

# Rye Neck UFSD

## Budget Statement and Required Attachments

## 2026-2027

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# Board of Education

- Erica Wagner, President
- Halli Gatenio, Vice President
- Jason Carmel, Trustee
- Ruth Homberg, Trustee
- Alex Rainert, Trustee

# Administration

Michael Burke, Superintendent of Schools
Carolyn Mahar, Assistant Superintendent for Business and Finance
Corinne Ryan, Assistant Superintendent for Curriculum and Instruction
Melinda Folchetti, Principal, High School
Jason Doerr, Principal, Middle School
Michael Scarantino, Principal, F.E. Bellows Elementary School
Tara Goldberg, Principal, Daniel Warren Elementary School
Michael Priskie, Assistant Principal for Middle/High School
H. William Siegel, Director of Pupil Personnel Services
Joseph Ceglia, Director of Health, Physical Education & Athletics
Mary Lanza, Director of Technology and Communications

# Important Budget Dates

## February 11
**Public Budget Discussion**

7:00pm, MS/HS
Community Room

## March 18
**Public Budget Discussion**

7:00pm, MS/HS
Community Room

## April 21
**Public Budget Discussion & Adoption**
7:00pm, MS/HS
Community Room

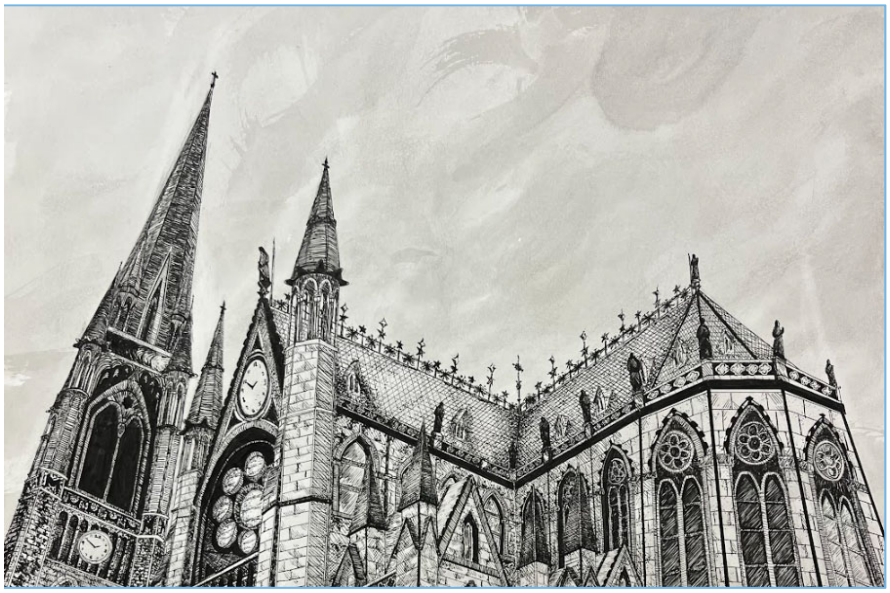
## May 6
**Final Budget Hearing**

9:00am, Daniel Warren
Auditorium

## May 19
**BUDGET VOTE and TRUSTEE ELECTION**
**7:00am - 9:00pm, MS/HS Community Room**



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# 01

# Overview

2026-2027 Proposed Budget

Rye Neck Schools 6

# 2026-2027 Budget Goals

### Tax Cap Compliance

Propose a tax cap compliant budget

### Safety and Security

Uphold the District's security and safety measures

### Core Course/ Elective Expansion

Expand the breadth and depth of core course/elective offerings

### Class Size

Continue commitment to favorable class size

### Maximize Collaboration

Maximize fiscal efficiency through collaborative efforts with parent groups

### Extracurricular

Offer extracurricular opportunities that support a comprehensive educational program



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# 2026-2027 Proposed Budget Facts

## 2.38%

The tax levy increase of 2.38% will be at the tax levy cap

## 2.41%

% spending is increasing over the 2025-26 school year

## $53,812,226

Total budget for the 2026-27 school year

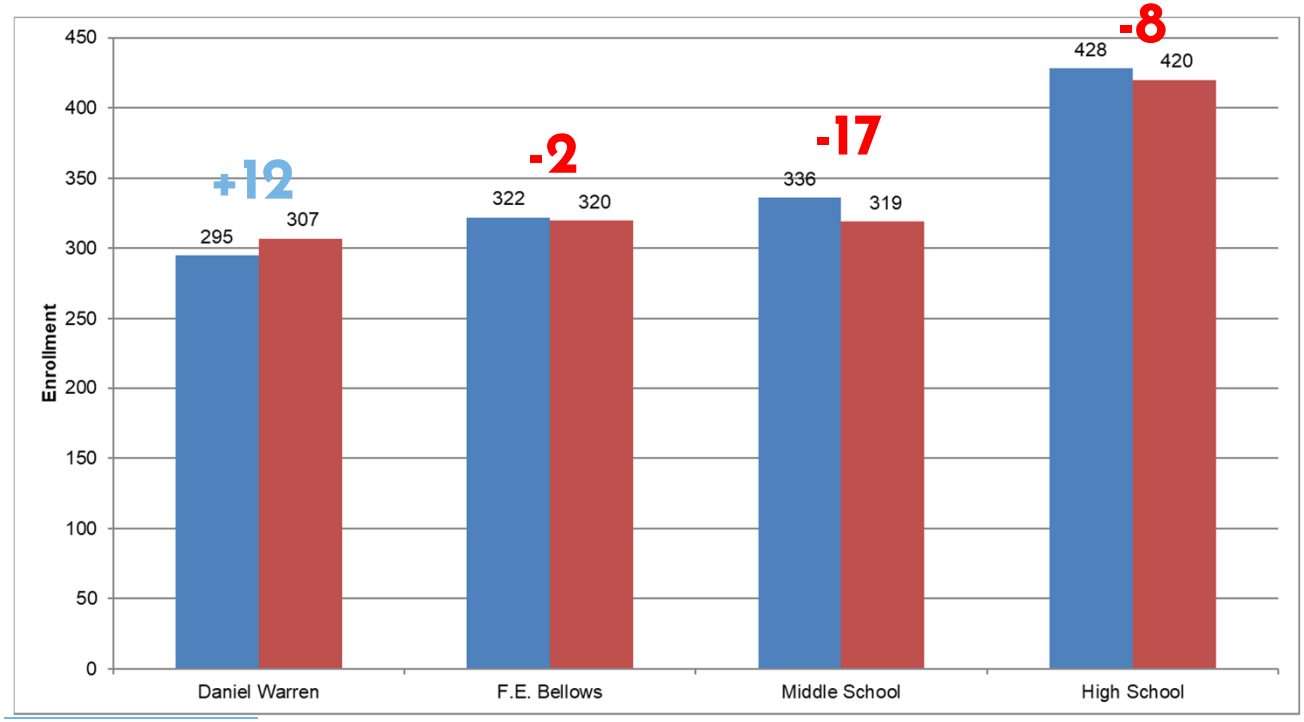
## $1,263,815

$ spending is increasing over the 2025-26 school year



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# Actual and Projected Enrollment

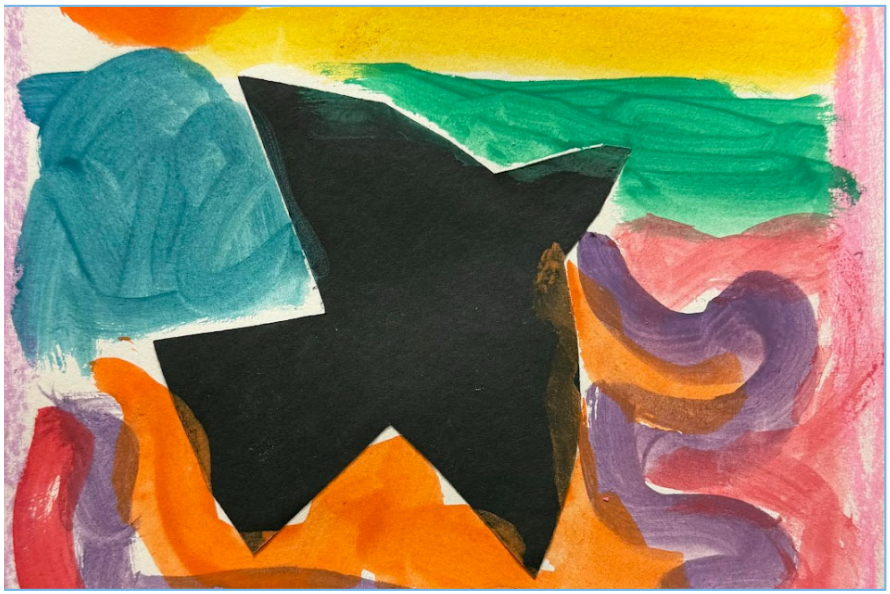



**2025-26 Actual Enrollment**
**1,381**

**2026-27 Projected Enrollment**
**1,366**



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# Financial Information

2026-2027 Proposed Budget

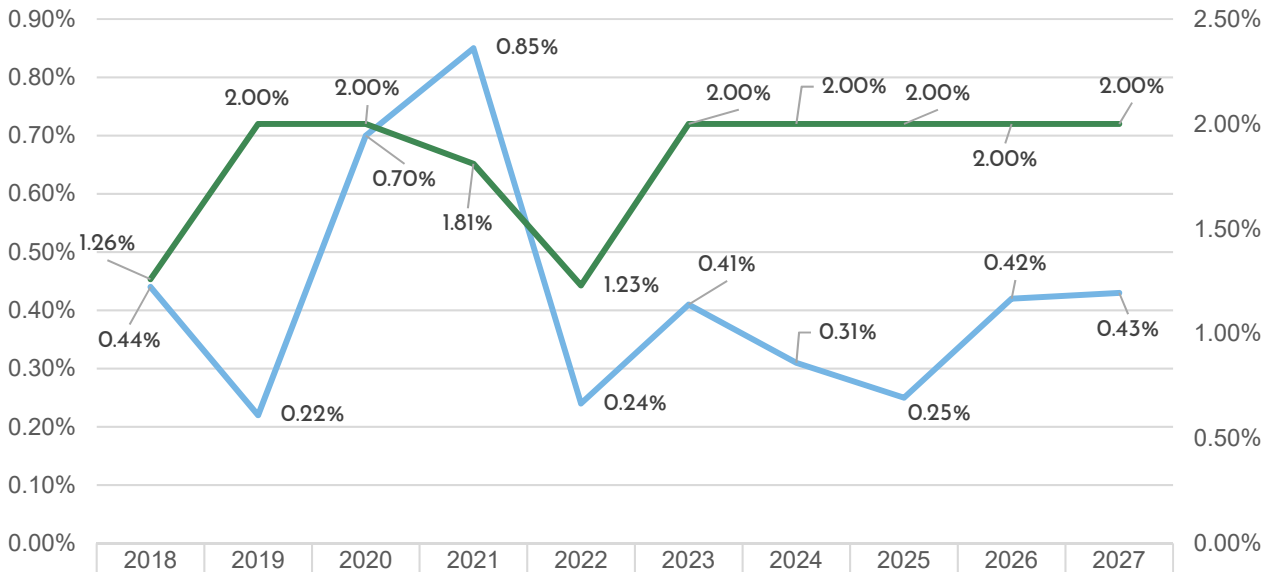
Rye Neck Schools 10

# DRAFT Revenues

| Source of Revenue | Budgeted FY 25-26 | Proposed FY 26-27 | % of the budget | Change in funding | % Change |
|---|---|---|---|---|---|
| **Appropriated Fund Balance, July 1** (funds used to reduce tax rate) | **575,000** | **575,000** | 1.07% | - | 0.00% |
| **Local Sources** | | | | | |
| Property Tax * | **44,491,701** | **45,549,118** | 84.64% | 1,057,417 | 2.38% |
| Westchester County Sales Tax | **775,000** | **800,000** | 1.49% | 25,000 | 3.23% |
| **State Sources** | | | | | |
| Estimated State Aid | **5,305,710** | **5,363,108** | 9.97% | 57,398 | 1.08% |
| **Transfers in** | | | | | |
| Debt Service Reserve | **150,000** | **100,000** | 0.19% | (50,000) | -33.33% |
| ERS Reserve | **580,000** | **650,000** | 1.21% | 70,000 | 12.07% |
| TRS Reserve | **100,000** | **150,000** | 0.28% | 50,000 | 50.00% |
| **Other Sources** | | | | | |
| Interest on deposits | 450,000 | 400,000 | 0.74% | (50,000) | -11.11% |
| Refund of PY Costs (BOCES, etc.) | 70,000 | 90,000 | 0.17% | 20,000 | 28.57% |
| ERate Cat 2 Funding | - | 70,000 | 0.13% | 70,000 | NM |
| Miscellaneous | 51,000 | 65,000 | 0.12% | 14,000 | 27.45% |
| **Total - Other Sources** | **571,000** | **625,000** | **1.16%** | **54,000** | **9.46%** |
| **Grand Total** | **52,548,411** | **53,812,226** | **100.00%** | **1,263,815** | **2.41%** |

** A portion of the property tax levy will be paid by the State in the form of STAR repayments.*

# 2026-2027 Budget - Tax Cap Components




| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
|---|---|---|---|---|---|---|---|---|---|---|
| Tax Base Growth Factor | 0.44% | 0.22% | 0.70% | 0.85% | 0.24% | 0.41% | 0.31% | 0.25% | 0.42% | 0.43% |
| Allowable Levy Growth Factor | 1.26% | 2.00% | 2.00% | 1.81% | 1.23% | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% |



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# DRAFT Tax Cap Calculation 2026-2027

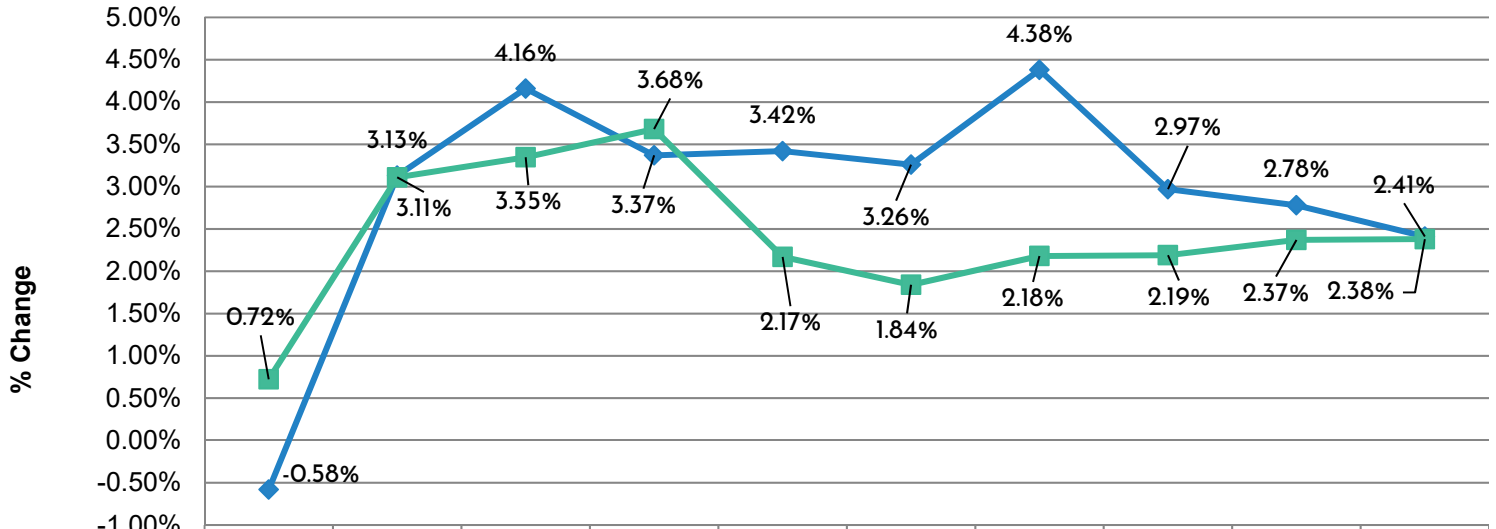
- The 2026-27 tax cap is calculated at **2.38%**
  - No exemption for ERS or TRS pension expenses
  - Building Aid rate decreased slightly (33.8% → 31.6%) however there is a year over year increase in aid due to finalized capital projects that will start generating aid in 2026-27
  - Use of Debt Service Reserve = $100K ($50K decrease from prior year)
  - BOCES capital exemption = $35K

| | | | |
|---|---|---|---|
| | **2025-2026 Approved Actual Tax Levy** | **$44,491,701** | |
| (times) | Tax Base Growth Factor (ORPS) | 1.0043 | |
| | **Total** | **$44,683,015** | |
| | 2025-2026 Exemptions (Prior Year) | | |
| (subtract) | Capital Tax Levy (including debt service) (less building aid) | $2,281,523 | |
| (subtract) | BOCES Capital Exclusion | $28,323 | |
| | | | |
| | **Prior Year Tax Levy Limit** | **$42,373,169** | |
| | | | |
| | Prior Year Tax Levy Limit | $42,373,169 | |
| (times) | Allowable Levy Growth Factor (lesser of 2% or CPI) | 2.00% | |
| | **Current Year Tax Levy Limit** | **$43,220,632** | **$847,463** |
| | (to be submitted to State Comptroller, Commissioner of Tax & Finance & Commissioner of Education by March 1st) | | |
| | | | |
| | Current Year Tax Levy Limit | $43,220,632 | |
| | **2026-2027 Exemptions (Current Year)** | | |
| (add) | ERS contribution increase greater than 2 percentage points | $0 | |
| (add) | Capital Tax Levy (including debt service) (less building aid) | $2,294,008 | |
| (add) | BOCES Capital Exclusion | $34,478 | |
| | | | |
| | **Allowable tax levy prescribed by Chapter 97 of the Laws of 2011** | **$45,549,118** | **$1,057,417** |
| | **(with a simple majority vote)** | | |
| | | | **2.38%** |



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# Tax Cap Levy & Budget History




| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 |
|---|---|---|---|---|---|---|---|---|---|---|
| Budget Spending Change | -0.58% | 3.13% | 4.16% | 3.37% | 3.42% | 3.26% | 4.38% | 2.97% | 2.78% | 2.41% |
| Increase on Total Levy | 0.72% | 3.11% | 3.35% | 3.68% | 2.17% | 1.84% | 2.18% | 2.19% | 2.37% | 2.38% |



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# Proposed Tax Levy & Estimated Tax Rate Change

Tax Levy Change

+ $1,057,417

+ 2.38%

*Estimated* Homestead Tax Rate Changes

Rye Town: -4.85%

Rye City: +1.84%



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# State Aid Estimates for 2026-2027

| Aid Category | Budget 2025-26 | Budget 2026-27 | Change ($) | Change (%) |
|---|---|---|---|---|
| Foundation | $ 3,750,236 | $ 3,787,738 | $ 37,502 | 1.00% |
| BOCES | 456,439 | 501,822 | 45,383 | 9.86% |
| Materials | 139,994 | 135,722 | (4,272) | -3.05% |
| Transportation | 244,150 | 237,766 | (6,384) | -2.58% |
| High/Private Excess Cost | 169,521 | 145,212 | (24,309) | -13.97% |
| **Subtotal** | **$ 4,760,340** | **$ 4,808,260** | **$ 47,920** | **1.00%** |
| Building Aid | 545,370 | 554,848 | 9,478 | 1.74% |
| **Total** | **$ 5,305,710** | **$ 5,363,108** | **$ 57,398** | **1.08%** |



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# Proposed Expenses

| Expense Category | Budget 2025-2026 | Budget 2026-2027 | $ Change | % Change | % of 2026-27 Budget |
|---|---|---|---|---|---|
| Board of Education/Central Office | $ 2,610,802 | $ 2,610,760 | (43) | 0.00% | 5.10% |
| Employee Benefits | 13,034,809 | 13,546,109 | 511,300 | 3.92% | 23.88% |
| Cleaning/Repair, Maintenance & Storeroom | 2,523,036 | 2,416,310 | (106,726) | -4.23% | 5.79% |
| Supervision & Security | 778,313 | 597,342 | (180,971) | -23.25% | 2.13% |
| Utilities | 892,504 | 939,073 | 46,569 | 5.22% | 1.65% |
| Curriculum Development & Instructional Supervision | 2,262,769 | 2,329,540 | 66,771 | 2.95% | 4.30% |
| Regular School Instruction & ENL | 14,262,076 | 14,937,450 | 675,374 | 4.74% | 27.33% |
| Special Education | 5,735,166 | 6,206,315 | 471,149 | 8.22% | 10.33% |
| Library & Media | 554,172 | 568,267 | 14,095 | 2.54% | 1.12% |
| Technology | 1,356,847 | 1,530,192 | 173,345 | 12.78% | 2.48% |
| Counseling, Health Services, Psychology & Social Work | 2,211,691 | 2,186,718 | (24,973) | -1.13% | 4.21% |
| Co-Curricular & Interscholastic Athletics | 1,721,835 | 1,721,493 | (342) | -0.02% | 3.27% |
| Transportation | 1,023,513 | 990,705 | (32,808) | -3.21% | 1.51% |
| Debt Service | 3,060,877 | 2,708,452 | (352,425) | -11.51% | 5.89% |
| Interfund Transfers | 520,000 | 523,500 | 3,500 | 0.67% | 1.01% |
| **TOTAL** | **52,548,411** | **53,812,226** | **1,263,815** | **2.41%** | **100.00%** |
| **Total Salaries** | **$ 25,661,161** | **$ 26,389,787** | **728,626** | **2.84%** | **49.04%** |

# Proposed Expense Changes

## Health Insurance

Active and Medicare health insurance rates are increasing by a composite rate of 8.77%
- Actives rates +7.83%,
- Retiree Medicare rates +9.87% to +14.77%

## Employer Retirement System Contributions

TRS: 9.59% → 8.24%
ERS: 16.50% → 17.60%

Taken together, net pension expenses are estimated to decrease $140K

## Special Education Outside Placements and Related Transportation

Fluctuates annually based on placements and routes, transportation assumes estimated 3.0% CPI

Net increase of +$512K
- Five new potential placements
- Changes to existing placements

*Can and will change based on placement development*



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# Proposed Expense Changes, continued

## Staffing and Program Changes

Addition of one new psychologist/social worker to head up the MS/HS in-house therapeutic support program

Reallocation of certain security duties to existing district staff

## Elementary ELA Curriculum

Initial and recurring costs for a new elementary ELA curriculum

## Transfer to Capital

Allocation for capital improvements, renovations and upgrades:

- MS/HS electrical system upgrades (continuation of funding)
- MS/HS Gym boiler replacement
- FEB Annex HVAC unit replacement, other district HVAC replacements
- DW gym floor replacement
- DW playground repairs/replacements

**Funding level of $485,000 (no change from prior year)**

# Grant Funding 2025-2026

| Grant | Amount |
|---|---|
| 611 IDEA | $ 296,334 |
| 619 IDEA | 7,980 |
| Title IA | 61,230 |
| Title IIA | 24,534 |
| Title IIIA | 19,085 |
| Title IIIB | 15,799 |
| Title IV | 10,000 |
| **Total** | **$ 434,962** |

The District pursues and obtains a number of state and federal grants each year.

The chart shows grant funding planned to be used for the 2025-2026 school year.



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# Tax Rate Information

2026-2027 Proposed Budget

RyeNeckSchools 21

# 2026-2027 Budget - At a Glance

**TAX LEVY**

**Total Tax Levy**
$45,549,118

**Change in Tax Levy**
+$ 1,057,417
+2.38%

**SPENDING**

**Total Budget**
$ 53,812,226

**Budget Change**
+$1,263,815 +2.41%

**ESTIMATED TAX RATE CHANGES**

**Rye Town -4.85%**

**Rye City +1.84%**



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# What factors influence the tax rate change?

Changes in **BUDGET**
*Movement in expenditures and revenues*

Changes in **EQUALIZATION**
*Rate is set each year by NYS Office of Real Property Services*

Changes in **ASSESSMENTS**
*Assessment levels are furnished by the municipal assessors to the school each year*



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# Effects of Equalization & Assessment on the 2026-2027 Tax Rate Change

| Category | Rye City | Rye Town |
|---|---|---|
| Change in the Equalization Rate | +4.52% | -2.05% |
| Change in Assessments | -3.82% | -3.94% |
| Change in Non-Homestead Base Proportion | -1.24% | -1.24% |
| **Subtotal: "Built-In" changes to the tax rate for 2026-27** | **-0.54%** | **-7.23%** |
| Amount as a result of budget & revenue changes | +2.38% | +2.38% |
| **Draft 2026-27 tax rate change** | **+1.84%** | **-4.85%** |



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# Calculate your Estimated School Taxes

Click on the link to calculate your estimated SCHOOL taxes and the change from the prior year.

You will need your assessment for 2024 and 2025.

2026-2027 Tax Rate Calculator

***Be sure to click the correct tab at the top to select Rye Town or Rye City***



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# Appendix: Program Highlights

2026-2027 Proposed Budget

Rye Neck Schools 26

# DANIEL WARREN ELEMENTARY SCHOOL
## Grades K-2

- Full day kindergarten
- Next Generation Standards-aligned Reading, Writing and Mathematics curricula
- Research based approach to foundational skills
- Science 21 curriculum aligned to P-12 NYS Science Learning Standards
- BOCES Integrated Social Studies (SSELA) curriculum aligned to P-12 NYS Social Studies Learning Standards
- Academic Intervention Support - All Areas
- Sensory Path and Wall Features
- Project-based learning - Wonder Studio
- Interactive whiteboard technology in all classrooms with full internet access
- School wide Enrichment - Noon Pursuits
- Second Step and Kelso's Choice Program for Social Emotional Learning
- Experiential science program (STEAM)
- Outdoor garden classroom - DW Peace Garden
- Google Chromebook carts integrated into classroom instruction
- High Interest Classroom Libraries and Instructional Materials
- Specialty Classes - Physical Education, Library Media Center, Music, Art, Wonder Studio, Technology



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# F.E. BELLOWS ELEMENTARY SCHOOL
## Grades 3-5

- Next Generation Standards-aligned Reading, Writing and Mathematics curricula
- Science 21 curriculum aligned to P-12 NYS Science Learning Standards
- BOCES Integrated Social Studies curriculum aligned to P-12 NYS Social Studies Learning Standards
- Math Olympiad Enrichment (Grades 4 and 5)
- Continental Math Enrichment (Grade 3)
- Science Expo (Grades 3-5)
- Student Council (Grades 3-5)
- Enrichment Learning Pathways for all students (in and out of the classroom)- Project Based Learning through The Idea Lab
- Data-driven Academic Intervention Services (ELA & Math)
- Second Step program coupled with the RULER approach for Social Emotional Learning
- ENL Homework Help & After-School Club
- Music and Arts Education Programs
- Library Media, Idea Lab & Math/Science station with a focus on STEAM learning opportunities
- 1:1 Google Chromebook Initiative
- Sports Education Model in Physical Education
- STEAM and Cultural Arts Events/Opportunities that enrich and enhance learning across all subject areas
- Departmentalized instructional model in Science & Social Studies (grades 3-5)

# RYE NECK MIDDLE SCHOOL
## Grades 6-8

- Regents-level science and math coursework for Grade 8
- World languages beginning in Grade 6, with offerings in Italian, Spanish, French
- Music program that includes band, strings and chorus
- Data-driven Academic Intervention Services (ELA & Math)
- Executive Functioning program in 6th grade
- Extended day and after school assistance
- ENL Homework Help
- Orientation/Transition programs
- Interdisciplinary & developmental guidance in Grades 6-8
- 1:1 Google Chromebook Initiative
- School wide anti-bullying program, including the Anti-Defamation League's No Place for Hate program. RNMS is a Gold Star School
- Character education class in Grade 6
- Yale RULER approach for emotional intelligence
- MS Olympics: year-long team building and leadership events
- School-Wide Enrichment Model (SEM)
- Extracurricular options, such as:
- Student-interest generated club offerings
- Intramural sports for Grade 6
- Modified sports for Grades 7 & 8 in all three seasons
- Annual Spring Musical Production

# RYE NECK HIGH SCHOOL
## Grades 9-12

- Award-winning Arts programs in music, art and theatre (NYSSMA, All State Band, Roger Rees, Metro Awards, Palace Theatre Ernie DiMattia Emerging Young Artist Awards, Eastern Student Artist Guild Awards)
- 29 Student-interest generated co-curricular club offerings (7 new offerings in 2025-26)
- STEM electives (Intro to Programming, Engineering, Robotics, Anatomy, Physiology, Forensics I & II, Chemistry of Art, Game Design, Statistics, Intro to Architecture, Digital Media & Art)
- Arts, Humanities, Social Science Electives: Fashion design, ceramics, sociology, psychology, business principles, video/film making, theater tech, broadcasting, graphic design, history of and history through film, journalism, creative writing, musical theater, chorus, strings)
- World language offerings in Italian, Spanish, French through AP Levels
- Comprehensive College Placement & Career Planning including transition programs
- Enquiry based ILP, Research and Science Research Programs, and AP Research Programs in Science and English
- Annual Fall Drama and Winter Musical Productions, including a sensory friendly musical production
- Regionally competitive academic teams (HOSA, Mock Trial, Model UN and Science Olympiad)
- Regional and national Honors in Science Research competitions
- 26 Advanced Placement course offerings
- Dual enrollment partnerships with local colleges and universities (SUNY, Manhattanville)
- New State-of-the-Art Collaborative Science Center
- Senior Internship Program (SIP)
- Community service requirement for graduation
- Art Gallery
- TV Studio



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# ATHLETICS

- Over 70% of 7-12th graders participate in interscholastic athletics
- 27 sport offerings across three seasons
- 57 Interscholastic Teams
- Participation in Section 1 and NYS postseason championships
- State-of-the art Fitness Center equipped with modern training equipment and artificial turf
- Strength and conditioning programming
- Athletic Director's Honor Roll recognizing over 150 exceptional student-athletes each semester
- Full-time Athletic Trainer
- Special programming including Homecoming, Basketball Tournament, Panther Palooza, & Springfest
- Concussion Management program
- Merged athletic programs of Boys/Girls Ice Hockey, Boys/Girls swimming and wrestling with neighboring schools
- 100% of Coaching Staff is in compliance with NYS Certification requirements
- End of year Varsity Sports Awards Ceremony
- Full 6th grade intramural program
- Virtual Athletic Hall of Fame and Record Holders
- Host ceremonies for Hall of Fame Inductions, recognize athletes who continue their career in college
- Livestreaming of Varsity and Junior Varsity contests



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# HEALTH & PHYSICAL EDUCATION
## Grades K-12

- High School Lifetime Fitness and Activities Elective Program
- Yoga, core training, weight and cardio training
- Google Chrome Technology integration
- Utilization of the Sport Education Model in MS PE Program
- Sport Management Elective for High School
- Host School Community initiative such as Senior/6th Grade Buddy Day, Jr./Sr. Day, Student Senate, Elementary Field Days
- State-of-the art Middle and High School Gymnasiums with sound systems
- State-of-the art Fitness Center equipped with modern training equipment and artificial turf
- "Abusive Relationships", "Reducing Our Adolescent Drunk/Drugged Driving", "Suicide Prevention" and "Drugs and the Law" Guest Speaker presentations to High School health classes
- Participation in the Southern Westchester BOCES Physical Education/Health Consortium Workshop Series



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# SPECIAL SERVICES

- Program development and professional learning to increase the effectiveness of identifying Students With Disabilities transitioning from CPSE to CSE services
- Advancing the knowledge of all Special Services providers in the Student Goal development and IEP writing
- Refine the collaborative monthly Teaching Assistant training and resource meeting protocol for the Middle School and High School
- Expansion of the Middle School and High School test Center to all students, not just Students with Disabilities
- Advancing specialized skills curriculum access for Special Class students with increase PAF reading and Touch Math resources and training
- Continued dedication to a Least Restrictive Environment for students at all grade levels
- Maintaining Integrated Co-teaching at Daniel Warren Elementary School with existing faculty
- Renewed emphasis on services for Students With Disabilities to target ELA and Math skills at F.E. Bellows Elementary School through support of Academic Intervention with Special Education faculty
- Bring intense mental wellness services for students in house at the Rye Neck Middle and High School to reduce absenteeism, hospitalizations, and Out Of District placements
- Strategic scheduling at the Rye Neck Middle and High School to effectively utilize available faculty resources
- Engaging all Students With Disabilities in high-quality Regents diploma bound classes
- Student driven post-secondary discussions and preparation for competitive instructional and employment opportunities
- Continued professional coaching for teachers' best practices in Integrated Co-teaching and Integrated Special Class programs
- Applications for Federal and State Grants for Students With Disabilities
- Professional conference opportunities will be expanded for faculty to participate at national conventions

# Actual And Projected Enrollment

| Grade | BUDGET 2025-26 | ACTUAL 2025-26 | % Migration | Seven Year Avg. Migration | *ESTIMATED ENROLLMENT* 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 |
|---|---|---|---|---|---|---|---|---|---|
| K | 115 | 116 | | | **100** | **100** | **100** | **100** | **100** |
| 1 | 84 | 83 | 103.8% | 105.8% | 123 | 106 | 106 | 106 | 106 |
| 2 | 95 | 96 | 102.1% | 101.0% | 84 | 124 | 107 | 107 | 107 |
| 3 | 112 | 115 | 102.7% | 100.6% | 97 | 85 | 125 | 108 | 108 |
| 4 | 109 | 108 | 100.9% | 101.5% | 117 | 98 | 86 | 127 | 110 |
| 5 | 99 | 99 | 99.0% | 98.3% | 106 | 115 | 96 | 85 | 125 |
| 6 | 108 | 110 | 100.0% | 99.0% | 98 | 105 | 114 | 95 | 84 |
| 7 | 118 | 113 | 95.0% | 99.0% | 109 | 97 | 104 | 113 | 94 |
| 8 | 112 | 113 | 100.0% | 99.1% | 112 | 108 | 96 | 103 | 112 |
| 9 | 109 | 107 | 93.9% | 95.4% | 108 | 107 | 103 | 92 | 98 |
| 10 | 105 | 108 | 97.3% | 95.1% | 102 | 103 | 102 | 98 | 88 |
| 11 | 100 | 103 | 102.0% | 99.4% | 107 | 101 | 102 | 101 | 97 |
| 12 | 108 | 110 | 101.9% | 100.2% | 103 | 107 | 101 | 102 | 101 |
| **TOTAL** | **1,374** | **1,381** | | | **1,366** | **1,356** | **1,342** | **1,337** | **1,330** |



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# Class Size, Elementary Schools

| Grade | Number of Classes, 2025-2026 | Average Class Size, 2025-2026 | Estimated Number of Classes, 2026-2027 | Estimated Class Size Range, 2026-2027 |
|---|---|---|---|---|
| Kindergarten | 6 | 19 | 5 | 20-22 |
| Grade 1 | 5 | 16 | 6 | 19-21 |
| Grade 2 | 5 | 19 | 5 | 16-19 |
| Grade 3 | 6 | 19 | 6 | 16-18 |
| Grade 4 | 6 | 18 | 6 | 19-21 |
| Grade 5 | 5 | 19 | 5 | 21-23 |



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# Appendix: Financial Information

2026-2027 Proposed Budget

Rye Neck Schools 36

# 2026-2027

# Estimated Revenues

| Source of Revenue | Budgeted FY 25-26 | Proposed FY 26-27 | % of the budget | Change in funding | % Change |
|---|---|---|---|---|---|
| **Appropriated Fund Balance, July 1** (funds used to reduce tax rate) | **575,000** | **575,000** | 1.07% | - | 0.00% |
| **Local Sources** | | | | | |
| Property Tax * | **44,491,701** | **45,549,118** | 84.64% | 1,057,417 | 2.38% |
| Westchester County Sales Tax | **775,000** | **800,000** | 1.49% | 25,000 | 3.23% |
| **State Sources** | | | | | |
| Estimated State Aid | **5,305,710** | **5,363,108** | 9.97% | 57,398 | 1.08% |
| **Transfers in** | | | | | |
| Debt Service Reserve | **150,000** | **100,000** | 0.19% | (50,000) | -33.33% |
| ERS Reserve | **580,000** | **650,000** | 1.21% | 70,000 | 12.07% |
| TRS Reserve | **100,000** | **150,000** | 0.28% | 50,000 | 50.00% |
| **Other Sources** | | | | | |
| Interest on deposits | 450,000 | 400,000 | 0.74% | (50,000) | -11.11% |
| Refund of PY Costs (BOCES, etc.) | 70,000 | 90,000 | 0.17% | 20,000 | 28.57% |
| ERate Cat 2 Funding | - | 70,000 | 0.13% | 70,000 | NM |
| Miscellaneous | 51,000 | 65,000 | 0.12% | 14,000 | 27.45% |
| **Total - Other Sources** | **571,000** | **625,000** | **1.16%** | **54,000** | **9.46%** |
| **Grand Total** | **52,548,411** | **53,812,226** | **100.00%** | **1,263,815** | **2.41%** |

** A portion of the property tax levy will be paid by the State in the form of STAR repayments.*

# 2026-2027

# Estimated Expenditures

| Expense Category | BUDGET 2025-2026 | BUDGET 2026-2027 | $ Change | % Change |
|---|---|---|---|---|
| Board of Education | $ 20,489 | $ 15,800 | $ (4,689) | -22.89% |
| Central Administration/Business Office | 1,540,236 | 1,492,556 | (47,680) | -3.10% |
| Security & Supervision | 778,313 | 597,342 | (180,971) | -23.25% |
| Operations & Maintenance | 3,415,540 | 3,355,383 | (60,157) | -1.76% |
| Special Items (Legal, Audit, Insurance) | 1,050,077 | 1,102,404 | 52,326 | 4.98% |
| **Total General Support** | **$ 6,804,655** | **$ 6,563,485** | **$ (241,171)** | **-3.54%** |
| Curriculum Development and Supervision | $ 2,262,769 | $ 2,329,540 | $ 66,771 | 2.95% |
| Regular School Instruction | 13,970,172 | 14,634,304 | 664,132 | 4.75% |
| Special Education | 5,735,166 | 6,206,315 | 471,150 | 8.22% |
| Library & Media | 554,172 | 568,267 | 14,095 | 2.54% |
| Technology | 1,356,847 | 1,530,192 | 173,345 | 12.78% |
| School Counseling | 984,438 | 1,030,643 | 46,205 | 4.69% |
| Health Services | 537,058 | 545,308 | 8,250 | 1.54% |
| English as a New Language (ENL) | 523,735 | 527,363 | 3,628 | 0.69% |
| Psychology & Social Work | 690,195 | 610,767 | (79,428) | -11.51% |
| Interscholastic Athletics | 1,490,004 | 1,497,276 | 7,272 | 0.49% |
| **Total Instruction** | **$ 28,104,556** | **$ 29,479,975** | **$ 1,375,419** | **4.89%** |
| **Total Pupil Transportation** | **$ 1,023,513** | **$ 990,705** | **$ (32,808)** | **-3.21%** |
| Employee Benefits | $ 13,034,809 | $ 13,546,109 | $ 511,300 | 3.92% |
| Interfund Transfer | 520,000 | 523,500 | 3,500 | 0.67% |
| Debt Service | 3,060,877 | 2,708,452 | (352,425) | -11.51% |
| **Total Undistributed Expenses** | **$ 16,615,686** | **$ 16,778,061** | **$ 162,375** | **0.98%** |
| **Grand Total** | **$ 52,548,411** | **$ 53,812,226** | **$ 1,263,815** | **2.41%** |



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# Tax Cap Levy & Budget History

## The Tax Levy Cap

How can the tax cap be 2.00% and the proposed levy increase be 2.38% and still be at the cap?

Various factors, including the Tax Base Growth Factor, exemptions, and the movement in exemptions, year over year cause the tax levy calculation to be over or under 2%, and still be tax-cap complaint.

*The primary exemption that Rye Neck has is debt service (principal and interest on the district's bonds) less building aid and use of the debt service reserve.*

## Historical Levy Caps

| Year | Tax Levy Cap |
|---|---|
| **2026-27** (proposed) | **2.38%** |
| 2025-26 | 2.37% |
| 2024-25 | 2.19% |
| 2022-23 | 2.18% |
| 2021-22 | 1.84% |
| 2020-21 | 2.17% |

**All tax cap compliant**



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# 2026-2027 Levy and Tax Rates *(estimated)*

| Municipality | Total Municipal Levy | Percentage of the Levy | Estimated Homestead Tax Rate* |
|---|---|---|---|
| Rye Town | $ 31,831,986 | 69.88% | 13.62 |
| Rye City | 13,717,133 | 30.12% | 1,148.67 |
| **Total Levy** | **$ 45,549,118** | **100.00%** | |

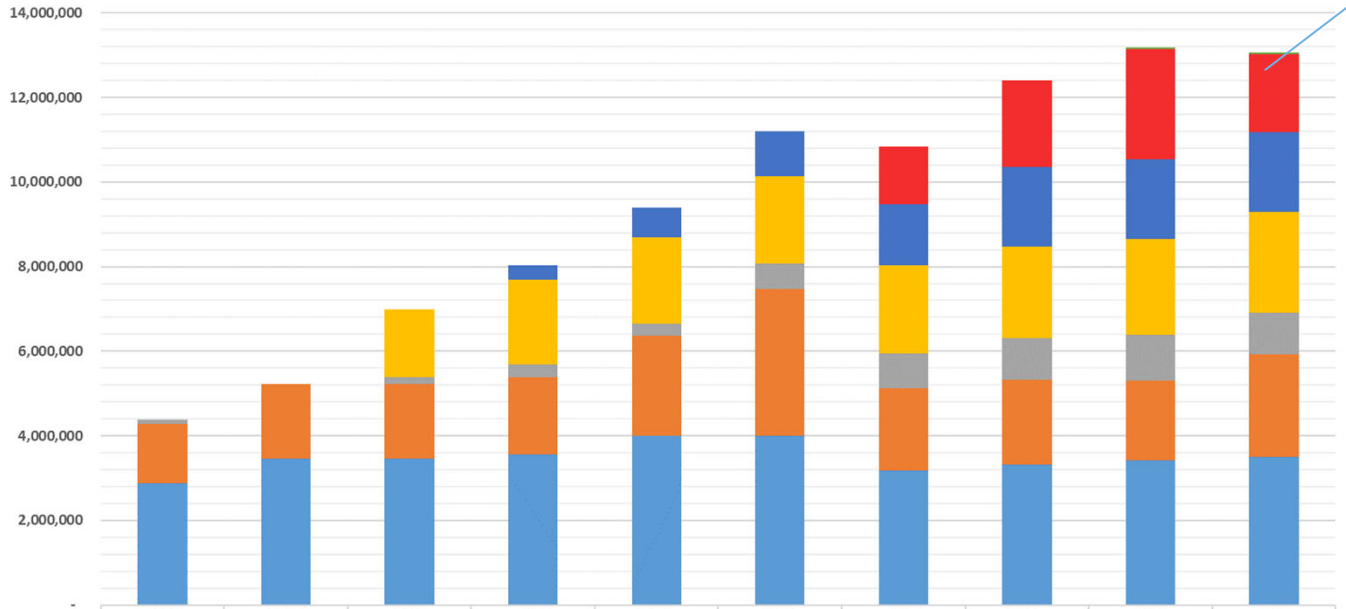
** Per $1,000 of Assessed Value*



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# Ten Year Reserve Fund Analysis

Use of $2.7M of the capital reserve fund was authorized by the community in May 2024 for various projects, districtwide




| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| Unemployment Insurance Reserve | - | - | - | - | - | - | - | - | 50,000 | 51,597 |
| 2022 Capital Reserve | - | - | - | - | - | - | 1,360,359 | 2,052,367 | 2,595,893 | 1,840,983 |
| Reserve for Retirement: TRS | - | - | - | 346,000 | 706,690 | 1,073,347 | 1,450,976 | 1,892,513 | 1,888,179 | 1,882,811 |
| Insurance Reserve | - | - | 1,603,244 | 1,998,044 | 2,025,125 | 2,065,768 | 2,069,436 | 2,150,533 | 2,266,135 | 2,374,017 |
| Debt Service Reserve | 95,216 | - | 150,000 | 295,453 | 299,458 | 603,147 | 821,436 | 991,435 | 1,077,235 | 986,368 |
| Tax Certiorari Reserve | 1,406,381 | 1,771,950 | 1,771,950 | 1,834,275 | 2,359,136 | 3,459,783 | 1,952,343 | 2,007,189 | 1,888,179 | 2,436,814 |
| Reserve for Retirement: ERS | 2,880,889 | 3,458,718 | 3,458,718 | 3,553,458 | 3,999,036 | 4,000,204 | 3,179,400 | 3,313,939 | 3,417,238 | 3,492,248 |

# History of TAX RATE CHANGES

| Year | Rye Town | Rye City |
|---|---|---|
| 2017-18 | 0.35% | 4.74% |
| 2018-19 | -2.04% | 1.79% |
| 2019-20 | 1.96% | 5.27% |
| 2020-21 | 3.59% | 1.75% |
| 2021-22 | -0.75% | -3.13% |
| 2022-23 | 2.23% | -1.48% |
| 2023-24 | -6.86% | 5.36% |
| 2024-25 | -5.35% | 8.07% |
| 2025-26 | -0.08% | 2.30% |
| **2026-27** *(draft)* | **-4.85%** | **1.84%** |



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# Ten Year Budget Comparison

| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | ***PROPOSED*** |
| **Expenses** | | | | | | | | | | |
| Budget Spending Change | -0.58% | 3.13% | 4.16% | 3.37% | 3.42% | 3.26% | 4.38% | 2.97% | 2.78% | 2.41% |
| | | | | | | | | | | |
| Total Budget | 40,120,000 | 41,374,222 | 43,095,212 | 44,545,814 | 46,069,994 | 47,570,139 | 49,651,520 | 51,127,223 | 52,548,411 | 53,812,226 |
| | | | | | | | | | | |
| Change in **Spending** | (233,985) | 1,254,222 | 1,720,990 | 1,450,602 | 1,524,180 | 1,500,145 | 2,081,381 | 1,475,703 | 1,421,188 | 1,263,815 |
| | | | | | | | | | | |
| To drop 1% on expense | 401,200 | 413,742 | 430,952 | 445,458 | 460,700 | 475,701 | 496,515 | 511,272 | 525,484 | 538,122 |
| | | | | | | | | | | |
| **Tax Levy** | | | | | | | | | | |
| Total Tax Levy | 36,205,473 | 37,330,588 | 38,580,261 | 39,999,300 | 40,866,385 | 41,618,836 | 42,526,808 | 43,459,590 | 44,491,701 | 45,549,118 |
| | | | | | | | | | | |
| Change in Aggregate Tax Levy | 259,528 | 1,125,115 | 1,249,673 | 1,419,039 | 867,085 | 752,451 | 907,972 | 932,782 | 1,032,111 | 1,057,417 |
| | | | | | | | | | | |
| Increase on Total Levy | 0.72% | 3.11% | 3.35% | 3.68% | 2.17% | 1.84% | 2.18% | 2.19% | 2.37% | 2.38% |
| | | | | | | | | | | |
| **% change in Homestead rate:** | | | | | | | | | | ***Estimated*** |
| Rye Town | 0.35% | -2.04% | 1.96% | 3.59% | -0.75% | 2.23% | -6.86% | -5.35% | -0.08% | -4.85% |
| Rye City | 4.74% | 1.79% | 5.27% | 1.75% | -3.13% | -1.48% | 5.36% | 8.07% | 2.30% | 1.84% |
| | | | | | | | | | | |
| 1% on the taxes = | 362,055 | 373,306 | 385,803 | 399,993 | 408,664 | 416,188 | 425,268 | 434,596 | 444,917 | 455,491 |
| | | | | | | | | | | |
| **Revenues:** | | | | | | | | | | |
| Appropriated FB | 636,000 | 636,000 | 561,000 | 761,000 | 615,000 | 575,000 | 575,000 | 575,000 | 575,000 | 575,000 |
| | | | | | | | | | | |
| Transfers from Reserve Funds | 567,387 | 535,000 | 505,000 | 847,424 | 550,000 | 525,000 | 525,000 | 720,000 | 830,000 | 900,000 |
| (as per disposition schedule) | | | | | | | | | | |
| | | | | | | | | | | |
| Estimated State Aid change | 15,303 | 49,494 | 421,571 | (398,361) | 1,095,519 | 739,194 | 958,909 | 107,921 | 113,077 | 57,398 |
| | | | | | | | | | | |



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# Estimated Taxes for a Range of Home Values

**Rye Town,** Homestead (residential), Tax rate per $1,000 of assessed value

| Market Value -- Assessed Valuation | Rye Town Homestead Tax Rate | Estimated School Tax | Estimated Tax *After* STAR* |
|---|---|---|---|
| 750,000 | 13.62 | 10,213 | 9,119 |
| 850,000 | 13.62 | 11,575 | 10,481 |
| 950,000 | 13.62 | 12,937 | 11,843 |
| 1,000,000 | 13.62 | 13,618 | 12,524 |
| 1,100,000 | 13.62 | 14,980 | 13,886 |
| 1,200,000 | 13.62 | 16,342 | 15,248 |
| 1,300,000 | 13.62 | 17,703 | 16,609 |
| 1,400,000 | 13.62 | 19,065 | 17,971 |
| 1,500,000 | 13.62 | 20,427 | 19,333 |

** STAR Maximum Basic exemption = $1,094*

**Rye City,** Homestead (residential), Tax rate per $1,000 of assessed value

| Assessed Valuation | Estimated Market Value ** | Rye City Homestead Tax Rate | Estimated School Tax | Estimated Tax *After* STAR* |
|---|---|---|---|---|
| 8,850 | 750,000 | 1,148.67 | 10,166 | 8,928 |
| 10,030 | 850,000 | 1,148.67 | 11,521 | 10,283 |
| 11,210 | 950,000 | 1,148.67 | 12,877 | 11,639 |
| 11,800 | 1,000,000 | 1,148.67 | 13,554 | 12,316 |
| 12,980 | 1,100,000 | 1,148.67 | 14,910 | 13,672 |
| 14,160 | 1,200,000 | 1,148.67 | 16,265 | 15,027 |
| 15,340 | 1,300,000 | 1,148.67 | 17,621 | 16,383 |
| 16,520 | 1,400,000 | 1,148.67 | 18,976 | 17,738 |
| 17,700 | 1,500,000 | 1,148.67 | 20,331 | 19,093 |

*** Rye City Equalization Rate = 1.18%*

** STAR Maximum Basic exemption = $1,238*



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# Taxable Assessed Value, 10 Year History

| | | TXAV-RT | TXAV-RC | EQR | (TXAV-RC)/(EQR/100) |
|---|---|---|---|---|---|
| School Year | Assessment Year | Taxable Assessed Value Rye Town | Taxable Assessed Value Rye City | Rye City Equalization Rate | Taxable Full Value Rye City |
| 2017-18 | 2016 | 1,516,225,229 | 12,826,438 | 1.64 | 782,099,878 |
| 2018-19 | 2017 | 1,626,518,826 | 12,492,003 | 1.58 | 790,633,101 |
| 2019-20 | 2018 | 1,649,614,823 | 12,206,780 | 1.53 | 797,828,758 |
| 2020-21 | 2019 | 1,684,334,136 | 11,965,425 | 1.56 | 767,014,423 |
| 2021-22 | 2020 | 1,812,522,969 | 11,801,825 | 1.60 | 737,614,063 |
| 2022-23 | 2021 | 1,806,853,459 | 11,726,840 | 1.66 | 706,436,145 |
| 2023-24 | 2022 | 1,944,661,766 | 11,877,544 | 1.47 | 807,996,190 |
| 2024-25 | 2023 | 2,064,823,417 | 11,847,752 | 1.29 | 918,430,388 |
| 2025-26 | 2024 | 2,141,743,493 | 11,843,237 | 1.26 | 939,939,444 |
| 2026-27 | 2025 | 2,271,929,447 | 11,802,100 | 1.18 | 1,000,177,966 |

# District Reserve Funds and Disposition Schedule

| Fund | Statutory Authorization | Balance at **6/30/2025** | Est. net additions/(use) 2025-26 * | Year 1<br>Est. use for 2026-27 Budget | Year 2<br>Est. use for 2027-28 Budget | Year 3<br>Est. use for 2028-29 Budget | Year 4<br>Est. use for 2029-30 Budget | Year 5<br>Est. use for 2030-31 Budget | **Summary**<br>**Estimated Balance at 6/30/2031** |
|---|---|---|---|---|---|---|---|---|---|
| Retirement Contribution (ERS) | *GML § 6-r* | 4,072,248 | (445,631) | (650,000) | (600,000) | (620,000) | (640,000) | (640,000) | **476,617** |
| Retirement Contribution (TRS) | *GML § 6-r* | 1,982,811 | (16,215) | (150,000) | (200,000) | (200,000) | (200,000) | (200,000) | **1,016,595** |
| Tax Certiorari Reserve | *Educ. Law, § 3651.1-a* | 2,436,814 | 49,845 | (50,000) | (50,000) | (50,000) | (50,000) | (50,000) | **2,236,659** |
| Insurance Reserve | *GML § 6-n* | 2,374,017 | 98,042 | - | - | - | - | - | **2,472,059** |
| 2022 Capital Reserve | *GML § 6-c, 6-g* | 1,840,983 | 90,427 | - | - | (1,931,409) | - | - | **-** |
| Debt Service Fund | *GML § 6-l* | 1,136,368 | (100,563) | (100,000) | (150,000) | (150,000) | - | - | **635,804** |
| Unemployment Reserve | *GML § 6-m* | 51,597 | 2,021 | - | (5,000) | (5,000) | (5,000) | (5,000) | **33,619** |
| **TOTALS** | | 13,894,837 | (322,075) | (950,000) | (1,005,000) | (2,956,409) | (895,000) | (895,000) | **6,871,352** |

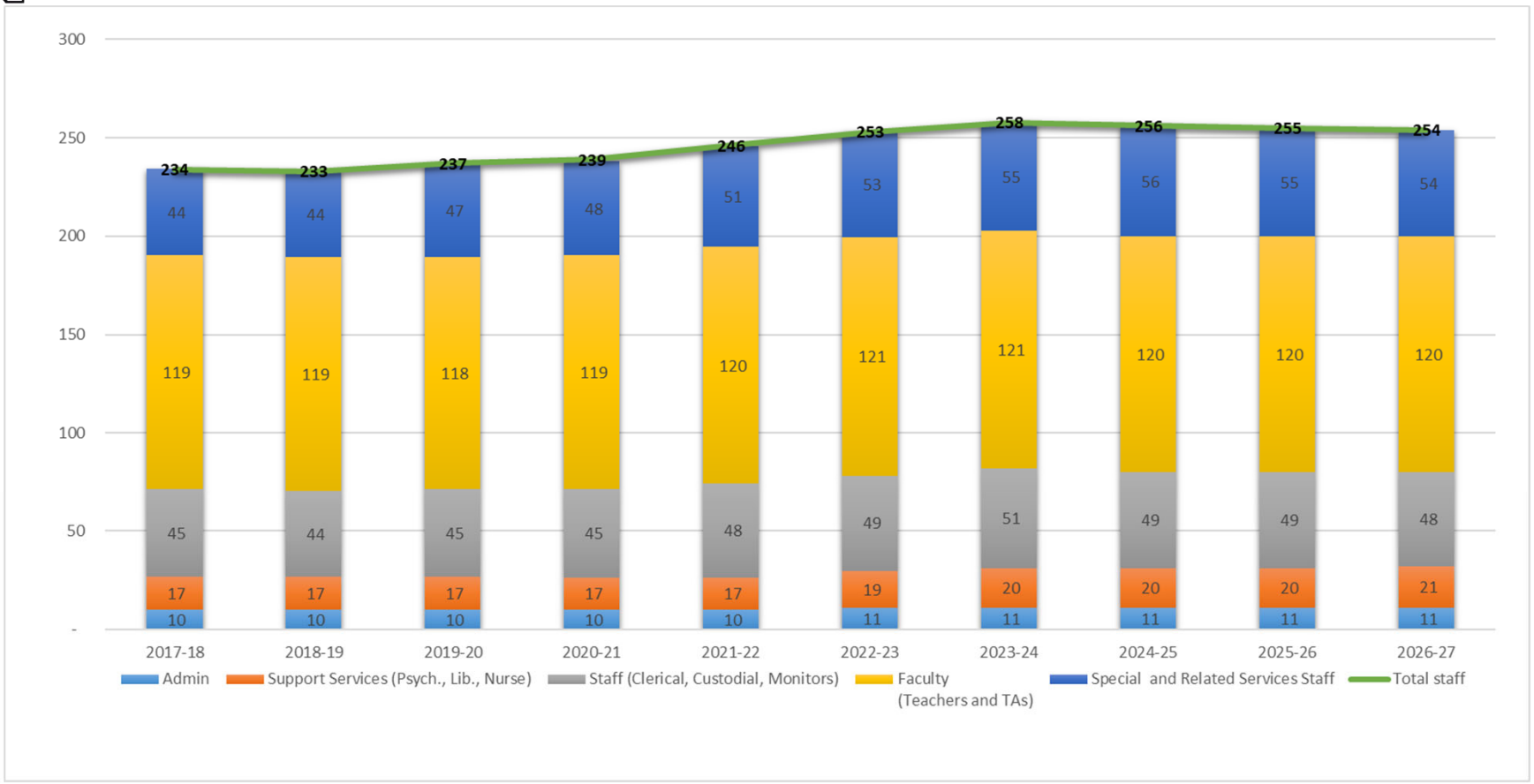
# Schedule of Debt Outstanding

| Issue Date | Issue Amount | Issue Type | Purpose | Interest Rate | Principal Outstanding 03/15/2026 |
|---|---|---|---|---|---|
| 5/15/2014 | 8,570,000 | Serial Bond | $7.1M Capital Bond & $1.47M District-Wide Security Bond | 2.31% | 2,625,000 |
| 6/18/2015 | 1,750,320 | Installment Debt | Energy Performance Contract | 2.43% | 616,904 |
| 5/31/2019 | 6,280,000 | Serial Bond | 2018 Cap Bond: Roof Replacements, Science Center, Gym | 2.08% | 3,690,000 |
| 6/16/2020 | 12,000,000 | Serial Bond | 2018 Cap Bond: Science Center, Gym | 2.28% | 10,345,000 |
| 3/16/2021 | 10,000,000 | Serial Bond | 2018 Cap Bond: Science Center, Gym | 1.95% | 8,385,000 |
| 3/25/2021 | 1,615,000 | Serial Bond | Refunding Bond | 0.62% | 505,000 |
| **Total Outstanding Principal** | | | | | **$ 26,166,904** |



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# Ten Year Staffing Analysis




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# FY 2026-2027 Line Item Budget

