SYOSSET CENTRAL SCHOOL DISTRICT

REPORT CARD

2025-2026

2026-2027 PROPOSED BUDGET

As Required by
Chapter 474
Of the
Laws of 1996

SYOSSET CENTRAL SCHOOL DISTRICT

Syosset, New York

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2025-2026

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PROPOSED BUDGET 2026-2027

Draft Budget Working Document

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2027

Fund: A General Fund

Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change
1010	Board Of Education	46,700	46,700	-	0.00%
1040	District Clerk	105,485	102,613	2,872	2.80%
1060	District Meeting	43,500	43,500	-	0.00%
1240	Chief School Administrator	390,041	384,100	5,941	1.55%
1310	Business Administration	648,916	638,293	10,623	1.66%
1320	Auditing	121,100	118,900	2,200	1.85%
1345	Purchasing	626,371	639,922	-13,551	-2.12%
1380	Fiscal Agent Fee	7,000	7,000	-	0.00%
1420	Legal	525,450	422,600	102,850	24.34%
1430	Personnel	1,067,765	1,012,514	55,251	5.46%
1480	Public Information and Services	218,158	201,908	16,250	8.05%
1620	Operation of Plant	12,453,834	11,972,841	480,993	4.02%
1621	Maintenance of Plant	5,892,391	5,864,069	28,322	0.48%
1631	Security	4,428,356	4,110,443	317,913	7.73%
1670	Central Printing & Mailing	617,439	591,446	25,993	4.39%
1680	Central Data Processing	3,354,667	2,975,072	379,595	12.76%
1910	Unallocated Insurance	2,292,600	1,992,000	300,600	15.09%
1981	BOCES Administrative Costs	998,258	959,265	38,993	4.06%
1983	BOCES Capital Expenses	247,980	246,539	1,441	0.58%
1989	Unclassified	50,000	50,000	-	0.00%
2010	Curriculum Devel and Suprvsn	2,645,090	2,575,490	69,600	2.70%
2020	Supervision-Regular School	7,834,382	7,755,566	78,816	1.02%
2070	Inservice Training-Instruction	171,000	171,000	-	0.00%
2110	Teaching-Regular School	91,456,050	89,888,970	1,567,080	1.74%
2250	Prg For Sdnts w/Disabil-Med Elgble	36,270,063	34,467,715	1,802,348	5.23%
2280	Occupational Education(Grades 9-12)	590,000	590,000	-	0.00%
2310	Continuing Education	127,042	124,952	2,090	1.67%
2320	Summer School	418,025	418,372	-347	-0.08%
2610	School Library & AV	3,296,259	3,181,803	114,456	3.60%
2630	Computer Assisted Instruction	4,278,850	4,988,810	-709,960	-14.23%
2805	Attendance-Regular School	292,147	279,687	12,460	4.45%
2810	Guidance-Regular School	4,030,324	3,856,551	173,773	4.51%
2815	Health Srvcs-Regular School	2,288,290	2,297,742	-9,452	-0.41%
2820	Psychological Srvcs-Reg Schl	2,925,713	2,867,377	58,336	2.03%
2825	Social Work Srvcs-Regular School	645,053	624,160	20,893	3.35%
2850	Co-Curricular Activ-Reg Schl	2,713,930	2,674,980	38,950	1.46%
2855	Interscholastic Athletics-Reg Schl	3,313,327	3,273,874	39,453	1.21%
5510	District Transportation Services	1,489,502	1,028,565	460,937	44.81%
5540	Contract Transportation-Med Elgble	14,573,000	15,069,735	-496,735	-3.30%
7140	Recreation	278,078	278,078	-	0.00%
8070	Census	28,000	28,000	-	0.00%
9010	State Retirement	5,000,000	4,500,000	500,000	11.11%
9020	Teachers' Retirement	11,163,636	12,382,406	-1,218,770	-9.84%
9030	Social Security	12,739,067	12,215,003	524,064	4.29%
9040	Workers' Compensation	1,025,000	1,025,000	-	0.00%
9045	Life Insurance	250,000	250,000	-	0.00%
9050	Unemployment Insurance	50,000	50,000	-	0.00%
9055	Disability Insurance	160,000	160,000	-	0.00%

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2027

Fund: A General Fund

Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change
9060	Hospital, Medical, Dental Insurance	49,297,216	44,603,715	4,693,501	10.52%
9065	Dental	930,000	930,000	-	0.00%
9070	Union Welfare Benefits	225,000	225,000	-	0.00%
9089	Other	731,300	666,800	64,500	9.67%
9760	Tax Anticipation Notes	966,600	937,500	29,100	3.10%
9901	Transfer to Other Funds	6,211,369	4,730,844	1,480,525	31.30%
9950	Transfer to Capital Fund	4,325,000	4,325,000	-	0.00%
Total General Fund		**306,874,324**	**295,822,420**	**11,051,904**	**3.74%**

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2027

Fund: A General Fund

Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses	2026-2027 Proposed FTE	2025-2026 Current Year FTE
1010 Board Of Education										
1010-400-00-0000	Contractual Services	3,300	3,300	-	0.00%	2,350	2,350	3,250	-	-
1010-450-00-0000	Conf, Wkshp & Travel-PD	14,000	14,000	-	0.00%	8,008	13,315	17,381	-	-
1010-484-00-0000	Memberships & Dues	25,500	25,500	-	0.00%	22,010	21,745	29,796	-	-
1010-500-00-0000	Supplies	3,600	3,600	-	0.00%	2,867	1,805	1,918	-	-
1010-506-00-0000	Subscriptions	300	300	-	0.00%	-	-	-	-	-
1010 Function Subtotal		**46,700**	**46,700**	**-**	**0.00%**	**35,235**	**39,215**	**52,345**	**-**	**-**
1040 District Clerk										
1040	Salaries	105,485	102,613	2,872	2.80%	108,694	88,098	97,827	1.0000	1.0000
1040 Function Subtotal		**105,485**	**102,613**	**2,872**	**2.80%**	**108,694**	**88,098**	**97,827**	**1.0000**	**1.0000**
1060 District Meeting										
1060	Salaries	15,000	15,000	-	0.00%	12,516	8,110	9,410	-	-
1060-400-00-0000	Contractual Svc	8,500	8,500	-	0.00%	14,573	7,167	5,557	-	-
1060-405-00-0000	Legal Notices & Ads	15,000	15,000	-	0.00%	24,244	12,904	11,011	-	-
1060-500-00-0000	Supplies	5,000	5,000	-	0.00%	4,645	3,727	2,543	-	-
1060 Function Subtotal		**43,500**	**43,500**	**-**	**0.00%**	**55,978**	**31,908**	**28,521**	**-**	**-**
1240 Chief School Administrator										
1240	Salaries	385,641	379,700	5,941	1.56%	369,168	368,985	380,752	1.7000	1.7000
1240-500-00-0000	Supplies	600	600	-	0.00%	590	428	118	-	-
1240-506-00-0000	Subscriptions	3,800	3,800	-	0.00%	4,837	444	4,431	-	-
1240 Function Subtotal		**390,041**	**384,100**	**5,941**	**1.55%**	**374,595**	**369,857**	**385,301**	**1.7000**	**1.7000**
1310 Business Administration										
1310	Salaries	626,275	616,469	9,806	1.59%	612,041	585,590	582,552	3.7000	3.7000
1310-400-00-0000	Contractual Services	1,000	1,000	-	0.00%	-	1,000	5,850	-	-
1310-490-00-0000	BOCES Svc	17,141	16,324	817	5.00%	16,255	15,339	9,275	-	-
1310-500-00-0000	Supplies	4,500	4,500	-	0.00%	4,374	2,897	4,295	-	-
1310 Function Subtotal		**648,916**	**638,293**	**10,623**	**1.66%**	**632,670**	**604,826**	**601,972**	**3.7000**	**3.7000**
1320 Auditing										
1320-435-00-6000	Audit Svc-Indepndt	47,900	45,700	2,200	4.81%	45,613	45,500	45,500	-	-
1320-435-00-6001	Audit Svc-Internal	29,200	29,200	-	0.00%	29,200	29,200	29,200	-	-
1320-435-00-6002	Audit Services-Claims	36,000	36,000	-	0.00%	36,000	36,000	35,825	-	-
1320-435-00-6003	Audit Svc-Special	8,000	8,000	-	0.00%	-	7,500	-	-	-
1320 Function Subtotal		**121,100**	**118,900**	**2,200**	**1.85%**	**110,813**	**118,200**	**110,525**	**-**	**-**

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2027

Fund: A General Fund

Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses	2026-2027 Proposed FTE	2025-2026 Current Year FTE
1345 Purchasing										
1345	Salaries	574,671	588,222	-13,551	-2.30%	463,919	499,751	498,485	6.5000	6.5000
1345-400-00-0000	Contractual Svc	23,000	23,000	-	0.00%	22,750	850	-	-	-
1345-405-00-0000	Legal Notices & Ads	13,500	13,500	-	0.00%	9,596	6,904	5,460	-	-
1345-490-00-0000	BOCES Svc	12,200	12,200	-	0.00%	10,200	11,475	11,450	-	-
1345-500-00-0000	Supplies	3,000	3,000	-	0.00%	1,570	395	318	-	-
1345 Function Subtotal		**626,371**	**639,922**	**-13,551**	**-2.12%**	**508,035**	**519,375**	**515,713**	**6.5000**	**6.5000**
1380 Fiscal Agent Fee										
1380-400-00-0000	Contractual Svc	7,000	7,000	-	0.00%	7,000	6,350	6,100	-	-
1380 Function Subtotal		**7,000**	**7,000**	**-**	**0.00%**	**7,000**	**6,350**	**6,100**	**-**	**-**
1420 Legal										
1420-447-00-6005	Legal Svc-Retainer	97,450	91,800	5,650	6.15%	95,510	93,640	91,800	-	-
1420-447-00-6006	Legal Svc-NonRet	400,000	302,800	97,200	32.10%	543,771	241,992	106,744	-	-
1420-447-00-6007	Legal Svc-Other	13,000	13,000	-	0.00%	12,750	8,375	460	-	-
1420-447-00-6008	Legal Services-Bond	15,000	15,000	-	0.00%	8,845	10,945	12,345	-	-
1420 Function Subtotal		**525,450**	**422,600**	**102,850**	**24.34%**	**660,876**	**354,952**	**211,349**	**-**	**-**
1430 Personnel										
1430	Salaries	931,165	913,914	17,251	1.89%	882,112	812,937	771,403	7.5000	7.5000
1430-400-00-0000	Contractual Svc	1,400	1,400	-	0.00%	-	375	-	-	-
1430-405-00-0000	Legal Notices & Ads	4,000	4,000	-	0.00%	-	-	-	-	-
1430-490-00-0000	BOCES Svc	130,000	92,000	38,000	41.30%	129,299	114,610	35,753	-	-
1430-500-00-0000	Supplies	1,200	1,200	-	0.00%	808	780	614	-	-
1430 Function Subtotal		**1,067,765**	**1,012,514**	**55,251**	**5.46%**	**1,012,219**	**928,702**	**807,770**	**7.5000**	**7.5000**
1480 Public Information and Services										
1480	Salaries	109,558	107,408	2,150	2.00%	107,407	103,530	111,636	0.8000	0.8000
1480-400-00-0000	Contractual Svc	18,000	18,000	-	0.00%	20,584	13,207	13,629	-	-
1480-490-00-0000	BOCES Svc	86,000	76,000	10,000	13.16%	88,271	86,912	70,776	-	-
1480-500-00-0000	Supplies	4,600	500	4,100	820.00%	3,378	4,522	-	-	-
1480 Function Subtotal		**218,158**	**201,908**	**16,250**	**8.05%**	**219,640**	**208,171**	**196,041**	**0.8000**	**0.8000**
Total General Fund		**3,800,486**	**3,618,050**	**182,436**	**5.04%**	**3,725,755**	**3,269,654**	**3,013,464**	**21.2000**	**21.2000**

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2027

Fund: A General Fund

Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses	2026-2027 Proposed FTE	2025-2026 Current Year FTE
1620 Operation of Plant										
160	Noninstructional Salaries	6,501,834	6,456,941	44,893	0.70%	5,354,822	5,285,979	5,518,447	77.0000	77.0000
161	Noninstructional P/T Sal	225,000	185,000	40,000	21.62%	197,999	176,850	148,294	2.2500	2.2500
162	Noninstructional Overtime	951,000	905,000	46,000	5.08%	711,884	535,768	565,922	-	-
200	Equipment	50,000	60,000	-10,000	-16.67%	49,742	36,035	55,386	-	-
400	Contractual Services	1,064,000	1,064,000	-	0.00%	967,131	1,041,290	599,712	-	-
420	Fuel Oil	45,000	45,000	-	0.00%	8,505	10,267	6,695	-	-
421	Electricity	2,015,000	1,882,500	132,500	7.04%	1,600,170	1,451,407	1,587,078	-	-
422	Water	50,800	50,800	-	0.00%	42,499	39,785	33,468	-	-
423	Natural Gas	825,000	640,000	185,000	28.91%	663,440	576,078	611,544	-	-
427	Telephone	19,000	25,000	-6,000	-24.00%	13,470	10,491	9,526	-	-
430	Repair	9,000	9,000	-	0.00%	-	1,204	7,606	-	-
450	Conf, Wkshps & Travel -PD	4,200	2,600	1,600	61.54%	3,667	3,220	1,775	-	-
490	BOCES Services	34,000	32,000	2,000	6.25%	32,742	24,338	22,917	-	-
500	Materials & Supplies	625,000	580,000	45,000	7.76%	645,440	566,204	428,180	-	-
502	Uniforms	35,000	35,000	-	0.00%	29,755	30,167	28,276	-	-
Subtotal of 1620 Operation of Plant		**12,453,834**	**11,972,841**	**480,993**	**4.02%**	**10,321,266**	**9,789,083**	**9,624,826**	**79.2500**	**79.2500**
1621 Maintenance of Plant										
160	Noninstructional Salaries	3,169,191	3,112,619	56,572	1.82%	2,929,211	2,912,888	2,816,964	34.0000	34.0000
161	Noninstructional P/T Sal	15,000	30,000	-15,000	-50.00%	7,338	7,402	5,423	-	-
162	Noninstructional Overtime	375,000	375,000	-	0.00%	255,966	230,183	233,651	-	-
200	Equipment	325,000	325,000	-	0.00%	950,706	362,023	700,732	-	-
400	Contractual Services	1,246,700	1,246,700	-	0.00%	1,109,949	1,124,393	1,743,114	-	-
424	Gasoline	95,000	110,750	-15,750	-14.22%	63,251	86,266	86,678	-	-
425	Haz Mat Disposal	22,500	20,000	2,500	12.50%	22,351	18,944	14,498	-	-
430	Repair	60,000	60,000	-	0.00%	28,903	47,022	27,771	-	-
500	Materials & Supplies	584,000	584,000	-	0.00%	583,385	464,427	491,138	-	-
Subtotal of 1621 Maintenance of Plant		**5,892,391**	**5,864,069**	**28,322**	**0.48%**	**5,951,060**	**5,253,548**	**6,119,969**	**34.0000**	**34.0000**
1631 Security										
100	Administrator Salaries	-	-	-	0.00%	89,675	-	-	-	-
160	Noninstructional Salaries	106,756	104,895	1,861	1.77%	84,190	106,019	108,110	1.2000	1.2000
161	Noninstructional P/T Sal	1,300,000	1,020,000	280,000	27.45%	1,048,553	874,855	614,709	28.0000	28.0000
162	Noninstructional Overtime	130,000	110,000	20,000	18.18%	108,556	101,112	51,214	-	-
200	Equipment	30,000	30,000	-	0.00%	48,171	3,006	30,555	-	-
400	Contractual Services	170,400	170,400	-	0.00%	466,445	-	-	-	-
428	Security Services	2,145,000	2,128,948	16,052	0.75%	1,949,776	2,126,368	2,238,451	-	-
490	BOCES Services	360,000	360,000	-	0.00%	564,253	284,004	405,073	-	-
500	Materials & Supplies	180,000	180,000	-	0.00%	200,527	180,701	53,424	-	-
502	Uniforms	6,200	6,200	-	0.00%	4,497	5,860	2,057	-	-
Subtotal of 1631 Security		**4,428,356**	**4,110,443**	**317,913**	**7.73%**	**4,564,643**	**3,681,925**	**3,503,593**	**29.2000**	**29.2000**

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2027

Fund: A General Fund

Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses	2026-2027 Proposed FTE	2025-2026 Current Year FTE
1670 Central Printing & Mailing										
1670	Salaries	145,699	146,846	-1,147	-0.78%	88,757	153,507	140,284	1.8000	1.8000
1670-200-00-0000	Equipment	8,000	8,000	-	0.00%	2,939	1,285	-	-	-
1670-400-00-0000	Contractual Svc	20,000	20,000	-	0.00%	3,802	5,261	9,031	-	-
1670-430-00-0000	Repair	3,000	3,000	-	0.00%	1,487	-	190	-	-
1670-483-00-0000	Postage	55,000	55,000	-	0.00%	50,706	48,644	18,106	-	-
1670-490-00-0000	BOCES Svc	345,000	325,600	19,400	5.96%	170,108	163,081	145,281	-	-
1670-500-00-0000	Supplies	40,740	33,000	7,740	23.45%	40,762	45,180	40,952	-	-
1670 Function Subtotal		**617,439**	**591,446**	**25,993**	**4.39%**	**358,561**	**416,958**	**353,844**	**1.8000**	**1.8000**
1680 Central Data Processing										
1680	Salaries	466,398	440,072	26,326	5.98%	397,563	368,776	278,548	5.2000	5.2000
1680-201-00-0000	Computer Equip-Non-Aid	75,000	75,000	-	0.00%	74,509	64,485	12,228	-	-
1680-400-00-0000	Contractual Svc	100,000	100,000	-	0.00%	84,490	76,404	100,621	-	-
1680-432-00-0000	DW Software	30,000	30,000	-	0.00%	16,977	12,569	12,198	-	-
1680-490-00-0000	BOCES Svc	2,593,269	2,240,000	353,269	15.77%	2,356,041	2,158,491	1,680,735	-	-
1680-500-00-0000	Supplies	90,000	90,000	-	0.00%	43,465	91,331	47,983	-	-
1680 Function Subtotal		**3,354,667**	**2,975,072**	**379,595**	**12.76%**	**2,973,045**	**2,772,056**	**2,132,313**	**5.2000**	**5.2000**
1910 Unallocated Insurance										
1910-410-00-0000	Student Accident	50,000	50,000	-	0.00%	41,309	41,559	37,201	-	-
1910-411-00-0000	Risk Mgmt Ins Policies	2,232,600	1,932,000	300,600	15.56%	1,678,828	1,413,757	1,224,833	-	-
1910-490-00-0000	BOCES Services	10,000	10,000	-	0.00%	10,000	5,000	-	-	-
1910 Function Subtotal		**2,292,600**	**1,992,000**	**300,600**	**15.09%**	**1,730,137**	**1,460,316**	**1,262,034**	**-**	**-**
1981 BOCES Administrative Costs										
1981-490-00-0000	BOCES Svc	998,258	959,265	38,993	4.06%	938,043	880,900	811,843	-	-
1981 Function Subtotal		**998,258**	**959,265**	**38,993**	**4.06%**	**938,043**	**880,900**	**811,843**	**-**	**-**
1983 BOCES Capital Expenses										
1983-490-00-0000	BOCES Svc	247,980	246,539	1,441	0.58%	240,296	231,827	215,807	-	-
1983 Function Subtotal		**247,980**	**246,539**	**1,441**	**0.58%**	**240,296**	**231,827**	**215,807**	**-**	**-**
1989 Unclassified										
1989	Salaries	50,000	50,000	-	0.00%	-	-	-	-	-
1989 Function Subtotal		**50,000**	**50,000**	**-**	**0.00%**	**-**	**-**	**-**	**-**	**-**
2010 Curriculum Devel and Suprvsn										

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2027

Fund: A General Fund

Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses	2026-2027 Proposed FTE	2025-2026 Current Year FTE
2010 Curriculum Devel and Suprvsn										
2010	Salaries	2,640,090	2,568,490	71,600	2.79%	2,558,546	2,560,863	3,071,894	16.5500	16.5500
2010-500-00-0000	Supplies	5,000	7,000	-2,000	-28.57%	1,953	2,287	1,215	-	-
2010 Function Subtotal		**2,645,090**	**2,575,490**	**69,600**	**2.70%**	**2,560,499**	**2,563,150**	**3,073,109**	**16.5500**	**16.5500**
2020 Supervision-Regular School										
2020	Salaries	7,746,132	7,683,466	62,666	0.82%	7,152,772	6,391,034	6,575,231	82.0000	82.0000
2020-400-00-0000	Contractual Services	18,000	20,000	-2,000	-10.00%	6,772	19,974	10,731	-	-
2020-450-00-0000	Conf, Wkshps & Travel	37,500	23,000	14,500	63.04%	37,498	12,769	16,142	-	-
2020-453-00-0000	Mileage Reimbursement	8,750	7,100	1,650	23.24%	8,305	5,955	4,678	-	-
2020-484-00-0000	Memberships & Dues	22,000	20,000	2,000	10.00%	20,320	19,517	8,578	-	-
2020-506-00-0000	Subscriptions	2,000	2,000	-	0.00%	718	646	1,611	-	-
2020 Function Subtotal		**7,834,382**	**7,755,566**	**78,816**	**1.02%**	**7,226,385**	**6,449,895**	**6,616,971**	**82.0000**	**82.0000**
2070 Inservice Training-Instruction										
2070	Salaries	5,000	5,000	-	0.00%	-	-	-	-	-
2070-400-00-0000	Contractual Svc	6,000	6,000	-	0.00%	-	11,250	-	-	-
2070-450-00-0000	Conf, Wkshp & Travel-PD	6,000	6,000	-	0.00%	-	-	1,050	-	-
2070-490-00-0000	BOCES Svc	154,000	154,000	-	0.00%	192,504	135,240	417,264	-	-
2070 Function Subtotal		**171,000**	**171,000**	**-**	**0.00%**	**192,504**	**146,490**	**418,314**	**-**	**-**

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Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses	2026-2027 Proposed FTE	2025-2026 Current Year FTE
2110 Teaching-Regular School										
110	Teacher Salaries, K-3	12,437,124	11,998,257	438,867	3.66%	11,846,167	11,451,197	12,382,386	85.0000	86.0000
120	Teacher Salaries, 4-6	10,226,229	9,757,282	468,947	4.81%	9,740,975	9,468,959	9,250,326	71.0000	71.0000
125	Tutors	2,080,000	1,934,700	145,300	7.51%	1,813,577	1,864,122	1,631,955	53.8000	53.8000
130	Teacher Salaries 7-12	46,492,898	46,058,013	434,885	0.94%	43,804,747	42,585,587	40,884,075	323.2500	323.2500
140	Substitutes	2,414,244	2,414,244		0.00%	2,288,693	1,989,137	2,377,578		
141	Increments	200,000	200,000		0.00%					
142	Contingency	294,000	294,000		0.00%					
145	Hourly Instructional Supp	20,500	20,500		0.00%	22,583	17,409			
150	Instructional Salaries	348,000	348,000		0.00%	372,577	330,086	99,984		
151	Elementary Salaries	11,196,380	11,360,945	-164,565	-1.45%	10,814,946	11,083,938	11,013,906	77.0654	78.0654
160	Noninstructional Salaries	554,203	535,561	18,642	3.48%	480,715	446,503	604,300	6.0000	6.0000
162	Noninstructional Overtime	20,000	20,000		0.00%	3,025	5,703	23,259		
180	Monitors	1,617,200	1,455,000	162,200	11.15%	1,248,158	1,308,407	1,284,665	53.5000	53.5000
200	Equipment	197,000	194,000	3,000	1.55%	90,043	134,832	167,753		
204	Equipment - Not Capitaliz	20,000	20,000		0.00%					
400	Contractual Services	65,050	64,950	100	0.15%	30,750	40,585	76,062		
430	Repair	45,178	39,778	5,400	13.58%	19,621	23,994	31,333		
450	Conf, Wkshps & Travel -PD	48,200	40,000	8,200	20.50%	11,265	19,113	22,913		
451	Chaperone Travel	13,000	12,400	600	4.84%	5,830	873	8,232		
452	Student Travel & Registra	47,500	45,000	2,500	5.56%	45,086	36,078	27,485		
453	Mileage Reimbursement	10,000	14,500	-4,500	-31.03%	5,610	4,242	6,217		
471	Tuition-NYS Public Sch				0.00%			4,326		
473	Tuition-All Other				0.00%		42,759			
480	Textbooks & Journals	526,000	486,300	39,700	8.16%	462,421	363,880	206,439		
481	Non Public Textbooks	45,000	45,000		0.00%	41,291	32,916	30,729		
484	Memberships and Dues	15,070	29,190	-14,120	-48.37%	5,746	6,055	4,824		
487	Commencement	67,000	58,000	9,000	15.52%	59,925	36,043	34,452		
490	BOCES Services	972,000	972,000		0.00%	669,358	712,766	602,644		
500	Materials & Supplies	1,338,574	1,328,750	9,824	0.74%	1,131,218	988,371	730,832		
501	Petty Cash	1,000	1,000		0.00%	963	842	867		
506	Subscriptions	3,800	3,800		0.00%	9,301	825	1,180		
509	Sheet Music	33,100	30,000	3,100	10.33%	21,411	26,162	26,176		
510	Testing Supplies	104,000	104,000		0.00%	62,454	38,460	75,083		
560	CPR, Lifeguarding	3,800	3,800		0.00%	-1,038	-398	-1,896		
Subtotal of 2110 Teaching-Regular School		**91,456,050**	**89,888,970**	**1,567,080**	**1.74%**	**85,107,418**	**83,059,446**	**81,608,085**	**669.6154**	**671.6154**

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Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses	2026-2027 Proposed FTE	2025-2026 Current Year FTE
2250 Prg For Sdnts w/Disabil-Med Elgble										
100	Administrator Salaries	205,128	201,106	4,022	2.00%	235,859	214,795	196,621	1.0000	1.0000
101	Principals	418,505	400,291	18,214	4.55%	404,180	392,184	380,445	2.0000	2.0000
125	Tutors	1,685,000	1,635,000	50,000	3.06%	1,440,647	1,204,620	1,294,115	42.0000	42.0000
126	Teaching Assistants	2,144,276	1,905,694	238,582	12.52%	1,782,810	2,009,958	2,167,309	41.0000	41.0000
127	TA Subs	45,000	62,204	-17,204	-27.66%	107,164	102,966			
130	Teacher Salaries 7-12	9,930,566	9,284,604	645,962	6.96%	8,857,586	8,789,280	8,378,748	69.2000	67.2000
150	Instructional Salaries	81,000	48,000	33,000	68.75%	72,824	30,163	2,579		
151	Elementary Salaries	7,208,493	6,980,596	227,897	3.26%	6,435,707	6,000,190	5,908,114	52.0000	51.0000
165	Therapists	1,488,425	1,430,599	57,826	4.04%	1,386,256	1,324,122	1,232,117	12.0000	12.0000
175	200 Day Salaries	4,682,270	4,376,321	305,949	6.99%	3,843,040	3,133,429	2,686,077	99.0000	99.0000
176	T Aide PT Sub	93,100		93,100	****.**%					
180	Monitors				0.00%			60,005		
200	Equipment	20,000	20,000		0.00%					
400	Contractual Services	1,420,000	1,050,000	370,000	35.24%	1,097,828	942,261	816,683		
406	DOL/DOR Services	140,000	160,000	-20,000	-12.50%	93,837	104,456	107,981		
408	Nursing Services	550,000	350,000	200,000	57.14%	529,885	490,483	356,679		
448	Evaluations	20,000	20,000		0.00%	42,137	22,654	20,560		
449	Contingency	450,000	450,000		0.00%					
471	Tuition-NYS Public Sch		289,000	-289,000	-100.00%	257,679	135,047	120,375		
472	Tuition-All Other	2,224,000	2,224,000		0.00%	2,239,063	2,522,385	2,190,633		
484	Memberships and Dues	300	300		0.00%		275			
490	BOCES Services	3,384,000	3,500,000	-116,000	-3.31%	3,019,109	3,394,405	3,403,949		
500	Materials & Supplies	80,000	80,000		0.00%	79,624	46,625	58,496		
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		**36,270,063**	**34,467,715**	**1,802,348**	**5.23%**	**31,925,235**	**30,860,298**	**29,381,486**	**318.2000**	**315.2000**

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Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses	2026-2027 Proposed FTE	2025-2026 Current Year FTE
2280 Occupational Education(Grades 9-12)										
490	BOCES Services	590,000	590,000		0.00%	507,766	524,065	555,930		
Subtotal of 2280 Occupational Education(Grades 9-12)		**590,000**	**590,000**		**0.00%**	**507,766**	**524,065**	**555,930**		
2310 Continuing Education										
100	Administrator Salaries	13,810	13,810		0.00%	14,017	13,810	13,606		
150	Instructional Salaries	45,000	45,000		0.00%	40,463	40,053	52,705		
160	Noninstructional Salaries	47,232	45,142	2,090	4.63%	43,037	41,277	39,738	1.0000	1.0000
161	Noninstructional P/T Sal	10,000	10,000		0.00%	15,130	19,118	8,251		
162	Noninstructional Overtime	2,000	2,000		0.00%	591	710	2,182		
400	Contractual Services	7,000	7,000		0.00%	6,762	6,761	6,762		
500	Materials & Supplies	2,000	2,000		0.00%	1,161	1,177	1,897		
Subtotal of 2310 Continuing Education		**127,042**	**124,952**	**2,090**	**1.67%**	**121,161**	**122,906**	**125,141**	**1.0000**	**1.0000**
2320 Summer School										
101	Principals	15,000	6,547	8,453	129.11%	7,500	6,547	16,450		
110	Teacher Salaries, K-3	60,000	70,000	-10,000	-14.29%	56,777	69,482	134,909		
111	Teacher Salaries, 4-6	78,000	95,000	-17,000	-17.89%	78,625	58,718	164,654		
125	Tutors				0.00%			95,649		
126	Teaching Assistants	10,500	10,500		0.00%	9,404	8,750	47,739		
130	Teacher Salaries 7-12	203,000	188,000	15,000	7.98%	181,125	127,352	216,409		
151	Elementary Salaries	10,225	10,225		0.00%	8,941	10,159	19,072		
160	Noninstructional Salaries	28,000	24,100	3,900	16.18%	27,320	28,802	73,225		
162	Noninstructional Overtime	300	1,000	-700	-70.00%		109	979		
500	Materials & Supplies	13,000	13,000		0.00%	3,479	11,474	28,997		
Subtotal of 2320 Summer School		**418,025**	**418,372**	**-347**	**-0.08%**	**373,171**	**321,393**	**798,083**		
2610 School Library & AV										
121	Librarians	1,062,664	958,826	103,838	10.83%	807,782	856,875	864,777	7.0000	7.0000
131	Librarians Secondary	717,296	765,707	-48,411	-6.32%	766,206	746,639	673,456	5.0000	5.0000
160	Noninstructional Salaries	951,163	935,322	15,841	1.69%	885,887	781,263	748,076	14.0000	14.0000
162	Noninstructional Overtime	72,000	72,000		0.00%	63,714	67,304	48,640		
175	200 Day Salaries	71,464	58,468	12,996	22.23%	76,708	91,704	35,380	1.0000	1.0000
490	BOCES Services	225,000	194,000	31,000	15.98%	188,090	171,414	172,989		
500	Materials & Supplies	24,512	28,120	-3,608	-12.83%	16,634	15,389	9,030		
504	Periodicals	10,583	13,283	-2,700	-20.33%	5,886	7,459	5,462		
505	Library Books	73,583	68,083	5,500	8.08%	64,280	61,852	44,351		
508	Classroom Libraries	68,215	68,215		0.00%	60,938	43,110	22,491		
520	Audio Visual Supplies	19,779	19,779		0.00%	10,750	14,038	5,443		
Subtotal of 2610 School Library & AV		**3,296,259**	**3,181,803**	**114,456**	**3.60%**	**2,946,875**	**2,857,047**	**2,630,095**	**27.0000**	**27.0000**

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Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses	2026-2027 Proposed FTE	2025-2026 Current Year FTE
2630 Computer Assisted Instruction										
150	Instructional Salaries	24,000	311,060	-287,060	-92.28%	299,328	287,639	279,422		
200	Equipment	55,000	40,000	15,000	37.50%	35,937	37,085	21,467		
400	Contractual Services	10,000	10,000		0.00%	7,061	7,865	5,938		
460	Software	186,400	166,400	20,000	12.02%	167,563	162,579	225,871		
490	BOCES Services	3,703,450	4,161,350	-457,900	-11.00%	3,294,814	2,812,623	2,304,680		
500	Materials & Supplies	300,000	300,000		0.00%	271,968	228,600	188,542		
Subtotal of 2630 Computer Assisted Instruction		**4,278,850**	**4,988,810**	**-709,960**	**-14.23%**	**4,076,671**	**3,536,391**	**3,025,920**		
2805 Attendance-Regular School										
160	Noninstructional Salaries	252,926	241,837	11,089	4.59%	235,294	225,730	244,786	4.0000	4.0000
161	Noninstructional P/T Sal	33,221	31,850	1,371	4.30%	32,260	28,766		0.7143	0.7143
162	Noninstructional Overtime	6,000	6,000		0.00%	7,189	5,375	1,959		
Subtotal of 2805 Attendance-Regular School		**292,147**	**279,687**	**12,460**	**4.45%**	**274,743**	**259,871**	**246,745**	**4.7143**	**4.7143**
2810 Guidance-Regular School										
130	Teacher Salaries 7-12	3,339,060	3,276,064	62,996	1.92%	3,161,520	2,899,723	2,841,949	21.0000	21.0000
160	Noninstructional Salaries	645,864	535,087	110,777	20.70%	508,221	454,813	441,240	9.0000	9.0000
162	Noninstructional Overtime	3,800	3,800		0.00%	68	267	2,259		
490	BOCES Services	30,000	30,000		0.00%	29,489	28,422	28,272		
500	Materials & Supplies	11,600	11,600		0.00%	10,013	8,694	9,438		
Subtotal of 2810 Guidance-Regular School		**4,030,324**	**3,856,551**	**173,773**	**4.51%**	**3,709,311**	**3,391,919**	**3,323,158**	**30.0000**	**30.0000**
2815 Health Srvcs-Regular School										
160	Noninstructional Salaries	1,586,290	1,647,097	-60,807	-3.69%	1,533,850	1,497,832	1,368,503	21.0000	21.0000
161	Noninstructional P/T Sal	1,000	1,000		0.00%		194	600		
162	Noninstructional Overtime	46,350	33,995	12,355	36.34%	35,392	35,863	36,699		
200	Equipment	3,500	3,500		0.00%		3,210			
400	Contractual Services	300,000	300,000		0.00%	221,108	185,525	239,276		
446	Fees Other Districts	90,000	90,000		0.00%	91,289	78,572	75,867		
448	Evaluations	55,000	55,000		0.00%	54,105	53,045	53,045		
490	BOCES Services	110,000	80,000	30,000	37.50%	108,990	73,997	70,008		
500	Materials & Supplies	95,500	86,500	9,000	10.40%	74,366	82,792	72,587		
501	Petty Cash	650	650		0.00%	315	211	282		
Subtotal of 2815 Health Srvcs-Regular School		**2,288,290**	**2,297,742**	**-9,452**	**-0.41%**	**2,119,415**	**2,011,241**	**1,916,867**	**21.0000**	**21.0000**
2820 Psychological Srvcs-Reg Schl										
130	Teacher Salaries 7-12	1,261,028	1,159,220	101,808	8.78%	1,035,343	1,007,024	769,190	9.0000	8.0000
151	Elementary Salaries	1,133,360	1,123,384	9,976	0.89%	1,136,475	1,052,615	955,344	7.0000	7.0000
160	Noninstructional Salaries	430,825	484,273	-53,448	-11.04%	470,069	474,240	474,342	6.5000	6.5000
162	Noninstructional Overtime	5,000	5,000		0.00%	84	856	5,089		

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2820 Psychological Srvcs-Reg Schl										
400	Contractual Services	95,000	95,000		0.00%	79,168	81,497	78,563		
500	Materials & Supplies	500	500		0.00%					
Subtotal of 2820 Psychological Srvcs-Reg Schl		**2,925,713**	**2,867,377**	**58,336**	**2.03%**	**2,721,139**	**2,616,232**	**2,282,528**	**22.5000**	**21.5000**
2825 Social Work Srvcs-Regular School										
150	Instructional Salaries	645,053	624,160	20,893	3.35%	617,160	553,276	371,881	5.0000	5.0000
Subtotal of 2825 Social Work Srvcs-Regular School		**645,053**	**624,160**	**20,893**	**3.35%**	**617,160**	**553,276**	**371,881**	**5.0000**	**5.0000**
2850 Co-Curricular Activ-Reg Schl										
130	Teacher Salaries 7-12	1,663,675	1,669,675	-6,000	-0.36%	1,572,189	1,491,523	1,339,045		
150	Instructional Salaries	11,000		11,000	****.**%	10,270				
151	Elementary Salaries	180,905	180,905		0.00%	156,732	155,793	152,431		
160	Noninstructional Salaries	186,750	182,350	4,400	2.41%	183,245	156,983	146,670	1.0000	1.0000
400	Contractual Services	1,300	1,300		0.00%					
451	Chaperone Travel	274,500	252,500	22,000	8.71%	234,707	223,344	194,238		
452	Student Travel & Registra	286,500	296,500	-10,000	-3.37%	264,262	228,011	169,027		
484	Memberships and Dues	58,000	50,000	8,000	16.00%	23,656	15,143	24,999		
500	Materials & Supplies	48,050	38,500	9,550	24.81%	25,315	21,256	13,152		
503	Student Newspaper	3,250	3,250		0.00%	1,570	755	755		
Subtotal of 2850 Co-Curricular Activ-Reg Schl		**2,713,930**	**2,674,980**	**38,950**	**1.46%**	**2,471,946**	**2,292,808**	**2,040,317**	**1.0000**	**1.0000**
2855 Interscholastic Athletics-Reg Schl										
150	Instructional Salaries	1,966,303	1,966,303		0.00%	1,688,362	1,654,520	1,696,736		
160	Noninstructional Salaries	473,024	470,771	2,253	0.48%	432,900	414,499	386,838	4.0000	4.0000
162	Noninstructional Overtime	5,500	5,500		0.00%	959	1,601	4,437		
200	Equipment	66,200	34,000	32,200	94.71%	34,000	56,631	24,524		
400	Contractual Services	115,000	125,000	-10,000	-8.00%	72,710	71,804	110,241		
430	Repair	50,000	50,000		0.00%	39,170	27,388	17,802		
450	Conf, Wkshps & Travel -PD	1,000	1,000		0.00%	2,259	1,288			
451	Chaperone Travel	55,000	55,000		0.00%	34,383	25,034	34,110		
452	Student Travel & Registra	75,000	75,000		0.00%	67,928	64,304	60,291		
453	Mileage Reimbursement	1,300	1,300		0.00%	141	1,175			
484	Memberships and Dues	40,000	40,000		0.00%	28,959	26,112	22,251		
490	BOCES Services	150,000	150,000		0.00%	135,737	134,394	124,240		
500	Materials & Supplies	315,000	300,000	15,000	5.00%	278,697	265,754	234,453		
Subtotal of 2855 Interscholastic Athletics-Reg Schl		**3,313,327**	**3,273,874**	**39,453**	**1.21%**	**2,816,205**	**2,744,504**	**2,715,923**	**4.0000**	**4.0000**
5510 District Transportation Services										
160	Noninstructional Salaries	475,202	375,206	99,996	26.65%	321,761	311,856	239,887	6.0000	4.0000
161	Noninstructional P/T Sal	259,200		259,200	****.**%		1,250	58,909		

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2027

Fund: A General Fund

Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses	2026-2027 Proposed FTE	2025-2026 Current Year FTE
5510 District Transportation Services										
162	Noninstructional Overtime	19,300	7,300	12,000	164.38%	6,535	6,788	4,939		
200	Equipment	50,000		50,000	****.**%					
210	Purchase of Buses	474,950	632,609	-157,659	-24.92%					
400	Contractual Services	101,900	1,900	100,000	5,263.16%					
411	Risk Management Insurance	50,000	1,100	48,900	4,445.45%					
424	Gasoline	45,000	7,500	37,500	500.00%					
490	BOCES Services	10,000		10,000	****.**%					
500	Materials & Supplies	2,950	2,950		0.00%	935	974	589		
502	Uniforms	1,000		1,000	****.**%					
Subtotal of 5510 District Transportation Services		**1,489,502**	**1,028,565**	**460,937**	**44.81%**	**329,231**	**320,868**	**304,324**	**6.0000**	**4.0000**
5540 Contract Transportation-Med Elgble										
400	Contractual Services	12,600,000	13,163,364	-563,364	-4.28%	11,266,538	10,856,003	10,773,456		
424	Gasoline	392,500	392,500		0.00%	200,595	320,798	361,598		
454	Field Trips	240,000	241,671	-1,671	-0.69%	213,424	209,876	121,749		
455	Athletic Trips	730,000	730,000		0.00%	533,123	616,917	601,771		
458	Field Trips - Acadmic Com	498,500	427,000	71,500	16.74%	390,162	319,858	298,153		
459	Field Trips - Music	90,000	95,200	-5,200	-5.46%	40,036	80,206	41,443		
460	Software	22,000	20,000	2,000	10.00%	12,325	12,325	11,825		
Subtotal of 5540 Contract Transportation-Med Elgble		**14,573,000**	**15,069,735**	**-496,735**	**-3.30%**	**12,656,203**	**12,415,983**	**12,209,995**		
7140 Recreation										
150	Instructional Salaries	68,078	87,078	-19,000	-21.82%	74,949	67,968	97,745	1.0000	1.0000
160	Noninstructional Salaries	210,000	180,000	30,000	16.67%	207,014	171,645	130,254		
500	Materials & Supplies		11,000	-11,000	-100.00%					
Subtotal of 7140 Recreation		**278,078**	**278,078**		**0.00%**	**281,963**	**239,613**	**227,999**	**1.0000**	**1.0000**
8070 Census										
490	BOCES Services	28,000	28,000		0.00%	23,998	20,457	21,131		
Subtotal of 8070 Census		**28,000**	**28,000**		**0.00%**	**23,998**	**20,457**	**21,131**		
9901 Transfer to Other Funds										
930	Transfer to School Lunch				0.00%	9,390	5,894	3,687		
950	Transfer to Special Aid	460,000	357,000	103,000	28.85%	457,254	412,319	281,571		
960	Transfer to Debt Service	5,751,369	4,373,844	1,377,525	31.49%	4,377,225	4,417,444	5,420,931		
Subtotal of 9901 Transfer to Other Funds		**6,211,369**	**4,730,844**	**1,480,525**	**31.30%**	**4,843,869**	**4,835,657**	**5,706,189**		
9950 Transfer to Capital Fund										
900	Transfer to Capital Funds	4,325,000	4,325,000		0.00%	8,425,368	4,803,500	3,090,000		

Syosset Central School District

Budget Presentation Report
Fiscal Year: 2027
Fund: A General Fund

Budget Account	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change	2024-2025 Actual Expenditure	2023-24 Expenses	2022-23 Expenses
9010	State Retirement	5,000,000	4,500,000	500,000	11.11%	3,669,034	3,180,862	2,673,223
9020	Teachers' Retirement	11,163,636	12,382,406	-1,218,770	-9.84%	12,124,127	11,323,664	11,791,849
9030	Social Security	12,739,067	12,215,003	524,064	4.29%	11,099,657	10,648,785	10,306,890
9040	Workers' Compensation	1,025,000	1,025,000	-	0.00%	1,173,507	1,022,510	924,046
9045	Life Insurance	250,000	250,000	-	0.00%	229,244	224,587	224,314
9050	Unemployment Insurance	50,000	50,000	-	0.00%	14,112	44,470	19,422
9055	Disability Insurance	160,000	160,000	-	0.00%	128,803	132,799	132,604
9060	Hospital, Medical, Dental Insurance	49,297,216	44,603,715	4,693,501	10.52%	40,578,944	38,219,654	34,032,914
9065	Dental	930,000	930,000	-	0.00%	943,602	912,363	831,503
9070	Union Welfare Benefits	225,000	225,000	-	0.00%	225,000	225,000	225,000
9089	Other	731,300	666,800	64,500	9.67%	565,675	656,781	606,468

Equipment Allocations

1620	Operation of Plant	50,000 *for custodial equipment including floor scrubbers.*
1621	Maintenance of Plant	325,000 *for maintenance equipment including classroom and office furniture, HVAC equipment and replacement vehicles for driver's education and maintenance and grounds*
1631	Security	30,000 *for security equipment including locksets*
1670	Central Printing & Mailing	8,000 *for mailing office replacement equipment*
1680	Central Data Processing	75,000 *for technology equipment*
2110	Teaching-Regular School	217,000 *for instructional program equipment*
2250	Prg For Sdnts w/Disabil-Med Elgble	20,000 *for instructional program equipment*
2630	Computer Assisted Instruction	55,000 *for instructional technology equipment*
2815	Health Srvcs-Regular School	3,500 *for health service equipment*
2855	Interscholastic Athletics-Reg Schl	66,200 *for athletic equipment*
5510	**District Transportation Services**	**524,950** ***for the puchase of three buses and other transportation equipment***
Total Equipment		**$ 1,374,650**

Other Budget Notes

Operation of Plant (Code 1620) includes an allocation for energy management services to be awarded by the Board of Education. Should the Board of Education award the contract for energy management services, approval of the budget will enable approval of a five-year agreement with the vendor awarded the contract.

The $4,325,000 Transfer to Capital Fund (Code 9950) includes allocations for High School aux gym renovation, Districtwide classroom renovations, staff bathroom renovations for ADA compliance, HVAC system upgrades including a fan wall to repair Baylis, Districtwide site work, paving, roofing, masonry and flooring, relocation of transportation office and grounds crew storage garage.

Syosset Central School District

'State Category (3-Part Budget) Report'

Fiscal Year: 2027

State Function	Description	2026-2027 Proposed Budget	2025-2026 Adopted Budget	Dollar Change	Percent Change
Administration					
1010	Board Of Education	46,700	46,700	-	-
1040	District Clerk	105,485	102,613	2,872	2.8
1060	District Meeting	43,500	43,500	-	-
1240	Chief School Administrator	390,041	384,100	5,941	1.55
1310	Business Administration	648,916	638,293	10,623	1.66
1320	Auditing	121,100	118,900	2,200	1.85
1345	Purchasing	626,371	639,922	-13,551	-2.12
1380	Fiscal Agent Fee	7,000	7,000	-	-
1420	Legal	525,450	422,600	102,850	24.34
1430	Personnel	1,067,765	1,012,514	55,251	5.46
1480	Public Information and Services	218,158	201,908	16,250	8.05
1670	Central Printing & Mailing	617,439	591,446	25,993	4.39
1680	Central Data Processing	3,354,667	2,975,072	379,595	12.76
1910	Unallocated Insurance	2,292,600	1,992,000	300,600	15.09
1981	BOCES Administrative Costs	998,258	959,265	38,993	4.06
1983	BOCES Capital Expenses	247,980	246,539	1,441	0.58
1989	Unclassified	50,000	50,000	-	-
2010	Curriculum Devel and Suprvsn	2,645,090	2,575,490	69,600	2.7
2020	Supervision-Regular School	7,834,382	7,755,566	78,816	1.02
2070	Inservice Training-Instruction	171,000	171,000	-	-
9000	Employee Benefits	7,771,560	7,334,728	436,832	5.96
Total Administration		29,783,462	28,269,156	1,514,306	5.36%
Capital					
1620	Operation of Plant	16,882,190	16,083,284	798,906	4.97
1621	Maintenance of Plant	5,892,391	5,864,069	28,322	0.48
9000	Employee Benefits	7,481,166	6,882,867	598,299	8.69
9760	Tax Anticipation Notes	966,600	937,500	29,100	3.1
9901	Transfer to Debt Service Fund	5,751,369	4,373,844	1,377,525	31.49
9950	Transfer to Capital Fund	4,325,000	4,325,000	-	-
Total Capital		41,298,716	38,466,564	2,832,152	7.36%
Program					
2070	Inservice Training-Instruction	-	-	-	-
2110	Teaching-Regular School	91,456,050	89,888,970	1,567,080	1.74
2250	Prg For Sdnts w/Disabil-Med Elgble	36,270,063	34,467,715	1,802,348	5.23
2280	Occupational Education(Grades 9-12)	590,000	590,000	-	-
2330	Teaching-Special Schools	545,067	543,324	1,743	0.32
2610	School Library & AV	3,296,259	3,181,803	114,456	3.6
2630	Computer Assisted Instruction	4,278,850	4,988,810	-709,960	-14.23
2805	Attendance-Regular School	292,147	279,687	12,460	4.45
2810	Guidance-Regular School	4,030,324	3,856,551	173,773	4.51
2815	Health Srvcs-Regular School	2,288,290	2,297,742	-9,452	-0.41
2820	Psychological Srvcs-Reg Schl	2,925,713	2,867,377	58,336	2.03
2825	Social Work Srvcs-Regular School	645,053	624,160	20,893	3.35
2850	Co-Curricular Activ-Reg Schl	2,713,930	2,674,980	38,950	1.46
2855	Interscholastic Athletics-Reg Schl	3,313,327	3,273,874	39,453	1.21
5510	District Transport Srvcs-Med Elgble	1,489,502	1,028,565	460,937	44.81
5540	Contract Transportation-Med Elgble	14,573,000	15,069,735	-496,735	-3.3
7140	Recreation	278,078	278,078	-	-
8070	Census	28,000	28,000	-	-
9000	Employee Benefits	66,318,493	62,790,329	3,528,164	5.62
9901	Transfer to Special Aid Fund	460,000	357,000	103,000	28.85
Total Program		235,792,146	229,086,700	6,705,446	2.93%
	Report Totals	306,874,324	295,822,420	11,051,904	3.74%

2026-27 REVENUE ESTIMATE

	PROPOSED BUDGET	ADOPTED BUDGET
STATE AID	**2026-27**	**2025-26**
FOUNDATION AID	26,033,106	24,002,402
EXCESS COST AID/PUBLIC	351,090	305,001
EXCESS COST AID/PRIVATE	1,007,397	807,397
BOCES AID	4,492,327	4,631,315
TRANSPORTATION AID	3,820,795	3,144,226
BUILDING AID*	2,387,201	1,664,020
HARDWARE & TECHNOLOGY	60,179	48,206
TEXTBOOK/SOFTWARE/LIBRARY AIDS	579,102	579,102
HIGH TAX AID	697,595	697,595
**Adj. for Potential Building Aid*		
NET STATE AID	**39,428,792**	**35,879,264**
LOCAL REVENUE		
Charges for Services		
ADULT ED TUITION	83,302	87,546
TUITION - SPECIAL ED PROGRAMS & SUMMER	198,597	181,000
POOL & REC	204,034	212,038
DOL/DOR SERVICES	94,000	160,000
HEALTH SERVICES	323,169	240,000
Use of Money & Property		
INTEREST ON INVESTMENTS	2,504,190	2,600,000
RENTAL OF BUILDINGS	75,397	78,313
Unclassified Revenue	1,984,106	1,003,774
Other Local Revenue	**5,466,795**	**4,562,671**
PAYMENT IN LIEU OF TAXES (PILOTS)	11,739,165	10,550,450
	17,205,960	**15,113,121**
Use of Reserves		
RESTRICTED RESERVES	9,460,000	9,142,435
APPROPRIATED FUND BALANCE	2,900,000	2,900,000
Total Use of Reserves and Approp. Fund Balance	**12,360,000**	**12,042,435**
Total Local Revenue & Reserves	**29,565,960**	**27,155,556**
GENERAL FUND TAX LEVY	237,879,572	232,787,600
TOTAL REVENUE	**306,874,324**	**295,822,420**

DISTRITO ESCOLAR CENTRAL DE SYOSSET

PRESUPUESTO PROPUESTO 2026-2027

Documento de trabajo sobre el anteproyecto del presupuesto

Distrito Escolar Central de Syosset

Informe de Presentación del Presupuesto
Año Fiscal: 2027
Fondo: Fondo General A

Cuenta Presupuesto	Descripción	Presupuesto Propuesto 2026–2027	Presupuesto Adoptado 2025–2026	Cambio en Dólares	Cambio Porcentual
1010	Junta de Educación	46,700	46,700	-	0.00%
1040	Secretario del Distrito	105,485	102,613	2,872	2.80%
1060	Reunión del Distrito	43,500	43,500	-	0.00%
1240	Administrador Escolar Principal	390,041	384,100	5,941	1.55%
1310	Administración de Negocios	648,916	638,293	10,623	1.66%
1320	Auditoría	121,100	118,900	2,200	1.85%
1345	Compras	626,371	639,922	-13,551	-2.12%
1380	Honorarios del Agente Fiscal	7,000	7,000	-	0.00%
1420	Legal	525,450	422,600	102,850	24.34%
1430	Personal	1,067,765	1,012,514	55,251	5.46%
1480	Información Pública y Servicios	218,158	201,908	16,250	8.05%
1620	Operación de Planta	12,453,834	11,972,841	480,993	4.02%
1621	Mantenimiento de Planta	5,892,391	5,864,069	28,322	0.48%
1631	Seguridad	4,428,356	4,110,443	317,913	7.73%
1670	Impresión Central y Correo	617,439	591,446	25,993	4.39%
1680	Procesamiento Central de Datos	3,354,667	2,975,072	379,595	12.76%
1910	Seguro de Desempleo	2,292,600	1,992,000	300,600	15.09%
1981	Costos Administrativos BOCES	998,258	959,265	38,993	4.06%
1983	Gastos de Capital BOCES	247,980	246,539	1,441	0.58%
1989	Discapacidad No Clasificada	50,000	50,000	-	0.00%
2010	Desarrollo Curricular y Supervisión	2,645,090	2,575,490	69,600	2.70%
2020	Escuela Regular de Supervisión	7,834,382	7,755,566	78,816	1.02%
2070	Instrucción Capacitación en Servicio	171,000	171,000	-	0.00%
2110	Escuela Regular de Enseñanza	91,456,050	89,888,970	1,567,080	1.74%
2250	Programas para Estudiantes con Discapacidad Elegibles para Medicaid	36,270,063	34,467,715	1,802,348	5.23%
2280	Educación Ocupacional (Grados 9–12)	590,000	590,000	-	0.00%
2310	Educación Continua	127,042	124,952	2,090	1.67%
2320	Escuela de Verano	418,025	418,372	-347	-0.08%
2610	Biblioteca Escolar y AV	3,296,259	3,181,803	114,456	3.60%
2630	Computadoras Escuela Regular	4,278,850	4,988,810	-709,960	-14.23%
2805	Escuela Alternativa	292,147	279,687	12,460	4.45%
2810	Guía Escuela Regular	4,030,324	3,856,551	173,773	4.51%
2815	Escuela Regular de Viajes de Salud	2,288,290	2,297,742	-9,452	-0.41%
2820	Servicios Psicológicos Escuela Regular	2,925,713	2,867,377	58,336	2.03%
2825	Trabajo Social Escuela Regular	645,053	624,160	20,893	3.35%
2850	Actividades Cocurriculares Escuela Regular	2,713,930	2,674,980	38,950	1.46%
2855	Atletismo Interescolar Escuela Regular	3,313,327	3,273,874	39,453	1.21%
5510	Servicios de Transporte del Distrito	1,489,502	1,028,565	460,937	44.81%
5540	Transporte Contratado Elegible Medicaid	14,573,000	15,069,735	-496,735	-3.30%
7140	Recreación	278,078	278,078	-	0.00%
8070	Educación para Adultos	28,000	28,000	-	0.00%
9010	Jubilación Estatal	5,000,000	4,500,000	500,000	11.11%
9020	Jubilación de Maestros	11,163,636	12,382,406	-1,218,770	-9.84%
9030	Seguridad Social	12,739,067	12,215,003	524,064	4.29%
9040	Compensación Laboral	1,025,000	1,025,000	-	0.00%
9045	Seguro de Vida	250,000	250,000	-	0.00%
9050	Seguro de Desempleo	50,000	50,000	-	0.00%
9055	Seguro de Incapacidad	160,000	160,000	-	0.00%

Distrito Escolar Central de Syosset

Informe de Presentación del Presupuesto
Año Fiscal: 2027
Fondo: Fondo General A

Cuenta Presupuesto	Descripción	Presupuesto Propuesto 2026–2027	Presupuesto Adoptado 2025–2026	Cambio en Dólares	Cambio Porcentual
9060	Seguro Médico, Hospitalario y Dental	49,297,216	44,603,715	4,693,501	10.52%
9065	Dental	930,000	930,000	-	0.00%
9070	Beneficios de Bienestar del Sindicato	225,000	225,000	-	0.00%
9089	Otros	731,300	666,800	64,500	9.67%
9760	Notas de Anticipación de Impuestos	966,600	937,500	29,100	3.10%
9901	Transferencia a Otros Fondos	6,211,369	4,730,844	1,480,525	31.30%
9950	Transferencia a Fondo de Capital	4,325,000	4,325,000	-	0.00%
Total Fondo General		306,874,324	295,822,420	11,051,904	3.74%

Distrito Escolar Central de Syosset

Informe de Presentación del Presupuesto
Año Fiscal: 2027
Fondo: Fondo General A

Cuenta Presupuesto	Descripción	Presupuesto Propuesto 2026–2027	Presupuesto Adoptado 2025–2026	Cambio en Dólares	Cambio Porcentual	Gasto Real 2024-2025	Gasto 2023-2024	Gasto 2022-2023	FTE Propuesto 2026-2027	FTE Actual
1010 Junta de Educación										
1010-400-00-0000	Servicios Contractuales	3,300	3,300	–	0.00%	2,350	2,350	3,250	–	–
1010-450-00-0000	Conf, Talleres y Viajes–Desarrollo Profesional	14,000	14,000	–	0.00%	8,008	13,315	17,381	–	–
1010-480-00-0000	Membresías y Cuotas	25,500	25,500	–	0.00%	22,010	21,745	29,796	–	–
1010-500-00-0000	Suministros	3,600	3,600	–	0.00%	2,867	1,805	1,918	–	–
1010-560-00-0000	Suscripciones	300	300	–	0.00%	–	–	–	–	–
	1010 Subtotal de Función	46,700	46,700	–	0.00%	35,235	39,215	52,345	–	–
1040 Secretario del Distrito										
1040	Salarios	105,485	102,613	2,872	2.80%	108,694	88,098	97,827	1.0000	1.0000
	1040 Subtotal de Función	105,485	102,613	2,872	2.80%	108,694	88,098	97,827	1.0000	1.0000
1060 Reunión del Distrito										
1060	Salarios	15,000	15,000	–	0.00%	12,516	8,110	9,410	–	–
1060-400-00-0000	Servicios Contractuales	8,500	8,500	–	0.00%	14,573	7,167	5,557	–	–
1060-405-00-0000	Avisos Legales y Anuncios	15,000	15,000	–	0.00%	24,244	12,904	11,011	–	–
1060-500-00-0000	Suministros	5,000	5,000	–	0.00%	4,645	3,727	2,543	–	–
	1060 Subtotal de Función	43,500	43,500	–	0.00%	56,978	31,908	28,521	–	–
1240 Administrador Escolar Principal										
1240	Salarios	386,641	379,700	5,941	1.56%	369,168	368,985	380,752	1.7000	1.7000
1240-500-00-0000	Suministros	600	600	–	0.00%	590	428	118	–	–
1240-560-00-0000	Suscripciones	3,800	3,800	–	0.00%	4,837	444	4,431	–	–
	1240 Subtotal de Función	390,041	384,100	5,941	1.55%	374,595	369,857	385,301	1.7000	1.7000
1310 Administración de Negocios										
1310	Salarios	626,275	616,469	9,806	1.59%	612,041	585,590	582,552	3.7000	3.7000
1310-400-00-0000	Servicios Contractuales	1,000	1,000	–	0.00%	1,000	1,000	5,850	–	–
1310-490-00-0000	Servicios BOCES	17,141	16,324	817	5.00%	16,255	15,339	9,275	–	–
1310-500-00-0000	Suministros	4,500	4,500	–	0.00%	4,374	2,897	4,295	–	–
	1310 Subtotal de Función	648,916	638,293	10,623	1.66%	632,670	604,826	601,972	3.7000	3.7000
1320 Auditoría										
1320-435-00-0001	Auditoría – Independiente	47,900	45,700	2,200	4.81%	45,613	45,500	45,500	–	–
1320-435-00-0002	Auditoría – General	29,200	29,200	–	0.00%	29,200	29,200	29,200	–	–
1320-435-00-0003	Auditoría – Reclamaciones	36,000	36,000	–	0.00%	36,000	36,000	35,825	–	–
1320-435-00-0004	Auditoría – Especial	8,000	8,000	–	0.00%	–	7,500	–	–	–
	1320 Subtotal de Función	121,100	118,900	2,200	1.85%	110,813	118,200	110,525	–	–

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Cuenta Presupuesto	Descripción	Presupuesto Propuesto 2026–2027	Presupuesto Adoptado 2025–2026	Cambio en Dólares	Cambio Porcentual	Gasto Real 2024-2025	Gasto 2023-2024	Gasto 2022-2023	FTE Propuesto 2026-2027	FTE Actual
1345 Compras										
1345	Salarios	574,671	588,222	-13,551	-2.30%	463,919	499,751	498,485	6.5000	6.5000
1345-400-00-0000	Servicios Contractuales	23,000	23,000	–	0.00%	2,750	850	–	–	–
1345-405-00-0000	Avisos Legales y Anuncios	13,500	13,500	–	0.00%	29,596	6,904	460	–	–
1345-490-00-0000	Servicios BOCES	12,200	12,200	–	0.00%	10,200	11,475	11,450	–	–
1345-500-00-0000	Suministros	3,000	3,000	–	0.00%	1,570	395	1,318	–	–
1345 Subtotal de Función		626,371	639,922	-13,551	-2.12%	508,035	519,375	515,713	6.5000	6.5000
1380 Honorarios del Agente Fiscal										
1380-400-00-0000	Servicios Contractuales	7,000	7,000	–	0.00%	7,000	6,350	6,100	–	–
1380 Subtotal de Función		7,000	7,000	–	0.00%	7,000	6,350	6,100	–	–
1420 Legal										
1420-447-00-6005	Servicios Legales – Retenedor	97,450	91,800	5,650	6.15%	95,510	93,640	91,800	–	–
1420-447-00-6006	Servicios Legales – No Retenedor	400,000	302,800	97,200	32.10%	543,771	241,992	106,744	–	–
1420-447-00-6007	Servicios Legales – Otros	13,000	13,000	–	0.00%	12,750	8,375	460	–	–
1420-447-00-6008	Servicios Legales – Bonos	15,000	15,000	–	0.00%	8,845	10,945	12,345	–	–
1420 Subtotal de Función		525,450	422,600	102,850	24.34%	660,876	354,952	211,349	–	–
1430 Personal										
1430	Salarios	931,165	913,914	17,251	1.89%	882,112	812,937	771,403	7.5000	7.5000
1430-400-00-0000	Servicios Contractuales	1,400	1,400	–	0.00%	–	375	–	–	–
1430-405-00-0000	Avisos Legales y Anuncios	4,000	4,000	–	0.00%	–	–	–	–	–
1430-490-00-0000	Servicios BOCES	130,000	92,000	38,000	41.30%	129,299	114,610	35,753	–	–
1430-500-00-0000	Suministros	1,200	1,200	–	0.00%	808	780	614	–	–
1430 Subtotal de Función		1,067,765	1,012,514	55,251	5.46%	1,012,219	928,702	807,770	7.5000	7.5000
1480 Información Pública y Servicios										
1480	Salarios	109,558	107,408	2,150	2.00%	107,407	103,530	111,636	0.8000	0.8000
1480-400-00-0000	Servicios Contractuales	18,000	18,000	–	0.00%	20,584	13,207	13,629	–	–
1480-490-00-0000	Servicios BOCES	86,000	76,000	10,000	13.16%	88,271	86,912	70,776	–	–
1480-500-00-0000	Suministros	4,600	500	4,100	820.00%	3,378	4,522	196,041	–	–
1480 Subtotal de Función		218,158	201,908	16,250	8.05%	219,640	208,171	–	0.8000	0.8000
Total Fondo General		3,800,486	3,618,050	182,436	5.04%	3,725,755	3,269,654	3,013,464	21.2000	21.2000

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1620 Operación de Planta										
160 Salarios Instruccionales		6,501,834	6,456,941	44,893	0.70%	5,354,822	5,285,979	5,518,447	77.0000	77.0000
161 Salarios No Instruccionales		225,000	185,000	40,000	21.62%	197,999	175,860	148,994	2.2500	2.2500
162 Horas Extra No Instruccionales		951,000	905,000	46,000	5.08%	711,884	536,768	565,922	–	–
200 Equipos		50,000	60,000	-10,000	-16.67%	97,742	36,035	59,386	–	–
400 Servicios Contractuales		10,000	–	10,000	–	–	–	–	–	–
420 Combustible		45,000	45,000	–	0.00%	8,505	10,267	6,695	–	–
421 Electricidad		2,015,000	1,882,500	132,500	7.04%	1,600,170	1,451,407	1,587,078	–	–
422 Agua		50,800	50,800	–	–	42,499	39,785	33,468	–	–
423 Gas Natural		825,000	640,000	185,000	28.91%	663,440	576,078	611,544	–	–
427 Teléfono		19,000	25,000	-6,000	-24.00%	13,470	10,491	9,526	–	–
430 Reparaciones		9,000	9,000	–	0.00%	–	–	–	–	–
450 Conferencias, Talleres y Viajes–Desarrollo Profesional		4,200	2,600	1,600	61.54%	3,667	3,220	1,775	–	–
490 Servicios BOCES		34,000	32,000	2,000	6.25%	42,742	24,338	22,917	–	–
500 Materiales y Suministros		625,000	580,000	45,000	7.76%	64,544	56,204	42,180	–	–
502 Uniformes		35,000	35,000	–	0.00%	29,755	30,167	28,876	–	–
Subtotal de 1620 Operación de Planta		12,453,834	11,972,841	480,993	4.02%	10,321,266	9,789,083	9,624,826	79.2500	79.2500
1621 Mantenimiento de Planta										
160 Salarios Instruccionales		3,169,191	3,112,619	56,572	1.82%	2,929,211	2,912,888	2,816,964	34.0000	34.0000
161 Salarios No Instruccionales		15,000	30,000	-15,000	-50.00%	7,338	7,402	5,423	–	–
162 Horas Extra No Instruccionales		375,000	375,000	–	0.00%	255,966	230,183	233,651	–	–
200 Equipos		325,000	325,000	–	0.00%	960,706	362,023	700,732	–	–
400 Servicios Contractuales		1,246,700	1,246,700	–	0.00%	1,109,949	1,124,393	1,743,114	–	–
424 Gasolina		95,000	110,750	-15,750	-14.22%	63,251	86,266	86,678	–	–
425 Materiales Peligrosos		22,500	20,000	2,500	12.50%	22,351	18,944	14,498	–	–
430 Reparaciones		60,000	60,000	–	0.00%	28,903	47,022	27,771	–	–
500 Materiales y Suministros		584,000	584,000	–	0.00%	583,385	464,427	491,138	–	–
Subtotal de 1621 Mantenimiento de Planta		5,892,391	5,864,069	28,322	0.48%	5,891,006	5,253,546	6,119,989	34.0000	34.0000
1631 Seguridad										
160 Salarios Administrativos		106,756	104,895	1,861	1.77%	89,675	106,019	108,110	1.2000	1.2000
161 Salarios No Instruccionales		1,300,000	1,020,000	280,000	27.45%	841,190	874,855	614,709	28.0000	28.0000
162 Horas Extra No Instruccionales		130,000	110,000	20,000	18.18%	1,048,553	101,115	51,214	–	–
200 Equipos		30,000	30,000	–	0.00%	48,171	3,062	30,555	–	–
400 Servicios Contractuales		170,400	170,400	–	0.00%	466,445	–	–	–	–
428 Servicios de Seguridad		2,145,000	2,128,948	16,052	0.75%	1,949,776	2,126,368	2,238,451	–	–
490 Servicios BOCES		360,000	360,000	–	0.00%	564,253	284,004	405,073	–	–
500 Materiales y Suministros		180,000	180,000	–	0.00%	200,527	180,701	53,424	–	–
502 Uniformes		6,200	6,200	–	0.00%	4,497	6,860	2,057	–	–
Subtotal de 1631 Seguridad		4,428,356	4,110,443	317,913	7.73%	4,564,643	3,681,925	3,503,593	29.2000	29.2000

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1670 Impresión Central y Correo										
1670	Salarios	145,699	146,846	-1,147	-0.78%	88,757	153,507	140,284	1.8000	1.8000
1670-200-00-0000	Equipos	8,000	8,000	–	0.00%	2,939	1,285	–	–	–
1670-400-00-0000	Servicios Contractuales	20,000	20,000	–	0.00%	3,802	–	9,031	–	–
1670-430-00-0000	Reparaciones	3,000	3,000	–	0.00%	1,487	–	190	–	–
1670-480-00-0000	Franqueo	55,000	55,000	–	0.00%	50,706	48,644	18,106	–	–
1670-490-00-0000	Servicios BOCES	345,000	325,600	19,400	5.96%	170,108	163,081	145,281	–	–
1670-500-00-0000	Suministros	40,740	33,000	7,740	23.45%	40,762	45,180	40,952	–	–
	1670 Subtotal de Función	617,439	591,446	25,993	4.39%	358,561	416,958	353,844	1.8000	1.8000
1680 Procesamiento Central de Datos										
1680	Salarios	466,398	440,072	26,326	5.98%	397,563	368,776	278,548	5.2000	5.2000
1680-200-01-0000	Equipos de Cómputo – No Ayuda	75,000	75,000	–	0.00%	74,509	64,845	12,228	–	–
1680-400-00-0000	Servicios Contractuales	100,000	100,000	–	0.00%	24,490	76,404	100,621	–	–
1680-432-00-0000	Software	30,000	30,000	–	0.00%	16,977	12,569	12,198	–	–
1680-490-00-0000	Servicios BOCES	2,593,269	2,240,000	353,269	15.77%	2,356,041	2,158,491	1,680,735	–	–
1680-500-00-0000	Suministros	90,000	90,000	–	0.00%	43,465	91,331	47,983	–	–
	1680 Subtotal de Función	3,354,667	2,975,072	379,595	12.76%	2,973,045	2,772,056	2,132,313	5.2000	5.2000
1910 Seguro de Desempleo										
1910-410-00-0000	Accidente Estudiantil	50,000	50,000	–	0.00%	41,309	41,559	37,201	–	–
1910-411-00-0000	Gestión de Riesgos en Pólizas	2,232,600	1,932,000	300,600	15.56%	1,678,828	1,413,757	1,224,833	–	–
1910-490-00-0000	Servicios BOCES	10,000	10,000	–	0.00%	10,000	–	–	–	–
	1910 Subtotal de Función	2,292,600	1,992,000	300,600	15.09%	1,730,137	1,460,316	1,262,034	–	–
1981 Costos Administrativos BOCES										
1981-490-00-0000	Servicios BOCES	998,258	959,265	38,993	4.06%	938,043	880,900	811,843	–	–
	1981 Subtotal de Función	998,258	959,265	38,993	4.06%	938,043	880,900	811,843	–	–
1983 Gastos de Capital BOCES										
1983-490-00-0000	Servicios BOCES	247,980	246,539	1,441	0.58%	240,296	231,827	215,807	–	–
	1983 Subtotal de Función	247,980	246,539	1,441	0.58%	240,296	231,827	215,807	–	–
1989 No Clasificado										
1989	Salarios	50,000	50,000	–	0.00%	–	–	–	–	–
	1989 Subtotal de Función	50,000	50,000	–	0.00%	–	–	–	–	–
2010 Desarrollo Curricular y Supervisión										

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2010 Desarrollo Curricular y Supervisión										
2010	Salarios	2,640,090	2,568,490	71,600	2.79%	2,568,546	2,560,863	3,071,894	16.5500	16.5500
2010-500-00-0000	Suministros	5,000	7,000	-2,000	-28.57%	1,953	2,287	1,215	–	–
2010 Subtotal de Función		2,645,090	2,575,490	69,600	2.70%	2,560,499	2,563,150	3,073,109	16.5500	16.5500
2020 Supervisión – Escuela Regular										
2020	Salarios	7,746,132	7,683,466	62,666	0.82%	7,152,772	6,391,034	6,575,231	82.0000	82.0000
2020-400-00-0000	Servicios Contractuales	18,000	20,000	-2,000	-10.00%	6,772	19,974	10,731	–	–
2020-450-00-0000	Conferencias, Talleres y Viajes	37,500	23,000	14,500	63.04%	37,498	12,769	16,142	–	–
2020-453-00-0000	Reembolso de Millaje	8,750	7,100	1,650	23.24%	8,305	5,955	4,678	–	–
2020-480-00-0000	Membresías y Cuotas	22,000	20,000	2,000	10.00%	20,320	19,517	8,578	–	–
2020-560-00-0000	Suscripciones	2,000	2,000	–	0.00%	718	646	1,611	–	–
2020 Subtotal de Función		7,834,382	7,755,566	78,816	1.02%	7,226,385	6,449,895	6,616,971	82.0000	82.0000
2070 Capacitación en Servicio – Instrucción										
2070	Salarios	5,000	5,000	–	0.00%	–	–	–	–	–
2070-400-00-0000	Servicios Contractuales	6,000	6,000	–	0.00%	–	11,250	–	–	–
2070-450-00-0000	Conferencias, Talleres y Viajes–Desarrollo Profesional	6,000	6,000	–	0.00%	–	–	1,050	–	–
2070-490-00-0000	Servicios BOCES	154,000	154,000	–	0.00%	192,504	135,240	417,264	–	–
2070 Subtotal de Función		171,000	171,000	–	0.00%	192,504	146,490	418,314	–	–

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2110 Enseñanza – Escuela Regular										
110 Salarios de Docentes K-3		12,437,124	11,998,257	438,867	3.66%	11,846,176	11,451,197	12,382,386	85.0000	86.0000
120 Salarios de Docentes 4-6		10,226,229	9,757,282	468,947	4.81%	9,740,975	9,468,959	9,250,326	71.0000	71.0000
125 Tutores		2,080,000	1,934,700	145,300	7.51%	1,813,577	1,864,122	1,631,955	53.8000	53.8000
130 Salarios de Docentes 7-12		46,492,988	46,058,103	434,885	0.94%	43,804,747	42,586,587	40,884,075	323.2500	323.2500
140 Sustitutos		2,412,424	2,414,214	-1,790	-0.07%	2,286,693	1,989,137	2,387,578	–	–
141 Incrementos		200,000	200,000	–	0.00%	–	–	–	–	–
142 Contingencia		294,000	294,000	–	0.00%	22,583	17,409	–	–	–
145 Apoyo Instruccional por Hora		20,500	20,500	–	0.00%	–	–	–	–	–
150 Salarios Instruccionales		348,000	348,000	–	0.00%	372,577	330,086	99,984	–	–
151 Salarios Elementales		11,196,380	11,360,945	-164,565	-1.45%	10,814,946	11,083,938	11,013,906	77.0654	78.0654
160 Salarios No Instruccionales		554,203	535,561	18,642	3.48%	480,715	465,503	604,300	6.0000	6.0000
162 Horas Extra No Instruccionales		20,000	20,000	–	0.00%	–	–	–	–	–
180 Monitores		1,617,200	1,455,000	162,200	11.15%	1,248,158	1,308,407	1,284,665	53.5000	53.5000
200 Equipos		197,000	194,000	3,000	1.55%	90,043	134,832	167,753	–	–
202 Equipo – Capital No Instruccional		20,000	20,000	–	0.00%	–	–	–	–	–
400 Servicios Contractuales		65,050	64,950	100	0.15%	30,750	40,585	76,062	–	–
430 Reparaciones		45,178	39,778	5,400	13.58%	19,621	23,994	31,333	–	–
450 Conferencias, Talleres y Viajes–Desarrollo Profesional		48,200	40,000	8,200	20.50%	11,265	9,713	82,913	–	–
451 Viajes de Conferencias		13,000	12,400	600	4.84%	5,830	873	8,232	–	–
452 Viajes y Registro de Estudiantes		47,500	45,000	2,500	5.56%	45,086	36,078	27,485	–	–
453 Reembolso de Millaje		10,000	14,500	-4,500	-31.03%	5,610	4,242	6,217	–	–
471 Servicio Público de Matrícula		–	–	–	0.00%	–	–	–	–	–
473 Otros Servicios de Matrícula		–	–	–	0.00%	–	–	–	–	–
480 Libros de Texto y Materiales		526,000	486,300	39,700	8.16%	462,421	36,880	206,439	–	–
481 Publicaciones		45,000	45,000	–	0.00%	41,291	32,916	30,729	–	–
484 Membresías y Cuotas		15,070	29,190	-14,120	-48.37%	5,746	6,055	4,824	–	–
487 Actos/Reconocimientos		67,000	58,000	9,000	15.52%	59,925	36,043	34,452	–	–
490 Servicios BOCES		972,000	972,000	–	0.00%	689,358	712,766	602,644	–	–
500 Materiales y Suministros		1,338,574	1,328,750	9,824	0.74%	1,131,218	988,371	730,832	–	–
501 Caja Chica		1,000	1,000	–	0.00%	963	842	867	–	–
506 Suscripciones		3,800	3,800	–	0.00%	9,301	825	1,180	–	–
509 Suministros de Oficina		33,100	30,000	3,100	10.33%	21,411	26,162	26,176	–	–
510 Suministros de Pruebas		104,000	104,000	–	0.00%	62,454	38,460	75,083	–	–
560 Materiales de Computación		5,800	5,800	–	0.00%	1,038	398	8,965	–	–
Subtotal de 2110 Enseñanza – Escuela Regular		91,456,050	89,888,970	1,567,080	1.74%	85,107,418	83,059,446	81,608,085	669.6154	671.6154

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2250 Programas para Estudiantes con Discapacidad – Elegibles Medicaid										
100 Salarios Administrativos		205,128	201,106	4,022	2.00%	235,859	214,795	196,621	1.0000	1.0000
101 Directores		418,506	400,291	18,214	4.55%	404,180	392,184	380,445	2.0000	2.0000
123 Tutores		1,685,000	1,635,000	50,000	3.06%	1,440,647	1,204,620	1,294,115	42.0000	42.0000
126 Asistentes de Enseñanza		2,144,276	2,095,694	48,582	2.32%	1,782,810	2,009,958	2,167,309	41.0000	41.0000
127 Salarios de Asistentes Docentes 7-12		45,000	62,264	-17,264	-27.66%	–	109,566	–	–	–
130 Salarios de Docentes		9,930,566	9,284,604	645,962	6.96%	8,577,586	8,789,280	8,378,748	69.2000	67.2000
151 Salarios Elementales		301,000	88,000	213,000	242.05%	–	–	–	–	–
151 Salarios Instruccionales		2,089,438	2,480,596	-391,158	-15.76%	4,367,074	6,003,193	5,908,114	52.0000	51.0000
165 Terapeutas		1,488,425	1,430,599	57,826	4.04%	1,386,256	1,324,122	1,232,117	12.0000	12.0000
175 Salarios de 200 Días		1,682,270	1,376,321	305,949	6.99%	3,843,040	3,133,429	2,682,077	99.0000	99.0000
176 Sustitutos para Asistentes		93,100	93,100	–	0.00%	–	–	–	–	–
180 Monitores		–	–	–	0.00%	–	–	–	–	–
200 Equipos		–	–	–	0.00%	–	–	–	–	–
400 Servicios Contractuales		1,420,000	1,050,000	370,000	35.24%	1,097,828	942,261	816,683	–	–
406 Servicios Subcontratados		140,000	160,000	-20,000	-12.50%	93,837	104,456	107,981	–	–
408 Servicios de Enfermería		550,000	350,000	200,000	57.14%	529,885	490,483	356,679	–	–
449 Evaluaciones		20,000	20,000	–	0.00%	42,137	22,654	20,560	–	–
471 Servicio Público de Matrícula		450,000	450,000	–	0.00%	–	–	–	–	–
472 Otros Servicios de Matrícula		–	289,000	-289,000	-100.00%	257,679	135,047	120,375	–	–
484 Publicaciones		2,224,000	2,224,000	–	0.00%	2,239,063	2,522,385	2,190,633	–	–
490 Servicios BOCES		20,000	20,000	–	0.00%	–	–	–	–	–
500 Materiales y Suministros		3,384,000	3,500,000	-116,000	-3.31%	3,019,109	3,394,405	3,403,949	–	–
Subtotal de 2250 Programas para Estudiantes con Discapacidad – Elegibles Medicaid		80,000	80,000	–	0.00%	79,624	46,625	58,496	–	–
		36,270,063	34,467,715	1,802,348	5.23%	31,925,235	30,860,298	29,381,486	318.2000	315.2000

Distrito Escolar Central de Syosset

Informe de Presentación del Presupuesto
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Fondo: Fondo General A

Cuenta Presupuesto	Descripción	Presupuesto Propuesto 2026–2027	Presupuesto Adoptado 2025–2026	Cambio en Dólares	Cambio Porcentual	Gasto Real 2024-2025	Gasto 2023-2024	Gasto 2022-2023	FTE Propuesto 2026-2027	FTE Actual
2280 Educación Ocupacional (Grados 9-12)										
490 Servicios BOCES		590,000	590,000	–	0.00%	507,766	524,065	555,930	–	–
Subtotal de 2280 Educación Ocupacional (Grados 9-12)		590,000	590,000	–	0.00%	507,766	524,065	555,930	–	–
2310 Educación Continua										
100 Salarios Administrativos		13,810	13,810	–	0.00%	14,017	13,810	13,606	–	–
150 Salarios Instruccionales		45,000	45,000	–	0.00%	40,463	40,053	52,705	–	–
160 Salarios No Instruccionales		47,232	45,142	2,090	4.63%	43,037	41,277	39,738	1.0000	1.0000
161 Salarios Parciales No Instruccionales		10,000	10,000	–	0.00%	15,130	19,118	8,251	–	–
162 Horas Extra No Instruccionales		2,000	2,000	–	0.00%	591	710	2,182	–	–
400 Servicios Contractuales		7,000	7,000	–	0.00%	6,762	7,671	6,867	–	–
500 Materiales y Suministros		2,000	2,000	–	0.00%	1,161	1,177	1,702	–	–
Subtotal de 2310 Educación Continua		127,042	124,952	2,090	1.67%	121,161	122,906	125,141	1.0000	1.0000
2320 Escuela de Verano										
100 Directores		15,000	6,547	8,453	129.11%	7,500	6,547	16,450	–	–
110 Salarios de Docentes K-3		60,000	70,000	-10,000	-14.29%	56,777	69,482	134,909	–	–
111 Salarios de Docentes 4-6		78,000	95,000	-17,000	-17.89%	78,625	58,718	164,654	–	–
125 Tutores		–	–	–	0.00%	–	–	–	–	–
126 Asistentes de Enseñanza		10,500	10,500	–	0.00%	9,404	8,750	47,739	–	–
130 Salarios de Docentes 7-12		203,000	188,000	15,000	7.98%	181,125	127,352	216,409	–	–
151 Salarios Elementales		10,225	10,225	–	0.00%	8,941	10,159	19,072	–	–
160 Salarios No Instruccionales		28,000	24,100	3,900	16.18%	27,320	28,802	73,225	–	–
162 Horas Extra No Instruccionales		–	–	-700	-70.00%	–	–	–	–	–
500 Materiales y Suministros		13,000	13,000	–	0.00%	3,479	1,474	28,997	–	–
Subtotal de 2320 Escuela de Verano		418,025	418,372	-347	-0.08%	373,171	321,393	298,083	–	–
		1,062,664	958,826	103,838	10.83%	807,782	856,875	864,777	7.0000	7.0000
2610 Biblioteca Escolar y AV										
121 Bibliotecarios										
131 Bibliotecarios – Secundaria		717,296	765,707	-48,411	-6.32%	766,206	746,639	673,456	5.0000	5.0000
160 Salarios No Instruccionales		951,163	935,332	15,841	1.69%	858,987	781,263	748,076	14.0000	14.0000
162 Horas Extra No Instruccionales		72,000	72,000	–	0.00%	63,714	97,304	48,640	–	–
179 Salarios de 200 Días		71,464	58,468	12,996	22.23%	76,708	91,704	35,380	1.0000	1.0000
200 Equipos		22,500	19,000	3,500	18.42%	18,090	17,141	12,989	–	–
500 Materiales y Suministros		24,512	28,120	-3,608	-12.83%	16,634	15,389	9,030	–	–
504 Publicaciones Periódicas		10,583	13,283	-2,700	-20.33%	5,886	7,459	5,462	–	–
505 Libros de Biblioteca		73,583	68,083	5,500	8.08%	64,280	64,852	44,351	–	–
508 Libros de Aula		68,215	68,215	–	0.00%	60,938	43,110	22,491	–	–
520 Suministros Audiovisuales		19,779	19,779	–	0.00%	10,750	14,038	5,443	–	–
Subtotal de 2610 Biblioteca Escolar y AV		1,196,778	1,082,322	114,456	10.57%	1,017,150	1,004,038	1,024,105	27.0000	27.0000

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Fondo: Fondo General A

Cuenta Presupuesto	Descripción	Presupuesto Propuesto 2026–2027	Presupuesto Adoptado 2025–2026	Cambio en Dólares	Cambio Porcentual	Gasto Real 2024-2025	Gasto 2023-2024	Gasto 2022-2023	FTE Propuesto 2026-2027	FTE Actual
2630 Instrucción Asistida por Computadora										
150 Salarios Instruccionales		24,000	311,060	-287,060	-92.28%	299,328	287,639	279,422	–	–
200 Equipos		55,000	40,000	15,000	37.50%	35,937	37,085	21,487	–	–
400 Servicios Contractuales		10,000	10,000	–	0.00%	7,061	7,865	5,938	–	–
460 Software		186,400	166,400	20,000	12.02%	167,563	182,679	2,325,871	–	–
490 Servicios BOCES		3,703,450	4,161,350	-457,900	-11.00%	3,294,814	2,812,523	2,284,680	–	–
500 Materiales y Suministros		300,000	300,000	–	0.00%	271,968	228,600	188,542	–	–
Subtotal de 2630 Instrucción Asistida por Computadora		4,278,850	4,988,810	-709,960	-14.23%	4,076,671	3,563,391	3,025,920	–	–
2805 Escuela Alternativa										
160 Salarios No Instruccionales		252,926	241,837	11,089	4.59%	235,294	225,730	244,786	4.0000	4.0000
161 Salarios Parciales No Instruccionales		33,221	31,850	1,371	4.30%	32,260	28,766	–	0.7143	0.7143
162 Horas Extra No Instruccionales		6,000	6,000	–	0.00%	7,189	5,375	1,959	–	–
Subtotal de 2805 Escuela Alternativa		292,147	279,687	12,460	4.45%	274,743	259,871	246,745	4.7143	4.7143
2810 Orientación – Escuela Regular										
130 Salarios de Docentes 7-12		3,339,060	3,276,064	62,996	1.92%	3,161,520	2,899,723	2,841,949	21.0000	21.0000
160 Salarios No Instruccionales		645,864	535,087	110,777	20.70%	508,221	454,813	441,240	9.0000	9.0000
162 Horas Extra No Instruccionales		3,800	3,800	–	0.00%	68	267	2,259	–	–
490 Servicios BOCES		30,000	30,000	–	0.00%	29,489	28,422	28,272	–	–
500 Materiales y Suministros		11,600	11,600	–	0.00%	10,013	8,694	9,438	–	–
Subtotal de 2810 Orientación – Escuela Regular		4,030,324	3,856,551	173,773	4.51%	3,709,311	3,391,919	3,323,158	30.0000	30.0000
2815 Servicios de Salud – Escuela Regular										
160 Salarios No Instruccionales		1,586,290	1,647,097	-60,807	-3.69%	1,533,850	1,497,832	1,368,503	21.0000	21.0000
161 Salarios Parciales No Instruccionales		1,000	1,000	–	0.00%	–	194	600	–	–
162 Horas Extra No Instruccionales		46,350	33,995	12,355	36.34%	35,392	35,863	36,699	–	–
200 Equipos		3,500	3,500	–	0.00%	–	–	–	–	–
400 Servicios Contractuales		300,000	300,000	–	0.00%	221,108	3,210	239,276	–	–
446 Otros Servicios		90,000	90,000	–	0.00%	91,289	78,572	75,867	–	–
448 Evaluaciones		56,000	55,000	1,000	1.82%	54,105	53,045	53,045	–	–
490 Servicios BOCES		110,000	80,000	30,000	37.50%	108,990	73,997	70,008	–	–
500 Materiales y Suministros		95,500	86,500	9,000	10.40%	74,366	82,792	72,582	–	–
501 Caja Chica		650	650		0.00%	315	211	282	–	–
Subtotal de 2815 Servicios de Salud – Escuela Regular		2,288,290	2,297,742	-9,452	-0.41%	2,119,415	2,011,241	1,916,867	21.0000	21.0000
2820 Servicios Psicológicos – Escuela Regular										
130 Salarios de Docentes 7-12		1,261,028	1,159,220	101,808	8.78%	1,035,343	1,007,024	769,190	9.0000	8.0000
151 Salarios Elementales		1,133,600	1,123,384	9,976	0.89%	1,136,475	1,052,615	955,344	7.0000	7.0000
160 Salarios No Instruccionales		430,825	484,273	-53,448	-11.04%	470,069	474,240	474,342	6.5000	6.5000
162 Horas Extra No Instruccionales		5,000	5,000	–	0.00%	84	856	5,089	–	–

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Cuenta Presupuesto	Descripción	Presupuesto Propuesto 2026–2027	Presupuesto Adoptado 2025–2026	Cambio en Dólares	Cambio Porcentual	Gasto Real 2024-2025	Gasto 2023-2024	Gasto 2022-2023	FTE Propuesto 2026-2027	FTE Actual
2820 Servicios Psicológicos – Escuela Regular										
400 Servicios Contractuales		95,000	95,000	–	0.00%	79,168	81,497	78,563	–	–
500 Materiales y Suministros		500	500	–	0.00%	–	–	–	–	–
Subtotal de 2820 Servicios Psicológicos – Escuela Regular		2,925,713	2,867,377	58,336	2.03%	2,721,139	2,616,232	2,282,528	22.5000	21.5000
2825 Trabajo Social – Escuela Regular										
150 Salarios Instruccionales		645,053	624,160	20,893	3.35%	617,160	553,276	371,881	5.0000	5.0000
Subtotal de 2825 Trabajo Social – Escuela Regular		645,053	624,160	20,893	3.35%	617,160	553,276	371,881	5.0000	5.0000
2850 Actividades Cocurriculares – Escuela Regular										
130 Salarios de Docentes 7-12		1,663,675	1,669,675	-6,000	-0.36%	1,572,189	1,491,523	1,339,045	–	–
150 Salarios Instruccionales		11,000	–	11,000	–	10,270	–	–	–	–
151 Salarios Elementales		180,905	180,905	–	0.00%	165,732	155,793	152,431	–	–
160 Salarios No Instruccionales		186,750	182,350	4,400	2.41%	183,245	156,983	146,670	1.0000	1.0000
400 Servicios Contractuales		1,300	1,300	–	0.00%	–	–	–	–	–
451 Viajes de Conferencias		274,500	252,500	22,000	8.71%	234,707	223,344	194,238	–	–
452 Viajes y Registro de Estudiantes		286,500	296,500	-10,000	-3.37%	234,262	228,011	169,027	–	–
484 Membresías y Cuotas		50,000	50,000	–	0.00%	63,656	14,143	4,999	–	–
500 Materiales y Suministros		48,050	38,500	9,550	24.81%	25,315	21,256	13,152	–	–
503 Eventos Escolares		3,250	–	–	0.00%	–	–	–	–	–
Subtotal de 2850 Actividades Cocurriculares – Escuela Regular		2,713,930	2,674,980	38,950	1.46%	2,471,946	2,292,808	2,040,317	1.0000	1.0000
2855 Atletismo Interescolar – Escuela Regular										
150 Salarios Instruccionales		1,966,303	1,966,303	–	0.00%	1,688,362	1,654,520	1,696,736	–	–
160 Salarios No Instruccionales		473,024	470,771	2,253	0.48%	432,900	414,499	386,838	4.0000	4.0000
162 Horas Extra No Instruccionales		5,500	5,500	–	0.00%	959	601	4,437	–	–
200 Equipos		66,200	34,000	32,200	94.71%	34,000	56,631	24,524	–	–
400 Servicios Contractuales		115,000	125,000	-10,000	-8.00%	72,710	71,804	110,241	–	–
430 Reparaciones		50,000	50,000	–	0.00%	39,170	27,388	17,802	–	–
450 Conferencias, Talleres y Viajes–Desarrollo Profesional		1,000	1,000	–	0.00%	2,259	1,288	–	–	–
451 Viajes de Conferencias		55,000	55,000	–	0.00%	34,383	25,034	34,110	–	–
452 Viajes y Registro de Estudiantes		75,000	75,000	–	0.00%	67,928	64,304	60,291	–	–
453 Reembolso de Millaje		1,300	1,300	–	0.00%	1,451	1,175	–	–	–
484 Membresías y Cuotas		40,000	40,000	–	0.00%	28,959	26,112	22,251	–	–
490 Servicios BOCES		150,000	150,000	–	0.00%	135,737	134,394	124,240	–	–
500 Materiales y Suministros		315,000	300,000	15,000	5.00%	278,697	265,754	234,453	–	–
Subtotal de 2855 Atletismo Interescolar – Escuela Regular		3,313,327	3,273,874	39,453	1.21%	2,816,205	2,744,504	2,715,923	4.0000	4.0000
5510 Servicios de Transporte del Distrito										
160 Salarios No Instruccionales		475,202	375,206	99,996	26.65%	321,761	311,856	239,887	6.0000	4.0000
161 Salarios Parciales No Instruccionales		259,200	–	259,200	–	–	1,250	58,909	–	–

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5510 Servicios de Transporte del Distrito										
162 Horas Extra No Instruccionales		19,300	7,300	12,000	164.38%	6,535	6,788	4,939	–	–
200 Equipos		50,000	50,000	–	0.00%	–	–	–	–	–
210 Compra de Autobuses		474,950	632,609	-157,659	-24.92%	–	–	–	–	–
400 Servicios Contractuales		101,900	1,900	100,000	5,263.16%	–	–	–	–	–
411 Seguro de Gestión de Riesgos		50,000	1,100	48,900	4,445.45%	–	–	–	–	–
424 Gasolina		45,000	7,500	37,500	500.00%	–	–	–	–	–
490 Servicios BOCES		10,000	–	10,000	–	–	–	–	–	–
500 Materiales y Suministros		2,950	2,950	–	0.00%	–	–	–	–	–
502 Uniformes		1,000	–	1,000	–	935	974	589	–	–
Subtotal de 5510 Servicios de Transporte del Distrito		1,489,502	1,028,565	460,937	44.81%	329,231	320,868	304,324	6.0000	4.0000
5540 Transporte Contratado – Elegible Medicaid										
400 Servicios Contractuales		12,600,000	13,163,364	-563,364	-4.28%	11,266,538	10,856,003	10,773,456	–	–
424 Gasolina		392,500	392,500	–	0.00%	200,595	320,798	361,598	–	–
454 Excursiones		240,000	241,671	-1,671	-0.69%	213,424	209,876	121,749	–	–
455 Viajes Deportivos		738,000	737,000	1,000	0.14%	533,123	619,817	601,771	–	–
458 Servicios Atléticos – Comunicación Administrativa		490,500	420,000	71,500	17.02%	390,162	318,965	291,753	–	–
459 Excursiones – Música		90,000	95,200	-5,200	-5.46%	40,036	80,206	41,443	–	–
460 Software		22,000	20,000	2,000	10.00%	12,325	12,325	11,825	–	–
Subtotal de 5540 Transporte Contratado – Elegible Medicaid		14,573,000	15,069,735	-496,735	-3.30%	12,656,203	12,415,983	12,209,995	–	–
7140 Recreación										
150 Salarios Instruccionales		68,078	87,078	-19,000	-21.82%	74,949	67,968	97,745	1.0000	1.0000
160 Salarios No Instruccionales		210,000	180,000	30,000	16.67%	207,014	171,645	130,254	–	–
500 Materiales y Suministros		–	11,000	-11,000	-100.00%	–	–	–	–	–
Subtotal de 7140 Recreación		278,078	278,078	–		281,963	239,613	227,999	1.0000	1.0000
8070 Censo										
490 Servicios BOCES		28,000	28,000	–	0.00%	23,998	20,457	21,131	–	–
Subtotal de 8070 Censo		28,000	28,000	–	0.00%	23,998	20,457	21,131	–	–
9901 Transferencia a Otros Fondos										
930 Transferencia a Almuerzo Escolar		–	–	–	0.00%	9,390	5,894	3,687	–	–
950 Transferencia a Ayuda Especial		460,000	357,000	103,000	28.85%	457,254	421,319	281,571	–	–
960 Transferencia al Servicio de Deuda		5,751,369	4,373,844	1,377,525	31.49%	4,377,225	4,417,444	5,420,931	–	–
Subtotal de 9901 Transferencia a Otros Fondos		6,211,369	4,730,844	1,480,525	31.30%	4,843,869	4,835,657	5,706,189	–	–
9950 Transferencia a Fondo de Capital										
900 Transferencia a Fondos de Capital		4,325,000	4,325,000	–	0.00%	8,425,368	4,803,500	3,090,000	–	–

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9010 Jubilación Estatal		5,000,000	4,500,000	500,000	11.11%	3,669,034	3,180,862	2,673,223
9020 Jubilación de Maestros		11,163,636	12,382,406	-1,218,770	-9.84%	12,124,127	11,323,664	11,791,849
9030 Seguridad Social		12,739,067	12,215,003	524,064	4.29%	11,099,657	10,648,785	10,306,890
9040 Compensación Laboral		1,025,000	1,025,000	–	0.00%	1,173,507	1,022,510	924,046
9045 Seguro de Vida		250,000	250,000	–	0.00%	229,244	224,587	224,314
9050 Seguro de Desempleo		50,000	50,000	–	0.00%	14,112	44,470	19,422
9055 Seguro de Incapacidad		160,000	160,000	–	0.00%	128,803	132,799	132,604
9060 Seguro Médico, Dental y Hospitalario		49,297,216	44,603,715	4,693,501	10.52%	40,578,934	38,192,654	34,032,914
9065 Dental		930,000	930,000	–	0.00%	–	–	–
9070 Beneficios de Bienestar del Sindicato		225,000	225,000	–	0.00%	225,000	225,000	225,000
9089 Otros		731,300	666,800	64,500	9.67%	565,675	656,781	606,468

Asignación de Equipos

1620 Operación de la planta	50,000	*para el equipo de limpieza, incluidos los depuradores de suelos.*
1621 Mantenimiento de la planta	325,000	*para equipos de mantenimiento, incluyendo mobiliario para aulas y oficinas, equipos HVAC y vehículos de reemplazo para educación y mantenimiento de conducentes, así como para*
1631 Seguridad	30,000	*para equipos de seguridad, incluidos los bloqueos*
1670 Imprenta y envío postal central	8,000	*para el envío de equipos de reemplazo de oficinas*
1680 Procesamiento Central de Datos	75,000	*para equipos tecnológicos*
2110 Enseñanza-Escuela Regular	217,000	*para el equipo del programa de instrucción*
2250 Prg para Sdnts con Disabil-Med Elgble	20,000	*para el equipo del programa de instrucción*
2630 Instrucción Asistida por Ordenador	55,000	*para equipos de tecnología educativa*
2815 Health Srvcs-Escuela Regular	3,500	*para equipos de servicios sanitarios*
2855 Atletismo Interescolar - Reg Schl	66,200	*para equipamiento deportivo*
5510 Servicios de Transporte del Distrito	**524,950**	***para la compra de tres autobuses y otros equipos de transporte***
Equipamiento Total	**$ 1,374,650**	

Otras Notas Presupuestarias

La operación de la planta (Código 1620) incluye una asignación para servicios de gestión energética que será otorgada por la Junta de Educación. Si la Junta de Educación concede el contrato para servicios de gestión energética, la aprobación del presupuesto permitirá la aprobación de un acuerdo de cinco años con el proveedor adjudicatario del contrato.

La transferencia a un fondo de capital de 4.325.000 dólares (Código 9950) incluye asignaciones para la renovación del gimnasio auxiliar de instituto, renovaciones de aulas en todo el distrito, renovaciones de baños para el personal para cumplir con la ADA, mejoras del sistema HVAC incluyendo una pared en abanico para reparar Baylis, trabajos en el sitio a nivel distrital, pavimentación, tejado, mampostería y suelos, reubicación de oficinas de transporte y

Distrito Escolar Central de Syosset

Reporte de Categoría Estatal (Presupuesto de 3 partes)

Año Fiscal: 2027

Función Estatal	Descripción	Presupuesto Propuesto 2026–2027	Presupuesto Adoptado 2025–2026	Cambio en Dólares	Cambio Porcentual
Administración					
1010	Junta de Educación	46,700	46,700	–	–
1040	Secretario del Distrito	105,485	102,613	2,872	2.8%
1060	Reunión del Distrito	43,500	43,500	–	–
1240	Administrador Principal de la Escuela	390,041	384,100	5,941	1.55%
1310	Administración de Negocios	648,916	638,293	10,623	1.66%
1320	Auditoría	121,100	118,900	2,200	1.85%
1345	Compras	626,371	639,922	-13,551	-2.12%
1380	Agente Fiscal	7,000	7,000	–	–
1420	Legal	525,450	422,600	102,850	24.34%
1430	Personal	1,067,765	1,012,514	55,251	5.46%
1480	Información Pública y Servicios	218,158	201,908	16,250	8.05%
1670	Impresión y Correo Central	617,439	591,446	25,993	4.39%
1680	Procesamiento de Datos Central	3,354,667	2,975,072	379,595	12.76%
1910	Seguro de Desempleo	2,292,600	1,992,000	300,600	15.09%
1981	Costos Administrativos BOCES	998,258	959,265	38,993	4.06%
1983	Gastos de Capital BOCES	247,980	246,539	1,441	0.58%
1989	No Clasificado	50,000	50,000	–	–
2010	Desarrollo Curricular y Supervisión	2,645,090	2,575,490	69,600	2.70%
2020	Supervisión – Escuela Regular	7,834,382	7,755,566	78,816	1.02%
2070	Capacitación en Servicio – Instrucción	171,000	171,000	–	–
9000	Beneficios de Empleados	7,771,560	7,334,728	436,832	5.96%
Total Administración		29,783,462	28,269,156	1,514,306	5.36%
Capital					
1620	Operación de Planta	16,882,190	16,083,284	798,906	4.97%
1621	Mantenimiento de Planta	5,892,391	5,864,069	28,322	0.48%
9000	Beneficios de Empleados	7,481,166	6,882,867	598,299	8.69%
9760	Notas de Anticipación de Impuestos	966,600	937,500	29,100	3.10%
9901	Transferencia a Fondo de Servicio de Deuda	5,751,369	4,373,844	1,377,525	31.49%
9950	Transferencia a Fondo de Capital	4,325,000	4,325,000	–	–
Total Capital		41,298,716	38,466,564	2,832,152	7.36%
Programa					
2070	Capacitación en Servicio – Instrucción	-	-	-	-
2110	Enseñanza – Escuela Regular	91,456,050	89,888,970	1,567,080	1.74%
2250	Programas para Estudiantes con Discapacidad (Med)	36,270,063	34,467,715	1,802,348	5.23%
2280	Educación Ocupacional (Grados 9-12)	590,000	590,000	–	–
2330	Enseñanza – Escuelas Especiales	545,067	543,324	1,743	0.32%
2610	Biblioteca Escolar y AV	3,296,259	3,181,803	114,456	3.60%
2630	Instrucción Asistida por Computadora	4,278,850	4,988,810	-709,960	-14.23%
2805	Asistencia – Escuela Regular	292,147	279,687	12,460	4.45%
2810	Orientación – Escuela Regular	4,030,324	3,856,551	173,773	4.51%
2815	Servicios de Salud – Escuela Regular	2,288,290	2,297,742	-9,452	-0.41%
2820	Servicios Psicológicos – Escuela Regular	2,925,713	2,867,377	58,336	2.03%
2825	Trabajo Social – Escuela Regular	645,053	624,160	20,893	3.35%
2850	Actividades Cocurriculares – Escuela Regular	2,713,930	2,674,980	38,950	1.46%
2855	Atletismo Interescolar – Escuela Regular	3,313,327	3,273,874	39,453	1.21%
5510	Transporte del Distrito – Elegible Medicaid	1,489,502	1,028,565	460,937	44.81%
5540	Transporte Contratado – Elegible Medicaid	14,573,000	15,069,735	-496,735	-3.30%
7140	Recreación	278,078	278,078	–	–
8070	Censo	28,000	28,000	–	–
9000	Beneficios de Empleados	66,318,493	62,790,329	3,528,164	5.62%
9901	Transferencia a Fondo de Ayuda Especial	460,000	357,000	103,000	28.85%
Total Programa		235,792,146	229,086,700	6,705,446	2.93%
	Totales del Informe	306,874,324	295,822,420	11,051,904	3.74%

Estimación de Ingresos 2026–2027

	PRESUPUESTO PROPUESTO	PRESUPUESTO ADOPTADO
AYUDA ESTATAL	**2026-2027**	**2025-2026**
Ayuda Básica (Foundation Aid)	26,033,106	24,002,402
Exceso de Costos Ayuda Pública	351,090	305,001
Exceso de Costos Ayuda Privada	1,007,397	807,397
Ayuda BOCES	4,492,327	4,631,315
Ayuda de Transporte	3,820,795	3,144,226
Ayuda de Construcción*	2,387,201	1,664,020
Ayuda de Hardware y Tecnología	60,179	48,206
Ayuda de Libros/Software/Biblioteca	579,102	579,102
Ayuda de Impuesto Alto (High Tax Aid)	697,595	697,595
*Ajuste por Ayuda Potencial de Construcción	–	–
Ayuda Estatal Neta	39,428,792	35,879,264
INGRESOS LOCALES		
Cargos por Servicios		
Matrícula de Educación de Adultos	83,302	87,546
Matrícula – Programas de Educación Especial y Verano	198,597	181,000
Piscina y Recreación	204,034	212,038
Servicios para Personas Mayores	94,000	160,000
Servicios de Salud	323,169	240,000
Uso de Dinero y Propiedad		
INTERESES DE INVERSIONES	2,504,190	2,600,000
ALQUILER DE EDIFICIOS	75,397	78,313
Ingresos No Clasificados	1,984,106	1,003,774
Otros Ingresos Locales	5,466,795	4,562,671
PAGOS EN LUGAR DE IMPUESTOS (PILOTS)	11,739,165	10,550,450
	17,205,960	**15,113,121**
Uso de Reservas		
RESERVAS RESTRINGIDAS	9,460,000	9,142,435
BALANCE DE FONDOS APROPIADOS	2,900,000	2,900,000
Total Uso de Reservas y Balance Apropiado	**12,360,000**	**12,042,435**
Total Ingresos Locales y Reservas	**29,565,960**	**27,155,556**
Impuesto General (Tax Levy)	237,879,572	232,787,600
INGRESO TOTAL	**306,874,324**	**295,822,420**

Section 1: School Report Card
Syosset School District Report Card

SYOSSET CSD

2023-24 School Year Financial Transparency Report

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

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

| Business Rules

Comparison: How do per pupil expenditures compare?

P-12 ENROLLMENT	THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION
6,967	N/A	$35,965.33

How Much is Being Spent on Instruction and Administration?

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

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

Current Operation Expenditures	SYOSSET CSD
1. Instruction	$22,391.97
2. Support Services, Pupils	$1,678.60
3. Support Services, Instructional Staff	$1,590.81

Current Operation Expenditures	SYOSSET CSD
» 4. Support Services, General Admin	$151.54
» 5. Support Services, School Admin	$1,264.46
» 6. Support Services, Operation and Maintenance of Plant	$3,229.72
» 7. Support Services, Student Transportation	$1,878.49
» 8. Business/Central/Other Support Services	$1,302.32
» 9. Food services	$524.19
» 10. Enterprise operations	$0.00
» 11. Other	$0.91
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	$1,952.31
13. Total Expenditures	$35,965.33

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

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

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

School and District Level Expenditures	SYOSSET CSD
Special Education	$54,633.65
General Education	$30,868.17

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

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

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

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

Excluded Expenditures	SYOSSET CSD
1. Charter School Tuition	**$42,759.00**
2. Debt Service	**$7,729,140.00**
3. Other	**$14,817,330.53**
Percent Excluded from Total	**8%**
Total Expenditures and Exclusions	**$273,159,660.99**

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

SYOSSET CSD ENROLLMENT (2024 - 25)

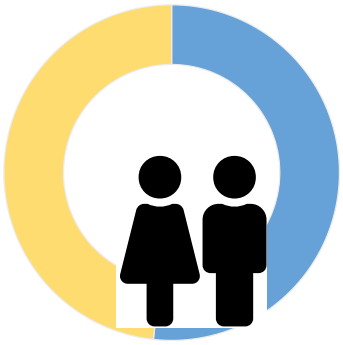
K-12 Enrollment: 6,980

ENROLLMENT BY GENDER

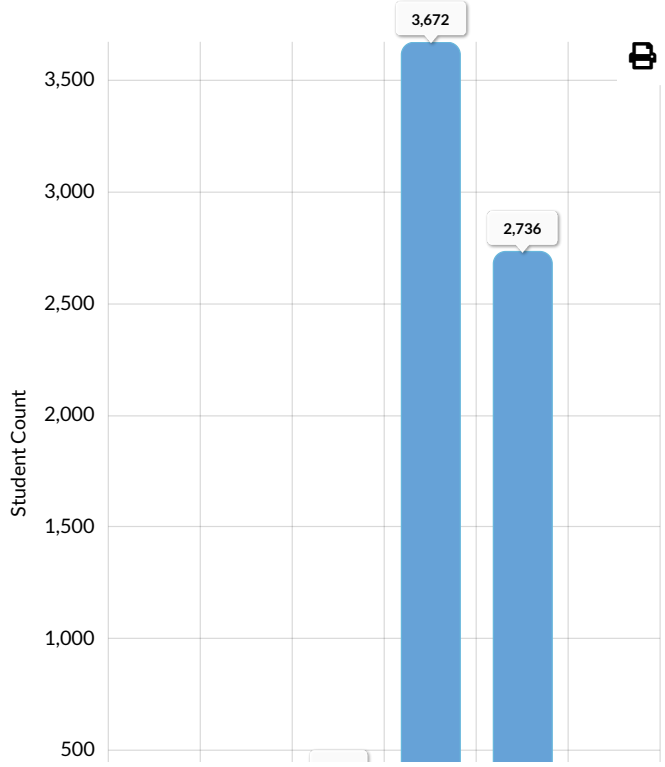
MALE	
3,611	52%

FEMALE	
3,369	48%

NON-BINARY	
0	0%



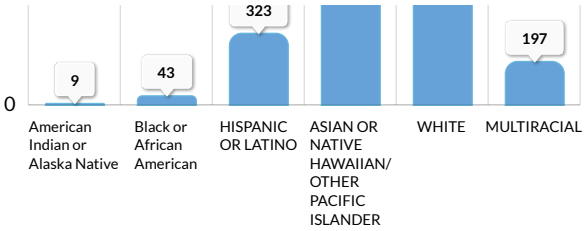
ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
9	0%

BLACK OR AFRICAN AMERICAN	
43	1%

HISPANIC OR LATINO	
323	5%



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

3,672	53%

WHITE

2,736	39%

MULTIRACIAL

197	3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
233	3%	687	10%	1,193	17%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	8	0%	–	–	–	–

ENROLLMENT BY GRADE

K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
364	5%	399	6%	455	6%	520	7%

4TH GRADE		5TH GRADE		6TH GRADE		UNGRADED ELE...	
521	7%	562	8%	538	7%	8	0%

7TH GRADE		8TH GRADE		9TH GRADE		10TH GRADE	
572	8%	639	9%	559	8%	620	9%

11TH GRADE	12TH GRADE	UNGRADED SEC...

