



ELWOOD PUBLIC SCHOOLS

100 Kenneth Avenue

Greenlawn, NY 11740-2900

Budget Statement

2026-2027



Elwood Public Schools

100 Kenneth Avenue
Greenlawn, NY 11740-2900
www.elwoodufsd.org

Gayle Steele, Ed. D.
Superintendent of Schools
(631) 266-5400, ext. 1402

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Assistant Superintendent for Business
(631) 266-5400, ext. 1404

The Budget Statement and required attachments must be made available to the public (upon request) at each school building in the district, the district office, any public or free association library located within the district and on the school district's internet website, if one exists, at least seven (7) days before the budget Hearing date and not less than 14 days before the Annual budget Vote.

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ELWOOD HIGHLIGHTS

A NEWSLETTER OF THE ELWOOD UNION FREE SCHOOL DISTRICT

Preserves Programs While Staying Within the Tax Cap

Throughout the 2026-27 budget development process, the Elwood School District remained focused on preserving the full range of programs and services that the school community has worked hard to build, while upholding its commitment to fiscal stewardship. The result of this work is a proposed budget that calls for a 1.88% spending increase and an associated tax levy increase of 2.97%, which falls within our allowable tax cap.

The proposed budget before voters on May 19, 2026, is designed to be both educationally sound and fiscally responsible. It reflects a continued commitment to long-term sustainability by strategically reducing the district's reliance on fund balance and reserves, ensuring that we remain well-positioned for the future. In addition, it provides for the maintenance of the district's strong academic offerings, as well as its robust cocurricular, arts and athletic programs that support student growth both inside and outside the classroom.

"Over the past several months, the district engaged with stakeholders and members of the administrative team to thoughtfully develop a budget aligned with our four overarching goals: commitment to nurturing every student's potential; future stability; strength of community partnerships; and the health and safety of the entire school community," Superintendent of Schools Dr. Gayle Steele said. "Together, these priorities guide our work and ensure that we continue to provide exceptional opportunities for all students while maintaining fiscal integrity."

In addition to the budget and board member election, there is a special proposition on the ballot that seeks community approval for the use of funds from the district's capital reserve fund to complete several building projects at no cost to taxpayers. Greater detail about that proposition can be found on Pages 2 and 4 of this publication.

Preservación de programas dentro del límite fiscal

A lo largo del proceso de elaboración del presupuesto para el ciclo 2026-27, el Distrito Escolar de Elwood se mantuvo enfocado en preservar la gama completa de programas y servicios que la comunidad escolar se ha esforzado por construir, al tiempo que reafirmaba su compromiso con una gestión fiscal responsable. El resultado de este trabajo es una propuesta presupuestaria que contempla un aumento del 1.88% en los gastos y un incremento asociado del 2.97% en la carga impositiva, cifras que se sitúan dentro de nuestro límite fiscal permitido.

El presupuesto propuesto, que se someterá a la consideración de los votantes el 19 de mayo de 2026, ha sido diseñado para ser, simultáneamente, pedagógicamente sólido y fiscalmente responsable. Este documento refleja un compromiso continuo con la sostenibilidad a largo plazo, al reducir estratégicamente la dependencia del distrito respecto a su saldo de fondos y reservas, garantizando así que nos mantengamos en una posición ventajosa de cara al futuro. Asimismo, asegura el mantenimiento de la sólida oferta académica del distrito, así como de sus robustos programas cocurriculares, artísticos y deportivos, los cuales fomentan el desarrollo integral de los estudiantes tanto dentro como fuera del aula.

«Durante los últimos meses, el distrito ha trabajado en colaboración con las partes interesadas y los miembros del equipo administrativo para elaborar, de manera reflexiva, un presupuesto alineado con nuestros cuatro objetivos fundamentales: el compromiso de potenciar el potencial de cada estudiante; la estabilidad futura; la solidez de las alianzas comunitarias; y la salud y seguridad de toda la comunidad escolar», declaró la Superintendente de Escuelas, la Dra. Gayle Steele. «En conjunto, estas prioridades guían nuestra labor y garantizan que sigamos brindando oportunidades excepcionales a todos los estudiantes, manteniendo al mismo tiempo nuestra integridad fiscal».

Además de la votación sobre el presupuesto y la elección de los miembros de la Junta Directiva, la papeleta incluye una propuesta especial que busca la aprobación de la comunidad para utilizar fondos de la reserva de capital del distrito a fin de completar diversos proyectos de infraestructura, sin incurrir en costos adicionales para los contribuyentes. Encontrará información más detallada sobre esta propuesta en las páginas 2 y 4 de esta publicación.

This information is provided to you in the English language and Spanish language pursuant to Section 203 of the Voting Rights Act.

DON'T FORGET TO VOTE!

BUDGET VOTE

TUESDAY, MAY 19

POLLS OPEN 6 A.M.-9 P.M. AT
ELWOOD MIDDLE SCHOOL CAFETERIA

¡NO SE OLVIDE DE VOTAR!

VOTO DEL PRESUPUESTO

MARTES, 19 DE MAYO

LOS CENTROS SE ABREN A LAS 6 A.M. HASTA LAS 9 P.M.
EN LA CAFETERÍA DEL COLEGIO INTERMEDIO DE ELWOOD

BUDGET PRIORITIES

- Maintain the district's current program and sustain a commitment to high-quality instructional programs.
- Educationally sound and fiscally responsible planning.
- Long-term budget planning and sustainability by reducing reliance on fund balance and reserves.

MAINTAINING EXCELLENCE WITH PROPOSED BUDGET

- Small class size.
- Elementary science labs.
- K-5 Makerspace and Enrichment labs.
- SEL programs.
- Restorative practices.
- Unified sports teams.
- HS and MS sports.
- Career initiatives and internships.
- College credit-bearing courses.
- BOCES CTE courses.
- BOCES Long Island High School of the Arts program.
- Continuation of K-12 Chromebook replacement cycle.
- Planning and preparation associated with NYSED Portrait of a Graduate.

INVESTING IN OUR FACILITIES

In addition to support programs and current services, the proposed budget includes a transfer to capital for costs related to the following items, which will benefit all four school buildings. John H. Glenn High School: Designated walkway to enhance student safety, accessibility and traffic flow between John Glenn High School and the football field. Replace bathroom partitions in boys and girls bathrooms (6).

Elwood Middle School: Replace bleachers and safety wall padding in physical education instructional space.

James H. Boyd: Replace failing water heater and renovate outdoor basketball courts.

Harley Avenue: Replace gutters and downspouts on roof.

PROPOSITION 2: USE OF CAPITAL RESERVE

The district is seeking voter approval to access up to \$350,000 from its capital reserve fund to complete the installation of door ajar safety alarm system for Elwood-John H. Glenn High School, Elwood Middle School, James H Boyd Intermediate School and Harley Avenue Primary School; the purchase a district-wide vehicle for the maintenance department and the installation of lacrosse safety netting for the John H. Glenn football field. If approved, this project would have no impact on the proposed tax levy nor the proposed budget, as the project will be funded through the district's capital reserve fund. However, voter approval is required for the district to access these funds and complete the proposed project.

CANDIDATES FOR THE BOARD

This year, voters will elect two members to the Board of Education for three-year terms commencing July 1, 2026. Tom Scarola (incumbent), Patricia Haack and Vashmir Pascal-Turner are running.

PRIORIDADES PRESUPUESTARIAS:

- Mantener el programa actual del distrito y sostener el compromiso con programas educativos de alta calidad.
- Planificación pedagógicamente sólida y fiscalmente responsable.
- Planificación presupuestaria a largo plazo y sostenibilidad, reduciendo la dependencia del saldo de fondos y de las reservas.

MANTENIMIENTO DE LA EXCELENCIA CON EL PRESUPUESTO PROPUESTO

- Clases con grupos reducidos.
- Laboratorios de ciencias en la educación primaria.
- Espacios de creación (*Makerspaces*) y laboratorios de enriquecimiento para los grados K-5.
- Programas de aprendizaje socioemocional (SEL).
- Prácticas restaurativas.
- Equipos deportivos unificados.
- Deportes en la escuela secundaria (*High School*) y la escuela media (*Middle School*).
- Iniciativas de orientación profesional y pasantías.
- Cursos con créditos universitarios.
- Cursos de educación técnica y profesional (CTE) de BOCES.
- Programa de la Escuela Secundaria de Artes de Long Island (BOCES).
- Continuación del ciclo de renovación de Chromebooks para los grados K-12.
- Planificación y preparación relacionadas con el programa "Retrato del Graduado" (*Portrait of a Graduate*) del NYSED.

INVERSIÓN EN NUESTRAS INSTALACIONES

Además de los programas de apoyo y los servicios actuales, el presupuesto propuesto incluye una transferencia a fondos de capital para cubrir costos relacionados con los siguientes rubros, los cuales beneficiarán a los cuatro edificios escolares:

John H. Glenn High School: Creación de un sendero peatonal designado para mejorar la seguridad de los estudiantes, la accesibilidad y el flujo de tránsito entre John Glenn High School y el campo de fútbol americano. Reemplazo de las divisiones de los sanitarios en los baños de hombres y mujeres (6).

Elwood Middle School: Reemplazo de las gradas y del acolchado de seguridad en las paredes del espacio de instrucción de educación física.

James H. Boyd: Reemplazo del calentador de agua averiado y renovación de las canchas de baloncesto al aire libre.

Harley Avenue: Reemplazo de las canaletas y bajantes pluviales del techo.

PROPOSICIÓN 2: USO DE LA RESERVA DE CAPITAL

El distrito solicita la aprobación de los votantes para acceder a una suma de hasta \$350,000 proveniente de su fondo de reserva de capital, con el fin de completar la instalación de un sistema de alarma de seguridad para puertas entreabiertas en Elwood-John H. Glenn High School, Elwood Middle School, James H. Boyd Intermediate School y Harley Avenue Primary School; adquirir un vehículo para uso de todo el distrito destinado al departamento de mantenimiento; e instalar redes de seguridad para lacrosse en el campo de fútbol americano de John H. Glenn. De ser aprobado, este proyecto no tendría impacto alguno en la carga impositiva propuesta ni en el presupuesto propuesto, dado que el proyecto se financiará a través del fondo de reserva de capital del distrito. No obstante, se requiere la aprobación de los votantes para que el distrito pueda acceder a dichos fondos y llevar a cabo el proyecto propuesto.

CANDIDATOS A LA JUNTA

Este año, los votantes elegirán a dos miembros de la Junta de Educación para mandatos de tres años, que comenzarán el 1 de julio de 2026. Tom Scarola (actual miembro), Patricia Haack y Vashmir Pascal-Turner son los candidatos.

2026-2027 Proposed Budget (Presupuesto propuesto para 2026-2027)

3

Description (Descripción)	2025-26 Approved Budget (Presupuesto Aprobado 2025-26)	2026-27 Proposed Budget (Presupuesto Propuesto para 2026-27)	\$ Change Increase (Decrease) \$ Cambio Aumento (Disminución)	% Change % Cambio
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EXPENDITURES (GASTOS)

General Support (Soporte general)	\$8,654,244	\$9,131,828	\$477,584	5.52%
Instruction (Instrucción)*	\$38,995,127	\$40,481,449	\$1,486,322	3.81%
Transportation (Transporte)**	\$5,569,945	\$5,645,984	\$76,039	1.37%
Undistributed (No distribuido)	\$25,346,943	\$24,783,528	(\$563,415)	-2.22%
Total Expenditures (Gastos totales)	\$78,566,259	\$80,042,789	\$1,476,530	1.88%

* This includes expenses for the second year of a five-year literacy program contract.

(Esto incluye los gastos del segundo año de un contrato de cinco años para un programa de alfabetización).

**This includes expenditures related to year one of a five-year transportation contract.

(Esto incluye los gastos relacionados con el primer año de un contrato de cinco años para el transporte).

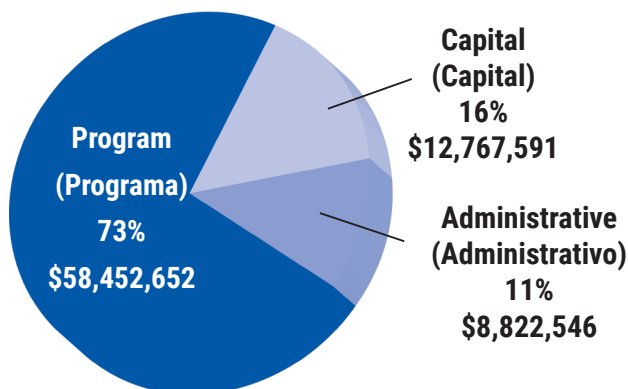
REVENUES (INGRESOS)

State Aid (Ayuda Estatal)	\$19,005,423	\$19,426,130	\$420,707	2.21%
Other Revenue (Otros ingresos)	\$1,159,573	\$649,500	(\$510,073)	-43.99%
Appropriated Fund Balance and Reserves (Saldo y Reservas de Fondos Asignados)	\$3,855,531	\$3,800,000	(\$55,531)	-1.44%
Property Tax Levy (Impuesto a la Propiedad)	\$54,545,732	\$56,167,159	\$1,621,427	2.97%
Total Estimated Revenues (Ingresos Estimados Totales)	\$78,566,259	\$80,042,789	\$1,476,530	1.88%

THREE-PART BUDGET (PRESUPUESTO EN TRES PARTES)

Administrative Component (Componente Administrativo)	\$8,564,571	\$8,822,546	\$257,975	3.01%
Program Component (Componente del Programa)	\$56,878,549	\$58,452,652	\$1,574,103	2.77%
Capital Component (Componente de Capital)	\$13,123,139	\$12,767,591	(\$355,548)	-2.71%
Total Budget (Presupuesto Total)	\$78,566,259	\$80,042,789	\$1,476,530	1.88%

Three-Part Component Budget (Presupuesto de tres componentes)



As demonstrated in the above chart, the majority of the proposed budget (73%) goes toward program costs.

Como se demuestra en el cuadro anterior, la mayor parte del presupuesto propuesto (73%) se destina a los costos del programa.



Questions and Answers



Q: What percentage of voter support is needed to approve the budget for it to pass?

A: Elwood's proposed budget represents a tax levy within the district's allowable tax levy cap for 2026-27. A simple majority of voters is needed to approve the plan.

Q: Is there a tax impact associated with Proposition 2, the use of capital reserve funds?

A: There is no tax impact associated with Proposition 2. However, as the monies are included in the district's capital reserve fund voter approval is required for the district to utilize the funds.

Q: Can the monies in the capital reserve fund be used to support other initiatives or programs?

A: No, the monies in the capital reserve fund are specifically earmarked for funding capital projects and cannot be used for any other purpose.

Q: What if the budget is defeated?

A: If the proposed budget for 2026-27 is defeated at the polls on May 19, state law allows the school board two options: The Board can either present the same budget or a revised budget to voters for a second vote in mid-June, or it can vote to adopt a contingency budget. If the budget is defeated a second time, the district must adopt a contingency budget, per New York State law. To reach a contingency budget, the district would need to make reductions from the proposed budget totaling \$1,621,427.

Q: Where can I find more information?

A: All budget presentations and supporting documents can be found on the district's website, www.elwoodufsd.org. Scan the QR code to access this page, which also includes a tax calculator for residents to understand the impact of the proposed budget.



Preguntas y respuestas



P: ¿Qué porcentaje de apoyo de los votantes se necesita para aprobar el presupuesto?

R: El presupuesto propuesto por Elwood representa un impuesto dentro del límite máximo permitido por el distrito para el año fiscal 2026-27. Se necesita una mayoría simple de los votantes para aprobar el plan.

P: ¿Existe algún impacto fiscal asociado con la Proposición 2, el uso de fondos de reserva de capital?

R: La Proposición 2 no tiene impacto fiscal. Sin embargo, dado que los fondos se incluyen en el fondo de reserva de capital del distrito, se requiere la aprobación de los votantes para que el distrito pueda utilizarlos.

P: ¿Se pueden usar los fondos del fondo de reserva de capital para apoyar otras iniciativas o programas?

R: No, los fondos del fondo de reserva de capital están específicamente destinados a financiar proyectos de capital y no se pueden usar para ningún otro propósito.

P: ¿Qué sucede si el presupuesto es rechazado?

R: Si el presupuesto propuesto para 2026-27 es rechazado en las urnas el 19 de mayo, la ley estatal le otorga a la junta escolar dos opciones: puede presentar el mismo presupuesto o uno revisado a los votantes para una segunda votación a mediados de junio, o puede votar para adoptar un presupuesto de contingencia. Si el presupuesto es rechazado por segunda vez, el distrito debe adoptar un presupuesto de contingencia, según la ley del estado de Nueva York. Para alcanzar un presupuesto de contingencia, el distrito tendría que realizar reducciones del presupuesto propuesto por un total de \$1,621,427.

P: ¿Dónde puedo encontrar más información?

R: Todas las presentaciones del presupuesto y los documentos de apoyo se encuentran en el sitio web del distrito: www.elwoodufsd.org. Escanee el código QR para acceder a esta página, que también incluye una calculadora de impuestos para que los residentes comprendan el impacto del presupuesto propuesto.



ELWOOD

Points of Pride

- Three high school seniors were named Commended Students in the 2025 National Merit Scholarship Program.
- Elwood Middle School was named a 2025 National School of Distinction by the Association of Middle Level Education.
- A total of 48 current Elwood-John H. Glenn High School students were named AP Scholars by the College Board, including 24 AP Scholars, 12 AP Scholars with Honor and 12 AP Scholars with Distinction.
- The high school's varsity boys soccer team won the Long Island championship and earned the Bronze-level United Soccer Coaches High School Team Ethics and Sportsmanship Award.
- Seven high school students were selected for All-County music honors by the New York State Council of Administrators of Music Education, and one was chosen for All-State music honors by

the New York State School Music Association.

- The high school was designated a 2024-2025 School of Distinction by the New York State Public High School Athletic Association.
- Twenty-nine student musicians from Boyd, the middle school and the high school were selected for the Suffolk County Music Educators' Association (SCMEA) All-County Division I, II and III ensembles.
- The high school achieved Gold-level recognition on this year's AP School Honor Roll.
- Twenty-eight Elwood students were recognized in the 54th annual PTA Reflections art program.
- The boys winter track 4x200-meter relay team won their second consecutive Suffolk County Small Schools championship.
- Thirteen Elwood student musicians from Boyd, EMS

and JGHS were selected for the annual Long Island String Festival Association's annual January ensemble festival.

- A total of 59 high-achieving high school seniors earned summa cum laude (weighted GPA between 96.50 and 100), magna cum laude (weighted GPA between 95 and 96.49) or cum laude (weighted GPA between 94 and 94.99) designation.
- Two high school students were 2025 Hispanic Heritage scholarship winners and another two earned honorable mention.
- A senior was honored for being named a News 12 Scholar-Athlete.
- Five Boyd music students were chosen to participate in the 17th annual SCMEA Parents, Educators and Kids Festival.
- The high school's team won its third consecutive Cool School Champion trophy at the Town of Oyster Bay's Polar Plunge at Tobay Beach.



Puntos de orgullo de ELWOOD

- Tres estudiantes de último año de secundaria fueron nombrados "Estudiantes Elogiados" (Commended Students) en el Programa Nacional de Becas por Mérito de 2025.
- La Escuela Intermedia Elwood fue nombrada "Escuela Nacional de Distinción de 2025" por la Asociación de Educación de Nivel Intermedio.
- Un total de 48 estudiantes actuales de la Escuela Secundaria Elwood-John H. Glenn fueron nombrados "Estudiantes AP" (AP Scholars) por el College Board, incluyendo 24 "Estudiantes AP", 12 "Estudiantes AP con Honores" y 12 "Estudiantes AP con Distinción".
- El equipo masculino de fútbol de la categoría varsity de la escuela secundaria ganó el campeonato de Long Island y obtuvo el "Premio a la Ética y Deportividad de Equipos de Secundaria" (nivel Bronce) de la asociación United Soccer Coaches.
- Siete estudiantes de secundaria fueron seleccionados para recibir honores musicales a nivel de condado por el Consejo de Administradores de Educación Musical del Estado de Nueva York, y uno fue elegido para recibir honores musicales a nivel estatal por la Asociación de Música

Escolar del Estado de Nueva York.

