

CROTON-HARMON UNION FREE SCHOOL DISTRICT

PROPOSED BUDGET

FOR THE 2026-2027 SCHOOL YEAR

May 19, 2026



Additional copies available from:

Croton-Harmon UFSD
10 Gerstein Street
Croton-on-Hudson, NY 10520
(914) 271-4713

Board of Education

Ana Teague, President
Anamika Bhatnagar, Vice President
Sarah Carrier
Neal Haber
Theo Oshiro
Omar Mayyasi
Allison Samuels

You may review the report by going to the district website or you may request a copy by contacting Denise Harrington-Cohen, Assistant Superintendent for Business at 914-271-4713, extension 4211 or denise.cohen@chufsd.org

For further information on school report card please go to: data.nysed.gov

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Croton-Harmon Union Free School District
10 Gerstein Street
Croton-on-Hudson, New York 10520

Mr. Stephen Walker
Superintendent of Schools

Ms. Ana Teague
Board of Education President

Dear Croton-Harmon Community,

We are pleased and proud to share the 2026 Budget Edition of the District's Reflections newsletter. In addition to sharing important financial information about the proposed 2026-27 school district budget, this newsletter is also designed to share with you how the resources allocated through the budget advance our students' learning and success in all areas of their school experience.

The proposed 2026-27 school district budget supports:

- Expanded access to rigorous, interest-based courses, including new Advanced Placement courses in Personal Finance with Business, and Psychology, as well as a Project Lead The Way course in engineering, and new offerings in theater and journalism
- Continued access to interdisciplinary, team-taught courses and dual-enrollment opportunities at CHHS
- Investment in modernized, flexible classroom spaces that support collaboration and student engagement in learning
- Expanded extracurricular experiences based on student interest
- New partnership with Northwell Health to provide collaborative and community education services that promote health, wellness, and equitable access to resources for all.

The proposed budget also reflects our values related to ensuring that at the core of every student's learning are experiences which are interactive, hands-on, when students utilize technology in our schools, that use is playful, thoughtful, and for a learning purpose that could not otherwise be accomplished without the technology itself. The budget reflects a significant reduction in spending on educational technology software, while continuing to invest in new, hands-on learning resources for students across the district.

This year's ballot will also include a proposition to further the safety and reliability of our transportation fleet by funding the purchase of one new 66-passenger diesel school bus, one 20-30 passenger gas/diesel powered school bus, and one SUV hybrid vehicle. These purchases would be made from current general fund monies, without impacting taxes. In addition, the ballot will include a proposition related to allocation of funds to the district's Repair Reserve, a proposition on the Croton Free Library's budget, which is not related to the school district's budget, and the opportunity to choose up to three members for the Board of Education.

Our shared partnership on behalf of the students of our community is one of the things that make our schools so special. Thank you for your ongoing support and engagement in developing our 2026-27 school district budget and making our schools such wonderful places for all Tigers to learn, work, and grow.

Sincerely,

Stephen Walker
Superintendent of Schools

Ana Teague
Board of Education President

REFLECTIONS

MAY 2026

SPECIAL BUDGET ISSUE

Published for the residents of the Croton-Harmon School District

[Este boletín está disponible en español a partir de la página 5](#)

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Head to
page 3 to see how
our VISION MAP
strategies are
designed to
strengthen student
outcomes.

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Sincerely,

Stephen Walker
Superintendent, Croton-Harmon Schools

Ana Teague
President, Board of Education



Budget Overview

- The proposed budget is balanced and within the allowable tax levy increase at 2.19%
- Proposed Budget 2026-27: \$62,762,808
- Designed to continue to support the district's long-term vision of "What School Can Be," putting the interests and passions of our students and their teachers at the center of what we do.



Scan this QR code with the camera on your phone to review Frequently Asked Questions about this year's proposed budget.

Follow Us! @crotonschools

VOTE MAY 19 ★ Croton-Harmon High School • Gymnasium • 6 am to 9 pm

For more information about the budget and ballot propositions, please refer to the district website at chufsd.org/budget

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2025-26 School Year	Budget Proposed for the 2026-27 School Year	Contingency Budget for the 2026-27 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$60,996,050	\$62,762,808	\$61,767,757
Increase/Decrease for the 2026-27 School Year		\$1,766,758	\$771,707
Percentage Increase/Decrease in Proposed Budget		2.90%	1.27%
Change in the Consumer Price Index		2.63%	
A. Proposed Levy to Support the Total Budgeted Amount	\$45,422,572	\$46,417,623	
B. Levy to Support Library Debt, if Applicable	\$ -	\$ -	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ -	\$ -	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ -	\$ -	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$45,422,572	\$46,417,623	45,422,572
F. Total Permissible Exclusions	\$2,836,262	\$2,794,710	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$42,586,310	\$43,622,913	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$42,586,310	\$43,622,913	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$ -	\$ -	
Administrative Component	\$6,904,844	\$7,395,430	\$7,044,810
Program Component	\$42,153,184	\$43,324,237	\$43,034,806
Capital Component	\$11,938,022	\$12,043,141	\$11,688,141

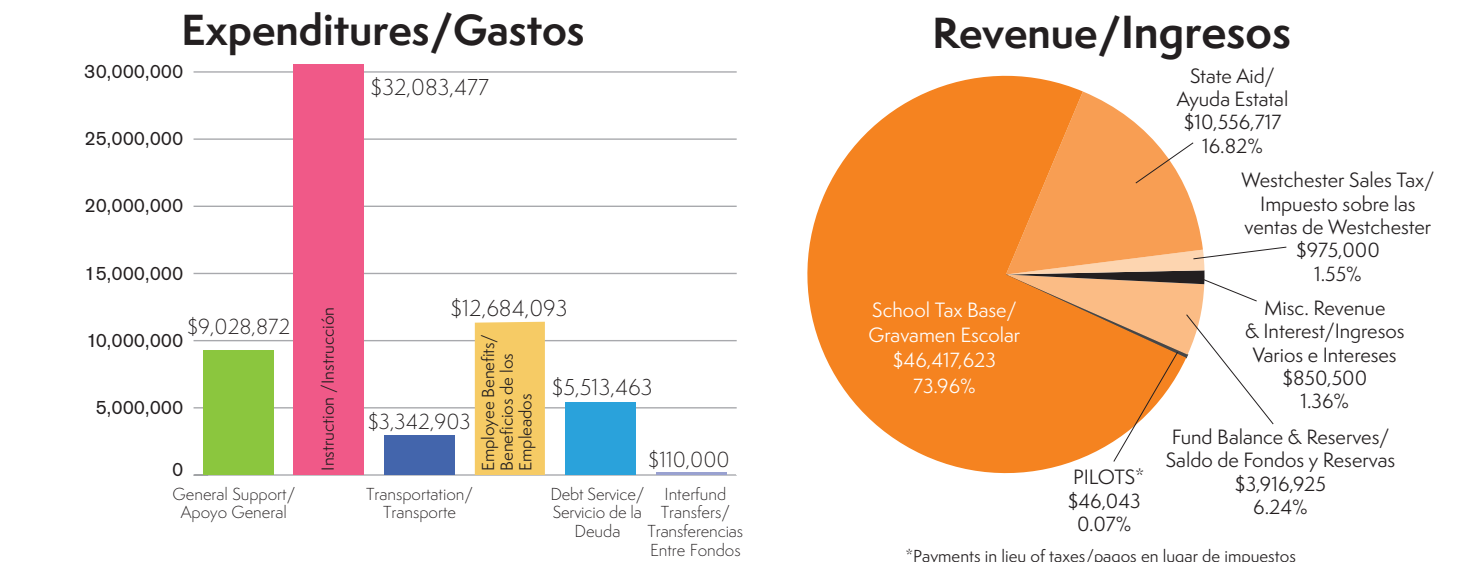
If the proposed budget is defeated, and to meet the contingent budget level, the Croton-Harmon Union Free School District would need to reduce the budget and tax levy by \$995,051 for the 2026-27 school year. Reductions would be made across the budget beginning with the non-contingent expenses. The reductions would include reductions of district projects and certain equipment purchases, supplies, extra-curricular activities, staffing, etc.

Description	Amount
Vehicle Proposition: (I) 66-passenger diesel school bus, one (I) 20 to 30 passenger gas/diesel powered school buses and one (I) SUV hybrid vehicle, at the estimated aggregate cost of \$380,000; such aggregate cost to be funded from current appropriations available within the 2025-2026 general fund to pay for such vehicles. This allocation has no impact on the levy or taxes because it is funded through current-year appropriations.	\$380,000
Reserve Proposition: Allocation of \$300,000 in the Repair Reserve Fund from the 2025-2026 unassigned fund balance for repairs of capital improvements or equipment, which repairs are of a type not recurring annually or at shorter intervals. This allocation has no impact on the levy or taxes because it is funded through current-year appropriations.	\$300,000

	Under the Budget Proposed for the 2026-27 School Year
Estimated Basic STAR Exemption Savings ¹	\$1,274 Cortlandt / \$1,198 Yorktown

The annual budget vote for the fiscal year 2026-27 by the qualified voters of the Croton-Harmon Union Free School District, Westchester County, New York, will be held at Croton-Harmon High School on Tuesday, May 19, 2026 between the hours of 6:00am and 9:00pm, at which time the polls will be opened to vote by voting ballot or machine.

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



*Payments in lieu of taxes/pagos en lugar de impuestos

Estimated Tax Impact/ Impacto Fiscal Estimado	Town/ Pueblo	2025 Equalization Rate/ 2025Tasa de Ecuilización	% of Levy/ % de Recauda	2025-26 Tax Rate/ 2025-26 Impuesto de Recauda	2026-27 Tax Rate (Proposed)/ 2026-27 Tasa de Impuesto (Propuesto)	% Increase/ % de Incremento
	Cortlandt	1.21	96.15%	\$1,340.76	\$1,347.56	0.51%
	Yorktown	1.60	3.85%	\$893.84	\$1,019.09	14.01%

Leading the Way: Vision Map Strategies Strengthening Student Outcomes

Our Vision Map sets a clear direction: create schools where students are engaged, educators are empowered, and learning reflects the real world. This vision is taking shape through how we think, how we design learning, and how we invest in our schools.

Across the district, this vision is taking shape in experiences that are connected, collaborative, and designed to reflect the complexity of how students learn and apply their knowledge.

This progress is the result of sustained, intentional work over time. For several years, we have focused on building the conditions to support this vision, strengthening instructional practice, expanding opportunities, and investing in environments that foster engagement and belonging.

We see the impact in classrooms where students are fully connected to their learning. In educators who are working together to refine and elevate their practice. In programs that continue to expand opportunity and reflect student interests. And in student outcomes that demonstrate consistently high levels of achievement across multiple measures.

What follows is a closer look at this work in action and the evidence behind it.

Engaging Learning Environments

Designed to do more than simply house instruction, engaging learning environments shape how students and educators experience each day. Spaces such as the Innovative Learning Center, Spencer Field, the CHHS cafeteria, and the CET Library are thoughtfully designed to invite teamwork, spark creativity, and support a wide range of learning experiences. They encourage students and educators to take risks, work together, and engage as capable, valued members of the school community. At the same time, they reflect a culture that mirrors the broader community, fostering connection, shared purpose, and opportunities to build relationships that extend beyond the classroom.



SCAN HERE FOR A VIDEO OF OUR NEW SPACES

High-Impact, Experiential Instruction through Collaboration

Across the district, students experience a continuum of collaborative, hands-on learning that begins in the early grades and expands over time. At CET, multi-age learning, team teaching, and embedded programs like Math & Movement and Heggerty build strong foundational skills through active learning, while experiences such as the CET Nature Garden extend learning beyond the classroom. At PVC, interdisciplinary learning, including in the Humanities, and expanded electives deepen collaboration and student choice, alongside opportunities like Passion Pursuits. When students reach CHHS, this progression leads to authentic, real-world experiences through dual enrollment courses, a multi-year science research program, and new offerings such as Theater, Modern Journalism, Principles of Engineering, AP Business with Personal Finance, and AP Psychology, where students apply their learning in meaningful ways.

“I’m glad the district is keeping up with the future of learning. The ILC has open spaces, areas for mixed lectures, and smaller spaces to work. It allows more opportunity for collaboration and allows us to use the space in different ways.”
— **Spencer Celente**, CHHS junior

Student Well-Being & Belonging

Our commitment to student well-being and belonging is evident across our schools. The district’s annual school climate survey reflects consistently strong results, with 96 to 98 percent of students reporting that they feel emotionally safe and 95 to 96 percent reporting a strong sense of belonging. These outcomes are supported by intentional structures, including a sustained commitment to multi-grade advisory at PVC, which provides students with dedicated time and space to express what matters to them and to have a voice in decisions that shape their school experience. At the High School, advisory and programs like Tiger Tuesday create meaningful opportunities for students to explore their passions in collaborative, engaging ways, while at the Middle School, expanded electives offer students greater opportunities for creativity, collaboration, and the pursuit of their interests. Together, these experiences reflect a learning environment where students feel connected, heard, and inspired.

Evidence of Impact: New York State English Language Arts (ELA) Proficiency

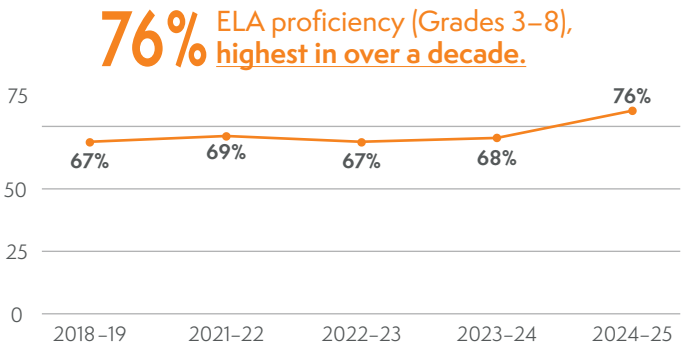
What’s behind the success?

Croton-Harmon’s ELA success is rooted in the district’s Vision Map, which has guided teaching and learning for the past three years through its focus on an innovative professional culture, genuine interdisciplinary learning, and faculty-to-faculty collaboration.

These principles encourage teachers to take thoughtful risks, design authentic learning experiences, and work together to elevate instruction.

The result is sustained growth in student performance, evidence of a system where collaboration, creativity, and coherence drive meaningful achievement.

CHUFSD ELA Growth & Achievement Highlights



Taken together, this is what it looks like when a vision comes to life. Here in the Croton schools, we are building something exceptional: expanding opportunities, pushing forward, and creating a school experience that works for every student. One where they come to understand themselves, feel safe to take risks, engage meaningfully in rigorous learning, and are encouraged to explore their path. We are confident that this budget continues that momentum.

“The adaptability of the Innovative Learning Center is what makes it innovative. Instead of fitting learning experiences into a rectangular classroom with a limited arrangement of desks, the ILC allows educators to shift the physical space of a classroom to align with each learning activity. It can feel different for students every day.”
— **John Bohuniek**, CHHS Social Studies teacher

Voter Information

May 19 – Budget Vote & Trustee Election (CHHS, 6 AM – 9 PM)

For more information about the budget and ballot propositions, please refer to the district website at chufsd.org/budget.

Eligibility: To be eligible to vote in the district's Annual Budget Vote/ Election on Tuesday, May 19, 2026, you must be a citizen of the United States, 18 years of age or older, and a registered voter who has resided in the district for at least 30 days.

Registration: You may register in person with Denise Bisaccia, District Clerk, Croton-Harmon School District Office, 10 Gerstein Street (271-4713 x4227), during regular business hours, up to five (5) days before the vote.



On the Ballot

2026–27 Budget: The Croton-Harmon Union Free School District presents a budget of \$62,762,808 commencing July 1, 2026.

Vehicle/Equipment Proposition: That the Board of Education of Croton-Harmon Union Free School District, in the County of Westchester, New York, is hereby authorized to purchase (a) one approximately 66 passenger diesel school bus, at the estimated cost of \$198,000, (b) one approximately 20 to 30 passenger gas/diesel powered bus, at the estimated cost of \$115,000, and (c) one SUV hybrid vehicle, at the estimated cost of \$67,000; such estimated costs aggregating the total estimated cost of \$380,000; provided the individual estimated costs as set forth herein may be reallocated if the Board of Education shall determine that such reallocation is in the best interests of the District; and such aggregate \$380,000 cost to be funded from current appropriations available within the 2025-2026 general fund to pay for such vehicles, said amount to be transferred to the capital fund to effectuate said purchases.

Repair Reserve: That the Board of Education of Croton-Harmon Union Free School District is hereby authorized to deposit in the District's existing Repair Reserve Fund an amount not to exceed \$300,000 from the 2025-2026 unassigned fund balance, which deposited sum can be used in compliance with certain procedures for repairs of capital improvements or equipment that are not the type of repairs to recur annually or at shorter intervals.

Croton Free Library: The Croton Free Library proposition is asking the public to approve a levy in the amount of \$1,526,158 to support the Croton Free Library. (*NOTE: While the Library vote appears on the School District ballot, the Library is a separate legal entity with its own independent Board of Trustees. The School District maintains an entirely separate budget and has no authority over the Library's budget, capital project, or tax levy.*)

Trustees: Three (3) members of the Board of Education will be elected for a term of three years beginning July 1, 2026, through June 30, 2029.



2026-27 Budget Events



January 8th - Budget Preview



February 12th - Budget Revenue Update



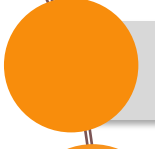
February 26th - General Support,
Operations & Propositions



March 12th - Vision Map,
Technology & Athletics



March 26th - Meeting Canceled



April 9th - Building-Level and Pupil
Personnel Budgets, and Propositions



April 21st - BOCES Budget Vote,
Superintendent's 2026-27 Budget Presentation



May 7th - Public Budget Hearing



May 19th - ANNUAL VOTE - Budget &
Trustee Elections CHHS (6 am - 9 pm)



**CROTON
HARMON**
S C H O O L S

CROTON-HARMON UNION FREE SCHOOL DISTRICT

STATEWIDE BUDGET VOTE TUESDAY, MAY 19, 2026

BOARD OF EDUCATION

Ana Teague, President ,
Anamika Bhatnagar, Vice President
Sarah Carrier
Neal Haber
Dr. Omar Mayyasi
Theo Oshiro
Allison Samuels

ADMINISTRATORS

MR. STEPHEN WALKER, SUPERINTENDENT OF SCHOOLS
MS. DENISE HARRINGTON-COHEN, ASSISTANT SUPERINTENDENT FOR BUSINESS
MR. JOHN GRIFFITHS, ASSISTANT SUPERINTENDENT
MS. RACHEL DEPAUL, ASSISTANT SUPERINTENDENT OF PUPIL PERSONNEL SERVICES
MS. KERRI BIANCHI, PRINCIPAL, CARRIE E. TOMPKINS
ELEMENTARY SCHOOL
MS. NICHOLE KELLY, ACTING PRINCIPAL, PIERRE VAN CORTLANDT MIDDLE SCHOOL
DR. LAURA DUBAK, PRINCIPAL, CROTON-HARMON HIGH SCHOOL
MR. BRAD KENNEDY, DIRECTOR OF FACILITIES
MR. JOSEPH BERNARDI, TRANSPORTATION SUPERVISOR
MS. CHRISTINE DRAGO, DIRECTOR OF ATHLETICS, PHYSICAL EDUCATION,
HEALTH AND WELLNESS
DR. ELLEN MOSKOWITZ, DIRECTOR OF TECHNOLOGY & INNOVATION



In order to vote in the Croton-Harmon School District's Annual Budget Vote/Election on Tuesday, May 19, 2026, you must be a registered voter.

To be eligible to vote you must:

- be a citizen of the United States
- be at least 18 years old by May 19, 2026 (the date of the election)
- be a resident of the school district for at least 30 days prior to May 19, 2026
- be registered with either the school district's board of registration or with the county board of elections. If you have previously registered to vote, but have not voted in either a school district or general election in the last four (4) years, you must re-register to vote.
- be not otherwise prohibited from voting under the provisions of section 5-106 of the Election Law

Registration: Any resident of the district who is registered to vote in general elections may vote in the Annual Election without registering with the school district. You may download and print a voter registration form from the Board of Elections website. The last day to register to vote with the Board of Elections in order to be eligible to vote in the Annual Election is Thursday, May 14, 2026. You may register in person with Denise Bisaccia, District Clerk, Croton-Harmon School District Office, 10 Gerstein Street, NY 10520 (914-271-4713 x4227, denise.bisaccia@chufsd.org) during regular business hours (M-F, 8 a.m.- 4 p.m.), up to one (1) day before the vote. A special registration session will also be held with the District Clerk at the District Office on Tuesday, April 21, 2026 from 4:00 p.m. – 7:00 p.m.

Military Voters: Military voters who are not currently registered may apply to register as a qualified voter of the School District. Military voters may apply to register to vote by emailing the District Clerk at Denise.Bisaccia@chufsd.org, and requesting an application be sent by mail, fax or email. The registration application must be received in the office of the District Clerk no later than 5:00 p.m. on April 23, 2026. Any military voter shall be entitled to have his or her name placed upon such Register, provided he or she is known or proved to be to the satisfaction of the District Clerk to be then or thereafter entitled to military voter status at the annual meeting and election for which such Register is prepared.

Absentee Ballots: Applications for absentee ballots are available for registered voters who will not be able to vote in person on May 19, 2026.

Early Voting Ballots: Applications for early voting ballots are available for registered voters.

Absentee and Early Voting applications should be submitted in original form with the original signature. It must be submitted at least seven (7) days before the vote/election (May 12, 2026) if the ballot will be mailed to the voter and by the day before the vote/election (May 18, 2026) if the ballot will be personally picked up by the voter.

Absentee and Early Voting ballots must be received by the District Clerk by 5:00 p.m. on the day of the vote/election (May 19, 2026) in order to be counted.

CROTON-HARMON UNION FREE SCHOOL DISTRICT				
2026-2027 BUDGET DEVELOPMENT CALENDAR				
The development, evaluation and analysis of our school budget is an endeavor that spans the entire fiscal year.				
Board of Education	Administration	Clerk of Board	New York State	Description
October 30, 2025				Board of Education Meeting: Adoption of 2026-27 Budget Calendar
	October-November			Review and Develop Budget Assumptions, Debt Service & Facilities Needs
			October	Employees' Retirement System (ERS) contribution rate is released (tentative)
	November			Budget Initiative Meetings with Principals and Directors & budget forms are distributed
	November			Current year budget data and subsequent year programs are reviewed to assess staffing needs
	December			Initial budget requests are submitted to the Superintendent
			January	<i>Executive</i> State Aid proposal is released (tentative)
	January			Year-end Fund Balance projection is prepared and analyzed as of 12/31
January 8, 2026	January 8, 2026			Board of Education Meeting: 2026-27 Budget Development & Preview
			February	Teachers' Retirement System (TRS) contribution rate is released (tentative)
	February			Mid-year purchasing moratorium is applied to current year budget
February 12, 2026	February 12, 2026			Board of Education Meeting: Revenue Budget Presentation
February 26, 2026	February 26, 2026			Board of Education Meeting: General Support & Operations, and Proposition Resolutions
	March			Year-end Fund Balance projection is prepared and analyzed as of 2/28
			March	<i>Legislative</i> State Aid proposal is released (tentative)
	March 1, 2026			Tax Levy Limit is calculated and submitted to NYS Comptroller's Office
March 12, 2026		March 12, 2026		Board of Education: Budget: Budget Work Session (Vision Map, Technology, Athletics)
March 26, 2026				Board of Education Meeting: Building-level, Curriculum & Instruction, & Pupil Personnel Services Budgets
	March 30, 2026	March 30, 2026		Deadline for submission of propositions requiring legal notice disclosure
			April	<i>Adopted</i> State Aid budget is released (tentative)
	April			Year-end Fund Balance projection is prepared and analyzed as of 3/31
		April 3, 2026		First legal notice with budget vote information is published in local newspapers of general circulation
April 9, 2026				Board of Education Meeting: Superintendent's Proposed Budget Presentation
		April 20, 2026		Deadline for submission of nominating petitions for Board of Education Trustee Election
April 21, 2026		April 21, 2026		Board of Education Meeting: BUDGET ADOPTION, Property Tax Report Card Adoption & BOCES Administrative Budget Vote
	April 22, 2026	April 22, 2026		Property Tax Report Card is submitted to NYS Education Department & transmitted to local newspapers of general circulation
		April 22, 2026		Second legal notice with budget vote information is published in local newspapers of general circulation
	April 30, 2026			Budget Statement is made available and published on CHUFSD website
		April 30, 2026		Third legal notice with budget vote information is published in local newspapers of general circulation
	May			Year-end Fund Balance projection is prepared and analyzed as of 4/30
May 7, 2026	May 7, 2026			Board of Education Meeting: Public Budget Hearing
	May 13, 2026			Budget Notice & Newsletter is mailed to residents
		May 14, 2026		Fourth legal notice with budget vote information is published in local newspapers of general circulation
May 19, 2026		May 19, 2026		Annual Budget Vote & Trustee Election: 6AM - 9PM
June 4, 2026				Board of Education Work Session: Acceptance of Budget Vote & Trustee Election Results
All dates related to budget notifications and other statutory requirements are subject to revision based on forthcoming State guidance and Executive Orders				



Croton-Harmon Union Free School District
10 Gerstein Street
Croton-on-Hudson, New York 10520

HIGHLIGHTS OF THE ADOPTED 2026-2027 SCHOOL BUDGET

Introduction:

The school budget is the official document, stated in financial terms, that reflects the educational programs administered in the District. It is the legal basis for establishing the Tax Levy. The annual school budget process is essential to school district operations. It serves to improve communication within the school organization and with the residents of our school community. Because of the continued complexity and cost of operating a school district, careful use must be made of limited State, Federal, and local resources in order to best serve our students. Thoughtful planning helps assure that these funds are directed to those purposes for which they are intended. It requires time and study to understand the high-quality educational program adequately and to express it in terms of its financial requirements and intent. To develop and administer the budget effectively, it is important to define what will be accomplished, how and when it will be accomplished, and the responsibilities of each level of authority in meeting these objectives.

The district's unwavering commitment to our Vision Map is a collective promise to not simply "do school better" but to make our schools places where learning is fueled by students' interests and passions and where educators are empowered to innovate and collaborate. In every school in our district, students, faculty, and staff experience:

- **Genuine interdisciplinary learning:** Educational experiences that break down traditional subject boundaries, giving students the opportunity to engage in meaningful, cross-disciplinary classes and lessons.
- **Uplifting faculty-to-faculty collaboration:** Teachers coming together as creative partners, exchanging ideas and strategies that enhance student learning and foster a shared sense of community.
- **An innovative professional culture:** The district has cultivated an environment that encourages thoughtful risk-taking, reflection, and a continuous pursuit of excellence.

Budget Overview:

The 2026-2027 proposed budget is designed to continue the work of our district's Vision Map and ideas of "What School Can Be" - places that inspire genuine curiosity, prioritize the well-being of every student, and dismantle barriers to reimagining education.

As we look forward to the 2026-2027 school year, we are proud to share important information about the proposed budget and how it will enable us to continue fulfilling our long-term vision of creating schools that place passion, curiosity, and inspiration at the center of what we do.

Nearly three years ago, we created the Vision Map to reimagine “What School Can Be,” promoting interdisciplinary learning, prioritizing genuine faculty collaboration, and removing barriers to authentically better schools. Since then, we’ve refined and communicated this vision, developed a multi-year plan, and designed a staffing strategy to bring it to life.

Grounded in a clear, sustained commitment to student-centered, collaborative, and real-world learning, our schools continue to evolve and build on our long tradition of providing for success for all students. The proposed 2026-27 budget supports:

- Increased opportunities for CHHS students to take rigorous courses aligned with their interests, including new offerings: Advanced Placement (AP) Business with Personal Finance; AP Psychology; Robotics; Principles of Engineering; Theater; and Modern Journalism
- Continued access to 7 Interdisciplinary, co-taught classes and 9 dual-enrollment courses for students at CHHS
- Second year of full implementation of the instructional coaching model, district-wide, which advances teacher practices through genuine collaboration with colleagues
- Investment in modernizing classroom spaces across the district, creating classrooms that align with and enhance flexible, small-group collaboration in learning for all students
- Decreased spending on educational technology programs, with increased investments in hands-on learning resources
- Implementation of learning experiences driven by student interest, including Tiger Tuesday at CHHS and elective experiences at PVC
- Further investment in resources to enhance literacy instruction for students at CET
- Addition of new extracurricular clubs based on student interests

Evidence of Impact:

- CHHS was one of only three high schools in the region to earn the College Board AP Platinum Award in 2024, an honor achieved by just 7% of schools nationwide, for strong student achievement on and access to AP exams. CHHS earned the award again in 2025.
- The district’s students in grades 3 - 12 achieved their highest-ever level of proficiency on the New York State English Language Arts assessments and English Regents - 78.6%
- School climate data provided by our students show positive, consistent results across all grade levels: 96% - 98% of students report feeling emotionally safe at school, and 95% - 96% report a strong sense of belonging
- CHHS had four students from our Science Research program participate in the prestigious Westchester Science and Engineering Fair, with three students winning awards for their work to address novel research questions

Financial Condition:

The condition of the District’s financial health begins with the Administration’s development of reasonable budget estimates based on known historical and predictable future expenditures. Throughout the year, the Administration continuously monitors expenditures in the short term by determining their necessity, and in the long term by considering the potential for unforeseen financial needs. Therefore, it is the aim of the District and the Administration to develop reasonable budgets, manage the fund balance to sustain operations, satisfy long-term obligations, and address unanticipated increases in expenditures and/or revenue shortfalls.

Budget Development:

The Board of Education plays a vital role in developing the annual budget. Through careful review, thoughtful discussion, and a commitment to our district's vision, Board members ensure that budget decisions align with educational priorities and the needs of our students, staff, and community. Their leadership and stewardship help create a fiscally responsible plan that supports excellence in teaching and learning across all our schools.

The development of the District's budget begins in September when the district develops preliminary assumptions and forecasts. In November, programmatic requests and their associated expenditures are proposed and discussed with Principals and Directors. Each of these requests is considered in relation to our Vision Map, guiding questions, and Board of Education goals, taking into account available funding and resources. Difficult decisions are often required to develop a balanced budget that is acceptable to the residents of the school community while still meeting the needs of our students. It is our belief that this budget represents the best spending proposal to continue implementing the Vision Map and improving educational outcomes for all of our students.

State Aid Allocations:

State Aid represents ~17% of our budget. This year, we expect to receive a 1% increase in Foundation Aid, an additional increase of ~\$90,000 in Building Aid, and a modest reduction in other aid areas.

Proposed 2026-2027 School Budget:

The proposed school budget, in the amount of \$62,762,808, is an increase of \$1,766,758 or 2.9% from the 2025-2026 school budget of \$60,996,050.

Tax Levy Cap Calculation:

This year, the Tax Levy for 2026-2027 is within the Allowable Tax Levy and proposed at 2.19% or \$995,051. The Allowable Levy Growth Factor is 2.0%, and the Tax-based Growth Factor is 0.40%. Using this tax levy, the estimated tax rate increase in the Town of Cortlandt would be 0.51%, and the increase for the Town of Yorktown would be 14.01%.

History of tax rates:

	% Inc. / (Dec.) <u>Town of Cortlandt</u>	% Inc. / (Dec.) <u>Town of Yorktown</u>
2022-2023	1.62%	4.66%
2023-2024	1.76%	0.02%
2024-2025	1.29%	3.46%
2025-2026	2.27%	(3.89%)
2026-2027	<u>0.51%</u>	<u>14.01%</u>
5-year average	1.49%	3.65%

Bus purchases:

The Croton-Harmon School District will have an additional proposition for the purchase of (a) one approximately 66 passenger diesel school bus, at the estimated cost of \$198,000, (b) one approximately 20 to 30 passenger gas/diesel powered bus, at the estimated cost of \$115,000, and (c) one SUV hybrid vehicle, ¹³

at the estimated cost of \$67,000; such estimated costs aggregate to the total estimated cost of \$380,000. The aggregate \$380,000 cost will be funded from current general fund appropriations available in 2025-2026 to pay for such vehicles, thereby eliminating the District's need to borrow. This will enable us to purchase vehicles without impacting taxes.

The Directors of Transportation and Operations & Maintenance each maintain replacement schedules for all District vehicles and heavy equipment. Replacement schedules are vital to ensure the District maintains the proper number of vehicles to cover bus runs when buses are taken off the road for mandatory inspections by the New York State Department of Transportation or reach the end of their useful life. Replacement schedules are also important so that the District does not need to purchase extra vehicles or equipment in any one year, which could spike expenditures and further impact taxpayers.

Our vehicle proposition provides the flexibility to adapt if more cost-effective models become available or if our transportation needs change. Following a thorough evaluation by our mechanics and Transportation Supervisor, the District will retain all current vehicles. This decision addresses a vehicle shortage caused by limited purchasing during the recent transition to electric vehicles, ensuring we can continue to meet all student transportation requirements.

Propositions:

There will be five (5) propositions on the ballot on May 19, 2026.

1. The School District's Budget for 2026-2027 in the amount of \$62,762,808
2. Vehicle Proposition: That the Board of Education of Croton-Harmon Union Free School District, in the County of Westchester, New York, is hereby authorized to purchase (a) one approximately 66 passenger diesel school bus, at the estimated cost of \$198,000, (b) one approximately 20 to 30 passenger gas/diesel powered bus, at the estimated cost of \$115,000, and (c) one SUV hybrid vehicle, at the estimated cost of \$67,000; such estimated costs aggregating the total estimated cost of \$380,000; provided the individual estimated costs as set forth herein may be reallocated if the Board of Education shall determine that such reallocation is in the best interests of the District; and such aggregate \$380,000 cost to be funded from current appropriations available within the 2025-2026 general fund to pay for such vehicles, said amount to be transferred to the capital fund to effectuate said purchases.
3. Repair Reserve Proposition: That the Board of Education of Croton-Harmon Union Free School District is hereby authorized to deposit in the District's existing Repair Reserve Fund an amount not to exceed \$300,000 from the 2025-2026 unassigned fund balance, which deposited sum can be used in compliance with certain procedures for repairs of capital improvements or equipment that are not the type of repairs to recur annually or at shorter intervals.
4. The Croton Free Library Levy in the amount of \$1,526,158: Please note that while the Library vote appears on the School District ballot, the Library is a separate legal entity with its own independent Board of Trustees. The School District maintains an entirely separate budget and has no authority over the Library's budget, capital project, or tax levy.
5. The Election of three (3) members of the Board of Education.

Contingency Budget:

What happens if the budget is defeated by the voters? The Board of Education can decide to place a second budget up for a vote in June. If the community does not support the second budget, the law prohibits any increase to the tax levy from the previous school year. To comply with the contingency laws, the school

District would have to cut **\$995,051** (2025-26 tax levy of \$45,422,572, less 2026-2027 tax levy of \$46,417,623, including \$350,620 in administrative reductions) beginning with the following non-contingent expenses:

- All equipment purchases, including computer purchases for state-aided technology hardware
- Student supplies such as planners and writing instruments, etc.
- Unrestricted and free use of school facilities, including buildings and fields by all groups
- Non-contractual salary increases
- Staffing reductions if needed,

Examples of **non-contingent expenses** include (but are not limited to): Capital construction projects (transfer to capital fund), most equipment, certain student supplies, school bus purchases, new multi-year school bus and building leases, other new multi-year contractual arrangements, rental of office equipment, salary increases for management confidential employees and any civil service employees not covered by a collective bargaining agreement with a recognized bargaining unit – teachers, administrators, superintendent and other positions requiring SED certification, district clerk, district treasurer and internal claims auditor may receive salary increases.

The remaining budget reductions would need to come from the Program component of the budget.

AS A SMALL SCHOOL DISTRICT, HOW DOES CROTON-HARMON CONTAIN COSTS?

- Through Shared Services with Other School Districts:
 - Health Insurance Consortium (Self-Insured)
 - Workers' Compensation Cooperative Trust (Self-Insured)*
 - Board of Cooperative Educational Services-Shared & Aidable Services (BOCES)
 - District's established insurance company for property and liability coverage-New York Schools Insurance Reciprocal (NYSIR)
 - Shared transportation routes for out-of-district special education programs and private school placements
 - Shared sports teams

*For example, our Workers Compensation Cooperative Trust has saved the Croton-Harmon UFSD over \$950,000 over the state workers' compensation plan since 1984.

- The District is one of the first in the state to receive NYSERDA grant funding in the amount of \$120,000 for the purchase of our first electric school bus. Since then, we have received over \$800,000 in funding from New York State and federal Electric Vehicle rebates.
- Through the Schools and Libraries (E-rate) Program the district has applied for and received funding for close to \$250,000 in funding for network equipment, data transmission services, Internet access, and broadband services
- Purchases for office supplies, fuel, heating oil, and operations and maintenance supplies are made at discounted prices through the New York State Office of General Services (OGS), BOCES and/or cooperative purchasing agreements.
- The Croton-Harmon School District is fortunate to have building level PTA's, SEPTA Croton-Harmon Education Foundation (CHEF), and the Croton-Harmon Tigers Booster Club, as well as many community members and organizations that provide generous financial and service donations as well as grant opportunities for our staff members.
- Many staff members have the option to receive a cash payment in lieu of participating in the district health insurance coverage. In return, the district realizes significant savings through the elimination of their health insurance premiums.
- To offset the increased use of district facilities, our Board policy provides that the use of district facilities, requires a building use fee and that any additionally incurred custodial costs will be passed on to the individuals using the space.
- The District utilizes several different banks and Cooperative Investment Funds designed specifically for the public sector. They provide the opportunity to invest, on a cooperative basis, in short-term investments yielding favorable returns. These Cooperatives ensure safety and provide liquidity to maximize interest earnings for available revenue proceeds on a short-term, highly liquid basis.
- Increased use of technology has increased efficiencies in the district and school offices.
- Use of our own staff to provide professional development in-house.

2026-27 Projected Revenue Budget

Description	2025-26 Budgeted	2026-27 Projected	\$Δ in Revenue
Pymts in Lieu of Taxes	\$44,702	\$46,043	\$1,341
County Sales Tax	\$975,000	\$975,000	\$0
Interest & Earnings	\$300,000	\$250,000	-\$50,000
Other Revenue	\$356,500	\$600,500	\$244,000
Total Non-State/Federal Aid	\$1,676,202	\$1,871,543	\$195,341
State Aid	\$10,231,661	\$10,556,717	\$325,056
Total State Aid	\$10,231,661	\$10,556,717	\$325,056
Appropriated Fund Balance	\$2,465,615	\$2,716,925	\$251,310
Appropriated Reserves:			
<i>Employees' Retirement Reserve</i>	\$200,000	\$200,000	\$0
<i>Teachers' Retirement Reserve</i>	\$200,000	\$0	-\$200,000
<i>Tax Certiorari Reserve</i>	\$800,000	\$800,000	\$0
<i>Unemployment Insurance</i>	\$0	\$100,000	\$100,000
<i>Workers' Compensation Reserve</i>	\$0	\$100,000	\$100,000
Designated FB & Reserves	\$3,665,615	\$3,916,925	\$251,310
Allowable Tax Levy	\$45,422,572	\$46,417,623	\$995,051
Total Revenue Budget	\$60,996,050	\$62,762,808	\$1,766,758

Croton-Harmon Union Free School District

2026-27 Proposed Revenue Budget

Account Group	2025-26	2026-27	Budget-to-Budget	
	Adopted Budget	Proposed Budget	Increase / (Decrease) \$	%
<u>REAL PROPERTY TAXES, INC. STAR</u> Allowable Tax Levy as permitted by formula established by the New York State Comptroller	45,422,572	46,417,623	995,051	2.19%
<u>OTHER TAX ITEMS</u> Payments in Lieu of Taxes	44,702	46,043	1,341	3.00%
<u>NON PROPERTY TAXES</u> County Sales Tax	975,000	975,000	0	0.00%
<u>CHARGES FOR SERVICES</u> Tuition for school district-placed students	130,000	300,000	170,000	130.77%
<u>USE OF MONEY & PROPERTY</u> Interest earnings on cash investments and fees for use of district facilities	342,000	311,000	(31,000)	-9.06%
<u>SALE OF PROPERTY/COMPENSATION FOR LOSS</u> Insurance recoveries from property damages and proceeds from obsolete equipment disposals	14,500	14,500	0	0.00%
<u>MISCELLANEOUS REVENUES</u> Donations, refunds, and other non-recurring miscellaneous revenues	150,000	205,000	55,000	36.67%
<u>STATE/FEDERAL AID</u> Allocations based on wealth, enrollment, and need, as determined by state-wide formulas	10,251,661	10,576,717	325,056	3.17%
<u>APPROPRIATED FUND BALANCE</u> The unrestricted portion of "savings" accumulated over time being applied for use in future years; judicious use of fund balance maintains break-even operations and a stable overall fund balance	2,465,615	2,716,925	251,310	10.19%
<u>APPROPRIATED RESERVES</u> The <i>restricted</i> portion of "savings" accumulated over time being applied for use in future years; reserves are established in accordance with applicable laws and limitations. The following reserves were allocated as:				
Unemployment Insurance Reserve	0	100,000	100,000	100.00%
Workers' Compensation Reserve	0	100,000	100,000	100.00%
Employees' Retirement Reserve	200,000	200,000	0	0.00%
Teachers' Retirement Reserve	200,000	0	(200,000)	-100.00%
Tax Certior Reserve	800,000	800,000	0	0.00%
GRAND TOTAL REVENUES	60,996,050	62,762,808	1,766,758	2.90%

Budget Group	SBM-1 Budget Code	2025-26 Adopted Budget	2026-27 Proposed Budget	Budget-to-Budget Increase / (Decrease) \$ %	
Croton-Harmon Union Free School District					
2026-27 Proposed Expenditure Budget					
Budget Group	SBM-1 Budget Code	2025-26 Adopted Budget	2026-27 Proposed Budget	Budget-to-Budget Increase / (Decrease) \$ %	
BOARD OF EDUCATION		40,175	41,295	1,120	2.8%
DISTRICT CLERK		49,000	49,500	500	1.0%
CHIEF SCHOOL ADMINISTRATION		374,153	410,798	36,645	9.8%
BUSINESS ADMINISTRATION		685,894	724,410	38,516	5.6%
AUDITING		74,780	75,460	680	0.9%
TREASURER		126,400	129,560	3,160	2.5%
FISCAL AGENT		27,935	47,935	20,000	71.6%
LEGAL		251,425	255,425	4,000	-1.6%
PERSONNEL		168,636	189,203	20,567	12.2%
RECORDS MANAGEMENT		6,544	6,619	75	1.1%
PUBLIC INFORMATION SERVICES		259,484	263,054	3,570	1.4%
OPERATIONS & MAINTENANCE		5,450,409	5,584,258	133,849	2.5%
CENTRAL PRINTING & MAILING		124,975	141,531	16,556	13.2%
CENTRAL DATA PROCESSING		74,177	75,570	1,393	1.9%
UNALLOCATED INSURANCE		372,300	550,404	178,104	47.8%
SCHOOL ASSOCIATION DUES		21,000	21,000	-	0.0%
ASSESSMENTS, JUDGMENTS & CLAIMS		65,000	65,000	-	0.0%
BOCES ADMIN & CAPITAL CHARGE		377,946	397,850	19,904	5.3%
Total - General Support		8,550,233	9,028,872	478,639	5.6%
CURRICULUM DEVELOPMENT & SUPERVISION		622,692	664,534	41,842	6.7%
SUPERVISION - GENERAL EDUCATION		1,627,293	1,635,588	8,295	0.5%
TEACHING - GENERAL EDUCATION		16,325,297	16,760,265	434,968	2.7%
TEACHING - SPECIAL EDUCATION		6,281,945	6,340,987	59,042	0.9%
OCCUPATIONAL EDUCATION		371,328	372,605	1,277	0.3%
SCHOOL LIBRARY & AUDIO VISUAL		556,883	558,487	1,604	0.3%
EDUCATIONAL TELEVISION		13,982	13,982	-	0.0%
COMPUTER-ASSISTED INSTRUCTION		1,771,480	1,840,777	69,297	3.9%
ATTENDANCE - REGULAR SCHOOL		-	3,500	3,500	0.0%
COUNSELING		1,063,015	1,090,927	27,912	2.6%
HEALTH SERVICES		400,016	435,900	35,884	9.0%
PSYCHOLOGICAL SERVICES		561,716	605,832	44,116	0.0%
SOCIAL WORK SERVICES		119,804	134,244	14,440	0.0%
CO-CURRICULAR ACTIVITIES		301,292	319,391	18,099	6.0%
INTERSCHOLASTIC ATHLETICS		1,268,315	1,306,458	38,143	3.0%
Total - Instruction		31,285,058	32,083,477	798,419	2.6%
Total - Pupil Transportation		3,272,266	3,342,903	70,637	2.2%
Total - Employee Benefits		12,205,141	12,684,093	478,952	3.9%
Total - Debt Service		5,573,352	5,513,463	(59,889)	-1.1%
Total - Interfund Transfer (Special Aid)		80,000	80,000	-	0.0%
Total - Interfund Transfer (School Lunch)		30,000	30,000	-	0.0%
GRAND TOTAL EXPENDITURES		60,996,050	62,762,808	1,766,758	2.90%

Croton-Harmon Union Free School District

2026-27 Proposed Expenditure Budget

Budget Group	SBM-1 Budget Code	2025-26	2026-27	Budget-to-Budget Increase / (Decrease)	
		Adopted Budget	Proposed Budget		
				\$	%

BOARD OF EDUCATION

Board meetings, policy implementation, memberships, and legal notices.