603	8%	602	8%	18	0%

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SYOSSET CSD - NEW YORK STATE REPORT CARD [2023 - 24]

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

EXPENDITURES PER PUPIL (2023-24)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	6,967	$3,179,999	$456	$247,390,432	$35,509	$250,570,431	$35,965
Statewide	2,489,143	$7,480,327,657	$3,005	$68,367,901,720	$27,466	$75,848,229,377	$30,472

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SYOSSET CSD - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	166	123.3	136.1
	MATH	199.8	127.4	139.5
American Indian or Alaska Native	ELA	166.7	122.1	135.1
	MATH	183.3	120.4	133.7
Asian or Native Hawaiian/Other Pacific Islander	ELA	202.2	178.8	182.3
	MATH	220.5	190.9	192.4
Black or African American	ELA	152.8	114.8	129
	MATH	184.2	106.7	122.2
Hispanic or Latino	ELA	134.2	107.5	122.9
	MATH	155.9	105.6	121.4
Multiracial	ELA	169.8	125.7	138.1
	MATH	203.1	129	140.8
White	ELA	118.9	123.7	136.4
	MATH	166.2	134.7	145.6
English Language Learner	ELA	75	93	110.8
	MATH	174.1	103.7	119.8
Students with Disabilities	ELA	71.8	68.9	90.7
	MATH	110.7	72.5	93.8
Economically Disadvantaged	ELA	167.2	110	125
	MATH	195.9	110	125

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	233.9	134.9	148.3
	MATH	212	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	237.1	140.5	152.9
	MATH	226	114.8	129
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	203.7	99.6	118.8
	MATH	140.7	43.4	69.5
Multiracial	ELA	225	144.6	156.4
	MATH	216.7	63.5	86.2
White	ELA	234.3	170.2	177.6
	MATH	203.1	74.7	95.6
English Language Learner	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	ELA	172.9	75.4	98.7
	MATH	104.2	29.3	57.8
Economically Disadvantaged	ELA	232.2	103.2	121.8
	MATH	203.7	51.2	76

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

Subgroup	Cohort	Number In Cohort	Grad Rate	State MIP	State LTG
All Students	4-Year	544	97.6%	87.5%	88.8%
	5-Year	562	98.9%	89.4%	90.5%
	6-Year	589	99%	88.9%	90.3%
American Indian or Alaska Native	4-Year	1	–	–	–
	5-Year	–	–	–	–
	6-Year	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4-Year	233	96.6%	93.4%	93.6%
	5-Year	222	99.1%	94.2%	94.5%
	6-Year	230	99.1%	93.7%	94.3%
Black or African American	4-Year	1	–	–	–
	5-Year	5	–	–	–
	6-Year	4	–	–	–
Hispanic or Latino	4-Year	38	94.7%	81.6%	83.8%
	5-Year	31	96.8%	84.4%	86.3%
	6-Year	25	100%	83.3%	85.6%
Multiracial	4-Year	6	–	–	–
	5-Year	11	–	–	–
	6-Year	6	–	–	–
White	4-Year	265	98.9%	91.7%	92.3%
	5-Year	293	99.3%	92.9%	93.4%
	6-Year	323	98.8%	93.1%	93.7%
English Language Learner	4-Year	5	–	–	–
	5-Year	5	–	–	–
	6-Year	6	–	–	–
Students with Disabilities	4-Year	62	90.3%	70.4%	74.5%
	5-Year	77	94.8%	73%	76.8%
	6-Year	80	93.8%	73.1%	77.1%
Economically Disadvantaged	4-Year	84	94%	83.1%	85.1%
	5-Year	83	96.4%	85.6%	87.4%
	6-Year	83	96.4%	85.1%	87.1%

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	178	54%	71%	1.31	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index
All Students	ELA	2,699	195.3
	Math	2,998	212.9
	Science	1,107	211.9
	Combined	6,804	205.8
American Indian or Alaska Native	ELA	6	166.7
	Math	6	183.3
	Science	0	–
	Combined	12	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	1,698	202.4
	Math	1,769	220.5
	Science	631	214.5
	Combined	4,098	212.1
Black or African American	ELA	17	161.8
	Math	19	184.2
	Science	7	221.4
	Combined	43	181.4
Hispanic or Latino	ELA	105	181.4
	Math	115	193.9
	Science	38	215.8
	Combined	258	192.1
Multiracial	ELA	79	206.3
	Math	89	219.1
	Science	36	206.9
	Combined	204	212
White	ELA	794	181.8
	Math	1,000	201.9
	Science	395	207.7
	Combined	2,189	195.7

Subgroup	Subject	Cohort	Index
English Language Learner	ELA	61	81.1
	Math	82	180.5
	Science	22	152.3
	Combined	165	140
Students with Disabilities	ELA	231	111.9
	Math	265	150.4
	Science	94	168.1
	Combined	590	138.1
Economically Disadvantaged	ELA	486	180.7
	Math	515	202.7
	Science	199	201.8
	Combined	1,200	193.6

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index
All Students	ELA	3,175	166
	Math	3,195	199.8
	Science	1,150	204
	Combined	7,520	186.2
American Indian or Alaska Native	ELA	6	166.7
	Math	6	183.3
	Science	0	—
	Combined	12	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	1,700	202.2
	Math	1,769	220.5
	Science	631	214.5
	Combined	4,100	212
Black or African American	ELA	18	152.8
	Math	19	184.2
	Science	7	221.4
	Combined	44	177.3
Hispanic or Latino	ELA	142	134.2
	Math	143	155.9
	Science	47	174.5
	Combined	332	149.2
Multiracial	ELA	96	169.8
	Math	96	203.1
	Science	37	201.4
	Combined	229	188.9
White	ELA	1,214	118.9
	Math	1,215	166.2
	Science	444	184.8
	Combined	2,873	149.1

Subgroup	Subject	Cohort	Index
English Language Learner	ELA	66	75
	Math	85	174.1
	Science	25	134
	Combined	176	131.3
Students with Disabilities	ELA	360	71.8
	Math	360	110.7
	Science	132	119.7
	Combined	852	95.7
Economically Disadvantaged	ELA	525	167.2
	Math	533	195.9
	Science	205	195.9
	Combined	1,263	184

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index
All Students	4,332	210,293	48.5
American Indian or Alaska Native	6	—	—
Asian or Native Hawaiian/Other Pacific Islander	2,749	135,943	49.5
Black or African American	32	1,448	45.3
Hispanic or Latino	171	7,781	45.5
Multiracial	133	6,797	51.1
White	1,241	58,109	46.8
English Language Learner	47	2,671	56.8
Students with Disabilities	296	12,707	42.9
Economically Disadvantaged	729	33,905	46.5

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	141	54%	72%	1.33
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	127	55%	73%	1.33
Black or African American	1	—	—	—
Hispanic or Latino	6	—	—	—
White	6	—	—	—
English Language Learner	141	54%	72%	1.33
Students with Disabilities	24	46%	38%	0.83
Economically Disadvantaged	72	52%	67%	1.29

ELEMENTARY/MIDDLE ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index
All Students	4,281	64	208	1,207	2,802	224.9
American Indian or Alaska Native	7	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2,322	26	82	497	1,717	231.2
Black or African American	29	0	2	5	22	231
Hispanic or Latino	190	8	13	67	102	211.6
Multiracial	134	2	7	40	85	223.5
White	1,599	28	104	597	870	217.2
English Language Learner	174	2	9	37	126	228.7
Students with Disabilities	454	12	27	153	262	217.6
Economically Disadvantaged	725	19	33	148	525	226.4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	3,407	81%
American Indian or Alaska Native	–	6	–
Asian or Native Hawaiian/Other Pacific Islander	✓	1,842	94.9%
Black or African American	–	19	–
Hispanic or Latino	✗	155	71.6%
Multiracial	✗	101	78.2%
White	✗	1,284	62.3%
English Language Learner	✗	103	91.3%
Students with Disabilities	✗	369	60.4%
Economically Disadvantaged	✗	579	88.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	3,407	89.2%
American Indian or Alaska Native	–	6	–
Asian or Native Hawaiian/Other Pacific Islander	✓	1,841	97.8%
Black or African American	–	19	–
Hispanic or Latino	✗	155	76.8%
Multiracial	✗	101	88.1%
White	✗	1,285	78.2%
English Language Learner	✗	102	92.2%
Students with Disabilities	✗	369	69.7%
Economically Disadvantaged	✗	579	91.7%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	11
Grade 4	–
Grade 5	–
Grade 6	–
Grade 7	5
Grade 8	–

SECONDARY CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	602	235	226.8
	Math	601	213.4	
	Science	599	236.6	
	Social Studies	601	225	
Asian or Native Hawaiian/Other Pacific Islander	ELA	309	238.7	234.7
	Math	309	227.5	
	Science	308	240.6	
	Social Studies	309	233.7	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	3	—	
	Social Studies	3	—	
Hispanic or Latino	ELA	26	211.5	186.5
	Math	26	146.2	
	Science	26	211.5	
	Social Studies	26	184.6	
Multiracial	ELA	6	225	224.5
	Math	6	216.7	
	Science	5	240	
	Social Studies	5	220	
White	ELA	258	234.3	222.3
	Math	257	203.9	
	Science	257	234.8	
	Social Studies	258	219.6	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Social Studies	2	—	

Subgroup	Subject	Cohort	Index	Combined Index
Students with Disabilities	ELA	45	184.4	163.5
	Math	45	111.1	
	Science	45	202.2	
	Social Studies	45	172.2	
Economically Disadvantaged	ELA	107	232.2	221.2
	Math	106	205.7	
	Science	106	231.6	
	Social Studies	107	217.3	

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	605	233.9	225.3
	Math	605	212	
	Science	605	234.2	
	Social Studies	605	223.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	311	237.1	233
	Math	311	226	
	Science	311	238.3	
	Social Studies	311	232.2	
Black or African American	ELA	3	–	–
	Math	3	–	
	Science	3	–	
	Social Studies	3	–	
Hispanic or Latino	ELA	27	203.7	179.6
	Math	27	140.7	
	Science	27	203.7	
	Social Studies	27	177.8	
Multiracial	ELA	6	225	209.2
	Math	6	216.7	
	Science	6	200	
	Social Studies	6	183.3	
White	ELA	258	234.3	221.9
	Math	258	203.1	
	Science	258	233.9	
	Social Studies	258	219.6	
English Language Learner	ELA	2	–	–
	Math	2	–	
	Science	2	–	
	Social Studies	2	–	

Subgroup	Subject	Cohort	Index	Combined Index
Students with Disabilities	ELA	48	172.9	153.4
	Math	48	104.2	
	Science	48	189.6	
	Social Studies	48	161.5	
Economically Disadvantaged	ELA	107	232.2	220.1
	Math	107	203.7	
	Science	107	229.4	
	Social Studies	107	217.3	

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate
All Students	4-year	544	531	97.6%	98.5%
	5-year	562	556	98.9%	
	6-year	589	583	99%	
American Indian or Alaska Native	4-year	1	–	–	–
	5-year	0	–	–	
	6-year	1	–	–	
Asian or Native Hawaiian/Other Pacific Islander	4-year	233	225	96.6%	98.3%
	5-year	222	220	99.1%	
	6-year	230	228	99.1%	
Black or African American	4-year	1	–	–	–
	5-year	5	–	–	
	6-year	4	–	–	
Hispanic or Latino	4-year	38	36	94.7%	97.2%
	5-year	31	30	96.8%	
	6-year	25	25	100%	
Multiracial	4-year	6	–	–	–
	5-year	11	–	–	
	6-year	6	–	–	
White	4-year	265	262	98.9%	99%
	5-year	293	291	99.3%	
	6-year	323	319	98.8%	
English Language Learner	4-year	5	–	–	–
	5-year	5	–	–	
	6-year	6	–	–	
Students with Disabilities	4-year	62	56	90.3%	93%
	5-year	77	73	94.8%	
	6-year	80	75	93.8%	
Economically Disadvantaged	4-year	84	79	94%	95.6%
	5-year	83	80	96.4%	
	6-year	83	80	96.4%	

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	37	52%	69%	1.33
Asian or Native Hawaiian/Other Pacific Islander	32	56%	64%	1.14
Hispanic or Latino	3	—	—	—
White	2	—	—	—
English Language Learner	37	52%	69%	1.33
Students with Disabilities	8	—	—	—
Economically Disadvantaged	21	56%	71%	1.27

SECONDARY ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index
All Students	2,414	56	115	436	1,807	228
American Indian or Alaska Native	2	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1,217	25	33	152	1,007	234.6
Black or African American	12	—	—	—	—	—
Hispanic or Latino	118	5	7	36	70	215.3
Multiracial	51	1	3	7	40	229.4
White	1,014	25	70	238	681	221.7
English Language Learner	43	0	0	2	41	247.7
Students with Disabilities	229	19	17	52	141	206.8
Economically Disadvantaged	446	23	26	67	330	220.9

SECONDARY COLLEGE, CAREER, AND CIVIC READINESS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight	Index
All Students	610	0	575	1	22	0	12	192.4
Asian or Native Hawaiian/Other Pacific Islander	313	0	299	1	6	0	7	193.5
Black or African American	4	0	–	–	–	–	–	–
Hispanic or Latino	29	0	23	0	4	0	2	172.4
Multiracial	6	0	–	–	–	–	–	–
White	258	0	246	0	11	0	1	195
English Language Learner	4	0	–	–	–	–	–	–
Students with Disabilities	48	0	31	0	12	0	5	154.2
Economically Disadvantaged	107	0	100	0	5	0	2	191.6

SECONDARY ELA PARTICIPATION RATE

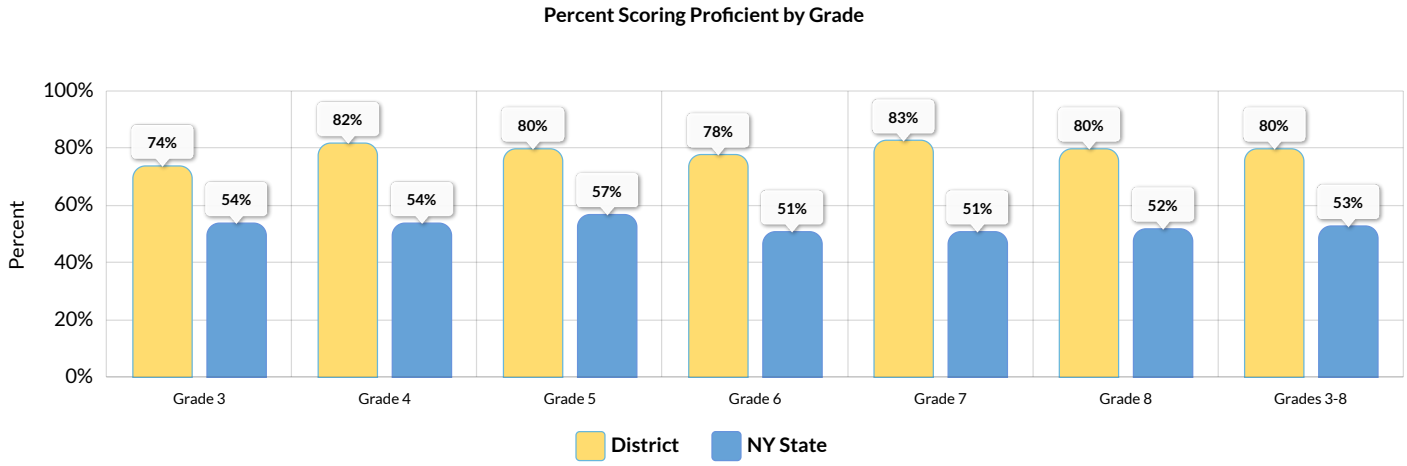
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	607	99.7%
Asian or Native Hawaiian/Other Pacific Islander	✓	312	99.7%
Black or African American	–	3	–
Hispanic or Latino	–	27	–
Multiracial	–	6	–
White	✓	259	99.6%
English Language Learner	–	4	–
Students with Disabilities	✓	45	95.6%
Economically Disadvantaged	✓	108	99.1%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	607	99.5%
Asian or Native Hawaiian/Other Pacific Islander	✓	312	99.7%
Black or African American	–	3	–
Hispanic or Latino	–	27	–
Multiracial	–	6	–
White	✓	259	99.2%
English Language Learner	–	4	–
Students with Disabilities	✓	45	95.6%
Economically Disadvantaged	✓	108	98.2%

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

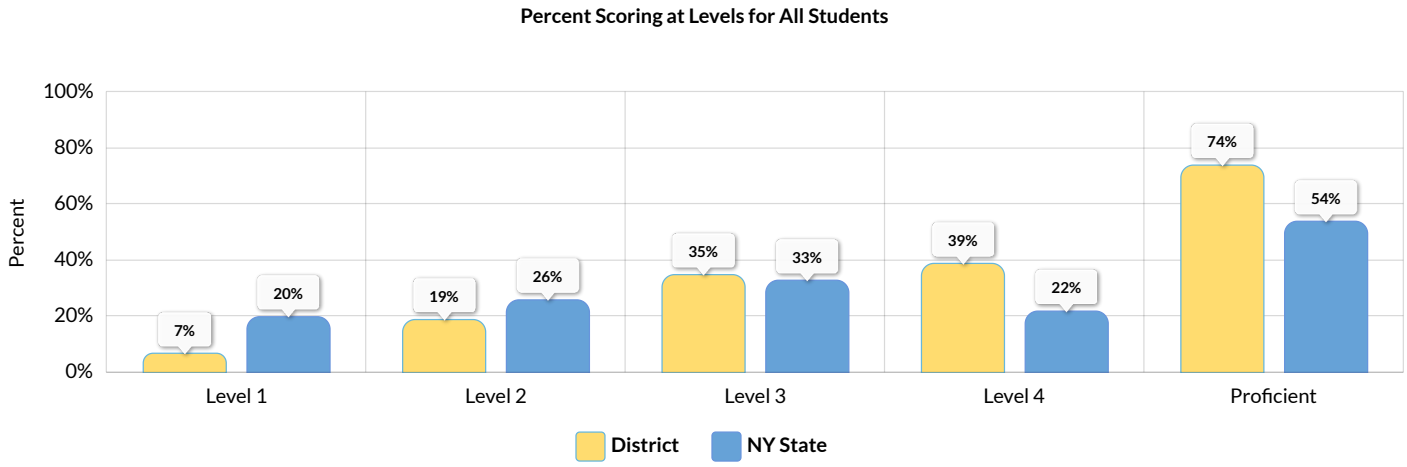
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	535	53	10%	482	90%	33	7%	93	19%	168	35%	188	39%	356	74%
Grade 4	533	65	12%	468	88%	16	3%	66	14%	166	35%	220	47%	386	82%
Grade 5	570	82	14%	488	86%	22	5%	76	16%	217	44%	173	35%	390	80%
Grade 6	541	112	21%	429	79%	27	6%	66	15%	176	41%	160	37%	336	78%
Grade 7	583	157	27%	426	73%	15	4%	56	13%	155	36%	200	47%	355	83%
Grade 8	653	235	36%	418	64%	17	4%	66	16%	143	34%	192	46%	335	80%
Grades 3-8	3,415	704	21%	2,711	79%	130	5%	423	16%	1,025	38%	1,133	42%	2,158	80%

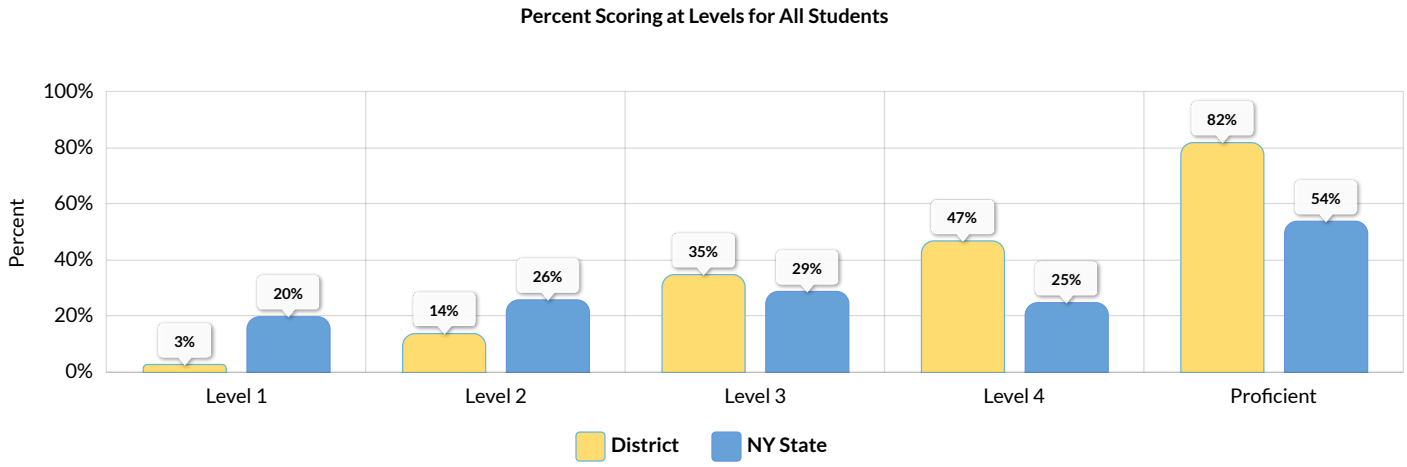
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 ELA RESULTS



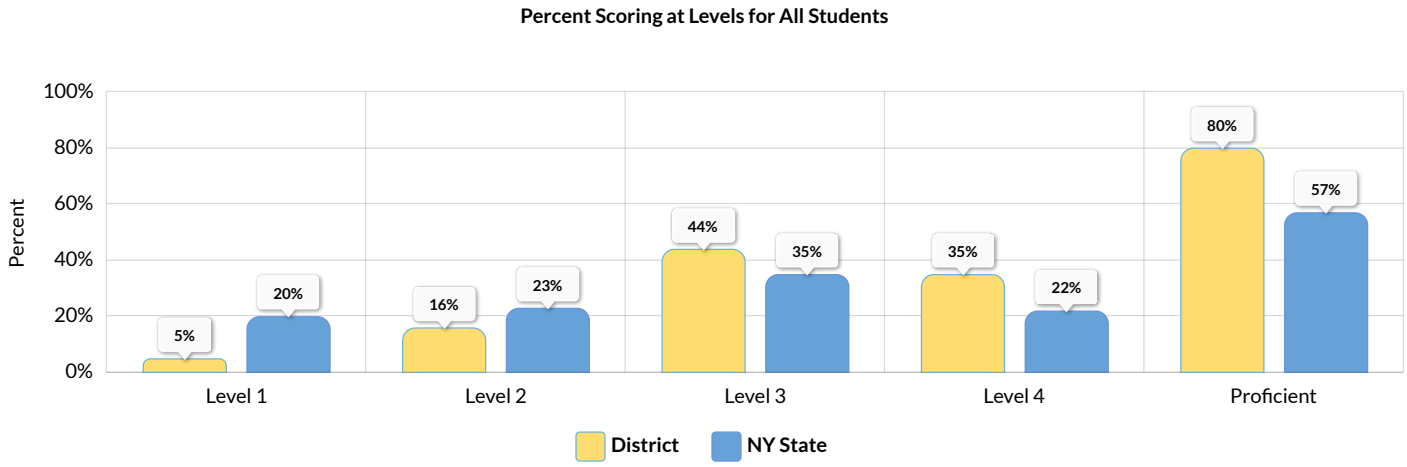
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	535	53	10%	482	90%	33	7%	93	19%	168	35%	188	39%	356	74%
Female	280	27	10%	253	90%	14	6%	48	19%	80	32%	111	44%	191	75%
Male	255	26	10%	229	90%	19	8%	45	20%	88	38%	77	34%	165	72%
General Education Students	469	40	9%	429	91%	17	4%	74	17%	153	36%	185	43%	338	79%
Students with Disabilities	66	13	20%	53	80%	16	30%	19	36%	15	28%	3	6%	18	34%
American Indian or Alaska Native	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	301	17	6%	284	94%	17	6%	51	18%	93	33%	123	43%	216	76%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	5	22%	18	78%	0	0%	4	22%	8	44%	6	33%	14	78%
White	191	28	15%	163	85%	15	9%	34	21%	59	36%	55	34%	114	70%
Multiracial	16	3	19%	13	81%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	20	3	15%	17	85%	1	6%	4	24%	8	47%	4	24%	12	71%
Economically Disadvantaged	100	10	10%	90	90%	9	10%	26	29%	34	38%	21	23%	55	61%
Not Economically Disadvantaged	435	43	10%	392	90%	24	6%	67	17%	134	34%	167	43%	301	77%
English Language Learner	39	11	28%	28	72%	8	29%	11	39%	8	29%	1	4%	9	32%
Non-English Language Learner	496	42	8%	454	92%	25	6%	82	18%	160	35%	187	41%	347	76%
Not in Foster Care	535	53	10%	482	90%	33	7%	93	19%	168	35%	188	39%	356	74%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	533	52	10%	481	90%	–	–	–	–	–	–	–	–	–	–
Not Migrant	535	53	10%	482	90%	33	7%	93	19%	168	35%	188	39%	356	74%
Parent Not in Armed Forces	535	53	10%	482	90%	33	7%	93	19%	168	35%	188	39%	356	74%

GRADE 4 ELA RESULTS



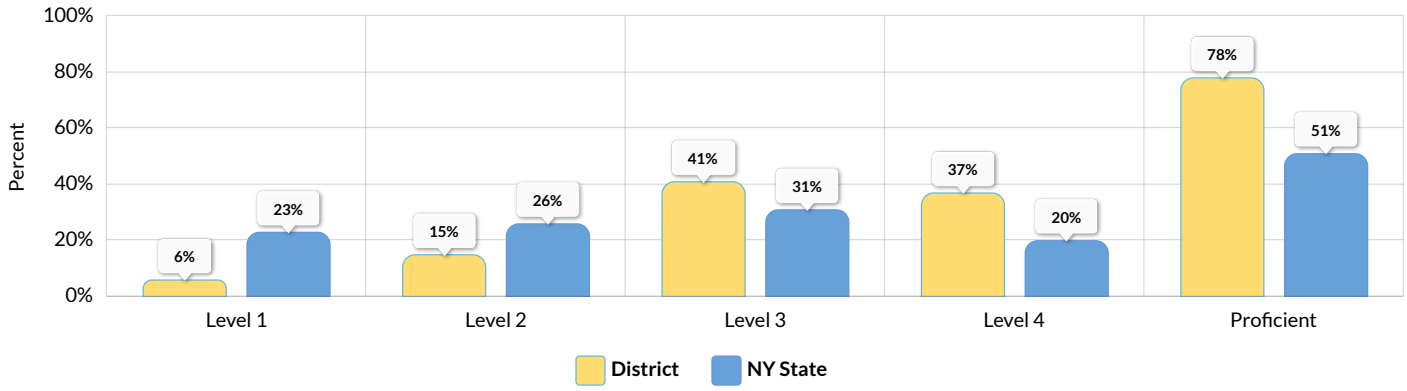
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	533	65	12%	468	88%	16	3%	66	14%	166	35%	220	47%	386	82%
Female	265	28	11%	237	89%	7	3%	34	14%	82	35%	114	48%	196	83%
Male	268	37	14%	231	86%	9	4%	32	14%	84	36%	106	46%	190	82%
General Education Students	475	42	9%	433	91%	5	1%	55	13%	157	36%	216	50%	373	86%
Students with Disabilities	58	23	40%	35	60%	11	31%	11	31%	9	26%	4	11%	13	37%
American Indian or Alaska Native	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	280	12	4%	268	96%	8	3%	28	10%	84	31%	148	55%	232	87%
Black or African American	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	34	4	12%	30	88%	1	3%	5	17%	14	47%	10	33%	24	80%
White	196	47	24%	149	76%	6	4%	30	20%	56	38%	57	38%	113	76%
Multiracial	14	2	14%	12	86%	0	0%	2	17%	6	50%	4	33%	10	83%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	1	11%	6	67%	1	11%	7	78%
Economically Disadvantaged	75	8	11%	67	89%	2	3%	12	18%	28	42%	25	37%	53	79%
Not Economically Disadvantaged	458	57	12%	401	88%	14	3%	54	13%	138	34%	195	49%	333	83%
English Language Learner	10	3	30%	7	70%	4	57%	1	14%	2	29%	0	0%	2	29%
Non-English Language Learner	523	62	12%	461	88%	12	3%	65	14%	164	36%	220	48%	384	83%
Not in Foster Care	533	65	12%	468	88%	16	3%	66	14%	166	35%	220	47%	386	82%
Not Homeless	533	65	12%	468	88%	16	3%	66	14%	166	35%	220	47%	386	82%
Not Migrant	533	65	12%	468	88%	16	3%	66	14%	166	35%	220	47%	386	82%
Parent Not in Armed Forces	533	65	12%	468	88%	16	3%	66	14%	166	35%	220	47%	386	82%

GRADE 5 ELA RESULTS



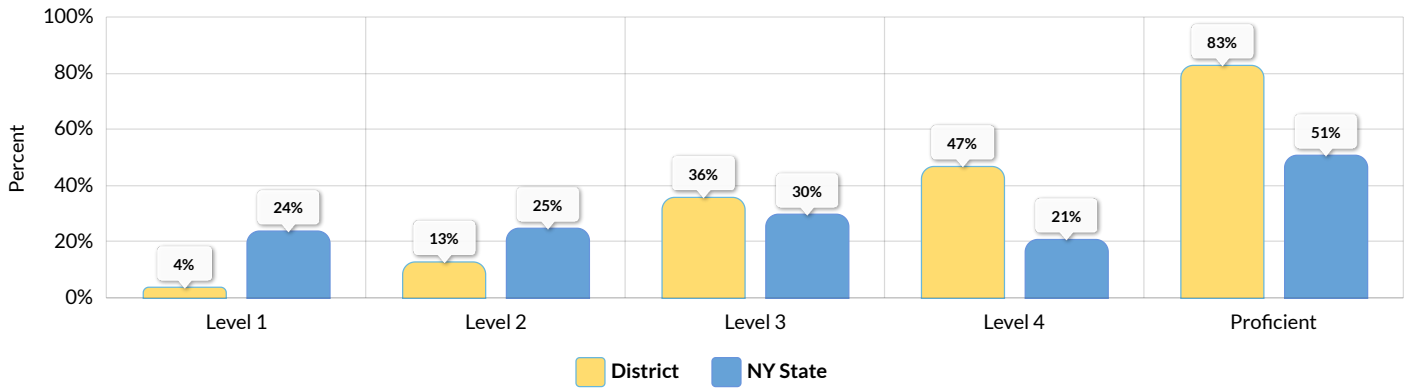
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	570	82	14%	488	86%	22	5%	76	16%	217	44%	173	35%	390	80%
Female	259	31	12%	228	88%	9	4%	36	16%	91	40%	92	40%	183	80%
Male	311	51	16%	260	84%	13	5%	40	15%	126	48%	81	31%	207	80%
General Education Students	509	57	11%	452	89%	10	2%	63	14%	208	46%	171	38%	379	84%
Students with Disabilities	61	25	41%	36	59%	12	33%	13	36%	9	25%	2	6%	11	31%
Asian or Native Hawaiian/Other Pacific Islander	309	17	6%	292	94%	15	5%	34	12%	127	43%	116	40%	243	83%
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	22	7	32%	15	68%	–	–	–	–	–	–	–	–	–	–
White	214	55	26%	159	74%	6	4%	36	23%	74	47%	43	27%	117	74%
Multiracial	22	3	14%	19	86%	0	0%	2	11%	9	47%	8	42%	17	89%
Small Group Total: Race & Ethnicity	25	7	28%	18	72%	1	6%	4	22%	7	39%	6	33%	13	72%
Economically Disadvantaged	108	12	11%	96	89%	10	10%	15	16%	43	45%	28	29%	71	74%
Not Economically Disadvantaged	462	70	15%	392	85%	12	3%	61	16%	174	44%	145	37%	319	81%
English Language Learner	20	6	30%	14	70%	7	50%	4	29%	3	21%	0	0%	3	21%
Non-English Language Learner	550	76	14%	474	86%	15	3%	72	15%	214	45%	173	36%	387	82%
Not in Foster Care	570	82	14%	488	86%	22	5%	76	16%	217	44%	173	35%	390	80%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	569	82	14%	487	86%	–	–	–	–	–	–	–	–	–	–
Not Migrant	570	82	14%	488	86%	22	5%	76	16%	217	44%	173	35%	390	80%
Parent Not in Armed Forces	570	82	14%	488	86%	22	5%	76	16%	217	44%	173	35%	390	80%

GRADE 6 ELA RESULTS



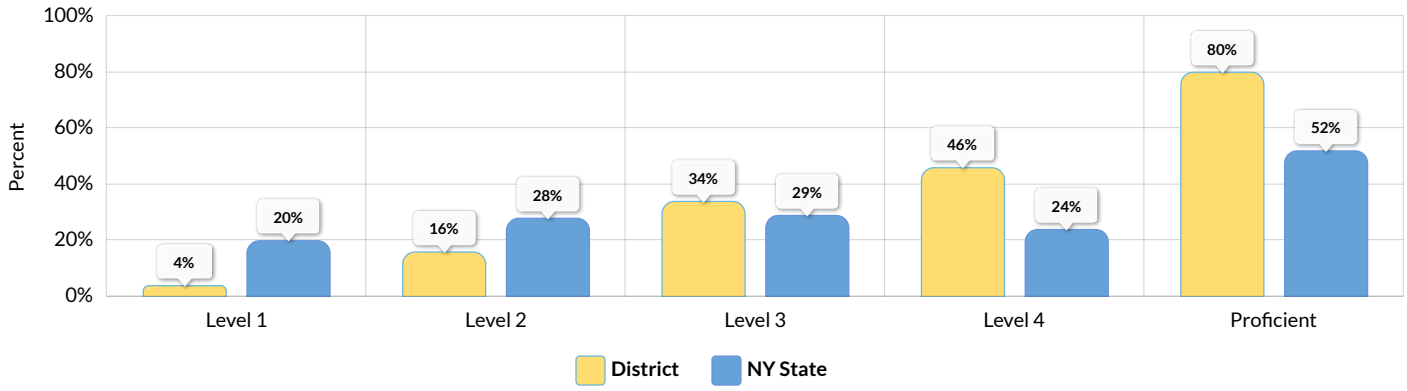
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	541	112	21%	429	79%	27	6%	66	15%	176	41%	160	37%	336	78%
Female	250	54	22%	196	78%	9	5%	29	15%	79	40%	79	40%	158	81%
Male	291	58	20%	233	80%	18	8%	37	16%	97	42%	81	35%	178	76%
General Education Students	484	82	17%	402	83%	17	4%	58	14%	168	42%	159	40%	327	81%
Students with Disabilities	57	30	53%	27	47%	10	37%	8	30%	8	30%	1	4%	9	33%
Asian or Native Hawaiian/Other Pacific Islander	302	16	5%	286	95%	18	6%	30	10%	119	42%	119	42%	238	83%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	10	34%	19	66%	2	11%	7	37%	5	26%	5	26%	10	53%
White	191	83	43%	108	57%	6	6%	27	25%	46	43%	29	27%	75	69%
Multiracial	17	3	18%	14	82%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	19	3	16%	16	84%	1	6%	2	13%	6	38%	7	44%	13	81%
Economically Disadvantaged	87	12	14%	75	86%	8	11%	14	19%	31	41%	22	29%	53	71%
Not Economically Disadvantaged	454	100	22%	354	78%	19	5%	52	15%	145	41%	138	39%	283	80%
English Language Learner	15	6	40%	9	60%	7	78%	1	11%	1	11%	0	0%	1	11%
Non-English Language Learner	526	106	20%	420	80%	20	5%	65	15%	175	42%	160	38%	335	80%
Not in Foster Care	541	112	21%	429	79%	27	6%	66	15%	176	41%	160	37%	336	78%
Not Homeless	541	112	21%	429	79%	27	6%	66	15%	176	41%	160	37%	336	78%
Not Migrant	541	112	21%	429	79%	27	6%	66	15%	176	41%	160	37%	336	78%
Parent Not in Armed Forces	541	112	21%	429	79%	27	6%	66	15%	176	41%	160	37%	336	78%

GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	583	157	27%	426	73%	15	4%	56	13%	155	36%	200	47%	355	83%
Female	296	76	26%	220	74%	2	1%	27	12%	72	33%	119	54%	191	87%
Male	287	81	28%	206	72%	13	6%	29	14%	83	40%	81	39%	164	80%
General Education Students	526	121	23%	405	77%	11	3%	46	11%	151	37%	197	49%	348	86%
Students with Disabilities	57	36	63%	21	37%	4	19%	10	48%	4	19%	3	14%	7	33%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	307	27	9%	280	91%	9	3%	24	9%	99	35%	148	53%	247	88%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	9	47%	10	53%	–	–	–	–	–	–	–	–	–	–
White	239	118	49%	121	51%	6	5%	27	22%	49	40%	39	32%	88	73%
Multiracial	15	3	20%	12	80%	0	0%	1	8%	1	8%	10	83%	11	92%
Small Group Total: Race & Ethnicity	22	9	41%	13	59%	0	0%	4	31%	6	46%	3	23%	9	69%
Economically Disadvantaged	96	19	20%	77	80%	5	6%	17	22%	28	36%	27	35%	55	71%
Not Economically Disadvantaged	487	138	28%	349	72%	10	3%	39	11%	127	36%	173	50%	300	86%
English Language Learner	12	7	58%	5	42%	2	40%	3	60%	0	0%	0	0%	0	0%
Non-English Language Learner	571	150	26%	421	74%	13	3%	53	13%	155	37%	200	48%	355	84%
Not in Foster Care	583	157	27%	426	73%	15	4%	56	13%	155	36%	200	47%	355	83%
Not Homeless	583	157	27%	426	73%	15	4%	56	13%	155	36%	200	47%	355	83%
Not Migrant	583	157	27%	426	73%	15	4%	56	13%	155	36%	200	47%	355	83%
Parent Not in Armed Forces	583	157	27%	426	73%	15	4%	56	13%	155	36%	200	47%	355	83%

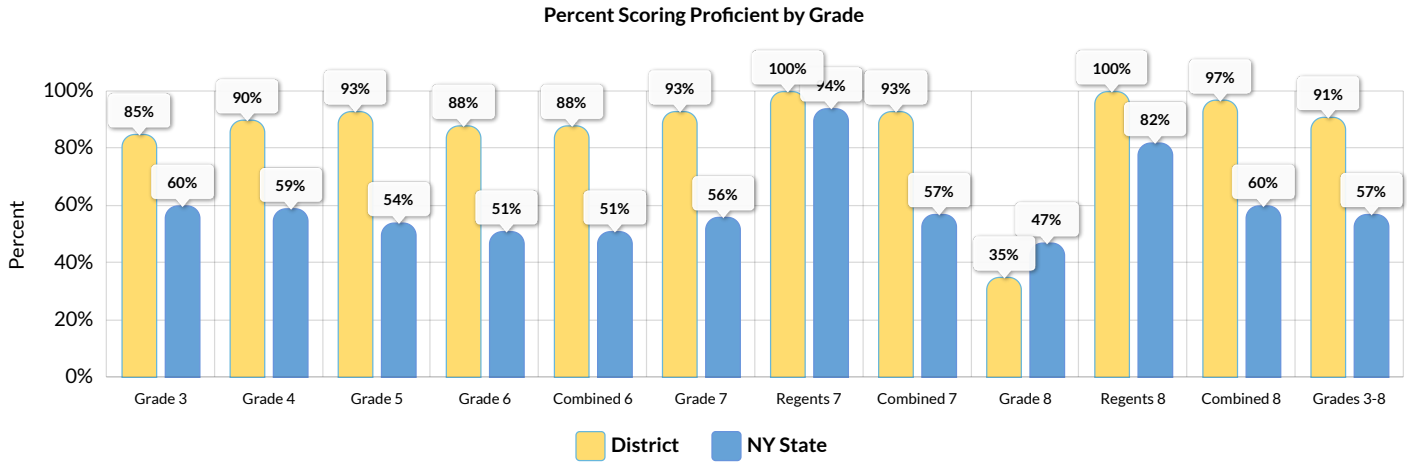
GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	653	235	36%	418	64%	17	4%	66	16%	143	34%	192	46%	335	80%
Female	313	125	40%	188	60%	4	2%	28	15%	62	33%	94	50%	156	83%
Male	340	110	32%	230	68%	13	6%	38	17%	81	35%	98	43%	179	78%
General Education Students	577	189	33%	388	67%	9	2%	53	14%	135	35%	191	49%	326	84%
Students with Disabilities	76	46	61%	30	39%	8	27%	13	43%	8	27%	1	3%	9	30%
Asian or Native Hawaiian/Other Pacific Islander	346	46	13%	300	87%	8	3%	37	12%	105	35%	150	50%	255	85%
Black or African American	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	13	46%	15	54%	0	0%	9	60%	1	7%	5	33%	6	40%
White	258	165	64%	93	36%	9	10%	19	20%	33	35%	32	34%	65	70%
Multiracial	17	9	53%	8	47%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	21	11	52%	10	48%	0	0%	1	10%	4	40%	5	50%	9	90%
Economically Disadvantaged	113	27	24%	86	76%	4	5%	17	20%	33	38%	32	37%	65	76%
Not Economically Disadvantaged	540	208	39%	332	61%	13	4%	49	15%	110	33%	160	48%	270	81%
English Language Learner	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	645	227	35%	418	65%	17	4%	66	16%	143	34%	192	46%	335	80%
Not in Foster Care	653	235	36%	418	64%	17	4%	66	16%	143	34%	192	46%	335	80%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	652	235	36%	417	64%	–	–	–	–	–	–	–	–	–	–
Not Migrant	653	235	36%	418	64%	17	4%	66	16%	143	34%	192	46%	335	80%
Parent Not in Armed Forces	653	235	36%	418	64%	17	4%	66	16%	143	34%	192	46%	335	80%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

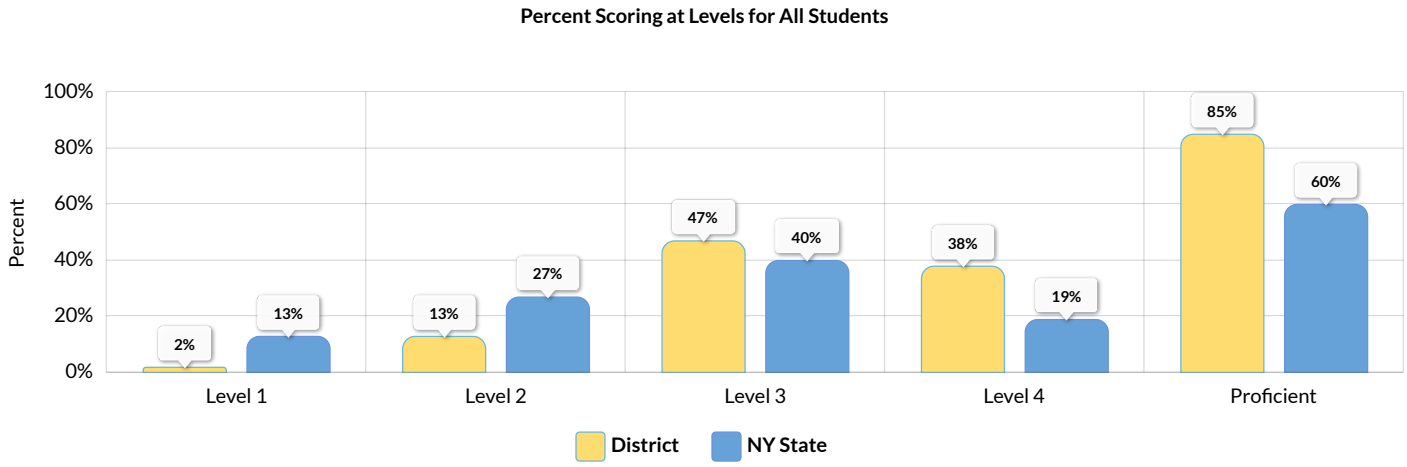
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	535	35	7%	500	93%	9	2%	66	13%	235	47%	190	38%	425	85%
Grade 4	533	54	10%	479	90%	6	1%	41	9%	237	49%	195	41%	432	90%
Grade 5	570	55	10%	515	90%	10	2%	28	5%	215	42%	262	51%	477	93%
Grade 6	541	88	16%	453	84%	12	3%	41	9%	246	54%	154	34%	400	88%
Combined 6	541	88	16%	453	84%	12	3%	41	9%	246	54%	154	34%	400	88%
Grade 7	583	160	27%	423	73%	2	0%	28	7%	120	28%	273	65%	393	93%
Regents 7	—	—	—	31	5%	0	0%	0	0%	0	0%	31	100%	31	100%
Combined 7	583	129	22%	454	78%	2	0%	28	6%	120	26%	304	67%	424	93%
Grade 8	653	627	96%	26	4%	8	31%	9	35%	8	31%	1	4%	9	35%
Regents 8	—	—	—	591	91%	0	0%	2	0%	34	6%	555	94%	589	100%
Combined 8	653	36	6%	617	94%	8	1%	11	2%	42	7%	556	90%	598	97%
Grades 3-8	3,415	397	12%	3,018	88%	47	2%	215	7%	1,095	36%	1,661	55%	2,756	91%

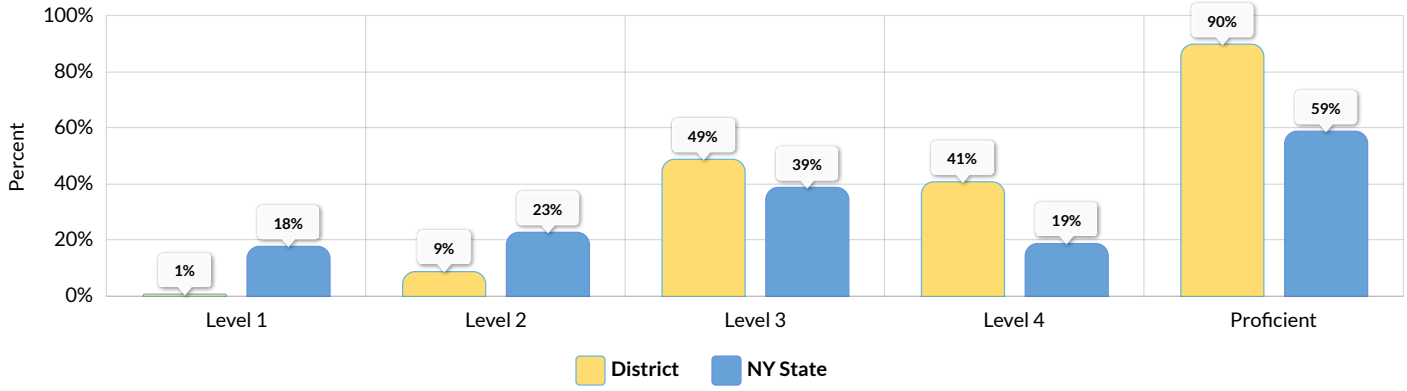
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 MATH RESULTS



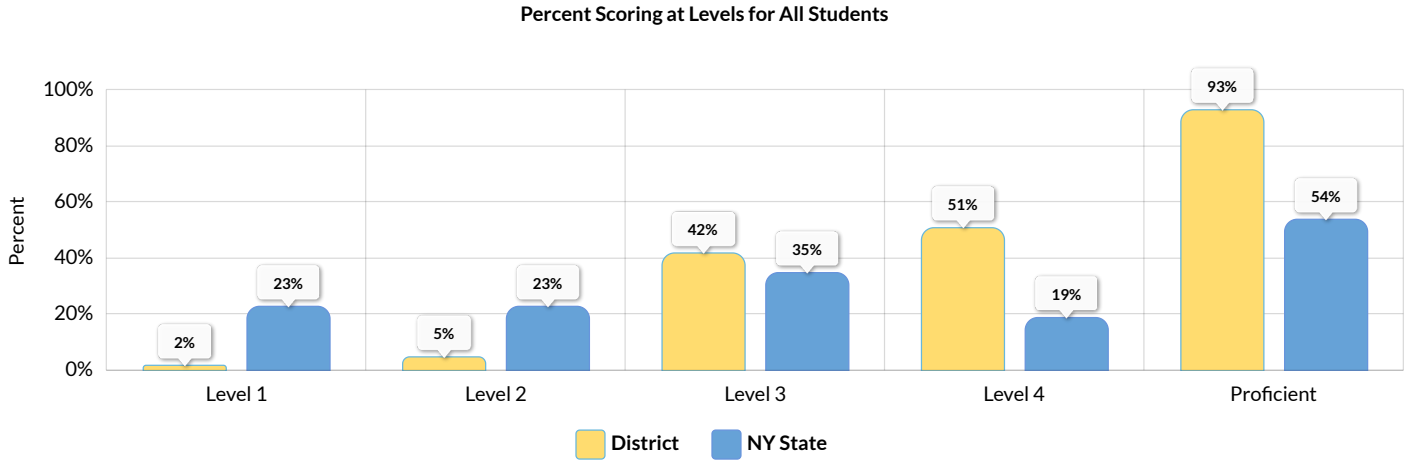
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	535	35	7%	500	93%	9	2%	66	13%	235	47%	190	38%	425	85%
Female	280	18	6%	262	94%	3	1%	39	15%	122	47%	98	37%	220	84%
Male	255	17	7%	238	93%	6	3%	27	11%	113	47%	92	39%	205	86%
General Education Students	469	23	5%	446	95%	5	1%	42	9%	214	48%	185	41%	399	89%
Students with Disabilities	66	12	18%	54	82%	4	7%	24	44%	21	39%	5	9%	26	48%
American Indian or Alaska Native	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	301	6	2%	295	98%	4	1%	28	9%	124	42%	139	47%	263	89%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	3	13%	20	87%	2	10%	3	15%	9	45%	6	30%	15	75%
White	191	23	12%	168	88%	3	2%	31	18%	91	54%	43	26%	134	80%
Multiracial	16	3	19%	13	81%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	20	3	15%	17	85%	0	0%	4	24%	11	65%	2	12%	13	76%
Economically Disadvantaged	100	5	5%	95	95%	5	5%	18	19%	45	47%	27	28%	72	76%
Not Economically Disadvantaged	435	30	7%	405	93%	4	1%	48	12%	190	47%	163	40%	353	87%
English Language Learner	39	0	0%	39	100%	4	10%	9	23%	19	49%	7	18%	26	67%
Non-English Language Learner	496	35	7%	461	93%	5	1%	57	12%	216	47%	183	40%	399	87%
Not in Foster Care	535	35	7%	500	93%	9	2%	66	13%	235	47%	190	38%	425	85%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	533	35	7%	498	93%	–	–	–	–	–	–	–	–	–	–
Not Migrant	535	35	7%	500	93%	9	2%	66	13%	235	47%	190	38%	425	85%
Parent Not in Armed Forces	535	35	7%	500	93%	9	2%	66	13%	235	47%	190	38%	425	85%

GRADE 4 MATH RESULTS



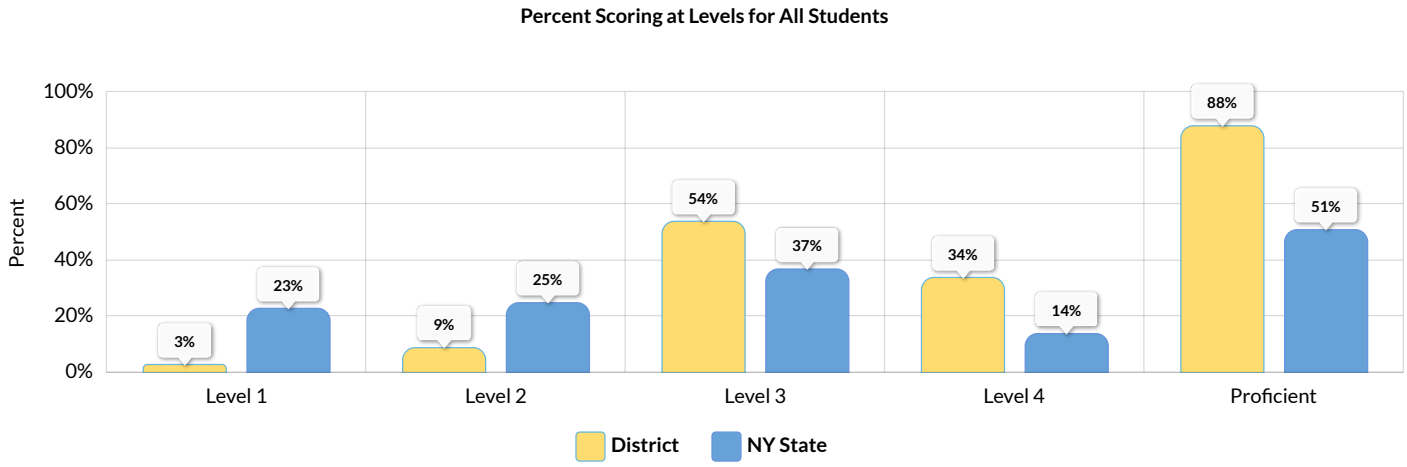
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	533	54	10%	479	90%	6	1%	41	9%	237	49%	195	41%	432	90%
Female	265	24	9%	241	91%	2	1%	26	11%	137	57%	76	32%	213	88%
Male	268	30	11%	238	89%	4	2%	15	6%	100	42%	119	50%	219	92%
General Education Students	475	36	8%	439	92%	3	1%	24	5%	221	50%	191	44%	412	94%
Students with Disabilities	58	18	31%	40	69%	3	8%	17	43%	16	40%	4	10%	20	50%
American Indian or Alaska Native	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	280	8	3%	272	97%	2	1%	14	5%	118	43%	138	51%	256	94%
Black or African American	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	34	4	12%	30	88%	1	3%	6	20%	21	70%	2	7%	23	77%
White	196	41	21%	155	79%	3	2%	19	12%	87	56%	46	30%	133	86%
Multiracial	14	1	7%	13	93%	0	0%	0	0%	7	54%	6	46%	13	100%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	2	22%	4	44%	3	33%	7	78%
Economically Disadvantaged	75	6	8%	69	92%	2	3%	9	13%	34	49%	24	35%	58	84%
Not Economically Disadvantaged	458	48	10%	410	90%	4	1%	32	8%	203	50%	171	42%	374	91%
English Language Learner	10	2	20%	8	80%	1	13%	2	25%	3	38%	2	25%	5	63%
Non-English Language Learner	523	52	10%	471	90%	5	1%	39	8%	234	50%	193	41%	427	91%
Not in Foster Care	533	54	10%	479	90%	6	1%	41	9%	237	49%	195	41%	432	90%
Not Homeless	533	54	10%	479	90%	6	1%	41	9%	237	49%	195	41%	432	90%
Not Migrant	533	54	10%	479	90%	6	1%	41	9%	237	49%	195	41%	432	90%
Parent Not in Armed Forces	533	54	10%	479	90%	6	1%	41	9%	237	49%	195	41%	432	90%

GRADE 5 MATH RESULTS



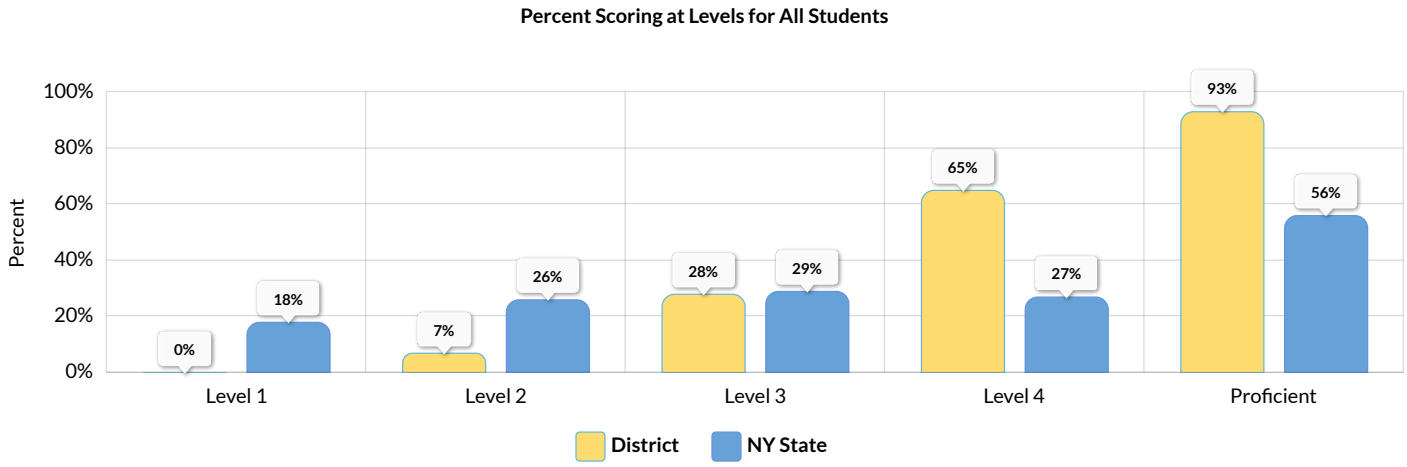
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	570	55	10%	515	90%	10	2%	28	5%	215	42%	262	51%	477	93%
Female	259	24	9%	235	91%	7	3%	13	6%	102	43%	113	48%	215	91%
Male	311	31	10%	280	90%	3	1%	15	5%	113	40%	149	53%	262	94%
General Education Students	509	31	6%	478	94%	3	1%	21	4%	199	42%	255	53%	454	95%
Students with Disabilities	61	24	39%	37	61%	7	19%	7	19%	16	43%	7	19%	23	62%
Asian or Native Hawaiian/Other Pacific Islander	309	7	2%	302	98%	7	2%	12	4%	110	36%	173	57%	283	94%
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	22	7	32%	15	68%	–	–	–	–	–	–	–	–	–	–
White	214	39	18%	175	82%	3	2%	15	9%	88	50%	69	39%	157	90%
Multiracial	22	2	9%	20	91%	0	0%	1	5%	8	40%	11	55%	19	95%
Small Group Total: Race & Ethnicity	25	7	28%	18	72%	0	0%	0	0%	9	50%	9	50%	18	100%
Economically Disadvantaged	108	8	7%	100	93%	5	5%	8	8%	50	50%	37	37%	87	87%
Not Economically Disadvantaged	462	47	10%	415	90%	5	1%	20	5%	165	40%	225	54%	390	94%
English Language Learner	20	1	5%	19	95%	3	16%	2	11%	7	37%	7	37%	14	74%
Non-English Language Learner	550	54	10%	496	90%	7	1%	26	5%	208	42%	255	51%	463	93%
Not in Foster Care	570	55	10%	515	90%	10	2%	28	5%	215	42%	262	51%	477	93%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	569	55	10%	514	90%	–	–	–	–	–	–	–	–	–	–
Not Migrant	570	55	10%	515	90%	10	2%	28	5%	215	42%	262	51%	477	93%
Parent Not in Armed Forces	570	55	10%	515	90%	10	2%	28	5%	215	42%	262	51%	477	93%

GRADE 6 MATH RESULTS



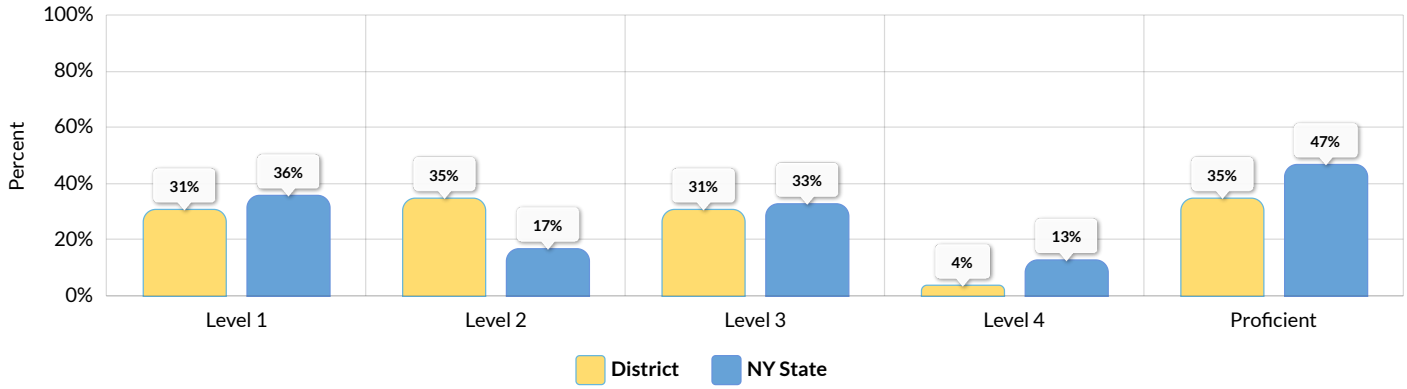
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	541	88	16%	453	84%	12	3%	41	9%	246	54%	154	34%	400	88%
Female	250	45	18%	205	82%	6	3%	20	10%	119	58%	60	29%	179	87%
Male	291	43	15%	248	85%	6	2%	21	8%	127	51%	94	38%	221	89%
General Education Students	484	61	13%	423	87%	4	1%	36	9%	232	55%	151	36%	383	91%
Students with Disabilities	57	27	47%	30	53%	8	27%	5	17%	14	47%	3	10%	17	57%
Asian or Native Hawaiian/Other Pacific Islander	302	10	3%	292	97%	7	2%	15	5%	150	51%	120	41%	270	92%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	11	38%	18	62%	2	11%	3	17%	8	44%	5	28%	13	72%
White	191	64	34%	127	66%	3	2%	21	17%	77	61%	26	20%	103	81%
Multiracial	17	3	18%	14	82%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	19	3	16%	16	84%	0	0%	2	13%	11	69%	3	19%	14	88%
Economically Disadvantaged	87	13	15%	74	85%	3	4%	5	7%	46	62%	20	27%	66	89%
Not Economically Disadvantaged	454	75	17%	379	83%	9	2%	36	9%	200	53%	134	35%	334	88%
English Language Learner	15	4	27%	11	73%	1	9%	0	0%	4	36%	6	55%	10	91%
Non-English Language Learner	526	84	16%	442	84%	11	2%	41	9%	242	55%	148	33%	390	88%
Not in Foster Care	541	88	16%	453	84%	12	3%	41	9%	246	54%	154	34%	400	88%
Not Homeless	541	88	16%	453	84%	12	3%	41	9%	246	54%	154	34%	400	88%
Not Migrant	541	88	16%	453	84%	12	3%	41	9%	246	54%	154	34%	400	88%
Parent Not in Armed Forces	541	88	16%	453	84%	12	3%	41	9%	246	54%	154	34%	400	88%

GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	583	160	27%	423	73%	2	0%	28	7%	120	28%	273	65%	393	93%
Female	296	75	25%	221	75%	0	0%	12	5%	64	29%	145	66%	209	95%
Male	287	85	30%	202	70%	2	1%	16	8%	56	28%	128	63%	184	91%
General Education Students	526	126	24%	400	76%	1	0%	22	6%	109	27%	268	67%	377	94%
Students with Disabilities	57	34	60%	23	40%	1	4%	6	26%	11	48%	5	22%	16	70%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	307	41	13%	266	87%	1	0%	10	4%	60	23%	195	73%	255	96%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	6	32%	13	68%	1	8%	3	23%	4	31%	5	38%	9	69%
White	239	108	45%	131	55%	0	0%	14	11%	55	42%	62	47%	117	89%
Multiracial	15	5	33%	10	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	18	5	28%	13	72%	0	0%	1	8%	1	8%	11	85%	12	92%
Economically Disadvantaged	96	16	17%	80	83%	1	1%	9	11%	28	35%	42	53%	70	88%
Not Economically Disadvantaged	487	144	30%	343	70%	1	0%	19	6%	92	27%	231	67%	323	94%
English Language Learner	12	2	17%	10	83%	1	10%	0	0%	3	30%	6	60%	9	90%
Non-English Language Learner	571	158	28%	413	72%	1	0%	28	7%	117	28%	267	65%	384	93%
Not in Foster Care	583	160	27%	423	73%	2	0%	28	7%	120	28%	273	65%	393	93%
Not Homeless	583	160	27%	423	73%	2	0%	28	7%	120	28%	273	65%	393	93%
Not Migrant	583	160	27%	423	73%	2	0%	28	7%	120	28%	273	65%	393	93%
Parent Not in Armed Forces	583	160	27%	423	73%	2	0%	28	7%	120	28%	273	65%	393	93%

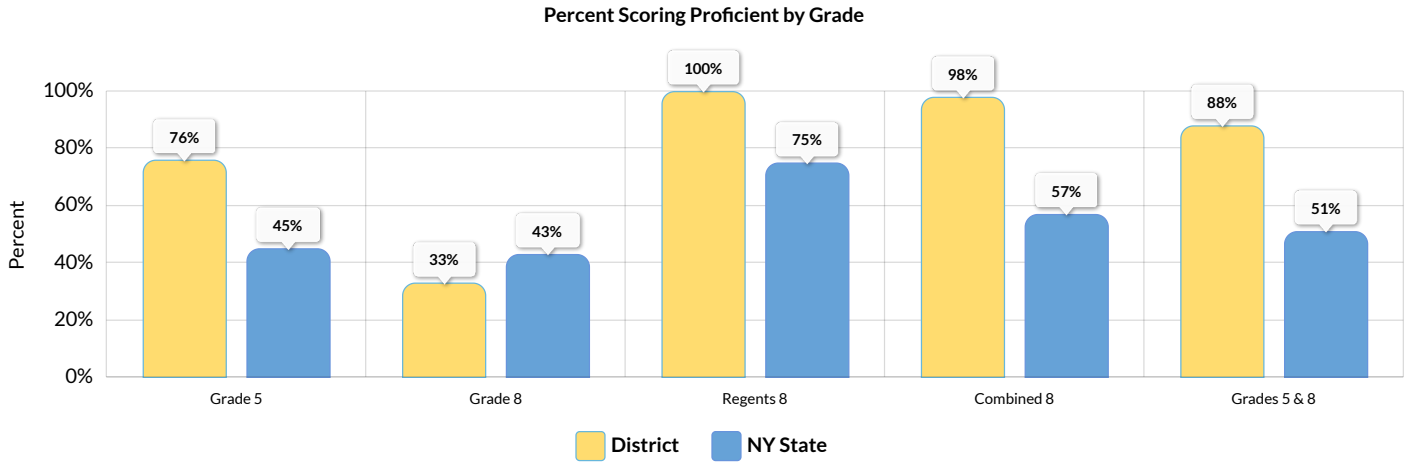
GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	653	627	96%	26	4%	8	31%	9	35%	8	31%	1	4%	9	35%
Female	313	301	96%	12	4%	2	17%	6	50%	3	25%	1	8%	4	33%
Male	340	326	96%	14	4%	6	43%	3	21%	5	36%	0	0%	5	36%
General Education Students	577	564	98%	13	2%	1	8%	6	46%	5	38%	1	8%	6	46%
Students with Disabilities	76	63	83%	13	17%	7	54%	3	23%	3	23%	0	0%	3	23%
Asian or Native Hawaiian/Other Pacific Islander	346	333	96%	13	4%	2	15%	5	38%	5	38%	1	8%	6	46%
Black or African American	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	26	93%	2	7%	–	–	–	–	–	–	–	–	–	–
White	258	248	96%	10	4%	–	–	–	–	–	–	–	–	–	–
Multiracial	17	17	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	290	277	96%	13	4%	6	46%	4	31%	3	23%	0	0%	3	23%
Economically Disadvantaged	113	106	94%	7	6%	1	14%	3	43%	2	29%	1	14%	3	43%
Not Economically Disadvantaged	540	521	96%	19	4%	7	37%	6	32%	6	32%	0	0%	6	32%
English Language Learner	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	645	619	96%	26	4%	8	31%	9	35%	8	31%	1	4%	9	35%
Not in Foster Care	653	627	96%	26	4%	8	31%	9	35%	8	31%	1	4%	9	35%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	652	626	96%	26	4%	8	31%	9	35%	8	31%	1	4%	9	35%
Not Migrant	653	627	96%	26	4%	8	31%	9	35%	8	31%	1	4%	9	35%
Parent Not in Armed Forces	653	627	96%	26	4%	8	31%	9	35%	8	31%	1	4%	9	35%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

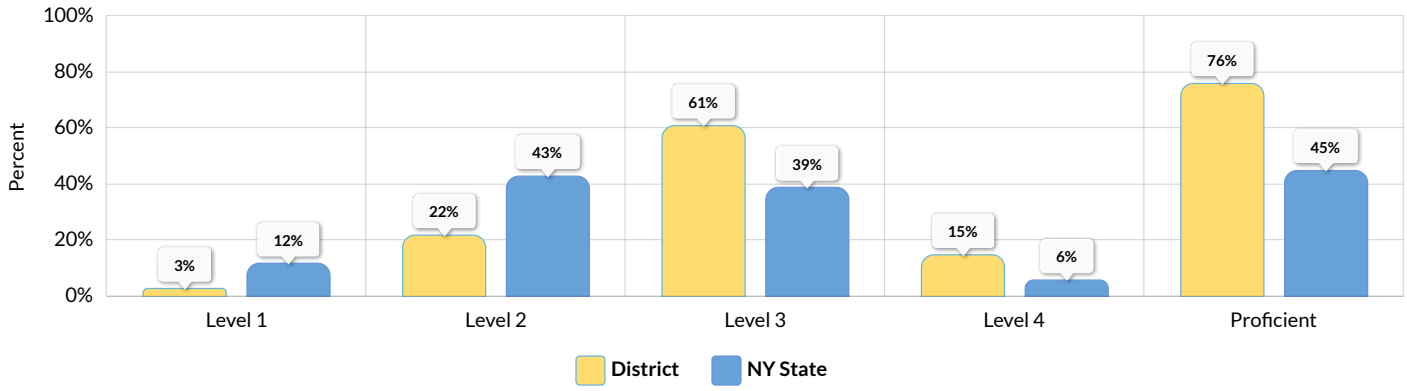
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	570	68	12%	502	88%	13	3%	109	22%	305	61%	75	15%	380	76%
Grade 8	653	635	97%	18	3%	5	28%	7	39%	6	33%	0	0%	6	33%
Regents 8	—	—	—	589	90%	0	0%	2	0%	79	13%	508	86%	587	100%
Combined 8	653	46	7%	607	93%	5	1%	9	1%	85	14%	508	84%	593	98%
Grades 5 & 8	1,223	114	9%	1,109	91%	18	2%	118	11%	390	35%	583	53%	973	88%

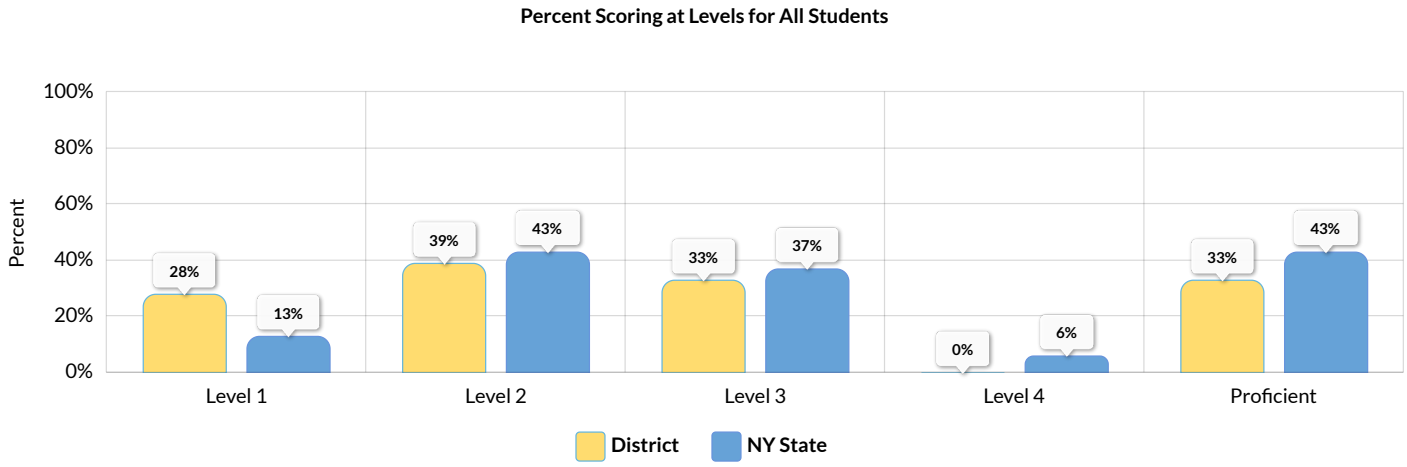
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	570	68	12%	502	88%	13	3%	109	22%	305	61%	75	15%	380	76%
Female	259	29	11%	230	89%	4	2%	53	23%	144	63%	29	13%	173	75%
Male	311	39	13%	272	87%	9	3%	56	21%	161	59%	46	17%	207	76%
General Education Students	509	44	9%	465	91%	7	2%	95	20%	293	63%	70	15%	363	78%
Students with Disabilities	61	24	39%	37	61%	6	16%	14	38%	12	32%	5	14%	17	46%
Asian or Native Hawaiian/Other Pacific Islander	309	7	2%	302	98%	5	2%	59	20%	188	62%	50	17%	238	79%
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	22	6	27%	16	73%	–	–	–	–	–	–	–	–	–	–
White	214	52	24%	162	76%	7	4%	43	27%	94	58%	18	11%	112	69%
Multiracial	22	3	14%	19	86%	0	0%	5	26%	11	58%	3	16%	14	74%
Small Group Total: Race & Ethnicity	25	6	24%	19	76%	1	5%	2	11%	12	63%	4	21%	16	84%
Economically Disadvantaged	108	9	8%	99	92%	1	1%	27	27%	65	66%	6	6%	71	72%
Not Economically Disadvantaged	462	59	13%	403	87%	12	3%	82	20%	240	60%	69	17%	309	77%
English Language Learner	20	1	5%	19	95%	2	11%	7	37%	10	53%	0	0%	10	53%
Non-English Language Learner	550	67	12%	483	88%	11	2%	102	21%	295	61%	75	16%	370	77%
Not in Foster Care	570	68	12%	502	88%	13	3%	109	22%	305	61%	75	15%	380	76%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	569	68	12%	501	88%	–	–	–	–	–	–	–	–	–	–
Not Migrant	570	68	12%	502	88%	13	3%	109	22%	305	61%	75	15%	380	76%
Parent Not in Armed Forces	570	68	12%	502	88%	13	3%	109	22%	305	61%	75	15%	380	76%

GRADE 8 SCIENCE RESULTS

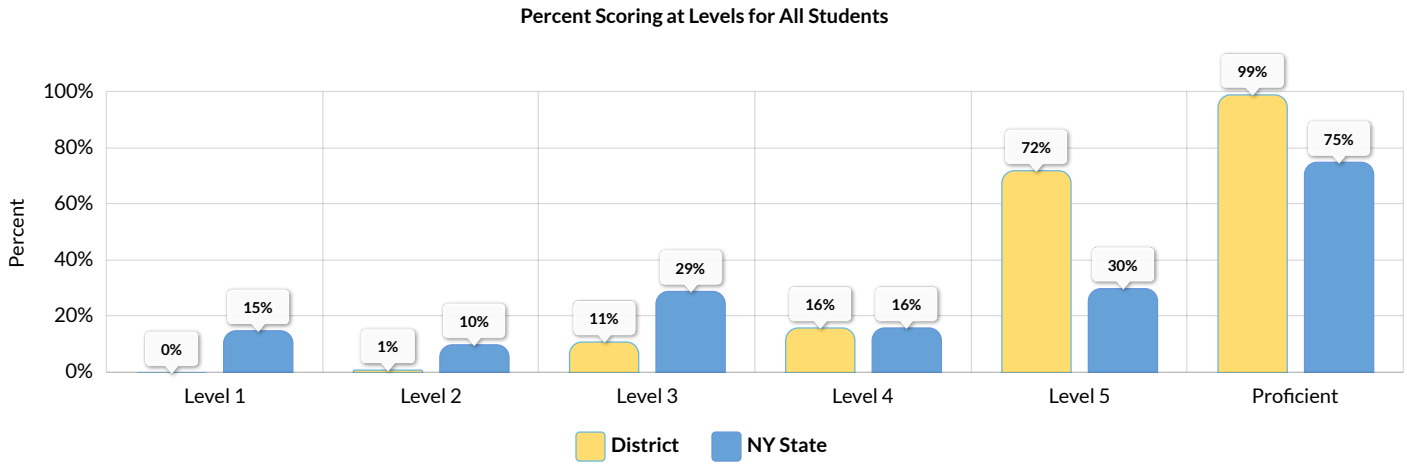


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	653	635	97%	18	3%	5	28%	7	39%	6	33%	0	0%	6	33%
Female	313	306	98%	7	2%	2	29%	4	57%	1	14%	0	0%	1	14%
Male	340	329	97%	11	3%	3	27%	3	27%	5	45%	0	0%	5	45%
General Education Students	577	571	99%	6	1%	1	17%	3	50%	2	33%	0	0%	2	33%
Students with Disabilities	76	64	84%	12	16%	4	33%	4	33%	4	33%	0	0%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	346	338	98%	8	2%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	28	26	93%	2	7%	–	–	–	–	–	–	–	–	–	–
White	258	250	97%	8	3%	5	63%	0	0%	3	38%	0	0%	3	38%
Multiracial	17	17	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	374	364	97%	10	3%	0	0%	7	70%	3	30%	0	0%	3	30%
Economically Disadvantaged	113	107	95%	6	5%	1	17%	3	50%	2	33%	0	0%	2	33%
Not Economically Disadvantaged	540	528	98%	12	2%	4	33%	4	33%	4	33%	0	0%	4	33%
English Language Learner	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	645	627	97%	18	3%	5	28%	7	39%	6	33%	0	0%	6	33%
Not in Foster Care	653	635	97%	18	3%	5	28%	7	39%	6	33%	0	0%	6	33%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	652	634	97%	18	3%	5	28%	7	39%	6	33%	0	0%	6	33%
Not Migrant	653	635	97%	18	3%	5	28%	7	39%	6	33%	0	0%	6	33%
Parent Not in Armed Forces	653	635	97%	18	3%	5	28%	7	39%	6	33%	0	0%	6	33%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

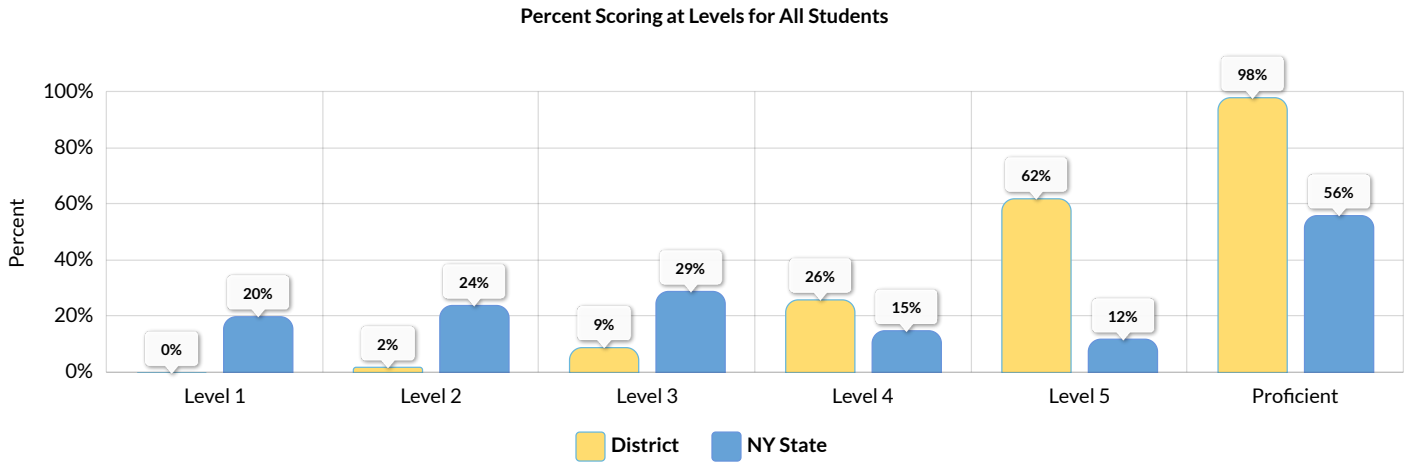
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



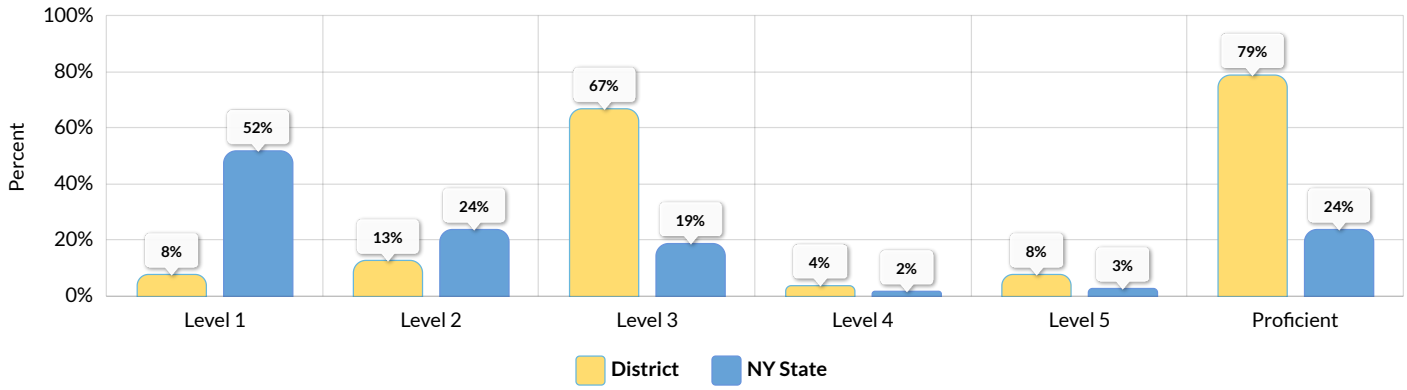
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	607	2	0%	4	1%	66	11%	100	16%	435	72%	601	99%
Female	286	0	0%	1	0%	26	9%	35	12%	224	78%	285	100%
Male	321	2	1%	3	1%	40	12%	65	20%	211	66%	316	98%
General Education Students	552	0	0%	3	1%	42	8%	87	16%	420	76%	549	99%
Students with Disabilities	55	2	4%	1	2%	24	44%	13	24%	15	27%	52	95%
Asian or Native Hawaiian/Other Pacific Islander	297	0	0%	3	1%	26	9%	40	13%	228	77%	294	99%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	0	0%	1	3%	9	31%	5	17%	14	48%	28	97%
White	263	2	1%	0	0%	29	11%	52	20%	180	68%	261	99%
Multiracial	17	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	18	0	0%	0	0%	2	11%	3	17%	13	72%	18	100%
Economically Disadvantaged	122	0	0%	2	2%	28	23%	24	20%	68	56%	120	98%
Not Economically Disadvantaged	485	2	0%	2	0%	38	8%	76	16%	367	76%	481	99%
English Language Learner	16	0	0%	1	6%	7	44%	3	19%	5	31%	15	94%
Non-English Language Learner	591	2	0%	3	1%	59	10%	97	16%	430	73%	586	99%
Not in Foster Care	607	2	0%	4	1%	66	11%	100	16%	435	72%	601	99%
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	603	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	607	2	0%	4	1%	66	11%	100	16%	435	72%	601	99%
Parent Not in Armed Forces	607	2	0%	4	1%	66	11%	100	16%	435	72%	601	99%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



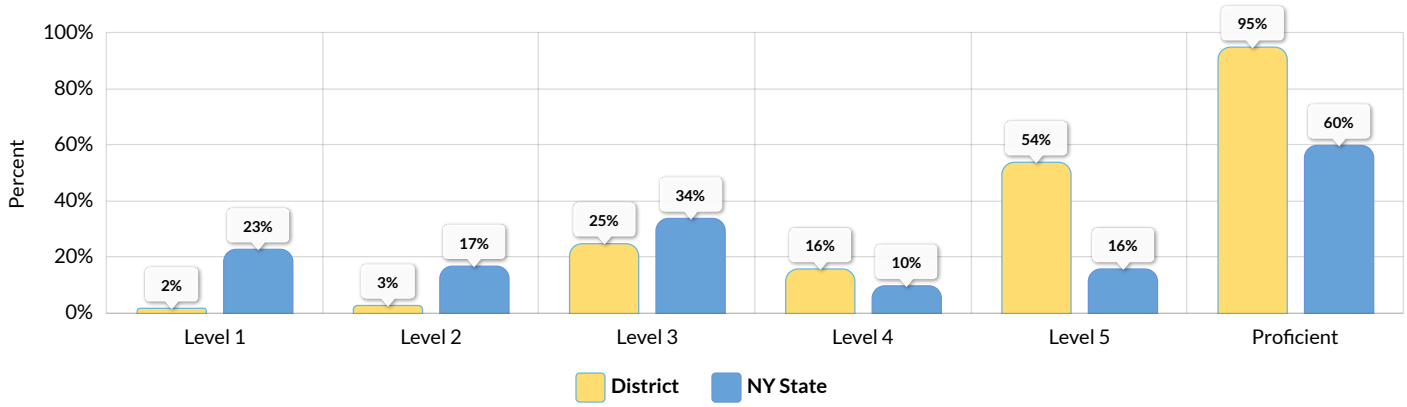
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	686	3	0%	13	2%	64	9%	181	26%	425	62%	670	98%
Female	321	1	0%	8	2%	28	9%	88	27%	196	61%	312	97%
Male	365	2	1%	5	1%	36	10%	93	25%	229	63%	358	98%
General Education Students	615	2	0%	6	1%	40	7%	155	25%	412	67%	607	99%
Students with Disabilities	71	1	1%	7	10%	24	34%	26	37%	13	18%	63	89%
Asian or Native Hawaiian/Other Pacific Islander	375	1	0%	5	1%	22	6%	78	21%	269	72%	369	98%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	0	0%	3	11%	4	14%	11	39%	10	36%	25	89%
White	260	2	1%	5	2%	37	14%	85	33%	131	50%	253	97%
Multiracial	20	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	23	0	0%	0	0%	1	4%	7	30%	15	65%	23	100%
Economically Disadvantaged	128	1	1%	6	5%	19	15%	40	31%	62	48%	121	95%
Not Economically Disadvantaged	558	2	0%	7	1%	45	8%	141	25%	363	65%	549	98%
English Language Learner	23	1	4%	4	17%	6	26%	7	30%	5	22%	18	78%
Non-English Language Learner	663	2	0%	9	1%	58	9%	174	26%	420	63%	652	98%
Not in Foster Care	686	3	0%	13	2%	64	9%	181	26%	425	62%	670	98%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	683	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	686	3	0%	13	2%	64	9%	181	26%	425	62%	670	98%
Parent Not in Armed Forces	686	3	0%	13	2%	64	9%	181	26%	425	62%	670	98%

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



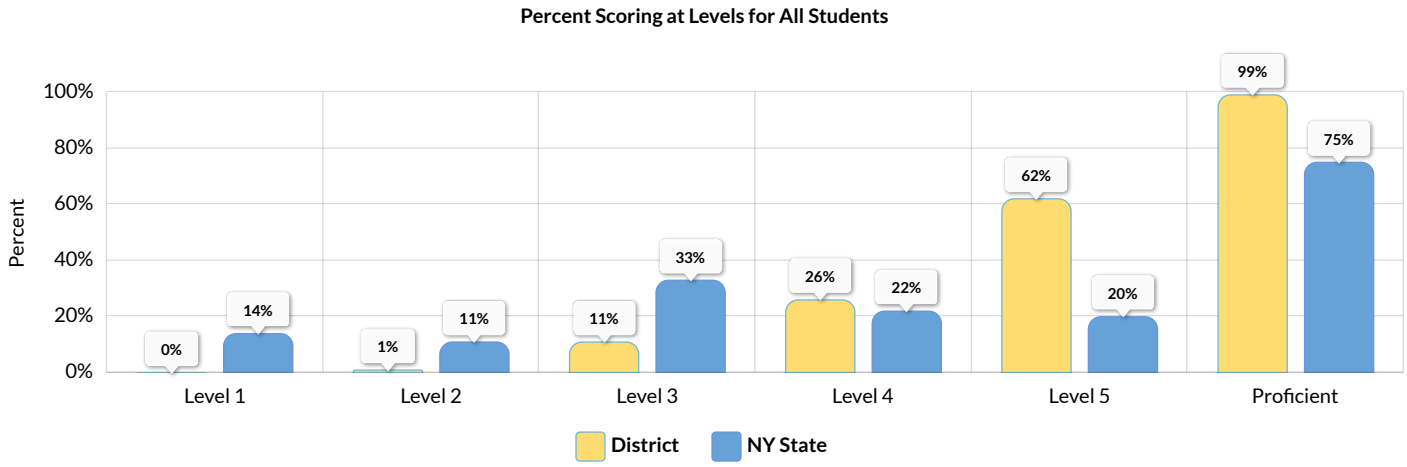
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	24	2	8%	3	13%	16	67%	1	4%	2	8%	19	79%
Female	14	1	7%	1	7%	9	64%	1	7%	2	14%	12	86%
Male	10	1	10%	2	20%	7	70%	0	0%	0	0%	7	70%
General Education Students	18	2	11%	2	11%	12	67%	0	0%	2	11%	14	78%
Students with Disabilities	6	0	0%	1	17%	4	67%	1	17%	0	0%	5	83%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	3	27%	6	55%	1	9%	0	0%	7	64%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	10	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	1	8%	0	0%	10	77%	0	0%	2	15%	12	92%
Economically Disadvantaged	11	1	9%	3	27%	7	64%	0	0%	0	0%	7	64%
Not Economically Disadvantaged	13	1	8%	0	0%	9	69%	1	8%	2	15%	12	92%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	23	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	24	2	8%	3	13%	16	67%	1	4%	2	8%	19	79%
Not Homeless	24	2	8%	3	13%	16	67%	1	4%	2	8%	19	79%
Not Migrant	24	2	8%	3	13%	16	67%	1	4%	2	8%	19	79%
Parent Not in Armed Forces	24	2	8%	3	13%	16	67%	1	4%	2	8%	19	79%

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



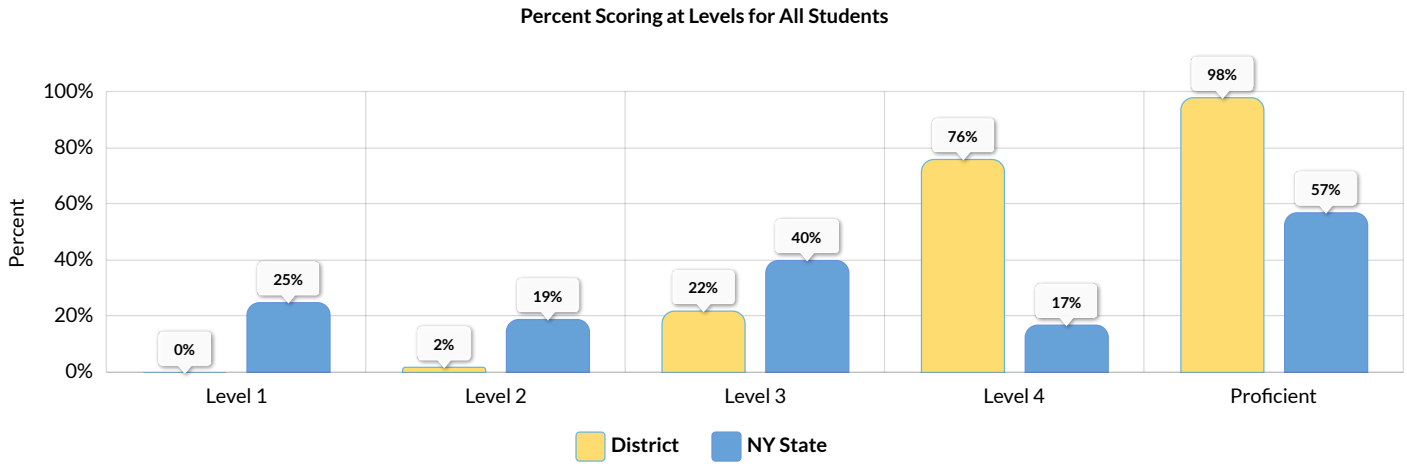
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	572	9	2%	20	3%	144	25%	92	16%	307	54%	543	95%
Female	258	3	1%	10	4%	70	27%	40	16%	135	52%	245	95%
Male	314	6	2%	10	3%	74	24%	52	17%	172	55%	298	95%
General Education Students	525	7	1%	11	2%	124	24%	85	16%	298	57%	507	97%
Students with Disabilities	47	2	4%	9	19%	20	43%	7	15%	9	19%	36	77%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	299	2	1%	5	2%	57	19%	46	15%	189	63%	292	98%
Black or African American	5	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	3	12%	2	8%	9	35%	4	15%	8	31%	21	81%
White	225	4	2%	12	5%	74	33%	39	17%	96	43%	209	93%
Multiracial	16	0	0%	0	0%	3	19%	2	13%	11	69%	16	100%
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	1	17%	1	17%	3	50%	5	83%
Economically Disadvantaged	109	3	3%	5	5%	32	29%	20	18%	49	45%	101	93%
Not Economically Disadvantaged	463	6	1%	15	3%	112	24%	72	16%	258	56%	442	95%
English Language Learner	9	0	0%	0	0%	2	22%	1	11%	6	67%	9	100%
Non-English Language Learner	563	9	2%	20	4%	142	25%	91	16%	301	53%	534	95%
Not in Foster Care	572	9	2%	20	3%	144	25%	92	16%	307	54%	543	95%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	571	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	572	9	2%	20	3%	144	25%	92	16%	307	54%	543	95%
Parent Not in Armed Forces	572	9	2%	20	3%	144	25%	92	16%	307	54%	543	95%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



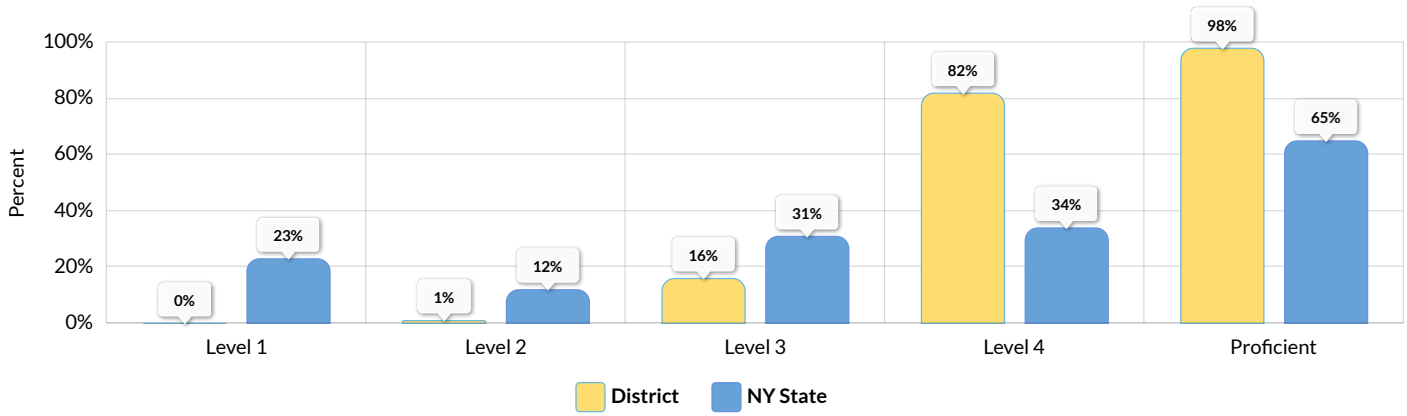
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	593	2	0%	3	1%	66	11%	153	26%	369	62%	588	99%
Female	284	1	0%	2	1%	33	12%	77	27%	171	60%	281	99%
Male	309	1	0%	1	0%	33	11%	76	25%	198	64%	307	99%
General Education Students	552	0	0%	2	0%	49	9%	135	24%	366	66%	550	100%
Students with Disabilities	41	2	5%	1	2%	17	41%	18	44%	3	7%	38	93%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	308	0	0%	1	0%	26	8%	63	20%	218	71%	307	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	30	0	0%	0	0%	7	23%	9	30%	14	47%	30	100%
White	241	1	0%	1	0%	32	13%	75	31%	132	55%	239	99%
Multiracial	11	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	14	1	7%	1	7%	1	7%	6	43%	5	36%	12	86%
Economically Disadvantaged	101	0	0%	1	1%	14	14%	30	30%	56	55%	100	99%
Not Economically Disadvantaged	492	2	0%	2	0%	52	11%	123	25%	313	64%	488	99%
English Language Learner	10	0	0%	0	0%	1	10%	2	20%	7	70%	10	100%
Non-English Language Learner	583	2	0%	3	1%	65	11%	151	26%	362	62%	578	99%
Not in Foster Care	593	2	0%	3	1%	66	11%	153	26%	369	62%	588	99%
Not Homeless	593	2	0%	3	1%	66	11%	153	26%	369	62%	588	99%
Not Migrant	593	2	0%	3	1%	66	11%	153	26%	369	62%	588	99%
Parent Not in Armed Forces	593	2	0%	3	1%	66	11%	153	26%	369	62%	588	99%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



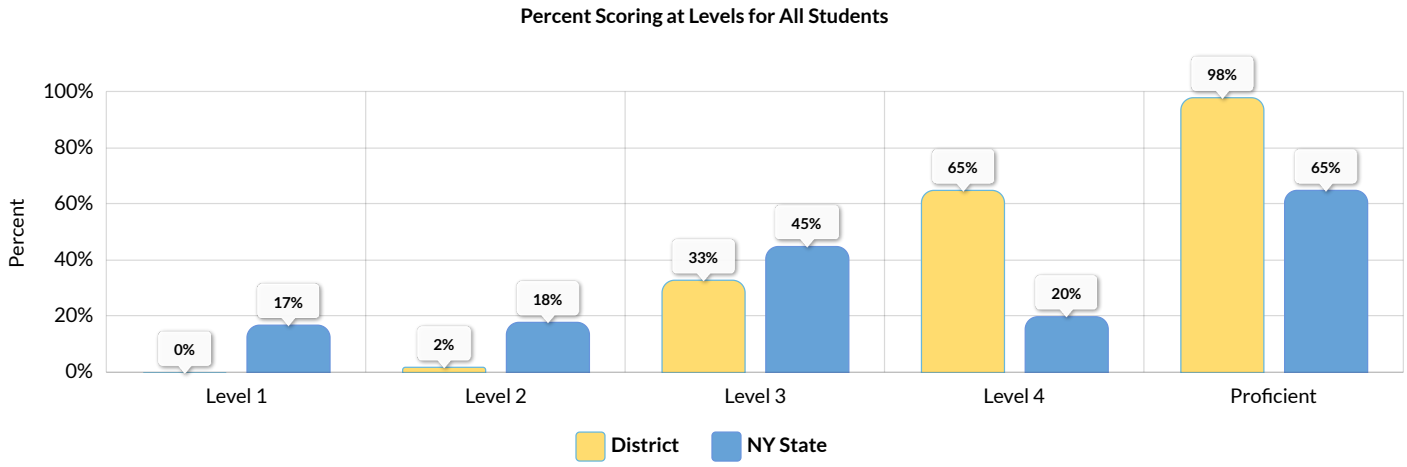
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	608	2	0%	11	2%	135	22%	460	76%	595	98%
Female	268	0	0%	5	2%	73	27%	190	71%	263	98%
Male	340	2	1%	6	2%	62	18%	270	79%	332	98%
General Education Students	547	0	0%	6	1%	99	18%	442	81%	541	99%
Students with Disabilities	61	2	3%	5	8%	36	59%	18	30%	54	89%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	322	0	0%	5	2%	54	17%	263	82%	317	98%
Black or African American	6	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	0	0%	1	3%	13	45%	15	52%	28	97%
White	233	2	1%	3	1%	67	29%	161	69%	228	98%
Multiracial	17	0	0%	1	6%	0	0%	16	94%	16	94%
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	1	14%	5	71%	6	86%
Economically Disadvantaged	123	0	0%	5	4%	37	30%	81	66%	118	96%
Not Economically Disadvantaged	485	2	0%	6	1%	98	20%	379	78%	477	98%
English Language Learner	19	0	0%	2	11%	7	37%	10	53%	17	89%
Non-English Language Learner	589	2	0%	9	2%	128	22%	450	76%	578	98%
Not in Foster Care	608	2	0%	11	2%	135	22%	460	76%	595	98%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	606	–	–	–	–	–	–	–	–	–	–
Not Migrant	608	2	0%	11	2%	135	22%	460	76%	595	98%
Parent Not in Armed Forces	608	2	0%	11	2%	135	22%	460	76%	595	98%

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



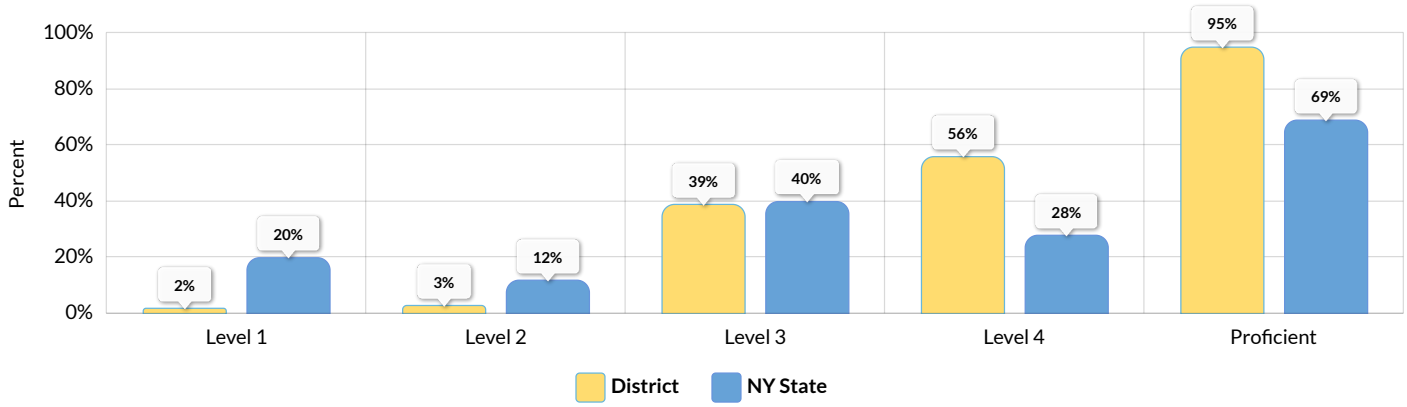
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	651	3	0%	9	1%	104	16%	535	82%	639	98%
Female	310	2	1%	7	2%	54	17%	247	80%	301	97%
Male	341	1	0%	2	1%	50	15%	288	84%	338	99%
General Education Students	586	1	0%	4	1%	74	13%	507	87%	581	99%
Students with Disabilities	65	2	3%	5	8%	30	46%	28	43%	58	89%
Asian or Native Hawaiian/Other Pacific Islander	348	1	0%	2	1%	39	11%	306	88%	345	99%
Black or African American	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	1	4%	1	4%	2	8%	21	84%	23	92%
White	257	0	0%	6	2%	63	25%	188	73%	251	98%
Multiracial	17	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	21	1	5%	0	0%	0	0%	20	95%	20	95%
Economically Disadvantaged	117	2	2%	4	3%	27	23%	84	72%	111	95%
Not Economically Disadvantaged	534	1	0%	5	1%	77	14%	451	84%	528	99%
English Language Learner	13	0	0%	0	0%	6	46%	7	54%	13	100%
Non-English Language Learner	638	3	0%	9	1%	98	15%	528	83%	626	98%
Not in Foster Care	651	3	0%	9	1%	104	16%	535	82%	639	98%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	649	–	–	–	–	–	–	–	–	–	–
Not Migrant	651	3	0%	9	1%	104	16%	535	82%	639	98%
Parent Not in Armed Forces	651	3	0%	9	1%	104	16%	535	82%	639	98%

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



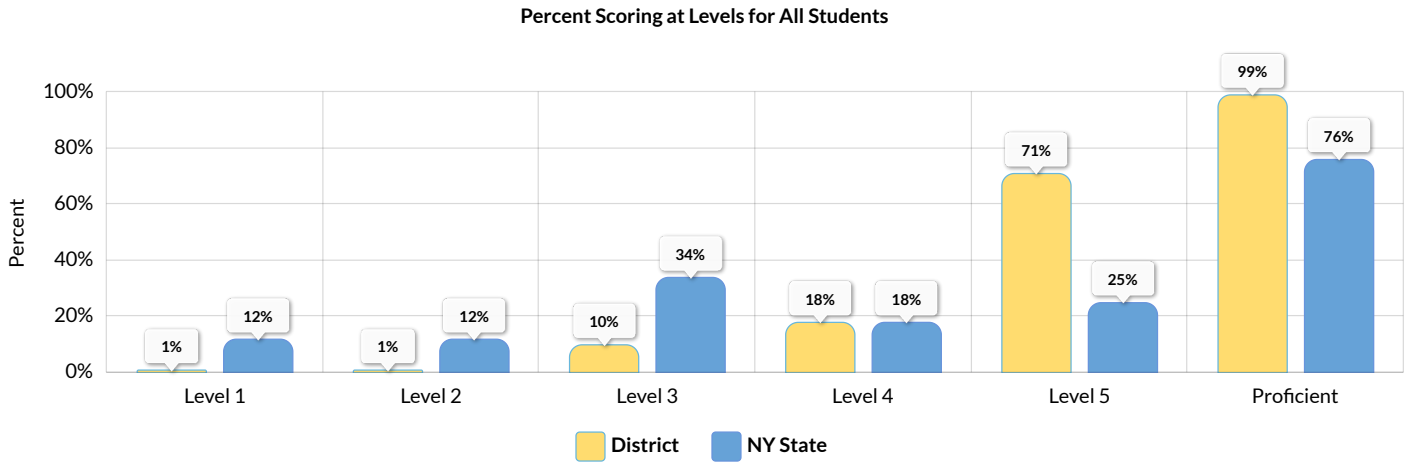
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	526	0	0%	10	2%	174	33%	342	65%	516	98%
Female	264	0	0%	6	2%	89	34%	169	64%	258	98%
Male	262	0	0%	4	2%	85	32%	173	66%	258	98%
General Education Students	510	0	0%	9	2%	162	32%	339	66%	501	98%
Students with Disabilities	16	0	0%	1	6%	12	75%	3	19%	15	94%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	284	0	0%	6	2%	80	28%	198	70%	278	98%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	0	0%	1	4%	13	48%	13	48%	26	96%
White	204	0	0%	3	1%	74	36%	127	62%	201	99%
Multiracial	9	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	7	64%	4	36%	11	100%
Economically Disadvantaged	90	0	0%	3	3%	37	41%	50	56%	87	97%
Not Economically Disadvantaged	436	0	0%	7	2%	137	31%	292	67%	429	98%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	522	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	526	0	0%	10	2%	174	33%	342	65%	516	98%
Not Homeless	526	0	0%	10	2%	174	33%	342	65%	516	98%
Not Migrant	526	0	0%	10	2%	174	33%	342	65%	516	98%
Parent Not in Armed Forces	526	0	0%	10	2%	174	33%	342	65%	516	98%

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



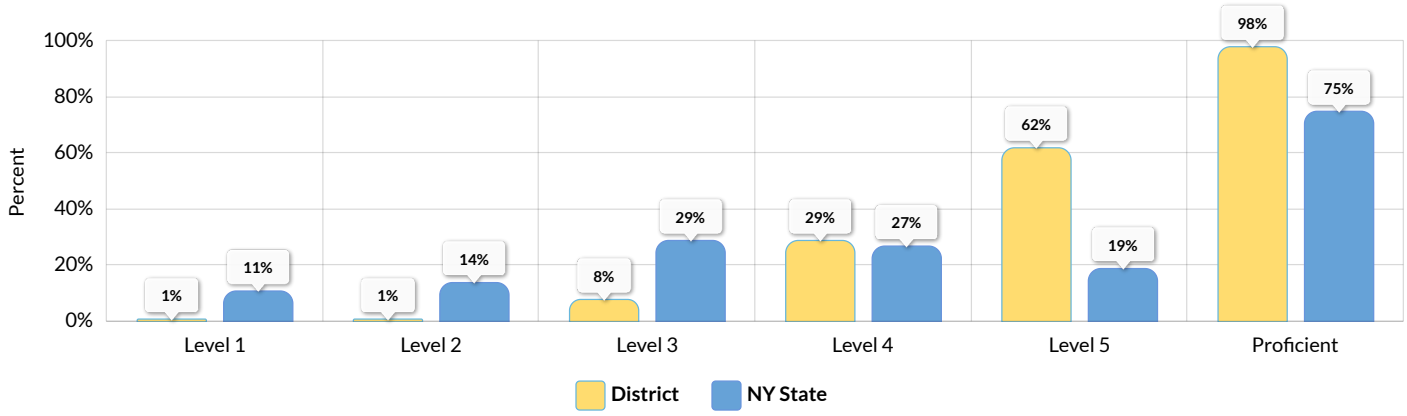
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	408	8	2%	11	3%	159	39%	230	56%	389	95%
Female	178	2	1%	8	4%	69	39%	99	56%	168	94%
Male	230	6	3%	3	1%	90	39%	131	57%	221	96%
General Education Students	401	8	2%	11	3%	157	39%	225	56%	382	95%
Students with Disabilities	7	0	0%	0	0%	2	29%	5	71%	7	100%
Asian or Native Hawaiian/Other Pacific Islander	224	4	2%	8	4%	76	34%	136	61%	212	95%
Hispanic or Latino	17	1	6%	0	0%	10	59%	6	35%	16	94%
White	153	3	2%	3	2%	67	44%	80	52%	147	96%
Multiracial	14	0	0%	0	0%	6	43%	8	57%	14	100%
Economically Disadvantaged	70	2	3%	5	7%	31	44%	32	46%	63	90%
Not Economically Disadvantaged	338	6	2%	6	2%	128	38%	198	59%	326	96%
Non-English Language Learner	408	8	2%	11	3%	159	39%	230	56%	389	95%
Not in Foster Care	408	8	2%	11	3%	159	39%	230	56%	389	95%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	407	–	–	–	–	–	–	–	–	–	–
Not Migrant	408	8	2%	11	3%	159	39%	230	56%	389	95%
Parent Not in Armed Forces	408	8	2%	11	3%	159	39%	230	56%	389	95%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	621	4	1%	5	1%	59	10%	111	18%	442	71%	612	99%
Female	306	0	0%	3	1%	31	10%	55	18%	217	71%	303	99%
Male	315	4	1%	2	1%	28	9%	56	18%	225	71%	309	98%
General Education Students	557	0	0%	3	1%	34	6%	94	17%	426	76%	554	99%
Students with Disabilities	64	4	6%	2	3%	25	39%	17	27%	16	25%	58	91%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	305	1	0%	3	1%	25	8%	45	15%	231	76%	301	99%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	36	0	0%	2	6%	6	17%	8	22%	20	56%	34	94%
White	262	3	1%	0	0%	25	10%	55	21%	179	68%	259	99%
Multiracial	14	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	18	0	0%	0	0%	3	17%	3	17%	12	67%	18	100%
Economically Disadvantaged	114	1	1%	3	3%	20	18%	16	14%	74	65%	110	96%
Not Economically Disadvantaged	507	3	1%	2	0%	39	8%	95	19%	368	73%	502	99%
English Language Learner	13	1	8%	1	8%	4	31%	3	23%	4	31%	11	85%
Non-English Language Learner	608	3	0%	4	1%	55	9%	108	18%	438	72%	601	99%
Not in Foster Care	621	4	1%	5	1%	59	10%	111	18%	442	71%	612	99%
Not Homeless	621	4	1%	5	1%	59	10%	111	18%	442	71%	612	99%
Not Migrant	621	4	1%	5	1%	59	10%	111	18%	442	71%	612	99%
Parent Not in Armed Forces	621	4	1%	5	1%	59	10%	111	18%	442	71%	612	99%

