Town of Huntington
A Shore to Explore Founded 1653

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LISA LEONICK
Town Assessor

EDMUND J. SMYTH
Supervisor

RECEIVED
HALF HOLLOW HILLS CSD
ASST. SUPT. FOR
FINANCE & FACILITIES
2026 APR 27 P 12:45

April 24, 2026

Mrs. Anne Marie Caliendo
Assistant Superintendent for Finance & Facilities
Half Hollow Hills Central School District #5
525 Half Hollow Road
Dix Hills, NY 11746

Re: 2026/27 Tentative Taxable Assessed Valuation & Exemption Impact Report

Dear Ms. Caliendo:

In accordance with this request, please be advised that the 2026/27 Tentative Taxable Assessed Valuation for the Half Hollow Hills Central School District (as of MAY 1, 2026) is **76,945,265.**

MOST IMPORTANTLY, in the event LIPA is successful in its ongoing litigation with the Town regarding its Transmission and Distribution properties, of which your district has approximately 1,758,097 in Assessment, then your Assessment noted above may drop by that amount between Tentative and Final Roll. Over the last 12 years, LIPA has based its payment on the formula in the Public Authorities Law Section 1020q, and as such, has paid less than the billed amount by the Town. The shortfall was always made up by the County pursuant to the Suffolk County Tax Act.

If the LIPA properties are moved from the taxable portion of the Roll, then there will be a PILOT AGREEMENT to collect a payment from LIPA in an amount to be determined. Although we do not have the payment amount settled or ordered at this point, we wanted to extend the courtesy of letting you know that this reduction in Assessment may be forthcoming and to prepare accordingly.

In addition, please note that this figure may decrease prior to the 2026/2027 tax levy (Dec 2026 – Nov 2027), due to the following other expected yearly reasons:

- New and renewal exemption applications that are still being processed
- Prior year finalized litigation and court-ordered reductions (commercial and residential)
- Corrections/decisions approved by the Town's Board of Assessment Review

The final figures are scheduled to be available in September 2026, with notification to each School District at that time.

Additionally, enclosed please find the Exemption Impact Report for your school district.

As always, if you have any questions, please feel free to contact me directly.

Sincerely,

LISA LEONICK
Town Assessor

LL:ag
Encl

Half Hollow Hills School District No. 5
Exemption Impact Report
2026/27 Tentative Assessment Roll

Exemption Description	Statutory Authority	Total Assessed Value
Senior Citizens Limited Income	NYS and Local law	498,900
Clergy	NYS and Local law	27,000
Home Improvements	NYS and Local Law	16,750
Disabled Person with Limited Income	NYS Law	14,050
Commercial	NYS Law	82,040
Taxable State Lands	NYS and Local law	0
Veterans	NYS and Local law	112,040
Wholly Exempted (Non-Profit, Government, Schools, Parks, Churches, Fire Districts)	NYS Law	7,217,346
Special (Agricultural Assessments and IDA exemptions)	NYS Law	577,113
Volunteer Firefighters and EMT's	NYS and Local Law	43,410
	Total:	8,588,649

CANDLEWOOD MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	131.5	123.3	136.1
	Math	147.9	127.4	139.5
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	167.5	178.8	182.3
	Math	188.4	190.9	192.4
Black or African American	ELA	110.3	114.8	129
	Math	120	106.7	122.2
Hispanic or Latino	ELA	112.5	107.5	122.9
	Math	120.9	105.6	121.4
Multiracial	ELA	153.9	125.7	138.1
	Math	168.4	129	140.8
White	ELA	119.8	123.7	136.4
	Math	139.6	134.7	145.6
English Language Learner	ELA	28.1	93	110.8
	Math	35.7	103.7	119.8
Students with Disabilities	ELA	66.3	68.9	90.7
	Math	89.7	72.5	93.8
Economically Disadvantaged	ELA	99.5	110	125
	Math	105.1	110	125

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	—	—	—	—
	5-Year	1	—	—	—
	6-Year	—	—	—	—
White	4-Year	—	—	—	—
	5-Year	1	—	—	—
	6-Year	—	—	—	—
Students with Disabilities	4-Year	—	—	—	—
	5-Year	1	—	—	—
	6-Year	—	—	—	—
Economically Disadvantaged	4-Year	—	—	—	—
	5-Year	1	—	—	—
	6-Year	—	—	—	—

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	21	45%	39%	0.87	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	497	172.8	4
	Math	486	199.9	
	Science	177	213	
	Combined	1,160	190.3	
American Indian or Alaska Native	ELA	2	—	—
	Math	1	—	
	Science	1	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	142	188.7	4
	Math	141	213.8	
	Science	44	230.7	
	Combined	327	205.2	
Black or African American	ELA	66	145.5	3
	Math	64	168.8	
	Science	31	164.5	
	Combined	161	158.4	
Hispanic or Latino	ELA	70	154.3	4
	Math	68	174.3	
	Science	19	186.8	
	Combined	157	166.9	
Multiracial	ELA	33	177.3	4
	Math	29	220.7	
	Science	8	237.5	
	Combined	70	202.1	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	184	175.8	4
	Math	183	206	
	Science	74	226.4	
	Combined	441	196.8	
English Language Learner	ELA	8	56.3	4
	Math	8	93.8	
	Science	9	172.2	
	Combined	25	110	
Students with Disabilities	ELA	85	100.6	4
	Math	82	143.3	
	Science	32	170.3	
	Combined	199	129.4	
Economically Disadvantaged	ELA	126	143.7	4
	Math	115	170	
	Science	54	198.1	
	Combined	295	163.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	653	131.5	3
	Math	657	147.9	
	Science	213	177	
	Combined	1,523	144.9	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	160	167.5	4
	Math	160	188.4	
	Science	46	220.7	
	Combined	366	183.3	
Black or African American	ELA	87	110.3	2
	Math	90	120	
	Science	37	137.8	
	Combined	214	119.2	
Hispanic or Latino	ELA	96	112.5	2
	Math	98	120.9	
	Science	28	126.8	
	Combined	222	118	
Multiracial	ELA	38	153.9	3
	Math	38	168.4	
	Science	11	172.7	
	Combined	87	162.6	
White	ELA	270	119.8	3
	Math	270	139.6	
	Science	90	186.1	
	Combined	630	137.8	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	16	28.1	2
	Math	21	35.7	
	Science	16	96.9	
	Combined	53	51.9	
Students with Disabilities	ELA	129	66.3	3
	Math	131	89.7	
	Science	48	113.5	
	Combined	308	83.6	
Economically Disadvantaged	ELA	182	99.5	2
	Math	186	105.1	
	Science	71	150.7	
	Combined	439	110.1	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	856	43,676	51	3
American Indian or Alaska Native	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	266	13,997	52.6	3
Black or African American	110	5,631	51.2	3
Hispanic or Latino	116	5,665	48.8	2
Multiracial	55	2,397	43.6	1
White	306	15,747	51.5	3
English Language Learner	8	—	—	—
Students with Disabilities	110	4,904	44.6	1
Economically Disadvantaged	187	9,193	49.2	2

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	21	45%	39%	0.87	2
Black or African American	3	—	—	—	—
Hispanic or Latino	16	—	—	—	—
White	2	—	—	—	—
English Language Learner	21	45%	39%	0.87	2
Students with Disabilities	13	—	—	—	—
Economically Disadvantaged	19	—	—	—	—

ELEMENTARY/MIDDLE ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	715	38	52	190	435	212.5	4
American Indian or Alaska Native	2	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	172	6	10	40	116	220.9	4
Black or African American	98	3	7	14	74	224.5	4
Hispanic or Latino	115	14	12	34	55	189.1	3
Multiracial	40	1	2	17	20	215	4
White	288	14	21	84	169	212.3	4
English Language Learner	50	8	6	15	21	177	2
Students with Disabilities	145	18	12	43	72	191.7	3
Economically Disadvantaged	207	22	21	57	107	194.4	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	700	72.4%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	✗	172	84.3%
Black or African American	✗	97	71.1%
Hispanic or Latino	✗	103	69.9%
Multiracial	✗	40	82.5%
White	✗	286	65%
English Language Learner	–	22	–
Students with Disabilities	✗	130	62.3%
Economically Disadvantaged	✗	200	66%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	700	70.1%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	✗	172	83.7%
Black or African American	✗	97	66%
Hispanic or Latino	✗	103	66%
Multiracial	✗	40	72.5%
White	✗	286	64.7%
English Language Learner	–	22	–
Students with Disabilities	✗	130	60%
Economically Disadvantaged	✗	200	58.5%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—
Grade 7	—
Grade 8	—

