



## **Dobbs Ferry Union Free School District**

### **2026-27 Budget Summary Handbook**

**“Independent Thinkers Change Worlds”**

#### **Board of Education**

Brooke Bass: President

Penny Sullivan-Nunes: Vice President

Darren Wood

Rebecca Hershberg

Pavithra Nagarajan

Mindy Walker

Sudha Reddy

#### **District Administration**

Kenneth Slentz: Superintendent of Schools

Darrell Stinchcomb, Ed. D: Assistant Superintendent for Curriculum, Instruction & Equity

Lisa Raymond: Assistant Superintendent for Finance, Facilities, &

Operations

## TABLE OF CONTENTS

1. District Budget Overview	2
2. Proposition	7
3. Summary of Expenditures and Revenues	8
4. Three-Part Budget	9
5. Proposed Budget Summary	10

---

## **APPENDICES**

*(beginning on page 20)*

- A School Report Card Data
- B Enrollment Data
- C Financial Transparency Report
- D Administrative Staff Compensation
- E Property Tax Report Card
- F Exempt Property Report

## **Introduction**

This handbook was prepared in accordance with New York State Education Law and the Commissioner's Regulations. Its purpose is to provide a clear, plain-language overview of the district's spending plan and the revenues that support it. It also compares the proposed budget to the prior year and explains any significant changes in costs. In addition, it includes a summary of the district's New York State Report Card and Accountability Status as reported by the New York State Education Department.

A school district budget is the financial plan that supports the day-to-day operation of the district and the delivery of its educational program. The Board of Education and district administrators began developing the 2026–2027 budget in November 2025 by adopting the annual budget planning calendar. Over the following months, the Board set budget goals, and administrators worked with principals, department supervisors, and staff to build and refine the preliminary plan.

Throughout February, March, and April, the administration presented detailed budget updates at each Board meeting. These presentations—developed in collaboration with the Board's Finance Committee and supported by extensive background materials—are available on the district's budget webpage. Based on this work, the Board adopted the proposed budget on April 21, 2026. A public hearing will be held on May 12, 2026, and the statewide budget vote and Board of Education election will take place on May 19, 2026.

Additional information and detailed budget documents are available on the district website.

## **Expenditures**

At the April 21, 2026 meeting, the Board of Education approved a budget of \$62,045,799 for the 2026-2027 school year. This represents a 3.68% increase in expenditures compared to the current year. Several factors contributed to this rise, including an unpredictable financial environment, higher health insurance and personnel costs, and increases in costs for our program for students with disabilities. With limited revenue available, the district has phased out two full-time positions and removed eight unfilled positions to keep the proposed 2026-2027 budget in balance.

The largest portion of the district's budget is dedicated to instruction. This area represents the heart of teaching and learning and includes all services traditionally associated with student instruction and support. It encompasses teachers, teaching assistants, building administrators, school counselors, nurses, librarians, and related service providers such as psychologists, social workers, and speech therapists. Overall, the Instruction category increases by 4.53%.

New in the 2026-2027 school year will be the addition of a Universal Pre-Kindergarten Class that will be housed at Springhurst Elementary School. This program will open with a capacity of 18 students and will provide an early learning opportunity aligned with state UPK standards. This addition reflects our commitment to expanding access for families and supporting students from the very start of their educational journey.

The budget for the Special Education program, which serves students with disabilities, is also a part of the Instruction budget and will increase by approximately \$333,956 or 3.31%. This includes the addition of an 12:1 Class at Springhurst Elementary School.

- **Pupil Transportation**

Inflation continues to affect fuel, parts, and other supplies, resulting in a 3.99% increase in contracted pupil transportation. As is the case across New York State, our transportation contractor continues to face challenges in recruiting and retaining bus drivers, which has a direct impact on district operations. To better understand these pressures and identify opportunities for improvement, the district engaged a consultant group to conduct a comprehensive review of our transportation system. The report was received over the winter, but not in time to make changes for the upcoming budget if needed. The district will analyze the recommendations and act on them during the 2026-2027 school year to pursue potential efficiencies and cost-savings measures.

- **General Support**

General Support includes central administration, district-wide services such as legal expenses and general liability insurance, facilities maintenance and security. General Support is increasing by \$204,251.

- **Employee Benefits**

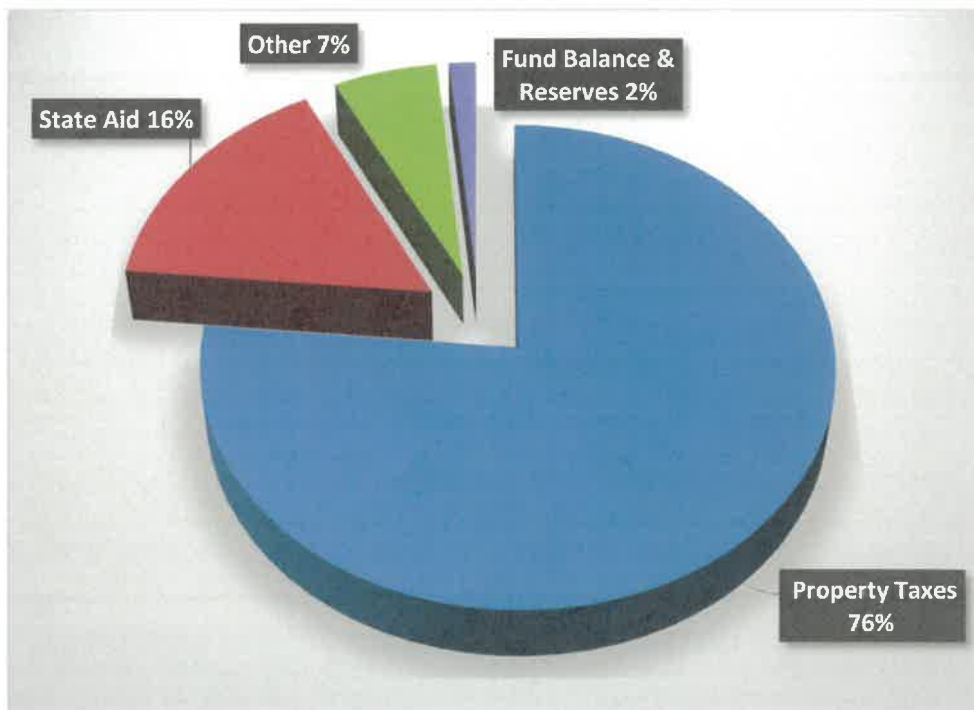
The largest portion of employee benefits is represented by health insurance for current and retired employees, followed by two retirement systems, social security, welfare fund and other insurances. Employee benefits are estimated to increase by \$905,819 which is a 6.89% increase from 2025-2026 school year.

- **Debt Service**

Debt service, representing both bonds and bond anticipation notes, is estimated to be \$2,967,100 for the 2026-2027 school year.

## Revenues

The two main sources of revenue for the District are property taxes and state aid. These two sources account for approximately 92% of all revenue. The remaining 8% consists of interest earnings, County sales tax revenue, tuition, reserves, fund balance and other miscellaneous revenues.



- **Property Taxes**

The tax levy is shaped by the district’s tax cap, which is a multi-step calculation set by New York State. A common misconception is that the tax cap is always 2%; but this is not the case - the 2% is only one part of the formula. The calculation also factors in growth in the district’s taxable property, which for 2026-2027 is 1.0162, as well as the district’s debt service. After all required steps are applied, the tax cap for the 2026-2027 school year is 3.49%, which is the maximum levy that can be approved with a simple majority vote. The district's proposed levy is \$47,451,668 and represents 76% of revenues.

**Comparison of Tax Levy Percentage Increase Allowable  
under the Tax Cap Calculation to the Tax Levy Increase  
Actually Levied**

<b>Year</b>	<b>Allowable Levy</b>	<b>Actual Levy</b>	<b>Allowable but Unlevied</b>
<b>2017-18</b>	3.30%	2.50%	0.80%
<b>2018-19</b>	3.69%	0.97%	2.72%
<b>2019-20</b>	4.04%	2.80%	1.24%
<b>2020-21</b>	3.87%	3.87%	0.00%
<b>2021-22</b>	2.86%	2.86%	0.00%
<b>2022-23</b>	2.84%	0.48%	2.36%
<b>2023-24</b>	5.02%	3.59%	1.43%
<b>2024-25</b>	4.28%	4.28%	0.00%
<b>2025-26</b>	3.63%	3.62%	0.01%
<b>2026-27</b>	3.49%	3.49%	0.00%

- **State Aid**

State aid makes up a little more than 15% of district revenues. Under the Governor’s proposed budget – which has not yet been approved at the time this document was published - the district is estimated to receive a \$863,226 increase in state aid compared to the 2025-26 year. The district receives several types of state aid, including Foundation Aid, expense-based aids such as Transportation Aid, BOCES Aid, Building Aid, and High-Cost Aid.

- Foundation Aid is formula driven and is projected to increase \$208,588 from the 2025-26 budget. This is the largest component of our State Aid.
- Expense-based aids reimburse the district for a percentage of the expenses associated with certain operations. Expense-based aids are expected to increase \$466,769 for the upcoming year.
- Categorical aids, which are dedicated to expenses such as Textbook Aid, Library Materials Aid, Software Aid and Computer Hardware Aid.

Categorical aids are meant to subsidize the purchase of certain items deemed to be essential to ensure all school districts are expending a specific minimum amount. These aids are projected to increase slightly.

- The district will begin to offer one Universal Pre-Kindergarten class located at Springhurst Elementary School for 18 students. The District will receive state aid for these students. The projected state aid amount, according to the Governor’s proposal, is \$10,000 per student.

### **State Aid**

<b>State Aid</b>	<b>2025-26</b>	<b>2026-27</b>	<b>\$ Change</b>	<b>% Change</b>
Foundation	\$ 5,767,433	\$ 5,976,021	\$ 208,588	3.62%
BOCES	826,195	1,082,518	256,323	31.02%
Excess Cost	259,397	267,688	8,291	3.20%
Transportation	528,792	696,872	168,080	31.79%
Building	1,493,871	1,536,237	42,366	2.84%
High Tax	100,000	100,000	0	0.00%
UPK	0	180,000	180,000	-
Categorical	161,717	161,295	(422)	0.26%
<b>TOTAL</b>	<b>\$ 9,137,405</b>	<b>\$10,000,631</b>	<b>\$ 863,226</b>	<b>9.45%</b>

- **Other Revenues**

- ***Reserves and Fund Balance:***

For fiscal year 2027, the district will use an additional \$500,000 of unassigned fund balance. The district will also commit \$150,000 from each of the following reserves: NYS Employee Retirement, NYS Teacher Retirement and Debt Service.

- ***Miscellaneous:***

Miscellaneous revenue items include refund from prior year’s expenses, retiree health insurance contributions, sale of equipment, insurance fees, rental fees, and federal aid in the form of Medicaid reimbursement payments. When combined, these items are projected to result in \$382,000 in fiscal year 2027, compared to \$347,000 in fiscal year 2026.

## Long-Range Planning

The district continues to refine our long-range planning documents for our finances and our facilities maintenance. These documents allow us to proactively plan for future budgets, investments, staffing, and capital projects. This proactive planning results in an increase in consistency and predictability in our costs, which, in turn, allows us to maintain and where possible, grow our programs for student learning in the classroom, on the stage, on the court, and in the community. In recent years, this planning has been challenged by decreasing enrollment, instability in the financial markets, the loss of pandemic funding, and increases in costs for maintaining our facilities. This year's proposed budget takes each of these factors into account through adjustments in expenditures, including a reduction in staffing levels, revenue estimates, and planning for the capital outlay project. For additional information on our long-range facilities planning, please see our [Facilities Stewardship](#) page on the district website.

## On the Ballot

This year, the district budget is the only proposition on the ballot. This will read as follows:

### **Proposition 1:**

**RESOLVED**, that the sum of \$62,045,799 shall be appropriated to meet the estimated expenditures for school purposes for 2026-2027 and that a tax be levied in accordance with the law to meet the same.

---

## Summary of Proposed Budget by Selected Categories

Expense Category	2025-26 Adopted	2026-27 Proposed	Variance	
			\$	%
<b>Salaries</b>	\$30,647,823	\$31,732,165	1,084,342	3.54%
<b>Benefits</b>	13,143,678	14,049,497	905,819	6.89%
<b>Debt Service/Transfers</b>	2,961,926	2,967,100	5,174	.17%
<b>BOCES Services</b>	3,397,556	3,591,591	194,035	5.71%
<b>Facilities &amp; Technology</b>	2,926,792	3,087,624	160,832	5.50%
<b>Transportation</b>	2,053,163	2,135,157	81,994	3.99%
<b>Special Education (non-BOCES)</b>	2,105,500	2,153,354	47,854	2.27%
<b>Central Administration</b>	952,209	1,156,460	204,251	21.45%
<b>Settlement</b>	650,000	0	-650,000	-100.00
<b>Other</b>	1,003,805	1,172,851	169,046	16.84%
<b>Total</b>	<b>\$59,842,452</b>	<b>\$62,045,799</b>	<b>\$2,203,347</b>	<b>3.68%</b>

## Proposed 2026-2027 General Fund Budget: Three-Part Format Detail

Starting on the next page is the entire budget presented in three parts in accordance with [Section 170.8 of the Regulations of the Commissioner of Education](#). It separates the budget into the following three categories, which include all the costs associated with that category, including employee benefits:

### Administrative

This category groups the expenses associated with central administrative services (i.e. board of education, superintendent, business office, legal, etc.) with the expenses of school building administration, and supervisors who spend most of their time in administrative or supervisory roles.

### Program

This category includes teaching supplies, materials, and equipment, and the expenses associated with teaching faculty and instructional support staff who spend most of their time teaching or working directly with students. Also included in this category are the costs associated with pupil transportation and programs for students with disabilities.

### Capital

This category consists of the costs associated with the operation of the district's facilities including cleaning, maintenance, and utilities. It also contains the district's costs for debt service, transfers to other funds, and tax certiorari proceedings.

Expense Category	2025-26	2026-27	Change
<b>Administrative</b>	\$6,332,031	\$6,655,017	\$5.10% +\$322,986
<b>Capital</b>	\$7,916,428	\$7,593,049	-4.08% -\$323,379
<b>Program</b>	\$45,593,993	\$47,797,733	4.53% +\$2,203,740
<b>TOTAL</b>	<b>\$59,842,452</b>	<b>\$62,045,799</b>	<b>3.68%</b> <b>+\$2,203,347</b>

Budget Account	2026-27 Proposed Budget	2025-26 Adopted Budget	Dollar Change	Percent Change
----------------	-------------------------------	------------------------------	------------------	-------------------

**ADMINISTRATION**

**1010 BOARD OF EDUCATION**

*Expenses included here are those required to conduct basic Board of Education business, such as attendance at NYS School Boards Association meetings, required training for board members and board retreats.*

Contractual and Other	25,400	25,400	0	0.00%
Supplies	500	500	0	0.00%
BOCES	3,623	3,450	173	5.01%
Subtotal	29,523	29,350	173	0.59%

**1240 DISTRICT CLERK**

*This category includes expenses for managing the preparation for and documentation of board meetings.*

Classified Salaries	12,500	12,500	0	0.00%
Contractual and Other	200	200	0	0.00%
Subtotal	12,700	12,700	0	0.00%

**1060 DISTRICT MEETING**

*This category includes expenses for conducting the annual budget vote and referendums.*

Contractual and Other	16,900	12,900	4,000	31.01%
Materials and Supplies	3,000	3,000	0	0.00%
Subtotal	19,900	15,900	4,000	25.16%

**1240 SUPERINTENDENT OF SCHOOLS**

*This category includes expenses for the Superintendent, the secretary to the Superintendent, equipment, office supplies and materials to operate the office of the Superintendent. This office provides oversight for all functions of the Dobbs Ferry Union Free School District.*

Certified Salaries	324,626	315,127	9,499	3.01%
Classified Salaries	145,538	140,747	4,791	3.40%
Contractual and Other	18,000	18,000	0	0.00%
Materials and Supplies	3,000	3,000	0	0.00%
Subtotal	491,164	476,874	14,290	3.00%

**1310 BUSINESS ADMINISTRATION**

*Expenses included here are those associated with the business office staff, which is responsible for all business records, payment of bills, budget oversight, preparation of state reports, and all other financial matters of the district. The district brought payroll back from BOCES to in-house moving expenses between codes.*

Certified Salaries	251,320	236,800	14,520	6.13%
Classified Salaries	233,758	152,963	80,795	52.82%
Equipment	5,000	5,000	0	0.00%
Contractual and Other	103,284	27,945	75,339	269.60%
Materials and Supplies	2,500	2,500	0	0.00%
BOCES	60,763	104,657	-43,894	-41.94%
Subtotal	656,625	529,865	126,760	23.92%

**3120 AUDITING**

*Expenses associated with the external auditor, internal auditor and claims auditor are shown here.*

Contractual and Other	67,200	60,200	7,000	11.63%
Subtotal	67,200	60,200	7,000	11.63%

Budget Account	2026-27 Proposed Budget	2025-26 Adopted Budget	Dollar Change	Percent Change
----------------	-------------------------------	------------------------------	------------------	-------------------

**1325 TREASURER**

*Expenses associated with the School District Treasurer are shown here.*

Classified Salaries	121,379	114,479	6,900	6.03%
Contractual and Other	5,500	5,000	500	10.00%
Materials and Supplies	200	200	0	0.00%
Subtotal	<u>127,079</u>	<u>119,679</u>	<u>7,400</u>	<u>6.18%</u>

**1420 LEGAL**

*Legal includes expenses for district legal counsel and services.*

Contractual and Other	82,000	82,000	0	0.00%
Legal Other	0	0	0	0.00%
Subtotal	<u>82,000</u>	<u>82,000</u>	<u>0</u>	<u>0.00%</u>

**1430 PERSONNEL**

*Personnel matters are the responsibility of the Human Resources department. This department is responsible for the personnel management of employees, including recruitment, contract administration, discipline, employee relations, and employee bargaining unit relations.*

Classified Salaries	80,333	78,008	2,325	2.98%
Contractual and Other	8,500	8,500	0	0.00%
BOCES	37,613	37,220	393	1.06%
Subtotal	<u>126,446</u>	<u>123,728</u>	<u>2,718</u>	<u>2.20%</u>

**1460 RECORDS MANAGEMENT**

*This budget category provides funding to maintain and archive records.*

BOCES	7,000	7,000	0	0.00%
Subtotal	<u>7,000</u>	<u>7,000</u>	<u>0</u>	<u>0.00%</u>

**1480 PUBLIC INFORMATION & SERVICES**

*This budget category provides finding for the dissemination of information to district residents and manages requests for information from newspapers and other news outlets.*

Contractual and Other	7,255	7,255	0	0.00%
BOCES	72,058	69,030	3,028	4.39%
Subtotal	<u>79,313</u>	<u>76,285</u>	<u>3,028</u>	<u>3.97%</u>

**1670 CENTRAL PRINTING & MAILING**

*Central services includes district-wide expenses for printing, copying, and mailing for the district.*

Contractual and Other	16,000	16,000	0	0.00%
Subtotal	<u>16,000</u>	<u>16,000</u>	<u>0</u>	<u>0.00%</u>

**1680 CENTRAL DATA PROCESSING \***

*Central Data Processing includes the staff and other expenses required to maintain the district's computer network, internet connections, servers, desktops, and laptop computers.*

BOCES	467,271	383,976	83,295	21.69%
Subtotal	<u>467,271</u>	<u>383,976</u>	<u>83,295</u>	<u>21.69%</u>

\* increase is for BOCES costs and hardware purchases.