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



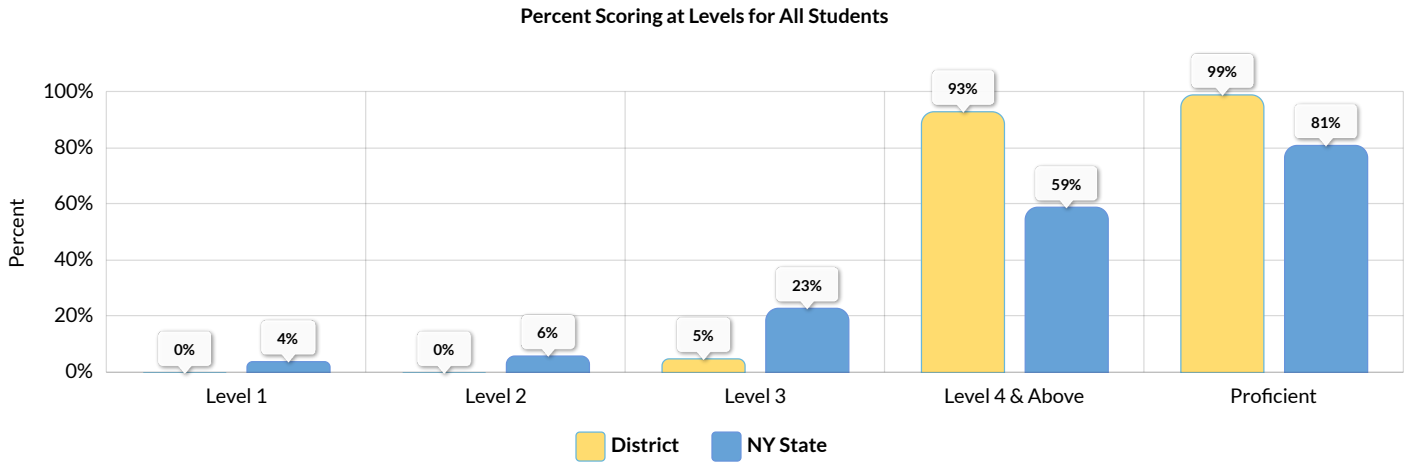
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	598	5	1%	6	1%	48	8%	171	29%	368	62%	587	98%
Female	282	1	0%	3	1%	20	7%	83	29%	175	62%	278	99%
Male	316	4	1%	3	1%	28	9%	88	28%	193	61%	309	98%
General Education Students	545	3	1%	2	0%	34	6%	148	27%	358	66%	540	99%
Students with Disabilities	53	2	4%	4	8%	14	26%	23	43%	10	19%	47	89%
Asian or Native Hawaiian/Other Pacific Islander	292	2	1%	0	0%	23	8%	70	24%	197	67%	290	99%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	1	3%	2	7%	3	10%	13	45%	10	34%	26	90%
White	260	2	1%	3	1%	18	7%	86	33%	151	58%	255	98%
Multiracial	15	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	0	0%	1	6%	4	24%	2	12%	10	59%	16	94%
Economically Disadvantaged	120	2	2%	4	3%	19	16%	42	35%	53	44%	114	95%
Not Economically Disadvantaged	478	3	1%	2	0%	29	6%	129	27%	315	66%	473	99%
English Language Learner	17	0	0%	1	6%	7	41%	5	29%	4	24%	16	94%
Non-English Language Learner	581	5	1%	5	1%	41	7%	166	29%	364	63%	571	98%
Not in Foster Care	598	5	1%	6	1%	48	8%	171	29%	368	62%	587	98%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	595	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	598	5	1%	6	1%	48	8%	171	29%	368	62%	587	98%
Parent Not in Armed Forces	598	5	1%	6	1%	48	8%	171	29%	368	62%	587	98%

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

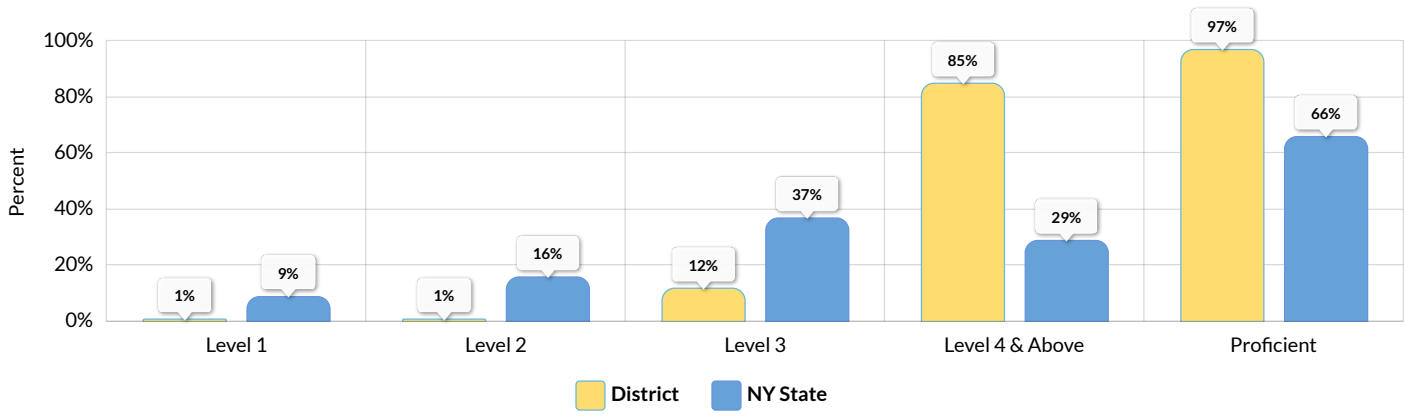
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination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

2021 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	610	4	1%	606	99%	0	0%	3	0%	33	5%	570	93%	603	99%
Female	304	2	1%	302	99%	0	0%	1	0%	19	6%	282	93%	301	99%
Male	306	2	1%	304	99%	0	0%	2	1%	14	5%	288	94%	302	99%
General Education Students	564	1	0%	563	100%	0	0%	1	0%	21	4%	541	96%	562	100%
Students with Disabilities	46	3	7%	43	93%	0	0%	2	4%	12	26%	29	63%	41	89%
Asian or Native Hawaiian/Other Pacific Islander	313	2	1%	311	99%	0	0%	1	0%	15	5%	295	94%	310	99%
Black or African American	4	1	–	3	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	1	3%	28	97%	0	0%	0	0%	5	17%	23	79%	28	97%
White	258	0	0%	258	100%	0	0%	2	1%	10	4%	246	95%	256	99%
Multiracial	6	0	–	6	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	0	0%	3	30%	6	60%	9	90%
Economically Disadvantaged	107	0	0%	107	100%	0	0%	0	0%	6	6%	101	94%	107	100%
Not Economically Disadvantaged	503	4	1%	499	99%	0	0%	3	1%	27	5%	469	93%	496	99%
English Language Learner	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	606	4	–	602	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	610	4	1%	606	99%	0	0%	3	0%	33	5%	570	93%	603	99%
Not Homeless	610	4	1%	606	99%	0	0%	3	0%	33	5%	570	93%	603	99%
Not Migrant	610	4	1%	606	99%	0	0%	3	0%	33	5%	570	93%	603	99%
Parent Not in Armed Forces	610	4	1%	606	99%	0	0%	3	0%	33	5%	570	93%	603	99%

2021 TOTAL COHORT REGENTS IN MATH



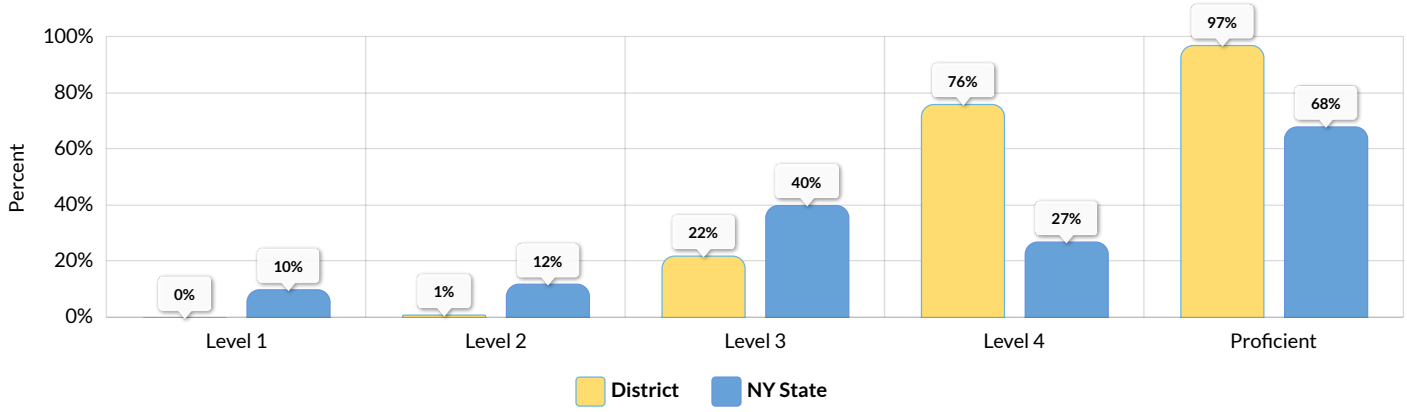
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	610	4	1%	606	99%	7	1%	7	1%	75	12%	517	85%	592	97%
Female	304	4	1%	300	99%	1	0%	4	1%	41	13%	254	84%	295	97%
Male	306	0	0%	306	100%	6	2%	3	1%	34	11%	263	86%	297	97%
General Education Students	564	1	0%	563	100%	0	0%	3	1%	55	10%	505	90%	560	99%
Students with Disabilities	46	3	7%	43	93%	7	15%	4	9%	20	43%	12	26%	32	70%
Asian or Native Hawaiian/Other Pacific Islander	313	2	1%	311	99%	0	0%	2	1%	23	7%	286	91%	309	99%
Black or African American	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	1	3%	28	97%	2	7%	2	7%	9	31%	15	52%	24	83%
White	258	1	0%	257	100%	5	2%	2	1%	42	16%	208	81%	250	97%
Multiracial	6	0	–	6	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	1	10%	1	10%	8	80%	9	90%
Economically Disadvantaged	107	1	1%	106	99%	1	1%	3	3%	17	16%	85	79%	102	95%
Not Economically Disadvantaged	503	3	1%	500	99%	6	1%	4	1%	58	12%	432	86%	490	97%
English Language Learner	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	606	4	–	602	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	610	4	1%	606	99%	7	1%	7	1%	75	12%	517	85%	592	97%
Not Homeless	610	4	1%	606	99%	7	1%	7	1%	75	12%	517	85%	592	97%
Not Migrant	610	4	1%	606	99%	7	1%	7	1%	75	12%	517	85%	592	97%
Parent Not in Armed Forces	610	4	1%	606	99%	7	1%	7	1%	75	12%	517	85%	592	97%

2021 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	508	2	0	506	100
Female	255	2	1	253	99
Male	253	0	0	253	100
General Education Students	488	1	0	487	100
Students with Disabilities	20	1	5	19	95
Asian or Native Hawaiian/Other Pacific Islander	253	1	0	252	100
Black or African American	1	0	0	1	100
Hispanic or Latino	18	0	0	18	100
White	233	1	0	232	100
Multiracial	3	0	0	3	100
Economically Disadvantaged	75	1	1	74	99
Not Economically Disadvantaged	433	1	0	432	100
Non-English Language Learner	508	2	0	506	100
Not in Foster Care	508	2	0	506	100
Not Homeless	508	2	0	506	100
Not Migrant	508	2	0	506	100
Parent Not in Armed Forces	508	2	0	506	100

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

2021 TOTAL COHORT REGENTS IN SCIENCE



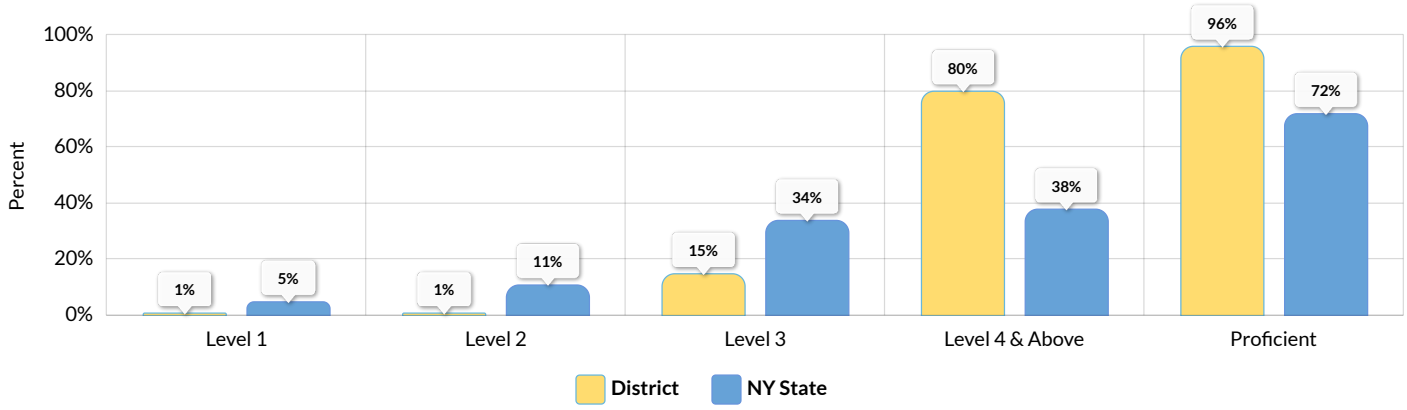
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	610	8	1%	602	99%	3	0%	5	1%	133	22%	461	76%	594	97%
Female	304	5	2%	299	98%	0	0%	3	1%	77	25%	219	72%	296	97%
Male	306	3	1%	303	99%	3	1%	2	1%	56	18%	242	79%	298	97%
General Education Students	564	5	1%	559	99%	1	0%	1	0%	112	20%	445	79%	557	99%
Students with Disabilities	46	3	7%	43	93%	2	4%	4	9%	21	46%	16	35%	37	80%
Asian or Native Hawaiian/Other Pacific Islander	313	4	1%	309	99%	1	0%	2	1%	48	15%	258	82%	306	98%
Black or African American	4	1	–	3	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	1	3%	28	97%	1	3%	0	0%	16	55%	11	38%	27	93%
White	258	1	0%	257	100%	1	0%	2	1%	67	26%	187	72%	254	98%
Multiracial	6	1	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	0	0%	1	10%	2	20%	5	50%	7	70%
Economically Disadvantaged	107	1	1%	106	99%	2	2%	0	0%	29	27%	75	70%	104	97%
Not Economically Disadvantaged	503	7	1%	496	99%	1	0%	5	1%	104	21%	386	77%	490	97%
English Language Learner	4	2	–	2	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	606	6	–	600	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	610	8	1%	602	99%	3	0%	5	1%	133	22%	461	76%	594	97%
Not Homeless	610	8	1%	602	99%	3	0%	5	1%	133	22%	461	76%	594	97%
Not Migrant	610	8	1%	602	99%	3	0%	5	1%	133	22%	461	76%	594	97%
Parent Not in Armed Forces	610	8	1%	602	99%	3	0%	5	1%	133	22%	461	76%	594	97%

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	508	0	0	508	100
Female	249	0	0	249	100
Male	259	0	0	259	100
General Education Students	494	0	0	494	100
Students with Disabilities	14	0	0	14	100
Asian or Native Hawaiian/Other Pacific Islander	260	0	0	260	100
Black or African American	1	0	0	1	100
Hispanic or Latino	17	0	0	17	100
White	227	0	0	227	100
Multiracial	3	0	0	3	100
Economically Disadvantaged	80	0	0	80	100
Not Economically Disadvantaged	428	0	0	428	100
Non-English Language Learner	508	0	0	508	100
Not in Foster Care	508	0	0	508	100
Not Homeless	508	0	0	508	100
Not Migrant	508	0	0	508	100
Parent Not in Armed Forces	508	0	0	508	100

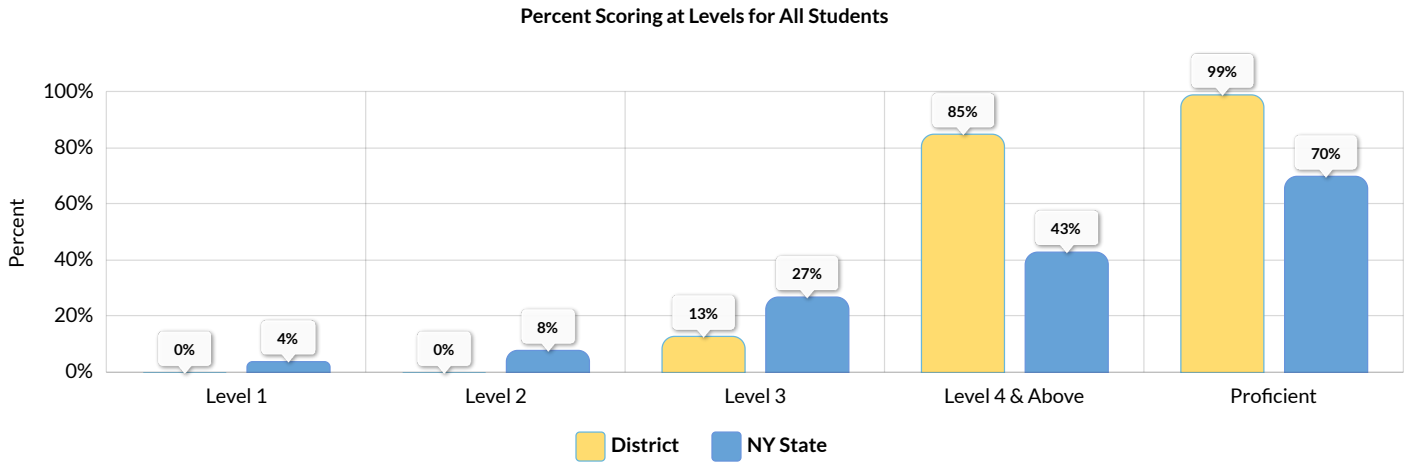
See report card Glossary and Guide for criteria used to include students in this table.

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	610	13	2%	597	98%	4	1%	9	1%	93	15%	491	80%	584	96%
Female	304	8	3%	296	97%	1	0%	6	2%	59	19%	230	76%	289	95%
Male	306	5	2%	301	98%	3	1%	3	1%	34	11%	261	85%	295	96%
General Education Students	564	10	2%	554	98%	2	0%	4	1%	77	14%	471	84%	548	97%
Students with Disabilities	46	3	7%	43	93%	2	4%	5	11%	16	35%	20	43%	36	78%
Asian or Native Hawaiian/Other Pacific Islander	313	8	3%	305	97%	0	0%	3	1%	34	11%	268	86%	302	96%
Black or African American	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	2	7%	27	93%	1	3%	2	7%	10	34%	14	48%	24	83%
White	258	2	1%	256	99%	2	1%	3	1%	47	18%	204	79%	251	97%
Multiracial	6	1	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	10%	1	10%	2	20%	5	50%	7	70%
Economically Disadvantaged	107	1	1%	106	99%	2	2%	2	2%	17	16%	85	79%	102	95%
Not Economically Disadvantaged	503	12	2%	491	98%	2	0%	7	1%	76	15%	406	81%	482	96%
English Language Learner	4	3	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	606	10	–	596	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	610	13	2%	597	98%	4	1%	9	1%	93	15%	491	80%	584	96%
Not Homeless	610	13	2%	597	98%	4	1%	9	1%	93	15%	491	80%	584	96%
Not Migrant	610	13	2%	597	98%	4	1%	9	1%	93	15%	491	80%	584	96%
Parent Not in Armed Forces	610	13	2%	597	98%	4	1%	9	1%	93	15%	491	80%	584	96%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	610	7	1%	603	99%	1	0%	1	0%	80	13%	521	85%	601	99%
Female	304	3	1%	301	99%	0	0%	0	0%	46	15%	255	84%	301	99%
Male	306	4	1%	302	99%	1	0%	1	0%	34	11%	266	87%	300	98%
General Education Students	564	3	1%	561	99%	0	0%	0	0%	63	11%	498	88%	561	99%
Students with Disabilities	46	4	9%	42	91%	1	2%	1	2%	17	37%	23	50%	40	87%
Asian or Native Hawaiian/Other Pacific Islander	313	4	1%	309	99%	0	0%	0	0%	31	10%	278	89%	309	99%
Black or African American	4	1	–	3	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	1	3%	28	97%	0	0%	0	0%	14	48%	14	48%	28	97%
White	258	0	0%	258	100%	1	0%	1	0%	33	13%	223	86%	256	99%
Multiracial	6	1	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	0	0%	0	0%	2	20%	6	60%	8	80%
Economically Disadvantaged	107	0	0%	107	100%	0	0%	0	0%	20	19%	87	81%	107	100%
Not Economically Disadvantaged	503	7	1%	496	99%	1	0%	1	0%	60	12%	434	86%	494	98%
English Language Learner	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	606	7	–	599	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	610	7	1%	603	99%	1	0%	1	0%	80	13%	521	85%	601	99%
Not Homeless	610	7	1%	603	99%	1	0%	1	0%	80	13%	521	85%	601	99%
Not Migrant	610	7	1%	603	99%	1	0%	1	0%	80	13%	521	85%	601	99%
Parent Not in Armed Forces	610	7	1%	603	99%	1	0%	1	0%	80	13%	521	85%	601	99%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	0	0	5	100
Female	2	0	0	2	100
Male	3	0	0	3	100
General Education Students	5	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
Hispanic or Latino	1	0	0	1	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	4	0	0	4	100
Non-English Language Learner	5	0	0	5	100
Not in Foster Care	5	0	0	5	100
Not Homeless	5	0	0	5	100
Not Migrant	5	0	0	5	100
Parent Not in Armed Forces	5	0	0	5	100

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	45	0	0%	45	100%	0	0%	3	7%	1	2%	27	60%	14	31%
Grade 1	36	1	3%	35	97%	0	0%	0	0%	4	11%	19	54%	12	34%
Grade 2	29	0	0%	29	100%	0	0%	2	7%	1	3%	14	48%	12	41%
Grade 3	39	0	0%	39	100%	0	0%	4	10%	2	5%	20	51%	13	33%
Grade 4	10	0	0%	10	100%	0	0%	0	0%	2	20%	4	40%	4	40%
Grade 5	20	1	5%	19	95%	0	0%	0	0%	1	5%	11	58%	7	37%
Grade 6	15	0	0%	15	100%	0	0%	2	13%	3	20%	7	47%	3	20%
Grade 7	12	0	0%	12	100%	1	8%	2	17%	2	17%	3	25%	4	33%
Grade 8	8	0	0%	8	100%	0	0%	0	0%	5	63%	2	25%	1	13%
Grade 9	12	0	0%	12	100%	0	0%	0	0%	3	25%	4	33%	5	42%
Grade 10	9	0	0%	9	100%	0	0%	0	0%	1	11%	5	56%	3	33%
Grade 11	17	0	0%	17	100%	2	12%	1	6%	3	18%	3	18%	8	47%
Grade 12	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Grade 4 ELA	7	0	0%	7	100%	1	14%	2	29%	4	57%	0	0%	4	57%
Grade 4 Math	7	0	0%	7	100%	3	43%	0	0%	3	43%	1	14%	4	57%
Grade 5 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Science	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	7	2	29%	5	71%	3	60%	0	0%	1	20%	1	20%	2	40%
Grade 8 Math	7	2	29%	5	71%	2	40%	1	20%	2	40%	0	0%	2	40%
Grade 8 Science	7	2	29%	5	71%	1	20%	3	60%	1	20%	0	0%	1	20%
Secondary-Level ELA	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024-25)

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

NEW YORK STATE NAEP GRADE 4

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

*There are not sufficient data for this subgroup.

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

NATIONAL NAEP GRADE 4

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

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

NATIONAL NAEP GRADE 8

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

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

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	88%	89%
Students with Disabilities	89%	90%	89%	90%
English Language Learners	92%	93%	91%	92%

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	4,292	275	6.4%
American Indian or Alaska Native	7	–	–
Asian or Native Hawaiian/Other Pacific Islander	2,331	110	4.7%
Black or African American	29	2	6.9%
Hispanic or Latino	190	21	11.1%
Multiracial	134	9	6.7%
White	1,601	133	8.3%
English Language Learner	176	11	6.3%
Students with Disabilities	456	39	8.6%
Economically Disadvantaged	725	52	7.2%

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	2,417	171	7.1%
American Indian or Alaska Native	2	–	–
Asian or Native Hawaiian/Other Pacific Islander	1,220	58	4.8%
Black or African American	12	–	–
Hispanic or Latino	118	12	10.2%
Multiracial	51	4	7.8%
White	1,014	95	9.4%
English Language Learner	43	0	–
Students with Disabilities	230	36	15.7%
Economically Disadvantaged	446	49	11%

TOTAL COHORT GRADUATION RATE (2024-25)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	610	599	98%	537	88%	59	10%	3	0%	0	0%	10	2%	0	0%	1	0%
Female	304	298	98%	268	88%	29	10%	1	0%	0	0%	6	2%	0	0%	0	0%
Male	306	301	98%	269	88%	30	10%	2	1%	0	0%	4	1%	0	0%	1	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	564	558	99%	519	92%	39	7%	0	0%	0	0%	5	1%	0	0%	1	0%
Students with Disabilities	46	41	89%	18	39%	20	43%	3	7%	0	0%	5	11%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	313	306	98%	281	90%	24	8%	1	0%	0	0%	7	2%	0	0%	0	0%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	27	93%	18	62%	9	31%	0	0%	0	0%	2	7%	0	0%	0	0%
White	258	257	100%	231	90%	24	9%	2	1%	0	0%	1	0%	0	0%	0	0%
Multiracial	6	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	107	105	98%	91	85%	14	13%	0	0%	0	0%	2	2%	0	0%	0	0%
Not Economically Disadvantaged	503	494	98%	446	89%	45	9%	3	1%	0	0%	8	2%	0	0%	1	0%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	606	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	610	599	98%	537	88%	59	10%	3	0%	0	0%	10	2%	0	0%	1	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	610	599	98%	537	88%	59	10%	3	0%	0	0%	10	2%	0	0%	1	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	610	599	98%	537	88%	59	10%	3	0%	0	0%	10	2%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	610	599	98%	537	88%	59	10%	3	0%	0	0%	10	2%	0	0%	1	0%

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

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

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide

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SYOSSET CSD - NEW YORK STATE REPORT CARD [2024 - 25]

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

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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SYOSSET CSD - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
7,082	3,092	43.66% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	3,092	100	0	0
Female	1,473	100	0	0
Male	1,619	100	0	0
American Indian/Alaska Native	2	100	0	0
Black	20	100	0	0
Hispanic	128	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1,759	100	0	0
White	1,102	100	0	0
Multiracial	81	100	0	0
General Education Students	2,840	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Students with Disabilities	252	100	0	0
Not English Language Learner	2,979	100	0	0
English Language Learner	113	100	0	0
Economically Disadvantaged	496	100	0	0
Not Economically Disadvantaged	2,596	100	0	0
Not Migrant	3,092	100	0	0
Homeless	3	100	0	0
Not Homeless	3,089	100	0	0
Not in Foster Care	3,092	100	0	0
Parent Not in Armed Forces	3,092	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
7,082	3,092	43.66% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2,879	93.11	27	.87	125	4.04	28	.91	0	0	33	1.07
Female	1,364	92.6	7	.48	69	4.68	15	1.02	0	0	18	1.22
Male	1,515	93.58	20	1.24	56	3.46	13	.8	0	0	15	.93
American Indian/Alaska Native	2	100	0	0	0	0	0	0	0	0	0	0
Black	20	100	0	0	0	0	0	0	0	0	0	0
Hispanic	122	95.31	0	0	2	1.56	2	1.56	0	0	2	1.56
Asian or Native Hawaiian/Other Pacific Islander	1,642	93.35	21	1.19	67	3.81	16	.91	0	0	13	.74

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
White	1,016	92.2	5	.45	54	4.9	9	.82	0	0	18	1.63
Multiracial	77	95.06	1	1.23	2	2.47	1	1.23	0	0	0	0
General Education Students	2,641	92.99	26	.92	119	4.19	23	.81	0	0	31	1.09
Students with Disabilities	238	94.44	1	.4	6	2.38	5	1.98	0	0	2	.79
Not English Language Learner	2,771	93.02	27	.91	123	4.13	25	.84	0	0	33	1.11
English Language Learner	108	95.58	0	0	2	1.77	3	2.65	0	0	0	0
Economically Disadvantaged	465	93.75	2	.4	22	4.44	2	.4	0	0	5	1.01
Not Economically Disadvantaged	2,414	92.99	25	.96	103	3.97	26	1	0	0	28	1.08
Not Migrant	2,879	93.11	27	.87	125	4.04	28	.91	0	0	33	1.07
Homeless	3	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	2,876	93.1	27	.87	125	4.05	28	.91	0	0	33	1.07
Not in Foster Care	2,879	93.11	27	.87	125	4.04	28	.91	0	0	33	1.07
Parent Not in Armed Forces	2,879	93.11	27	.87	125	4.04	28	.91	0	0	33	1.07

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
7,082	3,092	43.66% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	22	.71	166	5.37	2,904	93.92
Female	11	.75	85	5.77	1,377	93.48
Male	11	.68	81	5	1,527	94.32
American Indian/Alaska Native	0	0	0	0	2	100

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
Black	0	0	0	0	20	100
Hispanic	2	1.56	3	2.34	123	96.09
Asian or Native Hawaiian/Other Pacific Islander	11	.63	89	5.06	1,659	94.31
White	8	.73	71	6.44	1,023	92.83
Multiracial	1	1.23	3	3.7	77	95.06
General Education Students	19	.67	157	5.53	2,664	93.8
Students with Disabilities	3	1.19	9	3.57	240	95.24
Not English Language Learner	20	.67	166	5.57	2,793	93.76
English Language Learner	2	1.77	0	0	111	98.23
Economically Disadvantaged	3	.6	19	3.83	474	95.56
Not Economically Disadvantaged	19	.73	147	5.66	2,430	93.61
Not Migrant	22	.71	166	5.37	2,904	93.92
Homeless	0	0	0	0	3	100
Not Homeless	22	.71	166	5.37	2,901	93.91
Not in Foster Care	22	.71	166	5.37	2,904	93.92
Parent Not in Armed Forces	22	.71	166	5.37	2,904	93.92

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
7,082	3,092	43.66% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	22	.71	3,063	99.06	7	.23
Female	13	.88	1,456	98.85	4	.27

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
Male	9	.56	1,607	99.26	3	.19
American Indian/Alaska Native	0	0	2	100	0	0
Black	0	0	20	100	0	0
Hispanic	2	1.56	126	98.44	0	0
Asian or Native Hawaiian/Other Pacific Islander	12	.68	1,743	99.09	4	.23
White	7	.64	1,092	99.09	3	.27
Multiracial	1	1.23	80	98.77	0	0
General Education Students	19	.67	2,815	99.12	6	.21
Students with Disabilities	3	1.19	248	98.41	1	.4
Not English Language Learner	21	.7	2,952	99.09	6	.2
English Language Learner	1	.88	111	98.23	1	.88
Economically Disadvantaged	2	.4	492	99.19	2	.4
Not Economically Disadvantaged	20	.77	2,571	99.04	5	.19
Not Migrant	22	.71	3,063	99.06	7	.23
Homeless	0	0	3	100	0	0
Not Homeless	22	.71	3,060	99.06	7	.23
Not in Foster Care	22	.71	3,063	99.06	7	.23
Parent Not in Armed Forces	22	.71	3,063	99.06	7	.23

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed
7,082	3,092	43.66% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	222	7.18	2,870	92.82
Female	108	7.33	1,365	92.67
Male	114	7.04	1,505	92.96
American Indian/Alaska Native	0	0	2	100
Black	0	0	20	100
Hispanic	8	6.25	120	93.75
Asian or Native Hawaiian/Other Pacific Islander	147	8.36	1,612	91.64
White	61	5.54	1,041	94.46
Multiracial	6	7.41	75	92.59
General Education Students	201	7.08	2,639	92.92
Students with Disabilities	21	8.33	231	91.67
Not English Language Learner	216	7.25	2,763	92.75
English Language Learner	6	5.31	107	94.69
Economically Disadvantaged	44	8.87	452	91.13
Not Economically Disadvantaged	178	6.86	2,418	93.14
Not Migrant	222	7.18	2,870	92.82
Homeless	0	0	3	100
Not Homeless	222	7.19	2,867	92.81
Not in Foster Care	222	7.18	2,870	92.82
Parent Not in Armed Forces	222	7.18	2,870	92.82

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
7,082	3,092	43.66% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	3,092	100
Female	0	0	1,473	100
Male	0	0	1,619	100
American Indian/Alaska Native	0	0	2	100
Black	0	0	20	100
Hispanic	0	0	128	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	1,759	100
White	0	0	1,102	100
Multiracial	0	0	81	100
General Education Students	0	0	2,840	100
Students with Disabilities	0	0	252	100
Not English Language Learner	0	0	2,979	100
English Language Learner	0	0	113	100
Economically Disadvantaged	0	0	496	100
Not Economically Disadvantaged	0	0	2,596	100
Not Migrant	0	0	3,092	100
Homeless	0	0	3	100
Not Homeless	0	0	3,089	100
Not in Foster Care	0	0	3,092	100
Parent Not in Armed Forces	0	0	3,092	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
7,082	3,091	43.65% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	3.88	77	2.49	0	0	30	.97	12	.39	0	0	131	4.24	2,707	87.58	14	.45
Female	64	4.35	36	2.45	0	0	10	.68	5	.34	0	0	61	4.14	1,288	87.5	8	.54
Male	56	3.46	41	2.53	0	0	20	1.24	7	.43	0	0	70	4.32	1,419	87.65	6	.37
American Indian/Alaska Native	1	50	0	0	0	0	0	0	0	0	0	0	0	0	1	50	0	0
Black	1	5	0	0	0	0	0	0	0	0	0	0	2	10	17	85	0	0
Hispanic	11	8.59	3	2.34	0	0	0	0	0	0	0	0	14	10.94	98	76.56	2	1.56
Asian or Native Hawaiian/Other Pacific Islander	51	2.9	55	3.13	0	0	13	.74	9	.51	0	0	78	4.44	1,542	87.71	10	.57
White	56	5.08	18	1.63	0	0	17	1.54	3	.27	0	0	37	3.36	970	88.02	1	.09
Multiracial	0	0	1	1.23	0	0	0	0	0	0	0	0	0	0	79	97.53	1	1.23
General Education Students	109	3.84	70	2.47	0	0	26	.92	11	.39	0	0	117	4.12	2,492	87.78	14	.49
Students with Disabilities	11	4.37	7	2.78	0	0	4	1.59	1	.4	0	0	14	5.56	215	85.32	0	0
Not English Language Learner	113	3.79	71	2.38	0	0	28	.94	11	.37	0	0	119	4	2,622	88.05	14	.47
English Language Learner	7	6.19	6	5.31	0	0	2	1.77	1	.88	0	0	12	10.62	85	75.22	0	0
Economically Disadvantaged	27	5.45	18	3.64	0	0	9	1.82	2	.4	0	0	54	10.91	382	77.17	3	.61
Not Economically Disadvantaged	93	3.58	59	2.27	0	0	21	.81	10	.39	0	0	77	2.97	2,325	89.56	11	.42
Not Migrant	120	3.88	77	2.49	0	0	30	.97	12	.39	0	0	131	4.24	2,707	87.58	14	.45
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	100	0	0
Not Homeless	120	3.89	77	2.49	0	0	30	.97	12	.39	0	0	131	4.24	2,704	87.56	14	.45
Not in Foster Care	120	3.88	77	2.49	0	0	30	.97	12	.39	0	0	131	4.24	2,707	87.58	14	.45
Parent Not in Armed Forces	120	3.88	77	2.49	0	0	30	.97	12	.39	0	0	131	4.24	2,707	87.58	14	.45

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed
7,082	3,092	43.66% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	97	3.14	2,995	96.86
Female	46	3.12	1,427	96.88
Male	51	3.15	1,568	96.85
American Indian/Alaska Native	0	0	2	100
Black	0	0	20	100
Hispanic	5	3.91	123	96.09
Asian or Native Hawaiian/Other Pacific Islander	74	4.21	1,685	95.79
White	17	1.54	1,085	98.46
Multiracial	1	1.23	80	98.77
General Education Students	88	3.1	2,752	96.9
Students with Disabilities	9	3.57	243	96.43
Not English Language Learner	90	3.02	2,889	96.98
English Language Learner	7	6.19	106	93.81
Economically Disadvantaged	36	7.26	460	92.74
Not Economically Disadvantaged	61	2.35	2,535	97.65
Not Migrant	97	3.14	2,995	96.86
Homeless	0	0	3	100
Not Homeless	97	3.14	2,992	96.86
Not in Foster Care	97	3.14	2,995	96.86
Parent Not in Armed Forces	97	3.14	2,995	96.86

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
7,082	3,092	43.66% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	318	10.28	201	6.5	2,505	81.02	68	2.2
Female	147	9.98	88	5.97	1,204	81.74	34	2.31
Male	171	10.56	113	6.98	1,301	80.36	34	2.1
American Indian/Alaska Native	0	0	0	0	2	100	0	0
Black	2	10	0	0	16	80	2	10
Hispanic	5	3.91	9	7.03	112	87.5	2	1.56
Asian or Native Hawaiian/Other Pacific Islander	253	14.38	157	8.93	1,303	74.08	46	2.62
White	52	4.72	30	2.72	1,003	91.02	17	1.54
Multiracial	6	7.41	5	6.17	69	85.19	1	1.23
General Education Students	291	10.25	187	6.58	2,304	81.13	58	2.04
Students with Disabilities	27	10.71	14	5.56	201	79.76	10	3.97
Not English Language Learner	298	10	187	6.28	2,428	81.5	66	2.22
English Language Learner	20	17.7	14	12.39	77	68.14	2	1.77
Economically Disadvantaged	86	17.34	57	11.49	337	67.94	16	3.23
Not Economically Disadvantaged	232	8.94	144	5.55	2,168	83.51	52	2
Not Migrant	318	10.28	201	6.5	2,505	81.02	68	2.2
Homeless	0	0	0	0	3	100	0	0
Not Homeless	318	10.29	201	6.51	2,502	81	68	2.2
Not in Foster Care	318	10.28	201	6.5	2,505	81.02	68	2.2
Parent Not in Armed Forces	318	10.28	201	6.5	2,505	81.02	68	2.2

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SYOSSET CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2023 - 24)

K-12 ELL Enrollment: 229
K-12 Former ELL Enrollment: 346

ELL ENROLLMEN



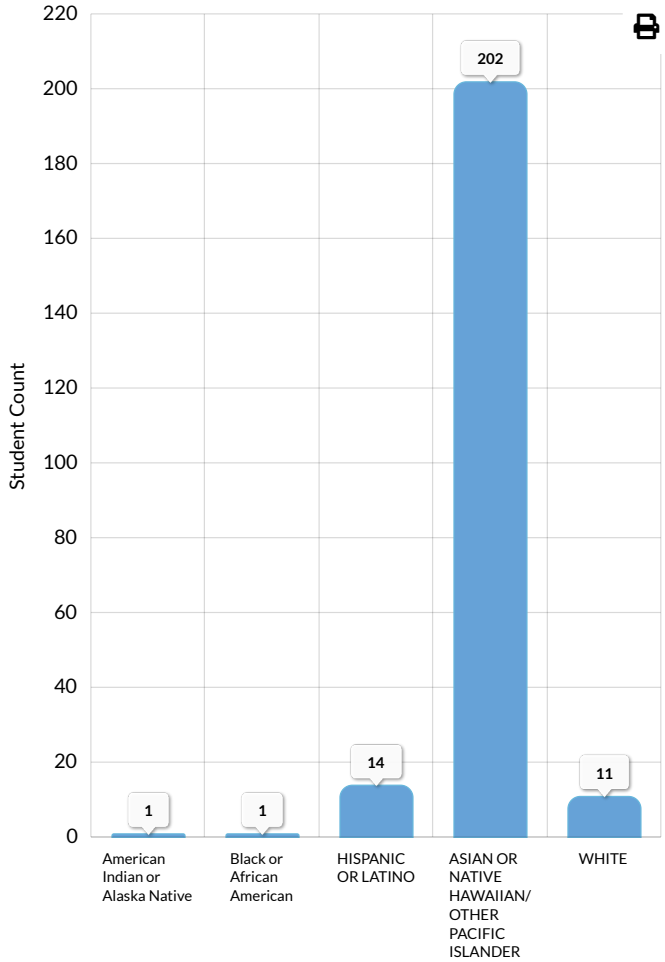
MALE

145	63%

FEMALE

84	37%

ELL ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1	0%

BLACK OR AFRICAN AMERICAN

1	0%

HISPANIC OR LATINO

14	6%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

202	88%

WHITE

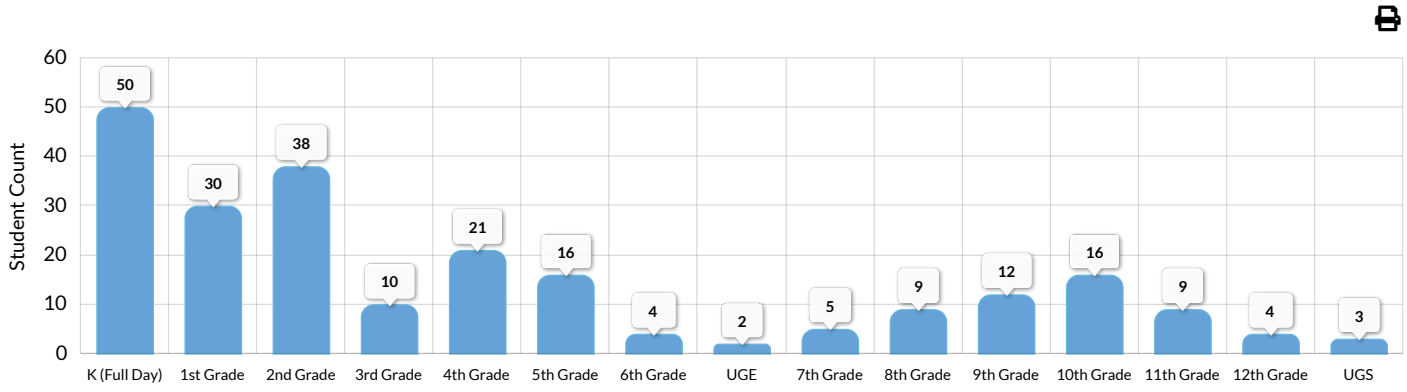
11	5%

OTHER GROUPS

STUDENTS WITH DISABILITIES	
36	16%

ECONOMICALLY DISADVANTAGED	
95	41%

ELL ENROLLMENT BY GRADE



K (FULL DAY)	
50	22%

1ST GRADE	
30	13%

2ND GRADE	
38	17%

3RD GRADE	
10	4%

4TH GRADE	
21	9%

5TH GRADE	
16	7%

6TH GRADE	
4	2%

UNGRADED ELEMENTARY	
2	1%

7TH GRADE	
5	2%

8TH GRADE	
9	4%

9TH GRADE	
12	5%

10TH GRADE	
16	7%

11TH GRADE	
9	4%

12TH GRADE	
4	2%

UNGRADED SECONDARY	
3	1%

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

1. Chinese
2. Korean
3. Spanish
4. Japanese
5. Hebrew

ENGLISH LANGUAGE LEARNERS BREAKDOWN

0-3 YEARS	4-6 YEARS	7+ YEARS	SIFE
207	43	11	0

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
261	0	0

ENGLISH LANGUAGE LEARNERS GRADUATION RATE

SUBGROUP	TOTAL ENROLLED	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	545	531	97%	463	85%	68	12%	0	0%	0	0%	6	1%	1	0%	7	1%
English Language Learner	6	3	50%	0	0%	3	50%	0	0%	0	0%	1	17%	1	17%	1	17%

SUBGROUP	TOTAL ENROLLED	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Language Learner	539	528	98%	463	86%	65	12%	0	0%	0	0%	5	1%	0	0%	6	1%
Ever English Language Learner	65	61	94%	52	80%	9	14%	0	0%	0	0%	0	0%	0	0%	4	6%
Never English Language Learner	474	467	99%	411	87%	56	12%	0	0%	0	0%	5	1%	0	0%	2	0%

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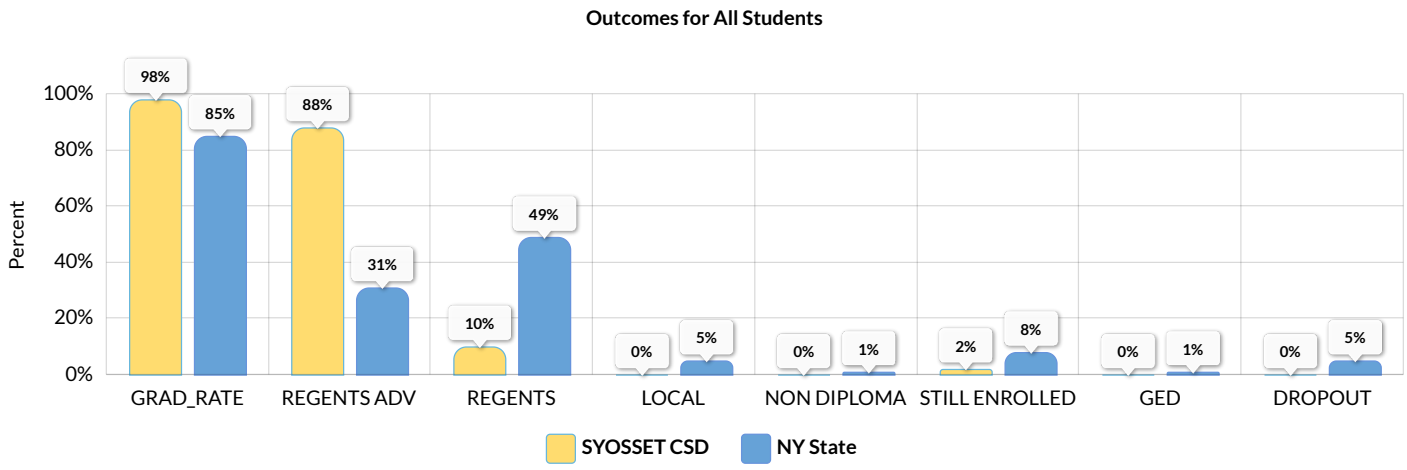
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SYOSSET CSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2025

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	610	599	98%	537	88%	59	10%	3	0%	0	0%	10	2%	0	0%	1	0%
Female	304	298	98%	268	88%	29	10%	1	0%	0	0%	6	2%	0	0%	0	0%
Male	306	301	98%	269	88%	30	10%	2	1%	0	0%	4	1%	0	0%	1	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	564	558	99%	519	92%	39	7%	0	0%	0	0%	5	1%	0	0%	1	0%
Students with Disabilities	46	41	89%	18	39%	20	43%	3	7%	0	0%	5	11%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	313	306	98%	281	90%	24	8%	1	0%	0	0%	7	2%	0	0%	0	0%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	27	93%	18	62%	9	31%	0	0%	0	0%	2	7%	0	0%	0	0%
White	258	257	100%	231	90%	24	9%	2	1%	0	0%	1	0%	0	0%	0	0%
Multiracial	6	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	107	105	98%	91	85%	14	13%	0	0%	0	0%	2	2%	0	0%	0	0%
Not Economically Disadvantaged	503	494	98%	446	89%	45	9%	3	1%	0	0%	8	2%	0	0%	1	0%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	606	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	610	599	98%	537	88%	59	10%	3	0%	0	0%	10	2%	0	0%	1	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	610	599	98%	537	88%	59	10%	3	0%	0	0%	10	2%	0	0%	1	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	610	599	98%	537	88%	59	10%	3	0%	0	0%	10	2%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	610	599	98%	537	88%	59	10%	3	0%	0	0%	10	2%	0	0%	1	0%

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SYOSSET CSD GRADUATION PATHWAYS DATA 2025

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	599	492	82%	0	0%	7	1%	16	3%	21	4%	55	9%	0	0%	1	0%	7	1%
Female	298	261	88%	0	0%	4	1%	5	2%	4	1%	21	7%	0	0%	0	0%	3	1%
Male	301	231	77%	0	0%	3	1%	11	4%	17	6%	34	11%	0	0%	1	0%	4	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	558	454	81%	0	0%	7	1%	14	3%	21	4%	55	10%	0	0%	1	0%	6	1%
Students with Disabilities	41	38	93%	0	0%	0	0%	2	5%	0	0%	0	0%	0	0%	0	0%	1	2%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	306	241	79%	0	0%	4	1%	5	2%	17	6%	34	11%	0	0%	1	0%	4	1%
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	27	23	85%	0	0%	1	4%	0	0%	0	0%	2	7%	0	0%	0	0%	1	4%
White	257	219	85%	0	0%	2	1%	11	4%	4	2%	19	7%	0	0%	0	0%	2	1%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	105	83	79%	0	0%	2	2%	4	4%	7	7%	8	8%	0	0%	0	0%	1	1%
Not Economically Disadvantaged	494	409	83%	0	0%	5	1%	12	2%	14	3%	47	10%	0	0%	1	0%	6	1%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	598	491	82%	0	0%	7	1%	16	3%	21	4%	55	9%	0	0%	1	0%	7	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	599	492	82%	0	0%	7	1%	16	3%	21	4%	55	9%	0	0%	1	0%	7	1%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	599	492	82%	0	0%	7	1%	16	3%	21	4%	55	9%	0	0%	1	0%	7	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	599	492	82%	0	0%	7	1%	16	3%	21	4%	55	9%	0	0%	1	0%	7	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	599	492	82%	0	0%	7	1%	16	3%	21	4%	55	9%	0	0%	1	0%	7	1%

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Section 2: School Report Card
J. Irving Baylis Elementary School

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

BAYLIS ELEMENTARY SCHOOL ENROLLMENT (2024 - 25)

K-12 Enrollment: 416

ENROLLMENT BY GENDER

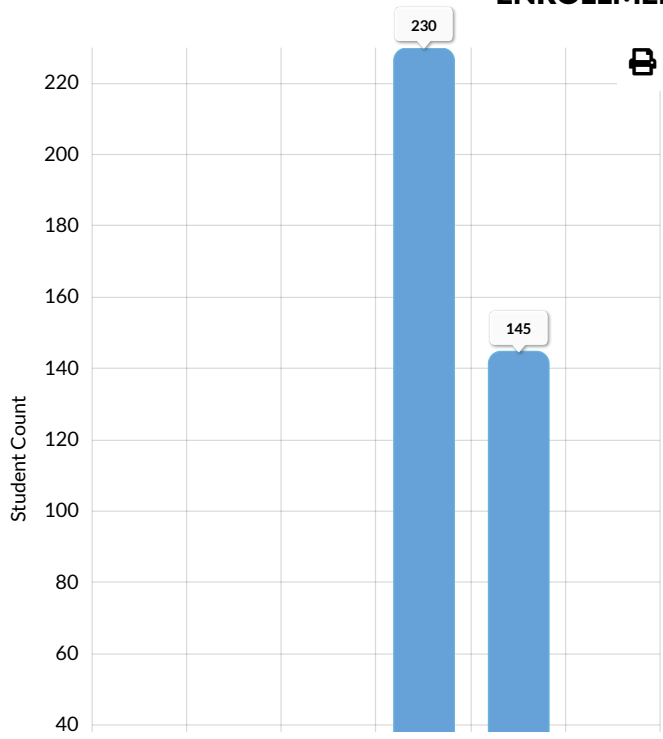
MALE	
219	53%

FEMALE	
197	47%

NON-BINARY	
0	0%



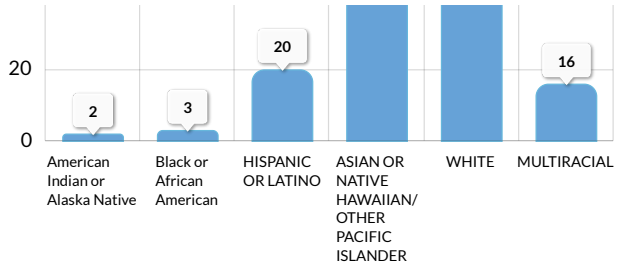
ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
2	0%

BLACK OR AFRICAN AMERICAN	
3	1%

HISPANIC OR LATINO	
20	5%



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

230	55%

WHITE

145	35%

MULTIRACIAL

16	4%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
24	6%	58	14%	73	18%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	–	–	–	–	–	–

ENROLLMENT BY GRADE

K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
43	10%	58	14%	72	17%	75	18%

4TH GRADE		5TH GRADE		UNGRADED ELE...	
84	20%	80	19%	4	1%

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BAYLIS 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	175.3	123.3	136.1
	MATH	203.7	127.4	139.5
American Indian or Alaska Native	ELA	—	—	—
	MATH	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	191	178.8	182.3
	MATH	207.9	190.9	192.4
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	179.2	107.5	122.9
	MATH	175	105.6	121.4
Multiracial	ELA	110	125.7	138.1
	MATH	160	129	140.8
White	ELA	152.9	123.7	136.4
	MATH	192	134.7	145.6
English Language Learner	ELA	77.8	93	110.8
	MATH	160	103.7	119.8
Students with Disabilities	ELA	102.8	68.9	90.7
	MATH	144.4	72.5	93.8
Economically Disadvantaged	ELA	159.8	110	125
	MATH	190.5	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	20	59%	65%	1.10	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model
All Students	Local Support and Improvement
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement
Hispanic or Latino	Local Support and Improvement
White	Local Support and Improvement
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	2	3	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	2	—	4
Hispanic or Latino	4	4	—	—	—
White	4	4	2	—	4
English Language Learner	4	3	—	3	4
Students with Disabilities	4	4	1	—	4
Economically Disadvantaged	4	4	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	213	186.9	4
	Math	226	205.5	
	Science	67	167.9	
	Combined	506	192.7	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	122	191	4
	Math	126	207.9	
	Science	37	163.5	
	Combined	285	194.9	
Black or African American	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Hispanic or Latino	ELA	11	195.5	4
	Math	11	190.9	
	Science	1	—	
	Combined	23	193.5	
Multiracial	ELA	4	—	—
	Math	4	—	
	Science	1	—	
	Combined	9	—	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	73	182.2	4
	Math	82	203.7	
	Science	28	175	
	Combined	183	190.7	
English Language Learner	ELA	9	77.8	4
	Math	10	160	
	Science	3	—	
	Combined	22	113.6	
Students with Disabilities	ELA	30	123.3	4
	Math	32	162.5	
	Science	7	135.7	
	Combined	69	142.8	
Economically Disadvantaged	ELA	41	159.8	4
	Math	42	190.5	
	Science	14	128.6	
	Combined	97	168.6	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	227	175.3	4
	Math	228	203.7	
	Science	76	148	
	Combined	531	183.6	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	0	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	122	191	4
	Math	126	207.9	
	Science	37	163.5	
	Combined	285	194.9	
Black or African American	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Hispanic or Latino	ELA	12	179.2	4
	Math	12	175	
	Science	1	—	
	Combined	25	178	
Multiracial	ELA	5	110	—
	Math	5	160	
	Science	1	—	
	Combined	11	—	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	87	152.9	4
	Math	87	192	
	Science	38	128.9	
	Combined	212	164.6	
English Language Learner	ELA	9	77.8	3
	Math	10	160	
	Science	3	—	
	Combined	22	113.6	
Students with Disabilities	ELA	36	102.8	4
	Math	36	144.4	
	Science	8	118.8	
	Combined	80	123.1	
Economically Disadvantaged	ELA	41	159.8	4
	Math	42	190.5	
	Science	14	128.6	
	Combined	97	168.6	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	273	13,323	48.8	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	155	7,747	50	2
Black or African American	2	—	—	—
Hispanic or Latino	10	—	—	—
Multiracial	6	—	—	—
White	98	4,717	48.1	2
English Language Learner	4	—	—	—
Students with Disabilities	22	956	43.5	1
Economically Disadvantaged	41	1,982	48.3	2

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	20	59%	65%	1.10	3
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	1	—	—	—	—
English Language Learner	20	59%	65%	1.10	3
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	13	—	—	—	—

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	381	7	18	112	244	223.6	4
American Indian or Alaska Native	2	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	213	4	9	55	145	226.1	4
Black or African American	3	–	–	–	–	–	–
Hispanic or Latino	19	–	–	–	–	–	–
Multiracial	14	–	–	–	–	–	–
White	130	3	7	47	73	218.1	4
English Language Learner	20	1	2	5	12	210	4
Students with Disabilities	61	2	4	13	42	221.3	4
Economically Disadvantaged	70	1	5	11	53	227.9	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	243	88.9%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	✓	130	96.2%
Black or African American	–	1	–
Hispanic or Latino	–	13	–
Multiracial	–	5	–
White	✗	92	79.4%
English Language Learner	–	10	–
Students with Disabilities	–	37	–
Economically Disadvantaged	✗	44	93.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

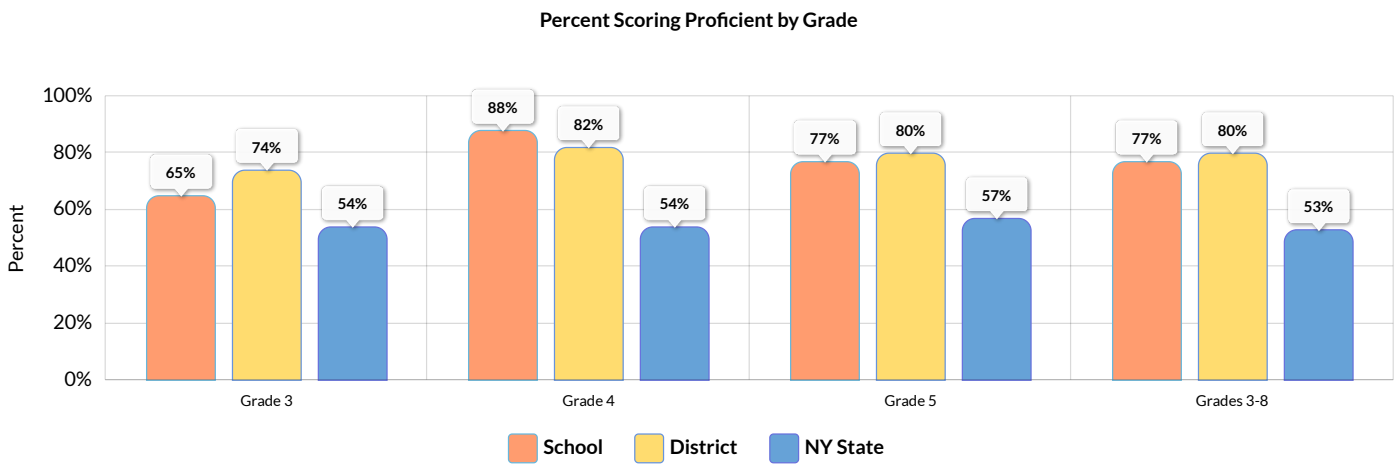
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	243	93.8%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	✓	130	98.5%
Black or African American	–	1	–
Hispanic or Latino	–	13	–
Multiracial	–	5	–
White	✗	92	89.1%
English Language Learner	–	10	–
Students with Disabilities	–	37	–
Economically Disadvantaged	✓	44	95.5%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	–

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

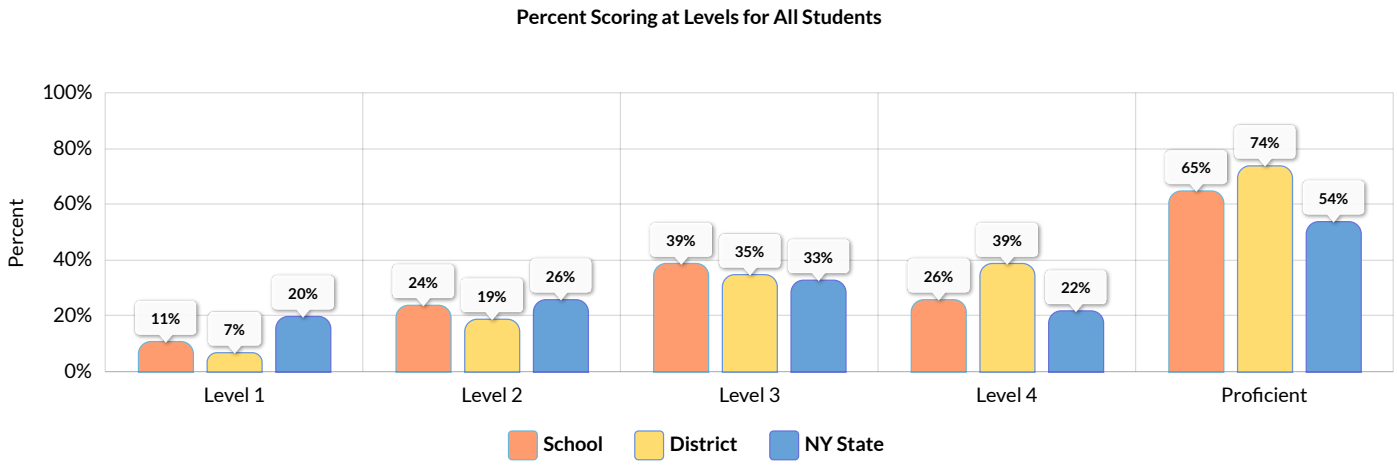
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	76	4	5%	72	95%	8	11%	17	24%	28	39%	19	26%	47	65%
Grade 4	88	19	22%	69	78%	1	1%	7	10%	29	42%	32	46%	61	88%
Grade 5	80	10	13%	70	88%	3	4%	13	19%	34	49%	20	29%	54	77%
Grades 3-8	244	33	14%	211	86%	12	6%	37	18%	91	43%	71	34%	162	77%

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

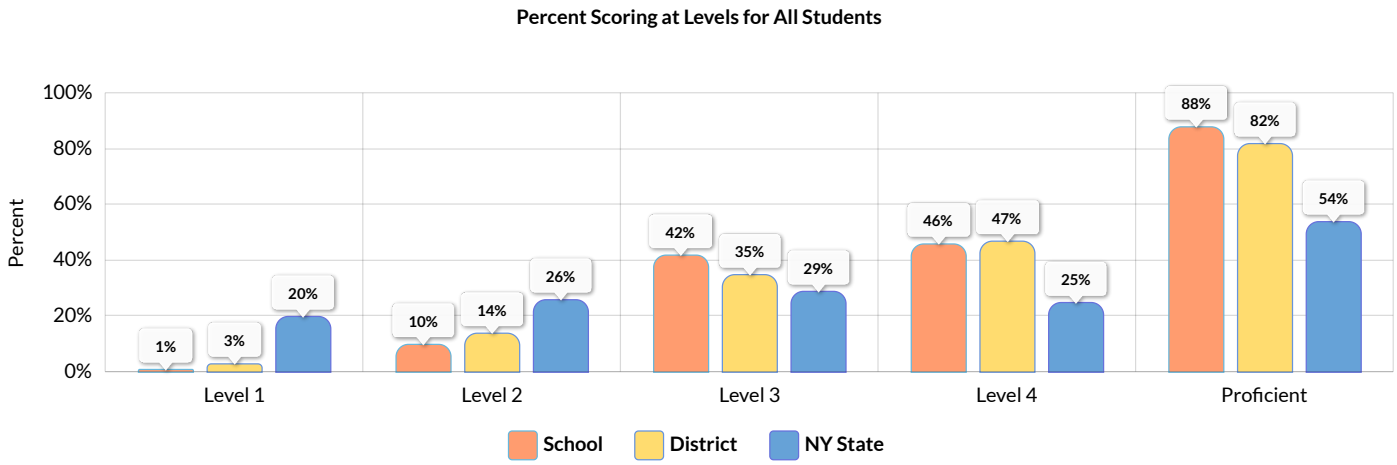
GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	4	5%	72	95%	8	11%	17	24%	28	39%	19	26%	47	65%
Female	37	0	0%	37	100%	3	8%	10	27%	13	35%	11	30%	24	65%
Male	39	4	10%	35	90%	5	14%	7	20%	15	43%	8	23%	23	66%
General Education Students	60	1	2%	59	98%	3	5%	12	20%	26	44%	18	31%	44	75%
Students with Disabilities	16	3	19%	13	81%	5	38%	5	38%	2	15%	1	8%	3	23%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	41	1	2%	40	98%	5	13%	8	20%	13	33%	14	35%	27	68%
Hispanic or Latino	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
White	28	3	11%	25	89%	2	8%	7	28%	12	48%	4	16%	16	64%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	2	29%	3	43%	1	14%	4	57%
Economically Disadvantaged	14	0	0%	14	100%	2	14%	4	29%	6	43%	2	14%	8	57%
Not Economically Disadvantaged	62	4	6%	58	94%	6	10%	13	22%	22	38%	17	29%	39	67%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	72	4	6%	68	94%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	76	4	5%	72	95%	8	11%	17	24%	28	39%	19	26%	47	65%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	76	4	5%	72	95%	8	11%	17	24%	28	39%	19	26%	47	65%
Not Migrant	76	4	5%	72	95%	8	11%	17	24%	28	39%	19	26%	47	65%
Parent Not in Armed Forces	76	4	5%	72	95%	8	11%	17	24%	28	39%	19	26%	47	65%

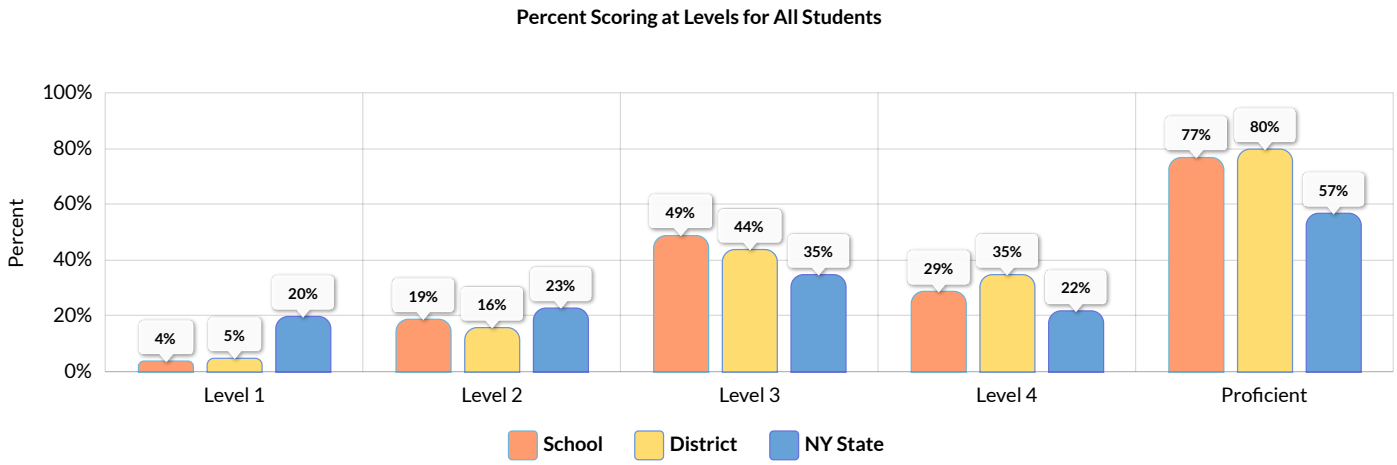
GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	19	22%	69	78%	1	1%	7	10%	29	42%	32	46%	61	88%
Female	40	9	23%	31	78%	1	3%	3	10%	11	35%	16	52%	27	87%
Male	48	10	21%	38	79%	0	0%	4	11%	18	47%	16	42%	34	89%
General Education Students	74	10	14%	64	86%	0	0%	7	11%	27	42%	30	47%	57	89%
Students with Disabilities	14	9	64%	5	36%	1	20%	0	0%	2	40%	2	40%	4	80%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	51	5	10%	46	90%	1	2%	4	9%	18	39%	23	50%	41	89%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
White	25	10	40%	15	60%	0	0%	2	13%	7	47%	6	40%	13	87%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	4	33%	8	67%	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	16	5	31%	11	69%	0	0%	1	9%	8	73%	2	18%	10	91%
Not Economically Disadvantaged	72	14	19%	58	81%	1	2%	6	10%	21	36%	30	52%	51	88%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	85	16	19%	69	81%	1	1%	7	10%	29	42%	32	46%	61	88%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	88	19	22%	69	78%	1	1%	7	10%	29	42%	32	46%	61	88%
Not Homeless	88	19	22%	69	78%	1	1%	7	10%	29	42%	32	46%	61	88%
Not Migrant	88	19	22%	69	78%	1	1%	7	10%	29	42%	32	46%	61	88%
Parent Not in Armed Forces	88	19	22%	69	78%	1	1%	7	10%	29	42%	32	46%	61	88%

GRADE 5 ELA RESULTS

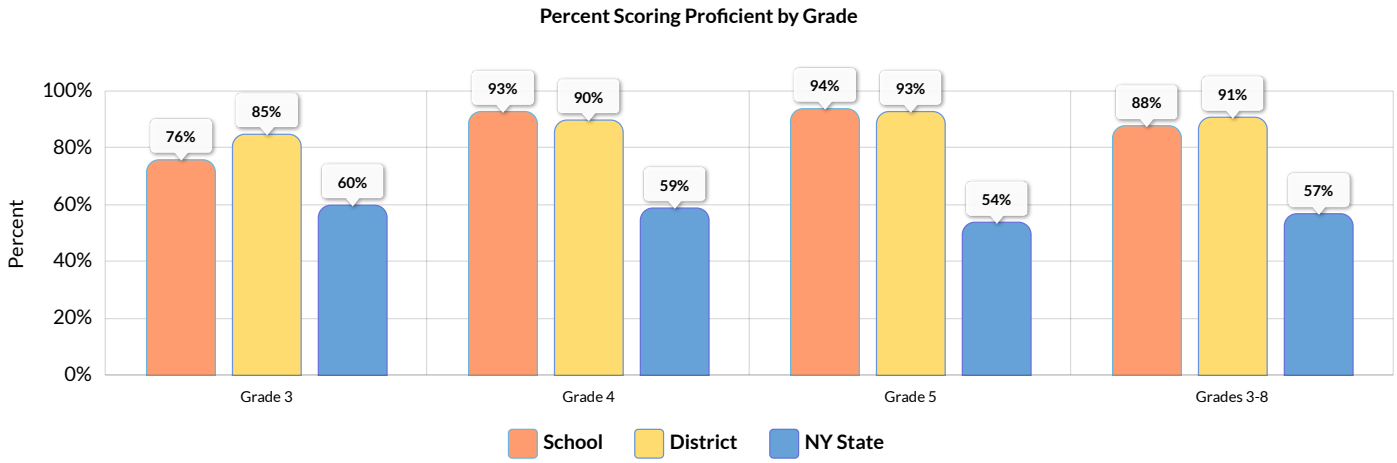


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	10	13%	70	88%	3	4%	13	19%	34	49%	20	29%	54	77%
Female	37	2	5%	35	95%	2	6%	8	23%	17	49%	8	23%	25	71%
Male	43	8	19%	35	81%	1	3%	5	14%	17	49%	12	34%	29	83%
General Education Students	72	9	13%	63	88%	1	2%	11	17%	32	51%	19	30%	51	81%
Students with Disabilities	8	1	13%	7	88%	2	29%	2	29%	2	29%	1	14%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	38	2	5%	36	95%	2	6%	6	17%	18	50%	10	28%	28	78%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	40	8	20%	32	80%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	42	8	19%	34	81%	1	3%	7	21%	16	47%	10	29%	26	76%
Economically Disadvantaged	14	1	7%	13	93%	3	23%	4	31%	5	38%	1	8%	6	46%
Not Economically Disadvantaged	66	9	14%	57	86%	0	0%	9	16%	29	51%	19	33%	48	84%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	77	10	13%	67	87%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	80	10	13%	70	88%	3	4%	13	19%	34	49%	20	29%	54	77%
Not Homeless	80	10	13%	70	88%	3	4%	13	19%	34	49%	20	29%	54	77%
Not Migrant	80	10	13%	70	88%	3	4%	13	19%	34	49%	20	29%	54	77%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	80	10	13%	70	88%	3	4%	13	19%	34	49%	20	29%	54	77%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

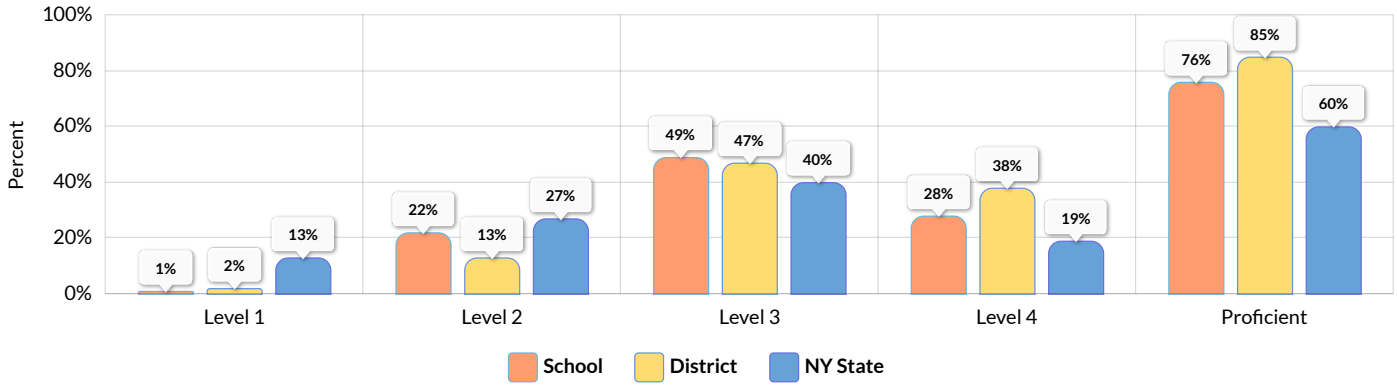
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	76	4	5%	72	95%	1	1%	16	22%	35	49%	20	28%	55	76%
Grade 4	88	13	15%	75	85%	0	0%	5	7%	38	51%	32	43%	70	93%
Grade 5	80	3	4%	77	96%	2	3%	3	4%	36	47%	36	47%	72	94%
Grades 3-8	244	20	8%	224	92%	3	1%	24	11%	109	49%	88	39%	197	88%

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

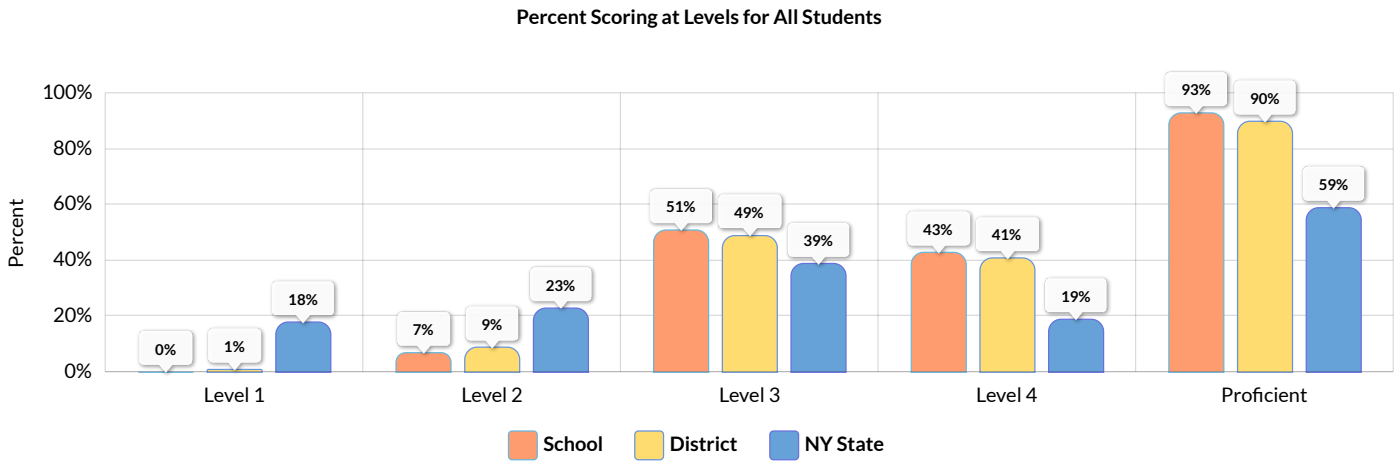
GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	4	5%	72	95%	1	1%	16	22%	35	49%	20	28%	55	76%
Female	37	1	3%	36	97%	0	0%	8	22%	17	47%	11	31%	28	78%
Male	39	3	8%	36	92%	1	3%	8	22%	18	50%	9	25%	27	75%
General Education Students	60	1	2%	59	98%	0	0%	9	15%	32	54%	18	31%	50	85%
Students with Disabilities	16	3	19%	13	81%	1	8%	7	54%	3	23%	2	15%	5	38%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	41	1	2%	40	98%	0	0%	8	20%	19	48%	13	33%	32	80%
Hispanic or Latino	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
White	28	3	11%	25	89%	1	4%	6	24%	13	52%	5	20%	18	72%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	2	29%	3	43%	2	29%	5	71%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	3	21%	7	50%	4	29%	11	79%
Not Economically Disadvantaged	62	4	6%	58	94%	1	2%	13	22%	28	48%	16	28%	44	76%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	72	4	6%	68	94%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	76	4	5%	72	95%	1	1%	16	22%	35	49%	20	28%	55	76%
Not Homeless	76	4	5%	72	95%	1	1%	16	22%	35	49%	20	28%	55	76%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	76	4	5%	72	95%	1	1%	16	22%	35	49%	20	28%	55	76%
Parent Not in Armed Forces	76	4	5%	72	95%	1	1%	16	22%	35	49%	20	28%	55	76%

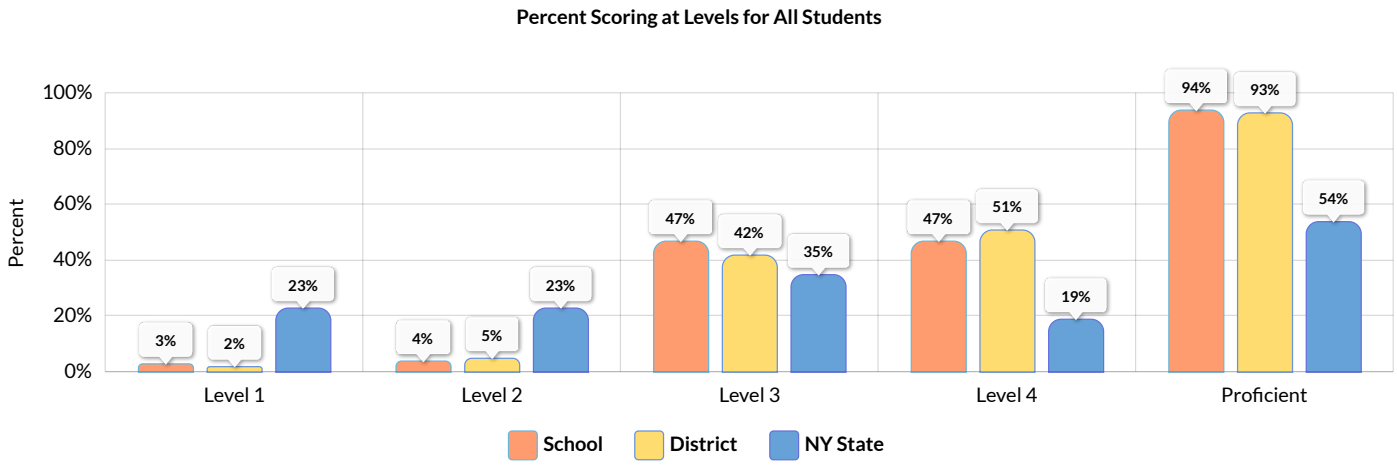
GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	13	15%	75	85%	0	0%	5	7%	38	51%	32	43%	70	93%
Female	40	6	15%	34	85%	0	0%	3	9%	23	68%	8	24%	31	91%
Male	48	7	15%	41	85%	0	0%	2	5%	15	37%	24	59%	39	95%
General Education Students	74	6	8%	68	92%	0	0%	4	6%	34	50%	30	44%	64	94%
Students with Disabilities	14	7	50%	7	50%	0	0%	1	14%	4	57%	2	29%	6	86%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	51	3	6%	48	94%	0	0%	3	6%	25	52%	20	42%	45	94%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
White	25	6	24%	19	76%	0	0%	1	5%	8	42%	10	53%	18	95%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	4	33%	8	67%	0	0%	1	13%	5	63%	2	25%	7	88%
Economically Disadvantaged	16	5	31%	11	69%	0	0%	2	18%	7	64%	2	18%	9	82%
Not Economically Disadvantaged	72	8	11%	64	89%	0	0%	3	5%	31	48%	30	47%	61	95%
English Language Learner	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	85	11	13%	74	87%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	88	13	15%	75	85%	0	0%	5	7%	38	51%	32	43%	70	93%
Not Homeless	88	13	15%	75	85%	0	0%	5	7%	38	51%	32	43%	70	93%
Not Migrant	88	13	15%	75	85%	0	0%	5	7%	38	51%	32	43%	70	93%
Parent Not in Armed Forces	88	13	15%	75	85%	0	0%	5	7%	38	51%	32	43%	70	93%

GRADE 5 MATH RESULTS

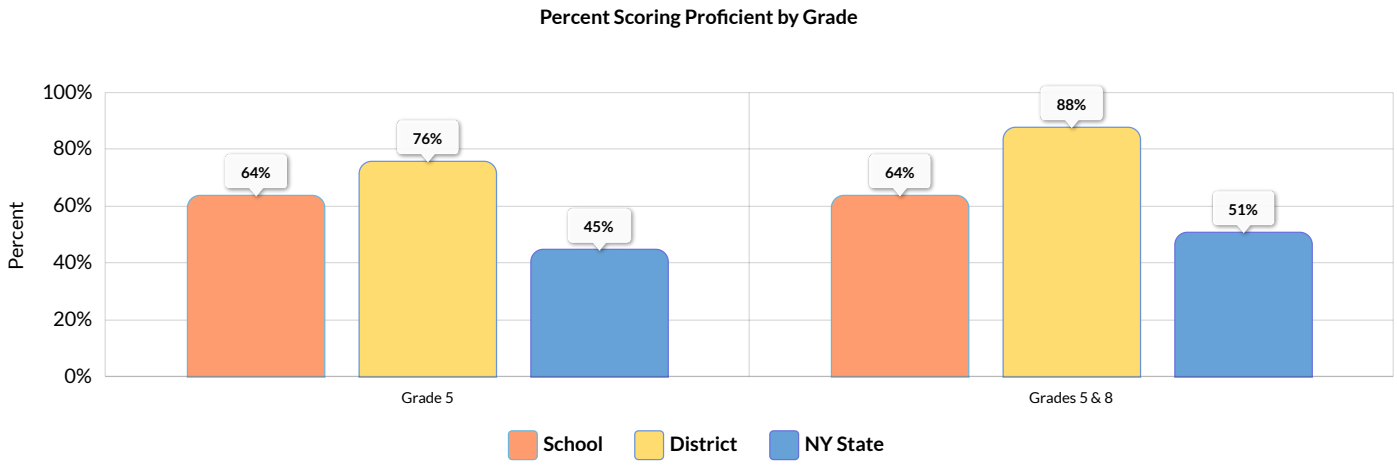


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	3	4%	77	96%	2	3%	3	4%	36	47%	36	47%	72	94%
Female	37	1	3%	36	97%	2	6%	2	6%	15	42%	17	47%	32	89%
Male	43	2	5%	41	95%	0	0%	1	2%	21	51%	19	46%	40	98%
General Education Students	72	2	3%	70	97%	1	1%	1	1%	33	47%	35	50%	68	97%
Students with Disabilities	8	1	13%	7	88%	1	14%	2	29%	3	43%	1	14%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	38	0	0%	38	100%	2	5%	1	3%	15	39%	20	53%	35	92%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	40	3	8%	37	93%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	42	3	7%	39	93%	0	0%	2	5%	21	54%	16	41%	37	95%
Economically Disadvantaged	14	0	0%	14	100%	2	14%	1	7%	6	43%	5	36%	11	79%
Not Economically Disadvantaged	66	3	5%	63	95%	0	0%	2	3%	30	48%	31	49%	61	97%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	77	3	4%	74	96%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	80	3	4%	77	96%	2	3%	3	4%	36	47%	36	47%	72	94%
Not Homeless	80	3	4%	77	96%	2	3%	3	4%	36	47%	36	47%	72	94%
Not Migrant	80	3	4%	77	96%	2	3%	3	4%	36	47%	36	47%	72	94%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	80	3	4%	77	96%	2	3%	3	4%	36	47%	36	47%	72	94%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

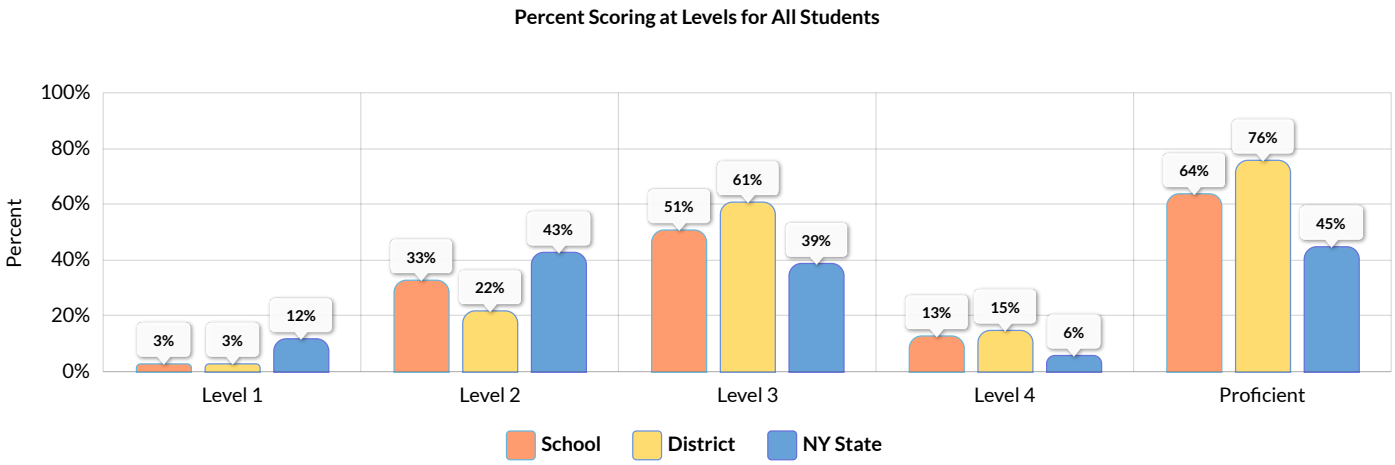
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	80	13	16%	67	84%	2	3%	22	33%	34	51%	9	13%	43	64%
Grades 5 & 8	80	13	16%	67	84%	2	3%	22	33%	34	51%	9	13%	43	64%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	13	16%	67	84%	2	3%	22	33%	34	51%	9	13%	43	64%
Female	37	8	22%	29	78%	2	7%	9	31%	14	48%	4	14%	18	62%
Male	43	5	12%	38	88%	0	0%	13	34%	20	53%	5	13%	25	66%
General Education Students	72	12	17%	60	83%	1	2%	19	32%	32	53%	8	13%	40	67%
Students with Disabilities	8	1	13%	7	88%	1	14%	3	43%	2	29%	1	14%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	38	1	3%	37	97%	1	3%	13	35%	20	54%	3	8%	23	62%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	40	12	30%	28	70%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	42	12	29%	30	71%	1	3%	9	30%	14	47%	6	20%	20	67%
Economically Disadvantaged	14	0	0%	14	100%	1	7%	8	57%	5	36%	0	0%	5	36%
Not Economically Disadvantaged	66	13	20%	53	80%	1	2%	14	26%	29	55%	9	17%	38	72%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	77	13	17%	64	83%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	80	13	16%	67	84%	2	3%	22	33%	34	51%	9	13%	43	64%
Not Homeless	80	13	16%	67	84%	2	3%	22	33%	34	51%	9	13%	43	64%
Not Migrant	80	13	16%	67	84%	2	3%	22	33%	34	51%	9	13%	43	64%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	80	13	16%	67	84%	2	3%	22	33%	34	51%	9	13%	43	64%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	7	0	0%	7	100%	0	0%	0	0%	0	0%	3	43%	4	57%
Grade 1	6	0	0%	6	100%	0	0%	0	0%	1	17%	4	67%	1	17%
Grade 2	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	381	25	6.6%
American Indian or Alaska Native	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	213	13	6.1%
Black or African American	3	—	—
Hispanic or Latino	19	—	—
Multiracial	14	—	—
White	130	10	7.7%
English Language Learner	20	3	15%
Students with Disabilities	61	6	9.8%
Economically Disadvantaged	70	6	8.6%

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BAYLIS 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.

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	416	$255,853	$615	$15,547,238	$37,373	$15,803,091	$37,988
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	40	2	5%	1	0	0%
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	40	0	0%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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BAYLIS ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
427	180	42.15% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	180	100	0	0
Female	88	100	0	0
Male	92	100	0	0
American Indian/Alaska Native	1	100	0	0
Black	2	100	0	0
Hispanic	4	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	110	100	0	0
White	57	100	0	0
Multiracial	6	100	0	0
General Education Students	161	100	0	0
Students with Disabilities	19	100	0	0
Not English Language Learner	166	100	0	0
English Language Learner	14	100	0	0
Economically Disadvantaged	33	100	0	0
Not Economically Disadvantaged	147	100	0	0
Not Migrant	180	100	0	0
Not Homeless	180	100	0	0
Not in Foster Care	180	100	0	0
Parent Not in Armed Forces	180	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
427	180	42.15% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	98.33	0	0	0	0	3	1.67	0	0	0	0

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	88	100	0	0	0	0	0	0	0	0	0	0
Male	89	96.74	0	0	0	0	3	3.26	0	0	0	0
American Indian/Alaska Native	1	100	0	0	0	0	0	0	0	0	0	0
Black	2	100	0	0	0	0	0	0	0	0	0	0
Hispanic	4	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	107	97.27	0	0	0	0	3	2.73	0	0	0	0
White	57	100	0	0	0	0	0	0	0	0	0	0
Multiracial	6	100	0	0	0	0	0	0	0	0	0	0
General Education Students	159	98.76	0	0	0	0	2	1.24	0	0	0	0
Students with Disabilities	18	94.74	0	0	0	0	1	5.26	0	0	0	0
Not English Language Learner	163	98.19	0	0	0	0	3	1.81	0	0	0	0
English Language Learner	14	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	33	100	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	144	97.96	0	0	0	0	3	2.04	0	0	0	0
Not Migrant	177	98.33	0	0	0	0	3	1.67	0	0	0	0
Not Homeless	177	98.33	0	0	0	0	3	1.67	0	0	0	0
Not in Foster Care	177	98.33	0	0	0	0	3	1.67	0	0	0	0
Parent Not in Armed Forces	177	98.33	0	0	0	0	3	1.67	0	0	0	0

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
427		42.15% of Enrolled

180

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	2	1.11	0	0	178	98.89
Female	0	0	0	0	88	100
Male	2	2.17	0	0	90	97.83
American Indian/Alaska Native	0	0	0	0	1	100
Black	0	0	0	0	2	100
Hispanic	0	0	0	0	4	100
Asian or Native Hawaiian/Other Pacific Islander	2	1.82	0	0	108	98.18
White	0	0	0	0	57	100
Multiracial	0	0	0	0	6	100
General Education Students	2	1.24	0	0	159	98.76
Students with Disabilities	0	0	0	0	19	100
Not English Language Learner	2	1.2	0	0	164	98.8
English Language Learner	0	0	0	0	14	100
Economically Disadvantaged	0	0	0	0	33	100
Not Economically Disadvantaged	2	1.36	0	0	145	98.64
Not Migrant	2	1.11	0	0	178	98.89
Not Homeless	2	1.11	0	0	178	98.89
Not in Foster Care	2	1.11	0	0	178	98.89
Parent Not in Armed Forces	2	1.11	0	0	178	98.89

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
427	180	42.15% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	2	1.11	178	98.89	0	0
Female	0	0	88	100	0	0
Male	2	2.17	90	97.83	0	0
American Indian/Alaska Native	0	0	1	100	0	0
Black	0	0	2	100	0	0
Hispanic	0	0	4	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	1.82	108	98.18	0	0
White	0	0	57	100	0	0
Multiracial	0	0	6	100	0	0
General Education Students	2	1.24	159	98.76	0	0
Students with Disabilities	0	0	19	100	0	0
Not English Language Learner	2	1.2	164	98.8	0	0
English Language Learner	0	0	14	100	0	0
Economically Disadvantaged	0	0	33	100	0	0
Not Economically Disadvantaged	2	1.36	145	98.64	0	0
Not Migrant	2	1.11	178	98.89	0	0
Not Homeless	2	1.11	178	98.89	0	0
Not in Foster Care	2	1.11	178	98.89	0	0
Parent Not in Armed Forces	2	1.11	178	98.89	0	0

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed
427	180	42.15% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	10	5.56	170	94.44
Female	4	4.55	84	95.45
Male	6	6.52	86	93.48
American Indian/Alaska Native	0	0	1	100
Black	0	0	2	100
Hispanic	0	0	4	100
Asian or Native Hawaiian/Other Pacific Islander	9	8.18	101	91.82
White	1	1.75	56	98.25
Multiracial	0	0	6	100
General Education Students	8	4.97	153	95.03
Students with Disabilities	2	10.53	17	89.47
Not English Language Learner	8	4.82	158	95.18
English Language Learner	2	14.29	12	85.71
Economically Disadvantaged	3	9.09	30	90.91
Not Economically Disadvantaged	7	4.76	140	95.24
Not Migrant	10	5.56	170	94.44
Not Homeless	10	5.56	170	94.44
Not in Foster Care	10	5.56	170	94.44
Parent Not in Armed Forces	10	5.56	170	94.44

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
427	180	42.15% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	180	100
Female	0	0	88	100
Male	0	0	92	100
American Indian/Alaska Native	0	0	1	100
Black	0	0	2	100
Hispanic	0	0	4	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	110	100
White	0	0	57	100
Multiracial	0	0	6	100
General Education Students	0	0	161	100
Students with Disabilities	0	0	19	100
Not English Language Learner	0	0	166	100
English Language Learner	0	0	14	100
Economically Disadvantaged	0	0	33	100
Not Economically Disadvantaged	0	0	147	100
Not Migrant	0	0	180	100
Not Homeless	0	0	180	100
Not in Foster Care	0	0	180	100
Parent Not in Armed Forces	0	0	180	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
427	180	42.15% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	3	1.67	4	2.22	0	0	1	.56	1	.56	0	0	11	6.11	160	88.89	0	0
Female	2	2.27	3	3.41	0	0	0	0	0	0	0	0	5	5.68	78	88.64	0	0
Male	1	1.09	1	1.09	0	0	1	1.09	1	1.09	0	0	6	6.52	82	89.13	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	0	0	0
Hispanic	1	25	0	0	0	0	0	0	0	0	0	0	0	0	3	75	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	.91	2	1.82	0	0	1	.91	1	.91	0	0	7	6.36	98	89.09	0	0
White	1	1.75	2	3.51	0	0	0	0	0	0	0	0	2	3.51	52	91.23	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	100	0	0
General Education Students	2	1.24	3	1.86	0	0	1	.62	1	.62	0	0	8	4.97	146	90.68	0	0
Students with Disabilities	1	5.26	1	5.26	0	0	0	0	0	0	0	0	3	15.79	14	73.68	0	0
Not English Language Learner	2	1.2	2	1.2	0	0	1	.6	0	0	0	0	7	4.22	154	92.77	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	1	7.14	2	14.29	0	0	0	0	1	7.14	0	0	4	28.57	6	42.86	0	0
Economically Disadvantaged	2	6.06	3	9.09	0	0	0	0	0	0	0	0	4	12.12	24	72.73	0	0
Not Economically Disadvantaged	1	.68	1	.68	0	0	1	.68	1	.68	0	0	7	4.76	136	92.52	0	0
Not Migrant	3	1.67	4	2.22	0	0	1	.56	1	.56	0	0	11	6.11	160	88.89	0	0
Not Homeless	3	1.67	4	2.22	0	0	1	.56	1	.56	0	0	11	6.11	160	88.89	0	0
Not in Foster Care	3	1.67	4	2.22	0	0	1	.56	1	.56	0	0	11	6.11	160	88.89	0	0
Parent Not in Armed Forces	3	1.67	4	2.22	0	0	1	.56	1	.56	0	0	11	6.11	160	88.89	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed
427	180	42.15% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	4	2.22	176	97.78
Female	1	1.14	87	98.86
Male	3	3.26	89	96.74
American Indian/Alaska Native	0	0	1	100

Subgroup	No		Yes	
	#	%	#	%
Black	0	0	2	100
Hispanic	1	25	3	75
Asian or Native Hawaiian/Other Pacific Islander	2	1.82	108	98.18
White	1	1.75	56	98.25
Multiracial	0	0	6	100
General Education Students	3	1.86	158	98.14
Students with Disabilities	1	5.26	18	94.74
Not English Language Learner	4	2.41	162	97.59
English Language Learner	0	0	14	100
Economically Disadvantaged	1	3.03	32	96.97
Not Economically Disadvantaged	3	2.04	144	97.96
Not Migrant	4	2.22	176	97.78
Not Homeless	4	2.22	176	97.78
Not in Foster Care	4	2.22	176	97.78
Parent Not in Armed Forces	4	2.22	176	97.78

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
427	180	42.15% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	26	14.44	7	3.89	146	81.11	1	.56

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
Female	9	10.23	2	2.27	77	87.5	0	0
Male	17	18.48	5	5.43	69	75	1	1.09
American Indian/Alaska Native	0	0	0	0	1	100	0	0
Black	2	100	0	0	0	0	0	0
Hispanic	1	25	0	0	3	75	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	17.27	7	6.36	83	75.45	1	.91
White	4	7.02	0	0	53	92.98	0	0
Multiracial	0	0	0	0	6	100	0	0
General Education Students	22	13.66	6	3.73	132	81.99	1	.62
Students with Disabilities	4	21.05	1	5.26	14	73.68	0	0
Not English Language Learner	22	13.25	7	4.22	137	82.53	0	0
English Language Learner	4	28.57	0	0	9	64.29	1	7.14
Economically Disadvantaged	9	27.27	2	6.06	22	66.67	0	0
Not Economically Disadvantaged	17	11.56	5	3.4	124	84.35	1	.68
Not Migrant	26	14.44	7	3.89	146	81.11	1	.56
Not Homeless	26	14.44	7	3.89	146	81.11	1	.56
Not in Foster Care	26	14.44	7	3.89	146	81.11	1	.56
Parent Not in Armed Forces	26	14.44	7	3.89	146	81.11	1	.56

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Section 3: School Report Card
Berry Hill Elementary School

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

BERRY HILL ELEMENTARY SCHOOL ENROLLMENT (2024 - 25)

K-12 Enrollment: 450

ENROLLMENT BY GENDER

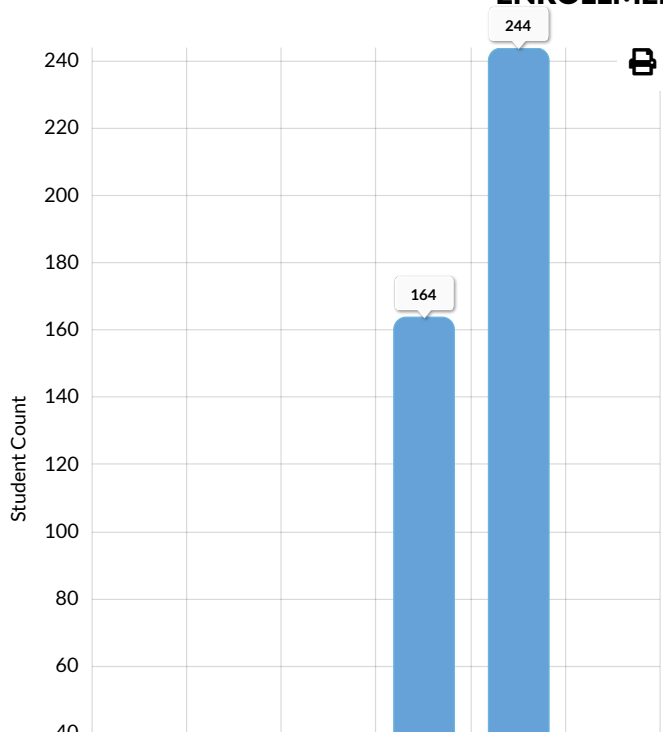
MALE	
230	51%

FEMALE	
220	49%

NON-BINARY	
0	0%



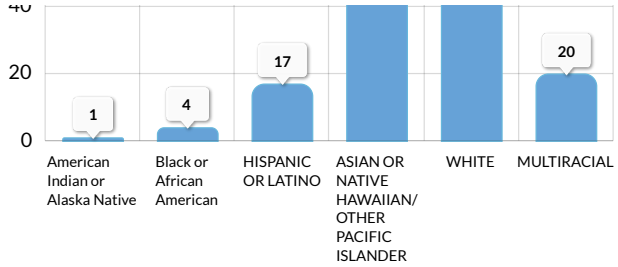
ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
1	0%

BLACK OR AFRICAN AMERICAN	
4	1%

HISPANIC OR LATINO	
17	4%



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

164	36%

WHITE

244	54%

MULTIRACIAL

20	4%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
14	3%	54	12%	42	9%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	–	–	–	–	–	–

ENROLLMENT BY GRADE

K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
53	12%	63	14%	81	18%	80	18%

4TH GRADE		5TH GRADE		UNGRADED ELE...	
85	19%	86	19%	2	0%

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BERRY HILL 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	161.3	123.3	136.1
	MATH	185.2	127.4	139.5
American Indian or Alaska Native	ELA	—	—	—
	MATH	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	195.6	178.8	182.3
	MATH	215	190.9	192.4
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	160	107.5	122.9
	MATH	185	105.6	121.4
Multiracial	ELA	194.4	125.7	138.1
	MATH	205.6	129	140.8
White	ELA	131.7	123.7	136.4
	MATH	158.8	134.7	145.6
English Language Learner	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	ELA	61.8	68.9	90.7
	MATH	102.9	72.5	93.8
Economically Disadvantaged	ELA	146.3	110	125
	MATH	174.1	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	10	—	—	—	—	—

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	1	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	1	—	4
Hispanic or Latino	4	3	—	—	—
Multiracial	—	4	—	—	—
White	4	3	1	—	4
Students with Disabilities	4	3	1	—	4
Economically Disadvantaged	4	4	1	—	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	207	187	4
	Math	220	202	
	Science	71	164.8	
	Combined	498	190.5	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	90	195.6	4
	Math	90	215	
	Science	29	179.3	
	Combined	209	201.7	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	2	—	
	Combined	8	—	
Hispanic or Latino	ELA	10	160	4
	Math	9	205.6	
	Science	3	—	
	Combined	22	177.3	
Multiracial	ELA	8	218.8	—
	Math	8	231.3	
	Science	3	—	
	Combined	19	—	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	95	181.6	4
	Math	109	190.8	
	Science	34	150	
	Combined	238	181.3	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Students with Disabilities	ELA	22	95.5	4
	Math	24	145.8	
	Science	9	127.8	
	Combined	55	122.7	
Economically Disadvantaged	ELA	23	171.7	4
	Math	23	204.3	
	Science	8	168.8	
	Combined	54	185.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	240	161.3	4
	Math	240	185.2	
	Science	83	141	
	Combined	563	168.5	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	90	195.6	4
	Math	90	215	
	Science	29	179.3	
	Combined	209	201.7	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	2	—	
	Combined	8	—	
Hispanic or Latino	ELA	10	160	3
	Math	10	185	
	Science	4	—	
	Combined	24	162.5	
Multiracial	ELA	9	194.4	4
	Math	9	205.6	
	Science	4	—	
	Combined	22	190.9	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	131	131.7	3
	Math	131	158.8	
	Science	45	113.3	
	Combined	307	140.6	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Science	2	—	
	Combined	8	—	
Students with Disabilities	ELA	34	61.8	3
	Math	34	102.9	
	Science	17	67.6	
	Combined	85	79.4	
Economically Disadvantaged	ELA	27	146.3	4
	Math	27	174.1	
	Science	10	135	
	Combined	64	156.3	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	275	11,342	41.2	1
Asian or Native Hawaiian/Other Pacific Islander	101	4,080	40.4	1
Black or African American	6	—	—	—
Hispanic or Latino	17	—	—	—
Multiracial	12	—	—	—
White	139	5,779	41.6	1
Students with Disabilities	25	699	28	1
Economically Disadvantaged	26	1,033	39.7	1

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	10	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—
White	2	—	—	—	—
English Language Learner	10	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	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	403	4	25	137	237	221.2	4
American Indian or Alaska Native	1	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	151	1	5	42	103	229.5	4
Black or African American	4	–	–	–	–	–	–
Hispanic or Latino	15	–	–	–	–	–	–
Multiracial	16	–	–	–	–	–	–
White	216	2	19	80	115	216	4
English Language Learner	13	–	–	–	–	–	–
Students with Disabilities	52	1	7	17	27	208.7	4
Economically Disadvantaged	44	1	2	12	29	223.9	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

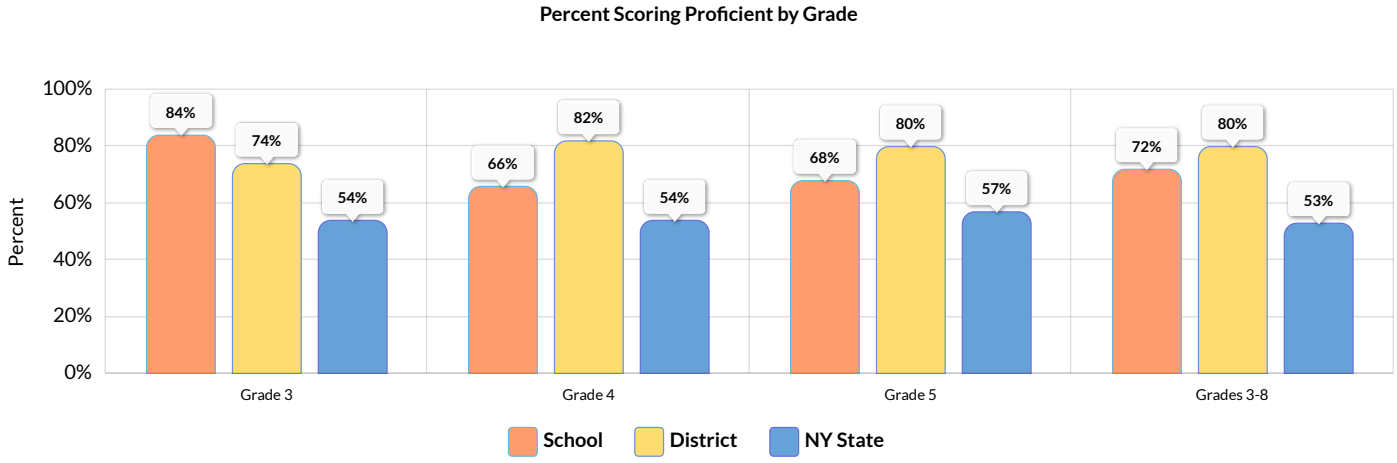
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	256	81.6%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	93	97.9%
Black or African American	–	3	–
Hispanic or Latino	–	11	–
Multiracial	–	9	–
White	✗	139	69.1%
English Language Learner	–	4	–
Students with Disabilities	–	36	–
Economically Disadvantaged	–	30	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	256	87.1%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	93	98.9%
Black or African American	–	3	–
Hispanic or Latino	–	11	–
Multiracial	–	9	–
White	✗	139	79.1%
English Language Learner	–	4	–
Students with Disabilities	–	36	–
Economically Disadvantaged	–	30	–

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

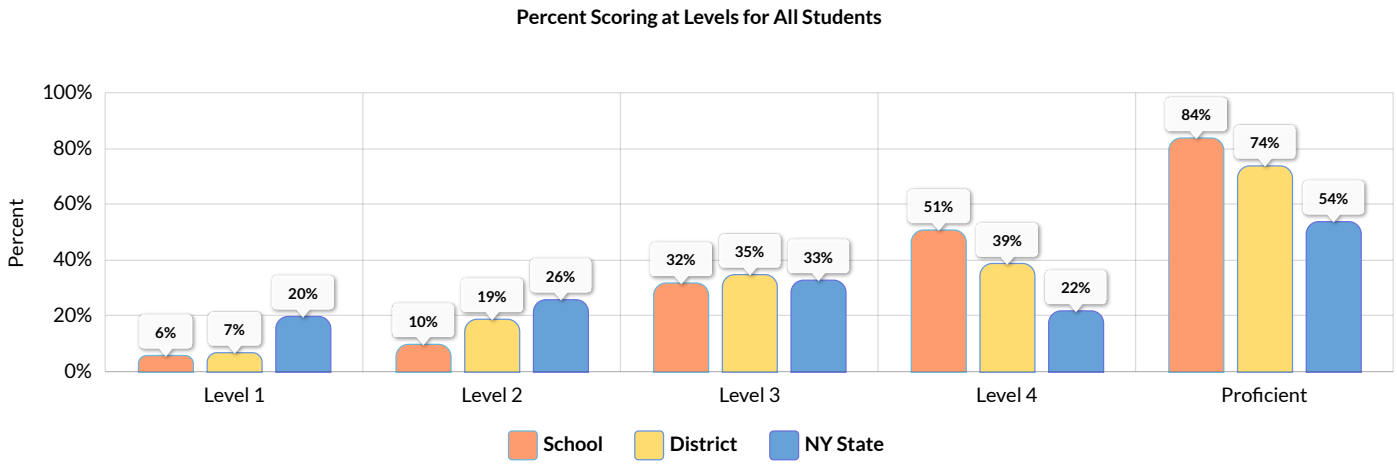
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	81	13	16%	68	84%	4	6%	7	10%	22	32%	35	51%	57	84%
Grade 4	87	11	13%	76	87%	3	4%	23	30%	25	33%	25	33%	50	66%
Grade 5	88	25	28%	63	72%	5	8%	15	24%	22	35%	21	33%	43	68%
Grades 3-8	256	49	19%	207	81%	12	6%	45	22%	69	33%	81	39%	150	72%