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
White	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Economically Disadvantaged	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		

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HALF HOLLOW HILLS HIGH SCHOOL EAST - NEW YORK STATE REPORT CARD [2024 - 25]

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LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	207	134.9	148.3
	Math	180.9	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	228.4	140.5	152.9
	Math	209.3	114.8	129
Black or African American	ELA	178.1	95	115
	Math	120.8	37.8	64.8
Hispanic or Latino	ELA	185.2	99.6	118.8
	Math	136.1	43.4	69.5
Multiracial	ELA	173.5	144.6	156.4
	Math	167.6	63.5	86.2
White	ELA	215	170.2	177.6
	Math	199.2	74.7	95.6
English Language Learner	ELA	68.8	49.7	77.2
	Math	100	36.7	63.9
Students with Disabilities	ELA	143.9	75.4	98.7
	Math	100.5	29.3	57.8
Economically Disadvantaged	ELA	170.3	103.2	121.8
	Math	129.3	51.2	76

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

Subgroup	Cohort	Number In Cohort	Grad Rate	State MIP	State LTG
All Students	4-Year	371	94.1%	87.5%	88.8%
	5-Year	375	97.3%	89.4%	90.5%
	6-Year	445	98%	88.9%	90.3%
American Indian or Alaska Native	4-Year	1	—	—	—
	5-Year	—	—	—	—
	6-Year	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	57	91.2%	93.4%	93.6%
	5-Year	66	98.5%	94.2%	94.5%
	6-Year	78	100%	93.7%	94.3%
Black or African American	4-Year	54	96.3%	82.6%	84.7%
	5-Year	38	97.4%	84.9%	86.7%
	6-Year	52	98.1%	84.6%	86.7%
Hispanic or Latino	4-Year	51	82.4%	81.6%	83.8%
	5-Year	58	96.6%	84.4%	86.3%
	6-Year	49	93.9%	83.3%	85.6%
Multiracial	4-Year	13	—	—	—
	5-Year	14	—	—	—
	6-Year	15	—	—	—
White	4-Year	195	96.9%	91.7%	92.3%
	5-Year	199	97%	92.9%	93.4%
	6-Year	251	98%	93.1%	93.7%
English Language Learner	4-Year	16	—	—	—
	5-Year	13	—	—	—
	6-Year	15	—	—	—
Students with Disabilities	4-Year	95	91.6%	70.4%	74.5%
	5-Year	79	93.7%	73%	76.8%
	6-Year	82	93.9%	73.1%	77.1%
Economically Disadvantaged	4-Year	108	85.2%	83.1%	85.1%
	5-Year	82	92.7%	85.6%	87.4%
	6-Year	104	95.2%	85.1%	87.1%

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	29	49%	53%	1.08	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

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency	Attendance	College Career, & Civic Readiness
All Students	4	4	4	3	4	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	3	—	4	4
Black or African American	3	3	4	—	4	3
Hispanic or Latino	3	3	2	—	3	4
Multiracial	4	4	—	—	4	—
White	4	4	4	—	3	4
English Language Learner	4	3	—	3	4	—
Students with Disabilities	4	4	4	—	4	4
Economically Disadvantaged	4	4	3	3	4	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	Accountability Level
All Students	ELA	374	208.7	201.5	4
	Math	372	183.3		
	Science	372	218.5		
	Social Studies	373	201.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	81	228.4	220.3	4
	Math	81	209.3		
	Science	81	225.9		
	Social Studies	80	218.8		
Black or African American	ELA	47	181.9	163.8	3
	Math	46	126.1		
	Science	46	190.2		
	Social Studies	47	167		
Hispanic or Latino	ELA	54	185.2	170.3	3
	Math	54	136.1		
	Science	54	199.1		
	Social Studies	54	170.4		
Multiracial	ELA	17	173.5	185.9	4
	Math	17	167.6		
	Science	17	214.7		
	Social Studies	17	202.9		
White	ELA	175	217.4	214.1	4
	Math	174	202.6		
	Science	174	229		
	Social Studies	175	211.7		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
English Language Learner	ELA	8	68.8	84.4	4
	Math	8	100		
	Science	8	100		
	Social Studies	8	68.8		
Students with Disabilities	ELA	96	148.4	137.7	4
	Math	95	104.7		
	Science	95	171.6		
	Social Studies	95	137.4		
Economically Disadvantaged	ELA	113	174.8	164.3	4
	Math	111	135.1		
	Science	111	189.2		
	Social Studies	112	167.4		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	377	207	199.3	4
	Math	377	180.9		
	Science	377	215.6		
	Social Studies	377	199.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	81	228.4	219.7	4
	Math	81	209.3		
	Science	81	225.9		
	Social Studies	81	216		
Black or African American	ELA	48	178.1	158.8	3
	Math	48	120.8		
	Science	48	182.3		
	Social Studies	48	163.5		
Hispanic or Latino	ELA	54	185.2	170.3	3
	Math	54	136.1		
	Science	54	199.1		
	Social Studies	54	170.4		
Multiracial	ELA	17	173.5	185.9	4
	Math	17	167.6		
	Science	17	214.7		
	Social Studies	17	202.9		
White	ELA	177	215	211.1	4
	Math	177	199.2		
	Science	177	225.1		
	Social Studies	177	209.3		
English Language Learner	ELA	8	68.8	84.4	3
	Math	8	100		
	Science	8	100		
	Social Studies	8	68.8		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	99	143.9	132.6	4
	Math	99	100.5		
	Science	99	164.6		
	Social Studies	99	131.8		
Economically Disadvantaged	ELA	116	170.3	158.4	4
	Math	116	129.3		
	Science	116	181		
	Social Studies	116	161.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	371	349	94.1%	96.5%	4
	5-year	375	365	97.3%		
	6-year	445	436	98%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	57	52	91.2%	96.6%	3
	5-year	66	65	98.5%		
	6-year	78	78	100%		
Black or African American	4-year	54	52	96.3%	97.3%	4
	5-year	38	37	97.4%		
	6-year	52	51	98.1%		
Hispanic or Latino	4-year	51	42	82.4%	91%	2
	5-year	58	56	96.6%		
	6-year	49	46	93.9%		
Multiracial	4-year	13	—	—	—	—
	5-year	14	—	—		
	6-year	15	—	—		
White	4-year	195	189	96.9%	97.3%	4
	5-year	199	193	97%		
	6-year	251	246	98%		
English Language Learner	4-year	16	—	—	—	—
	5-year	13	—	—		
	6-year	15	—	—		
Students with Disabilities	4-year	95	87	91.6%	93.1%	4
	5-year	79	74	93.7%		
	6-year	82	77	93.9%		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
Economically Disadvantaged	4-year	108	92	85.2%	91%	3
	5-year	82	76	92.7%		
	6-year	104	99	95.2%		

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	29	49%	53%	1.08	3
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—
Black or African American	5	—	—	—	—
Hispanic or Latino	15	—	—	—	—
White	3	—	—	—	—
English Language Learner	29	49%	53%	1.08	3
Students with Disabilities	12	—	—	—	—
Economically Disadvantaged	22	43%	43%	1	3

SECONDARY ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	1,419	119	133	390	777	201.2	4
Asian or Native Hawaiian/Other Pacific Islander	301	22	24	72	183	207.8	4
Black or African American	196	3	20	41	132	220.4	4
Hispanic or Latino	230	25	27	62	116	191.7	3
Multiracial	70	3	7	16	44	212.9	4
White	622	66	55	199	302	194.2	3
English Language Learner	88	10	7	16	55	200.6	4
Students with Disabilities	373	52	40	107	174	184.7	4
Economically Disadvantaged	463	49	54	109	251	194.3	4