Rye Neck Schools 49

| Function | Object | Expenditure Description | * ACTUAL 2023-2024 | BUDGET 2024-2025 | * ACTUAL 2024-2025 | BUDGET 2025-2026 | ** ESTIMATED 2025-2026 | PROPOSED BUDGET 2026-2027 | Budget to Budget $ Change | Budget to Budget % Change | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|
| * ACTUAL 2023-2024, 2024-2025: The data in this column includes expensed and encumbered costs at June 30. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2025-2026: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures. | | | | | | | | | | | |
| **BOARD OF EDUCATION** | | | | | | | | | | | |
| | | **Board of Education** | | | | | | | | | |
| 1010 | 401 | Prof. Development | $1,385 | $2,400 | $2,575 | $4,000 | $570 | $2,750 | ($1,250) | -31.25% | Reduce as NYSSBA Conference is moved out of NYC |
| 1010 | 400 | Service | $10,534 | $12,300 | $13,435 | $12,300 | $16,316 | $12,300 | $0 | 0.00% | Includes NYSSBA policy services in estimated |
| 1010 | 450 | Supplies | $496 | $750 | $455 | $750 | $280 | $750 | $0 | 0.00% | |
| 1010 | 490 | BOCES Services | $24,724 | $4,500 | $3,339 | $3,439 | $0 | $0 | ($3,439) | -100.00% | Remove SuperEval costs, move to in-house system |
| | | | **$37,139** | **$19,950** | **$19,804** | **$20,489** | **$17,166** | **$15,800** | **($4,689)** | **-22.89%** | |
| | | **District Clerk** | | | | | | | | | |
| 1040 | 160 | Salaries | $11,961 | $12,320 | $12,320 | $12,690 | $15,000 | $15,450 | $2,760 | 21.75% | Salary adjustment in 25/26, higher than budget |
| 1040 | 400 | Services | $0 | $0 | $0 | $0 | $100 | $250 | $250 | NM | New line, reallocated from above |
| 1060 | 160 | Salaries | $0 | $0 | $797 | $0 | $0 | $0 | $0 | NM | Translator cost in 24/25 actuals |
| 1060 | 400 | Services | $15,855 | $8,500 | $9,140 | $8,500 | $8,929 | $17,700 | $9,200 | 108.24% | Includes additional funding for fall 2026 referendum vote |
| 1060 | 490 | BOCES Services | $10,857 | $11,000 | $11,916 | $11,042 | $10,762 | $12,800 | $1,758 | 15.92% | Includes additional funding for fall 2026 referendum vote |
| | | | **$38,673** | **$31,820** | **$34,173** | **$32,232** | **$34,791** | **$46,200** | **$13,969** | **43.34%** | |
| | | **Auditing Services** | | | | | | | | | |
| 1320 | 400 | Annual Audit | $76,500 | $40,000 | $73,250 | $40,000 | $69,000 | $40,000 | $0 | 0.00% | |
| 1320 | 400 | Internal Auditor | $27,685 | $19,000 | $25,000 | $15,000 | $15,000 | $15,000 | $0 | 0.00% | Reduction in services in 25-26, no longer mandated due to enrollment |
| 1320 | 400 | Claims Auditor | $8,063 | $10,000 | $7,625 | $10,000 | $8,750 | $10,000 | $0 | 0.00% | |
| | | **Legal Services** | | | | | | | | | |
| 1420 | 400 | General, Labor, Litigation, IHO | $138,723 | $145,000 | $95,776 | $145,000 | $133,560 | $145,000 | $0 | 0.00% | |
| | | **Public Information and Services** | | | | | | | | | |
| 1480 | 150 | Director of Technology and Communications | $47,430 | $48,379 | $49,879 | $49,346 | $49,491 | $52,430 | $3,083 | 6.25% | Longevity milestone in 26/27 |
| 1480 | 400 | Public Information Services | | $0 | $2,395 | $0 | $0 | $0 | $0 | NM | Reclassed to BOCES |
| 1480/2010 | 490 | Public Relations Services | $0 | $0 | $5,625 | $8,250 | $8,250 | $8,250 | $0 | 0.00% | Reclassed from above |
| | | **District Printing** | | | | | | | | | |
| 1670 | 400 | Newsletters, Value Educ. | $21,774 | $19,000 | $33,903 | $20,000 | $18,772 | $11,500 | ($8,500) | -42.50% | Decrease due to change to digital Val Eds |
| 1670 | 490 | BOCES Printing Services | $0 | $0 | $2,887 | $6,500 | $9,021 | $10,000 | $3,500 | 53.85% | New service, aidable |
| 1670 | 450 | Printing Supplies | $0 | $0 | $3,548 | $0 | $500 | $500 | $500 | NM | New budget line |
| | | **Unallocated Items** | | | | | | | | | |
| 1910 | 400 | Insurance: Property, casualty, GL, flood, etc. | $292,609 | $335,615 | $335,332 | $384,753 | $384,103 | $426,926 | $42,173 | 10.96% | Estmated increase in premiums |
| | | **Refund of Real Property Taxes** | | | | | | | | | |
| 1964 | 400 | Taxes due to other districts | $45,608 | $2,500 | $1,764 | $1,852 | $1,805 | $1,900 | $48 | 2.57% | Based on border property district of choice |
| 1930 | 400 | Tax cert payments | $173,805 | $0 | $32,575 | $0 | $50,000 | $0 | $0 | NM | Paid from tax cert fund, not budgeted |
| | | **School Bd. Policy Service** | | | | | | | | | |
| 1920 | 400 | New York State School Boards | $14,861 | $16,000 | $14,279 | $16,000 | $15,418 | $16,000 | $0 | 0.00% | |
| | | **Assessments** | | | | | | | | | |
| 1950 | 400 | Sewer tax | $61,496 | $58,000 | $65,623 | $63,000 | $81,852 | $68,000 | $5,000 | 7.94% | Billed by municipality |
| | | **Administrative Charges** | | | | | | | | | |
| 1981/1986 | 490 | BOCES Admin. & Capital | $282,638 | $286,284 | $286,284 | $290,375 | $290,375 | $288,898 | ($1,477) | -0.51% | As per BOCES |
| | | **SUBTOTAL BOE:** | **$1,267,003** | **$1,031,547** | **$1,089,721** | **$1,102,798** | **$1,187,855** | **$1,156,404** | **$53,606** | **4.86%** | |

| Function | Object | Expenditure Description | * ACTUAL 2023-2024 | BUDGET 2024-2025 | * ACTUAL 2024-2025 | BUDGET 2025-2026 | ** ESTIMATED 2025-2026 | PROPOSED BUDGET 2026-2027 | Budget to Budget $ Change | Budget to Budget % Change | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *** ACTUAL 2023-2024, 2024-2025: The data in this column includes expensed and encumbered costs at June 30. The data also includes non-recurring one-time expenditures.** | | | | | | | | | | | |
| **** ESTIMATED 2025-2026: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.** | | | | | | | | | | | |
| **CENTRAL OFFICE & DEBT SERVICE** | | | | | | | | | | | |
| | | **Debt Service (Indebtedness)** | | | | | | | | | |
| 9711/9788/9789 | 600 | Principal | $2,163,691 | $2,243,639 | $2,247,084 | $2,329,486 | $2,329,486 | $2,062,991 | ($266,496) | -11.44% | Debt maturing in spring 2026 |
| 9711/9788/9789 | 700 | Interest | $897,421 | $817,096 | $818,016 | $731,391 | $731,391 | $645,462 | ($85,929) | -11.75% | Debt maturing in spring 2026 |
| | | | **$3,061,112** | **$3,060,734** | **$3,065,100** | **$3,060,877** | **$3,060,877** | **$2,708,452** | **($352,425)** | **-11.51%** | |
| | | **Chief School Administrator** | | | | | | | | | |
| 1240 | 150 | Instructional Salaries | $260,100 | $267,903 | $272,169 | $285,000 | $285,000 | $275,000 | ($10,000) | -3.51% | Decrease reflects removal of first year stipend due to doctorate tuition reimbusement |
| 1240 | 160 | Clerical Salaries | $84,953 | $87,481 | $87,481 | $90,755 | $90,755 | $93,466 | $2,711 | 2.99% | Estimated |
| 1240 | 400 | Services | $23,716 | $25,000 | $28,453 | $25,000 | $22,424 | $42,660 | $17,660 | 70.64% | Increase for Supt. tuition reimbursement, as per contract |
| 1240 | 401 | Prof. Devt. | $6,445 | $7,000 | $884 | $1,000 | $40 | $900 | ($100) | -10.00% | Reclass of PR costs to BOCES above |
| 1240 | 450 | Supplies | $281 | $2,000 | $2,174 | $2,000 | $1,000 | $5,000 | $3,000 | 150.00% | Based on historical use |
| 1240 | 490 | BOCES Services | $330 | $330 | $625 | $625 | $625 | $625 | $0 | 0.00% | |
| | | | **$375,825** | **$389,714** | **$391,787** | **$404,380** | **$399,844** | **$417,651** | **$13,271** | **3.28%** | |
| | | **Personnel** | | | | | | | | | |
| 1430 | 160 | Clerical Salaries | $103,128 | $106,222 | $106,222 | $109,409 | $114,362 | $113,300 | $3,891 | 3.56% | As per contract |
| 1430 | 400 | Services | $2,137 | $2,800 | $11,559 | $2,800 | $1,765 | $2,800 | $0 | 0.00% | Actual 24/25 includes Superintendent search costs |
| 1430 | 450 | Supplies | $147 | $380 | $1,436 | $340 | $302 | $340 | $0 | 0.00% | Actual 24/25 includes Superintendent search costs |
| 1430/1460 | 490 | BOCES Services | $39,412 | $25,000 | $71,173 | $33,669 | $50,014 | $29,950 | ($3,719) | -11.05% | Actual 24/25 includes records retention project |
| | | | **$144,824** | **$134,402** | **$190,391** | **$146,218** | **$166,442** | **$146,390** | **$172** | **0.12%** | |
| | | **Business Office** | | | | | | | | | |
| 1310 | 150 | Admin Salaries | $212,242 | $221,487 | $222,486 | $227,466 | $227,466 | $233,500 | $6,034 | 2.65% | As per contract |
| 1310/1325 | 160 | Clerical Salaries | $487,470 | $532,047 | $478,979 | $588,865 | $538,240 | $536,526 | ($52,340) | -8.89% | Changes in business office staffing, reclass of a portion of cost to cafeteria fund |
| 1310 | 400 | Services | $13,260 | $14,500 | $19,931 | $14,500 | $19,821 | $13,000 | ($1,500) | -10.34% | Adjust to actual |
| 1310 | 450 | Supplies | $16,906 | $17,000 | $10,140 | $17,000 | $10,381 | $11,500 | ($5,500) | -32.35% | Adjust to actual |
| 1310/1345 | 490 | BOCES Services | $84,389 | $86,180 | $103,038 | $85,075 | $97,137 | $87,789 | $2,713 | 3.19% | |
| | | | **$814,267** | **$871,214** | **$834,574** | **$932,907** | **$893,045** | **$882,314** | **($50,592)** | **-5.42%** | |
| | | **Bond Services** | | | | | | | | | |
| 1380 | 400 | Fiscal Agent Services | $2,000 | $24,500 | $2,066 | $24,500 | $2,589 | $8,000 | ($16,500) | -67.35% | Financial disclosures to capital markets, bonding |
| **GRAND TOTAL: BD OF ED/CENTRAL OFFICE/DEBT SERVICE** | | | **$5,665,032** | **$5,512,110** | **$5,573,639** | **$5,671,680** | **$5,710,653** | **$5,319,211** | **($352,468)** | **-6.21%** | |

| Function | Object | Expenditure Description | * ACTUAL 2023-2024 | BUDGET 2024-2025 | * ACTUAL 2024-2025 | BUDGET 2025-2026 | ** ESTIMATED 2025-2026 | PROPOSED BUDGET 2026-2027 | Budget to Budget $ Change | Budget to Budget % Change | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|
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| **EMPLOYEE BENEFITS** | | | | | | | | | | | |
| 9010 | 800 | **NYS Empl. Retirement System** (Retirement system for Clerical, CSEA, aides) | $438,902 | $520,000 | $522,696 | $580,000 | $563,725 | $650,000 | $70,000 | 12.07% | Rate increase to 17.6% |
| 9020 | 800 | **NYS Teachers Retirement System** (Required contribution for all Teachers/new staff) | $2,004,480 | $2,150,771 | $2,113,871 | $2,114,584 | $2,092,531 | $1,904,995 | ($209,589) | -9.91% | Rate decrease to 8.24% |
| 9030 | 800 | **Social Security** (Reflects contribution for new & existing employees) | $1,776,576 | $1,900,077 | $1,797,564 | $1,942,934 | $1,800,269 | $1,962,743 | $19,809 | 1.02% | Calculated based on budgeted salaries |
| 9040 | 800 | **Workers Compensation** (Based on experience rating or number of claims) | $123,924 | $131,141 | $128,679 | $129,097 | $129,097 | $125,945 | ($3,152) | -2.44% | Rate set by consortium each year |
| 9045 | 800 | **Life** (Reflects contribution for administration) | $5,188 | $5,500 | $5,148 | $5,317 | $5,188 | $5,318 | $1 | 0.02% | Based on estimated rates |
| 9050 | 800 | **Unemployment Insurance** (Required payments to employees who have left, including subs, grant and leave positions) | $15,702 | $20,000 | $38,640 | $20,000 | $20,000 | $20,000 | $0 | 0.00% | Reserve fund created to handle potential overages |
| 9060 | 800 | **Medical/Vision** (includes increases in premium and new staff positions) *includes employee contribution toward health insurance* | $4,530,401 | $5,440,867 | $4,963,791 | $5,638,019 | $5,183,795 | $5,986,206 | $348,187 | 6.18% | +9% active rate increase, partially offset by buyout benefit |
| 9060 | 800 | **Retiree Health Insurance** (Health & Medicare Part B reimb. for retirees) *includes retiree contribution toward health insurance* | $1,787,200 | $1,954,092 | $2,001,995 | $2,188,034 | $2,213,518 | $2,481,879 | $293,846 | 13.43% | +10% range rate increase, plus changes in participation |
| 9070 | 800 | **Union Welfare Benefits** (Reflects contribution for new & existing employees) | $384,467 | $400,000 | $391,375 | $416,825 | $394,522 | $409,025 | ($7,800) | -1.87% | Stable, almost all employees participate, no change in district contribution |
| **GRAND TOTAL: EMPLOYEE BENEFITS** | | | **$11,066,839** | **$12,522,448** | **$11,963,759** | **$13,034,809** | **$12,402,644** | **$13,546,112** | **$511,302** | **3.92%** | |
| **CUSTODIAL & GROUNDS** | | | | | | | | | | | |
| 1620 | 160 | **Salaries and OT** | $1,378,737 | $1,453,442 | $1,414,970 | $1,501,725 | $1,497,452 | $1,482,610 | ($19,115) | -1.27% | Retirements |
| | | **SUBTOTAL: SALARIES- CUSTODIAL AND GROUNDS** | **$1,378,737** | **$1,453,442** | **$1,414,970** | **$1,501,725** | **$1,497,452** | **$1,482,610** | **$0** | **0.00%** | |
| | | **Custodial and Grounds: Equipment, Services and Supplies** | | | | | | | | | |
| 1620 | 200 | Equipment | $0 | $22,000 | $31,134 | $64,408 | $0 | $30,000 | ($34,408) | -53.42% | New mower and scrubber needed in 25/26 |
| 1620 | 202 | Vehicles and Machines | $76,207 | $17,946 | $17,946 | $67,203 | $109,446 | $15,000 | ($52,203) | -77.68% | New pickup truck needed in 25/26 |
| 1620 | 203 456 | Furniture | $92,516 | $20,000 | $89,421 | $30,000 | $30,982 | $30,000 | $0 | 0.00% | |
| 1620 | 400 -404 | District - Services | $1,433,932 | $596,780 | $1,118,288 | $604,500 | $906,986 | $604,500 | $0 | 0.00% | |
| 1620 | 450 -458 | Supplies | $456,159 | $199,500 | $520,453 | $193,700 | $352,679 | $193,700 | $0 | 0.00% | |
| 1620 | 490 | District - BOCES Services | $0 | $0 | $25,685 | $3,500 | $2,185 | $2,500 | ($1,000) | -28.57% | Water testing costs in 24/25 |
| 1620 | 410 | Construction Projects (Architect/Mgr fees) | $236,548 | $25,000 | $155,901 | $25,000 | $74,748 | $25,000 | $0 | 0.00% | |
| | | | **$2,295,362** | **$881,226** | **$1,958,828** | **$988,311** | **$1,477,026** | **$900,700** | **($87,611)** | **-8.86%** | |
| **GRAND TOTAL: CUSTODIAL AND GROUNDS** | | | **$3,674,099** | **$2,334,668** | **$3,373,798** | **$2,490,036** | **$2,974,477** | **$2,383,310** | **($106,726)** | **-4.29%** | |

| Function | Object | Expenditure Description | * ACTUAL 2023-2024 | BUDGET 2024-2025 | * ACTUAL 2024-2025 | BUDGET 2025-2026 | ** ESTIMATED 2025-2026 | PROPOSED BUDGET 2026-2027 | Budget to Budget $ Change | Budget to Budget % Change | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|
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| **CENTRAL STOREROOM: DISTRICTWIDE** | | | | | | | | | | | |
| **1660** | **450** | **Supplies** | **$8,871** | **$33,400** | **$25,401** | **$33,000** | **$32,325** | **$33,000** | **$0** | **0.00%** | |
| **INTERFUND TRANSFERS** | | | | | | | | | | | |
| 9901 | 930 | Transfer to Cafeteria | $4,646 | $5,000 | $3,309 | $5,000 | $3,500 | $3,500 | ($1,500) | -30.00% | Funding of uncollectible meal account debt |
| 9901 | 950 | Transfer to Special Aid | $32,547 | $30,000 | $35,701 | $30,000 | $35,700 | $35,000 | $5,000 | 16.67% | Special education summer school local share of tuition/transportation |
| 9950 | 900 | Transfer to Capital | $1,020,199 | $350,000 | $2,379,801 | $485,000 | $485,000 | $485,000 | $0 | 0.00% | To support capital projects, 24/25 is accounting entry for transfer from reserve fund |
| **GRAND TOTAL: INTERFUND TRANSFERS** | | | **$1,057,391** | **$385,000** | **$2,418,811** | **$520,000** | **$524,200** | **$523,500** | **$3,500** | **0.67%** | |
| **SUPERVISION & SECURITY** | | | | | | | | | | | |
| 1622 | 160 | Salaries | $133,906 | $249,921 | $243,478 | $346,155 | $207,447 | $258,525 | ($87,630) | -25.32% | Retirement |
| 1622 | 200 | Equipment | $4,389 | $0 | $0 | $0 | $78,828 | $0 | $0 | NM | Current year actual relates to new camera system which required a server, money taken from tech equip |
| 1622 | 400 401 | Services | $371,311 | $236,148 | $603,739 | $379,359 | $443,116 | $275,860 | ($103,499) | -27.28% | Reclass to technology, prior year flip for camera system |
| 1622 | 450 | Supplies | $475,082 | $7,500 | $379,216 | $7,500 | $195,459 | $17,500 | $10,000 | 133.33% | Actuals include costs for door security hardware upgrades |
| 1622 | 460 | Software | $0 | $0 | $0 | $8,674 | $6,212 | $7,688 | ($987) | -11.37% | Reduced to actual cost |
| 1622 | 490 | BOCES | $21,297 | $35,759 | $22,512 | $36,625 | $176,132 | $37,769 | $1,145 | 3.13% | Altaris security consultant services |
| **GRAND TOTAL: SUPERVISION & SECURITY** | | | **$1,005,984** | **$529,328** | **$1,248,944** | **$778,313** | **$1,107,193** | **$597,342** | **($180,971)** | **-23.25%** | |
| **UTILITIES** | | | | | | | | | | | |
| 1620 | 421 | Oil | $49,202 | $97,000 | $51,007 | $92,000 | $87,606 | $92,000 | $0 | 0.00% | Fuel costs and usage |
| 1620 | 422 | Gas | $138,431 | $160,000 | $137,922 | $160,000 | $155,000 | $155,000 | ($5,000) | -3.13% | Currently bidding out natural gas supply to lock in rates, results in small savings |
| 1620 | 425 | Electricity | $369,016 | $465,000 | $391,131 | $455,000 | $430,000 | $500,000 | $45,000 | 9.89% | Increase is based on projected rates |
| 1620 | 426 | Water | $63,715 | $105,000 | $69,294 | $105,000 | $100,000 | $105,000 | $0 | 0.00% | May vary due to weather |
| 1620 | 427 428 | Communications (Internet, VoiP telephone, fax) | $57,080 | $79,800 | $65,217 | $56,662 | $51,536 | $56,662 | $0 | 0.00% | |
| 1620 | 409 | Wireless Communication | $15,275 | $23,500 | $11,497 | $18,500 | $28,080 | $29,160 | $10,660 | 57.62% | Reduction in cell phones, offset by reclass of Edutek phone support fees from IT lines |
| 1680 | 490 | BOCES Services | $4,924 | $6,000 | $141,903 | $5,342 | $6,000 | $1,251 | ($4,091) | -76.58% | Reduction in lines |
| **GRAND TOTAL: UTILITIES** | | | **$697,644** | **$936,300** | **$867,970** | **$892,504** | **$858,222** | **$939,073** | **$46,569** | **5.22%** | |
| **CURRICULUM DEVELOPMENT** | | | | | | | | | | | |
| | | **Facilitators/Curriculum** | | | | | | | | | |
| 2010 | 150 | Department Chairs | $93,056 | $109,124 | $115,775 | $119,602 | $119,602 | $120,798 | $1,195 | 1.00% | As per contract |
| 2010 | 153 | Assistant Superintendent for Curriculum and | $215,580 | $219,742 | $219,742 | $223,986 | $223,986 | $248,500 | $24,514 | 10.94% | As per contract |
| 2010 | 400 | Services | $10,551 | $5,500 | $4,964 | $5,500 | $7,688 | $8,500 | $3,000 | 54.55% | Adjust to actuals |
| 2010 | 401 | Professional Learning | $0 | $15,000 | $0 | $15,000 | $9,894 | $15,000 | $0 | 0.00% | |
| 2010 | 402 | Services | | $0 | $1,869 | $0 | $0 | $0 | $0 | NM | |
| 2010/2070 | 490 | Professional Learning (BOCES) | $32,518 | $55,600 | $35,275 | $55,388 | $42,388 | $47,760 | ($7,628) | -13.77% | Adjust to actuals |
| 2010 | 450 | Supplies | $16 | $2,550 | $926 | $2,550 | $768 | $2,550 | $0 | 0.00% | |
| **GRAND TOTAL: CURRICULUM DEVELOPMENT** | | | **$351,720** | **$407,516** | **$378,551** | **$422,026** | **$404,326** | **$443,107** | **$21,081** | **5.00%** | |

| Function | Object | Expenditure Description | * ACTUAL 2023-2024 | BUDGET 2024-2025 | * ACTUAL 2024-2025 | BUDGET 2025-2026 | ** ESTIMATED 2025-2026 | PROPOSED BUDGET 2026-2027 | Budget to Budget $ Change | Budget to Budget % Change | Notes |
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| **INSTRUCTIONAL SUPERVISION** | | | | | | | | | | | |
| | | **Principals/Assistant Principal** | | | | | | | | | |
| 2020 | 150 | Salaries | $908,563 | $899,003 | $899,854 | $926,800 | $929,486 | $958,034 | $31,234 | 3.37% | Contractual |
| | | **Team Leaders** | | | | | | | | | |
| 2020 | 155 | Salaries | $35,777 | $36,117 | $36,120 | $36,481 | $36,481 | $36,848 | $367 | 1.01% | Contractual |
| | | **Student Management Office** | | | | | | | | | |
| 2818 | 160 | Clerical/Support Salaries | $73,153 | $74,207 | $75,221 | $74,411 | $74,411 | $74,615 | $204 | 0.27% | Contractual |
| 2818 | 400 401 | Services | $141,115 | $146,017 | $143,919 | $168,050 | $165,000 | $170,800 | $2,750 | 1.64% | Student data support services |
| 2818 | 450 | Supplies | $1,371 | $5,000 | $1,438 | $5,000 | $969 | $4,500 | ($500) | -10.00% | Adjust to actual spend |
| 2818/2010 | 490 | BOCES Services | $145,404 | $143,000 | $32,626 | $131,853 | $126,697 | $127,904 | ($3,948) | -2.99% | Adjust to actual spend |
| | | **Class Advisors** | | | | | | | | | |
| 2850 | 151 | Salaries | $16,526 | $16,683 | $16,683 | $16,850 | $16,850 | $17,019 | $169 | 1.00% | Contractual |
| | | **SUBTOTAL: PRIN, TM LD, ADV, SUBS** | **$1,321,909** | **$1,320,028** | **$1,205,860** | **$1,359,445** | **$1,349,894** | **$1,389,720** | **$30,276** | **2.23%** | |
| | | **Secretaries** | | | | | | | | | |
| 2110 | 160 | Salaries | $420,699 | $456,018 | $448,656 | $447,298 | $453,796 | $468,712 | $21,414 | 4.79% | Contractual |
| | | **Support Costs** | | | | | | | | | |
| 2020 | 200 | Equipment | $0 | $5,000 | $0 | $0 | $0 | $0 | $0 | NM | No longer needed |
| 2020 | 400 | Services | $175 | $5,000 | $986 | $4,000 | $2,337 | $3,000 | ($1,000) | -25.00% | Reduced to actuals |
| 2020 | 450 | Supplies | $27,619 | $30,000 | $5,754 | $30,000 | $20,863 | $25,000 | ($5,000) | -16.67% | Reduced to actuals |
| | | | **$27,794** | **$40,000** | **$6,741** | **$34,000** | **$23,200** | **$28,000** | **($6,000)** | **-17.65%** | |
| | | **SUBTOTAL: SECR. & SUPPORT COSTS** | **$448,493** | **$496,018** | **$455,397** | **$481,298** | **$476,996** | **$496,712** | **$15,414** | **3.20%** | |
| **GRAND TOTAL: INSTRUCTIONAL SUPERVISION** | | | **$1,770,402** | **$1,816,045** | **$1,661,257** | **$1,840,743** | **$1,826,891** | **$1,886,433** | **$45,690** | **2.48%** | |
| **TEACHING** | | | | | | | | | | | |
| | | **Daniel Warren** | | | | | | | | | |
| 2110 | 150 | Teacher Salaries | $2,236,726 | $2,294,115 | $2,256,078 | $2,187,520 | $2,188,187 | $2,279,196 | $91,677 | 4.19% | Contractual |
| 2110 | 130 160 | Teaching Assistants/Aides Salaries | $213,955 | $199,641 | $176,745 | $216,490 | $203,138 | $202,969 | ($13,521) | -6.25% | Removal of aide in 6th K section |
| 2110 | 200 | Equipment | $0 | $5,650 | $0 | $5,650 | $5,000 | $5,650 | $0 | 0.00% | |
| 2110 | 400 | Services | $8,642 | $17,000 | $9,102 | $17,000 | $24,555 | $30,000 | $13,000 | 76.47% | New ELA curriculum |
| 2110 | 450 | Supplies | $82,445 | $60,550 | $51,275 | $60,550 | $52,996 | $89,196 | $28,646 | 47.31% | New ELA curriculum |
| 2110 | 480 | Textbooks | $6,631 | $10,000 | $45,483 | $10,000 | $12,267 | $21,680 | $11,680 | 116.80% | New ELA curriculum |
| 2110 | 490 | BOCES Curriculum Services | $13,301 | $12,100 | $12,631 | $13,010 | $11,498 | $11,844 | ($1,166) | -8.96% | Based on actual BOCES estimates |
| **GRAND TOTAL: TEACHING DANIEL WARREN** | | | **$2,561,700** | **$2,599,056** | **$2,551,314** | **$2,510,219** | **$2,497,642** | **$2,640,534** | **$130,315** | **5.19%** | |
| | | **F.E. Bellows** | | | | | | | | | |
| 2110 | 150 | Teacher Salaries | $2,497,601 | $2,480,097 | $2,489,487 | $2,581,105 | $2,579,532 | $2,656,740 | $75,635 | 2.93% | Contractual |
| 2110 | 130 160 | Teaching Assistants/Aides Salaries | $108,259 | $122,591 | $114,637 | $125,516 | $128,072 | $137,443 | $11,926 | 9.50% | Contractual, increase in monitor hours |
| 2110 | 200 | Equipment | $0 | $5,000 | $0 | $5,000 | $5,000 | $5,000 | $0 | 0.00% | |
| 2110 | 400 | Services | $31,365 | $32,850 | $27,863 | $30,750 | $23,316 | $43,750 | $13,000 | 42.28% | New ELA curriculum |
| 2110 | 450 | Supplies | $69,635 | $69,000 | $58,494 | $69,000 | $71,154 | $97,367 | $28,367 | 41.11% | New ELA curriculum |
| 2110 | 460 | Software | $3,577 | $0 | $0 | $0 | $0 | $0 | $0 | NM | |
| 2110 | 480 | Textbooks | $23,046 | $27,500 | $15,740 | $27,500 | $28,506 | $27,500 | $0 | 0.00% | |
| 2110 | 490 | BOCES Services | $0 | $1,060 | $1,368 | $1,140 | $1,066 | $1,213 | $73 | 6.44% | |
| 2110 | 490 | BOCES Curriculum Services | $22,274 | $21,000 | $21,191 | $22,144 | $19,267 | $22,532 | $388 | 1.75% | |
| **GRAND TOTAL: TEACHING F. E. BELLOWS** | | | **$2,755,758** | **$2,759,099** | **$2,728,780** | **$2,862,154** | **$2,855,914** | **$2,991,543** | **$129,389** | **4.52%** | |

| Function | Object | Expenditure Description | * ACTUAL 2023-2024 | BUDGET 2024-2025 | * ACTUAL 2024-2025 | BUDGET 2025-2026 | ** ESTIMATED 2025-2026 | PROPOSED BUDGET 2026-2027 | Budget to Budget $ Change | Budget to Budget % Change | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|
| * ACTUAL 2023-2024, 2024-2025: The data in this column includes expensed and encumbered costs at June 30. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2025-2026: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures. | | | | | | | | | | | |
| | | **Middle School** | | | | | | | | | |
| 2110 | 150 | Teacher Salaries | $3,062,766 | $3,073,622 | $2,944,458 | $3,111,466 | $3,079,904 | $3,232,806 | $121,340 | 3.90% | Contractual |
| 2110 | 130 | Teaching Assistants/Aides Salaries | $96,912 | $64,612 | $95,506 | $67,220 | $73,730 | $77,021 | $9,801 | 14.58% | FTE adjustments |
| 2110 | 200 | Equipment | $5,335 | $0 | $0 | $0 | $0 | $0 | $0 | NM | |
| 2110 | 400 | Services | $18,991 | $25,125 | $20,896 | $41,100 | $32,599 | $43,455 | $2,355 | 5.73% | Inc budget for academic transport |
| 2110 | 450 | Supplies | $43,972 | $31,825 | $31,634 | $28,050 | $32,007 | $29,200 | $1,150 | 4.10% | |
| 2110 | 480 | Textbooks | $3,366 | $19,420 | $3,356 | $17,150 | $9,004 | $17,150 | $0 | 0.00% | |
| 2110 | 490 | BOCES Services | $12,775 | $583 | $583 | $1,140 | $1,066 | $1,213 | $73 | 6.44% | |
| **GRAND TOTAL: TEACHING MIDDLE SCHOOL** | | | **$3,244,117** | **$3,215,187** | **$3,096,434** | **$3,266,125** | **$3,228,310** | **$3,400,844** | **$134,719** | **4.12%** | |
| | | **High School** | | | | | | | | | |
| 2110 | 150 | Teacher Salaries | $3,974,706 | $4,114,936 | $4,168,213 | $4,360,401 | $4,408,834 | $4,630,649 | $270,248 | 6.20% | Contractual |
| 2110 | 130 | Teaching Assistants/Aides Salaries | $216,822 | $124,110 | $94,399 | $98,092 | $96,002 | $99,395 | $1,303 | 1.33% | FTE adjustment |
| 2110 | 200 | Equipment | $5,335 | $10,000 | $0 | $10,000 | $5,000 | $10,000 | $0 | 0.00% | |
| 2110 | 400 | Services | $63,378 | $68,550 | $100,832 | $89,175 | $86,168 | $92,770 | $3,595 | 4.03% | Inc budget for academic transport |
| 2110 | 460 | Software | $5,335 | $0 | $0 | $0 | $0 | $0 | $0 | NM | |
| 2110 | 450 | Supplies | $110,304 | $91,775 | $95,914 | $81,250 | $70,954 | $80,100 | ($1,150) | -1.42% | Adjust to actuals |
| 2110 | 480 | Textbooks | $36,236 | $51,900 | $31,035 | $46,600 | $30,673 | $46,600 | $0 | 0.00% | |
| 2110 | 490 | BOCES Services | $12,775 | $583 | $583 | $1,140 | $1,066 | $1,213 | $73 | 6.44% | |
| **GRAND TOTAL: TEACHING HIGH SCHOOL** | | | **$4,424,892** | **$4,461,854** | **$4,490,976** | **$4,686,657** | **$4,698,698** | **$4,960,727** | **$274,070** | **5.85%** | |
| 2110 | 140 | **Substitute Costs Districtwide** | **$80,097** | **$140,758** | **$170,099** | **$142,156** | **$170,169** | **$168,410** | **$26,254** | **18.47%** | Adjust to actuals, Includes full time building sub salary |
| **GRAND TOTAL: TEACHING** | | | **$13,066,563** | **$13,175,954** | **$13,037,603** | **$13,467,312** | **$13,450,732** | **$14,162,059** | **$420,677** | **3.12%** | |
| | | **English as a New Language (ENL)** | | | | | | | | | |
| 2259 | 150 | Teacher Salaries | $536,319 | $549,529 | $462,376 | $448,397 | $427,875 | $449,516 | $1,119 | 0.25% | Replacement hired for less than budget |
| 2259 | 160 | Teaching Assistants/Aides Salaries | $35,215 | $61,032 | $61,031 | $63,588 | $63,588 | $66,097 | $2,509 | 3.95% | Contractual |
| 2259 | 400 | Services | $0 | $4,000 | $1,317 | $3,250 | $2,074 | $3,250 | $0 | 0.00% | |
| 2259 | 450 | Supplies | $654 | $8,500 | $606 | $8,000 | $4,028 | $8,000 | $0 | 0.00% | |
| 2259 | 480 | Textbooks | $1,069 | $500 | $5,746 | $500 | $250 | $500 | $0 | 0.00% | |
| **GRAND TOTAL: ENL** | | | **$573,257** | **$623,561** | **$531,077** | **$523,735** | **$497,815** | **$527,363** | **$3,628** | **0.69%** | |
| **OCCUPATIONAL EDUCATION** | | | | | | | | | | | |
| **2280** | | **GRAND TO OCCUPATIONAL AND OTHER EDUCA** | **$165,460** | **$340,958** | **$232,622** | **$271,028** | **$249,852** | **$248,028** | **($23,000)** | **-8.49%** | Removal of program placehodler |
| **SPECIAL SERVICES** | | | | | | | | | | | |
| 2250 | 490 | **Special Ed Placement BOCES Full Time P** | **$308,321** | **$737,959** | **$215,886** | **$742,137** | **$373,457** | **$1,251,132** | **$508,995** | **68.59%** | Fluctuates based on out of district placements |
| 2250 | 471 472 | **Special Placement Private/12 Month Progr** | **$851,718** | **$919,829** | **$1,034,356** | **$833,679** | **$927,403** | **$836,972** | **$3,293** | **0.39%** | Fluctuates based on out of district placements |
| | | **Special Services** | | | | | | | | | |
| 2250 | 400 -410 | Related Services | $113,061 | $278,900 | $112,983 | $165,000 | $156,207 | $145,000 | ($20,000) | -12.12% | To align with actual spending |
| 2250 | 490 | Related Services: BOCES | $71,743 | $80,000 | $88,735 | $120,000 | $95,012 | $120,000 | $0 | 0.00% | |
| 2250 | 420 | In-House Therapeutic Support: Effective Sch | $174,400 | $229,000 | $129,000 | $0 | $0 | $0 | $0 | NM | ESS reclassed to BOCES, $100K moved to Psychology, removed in 26/27 |
| 2250/2255/2270 | 450 | Supplies | $18,485 | $26,650 | $10,223 | $26,400 | $10,267 | $26,400 | $0 | 0.00% | |
| 2250 | 480 | Textbooks | | $0 | $1,225 | $0 | $0 | $0 | $0 | NM | |
| 2250 | 490 | BOCES: In-House Therapeutic Support, IEP | $13,247 | $17,247 | $146,247 | $149,316 | $149,315 | $18,634 | ($130,682) | -87.52% | Removed, hired own staff, see psychologist line |
| | | **SUBTOTAL: SPECIAL SERVICES** | **$390,936** | **$631,797** | **$488,413** | **$460,716** | **$410,802** | **$310,034** | **($150,682)** | **-32.71%** | |
| 2240 | 150 151 | Administration for Special Services and CPS | $228,672 | $261,442 | $261,442 | $266,848 | $273,379 | $279,369 | $12,521 | 4.69% | Contractual |
| 2250/2255/2260/2270 | 150 | Teacher Salaries | $2,450,425 | $2,551,416 | $2,557,789 | $2,688,901 | $2,692,326 | $2,804,717 | $115,816 | 4.31% | Contractual |
| 2250 | 160 | Clerical Salaries | $135,693 | $132,060 | $101,376 | $122,153 | $122,153 | $126,530 | $4,377 | 3.58% | Contractual |
| 2250 | 130 160 | Teaching Assistants/Aides Salaries | $511,450 | $633,193 | $551,956 | $620,733 | $564,441 | $597,561 | ($23,172) | -3.73% | 1.0 FTE moved to grant |
| | | **SUBTOTAL: SPECIAL SERVICES SALARIES** | **$3,326,240** | **$3,578,110** | **$3,472,562** | **$3,698,634** | **$3,652,299** | **$3,808,177** | **$109,542** | **2.96%** | |
| **GRAND TOTAL: SPECIAL SERVICES** | | | **$4,877,215** | **$5,867,696** | **$5,211,218** | **$5,735,166** | **$5,363,960** | **$6,206,315** | **$471,149** | **8.22%** | |

| Function | Object | Expenditure Description | * ACTUAL 2023-2024 | BUDGET 2024-2025 | * ACTUAL 2024-2025 | BUDGET 2025-2026 | ** ESTIMATED 2025-2026 | PROPOSED BUDGET 2026-2027 | Budget to Budget $ Change | Budget to Budget % Change | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |

*** ACTUAL 2023-2024, 2024-2025: The data in this column includes expensed and encumbered costs at June 30. The data also includes non-recurring one-time expenditures.**
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## LIBRARY/ INSTRUCTIONAL MEDIA

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2610 | 150 | Librarians Salaries | $364,783 | $296,386 | $307,881 | $321,341 | $321,340 | $337,377 | $16,036 | 4.99% | Contractual |
| 2610 | 160 | Teaching Assisant Salaries | $37,683 | $38,049 | $38,049 | $38,418 | $38,418 | $32,170 | ($6,248) | -16.26% | One retirement |
| 2610 | 160 | Clerical Salaries | $61,159 | $63,494 | $64,514 | $64,814 | $64,814 | $66,140 | $1,326 | 2.05% | Contractual |
| | | **Daniel Warren** | | | | | | | | | |
| 2610 | 400 | Services | $368 | $2,000 | $303 | $2,000 | $1,519 | $2,000 | $0 | 0.00% | |
| 2610 | 450 | Supplies | $5,346 | $5,000 | $3,862 | $5,000 | $2,653 | $5,000 | $0 | 0.00% | |
| 2610 | 460 | Digital Resources | $2,106 | $6,000 | $355 | $12,500 | $8,912 | $12,500 | $0 | 0.00% | |
| 2610 | 490 | BOCES | $10,276 | $13,000 | $9,942 | $10,992 | $10,527 | $12,469 | $1,476 | 13.43% | Adjust for new services |
| 2610 | 521 | Books | $6,933 | $6,500 | $6,447 | $0 | $0 | $0 | $0 | NM | |
| | | **Bellows** | | | | | | | | | |
| 2610 | 400 | Services | $3,461 | $5,000 | $3,896 | $5,000 | $4,869 | $5,000 | $0 | 0.00% | |
| 2610 | 450 | Supplies | $3,623 | $7,000 | $3,914 | $7,000 | $6,524 | $7,000 | $0 | 0.00% | |
| 2610 | 460 | Digital Resources | $3,510 | $7,000 | $1,943 | $10,000 | $7,445 | $10,000 | $0 | 0.00% | |
| 2610 | 490 | BOCES | $8,336 | $7,000 | $7,262 | $7,408 | $11,103 | $9,055 | $1,647 | 22.23% | Adjust for new services |
| 2610 | 521 | Books | $1,832 | $3,000 | $1,281 | $0 | $0 | $0 | $0 | NM | |
| | | **MS/HS** | | | | | | | | | |
| 2610 | 400 | Services | $849 | $1,500 | $954 | $1,500 | $637 | $1,500 | $0 | 0.00% | |
| 2610 | 450 | Supplies | $2,070 | $500 | $41,560 | $500 | $40,213 | $500 | $0 | 0.00% | |
| 2610 | 460 | Digital Resources | $19,013 | $22,000 | $16,524 | $26,000 | $24,157 | $26,000 | $0 | 0.00% | |
| 2610 | 490 | BOCES | $27,691 | $40,000 | $38,430 | $41,699 | $39,578 | $41,557 | ($142) | -0.34% | |
| 2610 | 521 | Books | $3,773 | $4,000 | $5,147 | $0 | $0 | $0 | $0 | NM | |
| | | **SUBTOTAL: LIBRARY/MEDIA** | **$562,812** | **$527,429** | **$552,265** | **$554,172** | **$582,709** | **$568,267** | **$14,096** | **2.54%** | |

## COMPUTER AIDED INSTRUCTION - DISTRICTWIDE

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2630 | 150 | Director of Technology and Communications | $110,670 | $112,883 | $112,883 | $115,141 | $115,480 | $122,336 | $7,195 | 6.25% | Longevity milestone |
| 2630 | 200 | Equipment | $223,240 | $175,000 | $31,653 | $105,000 | $7,300 | $150,000 | $45,000 | 42.86% | Reallocation from PY from security |
| 2630 | 403 | Services - District IT Support | $423,802 | $432,278 | $406,341 | $384,000 | $348,000 | $354,960 | ($29,040) | -7.56% | As per contract |
| 2630 | 400 | Services - Other | $482,574 | $268,000 | $383,380 | $375,000 | $304,156 | $450,000 | $75,000 | 20.00% | E-Rate Data Cabling project |
| 2630 | 490 | BOCES - Website and Online Info Services | $2,600 | $18,389 | $2,961 | $32,707 | $32,820 | $32,896 | $190 | 0.58% | To align with actual spending |
| 2630 | 450 | Supplies | $281,112 | $225,000 | $364,550 | $240,000 | $390,504 | $315,000 | $75,000 | 31.25% | E-Rate Data Cabling project |
| 2630 | 460 | Software Licenses/Agreements | $78,063 | $90,700 | $100,490 | $105,000 | $91,326 | $105,000 | $0 | 0.00% | |
| | | **SUBTOTAL: COMPUTER AIDED INSTRUCTION** | **$1,602,060** | **$1,322,251** | **$1,402,259** | **$1,356,847** | **$1,289,585** | **$1,530,192** | **$173,344** | **12.78%** | |
| **GRAND TOTAL: INSTRUCTIONAL MEDIA** | | | **$2,164,873** | **$1,849,680** | **$1,954,523** | **$1,911,019** | **$1,872,294** | **$2,098,459** | **$187,440** | **9.81%** | |

| Function | Object | | Expenditure Description | * ACTUAL 2023-2024 | BUDGET 2024-2025 | * ACTUAL 2024-2025 | BUDGET 2025-2026 | ** ESTIMATED 2025-2026 | PROPOSED BUDGET 2026-2027 | Budget to Budget $ Change | Budget to Budget % Change | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| **PUPIL PERSONNEL** | | | | | | | | | | | | |
| | | | **School Counseling Department** | | | | | | | | | |
| 2810 | 150 | | School Counseling Counselors Salaries | $748,744 | $786,498 | $776,731 | $809,517 | $814,236 | $852,343 | $42,826 | 5.29% | Contractual |
| 2810 | 160 | | Clerical Salaries | $133,476 | $135,854 | $140,961 | $151,871 | $151,821 | $155,250 | $3,379 | 2.22% | Contractual |
| 2810 | 400 | | Services | $13,576 | $15,700 | $13,991 | $19,700 | $19,000 | $19,700 | $0 | 0.00% | |
| 2810 | 450 | 480 | Supplies | $6,513 | $3,350 | $2,208 | $3,350 | $2,600 | $3,350 | $0 | 0.00% | |
| | | | **SUBTOTAL: SCHOOL COUNSELING** | **$902,310** | **$941,402** | **$933,892** | **$984,438** | **$987,657** | **$1,030,643** | **$46,205** | **4.69%** | |
| | | | **Nurses/Doctor** | | | | | | | | | |
| 2815 | 160 | | Nurses Salaries | $301,065 | $276,723 | $305,735 | $290,058 | $294,724 | $298,308 | $8,250 | 2.84% | |
| 2815 | 400 | | Doctor (non-employee) | $5,000 | $7,000 | $7,000 | $7,000 | $7,000 | $7,000 | $0 | 0.00% | |
| 2815 | 400 | | Services | $27,406 | $40,000 | $27,393 | $40,000 | $40,000 | $40,000 | $0 | 0.00% | |
| 2815 | 401 | | Health Services (other schools) | $170,564 | $180,000 | $163,677 | $185,000 | $179,000 | $185,000 | $0 | 0.00% | Required by law |
| 2815 | 450 | | Supplies | $11,239 | $15,000 | $8,447 | $15,000 | $14,500 | $15,000 | $0 | 0.00% | |
| | | | **SUBTOTAL: NURSES/DOCTOR** | **$515,273** | **$518,723** | **$512,253** | **$537,058** | **$535,224** | **$545,308** | **$8,250** | **1.54%** | |
| | | | **Psychologists** | | | | | | | | | |
| 2820 | 150 | | Psychologists Salaries | $497,881 | $484,788 | $504,171 | $508,328 | $482,848 | $525,061 | $16,733 | 3.29% | Retirement partially offsets increase for new 1.0 FTE |
| 2820 | 400 | | Services | $69 | $0 | $325 | $0 | $0 | $0 | $0 | NM | |
| 2820 | 420 | | ESS - Mental Health Services | $100,000 | $0 | $100,000 | $100,000 | $100,000 | $0 | ($100,000) | -100.00% | Removal, replaced with in-house staff |
| 2820 | 450 | | Supplies | $691 | $900 | $1,294 | $900 | $1,300 | $1,300 | $400 | 44.44% | |
| | | | **SUBTOTAL: PSYCHOLOGISTS** | **$598,641** | **$485,688** | **$605,789** | **$609,228** | **$584,148** | **$526,361** | **($82,867)** | **-13.60%** | |
| | | | **Social Work** | | | | | | | | | |
| 2825 | 150 | | Social Worker Salaries | $72,981 | $76,012 | $76,012 | $79,162 | $79,162 | $82,335 | $3,173 | 4.01% | Contractual |
| 2825 | 150 | | McKinney-Vento Coordinator Salaries | $0 | $1,540 | $186 | $1,555 | $1,555 | $1,571 | $16 | 1.02% | |
| 2825 | 450 | | Supplies | $93 | $0 | $0 | $250 | $250 | $500 | $250 | 100.00% | |
| | | | **SUBTOTAL: SOCIAL WORK** | **$73,074** | **$77,552** | **$76,198** | **$80,967** | **$80,967** | **$84,406** | **$3,439** | **4.25%** | |
| **GRAND TOTAL: PUPIL PERSONNEL** | | | | **$2,089,298** | **$2,023,366** | **$2,128,132** | **$2,211,692** | **$2,187,997** | **$2,186,718** | **($24,973)** | **-1.13%** | |
| **CO-CURRICULAR** | | | | | | | | | | | | |
| | | | **Co-Curricular Elem** | | | | | | | | | |
| 2850 | 150 | | Salaries | $6,236 | $6,056 | $6,481 | $6,117 | $6,438 | $6,850 | $733 | 11.99% | Adjust to actuals |
| 2850 | 400 | | Services | $0 | $150 | $590 | $2,250 | $2,540 | $2,250 | $0 | 0.00% | |
| | | | | **$6,236** | **$6,206** | **$7,071** | **$8,367** | **$8,978** | **$9,100** | **$733** | **8.76%** | |
| | | | **Co-Curricular MS** | | | | | | | | | |
| 2850 | 150 | | Salaries | $44,938 | $43,828 | $39,133 | $44,266 | $40,223 | $40,325 | ($3,941) | -8.90% | Adjust to actuals |
| 2850 | 400 | | Services | $90 | $3,200 | $2,013 | $3,100 | $3,155 | $3,100 | $0 | 0.00% | |
| 2850 | 450 | | Supplies | $0 | $400 | $910 | $700 | $500 | $700 | $0 | 0.00% | |
| | | | | **$45,028** | **$47,428** | **$42,057** | **$48,066** | **$43,878** | **$44,125** | **($3,941)** | **-8.20%** | |
| | | | **Co-Curricular HS** | | | | | | | | | |
| 2850 | 150 | | Salaries | $129,747 | $142,473 | $123,332 | $143,898 | $138,803 | $139,492 | ($4,406) | -3.06% | Adjust to actuals |
| 2850 | 400 | | Services | $25,678 | $26,050 | $31,740 | $26,500 | $25,627 | $25,500 | ($1,000) | -3.77% | Adjust to actuals |
| 2850 | 450 | | Supplies | $6,086 | $4,000 | $6,793 | $5,000 | $1,811 | $6,000 | $1,000 | 20.00% | Adjust to actuals |
| | | | | **$161,511** | **$172,523** | **$161,865** | **$175,398** | **$166,241** | **$170,992** | **($4,406)** | **-2.51%** | |
| **GRAND TOTAL CO-CURRICULAR** | | | | **$212,775** | **$226,157** | **$210,994** | **$231,831** | **$219,097** | **$224,217** | **($7,614)** | **-3.28%** | |

| Function | Object | Expenditure Description | * ACTUAL 2023-2024 | BUDGET 2024-2025 | * ACTUAL 2024-2025 | BUDGET 2025-2026 | ** ESTIMATED 2025-2026 | PROPOSED BUDGET 2026-2027 | Budget to Budget $ Change | Budget to Budget % Change | Notes |
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| **INTERSCHOLASTIC ATHLETICS** | | | | | | | | | | | |
| | | **Interscholastic Athletics** | | | | | | | | | |
| 2855 | 130 -160 | Salaries | $854,486 | $920,307 | $860,496 | $929,251 | $877,372 | $936,479 | $7,228 | 0.78% | Contractual |
| 2855 | 200 | Equipment | $0 | $17,100 | $5,980 | $17,100 | $3,641 | $17,100 | $0 | 0.00% | |
| 2855 | 400 401 | Services | $84,385 | $91,833 | $86,216 | $96,000 | $99,002 | $93,800 | ($2,200) | -2.29% | Adjust to actuals |
| 2855 | 402 | Transportation | $222,595 | $240,000 | $257,597 | $245,000 | $245,000 | $245,000 | $0 | 0.00% | |
| 2855 | 450 452 | Supplies | $92,623 | $52,500 | $191,381 | $68,000 | $120,896 | $65,000 | ($3,000) | -4.41% | Adjust to actuals |
| 2855 | 491 | BOCES Athletics Services | $66,296 | $77,243 | $72,582 | $76,143 | $79,973 | $84,897 | $8,754 | 11.50% | Est. per BOCES |
| 2855 | 490 | BOCES Athletics Officials | $63,138 | $59,739 | $70,992 | $58,511 | $52,096 | $55,000 | ($3,511) | -6.00% | Est. per BOCES |
| **GRAND TOTAL: ATHLETICS** | | | **$1,383,524** | **$1,458,722** | **$1,545,244** | **$1,490,004** | **$1,477,980** | **$1,497,276** | **$7,272** | **0.49%** | |
| **TRANSPORTATION** | | | | | | | | | | | |
| 5510 | 150 | Salaries | $18,689 | $23,061 | $0 | $0 | $0 | $0 | $0 | NM | Replaced with managed transportation services |
| 5540 | 450 | Supplies | | $0 | $394 | $0 | $0 | $0 | $0 | NM | |
| 5540 | 405 | Managed Transportation Services | $1,667 | $0 | $20,000 | $25,000 | $25,000 | $25,000 | $0 | 0.00% | Mamaroneck's transportation manager services |
| | | **SUBTOTAL: TRANSPORTATION SALARIES AND SERVICES** | **$20,356** | **$23,061** | **$20,394** | **$25,000** | **$25,000** | **$25,000** | **$0** | **0.00%** | |
| 5540 | 490 | Contracted Transportation - BOCES | **$4,680** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **NM** | |
| 5540 | 400 | Contracted Transportation - Special Educat | **$586,660** | **$850,257** | **$563,849** | **$738,905** | **$494,714** | **$609,205** | **($129,700)** | **-17.55%** | Fluctuates based on out of district placements |
| 5540/5550 | 401 400 | Contracted Transportation - Private & Paroc | **$156,460** | **$210,996** | **$184,551** | **$259,608** | **$263,714** | **$356,500** | **$96,892** | **37.32%** | Fluctuates based on requests for transportation |
| **GRAND TOTAL: TRANSPORTATION** | | | **$768,155** | **$1,084,313** | **$768,794** | **$1,023,513** | **$783,428** | **$990,705** | **($32,809)** | **-3.21%** | |
| **GRAND TOTAL:** | | | **$50,599,103** | **$51,127,223** | **$53,132,337** | **$52,548,411** | **$51,944,085** | **$53,812,226** | **$1,263,815** | **2.41%** | |



# 07

# Additional Information and Required Disclosures

Rye Neck Schools 50

## Budgetary Definitions

Administrative Budget Component: One of three categories that school districts must show in the proposed budget (other categories are the Capital Budget Component and the Program Budget Component). These expenditures include:

- Office and administrative costs
- Salaries and benefits for certified school administrators who spend 50 percent or more of their time performing supervisory duties
- Data processing
- Supplies
- Legal fees
- Property insurance
- School board expenses

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

Appropriated Fund Balance:
The portion of a district's fund balance from the previous fiscal year that is applied as revenue to the District's following year's budget. This reduces the amount of revenue that must be raised by property taxes.

Approved Budget:
A budget approved by voters at the Annual Budget Vote. If voters do not approve the Board's adopted budget, the District may try one more time to win approval of the same budget or a revised budget. After two defeated proposals, the Board must adopt a contingency budget.

Assessed Value:
The value of a residential or commercial property as determined by the local property assessor. This value can change based on the municipality's equalization rate, the market, or in the event of a municipal revaluation. The assessment is used to determine the amount of taxes paid and the eligible amount of STAR exemption.

Assessment Roll:
A list of properties and their assessed value in each municipality. This is a public document and can be accessed at the local assessor's office or on online.

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

Budget-to-Budget Change:
The amount the budget increases/decreases from one year to the next. This is commonly expressed as a percentage increase or decrease. The budget to budget change or spending plan change is separate from the projected tax rate change.

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

Capital Budget Component:
One of three categories that school districts must show in their proposed budgets (other categories are the Administrative Budget Component and the Program Budget Component). These expenditures include:

- Custodial and all facility costs including service contracts, supplies, utilities, maintenance, repairs, construction and renovation
- Debt service and lease expenditures
- Legal judgments and settled claims

Consumer Price Index (CPI):
As defined by the Bureau of Labor Statistics, the Consumer Price Index (CPI) is a measure of the average change over time in the prices paid by urban consumers for a market basket of consumer goods and services. It is also called cost-of-living index. The CPI is designed to measure the experience of relevant households and does not factor into account many of the items that cause school district budgets to rise, such as the cost of retirement contributions, group health insurance costs and district property and liability insurance.

Contingent Budget:
Under NYS law, school boards can submit a budget to voters a maximum of two (2) times. If the proposed budget is defeated twice, the board must adopt a contingency budget, which would put a cap on new spending. The contingent budget is limited to a 0% tax levy increase.

Employee Benefits:
Amounts paid by the District on behalf of employees. These amounts are not included in the gross salary. While not paid directly to employees, these benefits are part of the cost of employees. Employee benefits include the District cost for health insurance premiums, life and disability insurance, Medicare, retirement and social security.

Employee Benefits Reserve:
This reserve known as (EBALR) is for expenditures related to contractual obligations for retirees, such as the payment of unused sick and personal days that is due upon separation from employment. Rye Neck does not make these payments to employees, and therefore does not maintain this particular reserve.

Encumbrance Reserve:
This account allows the District to pay for budget items that carry from one fiscal year into the next. It is a reservation of funds set aside for goods or work that have been contracted for but have not yet been received. This payment is held over until the next budget season—literally, a "promise to pay for work that is in progress." Expenses for these items can be paid from the Encumbrance Reserve without affecting the next year's school budget.

Equalization Rate:
Represents the State's judgment of how closely assess values in a town match the "true market value" of the properties. It is a ratio of a municipality's total assessed value to its market value. In the case of school taxes, the equalization rate helps determine how the school tax levy is shared among a district's municipalities. A municipality that has an equalization rate of 100 percent means that municipality is assessing property at full market value.

Equipment:
Consumable materials used in the operation of the school district that are $5,000 or more.

Expenditure:
Expense. Payment for the purpose of acquiring goods or services.

Fiscal Year:
A fiscal year is the accounting period on which a budget is based. The fiscal year for all NYS school districts is July 1 through June 30.

Full Time Equivalent (FTE):
A unit of measure which is equal to one filled, full time, annual-salaried position.

Fund Balance:
A fund balance is created when the school district has money left over at the end of its fiscal year resulting from less than anticipated expenditures or greater than projected revenues. Part of the fund balance (called appropriated fund balance)

may be applied as revenue to the District's following year budget. A portion, up to 4% of the succeeding year's budget may also be set aside (unappropriated fund balance) to pay for emergencies or other unforeseen expenses.

General Fund:
This is the major operating fund of the District. It receives all income not earmarked for a particular program or activity and not specified by law to be deposited in another fund. The budget voted on by the voters is the spending plan for the district for the year.

Mandates:
Mandated items are required primarily by NYS law or court-ordered decisions.

Maximum Allowable Levy:
Determined by formula, the Tax Levy Limit (commonly known at Tax Cap or 2% Tax Cap) plus allowable exemptions results in the maximum allowable tax levy, which is the highest tax levy a district can propose and still require a simple majority to pass.

Phase-In of State Aid Foundation Aid:
The state aid category Foundation Aid was created in 2007 and takes school district wealth and student need into account to create an equitable distribution of state funding to schools. However, New York State has never fully funded Foundation Aid. New York State has committed to phase-in, or fully fund, Foundation Aid by the FY 2024 budget. In the FY 2022 Enacted State Budget, the Executive and Legislature agreed to fully fund Foundation Aid by the FY 2024 budget and enshrined this commitment into law.

Program Budget Component:
One of three categories that school districts must show in their proposed budgets (other categories are the Administrative Budget Component and the Capital Budget Component).

Program expenditures include:

- Salaries and benefits of teachers and supervisors who spend the majority of their time teaching
- Instructional costs such as supplies, equipment and textbooks

Proposed Budget:
The budget is a spending plan developed by the superintendent of schools with the input of school administrators prior to Board of Education adoption.

Reassessment:
A reassessment or re-valuation is a systematic analysis undertaken by municipalities, of all locally assessed properties (both commercial and residential) to achieve a stated uniform percentage of value. The goal of a reassessment is to assure that each assessment reflects current market prices and that each property owner pays only their fair share of the tax burden.

Reserve Fund Balance:
The portion of fund balance set aside for specific purposes. Each reserve fund has certain establishment and use requirements.

Retirement Reserves:
Reserves set up to specifically offset the increasing employer contributions to the N.Y.S. Employee Retirement System (ERS) and N.Y.S. Teachers Retirement System (TRS).

Revenue:
Sources of income to finance the operation of the school district.

Salaries:
The total amount paid to an individual, before deductions, for services rendered while on the District's payroll.

STAR:
The New York State School Tax Relief (STAR) Program provides exemption for school taxes for owner-occupied, primary residents. Basic STAR is available to homeowners earning less than $500,000. Enhanced STAR is available to seniors ages 65 and older who meet a certain income requirement.

State Aid:
State Aid for public schools comes primarily from the State General Fund wherein the major revenue source is state taxes (e.g. income, and sales). Of the balance of state support for public schools, approximately less than 10% comes from STAR and the balance comes from a Special Revenue Fund account supported by state lottery, video lottery terminal, and commercial gaming receipts *(source: NYS Ed. Dept 2021-22 State Aid Handbook*). Until the State passes its budget, the District does not know exactly how much to expect in State Aid, however school districts are still required to present their budgets to voters on the third Tuesday in May.

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

Support Services:
The personnel, activities and programs that enhance instruction and provide for the general operation of the school district. This includes attendance, guidance and health programs; library personnel and services; special education services provided by speech and language pathologists, physical therapists and occupation therapists; professional development programs, buildings and grounds operations and security.

Tax Base:
The total Assessed Value of local real estate that a school district may tax for yearly operational monies.

Tax Cap:
*See Tax Levy Limit*.

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

Tax Certiorari Reserve:
This reserve is to provide for expenditures that arise when property owners file lawsuits, successfully challenge the assessments of their property and are granted a reduction. In many cases the settlements cover several years and, as such, can lead to large judgments against the District.

Tax Levy:
The total sum to be raised by the school district in the form of property taxes after subtracting all other revenues such as State Aid. The tax levy determines the tax rate for property owners in each of the two towns (Rye Town and Rye City) that make up the Rye Neck School District. Each municipality within the District is assigned a share of the total levy. Equalization rates, set each year by New York State, are applied to take into account different assessment practices.

Tax Levy Limit:
Also known as the Tax Cap. The threshold dictated by an 8-step NYS formula that determines the highest tax levy BEFORE exemptions that a school district can propose and still need a simple majority (50% plus 1 voter approval) to pass (Also see Maximum Allowable Levy). This may be greater or less than 2%. Under the tax cap law, a super majority (approval by at least 60% of those who voted in the election) would be required if the tax levy exceeds the Maximum Allowable Limit.

Tax Rate:
The actual amount per thousand that is multiplied by an individual's property assessment to determine the amount each taxpayer will pay.

Three-part Budget:
School districts must, by NYS law, divide their budgets into three components: Administrative, Capital and Program. Districts must also show how much each portion has increased in relation to the whole budget (Also see Administrative Budget Component, Capital Budget Component and Program Budget Component).

Unreserved Fund Balance:
Unreserved fund balance consists of appropriated (designated) fund balance and unappropriated (undesignated) fund balance. Appropriated fund balance is the portion of unreserved fund balance that has been used to reduce taxes in the subsequent fiscal year. Unappropriated fund balance is limited by Real Property Tax Law Section 1318 to an amount not to exceed four percent of the succeeding year's budget. This money may be used to pay for emergency repairs and other unforeseen occurrences.

**Property Tax Report Card**

**661901 - RYE NECK UFSD**

**2025-2026 - Page 1**
**Official - as of 04/20/2026 12:59 PM**

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

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

**Please also submit an electronic version (PDF or Word) of your school district's 2026-27 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.**

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

**Form Due - April 25, 2026**

| | |
|---|---|
| Form Preparer Name: | MARIA GIGI |
| Preparer's Telephone Number: | 914-777-5212 |

| **Shaded Fields Will Calculate** | **Budgeted 2025-26 (A)** | **Proposed Budget 2026-27 (B)** | **Percent Change (C)** |
|---|---|---|---|
| Total Budgeted Amount, not including Separate Propositions | 52,548,411 | 53,812,226 | 2.41 % |
| A. Proposed Tax Levy to Support the Total Budgeted Amount[1] | 44,491,701 | 45,549,118 | |
| B. Tax Levy to Support Library Debt, if Applicable | 0 | 0 | |
| C. Tax Levy for Non-Excludable Propositions, if Applicable[2] | 0 | 0 | |
| D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable | 0 | 0 | |
| E. Total Proposed School Year Tax Levy (A+B+C-D) | 44,491,701 | 45,549,118 | 2.38 % |
| F. Permissible Exclusions to the School Tax Levy Limit | 2,309,846 | 2,328,486 | |
| G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions[3] | 42,181,855 | 43,220,632 | |
| H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D) | 42,181,855 | 43,220,632 | |
| I. Difference: (G-H);(negative value requires 60.0% voter approval)[2] | 0 | 0 | |
| Public School Enrollment | 1,381 | 1,366 | -1.09 % |
| Consumer Price Index | | | 2.63 % |

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

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

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

| | Actual 2025-26 (D) | Estimated 2026-27 (E) |
|---|---|---|
| Adjusted Restricted Fund Balance | 15,051,922 | 13,047,511 |
| Assigned Appropriated Fund Balance | 575,000 | 575,000 |
| Adjusted Unrestricted Fund Balance | 2,101,936 | 2,152,489 |
| Adjusted Unrestricted Fund Balance as a Percent of the Total Budget | 4.00 % | 4.00 % |

**Schedule of Reserve Funds**

| Reserve Type | Reserve Name | Reserve Description * | 3/31/26 Actual Balance | 6/30/26 Estimated Ending Balance | Intended Use of the Reserve in the 2026-27 School Year (Limit 200 Characters)** |
|---|---|---|---|---|---|
| Capital | 2022 CAPITAL RESERVE | For the cost of any object or purpose for which bonds may be issued. | 2,127,871 | 1,846,752 | $500,000 planned use in 2026-27 school year |
| Repair | | For the cost of repairs to capital improvements or equipment. | | | |
| Workers Compensation | | For self-insured Workers Compensation and benefits. | | | |
| Unemployment Insurance | UNEMPLOYMENT RESERVE | For reimbursement to the State Unemployment Insurance Fund. | 53,104 | 53,575 | No planned use in 2026-27 school year |
| Reserve for Tax Reduction | | For the gradual use of the proceeds of the sale of school district real property. | | | |
| Mandatory Reserve for Debt Service | DEBT SERVICE | For proceeds from the sale of district capital assets or improvement, restricted to debt service. | 1,173,025 | 1,033,433 | $100,000 planned use in 2026-27 school year |
| Insurance | INSURANCE RESERVE | For liability, casualty, and other types of uninsured losses. | 2,447,135 | 2,468,849 | No planned use in 2026-27 school year |
| Property Loss + (add) | | To cover property loss. | | | |

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

| | | | | | |
|---|---|---|---|---|---|
| Liability | | To cover incurred liability claims. | | | |
| Tax Certiorari | TAX CERTIORARI | For tax certiorari settlements. | 2,511,271 | 2,433,554 | To fund the cost of court orders for tax certioraris |
| Reserve for Insurance Recoveries | | For unexpended proceeds of insurance recoveries at fiscal year end. | | | |
| Employee Benefit Accrued Liability | | For accrued 'employee benefits' due to employees upon termination of service. | | | |
| Retirement Contribution | RETIREMENT CONTRIBUTION - ERS | For employer retirement contributions to the State and Local Employees' Retirement System. | 4,191,892 | 3,648,054 | $650,000 planned use in 2026-27 school year |
| Reserve for Uncollected Taxes | | For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year. | | | |
| Single Other Reserve | RETIREMENT CONTRIBUTION - TRS | To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS) | 2,045,146 | 1,963,294 | $150,000 planned use in 2026-27 school year |

*** NYSED Reserve Guidance: http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf**

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

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

Save | Reset | Save & Ready

# 2026-27 Rye Neck Union Free School District Budget Notice

| Overall Budget Proposal | Budget Adopted for the 2025-26 School Year | Budget Proposed for the 2026-27 School Year | Contingency Budget for the 2026-27 School Year * |
|---|---|---|---|
| Total Budgeted Amount, Not Including Separate Propositions | $ 52,548,411 | $ 53,812,226 | $ 52,754,809 |
| Increase/Decrease for the 2026-27 School Year | | $ 1,263,815 | $ 206,398 |
| Percentage Increase/Decrease in Proposed Budget | | 2.41 % | 0.39 % |
| Change in the Consumer Price Index | | 2.63% | |
| A. Proposed Levy to Support the Total Budgeted Amount | $ 44,491,701 | $ 45,549,118 | |
| B. Levy to Support Library Debt, if Applicable | $ 0 | $ 0 | |
| C. Levy for Non-Excludable Propositions, if Applicable ** | $ 0 | $ 0 | |
| D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy | $ 0 | $ 0 | |
| E. Total Proposed School Year Tax Levy (A + B + C - D) | $ 44,491,701 | $ 45,549,118 | $ 44,491,701 |
| F. Total Permissible Exclusions | $ 2,309,846 | $ 2,328,486 | |
| G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions | $ 42,181,855 | $ 43,220,632 | |
| H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D) | $ 42,181,855 | $ 43,220,632 | |
| I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) ** | $ 0 | $ 0 | |
| Administrative Component | $ 6,099,489 | $ 6,056,279 | $ 5,978,582 |
| Program Component | $ 37,707,616 | $ 39,592,140 | $ 39,197,420 |
| Capital Component | $ 8,741,307 | $ 8,163,807 | $ 7,578,807 |

* If the proposed budget is not approved by the required margin, the District may resubmit the original budget or submit a revised budget to the voters on the third Tuesday in June (or an alternate date set by New York Stale) or adopt a contingency budget that levies a tax no greater than that of the prior year. If the resubmitted/revised budget proposal is not approved by the required margin, the Board of Education must adopt a budget that requires a tax levy no greater than that of the prior year (0% increase in the tax levy). Cuts to the proposed budget would be made by the Board of Education pursuant to Section 2023 of Education Law.