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

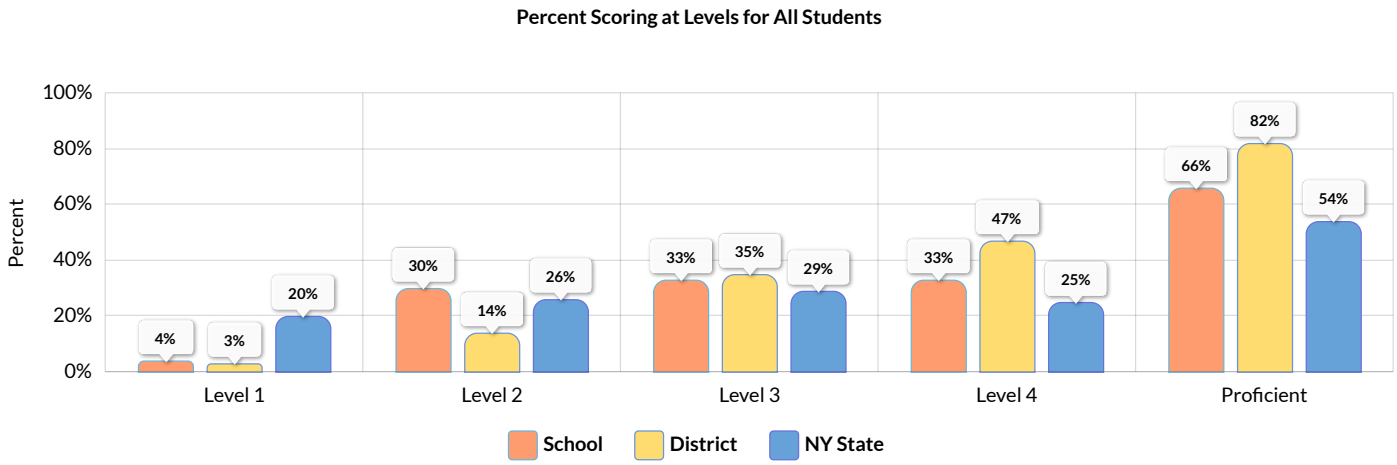
GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	81	13	16%	68	84%	4	6%	7	10%	22	32%	35	51%	57	84%
Female	48	10	21%	38	79%	1	3%	4	11%	13	34%	20	53%	33	87%
Male	33	3	9%	30	91%	3	10%	3	10%	9	30%	15	50%	24	80%
General Education Students	73	12	16%	61	84%	1	2%	5	8%	20	33%	35	57%	55	90%
Students with Disabilities	8	1	13%	7	88%	3	43%	2	29%	2	29%	0	0%	2	29%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	34	0	0%	34	100%	1	3%	3	9%	9	26%	21	62%	30	88%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	43	13	30%	30	70%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	47	13	28%	34	72%	3	9%	4	12%	13	38%	14	41%	27	79%
Economically Disadvantaged	10	1	10%	9	90%	1	11%	2	22%	2	22%	4	44%	6	67%
Not Economically Disadvantaged	71	12	17%	59	83%	3	5%	5	8%	20	34%	31	53%	51	86%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	80	13	16%	67	84%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	81	13	16%	68	84%	4	6%	7	10%	22	32%	35	51%	57	84%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	81	13	16%	68	84%	4	6%	7	10%	22	32%	35	51%	57	84%
Not Migrant	81	13	16%	68	84%	4	6%	7	10%	22	32%	35	51%	57	84%
Parent Not in Armed Forces	81	13	16%	68	84%	4	6%	7	10%	22	32%	35	51%	57	84%

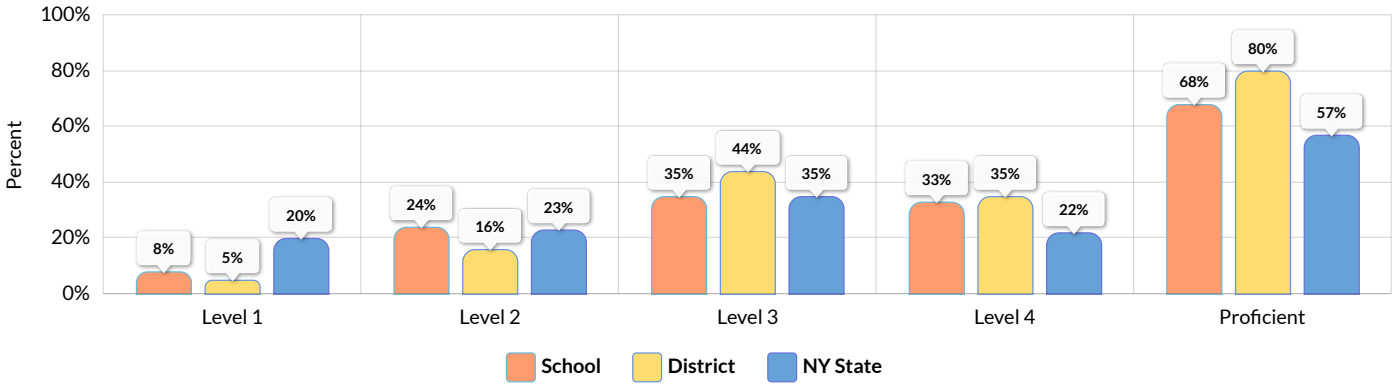
GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	11	13%	76	87%	3	4%	23	30%	25	33%	25	33%	50	66%
Female	44	5	11%	39	89%	0	0%	12	31%	13	33%	14	36%	27	69%
Male	43	6	14%	37	86%	3	8%	11	30%	12	32%	11	30%	23	62%
General Education Students	77	8	10%	69	90%	2	3%	18	26%	25	36%	24	35%	49	71%
Students with Disabilities	10	3	30%	7	70%	1	14%	5	71%	0	0%	1	14%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	28	1	4%	27	96%	0	0%	5	19%	12	44%	10	37%	22	81%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	0	0%	6	100%	–	–	–	–	–	–	–	–	–	–
White	49	10	20%	39	80%	2	5%	14	36%	10	26%	13	33%	23	59%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	1	10%	4	40%	3	30%	2	20%	5	50%
Economically Disadvantaged	8	1	13%	7	88%	0	0%	1	14%	3	43%	3	43%	6	86%
Not Economically Disadvantaged	79	10	13%	69	87%	3	4%	22	32%	22	32%	22	32%	44	64%
Non-English Language Learner	87	11	13%	76	87%	3	4%	23	30%	25	33%	25	33%	50	66%
Not in Foster Care	87	11	13%	76	87%	3	4%	23	30%	25	33%	25	33%	50	66%
Not Homeless	87	11	13%	76	87%	3	4%	23	30%	25	33%	25	33%	50	66%
Not Migrant	87	11	13%	76	87%	3	4%	23	30%	25	33%	25	33%	50	66%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	87	11	13%	76	87%	3	4%	23	30%	25	33%	25	33%	50	66%

GRADE 5 ELA RESULTS

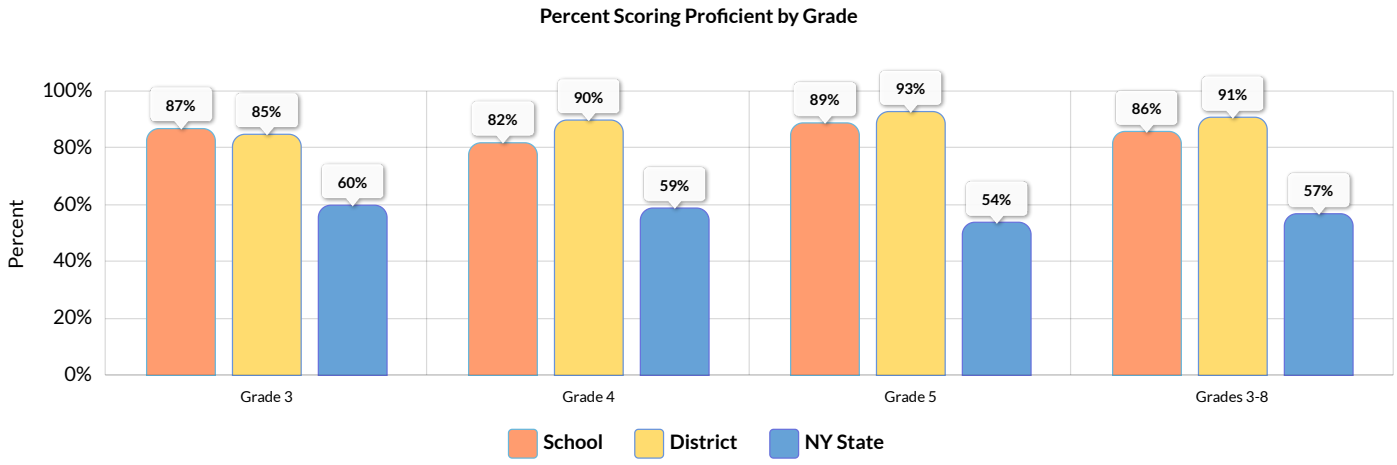


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	25	28%	63	72%	5	8%	15	24%	22	35%	21	33%	43	68%
Female	41	8	20%	33	80%	2	6%	8	24%	13	39%	10	30%	23	70%
Male	47	17	36%	30	64%	3	10%	7	23%	9	30%	11	37%	20	67%
General Education Students	70	13	19%	57	81%	2	4%	12	21%	22	39%	21	37%	43	75%
Students with Disabilities	18	12	67%	6	33%	3	50%	3	50%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	31	3	10%	28	90%	4	14%	6	21%	10	36%	8	29%	18	64%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	47	20	43%	27	57%	0	0%	8	30%	10	37%	9	33%	19	70%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	1	13%	2	25%	4	50%	6	75%
Economically Disadvantaged	12	5	42%	7	58%	2	29%	3	43%	1	14%	1	14%	2	29%
Not Economically Disadvantaged	76	20	26%	56	74%	3	5%	12	21%	21	38%	20	36%	41	73%
English Language Learner	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	85	23	27%	62	73%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	88	25	28%	63	72%	5	8%	15	24%	22	35%	21	33%	43	68%
Not Homeless	88	25	28%	63	72%	5	8%	15	24%	22	35%	21	33%	43	68%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	88	25	28%	63	72%	5	8%	15	24%	22	35%	21	33%	43	68%
Parent Not in Armed Forces	88	25	28%	63	72%	5	8%	15	24%	22	35%	21	33%	43	68%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

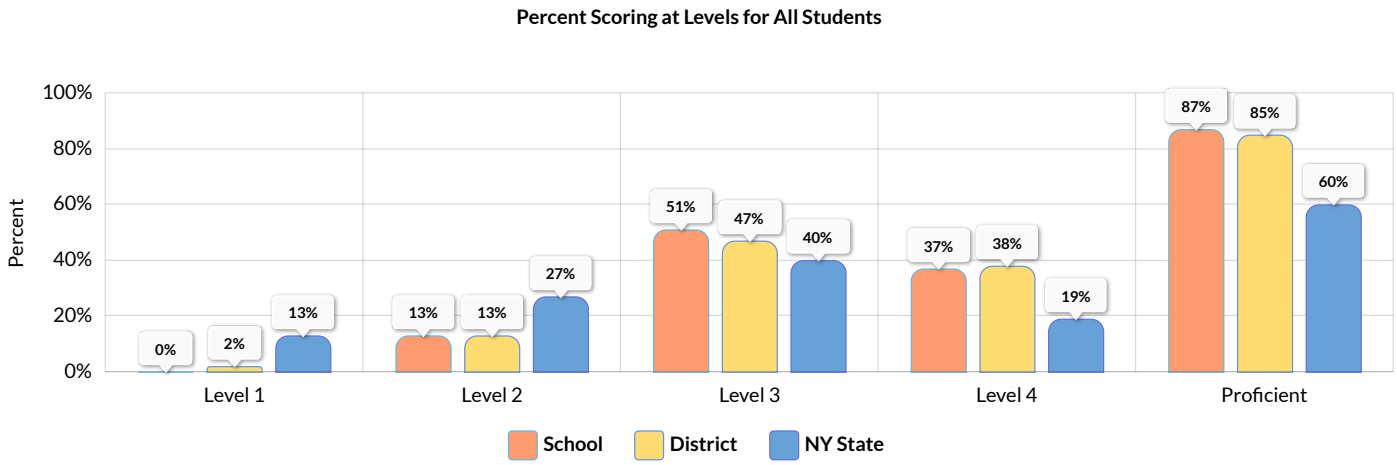
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	81	10	12%	71	88%	0	0%	9	13%	36	51%	26	37%	62	87%
Grade 4	87	10	11%	77	89%	1	1%	13	17%	40	52%	23	30%	63	82%
Grade 5	88	15	17%	73	83%	3	4%	5	7%	40	55%	25	34%	65	89%
Grades 3-8	256	35	14%	221	86%	4	2%	27	12%	116	52%	74	33%	190	86%

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

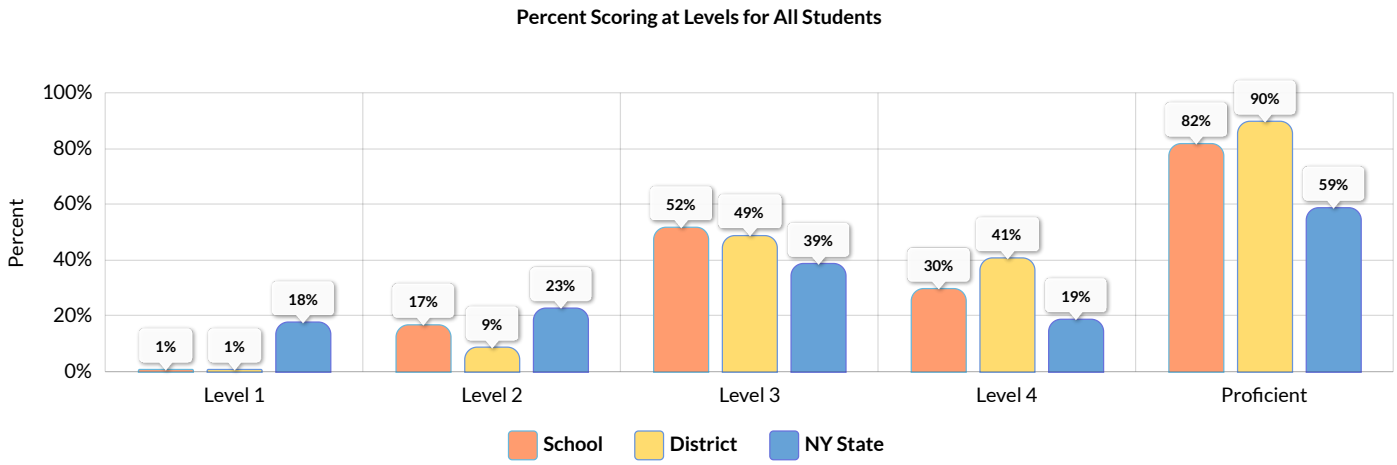
GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	81	10	12%	71	88%	0	0%	9	13%	36	51%	26	37%	62	87%
Female	48	7	15%	41	85%	0	0%	4	10%	24	59%	13	32%	37	90%
Male	33	3	9%	30	91%	0	0%	5	17%	12	40%	13	43%	25	83%
General Education Students	73	9	12%	64	88%	0	0%	4	6%	36	56%	24	38%	60	94%
Students with Disabilities	8	1	13%	7	88%	0	0%	5	71%	0	0%	2	29%	2	29%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	34	0	0%	34	100%	0	0%	3	9%	10	29%	21	62%	31	91%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	43	10	23%	33	77%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	47	10	21%	37	79%	0	0%	6	16%	26	70%	5	14%	31	84%
Economically Disadvantaged	10	1	10%	9	90%	0	0%	2	22%	2	22%	5	56%	7	78%
Not Economically Disadvantaged	71	9	13%	62	87%	0	0%	7	11%	34	55%	21	34%	55	89%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	80	10	13%	70	88%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	81	10	12%	71	88%	0	0%	9	13%	36	51%	26	37%	62	87%
Not Homeless	81	10	12%	71	88%	0	0%	9	13%	36	51%	26	37%	62	87%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	81	10	12%	71	88%	0	0%	9	13%	36	51%	26	37%	62	87%
Parent Not in Armed Forces	81	10	12%	71	88%	0	0%	9	13%	36	51%	26	37%	62	87%

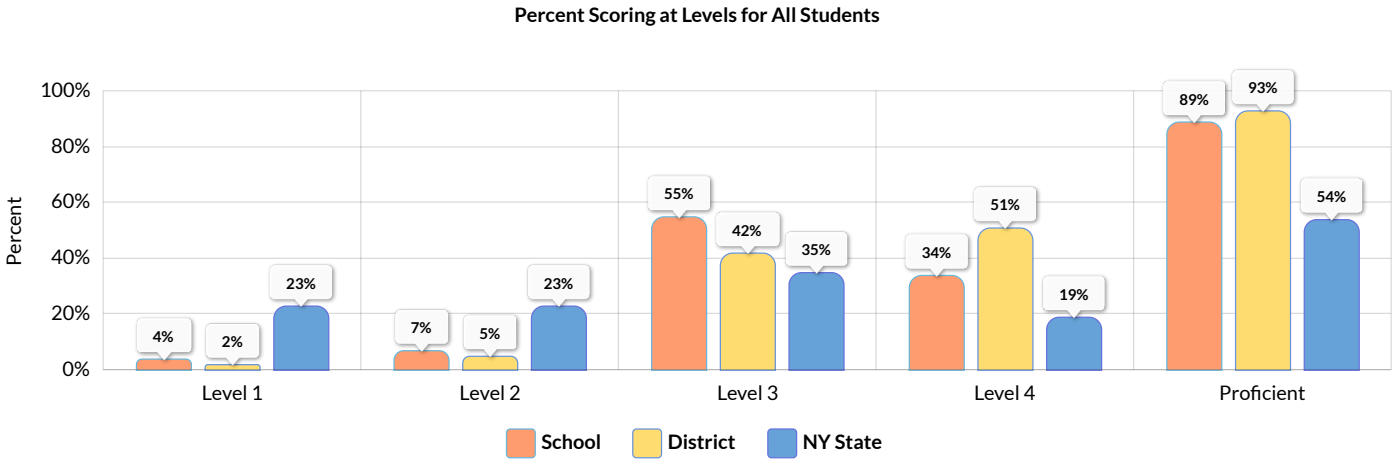
GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	10	11%	77	89%	1	1%	13	17%	40	52%	23	30%	63	82%
Female	44	4	9%	40	91%	0	0%	8	20%	25	63%	7	18%	32	80%
Male	43	6	14%	37	86%	1	3%	5	14%	15	41%	16	43%	31	84%
General Education Students	77	7	9%	70	91%	1	1%	8	11%	38	54%	23	33%	61	87%
Students with Disabilities	10	3	30%	7	70%	0	0%	5	71%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	28	1	4%	27	96%	0	0%	2	7%	14	52%	11	41%	25	93%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	0	0%	6	100%	–	–	–	–	–	–	–	–	–	–
White	49	9	18%	40	82%	1	3%	9	23%	21	53%	9	23%	30	75%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	2	20%	5	50%	3	30%	8	80%
Economically Disadvantaged	8	1	13%	7	88%	0	0%	0	0%	3	43%	4	57%	7	100%
Not Economically Disadvantaged	79	9	11%	70	89%	1	1%	13	19%	37	53%	19	27%	56	80%
Non-English Language Learner	87	10	11%	77	89%	1	1%	13	17%	40	52%	23	30%	63	82%
Not in Foster Care	87	10	11%	77	89%	1	1%	13	17%	40	52%	23	30%	63	82%
Not Homeless	87	10	11%	77	89%	1	1%	13	17%	40	52%	23	30%	63	82%
Not Migrant	87	10	11%	77	89%	1	1%	13	17%	40	52%	23	30%	63	82%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	87	10	11%	77	89%	1	1%	13	17%	40	52%	23	30%	63	82%

GRADE 5 MATH RESULTS

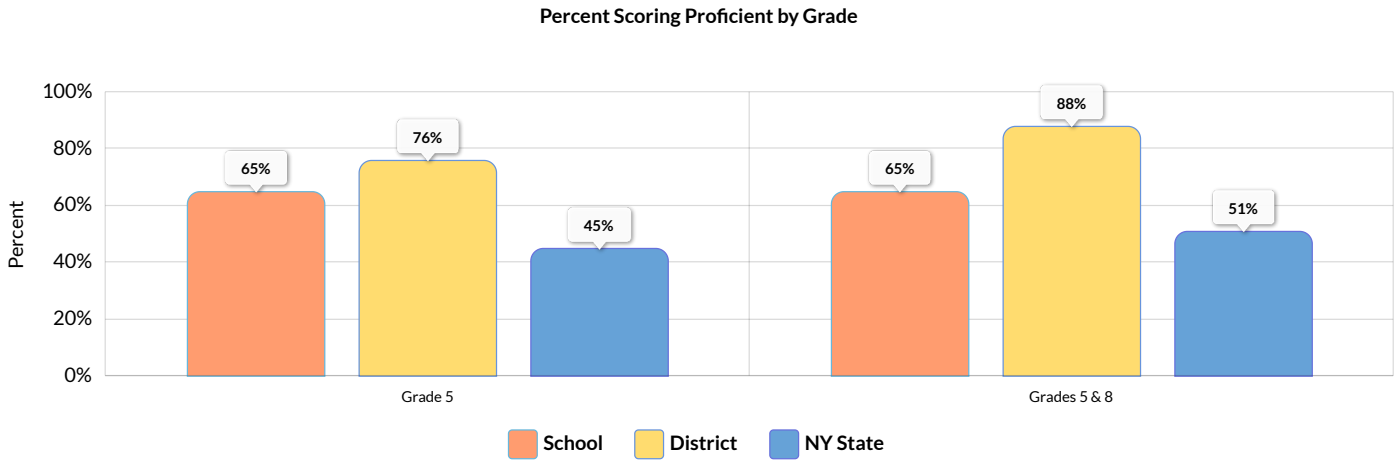


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	15	17%	73	83%	3	4%	5	7%	40	55%	25	34%	65	89%
Female	41	5	12%	36	88%	3	8%	3	8%	19	53%	11	31%	30	83%
Male	47	10	21%	37	79%	0	0%	2	5%	21	57%	14	38%	35	95%
General Education Students	70	5	7%	65	93%	2	3%	3	5%	35	54%	25	38%	60	92%
Students with Disabilities	18	10	56%	8	44%	1	13%	2	25%	5	63%	0	0%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	31	2	6%	29	94%	3	10%	0	0%	12	41%	14	48%	26	90%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
White	47	10	21%	37	79%	0	0%	5	14%	26	70%	6	16%	32	86%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	12	4	33%	8	67%	3	38%	0	0%	2	25%	3	38%	5	63%
Not Economically Disadvantaged	76	11	14%	65	86%	0	0%	5	8%	38	58%	22	34%	60	92%
English Language Learner	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	85	14	16%	71	84%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	88	15	17%	73	83%	3	4%	5	7%	40	55%	25	34%	65	89%
Not Homeless	88	15	17%	73	83%	3	4%	5	7%	40	55%	25	34%	65	89%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	88	15	17%	73	83%	3	4%	5	7%	40	55%	25	34%	65	89%
Parent Not in Armed Forces	88	15	17%	73	83%	3	4%	5	7%	40	55%	25	34%	65	89%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

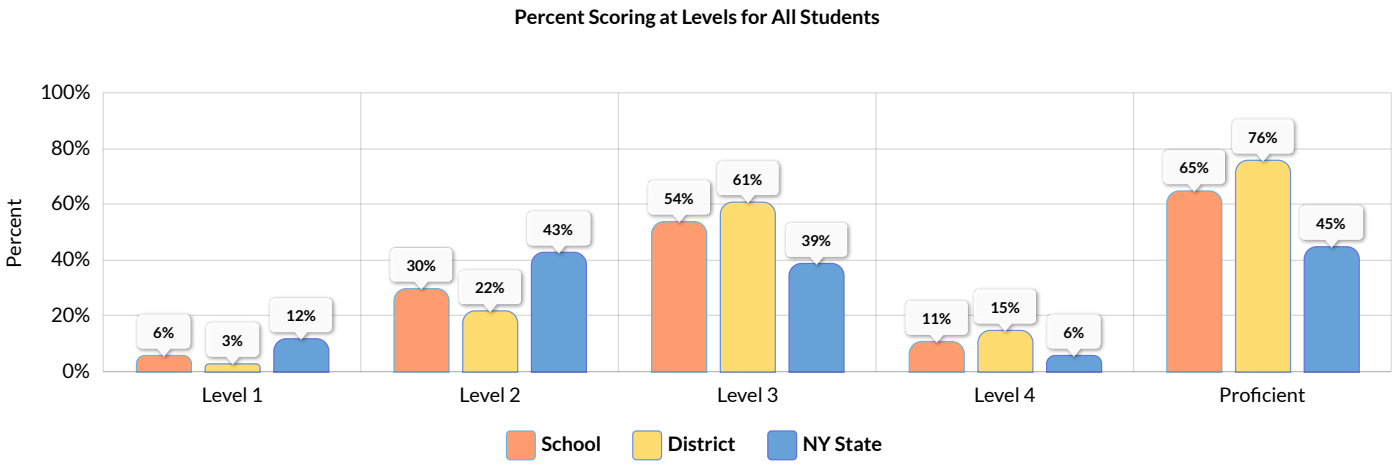
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	88	17	19%	71	81%	4	6%	21	30%	38	54%	8	11%	46	65%
Grades 5 & 8	88	17	19%	71	81%	4	6%	21	30%	38	54%	8	11%	46	65%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	17	19%	71	81%	4	6%	21	30%	38	54%	8	11%	46	65%
Female	41	4	10%	37	90%	2	5%	12	32%	20	54%	3	8%	23	62%
Male	47	13	28%	34	72%	2	6%	9	26%	18	53%	5	15%	23	68%
General Education Students	70	7	10%	63	90%	2	3%	18	29%	36	57%	7	11%	43	68%
Students with Disabilities	18	10	56%	8	44%	2	25%	3	38%	2	25%	1	13%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	31	2	6%	29	94%	0	0%	8	28%	17	59%	4	14%	21	72%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	47	13	28%	34	72%	3	9%	12	35%	17	50%	2	6%	19	56%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	1	13%	4	50%	2	25%	6	75%
Economically Disadvantaged	12	4	33%	8	67%	0	0%	3	38%	4	50%	1	13%	5	63%
Not Economically Disadvantaged	76	13	17%	63	83%	4	6%	18	29%	34	54%	7	11%	41	65%
English Language Learner	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	85	16	19%	69	81%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	88	17	19%	71	81%	4	6%	21	30%	38	54%	8	11%	46	65%
Not Homeless	88	17	19%	71	81%	4	6%	21	30%	38	54%	8	11%	46	65%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	88	17	19%	71	81%	4	6%	21	30%	38	54%	8	11%	46	65%
Parent Not in Armed Forces	88	17	19%	71	81%	4	6%	21	30%	38	54%	8	11%	46	65%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 1	8	0	0%	8	100%	0	0%	0	0%	1	13%	4	50%	3	38%
Grade 2	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

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

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	403	29	7.2%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	151	6	4%
Black or African American	4	—	—
Hispanic or Latino	15	—	—
Multiracial	16	—	—
White	216	21	9.7%
English Language Learner	13	—	—
Students with Disabilities	52	8	15.4%
Economically Disadvantaged	44	3	6.8%

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BERRY HILL 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.

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	450	$137,082	$305	$16,166,518	$35,926	$16,303,600	$36,230
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	45	6	13%	1	1	100%
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	42	0	0%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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BERRY HILL ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
458	177	38.65% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	177	100	0	0
Female	87	100	0	0
Male	90	100	0	0
American Indian/Alaska Native	1	100	0	0
Black	1	100	0	0
Hispanic	10	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	67	100	0	0
White	86	100	0	0
Multiracial	12	100	0	0
General Education Students	162	100	0	0
Students with Disabilities	15	100	0	0
Not English Language Learner	168	100	0	0
English Language Learner	9	100	0	0
Economically Disadvantaged	16	100	0	0
Not Economically Disadvantaged	161	100	0	0
Not Migrant	177	100	0	0
Not Homeless	177	100	0	0
Not in Foster Care	177	100	0	0
Parent Not in Armed Forces	177	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
458	177	38.65% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	174	98.31	1	.56	0	0	2	1.13	0	0	0	0

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	86	98.85	0	0	0	0	1	1.15	0	0	0	0
Male	88	97.78	1	1.11	0	0	1	1.11	0	0	0	0
American Indian/Alaska Native	1	100	0	0	0	0	0	0	0	0	0	0
Black	1	100	0	0	0	0	0	0	0	0	0	0
Hispanic	9	90	0	0	0	0	1	10	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	65	97.01	1	1.49	0	0	1	1.49	0	0	0	0
White	86	100	0	0	0	0	0	0	0	0	0	0
Multiracial	12	100	0	0	0	0	0	0	0	0	0	0
General Education Students	159	98.15	1	.62	0	0	2	1.23	0	0	0	0
Students with Disabilities	15	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	165	98.21	1	.6	0	0	2	1.19	0	0	0	0
English Language Learner	9	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	16	100	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	158	98.14	1	.62	0	0	2	1.24	0	0	0	0
Not Migrant	174	98.31	1	.56	0	0	2	1.13	0	0	0	0
Not Homeless	174	98.31	1	.56	0	0	2	1.13	0	0	0	0
Not in Foster Care	174	98.31	1	.56	0	0	2	1.13	0	0	0	0
Parent Not in Armed Forces	174	98.31	1	.56	0	0	2	1.13	0	0	0	0

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
458		38.65% of Enrolled

177

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	1	.56	1	.56	175	98.87
Female	1	1.15	0	0	86	98.85
Male	0	0	1	1.11	89	98.89
American Indian/Alaska Native	0	0	0	0	1	100
Black	0	0	0	0	1	100
Hispanic	1	10	0	0	9	90
Asian or Native Hawaiian/Other Pacific Islander	0	0	1	1.49	66	98.51
White	0	0	0	0	86	100
Multiracial	0	0	0	0	12	100
General Education Students	1	.62	1	.62	160	98.77
Students with Disabilities	0	0	0	0	15	100
Not English Language Learner	1	.6	1	.6	166	98.81
English Language Learner	0	0	0	0	9	100
Economically Disadvantaged	0	0	0	0	16	100
Not Economically Disadvantaged	1	.62	1	.62	159	98.76
Not Migrant	1	.56	1	.56	175	98.87
Not Homeless	1	.56	1	.56	175	98.87
Not in Foster Care	1	.56	1	.56	175	98.87
Parent Not in Armed Forces	1	.56	1	.56	175	98.87

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
458	177	38.65% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	2	1.13	174	98.31	1	.56
Female	1	1.15	85	97.7	1	1.15
Male	1	1.11	89	98.89	0	0
American Indian/Alaska Native	0	0	1	100	0	0
Black	0	0	1	100	0	0
Hispanic	1	10	9	90	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1.49	65	97.01	1	1.49
White	0	0	86	100	0	0
Multiracial	0	0	12	100	0	0
General Education Students	2	1.23	159	98.15	1	.62
Students with Disabilities	0	0	15	100	0	0
Not English Language Learner	2	1.19	166	98.81	0	0
English Language Learner	0	0	8	88.89	1	11.11
Economically Disadvantaged	0	0	16	100	0	0
Not Economically Disadvantaged	2	1.24	158	98.14	1	.62
Not Migrant	2	1.13	174	98.31	1	.56
Not Homeless	2	1.13	174	98.31	1	.56
Not in Foster Care	2	1.13	174	98.31	1	.56
Parent Not in Armed Forces	2	1.13	174	98.31	1	.56

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed
458	177	38.65% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	7	3.95	170	96.05
Female	3	3.45	84	96.55
Male	4	4.44	86	95.56
American Indian/Alaska Native	0	0	1	100
Black	0	0	1	100
Hispanic	1	10	9	90
Asian or Native Hawaiian/Other Pacific Islander	4	5.97	63	94.03
White	2	2.33	84	97.67
Multiracial	0	0	12	100
General Education Students	6	3.7	156	96.3
Students with Disabilities	1	6.67	14	93.33
Not English Language Learner	7	4.17	161	95.83
English Language Learner	0	0	9	100
Economically Disadvantaged	1	6.25	15	93.75
Not Economically Disadvantaged	6	3.73	155	96.27
Not Migrant	7	3.95	170	96.05
Not Homeless	7	3.95	170	96.05
Not in Foster Care	7	3.95	170	96.05
Parent Not in Armed Forces	7	3.95	170	96.05

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
458	177	38.65% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	177	100
Female	0	0	87	100
Male	0	0	90	100
American Indian/Alaska Native	0	0	1	100
Black	0	0	1	100
Hispanic	0	0	10	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	67	100
White	0	0	86	100
Multiracial	0	0	12	100
General Education Students	0	0	162	100
Students with Disabilities	0	0	15	100
Not English Language Learner	0	0	168	100
English Language Learner	0	0	9	100
Economically Disadvantaged	0	0	16	100
Not Economically Disadvantaged	0	0	161	100
Not Migrant	0	0	177	100
Not Homeless	0	0	177	100
Not in Foster Care	0	0	177	100
Parent Not in Armed Forces	0	0	177	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
458	177	38.65% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	4	2.26	4	2.26	0	0	2	1.13	0	0	0	0	6	3.39	161	90.96	0	0
Female	2	2.3	1	1.15	0	0	2	2.3	0	0	0	0	3	3.45	79	90.8	0	0
Male	2	2.22	3	3.33	0	0	0	0	0	0	0	0	3	3.33	82	91.11	0	0
American Indian/Alaska Native	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Hispanic	1	10	0	0	0	0	0	0	0	0	0	0	0	0	9	90	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1.49	1	1.49	0	0	1	1.49	0	0	0	0	4	5.97	60	89.55	0	0
White	1	1.16	3	3.49	0	0	1	1.16	0	0	0	0	2	2.33	79	91.86	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	100	0	0
General Education Students	3	1.85	4	2.47	0	0	2	1.23	0	0	0	0	6	3.7	147	90.74	0	0
Students with Disabilities	1	6.67	0	0	0	0	0	0	0	0	0	0	0	0	14	93.33	0	0
Not English Language Learner	3	1.79	4	2.38	0	0	2	1.19	0	0	0	0	5	2.98	154	91.67	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	1	11.11	0	0	0	0	0	0	0	0	0	0	1	11.11	7	77.78	0	0
Economically Disadvantaged	0	0	1	6.25	0	0	0	0	0	0	0	0	1	6.25	14	87.5	0	0
Not Economically Disadvantaged	4	2.48	3	1.86	0	0	2	1.24	0	0	0	0	5	3.11	147	91.3	0	0
Not Migrant	4	2.26	4	2.26	0	0	2	1.13	0	0	0	0	6	3.39	161	90.96	0	0
Not Homeless	4	2.26	4	2.26	0	0	2	1.13	0	0	0	0	6	3.39	161	90.96	0	0
Not in Foster Care	4	2.26	4	2.26	0	0	2	1.13	0	0	0	0	6	3.39	161	90.96	0	0
Parent Not in Armed Forces	4	2.26	4	2.26	0	0	2	1.13	0	0	0	0	6	3.39	161	90.96	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed
458	177	38.65% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	4	2.26	173	97.74
Female	1	1.15	86	98.85
Male	3	3.33	87	96.67
American Indian/Alaska Native	0	0	1	100

Subgroup	No		Yes	
	#	%	#	%
Black	0	0	1	100
Hispanic	0	0	10	100
Asian or Native Hawaiian/Other Pacific Islander	4	5.97	63	94.03
White	0	0	86	100
Multiracial	0	0	12	100
General Education Students	4	2.47	158	97.53
Students with Disabilities	0	0	15	100
Not English Language Learner	3	1.79	165	98.21
English Language Learner	1	11.11	8	88.89
Economically Disadvantaged	1	6.25	15	93.75
Not Economically Disadvantaged	3	1.86	158	98.14
Not Migrant	4	2.26	173	97.74
Not Homeless	4	2.26	173	97.74
Not in Foster Care	4	2.26	173	97.74
Parent Not in Armed Forces	4	2.26	173	97.74

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
458	177	38.65% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	17	9.6	6	3.39	152	85.88	2	1.13
Female	10	11.49	2	2.3	74	85.06	1	1.15
Male	7	7.78	4	4.44	78	86.67	1	1.11
American Indian/Alaska Native	0	0	0	0	1	100	0	0
Black	0	0	0	0	1	100	0	0
Hispanic	1	10	2	20	7	70	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	14.93	3	4.48	54	80.6	0	0
White	3	3.49	1	1.16	80	93.02	2	2.33
Multiracial	3	25	0	0	9	75	0	0
General Education Students	15	9.26	5	3.09	140	86.42	2	1.23
Students with Disabilities	2	13.33	1	6.67	12	80	0	0
Not English Language Learner	17	10.12	5	2.98	144	85.71	2	1.19
English Language Learner	0	0	1	11.11	8	88.89	0	0
Economically Disadvantaged	5	31.25	0	0	11	68.75	0	0
Not Economically Disadvantaged	12	7.45	6	3.73	141	87.58	2	1.24
Not Migrant	17	9.6	6	3.39	152	85.88	2	1.13
Not Homeless	17	9.6	6	3.39	152	85.88	2	1.13
Not in Foster Care	17	9.6	6	3.39	152	85.88	2	1.13
Parent Not in Armed Forces	17	9.6	6	3.39	152	85.88	2	1.13

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Section 4: School Report Card
Robbins Lane Elementary School

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

ROBBINS LANE ELEMENTARY SCHOOL ENROLLMENT (2024 - 25)

K-12 Enrollment: 460

ENROLLMENT BY GENDER

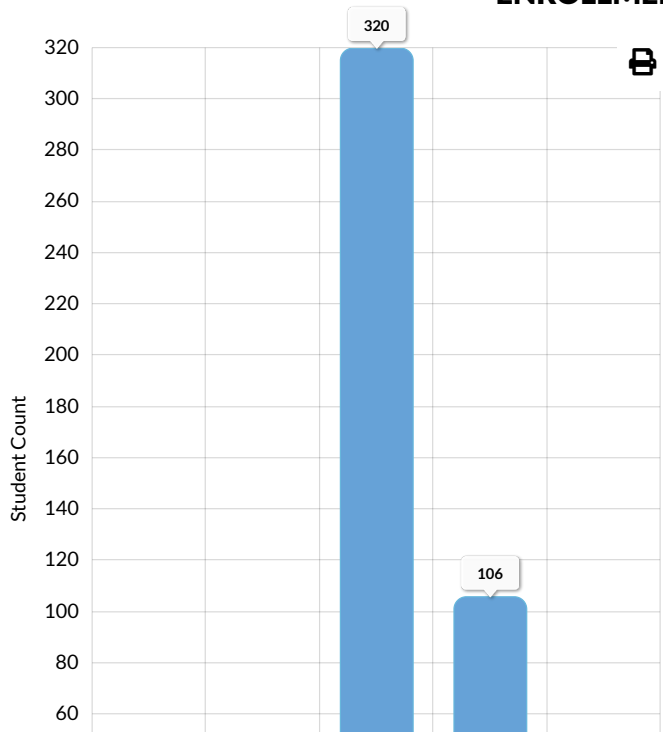
MALE	
234	51%

FEMALE	
226	49%

NON-BINARY	
0	0%



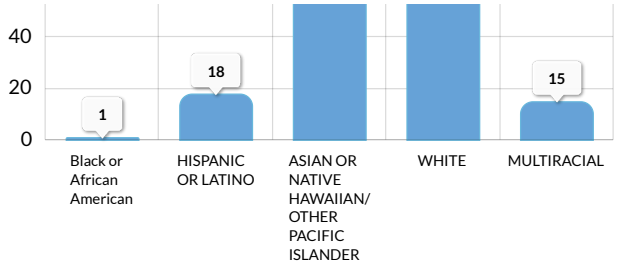
ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
1	0%

HISPANIC OR LATINO	
18	4%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
320	70%



WHITE

106	23%

MULTIRACIAL

15	3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
26	6%	39	8%	112	24%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	–	–	–	–	–	–

ENROLLMENT BY GRADE

K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
60	13%	50	11%	83	18%	88	19%

4TH GRADE		5TH GRADE	
92	20%	87	19%

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ROBBINS LANE 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	179.2	123.3	136.1
	MATH	209.2	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	190.6	178.8	182.3
	MATH	214	190.9	192.4
Hispanic or Latino	ELA	94.4	107.5	122.9
	MATH	127.8	105.6	121.4
Multiracial	ELA	122.2	125.7	138.1
	MATH	144.4	129	140.8
White	ELA	150.8	123.7	136.4
	MATH	186.5	134.7	145.6
English Language Learner	ELA	100	93	110.8
	MATH	160	103.7	119.8
Students with Disabilities	ELA	54.2	68.9	90.7
	MATH	108.3	72.5	93.8
Economically Disadvantaged	ELA	174.6	110	125
	MATH	197.5	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	18	—	—	—	—	—

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	238	188.2	4
	Math	250	210	
	Science	83	179.5	
	Combined	571	196.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	175	190.6	4
	Math	179	214	
	Science	61	178.7	
	Combined	415	198.9	
Hispanic or Latino	ELA	4	—	—
	Math	7	164.3	
	Science	1	—	
	Combined	12	—	
Multiracial	ELA	5	220	—
	Math	6	216.7	
	Science	5	170	
	Combined	16	—	
White	ELA	54	175.9	4
	Math	58	202.6	
	Science	16	184.4	
	Combined	128	189.1	
English Language Learner	ELA	9	100	4
	Math	10	160	
	Science	3	—	
	Combined	22	127.3	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	16	65.6	4
	Math	17	141.2	
	Science	6	108.3	
	Combined	39	105.1	
Economically Disadvantaged	ELA	56	183.9	4
	Math	59	200.8	
	Science	23	173.9	
	Combined	138	189.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	250	179.2	4
	Math	251	209.2	
	Science	83	179.5	
	Combined	584	192.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	175	190.6	4
	Math	179	214	
	Science	61	178.7	
	Combined	415	198.9	
Hispanic or Latino	ELA	9	94.4	2
	Math	9	127.8	
	Science	2	—	
	Combined	20	110	
Multiracial	ELA	9	122.2	3
	Math	9	144.4	
	Science	5	170	
	Combined	23	141.3	
White	ELA	63	150.8	4
	Math	63	186.5	
	Science	17	173.5	
	Combined	143	169.2	
English Language Learner	ELA	9	100	4
	Math	10	160	
	Science	3	—	
	Combined	22	127.3	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	24	54.2	3
	Math	24	108.3	
	Science	8	81.3	
	Combined	56	81.3	
Economically Disadvantaged	ELA	59	174.6	4
	Math	60	197.5	
	Science	24	166.7	
	Combined	143	182.9	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	323	17,855	55.3	4
Asian or Native Hawaiian/Other Pacific Islander	232	12,866	55.5	4
Hispanic or Latino	10	—	—	—
Multiracial	11	—	—	—
White	70	3,883	55.5	4
English Language Learner	5	—	—	—
Students with Disabilities	25	1,066	42.6	1
Economically Disadvantaged	71	3,738	52.6	3

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	18	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	—
White	1	—	—	—	—
English Language Learner	18	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	9	—	—	—	—

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	406	7	19	112	268	224.9	4
Asian or Native Hawaiian/Other Pacific Islander	281	4	12	69	196	227.8	4
Black or African American	1	—	—	—	—	—	—
Hispanic or Latino	14	—	—	—	—	—	—
Multiracial	14	—	—	—	—	—	—
White	96	1	4	30	61	225.5	4
English Language Learner	19	—	—	—	—	—	—
Students with Disabilities	39	0	2	12	25	226.9	4
Economically Disadvantaged	102	2	5	22	73	227	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	267	90.6%
Asian or Native Hawaiian/Other Pacific Islander	✓	181	97.8%
Hispanic or Latino	–	10	–
Multiracial	–	9	–
White	✗	67	82.1%
English Language Learner	–	11	–
Students with Disabilities	–	24	–
Economically Disadvantaged	✗	66	90.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

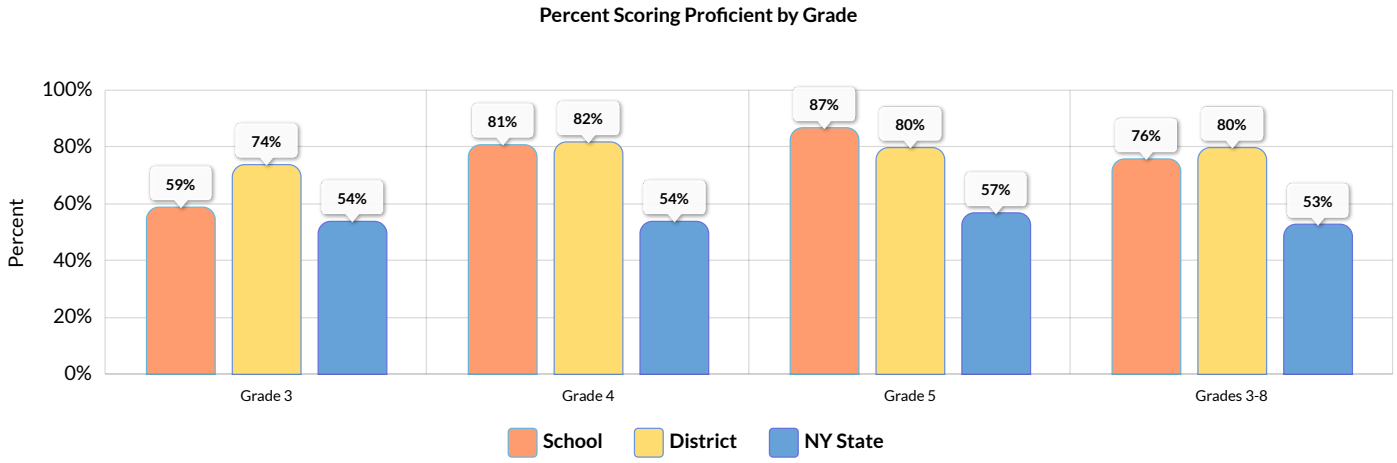
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	267	94.8%
Asian or Native Hawaiian/Other Pacific Islander	✓	181	99.5%
Hispanic or Latino	–	10	–
Multiracial	–	9	–
White	✗	67	88.1%
English Language Learner	–	11	–
Students with Disabilities	–	24	–
Economically Disadvantaged	✗	66	93.9%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	–
Grade 5	–

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

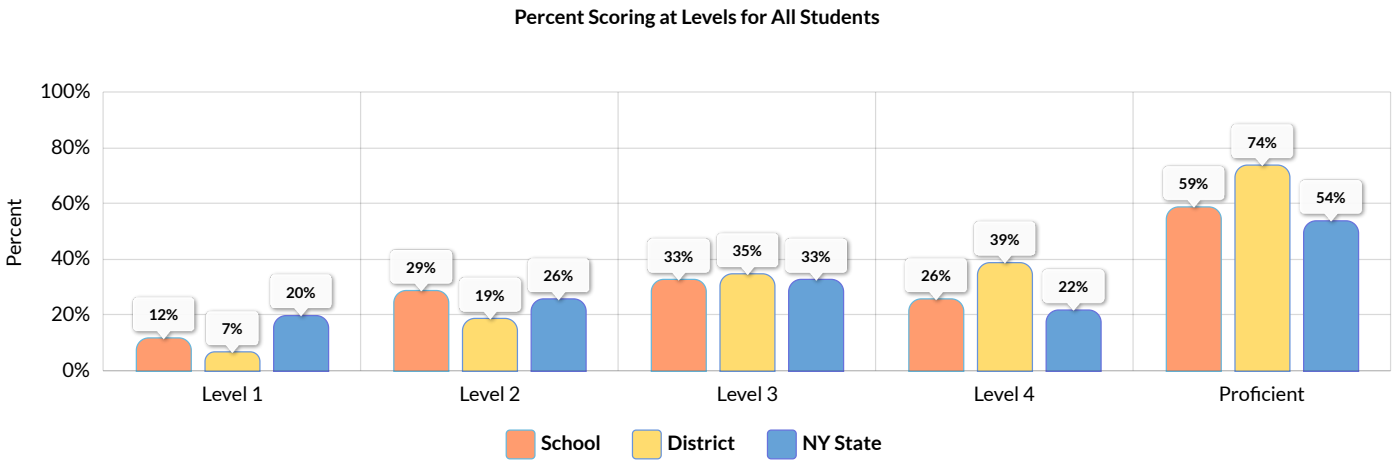
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	88	12	14%	76	86%	9	12%	22	29%	25	33%	20	26%	45	59%
Grade 4	92	4	4%	88	96%	4	5%	13	15%	30	34%	41	47%	71	81%
Grade 5	87	11	13%	76	87%	3	4%	7	9%	37	49%	29	38%	66	87%
Grades 3-8	267	27	10%	240	90%	16	7%	42	18%	92	38%	90	38%	182	76%

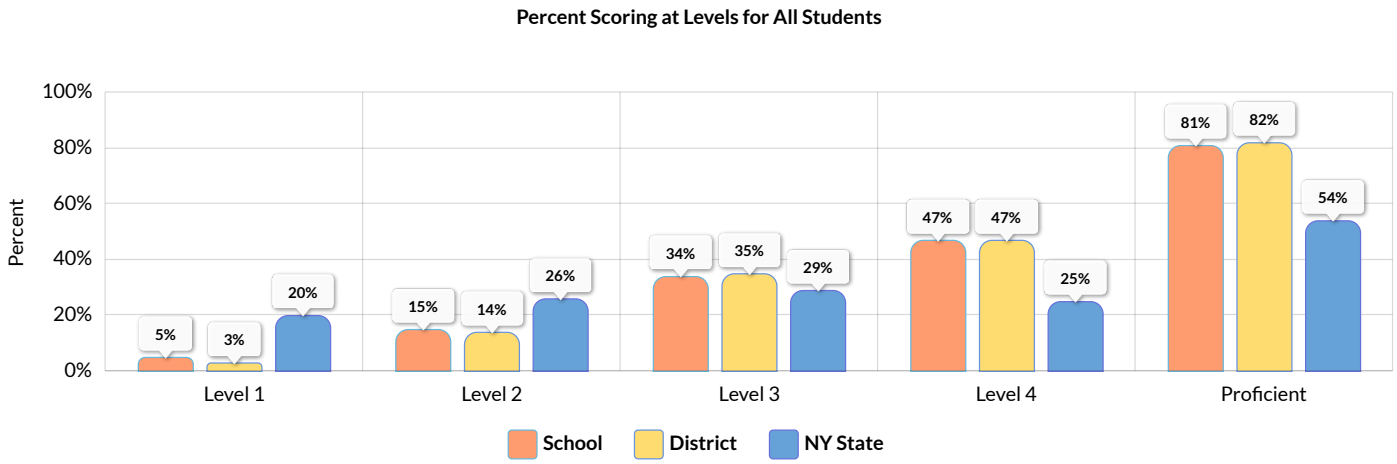
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	12	14%	76	86%	9	12%	22	29%	25	33%	20	26%	45	59%
Female	50	6	12%	44	88%	5	11%	11	25%	13	30%	15	34%	28	64%
Male	38	6	16%	32	84%	4	13%	11	34%	12	38%	5	16%	17	53%
General Education Students	80	9	11%	71	89%	6	8%	20	28%	25	35%	20	28%	45	63%
Students with Disabilities	8	3	38%	5	63%	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	58	0	0%	58	100%	5	9%	17	29%	21	36%	15	26%	36	62%
Hispanic or Latino	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	24	6	25%	18	75%	4	22%	5	28%	4	22%	5	28%	9	50%
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	24	3	13%	21	88%	2	10%	5	24%	10	48%	4	19%	14	67%
Not Economically Disadvantaged	64	9	14%	55	86%	7	13%	17	31%	15	27%	16	29%	31	56%
English Language Learner	6	1	17%	5	83%	0	0%	3	60%	2	40%	0	0%	2	40%
Non-English Language Learner	82	11	13%	71	87%	9	13%	19	27%	23	32%	20	28%	43	61%
Not in Foster Care	88	12	14%	76	86%	9	12%	22	29%	25	33%	20	26%	45	59%
Not Homeless	88	12	14%	76	86%	9	12%	22	29%	25	33%	20	26%	45	59%
Not Migrant	88	12	14%	76	86%	9	12%	22	29%	25	33%	20	26%	45	59%
Parent Not in Armed Forces	88	12	14%	76	86%	9	12%	22	29%	25	33%	20	26%	45	59%

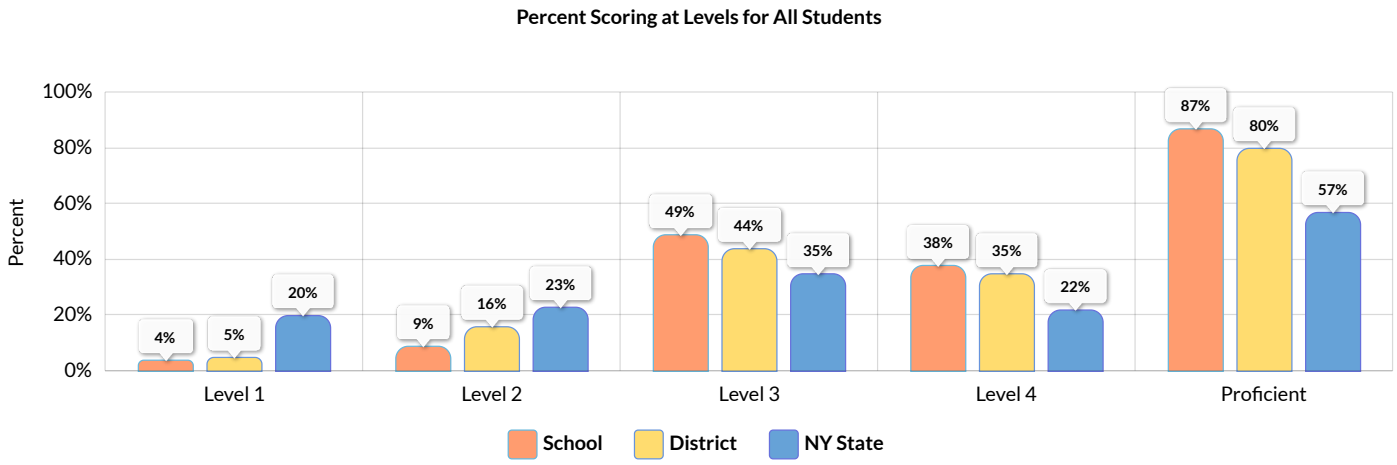
GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	92	4	4%	88	96%	4	5%	13	15%	30	34%	41	47%	71	81%
Female	43	2	5%	41	95%	3	7%	8	20%	15	37%	15	37%	30	73%
Male	49	2	4%	47	96%	1	2%	5	11%	15	32%	26	55%	41	87%
General Education Students	84	1	1%	83	99%	1	1%	12	14%	30	36%	40	48%	70	84%
Students with Disabilities	8	3	38%	5	63%	3	60%	1	20%	0	0%	1	20%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	61	1	2%	60	98%	3	5%	10	17%	15	25%	32	53%	47	78%
Hispanic or Latino	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
White	25	2	8%	23	92%	1	4%	3	13%	11	48%	8	35%	19	83%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	0	0%	4	80%	1	20%	5	100%
Economically Disadvantaged	17	2	12%	15	88%	0	0%	6	40%	6	40%	3	20%	9	60%
Not Economically Disadvantaged	75	2	3%	73	97%	4	5%	7	10%	24	33%	38	52%	62	85%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	90	4	4%	86	96%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	92	4	4%	88	96%	4	5%	13	15%	30	34%	41	47%	71	81%
Not Homeless	92	4	4%	88	96%	4	5%	13	15%	30	34%	41	47%	71	81%
Not Migrant	92	4	4%	88	96%	4	5%	13	15%	30	34%	41	47%	71	81%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	92	4	4%	88	96%	4	5%	13	15%	30	34%	41	47%	71	81%

GRADE 5 ELA RESULTS

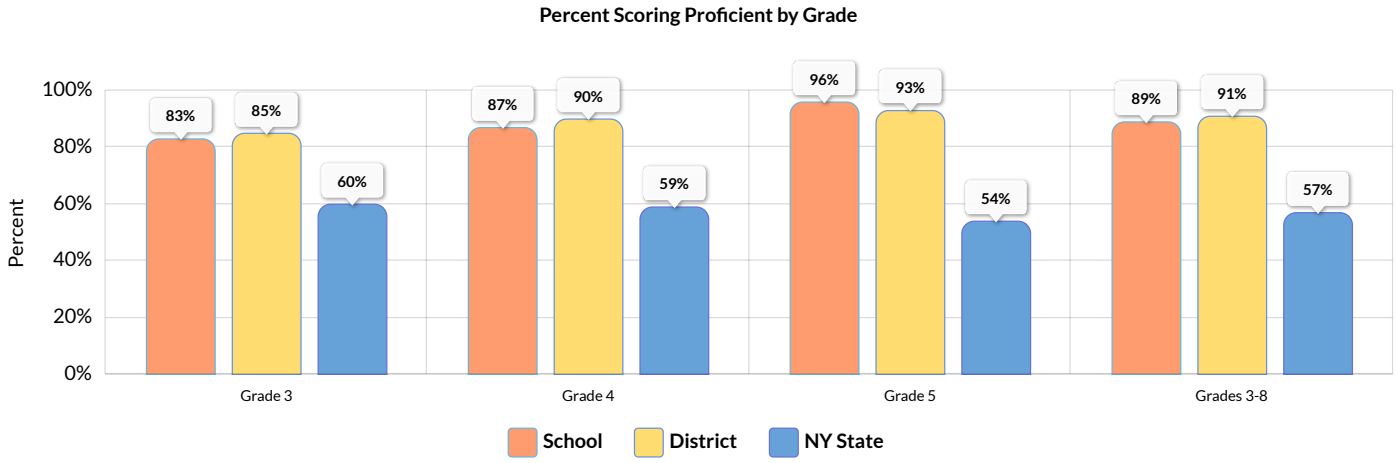


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	11	13%	76	87%	3	4%	7	9%	37	49%	29	38%	66	87%
Female	36	3	8%	33	92%	0	0%	2	6%	13	39%	18	55%	31	94%
Male	51	8	16%	43	84%	3	7%	5	12%	24	56%	11	26%	35	81%
General Education Students	79	9	11%	70	89%	0	0%	6	9%	35	50%	29	41%	64	91%
Students with Disabilities	8	2	25%	6	75%	3	50%	1	17%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	62	4	6%	58	94%	3	5%	3	5%	28	48%	24	41%	52	90%
Hispanic or Latino	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	18	4	22%	14	78%	–	–	–	–	–	–	–	–	–	–
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	23	5	22%	18	78%	0	0%	4	22%	9	50%	5	28%	14	78%
Economically Disadvantaged	25	3	12%	22	88%	1	5%	1	5%	11	50%	9	41%	20	91%
Not Economically Disadvantaged	62	8	13%	54	87%	2	4%	6	11%	26	48%	20	37%	46	85%
English Language Learner	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	84	10	12%	74	88%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	87	11	13%	76	87%	3	4%	7	9%	37	49%	29	38%	66	87%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	86	11	13%	75	87%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	87	11	13%	76	87%	3	4%	7	9%	37	49%	29	38%	66	87%
Parent Not in Armed Forces	87	11	13%	76	87%	3	4%	7	9%	37	49%	29	38%	66	87%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

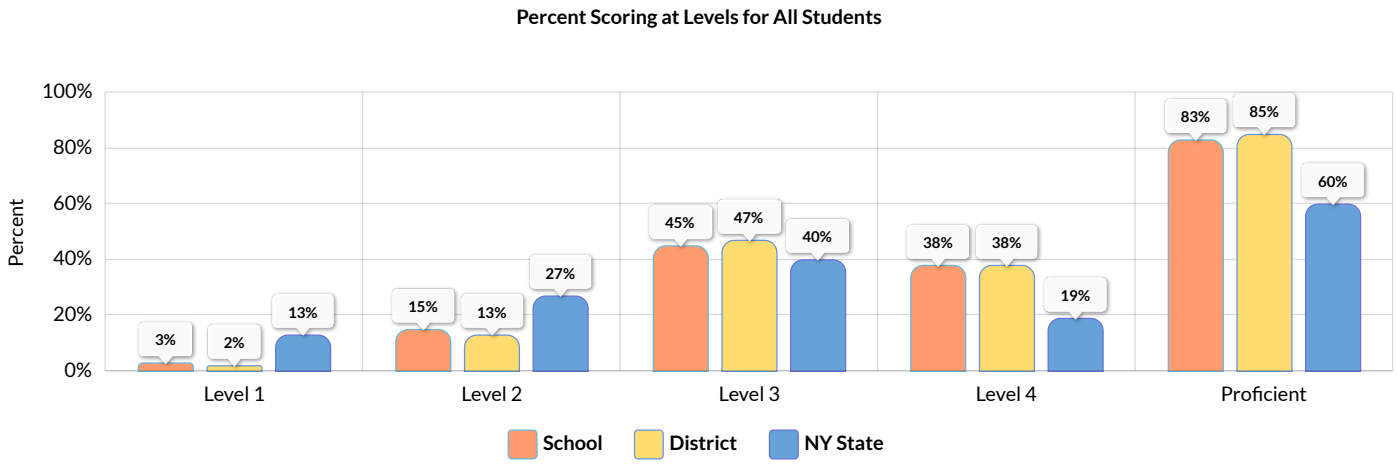
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	88	8	9%	80	91%	2	3%	12	15%	36	45%	30	38%	66	83%
Grade 4	92	2	2%	90	98%	4	4%	8	9%	39	43%	39	43%	78	87%
Grade 5	87	4	5%	83	95%	1	1%	2	2%	30	36%	50	60%	80	96%
Grades 3-8	267	14	5%	253	95%	7	3%	22	9%	105	42%	119	47%	224	89%

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

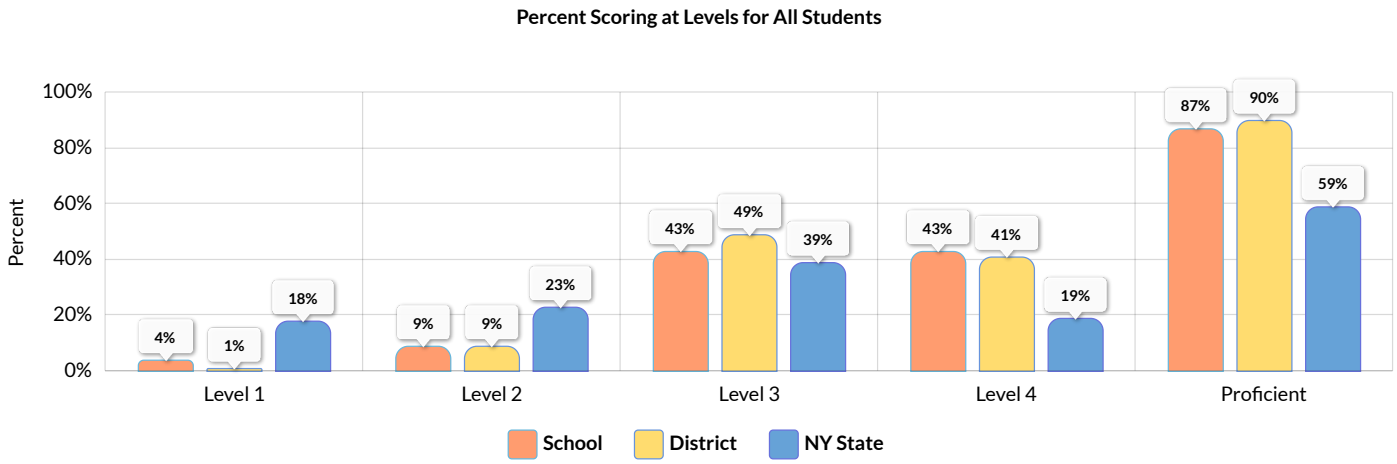
GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	8	9%	80	91%	2	3%	12	15%	36	45%	30	38%	66	83%
Female	50	3	6%	47	94%	1	2%	9	19%	19	40%	18	38%	37	79%
Male	38	5	13%	33	87%	1	3%	3	9%	17	52%	12	36%	29	88%
General Education Students	80	5	6%	75	94%	2	3%	10	13%	33	44%	30	40%	63	84%
Students with Disabilities	8	3	38%	5	63%	0	0%	2	40%	3	60%	0	0%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	58	0	0%	58	100%	0	0%	7	12%	26	45%	25	43%	51	88%
Hispanic or Latino	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
White	24	4	17%	20	83%	–	–	–	–	–	–	–	–	–	–
Multiracial	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	27	5	19%	22	81%	2	9%	5	23%	10	45%	5	23%	15	68%
Economically Disadvantaged	24	2	8%	22	92%	1	5%	5	23%	10	45%	6	27%	16	73%
Not Economically Disadvantaged	64	6	9%	58	91%	1	2%	7	12%	26	45%	24	41%	50	86%
English Language Learner	6	0	0%	6	100%	1	17%	0	0%	4	67%	1	17%	5	83%
Non-English Language Learner	82	8	10%	74	90%	1	1%	12	16%	32	43%	29	39%	61	82%
Not in Foster Care	88	8	9%	80	91%	2	3%	12	15%	36	45%	30	38%	66	83%
Not Homeless	88	8	9%	80	91%	2	3%	12	15%	36	45%	30	38%	66	83%
Not Migrant	88	8	9%	80	91%	2	3%	12	15%	36	45%	30	38%	66	83%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	88	8	9%	80	91%	2	3%	12	15%	36	45%	30	38%	66	83%

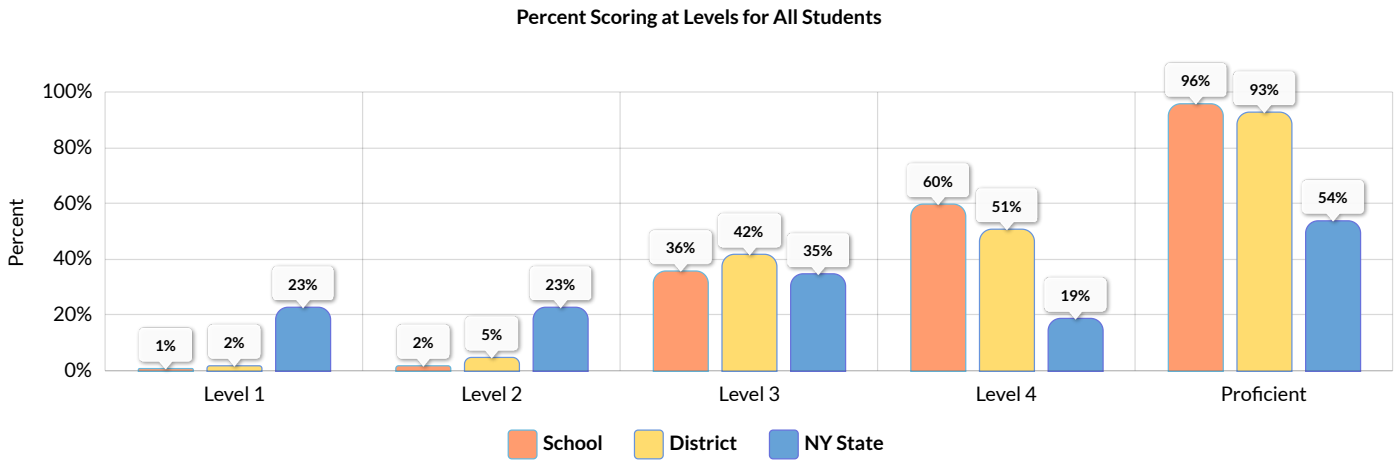
GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	92	2	2%	90	98%	4	4%	8	9%	39	43%	39	43%	78	87%
Female	43	1	2%	42	98%	2	5%	7	17%	19	45%	14	33%	33	79%
Male	49	1	2%	48	98%	2	4%	1	2%	20	42%	25	52%	45	94%
General Education Students	84	0	0%	84	100%	2	2%	6	7%	37	44%	39	46%	76	90%
Students with Disabilities	8	2	25%	6	75%	2	33%	2	33%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	61	0	0%	61	100%	2	3%	6	10%	23	38%	30	49%	53	87%
Hispanic or Latino	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
White	25	2	8%	23	92%	1	4%	1	4%	12	52%	9	39%	21	91%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	4	67%	0	0%	4	67%
Economically Disadvantaged	17	0	0%	17	100%	2	12%	1	6%	7	41%	7	41%	14	82%
Not Economically Disadvantaged	75	2	3%	73	97%	2	3%	7	10%	32	44%	32	44%	64	88%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	90	2	2%	88	98%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	92	2	2%	90	98%	4	4%	8	9%	39	43%	39	43%	78	87%
Not Homeless	92	2	2%	90	98%	4	4%	8	9%	39	43%	39	43%	78	87%
Not Migrant	92	2	2%	90	98%	4	4%	8	9%	39	43%	39	43%	78	87%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	92	2	2%	90	98%	4	4%	8	9%	39	43%	39	43%	78	87%

GRADE 5 MATH RESULTS

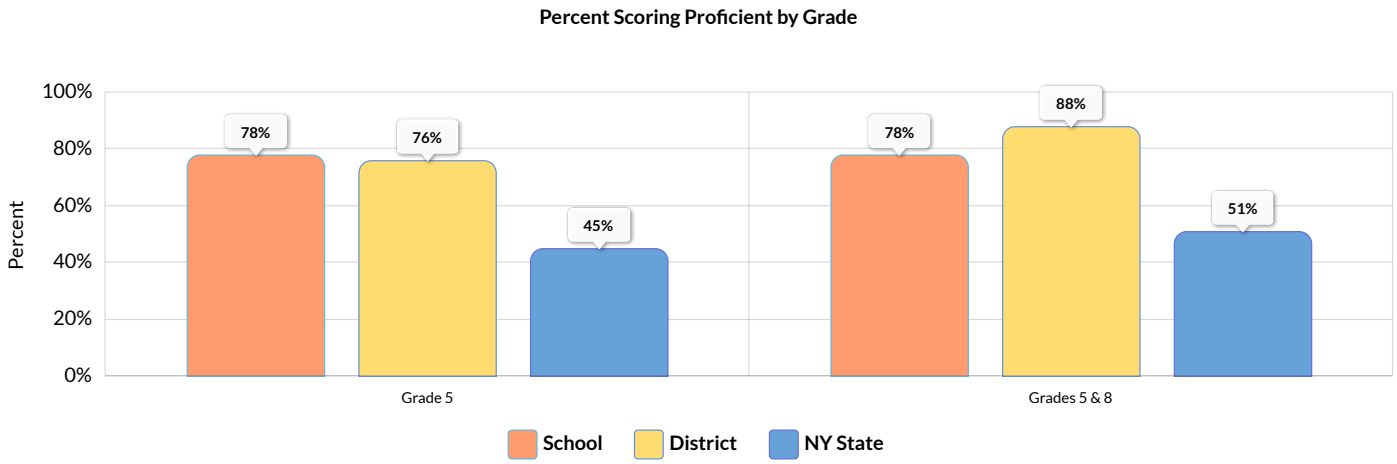


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	4	5%	83	95%	1	1%	2	2%	30	36%	50	60%	80	96%
Female	36	1	3%	35	97%	0	0%	0	0%	14	40%	21	60%	35	100%
Male	51	3	6%	48	94%	1	2%	2	4%	16	33%	29	60%	45	94%
General Education Students	79	2	3%	77	97%	0	0%	1	1%	28	36%	48	62%	76	99%
Students with Disabilities	8	2	25%	6	75%	1	17%	1	17%	2	33%	2	33%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	62	1	2%	61	98%	1	2%	2	3%	20	33%	38	62%	58	95%
Hispanic or Latino	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
White	18	2	11%	16	89%	0	0%	0	0%	7	44%	9	56%	16	100%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	25	2	8%	23	92%	0	0%	2	9%	8	35%	13	57%	21	91%
Not Economically Disadvantaged	62	2	3%	60	97%	1	2%	0	0%	22	37%	37	62%	59	98%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	84	4	5%	80	95%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	87	4	5%	83	95%	1	1%	2	2%	30	36%	50	60%	80	96%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	86	4	5%	82	95%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	87	4	5%	83	95%	1	1%	2	2%	30	36%	50	60%	80	96%
Parent Not in Armed Forces	87	4	5%	83	95%	1	1%	2	2%	30	36%	50	60%	80	96%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

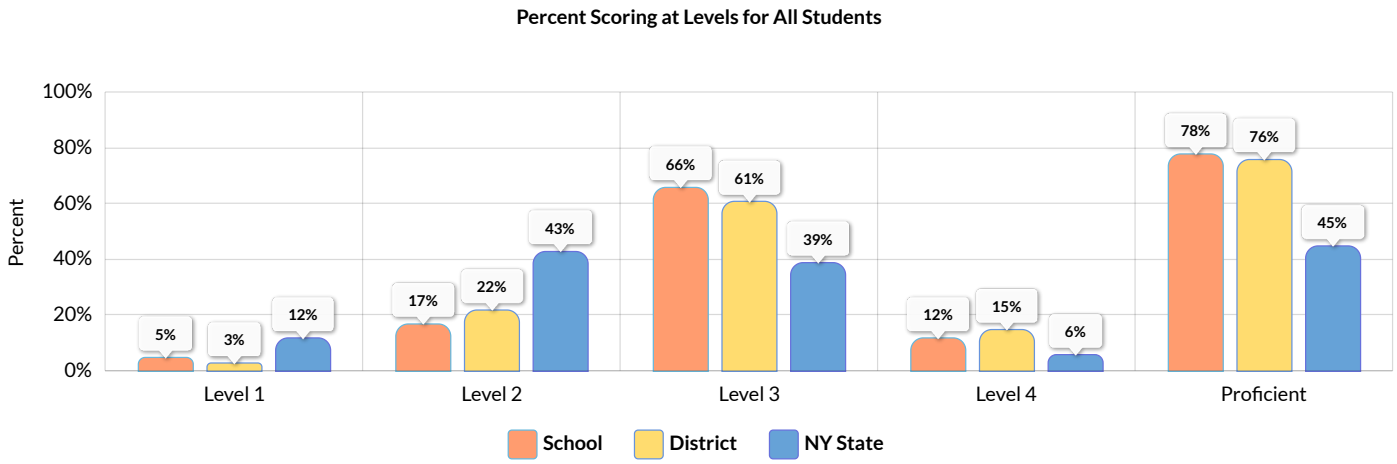
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	87	4	5%	83	95%	4	5%	14	17%	55	66%	10	12%	65	78%
Grades 5 & 8	87	4	5%	83	95%	4	5%	14	17%	55	66%	10	12%	65	78%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	4	5%	83	95%	4	5%	14	17%	55	66%	10	12%	65	78%
Female	36	1	3%	35	97%	0	0%	4	11%	26	74%	5	14%	31	89%
Male	51	3	6%	48	94%	4	8%	10	21%	29	60%	5	10%	34	71%
General Education Students	79	2	3%	77	97%	3	4%	10	13%	55	71%	9	12%	64	83%
Students with Disabilities	8	2	25%	6	75%	1	17%	4	67%	0	0%	1	17%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	62	1	2%	61	98%	3	5%	11	18%	39	64%	8	13%	47	77%
Hispanic or Latino	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
White	18	2	11%	16	89%	1	6%	1	6%	13	81%	1	6%	14	88%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	2	33%	3	50%	1	17%	4	67%
Economically Disadvantaged	25	2	8%	23	92%	0	0%	7	30%	14	61%	2	9%	16	70%
Not Economically Disadvantaged	62	2	3%	60	97%	4	7%	7	12%	41	68%	8	13%	49	82%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	84	4	5%	80	95%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	87	4	5%	83	95%	4	5%	14	17%	55	66%	10	12%	65	78%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	86	4	5%	82	95%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	87	4	5%	83	95%	4	5%	14	17%	55	66%	10	12%	65	78%
Parent Not in Armed Forces	87	4	5%	83	95%	4	5%	14	17%	55	66%	10	12%	65	78%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	9	0	0%	9	100%	0	0%	0	0%	0	0%	8	89%	1	11%
Grade 1	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 2	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	6	0	0%	6	100%	0	0%	1	17%	0	0%	3	50%	2	33%
Grade 4	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	409	27	6.6%
Asian or Native Hawaiian/Other Pacific Islander	282	16	5.7%
Black or African American	1	—	—
Hispanic or Latino	14	—	—
Multiracial	14	—	—
White	98	6	6.1%
English Language Learner	19	—	—
Students with Disabilities	40	2	5%
Economically Disadvantaged	102	7	6.9%

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ROBBINS LANE 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.

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	460	$337,023	$733	$16,880,032	$36,696	$17,217,055	$37,428
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	52	8	15%	1	0	0%
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	46	0	0%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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ROBBINS LANE ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
467	189	40.47% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	189	100	0	0
Female	87	100	0	0
Male	102	100	0	0
Black	0	0	0	0
Hispanic	1	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	147	100	0	0
White	39	100	0	0
Multiracial	2	100	0	0
General Education Students	176	100	0	0
Students with Disabilities	13	100	0	0
Not English Language Learner	181	100	0	0
English Language Learner	8	100	0	0
Economically Disadvantaged	46	100	0	0
Not Economically Disadvantaged	143	100	0	0
Not Migrant	189	100	0	0
Homeless	1	100	0	0
Not Homeless	188	100	0	0
Not in Foster Care	189	100	0	0
Parent Not in Armed Forces	189	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
467	189	40.47% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	93.12	0	0	1	.53	9	4.76	0	0	3	1.59
Female	78	89.66	0	0	1	1.15	7	8.05	0	0	1	1.15
Male	98	96.08	0	0	0	0	2	1.96	0	0	2	1.96
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	1	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	139	94.56	0	0	1	.68	5	3.4	0	0	2	1.36
White	34	87.18	0	0	0	0	4	10.26	0	0	1	2.56
Multiracial	2	100	0	0	0	0	0	0	0	0	0	0
General Education Students	165	93.75	0	0	1	.57	8	4.55	0	0	2	1.14
Students with Disabilities	11	84.62	0	0	0	0	1	7.69	0	0	1	7.69
Not English Language Learner	168	92.82	0	0	1	.55	9	4.97	0	0	3	1.66
English Language Learner	8	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	42	91.3	0	0	1	2.17	1	2.17	0	0	2	4.35
Not Economically Disadvantaged	134	93.71	0	0	0	0	8	5.59	0	0	1	.7
Not Migrant	176	93.12	0	0	1	.53	9	4.76	0	0	3	1.59
Homeless	1	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	175	93.09	0	0	1	.53	9	4.79	0	0	3	1.6
Not in Foster Care	176	93.12	0	0	1	.53	9	4.76	0	0	3	1.59
Parent Not in Armed Forces	176	93.12	0	0	1	.53	9	4.76	0	0	3	1.59

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
467	189	40.47% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	7	3.7	5	2.65	177	93.65
Female	5	5.75	3	3.45	79	90.8
Male	2	1.96	2	1.96	98	96.08
Black	0	0	0	0	0	0
Hispanic	0	0	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	3	2.04	3	2.04	141	95.92
White	4	10.26	2	5.13	33	84.62
Multiracial	0	0	0	0	2	100
General Education Students	7	3.98	3	1.7	166	94.32
Students with Disabilities	0	0	2	15.38	11	84.62
Not English Language Learner	7	3.87	5	2.76	169	93.37
English Language Learner	0	0	0	0	8	100
Economically Disadvantaged	1	2.17	2	4.35	43	93.48
Not Economically Disadvantaged	6	4.2	3	2.1	134	93.71
Not Migrant	7	3.7	5	2.65	177	93.65
Homeless	0	0	0	0	1	100
Not Homeless	7	3.72	5	2.66	176	93.62
Not in Foster Care	7	3.7	5	2.65	177	93.65
Parent Not in Armed Forces	7	3.7	5	2.65	177	93.65

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
467	189	40.47% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	8	4.23	181	95.77	0	0
Female	6	6.9	81	93.1	0	0
Male	2	1.96	100	98.04	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	2.72	143	97.28	0	0
White	4	10.26	35	89.74	0	0
Multiracial	0	0	2	100	0	0
General Education Students	8	4.55	168	95.45	0	0
Students with Disabilities	0	0	13	100	0	0
Not English Language Learner	8	4.42	173	95.58	0	0
English Language Learner	0	0	8	100	0	0
Economically Disadvantaged	1	2.17	45	97.83	0	0
Not Economically Disadvantaged	7	4.9	136	95.1	0	0
Not Migrant	8	4.23	181	95.77	0	0
Homeless	0	0	1	100	0	0
Not Homeless	8	4.26	180	95.74	0	0
Not in Foster Care	8	4.23	181	95.77	0	0
Parent Not in Armed Forces	8	4.23	181	95.77	0	0

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed
467	189	40.47% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	11	5.82	178	94.18
Female	6	6.9	81	93.1
Male	5	4.9	97	95.1
Black	0	0	0	0
Hispanic	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	7	4.76	140	95.24
White	4	10.26	35	89.74
Multiracial	0	0	2	100
General Education Students	10	5.68	166	94.32
Students with Disabilities	1	7.69	12	92.31
Not English Language Learner	11	6.08	170	93.92
English Language Learner	0	0	8	100
Economically Disadvantaged	3	6.52	43	93.48
Not Economically Disadvantaged	8	5.59	135	94.41
Not Migrant	11	5.82	178	94.18
Homeless	0	0	1	100
Not Homeless	11	5.85	177	94.15

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Not in Foster Care	11	5.82	178	94.18
Parent Not in Armed Forces	11	5.82	178	94.18

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
467	189	40.47% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	189	100
Female	0	0	87	100
Male	0	0	102	100
Black	0	0	0	0
Hispanic	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	147	100
White	0	0	39	100
Multiracial	0	0	2	100
General Education Students	0	0	176	100
Students with Disabilities	0	0	13	100
Not English Language Learner	0	0	181	100
English Language Learner	0	0	8	100
Economically Disadvantaged	0	0	46	100

Subgroup	No		Yes	
	#	%	#	%
Not Economically Disadvantaged	0	0	143	100
Not Migrant	0	0	189	100
Homeless	0	0	1	100
Not Homeless	0	0	188	100
Not in Foster Care	0	0	189	100
Parent Not in Armed Forces	0	0	189	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
467	189	40.47% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	6	3.17	9	4.76	0	0	0	0	0	0	0	0	13	6.88	161	85.19	0	0
Female	0	0	5	5.75	0	0	0	0	0	0	0	0	6	6.9	76	87.36	0	0
Male	6	5.88	4	3.92	0	0	0	0	0	0	0	0	7	6.86	85	83.33	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	3.4	9	6.12	0	0	0	0	0	0	0	0	12	8.16	121	82.31	0	0
White	1	2.56	0	0	0	0	0	0	0	0	0	0	1	2.56	37	94.87	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	0
General Education Students	5	2.84	9	5.11	0	0	0	0	0	0	0	0	13	7.39	149	84.66	0	0
Students with Disabilities	1	7.69	0	0	0	0	0	0	0	0	0	0	0	0	12	92.31	0	0
Not English Language Learner	5	2.76	9	4.97	0	0	0	0	0	0	0	0	12	6.63	155	85.64	0	0
English Language Learner	1	12.5	0	0	0	0	0	0	0	0	0	0	1	12.5	6	75	0	0
Economically Disadvantaged	2	4.35	3	6.52	0	0	0	0	0	0	0	0	4	8.7	37	80.43	0	0
Not Economically Disadvantaged	4	2.8	6	4.2	0	0	0	0	0	0	0	0	9	6.29	124	86.71	0	0
Not Migrant	6	3.17	9	4.76	0	0	0	0	0	0	0	0	13	6.88	161	85.19	0	0
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Not Homeless	6	3.19	9	4.79	0	0	0	0	0	0	0	0	13	6.91	160	85.11	0	0
Not in Foster Care	6	3.17	9	4.76	0	0	0	0	0	0	0	0	13	6.88	161	85.19	0	0
Parent Not in Armed Forces	6	3.17	9	4.76	0	0	0	0	0	0	0	0	13	6.88	161	85.19	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed

467	189	40.47% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	9	4.76	180	95.24
Female	5	5.75	82	94.25
Male	4	3.92	98	96.08
Black	0	0	0	0
Hispanic	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	8	5.44	139	94.56
White	1	2.56	38	97.44
Multiracial	0	0	2	100
General Education Students	8	4.55	168	95.45
Students with Disabilities	1	7.69	12	92.31
Not English Language Learner	8	4.42	173	95.58
English Language Learner	1	12.5	7	87.5
Economically Disadvantaged	4	8.7	42	91.3
Not Economically Disadvantaged	5	3.5	138	96.5
Not Migrant	9	4.76	180	95.24
Homeless	0	0	1	100
Not Homeless	9	4.79	179	95.21
Not in Foster Care	9	4.76	180	95.24
Parent Not in Armed Forces	9	4.76	180	95.24

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
467	189	40.47% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	36	19.05	17	8.99	126	66.67	10	5.29
Female	21	24.14	8	9.2	53	60.92	5	5.75
Male	15	14.71	9	8.82	73	71.57	5	4.9
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	34	23.13	17	11.56	89	60.54	7	4.76
White	2	5.13	0	0	34	87.18	3	7.69
Multiracial	0	0	0	0	2	100	0	0
General Education Students	34	19.32	17	9.66	118	67.05	7	3.98
Students with Disabilities	2	15.38	0	0	8	61.54	3	23.08
Not English Language Learner	33	18.23	13	7.18	125	69.06	10	5.52
English Language Learner	3	37.5	4	50	1	12.5	0	0
Economically Disadvantaged	15	32.61	8	17.39	20	43.48	3	6.52
Not Economically Disadvantaged	21	14.69	9	6.29	106	74.13	7	4.9
Not Migrant	36	19.05	17	8.99	126	66.67	10	5.29
Homeless	0	0	0	0	1	100	0	0
Not Homeless	36	19.15	17	9.04	125	66.49	10	5.32
Not in Foster Care	36	19.05	17	8.99	126	66.67	10	5.29
Parent Not in Armed Forces	36	19.05	17	8.99	126	66.67	10	5.29

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Section 5: School Report Card
South Grove Elementary School

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

SOUTH GROVE ELEMENTARY SCHOOL ENROLLMENT (2024 - 25)

K-12 Enrollment: 433

ENROLLMENT BY GENDER

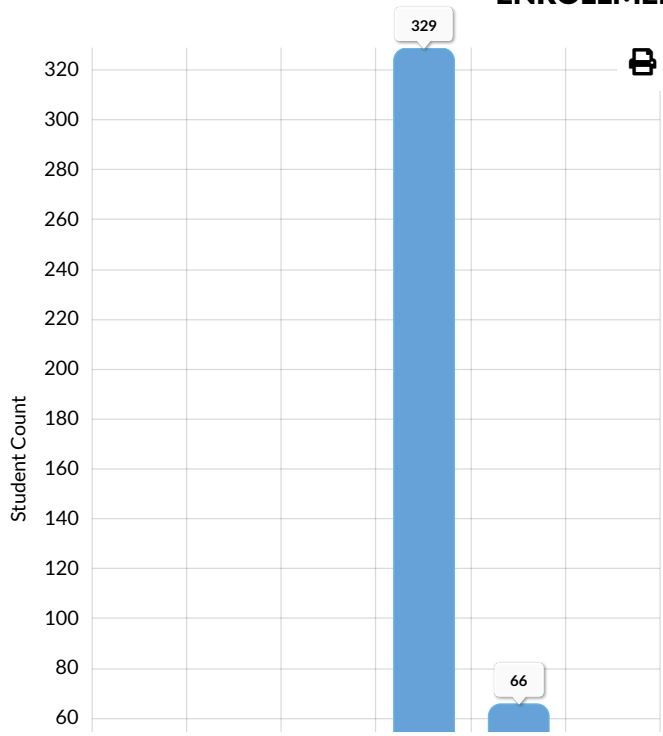
MALE	
231	53%

FEMALE	
202	47%

NON-BINARY	
0	0%



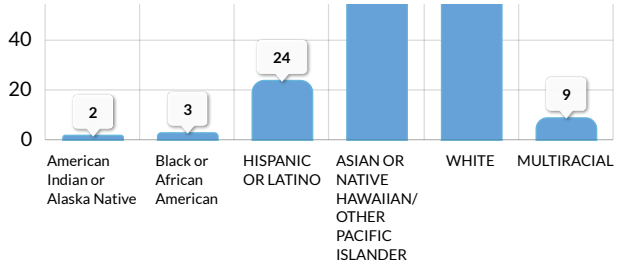
ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
2	0%

BLACK OR AFRICAN AMERICAN	
3	1%

HISPANIC OR LATINO	
24	6%



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

329	76%

WHITE

66	15%

MULTIRACIAL

9	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
46	11%	46	11%	93	21%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	–	–	–	–	–	–

ENROLLMENT BY GRADE

K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
65	15%	65	15%	65	15%	84	19%

4TH GRADE		5TH GRADE	
70	16%	84	19%

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SOUTH GROVE 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	196.6	123.3	136.1
	MATH	209.3	127.4	139.5
American Indian or Alaska Native	ELA	—	—	—
	MATH	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	200	178.8	182.3
	MATH	217.2	190.9	192.4
Hispanic or Latino	ELA	146.4	107.5	122.9
	MATH	146.4	105.6	121.4
Multiracial	ELA	200	125.7	138.1
	MATH	200	129	140.8
White	ELA	169.2	123.7	136.4
	MATH	165.4	134.7	145.6
English Language Learner	ELA	85.7	93	110.8
	MATH	155	103.7	119.8
Students with Disabilities	ELA	92	68.9	90.7
	MATH	116	72.5	93.8
Economically Disadvantaged	ELA	162.2	110	125
	MATH	181.9	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	34	52%	79%	1.52	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model
All Students	Local Support and Improvement
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement
Hispanic or Latino	Local Support and Improvement
White	Local Support and Improvement
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	4	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	4	4
Hispanic or Latino	4	3	—	—	—
White	4	4	2	—	4
English Language Learner	4	4	—	4	4
Students with Disabilities	4	4	—	—	4
Economically Disadvantaged	4	4	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	219	197.5	4
	Math	226	209.3	
	Science	77	189	
	Combined	522	201.3	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	166	200	4
	Math	172	217.2	
	Science	58	194	
	Combined	396	206.6	
Hispanic or Latino	ELA	11	186.4	4
	Math	11	186.4	
	Science	5	190	
	Combined	27	187	
Multiracial	ELA	6	200	—
	Math	6	200	
	Science	3	—	
	Combined	15	—	
White	ELA	35	188.6	4
	Math	36	179.2	
	Science	11	172.7	
	Combined	82	182.3	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	14	85.7	4
	Math	20	155	
	Science	7	142.9	
	Combined	41	129.3	
Students with Disabilities	ELA	19	115.8	4
	Math	21	138.1	
	Science	6	175	
	Combined	46	133.7	
Economically Disadvantaged	ELA	45	162.2	4
	Math	47	181.9	
	Science	20	185	
	Combined	112	174.6	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	220	196.6	4
	Math	226	209.3	
	Science	80	181.9	
	Combined	526	199.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	166	200	4
	Math	172	217.2	
	Science	58	194	
	Combined	396	206.6	
Hispanic or Latino	ELA	14	146.4	3
	Math	14	146.4	
	Science	8	118.8	
	Combined	36	140.3	
Multiracial	ELA	6	200	—
	Math	6	200	
	Science	3	—	
	Combined	15	—	
White	ELA	39	169.2	4
	Math	39	165.4	
	Science	13	146.2	
	Combined	91	164.3	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	14	85.7	4
	Math	20	155	
	Science	7	142.9	
	Combined	41	129.3	
Students with Disabilities	ELA	25	92	4
	Math	25	116	
	Science	8	131.3	
	Combined	58	107.8	
Economically Disadvantaged	ELA	45	162.2	4
	Math	47	181.9	
	Science	21	176.2	
	Combined	113	173	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	271	14,380	53.1	3
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	208	11,295	54.3	4
Hispanic or Latino	14	—	—	—
Multiracial	8	—	—	—
White	39	1,840	47.2	2
English Language Learner	10	—	—	—
Students with Disabilities	19	—	—	—
Economically Disadvantaged	49	2,294	46.8	2

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	34	52%	79%	1.52	4
Asian or Native Hawaiian/Other Pacific Islander	32	52%	80%	1.54	4
Hispanic or Latino	2	—	—	—	—
English Language Learner	34	52%	79%	1.52	4
Students with Disabilities	4	—	—	—	—
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	379	8	19	93	259	224.9	4
American Indian or Alaska Native	2	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	287	5	15	75	192	224.7	4
Black or African American	3	–	–	–	–	–	–
Hispanic or Latino	19	–	–	–	–	–	–
Multiracial	7	–	–	–	–	–	–
White	61	1	1	14	45	232	4
English Language Learner	39	0	1	10	28	233.3	4
Students with Disabilities	33	1	1	11	20	221.2	4
Economically Disadvantaged	77	4	3	14	56	222.1	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	248	94.8%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	183	98.4%
Hispanic or Latino	–	15	–
Multiracial	–	6	–
White	✗	43	86.1%
English Language Learner	–	23	–
Students with Disabilities	–	25	–
Economically Disadvantaged	✓	50	98%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

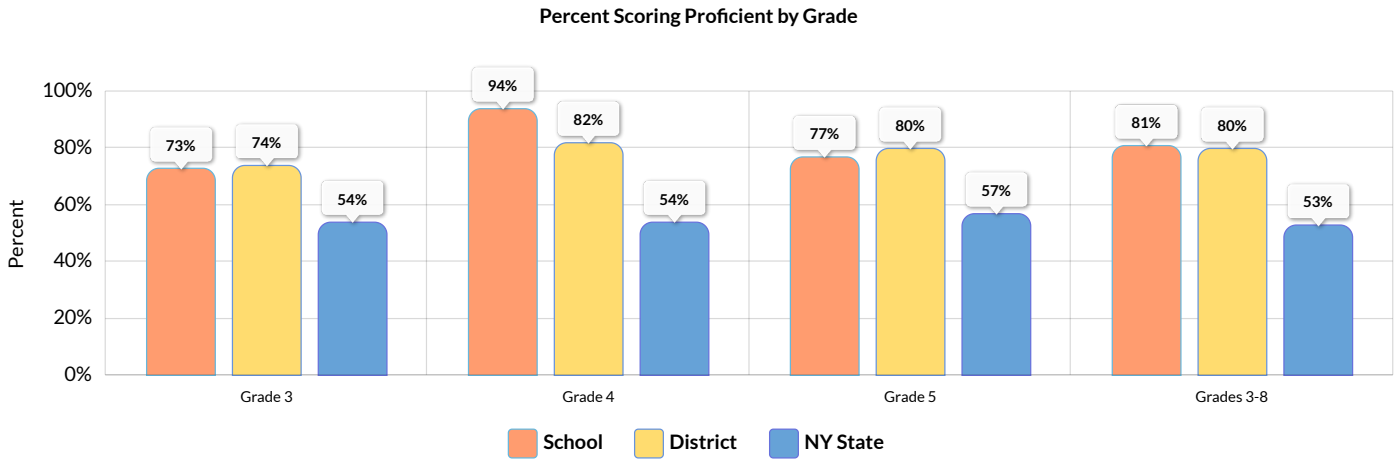
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	248	95.2%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	183	98.4%
Hispanic or Latino	–	15	–
Multiracial	–	6	–
White	✗	43	88.4%
English Language Learner	–	23	–
Students with Disabilities	–	25	–
Economically Disadvantaged	✓	50	98%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	7
Grade 5	—

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

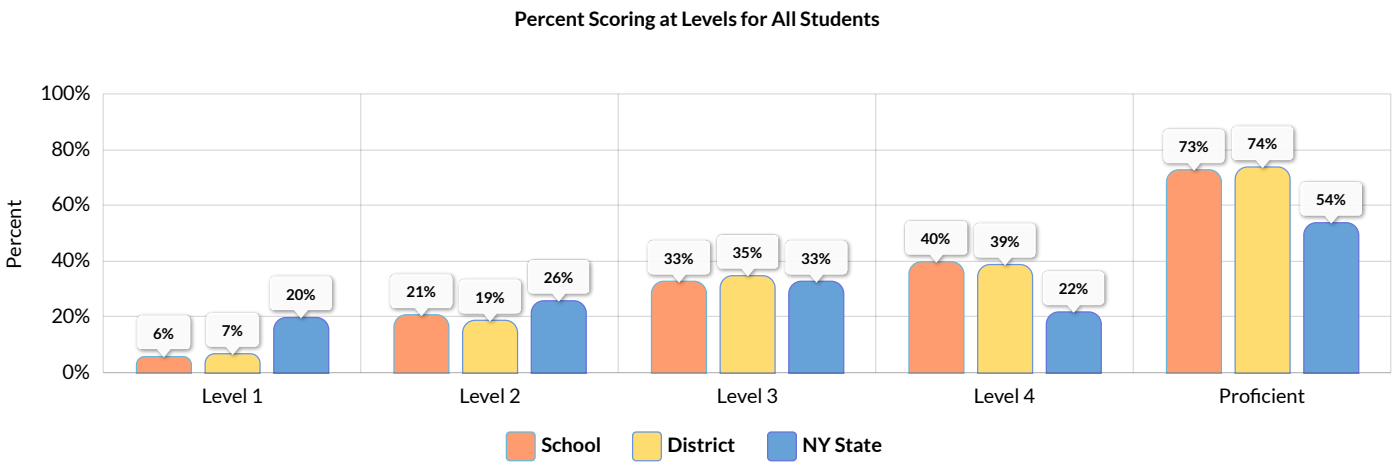
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	91	9	10%	82	90%	5	6%	17	21%	27	33%	33	40%	60	73%
Grade 4	71	5	7%	66	93%	1	2%	3	5%	19	29%	43	65%	62	94%
Grade 5	86	8	9%	78	91%	5	6%	13	17%	33	42%	27	35%	60	77%
Grades 3-8	248	22	9%	226	91%	11	5%	33	15%	79	35%	103	46%	182	81%

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

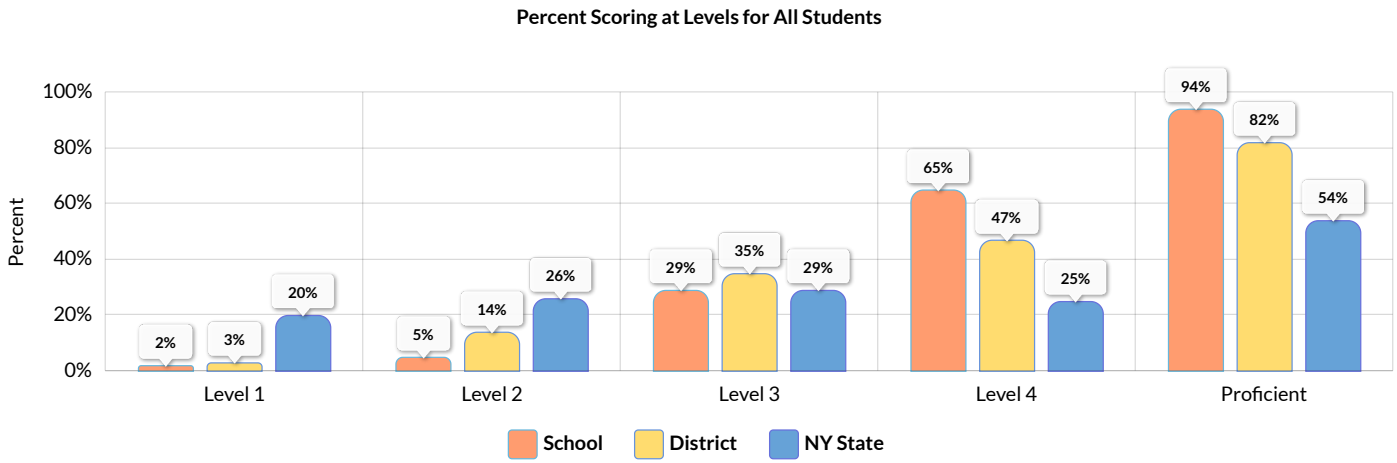
GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	91	9	10%	82	90%	5	6%	17	21%	27	33%	33	40%	60	73%
Female	47	4	9%	43	91%	2	5%	9	21%	11	26%	21	49%	32	74%
Male	44	5	11%	39	89%	3	8%	8	21%	16	41%	12	31%	28	72%
General Education Students	81	8	10%	73	90%	2	3%	15	21%	23	32%	33	45%	56	77%
Students with Disabilities	10	1	10%	9	90%	3	33%	2	22%	4	44%	0	0%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	70	8	11%	62	89%	4	6%	11	18%	17	27%	30	48%	47	76%
Hispanic or Latino	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
White	14	0	0%	14	100%	1	7%	4	29%	6	43%	3	21%	9	64%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	2	33%	4	67%	0	0%	4	67%
Economically Disadvantaged	20	2	10%	18	90%	2	11%	7	39%	7	39%	2	11%	9	50%
Not Economically Disadvantaged	71	7	10%	64	90%	3	5%	10	16%	20	31%	31	48%	51	80%
English Language Learner	15	7	47%	8	53%	2	25%	3	38%	3	38%	0	0%	3	38%
Non-English Language Learner	76	2	3%	74	97%	3	4%	14	19%	24	32%	33	45%	57	77%
Not in Foster Care	91	9	10%	82	90%	5	6%	17	21%	27	33%	33	40%	60	73%
Not Homeless	91	9	10%	82	90%	5	6%	17	21%	27	33%	33	40%	60	73%
Not Migrant	91	9	10%	82	90%	5	6%	17	21%	27	33%	33	40%	60	73%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	91	9	10%	82	90%	5	6%	17	21%	27	33%	33	40%	60	73%

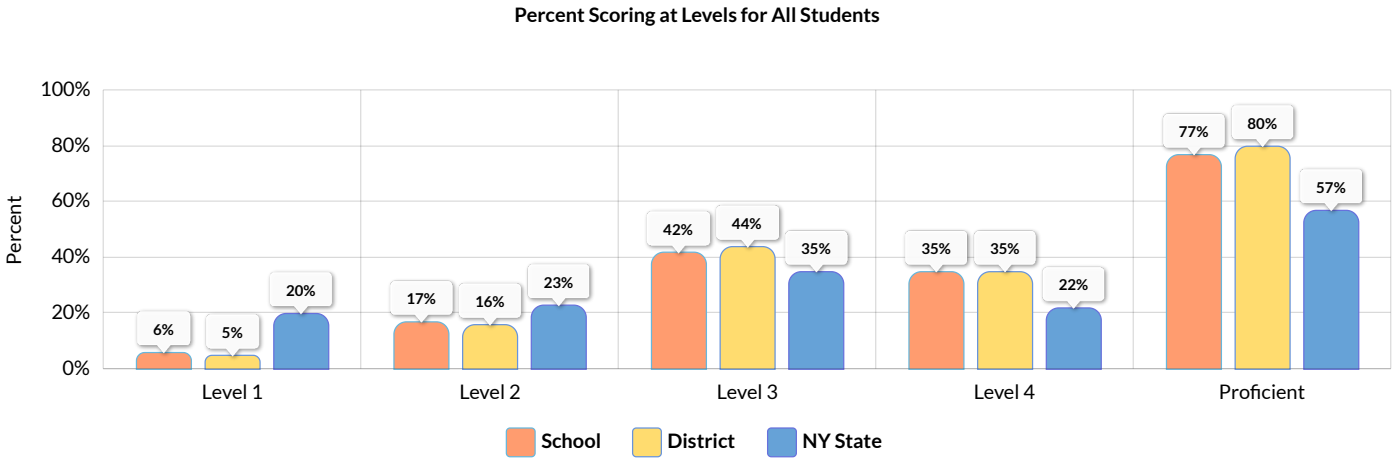
GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	5	7%	66	93%	1	2%	3	5%	19	29%	43	65%	62	94%
Female	35	3	9%	32	91%	0	0%	1	3%	10	31%	21	66%	31	97%
Male	36	2	6%	34	94%	1	3%	2	6%	9	26%	22	65%	31	91%
General Education Students	64	2	3%	62	97%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	54	1	2%	53	98%	1	2%	2	4%	14	26%	36	68%	50	94%
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	13	4	31%	9	69%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	4	24%	13	76%	0	0%	1	8%	5	38%	7	54%	12	92%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	0	0%	1	13%	7	88%	8	100%
Not Economically Disadvantaged	63	5	8%	58	92%	1	2%	3	5%	18	31%	36	62%	54	93%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	70	5	7%	65	93%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	71	5	7%	66	93%	1	2%	3	5%	19	29%	43	65%	62	94%
Not Homeless	71	5	7%	66	93%	1	2%	3	5%	19	29%	43	65%	62	94%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	71	5	7%	66	93%	1	2%	3	5%	19	29%	43	65%	62	94%
Parent Not in Armed Forces	71	5	7%	66	93%	1	2%	3	5%	19	29%	43	65%	62	94%

GRADE 5 ELA RESULTS

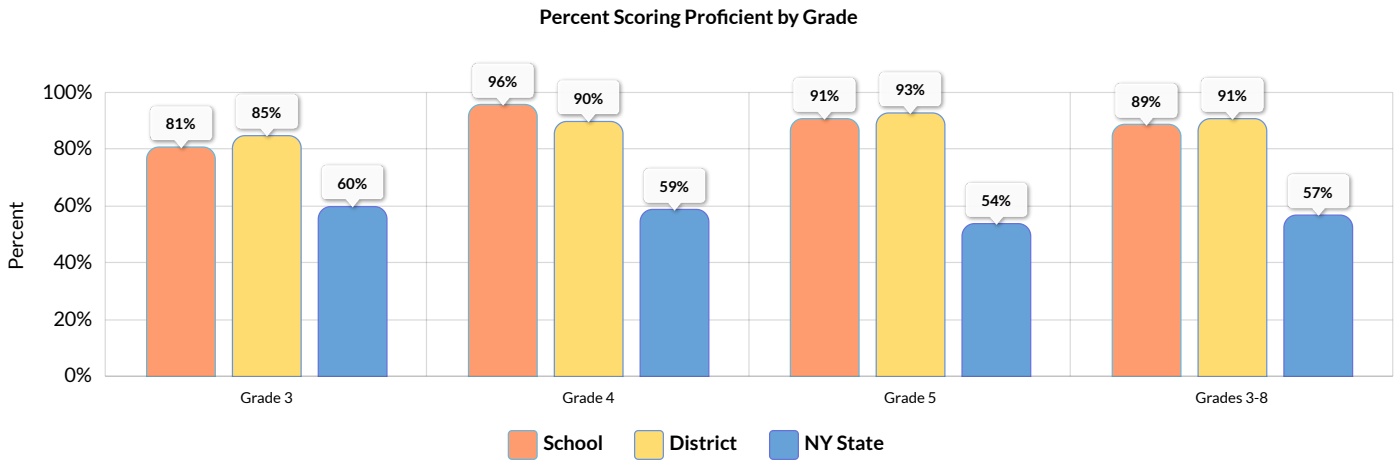


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	8	9%	78	91%	5	6%	13	17%	33	42%	27	35%	60	77%
Female	41	4	10%	37	90%	3	8%	5	14%	14	38%	15	41%	29	78%
Male	45	4	9%	41	91%	2	5%	8	20%	19	46%	12	29%	31	76%
General Education Students	78	6	8%	72	92%	4	6%	10	14%	31	43%	27	38%	58	81%
Students with Disabilities	8	2	25%	6	75%	1	17%	3	50%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	59	3	5%	56	95%	5	9%	8	14%	23	41%	20	36%	43	77%
Hispanic or Latino	8	3	38%	5	63%	–	–	–	–	–	–	–	–	–	–
White	16	2	13%	14	88%	0	0%	3	21%	7	50%	4	29%	11	79%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	0	0%	2	25%	3	38%	3	38%	6	75%
Economically Disadvantaged	22	1	5%	21	95%	4	19%	4	19%	9	43%	4	19%	13	62%
Not Economically Disadvantaged	64	7	11%	57	89%	1	2%	9	16%	24	42%	23	40%	47	82%
English Language Learner	7	2	29%	5	71%	3	60%	1	20%	1	20%	0	0%	1	20%
Non-English Language Learner	79	6	8%	73	92%	2	3%	12	16%	32	44%	27	37%	59	81%
Not in Foster Care	86	8	9%	78	91%	5	6%	13	17%	33	42%	27	35%	60	77%
Not Homeless	86	8	9%	78	91%	5	6%	13	17%	33	42%	27	35%	60	77%
Not Migrant	86	8	9%	78	91%	5	6%	13	17%	33	42%	27	35%	60	77%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	86	8	9%	78	91%	5	6%	13	17%	33	42%	27	35%	60	77%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

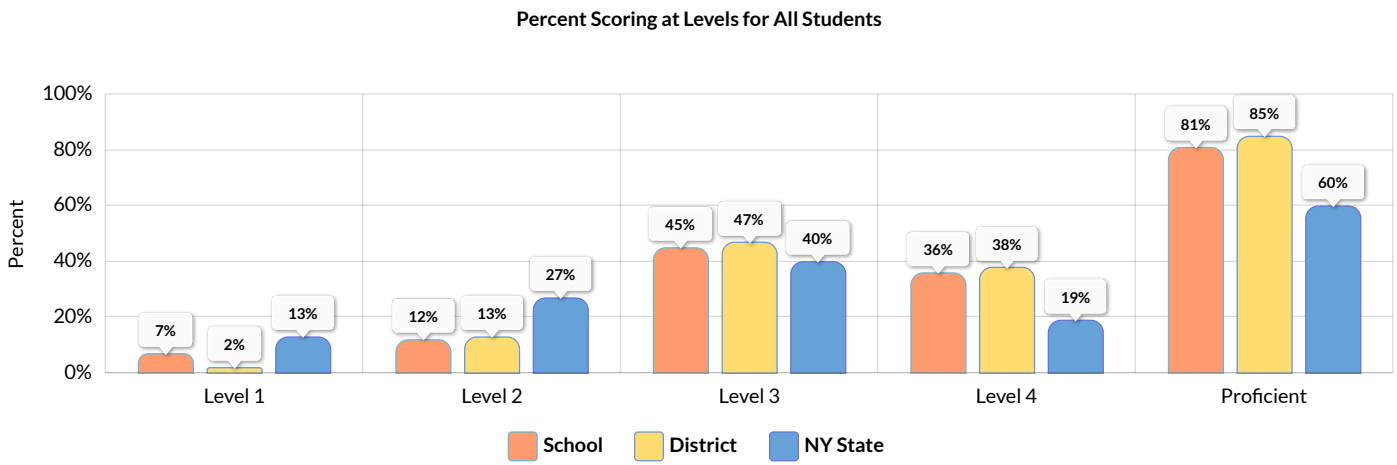
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	91	2	2%	89	98%	6	7%	11	12%	40	45%	32	36%	72	81%
Grade 4	71	4	6%	67	94%	1	1%	2	3%	27	40%	37	55%	64	96%
Grade 5	86	6	7%	80	93%	0	0%	7	9%	31	39%	42	53%	73	91%
Grades 3-8	248	12	5%	236	95%	7	3%	20	8%	98	42%	111	47%	209	89%

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

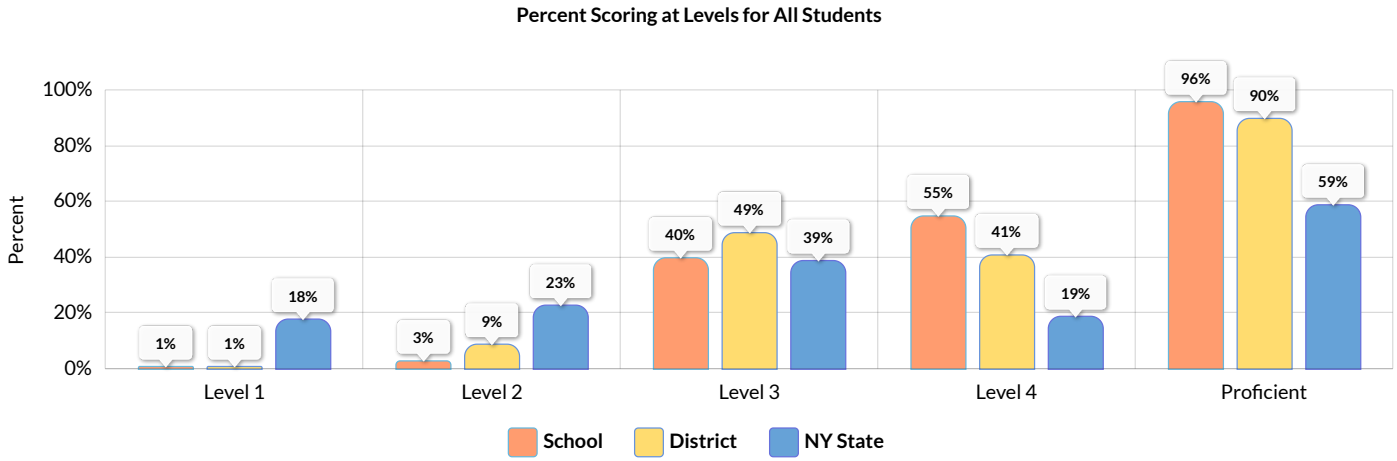
GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	91	2	2%	89	98%	6	7%	11	12%	40	45%	32	36%	72	81%
Female	47	1	2%	46	98%	2	4%	6	13%	19	41%	19	41%	38	83%
Male	44	1	2%	43	98%	4	9%	5	12%	21	49%	13	30%	34	79%
General Education Students	81	1	1%	80	99%	3	4%	8	10%	37	46%	32	40%	69	86%
Students with Disabilities	10	1	10%	9	90%	3	33%	3	33%	3	33%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	70	1	1%	69	99%	4	6%	7	10%	28	41%	30	43%	58	84%
Hispanic or Latino	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
White	14	0	0%	14	100%	1	7%	3	21%	9	64%	1	7%	10	71%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	20	0	0%	20	100%	4	20%	5	25%	8	40%	3	15%	11	55%
Not Economically Disadvantaged	71	2	3%	69	97%	2	3%	6	9%	32	46%	29	42%	61	88%
English Language Learner	15	0	0%	15	100%	3	20%	3	20%	5	33%	4	27%	9	60%
Non-English Language Learner	76	2	3%	74	97%	3	4%	8	11%	35	47%	28	38%	63	85%
Not in Foster Care	91	2	2%	89	98%	6	7%	11	12%	40	45%	32	36%	72	81%
Not Homeless	91	2	2%	89	98%	6	7%	11	12%	40	45%	32	36%	72	81%
Not Migrant	91	2	2%	89	98%	6	7%	11	12%	40	45%	32	36%	72	81%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	91	2	2%	89	98%	6	7%	11	12%	40	45%	32	36%	72	81%

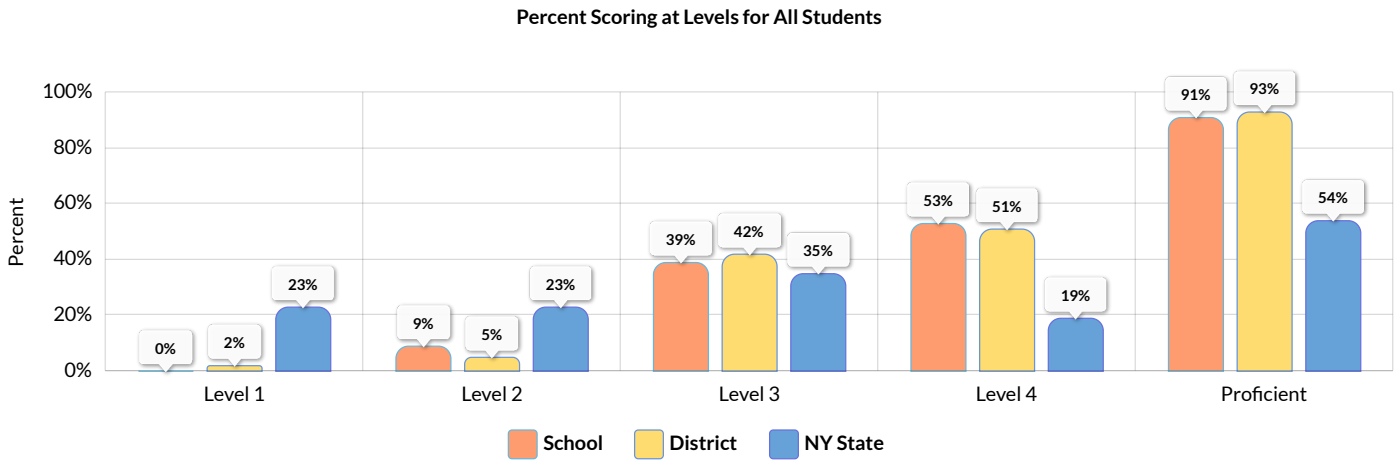
GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	4	6%	67	94%	1	1%	2	3%	27	40%	37	55%	64	96%
Female	35	3	9%	32	91%	0	0%	1	3%	14	44%	17	53%	31	97%
Male	36	1	3%	35	97%	1	3%	1	3%	13	37%	20	57%	33	94%
General Education Students	64	2	3%	62	97%	0	0%	0	0%	25	40%	37	60%	62	100%
Students with Disabilities	7	2	29%	5	71%	1	20%	2	40%	2	40%	0	0%	2	40%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	54	1	2%	53	98%	0	0%	1	2%	18	34%	34	64%	52	98%
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	13	3	23%	10	77%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	3	18%	14	82%	1	7%	1	7%	9	64%	3	21%	12	86%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	1	13%	1	13%	6	75%	7	88%
Not Economically Disadvantaged	63	4	6%	59	94%	1	2%	1	2%	26	44%	31	53%	57	97%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	70	4	6%	66	94%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	71	4	6%	67	94%	1	1%	2	3%	27	40%	37	55%	64	96%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	71	4	6%	67	94%	1	1%	2	3%	27	40%	37	55%	64	96%
Not Migrant	71	4	6%	67	94%	1	1%	2	3%	27	40%	37	55%	64	96%
Parent Not in Armed Forces	71	4	6%	67	94%	1	1%	2	3%	27	40%	37	55%	64	96%

GRADE 5 MATH RESULTS

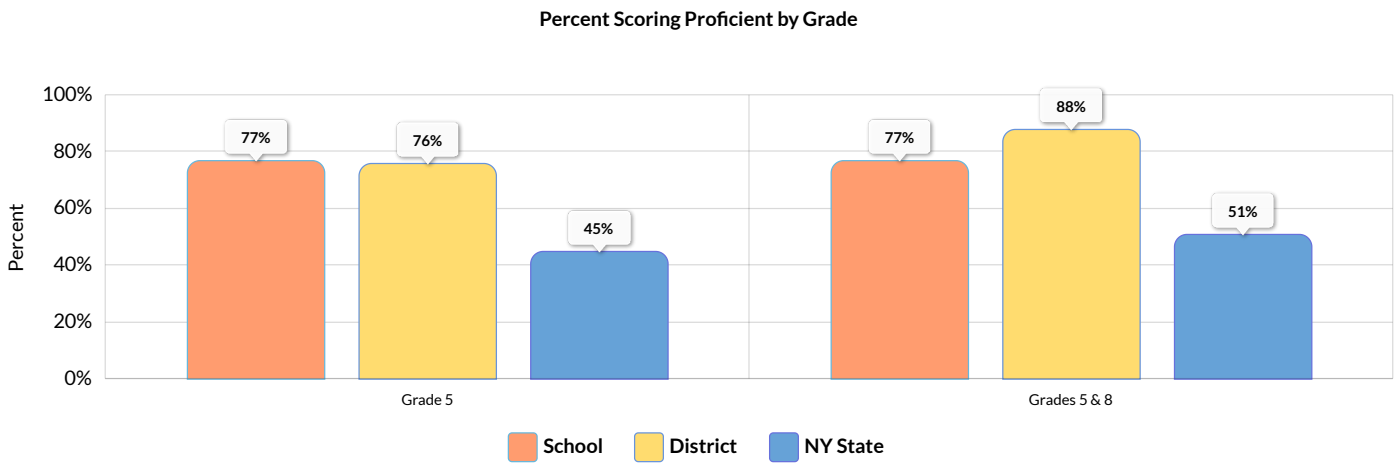


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	6	7%	80	93%	0	0%	7	9%	31	39%	42	53%	73	91%
Female	41	3	7%	38	93%	0	0%	2	5%	16	42%	20	53%	36	95%
Male	45	3	7%	42	93%	0	0%	5	12%	15	36%	22	52%	37	88%
General Education Students	78	4	5%	74	95%	0	0%	6	8%	28	38%	40	54%	68	92%
Students with Disabilities	8	2	25%	6	75%	0	0%	1	17%	3	50%	2	33%	5	83%
Asian or Native Hawaiian/Other Pacific Islander	59	1	2%	58	98%	0	0%	2	3%	22	38%	34	59%	56	97%
Hispanic or Latino	8	3	38%	5	63%	–	–	–	–	–	–	–	–	–	–
White	16	2	13%	14	88%	0	0%	4	29%	5	36%	5	36%	10	71%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	22	1	5%	21	95%	0	0%	2	10%	13	62%	6	29%	19	90%
Not Economically Disadvantaged	64	5	8%	59	92%	0	0%	5	8%	18	31%	36	61%	54	92%
English Language Learner	7	0	0%	7	100%	0	0%	1	14%	4	57%	2	29%	6	86%
Non-English Language Learner	79	6	8%	73	92%	0	0%	6	8%	27	37%	40	55%	67	92%
Not in Foster Care	86	6	7%	80	93%	0	0%	7	9%	31	39%	42	53%	73	91%
Not Homeless	86	6	7%	80	93%	0	0%	7	9%	31	39%	42	53%	73	91%
Not Migrant	86	6	7%	80	93%	0	0%	7	9%	31	39%	42	53%	73	91%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	86	6	7%	80	93%	0	0%	7	9%	31	39%	42	53%	73	91%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

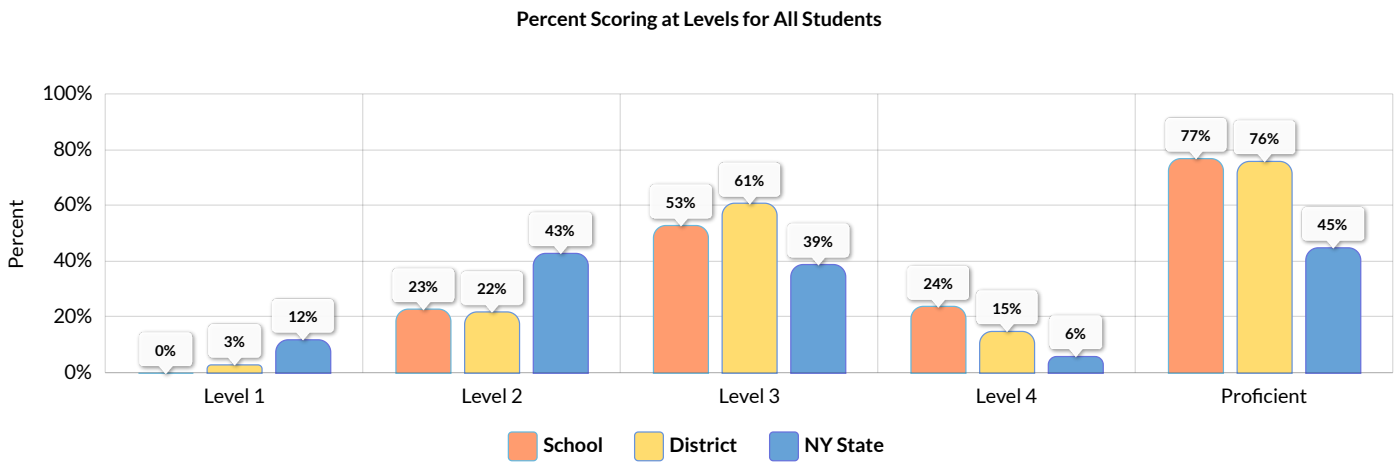
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	86	7	8%	79	92%	0	0%	18	23%	42	53%	19	24%	61	77%
Grades 5 & 8	86	7	8%	79	92%	0	0%	18	23%	42	53%	19	24%	61	77%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	7	8%	79	92%	0	0%	18	23%	42	53%	19	24%	61	77%
Female	41	3	7%	38	93%	0	0%	8	21%	23	61%	7	18%	30	79%
Male	45	4	9%	41	91%	0	0%	10	24%	19	46%	12	29%	31	76%
General Education Students	78	5	6%	73	94%	0	0%	16	22%	39	53%	18	25%	57	78%
Students with Disabilities	8	2	25%	6	75%	0	0%	2	33%	3	50%	1	17%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	59	1	2%	58	98%	0	0%	11	19%	32	55%	15	26%	47	81%
Hispanic or Latino	8	3	38%	5	63%	–	–	–	–	–	–	–	–	–	–
White	16	3	19%	13	81%	0	0%	4	31%	7	54%	2	15%	9	69%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	0	0%	3	38%	3	38%	2	25%	5	63%
Economically Disadvantaged	22	2	9%	20	91%	0	0%	4	20%	14	70%	2	10%	16	80%
Not Economically Disadvantaged	64	5	8%	59	92%	0	0%	14	24%	28	47%	17	29%	45	76%
English Language Learner	7	0	0%	7	100%	0	0%	4	57%	3	43%	0	0%	3	43%
Non-English Language Learner	79	7	9%	72	91%	0	0%	14	19%	39	54%	19	26%	58	81%
Not in Foster Care	86	7	8%	79	92%	0	0%	18	23%	42	53%	19	24%	61	77%
Not Homeless	86	7	8%	79	92%	0	0%	18	23%	42	53%	19	24%	61	77%
Not Migrant	86	7	8%	79	92%	0	0%	18	23%	42	53%	19	24%	61	77%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	86	7	8%	79	92%	0	0%	18	23%	42	53%	19	24%	61	77%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	11	0	0%	11	100%	0	0%	0	0%	1	9%	6	55%	4	36%
Grade 1	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 2	13	0	0%	13	100%	0	0%	2	15%	0	0%	5	38%	6	46%
Grade 3	15	0	0%	15	100%	0	0%	3	20%	2	13%	4	27%	6	40%
Grade 4	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	7	0	0%	7	100%	0	0%	0	0%	1	14%	4	57%	2	29%

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	380	27	7.1%
American Indian or Alaska Native	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	288	20	6.9%
Black or African American	3	—	—
Hispanic or Latino	19	—	—
Multiracial	7	—	—
White	61	2	3.3%
English Language Learner	39	1	2.6%
Students with Disabilities	33	2	6.1%
Economically Disadvantaged	77	7	9.1%

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SOUTH GROVE 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.