Contractual and Other	A1010.4	15,600	15,800		
Supplies	A1010.45	3,000	3,000		
BOCES Services	A1010.49	21,575	22,495		
		40,175	41,295	1,120	2.8%

Contractual: professional conferences and board development services

Supplies: NYSED law books and general office supplies

BOCES: professional learning, policy reviews/updates, election management system, BoardDocs software

DISTRICT CLERK

District Clerk is responsible for attending all public meetings, record-keeping, FOIL requests, corresponding and conducting business on behalf of the Board of Education, and managing the budget vote and trustee election, public notices, and training of election officials.

Non-Certificated Salaries	A1040.16	32,000	32,000		
Contractual and Other	A1040.4	17,000	17,500		
Supplies	A1040.45	0	0		
		49,000	49,500	500	1.0%

Salaries: stipend for the District Clerk who is responsible for attending all public meetings, record-keeping, corresponding, and conducting business and FOIL requests on behalf of the Board of Education, Election inspectors.

Contractual: costs associated with the annual budget vote and trustee election, such as public notices, postage, voting machine rental, and training

Supplies: budget and election ballots, and general office supplies

CHIEF SCHOOL ADMINISTRATION

Leadership, management, and supervision of the entire school system, including the implementation of the District's Vision Map

Certificated Salaries	A1240.15	263,120	295,340		
Non-Certificated Salaries	A1240.16	91,190	95,615		
Contractual and Other	A1240.4	13,943	13,943		
Supplies	A1240.45	5,900	5,900		
		374,153	410,798	36,645	9.8%

Certificated Salaries: 1.0 Superintendent, responsible for leadership, management, and supervision of the entire school system

Non-Certificated Salaries: 1.0 Confidential Secretary to Superintendent

Contractual: conferences, professional learning, subscriptions, and memberships

Supplies: general office supplies, mailings, etc.

BUSINESS ADMINISTRATION

Administration of the District's financial resources and investments, and the coordination of the business, operational and related activities of the District

Certificated Salaries	A1310.15	248,229	264,100		
Non-Certificated Salaries	A1310.16	386,244	408,870		
Contractual and Other	A1310.4	22,620	23,195		
Supplies	A1310.45	8,000	8,100		
BOCES Services	A1310.49	20,801	20,145		
		685,894	724,410	38,516	5.6%

Certificated Salaries: 1.0 Assistant Superintendent for Business responsible for the management and supervision of the District's financial resources (including payroll, purchasing, and insurance coordination) and overseeing Accounts Receivable, Personnel, Transportation, Food Service and Buildings and Grounds Departments

Non-Certificated Salaries: 5.0 business office staff positions.

Contractual: Ed-Data, CBIZ, professional learning for business office staff, subscriptions, and memberships

Supplies: general office supplies

BOCES: services for State Aid Planning and analysis, nVision & Mag Support Services, Demographic Study and workshops

Budget Group

SBM-1 Budget Code	2025-26	2026-27	Budget-to-Budget Increase / (Decrease) \$ %	
	Adopted Budget	Proposed Budget		

AUDITING

Weekly audit of payments (Claims Audit), annual efficiency/quality control audit (Internal Audit), Single Audit and the annual financial statement audit (External Audit)

Contractual and Other	A1320.4	74,780	75,460	680	0.9%

Contractual: Annual agreements with 1) District Claims Auditor who performs weekly reviews of check disbursements for accuracy and compliance with purchasing procedures, 2) Internal Auditing (efficiency/quality control), and 3) External Auditing (financial statement audit); both of these functions are performed by independent Certified Public Accounting firms

TREASURER

Maintains the District's accounting records, invests funds, & performs other related financial functions

Non-Certificated Salaries	A1325.16	124,900	127,960		
Contractual and Other	A1325.4	1,500	1,600		
		126,400	129,560	3,160	2.5%

Salaries: 1.0 District Treasurer who maintains the District's accounting records, school lunch administration, invests funds, and performs other related financial functions

Contractual: professional learning, subscriptions, and memberships

FISCAL AGENT

Fees associated with the issuance of Bond Anticipation Notes (BANs), bonds, and other debt instruments

Contractual and Other	A1380.4	27,935	47,935	20,000	71.6%

Contractual: costs associated with the issuance of Bond Anticipation Notes, bonds, and other debt instruments; analysis regarding funding requirements and alternatives, marketing, method of sale, security features, call provisions, credit ratings & enhancement, term, Federal tax implications and other related matters

LEGAL

Attorneys fees for general counsel, litigation, personnel issues, legal opinions, bond counsel, impartial hearings, etc.

Contractual and Other	A1420.4	251,425	255,425	4,000	1.6%

Contractual: general counsel for policy development, special education, student discipline, contract negotiations, tenure and seniority determinations, litigation, FOIL reviews, and other related legal matters; bond counsel for Bond Anticipation Notes, bonds, and other debt instruments; impartial hearing officers for student disciplinary hearings, tax certiorari claims

PERSONNEL

Coordination of employee benefits, FMLA, Worker's Compensation, recruitment, COBRA, lane advancements, and civil service compliance

Non-Certificated Salaries	A1430.16	64,260	66,167		
Contractual and Other	A1430.4	10,882	10,882		
Supplies	A1430.45	500	500		
BOCES Services	A1430.49	92,994	111,654		
		168,636	189,203	20,567	12.2%

Non-Certificated Salaries: 1.0 human resources office staff assistant who is responsible for civil service processing, the coordination of salary lane advancement, GASB reporting, health insurance, worker's compensation, and student accident insurance

Contractual: professional learning for human resources office staff, subscriptions, and memberships

Supplies: general office supplies

BOCES: services for employee assistance, employee benefits coordination, Labor Negotiations, SuperEval, negotiations, and certification reviews, and Affordable Care Act (ACA) compliance, Chief Information Officer (CIO), Frontline Central hiring & recruiting

RECORDS MANAGEMENT

Records retention and disposal in accordance with General Municipal Law

Supplies	A1460.45	500	500		
BOCES Services	A1460.49	6,044	6,119		
		6,544	6,619	75	1.1%

Supplies: Various supplies required for document maintenance and disposal

BOCES Services: e-Doc electronic archiving for the preservation and protection of permanent records

Budget Group	SBM-1	2025-26	2026-27	Budget-to-Budget	
	Budget Code	Adopted Budget	Proposed Budget	Increase / (Decrease)	%
				\$	%

PUBLIC INFORMATION SERVICES

Electronic communication systems and website development

Non-Certificated Salaries	A1480.16	107,687	110,378		
Supplies	A1480.4	800	800		
BOCES Services	A1480.49	150,997	151,876		
		259,484	263,054	3,570	1.4%

Non-Certificated Salaries: 1.0 Technical Support Specialist to assist with website coordination, eLearning site development, communication development and other technical supports

Supplies: Various supplies for public information needs

BOCES: Parent Square Alerts, Finals site, Blackboard, social media publicity, website and graphic development, captioning services and hosting

OPERATIONS & MAINTENANCE

Day-to-day operations and maintenance of over 343,000 square feet of building space and three athletic fields

Non-Certificated Salaries	A162X.16	2,151,450	2,215,129		
Equipment	A162X.2	170,000	175,000		
Contractual and Other	A162X.4	2,587,473	2,645,539		
Supplies	A162X.45	409,645	415,645		
BOCES Services	A162X.49	131,841	132,945		
		5,450,409	5,584,258	133,849	2.5%

Salaries: all O&M salaries, including 1.0 Director of Facilities, 1.0 Clerk, 2.0 Maintenance Workers, 17 Custodians; substitutes, and overtime

Equipment: cleaning and maintenance equipment, such as floor cleaners and lawn equipment, grounds equipment/vehicle

Contractual: service contracts for burglar, fire, electrical, plumbing, HVAC, replacements for security cameras, and access control devices as well as required inspections and electricity and natural gas utilities.

Supplies: cleaning supplies, maintenance materials, salt, sand, grass seed, mulch, plantings, etc.

BOCES: services for risk management/safety coordination, asbestos monitoring, facilities software, and energy monitoring, chemical disposal, Intelpath (phone interconnect) and onsite Safety Officer (Altaris)

CENTRAL PRINTING & MAILING

Supplies and postage for required written communications and public notices

Contractual and Other	A1670.4	123,475	140,031		
Supplies	A1670.45	1,500	1,500		
		124,975	141,531	16,556	13.2%

Contractual: office equipment and copier contracts

Supplies: postage for traditional mailings

CENTRAL DATA PROCESSING

Central Data Process costs related to financial software, LAN, internet, telecommunications, data warehousing, and disaster-recovery backup systems

BOCES Services	A1680.49	74,177	75,570	1,393	1.9%

BOCES: Disaster recovery, financial & human resource support services and software maintenance

UNALLOCATED INSURANCE

Premiums for property & casualty insurance, Student Accident Coverage

	A1910.4	372,300	550,404	178,104	47.8%

SCHOOL ASSOCIATION DUES

Memberships in regional, State, and Federal education organizations

	A1920.4	21,000	21,000	0	0.0%

ASSESSMENTS, JUDGMENTS & CLAIMS

Annual Sewer Assessment

	A1950.4	65,000	65,000	0	0.0%

BOCES ADMIN & CAPITAL CHARGE

Croton-Harmon's administrative and capital obligation for participating in Putnam/Northern Westchester BOCES

	A1981.49	377,946	397,850	19,904	5.3%

TOTAL - GENERAL SUPPORT		8,550,233	9,028,872	478,639	5.6%

Budget Group	SBM-1	2025-26	2026-27	Budget-to-Budget	
	Budget Code	Adopted Budget	Proposed Budget	Increase / (Decrease)	%
				\$	

CURRICULUM DEVELOPMENT & SUPERVISION

District-wide planning and implementation of curriculum, assessment, and professional learning

Certificated Salaries	A2010.15	410,017	429,788		
Non-Certificated Salaries	A2010.16	70,000	79,360		
Contractual and Other	A2010.4	50,900	70,000		
Supplies	A2010.45	12,900	12,900		
BOCES Services	A2010.49	78,875	72,486		
		622,692	664,534	41,842	6.7%

Certificated Salaries: 1.0 Assistant Superintendent responsible for District-wide planning and implementation of curriculum, assessment, professional learning, and human resources and curriculum coordinator stipends

Non-Certificated Salaries: 1.0 office staff position to support the Assistant Superintendent with scheduling, GCN training, recruitment (OLAS), AESOP, Frontline, NYS reporting, certified staffing and human resource administration

Contractual: district-wide professional learning opportunities for teachers, such as Lifetrack, Precision and Placement, Culturally Responsive Framework, Restorative Justice, Wilson, Language, TriStates, NYSCOSS, and travel.

Supplies: professional publications, reference materials, and general office supplies

BOCES Services: Substitute coordination, On site staff development, School Meter, Frontline Prof Growth, Curriculum Center, Rubicon Atlas, Tech Leadership Inst., Action Network

SUPERVISION - GENERAL EDUCATION

Oversight of both instructional and non-instructional activities at the school buildings

Certificated Salaries	A2020.15	1,303,547	1,339,340		
Non-Certificated Salaries	A2020.16	175,785	193,287		
Contractual and Other	A2020.4	106,805	64,305		
Supplies	A2020.45	17,156	14,656		
BOCES Services	A2020.49	24,000	24,000		
		1,627,293	1,635,588	8,295	0.5%

Certificated Salaries: 3.0 Principals & 4.0 Assistant Principals (covering all three schools)

Non-Certificated Salaries: 3.0 main office staff positions (covering all three schools)

Contractual: professional learning, subscriptions and memberships, graduation expenses

Supplies: general office supplies

BOCES Services: Administrative workshops

TEACHING - GENERAL EDUCATION

Instructional staff and instructional materials such as textbooks, workbooks, and supplies

Certificated Salaries, K-3	A2110.12a	4,008,246	4,238,266		
Certificated Salaries, 4-6	A2110.12b	2,361,210	2,119,779		
Certificated Salaries, 7-12	A2110.13	8,313,381	8,652,138		
Substitute Salaries	A2110.14	246,570	298,570		
Non-Certificated Salaries	A2110.16	693,852	659,181		
Contractual and Other	A2110.4	55,660	66,850		
Supplies	A2110.45	365,450	442,850		
Textbooks	A2110.48	92,300	113,874		
BOCES Services	A2110.49b	188,628	168,757		
		16,325,297	16,760,265	434,968	2.7%

Certificated Salaries: certificated teaching staff grouped by grade and according to NYSED requirements

Non-Certificated Salaries: Includes 4.0 clerical staff members, teacher aides and monitors who support classroom instruction and provide student supervision outside of the classroom

Equipment: general classroom instructional equipment

Contractual: building-level professional learning opportunities for teachers and outside tutoring

Supplies: general classroom & instructional supplies

Textbooks: paper and digital textbooks

BOCES: services for credit recovery, virtual education, software, arts-in-education, curriculum, assessments, and test-scoring

Budget Group	SBM-1	2025-26	2026-27	Budget-to-Budget	
	Budget Code	Adopted Budget	Proposed Budget	Increase / (Decrease)	%
				\$	%

TEACHING - SPECIAL EDUCATION

Instructional staff and instructional materials used in delivering services to students w/Individualized Educational Plans (IEPs)

Certificated Salaries	A2250.15	2,876,147	3,070,007		
Non-Certificated Salaries	A2250.16	1,210,614	1,230,970		
Contractual and Other	A2250.4	125,157	117,827		
Supplies	A2250.45	78,894	78,894		
Tuition: Public Schools	A2250.471	140,000	90,000		
Tuition: Private Schools	A2250.472	1,187,841	1,022,841		
BOCES Services	A2250.49	663,292	730,448		
		6,281,945	6,340,987	59,042	0.9%

Certificated Salaries: includes 1.0 Assistant Superintendent for Pupil Personnel Services & 25 Special Education Teachers.

Non-Certificated Salaries: Includes 2.0 clerical support staff and teacher aides/monitors who support classroom instruction and student supervision outside of the classroom; Bi-lingual community aid

Equipment: general classroom instructional equipment

Contractual: independent evaluations, therapeutic service providers, and data filing for State Aid reimbursement

Supplies: general instructional classroom materials, assessment materials, supplies, student adaptive support furniture

Tuition (Public Schools): tuition costs for students attending out-of-district public schools per Individualized Educational Plans (IEPs)

Tuition (Private Schools): tuition costs for students attending out-of-district private schools per Individualized Educational Plans (IEPs)

BOCES: tuition costs for students attending BOCES, as well as therapeutic services for occupational, physical, speech, vision, and hearing, IEP direct

OCCUPATIONAL EDUCATION

Contract service with BOCES to provide career and technical education to students

BOCES Services	A2280.49	371,328	372,605	1,277	0.3%

BOCES: career and technical education provided to students in half-day and full-day programs located at the Putnam/Northern Westchester BOCES campus in Yorktown

SCHOOL LIBRARY & AUDIO VISUAL

Costs associated with operating library-media centers within the school buildings

Certificated Salaries	A2610.15	391,333	386,634		
Non Certificated Salaries	A2610.16	74,912	81,000		
Contractual and Other	A2610.4	1,000	1,000		
Supplies	A2610.45	4,050	4,050		
State-Aided Computer Software	A2610.46	37,550	37,550		
BOCES Services	A2610.49	48,038	48,253		
		556,883	558,487	1,604	0.3%

Certificated Salaries: 3.0 Library-Media Specialists (covering all schools)

Non Certificated Salaries: 3.0 Library Aides (covering all schools)

Equipment: general media center equipment

Contractual: subscriptions, periodicals, and databases

Supplies: general media center supplies

Software: e-books and reference materials, which are reimbursable through State Aid

BOCES: Library online database, video streaming service, Mandarin

EDUCATIONAL TELEVISION

Costs associated with operating library-media centers within the school buildings

Non Certificated Salaries	A2620.16	10,182	10,182		
Contractual and Other	A2620.40	1,500	1,500		
Supplies	A2620.45	2,300	2,300		
		13,982	13,982	0	0.0%

Non Certificated Salaries: Videographers

Contractual: subscriptions, periodicals, and other

Supplies: general tech supplies and small equipment

Budget Group	SBM-1 Budget Code	2025-26 Adopted Budget	2026-27 Proposed Budget	Budget-to-Budget Increase / (Decrease)	
				\$	%

COMPUTER-ASSISTED INSTRUCTION

Technology support, instructional hardware/software, internet services, etc.

Certificated Salaries	A2630.15	194,740	203,589		
Non-Certificated Salaries	A2630.16	25,390	26,250		
State-Aided Computer Hardware	A2630.22	36,000	160,000		
Computer Hardware/Repairs	A2630.4	907,027	772,462		
Supplies	A2630.45	308,970	365,705		
State-Aided Computer Software	A2630.46	90,947	102,866		
BOCES Services	A2630.49	208,406	209,905		
		1,771,480	1,840,777	69,297	3.9%

Certificated Salaries: 1.0 Director of Technology & Innovation

Non-Certificated Salaries: 1.0 Technology Aide for computer lab

State/Federally-Aided Computer Hardware: instructional technology, infrastructure equipment, servers and backup devices through ERATE

Computer Hardware/Repairs: instructional hardware equipment, such as chromebooks, iPads, laptops, and interactive displays, and customer support services, such as web hosting, data security, and equipment leases, which are reimbursable through State Aid

Supplies: computer cabling, switches, etc.

Software: Instructional software applications (Screencastify, Seesaw, Swank, Zearn, etc.), which are reimbursable through State Aid

BOCES: State Data Validation, NYS Data Collection, RIC Data security, RicONe API & RICOne Integration, Voice Over IP, Cyber security, various services for maintenance/upgrade project management, as well as instructional technology services which are reimbursable through BOCES Aid

<u>ATTENDANCE - REGULAR SCHOOL</u>	A2805.16	0	3,500	3,500	100.0%

Non Certificated Salaries: Stipend for Central Registrar

COUNSELING

Provides direct support to both college-bound and career-bound students

Certificated Salaries	A2810.15	907,212	926,650		
Non-Certificated Salaries	A2810.16	128,187	134,937		
Contractual and Other	A2810.4	11,800	12,800		
Supplies	A2810.45	8,200	8,200		
BOCES Services	A2810.49	7,616	8,340		
		1,063,015	1,090,927	27,912	2.6%

Certificated Salaries: 4.0 Counselors (CHHS), 2.0 Counselors (PVC), 1.0 Counselor (CET), and 1.0 Bilingual Counselor (CET).

Non-Certificated Salaries: 1.0 Guidance Secretary (CHHS) and 1.0 Guidance Secretary (PVC)

Contractual: college and career preparatory memberships and services

Supplies: supplies for student awards and graduation ceremonies

BOCES Services: Misc. translation or laminating services

HEALTH SERVICES

Direct medical services to in-district students and reimbursements for students attending private/parochial schools

Non-Certificated Salaries	A2815.16	287,236	303,120		
Contractual and Other	A2815.4	25,380	45,380		
Supplies	A2815.45	87,400	87,400		
		400,016	435,900	35,884	9.0%

Non-Certificated Salaries: 3.0 Nurses (covering all three schools), 3.0 Health Aides (one at each school)

Contractual: district physician fees and mandated reimbursements to other public schools which provide health services to Croton-Harmon children attending private and parochial schools within their boundaries

Supplies: general medical supplies

PSYCHOLOGICAL SERVICES

Evaluation of students in developing instructional and behavioral interventions

Certificated Salaries	A2820.15	559,716	603,832		
Contractual and Other	A2820.4	700	700		
Supplies	A2820.45	1,300	1,300		
		561,716	605,832	44,116	7.9%

Certificated Salaries: 2.0 School Psychologist at CHHS, 2.0 School Psychologists at PVC and 1.0 School Psychologist at CET

Contractual: Misc. Contractual fees

Supplies: general supplies

Budget Group	SBM-1	2025-26	2026-27	Budget-to-Budget	
	Budget Code	Adopted Budget	Proposed Budget	Increase / (Decrease)	%
				\$	

SOCIAL WORK SERVICES

Therapeutic support to students and families to establish positive relationships and improved behaviors

Certificated Salaries	A2825.15	119,804	133,744		
Contractual and Other	A2825.4	0	500		
BOCES Services	A2825.49	0	0		
		119,804	134,244	14,440	12.1%

Contractual and Other: 1.0 Counselor (covering all three schools)

CO-CURRICULAR ACTIVITIES

Costs associated with operating student clubs District-wide

Certificated Salaries	A2850.15	254,778	268,167		
Equipment	A2850.2	0	0		
Contractual and Other	A2850.4	29,873	32,833		
Supplies	A2850.45	16,641	18,391		
		301,292	319,391	18,099	6.0%

Certificated Salaries: stipends for club advisors as stipulated in the Croton-Harmon Teachers' Association contract

Equipment: general equipment

Contractual: royalties for productions and student competition registrations

Supplies: general supplies

INTERSCHOLASTIC ATHLETICS

Costs associated with operating the physical education, health, and athletics program

Certificated Salaries	A2855.15	813,053	830,337		
Non-Certificated Salaries	A2855.16	58,783	67,537		
Equipment	A2855.2	30,000	30,000		
Contractual and Other	A2855.4	101,950	107,000		
Supplies	A2855.45	130,450	129,747		
BOCES Services	A2855.49	134,079	141,837		
		1,268,315	1,306,458	38,143	3.0%

Certificated Salaries: 1.0 Director of PE, Athletic Trainer, Event Coordinator, and stipends for coaches (Fall, Winter, and Spring) as stipulated in the Croton-Harmon Teachers' Association contract

Non-Certificated Salaries: 1.0 Athletics office staff position

Equipment: athletic equipment for strength & conditioning and team equipment

Contractual: medical service contracts, police coverage, indoor tennis court and ski rentals, scoreboard service contracts, and tournament registration fees, baseball field maintenance

Supplies: general athletic supplies

BOCES: Section 1 membership and officials' fees, HUDL, Family ID

TOTAL - INSTRUCTION		31,285,058	32,083,477	798,419	2.6%

TRANSPORTATION

Costs associated with the transport of over 3,200 students to both in-district and out-of-district schools

Non-Certificated Salaries	A55XX.16	2,633,972	2,692,995		
Contractual and Other	A55XX.4	338,644	351,658		
Supplies	A55XX.45	299,650	298,250		
TOTAL - PUPIL TRANSPORTATION		3,272,266	3,342,903	70,637	2.2%

Salaries: 1.0 Supervisor, 2.0 Dispatchers, .5 Clerk (PT), 4.0 Mechanics, 1 HeadBus Driver, 32.0 Drivers, 14.0 Monitors, substitutes, additional shifts for field trips/athletic events, and overtime

Contractual: vehicle insurance, driver training, utilities, radio lease, specialty repairs, routing software, conferences and medical exams

Supplies: bus parts, diesel fuel, gasoline

Budget Group	SBM-1	2025-26	2026-27	Budget-to-Budget	
	Budget Code	Adopted Budget	Proposed Budget	Increase / (Decrease)	%
				\$	

EMPLOYEE BENEFITS

State-mandated and contractual obligations relating to District-wide employment contracts

Employees' Retirement (ERS)	A9010.8	1,149,869	1,242,585		
Teachers' Retirement (TRS)	A9020.8	2,398,374	2,421,140		
Social Security & Medicare	A9030.8	2,556,000	2,649,163		
Workers' Compensation Insurance	A9040.8	224,522	215,000		
Life Insurance	A9045.8	15,000	15,000		
Unemployment Insurance	A9050.8	10,000	10,000		
Disability Insurance	A9055.8	5,125	5,125		
Hospital, Medical & Dental Insurance	A9060.8	5,216,640	5,465,962		
Other Benefits	A9070.8	303,245	301,756		
Other Employee Benefits	A9089.8	326,366	358,362		
TOTAL - EMPLOYEE BENEFITS		12,205,141	12,684,093	478,952	3.9%

DEBT SERVICE

Principal and interest payment obligations for prior years borrowings

Construction Bonds Principal & Interest	A9711	1,927,900	1,828,400		
Bond Anticipation Notes Principal & Interest	A9731	3,049,017	3,416,292		
Energy Perf Contract Principal & Interest	A9785	596,435	268,771		
TOTAL - DEBT SERVICE		5,573,352	5,513,463	(59,889)	-1.1%

INTERFUND TRANSFER-SPECIAL AID FUND

Costs of providing summer school for special education students in accordance with Individualized Educational Plans (IEPs); requires a transfer to the Special Aid Fund

TOTAL - INTERFUND TRANS (SA)	A9901.95	80,000	80,000	0	0.0%

INTERFUND TRANSFER-SCHOOL LUNCH FUND

Supplemental appropriations required to fund the district's Child Nutrition Program

TOTAL - INTERFUND TRANS (SLF)	A9950.9	30,000	30,000	0	0.0%

GRAND TOTAL EXPENDITURES		60,996,050	62,762,808	1,766,758	2.9%

Note: this document uses nomenclature in accordance with the NYS Universal Chart of Accounts, presented in the State's prescribed SBM-1 Format which specifically instructs school districts not to create or consolidate account codes. Figures represent all costs associated with each department or cost center, including salaries, equipment, contractual expenses, supplies, BOCES services, etc. Employee benefits are presented separately in accordance with the NYS Universal Chart of Accounts.

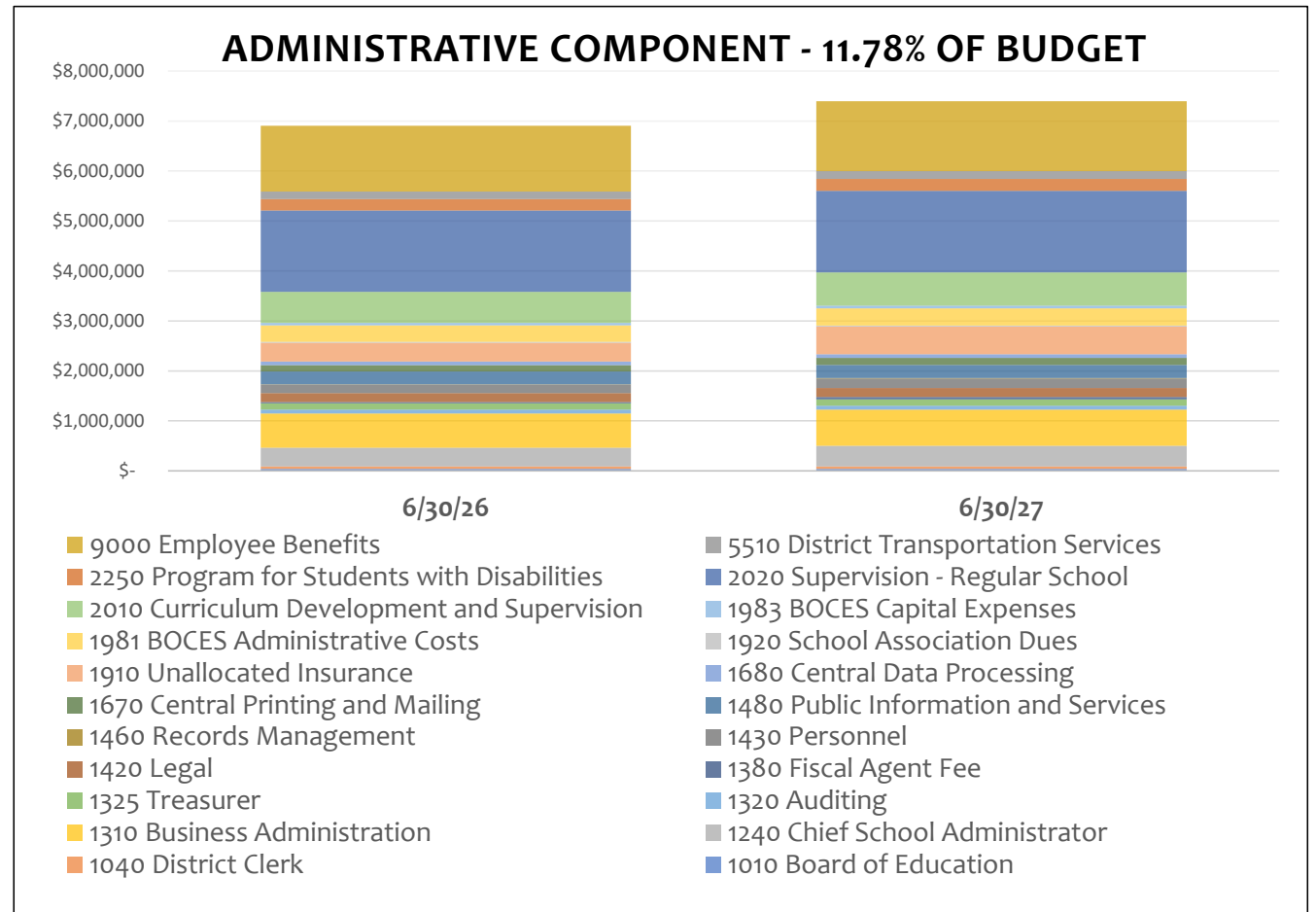
Expense Budget Overview (by Function)

Description	2025-26 Adopted Budget	2026-27 Proposed Budget	Dollar Change	Percent Change
Board of Education	89,175	90,795		
Central Administration	374,153	410,798		
Finance (Auditing, Fiscal Agent, Treasurer)	915,009	977,365		
Legal, Personnel, Public Information Services	686,089	714,301		
Operations & Maintenance	5,649,561	5,801,359		
Property Assessments, Insurance, BOCES Admin	836,246	1,034,254		
<i>Total General Support</i>	\$8,550,233	\$9,028,872	\$478,639	5.60%
Instruction, Administration and Improvement	2,249,985	2,300,122		
Teaching - Regular School	16,325,297	16,760,265		
Programs for Students w/Disabilities & Career & Tech	6,620,223	6,688,542		
Instructional Media, Instruction & Special Schools	2,375,395	2,438,296		
School Counseling, Health, Psych. & Social Work Services	2,144,551	2,270,403		
Co-Curricular Activities - Regular School	301,292	319,391		
Interscholastic Athletics - Regular School	1,268,315	1,306,458		
<i>Total Instruction</i>	\$31,285,058	\$32,083,477	\$798,419	2.55%
Pupil Transportation	3,272,266	3,342,903		
<i>Total Pupil Transportation</i>	\$3,272,266	\$3,342,903	\$70,637	2.16%
Employee Benefits	12,205,141	12,684,093		
Debt Service	5,573,352	5,513,463		
Other Financing Uses	110,000	110,000		
<i>Benefits, Debt Service & Interfund Transfers</i>	\$17,888,493	\$18,307,556	\$419,063	2.34%
Total Budget	\$60,996,050	\$62,762,808	\$1,766,758	2.90%

Administrative Component

The Administrative Component includes Expenses from the Functions listed below. Several Functions maybe prorated, and appear in other Component cost areas.

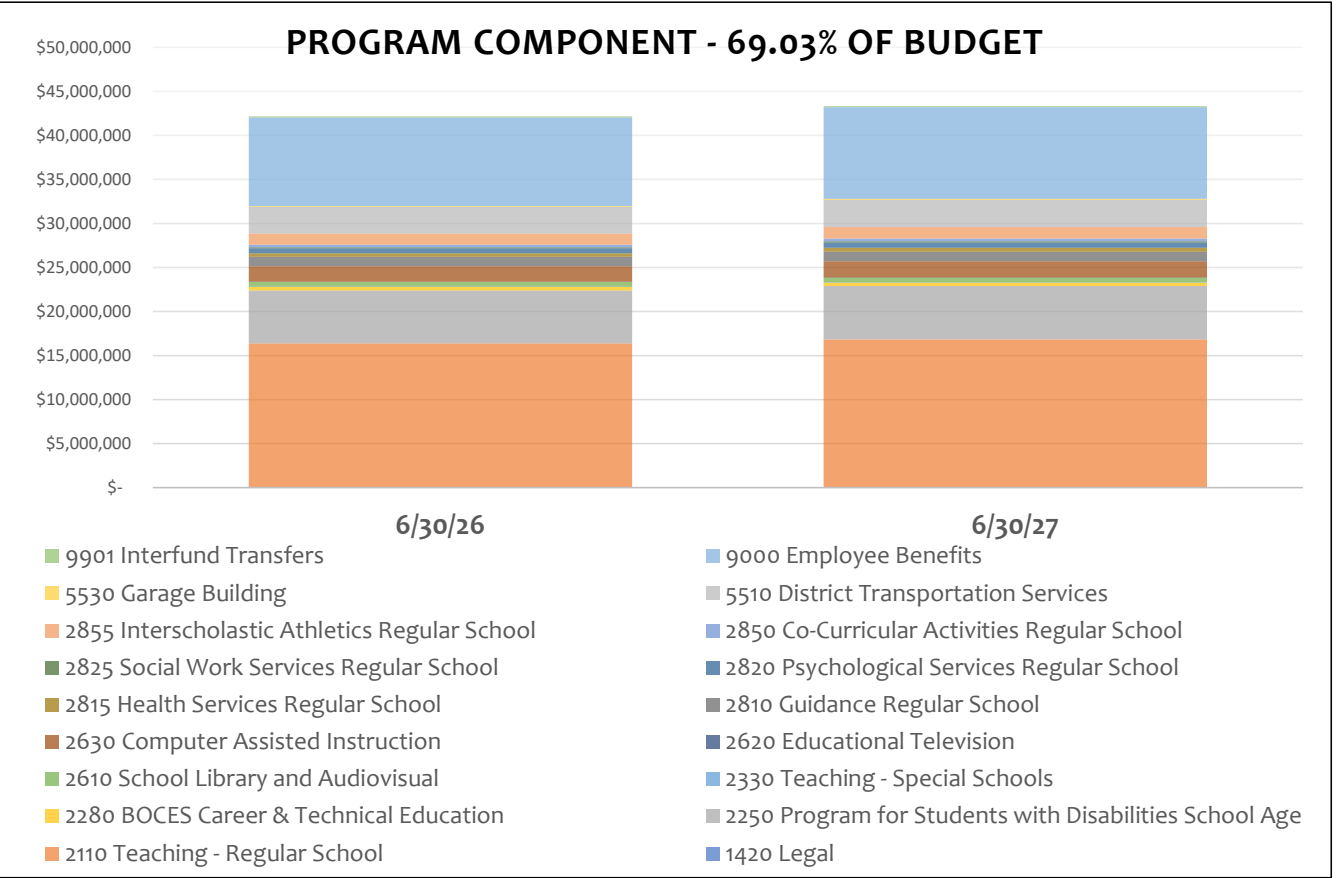
Function	6/30/26	6/30/27
1010 Board of Education	\$ 40,175	\$ 41,295
1040 District Clerk	\$ 49,000	\$ 49,500
1240 Chief School Administrator	\$ 374,153	\$ 410,798
1310 Business Administration	\$ 685,894	\$ 724,410
1320 Auditing	\$ 74,780	\$ 75,460
1325 Treasurer	\$ 126,400	\$ 129,560
1380 Fiscal Agent Fee	\$ 27,935	\$ 47,935
1420 Legal	\$ 177,330	\$ 180,151
1430 Personnel	\$ 168,636	\$ 189,203
1460 Records Management	\$ 6,544	\$ 6,619
1480 Public Information and Services	\$ 259,484	\$ 263,054
1670 Central Printing and Mailing	\$ 124,975	\$ 141,531
1680 Central Data Processing	\$ 74,177	\$ 75,570
1910 Unallocated Insurance	\$ 372,300	\$ 550,404
1920 School Association Dues	\$ 21,000	\$ 21,000
1981 BOCES Administrative Costs	\$ 329,316	\$ 345,000
1983 BOCES Capital Expenses	\$ 48,630	\$ 52,850
2010 Curriculum Development and Supervision	\$ 622,692	\$ 664,534
2020 Supervision - Regular School	\$ 1,627,293	\$ 1,635,588
2250 Program for Students with Disabilities	\$ 228,400	\$ 238,090
5510 District Transportation Services	\$ 147,782	\$ 155,556
9000 Employee Benefits	\$ 1,317,948	\$ 1,397,322
Total:	\$6,904,844	\$7,395,430
Administrative Percent:	11.32%	11.78%



Program Component

The Program Component includes Expenses from the Functions listed below. Several Functions maybe prorated, and appear in other Component cost areas.

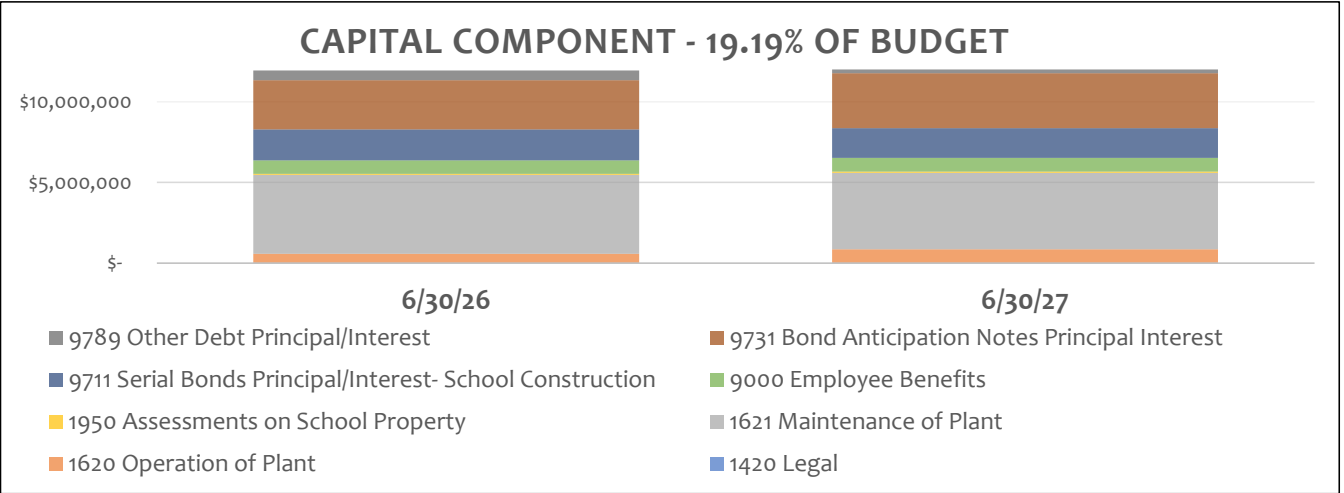
Function	6/30/26	6/30/27
1420 Legal	\$ 55,867	\$ 56,755
2110 Teaching - Regular School	\$ 16,325,297	\$ 16,760,265
2250 Program for Students with Disabilities School Age	\$ 6,020,495	\$ 6,077,847
2280 BOCES Career & Technical Education	\$ 371,328	\$ 372,605
2330 Teaching - Special Schools	\$ 33,050	\$ 25,050
2610 School Library and Audiovisual	\$ 556,883	\$ 558,487
2620 Educational Television	\$ 13,982	\$ 13,982
2630 Computer Assisted Instruction	\$ 1,771,480	\$ 1,840,777
2810 Guidance Regular School	\$ -	\$ 3,500
2810 Guidance Regular School	\$ 1,063,015	\$ 1,090,927
2815 Health Services Regular School	\$ 400,016	\$ 435,900
2820 Psychological Services Regular School	\$ 561,716	\$ 605,832
2825 Social Work Services Regular School	\$ 119,804	\$ 134,244
2850 Co-Curricular Activities Regular School	\$ 301,292	\$ 319,391
2855 Interscholastic Athletics Regular School	\$ 1,268,315	\$ 1,306,458
5510 District Transportation Services	\$ 3,020,308	\$ 3,083,171
5530 Garage Building	\$ 104,176	\$ 104,176
9000 Employee Benefits	\$ 10,056,160	\$ 10,424,869
9901 Interfund Transfers	\$ 110,000	\$ 110,000
Total:	\$ 42,153,184	\$ 43,324,237
Program Percent:	69.11%	69.03%



Capital Component

The Capital Component includes Expenses from the Functions listed below. Several Functions maybe prorated, and appear in other Component cost areas.