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

| Description | Amount |
|---|---|
| NONE | $ |
| | $ |
| | $ |
| | $ |

| | Under the Budget Proposed for the 2026-27 School Year |
|---|---|
| Estimated Basic STAR Exemption Savings[1] | Rye Town: $1,094, Rye City: $1,184 |

The annual budget vote for the fiscal year 2026-27 by the qualified voters of the Rye Neck Union Free School District, Westchester County, New York, will be held at the Rye Neck Middle/High School Community Room in said district on Tuesday, May 19, 2026 between the hours of 7:00am and 9:00pm, prevailing time in the Rye Neck school, at which time the polls will be opened to vote by voting ballot or machine.

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

# Rye Neck 2026-2027 Three-Part Budget

| | A + B + C | A | B | C |
|---|---|---|---|---|
| **Category** | **Proposed FY 2026-2027** | **Administrative** | **Program** | **Capital** |
| Board of Education | $ 15,800 | $ 15,800 | $ - | $ - |
| Central Administration/Business Office | 1,492,556 | 1,492,556 | - | - |
| Security & Supervision | 597,342 | - | - | 597,342 |
| Operations & Maintenance | 3,355,383 | - | 33,000 | 3,322,383 |
| Special Items (Legal, Audit, Insurance) | 1,102,404 | 1,022,503 | 10,000 | 69,900 |
| **Total General Support** | **$ 6,563,485** | **$ 2,530,860** | **$ 43,000** | **$ 3,989,625** |
| | | | | |
| Curriculum Development and Supervision | $ 2,329,540 | $ 1,467,429 | $ 862,111 | $ - |
| Regular School Instruction | 14,634,304 | - | 14,634,304 | - |
| Special Education | 6,206,315 | 191,097 | 6,015,218 | - |
| Library & Media | 568,267 | - | 568,267 | - |
| Technology | 1,530,192 | 152,003 | 1,378,189 | - |
| School Counseling | 1,030,643 | - | 1,030,643 | - |
| Health Services | 545,308 | - | 545,308 | - |
| English as a New Language (ENL) | 527,363 | - | 527,363 | - |
| Psychology & Social Work | 610,767 | - | 610,767 | - |
| Interscholastic Athletics | 1,497,276 | 214,166 | 1,283,110 | - |
| **Total Instruction** | **$ 29,479,975** | **$ 2,024,695** | **$ 27,455,280** | **$ -** |
| | | | | |
| **Total Pupil Transportation** | **$ 990,705** | **$ -** | **$ 990,705** | **$ -** |
| | | | | |
| Employee Benefits | $ 13,546,109 | $ 1,500,724 | $ 11,064,655 | $ 980,729 |
| Interfund Transfer | 523,500 | - | 38,500 | 485,000 |
| Debt Service | 2,708,452 | - | - | 2,708,452 |
| **Total Undistributed Expenses** | **$ 16,778,061** | **$ 1,500,724** | **$ 11,103,155** | **$ 4,174,182** |
| | | | | |
| **Grand Total** | **$ 53,812,226** | **$ 6,056,279** | **$ 39,592,140** | **$ 8,163,807** |

**Salary: Administrative Compensation Information**
**661901 - RYE NECK UFSD**

**2025-2026 - Page 1**
**Official - as of 04/20/2026 01:00 PM**

**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 | 275,000 | 40,859 | 14,160 |

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

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

| | | | | |
|---|---|---|---|---|
| 2. | ASSISTANT SUPERINTENDENT FOR BUSINESS & FI | 233,500 | 76,241 | |
| 3. | ASSISTANT SUPERINTENDENT FOR CURRICULUM & | 248,500 | 77,694 | |
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| 34. | | | | |
| 35. | | | | |

| | | | | |
|---|---|---|---|---|
| 36. | | | | |

**Salary: Administrative Compensation Information** **2025-2026 - Page 2**
**661901 - RYE NECK UFSD** **Official - as of 04/20/2026 01:00 PM**

| | Title | Salary | Employee Benefits | Other Remuneration |
|---|---|---|---|---|
| 37. | | | | |
| 38. | | | | |
| 39. | | | | |
| 40. | | | | |
| 41. | | | | |
| 42. | | | | |
| 43. | | | | |
| 44. | | | | |
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| 63. | | | | |
| 64. | | | | |
| 65. | | | | |
| 66. | | | | |
| 67. | | | | |
| 68. | | | | |
| 69. | | | | |
| 70. | | | | |

**Salary: Administrative Compensation Information** **2025-2026 Claim Year - Page 3**
**661901 - RYE NECK UFSD** **Official - as of 04/20/2026 01:00 PM**

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

| | | |
|---|---|---|
| 71. | HIGH SCHOOL PRINCIPAL | 234,524 |
| 72. | DIRECTOR OF HEALTH, P.E. & ATHLETICS | 214,166 |
| 73. | ELEMENTARY PRINCIPAL | 193,811 |
| 74. | MIDDLE SCHOOL PRINCIPAL | 191,759 |
| 75. | ELEMENTARY PRINCIPAL | 191,426 |
| 76. | DIRECTOR FOR PUPIL PERSONNEL SERVICES | 191,097 |
| 77. | | |
| 78. | | |
| 79. | | |
| 80. | | |
| 81. | | |
| 82. | | |
| 83. | | |
| 84. | | |
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| 86. | | |
| 87. | | |
| 88. | | |
| 89. | | |
| 90. | | |
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| 92. | | |

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|---|---|---|
| 93. | | |
| 94. | | |
| 95. | | |
| 96. | | |
| 97. | | |
| 98. | | |
| 99. | | |
| 100. | | |
| 101. | | |
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| 103. | | |
| 104. | | |
| 105. | | |
| 106. | | |
| 107. | | |
| 108. | | |
| 109. | | |
| 110. | | |
| 111. | | |
| 112. | | |

**Salary: Administrative Compensation Information** **2025-2026 Claim Year - Page 4**
**661901 - RYE NECK UFSD** **Official - as of 04/20/2026 01:00 PM**

| | | |
|---|---|---|
| 113. | | |
| 114. | | |
| 115. | | |
| 116. | | |
| 117. | | |
| 118. | | |
| 119. | | |
| 120. | | |
| 121. | | |
| 122. | | |
| 123. | | |
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| 155. | | |
| 156. | | |
| 157. | | |

**Salary: Administrative Compensation Information 2025-2026 - Page 5**
**661901 - RYE NECK UFSD Official - as of 04/20/2026 01:00 PM**

| | | |
|---|---|---|
| 158. | | |
| 159. | | |
| 160. | | |
| 161. | | |
| 162. | | |
| 163. | | |
| 164. | | |
| 165. | | |
| 166. | | |
| 167. | | |
| 168. | | |
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| 171. | | |
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| 174. | | |
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| 176. | | |
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| 178. | | |
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| 188. | | |
| 189. | | |
| 190. | | |

# Exemption Impact Report

Assessment Year: 2025

County: WESTCHESTER
SWIS Code: 551400

School Value Report (554801)

Municipality: RYE
Total Assessed Val: 13,992,571
Uniform Percentage: 1.18

Equalized Total Assessed Value = 1,185,811,101

| Exempt Code | Description | Statutory Authority | # of Exempts | Total EX Asmnt | Total Equalized Value of EX | % of Value Exempted |
|---|---|---|---|---|---|---|
| 13100 | CTY OWNED | RPTL 406(1) | 2 | 1,144,600 | 97,000,000 | 8.18 |
| 13350 | CITY OWNED | RPTL 406(1) | 3 | 29,100 | 2,466,101 | 0.21 |
| 13800 | SCHOOL DIS | RPTL 408 | 1 | 873,850 | 74,055,084 | 6.25 |
| 21600 | RS REL PRP | RPTL 462 | 1 | 125,350 | 10,622,881 | 0.90 |
| 27350 | CEMETERIES | RPTL 446 | 2 | 5,150 | 436,440 | 0.04 |
| 41120 | WAR VET CTS | RPTL 458-a | 5 | 710 | 60,169 | 0.01 |
| 41124 | WAR VET S | RPTL 458-a | 1 | 142 | 12,033 | 0.00 |
| 41140 | DIS. VET CTS | RPTL 458-a | 1 | 472 | 40,000 | 0.00 |
| 41144 | DIS. VET S | RPTL 458-a | 1 | 472 | 40,000 | 0.00 |
| 41800 | AGED C/T/S | RPTL 467 | 1 | 10,625 | 900,423 | 0.08 |
| 41834 | SR STAR | RPTL 425 | 5 | 14,350 | 1,216,101 | 0.10 |
| 41854 | RES STAR | RPTL 425 | 15 | 15,750 | 1,334,745 | 0.11 |
| | | | | | | |
| | **Total Exemptions (No System EX's)** | | **38** | **13,992,571** | **188,183,977** | **15.87** |
| | | | | | | |
| | **Total Exemptions (with System EX's)** | | **38** | **13,992,571** | **188,183,977** | **15.87** |

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

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

**Total Assessed Value** **2,415,618,210**

**Equalized Total Assessed Value** 2,415,618,210

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|---|---|---|---|---|---|
| 13100 | CO - GENERALLY | RPTL 406(1) | 6 | 1,469,600 | 0.06 |
| 13500 | TOWN - GENERALLY | RPTL 406(1) | 2 | 469,400 | 0.02 |
| 13650 | VG - GENERALLY | RPTL 406(1) | 32 | 16,191,400 | 0.67 |
| 13800 | SCHOOL DISTRICT | RPTL 408 | 5 | 35,985,000 | 1.49 |
| 19950 | MUNICIPAL RAILROAD | RPTL 456 | 5 | 49,378,400 | 2.04 |
| 21600 | RES OF CLERGY - RELIG CORP OWN | RPTL 462 | 1 | 937,000 | 0.04 |
| 25110 | NONPROF CORP - RELIG(CONST PRO | RPTL 420-a | 8 | 16,422,400 | 0.68 |
| 25230 | NONPROF CORP - MORAL/MENTAL IM | RPTL 420-a | 1 | 868,800 | 0.04 |
| 25300 | NONPROF CORP - SPECIFIED USES | RPTL 420-b | 10 | 6,480,500 | 0.27 |
| 25600 | NONPROFIT HEALTH MAINTENANCE O | RPTL 486-a | 2 | 2,518,500 | 0.10 |
| 27350 | PRIVATELY OWNED CEMETERY LAND | RPTL 446 | 3 | 1,073,100 | 0.04 |
| 41120 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | 53 | 636,000 | 0.03 |
| 41124 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | 5 | 72,000 | 0.00 |
| 41130 | ALT VET EX-WAR PERIOD-COMBAT | RPTL 458-a | 38 | 760,000 | 0.03 |
| 41134 | ALT VET EX-WAR PERIOD-COMBAT | RPTL 458-a | 5 | 120,000 | 0.00 |
| 41140 | ALT VET EX-WAR PERIOD-DISABILI | RPTL 458-a | 15 | 596,660 | 0.02 |
| 41144 | ALT VET EX-WAR PERIOD-DISABILI | RPTL 458-a | 4 | 160,000 | 0.01 |
| 41400 | CLERGY | RPTL 460 | 2 | 3,000 | 0.00 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 17 | 7,094,290 | 0.29 |
| 41804 | PERSONS AGE 65 OR OVER | RPTL 467 | 11 | 2,324,238 | 0.10 |
| 41834 | ENHANCED STAR | RPTL 425 | 200 | 45,033,816 | 1.86 |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 325 | 27,553,804 | 1.14 |

**Total Assessed Value** **2,415,618,210**

**Equalized Total Assessed Value** 2,415,618,210

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|---|---|---|---|---|---|
| 41934 | DISABILITIES AND LIMITED INCOM | RPTL 459-c | 1 | 174,775 | 0.01 |
| **Total Exemptions Exclusive of System Exemptions:** | | | **751** | **216,322,683** | **8.96** |
| **Total System Exemptions:** | | | **0** | **0** | **0.00** |
| **Totals:** | | | **751** | **216,322,683** | **8.96** |

**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:** _____

# DANIEL WARREN ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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 | 185.4 | 123.3 | 136.1 |
| | Math | 194 | 127.4 | 139.5 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 204.5 | 178.8 | 182.3 |
| | Math | 204.5 | 190.9 | 192.4 |
| Hispanic or Latino | ELA | 125 | 107.5 | 122.9 |
| | Math | 161.1 | 105.6 | 121.4 |
| Multiracial | ELA | 207.1 | 125.7 | 138.1 |
| | Math | 214.3 | 129 | 140.8 |
| White | ELA | 196.8 | 123.7 | 136.4 |
| | Math | 199.2 | 134.7 | 145.6 |
| English Language Learner | ELA | 66.7 | 93 | 110.8 |
| | Math | 100 | 103.7 | 119.8 |
| Students with Disabilities | ELA | 25 | 68.9 | 90.7 |
| | Math | 75 | 72.5 | 93.8 |
| Economically Disadvantaged | ELA | 93.3 | 110 | 125 |
| | Math | 136.7 | 110 | 125 |

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

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio | State Target | State LTG |
|---|---|---|---|---|---|---|
| English Language Learner | 21 | 51% | 46% | 0.90 | 34.5% | 44.5% |

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

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

## ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

| Subgroup | Status And Support Model |
|---|---|
| All Students | Local Support and Improvement |
| Asian or Native Hawaiian/Other Pacific Islander | Local Support and Improvement |
| Hispanic or Latino | Local Support and Improvement |
| White | Local Support and Improvement |
| Economically Disadvantaged | Local Support and Improvement |

## ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| All Students | ELA | 99 | 185.4 | 4 |
| | Math | 100 | 194 | |
| | Science | 0 | — | |
| | Combined | 199 | 189.7 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 11 | 204.5 | 4 |
| | Math | 11 | 204.5 | |
| | Science | 0 | — | |
| | Combined | 22 | 204.5 | |
| Hispanic or Latino | ELA | 18 | 125 | 3 |
| | Math | 18 | 161.1 | |
| | Science | 0 | — | |
| | Combined | 36 | 143.1 | |
| Multiracial | ELA | 7 | 207.1 | — |
| | Math | 7 | 214.3 | |
| | Science | 0 | — | |
| | Combined | 14 | — | |
| White | ELA | 63 | 196.8 | 4 |
| | Math | 64 | 199.2 | |
| | Science | 0 | — | |
| | Combined | 127 | 198 | |
| English Language Learner | ELA | 6 | 66.7 | — |
| | Math | 6 | 100 | |
| | Science | 0 | — | |
| | Combined | 12 | — | |

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| Students with Disabilities | ELA | 7 | 28.6 | — |
| | Math | 8 | 75 | |
| | Science | 0 | — | |
| | Combined | 15 | — | |
| Economically Disadvantaged | ELA | 15 | 93.3 | 3 |
| | Math | 15 | 136.7 | |
| | Science | 0 | — | |
| | Combined | 30 | 115 | |

# ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| All Students | ELA | 99 | 185.4 | 4 |
| | Math | 100 | 194 | |
| | Science | 0 | — | |
| | Combined | 199 | 189.7 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 11 | 204.5 | 4 |
| | Math | 11 | 204.5 | |
| | Science | 0 | — | |
| | Combined | 22 | 204.5 | |
| Hispanic or Latino | ELA | 18 | 125 | 3 |
| | Math | 18 | 161.1 | |
| | Science | 0 | — | |
| | Combined | 36 | 143.1 | |
| Multiracial | ELA | 7 | 207.1 | — |
| | Math | 7 | 214.3 | |
| | Science | 0 | — | |
| | Combined | 14 | — | |
| White | ELA | 63 | 196.8 | 4 |
| | Math | 64 | 199.2 | |
| | Science | 0 | — | |
| | Combined | 127 | 198 | |
| English Language Learner | ELA | 6 | 66.7 | — |
| | Math | 6 | 100 | |
| | Science | 0 | — | |
| | Combined | 12 | — | |

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| Students with Disabilities | ELA | 8 | 25 | — |
| | Math | 8 | 75 | |
| | Science | 0 | — | |
| | Combined | 16 | — | |
| Economically Disadvantaged | ELA | 15 | 93.3 | 3 |
| | Math | 15 | 136.7 | |
| | Science | 0 | — | |
| | Combined | 30 | 115 | |

## ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio | Accountability Level |
|---|---|---|---|---|---|
| All Students | 21 | 51% | 46% | 0.90 | 2 |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | — | — | — | — |
| Hispanic or Latino | 15 | — | — | — | — |
| White | 1 | — | — | — | — |
| English Language Learner | 21 | 51% | 46% | 0.90 | 2 |
| Students with Disabilities | 6 | — | — | — | — |
| Economically Disadvantaged | 12 | — | — | — | — |

# ELEMENTARY/MIDDLE ATTENDANCE

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

| Subgroup | Students Enrolled | Level 1 (85% Or Less) | Level 2 (85.1%-90.0%) | Level 3 (90.1-95.0%) | Level 4 (95.1-100.0%) | Attendance Index | Accountability Level |
|---|---|---|---|---|---|---|---|
| All Students | 213 | 2 | 13 | 67 | 131 | 222.8 | 4 |
| Asian or Native Hawaiian/Other Pacific Islander | 21 | 0 | 2 | 7 | 12 | 219 | 4 |
| Black or African American | 3 | — | — | — | — | — | — |
| Hispanic or Latino | 58 | 2 | 5 | 19 | 32 | 212.1 | 4 |
| Multiracial | 17 | — | — | — | — | — | — |
| White | 114 | 0 | 3 | 36 | 75 | 230.3 | 4 |
| English Language Learner | 36 | 1 | 6 | 10 | 19 | 204.2 | 4 |
| Students with Disabilities | 31 | 1 | 5 | 10 | 15 | 201.6 | 4 |
| Economically Disadvantaged | 48 | 2 | 7 | 20 | 19 | 196.9 | 4 |

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✓ | 100 | 99% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 11 | – |
| Hispanic or Latino | – | 18 | – |
| Multiracial | – | 7 | – |
| White | ✓ | 64 | 98.4% |
| English Language Learner | – | 6 | – |
| Students with Disabilities | – | 8 | – |
| Economically Disadvantaged | – | 15 | – |

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✓ | 100 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 11 | – |
| Hispanic or Latino | – | 18 | – |
| Multiracial | – | 7 | – |
| White | ✓ | 64 | 100% |
| English Language Learner | – | 6 | – |
| Students with Disabilities | – | 8 | – |
| Economically Disadvantaged | – | 15 | – |

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

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

| Grade | Total | Not Tested | | Tested | | Entering | | Emerging | | Transitioning | | Expanding | | Commanding (Proficient) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Kindergarten | 15 | 2 | 13% | 13 | 87% | 0 | 0% | 0 | 0% | 2 | 15% | 8 | 62% | 3 | 23% |
| Grade 1 | 14 | 3 | 21% | 11 | 79% | 0 | 0% | 3 | 27% | 0 | 0% | 7 | 64% | 1 | 9% |
| Grade 2 | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 2 | 22% | 6 | 67% | 1 | 11% |

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

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

## NEW YORK STATE NAEP GRADE 4

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 41% | 28% | 22% | 9% | 28% | 36% | 29% | 8% |
| Students with Disabilities | 73% | 18% | 8% | 1% | 63% | 28% | 7% | 2% |
| American Indian/Alaska Native | * | * | * | * | * | * | * | * |
| Asian/Pacific Islander | 26% | 25% | 30% | 19% | 14% | 26% | 40% | 20% |
| Black | 55% | 29% | 13% | 3% | 44% | 39% | 15% | 2% |
| Hispanic | 51% | 27% | 16% | 6% | 39% | 38% | 20% | 3% |
| White | 32% | 31% | 26% | 11% | 19% | 35% | 36% | 10% |
| Two or more races | 39% | 23% | 25% | 14% | 12% | 40% | 33% | 14% |
| English Language Learners | 79% | 17% | 3% | 0% | 59% | 29% | 12% | 1% |
| Economically Disadvantaged | 52% | 28% | 16% | 5% | 39% | 37% | 20% | 3% |

*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 35% | 34% | 26% | 5% | 42% | 31% | 18% | 8% |
| Students with Disabilities | 65% | 25% | 10% | 1% | 73% | 19% | 6% | 2% |
| American Indian/Alaska Native | * | * | * | * | * | * | * | * |
| Asian/Pacific Islander | 17% | 32% | 38% | 13% | 19% | 24% | 30% | 27% |
| Black | 42% | 37% | 19% | 2% | 56% | 28% | 13% | 2% |
| Hispanic | 47% | 32% | 19% | 2% | 59% | 29% | 10% | 2% |
| White | 28% | 36% | 30% | 7% | 29% | 36% | 25% | 10% |
| Two or more races | * | * | * | * | 45% | 32% | 17% | 6% |
| English Language Learners | 85% | 10% | 4% | 1% | 83% | 13% | 4% | 1% |
| Economically Disadvantaged | 44% | 34% | 19% | 3% | 54% | 29% | 14% | 4% |

*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

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 41% | 29% | 22% | 8% | 24% | 36% | 31% | 9% |
| Students with Disabilities | 72% | 18% | 8% | 1% | 53% | 31% | 13% | 3% |
| American Indian/Alaska Native | 59% | 26% | 13% | 3% | 43% | 37% | 18% | 2% |
| Asian/Pacific Islander | 23% | 26% | 31% | 20% | 12% | 24% | 39% | 25% |
| Black | 57% | 27% | 13% | 3% | 41% | 40% | 17% | 2% |
| Hispanic | 52% | 27% | 16% | 4% | 34% | 39% | 23% | 4% |
| White | 30% | 31% | 28% | 11% | 14% | 35% | 39% | 12% |
| Two or more races | 37% | 29% | 24% | 10% | 20% | 36% | 33% | 11% |
| English Language Learners | 71% | 21% | 7% | 1% | 48% | 36% | 14% | 2% |
| Economically Disadvantaged | 53% | 28% | 16% | 4% | 35% | 40% | 22% | 3% |

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

## NATIONAL NAEP GRADE 8

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 34% | 37% | 25% | 4% | 41% | 32% | 19% | 8% |
| Students with Disabilities | 67% | 25% | 8% | 1% | 75% | 18% | 5% | 2% |
| American Indian/Alaska Native | 45% | 38% | 16% | 1% | 60% | 29% | 9% | 3% |
| Asian/Pacific Islander | 17% | 30% | 40% | 13% | 18% | 26% | 28% | 29% |
| Black | 48% | 36% | 15% | 1% | 63% | 27% | 8% | 2% |
| Hispanic | 45% | 36% | 17% | 1% | 55% | 30% | 12% | 2% |
| White | 25% | 39% | 32% | 5% | 28% | 36% | 27% | 10% |
| Two or more races | 30% | 36% | 30% | 4% | 38% | 33% | 20% | 9% |
| English Language Learners | 71% | 25% | 5% | 0% | 77% | 18% | 4% | 1% |
| Economically Disadvantaged | 46% | 37% | 16% | 1% | 55% | 31% | 12% | 3% |

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 | 214 | 15 | 7% |
| Asian or Native Hawaiian/Other Pacific Islander | 22 | 2 | 9.1% |
| Black or African American | 3 | — | — |
| Hispanic or Latino | 58 | 7 | 12.1% |
| Multiracial | 17 | — | — |
| White | 114 | 3 | 2.6% |
| English Language Learner | 36 | 7 | 19.4% |
| Students with Disabilities | 31 | 6 | 19.4% |
| Economically Disadvantaged | 48 | 9 | 18.8% |

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

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

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide

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# F E BELLOWS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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 | 193.5 | 123.3 | 136.1 |
| | Math | 199.5 | 127.4 | 139.5 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 201.5 | 178.8 | 182.3 |
| | Math | 215.2 | 190.9 | 192.4 |
| Black or African American | ELA | 120 | 114.8 | 129 |
| | Math | 130 | 106.7 | 122.2 |
| Hispanic or Latino | ELA | 142.5 | 107.5 | 122.9 |
| | Math | 164.4 | 105.6 | 121.4 |
| Multiracial | ELA | 214.8 | 125.7 | 138.1 |
| | Math | 224.1 | 129 | 140.8 |
| White | ELA | 205.7 | 123.7 | 136.4 |
| | Math | 204.9 | 134.7 | 145.6 |
| English Language Learner | ELA | 54.5 | 93 | 110.8 |
| | Math | 111.9 | 103.7 | 119.8 |
| Students with Disabilities | ELA | 103.3 | 68.9 | 90.7 |
| | Math | 106.7 | 72.5 | 93.8 |
| Economically Disadvantaged | ELA | 110.9 | 110 | 125 |
| | Math | 133.3 | 110 | 125 |

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

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio | State Target | State LTG |
|---|---|---|---|---|---|---|
| English Language Learner | 23 | 49% | 65% | 1.33 | 34.5% | 44.5% |

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

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

## ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

## ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| All Students | ELA | 301 | 193.5 | 4 |
| | Math | 302 | 199.5 | |
| | Science | 97 | 176.3 | |
| | Combined | 700 | 193.7 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 33 | 201.5 | 4 |
| | Math | 33 | 215.2 | |
| | Science | 5 | 210 | |
| | Combined | 71 | 208.5 | |
| Black or African American | ELA | 5 | 120 | — |
| | Math | 5 | 130 | |
| | Science | 3 | — | |
| | Combined | 13 | — | |
| Hispanic or Latino | ELA | 53 | 142.5 | 3 |
| | Math | 52 | 164.4 | |
| | Science | 17 | 161.8 | |
| | Combined | 122 | 154.5 | |
| Multiracial | ELA | 27 | 214.8 | 4 |
| | Math | 27 | 224.1 | |
| | Science | 14 | 178.6 | |
| | Combined | 68 | 211 | |
| White | ELA | 183 | 205.7 | 4 |
| | Math | 185 | 204.9 | |
| | Science | 58 | 181 | |
| | Combined | 426 | 202 | |

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| English Language Learner | ELA | 20 | 60 | 3 |
| | Math | 20 | 117.5 | |
| | Science | 4 | — | |
| | Combined | 44 | 87.5 | |
| Students with Disabilities | ELA | 28 | 110.7 | 4 |
| | Math | 29 | 110.3 | |
| | Science | 12 | 116.7 | |
| | Combined | 69 | 111.6 | |
| Economically Disadvantaged | ELA | 44 | 115.9 | 3 |
| | Math | 43 | 139.5 | |
| | Science | 15 | 126.7 | |
| | Combined | 102 | 127.5 | |

# ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| All Students | ELA | 301 | 193.5 | 4 |
| | Math | 302 | 199.5 | |
| | Science | 104 | 164.4 | |
| | Combined | 707 | 191.8 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 33 | 201.5 | 4 |
| | Math | 33 | 215.2 | |
| | Science | 5 | 210 | |
| | Combined | 71 | 208.5 | |
| Black or African American | ELA | 5 | 120 | – |
| | Math | 5 | 130 | |
| | Science | 3 | – | |
| | Combined | 13 | – | |
| Hispanic or Latino | ELA | 53 | 142.5 | 3 |
| | Math | 52 | 164.4 | |
| | Science | 18 | 152.8 | |
| | Combined | 123 | 153.3 | |
| Multiracial | ELA | 27 | 214.8 | 4 |
| | Math | 27 | 224.1 | |
| | Science | 14 | 178.6 | |
| | Combined | 68 | 211 | |
| White | ELA | 183 | 205.7 | 4 |
| | Math | 185 | 204.9 | |
| | Science | 64 | 164.1 | |
| | Combined | 432 | 199.2 | |

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| English Language Learner | ELA | 22 | 54.5 | 2 |
| | Math | 21 | 111.9 | |
| | Science | 6 | 50 | |
| | Combined | 49 | 78.6 | |
| Students with Disabilities | ELA | 30 | 103.3 | 4 |
| | Math | 30 | 106.7 | |
| | Science | 13 | 107.7 | |
| | Combined | 73 | 105.5 | |
| Economically Disadvantaged | ELA | 46 | 110.9 | 3 |
| | Math | 45 | 133.3 | |
| | Science | 17 | 111.8 | |
| | Combined | 108 | 120.4 | |

## ELEMENTARY/MIDDLE GROWTH

| Subgroup | Number of SGPs | Sum of SGPs | Index | Accountability Level |
|---|---|---|---|---|
| All Students | 385 | 22,463 | 58.3 | 4 |
| Asian or Native Hawaiian/Other Pacific Islander | 42 | 2,697 | 64.2 | 4 |
| Black or African American | 9 | — | — | — |
| Hispanic or Latino | 67 | 3,702 | 55.3 | 4 |
| Multiracial | 40 | 2,420 | 60.5 | 4 |
| White | 227 | 13,244 | 58.3 | 4 |
| English Language Learner | 23 | 1,012 | 44 | 1 |
| Students with Disabilities | 40 | 1,945 | 48.6 | 2 |
| Economically Disadvantaged | 55 | 2,728 | 49.6 | 2 |

# ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio | Accountability Level |
|---|---|---|---|---|---|
| All Students | 23 | 49% | 65% | 1.33 | 4 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — |
| Black or African American | 2 | — | — | — | — |
| Hispanic or Latino | 14 | — | — | — | — |
| White | 3 | — | — | — | — |
| English Language Learner | 23 | 49% | 65% | 1.33 | 4 |
| Students with Disabilities | 4 | — | — | — | — |
| Economically Disadvantaged | 15 | — | — | — | — |

# ELEMENTARY/MIDDLE ATTENDANCE

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

| Subgroup | Students Enrolled | Level 1 (85% Or Less) | Level 2 (85.1%-90.0%) | Level 3 (90.1-95.0%) | Level 4 (95.1-100.0%) | Attendance Index | Accountability Level |
|---|---|---|---|---|---|---|---|
| All Students | 323 | 9 | 19 | 83 | 212 | 221.4 | 4 |
| Asian or Native Hawaiian/Other Pacific Islander | 37 | 0 | 4 | 9 | 24 | 221.6 | 4 |
| Black or African American | 5 | — | — | — | — | — | — |
| Hispanic or Latino | 61 | 4 | 5 | 15 | 37 | 209 | 3 |
| Multiracial | 27 | 1 | 1 | 7 | 18 | 222.2 | 4 |
| White | 193 | 4 | 8 | 52 | 129 | 225.1 | 4 |
| English Language Learner | 25 | 1 | 2 | 4 | 18 | 220 | 4 |
| Students with Disabilities | 34 | 1 | 3 | 10 | 20 | 214.7 | 4 |
| Economically Disadvantaged | 49 | 4 | 7 | 9 | 29 | 199 | 4 |

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

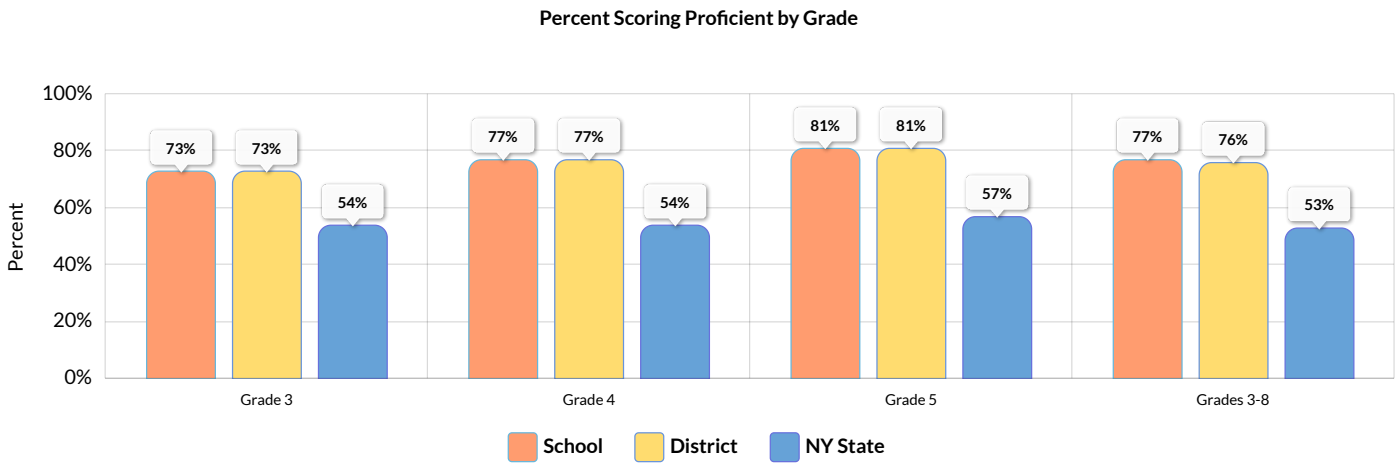
| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✓ | 317 | 96.2% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 34 | – |
| Black or African American | – | 5 | – |
| Hispanic or Latino | ✓ | 59 | 94.9% |
| Multiracial | – | 27 | – |
| White | ✓ | 192 | 95.3% |
| English Language Learner | – | 23 | – |
| Students with Disabilities | – | 29 | – |
| Economically Disadvantaged | ✗ | 48 | 91.7% |

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✓ | 316 | 96.8% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 34 | – |
| Black or African American | – | 5 | – |
| Hispanic or Latino | ✓ | 58 | 94.8% |
| Multiracial | – | 27 | – |
| White | ✓ | 192 | 96.4% |
| English Language Learner | – | 22 | – |
| Students with Disabilities | – | 29 | – |
| Economically Disadvantaged | ✗ | 47 | 91.5% |

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

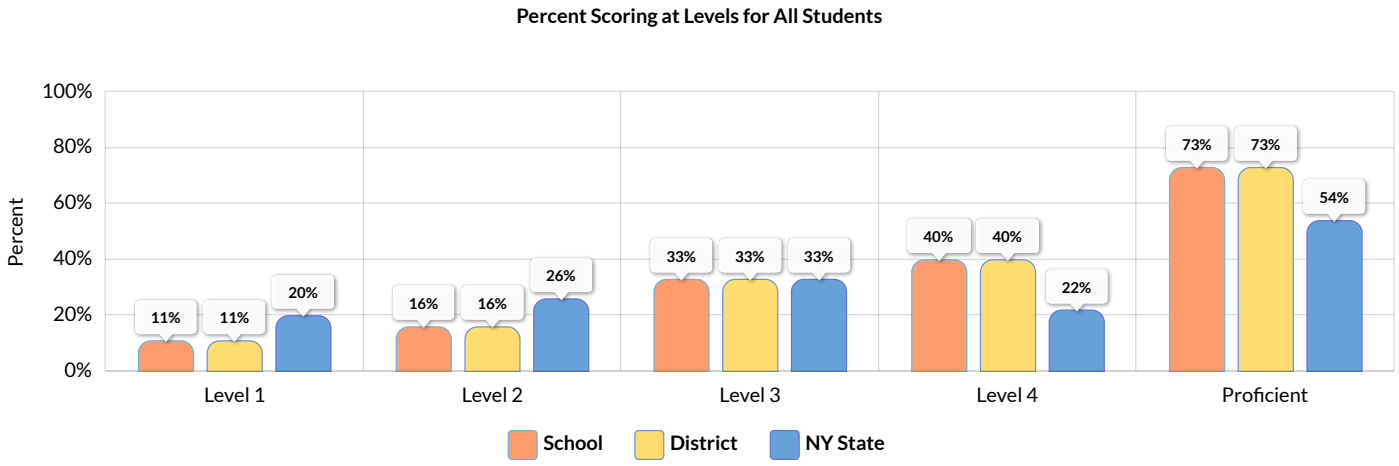
## SUMMARY RESULTS




| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |
| Grade 4 | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |
| Grade 5 | 110 | 11 | 10% | 99 | 90% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |
| Grades 3-8 | 319 | 14 | 4% | 305 | 96% | 24 | 8% | 47 | 15% | 93 | 30% | 141 | 46% | 234 | 77% |

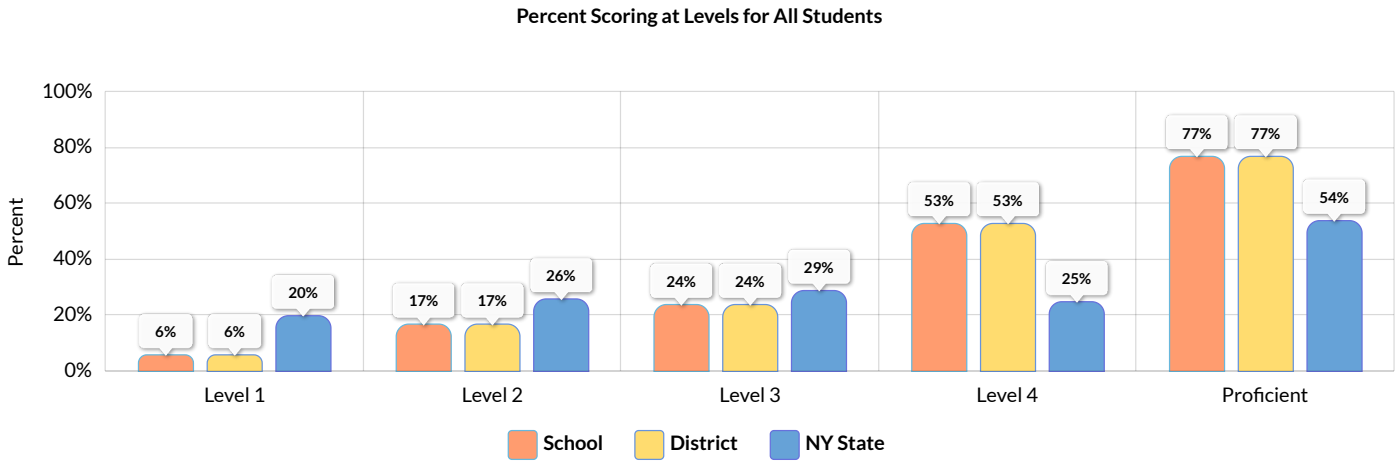
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

# GRADE 3 ELA RESULTS



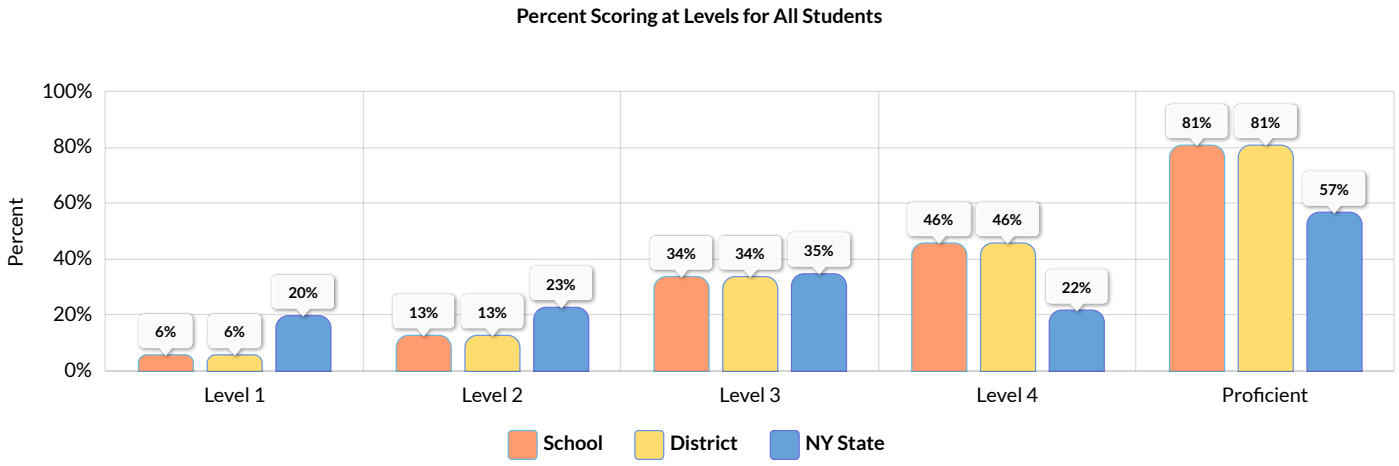
| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |
| Female | 54 | 2 | 4% | 52 | 96% | 3 | 6% | 5 | 10% | 17 | 33% | 27 | 52% | 44 | 85% |
| Male | 55 | 0 | 0% | 55 | 100% | 9 | 16% | 12 | 22% | 18 | 33% | 16 | 29% | 34 | 62% |
| General Education Students | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 15 | 15% | 35 | 35% | 43 | 43% | 78 | 79% |
| Students with Disabilities | 9 | 1 | 11% | 8 | 89% | 6 | 75% | 2 | 25% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 1 | 8% | 12 | 92% | 1 | 8% | 0 | 0% | 6 | 50% | 5 | 42% | 11 | 92% |
| Hispanic or Latino | 21 | 0 | 0% | 21 | 100% | 5 | 24% | 10 | 48% | 5 | 24% | 1 | 5% | 6 | 29% |
| White | 68 | 1 | 1% | 67 | 99% | 5 | 7% | 7 | 10% | 23 | 34% | 32 | 48% | 55 | 82% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 1 | 14% | 0 | 0% | 1 | 14% | 5 | 71% | 6 | 86% |
| Economically Disadvantaged | 16 | 0 | 0% | 16 | 100% | 5 | 31% | 8 | 50% | 3 | 19% | 0 | 0% | 3 | 19% |
| Not Economically Disadvantaged | 93 | 2 | 2% | 91 | 98% | 7 | 8% | 9 | 10% | 32 | 35% | 43 | 47% | 75 | 82% |
| English Language Learner | 8 | 1 | 13% | 7 | 88% | 3 | 43% | 4 | 57% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 101 | 1 | 1% | 100 | 99% | 9 | 9% | 13 | 13% | 35 | 35% | 43 | 43% | 78 | 78% |
| Not in Foster Care | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |
| Not Homeless | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |
| Not Migrant | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |
| Parent Not in Armed Forces | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |

# GRADE 4 ELA RESULTS



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |
| Female | 48 | 0 | 0% | 48 | 100% | 3 | 6% | 8 | 17% | 12 | 25% | 25 | 52% | 37 | 77% |
| Male | 52 | 1 | 2% | 51 | 98% | 3 | 6% | 9 | 18% | 12 | 24% | 27 | 53% | 39 | 76% |
| General Education Students | 94 | 1 | 1% | 93 | 99% | 5 | 5% | 14 | 15% | 23 | 25% | 51 | 55% | 74 | 80% |
| Students with Disabilities | 6 | 0 | 0% | 6 | 100% | 1 | 17% | 3 | 50% | 1 | 17% | 1 | 17% | 2 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | 18 | 1 | 6% | 17 | 94% | 2 | 12% | 2 | 12% | 4 | 24% | 9 | 53% | 13 | 76% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 0 | 0% | 18 | 100% | 4 | 22% | 5 | 28% | 6 | 33% | 3 | 17% | 9 | 50% |
| White | 57 | 0 | 0% | 57 | 100% | 0 | 0% | 9 | 16% | 14 | 25% | 34 | 60% | 48 | 84% |
| Multiracial | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 1 | 14% | 0 | 0% | 6 | 86% | 6 | 86% |
| Economically Disadvantaged | 13 | 0 | 0% | 13 | 100% | 3 | 23% | 4 | 31% | 4 | 31% | 2 | 15% | 6 | 46% |
| Not Economically Disadvantaged | 87 | 1 | 1% | 86 | 99% | 3 | 3% | 13 | 15% | 20 | 23% | 50 | 58% | 70 | 81% |
| English Language Learner | 9 | 0 | 0% | 9 | 100% | 5 | 56% | 3 | 33% | 1 | 11% | 0 | 0% | 1 | 11% |
| Non-English Language Learner | 91 | 1 | 1% | 90 | 99% | 1 | 1% | 14 | 16% | 23 | 26% | 52 | 58% | 75 | 83% |
| Not in Foster Care | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |
| Not Homeless | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |
| Not Migrant | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |
| Parent Not in Armed Forces | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |

# GRADE 5 ELA RESULTS

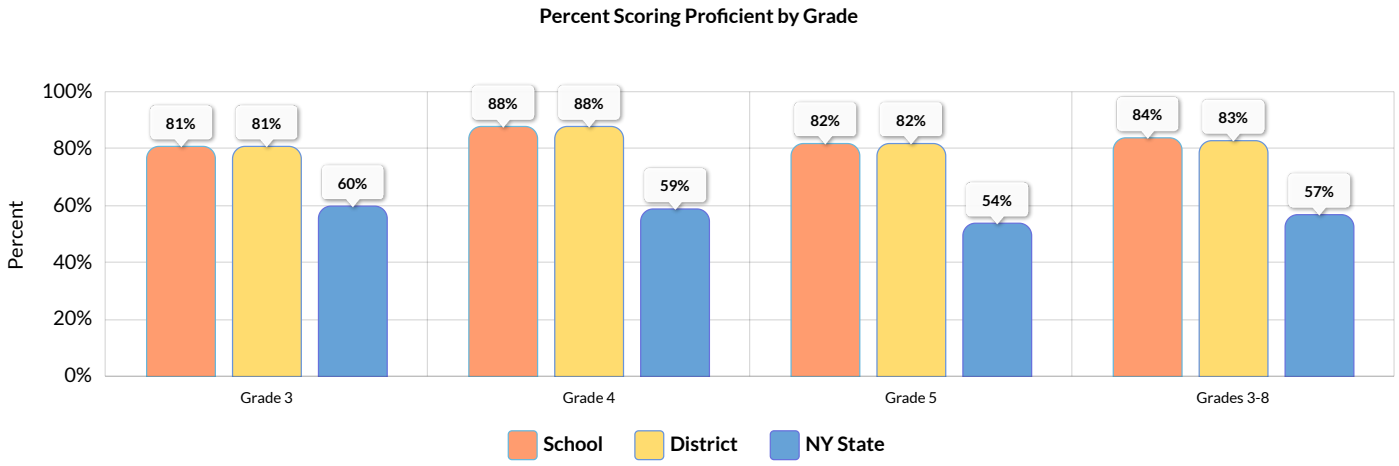


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 110 | 11 | 10% | 99 | 90% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |
| Female | 53 | 7 | 13% | 46 | 87% | 3 | 7% | 6 | 13% | 14 | 30% | 23 | 50% | 37 | 80% |
| Male | 57 | 4 | 7% | 53 | 93% | 3 | 6% | 7 | 13% | 20 | 38% | 23 | 43% | 43 | 81% |
| General Education Students | 96 | 8 | 8% | 88 | 92% | 2 | 2% | 10 | 11% | 32 | 36% | 44 | 50% | 76 | 86% |
| Students with Disabilities | 14 | 3 | 21% | 11 | 79% | 4 | 36% | 3 | 27% | 2 | 18% | 2 | 18% | 4 | 36% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 3 | 0 | 0% | 3 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 20 | 3 | 15% | 17 | 85% | 1 | 6% | 5 | 29% | 6 | 35% | 5 | 29% | 11 | 65% |
| White | 67 | 8 | 12% | 59 | 88% | 3 | 5% | 5 | 8% | 22 | 37% | 29 | 49% | 51 | 86% |
| Multiracial | 15 | 0 | 0% | 15 | 100% | 0 | 0% | 3 | 20% | 4 | 27% | 8 | 53% | 12 | 80% |
| Small Group Total: Race & Ethnicity | 8 | 0 | 0% | 8 | 100% | 2 | 25% | 0 | 0% | 2 | 25% | 4 | 50% | 6 | 75% |
| Economically Disadvantaged | 19 | 4 | 21% | 15 | 79% | 3 | 20% | 5 | 33% | 5 | 33% | 2 | 13% | 7 | 47% |
| Not Economically Disadvantaged | 91 | 7 | 8% | 84 | 92% | 3 | 4% | 8 | 10% | 29 | 35% | 44 | 52% | 73 | 87% |
| English Language Learner | 7 | 3 | 43% | 4 | 57% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 103 | 8 | 8% | 95 | 92% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 110 | 11 | 10% | 99 | 90% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |
| Homeless | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Homeless | 109 | 10 | 9% | 99 | 91% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |
| Not Migrant | 110 | 11 | 10% | 99 | 90% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |
| Parent Not in Armed Forces | 110 | 11 | 10% | 99 | 90% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |

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

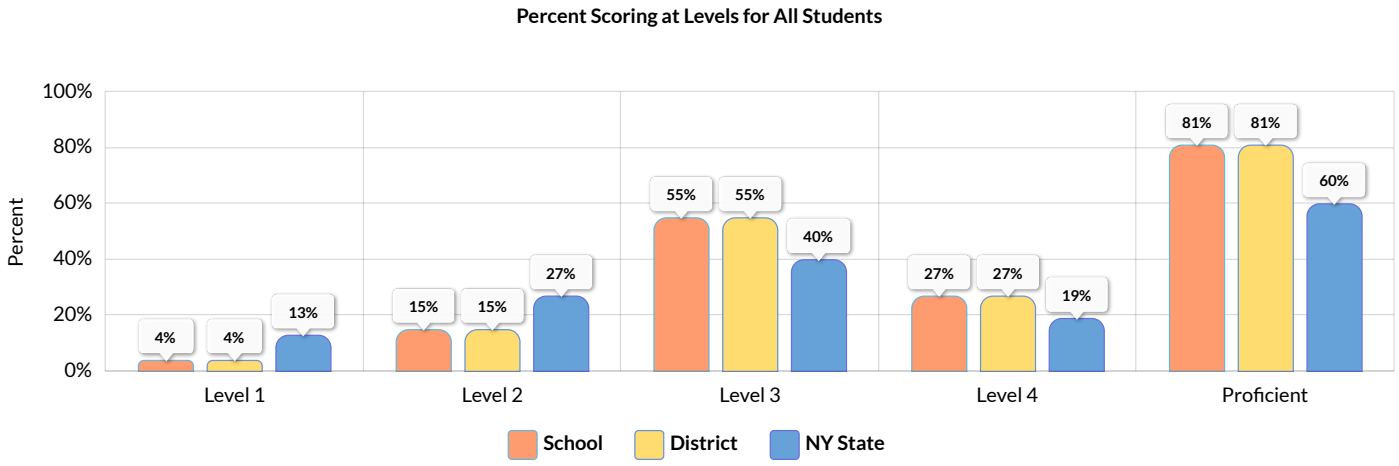
## SUMMARY RESULTS




| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |
| Grade 4 | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |
| Grade 5 | 110 | 11 | 10% | 99 | 90% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |
| Grades 3-8 | 319 | 13 | 4% | 306 | 96% | 14 | 5% | 36 | 12% | 138 | 45% | 118 | 39% | 256 | 84% |

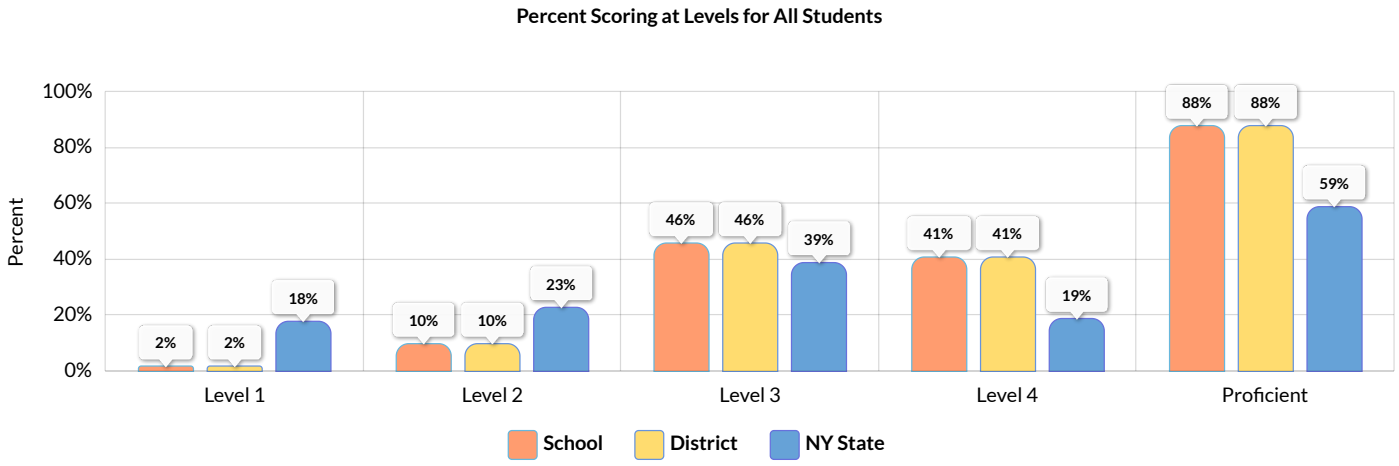
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

# GRADE 3 MATH RESULTS



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |
| Female | 54 | 1 | 2% | 53 | 98% | 2 | 4% | 6 | 11% | 33 | 62% | 12 | 23% | 45 | 85% |
| Male | 55 | 0 | 0% | 55 | 100% | 2 | 4% | 10 | 18% | 26 | 47% | 17 | 31% | 43 | 78% |
| General Education Students | 100 | 1 | 1% | 99 | 99% | 0 | 0% | 12 | 12% | 58 | 59% | 29 | 29% | 87 | 88% |
| Students with Disabilities | 9 | 0 | 0% | 9 | 100% | 4 | 44% | 4 | 44% | 1 | 11% | 0 | 0% | 1 | 11% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 1 | 8% | 12 | 92% | 0 | 0% | 1 | 8% | 7 | 58% | 4 | 33% | 11 | 92% |
| Hispanic or Latino | 21 | 0 | 0% | 21 | 100% | 2 | 10% | 8 | 38% | 9 | 43% | 2 | 10% | 11 | 52% |
| White | 68 | 0 | 0% | 68 | 100% | 2 | 3% | 6 | 9% | 41 | 60% | 19 | 28% | 60 | 88% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 1 | 14% | 2 | 29% | 4 | 57% | 6 | 86% |
| Economically Disadvantaged | 16 | 0 | 0% | 16 | 100% | 2 | 13% | 7 | 44% | 6 | 38% | 1 | 6% | 7 | 44% |
| Not Economically Disadvantaged | 93 | 1 | 1% | 92 | 99% | 2 | 2% | 9 | 10% | 53 | 58% | 28 | 30% | 81 | 88% |
| English Language Learner | 8 | 1 | 13% | 7 | 88% | 1 | 14% | 5 | 71% | 1 | 14% | 0 | 0% | 1 | 14% |
| Non-English Language Learner | 101 | 0 | 0% | 101 | 100% | 3 | 3% | 11 | 11% | 58 | 57% | 29 | 29% | 87 | 86% |
| Not in Foster Care | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |
| Not Homeless | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |
| Not Migrant | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |
| Parent Not in Armed Forces | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |

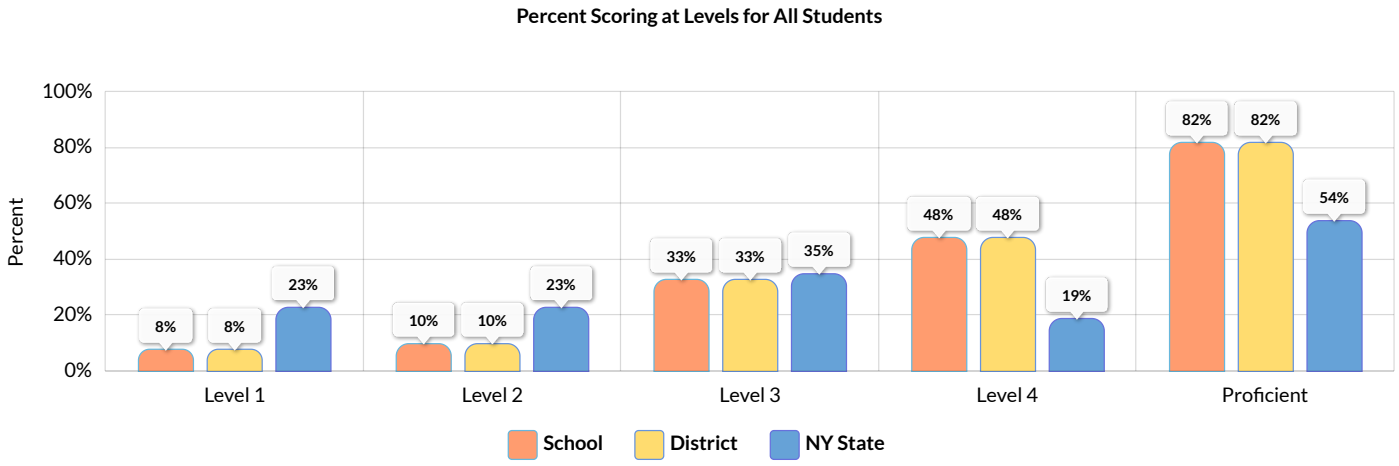
# GRADE 4 MATH RESULTS



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |
| Female | 48 | 0 | 0% | 48 | 100% | 1 | 2% | 5 | 10% | 22 | 46% | 20 | 42% | 42 | 88% |
| Male | 52 | 1 | 2% | 51 | 98% | 1 | 2% | 5 | 10% | 24 | 47% | 21 | 41% | 45 | 88% |
| General Education Students | 94 | 1 | 1% | 93 | 99% | 1 | 1% | 9 | 10% | 43 | 46% | 40 | 43% | 83 | 89% |
| Students with Disabilities | 6 | 0 | 0% | 6 | 100% | 1 | 17% | 1 | 17% | 3 | 50% | 1 | 17% | 4 | 67% |
| Asian or Native Hawaiian/Other Pacific Islander | 18 | 1 | 6% | 17 | 94% | 0 | 0% | 2 | 12% | 5 | 29% | 10 | 59% | 15 | 88% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 0 | 0% | 18 | 100% | 2 | 11% | 4 | 22% | 10 | 56% | 2 | 11% | 12 | 67% |
| White | 57 | 0 | 0% | 57 | 100% | 0 | 0% | 4 | 7% | 27 | 47% | 26 | 46% | 53 | 93% |
| Multiracial | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 4 | 57% | 3 | 43% | 7 | 100% |
| Economically Disadvantaged | 13 | 0 | 0% | 13 | 100% | 1 | 8% | 3 | 23% | 8 | 62% | 1 | 8% | 9 | 69% |
| Not Economically Disadvantaged | 87 | 1 | 1% | 86 | 99% | 1 | 1% | 7 | 8% | 38 | 44% | 40 | 47% | 78 | 91% |
| English Language Learner | 9 | 0 | 0% | 9 | 100% | 1 | 11% | 2 | 22% | 5 | 56% | 1 | 11% | 6 | 67% |
| Non-English Language Learner | 91 | 1 | 1% | 90 | 99% | 1 | 1% | 8 | 9% | 41 | 46% | 40 | 44% | 81 | 90% |
| Not in Foster Care | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |
| Not Homeless | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |
| Not Migrant | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Parent Not in Armed Forces | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |

# GRADE 5 MATH RESULTS

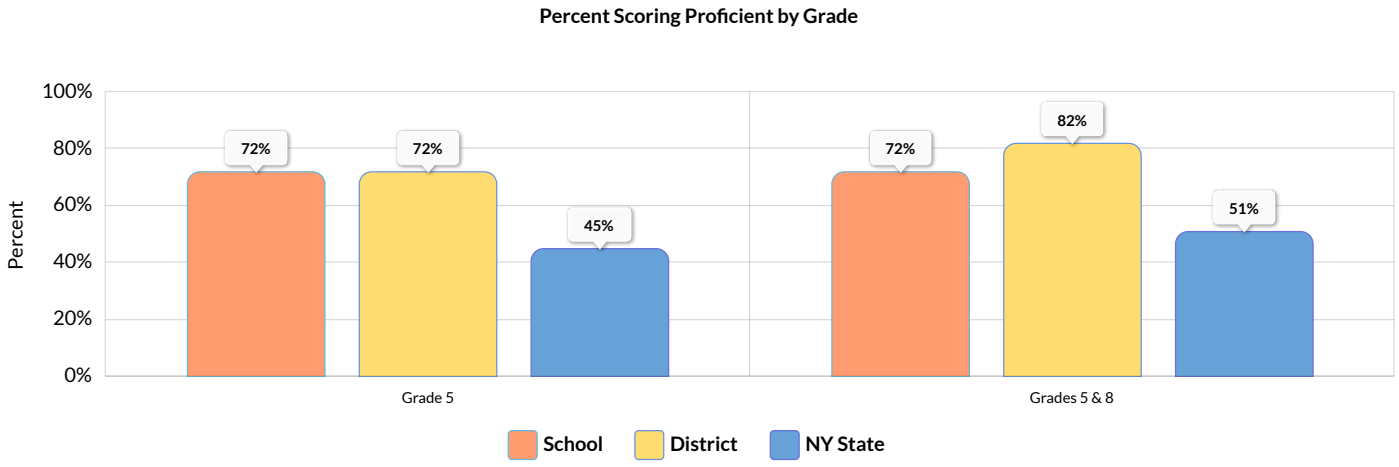


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 110 | 11 | 10% | 99 | 90% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |
| Female | 53 | 6 | 11% | 47 | 89% | 5 | 11% | 7 | 15% | 17 | 36% | 18 | 38% | 35 | 74% |
| Male | 57 | 5 | 9% | 52 | 91% | 3 | 6% | 3 | 6% | 16 | 31% | 30 | 58% | 46 | 88% |
| General Education Students | 96 | 8 | 8% | 88 | 92% | 1 | 1% | 9 | 10% | 31 | 35% | 47 | 53% | 78 | 89% |
| Students with Disabilities | 14 | 3 | 21% | 11 | 79% | 7 | 64% | 1 | 9% | 2 | 18% | 1 | 9% | 3 | 27% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 3 | 0 | 0% | 3 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 20 | 4 | 20% | 16 | 80% | 3 | 19% | 1 | 6% | 7 | 44% | 5 | 31% | 12 | 75% |
| White | 67 | 7 | 10% | 60 | 90% | 3 | 5% | 8 | 13% | 20 | 33% | 29 | 48% | 49 | 82% |
| Multiracial | 15 | 0 | 0% | 15 | 100% | 0 | 0% | 1 | 7% | 3 | 20% | 11 | 73% | 14 | 93% |
| Small Group Total: Race & Ethnicity | 8 | 0 | 0% | 8 | 100% | 2 | 25% | 0 | 0% | 3 | 38% | 3 | 38% | 6 | 75% |
| Economically Disadvantaged | 19 | 5 | 26% | 14 | 74% | 5 | 36% | 2 | 14% | 5 | 36% | 2 | 14% | 7 | 50% |
| Not Economically Disadvantaged | 91 | 6 | 7% | 85 | 93% | 3 | 4% | 8 | 9% | 28 | 33% | 46 | 54% | 74 | 87% |
| English Language Learner | 7 | 3 | 43% | 4 | 57% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 103 | 8 | 8% | 95 | 92% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 110 | 11 | 10% | 99 | 90% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |
| Homeless | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Homeless | 109 | 10 | 9% | 99 | 91% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |
| Not Migrant | 110 | 11 | 10% | 99 | 90% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |
| Parent Not in Armed Forces | 110 | 11 | 10% | 99 | 90% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |

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

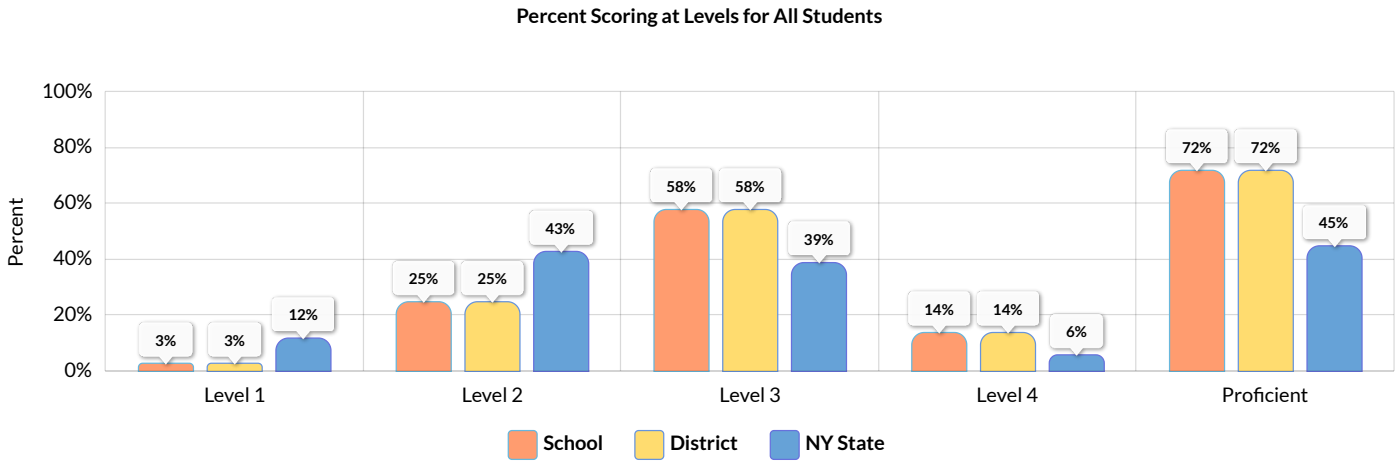
## SUMMARY RESULTS




| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 5 | 110 | 13 | 12% | 97 | 88% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |
| Grades 5 & 8 | 110 | 13 | 12% | 97 | 88% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |

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



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 110 | 13 | 12% | 97 | 88% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |
| Female | 53 | 9 | 17% | 44 | 83% | 2 | 5% | 14 | 32% | 21 | 48% | 7 | 16% | 28 | 64% |
| Male | 57 | 4 | 7% | 53 | 93% | 1 | 2% | 10 | 19% | 35 | 66% | 7 | 13% | 42 | 79% |
| General Education Students | 96 | 11 | 11% | 85 | 89% | 1 | 1% | 18 | 21% | 52 | 61% | 14 | 16% | 66 | 78% |
| Students with Disabilities | 14 | 2 | 14% | 12 | 86% | 2 | 17% | 6 | 50% | 4 | 33% | 0 | 0% | 4 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 3 | 0 | 0% | 3 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 20 | 3 | 15% | 17 | 85% | 0 | 0% | 7 | 41% | 9 | 53% | 1 | 6% | 10 | 59% |
| White | 67 | 9 | 13% | 58 | 87% | 2 | 3% | 12 | 21% | 34 | 59% | 10 | 17% | 44 | 76% |
| Multiracial | 15 | 1 | 7% | 14 | 93% | 0 | 0% | 4 | 29% | 8 | 57% | 2 | 14% | 10 | 71% |
| Small Group Total: Race & Ethnicity | 8 | 0 | 0% | 8 | 100% | 1 | 13% | 1 | 13% | 5 | 63% | 1 | 13% | 6 | 75% |
| Economically Disadvantaged | 19 | 4 | 21% | 15 | 79% | 1 | 7% | 9 | 60% | 5 | 33% | 0 | 0% | 5 | 33% |
| Not Economically Disadvantaged | 91 | 9 | 10% | 82 | 90% | 2 | 2% | 15 | 18% | 51 | 62% | 14 | 17% | 65 | 79% |
| English Language Learner | 7 | 3 | 43% | 4 | 57% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 103 | 10 | 10% | 93 | 90% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 110 | 13 | 12% | 97 | 88% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |
| Homeless | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Homeless | 109 | 12 | 11% | 97 | 89% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |
| Not Migrant | 110 | 13 | 12% | 97 | 88% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |
| Parent Not in Armed Forces | 110 | 13 | 12% | 97 | 88% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |

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

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

| Grade | Total | Not Tested | | Tested | | Entering | | Emerging | | Transitioning | | Expanding | | Commanding (Proficient) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 8 | 1 | 13% | 7 | 88% | 0 | 0% | 0 | 0% | 1 | 14% | 6 | 86% | 0 | 0% |
| Grade 4 | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 67% | 3 | 33% |
| Grade 5 | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 2 | 29% | 0 | 0% | 2 | 29% | 3 | 43% |

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

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

## NEW YORK STATE NAEP GRADE 4

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 41% | 28% | 22% | 9% | 28% | 36% | 29% | 8% |
| Students with Disabilities | 73% | 18% | 8% | 1% | 63% | 28% | 7% | 2% |
| American Indian/Alaska Native | * | * | * | * | * | * | * | * |
| Asian/Pacific Islander | 26% | 25% | 30% | 19% | 14% | 26% | 40% | 20% |
| Black | 55% | 29% | 13% | 3% | 44% | 39% | 15% | 2% |
| Hispanic | 51% | 27% | 16% | 6% | 39% | 38% | 20% | 3% |
| White | 32% | 31% | 26% | 11% | 19% | 35% | 36% | 10% |
| Two or more races | 39% | 23% | 25% | 14% | 12% | 40% | 33% | 14% |
| English Language Learners | 79% | 17% | 3% | 0% | 59% | 29% | 12% | 1% |
| Economically Disadvantaged | 52% | 28% | 16% | 5% | 39% | 37% | 20% | 3% |

*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 35% | 34% | 26% | 5% | 42% | 31% | 18% | 8% |
| Students with Disabilities | 65% | 25% | 10% | 1% | 73% | 19% | 6% | 2% |
| American Indian/Alaska Native | * | * | * | * | * | * | * | * |
| Asian/Pacific Islander | 17% | 32% | 38% | 13% | 19% | 24% | 30% | 27% |
| Black | 42% | 37% | 19% | 2% | 56% | 28% | 13% | 2% |
| Hispanic | 47% | 32% | 19% | 2% | 59% | 29% | 10% | 2% |
| White | 28% | 36% | 30% | 7% | 29% | 36% | 25% | 10% |
| Two or more races | * | * | * | * | 45% | 32% | 17% | 6% |
| English Language Learners | 85% | 10% | 4% | 1% | 83% | 13% | 4% | 1% |
| Economically Disadvantaged | 44% | 34% | 19% | 3% | 54% | 29% | 14% | 4% |

*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

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 41% | 29% | 22% | 8% | 24% | 36% | 31% | 9% |
| Students with Disabilities | 72% | 18% | 8% | 1% | 53% | 31% | 13% | 3% |
| American Indian/Alaska Native | 59% | 26% | 13% | 3% | 43% | 37% | 18% | 2% |
| Asian/Pacific Islander | 23% | 26% | 31% | 20% | 12% | 24% | 39% | 25% |
| Black | 57% | 27% | 13% | 3% | 41% | 40% | 17% | 2% |
| Hispanic | 52% | 27% | 16% | 4% | 34% | 39% | 23% | 4% |
| White | 30% | 31% | 28% | 11% | 14% | 35% | 39% | 12% |
| Two or more races | 37% | 29% | 24% | 10% | 20% | 36% | 33% | 11% |
| English Language Learners | 71% | 21% | 7% | 1% | 48% | 36% | 14% | 2% |
| Economically Disadvantaged | 53% | 28% | 16% | 4% | 35% | 40% | 22% | 3% |

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

## NATIONAL NAEP GRADE 8

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 34% | 37% | 25% | 4% | 41% | 32% | 19% | 8% |
| Students with Disabilities | 67% | 25% | 8% | 1% | 75% | 18% | 5% | 2% |
| American Indian/Alaska Native | 45% | 38% | 16% | 1% | 60% | 29% | 9% | 3% |
| Asian/Pacific Islander | 17% | 30% | 40% | 13% | 18% | 26% | 28% | 29% |
| Black | 48% | 36% | 15% | 1% | 63% | 27% | 8% | 2% |
| Hispanic | 45% | 36% | 17% | 1% | 55% | 30% | 12% | 2% |
| White | 25% | 39% | 32% | 5% | 28% | 36% | 27% | 10% |
| Two or more races | 30% | 36% | 30% | 4% | 38% | 33% | 20% | 9% |
| English Language Learners | 71% | 25% | 5% | 0% | 77% | 18% | 4% | 1% |
| Economically Disadvantaged | 46% | 37% | 16% | 1% | 55% | 31% | 12% | 3% |

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 | 323 | 28 | 8.7% |
| Asian or Native Hawaiian/Other Pacific Islander | 37 | 4 | 10.8% |
| Black or African American | 5 | — | — |
| Hispanic or Latino | 61 | 9 | 14.8% |
| Multiracial | 27 | 2 | 7.4% |
| White | 193 | 12 | 6.2% |
| English Language Learner | 25 | 3 | 12% |
| Students with Disabilities | 34 | 4 | 11.8% |
| Economically Disadvantaged | 49 | 11 | 22.4% |

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

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

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide

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# RYE NECK MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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 | 184.8 | 123.3 | 136.1 |
| | Math | 195.1 | 127.4 | 139.5 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 183.3 | 178.8 | 182.3 |
| | Math | 231.8 | 190.9 | 192.4 |
| Black or African American | ELA | 100 | 114.8 | 129 |
| | Math | 140 | 106.7 | 122.2 |
| Hispanic or Latino | ELA | 153.2 | 107.5 | 122.9 |
| | Math | 159.5 | 105.6 | 121.4 |
| Multiracial | ELA | 217.4 | 125.7 | 138.1 |
| | Math | 217.4 | 129 | 140.8 |
| White | ELA | 191.2 | 123.7 | 136.4 |
| | Math | 197.1 | 134.7 | 145.6 |
| English Language Learner | ELA | 25 | 93 | 110.8 |
| | Math | 81.3 | 103.7 | 119.8 |
| Students with Disabilities | ELA | 70.5 | 68.9 | 90.7 |
| | Math | 83.3 | 72.5 | 93.8 |
| Economically Disadvantaged | ELA | 105.9 | 110 | 125 |
| | Math | 105.9 | 110 | 125 |

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

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio | State Target | State LTG |
|---|---|---|---|---|---|---|
| English Language Learner | 8 | — | — | — | — | — |

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

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

## ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

# ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| All Students | ELA | 319 | 188.2 | 4 |
| | Math | 316 | 201.3 | |
| | Science | 112 | 208.5 | |
| | Combined | 747 | 196.8 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 33 | 183.3 | 4 |
| | Math | 33 | 231.8 | |
| | Science | 12 | 229.2 | |
| | Combined | 78 | 210.9 | |
| Black or African American | ELA | 5 | 100 | — |
| | Math | 5 | 140 | |
| | Science | 1 | — | |
| | Combined | 11 | — | |
| Hispanic or Latino | ELA | 61 | 155.7 | 3 |
| | Math | 63 | 159.5 | |
| | Science | 23 | 189.1 | |
| | Combined | 147 | 162.6 | |
| Multiracial | ELA | 23 | 217.4 | 4 |
| | Math | 23 | 217.4 | |
| | Science | 6 | 225 | |
| | Combined | 52 | 218.3 | |
| White | ELA | 197 | 198 | 4 |
| | Math | 192 | 209.4 | |
| | Science | 70 | 210 | |
| | Combined | 459 | 204.6 | |

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| English Language Learner | ELA | 7 | 28.6 | — |
| | Math | 7 | 92.9 | |
| | Science | 2 | — | |
| | Combined | 16 | — | |
| Students with Disabilities | ELA | 37 | 83.8 | 4 |
| | Math | 36 | 104.2 | |
| | Science | 17 | 126.5 | |
| | Combined | 90 | 100 | |
| Economically Disadvantaged | ELA | 46 | 117.4 | 3 |
| | Math | 47 | 114.9 | |
| | Science | 18 | 172.2 | |
| | Combined | 111 | 125.2 | |

# ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| All Students | ELA | 325 | 184.8 | 4 |
| | Math | 326 | 195.1 | |
| | Science | 112 | 208.5 | |
| | Combined | 763 | 192.7 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 33 | 183.3 | 4 |
| | Math | 33 | 231.8 | |
| | Science | 12 | 229.2 | |
| | Combined | 78 | 210.9 | |
| Black or African American | ELA | 5 | 100 | – |
| | Math | 5 | 140 | |
| | Science | 1 | – | |
| | Combined | 11 | – | |
| Hispanic or Latino | ELA | 62 | 153.2 | 3 |
| | Math | 63 | 159.5 | |
| | Science | 23 | 189.1 | |
| | Combined | 148 | 161.5 | |
| Multiracial | ELA | 23 | 217.4 | 4 |
| | Math | 23 | 217.4 | |
| | Science | 6 | 225 | |
| | Combined | 52 | 218.3 | |
| White | ELA | 204 | 191.2 | 4 |
| | Math | 204 | 197.1 | |
| | Science | 70 | 210 | |
| | Combined | 478 | 196.4 | |

| Subgroup | Subject | Cohort | Index | Accountability Level |
|---|---|---|---|---|
| English Language Learner | ELA | 8 | 25 | — |
| | Math | 8 | 81.3 | |
| | Science | 2 | — | |
| | Combined | 18 | — | |
| Students with Disabilities | ELA | 44 | 70.5 | 3 |
| | Math | 45 | 83.3 | |
| | Science | 17 | 126.5 | |
| | Combined | 106 | 84.9 | |
| Economically Disadvantaged | ELA | 51 | 105.9 | 3 |
| | Math | 51 | 105.9 | |
| | Science | 18 | 172.2 | |
| | Combined | 120 | 115.8 | |

## ELEMENTARY/MIDDLE GROWTH

| Subgroup | Number of SGPs | Sum of SGPs | Index | Accountability Level |
|---|---|---|---|---|
| All Students | 616 | 30,160 | 49 | 2 |
| Asian or Native Hawaiian/Other Pacific Islander | 63 | 3,418 | 54.3 | 4 |
| Black or African American | 10 | — | — | — |
| Hispanic or Latino | 120 | 5,931 | 49.4 | 2 |
| Multiracial | 46 | 2,312 | 50.3 | 3 |
| White | 377 | 18,182 | 48.2 | 2 |
| English Language Learner | 11 | — | — | — |
| Students with Disabilities | 68 | 3,093 | 45.5 | 2 |
| Economically Disadvantaged | 89 | 4,330 | 48.7 | 2 |

## ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio | Accountability Level |
|---|---|---|---|---|---|
| All Students | 8 | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — |
| Hispanic or Latino | 7 | — | — | — | — |
| English Language Learner | 8 | — | — | — | — |
| Students with Disabilities | 3 | — | — | — | — |
| Economically Disadvantaged | 7 | — | — | — | — |

## ELEMENTARY/MIDDLE ATTENDANCE

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

| Subgroup | Students Enrolled | Level 1 (85% Or Less) | Level 2 (85.1%-90.0%) | Level 3 (90.1-95.0%) | Level 4 (95.1-100.0%) | Attendance Index | Accountability Level |
|---|---|---|---|---|---|---|---|
| All Students | 352 | 11 | 13 | 84 | 244 | 224.7 | 4 |
| Asian or Native Hawaiian/Other Pacific Islander | 34 | 0 | 1 | 5 | 28 | 238.2 | 4 |
| Black or African American | 5 | — | — | — | — | — | — |
| Hispanic or Latino | 72 | 5 | 4 | 23 | 40 | 208.3 | 3 |
| Multiracial | 24 | 0 | 1 | 4 | 19 | 235.4 | 4 |
| White | 217 | 6 | 6 | 50 | 155 | 227.4 | 4 |
| English Language Learner | 10 | — | — | — | — | — | — |
| Students with Disabilities | 52 | 4 | 3 | 16 | 29 | 206.7 | 4 |
| Economically Disadvantaged | 56 | 5 | 6 | 16 | 29 | 197.3 | 4 |

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✗ | 345 | 93.3% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 34 | – |
| Black or African American | – | 5 | – |
| Hispanic or Latino | ✗ | 67 | 94% |
| Multiracial | – | 24 | – |
| White | ✗ | 215 | 91.6% |
| English Language Learner | – | 10 | – |
| Students with Disabilities | ✗ | 45 | 80% |
| Economically Disadvantaged | ✗ | 54 | 85.2% |

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

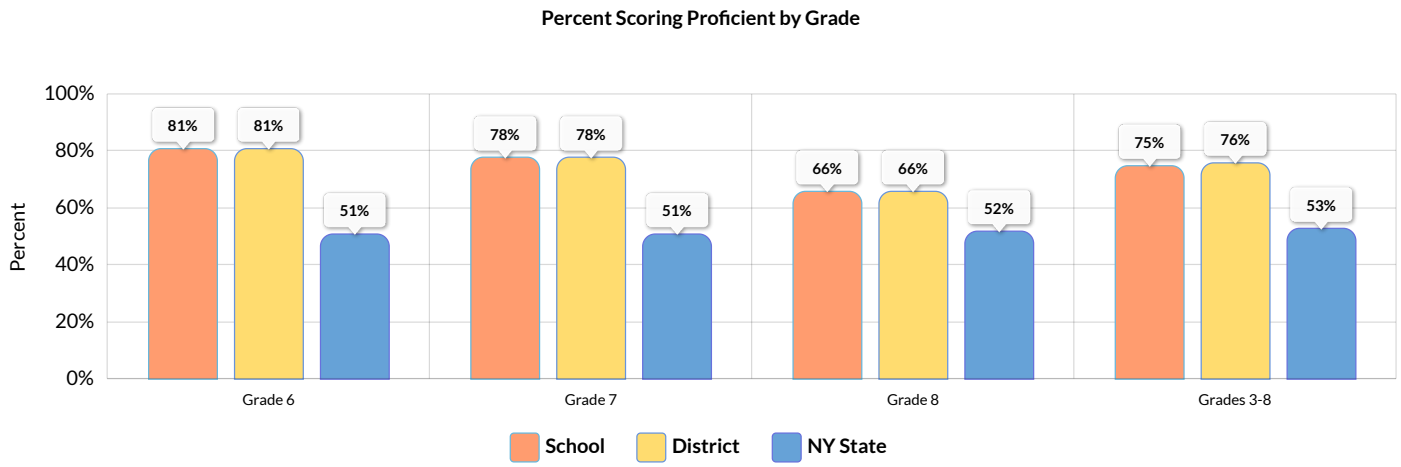
| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✗ | 346 | 91.9% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 34 | – |
| Black or African American | – | 5 | – |
| Hispanic or Latino | ✓ | 68 | 95.6% |
| Multiracial | – | 24 | – |
| White | ✗ | 215 | 89.3% |
| English Language Learner | – | 10 | – |
| Students with Disabilities | ✗ | 46 | 76.1% |
| Economically Disadvantaged | ✗ | 54 | 87% |

## NYSESLAT USED FOR PARTICIPATION

| Grade | Number Taking NYSESLAT |
|---|---|
| Grade 8 | – |

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

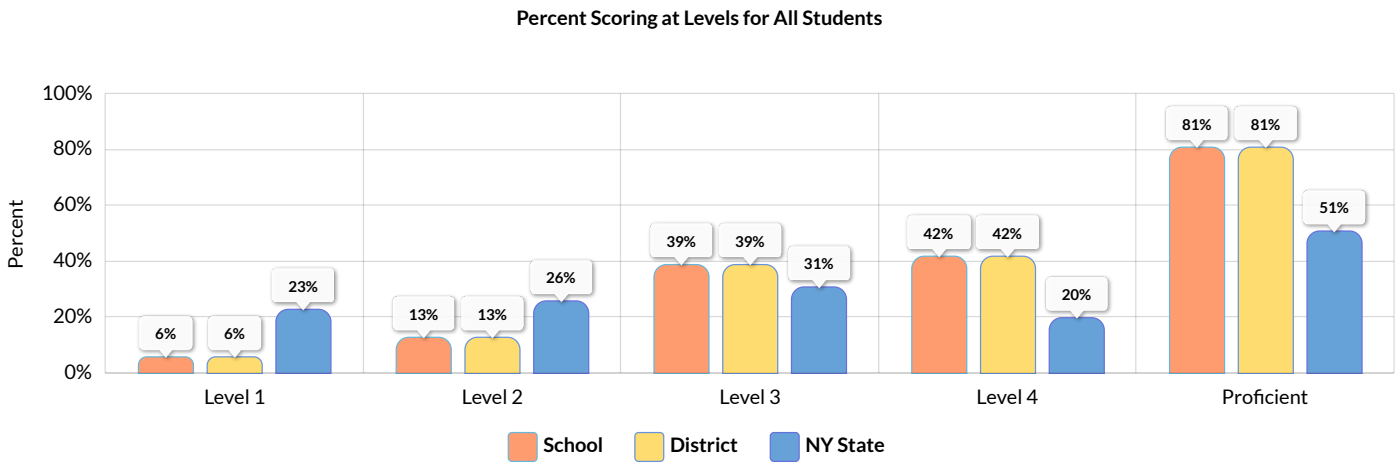
## SUMMARY RESULTS




| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 6 | 119 | 8 | 7% | 111 | 93% | 7 | 6% | 14 | 13% | 43 | 39% | 47 | 42% | 90 | 81% |
| Grade 7 | 114 | 5 | 4% | 109 | 96% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |
| Grade 8 | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |
| Grades 3-8 | 347 | 26 | 7% | 321 | 93% | 25 | 8% | 54 | 17% | 117 | 36% | 125 | 39% | 242 | 75% |

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

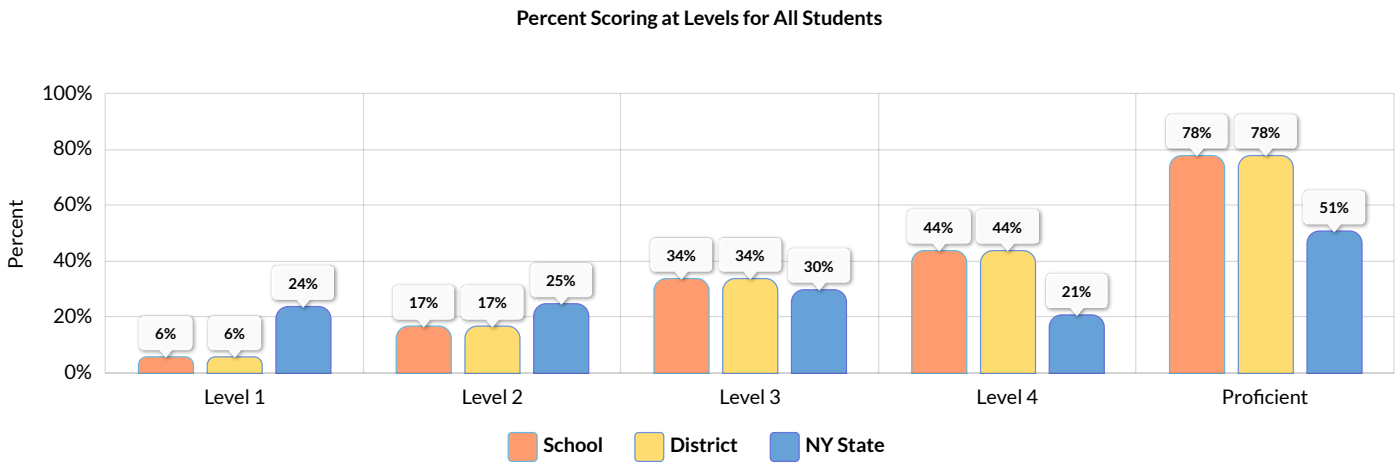
# GRADE 6 ELA RESULTS



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 119 | 8 | 7% | 111 | 93% | 7 | 6% | 14 | 13% | 43 | 39% | 47 | 42% | 90 | 81% |
| Female | 64 | 6 | 9% | 58 | 91% | 5 | 9% | 5 | 9% | 26 | 45% | 22 | 38% | 48 | 83% |
| Male | 55 | 2 | 4% | 53 | 96% | 2 | 4% | 9 | 17% | 17 | 32% | 25 | 47% | 42 | 79% |
| General Education Students | 101 | 2 | 2% | 99 | 98% | 3 | 3% | 9 | 9% | 41 | 41% | 46 | 46% | 87 | 88% |
| Students with Disabilities | 18 | 6 | 33% | 12 | 67% | 4 | 33% | 5 | 42% | 2 | 17% | 1 | 8% | 3 | 25% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 2 | 22% | 6 | 67% | 1 | 11% | 7 | 78% |
| Black or African American | 3 | 0 | 0% | 3 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 27 | 3 | 11% | 24 | 89% | 3 | 13% | 7 | 29% | 12 | 50% | 2 | 8% | 14 | 58% |
| White | 74 | 4 | 5% | 70 | 95% | 3 | 4% | 3 | 4% | 23 | 33% | 41 | 59% | 64 | 91% |
| Multiracial | 6 | 1 | 17% | 5 | 83% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 9 | 1 | 11% | 8 | 89% | 1 | 13% | 2 | 25% | 2 | 25% | 3 | 38% | 5 | 63% |
| Economically Disadvantaged | 20 | 3 | 15% | 17 | 85% | 4 | 24% | 6 | 35% | 7 | 41% | 0 | 0% | 7 | 41% |
| Not Economically Disadvantaged | 99 | 5 | 5% | 94 | 95% | 3 | 3% | 8 | 9% | 36 | 38% | 47 | 50% | 83 | 88% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 115 | 7 | 6% | 108 | 94% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 119 | 8 | 7% | 111 | 93% | 7 | 6% | 14 | 13% | 43 | 39% | 47 | 42% | 90 | 81% |
| Homeless | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Homeless | 118 | 8 | 7% | 110 | 93% | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 119 | 8 | 7% | 111 | 93% | 7 | 6% | 14 | 13% | 43 | 39% | 47 | 42% | 90 | 81% |
| Parent Not in Armed Forces | 119 | 8 | 7% | 111 | 93% | 7 | 6% | 14 | 13% | 43 | 39% | 47 | 42% | 90 | 81% |

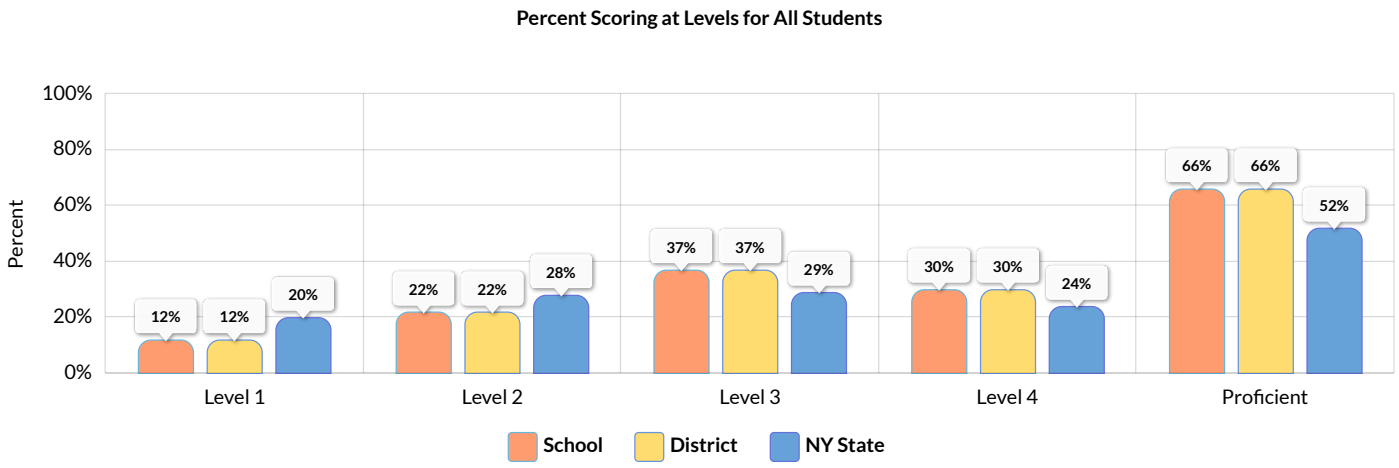
# GRADE 7 ELA RESULTS



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 114 | 5 | 4% | 109 | 96% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |
| Female | 62 | 3 | 5% | 59 | 95% | 3 | 5% | 13 | 22% | 19 | 32% | 24 | 41% | 43 | 73% |
| Male | 52 | 2 | 4% | 50 | 96% | 3 | 6% | 5 | 10% | 18 | 36% | 24 | 48% | 42 | 84% |
| General Education Students | 102 | 2 | 2% | 100 | 98% | 3 | 3% | 15 | 15% | 34 | 34% | 48 | 48% | 82 | 82% |
| Students with Disabilities | 12 | 3 | 25% | 9 | 75% | 3 | 33% | 3 | 33% | 3 | 33% | 0 | 0% | 3 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | 12 | 0 | 0% | 12 | 100% | 1 | 8% | 4 | 33% | 2 | 17% | 5 | 42% | 7 | 58% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 1 | 6% | 17 | 94% | 3 | 18% | 2 | 12% | 7 | 41% | 5 | 29% | 12 | 71% |
| White | 71 | 4 | 6% | 67 | 94% | 2 | 3% | 10 | 15% | 22 | 33% | 33 | 49% | 55 | 82% |
| Multiracial | 12 | 0 | 0% | 12 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 13 | 0 | 0% | 13 | 100% | 0 | 0% | 2 | 15% | 6 | 46% | 5 | 38% | 11 | 85% |
| Economically Disadvantaged | 16 | 3 | 19% | 13 | 81% | 3 | 23% | 5 | 38% | 5 | 38% | 0 | 0% | 5 | 38% |
| Not Economically Disadvantaged | 98 | 2 | 2% | 96 | 98% | 3 | 3% | 13 | 14% | 32 | 33% | 48 | 50% | 80 | 83% |
| English Language Learner | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 112 | 5 | 4% | 107 | 96% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 114 | 5 | 4% | 109 | 96% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |
| Not Homeless | 114 | 5 | 4% | 109 | 96% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Migrant | 114 | 5 | 4% | 109 | 96% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |
| Parent Not in Armed Forces | 114 | 5 | 4% | 109 | 96% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |

# GRADE 8 ELA RESULTS

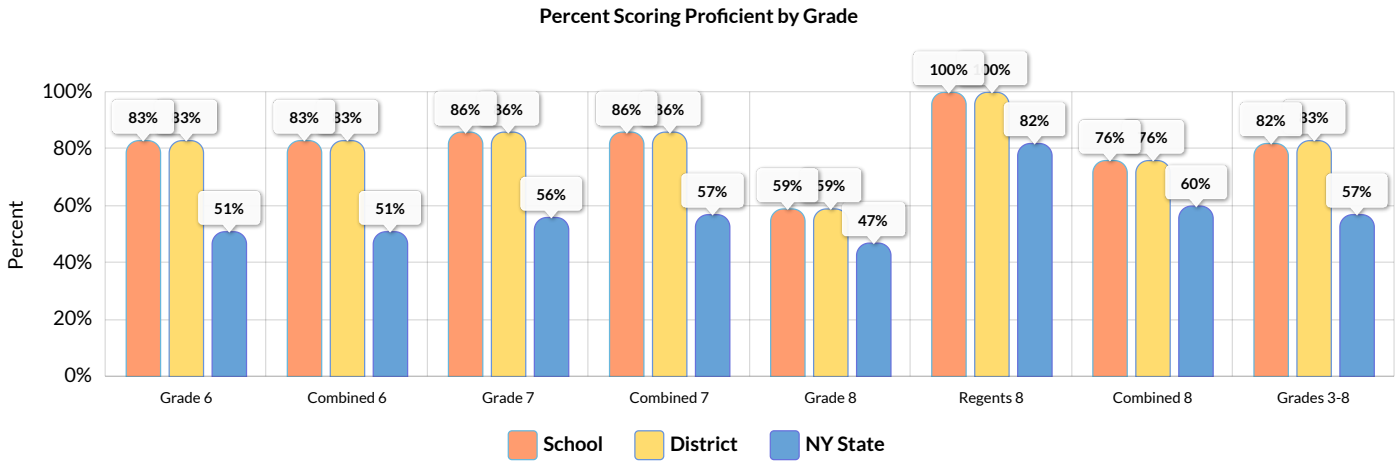


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |
| Female | 56 | 11 | 20% | 45 | 80% | 4 | 9% | 9 | 20% | 16 | 36% | 16 | 36% | 32 | 71% |
| Male | 58 | 2 | 3% | 56 | 97% | 8 | 14% | 13 | 23% | 21 | 38% | 14 | 25% | 35 | 63% |
| General Education Students | 97 | 11 | 11% | 86 | 89% | 3 | 3% | 16 | 19% | 37 | 43% | 30 | 35% | 67 | 78% |
| Students with Disabilities | 17 | 2 | 12% | 15 | 88% | 9 | 60% | 6 | 40% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 1 | 8% | 12 | 92% | 0 | 0% | 3 | 25% | 4 | 33% | 5 | 42% | 9 | 75% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 24 | 2 | 8% | 22 | 92% | 4 | 18% | 7 | 32% | 8 | 36% | 3 | 14% | 11 | 50% |
| White | 70 | 10 | 14% | 60 | 86% | 8 | 13% | 11 | 18% | 23 | 38% | 18 | 30% | 41 | 68% |
| Multiracial | 6 | 0 | 0% | 6 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 1 | 14% | 2 | 29% | 4 | 57% | 6 | 86% |
| Economically Disadvantaged | 18 | 2 | 11% | 16 | 89% | 3 | 19% | 7 | 44% | 6 | 38% | 0 | 0% | 6 | 38% |
| Not Economically Disadvantaged | 96 | 11 | 11% | 85 | 89% | 9 | 11% | 15 | 18% | 31 | 36% | 30 | 35% | 61 | 72% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 110 | 12 | 11% | 98 | 89% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |
| Not Homeless | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Migrant | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |
| Parent Not in Armed Forces | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |

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

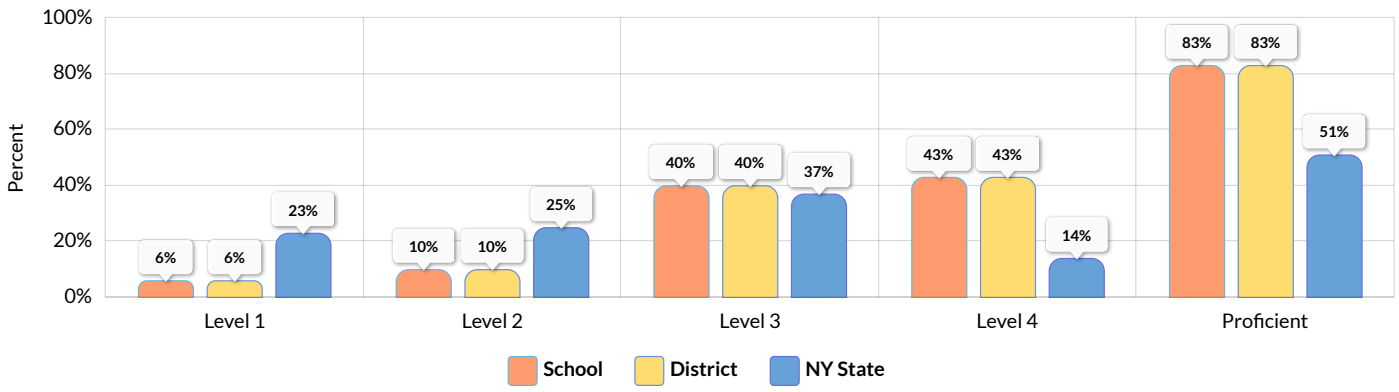
## SUMMARY RESULTS




| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 6 | 119 | 10 | 8% | 109 | 92% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |
| Combined 6 | 119 | 10 | 8% | 109 | 92% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |
| Grade 7 | 114 | 7 | 6% | 107 | 94% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Combined 7 | 114 | 7 | 6% | 107 | 94% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Grade 8 | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |
| Regents 8 | — | — | — | 44 | 39% | 0 | 0% | 0 | 0% | 0 | 0% | 44 | 100% | 44 | 100% |
| Combined 8 | 114 | 12 | 11% | 102 | 89% | 12 | 12% | 12 | 12% | 29 | 28% | 49 | 48% | 78 | 76% |
| Grades 3-8 | 347 | 29 | 8% | 318 | 92% | 21 | 7% | 36 | 11% | 102 | 32% | 159 | 50% | 261 | 82% |

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

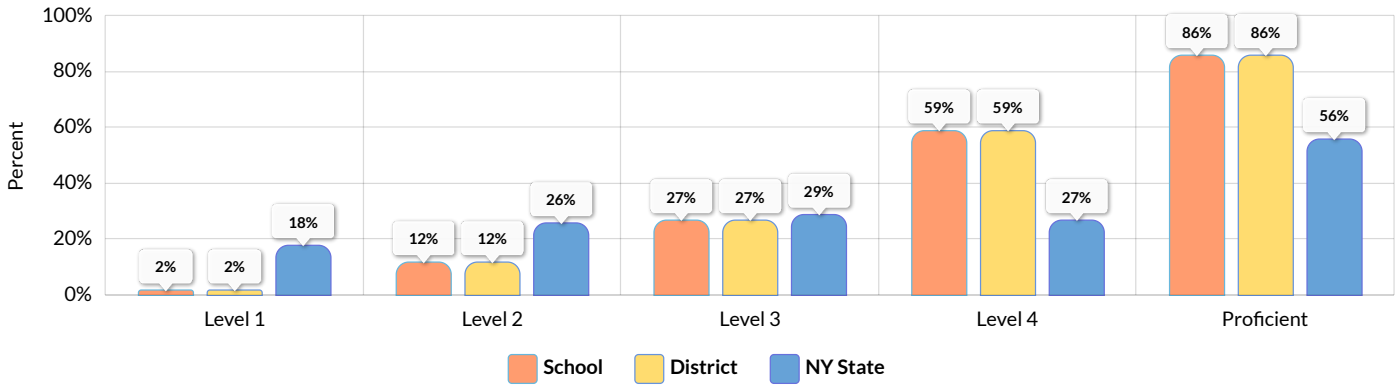
# GRADE 6 MATH RESULTS



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 119 | 10 | 8% | 109 | 92% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |
| Female | 64 | 8 | 13% | 56 | 88% | 4 | 7% | 6 | 11% | 24 | 43% | 22 | 39% | 46 | 82% |
| Male | 55 | 2 | 4% | 53 | 96% | 3 | 6% | 5 | 9% | 20 | 38% | 25 | 47% | 45 | 85% |
| General Education Students | 101 | 4 | 4% | 97 | 96% | 3 | 3% | 7 | 7% | 40 | 41% | 47 | 48% | 87 | 90% |
| Students with Disabilities | 18 | 6 | 33% | 12 | 67% | 4 | 33% | 4 | 33% | 4 | 33% | 0 | 0% | 4 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 3 | 33% | 6 | 67% | 9 | 100% |
| Black or African American | 3 | 0 | 0% | 3 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 27 | 3 | 11% | 24 | 89% | 6 | 25% | 7 | 29% | 7 | 29% | 4 | 17% | 11 | 46% |
| White | 74 | 6 | 8% | 68 | 92% | 0 | 0% | 3 | 4% | 31 | 46% | 34 | 50% | 65 | 96% |
| Multiracial | 6 | 1 | 17% | 5 | 83% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 9 | 1 | 11% | 8 | 89% | 1 | 13% | 1 | 13% | 3 | 38% | 3 | 38% | 6 | 75% |
| Economically Disadvantaged | 20 | 3 | 15% | 17 | 85% | 6 | 35% | 7 | 41% | 4 | 24% | 0 | 0% | 4 | 24% |
| Not Economically Disadvantaged | 99 | 7 | 7% | 92 | 93% | 1 | 1% | 4 | 4% | 40 | 43% | 47 | 51% | 87 | 95% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 115 | 9 | 8% | 106 | 92% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 119 | 10 | 8% | 109 | 92% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |
| Homeless | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Homeless | 118 | 10 | 8% | 108 | 92% | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 119 | 10 | 8% | 109 | 92% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |
| Parent Not in Armed Forces | 119 | 10 | 8% | 109 | 92% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |

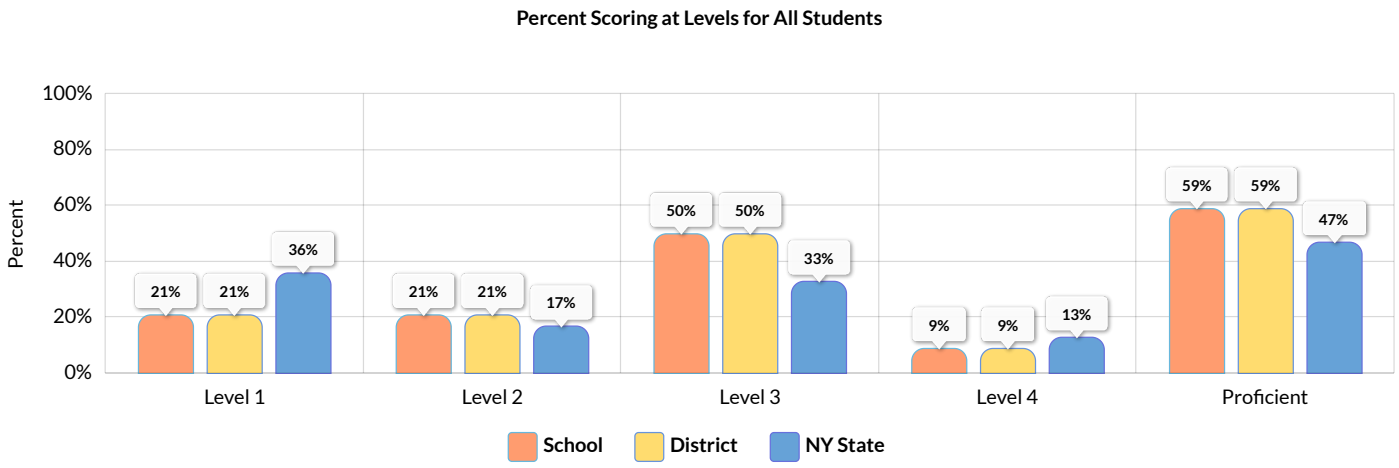
# GRADE 7 MATH RESULTS



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 114 | 7 | 6% | 107 | 94% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Female | 62 | 4 | 6% | 58 | 94% | 1 | 2% | 10 | 17% | 14 | 24% | 33 | 57% | 47 | 81% |
| Male | 52 | 3 | 6% | 49 | 94% | 1 | 2% | 3 | 6% | 15 | 31% | 30 | 61% | 45 | 92% |
| General Education Students | 102 | 4 | 4% | 98 | 96% | 0 | 0% | 10 | 10% | 27 | 28% | 61 | 62% | 88 | 90% |
| Students with Disabilities | 12 | 3 | 25% | 9 | 75% | 2 | 22% | 3 | 33% | 2 | 22% | 2 | 22% | 4 | 44% |
| Asian or Native Hawaiian/Other Pacific Islander | 12 | 0 | 0% | 12 | 100% | 0 | 0% | 1 | 8% | 3 | 25% | 8 | 67% | 11 | 92% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 1 | 6% | 17 | 94% | 2 | 12% | 2 | 12% | 4 | 24% | 9 | 53% | 13 | 76% |
| White | 71 | 6 | 8% | 65 | 92% | 0 | 0% | 9 | 14% | 17 | 26% | 39 | 60% | 56 | 86% |
| Multiracial | 12 | 0 | 0% | 12 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 13 | 0 | 0% | 13 | 100% | 0 | 0% | 1 | 8% | 5 | 38% | 7 | 54% | 12 | 92% |
| Economically Disadvantaged | 16 | 4 | 25% | 12 | 75% | 1 | 8% | 6 | 50% | 4 | 33% | 1 | 8% | 5 | 42% |
| Not Economically Disadvantaged | 98 | 3 | 3% | 95 | 97% | 1 | 1% | 7 | 7% | 25 | 26% | 62 | 65% | 87 | 92% |
| English Language Learner | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 112 | 7 | 6% | 105 | 94% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 114 | 7 | 6% | 107 | 94% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Not Homeless | 114 | 7 | 6% | 107 | 94% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Migrant | 114 | 7 | 6% | 107 | 94% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Parent Not in Armed Forces | 114 | 7 | 6% | 107 | 94% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |

# GRADE 8 MATH RESULTS

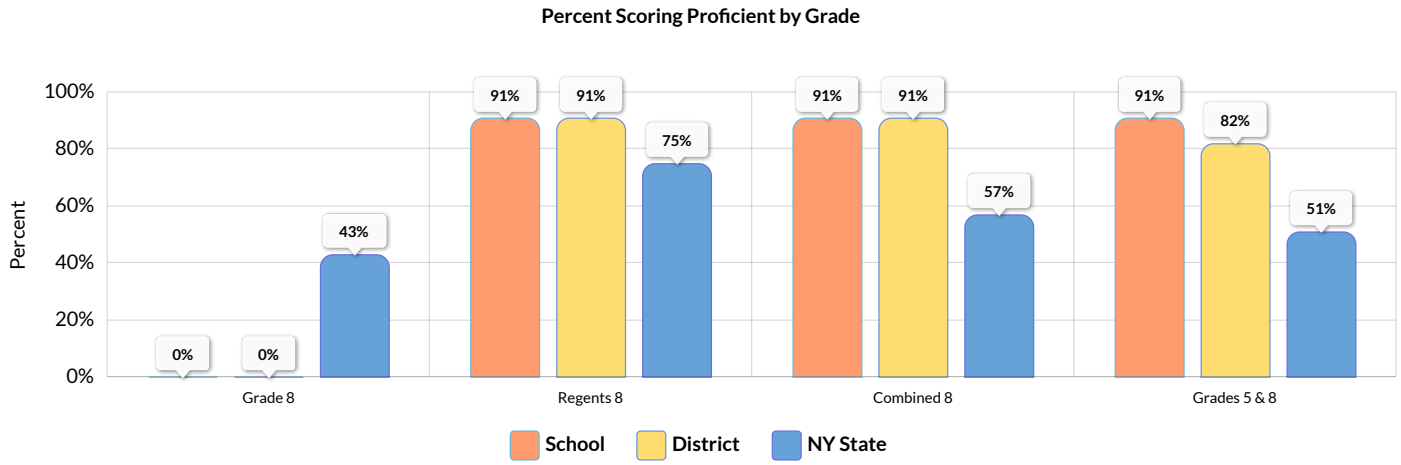


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |
| Female | 56 | 28 | 50% | 28 | 50% | 7 | 25% | 3 | 11% | 15 | 54% | 3 | 11% | 18 | 64% |
| Male | 58 | 28 | 48% | 30 | 52% | 5 | 17% | 9 | 30% | 14 | 47% | 2 | 7% | 16 | 53% |
| General Education Students | 97 | 52 | 54% | 45 | 46% | 4 | 9% | 8 | 18% | 28 | 62% | 5 | 11% | 33 | 73% |
| Students with Disabilities | 17 | 4 | 24% | 13 | 76% | 8 | 62% | 4 | 31% | 1 | 8% | 0 | 0% | 1 | 8% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 9 | 69% | 4 | 31% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 24 | 4 | 17% | 20 | 83% | 4 | 20% | 6 | 30% | 8 | 40% | 2 | 10% | 10 | 50% |
| White | 70 | 39 | 56% | 31 | 44% | 7 | 23% | 6 | 19% | 16 | 52% | 2 | 6% | 18 | 58% |
| Multiracial | 6 | 4 | 67% | 2 | 33% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 20 | 13 | 65% | 7 | 35% | 1 | 14% | 0 | 0% | 5 | 71% | 1 | 14% | 6 | 86% |
| Economically Disadvantaged | 18 | 0 | 0% | 18 | 100% | 4 | 22% | 6 | 33% | 7 | 39% | 1 | 6% | 8 | 44% |
| Not Economically Disadvantaged | 96 | 56 | 58% | 40 | 42% | 8 | 20% | 6 | 15% | 22 | 55% | 4 | 10% | 26 | 65% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 110 | 55 | 50% | 55 | 50% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |
| Not Homeless | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Not Migrant | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |
| Parent Not in Armed Forces | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |

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

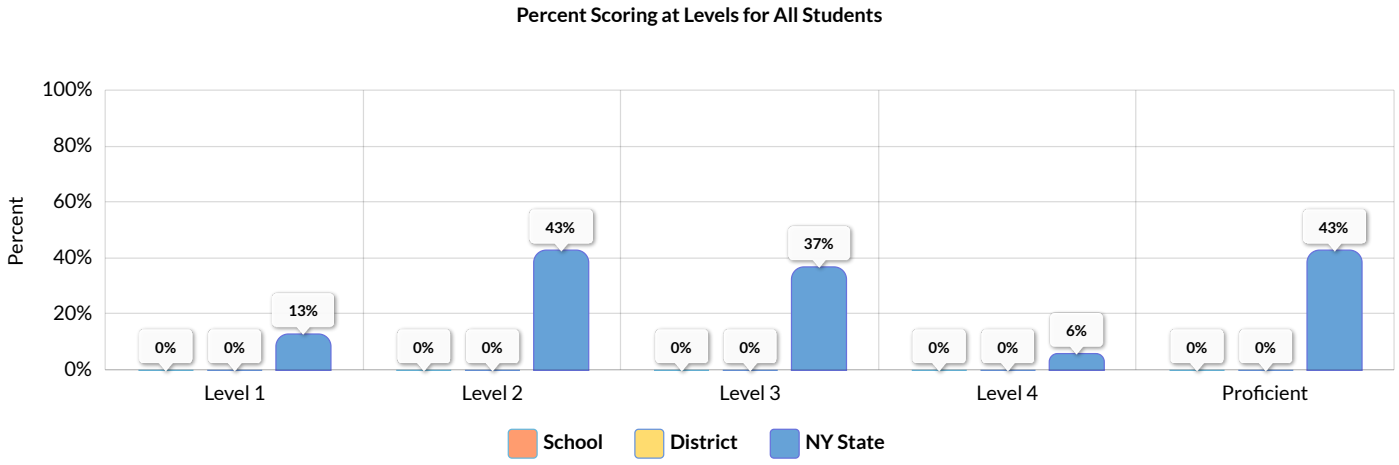
## SUMMARY RESULTS




| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 8 | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Regents 8 | — | — | — | 112 | 98% | 5 | 4% | 5 | 4% | 53 | 47% | 49 | 44% | 102 | 91% |
| Combined 8 | 114 | 2 | 2% | 112 | 98% | 5 | 4% | 5 | 4% | 53 | 47% | 49 | 44% | 102 | 91% |
| Grades 5 & 8 | 114 | 2 | 2% | 112 | 98% | 5 | 4% | 5 | 4% | 53 | 47% | 49 | 44% | 102 | 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 8 SCIENCE RESULTS

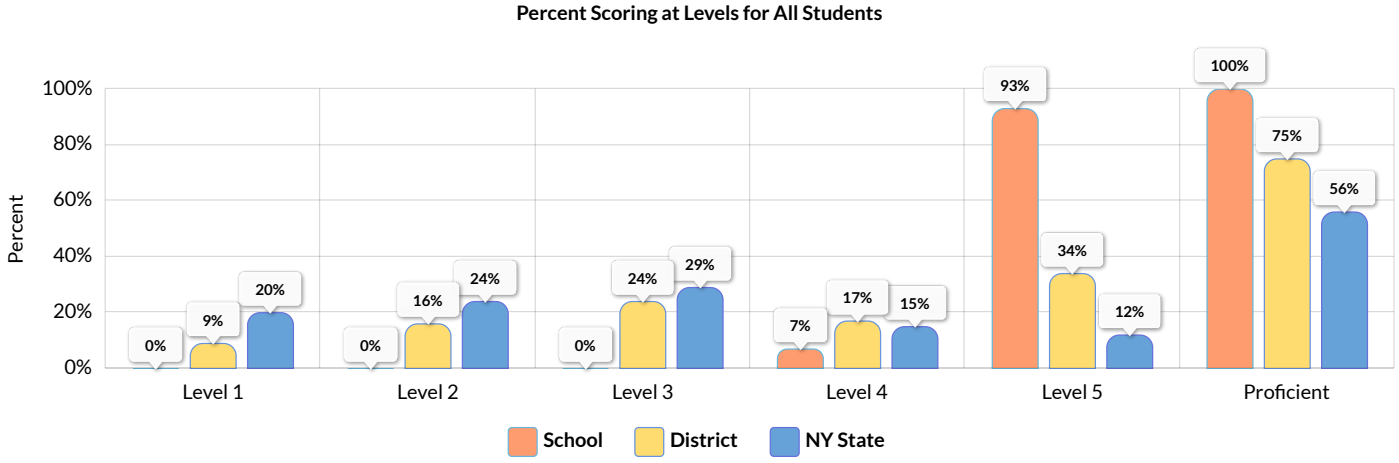


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | 56 | 56 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Male | 58 | 58 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 97 | 97 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 17 | 17 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 13 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 24 | 24 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 70 | 70 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Multiracial | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 18 | 18 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 96 | 96 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| English Language Learner | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 110 | 110 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

## ANNUAL REGENTS EXAMINATIONS (2024 - 25)

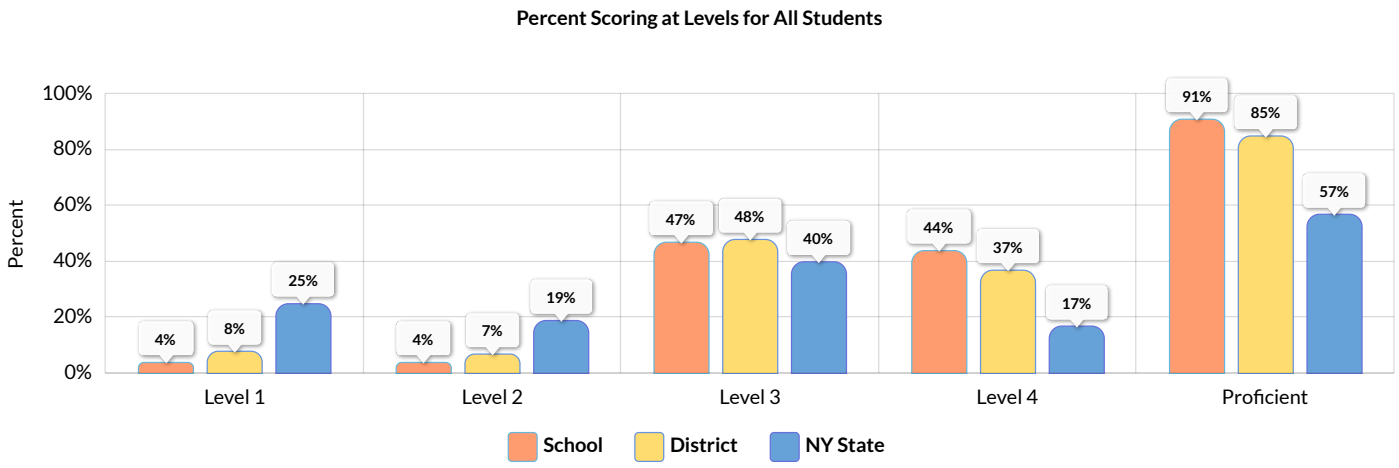
Annual Regents examination results are those administered in August, January, and June of the reporting year.