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	433	$361,195	$834	$16,241,923	$37,510	$16,603,118	$38,344
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	43	2	5%	1	0	0%
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	40	1	3%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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SOUTH GROVE ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
446	222	49.78% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	222	100	0	0
Female	103	100	0	0
Male	119	100	0	0
American Indian/Alaska Native	0	0	0	0
Black	1	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Hispanic	10	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	177	100	0	0
White	32	100	0	0
Multiracial	2	100	0	0
General Education Students	213	100	0	0
Students with Disabilities	9	100	0	0
Not English Language Learner	199	100	0	0
English Language Learner	23	100	0	0
Economically Disadvantaged	37	100	0	0
Not Economically Disadvantaged	185	100	0	0
Not Migrant	222	100	0	0
Homeless	0	0	0	0
Not Homeless	222	100	0	0
Not in Foster Care	222	100	0	0
Parent Not in Armed Forces	222	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
446	222	49.78% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	211	95.05	0	0	1	.45	6	2.7	0	0	4	1.8
Female	99	96.12	0	0	1	.97	2	1.94	0	0	1	.97
Male	112	94.12	0	0	0	0	4	3.36	0	0	3	2.52
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black	1	100	0	0	0	0	0	0	0	0	0	0
Hispanic	9	90	0	0	0	0	1	10	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	170	96.05	0	0	1	.56	4	2.26	0	0	2	1.13
White	29	90.63	0	0	0	0	1	3.13	0	0	2	6.25
Multiracial	2	100	0	0	0	0	0	0	0	0	0	0
General Education Students	203	95.31	0	0	1	.47	5	2.35	0	0	4	1.88
Students with Disabilities	8	88.89	0	0	0	0	1	11.11	0	0	0	0
Not English Language Learner	191	95.98	0	0	0	0	4	2.01	0	0	4	2.01
English Language Learner	20	86.96	0	0	1	4.35	2	8.7	0	0	0	0
Economically Disadvantaged	36	97.3	0	0	1	2.7	0	0	0	0	0	0
Not Economically Disadvantaged	175	94.59	0	0	0	0	6	3.24	0	0	4	2.16
Not Migrant	211	95.05	0	0	1	.45	6	2.7	0	0	4	1.8
Homeless	0	0	0	0	0	0	0	0	0	0	0	0
Not Homeless	211	95.05	0	0	1	.45	6	2.7	0	0	4	1.8
Not in Foster Care	211	95.05	0	0	1	.45	6	2.7	0	0	4	1.8
Parent Not in Armed Forces	211	95.05	0	0	1	.45	6	2.7	0	0	4	1.8

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
446	222	49.78% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	5	2.25	4	1.8	213	95.95
Female	2	1.94	1	.97	100	97.09
Male	3	2.52	3	2.52	113	94.96
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	0	0	1	100
Hispanic	1	10	0	0	9	90
Asian or Native Hawaiian/Other Pacific Islander	3	1.69	2	1.13	172	97.18
White	1	3.13	2	6.25	29	90.63
Multiracial	0	0	0	0	2	100
General Education Students	4	1.88	4	1.88	205	96.24
Students with Disabilities	1	11.11	0	0	8	88.89
Not English Language Learner	4	2.01	4	2.01	191	95.98
English Language Learner	1	4.35	0	0	22	95.65
Economically Disadvantaged	0	0	0	0	37	100
Not Economically Disadvantaged	5	2.7	4	2.16	176	95.14
Not Migrant	5	2.25	4	1.8	213	95.95
Homeless	0	0	0	0	0	0
Not Homeless	5	2.25	4	1.8	213	95.95
Not in Foster Care	5	2.25	4	1.8	213	95.95
Parent Not in Armed Forces	5	2.25	4	1.8	213	95.95

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
446	222	49.78% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	4	1.8	216	97.3	2	.9
Female	2	1.94	100	97.09	1	.97
Male	2	1.68	116	97.48	1	.84
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	1	100	0	0
Hispanic	1	10	9	90	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	1.13	175	98.87	0	0
White	1	3.13	29	90.63	2	6.25
Multiracial	0	0	2	100	0	0
General Education Students	3	1.41	208	97.65	2	.94
Students with Disabilities	1	11.11	8	88.89	0	0
Not English Language Learner	4	2.01	193	96.98	2	1.01
English Language Learner	0	0	23	100	0	0
Economically Disadvantaged	0	0	37	100	0	0
Not Economically Disadvantaged	4	2.16	179	96.76	2	1.08
Not Migrant	4	1.8	216	97.3	2	.9
Homeless	0	0	0	0	0	0
Not Homeless	4	1.8	216	97.3	2	.9
Not in Foster Care	4	1.8	216	97.3	2	.9
Parent Not in Armed Forces	4	1.8	216	97.3	2	.9

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed
446	222	49.78% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	17	7.66	205	92.34
Female	11	10.68	92	89.32
Male	6	5.04	113	94.96
American Indian/Alaska Native	0	0	0	0
Black	0	0	1	100
Hispanic	2	20	8	80
Asian or Native Hawaiian/Other Pacific Islander	12	6.78	165	93.22
White	3	9.38	29	90.63
Multiracial	0	0	2	100
General Education Students	15	7.04	198	92.96
Students with Disabilities	2	22.22	7	77.78
Not English Language Learner	15	7.54	184	92.46
English Language Learner	2	8.7	21	91.3
Economically Disadvantaged	3	8.11	34	91.89
Not Economically Disadvantaged	14	7.57	171	92.43
Not Migrant	17	7.66	205	92.34
Homeless	0	0	0	0

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Not Homeless	17	7.66	205	92.34
Not in Foster Care	17	7.66	205	92.34
Parent Not in Armed Forces	17	7.66	205	92.34

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
446	222	49.78% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	222	100
Female	0	0	103	100
Male	0	0	119	100
American Indian/Alaska Native	0	0	0	0
Black	0	0	1	100
Hispanic	0	0	10	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	177	100
White	0	0	32	100
Multiracial	0	0	2	100
General Education Students	0	0	213	100
Students with Disabilities	0	0	9	100
Not English Language Learner	0	0	199	100

Subgroup	No		Yes	
	#	%	#	%
English Language Learner	0	0	23	100
Economically Disadvantaged	0	0	37	100
Not Economically Disadvantaged	0	0	185	100
Not Migrant	0	0	222	100
Homeless	0	0	0	0
Not Homeless	0	0	222	100
Not in Foster Care	0	0	222	100
Parent Not in Armed Forces	0	0	222	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
446	222	49.78% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	5	2.25	6	2.7	0	0	1	.45	1	.45	0	0	9	4.05	200	90.09	0	0
Female	4	3.88	2	1.94	0	0	0	0	0	0	0	0	2	1.94	95	92.23	0	0
Male	1	.84	4	3.36	0	0	1	.84	1	.84	0	0	7	5.88	105	88.24	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic	1	10	1	10	0	0	0	0	0	0	0	0	0	0	8	80	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	2.26	5	2.82	0	0	1	.56	1	.56	0	0	7	3.95	159	89.83	0	0
White	0	0	0	0	0	0	0	0	0	0	0	0	2	6.25	30	93.75	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	0
General Education Students	5	2.35	5	2.35	0	0	1	.47	1	.47	0	0	8	3.76	193	90.61	0	0
Students with Disabilities	0	0	1	11.11	0	0	0	0	0	0	0	0	1	11.11	7	77.78	0	0
Not English Language Learner	5	2.51	5	2.51	0	0	1	.5	1	.5	0	0	5	2.51	182	91.46	0	0
English Language Learner	0	0	1	4.35	0	0	0	0	0	0	0	0	4	17.39	18	78.26	0	0
Economically Disadvantaged	1	2.7	0	0	0	0	0	0	1	2.7	0	0	4	10.81	31	83.78	0	0
Not Economically Disadvantaged	4	2.16	6	3.24	0	0	1	.54	0	0	0	0	5	2.7	169	91.35	0	0
Not Migrant	5	2.25	6	2.7	0	0	1	.45	1	.45	0	0	9	4.05	200	90.09	0	0
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Homeless	5	2.25	6	2.7	0	0	1	.45	1	.45	0	0	9	4.05	200	90.09	0	0
Not in Foster Care	5	2.25	6	2.7	0	0	1	.45	1	.45	0	0	9	4.05	200	90.09	0	0
Parent Not in Armed Forces	5	2.25	6	2.7	0	0	1	.45	1	.45	0	0	9	4.05	200	90.09	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD,

WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed
446	222	49.78% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	10	4.5	212	95.5
Female	2	1.94	101	98.06
Male	8	6.72	111	93.28
American Indian/Alaska Native	0	0	0	0
Black	0	0	1	100
Hispanic	1	10	9	90
Asian or Native Hawaiian/Other Pacific Islander	9	5.08	168	94.92
White	0	0	32	100
Multiracial	0	0	2	100
General Education Students	9	4.23	204	95.77
Students with Disabilities	1	11.11	8	88.89
Not English Language Learner	6	3.02	193	96.98
English Language Learner	4	17.39	19	82.61
Economically Disadvantaged	2	5.41	35	94.59
Not Economically Disadvantaged	8	4.32	177	95.68
Not Migrant	10	4.5	212	95.5
Homeless	0	0	0	0
Not Homeless	10	4.5	212	95.5
Not in Foster Care	10	4.5	212	95.5
Parent Not in Armed Forces	10	4.5	212	95.5

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
446	222	49.78% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	26	11.71	19	8.56	173	77.93	4	1.8
Female	9	8.74	9	8.74	81	78.64	4	3.88
Male	17	14.29	10	8.4	92	77.31	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Black	0	0	0	0	1	100	0	0
Hispanic	1	10	0	0	9	90	0	0
Asian or Native Hawaiian/Other Pacific Islander	24	13.56	18	10.17	131	74.01	4	2.26
White	1	3.13	1	3.13	30	93.75	0	0
Multiracial	0	0	0	0	2	100	0	0
General Education Students	25	11.74	19	8.92	165	77.46	4	1.88
Students with Disabilities	1	11.11	0	0	8	88.89	0	0
Not English Language Learner	21	10.55	17	8.54	157	78.89	4	2.01
English Language Learner	5	21.74	2	8.7	16	69.57	0	0
Economically Disadvantaged	10	27.03	2	5.41	23	62.16	2	5.41
Not Economically Disadvantaged	16	8.65	17	9.19	150	81.08	2	1.08
Not Migrant	26	11.71	19	8.56	173	77.93	4	1.8
Homeless	0	0	0	0	0	0	0	0
Not Homeless	26	11.71	19	8.56	173	77.93	4	1.8

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
Not in Foster Care	26	11.71	19	8.56	173	77.93	4	1.8
Parent Not in Armed Forces	26	11.71	19	8.56	173	77.93	4	1.8

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Section 6: School Report Card
Village Elementary School

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

VILLAGE ELEMENTARY SCHOOL ENROLLMENT (2024 - 25)

K-12 Enrollment: 379

ENROLLMENT BY GENDER

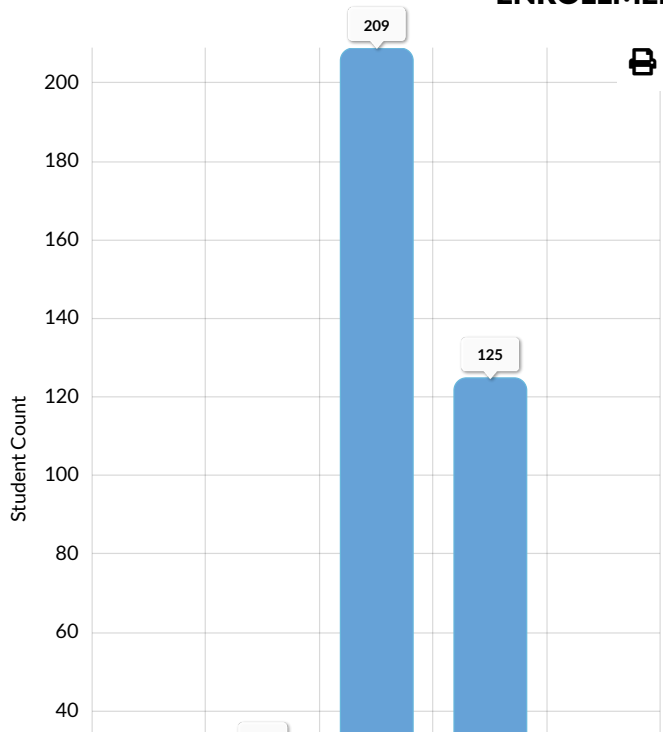
MALE	
187	49%

FEMALE	
192	51%

NON-BINARY	
0	0%



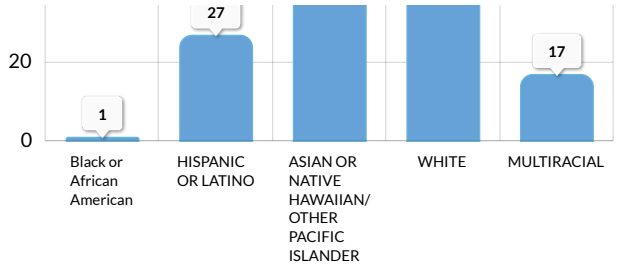
ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
1	0%

HISPANIC OR LATINO	
27	7%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
209	55%



WHITE

125	33%

MULTIRACIAL

17	4%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
27	7%	41	11%	47	12%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	–	–	–	–	–	–

ENROLLMENT BY GRADE

K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
54	14%	57	15%	42	11%	70	18%

4TH GRADE		5TH GRADE	
71	19%	85	22%

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VILLAGE 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	199	123.3	136.1
	MATH	204.7	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	211.2	178.8	182.3
	MATH	218.6	190.9	192.4
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	213.3	107.5	122.9
	MATH	196.7	105.6	121.4
Multiracial	ELA	204.2	125.7	138.1
	MATH	220.8	129	140.8
White	ELA	156.7	123.7	136.4
	MATH	164.9	134.7	145.6
English Language Learner	ELA	71.4	93	110.8
	MATH	181.3	103.7	119.8
Students with Disabilities	ELA	84.1	68.9	90.7
	MATH	131.8	72.5	93.8
Economically Disadvantaged	ELA	198.2	110	125
	MATH	187.9	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	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
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	203	205.9	4
	Math	202	213.9	
	Science	73	188.4	
	Combined	478	206.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	121	211.2	4
	Math	121	218.6	
	Science	51	190.2	
	Combined	293	210.6	
Black or African American	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Hispanic or Latino	ELA	15	213.3	4
	Math	15	196.7	
	Science	4	—	
	Combined	34	205.9	
Multiracial	ELA	12	204.2	4
	Math	12	220.8	
	Science	4	—	
	Combined	28	212.5	
White	ELA	54	194.4	4
	Math	53	208.5	
	Science	14	167.9	
	Combined	121	197.5	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	7	71.4	—
	Math	8	181.3	
	Science	2	—	
	Combined	17	—	
Students with Disabilities	ELA	17	108.8	4
	Math	18	161.1	
	Science	3	—	
	Combined	38	135.5	
Economically Disadvantaged	ELA	28	198.2	4
	Math	29	187.9	
	Science	11	186.4	
	Combined	68	191.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	210	199	4
	Math	211	204.7	
	Science	80	171.9	
	Combined	501	197.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	121	211.2	4
	Math	121	218.6	
	Science	51	190.2	
	Combined	293	210.6	
Black or African American	ELA	1	–	–
	Math	1	–	
	Science	0	–	
	Combined	2	–	
Hispanic or Latino	ELA	15	213.3	4
	Math	15	196.7	
	Science	4	–	
	Combined	34	205.9	
Multiracial	ELA	12	204.2	4
	Math	12	220.8	
	Science	5	170	
	Combined	29	205.2	
White	ELA	67	156.7	3
	Math	67	164.9	
	Science	22	106.8	
	Combined	156	153.2	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	7	71.4	—
	Math	8	181.3	
	Science	2	—	
	Combined	17	—	
Students with Disabilities	ELA	22	84.1	4
	Math	22	131.8	
	Science	7	57.1	
	Combined	51	101	
Economically Disadvantaged	ELA	28	198.2	4
	Math	29	187.9	
	Science	11	186.4	
	Combined	68	191.9	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	258	11,837	45.9	2
Asian or Native Hawaiian/Other Pacific Islander	157	7,529	48	2
Black or African American	2	—	—	—
Hispanic or Latino	22	746	33.9	1
Multiracial	14	—	—	—
White	63	2,705	42.9	1
English Language Learner	7	—	—	—
Students with Disabilities	19	—	—	—
Economically Disadvantaged	39	2,080	53.3	3

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

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

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	330	1	8	87	234	232.4	4
Asian or Native Hawaiian/Other Pacific Islander	182	1	4	35	142	235.7	4
Black or African American	1	—	—	—	—	—	—
Hispanic or Latino	24	0	1	12	11	218.8	4
Multiracial	15	—	—	—	—	—	—
White	108	0	3	36	69	229.2	4
English Language Learner	21	0	1	6	14	228.6	4
Students with Disabilities	31	0	0	9	22	235.5	4
Economically Disadvantaged	43	1	0	8	34	234.9	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	225	92%
Asian or Native Hawaiian/Other Pacific Islander	✓	127	98.4%
Black or African American	–	1	–
Hispanic or Latino	–	15	–
Multiracial	–	12	–
White	✗	70	77.1%
English Language Learner	–	9	–
Students with Disabilities	–	22	–
Economically Disadvantaged	–	30	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

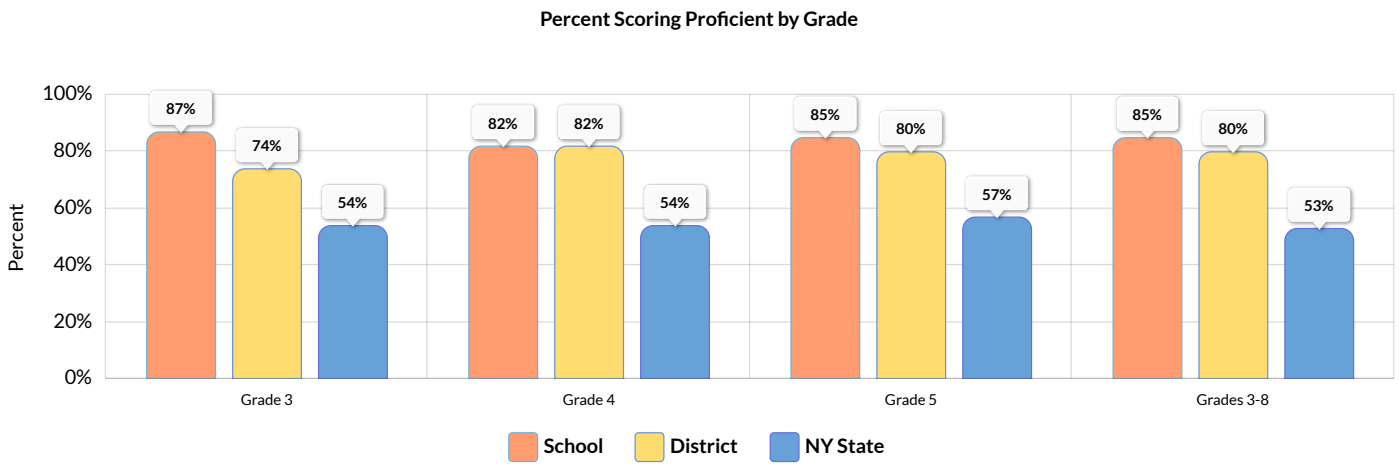
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	225	91.1%
Asian or Native Hawaiian/Other Pacific Islander	✓	127	97.6%
Black or African American	–	1	–
Hispanic or Latino	–	15	–
Multiracial	–	12	–
White	✗	70	75.7%
English Language Learner	–	9	–
Students with Disabilities	–	22	–
Economically Disadvantaged	–	30	–

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 5	–

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

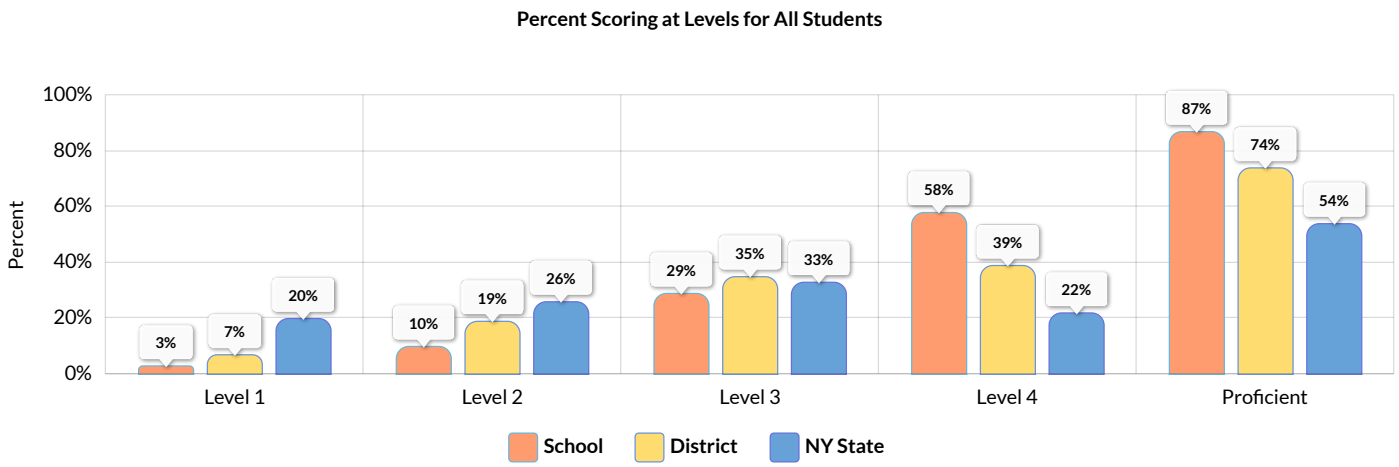
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	69	0	0%	69	100%	2	3%	7	10%	20	29%	40	58%	60	87%
Grade 4	71	9	13%	62	87%	4	6%	7	11%	24	39%	27	44%	51	82%
Grade 5	85	10	12%	75	88%	2	3%	9	12%	27	36%	37	49%	64	85%
Grades 3-8	225	19	8%	206	92%	8	4%	23	11%	71	34%	104	50%	175	85%

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

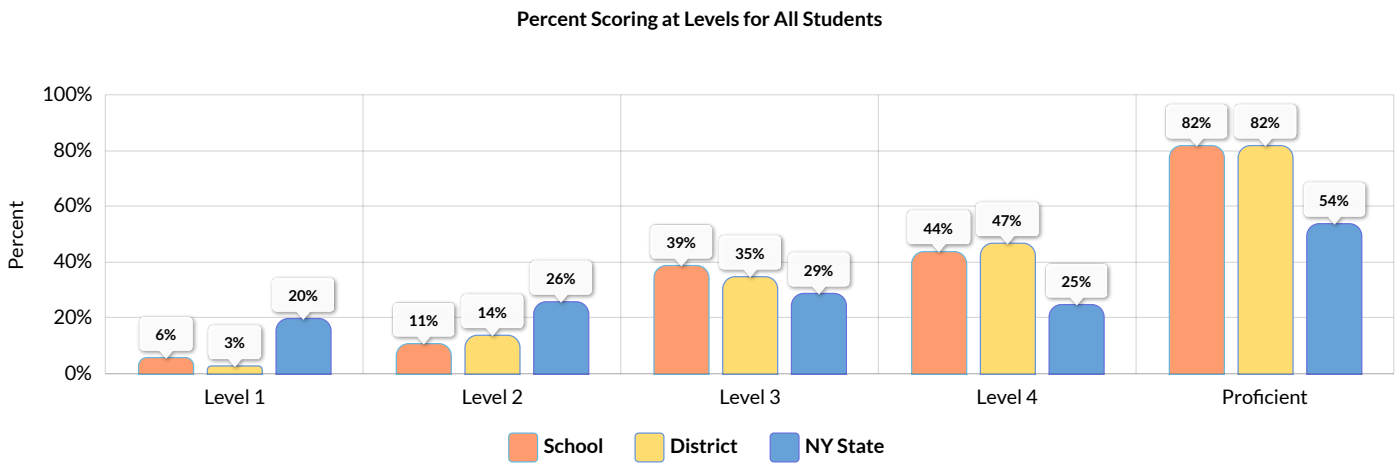
GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	0	0%	69	100%	2	3%	7	10%	20	29%	40	58%	60	87%
Female	28	0	0%	28	100%	0	0%	2	7%	7	25%	19	68%	26	93%
Male	41	0	0%	41	100%	2	5%	5	12%	13	32%	21	51%	34	83%
General Education Students	61	0	0%	61	100%	1	2%	4	7%	18	30%	38	62%	56	92%
Students with Disabilities	8	0	0%	8	100%	1	13%	3	38%	2	25%	2	25%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	40	0	0%	40	100%	1	3%	5	13%	10	25%	24	60%	34	85%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	20	0	0%	20	100%	1	5%	1	5%	9	45%	9	45%	18	90%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	1	11%	1	11%	7	78%	8	89%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	2	25%	2	25%	4	50%	6	75%
Not Economically Disadvantaged	61	0	0%	61	100%	2	3%	5	8%	18	30%	36	59%	54	89%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	66	0	0%	66	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	69	0	0%	69	100%	2	3%	7	10%	20	29%	40	58%	60	87%
Not Homeless	69	0	0%	69	100%	2	3%	7	10%	20	29%	40	58%	60	87%
Not Migrant	69	0	0%	69	100%	2	3%	7	10%	20	29%	40	58%	60	87%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	69	0	0%	69	100%	2	3%	7	10%	20	29%	40	58%	60	87%

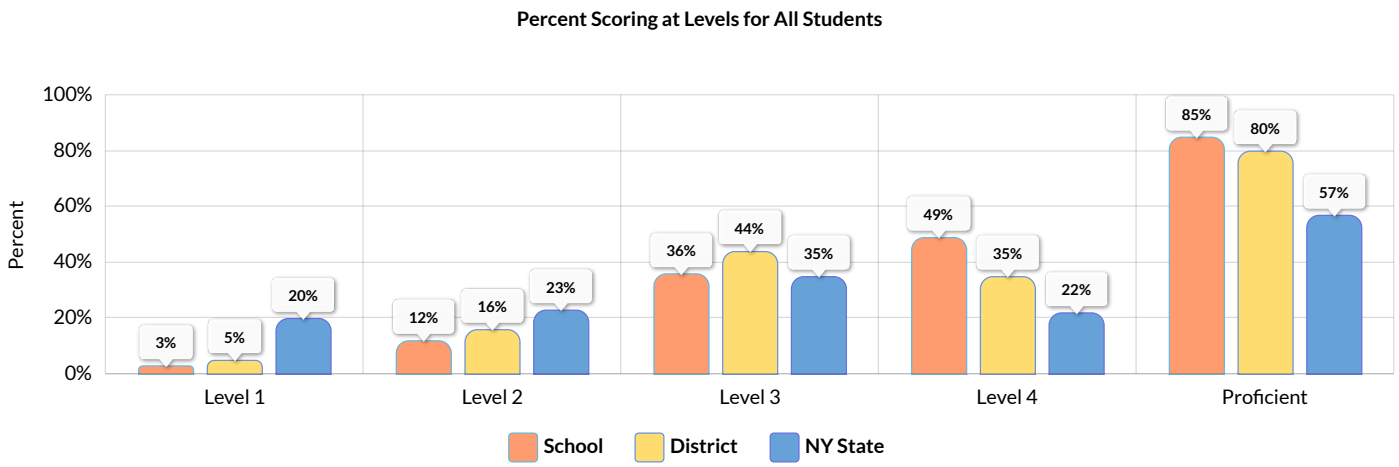
GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	9	13%	62	87%	4	6%	7	11%	24	39%	27	44%	51	82%
Female	44	5	11%	39	89%	2	5%	4	10%	15	38%	18	46%	33	85%
Male	27	4	15%	23	85%	2	9%	3	13%	9	39%	9	39%	18	78%
General Education Students	64	8	13%	56	88%	0	0%	6	11%	23	41%	27	48%	50	89%
Students with Disabilities	7	1	14%	6	86%	4	67%	1	17%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	34	1	3%	33	97%	2	6%	3	9%	11	33%	17	52%	28	85%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
White	27	8	30%	19	70%	1	5%	3	16%	8	42%	7	37%	15	79%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	1	10%	1	10%	5	50%	3	30%	8	80%
Economically Disadvantaged	10	0	0%	10	100%	1	10%	3	30%	2	20%	4	40%	6	60%
Not Economically Disadvantaged	61	9	15%	52	85%	3	6%	4	8%	22	42%	23	44%	45	87%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	67	9	13%	58	87%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	71	9	13%	62	87%	4	6%	7	11%	24	39%	27	44%	51	82%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	71	9	13%	62	87%	4	6%	7	11%	24	39%	27	44%	51	82%
Not Migrant	71	9	13%	62	87%	4	6%	7	11%	24	39%	27	44%	51	82%
Parent Not in Armed Forces	71	9	13%	62	87%	4	6%	7	11%	24	39%	27	44%	51	82%

GRADE 5 ELA RESULTS

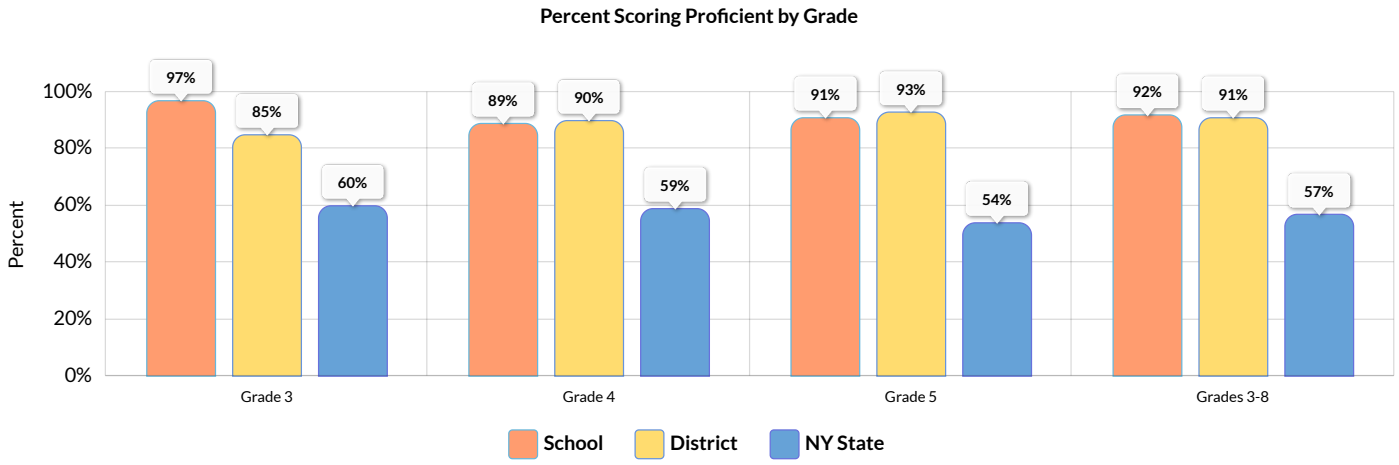


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	10	12%	75	88%	2	3%	9	12%	27	36%	37	49%	64	85%
Female	38	6	16%	32	84%	1	3%	3	9%	9	28%	19	59%	28	88%
Male	47	4	9%	43	91%	1	2%	6	14%	18	42%	18	42%	36	84%
General Education Students	78	6	8%	72	92%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	4	57%	3	43%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	53	2	4%	51	96%	1	2%	5	10%	15	29%	30	59%	45	88%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	23	8	35%	15	65%	1	7%	3	20%	7	47%	4	27%	11	73%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	1	11%	5	56%	3	33%	8	89%
Economically Disadvantaged	12	2	17%	10	83%	0	0%	1	10%	2	20%	7	70%	9	90%
Not Economically Disadvantaged	73	8	11%	65	89%	2	3%	8	12%	25	38%	30	46%	55	85%
English Language Learner	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	83	9	11%	74	89%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	85	10	12%	75	88%	2	3%	9	12%	27	36%	37	49%	64	85%
Not Homeless	85	10	12%	75	88%	2	3%	9	12%	27	36%	37	49%	64	85%
Not Migrant	85	10	12%	75	88%	2	3%	9	12%	27	36%	37	49%	64	85%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	85	10	12%	75	88%	2	3%	9	12%	27	36%	37	49%	64	85%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

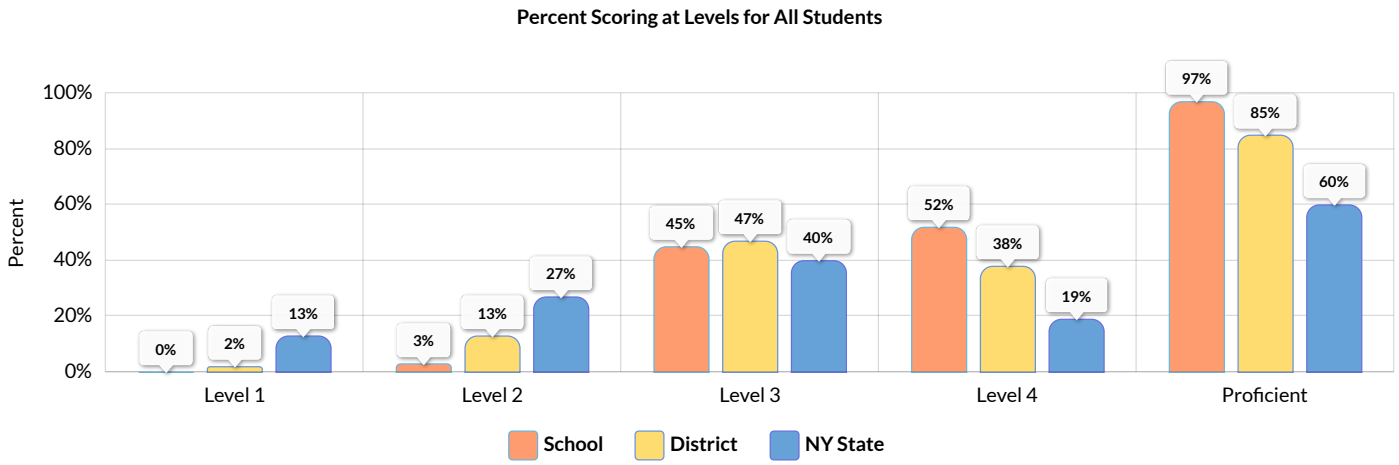
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	69	0	0%	69	100%	0	0%	2	3%	31	45%	36	52%	67	97%
Grade 4	71	10	14%	61	86%	0	0%	7	11%	36	59%	18	30%	54	89%
Grade 5	85	10	12%	75	88%	1	1%	6	8%	29	39%	39	52%	68	91%
Grades 3-8	225	20	9%	205	91%	1	0%	15	7%	96	47%	93	45%	189	92%

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

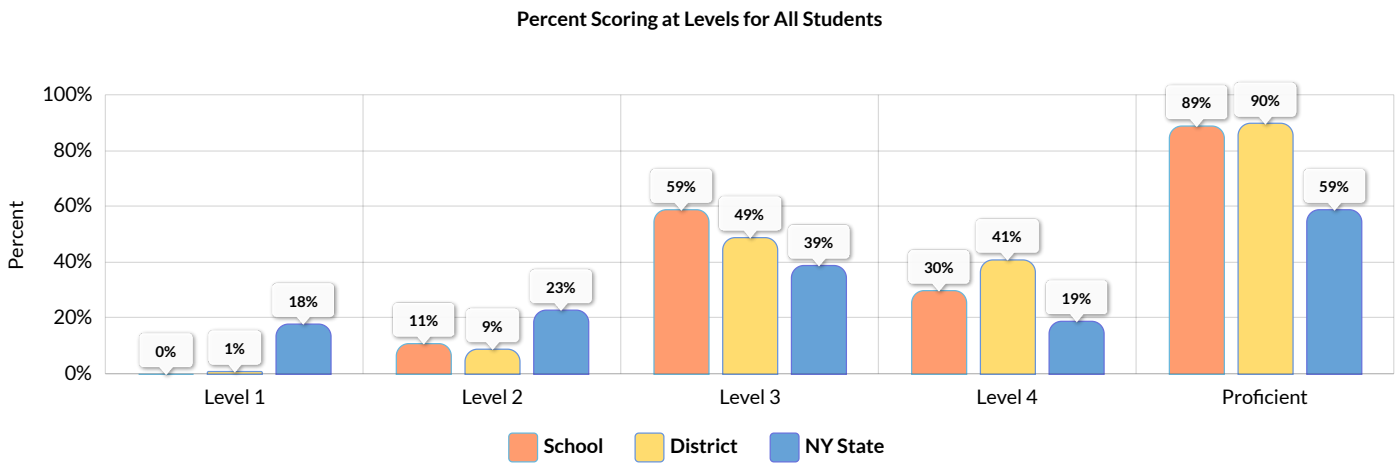
GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	0	0%	69	100%	0	0%	2	3%	31	45%	36	52%	67	97%
Female	28	0	0%	28	100%	0	0%	1	4%	11	39%	16	57%	27	96%
Male	41	0	0%	41	100%	0	0%	1	2%	20	49%	20	49%	40	98%
General Education Students	61	0	0%	61	100%	0	0%	1	2%	25	41%	35	57%	60	98%
Students with Disabilities	8	0	0%	8	100%	0	0%	1	13%	6	75%	1	13%	7	88%
Asian or Native Hawaiian/Other Pacific Islander	40	0	0%	40	100%	0	0%	1	3%	16	40%	23	58%	39	98%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	20	0	0%	20	100%	0	0%	1	5%	11	55%	8	40%	19	95%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	0	0%	4	44%	5	56%	9	100%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	0	0%	5	63%	3	38%	8	100%
Not Economically Disadvantaged	61	0	0%	61	100%	0	0%	2	3%	26	43%	33	54%	59	97%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	66	0	0%	66	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	69	0	0%	69	100%	0	0%	2	3%	31	45%	36	52%	67	97%
Not Homeless	69	0	0%	69	100%	0	0%	2	3%	31	45%	36	52%	67	97%
Not Migrant	69	0	0%	69	100%	0	0%	2	3%	31	45%	36	52%	67	97%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	69	0	0%	69	100%	0	0%	2	3%	31	45%	36	52%	67	97%

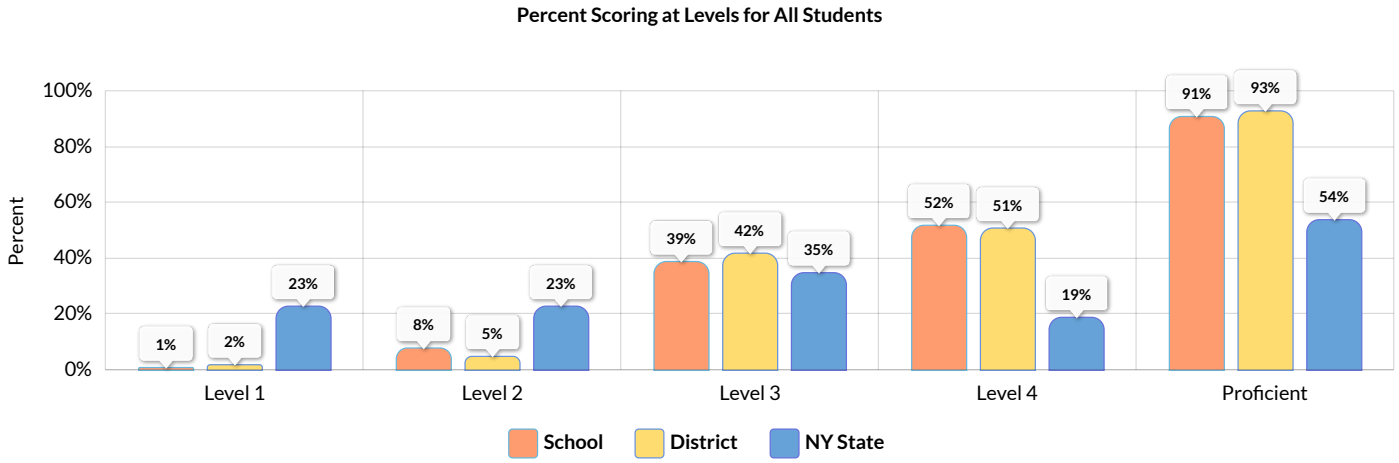
GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	10	14%	61	86%	0	0%	7	11%	36	59%	18	30%	54	89%
Female	44	6	14%	38	86%	0	0%	5	13%	24	63%	9	24%	33	87%
Male	27	4	15%	23	85%	0	0%	2	9%	12	52%	9	39%	21	91%
General Education Students	64	10	16%	54	84%	0	0%	3	6%	33	61%	18	33%	51	94%
Students with Disabilities	7	0	0%	7	100%	0	0%	4	57%	3	43%	0	0%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	34	1	3%	33	97%	0	0%	2	6%	17	52%	14	42%	31	94%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
White	27	9	33%	18	67%	0	0%	1	6%	13	72%	4	22%	17	94%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	4	40%	6	60%	0	0%	6	60%
Economically Disadvantaged	10	0	0%	10	100%	0	0%	4	40%	6	60%	0	0%	6	60%
Not Economically Disadvantaged	61	10	16%	51	84%	0	0%	3	6%	30	59%	18	35%	48	94%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	67	10	15%	57	85%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	71	10	14%	61	86%	0	0%	7	11%	36	59%	18	30%	54	89%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	71	10	14%	61	86%	0	0%	7	11%	36	59%	18	30%	54	89%
Not Migrant	71	10	14%	61	86%	0	0%	7	11%	36	59%	18	30%	54	89%
Parent Not in Armed Forces	71	10	14%	61	86%	0	0%	7	11%	36	59%	18	30%	54	89%

GRADE 5 MATH RESULTS

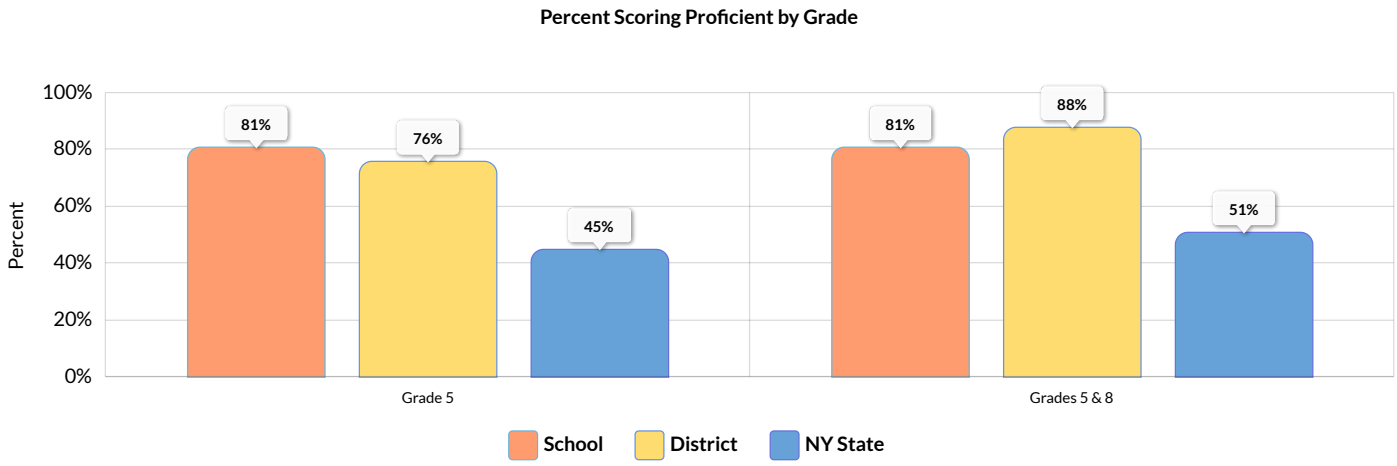


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	10	12%	75	88%	1	1%	6	8%	29	39%	39	52%	68	91%
Female	38	5	13%	33	87%	0	0%	2	6%	16	48%	15	45%	31	94%
Male	47	5	11%	42	89%	1	2%	4	10%	13	31%	24	57%	37	88%
General Education Students	78	6	8%	72	92%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	4	57%	3	43%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	53	2	4%	51	96%	1	2%	4	8%	17	33%	29	57%	46	90%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	23	8	35%	15	65%	0	0%	2	13%	8	53%	5	33%	13	87%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	0	0%	4	44%	5	56%	9	100%
Economically Disadvantaged	12	1	8%	11	92%	0	0%	2	18%	7	64%	2	18%	9	82%
Not Economically Disadvantaged	73	9	12%	64	88%	1	2%	4	6%	22	34%	37	58%	59	92%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	83	10	12%	73	88%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	85	10	12%	75	88%	1	1%	6	8%	29	39%	39	52%	68	91%
Not Homeless	85	10	12%	75	88%	1	1%	6	8%	29	39%	39	52%	68	91%
Not Migrant	85	10	12%	75	88%	1	1%	6	8%	29	39%	39	52%	68	91%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	85	10	12%	75	88%	1	1%	6	8%	29	39%	39	52%	68	91%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

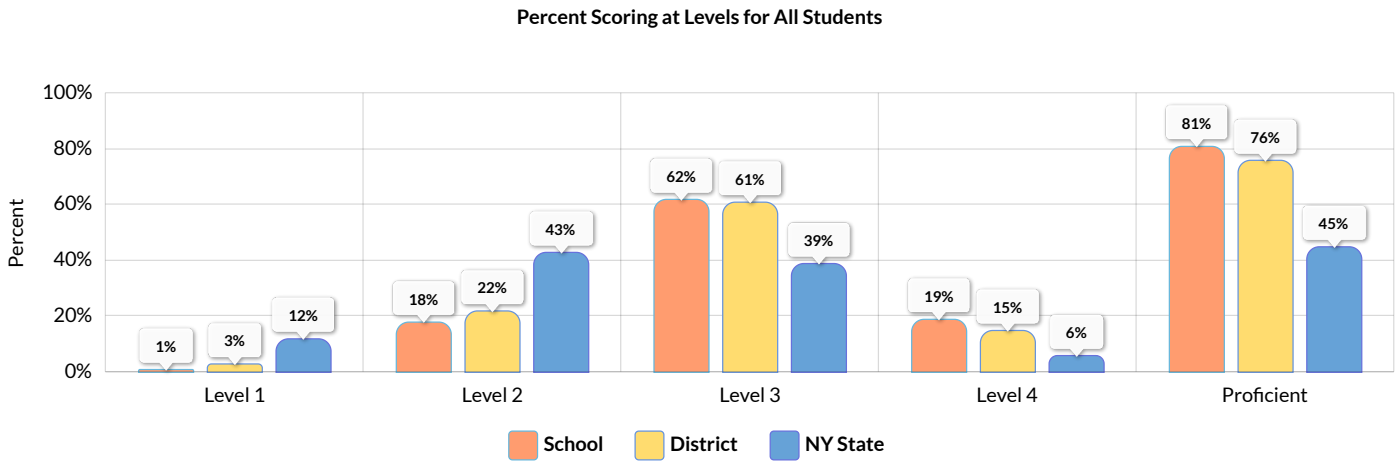
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	85	11	13%	74	87%	1	1%	13	18%	46	62%	14	19%	60	81%
Grades 5 & 8	85	11	13%	74	87%	1	1%	13	18%	46	62%	14	19%	60	81%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	11	13%	74	87%	1	1%	13	18%	46	62%	14	19%	60	81%
Female	38	5	13%	33	87%	0	0%	6	18%	22	67%	5	15%	27	82%
Male	47	6	13%	41	87%	1	2%	7	17%	24	59%	9	22%	33	80%
General Education Students	78	7	9%	71	91%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	4	57%	3	43%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	53	1	2%	52	98%	1	2%	8	15%	32	62%	11	21%	43	83%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	23	9	39%	14	61%	0	0%	5	36%	8	57%	1	7%	9	64%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	0	0%	6	75%	2	25%	8	100%
Economically Disadvantaged	12	1	8%	11	92%	0	0%	2	18%	8	73%	1	9%	9	82%
Not Economically Disadvantaged	73	10	14%	63	86%	1	2%	11	17%	38	60%	13	21%	51	81%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	83	11	13%	72	87%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	85	11	13%	74	87%	1	1%	13	18%	46	62%	14	19%	60	81%
Not Homeless	85	11	13%	74	87%	1	1%	13	18%	46	62%	14	19%	60	81%
Not Migrant	85	11	13%	74	87%	1	1%	13	18%	46	62%	14	19%	60	81%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	85	11	13%	74	87%	1	1%	13	18%	46	62%	14	19%	60	81%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	7	0	0%	7	100%	0	0%	1	14%	0	0%	3	43%	3	43%
Grade 1	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	0	0%
Grade 2	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	331	9	2.7%
Asian or Native Hawaiian/Other Pacific Islander	183	5	2.7%
Black or African American	1	—	—
Hispanic or Latino	24	1	4.2%
Multiracial	15	—	—
White	108	3	2.8%
English Language Learner	22	1	4.5%
Students with Disabilities	32	0	—
Economically Disadvantaged	43	1	2.3%

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VILLAGE 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.

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	379	$275,929	$728	$14,474,241	$38,191	$14,750,170	$38,919
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	41	2	5%	1	0	0%
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	39	0	0%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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VILLAGE ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
386	175	45.34% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	175	100	0	0
Female	90	100	0	0
Male	85	100	0	0
Black	1	100	0	0
Hispanic	6	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	101	100	0	0
White	61	100	0	0
Multiracial	6	100	0	0
General Education Students	157	100	0	0
Students with Disabilities	18	100	0	0
Not English Language Learner	160	100	0	0
English Language Learner	15	100	0	0
Economically Disadvantaged	22	100	0	0
Not Economically Disadvantaged	153	100	0	0
Not Migrant	175	100	0	0
Not Homeless	175	100	0	0
Not in Foster Care	175	100	0	0
Parent Not in Armed Forces	175	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
386	175	45.34% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	168	96	2	1.14	0	0	2	1.14	0	0	3	1.71
Female	87	96.67	1	1.11	0	0	1	1.11	0	0	1	1.11
Male	81	95.29	1	1.18	0	0	1	1.18	0	0	2	2.35
Black	1	100	0	0	0	0	0	0	0	0	0	0
Hispanic	6	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	95	94.06	2	1.98	0	0	2	1.98	0	0	2	1.98
White	60	98.36	0	0	0	0	0	0	0	0	1	1.64
Multiracial	6	100	0	0	0	0	0	0	0	0	0	0
General Education Students	150	95.54	2	1.27	0	0	2	1.27	0	0	3	1.91
Students with Disabilities	18	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	154	96.25	2	1.25	0	0	1	.63	0	0	3	1.88
English Language Learner	14	93.33	0	0	0	0	1	6.67	0	0	0	0
Economically Disadvantaged	21	95.45	0	0	0	0	1	4.55	0	0	0	0
Not Economically Disadvantaged	147	96.08	2	1.31	0	0	1	.65	0	0	3	1.96
Not Migrant	168	96	2	1.14	0	0	2	1.14	0	0	3	1.71
Not Homeless	168	96	2	1.14	0	0	2	1.14	0	0	3	1.71
Not in Foster Care	168	96	2	1.14	0	0	2	1.14	0	0	3	1.71
Parent Not in Armed Forces	168	96	2	1.14	0	0	2	1.14	0	0	3	1.71

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed	Percent Completed

386	Questions 175	45.34% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	2	1.14	3	1.71	170	97.14
Female	1	1.11	1	1.11	88	97.78
Male	1	1.18	2	2.35	82	96.47
Black	0	0	0	0	1	100
Hispanic	0	0	0	0	6	100
Asian or Native Hawaiian/Other Pacific Islander	2	1.98	3	2.97	96	95.05
White	0	0	0	0	61	100
Multiracial	0	0	0	0	6	100
General Education Students	2	1.27	3	1.91	152	96.82
Students with Disabilities	0	0	0	0	18	100
Not English Language Learner	1	.63	3	1.88	156	97.5
English Language Learner	1	6.67	0	0	14	93.33
Economically Disadvantaged	1	4.55	0	0	21	95.45
Not Economically Disadvantaged	1	.65	3	1.96	149	97.39
Not Migrant	2	1.14	3	1.71	170	97.14
Not Homeless	2	1.14	3	1.71	170	97.14
Not in Foster Care	2	1.14	3	1.71	170	97.14
Parent Not in Armed Forces	2	1.14	3	1.71	170	97.14

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
386	175	45.34% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	2	1.14	173	98.86	0	0
Female	1	1.11	89	98.89	0	0
Male	1	1.18	84	98.82	0	0
Black	0	0	1	100	0	0
Hispanic	0	0	6	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	1.98	99	98.02	0	0
White	0	0	61	100	0	0
Multiracial	0	0	6	100	0	0
General Education Students	2	1.27	155	98.73	0	0
Students with Disabilities	0	0	18	100	0	0
Not English Language Learner	1	.63	159	99.38	0	0
English Language Learner	1	6.67	14	93.33	0	0
Economically Disadvantaged	1	4.55	21	95.45	0	0
Not Economically Disadvantaged	1	.65	152	99.35	0	0
Not Migrant	2	1.14	173	98.86	0	0
Not Homeless	2	1.14	173	98.86	0	0
Not in Foster Care	2	1.14	173	98.86	0	0
Parent Not in Armed Forces	2	1.14	173	98.86	0	0

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM

SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed
386	175	45.34% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	5	2.86	170	97.14
Female	3	3.33	87	96.67
Male	2	2.35	83	97.65
Black	0	0	1	100
Hispanic	0	0	6	100
Asian or Native Hawaiian/Other Pacific Islander	3	2.97	98	97.03
White	2	3.28	59	96.72
Multiracial	0	0	6	100
General Education Students	5	3.18	152	96.82
Students with Disabilities	0	0	18	100
Not English Language Learner	4	2.5	156	97.5
English Language Learner	1	6.67	14	93.33
Economically Disadvantaged	1	4.55	21	95.45
Not Economically Disadvantaged	4	2.61	149	97.39
Not Migrant	5	2.86	170	97.14
Not Homeless	5	2.86	170	97.14
Not in Foster Care	5	2.86	170	97.14
Parent Not in Armed Forces	5	2.86	170	97.14

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
386	175	45.34% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	175	100
Female	0	0	90	100
Male	0	0	85	100
Black	0	0	1	100
Hispanic	0	0	6	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	101	100
White	0	0	61	100
Multiracial	0	0	6	100
General Education Students	0	0	157	100
Students with Disabilities	0	0	18	100
Not English Language Learner	0	0	160	100
English Language Learner	0	0	15	100
Economically Disadvantaged	0	0	22	100
Not Economically Disadvantaged	0	0	153	100
Not Migrant	0	0	175	100
Not Homeless	0	0	175	100
Not in Foster Care	0	0	175	100
Parent Not in Armed Forces	0	0	175	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
386	175	45.34% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	4	2.29	2	1.14	0	0	1	.57	0	0	0	0	5	2.86	163	93.14	0	0
Female	2	2.22	2	2.22	0	0	1	1.11	0	0	0	0	3	3.33	82	91.11	0	0
Male	2	2.35	0	0	0	0	0	0	0	0	0	0	2	2.35	81	95.29	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	2	33.33	4	66.67	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	1.98	2	1.98	0	0	1	.99	0	0	0	0	1	.99	95	94.06	0	0
White	2	3.28	0	0	0	0	0	0	0	0	0	0	2	3.28	57	93.44	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	100	0	0
General Education Students	3	1.91	2	1.27	0	0	1	.64	0	0	0	0	5	3.18	146	92.99	0	0
Students with Disabilities	1	5.56	0	0	0	0	0	0	0	0	0	0	0	0	17	94.44	0	0
Not English Language Learner	3	1.88	2	1.25	0	0	1	.63	0	0	0	0	4	2.5	150	93.75	0	0
English Language Learner	1	6.67	0	0	0	0	0	0	0	0	0	0	1	6.67	13	86.67	0	0
Economically Disadvantaged	0	0	0	0	0	0	1	4.55	0	0	0	0	1	4.55	20	90.91	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	4	2.61	2	1.31	0	0	0	0	0	0	0	0	4	2.61	143	93.46	0	0
Not Migrant	4	2.29	2	1.14	0	0	1	.57	0	0	0	0	5	2.86	163	93.14	0	0
Not Homeless	4	2.29	2	1.14	0	0	1	.57	0	0	0	0	5	2.86	163	93.14	0	0
Not in Foster Care	4	2.29	2	1.14	0	0	1	.57	0	0	0	0	5	2.86	163	93.14	0	0
Parent Not in Armed Forces	4	2.29	2	1.14	0	0	1	.57	0	0	0	0	5	2.86	163	93.14	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed
386	175	45.34% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	4	2.29	171	97.71
Female	3	3.33	87	96.67
Male	1	1.18	84	98.82
Black	0	0	1	100
Hispanic	0	0	6	100
Asian or Native Hawaiian/Other Pacific Islander	4	3.96	97	96.04
White	0	0	61	100

Subgroup	No		Yes	
	#	%	#	%
Multiracial	0	0	6	100
General Education Students	4	2.55	153	97.45
Students with Disabilities	0	0	18	100
Not English Language Learner	4	2.5	156	97.5
English Language Learner	0	0	15	100
Economically Disadvantaged	2	9.09	20	90.91
Not Economically Disadvantaged	2	1.31	151	98.69
Not Migrant	4	2.29	171	97.71
Not Homeless	4	2.29	171	97.71
Not in Foster Care	4	2.29	171	97.71
Parent Not in Armed Forces	4	2.29	171	97.71

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
386	175	45.34% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	10	5.71	14	8	146	83.43	5	2.86
Female	3	3.33	6	6.67	77	85.56	4	4.44
Male	7	8.24	8	9.41	69	81.18	1	1.18
Black	0	0	0	0	1	100	0	0

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
Hispanic	1	16.67	0	0	5	83.33	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	5.94	10	9.9	80	79.21	5	4.95
White	3	4.92	1	1.64	57	93.44	0	0
Multiracial	0	0	3	50	3	50	0	0
General Education Students	6	3.82	12	7.64	134	85.35	5	3.18
Students with Disabilities	4	22.22	2	11.11	12	66.67	0	0
Not English Language Learner	8	5	12	7.5	135	84.38	5	3.13
English Language Learner	2	13.33	2	13.33	11	73.33	0	0
Economically Disadvantaged	2	9.09	1	4.55	19	86.36	0	0
Not Economically Disadvantaged	8	5.23	13	8.5	127	83.01	5	3.27
Not Migrant	10	5.71	14	8	146	83.43	5	2.86
Not Homeless	10	5.71	14	8	146	83.43	5	2.86
Not in Foster Care	10	5.71	14	8	146	83.43	5	2.86
Parent Not in Armed Forces	10	5.71	14	8	146	83.43	5	2.86

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THIS DOCUMENT WAS CREATED ON: MARCH 3, 2026, 11:14 AM EST

Section 7: School Report Card
Walt Whitman Elementary School

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

WALT WHITMAN ELEMENTARY SCHOOL ENROLLMENT (2024 - 25)

K-12 Enrollment: 391

ENROLLMENT BY GENDER

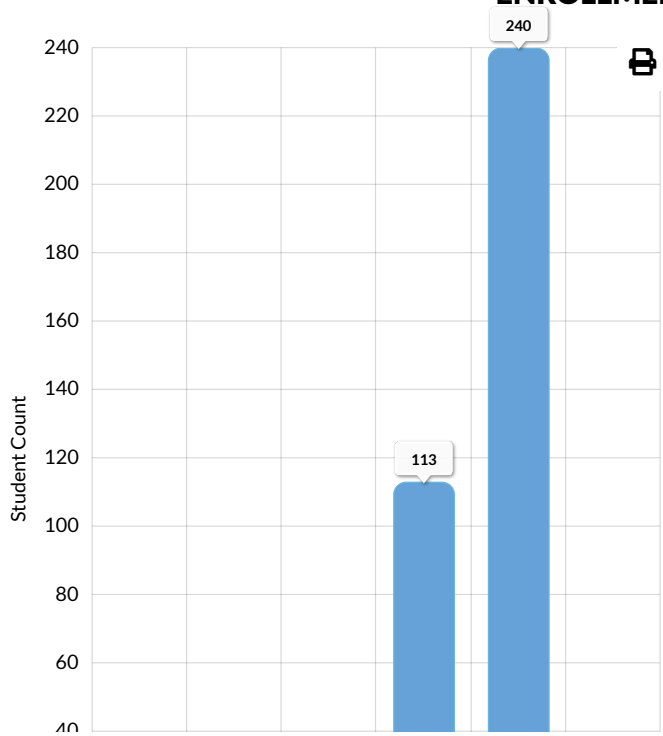
MALE	
201	51%

FEMALE	
190	49%

NON-BINARY	
0	0%



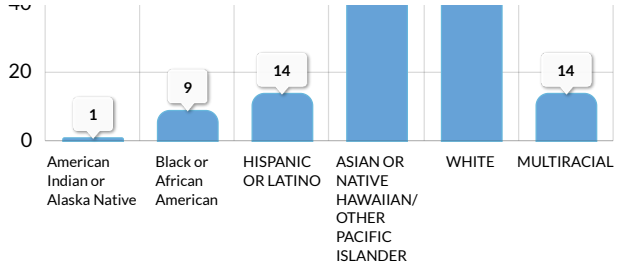
ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
1	0%

BLACK OR AFRICAN AMERICAN	
9	2%

HISPANIC OR LATINO	
14	4%



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

113	29%

WHITE

240	61%

MULTIRACIAL

14	4%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
8	2%	25	6%	46	12%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	–	–	–	–	–	–

ENROLLMENT BY GRADE

K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
48	12%	55	14%	72	18%	70	18%

4TH GRADE		5TH GRADE	
66	17%	80	20%

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WALT WHITMAN 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	178.9	123.3	136.1
	MATH	199.8	127.4	139.5
American Indian or Alaska Native	ELA	—	—	—
	MATH	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	196.2	178.8	182.3
	MATH	218.7	190.9	192.4
Black or African American	ELA	208.3	114.8	129
	MATH	216.7	106.7	122.2
Hispanic or Latino	ELA	200	107.5	122.9
	MATH	200	105.6	121.4
Multiracial	ELA	137.5	125.7	138.1
	MATH	193.8	129	140.8
White	ELA	166.7	123.7	136.4
	MATH	184.2	134.7	145.6
English Language Learner	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	ELA	126.7	68.9	90.7
	MATH	140	72.5	93.8
Economically Disadvantaged	ELA	181	110	125
	MATH	198.3	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	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
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	2	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	2	—	4
White	4	4	1	—	3
Students with Disabilities	4	4	—	—	4
Economically Disadvantaged	4	4	1	—	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	189	193.1	4
	Math	193	211.1	
	Science	71	180.3	
	Combined	453	198.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	65	199.2	4
	Math	67	218.7	
	Science	29	181	
	Combined	161	204	
Black or African American	ELA	6	208.3	—
	Math	6	216.7	
	Science	1	—	
	Combined	13	—	
Hispanic or Latino	ELA	8	200	—
	Math	8	200	
	Science	2	—	
	Combined	18	—	
Multiracial	ELA	6	183.3	—
	Math	7	221.4	
	Science	2	—	
	Combined	15	—	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	103	189.3	4
	Math	104	207.2	
	Science	37	177	
	Combined	244	195.1	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
Students with Disabilities	ELA	14	135.7	4
	Math	14	150	
	Science	6	175	
	Combined	34	148.5	
Economically Disadvantaged	ELA	29	181	4
	Math	29	198.3	
	Science	11	181.8	
	Combined	69	188.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	204	178.9	4
	Math	204	199.8	
	Science	76	168.4	
	Combined	484	186.1	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	66	196.2	4
	Math	67	218.7	
	Science	29	181	
	Combined	162	202.8	
Black or African American	ELA	6	208.3	—
	Math	6	216.7	
	Science	1	—	
	Combined	13	—	
Hispanic or Latino	ELA	8	200	—
	Math	8	200	
	Science	2	—	
	Combined	18	—	
Multiracial	ELA	8	137.5	—
	Math	8	193.8	
	Science	3	—	
	Combined	19	—	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	117	166.7	4
	Math	117	184.2	
	Science	43	152.3	
	Combined	277	171.8	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Science	0	—	
	Combined	6	—	
Students with Disabilities	ELA	15	126.7	4
	Math	15	140	
	Science	8	131.3	
	Combined	38	132.9	
Economically Disadvantaged	ELA	29	181	4
	Math	29	198.3	
	Science	11	181.8	
	Combined	69	188.4	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	244	11,025	45.2	2
Asian or Native Hawaiian/Other Pacific Islander	96	4,618	48.1	2
Black or African American	10	—	—	—
Hispanic or Latino	14	—	—	—
Multiracial	9	—	—	—
White	115	4,779	41.6	1
Students with Disabilities	17	—	—	—
Economically Disadvantaged	40	1,732	43.3	1

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	5	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—
English Language Learner	5	—	—	—	—
Economically Disadvantaged	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	351	9	32	133	177	211	4
American Indian or Alaska Native	1	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	110	2	12	36	60	212.7	4
Black or African American	8	—	—	—	—	—	—
Hispanic or Latino	13	—	—	—	—	—	—
Multiracial	14	—	—	—	—	—	—
White	205	6	18	84	97	209	3
English Language Learner	7	—	—	—	—	—	—
Students with Disabilities	27	0	2	14	11	213	4
Economically Disadvantaged	43	3	3	16	21	203.5	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

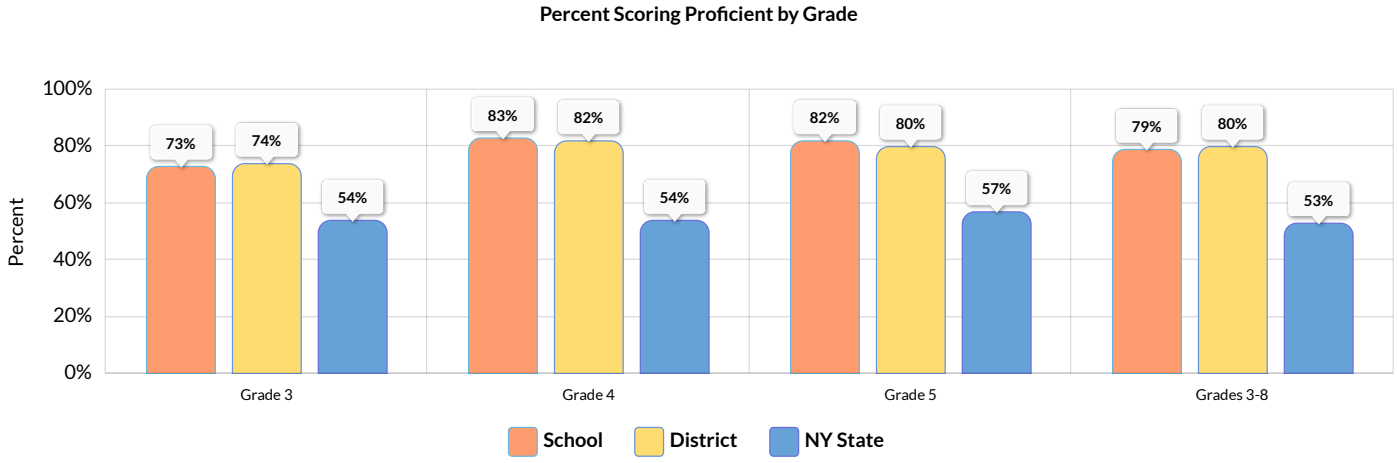
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	222	88.3%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	74	94.6%
Black or African American	–	6	–
Hispanic or Latino	–	9	–
Multiracial	–	8	–
White	✗	124	83.9%
English Language Learner	–	4	–
Students with Disabilities	–	16	–
Economically Disadvantaged	–	32	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	222	89.6%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	74	97.3%
Black or African American	–	6	–
Hispanic or Latino	–	9	–
Multiracial	–	8	–
White	✗	124	83.9%
English Language Learner	–	4	–
Students with Disabilities	–	16	–
Economically Disadvantaged	–	32	–

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

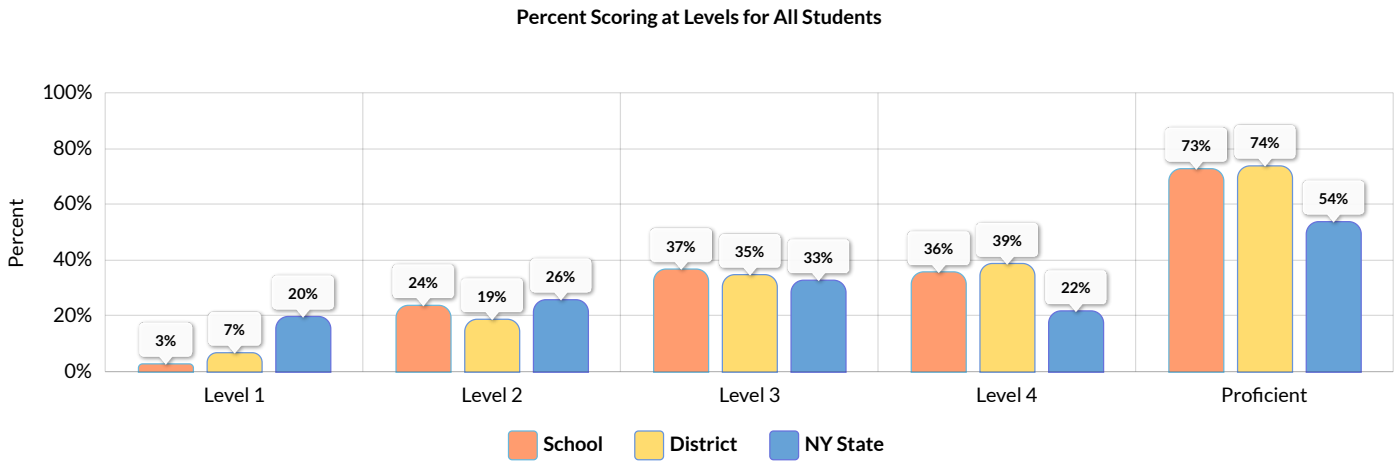
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	72	5	7%	67	93%	2	3%	16	24%	25	37%	24	36%	49	73%
Grade 4	67	9	13%	58	87%	2	3%	8	14%	26	45%	22	38%	48	83%
Grade 5	83	12	14%	71	86%	1	1%	12	17%	36	51%	22	31%	58	82%
Grades 3-8	222	26	12%	196	88%	5	3%	36	18%	87	44%	68	35%	155	79%

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

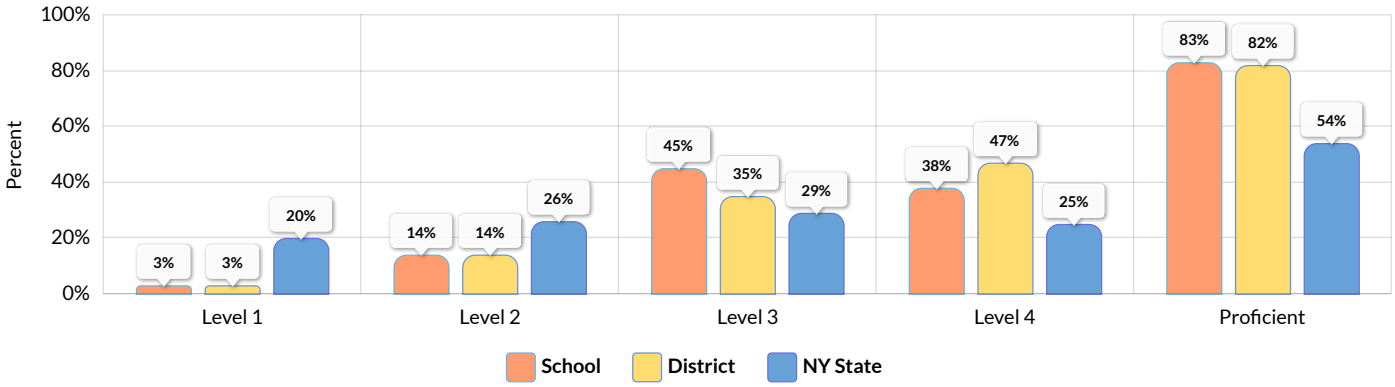
GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	5	7%	67	93%	2	3%	16	24%	25	37%	24	36%	49	73%
Female	41	3	7%	38	93%	1	3%	8	21%	16	42%	13	34%	29	76%
Male	31	2	6%	29	94%	1	3%	8	28%	9	31%	11	38%	20	69%
General Education Students	67	4	6%	63	94%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	23	2	9%	21	91%	0	0%	5	24%	9	43%	7	33%	16	76%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	43	3	7%	40	93%	2	5%	9	23%	13	33%	16	40%	29	73%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
Economically Disadvantaged	10	2	20%	8	80%	1	13%	3	38%	2	25%	2	25%	4	50%
Not Economically Disadvantaged	62	3	5%	59	95%	1	2%	13	22%	23	39%	22	37%	45	76%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	68	5	7%	63	93%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	72	5	7%	67	93%	2	3%	16	24%	25	37%	24	36%	49	73%
Not Homeless	72	5	7%	67	93%	2	3%	16	24%	25	37%	24	36%	49	73%
Not Migrant	72	5	7%	67	93%	2	3%	16	24%	25	37%	24	36%	49	73%
Parent Not in Armed Forces	72	5	7%	67	93%	2	3%	16	24%	25	37%	24	36%	49	73%

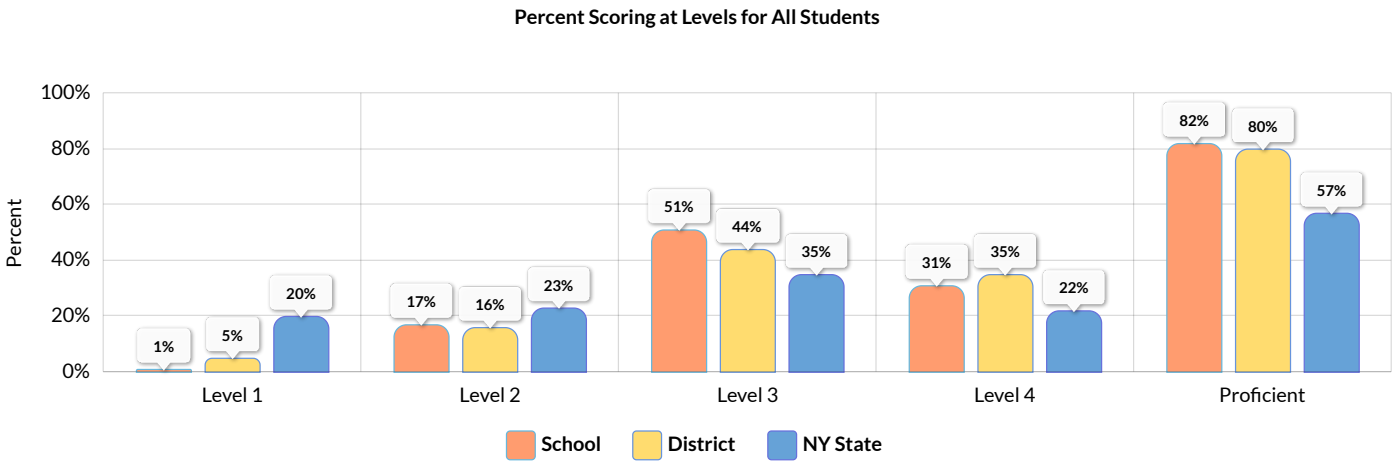
GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	9	13%	58	87%	2	3%	8	14%	26	45%	22	38%	48	83%
Female	29	1	3%	28	97%	0	0%	4	14%	12	43%	12	43%	24	86%
Male	38	8	21%	30	79%	2	7%	4	13%	14	47%	10	33%	24	80%
General Education Students	64	9	14%	55	86%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	0	0%	20	100%	1	5%	3	15%	6	30%	10	50%	16	80%
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
White	35	8	23%	27	77%	1	4%	4	15%	13	48%	9	33%	22	81%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	10	0	0%	10	100%	1	10%	1	10%	6	60%	2	20%	8	80%
Not Economically Disadvantaged	57	9	16%	48	84%	1	2%	7	15%	20	42%	20	42%	40	83%
Non-English Language Learner	67	9	13%	58	87%	2	3%	8	14%	26	45%	22	38%	48	83%
Not in Foster Care	67	9	13%	58	87%	2	3%	8	14%	26	45%	22	38%	48	83%
Not Homeless	67	9	13%	58	87%	2	3%	8	14%	26	45%	22	38%	48	83%
Not Migrant	67	9	13%	58	87%	2	3%	8	14%	26	45%	22	38%	48	83%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	67	9	13%	58	87%	2	3%	8	14%	26	45%	22	38%	48	83%

GRADE 5 ELA RESULTS

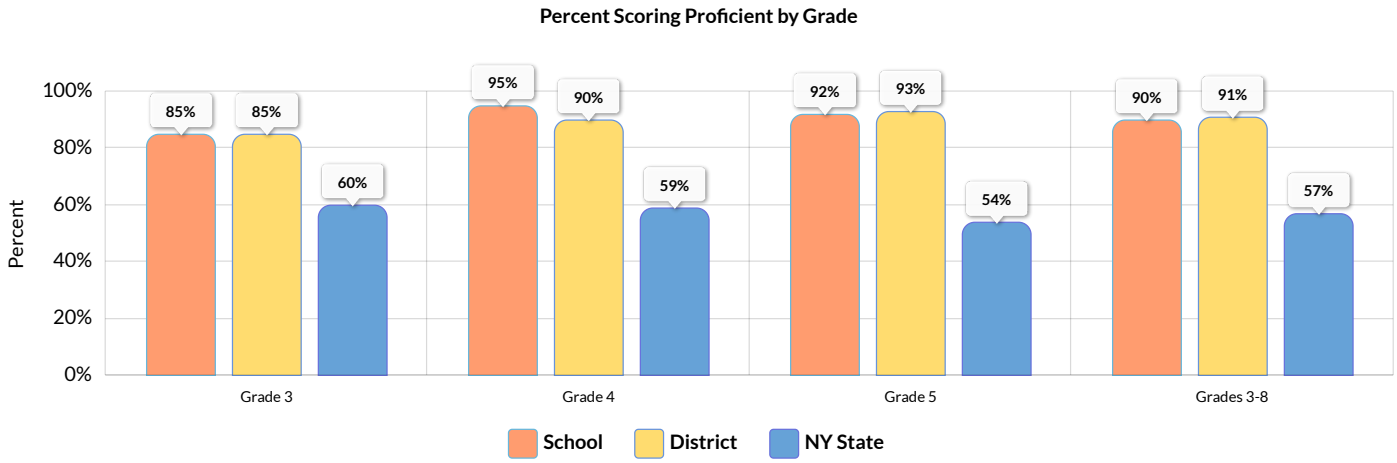


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	12	14%	71	86%	1	1%	12	17%	36	51%	22	31%	58	82%
Female	39	5	13%	34	87%	1	3%	8	24%	13	38%	12	35%	25	74%
Male	44	7	16%	37	84%	0	0%	4	11%	23	62%	10	27%	33	89%
General Education Students	75	11	15%	64	85%	0	0%	9	14%	33	52%	22	34%	55	86%
Students with Disabilities	8	1	13%	7	88%	1	14%	3	43%	3	43%	0	0%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	31	2	6%	29	94%	0	0%	4	14%	13	45%	12	41%	25	86%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	46	9	20%	37	80%	1	3%	7	19%	20	54%	9	24%	29	78%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	12	0	0%	12	100%	0	0%	1	8%	7	58%	4	33%	11	92%
Not Economically Disadvantaged	71	12	17%	59	83%	1	2%	11	19%	29	49%	18	31%	47	80%
Non-English Language Learner	83	12	14%	71	86%	1	1%	12	17%	36	51%	22	31%	58	82%
Not in Foster Care	83	12	14%	71	86%	1	1%	12	17%	36	51%	22	31%	58	82%
Not Homeless	83	12	14%	71	86%	1	1%	12	17%	36	51%	22	31%	58	82%
Not Migrant	83	12	14%	71	86%	1	1%	12	17%	36	51%	22	31%	58	82%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	83	12	14%	71	86%	1	1%	12	17%	36	51%	22	31%	58	82%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

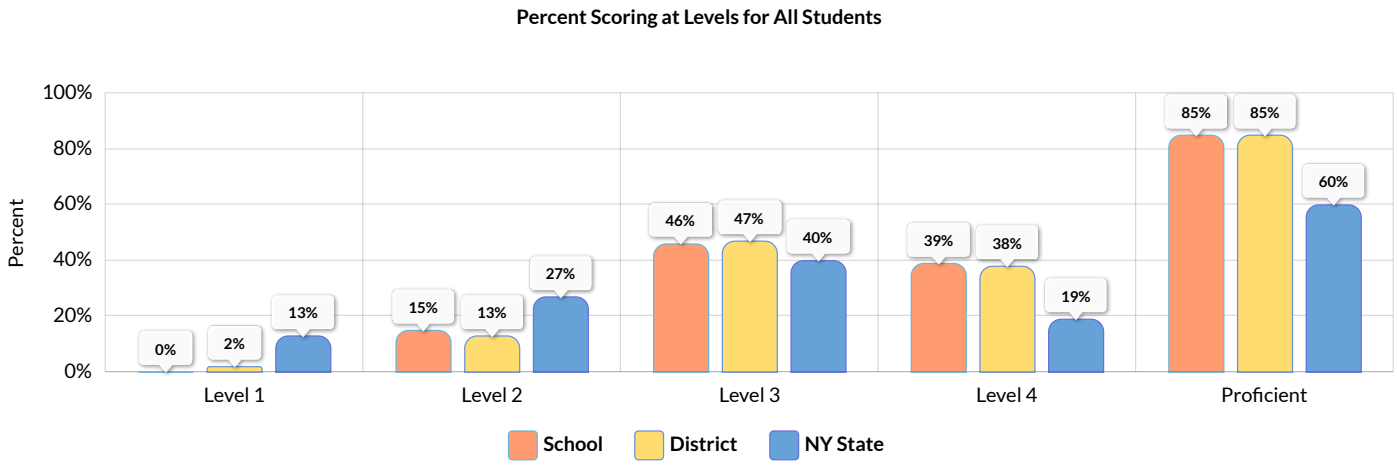
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	72	5	7%	67	93%	0	0%	10	15%	31	46%	26	39%	57	85%
Grade 4	67	7	10%	60	90%	0	0%	3	5%	35	58%	22	37%	57	95%
Grade 5	83	11	13%	72	87%	2	3%	4	6%	28	39%	38	53%	66	92%
Grades 3-8	222	23	10%	199	90%	2	1%	17	9%	94	47%	86	43%	180	90%

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

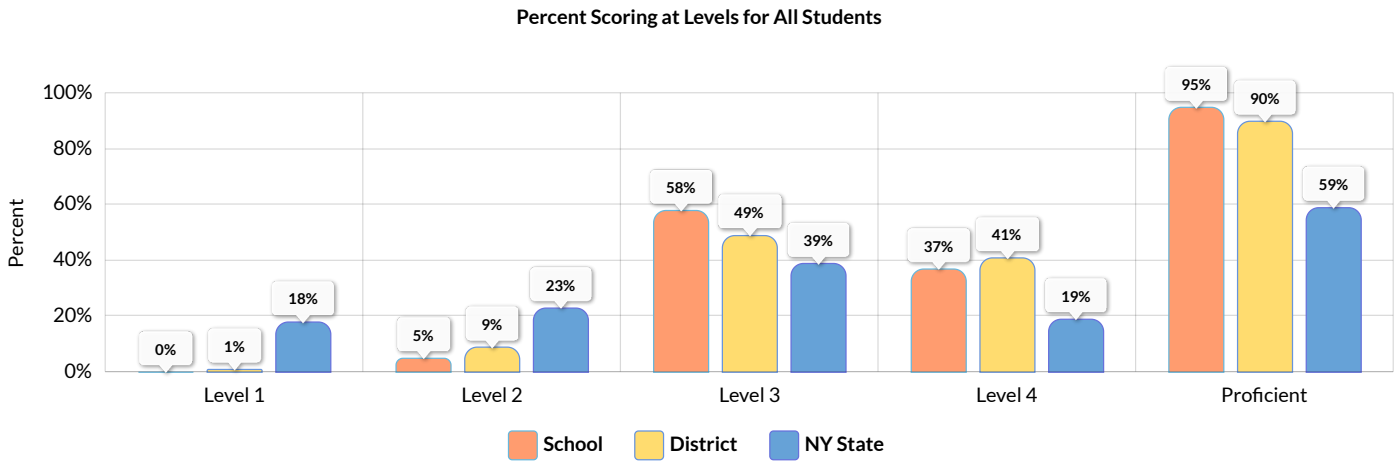
GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	5	7%	67	93%	0	0%	10	15%	31	46%	26	39%	57	85%
Female	41	3	7%	38	93%	0	0%	6	16%	19	50%	13	34%	32	84%
Male	31	2	6%	29	94%	0	0%	4	14%	12	41%	13	45%	25	86%
General Education Students	67	5	7%	62	93%	0	0%	7	11%	29	47%	26	42%	55	89%
Students with Disabilities	5	0	0%	5	100%	0	0%	3	60%	2	40%	0	0%	2	40%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	23	2	9%	21	91%	0	0%	2	10%	9	43%	10	48%	19	90%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	43	3	7%	40	93%	0	0%	6	15%	18	45%	16	40%	34	85%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	4	67%	0	0%	4	67%
Economically Disadvantaged	10	2	20%	8	80%	0	0%	1	13%	6	75%	1	13%	7	88%
Not Economically Disadvantaged	62	3	5%	59	95%	0	0%	9	15%	25	42%	25	42%	50	85%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	68	5	7%	63	93%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	72	5	7%	67	93%	0	0%	10	15%	31	46%	26	39%	57	85%
Not Homeless	72	5	7%	67	93%	0	0%	10	15%	31	46%	26	39%	57	85%
Not Migrant	72	5	7%	67	93%	0	0%	10	15%	31	46%	26	39%	57	85%
Parent Not in Armed Forces	72	5	7%	67	93%	0	0%	10	15%	31	46%	26	39%	57	85%

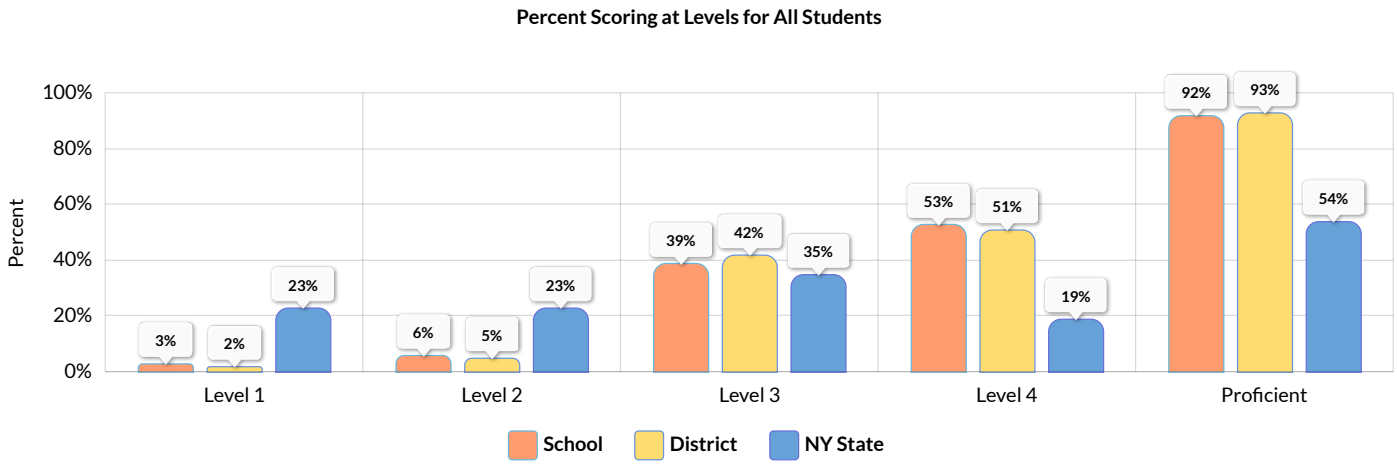
GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	7	10%	60	90%	0	0%	3	5%	35	58%	22	37%	57	95%
Female	29	1	3%	28	97%	0	0%	0	0%	22	79%	6	21%	28	100%
Male	38	6	16%	32	84%	0	0%	3	9%	13	41%	16	50%	29	91%
General Education Students	64	7	11%	57	89%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	0	0%	20	100%	0	0%	0	0%	10	50%	10	50%	20	100%
Black or African American	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
White	35	7	20%	28	80%	0	0%	3	11%	17	61%	8	29%	25	89%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Economically Disadvantaged	10	0	0%	10	100%	0	0%	1	10%	8	80%	1	10%	9	90%
Not Economically Disadvantaged	57	7	12%	50	88%	0	0%	2	4%	27	54%	21	42%	48	96%
Non-English Language Learner	67	7	10%	60	90%	0	0%	3	5%	35	58%	22	37%	57	95%
Not in Foster Care	67	7	10%	60	90%	0	0%	3	5%	35	58%	22	37%	57	95%
Not Homeless	67	7	10%	60	90%	0	0%	3	5%	35	58%	22	37%	57	95%
Not Migrant	67	7	10%	60	90%	0	0%	3	5%	35	58%	22	37%	57	95%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	67	7	10%	60	90%	0	0%	3	5%	35	58%	22	37%	57	95%

GRADE 5 MATH RESULTS

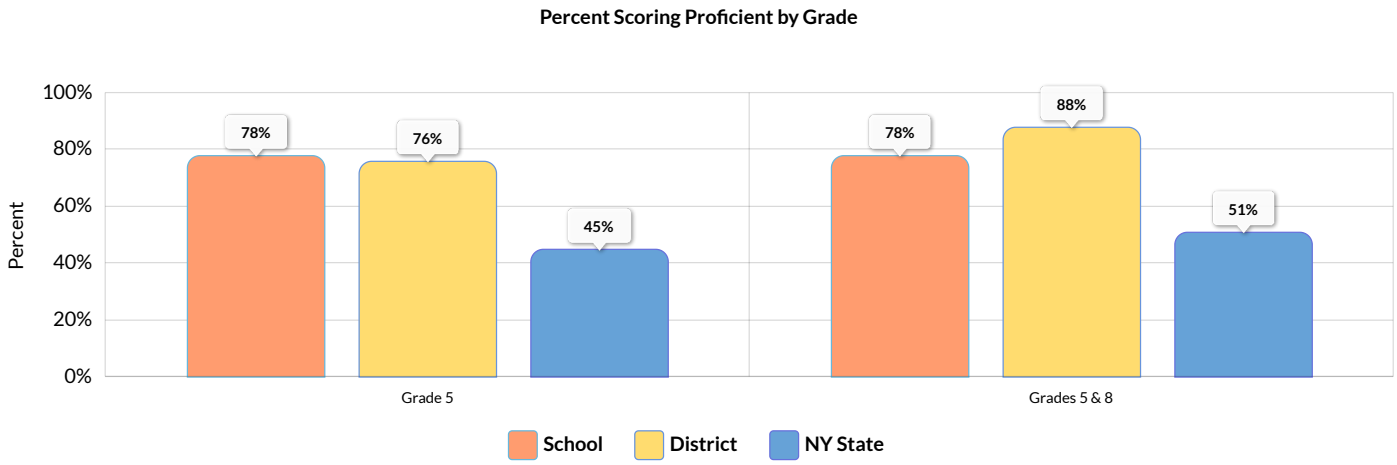


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	11	13%	72	87%	2	3%	4	6%	28	39%	38	53%	66	92%
Female	39	6	15%	33	85%	2	6%	3	9%	15	45%	13	39%	28	85%
Male	44	5	11%	39	89%	0	0%	1	3%	13	33%	25	64%	38	97%
General Education Students	75	9	12%	66	88%	0	0%	4	6%	25	38%	37	56%	62	94%
Students with Disabilities	8	2	25%	6	75%	2	33%	0	0%	3	50%	1	17%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	31	0	0%	31	100%	0	0%	3	10%	12	39%	16	52%	28	90%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	46	10	22%	36	78%	2	6%	1	3%	14	39%	19	53%	33	92%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	12	0	0%	12	100%	0	0%	1	8%	7	58%	4	33%	11	92%
Not Economically Disadvantaged	71	11	15%	60	85%	2	3%	3	5%	21	35%	34	57%	55	92%
Non-English Language Learner	83	11	13%	72	87%	2	3%	4	6%	28	39%	38	53%	66	92%
Not in Foster Care	83	11	13%	72	87%	2	3%	4	6%	28	39%	38	53%	66	92%
Not Homeless	83	11	13%	72	87%	2	3%	4	6%	28	39%	38	53%	66	92%
Not Migrant	83	11	13%	72	87%	2	3%	4	6%	28	39%	38	53%	66	92%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	83	11	13%	72	87%	2	3%	4	6%	28	39%	38	53%	66	92%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

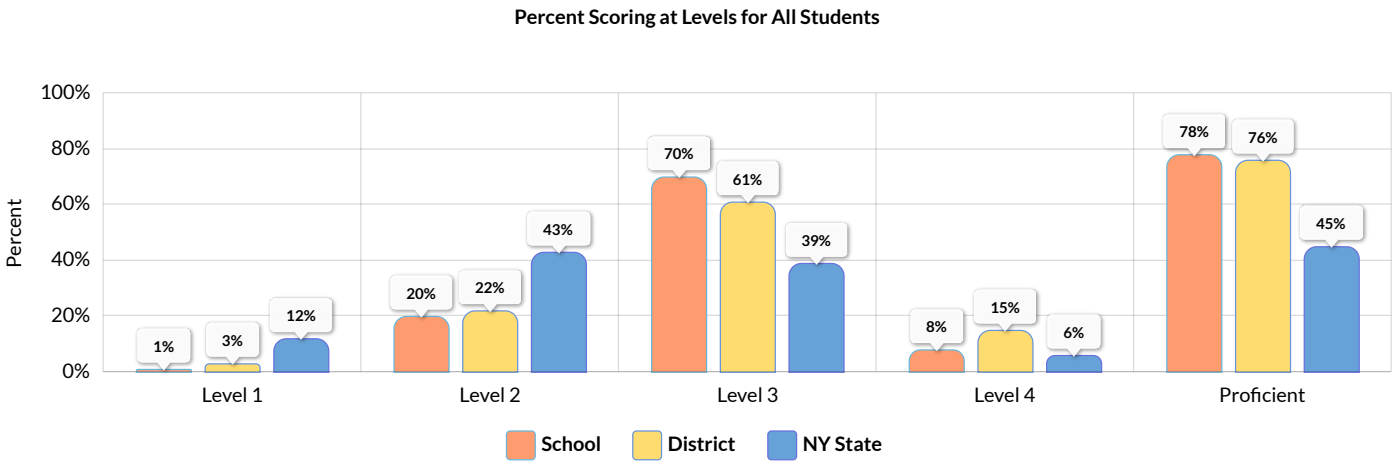
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	83	9	11%	74	89%	1	1%	15	20%	52	70%	6	8%	58	78%
Grades 5 & 8	83	9	11%	74	89%	1	1%	15	20%	52	70%	6	8%	58	78%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	9	11%	74	89%	1	1%	15	20%	52	70%	6	8%	58	78%
Female	39	4	10%	35	90%	0	0%	12	34%	21	60%	2	6%	23	66%
Male	44	5	11%	39	89%	1	3%	3	8%	31	79%	4	10%	35	90%
General Education Students	75	7	9%	68	91%	1	1%	13	19%	49	72%	5	7%	54	79%
Students with Disabilities	8	2	25%	6	75%	0	0%	2	33%	3	50%	1	17%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	31	0	0%	31	100%	0	0%	7	23%	21	68%	3	10%	24	77%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	46	8	17%	38	83%	1	3%	8	21%	26	68%	3	8%	29	76%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	0	0%	5	100%	0	0%	5	100%
Economically Disadvantaged	12	0	0%	12	100%	0	0%	2	17%	10	83%	0	0%	10	83%
Not Economically Disadvantaged	71	9	13%	62	87%	1	2%	13	21%	42	68%	6	10%	48	77%
Non-English Language Learner	83	9	11%	74	89%	1	1%	15	20%	52	70%	6	8%	58	78%
Not in Foster Care	83	9	11%	74	89%	1	1%	15	20%	52	70%	6	8%	58	78%
Not Homeless	83	9	11%	74	89%	1	1%	15	20%	52	70%	6	8%	58	78%
Not Migrant	83	9	11%	74	89%	1	1%	15	20%	52	70%	6	8%	58	78%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	83	9	11%	74	89%	1	1%	15	20%	52	70%	6	8%	58	78%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 1	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 2	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	351	41	11.7%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	110	14	12.7%
Black or African American	8	—	—
Hispanic or Latino	13	—	—
Multiracial	14	—	—
White	205	24	11.7%
English Language Learner	7	—	—
Students with Disabilities	27	2	7.4%
Economically Disadvantaged	43	6	14%

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WALT WHITMAN 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.