Function	6/30/26		6/30/27	
1420 Legal	\$	18,228	\$	18,518
1620 Operation of Plant	\$	559,648	\$	835,175
1621 Maintenance of Plant	\$	4,890,761	\$	4,749,083
1950 Assessments on School Property	\$	65,000	\$	65,000
9000 Employee Benefits	\$	831,032	\$	861,902
9711 Serial Bonds Principal/Interest- School Construction	\$	1,927,900	\$	1,828,400
9731 Bond Anticipation Notes Principal Interest	\$	3,049,017	\$	3,416,292
9789 Other Debt Principal/Interest	\$	596,435	\$	268,771
Total:	\$	11,938,021	\$	12,043,141
Capital Percentage:		19.57%		19.19%



Croton-Harmon School District								
3-Part Component and Expense Budget								
Admin Component	Admin %	Program Component	Program %	Capital Component	Capital%	Function Name	2026 Budget	2027 Budget
x	100.00%		0.00%		0.00%	1010 Board of Education	40,175	41,295
x	100.00%		0.00%		0.00%	1040 District Clerk	49,000	49,500
x	100.00%		0.00%		0.00%	1240 Chief School Administrator	374,153	410,798
x	100.00%		0.00%		0.00%	1310 Business Administration	685,894	724,410
x	100.00%		0.00%		0.00%	1320 Auditing	74,780	75,460
x	100.00%		0.00%		0.00%	1325 Treasurer	126,400	129,560
x	100.00%		0.00%		0.00%	1380 Fiscal Agent Fee	27,935	47,935
x	70.53%	x	22.22%	x	7.25%	1420 Legal	251,425	255,425
x	100.00%		0.00%		0.00%	1430 Personnel	168,636	189,203
x	100.00%		0.00%		0.00%	1460 Records Management	6,544	6,619
x	100.00%		0.00%		0.00%	1480 Public Information and Services	259,484	263,054
	0.00%		0.00%	x	100.00%	1620 Operation of Plant	559,648	835,175
	0.00%		0.00%	x	100.00%	1621 Maintenance of Plant	4,890,761	4,749,083
x	100.00%		0.00%			1670 Central Printing and Mailing	124,975	141,531
x	100.00%		0.00%			1680 Central Data Processing	74,177	75,570
x	100.00%		0.00%			1910 Unallocated Insurance	372,300	550,404
x	100.00%		0.00%			1920 School Association Dues	21,000	21,000
	0.00%		0.00%	x	100.00%	1950 Assessments on School Property	65,000	65,000
	0.00%		0.00%	x	100.00%	1964 Refund on Real Property Taxes	-	-
x	100.00%		0.00%			1981 BOCES Administrative Costs	329,316	345,000
x	100.00%		0.00%			1983 BOCES Capital Expenses	48,630	52,850
x	100.00%		0.00%			2010 Curriculum Development and Supervision	622,692	664,534
x	100.00%		0.00%			2020 Supervision - Regular School	1,627,293	1,635,588
	0.00%	x	100.00%			2110 Teaching - Regular School	16,325,297	16,760,265
x	3.77%	x	96.23%			2250 Program for Students with Disabilities School Age - School Year	6,248,895	6,315,937
	0.00%	x	100.00%			2280 BOCES Career & Technical Education	371,328	372,605
	0.00%	x	100.00%			2330 Teaching - Special Schools	33,050	25,050
	0.00%	x	100.00%			2610 School Library and Audiovisual	556,883	558,487
	0.00%	x	100.00%			2620 Educational Television	13,982	13,982
	0.00%	x	100.00%			2630 Computer Assisted Instruction	1,771,480	1,840,777
	0.00%	x	100.00%			2805 - Attendance - Regular School	-	3,500
	0.00%	x	100.00%			2810 Guidance Regular School	1,063,015	1,090,927
	0.00%	x	100.00%			2815 Health Services Regular School	400,016	435,900
	0.00%	x	100.00%			2820 Psychological Services Regular School	561,716	605,832
	0.00%	x	100.00%			2825 Social Work Services Regular School	119,804	134,244
	0.00%	x	100.00%			2850 Co-Curricular Activities Regular School	301,292	319,391
	0.00%	x	100.00%			2855 Interscholastic Athletics Regular School	1,268,315	1,306,458
x	4.80%	x	95.20%			5510 District Transportation Services	3,168,090	3,238,727
	0.00%	x	100.00%			5530 Garage Building	104,176	104,176
x	11.02%	x	82.19%	x	6.80%	9000 Employee Benefits	12,205,141	12,684,093
	0.00%		0.00%	x	100.00%	9711 Serial Bonds Principal/Interest- School Construction	1,927,900	1,828,400
	0.00%		0.00%	x	100.00%	9731 Bond Anticipation Notes PrincipalInterest- School Construction	2,858,148	3,276,657
	0.00%		0.00%	x	100.00%	9732 Bond Anticipation Notes PrincipalInterest- Bus Purchases	190,869	139,635
	0.00%		0.00%	x	100.00%	9789 Other Debt Principal/Interest	596,435	268,771
	0.00%	x	100.00%			9901 Interfund Transfers	110,000	110,000
Total							60,996,050	62,762,808

2026-2027 Projected Enrollment

		Projected Enrollment (4.1.2026)				# of Sections			Class Size	# of Sections		Chg in # of Sections	
3.1.26		<i>Gr.</i>	<i>Proj</i>	<i>Special Class</i>	<i>Total</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>Guidelines</i>	<i>25/26</i>	<i>26/27</i>	<i>By Grade</i>	<i>By Cohort</i>
97	22.0	K	110	2	110	27.5	22.0	18.3	Up to 22	5	5	0	N/A
114	22.8	1	97	0	97	24.3	19.4	16.2	Up to 22	5	5	0	0
125	25.0	2	114	4	114	28.5	22.8	19.0	Up to 22	6	5	-1	0
123	20.5	3	125	7	125	31.3	25.0	20.8	Up to 24	6	6	0	0
118	23.6	4	123	0	123	30.8	24.6	20.5	Up to 26	5	5	0	1
577			569	13	582					27	26		
110		5	118		118	29.5	23.6	19.7	Up to 26	5	5	0	0
117		6	110		110	27.5	22.0	18.3		5	5	0	0
108		7	117		117								
125		8	108		108								
460			453		453								
115		9	125		125								
120		10	115		115								
119		11	120		120								
128		12	119		119								
482			479	CHHS Total	479								
1519			Total		1514								

Croton-Harmon Historical Enrollment Data

<u>School Year</u>	<u>Building Enrollment</u>	<u>Change</u>	<u>%Change</u>
00/01	1,394	40	2.95%
01/02	1,444	50	3.59%
02/03	1,520	76	5.26%
03/04	1,564	44	2.89%
04/05	1,623	59	3.77%
05/06	1,690	67	4.13%
06/07	1,702	12	0.71%
07/08	1,734	32	1.88%
08/09	1,750	16	0.92%
09/10	1,752	2	0.11%
10/11	1,750	-2	-0.11%
11/12	1,721	-29	-1.66%
12/13	1,703	-18	-1.05%
13/14	1,723	20	1.17%
14/15	1,681	-42	-2.44%
15/16	1,635	-46	-2.74%
16/17	1,636	1	0.06%
17/18	1,600	-36	-2.20%
18/19	1,575	-25	-1.56%
19/20	1,582	7	0.44%
20/21	1,519	-63	-3.98%
21/22	1,523	4	0.26%
22/23	1,526	3	0.20%
23/24	1,553	27	1.77%
24/25	1,592	39	2.51%
25/26	1,519	-73	-4.59%
26/27	1,514	-5	-0.33%
10-Year Change		-122	-7.46%

* Does **not** include "out of district" special education students.



2026-27 Allowable Tax Levy



Croton-Harmon UFSD 2026-27 Property Tax Cap Calculation		
A	PRIOR YEAR Approved Actual Tax Levy (25-26)	\$45,422,572
B	Tax Base Growth Factor (TBD by ORPS - min of 1.0)	1.004
C	Product of A * B	\$45,604,262
D	Base Year PILOTS	\$44,702
E	Total of C + D	\$45,648,964
F	Base Year Capital Exclusion	(2,836,262)
G	Difference of E - F	\$42,812,703
H	Allowable Levy Growth Factor (lesser of 2% or 4.12% CPI)	1.02
I	Product of G * H	\$43,668,957
J	Current Year PILOTS	(46,043)
K	BASE LEVY (prior year adjusted - difference of I & J)	\$43,622,914
L	Current Year Capital Exclusion	\$2,794,710
M	Current Year Pension Expense over 2% rate increase	-
N	Eligible Prior Year Carryover	-
O	Tax Levy Limit Adjusted for Exclusions (Sum of K, L, M & N)	\$46,417,623
P	Total Tax Levy Revenue Increase	\$995,051
Q	Total Tax Levy Allowable Percentage Increase	2.19%

EQUALIZATION OF TAXES
CROTON-HARMON UNION FREE SCHOOL DISTRICT

Estimated TAX Warrant for 2026-2027 SCHOOL TAXES

Revenue/Expenditure Budget 2026-2027			Prior Year Levy		\$45,422,572		
			Levy to Levy %		2.19%		
Proposed Budget 2026-2027		\$62,762,808	Levy to Levy \$		\$995,051		
less: Est. State/Federal Aid		\$10,556,717	Impact on Taxpayers				
less: Est. Other Revenue		\$1,871,543		26-27	25-26		
less: Reserves		\$1,200,000	Town	Rate per K	Rate per K	\$ Δ	% Δ
less: Designated Fund Bal.		\$2,716,925	Cortlandt	\$1,347.56	\$1,340.76	\$6.80	0.51%
Estimated 2026-27 Tax Levy		\$46,417,623	Yorktown	\$1,019.09	\$893.84	\$125.25	14.01%

School Purposes Only

	County						Full value
	Equalization Rate	Taxable Assessed	Equalized Value	Percent of	Preliminary	Amount of	Rate
<u>TOWN</u>	<u>2024</u>	<u>Property Value</u>	<u>of Property</u>	<u>Tax</u>	<u>Tax Amount</u>	<u>Tax</u>	<u>Per \$1,000</u>
Cortlandt	1.21%	33,119,801	2,737,173,636	96.15%	44,630,917	44,630,917	16.31
Yorktown	1.60%	1,753,233	109,577,063	3.85%	1,786,706	1,786,706	16.31
	TOTALS	34,873,034	2,846,750,699	100%	46,417,623	46,417,623	

Note - This scenario uses the assessments received February 2026 as per assessors with 2025 Equalization rates.

Croton - Harmon Statistics

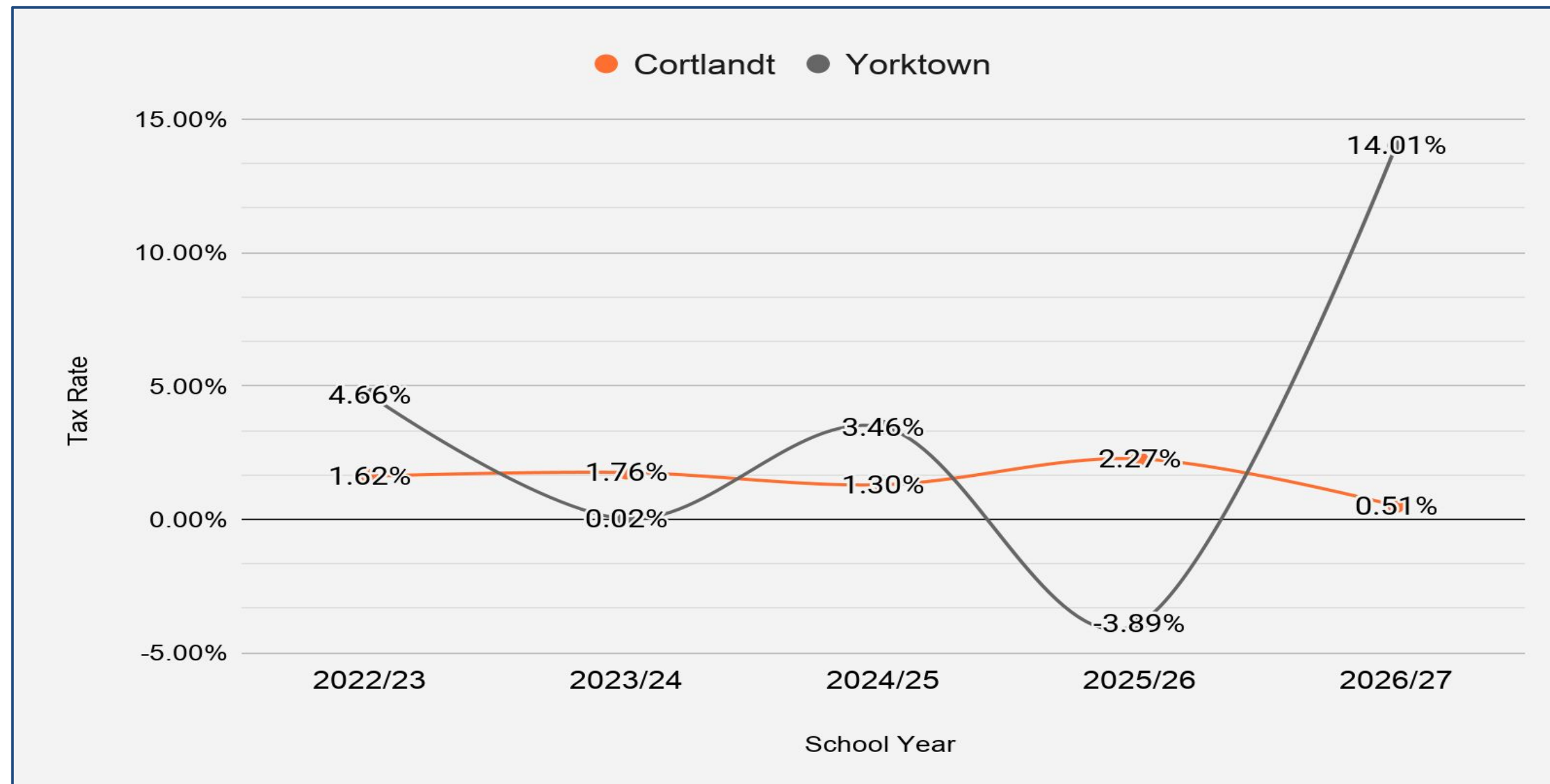
COMPARATIVE DATA RELATED TO THE BUDGET

Year	Total Budget	Bud.Inc. \$'s	Bud.Inc. %	Tax Rate Per M. Cortlandt	Tax Rate Per M. Yorktown	Tax Rate % Δ Cortlandt	Tax Rate % Δ Yorktown	Total Assess. Cortlandt	Total Assess. Yorktown	Assess. % Δ Cortlandt	Assess. % Δ Yorktown
2018/19	\$47,172,204	\$672,378	1.45%	1182.77	845.33	1.25%	4.10%	\$31,926,063	\$1,673,087	-0.07%	-0.05%
2019/20	\$48,513,218	\$1,341,014	2.84%	1213.14	851.50	2.57%	0.73%	\$31,936,063	\$1,675,099	0.03%	-0.39%
2020/21	\$49,424,525	\$911,307	1.88%	1233.98	859.38	1.72%	0.93%	\$31,924,235	\$1,687,781	-0.04%	0.88%
2021/22	\$50,775,098	\$1,350,573	2.73%	1251.62	858.73	1.43%	-0.08%	\$31,952,966	\$1,699,356	0.09%	0.69%
2022/23	\$52,672,111	\$1,897,013	3.74%	1271.94	898.77	1.62%	4.66%	\$32,022,541	\$1,718,158	0.22%	1.11%
2023/24	\$56,174,983	\$3,502,872	6.65%	1294.37	898.95	1.76%	0.02%	\$32,264,586	\$1,737,012	0.76%	1.10%
2024/25	\$58,798,307	\$2,623,324	4.67%	1311.04	930.04	1.29%	3.46%	\$32,530,901	\$1,728,586	0.83%	-0.49%
2025/26	\$60,996,050	\$4,821,067	8.20%	1340.76	893.84	2.27%	-3.89%	\$32,716,635	\$1,742,299	0.57%	0.79%
2026/27	\$62,762,808	\$1,766,758	2.90%	1347.56	1019.09	0.51%	14.01%	\$33,119,801	\$1,753,233	1.23%	0.63%

1.49% 3.65% 5-yr Tax Rate Average Change

Tax Rate History and Projection

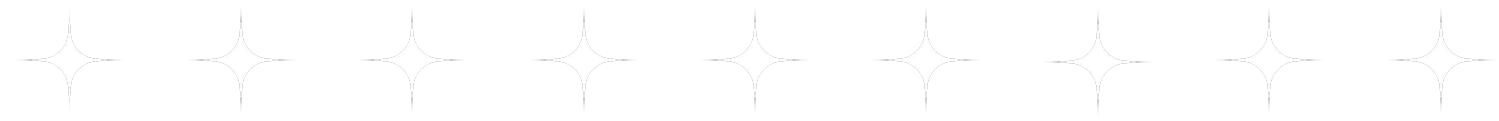
TOWN	2025 Equalization Rate	% of Levy	2025-26 Tax Rate	2026-27 Tax Rate (Proposed)	% Increase
Cortlandt	1.21	96.15%	\$1,340.76	\$1,347.56	0.51%
Yorktown	1.60	3.85%	\$893.84	\$1,019.09	14.01%



Reserves

Reserves	Balance 6/30/2025	Appropriated to 26-27 Budget	Anticipated 6/30/2026	% of Reserve	Balance 6/30/2024
Capital Reserve (2013)	4,776,815	0	5,957,788	31.47%	3,261,423
Capital Reserve (2016)	2,996,324	0	3,068,784	16.20%	4,391,520
Capital Reserve (2022 - Transportation)	1,824,534	0	1,784,493	9.42%	2,184,094
Employee Benefit Accrued Liability Reserve	546,093	0	567,190	2.99%	518,221
Repair Reserve	262,315	0	318,514	1.68%	250,750
Reserve For Accrued Liability	1,326,506	0	1,366,471	7.21%	981,498
Reserve for Retirement Contribution	1,854,165	200,000	1,718,567	9.07%	1,581,237
Reserve for Tax Certiorari	1,937,621	800,000	1,244,205	6.57%	2,617,021
Reserve for TRS Contribution	2,174,795	0	2,456,789	12.97%	1,861,339
Unemployment Insurance Reserve	225,410	100,000	134,186	0.71%	215,472
Workers' Compensation Reserve	407,689	100,000	323,562	1.71%	387,445
Total Reserves	\$18,332,267	\$1,200,000	\$18,940,549	100.%	\$18,250,020

On the Ballot for May 19, 2026



Proposition 1: 2026-2027 Budget - \$62,762,808



Proposition 2: Vehicle Proposition



Proposition 3: Repair Reserve



Proposition 4: Croton Library Levy- \$1,526,158*



Trustee Elections: Three(3) Candidate Positions

**Shared Ballot - District holds no library authority.*

CROTON-HARMON UNION FREE SCHOOL DISTRICT

OFFICIAL BUDGET STATEMENT

FOR THE 2026-2027

SCHOOL YEAR

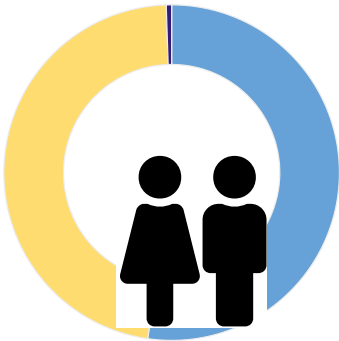
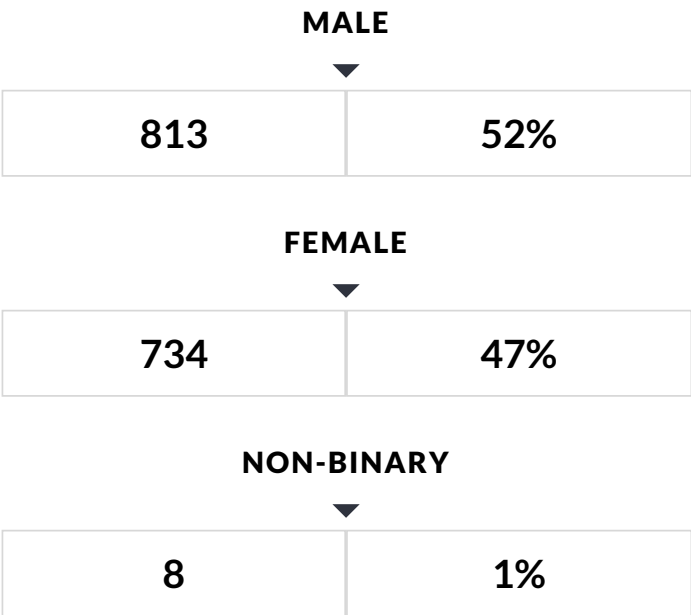


This report provides enrollment counts for schools and districts by various demographic groups for the 2024 - 25 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

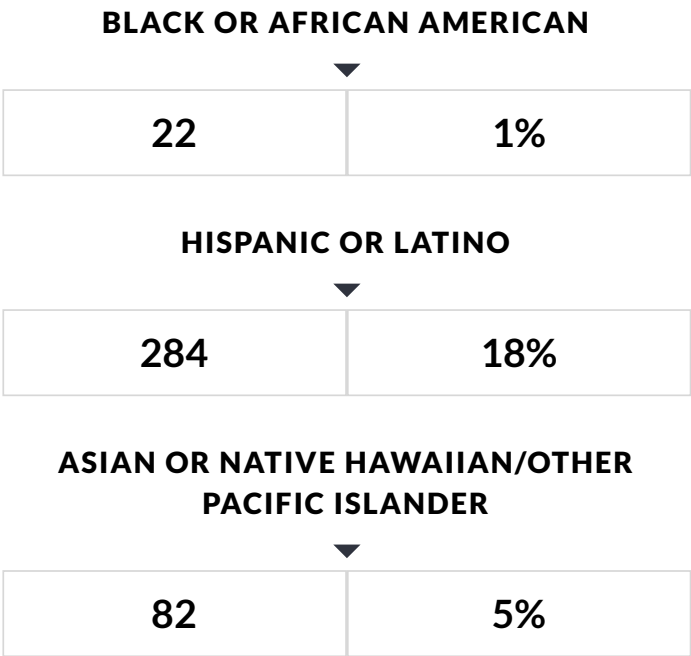
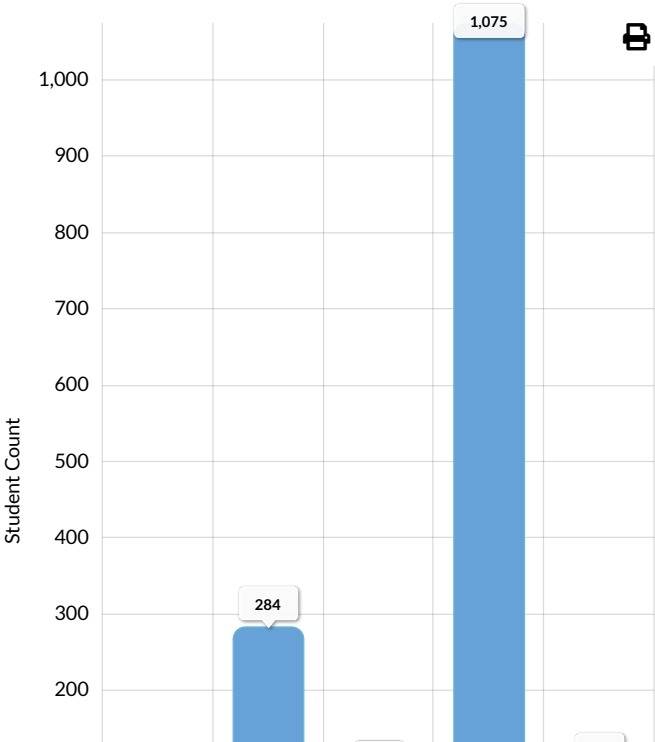
CROTON-HARMON UFSD ENROLLMENT (2024 - 25)

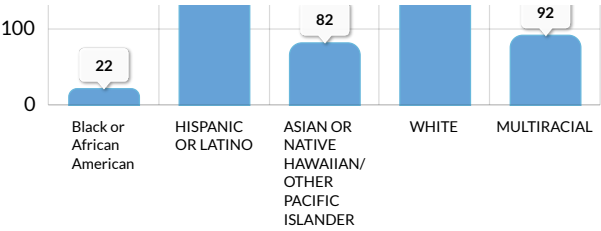
K-12 Enrollment: 1,555

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY





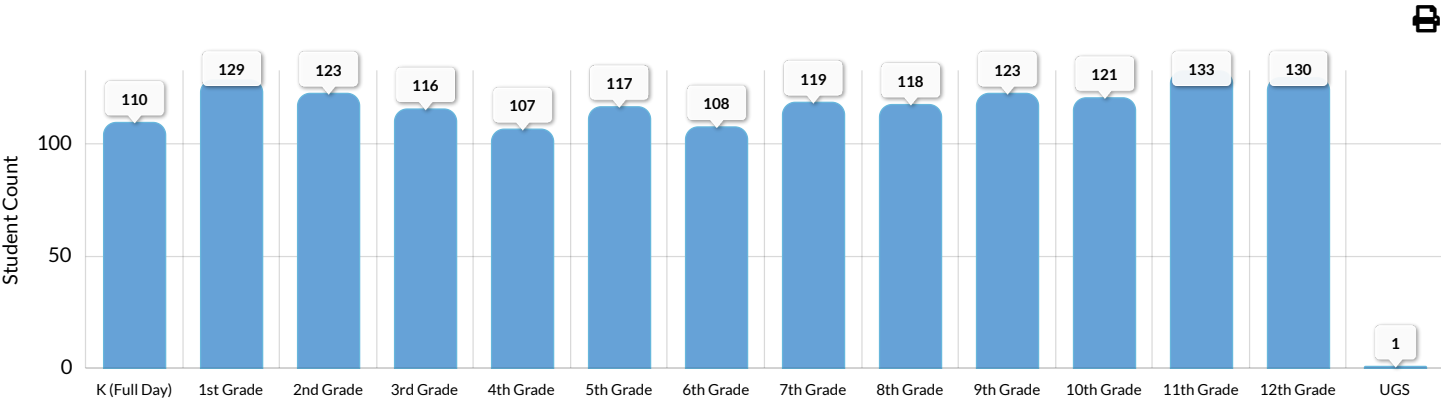
WHITE	
▼	
1,075	69%

MULTIRACIAL	
▼	
92	6%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
50	3%	239	15%	253	16%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				—	—

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
110 7%	129 8%	123 8%	116 7%
4TH GRADE	5TH GRADE	6TH GRADE	7TH GRADE
107 7%	117 7%	108 7%	119 7%
8TH GRADE	9TH GRADE	10TH GRADE	11TH GRADE
118 7%	123 8%	121 7%	133 8%
12TH GRADE	UNGRADED SEC...		

130	8%

1	0%

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CROTON-HARMON UFSD - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	184	123.3	136.1
	MATH	177.3	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	227.8	178.8	182.3
	MATH	233.3	190.9	192.4
Black or African American	ELA	100	114.8	129
	MATH	112.5	106.7	122.2
Hispanic or Latino	ELA	136	107.5	122.9
	MATH	131.5	105.6	121.4
Multiracial	ELA	207.4	125.7	138.1
	MATH	194.1	129	140.8
White	ELA	192.9	123.7	136.4
	MATH	185.1	134.7	145.6
English Language Learner	ELA	71.4	93	110.8
	MATH	92.9	103.7	119.8
Students with Disabilities	ELA	96.4	68.9	90.7
	MATH	76.3	72.5	93.8
Economically Disadvantaged	ELA	110.9	110	125
	MATH	100	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	208.6	134.9	148.3
	MATH	174.4	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	233.3	140.5	152.9
	MATH	227.8	114.8	129
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	167.9	99.6	118.8
	MATH	125	43.4	69.5
Multiracial	ELA	—	—	—
	MATH	—	—	—
White	ELA	222.2	170.2	177.6
	MATH	186.1	74.7	95.6
English Language Learner	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	ELA	151.9	75.4	98.7
	MATH	113.5	29.3	57.8
Economically Disadvantaged	ELA	166.7	103.2	121.8
	MATH	137.5	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	127	97.6%	87.5%	88.8%
	5-Year	102	95.1%	89.4%	90.5%
	6-Year	130	96.9%	88.9%	90.3%
American Indian or Alaska Native	4-Year	—	—	—	—
	5-Year	—	—	—	—
	6-Year	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	9	—	—	—
	5-Year	4	—	—	—
	6-Year	8	—	—	—
Black or African American	4-Year	2	—	—	—
	5-Year	1	—	—	—
	6-Year	12	—	—	—
Hispanic or Latino	4-Year	27	92.6%	81.6%	83.8%
	5-Year	27	92.6%	84.4%	86.3%
	6-Year	23	95.7%	83.3%	85.6%
Multiracial	4-Year	9	—	—	—
	5-Year	7	—	—	—
	6-Year	2	—	—	—
White	4-Year	80	98.8%	91.7%	92.3%
	5-Year	63	95.2%	92.9%	93.4%
	6-Year	84	98.8%	93.1%	93.7%
English Language Learner	4-Year	3	—	—	—
	5-Year	2	—	—	—
	6-Year	3	—	—	—
Students with Disabilities	4-Year	14	—	—	—
	5-Year	21	90.5%	73%	76.8%
	6-Year	16	—	—	—
Economically Disadvantaged	4-Year	24	100%	83.1%	85.1%
	5-Year	12	—	—	—
	6-Year	27	92.6%	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	36	49%	45%	0.92	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	642	186
	Math	645	178.4
	Science	227	189.9
	Combined	1,514	183.4
Asian or Native Hawaiian/Other Pacific Islander	ELA	27	227.8
	Math	27	233.3
	Science	9	216.7
	Combined	63	228.6
Black or African American	ELA	10	120
	Math	10	135
	Science	4	—
	Combined	24	137.5
Hispanic or Latino	ELA	111	136
	Math	111	131.5
	Science	32	162.5
	Combined	254	137.4
Multiracial	ELA	34	207.4
	Math	34	194.1
	Science	16	206.3
	Combined	84	201.8
White	ELA	460	195.4
	Math	463	186.3
	Science	166	192.2
	Combined	1,089	191
English Language Learner	ELA	28	71.4
	Math	28	92.9
	Science	4	—
	Combined	60	83.3

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	86	108.7
	Math	84	88.1
	Science	37	136.5
	Combined	207	105.3
Economically Disadvantaged	ELA	91	117
	Math	90	106.7
	Science	34	150
	Combined	215	117.9

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index
All Students	ELA	649	184
	Math	649	177.3
	Science	227	189.9
	Combined	1,525	182
Asian or Native Hawaiian/Other Pacific Islander	ELA	27	227.8
	Math	27	233.3
	Science	9	216.7
	Combined	63	228.6
Black or African American	ELA	12	100
	Math	12	112.5
	Science	5	150
	Combined	29	113.8
Hispanic or Latino	ELA	111	136
	Math	111	131.5
	Science	32	162.5
	Combined	254	137.4
Multiracial	ELA	34	207.4
	Math	34	194.1
	Science	16	206.3
	Combined	84	201.8
White	ELA	466	192.9
	Math	466	185.1
	Science	166	192.2
	Combined	1,098	189.5
English Language Learner	ELA	28	71.4
	Math	28	92.9
	Science	4	—
	Combined	60	83.3
Students with Disabilities	ELA	97	96.4
	Math	97	76.3
	Science	37	136.5
	Combined	231	94.4

Subgroup	Subject	Cohort	Index
Economically Disadvantaged	ELA	96	110.9
	Math	96	100
	Science	34	150
	Combined	226	112.2

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index
All Students	1,036	52,551	50.7
Asian or Native Hawaiian/Other Pacific Islander	46	2,679	58.2
Black or African American	16	—	—
Hispanic or Latino	175	8,539	48.8
Multiracial	54	2,703	50.1
White	745	37,989	51
English Language Learner	39	1,710	43.8
Students with Disabilities	130	6,386	49.1
Economically Disadvantaged	145	7,062	48.7

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	28	49%	44%	0.90
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Hispanic or Latino	26	48%	38%	0.79
English Language Learner	28	49%	44%	0.90
Students with Disabilities	7	—	—	—
Economically Disadvantaged	24	50%	43%	0.86

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	946	16	48	285	597	223.1
Asian or Native Hawaiian/Other Pacific Islander	40	2	1	13	24	217.5
Black or African American	17	—	—	—	—	—
Hispanic or Latino	172	1	13	60	98	219.8
Multiracial	61	3	2	17	39	218.9
White	656	9	29	192	426	225.3
English Language Learner	44	0	2	12	30	229.5
Students with Disabilities	159	2	13	41	103	221.7
Economically Disadvantaged	153	5	19	36	93	211.4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	693	93.8%
Asian or Native Hawaiian/Other Pacific Islander	—	29	—
Black or African American	—	16	—
Hispanic or Latino	✓	119	95%
Multiracial	—	38	—
White	X	491	93.9%
English Language Learner	—	23	—
Students with Disabilities	X	101	84.2%
Economically Disadvantaged	X	107	88.8%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	693	94.5%
Asian or Native Hawaiian/Other Pacific Islander	—	29	—
Black or African American	—	16	—
Hispanic or Latino	✓	119	95.8%
Multiracial	—	38	—
White	✓	491	94.5%
English Language Learner	—	23	—
Students with Disabilities	✗	101	82.2%
Economically Disadvantaged	✗	107	89.7%

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	133	208.6	189.6
	Math	130	178.5	
	Science	127	186.6	
	Social Studies	133	180.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	233.3	226.1
	Math	9	227.8	
	Science	9	233.3	
	Social Studies	9	205.6	
Black or African American	ELA	2	—	—
	Math	2	—	
	Science	2	—	
	Social Studies	2	—	
Hispanic or Latino	ELA	28	167.9	143.6
	Math	27	129.6	
	Science	27	151.9	
	Social Studies	28	119.6	
Multiracial	ELA	4	—	—
	Math	4	—	
	Science	4	—	
	Social Studies	4	—	
White	ELA	90	222.2	202
	Math	88	190.3	
	Science	85	194.7	
	Social Studies	90	196.7	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Science	3	—	
	Social Studies	4	—	

Subgroup	Subject	Cohort	Index	Combined Index
Students with Disabilities	ELA	26	151.9	132.1
	Math	25	118	
	Science	24	122.9	
	Social Studies	26	132.7	
Economically Disadvantaged	ELA	24	166.7	150.2
	Math	23	143.5	
	Science	24	156.3	
	Social Studies	24	129.2	

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	133	208.6	186.6
	Math	133	174.4	
	Science	133	178.2	
	Social Studies	133	180.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	233.3	226.1
	Math	9	227.8	
	Science	9	233.3	
	Social Studies	9	205.6	
Black or African American	ELA	2	—	—
	Math	2	—	
	Science	2	—	
	Social Studies	2	—	
Hispanic or Latino	ELA	28	167.9	141.1
	Math	28	125	
	Science	28	146.4	
	Social Studies	28	119.6	
Multiracial	ELA	4	—	—
	Math	4	—	
	Science	4	—	
	Social Studies	4	—	
White	ELA	90	222.2	198.6
	Math	90	186.1	
	Science	90	183.9	
	Social Studies	90	196.7	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Science	4	—	
	Social Studies	4	—	
Students with Disabilities	ELA	26	151.9	128.9
	Math	26	113.5	
	Science	26	113.5	
	Social Studies	26	132.7	

Subgroup	Subject	Cohort	Index	Combined Index
Economically Disadvantaged	ELA	24	166.7	148.4
	Math	24	137.5	
	Science	24	156.3	
	Social Studies	24	129.2	

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate
All Students	4-year	127	124	97.6%	96.5%
	5-year	102	97	95.1%	
	6-year	130	126	96.9%	
American Indian or Alaska Native	4-year	0	—	—	—
	5-year	0	—	—	
	6-year	1	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-year	9	—	—	—
	5-year	4	—	—	
	6-year	8	—	—	
Black or African American	4-year	2	—	—	—
	5-year	1	—	—	
	6-year	12	—	—	
Hispanic or Latino	4-year	27	25	92.6%	93.6%
	5-year	27	25	92.6%	
	6-year	23	22	95.7%	
Multiracial	4-year	9	—	—	—
	5-year	7	—	—	
	6-year	2	—	—	
White	4-year	80	79	98.8%	97.6%
	5-year	63	60	95.2%	
	6-year	84	83	98.8%	
English Language Learner	4-year	3	—	—	—
	5-year	2	—	—	
	6-year	3	—	—	
Students with Disabilities	4-year	14	—	—	90.5%
	5-year	21	19	90.5%	
	6-year	16	—	—	
Economically Disadvantaged	4-year	24	24	100%	96.3%
	5-year	12	—	—	
	6-year	27	25	92.6%	

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	8	—	—	—
Hispanic or Latino	7	—	—	—
White	1	—	—	—
English Language Learner	8	—	—	—
Students with Disabilities	2	—	—	—
Economically Disadvantaged	6	—	—	—

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	508	10	16	127	355	227.9
Asian or Native Hawaiian/Other Pacific Islander	40	1	0	4	35	238.8
Black or African American	8	—	—	—	—	—
Hispanic or Latino	92	5	1	23	63	222.3
Multiracial	27	0	1	6	20	233.3
White	341	4	14	90	233	227.7
English Language Learner	17	—	—	—	—	—
Students with Disabilities	81	7	7	17	50	204.9
Economically Disadvantaged	90	6	3	25	56	214.4

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
All Students	134	0	109	5	16	1	4	180.6
Asian or Native Hawaiian/Other Pacific Islander	9	0	—	—	—	—	—	—
Black or African American	2	0	—	—	—	—	—	—
Hispanic or Latino	28	0	18	0	8	1	2	158.9
Multiracial	4	0	—	—	—	—	—	—
White	91	0	78	5	7	0	1	187.4
English Language Learner	4	0	—	—	—	—	—	—
Students with Disabilities	27	0	13	2	10	0	2	144.4
Economically Disadvantaged	24	0	16	0	6	1	2	160.4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	131	100%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
Black or African American	—	1	—
Hispanic or Latino	—	28	—
Multiracial	—	4	—
White	✓	89	100%
English Language Learner	—	3	—
Students with Disabilities	—	23	—
Economically Disadvantaged	—	24	—

SECONDARY MATHEMATICS PARTICIPATION RATE

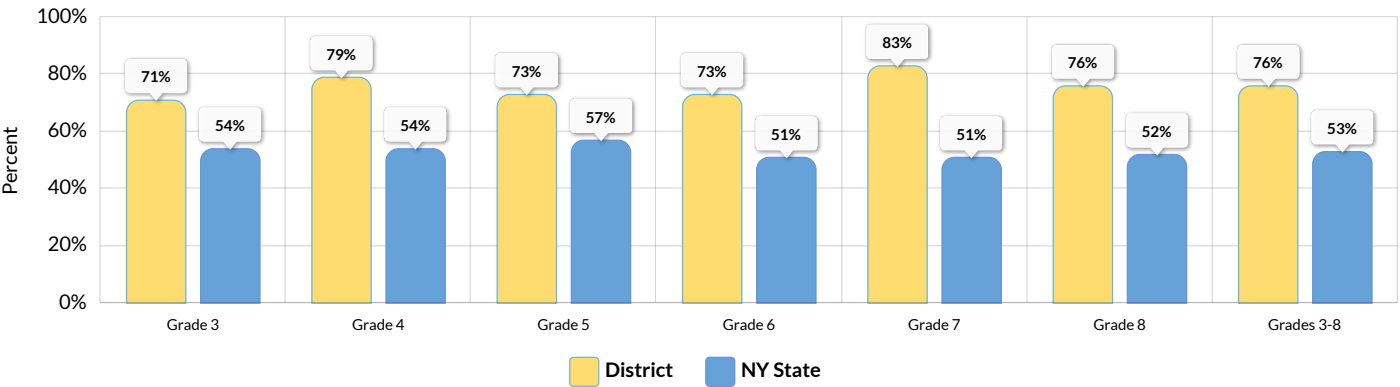
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	131	98.5%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
Black or African American	—	1	—
Hispanic or Latino	—	28	—
Multiracial	—	4	—
White	✓	89	98.9%
English Language Learner	—	3	—
Students with Disabilities	—	23	—
Economically Disadvantaged	—	24	—

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



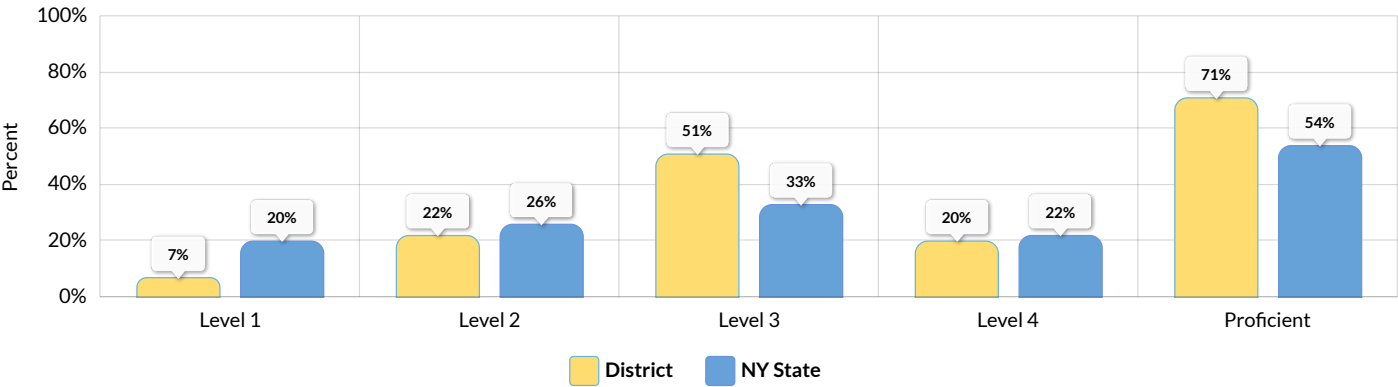
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%
Grade 4	112	9	8%	103	92%	10	10%	12	12%	42	41%	39	38%	81	79%
Grade 5	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%
Grade 6	109	11	10%	98	90%	8	8%	18	18%	38	39%	34	35%	72	73%
Grade 7	122	5	4%	117	96%	8	7%	12	10%	55	47%	42	36%	97	83%
Grade 8	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%
Grades 3-8	696	48	7%	648	93%	52	8%	104	16%	265	41%	227	35%	492	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



Percent Scoring at Levels for All Students

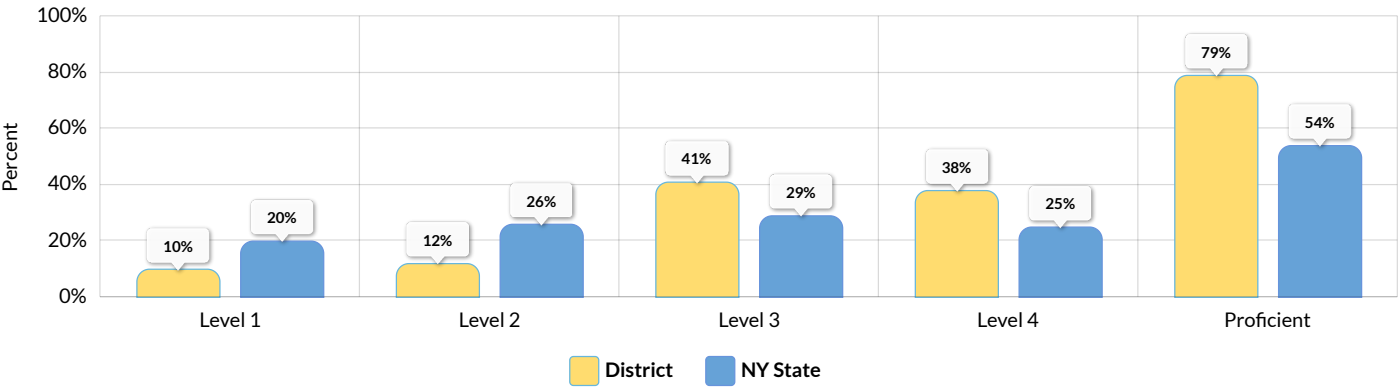


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%
Female	57	2	4%	55	96%	5	9%	16	29%	23	42%	11	20%	34	62%
Male	58	1	2%	57	98%	3	5%	9	16%	34	60%	11	19%	45	79%
General Education Students	102	1	1%	101	99%	7	7%	20	20%	52	51%	22	22%	74	73%
Students with Disabilities	13	2	15%	11	85%	1	9%	5	45%	5	45%	0	0%	5	45%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	2	8%	22	92%	3	14%	8	36%	8	36%	3	14%	11	50%
White	77	1	1%	76	99%	4	5%	13	17%	45	59%	14	18%	59	78%
Multiracial	7	0	0%	7	100%	0	0%	3	43%	2	29%	2	29%	4	57%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	1	14%	2	29%	3	43%	5	71%
Economically Disadvantaged	15	1	7%	14	93%	3	21%	6	43%	5	36%	0	0%	5	36%
Not Economically Disadvantaged	100	2	2%	98	98%	5	5%	19	19%	52	53%	22	22%	74	76%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	111	3	3%	108	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%
Not Homeless	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%
Not Migrant	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%
Parent Not in Armed Forces	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%

GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students

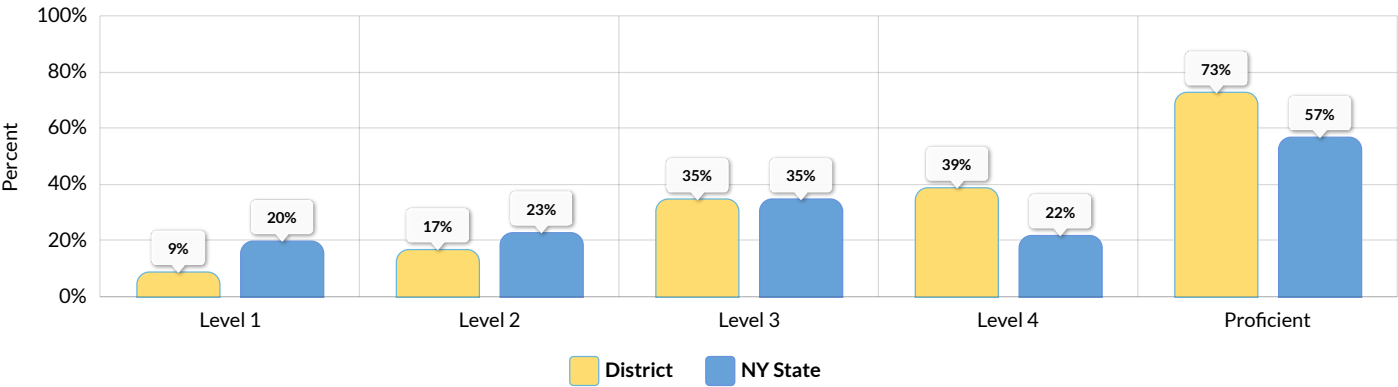


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	9	8%	103	92%	10	10%	12	12%	42	41%	39	38%	81	79%
Female	64	7	11%	57	89%	4	7%	8	14%	22	39%	23	40%	45	79%
Male	48	2	4%	46	96%	6	13%	4	9%	20	43%	16	35%	36	78%
General Education Students	95	4	4%	91	96%	4	4%	7	8%	41	45%	39	43%	80	88%
Students with Disabilities	17	5	29%	12	71%	6	50%	5	42%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	4	17%	20	83%	7	35%	2	10%	7	35%	4	20%	11	55%
White	78	3	4%	75	96%	2	3%	10	13%	31	41%	32	43%	63	84%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	0	0%	4	50%	3	38%	7	88%
Economically Disadvantaged	22	5	23%	17	77%	7	41%	2	12%	5	29%	3	18%	8	47%
Not Economically Disadvantaged	90	4	4%	86	96%	3	3%	10	12%	37	43%	36	42%	73	85%
English Language Learner	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	105	5	5%	100	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	112	9	8%	103	92%	10	10%	12	12%	42	41%	39	38%	81	79%
Not Homeless	112	9	8%	103	92%	10	10%	12	12%	42	41%	39	38%	81	79%
Not Migrant	112	9	8%	103	92%	10	10%	12	12%	42	41%	39	38%	81	79%
Parent Not in Armed Forces	112	9	8%	103	92%	10	10%	12	12%	42	41%	39	38%	81	79%

GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students

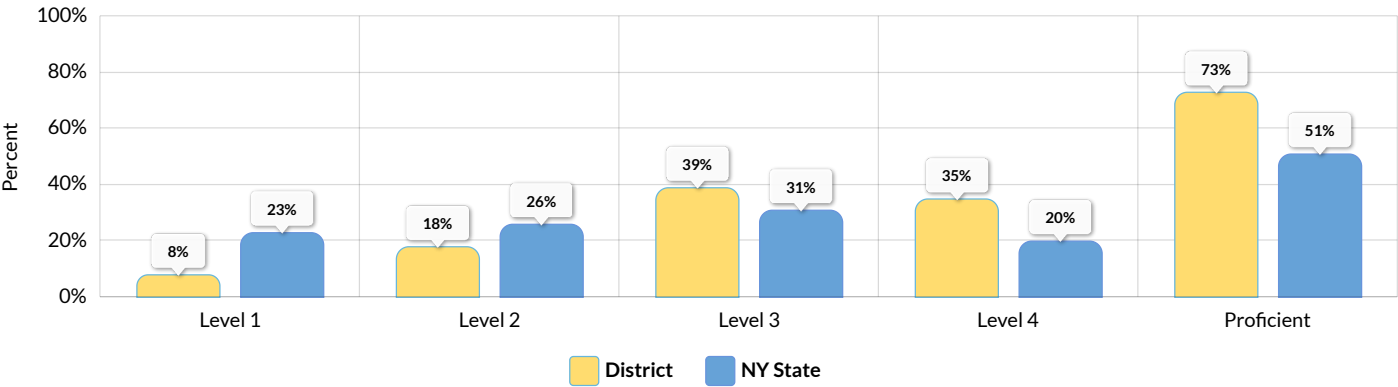


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%
Female	52	2	4%	50	96%	4	8%	7	14%	15	30%	24	48%	39	78%
Male	66	7	11%	59	89%	6	10%	12	20%	23	39%	18	31%	41	69%
General Education Students	102	8	8%	94	92%	3	3%	15	16%	36	38%	40	43%	76	81%
Students with Disabilities	16	1	6%	15	94%	7	47%	4	27%	2	13%	2	13%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	2	15%	11	85%	2	18%	4	36%	1	9%	4	36%	5	45%
White	88	6	7%	82	93%	7	9%	14	17%	31	38%	30	37%	61	74%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	2	22%	6	67%	8	89%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	1	14%	0	0%	4	57%	2	29%	6	86%
Economically Disadvantaged	16	2	13%	14	88%	6	43%	3	21%	1	7%	4	29%	5	36%
Not Economically Disadvantaged	102	7	7%	95	93%	4	4%	16	17%	37	39%	38	40%	75	79%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	117	8	7%	109	93%	10	9%	19	17%	38	35%	42	39%	80	73%
Not in Foster Care	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%
Not Homeless	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%
Not Migrant	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%
Parent Not in Armed Forces	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%

GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

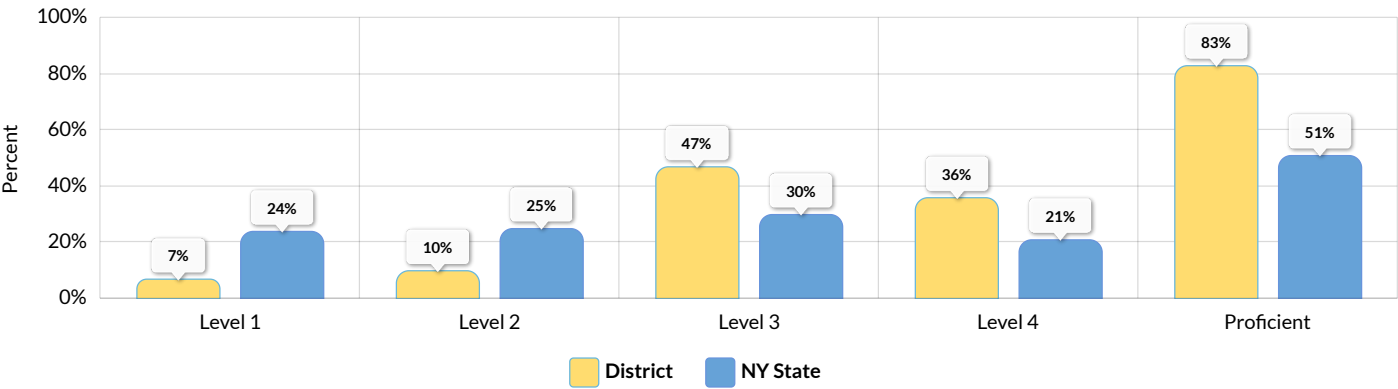


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	109	11	10%	98	90%	8	8%	18	18%	38	39%	34	35%	72	73%
Female	50	6	12%	44	88%	4	9%	10	23%	12	27%	18	41%	30	68%
Male	59	5	8%	54	92%	4	7%	8	15%	26	48%	16	30%	42	78%
General Education Students	91	7	8%	84	92%	2	2%	12	14%	36	43%	34	40%	70	83%
Students with Disabilities	18	4	22%	14	78%	6	43%	6	43%	2	14%	0	0%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	1	4%	22	96%	4	18%	9	41%	4	18%	5	23%	9	41%
White	73	8	11%	65	89%	3	5%	7	11%	29	45%	26	40%	55	85%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	18	4	22%	14	78%	4	29%	6	43%	4	29%	0	0%	4	29%
Not Economically Disadvantaged	91	7	8%	84	92%	4	5%	12	14%	34	40%	34	40%	68	81%
English Language Learner	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Non-English Language Learner	104	11	11%	93	89%	6	6%	15	16%	38	41%	34	37%	72	77%
Not in Foster Care	109	11	10%	98	90%	8	8%	18	18%	38	39%	34	35%	72	73%
Not Homeless	109	11	10%	98	90%	8	8%	18	18%	38	39%	34	35%	72	73%
Not Migrant	109	11	10%	98	90%	8	8%	18	18%	38	39%	34	35%	72	73%
Parent Not in Armed Forces	109	11	10%	98	90%	8	8%	18	18%	38	39%	34	35%	72	73%

GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students

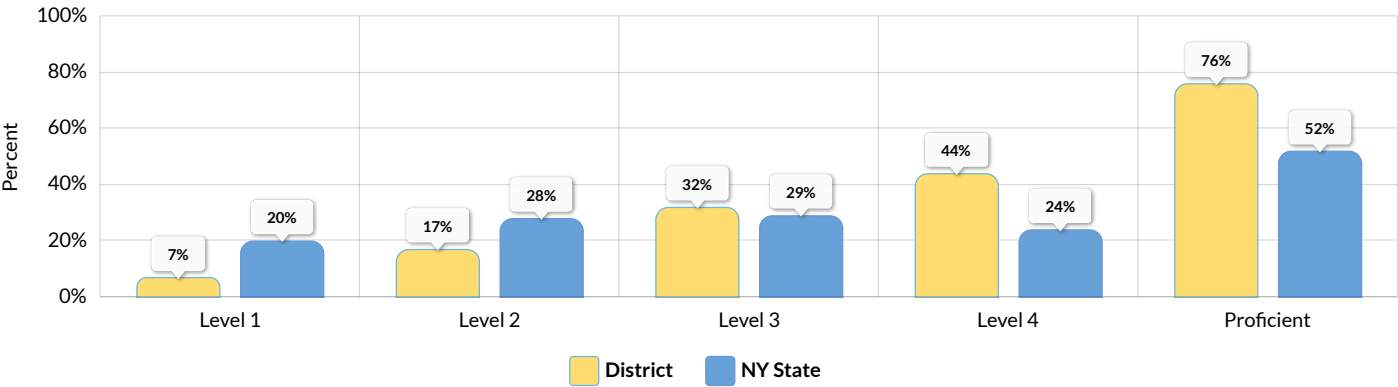


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	122	5	4%	117	96%	8	7%	12	10%	55	47%	42	36%	97	83%
Female	65	4	6%	61	94%	4	7%	5	8%	28	46%	24	39%	52	85%
Male	56	1	2%	55	98%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	57	1	2%	56	98%	4	7%	7	13%	27	48%	18	32%	45	80%
General Education Students	105	2	2%	103	98%	5	5%	8	8%	49	48%	41	40%	90	87%
Students with Disabilities	17	3	18%	14	82%	3	21%	4	29%	6	43%	1	7%	7	50%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	17	100%	5	29%	4	24%	7	41%	1	6%	8	47%
White	91	4	4%	87	96%	2	2%	7	8%	44	51%	34	39%	78	90%
Multiracial	7	1	14%	6	86%	1	17%	0	0%	3	50%	2	33%	5	83%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	1	14%	5	71%	6	86%
Economically Disadvantaged	17	1	6%	16	94%	6	38%	6	38%	3	19%	1	6%	4	25%
Not Economically Disadvantaged	105	4	4%	101	96%	2	2%	6	6%	52	51%	41	41%	93	92%
English Language Learner	5	0	0%	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	117	5	4%	112	96%	4	4%	11	10%	55	49%	42	38%	97	87%
Not in Foster Care	122	5	4%	117	96%	8	7%	12	10%	55	47%	42	36%	97	83%
Not Homeless	122	5	4%	117	96%	8	7%	12	10%	55	47%	42	36%	97	83%
Not Migrant	122	5	4%	117	96%	8	7%	12	10%	55	47%	42	36%	97	83%
Parent Not in Armed Forces	122	5	4%	117	96%	8	7%	12	10%	55	47%	42	36%	97	83%

GRADE 8 ELA RESULTS



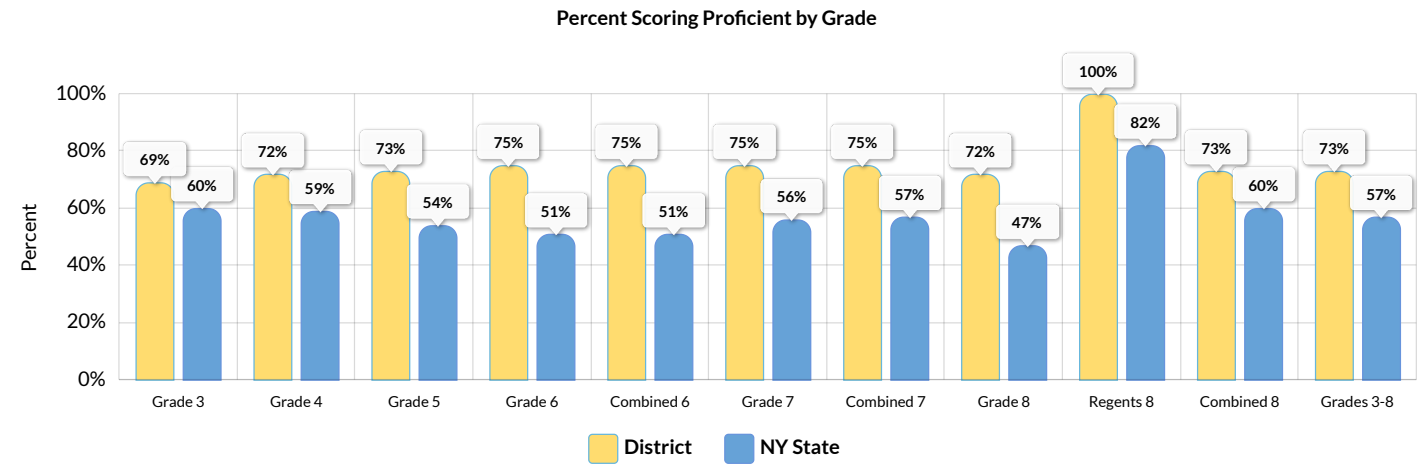
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%
Female	43	3	7%	40	93%	4	10%	5	13%	12	30%	19	48%	31	78%
Male	77	8	10%	69	90%	4	6%	13	19%	23	33%	29	42%	52	75%
General Education Students	100	8	8%	92	92%	4	4%	13	14%	31	34%	44	48%	75	82%
Students with Disabilities	20	3	15%	17	85%	4	24%	5	29%	4	24%	4	24%	8	47%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	0	0%	21	100%	3	14%	8	38%	4	19%	6	29%	10	48%
White	84	10	12%	74	88%	4	5%	10	14%	27	36%	33	45%	60	81%
Multiracial	9	1	11%	8	89%	1	13%	0	0%	3	38%	4	50%	7	88%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	21	2	10%	19	90%	3	16%	6	32%	5	26%	5	26%	10	53%
Not Economically Disadvantaged	99	9	9%	90	91%	5	6%	12	13%	30	33%	43	48%	73	81%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	117	11	9%	106	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%
Not Homeless	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%
Not Migrant	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%
Parent Not in Armed Forces	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS



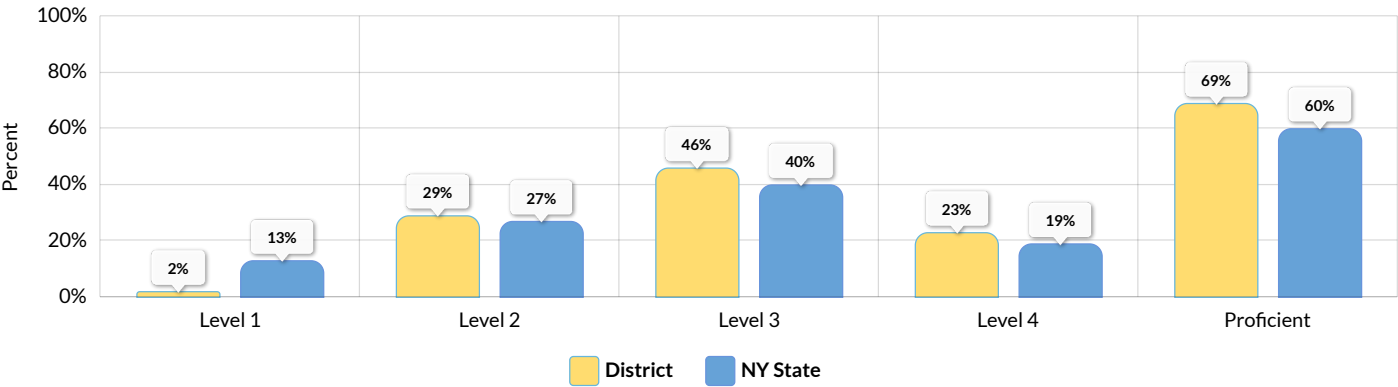
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%
Grade 4	112	11	10%	101	90%	12	12%	16	16%	50	50%	23	23%	73	72%
Grade 5	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Grade 6	109	6	6%	103	94%	11	11%	15	15%	53	51%	24	23%	77	75%
Combined 6	109	6	6%	103	94%	11	11%	15	15%	53	51%	24	23%	77	75%
Grade 7	122	7	6%	115	94%	10	9%	19	17%	39	34%	47	41%	86	75%
Combined 7	122	7	6%	115	94%	10	9%	19	17%	39	34%	47	41%	86	75%
Grade 8	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%
Regents 8	—	—	—	5	4%	0	0%	0	0%	1	20%	4	80%	5	100%
Combined 8	120	5	4%	115	96%	17	15%	14	12%	42	37%	42	37%	84	73%
Grades 3-8	696	43	6%	653	94%	66	10%	111	17%	280	43%	196	30%	476	73%

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

GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students

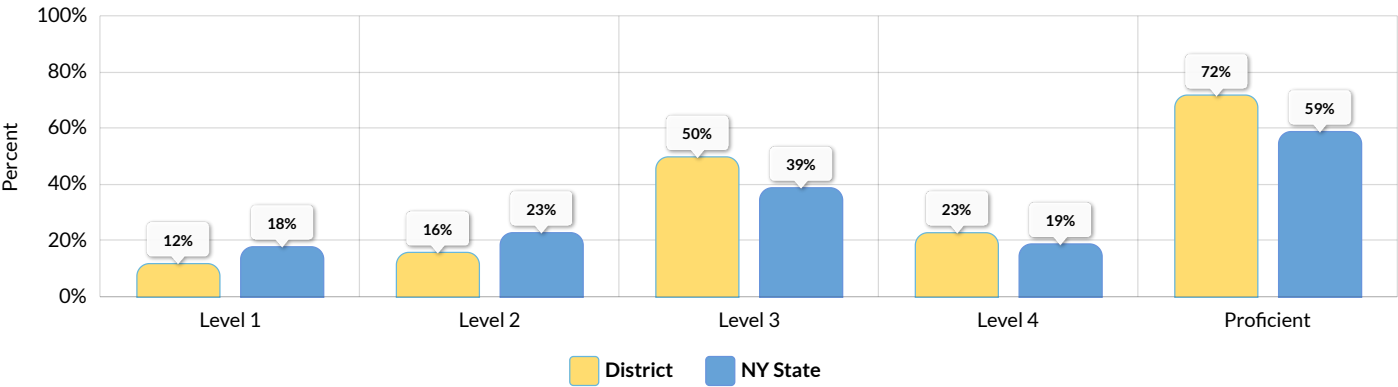


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%
Female	57	3	5%	54	95%	1	2%	21	39%	23	43%	9	17%	32	59%
Male	58	1	2%	57	98%	1	2%	11	19%	28	49%	17	30%	45	79%
General Education Students	102	2	2%	100	98%	1	1%	28	28%	47	47%	24	24%	71	71%
Students with Disabilities	13	2	15%	11	85%	1	9%	4	36%	4	36%	2	18%	6	55%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	1	4%	23	96%	1	4%	10	43%	10	43%	2	9%	12	52%
White	77	3	4%	74	96%	0	0%	19	26%	36	49%	19	26%	55	74%
Multiracial	7	0	0%	7	100%	0	0%	3	43%	2	29%	2	29%	4	57%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	0	0%	3	43%	3	43%	6	86%
Economically Disadvantaged	15	1	7%	14	93%	1	7%	9	64%	4	29%	0	0%	4	29%
Not Economically Disadvantaged	100	3	3%	97	97%	1	1%	23	24%	47	48%	26	27%	73	75%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	111	4	4%	107	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%
Not Homeless	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%
Not Migrant	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%
Parent Not in Armed Forces	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%

GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students

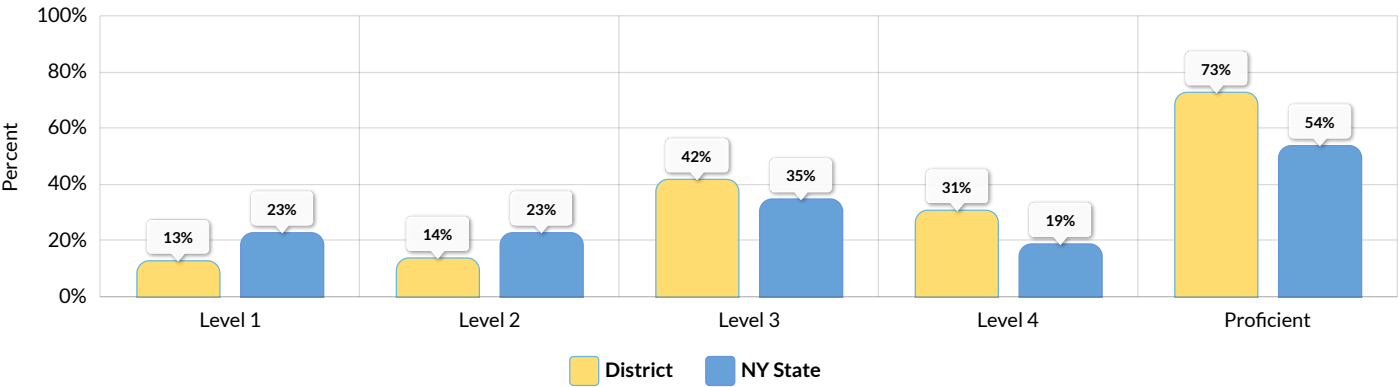


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	11	10%	101	90%	12	12%	16	16%	50	50%	23	23%	73	72%
Female	64	8	13%	56	88%	6	11%	10	18%	27	48%	13	23%	40	71%
Male	48	3	6%	45	94%	6	13%	6	13%	23	51%	10	22%	33	73%
General Education Students	95	4	4%	91	96%	6	7%	13	14%	49	54%	23	25%	72	79%
Students with Disabilities	17	7	41%	10	59%	6	60%	3	30%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	3	13%	21	88%	9	43%	2	10%	8	38%	2	10%	10	48%
White	78	7	9%	71	91%	3	4%	12	17%	38	54%	18	25%	56	79%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	2	22%	4	44%	3	33%	7	78%
Economically Disadvantaged	22	3	14%	19	86%	6	32%	6	32%	6	32%	1	5%	7	37%
Not Economically Disadvantaged	90	8	9%	82	91%	6	7%	10	12%	44	54%	22	27%	66	80%
English Language Learner	7	2	29%	5	71%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	105	9	9%	96	91%	8	8%	15	16%	50	52%	23	24%	73	76%
Not in Foster Care	112	11	10%	101	90%	12	12%	16	16%	50	50%	23	23%	73	72%
Not Homeless	112	11	10%	101	90%	12	12%	16	16%	50	50%	23	23%	73	72%
Not Migrant	112	11	10%	101	90%	12	12%	16	16%	50	50%	23	23%	73	72%
Parent Not in Armed Forces	112	11	10%	101	90%	12	12%	16	16%	50	50%	23	23%	73	72%

GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students

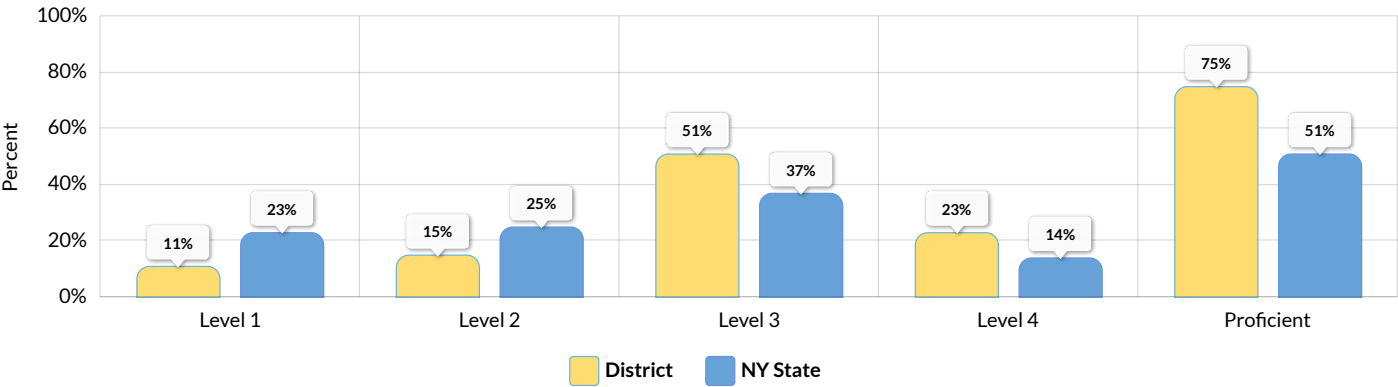


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Female	52	3	6%	49	94%	6	12%	5	10%	26	53%	12	24%	38	78%
Male	66	7	11%	59	89%	8	14%	10	17%	19	32%	22	37%	41	69%
General Education Students	102	10	10%	92	90%	6	7%	10	11%	43	47%	33	36%	76	83%
Students with Disabilities	16	0	0%	16	100%	8	50%	5	31%	2	13%	1	6%	3	19%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	2	15%	11	85%	2	18%	3	27%	4	36%	2	18%	6	55%
White	88	7	8%	81	92%	11	14%	11	14%	35	43%	24	30%	59	73%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	1	14%	0	0%	3	43%	3	43%	6	86%
Economically Disadvantaged	16	2	13%	14	88%	6	43%	4	29%	2	14%	2	14%	4	29%
Not Economically Disadvantaged	102	8	8%	94	92%	8	9%	11	12%	43	46%	32	34%	75	80%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	117	9	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Not in Foster Care	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Not Homeless	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Not Migrant	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Parent Not in Armed Forces	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%

GRADE 6 MATH RESULTS



Percent Scoring at Levels for All Students

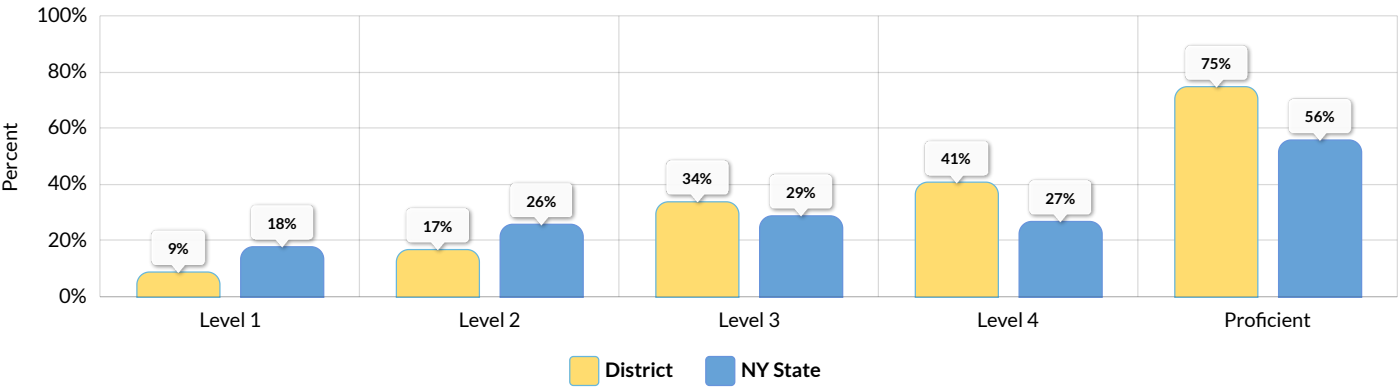


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	109	6	6%	103	94%	11	11%	15	15%	53	51%	24	23%	77	75%
Female	50	2	4%	48	96%	7	15%	6	13%	26	54%	9	19%	35	73%
Male	59	4	7%	55	93%	4	7%	9	16%	27	49%	15	27%	42	76%
General Education Students	91	2	2%	89	98%	4	4%	9	10%	52	58%	24	27%	76	85%
Students with Disabilities	18	4	22%	14	78%	7	50%	6	43%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	1	4%	22	96%	8	36%	3	14%	10	45%	1	5%	11	50%
White	73	3	4%	70	96%	2	3%	11	16%	39	56%	18	26%	57	81%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	18	4	22%	14	78%	8	57%	2	14%	4	29%	0	0%	4	29%
Not Economically Disadvantaged	91	2	2%	89	98%	3	3%	13	15%	49	55%	24	27%	73	82%
English Language Learner	5	0	0%	5	100%	4	80%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learner	104	6	6%	98	94%	7	7%	15	15%	52	53%	24	24%	76	78%
Not in Foster Care	109	6	6%	103	94%	11	11%	15	15%	53	51%	24	23%	77	75%
Not Homeless	109	6	6%	103	94%	11	11%	15	15%	53	51%	24	23%	77	75%
Not Migrant	109	6	6%	103	94%	11	11%	15	15%	53	51%	24	23%	77	75%
Parent Not in Armed Forces	109	6	6%	103	94%	11	11%	15	15%	53	51%	24	23%	77	75%

GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students

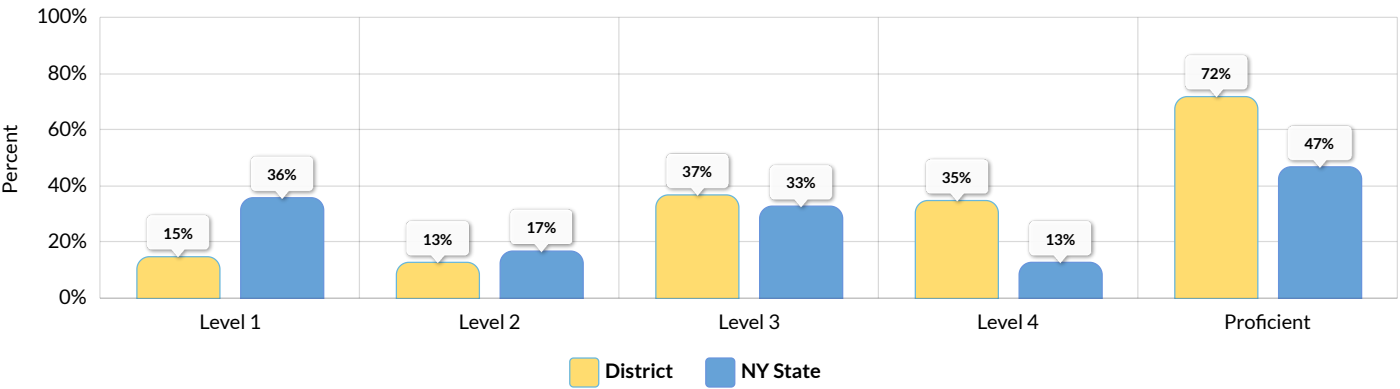


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	122	7	6%	115	94%	10	9%	19	17%	39	34%	47	41%	86	75%
Female	65	6	9%	59	91%	7	12%	7	12%	25	42%	20	34%	45	76%
Male	56	1	2%	55	98%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	57	1	2%	56	98%	3	5%	12	21%	14	25%	27	48%	41	73%
General Education Students	105	3	3%	102	97%	7	7%	11	11%	37	36%	47	46%	84	82%
Students with Disabilities	17	4	24%	13	76%	3	23%	8	62%	2	15%	0	0%	2	15%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	1	6%	16	94%	4	25%	6	38%	4	25%	2	13%	6	38%
White	91	5	5%	86	95%	5	6%	11	13%	33	38%	37	43%	70	81%
Multiracial	7	1	14%	6	86%	1	17%	1	17%	1	17%	3	50%	4	67%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	1	14%	5	71%	6	86%
Economically Disadvantaged	17	2	12%	15	88%	5	33%	7	47%	2	13%	1	7%	3	20%
Not Economically Disadvantaged	105	5	5%	100	95%	5	5%	12	12%	37	37%	46	46%	83	83%
English Language Learner	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	117	7	6%	110	94%	7	6%	17	15%	39	35%	47	43%	86	78%
Not in Foster Care	122	7	6%	115	94%	10	9%	19	17%	39	34%	47	41%	86	75%
Not Homeless	122	7	6%	115	94%	10	9%	19	17%	39	34%	47	41%	86	75%
Not Migrant	122	7	6%	115	94%	10	9%	19	17%	39	34%	47	41%	86	75%
Parent Not in Armed Forces	122	7	6%	115	94%	10	9%	19	17%	39	34%	47	41%	86	75%

GRADE 8 MATH RESULTS



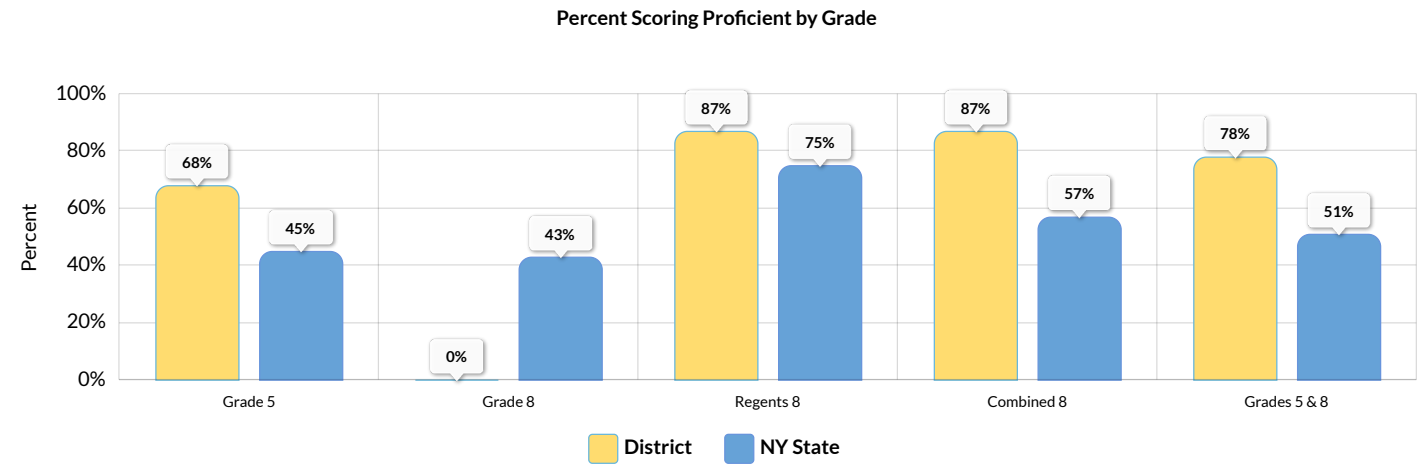
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%
Female	43	3	7%	40	93%	8	20%	5	13%	16	40%	11	28%	27	68%
Male	77	7	9%	70	91%	9	13%	9	13%	25	36%	27	39%	52	74%
General Education Students	100	7	7%	93	93%	9	10%	9	10%	38	41%	37	40%	75	81%
Students with Disabilities	20	3	15%	17	85%	8	47%	5	29%	3	18%	1	6%	4	24%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	0	0%	21	100%	4	19%	6	29%	8	38%	3	14%	11	52%
White	84	9	11%	75	89%	11	15%	7	9%	27	36%	30	40%	57	76%
Multiracial	9	1	11%	8	89%	2	25%	1	13%	3	38%	2	25%	5	63%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	21	2	10%	19	90%	5	26%	5	26%	6	32%	3	16%	9	47%
Not Economically Disadvantaged	99	8	8%	91	92%	12	13%	9	10%	35	38%	35	38%	70	77%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	117	10	9%	107	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%
Not Homeless	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%
Not Migrant	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%
Parent Not in Armed Forces	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS



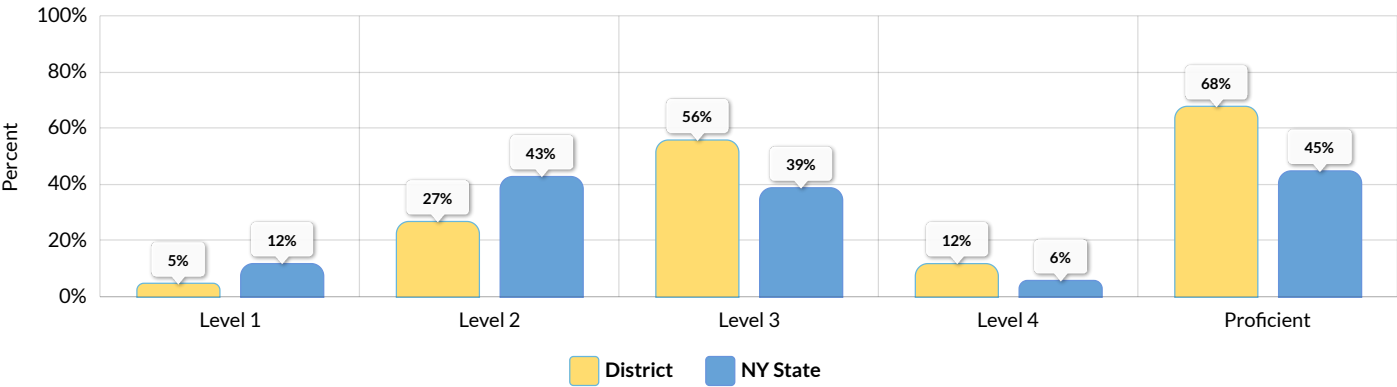
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%
Grade 8	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	118	98%	6	5%	9	8%	44	37%	59	50%	103	87%
Combined 8	120	2	2%	118	98%	6	5%	9	8%	44	37%	59	50%	103	87%
Grades 5 & 8	238	10	4%	228	96%	11	5%	39	17%	106	46%	72	32%	178	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



Percent Scoring at Levels for All Students

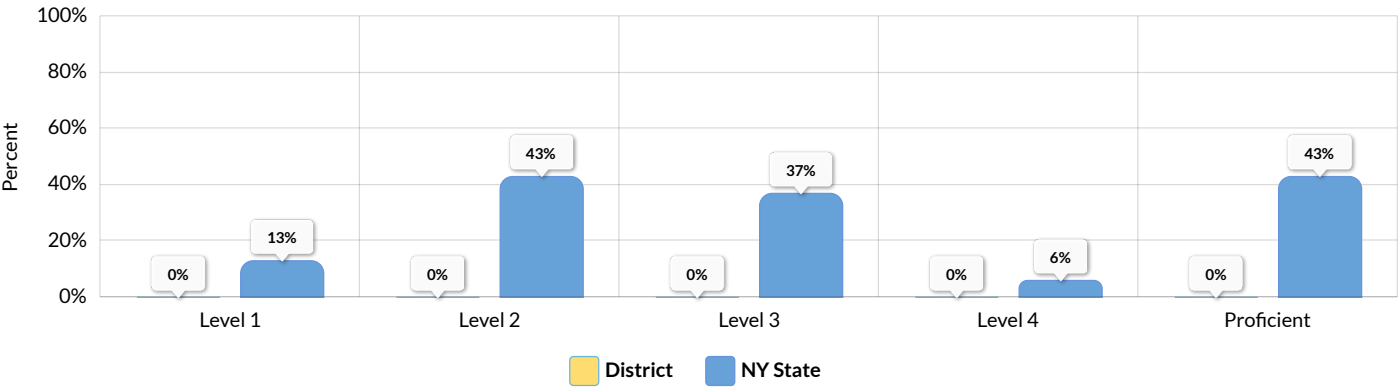


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%
Female	52	2	4%	50	96%	2	4%	12	24%	34	68%	2	4%	36	72%
Male	66	6	9%	60	91%	3	5%	18	30%	28	47%	11	18%	39	65%
General Education Students	102	8	8%	94	92%	1	1%	23	24%	58	62%	12	13%	70	74%
Students with Disabilities	16	0	0%	16	100%	4	25%	7	44%	4	25%	1	6%	5	31%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	2	15%	11	85%	1	9%	4	36%	6	55%	0	0%	6	55%
White	88	4	5%	84	95%	4	5%	23	27%	46	55%	11	13%	57	68%
Multiracial	9	1	11%	8	89%	0	0%	1	13%	6	75%	1	13%	7	88%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	2	29%	4	57%	1	14%	5	71%
Economically Disadvantaged	16	2	13%	14	88%	3	21%	6	43%	3	21%	2	14%	5	36%
Not Economically Disadvantaged	102	6	6%	96	94%	2	2%	24	25%	59	61%	11	11%	70	73%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	117	7	6%	110	94%	5	5%	30	27%	62	56%	13	12%	75	68%
Not in Foster Care	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%
Not Homeless	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%
Not Migrant	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%
Parent Not in Armed Forces	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	43	43	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	77	77	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	100	100	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	20	20	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	84	84	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%
Economically Disadvantaged	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	99	99	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	117	117	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