Budget Account	2026-27 Proposed Budget	2025-26 Adopted Budget	Dollar Change	Percent Change
----------------	-------------------------------	------------------------------	------------------	-------------------

**UNALLOCATED INSURANCE**

*Unallocated insurance is for the district's various insurance requirements to manage risk and potential liability. This includes property, umbrella, general liability, student accident, and auto insurances.*

Contractual and Other	326,604	296,913	29,691	10.00%
Unallocated Insurance	326,604	296,913	29,691	10.00%

**1950 ASSESSMENT ON SCHOOL PROPERTY**

*This budget category includes taxes paid by the district for utilities and dual-residency students.*

Contractual and Other	277,908	253,246	24,662	9.74%
Subtotal	277,908	253,246	24,662	9.74%

**1981 AND 1983 BOCES ADMINISTRATIVE EXPENSES**

*BOCES Administration costs are for the district's share of administration and capital expenses for Southern Westchester BOCES.*

BOCES - Admin	239,244	233,076	6,168	2.65%
BOCES - Capital	48,385	47,462	923	1.94%
Subtotal	287,629	280,538	7,091	2.53%

**2010 CURRICULUM DEVELOPMENT & SUPERVISION**

*Curriculum development costs are those associated with developing and improving the instructional program for students of all grades and for both regular education and special education. This includes work to align the curriculum to meet state standards and federal requirements.*

Certified Salaries	80,000	231,995	-151,995	-65.52%
Contractual and Other	150	10,150	-10,000	-98.52%
Materials & Supplies	2,000	2,000	0	0.00%
BOCES	53,943	51,374	2,569	5.00%
Subtotal	136,093	295,519	-159,426	-53.95%

**2020 SUPERVISION - REGULAR SCHOOL**

*Supervision includes the costs for all school building administrators that include principals, assistant principals, and their office teams.*

Certified Salaries	1,417,829	1,376,533	41,296	3.00%
Classified Salaries	377,243	368,997	8,246	2.23%
Contractual and Other	7,650	7,650	0	0.00%
Materials & Supplies	2,650	2,650	0	0.00%
BOCES	13,511	12,868	643	5.00%
Subtotal	1,818,883	1,768,698	50,185	2.84%

**2070 IN SERVICE TRAINING INSTRUCTION**

*In service training provides on-going professional development for teachers to support their work in meeting district goals.*

Certified Salaries	28,000	28,000	0	0.00%
Contractual and Other	178,000	122,970	55,030	44.75%
BOCES	92,507	108,102	-15,595	-14.43%
Subtotal	298,507	259,072	39,435	15.22%

<b>Budget Account</b>	<b>2026-27 Proposed Budget</b>	<b>2025-26 Adopted Budget</b>	<b>Dollar Change</b>	<b>Percent Change</b>
<b>9000S EMPLOYEE BENEFITS</b>				
<i>The employee benefits include retirement, social security, health insurance, welfare fund and other insurances.</i>				
Employee Benefits	1,327,172	1,244,488	82,684	6.64%
<b>ADMINISTRATIVE TOTAL</b>	<b>6,655,017</b>	<b>6,332,031</b>	<b>322,986</b>	<b>5.10%</b>

Budget Account	2026-27 Proposed Budget	2025-26 Adopted Budget	Dollar Change	Percent Change
----------------	-------------------------------	------------------------------	------------------	-------------------

**Capital**

**1420 LEGAL**

*This is for a legal settlement.*

Legal Other	0	650,000	-650,000	-100.00%
Legal - Capital Projects	0	0	0	0.00%
Legal	0	650,000	-650,000	-100.00%

**1620 OPERATIONS OF PLANT**

*Operations of Plant consists of expenses necessary to clean and maintain all district buildings. This includes the costs associated with cleaning supplies, electric, gas, water, and telephone utilities and the salaries of all the custodial staff and secretary.*

Classified Salaries	761,376	720,694	40,682	5.64%
Equipment	10,000	5,000	5,000	100.00%
Contractual and Other	740,785	705,205	35,580	5.05%
Utilities	1,111,385	1,025,678	85,707	8.36%
Materials and Supplies	52,500	52,500	0	0.00%
BOCES	32,250	20,343	11,907	58.53%
Subtotal	2,708,296	2,529,420	178,876	7.07%

**1621 MAINTENANCE OF PLANT**

*Plant maintenance consists of expenses necessary to keep all district buildings in good repair and conducive to a safe, secure, and welcoming environment for teaching and learning. This includes funds for maintenance staff, and related expenses for buildings and grounds.*

Classified Salaries	160,961	157,109	3,852	2.45%
Equipment	16,000	42,000	-26,000	-61.90%
Contractual and Other	543,500	465,132	78,368	16.85%
Materials & Supplies	100,000	100,000	0	0.00%
Subtotal	820,461	764,241	56,220	7.36%

**1622 SECURITY**

*Costs associated with building security including contracted security personnel.*

Contractual and Other	347,954	365,777	-17,823	-4.87%
BOCES	183,830	165,992	17,838	10.75%
Subtotal	531,784	531,769	15	0.00%

**1930 JUDGMENTS & CLAIMS**

*Expenses for real property tax refunds are budgeted here. Tax Certiorari payments will be reflected in this category when paid.*

Judgments & Claims	0	0	0	0.00%
--------------------	---	---	---	-------

**9000s EMPLOYEE BENEFITS**

*The employee benefits include retirement, social security, health insurance, welfare fund and other insurances.*

Employee Benefits	565,408	479,072	86,336	18.02%
-------------------	---------	---------	--------	--------

Budget Account	2026-27 Proposed Budget	2025-26 Adopted Budget	Dollar Change	Percent Change
----------------	-------------------------------	------------------------------	------------------	-------------------

**9900S SERIAL BOND & BANS - CONSTRUCTION**

*Included here is the funding for the payment of principal and interest on debt service and bond anticipation note payments.*

Serial Bonds - Principal	2,040,000	1,981,548	58,452	2.95%
Serial Bonds & BAN- Interest	762,100	815,378	-53,278	-6.53%
Serial Bonds-School Construction	2,802,100	2,796,926	5,174	0.18%

**9900s TRANSFER TO OTHER FUNDS**

*This category is used to record the district's appropriation and transfer of money to other funds as required by accounting procedures.*

Transfer to Spec Aid Fund	65,000	65,000	0	0.00%
Transfer to Capital Fund	100,000	100,000	0	0.00%
Transfer to Other Funds	165,000	165,000	0	0.00%

<b>CAPITAL TOTAL</b>	<b>7,593,049</b>	<b>7,916,428</b>	<b>-323,379</b>	<b>-4.08%</b>
----------------------	------------------	------------------	-----------------	---------------

Budget Account	2026-27 Proposed Budget	2025-26 Adopted Budget	Dollar Change	Percent Change
----------------	-------------------------------	------------------------------	------------------	-------------------

**1420 LEGAL**

*Legal includes expenses for legal counsel and services directly related to instruction.*

Contractual and Other	15,000	30,000	-15,000	-50.00%
Subtotal	<u>15,000</u>	<u>30,000</u>	<u>-15,000</u>	<u>-50.00%</u>

**2110 TEACHING REGULAR SCHOOL**

*This category provides for all teachers, aides, and classroom support staff. Also included here is funding for equipment, supplies, textbooks, and other expenses necessary to maintain school programs.*

Certified Salaries	15,858,671	15,199,850	658,821	4.33%
Classified Salaries	464,233	372,764	91,469	24.54%
Equipment	25,000	5,000	20,000	400.00%
Contractual and Other	232,500	182,500	50,000	27.40%
Materials & Supplies	345,100	314,400	30,700	9.76%
Textbooks	129,000	129,000	0	0.00%
BOCES	225,820	178,320	47,500	26.64%
Teaching-Regular School	<u>17,280,324</u>	<u>16,381,834</u>	<u>898,490</u>	<u>5.48%</u>

**2250 PROGRAMMING FOR STUDENTS WITH DISABILITIES**

*This category serves a significant portion of the student population with varying individual needs and mandated service requirements. These highly specialized programs and related services are generally mandated by the State and Federal government.*

Certified Salaries	6,871,745	6,644,177	227,568	3.43%
Classified Salaries	281,559	285,099	-3,540	-1.24%
Equipment	15,000	15,000	0	0.00%
Contractual and Other	276,000	256,000	20,000	7.81%
Materials & Supplies	33,500	33,500	0	0.00%
Tuitions	1,838,854	1,801,000	37,854	2.10%
BOCES	1,093,544	1,041,470	52,074	5.00%
Subtotal	<u>10,410,202</u>	<u>10,076,246</u>	<u>333,956</u>	<u>3.31%</u>

**2259 TEACHING ELL**

*Included here are the expenses associated with providing instruction to English Language Learners.*

Certified Salaries	305,271	294,417	10,854	3.69%
Subtotal	<u>305,271</u>	<u>294,417</u>	<u>10,854</u>	<u>3.69%</u>

**2280 OCCUPATIONAL EDUCATION**

*These costs provide career and technical education opportunities for students at SW BOCES.*

BOCES	201,676	201,676	0	0.00%
Subtotal	<u>201,676</u>	<u>201,676</u>	<u>0</u>	<u>0.00%</u>

Budget Account	2026-27 Proposed Budget	2025-26 Adopted Budget	Dollar Change	Percent Change
----------------	-------------------------------	------------------------------	------------------	-------------------

### 2610 SCHOOL LIBRARY & AUDIO VISUAL

*Expenses associated with the operation of the school libraries, including staff, library books, equipment, supplies, and BOCES services.*

Certified Salaries	242,348	197,530	44,818	22.69%
Classified Salaries	0	42,995	-42,995	-100.00%
Materials & Supplies	8,850	8,850	0	0.00%
Library Books	27,150	27,150	0	0.00%
BOCES	15,903	15,146	757	5.00%
<b>Subtotal</b>	<b>294,251</b>	<b>291,671</b>	<b>2,580</b>	<b>0.88%</b>

### 2620 EDUCATIONAL TELEVISION

*These are the costs associated with online learning and distance education programs*

BOCES	6,077	5,788	289	4.99%
<b>Educational Television</b>	<b>6,077</b>	<b>5,788</b>	<b>289</b>	<b>4.99%</b>

### 2630 COMPUTER ASSISTED INSTRUCTION

*This budget category includes the expenses of operating the district's computer labs, classroom computer equipment, supplies and BOCES.*

Certified Salaries	251,941	301,949	-50,008	-16.56%
Classified Salaries	248,362	241,159	7,203	2.99%
Equipment	50,000	50,000	0	0.00%
Contractual and Other	6,000	6,000	0	0.00%
Materials & Supplies	50,000	50,000	0	0.00%
Software	59,500	59,500	0	0.00%
BOCES	654,043	598,347	55,696	9.31%
<b>Subtotal</b>	<b>1,319,846</b>	<b>1,306,955</b>	<b>12,891</b>	<b>0.99%</b>

### 2805 ATTENDANCE

*These are expenses related to student attendance.*

Classified Salaries	33,278	74,464	-41,186	-55.31%
<b>Subtotal</b>	<b>33,278</b>	<b>74,464</b>	<b>-41,186</b>	<b>-55.31%</b>

### 2810 GUIDANCE

*Included here are expenses necessary to provide career counseling, college application assistance, and student transitional support between grade levels.*

Certified Salaries	924,471	879,367	45,104	5.13%
Classified Salaries	125,046	122,138	2,908	2.38%
Contractual and Other	2,500	2,500	0	0.00%
Materials and Supplies	2,500	2,500	0	0.00%
<b>Subtotal</b>	<b>1,054,517</b>	<b>1,006,505</b>	<b>48,012</b>	<b>4.77%</b>

Budget Account	2026-27 Proposed Budget	2025-26 Adopted Budget	Dollar Change	Percent Change
----------------	-------------------------------	------------------------------	------------------	-------------------

### 2815 HEALTH SERVICES

*This category includes all school nurses offices. Nurses provide on-site emergency medical support, prescription drug management, and student health testing.*

Classified Salaries	425,833	404,470	21,363	5.28%
Equipment	3,000	3,000	0	0.00%
Contractual and Other	52,700	52,700	0	0.00%
Materials & Supplies	5,000	5,000	0	0.00%
Health Service Contracts	68,100	68,100	0	0.00%
Subtotal	554,633	533,270	21,363	4.01%

### 2820 PSYCHOLOGICAL SERVICES

*This category includes expenses to provide psychological services to students, student testing, and referrals for special services.*

Certified Salaries	413,600	370,346	43,254	11.68%
Contractual and Other	90,009	50,635	39,374	77.76%
Subtotal	503,609	420,981	82,628	19.63%

### 2825 SOCIAL WORKERS

*This category includes expenses necessary to provide counseling as required by a students individual educational plan.*

Certified Salaries	363,561	342,564	20,997	6.13%
Subtotal	363,561	342,564	20,997	6.13%

### 2850 CO-CURRICULAR ACTIVITIES

*Co-curricular activities are offered as enrichment experiences, including band, chorus, plays, musicals, school newspapers, and student groups such as honor society and student government.*

Certified Salaries	298,326	298,326	0	0.00%
Contractual and Other	13,500	13,500	0	0.00%
Materials & Supplies	60,000	60,000	0	0.00%
BOCES	0	0	0	0.00%
Subtotal	371,826	371,826	0	0.00%

### 2855 INTERSCHOLASTIC ATHLETICS

*Provides students with the opportunity to participate in a variety of competitive interscholastic sports programs.*

Certified Salaries	432,554	432,554	0	0.00%
Classified Salaries	93,654	91,851	1,803	1.96%
Equipment	20,000	20,000	0	0.00%
Contractual and Other	48,000	48,000	0	0.00%
Materials & Supplies	50,000	50,000	0	0.00%
BOCES	119,531	112,259	7,272	6.48%
Subtotal	763,739	754,664	9,075	1.20%

### 5510 DISTRICT TRANSPORTATION

*This provides for the administrative costs of the transportation operations.*

Classified Salaries	27,851	27,851	0	0.00%
Contractual and Other	106,515	107,613	-1,098	-1.02%
BOCES	0	11,000	-11,000	-100.00%
Subtotal	134,366	146,464	-12,098	-8.26%

<b>Budget Account</b>	<b>2026-27 Proposed Budget</b>	<b>2025-26 Adopted Budget</b>	<b>Dollar Change</b>	<b>Percent Change</b>
-----------------------	--	---------------------------------------	--------------------------	---------------------------

**5540 CONTRACT TRANSPORTATION**

*This is for expenses for student transportation within the district to our schools and for students who attend private, parochial and students placed in other schools, sports and field trips.*

Contract and Other	2,028,641	1,934,550	94,091	4.86%
Subtotal	<u>2,028,641</u>	<u>1,934,550</u>	94,091	4.86%

**9000s EMPLOYEE BENEFITS**

*The employee benefits include retirement, social security, health insurance, welfare fund and other insurances.*

Employee Benefits	12,156,916	11,420,118	736,798	6.45%
<b>Program Total</b>	<b>47,797,733</b>	<b>45,593,993</b>	<b>2,203,740</b>	<b>4.53%</b>
<b>Grand Total</b>	<b>62,045,799</b>	<b>59,842,452</b>	<b>2,203,347</b>	<b>3.68%</b>

# Appendices

# Appendix A

## NYS School Report Card

(2024-25 is the most recent report verified by the NYS  
Education Department)

## DOBBS FERRY UFSD - 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

---

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	177.6	123.3	136.1
	Math	178.4	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	200	178.8	182.3
	Math	209.8	190.9	192.4
Black or African American	ELA	111.4	114.8	129
	Math	88.6	106.7	122.2
Hispanic or Latino	ELA	128.3	107.5	122.9
	Math	134.3	105.6	121.4
Multiracial	ELA	187.7	125.7	138.1
	Math	186.9	129	140.8
White	ELA	190.4	123.7	136.4
	Math	189.9	134.7	145.6
English Language Learner	ELA	40	93	110.8
	Math	92.3	103.7	119.8
Students with Disabilities	ELA	94.4	68.9	90.7
	Math	97.8	72.5	93.8
Economically Disadvantaged	ELA	108.1	110	125
	Math	109.6	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	204.7	134.9	148.3
	Math	159.3	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	205	140.5	152.9
	Math	190	114.8	129
Black or African American	ELA	--	--	--
	Math	--	--	--
Hispanic or Latino	ELA	191.1	99.6	118.8
	Math	137.5	43.4	69.5
Multiracial	ELA	220	144.6	156.4
	Math	190	63.5	86.2
White	ELA	207.3	170.2	177.6
	Math	163.4	74.7	95.6
English Language Learner	ELA	--	--	--
	Math	--	--	--
Students with Disabilities	ELA	128.3	75.4	98.7
	Math	71.7	29.3	57.8
Economically Disadvantaged	ELA	201.4	103.2	121.8
	Math	145.8	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	87	96.6%	87.5%	88.8%
	5-Year	123	96.7%	89.4%	90.5%
	6-Year	120	100%	88.9%	90.3%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	4	—	—	—
	5-Year	8	—	—	—
	6-Year	5	—	—	—
Black or African American	4-Year	1	—	—	—
	5-Year	4	—	—	—
	6-Year	5	—	—	—
Hispanic or Latino	4-Year	13	—	—	—
	5-Year	29	96.6%	84.4%	86.3%
	6-Year	26	100%	83.3%	85.6%
Multiracial	4-Year	4	—	—	—
	5-Year	6	—	—	—
	6-Year	5	—	—	—
White	4-Year	65	96.9%	91.7%	92.3%
	5-Year	76	97.4%	92.9%	93.4%
	6-Year	79	100%	93.1%	93.7%
English Language Learner	4-Year	—	—	—	—
	5-Year	1	—	—	—
	6-Year	1	—	—	—
Students with Disabilities	4-Year	14	—	—	—
	5-Year	22	86.4%	73%	76.8%
	6-Year	19	—	—	—
Economically Disadvantaged	4-Year	12	—	—	—
	5-Year	21	90.5%	85.6%	87.4%
	6-Year	21	100%	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	29	56%	53%	0.95	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	637	191.8
	Math	649	190.2
	Science	209	190.7
	Combined	1,495	191
Asian or Native Hawaiian/Other Pacific Islander	ELA	39	205.1
	Math	41	209.8
	Science	18	197.2
	Combined	98	205.6
Black or African American	ELA	22	111.4
	Math	19	102.6
	Science	7	121.4
	Combined	48	109.4
Hispanic or Latino	ELA	103	149.5
	Math	103	157.8
	Science	24	143.8
	Combined	230	152.6
Multiracial	ELA	59	206.8
	Math	59	205.9
	Science	21	216.7
	Combined	139	207.9
White	ELA	414	203.3
	Math	427	197.9
	Science	139	197.5
	Combined	980	200.1
English Language Learner	ELA	10	40
	Math	13	92.3
	Science	3	—
	Combined	26	73.1

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	74	114.9
	Math	75	118.7
	Science	25	128
	Combined	174	118.4
Economically Disadvantaged	ELA	99	128.8
	Math	96	137
	Science	31	146.8
	Combined	226	134.7

**ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index
All Students	ELA	688	177.6
	Math	692	178.4
	Science	251	158.8
	Combined	1,631	175
Asian or Native Hawaiian/Other Pacific Islander	ELA	40	200
	Math	41	209.8
	Science	18	197.2
	Combined	99	203.5
Black or African American	ELA	22	111.4
	Math	22	88.6
	Science	9	94.4
	Combined	53	99.1
Hispanic or Latino	ELA	120	128.3
	Math	121	134.3
	Science	34	101.5
	Combined	275	127.6
Multiracial	ELA	65	187.7
	Math	65	186.9
	Science	25	182
	Combined	155	186.5
White	ELA	442	190.4
	Math	445	189.9
	Science	165	166.4
	Combined	1,052	186.4
English Language Learner	ELA	10	40
	Math	13	92.3
	Science	3	—
	Combined	26	73.1

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	90	94.4
	Math	91	97.8
	Science	40	80
	Combined	221	93.2
Economically Disadvantaged	ELA	118	108.1
	Math	120	109.6
	Science	46	98.9
	Combined	284	107.2

**ELEMENTARY/MIDDLE GROWTH**

Subgroup	Number of SGPs	Sum of SGPs	Index
All Students	984	53,369	54.2
Asian or Native Hawaiian/Other Pacific Islander	71	4,008	56.5
Black or African American	34	1,511	44.4
Hispanic or Latino	149	7,779	52.2
Multiracial	86	4,781	55.6
White	644	35,290	54.8
English Language Learner	9	—	—
Students with Disabilities	91	5,334	58.6
Economically Disadvantaged	128	6,995	54.6

**ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY**

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	25	56%	53%	0.95
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Hispanic or Latino	16	—	—	—
White	7	—	—	—
English Language Learner	25	56%	53%	0.95
Students with Disabilities	9	—	—	—
Economically Disadvantaged	19	—	—	—

**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	950	18	53	289	590	221.7
Asian or Native Hawaiian/Other Pacific Islander	54	0	1	9	44	238.9
Black or African American	27	0	1	11	15	224.1
Hispanic or Latino	184	9	20	66	89	203.5
Multiracial	84	3	5	20	56	220.2
White	601	6	26	183	386	225.8
English Language Learner	25	1	4	5	15	206
Students with Disabilities	141	11	14	39	77	201.8
Economically Disadvantaged	168	12	25	51	80	194.6

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	737	88.1%
Asian or Native Hawaiian/Other Pacific Islander	X	42	92.9%
Black or African American	—	23	—
Hispanic or Latino	X	130	81.5%
Multiracial	X	69	87%
White	X	473	89.2%
English Language Learner	—	14	—
Students with Disabilities	X	95	76.8%
Economically Disadvantaged	X	129	79.8%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	738	89.2%
Asian or Native Hawaiian/Other Pacific Islander	✓	42	97.6%
Black or African American	—	23	—
Hispanic or Latino	X	131	80.9%
Multiracial	X	69	87%
White	X	473	91.3%
English Language Learner	—	14	—
Students with Disabilities	X	96	78.1%
Economically Disadvantaged	X	130	76.2%

**NYSESLAT USED FOR PARTICIPATION**

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 6	—
Grade 7	—

### 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	125	211.2	195
	Math	126	163.1	
	Science	125	206.4	
	Social Studies	125	207.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	205	200.5
	Math	10	190	
	Science	10	210	
	Social Studies	10	200	
Black or African American	ELA	4	--	--
	Math	4	--	
	Science	4	--	
	Social Studies	4	--	
Hispanic or Latino	ELA	27	198.1	180.4
	Math	27	142.6	
	Science	27	190.7	
	Social Studies	27	200	
Multiracial	ELA	5	220	201
	Math	5	190	
	Science	5	190	
	Social Studies	5	200	
White	ELA	79	215.2	199.6
	Math	80	167.5	
	Science	79	213.3	
	Social Studies	79	210.8	
English Language Learner	ELA	1	--	--
	Math	1	--	
	Science	1	--	
	Social Studies	1	--	

Subgroup	Subject	Cohort	Index	Combined Index
Students with Disabilities	ELA	22	134.1	114.2
	Math	22	75	
	Science	22	136.4	
	Social Studies	19	121.1	
Economically Disadvantaged	ELA	36	201.4	181.3
	Math	36	145.8	
	Science	35	191.4	
	Social Studies	35	194.3	

**SECONDARY WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	129	204.7	189.4
	Math	129	159.3	
	Science	129	200	
	Social Studies	129	200.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	205	200.5
	Math	10	190	
	Science	10	210	
	Social Studies	10	200	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	4	—	
	Social Studies	4	—	
Hispanic or Latino	ELA	28	191.1	173.9
	Math	28	137.5	
	Science	28	183.9	
	Social Studies	28	192.9	
Multiracial	ELA	5	220	201
	Math	5	190	
	Science	5	190	
	Social Studies	5	200	
White	ELA	82	207.3	192.9
	Math	82	163.4	
	Science	82	205.5	
	Social Studies	82	203	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Social Studies	1	—	