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	391	$207,450	$531	$13,511,672	$34,557	$13,719,122	$35,087
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	36	3	8%	1	0	0%
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	34	0	0%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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WALT WHITMAN ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
399	149	37.34% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	149	100	0	0
Female	81	100	0	0
Male	68	100	0	0
American Indian/Alaska Native	0	0	0	0
Black	7	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Hispanic	8	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	38	100	0	0
White	92	100	0	0
Multiracial	4	100	0	0
General Education Students	141	100	0	0
Students with Disabilities	8	100	0	0
Not English Language Learner	146	100	0	0
English Language Learner	3	100	0	0
Economically Disadvantaged	18	100	0	0
Not Economically Disadvantaged	131	100	0	0
Not Migrant	149	100	0	0
Not Homeless	149	100	0	0
Not in Foster Care	149	100	0	0
Parent Not in Armed Forces	149	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
399	149	37.34% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	96.64	1	.67	0	0	1	.67	0	0	3	2.01
Female	78	96.3	1	1.23	0	0	1	1.23	0	0	1	1.23
Male	66	97.06	0	0	0	0	0	0	0	0	2	2.94
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black	7	100	0	0	0	0	0	0	0	0	0	0
Hispanic	8	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	36	94.74	0	0	0	0	0	0	0	0	2	5.26
White	89	96.74	1	1.09	0	0	1	1.09	0	0	1	1.09
Multiracial	4	100	0	0	0	0	0	0	0	0	0	0
General Education Students	137	97.16	1	.71	0	0	1	.71	0	0	2	1.42
Students with Disabilities	7	87.5	0	0	0	0	0	0	0	0	1	12.5
Not English Language Learner	141	96.58	1	.68	0	0	1	.68	0	0	3	2.05
English Language Learner	3	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	16	88.89	0	0	0	0	0	0	0	0	2	11.11
Not Economically Disadvantaged	128	97.71	1	.76	0	0	1	.76	0	0	1	.76
Not Migrant	144	96.64	1	.67	0	0	1	.67	0	0	3	2.01
Not Homeless	144	96.64	1	.67	0	0	1	.67	0	0	3	2.01
Not in Foster Care	144	96.64	1	.67	0	0	1	.67	0	0	3	2.01
Parent Not in Armed Forces	144	96.64	1	.67	0	0	1	.67	0	0	3	2.01

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
399	149	37.34% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	2	1.34	3	2.01	144	96.64
Female	1	1.23	2	2.47	78	96.3
Male	1	1.47	1	1.47	66	97.06
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	0	0	7	100
Hispanic	0	0	0	0	8	100
Asian or Native Hawaiian/Other Pacific Islander	1	2.63	1	2.63	36	94.74
White	1	1.09	2	2.17	89	96.74
Multiracial	0	0	0	0	4	100
General Education Students	1	.71	3	2.13	137	97.16
Students with Disabilities	1	12.5	0	0	7	87.5
Not English Language Learner	2	1.37	3	2.05	141	96.58
English Language Learner	0	0	0	0	3	100
Economically Disadvantaged	1	5.56	1	5.56	16	88.89
Not Economically Disadvantaged	1	.76	2	1.53	128	97.71
Not Migrant	2	1.34	3	2.01	144	96.64
Not Homeless	2	1.34	3	2.01	144	96.64
Not in Foster Care	2	1.34	3	2.01	144	96.64
Parent Not in Armed Forces	2	1.34	3	2.01	144	96.64

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
399	149	37.34% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	1	.67	147	98.66	1	.67
Female	1	1.23	79	97.53	1	1.23
Male	0	0	68	100	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	7	100	0	0
Hispanic	0	0	8	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	38	100	0	0
White	1	1.09	90	97.83	1	1.09
Multiracial	0	0	4	100	0	0
General Education Students	1	.71	139	98.58	1	.71
Students with Disabilities	0	0	8	100	0	0
Not English Language Learner	1	.68	144	98.63	1	.68
English Language Learner	0	0	3	100	0	0
Economically Disadvantaged	0	0	18	100	0	0
Not Economically Disadvantaged	1	.76	129	98.47	1	.76
Not Migrant	1	.67	147	98.66	1	.67
Not Homeless	1	.67	147	98.66	1	.67
Not in Foster Care	1	.67	147	98.66	1	.67
Parent Not in Armed Forces	1	.67	147	98.66	1	.67

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed
399	149	37.34% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	3	2.01	146	97.99
Female	2	2.47	79	97.53
Male	1	1.47	67	98.53
American Indian/Alaska Native	0	0	0	0
Black	0	0	7	100
Hispanic	0	0	8	100
Asian or Native Hawaiian/Other Pacific Islander	2	5.26	36	94.74
White	1	1.09	91	98.91
Multiracial	0	0	4	100
General Education Students	3	2.13	138	97.87
Students with Disabilities	0	0	8	100
Not English Language Learner	3	2.05	143	97.95
English Language Learner	0	0	3	100
Economically Disadvantaged	1	5.56	17	94.44
Not Economically Disadvantaged	2	1.53	129	98.47
Not Migrant	3	2.01	146	97.99
Not Homeless	3	2.01	146	97.99
Not in Foster Care	3	2.01	146	97.99

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
Parent Not in Armed Forces	3	2.01	146	97.99

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
399	149	37.34% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	149	100
Female	0	0	81	100
Male	0	0	68	100
American Indian/Alaska Native	0	0	0	0
Black	0	0	7	100
Hispanic	0	0	8	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	38	100
White	0	0	92	100
Multiracial	0	0	4	100
General Education Students	0	0	141	100
Students with Disabilities	0	0	8	100
Not English Language Learner	0	0	146	100
English Language Learner	0	0	3	100
Economically Disadvantaged	0	0	18	100

Subgroup	No		Yes	
	#	%	#	%
Not Economically Disadvantaged	0	0	131	100
Not Migrant	0	0	149	100
Not Homeless	0	0	149	100
Not in Foster Care	0	0	149	100
Parent Not in Armed Forces	0	0	149	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
399	149	37.34% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	.67	4	2.68	0	0	4	2.68	0	0	0	0	1	.67	139	93.29	0	0
Female	1	1.23	2	2.47	0	0	1	1.23	0	0	0	0	0	0	77	95.06	0	0
Male	0	0	2	2.94	0	0	3	4.41	0	0	0	0	1	1.47	62	91.18	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	100	0	0
Hispanic	0	0	1	12.5	0	0	0	0	0	0	0	0	0	0	7	87.5	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	2.63	2	5.26	0	0	0	0	0	0	0	0	0	0	35	92.11	0	0
White	0	0	1	1.09	0	0	4	4.35	0	0	0	0	1	1.09	86	93.48	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	100	0	0
General Education Students	1	.71	3	2.13	0	0	3	2.13	0	0	0	0	1	.71	133	94.33	0	0
Students with Disabilities	0	0	1	12.5	0	0	1	12.5	0	0	0	0	0	0	6	75	0	0
Not English Language Learner	1	.68	3	2.05	0	0	4	2.74	0	0	0	0	1	.68	137	93.84	0	0
English Language Learner	0	0	1	33.33	0	0	0	0	0	0	0	0	0	0	2	66.67	0	0
Economically Disadvantaged	1	5.56	0	0	0	0	2	11.11	0	0	0	0	0	0	15	83.33	0	0
Not Economically Disadvantaged	0	0	4	3.05	0	0	2	1.53	0	0	0	0	1	.76	124	94.66	0	0
Not Migrant	1	.67	4	2.68	0	0	4	2.68	0	0	0	0	1	.67	139	93.29	0	0
Not Homeless	1	.67	4	2.68	0	0	4	2.68	0	0	0	0	1	.67	139	93.29	0	0
Not in Foster Care	1	.67	4	2.68	0	0	4	2.68	0	0	0	0	1	.67	139	93.29	0	0
Parent Not in Armed Forces	1	.67	4	2.68	0	0	4	2.68	0	0	0	0	1	.67	139	93.29	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed
399	149	37.34% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	1	.67	148	99.33
Female	1	1.23	80	98.77
Male	0	0	68	100
American Indian/Alaska Native	0	0	0	0
Black	0	0	7	100
Hispanic	0	0	8	100
Asian or Native Hawaiian/Other Pacific Islander	1	2.63	37	97.37
White	0	0	92	100
Multiracial	0	0	4	100
General Education Students	1	.71	140	99.29
Students with Disabilities	0	0	8	100
Not English Language Learner	1	.68	145	99.32
English Language Learner	0	0	3	100
Economically Disadvantaged	0	0	18	100
Not Economically Disadvantaged	1	.76	130	99.24
Not Migrant	1	.67	148	99.33
Not Homeless	1	.67	148	99.33
Not in Foster Care	1	.67	148	99.33
Parent Not in Armed Forces	1	.67	148	99.33

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed

399	149	37.34% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	8	5.37	10	6.71	129	86.58	2	1.34
Female	6	7.41	3	3.7	71	87.65	1	1.23
Male	2	2.94	7	10.29	58	85.29	1	1.47
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Black	0	0	0	0	6	85.71	1	14.29
Hispanic	0	0	1	12.5	6	75	1	12.5
Asian or Native Hawaiian/Other Pacific Islander	5	13.16	2	5.26	31	81.58	0	0
White	3	3.26	7	7.61	82	89.13	0	0
Multiracial	0	0	0	0	4	100	0	0
General Education Students	7	4.96	9	6.38	123	87.23	2	1.42
Students with Disabilities	1	12.5	1	12.5	6	75	0	0
Not English Language Learner	7	4.79	10	6.85	128	87.67	1	.68
English Language Learner	1	33.33	0	0	1	33.33	1	33.33
Economically Disadvantaged	3	16.67	4	22.22	11	61.11	0	0
Not Economically Disadvantaged	5	3.82	6	4.58	118	90.08	2	1.53
Not Migrant	8	5.37	10	6.71	129	86.58	2	1.34
Not Homeless	8	5.37	10	6.71	129	86.58	2	1.34
Not in Foster Care	8	5.37	10	6.71	129	86.58	2	1.34
Parent Not in Armed Forces	8	5.37	10	6.71	129	86.58	2	1.34

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Section 8: School Report Card
A. P. Willits Elementary School

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

WILLITS ELEMENTARY SCHOOL ENROLLMENT (2024 - 25)

K-12 Enrollment: 298

ENROLLMENT BY GENDER

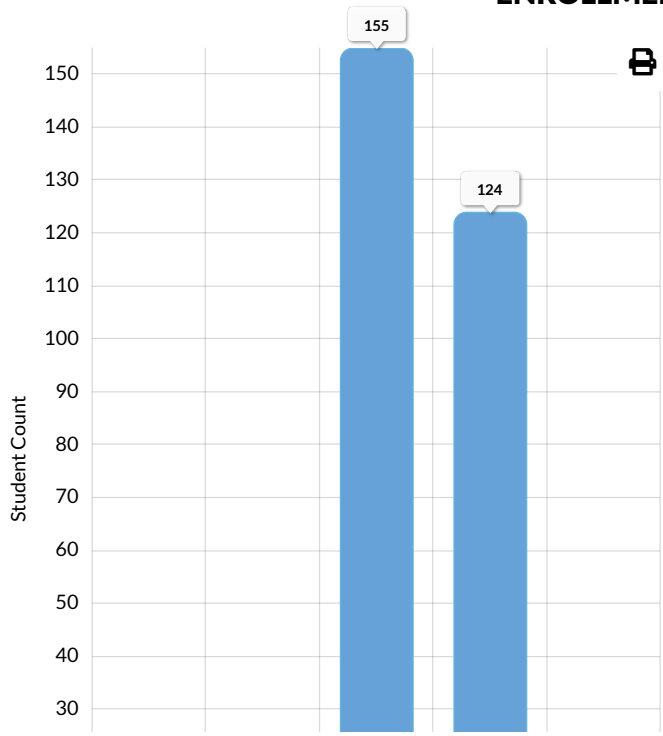
MALE	
150	50%

FEMALE	
148	50%

NON-BINARY	
0	0%



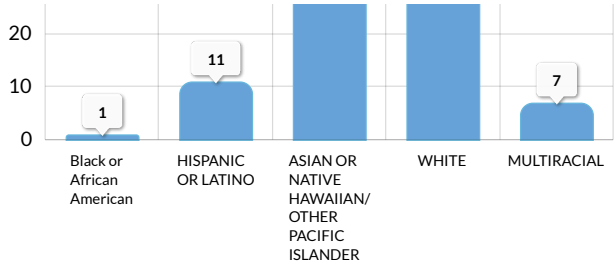
ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
1	0%

HISPANIC OR LATINO	
11	4%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
155	52%



WHITE

124	42%

MULTIRACIAL

7	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
17	6%	27	9%	50	17%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	–	–	–	–	–	–

ENROLLMENT BY GRADE

K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
41	14%	51	17%	40	13%	53	18%

4TH GRADE		5TH GRADE	
53	18%	60	20%

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WILLITS 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	194.8	123.3	136.1
	MATH	211.5	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	217.6	178.8	182.3
	MATH	231.2	190.9	192.4
Hispanic or Latino	ELA	108.3	107.5	122.9
	MATH	100	105.6	121.4
Multiracial	ELA	—	—	—
	MATH	—	—	—
White	ELA	154.2	123.7	136.4
	MATH	176.3	134.7	145.6
English Language Learner	ELA	—	—	—
	MATH	200	103.7	119.8
Students with Disabilities	ELA	106.7	68.9	90.7
	MATH	130	72.5	93.8
Economically Disadvantaged	ELA	198.2	110	125
	MATH	216.1	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	10	—	—	—	—	—

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
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	2	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	2	—	4
White	4	3	1	—	4
Students with Disabilities	4	4	—	—	4
Economically Disadvantaged	4	4	1	—	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	151	200	4
	Math	152	217.1	
	Science	54	193.5	
	Combined	357	206.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	91	217.6	4
	Math	93	231.2	
	Science	34	205.9	
	Combined	218	221.6	
Hispanic or Latino	ELA	4	–	–
	Math	3	–	
	Science	0	–	
	Combined	7	–	
Multiracial	ELA	3	–	–
	Math	3	–	
	Science	1	–	
	Combined	7	–	
White	ELA	53	171.7	4
	Math	53	196.2	
	Science	19	171.1	
	Combined	125	182	
English Language Learner	ELA	4	–	–
	Math	5	200	
	Science	2	–	
	Combined	11	–	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	13	123.1	4
	Math	13	150	
	Science	1	—	
	Combined	27	131.5	
Economically Disadvantaged	ELA	28	198.2	4
	Math	28	216.1	
	Science	11	190.9	
	Combined	67	204.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	155	194.8	4
	Math	156	211.5	
	Science	56	186.6	
	Combined	367	200.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	91	217.6	4
	Math	93	231.2	
	Science	34	205.9	
	Combined	218	221.6	
Hispanic or Latino	ELA	6	108.3	—
	Math	6	100	
	Science	1	—	
	Combined	13	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Science	1	—	
	Combined	7	—	
White	ELA	59	154.2	3
	Math	59	176.3	
	Science	22	147.7	
	Combined	140	162.5	
English Language Learner	ELA	4	—	—
	Math	5	200	
	Science	2	—	
	Combined	11	—	

Subgroup	Subject	Cohort	Index	Accountability Level
Students with Disabilities	ELA	15	106.7	4
	Math	15	130	
	Science	2	—	
	Combined	32	110.9	
Economically Disadvantaged	ELA	28	198.2	4
	Math	28	216.1	
	Science	11	190.9	
	Combined	67	204.5	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	200	9,221	46.1	2
Asian or Native Hawaiian/Other Pacific Islander	125	6,094	48.8	2
Hispanic or Latino	3	—	—	—
Multiracial	4	—	—	—
White	68	2,936	43.2	1
English Language Learner	3	—	—	—
Students with Disabilities	10	—	—	—
Economically Disadvantaged	32	1,277	39.9	1

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	10	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—
White	2	—	—	—	—
English Language Learner	10	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

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	266	1	16	78	171	225.4	4
Asian or Native Hawaiian/Other Pacific Islander	145	0	8	41	96	227.6	4
Hispanic or Latino	8	—	—	—	—	—	—
Multiracial	6	—	—	—	—	—	—
White	107	0	5	33	69	227.6	4
English Language Learner	18	—	—	—	—	—	—
Students with Disabilities	30	1	4	9	16	206.7	4
Economically Disadvantaged	51	0	1	12	38	235.3	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	168	92.3%
Asian or Native Hawaiian/Other Pacific Islander	✓	97	97.9%
Hispanic or Latino	–	6	–
Multiracial	–	3	–
White	✗	62	85.5%
English Language Learner	–	8	–
Students with Disabilities	–	16	–
Economically Disadvantaged	–	31	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

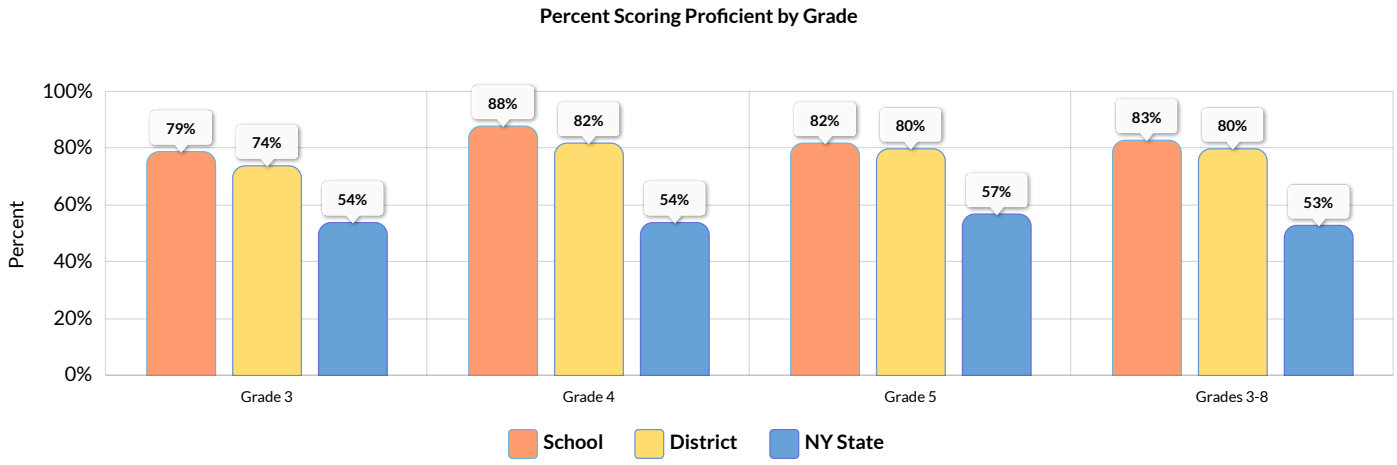
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	168	92.9%
Asian or Native Hawaiian/Other Pacific Islander	✓	97	100%
Hispanic or Latino	–	6	–
Multiracial	–	3	–
White	✗	62	85.5%
English Language Learner	–	8	–
Students with Disabilities	–	16	–
Economically Disadvantaged	–	31	–

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	–

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

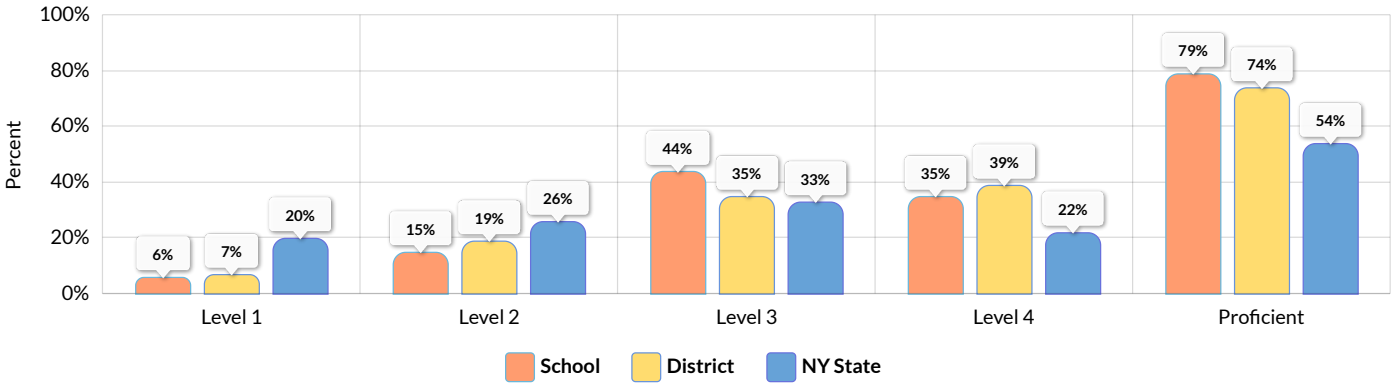
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	7	13%	48	87%	3	6%	7	15%	21	44%	17	35%	38	79%
Grade 4	54	5	9%	49	91%	1	2%	5	10%	13	27%	30	61%	43	88%
Grade 5	59	4	7%	55	93%	3	5%	7	13%	28	51%	17	31%	45	82%
Grades 3-8	168	16	10%	152	90%	7	5%	19	13%	62	41%	64	42%	126	83%

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

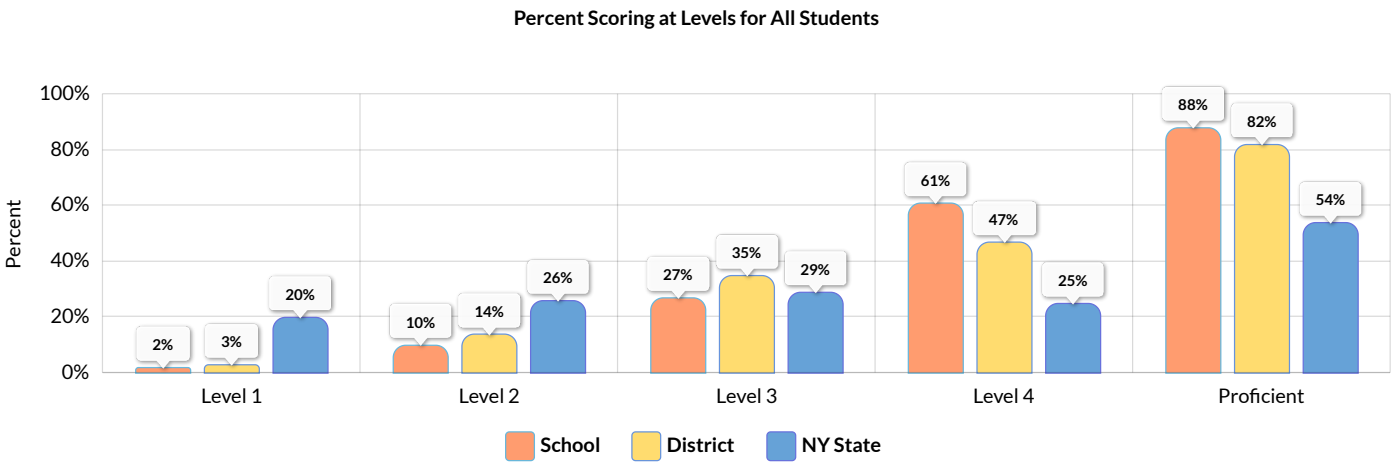
GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	7	13%	48	87%	3	6%	7	15%	21	44%	17	35%	38	79%
Female	28	3	11%	25	89%	2	8%	4	16%	7	28%	12	48%	19	76%
Male	27	4	15%	23	85%	1	4%	3	13%	14	61%	5	22%	19	83%
General Education Students	47	6	13%	41	87%	2	5%	5	12%	17	41%	17	41%	34	83%
Students with Disabilities	8	1	13%	7	88%	1	14%	2	29%	4	57%	0	0%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	33	4	12%	29	88%	1	3%	2	7%	14	48%	12	41%	26	90%
Hispanic or Latino	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
White	18	2	11%	16	89%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	3	14%	19	86%	2	11%	5	26%	7	37%	5	26%	12	63%
Economically Disadvantaged	14	2	14%	12	86%	1	8%	3	25%	5	42%	3	25%	8	67%
Not Economically Disadvantaged	41	5	12%	36	88%	2	6%	4	11%	16	44%	14	39%	30	83%
English Language Learner	6	3	50%	3	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	49	4	8%	45	92%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	55	7	13%	48	87%	3	6%	7	15%	21	44%	17	35%	38	79%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	53	6	11%	47	89%	–	–	–	–	–	–	–	–	–	–

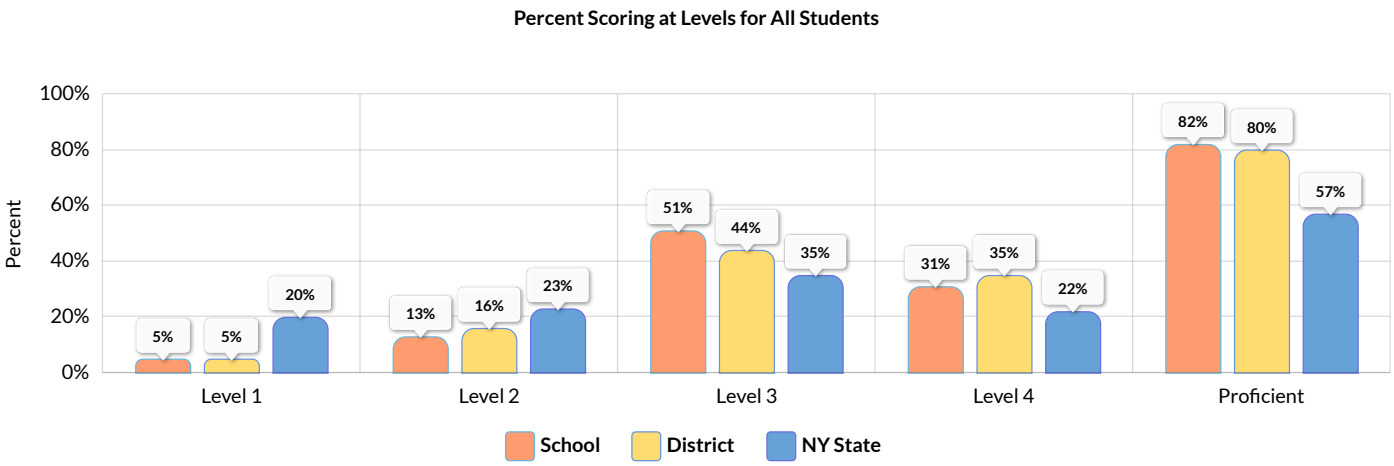
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	55	7	13%	48	87%	3	6%	7	15%	21	44%	17	35%	38	79%
Parent Not in Armed Forces	55	7	13%	48	87%	3	6%	7	15%	21	44%	17	35%	38	79%

GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	5	9%	49	91%	1	2%	5	10%	13	27%	30	61%	43	88%
Female	30	3	10%	27	90%	1	4%	2	7%	6	22%	18	67%	24	89%
Male	24	2	8%	22	92%	0	0%	3	14%	7	32%	12	55%	19	86%
General Education Students	48	4	8%	44	92%	0	0%	3	7%	11	25%	30	68%	41	93%
Students with Disabilities	6	1	17%	5	83%	1	20%	2	40%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	30	1	3%	29	97%	0	0%	1	3%	8	28%	20	69%	28	97%
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	21	4	19%	17	81%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	24	4	17%	20	83%	1	5%	4	20%	5	25%	10	50%	15	75%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Not Economically Disadvantaged	48	5	10%	43	90%	1	2%	5	12%	11	26%	26	60%	37	86%
Non-English Language Learner	54	5	9%	49	91%	1	2%	5	10%	13	27%	30	61%	43	88%
Not in Foster Care	54	5	9%	49	91%	1	2%	5	10%	13	27%	30	61%	43	88%
Not Homeless	54	5	9%	49	91%	1	2%	5	10%	13	27%	30	61%	43	88%
Not Migrant	54	5	9%	49	91%	1	2%	5	10%	13	27%	30	61%	43	88%
Parent Not in Armed Forces	54	5	9%	49	91%	1	2%	5	10%	13	27%	30	61%	43	88%

GRADE 5 ELA RESULTS

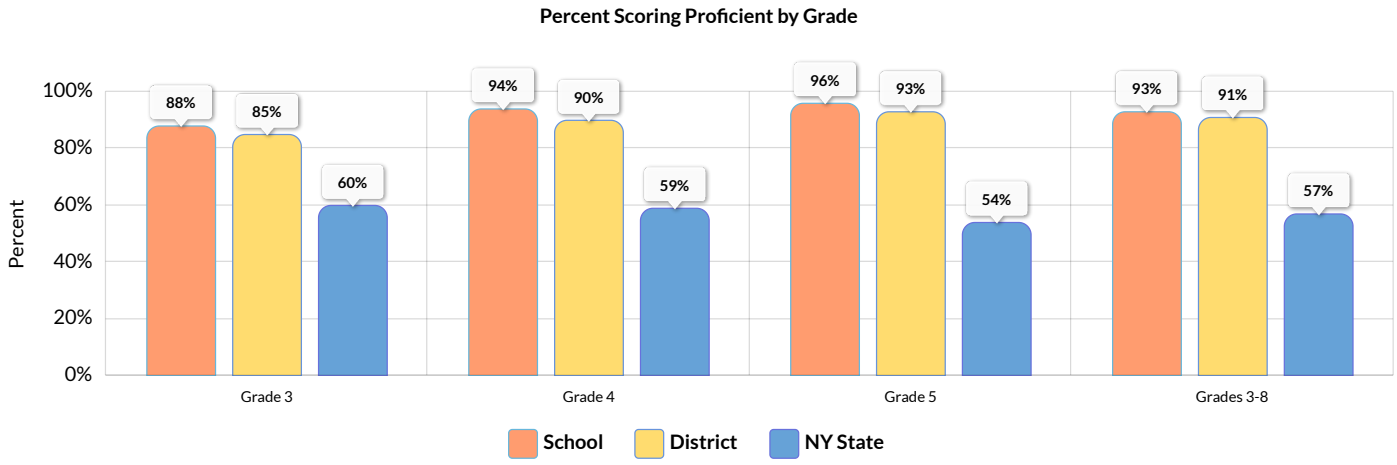


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	4	7%	55	93%	3	5%	7	13%	28	51%	17	31%	45	82%
Female	26	2	8%	24	92%	0	0%	2	8%	12	50%	10	42%	22	92%
Male	33	2	6%	31	94%	3	10%	5	16%	16	52%	7	23%	23	74%
General Education Students	57	3	5%	54	95%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	34	0	0%	34	100%	0	0%	2	6%	20	59%	12	35%	32	94%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	23	3	13%	20	87%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	24	3	13%	21	88%	3	14%	5	24%	8	38%	5	24%	13	62%
Economically Disadvantaged	11	0	0%	11	100%	0	0%	1	9%	8	73%	2	18%	10	91%
Not Economically Disadvantaged	48	4	8%	44	92%	3	7%	6	14%	20	45%	15	34%	35	80%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	57	4	7%	53	93%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	59	4	7%	55	93%	3	5%	7	13%	28	51%	17	31%	45	82%
Not Homeless	59	4	7%	55	93%	3	5%	7	13%	28	51%	17	31%	45	82%
Not Migrant	59	4	7%	55	93%	3	5%	7	13%	28	51%	17	31%	45	82%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	59	4	7%	55	93%	3	5%	7	13%	28	51%	17	31%	45	82%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

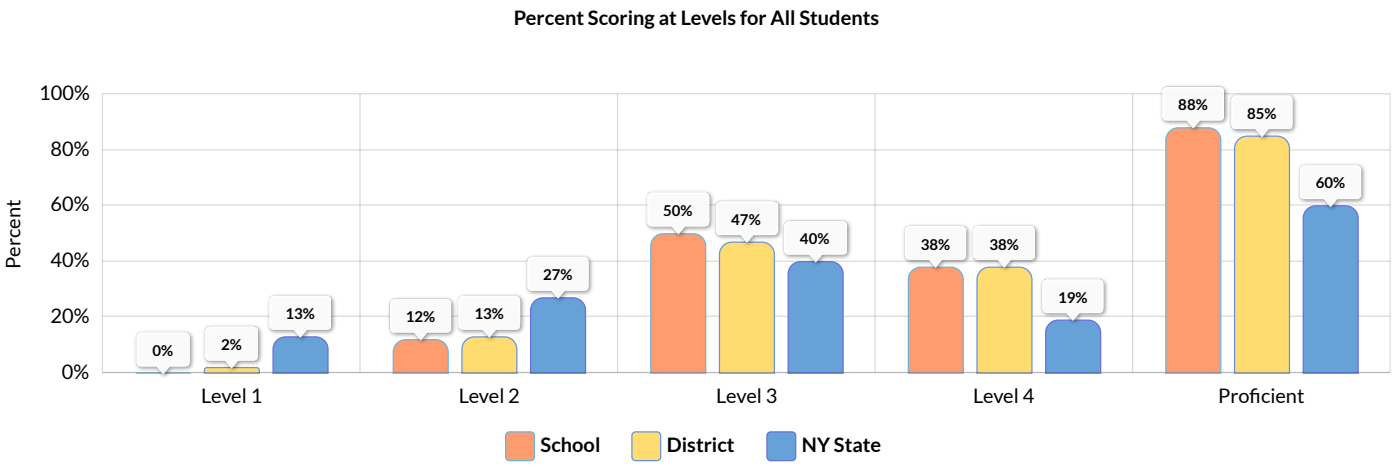
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	3	5%	52	95%	0	0%	6	12%	26	50%	20	38%	46	88%
Grade 4	54	5	9%	49	91%	0	0%	3	6%	22	45%	24	49%	46	94%
Grade 5	59	4	7%	55	93%	1	2%	1	2%	21	38%	32	58%	53	96%
Grades 3-8	168	12	7%	156	93%	1	1%	10	6%	69	44%	76	49%	145	93%

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

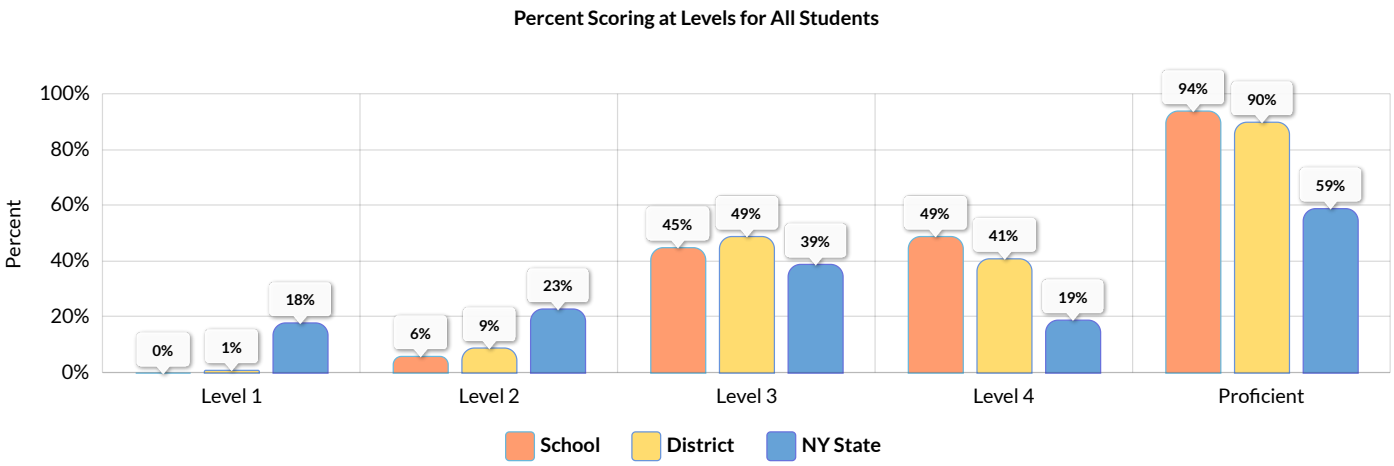
GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	3	5%	52	95%	0	0%	6	12%	26	50%	20	38%	46	88%
Female	28	2	7%	26	93%	0	0%	5	19%	13	50%	8	31%	21	81%
Male	27	1	4%	26	96%	0	0%	1	4%	13	50%	12	46%	25	96%
General Education Students	47	2	4%	45	96%	0	0%	3	7%	22	49%	20	44%	42	93%
Students with Disabilities	8	1	13%	7	88%	0	0%	3	43%	4	57%	0	0%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	33	100%	0	0%	0	0%	16	48%	17	52%	33	100%
Hispanic or Latino	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
White	18	2	11%	16	89%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	3	14%	19	86%	0	0%	6	32%	10	53%	3	16%	13	68%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	2	14%	7	50%	5	36%	12	86%
Not Economically Disadvantaged	41	3	7%	38	93%	0	0%	4	11%	19	50%	15	39%	34	89%
English Language Learner	6	0	0%	6	100%	0	0%	1	17%	5	83%	0	0%	5	83%
Non-English Language Learner	49	3	6%	46	94%	0	0%	5	11%	21	46%	20	43%	41	89%
Not in Foster Care	55	3	5%	52	95%	0	0%	6	12%	26	50%	20	38%	46	88%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	53	3	6%	50	94%	–	–	–	–	–	–	–	–	–	–

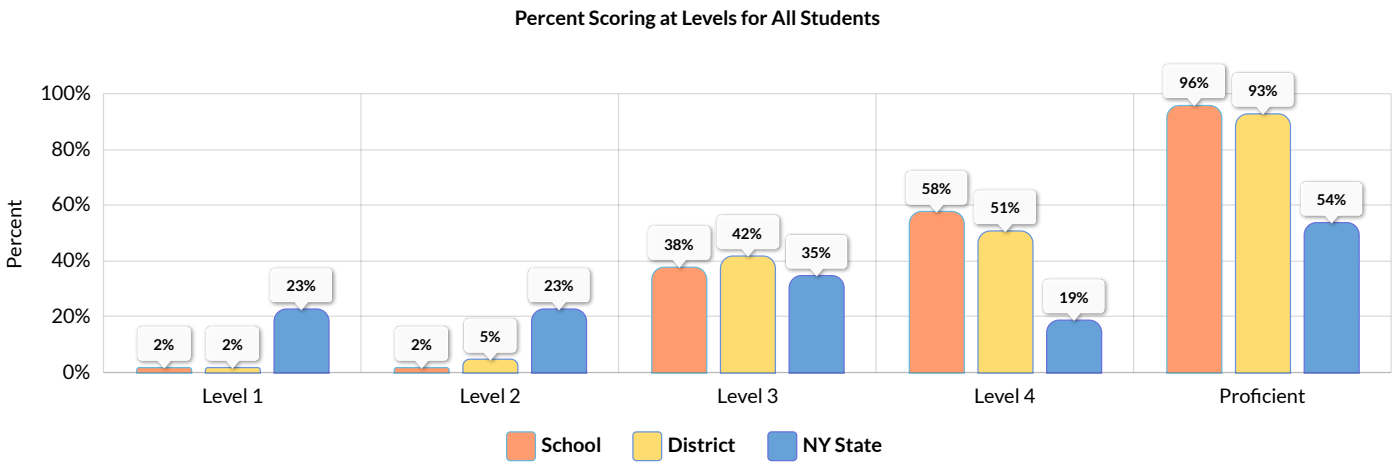
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	55	3	5%	52	95%	0	0%	6	12%	26	50%	20	38%	46	88%
Parent Not in Armed Forces	55	3	5%	52	95%	0	0%	6	12%	26	50%	20	38%	46	88%

GRADE 4 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	5	9%	49	91%	0	0%	3	6%	22	45%	24	49%	46	94%
Female	30	3	10%	27	90%	0	0%	2	7%	10	37%	15	56%	25	93%
Male	24	2	8%	22	92%	0	0%	1	5%	12	55%	9	41%	21	95%
General Education Students	48	4	8%	44	92%	0	0%	1	2%	20	45%	23	52%	43	98%
Students with Disabilities	6	1	17%	5	83%	0	0%	2	40%	2	40%	1	20%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	30	0	0%	30	100%	0	0%	0	0%	11	37%	19	63%	30	100%
Hispanic or Latino	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
White	21	4	19%	17	81%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	24	5	21%	19	79%	0	0%	3	16%	11	58%	5	26%	16	84%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Not Economically Disadvantaged	48	5	10%	43	90%	0	0%	3	7%	20	47%	20	47%	40	93%
Non-English Language Learner	54	5	9%	49	91%	0	0%	3	6%	22	45%	24	49%	46	94%
Not in Foster Care	54	5	9%	49	91%	0	0%	3	6%	22	45%	24	49%	46	94%
Not Homeless	54	5	9%	49	91%	0	0%	3	6%	22	45%	24	49%	46	94%
Not Migrant	54	5	9%	49	91%	0	0%	3	6%	22	45%	24	49%	46	94%
Parent Not in Armed Forces	54	5	9%	49	91%	0	0%	3	6%	22	45%	24	49%	46	94%

GRADE 5 MATH RESULTS

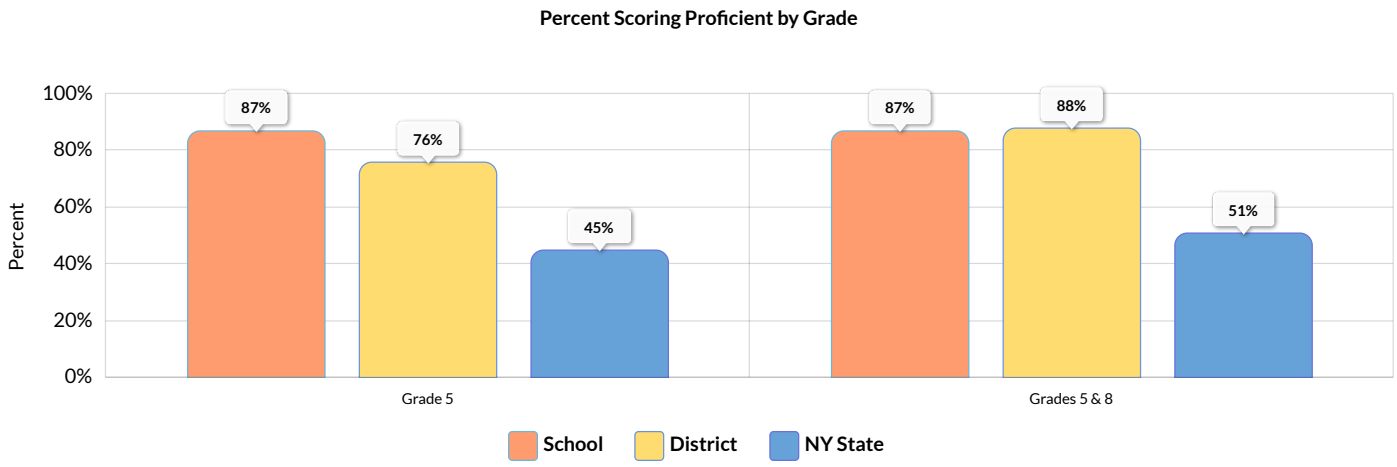


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	4	7%	55	93%	1	2%	1	2%	21	38%	32	58%	53	96%
Female	26	2	8%	24	92%	0	0%	1	4%	7	29%	16	67%	23	96%
Male	33	2	6%	31	94%	1	3%	0	0%	14	45%	16	52%	30	97%
General Education Students	57	3	5%	54	95%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	34	0	0%	34	100%	0	0%	0	0%	12	35%	22	65%	34	100%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	23	3	13%	20	87%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	24	3	13%	21	88%	1	5%	1	5%	9	43%	10	48%	19	90%
Economically Disadvantaged	11	0	0%	11	100%	0	0%	0	0%	7	64%	4	36%	11	100%
Not Economically Disadvantaged	48	4	8%	44	92%	1	2%	1	2%	14	32%	28	64%	42	95%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	57	4	7%	53	93%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	59	4	7%	55	93%	1	2%	1	2%	21	38%	32	58%	53	96%
Not Homeless	59	4	7%	55	93%	1	2%	1	2%	21	38%	32	58%	53	96%
Not Migrant	59	4	7%	55	93%	1	2%	1	2%	21	38%	32	58%	53	96%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	59	4	7%	55	93%	1	2%	1	2%	21	38%	32	58%	53	96%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

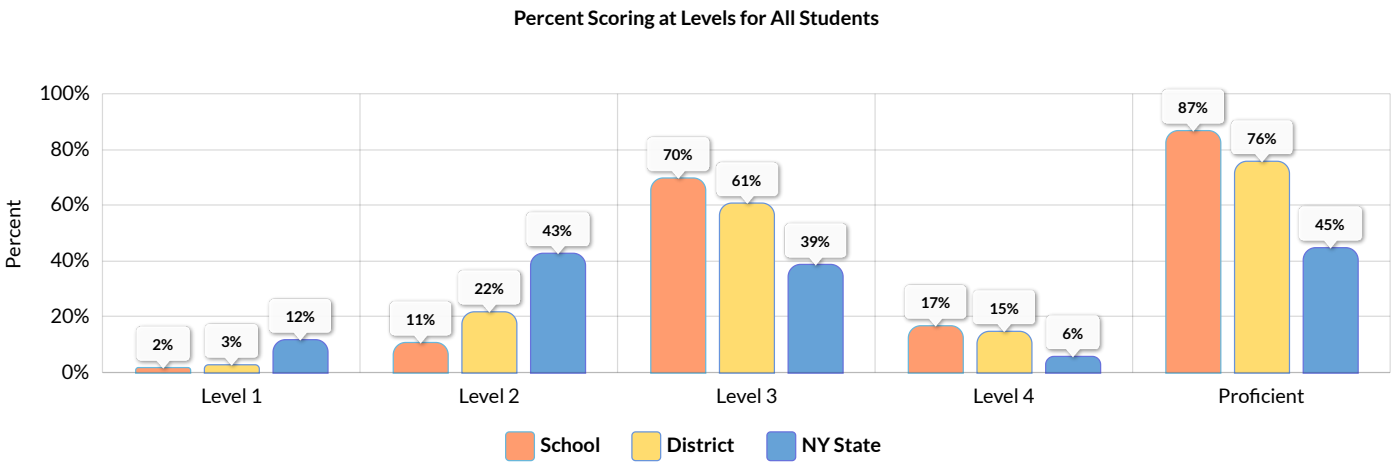
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	59	5	8%	54	92%	1	2%	6	11%	38	70%	9	17%	47	87%
Grades 5 & 8	59	5	8%	54	92%	1	2%	6	11%	38	70%	9	17%	47	87%

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

GRADE 5 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	5	8%	54	92%	1	2%	6	11%	38	70%	9	17%	47	87%
Female	26	3	12%	23	88%	0	0%	2	9%	18	78%	3	13%	21	91%
Male	33	2	6%	31	94%	1	3%	4	13%	20	65%	6	19%	26	84%
General Education Students	57	4	7%	53	93%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	34	0	0%	34	100%	0	0%	1	3%	27	79%	6	18%	33	97%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	23	4	17%	19	83%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	24	4	17%	20	83%	1	5%	5	25%	11	55%	3	15%	14	70%
Economically Disadvantaged	11	0	0%	11	100%	0	0%	1	9%	10	91%	0	0%	10	91%
Not Economically Disadvantaged	48	5	10%	43	90%	1	2%	5	12%	28	65%	9	21%	37	86%
English Language Learner	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	57	5	9%	52	91%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	59	5	8%	54	92%	1	2%	6	11%	38	70%	9	17%	47	87%
Not Homeless	59	5	8%	54	92%	1	2%	6	11%	38	70%	9	17%	47	87%
Not Migrant	59	5	8%	54	92%	1	2%	6	11%	38	70%	9	17%	47	87%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	59	5	8%	54	92%	1	2%	6	11%	38	70%	9	17%	47	87%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	6	0	0%	6	100%	0	0%	2	33%	0	0%	4	67%	0	0%
Grade 1	7	0	0%	7	100%	0	0%	0	0%	0	0%	3	43%	4	57%
Grade 2	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	6	0	0%	6	100%	0	0%	0	0%	0	0%	4	67%	2	33%
Grade 5	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	267	17	6.4%
Asian or Native Hawaiian/Other Pacific Islander	146	8	5.5%
Hispanic or Latino	8	—	—
Multiracial	6	—	—
White	107	5	4.7%
English Language Learner	18	—	—
Students with Disabilities	30	5	16.7%
Economically Disadvantaged	51	1	2%

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WILLITS 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.

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	298	$259,663	$871	$12,621,171	$42,353	$12,880,834	$43,224
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	36	2	6%	1	0	0%
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	34	0	0%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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WILLITS ELEMENTARY SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
310	150	48.39% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	150	100	0	0
Female	70	100	0	0
Male	80	100	0	0
Black	0	0	0	0
Hispanic	3	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	91	100	0	0

Subgroup	Yes		No	
	#	%	#	%
White	54	100	0	0
Multiracial	2	100	0	0
General Education Students	143	100	0	0
Students with Disabilities	7	100	0	0
Not English Language Learner	141	100	0	0
English Language Learner	9	100	0	0
Economically Disadvantaged	27	100	0	0
Not Economically Disadvantaged	123	100	0	0
Not Migrant	150	100	0	0
Homeless	1	100	0	0
Not Homeless	149	100	0	0
Not in Foster Care	150	100	0	0
Parent Not in Armed Forces	150	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
310	150	48.39% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	146	97.33	0	0	0	0	3	2	0	0	1	.67

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	69	98.57	0	0	0	0	1	1.43	0	0	0	0
Male	77	96.25	0	0	0	0	2	2.5	0	0	1	1.25
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	3	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	91	100	0	0	0	0	0	0	0	0	0	0
White	51	94.44	0	0	0	0	2	3.7	0	0	1	1.85
Multiracial	1	50	0	0	0	0	1	50	0	0	0	0
General Education Students	140	97.9	0	0	0	0	2	1.4	0	0	1	.7
Students with Disabilities	6	85.71	0	0	0	0	1	14.29	0	0	0	0
Not English Language Learner	137	97.16	0	0	0	0	3	2.13	0	0	1	.71
English Language Learner	9	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	26	96.3	0	0	0	0	0	0	0	0	1	3.7
Not Economically Disadvantaged	120	97.56	0	0	0	0	3	2.44	0	0	0	0
Not Migrant	146	97.33	0	0	0	0	3	2	0	0	1	.67
Homeless	1	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	145	97.32	0	0	0	0	3	2.01	0	0	1	.67
Not in Foster Care	146	97.33	0	0	0	0	3	2	0	0	1	.67
Parent Not in Armed Forces	146	97.33	0	0	0	0	3	2	0	0	1	.67

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
310		48.39% of Enrolled

150

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	3	2	0	0	147	98
Female	1	1.43	0	0	69	98.57
Male	2	2.5	0	0	78	97.5
Black	0	0	0	0	0	0
Hispanic	0	0	0	0	3	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	91	100
White	2	3.7	0	0	52	96.3
Multiracial	1	50	0	0	1	50
General Education Students	2	1.4	0	0	141	98.6
Students with Disabilities	1	14.29	0	0	6	85.71
Not English Language Learner	3	2.13	0	0	138	97.87
English Language Learner	0	0	0	0	9	100
Economically Disadvantaged	0	0	0	0	27	100
Not Economically Disadvantaged	3	2.44	0	0	120	97.56
Not Migrant	3	2	0	0	147	98
Homeless	0	0	0	0	1	100
Not Homeless	3	2.01	0	0	146	97.99
Not in Foster Care	3	2	0	0	147	98
Parent Not in Armed Forces	3	2	0	0	147	98

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
310	150	48.39% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	2	1.33	148	98.67	0	0
Female	1	1.43	69	98.57	0	0
Male	1	1.25	79	98.75	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	3	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	91	100	0	0
White	1	1.85	53	98.15	0	0
Multiracial	1	50	1	50	0	0
General Education Students	1	.7	142	99.3	0	0
Students with Disabilities	1	14.29	6	85.71	0	0
Not English Language Learner	2	1.42	139	98.58	0	0
English Language Learner	0	0	9	100	0	0
Economically Disadvantaged	0	0	27	100	0	0
Not Economically Disadvantaged	2	1.63	121	98.37	0	0
Not Migrant	2	1.33	148	98.67	0	0
Homeless	0	0	1	100	0	0
Not Homeless	2	1.34	147	98.66	0	0
Not in Foster Care	2	1.33	148	98.67	0	0
Parent Not in Armed Forces	2	1.33	148	98.67	0	0

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed
310	150	48.39% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	7	4.67	143	95.33
Female	3	4.29	67	95.71
Male	4	5	76	95
Black	0	0	0	0
Hispanic	0	0	3	100
Asian or Native Hawaiian/Other Pacific Islander	5	5.49	86	94.51
White	1	1.85	53	98.15
Multiracial	1	50	1	50
General Education Students	7	4.9	136	95.1
Students with Disabilities	0	0	7	100
Not English Language Learner	7	4.96	134	95.04
English Language Learner	0	0	9	100
Economically Disadvantaged	1	3.7	26	96.3
Not Economically Disadvantaged	6	4.88	117	95.12
Not Migrant	7	4.67	143	95.33
Homeless	0	0	1	100
Not Homeless	7	4.7	142	95.3
Not in Foster Care	7	4.67	143	95.33
Parent Not in Armed Forces	7	4.67	143	95.33

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
310	150	48.39% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	150	100
Female	0	0	70	100
Male	0	0	80	100
Black	0	0	0	0
Hispanic	0	0	3	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	91	100
White	0	0	54	100
Multiracial	0	0	2	100
General Education Students	0	0	143	100
Students with Disabilities	0	0	7	100
Not English Language Learner	0	0	141	100
English Language Learner	0	0	9	100
Economically Disadvantaged	0	0	27	100
Not Economically Disadvantaged	0	0	123	100
Not Migrant	0	0	150	100
Homeless	0	0	1	100
Not Homeless	0	0	149	100
Not in Foster Care	0	0	150	100
Parent Not in Armed Forces	0	0	150	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
310	150	48.39% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	6	4	4	2.67	0	0	1	.67	1	.67	0	0	4	2.67	134	89.33	0	0
Female	4	5.71	1	1.43	0	0	0	0	0	0	0	0	3	4.29	62	88.57	0	0
Male	2	2.5	3	3.75	0	0	1	1.25	1	1.25	0	0	1	1.25	72	90	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1.1	2	2.2	0	0	1	1.1	1	1.1	0	0	4	4.4	82	90.11	0	0
White	5	9.26	2	3.7	0	0	0	0	0	0	0	0	0	0	47	87.04	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	0
General Education Students	5	3.5	4	2.8	0	0	0	0	1	.7	0	0	4	2.8	129	90.21	0	0
Students with Disabilities	1	14.29	0	0	0	0	1	14.29	0	0	0	0	0	0	5	71.43	0	0
Not English Language Learner	6	4.26	3	2.13	0	0	1	.71	1	.71	0	0	4	2.84	126	89.36	0	0
English Language Learner	0	0	1	11.11	0	0	0	0	0	0	0	0	0	0	8	88.89	0	0
Economically Disadvantaged	0	0	1	3.7	0	0	0	0	0	0	0	0	0	0	26	96.3	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	6	4.88	3	2.44	0	0	1	.81	1	.81	0	0	4	3.25	108	87.8	0	0
Not Migrant	6	4	4	2.67	0	0	1	.67	1	.67	0	0	4	2.67	134	89.33	0	0
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Not Homeless	6	4.03	4	2.68	0	0	1	.67	1	.67	0	0	4	2.68	133	89.26	0	0
Not in Foster Care	6	4	4	2.67	0	0	1	.67	1	.67	0	0	4	2.67	134	89.33	0	0
Parent Not in Armed Forces	6	4	4	2.67	0	0	1	.67	1	.67	0	0	4	2.67	134	89.33	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed
310	150	48.39% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	5	3.33	145	96.67
Female	2	2.86	68	97.14
Male	3	3.75	77	96.25
Black	0	0	0	0
Hispanic	0	0	3	100
Asian or Native Hawaiian/Other Pacific Islander	5	5.49	86	94.51
White	0	0	54	100

Subgroup	No		Yes	
	#	%	#	%
Multiracial	0	0	2	100
General Education Students	5	3.5	138	96.5
Students with Disabilities	0	0	7	100
Not English Language Learner	4	2.84	137	97.16
English Language Learner	1	11.11	8	88.89
Economically Disadvantaged	2	7.41	25	92.59
Not Economically Disadvantaged	3	2.44	120	97.56
Not Migrant	5	3.33	145	96.67
Homeless	0	0	1	100
Not Homeless	5	3.36	144	96.64
Not in Foster Care	5	3.33	145	96.67
Parent Not in Armed Forces	5	3.33	145	96.67

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
310	150	48.39% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	11	7.33	4	2.67	132	88	3	2
Female	3	4.29	2	2.86	64	91.43	1	1.43
Male	8	10	2	2.5	68	85	2	2.5
Black	0	0	0	0	0	0	0	0

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
Hispanic	0	0	0	0	3	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	11	12.09	4	4.4	73	80.22	3	3.3
White	0	0	0	0	54	100	0	0
Multiracial	0	0	0	0	2	100	0	0
General Education Students	11	7.69	4	2.8	125	87.41	3	2.1
Students with Disabilities	0	0	0	0	7	100	0	0
Not English Language Learner	11	7.8	3	2.13	124	87.94	3	2.13
English Language Learner	0	0	1	11.11	8	88.89	0	0
Economically Disadvantaged	2	7.41	2	7.41	23	85.19	0	0
Not Economically Disadvantaged	9	7.32	2	1.63	109	88.62	3	2.44
Not Migrant	11	7.33	4	2.67	132	88	3	2
Homeless	0	0	0	0	1	100	0	0
Not Homeless	11	7.38	4	2.68	131	87.92	3	2.01
Not in Foster Care	11	7.33	4	2.67	132	88	3	2
Parent Not in Armed Forces	11	7.33	4	2.67	132	88	3	2

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Section 9: School Report Card
South Woods Middle School

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

SOUTH WOODS MIDDLE SCHOOL ENROLLMENT (2024 - 25)

K-12 Enrollment: 802

ENROLLMENT BY GENDER

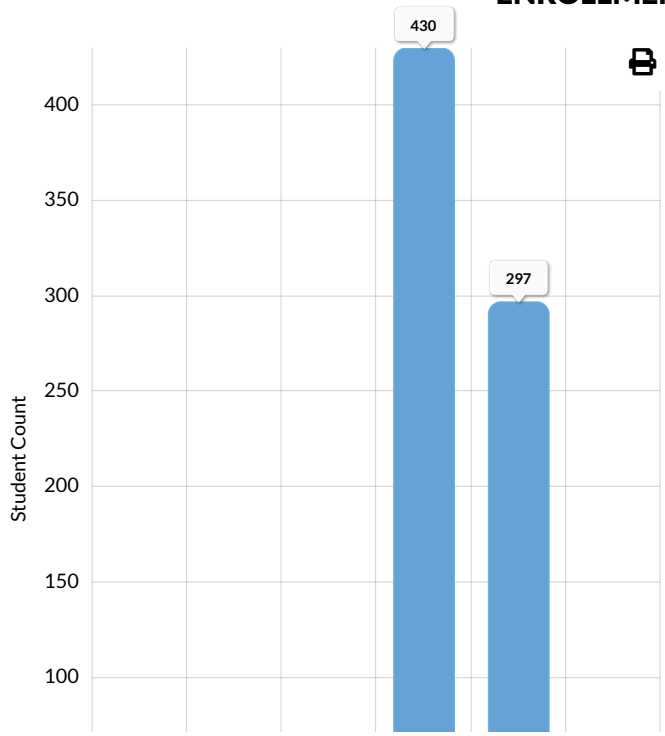
MALE	
405	50%

FEMALE	
397	50%

NON-BINARY	
0	0%



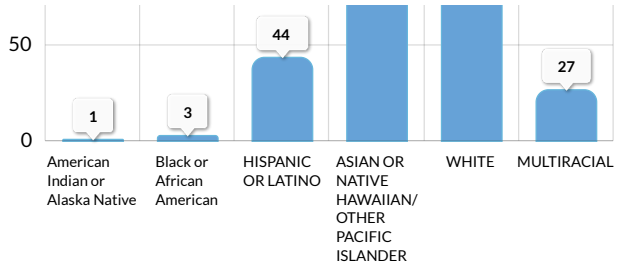
ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
1	0%

BLACK OR AFRICAN AMERICAN	
3	0%

HISPANIC OR LATINO	
44	5%



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

430	54%

WHITE

297	37%

MULTIRACIAL

27	3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
20	2%	49	6%	131	16%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	–	–	–	–	–	–

ENROLLMENT BY GRADE

6TH GRADE		7TH GRADE		8TH GRADE	
247	31%	273	34%	282	35%

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SOUTH WOODS 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	152.5	123.3	136.1
	MATH	200.5	127.4	139.5
American Indian or Alaska Native	ELA	—	—	—
	MATH	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	199	178.8	182.3
	MATH	228.1	190.9	192.4
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	100	107.5	122.9
	MATH	141.7	105.6	121.4
Multiracial	ELA	196.2	125.7	138.1
	MATH	225	129	140.8
White	ELA	90.4	123.7	136.4
	MATH	160.7	134.7	145.6
English Language Learner	ELA	50	93	110.8
	MATH	175	103.7	119.8
Students with Disabilities	ELA	50	68.9	90.7
	MATH	102.1	72.5	93.8
Economically Disadvantaged	ELA	149.2	110	125
	MATH	193.5	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	14	—	—	—	—	—

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	2	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	2	—	4
Hispanic or Latino	4	3	1	—	4
Multiracial	4	4	3	—	4
White	4	3	2	—	4
English Language Learner	4	4	—	—	4
Students with Disabilities	4	3	2	—	4
Economically Disadvantaged	4	4	1	—	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	581	197.1	4
	Math	694	218.4	
	Science	272	240.8	
	Combined	1,547	214.3	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	387	205.2	4
	Math	411	228.1	
	Science	139	243.5	
	Combined	937	220.9	
Black or African American	ELA	2	—	—
	Math	3	—	
	Science	2	—	
	Combined	7	—	
Hispanic or Latino	ELA	28	146.4	4
	Math	33	180.3	
	Science	12	220.8	
	Combined	73	174	
Multiracial	ELA	23	221.7	4
	Math	25	234	
	Science	9	250	
	Combined	57	231.6	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	140	181.4	4
	Math	221	204.3	
	Science	110	238.6	
	Combined	471	205.5	
English Language Learner	ELA	10	60	4
	Math	16	196.9	
	Science	3	—	
	Combined	29	150	
Students with Disabilities	ELA	23	104.3	4
	Math	30	163.3	
	Science	15	213.3	
	Combined	68	154.4	
Economically Disadvantaged	ELA	101	180.2	4
	Math	115	208.7	
	Science	47	227.7	
	Combined	263	201.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	751	152.5	4
	Math	756	200.5	
	Science	272	240.8	
	Combined	1,779	186.4	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	0	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	399	199	4
	Math	411	228.1	
	Science	139	243.5	
	Combined	949	218.1	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	2	—	
	Combined	8	—	
Hispanic or Latino	ELA	41	100	3
	Math	42	141.7	
	Science	13	203.8	
	Combined	96	132.3	
Multiracial	ELA	26	196.2	4
	Math	26	225	
	Science	9	250	
	Combined	61	216.4	

Subgroup	Subject	Cohort	Index	Accountability Level
White	ELA	281	90.4	3
	Math	281	160.7	
	Science	110	238.6	
	Combined	672	144	
English Language Learner	ELA	12	50	4
	Math	18	175	
	Science	4	—	
	Combined	34	127.9	
Students with Disabilities	ELA	48	50	3
	Math	48	102.1	
	Science	19	168.4	
	Combined	115	91.3	
Economically Disadvantaged	ELA	122	149.2	4
	Math	124	193.5	
	Science	47	227.7	
	Combined	293	180.5	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	1,130	54,078	47.9	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	744	35,822	48.1	2
Black or African American	5	—	—	—
Hispanic or Latino	50	2,092	41.8	1
Multiracial	45	2,290	50.9	3
White	284	13,462	47.4	2
English Language Learner	13	—	—	—
Students with Disabilities	43	2,044	47.5	2
Economically Disadvantaged	180	8,015	44.5	1

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	14	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	—
Hispanic or Latino	2	—	—	—	—
White	1	—	—	—	—
English Language Learner	14	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	10	—	—	—	—

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	809	12	34	220	543	226.4	4
American Indian or Alaska Native	1	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	433	6	13	69	345	234.1	4
Black or African American	3	–	–	–	–	–	–
Hispanic or Latino	46	1	1	17	27	222.8	4
Multiracial	27	0	1	5	21	235.2	4
White	299	5	19	126	149	215.2	4
English Language Learner	21	0	2	3	16	228.6	4
Students with Disabilities	50	2	2	21	25	213	4
Economically Disadvantaged	134	4	7	28	95	224.3	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	804	74%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✗	429	92.3%
Black or African American	–	3	–
Hispanic or Latino	✗	46	67.4%
Multiracial	–	27	–
White	✗	298	47.7%
English Language Learner	–	20	–
Students with Disabilities	✗	49	44.9%
Economically Disadvantaged	✗	134	79.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

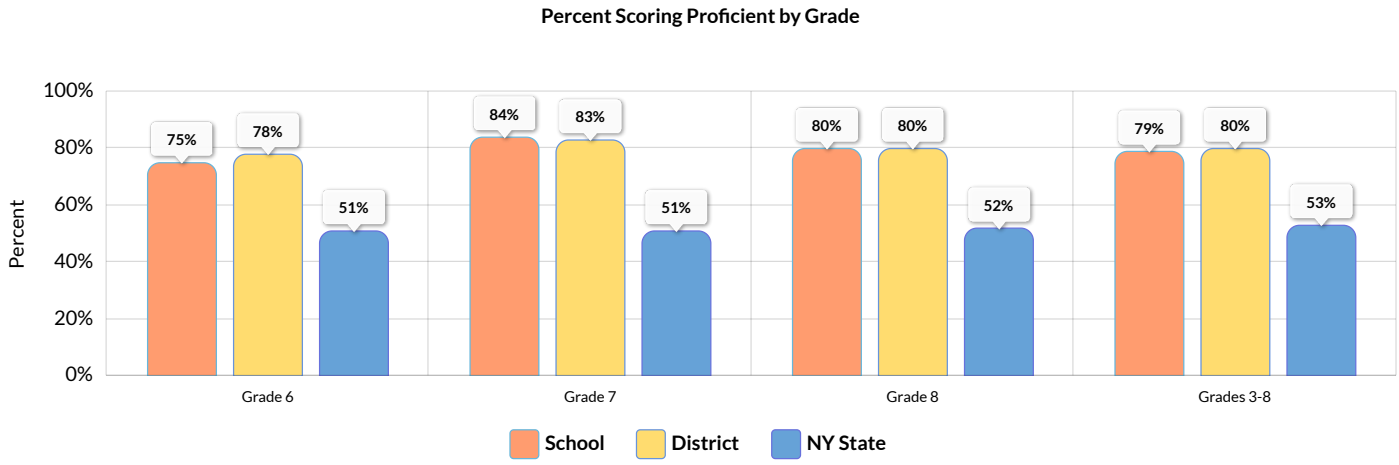
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	804	87.3%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	429	96.7%
Black or African American	–	3	–
Hispanic or Latino	✗	46	76.1%
Multiracial	–	27	–
White	✗	298	74.8%
English Language Learner	–	20	–
Students with Disabilities	✗	49	59.2%
Economically Disadvantaged	✗	134	88.1%

NYSESLAT USED FOR PARTICIPATION

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

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

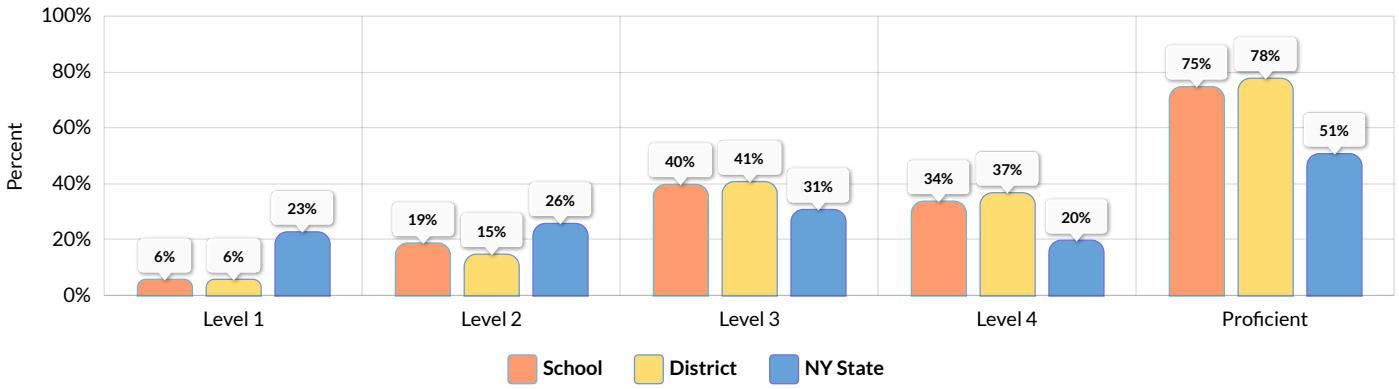
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	248	40	16%	208	84%	13	6%	40	19%	84	40%	71	34%	155	75%
Grade 7	275	79	29%	196	71%	8	4%	24	12%	62	32%	102	52%	164	84%
Grade 8	282	98	35%	184	65%	7	4%	29	16%	66	36%	82	45%	148	80%
Grades 3-8	805	217	27%	588	73%	28	5%	93	16%	212	36%	255	43%	467	79%

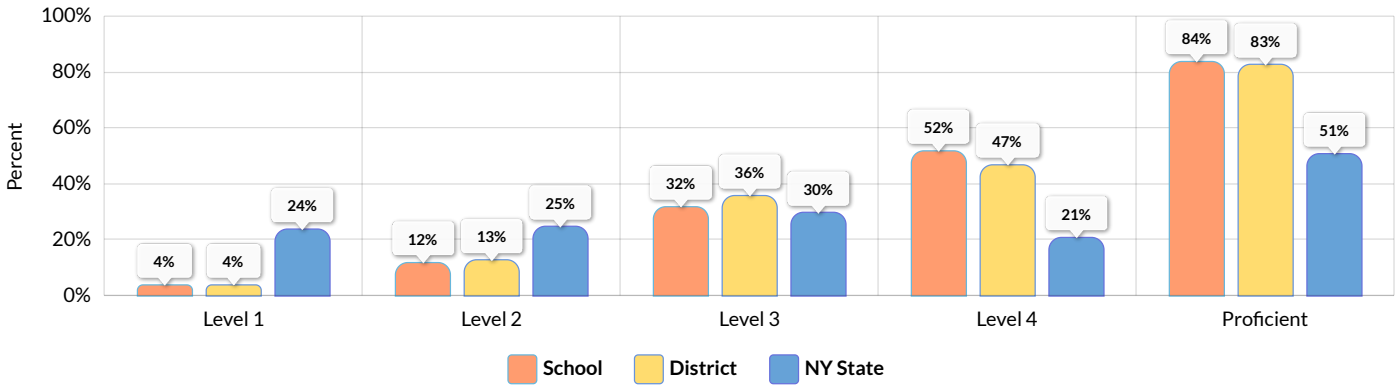
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 6 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	40	16%	208	84%	13	6%	40	19%	84	40%	71	34%	155	75%
Female	106	18	17%	88	83%	4	5%	19	22%	34	39%	31	35%	65	74%
Male	142	22	15%	120	85%	9	8%	21	18%	50	42%	40	33%	90	75%
General Education Students	235	35	15%	200	85%	11	6%	36	18%	82	41%	71	36%	153	77%
Students with Disabilities	13	5	38%	8	62%	2	25%	4	50%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	133	5	4%	128	96%	9	7%	13	10%	58	45%	48	38%	106	83%
Hispanic or Latino	20	4	20%	16	80%	2	13%	7	44%	4	25%	3	19%	7	44%
White	84	30	36%	54	64%	2	4%	19	35%	18	33%	15	28%	33	61%
Multiracial	11	1	9%	10	91%	0	0%	1	10%	4	40%	5	50%	9	90%
Economically Disadvantaged	34	2	6%	32	94%	5	16%	6	19%	14	44%	7	22%	21	66%
Not Economically Disadvantaged	214	38	18%	176	82%	8	5%	34	19%	70	40%	64	36%	134	76%
English Language Learner	8	1	13%	7	88%	5	71%	1	14%	1	14%	0	0%	1	14%
Non-English Language Learner	240	39	16%	201	84%	8	4%	39	19%	83	41%	71	35%	154	77%
Not in Foster Care	248	40	16%	208	84%	13	6%	40	19%	84	40%	71	34%	155	75%
Not Homeless	248	40	16%	208	84%	13	6%	40	19%	84	40%	71	34%	155	75%
Not Migrant	248	40	16%	208	84%	13	6%	40	19%	84	40%	71	34%	155	75%
Parent Not in Armed Forces	248	40	16%	208	84%	13	6%	40	19%	84	40%	71	34%	155	75%

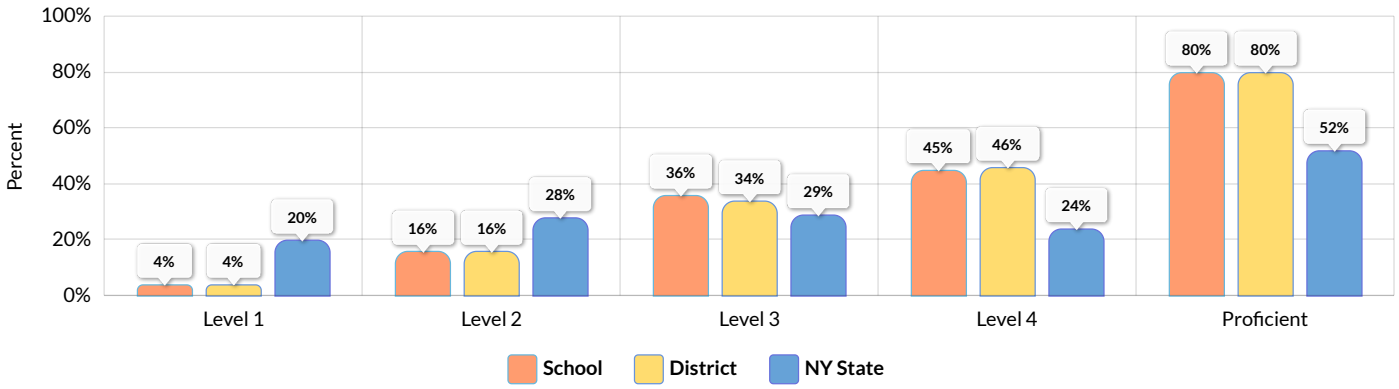
GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	275	79	29%	196	71%	8	4%	24	12%	62	32%	102	52%	164	84%
Female	154	44	29%	110	71%	2	2%	14	13%	32	29%	62	56%	94	85%
Male	121	35	29%	86	71%	6	7%	10	12%	30	35%	40	47%	70	81%
General Education Students	259	67	26%	192	74%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	16	12	75%	4	25%	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	154	18	12%	136	88%	5	4%	11	8%	43	32%	77	57%	120	88%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	11	5	45%	6	55%	0	0%	2	33%	2	33%	2	33%	4	67%
White	101	55	54%	46	46%	3	7%	10	22%	15	33%	18	39%	33	72%
Multiracial	7	1	14%	6	86%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	1	13%	2	25%	5	63%	7	88%
Economically Disadvantaged	49	13	27%	36	73%	2	6%	7	19%	13	36%	14	39%	27	75%
Not Economically Disadvantaged	226	66	29%	160	71%	6	4%	17	11%	49	31%	88	55%	137	86%
English Language Learner	8	5	63%	3	38%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	267	74	28%	193	72%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	275	79	29%	196	71%	8	4%	24	12%	62	32%	102	52%	164	84%
Not Homeless	275	79	29%	196	71%	8	4%	24	12%	62	32%	102	52%	164	84%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	275	79	29%	196	71%	8	4%	24	12%	62	32%	102	52%	164	84%
Parent Not in Armed Forces	275	79	29%	196	71%	8	4%	24	12%	62	32%	102	52%	164	84%

GRADE 8 ELA RESULTS

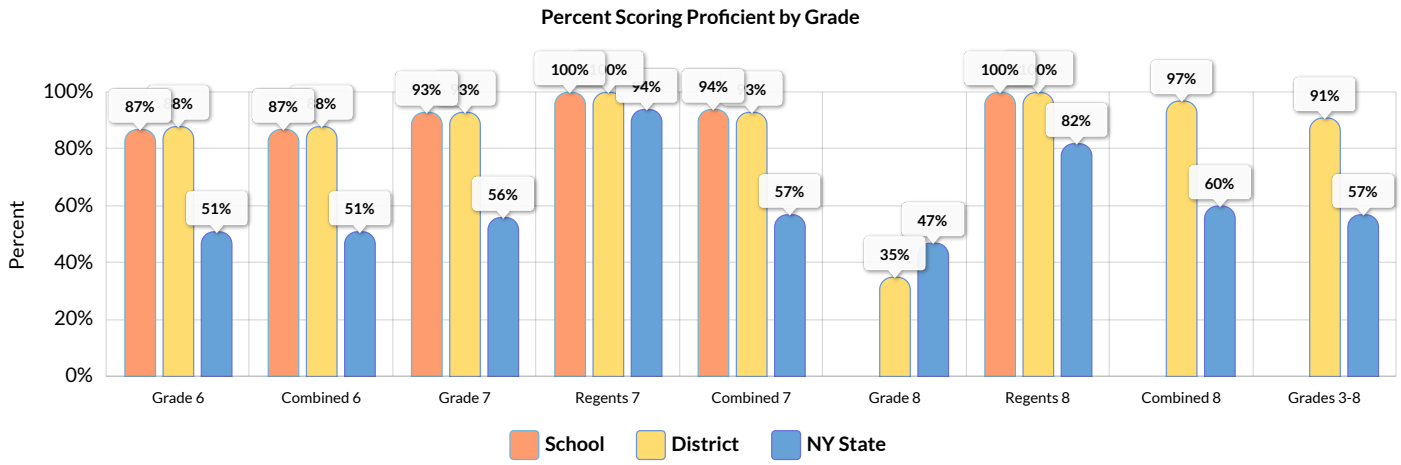


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	282	98	35%	184	65%	7	4%	29	16%	66	36%	82	45%	148	80%
Female	140	57	41%	83	59%	2	2%	14	17%	27	33%	40	48%	67	81%
Male	142	41	29%	101	71%	5	5%	15	15%	39	39%	42	42%	81	80%
General Education Students	262	88	34%	174	66%	5	3%	24	14%	63	36%	82	47%	145	83%
Students with Disabilities	20	10	50%	10	50%	2	20%	5	50%	3	30%	0	0%	3	30%
Asian or Native Hawaiian/Other Pacific Islander	143	17	12%	126	88%	4	3%	14	11%	48	38%	60	48%	108	86%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	15	7	47%	8	53%	0	0%	7	88%	0	0%	1	13%	1	13%
White	113	71	63%	42	37%	3	7%	7	17%	15	36%	17	40%	32	76%
Multiracial	9	2	22%	7	78%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	0	0%	1	13%	3	38%	4	50%	7	88%
Economically Disadvantaged	51	16	31%	35	69%	3	9%	5	14%	16	46%	11	31%	27	77%
Not Economically Disadvantaged	231	82	35%	149	65%	4	3%	24	16%	50	34%	71	48%	121	81%
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	277	93	34%	184	66%	7	4%	29	16%	66	36%	82	45%	148	80%
Not in Foster Care	282	98	35%	184	65%	7	4%	29	16%	66	36%	82	45%	148	80%
Not Homeless	282	98	35%	184	65%	7	4%	29	16%	66	36%	82	45%	148	80%
Not Migrant	282	98	35%	184	65%	7	4%	29	16%	66	36%	82	45%	148	80%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	282	98	35%	184	65%	7	4%	29	16%	66	36%	82	45%	148	80%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

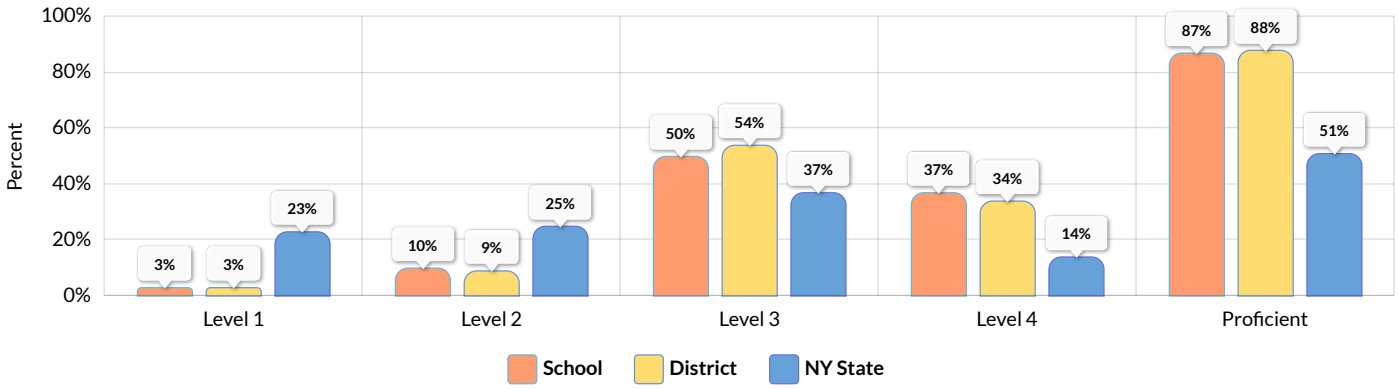
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	248	34	14%	214	86%	6	3%	21	10%	108	50%	79	37%	187	87%
Combined 6	248	34	14%	214	86%	6	3%	21	10%	108	50%	79	37%	187	87%
Grade 7	275	80	29%	195	71%	1	1%	12	6%	54	28%	128	66%	182	93%
Regents 7	–	–	–	18	7%	0	0%	0	0%	0	0%	18	100%	18	100%
Combined 7	275	62	23%	213	77%	1	0%	12	6%	54	25%	146	69%	200	94%
Grade 8	282	278	99%	4	1%	–	–	–	–	–	–	–	–	–	–
Regents 8	–	–	–	271	96%	0	0%	1	0%	18	7%	252	93%	270	100%
Combined 8	282	7	2%	275	98%	–	–	–	–	–	–	–	–	–	–
Grades 3-8	805	103	13%	702	87%	–	–	–	–	–	–	–	–	–	–

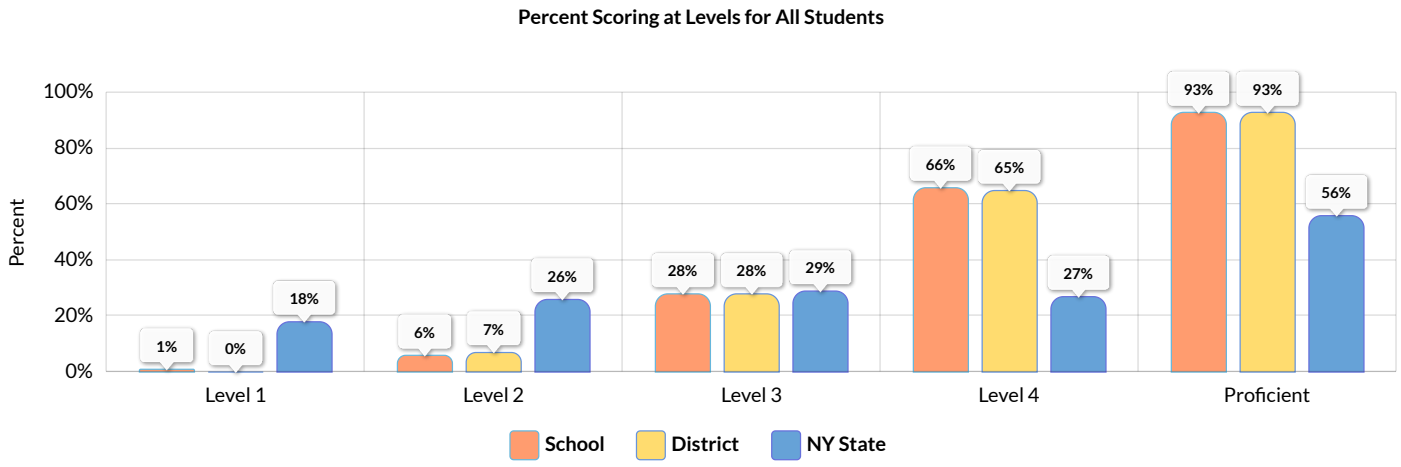
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 6 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	34	14%	214	86%	6	3%	21	10%	108	50%	79	37%	187	87%
Female	106	17	16%	89	84%	3	3%	11	12%	51	57%	24	27%	75	84%
Male	142	17	12%	125	88%	3	2%	10	8%	57	46%	55	44%	112	90%
General Education Students	235	28	12%	207	88%	4	2%	21	10%	104	50%	78	38%	182	88%
Students with Disabilities	13	6	46%	7	54%	2	29%	0	0%	4	57%	1	14%	5	71%
Asian or Native Hawaiian/Other Pacific Islander	133	4	3%	129	97%	4	3%	5	4%	61	47%	59	46%	120	93%
Hispanic or Latino	20	5	25%	15	75%	2	13%	3	20%	6	40%	4	27%	10	67%
White	84	24	29%	60	71%	0	0%	13	22%	34	57%	13	22%	47	78%
Multiracial	11	1	9%	10	91%	0	0%	0	0%	7	70%	3	30%	10	100%
Economically Disadvantaged	34	5	15%	29	85%	3	10%	1	3%	20	69%	5	17%	25	86%
Not Economically Disadvantaged	214	29	14%	185	86%	3	2%	20	11%	88	48%	74	40%	162	88%
English Language Learner	8	2	25%	6	75%	1	17%	0	0%	2	33%	3	50%	5	83%
Non-English Language Learner	240	32	13%	208	87%	5	2%	21	10%	106	51%	76	37%	182	88%
Not in Foster Care	248	34	14%	214	86%	6	3%	21	10%	108	50%	79	37%	187	87%
Not Homeless	248	34	14%	214	86%	6	3%	21	10%	108	50%	79	37%	187	87%
Not Migrant	248	34	14%	214	86%	6	3%	21	10%	108	50%	79	37%	187	87%
Parent Not in Armed Forces	248	34	14%	214	86%	6	3%	21	10%	108	50%	79	37%	187	87%

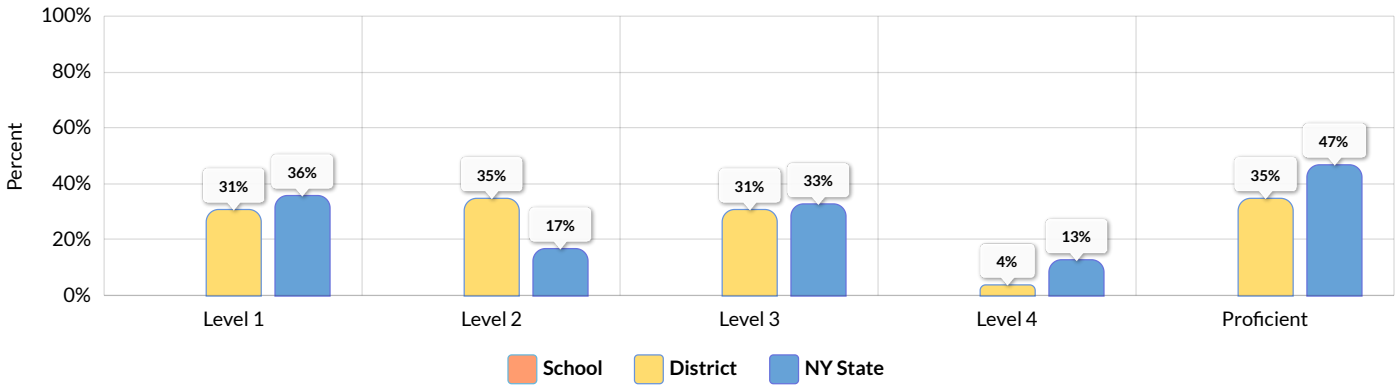
GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	275	80	29%	195	71%	1	1%	12	6%	54	28%	128	66%	182	93%
Female	154	42	27%	112	73%	0	0%	6	5%	34	30%	72	64%	106	95%
Male	121	38	31%	83	69%	1	1%	6	7%	20	24%	56	67%	76	92%
General Education Students	259	69	27%	190	73%	1	1%	12	6%	49	26%	128	67%	177	93%
Students with Disabilities	16	11	69%	5	31%	0	0%	0	0%	5	100%	0	0%	5	100%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	154	27	18%	127	82%	0	0%	4	3%	27	21%	96	76%	123	97%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	11	2	18%	9	82%	1	11%	3	33%	1	11%	4	44%	5	56%
White	101	49	49%	52	51%	0	0%	5	10%	25	48%	22	42%	47	90%
Multiracial	7	2	29%	5	71%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	0	0%	1	14%	6	86%	7	100%
Economically Disadvantaged	49	10	20%	39	80%	1	3%	4	10%	13	33%	21	54%	34	87%
Not Economically Disadvantaged	226	70	31%	156	69%	0	0%	8	5%	41	26%	107	69%	148	95%
English Language Learner	8	1	13%	7	88%	1	14%	0	0%	2	29%	4	57%	6	86%
Non-English Language Learner	267	79	30%	188	70%	0	0%	12	6%	52	28%	124	66%	176	94%
Not in Foster Care	275	80	29%	195	71%	1	1%	12	6%	54	28%	128	66%	182	93%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	275	80	29%	195	71%	1	1%	12	6%	54	28%	128	66%	182	93%
Not Migrant	275	80	29%	195	71%	1	1%	12	6%	54	28%	128	66%	182	93%
Parent Not in Armed Forces	275	80	29%	195	71%	1	1%	12	6%	54	28%	128	66%	182	93%

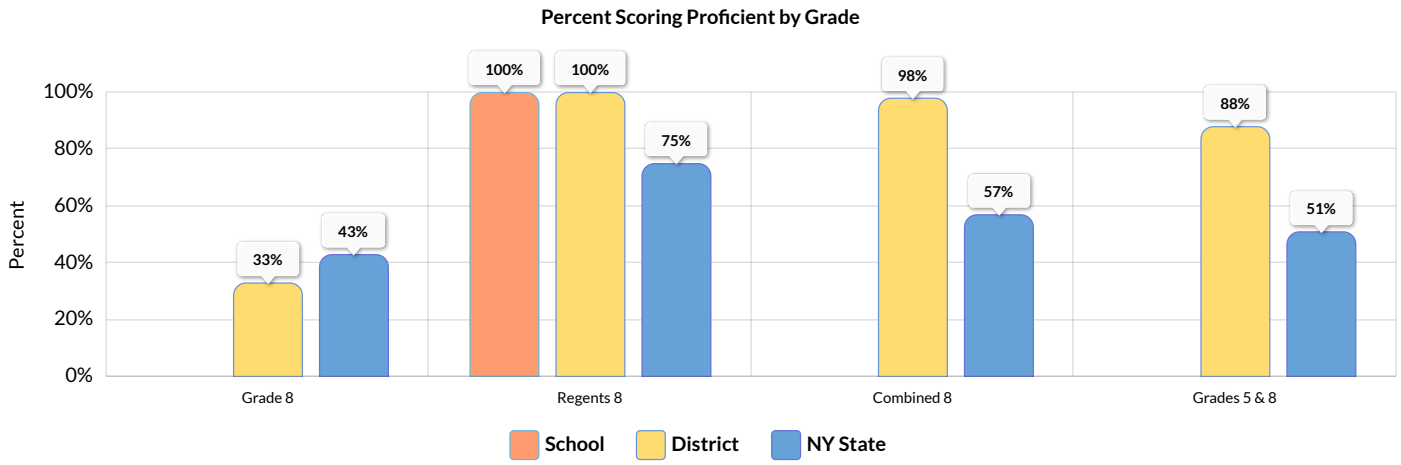
GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	282	278	99%	4	1%	–	–	–	–	–	–	–	–	–	–
Female	140	137	98%	3	2%	–	–	–	–	–	–	–	–	–	–
Male	142	141	99%	1	1%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	282	278	99%	4	1%	–	–	–	–	–	–	–	–	–	–
General Education Students	262	259	99%	3	1%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	20	19	95%	1	5%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	143	140	98%	3	2%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	14	93%	1	7%	–	–	–	–	–	–	–	–	–	–
White	113	113	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	158	154	97%	4	3%	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	51	48	94%	3	6%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	231	230	100%	1	0%	–	–	–	–	–	–	–	–	–	–
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	277	273	99%	4	1%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	282	278	99%	4	1%	–	–	–	–	–	–	–	–	–	–
Not Homeless	282	278	99%	4	1%	–	–	–	–	–	–	–	–	–	–
Not Migrant	282	278	99%	4	1%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	282	278	99%	4	1%	–	–	–	–	–	–	–	–	–	–

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

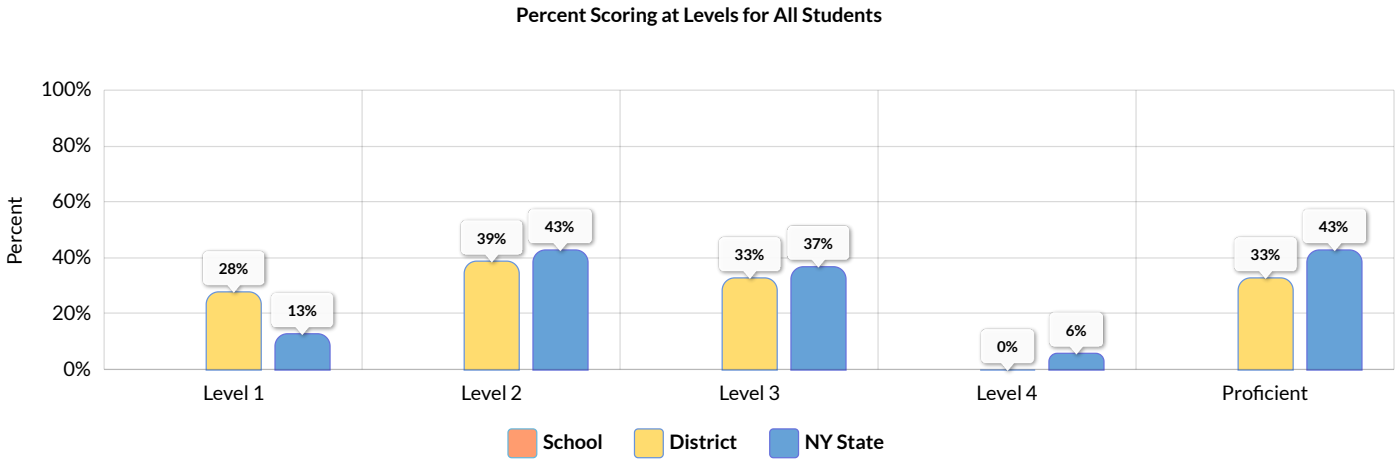
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	282	279	99%	3	1%	–	–	–	–	–	–	–	–	–	–
Regents 8	–	–	–	271	96%	0	0%	1	0%	42	15%	228	84%	270	100%
Combined 8	282	8	3%	274	97%	–	–	–	–	–	–	–	–	–	–
Grades 5 & 8	282	8	3%	274	97%	–	–	–	–	–	–	–	–	–	–

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

GRADE 8 SCIENCE RESULTS

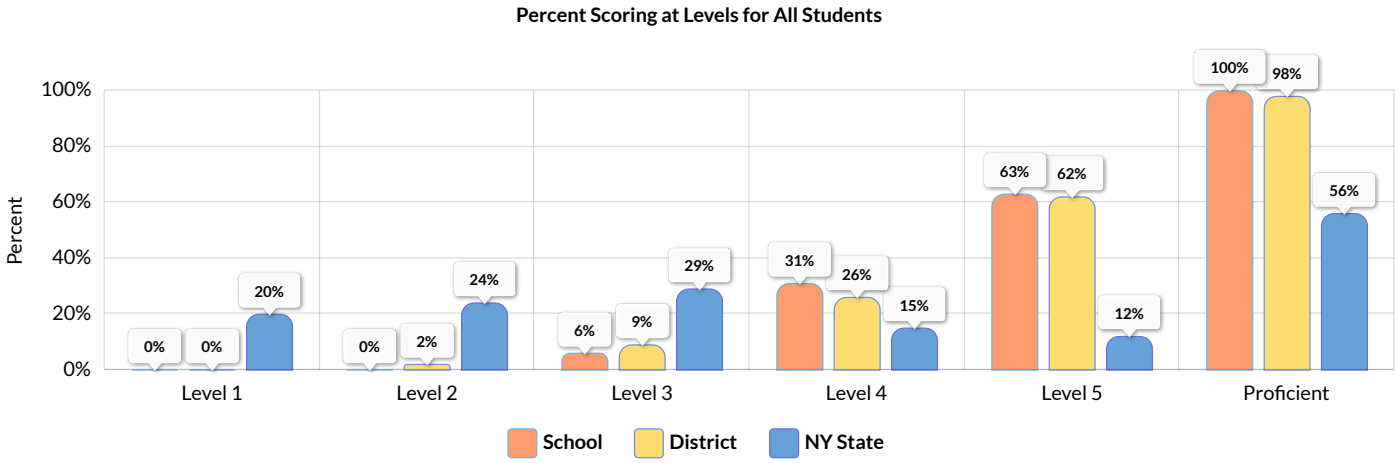


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	282	279	99%	3	1%	–	–	–	–	–	–	–	–	–	–
Female	140	137	98%	3	2%	–	–	–	–	–	–	–	–	–	–
Male	142	142	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Gender	140	137	98%	3	2%	–	–	–	–	–	–	–	–	–	–
General Education Students	262	260	99%	2	1%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	20	19	95%	1	5%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	143	142	99%	1	1%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	13	87%	2	13%	–	–	–	–	–	–	–	–	–	–
White	113	113	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	158	155	98%	3	2%	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	51	48	94%	3	6%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	231	231	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	277	274	99%	3	1%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	282	279	99%	3	1%	–	–	–	–	–	–	–	–	–	–
Not Homeless	282	279	99%	3	1%	–	–	–	–	–	–	–	–	–	–
Not Migrant	282	279	99%	3	1%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	282	279	99%	3	1%	–	–	–	–	–	–	–	–	–	–

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

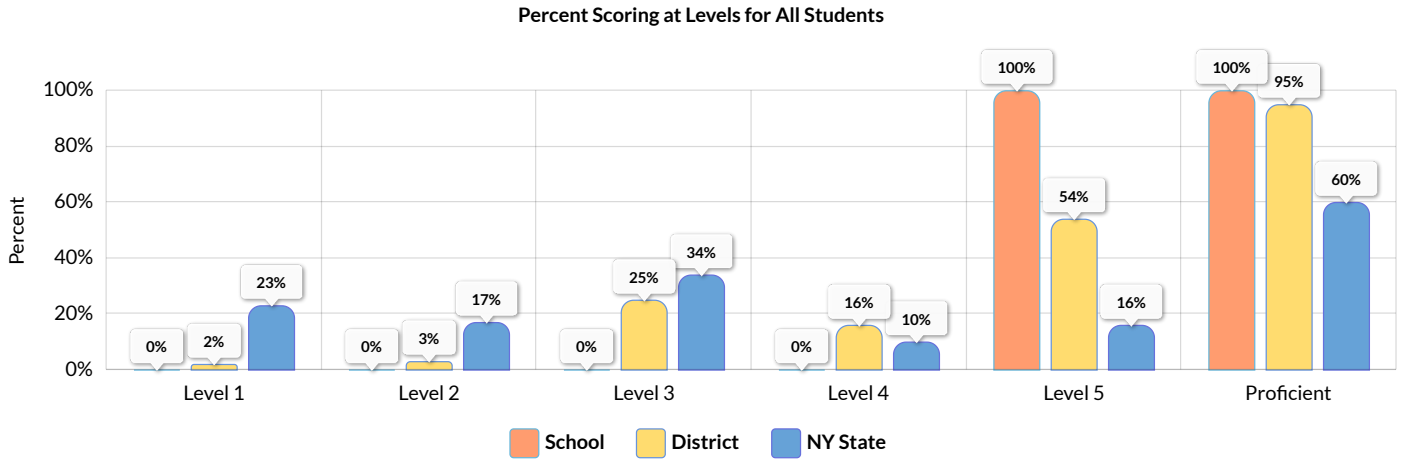
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



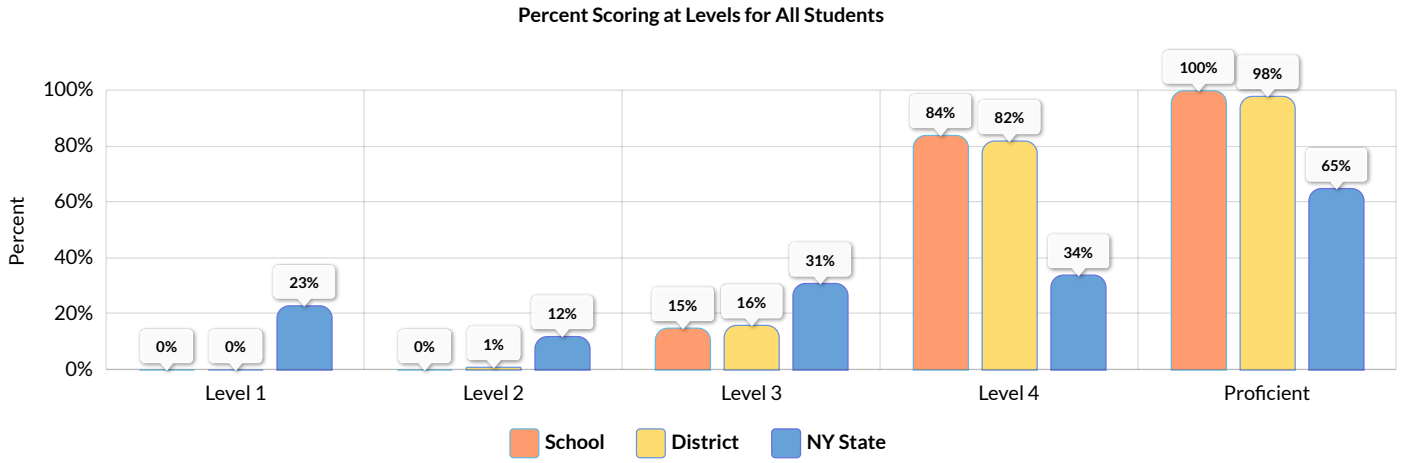
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	283	0	0%	1	0%	18	6%	87	31%	177	63%	282	100%
Female	136	0	0%	1	1%	10	7%	44	32%	81	60%	135	99%
Male	147	0	0%	0	0%	8	5%	43	29%	96	65%	147	100%
General Education Students	267	0	0%	0	0%	12	4%	79	30%	176	66%	267	100%
Students with Disabilities	16	0	0%	1	6%	6	38%	8	50%	1	6%	15	94%
Asian or Native Hawaiian/Other Pacific Islander	151	0	0%	0	0%	4	3%	29	19%	118	78%	151	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	10	0	0%	0	0%	2	20%	5	50%	3	30%	10	100%
White	110	0	0%	1	1%	12	11%	50	45%	47	43%	109	99%
Multiracial	10	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	0	0%	0	0%	0	0%	3	25%	9	75%	12	100%
Economically Disadvantaged	46	0	0%	0	0%	4	9%	17	37%	25	54%	46	100%
Not Economically Disadvantaged	237	0	0%	1	0%	14	6%	70	30%	152	64%	236	100%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	279	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	283	0	0%	1	0%	18	6%	87	31%	177	63%	282	100%
Not Homeless	283	0	0%	1	0%	18	6%	87	31%	177	63%	282	100%
Not Migrant	283	0	0%	1	0%	18	6%	87	31%	177	63%	282	100%
Parent Not in Armed Forces	283	0	0%	1	0%	18	6%	87	31%	177	63%	282	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Female	4	–	–	–	–	–	–	–	–	–	–	–	–
Male	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
General Education Students	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–	–	–	–	–	–	–	–	–
White	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	5	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Not in Foster Care	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Not Homeless	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Not Migrant	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Parent Not in Armed Forces	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	271	0	0%	1	0%	42	15%	228	84%	270	100%
Female	132	0	0%	1	1%	23	17%	108	82%	131	99%
Male	139	0	0%	0	0%	19	14%	120	86%	139	100%
General Education Students	257	0	0%	1	0%	34	13%	222	86%	256	100%
Students with Disabilities	14	0	0%	0	0%	8	57%	6	43%	14	100%
Asian or Native Hawaiian/Other Pacific Islander	139	0	0%	0	0%	16	12%	123	88%	139	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	11	0	0%	1	9%	1	9%	9	82%	10	91%
White	110	0	0%	0	0%	25	23%	85	77%	110	100%
Multiracial	9	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	0	0%	11	100%	11	100%
Economically Disadvantaged	46	0	0%	1	2%	13	28%	32	70%	45	98%
Not Economically Disadvantaged	225	0	0%	0	0%	29	13%	196	87%	225	100%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	267	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	271	0	0%	1	0%	42	15%	228	84%	270	100%
Not Homeless	271	0	0%	1	0%	42	15%	228	84%	270	100%
Not Migrant	271	0	0%	1	0%	42	15%	228	84%	270	100%
Parent Not in Armed Forces	271	0	0%	1	0%	42	15%	228	84%	270	100%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	8	0	0%	8	100%	0	0%	1	13%	0	0%	5	63%	2	25%
Grade 7	8	0	0%	8	100%	0	0%	2	25%	1	13%	2	25%	3	38%
Grade 8	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	0	0%

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	813	47	5.8%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	437	20	4.6%
Black or African American	3	—	—
Hispanic or Latino	46	2	4.3%
Multiracial	27	1	3.7%
White	299	24	8%
English Language Learner	22	2	9.1%
Students with Disabilities	50	4	8%
Economically Disadvantaged	134	11	8.2%

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SOUTH WOODS 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.

