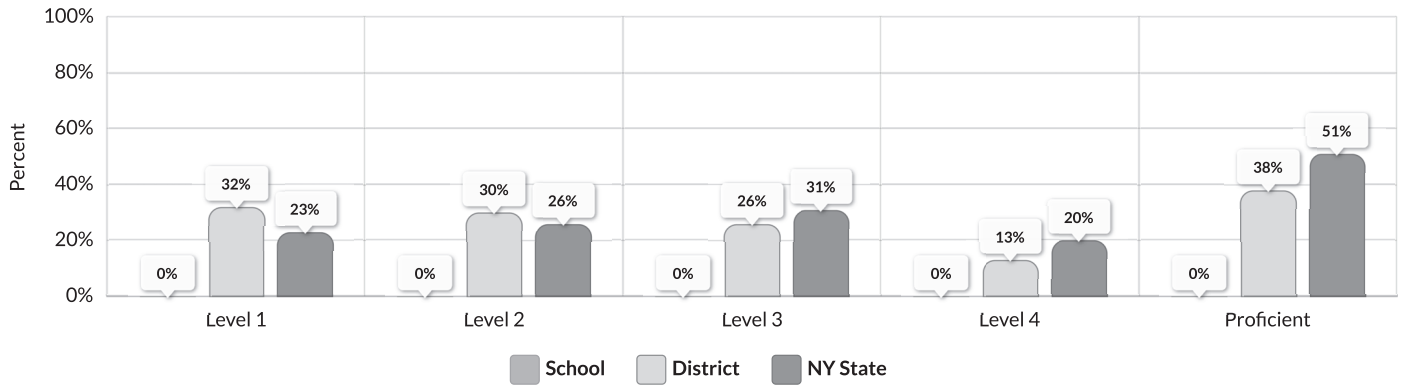
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).



# GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

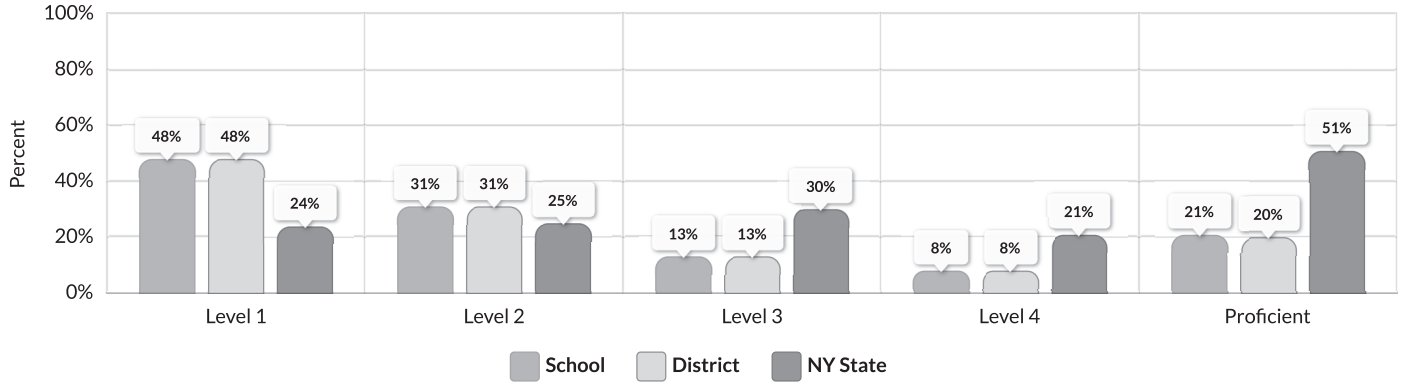




# GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students



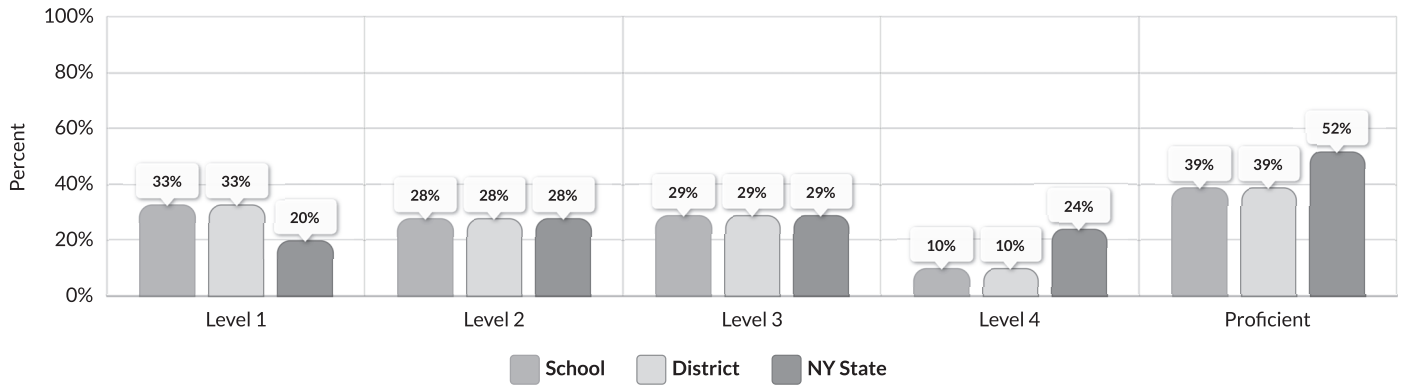
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	284	23	8%	261	92%	126	48%	81	31%	34	13%	20	8%	54	21%
Female	126	9	7%	117	93%	50	43%	35	30%	20	17%	12	10%	32	27%
Male	158	14	9%	144	91%	76	53%	46	32%	14	10%	8	6%	22	15%
General Education Students	224	13	6%	211	94%	84	40%	73	35%	34	16%	20	9%	54	26%
Students with Disabilities	60	10	17%	50	83%	42	84%	8	16%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	0	0%	3	60%	2	40%	5	100%
Black or African American	20	3	15%	17	85%	14	82%	2	12%	1	6%	0	0%	1	6%
Hispanic or Latino	41	6	15%	35	85%	17	49%	14	40%	3	9%	1	3%	4	11%
White	194	10	5%	184	95%	82	45%	62	34%	26	14%	14	8%	40	22%
Multiracial	23	3	13%	20	87%	13	65%	3	15%	1	5%	3	15%	4	20%
Economically Disadvantaged	201	21	10%	180	90%	107	59%	49	27%	17	9%	7	4%	24	13%
Not Economically Disadvantaged	83	2	2%	81	98%	19	23%	32	40%	17	21%	13	16%	30	37%
English Language Learner	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	281	21	7%	260	93%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	283	23	8%	260	92%	—	—	—	—	—	—	—	—	—	—
Homeless	11	3	27%	8	73%	6	75%	2	25%	0	0%	0	0%	0	0%
Not Homeless	273	20	7%	253	93%	120	47%	79	31%	34	13%	20	8%	54	21%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	284	23	8%	261	92%	126	48%	81	31%	34	13%	20	8%	54	21%
Parent in Armed Forces	9	0	0%	9	100%	2	22%	5	56%	1	11%	1	11%	2	22%
Parent Not in Armed Forces	275	23	8%	252	92%	124	49%	76	30%	33	13%	19	8%	52	21%

# GRADE 8 ELA RESULTS



Percent Scoring at Levels for All Students





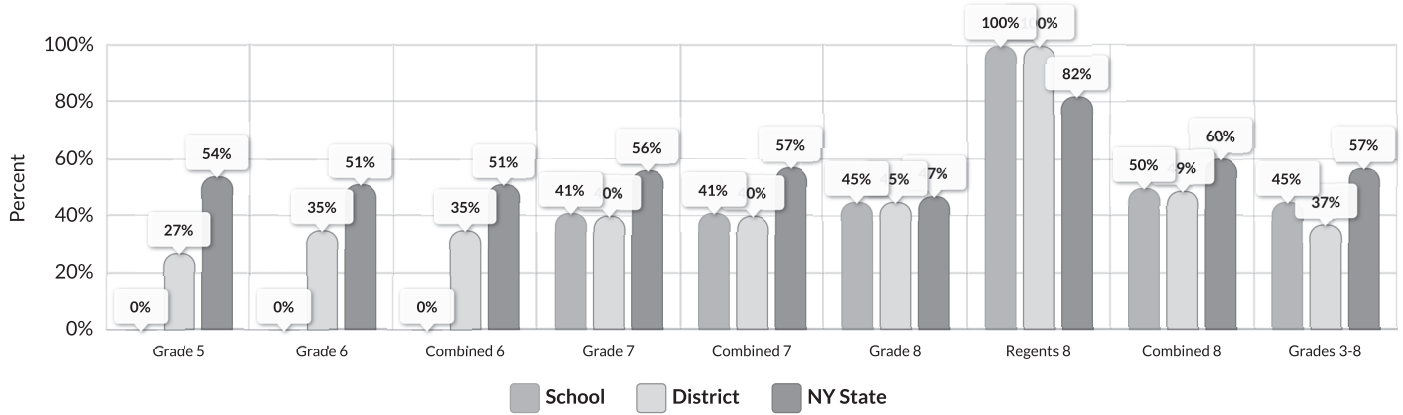
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	279	17	6%	262	94%	—	—	—	—	—	—	—	—	—	—
Homeless	16	2	13%	14	88%	8	57%	3	21%	2	14%	1	7%	3	21%
Not Homeless	265	15	6%	250	94%	78	31%	72	29%	75	30%	25	10%	100	40%
Not Migrant	281	17	6%	264	94%	86	33%	75	28%	77	29%	26	10%	103	39%
Parent in Armed Forces	12	0	0%	12	100%	3	25%	3	25%	4	33%	2	17%	6	50%
Parent Not in Armed Forces	269	17	6%	252	94%	83	33%	72	29%	73	29%	24	10%	97	38%

# GRADES 3-8 MATHEMATICS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



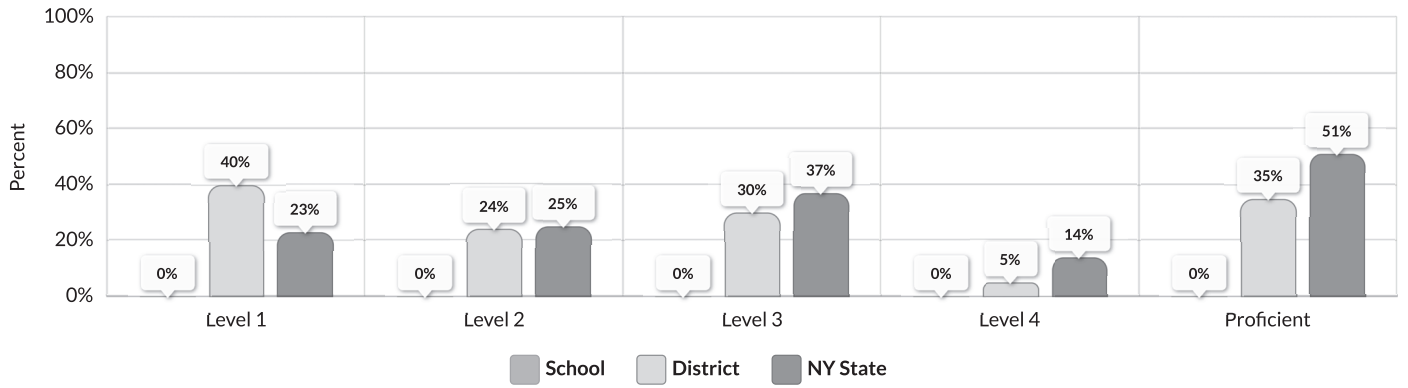
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 6	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7	284	28	10%	256	90%	68	27%	84	33%	70	27%	34	13%	104	41%
Combined 7	284	28	10%	256	90%	68	27%	84	33%	70	27%	34	13%	104	41%
Grade 8	281	46	16%	235	84%	88	37%	41	17%	91	39%	15	6%	106	45%
Regents 8	—	—	—	22	8%	0	0%	0	0%	0	0%	22	100%	22	100%
Combined 8	281	24	9%	257	91%	88	34%	41	16%	91	35%	37	14%	128	50%
Grades 3-8	571	58	10%	513	90%	156	30%	125	24%	161	31%	71	14%	232	45%



