

**Jasper-Troupsburg Central School
2026-2027 Budget Packet**



**Public Hearing
Tuesday, May 12, 2026
Elementary Cafeteria, 6:00 p.m.**

**Budget Vote
Tuesday, May 19, 2026
PreK Entrance- Elementary Building
12:00 p.m. - 8:00 p.m.**

WILDCAT NATION

JASPER-TROUPSBURG CENTRAL SCHOOL DISTRICT

"Where Tradition Meets Innovation"



May 2026

BUDGET EDITION

Issue 2



What's In This Quarter's Issue:

- Budget Overview
- FEMA Updates
- Wildcat Athletics
- The Morning Program

A MESSAGE FROM OUR SUPERINTENDENT:

As we developed the 2026-2027 school budget, our focus was simple: maintain our programs, support our students, and manage rising costs responsibly. Like many school districts, we are experiencing significant increases in health insurance and energy costs. These rising expenses take up a larger portion of the budget each year and create challenges as we work to balance educational priorities with financial responsibility.

Even with these financial pressures, the proposed budget maintains our current programming, extracurricular opportunities, and academic supports for students. The Board of Education and administration worked carefully through the budget to look for efficiencies, control spending where possible, and use available resources responsibly. The district is proposing a 1 percent tax levy increase, which is within the allowable tax cap. Our goal each year is to put forward a budget that is fiscally responsible and continues to support our students.

The district also continues to move forward with the FEMA project to rebuild our junior senior high school. While we await final FEMA approval, a community Design Engagement Team made up of staff, students, Board of Education members and community members has been meeting throughout the year to help plan what a new building could look like and what spaces will best support student learning. This work has been happening concurrently so that we are ready to move forward when FEMA grants final approval. Once FEMA gives final approval and the project is formally obligated, the next step in the process will be a public vote by the community on the project. We remain committed to rebuilding in our community and creating a facility that will serve Jasper-Troupsburg students for generations to come.

The 2026-2027 budget also includes a capital outlay project that will focus on updates and painting in the Elementary School gym. By completing this work as a capital outlay project, the district will receive 91% of the cost back in state aid the following year. This is a responsible way to maintain and improve our existing facilities while also maximizing state aid and reducing the long-term impact on local taxpayers.

We understand that the school budget represents a partnership between the school and the community. The Board of Education and administration have worked together to develop a budget that balances rising costs, educational needs, and our responsibility to the taxpayers of our district. Thank you for your continued support of the Jasper-Troupsburg Central School District and the students we serve.

Sincerely,

Jesse Oliver



Wildcats Make History: First Title in Decades

The Academic All Stars finished their most successful season in years!

In their final match, the team went head-to-head with Canaseraga for the division title. Canaseraga came out strong with an early lead after the first round, but the A team battled back and kept the pressure on.

As it reached the last round, only 15 points separated the teams, J-T pulled ahead and sealed a 56-47 victory! This marks the FIRST division title for J-T in decades!

The team went on to compete in the Grand Championships, where they played hard, but did not come out on top. Even so, this has been a fantastic year filled with hard work, dedication, and success.

Thank you to our seniors - *Harris Drake, Hoyt Clinton, Alice Gerow, and Abigail Onyan* - for your leadership and commitment. You've helped make this season one to remember!

Let's hear it for all of our Stars on an incredible performance and a well-earned championship season! Mr. Penner and Ms. Hunt could not be more proud of how well our kids represented Jasper-Troupsburg!



★ ACADEMIC ALL-STARS

HIGH SCHOOL HIGHLIGHTS

Celebrating Our All-County Musicians

Brantley Simons-Bush, Austin Stephens, Cadence Clark, and Terigan Morse participated in the Jr. High All-County Chorus at Corning-Painted Post High School along with *Olivia O'Brien and Riley Potter* for Sr. High All-County Band.

Kendall Onyan and Lacey Rippel represented our school in the All-County Jr. High Band at Bath Haverling.

After a month of preparation and two days of rehearsals, these students delivered an outstanding concert and made our school very proud.





WILDCAT LEADERSHIP IN ACTION

Student Council is a student-led organization that represents the voice of the student body while working alongside faculty and administration to strengthen school culture. Through leadership, service, and school spirit, Student Council members help shape a positive school experience while showing what it truly means to be a Wildcat. This year, the Student Council is made up of 15 members from grades 7-12 who work together to lead and serve the school community.

One of Student Council's biggest roles is organizing Homecoming, kicking off with a high-energy pep rally, followed by the dance, and wrapping up with the Homecoming Parade on the morning of the games. In October, Wildcats proudly show their support during Pink-Out Days, raising awareness for Breast Cancer Awareness Month.

Service is at the heart of Student Council. In November, they host a Food Drive benefiting the Jasper/Troupsburg Food Pantry, helping local families during the holiday season. Before winter break, the entire high school comes together for Reindeer Games, an event full of fun, friendly competition, and school spirit.

In February, Student Council leads Random Acts of Kindness Week, encouraging Wildcats to spread positivity and kindness throughout the school. March brings the highly anticipated Bumpapalooza Volleyball Tournament, which has quickly become a favorite Wildcat tradition. In May, Student Council celebrates our educators during Teacher Appreciation Week, recognizing the teachers and staff who support our students every day.

As Student Council President *Landon Zver* shares, "Giving back to our school community is what it's all about. Student Council has been a great way to connect with every grade in our high school." His words reflect the mission and impact of Student Council throughout the year. Echoing this sentiment, Vice President *Keira Marsh* adds, "Student Council has shaped me into a responsible student, and I have learned how to collaborate with students across all grade levels," highlighting how the organization fosters leadership, responsibility, and unity among students.

Student Council also plays an important role in developing future leaders by assisting with Class Officer Elections. At the annual Black and Silver Awards Night, Student Council members select and present the Unsung Hero Award to a senior whose quiet leadership and dedication exemplify the true spirit of a Wildcat.

Through every season, Student Council continues to lead with heart, service, and pride—proving that once a Wildcat, always a Wildcat.

NATIONAL HONOR SOCIETY INDUCTS NEW MEMBERS

National Honor Society is a nationwide organization that recognizes high-achieving high school students who demonstrate excellence in four key pillars: scholarship, leadership, service, and character. Selection for NHS isn't just about strong academics - it also reflects a student's commitment, acting with integrity, and serving as a positive role model. Induction into NHS is a meaningful milestone, marking both past accomplishments and future potential.

Congratulations to all students inducted this year. Your hard work, dedication, and character have earned you a place among a distinguished group of student leaders.

Senior National Honor Society Inductees:
Liam Zver, Trajan Terry, Olivia O'Brien, and Josey Ainsworth

Junior National Honor Society Inductees:
Aaden Stone, Lucas Stephens, Trig Sherer, Gage Adams, Lacey Rippel, Lilah Decker, and Lilly Rider





JT STUDENTS MEET LOCAL PROFESSIONALS

We had an amazing experience at the Jasper-Troupsburg Career Fair, sponsored by the Jasper-Troupsburg FFA and Business Department!

The event brought together 17 local companies and more than 30 professionals representing careers in agriculture, environment, and skilled trades. Throughout the day, students were actively engaged asking questions, making connections, and gaining valuable insight into the many career paths available to them.

One of the most meaningful aspects of the event was the opportunity for students to interact with JT alumni and former FFA members. Seeing graduates return to share their experiences and career journeys helped students understand how classroom learning, FFA involvement, and hard work can lead to real-world success.

We are incredibly grateful to all of our presenters for generously sharing their time, knowledge, and encouragement. Your willingness to invest in our students made a lasting impact and helped strengthen the connection between our school, our alumni, and our local community.

Thank you for supporting our students and their futures!



Connections That Matter

Our FFA members spent a day giving back to the community with a visit to Elderwood in Hornell, where they enjoyed meaningful time with the residents. Students participated in activities such as bowling, painting nails, coloring, and—most importantly—sharing genuine conversations. A total of 29 members attended, and we were incredibly proud of how thoughtfully and respectfully they engaged with everyone they met.

When it was time to say goodbye, both the residents and our students were sad to part ways—a true testament to the connections that were formed. We were grateful to leave behind some goodies for the residents to enjoy, and our members left with full hearts and a renewed sense of the impact that kindness and service can have. This experience was incredibly meaningful, and we look forward to continuing opportunities like this in the future.



**From Research to Insight:
The ACE English Capstone Experience**

Mr. Ford's ACE English presented their Capstones, a culminating showcase of student achievement, critical thinking, and real-world inquiry.

This year's projects explored urgent and complex issues, including Nihilistic Violence Promoted by Online Networks presented by James Ainsworth; Weather Misinformation as a Public Safety Concern presented by Landon Zver; and The Impact of Milk Distribution Problems on Small Dairy Farms presented by Brent Ross.



Together, these Capstones demonstrated not only strong research and communication skills, but also a deep awareness of how information, systems, and decisions shape our world. Through thoughtful analysis and clear presentation, students showed their ability to engage with challenging topics and propose meaningful perspectives. Mr. Ford's ACE English Capstones stand as a testament to student growth, intellectual curiosity, and readiness to apply learning beyond the classroom.



JASPER-TROUPSBURG BASKETBALL HIGHLIGHTS

The Wildcats enjoyed an exceptional basketball season, highlighted by numerous individual and team honors.

First Team All-Stars included *Landon Zver, Jim Ainsworth, Laura Hall, and Leah Lawson*. *Landon Zver, Jim Ainsworth, and Braylor Lawson* represented our school and county in the Boys Exceptional Senior Game, while *Keira Marsh* represented in the girls game.

The Varsity Boys team was recognized with the **Floyd P. Farley IAABO Board 156 Sportsmanship Award for Steuben County**. Additionally, *Nolan Vallieres* earned a spot on the Class D All-Tournament Team. *Landon Zver* also competed in the Ronald McDonald Senior Game on March 27 in Rochester.

Both the Varsity Girls and Varsity Boys basketball teams earned the **New York State Public High School Athletic Association Scholar-Athlete Team Award** for the 2026 winter sports season, recognizing their academic excellence while competing in varsity-level interscholastic athletics.

The Varsity Boys team finished with a 14-8 record, falling to sectional runner-up Elba, and earned a No. 18 state ranking. The varsity girls team concluded their season at 17-5, also losing to Elba, and achieved a No 20 state ranking.

Congratulations to all of these student-athletes for their hard work, dedication, and outstanding achievements on and off the court!



WILDCATS CELEBRATE TWO NEW MEMBERS OF THE 1,000-POINT CLUB

This basketball season will be remembered as a special one for Wildcat fans as two standout players, *Jim Ainsworth* and *Landon Zver*, each reached a remarkable milestone - scoring 1,000 career points.

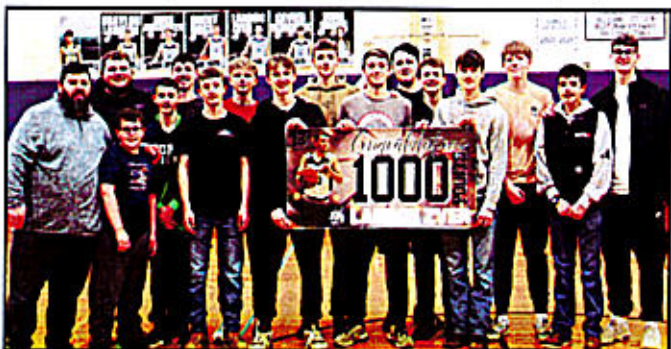
Achieving 1,000 points is one of the most respected accomplishments in high school basketball, representing years of dedication, hard work, and consistent performance on the court. For both Jim and Landon, this milestone reflects not only their scoring ability but also their leadership, perseverance, and commitment to the Wildcat program.

Throughout his career, Jim Ainsworth has been known for his determination, competitive spirit, and ability to rise to the moment. His scoring milestone is a testament to the countless hours spent refining his game and contributing to the team's success.

Landon Zver has likewise made his mark on the program with his skill, work ethic, and passion for the game. Reaching the 1,000-point mark highlights his consistency and the impact he has had on the court throughout his Wildcat career.

Beyond the numbers, both athletes have helped shape the culture of Wildcat Basketball. Their leadership, teamwork, and dedication have set a standard for younger players and strengthened the pride of the program.

The entire Wildcat community congratulates Jim Ainsworth and Landon Zver on this outstanding achievement. By joining the 1,000-point club, they have etched their names into the history of Wildcat Basketball and leave behind a legacy that will inspire future generations of players.





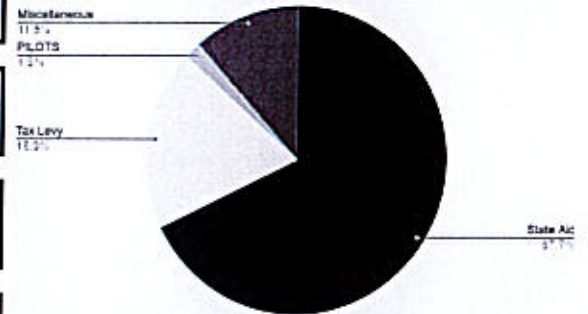
Budget Summary



REVENUE

Source	Revenue 2026-27	Difference from 2025-26
State Aid (Gen Aid, Building Aid, Transportation Aid, Tech/Library/Textbook Aid, Medicaid, etc.)	\$10,411,323	\$106,981
Real Property Tax (Real Property Tax, STAR Reimbursement)	\$2,910,938	\$28,821
PLOTS (Payments in Lieu of Taxes)	\$271,499	\$8,390
Miscellaneous Revenue (Interest Earnings, Prior Year Refunds, Appropriated Funds, Reserves, etc.)	\$1,773,676	(-\$67,737)
Total	\$15,367,436	\$76,455

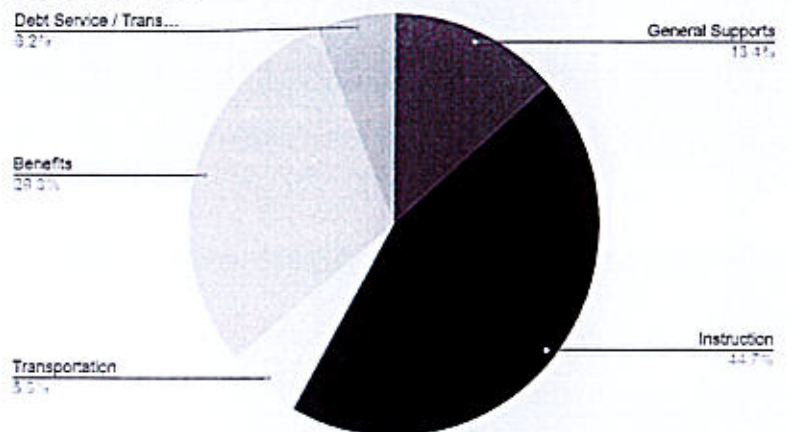
Revenue 2026-27



EXPENSE

	26-27 Budget
General Supports	\$2,057,767
Instruction	\$6,863,718
Transportation	\$911,192
Benefits	\$4,579,659
Data Service / Transfer	\$955,100
Total	\$15,367,436

26-27 Expense





Board of Education Candidates



Dylan Price

As I complete my first term on the Jasper Troupsburg Board of Education, I am grateful for the opportunity to serve this community. As a lifelong resident, a graduate of J T, and a parent of future Wildcats, I care deeply about the strength and future of our district.

Early in my term, our community faced significant challenges that tested us, but also reinforced the importance of steady leadership and a clear focus on what is best for our students. It has been a privilege to be part of this work, and I would appreciate the opportunity to continue serving and helping move the district forward



Laura Eggleston

As my first term serving on the Jasper-Troupsburg Board of Education is nearing conclusion, it has left me reflecting on my past five years of service and why I wanted to serve in the first place. As a life-long resident of Jasper-Troupsburg, an alumni and a parent to a young Wildcat, I can attest to my dedication and admiration for this district and community. The importance of a comprehensive education and nurturing environment for our youth cannot be measured.

In 2021 I was so looking forward to collaborating with my peers and the J-T Administration to aid in continuing the strong foundation J-T had already established. It was only two months into my term that Tropical Storm Fred hit. The flood certainly altered ideas and visions that I joined the BOE hoping to cultivate, but it did not change my reasons and feelings towards serving on this board. To have had the opportunity to serve my community in this manner has been invaluable to me, and I can only hope that I am once again awarded the honor by the residents of J-T to be able to continue the work of elevating our resilient district to the next level & beyond.





Budget Summary



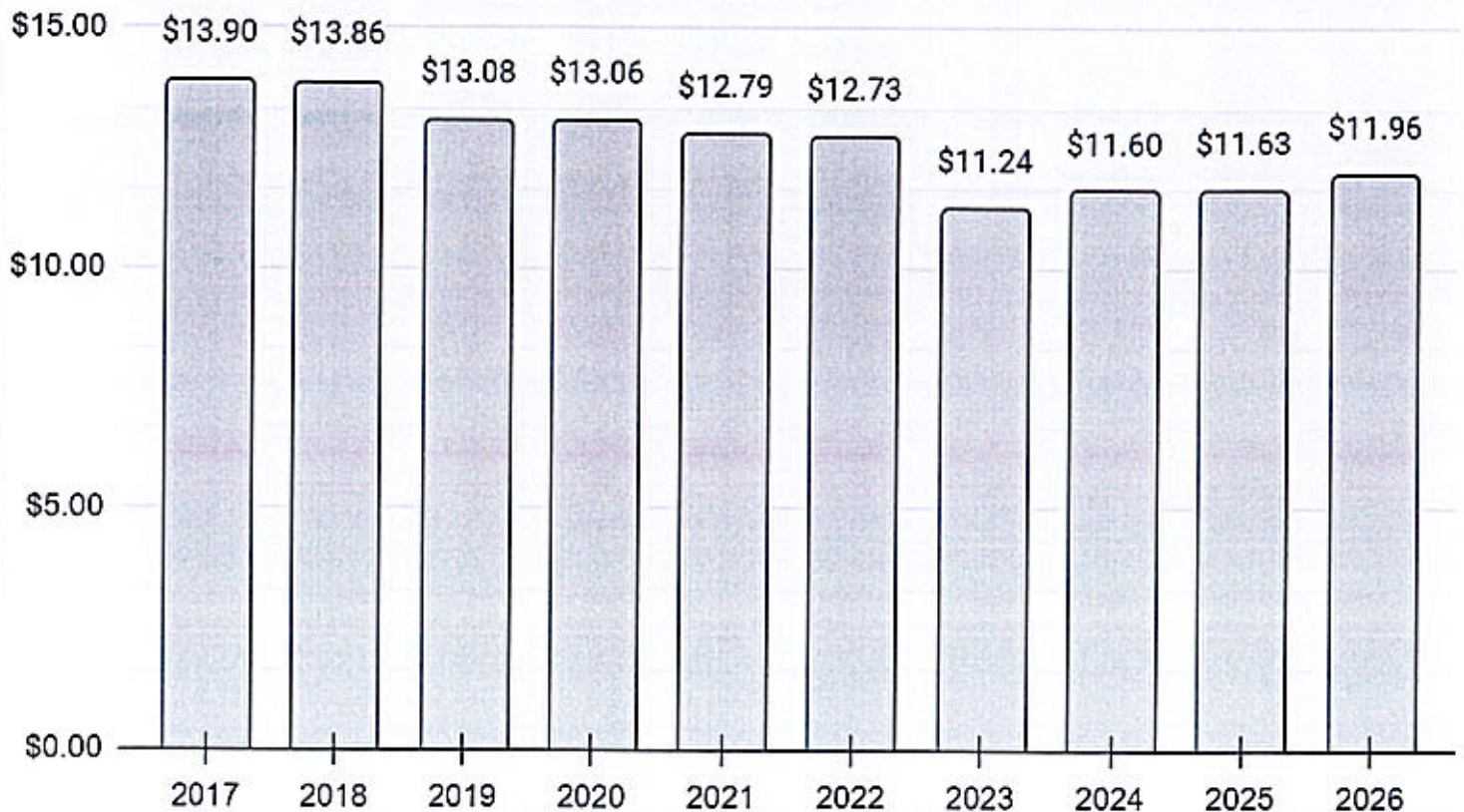
PROPERTY TAX CAP INFORMATION

In 2011, New York State passed legislation establishing a property tax cap (Chapter 97 of the Laws of 2011). The tax levy limit is the maximum amount a district can increase their property tax levy from one year to the next with a simple majority vote. This maximum is calculated using a multi-step formula. This formula includes a Tax Base Growth Factor (this year = 0.62%) and an Allowable Growth Factor (this year = 2.0%) that are both set by the state. If a district's tax levy is within the property tax cap limit, a simple majority vote is required to pass the budget.

Jasper-Troupsburg's proposed tax levy for 2026-27 meets the tax levy limit (1.03%). Therefore, only a simple majority is needed to approve the budget.

1.0% TAX LEVY INCREASE

Full Value Tax Rate / 1,000





Three-Part Budget



ADMINISTRATIVE BUDGET COMPONENTS

The administrative component includes the support of the instructional operations of the district. The costs of operating the district and main offices, their support staff, and associated benefits are included. Audit services, BOCES services and administrative costs are planned for in this component.