SECONDARY COLLEGE, CAREER, AND CIVIC READINESS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight	Index	Acountability Level
All Students	388	0	351	0	19	2	18	186.1	4
Asian or Native Hawaiian/Other Pacific Islander	82	0	77	0	1	0	4	189	4
Black or African American	51	0	39	0	7	0	5	166.7	3
Hispanic or Latino	58	0	51	0	3	2	4	182.8	4
Multiracial	17	0	—	—	—	—	—	—	—
White	180	0	170	0	5	0	5	191.7	4
English Language Learner	12	0	—	—	—	—	—	—	—
Students with Disabilities	104	0	75	0	18	0	11	161.5	4
Economically Disadvantaged	122	0	96	0	14	2	12	169.7	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	380	99.5%
Asian or Native Hawaiian/Other Pacific Islander	✓	81	100%
Black or African American	✓	49	100%
Hispanic or Latino	✓	58	98.3%
Multiracial	–	17	–
White	✓	175	99.4%
English Language Learner	–	8	–
Students with Disabilities	✓	88	98.9%
Economically Disadvantaged	✓	120	98.3%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	380	99.2%
Asian or Native Hawaiian/Other Pacific Islander	✓	81	100%
Black or African American	✓	49	95.9%
Hispanic or Latino	✓	58	100%
Multiracial	–	17	–
White	✓	175	99.4%
English Language Learner	–	8	–
Students with Disabilities	✓	88	98.9%
Economically Disadvantaged	✓	120	97.5%

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HALF HOLLOW HILLS HIGH SCHOOL WEST - 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	—	—	—
	Math	—	—	—
White	ELA	—	—	—
	Math	—	—	—
Students with Disabilities	ELA	—	—	—
	Math	—	—	—
Economically Disadvantaged	ELA	—	—	—
	Math	—	—	—

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	228.3	134.9	148.3
	Math	175.7	64.6	87.2
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	242.6	140.5	152.9
	Math	210.2	114.8	129
Black or African American	ELA	225	95	115
	Math	152.4	37.8	64.8
Hispanic or Latino	ELA	197.2	99.6	118.8
	Math	133.3	43.4	69.5
Multiracial	ELA	250	144.6	156.4
	Math	188.5	63.5	86.2
White	ELA	229.9	170.2	177.6
	Math	179.4	74.7	95.6
Students with Disabilities	ELA	197.1	75.4	98.7
	Math	114.4	29.3	57.8
Economically Disadvantaged	ELA	216.4	103.2	121.8
	Math	136.4	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	252	94.4%	87.5%	88.8%
	5-Year	285	96.5%	89.4%	90.5%
	6-Year	255	96.5%	88.9%	90.3%
American Indian or Alaska Native	4-Year	1	—	—	—
	5-Year	2	—	—	—
	6-Year	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	56	94.6%	93.4%	93.6%
	5-Year	63	93.7%	94.2%	94.5%
	6-Year	55	98.2%	93.7%	94.3%
Black or African American	4-Year	39	100%	82.6%	84.7%
	5-Year	35	100%	84.9%	86.7%
	6-Year	23	87%	84.6%	86.7%
Hispanic or Latino	4-Year	36	83.3%	81.6%	83.8%
	5-Year	27	100%	84.4%	86.3%
	6-Year	30	93.3%	83.3%	85.6%
Multiracial	4-Year	10	—	—	—
	5-Year	10	—	—	—
	6-Year	8	—	—	—
White	4-Year	110	95.5%	91.7%	92.3%
	5-Year	148	97.3%	92.9%	93.4%
	6-Year	138	97.8%	93.1%	93.7%
English Language Learner	4-Year	1	—	—	—
	5-Year	—	—	—	—
	6-Year	1	—	—	—
Students with Disabilities	4-Year	60	85%	70.4%	74.5%
	5-Year	62	87.1%	73%	76.8%
	6-Year	46	89.1%	73.1%	77.1%
Economically Disadvantaged	4-Year	92	89.1%	83.1%	85.1%
	5-Year	64	92.2%	85.6%	87.4%
	6-Year	63	95.2%	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	6	—	—	—	—	—

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
White	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Students with Disabilities	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Economically Disadvantaged	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
White	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Students with Disabilities	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Economically Disadvantaged	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	

ELEMENTARY/MIDDLE ATTENDANCE

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

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

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	—	1	—
White	—	1	—
Students with Disabilities	—	1	—
Economically Disadvantaged	—	1	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	—	1	—
White	—	1	—
Students with Disabilities	—	1	—
Economically Disadvantaged	—	1	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency	Attendance	College Career, & Civic Readiness
All Students	4	4	3	—	4	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	3	—	4	4
Black or African American	4	4	3	—	4	4
Hispanic or Latino	4	3	2	—	4	4
Multiracial	4	4	—	—	4	—
White	4	4	3	—	4	4
Students with Disabilities	4	4	3	—	4	4
Economically Disadvantaged	4	4	3	—	4	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	Accountability Level
All Students	ELA	252	229.2	210.8	4
	Math	251	177.1		
	Science	251	230.7		
	Social Studies	245	213.7		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	54	242.6	231.1	4
	Math	54	210.2		
	Science	54	240.7		
	Social Studies	53	235.8		
Black or African American	ELA	41	230.5	202.4	4
	Math	41	156.1		
	Science	41	225.6		
	Social Studies	38	206.6		
Hispanic or Latino	ELA	36	197.2	180.2	4
	Math	36	133.3		
	Science	36	213.9		
	Social Studies	35	191.4		
Multiracial	ELA	13	250	223.9	4
	Math	13	188.5		
	Science	13	238.5		
	Social Studies	13	223.1		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
White	ELA	107	229.9	211.9	4
	Math	106	181.1		
	Science	106	232.1		
	Social Studies	105	211		
Students with Disabilities	ELA	51	201	170	4
	Math	51	116.7		
	Science	50	203		
	Social Studies	44	170.5		
Economically Disadvantaged	ELA	69	219.6	190.8	4
	Math	69	138.4		
	Science	68	218.4		
	Social Studies	63	198.4		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	253	228.3	208.4	4
	Math	253	175.7		
	Science	253	228.9		
	Social Studies	253	206.9		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	54	242.6	230.3	4
	Math	54	210.2		
	Science	54	240.7		
	Social Studies	54	231.5		
Black or African American	ELA	42	225	194.6	4
	Math	42	152.4		
	Science	42	220.2		
	Social Studies	42	186.9		
Hispanic or Latino	ELA	36	197.2	179.2	3
	Math	36	133.3		
	Science	36	213.9		
	Social Studies	36	186.1		
Multiracial	ELA	13	250	223.9	4
	Math	13	188.5		
	Science	13	238.5		
	Social Studies	13	223.1		
White	ELA	107	229.9	210.2	4
	Math	107	179.4		
	Science	107	229.9		
	Social Studies	107	207		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	52	197.1	161.3	4
	Math	52	114.4		
	Science	52	195.2		
	Social Studies	52	144.2		
Economically Disadvantaged	ELA	70	216.4	184	4
	Math	70	136.4		
	Science	70	212.1		
	Social Studies	70	178.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	252	238	94.4%	95.8%	3
	5-year	285	275	96.5%		
	6-year	255	246	96.5%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	56	53	94.6%	95.5%	3
	5-year	63	59	93.7%		
	6-year	55	54	98.2%		
Black or African American	4-year	39	39	100%	95.7%	3
	5-year	35	35	100%		
	6-year	23	20	87%		
Hispanic or Latino	4-year	36	30	83.3%	92.2%	2
	5-year	27	27	100%		
	6-year	30	28	93.3%		
Multiracial	4-year	10	—	—	—	—
	5-year	10	—	—		
	6-year	8	—	—		
White	4-year	110	105	95.5%	96.9%	3
	5-year	148	144	97.3%		
	6-year	138	135	97.8%		
English Language Learner	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	60	51	85%	87.1%	3
	5-year	62	54	87.1%		
	6-year	46	41	89.1%		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
Economically Disadvantaged	4-year	92	82	89.1%	92.2%	3
	5-year	64	59	92.2%		
	6-year	63	60	95.2%		

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	6	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Hispanic or Latino	3	—	—	—	—
White	1	—	—	—	—
English Language Learner	6	—	—	—	—
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