- La escuela secundaria fue designada "Escuela de Distinción 2024-2025" por la Asociación Atlética de Escuelas Secundarias Públicas del Estado de Nueva York.
- Veintinueve estudiantes músicos de la Escuela Boyd, la escuela intermedia y la escuela secundaria fueron seleccionados para los conjuntos "All-County" (Divisiones I, II y III) de la Asociación de Educadores Musicales del Condado de Suffolk (SCMEA).
- La escuela secundaria obtuvo un reconocimiento de nivel Oro en la "Lista de Honor de Escuelas AP" de este año.
- Veintiocho estudiantes de Elwood, provenientes de las cuatro escuelas del distrito, fueron reconocidos en la 54.ª edición anual del programa artístico "PTA Reflections".
- El equipo masculino de relevos de 4x200 metros de atletismo de invierno ganó su segundo campeonato consecutivo de Escuelas Pequeñas del Condado de Suffolk.
- Trece estudiantes músicos de Elwood (provenientes de Boyd, EMS y JGHS) fueron seleccionados para participar en el festival anual de conjuntos de

enero de la Asociación del Festival de Cuerdas de Long Island.

- Un total de 59 estudiantes de último año de secundaria con alto rendimiento académico obtuvieron la designación *summa cum laude* (promedio ponderado entre 96.50 y 100), *magna cum laude* (promedio ponderado entre 95 y 96.49) o *cum laude* (promedio ponderado entre 94 y 94.99).
- Dos estudiantes de secundaria resultaron ganadores de las becas de la "Herencia Hispana" de 2025, y otros dos obtuvieron una mención honorífica.
- Un estudiante de último año fue homenajeado tras haber sido nombrado "Estudiante-Athleta Destacado" (Scholar-Athlete) por el canal News 12.
- Cinco estudiantes de música de Boyd fueron seleccionados para participar en el 17.º Festival Anual de Padres, Educadores y Niños de la SCMEA.
- El equipo de la escuela secundaria ganó su tercer trofeo consecutivo de «Cool School Champion» en el evento "Polar Plunge" del Municipio de Oyster Bay, celebrado en Tobay Beach.



Elwood Union Free School District

100 Kenneth Avenue
Greenlawn, NY 11740-2900

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11740

VOTING INFORMATION

Registration

Only registered voters can participate in the election on Tuesday, May 19. If you have voted in school or general elections during the past four years, you are already registered and eligible to vote this May. Residents may register to vote in the District Clerk's office, located in the Elwood Middle School at 100 Kenneth Ave., Greenlawn, between the hours of 9 a.m. and 3 p.m. any day school is in session, up to five days before the annual election. Additionally, the district will host an evening voter registration on May 13, 2026 from 4 p.m. through 8 p.m. at Elwood Middle School.

Voter Qualifications

Under New York State Education Law, you are eligible to vote in school elections if you are a United States citizen, you are 18 years of age or older, you are a resident of the district for a period of 30 days before the date of the vote, and:

- You are registered with the Suffolk County Board of Elections with an address located within the geographical boundaries of the Elwood School District, or
- You are registered with the school district and have voted in a district election within the past four years, or
- You register through May 14 with the school district in the manner set forth above.

Voter registration forms can be obtained from the Suffolk County Board of Elections, post office, public library or the District Clerk's office. Forms can also be downloaded from the New York State Board of Elections website at www.elections.ny.gov.

Absentee and Early Voting Ballots

Absentee and early voting ballot applications must be received by the District Clerk not more than thirty (30) and at least seven (7) days prior to the election and vote, if the ballot is to be mailed to the voter, or the day before the election and vote if the ballot is to be personally picked up by the voter or the voter's designated agent set forth on the application. Absentee and early voting ballots must be received by the District Clerk no later than 5 p.m. on the day of the election and vote, May 19, 2026.

If you need an absentee or early voting ballot, you can pick up an application in the District Office located within Elwood Middle School, or call the District Clerk, Mary Lou Marx, at (631) 266-5400, Ext. 1402.

INFORMACIÓN DE VOTACIÓN

Registración

Solamente votantes registrados pueden participar en la elección el día martes, 19 de mayo. Si usted ha votado en el colegio o en la elección general durante los últimos cuatro años, usted ya está registrado y es elegible para votar este mayo. Residentes pueden registrarse para votar en la oficina del Secretario/a del Distrito, localizada en el Colegio Intermedio de Elwood en 100 Kenneth Avenue, Greenlawn, entre las horas de las 9 a.m. y las 3 p.m. cualquier día que el colegio esta en sesión, hasta cinco días antes de la elección anual. Además, el distrito organizará una jornada vespertina de registro de votantes el 13 de mayo de 2026, de 4:00 p. m. a 8:00 p. m., en la Escuela Intermedia Elwood.

Cualificaciones de los Votantes

Bajo la Ley del Estado de Nueva York, usted es elegible a votar en las elecciones escolares si usted es un ciudadano de los Estados Unidos, tiene 18 años a mas de edad, es residente del distrito por un periodo de 30 días antes de la fecha de votación, y:

- Esta actualmente registrado con la Junta de Elecciones del Condado de Suffolk con una dirección localizada entre los límites geográficos del Distrito Escolar de Elwood, o
- Esta registrado con el distrito escolar y ha votado en la elección del distrito dentro de los últimos cuatro años, o
- Esta registrado mediante el distrito escolar para el 14 de mayo de la manera descrita arriba.

Las formas para la registración a votar se pueden obtener en la Junta de Elecciones del Condado de Suffolk, correo postal, biblioteca pública o en la oficina del Secretario/a del Distrito. Las formas también se pueden bajar de la página web de la Junta de Elecciones del Estado de Nueva York en www.elections.ny.gov.

Boletas de votación en ausencia y anticipada

Las solicitudes de boleta para votación en ausencia y anticipada deben ser recibidas por el Secretario del Distrito no más de treinta (30) y al menos siete (7) días antes de la elección y la votación, si la boleta se enviará por correo al votante, o el día anterior. y votar si la boleta será recogida personalmente por el votante o el agente designado del votante establecido en la solicitud. Las boletas de votación en ausencia y anticipada deben ser recibidas por el Secretario del Distrito a más tardar a las 5 p.m. el día de la elección y votación, 19 de mayo de 2026.

Si necesita una boleta de votación en ausencia o anticipada, puede recoger una solicitud en la oficina del distrito ubicada dentro de la escuela secundaria Elwood, o llamar a la secretaria del distrito, Mary Lou Marx, al (631) 266-5400, ext. 1402.

Board of Education

James Tomeo, President Deborah Weiss, Vice President
Walter Edwards Thomas Scarola Dr. Sara Siddiqui
Dr. Gayle Steele, Superintendent of Schools
www.elwoodufsd.org

Account	Description		2026 - 27 Proposed Budget
Administrative Components			
1010	BOARD OF EDUCATION	*	16,075.00
1040	DISTRICT CLERK	*	34,212.00
1060	DISTRICT MEETING	*	18,400.00
1240	CHIEF SCHOOL ADMIN	*	344,046.00
1310	BUSINESS ADMINISTRATION	*	684,815.00
1320	AUDITING	*	86,395.00
1325	TREASURER	*	207,897.00
1420	LEGAL	*	155,000.00
1430	HR / PERSONNEL	*	286,625.00
1480	PUBLIC INFO & SERVICES	*	92,468.00
1670	CENTRAL PRINTING & MAILING	*	117,364.00
1680	CENTRAL DATA PROCESSING	*	300,620.00
1910	UNALLOCATED INSURANCE	*	616,225.00
1920	SCHOOL ASSOC DUES	*	26,351.00
1981	ADMIN CHARGES - BOCES	*	244,527.00
2010	CURR DEVEL & SUPERVISION	*	747,465.00
2015	PUPIL PERSONNEL	*	366,341.00
2020	SUPERVISION REG SCHOOL	*	1,933,241.00
2070	INSERVICE TRAINING	*	33,600.00
9010	STATE RETIREMENT	*	334,286.00
9020	TEACHER RETIREMENT	*	194,375.00
9030	SOCIAL SECURITY	*	373,608.00
9045	LIFE INSURANCE	*	29,800.00
9055	DISABILITY INSURANCE	*	7,543.66
9060	MEDICAL INSURANCE	*	1,464,613.12
9061	DENTAL INSURANCE	*	106,653.00

Account	Description		2026 - 27 Proposed Budget
Totals For Administrative Components:			8,822,545.78
Capital Components			
1620	OPERATION OF PLANT	*	3,247,028.00
1621	MAINTENANCE OF PLANT	*	1,157,780.00
1622	SECURITY	*	1,496,000.00
9010	STATE RETIREMENT	*	415,599.00
9030	SOCIAL SECURITY	*	204,335.00
9045	LIFE INSURANCE	*	4,500.00
9055	DISABILITY INSURANCE	*	3,402.54
9060	MEDICAL INSURANCE	*	830,287.95
9061	DENTAL INSURANCE	*	8,368.00
9711	DEBT SERVICES	*	3,909,100.00
9760	DEBT SERVICE	*	345,000.00
9789	Other Debt (Specify)	*	671,191.00
9950	INTERFUND TRANSFERS	*	475,000.00
Totals For Capital Components:			12,767,591.49
Program Components			
2110	REGULAR SCHOOL	*	8,021,254.00
2112	ART	*	570,509.00
2113	BUSINESS	*	145,814.00
2115	ENGLISH	*	1,089,611.00
2116	WORLD LANGUAGE	*	887,372.00
2118	PHYSICAL ED	*	1,018,695.00
2119	FACS	*	263,697.00
2120	INDUSTRIAL ART	*	430,751.00
2121	MATH	*	1,407,282.00
2122	MUSIC	*	978,438.00
2123	SCIENCE	*	1,614,296.00
2125	SOCIAL STUDIES	*	1,338,833.00

ELWOOD UFSD
Budgeting Appropriation Status Report For 2627 Adopted Approp Budget @2.97% (Summary) Component Analysis


Account	Description		2026 - 27 Proposed Budget
2133	READING	*	1,000.00
2134	HEALTH INSTRUCTION	*	211,543.00
2160	ACADEMIC INTERVENTION SERVICES	*	1,847,988.00
2165	ENGLISH AS SECOND LANGUAGE	*	691,537.00
2250	PROGRAMS FOR STUDENTS WITH DISABILITIES	*	9,619,078.00
2280	OCCUPATIONAL EDUCATION	*	532,100.00
2330	TEACHING - SPECIAL SCHOOLS	*	1,650.00
2610	SCHOOL LIBRARY/AUDIO * VISUAL		481,217.00
2630	COMPUTER ASSTD INSTR	*	1,937,230.00
2810	GUIDANCE	*	891,862.00
2815	HEALTH SERVICES	*	682,603.00
2820	PSYCHOLOGICAL SERVICES	*	583,309.00
2825	SOCIAL WORK SRVC- REG SCHOOL	*	455,695.00
2850	CO-CURR ACTIVITIES	*	365,888.00
2855	INTERSCHOLASTIC ATHLETICS	*	1,331,550.00
5510	DISTRICT TRANSPORTATON	*	75,280.00
5540	CONTRACT TRANSPORTATION	*	5,570,704.00
9010	STATE RETIREMENT	*	416,284.00
9020	TEACHER RETIREMENT	*	2,362,715.00
9030	SOCIAL SECURITY	*	2,197,337.00
9040	WORKER COMPENSATION	*	232,814.00
9045	LIFE INSURANCE	*	43,200.00
9050	UNEMPLOYMENT INSURANCE	*	40,000.00
9055	DISABILITY INSURANCE	*	21,143.80
9060	MEDICAL INSURANCE	*	9,528,222.93
9061	DENTAL INSURANCE	*	193,019.00

ELWOOD UFSD**Budgeting Appropriation Status Report For 2627 Adopted Approp Budget @2.97% (Summary) Component Analysis**

Account	Description		2026 - 27 Proposed Budget
9088	OTHER EMPLOYEE COMP	*	2,500.00
9089	RETIREMENT	*	218,630.00
9901	TRANS TO FED AID FUND	*	150,000.00
Totals For Program Components:			58,452,651.73
Grand Totals:			80,042,789.00
Component Percentage Analysis			
Administrative			11.022%
Capital			15.951%
Program			73.027%
Totals:			100.000%

2026-27 Property Tax Report Card

580401 - Elwood UFSD

Contact Person: Lorraine Dunkel

Telephone Number: 631-266-5400

	Budgeted 2025-26 (A)	Proposed Budget 2026-27 (B)	Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	78,566,259	80,042,789	1.88%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	54,545,732	56,167,159	
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)	54,545,732	56,167,159	2.97%
F. Permissible Exclusions to the School Tax Levy Limit	3,598,073	2,806,782	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	50,228,891	53,360,377	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	50,947,659	53,360,377	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	-718,768	0	
Public School Enrollment	1,950	1,962	
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, include any carryover from 2025-26 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2025-26 (D)	Estimated 2026-27 (E)
Adjusted Restricted Fund Balance	4,768,832	4,075,011
Assigned Appropriated Fund Balance	2,555,531	2,500,000
Adjusted Unrestricted Fund Balance	3,142,650	2,999,426
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	3.75%

Schedule of Reserve Funds

Reserve Type	Reserve Description *	3/31/26 Actual Balance	6/30/26 Estimated Ending Balance	Intended Use of the Reserve in the 2026-27 School Year
Capital	To pay the cost of any object or purpose for which bonds may be issued.	620055	642501	
Repair	To pay the cost of repairs to capital improvements or equipment.	0	0	
Workers' Compensation	To pay for Workers Compensation and benefits.	0	0	
Unemployment Insurance	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	344742	357222	
Reserve for Tax Reduction	For the gradual use of the proceeds of the sale of school district real property.	0	0	
Mandatory Reserve for Debt Service	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	17918	18567	
Insurance	To pay liability, casualty, and other types of uninsured losses.	12812	13277	
Property Loss	To establish and maintain a program of reserves to cover property loss.	0	0	
Liability	To establish and maintain a program of reserves to cover liability claims incurred.	0	0	
Tax Certiorari	To establish a reserve fund for tax certiorari settlements.	0	0	
Reserve for Insurance Recoveries	To account for unexpended proceeds of insurance recoveries at the fiscal year end.	0	0	
EBALR - Employee Benefit Accrued Liability	For the payment of accrued 'employee benefits' due to employees upon termination of service.	1273807	1019920	
Retirement Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System	1797549	1296165	\$800,000 is intended to be used to offset retirement system expenditures
Other Reserve	To fund employer retirement contributions to the New York State Teachers' Retirement System	701949	727359	\$500,000 is intended to be used to offset retirement system expenditures

Tarjeta de informe de impuestos sobre la propiedad 2026-27

000000 - NOMBRE DEL DISTRITO			
Persona de Contacto:	Presupuestado 2025-26	Presupuesto propuesto 2026-27	Cambio porcentual (C)
Número de teléfono:	(A)	(B)	
Monto total presupuestado, sin incluir proposiciones separadas	78,566,259	80,042,789	1.88%
A. Impuesto fiscal propuesto para respaldar el monto total presupuestado ¹	54,545,732	56,167,159	
B. Impuesto fiscal para respaldar la deuda de la biblioteca, si corresponde	0	0	
C. Impuesto fiscal para proposiciones no excluibles, si corresponde ²	0	0	
D. Monto total de la reserva del límite fiscal impositivo utilizado para reducir el impuesto del año actual, si corresponde	0	0	
E. Impuesto fiscal escolar total propuesto para el año escolar (A + B + C - D)	54,545,732	56,167,159	2.97%
F. Exclusiones permitidas al límite del impuesto fiscal escolar	3,598,073	2,806,782	
G. Límite del impuesto fiscal escolar, <i>excluyendo</i> el gravamen para exclusiones permitidas ³	50,228,891	53,360,377	
H. Impuesto fiscal total propuesto para el año escolar, <i>excluyendo</i> el gravamen para respaldar la deuda de la biblioteca y/o exclusiones permitidas (E - B - F + D)	50,947,659	53,360,377	
I. Diferencia: (G - H); (un valor negativo requiere aprobación del 60.0 % de los votantes) ²	-718,768	0	
Matrícula escolar pública	1,950	1,962	
Índice de precios al consumidor			2.63%

¹ Incluya cualquier reserva del año anterior para el exceso de impuesto fiscal, incluidos los intereses.
² La recaudación de impuestos asociada con proposiciones de servicios educativos o de transporte no es elegible para la exclusión bajo el Límite de recaudación de impuestos escolares y puede afectar los requisitos de aprobación de los votantes.
³ Para 2026-27, incluya cualquier saldo remanente de 2025-26 y excluya cualquier impuesto para deuda de biblioteca o reserva del año anterior por exceso de recaudación fiscal, incluyendo intereses.

	Real 2025-26 (D)	Estimado 2026-27 (E)
Saldo ajustado de fondos restringidos	4,768,832	4,075,011
Saldo de fondos asignados y apropiados	2,555,531	2,500,000
Saldo ajustado de fondos no restringidos	3,142,650	2,999,426
Saldo ajustado de fondos no restringido como porcentaje del presupuesto total	4.00%	3.75%

Cronograma de fondos de reserva

Tipo de reserva	Descripción de la reserva *	Saldo real al 31/3/26	Saldo final estimado al 30/6/26	Uso previsto de la reserva en el año escolar 2026-27
Capital	Para cubrir el costo de cualquier objeto o propósito para el cual se puedan emitir bonos.	620055	642501	
Reparaciones	Para cubrir el costo de reparaciones de mejoras de capital o equipos.	0	0	
Compensación laboral	Para cubrir compensaciones y beneficios laborales.	0	0	
Seguro de desempleo	Para cubrir el costo de reembolso al Fondo Estatal del seguro de desempleo.	344742	357222	
Reserva para reducción de impuestos	Para el uso gradual de los ingresos por la venta de bienes inmuebles del distrito escolar.	0	0	
Reserva obligatoria para el servicio de la deuda	Para cubrir pagos de deuda de obligaciones pendientes (bonos, BANS) después de la venta de activos o mejoras de capital del distrito.	17918	18567	
Seguros	Para cubrir pérdidas por responsabilidad civil, daños por hecho fortuito y otros tipos de pérdidas no aseguradas.	12812	13277	
Pérdida de propiedad	Para establecer y mantener un programa de reservas para cubrir pérdidas de propiedad.	0	0	
Responsabilidad civil	Para establecer y mantener un programa de reservas para cubrir las reclamaciones de responsabilidad civil incurridas.	0	0	
Certiorari Fiscal	Para establecer un fondo de reserva para los acuerdos de certiorari fiscales.	0	0	
Reserva para recuperaciones de seguros	Para contabilizar los ingresos no utilizados de las recuperaciones de seguros al cierre del año fiscal.	0	0	
EBALR – Beneficios acumulados para empleados	Para el pago de los "beneficios de los empleados" devengados adeudados a los empleados al término de su servicio.	1273807	1019920	
Contribución para la jubilación	Para financiar las contribuciones de jubilación del empleador al Sistema de Jubilación de los Empleados Estatales y Locales	1797549	1296165	Se destinarán 800.000 dólares para compensar los gastos del sistema de jubilación.
Otra Reserva	Para financiar las contribuciones patronales para la jubilación al Sistema de Jubilación de Maestros del Estado de Nueva York.	701949	727359	Se destinarán 500.000 dólares para compensar los gastos del sistema de jubilación.