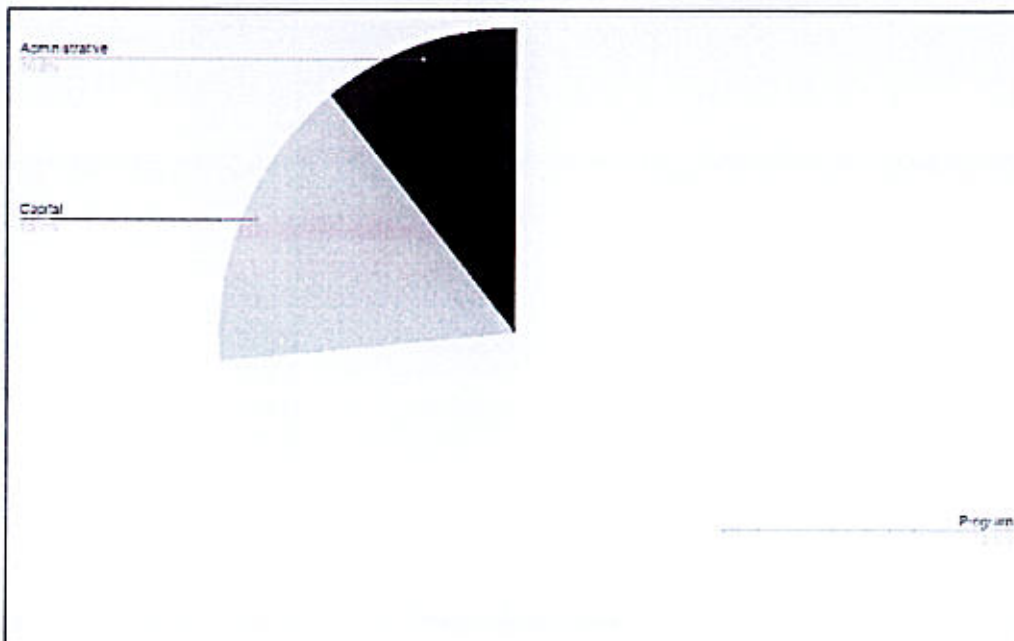
CAPITAL BUDGET COMPONENTS

The capital component includes the support of the operations and maintenance of the district facilities. The cost of the staff and associated benefits are included. Required maintenance contracts, training costs and utility costs are budgeted here. Also included are principal and interest costs for capital project bonds.

PROGRAM BUDGET COMPONENTS

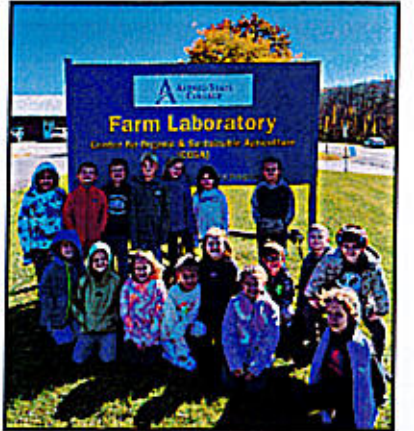
The program component includes costs of the instructional programs for regular and special education in both buildings along with all direct support services for those programs. The salaries and benefits of all personnel providing these services are budgeted here. Also included are supplies, materials, textbooks, equipment, and technology as well as all costs of both athletics and transportation.

	26-27 Proposed	% of Budget
Program	\$11,294,765	73.5%
Capital	\$2,412,205	15.7%
Administrative	\$1,660,466	10.8%





Tri-Part Expenses



Administrative Budget	2025-2026	2026-2027
Board of Education	19,453	12,407
Central Administration	227,017	238,060
Finance	244,420	247,565
Other Central Services	177,874	184,944
BOCES Administrative	184,290	196,659
School Supervision	340,704	347,072
Employee Benefits	404,006	433,759
<i>Administrative Total</i>	\$1,597,764	\$1,660,466

Program Budget	2025-2026	2026-2027
Curriculum & Supervision	134,836	60,911
Teaching Regular School	3,262,060	3,493,925
Programs for Special Education	1,923,863	1,605,043
Occupational Education	58,422	60,597
Summer Programs	0	37,050
Library Services	130,143	136,198
Computer Assisted Instruction	550,750	584,246
Guidance Regular School	34,365	106,466
Health Services	155,820	161,185
Psychological Services	1,500	53,500
Co-curricular Activities	32,824	52,824
Interscholastic Athletics	154,586	164,701
District Transportation	868,662	911,192
Employee Benefits	3,405,387	3,751,927
Transfers	127,500	115,000
<i>Program Total</i>	\$10,840,718	\$11,294,765

Capital Budget	2025-2026	2026-2027
Operation of Facilities	782,842	829,832
Maintenance of Facilities	366,209	345,300
Claims & Refunds	3,000	3,000
Employee Benefits	360,899	393,973
Debt Service	1,075,173	840,100
<i>Capital Totals</i>	\$2,588,123	\$2,412,205



Propositions



➤ Proposition #1: Budget

RESOLVED: That the Board of Education of the Jasper-Troupsburg Central School District, Steuben County, be and hereby is authorized to spend the sum set forth in the total amount of \$15,367,436 during the 2026-2027 school year and to levy the necessary tax therefore.

➤ Proposition #2: Bus Purchase

RESOLVED: That the Board of Education of the Jasper-Troupsburg Central School District be authorized to purchase and expend an amount not to exceed the estimated maximum cost of \$270,000, including costs incidental thereto, the following motor vehicles: one (1) 2026 or newer 60 passenger school bus, two (2) 2022 or newer 66 passenger school buses with funds from the 2022 Capital Reserve Funds.

➤ Proposition #3: BOE Elections

Please vote to fill two (2) five-year School Board Seats. Commencing on July 1, 2026, and expiring on June 30, 2031. Vote for two (2).

* Dylan Price

* Laura Eggleston

Write-in _____

Write-in _____





ELEMENTARY —NEWS—

Spelling Bee Champions

After weeks of preparation and a spirited competition, this year's Spelling Bee showcased the hard work, determination, and impressive word mastery of our students. We are excited to recognize the top finishers who rose to the challenge and earned the honor of representing our school.



- 1st Place: Paisley Flint
- 2nd Place: Elliot Zick
- Alternate: Gavin Good

These students represented J-T on March 7th at the regional Spelling Bee in Corning.

Spreading Smiles, One Act at a Time

The Kindness Club meets monthly during club time to spread positivity throughout our school. Students create birthday cards for peers and staff, ensuring everyone is celebrated on their special day, and work together to plan and vote on upcoming projects.

Throughout the year, the club leads a variety of meaningful initiatives, including recognition days for staff, school-wide kindness challenges, and interactive activities that encourage students to uplift one another. Highlights include the Secret Snowflake Challenge, Candy Heart Compliments, and the "Advice from a Leprechaun" kindness campaign, as well as seasonal displays that showcase kind acts across grade levels.

Through these efforts, Kindness Club continues to build a culture of compassion, appreciation, and connection within our school community.

Keep spreading kindness - you never know who might need it!



Musical Excellence on Display

Bayleigh Lubberts, Kinsleigh Reed, Elliot Zick, and Laurel Onyan proudly represented our Elementary School at the All-County Band Festival. *Max Sanford, Gunner Payne, Avery Bullock, and Elliot Zick* also represented at the All-County Chorus.

We are incredibly proud of your hard work, dedication, and musical excellence - congratulations to all!



JASPER-TROUPSBURG
ELEMENTARY
SCHOOL

is proud to be recognized as a

Leader in Me[®]
Lighthouse
School



Our *Wildcat of the Month* exemplifies outstanding character, dedication, and leadership both in and out of the classroom. This student is a positive role model who consistently demonstrates respect, responsibility, and a strong commitment to learning. Their grades reflect steady achievement and growth, and their attitude inspires those around them to strive for excellence.

W – Well-mannered and eager to learn; models positive behavior for others

I – Invested in learning; shows improvement in grades and behavior; makes a meaningful impact in class and serves as an inspiration

L – Leads by example with a calm, level-headed approach

D – Dependable and determined; demonstrates a strong work ethic and admirable character

C – Cooperates well with teachers, staff, and peers; brings a can-do attitude to the classroom

A – Actively involved in school through academics and extracurriculars; completes assignments and tasks on time

T – Trustworthy team leader and true team player; consistently thoughtful and supportive of others

ELEMENTARY
WILDCATS OF THE MONTH





★
**Empowering Leaders,
 Supporting Learners**

A Lasting Tradition: The Elementary Morning Program

The Elementary Morning Program has been a valued tradition in our school since 1988. It was started by then-principal Mr. John Cain and music teacher Mr. Stanley Matteson, and has continued under each principal ever since. Held on select Fridays throughout the month, the program brings students and staff together to celebrate and connect as a school community.

Each Morning Program begins with the singing of the alma mater, followed by birthday recognitions, classroom highlights, and the honoring of outstanding "Little Wildcats" by their teachers. Students also take part in special presentations such as Fire Safety, Bus Safety, and engaging demonstrations and activities from FFA, along with many other enriching experiences.

The impact of the Elementary Morning Program extends well beyond the elementary years. Reflections collected two years ago show that students in both middle and high school valued the tradition deeply. Josie, then in 8th grade, shared, "What I loved about Morning Program is that it made us feel like a family. It's 30 minutes of Wildcat Pride." Harris, a 10th grader at the time, explained, "Morning Program is how everyone knows what's happening in the school. You get to see what other classes are working on and celebrate things together." Jimmy, also a 10th grader, added, "Morning Program is an opportunity to display accomplishments. It encourages students to put in more effort and get recognized."

Younger students echo these same sentiments, highlighting the joy and connection the program creates across grade levels. Emerson, a 2nd grader, shared, "I love that we get to joke and laugh together." Jax, a 5th grader, noted, "My favorite part is sitting with my paw pal because we get to visit with each other." Wells, a 2nd grader, added, "We get to be with our paw pal friends and share about our class in front of everyone."

These reflections highlight the lasting value of the Morning Program, showing how it creates joyful memories while fostering pride, connection, and confidence that students carry forward.

More than just a gathering, the Morning Program is a long-standing tradition that builds school pride, celebrates student achievements, and strengthens the sense of community within our elementary school.

At J-T Elementary School, fostering a strong sense of community and belonging is at the heart of everything we do. This year, we are proud to highlight a meaningful relationship-building initiative called Paw Pals.

The Paw Pals program pairs older students with younger students, creating special cross-grade friendships that help every child feel seen, supported, and connected. Through these partnerships, our older students take on leadership roles as mentors, while younger students gain confidence and a trusted friend within the school.

Once a month, Paw Pals come together during a designated time to build their relationships through fun and engaging activities. Whether they are enjoying a movie, working on creative crafts, or playing interactive games, these shared experiences strengthen bonds and create lasting memories.

The impact of Paw Pals extends beyond these monthly gatherings. Partners sit together during our morning program, where older students model positive behavior, teach school songs, and help guide their younger pals in demonstrating respectful audience participation. They also provide encouragement and reassurance when it comes time for younger students to speak in front of the school, helping to build confidence and a sense of pride.

As we look ahead, we are excited to celebrate these meaningful connections with our upcoming Paw Pal Picnic, a joyful end-of-year event that will bring all participants together for a day of fun, friendship, and reflection.

The Paw Pals program continues to be a powerful example of how intentional relationship-building can create a more inclusive, supportive, and connected school environment—one friendship at a time.



MOVING FORWARD TOGETHER

FEMA Assistance and Facility Updates



The district continues to make steady progress toward the replacement of the Jasper Troupsburg Jr Sr High School. We were nearing completion of the Environmental and Historical Preservation review and anticipated moving next into insurance review and large project review before reaching FEMA obligation. Each of these steps is required before the project can move forward to a community vote and eventual construction.

At this time, progress has been impacted by the federal shutdown affecting the Department of Homeland Security. As a result, the district has not met with FEMA representatives for the past two months. Prior to this pause, we were hopeful the project would reach obligation in the late spring or early summer, allowing for a public vote in early fall. This delay will push that timeline back and creates some uncertainty in the short term. As we receive updated guidance from FEMA, we will continue to communicate any changes to the projected timeline.

The district remains in communication with our elected officials and continues to advocate for the restoration of FEMA funding so this work can move forward. We recognize how important this project is to our students, staff, and community, and we are doing everything within our control to keep it moving.

While awaiting FEMA action, the district has continued to move ahead with planning. We made the decision not to pause the design process, as doing so would only extend the overall timeline once approval is received. A Design Engagement Team was formed, including community members, Board of Education members, teachers, aides, administrators, and students. This team has met monthly throughout the school year, committing significant time and thought into shaping the future of our school.

The group began by identifying priorities based on stakeholder feedback, including input gathered from students, staff, and the broader community. Members also visited other school districts with innovative designs and brought those ideas back to inform the process. LaBella Associates, the district's architect, developed design concepts within the parameters of the potential property. Three separate design teams within LaBella created initial concepts, which were reviewed and discussed in detail by the group.

After providing feedback, revised concepts were presented and further refined. Through this process, the Design Engagement Team ultimately reached unanimous agreement on one concept that will serve as the foundation moving forward. The selected concept reflects the group's priorities around student learning, safety, flexibility, and long term sustainability. We are excited about this direction and what it represents for the future of our students and community.

We look forward to sharing this work more broadly. A community meeting is being planned for late June where residents will have the opportunity to view the proposed design, ask questions, and provide feedback. Additional opportunities for input will be provided as we move closer to a potential vote.



Upcoming Dates

MAY 12: BOARD OF EDUCATION HEARING & REGULAR MEETING

JUNE 11: JAZZ FEST

MAY 18: 4-6 SPRING CONCERT & ACADEMIC FAIR

**JUNE 16: HS FIELD DAY
LAST DAY FOR HS STUDENTS**

**MAY 19: K-3 SPRING CONCERT & ACADEMIC FAIR
BUDGET VOTE & BOARD OF EDUCATION MEETING**

JUNE 17: BOARD OF EDUCATION MTG

**JUNE 18: PRE-K GRADUATION
KINDERGARTEN GRADUATION
6TH GRADE GRADUATION**

MAY 22: END OF 35 WEEKS

JUNE 19: NO SCHOOL

MAY 25: NO SCHOOL (MEMORIAL DAY)

JUNE 24: ELEMENTARY FIELD DAY

MAY 28: BLACK & SILVER AWARDS

JUNE 26: ELEM'S LAST DAY OF SCHOOL

JUNE 2: SPRING SPORTS BANQUET

Regents Schedule:

JUNE 9 TUESDAY	JUNE 10 WEDNESDAY	JUNE 17 WEDNESDAY	JUNE 18 THURSDAY	JUNE 23 TUESDAY	JUNE 24 WEDNESDAY	JUNE 25 THURSDAY
9:15am: ELA	9:15am: ALGEBRA II	9:15am: ALGEBRA I	9:15am: BIOLOGY	9:15am: US HISTORY & GOV'T	9:15am: PHYSICAL SETTING: CHEMISTRY	9:15am: PHYSICAL SETTING: PHYSICS
1:15pm: CHEMISTRY	1:15pm: PHYSICS	1:15pm: GLOBAL HISTORY & GEOGRAPHY II	1:15pm: EARTH SCIENCE	1:15pm: GEOMETRY		

Wildcat Pride



May 22: Senior Sunset

May 27: Senior Walk & Pen Pal Meeting

June 5: Yearbook Ceremony & Fun Day Trip (TBD)

June 14: Baccalaureate (place TBD)

June 16: Last Day of School

June 26: Graduation



ONCE A WILDCAT, ALWAYS A WILDCAT!





Academic Recognition List



2nd Marking Period

High Honor Roll

Kalyssa Bixby
 Evangalina Bradley
 Lillian Dewert
 Sadie Eygabroat
 Izzy Gomez
 Zoey Henry
 Bristol Houghtaling
 Erica Irvine
 Braylyn Lewis
 Kendal Onyan
 Lacey Rippel
 Brantley Simons-Bush
 Jackson Southard
 Austin Stephens
 Abigail Waters
 Ava Winant
 Paisley Zver

Honor Roll

Briella Bradley
 Tatum Cavanaugh
 Kaylee Potoeski

7th Grade

High Honor Roll

Gage Adams
 Jessalyn Carl
 Cadence Clark
 Avery Cornell
 Nina Donaldson
 Jocelynn Eygabroat
 Terigan Morse
 Lilly Rider
 Trig Sherer
 Lucas Stephens
 Tycen Terry

Honor Roll

Lillian Patterson
 Kendall Porter
 Quinn Taft

8th Grade

High Honor Roll

Sataira Bevis
 Brighton Brewer
 Byron Bullock
 Lilah Decker
 Leah Lawson
 Isabel Onyan
 Riley Potter
 Alicyn Rippel
 Amber Stephens

Honor Roll

Landyn Mattison
 Gavin Mills
 Shooter Stephens
 Aaden Stone

9th Grade

High Honor Roll

Josey Ainsworth
 Daniel Gerow
 Laura Hall
 Isaiah Howell
 Olivia O'Brien
 Trajan Terry
 Liam Zver

Honor Roll

Justice Bevis
 Hailey Cary
 Trinity Welch

10th Grade

High Honor Roll

Gracie Baker
 Alexander Carl
 Joseph Carl
 Ethan Cook
 Garrett Dennis
 Zachary Hyman
 Ethan Lang
 Johanna Mainka
 Kendall Southard
 Annabelle VanNorman

Honor Roll

Kylee Baker
 Parker Cary
 Megan McGregor
 Gabriel Onyan
 David Patterson
 Brody Petteys
 Madison Potter
 Rylan Rice
 Lilly Schenck
 Wyatt Spike
 Courtney Thomas

11th Grade

High Honor Roll

James Ainsworth
 Hoyt Clinton
 Harris Drake
 Braylon Lawson
 Aiden LeBarron
 Keira Marsh
 Abigail Onyan
 Brent Ross
 Dylan Troxel
 Jacoby VanGorden
 Daisy Welch
 Landon Zver

Honor Roll

Hunter Anthony
 Alice Gerow
 Olivia Hassler
 Xavier Remchuk

12th Grade





Nearly 65% of the teachers, aides, bus drivers, custodial staff, and administrators at JT Central School - including Jasper and Troupsburg - are alumni of the district themselves! It's a powerful reminder of how strong the community connection is: so many graduates loved their experience here that they chose to come back and help shape the next generation of students.

Follow us on Facebook:
Jasper-Troupsburg Central School District

and

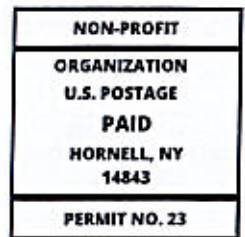
Visit our website to find:
www.jtcsd.org

- 🐾 Athletics: Game Schedules & Livestreams
- 🐾 Community: Building Use Form, Calendar, Chain of Communication, District News, Parent Resources
- 🐾 Our District: BOE Agendas/Minutes, Employment Opportunities
- 🐾 Elementary & High School: News (BiWeekly Newsletters), Food Service, Health Office



- 🐾 Find our game calendar anytime by visiting www.jtcsd.org, selecting the Athletics tab, and clicking on Calendar. All schedule updates and changes are posted there.
- 🐾 Follow *J-T Sports Boosters* on Facebook for the latest high school athletic updates and opportunities to support the concession stand.
- 🐾 Follow *J-T Youth Sports* on Facebook for the latest information and schedules for youth sports programs.

Jasper-Troupsburg CSD
2661 State Route 248
Greenwood, NY 14839



Board of Education

Jodi VanGorden, President
Chad Groff, Vice-President
Jason Ives
Dylan Price
Laura Eggleston
Melissa Miles
Cameron Bullock

Superintendent

Jason Oliver

Principals

Kerry Davis, High School
Brian McCaffrey, Elementary

VOTE: IT MATTERS!



2026-2027 BUDGET VOTE

MAY 19, 2026

TROUPSBURG PRE-K WING ENTRANCE

12:00 PM - 8:00 PM

A PERSON IS ENTITLED TO VOTE WHO IS:

- a) a citizen of the United States;
- b) eighteen (18) years of age or older;
- c) a resident within the district for a period of thirty (30) days preceding the vote;
- d) and not otherwise disqualified to vote by law

APPLICATIONS FOR ABSENTEE BALLOTS ARE AVAILABLE UPON REQUEST BY CONTACTING THE DISTRICT CLERK, TROY TERRY, AT (607) 792-3675. THE SCHOOL VOTE WILL BE CONDUCTED PRIMARILY BY VOTING BALLOT THROUGH IN-PERSON VOTING. VOTING WILL TAKE PLACE IN THE TROUPSBURG PRE-K WING ENTRANCE BETWEEN THE HOURS OF 12:00 PM AND 8:00 PM.

**ABSENTEE BALLOTS MUST BE RECEIVED BY THE DISTRICT NO LATER THAN 5:00 PM
ON THE DAY OF THE VOTE.**

NOTICE OF BUDGET HEARING AND VOTE
JASPER-TROUPSBURG CENTRAL SCHOOL DISTRICT

Budget Hearing

A budget hearing for the qualified voters of the Jasper-Troupsburg Central School District will be held in the Elementary Cafetorium in Troupsburg at 6:00 p.m. on Tuesday, May 12th, 2026 where there shall be presented the proposed School District Budget for the following school year.

Date of Vote

The vote upon the appropriation of the necessary funds to meet the estimated expenditures or for any propositions involving the expenditure of money or the authorizing of levy of taxes, as well as the election of members of the Board of Education shall be held on May 19th, 2026 in the Troupsburg Pre-K Wing Entrance between the hours of 12:00 p.m. and 8:00 p.m.

Absentee Ballots

Applications for absentee ballots may be applied for at the office of the District Clerk. Applications must be received by the District Clerk at least seven days before the vote set in this notice if the ballot is to be mailed to the absentee voter, or the day before the vote if the ballot is to be delivered personally to the absentee voter. Absentee ballots must be received in the office of the District Clerk not later than 5:00 p.m. on the day of the vote.

Military voters who are qualified voters of the School District may apply for a military ballot by requesting an application from the District Clerk. For a military voter to be issued a military ballot, the District Clerk must have received a valid ballot application no later than 4:00 pm on April 22, 2026. In a request for a military ballot application or ballot, the military voter may indicate their preference for receiving the application or ballot by mail, facsimile transmission, or electronic mail. The School District will transmit military ballots to military voters on April 23, 2026. Completed military ballots must be received by the School District by 4:00 p.m. on the day of the vote in order to be counted.