Subgroup	Subject	Cohort	Index	Combined Index
Students with Disabilities	ELA	23	128.3	110
	Math	23	71.7	
	Science	23	130.4	
	Social Studies	23	119.6	
Economically Disadvantaged	ELA	36	201.4	179.2
	Math	36	145.8	
	Science	36	186.1	
	Social Studies	36	188.9	

**SECONDARY GRADUATION RATE**

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate
All Students	4-year	87	84	96.6%	97.8%
	5-year	123	119	96.7%	
	6-year	120	120	100%	
Asian or Native Hawaiian/Other Pacific Islander	4-year	4	—	—	—
	5-year	8	—	—	
	6-year	5	—	—	
Black or African American	4-year	1	—	—	—
	5-year	4	—	—	
	6-year	5	—	—	
Hispanic or Latino	4-year	13	—	—	98.3%
	5-year	29	28	96.6%	
	6-year	26	26	100%	
Multiracial	4-year	4	—	—	—
	5-year	6	—	—	
	6-year	5	—	—	
White	4-year	65	63	96.9%	98.1%
	5-year	76	74	97.4%	
	6-year	79	79	100%	
English Language Learner	4-year	0	—	—	—
	5-year	1	—	—	
	6-year	1	—	—	
Students with Disabilities	4-year	14	—	—	86.4%
	5-year	22	19	86.4%	
	6-year	19	—	—	
Economically Disadvantaged	4-year	12	—	—	95.3%
	5-year	21	19	90.5%	
	6-year	21	21	100%	

**SECONDARY ENGLISH LANGUAGE PROFICIENCY**

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

**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	467	16	27	128	296	219.1
Asian or Native Hawaiian/Other Pacific Islander	33	1	2	3	27	228.8
Black or African American	11	—	—	—	—	—
Hispanic or Latino	105	8	5	29	63	210
Multiracial	34	0	1	10	23	230.9
White	284	7	18	82	177	219.9
English Language Learner	6	—	—	—	—	—
Students with Disabilities	57	6	5	15	31	197.4
Economically Disadvantaged	120	9	5	35	71	210.4

**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	133	0	108	11	3	1	10	177.4
Asian or Native Hawaiian/Other Pacific Islander	10	0	—	—	—	—	—	—
Black or African American	4	0	—	—	—	—	—	—
Hispanic or Latino	31	0	23	2	1	0	5	161.3
Multiracial	6	0	—	—	—	—	—	—
White	82	0	69	7	2	1	3	184.1
English Language Learner	2	0	—	—	—	—	—	—
Students with Disabilities	24	0	12	2	2	1	7	122.9
Economically Disadvantaged	38	0	30	4	1	0	3	176.3

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	128	98.4%
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
Black or African American	—	4	—
Hispanic or Latino	—	27	—
Multiracial	—	5	—
White	✓	80	97.5%
English Language Learner	—	2	—
Students with Disabilities	—	19	—
Economically Disadvantaged	—	36	—

**SECONDARY MATHEMATICS PARTICIPATION RATE**

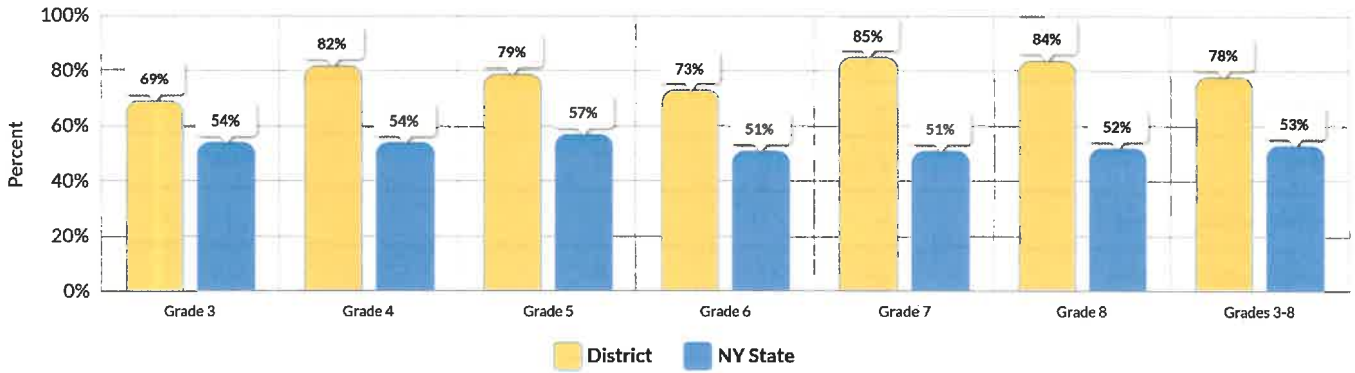
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	128	99.2%
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
Black or African American	—	4	—
Hispanic or Latino	—	27	—
Multiracial	—	5	—
White	✓	80	98.8%
English Language Learner	—	2	—
Students with Disabilities	—	19	—
Economically Disadvantaged	—	36	—

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

### SUMMARY RESULTS



Percent Scoring Proficient by Grade



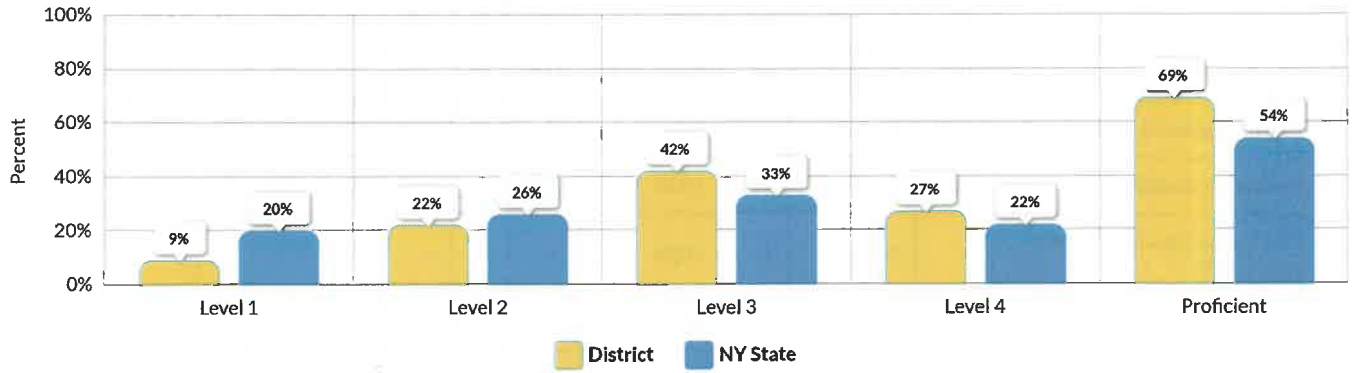
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	116	6	5%	110	95%	10	9%	24	22%	46	42%	30	27%	76	69%
Grade 4	125	3	2%	122	98%	3	2%	19	16%	36	30%	64	52%	100	82%
Grade 5	145	10	7%	135	93%	9	7%	20	15%	65	48%	41	30%	106	79%
Grade 6	121	14	12%	107	88%	8	7%	21	20%	50	47%	28	26%	78	73%
Grade 7	108	17	16%	91	84%	8	9%	6	7%	38	42%	39	43%	77	85%
Grade 8	124	48	39%	76	61%	3	4%	9	12%	19	25%	45	59%	64	84%
Grades 3-8	739	98	13%	641	87%	41	6%	99	15%	254	40%	247	39%	501	78%

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

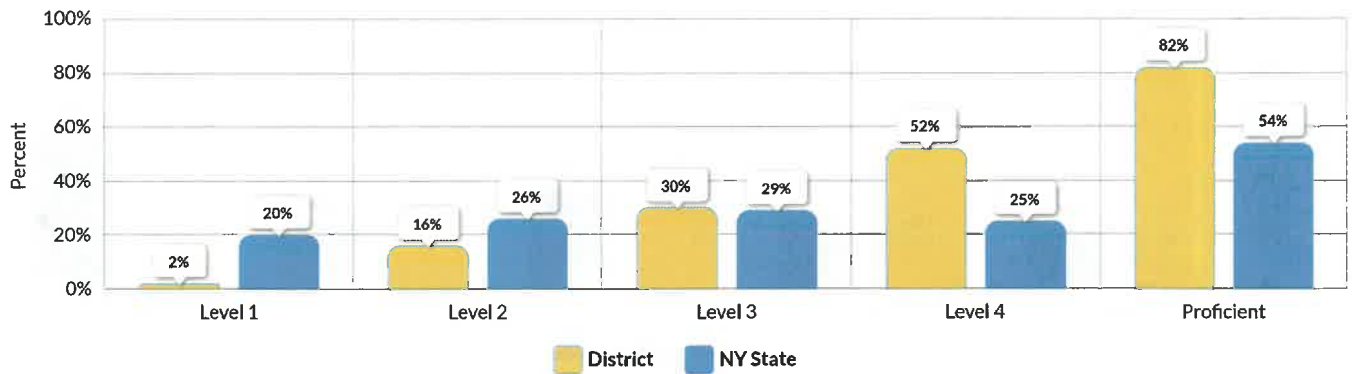


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	6	5%	110	95%	10	9%	24	22%	46	42%	30	27%	76	69%
Female	68	2	3%	66	97%	5	8%	12	18%	28	42%	21	32%	49	74%
Male	48	4	8%	44	92%	5	11%	12	27%	18	41%	9	20%	27	61%
General Education Students	105	6	6%	99	94%	8	8%	19	19%	42	42%	30	30%	72	73%
Students with Disabilities	11	0	0%	11	100%	2	18%	5	45%	4	36%	0	0%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	1	5%	21	95%	4	19%	6	29%	10	48%	1	5%	11	52%
White	75	4	5%	71	95%	4	6%	15	21%	28	39%	24	34%	52	73%
Multiracial	12	1	8%	11	92%	0	0%	2	18%	6	55%	3	27%	9	82%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	2	29%	1	14%	2	29%	2	29%	4	57%
Economically Disadvantaged	22	0	0%	22	100%	4	18%	7	32%	9	41%	2	9%	11	50%
Not Economically Disadvantaged	94	6	6%	88	94%	6	7%	17	19%	37	42%	28	32%	65	74%
English Language Learner	6	1	17%	5	83%	3	60%	1	20%	1	20%	0	0%	1	20%
Non-English Language Learner	110	5	5%	105	95%	7	7%	23	22%	45	43%	30	29%	75	71%
Not in Foster Care	116	6	5%	110	95%	10	9%	24	22%	46	42%	30	27%	76	69%
Not Homeless	116	6	5%	110	95%	10	9%	24	22%	46	42%	30	27%	76	69%
Not Migrant	116	6	5%	110	95%	10	9%	24	22%	46	42%	30	27%	76	69%
Parent Not in Armed Forces	116	6	5%	110	95%	10	9%	24	22%	46	42%	30	27%	76	69%

### GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students

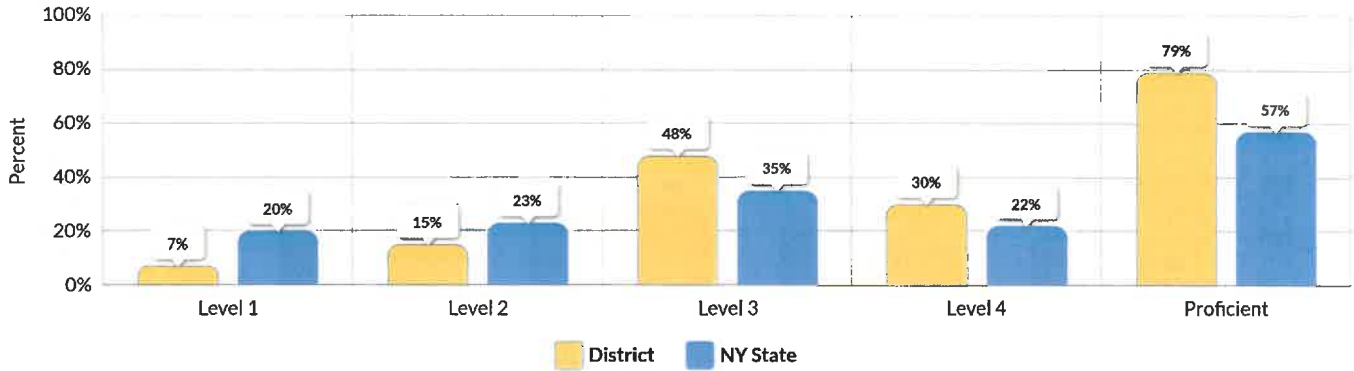


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	3	2%	122	98%	3	2%	19	16%	36	30%	64	52%	100	82%
Female	62	3	5%	59	95%	1	2%	6	10%	20	34%	32	54%	52	88%
Male	63	0	0%	63	100%	2	3%	13	21%	16	25%	32	51%	48	76%
General Education Students	112	2	2%	110	98%	0	0%	14	13%	33	30%	63	57%	96	87%
Students with Disabilities	13	1	8%	12	92%	3	25%	5	42%	3	25%	1	8%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	1	13%	1	13%	6	75%	7	88%
Hispanic or Latino	22	1	5%	21	95%	2	10%	7	33%	6	29%	6	29%	12	57%
White	86	2	2%	84	98%	1	1%	9	11%	26	31%	48	57%	74	88%
Multiracial	9	0	0%	9	100%	0	0%	2	22%	3	33%	4	44%	7	78%
Economically Disadvantaged	13	0	0%	13	100%	1	8%	7	54%	4	31%	1	8%	5	38%
Not Economically Disadvantaged	112	3	3%	109	97%	2	2%	12	11%	32	29%	63	58%	95	87%
Non-English Language Learner	125	3	2%	122	98%	3	2%	19	16%	36	30%	64	52%	100	82%
Not in Foster Care	125	3	2%	122	98%	3	2%	19	16%	36	30%	64	52%	100	82%
Not Homeless	125	3	2%	122	98%	3	2%	19	16%	36	30%	64	52%	100	82%
Not Migrant	125	3	2%	122	98%	3	2%	19	16%	36	30%	64	52%	100	82%
Parent Not in Armed Forces	125	3	2%	122	98%	3	2%	19	16%	36	30%	64	52%	100	82%

### GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students

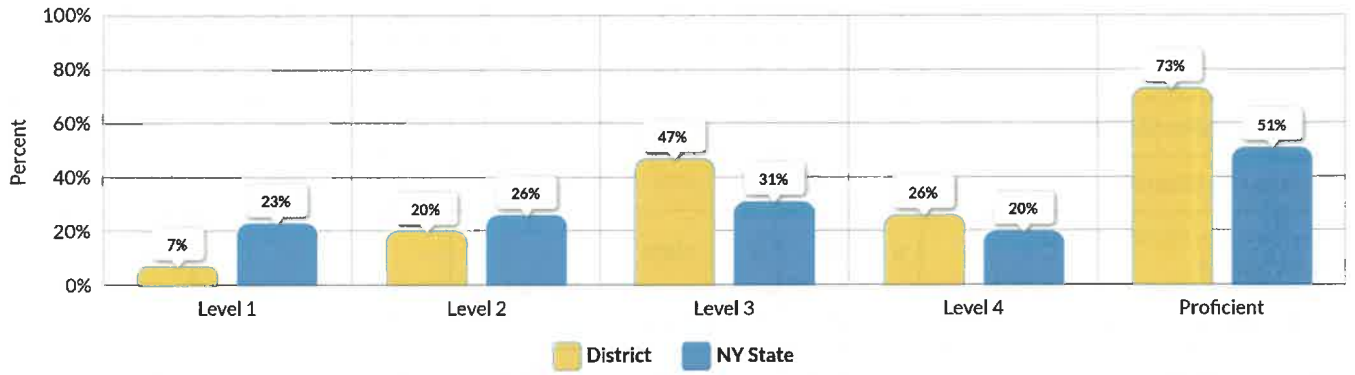


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	10	7%	135	93%	9	7%	20	15%	65	48%	41	30%	106	79%
Female	71	5	7%	66	93%	2	3%	7	11%	32	48%	25	38%	57	86%
Male	74	5	7%	69	93%	7	10%	13	19%	33	48%	16	23%	49	71%
General Education Students	121	7	6%	114	94%	2	2%	15	13%	57	50%	40	35%	97	85%
Students with Disabilities	24	3	13%	21	88%	7	33%	5	24%	8	38%	1	5%	9	43%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	12	100%	1	8%	1	8%	5	42%	5	42%	10	83%
Black or African American	6	1	17%	5	83%	1	20%	1	20%	2	40%	1	20%	3	60%
Hispanic or Latino	24	3	13%	21	88%	5	24%	6	29%	8	38%	2	10%	10	48%
White	91	5	5%	86	95%	2	2%	12	14%	44	51%	28	33%	72	84%
Multiracial	12	1	8%	11	92%	0	0%	0	0%	6	55%	5	45%	11	100%
Economically Disadvantaged	24	2	8%	22	92%	7	32%	7	32%	8	36%	0	0%	8	36%
Not Economically Disadvantaged	121	8	7%	113	93%	2	2%	13	12%	57	50%	41	36%	98	87%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	142	10	7%	132	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	145	10	7%	135	93%	9	7%	20	15%	65	48%	41	30%	106	79%
Not Homeless	145	10	7%	135	93%	9	7%	20	15%	65	48%	41	30%	106	79%
Not Migrant	145	10	7%	135	93%	9	7%	20	15%	65	48%	41	30%	106	79%
Parent Not in Armed Forces	145	10	7%	135	93%	9	7%	20	15%	65	48%	41	30%	106	79%

### GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

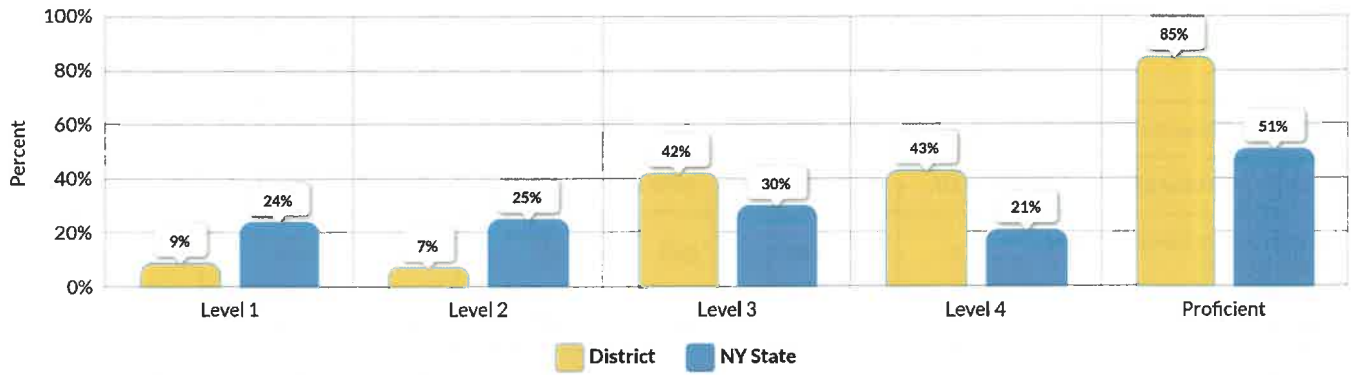


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	14	12%	107	88%	8	7%	21	20%	50	47%	28	26%	78	73%
Female	58	6	10%	52	90%	2	4%	8	15%	28	54%	14	27%	42	81%
Male	63	8	13%	55	87%	6	11%	13	24%	22	40%	14	25%	36	65%
General Education Students	103	8	8%	95	92%	4	4%	19	20%	46	48%	26	27%	72	76%
Students with Disabilities	18	6	33%	12	67%	4	33%	2	17%	4	33%	2	17%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	4	17%	19	83%	3	16%	7	37%	7	37%	2	11%	9	47%
White	76	9	12%	67	88%	2	3%	9	13%	36	54%	20	30%	56	84%
Multiracial	12	1	8%	11	92%	1	9%	2	18%	3	27%	5	45%	8	73%
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	2	20%	3	30%	4	40%	1	10%	5	50%
Economically Disadvantaged	26	6	23%	20	77%	6	30%	6	30%	7	35%	1	5%	8	40%
Not Economically Disadvantaged	95	8	8%	87	92%	2	2%	15	17%	43	49%	27	31%	70	80%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	120	13	11%	107	89%	8	7%	21	20%	50	47%	28	26%	78	73%
Not in Foster Care	121	14	12%	107	88%	8	7%	21	20%	50	47%	28	26%	78	73%
Not Homeless	121	14	12%	107	88%	8	7%	21	20%	50	47%	28	26%	78	73%
Not Migrant	121	14	12%	107	88%	8	7%	21	20%	50	47%	28	26%	78	73%
Parent Not in Armed Forces	121	14	12%	107	88%	8	7%	21	20%	50	47%	28	26%	78	73%

### GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students

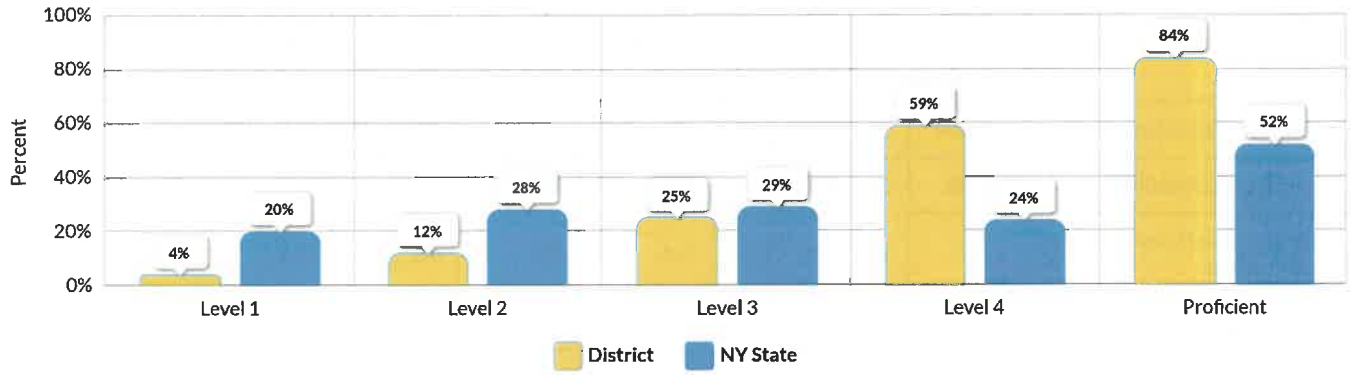


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	17	16%	91	84%	8	9%	6	7%	38	42%	39	43%	77	85%
Female	52	7	13%	45	87%	2	4%	4	9%	18	40%	21	47%	39	87%
Male	56	10	18%	46	82%	6	13%	2	4%	20	43%	18	39%	38	83%
General Education Students	98	13	13%	85	87%	3	4%	5	6%	38	45%	39	46%	77	91%
Students with Disabilities	10	4	40%	6	60%	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	5	83%	1	17%	6	100%
Black or African American	5	0	0%	5	100%	2	40%	2	40%	1	20%	0	0%	1	20%
Hispanic or Latino	25	7	28%	18	72%	3	17%	2	11%	9	50%	4	22%	13	72%
White	61	8	13%	53	87%	3	6%	1	2%	22	42%	27	51%	49	92%
Multiracial	10	1	10%	9	90%	0	0%	1	11%	1	11%	7	78%	8	89%
Economically Disadvantaged	18	6	33%	12	67%	6	50%	1	8%	4	33%	1	8%	5	42%
Not Economically Disadvantaged	90	11	12%	79	88%	2	3%	5	6%	34	43%	38	48%	72	91%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	104	15	14%	89	86%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	108	17	16%	91	84%	8	9%	6	7%	38	42%	39	43%	77	85%
Not Homeless	108	17	16%	91	84%	8	9%	6	7%	38	42%	39	43%	77	85%
Not Migrant	108	17	16%	91	84%	8	9%	6	7%	38	42%	39	43%	77	85%
Parent Not in Armed Forces	108	17	16%	91	84%	8	9%	6	7%	38	42%	39	43%	77	85%

### GRADE 8 ELA RESULTS



Percent Scoring at Levels for All Students



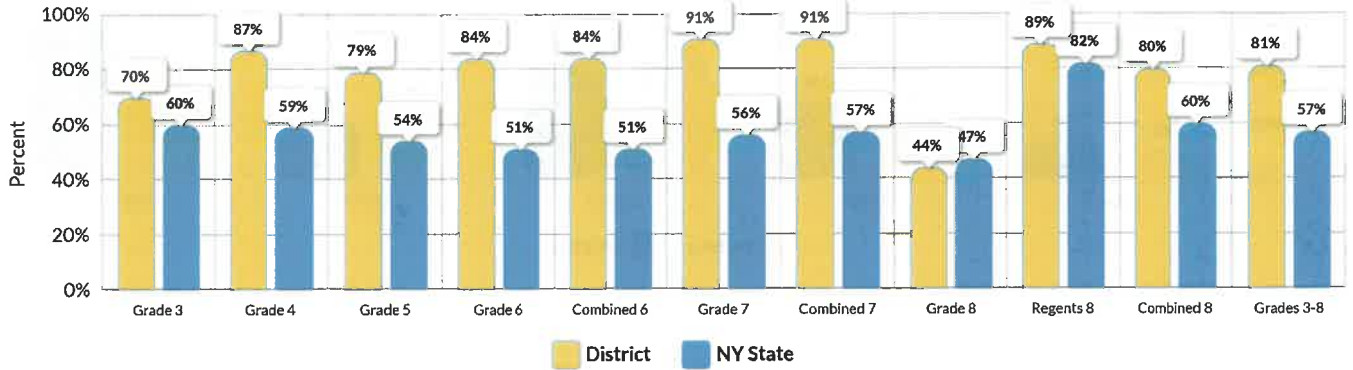
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	48	39%	76	61%	3	4%	9	12%	19	25%	45	59%	64	84%
Female	63	28	44%	35	56%	1	3%	3	9%	9	26%	22	63%	31	89%
Male	61	20	33%	41	67%	2	5%	6	15%	10	24%	23	56%	33	80%
General Education Students	104	34	33%	70	67%	2	3%	5	7%	18	26%	45	64%	63	90%
Students with Disabilities	20	14	70%	6	30%	1	17%	4	67%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	7	2	29%	5	71%	0	0%	0	0%	2	40%	3	60%	5	100%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	11	73%	4	27%	—	—	—	—	—	—	—	—	—	—
White	85	29	34%	56	66%	1	2%	7	13%	13	23%	35	63%	48	86%
Multiracial	14	6	43%	8	57%	0	0%	2	25%	0	0%	6	75%	6	75%
Small Group Total: Race & Ethnicity	18	11	61%	7	39%	2	29%	0	0%	4	57%	1	14%	5	71%
Economically Disadvantaged	27	18	67%	9	33%	1	11%	0	0%	6	67%	2	22%	8	89%
Not Economically Disadvantaged	97	30	31%	67	69%	2	3%	9	13%	13	19%	43	64%	56	84%
Non-English Language Learner	124	48	39%	76	61%	3	4%	9	12%	19	25%	45	59%	64	84%
Not in Foster Care	124	48	39%	76	61%	3	4%	9	12%	19	25%	45	59%	64	84%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	123	47	38%	76	62%	3	4%	9	12%	19	25%	45	59%	64	84%
Not Migrant	124	48	39%	76	61%	3	4%	9	12%	19	25%	45	59%	64	84%
Parent Not in Armed Forces	124	48	39%	76	61%	3	4%	9	12%	19	25%	45	59%	64	84%

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

### SUMMARY RESULTS



Percent Scoring Proficient by Grade



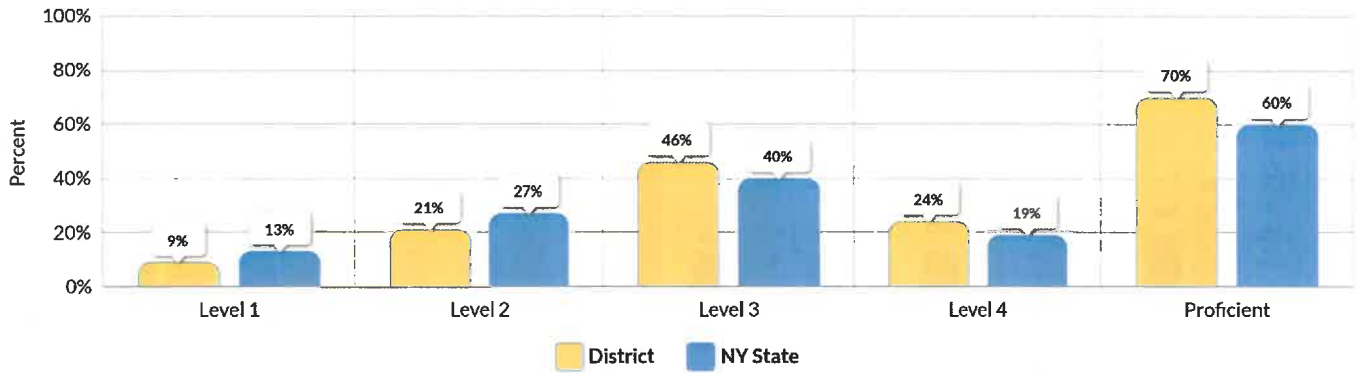
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	116		4	3%	112	97%	10	9%	24	21%	51	46%	27	24%	78	70%
Grade 4	125		3	2%	122	98%	3	2%	13	11%	51	42%	55	45%	106	87%
Grade 5	145		14	10%	131	90%	5	4%	23	18%	59	45%	44	34%	103	79%
Grade 6	121		15	12%	106	88%	5	5%	12	11%	67	63%	22	21%	89	84%
Combined 6	121		15	12%	106	88%	5	5%	12	11%	67	63%	22	21%	89	84%
Grade 7	108		17	16%	91	84%	1	1%	7	8%	31	34%	52	57%	83	91%
Combined 7	108		17	16%	91	84%	1	1%	7	8%	31	34%	52	57%	83	91%
Grade 8	124		106	85%	18	15%	6	33%	4	22%	7	39%	1	6%	8	44%
Regents 8	—		—	—	73	59%	0	0%	8	11%	21	29%	44	60%	65	89%
Combined 8	124		33	27%	91	73%	6	7%	12	13%	28	31%	45	49%	73	80%
Grades 3-8	739		86	12%	653	88%	30	5%	91	14%	287	44%	245	38%	532	81%

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

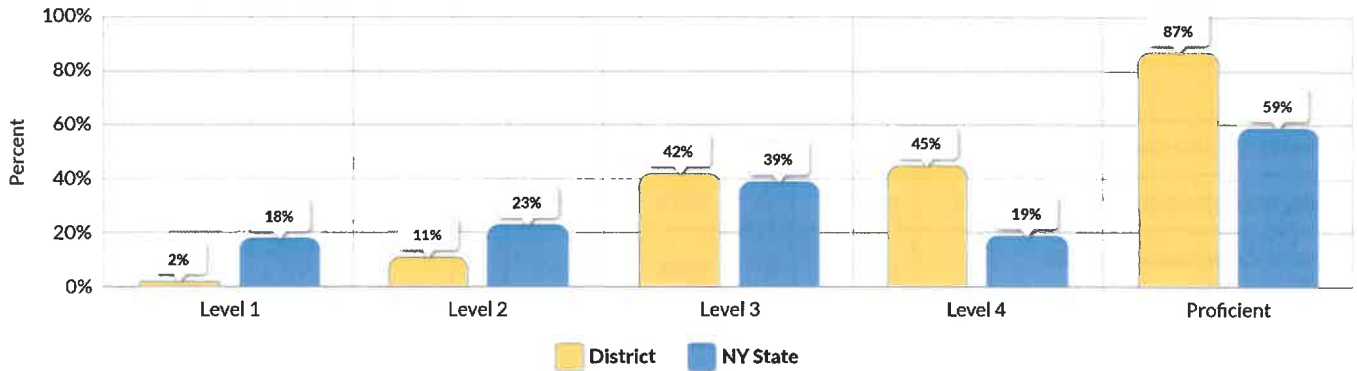


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	4	3%	112	97%	10	9%	24	21%	51	46%	27	24%	78	70%
Female	68	1	1%	67	99%	6	9%	15	22%	34	51%	12	18%	46	69%
Male	48	3	6%	45	94%	4	9%	9	20%	17	38%	15	33%	32	71%
General Education Students	105	4	4%	101	96%	5	5%	20	20%	49	49%	27	27%	76	75%
Students with Disabilities	11	0	0%	11	100%	5	45%	4	36%	2	18%	0	0%	2	18%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	1	5%	21	95%	4	19%	10	48%	7	33%	0	0%	7	33%
White	75	2	3%	73	97%	2	3%	11	15%	40	55%	20	27%	60	82%
Multiracial	12	1	8%	11	92%	2	18%	1	9%	4	36%	4	36%	8	73%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	2	29%	2	29%	0	0%	3	43%	3	43%
Economically Disadvantaged	22	0	0%	22	100%	7	32%	7	32%	8	36%	0	0%	8	36%
Not Economically Disadvantaged	94	4	4%	90	96%	3	3%	17	19%	43	48%	27	30%	70	78%
English Language Learner	6	0	0%	6	100%	2	33%	3	50%	1	17%	0	0%	1	17%
Non-English Language Learner	110	4	4%	106	96%	8	8%	21	20%	50	47%	27	25%	77	73%
Not in Foster Care	116	4	3%	112	97%	10	9%	24	21%	51	46%	27	24%	78	70%
Not Homeless	116	4	3%	112	97%	10	9%	24	21%	51	46%	27	24%	78	70%
Not Migrant	116	4	3%	112	97%	10	9%	24	21%	51	46%	27	24%	78	70%
Parent Not in Armed Forces	116	4	3%	112	97%	10	9%	24	21%	51	46%	27	24%	78	70%

### GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students

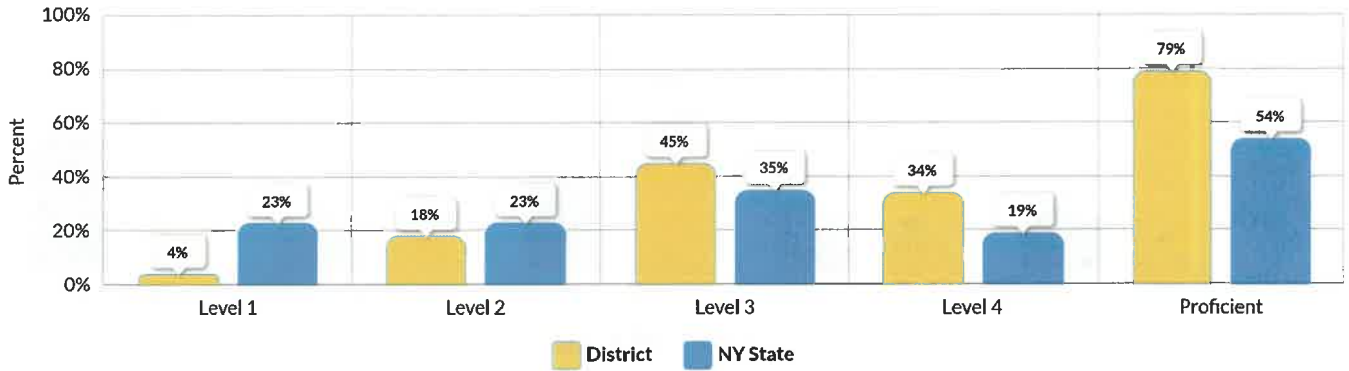


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	3	2%	122	98%	3	2%	13	11%	51	42%	55	45%	106	87%
Female	62	2	3%	60	97%	2	3%	7	12%	27	45%	24	40%	51	85%
Male	63	1	2%	62	98%	1	2%	6	10%	24	39%	31	50%	55	89%
General Education Students	112	2	2%	110	98%	1	1%	8	7%	47	43%	54	49%	101	92%
Students with Disabilities	13	1	8%	12	92%	2	17%	5	42%	4	33%	1	8%	5	42%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Hispanic or Latino	22	1	5%	21	95%	2	10%	4	19%	9	43%	6	29%	15	71%
White	86	2	2%	84	98%	1	1%	8	10%	37	44%	38	45%	75	89%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Economically Disadvantaged	13	0	0%	13	100%	1	8%	5	38%	6	46%	1	8%	7	54%
Not Economically Disadvantaged	112	3	3%	109	97%	2	2%	8	7%	45	41%	54	50%	99	91%
Non-English Language Learner	125	3	2%	122	98%	3	2%	13	11%	51	42%	55	45%	106	87%
Not in Foster Care	125	3	2%	122	98%	3	2%	13	11%	51	42%	55	45%	106	87%
Not Homeless	125	3	2%	122	98%	3	2%	13	11%	51	42%	55	45%	106	87%
Not Migrant	125	3	2%	122	98%	3	2%	13	11%	51	42%	55	45%	106	87%
Parent Not in Armed Forces	125	3	2%	122	98%	3	2%	13	11%	51	42%	55	45%	106	87%

### GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students

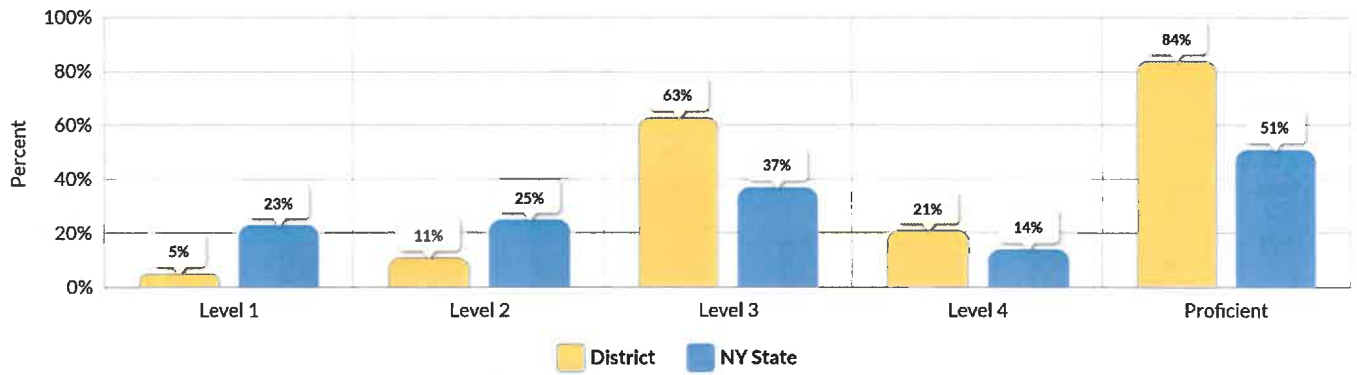


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	14	10%	131	90%	5	4%	23	18%	59	45%	44	34%	103	79%
Female	71	10	14%	61	86%	2	3%	11	18%	28	46%	20	33%	48	79%
Male	74	4	5%	70	95%	3	4%	12	17%	31	44%	24	34%	55	79%
General Education Students	121	11	9%	110	91%	1	1%	16	15%	50	45%	43	39%	93	85%
Students with Disabilities	24	3	13%	21	88%	4	19%	7	33%	9	43%	1	5%	10	48%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	12	100%	1	8%	0	0%	7	58%	4	33%	11	92%
Black or African American	6	1	17%	5	83%	1	20%	2	40%	2	40%	0	0%	2	40%
Hispanic or Latino	24	3	13%	21	88%	3	14%	7	33%	10	48%	1	5%	11	52%
White	91	8	9%	83	91%	0	0%	14	17%	38	46%	31	37%	69	83%
Multiracial	12	2	17%	10	83%	0	0%	0	0%	2	20%	8	80%	10	100%
Economically Disadvantaged	24	2	8%	22	92%	5	23%	5	23%	12	55%	0	0%	12	55%
Not Economically Disadvantaged	121	12	10%	109	90%	0	0%	18	17%	47	43%	44	40%	91	83%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	142	14	10%	128	90%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	145	14	10%	131	90%	5	4%	23	18%	59	45%	44	34%	103	79%
Not Homeless	145	14	10%	131	90%	5	4%	23	18%	59	45%	44	34%	103	79%
Not Migrant	145	14	10%	131	90%	5	4%	23	18%	59	45%	44	34%	103	79%
Parent Not in Armed Forces	145	14	10%	131	90%	5	4%	23	18%	59	45%	44	34%	103	79%

### GRADE 6 MATH RESULTS



Percent Scoring at Levels for All Students

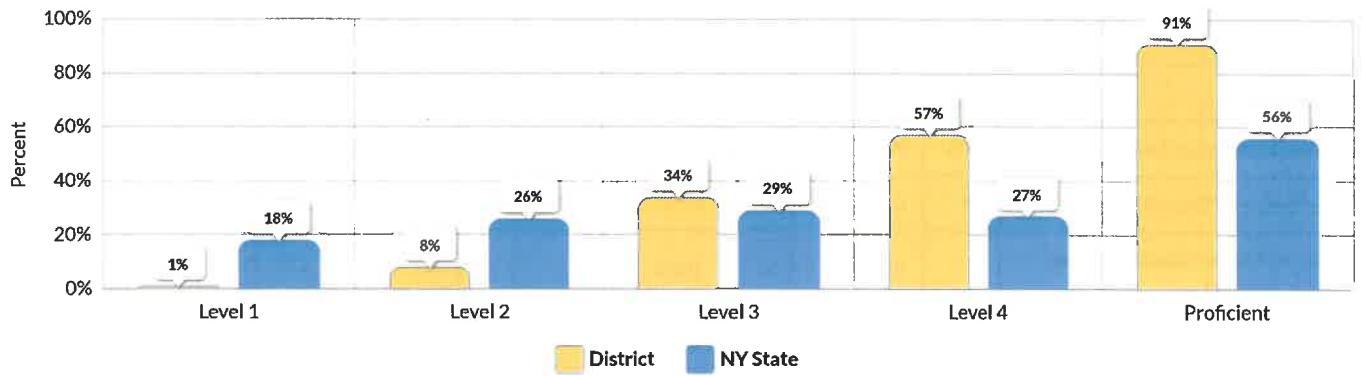


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	15	12%	106	88%	5	5%	12	11%	67	63%	22	21%	89	84%
Female	58	9	16%	49	84%	3	6%	4	8%	31	63%	11	22%	42	86%
Male	63	6	10%	57	90%	2	4%	8	14%	36	63%	11	19%	47	82%
General Education Students	103	9	9%	94	91%	1	1%	8	9%	63	67%	22	23%	85	90%
Students with Disabilities	18	6	33%	12	67%	4	33%	4	33%	4	33%	0	0%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	4	17%	19	83%	2	11%	7	37%	9	47%	1	5%	10	53%
White	76	9	12%	67	88%	1	1%	3	4%	44	66%	19	28%	63	94%
Multiracial	12	2	17%	10	83%	0	0%	0	0%	8	80%	2	20%	10	100%
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	2	20%	2	20%	6	60%	0	0%	6	60%
Economically Disadvantaged	26	6	23%	20	77%	4	20%	7	35%	7	35%	2	10%	9	45%
Not Economically Disadvantaged	95	9	9%	86	91%	1	1%	5	6%	60	70%	20	23%	80	93%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	15	13%	105	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	121	15	12%	106	88%	5	5%	12	11%	67	63%	22	21%	89	84%
Not Homeless	121	15	12%	106	88%	5	5%	12	11%	67	63%	22	21%	89	84%
Not Migrant	121	15	12%	106	88%	5	5%	12	11%	67	63%	22	21%	89	84%
Parent Not in Armed Forces	121	15	12%	106	88%	5	5%	12	11%	67	63%	22	21%	89	84%

### GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students

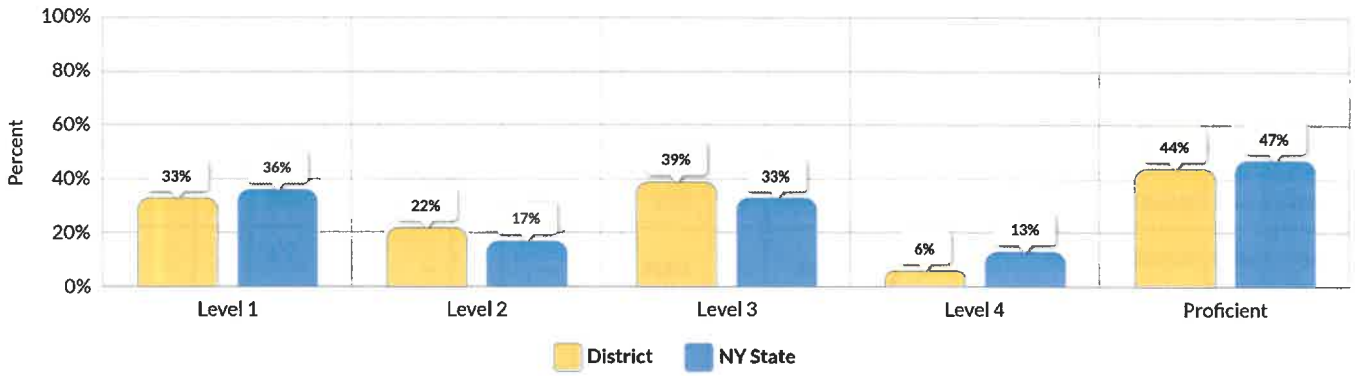


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	17	16%	91	84%	1	1%	7	8%	31	34%	52	57%	83	91%
Female	52	9	17%	43	83%	1	2%	2	5%	14	33%	26	60%	40	93%
Male	56	8	14%	48	86%	0	0%	5	10%	17	35%	26	54%	43	90%
General Education Students	98	12	12%	86	88%	1	1%	4	5%	29	34%	52	60%	81	94%
Students with Disabilities	10	5	50%	5	50%	0	0%	3	60%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	5	3	60%	2	40%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	25	7	28%	18	72%	0	0%	2	11%	7	39%	9	50%	16	89%
White	61	6	10%	55	90%	0	0%	4	7%	20	36%	31	56%	51	93%
Multiracial	10	1	10%	9	90%	1	11%	0	0%	1	11%	7	78%	8	89%
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	0	0%	1	11%	3	33%	5	56%	8	89%
Economically Disadvantaged	18	8	44%	10	56%	0	0%	4	40%	4	40%	2	20%	6	60%
Not Economically Disadvantaged	90	9	10%	81	90%	1	1%	3	4%	27	33%	50	62%	77	95%
English Language Learner	4	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	104	16	15%	88	85%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	108	17	16%	91	84%	1	1%	7	8%	31	34%	52	57%	83	91%
Not Homeless	108	17	16%	91	84%	1	1%	7	8%	31	34%	52	57%	83	91%
Not Migrant	108	17	16%	91	84%	1	1%	7	8%	31	34%	52	57%	83	91%
Parent Not in Armed Forces	108	17	16%	91	84%	1	1%	7	8%	31	34%	52	57%	83	91%

### GRADE 8 MATH RESULTS



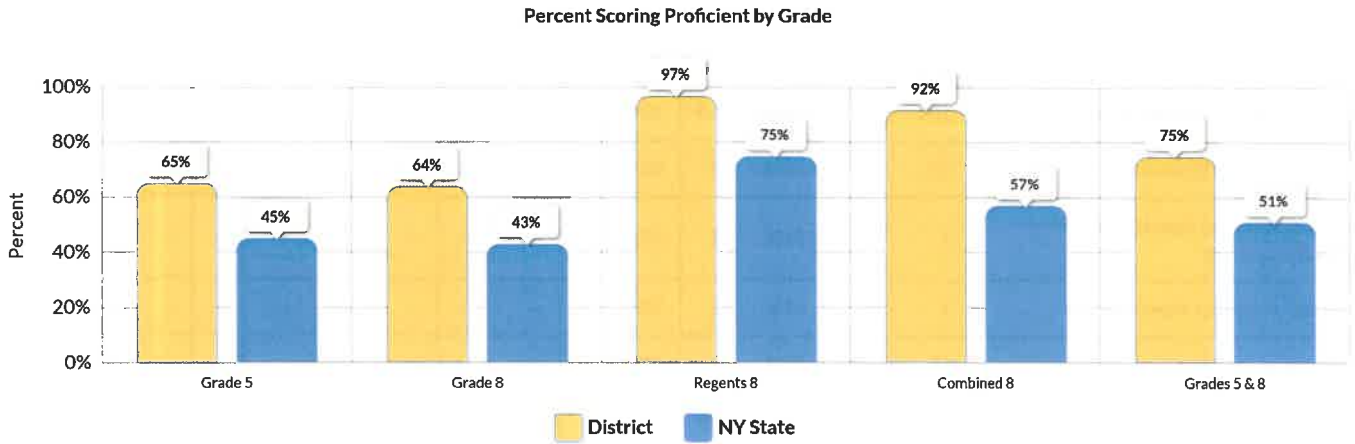
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	106	85%	18	15%	6	33%	4	22%	7	39%	1	6%	8	44%
Female	63	51	81%	12	19%	4	33%	3	25%	4	33%	1	8%	5	42%
Male	61	55	90%	6	10%	2	33%	1	17%	3	50%	0	0%	3	50%
General Education Students	104	94	90%	10	10%	1	10%	2	20%	6	60%	1	10%	7	70%
Students with Disabilities	20	12	60%	8	40%	5	63%	2	25%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	7	5	71%	2	29%	-	-	-	-	-	-	-	-	-	-
Black or African American	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	15	14	93%	1	7%	-	-	-	-	-	-	-	-	-	-
White	85	71	84%	14	16%	-	-	-	-	-	-	-	-	-	-
Multiracial	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	110	92	84%	18	16%	6	33%	4	22%	7	39%	1	6%	8	44%
Economically Disadvantaged	27	23	85%	4	15%	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	97	83	86%	14	14%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	124	106	85%	18	15%	6	33%	4	22%	7	39%	1	6%	8	44%
Not in Foster Care	124	106	85%	18	15%	6	33%	4	22%	7	39%	1	6%	8	44%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	123	105	85%	18	15%	6	33%	4	22%	7	39%	1	6%	8	44%
Not Migrant	124	106	85%	18	15%	6	33%	4	22%	7	39%	1	6%	8	44%
Parent Not in Armed Forces	124	106	85%	18	15%	6	33%	4	22%	7	39%	1	6%	8	44%

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

### SUMMARY RESULTS



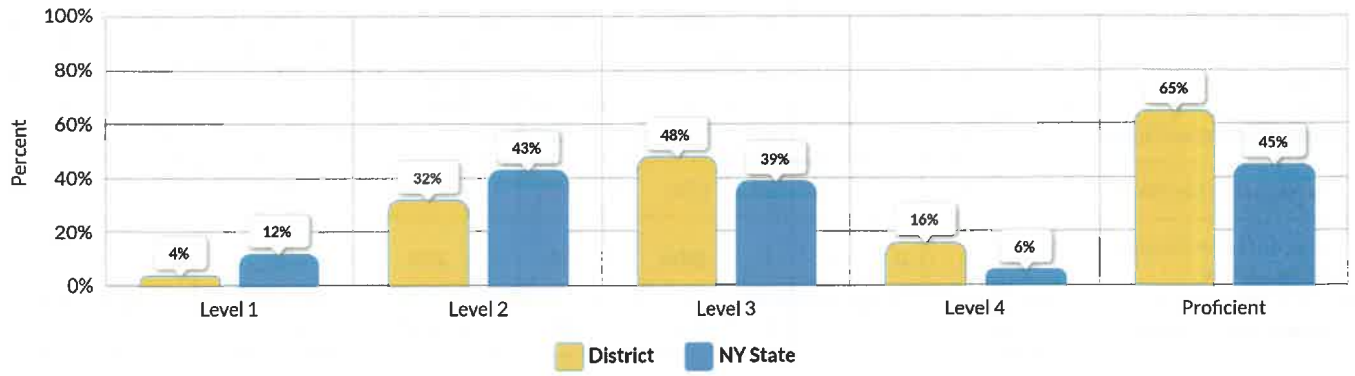
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	145	15	10%	130	90%	5	4%	41	32%	63	48%	21	16%	84	65%
Grade 8	124	113	91%	11	9%	0	0%	4	36%	7	64%	0	0%	7	64%
Regents 8	—	—	—	65	52%	1	2%	1	2%	9	14%	54	83%	63	97%
Combined 8	124	48	39%	76	61%	1	1%	5	7%	16	21%	54	71%	70	92%
Grades 5 & 8	269	63	23%	206	77%	6	3%	46	22%	79	38%	75	36%	154	75%

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

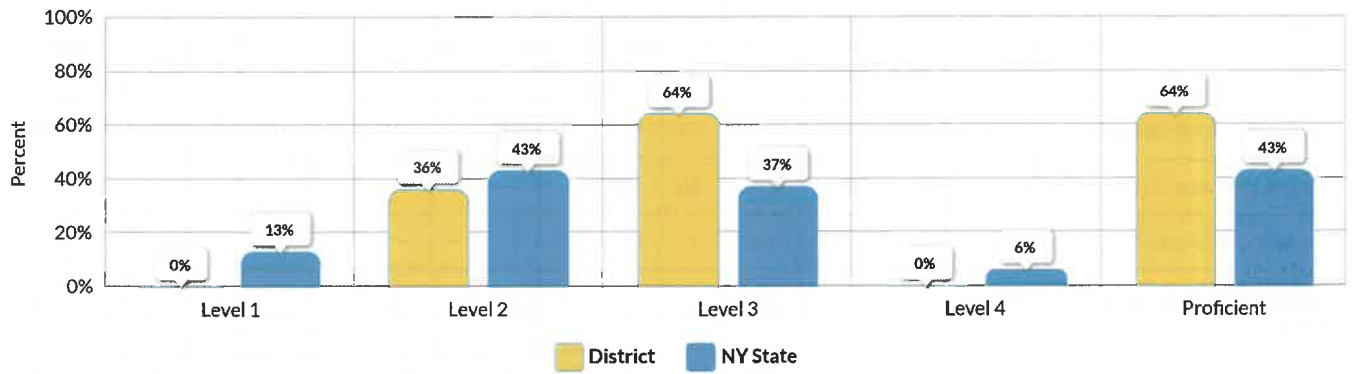


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	15	10%	130	90%	5	4%	41	32%	63	48%	21	16%	84	65%
Female	71	10	14%	61	86%	1	2%	20	33%	30	49%	10	16%	40	66%
Male	74	5	7%	69	93%	4	6%	21	30%	33	48%	11	16%	44	64%
General Education Students	121	11	9%	110	91%	0	0%	32	29%	58	53%	20	18%	78	71%
Students with Disabilities	24	4	17%	20	83%	5	25%	9	45%	5	25%	1	5%	6	30%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	12	100%	0	0%	3	25%	8	67%	1	8%	9	75%
Black or African American	6	1	17%	5	83%	0	0%	5	100%	0	0%	0	0%	0	0%
Hispanic or Latino	24	3	13%	21	88%	4	19%	8	38%	7	33%	2	10%	9	43%
White	91	9	10%	82	90%	1	1%	24	29%	42	51%	15	18%	57	70%
Multiracial	12	2	17%	10	83%	0	0%	1	10%	6	60%	3	30%	9	90%
Economically Disadvantaged	24	3	13%	21	88%	4	19%	11	52%	6	29%	0	0%	6	29%
Not Economically Disadvantaged	121	12	10%	109	90%	1	1%	30	28%	57	52%	21	19%	78	72%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	142	15	11%	127	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	145	15	10%	130	90%	5	4%	41	32%	63	48%	21	16%	84	65%
Not Homeless	145	15	10%	130	90%	5	4%	41	32%	63	48%	21	16%	84	65%
Not Migrant	145	15	10%	130	90%	5	4%	41	32%	63	48%	21	16%	84	65%
Parent Not in Armed Forces	145	15	10%	130	90%	5	4%	41	32%	63	48%	21	16%	84	65%

### 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	124	91%	113	9%	11	9%	0	0%	4	36%	7	64%	0	0%	7	64%
Female	63	87%	55	13%	8	13%	-	-	-	-	-	-	-	-	-	-
Male	61	95%	58	5%	3	5%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Gender	124	91%	113	9%	11	9%	0	0%	4	36%	7	64%	0	0%	7	64%
General Education Students	104	90%	94	10%	10	10%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	20	95%	19	5%	1	5%	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	7	100%	7	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	100%	3	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	100%	15	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	85	88%	75	12%	10	12%	-	-	-	-	-	-	-	-	-	-
Multiracial	14	93%	13	7%	1	7%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	99	89%	88	11%	11	11%	0	0%	4	36%	7	64%	0	0%	7	64%
Economically Disadvantaged	27	96%	26	4%	1	4%	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	97	90%	87	10%	10	10%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	124	91%	113	9%	11	9%	0	0%	4	36%	7	64%	0	0%	7	64%
Not in Foster Care	124	91%	113	9%	11	9%	0	0%	4	36%	7	64%	0	0%	7	64%
Homeless	1	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	123	91%	112	9%	11	9%	0	0%	4	36%	7	64%	0	0%	7	64%
Not Migrant	124	91%	113	9%	11	9%	0	0%	4	36%	7	64%	0	0%	7	64%
Parent Not in Armed Forces	124	91%	113	9%	11	9%	0	0%	4	36%	7	64%	0	0%	7	64%

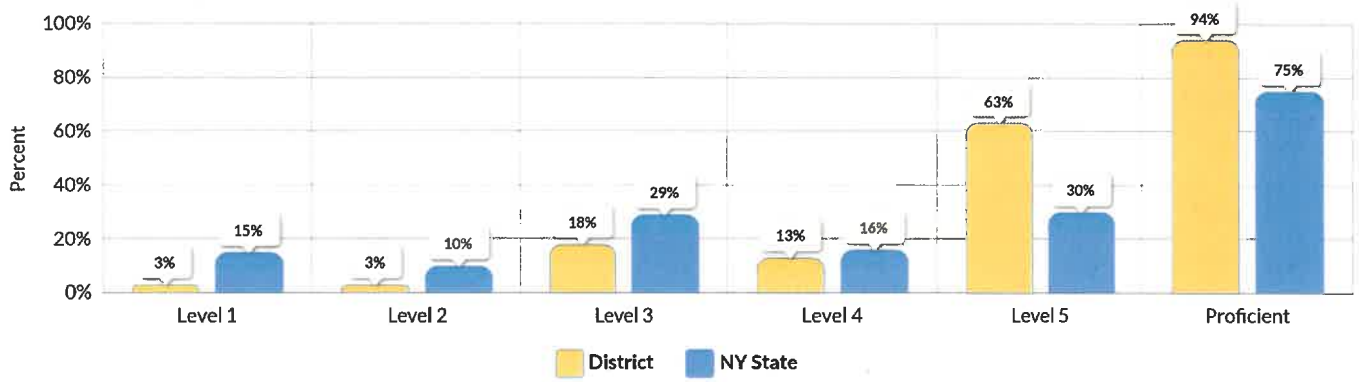
## ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

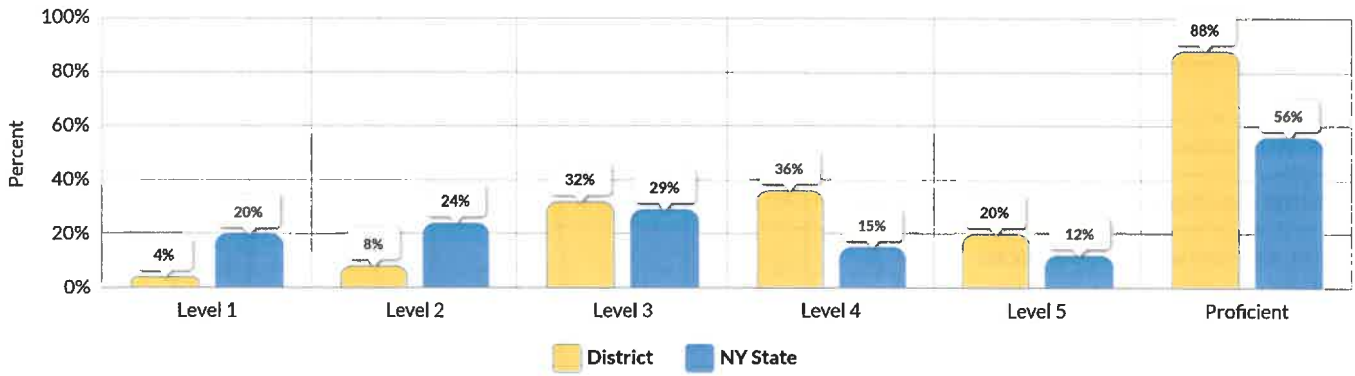


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	4	3%	3	3%	21	18%	15	13%	72	63%	108	94%
Female	58	2	3%	1	2%	9	16%	8	14%	38	66%	55	95%
Male	57	2	4%	2	4%	12	21%	7	12%	34	60%	53	93%
General Education Students	100	0	0%	1	1%	16	16%	12	12%	71	71%	99	99%
Students with Disabilities	15	4	27%	2	13%	5	33%	3	20%	1	7%	9	60%
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	32	2	6%	1	3%	9	28%	7	22%	13	41%	29	91%
White	60	1	2%	1	2%	10	17%	6	10%	42	70%	58	97%
Multiracial	11	0	0%	0	0%	1	9%	1	9%	9	82%	11	100%
Small Group Total: Race & Ethnicity	12	1	8%	1	8%	1	8%	1	8%	8	67%	10	83%
Economically Disadvantaged	36	2	6%	2	6%	10	28%	7	19%	15	42%	32	89%
Not Economically Disadvantaged	79	2	3%	1	1%	11	14%	8	10%	57	72%	76	96%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	112	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	115	4	3%	3	3%	21	18%	15	13%	72	63%	108	94%
Not Homeless	115	4	3%	3	3%	21	18%	15	13%	72	63%	108	94%
Not Migrant	115	4	3%	3	3%	21	18%	15	13%	72	63%	108	94%
Parent Not in Armed Forces	115	4	3%	3	3%	21	18%	15	13%	72	63%	108	94%

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



Percent Scoring at Levels for All Students

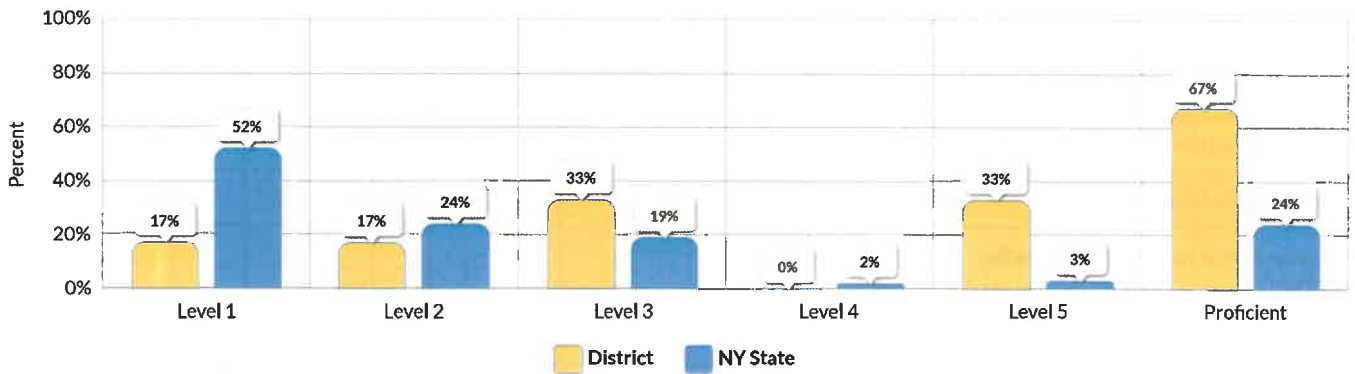


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	5	4%	11	8%	44	32%	50	36%	27	20%	121	88%
Female	70	1	1%	5	7%	22	31%	27	39%	15	21%	64	91%
Male	67	4	6%	6	9%	22	33%	23	34%	12	18%	57	85%
General Education Students	126	2	2%	10	8%	39	31%	48	38%	27	21%	114	90%
Students with Disabilities	11	3	27%	1	9%	5	45%	2	18%	0	0%	7	64%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	3	12%	2	8%	10	40%	8	32%	2	8%	20	80%
White	91	1	1%	7	8%	30	33%	32	35%	21	23%	83	91%
Multiracial	11	1	9%	0	0%	3	27%	4	36%	3	27%	10	91%
Small Group Total: Race & Ethnicity	10	0	0%	2	20%	1	10%	6	60%	1	10%	8	80%
Economically Disadvantaged	24	3	13%	4	17%	8	33%	8	33%	1	4%	17	71%
Not Economically Disadvantaged	113	2	2%	7	6%	36	32%	42	37%	26	23%	104	92%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	133	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	137	5	4%	11	8%	44	32%	50	36%	27	20%	121	88%
Not Homeless	137	5	4%	11	8%	44	32%	50	36%	27	20%	121	88%
Not Migrant	137	5	4%	11	8%	44	32%	50	36%	27	20%	121	88%
Parent Not in Armed Forces	137	5	4%	11	8%	44	32%	50	36%	27	20%	121	88%