Salary: Administrative Compensation Information
580401 - ELWOOD UFSD
2025-2026 - Page 1
Official - as of 05/05/2026 09:18 AM
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	247,095	62,285	0

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

Associate, Assistant and Deputy Superintendents

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

2.	ASSISTANT SUPERINTENDENT FOR BUSINESS	206,497	80,413	0
3.	ASSISTANT SUPERINTENDENT FOR PUPIL PERSON	197,250	43,841	0
4.	ASSISTANT SUPERINTENDENT FOR CURRICULUM	185,560	39,839	0
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Salary: Administrative Compensation Information
580401 - ELWOOD UFSD**2025-2026 - Page 2**
Official - as of 05/05/2026 09:18 AM

	Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
580401 - ELWOOD UFSD**2025-2026 Claim Year - Page 3**
Official - as of 05/05/2026 09:18 AM

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

71.	MIDDLE SCHOOL PRINCIPAL	219,179
72.	ELEMENTARY PRINCIPAL	207,598
73.	DIRECTOR OF HUMANITIES	206,366
74.	DIRECTOR OF TECHNOLOGY	180,950
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Elwood School District No. 1
Exemption Impact Report
2026/27 Tentative Assessment Roll

Exemption Description	Statutory Authority	Total Assessed Value
Senior Citizens Limited Income	NYS and Local law	158,220
Clergy	NYS Law	6,000
Home Improvements	NYS and Local law	5,170
Disabled Person with Limited Income	NYS and Local law	7,740
Commercial	NYS Law	0
Taxable State Lands	NYS and Local Law	0
Veterans	NYS and Local Law	29,880
Wholly Exempted (Non-Profit, Government, Schools, Parks, Churches, Fire Districts)	NYS Laws	837,090
Special (Agricultural Assessments and IDA exemptions)	NYS Law	48,747
Volunteer Firefighters and EMT's	NYS and Local law	21,540
	Total:	1,114,387

ELWOOD 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	119.1	123.3	136.1
	Math	121.2	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	160.2	178.8	182.3
	Math	163.1	190.9	192.4
Black or African American	ELA	114.8	114.8	129
	Math	100	106.7	122.2
Hispanic or Latino	ELA	96.4	107.5	122.9
	Math	101	105.6	121.4
Multiracial	ELA	134.5	125.7	138.1
	Math	134.5	129	140.8
White	ELA	119.9	123.7	136.4
	Math	122.6	134.7	145.6
English Language Learner	ELA	74.6	93	110.8
	Math	81.3	103.7	119.8
Students with Disabilities	ELA	49.6	68.9	90.7
	Math	46.1	72.5	93.8
Economically Disadvantaged	ELA	79.5	110	125
	Math	83.7	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	209.3	134.9	148.3
	Math	162.2	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	215.2	140.5	152.9
	Math	173.9	114.8	129
Black or African American	ELA	194.4	95	115
	Math	105.6	37.8	64.8
Hispanic or Latino	ELA	176.7	99.6	118.8
	Math	123.3	43.4	69.5
Multiracial	ELA	—	—	—
	Math	—	—	—
White	ELA	226.1	170.2	177.6
	Math	188	74.7	95.6
English Language Learner	ELA	50	49.7	77.2
	Math	40	36.7	63.9
Students with Disabilities	ELA	110.5	75.4	98.7
	Math	31.6	29.3	57.8
Economically Disadvantaged	ELA	178.9	103.2	121.8
	Math	114.4	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	181	95%	87.5%	88.8%
	5-Year	184	96.7%	89.4%	90.5%
	6-Year	181	97.2%	88.9%	90.3%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	15	—	—	—
	5-Year	14	—	—	—
	6-Year	14	—	—	—
Black or African American	4-Year	13	—	—	—
	5-Year	12	—	—	—
	6-Year	9	—	—	—
Hispanic or Latino	4-Year	34	85.3%	81.6%	83.8%
	5-Year	40	92.5%	84.4%	86.3%
	6-Year	30	90%	83.3%	85.6%
Multiracial	4-Year	8	—	—	—
	5-Year	3	—	—	—
	6-Year	3	—	—	—
White	4-Year	111	97.3%	91.7%	92.3%
	5-Year	115	97.4%	92.9%	93.4%
	6-Year	125	99.2%	93.1%	93.7%
English Language Learner	4-Year	9	—	—	—
	5-Year	5	—	—	—
	6-Year	7	—	—	—
Students with Disabilities	4-Year	27	85.2%	70.4%	74.5%
	5-Year	28	85.7%	73%	76.8%
	6-Year	19	—	—	—
Economically Disadvantaged	4-Year	47	83%	83.1%	85.1%
	5-Year	44	90.9%	85.6%	87.4%
	6-Year	35	91.4%	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	73	48%	50%	1.04	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	536	176.4
	Math	549	175.2
	Science	192	182.6
	Combined	1,277	176.8
Asian or Native Hawaiian/Other Pacific Islander	ELA	77	183.1
	Math	77	186.4
	Science	26	182.7
	Combined	180	184.4
Black or African American	ELA	30	168.3
	Math	26	169.2
	Science	14	196.4
	Combined	70	174.3
Hispanic or Latino	ELA	117	158.1
	Math	124	157.3
	Science	50	166
	Combined	291	159.1
Multiracial	ELA	18	216.7
	Math	19	205.3
	Science	6	191.7
	Combined	43	208.1
White	ELA	294	180.3
	Math	303	178.4
	Science	96	188.5
	Combined	693	180.6
English Language Learner	ELA	19	78.9
	Math	20	102.5
	Science	3	—
	Combined	42	86.9

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	55	104.5
	Math	53	100.9
	Science	18	105.6
	Combined	126	103.2
Economically Disadvantaged	ELA	130	141.9
	Math	134	145.5
	Science	55	148.2
	Combined	319	144.5

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index
All Students	ELA	794	119.1
	Math	794	121.2
	Science	286	122.6
	Combined	1,874	120.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	88	160.2
	Math	88	163.1
	Science	29	163.8
	Combined	205	162
Black or African American	ELA	44	114.8
	Math	44	100
	Science	21	131
	Combined	109	111.9
Hispanic or Latino	ELA	192	96.4
	Math	193	101
	Science	80	103.8
	Combined	465	99.6
Multiracial	ELA	29	134.5
	Math	29	134.5
	Science	11	104.5
	Combined	69	129.7
White	ELA	442	119.9
	Math	441	122.6
	Science	144	125.7
	Combined	1,027	121.9
English Language Learner	ELA	71	74.6
	Math	72	81.3
	Science	6	16.7
	Combined	149	75.5

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	116	49.6
	Math	116	46.1
	Science	41	46.3
	Combined	273	47.6
Economically Disadvantaged	ELA	232	79.5
	Math	233	83.7
	Science	89	91.6
	Combined	554	83.2

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index
All Students	759	37,576	49.5
Asian or Native Hawaiian/Other Pacific Islander	112	5,796	51.8
Black or African American	51	2,255	44.2
Hispanic or Latino	155	7,888	50.9
Multiracial	26	1,412	54.3
White	415	20,225	48.7
English Language Learner	11	—	—
Students with Disabilities	52	1,896	36.5
Economically Disadvantaged	165	7,316	44.3

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	57	48%	49%	1.02
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	43	46%	37%	0.80
White	2	—	—	—
English Language Learner	57	48%	49%	1.02
Students with Disabilities	14	—	—	—
Economically Disadvantaged	47	47%	43%	0.91

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	1,139	32	63	358	686	219
Asian or Native Hawaiian/Other Pacific Islander	118	6	8	26	78	216.1
Black or African American	67	1	2	16	48	229.9
Hispanic or Latino	274	13	23	110	128	205.5
Multiracial	45	1	2	16	26	220
White	635	11	28	190	406	224.1
English Language Learner	100	8	10	39	43	195.5
Students with Disabilities	173	8	19	54	92	206.4
Economically Disadvantaged	332	18	32	116	166	204.5

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	847	64.5%
Asian or Native Hawaiian/Other Pacific Islander	X	95	83.2%
Black or African American	X	47	66%
Hispanic or Latino	X	206	58.3%
Multiracial	—	31	—
White	X	468	63.5%
English Language Learner	X	42	50%
Students with Disabilities	X	119	44.5%
Economically Disadvantaged	X	250	54%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	846	65.8%
Asian or Native Hawaiian/Other Pacific Islander	X	95	83.2%
Black or African American	X	47	57.5%
Hispanic or Latino	X	206	60.7%
Multiracial	—	31	—
White	X	467	65.5%
English Language Learner	X	42	47.6%
Students with Disabilities	X	119	42.9%
Economically Disadvantaged	X	250	54.8%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—

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	171	210.5	193.9
	Math	170	164.1	
	Science	169	209.2	
	Social Studies	171	198.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	23	215.2	204.8
	Math	23	173.9	
	Science	22	229.5	
	Social Studies	23	210.9	
Black or African American	ELA	9	194.4	156.7
	Math	9	105.6	
	Science	9	194.4	
	Social Studies	9	138.9	
Hispanic or Latino	ELA	44	180.7	161
	Math	45	123.3	
	Science	44	168.2	
	Social Studies	44	180.7	
Multiracial	ELA	3	—	—
	Math	2	—	
	Science	3	—	
	Social Studies	3	—	
White	ELA	92	226.1	212.6
	Math	91	190.1	
	Science	91	228	
	Social Studies	92	210.9	
English Language Learner	ELA	9	55.6	64.7
	Math	10	40	
	Science	10	80	
	Social Studies	9	100	

Subgroup	Subject	Cohort	Index	Combined Index
Students with Disabilities	ELA	19	110.5	89.5
	Math	18	33.3	
	Science	19	123.7	
	Social Studies	19	107.9	
Economically Disadvantaged	ELA	44	183	159
	Math	43	119.8	
	Science	42	166.7	
	Social Studies	44	173.9	

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	172	209.3	192
	Math	172	162.2	
	Science	172	205.5	
	Social Studies	172	197.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	23	215.2	202.8
	Math	23	173.9	
	Science	23	219.6	
	Social Studies	23	210.9	
Black or African American	ELA	9	194.4	156.7
	Math	9	105.6	
	Science	9	194.4	
	Social Studies	9	138.9	
Hispanic or Latino	ELA	45	176.7	158.2
	Math	45	123.3	
	Science	45	164.4	
	Social Studies	45	176.7	
Multiracial	ELA	3	—	—
	Math	3	—	
	Science	3	—	
	Social Studies	3	—	
White	ELA	92	226.1	211.5
	Math	92	188	
	Science	92	225.5	
	Social Studies	92	210.9	
English Language Learner	ELA	10	50	61
	Math	10	40	
	Science	10	80	
	Social Studies	10	90	

Subgroup	Subject	Cohort	Index	Combined Index
Students with Disabilities	ELA	19	110.5	89
	Math	19	31.6	
	Science	19	123.7	
	Social Studies	19	107.9	
Economically Disadvantaged	ELA	45	178.9	153.1
	Math	45	114.4	
	Science	45	155.6	
	Social Studies	45	170	

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate
All Students	4-year	181	172	95%	96.3%
	5-year	184	178	96.7%	
	6-year	181	176	97.2%	
Asian or Native Hawaiian/Other Pacific Islander	4-year	15	—	—	—
	5-year	14	—	—	
	6-year	14	—	—	
Black or African American	4-year	13	—	—	—
	5-year	12	—	—	
	6-year	9	—	—	
Hispanic or Latino	4-year	34	29	85.3%	89.3%
	5-year	40	37	92.5%	
	6-year	30	27	90%	
Multiracial	4-year	8	—	—	—
	5-year	3	—	—	
	6-year	3	—	—	
White	4-year	111	108	97.3%	98%
	5-year	115	112	97.4%	
	6-year	125	124	99.2%	
English Language Learner	4-year	9	—	—	—
	5-year	5	—	—	
	6-year	7	—	—	
Students with Disabilities	4-year	27	23	85.2%	85.5%
	5-year	28	24	85.7%	
	6-year	19	—	—	
Economically Disadvantaged	4-year	47	39	83%	88.4%
	5-year	44	40	90.9%	
	6-year	35	32	91.4%	

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	16	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—
Hispanic or Latino	13	—	—	—
English Language Learner	16	—	—	—
Students with Disabilities	8	—	—	—
Economically Disadvantaged	15	—	—	—

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	688	30	45	188	425	215.6
Asian or Native Hawaiian/Other Pacific Islander	86	5	4	20	57	216.9
Black or African American	44	2	1	9	32	225
Hispanic or Latino	186	14	20	45	107	203
Multiracial	20	1	1	7	11	212.5
White	352	8	19	107	218	221
English Language Learner	28	4	2	3	19	198.2
Students with Disabilities	104	10	8	33	53	198.6
Economically Disadvantaged	205	20	21	50	114	198

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	176	0	146	1	27	0	2	182.1
Asian or Native Hawaiian/Other Pacific Islander	24	0	20	0	3	0	1	179.2
Black or African American	9	0	—	—	—	—	—	—
Hispanic or Latino	47	0	34	0	12	0	1	170.2
Multiracial	3	0	—	—	—	—	—	—
White	93	0	83	1	9	0	0	189.8
English Language Learner	11	0	—	—	—	—	—	—
Students with Disabilities	19	0	—	—	—	—	—	—
Economically Disadvantaged	46	0	34	0	10	0	2	169.6

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	178	98.9%
Asian or Native Hawaiian/Other Pacific Islander	—	24	—
Black or African American	—	9	—
Hispanic or Latino	✓	48	95.8%
Multiracial	—	3	—
White	✓	94	100%
English Language Learner	—	8	—
Students with Disabilities	—	20	—
Economically Disadvantaged	✓	47	95.7%

SECONDARY MATHEMATICS PARTICIPATION RATE

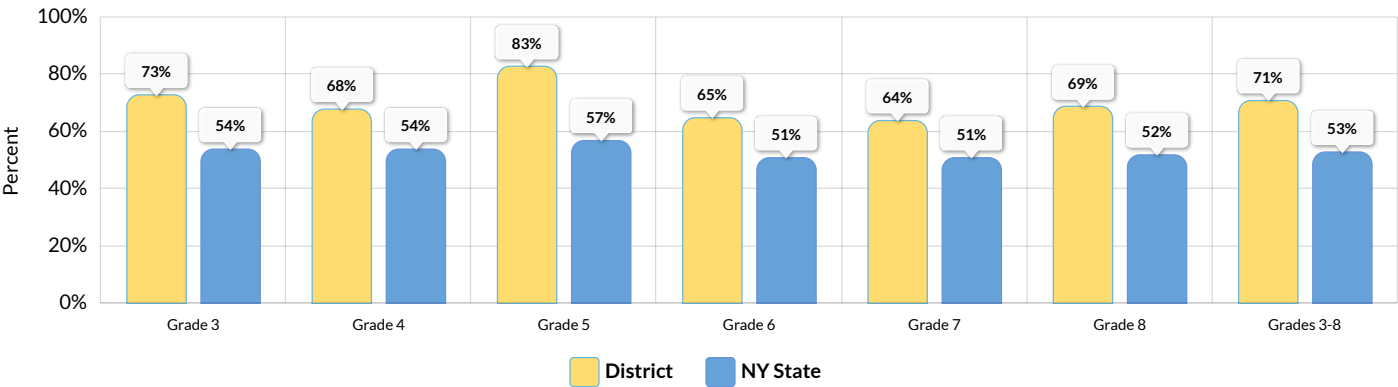
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	178	98.9%
Asian or Native Hawaiian/Other Pacific Islander	—	24	—
Black or African American	—	9	—
Hispanic or Latino	✓	48	100%
Multiracial	—	3	—
White	✓	94	98.9%
English Language Learner	—	8	—
Students with Disabilities	—	20	—
Economically Disadvantaged	✓	47	95.7%

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



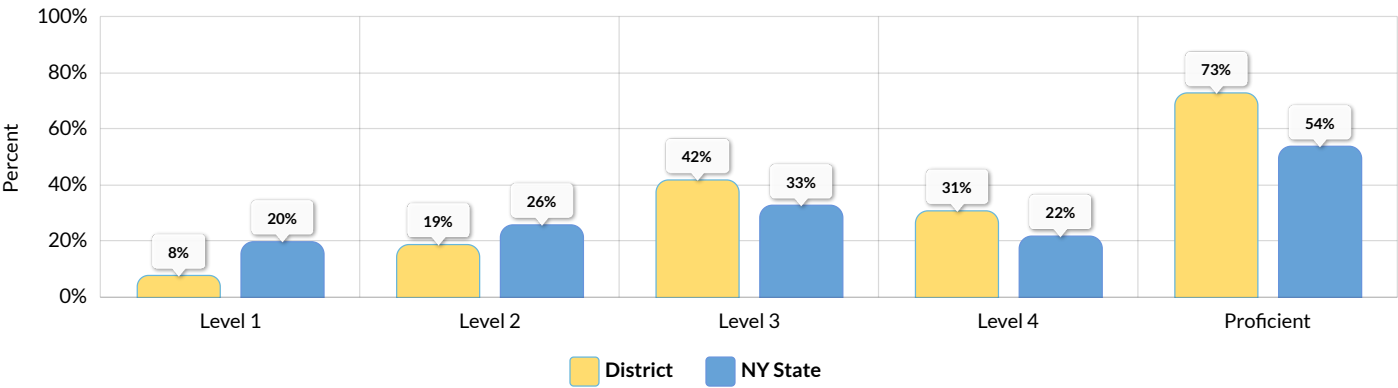
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	137	33	24%	104	76%	8	8%	20	19%	44	42%	32	31%	76	73%
Grade 4	125	47	38%	78	62%	5	6%	20	26%	27	35%	26	33%	53	68%
Grade 5	162	51	31%	111	69%	6	5%	13	12%	46	41%	46	41%	92	83%
Grade 6	136	47	35%	89	65%	15	17%	16	18%	39	44%	19	21%	58	65%
Grade 7	146	69	47%	77	53%	11	14%	17	22%	31	40%	18	23%	49	64%
Grade 8	144	67	47%	77	53%	11	14%	13	17%	33	43%	20	26%	53	69%
Grades 3-8	850	314	37%	536	63%	56	10%	99	18%	220	41%	161	30%	381	71%

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

GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students

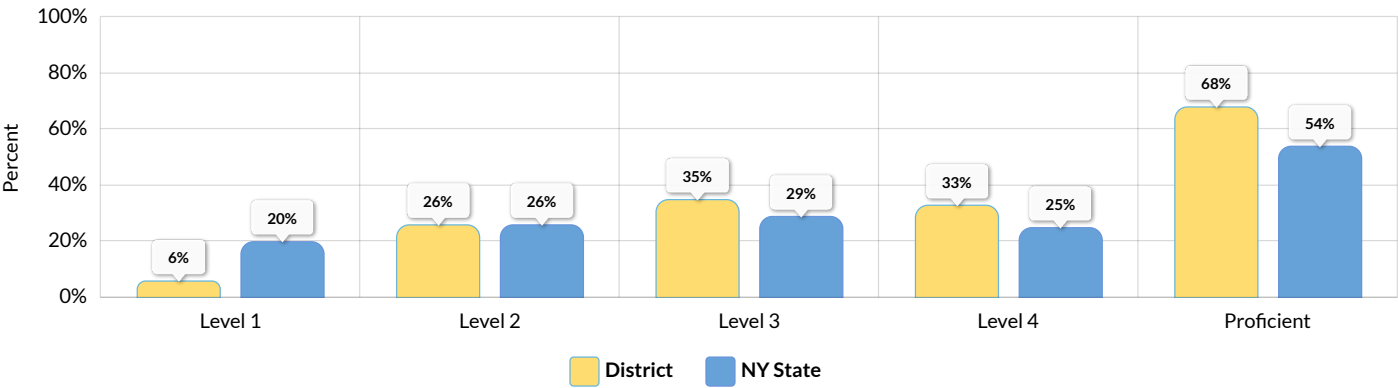


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	33	24%	104	76%	8	8%	20	19%	44	42%	32	31%	76	73%
Female	63	14	22%	49	78%	4	8%	8	16%	25	51%	12	24%	37	76%
Male	74	19	26%	55	74%	4	7%	12	22%	19	35%	20	36%	39	71%
General Education Students	118	22	19%	96	81%	5	5%	18	19%	43	45%	30	31%	73	76%
Students with Disabilities	19	11	58%	8	42%	3	38%	2	25%	1	13%	2	25%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	17	3	18%	14	82%	0	0%	1	7%	7	50%	6	43%	13	93%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	11	32%	23	68%	3	13%	8	35%	7	30%	5	22%	12	52%
White	78	17	22%	61	78%	5	8%	10	16%	28	46%	18	30%	46	75%
Multiracial	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	1	17%	2	33%	3	50%	5	83%
Economically Disadvantaged	41	17	41%	24	59%	4	17%	6	25%	11	46%	3	13%	14	58%
Not Economically Disadvantaged	96	16	17%	80	83%	4	5%	14	18%	33	41%	29	36%	62	78%
English Language Learner	15	7	47%	8	53%	2	25%	4	50%	2	25%	0	0%	2	25%
Non-English Language Learner	122	26	21%	96	79%	6	6%	16	17%	42	44%	32	33%	74	77%
Not in Foster Care	137	33	24%	104	76%	8	8%	20	19%	44	42%	32	31%	76	73%
Not Homeless	137	33	24%	104	76%	8	8%	20	19%	44	42%	32	31%	76	73%
Not Migrant	137	33	24%	104	76%	8	8%	20	19%	44	42%	32	31%	76	73%
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	136	32	24%	104	76%	8	8%	20	19%	44	42%	32	31%	76	73%

GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students

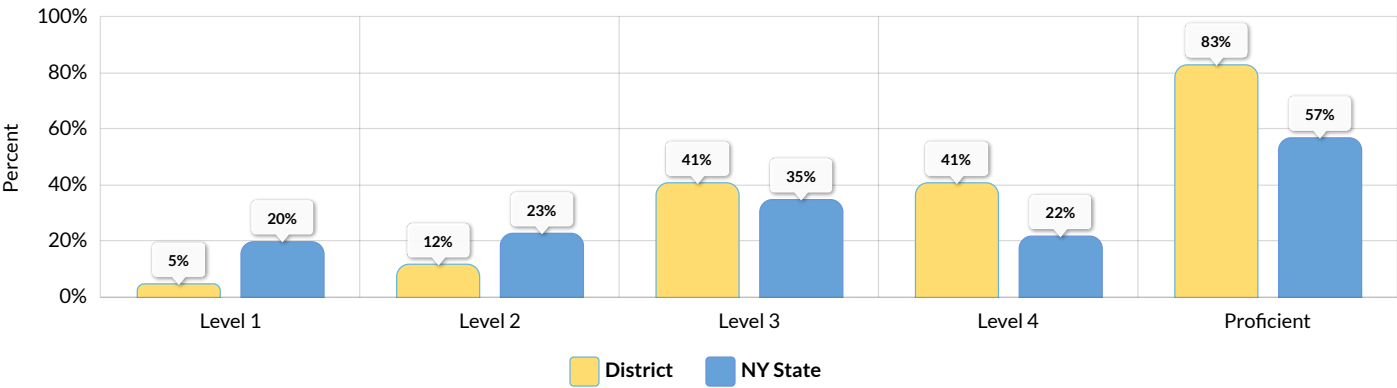


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	47	38%	78	62%	5	6%	20	26%	27	35%	26	33%	53	68%
Female	68	21	31%	47	69%	1	2%	12	26%	16	34%	18	38%	34	72%
Male	57	26	46%	31	54%	4	13%	8	26%	11	35%	8	26%	19	61%
General Education Students	105	32	30%	73	70%	1	1%	19	26%	27	37%	26	36%	53	73%
Students with Disabilities	20	15	75%	5	25%	4	80%	1	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	16	5	31%	11	69%	1	9%	1	9%	6	55%	3	27%	9	82%
Black or African American	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	17	55%	14	45%	0	0%	4	29%	5	36%	5	36%	10	71%
White	66	23	35%	43	65%	2	5%	13	30%	14	33%	14	33%	28	65%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	2	20%	2	20%	2	20%	4	40%	6	60%
Economically Disadvantaged	44	24	55%	20	45%	3	15%	6	30%	8	40%	3	15%	11	55%
Not Economically Disadvantaged	81	23	28%	58	72%	2	3%	14	24%	19	33%	23	40%	42	72%
English Language Learner	12	10	83%	2	17%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	113	37	33%	76	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	125	47	38%	78	62%	5	6%	20	26%	27	35%	26	33%	53	68%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	124	46	37%	78	63%	5	6%	20	26%	27	35%	26	33%	53	68%
Not Migrant	125	47	38%	78	62%	5	6%	20	26%	27	35%	26	33%	53	68%
Parent Not in Armed Forces	125	47	38%	78	62%	5	6%	20	26%	27	35%	26	33%	53	68%

GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students

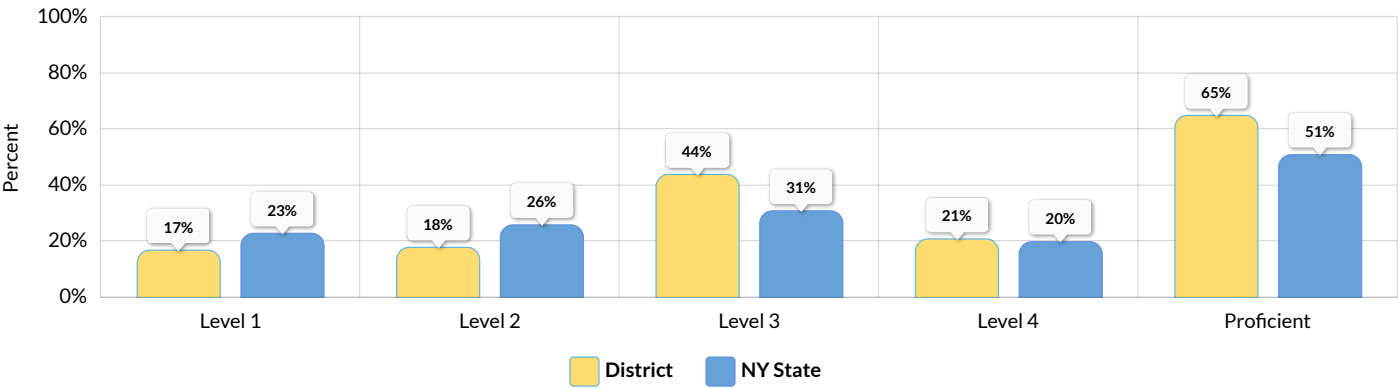


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	51	31%	111	69%	6	5%	13	12%	46	41%	46	41%	92	83%
Female	83	27	33%	56	67%	2	4%	7	13%	16	29%	31	55%	47	84%
Male	79	24	30%	55	70%	4	7%	6	11%	30	55%	15	27%	45	82%
General Education Students	129	33	26%	96	74%	4	4%	5	5%	41	43%	46	48%	87	91%
Students with Disabilities	33	18	55%	15	45%	2	13%	8	53%	5	33%	0	0%	5	33%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	0	0%	5	50%	5	50%	10	100%
Black or African American	13	3	23%	10	77%	0	0%	1	10%	6	60%	3	30%	9	90%
Hispanic or Latino	39	15	38%	24	62%	4	17%	2	8%	9	38%	9	38%	18	75%
White	89	27	30%	62	70%	2	3%	10	16%	26	42%	24	39%	50	81%
Multiracial	11	6	55%	5	45%	0	0%	0	0%	0	0%	5	100%	5	100%
Economically Disadvantaged	43	17	40%	26	60%	4	15%	5	19%	14	54%	3	12%	17	65%
Not Economically Disadvantaged	119	34	29%	85	71%	2	2%	8	9%	32	38%	43	51%	75	88%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	158	49	31%	109	69%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	162	51	31%	111	69%	6	5%	13	12%	46	41%	46	41%	92	83%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	161	50	31%	111	69%	6	5%	13	12%	46	41%	46	41%	92	83%
Not Migrant	162	51	31%	111	69%	6	5%	13	12%	46	41%	46	41%	92	83%
Parent Not in Armed Forces	162	51	31%	111	69%	6	5%	13	12%	46	41%	46	41%	92	83%

GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

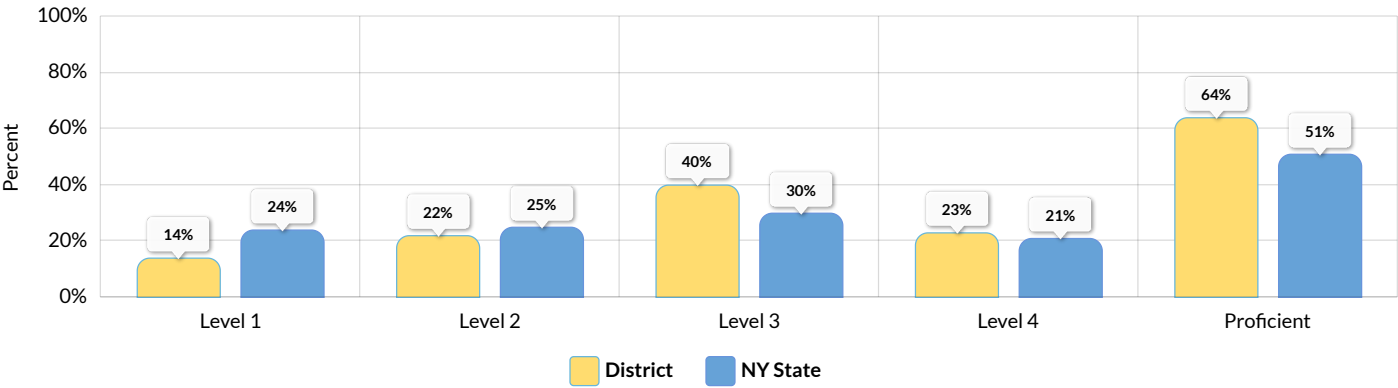


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	47	35%	89	65%	15	17%	16	18%	39	44%	19	21%	58	65%
Female	76	24	32%	52	68%	5	10%	11	21%	24	46%	12	23%	36	69%
Male	60	23	38%	37	62%	10	27%	5	14%	15	41%	7	19%	22	59%
General Education Students	122	36	30%	86	70%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	14	11	79%	3	21%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	5	26%	14	74%	4	29%	3	21%	3	21%	4	29%	7	50%
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	11	46%	13	54%	3	23%	4	31%	4	31%	2	15%	6	46%
White	85	28	33%	57	67%	7	12%	7	12%	30	53%	13	23%	43	75%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	32	14	44%	18	56%	8	44%	2	11%	5	28%	3	17%	8	44%
Not Economically Disadvantaged	104	33	32%	71	68%	7	10%	14	20%	34	48%	16	23%	50	70%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	131	45	34%	86	66%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	136	47	35%	89	65%	15	17%	16	18%	39	44%	19	21%	58	65%
Not Homeless	136	47	35%	89	65%	15	17%	16	18%	39	44%	19	21%	58	65%
Not Migrant	136	47	35%	89	65%	15	17%	16	18%	39	44%	19	21%	58	65%
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	135	46	34%	89	66%	15	17%	16	18%	39	44%	19	21%	58	65%

GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students

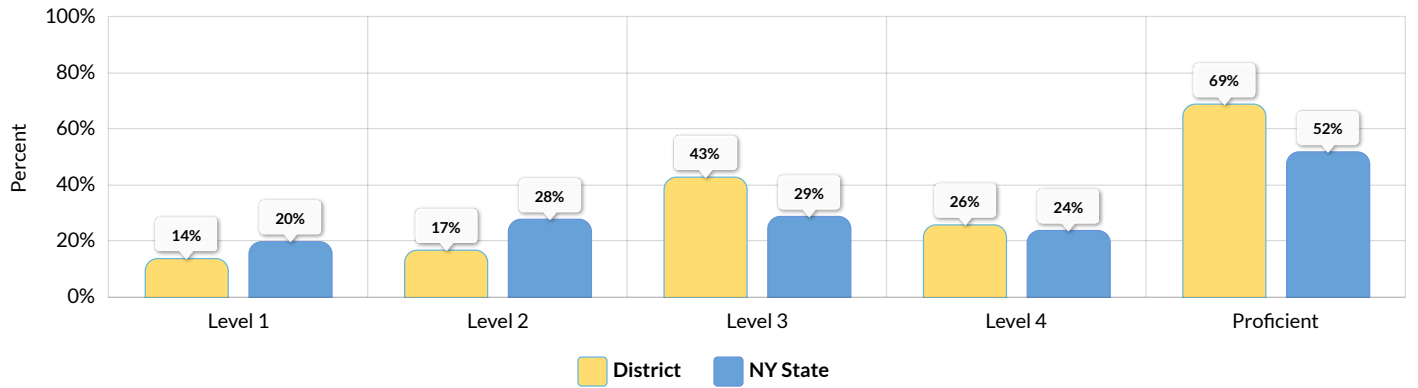


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	146	69	47%	77	53%	11	14%	17	22%	31	40%	18	23%	49	64%
Female	74	31	42%	43	58%	1	2%	10	23%	19	44%	13	30%	32	74%
Male	72	38	53%	34	47%	10	29%	7	21%	12	35%	5	15%	17	50%
General Education Students	124	53	43%	71	57%	7	10%	16	23%	30	42%	18	25%	48	68%
Students with Disabilities	22	16	73%	6	27%	4	67%	1	17%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	12	2	17%	10	83%	2	20%	1	10%	5	50%	2	20%	7	70%
Black or African American	10	5	50%	5	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	19	59%	13	41%	3	23%	4	31%	6	46%	0	0%	6	46%
White	87	41	47%	46	53%	5	11%	10	22%	18	39%	13	28%	31	67%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	7	47%	8	53%	1	13%	2	25%	2	25%	3	38%	5	63%
Economically Disadvantaged	39	25	64%	14	36%	4	29%	2	14%	7	50%	1	7%	8	57%
Not Economically Disadvantaged	107	44	41%	63	59%	7	11%	15	24%	24	38%	17	27%	41	65%
English Language Learner	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	65	46%	76	54%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	146	69	47%	77	53%	11	14%	17	22%	31	40%	18	23%	49	64%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	145	68	47%	77	53%	11	14%	17	22%	31	40%	18	23%	49	64%
Not Migrant	146	69	47%	77	53%	11	14%	17	22%	31	40%	18	23%	49	64%
Parent Not in Armed Forces	146	69	47%	77	53%	11	14%	17	22%	31	40%	18	23%	49	64%

GRADE 8 ELA RESULTS



Percent Scoring at Levels for All Students



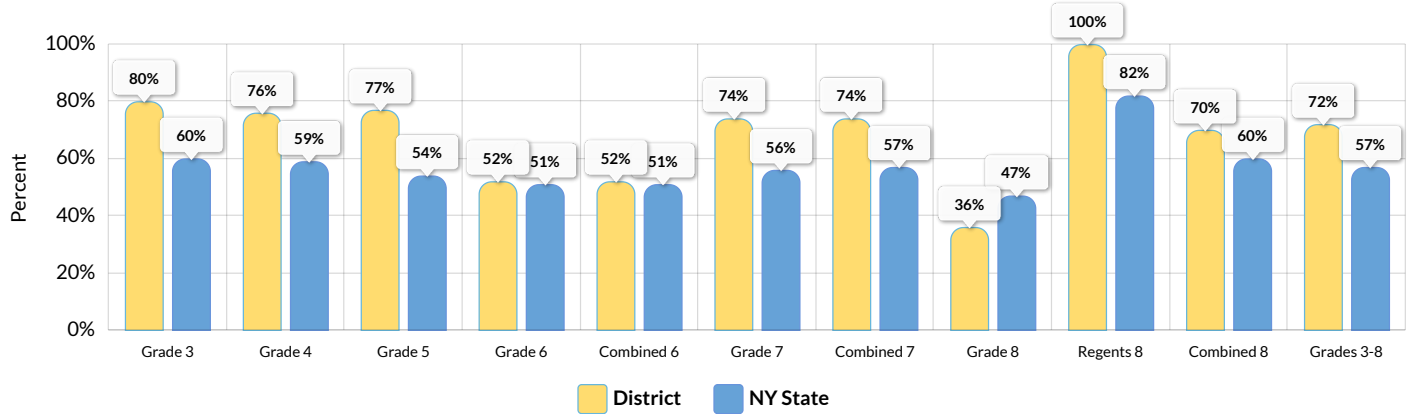
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	67	47%	77	53%	11	14%	13	17%	33	43%	20	26%	53	69%
Female	70	29	41%	41	59%	5	12%	4	10%	21	51%	11	27%	32	78%
Male	74	38	51%	36	49%	6	17%	9	25%	12	33%	9	25%	21	58%
General Education Students	132	62	47%	70	53%	7	10%	10	14%	33	47%	20	29%	53	76%
Students with Disabilities	12	5	42%	7	58%	4	57%	3	43%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	22	3	14%	19	86%	1	5%	4	21%	7	37%	7	37%	14	74%
Black or African American	10	4	40%	6	60%	1	17%	0	0%	3	50%	2	33%	5	83%
Hispanic or Latino	47	20	43%	27	57%	6	22%	4	15%	12	44%	5	19%	17	63%
White	64	39	61%	25	39%	3	12%	5	20%	11	44%	6	24%	17	68%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	53	26	49%	27	51%	7	26%	4	15%	13	48%	3	11%	16	59%
Not Economically Disadvantaged	91	41	45%	50	55%	4	8%	9	18%	20	40%	17	34%	37	74%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	67	48%	74	52%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	67	47%	77	53%	11	14%	13	17%	33	43%	20	26%	53	69%
Not Homeless	144	67	47%	77	53%	11	14%	13	17%	33	43%	20	26%	53	69%
Not Migrant	144	67	47%	77	53%	11	14%	13	17%	33	43%	20	26%	53	69%
Parent Not in Armed Forces	144	67	47%	77	53%	11	14%	13	17%	33	43%	20	26%	53	69%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS



Percent Scoring Proficient by Grade



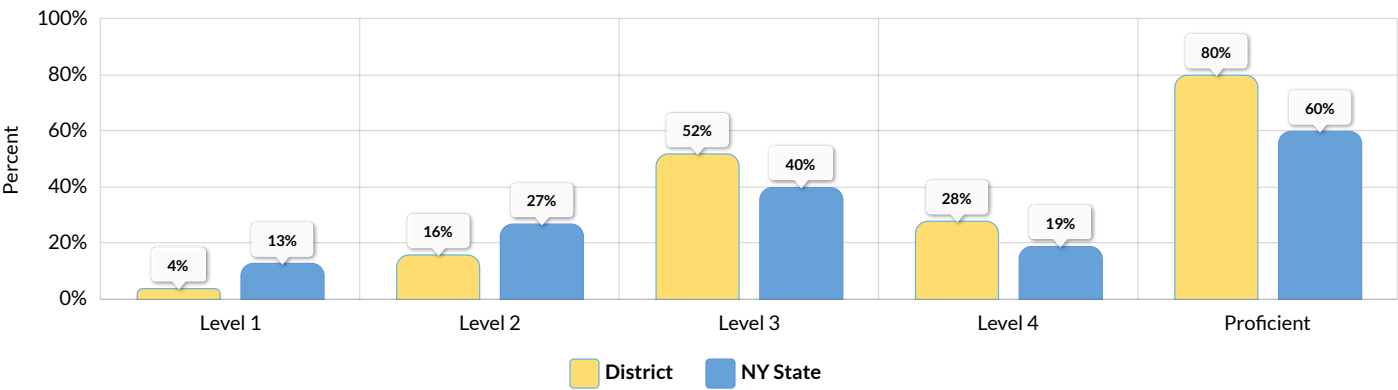
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	137	33	24%	104	76%	4	4%	17	16%	54	52%	29	28%	83	80%
Grade 4	125	47	38%	78	62%	4	5%	15	19%	44	56%	15	19%	59	76%
Grade 5	162	51	31%	111	69%	8	7%	17	15%	60	54%	26	23%	86	77%
Grade 6	136	45	33%	91	67%	18	20%	26	29%	39	43%	8	9%	47	52%
Combined 6	136	45	33%	91	67%	18	20%	26	29%	39	43%	8	9%	47	52%
Grade 7	146	73	50%	73	50%	6	8%	13	18%	29	40%	25	34%	54	74%
Combined 7	146	73	50%	73	50%	6	8%	13	18%	29	40%	25	34%	54	74%
Grade 8	144	102	71%	42	29%	16	38%	11	26%	15	36%	0	0%	15	36%
Regents 8	—	—	—	49	34%	0	0%	0	0%	1	2%	48	98%	49	100%
Combined 8	144	53	37%	91	63%	16	18%	11	12%	16	18%	48	53%	64	70%
Grades 3-8	850	302	36%	548	64%	56	10%	99	18%	242	44%	151	28%	393	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 3 MATH RESULTS