A list of all persons to whom absentee voters' ballots have been issued shall be available for public inspection by contacting the District Clerk. Any qualified voter, may upon examination of such list, file a written challenge of qualifications as a voter of any person whose name appears on such list, stating the reasons for the challenge. Such written challenge shall be transmitted by the Clerk or designee to the Inspectors of Election on election day.

Statement of Money Required for Next School Year

A copy of the statement of the amount of money which would be required for the next school year for school purposes shall be completed seven days before the budget hearing and may be obtained by any resident of the District by contacting the District Clerk during the period of 14 days immediately before the annual meeting and election between the hours of 8 a.m. and 4 p.m., except Saturday, Sunday, or holiday.

Vote for Board Members

Petitions nominating candidates for the office of member of the Board of Education must be filed with the District Clerk between the hours of 9:00 a.m. and 4:00 p.m. not later than April 20, 2026.

Each petition must be addressed to the Clerk of the District, be signed by at least 25 qualified voters of the District, shall state the residence of each signer, and the name and address of the candidate. Vacancies upon the Board shall not be considered separate specific offices. The individuals receiving the highest number of votes shall be elected to the vacancies in the following order:

A five-year term ending June 30, 2031 presently held by Dylan Price

A five-year term ending June 30, 2031 presently held by Laura Eggleston

Propositions

The following propositions shall be voted upon at the same time as the vote upon the appropriation of monies and for Board members:

Shall the Board of Education of the Jasper-Troupsburg Central School District be authorized to purchase and expend an amount not to exceed the estimated maximum cost of \$270,000, including costs incidental thereto, the following motor vehicles: one (1) 2026 or newer 60 passenger school bus, two (2) 2022 or newer 66 passenger school buses with funds from the 2022 Capital Reserve Funds?

Adopted by the BOE: March 18, 2026

By order of the Board of Education of
the Jasper-Troupsburg Central School District

By: Troy Terry, District Clerk

Annual Budget Vote
Tuesday, May 19, 2026
12:00p.m. - 8:00 p.m.
Jasper-Troupsburg Elementary – PreK Entrance
26-27 Proposition Details

<p>Proposition 1 Budget</p>	<p>RESOLVED: That the Board of Education of the Jasper-Troupsburg Central School District, Steuben County, be and hereby is authorized to spend the sum set forth in the total amount of \$15,367,436 during the 2026-2027 school year and to levy the necessary tax, therefore.</p>
<p>Proposition 2 Bus/Vehicle Purchase</p>	<p>RESOLVED: That the Board of Education of the Jasper-Troupsburg Central School District be authorized to purchase and expend an amount not to exceed the estimated maximum cost of \$270,000, including costs incidental thereto, the following motor vehicles: one (1) 2026 or newer 60 passenger school bus, two (2) 2022 or newer 66 passenger school buses with funds from the 2022 Capital Reserve Funds.</p>
<p>School Board Elections</p>	<p>Please vote to fill two (2) five-year School Board seats. Commencing on July 1, 2026, and expiring on June 30, 2031. Vote for two (2).</p> <p style="text-align: center;"> Dylan Price Laura Eggleston Write-in _____ Write-in _____ </p>

Voting Requirements

- 18 years of age or older
- United States Citizen
- Resident of the school district thirty days prior to the vote
- Not otherwise disqualified to vote by law



Jasper-Troupsburg Central School

Where Tradition Meets Innovation



2026-2027 Detailed Budget

	Budget 2025-26	Proposed 2026-27
Program Component % of Total Budget	\$10,849,441 71.0%	\$11,294,765 73.5%
Capital Component % of Total Budget	\$2,852,502 18.6%	\$2,412,205 15.7%
Administrative Component % of Total Budget	\$1,589,038 10.4%	\$1,660,466 10.8%
	\$15,290,981	\$15,367,436

Account	Account Description	Program	Capital	Administrative
A 1010.400-01	BOE GENERAL CONTR EXP			5,200.00
A 1010.450-01	BOE MATR & SUPPLIES			1,000.00
A 1010.490-03	BOARD DEVELOPMENT			1,000.00
A 1040.400-01	DIST CLERK GEN CONTR			2,800.00
A 1040.450-01	DIST CLERK MATR&SUPPL			200.00
A 1040.490-01	GST BOCES ADVERTISING			1,682.00
A 1060.400-01	ANNUAL MEETING CONTRACTUA			325.00
A 1060.450-01	ANNUAL MEETING MATR&SUPPL			200.00
A 1240.150-01	SUPERINTENDENT SALARY			152,440.00
A 1240.160-01	SUPT SECRETARY SALARY			57,720.00
A 1240.400-01	SUPT CONTRACTUAL			10,000.00
A 1240.450-01	SUPT OFFICE MATR&SUPPL			1,000.00
A 1240.490-01	BOE BOCES BD POLICY			16,900.00
A 1310.150-01	BUSINESS OFFICIAL SALARY			103,164.00
A 1310.160-01	BUSIN OFF SALARIES			61,880.00
A 1310.245-01	BUSINESS OFFICE MINOR EQU			200.00
A 1310.400-01	BUSIN OFFICE CONTRACTUAL			10,000.00
A 1310.450-01	BUSIN OFFICE MATR&SUPPL			1,500.00
A 1310.490-01	BOCES - BOCES SERVICES - ADMIN			70,821.00
A 1320.160-00-1	CLAIMS AUDITOR			2,500.00
A 1320.400-01	EXTERNAL AUDITOR			34,000.00
A 1330.400-02	TAX COL CONTR EXPENSES			1,700.00
A 1330.450-01	TAX COL MATR&SUPPL			600.00
A 1330.490-01	BOCES- TAX BILL PRINTING			4,253.00
A 1380.400-01	FISCAL AGENT FEES			7,500.00
A 1420.400-03	ATTORNEY SERVICES			12,500.00
A 1430.160-01	CLERICAL SUBSTITUTES			1,000.00
A 1430.490-01	EMPLOYEE BENEFIT COORDINA			3,546.00
A 1480.400-01	NEWSLETTER/CONTRACTUAL			2,000.00
A 1480.450-01	NEWSLETTER MATR&SUPPL - H			250.00
A 1620.160-02	CUSTODIAL SUBSTITUTES		2,500.00	
A 1620.160-03	CUSTODIAL OVERTIME		2,000.00	
A 1620.160-04	CUSTODIAL SALARIES		340,471.00	
A 1620.200-01	CUSTODIAL EQUIPMENT		40,000.00	
A 1620.400-03	TELEPHONE		5,000.00	
A 1620.400-04	CUSTODIAL CONTRACTUAL EXPENSES		66,100.00	
A 1620.400-06	ELECTRIC		98,000.00	
A 1620.400-07	LP GAS		75,000.00	
A 1620.400-12	WATER & SEWER		43,500.00	
A 1620.400-15	GREENWOOD UTILITIES		100,000.00	
A 1620.400-16	REFUSE REMOVAL		8,400.00	
A 1620.450-01	CLEANING MATR & SUPPL		13,000.00	
A 1620.450-04	SUPPLIES AND MATERIALS		10,000.00	
A 1620.450-06	PAPER PRODUCTS		12,000.00	
A 1620.450-07	GARBAGE BAGS		5,000.00	
A 1620.490-01	BOCES SERVICES		8,861.00	
A 1621.160-02	MAINTENANCE OVERTIME		3,000.00	
A 1621.160-04	MAINTENANCE SALARIES		157,300.00	
A 1621.200-01	MAINTENANCE EQUIP (NEW)		26,500.00	
A 1621.400-01	BLDG MAINT CONTRACTUAL		85,000.00	
A 1621.400-14	SERVICE CONTRACTS		35,000.00	
A 1621.450-02	ELECTRICAL/LIGHTING		5,000.00	
A 1621.450-04	MISC SUPPLIES AND MATERIALS		15,000.00	
A 1621.450-07	GROUNDS/FIELDS		8,000.00	

A 1621.450-08	SNOW REMOVAL SUPPLIES		1,500.00	
A 1621.450-10	HVAC FILTERS		9,000.00	
A 1622.400-01	SRO - CONTRACTUAL			13,000.00
A 1670.450-01	MATERIALS AND SUPPLIES			8,500.00
A 1670.490-01	BOCES PRINTING			9,198.00
A 1910.400-01	UNALLOCATED INSURANCE			65,397.00
A 1910.400-03	STUDENT ACC INSURANCE			5,500.00
A 1920.400-01	SCHOOL ASSOCIATION DUES			1,000.00
A 1930.400-01	JUDGMENT AND CLAIMS		1,000.00	
A 1964.400-01	PROPERTY TAX REFUNDS		2,000.00	
A 1981.490-01	BOCES ADMINITRATIVE "A"			134,825.00
A 1981.490-02	BOCES ADMINITRATIVE "B" &			61,834.00
A 1989.400-01	ARCHITECT FEES			12,500.00
A 2010.150-01	TEACHER SALARIES PD	5,000.00		
A 2010.151-01	CURRICULUM COORDINATOR			74,980.00
A 2010.200-01	Equipment	6,000.00		
A 2010.400-01	Contractual Services	7,000.00		
A 2010.400-02	PROFESSIONAL DEVELOPMENT	5,000.00		
A 2010.450-01	Materials and Supplies	10,000.00		
A 2010.490-01	BOCES PROFESSIONAL DEVELOPMENT	27,911.00		
A 2020.150-02	PRINCIPAL HS			96,625.00
A 2020.150-03	PRINCIPAL ELEM			96,625.00
A 2020.160-02	PRINC SEC HS			36,322.00
A 2020.160-03	PRINC SEC ELEM			39,520.00
A 2020.400-01	PRINCIPAL CONTR - HS			500.00
A 2020.400-06	CONTRACTUAL EXPENSES - ELEM			500.00
A 2020.450-02	MATR&SUPPL PRINC -HS			1,000.00
A 2020.450-03	MATR&SUPPL PRINC -ELEM			1,000.00
A 2110.121-03	TEACHER SALARIES FULL DAY K-3	716,066.00		
A 2110.122-03	TEACHER SALARIES 4-6	552,089.00		
A 2110.130-02	TEACHER SALARIES 7-12	1,055,773.00		
A 2110.140-07	SUBSTITUTE TEACHER SALARI	74,000.00		
A 2110.160-02	NON-INSTR PERSONNEL HS	109,206.00		
A 2110.160-03	NON-INSTR PERSONNEL ELEM	193,391.00		
A 2110.200-01	TEACHING EQUIPMENT DISTRICT	25,000.00		
A 2110.200-02	TEACHING EQUIPMENT - HS	1,500.00		
A 2110.200-03	TEACHING EQUIPMENT - ELEM	1,500.00		
A 2110.400-02	CONTRACTUAL - HS	6,500.00		
A 2110.400-03	CONTRACTUAL - ELEM	5,000.00		
A 2110.450-01	GENERAL SUPPLIES - DISTRICT	20,000.00		
A 2110.450-02	MATERIALS AND SUPPLIES - HS	30,000.00		
A 2110.450-03	MATERIALS AND SUPPLIES - ELEM	30,000.00		
A 2110.480-01	TEXTBOOKS - DISTRICT	10,000.00		
A 2110.480-02	TEXTBOOKS -HS	18,000.00		
A 2110.480-03	TEXTBOOKS -ELEM	25,000.00		
A 2110.490-01	BOCES SERVICES	585,900.00		
A 2110.490-22	E1 BOCES - NEW INSTR TECH	35,000.00		
A 2250.150-02	TEACHER SALARIES HS	221,067.00		
A 2250.150-03	TEACHER SALARIES ELEM	328,449.00		
A 2250.160-03	NON-INSTR SP ED-ELEM	26,804.00		
A 2250.200-02	SP ED EQUIPMENT -HS	3,000.00		
A 2250.200-03	SP ED EQUIPMENT ELEM	3,500.00		
A 2250.400-01	HANDIC CONTRACTUAL	105,000.00		
A 2250.450-02	MATERIAL & SUPPLIES -HS	2,000.00		
A 2250.450-03	MATERIAL AND SUPPLIES ELEM	2,000.00		

A 2250.470-01	HANDIC STUDENT TUITION	38,000.00
A 2250.490-01	GST BOCES - COUNSELING	95,574.00
A 2250.490-07	GST BOCES - OCC THERAPY	12,000.00
A 2250.490-08	GST BOCES - PHYSICAL THER	69,138.00
A 2250.490-09	GST BOCES - SPEECH	48,160.00
A 2250.490-12	GST BOCES -One on One Aid	58,092.00
A 2250.490-17	GST BOCES -Consultant Teacher	22,735.00
A 2250.491-00	GST BOCES 12:1:1	86,620.00
A 2250.492-00	GST BOCES 8:1:1	482,904.00
A 2280.150-01	OCCUP TEACHER SALARIES -	59,597.00
A 2280.400-01	OCCUP CONTRACTUAL	1,000.00
A 2330.150-01	INSTR SUMMER SCHOOL	15,550.00
A 2330.151-01	INSTR SUMMER COSER	16,800.00
A 2330.160-01	NON-INSTR SUMMER	3,500.00
A 2330.450-01	SUMMER Material & Supplies	1,200.00
A 2610.150-01	LIBRARIAN SALARIES	85,104.00
A 2610.160-01	LIBRARY AIDE SALARIES	27,292.00
A 2610.400-01	LIBRARY CONTR EXPENSES	500.00
A 2610.450-01	LIBRARY MATR&SUPPL-HS	500.00
A 2610.450-02	LIBRARY MATEr & SUPPL - ELEM	1,500.00
A 2610.460-01	LIBRARY-STATE AIDABLE SUP	2,356.00
A 2610.490-01	LIBRARY SERVICES BOCES	18,946.00
A 2630.220-01	STATE AIDED HARDWARE	8,000.00
A 2630.450-01	COMPUTER MATERIAL & SUPPL	10,000.00
A 2630.460-01	STATE AIDED SOFTWARE	5,648.00
A 2630.490-12	GST CSC 605	167,688.00
A 2630.490-23	E1 BOCES - INSTRUCTIONAL	165,407.00
A 2630.490-26	E1 BOCES - MGMT	227,503.00
A 2810.150-01	GUIDANCE SALARY	70,284.00
A 2810.160-01	GUIDANCE SECRETARY	34,832.00
A 2810.400-01	GUIDANCE CONTRACTUAL EXP	350.00
A 2810.450-01	GUIDANCE MATR&SUPPL	1,000.00
A 2815.160-02	NURSE HIGH SCHOOL	70,417.00
A 2815.160-03	NURSE ELEMENTARY	69,268.00
A 2815.245-01	HEALTH MINOR EQUIP-HS	500.00
A 2815.245-02	HEALTH MINOR EQUIP-ELEM	500.00
A 2815.400-01	HEALTH CONTR EXP-HS	500.00
A 2815.400-02	HEALTH CONTR EXP-ELEM	500.00
A 2815.400-03	SCHOOL PHYSICIAN	16,000.00
A 2815.400-04	EQUIP CALBR/REPAIR	500.00
A 2815.450-01	HEALTH MATR&SUPPL- HS	1,500.00
A 2815.450-02	HEALTH MATR&SUPPL- ELEM	1,500.00
A 2820.150-01	SCHOOL PSYCHOLOGIST	52,000.00
A 2820.450-01	PSYCHOLOGIST - MATR & SUP	1,500.00
A 2850.150-01	COCURR SALARIES	50,000.00
A 2850.400-01	COCURR CONTR EXP - HS	300.00
A 2850.450-01	COCURR MATR&SUPPL	500.00
A 2850.450-02	ACADEMIC ALL STARS	2,024.00
A 2855.150-01	COACHING SALARIES	57,500.00
A 2855.150-02	ATHLETIC DIRECTOR SALARIES	10,000.00
A 2855.150-03	SALARIES - SCORING, BOOK, CLOCK	14,700.00
A 2855.150-04	CHAPERONES	8,500.00
A 2855.400-02	ATHLETIC CONTRACTUAL	20,000.00
A 2855.450-02	MATERIALS & SUPPLIES	27,500.00
A 2855.490-01	INTERSCHOL-BOCES SERV	26,501.00

A 5510.150-01	DIRECTOR OF TRANSPORTATION	25,916.00		
A 5510.160-01	REGULAR BUS DRIVER SALARI	393,438.00		
A 5510.160-01-100	TRANSPORTATION SUPERVISOR	58,407.00		
A 5510.160-02	ATHLETIC DRIVER SALARIES	13,000.00		
A 5510.160-03	SUB BUS DRIVER SALARIES	20,000.00		
A 5510.160-04	OVERTIME SALARIES	1,500.00		
A 5510.160-05	FIELD TRIPS - ELEM	4,000.00		
A 5510.160-06	FIELD TRIPS - HS	6,000.00		
A 5510.160-07	DRIVER TRAINING	1,100.00		
A 5510.160-08	BAND TRANSPORTATION	2,000.00		
A 5510.160-09	EXTRA PAY	5,000.00		
A 5510.160-10	SUMR & SPECIAL TRIPS	15,000.00		
A 5510.160-12	BUS DRIVERS INS. DECLINAT	5,000.00		
A 5510.160-17	BUS ATTENTANT TRAINING	250.00		
A 5510.161-01	REGULAR BUS AIDES SALARIES	46,071.00		
A 5510.200-01	TRANSP EQUIPMENT	6,000.00		
A 5510.400-01	TRANSP CONTRACTUAL-MISC	45,000.00		
A 5510.400-02	TRANSP/MILEAGE REIMB	800.00		
A 5510.400-03	GENERAL LIABILITY	39,195.00		
A 5510.400-04	CONTR - BODY WORK/PAINTIN	4,000.00		
A 5510.400-05	TRANSPORTATION CONTRACTS	3,000.00		
A 5510.450-01	TRANSP MATR&SUPPL-GENERAL	9,500.00		
A 5510.450-03	TIRES	11,915.00		
A 5510.450-04	REGULAR GASOLINE	16,000.00		
A 5510.450-05	DIESEL FUEL	120,000.00		
A 5510.450-06	PARTS	20,000.00		
A 5510.450-07	OIL PRODUCTS	1,000.00		
A 5530.160-01	REGULAR CLEANING SALARIES	2,000.00		
A 5530.400-02	TELEPHONE	2,000.00		
A 5530.400-03	GARAGE - MAINTENANCE CONT	6,000.00		
A 5530.400-04	HEATING OIL	12,100.00		
A 5530.400-05	REPAIRS	1,000.00		
A 5530.400-06	SALT TRUCK REPAIRS	300.00		
A 5530.400-07	ELECTRIC	12,000.00		
A 5530.400-08	WATER & SEWER	2,000.00		
A 5530.450-01	GARAGE MATR&SUPPL	500.00		
A 5530.450-03	GARAGE - OFFICE SUPPLIES	200.00		
A 9010.800-01	NYS ERS			50,766.00
A 9010.800-02	NYS ERS	206,446.00		
A 9010.800-04	NYS ERS		81,225.00	
A 9020.800-01	TRS			34,250.00
A 9020.800-02	TRS	338,227.00		
A 9030.800-01	SOCIAL SECURITY			40,272.00
A 9030.800-02	SOCIAL SECURITY	416,875.00		
A 9030.800-04	SOCIAL SECURITY		35,166.00	
A 9040.800-01	WORKMANS COMPENSATION			1,654.00
A 9040.800-02	WORKMANS COMPENSATION	17,564.00		
A 9040.800-04	WORKMANS COMPENSATION		1,447.00	
A 9050.800-01	UNEMPLOYMENT	4,000.00		
A 9060.800-01	HEALTH INSURANCE			306,817.00
A 9060.800-02	HEALTH INSURANCE	2,485,215.00		
A 9060.800-04	HEALTH INSURANCE		276,135.00	
A 9070.150-01	Sick Day Payout, Salary Agreements, Incentiv	75,000.00		
A 9070.160-01	Sick Day Payout, Salary Agreements, Incentiv	95,000.00		
A 9070.800-01	FLEX	6,700.00		

A 9070.800-02	FLEX - Administration	105,500.00		
A 9070.816-01	Maintenance Clothing Allowance	1,400.00		
A 9711.600-01	CONSTRUCTION BOND-PRINCIP		550,000.00	
A 9711.700-01	CONSTRUCTION BOND-INTERES		290,100.00	
A 9901.930-02	INTERFUND TRANS	115,000.00		
	Component Totals	11,294,765.00	2,412,205.00	1,660,466.00
	Budget Appropriation		15,367,436.00	

**Jasper-Troupsburg
Central School
Property Tax Report Card**



2026-27 Property Tax Report Card

82722 - JASPER-TIGUP-SABRO CSD
 Contact Person: Adam Sutton
 Telephone Number: (801) 732-2820

	Proposed Budget 2026-27 (B)	Proposed Budget 2026-27 (B)
Total Budgeted Amount, not including Separated Propositors	15,294,281	15,297,426
A. Proposed Tax Levy to Support the Total Budgeted Amount 1	2,822,117	2,810,530
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositors, if Applicable 2	0	0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0
E. Total Proposed School Year Tax Levy (A + B + C - D)	2,822,117	2,810,530
F. Permissible Exclusions to the School Tax Levy Limit	42,134	0
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions 3	2,864,141	2,811,879
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + G)	2,820,871	2,815,339
I. Difference (G - H) (negative value requires 60.0% voter approval) 2	4,130	334
Public School Enrollment	375	371
Consumer Price Index	2.85%	2.81%

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

2 The levy associated with educational or transportation levies/propositors are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