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



Percent Scoring at Levels for All Students

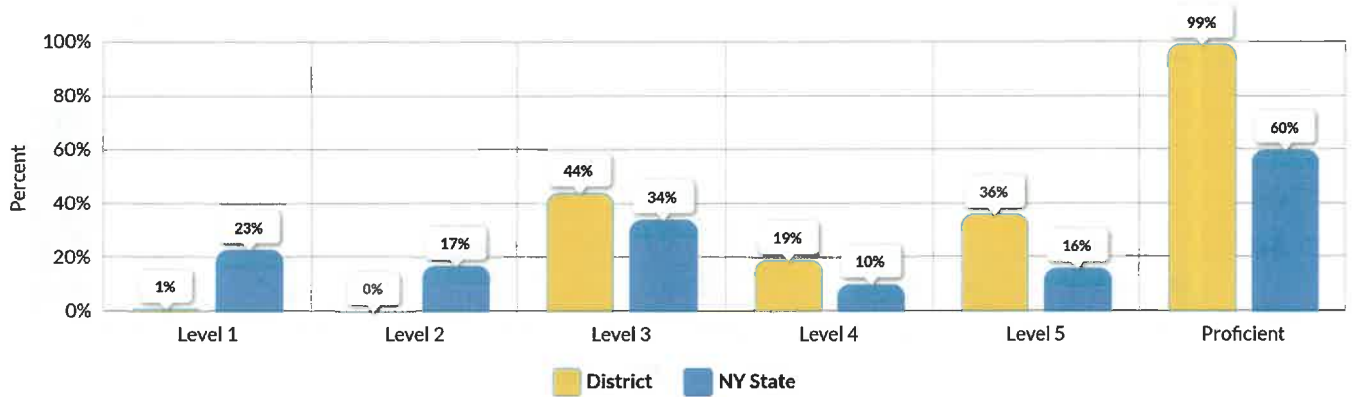


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	6	1	17%	1	17%	2	33%	0	0%	2	33%	4	67%
Female	5	—	—	—	—	—	—	—	—	—	—	—	—
Male	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	6	1	17%	1	17%	2	33%	0	0%	2	33%	4	67%
General Education Students	6	1	17%	1	17%	2	33%	0	0%	2	33%	4	67%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	2	33%	0	0%	2	33%	4	67%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	5	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	6	1	17%	1	17%	2	33%	0	0%	2	33%	4	67%
Not in Foster Care	6	1	17%	1	17%	2	33%	0	0%	2	33%	4	67%
Not Homeless	6	1	17%	1	17%	2	33%	0	0%	2	33%	4	67%
Not Migrant	6	1	17%	1	17%	2	33%	0	0%	2	33%	4	67%
Parent Not in Armed Forces	6	1	17%	1	17%	2	33%	0	0%	2	33%	4	67%

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



Percent Scoring at Levels for All Students

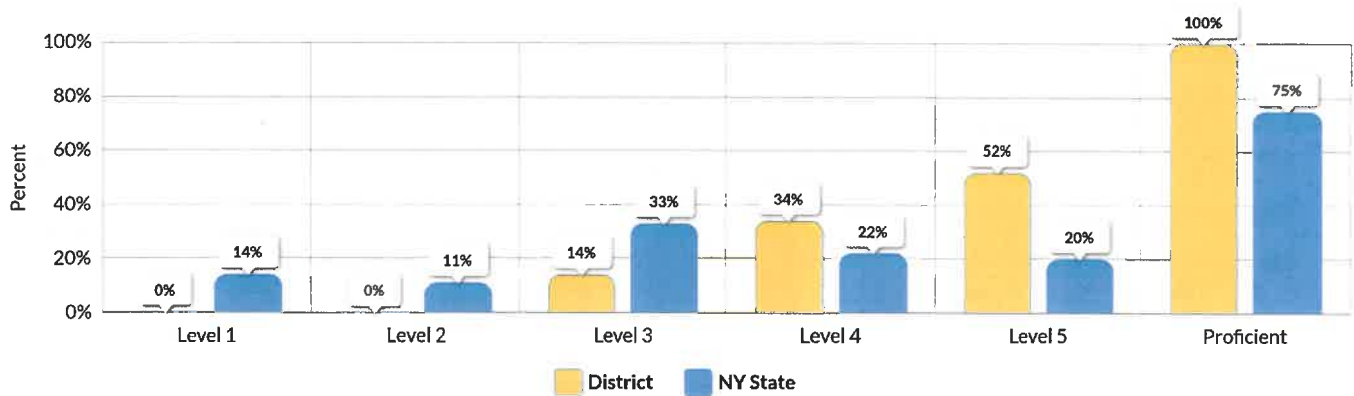


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	1	1%	0	0%	35	44%	15	19%	29	36%	79	99%
Female	35	0	0%	0	0%	16	46%	5	14%	14	40%	35	100%
Male	45	1	2%	0	0%	19	42%	10	22%	15	33%	44	98%
General Education Students	77	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	0	0%	3	33%	6	67%	9	100%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	9	0	0%	0	0%	5	56%	1	11%	3	33%	9	100%
White	56	1	2%	0	0%	26	46%	10	18%	19	34%	55	98%
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	4	67%	1	17%	1	17%	6	100%
Economically Disadvantaged	12	0	0%	0	0%	5	42%	2	17%	5	42%	12	100%
Not Economically Disadvantaged	68	1	1%	0	0%	30	44%	13	19%	24	35%	67	99%
Non-English Language Learner	80	1	1%	0	0%	35	44%	15	19%	29	36%	79	99%
Not in Foster Care	80	1	1%	0	0%	35	44%	15	19%	29	36%	79	99%
Not Homeless	80	1	1%	0	0%	35	44%	15	19%	29	36%	79	99%
Not Migrant	80	1	1%	0	0%	35	44%	15	19%	29	36%	79	99%
Parent Not in Armed Forces	80	1	1%	0	0%	35	44%	15	19%	29	36%	79	99%

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



Percent Scoring at Levels for All Students

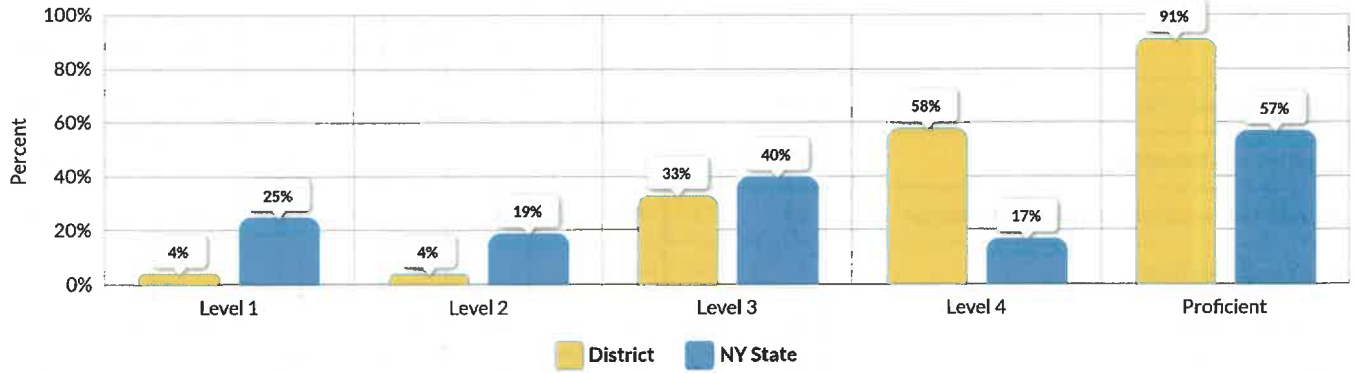


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	0	0%	0	0%	12	14%	28	34%	43	52%	83	100%
Female	47	0	0%	0	0%	8	17%	14	30%	25	53%	47	100%
Male	36	0	0%	0	0%	4	11%	14	39%	18	50%	36	100%
General Education Students	81	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	0	0%	5	36%	4	29%	5	36%	14	100%
White	56	0	0%	0	0%	7	13%	19	34%	30	54%	56	100%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	0	0%	0	0%	5	38%	8	62%	13	100%
Economically Disadvantaged	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Not Economically Disadvantaged	73	0	0%	0	0%	10	14%	22	30%	41	56%	73	100%
Non-English Language Learner	83	0	0%	0	0%	12	14%	28	34%	43	52%	83	100%
Not in Foster Care	83	0	0%	0	0%	12	14%	28	34%	43	52%	83	100%
Not Homeless	83	0	0%	0	0%	12	14%	28	34%	43	52%	83	100%
Not Migrant	83	0	0%	0	0%	12	14%	28	34%	43	52%	83	100%
Parent Not in Armed Forces	83	0	0%	0	0%	12	14%	28	34%	43	52%	83	100%

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



Percent Scoring at Levels for All Students

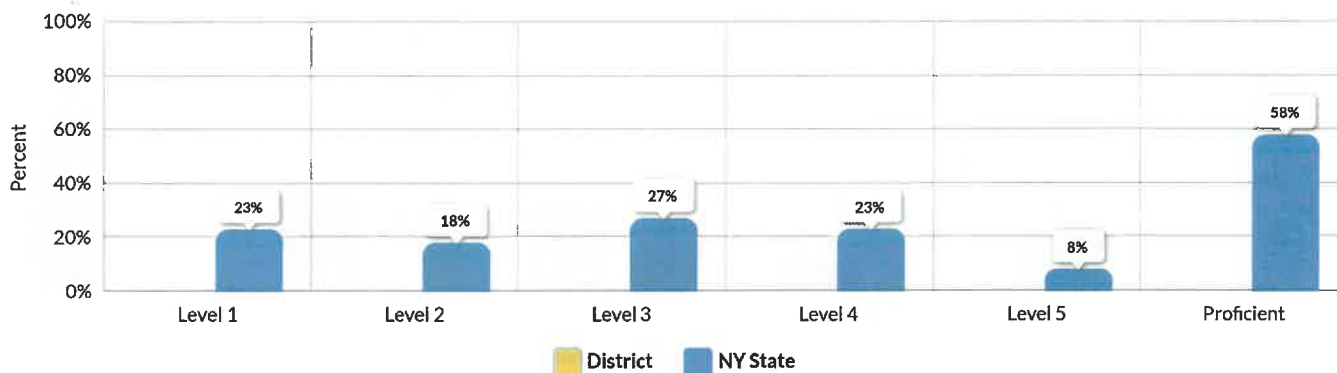


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	117	5	4%	5	4%	39	33%	68	58%	107	91%
Female	55	0	0%	4	7%	19	35%	32	58%	51	93%
Male	62	5	8%	1	2%	20	32%	36	58%	56	90%
General Education Students	104	2	2%	1	1%	35	34%	66	63%	101	97%
Students with Disabilities	13	3	23%	4	31%	4	31%	2	15%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	0	0%	1	10%	8	80%	9	90%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	3	12%	1	4%	14	56%	7	28%	21	84%
White	75	1	1%	3	4%	21	28%	50	67%	71	95%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	26	4	15%	1	4%	11	42%	10	38%	21	81%
Not Economically Disadvantaged	91	1	1%	4	4%	28	31%	58	64%	86	95%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	113	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	117	5	4%	5	4%	39	33%	68	58%	107	91%
Not Homeless	117	5	4%	5	4%	39	33%	68	58%	107	91%
Not Migrant	117	5	4%	5	4%	39	33%	68	58%	107	91%
Parent Not in Armed Forces	117	5	4%	5	4%	39	33%	68	58%	107	91%

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



Percent Scoring at Levels for All Students

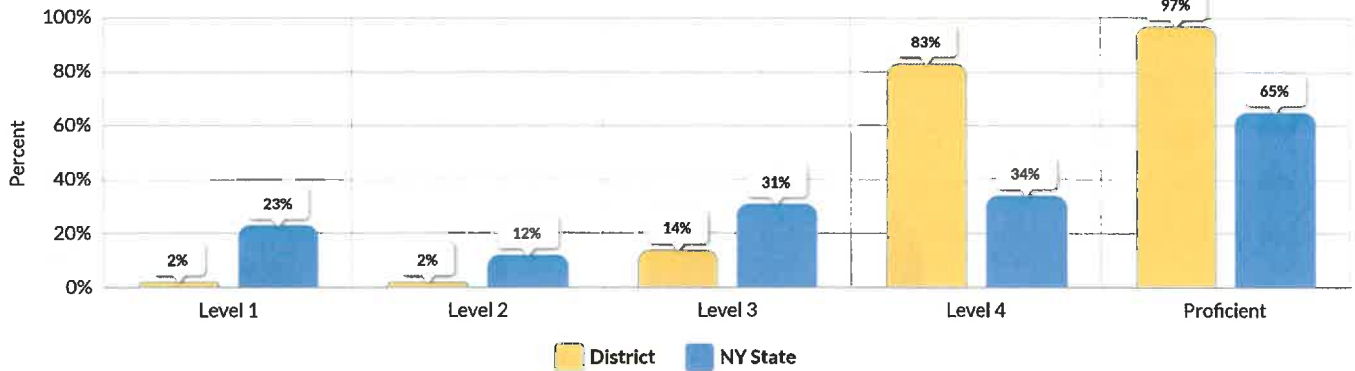


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	-	-	-	-	-	-	-	-	-	-	-	-
Male	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Gender	1	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	1	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	1	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	1	-	-	-	-	-	-	-	-	-	-	-	-

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



Percent Scoring at Levels for All Students

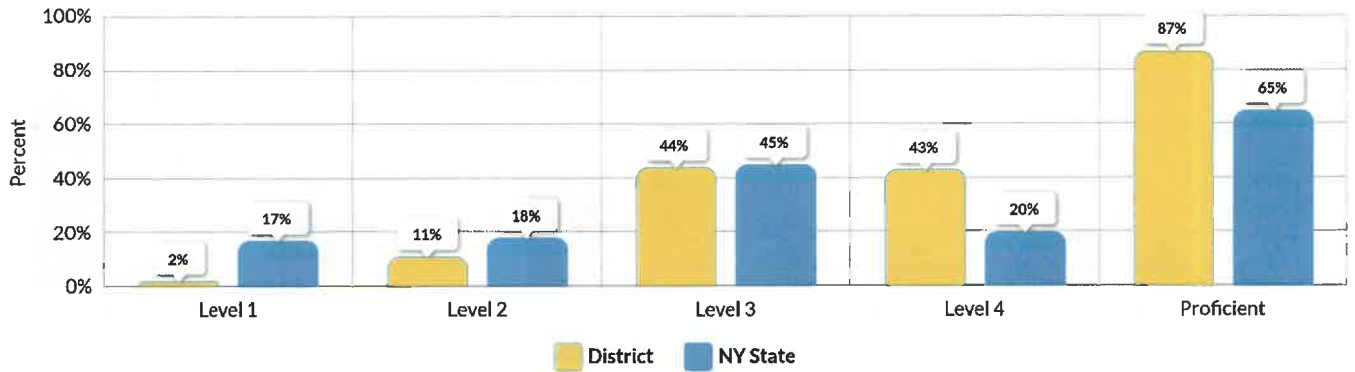


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	65	1	2%	1	2%	9	14%	54	83%	63	97%
Female	30	1	3%	0	0%	5	17%	24	80%	29	97%
Male	35	0	0%	1	3%	4	11%	30	86%	34	97%
General Education Students	64	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-
White	46	1	2%	0	0%	5	11%	40	87%	45	98%
Multiracial	9	0	0%	0	0%	1	11%	8	89%	9	100%
Small Group Total: Race & Ethnicity	10	0	0%	1	10%	3	30%	6	60%	9	90%
Economically Disadvantaged	6	0	0%	0	0%	3	50%	3	50%	6	100%
Not Economically Disadvantaged	59	1	2%	1	2%	6	10%	51	86%	57	97%
Non-English Language Learner	65	1	2%	1	2%	9	14%	54	83%	63	97%
Not in Foster Care	65	1	2%	1	2%	9	14%	54	83%	63	97%
Not Homeless	65	1	2%	1	2%	9	14%	54	83%	63	97%
Not Migrant	65	1	2%	1	2%	9	14%	54	83%	63	97%
Parent Not in Armed Forces	65	1	2%	1	2%	9	14%	54	83%	63	97%

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



Percent Scoring at Levels for All Students

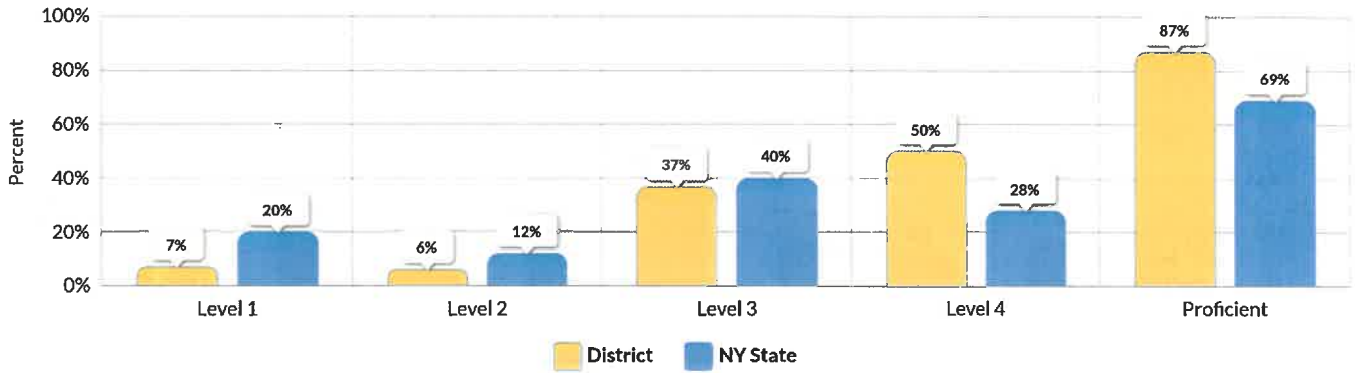


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	84	2	2%	9	11%	37	44%	36	43%	73	87%
Female	44	2	5%	5	11%	22	50%	15	34%	37	84%
Male	40	0	0%	4	10%	15	38%	21	53%	36	90%
General Education Students	82	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	2	11%	4	21%	8	42%	5	26%	13	68%
White	48	0	0%	5	10%	20	42%	23	48%	43	90%
Multiracial	9	0	0%	0	0%	5	56%	4	44%	9	100%
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	4	50%	4	50%	8	100%
Economically Disadvantaged	17	0	0%	4	24%	9	53%	4	24%	13	76%
Not Economically Disadvantaged	67	2	3%	5	7%	28	42%	32	48%	60	90%
Non-English Language Learner	84	2	2%	9	11%	37	44%	36	43%	73	87%
Not in Foster Care	84	2	2%	9	11%	37	44%	36	43%	73	87%
Not Homeless	84	2	2%	9	11%	37	44%	36	43%	73	87%
Not Migrant	84	2	2%	9	11%	37	44%	36	43%	73	87%
Parent Not in Armed Forces	84	2	2%	9	11%	37	44%	36	43%	73	87%

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



Percent Scoring at Levels for All Students

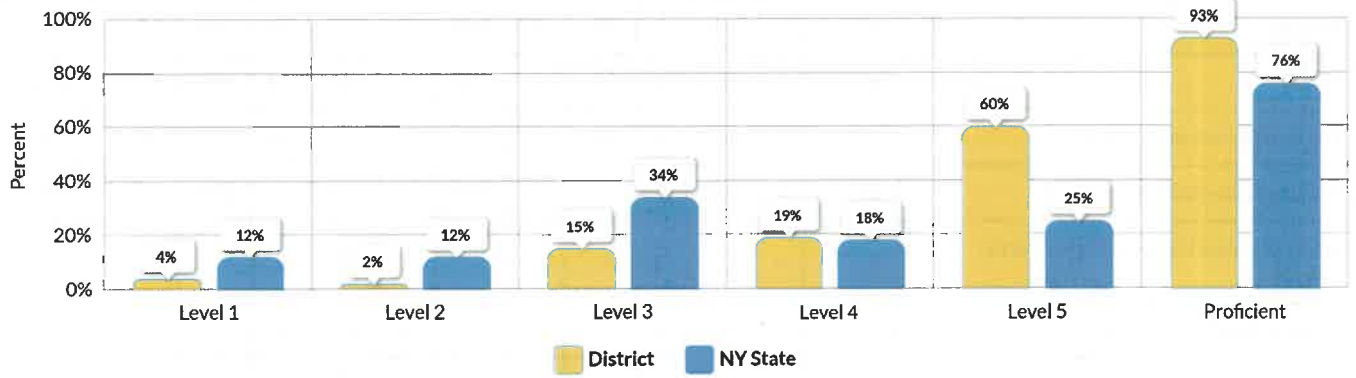


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	68	5	7%	4	6%	25	37%	34	50%	59	87%
Female	35	2	6%	2	6%	10	29%	21	60%	31	89%
Male	33	3	9%	2	6%	15	45%	13	39%	28	85%
General Education Students	67	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	7	1	14%	0	0%	2	29%	4	57%	6	86%
White	52	4	8%	4	8%	22	42%	22	42%	44	85%
Multiracial	6	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	1	11%	8	89%	9	100%
Economically Disadvantaged	6	0	0%	0	0%	3	50%	3	50%	6	100%
Not Economically Disadvantaged	62	5	8%	4	6%	22	35%	31	50%	53	85%
Non-English Language Learner	68	5	7%	4	6%	25	37%	34	50%	59	87%
Not in Foster Care	68	5	7%	4	6%	25	37%	34	50%	59	87%
Not Homeless	68	5	7%	4	6%	25	37%	34	50%	59	87%
Not Migrant	68	5	7%	4	6%	25	37%	34	50%	59	87%
Parent Not in Armed Forces	68	5	7%	4	6%	25	37%	34	50%	59	87%