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	802	$308,383	$385	$30,248,827	$37,717	$30,557,210	$38,101
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	91	6	7%	1	0	0%
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	87	0	0%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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SOUTH WOODS MIDDLE SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
811	367	45.25% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	367	100	0	0
Female	189	100	0	0
Male	178	100	0	0
American Indian/Alaska Native	0	0	0	0
Black	0	0	0	0
Hispanic	20	100	0	0

Subgroup	Yes		No	
	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	218	100	0	0
White	116	100	0	0
Multiracial	13	100	0	0
General Education Students	348	100	0	0
Students with Disabilities	19	100	0	0
Not English Language Learner	358	100	0	0
English Language Learner	9	100	0	0
Economically Disadvantaged	58	100	0	0
Not Economically Disadvantaged	309	100	0	0
Not Migrant	367	100	0	0
Not Homeless	367	100	0	0
Not in Foster Care	367	100	0	0
Parent Not in Armed Forces	367	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
811	367	45.25% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	357	97.28	5	1.36	4	1.09	0	0	0	0	1	.27
Female	183	96.83	1	.53	4	2.12	0	0	0	0	1	.53

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	174	97.75	4	2.25	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	20	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	210	96.33	4	1.83	4	1.83	0	0	0	0	0	0
White	115	99.14	0	0	0	0	0	0	0	0	1	.86
Multiracial	12	92.31	1	7.69	0	0	0	0	0	0	0	0
General Education Students	338	97.13	5	1.44	4	1.15	0	0	0	0	1	.29
Students with Disabilities	19	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	348	97.21	5	1.4	4	1.12	0	0	0	0	1	.28
English Language Learner	9	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	56	96.55	0	0	2	3.45	0	0	0	0	0	0
Not Economically Disadvantaged	301	97.41	5	1.62	2	.65	0	0	0	0	1	.32
Not Migrant	357	97.28	5	1.36	4	1.09	0	0	0	0	1	.27
Not Homeless	357	97.28	5	1.36	4	1.09	0	0	0	0	1	.27
Not in Foster Care	357	97.28	5	1.36	4	1.09	0	0	0	0	1	.27
Parent Not in Armed Forces	357	97.28	5	1.36	4	1.09	0	0	0	0	1	.27

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
811	367	45.25% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	0	0	7	1.91	360	98.09
Female	0	0	3	1.59	186	98.41
Male	0	0	4	2.25	174	97.75
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	0	0	20	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	6	2.75	212	97.25
White	0	0	0	0	116	100
Multiracial	0	0	1	7.69	12	92.31
General Education Students	0	0	7	2.01	341	97.99
Students with Disabilities	0	0	0	0	19	100
Not English Language Learner	0	0	7	1.96	351	98.04
English Language Learner	0	0	0	0	9	100
Economically Disadvantaged	0	0	0	0	58	100
Not Economically Disadvantaged	0	0	7	2.27	302	97.73
Not Migrant	0	0	7	1.91	360	98.09
Not Homeless	0	0	7	1.91	360	98.09
Not in Foster Care	0	0	7	1.91	360	98.09
Parent Not in Armed Forces	0	0	7	1.91	360	98.09

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
811	367	45.25% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	0	0	367	100	0	0
Female	0	0	189	100	0	0
Male	0	0	178	100	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	0	0	0	0
Hispanic	0	0	20	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	218	100	0	0
White	0	0	116	100	0	0
Multiracial	0	0	13	100	0	0
General Education Students	0	0	348	100	0	0
Students with Disabilities	0	0	19	100	0	0
Not English Language Learner	0	0	358	100	0	0
English Language Learner	0	0	9	100	0	0
Economically Disadvantaged	0	0	58	100	0	0
Not Economically Disadvantaged	0	0	309	100	0	0
Not Migrant	0	0	367	100	0	0
Not Homeless	0	0	367	100	0	0
Not in Foster Care	0	0	367	100	0	0
Parent Not in Armed Forces	0	0	367	100	0	0

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed
811		45.25% of Enrolled

367

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	25	6.81	342	93.19
Female	9	4.76	180	95.24
Male	16	8.99	162	91.01
American Indian/Alaska Native	0	0	0	0
Black	0	0	0	0
Hispanic	2	10	18	90
Asian or Native Hawaiian/Other Pacific Islander	16	7.34	202	92.66
White	5	4.31	111	95.69
Multiracial	2	15.38	11	84.62
General Education Students	23	6.61	325	93.39
Students with Disabilities	2	10.53	17	89.47
Not English Language Learner	25	6.98	333	93.02
English Language Learner	0	0	9	100
Economically Disadvantaged	2	3.45	56	96.55
Not Economically Disadvantaged	23	7.44	286	92.56
Not Migrant	25	6.81	342	93.19
Not Homeless	25	6.81	342	93.19
Not in Foster Care	25	6.81	342	93.19
Parent Not in Armed Forces	25	6.81	342	93.19

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed	Percent Completed

811	Questions	45.25% of Enrolled
	367	

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	367	100
Female	0	0	189	100
Male	0	0	178	100
American Indian/Alaska Native	0	0	0	0
Black	0	0	0	0
Hispanic	0	0	20	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	218	100
White	0	0	116	100
Multiracial	0	0	13	100
General Education Students	0	0	348	100
Students with Disabilities	0	0	19	100
Not English Language Learner	0	0	358	100
English Language Learner	0	0	9	100
Economically Disadvantaged	0	0	58	100
Not Economically Disadvantaged	0	0	309	100
Not Migrant	0	0	367	100
Not Homeless	0	0	367	100
Not in Foster Care	0	0	367	100
Parent Not in Armed Forces	0	0	367	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
811	366	45.13% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	9	2.46	9	2.46	0	0	2	.55	0	0	0	0	11	3.01	330	90.16	5	1.37
Female	7	3.72	1	.53	0	0	0	0	0	0	0	0	8	4.26	170	90.43	2	1.06
Male	2	1.12	8	4.49	0	0	2	1.12	0	0	0	0	3	1.69	160	89.89	3	1.69
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	2	10	0	0	0	0	0	0	0	0	0	0	2	10	15	75	1	5
Asian or Native Hawaiian/Other Pacific Islander	3	1.38	7	3.23	0	0	0	0	0	0	0	0	6	2.76	198	91.24	3	1.38
White	4	3.45	2	1.72	0	0	2	1.72	0	0	0	0	3	2.59	105	90.52	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	92.31	1	7.69
General Education Students	7	2.02	9	2.59	0	0	2	.58	0	0	0	0	10	2.88	314	90.49	5	1.44
Students with Disabilities	2	10.53	0	0	0	0	0	0	0	0	0	0	1	5.26	16	84.21	0	0
Not English Language Learner	7	1.96	9	2.52	0	0	1	.28	0	0	0	0	11	3.08	324	90.76	5	1.4
English Language Learner	2	22.22	0	0	0	0	1	11.11	0	0	0	0	0	0	6	66.67	0	0
Economically Disadvantaged	2	3.51	2	3.51	0	0	1	1.75	0	0	0	0	7	12.28	44	77.19	1	1.75
Not Economically Disadvantaged	7	2.27	7	2.27	0	0	1	.32	0	0	0	0	4	1.29	286	92.56	4	1.29
Not Migrant	9	2.46	9	2.46	0	0	2	.55	0	0	0	0	11	3.01	330	90.16	5	1.37
Not Homeless	9	2.46	9	2.46	0	0	2	.55	0	0	0	0	11	3.01	330	90.16	5	1.37

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	9	2.46	9	2.46	0	0	2	.55	0	0	0	0	11	3.01	330	90.16	5	1.37
Parent Not in Armed Forces	9	2.46	9	2.46	0	0	2	.55	0	0	0	0	11	3.01	330	90.16	5	1.37

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed
811	367	45.25% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	9	2.45	358	97.55
Female	3	1.59	186	98.41
Male	6	3.37	172	96.63
American Indian/Alaska Native	0	0	0	0
Black	0	0	0	0
Hispanic	0	0	20	100
Asian or Native Hawaiian/Other Pacific Islander	8	3.67	210	96.33
White	1	.86	115	99.14
Multiracial	0	0	13	100
General Education Students	9	2.59	339	97.41
Students with Disabilities	0	0	19	100
Not English Language Learner	9	2.51	349	97.49

Subgroup	No		Yes	
	#	%	#	%
English Language Learner	0	0	9	100
Economically Disadvantaged	1	1.72	57	98.28
Not Economically Disadvantaged	8	2.59	301	97.41
Not Migrant	9	2.45	358	97.55
Not Homeless	9	2.45	358	97.55
Not in Foster Care	9	2.45	358	97.55
Parent Not in Armed Forces	9	2.45	358	97.55

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
811	367	45.25% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	37	10.08	26	7.08	296	80.65	8	2.18
Female	18	9.52	18	9.52	149	78.84	4	2.12
Male	19	10.67	8	4.49	147	82.58	4	2.25
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	1	5	19	95	0	0
Asian or Native Hawaiian/Other Pacific Islander	28	12.84	21	9.63	163	74.77	6	2.75
White	8	6.9	4	3.45	102	87.93	2	1.72
Multiracial	1	7.69	0	0	12	92.31	0	0

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
General Education Students	36	10.34	26	7.47	279	80.17	7	2.01
Students with Disabilities	1	5.26	0	0	17	89.47	1	5.26
Not English Language Learner	35	9.78	26	7.26	289	80.73	8	2.23
English Language Learner	2	22.22	0	0	7	77.78	0	0
Economically Disadvantaged	10	17.24	11	18.97	36	62.07	1	1.72
Not Economically Disadvantaged	27	8.74	15	4.85	260	84.14	7	2.27
Not Migrant	37	10.08	26	7.08	296	80.65	8	2.18
Not Homeless	37	10.08	26	7.08	296	80.65	8	2.18
Not in Foster Care	37	10.08	26	7.08	296	80.65	8	2.18
Parent Not in Armed Forces	37	10.08	26	7.08	296	80.65	8	2.18

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Section 10: School Report Card
H.B. Thompson Middle School

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

H B THOMPSON MIDDLE SCHOOL ENROLLMENT (2024 - 25)

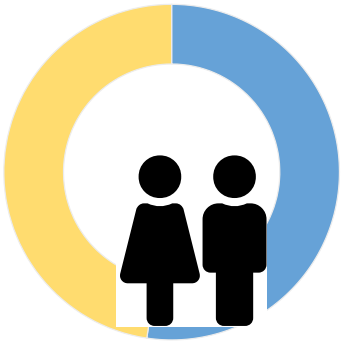
K-12 Enrollment: 951

ENROLLMENT BY GENDER

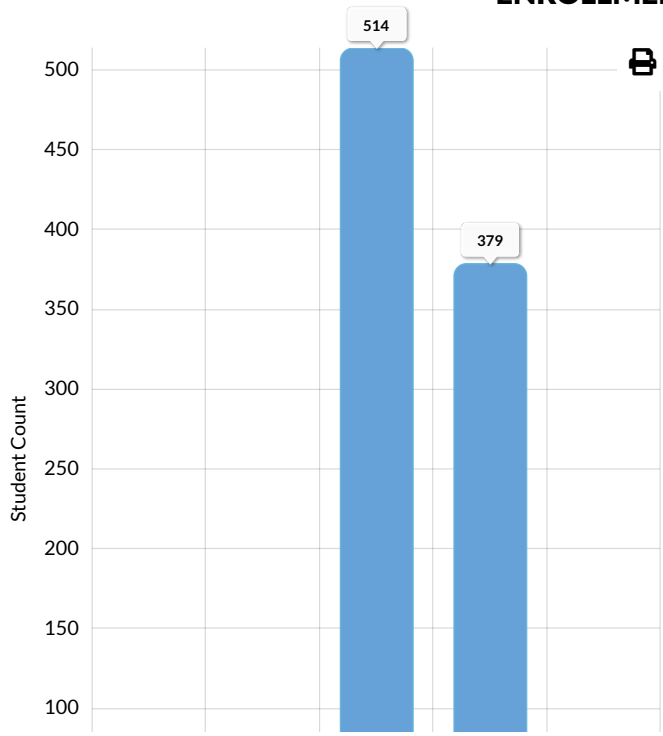
MALE	
498	52%

FEMALE	
453	48%

NON-BINARY	
0	0%



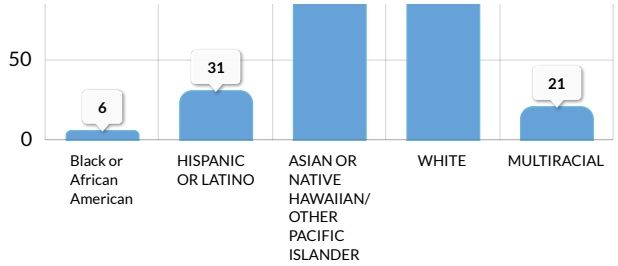
ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
6	1%

HISPANIC OR LATINO	
31	3%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
514	54%



WHITE

379	40%

MULTIRACIAL

21	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
12	1%	124	13%	159	17%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	–	–	–	–	–	–

ENROLLMENT BY GRADE

6TH GRADE		UNGRADED ELE...		7TH GRADE		8TH GRADE	
291	31%	2	0%	299	31%	357	38%

UNGRADED SEC...	
2	0%

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H B THOMPSON 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	151.1	123.3	136.1
	MATH	197.1	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	201.2	178.8	182.3
	MATH	222.8	190.9	192.4
Black or African American	ELA	120	114.8	129
	MATH	150	106.7	122.2
Hispanic or Latino	ELA	101.8	107.5	122.9
	MATH	144.6	105.6	121.4
Multiracial	ELA	120	125.7	138.1
	MATH	190	129	140.8
White	ELA	89.4	123.7	136.4
	MATH	158.8	134.7	145.6
English Language Learner	ELA	—	93	110.8
	MATH	185	103.7	119.8
Students with Disabilities	ELA	57.7	68.9	90.7
	MATH	103.3	72.5	93.8
Economically Disadvantaged	ELA	168.1	110	125
	MATH	199.7	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	11	—	—	—	—	—

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Growth	English Language Proficiency	Attendance
All Students	4	4	2	—	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	2	—	4
Hispanic or Latino	4	3	4	—	4
Multiracial	4	4	4	—	4
White	4	3	2	—	4
English Language Learner	—	3	—	—	—
Students with Disabilities	4	3	1	—	4
Economically Disadvantaged	4	4	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	680	198.9	4
	Math	816	217.1	
	Science	331	237.3	
	Combined	1,827	214	
Asian or Native Hawaiian/Other Pacific Islander	ELA	471	206.4	4
	Math	500	222.8	
	Science	190	240.8	
	Combined	1,161	219.1	
Black or African American	ELA	4	—	—
	Math	5	150	
	Science	2	—	
	Combined	11	—	
Hispanic or Latino	ELA	14	203.6	4
	Math	18	225	
	Science	10	250	
	Combined	42	223.8	
Multiracial	ELA	11	218.2	4
	Math	17	223.5	
	Science	7	250	
	Combined	35	227.1	
White	ELA	180	178.9	4
	Math	276	207.1	
	Science	122	229.9	
	Combined	578	203.1	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	3	—	—
	Math	8	231.3	
	Science	1	—	
	Combined	12	—	
Students with Disabilities	ELA	61	116.4	4
	Math	81	156.8	
	Science	32	189.1	
	Combined	174	148.6	
Economically Disadvantaged	ELA	134	186.9	4
	Math	142	210.9	
	Science	54	230.6	
	Combined	330	204.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	895	151.1	4
	Math	899	197.1	
	Science	339	231.7	
	Combined	2,133	183.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	483	201.2	4
	Math	500	222.8	
	Science	190	240.8	
	Combined	1,173	216.8	
Black or African American	ELA	5	120	—
	Math	5	150	
	Science	2	—	
	Combined	12	—	
Hispanic or Latino	ELA	28	101.8	3
	Math	28	144.6	
	Science	12	208.3	
	Combined	68	138.2	
Multiracial	ELA	20	120	4
	Math	20	190	
	Science	7	250	
	Combined	47	169.1	
White	ELA	360	89.4	3
	Math	360	158.8	
	Science	130	215.8	
	Combined	850	138.1	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	7	0	3
	Math	10	185	
	Science	3	—	
	Combined	20	105	
Students with Disabilities	ELA	123	57.7	3
	Math	123	103.3	
	Science	43	140.7	
	Combined	289	89.4	
Economically Disadvantaged	ELA	149	168.1	4
	Math	150	199.7	
	Science	58	214.7	
	Combined	357	188.9	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	1,358	67,232	49.5	2
Asian or Native Hawaiian/Other Pacific Islander	931	45,892	49.3	2
Black or African American	7	—	—	—
Hispanic or Latino	31	1,712	55.2	4
Multiracial	24	1,416	59	4
White	365	18,008	49.3	2
English Language Learner	5	—	—	—
Students with Disabilities	114	5,095	44.7	1
Economically Disadvantaged	251	11,754	46.8	2

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	11	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	—
English Language Learner	11	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	7	—	—	—	—

ELEMENTARY/MIDDLE ATTENDANCE

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

Subgroup	Students Enrolled	Level 1 (85% Or Less)	Level 2 (85.1%-90.0%)	Level 3 (90.1-95.0%)	Level 4 (95.1-100.0%)	Attendance Index	Accountability Level
All Students	960	15	40	237	668	227.5	4
Asian or Native Hawaiian/Other Pacific Islander	521	3	6	75	437	239.6	4
Black or African American	6	—	—	—	—	—	—
Hispanic or Latino	32	1	2	10	19	217.2	4
Multiracial	21	1	2	2	16	219	4
White	380	10	29	149	192	212.4	4
English Language Learner	15	—	—	—	—	—	—
Students with Disabilities	130	5	6	48	71	215	4
Economically Disadvantaged	162	3	7	26	126	230.9	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	955	72.5%
Asian or Native Hawaiian/Other Pacific Islander	✗	519	92.9%
Black or African American	–	5	–
Hispanic or Latino	–	30	–
Multiracial	–	21	–
White	✗	380	47.4%
English Language Learner	–	14	–
Students with Disabilities	✗	125	45.6%
Economically Disadvantaged	✗	162	85.8%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

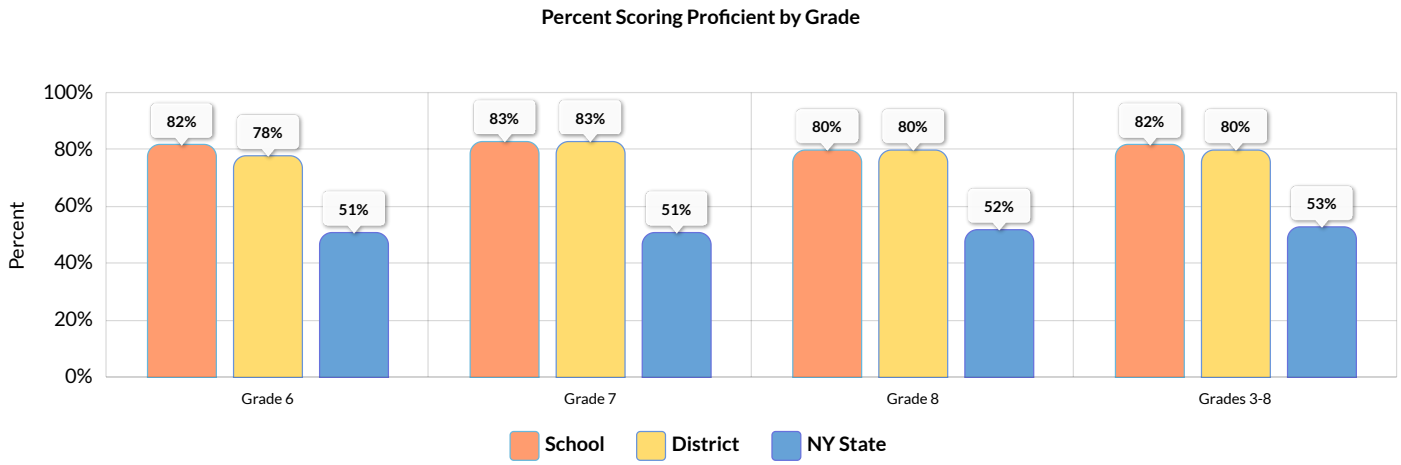
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	954	86.2%
Asian or Native Hawaiian/Other Pacific Islander	✓	518	97.7%
Black or African American	–	5	–
Hispanic or Latino	–	30	–
Multiracial	–	21	–
White	✗	380	72.6%
English Language Learner	–	13	–
Students with Disabilities	✗	125	61.6%
Economically Disadvantaged	✗	162	89.5%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	–
Grade 7	–
Grade 8	–

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

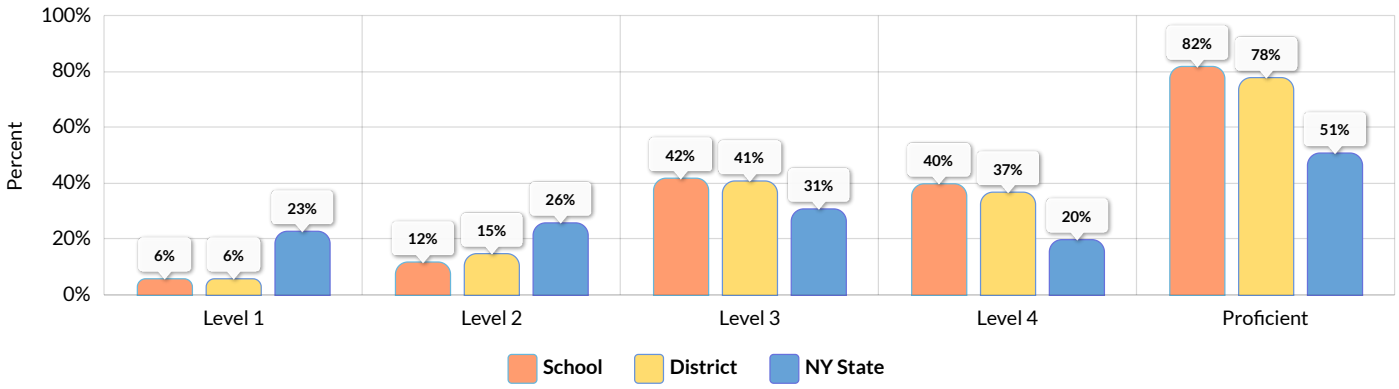
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	293	72	25%	221	75%	14	6%	26	12%	92	42%	89	40%	181	82%
Grade 7	303	73	24%	230	76%	7	3%	32	14%	93	40%	98	43%	191	83%
Grade 8	359	127	35%	232	65%	10	4%	37	16%	75	32%	110	47%	185	80%
Grades 3-8	955	272	28%	683	72%	31	5%	95	14%	260	38%	297	43%	557	82%

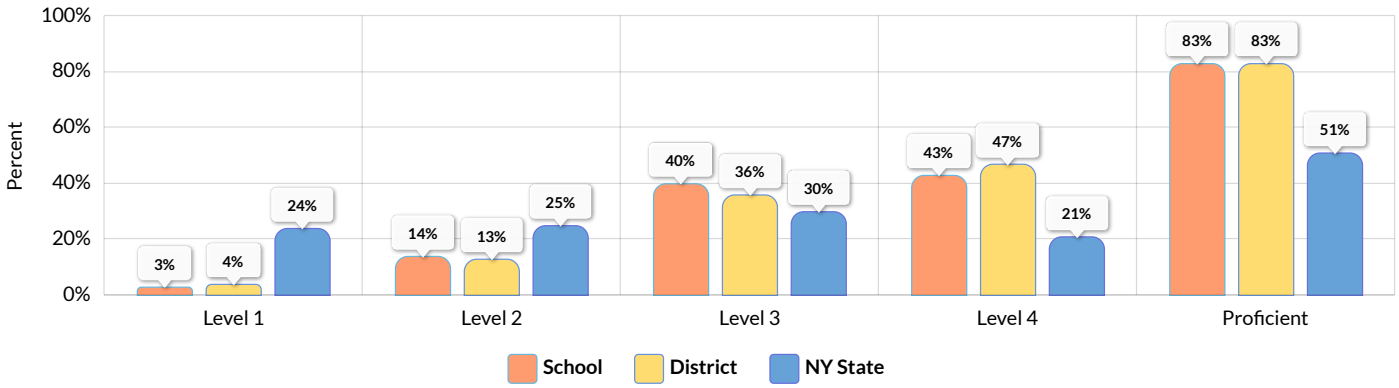
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 6 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	293	72	25%	221	75%	14	6%	26	12%	92	42%	89	40%	181	82%
Female	144	36	25%	108	75%	5	5%	10	9%	45	42%	48	44%	93	86%
Male	149	36	24%	113	76%	9	8%	16	14%	47	42%	41	36%	88	78%
General Education Students	249	47	19%	202	81%	6	3%	22	11%	86	43%	88	44%	174	86%
Students with Disabilities	44	25	57%	19	43%	8	42%	4	21%	6	32%	1	5%	7	37%
Asian or Native Hawaiian/Other Pacific Islander	169	11	7%	158	93%	9	6%	17	11%	61	39%	71	45%	132	84%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	6	67%	3	33%	–	–	–	–	–	–	–	–	–	–
White	107	53	50%	54	50%	4	7%	8	15%	28	52%	14	26%	42	78%
Multiracial	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	8	47%	9	53%	1	11%	1	11%	3	33%	4	44%	7	78%
Economically Disadvantaged	53	10	19%	43	81%	3	7%	8	19%	17	40%	15	35%	32	74%
Not Economically Disadvantaged	240	62	26%	178	74%	11	6%	18	10%	75	42%	74	42%	149	84%
English Language Learner	7	5	71%	2	29%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	286	67	23%	219	77%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	293	72	25%	221	75%	14	6%	26	12%	92	42%	89	40%	181	82%
Not Homeless	293	72	25%	221	75%	14	6%	26	12%	92	42%	89	40%	181	82%
Not Migrant	293	72	25%	221	75%	14	6%	26	12%	92	42%	89	40%	181	82%
Parent Not in Armed Forces	293	72	25%	221	75%	14	6%	26	12%	92	42%	89	40%	181	82%

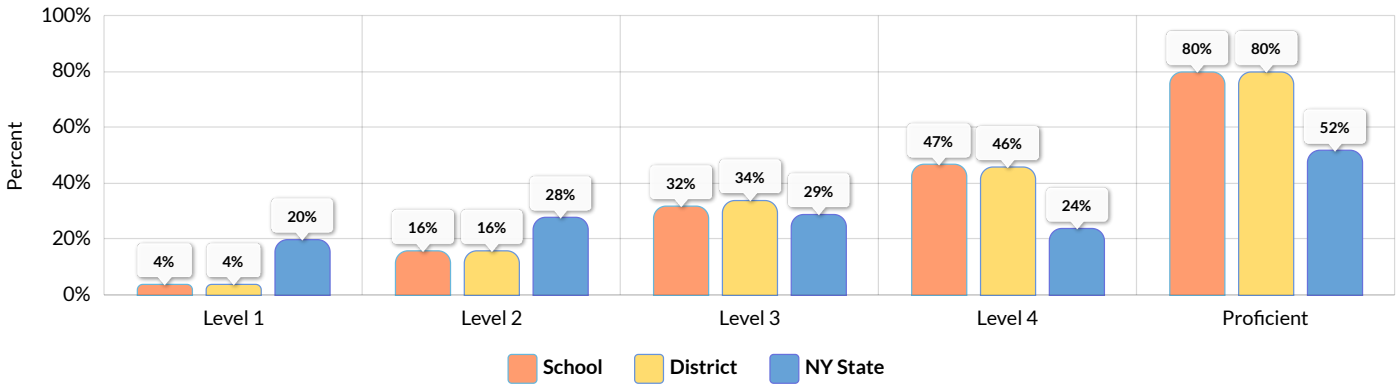
GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	303	73	24%	230	76%	7	3%	32	14%	93	40%	98	43%	191	83%
Female	142	32	23%	110	77%	0	0%	13	12%	40	36%	57	52%	97	88%
Male	161	41	25%	120	75%	7	6%	19	16%	53	44%	41	34%	94	78%
General Education Students	267	54	20%	213	80%	4	2%	23	11%	91	43%	95	45%	186	87%
Students with Disabilities	36	19	53%	17	47%	3	18%	9	53%	2	12%	3	18%	5	29%
Asian or Native Hawaiian/Other Pacific Islander	151	7	5%	144	95%	4	3%	13	9%	56	39%	71	49%	127	88%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	4	50%	4	50%	–	–	–	–	–	–	–	–	–	–
White	135	60	44%	75	56%	3	4%	17	23%	34	45%	21	28%	55	73%
Multiracial	8	2	25%	6	75%	0	0%	0	0%	1	17%	5	83%	6	100%
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	0	0%	2	40%	2	40%	1	20%	3	60%
Economically Disadvantaged	47	6	13%	41	87%	3	7%	10	24%	15	37%	13	32%	28	68%
Not Economically Disadvantaged	256	67	26%	189	74%	4	2%	22	12%	78	41%	85	45%	163	86%
English Language Learner	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	299	71	24%	228	76%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	303	73	24%	230	76%	7	3%	32	14%	93	40%	98	43%	191	83%
Not Homeless	303	73	24%	230	76%	7	3%	32	14%	93	40%	98	43%	191	83%
Not Migrant	303	73	24%	230	76%	7	3%	32	14%	93	40%	98	43%	191	83%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	303	73	24%	230	76%	7	3%	32	14%	93	40%	98	43%	191	83%

GRADE 8 ELA RESULTS

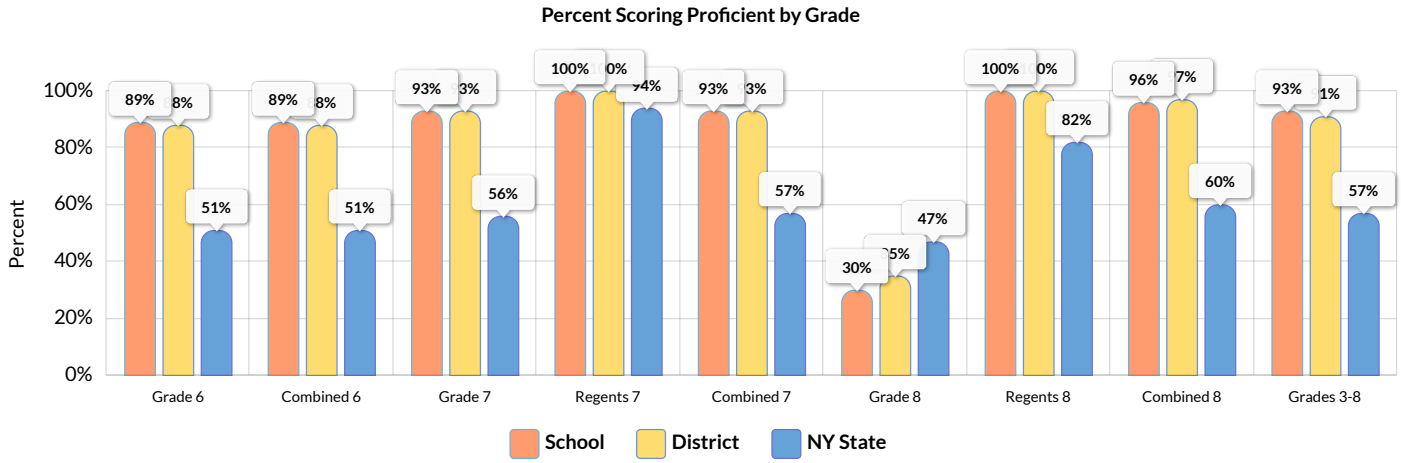


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	359	127	35%	232	65%	10	4%	37	16%	75	32%	110	47%	185	80%
Female	169	64	38%	105	62%	2	2%	14	13%	35	33%	54	51%	89	85%
Male	190	63	33%	127	67%	8	6%	23	18%	40	31%	56	44%	96	76%
General Education Students	314	100	32%	214	68%	4	2%	29	14%	72	34%	109	51%	181	85%
Students with Disabilities	45	27	60%	18	40%	6	33%	8	44%	3	17%	1	6%	4	22%
Asian or Native Hawaiian/Other Pacific Islander	199	25	13%	174	87%	4	2%	23	13%	57	33%	90	52%	147	84%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	6	46%	7	54%	–	–	–	–	–	–	–	–	–	–
White	138	89	64%	49	36%	6	12%	12	24%	16	33%	15	31%	31	63%
Multiracial	7	6	86%	1	14%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	13	59%	9	41%	0	0%	2	22%	2	22%	5	56%	7	78%
Economically Disadvantaged	62	11	18%	51	82%	1	2%	12	24%	17	33%	21	41%	38	75%
Not Economically Disadvantaged	297	116	39%	181	61%	9	5%	25	14%	58	32%	89	49%	147	81%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	356	124	35%	232	65%	10	4%	37	16%	75	32%	110	47%	185	80%
Not in Foster Care	359	127	35%	232	65%	10	4%	37	16%	75	32%	110	47%	185	80%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	358	127	35%	231	65%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	359	127	35%	232	65%	10	4%	37	16%	75	32%	110	47%	185	80%
Parent Not in Armed Forces	359	127	35%	232	65%	10	4%	37	16%	75	32%	110	47%	185	80%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

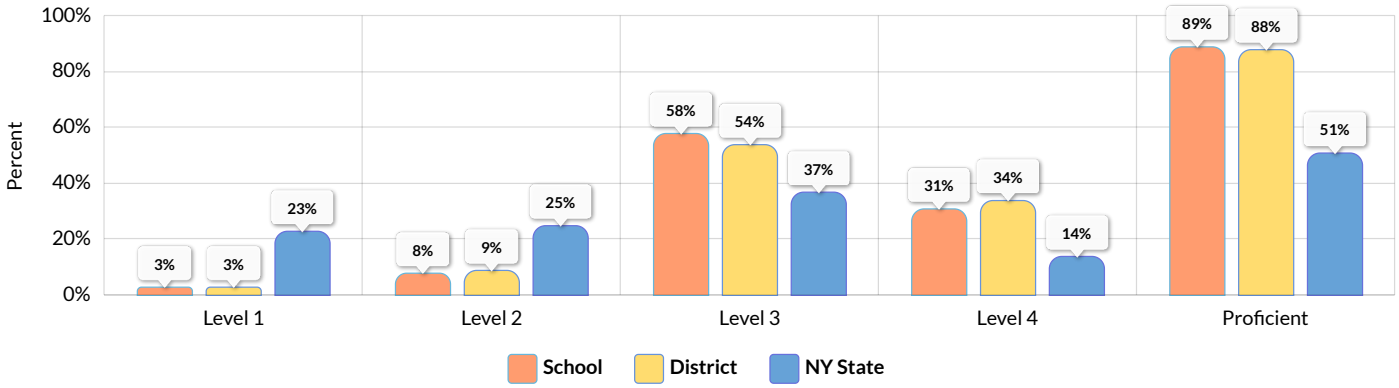
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	293	54	18%	239	82%	6	3%	20	8%	138	58%	75	31%	213	89%
Combined 6	293	54	18%	239	82%	6	3%	20	8%	138	58%	75	31%	213	89%
Grade 7	303	75	25%	228	75%	1	0%	16	7%	66	29%	145	64%	211	93%
Regents 7	—	—	—	13	4%	0	0%	0	0%	0	0%	13	100%	13	100%
Combined 7	303	62	20%	241	80%	1	0%	16	7%	66	27%	158	66%	224	93%
Grade 8	359	339	94%	20	6%	6	30%	8	40%	5	25%	1	5%	6	30%
Regents 8	—	—	—	319	89%	0	0%	1	0%	16	5%	302	95%	318	100%
Combined 8	359	20	6%	339	94%	6	2%	9	3%	21	6%	303	89%	324	96%
Grades 3-8	955	136	14%	819	86%	13	2%	45	5%	225	27%	536	65%	761	93%

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

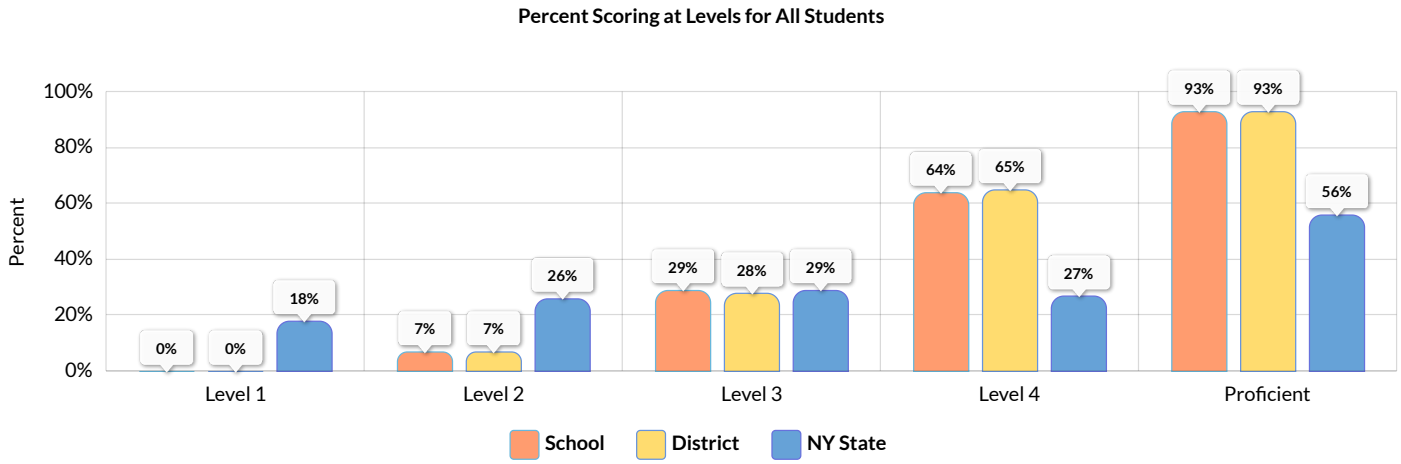
GRADE 6 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	293	54	18%	239	82%	6	3%	20	8%	138	58%	75	31%	213	89%
Female	144	28	19%	116	81%	3	3%	9	8%	68	59%	36	31%	104	90%
Male	149	26	17%	123	83%	3	2%	11	9%	70	57%	39	32%	109	89%
General Education Students	249	33	13%	216	87%	0	0%	15	7%	128	59%	73	34%	201	93%
Students with Disabilities	44	21	48%	23	52%	6	26%	5	22%	10	43%	2	9%	12	52%
Asian or Native Hawaiian/Other Pacific Islander	169	6	4%	163	96%	3	2%	10	6%	89	55%	61	37%	150	92%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	6	67%	3	33%	–	–	–	–	–	–	–	–	–	–
White	107	40	37%	67	63%	3	4%	8	12%	43	64%	13	19%	56	84%
Multiracial	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	8	47%	9	53%	0	0%	2	22%	6	67%	1	11%	7	78%
Economically Disadvantaged	53	8	15%	45	85%	0	0%	4	9%	26	58%	15	33%	41	91%
Not Economically Disadvantaged	240	46	19%	194	81%	6	3%	16	8%	112	58%	60	31%	172	89%
English Language Learner	7	2	29%	5	71%	0	0%	0	0%	2	40%	3	60%	5	100%
Non-English Language Learner	286	52	18%	234	82%	6	3%	20	9%	136	58%	72	31%	208	89%
Not in Foster Care	293	54	18%	239	82%	6	3%	20	8%	138	58%	75	31%	213	89%
Not Homeless	293	54	18%	239	82%	6	3%	20	8%	138	58%	75	31%	213	89%
Not Migrant	293	54	18%	239	82%	6	3%	20	8%	138	58%	75	31%	213	89%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	293	54	18%	239	82%	6	3%	20	8%	138	58%	75	31%	213	89%

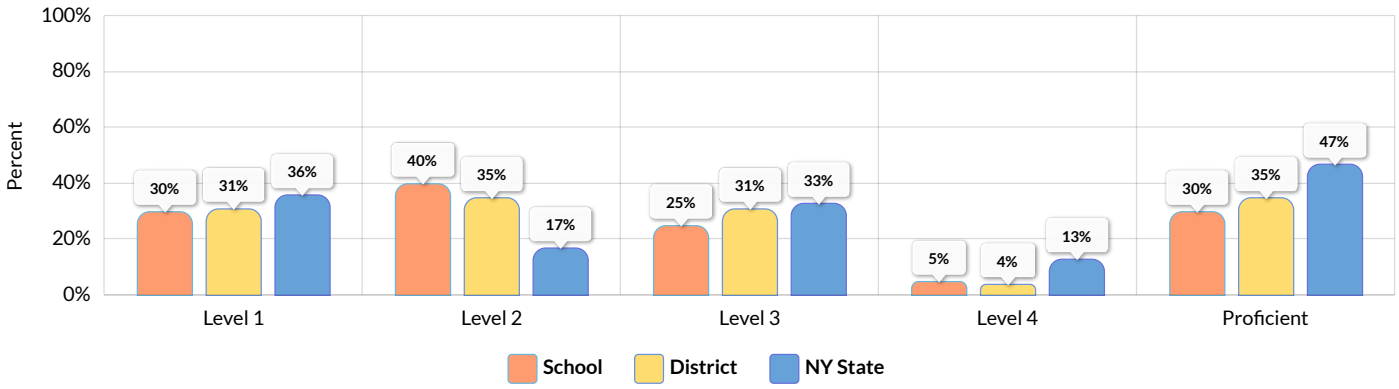
GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	303	75	25%	228	75%	1	0%	16	7%	66	29%	145	64%	211	93%
Female	142	33	23%	109	77%	0	0%	6	6%	30	28%	73	67%	103	94%
Male	161	42	26%	119	74%	1	1%	10	8%	36	30%	72	61%	108	91%
General Education Students	267	57	21%	210	79%	0	0%	10	5%	60	29%	140	67%	200	95%
Students with Disabilities	36	18	50%	18	50%	1	6%	6	33%	6	33%	5	28%	11	61%
Asian or Native Hawaiian/Other Pacific Islander	151	12	8%	139	92%	1	1%	6	4%	33	24%	99	71%	132	95%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	4	50%	4	50%	–	–	–	–	–	–	–	–	–	–
White	135	56	41%	79	59%	0	0%	9	11%	30	38%	40	51%	70	89%
Multiracial	8	3	38%	5	63%	0	0%	0	0%	0	0%	5	100%	5	100%
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	47	6	13%	41	87%	0	0%	5	12%	15	37%	21	51%	36	88%
Not Economically Disadvantaged	256	69	27%	187	73%	1	1%	11	6%	51	27%	124	66%	175	94%
English Language Learner	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	299	74	25%	225	75%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	303	75	25%	228	75%	1	0%	16	7%	66	29%	145	64%	211	93%
Not Homeless	303	75	25%	228	75%	1	0%	16	7%	66	29%	145	64%	211	93%
Not Migrant	303	75	25%	228	75%	1	0%	16	7%	66	29%	145	64%	211	93%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	303	75	25%	228	75%	1	0%	16	7%	66	29%	145	64%	211	93%

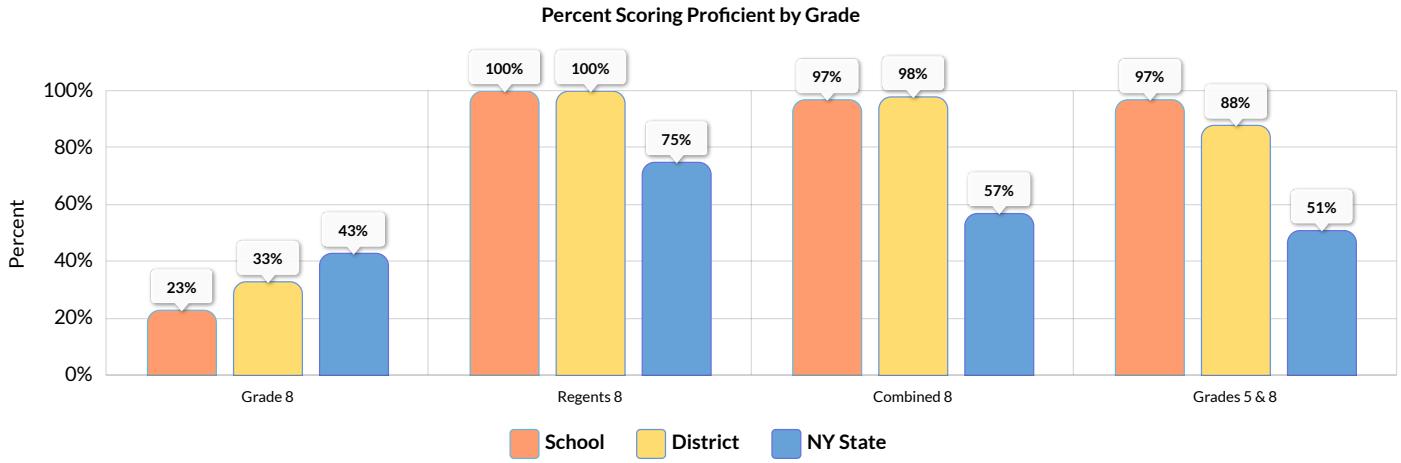
GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	359	339	94%	20	6%	6	30%	8	40%	5	25%	1	5%	6	30%
Female	169	160	95%	9	5%	1	11%	5	56%	2	22%	1	11%	3	33%
Male	190	179	94%	11	6%	5	45%	3	27%	3	27%	0	0%	3	27%
General Education Students	314	304	97%	10	3%	0	0%	5	50%	4	40%	1	10%	5	50%
Students with Disabilities	45	35	78%	10	22%	6	60%	3	30%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	199	189	95%	10	5%	2	20%	4	40%	3	30%	1	10%	4	40%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	12	92%	1	8%	–	–	–	–	–	–	–	–	–	–
White	138	130	94%	8	6%	–	–	–	–	–	–	–	–	–	–
Multiracial	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	153	143	93%	10	7%	4	40%	4	40%	2	20%	0	0%	2	20%
Economically Disadvantaged	62	58	94%	4	6%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	297	281	95%	16	5%	–	–	–	–	–	–	–	–	–	–
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	356	336	94%	20	6%	6	30%	8	40%	5	25%	1	5%	6	30%
Not in Foster Care	359	339	94%	20	6%	6	30%	8	40%	5	25%	1	5%	6	30%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	358	338	94%	20	6%	6	30%	8	40%	5	25%	1	5%	6	30%
Not Migrant	359	339	94%	20	6%	6	30%	8	40%	5	25%	1	5%	6	30%
Parent Not in Armed Forces	359	339	94%	20	6%	6	30%	8	40%	5	25%	1	5%	6	30%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

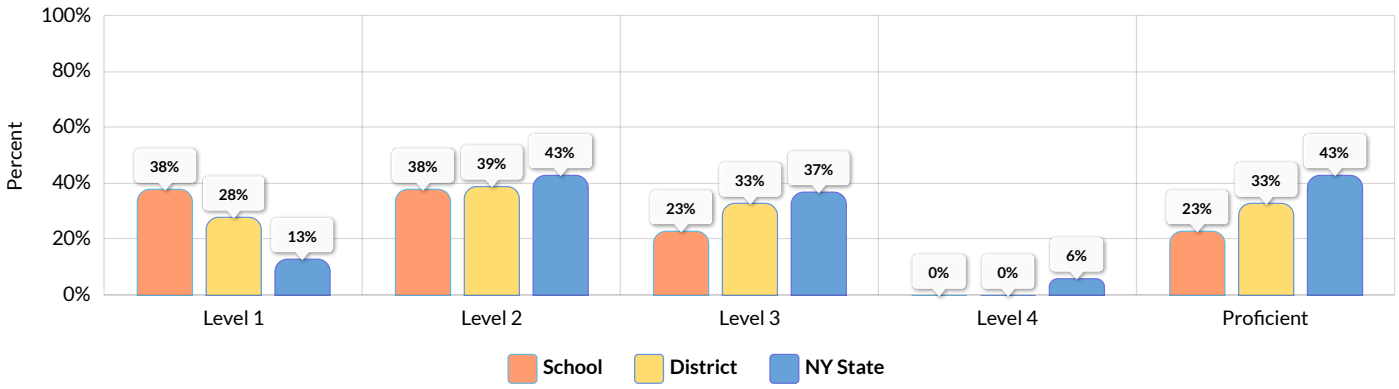
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	359	346	96%	13	4%	5	38%	5	38%	3	23%	0	0%	3	23%
Regents 8	—	—	—	317	88%	0	0%	1	0%	37	12%	279	88%	316	100%
Combined 8	359	29	8%	330	92%	5	2%	6	2%	40	12%	279	85%	319	97%
Grades 5 & 8	359	29	8%	330	92%	5	2%	6	2%	40	12%	279	85%	319	97%

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

GRADE 8 SCIENCE RESULTS

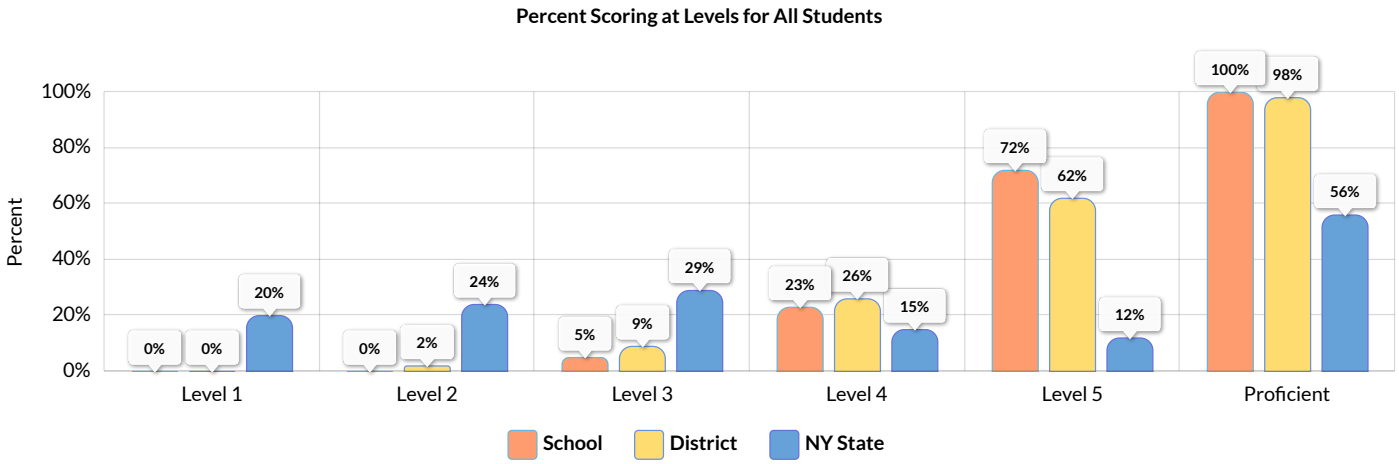


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	359	346	96%	13	4%	5	38%	5	38%	3	23%	0	0%	3	23%
Female	169	165	98%	4	2%	–	–	–	–	–	–	–	–	–	–
Male	190	181	95%	9	5%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	359	346	96%	13	4%	5	38%	5	38%	3	23%	0	0%	3	23%
General Education Students	314	310	99%	4	1%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	45	36	80%	9	20%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	199	192	96%	7	4%	0	0%	5	71%	2	29%	0	0%	2	29%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	138	132	96%	6	4%	5	83%	0	0%	1	17%	0	0%	1	17%
Multiracial	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	62	59	95%	3	5%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	297	287	97%	10	3%	–	–	–	–	–	–	–	–	–	–
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	356	343	96%	13	4%	5	38%	5	38%	3	23%	0	0%	3	23%
Not in Foster Care	359	346	96%	13	4%	5	38%	5	38%	3	23%	0	0%	3	23%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	358	345	96%	13	4%	5	38%	5	38%	3	23%	0	0%	3	23%
Not Migrant	359	346	96%	13	4%	5	38%	5	38%	3	23%	0	0%	3	23%
Parent Not in Armed Forces	359	346	96%	13	4%	5	38%	5	38%	3	23%	0	0%	3	23%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

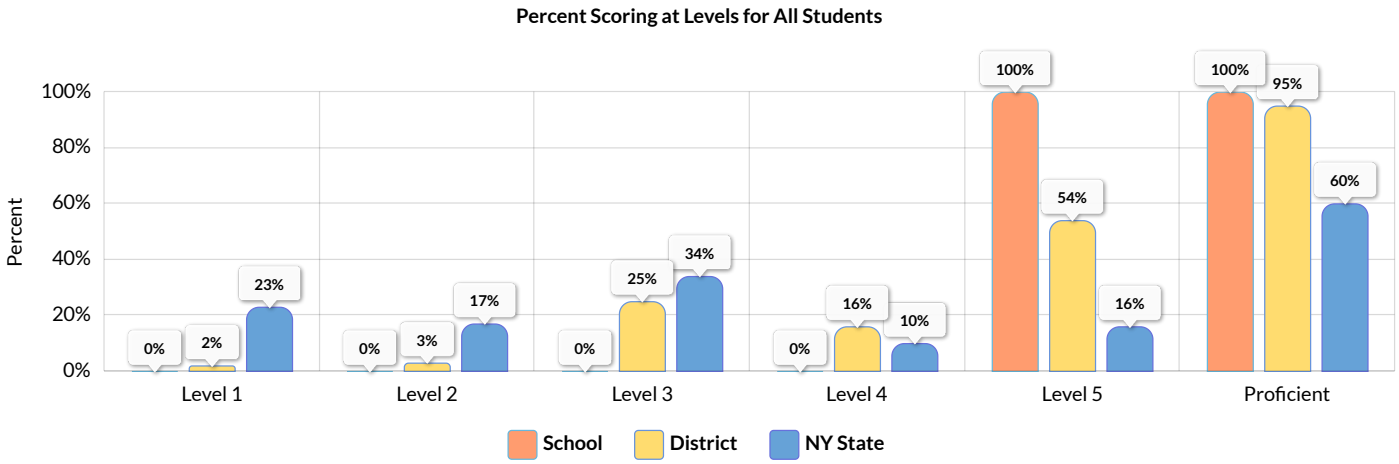
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



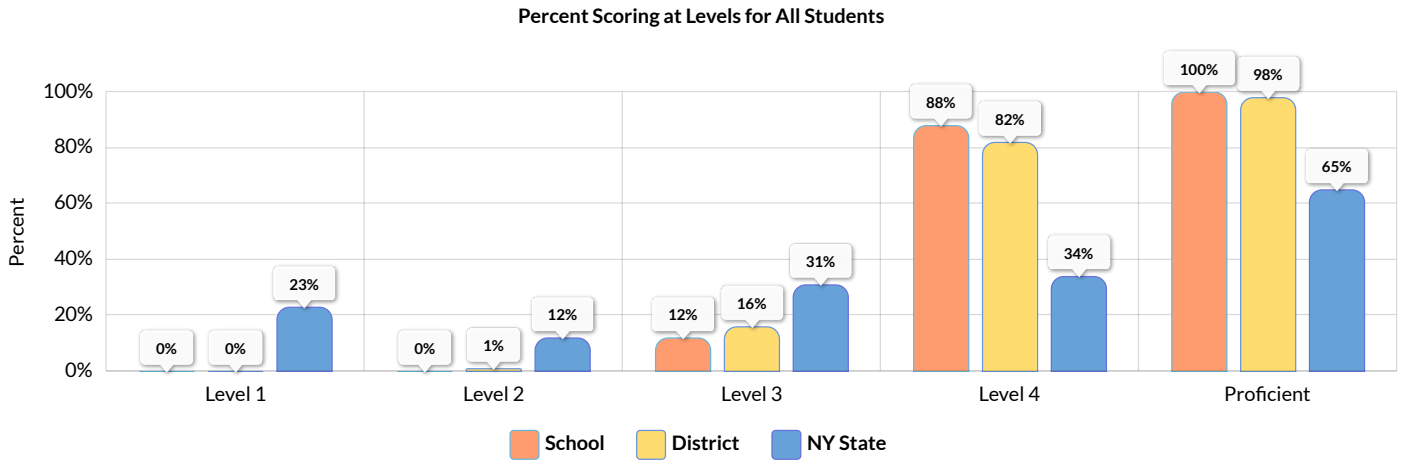
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	323	0	0%	1	0%	16	5%	73	23%	233	72%	322	100%
Female	152	0	0%	1	1%	7	5%	34	22%	110	72%	151	99%
Male	171	0	0%	0	0%	9	5%	39	23%	123	72%	171	100%
General Education Students	300	0	0%	1	0%	14	5%	60	20%	225	75%	299	100%
Students with Disabilities	23	0	0%	0	0%	2	9%	13	57%	8	35%	23	100%
Asian or Native Hawaiian/Other Pacific Islander	186	0	0%	0	0%	7	4%	37	20%	142	76%	186	100%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	10	0	0%	0	0%	0	0%	3	30%	7	70%	10	100%
White	119	0	0%	1	1%	9	8%	30	25%	79	66%	118	99%
Multiracial	7	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	0	0%	3	38%	5	63%	8	100%
Economically Disadvantaged	52	0	0%	1	2%	3	6%	18	35%	30	58%	51	98%
Not Economically Disadvantaged	271	0	0%	0	0%	13	5%	55	20%	203	75%	271	100%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	322	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	323	0	0%	1	0%	16	5%	73	23%	233	72%	322	100%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	322	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	323	0	0%	1	0%	16	5%	73	23%	233	72%	322	100%
Parent Not in Armed Forces	323	0	0%	1	0%	16	5%	73	23%	233	72%	322	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	10	0	0%	0	0%	0	0%	0	0%	10	100%	10	100%
Female	3	–	–	–	–	–	–	–	–	–	–	–	–
Male	7	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	10	0	0%	0	0%	0	0%	0	0%	10	100%	10	100%
General Education Students	10	0	0%	0	0%	0	0%	0	0%	10	100%	10	100%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	–	–	–	–	–	–	–	–	–
White	1	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	0	0%	0	0%	0	0%	10	100%	10	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	9	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	10	0	0%	0	0%	0	0%	0	0%	10	100%	10	100%
Not in Foster Care	10	0	0%	0	0%	0	0%	0	0%	10	100%	10	100%
Not Homeless	10	0	0%	0	0%	0	0%	0	0%	10	100%	10	100%
Not Migrant	10	0	0%	0	0%	0	0%	0	0%	10	100%	10	100%
Parent Not in Armed Forces	10	0	0%	0	0%	0	0%	0	0%	10	100%	10	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	317	0	0%	1	0%	37	12%	279	88%	316	100%
Female	148	0	0%	1	1%	20	14%	127	86%	147	99%
Male	169	0	0%	0	0%	17	10%	152	90%	169	100%
General Education Students	296	0	0%	1	0%	30	10%	265	90%	295	100%
Students with Disabilities	21	0	0%	0	0%	7	33%	14	67%	21	100%
Asian or Native Hawaiian/Other Pacific Islander	182	0	0%	0	0%	17	9%	165	91%	182	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	10	0	0%	0	0%	0	0%	10	100%	10	100%
White	116	0	0%	1	1%	20	17%	95	82%	115	99%
Multiracial	7	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	0	0%	9	100%	9	100%
Economically Disadvantaged	50	0	0%	1	2%	8	16%	41	82%	49	98%
Not Economically Disadvantaged	267	0	0%	0	0%	29	11%	238	89%	267	100%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	316	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	317	0	0%	1	0%	37	12%	279	88%	316	100%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	316	–	–	–	–	–	–	–	–	–	–
Not Migrant	317	0	0%	1	0%	37	12%	279	88%	316	100%
Parent Not in Armed Forces	317	0	0%	1	0%	37	12%	279	88%	316	100%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	7	0	0%	7	100%	0	0%	1	14%	3	43%	2	29%	1	14%
Grade 7	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 8	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	961	56	5.8%
Asian or Native Hawaiian/Other Pacific Islander	522	10	1.9%
Black or African American	6	—	—
Hispanic or Latino	32	3	9.4%
Multiracial	21	3	14.3%
White	380	39	10.3%
English Language Learner	15	—	—
Students with Disabilities	130	11	8.5%
Economically Disadvantaged	162	10	6.2%

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H B THOMPSON 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.

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	951	$327,334	$344	$38,136,846	$40,102	$38,464,180	$40,446
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	104	5	5%	1	0	0%
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	103	1	1%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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H B THOMPSON MIDDLE SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
960	468	48.75% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	468	100	0	0
Female	215	100	0	0
Male	253	100	0	0
Black	3	100	0	0
Hispanic	18	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	274	100	0	0

Subgroup	Yes		No	
	#	%	#	%
White	160	100	0	0
Multiracial	13	100	0	0
General Education Students	404	100	0	0
Students with Disabilities	64	100	0	0
Not English Language Learner	463	100	0	0
English Language Learner	5	100	0	0
Economically Disadvantaged	83	100	0	0
Not Economically Disadvantaged	385	100	0	0
Not Migrant	468	100	0	0
Homeless	1	100	0	0
Not Homeless	467	100	0	0
Not in Foster Care	468	100	0	0
Parent Not in Armed Forces	468	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
960	468	48.75% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	460	98.29	3	.64	4	.85	1	.21	0	0	0	0
Female	212	98.6	2	.93	0	0	1	.47	0	0	0	0

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	248	98.02	1	.4	4	1.58	0	0	0	0	0	0
Black	3	100	0	0	0	0	0	0	0	0	0	0
Hispanic	18	100	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	266	97.08	3	1.09	4	1.46	1	.36	0	0	0	0
White	160	100	0	0	0	0	0	0	0	0	0	0
Multiracial	13	100	0	0	0	0	0	0	0	0	0	0
General Education Students	396	98.02	3	.74	4	.99	1	.25	0	0	0	0
Students with Disabilities	64	100	0	0	0	0	0	0	0	0	0	0
Not English Language Learner	455	98.27	3	.65	4	.86	1	.22	0	0	0	0
English Language Learner	5	100	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	82	98.8	0	0	1	1.2	0	0	0	0	0	0
Not Economically Disadvantaged	378	98.18	3	.78	3	.78	1	.26	0	0	0	0
Not Migrant	460	98.29	3	.64	4	.85	1	.21	0	0	0	0
Homeless	1	100	0	0	0	0	0	0	0	0	0	0
Not Homeless	459	98.29	3	.64	4	.86	1	.21	0	0	0	0
Not in Foster Care	460	98.29	3	.64	4	.85	1	.21	0	0	0	0
Parent Not in Armed Forces	460	98.29	3	.64	4	.85	1	.21	0	0	0	0

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
960	468	48.75% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	0	0	6	1.28	462	98.72
Female	0	0	3	1.4	212	98.6
Male	0	0	3	1.19	250	98.81
Black	0	0	0	0	3	100
Hispanic	0	0	0	0	18	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	6	2.19	268	97.81
White	0	0	0	0	160	100
Multiracial	0	0	0	0	13	100
General Education Students	0	0	6	1.49	398	98.51
Students with Disabilities	0	0	0	0	64	100
Not English Language Learner	0	0	6	1.3	457	98.7
English Language Learner	0	0	0	0	5	100
Economically Disadvantaged	0	0	0	0	83	100
Not Economically Disadvantaged	0	0	6	1.56	379	98.44
Not Migrant	0	0	6	1.28	462	98.72
Homeless	0	0	0	0	1	100
Not Homeless	0	0	6	1.28	461	98.72
Not in Foster Care	0	0	6	1.28	462	98.72
Parent Not in Armed Forces	0	0	6	1.28	462	98.72

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed
960	468	48.75% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	0	0	466	99.57	2	.43
Female	0	0	214	99.53	1	.47
Male	0	0	252	99.6	1	.4
Black	0	0	3	100	0	0
Hispanic	0	0	18	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	272	99.27	2	.73
White	0	0	160	100	0	0
Multiracial	0	0	13	100	0	0
General Education Students	0	0	403	99.75	1	.25
Students with Disabilities	0	0	63	98.44	1	1.56
Not English Language Learner	0	0	461	99.57	2	.43
English Language Learner	0	0	5	100	0	0
Economically Disadvantaged	0	0	81	97.59	2	2.41
Not Economically Disadvantaged	0	0	385	100	0	0
Not Migrant	0	0	466	99.57	2	.43
Homeless	0	0	1	100	0	0
Not Homeless	0	0	465	99.57	2	.43
Not in Foster Care	0	0	466	99.57	2	.43
Parent Not in Armed Forces	0	0	466	99.57	2	.43

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed

960	468	48.75% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	37	7.91	431	92.09
Female	15	6.98	200	93.02
Male	22	8.7	231	91.3
Black	0	0	3	100
Hispanic	0	0	18	100
Asian or Native Hawaiian/Other Pacific Islander	23	8.39	251	91.61
White	12	7.5	148	92.5
Multiracial	2	15.38	11	84.62
General Education Students	30	7.43	374	92.57
Students with Disabilities	7	10.94	57	89.06
Not English Language Learner	36	7.78	427	92.22
English Language Learner	1	20	4	80
Economically Disadvantaged	8	9.64	75	90.36
Not Economically Disadvantaged	29	7.53	356	92.47
Not Migrant	37	7.91	431	92.09
Homeless	0	0	1	100
Not Homeless	37	7.92	430	92.08
Not in Foster Care	37	7.91	431	92.09
Parent Not in Armed Forces	37	7.91	431	92.09

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Percent Completed

960	Count of Completed Questions	48.75% of Enrolled
	468	

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	468	100
Female	0	0	215	100
Male	0	0	253	100
Black	0	0	3	100
Hispanic	0	0	18	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	274	100
White	0	0	160	100
Multiracial	0	0	13	100
General Education Students	0	0	404	100
Students with Disabilities	0	0	64	100
Not English Language Learner	0	0	463	100
English Language Learner	0	0	5	100
Economically Disadvantaged	0	0	83	100
Not Economically Disadvantaged	0	0	385	100
Not Migrant	0	0	468	100
Homeless	0	0	1	100
Not Homeless	0	0	467	100
Not in Foster Care	0	0	468	100
Parent Not in Armed Forces	0	0	468	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY

PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
960	468	48.75% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	16	3.42	6	1.28	0	0	8	1.71	5	1.07	0	0	20	4.27	411	87.82	2	.43
Female	6	2.79	3	1.4	0	0	1	.47	4	1.86	0	0	7	3.26	192	89.3	2	.93
Male	10	3.95	3	1.19	0	0	7	2.77	1	.4	0	0	13	5.14	219	86.56	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	100	0	0
Hispanic	1	5.56	0	0	0	0	0	0	0	0	0	0	3	16.67	14	77.78	0	0
Asian or Native Hawaiian/Other Pacific Islander	9	3.28	6	2.19	0	0	4	1.46	4	1.46	0	0	14	5.11	235	85.77	2	.73
White	6	3.75	0	0	0	0	4	2.5	1	.63	0	0	3	1.88	146	91.25	0	0
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	100	0	0
General Education Students	15	3.71	6	1.49	0	0	6	1.49	5	1.24	0	0	18	4.46	352	87.13	2	.5
Students with Disabilities	1	1.56	0	0	0	0	2	3.13	0	0	0	0	2	3.13	59	92.19	0	0
Not English Language Learner	16	3.46	6	1.3	0	0	8	1.73	5	1.08	0	0	20	4.32	406	87.69	2	.43
English Language Learner	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	100	0	0
Economically Disadvantaged	6	7.23	2	2.41	0	0	2	2.41	0	0	0	0	7	8.43	66	79.52	0	0
Not Economically Disadvantaged	10	2.6	4	1.04	0	0	6	1.56	5	1.3	0	0	13	3.38	345	89.61	2	.52
Not Migrant	16	3.42	6	1.28	0	0	8	1.71	5	1.07	0	0	20	4.27	411	87.82	2	.43
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	16	3.43	6	1.28	0	0	8	1.71	5	1.07	0	0	20	4.28	410	87.79	2	.43
Not in Foster Care	16	3.42	6	1.28	0	0	8	1.71	5	1.07	0	0	20	4.27	411	87.82	2	.43
Parent Not in Armed Forces	16	3.42	6	1.28	0	0	8	1.71	5	1.07	0	0	20	4.27	411	87.82	2	.43

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed
960	468	48.75% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	14	2.99	454	97.01
Female	7	3.26	208	96.74
Male	7	2.77	246	97.23
Black	0	0	3	100
Hispanic	1	5.56	17	94.44
Asian or Native Hawaiian/Other Pacific Islander	10	3.65	264	96.35
White	2	1.25	158	98.75
Multiracial	1	7.69	12	92.31
General Education Students	12	2.97	392	97.03
Students with Disabilities	2	3.13	62	96.88
Not English Language Learner	14	3.02	449	96.98

Subgroup	No		Yes	
	#	%	#	%
English Language Learner	0	0	5	100
Economically Disadvantaged	7	8.43	76	91.57
Not Economically Disadvantaged	7	1.82	378	98.18
Not Migrant	14	2.99	454	97.01
Homeless	0	0	1	100
Not Homeless	14	3	453	97
Not in Foster Care	14	2.99	454	97.01
Parent Not in Armed Forces	14	2.99	454	97.01

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
960	468	48.75% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	47	10.04	25	5.34	390	83.33	6	1.28
Female	27	12.56	8	3.72	178	82.79	2	.93
Male	20	7.91	17	6.72	212	83.79	4	1.58
Black	0	0	0	0	3	100	0	0
Hispanic	0	0	1	5.56	17	94.44	0	0
Asian or Native Hawaiian/Other Pacific Islander	42	15.33	22	8.03	206	75.18	4	1.46
White	3	1.88	1	.63	154	96.25	2	1.25
Multiracial	2	15.38	1	7.69	10	76.92	0	0

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
General Education Students	42	10.4	22	5.45	337	83.42	3	.74
Students with Disabilities	5	7.81	3	4.69	53	82.81	3	4.69
Not English Language Learner	46	9.94	23	4.97	388	83.8	6	1.3
English Language Learner	1	20	2	40	2	40	0	0
Economically Disadvantaged	13	15.66	11	13.25	58	69.88	1	1.2
Not Economically Disadvantaged	34	8.83	14	3.64	332	86.23	5	1.3
Not Migrant	47	10.04	25	5.34	390	83.33	6	1.28
Homeless	0	0	0	0	1	100	0	0
Not Homeless	47	10.06	25	5.35	389	83.3	6	1.28
Not in Foster Care	47	10.04	25	5.34	390	83.33	6	1.28
Parent Not in Armed Forces	47	10.04	25	5.34	390	83.33	6	1.28

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Section 11: School Report Card
Syosset High School

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

SYOSSET SENIOR HIGH SCHOOL ENROLLMENT (2024 - 25)

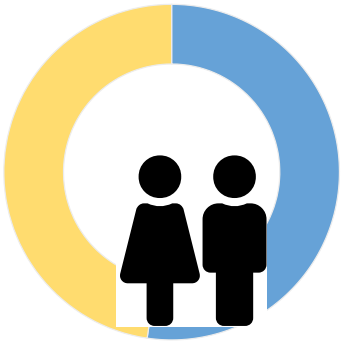
K-12 Enrollment: 2,400

ENROLLMENT BY GENDER

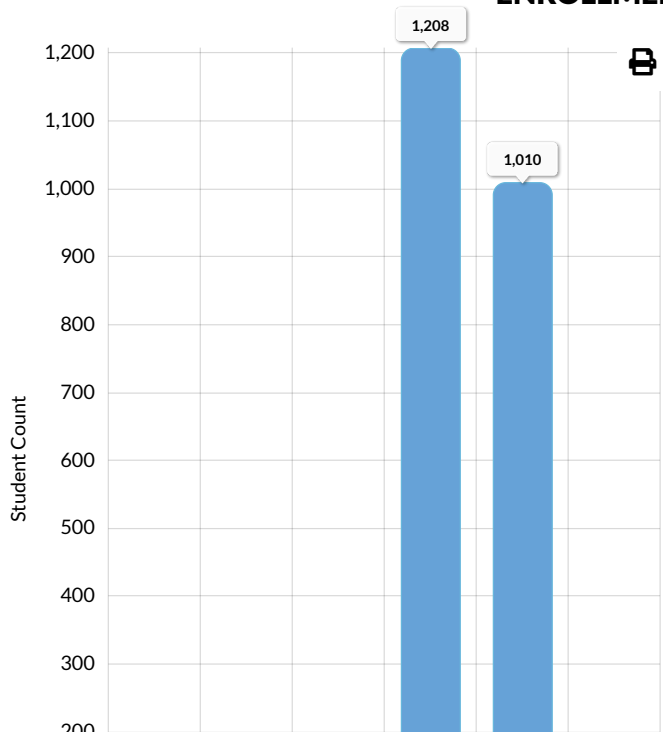
MALE	
1,256	52%

FEMALE	
1,144	48%

NON-BINARY	
0	0%



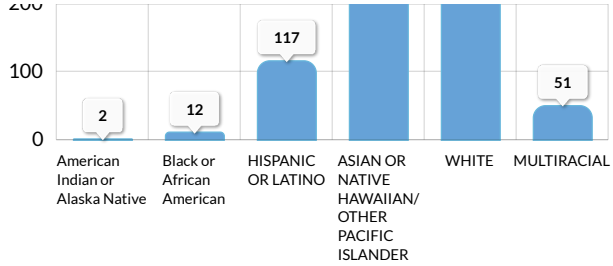
ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
2	0%

BLACK OR AFRICAN AMERICAN	
12	1%

HISPANIC OR LATINO	
117	5%



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

1,208	50%

WHITE

1,010	42%

MULTIRACIAL

51	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
39	2%	224	9%	440	18%

MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
–	–	–	–	–	–	–	–

ENROLLMENT BY GRADE

9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
559	23%	620	26%	603	25%	602	25%

UNGRADED SEC...	
16	1%

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SYOSSET SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

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	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	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	235.5	134.9	148.3
	MATH	213.3	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	239.5	140.5	152.9
	MATH	228.2	114.8	129
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	211.5	99.6	118.8
	MATH	146.2	43.4	69.5
Multiracial	ELA	225	144.6	156.4
	MATH	216.7	63.5	86.2
White	ELA	234.3	170.2	177.6
	MATH	203.1	74.7	95.6
English Language Learner	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	ELA	186.9	75.4	98.7
	MATH	108.3	29.3	57.8
Economically Disadvantaged	ELA	232.2	103.2	121.8
	MATH	203.7	51.2	76

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

Subgroup	Cohort	Number In Cohort	Grad Rate	State MIP	State LTG
All Students	4-Year	540	98.1%	87.5%	88.8%
	5-Year	555	99.3%	89.4%	90.5%
	6-Year	581	99.1%	88.9%	90.3%
American Indian or Alaska Native	4-Year	1	–	–	–
	5-Year	–	–	–	–
	6-Year	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4-Year	231	97.4%	93.4%	93.6%
	5-Year	220	100%	94.2%	94.5%
	6-Year	227	99.6%	93.7%	94.3%
Black or African American	4-Year	1	–	–	–
	5-Year	5	–	–	–
	6-Year	4	–	–	–
Hispanic or Latino	4-Year	38	94.7%	81.6%	83.8%
	5-Year	31	96.8%	84.4%	86.3%
	6-Year	23	100%	83.3%	85.6%
Multiracial	4-Year	6	–	–	–
	5-Year	11	–	–	–
	6-Year	6	–	–	–
White	4-Year	263	99.2%	91.7%	92.3%
	5-Year	288	99.3%	92.9%	93.4%
	6-Year	320	98.8%	93.1%	93.7%
English Language Learner	4-Year	5	–	–	–
	5-Year	5	–	–	–
	6-Year	6	–	–	–
Students with Disabilities	4-Year	59	94.9%	70.4%	74.5%
	5-Year	71	97.2%	73%	76.8%
	6-Year	75	94.7%	73.1%	77.1%
Economically Disadvantaged	4-Year	84	94%	83.1%	85.1%
	5-Year	82	96.3%	85.6%	87.4%
	6-Year	81	96.3%	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	37	52%	69%	1.33	34.5%	44.5%

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

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
Hispanic or Latino	Local Support and Improvement
Multiracial	Local Support and Improvement
White	Local Support and Improvement
Students with Disabilities	Local Support and Improvement
Economically Disadvantaged	Local Support and Improvement

SECONDARY INDICATOR ACCOUNTABILITY LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency	Attendance	College Career, & Civic Readiness
All Students	4	4	4	4	4	4
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	3	4	4
Hispanic or Latino	4	4	4	—	4	3
Multiracial	4	4	—	—	4	—
White	4	4	4	—	4	4
English Language Learner	—	—	—	4	4	—
Students with Disabilities	4	4	4	—	4	4
Economically Disadvantaged	4	4	4	4	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	598	235.5	227.1	4
	Math	597	213.7		
	Science	595	236.6		
	Social Studies	597	225.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	305	239.5	235.3	4
	Math	305	228.2		
	Science	304	240.6		
	Social Studies	305	234.4		
Black or African American	ELA	3	–	–	–
	Math	3	–		
	Science	3	–		
	Social Studies	3	–		
Hispanic or Latino	ELA	26	211.5	186.5	4
	Math	26	146.2		
	Science	26	211.5		
	Social Studies	26	184.6		
Multiracial	ELA	6	225	224.5	4
	Math	6	216.7		
	Science	5	240		
	Social Studies	5	220		
White	ELA	258	234.3	222.3	4
	Math	257	203.9		
	Science	257	234.8		
	Social Studies	258	219.6		
English Language Learner	ELA	2	–	–	–
	Math	2	–		
	Science	1	–		
	Social Studies	2	–		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	42	186.9	163.3	4
	Math	42	108.3		
	Science	42	200		
	Social Studies	42	173.8		
Economically Disadvantaged	ELA	107	232.2	221.2	4
	Math	106	205.7		
	Science	106	231.6		
	Social Studies	107	217.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	598	235.5	226.7	4
	Math	598	213.3		
	Science	598	235.4		
	Social Studies	598	224.9		
Asian or Native Hawaiian/Other Pacific Islander	ELA	305	239.5	235.2	4
	Math	305	228.2		
	Science	305	239.8		
	Social Studies	305	234.4		
Black or African American	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
	Social Studies	3	—		
Hispanic or Latino	ELA	26	211.5	186.5	4
	Math	26	146.2		
	Science	26	211.5		
	Social Studies	26	184.6		
Multiracial	ELA	6	225	209.2	4
	Math	6	216.7		
	Science	6	200		
	Social Studies	6	183.3		
White	ELA	258	234.3	221.9	4
	Math	258	203.1		
	Science	258	233.9		
	Social Studies	258	219.6		
English Language Learner	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	42	186.9	163.3	4
	Math	42	108.3		
	Science	42	200		
	Social Studies	42	173.8		
Economically Disadvantaged	ELA	107	232.2	220.1	4
	Math	107	203.7		
	Science	107	229.4		
	Social Studies	107	217.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	540	530	98.1%	98.8%	4
	5-year	555	551	99.3%		
	6-year	581	576	99.1%		
American Indian or Alaska Native	4-year	1	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	231	225	97.4%	99%	4
	5-year	220	220	100%		
	6-year	227	226	99.6%		
Black or African American	4-year	1	–	–	–	–
	5-year	5	–	–		
	6-year	4	–	–		
Hispanic or Latino	4-year	38	36	94.7%	97.2%	4
	5-year	31	30	96.8%		
	6-year	23	23	100%		
Multiracial	4-year	6	–	–	–	–
	5-year	11	–	–		
	6-year	6	–	–		
White	4-year	263	261	99.2%	99.1%	4
	5-year	288	286	99.3%		
	6-year	320	316	98.8%		
English Language Learner	4-year	5	–	–	–	–
	5-year	5	–	–		
	6-year	6	–	–		
Students with Disabilities	4-year	59	56	94.9%	95.6%	4
	5-year	71	69	97.2%		
	6-year	75	71	94.7%		
Economically Disadvantaged	4-year	84	79	94%	95.5%	4
	5-year	82	79	96.3%		
	6-year	81	78	96.3%		

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	37	52%	69%	1.33	4
Asian or Native Hawaiian/Other Pacific Islander	32	56%	64%	1.14	3
Hispanic or Latino	3	–	–	–	–
White	2	–	–	–	–
English Language Learner	37	52%	69%	1.33	4
Students with Disabilities	8	–	–	–	–
Economically Disadvantaged	21	56%	71%	1.27	4

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	2,412	53	115	437	1,807	228.3	4
American Indian or Alaska Native	2	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1,215	22	33	153	1,007	235.1	4
Black or African American	12	–	–	–	–	–	–
Hispanic or Latino	118	5	7	36	70	215.3	4
Multiracial	51	1	3	7	40	229.4	4
White	1,014	25	70	238	681	221.7	4
English Language Learner	43	0	0	2	41	247.7	4
Students with Disabilities	227	17	17	52	141	208.6	4
Economically Disadvantaged	446	23	26	67	330	220.9	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	603	0	573	1	21	0	8	193.8	4
Asian or Native Hawaiian/Other Pacific Islander	307	0	297	1	5	0	4	195.6	4
Black or African American	4	0	–	–	–	–	–	–	–
Hispanic or Latino	28	0	23	0	4	0	1	178.6	3
Multiracial	6	0	–	–	–	–	–	–	–
White	258	0	246	0	11	0	1	195	4
English Language Learner	4	0	–	–	–	–	–	–	–
Students with Disabilities	42	0	30	0	11	0	1	169	4
Economically Disadvantaged	107	0	100	0	5	0	2	191.6	4

SECONDARY ELA PARTICIPATION RATE

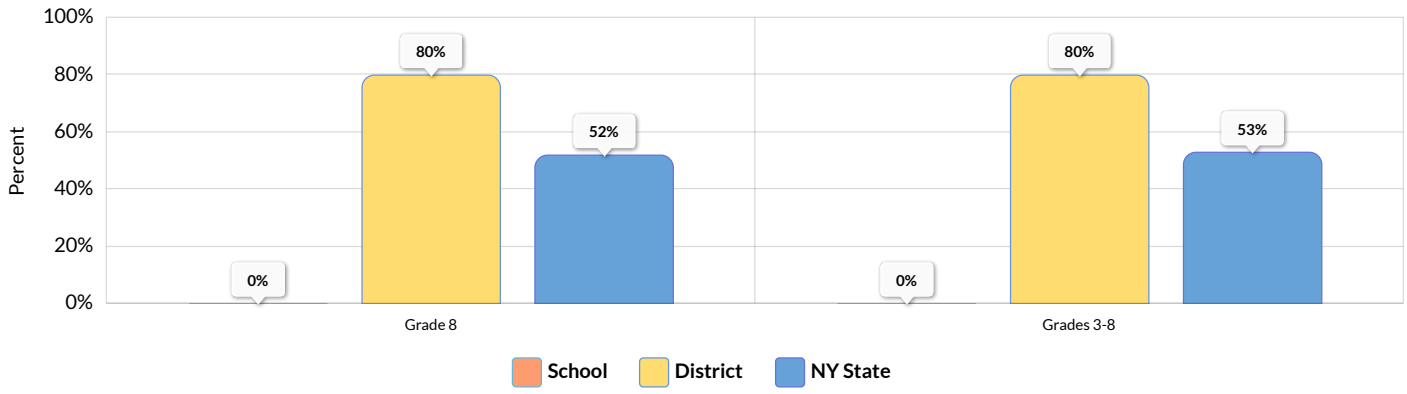
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	602	99.8%
Asian or Native Hawaiian/Other Pacific Islander	✓	307	100%
Black or African American	–	3	–
Hispanic or Latino	–	27	–
Multiracial	–	6	–
White	✓	259	99.6%
English Language Learner	–	4	–
Students with Disabilities	✓	41	97.6%
Economically Disadvantaged	✓	108	99.1%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	602	99.7%
Asian or Native Hawaiian/Other Pacific Islander	✓	307	100%
Black or African American	–	3	–
Hispanic or Latino	–	27	–
Multiracial	–	6	–
White	✓	259	99.2%
English Language Learner	–	4	–
Students with Disabilities	✓	41	97.6%
Economically Disadvantaged	✓	108	98.2%

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

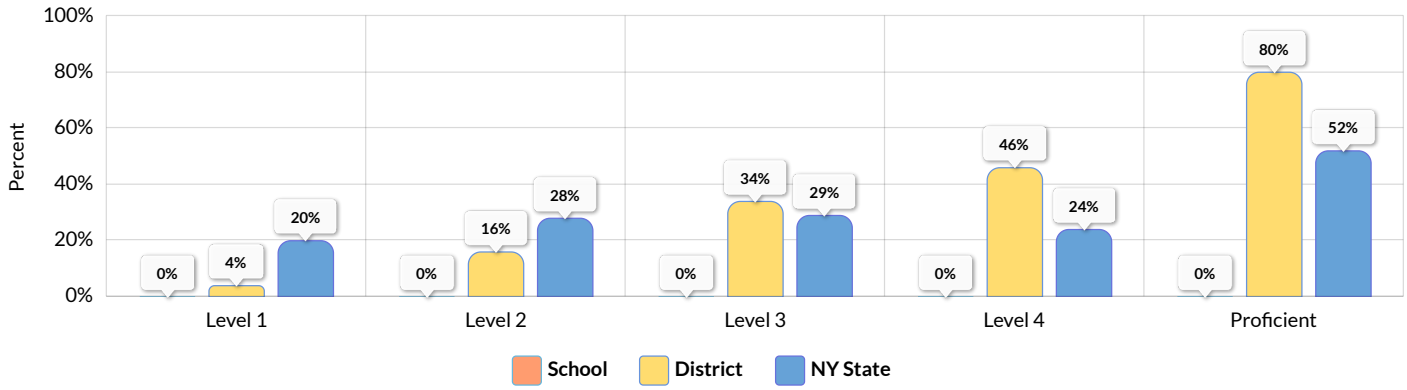
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

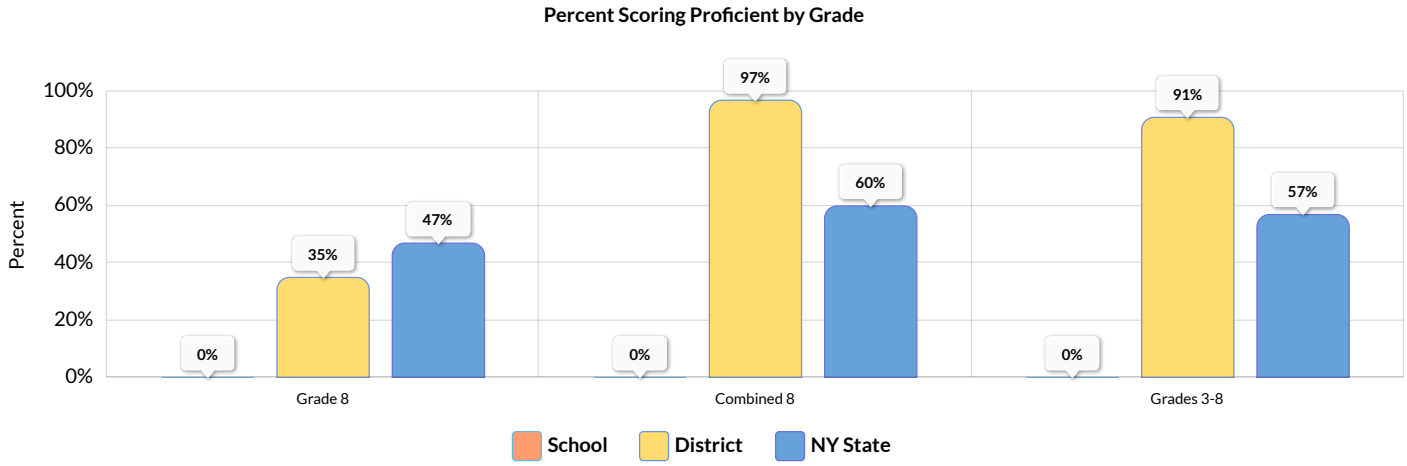
GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

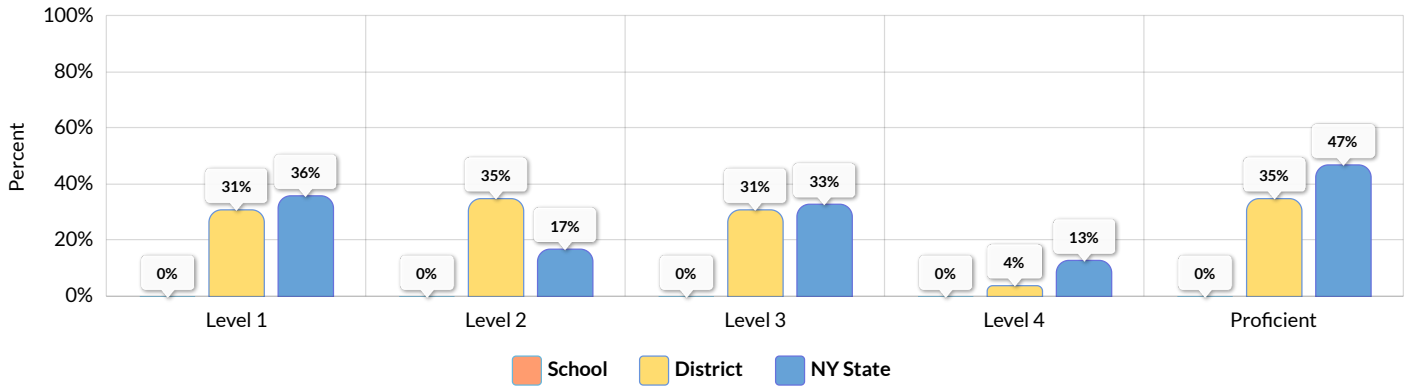
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 3-8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

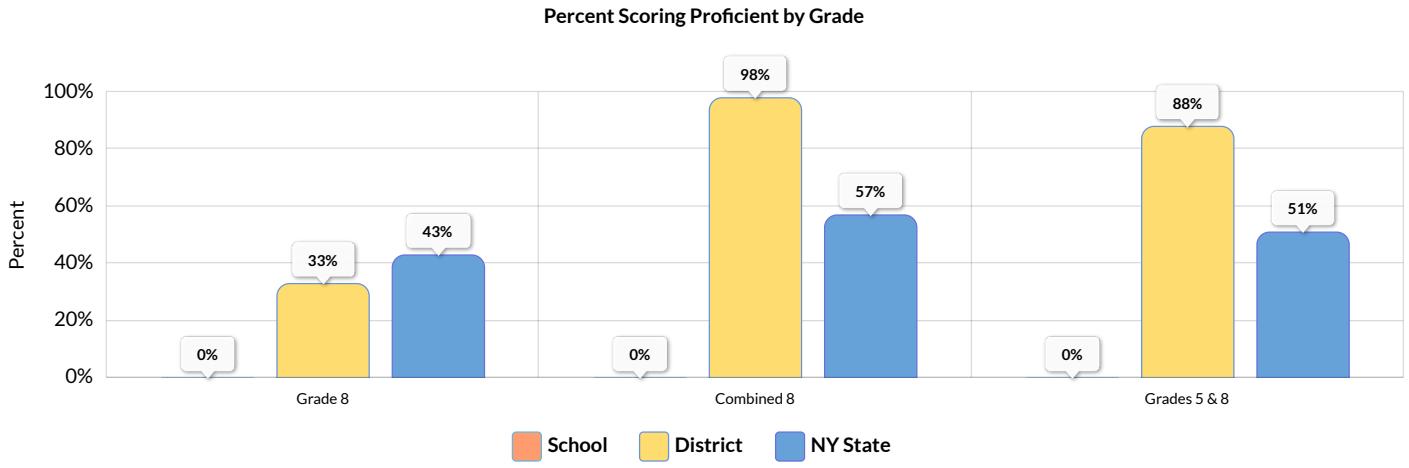
GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

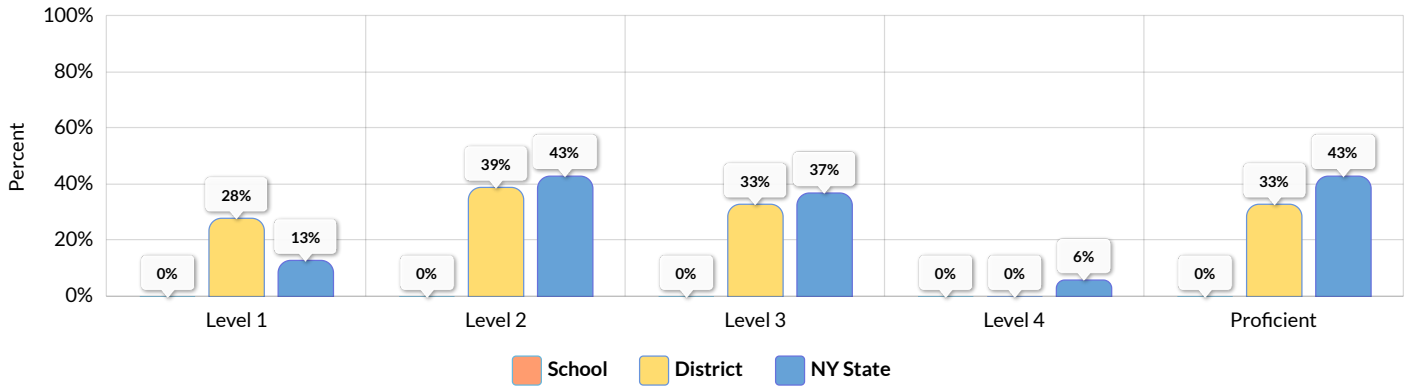
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grades 5 & 8	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

GRADE 8 SCIENCE RESULTS

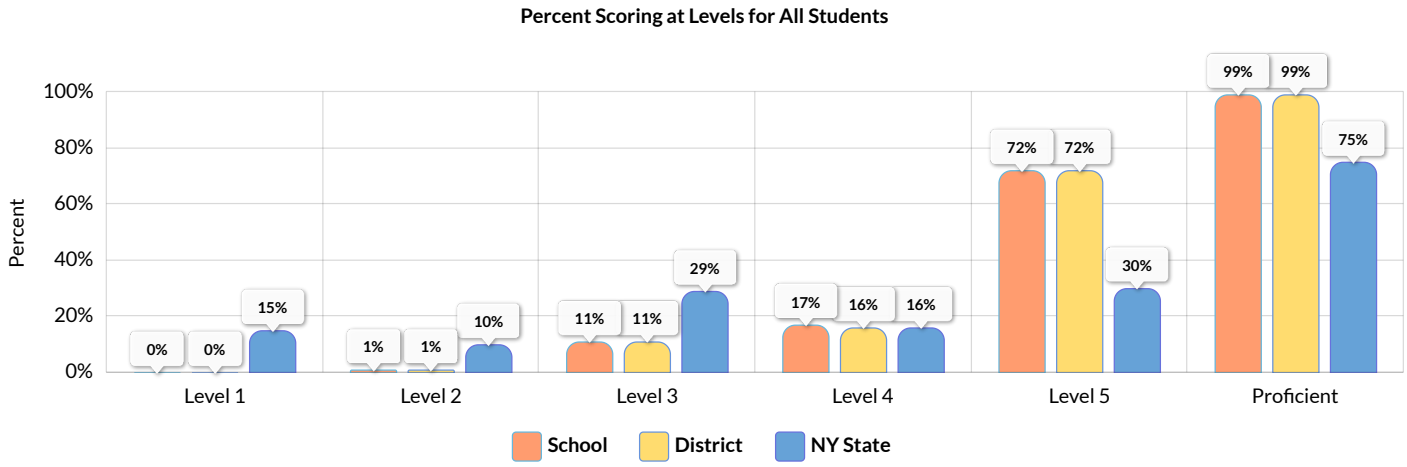


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

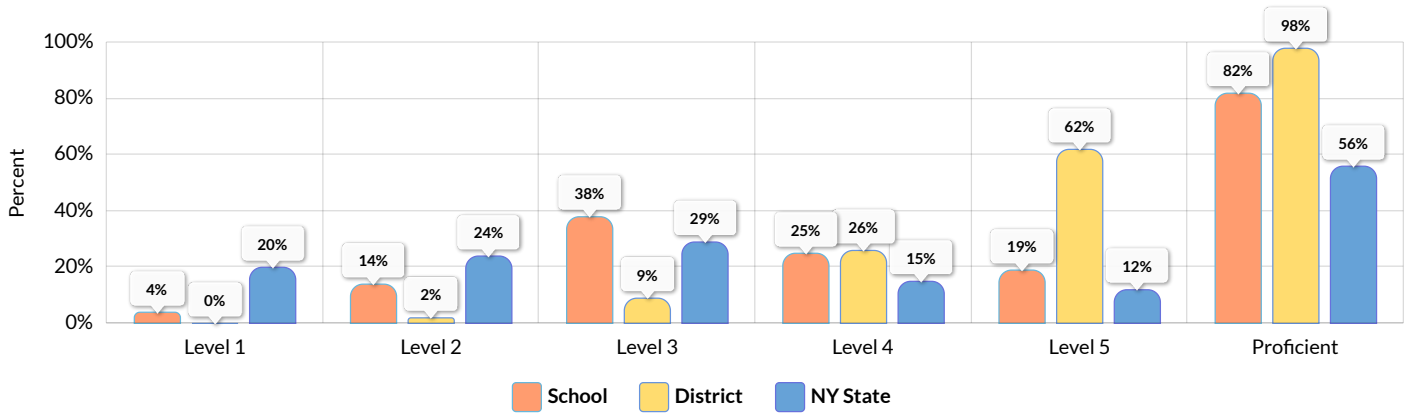
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



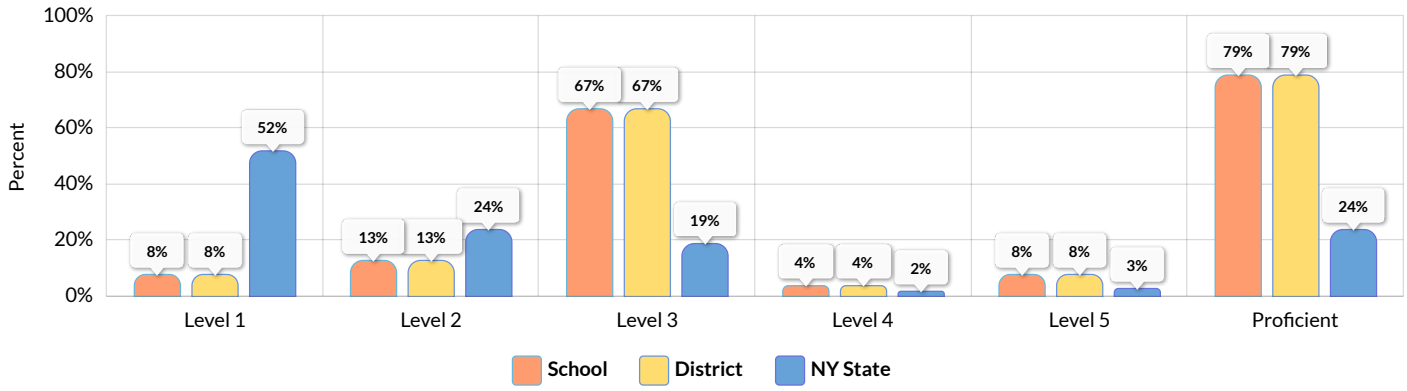
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	605	1	0%	4	1%	65	11%	100	17%	435	72%	600	99%
Female	285	0	0%	1	0%	25	9%	35	12%	224	79%	284	100%
Male	320	1	0%	3	1%	40	13%	65	20%	211	66%	316	99%
General Education Students	552	0	0%	3	1%	42	8%	87	16%	420	76%	549	99%
Students with Disabilities	53	1	2%	1	2%	23	43%	13	25%	15	28%	51	96%
Asian or Native Hawaiian/Other Pacific Islander	297	0	0%	3	1%	26	9%	40	13%	228	77%	294	99%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	0	0%	1	3%	9	31%	5	17%	14	48%	28	97%
White	261	1	0%	0	0%	28	11%	52	20%	180	69%	260	100%
Multiracial	17	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	18	0	0%	0	0%	2	11%	3	17%	13	72%	18	100%
Economically Disadvantaged	122	0	0%	2	2%	28	23%	24	20%	68	56%	120	98%
Not Economically Disadvantaged	483	1	0%	2	0%	37	8%	76	16%	367	76%	480	99%
English Language Learner	16	0	0%	1	6%	7	44%	3	19%	5	31%	15	94%
Non-English Language Learner	589	1	0%	3	1%	58	10%	97	16%	430	73%	585	99%
Not in Foster Care	605	1	0%	4	1%	65	11%	100	17%	435	72%	600	99%
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	601	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	605	1	0%	4	1%	65	11%	100	17%	435	72%	600	99%
Parent Not in Armed Forces	605	1	0%	4	1%	65	11%	100	17%	435	72%	600	99%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



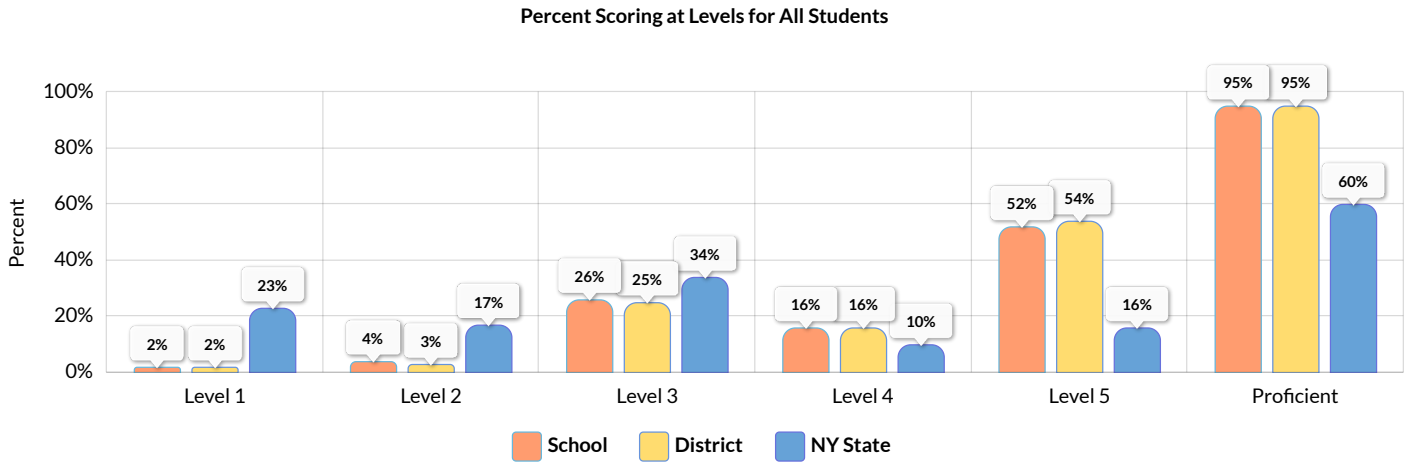
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	3	4%	11	14%	30	38%	20	25%	15	19%	65	82%
Female	32	1	3%	6	19%	11	34%	9	28%	5	16%	25	78%
Male	47	2	4%	5	11%	19	40%	11	23%	10	21%	40	85%
General Education Students	47	2	4%	5	11%	14	30%	15	32%	11	23%	40	85%
Students with Disabilities	32	1	3%	6	19%	16	50%	5	16%	4	13%	25	78%
Asian or Native Hawaiian/Other Pacific Islander	38	1	3%	5	13%	11	29%	12	32%	9	24%	32	84%
Hispanic or Latino	8	–	–	–	–	–	–	–	–	–	–	–	–
White	30	2	7%	3	10%	16	53%	4	13%	5	17%	25	83%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	0	0%	3	27%	3	27%	4	36%	1	9%	8	73%
Economically Disadvantaged	30	1	3%	5	17%	12	40%	5	17%	7	23%	24	80%
Not Economically Disadvantaged	49	2	4%	6	12%	18	37%	15	31%	8	16%	41	84%
English Language Learner	18	1	6%	4	22%	6	33%	3	17%	4	22%	13	72%
Non-English Language Learner	61	2	3%	7	11%	24	39%	17	28%	11	18%	52	85%
Not in Foster Care	79	3	4%	11	14%	30	38%	20	25%	15	19%	65	82%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	77	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	79	3	4%	11	14%	30	38%	20	25%	15	19%	65	82%
Parent Not in Armed Forces	79	3	4%	11	14%	30	38%	20	25%	15	19%	65	82%

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



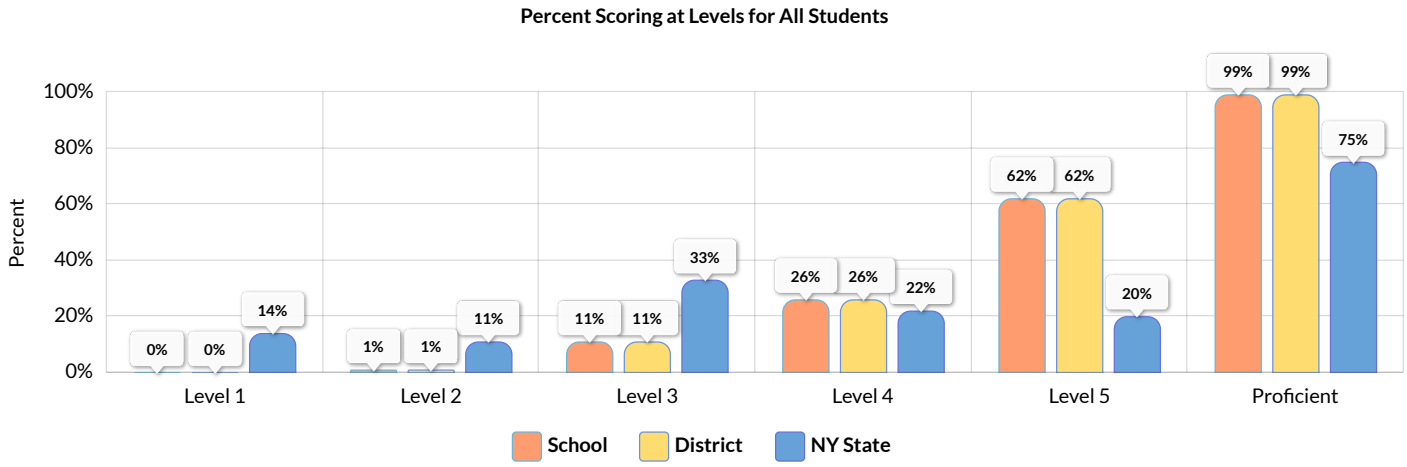
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	24	2	8%	3	13%	16	67%	1	4%	2	8%	19	79%
Female	14	1	7%	1	7%	9	64%	1	7%	2	14%	12	86%
Male	10	1	10%	2	20%	7	70%	0	0%	0	0%	7	70%
General Education Students	18	2	11%	2	11%	12	67%	0	0%	2	11%	14	78%
Students with Disabilities	6	0	0%	1	17%	4	67%	1	17%	0	0%	5	83%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	3	27%	6	55%	1	9%	0	0%	7	64%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	10	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	1	8%	0	0%	10	77%	0	0%	2	15%	12	92%
Economically Disadvantaged	11	1	9%	3	27%	7	64%	0	0%	0	0%	7	64%
Not Economically Disadvantaged	13	1	8%	0	0%	9	69%	1	8%	2	15%	12	92%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	23	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	24	2	8%	3	13%	16	67%	1	4%	2	8%	19	79%
Not Homeless	24	2	8%	3	13%	16	67%	1	4%	2	8%	19	79%
Not Migrant	24	2	8%	3	13%	16	67%	1	4%	2	8%	19	79%
Parent Not in Armed Forces	24	2	8%	3	13%	16	67%	1	4%	2	8%	19	79%

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



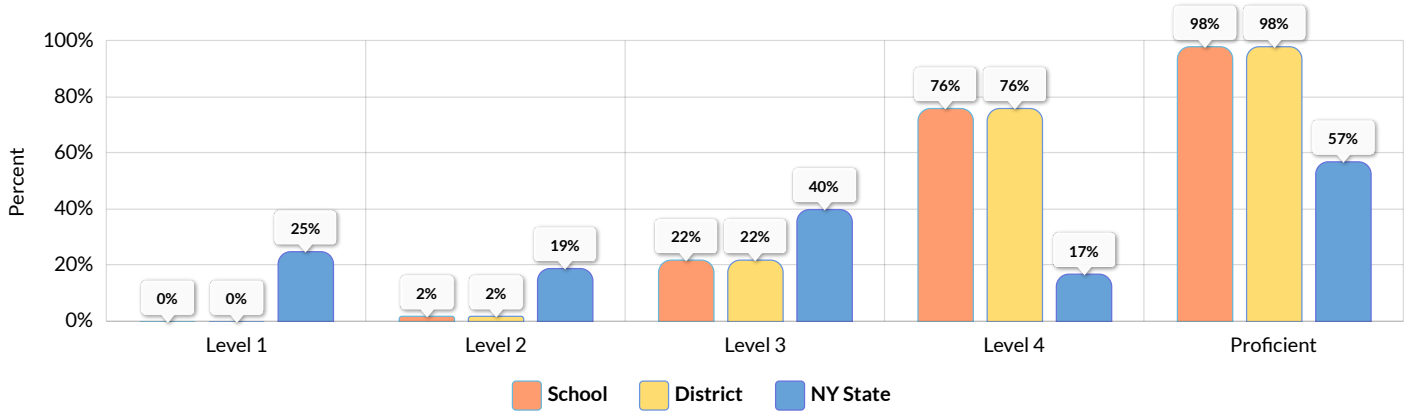
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	555	9	2%	20	4%	144	26%	91	16%	291	52%	526	95%
Female	251	3	1%	10	4%	70	28%	40	16%	128	51%	238	95%
Male	304	6	2%	10	3%	74	24%	51	17%	163	54%	288	95%
General Education Students	509	7	1%	11	2%	124	24%	85	17%	282	55%	491	96%
Students with Disabilities	46	2	4%	9	20%	20	43%	6	13%	9	20%	35	76%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	285	2	1%	5	2%	57	20%	45	16%	176	62%	278	98%
Black or African American	5	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	3	12%	2	8%	9	35%	4	15%	8	31%	21	81%
White	223	4	2%	12	5%	74	33%	39	17%	94	42%	207	93%
Multiracial	15	0	0%	0	0%	3	20%	2	13%	10	67%	15	100%
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	1	17%	1	17%	3	50%	5	83%
Economically Disadvantaged	107	3	3%	5	5%	32	30%	20	19%	47	44%	99	93%
Not Economically Disadvantaged	448	6	1%	15	3%	112	25%	71	16%	244	54%	427	95%
English Language Learner	9	0	0%	0	0%	2	22%	1	11%	6	67%	9	100%
Non-English Language Learner	546	9	2%	20	4%	142	26%	90	16%	285	52%	517	95%
Not in Foster Care	555	9	2%	20	4%	144	26%	91	16%	291	52%	526	95%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	554	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	555	9	2%	20	4%	144	26%	91	16%	291	52%	526	95%
Parent Not in Armed Forces	555	9	2%	20	4%	144	26%	91	16%	291	52%	526	95%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2024-25)



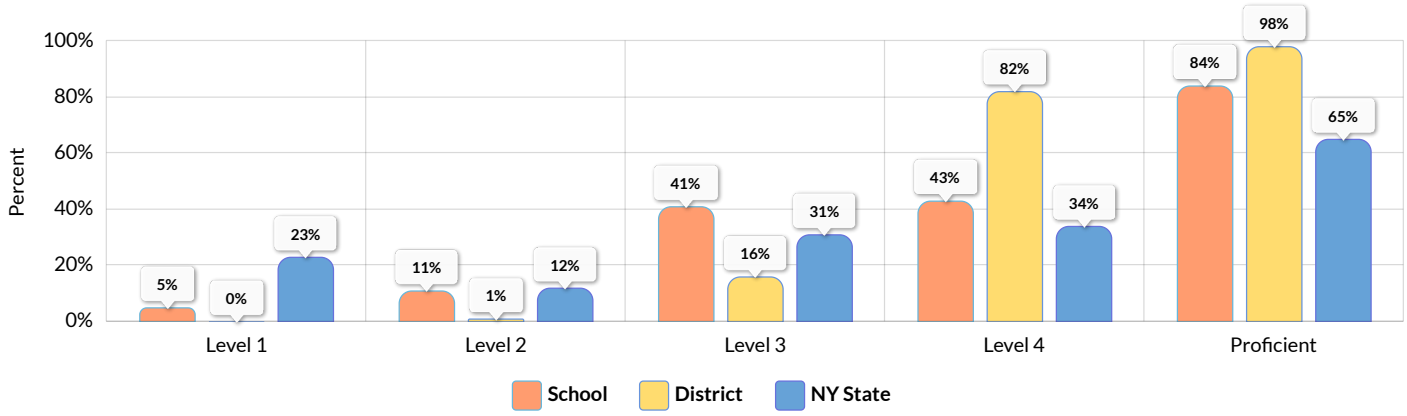
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	593	2	0%	3	1%	66	11%	153	26%	369	62%	588	99%
Female	284	1	0%	2	1%	33	12%	77	27%	171	60%	281	99%
Male	309	1	0%	1	0%	33	11%	76	25%	198	64%	307	99%
General Education Students	552	0	0%	2	0%	49	9%	135	24%	366	66%	550	100%
Students with Disabilities	41	2	5%	1	2%	17	41%	18	44%	3	7%	38	93%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	308	0	0%	1	0%	26	8%	63	20%	218	71%	307	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	30	0	0%	0	0%	7	23%	9	30%	14	47%	30	100%
White	241	1	0%	1	0%	32	13%	75	31%	132	55%	239	99%
Multiracial	11	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	14	1	7%	1	7%	1	7%	6	43%	5	36%	12	86%
Economically Disadvantaged	101	0	0%	1	1%	14	14%	30	30%	56	55%	100	99%
Not Economically Disadvantaged	492	2	0%	2	0%	52	11%	123	25%	313	64%	488	99%
English Language Learner	10	0	0%	0	0%	1	10%	2	20%	7	70%	10	100%
Non-English Language Learner	583	2	0%	3	1%	65	11%	151	26%	362	62%	578	99%
Not in Foster Care	593	2	0%	3	1%	66	11%	153	26%	369	62%	588	99%
Not Homeless	593	2	0%	3	1%	66	11%	153	26%	369	62%	588	99%
Not Migrant	593	2	0%	3	1%	66	11%	153	26%	369	62%	588	99%
Parent Not in Armed Forces	593	2	0%	3	1%	66	11%	153	26%	369	62%	588	99%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



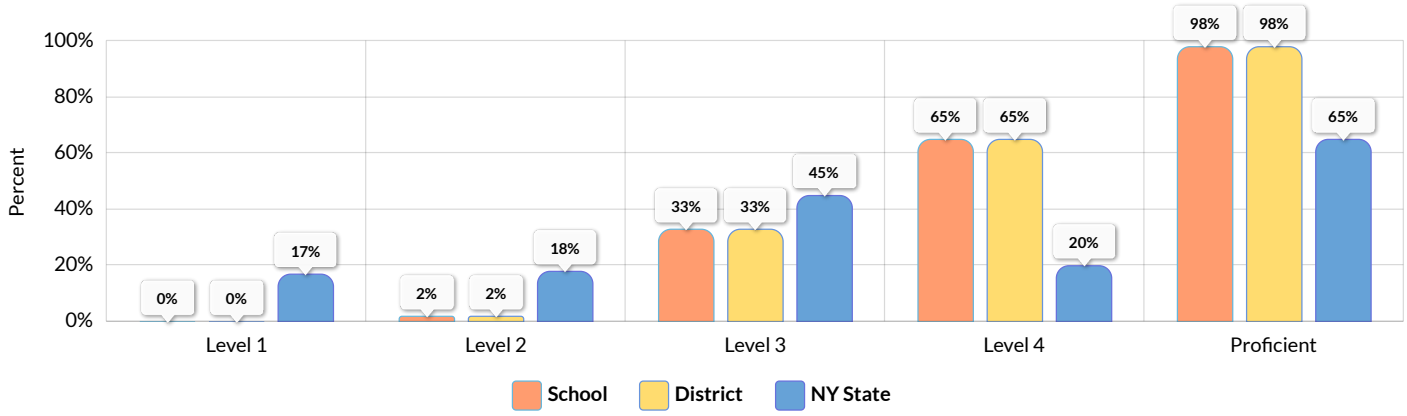
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	606	2	0%	11	2%	135	22%	458	76%	593	98%
Female	266	0	0%	5	2%	73	27%	188	71%	261	98%
Male	340	2	1%	6	2%	62	18%	270	79%	332	98%
General Education Students	547	0	0%	6	1%	99	18%	442	81%	541	99%
Students with Disabilities	59	2	3%	5	8%	36	61%	16	27%	52	88%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	321	0	0%	5	2%	54	17%	262	82%	316	98%
Black or African American	6	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	0	0%	1	4%	13	46%	14	50%	27	96%
White	233	2	1%	3	1%	67	29%	161	69%	228	98%
Multiracial	17	0	0%	1	6%	0	0%	16	94%	16	94%
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	1	14%	5	71%	6	86%
Economically Disadvantaged	123	0	0%	5	4%	37	30%	81	66%	118	96%
Not Economically Disadvantaged	483	2	0%	6	1%	98	20%	377	78%	475	98%
English Language Learner	19	0	0%	2	11%	7	37%	10	53%	17	89%
Non-English Language Learner	587	2	0%	9	2%	128	22%	448	76%	576	98%
Not in Foster Care	606	2	0%	11	2%	135	22%	458	76%	593	98%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	604	–	–	–	–	–	–	–	–	–	–
Not Migrant	606	2	0%	11	2%	135	22%	458	76%	593	98%
Parent Not in Armed Forces	606	2	0%	11	2%	135	22%	458	76%	593	98%

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



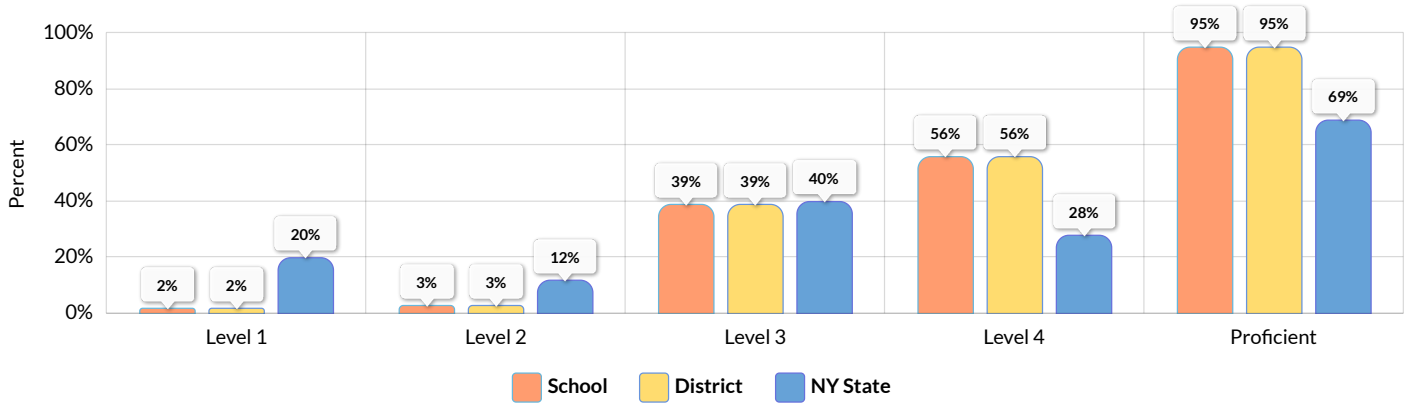
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	61	3	5%	7	11%	25	41%	26	43%	51	84%
Female	29	2	7%	5	17%	11	38%	11	38%	22	76%
Male	32	1	3%	2	6%	14	44%	15	47%	29	91%
General Education Students	32	1	3%	2	6%	10	31%	19	59%	29	91%
Students with Disabilities	29	2	7%	5	17%	15	52%	7	24%	22	76%
Asian or Native Hawaiian/Other Pacific Islander	26	1	4%	2	8%	6	23%	17	65%	23	88%
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	30	0	0%	5	17%	18	60%	7	23%	25	83%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	2	40%	0	0%	1	20%	2	40%	3	60%
Economically Disadvantaged	21	2	10%	2	10%	6	29%	11	52%	17	81%
Not Economically Disadvantaged	40	1	3%	5	13%	19	48%	15	38%	34	85%
English Language Learner	8	0	0%	0	0%	2	25%	6	75%	8	100%
Non-English Language Learner	53	3	6%	7	13%	23	43%	20	38%	43	81%
Not in Foster Care	61	3	5%	7	11%	25	41%	26	43%	51	84%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	60	–	–	–	–	–	–	–	–	–	–
Not Migrant	61	3	5%	7	11%	25	41%	26	43%	51	84%
Parent Not in Armed Forces	61	3	5%	7	11%	25	41%	26	43%	51	84%