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



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 44 | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 7% | 41 | 93% | 44 | 100% |
| Female | 20 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 20 | 100% | 20 | 100% |
| Male | 24 | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 13% | 21 | 88% | 24 | 100% |
| General Education Students | 43 | – | – | – | – | – | – | – | – | – | – | – | – |
| Students with Disabilities | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | 8 | 100% |
| Hispanic or Latino | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| White | 28 | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 11% | 25 | 89% | 28 | 100% |
| Multiracial | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 8 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | 8 | 100% |
| Not Economically Disadvantaged | 44 | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 7% | 41 | 93% | 44 | 100% |
| Non-English Language Learner | 44 | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 7% | 41 | 93% | 44 | 100% |
| Not in Foster Care | 44 | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 7% | 41 | 93% | 44 | 100% |
| Not Homeless | 44 | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 7% | 41 | 93% | 44 | 100% |
| Not Migrant | 44 | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 7% | 41 | 93% | 44 | 100% |
| Parent Not in Armed Forces | 44 | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 7% | 41 | 93% | 44 | 100% |

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



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 112 | 5 | 4% | 5 | 4% | 53 | 47% | 49 | 44% | 102 | 91% |
| Female | 55 | 2 | 4% | 4 | 7% | 25 | 45% | 24 | 44% | 49 | 89% |
| Male | 57 | 3 | 5% | 1 | 2% | 28 | 49% | 25 | 44% | 53 | 93% |
| General Education Students | 95 | 1 | 1% | 0 | 0% | 46 | 48% | 48 | 51% | 94 | 99% |
| Students with Disabilities | 17 | 4 | 24% | 5 | 29% | 7 | 41% | 1 | 6% | 8 | 47% |
| Asian or Native Hawaiian/Other Pacific Islander | 12 | 0 | 0% | 0 | 0% | 5 | 42% | 7 | 58% | 12 | 100% |
| Black or African American | 1 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 23 | 2 | 9% | 2 | 9% | 12 | 52% | 7 | 30% | 19 | 83% |
| White | 70 | 3 | 4% | 2 | 3% | 35 | 50% | 30 | 43% | 65 | 93% |
| Multiracial | 6 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 1 | 14% | 1 | 14% | 5 | 71% | 6 | 86% |
| Economically Disadvantaged | 18 | 2 | 11% | 3 | 17% | 9 | 50% | 4 | 22% | 13 | 72% |
| Not Economically Disadvantaged | 94 | 3 | 3% | 2 | 2% | 44 | 47% | 45 | 48% | 89 | 95% |
| English Language Learner | 2 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 110 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 112 | 5 | 4% | 5 | 4% | 53 | 47% | 49 | 44% | 102 | 91% |
| Not Homeless | 112 | 5 | 4% | 5 | 4% | 53 | 47% | 49 | 44% | 102 | 91% |
| Not Migrant | 112 | 5 | 4% | 5 | 4% | 53 | 47% | 49 | 44% | 102 | 91% |
| Parent Not in Armed Forces | 112 | 5 | 4% | 5 | 4% | 53 | 47% | 49 | 44% | 102 | 91% |

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

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

| Grade | Total | Not Tested | | Tested | | Entering | | Emerging | | Transitioning | | Expanding | | Commanding (Proficient) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 6 | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 7 | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 8 | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |

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

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

## NEW YORK STATE NAEP GRADE 4

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 41% | 28% | 22% | 9% | 28% | 36% | 29% | 8% |
| Students with Disabilities | 73% | 18% | 8% | 1% | 63% | 28% | 7% | 2% |
| American Indian/Alaska Native | * | * | * | * | * | * | * | * |
| Asian/Pacific Islander | 26% | 25% | 30% | 19% | 14% | 26% | 40% | 20% |
| Black | 55% | 29% | 13% | 3% | 44% | 39% | 15% | 2% |
| Hispanic | 51% | 27% | 16% | 6% | 39% | 38% | 20% | 3% |
| White | 32% | 31% | 26% | 11% | 19% | 35% | 36% | 10% |
| Two or more races | 39% | 23% | 25% | 14% | 12% | 40% | 33% | 14% |
| English Language Learners | 79% | 17% | 3% | 0% | 59% | 29% | 12% | 1% |
| Economically Disadvantaged | 52% | 28% | 16% | 5% | 39% | 37% | 20% | 3% |

*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 35% | 34% | 26% | 5% | 42% | 31% | 18% | 8% |
| Students with Disabilities | 65% | 25% | 10% | 1% | 73% | 19% | 6% | 2% |
| American Indian/Alaska Native | * | * | * | * | * | * | * | * |
| Asian/Pacific Islander | 17% | 32% | 38% | 13% | 19% | 24% | 30% | 27% |
| Black | 42% | 37% | 19% | 2% | 56% | 28% | 13% | 2% |
| Hispanic | 47% | 32% | 19% | 2% | 59% | 29% | 10% | 2% |
| White | 28% | 36% | 30% | 7% | 29% | 36% | 25% | 10% |
| Two or more races | * | * | * | * | 45% | 32% | 17% | 6% |
| English Language Learners | 85% | 10% | 4% | 1% | 83% | 13% | 4% | 1% |
| Economically Disadvantaged | 44% | 34% | 19% | 3% | 54% | 29% | 14% | 4% |

*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

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 41% | 29% | 22% | 8% | 24% | 36% | 31% | 9% |
| Students with Disabilities | 72% | 18% | 8% | 1% | 53% | 31% | 13% | 3% |
| American Indian/Alaska Native | 59% | 26% | 13% | 3% | 43% | 37% | 18% | 2% |
| Asian/Pacific Islander | 23% | 26% | 31% | 20% | 12% | 24% | 39% | 25% |
| Black | 57% | 27% | 13% | 3% | 41% | 40% | 17% | 2% |
| Hispanic | 52% | 27% | 16% | 4% | 34% | 39% | 23% | 4% |
| White | 30% | 31% | 28% | 11% | 14% | 35% | 39% | 12% |
| Two or more races | 37% | 29% | 24% | 10% | 20% | 36% | 33% | 11% |
| English Language Learners | 71% | 21% | 7% | 1% | 48% | 36% | 14% | 2% |
| Economically Disadvantaged | 53% | 28% | 16% | 4% | 35% | 40% | 22% | 3% |

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

## NATIONAL NAEP GRADE 8

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 34% | 37% | 25% | 4% | 41% | 32% | 19% | 8% |
| Students with Disabilities | 67% | 25% | 8% | 1% | 75% | 18% | 5% | 2% |
| American Indian/Alaska Native | 45% | 38% | 16% | 1% | 60% | 29% | 9% | 3% |
| Asian/Pacific Islander | 17% | 30% | 40% | 13% | 18% | 26% | 28% | 29% |
| Black | 48% | 36% | 15% | 1% | 63% | 27% | 8% | 2% |
| Hispanic | 45% | 36% | 17% | 1% | 55% | 30% | 12% | 2% |
| White | 25% | 39% | 32% | 5% | 28% | 36% | 27% | 10% |
| Two or more races | 30% | 36% | 30% | 4% | 38% | 33% | 20% | 9% |
| English Language Learners | 71% | 25% | 5% | 0% | 77% | 18% | 4% | 1% |
| Economically Disadvantaged | 46% | 37% | 16% | 1% | 55% | 31% | 12% | 3% |

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 | 353 | 24 | 6.8% |
| Asian or Native Hawaiian/Other Pacific Islander | 35 | 1 | 2.9% |
| Black or African American | 5 | — | — |
| Hispanic or Latino | 72 | 9 | 12.5% |
| Multiracial | 24 | 1 | 4.2% |
| White | 217 | 12 | 5.5% |
| English Language Learner | 10 | — | — |
| Students with Disabilities | 52 | 7 | 13.5% |
| Economically Disadvantaged | 56 | 11 | 19.6% |

## 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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# RYE NECK SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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

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

| Subgroup | Subject | Weighted Average Index | State MIP | State LTG |
|---|---|---|---|---|
| All Students | ELA | 220.2 | 134.9 | 148.3 |
| | Math | 143 | 64.6 | 87.2 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 231.3 | 140.5 | 152.9 |
| | Math | 231.3 | 114.8 | 129 |
| Black or African American | ELA | 210 | 95 | 115 |
| | Math | 75 | 37.8 | 64.8 |
| Hispanic or Latino | ELA | 188.5 | 99.6 | 118.8 |
| | Math | 106.4 | 43.4 | 69.5 |
| Multiracial | ELA | 242.9 | 144.6 | 156.4 |
| | Math | 135.7 | 63.5 | 86.2 |
| White | ELA | 232.8 | 170.2 | 177.6 |
| | Math | 159.8 | 74.7 | 95.6 |
| English Language Learner | ELA | — | — | — |
| | Math | — | — | — |
| Students with Disabilities | ELA | 188.9 | 75.4 | 98.7 |
| | Math | 69.4 | 29.3 | 57.8 |
| Economically Disadvantaged | ELA | 165.6 | 103.2 | 121.8 |
| | Math | 85.9 | 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 | 111 | 97.3% | 87.5% | 88.8% |
| | 5-Year | 142 | 96.5% | 89.4% | 90.5% |
| | 6-Year | 111 | 98.2% | 88.9% | 90.3% |
| Asian or Native Hawaiian/Other Pacific Islander | 4-Year | 6 | – | – | – |
| | 5-Year | 9 | – | – | – |
| | 6-Year | 6 | – | – | – |
| Black or African American | 4-Year | 4 | – | – | – |
| | 5-Year | 6 | – | – | – |
| | 6-Year | 4 | – | – | – |
| Hispanic or Latino | 4-Year | 28 | 89.3% | 81.6% | 83.8% |
| | 5-Year | 40 | 92.5% | 84.4% | 86.3% |
| | 6-Year | 25 | 92% | 83.3% | 85.6% |
| Multiracial | 4-Year | 7 | – | – | – |
| | 5-Year | 5 | – | – | – |
| | 6-Year | 2 | – | – | – |
| White | 4-Year | 66 | 100% | 91.7% | 92.3% |
| | 5-Year | 82 | 97.6% | 92.9% | 93.4% |
| | 6-Year | 74 | 100% | 93.1% | 93.7% |
| English Language Learner | 4-Year | 4 | – | – | – |
| | 5-Year | 7 | – | – | – |
| | 6-Year | 3 | – | – | – |
| Students with Disabilities | 4-Year | 11 | – | – | – |
| | 5-Year | 19 | – | – | – |
| | 6-Year | 13 | – | – | – |
| Economically Disadvantaged | 4-Year | 17 | – | – | – |
| | 5-Year | 25 | 100% | 85.6% | 87.4% |
| | 6-Year | 24 | 91.7% | 85.1% | 87.1% |

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

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio | State Target | State LTG |
|---|---|---|---|---|---|---|
| English Language Learner | 13 | – | – | – | – | – |

## 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

## SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

## SECONDARY INDICATOR ACCOUNTABILITY LEVELS

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

## SECONDARY CORE SUBJECT PERFORMANCE

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

| Subgroup | Subject | Cohort | Index | Combined Index | Accountability Level |
|---|---|---|---|---|---|
| All Students | ELA | 151 | 220.2 | 190.1 | 4 |
| | Math | 150 | 144 | | |
| | Science | 150 | 217.3 | | |
| | Social Studies | 151 | 187.1 | | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 8 | 231.3 | 236.3 | 4 |
| | Math | 8 | 231.3 | | |
| | Science | 8 | 237.5 | | |
| | Social Studies | 8 | 250 | | |
| Black or African American | ELA | 10 | 210 | 158.7 | 3 |
| | Math | 10 | 75 | | |
| | Science | 9 | 211.1 | | |
| | Social Studies | 10 | 155 | | |
| Hispanic or Latino | ELA | 39 | 188.5 | 154.6 | 3 |
| | Math | 39 | 106.4 | | |
| | Science | 39 | 187.2 | | |
| | Social Studies | 39 | 143.6 | | |
| Multiracial | ELA | 7 | 242.9 | 213.2 | 4 |
| | Math | 6 | 158.3 | | |
| | Science | 7 | 235.7 | | |
| | Social Studies | 7 | 228.6 | | |
| White | ELA | 87 | 232.8 | 203.6 | 4 |
| | Math | 87 | 159.8 | | |
| | Science | 87 | 228.2 | | |
| | Social Studies | 87 | 201.1 | | |
| English Language Learner | ELA | 4 | – | – | – |
| | Math | 4 | – | | |
| | Science | 4 | – | | |
| | Social Studies | 4 | – | | |

| Subgroup | Subject | Cohort | Index | Combined Index | Accountability Level |
|---|---|---|---|---|---|
| Students with Disabilities | ELA | 18 | 188.9 | 140.8 | 4 |
| | Math | 18 | 69.4 | | |
| | Science | 18 | 188.9 | | |
| | Social Studies | 18 | 127.8 | | |
| Economically Disadvantaged | ELA | 32 | 165.6 | 140.2 | 3 |
| | Math | 32 | 85.9 | | |
| | Science | 32 | 179.7 | | |
| | Social Studies | 32 | 143.8 | | |

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Accountability Level |
|---|---|---|---|---|---|
| All Students | ELA | 151 | 220.2 | 189.6 | 4 |
| | Math | 151 | 143 | | |
| | Science | 151 | 215.9 | | |
| | Social Studies | 151 | 187.1 | | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 8 | 231.3 | 236.3 | 4 |
| | Math | 8 | 231.3 | | |
| | Science | 8 | 237.5 | | |
| | Social Studies | 8 | 250 | | |
| Black or African American | ELA | 10 | 210 | 154.5 | 3 |
| | Math | 10 | 75 | | |
| | Science | 10 | 190 | | |
| | Social Studies | 10 | 155 | | |
| Hispanic or Latino | ELA | 39 | 188.5 | 154.6 | 3 |
| | Math | 39 | 106.4 | | |
| | Science | 39 | 187.2 | | |
| | Social Studies | 39 | 143.6 | | |
| Multiracial | ELA | 7 | 242.9 | 206.4 | 4 |
| | Math | 7 | 135.7 | | |
| | Science | 7 | 235.7 | | |
| | Social Studies | 7 | 228.6 | | |
| White | ELA | 87 | 232.8 | 203.6 | 4 |
| | Math | 87 | 159.8 | | |
| | Science | 87 | 228.2 | | |
| | Social Studies | 87 | 201.1 | | |
| English Language Learner | ELA | 4 | — | — | — |
| | Math | 4 | — | | |
| | Science | 4 | — | | |
| | Social Studies | 4 | — | | |

| Subgroup | Subject | Cohort | Index | Combined Index | Accountability Level |
|---|---|---|---|---|---|
| Students with Disabilities | ELA | 18 | 188.9 | 140.8 | 4 |
| | Math | 18 | 69.4 | | |
| | Science | 18 | 188.9 | | |
| | Social Studies | 18 | 127.8 | | |
| Economically Disadvantaged | ELA | 32 | 165.6 | 140.2 | 3 |
| | Math | 32 | 85.9 | | |
| | Science | 32 | 179.7 | | |
| | Social Studies | 32 | 143.8 | | |

## SECONDARY GRADUATION RATE

| Subgroup | Cohort | Number In Cohort | Number Graduated | Grad Rate | Average Grad Rate | Accountability Level |
|---|---|---|---|---|---|---|
| All Students | 4-year | 111 | 108 | 97.3% | 97.3% | 4 |
| | 5-year | 142 | 137 | 96.5% | | |
| | 6-year | 111 | 109 | 98.2% | | |
| Asian or Native Hawaiian/Other Pacific Islander | 4-year | 6 | – | – | – | – |
| | 5-year | 9 | – | – | | |
| | 6-year | 6 | – | – | | |
| Black or African American | 4-year | 4 | – | – | – | – |
| | 5-year | 6 | – | – | | |
| | 6-year | 4 | – | – | | |
| Hispanic or Latino | 4-year | 28 | 25 | 89.3% | 91.3% | 2 |
| | 5-year | 40 | 37 | 92.5% | | |
| | 6-year | 25 | 23 | 92% | | |
| Multiracial | 4-year | 7 | – | – | – | – |
| | 5-year | 5 | – | – | | |
| | 6-year | 2 | – | – | | |
| White | 4-year | 66 | 66 | 100% | 99.2% | 4 |
| | 5-year | 82 | 80 | 97.6% | | |
| | 6-year | 74 | 74 | 100% | | |
| English Language Learner | 4-year | 4 | – | – | – | – |
| | 5-year | 7 | – | – | | |
| | 6-year | 3 | – | – | | |
| Students with Disabilities | 4-year | 11 | – | – | – | – |
| | 5-year | 19 | – | – | | |
| | 6-year | 13 | – | – | | |
| Economically Disadvantaged | 4-year | 17 | – | – | 95.9% | 4 |
| | 5-year | 25 | 25 | 100% | | |
| | 6-year | 24 | 22 | 91.7% | | |

## SECONDARY ENGLISH LANGUAGE PROFICIENCY

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio | Accountability Level |
|---|---|---|---|---|---|
| All Students | 13 | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — |
| Hispanic or Latino | 11 | — | — | — | — |
| White | 1 | — | — | — | — |
| English Language Learner | 13 | — | — | — | — |
| Economically Disadvantaged | 13 | — | — | — | — |

## SECONDARY ATTENDANCE

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

| Subgroup | Students Enrolled | Level 1 (85% Or Less) | Level 2 (85.1%-90.0%) | Level 3 (90.1-95.0%) | Level 4 (95.1-100.0%) | Attendance Index | Accountability Level |
|---|---|---|---|---|---|---|---|
| All Students | 475 | 15 | 13 | 114 | 333 | 226 | 4 |
| Asian or Native Hawaiian/Other Pacific Islander | 28 | 2 | 0 | 8 | 18 | 217.9 | 4 |
| Black or African American | 21 | 1 | 1 | 4 | 15 | 221.4 | 4 |
| Hispanic or Latino | 120 | 7 | 5 | 27 | 81 | 217.9 | 4 |
| Multiracial | 27 | 0 | 1 | 9 | 17 | 227.8 | 4 |
| White | 279 | 5 | 6 | 66 | 202 | 230.5 | 4 |
| English Language Learner | 20 | 4 | 1 | 4 | 11 | 182.5 | 4 |
| Students with Disabilities | 62 | 4 | 3 | 14 | 41 | 215.3 | 4 |
| Economically Disadvantaged | 107 | 7 | 6 | 26 | 68 | 213.1 | 4 |

## SECONDARY COLLEGE, CAREER, AND CIVIC READINESS

| Subgroup | Cohort Count | Annual Biliteracy | 2.0 Weight | 1.5 Weight | 1.0 Weight | 0.5 Weight | 0.0 Weight | Index | Acountability Level |
|---|---|---|---|---|---|---|---|---|---|
| All Students | 154 | 0 | 144 | 0 | 1 | 0 | 9 | 187.7 | 4 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | – | – | – | – | – | – | – |
| Black or African American | 11 | 0 | – | – | – | – | – | – | – |
| Hispanic or Latino | 41 | 0 | 35 | 0 | 0 | 0 | 6 | 170.7 | 3 |
| Multiracial | 7 | 0 | – | – | – | – | – | – | – |
| White | 87 | 0 | 84 | 0 | 1 | 0 | 2 | 194.3 | 4 |
| English Language Learner | 5 | 0 | – | – | – | – | – | – | – |
| Students with Disabilities | 18 | 0 | – | – | – | – | – | – | – |
| Economically Disadvantaged | 34 | 0 | 26 | 0 | 0 | 0 | 8 | 152.9 | 3 |

## SECONDARY ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✓ | 151 | 99.3% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 7 | – |
| Black or African American | – | 11 | – |
| Hispanic or Latino | – | 39 | – |
| Multiracial | – | 7 | – |
| White | ✓ | 87 | 100% |
| English Language Learner | – | 5 | – |
| Students with Disabilities | – | 19 | – |
| Economically Disadvantaged | – | 31 | – |

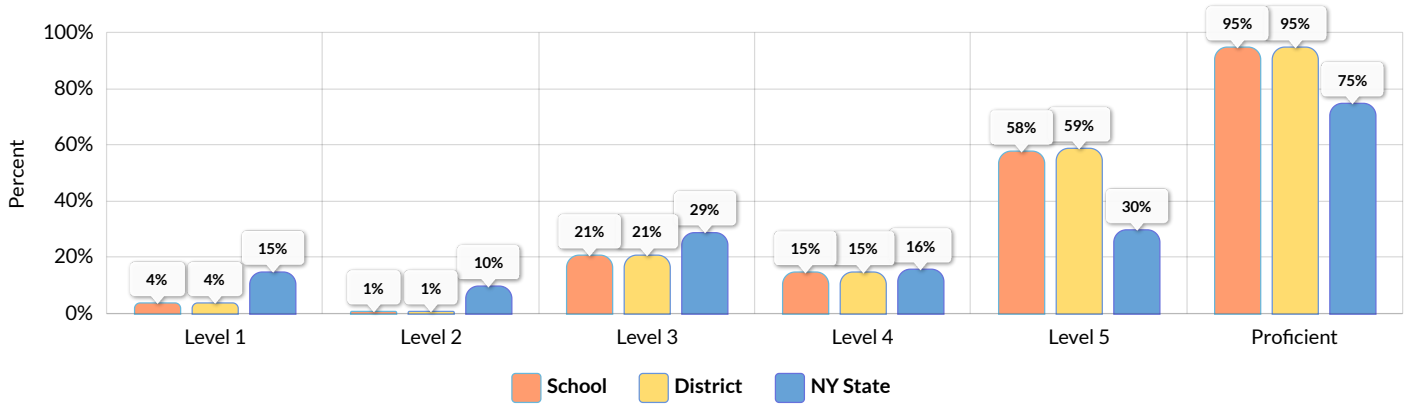
## SECONDARY MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✓ | 151 | 98.7% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 7 | – |
| Black or African American | – | 11 | – |
| Hispanic or Latino | – | 39 | – |
| Multiracial | – | 7 | – |
| White | ✓ | 87 | 100% |
| English Language Learner | – | 5 | – |
| Students with Disabilities | – | 19 | – |
| Economically Disadvantaged | – | 31 | – |

## ANNUAL REGENTS EXAMINATIONS (2024 - 25)

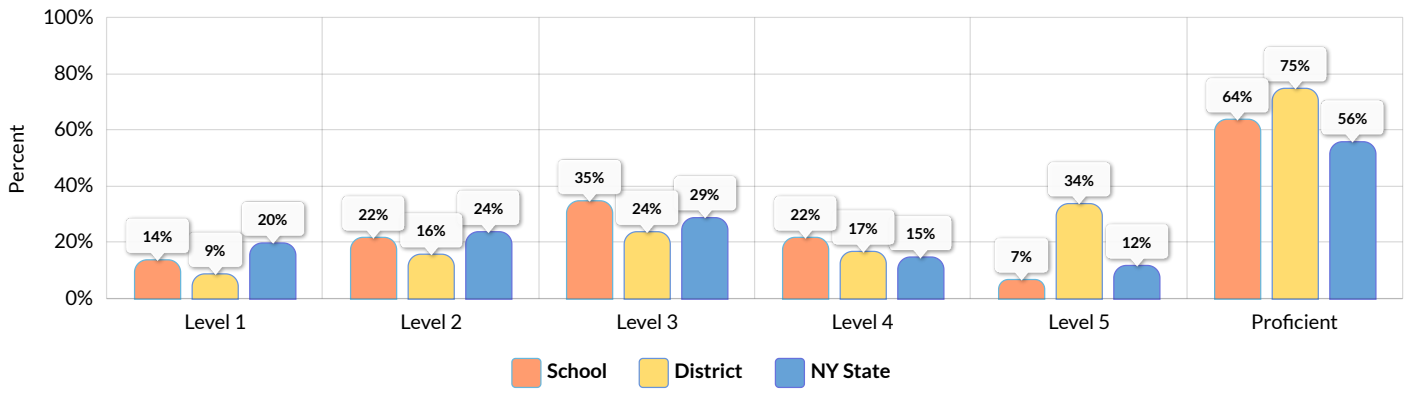
Annual Regents examination results are those administered in August, January, and June of the reporting year.

# ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



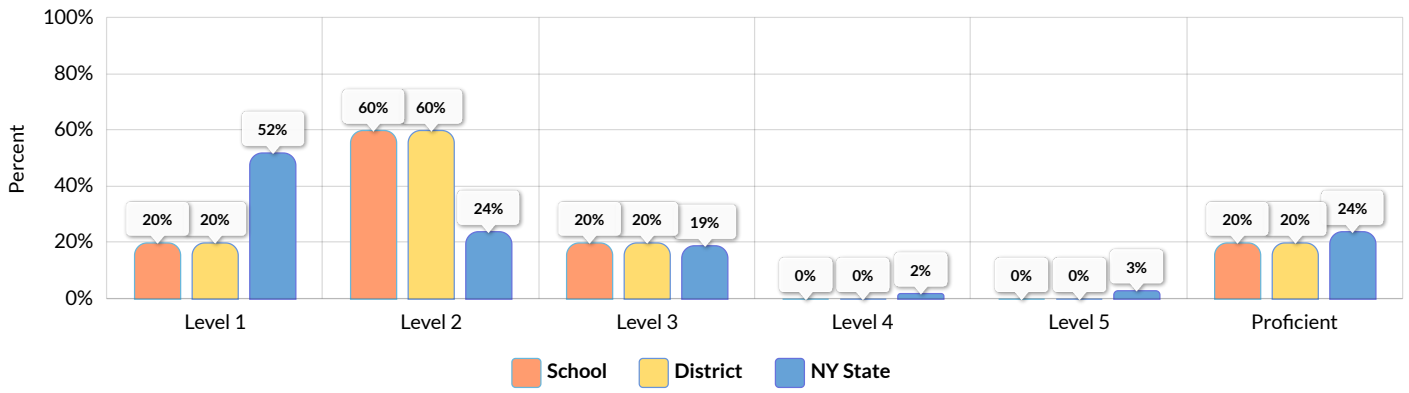

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 91 | 4 | 4% | 1 | 1% | 19 | 21% | 14 | 15% | 53 | 58% | 86 | 95% |
| Female | 39 | 2 | 5% | 0 | 0% | 5 | 13% | 9 | 23% | 23 | 59% | 37 | 95% |
| Male | 52 | 2 | 4% | 1 | 2% | 14 | 27% | 5 | 10% | 30 | 58% | 49 | 94% |
| General Education Students | 82 | 4 | 5% | 1 | 1% | 15 | 18% | 11 | 13% | 51 | 62% | 77 | 94% |
| Students with Disabilities | 9 | 0 | 0% | 0 | 0% | 4 | 44% | 3 | 33% | 2 | 22% | 9 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | 0% | 0 | 0% | 2 | 29% | 0 | 0% | 5 | 71% | 7 | 100% |
| Black or African American | 5 | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 5 | 100% |
| Hispanic or Latino | 21 | 3 | 14% | 1 | 5% | 8 | 38% | 1 | 5% | 8 | 38% | 17 | 81% |
| White | 51 | 1 | 2% | 0 | 0% | 8 | 16% | 11 | 22% | 31 | 61% | 50 | 98% |
| Multiracial | 7 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 100% | 7 | 100% |
| Economically Disadvantaged | 18 | 4 | 22% | 1 | 6% | 9 | 50% | 1 | 6% | 3 | 17% | 13 | 72% |
| Not Economically Disadvantaged | 73 | 0 | 0% | 0 | 0% | 10 | 14% | 13 | 18% | 50 | 68% | 73 | 100% |
| English Language Learner | 7 | 4 | 57% | 0 | 0% | 3 | 43% | 0 | 0% | 0 | 0% | 3 | 43% |
| Non-English Language Learner | 84 | 0 | 0% | 1 | 1% | 16 | 19% | 14 | 17% | 53 | 63% | 83 | 99% |
| Not in Foster Care | 91 | 4 | 4% | 1 | 1% | 19 | 21% | 14 | 15% | 53 | 58% | 86 | 95% |
| Not Homeless | 91 | 4 | 4% | 1 | 1% | 19 | 21% | 14 | 15% | 53 | 58% | 86 | 95% |
| Not Migrant | 91 | 4 | 4% | 1 | 1% | 19 | 21% | 14 | 15% | 53 | 58% | 86 | 95% |
| Parent Not in Armed Forces | 91 | 4 | 4% | 1 | 1% | 19 | 21% | 14 | 15% | 53 | 58% | 86 | 95% |

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



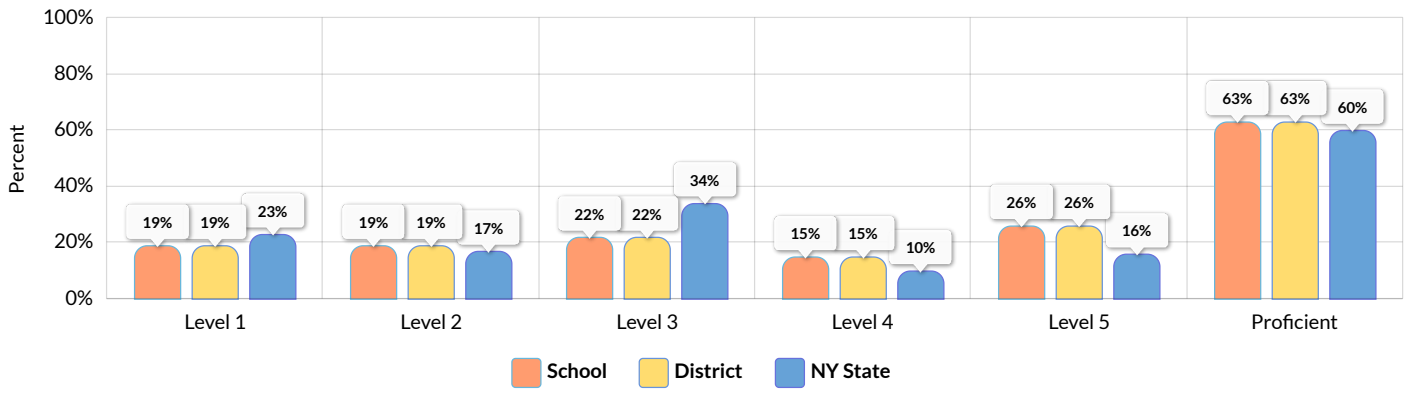
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 95 | 13 | 14% | 21 | 22% | 33 | 35% | 21 | 22% | 7 | 7% | 61 | 64% |
| Female | 52 | 8 | 15% | 12 | 23% | 14 | 27% | 14 | 27% | 4 | 8% | 32 | 62% |
| Male | 43 | 5 | 12% | 9 | 21% | 19 | 44% | 7 | 16% | 3 | 7% | 29 | 67% |
| General Education Students | 82 | 11 | 13% | 18 | 22% | 28 | 34% | 18 | 22% | 7 | 9% | 53 | 65% |
| Students with Disabilities | 13 | 2 | 15% | 3 | 23% | 5 | 38% | 3 | 23% | 0 | 0% | 8 | 62% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 38 | 9 | 24% | 10 | 26% | 12 | 32% | 5 | 13% | 2 | 5% | 19 | 50% |
| White | 48 | 2 | 4% | 9 | 19% | 20 | 42% | 14 | 29% | 3 | 6% | 37 | 77% |
| Multiracial | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 9 | 2 | 22% | 2 | 22% | 1 | 11% | 2 | 22% | 2 | 22% | 5 | 56% |
| Economically Disadvantaged | 42 | 10 | 24% | 14 | 33% | 12 | 29% | 5 | 12% | 1 | 2% | 18 | 43% |
| Not Economically Disadvantaged | 53 | 3 | 6% | 7 | 13% | 21 | 40% | 16 | 30% | 6 | 11% | 43 | 81% |
| English Language Learner | 13 | 6 | 46% | 4 | 31% | 2 | 15% | 1 | 8% | 0 | 0% | 3 | 23% |
| Non-English Language Learner | 82 | 7 | 9% | 17 | 21% | 31 | 38% | 20 | 24% | 7 | 9% | 58 | 71% |
| Not in Foster Care | 95 | 13 | 14% | 21 | 22% | 33 | 35% | 21 | 22% | 7 | 7% | 61 | 64% |
| Homeless | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 93 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 95 | 13 | 14% | 21 | 22% | 33 | 35% | 21 | 22% | 7 | 7% | 61 | 64% |
| Parent Not in Armed Forces | 95 | 13 | 14% | 21 | 22% | 33 | 35% | 21 | 22% | 7 | 7% | 61 | 64% |

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



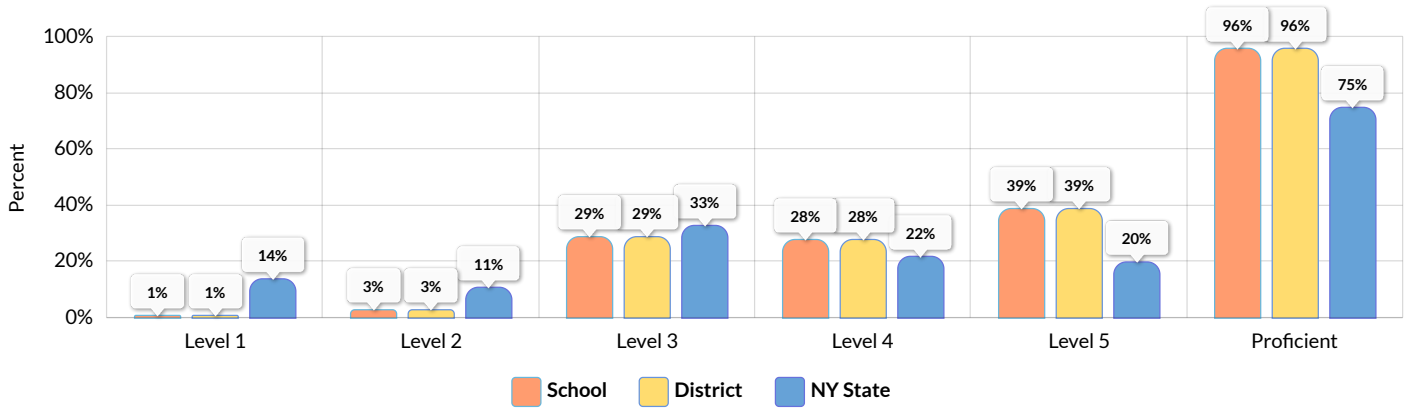

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Female | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Male | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| General Education Students | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| White | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Multiracial | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Not Economically Disadvantaged | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Not in Foster Care | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Not Homeless | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Not Migrant | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Parent Not in Armed Forces | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |

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



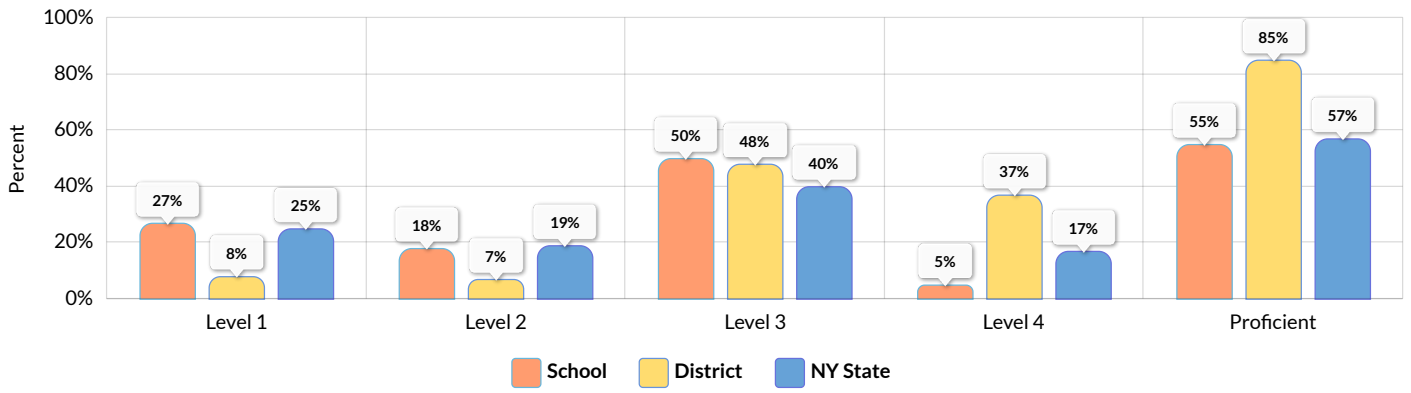

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 102 | 19 | 19% | 19 | 19% | 22 | 22% | 15 | 15% | 27 | 26% | 64 | 63% |
| Female | 47 | 6 | 13% | 7 | 15% | 13 | 28% | 8 | 17% | 13 | 28% | 34 | 72% |
| Male | 55 | 13 | 24% | 12 | 22% | 9 | 16% | 7 | 13% | 14 | 25% | 30 | 55% |
| General Education Students | 90 | 16 | 18% | 15 | 17% | 19 | 21% | 14 | 16% | 26 | 29% | 59 | 66% |
| Students with Disabilities | 12 | 3 | 25% | 4 | 33% | 3 | 25% | 1 | 8% | 1 | 8% | 5 | 42% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 1 | 17% | 0 | 0% | 0 | 0% | 5 | 83% | 5 | 83% |
| Black or African American | 5 | 2 | 40% | 0 | 0% | 2 | 40% | 1 | 20% | 0 | 0% | 3 | 60% |
| Hispanic or Latino | 21 | 8 | 38% | 6 | 29% | 6 | 29% | 1 | 5% | 0 | 0% | 7 | 33% |
| White | 63 | 9 | 14% | 9 | 14% | 12 | 19% | 12 | 19% | 21 | 33% | 45 | 71% |
| Multiracial | 7 | 0 | 0% | 3 | 43% | 2 | 29% | 1 | 14% | 1 | 14% | 4 | 57% |
| Economically Disadvantaged | 21 | 9 | 43% | 7 | 33% | 4 | 19% | 1 | 5% | 0 | 0% | 5 | 24% |
| Not Economically Disadvantaged | 81 | 10 | 12% | 12 | 15% | 18 | 22% | 14 | 17% | 27 | 33% | 59 | 73% |
| English Language Learner | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 101 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 102 | 19 | 19% | 19 | 19% | 22 | 22% | 15 | 15% | 27 | 26% | 64 | 63% |
| Not Homeless | 102 | 19 | 19% | 19 | 19% | 22 | 22% | 15 | 15% | 27 | 26% | 64 | 63% |
| Not Migrant | 102 | 19 | 19% | 19 | 19% | 22 | 22% | 15 | 15% | 27 | 26% | 64 | 63% |
| Parent Not in Armed Forces | 102 | 19 | 19% | 19 | 19% | 22 | 22% | 15 | 15% | 27 | 26% | 64 | 63% |

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



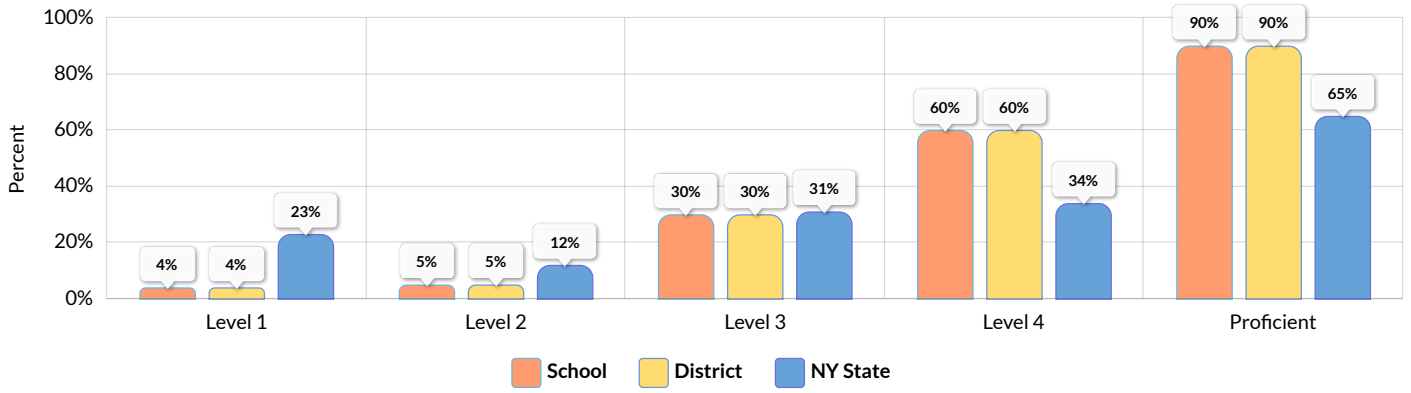

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |
| Female | 38 | 1 | 3% | 1 | 3% | 11 | 29% | 13 | 34% | 12 | 32% | 36 | 95% |
| Male | 34 | 0 | 0% | 1 | 3% | 10 | 29% | 7 | 21% | 16 | 47% | 33 | 97% |
| General Education Students | 67 | 1 | 1% | 1 | 1% | 19 | 28% | 19 | 28% | 27 | 40% | 65 | 97% |
| Students with Disabilities | 5 | 0 | 0% | 1 | 20% | 2 | 40% | 1 | 20% | 1 | 20% | 4 | 80% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | – | – | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 11 | 0 | 0% | 0 | 0% | 4 | 36% | 4 | 36% | 3 | 27% | 11 | 100% |
| White | 41 | 1 | 2% | 1 | 2% | 13 | 32% | 12 | 29% | 14 | 34% | 39 | 95% |
| Multiracial | 10 | 0 | 0% | 0 | 0% | 3 | 30% | 1 | 10% | 6 | 60% | 10 | 100% |
| Small Group Total: Race & Ethnicity | 10 | 0 | 0% | 1 | 10% | 1 | 10% | 3 | 30% | 5 | 50% | 9 | 90% |
| Economically Disadvantaged | 11 | 0 | 0% | 0 | 0% | 7 | 64% | 4 | 36% | 0 | 0% | 11 | 100% |
| Not Economically Disadvantaged | 61 | 1 | 2% | 2 | 3% | 14 | 23% | 16 | 26% | 28 | 46% | 58 | 95% |
| Non-English Language Learner | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |
| Not in Foster Care | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |
| Not Homeless | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |
| Not Migrant | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |
| Parent Not in Armed Forces | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |

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



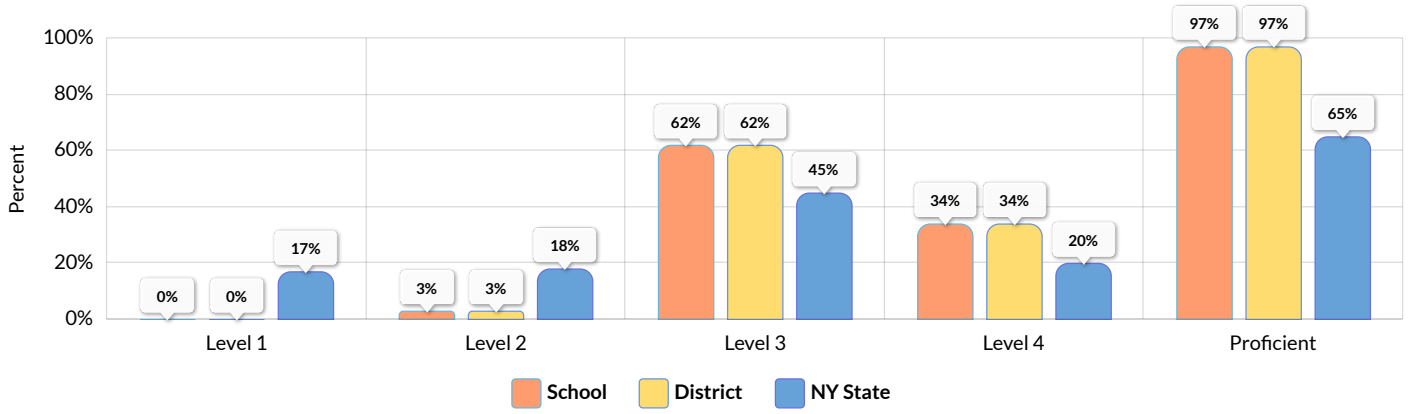

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 22 | 6 | 27% | 4 | 18% | 11 | 50% | 1 | 5% | 12 | 55% |
| Female | 12 | 3 | 25% | 2 | 17% | 6 | 50% | 1 | 8% | 7 | 58% |
| Male | 10 | 3 | 30% | 2 | 20% | 5 | 50% | 0 | 0% | 5 | 50% |
| General Education Students | 21 | – | – | – | – | – | – | – | – | – | – |
| Students with Disabilities | 1 | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 1 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 15 | 4 | 27% | 3 | 20% | 8 | 53% | 0 | 0% | 8 | 53% |
| White | 5 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 2 | 29% | 1 | 14% | 3 | 43% | 1 | 14% | 4 | 57% |
| Economically Disadvantaged | 18 | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 4 | – | – | – | – | – | – | – | – | – | – |
| English Language Learner | 13 | 4 | 31% | 4 | 31% | 5 | 38% | 0 | 0% | 5 | 38% |
| Non-English Language Learner | 9 | 2 | 22% | 0 | 0% | 6 | 67% | 1 | 11% | 7 | 78% |
| Not in Foster Care | 22 | 6 | 27% | 4 | 18% | 11 | 50% | 1 | 5% | 12 | 55% |
| Homeless | 2 | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 20 | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 22 | 6 | 27% | 4 | 18% | 11 | 50% | 1 | 5% | 12 | 55% |
| Parent Not in Armed Forces | 22 | 6 | 27% | 4 | 18% | 11 | 50% | 1 | 5% | 12 | 55% |

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



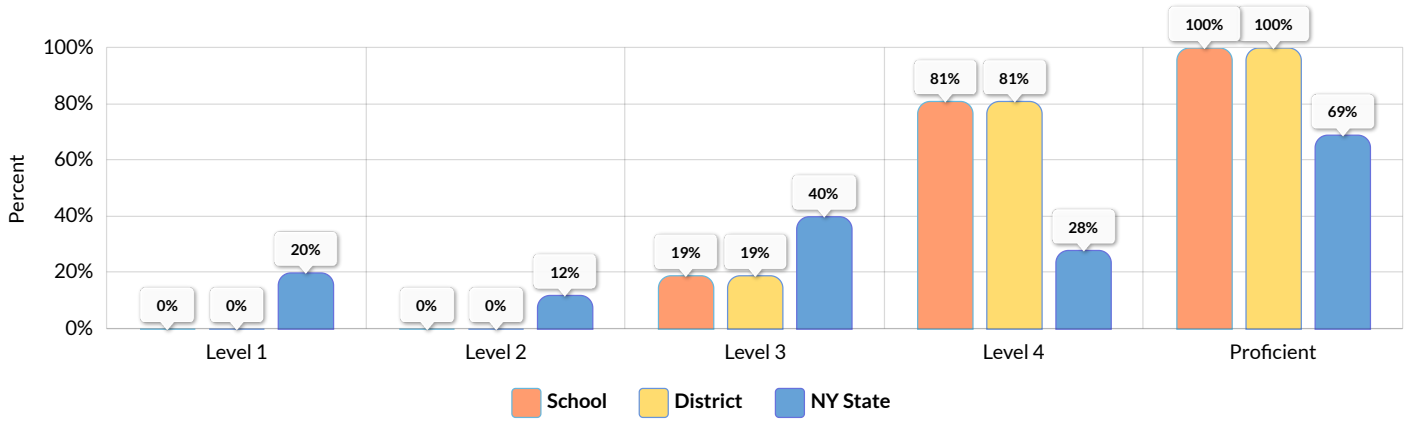

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 112 | 5 | 4% | 6 | 5% | 34 | 30% | 67 | 60% | 101 | 90% |
| Female | 58 | 3 | 5% | 2 | 3% | 23 | 40% | 30 | 52% | 53 | 91% |
| Male | 54 | 2 | 4% | 4 | 7% | 11 | 20% | 37 | 69% | 48 | 89% |
| General Education Students | 98 | 5 | 5% | 4 | 4% | 23 | 23% | 66 | 67% | 89 | 91% |
| Students with Disabilities | 14 | 0 | 0% | 2 | 14% | 11 | 79% | 1 | 7% | 12 | 86% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 22 | 3 | 14% | 1 | 5% | 11 | 50% | 7 | 32% | 18 | 82% |
| White | 78 | 2 | 3% | 4 | 5% | 20 | 26% | 52 | 67% | 72 | 92% |
| Multiracial | 4 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 12 | 0 | 0% | 1 | 8% | 3 | 25% | 8 | 67% | 11 | 92% |
| Economically Disadvantaged | 25 | 5 | 20% | 3 | 12% | 12 | 48% | 5 | 20% | 17 | 68% |
| Not Economically Disadvantaged | 87 | 0 | 0% | 3 | 3% | 22 | 25% | 62 | 71% | 84 | 97% |
| English Language Learner | 2 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 110 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 112 | 5 | 4% | 6 | 5% | 34 | 30% | 67 | 60% | 101 | 90% |
| Not Homeless | 112 | 5 | 4% | 6 | 5% | 34 | 30% | 67 | 60% | 101 | 90% |
| Not Migrant | 112 | 5 | 4% | 6 | 5% | 34 | 30% | 67 | 60% | 101 | 90% |
| Parent Not in Armed Forces | 112 | 5 | 4% | 6 | 5% | 34 | 30% | 67 | 60% | 101 | 90% |

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



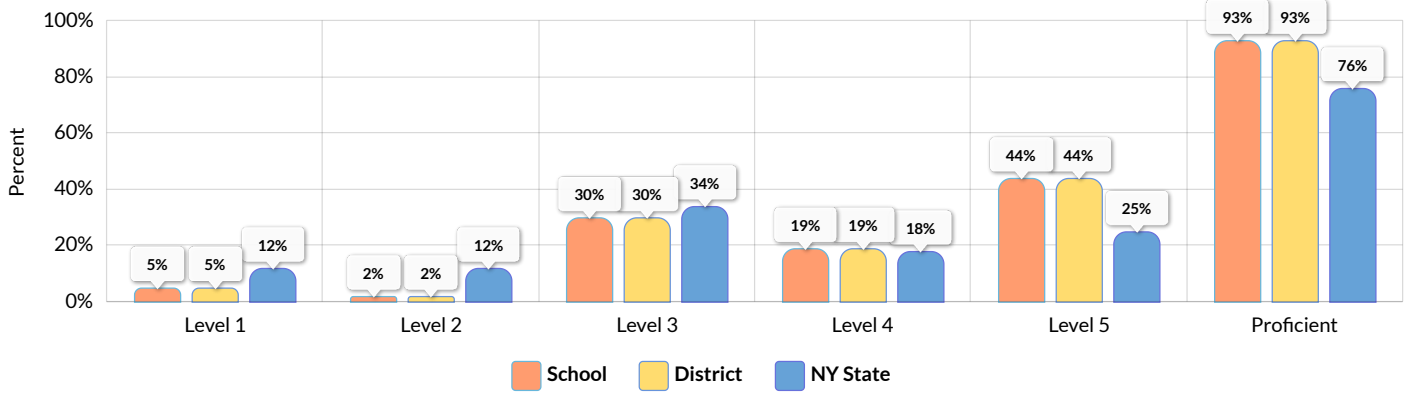

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |
| Female | 29 | 0 | 0% | 0 | 0% | 18 | 62% | 11 | 38% | 29 | 100% |
| Male | 29 | 0 | 0% | 2 | 7% | 18 | 62% | 9 | 31% | 27 | 93% |
| General Education Students | 55 | – | – | – | – | – | – | – | – | – | – |
| Students with Disabilities | 3 | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 0 | 0% | 1 | 17% | 5 | 83% | 6 | 100% |
| Black or African American | 3 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 5 | – | – | – | – | – | – | – | – | – | – |
| White | 36 | 0 | 0% | 1 | 3% | 28 | 78% | 7 | 19% | 35 | 97% |
| Multiracial | 8 | 0 | 0% | 1 | 13% | 4 | 50% | 3 | 38% | 7 | 88% |
| Small Group Total: Race & Ethnicity | 8 | 0 | 0% | 0 | 0% | 3 | 38% | 5 | 63% | 8 | 100% |
| Economically Disadvantaged | 2 | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 56 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |
| Not in Foster Care | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |
| Not Homeless | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |
| Not Migrant | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |
| Parent Not in Armed Forces | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |

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



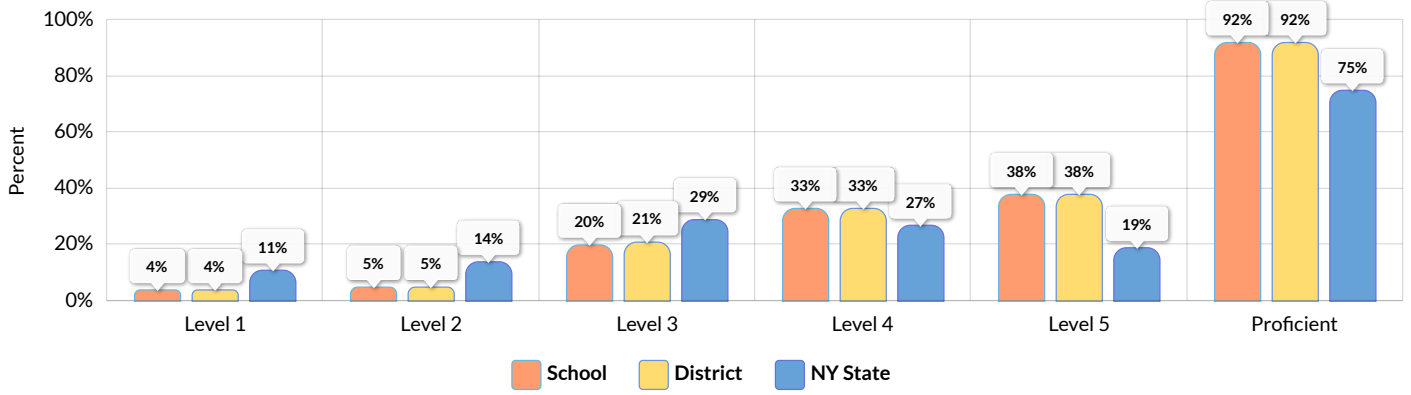

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Female | 6 | 0 | 0% | 0 | 0% | 1 | 17% | 5 | 83% | 6 | 100% |
| Male | 21 | 0 | 0% | 0 | 0% | 4 | 19% | 17 | 81% | 21 | 100% |
| General Education Students | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 3 | – | – | – | – | – | – | – | – | – | – |
| White | 18 | 0 | 0% | 0 | 0% | 3 | 17% | 15 | 83% | 18 | 100% |
| Multiracial | 3 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 9 | 0 | 0% | 0 | 0% | 2 | 22% | 7 | 78% | 9 | 100% |
| Economically Disadvantaged | 2 | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 25 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Not in Foster Care | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Not Homeless | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Not Migrant | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Parent Not in Armed Forces | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |

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




| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 104 | 5 | 5% | 2 | 2% | 31 | 30% | 20 | 19% | 46 | 44% | 97 | 93% |
| Female | 46 | 2 | 4% | 1 | 2% | 15 | 33% | 9 | 20% | 19 | 41% | 43 | 93% |
| Male | 58 | 3 | 5% | 1 | 2% | 16 | 28% | 11 | 19% | 27 | 47% | 54 | 93% |
| General Education Students | 89 | 5 | 6% | 2 | 2% | 24 | 27% | 15 | 17% | 43 | 48% | 82 | 92% |
| Students with Disabilities | 15 | 0 | 0% | 0 | 0% | 7 | 47% | 5 | 33% | 3 | 20% | 15 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 0 | 0% | 1 | 17% | 2 | 33% | 3 | 50% | 6 | 100% |
| Black or African American | 8 | 0 | 0% | 0 | 0% | 3 | 38% | 0 | 0% | 5 | 63% | 8 | 100% |
| Hispanic or Latino | 26 | 5 | 19% | 1 | 4% | 9 | 35% | 8 | 31% | 3 | 12% | 20 | 77% |
| White | 53 | 0 | 0% | 1 | 2% | 15 | 28% | 9 | 17% | 28 | 53% | 52 | 98% |
| Multiracial | 11 | 0 | 0% | 0 | 0% | 3 | 27% | 1 | 9% | 7 | 64% | 11 | 100% |
| Economically Disadvantaged | 29 | 5 | 17% | 1 | 3% | 14 | 48% | 6 | 21% | 3 | 10% | 23 | 79% |
| Not Economically Disadvantaged | 75 | 0 | 0% | 1 | 1% | 17 | 23% | 14 | 19% | 43 | 57% | 74 | 99% |
| English Language Learner | 7 | 4 | 57% | 1 | 14% | 2 | 29% | 0 | 0% | 0 | 0% | 2 | 29% |
| Non-English Language Learner | 97 | 1 | 1% | 1 | 1% | 29 | 30% | 20 | 21% | 46 | 47% | 95 | 98% |
| Not in Foster Care | 104 | 5 | 5% | 2 | 2% | 31 | 30% | 20 | 19% | 46 | 44% | 97 | 93% |
| Homeless | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 103 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 104 | 5 | 5% | 2 | 2% | 31 | 30% | 20 | 19% | 46 | 44% | 97 | 93% |
| Parent Not in Armed Forces | 104 | 5 | 5% | 2 | 2% | 31 | 30% | 20 | 19% | 46 | 44% | 97 | 93% |

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



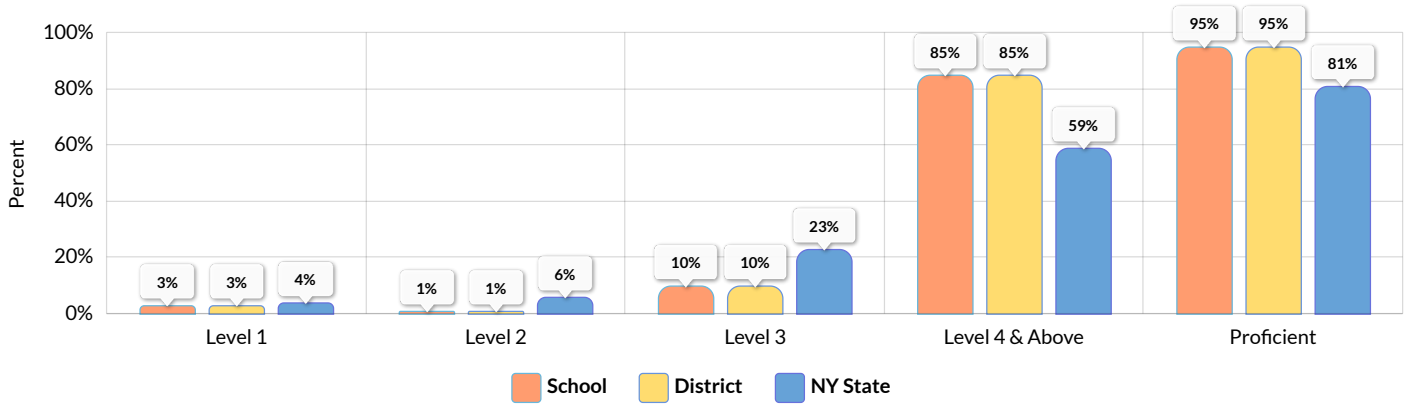

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 108 | 4 | 4% | 5 | 5% | 22 | 20% | 36 | 33% | 41 | 38% | 99 | 92% |
| Female | 44 | 2 | 5% | 1 | 2% | 13 | 30% | 14 | 32% | 14 | 32% | 41 | 93% |
| Male | 64 | 2 | 3% | 4 | 6% | 9 | 14% | 22 | 34% | 27 | 42% | 58 | 91% |
| General Education Students | 99 | 4 | 4% | 5 | 5% | 16 | 16% | 33 | 33% | 41 | 41% | 90 | 91% |
| Students with Disabilities | 9 | 0 | 0% | 0 | 0% | 6 | 67% | 3 | 33% | 0 | 0% | 9 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 0 | 0% | 1 | 11% | 4 | 44% | 4 | 44% | 9 | 100% |
| Black or African American | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 24 | 2 | 8% | 1 | 4% | 5 | 21% | 7 | 29% | 9 | 38% | 21 | 88% |
| White | 69 | 2 | 3% | 3 | 4% | 16 | 23% | 23 | 33% | 25 | 36% | 64 | 93% |
| Multiracial | 5 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 6 | 0 | 0% | 1 | 17% | 0 | 0% | 2 | 33% | 3 | 50% | 5 | 83% |
| Economically Disadvantaged | 20 | 4 | 20% | 1 | 5% | 5 | 25% | 6 | 30% | 4 | 20% | 15 | 75% |
| Not Economically Disadvantaged | 88 | 0 | 0% | 4 | 5% | 17 | 19% | 30 | 34% | 37 | 42% | 84 | 95% |
| English Language Learner | 5 | 3 | 60% | 1 | 20% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 103 | 1 | 1% | 4 | 4% | 21 | 20% | 36 | 35% | 41 | 40% | 98 | 95% |
| Not in Foster Care | 108 | 4 | 4% | 5 | 5% | 22 | 20% | 36 | 33% | 41 | 38% | 99 | 92% |
| Not Homeless | 108 | 4 | 4% | 5 | 5% | 22 | 20% | 36 | 33% | 41 | 38% | 99 | 92% |
| Not Migrant | 108 | 4 | 4% | 5 | 5% | 22 | 20% | 36 | 33% | 41 | 38% | 99 | 92% |
| Parent Not in Armed Forces | 108 | 4 | 4% | 5 | 5% | 22 | 20% | 36 | 33% | 41 | 38% | 99 | 92% |

## 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.

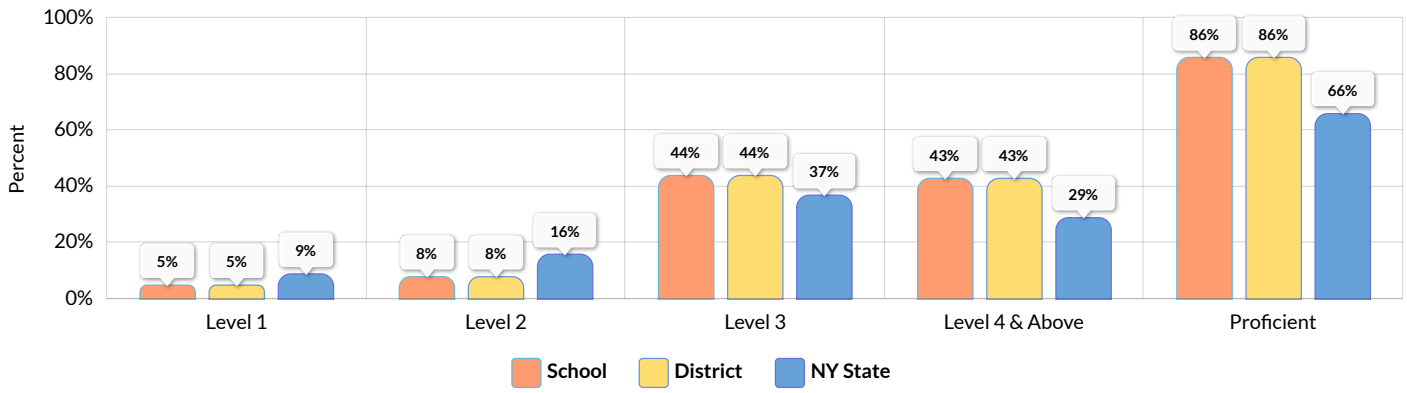
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

## 2021 TOTAL COHORT REGENTS IN ELA




| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 154 | 1 | 1% | 153 | 99% | 4 | 3% | 2 | 1% | 16 | 10% | 131 | 85% | 147 | 95% |
| Female | 82 | 1 | 1% | 81 | 99% | 2 | 2% | 0 | 0% | 8 | 10% | 71 | 87% | 79 | 96% |
| Male | 72 | 0 | 0% | 72 | 100% | 2 | 3% | 2 | 3% | 8 | 11% | 60 | 83% | 68 | 94% |
| General Education Students | 136 | 1 | 1% | 135 | 99% | 4 | 3% | 2 | 1% | 11 | 8% | 118 | 87% | 129 | 95% |
| Students with Disabilities | 18 | 0 | 0% | 18 | 100% | 0 | 0% | 0 | 0% | 5 | 28% | 13 | 72% | 18 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 1 | 13% | 7 | 88% | 8 | 100% |
| Black or African American | 11 | 0 | 0% | 11 | 100% | 0 | 0% | 0 | 0% | 1 | 9% | 10 | 91% | 11 | 100% |
| Hispanic or Latino | 41 | 1 | 2% | 40 | 98% | 3 | 7% | 2 | 5% | 7 | 17% | 28 | 68% | 35 | 85% |
| White | 87 | 0 | 0% | 87 | 100% | 1 | 1% | 0 | 0% | 7 | 8% | 79 | 91% | 86 | 99% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 100% | 7 | 100% |
| Economically Disadvantaged | 34 | 1 | 3% | 33 | 97% | 4 | 12% | 2 | 6% | 7 | 21% | 20 | 59% | 27 | 79% |
| Not Economically Disadvantaged | 120 | 0 | 0% | 120 | 100% | 0 | 0% | 0 | 0% | 9 | 8% | 111 | 93% | 120 | 100% |
| English Language Learner | 5 | 1 | 20% | 4 | 80% | 3 | 60% | 0 | 0% | 1 | 20% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 149 | 0 | 0% | 149 | 100% | 1 | 1% | 2 | 1% | 15 | 10% | 131 | 88% | 146 | 98% |
| Not in Foster Care | 154 | 1 | 1% | 153 | 99% | 4 | 3% | 2 | 1% | 16 | 10% | 131 | 85% | 147 | 95% |
| Not Homeless | 154 | 1 | 1% | 153 | 99% | 4 | 3% | 2 | 1% | 16 | 10% | 131 | 85% | 147 | 95% |
| Not Migrant | 154 | 1 | 1% | 153 | 99% | 4 | 3% | 2 | 1% | 16 | 10% | 131 | 85% | 147 | 95% |
| Parent Not in Armed Forces | 154 | 1 | 1% | 153 | 99% | 4 | 3% | 2 | 1% | 16 | 10% | 131 | 85% | 147 | 95% |

# 2021 TOTAL COHORT REGENTS IN MATH



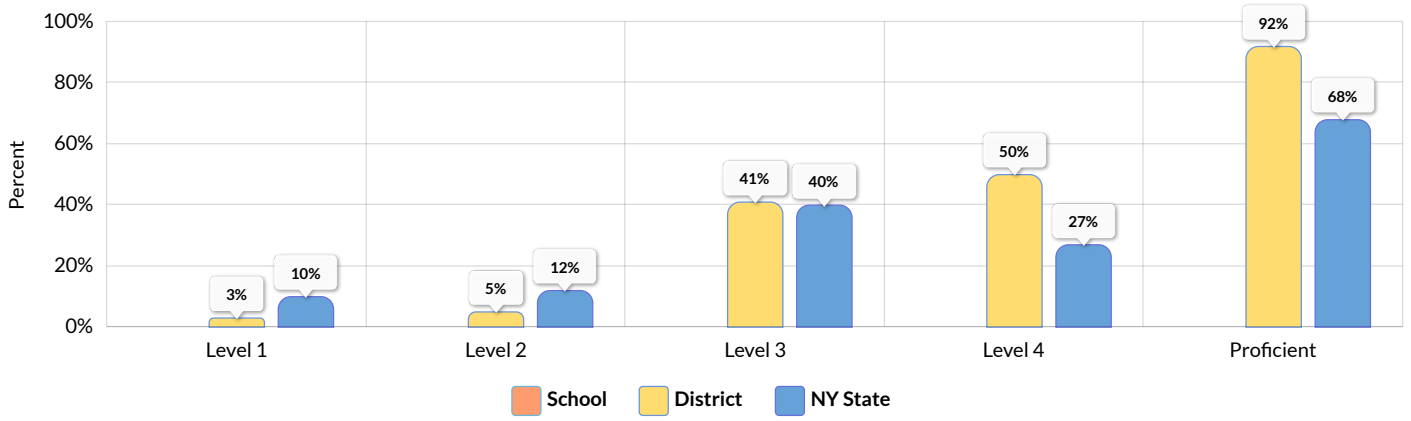
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 154 | 1 | 1% | 153 | 99% | 7 | 5% | 13 | 8% | 67 | 44% | 66 | 43% | 133 | 86% |
| Female | 82 | 1 | 1% | 81 | 99% | 5 | 6% | 6 | 7% | 35 | 43% | 35 | 43% | 70 | 85% |
| Male | 72 | 0 | 0% | 72 | 100% | 2 | 3% | 7 | 10% | 32 | 44% | 31 | 43% | 63 | 88% |
| General Education Students | 136 | 1 | 1% | 135 | 99% | 5 | 4% | 8 | 6% | 57 | 42% | 65 | 48% | 122 | 90% |
| Students with Disabilities | 18 | 0 | 0% | 18 | 100% | 2 | 11% | 5 | 28% | 10 | 56% | 1 | 6% | 11 | 61% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | 8 | 100% |
| Black or African American | 11 | 0 | 0% | 11 | 100% | 1 | 9% | 2 | 18% | 7 | 64% | 1 | 9% | 8 | 73% |
| Hispanic or Latino | 41 | 1 | 2% | 40 | 98% | 3 | 7% | 6 | 15% | 22 | 54% | 9 | 22% | 31 | 76% |
| White | 87 | 0 | 0% | 87 | 100% | 2 | 2% | 5 | 6% | 35 | 40% | 45 | 52% | 80 | 92% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 1 | 14% | 0 | 0% | 3 | 43% | 3 | 43% | 6 | 86% |
| Economically Disadvantaged | 34 | 1 | 3% | 33 | 97% | 5 | 15% | 7 | 21% | 15 | 44% | 6 | 18% | 21 | 62% |
| Not Economically Disadvantaged | 120 | 0 | 0% | 120 | 100% | 2 | 2% | 6 | 5% | 52 | 43% | 60 | 50% | 112 | 93% |
| English Language Learner | 5 | 1 | 20% | 4 | 80% | 2 | 40% | 0 | 0% | 1 | 20% | 1 | 20% | 2 | 40% |
| Non-English Language Learner | 149 | 0 | 0% | 149 | 100% | 5 | 3% | 13 | 9% | 66 | 44% | 65 | 44% | 131 | 88% |
| Not in Foster Care | 154 | 1 | 1% | 153 | 99% | 7 | 5% | 13 | 8% | 67 | 44% | 66 | 43% | 133 | 86% |
| Not Homeless | 154 | 1 | 1% | 153 | 99% | 7 | 5% | 13 | 8% | 67 | 44% | 66 | 43% | 133 | 86% |
| Not Migrant | 154 | 1 | 1% | 153 | 99% | 7 | 5% | 13 | 8% | 67 | 44% | 66 | 43% | 133 | 86% |
| Parent Not in Armed Forces | 154 | 1 | 1% | 153 | 99% | 7 | 5% | 13 | 8% | 67 | 44% | 66 | 43% | 133 | 86% |

## 2021 TOTAL COHORT EXEMPTIONS IN MATH

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| All Students | 54 | 0 | 0 | 54 | 100 |
| Female | 29 | 0 | 0 | 29 | 100 |
| Male | 25 | 0 | 0 | 25 | 100 |
| General Education Students | 54 | 0 | 0 | 54 | 100 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | 0 | 4 | 100 |
| Black or African American | 1 | 0 | 0 | 1 | 100 |
| Hispanic or Latino | 4 | 0 | 0 | 4 | 100 |
| White | 41 | 0 | 0 | 41 | 100 |
| Multiracial | 4 | 0 | 0 | 4 | 100 |
| Economically Disadvantaged | 1 | 0 | 0 | 1 | 100 |
| Not Economically Disadvantaged | 53 | 0 | 0 | 53 | 100 |
| Non-English Language Learner | 54 | 0 | 0 | 54 | 100 |
| Not in Foster Care | 54 | 0 | 0 | 54 | 100 |
| Not Homeless | 54 | 0 | 0 | 54 | 100 |
| Not Migrant | 54 | 0 | 0 | 54 | 100 |
| Parent Not in Armed Forces | 54 | 0 | 0 | 54 | 100 |

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

## 2021 TOTAL COHORT REGENTS IN SCIENCE



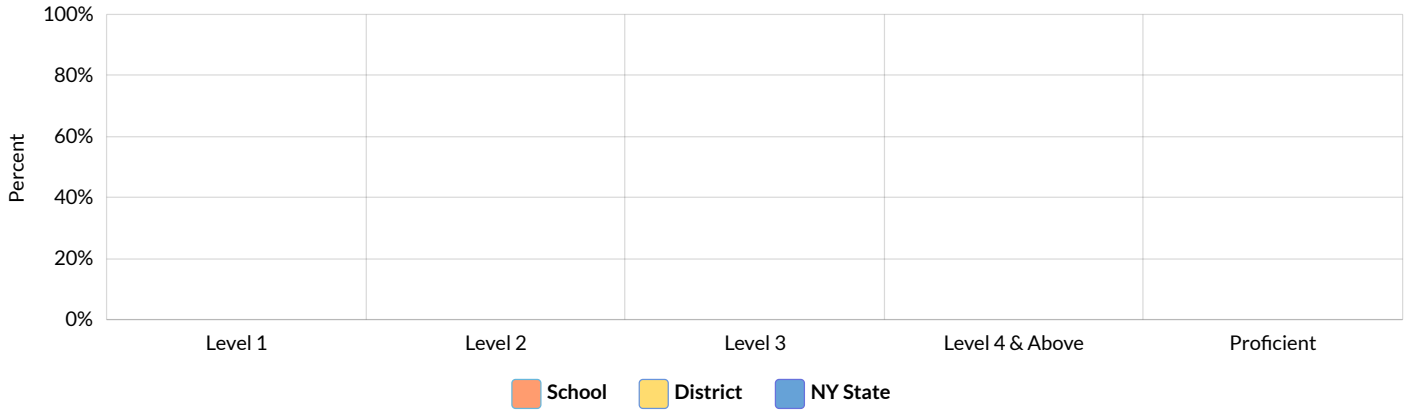

| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 154 | 2 | 1% | 152 | 99% | 4 | 3% | 7 | 5% | 64 | 42% | 77 | 50% | 141 | 92% |
| Female | 82 | 1 | 1% | 81 | 99% | 1 | 1% | 3 | 4% | 37 | 45% | 40 | 49% | 77 | 94% |
| Male | 72 | 1 | 1% | 71 | 99% | 3 | 4% | 4 | 6% | 27 | 38% | 37 | 51% | 64 | 89% |
| General Education Students | 136 | 2 | 1% | 134 | 99% | 3 | 2% | 6 | 4% | 50 | 37% | 75 | 55% | 125 | 92% |
| Students with Disabilities | 18 | 0 | 0% | 18 | 100% | 1 | 6% | 1 | 6% | 14 | 78% | 2 | 11% | 16 | 89% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | 8 | 100% |
| Black or African American | 11 | 1 | 9% | 10 | 91% | 0 | 0% | 0 | 0% | 8 | 73% | 2 | 18% | 10 | 91% |
| Hispanic or Latino | 41 | 1 | 2% | 40 | 98% | 4 | 10% | 5 | 12% | 19 | 46% | 12 | 29% | 31 | 76% |
| White | 87 | 0 | 0% | 87 | 100% | 0 | 0% | 2 | 2% | 33 | 38% | 52 | 60% | 85 | 98% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 2 | 29% | 5 | 71% | 7 | 100% |
| Economically Disadvantaged | 34 | 1 | 3% | 33 | 97% | 3 | 9% | 6 | 18% | 17 | 50% | 7 | 21% | 24 | 71% |
| Not Economically Disadvantaged | 120 | 1 | 1% | 119 | 99% | 1 | 1% | 1 | 1% | 47 | 39% | 70 | 58% | 117 | 98% |
| English Language Learner | 5 | 1 | 20% | 4 | 80% | 1 | 20% | 2 | 40% | 1 | 20% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 149 | 1 | 1% | 148 | 99% | 3 | 2% | 5 | 3% | 63 | 42% | 77 | 52% | 140 | 94% |
| Not in Foster Care | 154 | 2 | 1% | 152 | 99% | 4 | 3% | 7 | 5% | 64 | 42% | 77 | 50% | 141 | 92% |
| Not Homeless | 154 | 2 | 1% | 152 | 99% | 4 | 3% | 7 | 5% | 64 | 42% | 77 | 50% | 141 | 92% |
| Not Migrant | 154 | 2 | 1% | 152 | 99% | 4 | 3% | 7 | 5% | 64 | 42% | 77 | 50% | 141 | 92% |
| Parent Not in Armed Forces | 154 | 2 | 1% | 152 | 99% | 4 | 3% | 7 | 5% | 64 | 42% | 77 | 50% | 141 | 92% |

## 2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| All Students | 61 | 1 | 2 | 60 | 98 |
| Female | 34 | 0 | 0 | 34 | 100 |
| Male | 27 | 1 | 4 | 26 | 96 |
| General Education Students | 60 | 1 | 2 | 59 | 98 |
| Students with Disabilities | 1 | 0 | 0 | 1 | 100 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | 0 | 4 | 100 |
| Black or African American | 2 | 1 | 50 | 1 | 50 |
| Hispanic or Latino | 6 | 0 | 0 | 6 | 100 |
| White | 43 | 0 | 0 | 43 | 100 |
| Multiracial | 6 | 0 | 0 | 6 | 100 |
| Economically Disadvantaged | 5 | 0 | 0 | 5 | 100 |
| Not Economically Disadvantaged | 56 | 1 | 2 | 55 | 98 |
| Non-English Language Learner | 61 | 1 | 2 | 60 | 98 |
| Not in Foster Care | 61 | 1 | 2 | 60 | 98 |
| Not Homeless | 61 | 1 | 2 | 60 | 98 |
| Not Migrant | 61 | 1 | 2 | 60 | 98 |
| Parent Not in Armed Forces | 61 | 1 | 2 | 60 | 98 |

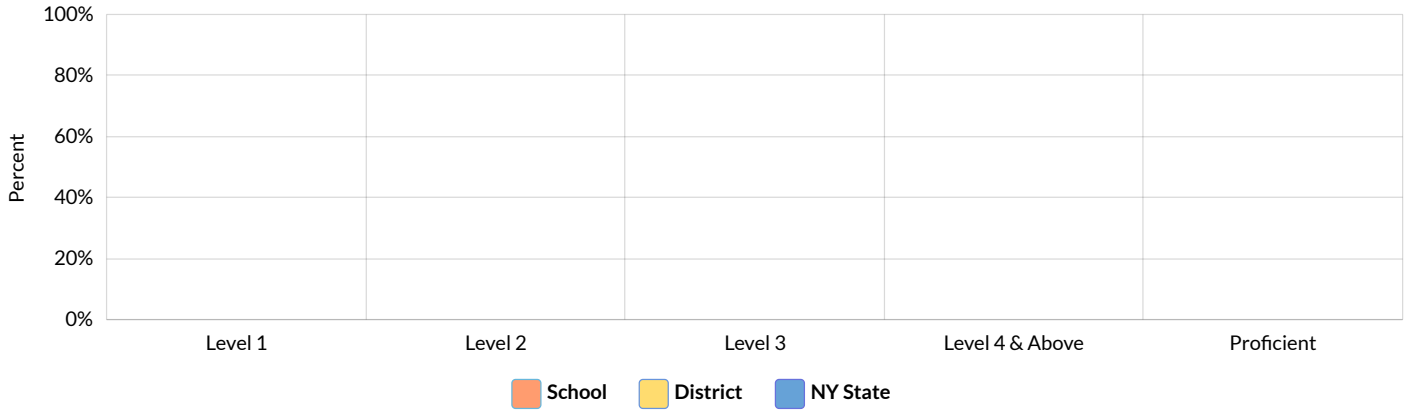
See report card Glossary and Guide for criteria used to include students in this table.