3 For 2026-27, include any carryover from 2025-26 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2025-26 (A)	Estimated 2026-27 B1
Adjusted Restricted Fund Balance	6,655,423	6,432,647
Assigned Appropriated Fund Balance	450,000	450,000
Adjusted Unrestricted Fund Balance	611,629	614,607
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserves Funds

Reserve Type	Reserve Name	Reserve Description*	2025-26 Actual Balance	409228 Estimated Ending Balance	Intended Use of the Reserve in the 2026-27 School Year
Capital	CAPITAL RESERVE	To pay the cost of any object or program for which bonds may be issued.	\$ 4,620,634	\$ 4,622,178	\$ 275,000
Repair	REPAIR RESERVE	To pay the cost of repairs to capital improvements or equipment.	\$ 327,066	\$ 305,837	
Workers' Compensation	WORKERS COMPENSATION RESERVE	To pay for Workers' Compensation and benefits.	\$ 179,669	\$ 191,819	
Unemployment Insurance	UNEMPLOYMENT RESERVE	To pay the cost of unemployment to the State Unemployment Insurance Fund.	\$ 136,174	\$ 136,137	
Reserve for Tax Reduction		For the gradual loss of the proceeds of the sale of school district real property.	\$ -	\$ -	
Mandatory Reserve for Debt Service	DEBT SERVICE FUND	To cover debt service payments on outstanding obligations (bonds, BANS) after the rate of interest capital assets or improvements.	\$ 450,117	\$ 402,833	\$ 295,000
Insurance		To pay liability, casualty, and other types of uninsured losses.	\$ -	\$ -	
Property Loss		To establish and maintain a program of reserves to cover property loss.	\$ -	\$ -	
Liability		To establish and maintain a program of reserves to cover liability claims incurred.	\$ -	\$ -	
De Contribution		To establish a reserve fund for tax deferral settlements.	\$ 77	\$ 77	
Reserve for Insurance Recoveries		To account for unexpected proceeds of insurance recoveries of the local year end.	\$ -	\$ -	
EBAL - Employee Benefit Account Liability		For the payment of accrued employee benefits due to employees upon termination of service.	\$ 105,620	\$ 100,204	\$ 50,000
Retirement Contribution	RETIREMENT CONTRIBUTION RESERVES	To fund employer retirement contributions to the State and Local Employees Retirement System.	\$ 759,181	\$ 601,088	\$ 390,000
Other Reserve					

County Tax Exemption Reports



Equalized Total Assessed Value 413,773,075

School District - 465601 Jasper-Troupsburg S

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	2	154,581	0.04
13500	TOWN - GENERALLY	RPTL 406(1)	13	1,715,034	0.41
13510	TOWN - CEMETERY LAND	RPTL 446	20	169,712	0.04
13800	SCHOOL DISTRICT	RPTL 408	10	13,948,184	3.37
18030	IDA PILOTS	RPTL 412-a	17	64,528,175	15.60
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	37,700	0.01
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	12	987,767	0.24
25120	NONPROF CORP - EDUCI/(CONST PRC	RPTL 420-a	6	83,334	0.02
26050	AGRICULTURAL SOCIETY	RPTL 450	1	20,952	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	313,095	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	117,462	0.03
41700	AGRICULTURAL BUILDING	RPTL 483	48	2,258,744	0.55
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	426	32,552,974	7.87
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	110	6,396,482	1.55
41800	PERSONS AGE 65 OR OVER	RPTL 467	16	814,869	0.20
41834	ENHANCED STAR	RPTL 425	207	17,423,261	4.21
41844	En STAR (land belongs to other	RPTL 425	2	110,476	0.03
41854	BASIC STAR	RPTL 425	314	10,051,294	2.43
41864	Basic STAR (land belongs to ot	RPTL 425	10	235,237	0.06
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	4,390	0.00
47100	Mass Telecom Ceiling	RPTL S499-qqqq	5	390,012	0.09
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	23	2,081,927	0.50
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	7,000	0.00

Equalized Total Assessed Value 413,773,075

School District - 465601 Jasper-Troupsburg S

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	45,714	0.01
Total Exemptions Exclusive of System Exemptions:					
			1,252	154,402,662	37.32
Total System Exemptions:			1	45,714	0.01
Totals:			1,253	154,448,376	37.33

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

Amount, if any, attributable to payments in lieu of taxes: 5282,689.31

Administrative Salary Disclosure



Form Due May 12, 2026

2026-2027 Salary Threshold =
\$179,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2026-2027.

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

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

Report Estimated Salaries in the Budget for the 2026-2027 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	152,440	58,587	

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

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

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	Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive \$179,000 or More in Salary

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**Salary: Administrative Compensation Information
572702 - JASPER-TROUPSBURG CS**

2025-2026 Claim Year - Page 4
Official - as of 04/28/2026 02:10 PM

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Financial Transparency Report



JASPER-TROUPSBURG CSD

2023-24 School Year Financial Transparency Report

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

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

| Business Rules

Comparison: How do per pupil expenditures compare?

P-12 ENROLLMENT ▼	THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼
361	N/A	\$34,922.72

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	JASPER-TROUPSBURG CSD
» 1. Instruction	\$20,059.40
» 2. Support Services, Pupils	\$926.63
» 3. Support Services, Instructional Staff	\$1,927.17

Current Operation Expenditures	JASPER-TROUPSBURG CSD
» 4. Support Services, General Admin	\$892.09
» 5. Support Services, School Admin	\$1,191.46
» 6. Support Services, Operation and Maintenance of Plant	\$3,114.99
» 7. Support Services, Student Transportation	\$3,651.80
» 8. Business/Central/Other Support Services	\$1,341.96
» 9. Food services	\$1,158.07
» 10. Enterprise operations	\$0.00
» 11. Other	\$25.05
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$634.10
13. Total Expenditures	\$34,922.72

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.

School and District Level Expenditures	JASPER-TROUPSBURG CSD
Special Education	\$13,629.37
General Education	\$31,864.61

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

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

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

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

Combined Cost(Total Expenditures)

Excluded Expenditures	JASPER-TROUPSBURG CSD
1. Charter School Tuition	\$0.00
2. Debt Service	\$887,535.00
3. Other	\$2,408,311.00
Percent Excluded from Total	21%
Total Expenditures and Exclusions	\$15,902,949.00

School District Report Card



JASPER-TROUPSBURG CSD - 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	137	123.3	136.1
	Math	145.4	127.4	139.5
Multiracial	ELA	–	–	–
	Math	–	–	–
White	ELA	135.1	123.7	136.4
	Math	143.7	134.7	145.6
Students with Disabilities	ELA	103.8	68.9	90.7
	Math	98.7	72.5	93.8
Economically Disadvantaged	ELA	123.1	110	125
	Math	130.6	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	155.6	134.9	148.3
	Math	140.7	64.6	87.2
White	ELA	155.6	170.2	177.6
	Math	140.7	74.7	95.6
Students with Disabilities	ELA	70	75.4	98.7
	Math	70	29.3	57.8
Economically Disadvantaged	ELA	113.3	103.2	121.8
	Math	106.7	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	26	92.3%	87.5%	88.8%
	5-Year	31	83.9%	89.4%	90.5%
	6-Year	32	96.9%	88.9%	90.3%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	—	—	—
	5-Year	—	—	—	—
	6-Year	1	—	—	—
Black or African American	4-Year	—	—	—	—
	5-Year	—	—	—	—
	6-Year	1	—	—	—
White	4-Year	26	92.3%	91.7%	92.3%
	5-Year	31	83.9%	92.9%	93.4%
	6-Year	30	96.7%	93.1%	93.7%
Students with Disabilities	4-Year	1	—	—	—
	5-Year	9	—	—	—
	6-Year	3	—	—	—
Economically Disadvantaged	4-Year	11	—	—	—
	5-Year	19	—	—	—
	6-Year	17	—	—	—

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	161	137.9
	Math	158	149.1
	Science	60	150
	Combined	379	144.5
Multiracial	ELA	4	–
	Math	4	–
	Science	1	–
	Combined	9	–
White	ELA	157	136
	Math	154	147.4
	Science	59	148.3
	Combined	370	142.7
Students with Disabilities	ELA	40	103.8
	Math	39	98.7
	Science	9	116.7
	Combined	88	102.8
Economically Disadvantaged	ELA	91	125.8
	Math	89	136.5
	Science	33	131.8
	Combined	213	131.2

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index
All Students	ELA	162	137
	Math	162	145.4
	Science	61	147.5
	Combined	385	142.2
Multiracial	ELA	4	–
	Math	4	–
	Science	1	–
	Combined	9	–
White	ELA	158	135.1
	Math	158	143.7
	Science	60	145.8
	Combined	376	140.4
Students with Disabilities	ELA	40	103.8
	Math	39	98.7
	Science	10	105
	Combined	89	101.7
Economically Disadvantaged	ELA	93	123.1
	Math	93	130.6
	Science	34	127.9
	Combined	220	127

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index
All Students	245	9,864	40.3
White	245	9,864	40.3
Students with Disabilities	57	2,244	39.4
Economically Disadvantaged	134	5,227	39

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	234	10	20	73	131	210.9
Multiracial	4	–	–	–	–	–
White	230	9	20	72	129	211.5
Students with Disabilities	55	5	5	15	30	200
Economically Disadvantaged	140	9	18	46	67	198.2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	173	94.8%
Multiracial	–	4	–
White	✓	169	94.7%
Students with Disabilities	✓	40	97.5%
Economically Disadvantaged	✗	100	93%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	173	93.1%
Multiracial	–	4	–
White	✗	169	92.9%
Students with Disabilities	✓	40	97.5%
Economically Disadvantaged	✗	100	91%

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	27	155.6	151.4
	Math	27	140.7	
	Science	27	181.5	
	Social Studies	26	130.8	
White	ELA	27	155.6	151.4
	Math	27	140.7	
	Science	27	181.5	
	Social Studies	26	130.8	
Students with Disabilities	ELA	10	70	74.9
	Math	10	70	
	Science	10	120	
	Social Studies	9	44.4	
Economically Disadvantaged	ELA	15	113.3	113.2
	Math	15	106.7	
	Science	15	146.7	
	Social Studies	14	89.3	

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	27	155.6	150.4
	Math	27	140.7	
	Science	27	181.5	
	Social Studies	27	125.9	
White	ELA	27	155.6	150.4
	Math	27	140.7	
	Science	27	181.5	
	Social Studies	27	125.9	
Students with Disabilities	ELA	10	70	74
	Math	10	70	
	Science	10	120	
	Social Studies	10	40	
Economically Disadvantaged	ELA	15	113.3	112
	Math	15	106.7	
	Science	15	146.7	
	Social Studies	15	83.3	

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate
All Students	4-year	26	24	92.3%	91%
	5-year	31	26	83.9%	
	6-year	32	31	96.9%	
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—
	5-year	0	—	—	
	6-year	1	—	—	
Black or African American	4-year	0	—	—	—
	5-year	0	—	—	
	6-year	1	—	—	
White	4-year	26	24	92.3%	91%
	5-year	31	26	83.9%	
	6-year	30	29	96.7%	
Students with Disabilities	4-year	1	—	—	—
	5-year	9	—	—	
	6-year	3	—	—	
Economically Disadvantaged	4-year	11	—	—	—
	5-year	19	—	—	
	6-year	17	—	—	

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	102	11	16	25	50	187.3
American Indian or Alaska Native	1	—	—	—	—	—
Multiracial	1	—	—	—	—	—
White	100	11	16	24	49	186.5
Students with Disabilities	25	3	3	9	10	184
Economically Disadvantaged	50	7	10	11	22	174

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	28	0	17	1	6	4	0	155.4
White	28	0	17	1	6	4	0	155.4
Students with Disabilities	10	0	–	–	–	–	–	–
Economically Disadvantaged	16	0	–	–	–	–	–	–

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	26	–
White	–	26	–
Students with Disabilities	–	7	–
Economically Disadvantaged	–	14	–

SECONDARY MATHEMATICS PARTICIPATION RATE

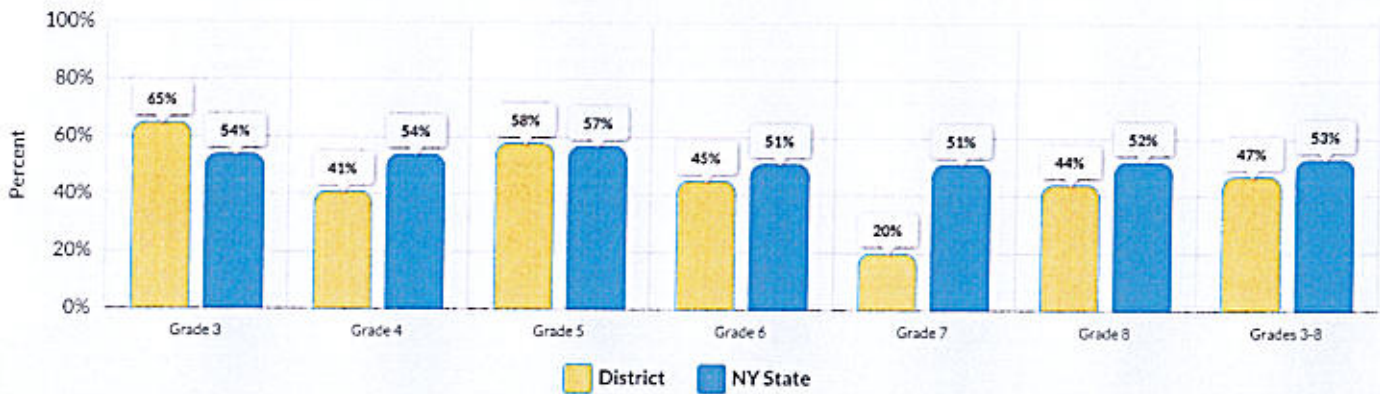
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	26	–
White	–	26	–
Students with Disabilities	–	7	–
Economically Disadvantaged	–	14	–

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



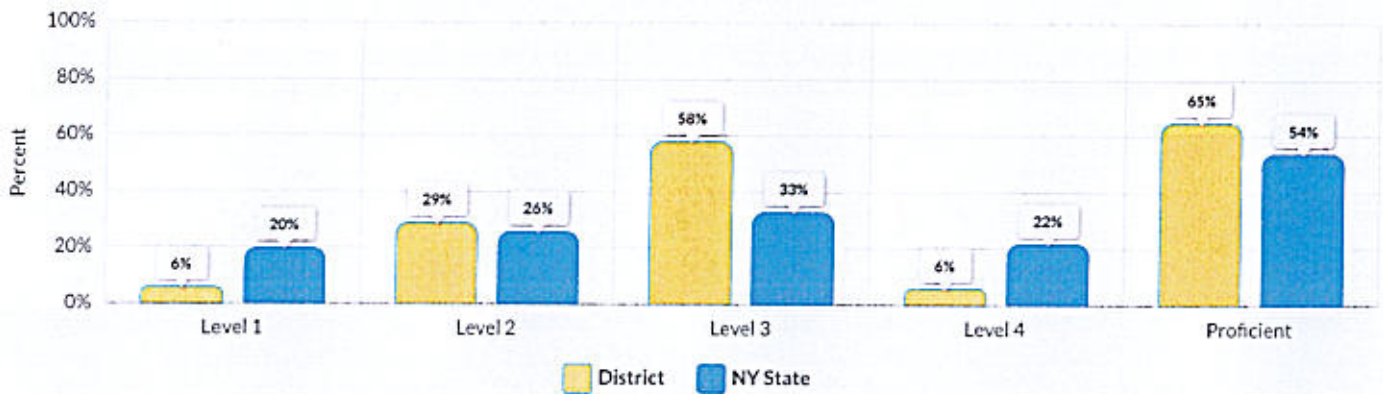
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	33	2	6%	31	94%	2	6%	9	29%	18	58%	2	6%	20	65%
Grade 4	24	2	8%	22	92%	4	18%	9	41%	4	18%	5	23%	9	41%
Grade 5	40	4	10%	36	90%	6	17%	9	25%	16	44%	5	14%	21	58%
Grade 6	25	3	12%	22	88%	3	14%	9	41%	8	36%	2	9%	10	45%
Grade 7	26	1	4%	25	96%	10	40%	10	40%	1	4%	4	16%	5	20%
Grade 8	25	0	0%	25	100%	5	20%	9	36%	9	36%	2	8%	11	44%
Grades 3-8	173	12	7%	161	93%	30	19%	55	34%	56	35%	20	12%	76	47%

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

GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students

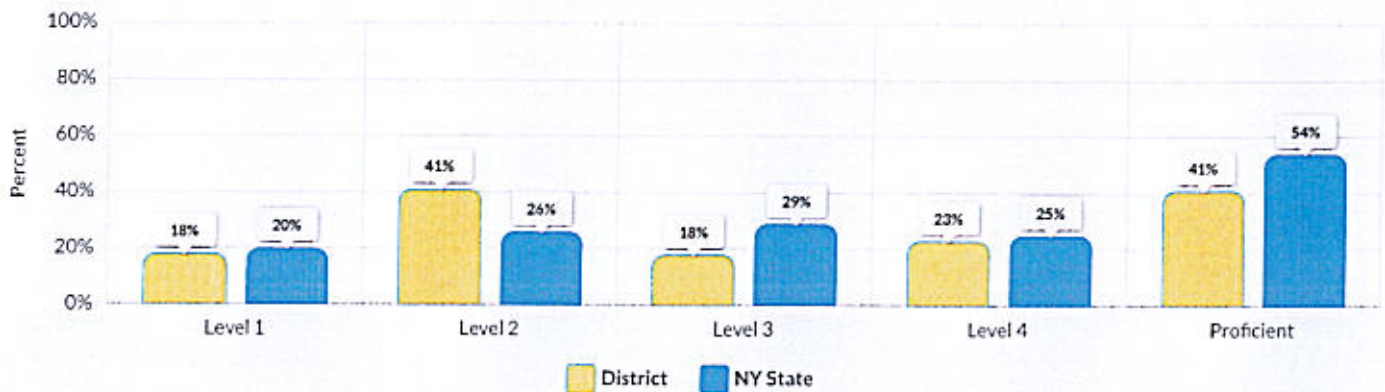


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	2	6%	31	94%	2	6%	9	29%	18	58%	2	6%	20	65%
Female	16	1	6%	15	94%	2	13%	5	33%	7	47%	1	7%	8	53%
Male	17	1	6%	16	94%	0	0%	4	25%	11	69%	1	6%	12	75%
General Education Students	26	2	8%	24	92%	1	4%	7	29%	14	58%	2	8%	16	67%
Students with Disabilities	7	0	0%	7	100%	1	14%	2	29%	4	57%	0	0%	4	57%
White	30	2	7%	28	93%	-	-	-	-	-	-	-	-	-	-
Multiracial	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	33	2	6%	31	94%	2	6%	9	29%	18	58%	2	6%	20	65%
Economically Disadvantaged	20	2	10%	18	90%	2	11%	5	28%	9	50%	2	11%	11	61%
Not Economically Disadvantaged	13	0	0%	13	100%	0	0%	4	31%	9	69%	0	0%	9	69%
Non-English Language Learner	33	2	6%	31	94%	2	6%	9	29%	18	58%	2	6%	20	65%
Not in Foster Care	33	2	6%	31	94%	2	6%	9	29%	18	58%	2	6%	20	65%
Not Homeless	33	2	6%	31	94%	2	6%	9	29%	18	58%	2	6%	20	65%
Not Migrant	33	2	6%	31	94%	2	6%	9	29%	18	58%	2	6%	20	65%
Parent Not in Armed Forces	33	2	6%	31	94%	2	6%	9	29%	18	58%	2	6%	20	65%

GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students

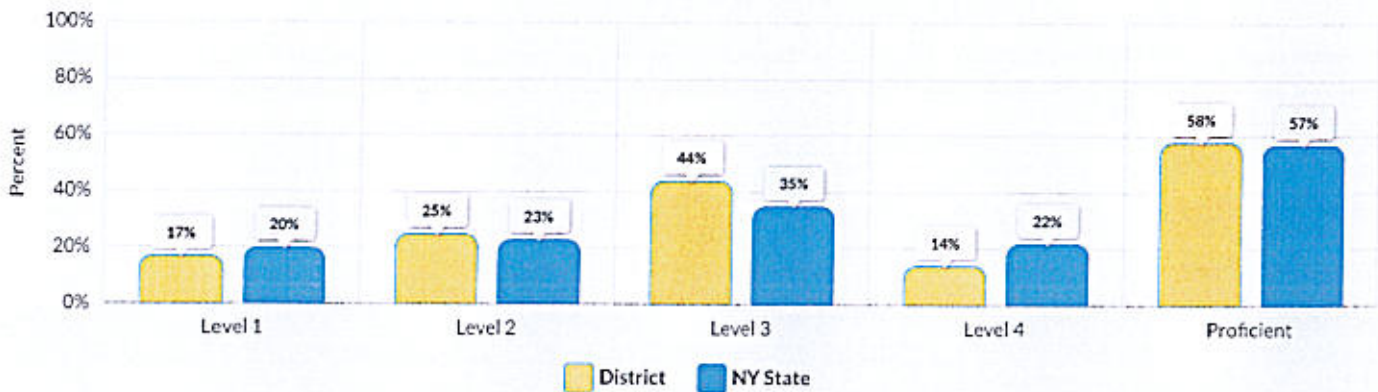


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	24	2	8%	22	92%	4	18%	9	41%	4	18%	5	23%	9	41%
Female	12	0	0%	12	100%	2	17%	4	33%	3	25%	3	25%	6	50%
Male	12	2	17%	10	83%	2	20%	5	50%	1	10%	2	20%	3	30%
General Education Students	18	2	11%	16	89%	1	6%	7	44%	4	25%	4	25%	8	50%
Students with Disabilities	6	0	0%	6	100%	3	50%	2	33%	0	0%	1	17%	1	17%
White	24	2	8%	22	92%	4	18%	9	41%	4	18%	5	23%	9	41%
Economically Disadvantaged	13	1	8%	12	92%	2	17%	7	58%	2	17%	1	8%	3	25%
Not Economically Disadvantaged	11	1	9%	10	91%	2	20%	2	20%	2	20%	4	40%	6	60%
Non-English Language Learner	24	2	8%	22	92%	4	18%	9	41%	4	18%	5	23%	9	41%
Not in Foster Care	24	2	8%	22	92%	4	18%	9	41%	4	18%	5	23%	9	41%
Not Homeless	24	2	8%	22	92%	4	18%	9	41%	4	18%	5	23%	9	41%
Not Migrant	24	2	8%	22	92%	4	18%	9	41%	4	18%	5	23%	9	41%
Parent Not in Armed Forces	24	2	8%	22	92%	4	18%	9	41%	4	18%	5	23%	9	41%

GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students

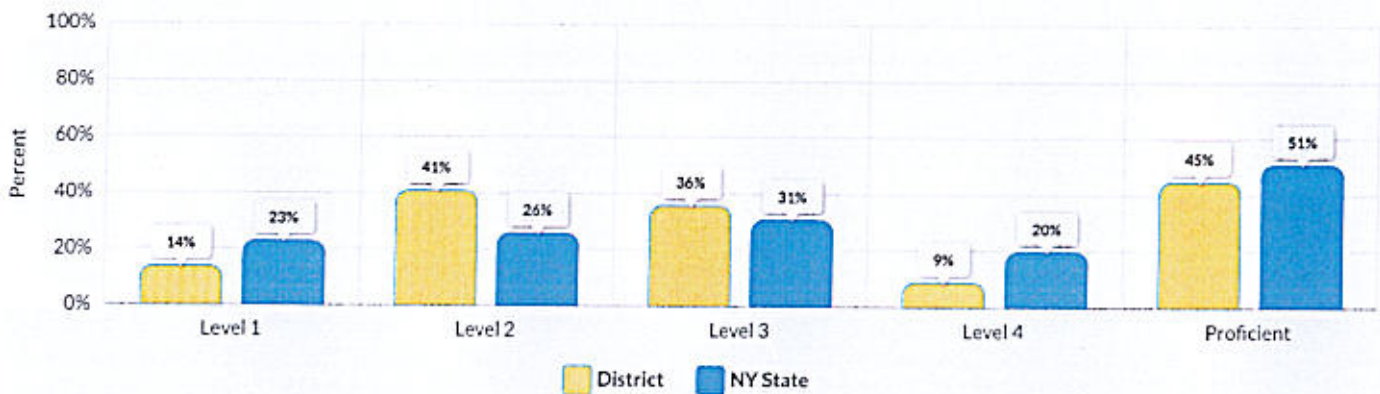


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	4	10%	36	90%	6	17%	9	25%	16	44%	5	14%	21	58%
Female	18	2	11%	16	89%	2	13%	5	31%	7	44%	2	13%	9	56%
Male	22	2	9%	20	91%	4	20%	4	20%	9	45%	3	15%	12	60%
General Education Students	33	1	3%	32	97%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
White	39	3	8%	36	92%	6	17%	9	25%	16	44%	5	14%	21	58%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	21	4	19%	17	81%	4	24%	4	24%	9	53%	0	0%	9	53%
Not Economically Disadvantaged	19	0	0%	19	100%	2	11%	5	26%	7	37%	5	26%	12	63%
Non-English Language Learner	40	4	10%	36	90%	6	17%	9	25%	16	44%	5	14%	21	58%
Not in Foster Care	40	4	10%	36	90%	6	17%	9	25%	16	44%	5	14%	21	58%
Not Homeless	40	4	10%	36	90%	6	17%	9	25%	16	44%	5	14%	21	58%
Not Migrant	40	4	10%	36	90%	6	17%	9	25%	16	44%	5	14%	21	58%
Parent Not in Armed Forces	40	4	10%	36	90%	6	17%	9	25%	16	44%	5	14%	21	58%

GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

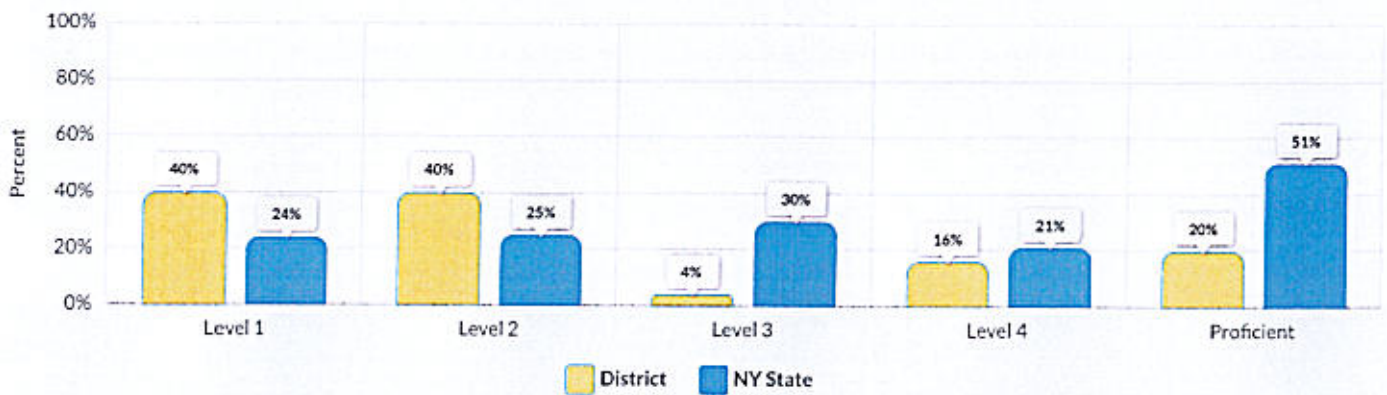


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	3	12%	22	88%	3	14%	9	41%	8	36%	2	9%	10	45%
Female	17	3	18%	14	82%	1	7%	8	57%	3	21%	2	14%	5	36%
Male	8	0	0%	8	100%	2	25%	1	13%	5	63%	0	0%	5	63%
General Education Students	15	3	20%	12	80%	1	8%	4	33%	5	42%	2	17%	7	58%
Students with Disabilities	10	0	0%	10	100%	2	20%	5	50%	3	30%	0	0%	3	30%
White	25	3	12%	22	88%	3	14%	9	41%	8	36%	2	9%	10	45%
Economically Disadvantaged	18	2	11%	16	89%	2	13%	6	38%	6	38%	2	13%	8	50%
Not Economically Disadvantaged	7	1	14%	6	86%	1	17%	3	50%	2	33%	0	0%	2	33%
Non-English Language Learner	25	3	12%	22	88%	3	14%	9	41%	8	36%	2	9%	10	45%
Not in Foster Care	25	3	12%	22	88%	3	14%	9	41%	8	36%	2	9%	10	45%
Not Homeless	25	3	12%	22	88%	3	14%	9	41%	8	36%	2	9%	10	45%
Not Migrant	25	3	12%	22	88%	3	14%	9	41%	8	36%	2	9%	10	45%
Parent Not in Armed Forces	25	3	12%	22	88%	3	14%	9	41%	8	36%	2	9%	10	45%

GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students

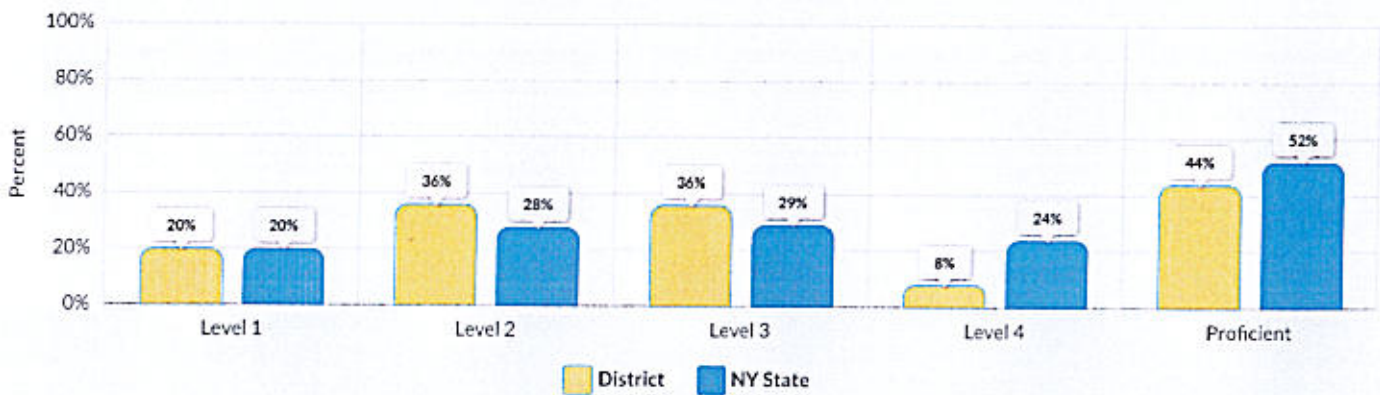


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	26	1	4%	25	96%	10	40%	10	40%	1	4%	4	16%	5	20%
Female	10	0	0%	10	100%	3	30%	4	40%	0	0%	3	30%	3	30%
Male	16	1	6%	15	94%	7	47%	6	40%	1	7%	1	7%	2	13%
General Education Students	19	0	0%	19	100%	5	26%	9	47%	1	5%	4	21%	5	26%
Students with Disabilities	7	1	14%	6	86%	5	83%	1	17%	0	0%	0	0%	0	0%
White	26	1	4%	25	96%	10	40%	10	40%	1	4%	4	16%	5	20%
Economically Disadvantaged	13	1	8%	12	92%	6	50%	5	42%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	13	0	0%	13	100%	4	31%	5	38%	0	0%	4	31%	4	31%
Non-English Language Learner	26	1	4%	25	96%	10	40%	10	40%	1	4%	4	16%	5	20%
Not in Foster Care	26	1	4%	25	96%	10	40%	10	40%	1	4%	4	16%	5	20%
Not Homeless	26	1	4%	25	96%	10	40%	10	40%	1	4%	4	16%	5	20%
Not Migrant	26	1	4%	25	96%	10	40%	10	40%	1	4%	4	16%	5	20%
Parent Not in Armed Forces	26	1	4%	25	96%	10	40%	10	40%	1	4%	4	16%	5	20%

GRADE 8 ELA RESULTS



Percent Scoring at Levels for All Students



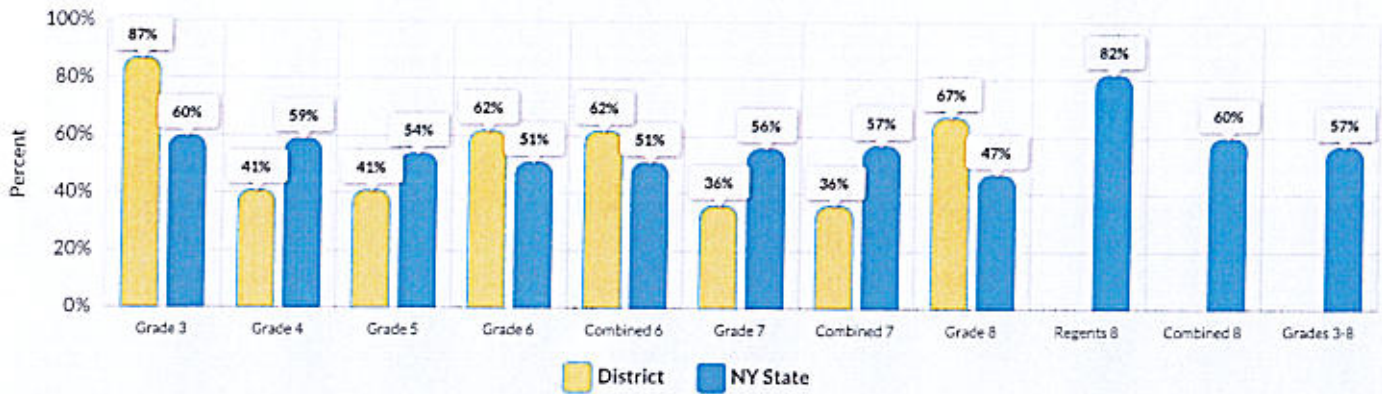
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	0	0%	25	100%	5	20%	9	36%	9	36%	2	8%	11	44%
Female	15	0	0%	15	100%	4	27%	5	33%	4	27%	2	13%	6	40%
Male	10	0	0%	10	100%	1	10%	4	40%	5	50%	0	0%	5	50%
General Education Students	22	0	0%	22	100%	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	3	0	0%	3	100%	--	--	--	--	--	--	--	--	--	--
White	25	0	0%	25	100%	5	20%	9	36%	9	36%	2	8%	11	44%
Economically Disadvantaged	15	0	0%	15	100%	5	33%	5	33%	3	20%	2	13%	5	33%
Not Economically Disadvantaged	10	0	0%	10	100%	0	0%	4	40%	6	60%	0	0%	6	60%
Non-English Language Learner	25	0	0%	25	100%	5	20%	9	36%	9	36%	2	8%	11	44%
Not in Foster Care	25	0	0%	25	100%	5	20%	9	36%	9	36%	2	8%	11	44%
Not Homeless	25	0	0%	25	100%	5	20%	9	36%	9	36%	2	8%	11	44%
Not Migrant	25	0	0%	25	100%	5	20%	9	36%	9	36%	2	8%	11	44%
Parent Not in Armed Forces	25	0	0%	25	100%	5	20%	9	36%	9	36%	2	8%	11	44%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS

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Percent Scoring Proficient by Grade



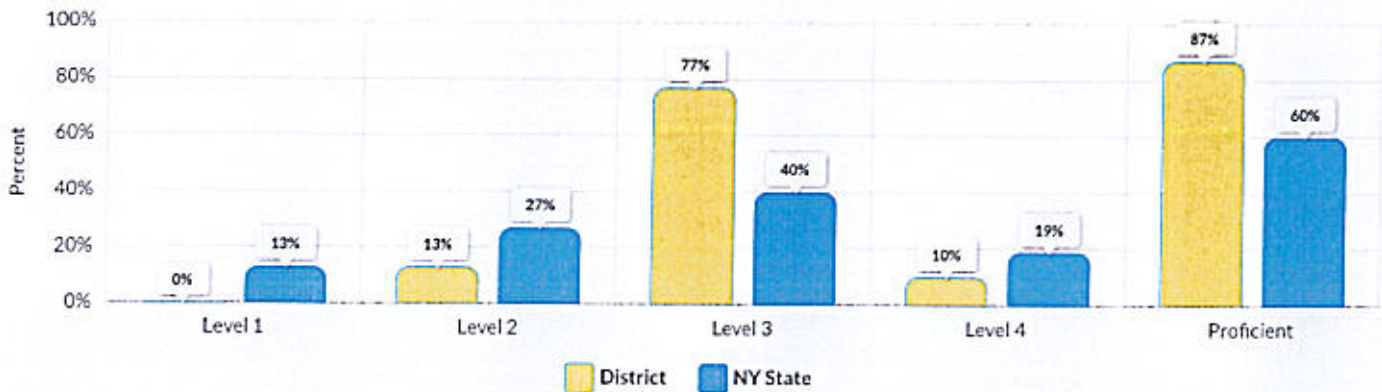
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	33	2	6%	31	94%	0	0%	4	13%	24	77%	3	10%	27	87%
Grade 4	24	2	8%	22	92%	4	18%	9	41%	7	32%	2	9%	9	41%
Grade 5	40	6	15%	34	85%	5	15%	15	44%	11	32%	3	9%	14	41%
Grade 6	25	4	16%	21	84%	4	19%	4	19%	11	52%	2	10%	13	62%
Combined 6	25	4	16%	21	84%	4	19%	4	19%	11	52%	2	10%	13	62%
Grade 7	26	1	4%	25	96%	9	36%	7	28%	3	12%	6	24%	9	36%
Combined 7	26	1	4%	25	96%	9	36%	7	28%	3	12%	6	24%	9	36%
Grade 8	25	1	4%	24	96%	3	13%	5	21%	12	50%	4	17%	16	67%
Regents 8	-	-	-	1	4%	-	-	-	-	-	-	-	-	-	-
Combined 8	25	0	0%	25	100%	-	-	-	-	-	-	-	-	-	-
Grades 3-8	173	15	9%	158	91%	-	-	-	-	-	-	-	-	-	-

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

GRADE 3 MATH RESULTS



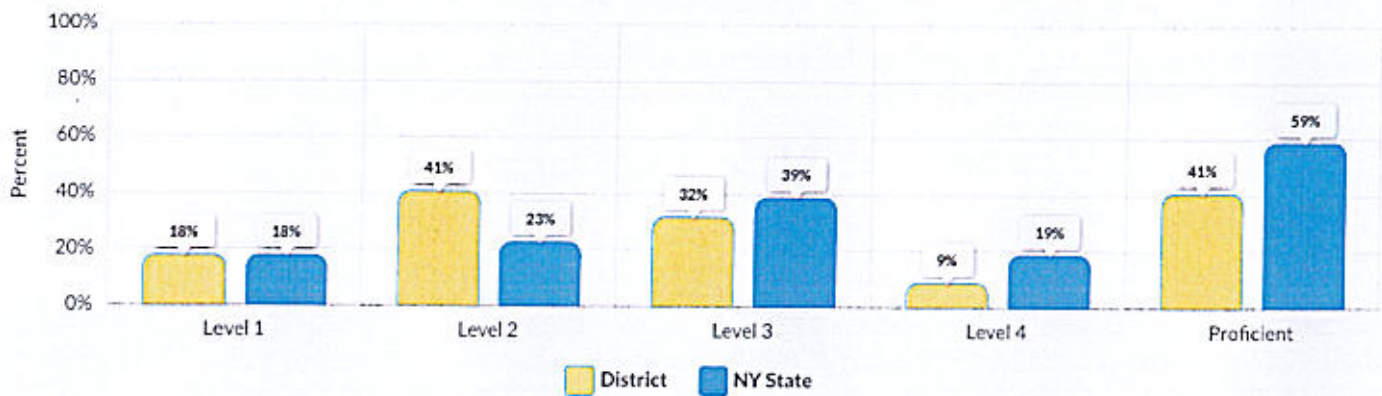
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	2	6%	31	94%	0	0%	4	13%	24	77%	3	10%	27	87%
Female	16	1	6%	15	94%	0	0%	3	20%	9	60%	3	20%	12	80%
Male	17	1	6%	16	94%	0	0%	1	6%	15	94%	0	0%	15	94%
General Education Students	26	2	8%	24	92%	0	0%	2	8%	19	79%	3	13%	22	92%
Students with Disabilities	7	0	0%	7	100%	0	0%	2	29%	5	71%	0	0%	5	71%
White	30	2	7%	28	93%	-	-	-	-	-	-	-	-	-	-
Multiracial	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	33	2	6%	31	94%	0	0%	4	13%	24	77%	3	10%	27	87%
Economically Disadvantaged	20	2	10%	18	90%	0	0%	3	17%	13	72%	2	11%	15	83%
Not Economically Disadvantaged	13	0	0%	13	100%	0	0%	1	8%	11	85%	1	8%	12	92%
Non-English Language Learner	33	2	6%	31	94%	0	0%	4	13%	24	77%	3	10%	27	87%
Not in Foster Care	33	2	6%	31	94%	0	0%	4	13%	24	77%	3	10%	27	87%
Not Homeless	33	2	6%	31	94%	0	0%	4	13%	24	77%	3	10%	27	87%
Not Migrant	33	2	6%	31	94%	0	0%	4	13%	24	77%	3	10%	27	87%
Parent Not in Armed Forces	33	2	6%	31	94%	0	0%	4	13%	24	77%	3	10%	27	87%