# GRADE 6 MATH RESULTS



Percent Scoring at Levels for All Students

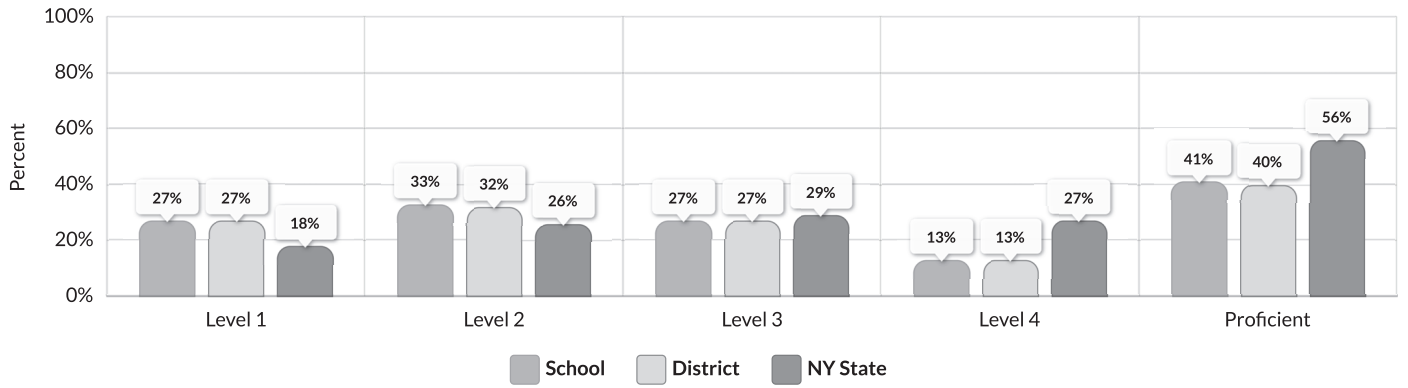




# GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students



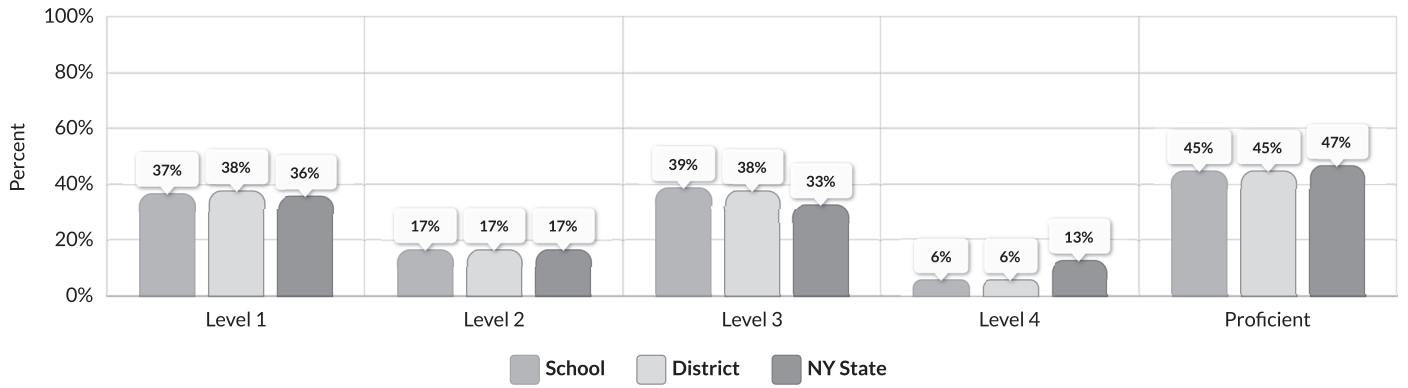
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	284	28	10%	256	90%	68	27%	84	33%	70	27%	34	13%	104	41%
Female	126	9	7%	117	93%	28	24%	41	35%	32	27%	16	14%	48	41%
Male	158	19	12%	139	88%	40	29%	43	31%	38	27%	18	13%	56	40%
General Education Students	224	17	8%	207	92%	35	17%	72	35%	67	32%	33	16%	100	48%
Students with Disabilities	60	11	18%	49	82%	33	67%	12	24%	3	6%	1	2%	4	8%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Black or African American	20	4	20%	16	80%	6	38%	5	31%	4	25%	1	6%	5	31%
Hispanic or Latino	41	7	17%	34	83%	8	24%	14	41%	9	26%	3	9%	12	35%
White	194	14	7%	180	93%	48	27%	58	32%	51	28%	23	13%	74	41%
Multiracial	23	3	13%	20	87%	6	30%	7	35%	4	20%	3	15%	7	35%
Economically Disadvantaged	201	24	12%	177	88%	62	35%	64	36%	40	23%	11	6%	51	29%
Not Economically Disadvantaged	83	4	5%	79	95%	6	8%	20	25%	30	38%	23	29%	53	67%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	281	28	10%	253	90%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	283	28	10%	255	90%	—	—	—	—	—	—	—	—	—	—
Homeless	11	3	27%	8	73%	5	63%	3	38%	0	0%	0	0%	0	0%
Not Homeless	273	25	9%	248	91%	63	25%	81	33%	70	28%	34	14%	104	42%
Not Migrant	284	28	10%	256	90%	68	27%	84	33%	70	27%	34	13%	104	41%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	9	0	0%	9	100%	0	0%	2	22%	4	44%	3	33%	7	78%
Parent Not in Armed Forces	275	28	10%	247	90%	68	28%	82	33%	66	27%	31	13%	97	39%

# GRADE 8 MATH RESULTS



Percent Scoring at Levels for All Students

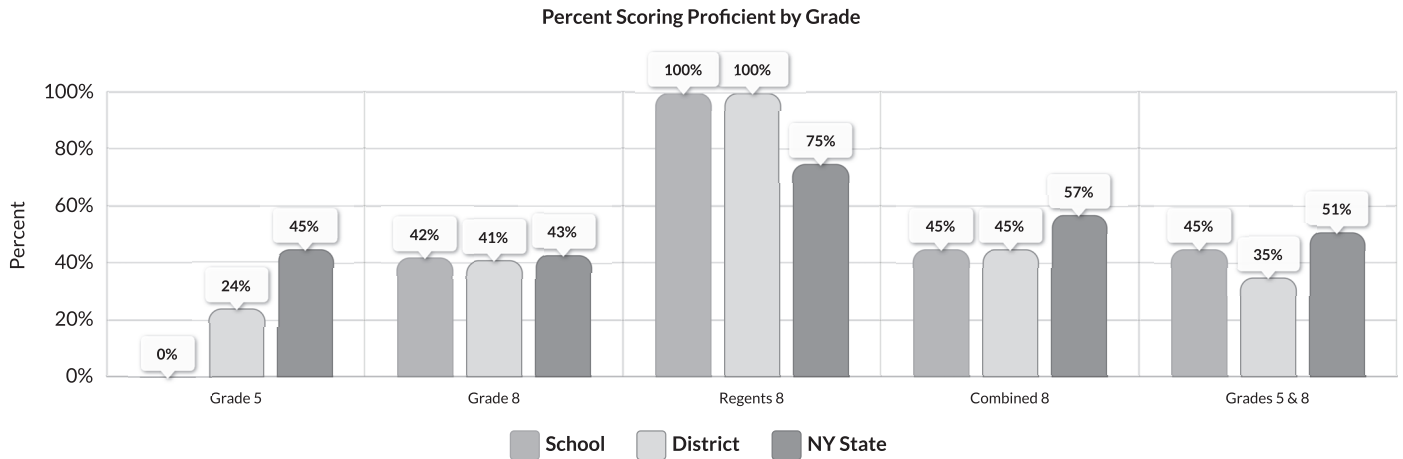




Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	279	46	16%	233	84%	—	—	—	—	—	—	—	—	—	—
Homeless	16	4	25%	12	75%	12	100%	0	0%	0	0%	0	0%	0	0%
Not Homeless	265	42	16%	223	84%	76	34%	41	18%	91	41%	15	7%	106	48%
Not Migrant	281	46	16%	235	84%	88	37%	41	17%	91	39%	15	6%	106	45%
Parent in Armed Forces	12	0	0%	12	100%	2	17%	4	33%	4	33%	2	17%	6	50%
Parent Not in Armed Forces	269	46	17%	223	83%	86	39%	37	17%	87	39%	13	6%	100	45%

# GRADES 5 & 8 SCIENCE RESULTS (2024-25)

## SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8	281	33	12%	248	88%	25	10%	120	48%	94	38%	9	4%	103	42%
Regents 8	—	—	—	18	6%	0	0%	0	0%	2	11%	13	72%	18	100%
Combined 8	281	15	5%	266	95%	25	9%	120	45%	96	36%	22	8%	121	45%
Grades 5 & 8	282	16	6%	266	94%	25	9%	120	45%	96	36%	22	8%	121	45%

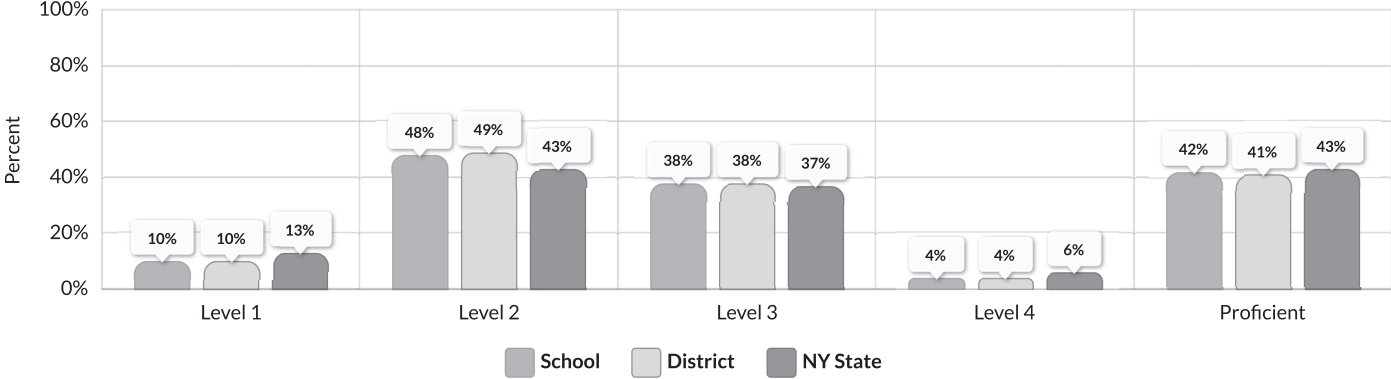
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).



# GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	279	33	12%	246	88%	—	—	—	—	—	—	—	—	—	—
Homeless	16	2	13%	14	88%	3	21%	9	64%	1	7%	1	7%	2	14%
Not Homeless	265	31	12%	234	88%	22	9%	111	47%	93	40%	8	3%	101	43%
Not Migrant	281	33	12%	248	88%	25	10%	120	48%	94	38%	9	4%	103	42%
Parent in Armed Forces	12	0	0%	12	100%	0	0%	7	58%	4	33%	1	8%	5	42%
Parent Not in Armed Forces	269	33	12%	236	88%	25	11%	113	48%	90	38%	8	3%	98	42%

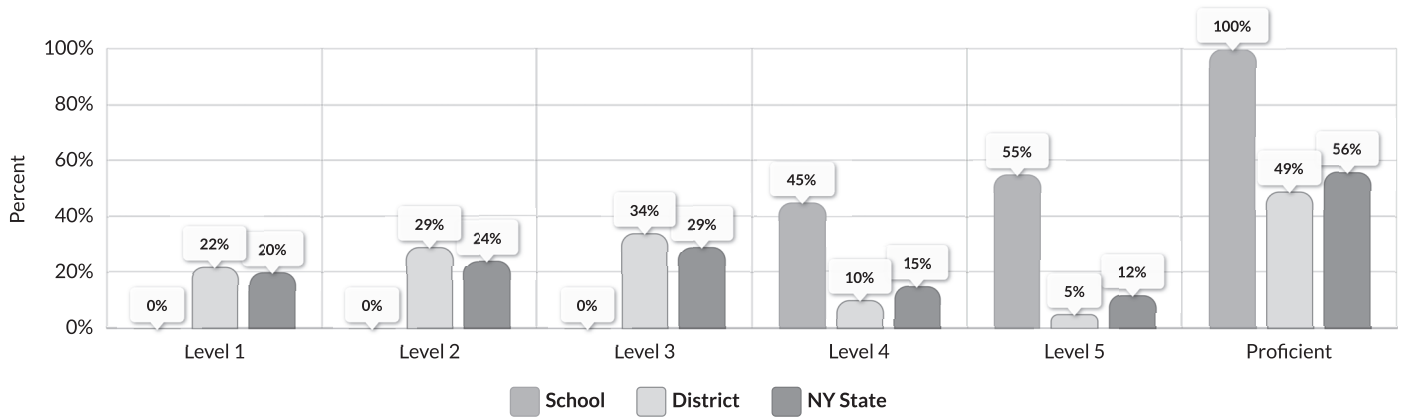
## **ANNUAL REGENTS EXAMINATIONS (2024 - 25)**