SECONDARY ATTENDANCE

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Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	1,034	46	98	291	599	210.6	4
American Indian or Alaska Native	4	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	257	15	24	63	155	209.1	4
Black or African American	164	3	10	39	112	224.4	4
Hispanic or Latino	161	7	16	45	93	210.2	4
Multiracial	47	0	7	13	27	213.8	4
White	401	21	41	129	210	205.5	4
English Language Learner	8	—	—	—	—	—	—
Students with Disabilities	218	14	21	62	121	205.3	4
Economically Disadvantaged	321	20	31	84	186	206.9	4

SECONDARY COLLEGE, CAREER, AND CIVIC READINESS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight	Index	Acountability Level
All Students	256	0	243	6	2	0	5	194.1	4
American Indian or Alaska Native	1	0	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	54	0	52	1	0	0	1	195.4	4
Black or African American	45	0	39	3	0	0	3	183.3	4
Hispanic or Latino	36	0	34	0	2	0	0	194.4	4
Multiracial	13	0	–	–	–	–	–	–	–
White	107	0	104	2	0	0	1	197.2	4
Students with Disabilities	53	0	42	6	2	0	3	179.2	4
Economically Disadvantaged	72	0	62	5	2	0	3	185.4	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	250	100%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	55	100%
Black or African American	–	39	–
Hispanic or Latino	–	37	–
Multiracial	–	13	–
White	✓	105	100%
Students with Disabilities	✓	44	100%
Economically Disadvantaged	✓	68	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	250	98.8%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	55	100%
Black or African American	—	39	—
Hispanic or Latino	—	37	—
Multiracial	—	13	—
White	✓	105	99.1%
Students with Disabilities	✓	44	95.5%
Economically Disadvantaged	✓	68	97.1%

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OTSEGO ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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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	144.4	123.3	136.1
	Math	158	127.4	139.5
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	189	178.8	182.3
	Math	198.6	190.9	192.4
Black or African American	ELA	109.1	114.8	129
	Math	124.2	106.7	122.2
Hispanic or Latino	ELA	127.6	107.5	122.9
	Math	125.9	105.6	121.4
Multiracial	ELA	177.3	125.7	138.1
	Math	195.5	129	140.8
White	ELA	133.9	123.7	136.4
	Math	152.6	134.7	145.6
English Language Learner	ELA	50	93	110.8
	Math	83.3	103.7	119.8
Students with Disabilities	ELA	77.6	68.9	90.7
	Math	82.2	72.5	93.8
Economically Disadvantaged	ELA	119.9	110	125
	Math	133.3	110	125

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	28	50%	45%	0.90	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	261	158.2	4
	Math	269	169.1	
	Science	85	158.2	
	Combined	615	163	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	67	191.8	4
	Math	72	198.6	
	Science	26	171.2	
	Combined	165	191.5	
Black or African American	ELA	33	109.1	2
	Math	32	128.1	
	Science	8	112.5	
	Combined	73	117.8	
Hispanic or Latino	ELA	56	132.1	2
	Math	56	130.4	
	Science	17	138.2	
	Combined	129	132.2	
Multiracial	ELA	11	177.3	4
	Math	11	195.5	
	Science	4	—	
	Combined	26	192.3	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	93	165.6	4
	Math	97	180.9	
	Science	30	161.7	
	Combined	220	171.8	
English Language Learner	ELA	14	57.1	2
	Math	17	88.2	
	Science	4	—	
	Combined	35	74.3	
Students with Disabilities	ELA	65	90.8	3
	Math	64	97.7	
	Science	19	107.9	
	Combined	148	95.9	
Economically Disadvantaged	ELA	90	130.6	3
	Math	93	141.9	
	Science	26	125	
	Combined	209	134.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	286	144.4	3
	Math	288	158	
	Science	95	141.6	
	Combined	669	149.9	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	68	189	4
	Math	72	198.6	
	Science	27	164.8	
	Combined	167	189.2	
Black or African American	ELA	33	109.1	2
	Math	33	124.2	
	Science	9	100	
	Combined	75	114.7	
Hispanic or Latino	ELA	58	127.6	2
	Math	58	125.9	
	Science	17	138.2	
	Combined	133	128.2	
Multiracial	ELA	11	177.3	4
	Math	11	195.5	
	Science	4	—	
	Combined	26	192.3	
White	ELA	115	133.9	3
	Math	115	152.6	
	Science	39	124.4	
	Combined	269	140.5	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	16	50	2
	Math	18	83.3	
	Science	5	60	
	Combined	39	66.7	
Students with Disabilities	ELA	76	77.6	3
	Math	76	82.2	
	Science	24	89.6	
	Combined	176	81.3	
Economically Disadvantaged	ELA	98	119.9	3
	Math	99	133.3	
	Science	29	112.1	
	Combined	226	124.8	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	307	15,685	51.1	3
Asian or Native Hawaiian/Other Pacific Islander	86	4,686	54.5	4
Black or African American	33	1,711	51.8	3
Hispanic or Latino	62	3,383	54.6	4
Multiracial	14	—	—	—
White	112	5,250	46.9	2
English Language Learner	13	—	—	—
Students with Disabilities	66	3,017	45.7	2
Economically Disadvantaged	99	5,374	54.3	4

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	28	50%	45%	0.90	2
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	—
Black or African American	3	—	—	—	—
Hispanic or Latino	12	—	—	—	—
White	2	—	—	—	—
English Language Learner	28	50%	45%	0.90	2
Students with Disabilities	8	—	—	—	—
Economically Disadvantaged	22	48%	38%	0.79	2

ELEMENTARY/MIDDLE ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	499	21	53	171	254	206.4	3
American Indian or Alaska Native	1	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	128	9	12	41	66	202.3	3
Black or African American	48	1	3	10	34	225	4
Hispanic or Latino	104	5	17	40	42	194.2	3
Multiracial	23	2	0	12	9	202.2	3
White	195	4	21	67	103	211.5	4
English Language Learner	33	3	2	9	19	204.5	4
Students with Disabilities	135	3	18	48	66	206.7	4
Economically Disadvantaged	170	15	26	48	81	190.9	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	311	86.5%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✗	76	93.4%
Black or African American	–	37	–
Hispanic or Latino	✗	63	90.5%
Multiracial	–	11	–
White	✗	123	77.2%
English Language Learner	–	20	–
Students with Disabilities	✗	78	80.8%
Economically Disadvantaged	✗	108	87%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	311	88.8%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	76	97.4%
Black or African American	–	37	–
Hispanic or Latino	✗	63	92.1%
Multiracial	–	11	–
White	✗	123	80.5%
English Language Learner	–	20	–
Students with Disabilities	✗	78	79.5%
Economically Disadvantaged	✗	108	89.8%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—

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PAUMANOK ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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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	148.6	123.3	136.1
	Math	154.9	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	192.3	178.8	182.3
	Math	194.2	190.9	192.4
Black or African American	ELA	126	114.8	129
	Math	133.3	106.7	122.2
Hispanic or Latino	ELA	127.6	107.5	122.9
	Math	121.4	105.6	121.4
Multiracial	ELA	152.5	125.7	138.1
	Math	147.5	129	140.8
White	ELA	136.2	123.7	136.4
	Math	154.1	134.7	145.6
English Language Learner	ELA	85.7	93	110.8
	Math	85.7	103.7	119.8
Students with Disabilities	ELA	94.3	68.9	90.7
	Math	112.5	72.5	93.8
Economically Disadvantaged	ELA	121.3	110	125
	Math	128.7	110	125

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	22	47%	39%	0.83	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.