## 2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 154 | 8 | 5% | 146 | 95% | 2 | 1% | 10 | 6% | 47 | 31% | 87 | 56% | 134 | 87% |
| Female | 82 | 4 | 5% | 78 | 95% | 0 | 0% | 2 | 2% | 26 | 32% | 50 | 61% | 76 | 93% |
| Male | 72 | 4 | 6% | 68 | 94% | 2 | 3% | 8 | 11% | 21 | 29% | 37 | 51% | 58 | 81% |
| General Education Students | 136 | 7 | 5% | 129 | 95% | 2 | 1% | 6 | 4% | 36 | 26% | 85 | 63% | 121 | 89% |
| Students with Disabilities | 18 | 1 | 6% | 17 | 94% | 0 | 0% | 4 | 22% | 11 | 61% | 2 | 11% | 13 | 72% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | 8 | 100% |
| Black or African American | 11 | 3 | 27% | 8 | 73% | 0 | 0% | 1 | 9% | 5 | 45% | 2 | 18% | 7 | 64% |
| Hispanic or Latino | 41 | 2 | 5% | 39 | 95% | 2 | 5% | 6 | 15% | 15 | 37% | 16 | 39% | 31 | 76% |
| White | 87 | 2 | 2% | 85 | 98% | 0 | 0% | 3 | 3% | 27 | 31% | 55 | 63% | 82 | 94% |
| Multiracial | 7 | 1 | 14% | 6 | 86% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 86% | 6 | 86% |
| Economically Disadvantaged | 34 | 4 | 12% | 30 | 88% | 2 | 6% | 5 | 15% | 9 | 26% | 14 | 41% | 23 | 68% |
| Not Economically Disadvantaged | 120 | 4 | 3% | 116 | 97% | 0 | 0% | 5 | 4% | 38 | 32% | 73 | 61% | 111 | 93% |
| English Language Learner | 5 | 3 | 60% | 2 | 40% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% | 1 | 20% |
| Non-English Language Learner | 149 | 5 | 3% | 144 | 97% | 1 | 1% | 10 | 7% | 47 | 32% | 86 | 58% | 133 | 89% |
| Not in Foster Care | 154 | 8 | 5% | 146 | 95% | 2 | 1% | 10 | 6% | 47 | 31% | 87 | 56% | 134 | 87% |
| Not Homeless | 154 | 8 | 5% | 146 | 95% | 2 | 1% | 10 | 6% | 47 | 31% | 87 | 56% | 134 | 87% |
| Not Migrant | 154 | 8 | 5% | 146 | 95% | 2 | 1% | 10 | 6% | 47 | 31% | 87 | 56% | 134 | 87% |
| Parent Not in Armed Forces | 154 | 8 | 5% | 146 | 95% | 2 | 1% | 10 | 6% | 47 | 31% | 87 | 56% | 134 | 87% |

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




| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 154 | 2 | 1% | 152 | 99% | 6 | 4% | 6 | 4% | 48 | 31% | 92 | 60% | 140 | 91% |
| Female | 82 | 1 | 1% | 81 | 99% | 1 | 1% | 3 | 4% | 28 | 34% | 49 | 60% | 77 | 94% |
| Male | 72 | 1 | 1% | 71 | 99% | 5 | 7% | 3 | 4% | 20 | 28% | 43 | 60% | 63 | 88% |
| General Education Students | 136 | 2 | 1% | 134 | 99% | 5 | 4% | 5 | 4% | 38 | 28% | 86 | 63% | 124 | 91% |
| Students with Disabilities | 18 | 0 | 0% | 18 | 100% | 1 | 6% | 1 | 6% | 10 | 56% | 6 | 33% | 16 | 89% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 1 | 13% | 7 | 88% | 8 | 100% |
| Black or African American | 11 | 0 | 0% | 11 | 100% | 0 | 0% | 0 | 0% | 6 | 55% | 5 | 45% | 11 | 100% |
| Hispanic or Latino | 41 | 1 | 2% | 40 | 98% | 6 | 15% | 2 | 5% | 20 | 49% | 12 | 29% | 32 | 78% |
| White | 87 | 1 | 1% | 86 | 99% | 0 | 0% | 4 | 5% | 20 | 23% | 62 | 71% | 82 | 94% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 1 | 14% | 6 | 86% | 7 | 100% |
| Economically Disadvantaged | 34 | 1 | 3% | 33 | 97% | 5 | 15% | 2 | 6% | 16 | 47% | 10 | 29% | 26 | 76% |
| Not Economically Disadvantaged | 120 | 1 | 1% | 119 | 99% | 1 | 1% | 4 | 3% | 32 | 27% | 82 | 68% | 114 | 95% |
| English Language Learner | 5 | 1 | 20% | 4 | 80% | 2 | 40% | 1 | 20% | 1 | 20% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 149 | 1 | 1% | 148 | 99% | 4 | 3% | 5 | 3% | 47 | 32% | 92 | 62% | 139 | 93% |
| Not in Foster Care | 154 | 2 | 1% | 152 | 99% | 6 | 4% | 6 | 4% | 48 | 31% | 92 | 60% | 140 | 91% |
| Not Homeless | 154 | 2 | 1% | 152 | 99% | 6 | 4% | 6 | 4% | 48 | 31% | 92 | 60% | 140 | 91% |
| Not Migrant | 154 | 2 | 1% | 152 | 99% | 6 | 4% | 6 | 4% | 48 | 31% | 92 | 60% | 140 | 91% |
| Parent Not in Armed Forces | 154 | 2 | 1% | 152 | 99% | 6 | 4% | 6 | 4% | 48 | 31% | 92 | 60% | 140 | 91% |

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

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

| Grade | Total | Not Tested | | Tested | | Entering | | Emerging | | Transitioning | | Expanding | | Commanding (Proficient) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 9 | 3 | 1 | 33% | 2 | 67% | – | – | – | – | – | – | – | – | – | – |
| Grade 10 | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 5 | 71% | 2 | 29% | 0 | 0% |
| Grade 11 | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Grade 12 | 5 | 1 | 20% | 4 | 80% | – | – | – | – | – | – | – | – | – | – |

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

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

### NEW YORK STATE NAEP GRADE 4

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 41% | 28% | 22% | 9% | 28% | 36% | 29% | 8% |
| Students with Disabilities | 73% | 18% | 8% | 1% | 63% | 28% | 7% | 2% |
| American Indian/Alaska Native | * | * | * | * | * | * | * | * |
| Asian/Pacific Islander | 26% | 25% | 30% | 19% | 14% | 26% | 40% | 20% |
| Black | 55% | 29% | 13% | 3% | 44% | 39% | 15% | 2% |
| Hispanic | 51% | 27% | 16% | 6% | 39% | 38% | 20% | 3% |
| White | 32% | 31% | 26% | 11% | 19% | 35% | 36% | 10% |
| Two or more races | 39% | 23% | 25% | 14% | 12% | 40% | 33% | 14% |
| English Language Learners | 79% | 17% | 3% | 0% | 59% | 29% | 12% | 1% |
| Economically Disadvantaged | 52% | 28% | 16% | 5% | 39% | 37% | 20% | 3% |

*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 35% | 34% | 26% | 5% | 42% | 31% | 18% | 8% |
| Students with Disabilities | 65% | 25% | 10% | 1% | 73% | 19% | 6% | 2% |
| American Indian/Alaska Native | * | * | * | * | * | * | * | * |
| Asian/Pacific Islander | 17% | 32% | 38% | 13% | 19% | 24% | 30% | 27% |
| Black | 42% | 37% | 19% | 2% | 56% | 28% | 13% | 2% |
| Hispanic | 47% | 32% | 19% | 2% | 59% | 29% | 10% | 2% |
| White | 28% | 36% | 30% | 7% | 29% | 36% | 25% | 10% |
| Two or more races | * | * | * | * | 45% | 32% | 17% | 6% |
| English Language Learners | 85% | 10% | 4% | 1% | 83% | 13% | 4% | 1% |
| Economically Disadvantaged | 44% | 34% | 19% | 3% | 54% | 29% | 14% | 4% |

*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

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 41% | 29% | 22% | 8% | 24% | 36% | 31% | 9% |
| Students with Disabilities | 72% | 18% | 8% | 1% | 53% | 31% | 13% | 3% |
| American Indian/Alaska Native | 59% | 26% | 13% | 3% | 43% | 37% | 18% | 2% |
| Asian/Pacific Islander | 23% | 26% | 31% | 20% | 12% | 24% | 39% | 25% |
| Black | 57% | 27% | 13% | 3% | 41% | 40% | 17% | 2% |
| Hispanic | 52% | 27% | 16% | 4% | 34% | 39% | 23% | 4% |
| White | 30% | 31% | 28% | 11% | 14% | 35% | 39% | 12% |
| Two or more races | 37% | 29% | 24% | 10% | 20% | 36% | 33% | 11% |
| English Language Learners | 71% | 21% | 7% | 1% | 48% | 36% | 14% | 2% |
| Economically Disadvantaged | 53% | 28% | 16% | 4% | 35% | 40% | 22% | 3% |

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

## NATIONAL NAEP GRADE 8

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 34% | 37% | 25% | 4% | 41% | 32% | 19% | 8% |
| Students with Disabilities | 67% | 25% | 8% | 1% | 75% | 18% | 5% | 2% |
| American Indian/Alaska Native | 45% | 38% | 16% | 1% | 60% | 29% | 9% | 3% |
| Asian/Pacific Islander | 17% | 30% | 40% | 13% | 18% | 26% | 28% | 29% |
| Black | 48% | 36% | 15% | 1% | 63% | 27% | 8% | 2% |
| Hispanic | 45% | 36% | 17% | 1% | 55% | 30% | 12% | 2% |
| White | 25% | 39% | 32% | 5% | 28% | 36% | 27% | 10% |
| Two or more races | 30% | 36% | 30% | 4% | 38% | 33% | 20% | 9% |
| English Language Learners | 71% | 25% | 5% | 0% | 77% | 18% | 4% | 1% |
| Economically Disadvantaged | 46% | 37% | 16% | 1% | 55% | 31% | 12% | 3% |

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% |

## SECONDARY CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate |
|---|---|---|---|
| All Students | 476 | 28 | 5.9% |
| Asian or Native Hawaiian/Other Pacific Islander | 29 | 2 | 6.9% |
| Black or African American | 21 | 2 | 9.5% |
| Hispanic or Latino | 120 | 12 | 10% |
| Multiracial | 27 | 1 | 3.7% |
| White | 279 | 11 | 3.9% |
| English Language Learner | 21 | 5 | 23.8% |
| Students with Disabilities | 62 | 7 | 11.3% |
| Economically Disadvantaged | 107 | 13 | 12.1% |

## 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 | 154 | 145 | 94% | 82 | 53% | 63 | 41% | 0 | 0% | 0 | 0% | 8 | 5% | 0 | 0% | 1 | 1% |
| Female | 82 | 78 | 95% | 46 | 56% | 32 | 39% | 0 | 0% | 0 | 0% | 4 | 5% | 0 | 0% | 0 | 0% |
| Male | 72 | 67 | 93% | 36 | 50% | 31 | 43% | 0 | 0% | 0 | 0% | 4 | 6% | 0 | 0% | 1 | 1% |
| Non-binary | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 136 | 127 | 93% | 80 | 59% | 47 | 35% | 0 | 0% | 0 | 0% | 8 | 6% | 0 | 0% | 1 | 1% |
| Students with Disabilities | 18 | 18 | 100% | 2 | 11% | 16 | 89% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 7 | 88% | 7 | 88% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 13% | 0 | 0% | 0 | 0% |
| Black or African American | 11 | 11 | 100% | 2 | 18% | 9 | 82% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 41 | 35 | 85% | 12 | 29% | 23 | 56% | 0 | 0% | 0 | 0% | 5 | 12% | 0 | 0% | 1 | 2% |
| White | 87 | 85 | 98% | 57 | 66% | 28 | 32% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| Multiracial | 7 | 7 | 100% | 4 | 57% | 3 | 43% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 34 | 26 | 76% | 7 | 21% | 19 | 56% | 0 | 0% | 0 | 0% | 7 | 21% | 0 | 0% | 1 | 3% |
| Not Economically Disadvantaged | 120 | 119 | 99% | 75 | 63% | 44 | 37% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% |
| English Language Learner | 5 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 100% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 149 | 145 | 97% | 82 | 55% | 63 | 42% | 0 | 0% | 0 | 0% | 3 | 2% | 0 | 0% | 1 | 1% |
| In Foster Care | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 154 | 145 | 94% | 82 | 53% | 63 | 41% | 0 | 0% | 0 | 0% | 8 | 5% | 0 | 0% | 1 | 1% |

| 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 | 154 | 145 | 94% | 82 | 53% | 63 | 41% | 0 | 0% | 0 | 0% | 8 | 5% | 0 | 0% | 1 | 1% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 154 | 145 | 94% | 82 | 53% | 63 | 41% | 0 | 0% | 0 | 0% | 8 | 5% | 0 | 0% | 1 | 1% |
| 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 | 154 | 145 | 94% | 82 | 53% | 63 | 41% | 0 | 0% | 0 | 0% | 8 | 5% | 0 | 0% | 1 | 1% |

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

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

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide

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# RYE NECK UFSD - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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

# LOCAL SUPPORT AND IMPROVEMENT

# MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

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

| Subgroup | Subject | Weighted Average Index | State MIP | State LTG |
|---|---|---|---|---|
| All Students | ELA | 189.3 | 123.3 | 136.1 |
| | Math | 198.2 | 127.4 | 139.5 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 192.4 | 178.8 | 182.3 |
| | Math | 223.5 | 190.9 | 192.4 |
| Black or African American | ELA | 118.2 | 114.8 | 129 |
| | Math | 140.9 | 106.7 | 122.2 |
| Hispanic or Latino | ELA | 145.7 | 107.5 | 122.9 |
| | Math | 159 | 105.6 | 121.4 |
| Multiracial | ELA | 216 | 125.7 | 138.1 |
| | Math | 221 | 129 | 140.8 |
| White | ELA | 197.6 | 123.7 | 136.4 |
| | Math | 201.3 | 134.7 | 145.6 |
| English Language Learner | ELA | 48.3 | 93 | 110.8 |
| | Math | 103.4 | 103.7 | 119.8 |
| Students with Disabilities | ELA | 82.1 | 68.9 | 90.7 |
| | Math | 90.5 | 72.5 | 93.8 |
| Economically Disadvantaged | ELA | 108.2 | 110 | 125 |
| | Math | 118.8 | 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 | 220.4 | 134.9 | 148.3 |
| | Math | 142.8 | 64.6 | 87.2 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 231.3 | 140.5 | 152.9 |
| | Math | 231.3 | 114.8 | 129 |
| Black or African American | ELA | 210 | 95 | 115 |
| | Math | 75 | 37.8 | 64.8 |
| Hispanic or Latino | ELA | 188.5 | 99.6 | 118.8 |
| | Math | 106.4 | 43.4 | 69.5 |
| Multiracial | ELA | 242.9 | 144.6 | 156.4 |
| | Math | 135.7 | 63.5 | 86.2 |
| White | ELA | 233 | 170.2 | 177.6 |
| | Math | 159.1 | 74.7 | 95.6 |
| English Language Learner | ELA | — | — | — |
| | Math | — | — | — |
| Students with Disabilities | ELA | 192.1 | 75.4 | 98.7 |
| | Math | 71.1 | 29.3 | 57.8 |
| Economically Disadvantaged | ELA | 165.6 | 103.2 | 121.8 |
| | Math | 85.9 | 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 | 113 | 95.6% | 87.5% | 88.8% |
| | 5-Year | 143 | 96.5% | 89.4% | 90.5% |
| | 6-Year | 113 | 97.3% | 88.9% | 90.3% |
| Asian or Native Hawaiian/Other Pacific Islander | 4-Year | 6 | – | – | – |
| | 5-Year | 9 | – | – | – |
| | 6-Year | 6 | – | – | – |
| Black or African American | 4-Year | 4 | – | – | – |
| | 5-Year | 6 | – | – | – |
| | 6-Year | 4 | – | – | – |
| Hispanic or Latino | 4-Year | 28 | 89.3% | 81.6% | 83.8% |
| | 5-Year | 40 | 92.5% | 84.4% | 86.3% |
| | 6-Year | 26 | 92.3% | 83.3% | 85.6% |
| Multiracial | 4-Year | 7 | – | – | – |
| | 5-Year | 5 | – | – | – |
| | 6-Year | 2 | – | – | – |
| White | 4-Year | 68 | 97.1% | 91.7% | 92.3% |
| | 5-Year | 83 | 97.6% | 92.9% | 93.4% |
| | 6-Year | 75 | 98.7% | 93.1% | 93.7% |
| English Language Learner | 4-Year | 4 | – | – | – |
| | 5-Year | 7 | – | – | – |
| | 6-Year | 3 | – | – | – |
| Students with Disabilities | 4-Year | 13 | – | – | – |
| | 5-Year | 21 | 85.7% | 73% | 76.8% |
| | 6-Year | 15 | – | – | – |
| Economically Disadvantaged | 4-Year | 17 | – | – | – |
| | 5-Year | 25 | 100% | 85.6% | 87.4% |
| | 6-Year | 25 | 88% | 85.1% | 87.1% |

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

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio | State Target | State LTG |
|---|---|---|---|---|---|---|
| English Language Learner | 65 | 51% | 61% | 1.20 | 34.5% | 44.5% |

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

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

| Subgroup | Subject | Cohort | Index |
|---|---|---|---|
| All Students | ELA | 622 | 190.5 |
| | Math | 620 | 200.1 |
| | Science | 210 | 193.6 |
| | Combined | 1,452 | 195 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 66 | 192.4 |
| | Math | 66 | 223.5 |
| | Science | 17 | 223.5 |
| | Combined | 149 | 209.7 |
| Black or African American | ELA | 11 | 118.2 |
| | Math | 11 | 140.9 |
| | Science | 5 | 140 |
| | Combined | 27 | 131.5 |
| Hispanic or Latino | ELA | 115 | 148.3 |
| | Math | 116 | 160.3 |
| | Science | 40 | 177.5 |
| | Combined | 271 | 157.7 |
| Multiracial | ELA | 50 | 216 |
| | Math | 50 | 221 |
| | Science | 20 | 192.5 |
| | Combined | 120 | 214.2 |
| White | ELA | 380 | 201.7 |
| | Math | 377 | 207.2 |
| | Science | 128 | 196.9 |
| | Combined | 885 | 203.3 |
| English Language Learner | ELA | 27 | 51.9 |
| | Math | 27 | 111.1 |
| | Science | 6 | 83.3 |
| | Combined | 60 | 81.7 |

| Subgroup | Subject | Cohort | Index |
|---|---|---|---|
| Students with Disabilities | ELA | 67 | 95.5 |
| | Math | 67 | 106.7 |
| | Science | 33 | 133.3 |
| | Combined | 167 | 107.5 |
| Economically Disadvantaged | ELA | 90 | 116.7 |
| | Math | 90 | 126.7 |
| | Science | 33 | 151.5 |
| | Combined | 213 | 126.3 |

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index |
|---|---|---|---|
| All Students | ELA | 626 | 189.3 |
| | Math | 626 | 198.2 |
| | Science | 212 | 191.7 |
| | Combined | 1,464 | 193.4 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 66 | 192.4 |
| | Math | 66 | 223.5 |
| | Science | 17 | 223.5 |
| | Combined | 149 | 209.7 |
| Black or African American | ELA | 11 | 118.2 |
| | Math | 11 | 140.9 |
| | Science | 5 | 140 |
| | Combined | 27 | 131.5 |
| Hispanic or Latino | ELA | 117 | 145.7 |
| | Math | 117 | 159 |
| | Science | 40 | 177.5 |
| | Combined | 274 | 156 |
| Multiracial | ELA | 50 | 216 |
| | Math | 50 | 221 |
| | Science | 20 | 192.5 |
| | Combined | 120 | 214.2 |
| White | ELA | 388 | 197.6 |
| | Math | 388 | 201.3 |
| | Science | 131 | 192.4 |
| | Combined | 907 | 198.4 |
| English Language Learner | ELA | 29 | 48.3 |
| | Math | 29 | 103.4 |
| | Science | 8 | 62.5 |
| | Combined | 66 | 74.2 |

| Subgroup | Subject | Cohort | Index |
|---|---|---|---|
| Students with Disabilities | ELA | 78 | 82.1 |
| | Math | 79 | 90.5 |
| | Science | 34 | 129.4 |
| | Combined | 191 | 94 |
| Economically Disadvantaged | ELA | 97 | 108.2 |
| | Math | 96 | 118.8 |
| | Science | 34 | 147.1 |
| | Combined | 227 | 118.5 |

## ELEMENTARY/MIDDLE GROWTH

| Subgroup | Number of SGPs | Sum of SGPs | Index |
|---|---|---|---|
| All Students | 1,001 | 52,623 | 52.6 |
| Asian or Native Hawaiian/Other Pacific Islander | 105 | 6,115 | 58.2 |
| Black or African American | 19 | — | — |
| Hispanic or Latino | 187 | 9,633 | 51.5 |
| Multiracial | 86 | 4,732 | 55 |
| White | 604 | 31,426 | 52 |
| English Language Learner | 34 | 1,791 | 52.7 |
| Students with Disabilities | 108 | 5,038 | 46.6 |
| Economically Disadvantaged | 144 | 7,058 | 49 |

## ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio |
|---|---|---|---|---|
| All Students | 52 | 51% | 59% | 1.16 |
| Asian or Native Hawaiian/Other Pacific Islander | 10 | — | — | — |
| Black or African American | 2 | — | — | — |
| Hispanic or Latino | 36 | 51% | 56% | 1.10 |
| White | 4 | — | — | — |
| English Language Learner | 52 | 51% | 59% | 1.16 |
| Students with Disabilities | 13 | — | — | — |
| Economically Disadvantaged | 34 | 50% | 59% | 1.18 |

## 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 | 889 | 22 | 45 | 234 | 588 | 223.1 |
| Asian or Native Hawaiian/Other Pacific Islander | 92 | 0 | 7 | 21 | 64 | 227.2 |
| Black or African American | 13 | – | – | – | – | – |
| Hispanic or Latino | 191 | 11 | 14 | 57 | 109 | 209.7 |
| Multiracial | 68 | 1 | 4 | 15 | 48 | 226.5 |
| White | 525 | 10 | 17 | 138 | 360 | 227.2 |
| English Language Learner | 60 | 2 | 7 | 12 | 39 | 214.2 |
| Students with Disabilities | 118 | 6 | 11 | 36 | 65 | 208.1 |
| Economically Disadvantaged | 153 | 11 | 20 | 45 | 77 | 197.7 |

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✗ | 666 | 94.4% |
| Asian or Native Hawaiian/Other Pacific Islander | ✓ | 68 | 100% |
| Black or African American | – | 11 | – |
| Hispanic or Latino | ✗ | 128 | 93.8% |
| Multiracial | ✓ | 51 | 98% |
| White | ✗ | 408 | 93.1% |
| English Language Learner | – | 33 | – |
| Students with Disabilities | ✗ | 78 | 80.8% |
| Economically Disadvantaged | ✗ | 102 | 88.2% |

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✗ | 666 | 94% |
| Asian or Native Hawaiian/Other Pacific Islander | ✓ | 68 | 98.5% |
| Black or African American | – | 11 | – |
| Hispanic or Latino | ✓ | 128 | 94.5% |
| Multiracial | ✓ | 51 | 98% |
| White | ✗ | 408 | 92.4% |
| English Language Learner | – | 32 | – |
| Students with Disabilities | ✗ | 79 | 79.8% |
| Economically Disadvantaged | ✗ | 101 | 89.1% |

## NYSESLAT USED FOR PARTICIPATION

| Grade | Number Taking NYSESLAT |
|---|---|
| Grade 8 | – |

## 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 | 152 | 220.4 | 190.1 |
| | Math | 151 | 143.7 | |
| | Science | 150 | 217.3 | |
| | Social Studies | 152 | 187.2 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 8 | 231.3 | 236.3 |
| | Math | 8 | 231.3 | |
| | Science | 8 | 237.5 | |
| | Social Studies | 8 | 250 | |
| Black or African American | ELA | 10 | 210 | 158.7 |
| | Math | 10 | 75 | |
| | Science | 9 | 211.1 | |
| | Social Studies | 10 | 155 | |
| Hispanic or Latino | ELA | 39 | 188.5 | 154.6 |
| | Math | 39 | 106.4 | |
| | Science | 39 | 187.2 | |
| | Social Studies | 39 | 143.6 | |
| Multiracial | ELA | 7 | 242.9 | 213.2 |
| | Math | 6 | 158.3 | |
| | Science | 7 | 235.7 | |
| | Social Studies | 7 | 228.6 | |
| White | ELA | 88 | 233 | 203.5 |
| | Math | 88 | 159.1 | |
| | Science | 87 | 228.2 | |
| | Social Studies | 88 | 201.1 | |
| English Language Learner | ELA | 4 | – | – |
| | Math | 4 | – | |
| | Science | 4 | – | |
| | Social Studies | 4 | – | |

| Subgroup | Subject | Cohort | Index | Combined Index |
|---|---|---|---|---|
| Students with Disabilities | ELA | 19 | 192.1 | 143.1 |
| | Math | 19 | 71.1 | |
| | Science | 18 | 188.9 | |
| | Social Studies | 19 | 131.6 | |
| Economically Disadvantaged | ELA | 32 | 165.6 | 140.2 |
| | Math | 32 | 85.9 | |
| | Science | 32 | 179.7 | |
| | Social Studies | 32 | 143.8 | |

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index |
|---|---|---|---|---|
| All Students | ELA | 152 | 220.4 | 189.3 |
| | Math | 152 | 142.8 | |
| | Science | 152 | 214.5 | |
| | Social Studies | 152 | 187.2 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 8 | 231.3 | 236.3 |
| | Math | 8 | 231.3 | |
| | Science | 8 | 237.5 | |
| | Social Studies | 8 | 250 | |
| Black or African American | ELA | 10 | 210 | 154.5 |
| | Math | 10 | 75 | |
| | Science | 10 | 190 | |
| | Social Studies | 10 | 155 | |
| Hispanic or Latino | ELA | 39 | 188.5 | 154.6 |
| | Math | 39 | 106.4 | |
| | Science | 39 | 187.2 | |
| | Social Studies | 39 | 143.6 | |
| Multiracial | ELA | 7 | 242.9 | 206.4 |
| | Math | 7 | 135.7 | |
| | Science | 7 | 235.7 | |
| | Social Studies | 7 | 228.6 | |
| White | ELA | 88 | 233 | 203 |
| | Math | 88 | 159.1 | |
| | Science | 88 | 225.6 | |
| | Social Studies | 88 | 201.1 | |
| English Language Learner | ELA | 4 | — | — |
| | Math | 4 | — | |
| | Science | 4 | — | |
| | Social Studies | 4 | — | |

| Subgroup | Subject | Cohort | Index | Combined Index |
|---|---|---|---|---|
| Students with Disabilities | ELA | 19 | 192.1 | 141.1 |
| | Math | 19 | 71.1 | |
| | Science | 19 | 178.9 | |
| | Social Studies | 19 | 131.6 | |
| Economically Disadvantaged | ELA | 32 | 165.6 | 140.2 |
| | Math | 32 | 85.9 | |
| | Science | 32 | 179.7 | |
| | Social Studies | 32 | 143.8 | |

## SECONDARY GRADUATION RATE

| Subgroup | Cohort | Number In Cohort | Number Graduated | Grad Rate | Average Grad Rate |
|---|---|---|---|---|---|
| All Students | 4-year | 113 | 108 | 95.6% | 96.5% |
| | 5-year | 143 | 138 | 96.5% | |
| | 6-year | 113 | 110 | 97.3% | |
| Asian or Native Hawaiian/Other Pacific Islander | 4-year | 6 | – | – | – |
| | 5-year | 9 | – | – | |
| | 6-year | 6 | – | – | |
| Black or African American | 4-year | 4 | – | – | – |
| | 5-year | 6 | – | – | |
| | 6-year | 4 | – | – | |
| Hispanic or Latino | 4-year | 28 | 25 | 89.3% | 91.4% |
| | 5-year | 40 | 37 | 92.5% | |
| | 6-year | 26 | 24 | 92.3% | |
| Multiracial | 4-year | 7 | – | – | – |
| | 5-year | 5 | – | – | |
| | 6-year | 2 | – | – | |
| White | 4-year | 68 | 66 | 97.1% | 97.8% |
| | 5-year | 83 | 81 | 97.6% | |
| | 6-year | 75 | 74 | 98.7% | |
| English Language Learner | 4-year | 4 | – | – | – |
| | 5-year | 7 | – | – | |
| | 6-year | 3 | – | – | |
| Students with Disabilities | 4-year | 13 | – | – | 85.7% |
| | 5-year | 21 | 18 | 85.7% | |
| | 6-year | 15 | – | – | |
| Economically Disadvantaged | 4-year | 17 | – | – | 94% |
| | 5-year | 25 | 25 | 100% | |
| | 6-year | 25 | 22 | 88% | |

## SECONDARY ENGLISH LANGUAGE PROFICIENCY

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio |
|---|---|---|---|---|
| All Students | 13 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — |
| Hispanic or Latino | 11 | — | — | — |
| White | 1 | — | — | — |
| English Language Learner | 13 | — | — | — |
| Economically Disadvantaged | 13 | — | — | — |

## 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 | 475 | 15 | 13 | 114 | 333 | 226 |
| Asian or Native Hawaiian/Other Pacific Islander | 28 | 2 | 0 | 8 | 18 | 217.9 |
| Black or African American | 21 | 1 | 1 | 4 | 15 | 221.4 |
| Hispanic or Latino | 120 | 7 | 5 | 27 | 81 | 217.9 |
| Multiracial | 27 | 0 | 1 | 9 | 17 | 227.8 |
| White | 279 | 5 | 6 | 66 | 202 | 230.5 |
| English Language Learner | 20 | 4 | 1 | 4 | 11 | 182.5 |
| Students with Disabilities | 62 | 4 | 3 | 14 | 41 | 215.3 |
| Economically Disadvantaged | 107 | 7 | 6 | 26 | 68 | 213.1 |

## 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 | 155 | 0 | 144 | 0 | 2 | 0 | 9 | 187.1 |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | – | – | – | – | – | – |
| Black or African American | 11 | 0 | – | – | – | – | – | – |
| Hispanic or Latino | 41 | 0 | 35 | 0 | 0 | 0 | 6 | 170.7 |
| Multiracial | 7 | 0 | – | – | – | – | – | – |
| White | 88 | 0 | 84 | 0 | 2 | 0 | 2 | 193.2 |
| English Language Learner | 5 | 0 | – | – | – | – | – | – |
| Students with Disabilities | 19 | 0 | – | – | – | – | – | – |
| Economically Disadvantaged | 34 | 0 | 26 | 0 | 0 | 0 | 8 | 152.9 |

## SECONDARY ELA PARTICIPATION RATE

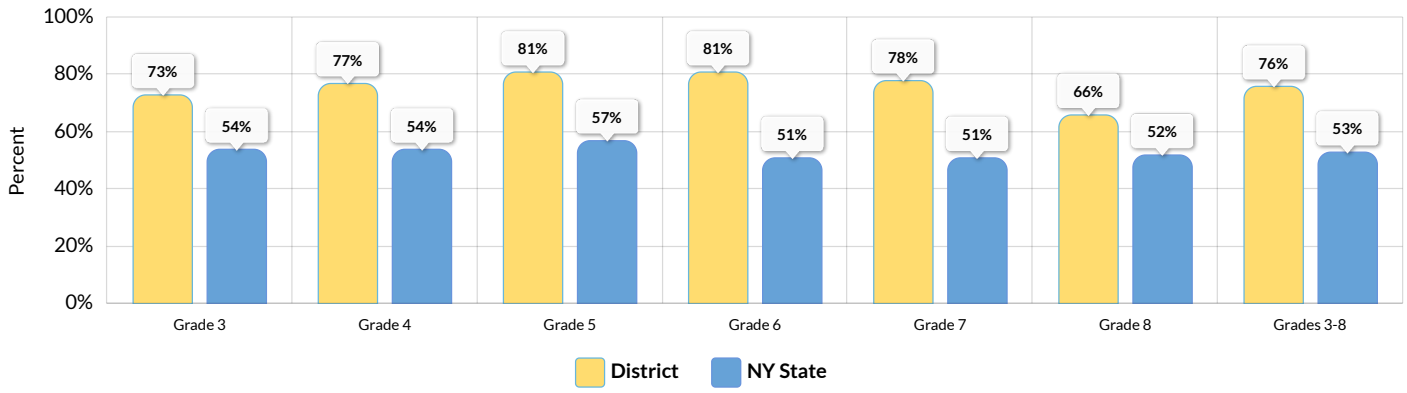
| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✓ | 153 | 99.4% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 7 | – |
| Black or African American | – | 11 | – |
| Hispanic or Latino | – | 39 | – |
| Multiracial | – | 7 | – |
| White | ✓ | 89 | 100% |
| English Language Learner | – | 5 | – |
| Students with Disabilities | – | 21 | – |
| Economically Disadvantaged | – | 31 | – |

## SECONDARY MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|---|---|---|
| All Students | ✓ | 153 | 98.7% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 7 | – |
| Black or African American | – | 11 | – |
| Hispanic or Latino | – | 39 | – |
| Multiracial | – | 7 | – |
| White | ✓ | 89 | 100% |
| English Language Learner | – | 5 | – |
| Students with Disabilities | – | 21 | – |
| Economically Disadvantaged | – | 31 | – |

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

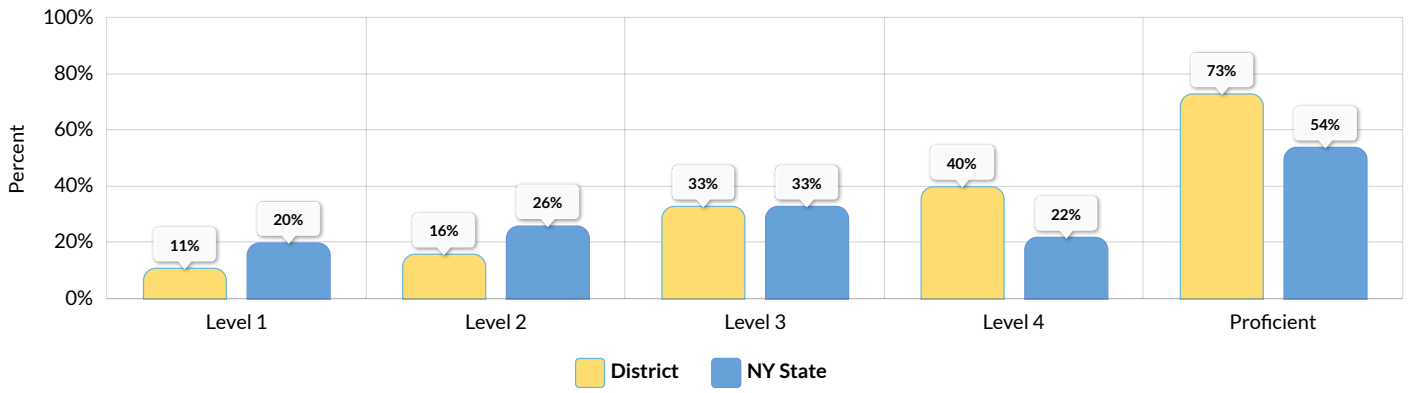
## SUMMARY RESULTS




| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |
| Grade 4 | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |
| Grade 5 | 112 | 13 | 12% | 99 | 88% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |
| Grade 6 | 120 | 9 | 8% | 111 | 93% | 7 | 6% | 14 | 13% | 43 | 39% | 47 | 42% | 90 | 81% |
| Grade 7 | 115 | 6 | 5% | 109 | 95% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |
| Grade 8 | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |
| Grades 3-8 | 670 | 44 | 7% | 626 | 93% | 49 | 8% | 101 | 16% | 210 | 34% | 266 | 42% | 476 | 76% |

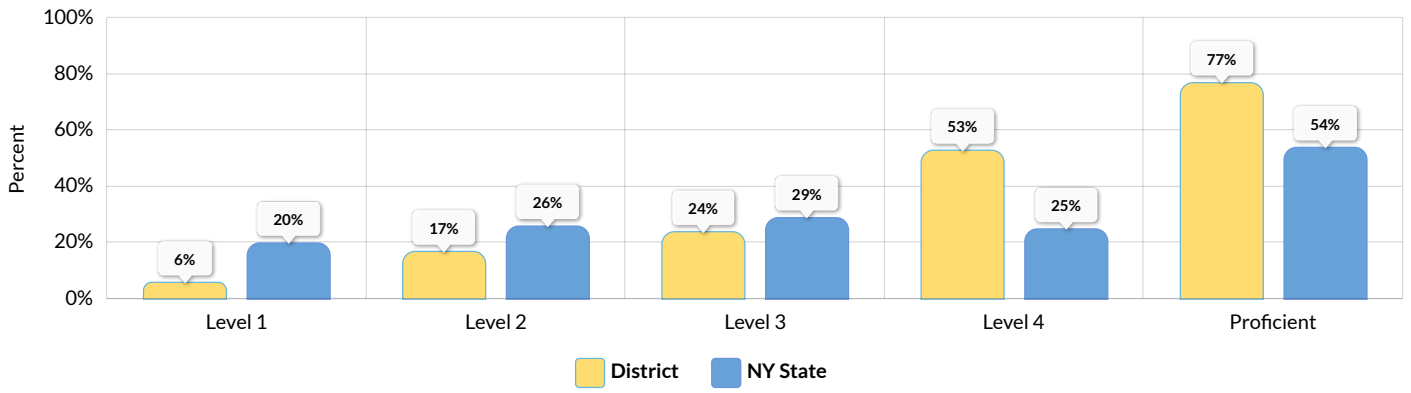
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

# GRADE 3 ELA RESULTS



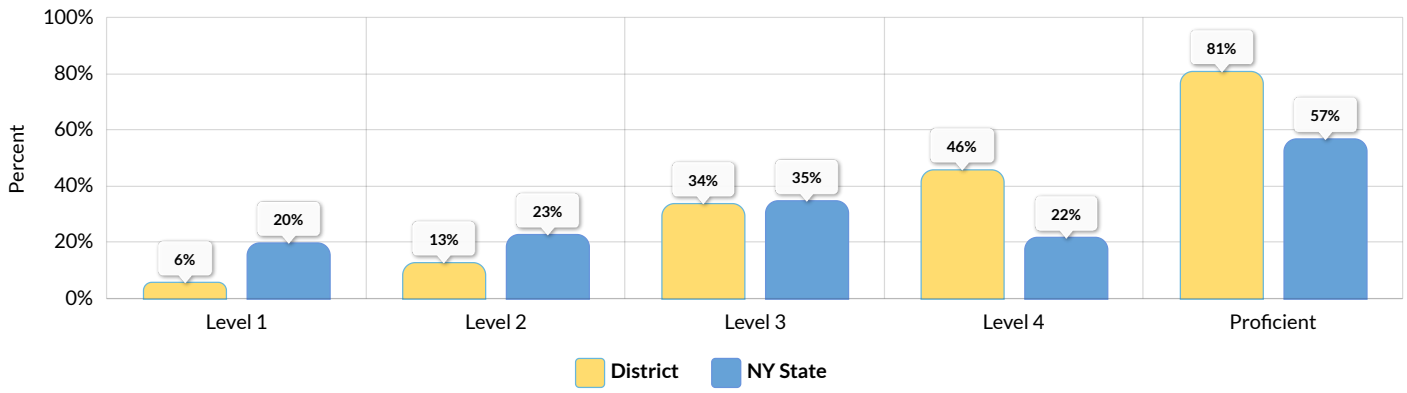

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |
| Female | 54 | 2 | 4% | 52 | 96% | 3 | 6% | 5 | 10% | 17 | 33% | 27 | 52% | 44 | 85% |
| Male | 55 | 0 | 0% | 55 | 100% | 9 | 16% | 12 | 22% | 18 | 33% | 16 | 29% | 34 | 62% |
| General Education Students | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 15 | 15% | 35 | 35% | 43 | 43% | 78 | 79% |
| Students with Disabilities | 9 | 1 | 11% | 8 | 89% | 6 | 75% | 2 | 25% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 1 | 8% | 12 | 92% | 1 | 8% | 0 | 0% | 6 | 50% | 5 | 42% | 11 | 92% |
| Hispanic or Latino | 21 | 0 | 0% | 21 | 100% | 5 | 24% | 10 | 48% | 5 | 24% | 1 | 5% | 6 | 29% |
| White | 68 | 1 | 1% | 67 | 99% | 5 | 7% | 7 | 10% | 23 | 34% | 32 | 48% | 55 | 82% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 1 | 14% | 0 | 0% | 1 | 14% | 5 | 71% | 6 | 86% |
| Economically Disadvantaged | 16 | 0 | 0% | 16 | 100% | 5 | 31% | 8 | 50% | 3 | 19% | 0 | 0% | 3 | 19% |
| Not Economically Disadvantaged | 93 | 2 | 2% | 91 | 98% | 7 | 8% | 9 | 10% | 32 | 35% | 43 | 47% | 75 | 82% |
| English Language Learner | 8 | 1 | 13% | 7 | 88% | 3 | 43% | 4 | 57% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 101 | 1 | 1% | 100 | 99% | 9 | 9% | 13 | 13% | 35 | 35% | 43 | 43% | 78 | 78% |
| Not in Foster Care | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |
| Not Homeless | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |
| Not Migrant | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |
| Parent Not in Armed Forces | 109 | 2 | 2% | 107 | 98% | 12 | 11% | 17 | 16% | 35 | 33% | 43 | 40% | 78 | 73% |

## GRADE 4 ELA RESULTS



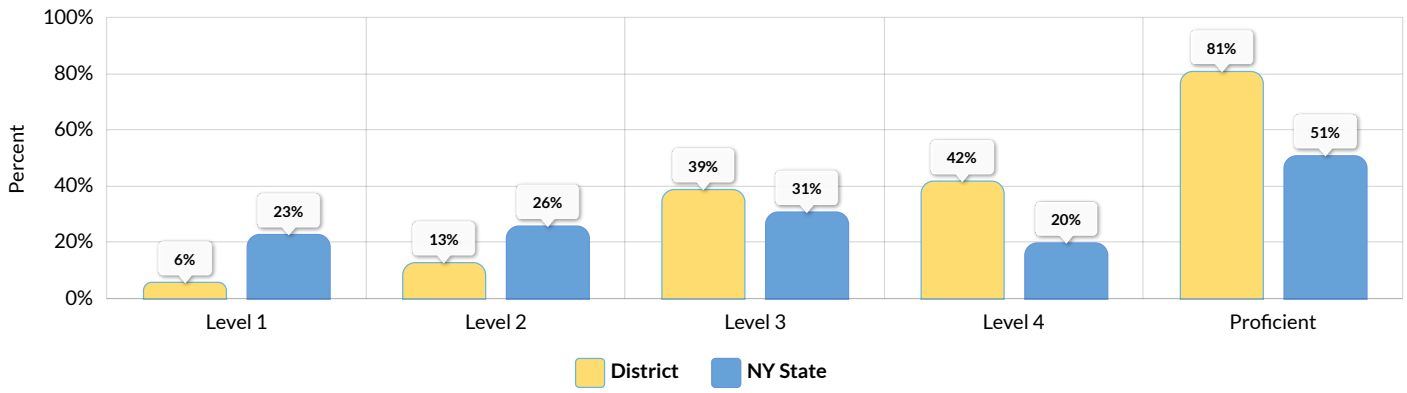

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |
| Female | 48 | 0 | 0% | 48 | 100% | 3 | 6% | 8 | 17% | 12 | 25% | 25 | 52% | 37 | 77% |
| Male | 52 | 1 | 2% | 51 | 98% | 3 | 6% | 9 | 18% | 12 | 24% | 27 | 53% | 39 | 76% |
| General Education Students | 94 | 1 | 1% | 93 | 99% | 5 | 5% | 14 | 15% | 23 | 25% | 51 | 55% | 74 | 80% |
| Students with Disabilities | 6 | 0 | 0% | 6 | 100% | 1 | 17% | 3 | 50% | 1 | 17% | 1 | 17% | 2 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | 18 | 1 | 6% | 17 | 94% | 2 | 12% | 2 | 12% | 4 | 24% | 9 | 53% | 13 | 76% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 0 | 0% | 18 | 100% | 4 | 22% | 5 | 28% | 6 | 33% | 3 | 17% | 9 | 50% |
| White | 57 | 0 | 0% | 57 | 100% | 0 | 0% | 9 | 16% | 14 | 25% | 34 | 60% | 48 | 84% |
| Multiracial | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 1 | 14% | 0 | 0% | 6 | 86% | 6 | 86% |
| Economically Disadvantaged | 13 | 0 | 0% | 13 | 100% | 3 | 23% | 4 | 31% | 4 | 31% | 2 | 15% | 6 | 46% |
| Not Economically Disadvantaged | 87 | 1 | 1% | 86 | 99% | 3 | 3% | 13 | 15% | 20 | 23% | 50 | 58% | 70 | 81% |
| English Language Learner | 9 | 0 | 0% | 9 | 100% | 5 | 56% | 3 | 33% | 1 | 11% | 0 | 0% | 1 | 11% |
| Non-English Language Learner | 91 | 1 | 1% | 90 | 99% | 1 | 1% | 14 | 16% | 23 | 26% | 52 | 58% | 75 | 83% |
| Not in Foster Care | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |
| Not Homeless | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |
| Not Migrant | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |
| Parent Not in Armed Forces | 100 | 1 | 1% | 99 | 99% | 6 | 6% | 17 | 17% | 24 | 24% | 52 | 53% | 76 | 77% |

# GRADE 5 ELA RESULTS



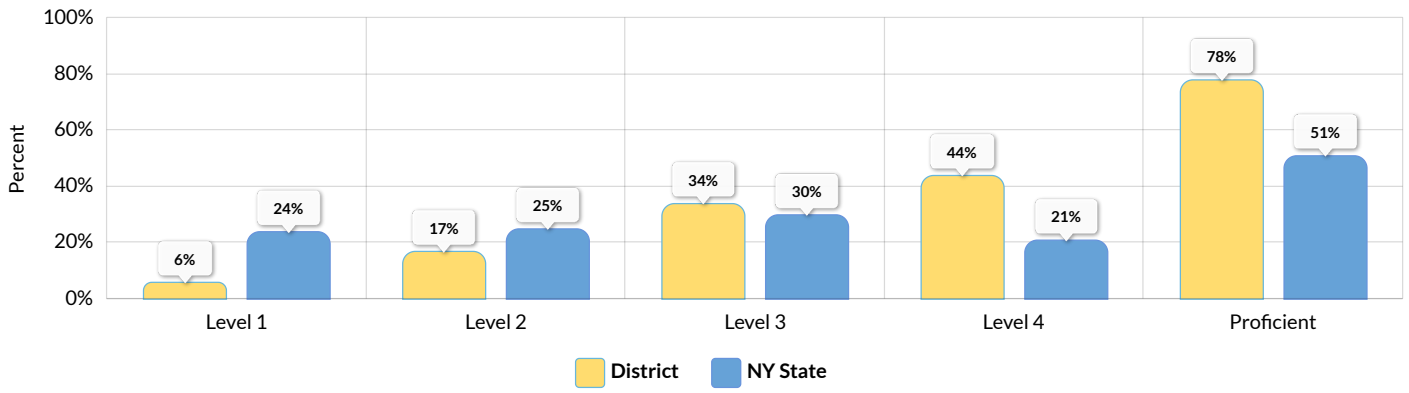
| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 112 | 13 | 12% | 99 | 88% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |
| Female | 54 | 8 | 15% | 46 | 85% | 3 | 7% | 6 | 13% | 14 | 30% | 23 | 50% | 37 | 80% |
| Male | 58 | 5 | 9% | 53 | 91% | 3 | 6% | 7 | 13% | 20 | 38% | 23 | 43% | 43 | 81% |
| General Education Students | 96 | 8 | 8% | 88 | 92% | 2 | 2% | 10 | 11% | 32 | 36% | 44 | 50% | 76 | 86% |
| Students with Disabilities | 16 | 5 | 31% | 11 | 69% | 4 | 36% | 3 | 27% | 2 | 18% | 2 | 18% | 4 | 36% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 20 | 3 | 15% | 17 | 85% | 1 | 6% | 5 | 29% | 6 | 35% | 5 | 29% | 11 | 65% |
| White | 68 | 9 | 13% | 59 | 87% | 3 | 5% | 5 | 8% | 22 | 37% | 29 | 49% | 51 | 86% |
| Multiracial | 15 | 0 | 0% | 15 | 100% | 0 | 0% | 3 | 20% | 4 | 27% | 8 | 53% | 12 | 80% |
| Small Group Total: Race & Ethnicity | 9 | 1 | 11% | 8 | 89% | 2 | 25% | 0 | 0% | 2 | 25% | 4 | 50% | 6 | 75% |
| Economically Disadvantaged | 19 | 4 | 21% | 15 | 79% | 3 | 20% | 5 | 33% | 5 | 33% | 2 | 13% | 7 | 47% |
| Not Economically Disadvantaged | 93 | 9 | 10% | 84 | 90% | 3 | 4% | 8 | 10% | 29 | 35% | 44 | 52% | 73 | 87% |
| English Language Learner | 7 | 3 | 43% | 4 | 57% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 105 | 10 | 10% | 95 | 90% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 112 | 13 | 12% | 99 | 88% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |
| Homeless | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 111 | 12 | 11% | 99 | 89% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |
| Not Migrant | 112 | 13 | 12% | 99 | 88% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |
| Parent Not in Armed Forces | 112 | 13 | 12% | 99 | 88% | 6 | 6% | 13 | 13% | 34 | 34% | 46 | 46% | 80 | 81% |

## GRADE 6 ELA RESULTS



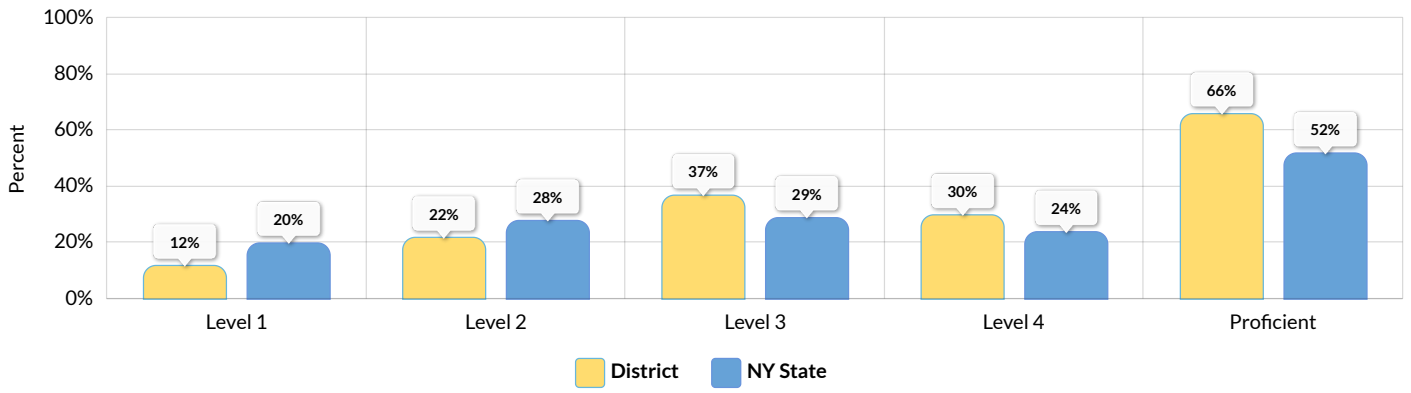
| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 120 | 9 | 8% | 111 | 93% | 7 | 6% | 14 | 13% | 43 | 39% | 47 | 42% | 90 | 81% |
| Female | 64 | 6 | 9% | 58 | 91% | 5 | 9% | 5 | 9% | 26 | 45% | 22 | 38% | 48 | 83% |
| Male | 56 | 3 | 5% | 53 | 95% | 2 | 4% | 9 | 17% | 17 | 32% | 25 | 47% | 42 | 79% |
| General Education Students | 101 | 2 | 2% | 99 | 98% | 3 | 3% | 9 | 9% | 41 | 41% | 46 | 46% | 87 | 88% |
| Students with Disabilities | 19 | 7 | 37% | 12 | 63% | 4 | 33% | 5 | 42% | 2 | 17% | 1 | 8% | 3 | 25% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 2 | 22% | 6 | 67% | 1 | 11% | 7 | 78% |
| Black or African American | 3 | 0 | 0% | 3 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 28 | 4 | 14% | 24 | 86% | 3 | 13% | 7 | 29% | 12 | 50% | 2 | 8% | 14 | 58% |
| White | 74 | 4 | 5% | 70 | 95% | 3 | 4% | 3 | 4% | 23 | 33% | 41 | 59% | 64 | 91% |
| Multiracial | 6 | 1 | 17% | 5 | 83% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 9 | 1 | 11% | 8 | 89% | 1 | 13% | 2 | 25% | 2 | 25% | 3 | 38% | 5 | 63% |
| Economically Disadvantaged | 20 | 3 | 15% | 17 | 85% | 4 | 24% | 6 | 35% | 7 | 41% | 0 | 0% | 7 | 41% |
| Not Economically Disadvantaged | 100 | 6 | 6% | 94 | 94% | 3 | 3% | 8 | 9% | 36 | 38% | 47 | 50% | 83 | 88% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 116 | 8 | 7% | 108 | 93% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 120 | 9 | 8% | 111 | 93% | 7 | 6% | 14 | 13% | 43 | 39% | 47 | 42% | 90 | 81% |
| Homeless | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 119 | 9 | 8% | 110 | 92% | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 120 | 9 | 8% | 111 | 93% | 7 | 6% | 14 | 13% | 43 | 39% | 47 | 42% | 90 | 81% |
| Parent Not in Armed Forces | 120 | 9 | 8% | 111 | 93% | 7 | 6% | 14 | 13% | 43 | 39% | 47 | 42% | 90 | 81% |

# GRADE 7 ELA RESULTS




| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 6 | 5% | 109 | 95% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |
| Female | 62 | 3 | 5% | 59 | 95% | 3 | 5% | 13 | 22% | 19 | 32% | 24 | 41% | 43 | 73% |
| Male | 53 | 3 | 6% | 50 | 94% | 3 | 6% | 5 | 10% | 18 | 36% | 24 | 48% | 42 | 84% |
| General Education Students | 102 | 2 | 2% | 100 | 98% | 3 | 3% | 15 | 15% | 34 | 34% | 48 | 48% | 82 | 82% |
| Students with Disabilities | 13 | 4 | 31% | 9 | 69% | 3 | 33% | 3 | 33% | 3 | 33% | 0 | 0% | 3 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | 12 | 0 | 0% | 12 | 100% | 1 | 8% | 4 | 33% | 2 | 17% | 5 | 42% | 7 | 58% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 1 | 6% | 17 | 94% | 3 | 18% | 2 | 12% | 7 | 41% | 5 | 29% | 12 | 71% |
| White | 72 | 5 | 7% | 67 | 93% | 2 | 3% | 10 | 15% | 22 | 33% | 33 | 49% | 55 | 82% |
| Multiracial | 12 | 0 | 0% | 12 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 13 | 0 | 0% | 13 | 100% | 0 | 0% | 2 | 15% | 6 | 46% | 5 | 38% | 11 | 85% |
| Economically Disadvantaged | 16 | 3 | 19% | 13 | 81% | 3 | 23% | 5 | 38% | 5 | 38% | 0 | 0% | 5 | 38% |
| Not Economically Disadvantaged | 99 | 3 | 3% | 96 | 97% | 3 | 3% | 13 | 14% | 32 | 33% | 48 | 50% | 80 | 83% |
| English Language Learner | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 113 | 6 | 5% | 107 | 95% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 115 | 6 | 5% | 109 | 95% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |
| Not Homeless | 115 | 6 | 5% | 109 | 95% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |
| Not Migrant | 115 | 6 | 5% | 109 | 95% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |
| Parent Not in Armed Forces | 115 | 6 | 5% | 109 | 95% | 6 | 6% | 18 | 17% | 37 | 34% | 48 | 44% | 85 | 78% |

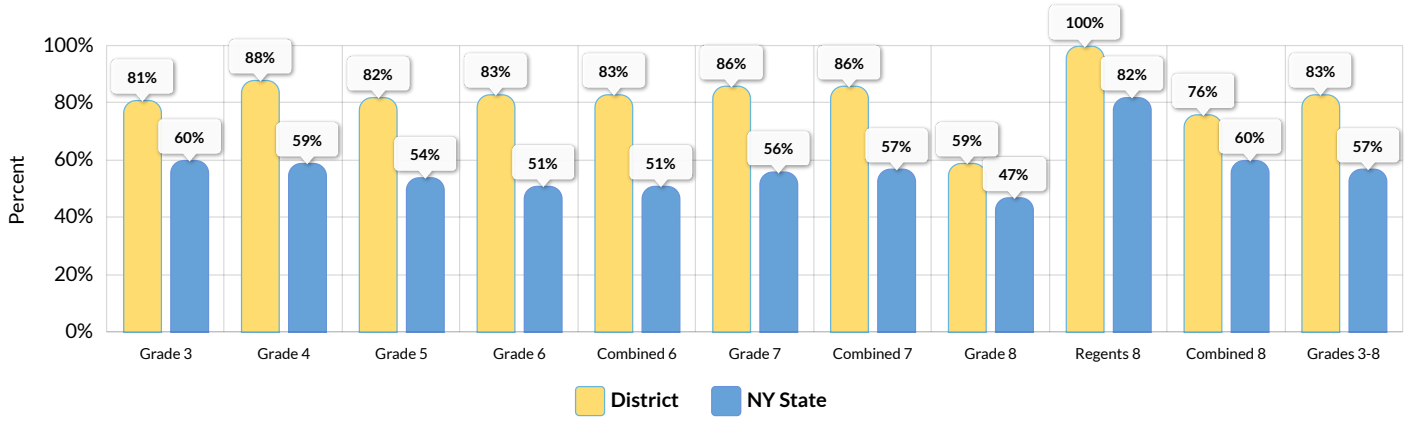
# GRADE 8 ELA RESULTS




| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |
| Female | 56 | 11 | 20% | 45 | 80% | 4 | 9% | 9 | 20% | 16 | 36% | 16 | 36% | 32 | 71% |
| Male | 58 | 2 | 3% | 56 | 97% | 8 | 14% | 13 | 23% | 21 | 38% | 14 | 25% | 35 | 63% |
| General Education Students | 97 | 11 | 11% | 86 | 89% | 3 | 3% | 16 | 19% | 37 | 43% | 30 | 35% | 67 | 78% |
| Students with Disabilities | 17 | 2 | 12% | 15 | 88% | 9 | 60% | 6 | 40% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 1 | 8% | 12 | 92% | 0 | 0% | 3 | 25% | 4 | 33% | 5 | 42% | 9 | 75% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 24 | 2 | 8% | 22 | 92% | 4 | 18% | 7 | 32% | 8 | 36% | 3 | 14% | 11 | 50% |
| White | 70 | 10 | 14% | 60 | 86% | 8 | 13% | 11 | 18% | 23 | 38% | 18 | 30% | 41 | 68% |
| Multiracial | 6 | 0 | 0% | 6 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 1 | 14% | 2 | 29% | 4 | 57% | 6 | 86% |
| Economically Disadvantaged | 18 | 2 | 11% | 16 | 89% | 3 | 19% | 7 | 44% | 6 | 38% | 0 | 0% | 6 | 38% |
| Not Economically Disadvantaged | 96 | 11 | 11% | 85 | 89% | 9 | 11% | 15 | 18% | 31 | 36% | 30 | 35% | 61 | 72% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 110 | 12 | 11% | 98 | 89% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |
| Not Homeless | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |
| Not Migrant | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |
| Parent Not in Armed Forces | 114 | 13 | 11% | 101 | 89% | 12 | 12% | 22 | 22% | 37 | 37% | 30 | 30% | 67 | 66% |

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

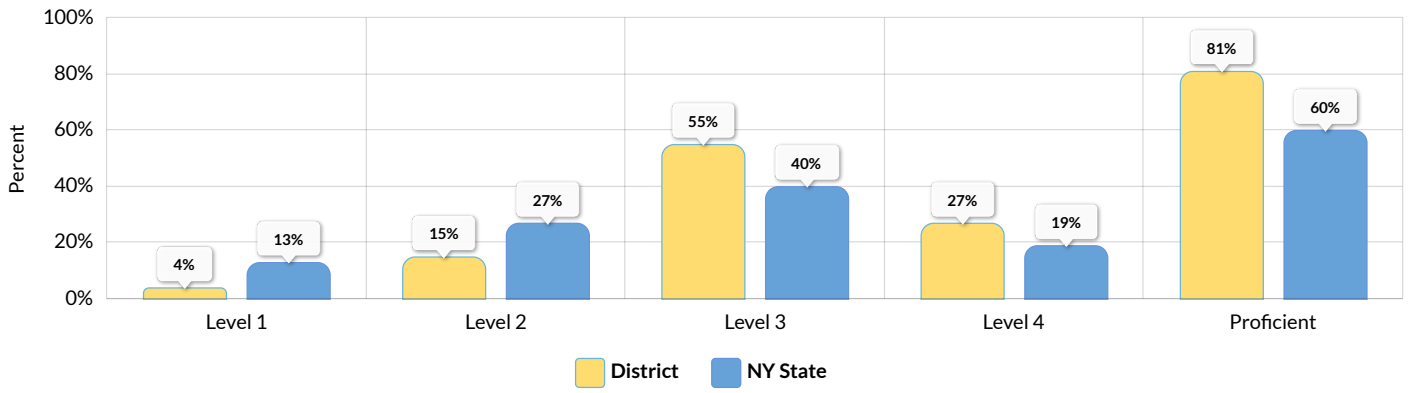
## SUMMARY RESULTS




| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |
| Grade 4 | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |
| Grade 5 | 112 | 13 | 12% | 99 | 88% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |
| Grade 6 | 120 | 11 | 9% | 109 | 91% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |
| Combined 6 | 120 | 11 | 9% | 109 | 91% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |
| Grade 7 | 115 | 8 | 7% | 107 | 93% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Combined 7 | 115 | 8 | 7% | 107 | 93% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Grade 8 | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |
| Regents 8 | – | – | – | 44 | 39% | 0 | 0% | 0 | 0% | 0 | 0% | 44 | 100% | 44 | 100% |
| Combined 8 | 114 | 12 | 11% | 102 | 89% | 12 | 12% | 12 | 12% | 29 | 28% | 49 | 48% | 78 | 76% |
| Grades 3-8 | 670 | 46 | 7% | 624 | 93% | 35 | 6% | 72 | 12% | 240 | 38% | 277 | 44% | 517 | 83% |

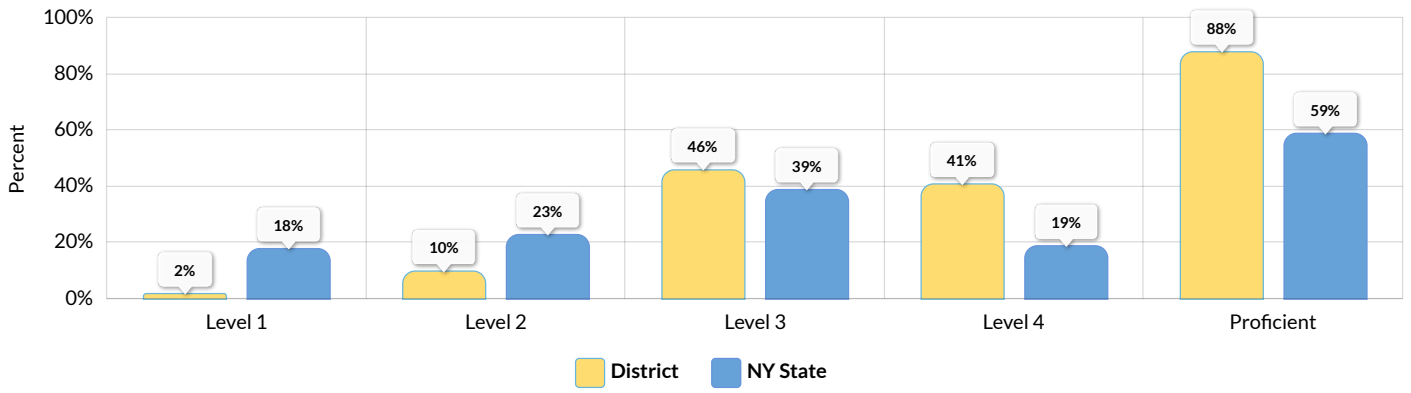
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "–" dash).