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

# ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

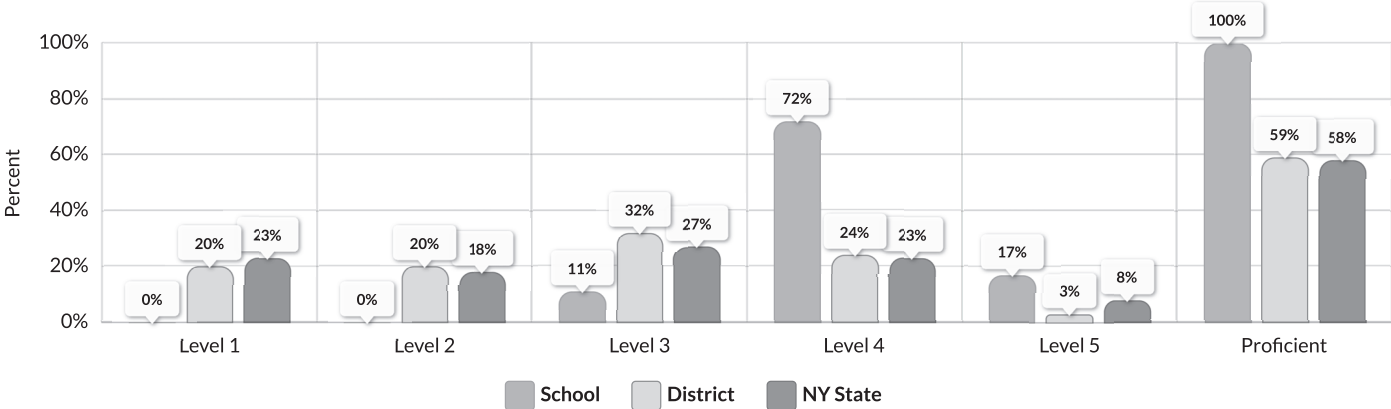


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	22	0	0%	0	0%	0	0%	10	45%	12	55%	22	100%
Female	9	0	0%	0	0%	0	0%	2	22%	7	78%	9	100%
Male	13	0	0%	0	0%	0	0%	8	62%	5	38%	13	100%
General Education Students	22	0	0%	0	0%	0	0%	10	45%	12	55%	22	100%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	18	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	0	0%	0	0%	0	0%	10	45%	12	55%	22	100%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	18	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	22	0	0%	0	0%	0	0%	10	45%	12	55%	22	100%
Not in Foster Care	22	0	0%	0	0%	0	0%	10	45%	12	55%	22	100%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	21	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	22	0	0%	0	0%	0	0%	10	45%	12	55%	22	100%
Parent Not in Armed Forces	22	0	0%	0	0%	0	0%	10	45%	12	55%	22	100%

# ANNUAL REGENTS EXAMINATION IN LIFE SCIENCE: BIOLOGY (JUNE 2025)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	18	0	0%	0	0%	2	11%	13	72%	3	17%	18	100%
Female	8	0	0%	0	0%	1	13%	7	88%	0	0%	8	100%
Male	10	0	0%	0	0%	1	10%	6	60%	3	30%	10	100%
General Education Students	18	0	0%	0	0%	2	11%	13	72%	3	17%	18	100%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
White	16	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	18	0	0%	0	0%	2	11%	13	72%	3	17%	18	100%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	15	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	18	0	0%	0	0%	2	11%	13	72%	3	17%	18	100%
Not in Foster Care	18	0	0%	0	0%	2	11%	13	72%	3	17%	18	100%
Not Homeless	18	0	0%	0	0%	2	11%	13	72%	3	17%	18	100%
Not Migrant	18	0	0%	0	0%	2	11%	13	72%	3	17%	18	100%
Parent Not in Armed Forces	18	0	0%	0	0%	2	11%	13	72%	3	17%	18	100%



## NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	5	0	0%	5	100%	1	20%	3	60%	1	20%	0	0%	1	20%
Grade 6 Math	5	0	0%	5	100%	2	40%	2	40%	1	20%	0	0%	1	20%
Grade 7 ELA	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	7	7	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 (2024-25)

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

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

## 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%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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%

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

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

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

## 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%

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	612	234	38.2%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	—	—
Black or African American	45	18	40%
Hispanic or Latino	81	34	42%
Multiracial	66	34	51.5%
White	408	147	36%
English Language Learner	14	—	—
Students with Disabilities	135	59	43.7%
Economically Disadvantaged	447	215	48.1%

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	7	—	—
Hispanic or Latino	1	—	—
Multiracial	1	—	—
White	5	—	—
English Language Learner	1	—	—
Students with Disabilities	7	—	—
Economically Disadvantaged	7	—	—

## **CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)**

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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## **WATERTOWN SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]**

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

### **2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA**

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For information about how 2025-26 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2025-26 Accountability Statuses Based on 2024-25 Results.

## **LOCAL SUPPORT AND IMPROVEMENT**

# MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

## ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	–	–	–
	MATH	–	–	–
Black or African American	ELA	–	–	–
	MATH	–	–	–
Multiracial	ELA	–	–	–
	MATH	–	–	–
Students with Disabilities	ELA	–	–	–
	MATH	–	–	–
Economically Disadvantaged	ELA	–	–	–
	MATH	–	–	–

## SECONDARY WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	178.3	134.9	148.3
	MATH	98.5	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	228.6	140.5	152.9
	MATH	121.4	114.8	129
Black or African American	ELA	145	95	115
	MATH	107.5	37.8	64.8
Hispanic or Latino	ELA	178	99.6	118.8
	MATH	88	43.4	69.5
Multiracial	ELA	208.8	144.6	156.4
	MATH	114.7	63.5	86.2
White	ELA	177.2	170.2	177.6
	MATH	96.5	74.7	95.6
English Language Learner	ELA	–	–	–
	MATH	–	–	–
Students with Disabilities	ELA	101.9	75.4	98.7
	MATH	38.5	29.3	57.8
Economically Disadvantaged	ELA	152.3	103.2	121.8
	MATH	81.3	51.2	76

**SECONDARY GRADUATION RATE MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)**

Subgroup	Cohort	Number In Cohort	Grad Rate	State MIP	State LTG
All Students	4-Year	273	70.3%	87.5%	88.8%
	5-Year	281	79%	89.4%	90.5%
	6-Year	249	71.9%	88.9%	90.3%
American Indian or Alaska Native	4-Year	1	–	–	–
	5-Year	1	–	–	–
	6-Year	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4-Year	3	–	–	–
	5-Year	9	–	–	–
	6-Year	9	–	–	–
Black or African American	4-Year	25	76%	82.6%	84.7%
	5-Year	23	87%	84.9%	86.7%
	6-Year	20	55%	84.6%	86.7%
Hispanic or Latino	4-Year	31	74.2%	81.6%	83.8%
	5-Year	20	65%	84.4%	86.3%
	6-Year	21	71.4%	83.3%	85.6%
Multiracial	4-Year	23	69.6%	86.6%	88%
	5-Year	18	–	–	–
	6-Year	15	–	–	–
White	4-Year	190	68.9%	91.7%	92.3%
	5-Year	210	79%	92.9%	93.4%
	6-Year	183	71%	93.1%	93.7%
English Language Learner	4-Year	6	–	–	–
	5-Year	–	–	–	–
	6-Year	6	–	–	–
Students with Disabilities	4-Year	61	59%	70.4%	74.5%
	5-Year	62	64.5%	73%	76.8%
	6-Year	66	51.5%	73.1%	77.1%
Economically Disadvantaged	4-Year	168	61.9%	83.1%	85.1%
	5-Year	194	72.7%	85.6%	87.4%
	6-Year	155	61.3%	85.1%	87.1%

**ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)**

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	12	—	—	—	—	—

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	2	–	–
	Math	2	–	
	Science	1	–	
	Combined	5	–	
Black or African American	ELA	1	–	–
	Math	1	–	
	Science	1	–	
	Combined	3	–	
Multiracial	ELA	1	–	–
	Math	1	–	
	Science	0	–	
	Combined	2	–	
Students with Disabilities	ELA	2	–	–
	Math	2	–	
	Science	1	–	
	Combined	5	–	
Economically Disadvantaged	ELA	2	–	–
	Math	2	–	
	Science	1	–	
	Combined	5	–	

**ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Students with Disabilities	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Economically Disadvantaged	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	

## ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	3	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–
White	1	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–
Economically Disadvantaged	3	–	–	–	–	–	–

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	–	2	–
Black or African American	–	1	–
Multiracial	–	1	–
Students with Disabilities	–	2	–
Economically Disadvantaged	–	2	–

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	–	2	–
Black or African American	–	1	–
Multiracial	–	1	–
Students with Disabilities	–	2	–
Economically Disadvantaged	–	2	–

## SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model
All Students	Local Support and Improvement
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement
Black or African American	Local Support and Improvement
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

### SECONDARY INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency	Attendance	College Career, & Civic Readiness
All Students	3	3	1	–	2	2
Asian or Native Hawaiian/Other Pacific Islander	4	4	–	–	4	–
Black or African American	3	2	1	–	2	2
Hispanic or Latino	3	3	1	–	2	2
Multiracial	4	3	1	–	2	2
White	3	2	1	–	2	2
English Language Learner	–	–	–	–	4	–
Students with Disabilities	3	2	1	–	2	2
Economically Disadvantaged	3	2	1	–	2	2

## SECONDARY CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	239	179.1	151.9	3
	Math	238	99.4		
	Science	235	181.9		
	Social Studies	236	159.7		
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	228.6	189.5	4
	Math	7	121.4		
	Science	6	208.3		
	Social Studies	7	214.3		
Black or African American	ELA	20	145	143.8	3
	Math	20	107.5		
	Science	20	177.5		
	Social Studies	20	162.5		
Hispanic or Latino	ELA	25	178	149.8	3
	Math	25	88		
	Science	25	180		
	Social Studies	25	170		
Multiracial	ELA	16	221.9	180.4	4
	Math	17	114.7		
	Science	16	215.6		
	Social Studies	16	181.3		
White	ELA	171	177.2	148.9	3
	Math	169	97.6		
	Science	168	178.6		
	Social Studies	168	153.6		
English Language Learner	ELA	2	–	–	–
	Math	2	–		
	Science	1	–		
	Social Studies	2	–		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	52	101.9	82.3	3
	Math	51	39.2		
	Science	50	113		
	Social Studies	49	86.7		
Economically Disadvantaged	ELA	127	153.5	131.6	3
	Math	127	81.9		
	Science	124	163.7		
	Social Studies	125	141.2		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	240	178.3	150.1	3
	Math	240	98.5		
	Science	240	178.1		
	Social Studies	240	157.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	228.6	183.6	4
	Math	7	121.4		
	Science	7	178.6		
	Social Studies	7	214.3		
Black or African American	ELA	20	145	143.8	2
	Math	20	107.5		
	Science	20	177.5		
	Social Studies	20	162.5		
Hispanic or Latino	ELA	25	178	149.8	3
	Math	25	88		
	Science	25	180		
	Social Studies	25	170		
Multiracial	ELA	17	208.8	171.8	3
	Math	17	114.7		
	Science	17	202.9		
	Social Studies	17	170.6		
White	ELA	171	177.2	147.4	2
	Math	171	96.5		
	Science	171	175.4		
	Social Studies	171	150.9		
English Language Learner	ELA	2	–	–	–
	Math	2	–		
	Science	2	–		
	Social Studies	2	–		
Students with Disabilities	ELA	52	101.9	80.2	2
	Math	52	38.5		
	Science	52	108.7		
	Social Studies	52	81.7		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Economically Disadvantaged	ELA	128	152.3	129.4	2
	Math	128	81.3		
	Science	128	158.6		
	Social Studies	128	137.9		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	273	192	70.3%	73.7%	1
	5-year	281	222	79%		
	6-year	249	179	71.9%		
American Indian or Alaska Native	4-year	1	–	–	–	–
	5-year	1	–	–		
	6-year	1	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	3	–	–	–	–
	5-year	9	–	–		
	6-year	9	–	–		
Black or African American	4-year	25	19	76%	72.7%	1
	5-year	23	20	87%		
	6-year	20	11	55%		
Hispanic or Latino	4-year	31	23	74.2%	70.2%	1
	5-year	20	13	65%		
	6-year	21	15	71.4%		
Multiracial	4-year	23	16	69.6%	69.6%	1
	5-year	18	–	–		
	6-year	15	–	–		
White	4-year	190	131	68.9%	73%	1
	5-year	210	166	79%		
	6-year	183	130	71%		
English Language Learner	4-year	6	–	–	–	–
	5-year	0	–	–		
	6-year	6	–	–		
Students with Disabilities	4-year	61	36	59%	58.3%	1
	5-year	62	40	64.5%		
	6-year	66	34	51.5%		
Economically Disadvantaged	4-year	168	104	61.9%	65.3%	1
	5-year	194	141	72.7%		
	6-year	155	95	61.3%		

## SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	12	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	9	—	—	—	—
English Language Learner	12	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	10	—	—	—	—

## SECONDARY ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	1,203	341	159	264	439	148.3	2
American Indian or Alaska Native	2	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	1	1	6	15	219.6	4
Black or African American	95	31	11	24	29	138.4	2
Hispanic or Latino	126	47	12	36	31	128.2	2
Multiracial	127	45	25	18	39	124.8	2
White	830	216	110	180	324	154.2	2
English Language Learner	20	2	1	8	9	197.5	4
Students with Disabilities	265	86	32	67	80	138.1	2
Economically Disadvantaged	792	293	123	167	209	123.7	2

## SECONDARY COLLEGE, CAREER, AND CIVIC READINESS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight	Index	Accountability Level
All Students	275	0	127	17	86	10	43	134.7	2
Asian or Native Hawaiian/Other Pacific Islander	7	0	—	—	—	—	—	—	—
Black or African American	22	0	10	1	7	1	4	131.8	2
Hispanic or Latino	30	0	10	1	15	0	4	121.7	2
Multiracial	21	0	9	2	6	0	4	128.6	2
White	195	0	94	12	56	9	31	136.7	2
English Language Learner	2	0	—	—	—	—	—	—	—
Students with Disabilities	63	0	9	6	31	2	15	93.7	2
Economically Disadvantaged	160	0	51	8	59	7	40	110.3	2