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



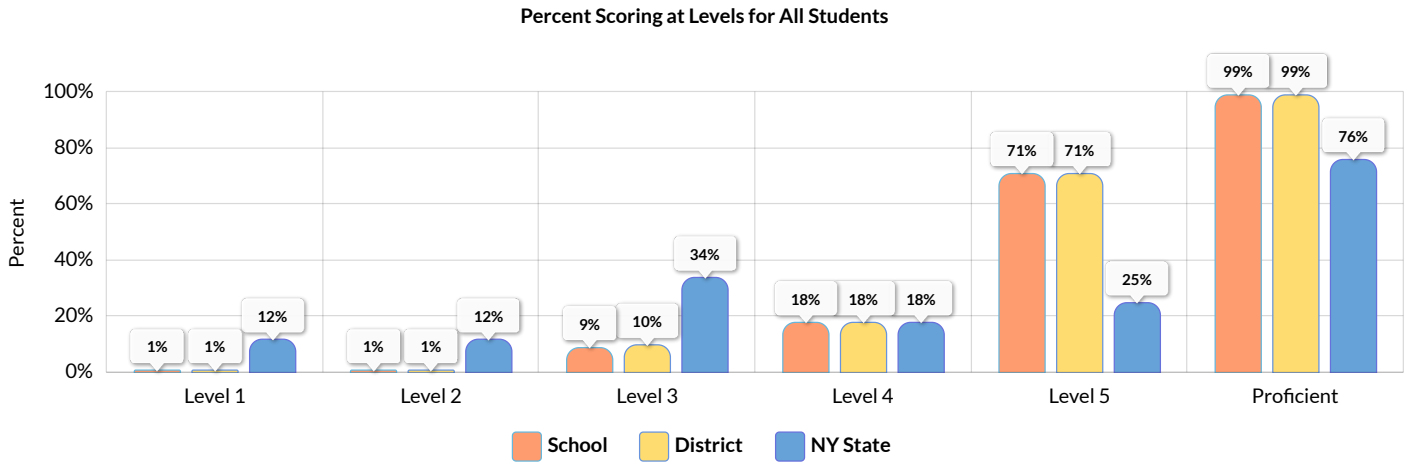
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	526	0	0%	10	2%	174	33%	342	65%	516	98%
Female	264	0	0%	6	2%	89	34%	169	64%	258	98%
Male	262	0	0%	4	2%	85	32%	173	66%	258	98%
General Education Students	510	0	0%	9	2%	162	32%	339	66%	501	98%
Students with Disabilities	16	0	0%	1	6%	12	75%	3	19%	15	94%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	284	0	0%	6	2%	80	28%	198	70%	278	98%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	0	0%	1	4%	13	48%	13	48%	26	96%
White	204	0	0%	3	1%	74	36%	127	62%	201	99%
Multiracial	9	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	7	64%	4	36%	11	100%
Economically Disadvantaged	90	0	0%	3	3%	37	41%	50	56%	87	97%
Not Economically Disadvantaged	436	0	0%	7	2%	137	31%	292	67%	429	98%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	522	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	526	0	0%	10	2%	174	33%	342	65%	516	98%
Not Homeless	526	0	0%	10	2%	174	33%	342	65%	516	98%
Not Migrant	526	0	0%	10	2%	174	33%	342	65%	516	98%
Parent Not in Armed Forces	526	0	0%	10	2%	174	33%	342	65%	516	98%

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



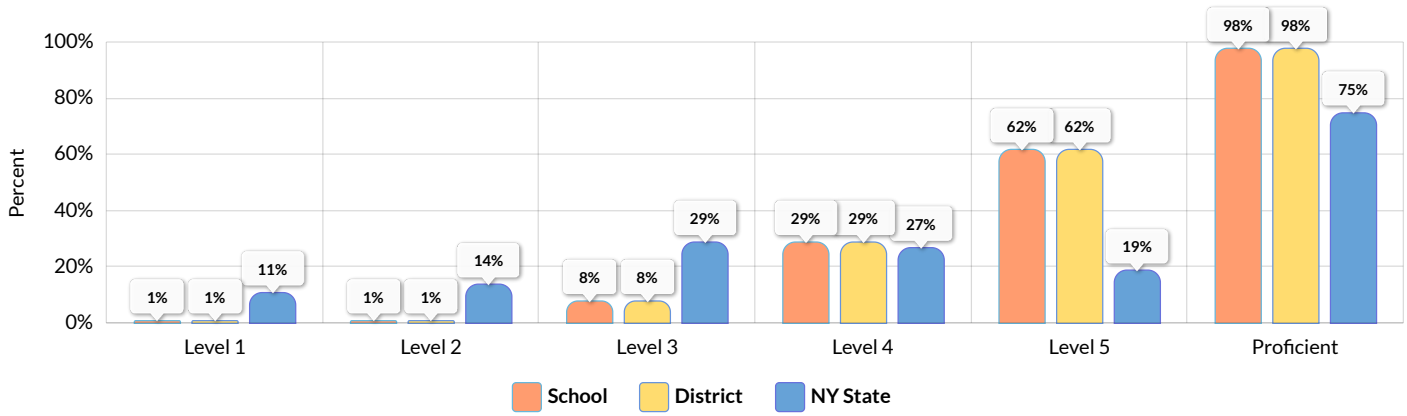
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	408	8	2%	11	3%	159	39%	230	56%	389	95%
Female	178	2	1%	8	4%	69	39%	99	56%	168	94%
Male	230	6	3%	3	1%	90	39%	131	57%	221	96%
General Education Students	401	8	2%	11	3%	157	39%	225	56%	382	95%
Students with Disabilities	7	0	0%	0	0%	2	29%	5	71%	7	100%
Asian or Native Hawaiian/Other Pacific Islander	224	4	2%	8	4%	76	34%	136	61%	212	95%
Hispanic or Latino	17	1	6%	0	0%	10	59%	6	35%	16	94%
White	153	3	2%	3	2%	67	44%	80	52%	147	96%
Multiracial	14	0	0%	0	0%	6	43%	8	57%	14	100%
Economically Disadvantaged	70	2	3%	5	7%	31	44%	32	46%	63	90%
Not Economically Disadvantaged	338	6	2%	6	2%	128	38%	198	59%	326	96%
Non-English Language Learner	408	8	2%	11	3%	159	39%	230	56%	389	95%
Not in Foster Care	408	8	2%	11	3%	159	39%	230	56%	389	95%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	407	–	–	–	–	–	–	–	–	–	–
Not Migrant	408	8	2%	11	3%	159	39%	230	56%	389	95%
Parent Not in Armed Forces	408	8	2%	11	3%	159	39%	230	56%	389	95%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	618	4	1%	5	1%	58	9%	110	18%	441	71%	609	99%
Female	303	0	0%	3	1%	30	10%	54	18%	216	71%	300	99%
Male	315	4	1%	2	1%	28	9%	56	18%	225	71%	309	98%
General Education Students	557	0	0%	3	1%	34	6%	94	17%	426	76%	554	99%
Students with Disabilities	61	4	7%	2	3%	24	39%	16	26%	15	25%	55	90%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	302	1	0%	3	1%	24	8%	44	15%	230	76%	298	99%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	36	0	0%	2	6%	6	17%	8	22%	20	56%	34	94%
White	262	3	1%	0	0%	25	10%	55	21%	179	68%	259	99%
Multiracial	14	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	18	0	0%	0	0%	3	17%	3	17%	12	67%	18	100%
Economically Disadvantaged	114	1	1%	3	3%	20	18%	16	14%	74	65%	110	96%
Not Economically Disadvantaged	504	3	1%	2	0%	38	8%	94	19%	367	73%	499	99%
English Language Learner	13	1	8%	1	8%	4	31%	3	23%	4	31%	11	85%
Non-English Language Learner	605	3	0%	4	1%	54	9%	107	18%	437	72%	598	99%
Not in Foster Care	618	4	1%	5	1%	58	9%	110	18%	441	71%	609	99%
Not Homeless	618	4	1%	5	1%	58	9%	110	18%	441	71%	609	99%
Not Migrant	618	4	1%	5	1%	58	9%	110	18%	441	71%	609	99%
Parent Not in Armed Forces	618	4	1%	5	1%	58	9%	110	18%	441	71%	609	99%

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



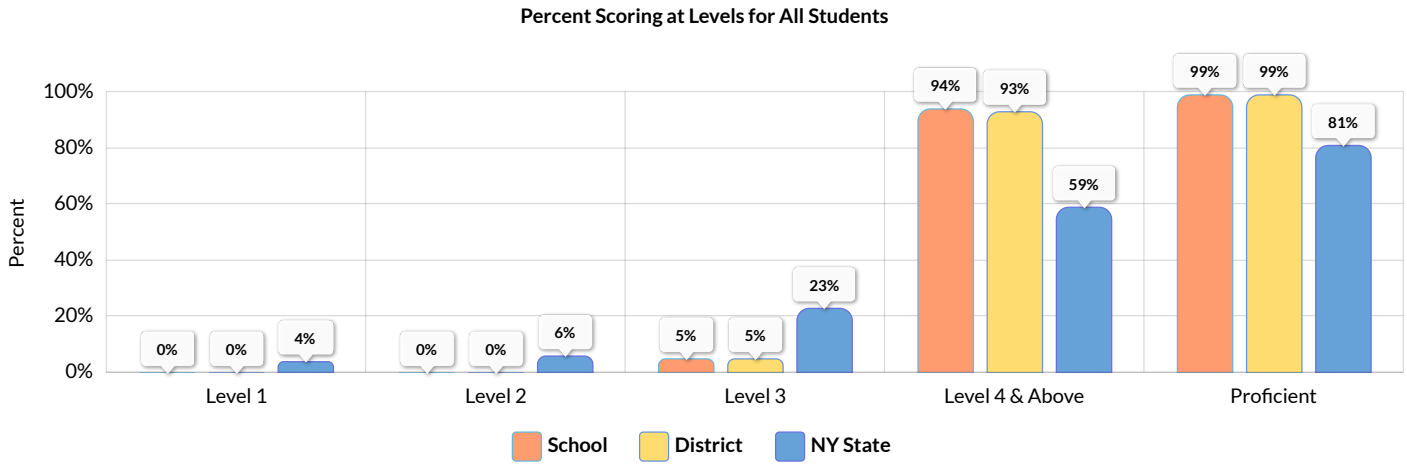
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	597	5	1%	5	1%	48	8%	171	29%	368	62%	587	98%
Female	281	1	0%	2	1%	20	7%	83	30%	175	62%	278	99%
Male	316	4	1%	3	1%	28	9%	88	28%	193	61%	309	98%
General Education Students	545	3	1%	2	0%	34	6%	148	27%	358	66%	540	99%
Students with Disabilities	52	2	4%	3	6%	14	27%	23	44%	10	19%	47	90%
Asian or Native Hawaiian/Other Pacific Islander	292	2	1%	0	0%	23	8%	70	24%	197	67%	290	99%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	1	3%	2	7%	3	10%	13	45%	10	34%	26	90%
White	259	2	1%	2	1%	18	7%	86	33%	151	58%	255	98%
Multiracial	15	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	0	0%	1	6%	4	24%	2	12%	10	59%	16	94%
Economically Disadvantaged	120	2	2%	4	3%	19	16%	42	35%	53	44%	114	95%
Not Economically Disadvantaged	477	3	1%	1	0%	29	6%	129	27%	315	66%	473	99%
English Language Learner	17	0	0%	1	6%	7	41%	5	29%	4	24%	16	94%
Non-English Language Learner	580	5	1%	4	1%	41	7%	166	29%	364	63%	571	98%
Not in Foster Care	597	5	1%	5	1%	48	8%	171	29%	368	62%	587	98%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	594	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	597	5	1%	5	1%	48	8%	171	29%	368	62%	587	98%
Parent Not in Armed Forces	597	5	1%	5	1%	48	8%	171	29%	368	62%	587	98%

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

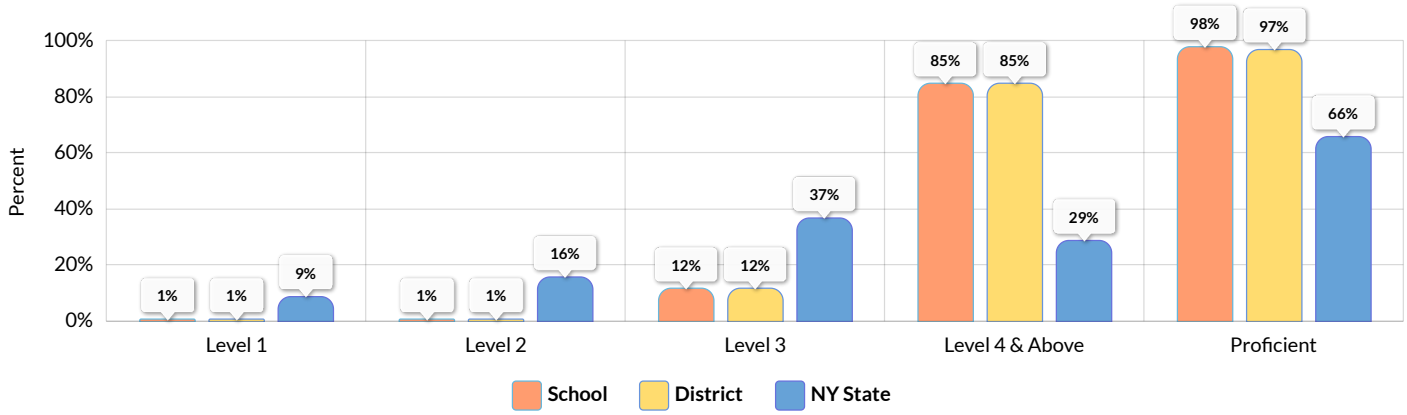
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination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

2021 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	603	1	0%	602	100%	0	0%	3	0%	31	5%	568	94%	599	99%
Female	299	0	0%	299	100%	0	0%	1	0%	17	6%	281	94%	298	100%
Male	304	1	0%	303	100%	0	0%	2	1%	14	5%	287	94%	301	99%
General Education Students	563	1	0%	562	100%	0	0%	1	0%	21	4%	540	96%	561	100%
Students with Disabilities	40	0	0%	40	100%	0	0%	2	5%	10	25%	28	70%	38	95%
Asian or Native Hawaiian/Other Pacific Islander	307	0	0%	307	100%	0	0%	1	0%	13	4%	293	95%	306	100%
Black or African American	4	1	–	3	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	0	0%	28	100%	0	0%	0	0%	5	18%	23	82%	28	100%
White	258	0	0%	258	100%	0	0%	2	1%	10	4%	246	95%	256	99%
Multiracial	6	0	–	6	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	0	0%	3	30%	6	60%	9	90%
Economically Disadvantaged	107	0	0%	107	100%	0	0%	0	0%	6	6%	101	94%	107	100%
Not Economically Disadvantaged	496	1	0%	495	100%	0	0%	3	1%	25	5%	467	94%	492	99%
English Language Learner	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	599	1	–	598	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	603	1	0%	602	100%	0	0%	3	0%	31	5%	568	94%	599	99%
Not Homeless	603	1	0%	602	100%	0	0%	3	0%	31	5%	568	94%	599	99%
Not Migrant	603	1	0%	602	100%	0	0%	3	0%	31	5%	568	94%	599	99%
Parent Not in Armed Forces	603	1	0%	602	100%	0	0%	3	0%	31	5%	568	94%	599	99%

2021 TOTAL COHORT REGENTS IN MATH



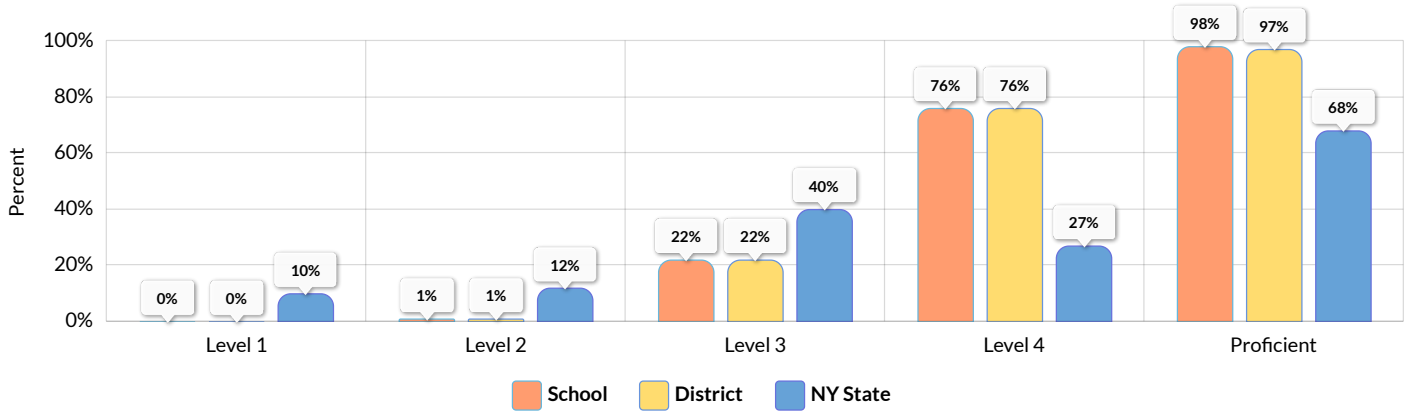
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	603	1	0%	602	100%	7	1%	6	1%	75	12%	514	85%	589	98%
Female	299	1	0%	298	100%	1	0%	3	1%	41	14%	253	85%	294	98%
Male	304	0	0%	304	100%	6	2%	3	1%	34	11%	261	86%	295	97%
General Education Students	563	1	0%	562	100%	0	0%	3	1%	55	10%	504	90%	559	99%
Students with Disabilities	40	0	0%	40	100%	7	18%	3	8%	20	50%	10	25%	30	75%
Asian or Native Hawaiian/Other Pacific Islander	307	0	0%	307	100%	0	0%	1	0%	23	7%	283	92%	306	100%
Black or African American	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	0	0%	28	100%	2	7%	2	7%	9	32%	15	54%	24	86%
White	258	1	0%	257	100%	5	2%	2	1%	42	16%	208	81%	250	97%
Multiracial	6	0	–	6	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	1	10%	1	10%	8	80%	9	90%
Economically Disadvantaged	107	1	1%	106	99%	1	1%	3	3%	17	16%	85	79%	102	95%
Not Economically Disadvantaged	496	0	0%	496	100%	6	1%	3	1%	58	12%	429	86%	487	98%
English Language Learner	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	599	1	–	598	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	603	1	0%	602	100%	7	1%	6	1%	75	12%	514	85%	589	98%
Not Homeless	603	1	0%	602	100%	7	1%	6	1%	75	12%	514	85%	589	98%
Not Migrant	603	1	0%	602	100%	7	1%	6	1%	75	12%	514	85%	589	98%
Parent Not in Armed Forces	603	1	0%	602	100%	7	1%	6	1%	75	12%	514	85%	589	98%

2021 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	505	1	0	504	100
Female	253	1	0	252	100
Male	252	0	0	252	100
General Education Students	487	1	0	486	100
Students with Disabilities	18	0	0	18	100
Asian or Native Hawaiian/Other Pacific Islander	250	0	0	250	100
Black or African American	1	0	0	1	100
Hispanic or Latino	18	0	0	18	100
White	233	1	0	232	100
Multiracial	3	0	0	3	100
Economically Disadvantaged	75	1	1	74	99
Not Economically Disadvantaged	430	0	0	430	100
Non-English Language Learner	505	1	0	504	100
Not in Foster Care	505	1	0	504	100
Not Homeless	505	1	0	504	100
Not Migrant	505	1	0	504	100
Parent Not in Armed Forces	505	1	0	504	100

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

2021 TOTAL COHORT REGENTS IN SCIENCE



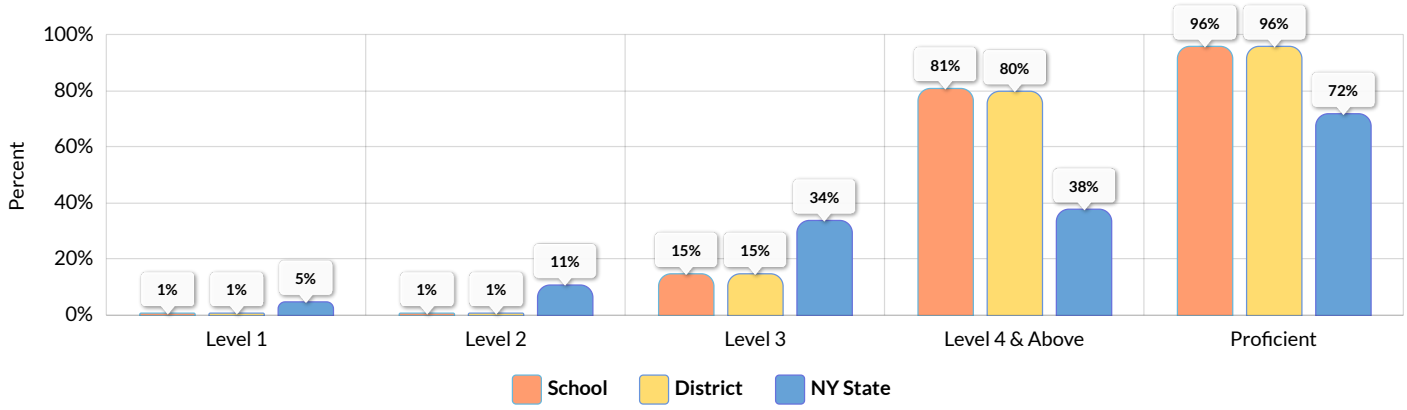
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	603	5	1%	598	99%	3	0%	5	1%	132	22%	458	76%	590	98%
Female	299	2	1%	297	99%	0	0%	3	1%	76	25%	218	73%	294	98%
Male	304	3	1%	301	99%	3	1%	2	1%	56	18%	240	79%	296	97%
General Education Students	563	5	1%	558	99%	1	0%	1	0%	112	20%	444	79%	556	99%
Students with Disabilities	40	0	0%	40	100%	2	5%	4	10%	20	50%	14	35%	34	85%
Asian or Native Hawaiian/Other Pacific Islander	307	2	1%	305	99%	1	0%	2	1%	47	15%	255	83%	302	98%
Black or African American	4	1	–	3	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	0	0%	28	100%	1	4%	0	0%	16	57%	11	39%	27	96%
White	258	1	0%	257	100%	1	0%	2	1%	67	26%	187	72%	254	98%
Multiracial	6	1	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	0	0%	1	10%	2	20%	5	50%	7	70%
Economically Disadvantaged	107	1	1%	106	99%	2	2%	0	0%	29	27%	75	70%	104	97%
Not Economically Disadvantaged	496	4	1%	492	99%	1	0%	5	1%	103	21%	383	77%	486	98%
English Language Learner	4	2	–	2	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	599	3	–	596	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	603	5	1%	598	99%	3	0%	5	1%	132	22%	458	76%	590	98%
Not Homeless	603	5	1%	598	99%	3	0%	5	1%	132	22%	458	76%	590	98%
Not Migrant	603	5	1%	598	99%	3	0%	5	1%	132	22%	458	76%	590	98%
Parent Not in Armed Forces	603	5	1%	598	99%	3	0%	5	1%	132	22%	458	76%	590	98%

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	506	0	0	506	100
Female	248	0	0	248	100
Male	258	0	0	258	100
General Education Students	493	0	0	493	100
Students with Disabilities	13	0	0	13	100
Asian or Native Hawaiian/Other Pacific Islander	258	0	0	258	100
Black or African American	1	0	0	1	100
Hispanic or Latino	17	0	0	17	100
White	227	0	0	227	100
Multiracial	3	0	0	3	100
Economically Disadvantaged	80	0	0	80	100
Not Economically Disadvantaged	426	0	0	426	100
Non-English Language Learner	506	0	0	506	100
Not in Foster Care	506	0	0	506	100
Not Homeless	506	0	0	506	100
Not Migrant	506	0	0	506	100
Parent Not in Armed Forces	506	0	0	506	100

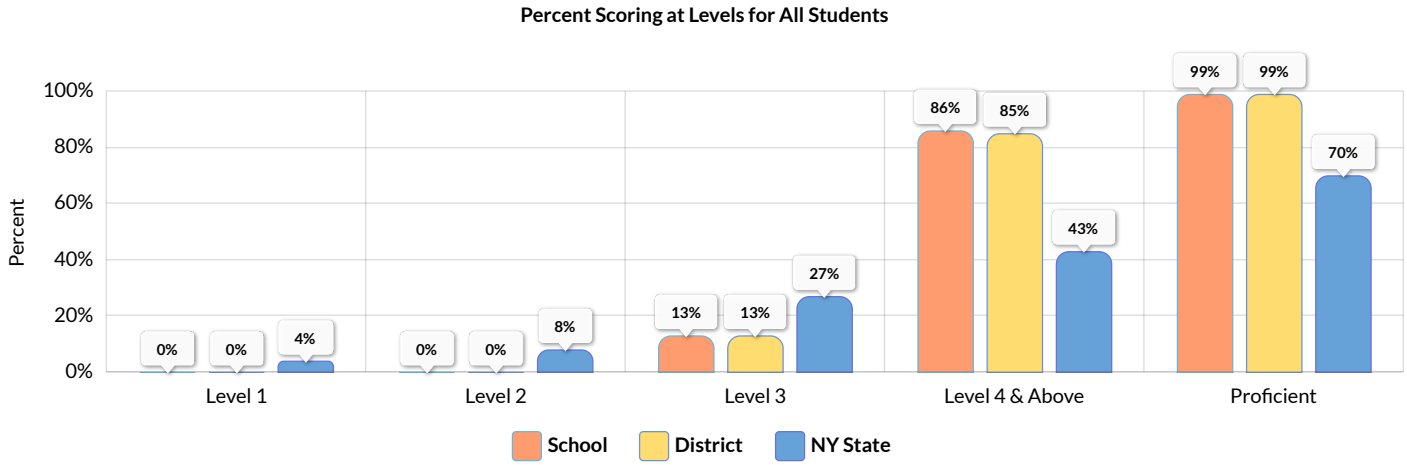
See report card Glossary and Guide for criteria used to include students in this table.

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	603	10	2%	593	98%	4	1%	9	1%	91	15%	489	81%	580	96%
Female	299	6	2%	293	98%	1	0%	6	2%	57	19%	229	77%	286	96%
Male	304	4	1%	300	99%	3	1%	3	1%	34	11%	260	86%	294	97%
General Education Students	563	10	2%	553	98%	2	0%	4	1%	77	14%	470	83%	547	97%
Students with Disabilities	40	0	0%	40	100%	2	5%	5	13%	14	35%	19	48%	33	83%
Asian or Native Hawaiian/Other Pacific Islander	307	6	2%	301	98%	0	0%	3	1%	32	10%	266	87%	298	97%
Black or African American	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	1	4%	27	96%	1	4%	2	7%	10	36%	14	50%	24	86%
White	258	2	1%	256	99%	2	1%	3	1%	47	18%	204	79%	251	97%
Multiracial	6	1	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	10%	1	10%	2	20%	5	50%	7	70%
Economically Disadvantaged	107	1	1%	106	99%	2	2%	2	2%	17	16%	85	79%	102	95%
Not Economically Disadvantaged	496	9	2%	487	98%	2	0%	7	1%	74	15%	404	81%	478	96%
English Language Learner	4	3	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	599	7	–	592	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	603	10	2%	593	98%	4	1%	9	1%	91	15%	489	81%	580	96%
Not Homeless	603	10	2%	593	98%	4	1%	9	1%	91	15%	489	81%	580	96%
Not Migrant	603	10	2%	593	98%	4	1%	9	1%	91	15%	489	81%	580	96%
Parent Not in Armed Forces	603	10	2%	593	98%	4	1%	9	1%	91	15%	489	81%	580	96%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	603	3	0%	600	100%	1	0%	1	0%	79	13%	519	86%	598	99%
Female	299	0	0%	299	100%	0	0%	0	0%	45	15%	254	85%	299	100%
Male	304	3	1%	301	99%	1	0%	1	0%	34	11%	265	87%	299	98%
General Education Students	563	3	1%	560	99%	0	0%	0	0%	63	11%	497	88%	560	99%
Students with Disabilities	40	0	0%	40	100%	1	3%	1	3%	16	40%	22	55%	38	95%
Asian or Native Hawaiian/Other Pacific Islander	307	1	0%	306	100%	0	0%	0	0%	30	10%	276	90%	306	100%
Black or African American	4	1	–	3	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	0	0%	28	100%	0	0%	0	0%	14	50%	14	50%	28	100%
White	258	0	0%	258	100%	1	0%	1	0%	33	13%	223	86%	256	99%
Multiracial	6	1	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	0	0%	0	0%	2	20%	6	60%	8	80%
Economically Disadvantaged	107	0	0%	107	100%	0	0%	0	0%	20	19%	87	81%	107	100%
Not Economically Disadvantaged	496	3	1%	493	99%	1	0%	1	0%	59	12%	432	87%	491	99%
English Language Learner	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	599	3	–	596	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	603	3	0%	600	100%	1	0%	1	0%	79	13%	519	86%	598	99%
Not Homeless	603	3	0%	600	100%	1	0%	1	0%	79	13%	519	86%	598	99%
Not Migrant	603	3	0%	600	100%	1	0%	1	0%	79	13%	519	86%	598	99%
Parent Not in Armed Forces	603	3	0%	600	100%	1	0%	1	0%	79	13%	519	86%	598	99%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	0	0	5	100
Female	2	0	0	2	100
Male	3	0	0	3	100
General Education Students	5	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
Hispanic or Latino	1	0	0	1	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	4	0	0	4	100
Non-English Language Learner	5	0	0	5	100
Not in Foster Care	5	0	0	5	100
Not Homeless	5	0	0	5	100
Not Migrant	5	0	0	5	100
Parent Not in Armed Forces	5	0	0	5	100

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	12	0	0%	12	100%	0	0%	0	0%	3	25%	4	33%	5	42%
Grade 10	9	0	0%	9	100%	0	0%	0	0%	1	11%	5	56%	3	33%
Grade 11	17	0	0%	17	100%	2	12%	1	6%	3	18%	3	18%	8	47%
Grade 12	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	2,415	168	7%
American Indian or Alaska Native	2	–	–
Asian or Native Hawaiian/Other Pacific Islander	1,218	55	4.5%
Black or African American	12	–	–
Hispanic or Latino	118	12	10.2%
Multiracial	51	4	7.8%
White	1,014	95	9.4%
English Language Learner	43	0	–
Students with Disabilities	228	34	14.9%
Economically Disadvantaged	446	49	11%

TOTAL COHORT GRADUATION RATE (2024-25)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	603	596	99%	536	89%	57	9%	3	0%	0	0%	6	1%	0	0%	1	0%
Female	299	296	99%	268	90%	27	9%	1	0%	0	0%	3	1%	0	0%	0	0%
Male	304	300	99%	268	88%	30	10%	2	1%	0	0%	3	1%	0	0%	1	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	563	557	99%	518	92%	39	7%	0	0%	0	0%	5	1%	0	0%	1	0%
Students with Disabilities	40	39	98%	18	45%	18	45%	3	8%	0	0%	1	3%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	307	303	99%	280	91%	22	7%	1	0%	0	0%	4	1%	0	0%	0	0%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	27	96%	18	64%	9	32%	0	0%	0	0%	1	4%	0	0%	0	0%
White	258	257	100%	231	90%	24	9%	2	1%	0	0%	1	0%	0	0%	0	0%
Multiracial	6	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	107	105	98%	91	85%	14	13%	0	0%	0	0%	2	2%	0	0%	0	0%
Not Economically Disadvantaged	496	491	99%	445	90%	43	9%	3	1%	0	0%	4	1%	0	0%	1	0%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	599	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	603	596	99%	536	89%	57	9%	3	0%	0	0%	6	1%	0	0%	1	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	603	596	99%	536	89%	57	9%	3	0%	0	0%	6	1%	0	0%	1	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	603	596	99%	536	89%	57	9%	3	0%	0	0%	6	1%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	603	596	99%	536	89%	57	9%	3	0%	0	0%	6	1%	0	0%	1	0%

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SYOSSET SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

EXPENDITURES PER PUPIL (2024-25)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	2,400	$789,692	$329	$88,986,539	$37,078	$89,776,231	$37,407
This District	6,980	$3,259,604	$467	$262,815,007	$37,653	$266,074,611	$38,120
Statewide	2,491,686	$4,873,207,251	$1,956	$74,339,056,095	$29,835	$79,212,263,346	$31,791

STAFF QUALIFICATIONS (2024-25)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	237	18	8%	1	0	0%
THIS DISTRICT	703	50	7%	10	1	10%
STATEWIDE	216,139	40,167	19%	5,052	1,894	37%
STATEWIDE HIGH-POVERTY SCHOOLS	48,544	13,086	27%	1,281	579	45%
STATEWIDE LOW-POVERTY SCHOOLS	62,670	7,956	13%	1,248	354	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	229	0	0%
THIS DISTRICT	675	2	0%
STATEWIDE	206,221	18,583	9%
STATEWIDE HIGH-POVERTY SCHOOLS	44,067	8,748	20%
STATEWIDE LOW-POVERTY SCHOOLS	60,469	1,308	2%

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SYOSSET SENIOR HIGH SCHOOL - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?

Enrollment	Count of Completed Questions	Percent Completed
2,418	1,015	41.98% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	1,015	100	0	0
Female	463	100	0	0
Male	552	100	0	0
American Indian/Alaska Native	0	0	0	0
Black	5	100	0	0
Hispanic	48	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	536	100	0	0

Subgroup	Yes		No	
	#	%	#	%
White	405	100	0	0
Multiracial	21	100	0	0
General Education Students	935	100	0	0
Students with Disabilities	80	100	0	0
Not English Language Learner	997	100	0	0
English Language Learner	18	100	0	0
Economically Disadvantaged	156	100	0	0
Not Economically Disadvantaged	859	100	0	0
Not Migrant	1,015	100	0	0
Homeless	0	0	0	0
Not Homeless	1,015	100	0	0
Not in Foster Care	1,015	100	0	0
Parent Not in Armed Forces	1,015	100	0	0

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
2,418	1,015	41.98% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	866	85.32	15	1.48	115	11.33	1	.1	0	0	18	1.77
Female	384	82.94	2	.43	63	13.61	1	.22	0	0	13	2.81

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	482	87.32	13	2.36	52	9.42	0	0	0	0	5	.91
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black	5	100	0	0	0	0	0	0	0	0	0	0
Hispanic	44	91.67	0	0	2	4.17	0	0	0	0	2	4.17
Asian or Native Hawaiian/Other Pacific Islander	463	86.38	11	2.05	57	10.63	0	0	0	0	5	.93
White	335	82.72	4	.99	54	13.33	1	.25	0	0	11	2.72
Multiracial	19	90.48	0	0	2	9.52	0	0	0	0	0	0
General Education Students	794	84.92	14	1.5	109	11.66	0	0	0	0	18	1.93
Students with Disabilities	72	90	1	1.25	6	7.5	1	1.25	0	0	0	0
Not English Language Learner	849	85.16	15	1.5	114	11.43	1	.1	0	0	18	1.81
English Language Learner	17	94.44	0	0	1	5.56	0	0	0	0	0	0
Economically Disadvantaged	137	87.82	2	1.28	17	10.9	0	0	0	0	0	0
Not Economically Disadvantaged	729	84.87	13	1.51	98	11.41	1	.12	0	0	18	2.1
Not Migrant	866	85.32	15	1.48	115	11.33	1	.1	0	0	18	1.77
Homeless	0	0	0	0	0	0	0	0	0	0	0	0
Not Homeless	866	85.32	15	1.48	115	11.33	1	.1	0	0	18	1.77
Not in Foster Care	866	85.32	15	1.48	115	11.33	1	.1	0	0	18	1.77
Parent Not in Armed Forces	866	85.32	15	1.48	115	11.33	1	.1	0	0	18	1.77

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)

Enrollment	Count of Completed Questions	Percent Completed
2,418	1,015	41.98% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	0	0	137	13.5	878	86.5
Female	0	0	72	15.55	391	84.45
Male	0	0	65	11.78	487	88.22
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	0	0	5	100
Hispanic	0	0	3	6.25	45	93.75
Asian or Native Hawaiian/Other Pacific Islander	0	0	67	12.5	469	87.5
White	0	0	65	16.05	340	83.95
Multiracial	0	0	2	9.52	19	90.48
General Education Students	0	0	130	13.9	805	86.1
Students with Disabilities	0	0	7	8.75	73	91.25
Not English Language Learner	0	0	137	13.74	860	86.26
English Language Learner	0	0	0	0	18	100
Economically Disadvantaged	0	0	16	10.26	140	89.74
Not Economically Disadvantaged	0	0	121	14.09	738	85.91
Not Migrant	0	0	137	13.5	878	86.5
Homeless	0	0	0	0	0	0
Not Homeless	0	0	137	13.5	878	86.5
Not in Foster Care	0	0	137	13.5	878	86.5
Parent Not in Armed Forces	0	0	137	13.5	878	86.5

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?

Enrollment	Count of Completed Questions	Percent Completed

2,418	1,015	41.98% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	1	.1	1,013	99.8	1	.1
Female	1	.22	462	99.78	0	0
Male	0	0	551	99.82	1	.18
American Indian/Alaska Native	0	0	0	0	0	0
Black	0	0	5	100	0	0
Hispanic	0	0	48	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	.19	534	99.63	1	.19
White	0	0	405	100	0	0
Multiracial	0	0	21	100	0	0
General Education Students	0	0	934	99.89	1	.11
Students with Disabilities	1	1.25	79	98.75	0	0
Not English Language Learner	1	.1	995	99.8	1	.1
English Language Learner	0	0	18	100	0	0
Economically Disadvantaged	0	0	156	100	0	0
Not Economically Disadvantaged	1	.12	857	99.77	1	.12
Not Migrant	1	.1	1,013	99.8	1	.1
Homeless	0	0	0	0	0	0
Not Homeless	1	.1	1,013	99.8	1	.1
Not in Foster Care	1	.1	1,013	99.8	1	.1
Parent Not in Armed Forces	1	.1	1,013	99.8	1	.1

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?

Enrollment	Count of Completed Questions	Percent Completed
2,418	1,015	41.98% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	100	9.85	915	90.15
Female	52	11.23	411	88.77
Male	48	8.7	504	91.3
American Indian/Alaska Native	0	0	0	0
Black	0	0	5	100
Hispanic	3	6.25	45	93.75
Asian or Native Hawaiian/Other Pacific Islander	66	12.31	470	87.69
White	30	7.41	375	92.59
Multiracial	1	4.76	20	95.24
General Education Students	94	10.05	841	89.95
Students with Disabilities	6	7.5	74	92.5
Not English Language Learner	100	10.03	897	89.97
English Language Learner	0	0	18	100
Economically Disadvantaged	21	13.46	135	86.54
Not Economically Disadvantaged	79	9.2	780	90.8
Not Migrant	100	9.85	915	90.15
Homeless	0	0	0	0
Not Homeless	100	9.85	915	90.15
Not in Foster Care	100	9.85	915	90.15
Parent Not in Armed Forces	100	9.85	915	90.15

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
2,418	1,015	41.98% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	0	0	1,015	100
Female	0	0	463	100
Male	0	0	552	100
American Indian/Alaska Native	0	0	0	0
Black	0	0	5	100
Hispanic	0	0	48	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	536	100
White	0	0	405	100
Multiracial	0	0	21	100
General Education Students	0	0	935	100
Students with Disabilities	0	0	80	100
Not English Language Learner	0	0	997	100
English Language Learner	0	0	18	100
Economically Disadvantaged	0	0	156	100
Not Economically Disadvantaged	0	0	859	100
Not Migrant	0	0	1,015	100
Homeless	0	0	0	0
Not Homeless	0	0	1,015	100
Not in Foster Care	0	0	1,015	100
Parent Not in Armed Forces	0	0	1,015	100

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
2,418	1,015	41.98% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	6.5	29	2.86	0	0	10	.99	4	.39	0	0	51	5.02	848	83.55	7	.69
Female	36	7.78	16	3.46	0	0	5	1.08	1	.22	0	0	24	5.18	377	81.43	4	.86
Male	30	5.43	13	2.36	0	0	5	.91	3	.54	0	0	27	4.89	471	85.33	3	.54
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	1	20	0	0	0	0	0	0	0	0	0	0	0	0	4	80	0	0
Hispanic	5	10.42	1	2.08	0	0	0	0	0	0	0	0	7	14.58	34	70.83	1	2.08
Asian or Native Hawaiian/Other Pacific Islander	24	4.48	19	3.54	0	0	4	.75	2	.37	0	0	23	4.29	459	85.63	5	.93
White	36	8.89	8	1.98	0	0	6	1.48	2	.49	0	0	21	5.19	331	81.73	1	.25
Multiracial	0	0	1	4.76	0	0	0	0	0	0	0	0	0	0	20	95.24	0	0
General Education Students	63	6.74	25	2.67	0	0	10	1.07	3	.32	0	0	44	4.71	783	83.74	7	.75
Students with Disabilities	3	3.75	4	5	0	0	0	0	1	1.25	0	0	7	8.75	65	81.25	0	0
Not English Language Learner	65	6.52	28	2.81	0	0	9	.9	4	.4	0	0	50	5.02	834	83.65	7	.7
English Language Learner	1	5.56	1	5.56	0	0	1	5.56	0	0	0	0	1	5.56	14	77.78	0	0
Economically Disadvantaged	13	8.33	6	3.85	0	0	3	1.92	1	.64	0	0	26	16.67	105	67.31	2	1.28

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	53	6.17	23	2.68	0	0	7	.81	3	.35	0	0	25	2.91	743	86.5	5	.58
Not Migrant	66	6.5	29	2.86	0	0	10	.99	4	.39	0	0	51	5.02	848	83.55	7	.69
Homeless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Homeless	66	6.5	29	2.86	0	0	10	.99	4	.39	0	0	51	5.02	848	83.55	7	.69
Not in Foster Care	66	6.5	29	2.86	0	0	10	.99	4	.39	0	0	51	5.02	848	83.55	7	.69
Parent Not in Armed Forces	66	6.5	29	2.86	0	0	10	.99	4	.39	0	0	51	5.02	848	83.55	7	.69

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?

Enrollment	Count of Completed Questions	Percent Completed
2,418	1,015	41.98% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	37	3.65	978	96.35
Female	21	4.54	442	95.46
Male	16	2.9	536	97.1
American Indian/Alaska Native	0	0	0	0
Black	0	0	5	100
Hispanic	2	4.17	46	95.83
Asian or Native Hawaiian/Other Pacific Islander	23	4.29	513	95.71
White	12	2.96	393	97.04

Subgroup	No		Yes	
	#	%	#	%
Multiracial	0	0	21	100
General Education Students	33	3.53	902	96.47
Students with Disabilities	4	5	76	95
Not English Language Learner	37	3.71	960	96.29
English Language Learner	0	0	18	100
Economically Disadvantaged	16	10.26	140	89.74
Not Economically Disadvantaged	21	2.44	838	97.56
Not Migrant	37	3.65	978	96.35
Homeless	0	0	0	0
Not Homeless	37	3.65	978	96.35
Not in Foster Care	37	3.65	978	96.35
Parent Not in Armed Forces	37	3.65	978	96.35

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?

Enrollment	Count of Completed Questions	Percent Completed
2,418	1,015	41.98% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	100	9.85	73	7.19	815	80.3	27	2.66
Female	41	8.86	30	6.48	380	82.07	12	2.59
Male	59	10.69	43	7.79	435	78.8	15	2.72
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Black	0	0	0	0	4	80	1	20

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
Hispanic	1	2.08	4	8.33	42	87.5	1	2.08
Asian or Native Hawaiian/Other Pacific Islander	74	13.81	53	9.89	393	73.32	16	2.99
White	25	6.17	15	3.7	357	88.15	8	1.98
Multiracial	0	0	1	4.76	19	90.48	1	4.76
General Education Students	93	9.95	67	7.17	751	80.32	24	2.57
Students with Disabilities	7	8.75	6	7.5	64	80	3	3.75
Not English Language Learner	98	9.83	71	7.12	801	80.34	27	2.71
English Language Learner	2	11.11	2	11.11	14	77.78	0	0
Economically Disadvantaged	17	10.9	16	10.26	114	73.08	9	5.77
Not Economically Disadvantaged	83	9.66	57	6.64	701	81.61	18	2.1
Not Migrant	100	9.85	73	7.19	815	80.3	27	2.66
Homeless	0	0	0	0	0	0	0	0
Not Homeless	100	9.85	73	7.19	815	80.3	27	2.66
Not in Foster Care	100	9.85	73	7.19	815	80.3	27	2.66
Parent Not in Armed Forces	100	9.85	73	7.19	815	80.3	27	2.66

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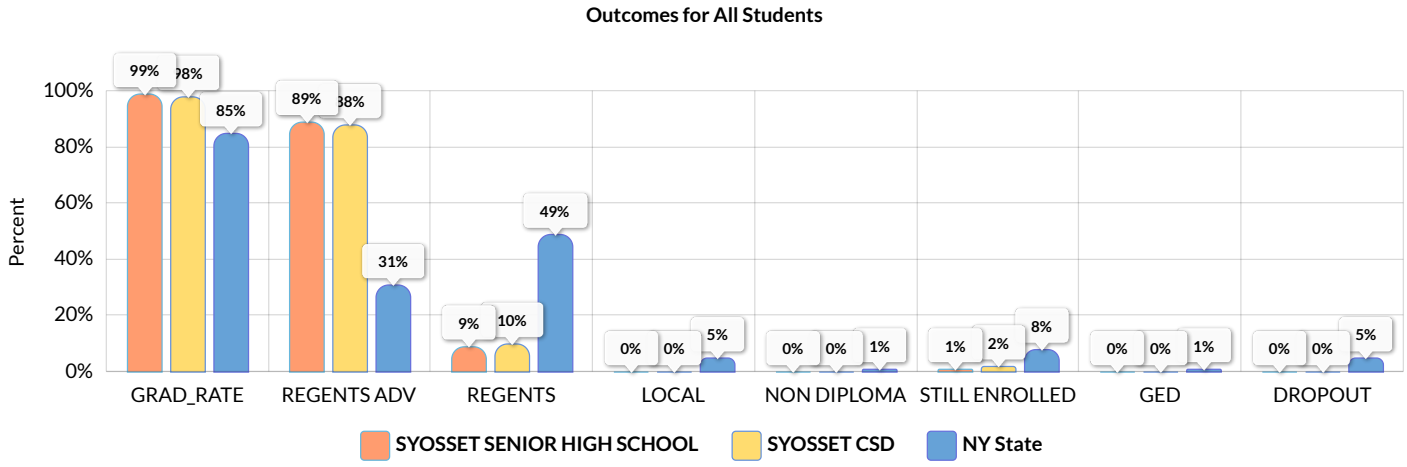
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SYOSSET SENIOR HIGH SCHOOL GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2025

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	603	596	99%	536	89%	57	9%	3	0%	0	0%	6	1%	0	0%	1	0%
Female	299	296	99%	268	90%	27	9%	1	0%	0	0%	3	1%	0	0%	0	0%
Male	304	300	99%	268	88%	30	10%	2	1%	0	0%	3	1%	0	0%	1	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	563	557	99%	518	92%	39	7%	0	0%	0	0%	5	1%	0	0%	1	0%
Students with Disabilities	40	39	98%	18	45%	18	45%	3	8%	0	0%	1	3%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	307	303	99%	280	91%	22	7%	1	0%	0	0%	4	1%	0	0%	0	0%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	28	27	96%	18	64%	9	32%	0	0%	0	0%	1	4%	0	0%	0	0%
White	258	257	100%	231	90%	24	9%	2	1%	0	0%	1	0%	0	0%	0	0%
Multiracial	6	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	107	105	98%	91	85%	14	13%	0	0%	0	0%	2	2%	0	0%	0	0%
Not Economically Disadvantaged	496	491	99%	445	90%	43	9%	3	1%	0	0%	4	1%	0	0%	1	0%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	599	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	603	596	99%	536	89%	57	9%	3	0%	0	0%	6	1%	0	0%	1	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	603	596	99%	536	89%	57	9%	3	0%	0	0%	6	1%	0	0%	1	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	603	596	99%	536	89%	57	9%	3	0%	0	0%	6	1%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	603	596	99%	536	89%	57	9%	3	0%	0	0%	6	1%	0	0%	1	0%

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SYOSSET SENIOR HIGH SCHOOL GRADUATION PATHWAYS DATA 2025

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	596	490	82%	0	0%	7	1%	16	3%	21	4%	54	9%	0	0%	1	0%	7	1%
Female	296	259	88%	0	0%	4	1%	5	2%	4	1%	21	7%	0	0%	0	0%	3	1%
Male	300	231	77%	0	0%	3	1%	11	4%	17	6%	33	11%	0	0%	1	0%	4	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	557	454	82%	0	0%	7	1%	14	3%	21	4%	54	10%	0	0%	1	0%	6	1%
Students with Disabilities	39	36	92%	0	0%	0	0%	2	5%	0	0%	0	0%	0	0%	0	0%	1	3%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	303	239	79%	0	0%	4	1%	5	2%	17	6%	33	11%	0	0%	1	0%	4	1%
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	27	23	85%	0	0%	1	4%	0	0%	0	0%	2	7%	0	0%	0	0%	1	4%
White	257	219	85%	0	0%	2	1%	11	4%	4	2%	19	7%	0	0%	0	0%	2	1%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	105	83	79%	0	0%	2	2%	4	4%	7	7%	8	8%	0	0%	0	0%	1	1%
Not Economically Disadvantaged	491	407	83%	0	0%	5	1%	12	2%	14	3%	46	9%	0	0%	1	0%	6	1%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	595	489	82%	0	0%	7	1%	16	3%	21	4%	54	9%	0	0%	1	0%	7	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	596	490	82%	0	0%	7	1%	16	3%	21	4%	54	9%	0	0%	1	0%	7	1%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	596	490	82%	0	0%	7	1%	16	3%	21	4%	54	9%	0	0%	1	0%	7	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	596	490	82%	0	0%	7	1%	16	3%	21	4%	54	9%	0	0%	1	0%	7	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	596	490	82%	0	0%	7	1%	16	3%	21	4%	54	9%	0	0%	1	0%	7	1%

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Section 12: School Report Card
Glossary and Business Rules

NEW YORK STATE
2024-25 REPORT CARD GLOSSARY & GUIDE

Last updated: March 24, 2026

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Accountability Data

For more information about the accountability data and statuses, see *Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2025–2026 Accountability Statuses Based on 2024–2025 Results*. Additional information about the New York State accountability system can be found at ESSA Accountability System.

2025-26 Accountability Statuses and Support Models Using 2024-25 Data

District Statuses

Statuses for districts in 2025-26 will NOT be determined using aggregated district-wide data and district indicator Accountability Levels.

Local Support and Improvement: Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), or Targeted Support and Improvement (TSI).

Target District: Districts that have at least one school identified for CSI, ATSI, or TSI.

School Statuses

Local Support and Improvement (LSI): Schools that have not been identified for the low performance of the All Students group or an accountability subgroup.

Targeted Support and Improvement (TSI): Schools are identified for TSI based on the performance of accountability subgroups, not the All Students group. These subgroups are American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged. Schools are identified for TSI when any accountability subgroup meets the criteria for identification for three consecutive years. See Elementary/Middle-Level School Identification Methods and Secondary-Level School Identification Methods below. No schools were newly identified for TSI based on 2024-25 school year results.

Additional Targeted Support and Improvement (ATSI): As per the approved New York State (NYS) ESSA plan, schools are required to be identified for ATSI every three years. In this ATSI identification year, schools are identified for ATSI if any accountability subgroup identified for TSI during the 2024-25 school year met the ATSI Identification Scenario Criteria based on 2024-25 school year results.

Comprehensive Support and Improvement (CSI): Per the approved NYS ESSA plan, schools are required to be identified for CSI every three years. In this CSI identification year, schools are identified for CSI if the All Students group or accountability subgroups identified for ATSI in the 2024-25 school year met the CSI Identification Scenario Criteria based on 2024-25 school year results.

Secondary schools for which the All Students group's 4-year total cohort graduation rate is less than 67% and the 5-year and 6-year total cohort graduation rates are not 67% or above are also identified for CSI. Schools are identified for CSI if the All Students group meets one of the scenarios in the Elementary/Middle-Level or Secondary-Level School Identification Scenario tables below.

Elementary/Middle-Level School Identification Methods

Elementary/middle schools are identified if the All Students group (for CSI) or accountability subgroup (for CSI, ATSI or TSI) meets Scenario 1 or 2 in the table below.

Scenario	Weighted Average Achievement	Core Subject Performance	Growth	English Language Proficiency (ELP)	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None*	

"None" means the school does not have sufficient results (i.e., at least 20 results) to assign an accountability level.

Secondary-Level School Identification Methods

1) Secondary-level schools are identified if their All Students group's 4-year graduation rate is less than 67% and they do not have 5-year or 6-year graduation rates that are at or above 67%.
2) Secondary-level schools are identified if the All Students group (for CSI) or accountability subgroup (for CSI, ATSI, or TSI) meets Scenario 1 or 2 in the table below.

Scenario	Weighted Average Achievement	Core Subject Performance	Grad Rate	ELP	Attendance	College, Career, & Civic Readiness (CCCR)
1	Level 1	Level 1	Level 1	At Least One Level 1		
2	Level 1 or 2	Either Level 1		At Least One Level 1		

Measures of Interim Progress (MIPs) & Long-Term Goals (LTGs)

ESSA requires that states set statewide measures of interim progress (MIPs) and ambitious long-term goals (LTGs) to provide schools and districts with trends over time that lead to actionable goal setting. New York State sets ambitious statewide MIPs and LTGs annually for improving student academic achievement and promoting greater educational outcomes for ELA, math, graduation rate, and English Language Learner (ELL) progress. These data are provided for informational purposes only. Information on how MIPs and LTGs are determined can be found at *Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2025–2026 Accountability Statuses Based on 2024–2025 Results*.

NYS School and District Accountability Statuses and Support Models

This link on the NYS Report Card provides access to an Excel Workbook that includes a list and count of all NYS public school districts, public schools, and charter schools by accountability status, as well as subgroup statuses for public and charter schools.

Section 1003 School Improvement Funds

The Section 1003 School Improvement Funds Data link provides access to an Excel Workbook that includes a full list of **schools** and **districts** that received section 1003 improvement funds, including the

amount of funds and the type of strategies implemented. Additional resource links are provided for informational purposes.

Elementary/Middle-Level Accountability Indicators

Elementary/Middle Core Subject Performance

The performance of students in Grades 3-8 in the current reporting year in the following "**Subjects"**: English language arts (ELA), mathematics, and science.

The "**Cohort"** is the number of students enrolled on Basic Educational Data System (BEDS) day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment.

A performance "**Index"** is calculated for each subject using the following formula:

> 100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of students in the Cohort]

A "**Combined Index**" is calculated by using the following formula:

> 100 * [(ELA PI Numerator + Math PI Numerator + Science PI Numerator) ÷ (ELA PI Denominator + Math PI Denominator + Science PI Denominator)]

An "**Accountability Level"** (1-4) is assigned based on static cut points established based on ranked outcomes from the 2023-24 school year and which will be used to assign accountability levels at the elementary/middle and secondary school levels for the 2025-26, 2026-27, and 2027-28 school years.

Rank	Accountability Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

See the Accountability Indicator Cut Points used for the 2025-26 school year accountability support model determinations.

Elementary/Middle Weighted Average Performance

The performance of students in Grades 3-8 in the current reporting year in the following "**Subjects"**: ELA, mathematics, and science.

The "**Cohort"** used to calculate outcomes for this indicator is the greater of 1) the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment or 2) 95% of continuously enrolled students with or without a valid test score.

A performance "**Index"** is calculated for each subject using the following formula:

> 100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of students in the Cohort]

A "**Combined Index**" is calculated by using the following formula:

> 100 * [(ELA PI Numerator + Math PI Numerator + Science PI Numerator) ÷ (ELA PI Denominator + Math PI Denominator + Science PI Denominator)]

Schools are then ranked from lowest to highest Combined Index, and an "**Accountability Level"** (1-4) is assigned based on their rank range placement as shown in the table below:

Rank	Accountability Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Elementary/Middle Growth

Single year student-level growth in ELA and mathematics are combined.

Student Growth Percentiles (SGPs) are determined for Grades 4-8 students who are continuously enrolled and who took the ELA or math State assessment in the previous grade level in the prior school year and in the next sequential grade level in the current school year. (For example, to compute an SGP in mathematics for a student in Grade 4, the student must have a valid score in the current school year on the Grade 4 mathematics assessment and a valid score in the prior school year on the Grade 3 mathematics assessment.) These SGPs are summed and reported as the "**Sum of SGPs.**" The Growth Level is based on the average of SGPs for which the school is accountable in the current school year.

The number of students who had valid test results in ELA and mathematics for the current school year is summed and reported as "**Number of SGPs**."

The sum of SGPs is divided by the number of SGPs to determine the "**Index**."

An "**Accountability Level**" is then determined using that Index and the table below.

Index	Accountability Level
45% or Less	1
45.1 to 50%	2
50.1 to 54%	3
Greater than 54%	4

Elementary/Middle English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in Grades K-8 making a designated amount of progress toward English language proficiency as measured by the New York State English as a Second Language Achievement Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of years the student has been identified as an ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a "**Benchmark**" from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a "**Progress Rate**."

The Progress Rate is divided by the Benchmark to determine a "**Success Ratio**."

An "**Accountability Level**" is determined using the Success Ratio and the table below:

Success Ratio	Accountability Level
0.49 or Less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Elementary/Middle Attendance

A Student Attendance Rate is determined for each student in Grades 1-8 and ungraded age equivalent students enrolled 30 or more cumulative instructional days and present (Present, Tardy) for at least one of those days by dividing the number of days the student is present by the number of cumulative instructional days the student is enrolled.

A "**Level**" using the table below is assigned to each student based on their Attendance Rate.

Percent of Instructional Days Attended	Student Attendance Rate Level
85% or Less	1
85.1- 90%	2
90.1-95%	3
Greater than 95%	4

An "**Attendance Index"** is determined using the following formula and the sum of the counts of students ("**Students Enrolled**" at least 30 instructional days and present at least one of those days) at each Level:

> 100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ (number of students enrolled ≥ 30 cumulative instructional days and present for at least one of those days)]

An "**Accountability Level"** (1-4) is assigned based on static cut points established based on ranked outcomes from the 2023-24 school year and which will be used to assign accountability levels at the elementary/middle and secondary school levels for the 2025-26, 2026-27, and 2027-28 school years.

Rank	Accountability Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

See the Accountability Indicator Cut Points used for the 2025-26 school year accountability support model determinations.

Elementary/Middle Participation Rates

Participation rates are calculated for students in Grades 3-8 and ungraded age equivalent students in ELA and mathematics separately.

Enrollment is the number of students enrolled during the current year test administration and/or make up period for the tests used (NYSTP, NYSESLAT, NYSAA, Regents examinations in mathematics).

Participation Rate is the number of students in the Enrollment with valid test scores divided by the Enrollment.

Tested 95% shows a green ✓ if the Participation Rate is greater than or equal to 95. A red × is shown if the Participation Rate is less than 95.

To be considered tested, students must have a valid score on the NYSTP for the grade in which they are enrolled or a valid score on the NYSESLAT if they are ELL and have been in U.S. schools for less than 12 cumulative months or a valid score on the NYSAA (if eligible) or a valid score on a Regents examination in mathematics taken in Grade 6, 7, or 8 if taken in lieu of the NYSTP.

NYSESLAT Used for Participation

Number Taking NYSESLAT is the number of students reported as English Language Learners, having been in U.S. schools for less than 12 cumulative months, having a valid score on the NYSESLAT associated with their grade level, and having NO valid score on a NYSTP in ELA in their grade level (Grades 3-8). These students are counted as tested when participation rates for EM ELA are determined.

Secondary-Level Accountability Indicators

Secondary Core Subject Performance

The performance of students on approved secondary-level examinations in ELA, mathematics, science, and social studies in the current reporting year.

The **Cohort** is the number of students reported with a first date of entry into Grade 9 in the 2021-22 school year (July 1 – June 30) and ungraded students not reported with a first date of entry into Grade 9 who turned 17 in the 2021-22 school year and reported with a valid score on an approved secondary-level examination (e.g., Regents, approved Regents alternative, NYSAA).

An **Index** is calculated for each subject using the following formula:

100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of students in the Cohort]

A weighted **Combined Index** is calculated using the subject Indices and the formula below:

[3(ELA Index) + 3(Math Index) + 2(Science Index) + 2(Social Studies Index)] ÷ 10

An "**Accountability Level"** (1-4) is assigned based on static cut points established based on ranked outcomes from the 2023-24 school year and which will be used to assign accountability levels at the elementary/middle and secondary school levels for the 2025-26, 2026-27, and 2027-28 school years.

Rank	Accountability Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

See the Accountability Indicator Cut Points used for the 2025-26 school year accountability support model determinations.

Secondary Weighted Average Performance

The performance of students on approved secondary-level examinations in ELA, mathematics, science, and social studies in the current reporting year.

The **Cohort** is the number of students reported with a first date of entry into Grade 9 in the 2021-22 school year (July 1 – June 30) and ungraded students not reported with a first date of entry into Grade 9 who turned 17 in the 2021-22 school year with or without a valid score on an approved secondary-level examination (e.g., Regents, approved Regents alternative, NYSAA), excluding students whose only secondary-level assessment was a June 2020 Regents examination or a 2020 approved Regents alternative or 2020 NYSAA.

An **Index** is calculated for each subject using the following formula:

100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of students in the Cohort]

A weighted **Combined Index** is calculated using the subject Indices and the formula below:

[3(ELA Index) + 3(Math Index) + 2(Science Index) + 2(Social Studies Index)] ÷ 10

Schools are then ranked from lowest to highest Combined Index, and **Accountability Levels** are assigned based on their rank range placement and the table below.

Rank	Accountability Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Secondary Graduation Rate

Percentage of students in the 4-, 5-, and 6-year graduation-rate total cohort as of June 30th of the year preceding the reporting year who earned a Regents or local diploma as of August 31st of the year preceding the reporting year.

The number of students in the 4-, 5-, and 6-year graduation rate cohorts is the **Number in Cohort**.

The number of students in the cohort with a local or Regents diploma is the **Number Graduated**.

The **Grad Rate** is the Number Graduated divided by the Number in Cohort, expressed as a percentage.

Graduation Rates for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (**Average Grad Rate**). Schools are then ranked from lowest to highest **Average Grad Rate**, and **Accountability Levels** are assigned based on their rank range placement and the table below.

Rank	Accountability Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Secondary English Language Proficiency (ELP)

The percentage of continuously enrolled **ELLs** in Grades 9-12 making a designated amount of progress toward English language proficiency as measured by the New York State English as a Second Language Achievement Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of years the student has been identified as an ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a **Benchmark** from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a **Progress Rate**.

The Progress Rate is divided by the Benchmark to determine a **Success Ratio**.

An **Accountability Level** is determined using the Success Ratio and the table below.

Success Ratio	Accountability Level
0 – 0.49	1
0.50 – 0.99	2
1.0 – 1.24	3
1.25 and greater	4

Secondary Attendance

A **Student Attendance Rate** is determined for each student in Grades 9-12 and ungraded age equivalent students enrolled 30 or more cumulative instructional days and present (Present, Tardy) for at least one of those days by dividing the number of days the student is present by the number of cumulative instructional days the student is enrolled.

A "Level" using the table below is assigned to each student based on their Attendance Rate.

Percent of Instructional Days Attended	Student Attendance Rate Level
85% or Less	1
85.1- 90%	2
90.1-95%	3
Greater than 95%	4

An **Attendance Index** for a subgroup for a school is determined using the following formula and the sum of the counts of students at each "Level."

> 100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ (number of students enrolled ≥ 30 cumulative instructional days and present for at least one of those days)]

Schools are ranked by their Attendance Index, and an "**Accountability Level"** (1-4) is assigned based on static cut points established based on ranked outcomes from the 2023-24 school year and which will be used to assign accountability levels at the elementary/middle and secondary school levels for the 2025-26, 2026-27, and 2027-28 school years.

Rank	Accountability Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

See the Accountability Indicator Cut Points used for the 2025-26 school year accountability support model determinations.

Secondary College, Career, and Civic Readiness

College, Career, and Civic Readiness (CCCR) is used to determine the preparedness of students (a) in the 2021 **Cohort** (students reported with a first date of entry into Grade 9 in the 2021-22 school year [July 1 – June 30] and ungraded students not reported with a first date of entry into Grade 9 who turned 17 in the 2021-22 school year) and (b) not in the cohort but who earned a Regents diploma with a Seal of Biliteracy in the reporting year.

A **CCCR Index** is determined for these students. The denominator is the Cohort plus students not in the cohort but who earned a Regents diploma with a Seal of Biliteracy. The numerator uses weights from 0 to 2.0 for achievements earned by students:

2.0(Count of students with 2.0) + 1.5(Count of students with 1.5) + 1.0(Count of students with 1.0) + 0.5(Count of students with 0.5) + 0(Count of students with 0)

Weight	Achievement
2.0	Cohort members with a Regents Diploma with Advanced Designation, Regents or Local Diploma with CTE Endorsement, Regents Diploma with Seal of Biliteracy, Regents Diploma and greater than or equal to a 3 on an Advanced Placement Exam, Regents Diploma and greater than or equal to a 4 on an International Baccalaureate Exam, in a PTECH program and fulfilled requirements for a Regents diploma, Regents Diploma and in a Smart Scholars Program, Regents Diploma and in a Smart Transfer program, Regents Diploma and earned course credit for dual enrollment course, eligible to take NYSAA and earned a Skills and Achievement Commencement Credential and an average of a Level 4 on all secondary-level NYSAA tests. Non-Cohort members with a Regents Diploma with a Seal of Biliteracy in reporting year.
1.5	Cohort members with a Regents Diploma and AP or IB Course Credit, Regents Diploma and took coursework for and received a Career Development & Occupational Studies (CDOS) Credential, eligible to take NYSAA and earned a Skills and Achievement Commencement Credential and an average of a Level 3 on all secondary-level NYSAA tests.
1.0	Cohort members with a Regents Diploma with or without Honors only, Local Diploma without Regents Endorsement, eligible to take NYSAA and earned a Skills and Achievement Commencement Credential and an average of a Level 2 on all secondary-level NYSAA tests.
0.5	Cohort members with CDOS Credential only. Non-Cohort members with an HSE diploma in the current or one or more of the previous two school years and whose last enrollment was in the school in the current school year or one or more of the previous two school years and did not have that HSE count towards the CCCR outcome in a previous year.
0	None of the above achievements.

The numerator is divided by the denominator, and the result is multiplied by 100 to determine a **CCCR Index**.

Subgroups for schools are then ranked by their CCCR Index, and an **Accountability Level** is assigned based on the rank range in which the Index fell and the table below.

Rank	Accountability Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Secondary Participation Rates

Participation rates are calculated for students in Grade 12 in ELA and mathematics separately.

12th Grade Enrollment is the number of students enrolled in Grade 12 during the current year, excluding Grade 12 students whose only assessment in the subject was an exemption on a June 2020 Regents exam or a 2020 approved Regents alternative or NYSAA.

Participation Rate is the number of students in the 12th Grade Enrollment with valid test scores divided by the 12th Grade Enrollment.

Tested 95% shows a green ✓ if the Participation Rate is greater than or equal to 95%. A red × is shown if the Participation Rate is less than 95%.

To be considered tested, students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics.

Assessment Data

Elementary- and Intermediate-Level English Language Arts, Mathematics, Science

Advanced Grades 6-8 Students: For purposes of calculating accountability performance and participation from 2021-22 through 2024-25, the United States Department of Education (USDE) granted NYSED a waiver to permit (a) students enrolled in Grade 7 or 8 to take a Regents examination in science in lieu of the Intermediate-Level Science test, and (b) students enrolled in Grades 6 and 7 to take a Regents examination in math in lieu of the Grades 6 and 7 New York State Testing Program (NYSTP) tests in math. Per the New York State ESSA Plan, students enrolled in Grade 8 may take a Regents examination in math in lieu of the Grade 8 NYSTP.

The Assessment Data section of the School Report Card reports results for assessments taken during the reporting year (2024-25) to meet grade-level requirements. Thus, Regents examinations taken during 2024-25 in Grades 6, 7, and 8 in lieu of Grades 6, 7, and 8 NYSTP mathematics requirements are reported, as well as Regents examinations taken during 2024-25 in Grade 8 in lieu of Grade 8 Intermediate-Level Science. However, Regents examinations taken during 2023-24 in Grade 7 in lieu of Grade 8 Intermediate-Level Science are not reported in the Assessment Data section, even if they are used for calculating accountability performance and participation for Grade 8 students.

Bar Charts and Tables: In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district. The summary bar charts for math and science include the by-grade Regents

taken in lieu of the grade-level test results, as well as the combined Regents taken in lieu and the grade-level test results.

Grades 3-8 English Language Arts (ELA)

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the NYSTP in ELA

Tested (# and %): Number and percent of students in the grade with a valid test score on the NYSTP in ELA

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above) on the NYSTP in ELA

Grades 3-8: Combined results for students in Grades 3-8

Grade-Specific Results

Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Grades 3-8 Mathematics

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the NYSTP in Math

Tested (# and %): Number and percent of students in the grade with a valid test score on the NYSTP or Regents examination in Math taken in lieu of the NYSTP

Level 1, Level 2, Level 3, Level 4 & Above (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4 or 5

Proficient (Levels 3 & Above) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above) in mathematics

Regents 6: Data for students in Grade 6 who took a Regents math examination in lieu of the Grade 6 NYSTP

Combined 6: Combination of data for students in Grade 6 who took the Grade 6 NYSTP assessment or a Regents math examination in lieu of the Grade 6 NYSTP

Regents 7: Data for students in Grade 7 who took a Regents math examination in lieu of the Grade 7 NYSTP

Combined 7: Combination of data for students in Grade 7 who took the Grade 7 NYSTP assessment or a Regents math examination in lieu of the Grade 7 NYSTP

Regents 8: Data for students in Grade 8 who took a Regents math examination in lieu of the Grade 8 NYSTP

Combined 8: Combination of data for students in Grade 8 who took the Grade 8 NYSTP assessment or a Regents math examination in lieu of the Grade 8 NYSTP

Grades 3-8: Combined results for students in Grades 3-8, including Regents examinations taken in lieu of the NYSTP

Grade-Specific Results

Data in the grade tables are the same as those in the summary table ***for the NYSTP only*** but disaggregated by demographic **Subgroups**.

Grades 5 & 8 Science

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the Elementary-Level (Grade 5) Science Test or Intermediate-Level (Grade 8) Science Test

Tested (# and %): Number and percent of students in the grade with a valid test score on the Elementary-Level (Grade 5) Science Test or Intermediate-Level (Grade 8) Science Test or Regents science examination

Level 1, Level 2, Level 3, Level 4 & Above (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4 or 5

Proficient (Levels 3 & Above) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above) in science

Regents 8: Data for students in Grade 8 who took a Regents science examination in lieu of the Intermediate-Level Science Test

Combined 8: Combination of data for students in Grade 8 who took the Intermediate-Level Science Test or a Regents science examination in Grade 8 in lieu of the Intermediate-Level Science Test

Grades 5 & 8: Combined results for students in Grades 5 & 8, including Regents examinations taken in lieu of the Intermediate-Level Science Test

Grade-Specific Results

Data in the grade tables are the same as those in the summary table for the ***Elementary-Level (Grade 5) and Intermediate-Level (Grade 8) Science Tests only*** but disaggregated by demographic **Subgroups**.

Annual Regents Examinations

Annual Regents examination results are those taken by students in August, January, and June of the reporting year (July 1 – June 30), regardless of grade.

If multiple administrations of the same Regents examination title are taken by a student in the same reporting year, the exam on which the student earned the highest performance level is reported. If the same performance level was earned on the same exam, the exam on which the student earned the highest score is reported.

Bar Charts: In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Tested (#): Number of students, regardless of grade, with a valid test score on the Regents examination taken in the current reporting year

Level 1, Level 2, Level 3, Level 4, Level 5 (# and %): Number and percent of tested students scoring at Level 1, Level 2, Level 3, Level 4, or Level 5. Performance level score ranges for Regents and Regents Common Core examinations for annual reporting may be found here.

Proficient (Levels 3 & Above) (# and %): Number and percent of tested students proficient (scoring Level 3 or above)

Total Cohort Regents Examinations

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. Caution should be used when comparing 2021 cohort results on Regents examinations with those of cohorts from prior years.

Regents Examinations in U.S. History & Government were canceled June 2022 through January 2023. The first administration of the U.S. History & Government (Framework) examination was in June 2023. Although the name of the examination was shortened in 2024-25 to "U.S. History & Government," no changes were made to the examination itself.

New Regents in Geometry, Earth and Space Sciences, and Life Science: Biology were administered for the first time in June 2025. Please note, the Earth and Space Sciences and Life Science: Biology were scored using a five-level scale, whereas other and prior Science subject examinations were scored with a four-level scale. All Science Regents results, regardless of scale, are combined into the single table for reporting purposes.

Cohort: Number of graded students who first entered Grade 9 (anywhere) in the 2021-22 reporting year (July 1, 2021 – June 30, 2022) and ungraded students not reported with a first date of entry into Grade 9 but who reached the age of 17 in the 2021-22 reporting year. Data for cohorts are reported as of June 30th four years after the student first entered Grade 9 (or, for ungraded students not reported with a first date of entry into Grade 9, turned 17).

Not Tested (# and %): Number and percent of students in the cohort with no valid test score on a Regents examination in the subject

Tested (# and %): Number and percent of students in the cohort with a valid test score on a Regents examination or a passing score on a NYSED-approved Regents alternative in the subject

Level 1, Level 2, Level 3, Level 4 & Above (# and %): Number and percent of students in the cohort scoring at Level 1, Level 2, Level 3, or Level 4 & Above. Students in the cohort who passed an approved Regents alternative are included in the counts and percents at Level 3. Performance level score ranges for Regents and Regents Common Core examinations for annual reporting may be found here.

Proficient (Levels 3 & Above) (# and %): Number and percent of students in the cohort proficient (scoring Level 3 or above) on a Regents examination or NYSED-approved Regents alternative in the subject

Total Cohort Exemptions

Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see exemption-specific resources at Coronavirus (COVID-19) Guidance for P-12 Schools by searching on the word "exemption." Beginning in 2024-25, students enrolled in a course that culminates in a Regents, approved Regents alternative, or pathways exam and met or exceeded learning outcomes of the course and who experienced a "Major Life Event" (MLE) that prevented them from taking the exam are also considered "Exempt." Additional information can be referenced in the MLE Memo.

Total Exempt: Students in the cohort reported as "exempt" from taking any Regents examination or NYSED-approved Regents examination alternative in a subject from the year in which they entered the cohort until June 30th four years after entering the cohort.

Exempt, Not Tested: Total Exempt students with no valid score on any Regents examination or alternative in a subject.

Exempt, Tested: Total Exempt students with a valid score on any Regents examination or alternative in a subject.

New York State English as a Second Language Achievement Test (NYSESLAT)

The NYSESLAT is used to evaluate the English Language proficiency of English Language Learner (ELL) students enrolled in Grades K-12.

Total (#): Students reported as an ELL

Not Tested (# and %): Number and percent of ELLs by grade (K-12) with no valid test score on the NYSESLAT

Tested (# and %): Number and percent of ELLs by grade (K-12) with a valid test score on the NYSESLAT

Entering, Emerging, Transitioning, Expanding, and Commanding (Proficient) (# and %): Number and percent of ELLs by grade (K-12) scoring at each of the five performance levels on the NYSESLAT

New York State Alternate Assessment (NYSAA)

The NYSAA is used to evaluate the performance of students with severe cognitive disabilities.

Total (#): Students reported as NYSAA eligible, as ungraded, and as having a disability

Not Tested (# and %): Number and percent of Total by grade and subject with no valid test score on the NYSAA

Tested (# and %): Number and percent of Total by grade and subject with a valid test score on the NYSAA

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of Tested scoring at Level 1, Level 2, Level 3, or Level 4 on the NYSAA

Proficient (Levels 3 & 4) (# and %): Number and percent of Total proficient (scoring Level 3 & 4) on the NYSAA

National Assessment of Academic Progress (NAEP)

The National Assessment of Educational Progress (NAEP) measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is typically administered every other year to a representative sample of students across the country. The most recent administration of NAEP was in 2022. State and national results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location); data for individual schools or districts are not reported in the School Report Card, nor are the data available to NYSED.

New York State and national student results on the NAEP are reported for Grade 4 Reading, Grade 4 Mathematics, Grade 8 Reading, and Grade 8 Mathematics, showing percentages of students performing at each of the NAEP achievement levels: "Below Basic," "Basic," "Proficient," and "Advanced." NAEP achievement levels are performance standards that describe what students should know and be able to do. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Descriptions of NAEP achievement levels for each assessment subject are available at https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx.

NAEP national and state participation rates are also reported in the NYS Report Card for all students and for subgroups of English Language Learners and Students with Disabilities in Grades 4 and 8 Reading and Mathematics.

Chronic Absenteeism

A **Chronic Absenteeism Rate** is calculated at the elementary/middle level for students in grades 1-8 (and ungraded age equivalent) and at the secondary level for students in grades 9-12 (and ungraded age equivalent) who were enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Total Cohort Graduation Rate

Graduation, diploma, non-diploma credential, still enrolled, transfer to high school equivalency (HSE) program, and dropout rates for students who first entered Grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. For more information on district/state comparisons, 5- and 6-year rates, and to filter on gender and ethnicity student subgroups, click on the link embedded within the report card or search by school or district in the High School

Graduation Rate report at data.nysed.gov. Also see the Graduation Rate - Glossary of Terms or Grad Rate - Business Rules on the Graduation Rate Data site.

Civil Rights Data Collection (CRDC) Data (2020-21)

Accessible via a downloadable Excel Workbook on the NYS statewide report card and all district and school report cards are measures of school quality, climate, and safety, and accelerated coursework to earn post-secondary credit while in high school as reported by schools for the 2020-21 school year to the U.S. Department of Education using the Civil Rights Data Collection Survey. For more information on CRDC, see Civil Rights Data Collection, Office for Civil Rights.

Reference: Accountability Data Suppression Rules

Accountability Indicators: Accountability indicator levels are calculated for subgroups with 20 or more student results.

Participation Rates: Participation rates are only calculated for subgroups with 40 or more students.

Reference: Accountability Subgroups Defined

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations. Students who are not ELL in the current year but were ELL in one or more of the previous four years are called "former ELLs" and are included in the ELL accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT ELL in the reporting year, but was ELL in one or more of the previous FOUR reporting years will be considered a former ELL and will be included in the ELL group.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities. Students who are not students with disabilities in the current year but were students with disabilities in one or more of the previous two years are called "former students with disabilities" and are included in the Students with Disabilities accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT SWD in the reporting year but was SWD in one or more of the previous TWO reporting years, the student will be considered a former SWD and will be included in the SWD group.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI);

Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Reference: Assessment Data Suppression Rules

Suppressed data are indicated with a dash.

To ensure student confidentiality, the Department does *not* publish results for grades or subgroups with fewer than five students or data that would allow readers to easily determine the performance of a grade or subgroup with fewer than five students.

When a subgroup within a "category" has fewer than five students, performance counts and percentages are suppressed for that subgroup and the next smallest subgroup in that category. The categories are:

- Gender (Female, Male, and Non-Binary). A Small Group Total of suppressed data is provided.
- Disability Status (General Education Students and Students with Disabilities).
- Race and Ethnicity (American Indican or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, White, and Multiracial). A Small Group Toal of suppressed data is provided.
- Economic Status (Economically Disadvantaged and Not Economically Disadvantaged).
- English Language Learner Status (English Language Learner and Non-English Language Learner).
- Foster Care Status (In Foster Care and Not in Foster Care).
- Homeless Status (Homeless and Not Homeless).
- Migrant Status (Migrant and Not Migrant).
- Parent in Armed Forces Status (Parent in Armed Forces and Parent Not in Armed Forces).

For assessment data, the number of students tested is the litmus for suppression. To maintain confidentiality of student performance, grade-level data will also be suppressed if fewer than five students were tested. Tables that provide Summary Results for Grades 3-8 English Language Arts, Grades 3-8 Mathematics, and Grades 5 & 8 Science will have additional suppressions applied (e.g., Combined rows, Grades 3-8 or Grades 5 & 8 rows) to inhibit the calculation of suppressed grade-level results.

Reference: Annual Assessment Subgroups Defined

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

Female: Student reported to the Department as female, as identified by the student.

Male: Student reported to the Department as male, as identified by the student.

Non-Binary: Student reported to the Department as nonbinary, as identified by the student.

Small Group Total: Gender: Results for the sum of the suppressed data for gender fields for which data are suppressed, if applicable.

General Education: Students not identified as Students with Disabilities.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities.

American Indian or Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

Small Group Total: Race & Ethnicity: Results for the sum of the suppressed data for racial/ethnic fields for which data are suppressed, if applicable.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Not Economically Disadvantaged: Students not identified as Economically Disadvantaged.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

Non-English Language Learner: Students not identified as English Language Learners.

In Foster Care: Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care

responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Not in Foster Care: Students not identified as Foster.

Homeless: Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Not Homeless: Students not identified as Homeless.

Migrant: Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Not Migrant: Students not identified as Migrant.

Parent in Armed Forces: Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Space Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Parent Not in Armed Forces: Students not identified as Parent in Armed Forces.

Enrollment Data Business Rules

- Enrollment data are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs.
- Enrollment counts by gender, ethnicity, limited English proficiency status, disability status, and poverty status and for K-12 Enrollment do NOT include prekindergarten students.
- Data are suppressed when a student group (English Language Learner, Students with Disabilities, Economically Disadvantaged, Migrant, Homeless, In Foster Care, or Parent in Armed Force) includes fewer than five students or when its count equals the Total Enrollment.

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GLOSSARY OF TERMS - ENROLLMENT DATA

Armed Forces Parent

> Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Economically Disadvantaged

> Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learner

> English Language Learners (ELLs) are those who by reason of foreign birth or ancestry, speak or understand a language other than English or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Foster Care

> Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Gender

> Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify. Beginning in SY 2021-22, nonbinary students can be reported with gender "X."

Grade

> Instructional level for the student as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. All general education students must be assigned to a grade. Students with disabilities may be determined by the Committee on Special Education (CSE) to be either graded or ungraded. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Homeless

> Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law §3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Migrant

> Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Race and Ethnicity

> Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Students with Disabilities

> Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disability; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

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Graduation Rate Business Rules

SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2023-24, that was August 16, 2023.
- The deadline for August graduates was October 18, 2024.

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2021 Total Cohort Graduation Rate data includes:

- 2021 Total Cohort, 4-Year August
- 2021 Total Cohort, 4-Year June
- 2020 Total Cohort, 5-Year June and August
- 2019 Total Cohort, 6-Year June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2021 total cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year (July 1, 2021 – June 30, 2022), regardless of their current grade level.

The cohort year for students whose last enrollment record has a grade of "14" (i.e., 7–12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field. In circumstances where no date has been reported for an ungraded student, cohort year will be the school year the student turned 17.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, or 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.

- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found here.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, N/RC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Suppression

To ensure student confidentiality, the Department does not publish outcome data for groups with non-zero counts fewer than five (5) students or data that would allow readers to easily determine the performance of a group with enrollment from one to five students.

- When the enrollment in non-additive subgroups (e.g., ELL status, SWD status) is not zero and fewer than five (5), the outcomes are suppressed for all subgroups in that category.
- When the enrollment in an ethnic or gender subgroup is not zero and fewer than five (5) students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total enrollment count of the suppressed subgroups is still fewer than five (5), the subgroup(s) with the next highest enrollment count will be suppressed until the total of all suppressed enrollment counts is equal to or greater than five (5).

Graduates and Graduation Rate

Graduation rate is calculated using the number of graduates (see the breakdown below) as of the indicated reporting date divided by the total cohort count.

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program;
- 0071 – Graduated and completed Extended Int HS Program Simultaneously;
  And one of the following credential codes in SIRS:
    - Local Diploma (068, 069, 070, 612)
    - Regents Diploma (779, 762, 813, 796)
    - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
    - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
    - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

HSE (GED) Students

Students enrolled in an Approved High School Equivalency Program (AHSEP) are counted as non-completers, but not as dropouts. The exception to this is when a student transfers to an AHSEP, but no enrollment record for that program is reported prior to the end of the same school year.

Closed Schools

In the event a school is closed, graduation data for the school will not be displayed on data.nysed.gov or included in the downloadable researcher database. Counts of student outcomes for closed schools will be included in district (when applicable), country, NRC, and

statewide aggregations.

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GLOSSARY OF TERMS - GRADUATION RATE DATA

All Students

> All students, regardless of ethnicity, ELL status, disability status or economic status.

Cohort

> A group of students who first entered Grade 9 in the same school year. See the SIRS Manual for additional information about graduation cohorts. Cohort enrollment is the count of students in the denominator used to calculate graduation rate.

Dropouts

> Students who were exited as a dropout on or before June 30th of the selected school year.

Economically Disadvantaged

> Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learner

> English Language Learners (ELLs) are those who by reason of foreign birth or ancestry, speak or understand a language other than English or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Female

> Student reported to the Department as female, as identified by the student.

GED Transfer

> Students who transferred to an Alternative High School Equivalency Preparation Program.

Gender

> Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian. Beginning in SY 2021-22, nonbinary students are included in cohort outcomes, including pathways.

General Education

> Students not identified as Students with Disabilities.

Graduates

> Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents Diploma.

Graduation Rate

> The percentage of students within a cohort earning a Regents, Regents with Advanced Designation, or a Local Diploma. Students earning a Non Diploma Credential are not counted as graduates.

Homeless

> Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless 19 under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

In Foster Care

> Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Local Diploma

> Students meeting the requirements for a Local Diploma. For complete information on the requirements for this diploma see Graduation Requirements.

Male

> Student reported to the Department as male, as identified by the student.

Migrant

> Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Non-Binary

> Student reported to the Department as non-binary, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Non-Diploma Credential (Exiting Credentials)

> Students who completed high school with a Skills & Achievement Commencement Credential or a stand-alone Career Development and Occupational Studies (CDOS) Commencement Credential. Additional information about these credentials is found here.

Not Current English Language Learner

> Students not identified as Current English Language Learners.

Not Economically Disadvantaged

> Students not identified as Economically Disadvantaged.

Not Homeless

> Students not identified as Homeless.

Not Migrant

> Students not identified as Migrant.

Not in Foster Care

> Students not identified as Foster.

Parent Not in Armed Forces

> Students not identified as Parent in Armed Forces.

Parent in Armed Forces

> Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Race and Ethnicity

> Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Multiracial:** Non-Hispanic students who are reported with more than one race category
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Regents Diploma

> Students meeting the requirement for a Regents Diploma. For complete information on the requirements for this diploma see Graduation Requirements.

Regents with Advanced Designation

> Students meeting the requirement for a Regents Diploma with Advanced Designation. For complete information on the requirements for this diploma see Graduation Requirements.

Still Enrolled

> Students who remained enrolled as of June 30th of the selected school year.

Students with Disabilities

> Student classified by the Committee on Special Education as having one or more disabilities.

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Graduation Pathways Business Rules

SIRS Reporting Deadlines

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2021 Total Cohort Graduation Rate data includes:

- 2021 Total Cohort, 4-Year August
- 2021 Total Cohort, 4-Year June
- 2020 Total Cohort, June and August
- 2019 Total Cohort, June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2021 total cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year (July 1, 2021 – June 30, 2022), regardless of their current grade level.

The cohort year for students whose last enrollment record has a grade of "14" (i.e., 7-12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field. In circumstances where no date has been reported for an ungraded student, cohort year will be the school year the student turned 17.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own

N/RC. More information on N/RCs can be found here.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, N/RC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Suppression

Suppression for Pathways is based on cohort enrollment counts, and not the count of graduates. To ensure student confidentiality, the Department does not publish outcome data for groups with non-zero cohort enrollment counts fewer than five (5) students or data that would allow readers to easily determine the performance of a group with enrollment from one to five students. Cohort enrollment counts can be found in the Graduation Rate data.

- When the cohort enrollment count in non-additive subgroups (e.g., ELL status, SWD status) is not zero and fewer than five (5), the outcomes are suppressed for all subgroups in that category.
- When the cohort enrollment count in an ethnic or gender subgroup is not zero and fewer than five (5) students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total cohort enrollment count of the suppressed subgroups is still fewer than five (5), the subgroup(s) with the next highest cohort enrollment count will be suppressed until the total of all suppressed cohort enrollment counts is equal to or greater than five (5).

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);

- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program;
- 0071 – Graduated and completed Extended Int HS Program Simultaneously;
- And one of the following credential codes in SIRS:
    - Local Diploma (068, 069, 070, 612)
    - Regents Diploma (779, 762, 813, 796)
    - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

Students transferring to a High School Equivalency (HSE) are not considered graduates and are therefore not included in Pathways reporting.

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

Pathways

All graduates must be reported with an appropriate graduate exit code, diploma code and pathway (COURSE_OF_STUDY) code. A student can only be reported with one Graduation Pathway, regardless of whether they satisfied the criteria for more than one.

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GLOSSARY OF TERMS - PATHWAYS DATA

All Students

> All students, regardless of ethnicity, ELL status, disability status or economic status.

Arts Pathway (ARTS)

> Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1. Additional information about alternative pathways is available here.

Career Development and Occupational Studies Pathway (CDOS)

> Students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. Additional information about alternative pathways is available here. Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are not counted as graduates and not included in Pathway reporting.

Career and Technical Education Pathway (CTE)

> Students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1. Additional information about alternative pathways is available here.

Civic Readiness Pathway (CIVIC)

> Students who satisfied the requirements for a Regents or local diploma by successfully earning a New York State Seal of Civic Readiness as their +1. More about the Seal can be found here. Additional information about alternative pathways is available here.

Cohort

> A group of students who first entered Grade 9 in the same school year. See the SIRS Manual for additional information about graduation cohorts. Cohort enrollment is the count of students in the denominator used to calculate graduation rate.

Dropouts

> Students who were exited as a dropout on or before June 30th of the selected school year.

Economically Disadvantaged

> Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Supplemental Nutrition Assistance Program (SNAP); Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learner

> English Language Learners (ELLs) are those who by reason of foreign birth or ancestry, speak or understand a language other than English or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Female

> Student reported to the Department as female, as identified by the student.

GED Transfer

> Students who transferred to an Alternative High School Equivalency Preparation Program.

Gender

> Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian. Beginning in SY 2021-22, nonbinary students are included in cohort outcomes, including pathways.

General Education

> Students not identified as Students with Disabilities.

Graduates

> Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents Diploma.

Graduation Rate

> The percentage of students within a cohort earning a Regents, Regents with Advanced Designation, or a Local Diploma. Students earning a Non Diploma Credential are not counted as graduates.

Homeless

> Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless 19 under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Humanities Alternative Pathway (HUMALT)

> Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1. Additional information about alternative pathways is available here.

Humanities Pathway (HUM)

> Students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma. Additional information about alternative pathways is available here.

In Foster Care

> Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Individual Arts Assessment Pathway (IAAP)

> Students who successfully completed the Individual Arts Assessment Pathway (IAAP) requirements as their +1. Additional information about alternative pathways is available here.

Local Diploma

> Students meeting the requirements for a Local Diploma. For complete information on the requirements for this diploma see Graduation Requirements.

Male

> Student reported to the Department as male, as identified by the student.

Migrant

> Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Non-Binary

> Student reported to the Department as non-binary, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Non-Diploma Credential (Exiting Credentials)

> Students who completed high school with a Skills & Achievement Commencement Credential or a stand-alone Career Development and Occupational Studies (CDOS) Commencement Credential. Additional information about these credentials is found here.

Not Current English Language Learner

> Students not identified as Current English Language Learners.

Not Economically Disadvantaged

> Students not identified as Economically Disadvantaged.

Not Homeless

> Students not identified as Homeless.

Not Migrant

> Students not identified as Migrant.

Not in Foster Care

> Students not identified as Foster.

Parent Not in Armed Forces

> Students not identified as Parent in Armed Forces.

Parent in Armed Forces

> Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Pathways (4+1)

> In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous, assessment pathways to graduation for all students. Under the new "4+1" pathway assessment option, students must take and pass four required Regents exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate.
> The fifth (+1) assessment required for graduation may include any one of the following:

- Either an additional Regents examination, or a Department approved alternative, in a different course in social studies or English (Humanities Pathway); or
- One additional Regents examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [World Languages] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway)
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

> There are two options that don't require a fifth assessment:

- The CDOS pathway option, where a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in Section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.
- The CIVIC pathway option, where a student earns a New York State Seal of Civic Readiness as their +1.

Race and Ethnicity

> Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Multiracial:** Non-Hispanic students who are reported with more than one race category
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Regents Diploma

> Students meeting the requirement for a Regents Diploma. For complete information on the requirements for this diploma see Graduation Requirements.

Regents with Advanced Designation

> Students meeting the requirement for a Regents Diploma with Advanced Designation. For complete information on the requirements for this diploma see Graduation Requirements.

STEM Pathway with a Concentration in Mathematics (STEMMATH)

> Students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or a Department Approved Alternative assessment in math (after completing a course in the subject) as their +1. Additional information about alternative pathways is available here. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

STEM Pathway with a Concentration in Science (STEMSCIENCE)

> Students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1. Additional information about alternative pathways is available here. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

Still Enrolled

> Students who remained enrolled as of June 30th of the selected school year.

Students with Disabilities

> Student classified by the Committee on Special Education as having one or more disabilities.

World Languages Pathway (LOTE)

> Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in World Languages as their +1. Additional information about alternative pathways is available here.

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Property Tax Report Card

280502 - SYOSSET CSD

2025-2026 - Page 1
Official - as of 04/17/2026 01:00 PM

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

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

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

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

Form Due - April 25, 2026

Form Preparer Name:	PATRICIA RUFO
Preparer's Telephone Number:	5163645651

Shaded Fields Will Calculate	Budgeted 2025-26 (A)	Proposed Budget 2026-27 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	295,822,420	306,874,324	3.74 %
A. Proposed Tax Levy to Support the Total Budgeted Amount[1]	232,787,600	237,879,572	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable[2]			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	232,787,600	237,879,572	2.19 %
F. Permissible Exclusions to the School Tax Levy Limit	7,857,017	8,314,293	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions[3]	224,997,091	229,591,217	
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)	224,930,583	229,565,279	
I. Difference: (G-H);(negative value requires 60.0% voter approval)[2]	66,508	25,938	
Public School Enrollment	6,939	6,691	-3.57 %
Consumer Price Index			2.63 %

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

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

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

excess tax levy, including interest.

	Actual 2025-26 (D)	Estimated 2026-27 (E)
Adjusted Restricted Fund Balance	35,725,185	34,673,445
Assigned Appropriated Fund Balance	2,900,000	2,900,000
Adjusted Unrestricted Fund Balance	11,832,896	12,274,973
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/26 Actual Balance	6/30/26 Estimated Ending Balance	Intended Use of the Reserve in the 2026-27 School Year (Limit 200 Characters)**
Capital	2020 CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	5,611,987	5,672,023	Not currently planned for use in the 26-27 school year.
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	190,129	191,413	Not currently planned for use in the 26-27 school year.
Workers Compensation	WORKERS COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	3,668,594	2,682,838	Anticipate appropriating an estimated amount of $1,025,000 to support the 26-27 budget.
Unemployment Insurance	UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	751,541	709,581	Anticipate appropriating an estimated amount of $50,000 to support the 26-27 budget.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance	INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	180,020	181,944	Not currently planned for use in the 26-27 school year.
Property Loss + (add)		To cover property loss.			

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

Liability		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBAL RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	3,379,536	2,906,460	Anticipate appropriating an estimated amount of $510,000 to support the 26-27 budget.
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	13,416,520	12,860,040	Anticipate appropriating an estimated amount of $5,000,000 to support the 26-27 budget.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS RESERVE		9,425,753	9,469,146	Anticipate appropriating an estimated amount of $2,875,000 to support the 26-27 budget.

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

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

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

Save | Reset | Save & Ready

Informe de impuestos sobre la propiedad **2025-2026 - Página 1**

280502 - SYOSSET CSD **Oficial: a partir del 04/17/2026 01:00 p. m.**

******Use los buscadores Chrome o Firefox al ingresar al portal de negocios para completar el informe de impuestos sobre la propiedad (PTRC). NO se recomienda el uso de Internet Explorer.*******

Nota: Algunos elementos de datos del informe de impuestos sobre la propiedad han sido modificados o renombrados para seguir más de cerca los cálculos del límite impositivo sobre la propiedad que los distritos completan en el sitio web de la Oficina del Contralor del Estado. Vea el texto de Ayuda anterior para consultar definiciones. Se encuentran disponibles lineamientos adicionales sobre el límite de gravamen fiscal sobre la propiedad en el sitio web de la Oficina de Servicios de Gestión Educativa: http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/**.**

También le pedimos que envíe una versión electrónica (en PDF o Word) del Aviso sobre el presupuesto 2026-2027 de su distrito escolar a emscmgts@nysed.gov. Esto nos permitirá corregir cualquier discrepancia en el ingreso de fórmulas o datos rápidamente.

Aviso: El presupuesto promulgado les permite a los distritos escolares establecer un fondo de reserva para los aportes al sistema de jubilación de maestros del estado de Nueva York, con vigencia inmediata. Si corresponde, esta reserva se debe informar en el Cronograma de Reservas, bajo el título de "Otra reserva" y con la siguiente descripción: "Para financiar los aportes para la jubilación hechos por el empleador al sistema de jubilación de maestros (TRS) del estado de Nueva York".

Fecha límite del formulario: 25 de abril de 2026

Nombre del preparador del formulario:	PATRICIA RUFO
Número de teléfono del preparador:	5163645651

Los campos sombreados calculan	**Presupuestado 2025-2026 (A)**	**Presupuesto propuesto 2026-2027 (B)**	**Variación porcentual (C)**
Monto total presupuestado, sin incluir propuestas por separado	295,822,420	306,874,324	3.74 %
A. Gravamen fiscal propuesto para respaldar el monto total presupuestado[1]	232,787,600	237,879,572	
B. Gravamen fiscal para respaldar la deuda de la biblioteca, si corresponde			
C. Gravamen fiscal para propuestas no excluibles, si corresponde[2]			
D. Monto total de la reserva del límite impositivo usado para reducir el gravamen anual actual, si corresponde			
E. Gravamen fiscal total propuesto para el año escolar (A+B+C-D)	232,787,600	237,879,572	2.19 %
F. Exclusiones permitidas al límite del gravamen fiscal escolar	7,857,017	8,314,293	
G. Límite de gravamen fiscal de la escuela, sin incluir el gravamen para las exclusiones permitidas[3]	224,997,091	229,591,217	
H. Gravamen fiscal total propuesto para fines escolares, sin incluir exclusiones permitidas y el gravamen para la deuda de la biblioteca, más la reserva del tope impositivo del año anterior (E-B-F+D)	224,930,583	229,565,279	
I. Diferencia: (G-H); (el valor negativo requiere la aprobación del 60.0 % de los votantes)[2]	66,508	25,938	
Inscripción en las escuelas públicas	6,939	6,691	-3.57 %
Índice de precios al consumo			2.63 %

[1] Incluya cualquier reserva del año anterior para el gravamen fiscal excedente, incluidos los intereses.

[2] El gravamen fiscal relacionado con propuestas de servicios educativos o de transporte no son elegibles para la exclusión de conformidad con el límite de gravamen fiscal escolar y puede afectar los requisitos de aprobación de los votantes.

[3] Para el período 2026-2027, incluye todo saldo transferido del período 2025-2026 y excluye cualquier gravamen fiscal para la deuda de la biblioteca o la reserva del año anterior para el gravamen fiscal excedente, incluidos los intereses.

	Real 2025-2026 (D)	Estimado 2026-2027 (E)
Saldo del fondo restringido ajustado	35,725,185	34,673,445
Saldo del fondo asignado	2,900,000	2,900,000
Saldo del fondo no restringido ajustado	11,832,896	12,274,973
Saldo del fondo no restringido ajustado como porcentaje del presupuesto total	4.00 %	4.00 %

Cronograma de fondos de reserva

Tipo de reserva	Nombre de la reserva	Descripción de la reserva *	Saldo real al 3/31/26	Saldo estimado final al 6/30/26	Uso previsto de la reserva en el año escolar 2026-2027 (Límite de 200 caracteres)**
Capital	RESERVA DE CAPITALES 2020	Para el costo de cualquier objeto o propósito para los cuales se puedan emitir bonos.	5,611,987	5,672,023	No hay planes para su uso durante el año escolar 2026-2027.
Reparación	RESERVA PARA REPARACIONES	Para el costo de reparaciones del equipamiento o mejoras de capital.	190,129	191,413	No hay planes para su uso durante el año escolar 2026-2027.
Indemnización de los trabajadores	RESERVA PARA LA INDEMNIZACIÓN DE LOS TRABAJADORES	Para los beneficios y la indemnización de los trabajadores autoasegurados.	3,668,594	2,682,838	Se anticipó el cobro de un monto estimado de $1,025,000 para respaldar el presupuesto 2026-2027.
Seguro de desempleo	SEGURO DE DESEMPLEO	Para reembolsos al fondo de seguro por desempleo del estado.	751,541	709,581	Se anticipó el cobro de un monto estimado de $50,000 para respaldar el presupuesto 2026-2027.
Reserva para reducción fiscal		Para el uso gradual de las ganancias de la venta de bienes inmuebles del distrito escolar.			
Reserva obligatoria para el servicio de deudas		Para el producto de la venta de bienes o mejoras de capital del distrito, restringido al servicio de deuda.			
Seguro	RESERVA PARA SEGURO	Para pérdidas por responsabilidad civil, accidentes y otros tipos de pérdidas no aseguradas.	180,020	181,944	No hay planes para su uso durante el año escolar 2026-2027.
Pérdida de bienes		Para cubrir pérdida de bienes.			

+ (agregar)

Nota: Asegúrese de hacer clic en el botón Guardar luego de cada reserva que agregue bajo Capital, Pérdida de bienes, Responsabilidad civil u Otras reservas.

Responsabilidad civil		Para cubrir reclamos de responsabilidad civil que se hayan efectuado.			
Certiorari de impuestos		Para liquidaciones de certiorari de impuestos.			
Reserva para recuperaciones de seguros		Para los fondos no utilizados de las recuperaciones de seguros al final del año fiscal.			
Responsabilidad civil adeudada por beneficios de los empleados	RESERVA PARA EBAL	Para los “beneficios de los empleados” acumulados que se les adeudan a los empleados al cese de su servicio.	3,379,536	2,906,460	Se anticipó el cobro de un monto estimado de $510,000 para respaldar el presupuesto 2026-2027.
Aportes para la jubilación	RESERVA PARA ERS	Para los aportes para la jubilación hechos por el empleador al sistema de jubilación para empleados estatal y local.	13,416,520	12,860,040	Se anticipó el cobro de un monto estimado de $5,000,000 para respaldar el presupuesto 2026-2027.
Reserva para impuestos no recaudados		Para impuestos impagos debido a que ciertos distritos escolares de la ciudad no reciben reembolsos de su ciudad/condado hasta el siguiente año fiscal.			
Otra reserva única	RESERVA PARA TRS		9,425,753	9,469,146	Se anticipó el cobro de un monto estimado de $2,875,000 para respaldar el presupuesto 2026-2027.

*** Lineamientos de la reserva del NYSED: http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf**

Lineamientos de la reserva de la OSC: http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds

**** Proporcione una declaración breve pero específica del uso y la asignación previstos para la reserva en el año escolar 2026-2027.**
Mencione cualquier gasto de capital que se deba votar en la próxima votación de presupuesto.

Guardar | Reiniciar | Guardar y terminar

NEW YORK STATE COMPENSATION REPORT/INFORME DE COMPENSACION DEL ESTADO DE NUEVA YORK

TITLE/CARGO	SALARY/ SALARIO	BENEFITS*/ BENEFICIOS*	OTHER REMUNERATION/ OTRA REMUNERACTION
PRINCIPAL/DIRECTOR	204,649	69,815	5,116
ASST. PRINCIPAL/DIRECTOR AUXILIAR	206,143	70,396	5,154
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	218,790	55,989	5,000
PRINCIPAL/DIRECTOR	209,954	70,775	5,249
DIRECTOR/DIRECTOR	212,335	71,012	5,308
ASST. PRINCIPAL/DIRECTOR AUXILIAR	203,100	70,093	5,078
PRINCIPAL/DIRECTOR	224,414	38,282	5,610
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	223,890	76,406	5,000
ASST. PRINCIPAL/DIRECTOR AUXILIAR	203,026	70,086	5,076
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	219,500	74,231	5,000
ASSOC. SUPERINTENDENT/SUPERINTENDENTE ASOCIADA	266,648	90,879	5,000
ASST. PRINCIPAL/DIRECTOR AUXILIAR	210,455	51,416	5,261
EXEC DIRECTOR/DIRECTOR EJEC.	207,139	49,807	5,178
PRINCIPAL/DIRECTOR	259,987	75,751	6,500
PRINCIPAL/DIRECTOR	242,234	73,985	6,056
ASST. PRINCIPAL/DIRECTOR AUXILIAR	206,143	70,396	5,154
COORDINATOR/COORDINADOR	209,700	70,750	5,243
ASST. PRINCIPAL/DIRECTOR AUXILIAR	205,770	70,359	5,144
PRINCIPAL/DIRECTOR	231,841	51,743	5,796
DEPUTY SUPERINTENDENT/SUPERINTENDENTE ADJUNTO	271,981	82,176	5,000
PRINCIPAL/DIRECTOR	227,297	54,034	5,682
COORDINATOR/COORDINADOR	209,700	70,750	5,243
ASST. PRINCIPAL/DIRECTOR AUXILIAR	195,133	69,301	4,878
PRINCIPAL/DIRECTOR	236,220	73,387	5,906
PRINCIPAL/DIRECTOR	221,037	71,877	5,526
SUPERINTENDENT/SUPERINTENDENTE	311,204	86,721	0
ADMINISTRATIVE ASST/ASIST. ADMINISTRATIVO	172,652	66,331	4,316
DIRECTOR/DIRECTOR	205,128	49,086	5,128
PRINCIPAL/DIRECTOR	209,231	70,703	5,231
ASST. PRINCIPAL/DIRECTOR AUXILIAR	213,812	71,159	5,345
DIRECTOR/DIRECTOR	207,420	52,057	5,186
ASST. PRINCIPAL/DIRECTOR AUXILIAR	205,271	70,309	5,132
ASST. PRINCIPAL/DIRECTOR AUXILIAR	203,026	70,086	5,076
ASST. PRINCIPAL/DIRECTOR AUXILIAR	190,853	47,245	4,771
ASST. PRINCIPAL/DIRECTOR AUXILIAR	213,812	37,228	5,345
BUSINESS ADMIN./ADMIN. DE NEGOCIOS	183,600	68,098	4,590
EXEC DIRECTOR/DIRECTOR EJEC.	183,600	36,186	5,000
ADMINISTRATIVE ASST/ASIST. ADMINISTRATIVO	172,652	66,331	4,316
ADMINISTRATIVE ASST/ASIST. ADMINISTRATIVO	155,502	26,631	3,888
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	218,790	75,917	5,000

*** Includes District costs for legally required payments including Social Security, Medicare, and TRS./Incluye los costos del distrito por los pagos exigidos a nivel legal, incluidos la Seguridad Social, Medicare y el Sisterma de Jubilacion de los Maestros (TRS).**

SYOSSET PUBLIC LIBRARY
2026 - 2027 PROPOSED BUDGET

		BUDGET 2025 - 2026	PROPOSED 2026 - 2027
Library	Books and Cataloging	176,000	183,000
Collection &	Ebooks, Downloadable Audiobooks, Streaming Services	145,000	160,000
Programs	DVDs, Music CDs, Books on CD	13,500	13,500
	Online Databases, Magazines, Newspapers	95,000	103,000
	Community Information, Programs & Special Events	178,000	216,000
Technology	Computers, Servers, Peripherals	45,000	50,000
	Circulation Software/Maintenance	55,000	60,000
	Contracts - Automation Support	165,000	175,000
Library	Library Supplies, Furniture & Equipment Contracts	47,000	51,000
Operational	Contracts with Other Libraries, Postage & Freight	64,000	67,000
Expenses	Insurance	63,000	70,000
Building	Electric, Gas, Water, Oil, Telephone	203,000	224,000
Maintenance	Building Maintenance Contracts	79,000	90,000
	Building & Plant Repairs, Custodial Supplies	91,000	101,000
	Capital Expeditures & Renovations	500,000	100,000
Salaries &	Professional, Clerical, Custodial, Pages	4,162,000	4,450,000
Administration	Pension, Social Security, Health, etc.	2,094,393	2,412,425
	Professional Fees - Legal, Security Services, Acct., etc.	176,000	216,000
Debt Service		937,875	
BUDGET		**9,289,768**	**8,741,925**
Anticipated Income	Fines, Fees, PILOTs, etc.	200,000	200,000
	Transfer from Fund Balance	725,000	50,000
	New York State Aid	10,000	10,000
		935,000	260,000
AMOUNT TO BE RAISED BY TAXES		**8,354,768**	**8,481,925**

Total includes Operating Budget, less Anticipated Income.
The proposed budget increase is 1.5%; the library's maximum allowable tax levy limit is 4.1%.

NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 01/15/2026

Taxing Jurisdiction: 28

Fiscal Year Begining: 2026

School District: 282402 Syosset

Total equalized value in taxing jurisdiction: 11,171,613,800

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS - GENERALLY	RPTL 404(1)	33	62,431,800	0.56%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	20	150,289,100	1.35%
13100	CO - GENERALLY	RPTL 406(1)	113	98,246,900	0.88%
13500	TOWN - GENERALLY	RPTL 406(1)	53	178,885,300	1.60%
13650	VG - GENERALLY	RPTL 406(1)	7	1,656,900	0.01%
13800	SCHOOL DISTRICT	RPTL 408	28	315,920,100	2.83%
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	13	36,493,100	0.33%
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	1	407,700	0.00%
14110	USA - SPECIFIED USES	STATE L 54	2	3,335,100	0.03%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	26	219,555,200	1.97%
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	1	9,174,300	0.08%
19950	MUNICIPAL RAILROAD	RPTL 456	13	3,085,300	0.03%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	11	12,025,000	0.11%
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	40,649,600	0.36%
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	43,862,200	0.39%
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	2,445,000	0.02%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	11	51,301,300	0.46%
26100	VETERANS ORGANIZATION	RPTL 452	3	2,371,000	0.02%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	37	299,040,200	2.68%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	10	12,663,800	0.11%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	684,900	0.01%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	285	8,550,000	0.08%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	147	7,450,000	0.07%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	68	5,751,000	0.05%
41164	COLD WAR VETERAN - SCHOOL		19	437,000	0.00%
41174	COLD WAR VET DISABILITY SCHOOL		1	34,000	0.00%
41300	PARAPLEGIC VETS	RPTL 458(3)	1	743,000	0.01%
41400	CLERGY	RPTL 460	11	7,534,000	0.07%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	59	3,906,000	0.03%
41800	PERSONS AGE 65 OR OVER	RPTL 467	134	40,902,000	0.37%
41834	ENHANCED STAR	RPTL 425	647	75,281,618	0.67%
41854	BASIC STAR	RPTL 425	2072	100,121,409	0.90%
41900	PHYSICALLY DISABLED	RPTL 459	10	1,427,000	0.01%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	5	1,860,000	0.02%
44220	HOME IMPROVEMENTS NEW	RPTL 421-f	1615	179,508,000	1.61%
48670	REDEVELOPMENT HOUSING CO	P H FI L 125 & 127	26	71,658,900	0.64%
		Totals:	**5510**	**2,049,687,727**	**18.35%**