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ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	233	187.6	4
	Math	236	193	
	Science	61	173.8	
	Combined	530	188.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	73	205.5	4
	Math	70	216.4	
	Science	16	209.4	
	Combined	159	210.7	
Black or African American	ELA	32	189.1	4
	Math	33	193.9	
	Science	4	—	
	Combined	69	190.6	
Hispanic or Latino	ELA	39	160.3	3
	Math	41	145.1	
	Science	13	130.8	
	Combined	93	149.5	
Multiracial	ELA	16	190.6	4
	Math	17	173.5	
	Science	9	155.6	
	Combined	42	176.2	
White	ELA	73	182.9	4
	Math	75	201.3	
	Science	19	181.6	
	Combined	167	191	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	7	85.7	—
	Math	7	85.7	
	Science	2	—	
	Combined	16	—	
Students with Disabilities	ELA	59	140.7	4
	Math	64	154.7	
	Science	12	137.5	
	Combined	135	147	
Economically Disadvantaged	ELA	62	174.2	4
	Math	65	176.2	
	Science	18	147.2	
	Combined	145	171.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	294	148.6	3
	Math	294	154.9	
	Science	92	115.2	
	Combined	680	146.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	78	192.3	4
	Math	78	194.2	
	Science	19	176.3	
	Combined	175	191.4	
Black or African American	ELA	48	126	2
	Math	48	133.3	
	Science	16	43.8	
	Combined	112	117.4	
Hispanic or Latino	ELA	49	127.6	2
	Math	49	121.4	
	Science	17	100	
	Combined	115	120.9	
Multiracial	ELA	20	152.5	3
	Math	20	147.5	
	Science	11	127.3	
	Combined	51	145.1	
White	ELA	98	136.2	3
	Math	98	154.1	
	Science	29	119	
	Combined	225	141.8	
English Language Learner	ELA	7	85.7	—
	Math	7	85.7	
	Science	2	—	
	Combined	16	—	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	88	94.3	4
	Math	88	112.5	
	Science	22	84.1	
	Combined	198	101.3	
Economically Disadvantaged	ELA	89	121.3	3
	Math	89	128.7	
	Science	29	91.4	
	Combined	207	120.3	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	219	12,195	55.7	4
Asian or Native Hawaiian/Other Pacific Islander	75	4,365	58.2	4
Black or African American	18	—	—	—
Hispanic or Latino	43	2,101	48.9	2
Multiracial	23	1,225	53.3	3
White	60	3,437	57.3	4
English Language Learner	4	—	—	—
Students with Disabilities	34	1,577	46.4	2
Economically Disadvantaged	62	3,400	54.8	4

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	22	47%	39%	0.83	2
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	2	—	—	—	—
White	2	—	—	—	—
English Language Learner	22	47%	39%	0.83	2
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	16	—	—	—	—

ELEMENTARY/MIDDLE ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	514	26	51	166	271	206.3	3
American Indian or Alaska Native	2	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	131	9	13	38	71	203.4	3
Black or African American	80	4	5	20	51	215.6	4
Hispanic or Latino	100	9	20	41	30	177	2
Multiracial	35	1	4	10	20	211.4	4
White	166	3	9	55	99	220.8	4
English Language Learner	37	2	3	15	17	204.1	4
Students with Disabilities	158	16	15	51	76	194.3	3
Economically Disadvantaged	163	19	25	52	67	181.9	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	315	75.2%
Asian or Native Hawaiian/Other Pacific Islander	✗	86	88.4%
Black or African American	✗	51	62.8%
Hispanic or Latino	✗	53	75.5%
Multiracial	–	21	–
White	✗	104	70.2%
English Language Learner	–	7	–
Students with Disabilities	✗	93	62.4%
Economically Disadvantaged	✗	97	66%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	315	76.2%
Asian or Native Hawaiian/Other Pacific Islander	✗	86	84.9%
Black or African American	✗	51	64.7%
Hispanic or Latino	✗	53	79.3%
Multiracial	–	21	–
White	✗	104	72.1%
English Language Learner	–	7	–
Students with Disabilities	✗	93	67.7%
Economically Disadvantaged	✗	97	69.1%

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	159	123.3	136.1
	Math	167.8	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	188.1	178.8	182.3
	Math	198.5	190.9	192.4
Black or African American	ELA	141.7	114.8	129
	Math	135.3	106.7	122.2
Hispanic or Latino	ELA	128.6	107.5	122.9
	Math	125.9	105.6	121.4
Multiracial	ELA	182.1	125.7	138.1
	Math	182.1	129	140.8
White	ELA	153.6	123.7	136.4
	Math	168.6	134.7	145.6
English Language Learner	ELA	113	93	110.8
	Math	109.1	103.7	119.8
Students with Disabilities	ELA	93.6	68.9	90.7
	Math	121.8	72.5	93.8
Economically Disadvantaged	ELA	135.1	110	125
	Math	129.9	110	125

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	35	56%	52%	0.93	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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Black or African American	Local Support and Improvement
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement
White	Local Support and Improvement
English Language Learner	Local Support and Improvement
Students with Disabilities	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	296	170.8	4
	Math	295	180.8	
	Science	101	168.8	
	Combined	692	174.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	67	188.1	4
	Math	67	198.5	
	Science	25	160	
	Combined	159	188.1	
Black or African American	ELA	18	141.7	3
	Math	17	135.3	
	Science	5	120	
	Combined	40	136.3	
Hispanic or Latino	ELA	52	138.5	3
	Math	49	143.9	
	Science	15	160	
	Combined	116	143.5	
Multiracial	ELA	13	196.2	4
	Math	12	212.5	
	Science	6	191.7	
	Combined	31	201.6	
White	ELA	146	175.7	4
	Math	150	187.7	
	Science	50	178	
	Combined	346	181.2	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	23	113	4
	Math	22	109.1	
	Science	7	114.3	
	Combined	52	111.5	
Students with Disabilities	ELA	46	112	4
	Math	45	148.9	
	Science	9	88.9	
	Combined	100	126.5	
Economically Disadvantaged	ELA	62	146	4
	Math	58	150	
	Science	18	150	
	Combined	138	148.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	318	159	4
	Math	318	167.8	
	Science	118	144.5	
	Combined	754	160.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	67	188.1	4
	Math	67	198.5	
	Science	25	160	
	Combined	159	188.1	
Black or African American	ELA	18	141.7	2
	Math	17	135.3	
	Science	7	85.7	
	Combined	42	129.8	
Hispanic or Latino	ELA	56	128.6	2
	Math	56	125.9	
	Science	17	141.2	
	Combined	129	129.1	
Multiracial	ELA	14	182.1	4
	Math	14	182.1	
	Science	8	143.8	
	Combined	36	173.6	
White	ELA	167	153.6	3
	Math	167	168.6	
	Science	63	141.3	
	Combined	397	157.9	
English Language Learner	ELA	23	113	3
	Math	22	109.1	
	Science	8	100	
	Combined	53	109.4	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	55	93.6	4
	Math	55	121.8	
	Science	18	44.4	
	Combined	128	98.8	
Economically Disadvantaged	ELA	67	135.1	3
	Math	67	129.9	
	Science	21	128.6	
	Combined	155	131.9	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	377	20,098	53.3	3
Asian or Native Hawaiian/Other Pacific Islander	86	4,514	52.5	3
Black or African American	26	1,448	55.7	4
Hispanic or Latino	60	3,192	53.2	3
Multiracial	16	—	—	—
White	189	10,300	54.5	4
English Language Learner	21	1,166	55.5	4
Students with Disabilities	56	2,847	50.8	3
Economically Disadvantaged	65	3,320	51.1	3

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	35	56%	52%	0.93	2
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	17	—	—	—	—
White	7	—	—	—	—
English Language Learner	35	56%	52%	0.93	2
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	22	55%	53%	0.96	2

ELEMENTARY/MIDDLE ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	558	20	43	235	260	208.4	4
American Indian or Alaska Native	1	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	107	6	12	33	56	203.7	3
Black or African American	29	1	3	8	17	212.1	4
Hispanic or Latino	88	8	12	38	30	185.2	2
Multiracial	31	0	1	9	21	230.6	4
White	302	5	15	146	136	214.2	4
English Language Learner	52	4	8	27	13	181.7	3
Students with Disabilities	94	2	4	43	45	215.4	4
Economically Disadvantaged	124	9	15	48	52	194.4	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	341	88.3%
Asian or Native Hawaiian/Other Pacific Islander	✓	69	98.6%
Black or African American	–	18	–
Hispanic or Latino	✗	60	88.3%
Multiracial	–	17	–
White	✗	177	83.1%
English Language Learner	–	19	–
Students with Disabilities	✗	53	79.3%
Economically Disadvantaged	✗	76	86.8%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	341	88.3%
Asian or Native Hawaiian/Other Pacific Islander	✓	69	100%
Black or African American	–	18	–
Hispanic or Latino	✗	60	83.3%
Multiracial	–	17	–
White	✗	177	85.3%
English Language Learner	–	19	–
Students with Disabilities	✗	53	77.4%
Economically Disadvantaged	✗	76	82.9%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 5	–