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	272	100%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	25	—
Hispanic or Latino	—	32	—
Multiracial	—	23	—
White	✓	185	100%
English Language Learner	—	2	—
Students with Disabilities	✓	52	100%
Economically Disadvantaged	✓	156	100%

## SECONDARY MATHEMATICS PARTICIPATION RATE

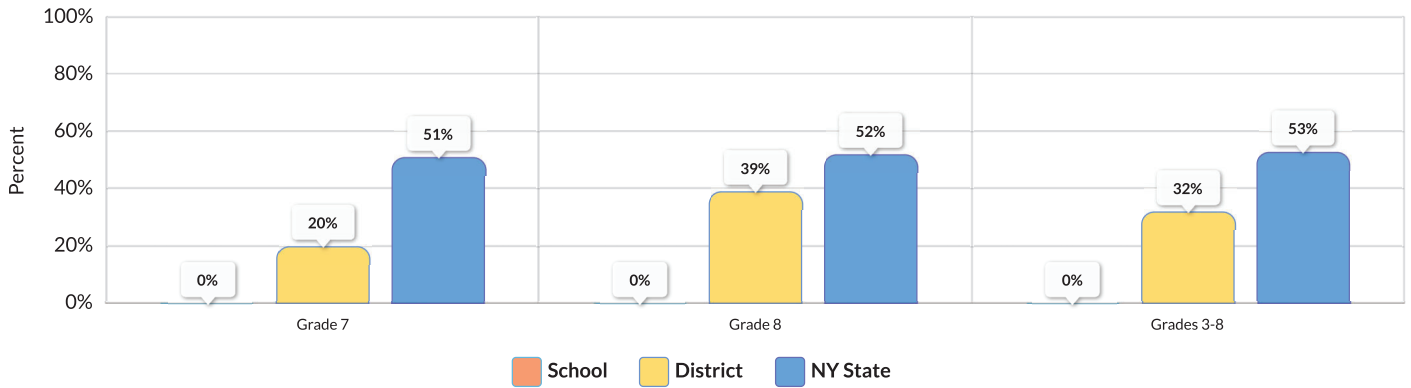
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	271	97.8%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	25	—
Hispanic or Latino	—	32	—
Multiracial	—	23	—
White	✓	184	97.8%
English Language Learner	—	2	—
Students with Disabilities	✓	51	98%
Economically Disadvantaged	✓	155	97.4%

## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

### SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	3	3	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, as well as business rules for suppressions (displayed as "—" dash).



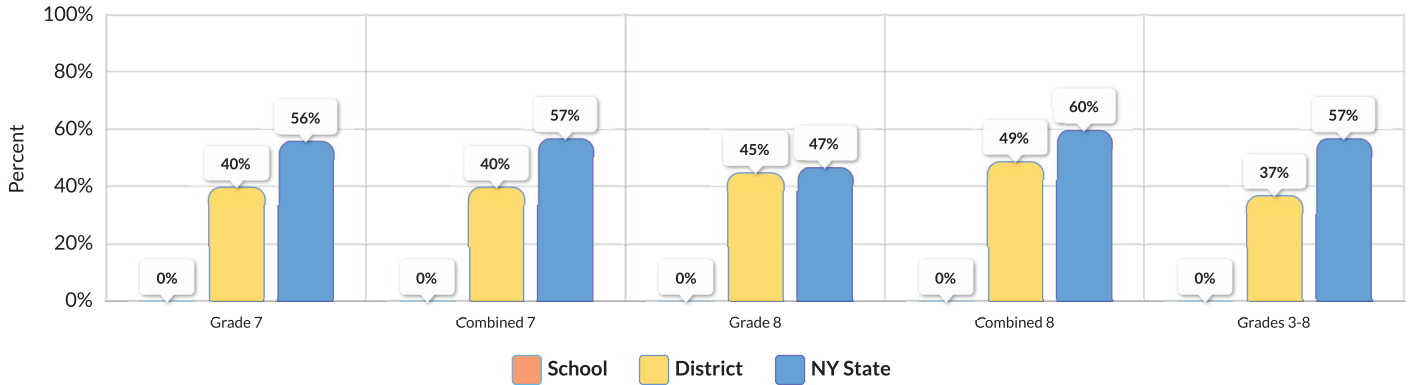


# GRADES 3-8 MATHEMATICS RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 7	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8	2	100%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 8	2	100%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	3	100%	3	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, as well as business rules for suppressions (displayed as "-" dash).



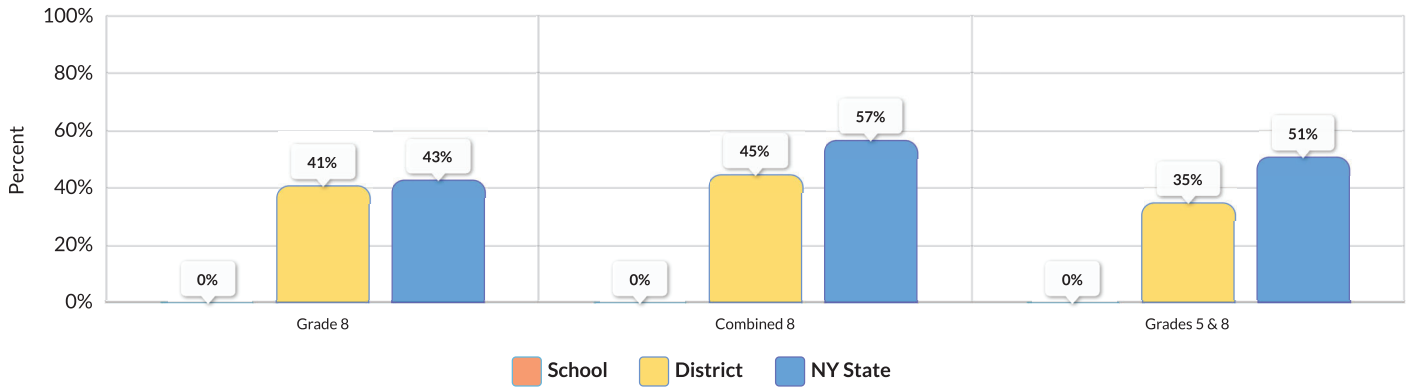


# GRADES 5 & 8 SCIENCE RESULTS (2024-25)

## SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 8	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 5 & 8	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).



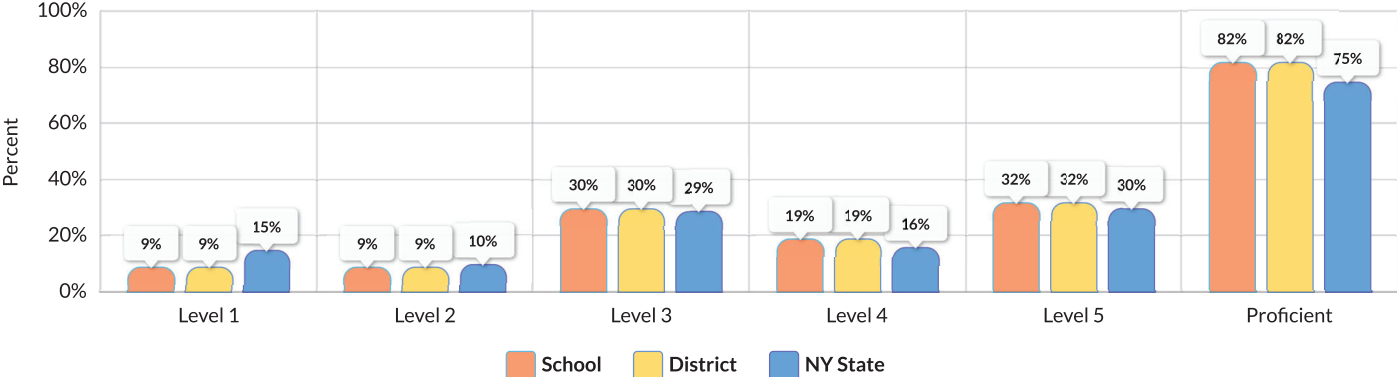
## **ANNUAL REGENTS EXAMINATIONS (2024 - 25)**

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

# ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



Percent Scoring at Levels for All Students

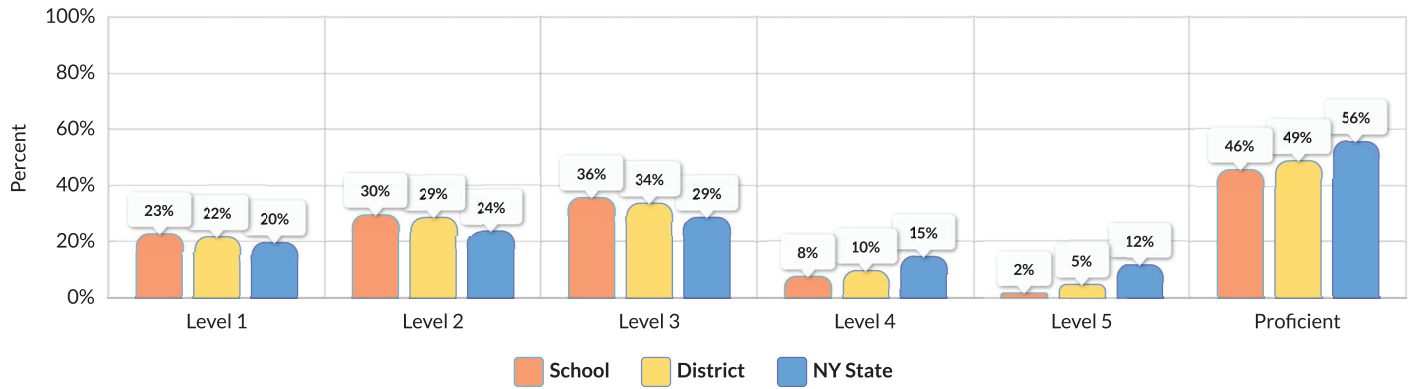


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	264	25	9%	23	9%	80	30%	51	19%	85	32%	216	82%
Female	144	11	8%	11	8%	42	29%	27	19%	53	37%	122	85%
Male	120	14	12%	12	10%	38	32%	24	20%	32	27%	94	78%
General Education Students	208	9	4%	10	5%	62	30%	46	22%	81	39%	189	91%
Students with Disabilities	56	16	29%	13	23%	18	32%	5	9%	4	7%	27	48%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	22	4	18%	1	5%	9	41%	4	18%	4	18%	17	77%
Hispanic or Latino	25	2	8%	2	8%	11	44%	5	20%	5	20%	21	84%
White	181	19	10%	16	9%	50	28%	35	19%	61	34%	146	81%
Multiracial	25	0	0%	3	12%	8	32%	6	24%	8	32%	22	88%
Small Group Total: Race & Ethnicity	11	0	0%	1	9%	2	18%	1	9%	7	64%	10	91%
Economically Disadvantaged	170	22	13%	19	11%	60	35%	30	18%	39	23%	129	76%
Not Economically Disadvantaged	94	3	3%	4	4%	20	21%	21	22%	46	49%	87	93%
English Language Learner	5	2	40%	0	0%	3	60%	0	0%	0	0%	3	60%
Non-English Language Learner	259	23	9%	23	9%	77	30%	51	20%	85	33%	213	82%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	263	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	6	1	17%	0	0%	3	50%	2	33%	0	0%	5	83%
Not Homeless	258	24	9%	23	9%	77	30%	49	19%	85	33%	211	82%
Not Migrant	264	25	9%	23	9%	80	30%	51	19%	85	32%	216	82%
Parent in Armed Forces	9	0	0%	1	11%	0	0%	0	0%	8	89%	8	89%
Parent Not in Armed Forces	255	25	10%	22	9%	80	31%	51	20%	77	30%	208	82%

# ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

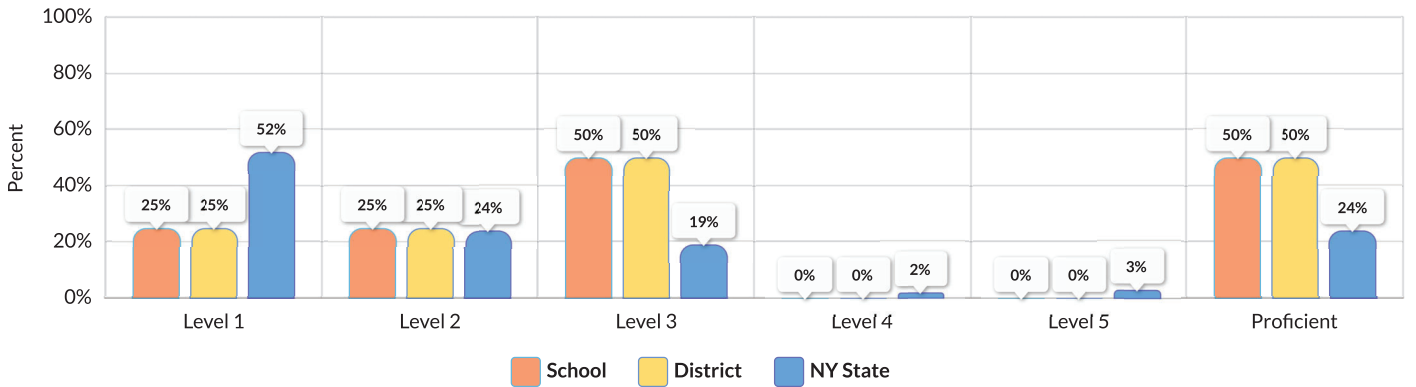


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	447	105	23%	135	30%	160	36%	36	8%	11	2%	207	46%
Female	233	53	23%	70	30%	84	36%	18	8%	8	3%	110	47%
Male	213	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	214	52	24%	65	30%	76	36%	18	8%	3	1%	97	45%
General Education Students	339	56	17%	101	30%	135	40%	36	11%	11	3%	182	54%
Students with Disabilities	108	49	45%	34	31%	25	23%	0	0%	0	0%	25	23%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	42	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	53	16	30%	14	26%	18	34%	2	4%	3	6%	23	43%
White	290	62	21%	92	32%	107	37%	25	9%	4	1%	136	47%
Multiracial	59	14	24%	13	22%	24	41%	7	12%	1	2%	32	54%
Small Group Total: Race & Ethnicity	45	13	29%	16	36%	11	24%	2	4%	3	7%	16	36%
Economically Disadvantaged	327	90	28%	106	32%	107	33%	19	6%	5	2%	131	40%
Not Economically Disadvantaged	120	15	13%	29	24%	53	44%	17	14%	6	5%	76	63%
English Language Learner	13	7	54%	2	15%	3	23%	0	0%	1	8%	4	31%
Non-English Language Learner	434	98	23%	133	31%	157	36%	36	8%	10	2%	203	47%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	445	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	13	6	46%	5	38%	1	8%	1	8%	0	0%	2	15%
Not Homeless	434	99	23%	130	30%	159	37%	35	8%	11	3%	205	47%
Not Migrant	447	105	23%	135	30%	160	36%	36	8%	11	2%	207	46%
Parent in Armed Forces	12	0	0%	2	17%	8	67%	1	8%	1	8%	10	83%
Parent Not in Armed Forces	435	105	24%	133	31%	152	35%	35	8%	10	2%	197	45%

# ANNUAL REGENTS EXAMINATION IN GEOMETRY (AUGUST 2024 & JANUARY 2025)



Percent Scoring at Levels for All Students

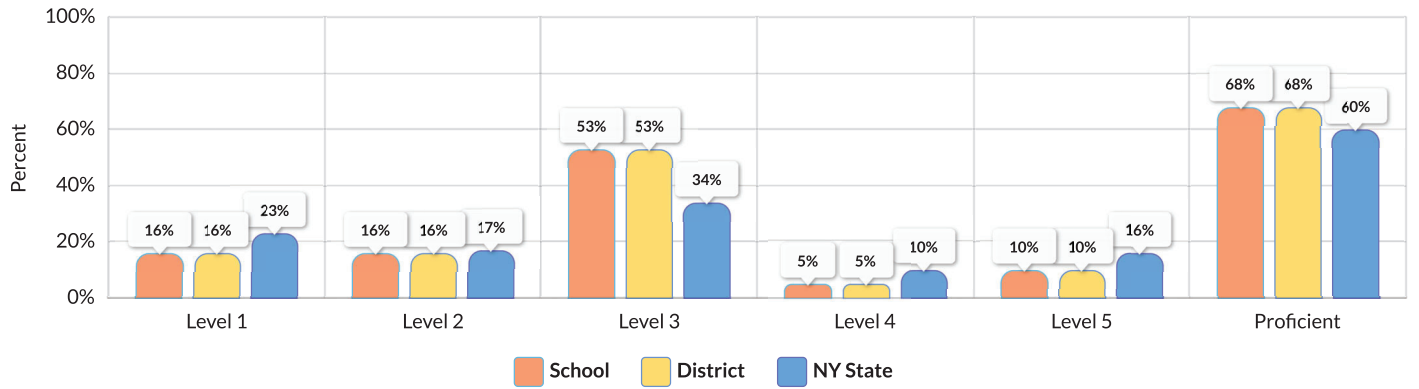


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%
Female	9	2	22%	4	44%	3	33%	0	0%	0	0%	3	33%
Male	11	3	27%	1	9%	7	64%	0	0%	0	0%	7	64%
General Education Students	17	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	14	3	21%	2	14%	9	64%	0	0%	0	0%	9	64%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	3	50%	1	17%	0	0%	0	0%	1	17%
Economically Disadvantaged	11	3	27%	3	27%	5	45%	0	0%	0	0%	5	45%
Not Economically Disadvantaged	9	2	22%	2	22%	5	56%	0	0%	0	0%	5	56%
Non-English Language Learner	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%
Not in Foster Care	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%
Not Homeless	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%
Not Migrant	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%
Parent Not in Armed Forces	20	5	25%	5	25%	10	50%	0	0%	0	0%	10	50%

# ANNUAL REGENTS EXAMINATION IN GEOMETRY (NEW) (JUNE 2025)



Percent Scoring at Levels for All Students

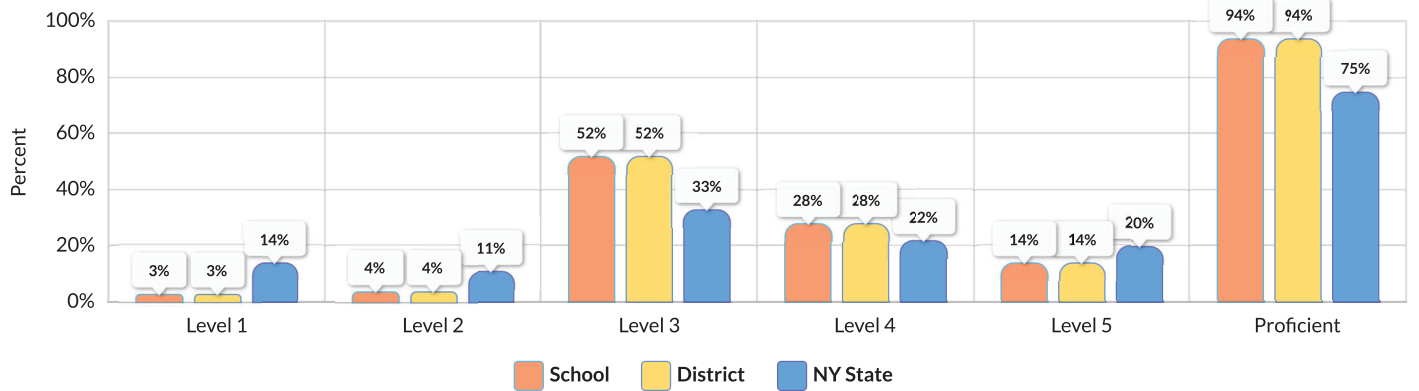


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	19	16%	19	16%	62	53%	6	5%	12	10%	80	68%
Female	55	—	—	—	—	—	—	—	—	—	—	—	—
Male	61	11	18%	10	16%	33	54%	3	5%	4	7%	40	66%
Non-Binary	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	57	8	14%	9	16%	29	51%	3	5%	8	14%	40	70%
General Education Students	110	16	15%	19	17%	57	52%	6	5%	12	11%	75	68%
Students with Disabilities	8	3	38%	0	0%	5	63%	0	0%	0	0%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	2	33%	1	17%	1	17%	2	33%	4	67%
Black or African American	8	2	25%	1	13%	5	63%	0	0%	0	0%	5	63%
Hispanic or Latino	7	2	29%	1	14%	4	57%	0	0%	0	0%	4	57%
White	85	12	14%	14	16%	45	53%	4	5%	10	12%	59	69%
Multiracial	12	3	25%	1	8%	7	58%	1	8%	0	0%	8	67%
Economically Disadvantaged	59	11	19%	10	17%	33	56%	3	5%	2	3%	38	64%
Not Economically Disadvantaged	59	8	14%	9	15%	29	49%	3	5%	10	17%	42	71%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	117	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	118	19	16%	19	16%	62	53%	6	5%	12	10%	80	68%
Not Homeless	118	19	16%	19	16%	62	53%	6	5%	12	10%	80	68%
Not Migrant	118	19	16%	19	16%	62	53%	6	5%	12	10%	80	68%
Parent in Armed Forces	7	1	14%	2	29%	3	43%	0	0%	1	14%	4	57%
Parent Not in Armed Forces	111	18	16%	17	15%	59	53%	6	5%	11	10%	76	68%

# ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



Percent Scoring at Levels for All Students

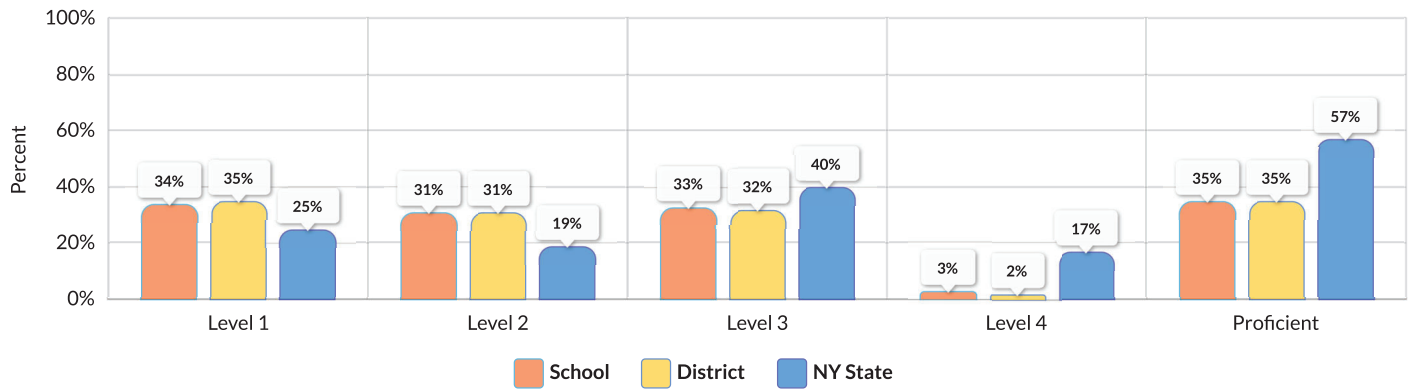


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	2	3%	3	4%	41	52%	22	28%	11	14%	74	94%
Female	44	1	2%	3	7%	25	57%	10	23%	5	11%	40	91%
Male	35	1	3%	0	0%	16	46%	12	34%	6	17%	34	97%
General Education Students	79	2	3%	3	4%	41	52%	22	28%	11	14%	74	94%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	0	0%	2	33%	0	0%	3	50%	5	83%
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	67	1	1%	1	1%	36	54%	21	31%	8	12%	65	97%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	2	33%	3	50%	1	17%	0	0%	4	67%
Economically Disadvantaged	21	0	0%	2	10%	13	62%	3	14%	3	14%	19	90%
Not Economically Disadvantaged	58	2	3%	1	2%	28	48%	19	33%	8	14%	55	95%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	77	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	79	2	3%	3	4%	41	52%	22	28%	11	14%	74	94%
Not Homeless	79	2	3%	3	4%	41	52%	22	28%	11	14%	74	94%
Not Migrant	79	2	3%	3	4%	41	52%	22	28%	11	14%	74	94%
Parent in Armed Forces	6	0	0%	1	17%	2	33%	2	33%	1	17%	5	83%
Parent Not in Armed Forces	73	2	3%	2	3%	39	53%	20	27%	10	14%	69	95%

# ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Percent Scoring at Levels for All Students

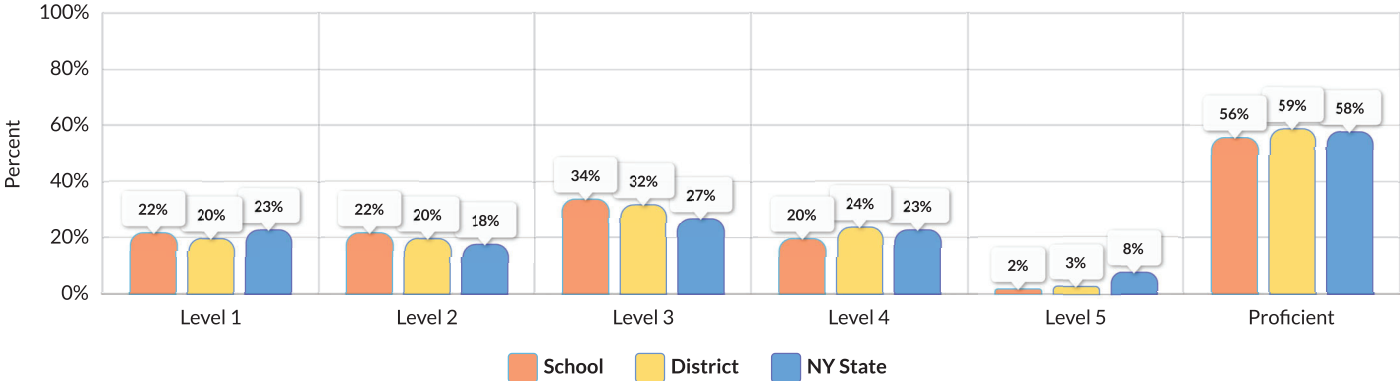




# ANNUAL REGENTS EXAMINATION IN LIFE SCIENCE: BIOLOGY (JUNE 2025)



Percent Scoring at Levels for All Students

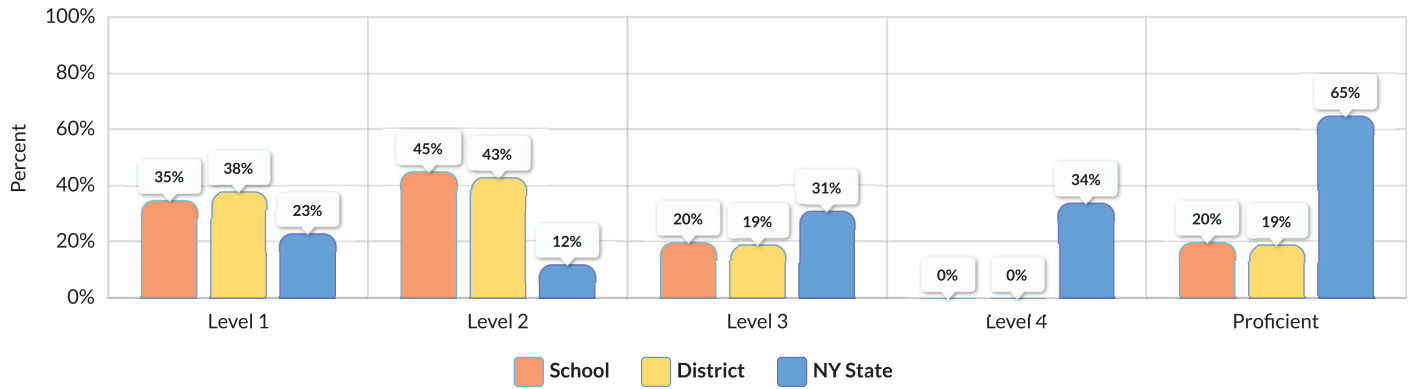


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	228	50	22%	50	22%	77	34%	46	20%	5	2%	128	56%
Female	116	31	27%	22	19%	41	35%	20	17%	2	2%	63	54%
Male	111	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	112	19	17%	28	25%	36	32%	26	23%	3	3%	65	58%
General Education Students	191	30	16%	40	21%	72	38%	44	23%	5	3%	121	63%
Students with Disabilities	37	20	54%	10	27%	5	14%	2	5%	0	0%	7	19%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	23	7	30%	6	26%	3	13%	7	30%	0	0%	10	43%
Hispanic or Latino	21	–	–	–	–	–	–	–	–	–	–	–	–
White	153	29	19%	29	19%	59	39%	31	20%	5	3%	95	62%
Multiracial	29	5	17%	9	31%	9	31%	6	21%	0	0%	15	52%
Small Group Total: Race & Ethnicity	23	9	39%	6	26%	6	26%	2	9%	0	0%	8	35%
Economically Disadvantaged	151	44	29%	35	23%	50	33%	20	13%	2	1%	72	48%
Not Economically Disadvantaged	77	6	8%	15	19%	27	35%	26	34%	3	4%	56	73%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	225	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	228	50	22%	50	22%	77	34%	46	20%	5	2%	128	56%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	225	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	228	50	22%	50	22%	77	34%	46	20%	5	2%	128	56%
Parent in Armed Forces	9	1	11%	3	33%	1	11%	3	33%	1	11%	5	56%
Parent Not in Armed Forces	219	49	22%	47	21%	76	35%	43	20%	4	2%	123	56%

# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2024-25)



Percent Scoring at Levels for All Students

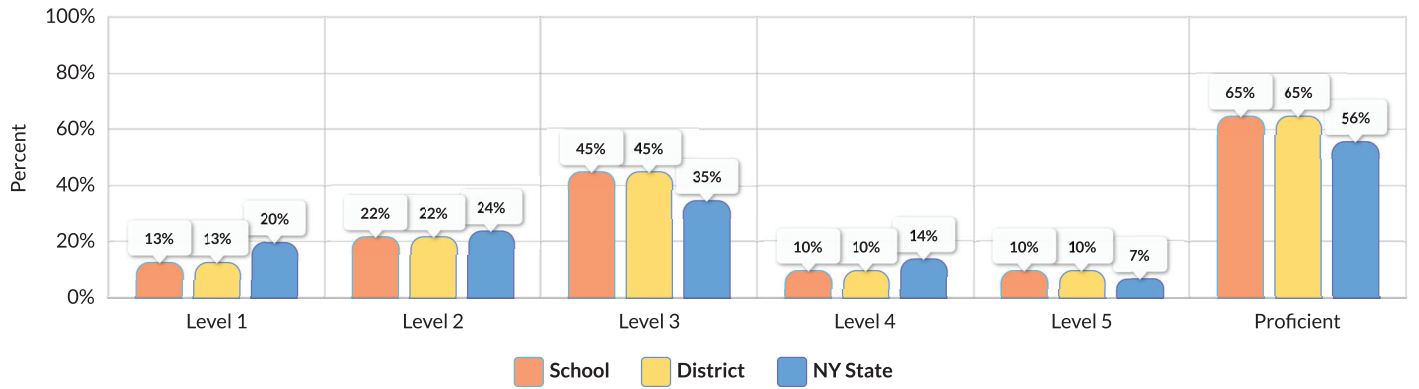




# ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)



Percent Scoring at Levels for All Students

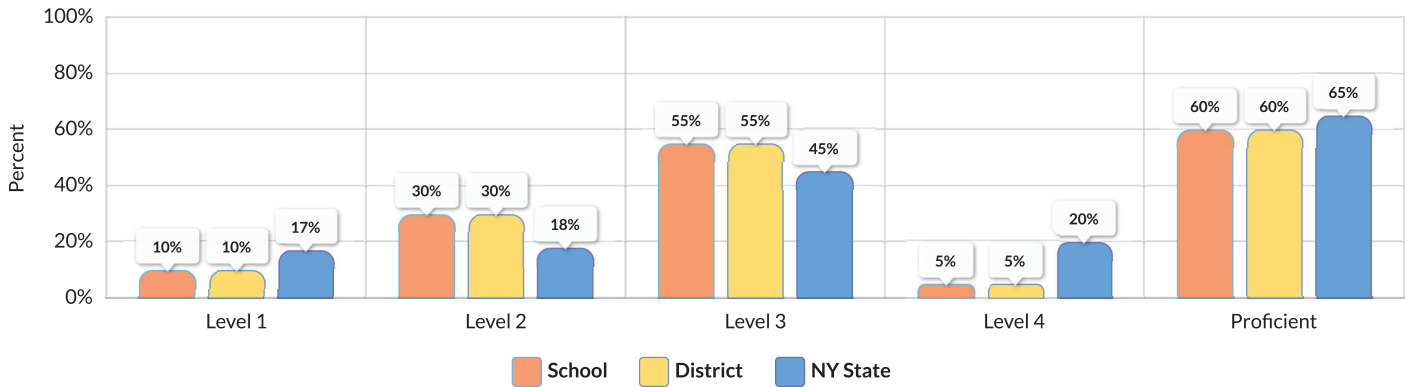


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	192	25	13%	42	22%	86	45%	20	10%	19	10%	125	65%
Female	101	16	16%	22	22%	43	43%	12	12%	8	8%	63	62%
Male	90	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	91	9	10%	20	22%	43	47%	8	9%	11	12%	62	68%
General Education Students	165	14	8%	32	19%	80	48%	20	12%	19	12%	119	72%
Students with Disabilities	27	11	41%	10	37%	6	22%	0	0%	0	0%	6	22%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	9	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	4	21%	5	26%	7	37%	2	11%	1	5%	10	53%
White	139	16	12%	30	22%	64	46%	14	10%	15	11%	93	67%
Multiracial	21	2	10%	5	24%	10	48%	2	10%	2	10%	14	67%
Small Group Total: Race & Ethnicity	13	3	23%	2	15%	5	38%	2	15%	1	8%	8	62%
Economically Disadvantaged	118	20	17%	30	25%	52	44%	8	7%	8	7%	68	58%
Not Economically Disadvantaged	74	5	7%	12	16%	34	46%	12	16%	11	15%	57	77%
English Language Learner	6	4	67%	1	17%	1	17%	0	0%	0	0%	1	17%
Non-English Language Learner	186	21	11%	41	22%	85	46%	20	11%	19	10%	124	67%
Not in Foster Care	192	25	13%	42	22%	86	45%	20	10%	19	10%	125	65%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	189	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	192	25	13%	42	22%	86	45%	20	10%	19	10%	125	65%
Parent in Armed Forces	10	0	0%	1	10%	6	60%	2	20%	1	10%	9	90%
Parent Not in Armed Forces	182	25	14%	41	23%	80	44%	18	10%	18	10%	116	64%

# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2024-25)



Percent Scoring at Levels for All Students



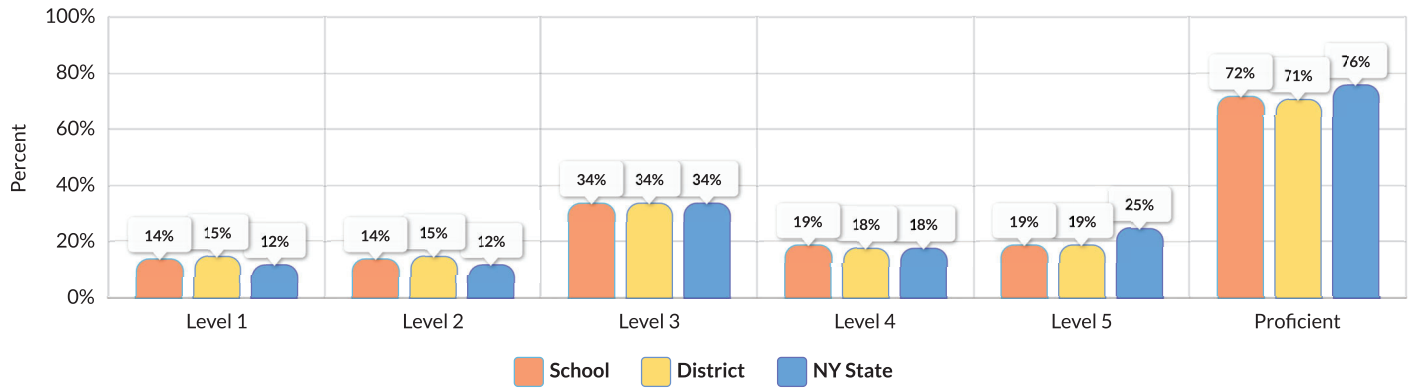
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	73	7	10%	22	30%	40	55%	4	5%	44	60%
Female	38	5	13%	12	32%	21	55%	0	0%	21	55%
Male	35	2	6%	10	29%	19	54%	4	11%	23	66%
General Education Students	72	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	64	4	6%	20	31%	36	56%	4	6%	40	63%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	3	33%	2	22%	4	44%	0	0%	4	44%
Economically Disadvantaged	17	2	12%	11	65%	4	24%	0	0%	4	24%
Not Economically Disadvantaged	56	5	9%	11	20%	36	64%	4	7%	40	71%
Non-English Language Learner	73	7	10%	22	30%	40	55%	4	5%	44	60%
Not in Foster Care	73	7	10%	22	30%	40	55%	4	5%	44	60%
Not Homeless	73	7	10%	22	30%	40	55%	4	5%	44	60%
Not Migrant	73	7	10%	22	30%	40	55%	4	5%	44	60%
Parent in Armed Forces	6	0	0%	3	50%	3	50%	0	0%	3	50%
Parent Not in Armed Forces	67	7	10%	19	28%	37	55%	4	6%	41	61%



# ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2024-25)



Percent Scoring at Levels for All Students

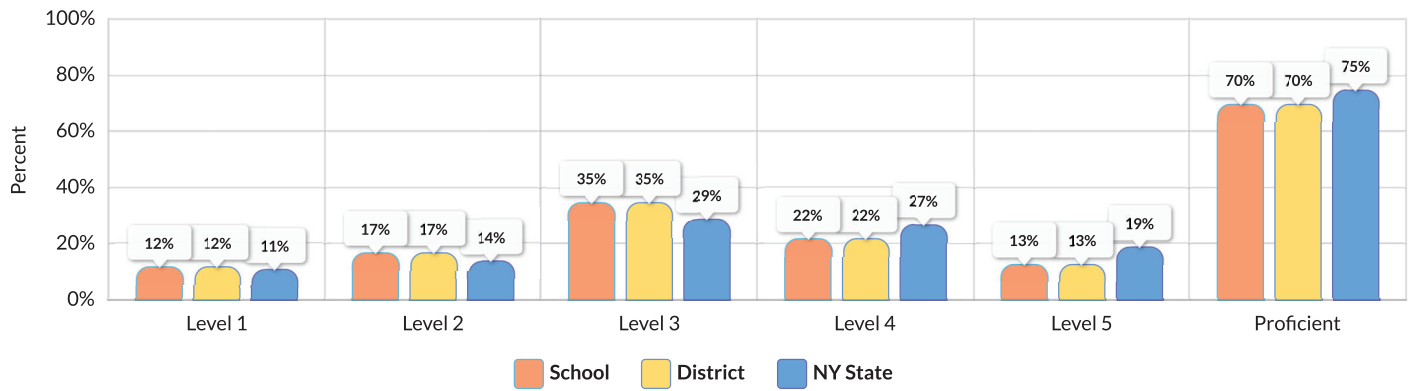


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	354	50	14%	50	14%	121	34%	66	19%	67	19%	254	72%
Female	180	19	11%	30	17%	69	38%	30	17%	32	18%	131	73%
Male	171	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	174	31	18%	20	11%	52	30%	36	21%	35	20%	123	71%
General Education Students	279	22	8%	35	13%	97	35%	62	22%	63	23%	222	80%
Students with Disabilities	75	28	37%	15	20%	24	32%	4	5%	4	5%	32	43%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	36	7	19%	8	22%	13	36%	2	6%	6	17%	21	58%
Hispanic or Latino	27	2	7%	5	19%	14	52%	4	15%	2	7%	20	74%
White	256	39	15%	30	12%	81	32%	52	20%	54	21%	187	73%
Multiracial	29	2	7%	6	21%	11	38%	7	24%	3	10%	21	72%
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	2	33%	1	17%	2	33%	5	83%
Economically Disadvantaged	234	45	19%	41	18%	95	41%	33	14%	20	9%	148	63%
Not Economically Disadvantaged	120	5	4%	9	8%	26	22%	33	28%	47	39%	106	88%
English Language Learner	6	0	0%	3	50%	3	50%	0	0%	0	0%	3	50%
Non-English Language Learner	348	50	14%	47	14%	118	34%	66	19%	67	19%	251	72%
In Foster Care	3	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	351	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	11	1	9%	3	27%	6	55%	1	9%	0	0%	7	64%
Not Homeless	343	49	14%	47	14%	115	34%	65	19%	67	20%	247	72%
Not Migrant	354	50	14%	50	14%	121	34%	66	19%	67	19%	254	72%
Parent in Armed Forces	15	1	7%	2	13%	3	20%	4	27%	5	33%	12	80%
Parent Not in Armed Forces	339	49	14%	48	14%	118	35%	62	18%	62	18%	242	71%

# ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (2024-25)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	264	32	12%	46	17%	93	35%	59	22%	34	13%	186	70%
Female	145	16	11%	28	19%	52	36%	29	20%	20	14%	101	70%
Male	119	16	13%	18	15%	41	34%	30	25%	14	12%	85	71%
General Education Students	212	14	7%	29	14%	83	39%	55	26%	31	15%	169	80%
Students with Disabilities	52	18	35%	17	33%	10	19%	4	8%	3	6%	17	33%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	17	2	12%	4	24%	9	53%	2	12%	0	0%	11	65%
Hispanic or Latino	27	4	15%	3	11%	11	41%	8	30%	1	4%	20	74%
White	183	23	13%	36	20%	56	31%	43	23%	25	14%	124	68%
Multiracial	26	2	8%	3	12%	14	54%	6	23%	1	4%	21	81%
Small Group Total: Race & Ethnicity	11	1	9%	0	0%	3	27%	0	0%	7	64%	10	91%
Economically Disadvantaged	166	25	15%	33	20%	63	38%	34	20%	11	7%	108	65%
Not Economically Disadvantaged	98	7	7%	13	13%	30	31%	25	26%	23	23%	78	80%
English Language Learner	5	2	40%	1	20%	2	40%	0	0%	0	0%	2	40%
Non-English Language Learner	259	30	12%	45	17%	91	35%	59	23%	34	13%	184	71%
Not in Foster Care	264	32	12%	46	17%	93	35%	59	22%	34	13%	186	70%
Homeless	6	2	33%	0	0%	4	67%	0	0%	0	0%	4	67%
Not Homeless	258	30	12%	46	18%	89	34%	59	23%	34	13%	182	71%
Not Migrant	264	32	12%	46	17%	93	35%	59	22%	34	13%	186	70%
Parent in Armed Forces	8	0	0%	0	0%	1	13%	2	25%	5	63%	8	100%
Parent Not in Armed Forces	256	32	13%	46	18%	92	36%	57	22%	29	11%	178	70%

## **TOTAL COHORT REGENTS EXAMINATION RESULTS**

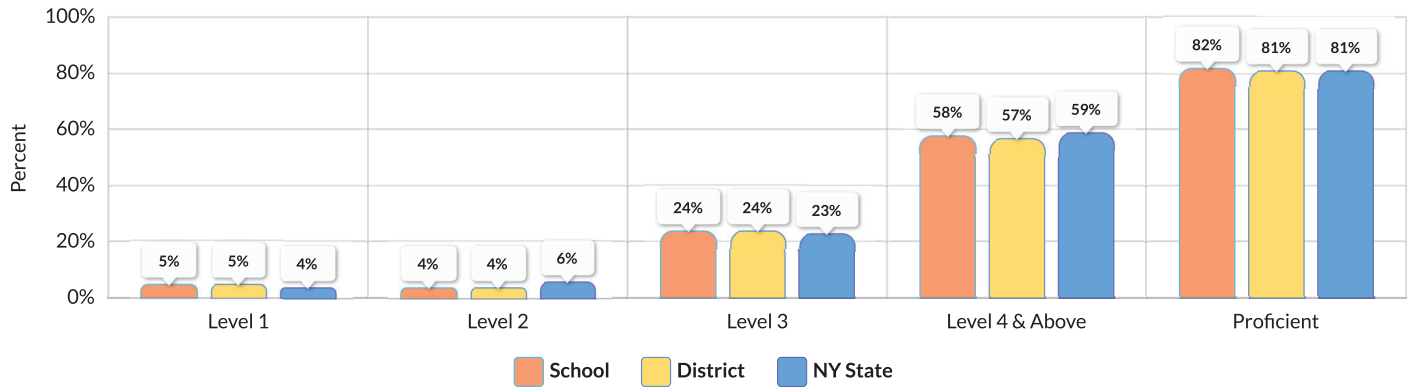
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age. 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.

# 2021 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students

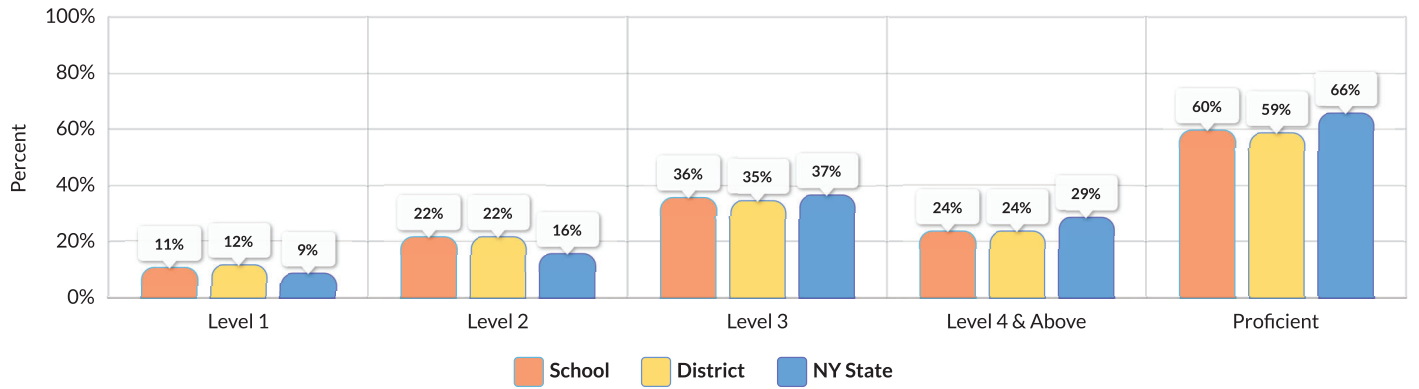


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	26	9%	254	91%	14	5%	10	4%	67	24%	163	58%	230	82%
Female	134	13	10%	121	90%	7	5%	7	5%	34	25%	73	54%	107	80%
Male	146	13	9%	133	91%	7	5%	3	2%	33	23%	90	62%	123	84%
General Education Students	218	14	6%	204	94%	1	0%	3	1%	50	23%	150	69%	200	92%
Students with Disabilities	62	12	19%	50	81%	13	21%	7	11%	17	27%	13	21%	30	48%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	7	100%
Black or African American	23	1	4%	22	96%	3	13%	0	0%	10	43%	9	39%	19	83%
Hispanic or Latino	30	1	3%	29	97%	2	7%	1	3%	10	33%	16	53%	26	87%
White	199	21	11%	178	89%	9	5%	9	5%	43	22%	117	59%	160	80%
Multiracial	21	3	14%	18	86%	0	0%	0	0%	3	14%	15	71%	18	86%
Economically Disadvantaged	163	23	14%	140	86%	12	7%	10	6%	45	28%	73	45%	118	72%
Not Economically Disadvantaged	117	3	3%	114	97%	2	2%	0	0%	22	19%	90	77%	112	96%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	278	26	—	252	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	280	26	9%	254	91%	14	5%	10	4%	67	24%	163	58%	230	82%
Homeless	8	0	0%	8	100%	1	13%	1	13%	4	50%	2	25%	6	75%
Not Homeless	272	26	10%	246	90%	13	5%	9	3%	63	23%	161	59%	224	82%
Not Migrant	280	26	9%	254	91%	14	5%	10	4%	67	24%	163	58%	230	82%
Parent in Armed Forces	14	1	7%	13	93%	0	0%	0	0%	5	36%	8	57%	13	93%
Parent Not in Armed Forces	266	25	9%	241	91%	14	5%	10	4%	62	23%	155	58%	217	82%

# 2021 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	20	7%	260	93%	31	11%	61	22%	101	36%	67	24%	168	60%
Female	134	10	7%	124	93%	13	10%	29	22%	47	35%	35	26%	82	61%
Male	146	10	7%	136	93%	18	12%	32	22%	54	37%	32	22%	86	59%
General Education Students	218	9	4%	209	96%	11	5%	46	21%	86	39%	66	30%	152	70%
Students with Disabilities	62	11	18%	51	82%	20	32%	15	24%	15	24%	1	2%	16	26%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	1	14%	4	57%	2	29%	6	86%
Black or African American	23	1	4%	22	96%	2	9%	6	26%	9	39%	5	22%	14	61%
Hispanic or Latino	30	2	7%	28	93%	4	13%	6	20%	13	43%	5	17%	18	60%
White	199	17	9%	182	91%	23	12%	44	22%	65	33%	50	25%	115	58%
Multiracial	21	0	0%	21	100%	2	10%	4	19%	10	48%	5	24%	15	71%
Economically Disadvantaged	163	18	11%	145	89%	24	15%	44	27%	51	31%	26	16%	77	47%
Not Economically Disadvantaged	117	2	2%	115	98%	7	6%	17	15%	50	43%	41	35%	91	78%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	278	20	—	258	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	280	20	7%	260	93%	31	11%	61	22%	101	36%	67	24%	168	60%
Homeless	8	1	13%	7	88%	1	13%	3	38%	2	25%	1	13%	3	38%
Not Homeless	272	19	7%	253	93%	30	11%	58	21%	99	36%	66	24%	165	61%
Not Migrant	280	20	7%	260	93%	31	11%	61	22%	101	36%	67	24%	168	60%
Parent in Armed Forces	14	1	7%	13	93%	0	0%	4	29%	7	50%	2	14%	9	64%
Parent Not in Armed Forces	266	19	7%	247	93%	31	12%	57	21%	94	35%	65	24%	159	60%

## 2021 TOTAL COHORT EXEMPTIONS IN MATH

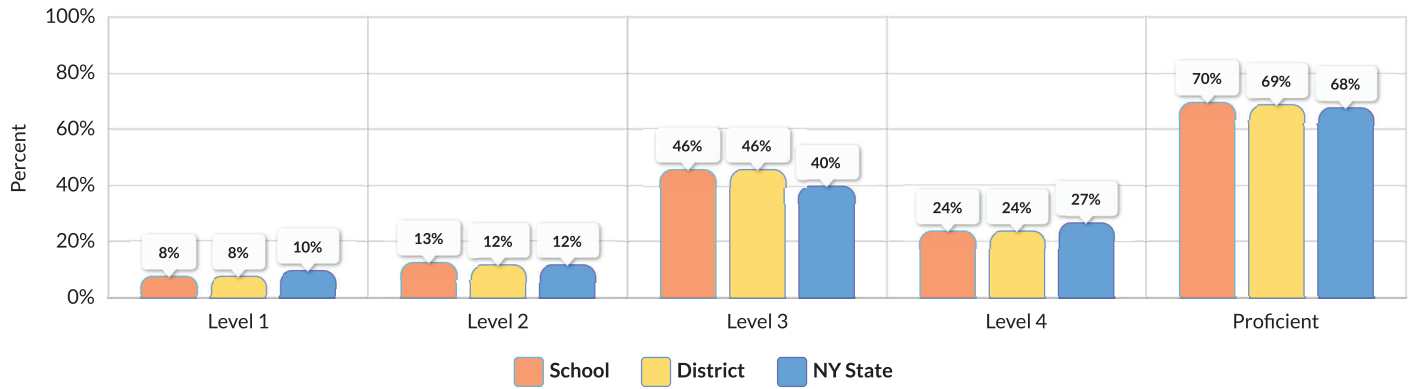
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	40	1	3	39	98
Female	18	1	6	17	94
Male	22	0	0	22	100
General Education Students	38	0	0	38	100
Students with Disabilities	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	2	0	0	2	100
Hispanic or Latino	5	0	0	5	100
White	27	1	4	26	96
Multiracial	5	0	0	5	100
Economically Disadvantaged	14	1	7	13	93
Not Economically Disadvantaged	26	0	0	26	100
Non-English Language Learner	40	1	3	39	98
Not in Foster Care	40	1	3	39	98
Not Homeless	40	1	3	39	98
Not Migrant	40	1	3	39	98
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	39	1	3	38	97