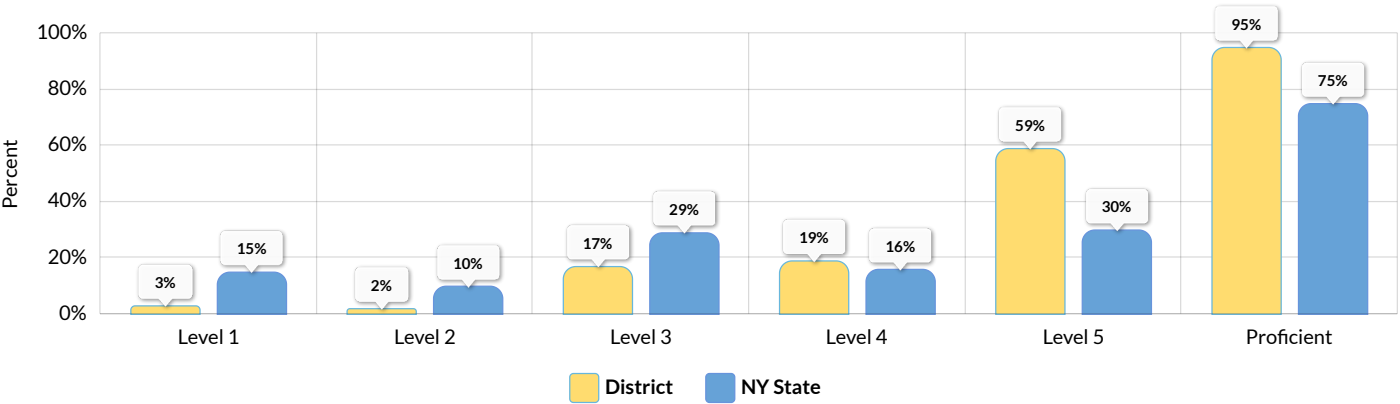
ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



Percent Scoring at Levels for All Students

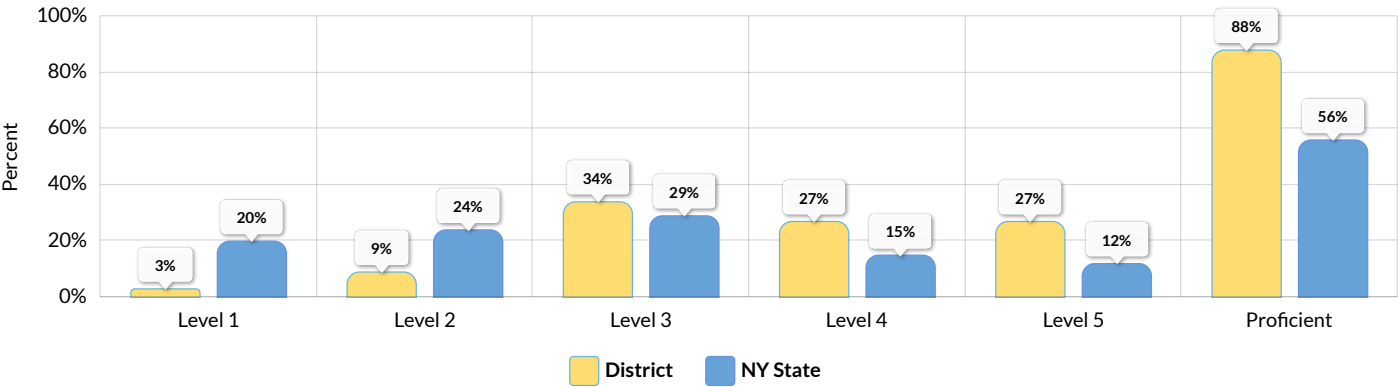


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	242	7	3%	6	2%	41	17%	45	19%	143	59%	229	95%
Female	105	1	1%	1	1%	15	14%	15	14%	73	70%	103	98%
Male	132	6	5%	5	4%	26	20%	29	22%	66	50%	121	92%
Non-Binary	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
General Education Students	207	2	1%	3	1%	29	14%	39	19%	134	65%	202	98%
Students with Disabilities	35	5	14%	3	9%	12	34%	6	17%	9	26%	27	77%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	0	0%	1	6%	6	33%	11	61%	18	100%
Black or African American	5	1	20%	0	0%	2	40%	1	20%	1	20%	4	80%
Hispanic or Latino	40	5	13%	3	8%	11	28%	8	20%	13	33%	32	80%
White	162	1	1%	3	2%	26	16%	29	18%	103	64%	158	98%
Multiracial	17	0	0%	0	0%	1	6%	1	6%	15	88%	17	100%
Economically Disadvantaged	44	4	9%	3	7%	10	23%	12	27%	15	34%	37	84%
Not Economically Disadvantaged	198	3	2%	3	2%	31	16%	33	17%	128	65%	192	97%
English Language Learner	5	3	60%	1	20%	1	20%	0	0%	0	0%	1	20%
Non-English Language Learner	237	4	2%	5	2%	40	17%	45	19%	143	60%	228	96%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	241	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	242	7	3%	6	2%	41	17%	45	19%	143	59%	229	95%
Not Migrant	242	7	3%	6	2%	41	17%	45	19%	143	59%	229	95%
Parent Not in Armed Forces	242	7	3%	6	2%	41	17%	45	19%	143	59%	229	95%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

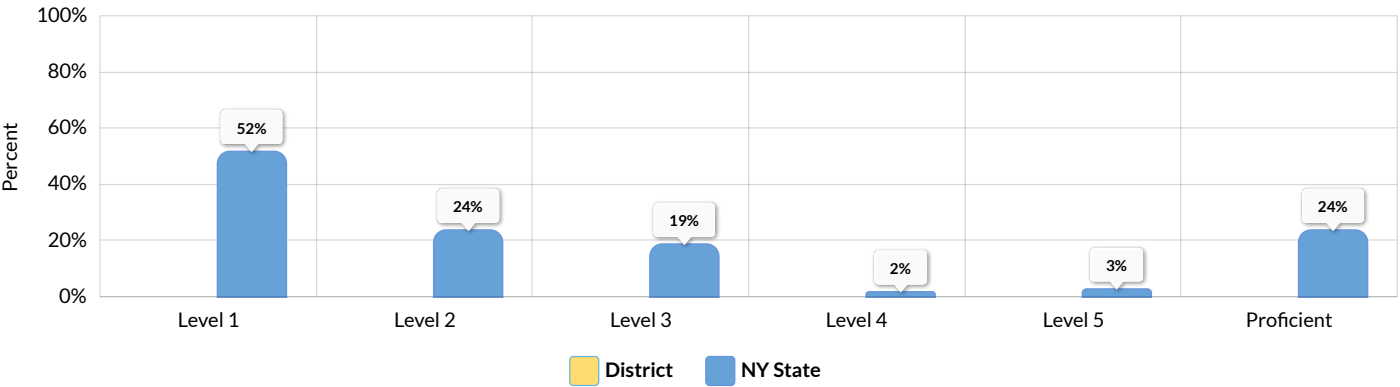


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	147	5	3%	13	9%	50	34%	39	27%	40	27%	129	88%
Female	54	—	—	—	—	—	—	—	—	—	—	—	—
Male	92	3	3%	11	12%	27	29%	24	26%	27	29%	78	85%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	55	2	4%	2	4%	23	42%	15	27%	13	24%	51	93%
General Education Students	127	2	2%	8	6%	40	31%	38	30%	39	31%	117	92%
Students with Disabilities	20	3	15%	5	25%	10	50%	1	5%	1	5%	12	60%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	0	0%	2	25%	1	13%	4	50%	7	88%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	2	7%	3	11%	14	50%	7	25%	2	7%	23	82%
White	103	2	2%	10	10%	31	30%	28	27%	32	31%	91	88%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	3	38%	3	38%	2	25%	8	100%
Economically Disadvantaged	29	3	10%	4	14%	13	45%	7	24%	2	7%	22	76%
Not Economically Disadvantaged	118	2	2%	9	8%	37	31%	32	27%	38	32%	107	91%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	143	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	146	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	147	5	3%	13	9%	50	34%	39	27%	40	27%	129	88%
Not Migrant	147	5	3%	13	9%	50	34%	39	27%	40	27%	129	88%
Parent Not in Armed Forces	147	5	3%	13	9%	50	34%	39	27%	40	27%	129	88%

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



Percent Scoring at Levels for All Students

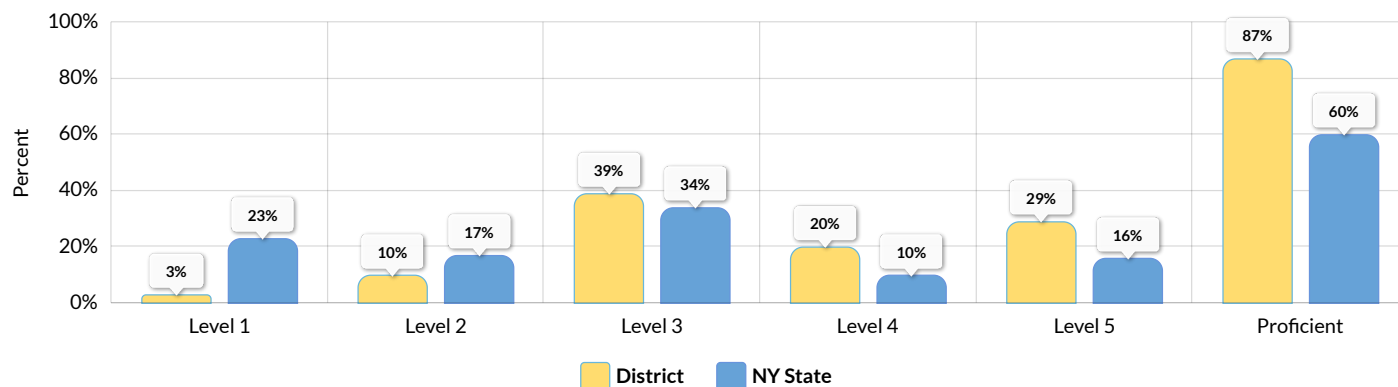


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	2	—	—	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	2	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic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

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



Percent Scoring at Levels for All Students

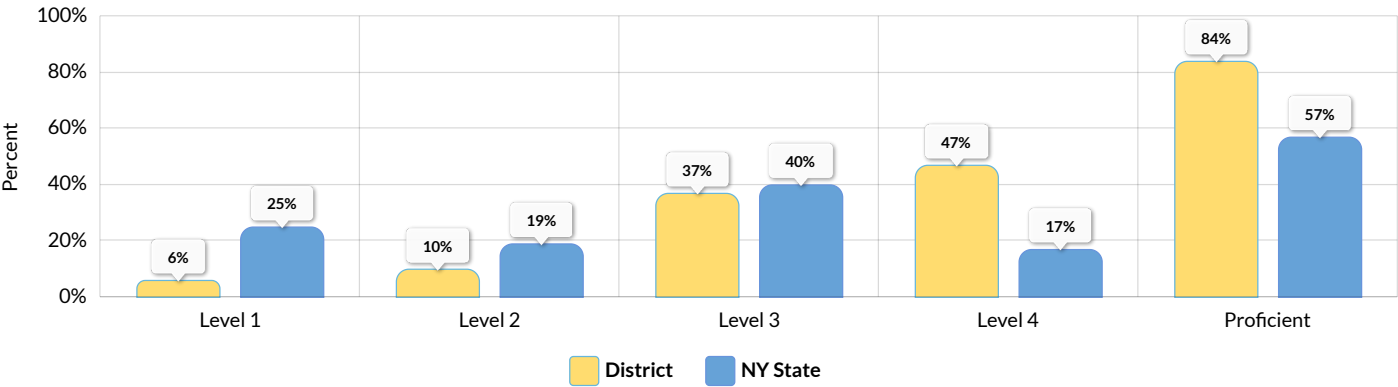


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%
Female	31	—	—	—	—	—	—	—	—	—	—	—	—
Male	38	1	3%	3	8%	15	39%	8	21%	11	29%	34	89%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	32	1	3%	4	13%	12	38%	6	19%	9	28%	27	84%
General Education Students	66	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	5	45%	1	9%	5	45%	11	100%
Hispanic or Latino	6	0	0%	1	17%	3	50%	2	33%	0	0%	5	83%
White	48	2	4%	6	13%	17	35%	11	23%	12	25%	40	83%
Multiracial	5	0	0%	0	0%	2	40%	0	0%	3	60%	5	100%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	68	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%
Not in Foster Care	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%
Not Homeless	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%
Not Migrant	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%
Parent Not in Armed Forces	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Percent Scoring at Levels for All Students

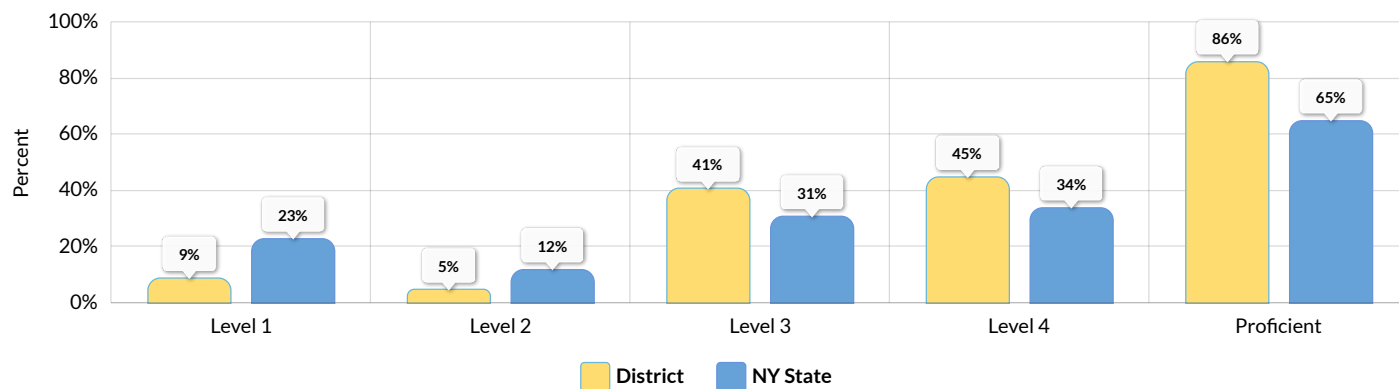


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	130	8	6%	13	10%	48	37%	61	47%	109	84%
Female	47	—	—	—	—	—	—	—	—	—	—
Male	82	5	6%	7	9%	33	40%	37	45%	70	85%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	48	3	6%	6	13%	15	31%	24	50%	39	81%
General Education Students	108	5	5%	6	6%	40	37%	57	53%	97	90%
Students with Disabilities	22	3	14%	7	32%	8	36%	4	18%	12	55%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	4	15%	6	22%	11	41%	6	22%	17	63%
White	86	3	3%	5	6%	34	40%	44	51%	78	91%
Multiracial	10	1	10%	1	10%	2	20%	6	60%	8	80%
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	1	14%	5	71%	6	86%
Economically Disadvantaged	27	5	19%	7	26%	9	33%	6	22%	15	56%
Not Economically Disadvantaged	103	3	3%	6	6%	39	38%	55	53%	94	91%
English Language Learner	5	2	40%	2	40%	1	20%	0	0%	1	20%
Non-English Language Learner	125	6	5%	11	9%	47	38%	61	49%	108	86%
Not in Foster Care	130	8	6%	13	10%	48	37%	61	47%	109	84%
Not Homeless	130	8	6%	13	10%	48	37%	61	47%	109	84%
Not Migrant	130	8	6%	13	10%	48	37%	61	47%	109	84%
Parent Not in Armed Forces	130	8	6%	13	10%	48	37%	61	47%	109	84%

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



Percent Scoring at Levels for All Students

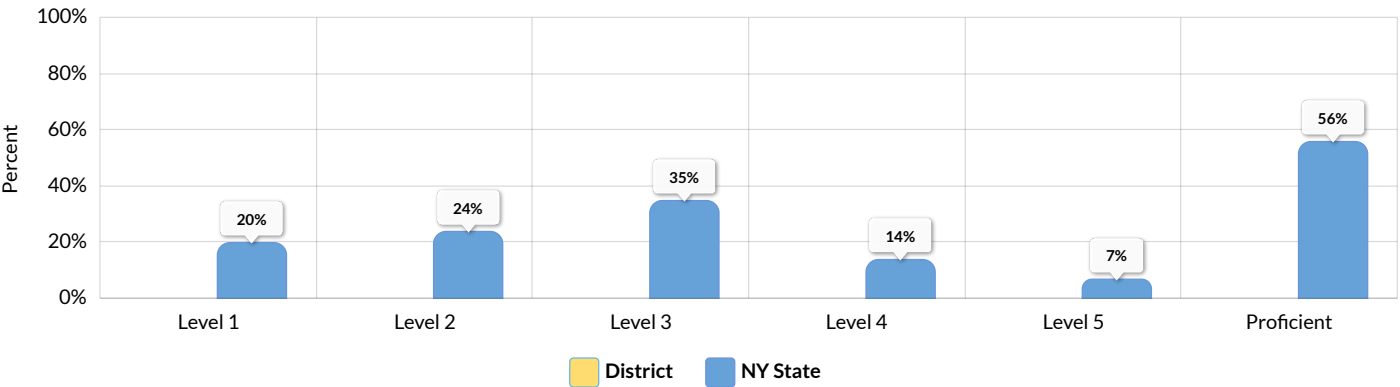


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	22	2	9%	1	5%	9	41%	10	45%	19	86%
Female	11	2	18%	0	0%	5	45%	4	36%	9	82%
Male	11	0	0%	1	9%	4	36%	6	55%	10	91%
General Education Students	20	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	1	14%	5	71%	0	0%	5	71%
White	9	0	0%	0	0%	2	22%	7	78%	9	100%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	2	33%	3	50%	5	83%
Economically Disadvantaged	8	2	25%	1	13%	4	50%	1	13%	5	63%
Not Economically Disadvantaged	14	0	0%	0	0%	5	36%	9	64%	14	100%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	20	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	22	2	9%	1	5%	9	41%	10	45%	19	86%
Not Homeless	22	2	9%	1	5%	9	41%	10	45%	19	86%
Not Migrant	22	2	9%	1	5%	9	41%	10	45%	19	86%
Parent Not in Armed Forces	22	2	9%	1	5%	9	41%	10	45%	19	86%

ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)



Percent Scoring at Levels for All Students

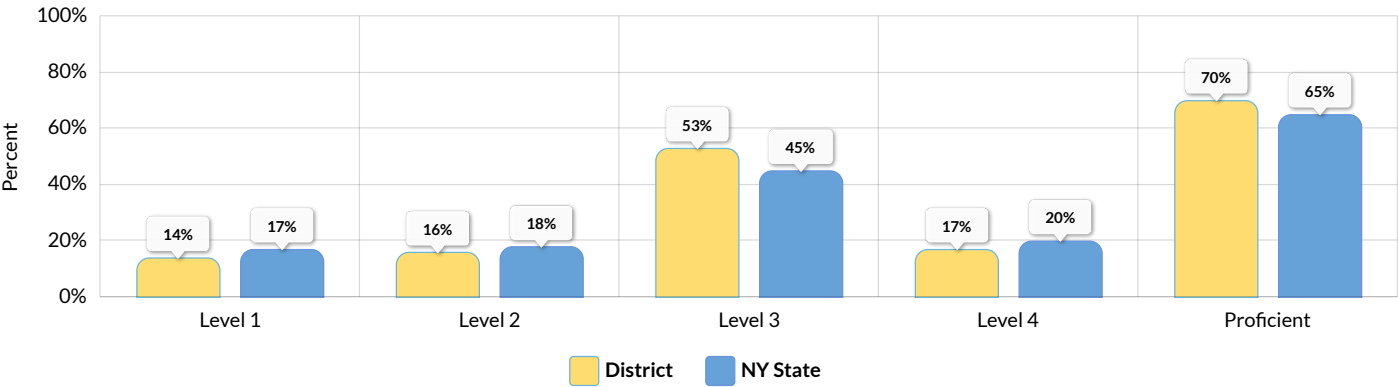


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	—	—	—	—	—	—	—	—	—	—	—	—
Female	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—

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



Percent Scoring at Levels for All Students

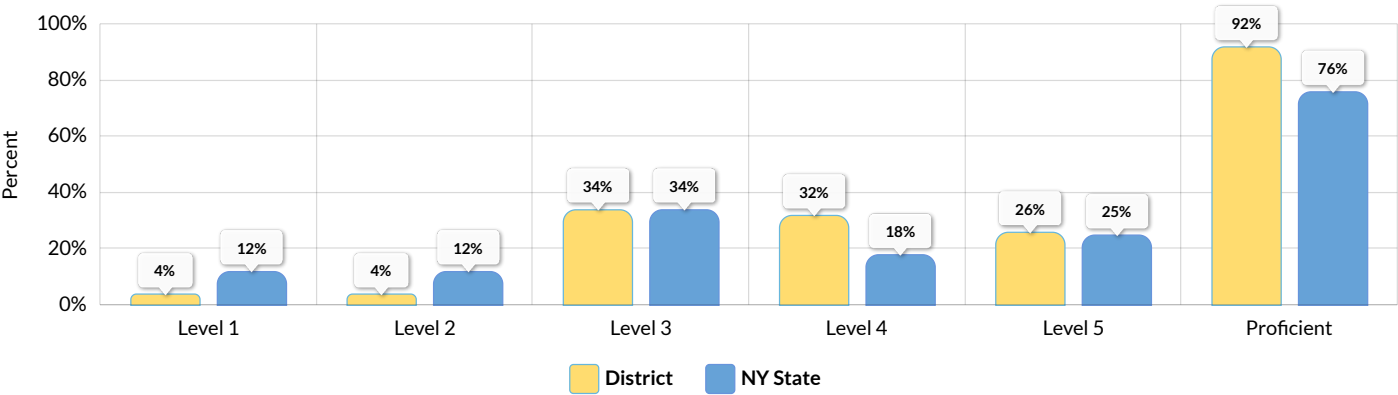


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	64	9	14%	10	16%	34	53%	11	17%	45	70%
Female	28	—	—	—	—	—	—	—	—	—	—
Male	35	5	14%	5	14%	20	57%	5	14%	25	71%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	29	4	14%	5	17%	14	48%	6	21%	20	69%
General Education Students	60	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	1	13%	4	50%	3	38%	7	88%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	2	33%	0	0%	4	67%	0	0%	4	67%
White	45	7	16%	8	18%	26	58%	4	9%	30	67%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	1	20%	0	0%	4	80%	4	80%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	61	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	64	9	14%	10	16%	34	53%	11	17%	45	70%
Not in Foster Care	64	9	14%	10	16%	34	53%	11	17%	45	70%
Not Homeless	64	9	14%	10	16%	34	53%	11	17%	45	70%
Not Migrant	64	9	14%	10	16%	34	53%	11	17%	45	70%
Parent Not in Armed Forces	64	9	14%	10	16%	34	53%	11	17%	45	70%

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



Percent Scoring at Levels for All Students

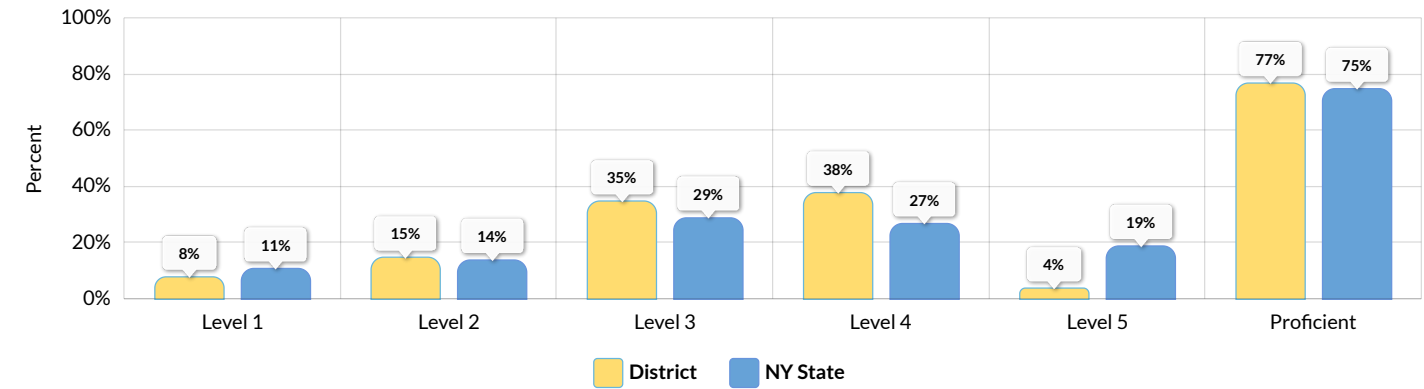


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	5	4%	5	4%	44	34%	42	32%	34	26%	120	92%
Female	57	—	—	—	—	—	—	—	—	—	—	—	—
Male	69	4	6%	4	6%	26	38%	20	29%	15	22%	61	88%
Non-Binary	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	61	1	2%	1	2%	18	30%	22	36%	19	31%	59	97%
General Education Students	107	1	1%	2	2%	35	33%	37	35%	32	30%	104	97%
Students with Disabilities	23	4	17%	3	13%	9	39%	5	22%	2	9%	16	70%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	1	6%	0	0%	12	67%	3	17%	2	11%	17	94%
White	91	4	4%	3	3%	28	31%	33	36%	23	25%	84	92%
Multiracial	10	0	0%	0	0%	0	0%	4	40%	6	60%	10	100%
Small Group Total: Race & Ethnicity	11	0	0%	2	18%	4	36%	2	18%	3	27%	9	82%
Economically Disadvantaged	27	3	11%	1	4%	12	44%	6	22%	5	19%	23	85%
Not Economically Disadvantaged	103	2	2%	4	4%	32	31%	36	35%	29	28%	97	94%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	127	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	129	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	130	5	4%	5	4%	44	34%	42	32%	34	26%	120	92%
Not Migrant	130	5	4%	5	4%	44	34%	42	32%	34	26%	120	92%
Parent Not in Armed Forces	130	5	4%	5	4%	44	34%	42	32%	34	26%	120	92%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	26	2	8%	4	15%	9	35%	10	38%	1	4%	20	77%
Female	4	—	—	—	—	—	—	—	—	—	—	—	—
Male	22	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	26	2	8%	4	15%	9	35%	10	38%	1	4%	20	77%
General Education Students	11	1	9%	2	18%	2	18%	5	45%	1	9%	8	73%
Students with Disabilities	15	1	7%	2	13%	7	47%	5	33%	0	0%	12	80%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	19	1	5%	2	11%	5	26%	10	53%	1	5%	16	84%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	2	29%	4	57%	0	0%	0	0%	4	57%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	22	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	22	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	26	2	8%	4	15%	9	35%	10	38%	1	4%	20	77%
Not Homeless	26	2	8%	4	15%	9	35%	10	38%	1	4%	20	77%
Not Migrant	26	2	8%	4	15%	9	35%	10	38%	1	4%	20	77%
Parent Not in Armed Forces	26	2	8%	4	15%	9	35%	10	38%	1	4%	20	77%

TOTAL COHORT REGENTS EXAMINATION RESULTS

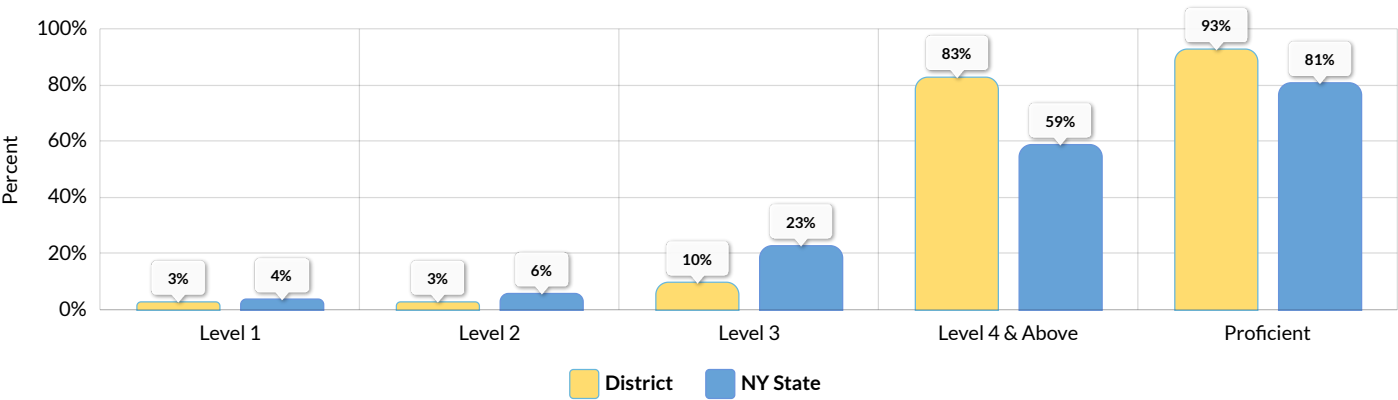
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age.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

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

2021 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students

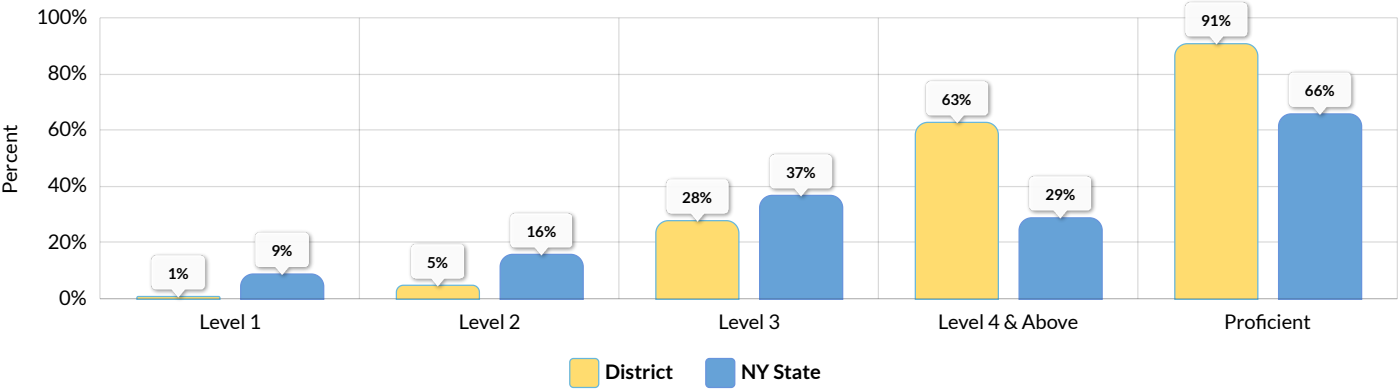


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	135	1	1%	134	99%	4	3%	4	3%	14	10%	112	83%	126	93%
Female	60	0	—	60	—	—	—	—	—	—	—	—	—	—	—
Male	73	1	1%	72	99%	4	5%	2	3%	10	14%	56	77%	66	90%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	0	0%	62	100%	0	0%	2	3%	4	6%	56	90%	60	97%
General Education Students	109	1	1%	108	99%	2	2%	2	2%	6	6%	98	90%	104	95%
Students with Disabilities	26	0	0%	26	100%	2	8%	2	8%	8	31%	14	54%	22	85%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	0	0%	9	100%	9	100%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	1	3%	28	97%	3	10%	2	7%	4	14%	19	66%	23	79%
White	91	0	0%	91	100%	0	0%	1	1%	10	11%	80	88%	90	99%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	0	0%	4	67%	4	67%
Economically Disadvantaged	25	1	4%	24	96%	3	12%	3	12%	1	4%	17	68%	18	72%
Not Economically Disadvantaged	110	0	0%	110	100%	1	1%	1	1%	13	12%	95	86%	108	98%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	132	1	—	131	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	1	1%	134	99%	4	3%	4	3%	14	10%	112	83%	126	93%
Not Homeless	135	1	1%	134	99%	4	3%	4	3%	14	10%	112	83%	126	93%
Not Migrant	135	1	1%	134	99%	4	3%	4	3%	14	10%	112	83%	126	93%
Parent Not in Armed Forces	135	1	1%	134	99%	4	3%	4	3%	14	10%	112	83%	126	93%

2021 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	135	3	2%	132	98%	2	1%	7	5%	38	28%	85	63%	123	91%
Female	60	0	—	60	—	—	—	—	—	—	—	—	—	—	—
Male	73	3	4%	70	96%	1	1%	4	5%	24	33%	41	56%	65	89%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	0	0%	62	100%	1	2%	3	5%	14	23%	44	71%	58	94%
General Education Students	109	2	2%	107	98%	2	2%	4	4%	23	21%	78	72%	101	93%
Students with Disabilities	26	1	4%	25	96%	0	0%	3	12%	15	58%	7	27%	22	85%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	1	3%	28	97%	2	7%	5	17%	9	31%	12	41%	21	72%
White	91	2	2%	89	98%	0	0%	1	1%	26	29%	62	68%	88	97%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	5	83%
Economically Disadvantaged	25	1	4%	24	96%	0	0%	4	16%	9	36%	11	44%	20	80%
Not Economically Disadvantaged	110	2	2%	108	98%	2	2%	3	3%	29	26%	74	67%	103	94%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	132	3	—	129	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	3	2%	132	98%	2	1%	7	5%	38	28%	85	63%	123	91%
Not Homeless	135	3	2%	132	98%	2	1%	7	5%	38	28%	85	63%	123	91%
Not Migrant	135	3	2%	132	98%	2	1%	7	5%	38	28%	85	63%	123	91%
Parent Not in Armed Forces	135	3	2%	132	98%	2	1%	7	5%	38	28%	85	63%	123	91%

2021 TOTAL COHORT EXEMPTIONS IN MATH

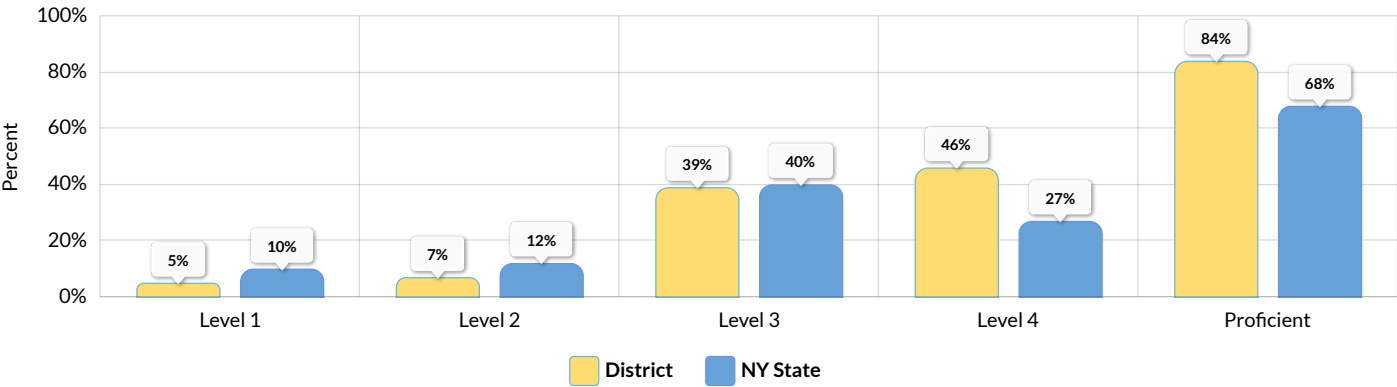
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	70	2	3	68	97
Female	36	0	0	36	100
Male	33	2	6	31	94
Non-Binary	1	0	0	1	100
General Education Students	68	2	3	66	97
Students with Disabilities	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	8	0	0	8	100
Hispanic or Latino	12	1	8	11	92
White	48	1	2	47	98
Multiracial	2	0	0	2	100
Economically Disadvantaged	8	1	13	7	88
Not Economically Disadvantaged	62	1	2	61	98
Non-English Language Learner	70	2	3	68	97
Not in Foster Care	70	2	3	68	97
Not Homeless	70	2	3	68	97
Not Migrant	70	2	3	68	97
Parent Not in Armed Forces	70	2	3	68	97

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

2021 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	135	4	3%	131	97%	7	5%	10	7%	52	39%	62	46%	114	84%
Female	60	1	—	59	—	—	—	—	—	—	—	—	—	—	—
Male	73	3	4%	70	96%	6	8%	5	7%	25	34%	34	47%	59	81%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	1	2%	61	98%	1	2%	5	8%	27	44%	28	45%	55	89%
General Education Students	109	3	3%	106	97%	0	0%	7	6%	41	38%	58	53%	99	91%
Students with Disabilities	26	1	4%	25	96%	7	27%	3	12%	11	42%	4	15%	15	58%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	2	7%	27	93%	2	7%	5	17%	10	34%	10	34%	20	69%
White	91	2	2%	89	98%	3	3%	5	5%	40	44%	41	45%	81	89%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	2	33%	0	0%	1	17%	3	50%	4	67%
Economically Disadvantaged	25	1	4%	24	96%	3	12%	4	16%	6	24%	11	44%	17	68%
Not Economically Disadvantaged	110	3	3%	107	97%	4	4%	6	5%	46	42%	51	46%	97	88%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	132	3	—	129	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	4	3%	131	97%	7	5%	10	7%	52	39%	62	46%	114	84%
Not Homeless	135	4	3%	131	97%	7	5%	10	7%	52	39%	62	46%	114	84%
Not Migrant	135	4	3%	131	97%	7	5%	10	7%	52	39%	62	46%	114	84%
Parent Not in Armed Forces	135	4	3%	131	97%	7	5%	10	7%	52	39%	62	46%	114	84%

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

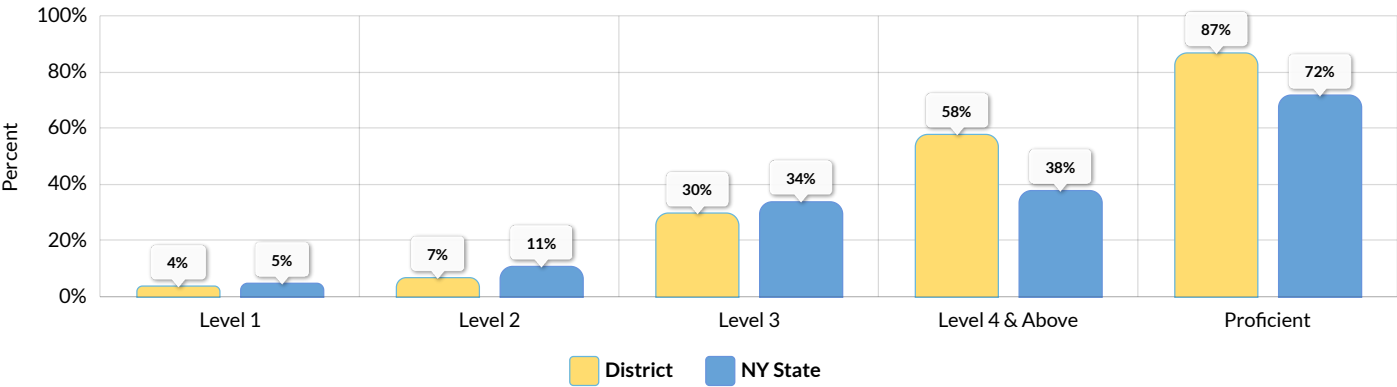
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	120	3	3	117	98
Female	55	1	2	54	98
Male	64	2	3	62	97
Non-Binary	1	0	0	1	100
General Education Students	98	2	2	96	98
Students with Disabilities	22	1	5	21	95
Asian or Native Hawaiian/Other Pacific Islander	8	0	0	8	100
Black or African American	2	0	0	2	100
Hispanic or Latino	25	1	4	24	96
White	81	2	2	79	98
Multiracial	4	0	0	4	100
Economically Disadvantaged	21	1	5	20	95
Not Economically Disadvantaged	99	2	2	97	98
Non-English Language Learner	120	3	3	117	98
Not in Foster Care	120	3	3	117	98
Not Homeless	120	3	3	117	98
Not Migrant	120	3	3	117	98
Parent Not in Armed Forces	120	3	3	117	98

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

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students

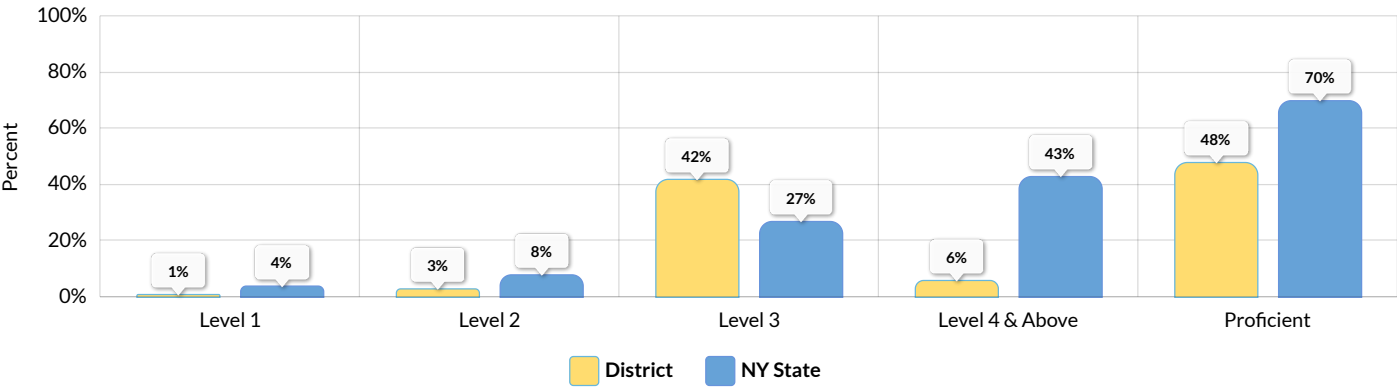


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	135	3	2%	132	98%	5	4%	9	7%	40	30%	78	58%	118	87%
Female	60	0	—	60	—	—	—	—	—	—	—	—	—	—	—
Male	73	3	4%	70	96%	3	4%	5	7%	18	25%	44	60%	62	85%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	0	0%	62	100%	2	3%	4	6%	22	35%	34	55%	56	90%
General Education Students	109	2	2%	107	98%	1	1%	4	4%	34	31%	68	62%	102	94%
Students with Disabilities	26	1	4%	25	96%	4	15%	5	19%	6	23%	10	38%	16	62%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	2	7%	27	93%	3	10%	4	14%	12	41%	8	28%	20	69%
White	91	1	1%	90	99%	1	1%	4	4%	25	27%	60	66%	85	93%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	0	0%	4	67%	4	67%
Economically Disadvantaged	25	2	8%	23	92%	2	8%	4	16%	8	32%	9	36%	17	68%
Not Economically Disadvantaged	110	1	1%	109	99%	3	3%	5	5%	32	29%	69	63%	101	92%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	132	2	—	130	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	3	2%	132	98%	5	4%	9	7%	40	30%	78	58%	118	87%
Not Homeless	135	3	2%	132	98%	5	4%	9	7%	40	30%	78	58%	118	87%
Not Migrant	135	3	2%	132	98%	5	4%	9	7%	40	30%	78	58%	118	87%
Parent Not in Armed Forces	135	3	2%	132	98%	5	4%	9	7%	40	30%	78	58%	118	87%