# GRADE 3 MATH RESULTS



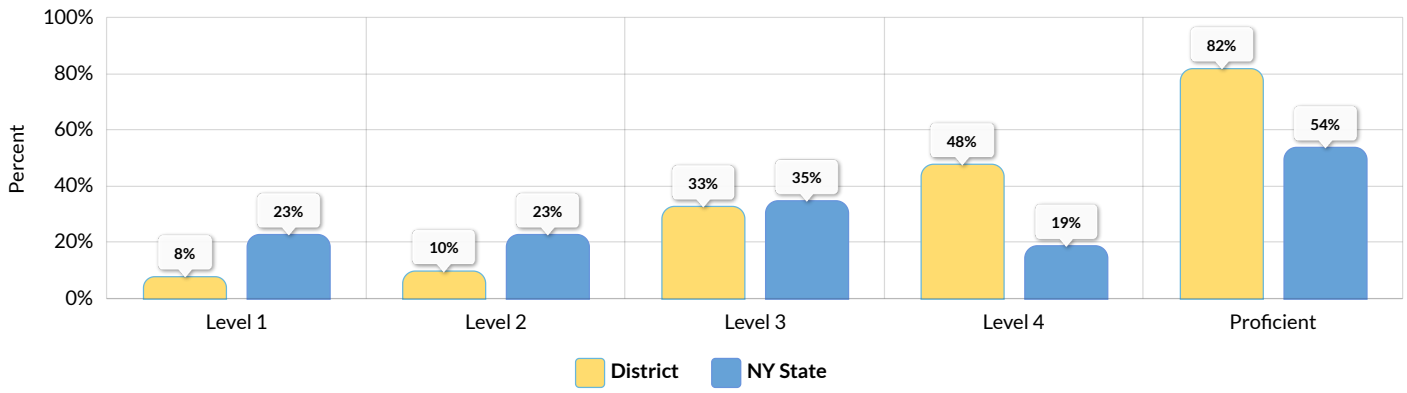

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |
| Female | 54 | 1 | 2% | 53 | 98% | 2 | 4% | 6 | 11% | 33 | 62% | 12 | 23% | 45 | 85% |
| Male | 55 | 0 | 0% | 55 | 100% | 2 | 4% | 10 | 18% | 26 | 47% | 17 | 31% | 43 | 78% |
| General Education Students | 100 | 1 | 1% | 99 | 99% | 0 | 0% | 12 | 12% | 58 | 59% | 29 | 29% | 87 | 88% |
| Students with Disabilities | 9 | 0 | 0% | 9 | 100% | 4 | 44% | 4 | 44% | 1 | 11% | 0 | 0% | 1 | 11% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 1 | 8% | 12 | 92% | 0 | 0% | 1 | 8% | 7 | 58% | 4 | 33% | 11 | 92% |
| Hispanic or Latino | 21 | 0 | 0% | 21 | 100% | 2 | 10% | 8 | 38% | 9 | 43% | 2 | 10% | 11 | 52% |
| White | 68 | 0 | 0% | 68 | 100% | 2 | 3% | 6 | 9% | 41 | 60% | 19 | 28% | 60 | 88% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 1 | 14% | 2 | 29% | 4 | 57% | 6 | 86% |
| Economically Disadvantaged | 16 | 0 | 0% | 16 | 100% | 2 | 13% | 7 | 44% | 6 | 38% | 1 | 6% | 7 | 44% |
| Not Economically Disadvantaged | 93 | 1 | 1% | 92 | 99% | 2 | 2% | 9 | 10% | 53 | 58% | 28 | 30% | 81 | 88% |
| English Language Learner | 8 | 1 | 13% | 7 | 88% | 1 | 14% | 5 | 71% | 1 | 14% | 0 | 0% | 1 | 14% |
| Non-English Language Learner | 101 | 0 | 0% | 101 | 100% | 3 | 3% | 11 | 11% | 58 | 57% | 29 | 29% | 87 | 86% |
| Not in Foster Care | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |
| Not Homeless | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |
| Not Migrant | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |
| Parent Not in Armed Forces | 109 | 1 | 1% | 108 | 99% | 4 | 4% | 16 | 15% | 59 | 55% | 29 | 27% | 88 | 81% |

# GRADE 4 MATH RESULTS



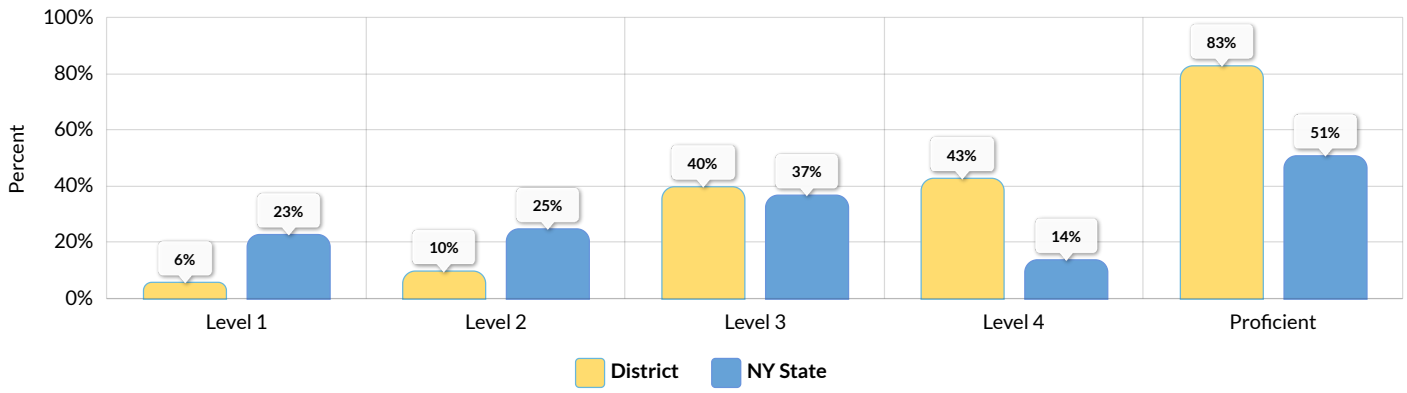

| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |
| Female | 48 | 0 | 0% | 48 | 100% | 1 | 2% | 5 | 10% | 22 | 46% | 20 | 42% | 42 | 88% |
| Male | 52 | 1 | 2% | 51 | 98% | 1 | 2% | 5 | 10% | 24 | 47% | 21 | 41% | 45 | 88% |
| General Education Students | 94 | 1 | 1% | 93 | 99% | 1 | 1% | 9 | 10% | 43 | 46% | 40 | 43% | 83 | 89% |
| Students with Disabilities | 6 | 0 | 0% | 6 | 100% | 1 | 17% | 1 | 17% | 3 | 50% | 1 | 17% | 4 | 67% |
| Asian or Native Hawaiian/Other Pacific Islander | 18 | 1 | 6% | 17 | 94% | 0 | 0% | 2 | 12% | 5 | 29% | 10 | 59% | 15 | 88% |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 0 | 0% | 18 | 100% | 2 | 11% | 4 | 22% | 10 | 56% | 2 | 11% | 12 | 67% |
| White | 57 | 0 | 0% | 57 | 100% | 0 | 0% | 4 | 7% | 27 | 47% | 26 | 46% | 53 | 93% |
| Multiracial | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 4 | 57% | 3 | 43% | 7 | 100% |
| Economically Disadvantaged | 13 | 0 | 0% | 13 | 100% | 1 | 8% | 3 | 23% | 8 | 62% | 1 | 8% | 9 | 69% |
| Not Economically Disadvantaged | 87 | 1 | 1% | 86 | 99% | 1 | 1% | 7 | 8% | 38 | 44% | 40 | 47% | 78 | 91% |
| English Language Learner | 9 | 0 | 0% | 9 | 100% | 1 | 11% | 2 | 22% | 5 | 56% | 1 | 11% | 6 | 67% |
| Non-English Language Learner | 91 | 1 | 1% | 90 | 99% | 1 | 1% | 8 | 9% | 41 | 46% | 40 | 44% | 81 | 90% |
| Not in Foster Care | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |
| Not Homeless | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |
| Not Migrant | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |
| Parent Not in Armed Forces | 100 | 1 | 1% | 99 | 99% | 2 | 2% | 10 | 10% | 46 | 46% | 41 | 41% | 87 | 88% |

# GRADE 5 MATH RESULTS



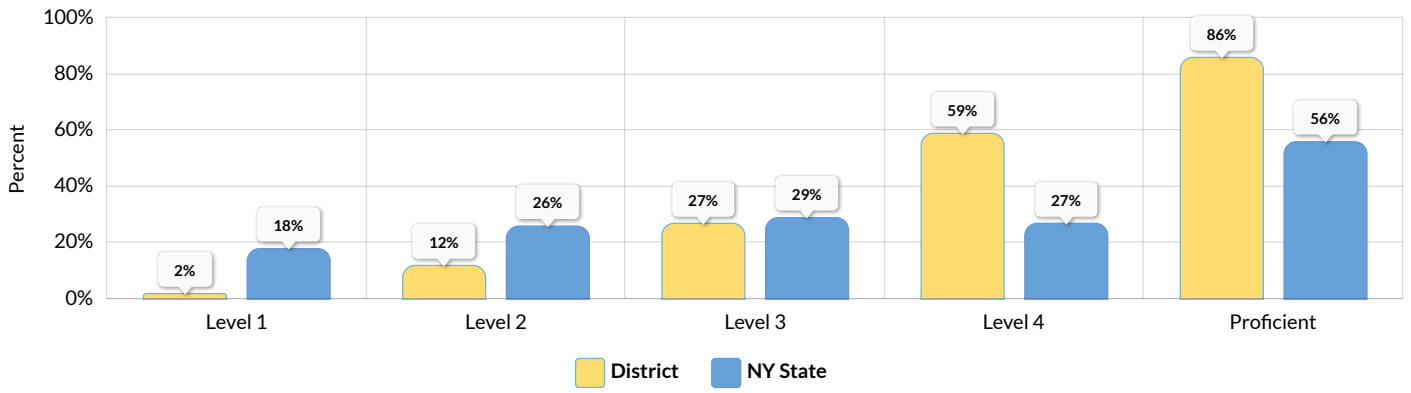
| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 112 | 13 | 12% | 99 | 88% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |
| Female | 54 | 7 | 13% | 47 | 87% | 5 | 11% | 7 | 15% | 17 | 36% | 18 | 38% | 35 | 74% |
| Male | 58 | 6 | 10% | 52 | 90% | 3 | 6% | 3 | 6% | 16 | 31% | 30 | 58% | 46 | 88% |
| General Education Students | 96 | 8 | 8% | 88 | 92% | 1 | 1% | 9 | 10% | 31 | 35% | 47 | 53% | 78 | 89% |
| Students with Disabilities | 16 | 5 | 31% | 11 | 69% | 7 | 64% | 1 | 9% | 2 | 18% | 1 | 9% | 3 | 27% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 20 | 4 | 20% | 16 | 80% | 3 | 19% | 1 | 6% | 7 | 44% | 5 | 31% | 12 | 75% |
| White | 68 | 8 | 12% | 60 | 88% | 3 | 5% | 8 | 13% | 20 | 33% | 29 | 48% | 49 | 82% |
| Multiracial | 15 | 0 | 0% | 15 | 100% | 0 | 0% | 1 | 7% | 3 | 20% | 11 | 73% | 14 | 93% |
| Small Group Total: Race & Ethnicity | 9 | 1 | 11% | 8 | 89% | 2 | 25% | 0 | 0% | 3 | 38% | 3 | 38% | 6 | 75% |
| Economically Disadvantaged | 19 | 5 | 26% | 14 | 74% | 5 | 36% | 2 | 14% | 5 | 36% | 2 | 14% | 7 | 50% |
| Not Economically Disadvantaged | 93 | 8 | 9% | 85 | 91% | 3 | 4% | 8 | 9% | 28 | 33% | 46 | 54% | 74 | 87% |
| English Language Learner | 7 | 3 | 43% | 4 | 57% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 105 | 10 | 10% | 95 | 90% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 112 | 13 | 12% | 99 | 88% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |
| Homeless | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 111 | 12 | 11% | 99 | 89% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |
| Not Migrant | 112 | 13 | 12% | 99 | 88% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |
| Parent Not in Armed Forces | 112 | 13 | 12% | 99 | 88% | 8 | 8% | 10 | 10% | 33 | 33% | 48 | 48% | 81 | 82% |

# GRADE 6 MATH RESULTS



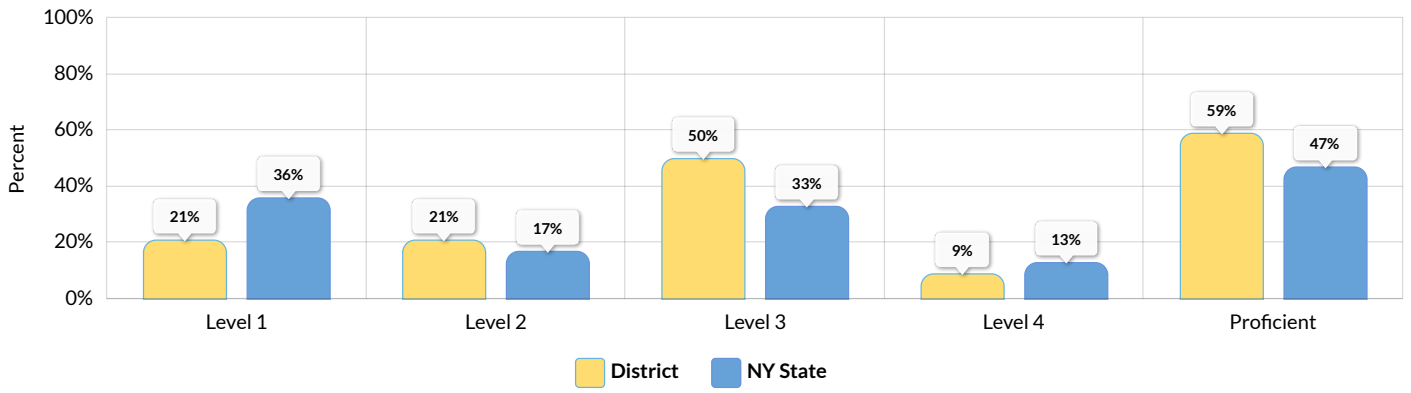
| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 120 | 11 | 9% | 109 | 91% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |
| Female | 64 | 8 | 13% | 56 | 88% | 4 | 7% | 6 | 11% | 24 | 43% | 22 | 39% | 46 | 82% |
| Male | 56 | 3 | 5% | 53 | 95% | 3 | 6% | 5 | 9% | 20 | 38% | 25 | 47% | 45 | 85% |
| General Education Students | 101 | 4 | 4% | 97 | 96% | 3 | 3% | 7 | 7% | 40 | 41% | 47 | 48% | 87 | 90% |
| Students with Disabilities | 19 | 7 | 37% | 12 | 63% | 4 | 33% | 4 | 33% | 4 | 33% | 0 | 0% | 4 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 3 | 33% | 6 | 67% | 9 | 100% |
| Black or African American | 3 | 0 | 0% | 3 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 28 | 4 | 14% | 24 | 86% | 6 | 25% | 7 | 29% | 7 | 29% | 4 | 17% | 11 | 46% |
| White | 74 | 6 | 8% | 68 | 92% | 0 | 0% | 3 | 4% | 31 | 46% | 34 | 50% | 65 | 96% |
| Multiracial | 6 | 1 | 17% | 5 | 83% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 9 | 1 | 11% | 8 | 89% | 1 | 13% | 1 | 13% | 3 | 38% | 3 | 38% | 6 | 75% |
| Economically Disadvantaged | 20 | 3 | 15% | 17 | 85% | 6 | 35% | 7 | 41% | 4 | 24% | 0 | 0% | 4 | 24% |
| Not Economically Disadvantaged | 100 | 8 | 8% | 92 | 92% | 1 | 1% | 4 | 4% | 40 | 43% | 47 | 51% | 87 | 95% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 116 | 10 | 9% | 106 | 91% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 120 | 11 | 9% | 109 | 91% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |
| Homeless | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 119 | 11 | 9% | 108 | 91% | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 120 | 11 | 9% | 109 | 91% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |
| Parent Not in Armed Forces | 120 | 11 | 9% | 109 | 91% | 7 | 6% | 11 | 10% | 44 | 40% | 47 | 43% | 91 | 83% |

# GRADE 7 MATH RESULTS




| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 8 | 7% | 107 | 93% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Female | 62 | 4 | 6% | 58 | 94% | 1 | 2% | 10 | 17% | 14 | 24% | 33 | 57% | 47 | 81% |
| Male | 53 | 4 | 8% | 49 | 92% | 1 | 2% | 3 | 6% | 15 | 31% | 30 | 61% | 45 | 92% |
| General Education Students | 102 | 4 | 4% | 98 | 96% | 0 | 0% | 10 | 10% | 27 | 28% | 61 | 62% | 88 | 90% |
| Students with Disabilities | 13 | 4 | 31% | 9 | 69% | 2 | 22% | 3 | 33% | 2 | 22% | 2 | 22% | 4 | 44% |
| Asian or Native Hawaiian/Other Pacific Islander | 12 | 0 | 0% | 12 | 100% | 0 | 0% | 1 | 8% | 3 | 25% | 8 | 67% | 11 | 92% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 1 | 6% | 17 | 94% | 2 | 12% | 2 | 12% | 4 | 24% | 9 | 53% | 13 | 76% |
| White | 72 | 7 | 10% | 65 | 90% | 0 | 0% | 9 | 14% | 17 | 26% | 39 | 60% | 56 | 86% |
| Multiracial | 12 | 0 | 0% | 12 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 13 | 0 | 0% | 13 | 100% | 0 | 0% | 1 | 8% | 5 | 38% | 7 | 54% | 12 | 92% |
| Economically Disadvantaged | 16 | 4 | 25% | 12 | 75% | 1 | 8% | 6 | 50% | 4 | 33% | 1 | 8% | 5 | 42% |
| Not Economically Disadvantaged | 99 | 4 | 4% | 95 | 96% | 1 | 1% | 7 | 7% | 25 | 26% | 62 | 65% | 87 | 92% |
| English Language Learner | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 113 | 8 | 7% | 105 | 93% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 115 | 8 | 7% | 107 | 93% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Not Homeless | 115 | 8 | 7% | 107 | 93% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Not Migrant | 115 | 8 | 7% | 107 | 93% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |
| Parent Not in Armed Forces | 115 | 8 | 7% | 107 | 93% | 2 | 2% | 13 | 12% | 29 | 27% | 63 | 59% | 92 | 86% |

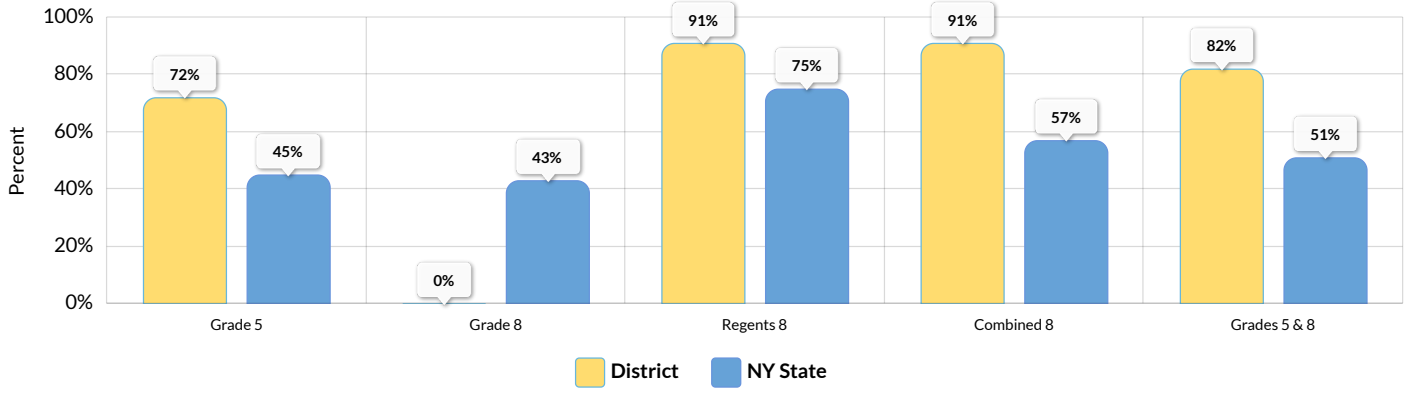
# GRADE 8 MATH RESULTS




| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |
| Female | 56 | 28 | 50% | 28 | 50% | 7 | 25% | 3 | 11% | 15 | 54% | 3 | 11% | 18 | 64% |
| Male | 58 | 28 | 48% | 30 | 52% | 5 | 17% | 9 | 30% | 14 | 47% | 2 | 7% | 16 | 53% |
| General Education Students | 97 | 52 | 54% | 45 | 46% | 4 | 9% | 8 | 18% | 28 | 62% | 5 | 11% | 33 | 73% |
| Students with Disabilities | 17 | 4 | 24% | 13 | 76% | 8 | 62% | 4 | 31% | 1 | 8% | 0 | 0% | 1 | 8% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 9 | 69% | 4 | 31% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 24 | 4 | 17% | 20 | 83% | 4 | 20% | 6 | 30% | 8 | 40% | 2 | 10% | 10 | 50% |
| White | 70 | 39 | 56% | 31 | 44% | 7 | 23% | 6 | 19% | 16 | 52% | 2 | 6% | 18 | 58% |
| Multiracial | 6 | 4 | 67% | 2 | 33% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 20 | 13 | 65% | 7 | 35% | 1 | 14% | 0 | 0% | 5 | 71% | 1 | 14% | 6 | 86% |
| Economically Disadvantaged | 18 | 0 | 0% | 18 | 100% | 4 | 22% | 6 | 33% | 7 | 39% | 1 | 6% | 8 | 44% |
| Not Economically Disadvantaged | 96 | 56 | 58% | 40 | 42% | 8 | 20% | 6 | 15% | 22 | 55% | 4 | 10% | 26 | 65% |
| English Language Learner | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 110 | 55 | 50% | 55 | 50% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |
| Not Homeless | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |
| Not Migrant | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |
| Parent Not in Armed Forces | 114 | 56 | 49% | 58 | 51% | 12 | 21% | 12 | 21% | 29 | 50% | 5 | 9% | 34 | 59% |

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

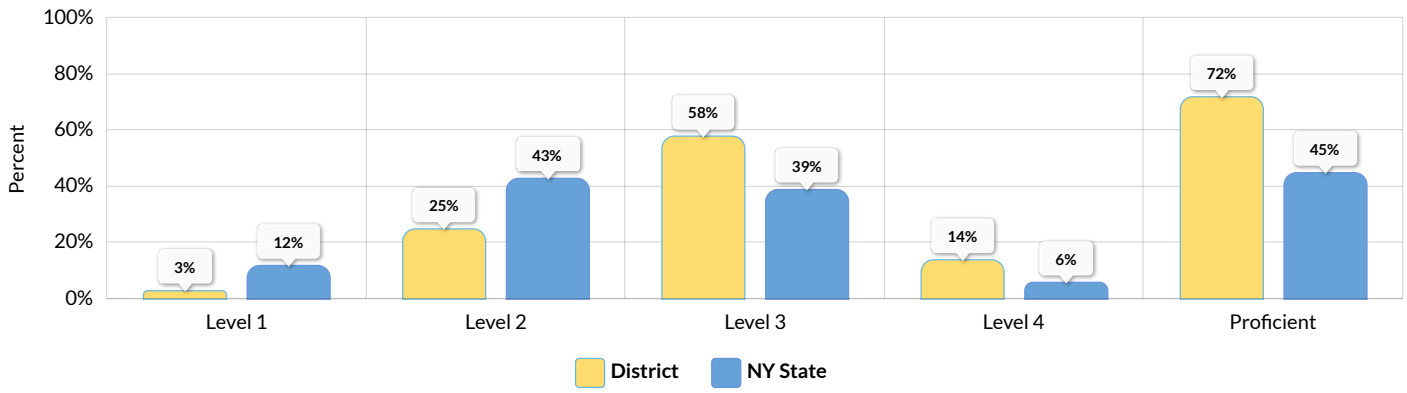
## SUMMARY RESULTS




| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 5 | 112 | 15 | 13% | 97 | 87% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |
| Grade 8 | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Regents 8 | – | – | – | 112 | 98% | 5 | 4% | 5 | 4% | 53 | 47% | 49 | 44% | 102 | 91% |
| Combined 8 | 114 | 2 | 2% | 112 | 98% | 5 | 4% | 5 | 4% | 53 | 47% | 49 | 44% | 102 | 91% |
| Grades 5 & 8 | 226 | 17 | 8% | 209 | 92% | 8 | 4% | 29 | 14% | 109 | 52% | 63 | 30% | 172 | 82% |

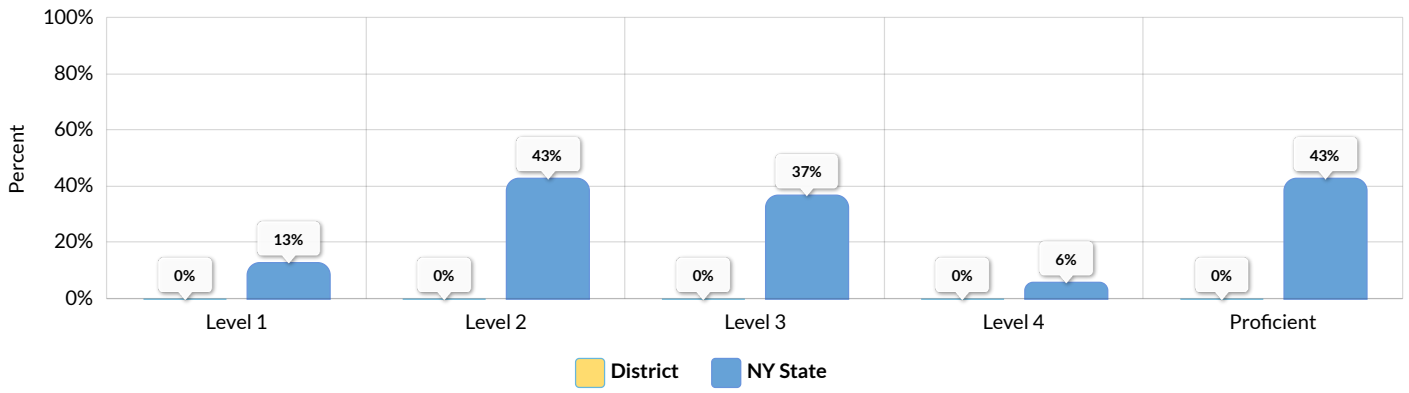
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "–" dash).

# GRADE 5 SCIENCE RESULTS



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 112 | 15 | 13% | 97 | 87% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |
| Female | 54 | 10 | 19% | 44 | 81% | 2 | 5% | 14 | 32% | 21 | 48% | 7 | 16% | 28 | 64% |
| Male | 58 | 5 | 9% | 53 | 91% | 1 | 2% | 10 | 19% | 35 | 66% | 7 | 13% | 42 | 79% |
| General Education Students | 96 | 11 | 11% | 85 | 89% | 1 | 1% | 18 | 21% | 52 | 61% | 14 | 16% | 66 | 78% |
| Students with Disabilities | 16 | 4 | 25% | 12 | 75% | 2 | 17% | 6 | 50% | 4 | 33% | 0 | 0% | 4 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 20 | 3 | 15% | 17 | 85% | 0 | 0% | 7 | 41% | 9 | 53% | 1 | 6% | 10 | 59% |
| White | 68 | 10 | 15% | 58 | 85% | 2 | 3% | 12 | 21% | 34 | 59% | 10 | 17% | 44 | 76% |
| Multiracial | 15 | 1 | 7% | 14 | 93% | 0 | 0% | 4 | 29% | 8 | 57% | 2 | 14% | 10 | 71% |
| Small Group Total: Race & Ethnicity | 9 | 1 | 11% | 8 | 89% | 1 | 13% | 1 | 13% | 5 | 63% | 1 | 13% | 6 | 75% |
| Economically Disadvantaged | 19 | 4 | 21% | 15 | 79% | 1 | 7% | 9 | 60% | 5 | 33% | 0 | 0% | 5 | 33% |
| Not Economically Disadvantaged | 93 | 11 | 12% | 82 | 88% | 2 | 2% | 15 | 18% | 51 | 62% | 14 | 17% | 65 | 79% |
| English Language Learner | 7 | 3 | 43% | 4 | 57% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 105 | 12 | 11% | 93 | 89% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 112 | 15 | 13% | 97 | 87% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |
| Homeless | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 111 | 14 | 13% | 97 | 87% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |
| Not Migrant | 112 | 15 | 13% | 97 | 87% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |
| Parent Not in Armed Forces | 112 | 15 | 13% | 97 | 87% | 3 | 3% | 24 | 25% | 56 | 58% | 14 | 14% | 70 | 72% |

# GRADE 8 SCIENCE RESULTS

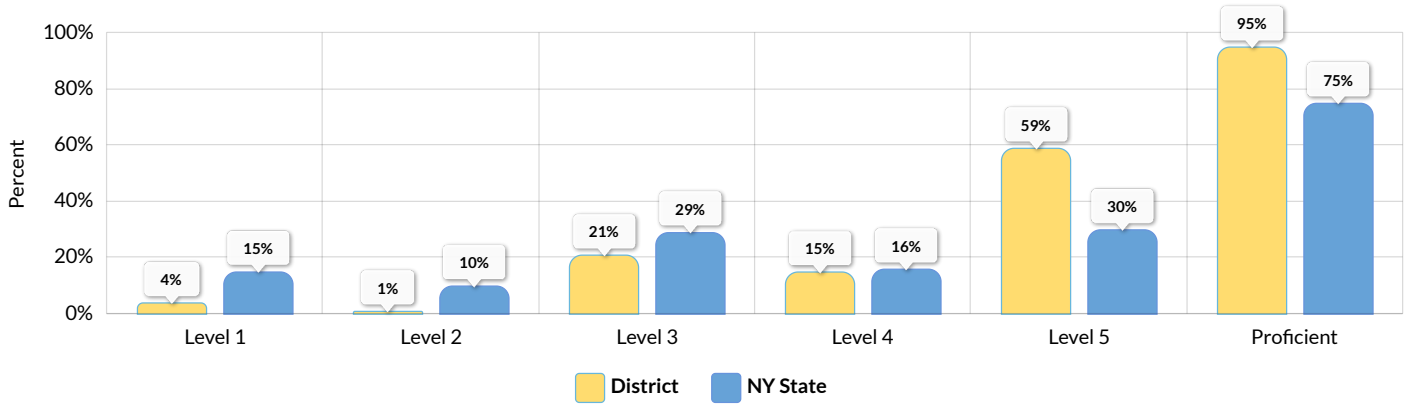



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | 56 | 56 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Male | 58 | 58 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 97 | 97 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 17 | 17 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 13 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 24 | 24 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 70 | 70 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Multiracial | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 18 | 18 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 96 | 96 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| English Language Learner | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 110 | 110 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 114 | 114 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

## ANNUAL REGENTS EXAMINATIONS (2024 - 25)

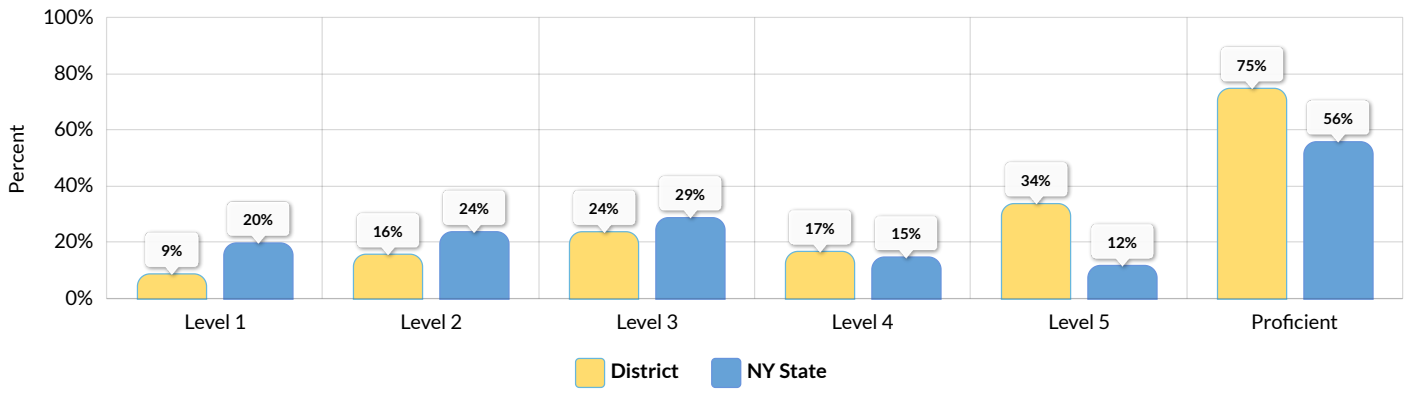
Annual Regents examination results are those administered in August, January, and June of the reporting year.

# ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



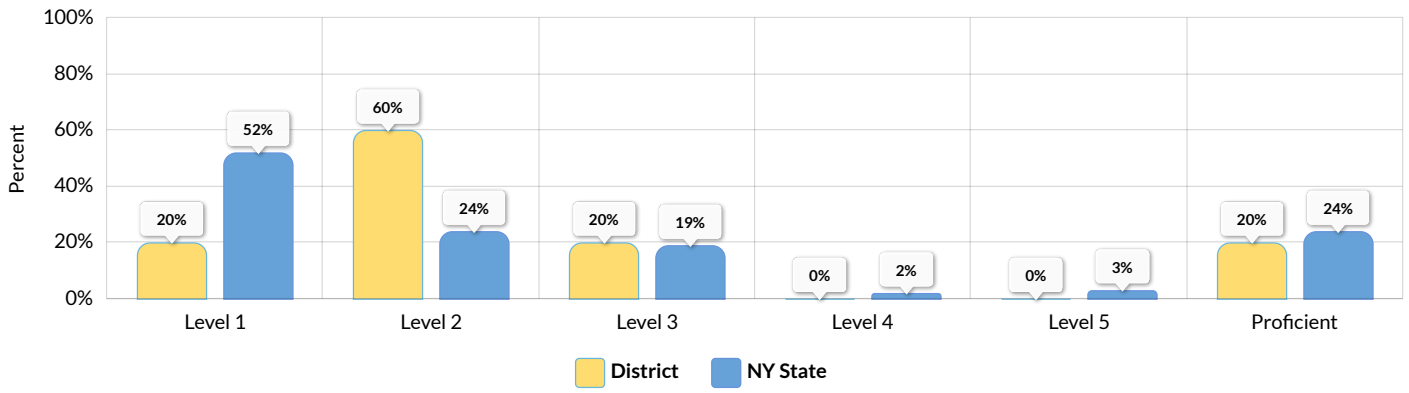

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 92 | 4 | 4% | 1 | 1% | 19 | 21% | 14 | 15% | 54 | 59% | 87 | 95% |
| Female | 40 | 2 | 5% | 0 | 0% | 5 | 13% | 9 | 23% | 24 | 60% | 38 | 95% |
| Male | 52 | 2 | 4% | 1 | 2% | 14 | 27% | 5 | 10% | 30 | 58% | 49 | 94% |
| General Education Students | 82 | 4 | 5% | 1 | 1% | 15 | 18% | 11 | 13% | 51 | 62% | 77 | 94% |
| Students with Disabilities | 10 | 0 | 0% | 0 | 0% | 4 | 40% | 3 | 30% | 3 | 30% | 10 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | 0% | 0 | 0% | 2 | 29% | 0 | 0% | 5 | 71% | 7 | 100% |
| Black or African American | 5 | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 5 | 100% |
| Hispanic or Latino | 21 | 3 | 14% | 1 | 5% | 8 | 38% | 1 | 5% | 8 | 38% | 17 | 81% |
| White | 52 | 1 | 2% | 0 | 0% | 8 | 15% | 11 | 21% | 32 | 62% | 51 | 98% |
| Multiracial | 7 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 100% | 7 | 100% |
| Economically Disadvantaged | 18 | 4 | 22% | 1 | 6% | 9 | 50% | 1 | 6% | 3 | 17% | 13 | 72% |
| Not Economically Disadvantaged | 74 | 0 | 0% | 0 | 0% | 10 | 14% | 13 | 18% | 51 | 69% | 74 | 100% |
| English Language Learner | 7 | 4 | 57% | 0 | 0% | 3 | 43% | 0 | 0% | 0 | 0% | 3 | 43% |
| Non-English Language Learner | 85 | 0 | 0% | 1 | 1% | 16 | 19% | 14 | 16% | 54 | 64% | 84 | 99% |
| Not in Foster Care | 92 | 4 | 4% | 1 | 1% | 19 | 21% | 14 | 15% | 54 | 59% | 87 | 95% |
| Not Homeless | 92 | 4 | 4% | 1 | 1% | 19 | 21% | 14 | 15% | 54 | 59% | 87 | 95% |
| Not Migrant | 92 | 4 | 4% | 1 | 1% | 19 | 21% | 14 | 15% | 54 | 59% | 87 | 95% |
| Parent Not in Armed Forces | 92 | 4 | 4% | 1 | 1% | 19 | 21% | 14 | 15% | 54 | 59% | 87 | 95% |

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



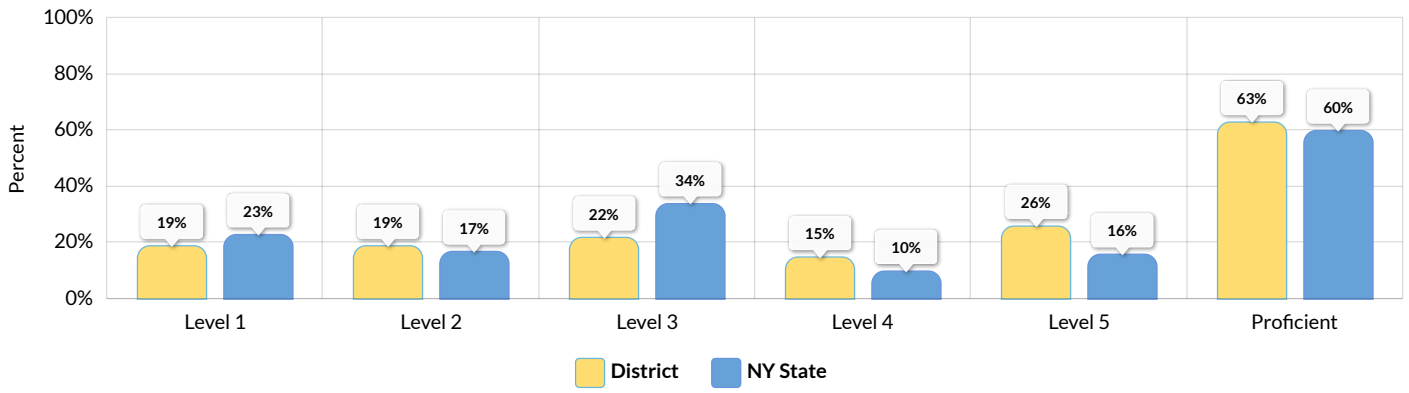
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 141 | 13 | 9% | 22 | 16% | 34 | 24% | 24 | 17% | 48 | 34% | 106 | 75% |
| Female | 73 | 8 | 11% | 12 | 16% | 15 | 21% | 14 | 19% | 24 | 33% | 53 | 73% |
| Male | 68 | 5 | 7% | 10 | 15% | 19 | 28% | 10 | 15% | 24 | 35% | 53 | 78% |
| General Education Students | 125 | 11 | 9% | 18 | 14% | 28 | 22% | 21 | 17% | 47 | 38% | 96 | 77% |
| Students with Disabilities | 16 | 2 | 13% | 4 | 25% | 6 | 38% | 3 | 19% | 1 | 6% | 10 | 63% |
| Asian or Native Hawaiian/Other Pacific Islander | 11 | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 18% | 9 | 82% | 11 | 100% |
| Black or African American | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 42 | 9 | 21% | 10 | 24% | 12 | 29% | 5 | 12% | 6 | 14% | 23 | 55% |
| White | 78 | 2 | 3% | 10 | 13% | 21 | 27% | 17 | 22% | 28 | 36% | 66 | 85% |
| Multiracial | 6 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 10 | 2 | 20% | 2 | 20% | 1 | 10% | 0 | 0% | 5 | 50% | 6 | 60% |
| Economically Disadvantaged | 42 | 10 | 24% | 14 | 33% | 12 | 29% | 5 | 12% | 1 | 2% | 18 | 43% |
| Not Economically Disadvantaged | 99 | 3 | 3% | 8 | 8% | 22 | 22% | 19 | 19% | 47 | 47% | 88 | 89% |
| English Language Learner | 13 | 6 | 46% | 4 | 31% | 2 | 15% | 1 | 8% | 0 | 0% | 3 | 23% |
| Non-English Language Learner | 128 | 7 | 5% | 18 | 14% | 32 | 25% | 23 | 18% | 48 | 38% | 103 | 80% |
| Not in Foster Care | 141 | 13 | 9% | 22 | 16% | 34 | 24% | 24 | 17% | 48 | 34% | 106 | 75% |
| Homeless | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 139 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 141 | 13 | 9% | 22 | 16% | 34 | 24% | 24 | 17% | 48 | 34% | 106 | 75% |
| Parent Not in Armed Forces | 141 | 13 | 9% | 22 | 16% | 34 | 24% | 24 | 17% | 48 | 34% | 106 | 75% |

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



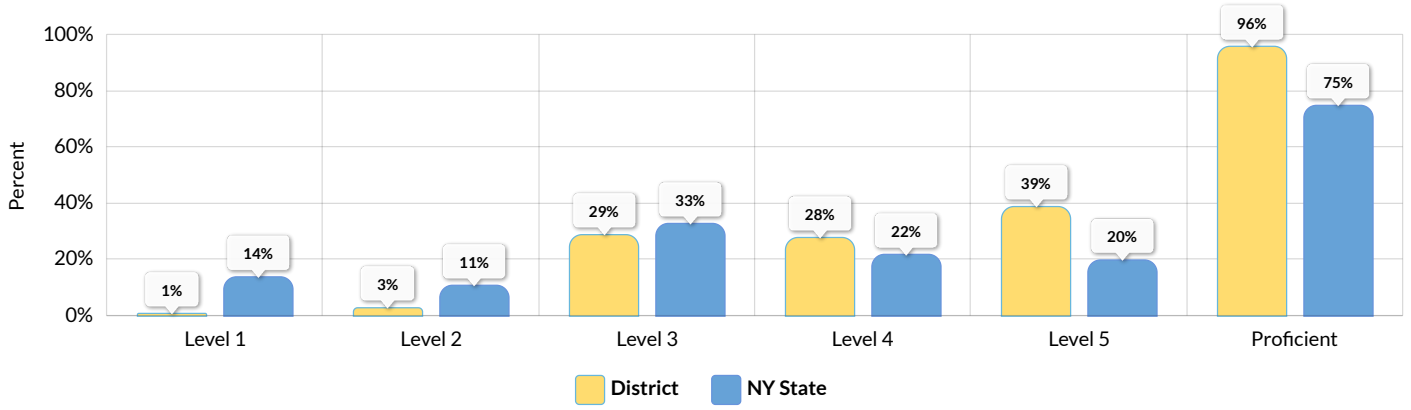

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Female | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Male | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| General Education Students | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| White | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Multiracial | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Not Economically Disadvantaged | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Not in Foster Care | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Not Homeless | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Not Migrant | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Parent Not in Armed Forces | 5 | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |

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



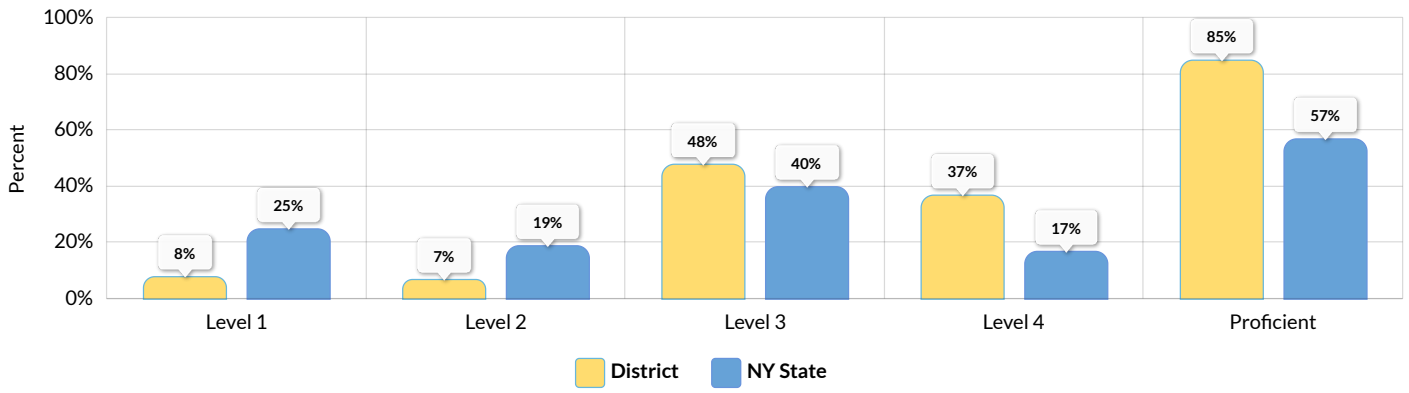

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 102 | 19 | 19% | 19 | 19% | 22 | 22% | 15 | 15% | 27 | 26% | 64 | 63% |
| Female | 47 | 6 | 13% | 7 | 15% | 13 | 28% | 8 | 17% | 13 | 28% | 34 | 72% |
| Male | 55 | 13 | 24% | 12 | 22% | 9 | 16% | 7 | 13% | 14 | 25% | 30 | 55% |
| General Education Students | 90 | 16 | 18% | 15 | 17% | 19 | 21% | 14 | 16% | 26 | 29% | 59 | 66% |
| Students with Disabilities | 12 | 3 | 25% | 4 | 33% | 3 | 25% | 1 | 8% | 1 | 8% | 5 | 42% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 1 | 17% | 0 | 0% | 0 | 0% | 5 | 83% | 5 | 83% |
| Black or African American | 5 | 2 | 40% | 0 | 0% | 2 | 40% | 1 | 20% | 0 | 0% | 3 | 60% |
| Hispanic or Latino | 21 | 8 | 38% | 6 | 29% | 6 | 29% | 1 | 5% | 0 | 0% | 7 | 33% |
| White | 63 | 9 | 14% | 9 | 14% | 12 | 19% | 12 | 19% | 21 | 33% | 45 | 71% |
| Multiracial | 7 | 0 | 0% | 3 | 43% | 2 | 29% | 1 | 14% | 1 | 14% | 4 | 57% |
| Economically Disadvantaged | 21 | 9 | 43% | 7 | 33% | 4 | 19% | 1 | 5% | 0 | 0% | 5 | 24% |
| Not Economically Disadvantaged | 81 | 10 | 12% | 12 | 15% | 18 | 22% | 14 | 17% | 27 | 33% | 59 | 73% |
| English Language Learner | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 101 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 102 | 19 | 19% | 19 | 19% | 22 | 22% | 15 | 15% | 27 | 26% | 64 | 63% |
| Not Homeless | 102 | 19 | 19% | 19 | 19% | 22 | 22% | 15 | 15% | 27 | 26% | 64 | 63% |
| Not Migrant | 102 | 19 | 19% | 19 | 19% | 22 | 22% | 15 | 15% | 27 | 26% | 64 | 63% |
| Parent Not in Armed Forces | 102 | 19 | 19% | 19 | 19% | 22 | 22% | 15 | 15% | 27 | 26% | 64 | 63% |

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



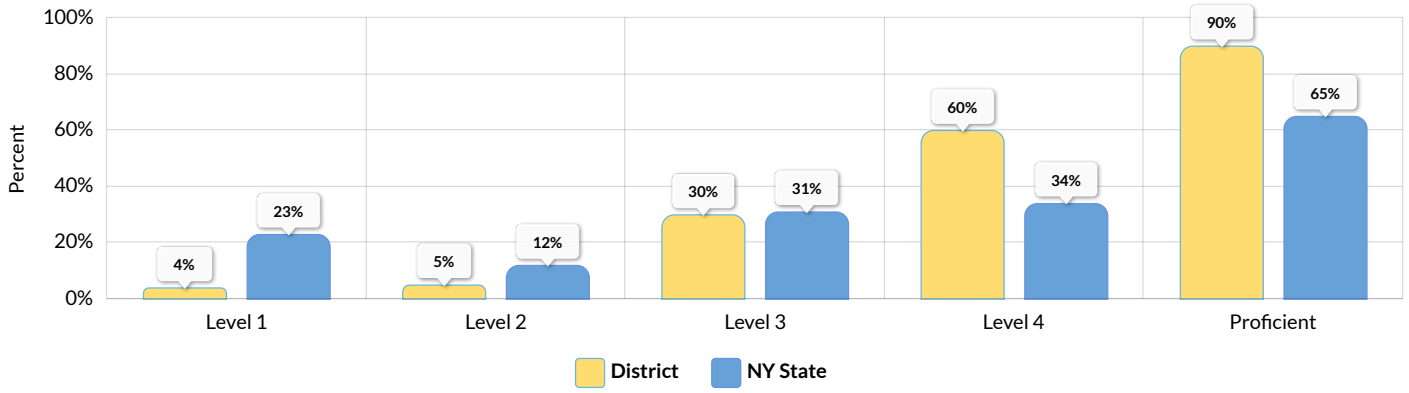

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |
| Female | 38 | 1 | 3% | 1 | 3% | 11 | 29% | 13 | 34% | 12 | 32% | 36 | 95% |
| Male | 34 | 0 | 0% | 1 | 3% | 10 | 29% | 7 | 21% | 16 | 47% | 33 | 97% |
| General Education Students | 67 | 1 | 1% | 1 | 1% | 19 | 28% | 19 | 28% | 27 | 40% | 65 | 97% |
| Students with Disabilities | 5 | 0 | 0% | 1 | 20% | 2 | 40% | 1 | 20% | 1 | 20% | 4 | 80% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | – | – | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 11 | 0 | 0% | 0 | 0% | 4 | 36% | 4 | 36% | 3 | 27% | 11 | 100% |
| White | 41 | 1 | 2% | 1 | 2% | 13 | 32% | 12 | 29% | 14 | 34% | 39 | 95% |
| Multiracial | 10 | 0 | 0% | 0 | 0% | 3 | 30% | 1 | 10% | 6 | 60% | 10 | 100% |
| Small Group Total: Race & Ethnicity | 10 | 0 | 0% | 1 | 10% | 1 | 10% | 3 | 30% | 5 | 50% | 9 | 90% |
| Economically Disadvantaged | 11 | 0 | 0% | 0 | 0% | 7 | 64% | 4 | 36% | 0 | 0% | 11 | 100% |
| Not Economically Disadvantaged | 61 | 1 | 2% | 2 | 3% | 14 | 23% | 16 | 26% | 28 | 46% | 58 | 95% |
| Non-English Language Learner | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |
| Not in Foster Care | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |
| Not Homeless | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |
| Not Migrant | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |
| Parent Not in Armed Forces | 72 | 1 | 1% | 2 | 3% | 21 | 29% | 20 | 28% | 28 | 39% | 69 | 96% |

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



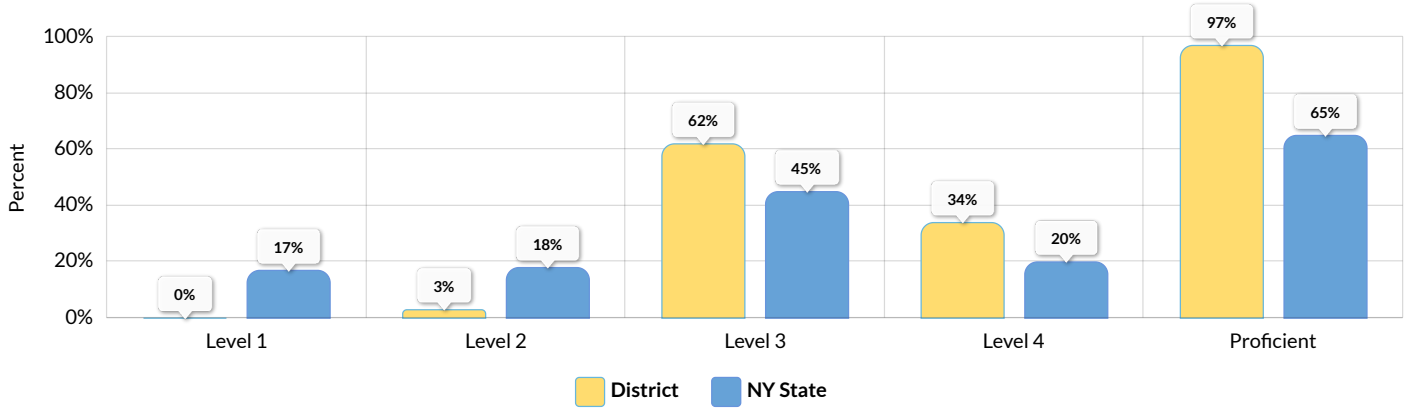
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 134 | 11 | 8% | 9 | 7% | 64 | 48% | 50 | 37% | 114 | 85% |
| Female | 67 | 5 | 7% | 6 | 9% | 31 | 46% | 25 | 37% | 56 | 84% |
| Male | 67 | 6 | 9% | 3 | 4% | 33 | 49% | 25 | 37% | 58 | 87% |
| General Education Students | 116 | 7 | 6% | 4 | 3% | 56 | 48% | 49 | 42% | 105 | 91% |
| Students with Disabilities | 18 | 4 | 22% | 5 | 28% | 8 | 44% | 1 | 6% | 9 | 50% |
| Asian or Native Hawaiian/Other Pacific Islander | 13 | 0 | 0% | 0 | 0% | 6 | 46% | 7 | 54% | 13 | 100% |
| Black or African American | 2 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 38 | 6 | 16% | 5 | 13% | 20 | 53% | 7 | 18% | 27 | 71% |
| White | 75 | 5 | 7% | 3 | 4% | 36 | 48% | 31 | 41% | 67 | 89% |
| Multiracial | 6 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 8 | 0 | 0% | 1 | 13% | 2 | 25% | 5 | 63% | 7 | 88% |
| Economically Disadvantaged | 36 | 8 | 22% | 7 | 19% | 17 | 47% | 4 | 11% | 21 | 58% |
| Not Economically Disadvantaged | 98 | 3 | 3% | 2 | 2% | 47 | 48% | 46 | 47% | 93 | 95% |
| English Language Learner | 15 | 5 | 33% | 4 | 27% | 6 | 40% | 0 | 0% | 6 | 40% |
| Non-English Language Learner | 119 | 6 | 5% | 5 | 4% | 58 | 49% | 50 | 42% | 108 | 91% |
| Not in Foster Care | 134 | 11 | 8% | 9 | 7% | 64 | 48% | 50 | 37% | 114 | 85% |
| Homeless | 2 | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 132 | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 134 | 11 | 8% | 9 | 7% | 64 | 48% | 50 | 37% | 114 | 85% |
| Parent Not in Armed Forces | 134 | 11 | 8% | 9 | 7% | 64 | 48% | 50 | 37% | 114 | 85% |

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



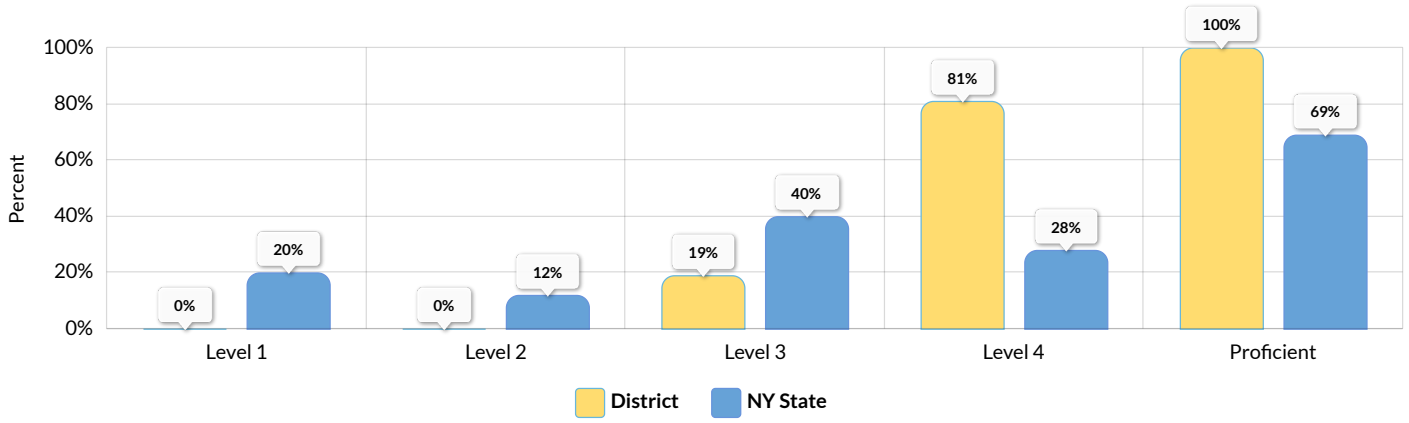

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 112 | 5 | 4% | 6 | 5% | 34 | 30% | 67 | 60% | 101 | 90% |
| Female | 58 | 3 | 5% | 2 | 3% | 23 | 40% | 30 | 52% | 53 | 91% |
| Male | 54 | 2 | 4% | 4 | 7% | 11 | 20% | 37 | 69% | 48 | 89% |
| General Education Students | 98 | 5 | 5% | 4 | 4% | 23 | 23% | 66 | 67% | 89 | 91% |
| Students with Disabilities | 14 | 0 | 0% | 2 | 14% | 11 | 79% | 1 | 7% | 12 | 86% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 22 | 3 | 14% | 1 | 5% | 11 | 50% | 7 | 32% | 18 | 82% |
| White | 78 | 2 | 3% | 4 | 5% | 20 | 26% | 52 | 67% | 72 | 92% |
| Multiracial | 4 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 12 | 0 | 0% | 1 | 8% | 3 | 25% | 8 | 67% | 11 | 92% |
| Economically Disadvantaged | 25 | 5 | 20% | 3 | 12% | 12 | 48% | 5 | 20% | 17 | 68% |
| Not Economically Disadvantaged | 87 | 0 | 0% | 3 | 3% | 22 | 25% | 62 | 71% | 84 | 97% |
| English Language Learner | 2 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 110 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 112 | 5 | 4% | 6 | 5% | 34 | 30% | 67 | 60% | 101 | 90% |
| Not Homeless | 112 | 5 | 4% | 6 | 5% | 34 | 30% | 67 | 60% | 101 | 90% |
| Not Migrant | 112 | 5 | 4% | 6 | 5% | 34 | 30% | 67 | 60% | 101 | 90% |
| Parent Not in Armed Forces | 112 | 5 | 4% | 6 | 5% | 34 | 30% | 67 | 60% | 101 | 90% |