GRADE 4 MATH RESULTS

Percent Scoring at Levels for All Students

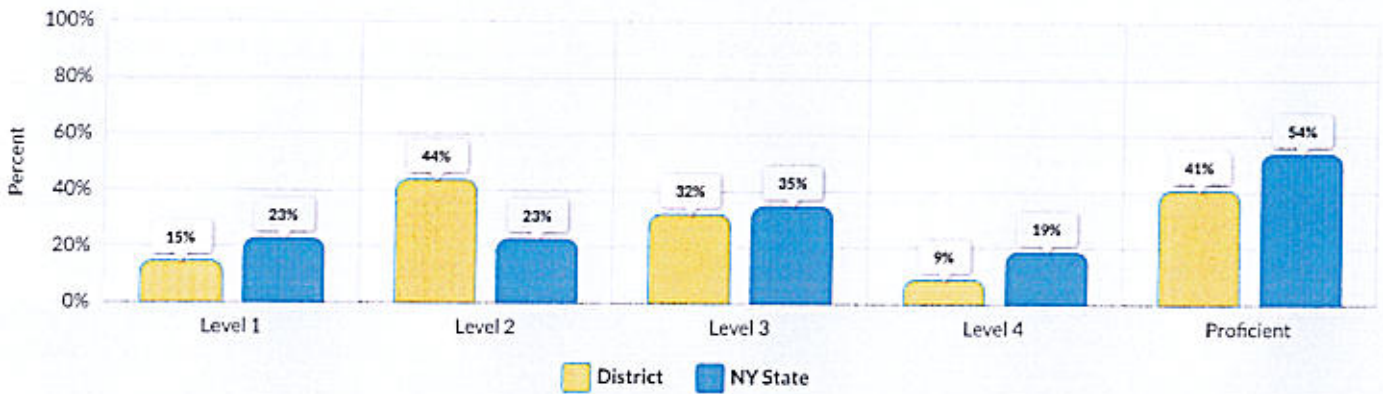


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	24	2	8%	22	92%	4	18%	9	41%	7	32%	2	9%	9	41%
Female	12	0	0%	12	100%	2	17%	5	42%	4	33%	1	8%	5	42%
Male	12	2	17%	10	83%	2	20%	4	40%	3	30%	1	10%	4	40%
General Education Students	18	2	11%	16	89%	0	0%	8	50%	6	38%	2	13%	8	50%
Students with Disabilities	6	0	0%	6	100%	4	67%	1	17%	1	17%	0	0%	1	17%
White	24	2	8%	22	92%	4	18%	9	41%	7	32%	2	9%	9	41%
Economically Disadvantaged	13	1	8%	12	92%	3	25%	5	42%	3	25%	1	8%	4	33%
Not Economically Disadvantaged	11	1	9%	10	91%	1	10%	4	40%	4	40%	1	10%	5	50%
Non-English Language Learner	24	2	8%	22	92%	4	18%	9	41%	7	32%	2	9%	9	41%
Not in Foster Care	24	2	8%	22	92%	4	18%	9	41%	7	32%	2	9%	9	41%
Not Homeless	24	2	8%	22	92%	4	18%	9	41%	7	32%	2	9%	9	41%
Not Migrant	24	2	8%	22	92%	4	18%	9	41%	7	32%	2	9%	9	41%
Parent Not in Armed Forces	24	2	8%	22	92%	4	18%	9	41%	7	32%	2	9%	9	41%

GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students

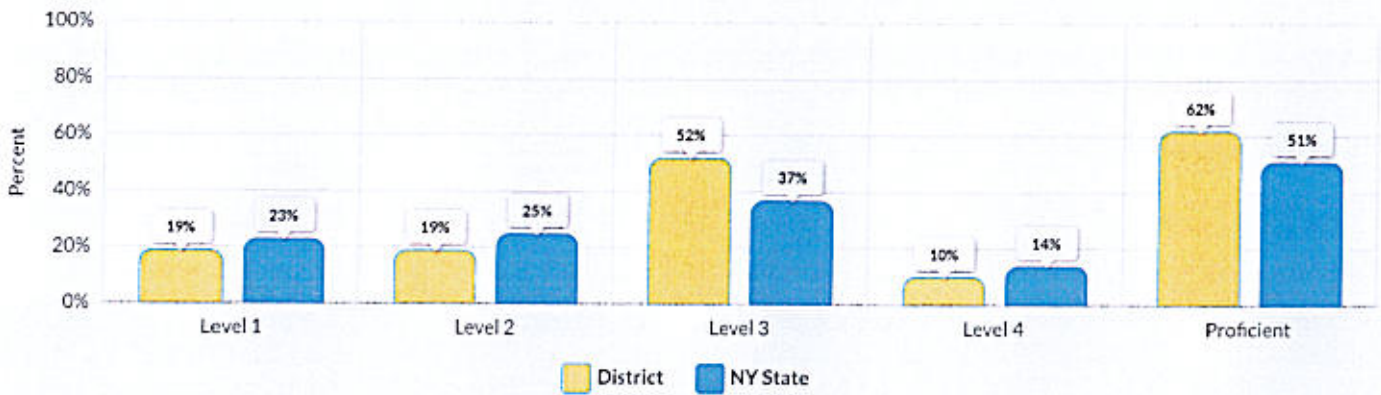


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	6	15%	34	85%	5	15%	15	44%	11	32%	3	9%	14	41%
Female	18	2	11%	16	89%	2	13%	6	38%	7	44%	1	6%	8	50%
Male	22	4	18%	18	82%	3	17%	9	50%	4	22%	2	11%	6	33%
General Education Students	33	3	9%	30	91%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
White	39	5	13%	34	87%	5	15%	15	44%	11	32%	3	9%	14	41%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	21	5	24%	16	76%	3	19%	10	63%	3	19%	0	0%	3	19%
Not Economically Disadvantaged	19	1	5%	18	95%	2	11%	5	28%	8	44%	3	17%	11	61%
Non-English Language Learner	40	6	15%	34	85%	5	15%	15	44%	11	32%	3	9%	14	41%
Not in Foster Care	40	6	15%	34	85%	5	15%	15	44%	11	32%	3	9%	14	41%
Not Homeless	40	6	15%	34	85%	5	15%	15	44%	11	32%	3	9%	14	41%
Not Migrant	40	6	15%	34	85%	5	15%	15	44%	11	32%	3	9%	14	41%
Parent Not in Armed Forces	40	6	15%	34	85%	5	15%	15	44%	11	32%	3	9%	14	41%

GRADE 6 MATH RESULTS

B

Percent Scoring at Levels for All Students

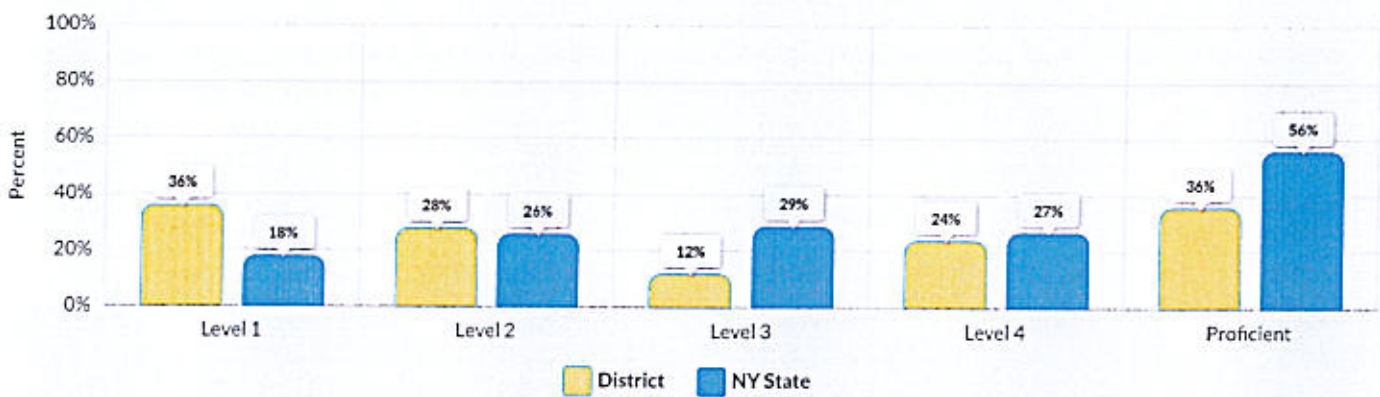


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	4	16%	21	84%	4	19%	4	19%	11	52%	2	10%	13	62%
Female	17	4	24%	13	76%	2	15%	3	23%	6	46%	2	15%	8	62%
Male	8	0	0%	8	100%	2	25%	1	13%	5	63%	0	0%	5	63%
General Education Students	15	4	27%	11	73%	1	9%	1	9%	7	64%	2	18%	9	82%
Students with Disabilities	10	0	0%	10	100%	3	30%	3	30%	4	40%	0	0%	4	40%
White	25	4	16%	21	84%	4	19%	4	19%	11	52%	2	10%	13	62%
Economically Disadvantaged	18	3	17%	15	83%	1	7%	3	20%	9	60%	2	13%	11	73%
Not Economically Disadvantaged	7	1	14%	6	86%	3	50%	1	17%	2	33%	0	0%	2	33%
Non-English Language Learner	25	4	16%	21	84%	4	19%	4	19%	11	52%	2	10%	13	62%
Not in Foster Care	25	4	16%	21	84%	4	19%	4	19%	11	52%	2	10%	13	62%
Not Homeless	25	4	16%	21	84%	4	19%	4	19%	11	52%	2	10%	13	62%
Not Migrant	25	4	16%	21	84%	4	19%	4	19%	11	52%	2	10%	13	62%
Parent Not in Armed Forces	25	4	16%	21	84%	4	19%	4	19%	11	52%	2	10%	13	62%

GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students

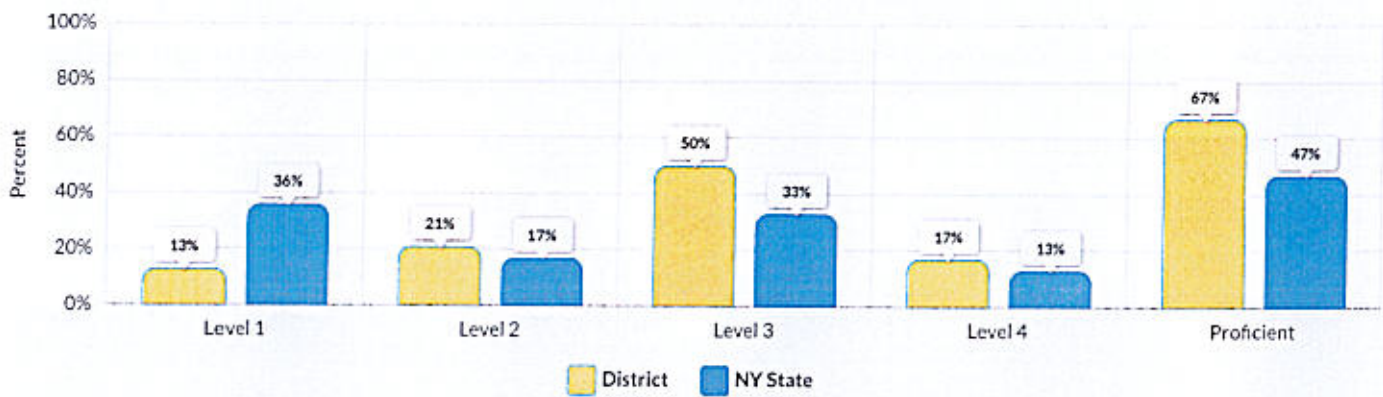


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	26	1	4%	25	96%	9	36%	7	28%	3	12%	6	24%	9	36%
Female	10	0	0%	10	100%	2	20%	4	40%	2	20%	2	20%	4	40%
Male	16	1	6%	15	94%	7	47%	3	20%	1	7%	4	27%	5	33%
General Education Students	19	0	0%	19	100%	4	21%	6	32%	3	16%	6	32%	9	47%
Students with Disabilities	7	1	14%	6	86%	5	83%	1	17%	0	0%	0	0%	0	0%
White	26	1	4%	25	96%	9	36%	7	28%	3	12%	6	24%	9	36%
Economically Disadvantaged	13	1	8%	12	92%	6	50%	5	42%	0	0%	1	8%	1	8%
Not Economically Disadvantaged	13	0	0%	13	100%	3	23%	2	15%	3	23%	5	38%	8	62%
Non-English Language Learner	26	1	4%	25	96%	9	36%	7	28%	3	12%	6	24%	9	36%
Not in Foster Care	26	1	4%	25	96%	9	36%	7	28%	3	12%	6	24%	9	36%
Not Homeless	26	1	4%	25	96%	9	36%	7	28%	3	12%	6	24%	9	36%
Not Migrant	26	1	4%	25	96%	9	36%	7	28%	3	12%	6	24%	9	36%
Parent Not in Armed Forces	26	1	4%	25	96%	9	36%	7	28%	3	12%	6	24%	9	36%

GRADE 8 MATH RESULTS



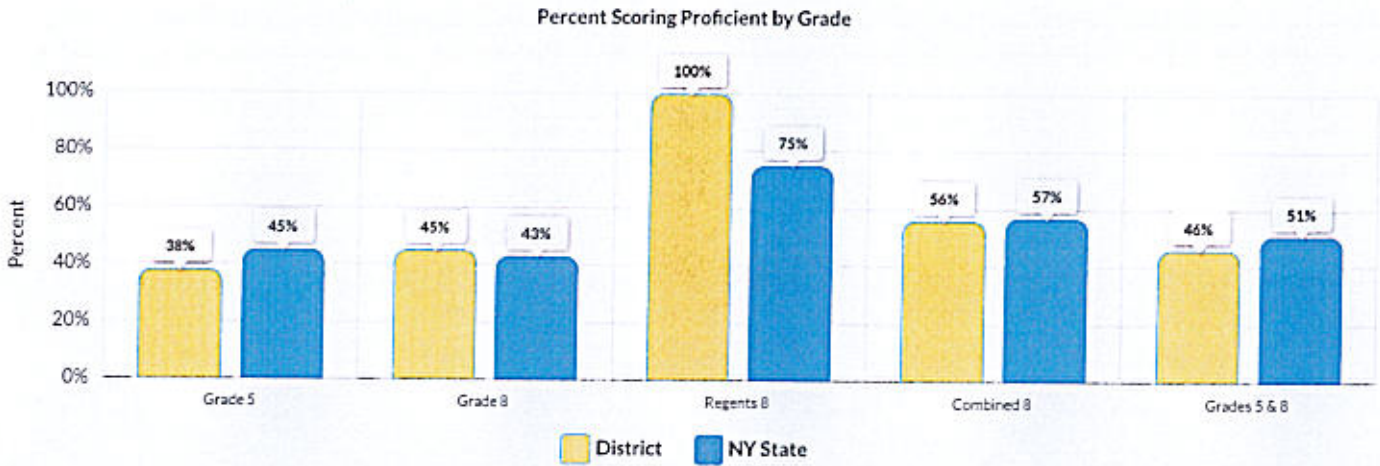
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	1	4%	24	96%	3	13%	5	21%	12	50%	4	17%	16	67%
Female	15	1	7%	14	93%	3	21%	2	14%	7	50%	2	14%	9	64%
Male	10	0	0%	10	100%	0	0%	3	30%	5	50%	2	20%	7	70%
General Education Students	22	1	5%	21	95%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	25	1	4%	24	96%	3	13%	5	21%	12	50%	4	17%	16	67%
Economically Disadvantaged	15	1	7%	14	93%	3	21%	4	29%	7	50%	0	0%	7	50%
Not Economically Disadvantaged	10	0	0%	10	100%	0	0%	1	10%	5	50%	4	40%	9	90%
Non-English Language Learner	25	1	4%	24	96%	3	13%	5	21%	12	50%	4	17%	16	67%
Not in Foster Care	25	1	4%	24	96%	3	13%	5	21%	12	50%	4	17%	16	67%
Not Homeless	25	1	4%	24	96%	3	13%	5	21%	12	50%	4	17%	16	67%
Not Migrant	25	1	4%	24	96%	3	13%	5	21%	12	50%	4	17%	16	67%
Parent Not in Armed Forces	25	1	4%	24	96%	3	13%	5	21%	12	50%	4	17%	16	67%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS



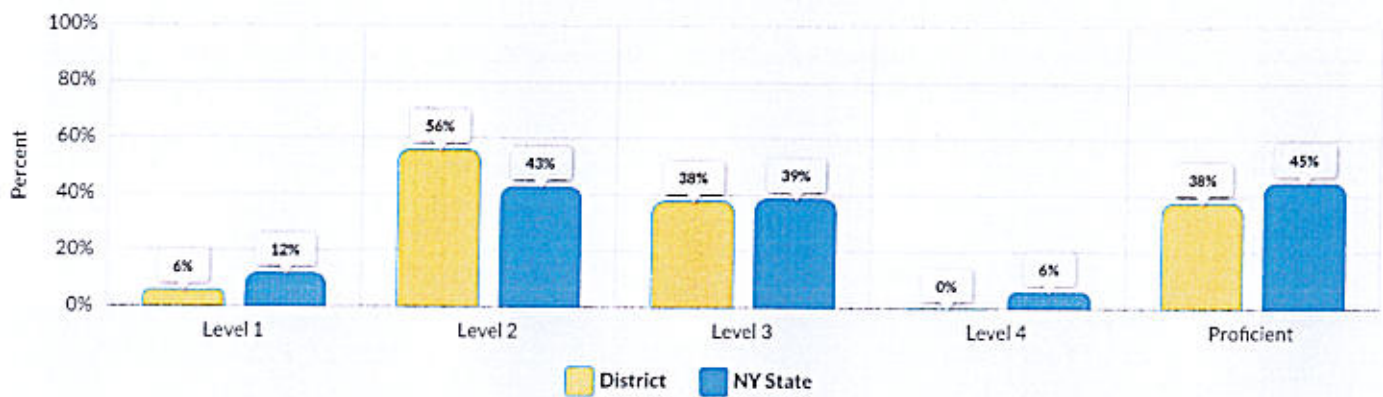
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	40	6	15%	34	85%	2	6%	19	56%	13	38%	0	0%	13	38%
Grade 8	25	5	20%	20	80%	0	0%	11	55%	8	40%	1	5%	9	45%
Regents 8	—	—	—	5	20%	0	0%	0	0%	1	20%	4	80%	5	100%
Combined 8	25	0	0%	25	100%	0	0%	11	44%	9	36%	5	20%	14	56%
Grades 5 & 8	65	6	9%	59	91%	2	3%	30	51%	22	37%	5	8%	27	46%

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

GRADE 5 SCIENCE RESULTS



Percent Scoring at Levels for All Students

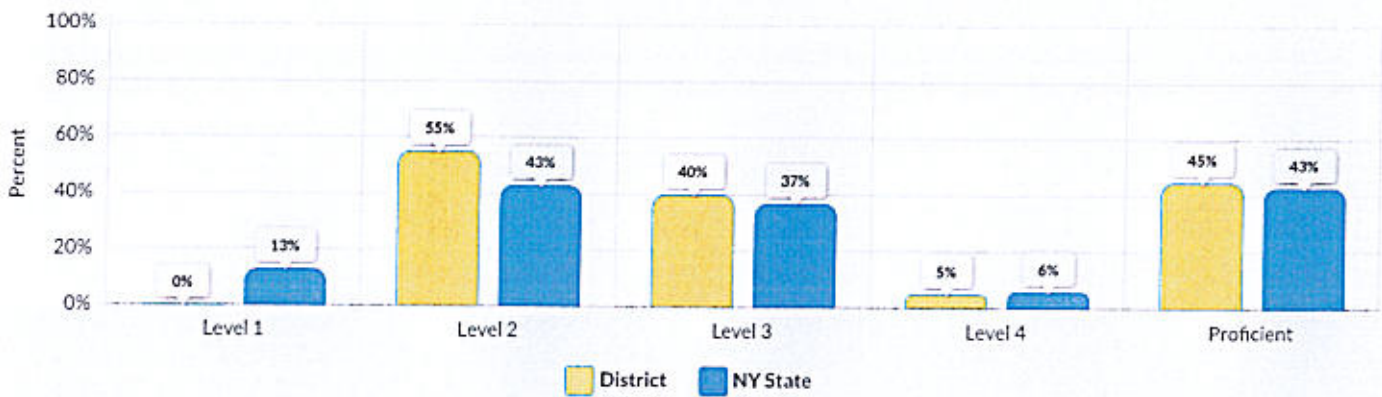


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	6	15%	34	85%	2	6%	19	56%	13	38%	0	0%	13	38%
Female	18	2	11%	16	89%	0	0%	10	63%	6	38%	0	0%	6	38%
Male	22	4	18%	18	82%	2	11%	9	50%	7	39%	0	0%	7	39%
General Education Students	33	3	9%	30	91%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	7	3	43%	4	57%	-	-	-	-	-	-	-	-	-	-
White	39	5	13%	34	87%	2	6%	19	56%	13	38%	0	0%	13	38%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	21	5	24%	16	76%	1	6%	13	81%	2	13%	0	0%	2	13%
Not Economically Disadvantaged	19	1	5%	18	95%	1	6%	6	33%	11	61%	0	0%	11	61%
Non-English Language Learner	40	6	15%	34	85%	2	6%	19	56%	13	38%	0	0%	13	38%
Not in Foster Care	40	6	15%	34	85%	2	6%	19	56%	13	38%	0	0%	13	38%
Not Homeless	40	6	15%	34	85%	2	6%	19	56%	13	38%	0	0%	13	38%
Not Migrant	40	6	15%	34	85%	2	6%	19	56%	13	38%	0	0%	13	38%
Parent Not in Armed Forces	40	6	15%	34	85%	2	6%	19	56%	13	38%	0	0%	13	38%

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	25	5	20%	20	80%	0	0%	11	55%	8	40%	1	5%	9	45%
Female	15	3	20%	12	80%	0	0%	7	58%	4	33%	1	8%	5	42%
Male	10	2	20%	8	80%	0	0%	4	50%	4	50%	0	0%	4	50%
General Education Students	22	5	23%	17	77%	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
White	25	5	20%	20	80%	0	0%	11	55%	8	40%	1	5%	9	45%
Economically Disadvantaged	15	1	7%	14	93%	0	0%	9	64%	4	29%	1	7%	5	36%
Not Economically Disadvantaged	10	4	40%	6	60%	0	0%	2	33%	4	67%	0	0%	4	67%
Non-English Language Learner	25	5	20%	20	80%	0	0%	11	55%	8	40%	1	5%	9	45%
Not in Foster Care	25	5	20%	20	80%	0	0%	11	55%	8	40%	1	5%	9	45%
Not Homeless	25	5	20%	20	80%	0	0%	11	55%	8	40%	1	5%	9	45%
Not Migrant	25	5	20%	20	80%	0	0%	11	55%	8	40%	1	5%	9	45%
Parent Not in Armed Forces	25	5	20%	20	80%	0	0%	11	55%	8	40%	1	5%	9	45%