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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	135	64	47%	71	53%	2	1%	4	3%	57	42%	8	6%	65	48%
Female	60	31	—	29	—	—	—	—	—	—	—	—	—	—	—
Male	73	32	44%	41	56%	2	3%	3	4%	31	42%	5	7%	36	49%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	62	32	52%	30	48%	0	0%	1	2%	26	42%	3	5%	29	47%
General Education Students	109	52	48%	57	52%	1	1%	2	2%	48	44%	6	6%	54	50%
Students with Disabilities	26	12	46%	14	54%	1	4%	2	8%	9	35%	2	8%	11	42%
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	0	0%	0	0%	5	56%	0	0%	5	56%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	17	59%	12	41%	2	7%	3	10%	7	24%	0	0%	7	24%
White	91	42	46%	49	54%	0	0%	1	1%	40	44%	8	9%	48	53%
Multiracial	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	0	0%	5	83%	0	0%	5	83%
Economically Disadvantaged	25	14	56%	11	44%	1	4%	3	12%	7	28%	0	0%	7	28%
Not Economically Disadvantaged	110	50	45%	60	55%	1	1%	1	1%	50	45%	8	7%	58	53%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	132	64	—	68	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	64	47%	71	53%	2	1%	4	3%	57	42%	8	6%	65	48%
Not Homeless	135	64	47%	71	53%	2	1%	4	3%	57	42%	8	6%	65	48%
Not Migrant	135	64	47%	71	53%	2	1%	4	3%	57	42%	8	6%	65	48%
Parent Not in Armed Forces	135	64	47%	71	53%	2	1%	4	3%	57	42%	8	6%	65	48%

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%	2	22%	0	0%	4	44%	2	22%	1	11%
Grade 1	5	0	0%	5	100%	0	0%	2	40%	3	60%	0	0%	0	0%
Grade 2	5	0	0%	5	100%	3	60%	0	0%	1	20%	1	20%	0	0%
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	6	0	0%	6	100%	2	33%	1	17%	3	50%	0	0%	0	0%
Grade 6	5	0	0%	5	100%	0	0%	0	0%	0	0%	1	20%	4	80%
Grade 7	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 8	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 12	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

New York State Alternate Assessments (NYSEAA) 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 8 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

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	948	64	6.8%
Asian or Native Hawaiian/Other Pacific Islander	40	3	7.5%
Black or African American	17	—	—
Hispanic or Latino	174	14	8%
Multiracial	61	5	8.2%
White	656	38	5.8%
English Language Learner	44	2	4.5%
Students with Disabilities	159	15	9.4%
Economically Disadvantaged	153	24	15.7%

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	509	27	5.3%
Asian or Native Hawaiian/Other Pacific Islander	40	1	2.5%
Black or African American	8	—	—
Hispanic or Latino	93	7	7.5%
Multiracial	27	1	3.7%
White	341	18	5.3%
English Language Learner	17	—	—
Students with Disabilities	81	14	17.3%
Economically Disadvantaged	91	10	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	135	131	97%	1	1%	124	92%	6	4%	0	0%	3	2%	1	1%	0	0%
Female	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Male	73	69	95%	0	0%	65	89%	4	5%	0	0%	3	4%	1	1%	0	0%
Non-binary	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	109	107	98%	0	0%	105	96%	2	2%	0	0%	1	1%	1	1%	0	0%
Students with Disabilities	26	24	92%	1	4%	19	73%	4	15%	0	0%	2	8%	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	9	9	100%	0	0%	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	27	93%	0	0%	24	83%	3	10%	0	0%	1	3%	1	3%	0	0%
White	91	90	99%	1	1%	87	96%	2	2%	0	0%	1	1%	0	0%	0	0%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	23	92%	0	0%	19	76%	4	16%	0	0%	1	4%	1	4%	0	0%
Not Economically Disadvantaged	110	108	98%	1	1%	105	95%	2	2%	0	0%	2	2%	0	0%	0	0%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	132	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	135	131	97%	1	1%	124	92%	6	4%	0	0%	3	2%	1	1%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	135	131	97%	1	1%	124	92%	6	4%	0	0%	3	2%	1	1%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	135	131	97%	1	1%	124	92%	6	4%	0	0%	3	2%	1	1%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	135	131	97%	1	1%	124	92%	6	4%	0	0%	3	2%	1	1%	0	0%

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

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

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide

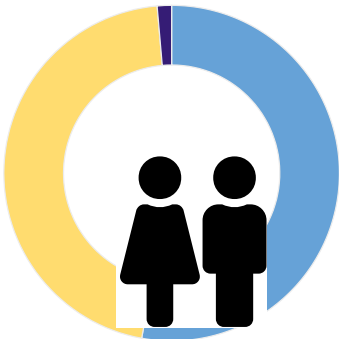
This report provides enrollment counts for schools and districts by various demographic groups for the 2024 - 25 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

CROTON-HARMON HIGH SCHOOL ENROLLMENT
(2024 - 25)

K-12 Enrollment: 507

ENROLLMENT BY GENDER

MALE	
▼	
268	53%
FEMALE	
▼	
232	46%
NON-BINARY	
▼	
7	1%



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
▼	
8	2%
HISPANIC OR LATINO	
▼	
91	18%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
▼	
40	8%

WHITE



342	67%

MULTIRACIAL



26	5%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
10	2%	78	15%	89	18%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				▼	
				—	—

ENROLLMENT BY GRADE



9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
—		—		—		—	
123	24%	121	24%	133	26%	130	26%

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CROTON-HARMON HIGH SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	209.2	134.9	148.3
	MATH	176.3	64.6	87.2
Asian or Native Hawaiian/Other Pacific Islander	ELA	233.3	140.5	152.9
	MATH	227.8	114.8	129
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	170.4	99.6	118.8
	MATH	125.9	43.4	69.5
Multiracial	ELA	—	—	—
	MATH	—	—	—
White	ELA	221.9	170.2	177.6
	MATH	188.2	74.7	95.6
English Language Learner	ELA	—	—	—
	MATH	—	—	—
Students with Disabilities	ELA	150	75.4	98.7
	MATH	118.8	29.3	57.8
Economically Disadvantaged	ELA	166.7	103.2	121.8
	MATH	137.5	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	123	98.4%	87.5%	88.8%
	5-Year	100	96%	89.4%	90.5%
	6-Year	128	97.7%	88.9%	90.3%
American Indian or Alaska Native	4-Year	—	—	—	—
	5-Year	—	—	—	—
	6-Year	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	9	—	—	—
	5-Year	4	—	—	—
	6-Year	8	—	—	—
Black or African American	4-Year	2	—	—	—
	5-Year	—	—	—	—
	6-Year	11	—	—	—
Hispanic or Latino	4-Year	27	92.6%	81.6%	83.8%
	5-Year	27	92.6%	84.4%	86.3%
	6-Year	23	95.7%	83.3%	85.6%
Multiracial	4-Year	9	—	—	—
	5-Year	7	—	—	—
	6-Year	2	—	—	—
White	4-Year	76	100%	91.7%	92.3%
	5-Year	62	96.8%	92.9%	93.4%
	6-Year	83	100%	93.1%	93.7%
English Language Learner	4-Year	3	—	—	—
	5-Year	2	—	—	—
	6-Year	3	—	—	—
Students with Disabilities	4-Year	10	—	—	—
	5-Year	18	—	—	—
	6-Year	14	—	—	—
Economically Disadvantaged	4-Year	23	100%	83.1%	85.1%
	5-Year	12	—	—	—
	6-Year	27	92.6%	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	8	—	—	—	—	—

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

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

SECONDARY INDICATOR ACCOUNTABILITY LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	131	209.2	189.9	4
	Math	129	179.1		
	Science	126	186.5		
	Social Studies	131	180.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	233.3	226.1	4
	Math	9	227.8		
	Science	9	233.3		
	Social Studies	9	205.6		
Black or African American	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		
Hispanic or Latino	ELA	27	170.4	144.4	3
	Math	26	130.8		
	Science	26	150		
	Social Studies	27	120.4		
Multiracial	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
	Social Studies	4	—		
White	ELA	89	221.9	201.8	4
	Math	88	190.3		
	Science	85	194.7		
	Social Studies	89	196.1		
English Language Learner	ELA	4	—	—	—
	Math	4	—		
	Science	3	—		
	Social Studies	4	—		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Students with Disabilities	ELA	24	150	130.4	4
	Math	24	118.8		
	Science	23	119.6		
	Social Studies	24	129.2		
Economically Disadvantaged	ELA	24	166.7	150.2	4
	Math	23	143.5		
	Science	24	156.3		
	Social Studies	24	129.2		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
All Students	ELA	131	209.2	187.6	4
	Math	131	176.3		
	Science	131	179.4		
	Social Studies	131	180.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	233.3	226.1	4
	Math	9	227.8		
	Science	9	233.3		
	Social Studies	9	205.6		
Black or African American	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		
Hispanic or Latino	ELA	27	170.4	141.9	2
	Math	27	125.9		
	Science	27	144.4		
	Social Studies	27	120.4		
Multiracial	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
	Social Studies	4	—		
White	ELA	89	221.9	199.5	4
	Math	89	188.2		
	Science	89	186		
	Social Studies	89	196.1		
English Language Learner	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
	Social Studies	4	—		
Students with Disabilities	ELA	24	150	129.4	4
	Math	24	118.8		
	Science	24	114.6		
	Social Studies	24	129.2		

Subgroup	Subject	Cohort	Index	Combined Index	Accountability Level
Economically Disadvantaged	ELA	24	166.7	148.4	3
	Math	24	137.5		
	Science	24	156.3		
	Social Studies	24	129.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Accountability Level
All Students	4-year	123	121	98.4%	97.4%	4
	5-year	100	96	96%		
	6-year	128	125	97.7%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	9	—	—	—	—
	5-year	4	—	—		
	6-year	8	—	—		
Black or African American	4-year	2	—	—	—	—
	5-year	0	—	—		
	6-year	11	—	—		
Hispanic or Latino	4-year	27	25	92.6%	93.6%	3
	5-year	27	25	92.6%		
	6-year	23	22	95.7%		
Multiracial	4-year	9	—	—	—	—
	5-year	7	—	—		
	6-year	2	—	—		
White	4-year	76	76	100%	98.9%	4
	5-year	62	60	96.8%		
	6-year	83	83	100%		
English Language Learner	4-year	3	—	—	—	—
	5-year	2	—	—		
	6-year	3	—	—		
Students with Disabilities	4-year	10	—	—	—	—
	5-year	18	—	—		
	6-year	14	—	—		
Economically Disadvantaged	4-year	23	23	100%	96.3%	4
	5-year	12	—	—		
	6-year	27	25	92.6%		

SECONDARY ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	8	—	—	—	—
Hispanic or Latino	7	—	—	—	—
White	1	—	—	—	—
English Language Learner	8	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

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	508	10	16	127	355	227.9	4
Asian or Native Hawaiian/Other Pacific Islander	40	1	0	4	35	238.8	4
Black or African American	8	—	—	—	—	—	—
Hispanic or Latino	92	5	1	23	63	222.3	4
Multiracial	27	0	1	6	20	233.3	4
White	341	4	14	90	233	227.7	4
English Language Learner	17	—	—	—	—	—	—
Students with Disabilities	81	7	7	17	50	204.9	4
Economically Disadvantaged	90	6	3	25	56	214.4	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	Accountability Level
All Students	132	0	109	5	15	1	3	182.6	4
Asian or Native Hawaiian/Other Pacific Islander	9	0	—	—	—	—	—	—	—
Black or African American	2	0	—	—	—	—	—	—	—
Hispanic or Latino	27	0	18	0	7	1	2	161.1	3
Multiracial	4	0	—	—	—	—	—	—	—
White	90	0	78	5	7	0	0	189.4	4
English Language Learner	4	0	—	—	—	—	—	—	—
Students with Disabilities	25	0	13	2	9	0	1	152	4
Economically Disadvantaged	24	0	16	0	6	1	2	160.4	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	130	100%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
Black or African American	—	1	—
Hispanic or Latino	—	27	—
Multiracial	—	4	—
White	✓	89	100%
English Language Learner	—	3	—
Students with Disabilities	—	22	—
Economically Disadvantaged	—	24	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	130	98.5%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
Black or African American	—	1	—
Hispanic or Latino	—	27	—
Multiracial	—	4	—
White	✓	89	98.9%
English Language Learner	—	3	—
Students with Disabilities	—	22	—
Economically Disadvantaged	—	24	—

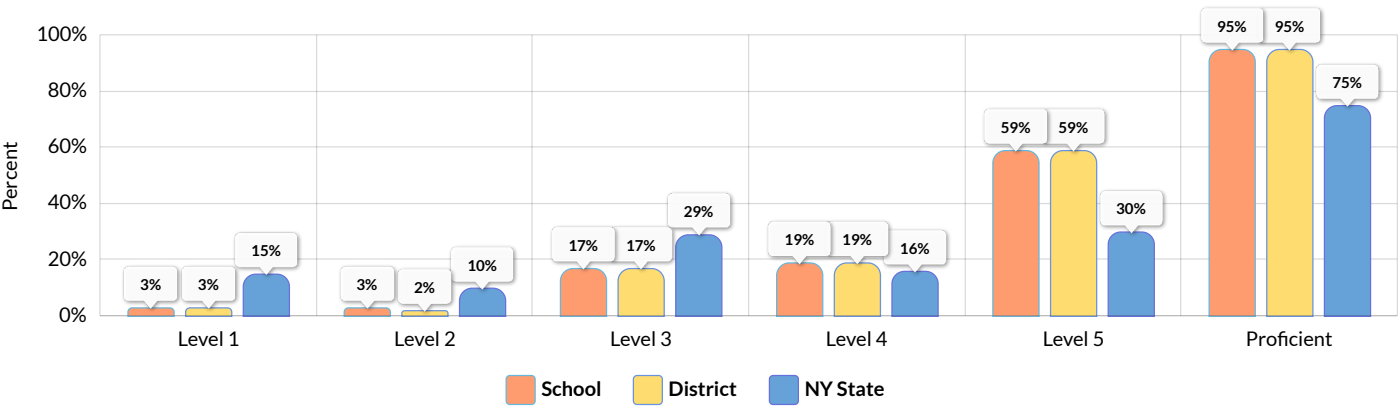
ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



Percent Scoring at Levels for All Students

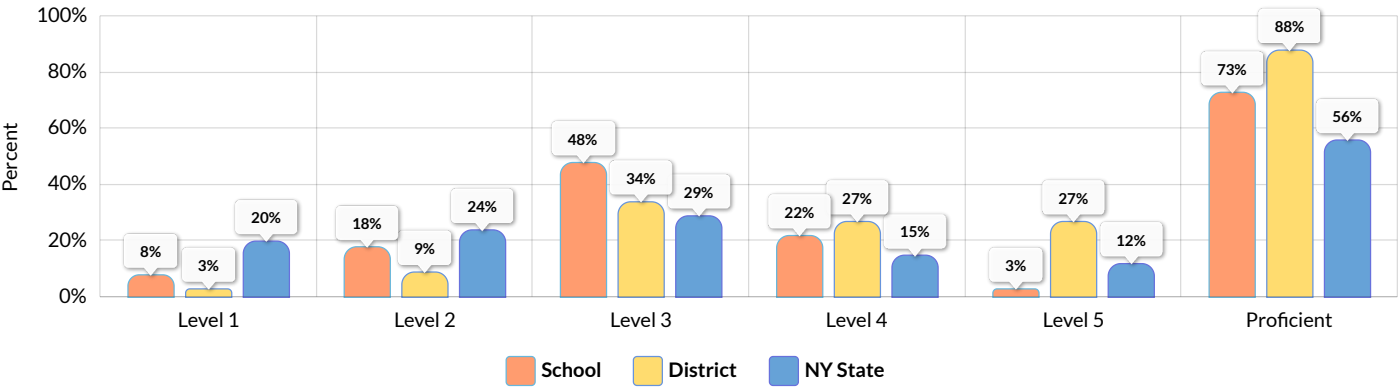


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	240	7	3%	6	3%	41	17%	45	19%	141	59%	227	95%
Female	104	1	1%	1	1%	15	14%	15	14%	72	69%	102	98%
Male	131	6	5%	5	4%	26	20%	29	22%	65	50%	120	92%
Non-Binary	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
General Education Students	207	2	1%	3	1%	29	14%	39	19%	134	65%	202	98%
Students with Disabilities	33	5	15%	3	9%	12	36%	6	18%	7	21%	25	76%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	0	0%	1	6%	6	33%	11	61%	18	100%
Black or African American	5	1	20%	0	0%	2	40%	1	20%	1	20%	4	80%
Hispanic or Latino	40	5	13%	3	8%	11	28%	8	20%	13	33%	32	80%
White	161	1	1%	3	2%	26	16%	29	18%	102	63%	157	98%
Multiracial	16	0	0%	0	0%	1	6%	1	6%	14	88%	16	100%
Economically Disadvantaged	44	4	9%	3	7%	10	23%	12	27%	15	34%	37	84%
Not Economically Disadvantaged	196	3	2%	3	2%	31	16%	33	17%	126	64%	190	97%
English Language Learner	5	3	60%	1	20%	1	20%	0	0%	0	0%	1	20%
Non-English Language Learner	235	4	2%	5	2%	40	17%	45	19%	141	60%	226	96%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	239	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	240	7	3%	6	3%	41	17%	45	19%	141	59%	227	95%
Not Migrant	240	7	3%	6	3%	41	17%	45	19%	141	59%	227	95%
Parent Not in Armed Forces	240	7	3%	6	3%	41	17%	45	19%	141	59%	227	95%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

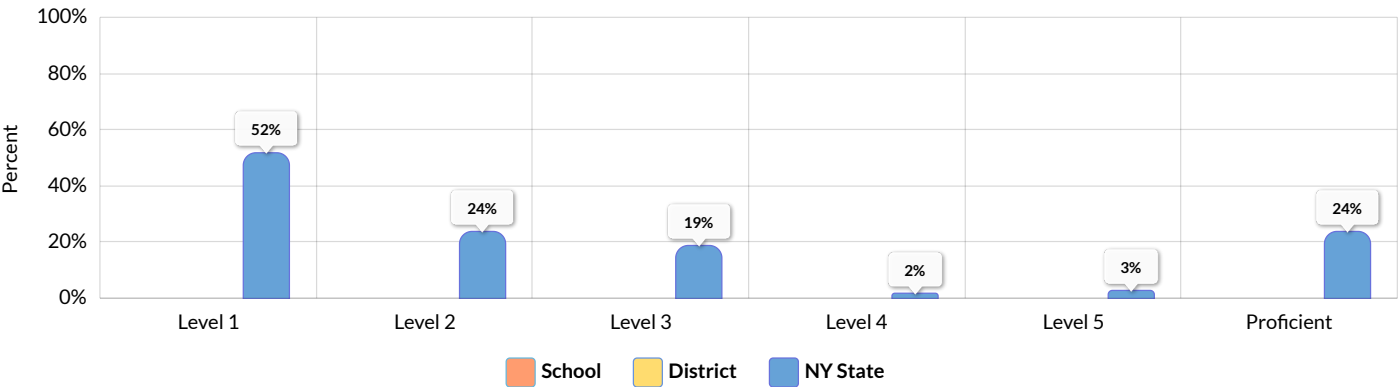


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	5	8%	11	18%	29	48%	13	22%	2	3%	44	73%
Female	24	—	—	—	—	—	—	—	—	—	—	—	—
Male	35	3	9%	10	29%	14	40%	7	20%	1	3%	22	63%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	25	2	8%	1	4%	15	60%	6	24%	1	4%	22	88%
General Education Students	47	2	4%	7	15%	23	49%	13	28%	2	4%	38	81%
Students with Disabilities	13	3	23%	4	31%	6	46%	0	0%	0	0%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	2	12%	2	12%	11	65%	2	12%	0	0%	13	76%
White	37	2	5%	9	24%	14	38%	10	27%	2	5%	26	70%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	4	67%	1	17%	0	0%	5	83%
Economically Disadvantaged	20	3	15%	3	15%	10	50%	4	20%	0	0%	14	70%
Not Economically Disadvantaged	40	2	5%	8	20%	19	48%	9	23%	2	5%	30	75%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	57	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	59	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	60	5	8%	11	18%	29	48%	13	22%	2	3%	44	73%
Not Migrant	60	5	8%	11	18%	29	48%	13	22%	2	3%	44	73%
Parent Not in Armed Forces	60	5	8%	11	18%	29	48%	13	22%	2	3%	44	73%

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



Percent Scoring at Levels for All Students

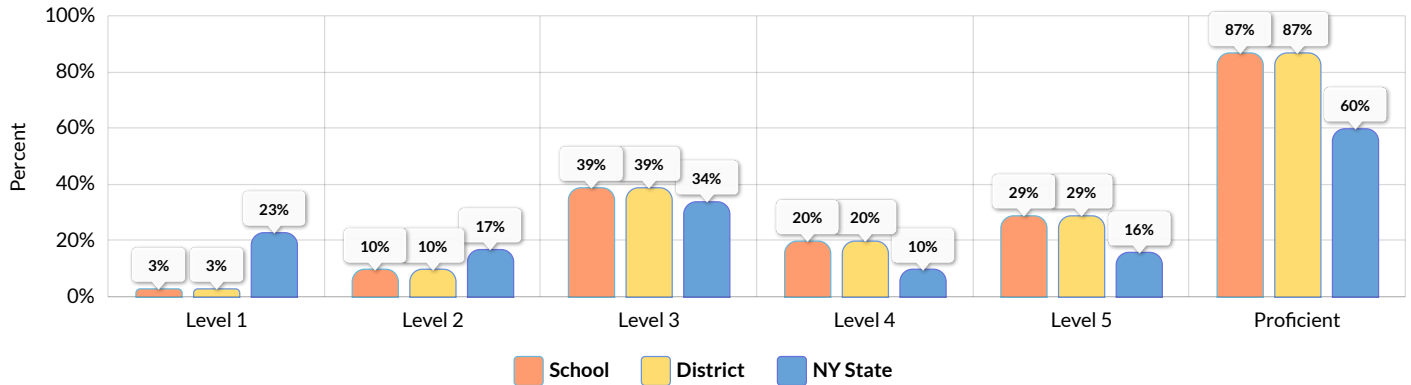


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	2	—	—	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	2	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic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

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



Percent Scoring at Levels for All Students

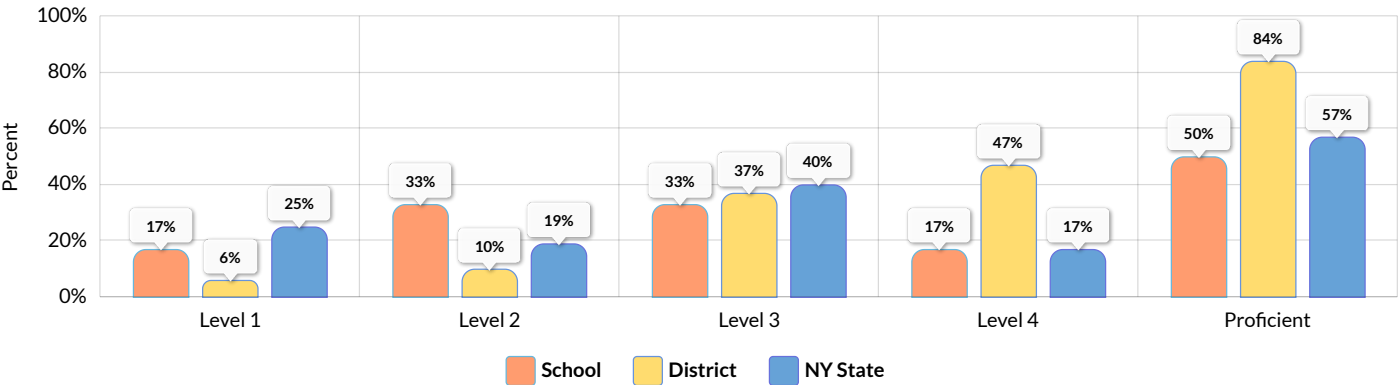


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%
Female	31	—	—	—	—	—	—	—	—	—	—	—	—
Male	38	1	3%	3	8%	15	39%	8	21%	11	29%	34	89%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	32	1	3%	4	13%	12	38%	6	19%	9	28%	27	84%
General Education Students	66	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	5	45%	1	9%	5	45%	11	100%
Hispanic or Latino	6	0	0%	1	17%	3	50%	2	33%	0	0%	5	83%
White	48	2	4%	6	13%	17	35%	11	23%	12	25%	40	83%
Multiracial	5	0	0%	0	0%	2	40%	0	0%	3	60%	5	100%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	68	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%
Not in Foster Care	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%
Not Homeless	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%
Not Migrant	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%
Parent Not in Armed Forces	70	2	3%	7	10%	27	39%	14	20%	20	29%	61	87%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



Percent Scoring at Levels for All Students

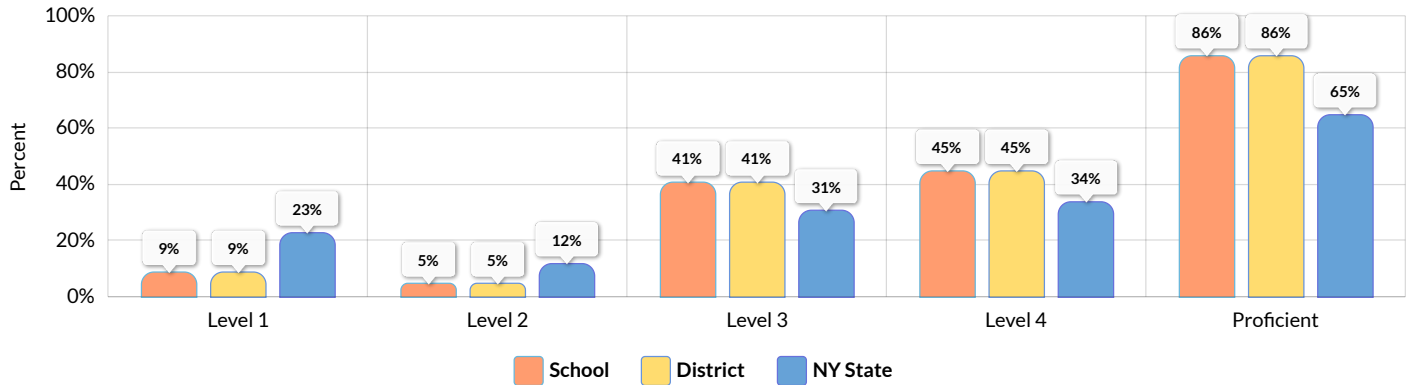


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	12	2	17%	4	33%	4	33%	2	17%	6	50%
Female	5	—	—	—	—	—	—	—	—	—	—
Male	6	2	33%	1	17%	3	50%	0	0%	3	50%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	6	0	0%	3	50%	1	17%	2	33%	3	50%
General Education Students	9	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	3	50%	2	33%	0	0%	2	33%
White	4	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	7	1	14%	4	57%	2	29%	0	0%	2	29%
Not Economically Disadvantaged	5	1	20%	0	0%	2	40%	2	40%	4	80%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	10	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	12	2	17%	4	33%	4	33%	2	17%	6	50%
Not Homeless	12	2	17%	4	33%	4	33%	2	17%	6	50%
Not Migrant	12	2	17%	4	33%	4	33%	2	17%	6	50%
Parent Not in Armed Forces	12	2	17%	4	33%	4	33%	2	17%	6	50%

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



Percent Scoring at Levels for All Students

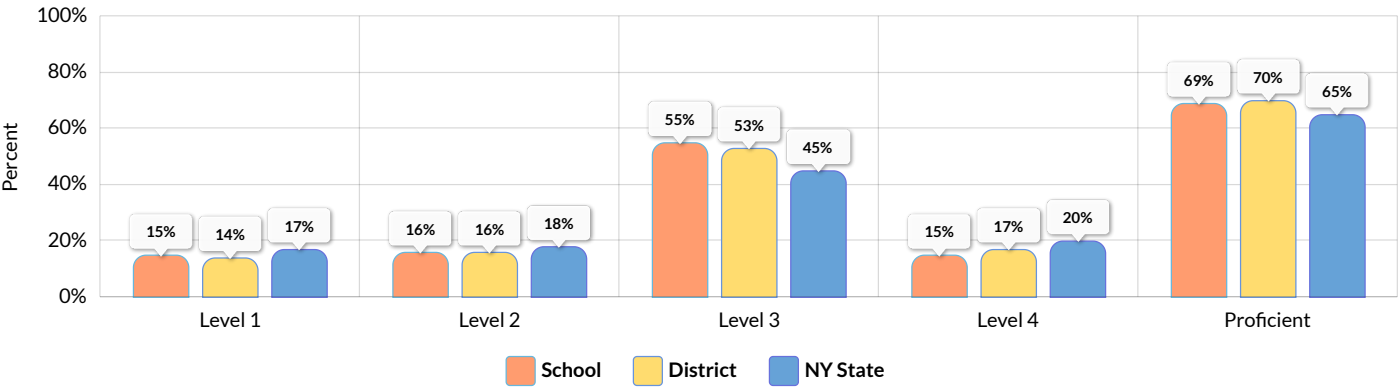


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	22	2	9%	1	5%	9	41%	10	45%	19	86%
Female	11	2	18%	0	0%	5	45%	4	36%	9	82%
Male	11	0	0%	1	9%	4	36%	6	55%	10	91%
General Education Students	20	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	1	14%	5	71%	0	0%	5	71%
White	9	0	0%	0	0%	2	22%	7	78%	9	100%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	2	33%	3	50%	5	83%
Economically Disadvantaged	8	2	25%	1	13%	4	50%	1	13%	5	63%
Not Economically Disadvantaged	14	0	0%	0	0%	5	36%	9	64%	14	100%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	20	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	22	2	9%	1	5%	9	41%	10	45%	19	86%
Not Homeless	22	2	9%	1	5%	9	41%	10	45%	19	86%
Not Migrant	22	2	9%	1	5%	9	41%	10	45%	19	86%
Parent Not in Armed Forces	22	2	9%	1	5%	9	41%	10	45%	19	86%

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



Percent Scoring at Levels for All Students

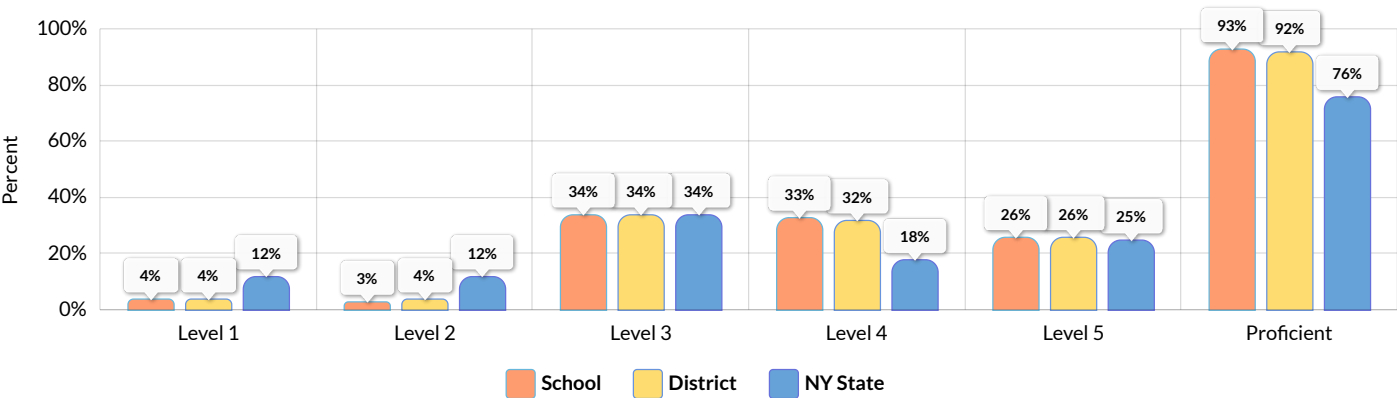


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	62	9	15%	10	16%	34	55%	9	15%	43	69%
Female	27	—	—	—	—	—	—	—	—	—	—
Male	34	5	15%	5	15%	20	59%	4	12%	24	71%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	28	4	14%	5	18%	14	50%	5	18%	19	68%
General Education Students	59	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	1	13%	4	50%	3	38%	7	88%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—
White	45	7	16%	8	18%	26	58%	4	9%	30	67%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	1	11%	4	44%	2	22%	6	67%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	59	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	9	15%	10	16%	34	55%	9	15%	43	69%
Not in Foster Care	62	9	15%	10	16%	34	55%	9	15%	43	69%
Not Homeless	62	9	15%	10	16%	34	55%	9	15%	43	69%
Not Migrant	62	9	15%	10	16%	34	55%	9	15%	43	69%
Parent Not in Armed Forces	62	9	15%	10	16%	34	55%	9	15%	43	69%

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



Percent Scoring at Levels for All Students

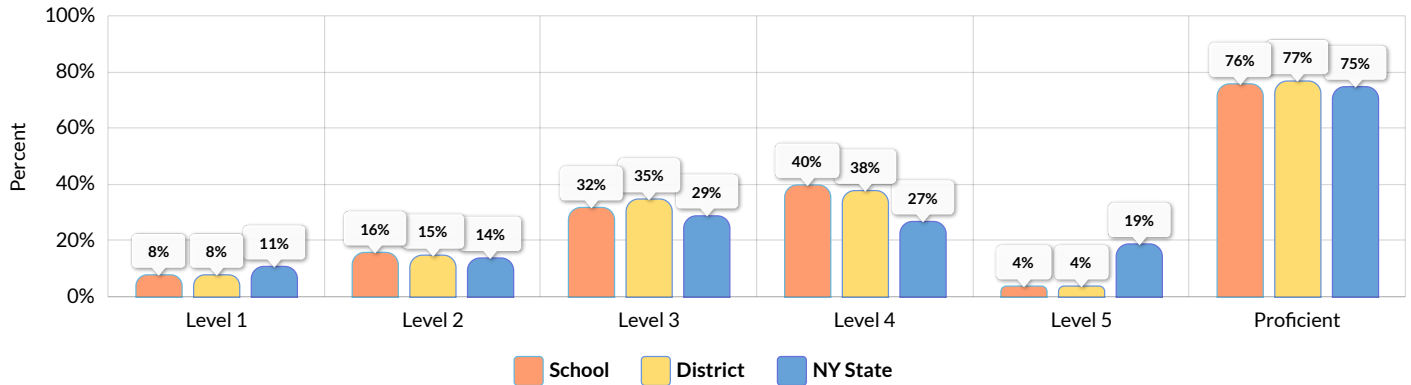


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	5	4%	4	3%	43	34%	41	33%	33	26%	117	93%
Female	56	—	—	—	—	—	—	—	—	—	—	—	—
Male	66	4	6%	3	5%	25	38%	20	30%	14	21%	59	89%
Non-Binary	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	60	1	2%	1	2%	18	30%	21	35%	19	32%	58	97%
General Education Students	107	1	1%	2	2%	35	33%	37	35%	32	30%	104	97%
Students with Disabilities	19	4	21%	2	11%	8	42%	4	21%	1	5%	13	68%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	1	6%	0	0%	12	67%	3	17%	2	11%	17	94%
White	87	4	5%	2	2%	27	31%	32	37%	22	25%	81	93%
Multiracial	10	0	0%	0	0%	0	0%	4	40%	6	60%	10	100%
Small Group Total: Race & Ethnicity	11	0	0%	2	18%	4	36%	2	18%	3	27%	9	82%
Economically Disadvantaged	27	3	11%	1	4%	12	44%	6	22%	5	19%	23	85%
Not Economically Disadvantaged	99	2	2%	3	3%	31	31%	35	35%	28	28%	94	95%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	123	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	125	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	126	5	4%	4	3%	43	34%	41	33%	33	26%	117	93%
Not Migrant	126	5	4%	4	3%	43	34%	41	33%	33	26%	117	93%
Parent Not in Armed Forces	126	5	4%	4	3%	43	34%	41	33%	33	26%	117	93%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	2	8%	4	16%	8	32%	10	40%	1	4%	19	76%
Female	3	—	—	—	—	—	—	—	—	—	—	—	—
Male	22	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	25	2	8%	4	16%	8	32%	10	40%	1	4%	19	76%
General Education Students	11	1	9%	2	18%	2	18%	5	45%	1	9%	8	73%
Students with Disabilities	14	1	7%	2	14%	6	43%	5	36%	0	0%	11	79%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	19	1	5%	2	11%	5	26%	10	53%	1	5%	16	84%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	2	33%	3	50%	0	0%	0	0%	3	50%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	21	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	21	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	25	2	8%	4	16%	8	32%	10	40%	1	4%	19	76%
Not Homeless	25	2	8%	4	16%	8	32%	10	40%	1	4%	19	76%
Not Migrant	25	2	8%	4	16%	8	32%	10	40%	1	4%	19	76%
Parent Not in Armed Forces	25	2	8%	4	16%	8	32%	10	40%	1	4%	19	76%

TOTAL COHORT REGENTS EXAMINATION RESULTS

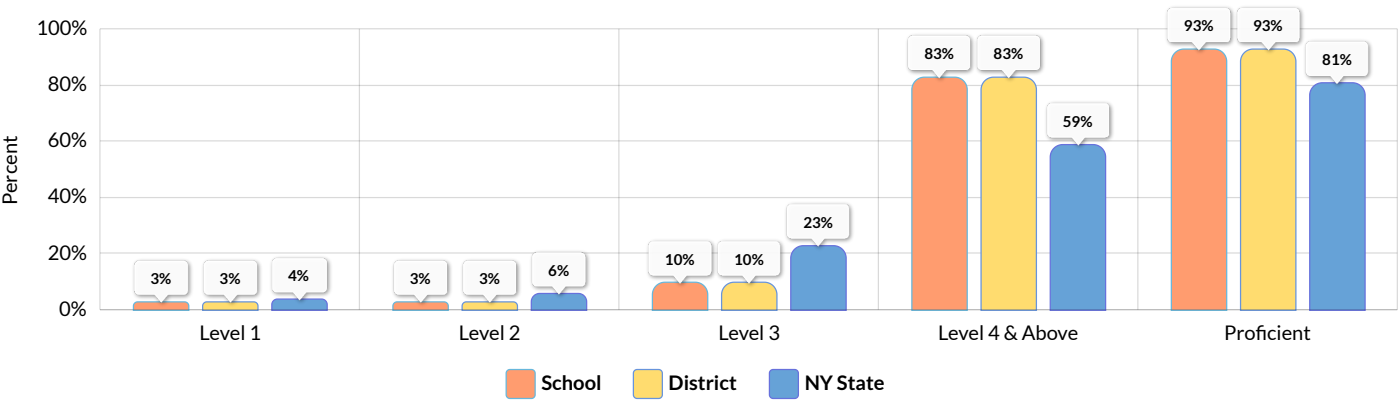
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age.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

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

2021 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students

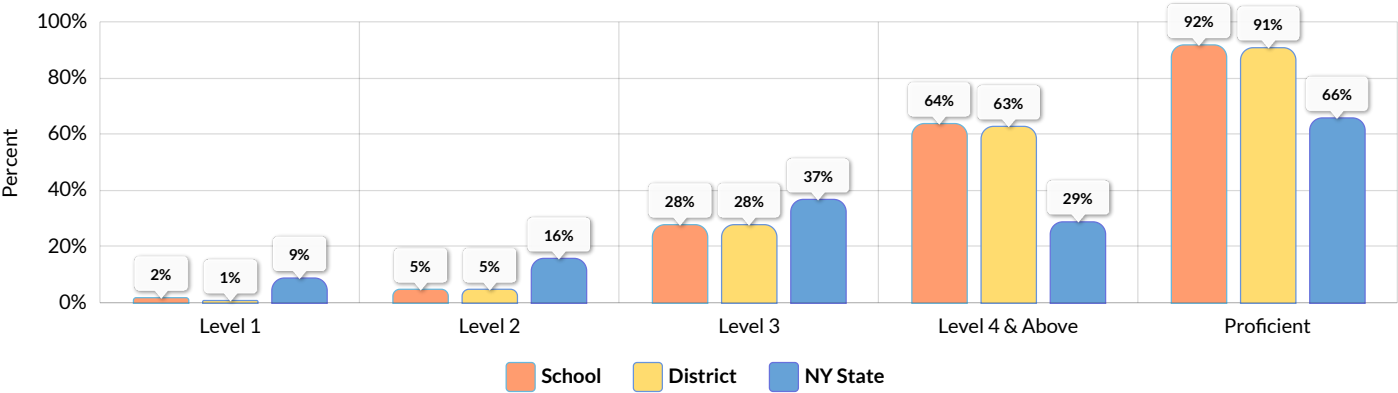


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	1	1%	132	99%	4	3%	4	3%	13	10%	111	83%	124	93%
Female	59	0	—	59	—	—	—	—	—	—	—	—	—	—	—
Male	72	1	1%	71	99%	4	6%	2	3%	10	14%	55	76%	65	90%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	61	0	0%	61	100%	0	0%	2	3%	3	5%	56	92%	59	97%
General Education Students	109	1	1%	108	99%	2	2%	2	2%	6	6%	98	90%	104	95%
Students with Disabilities	24	0	0%	24	100%	2	8%	2	8%	7	29%	13	54%	20	83%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	0	0%	9	100%	9	100%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	1	4%	27	96%	3	11%	2	7%	3	11%	19	68%	22	79%
White	90	0	0%	90	100%	0	0%	1	1%	10	11%	79	88%	89	99%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	0	0%	4	67%	4	67%
Economically Disadvantaged	25	1	4%	24	96%	3	12%	3	12%	1	4%	17	68%	18	72%
Not Economically Disadvantaged	108	0	0%	108	100%	1	1%	1	1%	12	11%	94	87%	106	98%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	130	1	—	129	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	1	1%	132	99%	4	3%	4	3%	13	10%	111	83%	124	93%
Not Homeless	133	1	1%	132	99%	4	3%	4	3%	13	10%	111	83%	124	93%
Not Migrant	133	1	1%	132	99%	4	3%	4	3%	13	10%	111	83%	124	93%
Parent Not in Armed Forces	133	1	1%	132	99%	4	3%	4	3%	13	10%	111	83%	124	93%

2021 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	2	2%	131	98%	2	2%	7	5%	37	28%	85	64%	122	92%
Female	59	0	—	59	—	—	—	—	—	—	—	—	—	—	—
Male	72	2	3%	70	97%	1	1%	4	6%	24	33%	41	57%	65	90%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	61	0	0%	61	100%	1	2%	3	5%	13	21%	44	72%	57	93%
General Education Students	109	2	2%	107	98%	2	2%	4	4%	23	21%	78	72%	101	93%
Students with Disabilities	24	0	0%	24	100%	0	0%	3	13%	14	58%	7	29%	21	88%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	1	4%	27	96%	2	7%	5	18%	8	29%	12	43%	20	71%
White	90	1	1%	89	99%	0	0%	1	1%	26	29%	62	69%	88	98%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	5	83%
Economically Disadvantaged	25	1	4%	24	96%	0	0%	4	16%	9	36%	11	44%	20	80%
Not Economically Disadvantaged	108	1	1%	107	99%	2	2%	3	3%	28	26%	74	69%	102	94%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	130	2	—	128	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	2	2%	131	98%	2	2%	7	5%	37	28%	85	64%	122	92%
Not Homeless	133	2	2%	131	98%	2	2%	7	5%	37	28%	85	64%	122	92%
Not Migrant	133	2	2%	131	98%	2	2%	7	5%	37	28%	85	64%	122	92%
Parent Not in Armed Forces	133	2	2%	131	98%	2	2%	7	5%	37	28%	85	64%	122	92%