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



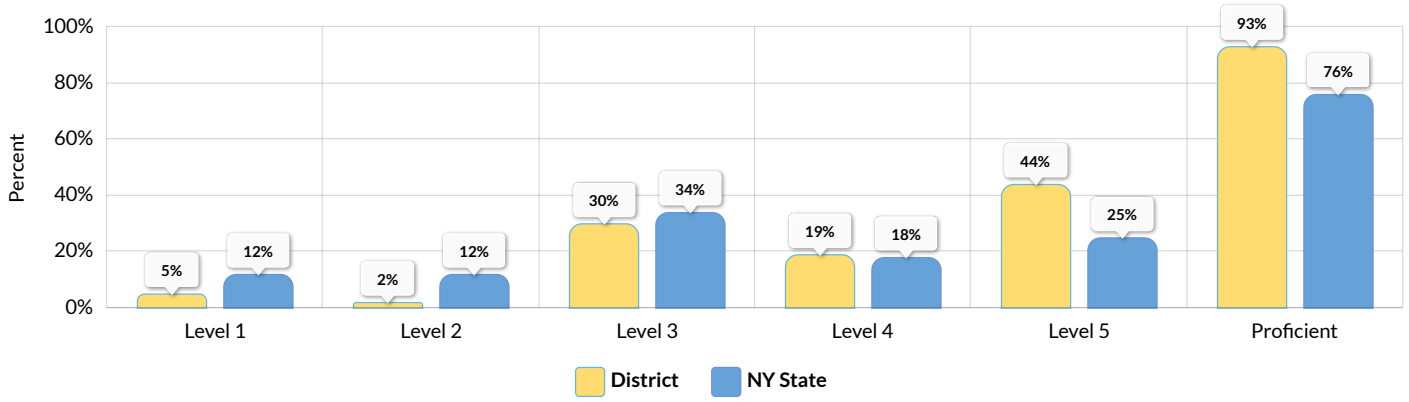

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |
| Female | 29 | 0 | 0% | 0 | 0% | 18 | 62% | 11 | 38% | 29 | 100% |
| Male | 29 | 0 | 0% | 2 | 7% | 18 | 62% | 9 | 31% | 27 | 93% |
| General Education Students | 55 | – | – | – | – | – | – | – | – | – | – |
| Students with Disabilities | 3 | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 0 | 0% | 1 | 17% | 5 | 83% | 6 | 100% |
| Black or African American | 3 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 5 | – | – | – | – | – | – | – | – | – | – |
| White | 36 | 0 | 0% | 1 | 3% | 28 | 78% | 7 | 19% | 35 | 97% |
| Multiracial | 8 | 0 | 0% | 1 | 13% | 4 | 50% | 3 | 38% | 7 | 88% |
| Small Group Total: Race & Ethnicity | 8 | 0 | 0% | 0 | 0% | 3 | 38% | 5 | 63% | 8 | 100% |
| Economically Disadvantaged | 2 | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 56 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |
| Not in Foster Care | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |
| Not Homeless | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |
| Not Migrant | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |
| Parent Not in Armed Forces | 58 | 0 | 0% | 2 | 3% | 36 | 62% | 20 | 34% | 56 | 97% |

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



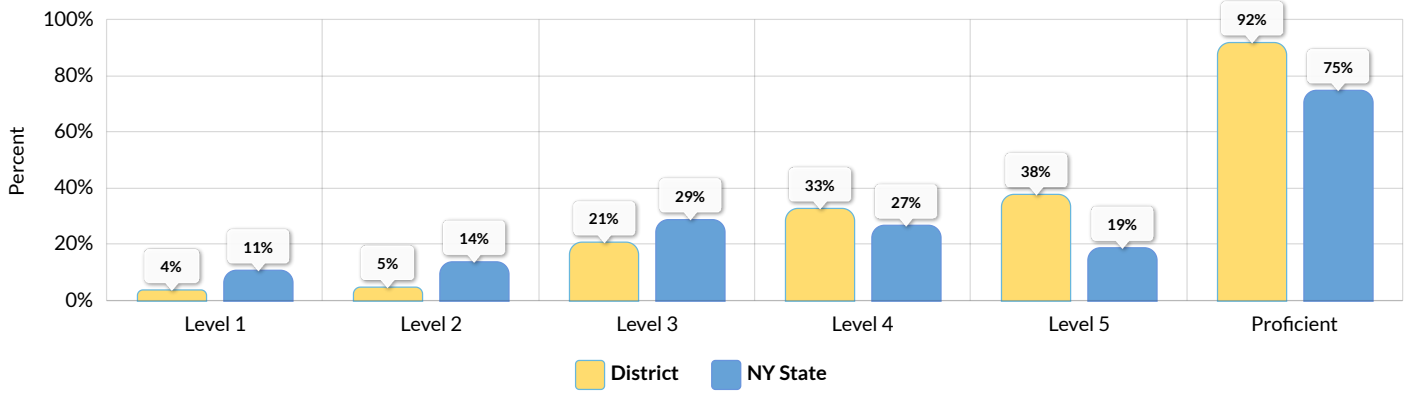

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Female | 6 | 0 | 0% | 0 | 0% | 1 | 17% | 5 | 83% | 6 | 100% |
| Male | 21 | 0 | 0% | 0 | 0% | 4 | 19% | 17 | 81% | 21 | 100% |
| General Education Students | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 3 | – | – | – | – | – | – | – | – | – | – |
| White | 18 | 0 | 0% | 0 | 0% | 3 | 17% | 15 | 83% | 18 | 100% |
| Multiracial | 3 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 9 | 0 | 0% | 0 | 0% | 2 | 22% | 7 | 78% | 9 | 100% |
| Economically Disadvantaged | 2 | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 25 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Not in Foster Care | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Not Homeless | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Not Migrant | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |
| Parent Not in Armed Forces | 27 | 0 | 0% | 0 | 0% | 5 | 19% | 22 | 81% | 27 | 100% |

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




| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 105 | 5 | 5% | 2 | 2% | 32 | 30% | 20 | 19% | 46 | 44% | 98 | 93% |
| Female | 46 | 2 | 4% | 1 | 2% | 15 | 33% | 9 | 20% | 19 | 41% | 43 | 93% |
| Male | 59 | 3 | 5% | 1 | 2% | 17 | 29% | 11 | 19% | 27 | 46% | 55 | 93% |
| General Education Students | 89 | 5 | 6% | 2 | 2% | 24 | 27% | 15 | 17% | 43 | 48% | 82 | 92% |
| Students with Disabilities | 16 | 0 | 0% | 0 | 0% | 8 | 50% | 5 | 31% | 3 | 19% | 16 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 0 | 0% | 1 | 17% | 2 | 33% | 3 | 50% | 6 | 100% |
| Black or African American | 8 | 0 | 0% | 0 | 0% | 3 | 38% | 0 | 0% | 5 | 63% | 8 | 100% |
| Hispanic or Latino | 26 | 5 | 19% | 1 | 4% | 9 | 35% | 8 | 31% | 3 | 12% | 20 | 77% |
| White | 54 | 0 | 0% | 1 | 2% | 16 | 30% | 9 | 17% | 28 | 52% | 53 | 98% |
| Multiracial | 11 | 0 | 0% | 0 | 0% | 3 | 27% | 1 | 9% | 7 | 64% | 11 | 100% |
| Economically Disadvantaged | 29 | 5 | 17% | 1 | 3% | 14 | 48% | 6 | 21% | 3 | 10% | 23 | 79% |
| Not Economically Disadvantaged | 76 | 0 | 0% | 1 | 1% | 18 | 24% | 14 | 18% | 43 | 57% | 75 | 99% |
| English Language Learner | 7 | 4 | 57% | 1 | 14% | 2 | 29% | 0 | 0% | 0 | 0% | 2 | 29% |
| Non-English Language Learner | 98 | 1 | 1% | 1 | 1% | 30 | 31% | 20 | 20% | 46 | 47% | 96 | 98% |
| Not in Foster Care | 105 | 5 | 5% | 2 | 2% | 32 | 30% | 20 | 19% | 46 | 44% | 98 | 93% |
| Homeless | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Homeless | 104 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Migrant | 105 | 5 | 5% | 2 | 2% | 32 | 30% | 20 | 19% | 46 | 44% | 98 | 93% |
| Parent Not in Armed Forces | 105 | 5 | 5% | 2 | 2% | 32 | 30% | 20 | 19% | 46 | 44% | 98 | 93% |

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



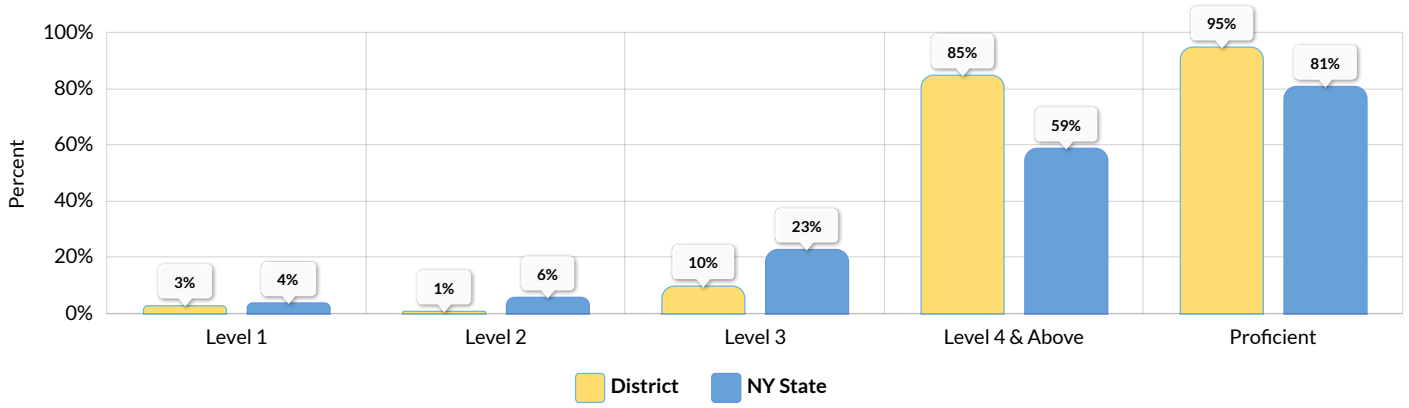

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 109 | 4 | 4% | 5 | 5% | 23 | 21% | 36 | 33% | 41 | 38% | 100 | 92% |
| Female | 45 | 2 | 4% | 1 | 2% | 14 | 31% | 14 | 31% | 14 | 31% | 42 | 93% |
| Male | 64 | 2 | 3% | 4 | 6% | 9 | 14% | 22 | 34% | 27 | 42% | 58 | 91% |
| General Education Students | 99 | 4 | 4% | 5 | 5% | 16 | 16% | 33 | 33% | 41 | 41% | 90 | 91% |
| Students with Disabilities | 10 | 0 | 0% | 0 | 0% | 7 | 70% | 3 | 30% | 0 | 0% | 10 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 0 | 0% | 1 | 11% | 4 | 44% | 4 | 44% | 9 | 100% |
| Black or African American | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 24 | 2 | 8% | 1 | 4% | 5 | 21% | 7 | 29% | 9 | 38% | 21 | 88% |
| White | 70 | 2 | 3% | 3 | 4% | 17 | 24% | 23 | 33% | 25 | 36% | 65 | 93% |
| Multiracial | 5 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 6 | 0 | 0% | 1 | 17% | 0 | 0% | 2 | 33% | 3 | 50% | 5 | 83% |
| Economically Disadvantaged | 20 | 4 | 20% | 1 | 5% | 5 | 25% | 6 | 30% | 4 | 20% | 15 | 75% |
| Not Economically Disadvantaged | 89 | 0 | 0% | 4 | 4% | 18 | 20% | 30 | 34% | 37 | 42% | 85 | 96% |
| English Language Learner | 5 | 3 | 60% | 1 | 20% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 104 | 1 | 1% | 4 | 4% | 22 | 21% | 36 | 35% | 41 | 39% | 99 | 95% |
| Not in Foster Care | 109 | 4 | 4% | 5 | 5% | 23 | 21% | 36 | 33% | 41 | 38% | 100 | 92% |
| Not Homeless | 109 | 4 | 4% | 5 | 5% | 23 | 21% | 36 | 33% | 41 | 38% | 100 | 92% |
| Not Migrant | 109 | 4 | 4% | 5 | 5% | 23 | 21% | 36 | 33% | 41 | 38% | 100 | 92% |
| Parent Not in Armed Forces | 109 | 4 | 4% | 5 | 5% | 23 | 21% | 36 | 33% | 41 | 38% | 100 | 92% |

## 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.

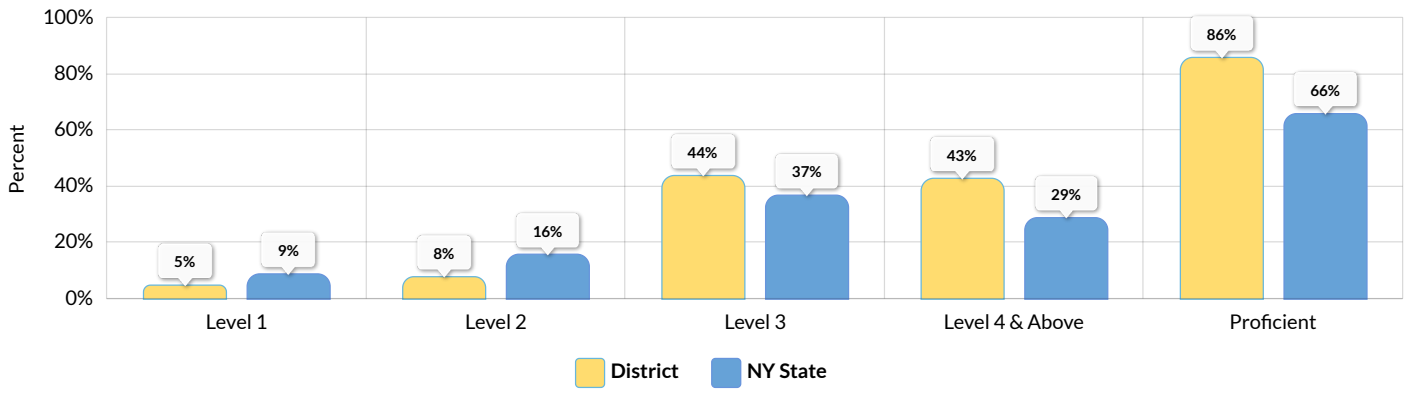
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

# 2021 TOTAL COHORT REGENTS IN ELA




| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 155 | 1 | 1% | 154 | 99% | 4 | 3% | 2 | 1% | 16 | 10% | 132 | 85% | 148 | 95% |
| Female | 83 | 1 | 1% | 82 | 99% | 2 | 2% | 0 | 0% | 8 | 10% | 72 | 87% | 80 | 96% |
| Male | 72 | 0 | 0% | 72 | 100% | 2 | 3% | 2 | 3% | 8 | 11% | 60 | 83% | 68 | 94% |
| General Education Students | 136 | 1 | 1% | 135 | 99% | 4 | 3% | 2 | 1% | 11 | 8% | 118 | 87% | 129 | 95% |
| Students with Disabilities | 19 | 0 | 0% | 19 | 100% | 0 | 0% | 0 | 0% | 5 | 26% | 14 | 74% | 19 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 1 | 13% | 7 | 88% | 8 | 100% |
| Black or African American | 11 | 0 | 0% | 11 | 100% | 0 | 0% | 0 | 0% | 1 | 9% | 10 | 91% | 11 | 100% |
| Hispanic or Latino | 41 | 1 | 2% | 40 | 98% | 3 | 7% | 2 | 5% | 7 | 17% | 28 | 68% | 35 | 85% |
| White | 88 | 0 | 0% | 88 | 100% | 1 | 1% | 0 | 0% | 7 | 8% | 80 | 91% | 87 | 99% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 100% | 7 | 100% |
| Economically Disadvantaged | 34 | 1 | 3% | 33 | 97% | 4 | 12% | 2 | 6% | 7 | 21% | 20 | 59% | 27 | 79% |
| Not Economically Disadvantaged | 121 | 0 | 0% | 121 | 100% | 0 | 0% | 0 | 0% | 9 | 7% | 112 | 93% | 121 | 100% |
| English Language Learner | 5 | 1 | 20% | 4 | 80% | 3 | 60% | 0 | 0% | 1 | 20% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 150 | 0 | 0% | 150 | 100% | 1 | 1% | 2 | 1% | 15 | 10% | 132 | 88% | 147 | 98% |
| Not in Foster Care | 155 | 1 | 1% | 154 | 99% | 4 | 3% | 2 | 1% | 16 | 10% | 132 | 85% | 148 | 95% |
| Not Homeless | 155 | 1 | 1% | 154 | 99% | 4 | 3% | 2 | 1% | 16 | 10% | 132 | 85% | 148 | 95% |
| Not Migrant | 155 | 1 | 1% | 154 | 99% | 4 | 3% | 2 | 1% | 16 | 10% | 132 | 85% | 148 | 95% |
| Parent Not in Armed Forces | 155 | 1 | 1% | 154 | 99% | 4 | 3% | 2 | 1% | 16 | 10% | 132 | 85% | 148 | 95% |

# 2021 TOTAL COHORT REGENTS IN MATH



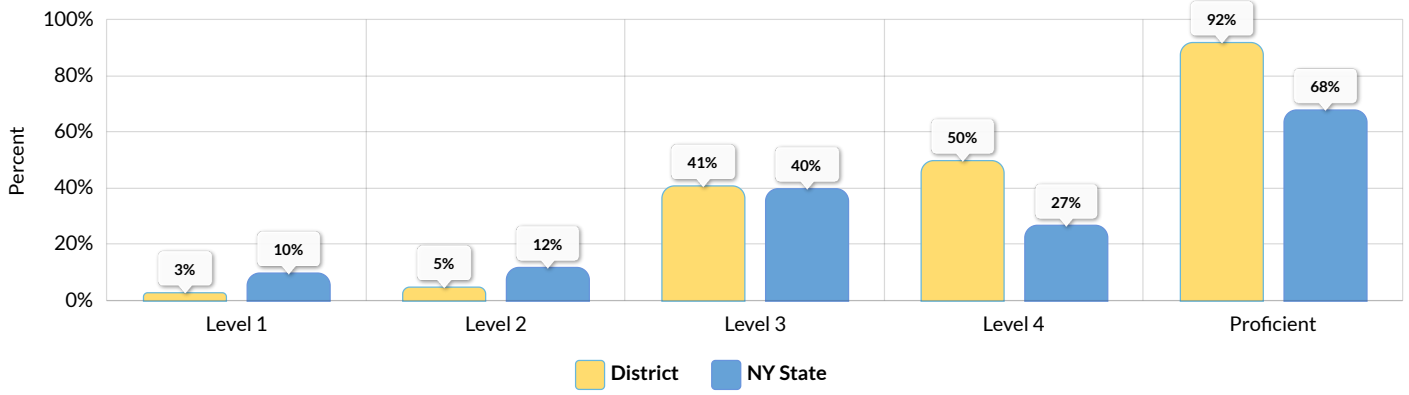
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 155 | 1 | 1% | 154 | 99% | 7 | 5% | 13 | 8% | 68 | 44% | 66 | 43% | 134 | 86% |
| Female | 83 | 1 | 1% | 82 | 99% | 5 | 6% | 6 | 7% | 36 | 43% | 35 | 42% | 71 | 86% |
| Male | 72 | 0 | 0% | 72 | 100% | 2 | 3% | 7 | 10% | 32 | 44% | 31 | 43% | 63 | 88% |
| General Education Students | 136 | 1 | 1% | 135 | 99% | 5 | 4% | 8 | 6% | 57 | 42% | 65 | 48% | 122 | 90% |
| Students with Disabilities | 19 | 0 | 0% | 19 | 100% | 2 | 11% | 5 | 26% | 11 | 58% | 1 | 5% | 12 | 63% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | 8 | 100% |
| Black or African American | 11 | 0 | 0% | 11 | 100% | 1 | 9% | 2 | 18% | 7 | 64% | 1 | 9% | 8 | 73% |
| Hispanic or Latino | 41 | 1 | 2% | 40 | 98% | 3 | 7% | 6 | 15% | 22 | 54% | 9 | 22% | 31 | 76% |
| White | 88 | 0 | 0% | 88 | 100% | 2 | 2% | 5 | 6% | 36 | 41% | 45 | 51% | 81 | 92% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 1 | 14% | 0 | 0% | 3 | 43% | 3 | 43% | 6 | 86% |
| Economically Disadvantaged | 34 | 1 | 3% | 33 | 97% | 5 | 15% | 7 | 21% | 15 | 44% | 6 | 18% | 21 | 62% |
| Not Economically Disadvantaged | 121 | 0 | 0% | 121 | 100% | 2 | 2% | 6 | 5% | 53 | 44% | 60 | 50% | 113 | 93% |
| English Language Learner | 5 | 1 | 20% | 4 | 80% | 2 | 40% | 0 | 0% | 1 | 20% | 1 | 20% | 2 | 40% |
| Non-English Language Learner | 150 | 0 | 0% | 150 | 100% | 5 | 3% | 13 | 9% | 67 | 45% | 65 | 43% | 132 | 88% |
| Not in Foster Care | 155 | 1 | 1% | 154 | 99% | 7 | 5% | 13 | 8% | 68 | 44% | 66 | 43% | 134 | 86% |
| Not Homeless | 155 | 1 | 1% | 154 | 99% | 7 | 5% | 13 | 8% | 68 | 44% | 66 | 43% | 134 | 86% |
| Not Migrant | 155 | 1 | 1% | 154 | 99% | 7 | 5% | 13 | 8% | 68 | 44% | 66 | 43% | 134 | 86% |
| Parent Not in Armed Forces | 155 | 1 | 1% | 154 | 99% | 7 | 5% | 13 | 8% | 68 | 44% | 66 | 43% | 134 | 86% |

## 2021 TOTAL COHORT EXEMPTIONS IN MATH

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| All Students | 54 | 0 | 0 | 54 | 100 |
| Female | 29 | 0 | 0 | 29 | 100 |
| Male | 25 | 0 | 0 | 25 | 100 |
| General Education Students | 54 | 0 | 0 | 54 | 100 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | 0 | 4 | 100 |
| Black or African American | 1 | 0 | 0 | 1 | 100 |
| Hispanic or Latino | 4 | 0 | 0 | 4 | 100 |
| White | 41 | 0 | 0 | 41 | 100 |
| Multiracial | 4 | 0 | 0 | 4 | 100 |
| Economically Disadvantaged | 1 | 0 | 0 | 1 | 100 |
| Not Economically Disadvantaged | 53 | 0 | 0 | 53 | 100 |
| Non-English Language Learner | 54 | 0 | 0 | 54 | 100 |
| Not in Foster Care | 54 | 0 | 0 | 54 | 100 |
| Not Homeless | 54 | 0 | 0 | 54 | 100 |
| Not Migrant | 54 | 0 | 0 | 54 | 100 |
| Parent Not in Armed Forces | 54 | 0 | 0 | 54 | 100 |

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

# 2021 TOTAL COHORT REGENTS IN SCIENCE



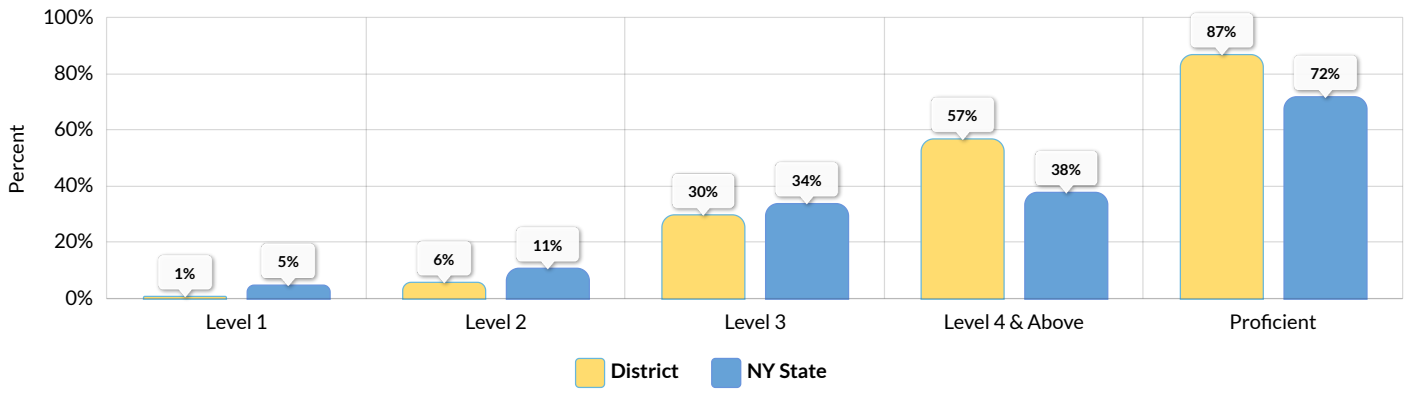

| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 155 | 2 | 1% | 153 | 99% | 4 | 3% | 7 | 5% | 64 | 41% | 78 | 50% | 142 | 92% |
| Female | 83 | 1 | 1% | 82 | 99% | 1 | 1% | 3 | 4% | 37 | 45% | 41 | 49% | 78 | 94% |
| Male | 72 | 1 | 1% | 71 | 99% | 3 | 4% | 4 | 6% | 27 | 38% | 37 | 51% | 64 | 89% |
| General Education Students | 136 | 2 | 1% | 134 | 99% | 3 | 2% | 6 | 4% | 50 | 37% | 75 | 55% | 125 | 92% |
| Students with Disabilities | 19 | 0 | 0% | 19 | 100% | 1 | 5% | 1 | 5% | 14 | 74% | 3 | 16% | 17 | 89% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | 8 | 100% |
| Black or African American | 11 | 1 | 9% | 10 | 91% | 0 | 0% | 0 | 0% | 8 | 73% | 2 | 18% | 10 | 91% |
| Hispanic or Latino | 41 | 1 | 2% | 40 | 98% | 4 | 10% | 5 | 12% | 19 | 46% | 12 | 29% | 31 | 76% |
| White | 88 | 0 | 0% | 88 | 100% | 0 | 0% | 2 | 2% | 33 | 38% | 53 | 60% | 86 | 98% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 2 | 29% | 5 | 71% | 7 | 100% |
| Economically Disadvantaged | 34 | 1 | 3% | 33 | 97% | 3 | 9% | 6 | 18% | 17 | 50% | 7 | 21% | 24 | 71% |
| Not Economically Disadvantaged | 121 | 1 | 1% | 120 | 99% | 1 | 1% | 1 | 1% | 47 | 39% | 71 | 59% | 118 | 98% |
| English Language Learner | 5 | 1 | 20% | 4 | 80% | 1 | 20% | 2 | 40% | 1 | 20% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 150 | 1 | 1% | 149 | 99% | 3 | 2% | 5 | 3% | 63 | 42% | 78 | 52% | 141 | 94% |
| Not in Foster Care | 155 | 2 | 1% | 153 | 99% | 4 | 3% | 7 | 5% | 64 | 41% | 78 | 50% | 142 | 92% |
| Not Homeless | 155 | 2 | 1% | 153 | 99% | 4 | 3% | 7 | 5% | 64 | 41% | 78 | 50% | 142 | 92% |
| Not Migrant | 155 | 2 | 1% | 153 | 99% | 4 | 3% | 7 | 5% | 64 | 41% | 78 | 50% | 142 | 92% |
| Parent Not in Armed Forces | 155 | 2 | 1% | 153 | 99% | 4 | 3% | 7 | 5% | 64 | 41% | 78 | 50% | 142 | 92% |

## 2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| All Students | 62 | 1 | 2 | 61 | 98 |
| Female | 35 | 0 | 0 | 35 | 100 |
| Male | 27 | 1 | 4 | 26 | 96 |
| General Education Students | 60 | 1 | 2 | 59 | 98 |
| Students with Disabilities | 2 | 0 | 0 | 2 | 100 |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | 0 | 4 | 100 |
| Black or African American | 2 | 1 | 50 | 1 | 50 |
| Hispanic or Latino | 6 | 0 | 0 | 6 | 100 |
| White | 44 | 0 | 0 | 44 | 100 |
| Multiracial | 6 | 0 | 0 | 6 | 100 |
| Economically Disadvantaged | 5 | 0 | 0 | 5 | 100 |
| Not Economically Disadvantaged | 57 | 1 | 2 | 56 | 98 |
| Non-English Language Learner | 62 | 1 | 2 | 61 | 98 |
| Not in Foster Care | 62 | 1 | 2 | 61 | 98 |
| Not Homeless | 62 | 1 | 2 | 61 | 98 |
| Not Migrant | 62 | 1 | 2 | 61 | 98 |
| Parent Not in Armed Forces | 62 | 1 | 2 | 61 | 98 |

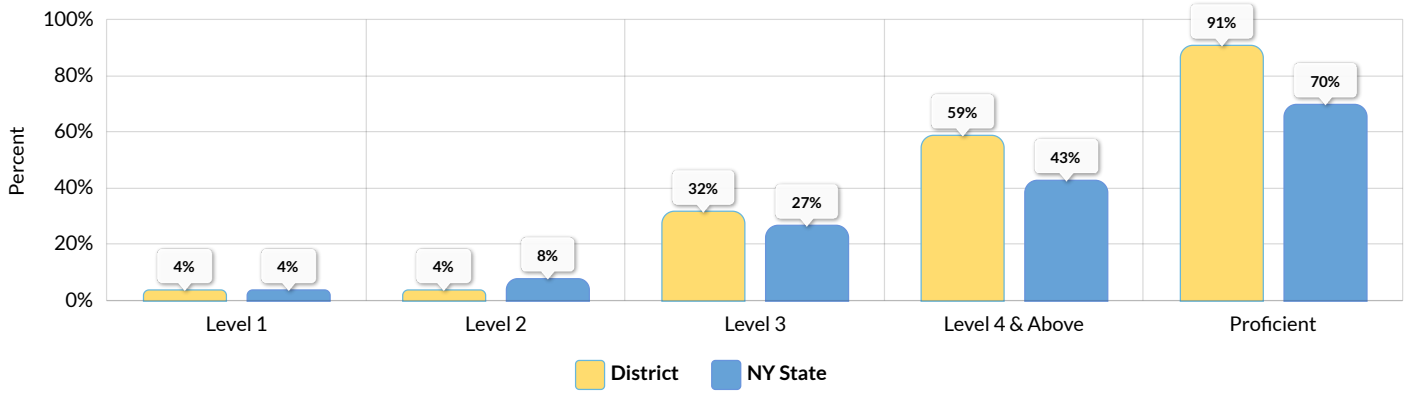
See report card Glossary and Guide for criteria used to include students in this table.

# 2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 155 | 8 | 5% | 147 | 95% | 2 | 1% | 10 | 6% | 47 | 30% | 88 | 57% | 135 | 87% |
| Female | 83 | 4 | 5% | 79 | 95% | 0 | 0% | 2 | 2% | 26 | 31% | 51 | 61% | 77 | 93% |
| Male | 72 | 4 | 6% | 68 | 94% | 2 | 3% | 8 | 11% | 21 | 29% | 37 | 51% | 58 | 81% |
| General Education Students | 136 | 7 | 5% | 129 | 95% | 2 | 1% | 6 | 4% | 36 | 26% | 85 | 63% | 121 | 89% |
| Students with Disabilities | 19 | 1 | 5% | 18 | 95% | 0 | 0% | 4 | 21% | 11 | 58% | 3 | 16% | 14 | 74% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | 8 | 100% |
| Black or African American | 11 | 3 | 27% | 8 | 73% | 0 | 0% | 1 | 9% | 5 | 45% | 2 | 18% | 7 | 64% |
| Hispanic or Latino | 41 | 2 | 5% | 39 | 95% | 2 | 5% | 6 | 15% | 15 | 37% | 16 | 39% | 31 | 76% |
| White | 88 | 2 | 2% | 86 | 98% | 0 | 0% | 3 | 3% | 27 | 31% | 56 | 64% | 83 | 94% |
| Multiracial | 7 | 1 | 14% | 6 | 86% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 86% | 6 | 86% |
| Economically Disadvantaged | 34 | 4 | 12% | 30 | 88% | 2 | 6% | 5 | 15% | 9 | 26% | 14 | 41% | 23 | 68% |
| Not Economically Disadvantaged | 121 | 4 | 3% | 117 | 97% | 0 | 0% | 5 | 4% | 38 | 31% | 74 | 61% | 112 | 93% |
| English Language Learner | 5 | 3 | 60% | 2 | 40% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% | 1 | 20% |
| Non-English Language Learner | 150 | 5 | 3% | 145 | 97% | 1 | 1% | 10 | 7% | 47 | 31% | 87 | 58% | 134 | 89% |
| Not in Foster Care | 155 | 8 | 5% | 147 | 95% | 2 | 1% | 10 | 6% | 47 | 30% | 88 | 57% | 135 | 87% |
| Not Homeless | 155 | 8 | 5% | 147 | 95% | 2 | 1% | 10 | 6% | 47 | 30% | 88 | 57% | 135 | 87% |
| Not Migrant | 155 | 8 | 5% | 147 | 95% | 2 | 1% | 10 | 6% | 47 | 30% | 88 | 57% | 135 | 87% |
| Parent Not in Armed Forces | 155 | 8 | 5% | 147 | 95% | 2 | 1% | 10 | 6% | 47 | 30% | 88 | 57% | 135 | 87% |

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




| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 155 | 2 | 1% | 153 | 99% | 6 | 4% | 6 | 4% | 49 | 32% | 92 | 59% | 141 | 91% |
| Female | 83 | 1 | 1% | 82 | 99% | 1 | 1% | 3 | 4% | 29 | 35% | 49 | 59% | 78 | 94% |
| Male | 72 | 1 | 1% | 71 | 99% | 5 | 7% | 3 | 4% | 20 | 28% | 43 | 60% | 63 | 88% |
| General Education Students | 136 | 2 | 1% | 134 | 99% | 5 | 4% | 5 | 4% | 38 | 28% | 86 | 63% | 124 | 91% |
| Students with Disabilities | 19 | 0 | 0% | 19 | 100% | 1 | 5% | 1 | 5% | 11 | 58% | 6 | 32% | 17 | 89% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 1 | 13% | 7 | 88% | 8 | 100% |
| Black or African American | 11 | 0 | 0% | 11 | 100% | 0 | 0% | 0 | 0% | 6 | 55% | 5 | 45% | 11 | 100% |
| Hispanic or Latino | 41 | 1 | 2% | 40 | 98% | 6 | 15% | 2 | 5% | 20 | 49% | 12 | 29% | 32 | 78% |
| White | 88 | 1 | 1% | 87 | 99% | 0 | 0% | 4 | 5% | 21 | 24% | 62 | 70% | 83 | 94% |
| Multiracial | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 1 | 14% | 6 | 86% | 7 | 100% |
| Economically Disadvantaged | 34 | 1 | 3% | 33 | 97% | 5 | 15% | 2 | 6% | 16 | 47% | 10 | 29% | 26 | 76% |
| Not Economically Disadvantaged | 121 | 1 | 1% | 120 | 99% | 1 | 1% | 4 | 3% | 33 | 27% | 82 | 68% | 115 | 95% |
| English Language Learner | 5 | 1 | 20% | 4 | 80% | 2 | 40% | 1 | 20% | 1 | 20% | 0 | 0% | 1 | 20% |
| Non-English Language Learner | 150 | 1 | 1% | 149 | 99% | 4 | 3% | 5 | 3% | 48 | 32% | 92 | 61% | 140 | 93% |
| Not in Foster Care | 155 | 2 | 1% | 153 | 99% | 6 | 4% | 6 | 4% | 49 | 32% | 92 | 59% | 141 | 91% |
| Not Homeless | 155 | 2 | 1% | 153 | 99% | 6 | 4% | 6 | 4% | 49 | 32% | 92 | 59% | 141 | 91% |
| Not Migrant | 155 | 2 | 1% | 153 | 99% | 6 | 4% | 6 | 4% | 49 | 32% | 92 | 59% | 141 | 91% |
| Parent Not in Armed Forces | 155 | 2 | 1% | 153 | 99% | 6 | 4% | 6 | 4% | 49 | 32% | 92 | 59% | 141 | 91% |

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

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

| Grade | Total | Not Tested | | Tested | | Entering | | Emerging | | Transitioning | | Expanding | | Commanding (Proficient) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Kindergarten | 15 | 2 | 13% | 13 | 87% | 0 | 0% | 0 | 0% | 2 | 15% | 8 | 62% | 3 | 23% |
| Grade 1 | 14 | 3 | 21% | 11 | 79% | 0 | 0% | 3 | 27% | 0 | 0% | 7 | 64% | 1 | 9% |
| Grade 2 | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 2 | 22% | 6 | 67% | 1 | 11% |
| Grade 3 | 8 | 1 | 13% | 7 | 88% | 0 | 0% | 0 | 0% | 1 | 14% | 6 | 86% | 0 | 0% |
| Grade 4 | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 67% | 3 | 33% |
| Grade 5 | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 2 | 29% | 0 | 0% | 2 | 29% | 3 | 43% |
| Grade 6 | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 7 | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 8 | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 9 | 3 | 1 | 33% | 2 | 67% | – | – | – | – | – | – | – | – | – | – |
| Grade 10 | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 5 | 71% | 2 | 29% | 0 | 0% |
| Grade 11 | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Grade 12 | 5 | 1 | 20% | 4 | 80% | – | – | – | – | – | – | – | – | – | – |

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

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

| Grade/Subject | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 5 ELA | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 5 Math | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 5 Science | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 6 ELA | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 6 Math | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Secondary-Level ELA | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Secondary-Level Math | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Secondary-Level Science | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

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

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

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

### NEW YORK STATE NAEP GRADE 4

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 41% | 28% | 22% | 9% | 28% | 36% | 29% | 8% |
| Students with Disabilities | 73% | 18% | 8% | 1% | 63% | 28% | 7% | 2% |
| American Indian/Alaska Native | * | * | * | * | * | * | * | * |
| Asian/Pacific Islander | 26% | 25% | 30% | 19% | 14% | 26% | 40% | 20% |
| Black | 55% | 29% | 13% | 3% | 44% | 39% | 15% | 2% |
| Hispanic | 51% | 27% | 16% | 6% | 39% | 38% | 20% | 3% |
| White | 32% | 31% | 26% | 11% | 19% | 35% | 36% | 10% |
| Two or more races | 39% | 23% | 25% | 14% | 12% | 40% | 33% | 14% |
| English Language Learners | 79% | 17% | 3% | 0% | 59% | 29% | 12% | 1% |
| Economically Disadvantaged | 52% | 28% | 16% | 5% | 39% | 37% | 20% | 3% |

*There are not sufficient data for this subgroup.

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

## NEW YORK STATE NAEP GRADE 8

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 35% | 34% | 26% | 5% | 42% | 31% | 18% | 8% |
| Students with Disabilities | 65% | 25% | 10% | 1% | 73% | 19% | 6% | 2% |
| American Indian/Alaska Native | * | * | * | * | * | * | * | * |
| Asian/Pacific Islander | 17% | 32% | 38% | 13% | 19% | 24% | 30% | 27% |
| Black | 42% | 37% | 19% | 2% | 56% | 28% | 13% | 2% |
| Hispanic | 47% | 32% | 19% | 2% | 59% | 29% | 10% | 2% |
| White | 28% | 36% | 30% | 7% | 29% | 36% | 25% | 10% |
| Two or more races | * | * | * | * | 45% | 32% | 17% | 6% |
| English Language Learners | 85% | 10% | 4% | 1% | 83% | 13% | 4% | 1% |
| Economically Disadvantaged | 44% | 34% | 19% | 3% | 54% | 29% | 14% | 4% |

*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

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 41% | 29% | 22% | 8% | 24% | 36% | 31% | 9% |
| Students with Disabilities | 72% | 18% | 8% | 1% | 53% | 31% | 13% | 3% |
| American Indian/Alaska Native | 59% | 26% | 13% | 3% | 43% | 37% | 18% | 2% |
| Asian/Pacific Islander | 23% | 26% | 31% | 20% | 12% | 24% | 39% | 25% |
| Black | 57% | 27% | 13% | 3% | 41% | 40% | 17% | 2% |
| Hispanic | 52% | 27% | 16% | 4% | 34% | 39% | 23% | 4% |
| White | 30% | 31% | 28% | 11% | 14% | 35% | 39% | 12% |
| Two or more races | 37% | 29% | 24% | 10% | 20% | 36% | 33% | 11% |
| English Language Learners | 71% | 21% | 7% | 1% | 48% | 36% | 14% | 2% |
| Economically Disadvantaged | 53% | 28% | 16% | 4% | 35% | 40% | 22% | 3% |

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

## NATIONAL NAEP GRADE 8

| | READING | | | | MATH | | | |
|---|---|---|---|---|---|---|---|---|
| SUBGROUP | BELOW BASIC | BASIC | PROFICIENT | ADVANCED | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
| All Students | 34% | 37% | 25% | 4% | 41% | 32% | 19% | 8% |
| Students with Disabilities | 67% | 25% | 8% | 1% | 75% | 18% | 5% | 2% |
| American Indian/Alaska Native | 45% | 38% | 16% | 1% | 60% | 29% | 9% | 3% |
| Asian/Pacific Islander | 17% | 30% | 40% | 13% | 18% | 26% | 28% | 29% |
| Black | 48% | 36% | 15% | 1% | 63% | 27% | 8% | 2% |
| Hispanic | 45% | 36% | 17% | 1% | 55% | 30% | 12% | 2% |
| White | 25% | 39% | 32% | 5% | 28% | 36% | 27% | 10% |
| Two or more races | 30% | 36% | 30% | 4% | 38% | 33% | 20% | 9% |
| English Language Learners | 71% | 25% | 5% | 0% | 77% | 18% | 4% | 1% |
| Economically Disadvantaged | 46% | 37% | 16% | 1% | 55% | 31% | 12% | 3% |

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 | 891 | 67 | 7.5% |
| Asian or Native Hawaiian/Other Pacific Islander | 94 | 7 | 7.4% |
| Black or African American | 13 | — | — |
| Hispanic or Latino | 191 | 25 | 13.1% |
| Multiracial | 68 | 5 | 7.4% |
| White | 525 | 27 | 5.1% |
| English Language Learner | 60 | 9 | 15% |
| Students with Disabilities | 118 | 17 | 14.4% |
| Economically Disadvantaged | 153 | 31 | 20.3% |

## SECONDARY CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate |
|---|---|---|---|
| All Students | 476 | 28 | 5.9% |
| Asian or Native Hawaiian/Other Pacific Islander | 29 | 2 | 6.9% |
| Black or African American | 21 | 2 | 9.5% |
| Hispanic or Latino | 120 | 12 | 10% |
| Multiracial | 27 | 1 | 3.7% |
| White | 279 | 11 | 3.9% |
| English Language Learner | 21 | 5 | 23.8% |
| Students with Disabilities | 62 | 7 | 11.3% |
| Economically Disadvantaged | 107 | 13 | 12.1% |

## 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 | 155 | 146 | 94% | 82 | 53% | 64 | 41% | 0 | 0% | 0 | 0% | 8 | 5% | 0 | 0% | 1 | 1% |
| Female | 83 | 79 | 95% | 46 | 55% | 33 | 40% | 0 | 0% | 0 | 0% | 4 | 5% | 0 | 0% | 0 | 0% |
| Male | 72 | 67 | 93% | 36 | 50% | 31 | 43% | 0 | 0% | 0 | 0% | 4 | 6% | 0 | 0% | 1 | 1% |
| Non-binary | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 136 | 127 | 93% | 80 | 59% | 47 | 35% | 0 | 0% | 0 | 0% | 8 | 6% | 0 | 0% | 1 | 1% |
| Students with Disabilities | 19 | 19 | 100% | 2 | 11% | 17 | 89% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 7 | 88% | 7 | 88% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 13% | 0 | 0% | 0 | 0% |
| Black or African American | 11 | 11 | 100% | 2 | 18% | 9 | 82% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 41 | 35 | 85% | 12 | 29% | 23 | 56% | 0 | 0% | 0 | 0% | 5 | 12% | 0 | 0% | 1 | 2% |
| White | 88 | 86 | 98% | 57 | 65% | 29 | 33% | 0 | 0% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| Multiracial | 7 | 7 | 100% | 4 | 57% | 3 | 43% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 34 | 26 | 76% | 7 | 21% | 19 | 56% | 0 | 0% | 0 | 0% | 7 | 21% | 0 | 0% | 1 | 3% |
| Not Economically Disadvantaged | 121 | 120 | 99% | 75 | 62% | 45 | 37% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% |
| English Language Learner | 5 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 100% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 150 | 146 | 97% | 82 | 55% | 64 | 43% | 0 | 0% | 0 | 0% | 3 | 2% | 0 | 0% | 1 | 1% |
| In Foster Care | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 155 | 146 | 94% | 82 | 53% | 64 | 41% | 0 | 0% | 0 | 0% | 8 | 5% | 0 | 0% | 1 | 1% |

| 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 | 155 | 146 | 94% | 82 | 53% | 64 | 41% | 0 | 0% | 0 | 0% | 8 | 5% | 0 | 0% | 1 | 1% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 155 | 146 | 94% | 82 | 53% | 64 | 41% | 0 | 0% | 0 | 0% | 8 | 5% | 0 | 0% | 1 | 1% |
| 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 | 155 | 146 | 94% | 82 | 53% | 64 | 41% | 0 | 0% | 0 | 0% | 8 | 5% | 0 | 0% | 1 | 1% |

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

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

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide

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# ESSA/SLFS - District Level Actual Expenditures 2024-2025 Collection

for RYE NECK UFSD

(Bedscode: 661901030000)

## IN REGARD TO THE ESSA/SLFS FORM SUBMISSION:

District leaders, you must complete and submit each *school*-level form before the system will allow you to submit the *district*-level form. In the *Search by Institution* box, you can search for districts and schools by name, BEDS Code, or Institution ID.

**This form has been successfully submitted.**

## Program Detail Area (Include School-Level and District-Level Costs)

1. Special Education

*5,454,306*

## Total Exclusions

| | * Total Exclusions |
|---|---|
| **1. Charter School Tuition** | *0* |
| **2. Debt Service** | *3,065,101* |
| **3. Other** | *4,714,470* |

## Total Expenditures

Total Expenditures for All Schools in the District

Total Expenditures

*45,266,136.00*

## All Schools Total Expenditures and Total Exclusions

***** All Schools Total Expenditures and Total Exclusions

*53,045,707*

## Reported ST-3 Value

The ST-3 value is updated from SAMS on the first weekday after the 1st and 15th of each month until November 15. From December through the close of the form, the ST-3 value is only updated on the first weekday after the 1st of the month.

Most recent ST-3

*53045705*

If total expenditures does not closely align to the ST-3 value, please provide a brief explanation here. For details on the account codes included in the ST-3, please see the guidance for this year.

*Amount differs by $1,687. Our SLFS submission agrees to ST3 report that is current in the system.*

# ESSA/SLFS - School Level Actual Expenditures 2024-2025 Collection

for DANIEL WARREN ELEMENTARY SCHOOL

(Bedscode: 661901030005)

School Level Actual Expenditures 2024-2025

**This form has been successfully submitted.**

# Section A - Elementary - Secondary Education Instructional Programs - Prekindergarten Through Grade 12

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **1. Instruction** | | |
| **1.1 Salaries** | *3,452,052* | *3,536,553* |
| **1.2 Employee Benefits** | *1,418,099* | *1,418,099* |
| **1.3 All Other** | *172,500* | *212,037* |
| **2. Support services, Pupils** | | |
| **2.1 Salaries** | *230,539* | *230,539* |
| **2.2 Employee Benefits** | *92,442* | *92,442* |
| **2.3 All Other** | *60,384* | *60,384* |
| **3. Support Services, Instructional Staff** | | |
| **3.1 Salaries** | *158,145* | *158,145* |
| **3.2 Employee Benefits** | *63,414* | *63,414* |
| **3.3 All Other** | *240,829* | *240,829* |
| **4. Support Services, General Admin** | | |
| **4.1 Salaries** | *74,865* | *74,865* |
| **4.2 Employee Benefits** | *30,020* | *30,020* |
| **4.3 All Other** | *12,487* | *12,487* |
| **5. Support Services, School Admin** | | |
| **5.1 Salaries** | *464,499* | *464,499* |
| **5.2 Employee Benefits** | *186,257* | *186,257* |
| **5.3 All Other** | *282* | *282* |
| **6. Support Services, Operation and Maintenance of Plant** | | |
| **6.1 Salaries** | *295,643* | *295,643* |

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **6.2 Employee Benefits** | *118,548* | *118,548* |
| **6.3 All Other** | *641,781* | *641,781* |
| **7. Support Services, Student Transportation** | | |
| **7.1 Salaries** | *0* | *0* |
| **7.2 Employee Benefits** | *0* | *0* |
| **7.3 All Other** | *4,105* | *4,105* |
| **8. Business/Central/Other Support Services** | | |
| **8.1 Salaries** | *172,599* | *172,599* |
| **8.2 Employee Benefits** | *69,210* | *69,210* |
| **8.3 All Other** | *152,693* | *152,693* |

## Section B - Elementary - Secondary Noninstructional Programs

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **9. Food Services** | | |
| **9.1 Salaries** | *5,619* | *7,615* |
| **9.2 Employee Benefits** | *3,053* | *3,053* |
| **9.3 All Other** | *110,527* | *149,777* |
| **10. Enterprise Operations** | | |
| **10.1 Salaries** | *0* | *0* |
| **10.2 Employee Benefits** | *0* | *0* |
| **10.3 All Other** | *0* | *0* |
| **11. Other** | | |
| **11.1 Salaries** | *0* | *0* |
| **11.2 Employee Benefits** | *0* | *0* |
| **11.3 All Other** | *6,911* | *6,911* |

## Section C - Districtwide Current Expenditures

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **12. Districtwide Current Expenditures (All other expenditures not included in Sections A and B that are attributable to this school)** | | |
| **12.1 Salaries** | *160* | *160* |
| **12.2 Employee Benefits** | *404,725* | *404,725* |
| **12.3 All Other** | *90,716* | *90,716* |

## Section D - Total

| | * State/Local/Federal |
|---|---|
| **13. Total Expenditures** | *8,898,388* |

## Part II - Exhibit and Special Items

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **1. Teacher Salaries** | *3,107,081* | *3,162,663* |
| **2. Instructional Aide Salaries** | *344,961* | *373,890* |
| **3. Improvement of Instruction** | *10,316* | *19,171* |
| **4. Library and Media Services** | *10,967* | *10,967* |
| **5. Books and Periodicals** | *46,685* | *46,685* |
| **6. Technology-Related Supplies and Purchased Services** | *186,131* | *186,131* |
| **7. Technology-Related Hardware** | *4,901* | *4,901* |
| **8. Technology Software** | *20,225* | *20,225* |

# ESSA/SLFS - School Level Actual Expenditures 2024-2025 Collection

for F E BELLOWS ELEMENTARY SCHOOL

(Bedscode: 661901030001)

School Level Actual Expenditures 2024-2025

**This form has been successfully submitted.**

# Section A - Elementary - Secondary Education Instructional Programs - Prekindergarten Through Grade 12

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **1. Instruction** | | |
| **1.1 Salaries** | *3,763,479* | *3,785,278* |
| **1.2 Employee Benefits** | *1,517,834* | *1,517,834* |
| **1.3 All Other** | *188,118* | *206,704* |
| **2. Support services, Pupils** | | |
| **2.1 Salaries** | *242,647* | *242,647* |
| **2.2 Employee Benefits** | *97,297* | *97,297* |
| **2.3 All Other** | *60,698* | *60,698* |
| **3. Support Services, Instructional Staff** | | |
| **3.1 Salaries** | *200,404* | *200,404* |
| **3.2 Employee Benefits** | *80,359* | *80,359* |
| **3.3 All Other** | *260,804* | *260,804* |
| **4. Support Services, General Admin** | | |
| **4.1 Salaries** | *82,980* | *82,980* |
| **4.2 Employee Benefits** | *33,274* | *33,274* |
| **4.3 All Other** | *13,841* | *13,841* |
| **5. Support Services, School Admin** | | |
| **5.1 Salaries** | *459,899* | *459,899* |
| **5.2 Employee Benefits** | *184,412* | *184,412* |
| **5.3 All Other** | *1,220* | *1,220* |
| **6. Support Services, Operation and Maintenance of Plant** | | |
| **6.1 Salaries** | *349,445* | *349,445* |

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **6.2 Employee Benefits** | *140,122* | *140,122* |
| **6.3 All Other** | *571,958* | *571,958* |
| **7. Support Services, Student Transportation** | | |
| **7.1 Salaries** | *0* | *0* |
| **7.2 Employee Benefits** | *0* | *0* |
| **7.3 All Other** | *4,550* | *4,550* |
| **8. Business/Central/Other Support Services** | | |
| **8.1 Salaries** | *191,308* | *191,308* |
| **8.2 Employee Benefits** | *76,711* | *76,711* |
| **8.3 All Other** | *169,244* | *169,244* |

## Section B - Elementary - Secondary Noninstructional Programs

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **9. Food Services** | | |
| **9.1 Salaries** | *6,228* | *8,440* |
| **9.2 Employee Benefits** | *3,384* | *3,384* |
| **9.3 All Other** | *122,507* | *166,011* |
| **10. Enterprise Operations** | | |
| **10.1 Salaries** | *0* | *0* |
| **10.2 Employee Benefits** | *0* | *0* |
| **10.3 All Other** | *0* | *0* |
| **11. Other** | | |
| **11.1 Salaries** | *0* | *0* |
| **11.2 Employee Benefits** | *0* | *0* |
| **11.3 All Other** | *7,660* | *7,660* |

## Section C - Districtwide Current Expenditures

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **12. Districtwide Current Expenditures (All other expenditures not included in Sections A and B that are attributable to this school)** | | |
| **12.1 Salaries** | *178* | *178* |
| **12.2 Employee Benefits** | *448,594* | *448,594* |
| **12.3 All Other** | *100,546* | *100,546* |

## Section D - Total

| | * State/Local/Federal |
|---|---|
| **13. Total Expenditures** | *9,465,802* |

## Part II - Exhibit and Special Items

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **1. Teacher Salaries** | *3,444,808* | *3,465,773* |
| **2. Instructional Aide Salaries** | *318,671* | *319,505* |
| **3. Improvement of Instruction** | *9,061* | *18,875* |
| **4. Library and Media Services** | *9,785* | *9,785* |
| **5. Books and Periodicals** | *17,386* | *17,386* |
| **6. Technology-Related Supplies and Purchased Services** | *206,307* | *2,063,007* |
| **7. Technology-Related Hardware** | *5,433* | *5,433* |
| **8. Technology Software** | *22,418* | *22,418* |

# ESSA/SLFS - School Level Actual Expenditures 2024-2025 Collection

for RYE NECK MIDDLE SCHOOL

(Bedscode: 661901030004)

School Level Actual Expenditures 2024-2025

**This form has been successfully submitted.**

# Section A - Elementary - Secondary Education Instructional Programs - Prekindergarten Through Grade 12

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **1. Instruction** | | |
| **1.1 Salaries** | *4,139,344* | *4,194,825* |
| **1.2 Employee Benefits** | *1,682,055* | *1,682,055* |
| **1.3 All Other** | *250,215* | *270,113* |
| **2. Support services, Pupils** | | |
| **2.1 Salaries** | *467,739* | *467,739* |
| **2.2 Employee Benefits** | *187,555* | *187,555* |
| **2.3 All Other** | *67,542* | *67,542* |
| **3. Support Services, Instructional Staff** | | |
| **3.1 Salaries** | *139,903* | *139,903* |
| **3.2 Employee Benefits** | *56,099* | *56,099* |
| **3.3 All Other** | *294,509* | *294,509* |
| **4. Support Services, General Admin** | | |
| **4.1 Salaries** | *90,571* | *90,571* |
| **4.2 Employee Benefits** | *36,318* | *36,318* |
| **4.3 All Other** | *15,107* | *15,107* |
| **5. Support Services, School Admin** | | |
| **5.1 Salaries** | *511,199* | *511,199* |
| **5.2 Employee Benefits** | *204,982* | *204,982* |
| **5.3 All Other** | *2,198* | *2,198* |
| **6. Support Services, Operation and Maintenance of Plant** | | |
| **6.1 Salaries** | *380,688* | *380,688* |

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **6.2 Employee Benefits** | *152,649* | *152,649* |
| **6.3 All Other** | *762,880* | *762,880* |
| **7. Support Services, Student Transportation** | | |
| **7.1 Salaries** | *0* | *0* |
| **7.2 Employee Benefits** | *0* | *0* |
| **7.3 All Other** | *113,925* | *134,580* |
| **8. Business/Central/Other Support Services** | | |
| **8.1 Salaries** | *208,809* | *208,809* |
| **8.2 Employee Benefits** | *83,729* | *83,729* |
| **8.3 All Other** | *184,727* | *184,727* |

## Section B - Elementary - Secondary Noninstructional Programs

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **9. Food Services** | | |
| **9.1 Salaries** | *6,798* | *9,212* |
| **9.2 Employee Benefits** | *3,694* | *3,694* |
| **9.3 All Other** | *133,714* | *181,198* |
| **10. Enterprise Operations** | | |
| **10.1 Salaries** | *0* | *0* |
| **10.2 Employee Benefits** | *0* | *0* |
| **10.3 All Other** | *0* | *0* |
| **11. Other** | | |
| **11.1 Salaries** | *0* | *0* |
| **11.2 Employee Benefits** | *0* | *0* |
| **11.3 All Other** | *8,361* | *8,361* |

## Section C - Districtwide Current Expenditures

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **12. Districtwide Current Expenditures (All other expenditures not included in Sections A and B that are attributable to this school)** | | |
| **12.1 Salaries** | *194* | *194* |
| **12.2 Employee Benefits** | *489,633* | *489,633* |
| **12.3 All Other** | *109,745* | *109,745* |

## Section D - Total

| | * State/Local/Federal |
|---|---|
| **13. Total Expenditures** | *10,930,814* |

## Part II - Exhibit and Special Items

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **1. Teacher Salaries** | *3,901,878* | *3,955,214* |
| **2. Instructional Aide Salaries** | *237,466* | *239,611* |
| **3. Improvement of Instruction** | *8,246* | *18,958* |
| **4. Library and Media Services** | *10,909* | *10,909* |
| **5. Books and Periodicals** | *3,763* | *3,763* |
| **6. Technology-Related Supplies and Purchased Services** | *225,180* | *225,180* |
| **7. Technology-Related Hardware** | *5,930* | *5,930* |
| **8. Technology Software** | *24,468* | *24,468* |

# ESSA/SLFS - School Level Actual Expenditures 2024-2025 Collection

for RYE NECK SENIOR HIGH SCHOOL

(Bedscode: 661901030002)

School Level Actual Expenditures 2024-2025

**This form has been successfully submitted.**

# Section A - Elementary - Secondary Education Instructional Programs - Prekindergarten Through Grade 12

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **1. Instruction** | | |
| **1.1 Salaries** | *5,817,848* | *5,866,164* |
| **1.2 Employee Benefits** | *2,352,234* | *2,352,234* |
| **1.3 All Other** | *869,220* | *912,620* |
| **2. Support services, Pupils** | | |
| **2.1 Salaries** | *772,028* | *772,028* |
| **2.2 Employee Benefits** | *309,571* | *309,571* |
| **2.3 All Other** | *121,545* | *121,545* |
| **3. Support Services, Instructional Staff** | | |
| **3.1 Salaries** | *247,508* | *247,508* |
| **3.2 Employee Benefits** | *99,247* | *99,247* |
| **3.3 All Other** | *398,711* | *398,711* |
| **4. Support Services, General Admin** | | |
| **4.1 Salaries** | *123,554* | *123,554* |
| **4.2 Employee Benefits** | *49,543* | *49,543* |
| **4.3 All Other** | *20,609* | *20,609* |
| **5. Support Services, School Admin** | | |
| **5.1 Salaries** | *608,475* | *608,475* |
| **5.2 Employee Benefits** | *243,989* | *243,989* |
| **5.3 All Other** | *3,042* | *3,042* |
| **6. Support Services, Operation and Maintenance of Plant** | | |
| **6.1 Salaries** | *632,672* | *632,672* |

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **6.2 Employee Benefits** | *253,691* | *253,691* |
| **6.3 All Other** | *1,040,691* | *1,040,691* |
| **7. Support Services, Student Transportation** | | |
| **7.1 Salaries** | *0* | *0* |
| **7.2 Employee Benefits** | *0* | *0* |
| **7.3 All Other** | *160,185* | *170,063* |
| **8. Business/Central/Other Support Services** | | |
| **8.1 Salaries** | *284,850* | *284,850* |
| **8.2 Employee Benefits** | *114,220* | *114,220* |
| **8.3 All Other** | *251,997* | *251,997* |

## Section B - Elementary - Secondary Noninstructional Programs

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **9. Food Services** | | |
| **9.1 Salaries** | *9,274* | *12,567* |
| **9.2 Employee Benefits** | *5,039* | *5,039* |
| **9.3 All Other** | *182,408* | *247,184* |
| **10. Enterprise Operations** | | |
| **10.1 Salaries** | *0* | *0* |
| **10.2 Employee Benefits** | *0* | *0* |
| **10.3 All Other** | *0* | *0* |
| **11. Other** | | |
| **11.1 Salaries** | *0* | *0* |
| **11.2 Employee Benefits** | *0* | *0* |
| **11.3 All Other** | *11,406* | *11,406* |

## Section C - Districtwide Current Expenditures

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **12. Districtwide Current Expenditures (All other expenditures not included in Sections A and B that are attributable to this school)** | | |
| **12.1 Salaries** | *265* | *265* |
| **12.2 Employee Benefits** | *667,938* | *667,938* |
| **12.3 All Other** | *149,709* | *149,709* |

## Section D - Total

| | * State/Local/Federal |
|---|---|
| **13. Total Expenditures** | *15,971,132* |

## Part II - Exhibit and Special Items

| | * State/Local | * State/Local/Federal |
|---|---|---|
| **1. Teacher Salaries** | *5,587,114* | *5,631,228* |
| **2. Instructional Aide Salaries** | *230,734* | *234,935* |
| **3. Improvement of Instruction** | *10,602* | *25,216* |
| **4. Library and Media Services** | *14,881* | *14,881* |
| **5. Books and Periodicals** | *25,680* | *25,680* |
| **6. Technology-Related Supplies and Purchased Services** | *307,182* | *307,182* |
| **7. Technology-Related Hardware** | *8,089* | *8,089* |
| **8. Technology Software** | *33,379* | *33,379* |