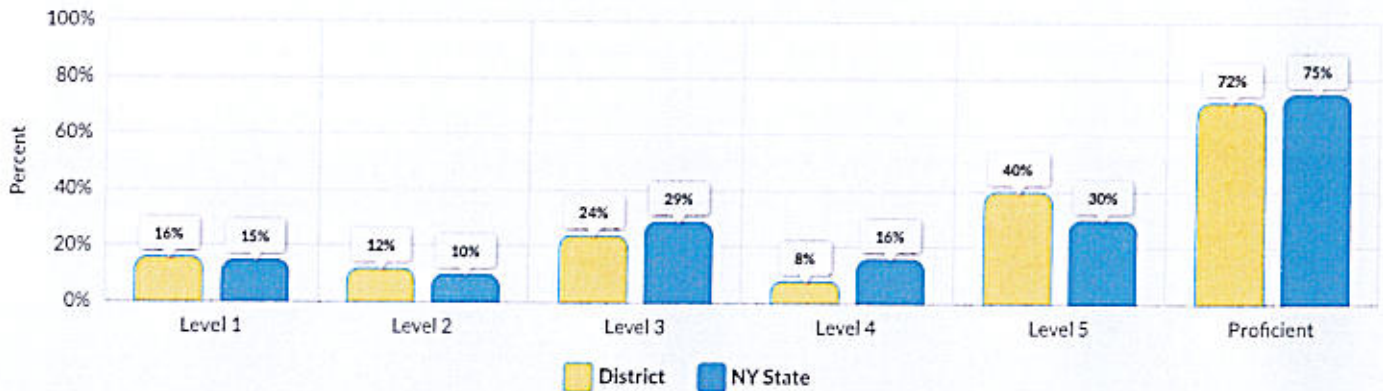
ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

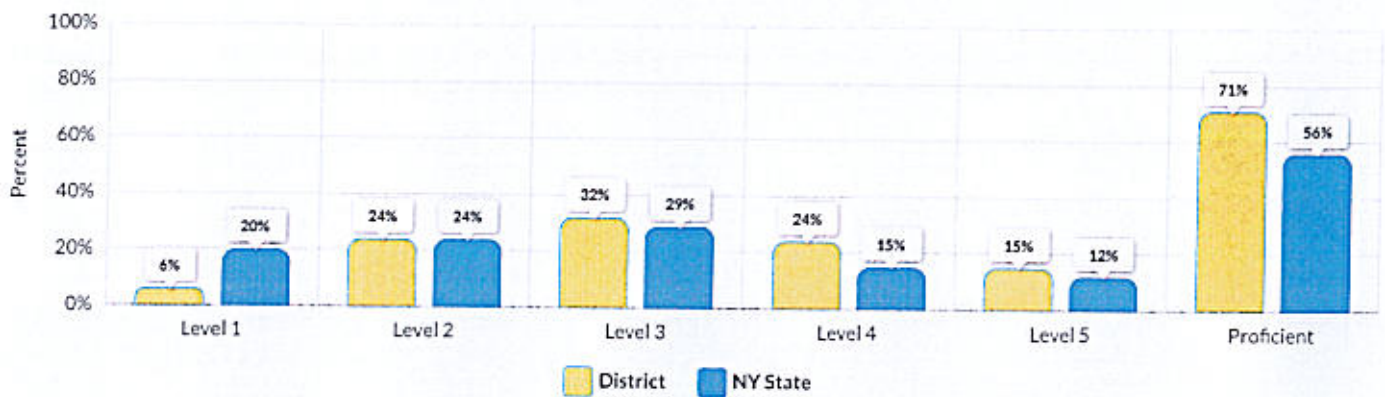


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	4	16%	3	12%	6	24%	2	8%	10	40%	18	72%
Female	6	0	0%	2	33%	0	0%	1	17%	3	50%	4	67%
Male	19	4	21%	1	5%	6	32%	1	5%	7	37%	14	74%
General Education Students	16	0	0%	1	6%	3	19%	2	13%	10	63%	15	94%
Students with Disabilities	9	4	44%	2	22%	3	33%	0	0%	0	0%	3	33%
White	24	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	25	4	16%	3	12%	6	24%	2	8%	10	40%	18	72%
Economically Disadvantaged	14	4	29%	3	21%	3	21%	1	7%	3	21%	7	50%
Not Economically Disadvantaged	11	0	0%	0	0%	3	27%	1	9%	7	64%	11	100%
Non-English Language Learner	25	4	16%	3	12%	6	24%	2	8%	10	40%	18	72%
Not in Foster Care	25	4	16%	3	12%	6	24%	2	8%	10	40%	18	72%
Not Homeless	25	4	16%	3	12%	6	24%	2	8%	10	40%	18	72%
Not Migrant	25	4	16%	3	12%	6	24%	2	8%	10	40%	18	72%
Parent Not in Armed Forces	25	4	16%	3	12%	6	24%	2	8%	10	40%	18	72%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

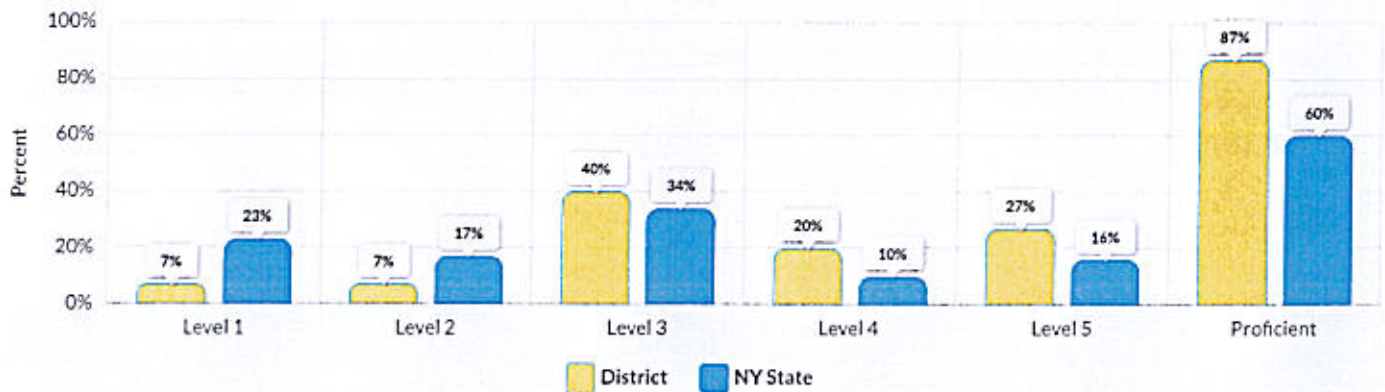


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	34	2	6%	8	24%	11	32%	8	24%	5	15%	24	71%
Female	14	1	7%	1	7%	4	29%	5	36%	3	21%	12	86%
Male	20	1	5%	7	35%	7	35%	3	15%	2	10%	12	60%
General Education Students	26	0	0%	3	12%	10	38%	8	31%	5	19%	23	88%
Students with Disabilities	8	2	25%	5	63%	1	13%	0	0%	0	0%	1	13%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-
White	32	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	34	2	6%	8	24%	11	32%	8	24%	5	15%	24	71%
Economically Disadvantaged	18	2	11%	7	39%	4	22%	4	22%	1	6%	9	50%
Not Economically Disadvantaged	16	0	0%	1	6%	7	44%	4	25%	4	25%	15	94%
Non-English Language Learner	34	2	6%	8	24%	11	32%	8	24%	5	15%	24	71%
Not in Foster Care	34	2	6%	8	24%	11	32%	8	24%	5	15%	24	71%
Not Homeless	34	2	6%	8	24%	11	32%	8	24%	5	15%	24	71%
Not Migrant	34	2	6%	8	24%	11	32%	8	24%	5	15%	24	71%
Parent Not in Armed Forces	34	2	6%	8	24%	11	32%	8	24%	5	15%	24	71%

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



Percent Scoring at Levels for All Students

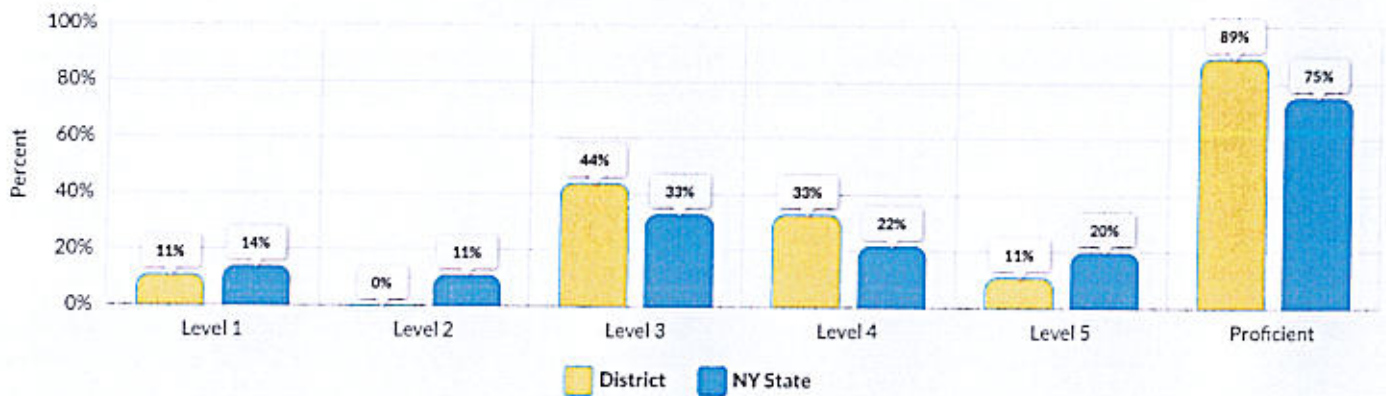


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	15	1	7%	1	7%	6	40%	3	20%	4	27%	13	87%
Female	5	0	0%	1	20%	2	40%	2	40%	0	0%	4	80%
Male	10	1	10%	0	0%	4	40%	1	10%	4	40%	9	90%
General Education Students	14	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
White	14	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	1	7%	1	7%	6	40%	3	20%	4	27%	13	87%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	12	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	15	1	7%	1	7%	6	40%	3	20%	4	27%	13	87%
Not in Foster Care	15	1	7%	1	7%	6	40%	3	20%	4	27%	13	87%
Not Homeless	15	1	7%	1	7%	6	40%	3	20%	4	27%	13	87%
Not Migrant	15	1	7%	1	7%	6	40%	3	20%	4	27%	13	87%
Parent Not in Armed Forces	15	1	7%	1	7%	6	40%	3	20%	4	27%	13	87%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



Percent Scoring at Levels for All Students

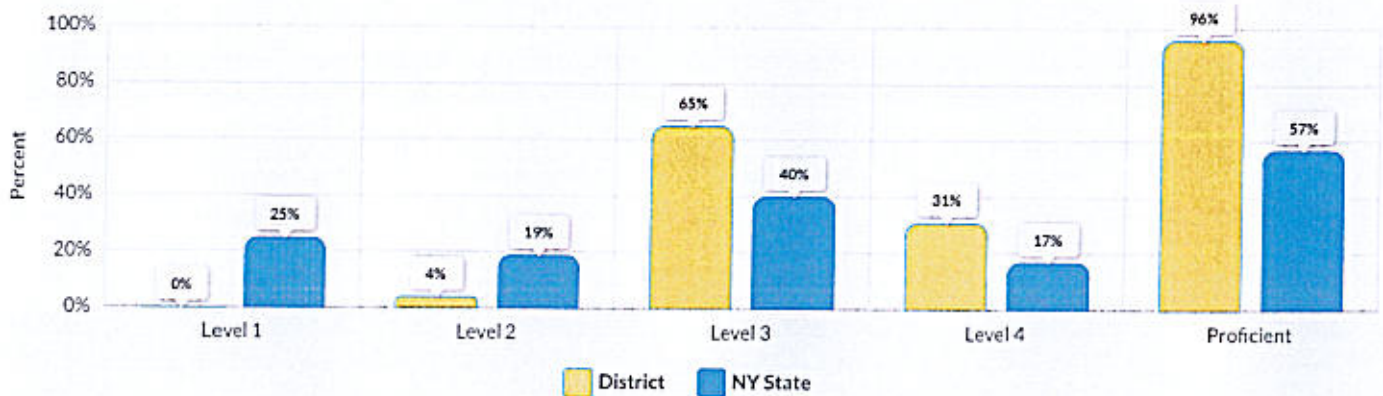


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	9	1	11%	0	0%	4	44%	3	33%	1	11%	8	89%
Female	6	-	-	-	-	-	-	-	-	-	-	-	-
Male	3	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Gender	9	1	11%	0	0%	4	44%	3	33%	1	11%	8	89%
General Education Students	9	1	11%	0	0%	4	44%	3	33%	1	11%	8	89%
White	9	1	11%	0	0%	4	44%	3	33%	1	11%	8	89%
Economically Disadvantaged	5	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	4	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	9	1	11%	0	0%	4	44%	3	33%	1	11%	8	89%
Not in Foster Care	9	1	11%	0	0%	4	44%	3	33%	1	11%	8	89%
Not Homeless	9	1	11%	0	0%	4	44%	3	33%	1	11%	8	89%
Not Migrant	9	1	11%	0	0%	4	44%	3	33%	1	11%	8	89%
Parent Not in Armed Forces	9	1	11%	0	0%	4	44%	3	33%	1	11%	8	89%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Percent Scoring at Levels for All Students

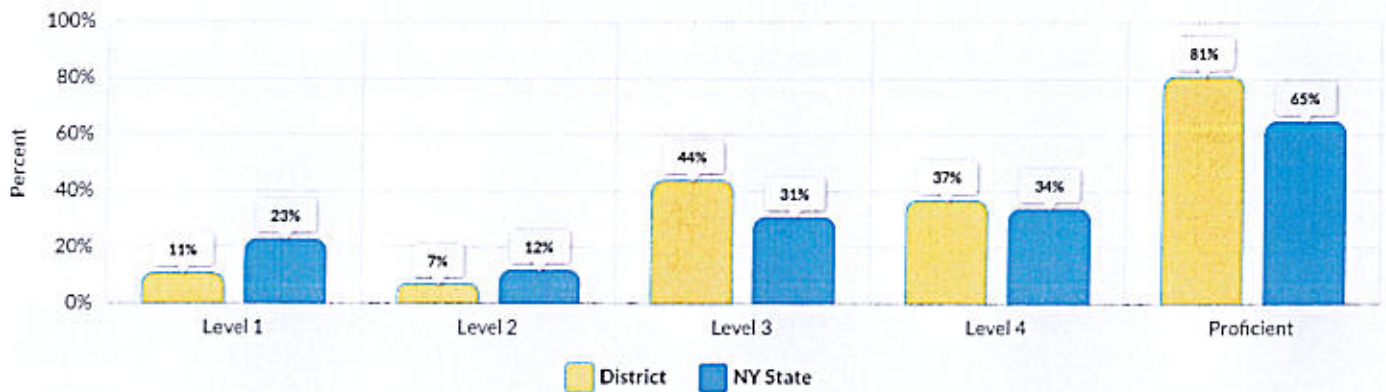


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	26	0	0%	1	4%	17	65%	8	31%	25	96%
Female	11	0	0%	0	0%	9	82%	2	18%	11	100%
Male	15	0	0%	1	7%	8	53%	6	40%	14	93%
General Education Students	23	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
White	25	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	26	0	0%	1	4%	17	65%	8	31%	25	96%
Economically Disadvantaged	12	0	0%	1	8%	10	83%	1	8%	11	92%
Not Economically Disadvantaged	14	0	0%	0	0%	7	50%	7	50%	14	100%
Non-English Language Learner	26	0	0%	1	4%	17	65%	8	31%	25	96%
Not in Foster Care	26	0	0%	1	4%	17	65%	8	31%	25	96%
Not Homeless	26	0	0%	1	4%	17	65%	8	31%	25	96%
Not Migrant	26	0	0%	1	4%	17	65%	8	31%	25	96%
Parent Not in Armed Forces	26	0	0%	1	4%	17	65%	8	31%	25	96%

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



Percent Scoring at Levels for All Students

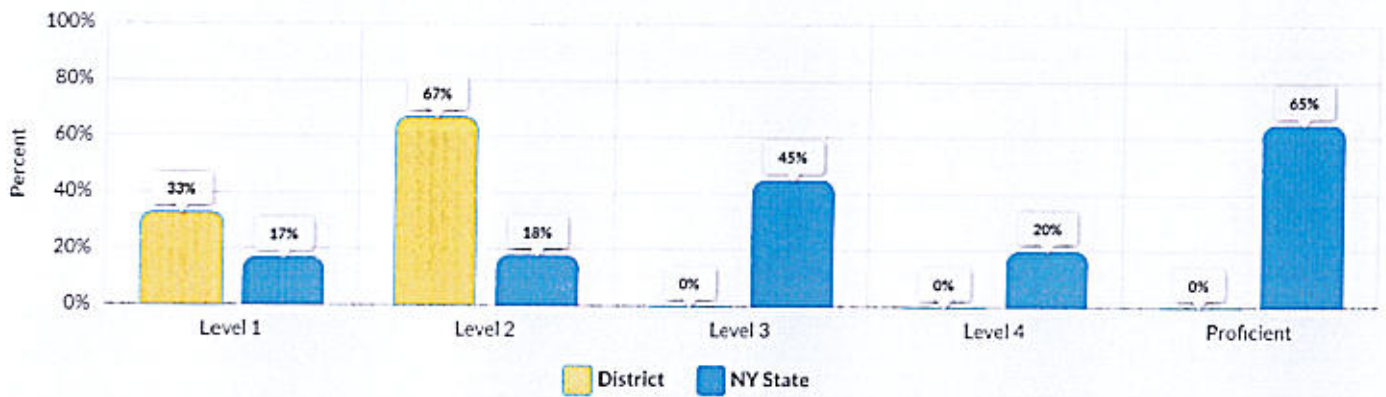


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	27	3	11%	2	7%	12	44%	10	37%	22	81%
Female	13	0	0%	1	8%	8	62%	4	31%	12	92%
Male	14	3	21%	1	7%	4	29%	6	43%	10	71%
General Education Students	20	3	15%	1	5%	7	35%	9	45%	16	80%
Students with Disabilities	7	0	0%	1	14%	5	71%	1	14%	6	86%
White	27	3	11%	2	7%	12	44%	10	37%	22	81%
Economically Disadvantaged	15	2	13%	0	0%	9	60%	4	27%	13	87%
Not Economically Disadvantaged	12	1	8%	2	17%	3	25%	6	50%	9	75%
Non-English Language Learner	27	3	11%	2	7%	12	44%	10	37%	22	81%
Not in Foster Care	27	3	11%	2	7%	12	44%	10	37%	22	81%
Not Homeless	27	3	11%	2	7%	12	44%	10	37%	22	81%
Not Migrant	27	3	11%	2	7%	12	44%	10	37%	22	81%
Parent Not in Armed Forces	27	3	11%	2	7%	12	44%	10	37%	22	81%

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



Percent Scoring at Levels for All Students

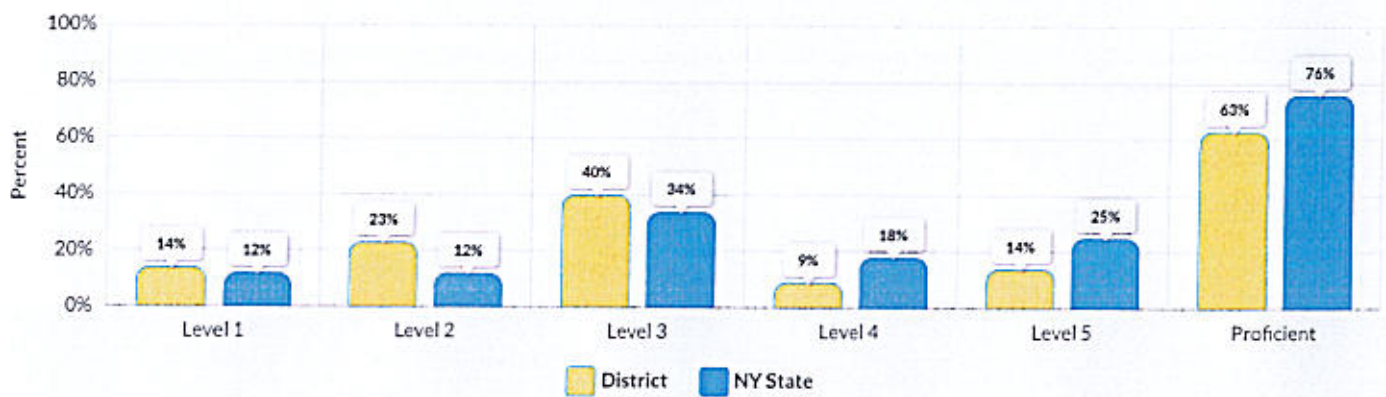


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	6	2	33%	4	67%	0	0%	0	0%	0	0%
Female	2	–	–	–	–	–	–	–	–	–	–
Male	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	6	2	33%	4	67%	0	0%	0	0%	0	0%
General Education Students	5	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
White	6	2	33%	4	67%	0	0%	0	0%	0	0%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	5	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	6	2	33%	4	67%	0	0%	0	0%	0	0%
Not in Foster Care	6	2	33%	4	67%	0	0%	0	0%	0	0%
Not Homeless	6	2	33%	4	67%	0	0%	0	0%	0	0%
Not Migrant	6	2	33%	4	67%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	6	2	33%	4	67%	0	0%	0	0%	0	0%