2021 TOTAL COHORT EXEMPTIONS IN MATH

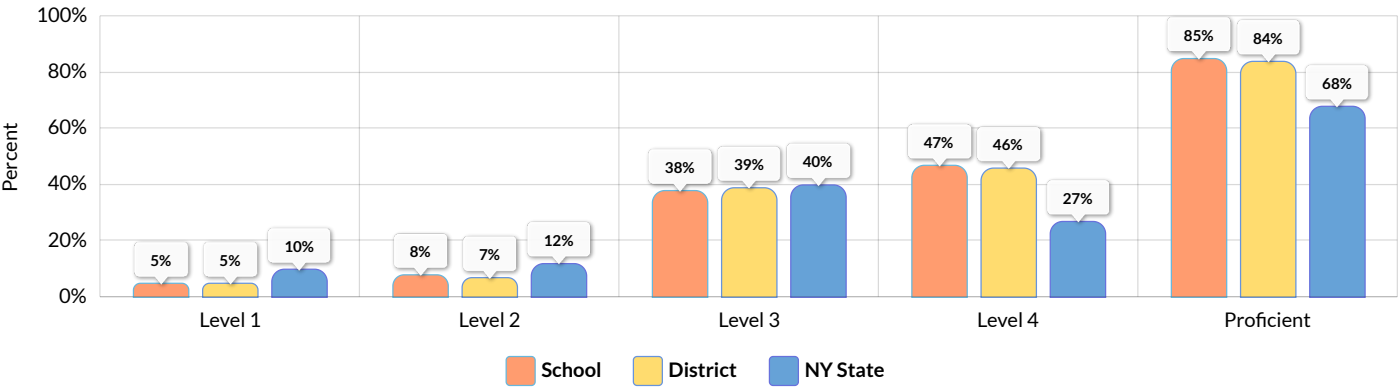
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	70	2	3	68	97
Female	36	0	0	36	100
Male	33	2	6	31	94
Non-Binary	1	0	0	1	100
General Education Students	68	2	3	66	97
Students with Disabilities	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	8	0	0	8	100
Hispanic or Latino	12	1	8	11	92
White	48	1	2	47	98
Multiracial	2	0	0	2	100
Economically Disadvantaged	8	1	13	7	88
Not Economically Disadvantaged	62	1	2	61	98
Non-English Language Learner	70	2	3	68	97
Not in Foster Care	70	2	3	68	97
Not Homeless	70	2	3	68	97
Not Migrant	70	2	3	68	97
Parent Not in Armed Forces	70	2	3	68	97

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

2021 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	3	2%	130	98%	7	5%	10	8%	51	38%	62	47%	113	85%
Female	59	1	—	58	—	—	—	—	—	—	—	—	—	—	—
Male	72	2	3%	70	97%	6	8%	5	7%	25	35%	34	47%	59	82%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	61	1	2%	60	98%	1	2%	5	8%	26	43%	28	46%	54	89%
General Education Students	109	3	3%	106	97%	0	0%	7	6%	41	38%	58	53%	99	91%
Students with Disabilities	24	0	0%	24	100%	7	29%	3	13%	10	42%	4	17%	14	58%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	2	7%	26	93%	2	7%	5	18%	9	32%	10	36%	19	68%
White	90	1	1%	89	99%	3	3%	5	6%	40	44%	41	46%	81	90%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	2	33%	0	0%	1	17%	3	50%	4	67%
Economically Disadvantaged	25	1	4%	24	96%	3	12%	4	16%	6	24%	11	44%	17	68%
Not Economically Disadvantaged	108	2	2%	106	98%	4	4%	6	6%	45	42%	51	47%	96	89%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	130	2	—	128	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	3	2%	130	98%	7	5%	10	8%	51	38%	62	47%	113	85%
Not Homeless	133	3	2%	130	98%	7	5%	10	8%	51	38%	62	47%	113	85%
Not Migrant	133	3	2%	130	98%	7	5%	10	8%	51	38%	62	47%	113	85%
Parent Not in Armed Forces	133	3	2%	130	98%	7	5%	10	8%	51	38%	62	47%	113	85%

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

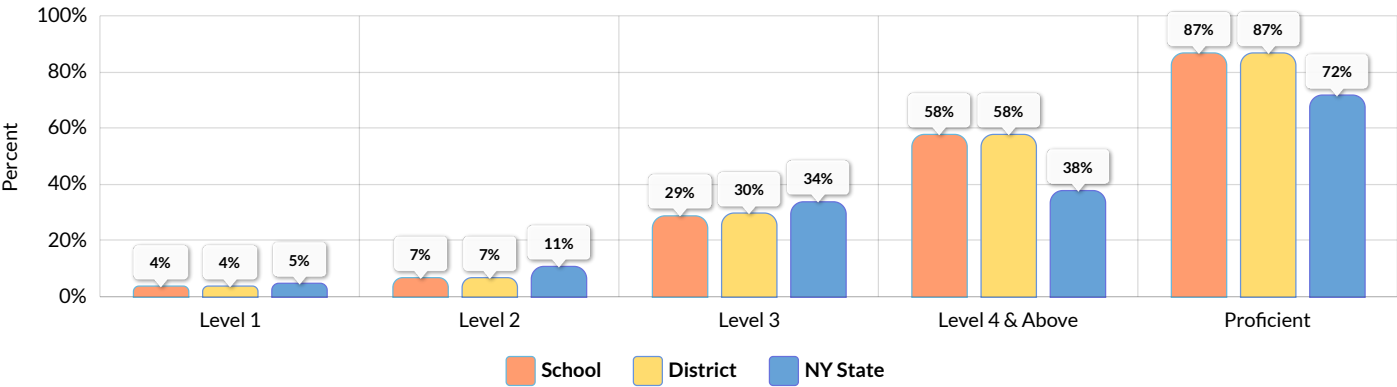
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	118	2	2	116	98
Female	54	1	2	53	98
Male	63	1	2	62	98
Non-Binary	1	0	0	1	100
General Education Students	98	2	2	96	98
Students with Disabilities	20	0	0	20	100
Asian or Native Hawaiian/Other Pacific Islander	8	0	0	8	100
Black or African American	2	0	0	2	100
Hispanic or Latino	24	1	4	23	96
White	80	1	1	79	99
Multiracial	4	0	0	4	100
Economically Disadvantaged	21	1	5	20	95
Not Economically Disadvantaged	97	1	1	96	99
Non-English Language Learner	118	2	2	116	98
Not in Foster Care	118	2	2	116	98
Not Homeless	118	2	2	116	98
Not Migrant	118	2	2	116	98
Parent Not in Armed Forces	118	2	2	116	98

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

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students

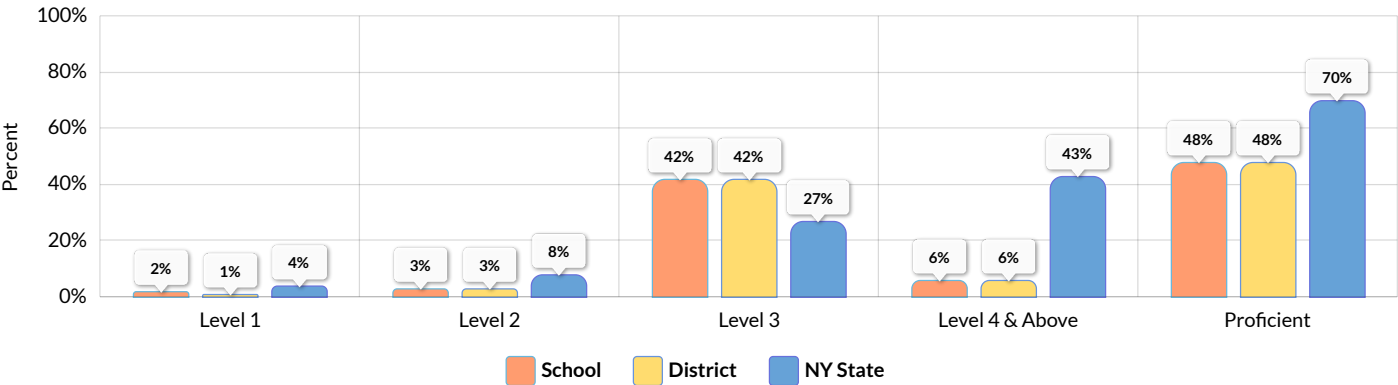


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	3	2%	130	98%	5	4%	9	7%	39	29%	77	58%	116	87%
Female	59	0	—	59	—	—	—	—	—	—	—	—	—	—	—
Male	72	3	4%	69	96%	3	4%	5	7%	18	25%	43	60%	61	85%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	61	0	0%	61	100%	2	3%	4	7%	21	34%	34	56%	55	90%
General Education Students	109	2	2%	107	98%	1	1%	4	4%	34	31%	68	62%	102	94%
Students with Disabilities	24	1	4%	23	96%	4	17%	5	21%	5	21%	9	38%	14	58%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	2	7%	26	93%	3	11%	4	14%	11	39%	8	29%	19	68%
White	90	1	1%	89	99%	1	1%	4	4%	25	28%	59	66%	84	93%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	0	0%	4	67%	4	67%
Economically Disadvantaged	25	2	8%	23	92%	2	8%	4	16%	8	32%	9	36%	17	68%
Not Economically Disadvantaged	108	1	1%	107	99%	3	3%	5	5%	31	29%	68	63%	99	92%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	130	2	—	128	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	3	2%	130	98%	5	4%	9	7%	39	29%	77	58%	116	87%
Not Homeless	133	3	2%	130	98%	5	4%	9	7%	39	29%	77	58%	116	87%
Not Migrant	133	3	2%	130	98%	5	4%	9	7%	39	29%	77	58%	116	87%
Parent Not in Armed Forces	133	3	2%	130	98%	5	4%	9	7%	39	29%	77	58%	116	87%

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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	63	47%	70	53%	2	2%	4	3%	56	42%	8	6%	64	48%
Female	59	31	—	28	—	—	—	—	—	—	—	—	—	—	—
Male	72	31	43%	41	57%	2	3%	3	4%	31	43%	5	7%	36	50%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	61	32	52%	29	48%	0	0%	1	2%	25	41%	3	5%	28	46%
General Education Students	109	52	48%	57	52%	1	1%	2	2%	48	44%	6	6%	54	50%
Students with Disabilities	24	11	46%	13	54%	1	4%	2	8%	8	33%	2	8%	10	42%
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	0	0%	0	0%	5	56%	0	0%	5	56%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	17	61%	11	39%	2	7%	3	11%	6	21%	0	0%	6	21%
White	90	41	46%	49	54%	0	0%	1	1%	40	44%	8	9%	48	53%
Multiracial	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	0	0%	5	83%	0	0%	5	83%
Economically Disadvantaged	25	14	56%	11	44%	1	4%	3	12%	7	28%	0	0%	7	28%
Not Economically Disadvantaged	108	49	45%	59	55%	1	1%	1	1%	49	45%	8	7%	57	53%
English Language Learner	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	130	63	—	67	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	63	47%	70	53%	2	2%	4	3%	56	42%	8	6%	64	48%
Not Homeless	133	63	47%	70	53%	2	2%	4	3%	56	42%	8	6%	64	48%
Not Migrant	133	63	47%	70	53%	2	2%	4	3%	56	42%	8	6%	64	48%
Parent Not in Armed Forces	133	63	47%	70	53%	2	2%	4	3%	56	42%	8	6%	64	48%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 12	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

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%

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	509	27	5.3%
Asian or Native Hawaiian/Other Pacific Islander	40	1	2.5%
Black or African American	8	—	—
Hispanic or Latino	93	7	7.5%
Multiracial	27	1	3.7%
White	341	18	5.3%
English Language Learner	17	—	—
Students with Disabilities	81	14	17.3%
Economically Disadvantaged	91	10	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	133	130	98%	1	1%	123	92%	6	5%	0	0%	2	2%	1	1%	0	0%
Female	59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Male	72	69	96%	0	0%	65	90%	4	6%	0	0%	2	3%	1	1%	0	0%
Non-binary	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	109	107	98%	0	0%	105	96%	2	2%	0	0%	1	1%	1	1%	0	0%
Students with Disabilities	24	23	96%	1	4%	18	75%	4	17%	0	0%	1	4%	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	9	9	100%	0	0%	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	26	93%	0	0%	23	82%	3	11%	0	0%	1	4%	1	4%	0	0%
White	90	90	100%	1	1%	87	97%	2	2%	0	0%	0	0%	0	0%	0	0%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	23	92%	0	0%	19	76%	4	16%	0	0%	1	4%	1	4%	0	0%
Not Economically Disadvantaged	108	107	99%	1	1%	104	96%	2	2%	0	0%	1	1%	0	0%	0	0%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	130	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	133	130	98%	1	1%	123	92%	6	5%	0	0%	2	2%	1	1%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	133	130	98%	1	1%	123	92%	6	5%	0	0%	2	2%	1	1%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	133	130	98%	1	1%	123	92%	6	5%	0	0%	2	2%	1	1%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	133	130	98%	1	1%	123	92%	6	5%	0	0%	2	2%	1	1%	0	0%

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

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

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide

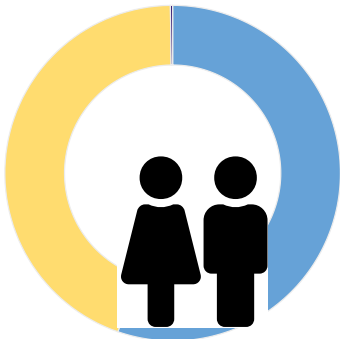
This report provides enrollment counts for schools and districts by various demographic groups for the 2024 - 25 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

PIERRE VAN CORTLANDT SCHOOL ENROLLMENT
(2024 - 25)

K-12 Enrollment: 463

ENROLLMENT BY GENDER

MALE	
▼	
256	55%
FEMALE	
▼	
206	44%
NON-BINARY	
▼	
1	0%



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
▼	
9	2%
HISPANIC OR LATINO	
▼	
74	16%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
▼	
18	4%

WHITE



334	72%

MULTIRACIAL



28	6%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
▼		▼		▼			
14	3%	68	15%	67	14%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
▼		▼		▼		▼	
—	—	—	—	—	—	—	—

ENROLLMENT BY GRADE



5TH GRADE		6TH GRADE		7TH GRADE		8TH GRADE	
—		—		—		—	
117	25%	108	23%	119	26%	118	25%
UNGRADED SEC...							
—							
1	0%						

PIERRE VAN CORTLANDT SCHOOL - NEW YORK STATE REPORT CARD [2024 - 25]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

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

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	185.2	123.3	136.1
	MATH	178.8	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	227.8	178.8	182.3
	MATH	236.1	190.9	192.4
Black or African American	ELA	100	114.8	129
	MATH	88.9	106.7	122.2
Hispanic or Latino	ELA	136.6	107.5	122.9
	MATH	128.6	105.6	121.4
Multiracial	ELA	209.3	125.7	138.1
	MATH	192.6	129	140.8
White	ELA	191.8	123.7	136.4
	MATH	186.4	134.7	145.6
English Language Learner	ELA	59.4	93	110.8
	MATH	71.9	103.7	119.8
Students with Disabilities	ELA	99.2	68.9	90.7
	MATH	69.7	72.5	93.8
Economically Disadvantaged	ELA	112.9	110	125
	MATH	96	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	12	—	—	—	—	—

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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

Section 1003 School Improvement Funds Data (1.13 megabytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR ACCOUNTABILITY LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	428	189.1	4
	Math	436	179.2	
	Science	227	189.9	
	Combined	1,091	185.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	18	227.8	4
	Math	18	236.1	
	Science	9	216.7	
	Combined	45	228.9	
Black or African American	ELA	6	150	—
	Math	6	133.3	
	Science	4	—	
	Combined	16	—	
Hispanic or Latino	ELA	71	136.6	3
	Math	70	128.6	
	Science	32	162.5	
	Combined	173	138.2	
Multiracial	ELA	26	217.3	4
	Math	26	200	
	Science	16	206.3	
	Combined	68	208.1	
White	ELA	307	197.4	4
	Math	316	186.4	
	Science	166	192.2	
	Combined	789	191.9	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	16	59.4	2
	Math	16	71.9	
	Science	4	—	
	Combined	36	69.4	
Students with Disabilities	ELA	60	109.2	4
	Math	60	76.7	
	Science	37	136.5	
	Combined	157	103.2	
Economically Disadvantaged	ELA	59	118.6	3
	Math	58	102.6	
	Science	34	150	
	Combined	151	119.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	437	185.2	4
	Math	437	178.8	
	Science	227	189.9	
	Combined	1,101	183.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	18	227.8	4
	Math	18	236.1	
	Science	9	216.7	
	Combined	45	228.9	
Black or African American	ELA	9	100	2
	Math	9	88.9	
	Science	5	150	
	Combined	23	106.5	
Hispanic or Latino	ELA	71	136.6	3
	Math	70	128.6	
	Science	32	162.5	
	Combined	173	138.2	
Multiracial	ELA	27	209.3	4
	Math	27	192.6	
	Science	16	206.3	
	Combined	70	202.1	
White	ELA	316	191.8	4
	Math	316	186.4	
	Science	166	192.2	
	Combined	798	189.7	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	16	59.4	2
	Math	16	71.9	
	Science	4	—	
	Combined	36	69.4	
Students with Disabilities	ELA	66	99.2	4
	Math	66	69.7	
	Science	37	136.5	
	Combined	169	95.9	
Economically Disadvantaged	ELA	62	112.9	3
	Math	62	96	
	Science	34	150	
	Combined	158	114.2	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	841	42,174	50.1	3
Asian or Native Hawaiian/Other Pacific Islander	36	2,204	61.2	4
Black or African American	12	—	—	—
Hispanic or Latino	139	7,059	50.8	3
Multiracial	52	2,690	51.7	3
White	602	29,754	49.4	2
English Language Learner	31	1,508	48.6	2
Students with Disabilities	110	5,461	49.6	2
Economically Disadvantaged	109	5,442	49.9	2

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	12	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Hispanic or Latino	11	—	—	—	—
English Language Learner	12	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	11	—	—	—	—

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	467	10	15	149	293	223.9	4
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	—	—	—
Black or African American	11	—	—	—	—	—	—
Hispanic or Latino	74	0	1	31	42	227	4
Multiracial	30	3	0	10	17	208.3	3
White	334	6	12	102	214	224.9	4
English Language Learner	18	—	—	—	—	—	—
Students with Disabilities	70	0	3	22	45	227.9	4
Economically Disadvantaged	71	2	3	25	41	219	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

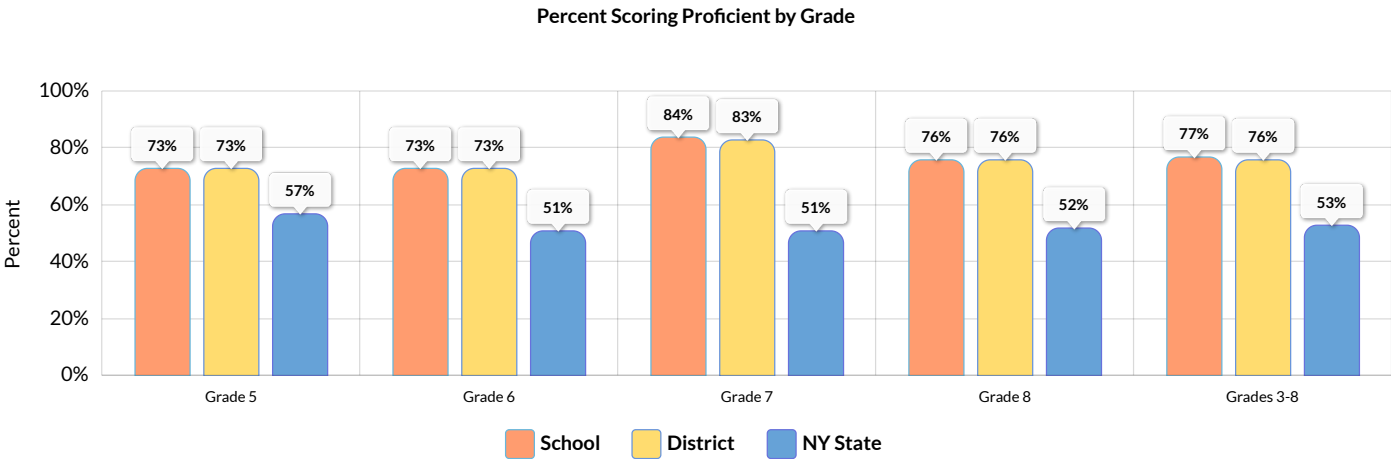
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	465	93.1%
Asian or Native Hawaiian/Other Pacific Islander	—	18	—
Black or African American	—	11	—
Hispanic or Latino	✓	72	98.6%
Multiracial	—	30	—
White	X	334	92.2%
English Language Learner	—	13	—
Students with Disabilities	X	69	87%
Economically Disadvantaged	X	69	91.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	465	94.8%
Asian or Native Hawaiian/Other Pacific Islander	—	18	—
Black or African American	—	11	—
Hispanic or Latino	✓	72	97.2%
Multiracial	—	30	—
White	✓	334	94.9%
English Language Learner	—	13	—
Students with Disabilities	X	69	87%
Economically Disadvantaged	X	69	89.9%

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

SUMMARY RESULTS



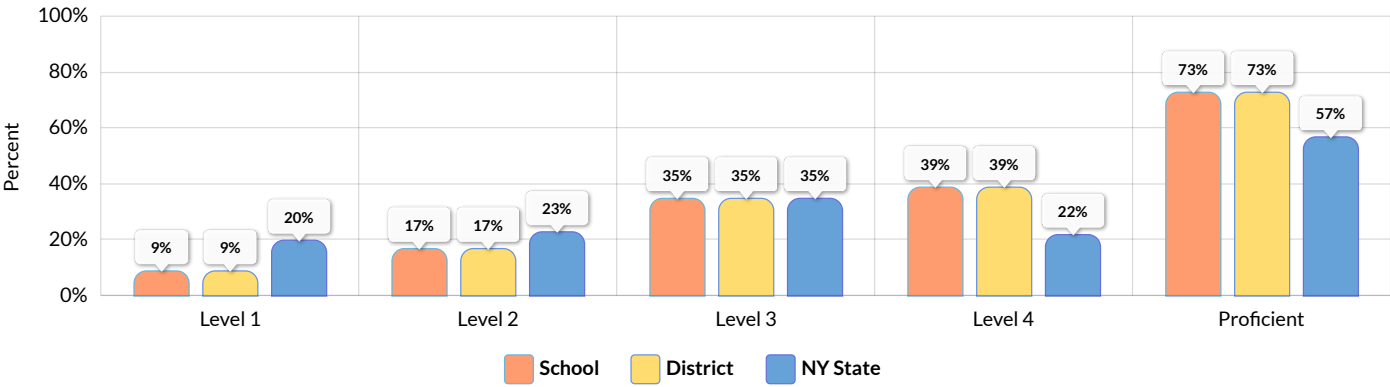
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%
Grade 6	108	10	9%	98	91%	8	8%	18	18%	38	39%	34	35%	72	73%
Grade 7	121	5	4%	116	96%	8	7%	11	9%	55	47%	42	36%	97	84%
Grade 8	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%
Grades 3-8	467	35	7%	432	93%	34	8%	66	15%	166	38%	166	38%	332	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 ELA RESULTS



Percent Scoring at Levels for All Students



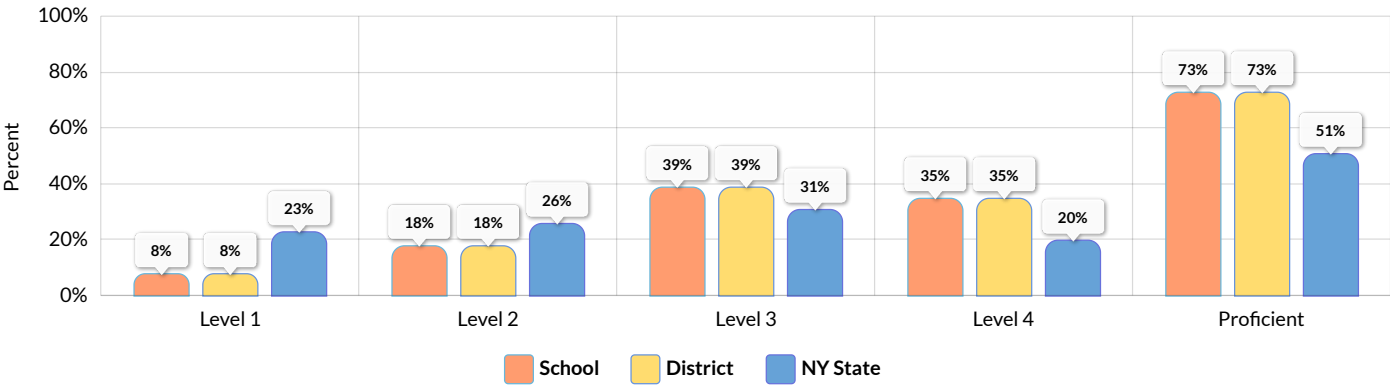
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%
Female	52	2	4%	50	96%	4	8%	7	14%	15	30%	24	48%	39	78%
Male	66	7	11%	59	89%	6	10%	12	20%	23	39%	18	31%	41	69%
General Education Students	102	8	8%	94	92%	3	3%	15	16%	36	38%	40	43%	76	81%
Students with Disabilities	16	1	6%	15	94%	7	47%	4	27%	2	13%	2	13%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	2	15%	11	85%	2	18%	4	36%	1	9%	4	36%	5	45%
White	88	6	7%	82	93%	7	9%	14	17%	31	38%	30	37%	61	74%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	2	22%	6	67%	8	89%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	1	14%	0	0%	4	57%	2	29%	6	86%
Economically Disadvantaged	16	2	13%	14	88%	6	43%	3	21%	1	7%	4	29%	5	36%
Not Economically Disadvantaged	102	7	7%	95	93%	4	4%	16	17%	37	39%	38	40%	75	79%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	117	8	7%	109	93%	10	9%	19	17%	38	35%	42	39%	80	73%
Not in Foster Care	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%
Not Homeless	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%
Parent Not in Armed Forces	118	9	8%	109	92%	10	9%	19	17%	38	35%	42	39%	80	73%

GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students



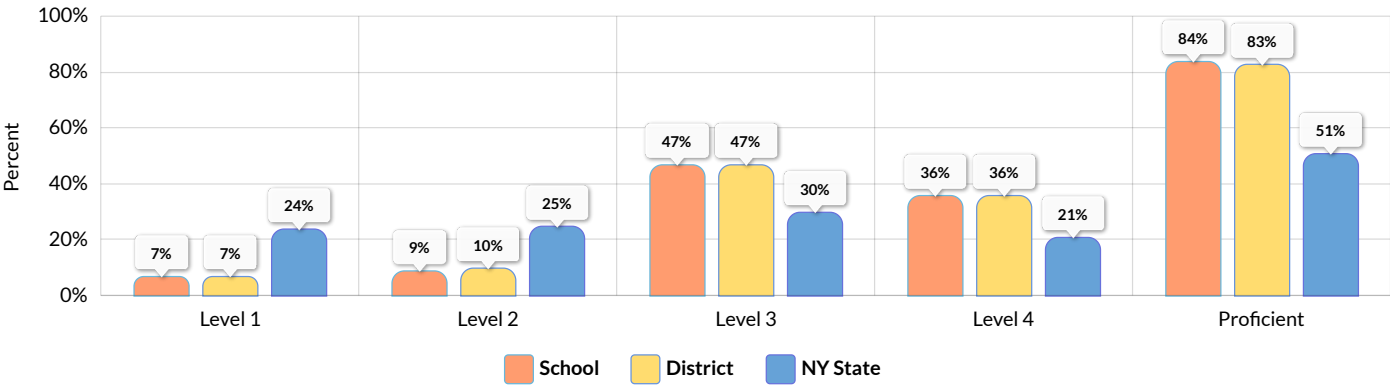
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	10	9%	98	91%	8	8%	18	18%	38	39%	34	35%	72	73%
Female	50	6	12%	44	88%	4	9%	10	23%	12	27%	18	41%	30	68%
Male	58	4	7%	54	93%	4	7%	8	15%	26	48%	16	30%	42	78%
General Education Students	91	7	8%	84	92%	2	2%	12	14%	36	43%	34	40%	70	83%
Students with Disabilities	17	3	18%	14	82%	6	43%	6	43%	2	14%	0	0%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	1	4%	22	96%	4	18%	9	41%	4	18%	5	23%	9	41%
White	72	7	10%	65	90%	3	5%	7	11%	29	45%	26	40%	55	85%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	17	3	18%	14	82%	4	29%	6	43%	4	29%	0	0%	4	29%
Not Economically Disadvantaged	91	7	8%	84	92%	4	5%	12	14%	34	40%	34	40%	68	81%
English Language Learner	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Non-English Language Learner	103	10	10%	93	90%	6	6%	15	16%	38	41%	34	37%	72	77%
Not in Foster Care	108	10	9%	98	91%	8	8%	18	18%	38	39%	34	35%	72	73%
Not Homeless	108	10	9%	98	91%	8	8%	18	18%	38	39%	34	35%	72	73%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	108	10	9%	98	91%	8	8%	18	18%	38	39%	34	35%	72	73%
Parent Not in Armed Forces	108	10	9%	98	91%	8	8%	18	18%	38	39%	34	35%	72	73%

GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students



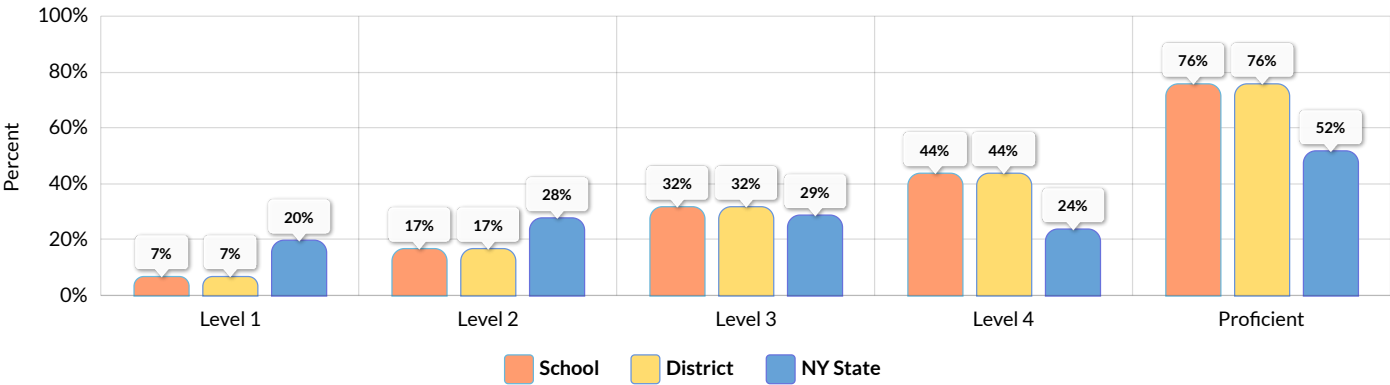
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	5	4%	116	96%	8	7%	11	9%	55	47%	42	36%	97	84%
Female	65	4	6%	61	94%	4	7%	5	8%	28	46%	24	39%	52	85%
Male	55	1	2%	54	98%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	56	1	2%	55	98%	4	7%	6	11%	27	49%	18	33%	45	82%
General Education Students	105	2	2%	103	98%	5	5%	8	8%	49	48%	41	40%	90	87%
Students with Disabilities	16	3	19%	13	81%	3	23%	3	23%	6	46%	1	8%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	17	100%	5	29%	4	24%	7	41%	1	6%	8	47%
White	90	4	4%	86	96%	2	2%	6	7%	44	51%	34	40%	78	91%
Multiracial	7	1	14%	6	86%	1	17%	0	0%	3	50%	2	33%	5	83%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	1	14%	5	71%	6	86%
Economically Disadvantaged	16	1	6%	15	94%	6	40%	5	33%	3	20%	1	7%	4	27%
Not Economically Disadvantaged	105	4	4%	101	96%	2	2%	6	6%	52	51%	41	41%	93	92%
English Language Learner	5	0	0%	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	116	5	4%	111	96%	4	4%	10	9%	55	50%	42	38%	97	87%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	121	5	4%	116	96%	8	7%	11	9%	55	47%	42	36%	97	84%
Not Homeless	121	5	4%	116	96%	8	7%	11	9%	55	47%	42	36%	97	84%
Not Migrant	121	5	4%	116	96%	8	7%	11	9%	55	47%	42	36%	97	84%
Parent Not in Armed Forces	121	5	4%	116	96%	8	7%	11	9%	55	47%	42	36%	97	84%

GRADE 8 ELA RESULTS



Percent Scoring at Levels for All Students

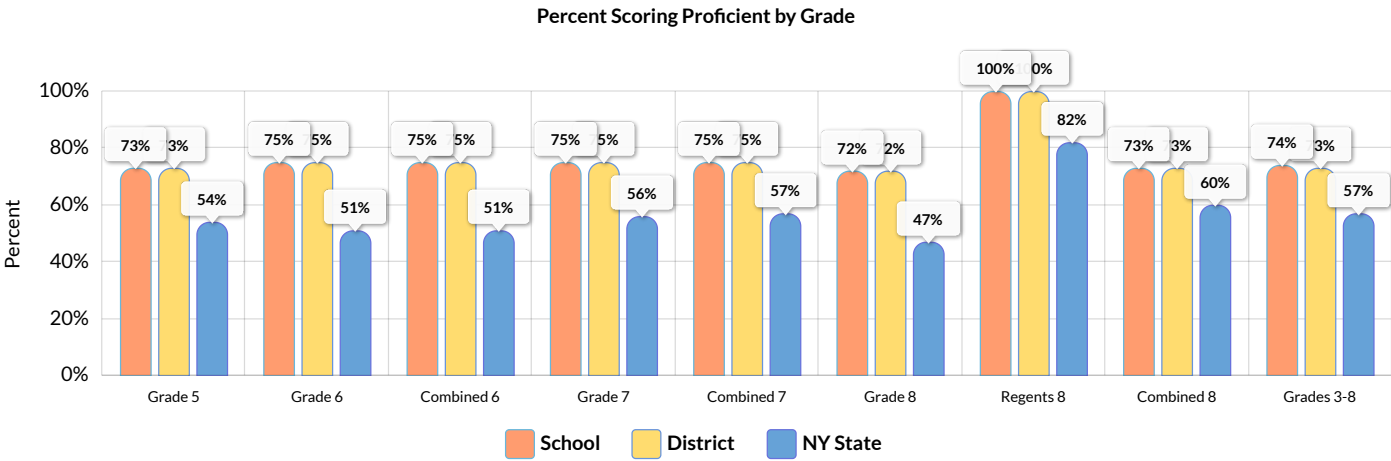


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%
Female	43	3	7%	40	93%	4	10%	5	13%	12	30%	19	48%	31	78%
Male	77	8	10%	69	90%	4	6%	13	19%	23	33%	29	42%	52	75%
General Education Students	100	8	8%	92	92%	4	4%	13	14%	31	34%	44	48%	75	82%
Students with Disabilities	20	3	15%	17	85%	4	24%	5	29%	4	24%	4	24%	8	47%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	0	0%	21	100%	3	14%	8	38%	4	19%	6	29%	10	48%
White	84	10	12%	74	88%	4	5%	10	14%	27	36%	33	45%	60	81%
Multiracial	9	1	11%	8	89%	1	13%	0	0%	3	38%	4	50%	7	88%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	21	2	10%	19	90%	3	16%	6	32%	5	26%	5	26%	10	53%
Not Economically Disadvantaged	99	9	9%	90	91%	5	6%	12	13%	30	33%	43	48%	73	81%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	117	11	9%	106	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%
Not Homeless	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%
Parent Not in Armed Forces	120	11	9%	109	91%	8	7%	18	17%	35	32%	48	44%	83	76%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

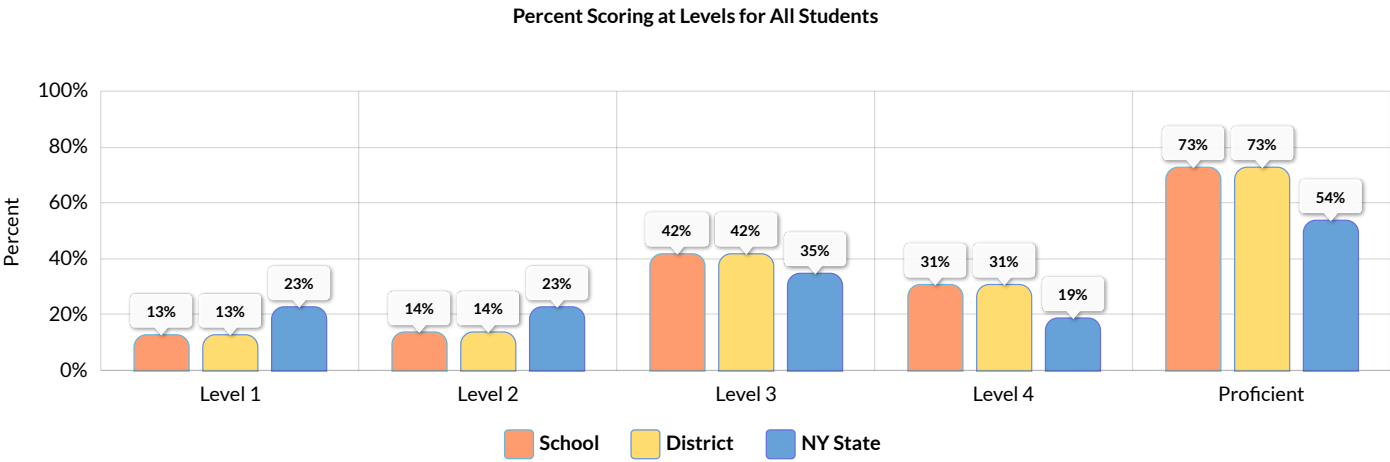
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Grade 6	108	5	5%	103	95%	11	11%	15	15%	53	51%	24	23%	77	75%
Combined 6	108	5	5%	103	95%	11	11%	15	15%	53	51%	24	23%	77	75%
Grade 7	121	7	6%	114	94%	9	8%	19	17%	39	34%	47	41%	86	75%
Combined 7	121	7	6%	114	94%	9	8%	19	17%	39	34%	47	41%	86	75%
Grade 8	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%
Regents 8	—	—	—	5	4%	0	0%	0	0%	1	20%	4	80%	5	100%
Combined 8	120	5	4%	115	96%	17	15%	14	12%	42	37%	42	37%	84	73%
Grades 3-8	467	27	6%	440	94%	51	12%	63	14%	179	41%	147	33%	326	74%

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).