Percent Scoring at Levels for All Students

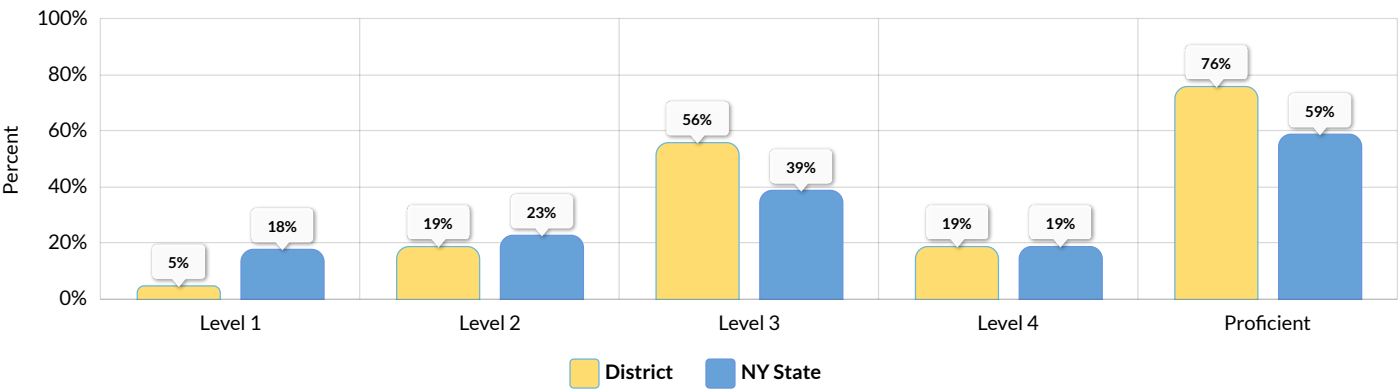


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GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students

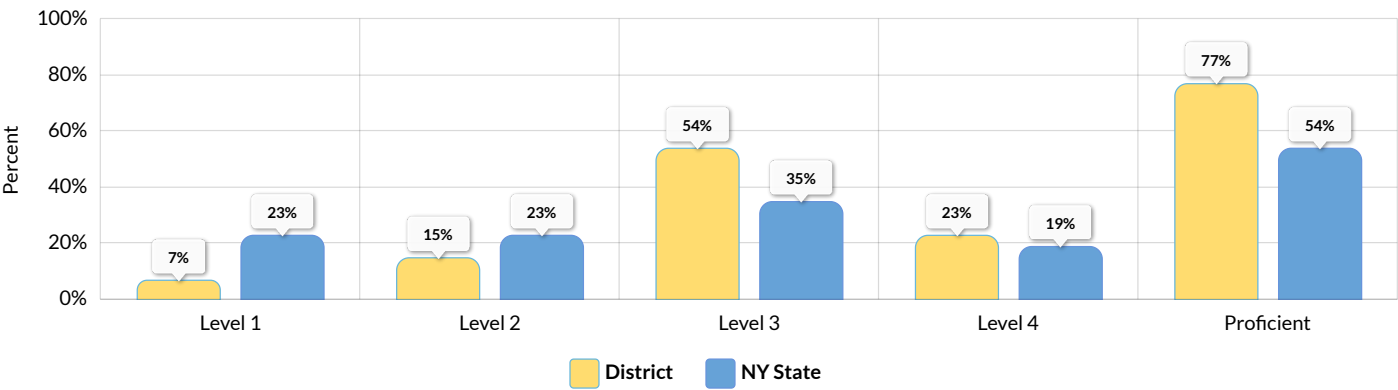


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	47	38%	78	62%	4	5%	15	19%	44	56%	15	19%	59	76%
Female	68	22	32%	46	68%	1	2%	8	17%	30	65%	7	15%	37	80%
Male	57	25	44%	32	56%	3	9%	7	22%	14	44%	8	25%	22	69%
General Education Students	105	29	28%	76	72%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	20	18	90%	2	10%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	6	38%	10	63%	0	0%	1	10%	5	50%	4	40%	9	90%
Black or African American	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	15	48%	16	52%	1	6%	3	19%	12	75%	0	0%	12	75%
White	66	22	33%	44	67%	2	5%	9	20%	22	50%	11	25%	33	75%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	4	33%	8	67%	1	13%	2	25%	5	63%	0	0%	5	63%
Economically Disadvantaged	44	23	52%	21	48%	3	14%	5	24%	11	52%	2	10%	13	62%
Not Economically Disadvantaged	81	24	30%	57	70%	1	2%	10	18%	33	58%	13	23%	46	81%
English Language Learner	12	9	75%	3	25%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	113	38	34%	75	66%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	125	47	38%	78	62%	4	5%	15	19%	44	56%	15	19%	59	76%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	124	46	37%	78	63%	4	5%	15	19%	44	56%	15	19%	59	76%
Not Migrant	125	47	38%	78	62%	4	5%	15	19%	44	56%	15	19%	59	76%
Parent Not in Armed Forces	125	47	38%	78	62%	4	5%	15	19%	44	56%	15	19%	59	76%

GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students

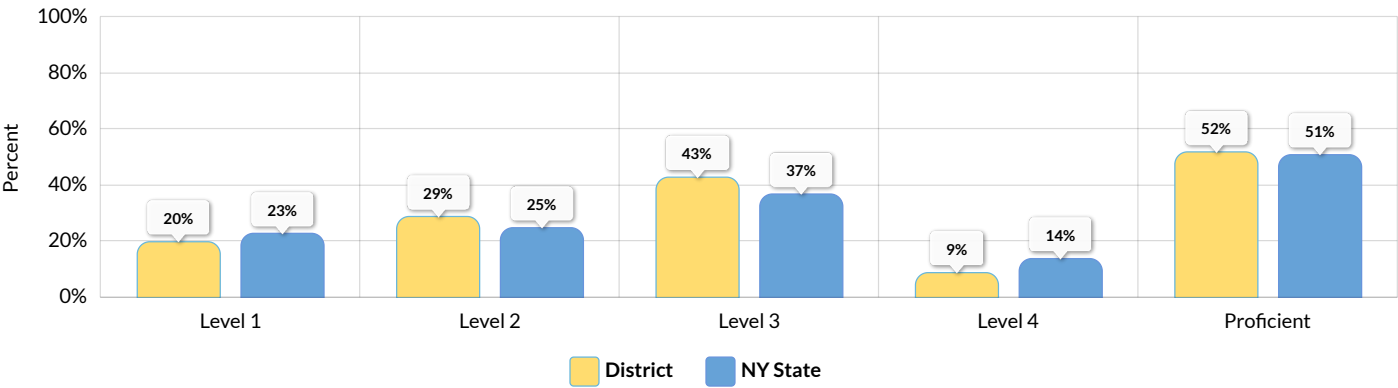


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	51	31%	111	69%	8	7%	17	15%	60	54%	26	23%	86	77%
Female	83	27	33%	56	67%	5	9%	7	13%	30	54%	14	25%	44	79%
Male	79	24	30%	55	70%	3	5%	10	18%	30	55%	12	22%	42	76%
General Education Students	129	33	26%	96	74%	4	4%	10	10%	56	58%	26	27%	82	85%
Students with Disabilities	33	18	55%	15	45%	4	27%	7	47%	4	27%	0	0%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	1	10%	1	10%	6	60%	2	20%	8	80%
Black or African American	13	4	31%	9	69%	0	0%	2	22%	5	56%	2	22%	7	78%
Hispanic or Latino	39	14	36%	25	64%	5	20%	4	16%	12	48%	4	16%	16	64%
White	89	27	30%	62	70%	2	3%	10	16%	32	52%	18	29%	50	81%
Multiracial	11	6	55%	5	45%	0	0%	0	0%	5	100%	0	0%	5	100%
Economically Disadvantaged	43	18	42%	25	58%	6	24%	6	24%	9	36%	4	16%	13	52%
Not Economically Disadvantaged	119	33	28%	86	72%	2	2%	11	13%	51	59%	22	26%	73	85%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	158	49	31%	109	69%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	162	51	31%	111	69%	8	7%	17	15%	60	54%	26	23%	86	77%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	161	50	31%	111	69%	8	7%	17	15%	60	54%	26	23%	86	77%
Not Migrant	162	51	31%	111	69%	8	7%	17	15%	60	54%	26	23%	86	77%
Parent Not in Armed Forces	162	51	31%	111	69%	8	7%	17	15%	60	54%	26	23%	86	77%

GRADE 6 MATH RESULTS



Percent Scoring at Levels for All Students

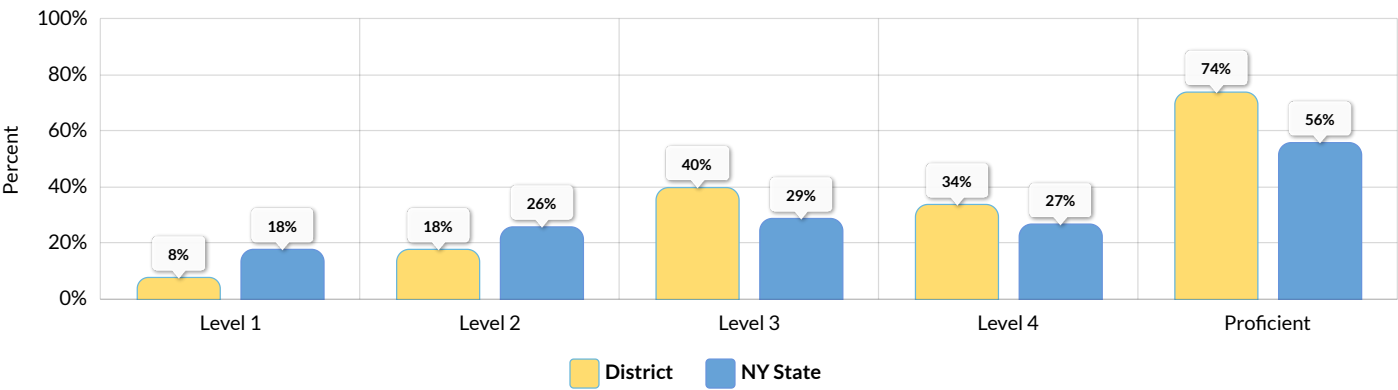


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GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students

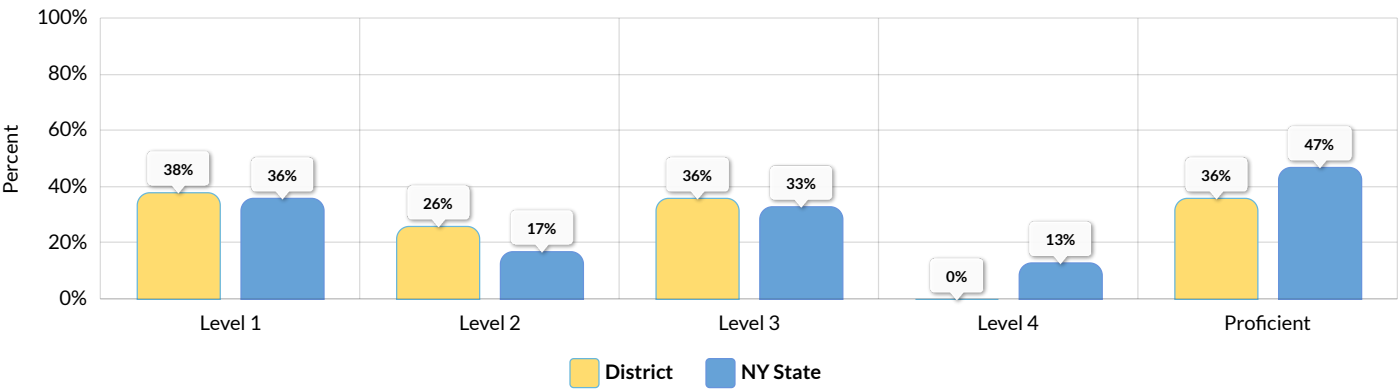


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	146	73	50%	73	50%	6	8%	13	18%	29	40%	25	34%	54	74%
Female	74	34	46%	40	54%	1	3%	8	20%	16	40%	15	38%	31	78%
Male	72	39	54%	33	46%	5	15%	5	15%	13	39%	10	30%	23	70%
General Education Students	124	57	46%	67	54%	2	3%	11	16%	29	43%	25	37%	54	81%
Students with Disabilities	22	16	73%	6	27%	4	67%	2	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	12	2	17%	10	83%	0	0%	1	10%	2	20%	7	70%	9	90%
Black or African American	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	21	66%	11	34%	1	9%	3	27%	5	45%	2	18%	7	64%
White	87	42	48%	45	52%	5	11%	8	18%	18	40%	14	31%	32	71%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	8	53%	7	47%	0	0%	1	14%	4	57%	2	29%	6	86%
Economically Disadvantaged	39	25	64%	14	36%	1	7%	3	21%	5	36%	5	36%	10	71%
Not Economically Disadvantaged	107	48	45%	59	55%	5	8%	10	17%	24	41%	20	34%	44	75%
English Language Learner	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	69	49%	72	51%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	146	73	50%	73	50%	6	8%	13	18%	29	40%	25	34%	54	74%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	145	72	50%	73	50%	6	8%	13	18%	29	40%	25	34%	54	74%
Not Migrant	146	73	50%	73	50%	6	8%	13	18%	29	40%	25	34%	54	74%
Parent Not in Armed Forces	146	73	50%	73	50%	6	8%	13	18%	29	40%	25	34%	54	74%

GRADE 8 MATH RESULTS



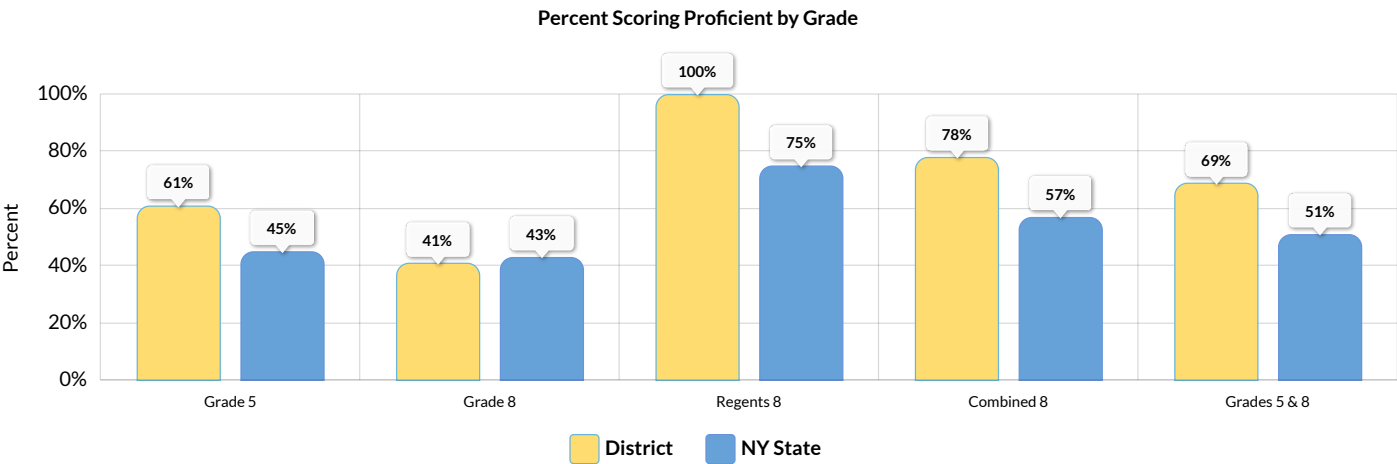
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	102	71%	42	29%	16	38%	11	26%	15	36%	0	0%	15	36%
Female	70	48	69%	22	31%	8	36%	8	36%	6	27%	0	0%	6	27%
Male	74	54	73%	20	27%	8	40%	3	15%	9	45%	0	0%	9	45%
General Education Students	132	97	73%	35	27%	12	34%	10	29%	13	37%	0	0%	13	37%
Students with Disabilities	12	5	42%	7	58%	4	57%	1	14%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	22	13	59%	9	41%	—	—	—	—	—	—	—	—	—	—
Black or African American	10	7	70%	3	30%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	32	68%	15	32%	8	53%	4	27%	3	20%	0	0%	3	20%
White	64	49	77%	15	23%	6	40%	3	20%	6	40%	0	0%	6	40%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	32	20	63%	12	38%	2	17%	4	33%	6	50%	0	0%	6	50%
Economically Disadvantaged	53	34	64%	19	36%	9	47%	5	26%	5	26%	0	0%	5	26%
Not Economically Disadvantaged	91	68	75%	23	25%	7	30%	6	26%	10	43%	0	0%	10	43%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	101	72%	40	28%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	102	71%	42	29%	16	38%	11	26%	15	36%	0	0%	15	36%
Not Homeless	144	102	71%	42	29%	16	38%	11	26%	15	36%	0	0%	15	36%
Not Migrant	144	102	71%	42	29%	16	38%	11	26%	15	36%	0	0%	15	36%
Parent Not in Armed Forces	144	102	71%	42	29%	16	38%	11	26%	15	36%	0	0%	15	36%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS



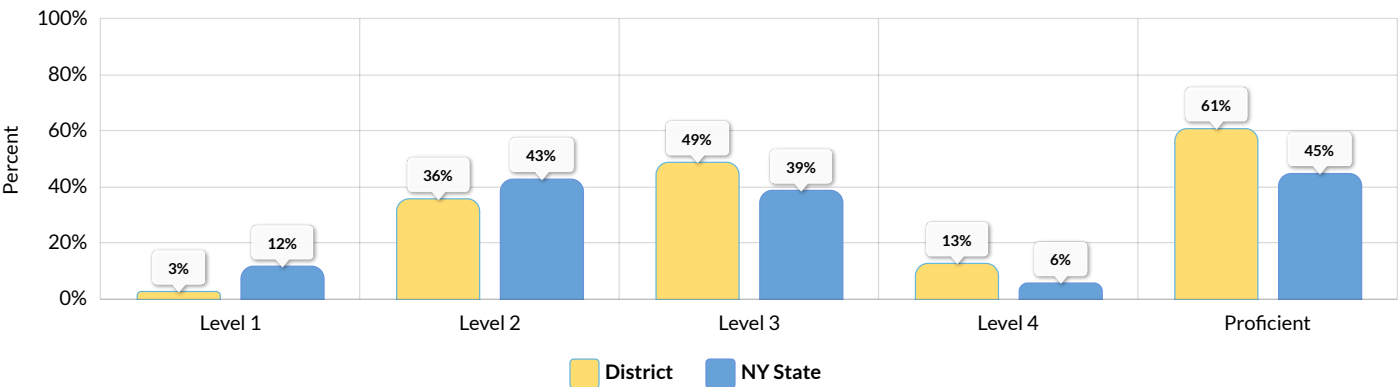
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	162	61	38%	101	62%	3	3%	36	36%	49	49%	13	13%	62	61%
Grade 8	144	110	76%	34	24%	3	9%	17	50%	14	41%	0	0%	14	41%
Regents 8	—	—	—	57	40%	0	0%	0	0%	7	12%	50	88%	57	100%
Combined 8	144	53	37%	91	63%	3	3%	17	19%	21	23%	50	55%	71	78%
Grades 5 & 8	306	114	37%	192	63%	6	3%	53	28%	70	36%	63	33%	133	69%