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



Percent Scoring at Levels for All Students

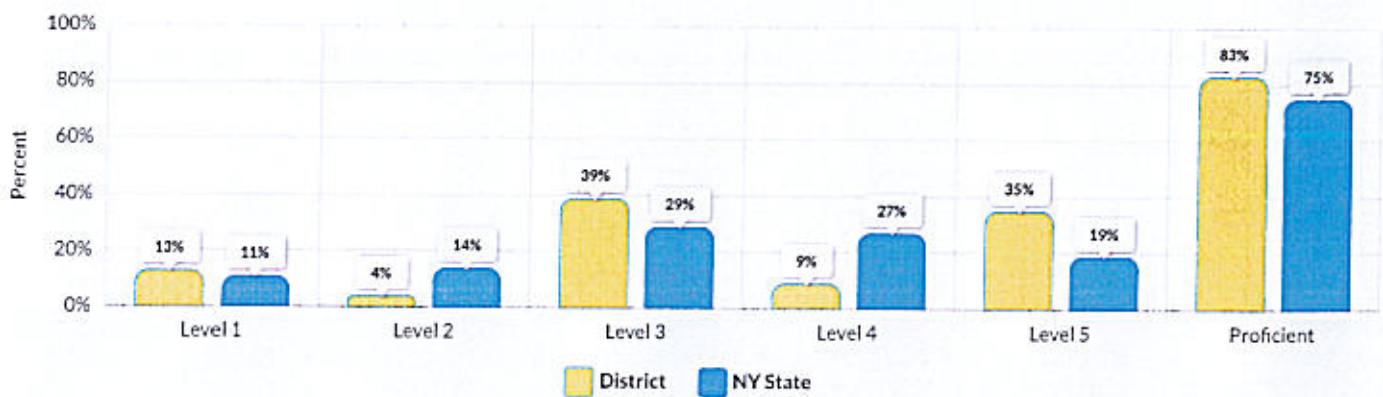


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	35	5	14%	8	23%	14	40%	3	9%	5	14%	22	63%
Female	16	3	19%	2	13%	8	50%	2	13%	1	6%	11	69%
Male	19	2	11%	6	32%	6	32%	1	5%	4	21%	11	58%
General Education Students	24	0	0%	5	21%	11	46%	3	13%	5	21%	19	79%
Students with Disabilities	11	5	45%	3	27%	3	27%	0	0%	0	0%	3	27%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
White	32	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	35	5	14%	8	23%	14	40%	3	9%	5	14%	22	63%
Economically Disadvantaged	23	5	22%	7	30%	8	35%	1	4%	2	9%	11	48%
Not Economically Disadvantaged	12	0	0%	1	8%	6	50%	2	17%	3	25%	11	92%
Non-English Language Learner	35	5	14%	8	23%	14	40%	3	9%	5	14%	22	63%
Not in Foster Care	35	5	14%	8	23%	14	40%	3	9%	5	14%	22	63%
Not Homeless	35	5	14%	8	23%	14	40%	3	9%	5	14%	22	63%
Not Migrant	35	5	14%	8	23%	14	40%	3	9%	5	14%	22	63%
Parent Not in Armed Forces	35	5	14%	8	23%	14	40%	3	9%	5	14%	22	63%

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	23	3	13%	1	4%	9	39%	2	9%	8	35%	19	83%
Female	5	1	20%	0	0%	1	20%	1	20%	2	40%	4	80%
Male	18	2	11%	1	6%	8	44%	1	6%	6	33%	15	83%
General Education Students	16	0	0%	1	6%	5	31%	2	13%	8	50%	15	94%
Students with Disabilities	7	3	43%	0	0%	4	57%	0	0%	0	0%	4	57%
White	23	3	13%	1	4%	9	39%	2	9%	8	35%	19	83%
Economically Disadvantaged	11	3	27%	1	9%	5	45%	1	9%	1	9%	7	64%
Not Economically Disadvantaged	12	0	0%	0	0%	4	33%	1	8%	7	58%	12	100%
Non-English Language Learner	23	3	13%	1	4%	9	39%	2	9%	8	35%	19	83%
Not in Foster Care	23	3	13%	1	4%	9	39%	2	9%	8	35%	19	83%
Not Homeless	23	3	13%	1	4%	9	39%	2	9%	8	35%	19	83%
Not Migrant	23	3	13%	1	4%	9	39%	2	9%	8	35%	19	83%
Parent Not in Armed Forces	23	3	13%	1	4%	9	39%	2	9%	8	35%	19	83%

TOTAL COHORT REGENTS EXAMINATION RESULTS

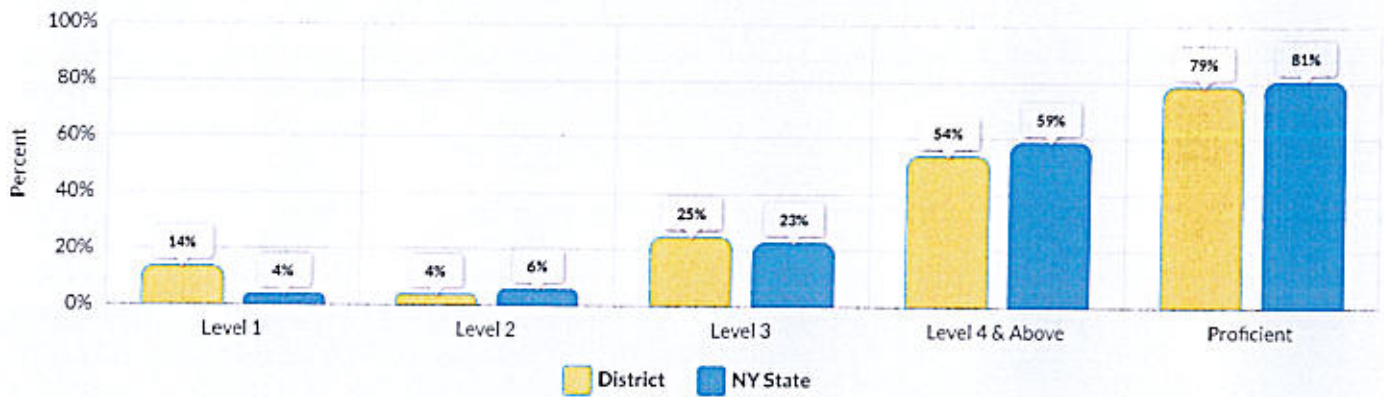
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 - June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age.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

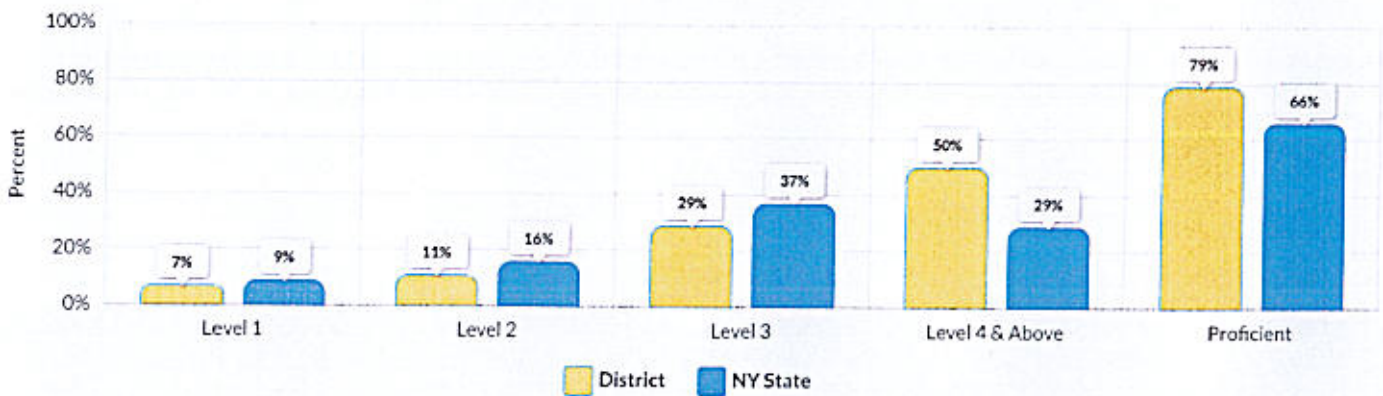


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	1	4%	27	96%	4	14%	1	4%	7	25%	15	54%	22	79%
Female	13	1	8%	12	92%	2	15%	0	0%	4	31%	6	46%	10	77%
Male	15	0	0%	15	100%	2	13%	1	7%	3	20%	9	60%	12	80%
General Education Students	18	0	0%	18	100%	0	0%	0	0%	4	22%	14	78%	18	100%
Students with Disabilities	10	1	10%	9	90%	4	40%	1	10%	3	30%	1	10%	4	40%
White	28	1	4%	27	96%	4	14%	1	4%	7	25%	15	54%	22	79%
Economically Disadvantaged	16	1	6%	15	94%	4	25%	1	6%	4	25%	6	38%	10	63%
Not Economically Disadvantaged	12	0	0%	12	100%	0	0%	0	0%	3	25%	9	75%	12	100%
Non-English Language Learner	28	1	4%	27	96%	4	14%	1	4%	7	25%	15	54%	22	79%
Not in Foster Care	28	1	4%	27	96%	4	14%	1	4%	7	25%	15	54%	22	79%
Not Homeless	28	1	4%	27	96%	4	14%	1	4%	7	25%	15	54%	22	79%
Not Migrant	28	1	4%	27	96%	4	14%	1	4%	7	25%	15	54%	22	79%
Parent Not in Armed Forces	28	1	4%	27	96%	4	14%	1	4%	7	25%	15	54%	22	79%

2021 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students

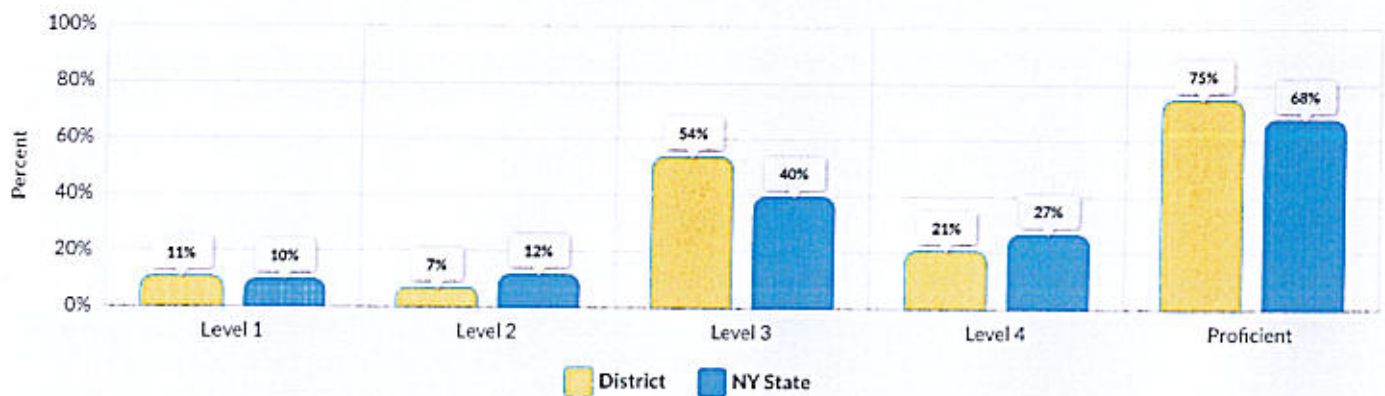


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	1	4%	27	96%	2	7%	3	11%	8	29%	14	50%	22	79%
Female	13	1	8%	12	92%	0	0%	2	15%	4	31%	6	46%	10	77%
Male	15	0	0%	15	100%	2	13%	1	7%	4	27%	8	53%	12	80%
General Education Students	18	0	0%	18	100%	0	0%	0	0%	5	28%	13	72%	18	100%
Students with Disabilities	10	1	10%	9	90%	2	20%	3	30%	3	30%	1	10%	4	40%
White	28	1	4%	27	96%	2	7%	3	11%	8	29%	14	50%	22	79%
Economically Disadvantaged	16	1	6%	15	94%	2	13%	3	19%	5	31%	5	31%	10	63%
Not Economically Disadvantaged	12	0	0%	12	100%	0	0%	0	0%	3	25%	9	75%	12	100%
Non-English Language Learner	28	1	4%	27	96%	2	7%	3	11%	8	29%	14	50%	22	79%
Not in Foster Care	28	1	4%	27	96%	2	7%	3	11%	8	29%	14	50%	22	79%
Not Homeless	28	1	4%	27	96%	2	7%	3	11%	8	29%	14	50%	22	79%
Not Migrant	28	1	4%	27	96%	2	7%	3	11%	8	29%	14	50%	22	79%
Parent Not in Armed Forces	28	1	4%	27	96%	2	7%	3	11%	8	29%	14	50%	22	79%

2021 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students

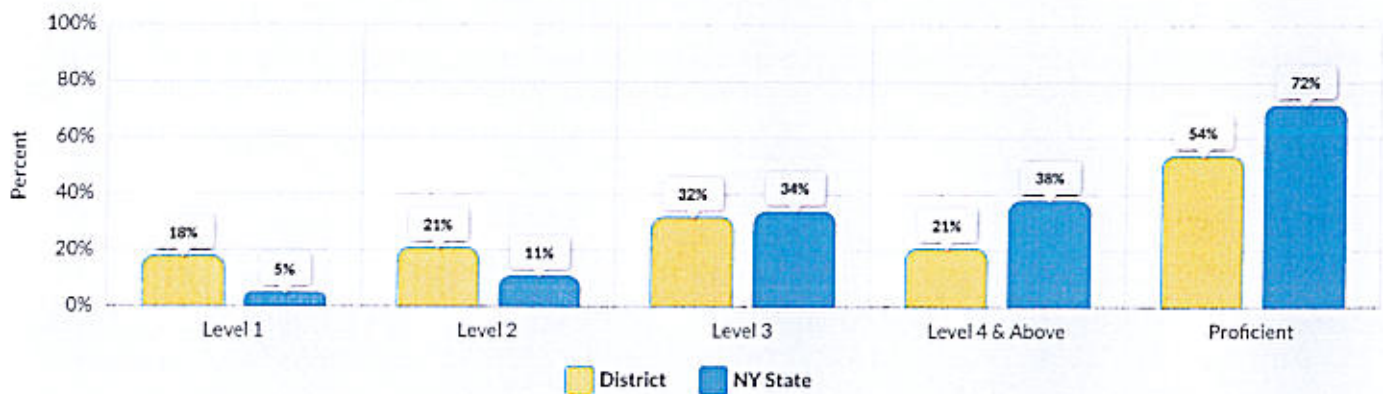


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	2	7%	26	93%	3	11%	2	7%	15	54%	6	21%	21	75%
Female	13	1	8%	12	92%	2	15%	0	0%	8	62%	2	15%	10	77%
Male	15	1	7%	14	93%	1	7%	2	13%	7	47%	4	27%	11	73%
General Education Students	18	1	6%	17	94%	0	0%	0	0%	11	61%	6	33%	17	94%
Students with Disabilities	10	1	10%	9	90%	3	30%	2	20%	4	40%	0	0%	4	40%
White	28	2	7%	26	93%	3	11%	2	7%	15	54%	6	21%	21	75%
Economically Disadvantaged	16	2	13%	14	88%	3	19%	2	13%	9	56%	0	0%	9	56%
Not Economically Disadvantaged	12	0	0%	12	100%	0	0%	0	0%	6	50%	6	50%	12	100%
Non-English Language Learner	28	2	7%	26	93%	3	11%	2	7%	15	54%	6	21%	21	75%
Not in Foster Care	28	2	7%	26	93%	3	11%	2	7%	15	54%	6	21%	21	75%
Not Homeless	28	2	7%	26	93%	3	11%	2	7%	15	54%	6	21%	21	75%
Not Migrant	28	2	7%	26	93%	3	11%	2	7%	15	54%	6	21%	21	75%
Parent Not in Armed Forces	28	2	7%	26	93%	3	11%	2	7%	15	54%	6	21%	21	75%

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students

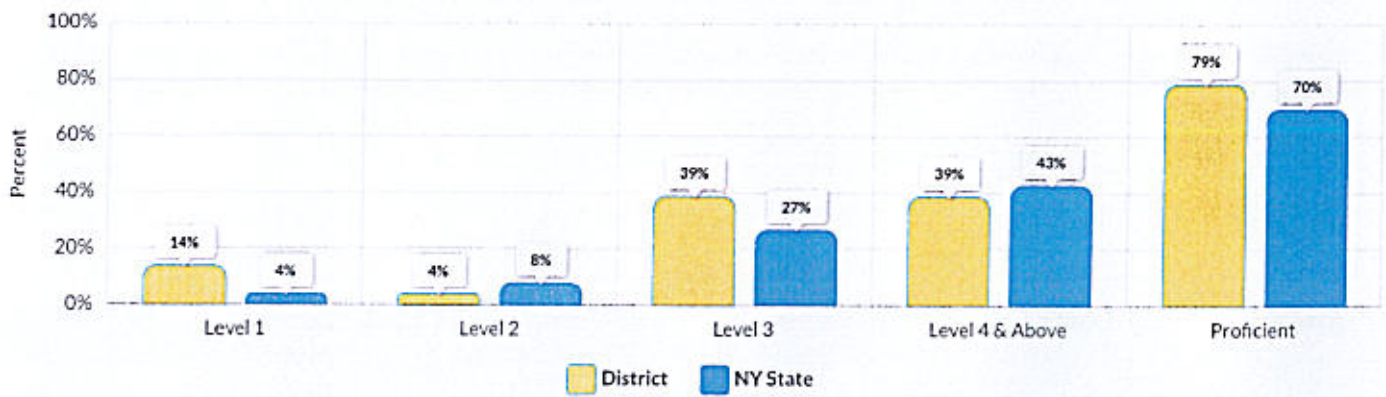


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	2	7%	26	93%	5	18%	6	21%	9	32%	6	21%	15	54%
Female	13	1	8%	12	92%	2	15%	3	23%	5	38%	2	15%	7	54%
Male	15	1	7%	14	93%	3	20%	3	20%	4	27%	4	27%	8	53%
General Education Students	18	1	6%	17	94%	0	0%	2	11%	9	50%	6	33%	15	83%
Students with Disabilities	10	1	10%	9	90%	5	50%	4	40%	0	0%	0	0%	0	0%
White	28	2	7%	26	93%	5	18%	6	21%	9	32%	6	21%	15	54%
Economically Disadvantaged	16	2	13%	14	88%	5	31%	4	25%	5	31%	0	0%	5	31%
Not Economically Disadvantaged	12	0	0%	12	100%	0	0%	2	17%	4	33%	6	50%	10	83%
Non-English Language Learner	28	2	7%	26	93%	5	18%	6	21%	9	32%	6	21%	15	54%
Not in Foster Care	28	2	7%	26	93%	5	18%	6	21%	9	32%	6	21%	15	54%
Not Homeless	28	2	7%	26	93%	5	18%	6	21%	9	32%	6	21%	15	54%
Not Migrant	28	2	7%	26	93%	5	18%	6	21%	9	32%	6	21%	15	54%
Parent Not in Armed Forces	28	2	7%	26	93%	5	18%	6	21%	9	32%	6	21%	15	54%

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	28	1	4%	27	96%	4	14%	1	4%	11	39%	11	39%	22	79%
Female	13	1	8%	12	92%	2	15%	0	0%	6	46%	4	31%	10	77%
Male	15	0	0%	15	100%	2	13%	1	7%	5	33%	7	47%	12	80%
General Education Students	18	0	0%	18	100%	0	0%	0	0%	7	39%	11	61%	18	100%
Students with Disabilities	10	1	10%	9	90%	4	40%	1	10%	4	40%	0	0%	4	40%
White	28	1	4%	27	96%	4	14%	1	4%	11	39%	11	39%	22	79%
Economically Disadvantaged	16	1	6%	15	94%	4	25%	1	6%	7	44%	3	19%	10	63%
Not Economically Disadvantaged	12	0	0%	12	100%	0	0%	0	0%	4	33%	8	67%	12	100%
Non-English Language Learner	28	1	4%	27	96%	4	14%	1	4%	11	39%	11	39%	22	79%
Not in Foster Care	28	1	4%	27	96%	4	14%	1	4%	11	39%	11	39%	22	79%
Not Homeless	28	1	4%	27	96%	4	14%	1	4%	11	39%	11	39%	22	79%
Not Migrant	28	1	4%	27	96%	4	14%	1	4%	11	39%	11	39%	22	79%
Parent Not in Armed Forces	28	1	4%	27	96%	4	14%	1	4%	11	39%	11	39%	22	79%

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

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

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	237	31	13.1%
Multiracial	4	–	–
White	233	30	12.9%
Students with Disabilities	55	10	18.2%
Economically Disadvantaged	142	27	19%

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	104	29	27.9%
American Indian or Alaska Native	1	–	–
Multiracial	1	–	–
White	102	29	28.4%
Students with Disabilities	25	6	24%
Economically Disadvantaged	50	17	34%

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	28	23	82%	8	29%	14	50%	1	4%	5	18%	0	0%	0	0%	0	0%
Female	13	10	77%	3	23%	7	54%	0	0%	3	23%	0	0%	0	0%	0	0%
Male	15	13	87%	5	33%	7	47%	1	7%	2	13%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	18	18	100%	8	44%	10	56%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	10	5	50%	0	0%	4	40%	1	10%	5	50%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	28	23	82%	8	29%	14	50%	1	4%	5	18%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	16	11	69%	1	6%	9	56%	1	6%	5	31%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	12	12	100%	7	58%	5	42%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	28	23	82%	8	29%	14	50%	1	4%	5	18%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	28	23	82%	8	29%	14	50%	1	4%	5	18%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	28	23	82%	8	29%	14	50%	1	4%	5	18%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	28	23	82%	8	29%	14	50%	1	4%	5	18%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	28	23	82%	8	29%	14	50%	1	4%	5	18%	0	0%	0	0%	0	0%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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