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



Percent Scoring at Levels for All Students

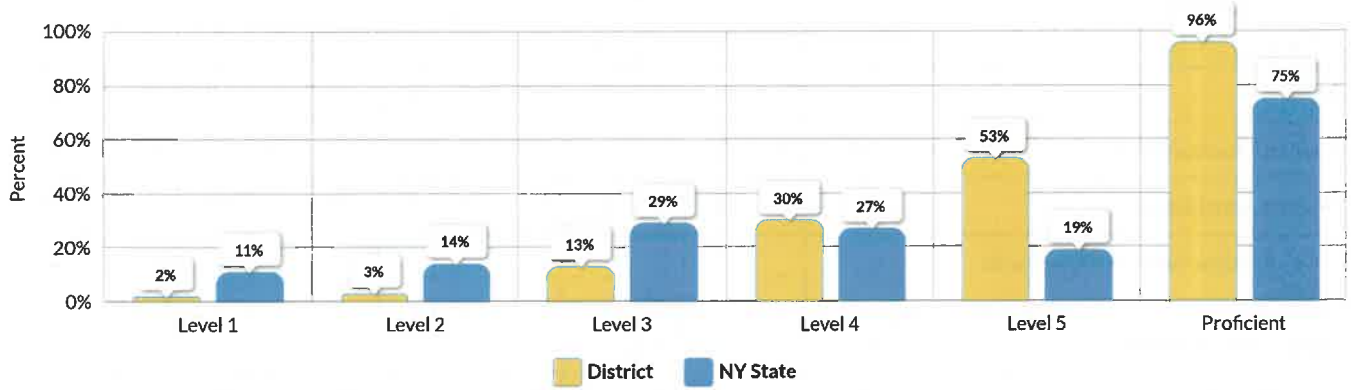


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	5	4%	3	2%	18	15%	23	19%	72	60%	113	93%
Female	61	1	2%	1	2%	10	16%	10	16%	39	64%	59	97%
Male	60	4	7%	2	3%	8	13%	13	22%	33	55%	54	90%
General Education Students	103	2	2%	0	0%	16	16%	17	17%	68	66%	101	98%
Students with Disabilities	18	3	17%	3	17%	2	11%	6	33%	4	22%	12	67%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	4	14%	2	7%	7	25%	7	25%	8	29%	22	79%
White	73	0	0%	0	0%	8	11%	14	19%	51	70%	73	100%
Multiracial	13	0	0%	0	0%	2	15%	2	15%	9	69%	13	100%
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	1	14%	0	0%	4	57%	5	71%
Economically Disadvantaged	25	4	16%	2	8%	8	32%	6	24%	5	20%	19	76%
Not Economically Disadvantaged	96	1	1%	1	1%	10	10%	17	18%	67	70%	94	98%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	117	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	121	5	4%	3	2%	18	15%	23	19%	72	60%	113	93%
Not Homeless	121	5	4%	3	2%	18	15%	23	19%	72	60%	113	93%
Not Migrant	121	5	4%	3	2%	18	15%	23	19%	72	60%	113	93%
Parent Not in Armed Forces	121	5	4%	3	2%	18	15%	23	19%	72	60%	113	93%

### 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	115	2	2%	3	3%	15	13%	34	30%	61	53%	110	96%
Female	58	1	2%	0	0%	8	14%	22	38%	27	47%	57	98%
Male	57	1	2%	3	5%	7	12%	12	21%	34	60%	53	93%
General Education Students	100	0	0%	1	1%	10	10%	31	31%	58	58%	99	99%
Students with Disabilities	15	2	13%	2	13%	5	33%	3	20%	3	20%	11	73%
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	33	1	3%	3	9%	5	15%	10	30%	14	42%	29	88%
White	59	0	0%	0	0%	8	14%	15	25%	36	61%	59	100%
Multiracial	11	0	0%	0	0%	1	9%	4	36%	6	55%	11	100%
Small Group Total: Race & Ethnicity	12	1	8%	0	0%	1	8%	5	42%	5	42%	11	92%
Economically Disadvantaged	36	0	0%	3	8%	4	11%	11	31%	18	50%	33	92%
Not Economically Disadvantaged	79	2	3%	0	0%	11	14%	23	29%	43	54%	77	97%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	112	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	115	2	2%	3	3%	15	13%	34	30%	61	53%	110	96%
Not Homeless	115	2	2%	3	3%	15	13%	34	30%	61	53%	110	96%
Not Migrant	115	2	2%	3	3%	15	13%	34	30%	61	53%	110	96%
Parent Not in Armed Forces	115	2	2%	3	3%	15	13%	34	30%	61	53%	110	96%

## TOTAL COHORT REGENTS EXAMINATION RESULTS

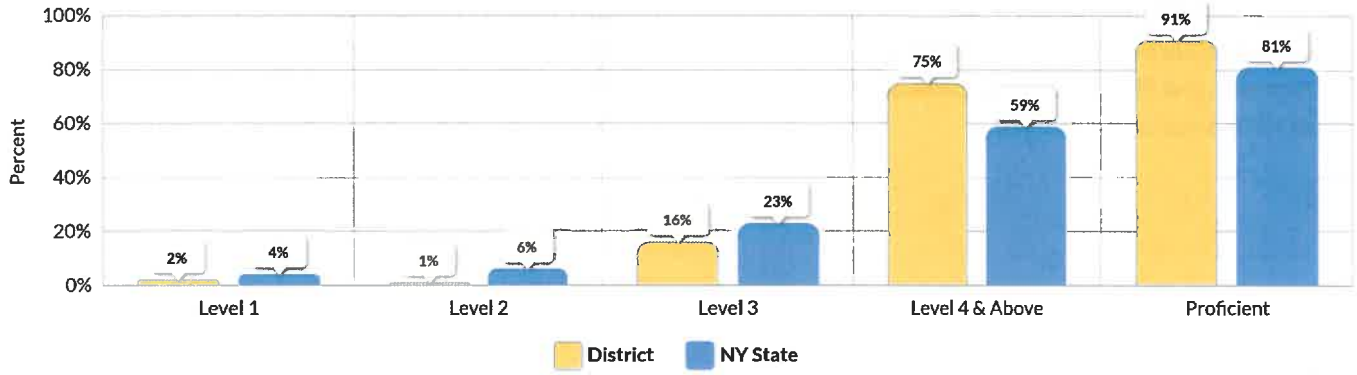
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age.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

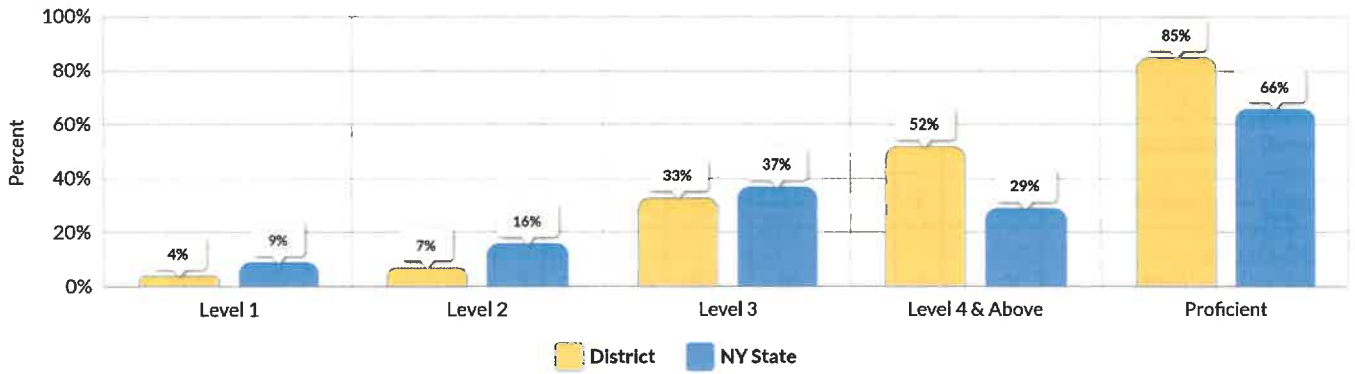


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	8	6%	125	94%	3	2%	1	1%	21	16%	100	75%	121	91%
Female	69	5	7%	64	93%	1	1%	1	1%	10	14%	52	75%	62	90%
Male	64	3	5%	61	95%	2	3%	0	0%	11	17%	48	75%	59	92%
General Education Students	112	6	5%	106	95%	0	0%	0	0%	13	12%	93	83%	106	95%
Students with Disabilities	21	2	10%	19	90%	3	14%	1	5%	8	38%	7	33%	15	71%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	1	10%	0	0%	1	10%	8	80%	9	90%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	3	10%	28	90%	1	3%	1	3%	6	19%	20	65%	26	84%
White	82	4	5%	78	95%	1	1%	0	0%	13	16%	64	78%	77	94%
Multiracial	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	0	0%	1	10%	8	80%	9	90%
Economically Disadvantaged	38	2	5%	36	95%	0	0%	1	3%	7	18%	28	74%	35	92%
Not Economically Disadvantaged	95	6	6%	89	94%	3	3%	0	0%	14	15%	72	76%	86	91%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	131	7	—	124	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	8	6%	125	94%	3	2%	1	1%	21	16%	100	75%	121	91%
Not Homeless	133	8	6%	125	94%	3	2%	1	1%	21	16%	100	75%	121	91%
Not Migrant	133	8	6%	125	94%	3	2%	1	1%	21	16%	100	75%	121	91%
Parent Not in Armed Forces	133	8	6%	125	94%	3	2%	1	1%	21	16%	100	75%	121	91%

### 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	133	6	5%	127	95%	5	4%	9	7%	44	33%	69	52%	113	85%
Female	69	2	3%	67	97%	3	4%	4	6%	21	30%	39	57%	60	87%
Male	64	4	6%	60	94%	2	3%	5	8%	23	36%	30	47%	53	83%
General Education Students	112	4	4%	108	96%	0	0%	5	4%	35	31%	68	61%	103	92%
Students with Disabilities	21	2	10%	19	90%	5	24%	4	19%	9	43%	1	5%	10	48%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	1	10%	2	20%	7	70%	9	90%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	2	6%	29	94%	2	6%	2	6%	15	48%	10	32%	25	81%
White	82	3	4%	79	96%	3	4%	5	6%	24	29%	47	57%	71	87%
Multiracial	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	1	10%	3	30%	5	50%	8	80%
Economically Disadvantaged	38	2	5%	36	95%	1	3%	3	8%	18	47%	14	37%	32	84%
Not Economically Disadvantaged	95	4	4%	91	96%	4	4%	6	6%	26	27%	55	58%	81	85%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	131	6	—	125	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	6	5%	127	95%	5	4%	9	7%	44	33%	69	52%	113	85%
Not Homeless	133	6	5%	127	95%	5	4%	9	7%	44	33%	69	52%	113	85%
Not Migrant	133	6	5%	127	95%	5	4%	9	7%	44	33%	69	52%	113	85%
Parent Not in Armed Forces	133	6	5%	127	95%	5	4%	9	7%	44	33%	69	52%	113	85%

### 2021 TOTAL COHORT EXEMPTIONS IN MATH

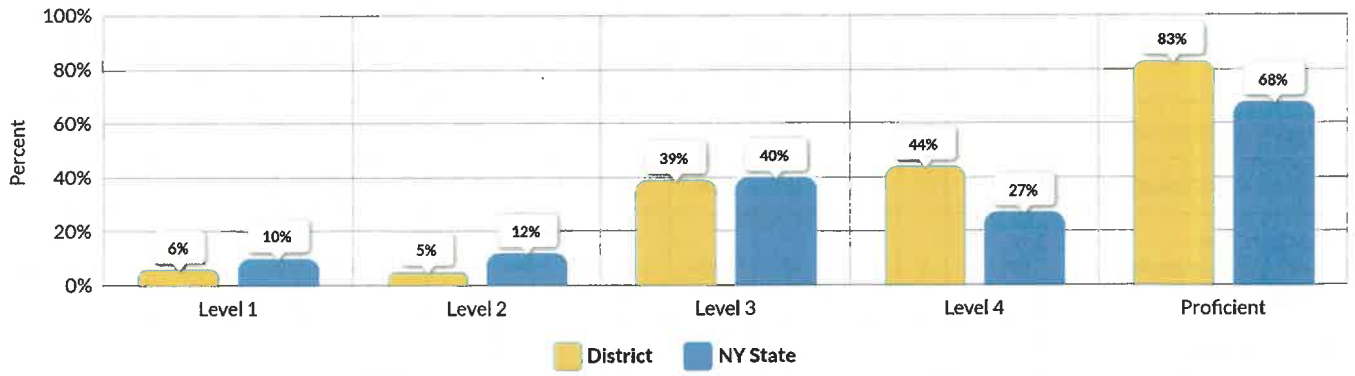
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	49	1	2	48	98
Female	27	0	0	27	100
Male	22	1	5	21	95
General Education Students	49	1	2	48	98
Asian or Native Hawaiian/Other Pacific Islander	5	0	0	5	100
Black or African American	1	0	0	1	100
Hispanic or Latino	5	1	20	4	80
White	34	0	0	34	100
Multiracial	4	0	0	4	100
Economically Disadvantaged	6	1	17	5	83
Not Economically Disadvantaged	43	0	0	43	100
Non-English Language Learner	49	1	2	48	98
Not in Foster Care	49	1	2	48	98
Not Homeless	49	1	2	48	98
Not Migrant	49	1	2	48	98
Parent Not in Armed Forces	49	1	2	48	98

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	133	7	5%	126	95%	8	6%	7	5%	52	39%	59	44%	111	83%
Female	69	3	4%	66	96%	4	6%	3	4%	27	39%	32	46%	59	86%
Male	64	4	6%	60	94%	4	6%	4	6%	25	39%	27	42%	52	81%
General Education Students	112	5	4%	107	96%	3	3%	2	2%	44	39%	58	52%	102	91%
Students with Disabilities	21	2	10%	19	90%	5	24%	5	24%	8	38%	1	5%	9	43%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	1	10%	0	0%	3	30%	6	60%	9	90%
Black or African American	4	0	--	4	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	31	2	6%	29	94%	4	13%	1	3%	14	45%	10	32%	24	77%
White	82	4	5%	78	95%	2	2%	5	6%	32	39%	39	48%	71	87%
Multiracial	6	1	--	5	--	--	--	--	--	--	--	--	--	--	--
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	10%	1	10%	3	30%	4	40%	7	70%
Economically Disadvantaged	38	3	8%	35	92%	2	5%	4	11%	19	50%	10	26%	29	76%
Not Economically Disadvantaged	95	4	4%	91	96%	6	6%	3	3%	33	35%	49	52%	82	86%
English Language Learner	2	0	--	2	--	--	--	--	--	--	--	--	--	--	--
Non-English Language Learner	131	7	--	124	--	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	133	7	5%	126	95%	8	6%	7	5%	52	39%	59	44%	111	83%
Not Homeless	133	7	5%	126	95%	8	6%	7	5%	52	39%	59	44%	111	83%
Not Migrant	133	7	5%	126	95%	8	6%	7	5%	52	39%	59	44%	111	83%
Parent Not in Armed Forces	133	7	5%	126	95%	8	6%	7	5%	52	39%	59	44%	111	83%

**2021 TOTAL COHORT EXEMPTIONS IN SCIENCE**

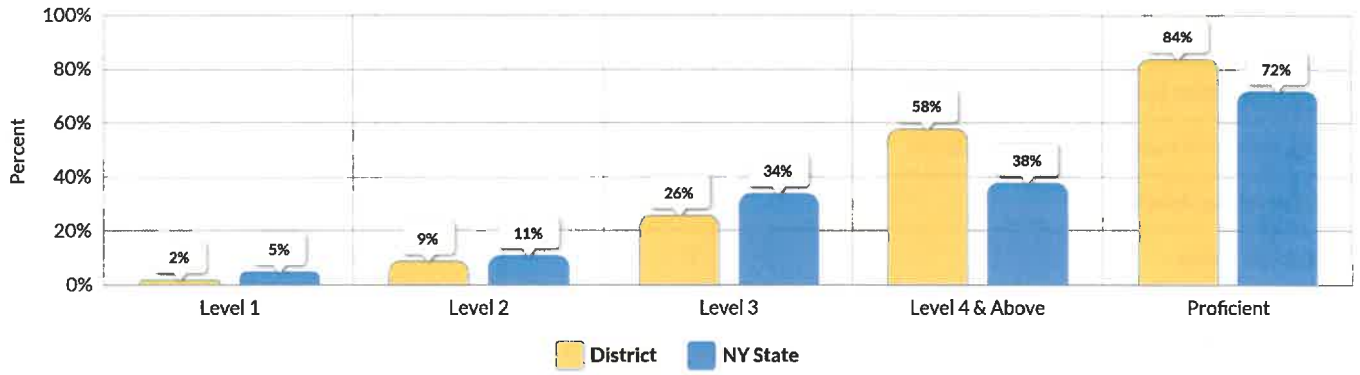
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	59	1	2	58	98
Female	33	0	0	33	100
Male	26	1	4	25	96
General Education Students	59	1	2	58	98
Asian or Native Hawaiian/Other Pacific Islander	5	0	0	5	100
Black or African American	1	0	0	1	100
Hispanic or Latino	8	1	13	7	88
White	41	0	0	41	100
Multiracial	4	0	0	4	100
Economically Disadvantaged	8	1	13	7	88
Not Economically Disadvantaged	51	0	0	51	100
Non-English Language Learner	59	1	2	58	98
Not in Foster Care	59	1	2	58	98
Not Homeless	59	1	2	58	98
Not Migrant	59	1	2	58	98
Parent Not in Armed Forces	59	1	2	58	98

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	133	7	5%	126	95%	2	2%	12	9%	35	26%	77	58%	112	84%
Female	69	3	4%	66	96%	1	1%	7	10%	18	26%	40	58%	58	84%
Male	64	4	6%	60	94%	1	2%	5	8%	17	27%	37	58%	54	84%
General Education Students	112	4	4%	108	96%	0	0%	5	4%	28	25%	75	67%	103	92%
Students with Disabilities	21	3	14%	18	86%	2	10%	7	33%	7	33%	2	10%	9	43%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	1	10%	2	20%	7	70%	9	90%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	3	10%	28	90%	1	3%	5	16%	10	32%	12	39%	22	71%
White	82	4	5%	78	95%	1	1%	4	5%	20	24%	53	65%	73	89%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	2	20%	3	30%	5	50%	8	80%
Economically Disadvantaged	38	3	8%	35	92%	1	3%	7	18%	12	32%	15	39%	27	71%
Not Economically Disadvantaged	95	4	4%	91	96%	1	1%	5	5%	23	24%	62	65%	85	89%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	131	7	—	124	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	7	5%	126	95%	2	2%	12	9%	35	26%	77	58%	112	84%
Not Homeless	133	7	5%	126	95%	2	2%	12	9%	35	26%	77	58%	112	84%
Not Migrant	133	7	5%	126	95%	2	2%	12	9%	35	26%	77	58%	112	84%
Parent Not in Armed Forces	133	7	5%	126	95%	2	2%	12	9%	35	26%	77	58%	112	84%

**2021 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY**

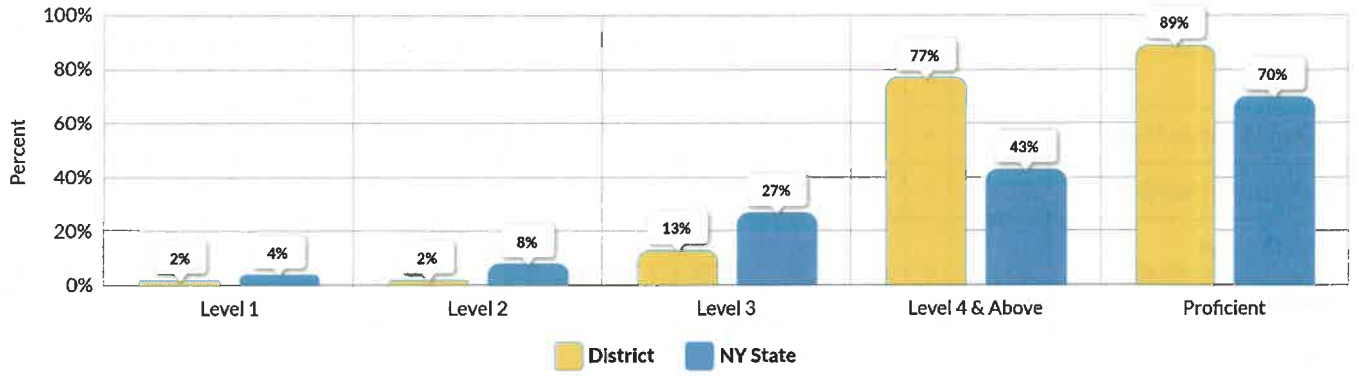
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless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

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

### 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	133	9	7%	124	93%	3	2%	2	2%	17	13%	102	77%	119	89%
Female	69	5	7%	64	93%	1	1%	0	0%	11	16%	52	75%	63	91%
Male	64	4	6%	60	94%	2	3%	2	3%	6	9%	50	78%	56	88%
General Education Students	112	6	5%	106	95%	0	0%	0	0%	12	11%	94	84%	106	95%
Students with Disabilities	21	3	14%	18	86%	3	14%	2	10%	5	24%	8	38%	13	62%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	1	10%	0	0%	2	20%	7	70%	9	90%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	4	13%	27	87%	1	3%	0	0%	4	13%	22	71%	26	84%
White	82	4	5%	78	95%	1	1%	1	1%	11	13%	65	79%	76	93%
Multiracial	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	1	10%	0	0%	8	80%	8	80%
Economically Disadvantaged	38	3	8%	35	92%	0	0%	1	3%	8	21%	26	68%	34	89%
Not Economically Disadvantaged	95	6	6%	89	94%	3	3%	1	1%	9	9%	76	80%	85	89%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	131	8	—	123	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	9	7%	124	93%	3	2%	2	2%	17	13%	102	77%	119	89%
Not Homeless	133	9	7%	124	93%	3	2%	2	2%	17	13%	102	77%	119	89%
Not Migrant	133	9	7%	124	93%	3	2%	2	2%	17	13%	102	77%	119	89%
Parent Not in Armed Forces	133	9	7%	124	93%	3	2%	2	2%	17	13%	102	77%	119	89%