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

GRADE 5 SCIENCE RESULTS



Percent Scoring at Levels for All Students

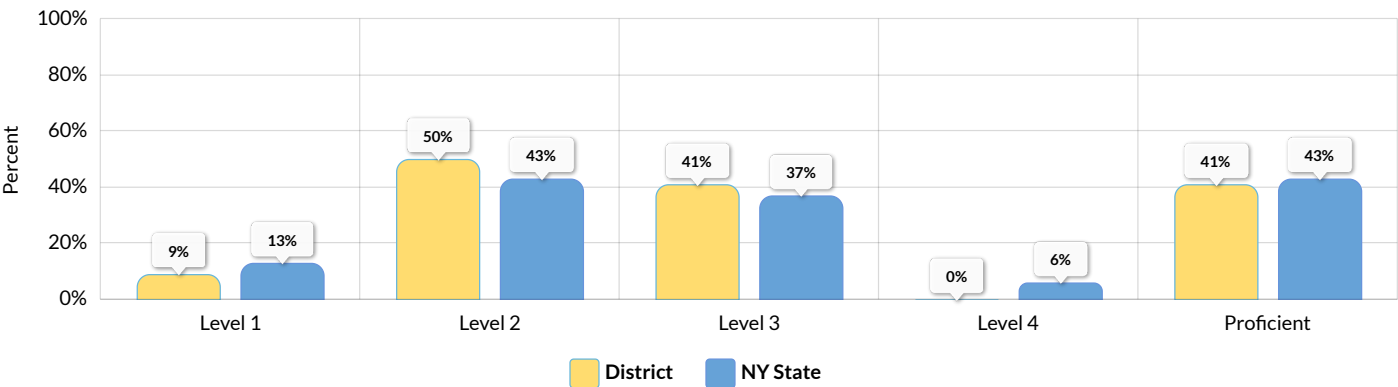


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	61	38%	101	62%	3	3%	36	36%	49	49%	13	13%	62	61%
Female	83	32	39%	51	61%	0	0%	20	39%	22	43%	9	18%	31	61%
Male	79	29	37%	50	63%	3	6%	16	32%	27	54%	4	8%	31	62%
General Education Students	129	41	32%	88	68%	2	2%	25	28%	48	55%	13	15%	61	69%
Students with Disabilities	33	20	61%	13	39%	1	8%	11	85%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	9	90%	0	0%	5	56%	3	33%	1	11%	4	44%
Black or African American	13	5	38%	8	62%	0	0%	2	25%	6	75%	0	0%	6	75%
Hispanic or Latino	39	18	46%	21	54%	2	10%	8	38%	8	38%	3	14%	11	52%
White	89	32	36%	57	64%	1	2%	20	35%	28	49%	8	14%	36	63%
Multiracial	11	5	45%	6	55%	0	0%	1	17%	4	67%	1	17%	5	83%
Economically Disadvantaged	43	19	44%	24	56%	3	13%	12	50%	7	29%	2	8%	9	38%
Not Economically Disadvantaged	119	42	35%	77	65%	0	0%	24	31%	42	55%	11	14%	53	69%
English Language Learner	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	158	58	37%	100	63%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	162	61	38%	101	62%	3	3%	36	36%	49	49%	13	13%	62	61%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	161	60	37%	101	63%	3	3%	36	36%	49	49%	13	13%	62	61%
Not Migrant	162	61	38%	101	62%	3	3%	36	36%	49	49%	13	13%	62	61%
Parent Not in Armed Forces	162	61	38%	101	62%	3	3%	36	36%	49	49%	13	13%	62	61%

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	110	76%	34	24%	3	9%	17	50%	14	41%	0	0%	14	41%
Female	70	52	74%	18	26%	2	11%	8	44%	8	44%	0	0%	8	44%
Male	74	58	78%	16	22%	1	6%	9	56%	6	38%	0	0%	6	38%
General Education Students	132	102	77%	30	23%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	22	14	64%	8	36%	—	—	—	—	—	—	—	—	—	—
Black or African American	10	7	70%	3	30%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	36	77%	11	23%	2	18%	7	64%	2	18%	0	0%	2	18%
White	64	52	81%	12	19%	0	0%	6	50%	6	50%	0	0%	6	50%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	32	21	66%	11	34%	1	9%	4	36%	6	55%	0	0%	6	55%
Economically Disadvantaged	53	37	70%	16	30%	3	19%	9	56%	4	25%	0	0%	4	25%
Not Economically Disadvantaged	91	73	80%	18	20%	0	0%	8	44%	10	56%	0	0%	10	56%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	109	77%	32	23%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	110	76%	34	24%	3	9%	17	50%	14	41%	0	0%	14	41%
Not Homeless	144	110	76%	34	24%	3	9%	17	50%	14	41%	0	0%	14	41%
Not Migrant	144	110	76%	34	24%	3	9%	17	50%	14	41%	0	0%	14	41%
Parent Not in Armed Forces	144	110	76%	34	24%	3	9%	17	50%	14	41%	0	0%	14	41%

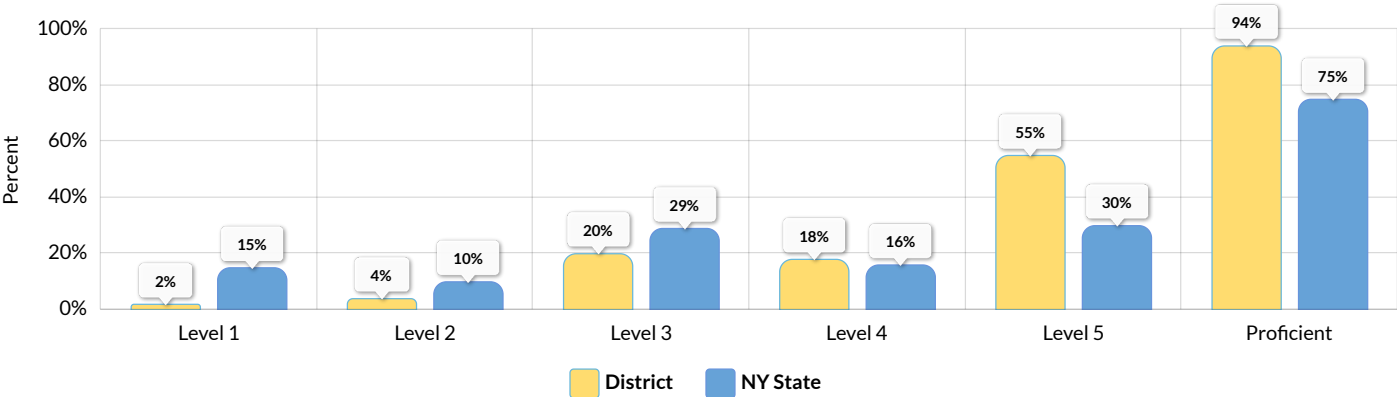
ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



Percent Scoring at Levels for All Students

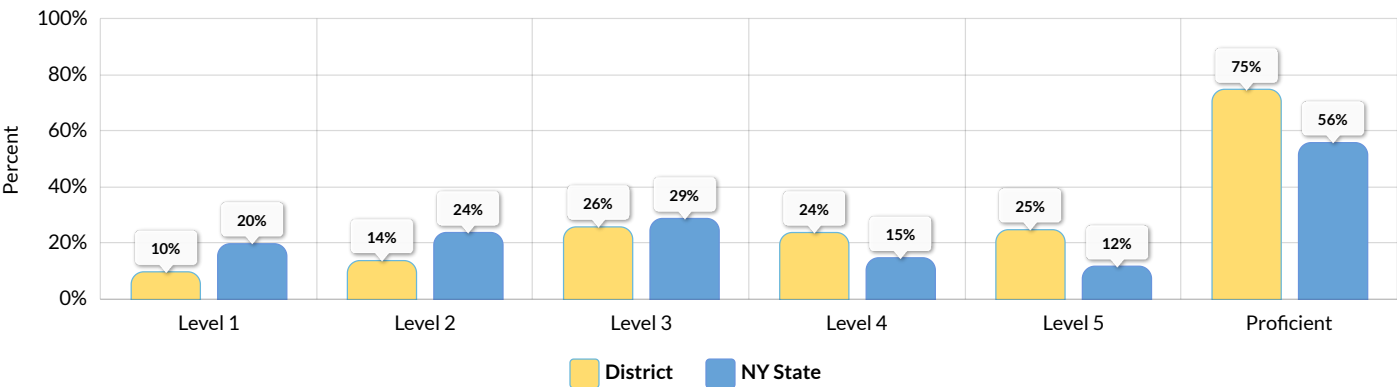


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	173	4	2%	7	4%	34	20%	32	18%	96	55%	162	94%
Female	78	2	3%	3	4%	12	15%	9	12%	52	67%	73	94%
Male	95	2	2%	4	4%	22	23%	23	24%	44	46%	89	94%
General Education Students	147	2	1%	4	3%	23	16%	26	18%	92	63%	141	96%
Students with Disabilities	26	2	8%	3	12%	11	42%	6	23%	4	15%	21	81%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	1	4%	7	28%	2	8%	15	60%	24	96%
Black or African American	12	0	0%	2	17%	3	25%	1	8%	6	50%	10	83%
Hispanic or Latino	44	4	9%	2	5%	12	27%	7	16%	19	43%	38	86%
White	85	0	0%	2	2%	10	12%	18	21%	55	65%	83	98%
Multiracial	7	0	0%	0	0%	2	29%	4	57%	1	14%	7	100%
Economically Disadvantaged	53	3	6%	4	8%	17	32%	9	17%	20	38%	46	87%
Not Economically Disadvantaged	120	1	1%	3	3%	17	14%	23	19%	76	63%	116	97%
English Language Learner	6	2	33%	2	33%	2	33%	0	0%	0	0%	2	33%
Non-English Language Learner	167	2	1%	5	3%	32	19%	32	19%	96	57%	160	96%
Not in Foster Care	173	4	2%	7	4%	34	20%	32	18%	96	55%	162	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	172	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	173	4	2%	7	4%	34	20%	32	18%	96	55%	162	94%
Parent Not in Armed Forces	173	4	2%	7	4%	34	20%	32	18%	96	55%	162	94%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

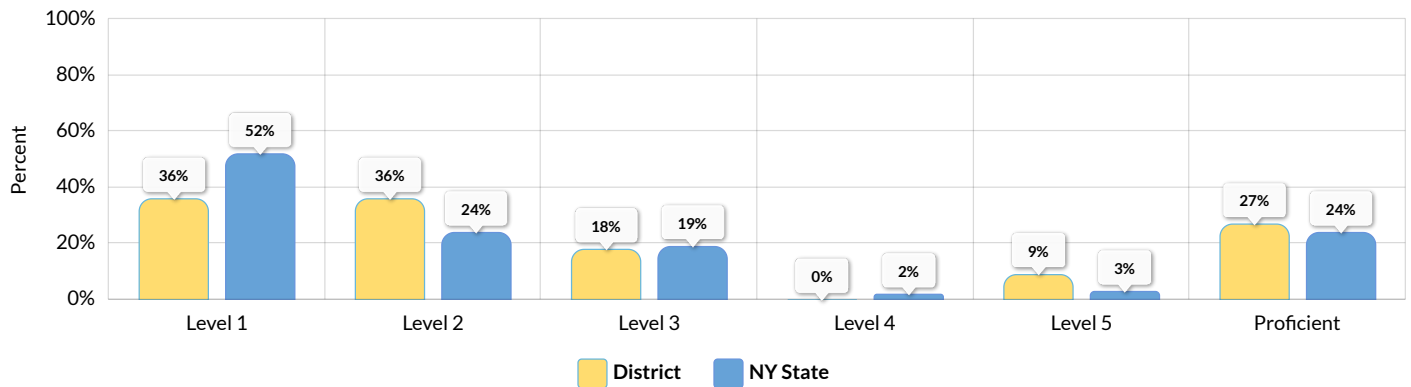


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	174	18	10%	25	14%	46	26%	42	24%	43	25%	131	75%
Female	70	7	10%	10	14%	19	27%	12	17%	22	31%	53	76%
Male	104	11	11%	15	14%	27	26%	30	29%	21	20%	78	75%
General Education Students	141	4	3%	15	11%	41	29%	38	27%	43	30%	122	87%
Students with Disabilities	33	14	42%	10	30%	5	15%	4	12%	0	0%	9	27%
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	0	0%	4	19%	7	33%	10	48%	21	100%
Black or African American	11	1	9%	2	18%	5	45%	1	9%	2	18%	8	73%
Hispanic or Latino	64	8	13%	13	20%	16	25%	15	23%	12	19%	43	67%
White	72	8	11%	9	13%	20	28%	16	22%	19	26%	55	76%
Multiracial	6	1	17%	1	17%	1	17%	3	50%	0	0%	4	67%
Economically Disadvantaged	61	12	20%	11	18%	16	26%	13	21%	9	15%	38	62%
Not Economically Disadvantaged	113	6	5%	14	12%	30	27%	29	26%	34	30%	93	82%
English Language Learner	12	2	17%	5	42%	4	33%	1	8%	0	0%	5	42%
Non-English Language Learner	162	16	10%	20	12%	42	26%	41	25%	43	27%	126	78%
Not in Foster Care	174	18	10%	25	14%	46	26%	42	24%	43	25%	131	75%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	173	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	174	18	10%	25	14%	46	26%	42	24%	43	25%	131	75%
Parent Not in Armed Forces	174	18	10%	25	14%	46	26%	42	24%	43	25%	131	75%

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



Percent Scoring at Levels for All Students

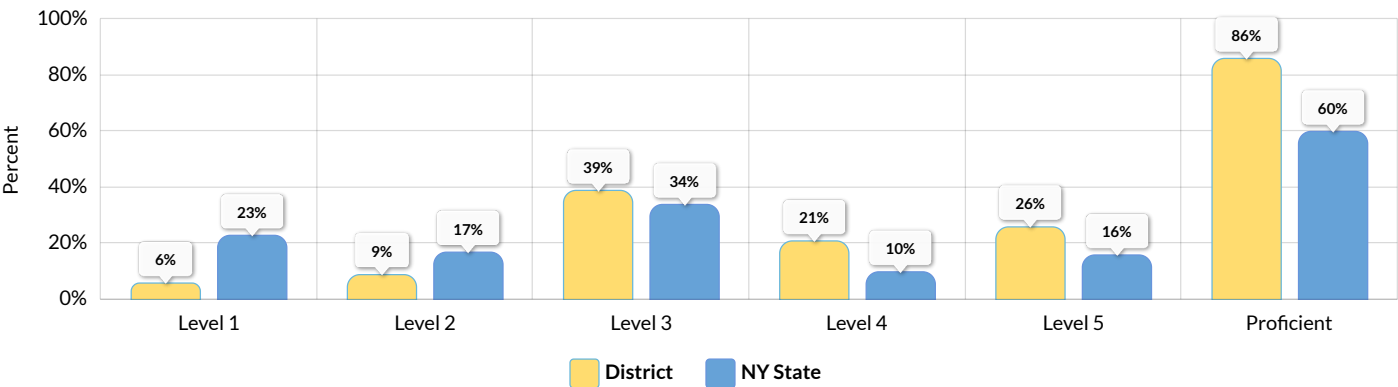


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	22	8	36%	8	36%	4	18%	0	0%	2	9%	6	27%
Female	8	4	50%	2	25%	2	25%	0	0%	0	0%	2	25%
Male	14	4	29%	6	43%	2	14%	0	0%	2	14%	4	29%
General Education Students	19	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	4	40%	4	40%	1	10%	0	0%	1	10%	2	20%
White	7	3	43%	2	29%	2	29%	0	0%	0	0%	2	29%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	1	20%	2	40%	1	20%	0	0%	1	20%	2	40%
Economically Disadvantaged	9	3	33%	4	44%	2	22%	0	0%	0	0%	2	22%
Not Economically Disadvantaged	13	5	38%	4	31%	2	15%	0	0%	2	15%	4	31%
Non-English Language Learner	22	8	36%	8	36%	4	18%	0	0%	2	9%	6	27%
Not in Foster Care	22	8	36%	8	36%	4	18%	0	0%	2	9%	6	27%
Not Homeless	22	8	36%	8	36%	4	18%	0	0%	2	9%	6	27%
Not Migrant	22	8	36%	8	36%	4	18%	0	0%	2	9%	6	27%
Parent Not in Armed Forces	22	8	36%	8	36%	4	18%	0	0%	2	9%	6	27%

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



Percent Scoring at Levels for All Students

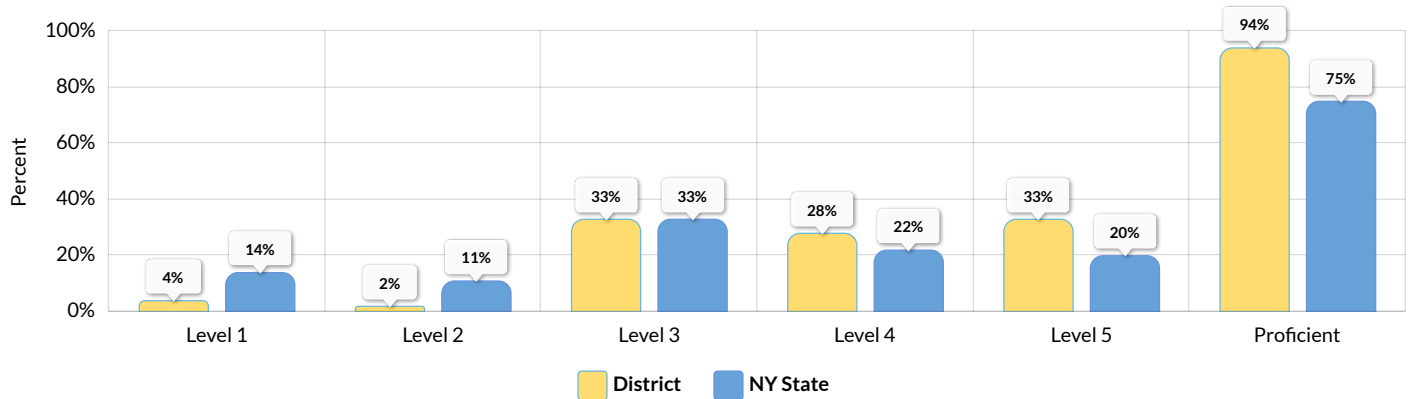


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	8	6%	12	9%	55	39%	29	21%	36	26%	120	86%
Female	71	6	8%	5	7%	26	37%	16	23%	18	25%	60	85%
Male	69	2	3%	7	10%	29	42%	13	19%	18	26%	60	87%
General Education Students	127	4	3%	9	7%	50	39%	28	22%	36	28%	114	90%
Students with Disabilities	13	4	31%	3	23%	5	38%	1	8%	0	0%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	1	5%	7	37%	3	16%	8	42%	18	95%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	6	15%	6	15%	11	28%	8	21%	8	21%	27	69%
White	77	2	3%	5	6%	32	42%	18	23%	20	26%	70	91%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	5	100%	0	0%	0	0%	5	100%
Economically Disadvantaged	37	6	16%	5	14%	15	41%	5	14%	6	16%	26	70%
Not Economically Disadvantaged	103	2	2%	7	7%	40	39%	24	23%	30	29%	94	91%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	138	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	140	8	6%	12	9%	55	39%	29	21%	36	26%	120	86%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	139	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	140	8	6%	12	9%	55	39%	29	21%	36	26%	120	86%
Parent Not in Armed Forces	140	8	6%	12	9%	55	39%	29	21%	36	26%	120	86%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