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

# 2021 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	26	9%	254	91%	22	8%	35	13%	130	46%	67	24%	197	70%
Female	134	12	9%	122	91%	9	7%	24	18%	57	43%	32	24%	89	66%
Male	146	14	10%	132	90%	13	9%	11	8%	73	50%	35	24%	108	74%
General Education Students	218	13	6%	205	94%	4	2%	23	11%	114	52%	64	29%	178	82%
Students with Disabilities	62	13	21%	49	79%	18	29%	12	19%	16	26%	3	5%	19	31%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	1	14%	2	29%	3	43%	5	71%
Black or African American	23	1	4%	22	96%	2	9%	2	9%	15	65%	3	13%	18	78%
Hispanic or Latino	30	1	3%	29	97%	1	3%	7	23%	15	50%	6	20%	21	70%
White	199	22	11%	177	89%	19	10%	24	12%	84	42%	50	25%	134	67%
Multiracial	21	1	5%	20	95%	0	0%	1	5%	14	67%	5	24%	19	90%
Economically Disadvantaged	163	24	15%	139	85%	18	11%	26	16%	69	42%	26	16%	95	58%
Not Economically Disadvantaged	117	2	2%	115	98%	4	3%	9	8%	61	52%	41	35%	102	87%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	278	25	—	253	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	280	26	9%	254	91%	22	8%	35	13%	130	46%	67	24%	197	70%
Homeless	8	0	0%	8	100%	1	13%	1	13%	5	63%	1	13%	6	75%
Not Homeless	272	26	10%	246	90%	21	8%	34	13%	125	46%	66	24%	191	70%
Not Migrant	280	26	9%	254	91%	22	8%	35	13%	130	46%	67	24%	197	70%
Parent in Armed Forces	14	1	7%	13	93%	0	0%	1	7%	8	57%	4	29%	12	86%
Parent Not in Armed Forces	266	25	9%	241	91%	22	8%	34	13%	122	46%	63	24%	185	70%

### 2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

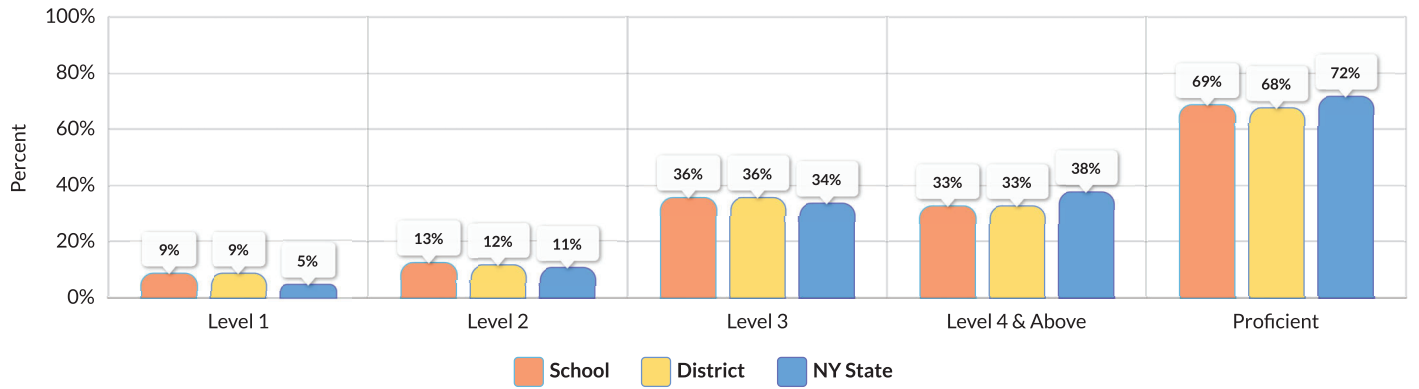
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	34	1	3	33	97
Female	16	1	6	15	94
Male	18	0	0	18	100
General Education Students	33	0	0	33	100
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	2	0	0	2	100
Hispanic or Latino	4	0	0	4	100
White	24	1	4	23	96
Multiracial	3	0	0	3	100
Economically Disadvantaged	11	1	9	10	91
Not Economically Disadvantaged	23	0	0	23	100
Non-English Language Learner	34	1	3	33	97
Not in Foster Care	34	1	3	33	97
Not Homeless	34	1	3	33	97
Not Migrant	34	1	3	33	97
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	33	1	3	32	97

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

# 2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students

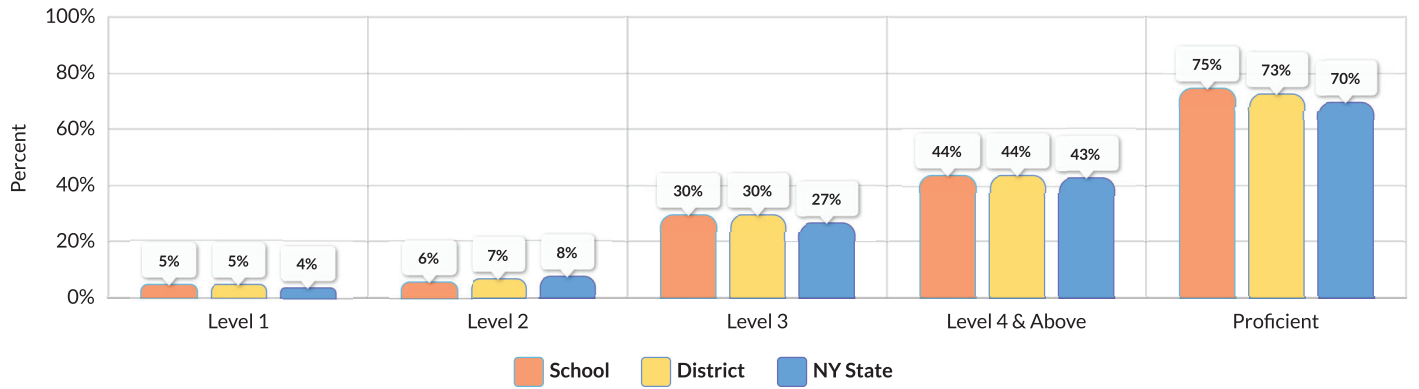


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	27	10%	253	90%	24	9%	35	13%	101	36%	93	33%	194	69%
Female	134	11	8%	123	92%	10	7%	22	16%	47	35%	44	33%	91	68%
Male	146	16	11%	130	89%	14	10%	13	9%	54	37%	49	34%	103	71%
General Education Students	218	13	6%	205	94%	6	3%	23	11%	90	41%	86	39%	176	81%
Students with Disabilities	62	14	23%	48	77%	18	29%	12	19%	11	18%	7	11%	18	29%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	1	14%	5	71%	6	86%
Black or African American	23	1	4%	22	96%	3	13%	3	13%	9	39%	7	30%	16	70%
Hispanic or Latino	30	3	10%	27	90%	2	7%	4	13%	9	30%	12	40%	21	70%
White	199	20	10%	179	90%	18	9%	28	14%	69	35%	64	32%	133	67%
Multiracial	21	2	10%	19	90%	1	5%	0	0%	13	62%	5	24%	18	86%
Economically Disadvantaged	163	21	13%	142	87%	22	13%	22	13%	56	34%	42	26%	98	60%
Not Economically Disadvantaged	117	6	5%	111	95%	2	2%	13	11%	45	38%	51	44%	96	82%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	278	26	—	252	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	280	27	10%	253	90%	24	9%	35	13%	101	36%	93	33%	194	69%
Homeless	8	1	13%	7	88%	1	13%	3	38%	1	13%	2	25%	3	38%
Not Homeless	272	26	10%	246	90%	23	8%	32	12%	100	37%	91	33%	191	70%
Not Migrant	280	27	10%	253	90%	24	9%	35	13%	101	36%	93	33%	194	69%
Parent in Armed Forces	14	1	7%	13	93%	0	0%	1	7%	6	43%	6	43%	12	86%
Parent Not in Armed Forces	266	26	10%	240	90%	24	9%	34	13%	95	36%	87	33%	182	68%

# 2021 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	39	14%	241	86%	14	5%	18	6%	85	30%	124	44%	209	75%
Female	134	21	16%	113	84%	7	5%	12	9%	38	28%	56	42%	94	70%
Male	146	18	12%	128	88%	7	5%	6	4%	47	32%	68	47%	115	79%
General Education Students	218	23	11%	195	89%	2	1%	9	4%	72	33%	112	51%	184	84%
Students with Disabilities	62	16	26%	46	74%	12	19%	9	15%	13	21%	12	19%	25	40%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	7	100%
Black or African American	23	3	13%	20	87%	1	4%	2	9%	11	48%	6	26%	17	74%
Hispanic or Latino	30	3	10%	27	90%	2	7%	1	3%	12	40%	12	40%	24	80%
White	199	28	14%	171	86%	11	6%	15	8%	54	27%	91	46%	145	73%
Multiracial	21	5	24%	16	76%	0	0%	0	0%	7	33%	9	43%	16	76%
Economically Disadvantaged	163	34	21%	129	79%	10	6%	14	9%	51	31%	54	33%	105	64%
Not Economically Disadvantaged	117	5	4%	112	96%	4	3%	4	3%	34	29%	70	60%	104	89%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	278	39	—	239	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	280	39	14%	241	86%	14	5%	18	6%	85	30%	124	44%	209	75%
Homeless	8	2	25%	6	75%	1	13%	0	0%	3	38%	2	25%	5	63%
Not Homeless	272	37	14%	235	86%	13	5%	18	7%	82	30%	122	45%	204	75%
Not Migrant	280	39	14%	241	86%	14	5%	18	6%	85	30%	124	44%	209	75%
Parent in Armed Forces	14	1	7%	13	93%	0	0%	0	0%	5	36%	8	57%	13	93%
Parent Not in Armed Forces	266	38	14%	228	86%	14	5%	18	7%	80	30%	116	44%	196	74%

**2021 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT**



## NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	17	16	94%	1	6%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	17	16	94%	1	6%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	17	16	94%	1	6%	–	–	–	–	–	–	–	–	–	–

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

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

### NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

\*There are not sufficient data for this subgroup.

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

### 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%

### NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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%

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

### NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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%

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

## 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%

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	3	—	—
Black or African American	1	—	—
Multiracial	1	—	—
White	1	—	—
Students with Disabilities	3	—	—
Economically Disadvantaged	3	—	—

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,227	513	41.8%
American Indian or Alaska Native	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	2	8.7%
Black or African American	98	44	44.9%
Hispanic or Latino	130	62	47.7%
Multiracial	130	71	54.6%
White	844	333	39.5%
English Language Learner	21	4	19%
Students with Disabilities	273	122	44.7%
Economically Disadvantaged	815	429	52.6%

## TOTAL COHORT GRADUATION RATE (2024-25)

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	280	232	83%	74	26%	135	48%	23	8%	3	1%	13	5%	8	3%	24	9%
Female	134	108	81%	36	27%	60	45%	12	9%	1	1%	8	6%	3	2%	14	10%
Male	146	124	85%	38	26%	75	51%	11	8%	2	1%	5	3%	5	3%	10	7%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	218	188	86%	74	34%	112	51%	2	1%	0	0%	10	5%	6	3%	14	6%
Students with Disabilities	62	44	71%	0	0%	23	37%	21	34%	3	5%	3	5%	2	3%	10	16%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	7	100%	1	14%	6	86%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	23	19	83%	5	22%	13	57%	1	4%	0	0%	2	9%	1	4%	1	4%
Hispanic or Latino	30	26	87%	6	20%	17	57%	3	10%	0	0%	1	3%	0	0%	3	10%
White	199	163	82%	55	28%	89	45%	19	10%	3	2%	8	4%	6	3%	19	10%
Multiracial	21	17	81%	7	33%	10	48%	0	0%	0	0%	2	10%	1	5%	1	5%
Economically Disadvantaged	163	120	74%	22	13%	82	50%	16	10%	2	1%	11	7%	6	4%	24	15%
Not Economically Disadvantaged	117	112	96%	52	44%	53	45%	7	6%	1	1%	2	2%	2	2%	0	0%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	278	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	280	232	83%	74	26%	135	48%	23	8%	3	1%	13	5%	8	3%	24	9%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	8	5	63%	0	0%	5	63%	0	0%	0	0%	1	13%	1	13%	1	13%
Not Homeless	272	227	83%	74	27%	130	48%	23	8%	3	1%	12	4%	7	3%	23	8%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	280	232	83%	74	26%	135	48%	23	8%	3	1%	13	5%	8	3%	24	9%
Parent in Armed Forces	14	13	93%	4	29%	9	64%	0	0%	0	0%	0	0%	0	0%	1	7%
Parent Not in Armed Forces	266	219	82%	70	26%	126	47%	23	9%	3	1%	13	5%	8	3%	23	9%

### CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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