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

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

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

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (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	7	0	0%	7	100%	0	0%	1	14%	1	14%	4	57%	1	14%
Grade 2	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Grade 3	6	0	0%	6	100%	0	0%	0	0%	0	0%	4	67%	2	33%
Grade 5	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Grade 6	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Grade 7	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
Grade 9	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Grade 10	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Grade 11	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Grade 12	2	0	0%	2	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 6 ELA	1	100%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1	100%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	4	100%	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	4	100%	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	4	100%	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	8	13%	7	88%	1	13%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	8	13%	7	88%	1	13%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	8	13%	7	88%	1	13%	—	—	—	—	—	—	—	—	—	—

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

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

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

### NEW YORK STATE NAEP GRADE 4

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	954	73	7.7%
Asian or Native Hawaiian/Other Pacific Islander	54	1	1.9%
Black or African American	29	3	10.3%
Hispanic or Latino	185	29	15.7%
Multiracial	84	8	9.5%
White	602	32	5.3%
English Language Learner	25	5	20%
Students with Disabilities	142	26	18.3%
Economically Disadvantaged	170	38	22.4%

### SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	468	43	9.2%
Asian or Native Hawaiian/Other Pacific Islander	33	3	9.1%
Black or African American	11	—	—
Hispanic or Latino	106	13	12.3%
Multiracial	34	1	2.9%
White	284	25	8.8%
English Language Learner	7	—	—
Students with Disabilities	57	11	19.3%
Economically Disadvantaged	121	14	11.6%

### 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	133	124	93%	68	51%	52	39%	4	3%	1	1%	5	4%	1	1%	2	2%
Female	69	64	93%	43	62%	19	28%	2	3%	0	0%	3	4%	0	0%	2	3%
Male	64	60	94%	25	39%	33	52%	2	3%	1	2%	2	3%	1	2%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	112	108	96%	68	61%	39	35%	1	1%	0	0%	1	1%	1	1%	2	2%
Students with Disabilities	21	16	76%	0	0%	13	62%	3	14%	1	5%	4	19%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	10	9	90%	6	60%	3	30%	0	0%	0	0%	1	10%	0	0%	0	0%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	27	87%	12	39%	14	45%	1	3%	0	0%	2	6%	0	0%	2	6%
White	82	79	96%	45	55%	31	38%	3	4%	1	1%	2	2%	0	0%	0	0%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	38	36	95%	15	39%	20	53%	1	3%	0	0%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	95	88	93%	53	56%	32	34%	3	3%	1	1%	4	4%	1	1%	1	1%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	131	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	133	124	93%	68	51%	52	39%	4	3%	1	1%	5	4%	1	1%	2	2%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	133	124	93%	68	51%	52	39%	4	3%	1	1%	5	4%	1	1%	2	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	133	124	93%	68	51%	52	39%	4	3%	1	1%	5	4%	1	1%	2	2%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	133	124	93%	68	51%	52	39%	4	3%	1	1%	5	4%	1	1%	2	2%

### 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

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

THIS DOCUMENT WAS CREATED ON: APRIL 24, 2026, 10:57 AM EST

# Appendix B

## Enrollment Data

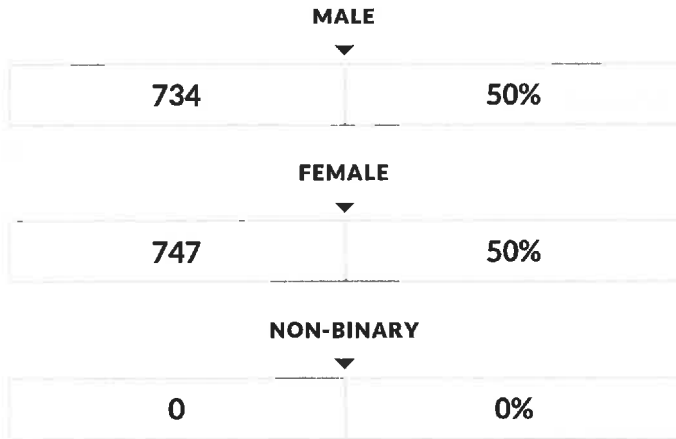
(2024-25 is the most recent report verified by the NYS  
Education Department)

This report provides enrollment counts for schools and districts by various demographic groups for the 2024 - 25 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

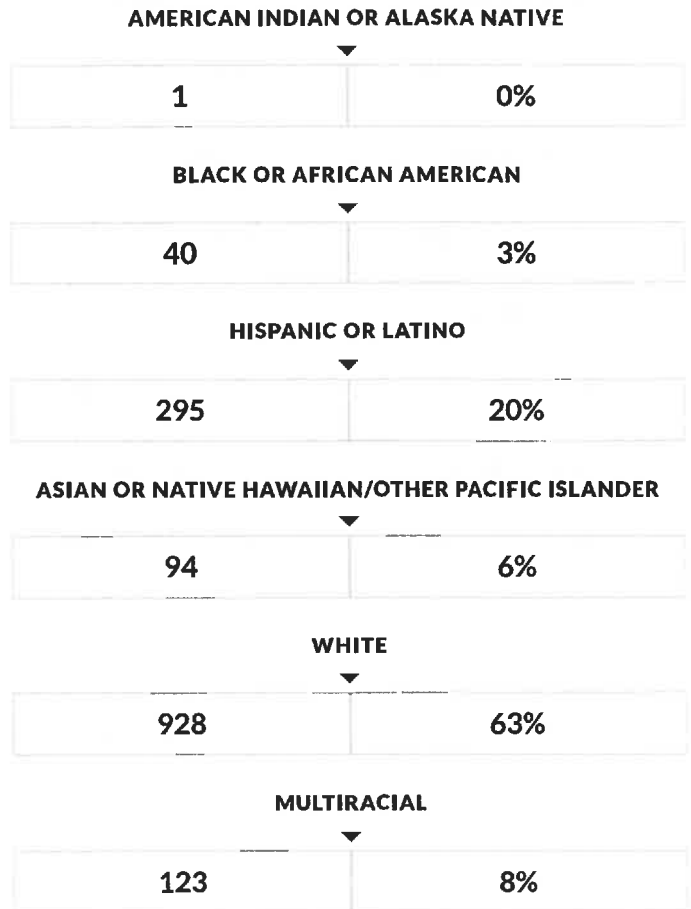
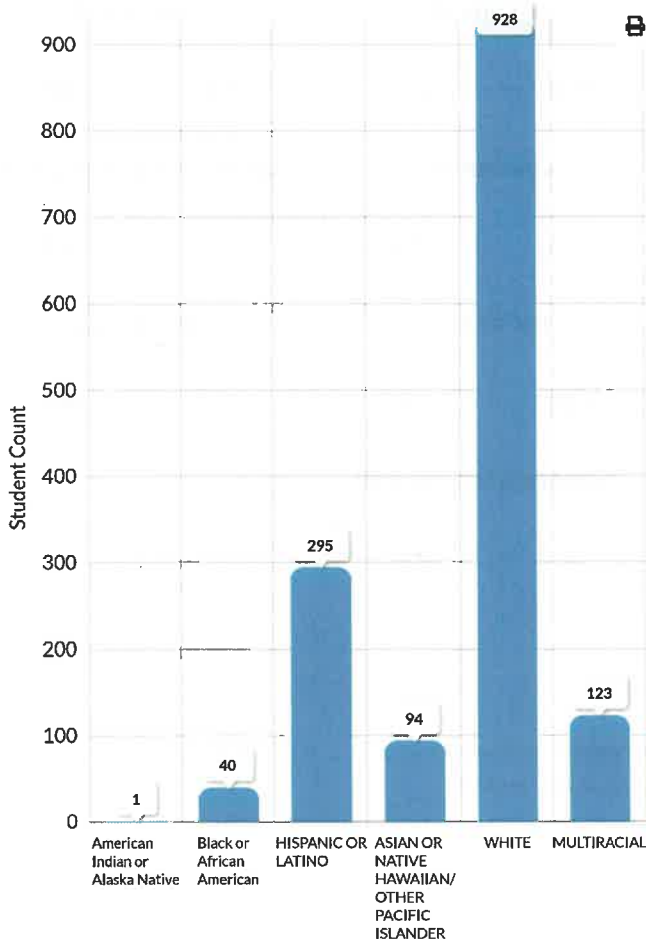
### DOBBS FERRY UFSD ENROLLMENT (2024 - 25)

**K-12 Enrollment: 1,481**

#### ENROLLMENT BY GENDER



#### ENROLLMENT BY ETHNICITY



**OTHER GROUPS**

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
34	2%	189	13%	290	20%
MIGRANT		HOMELESS		FOSTER CARE	
-	-	-	-	-	-
				PARENT IN ARMED FORCES	
				-	-

**ENROLLMENT BY GRADE**



<b>K (FULL DAY)</b>	81	5%	<b>1ST GRADE</b>	113	8%	<b>2ND GRADE</b>	100	7%	<b>3RD GRADE</b>	114	8%
<b>4TH GRADE</b>	124	8%	<b>5TH GRADE</b>	145	10%	<b>6TH GRADE</b>	116	8%	<b>UNGRADED ELEMENTARY</b>	1	0%
<b>7TH GRADE</b>	108	7%	<b>8TH GRADE</b>	115	8%	<b>9TH GRADE</b>	110	7%	<b>10TH GRADE</b>	114	8%
<b>11TH GRADE</b>	109	7%	<b>12TH GRADE</b>	125	8%	<b>UNGRADED SECONDARY</b>	6	0%			

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

THIS DOCUMENT WAS CREATED ON: APRIL 24, 2026, 11:09 AM EST

# Appendix C

**Financial Transparency Report**  
(2023-24 is the most recent report verified by the NYS  
Education Department)

# DOBBS FERRY UFSD

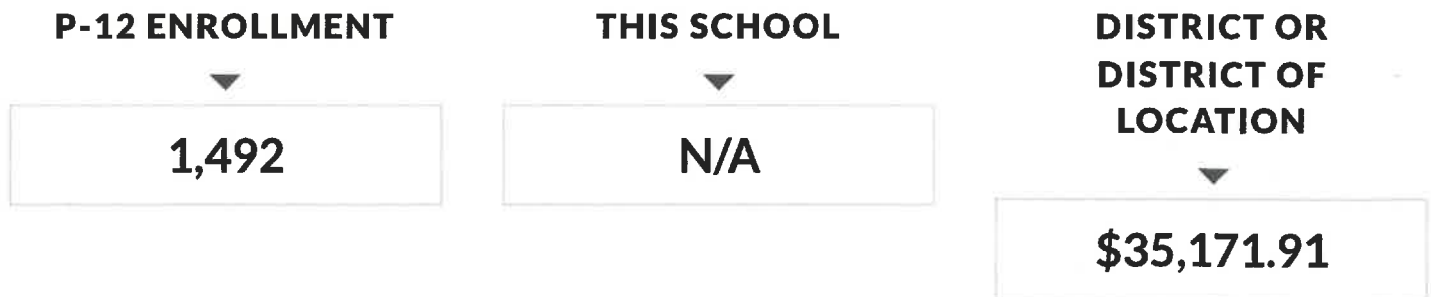
## 2023-24 School Year Financial Transparency Report

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?



## 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	DOBBS FERRY UFSD
» 1. Instruction	\$22,978.33
» 2. Support Services, Pupils	\$1,950.92
» 3. Support Services, Instructional Staff	\$1,835.92

<b>Current Operation Expenditures</b>	<b>DOBBS FERRY UFSD</b>
» 4. Support Services, General Admin	\$497.86
» 5. Support Services, School Admin	\$1,743.46
» 6. Support Services, Operation and Maintenance of Plant	\$2,698.05
» 7. Support Services, Student Transportation	\$1,249.74
» 8. Business/Central/Other Support Services	\$1,264.29
» 9. Food services	\$953.34
» 10. Enterprise operations	\$0.00
» 11. Other	\$0.00
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$0.00
<b>13. Total Expenditures</b>	<b>\$35,171.91</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>DOBBS FERRY UFSD</b>
<b>Special Education</b>	<b>\$36,459.60</b>
<b>General Education</b>	<b>\$29,942.45</b>

# 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	DOBBS FERRY UFSD
1. Charter School Tuition	\$0.00
2. Debt Service	\$2,512,150.00
3. Other	\$2,001,478.00
Percent Excluded from Total	8%
Total Expenditures and Exclusions	\$56,990,118.00

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

THIS DOCUMENT WAS CREATED ON: APRIL 27, 2026, 1:12 PM EST

## DOBBS FERRY UFSD - NEW YORK STATE REPORT CARD [2023- 24]

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

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

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

### ELEMENTARY/MIDDLE INDICATOR LEVELS

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

# Appendix D

## Administrative Compensation for the 2026-27 School Year (as required by the NYS Education Law)

## Administrative Staff Compensation 2025-2026 School Year

Chapter 474 of the Laws of 1996 includes a provision for the publication of the Superintendent and Administrator salaries as part of the annual school district budget process. Salaries, benefits and other in-kind compensation are required for all Superintendents. In addition, other administrators or supervisors whose annual salary is in excess of \$179,000 must have their salary and position title disclosed in the budget document. If some contracts associated with individual employees are not finalized, the salary amounts include estimated increases.

### **Superintendent of Schools**

Salary	
Employee Benefits	<u>\$318,001</u>
Other Remuneration	\$ 88,783
	\$ 19,500

### **Assistant Superintendent for Finance, Facilities, and Operations**

Salary	<u>\$247,200</u>
Employee Benefits	\$ 48,641
Other Remuneration	\$ 2,000

**Note:** The cost of benefits includes required employer contributions to social security and Medicaid, and other benefits such as health insurance, dental insurance, life insurance and retirement contributions. The cost of benefits will vary depending which plans, if any, an employee enrolls in and on whether enrollment is for family, two-person, or individual coverage.

### **Other Supervisory and Administrative Employees Scheduled to Receive \$179,000 or More in Salary**

Principal	<u>\$233,696</u>
Principal	<u>\$237,818</u>
Principal	<u>\$231,658</u>
Director of Special Education	<u>\$202,155</u>
Assistant Principal;	<u>\$187,139</u>
Director of Athletics, PE & Health	<u>\$179,688</u>

# Appendix E

NYS Property Tax Report Card  
2026-27 School Year

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

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

Please also submit an electronic version (PDF or Word) of your school district's 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: LISA RAYMOND  
Preparer's Telephone Number: 914-693-1500

<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	59,842,452	62,045,799	3.68 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	45,851,547	47,451,668	
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)	45,851,547	47,451,668	3.49 %
F. Permissible Exclusions to the School Tax Levy Limit	1,423,453	1,377,361	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	44,625,746	46,074,307	
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)	44,428,094	46,074,307	
I. Difference: (G-H);(negative value requires 60.0% voter approval) <sup>2</sup>	197,652	0	
Public School Enrollment	1,440	1,437	-0.21 %
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	10,760,406	8,913,406
Assigned Appropriated Fund Balance	639,893	750,000
Adjusted Unrestricted Fund Balance	2,388,850	2,481,872
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

**Schedule of Reserve Funds**

Reserve Type	Reserve Name	Reserve Description *	3/31/26 Actual Balance	6/30/26 Estimated Ending Balance	Intended Use of the Reserve in the 2026-27 School Year (Limit 200 Characters)**
--------------	--------------	-----------------------	------------------------	----------------------------------	---

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

Capital	CAPITAL IMPROVEMENT	For the cost of any object or purpose for which bonds may be issued.	2,403,464	2,403,464	For the cost of voter approved capital projects
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	193,083	193,083	for cost of unemployment to State Insurance Fund
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	RESERVE FOR DEBT	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	523,625	523,625	for payment on debt service
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			

Tax Certiorari	RESERVE FOR TAX CERTIORARI	For tax certiorari settlements.	2,966,476	2,966,476	to pay tax certiorari settlements
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFITS ACCRUED LIABILITY	For accrued 'employee benefits' due to employees upon termination of service.	220,135	220,135	for payment of accrued employee benefits
Retirement Contribution	RETIREMENT CONTRIBUTIONS	For employer retirement contributions to the State and Local Employees' Retirement System.	1,176,944	1,176,944	for employer contributions to the retirement system
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve + (add)					

**\* 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#reservefunds>

**\*\*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
------	-------	--------------

# Appendix F .

## NYS Property Tax Exemption Impact Report • 2026-27 School Year

S W I S T O T A L S

\*\*\* S P E C I A L D I S T R I C T S U M M A R Y \*\*\*

CODE	DISTRICT NAME	TOTAL PARCELS	EXTENSION TYPE	EXTENSION VALUE	AD VALOREM VALUE	EXEMPT AMOUNT	TAXABLE VALUE
CM001	CON MAINT. SW DST 1	6	TOTAL		706,400		706,400
FD908	FIREMAN EXEMPTION SURCHAR	3,006	TOTAL		3,543,910,400	3,543,910,400	0
NY001	NO. YONKERS DISTRICT	1,836	TOTAL		2,478,155,769	2,269,200	2,475,886,569
SM001	SAW MILL VALLEY DIST	1,202	TOTAL		1,052,935,131		1,052,935,131
WR001	COUNTY REFUSE DIST	2,910	TOTAL		2,886,226,600	2,269,200	2,883,957,400

\*\*\* S C H O O L S U M M A R Y \*\*\*

SCHL CODE	DESCRIPTION	TOTAL PARCELS	ASSESSED LAND	ASSESSED TOTAL	EXEMPT AMOUNT	TOTAL TAXABLE	SCHOOL AFTER STAR
552603	DOBBS FERRY	2,461	1,121,861,300	2,994,968,500	646,055,095	2,348,913,405	2,280,987,952
552605	ARDSLEY	547	172,806,100	548,941,900	32,352,925	516,588,975	501,558,225
	TOTAL	3,008	1,294,667,400	3,543,910,400	678,408,020	2,865,502,380	2,782,546,177

\*\*\* E X E M P T I O N S U M M A R Y \*\*\*

CODE	DESCRIPTION	EXEMPT COUNT	COUNTY	TOWN	SCHOOL
12100	ST OWNED	2	3,817,800	3,817,800	3,817,800
13500	TOWN OWN	4	5,300	5,300	5,300
13650	VILL OWNED	51	29,198,700	29,198,700	29,198,700
13800	SCHL OWNED	14	349,129,100	349,129,100	349,129,100
14110	POST OFFIC	1	1,545,300	1,545,300	1,545,300
14200	FOREIGN GV	2	2,269,200	2,269,200	2,269,200
21600	CLERGY-RES	11	10,767,750	10,767,750	10,767,750
25110	RELIGIOUS	11	38,241,400	38,241,400	38,241,400
25120	EDUCATIONL	3	120,600,800	120,600,800	120,600,800
25210	HOSPITAL	3	32,366,500	32,366,500	32,366,500
25230	MENTAL IMP	3	63,221,800	63,221,800	63,221,800
25300	OTH NONPRF	3	418,400	418,400	418,400
26350	FIRE PATRL	1	618,200	618,200	618,200
26400	INC VOL FD	1	1,083,400	1,083,400	1,083,400
27200	RR PROP.	5	7,147,300	7,147,300	7,147,300
27350	CEMETERY	1	305,000	305,000	305,000
41001	CIL VETS	8	1,645,304	1,645,304	
41121	WAR VET	65	4,810,849	4,810,849	
41124	WAR VET	65			840,000
41131	COMBAT VET	30	3,713,603	3,713,603	
41134	COMBAT VET	35			760,000
41140	DSABLD VET	2	72,005	72,005	72,005
41141	DSABLD VET	12	2,447,195	2,447,195	
41144	DSABLD VET	12			480,000
41161	CW VET/CT	7	550,054	550,054	
41164	CW VET/S	6			120,000
41171	CW VET DIS	1	12,230	12,230	
41400	CLERGY	3	4,500	4,500	4,500
41640	RPTL466_D	1	81,770	81,770	81,770



S W I S T O T A L S

\*\*\* E X E M P T I O N S U M M A R Y \*\*\*

CODE	DESCRIPTION	EXEMPT COUNT	COUNTY	TOWN	SCHOOL
41641	RPTL466_D	16	1,248,593	1,248,593	
41642	RPTL466_D	1	80,560		
41800	AGED-ALL	19	7,426,275	7,426,275	7,426,275
41801	AGED-CT	10	3,367,100	3,367,100	
41802	AGED-C	21	6,088,383		
41803	AGED- T	7		760,300	
41804	AGED- S	16			4,826,385
41805	AGED-C S	7	1,939,590		1,939,590
41806	AGED- TS	4		777,245	777,245
41834	ENH STAR	203			47,507,003
41854	BAS STAR	378			35,449,200
41930	459-C ALL	1	344,300	344,300	344,300
	TOTAL	1,046	694,568,261	687,997,273	761,364,223

\*\*\* G R A N D T O T A L S \*\*\*

RS	DESCRIPTION	TOT PRCLS ASSESSED LAND	ASSESSED TOTAL	COUNTY TAXABLE	TOWN TAXABLE	SCHOOL TAXABLE
1	Taxable	2,860	1,022,181,700	2,732,207,939	2,738,778,927	2,748,368,180
5	Special Franchise	16	105,686,600	105,686,600	105,686,600	105,686,600
6	Utility	21	5,087,900	16,331,000	11,447,600	11,447,600
8	Wholly Exempt	111	267,397,800	655,338,500		
	** GRAND TOTAL	3,008	1,294,667,400	3,543,910,400	2,855,913,127	2,865,502,380