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SUNQUAM ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	157.9	123.3	136.1
	Math	159.7	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	193.4	178.8	182.3
	Math	194.7	190.9	192.4
Black or African American	ELA	142.5	114.8	129
	Math	114.3	106.7	122.2
Hispanic or Latino	ELA	120.3	107.5	122.9
	Math	114.1	105.6	121.4
Multiracial	ELA	110.7	125.7	138.1
	Math	117.9	129	140.8
White	ELA	162.7	123.7	136.4
	Math	171.7	134.7	145.6
English Language Learner	ELA	122.7	93	110.8
	Math	145.8	103.7	119.8
Students with Disabilities	ELA	98.6	68.9	90.7
	Math	108.6	72.5	93.8
Economically Disadvantaged	ELA	123.3	110	125
	Math	121.2	110	125

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	19	—	—	—	—	—

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	227	167.6	4
	Math	221	175.6	
	Science	69	159.4	
	Combined	517	169.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	38	193.4	4
	Math	38	194.7	
	Science	15	200	
	Combined	91	195.1	
Black or African American	ELA	19	150	2
	Math	19	126.3	
	Science	9	100	
	Combined	47	130.9	
Hispanic or Latino	ELA	29	132.8	2
	Math	27	135.2	
	Science	5	80	
	Combined	61	129.5	
Multiracial	ELA	12	129.2	3
	Math	11	150	
	Science	3	—	
	Combined	26	134.6	
White	ELA	129	174	4
	Math	126	188.1	
	Science	37	173	
	Combined	292	180	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	11	122.7	4
	Math	12	145.8	
	Science	2	—	
	Combined	25	128	
Students with Disabilities	ELA	58	119	4
	Math	57	133.3	
	Science	15	96.7	
	Combined	130	122.7	
Economically Disadvantaged	ELA	52	137.5	3
	Math	50	143	
	Science	18	102.8	
	Combined	120	134.6	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	241	157.9	3
	Math	243	159.7	
	Science	79	139.2	
	Combined	563	156	
Asian or Native Hawaiian/Other Pacific Islander	ELA	38	193.4	4
	Math	38	194.7	
	Science	16	187.5	
	Combined	92	192.9	
Black or African American	ELA	20	142.5	2
	Math	21	114.3	
	Science	10	90	
	Combined	51	120.6	
Hispanic or Latino	ELA	32	120.3	2
	Math	32	114.1	
	Science	8	50	
	Combined	72	109.7	
Multiracial	ELA	14	110.7	2
	Math	14	117.9	
	Science	4	—	
	Combined	32	109.4	
White	ELA	138	162.7	4
	Math	138	171.7	
	Science	42	152.4	
	Combined	318	165.3	
English Language Learner	ELA	11	122.7	4
	Math	12	145.8	
	Science	3	—	
	Combined	26	123.1	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	70	98.6	4
	Math	70	108.6	
	Science	19	76.3	
	Combined	159	100.3	
Economically Disadvantaged	ELA	58	123.3	3
	Math	59	121.2	
	Science	23	80.4	
	Combined	140	115.4	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	280	14,525	51.9	3
Asian or Native Hawaiian/Other Pacific Islander	54	3,054	56.6	4
Black or African American	26	1,386	53.3	3
Hispanic or Latino	35	1,598	45.7	2
Multiracial	15	—	—	—
White	150	7,918	52.8	3
English Language Learner	6	—	—	—
Students with Disabilities	60	2,932	48.9	2
Economically Disadvantaged	68	3,312	48.7	2

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	19	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—
Black or African American	2	—	—	—	—
Hispanic or Latino	11	—	—	—	—
English Language Learner	19	—	—	—	—
Students with Disabilities	11	—	—	—	—
Economically Disadvantaged	18	—	—	—	—

ELEMENTARY/MIDDLE ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	446	14	45	154	233	209.8	4
American Indian or Alaska Native	3	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	72	2	11	18	41	207.6	3
Black or African American	36	2	3	9	22	211.1	4
Hispanic or Latino	64	2	15	25	22	187.5	2
Multiracial	29	0	4	11	14	210.3	4
White	242	8	12	89	133	215.9	4
English Language Learner	32	0	4	10	18	215.6	4
Students with Disabilities	141	7	14	58	62	202.1	4
Economically Disadvantaged	115	5	27	39	44	187	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	260	89.2%
Asian or Native Hawaiian/Other Pacific Islander	✓	41	97.6%
Black or African American	–	22	–
Hispanic or Latino	–	34	–
Multiracial	–	15	–
White	✗	148	88.5%
English Language Learner	–	10	–
Students with Disabilities	✗	74	78.4%
Economically Disadvantaged	✗	64	84.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	260	85.4%
Asian or Native Hawaiian/Other Pacific Islander	✓	41	95.1%
Black or African American	–	22	–
Hispanic or Latino	–	34	–
Multiracial	–	15	–
White	✗	148	85.1%
English Language Learner	–	10	–
Students with Disabilities	✗	74	77%
Economically Disadvantaged	✗	64	79.7%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	–
Grade 4	–
Grade 5	–

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VANDERBILT ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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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	176.5	123.3	136.1
	Math	180.6	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	211.9	178.8	182.3
	Math	214.7	190.9	192.4
Black or African American	ELA	136	114.8	129
	Math	138.4	106.7	122.2
Hispanic or Latino	ELA	133	107.5	122.9
	Math	145.4	105.6	121.4
Multiracial	ELA	212.5	125.7	138.1
	Math	225	129	140.8
White	ELA	176.2	123.7	136.4
	Math	177.8	134.7	145.6
English Language Learner	ELA	139.3	93	110.8
	Math	128.1	103.7	119.8
Students with Disabilities	ELA	120.5	68.9	90.7
	Math	134.8	72.5	93.8
Economically Disadvantaged	ELA	142.1	110	125
	Math	148.8	110	125

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	21	53%	31%	0.58	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	306	198.4	4
	Math	310	201.6	
	Science	119	185.7	
	Combined	735	197.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	84	211.9	4
	Math	85	214.7	
	Science	31	196.8	
	Combined	200	210.8	
Black or African American	ELA	35	167.1	3
	Math	35	170	
	Science	16	134.4	
	Combined	86	162.2	
Hispanic or Latino	ELA	41	172	4
	Math	43	182.6	
	Science	13	176.9	
	Combined	97	177.3	
Multiracial	ELA	15	226.7	4
	Math	16	225	
	Science	6	225	
	Combined	37	225.7	
White	ELA	131	203.1	4
	Math	131	205	
	Science	53	192.5	
	Combined	315	202.1	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	7	100	4
	Math	15	136.7	
	Science	3	—	
	Combined	25	122	
Students with Disabilities	ELA	47	143.6	4
	Math	48	157.3	
	Science	20	137.5	
	Combined	115	148.3	
Economically Disadvantaged	ELA	69	168.8	4
	Math	73	171.2	
	Science	27	166.7	
	Combined	169	169.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	344	176.5	4
	Math	346	180.6	
	Science	136	162.5	
	Combined	826	175.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	84	211.9	4
	Math	85	214.7	
	Science	31	196.8	
	Combined	200	210.8	
Black or African American	ELA	43	136	3
	Math	43	138.4	
	Science	21	102.4	
	Combined	107	130.4	
Hispanic or Latino	ELA	53	133	3
	Math	54	145.4	
	Science	19	121.1	
	Combined	126	136.5	
Multiracial	ELA	16	212.5	4
	Math	16	225	
	Science	6	225	
	Combined	38	219.7	
White	ELA	151	176.2	4
	Math	151	177.8	
	Science	60	170	
	Combined	362	175.8	
English Language Learner	ELA	14	139.3	4
	Math	16	128.1	
	Science	3	—	
	Combined	33	130.3	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	56	120.5	4
	Math	56	134.8	
	Science	25	110	
	Combined	137	124.5	
Economically Disadvantaged	ELA	82	142.1	4
	Math	84	148.8	
	Science	33	136.4	
	Combined	199	144	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	400	23,687	59.2	4
Asian or Native Hawaiian/Other Pacific Islander	109	6,834	62.7	4
Black or African American	44	2,661	60.5	4
Hispanic or Latino	50	2,374	47.5	2
Multiracial	27	1,635	60.6	4
White	170	10,183	59.9	4
English Language Learner	9	—	—	—
Students with Disabilities	62	3,652	58.9	4
Economically Disadvantaged	99	5,722	57.8	4