Percent Scoring at Levels for All Students

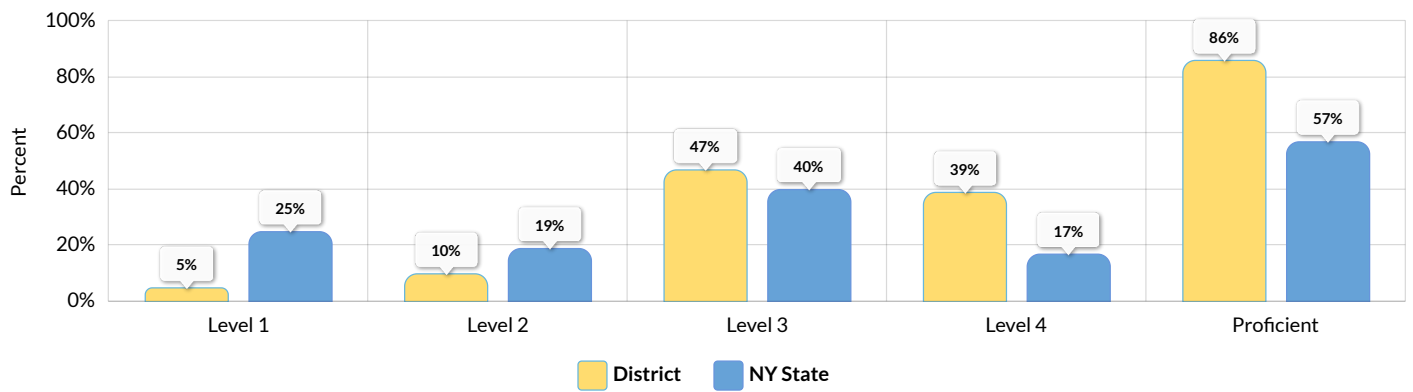


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	138	5	4%	3	2%	46	33%	38	28%	46	33%	130	94%
Female	77	4	5%	1	1%	25	32%	24	31%	23	30%	72	94%
Male	61	1	2%	2	3%	21	34%	14	23%	23	38%	58	95%
General Education Students	132	3	2%	3	2%	43	33%	37	28%	46	35%	126	95%
Students with Disabilities	6	2	33%	0	0%	3	50%	1	17%	0	0%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	0	0%	5	29%	3	18%	9	53%	17	100%
Black or African American	10	0	0%	0	0%	4	40%	2	20%	4	40%	10	100%
Hispanic or Latino	26	0	0%	1	4%	9	35%	10	38%	6	23%	25	96%
White	80	5	6%	2	3%	26	33%	22	28%	25	31%	73	91%
Multiracial	5	0	0%	0	0%	2	40%	1	20%	2	40%	5	100%
Economically Disadvantaged	33	0	0%	1	3%	16	48%	9	27%	7	21%	32	97%
Not Economically Disadvantaged	105	5	5%	2	2%	30	29%	29	28%	39	37%	98	93%
Non-English Language Learner	138	5	4%	3	2%	46	33%	38	28%	46	33%	130	94%
Not in Foster Care	138	5	4%	3	2%	46	33%	38	28%	46	33%	130	94%
Not Homeless	138	5	4%	3	2%	46	33%	38	28%	46	33%	130	94%
Not Migrant	138	5	4%	3	2%	46	33%	38	28%	46	33%	130	94%
Parent Not in Armed Forces	138	5	4%	3	2%	46	33%	38	28%	46	33%	130	94%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	167	8	5%	16	10%	78	47%	65	39%	143	86%
Female	83	3	4%	8	10%	39	47%	33	40%	72	87%
Male	84	5	6%	8	10%	39	46%	32	38%	71	85%
General Education Students	140	2	1%	7	5%	66	47%	65	46%	131	94%
Students with Disabilities	27	6	22%	9	33%	12	44%	0	0%	12	44%
Asian or Native Hawaiian/Other Pacific Islander	22	0	0%	0	0%	9	41%	13	59%	22	100%
Black or African American	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	56	4	7%	8	14%	32	57%	12	21%	44	79%
White	78	2	3%	6	8%	34	44%	36	46%	70	90%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	2	18%	3	27%	4	36%	7	64%
Economically Disadvantaged	55	7	13%	7	13%	32	58%	9	16%	41	75%
Not Economically Disadvantaged	112	1	1%	9	8%	46	41%	56	50%	102	91%
English Language Learner	9	2	22%	1	11%	6	67%	0	0%	6	67%
Non-English Language Learner	158	6	4%	15	9%	72	46%	65	41%	137	87%
Not in Foster Care	167	8	5%	16	10%	78	47%	65	39%	143	86%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	165	—	—	—	—	—	—	—	—	—	—
Not Migrant	167	8	5%	16	10%	78	47%	65	39%	143	86%
Parent Not in Armed Forces	167	8	5%	16	10%	78	47%	65	39%	143	86%

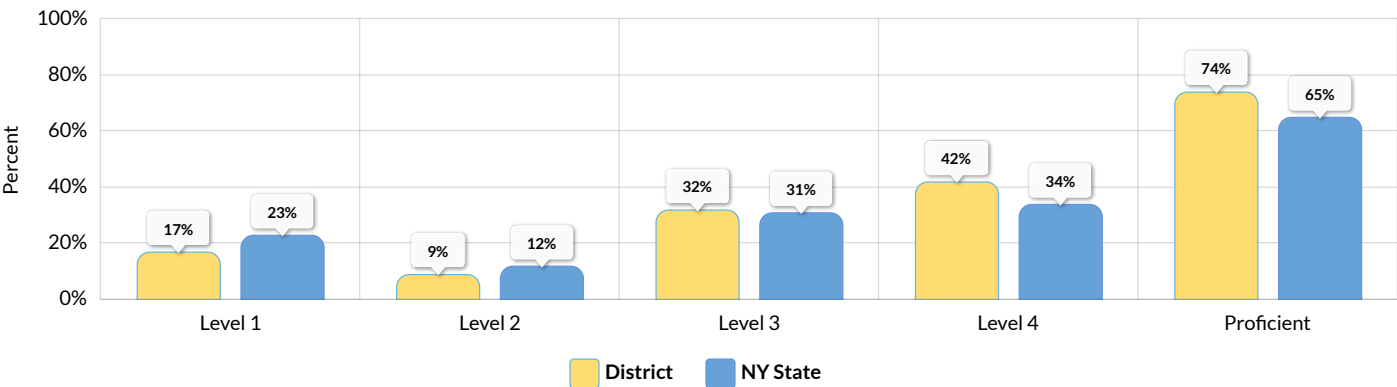
Proficiency Level	District (%)	NY State (%)
Level 1	23%	20%
Level 2	18%	17%
Level 3	27%	25%
Level 4	23%	20%
Level 5	8%	5%
Proficient	58%	55%

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



Percent Scoring at Levels for All Students

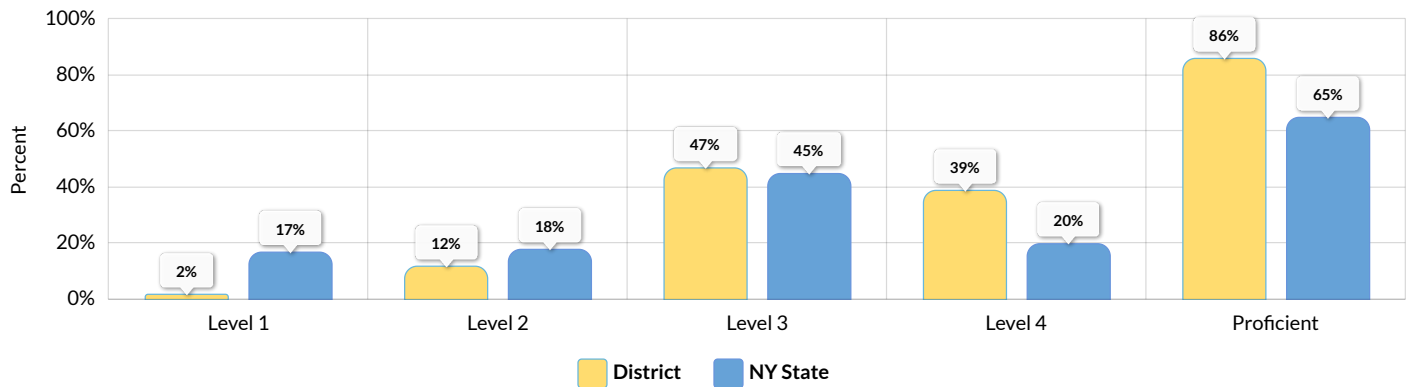


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	170	29	17%	15	9%	55	32%	71	42%	126	74%
Female	77	16	21%	9	12%	22	29%	30	39%	52	68%
Male	93	13	14%	6	6%	33	35%	41	44%	74	80%
General Education Students	139	13	9%	9	6%	48	35%	69	50%	117	84%
Students with Disabilities	31	16	52%	6	19%	7	23%	2	6%	9	29%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	3	16%	3	16%	13	68%	16	84%
Black or African American	14	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	57	17	30%	5	9%	19	33%	16	28%	35	61%
White	77	7	9%	6	8%	25	32%	39	51%	64	83%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	5	29%	1	6%	8	47%	3	18%	11	65%
Economically Disadvantaged	58	19	33%	6	10%	19	33%	14	24%	33	57%
Not Economically Disadvantaged	112	10	9%	9	8%	36	32%	57	51%	93	83%
English Language Learner	6	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	164	25	15%	14	9%	54	33%	71	43%	125	76%
Not in Foster Care	170	29	17%	15	9%	55	32%	71	42%	126	74%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	170	29	17%	15	9%	55	32%	71	42%	126	74%
Not Migrant	170	29	17%	15	9%	55	32%	71	42%	126	74%
Parent Not in Armed Forces	170	29	17%	15	9%	55	32%	71	42%	126	74%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	118	2	2%	14	12%	56	47%	46	39%	102	86%
Female	72	1	1%	10	14%	35	49%	26	36%	61	85%
Male	46	1	2%	4	9%	21	46%	20	43%	41	89%
General Education Students	115	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	3	25%	9	75%	12	100%
Black or African American	9	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	1	4%	1	4%	17	65%	7	27%	24	92%
White	68	1	1%	11	16%	31	46%	25	37%	56	82%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	0	0%	2	17%	5	42%	5	42%	10	83%
Economically Disadvantaged	25	1	4%	3	12%	16	64%	5	20%	21	84%
Not Economically Disadvantaged	93	1	1%	11	12%	40	43%	41	44%	81	87%
Non-English Language Learner	118	2	2%	14	12%	56	47%	46	39%	102	86%
Not in Foster Care	118	2	2%	14	12%	56	47%	46	39%	102	86%
Not Homeless	118	2	2%	14	12%	56	47%	46	39%	102	86%
Not Migrant	118	2	2%	14	12%	56	47%	46	39%	102	86%
Parent Not in Armed Forces	118	2	2%	14	12%	56	47%	46	39%	102	86%

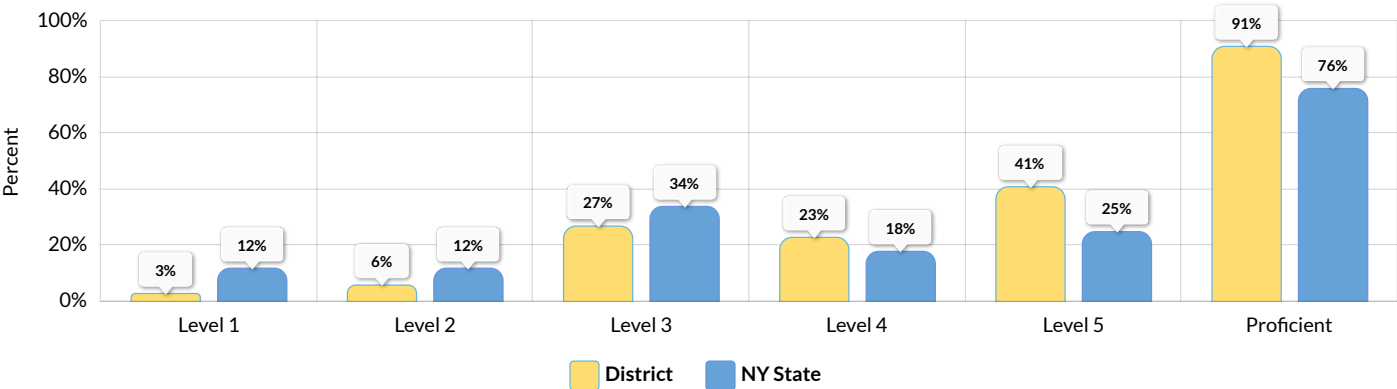
Performance Level	District (%)	NY State (%)
Level 1	13%	20%
Level 2	15%	12%
Level 3	51%	40%
Level 4	21%	28%
Proficient	72%	69%

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



Percent Scoring at Levels for All Students

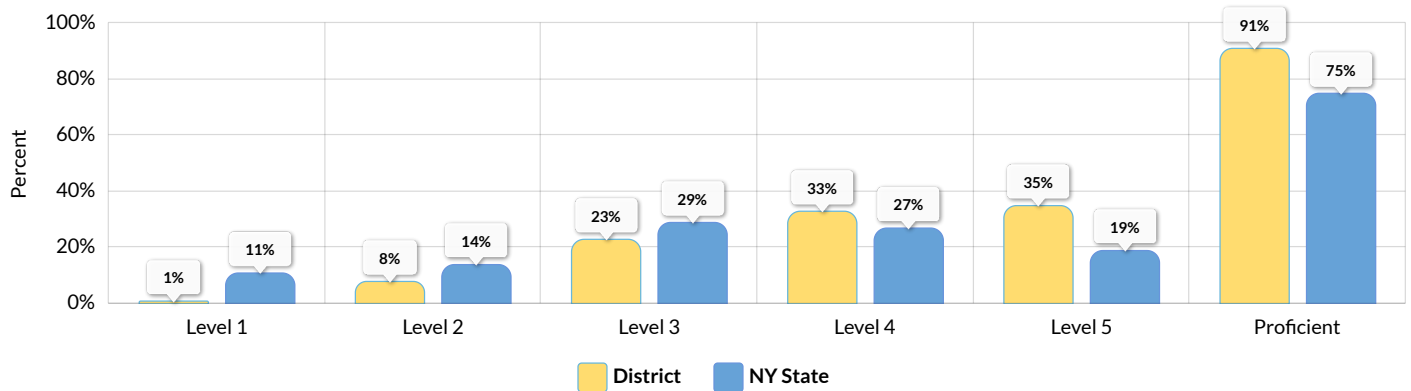


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	6	3%	10	6%	47	27%	40	23%	73	41%	160	91%
Female	94	1	1%	4	4%	23	24%	24	26%	42	45%	89	95%
Male	82	5	6%	6	7%	24	29%	16	20%	31	38%	71	87%
General Education Students	150	1	1%	2	1%	38	25%	36	24%	73	49%	147	98%
Students with Disabilities	26	5	19%	8	31%	9	35%	4	15%	0	0%	13	50%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	0	0%	2	12%	5	29%	10	59%	17	100%
Black or African American	11	0	0%	1	9%	2	18%	3	27%	5	45%	10	91%
Hispanic or Latino	52	2	4%	4	8%	23	44%	10	19%	13	25%	46	88%
White	88	3	3%	3	3%	19	22%	21	24%	42	48%	82	93%
Multiracial	8	1	13%	2	25%	1	13%	1	13%	3	38%	5	63%
Economically Disadvantaged	59	4	7%	4	7%	23	39%	17	29%	11	19%	51	86%
Not Economically Disadvantaged	117	2	2%	6	5%	24	21%	23	20%	62	53%	109	93%
English Language Learner	7	1	14%	0	0%	5	71%	1	14%	0	0%	6	86%
Non-English Language Learner	169	5	3%	10	6%	42	25%	39	23%	73	43%	154	91%
Not in Foster Care	176	6	3%	10	6%	47	27%	40	23%	73	41%	160	91%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	174	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	176	6	3%	10	6%	47	27%	40	23%	73	41%	160	91%
Parent Not in Armed Forces	176	6	3%	10	6%	47	27%	40	23%	73	41%	160	91%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	166	2	1%	13	8%	38	23%	55	33%	58	35%	151	91%
Female	76	1	1%	3	4%	18	24%	26	34%	28	37%	72	95%
Male	90	1	1%	10	11%	20	22%	29	32%	30	33%	79	88%
General Education Students	144	0	0%	5	3%	31	22%	51	35%	57	40%	139	97%
Students with Disabilities	22	2	9%	8	36%	7	32%	4	18%	1	5%	12	55%
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	2	9%	5	22%	5	22%	11	48%	21	91%
Black or African American	11	0	0%	1	9%	6	55%	3	27%	1	9%	10	91%
Hispanic or Latino	38	1	3%	5	13%	11	29%	13	34%	8	21%	32	84%
White	88	1	1%	4	5%	15	17%	32	36%	36	41%	83	94%
Multiracial	6	0	0%	1	17%	1	17%	2	33%	2	33%	5	83%
Economically Disadvantaged	43	1	2%	6	14%	16	37%	9	21%	11	26%	36	84%
Not Economically Disadvantaged	123	1	1%	7	6%	22	18%	46	37%	47	38%	115	93%
Non-English Language Learner	166	2	1%	13	8%	38	23%	55	33%	58	35%	151	91%
Not in Foster Care	166	2	1%	13	8%	38	23%	55	33%	58	35%	151	91%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	166	2	1%	13	8%	38	23%	55	33%	58	35%	151	91%
Not Migrant	166	2	1%	13	8%	38	23%	55	33%	58	35%	151	91%
Parent Not in Armed Forces	166	2	1%	13	8%	38	23%	55	33%	58	35%	151	91%

TOTAL COHORT REGENTS EXAMINATION RESULTS

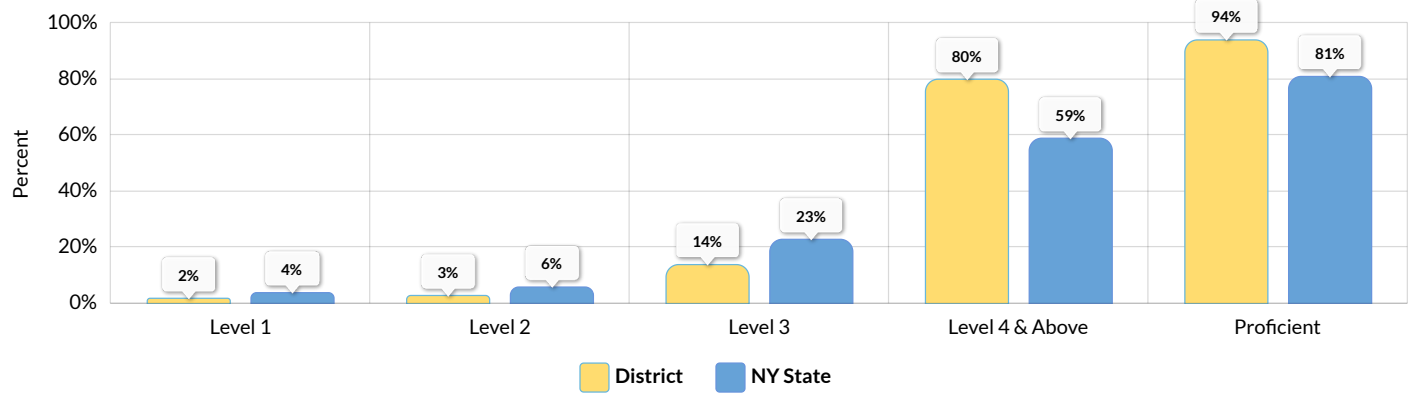
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age.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

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

2021 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	1	1%	175	99%	4	2%	5	3%	25	14%	141	80%	166	94%
Female	79	0	0%	79	100%	1	1%	2	3%	11	14%	65	82%	76	96%
Male	97	1	1%	96	99%	3	3%	3	3%	14	14%	76	78%	90	93%
General Education Students	157	1	1%	156	99%	1	1%	3	2%	17	11%	135	86%	152	97%
Students with Disabilities	19	0	0%	19	100%	3	16%	2	11%	8	42%	6	32%	14	74%
Asian or Native Hawaiian/Other Pacific Islander	24	0	0%	24	100%	0	0%	1	4%	3	13%	20	83%	23	96%
Black or African American	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	1	2%	46	98%	3	6%	3	6%	11	23%	29	62%	40	85%
White	93	0	0%	93	100%	1	1%	0	0%	9	10%	83	89%	92	99%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	0	0%	1	8%	2	17%	9	75%	11	92%
Economically Disadvantaged	46	1	2%	45	98%	3	7%	2	4%	9	20%	31	67%	40	87%
Not Economically Disadvantaged	130	0	0%	130	100%	1	1%	3	2%	16	12%	110	85%	126	97%
English Language Learner	7	1	14%	6	86%	3	43%	3	43%	0	0%	0	0%	0	0%
Non-English Language Learner	169	0	0%	169	100%	1	1%	2	1%	25	15%	141	83%	166	98%
Not in Foster Care	176	1	1%	175	99%	4	2%	5	3%	25	14%	141	80%	166	94%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	175	1	—	174	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	176	1	1%	175	99%	4	2%	5	3%	25	14%	141	80%	166	94%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	175	1	—	174	—	—	—	—	—	—	—	—	—	—	—