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	21	53%	31%	0.58	2
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	6	—	—	—	—
Hispanic or Latino	12	—	—	—	—
English Language Learner	21	53%	31%	0.58	2
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	20	53%	28%	0.53	2

ELEMENTARY/MIDDLE ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	623	25	70	231	297	204.6	3
Asian or Native Hawaiian/Other Pacific Islander	140	7	15	41	77	206.8	3
Black or African American	75	4	10	20	41	203.3	3
Hispanic or Latino	103	4	10	43	46	204.9	3
Multiracial	35	1	3	13	18	211.4	4
White	270	9	32	114	115	202.8	3
English Language Learner	38	0	2	13	23	225	4
Students with Disabilities	117	3	10	38	66	214.5	4
Economically Disadvantaged	173	16	24	52	81	191	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	370	84.9%
Asian or Native Hawaiian/Other Pacific Islander	✓	90	98.9%
Black or African American	✗	46	78.3%
Hispanic or Latino	✗	58	74.1%
Multiracial	–	17	–
White	✗	159	82.4%
English Language Learner	–	11	–
Students with Disabilities	✗	57	79%
Economically Disadvantaged	✗	93	81.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	369	85.4%
Asian or Native Hawaiian/Other Pacific Islander	✓	89	98.9%
Black or African American	✗	46	78.3%
Hispanic or Latino	✗	58	75.9%
Multiracial	–	17	–
White	✗	159	82.4%
English Language Learner	–	11	–
Students with Disabilities	✗	57	80.7%
Economically Disadvantaged	✗	92	83.7%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	–
Grade 5	–

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WEST HOLLOW MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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

TARGETED SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	114.7	123.3	136.1
	Math	147.7	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	167.9	178.8	182.3
	Math	202.5	190.9	192.4
Black or African American	ELA	89.2	114.8	129
	Math	110.3	106.7	122.2
Hispanic or Latino	ELA	83.7	107.5	122.9
	Math	90.2	105.6	121.4
Multiracial	ELA	150.8	125.7	138.1
	Math	169.2	129	140.8
White	ELA	102.5	123.7	136.4
	Math	147.8	134.7	145.6
English Language Learner	ELA	36.8	93	110.8
	Math	38.1	103.7	119.8
Students with Disabilities	ELA	70.1	68.9	90.7
	Math	80.8	72.5	93.8
Economically Disadvantaged	ELA	90.5	110	125
	Math	106.7	110	125

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	21	50%	54%	1.08	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	632	163.9	4
	Math	703	190.2	
	Science	276	201.4	
	Combined	1,611	181.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	168	181.8	4
	Math	172	215.4	
	Science	63	210.3	
	Combined	403	200.6	
Black or African American	ELA	73	124.7	3
	Math	76	148	
	Science	23	145.7	
	Combined	172	137.8	
Hispanic or Latino	ELA	85	130	3
	Math	90	133.3	
	Science	36	177.8	
	Combined	211	139.6	
Multiracial	ELA	46	196.7	4
	Math	51	199	
	Science	17	208.8	
	Combined	114	199.6	
White	ELA	260	168.7	4
	Math	314	201.4	
	Science	137	212	
	Combined	711	191.5	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	15	46.7	2
	Math	16	50	
	Science	12	108.3	
	Combined	43	65.1	
Students with Disabilities	ELA	128	117.2	4
	Math	135	128.1	
	Science	57	146.5	
	Combined	320	127	
Economically Disadvantaged	ELA	150	134	4
	Math	160	148.8	
	Science	62	173.4	
	Combined	372	146.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	903	114.7	3
	Math	905	147.7	
	Science	327	170	
	Combined	2,135	137.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	182	167.9	4
	Math	183	202.5	
	Science	67	197.8	
	Combined	432	187.2	
Black or African American	ELA	102	89.2	2
	Math	102	110.3	
	Science	32	104.7	
	Combined	236	100.4	
Hispanic or Latino	ELA	132	83.7	2
	Math	133	90.2	
	Science	52	123.1	
	Combined	317	92.9	
Multiracial	ELA	60	150.8	4
	Math	60	169.2	
	Science	19	186.8	
	Combined	139	163.7	
White	ELA	428	102.5	3
	Math	428	147.8	
	Science	157	185	
	Combined	1,013	134.4	
English Language Learner	ELA	19	36.8	1
	Math	21	38.1	
	Science	9	77.8	
	Combined	49	44.9	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	214	70.1	3
	Math	214	80.8	
	Science	78	107.1	
	Combined	506	80.3	
Economically Disadvantaged	ELA	222	90.5	2
	Math	223	106.7	
	Science	85	126.5	
	Combined	530	103.1	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	1,117	56,742	50.8	3
Asian or Native Hawaiian/Other Pacific Islander	304	16,284	53.6	3
Black or African American	124	5,445	43.9	1
Hispanic or Latino	142	6,561	46.2	2
Multiracial	87	4,509	51.8	3
White	460	23,943	52.1	3
English Language Learner	9	—	—	—
Students with Disabilities	179	9,044	50.5	3
Economically Disadvantaged	238	11,233	47.2	2

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	21	50%	54%	1.08	3
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	2	—	—	—	—
Hispanic or Latino	15	—	—	—	—
White	1	—	—	—	—
English Language Learner	21	50%	54%	1.08	3
Students with Disabilities	10	—	—	—	—
Economically Disadvantaged	17	—	—	—	—

ELEMENTARY/MIDDLE ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	977	56	79	293	549	208.5	4
American Indian or Alaska Native	1	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	199	6	14	61	118	216.6	4
Black or African American	112	9	8	26	69	207.6	3
Hispanic or Latino	149	16	18	46	69	189.6	3
Multiracial	63	4	5	15	39	210.3	4
White	453	21	34	145	253	211.1	4
English Language Learner	29	3	3	9	14	193.1	3
Students with Disabilities	232	20	19	73	120	200.4	4
Economically Disadvantaged	254	33	27	71	123	187.6	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	957	66.6%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✗	194	87.6%
Black or African American	✗	107	68.2%
Hispanic or Latino	✗	142	61.3%
Multiracial	✗	63	73%
White	✗	450	57.8%
English Language Learner	–	24	–
Students with Disabilities	✗	209	55%
Economically Disadvantaged	✗	239	64.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	957	73.8%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✗	194	89.2%
Black or African American	✗	107	71%
Hispanic or Latino	✗	142	64.1%
Multiracial	✗	63	81%
White	✗	450	69.8%
English Language Learner	–	24	–
Students with Disabilities	✗	209	57.9%
Economically Disadvantaged	✗	239	68.2%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—
Grade 8	—

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2026-27 Property Tax Report Card

580405 - HALF HOLLOW HILLS CSD

Contact Person: Anne Marie Marrone Caliendo
Telephone Number: 631-592-3030

	Budgeted 2025-26	Proposed Budget 2026-27	Percent Change
Total Budgeted Amount, not Including Separate Propositions	307,664,521	317,967,592	3.35%
A. Proposed Tax Levy to Support the Total Budgeted Amount [1]	236,595,556	244,435,820	
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)	236,595,556	244,435,820	3.31%
F. Permissible Exclusions to the School Tax Levy Limit	10,740,804	10,599,672	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions [3]	225,854,752	233,836,148	
H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E - B - F + D)	225,854,752	233,836,148	
I. Difference: (G - H); (negative value requires 60.0% voter approval) [2]	0	0	
Public School Enrollment	7,158	7,264	1.48%
Consumer Price Index		2.63%	

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

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

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

	Actual 2025-26	Estimated 2026-27
Adjusted Restricted Fund Balance	55,986,371	43,824,425
Assigned Appropriated Fund Balance	5,275,000	7,000,000
Adjusted Unrestricted Fund Balance	12,306,581	12,718,704
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Reserve Type	3/31/26 Actual Balance	6/30/26 Estimated Ending Balance	Intended use of the Reserve in the 2026-27 School Year
Capital	16,117,419	16,117,419	0
Repair	0	0	0
Workers' Compensation	3,176,736	1,526,736	1,750,000
Unemployment Insurance	3,138,027	2,988,027	150,000
Reserve for Tax Reduction	0	0	0
Mandatory Reserve for Debt Service	0	0	0
Insurance	0	0	0
Property Loss	1,678,293	1,678,293	0
Liability	570,385	570,385	0
Tax Certiorari	0	0	0
Reserve for Insurance Recoveries	0	0	0
Employee Benefit Accrued Liability	13,280,905	10,680,905	3,300,000
Retirement Contribution - ERS	16,343,622	11,643,622	6,500,000
Reserve for Uncollected Taxes	0	0	0
Other Reserve TRS	931,593	31,593	1,000,000

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	300,625	80,630	

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 DISTRICTWIDE	197,600	69,785	
3.	ASSISTANT SUPERINTENDENT FOR EDUCATION OF	250,070	42,071	
4.	ASSISTANT SUPERINTENDENT FOR BUSINESS	268,370	43,958	
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	Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive $179,000 or More in Salary

71.	DIRECTOR OF WORLD LANGUAGES & ENL	181,774
72.	DIRECTOR OF ATHLETICS	184,774
73.	DIRECTOR OF PHYS. ED., HEALTH AND FACS	208,898
74.	DIRECTOR OF MATHEMATICS	208,898
75.	DIRECTOR OF SCIENCE	202,619
76.	EXECUTIVE DIRECTOR FOR SECONDARY CURRICU	228,718
77.	ELEMENTARY PRINCIPAL	211,898
78.	ELEMENTARY PRINCIPAL	205,619
79.	ELEMENTARY PRINCIPAL	208,898
80.	ELEMENTARY ASSISTANT PRINCIPAL	180,914
81.	MIDDLE SCHOOL PRINCIPAL	190,768
82.	MIDDLE SCHOOL PRINCIPAL	214,188
83.	HIGH SCHOOL ASSISTANT PRINCIPAL	195,492
84.	HIGH SCHOOL PRINCIPAL	197,040
85.	HIGH SCHOOL ASSISTANT PRINCIPAL	201,492
86.	HIGH SCHOOL ASSISTANT PRINCIPAL	198,492
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As required by Education Law, the budget must be presented in three components, as shown below. Further, the law prescribes which budget codes belong to which component.
Administrative : *Central Administration, Finance, Management Information Systems, Insurance, Legal, Instructional Supervision and Associated Employee Benefits*
Program : *Instruction, Library, Special Education, Computer-Assisted Instruction, Guidance, Athletics, Co-Curricular, Transportation and Associated Employee Benefits*
Capital : *Maintenance and Operations, Security, Utilities, Bus Purchases, Debt Service, Capital Projects and Associated Employee Benefits*

PROPOSED 2026/27 BUDGET- Three Part Format Summary

		2026/27				2025/26			
CODE	DESCRIPTION	ADMIN.	PROGRAM	CAPITAL	TOTAL	ADMIN.	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	23,500			23,500	19,000			19,000
1040	District Clerk	86,500			86,500	86,500			86,500
1060	District Meeting	74,800			74,800	59,330			59,330
1240	Office of Chief School Administrator	498,925			498,925	531,605			531,605
1310	Business Administration	1,841,963			1,841,963	1,840,317			1,840,317
1320	Auditing	107,673			107,673	104,500			104,500
1420	Legal Service	535,000	535,000		1,070,000	535,000	535,000		1,070,000
1430	Districtwide Administration	706,012			706,012	754,895			754,895
1460	Records Management	64,950			64,950	63,373			63,373
1480	Public Information & Services	121,500			121,500	134,804			134,804
1620/1621/ 1622	Plant Operations, Maintenance, Grounds and Security			20,943,423	20,943,423			19,912,275	19,912,275
1670	Printing and Mailing	246,850			246,850	224,500			224,500
1680	Mgmt. of Information Systems	1,326,010			1,326,010	1,201,462			1,201,462
1910	Liability Insurance	2,450,000			2,450,000	2,100,000			2,100,000
1920	School Association Dues	19,500			19,500	19,500			19,500
1981	BOCES Charges	889,426			889,426	836,910			836,910
1989	TAN Issue Expense	37,200			37,200	35,500			35,500
2010	Curriculum Development	459,592			459,592	713,265			713,265
2020	Supervision - Regular School	8,506,232			8,506,232	8,371,130			8,371,130
2040	Supervision - Adult Education	0			0	0			0
2070	Inservice Training		353,204		353,204		382,279		382,279
2110	Teaching - Regular School		36,994,984		36,994,984		36,941,072		36,941,072
2112	Teaching - Art		3,078,386		3,078,386		2,948,264		2,948,264
2113	Teaching - Bus./Voc. Education		984,994		984,994		985,529		985,529
2115	Teaching - English Language Arts		5,778,312		5,778,312		5,581,843		5,581,843
2116	Teaching - World Languages		4,245,138		4,245,138		4,465,426		4,465,426
2117	Teaching - Health		1,113,898		1,113,898		1,054,002		1,054,002
2118	Teaching - Physical Education		3,990,218		3,990,218		4,060,816		4,060,816
2119	Teaching - Family and Consumer Science		602,888		602,888		556,003		556,003
2120	Teaching - Technology		873,681		873,681		919,535		919,535
2121	Teaching - Math		6,287,217		6,287,217		6,060,387		6,060,387

PROPOSED 2026/27 BUDGET- Three Part Format Summary

		2026/27				2025/26			
CODE	DESCRIPTION	ADMIN.	PROGRAM	CAPITAL	TOTAL	ADMIN.	PROGRAM	CAPITAL	TOTAL
2122	Teaching - Music		4,337,307		4,337,307		4,300,128		4,300,128
2123	Teaching - Science		7,225,274		7,225,274		7,593,338		7,593,338
2124	Teaching - Research		277,481		277,481		264,468		264,468
2125	Teaching - Social Studies		5,918,290		5,918,290		5,838,008		5,838,008
2130	Teaching - Driver Education		142,500		142,500		142,500		142,500
2131	Speech		3,389,959		3,389,959		3,460,706		3,460,706
2170	Teaching - Reading/PSEN		2,268,254		2,268,254		2,377,475		2,377,475
2250	Children with Disabilities	689,198	48,717,325		49,406,523	914,968	48,228,133		49,143,101
2280	Occupational Education		1,228,400		1,228,400		1,201,200		1,201,200
2300	Teaching - Special Schools / Adult Ed		431,500		431,500		377,000		377,000
2610	School Library		1,879,824		1,879,824		1,824,586		1,824,586
2630	Computer Assisted Instruction		4,171,959		4,171,959		4,378,472		4,378,472
2805	Attendance		44,363		44,363		41,863		41,863
2810	Guidance		4,496,064		4,496,064		4,399,597		4,399,597
2815	Health Services		2,444,551		2,444,551		2,228,709		2,228,709
2820	Psychological Services		2,119,002		2,119,002		2,034,184		2,034,184
2825	Social Work Services		700,879		700,879		580,471		580,471
2850	Co-Curricular Activities		2,122,000		2,122,000		2,006,300		2,006,300
2855	Interscholastic Athletics		3,002,793		3,002,793		2,676,211		2,676,211
5510	District Owned Transportation		5,652,800	845,000	6,497,800		5,447,437	838,000	6,285,437
5530	Garage Building		133,543		133,543		132,119		132,119
5540	Contract Transportation		14,717,450		14,717,450		12,500,000		12,500,000
5581	Contract Transportation - BOCES		100,000		100,000		100,000		100,000
7140	Community Recreation		176,400		176,400		121,400		121,400
9010	Employee Benefits	6,781,161	76,292,024	6,027,515	89,100,700	6,547,411	71,429,739	5,469,470	83,446,620
9700	Tax Anticipation Note Interest			1,000,000	1,000,000			1,000,000	1,000,000
9900	Transfer to Other Funds - Capital, Debt Service, School Lunch & Special Aid		1,000,000	5,857,800	6,857,800		950,000	6,226,606	7,176,606
	TOTAL:	**$25,465,992**	**$257,827,862**	**$34,673,738**	**$317,967,592**	**$25,093,970**	**$249,124,200**	**$33,446,351**	**$307,664,521**
	PERCENT OF BUDGET:	**8.01%**	**81.09%**	**10.90%**		**8.16%**	**80.96%**	**10.88%**	