2021 TOTAL COHORT EXEMPTIONS IN ELA

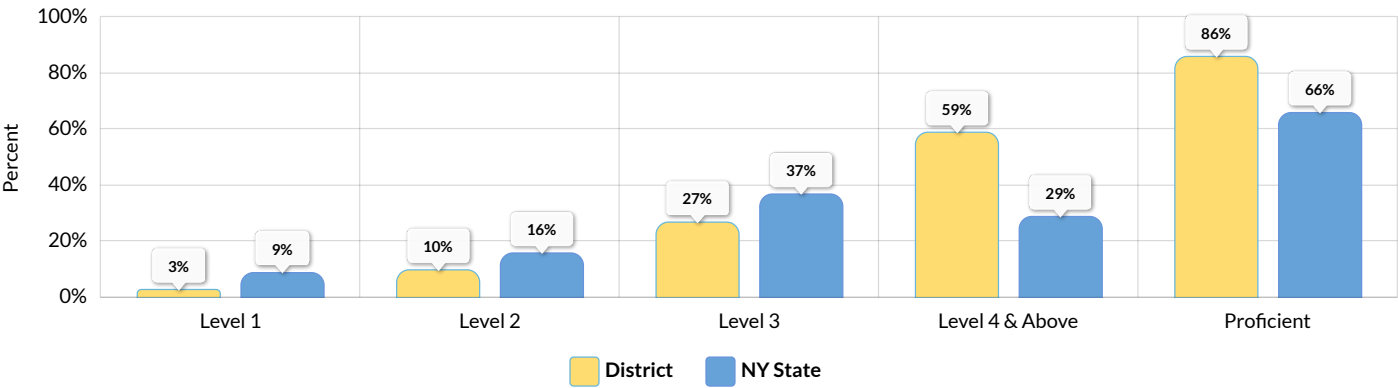
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	0	0	2	100
Female	2	0	0	2	100
General Education Students	2	0	0	2	100
Hispanic or Latino	2	0	0	2	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	1	0	0	1	100
English Language Learner	1	0	0	1	100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

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

2021 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	2	1%	174	99%	6	3%	17	10%	47	27%	104	59%	151	86%
Female	79	0	0%	79	100%	0	0%	7	9%	22	28%	50	63%	72	91%
Male	97	2	2%	95	98%	6	6%	10	10%	25	26%	54	56%	79	81%
General Education Students	157	1	1%	156	99%	2	1%	9	6%	41	26%	104	66%	145	92%
Students with Disabilities	19	1	5%	18	95%	4	21%	8	42%	6	32%	0	0%	6	32%
Asian or Native Hawaiian/Other Pacific Islander	24	0	0%	24	100%	1	4%	1	4%	7	29%	15	63%	22	92%
Black or African American	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	0	0%	47	100%	4	9%	8	17%	18	38%	17	36%	35	74%
White	93	1	1%	92	99%	0	0%	5	5%	18	19%	69	74%	87	94%
Multiracial	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	1	8%	3	25%	4	33%	3	25%	7	58%
Economically Disadvantaged	46	2	4%	44	96%	4	9%	6	13%	19	41%	15	33%	34	74%
Not Economically Disadvantaged	130	0	0%	130	100%	2	2%	11	8%	28	22%	89	68%	117	90%
English Language Learner	7	0	0%	7	100%	3	43%	2	29%	2	29%	0	0%	2	29%
Non-English Language Learner	169	2	1%	167	99%	3	2%	15	9%	45	27%	104	62%	149	88%
Not in Foster Care	176	2	1%	174	99%	6	3%	17	10%	47	27%	104	59%	151	86%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	175	2	—	173	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	176	2	1%	174	99%	6	3%	17	10%	47	27%	104	59%	151	86%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	175	2	—	173	—	—	—	—	—	—	—	—	—	—	—

2021 TOTAL COHORT EXEMPTIONS IN MATH

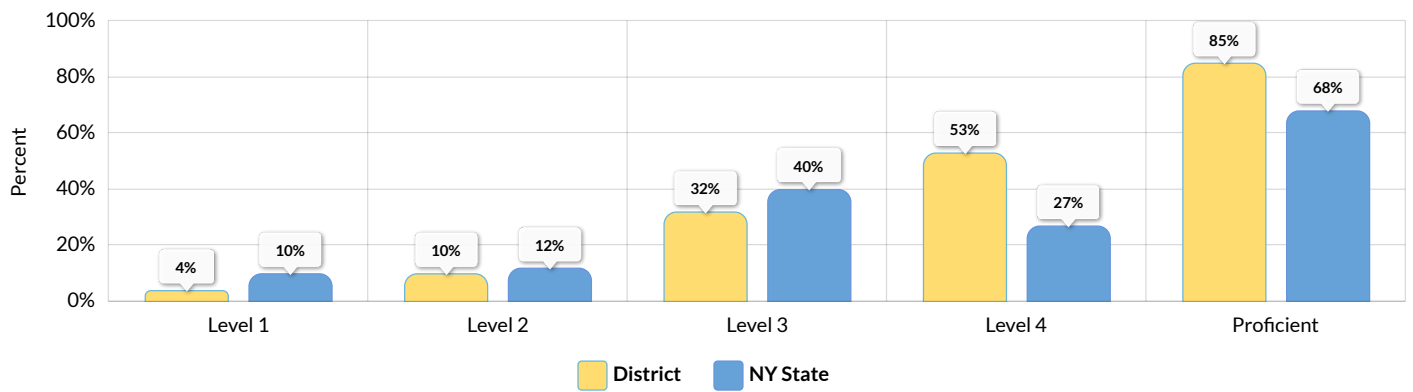
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	85	1	1	84	99
Female	44	0	0	44	100
Male	41	1	2	40	98
General Education Students	83	0	0	83	100
Students with Disabilities	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	11	0	0	11	100
Black or African American	3	0	0	3	100
Hispanic or Latino	15	0	0	15	100
White	55	0	0	55	100
Multiracial	1	1	100	0	0
Economically Disadvantaged	15	1	7	14	93
Not Economically Disadvantaged	70	0	0	70	100
Non-English Language Learner	85	1	1	84	99
Not in Foster Care	85	1	1	84	99
Homeless	1	0	0	1	100
Not Homeless	84	1	1	83	99
Not Migrant	85	1	1	84	99
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	84	1	1	83	99

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

2021 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	2	1%	174	99%	7	4%	17	10%	57	32%	93	53%	150	85%
Female	79	0	0%	79	100%	3	4%	6	8%	27	34%	43	54%	70	89%
Male	97	2	2%	95	98%	4	4%	11	11%	30	31%	50	52%	80	82%
General Education Students	157	2	1%	155	99%	3	2%	10	6%	50	32%	92	59%	142	90%
Students with Disabilities	19	0	0%	19	100%	4	21%	7	37%	7	37%	1	5%	8	42%
Asian or Native Hawaiian/Other Pacific Islander	24	1	4%	23	96%	0	0%	2	8%	3	13%	18	75%	21	88%
Black or African American	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	0	0%	47	100%	6	13%	9	19%	19	40%	13	28%	32	68%
White	93	1	1%	92	99%	1	1%	2	2%	30	32%	59	63%	89	96%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	0	0%	4	33%	5	42%	3	25%	8	67%
Economically Disadvantaged	46	2	4%	44	96%	4	9%	12	26%	15	33%	13	28%	28	61%
Not Economically Disadvantaged	130	0	0%	130	100%	3	2%	5	4%	42	32%	80	62%	122	94%
English Language Learner	7	0	0%	7	100%	3	43%	4	57%	0	0%	0	0%	0	0%
Non-English Language Learner	169	2	1%	167	99%	4	2%	13	8%	57	34%	93	55%	150	89%
Not in Foster Care	176	2	1%	174	99%	7	4%	17	10%	57	32%	93	53%	150	85%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	175	2	—	173	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	176	2	1%	174	99%	7	4%	17	10%	57	32%	93	53%	150	85%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	175	2	—	173	—	—	—	—	—	—	—	—	—	—	—

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

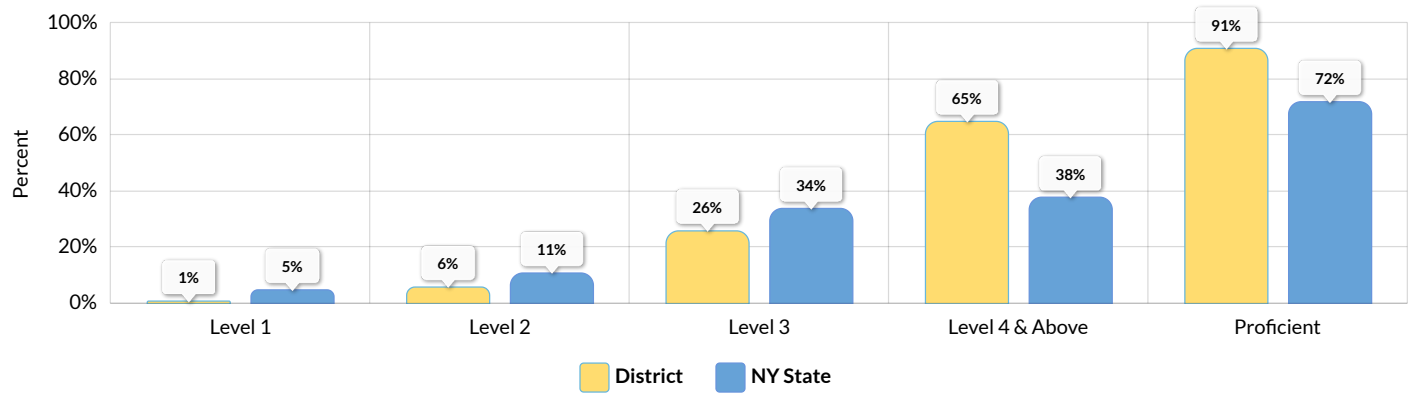
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	92	1	1	91	99
Female	48	0	0	48	100
Male	44	1	2	43	98
General Education Students	91	1	1	90	99
Students with Disabilities	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	10	1	10	9	90
Black or African American	3	0	0	3	100
Hispanic or Latino	16	0	0	16	100
White	63	0	0	63	100
Economically Disadvantaged	16	1	6	15	94
Not Economically Disadvantaged	76	0	0	76	100
English Language Learner	1	0	0	1	100
Non-English Language Learner	91	1	1	90	99
Not in Foster Care	92	1	1	91	99
Not Homeless	92	1	1	91	99
Not Migrant	92	1	1	91	99
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	91	1	1	90	99

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

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students

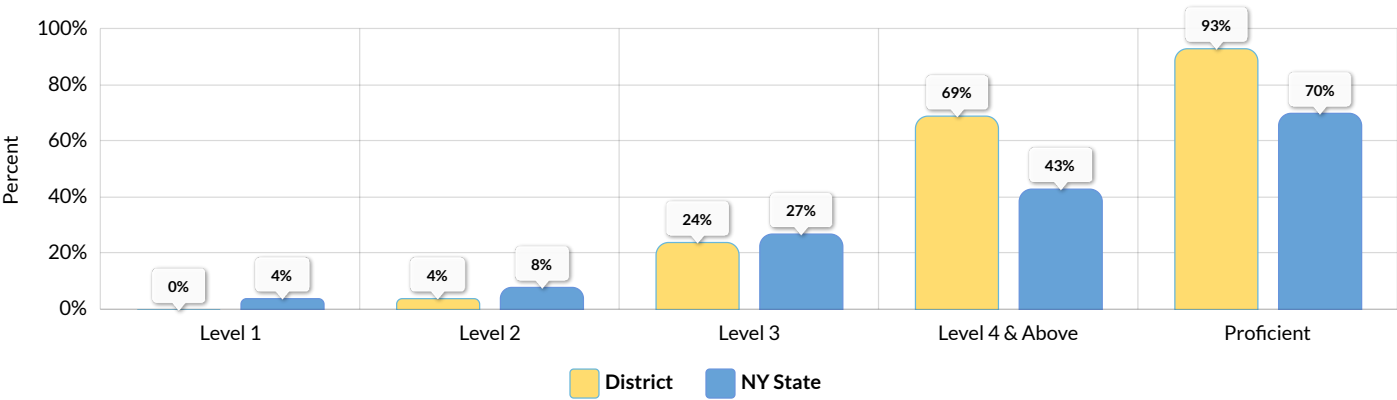


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2021 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	5	3%	171	97%	0	0%	7	4%	42	24%	122	69%	164	93%
Female	79	1	1%	78	99%	0	0%	3	4%	19	24%	56	71%	75	95%
Male	97	4	4%	93	96%	0	0%	4	4%	23	24%	66	68%	89	92%
General Education Students	157	5	3%	152	97%	0	0%	1	1%	34	22%	117	75%	151	96%
Students with Disabilities	19	0	0%	19	100%	0	0%	6	32%	8	42%	5	26%	13	68%
Asian or Native Hawaiian/Other Pacific Islander	24	0	0%	24	100%	0	0%	1	4%	6	25%	17	71%	23	96%
Black or African American	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	4	9%	43	91%	0	0%	2	4%	14	30%	27	57%	41	87%
White	93	1	1%	92	99%	0	0%	2	2%	17	18%	73	78%	90	97%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	0	0%	2	17%	5	42%	5	42%	10	83%
Economically Disadvantaged	46	5	11%	41	89%	0	0%	3	7%	14	30%	24	52%	38	83%
Not Economically Disadvantaged	130	0	0%	130	100%	0	0%	4	3%	28	22%	98	75%	126	97%
English Language Learner	7	1	14%	6	86%	0	0%	2	29%	3	43%	1	14%	4	57%
Non-English Language Learner	169	4	2%	165	98%	0	0%	5	3%	39	23%	121	72%	160	95%
Not in Foster Care	176	5	3%	171	97%	0	0%	7	4%	42	24%	122	69%	164	93%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	175	4	—	171	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	176	5	3%	171	97%	0	0%	7	4%	42	24%	122	69%	164	93%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	175	5	—	170	—	—	—	—	—	—	—	—	—	—	—

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	4	2	50	2	50
Female	1	1	100	0	0
Male	3	1	33	2	67
General Education Students	4	2	50	2	50
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Hispanic or Latino	2	2	100	0	0
White	1	0	0	1	100
Economically Disadvantaged	3	2	67	1	33
Not Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	4	2	50	2	50
Not in Foster Care	4	2	50	2	50
Homeless	1	1	100	0	0
Not Homeless	3	1	33	2	67
Not Migrant	4	2	50	2	50
Parent Not in Armed Forces	4	2	50	2	50

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	11	0	0%	11	100%	2	18%	3	27%	1	9%	2	18%	3	27%
Grade 1	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	0	0%
Grade 2	12	0	0%	12	100%	1	8%	3	25%	2	17%	3	25%	3	25%
Grade 3	15	0	0%	15	100%	0	0%	2	13%	3	20%	8	53%	2	13%
Grade 4	12	0	0%	12	100%	0	0%	2	17%	2	17%	4	33%	4	33%
Grade 5	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 7	5	0	0%	5	100%	0	0%	1	20%	0	0%	2	40%	2	40%
Grade 8	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 10	5	0	0%	5	100%	0	0%	1	20%	1	20%	2	40%	1	20%
Grade 11	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 12	8	0	0%	8	100%	0	0%	1	13%	3	38%	2	25%	2	25%

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 4 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 Science	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	13	13	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	1,143	98	8.6%
Asian or Native Hawaiian/Other Pacific Islander	118	14	11.9%
Black or African American	67	3	4.5%
Hispanic or Latino	275	37	13.5%
Multiracial	45	3	6.7%
White	638	41	6.4%
English Language Learner	101	19	18.8%
Students with Disabilities	175	28	16%
Economically Disadvantaged	333	51	15.3%

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	688	75	10.9%
Asian or Native Hawaiian/Other Pacific Islander	86	9	10.5%
Black or African American	44	3	6.8%
Hispanic or Latino	186	34	18.3%
Multiracial	20	2	10%
White	352	27	7.7%
English Language Learner	28	6	21.4%
Students with Disabilities	104	18	17.3%
Economically Disadvantaged	205	41	20%

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	1,933	\$2,389,506	\$1,236	\$68,374,534	\$35,372	\$70,764,040	\$36,608
Statewide	2,491,686	\$4,873,207,251	\$1,956	\$74,339,056,095	\$29,835	\$79,212,263,346	\$31,791

STAFF QUALIFICATIONS (2024-25)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	180	15	8%	4	1	25%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	181	0	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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	176	174	99%	118	67%	50	28%	6	3%	0	0%	2	1%	0	0%	0	0%
Female	79	79	100%	55	70%	23	29%	1	1%	0	0%	0	0%	0	0%	0	0%
Male	97	95	98%	63	65%	27	28%	5	5%	0	0%	2	2%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	157	155	99%	117	75%	37	24%	1	1%	0	0%	2	1%	0	0%	0	0%
Students with Disabilities	19	19	100%	1	5%	13	68%	5	26%	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	24	23	96%	19	79%	3	13%	1	4%	0	0%	1	4%	0	0%	0	0%
Black or African American	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	46	98%	20	43%	22	47%	4	9%	0	0%	1	2%	0	0%	0	0%
White	93	93	100%	75	81%	17	18%	1	1%	0	0%	0	0%	0	0%	0	0%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	46	44	96%	19	41%	21	46%	4	9%	0	0%	2	4%	0	0%	0	0%
Not Economically Disadvantaged	130	130	100%	99	76%	29	22%	2	2%	0	0%	0	0%	0	0%	0	0%
English Language Learner	7	6	86%	0	0%	2	29%	4	57%	0	0%	1	14%	0	0%	0	0%
Non-English Language Learner	169	168	99%	118	70%	48	28%	2	1%	0	0%	1	1%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	176	174	99%	118	67%	50	28%	6	3%	0	0%	2	1%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	175	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	176	174	99%	118	67%	50	28%	6	3%	0	0%	2	1%	0	0%	0	0%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	175	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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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ELWOOD UFSD

2023-24 School Year Financial Transparency Report

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

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

| Business Rules

Comparison: How do per pupil expenditures compare?

P-12 ENROLLMENT	THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION
▼	▼	▼
1,960	N/A	\$34,509.99

How Much is Being Spent on Instruction and Administration?

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

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

Current Operation Expenditures	ELWOOD UFSD
» 1. Instruction	\$19,654.23
» 2. Support Services, Pupils	\$1,532.88
» 3. Support Services, Instructional Staff	\$2,095.09

Current Operation Expenditures	ELWOOD UFSD
» 4. Support Services, General Admin	\$359.51
» 5. Support Services, School Admin	\$1,246.37
» 6. Support Services, Operation and Maintenance of Plant	\$3,214.60
» 7. Support Services, Student Transportation	\$2,482.15
» 8. Business/Central/Other Support Services	\$1,447.02
» 9. Food services	\$675.38
» 10. Enterprise operations	\$0.00
» 11. Other	\$0.00
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$1,802.75
13. Total Expenditures	\$34,509.99

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

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

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

School and District Level Expenditures	ELWOOD UFSD
Special Education	\$30,090.73
General Education	\$30,226.66

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

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

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

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

Combined Cost(Total Expenditures)

Excluded Expenditures	ELWOOD UFSD
1. Charter School Tuition	\$0.00
2. Debt Service	\$5,032,252.00
3. Other	\$8,930,430.00
Percent Excluded from Total	17%
Total Expenditures and Exclusions	\$81,602,257.02