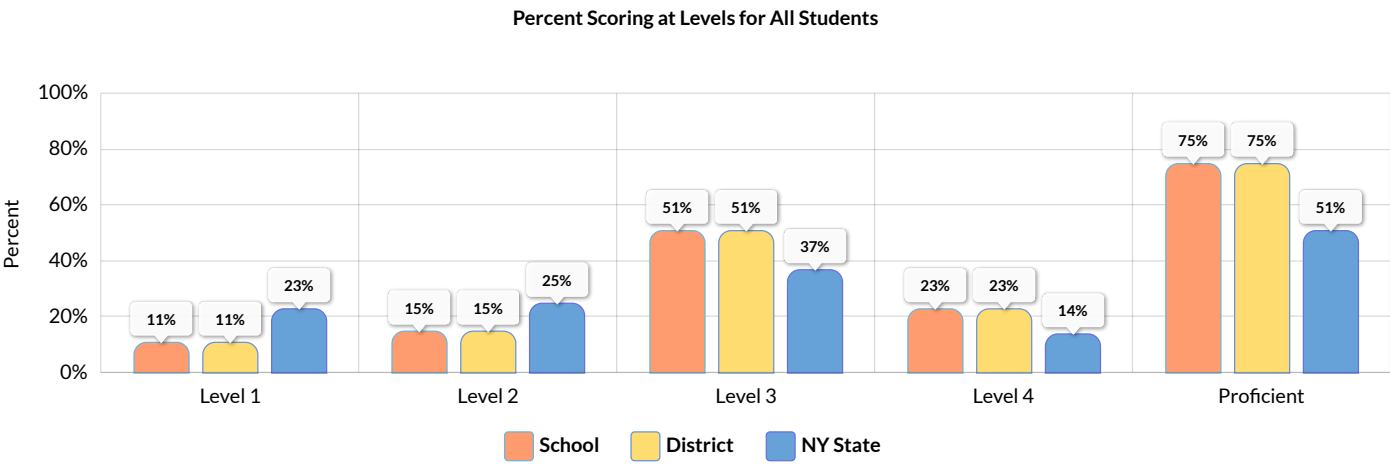
GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Female	52	3	6%	49	94%	6	12%	5	10%	26	53%	12	24%	38	78%
Male	66	7	11%	59	89%	8	14%	10	17%	19	32%	22	37%	41	69%
General Education Students	102	10	10%	92	90%	6	7%	10	11%	43	47%	33	36%	76	83%
Students with Disabilities	16	0	0%	16	100%	8	50%	5	31%	2	13%	1	6%	3	19%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	2	15%	11	85%	2	18%	3	27%	4	36%	2	18%	6	55%
White	88	7	8%	81	92%	11	14%	11	14%	35	43%	24	30%	59	73%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	1	14%	0	0%	3	43%	3	43%	6	86%
Economically Disadvantaged	16	2	13%	14	88%	6	43%	4	29%	2	14%	2	14%	4	29%
Not Economically Disadvantaged	102	8	8%	94	92%	8	9%	11	12%	43	46%	32	34%	75	80%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	117	9	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Not in Foster Care	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Not Homeless	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%
Parent Not in Armed Forces	118	10	8%	108	92%	14	13%	15	14%	45	42%	34	31%	79	73%

GRADE 6 MATH RESULTS



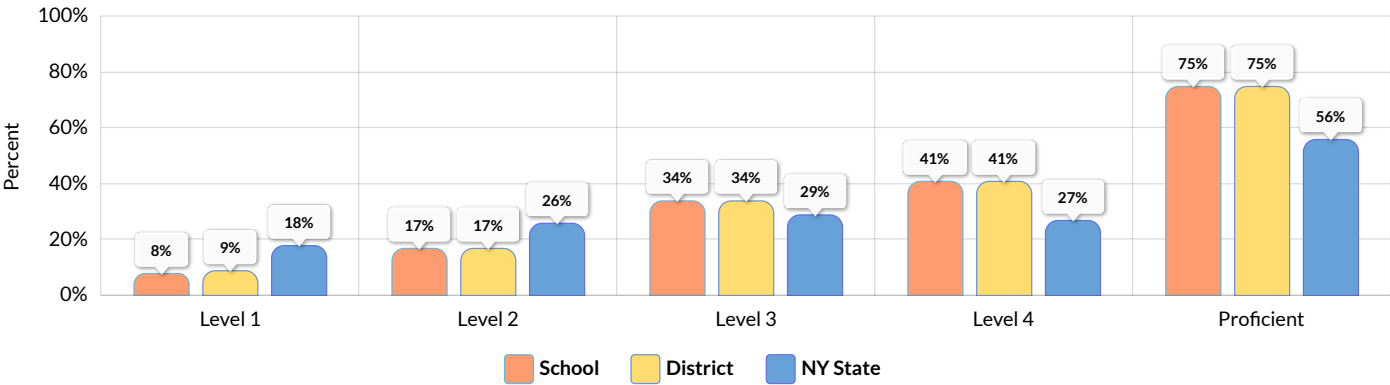
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	5	5%	103	95%	11	11%	15	15%	53	51%	24	23%	77	75%
Female	50	2	4%	48	96%	7	15%	6	13%	26	54%	9	19%	35	73%
Male	58	3	5%	55	95%	4	7%	9	16%	27	49%	15	27%	42	76%
General Education Students	91	2	2%	89	98%	4	4%	9	10%	52	58%	24	27%	76	85%
Students with Disabilities	17	3	18%	14	82%	7	50%	6	43%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	1	4%	22	96%	8	36%	3	14%	10	45%	1	5%	11	50%
White	72	2	3%	70	97%	2	3%	11	16%	39	56%	18	26%	57	81%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	17	3	18%	14	82%	8	57%	2	14%	4	29%	0	0%	4	29%
Not Economically Disadvantaged	91	2	2%	89	98%	3	3%	13	15%	49	55%	24	27%	73	82%
English Language Learner	5	0	0%	5	100%	4	80%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learner	103	5	5%	98	95%	7	7%	15	15%	52	53%	24	24%	76	78%
Not in Foster Care	108	5	5%	103	95%	11	11%	15	15%	53	51%	24	23%	77	75%
Not Homeless	108	5	5%	103	95%	11	11%	15	15%	53	51%	24	23%	77	75%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	108	5	5%	103	95%	11	11%	15	15%	53	51%	24	23%	77	75%
Parent Not in Armed Forces	108	5	5%	103	95%	11	11%	15	15%	53	51%	24	23%	77	75%

GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students



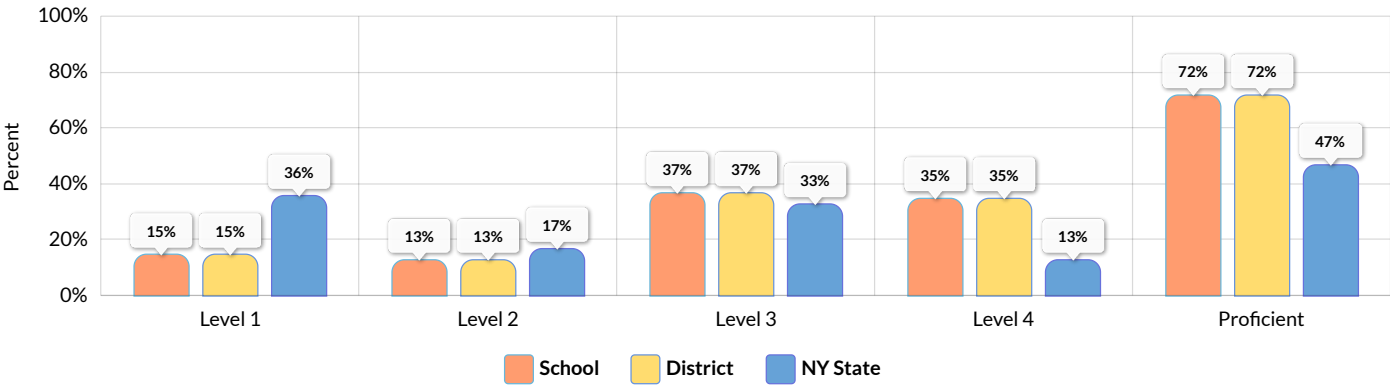
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	7	6%	114	94%	9	8%	19	17%	39	34%	47	41%	86	75%
Female	65	6	9%	59	91%	7	12%	7	12%	25	42%	20	34%	45	76%
Male	55	1	2%	54	98%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	56	1	2%	55	98%	2	4%	12	22%	14	25%	27	49%	41	75%
General Education Students	105	3	3%	102	97%	7	7%	11	11%	37	36%	47	46%	84	82%
Students with Disabilities	16	4	25%	12	75%	2	17%	8	67%	2	17%	0	0%	2	17%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	1	6%	16	94%	4	25%	6	38%	4	25%	2	13%	6	38%
White	90	5	6%	85	94%	4	5%	11	13%	33	39%	37	44%	70	82%
Multiracial	7	1	14%	6	86%	1	17%	1	17%	1	17%	3	50%	4	67%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	1	14%	1	14%	5	71%	6	86%
Economically Disadvantaged	16	2	13%	14	88%	4	29%	7	50%	2	14%	1	7%	3	21%
Not Economically Disadvantaged	105	5	5%	100	95%	5	5%	12	12%	37	37%	46	46%	83	83%
English Language Learner	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	116	7	6%	109	94%	6	6%	17	16%	39	36%	47	43%	86	79%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	121	7	6%	114	94%	9	8%	19	17%	39	34%	47	41%	86	75%
Not Homeless	121	7	6%	114	94%	9	8%	19	17%	39	34%	47	41%	86	75%
Not Migrant	121	7	6%	114	94%	9	8%	19	17%	39	34%	47	41%	86	75%
Parent Not in Armed Forces	121	7	6%	114	94%	9	8%	19	17%	39	34%	47	41%	86	75%

GRADE 8 MATH RESULTS



Percent Scoring at Levels for All Students

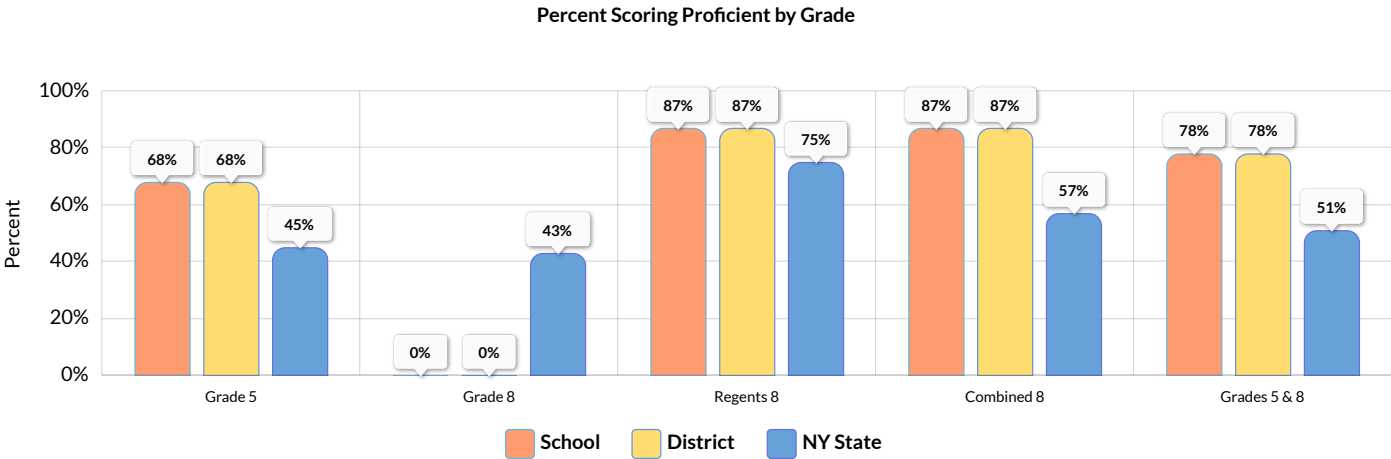


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%
Female	43	3	7%	40	93%	8	20%	5	13%	16	40%	11	28%	27	68%
Male	77	7	9%	70	91%	9	13%	9	13%	25	36%	27	39%	52	74%
General Education Students	100	7	7%	93	93%	9	10%	9	10%	38	41%	37	40%	75	81%
Students with Disabilities	20	3	15%	17	85%	8	47%	5	29%	3	18%	1	6%	4	24%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	0	0%	21	100%	4	19%	6	29%	8	38%	3	14%	11	52%
White	84	9	11%	75	89%	11	15%	7	9%	27	36%	30	40%	57	76%
Multiracial	9	1	11%	8	89%	2	25%	1	13%	3	38%	2	25%	5	63%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	21	2	10%	19	90%	5	26%	5	26%	6	32%	3	16%	9	47%
Not Economically Disadvantaged	99	8	8%	91	92%	12	13%	9	10%	35	38%	35	38%	70	77%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	117	10	9%	107	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%
Not Homeless	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%
Parent Not in Armed Forces	120	10	8%	110	92%	17	15%	14	13%	41	37%	38	35%	79	72%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS



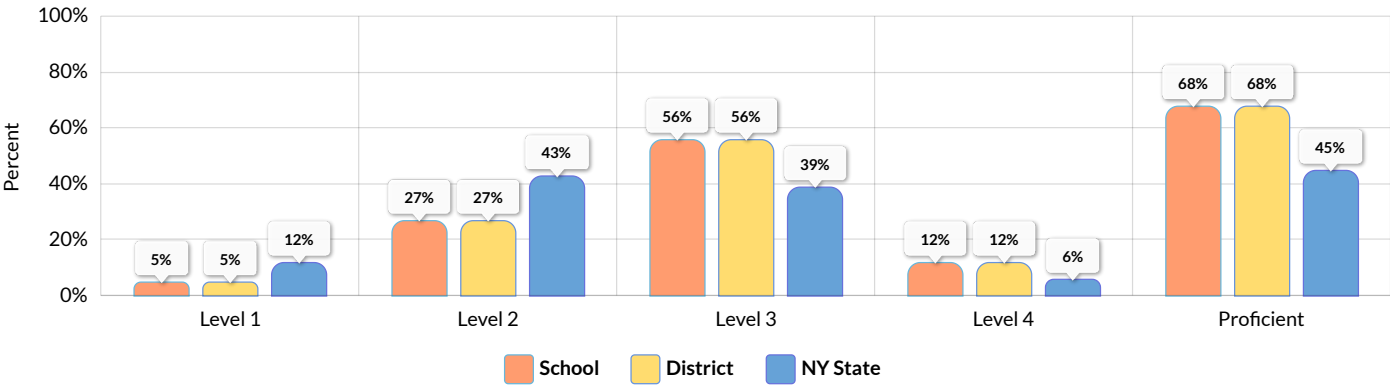
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%
Grade 8	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	118	98%	6	5%	9	8%	44	37%	59	50%	103	87%
Combined 8	120	2	2%	118	98%	6	5%	9	8%	44	37%	59	50%	103	87%
Grades 5 & 8	238	10	4%	228	96%	11	5%	39	17%	106	46%	72	32%	178	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



Percent Scoring at Levels for All Students



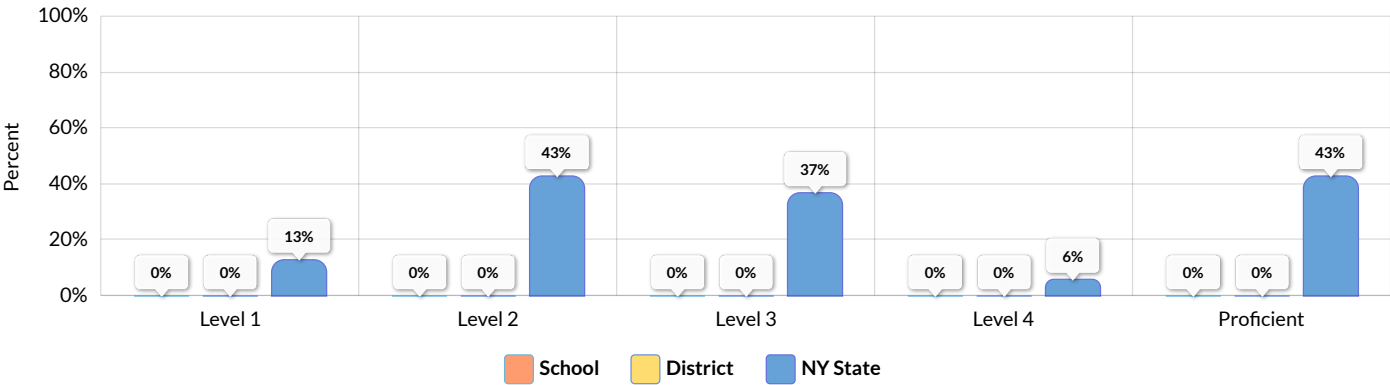
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%
Female	52	2	4%	50	96%	2	4%	12	24%	34	68%	2	4%	36	72%
Male	66	6	9%	60	91%	3	5%	18	30%	28	47%	11	18%	39	65%
General Education Students	102	8	8%	94	92%	1	1%	23	24%	58	62%	12	13%	70	74%
Students with Disabilities	16	0	0%	16	100%	4	25%	7	44%	4	25%	1	6%	5	31%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	2	15%	11	85%	1	9%	4	36%	6	55%	0	0%	6	55%
White	88	4	5%	84	95%	4	5%	23	27%	46	55%	11	13%	57	68%
Multiracial	9	1	11%	8	89%	0	0%	1	13%	6	75%	1	13%	7	88%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	2	29%	4	57%	1	14%	5	71%
Economically Disadvantaged	16	2	13%	14	88%	3	21%	6	43%	3	21%	2	14%	5	36%
Not Economically Disadvantaged	102	6	6%	96	94%	2	2%	24	25%	59	61%	11	11%	70	73%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	117	7	6%	110	94%	5	5%	30	27%	62	56%	13	12%	75	68%
Not in Foster Care	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%
Not Homeless	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%
Parent Not in Armed Forces	118	8	7%	110	93%	5	5%	30	27%	62	56%	13	12%	75	68%

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students

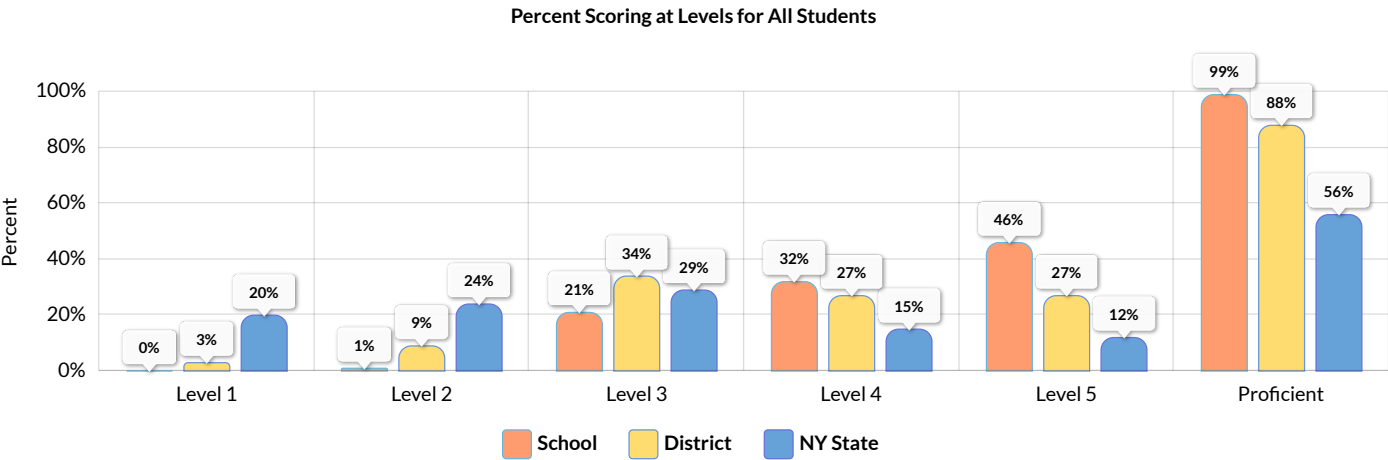


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	43	43	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	77	77	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	100	100	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	20	20	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	84	84	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%
Economically Disadvantaged	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	99	99	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	117	117	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	120	120	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

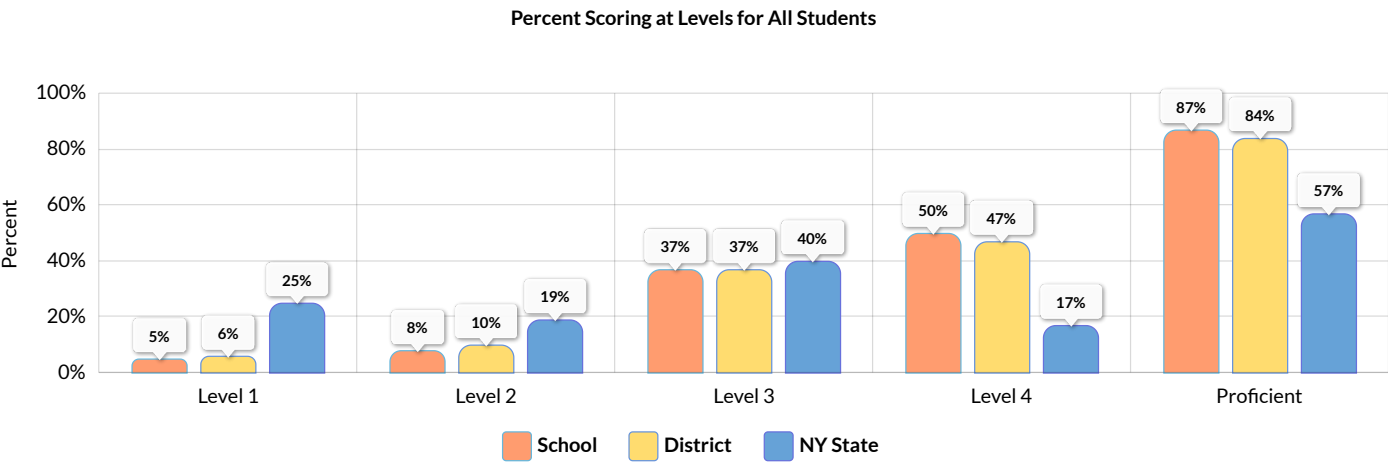
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



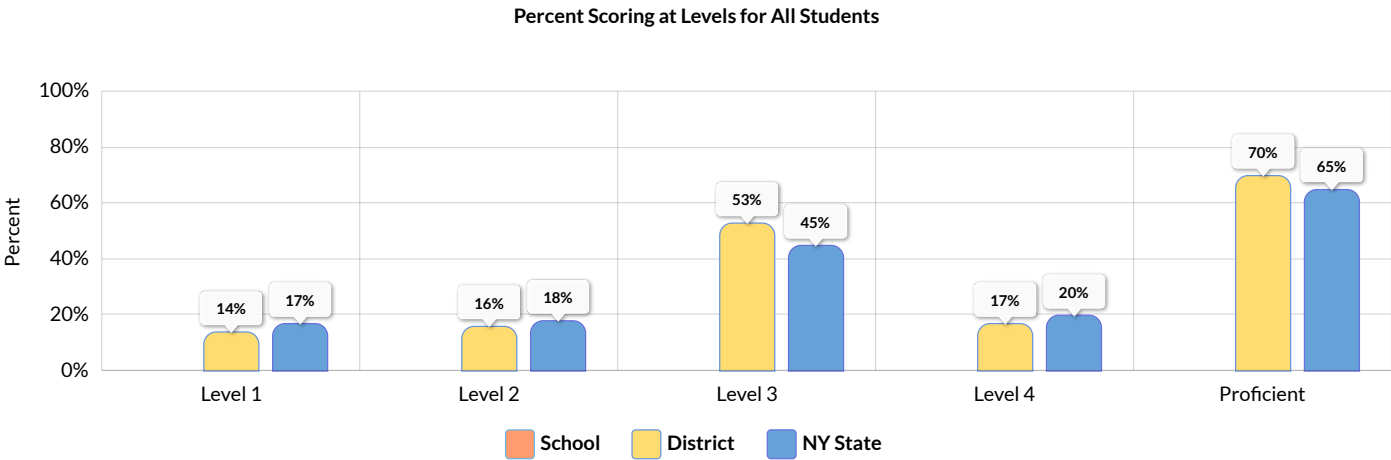
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	0	0%	1	1%	17	21%	26	32%	38	46%	81	99%
Female	27	0	0%	0	0%	6	22%	9	33%	12	44%	27	100%
Male	55	0	0%	1	2%	11	20%	17	31%	26	47%	54	98%
General Education Students	80	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	0	0%	1	9%	3	27%	5	45%	2	18%	10	91%
White	61	0	0%	0	0%	13	21%	18	30%	30	49%	61	100%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	1	20%	2	40%	2	40%	5	100%
Economically Disadvantaged	9	0	0%	1	11%	3	33%	3	33%	2	22%	8	89%
Not Economically Disadvantaged	73	0	0%	0	0%	14	19%	23	32%	36	49%	73	100%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	81	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	82	0	0%	1	1%	17	21%	26	32%	38	46%	81	99%
Not Homeless	82	0	0%	1	1%	17	21%	26	32%	38	46%	81	99%
Not Migrant	82	0	0%	1	1%	17	21%	26	32%	38	46%	81	99%
Parent Not in Armed Forces	82	0	0%	1	1%	17	21%	26	32%	38	46%	81	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	118	6	5%	9	8%	44	37%	59	50%	103	87%
Female	42	3	7%	3	7%	14	33%	22	52%	36	86%
Male	76	3	4%	6	8%	30	39%	37	49%	67	88%
General Education Students	99	4	4%	3	3%	37	37%	55	56%	92	93%
Students with Disabilities	19	2	11%	6	32%	7	37%	4	21%	11	58%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	3	14%	3	14%	9	43%	6	29%	15	71%
White	82	2	2%	5	6%	32	39%	43	52%	75	91%
Multiracial	9	1	11%	1	11%	2	22%	5	56%	7	78%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	20	4	20%	3	15%	7	35%	6	30%	13	65%
Not Economically Disadvantaged	98	2	2%	6	6%	37	38%	53	54%	90	92%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	115	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	118	6	5%	9	8%	44	37%	59	50%	103	87%
Not Homeless	118	6	5%	9	8%	44	37%	59	50%	103	87%
Not Migrant	118	6	5%	9	8%	44	37%	59	50%	103	87%
Parent Not in Armed Forces	118	6	5%	9	8%	44	37%	59	50%	103	87%

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	1	—	—	—	—	—	—	—	—	—	—
Male	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	1	—	—	—	—	—	—	—	—	—	—
General Education Students	1	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	—	—	—	—	—	—	—	—	—	—

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	5	0	0%	5	100%	0	0%	0	0%	0	0%	1	20%	4	80%
Grade 7	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
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 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.

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	469	25	5.3%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—
Black or African American	11	—	—
Hispanic or Latino	76	1	1.3%
Multiracial	30	3	10%
White	334	18	5.4%
English Language Learner	18	—	—
Students with Disabilities	70	3	4.3%
Economically Disadvantaged	71	5	7%

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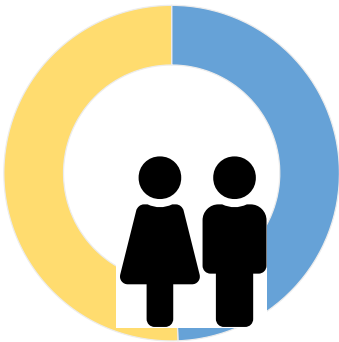
This report provides enrollment counts for schools and districts by various demographic groups for the 2024 - 25 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

CARRIE E TOMPKINS SCHOOL ENROLLMENT (2024 - 25)

K-12 Enrollment: 585

ENROLLMENT BY GENDER

MALE	
▼	
289	49%
FEMALE	
▼	
296	51%
NON-BINARY	
▼	
0	0%



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
▼	
5	1%
HISPANIC OR LATINO	
▼	
119	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
▼	
24	4%

WHITE



399	68%

MULTIRACIAL



38	6%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
▼		▼		▼			
26	4%	93	16%	97	17%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
▼		▼		▼		▼	
—	—	—	—	—	—	—	—

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
▼		▼		▼		▼	
110	19%	129	22%	123	21%	116	20%
4TH GRADE							
▼							
107	18%						

CARRIE E TOMPKINS 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	180	123.3	136.1
	MATH	175.8	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	205	178.8	182.3
	MATH	205	190.9	192.4
Black or African American	ELA	—	—	—
	MATH	—	—	—
Hispanic or Latino	ELA	128.6	107.5	122.9
	MATH	133.3	105.6	121.4
Multiracial	ELA	175	125.7	138.1
	MATH	175	129	140.8
White	ELA	192.1	123.7	136.4
	MATH	186	134.7	145.6
English Language Learner	ELA	87.5	93	110.8
	MATH	120.8	103.7	119.8
Students with Disabilities	ELA	86.2	68.9	90.7
	MATH	89.7	72.5	93.8
Economically Disadvantaged	ELA	110.9	110	125
	MATH	114.1	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	16	—	—	—	—	—

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
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	4
Hispanic or Latino	3	3	1	—	4
Multiracial	—	—	—	—	4
White	4	4	4	—	4
English Language Learner	3	3	—	—	4
Students with Disabilities	4	3	—	—	4
Economically Disadvantaged	3	2	2	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

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

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	212	180	4
	Math	207	177.5	
	Science	0	—	
	Combined	419	178.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	227.8	—
	Math	9	227.8	
	Science	0	—	
	Combined	18	—	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Hispanic or Latino	ELA	40	135	3
	Math	41	136.6	
	Science	0	—	
	Combined	81	135.8	
Multiracial	ELA	8	175	—
	Math	8	175	
	Science	0	—	
	Combined	16	—	
White	ELA	151	192.1	4
	Math	145	187.2	
	Science	0	—	
	Combined	296	189.7	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	12	87.5	3
	Math	12	120.8	
	Science	0	—	
	Combined	24	104.2	
Students with Disabilities	ELA	24	104.2	4
	Math	22	118.2	
	Science	0	—	
	Combined	46	110.9	
Economically Disadvantaged	ELA	31	114.5	3
	Math	31	117.7	
	Science	0	—	
	Combined	62	116.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Accountability Level
All Students	ELA	212	180	4
	Math	209	175.8	
	Science	0	—	
	Combined	421	177.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	205	4
	Math	10	205	
	Science	0	—	
	Combined	20	205	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	0	—	
	Combined	8	—	
Hispanic or Latino	ELA	42	128.6	3
	Math	42	133.3	
	Science	0	—	
	Combined	84	131	
Multiracial	ELA	8	175	—
	Math	8	175	
	Science	0	—	
	Combined	16	—	
White	ELA	151	192.1	4
	Math	146	186	
	Science	0	—	
	Combined	297	189.1	

Subgroup	Subject	Cohort	Index	Accountability Level
English Language Learner	ELA	12	87.5	3
	Math	12	120.8	
	Science	0	—	
	Combined	24	104.2	
Students with Disabilities	ELA	29	86.2	3
	Math	29	89.7	
	Science	0	—	
	Combined	58	87.9	
Economically Disadvantaged	ELA	32	110.9	2
	Math	32	114.1	
	Science	0	—	
	Combined	64	112.5	

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index	Accountability Level
All Students	193	10,302	53.4	3
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—
Black or African American	4	—	—	—
Hispanic or Latino	36	1,480	41.1	1
Multiracial	2	—	—	—
White	141	8,160	57.9	4
English Language Learner	8	—	—	—
Students with Disabilities	18	—	—	—
Economically Disadvantaged	34	1,545	45.4	2

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	Accountability Level
All Students	16	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Hispanic or Latino	15	—	—	—	—
English Language Learner	16	—	—	—	—
Students with Disabilities	3	—	—	—	—
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	479	6	33	136	304	222.3	4
Asian or Native Hawaiian/Other Pacific Islander	22	1	0	9	12	218.2	4
Black or African American	6	—	—	—	—	—	—
Hispanic or Latino	98	1	12	29	56	214.3	4
Multiracial	31	0	2	7	22	229	4
White	322	3	17	90	212	225.8	4
English Language Learner	26	0	2	7	17	225	4
Students with Disabilities	89	2	10	19	58	216.9	4
Economically Disadvantaged	82	3	16	11	52	204.9	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

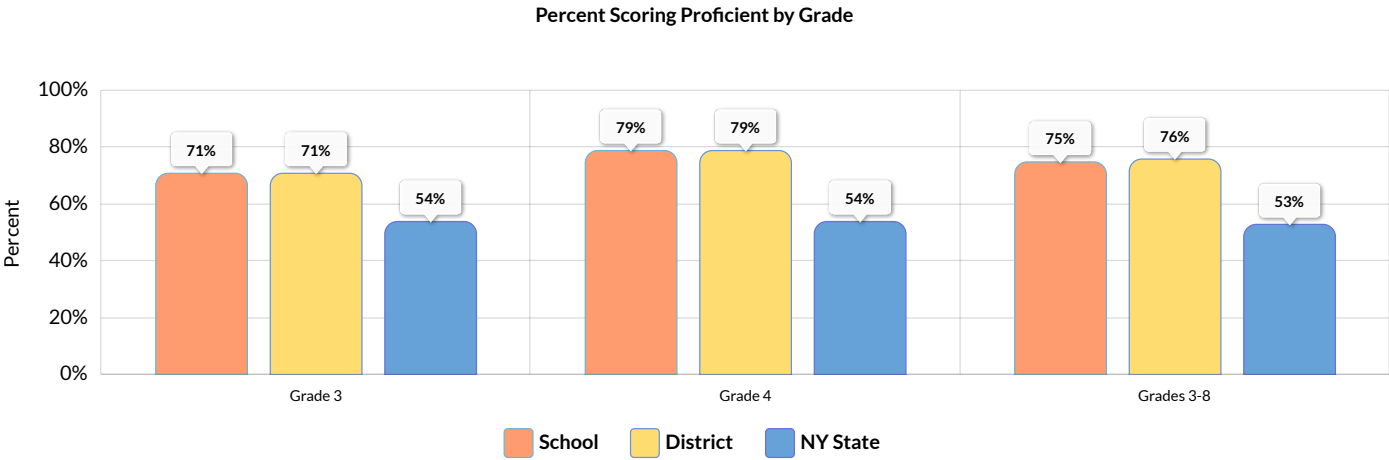
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	224	95.5%
Asian or Native Hawaiian/Other Pacific Islander	—	11	—
Black or African American	—	5	—
Hispanic or Latino	✗	46	89.1%
Multiracial	—	8	—
White	✓	154	98.1%
English Language Learner	—	10	—
Students with Disabilities	—	28	—
Economically Disadvantaged	—	36	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	224	94.2%
Asian or Native Hawaiian/Other Pacific Islander	—	11	—
Black or African American	—	5	—
Hispanic or Latino	✗	46	93.5%
Multiracial	—	8	—
White	✗	154	94.2%
English Language Learner	—	10	—
Students with Disabilities	—	28	—
Economically Disadvantaged	—	36	—

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

SUMMARY RESULTS



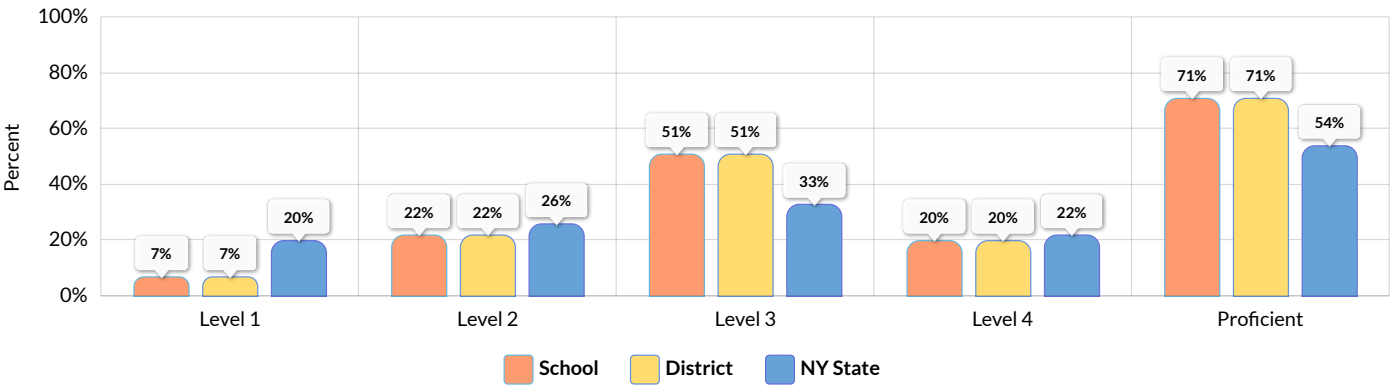
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%
Grade 4	110	8	7%	102	93%	10	10%	11	11%	42	41%	39	38%	81	79%
Grades 3-8	225	11	5%	214	95%	18	8%	36	17%	99	46%	61	29%	160	75%

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

GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students



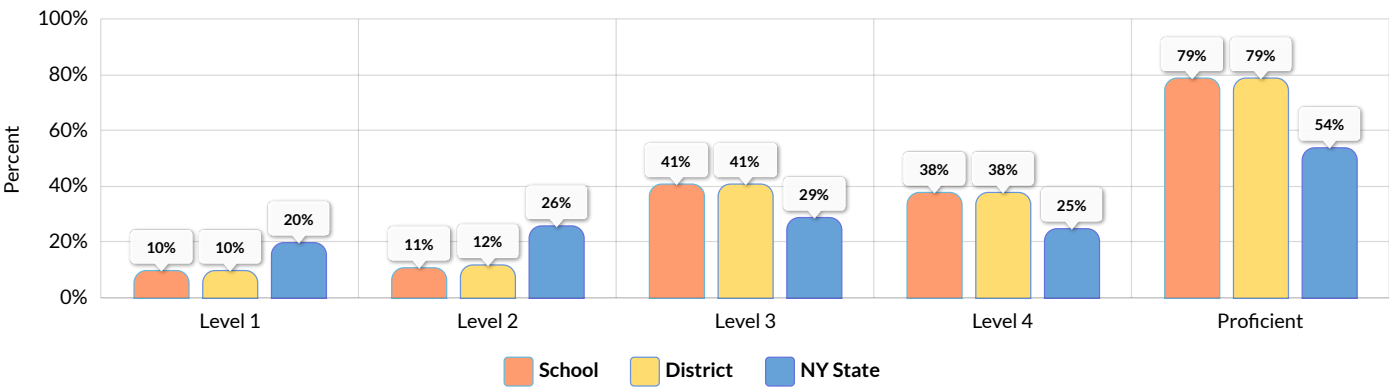
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%
Female	57	2	4%	55	96%	5	9%	16	29%	23	42%	11	20%	34	62%
Male	58	1	2%	57	98%	3	5%	9	16%	34	60%	11	19%	45	79%
General Education Students	102	1	1%	101	99%	7	7%	20	20%	52	51%	22	22%	74	73%
Students with Disabilities	13	2	15%	11	85%	1	9%	5	45%	5	45%	0	0%	5	45%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	2	8%	22	92%	3	14%	8	36%	8	36%	3	14%	11	50%
White	77	1	1%	76	99%	4	5%	13	17%	45	59%	14	18%	59	78%
Multiracial	7	0	0%	7	100%	0	0%	3	43%	2	29%	2	29%	4	57%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	1	14%	2	29%	3	43%	5	71%
Economically Disadvantaged	15	1	7%	14	93%	3	21%	6	43%	5	36%	0	0%	5	36%
Not Economically Disadvantaged	100	2	2%	98	98%	5	5%	19	19%	52	53%	22	22%	74	76%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	111	3	3%	108	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%
Not Homeless	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%
Parent Not in Armed Forces	115	3	3%	112	97%	8	7%	25	22%	57	51%	22	20%	79	71%

GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students

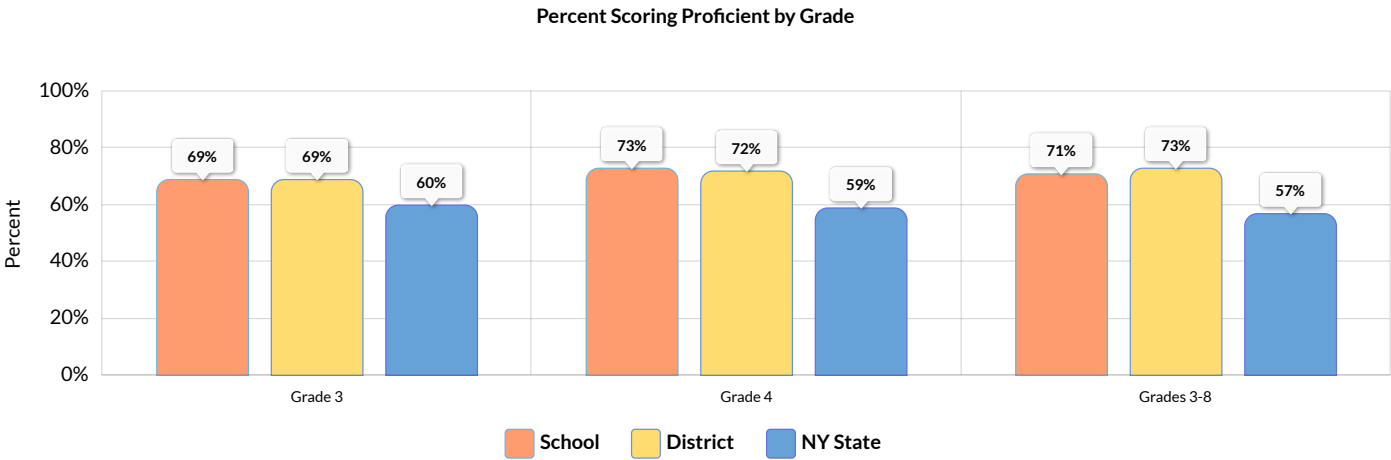


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	110	8	7%	102	93%	10	10%	11	11%	42	41%	39	38%	81	79%
Female	63	6	10%	57	90%	4	7%	8	14%	22	39%	23	40%	45	79%
Male	47	2	4%	45	96%	6	13%	3	7%	20	44%	16	36%	36	80%
General Education Students	95	4	4%	91	96%	4	4%	7	8%	41	45%	39	43%	80	88%
Students with Disabilities	15	4	27%	11	73%	6	55%	4	36%	1	9%	0	0%	1	9%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	4	17%	19	83%	7	37%	1	5%	7	37%	4	21%	11	58%
White	77	2	3%	75	97%	2	3%	10	13%	31	41%	32	43%	63	84%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	0	0%	4	50%	3	38%	7	88%
Economically Disadvantaged	22	5	23%	17	77%	7	41%	2	12%	5	29%	3	18%	8	47%
Not Economically Disadvantaged	88	3	3%	85	97%	3	4%	9	11%	37	44%	36	42%	73	86%
English Language Learner	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	103	4	4%	99	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	110	8	7%	102	93%	10	10%	11	11%	42	41%	39	38%	81	79%
Not Homeless	110	8	7%	102	93%	10	10%	11	11%	42	41%	39	38%	81	79%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	110	8	7%	102	93%	10	10%	11	11%	42	41%	39	38%	81	79%
Parent Not in Armed Forces	110	8	7%	102	93%	10	10%	11	11%	42	41%	39	38%	81	79%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS



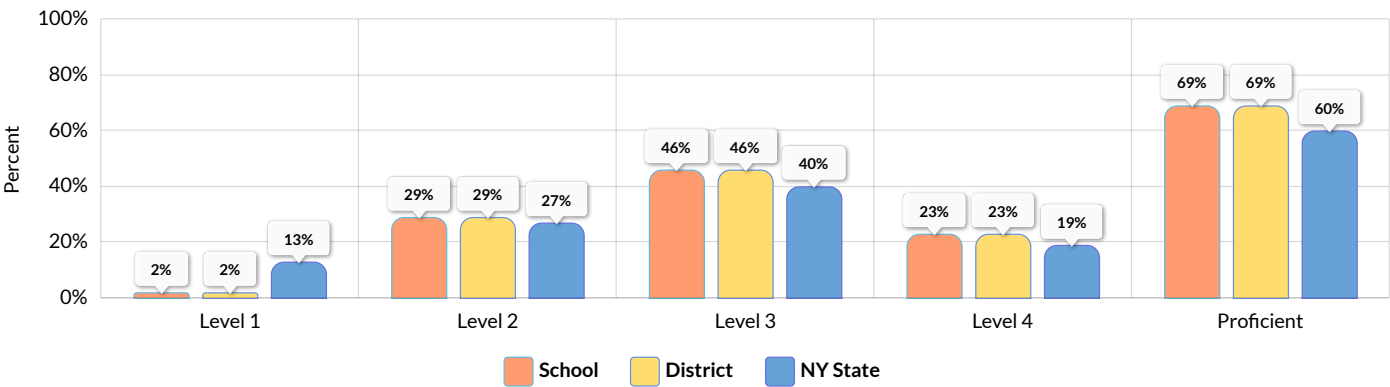
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%
Grade 4	110	10	9%	100	91%	11	11%	16	16%	50	50%	23	23%	73	73%
Grades 3-8	225	14	6%	211	94%	13	6%	48	23%	101	48%	49	23%	150	71%

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

GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students



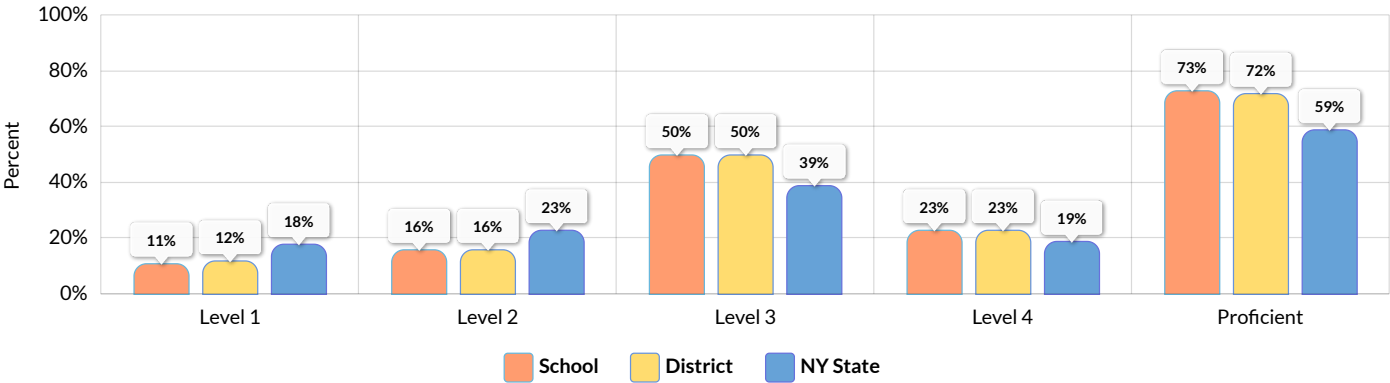
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%
Female	57	3	5%	54	95%	1	2%	21	39%	23	43%	9	17%	32	59%
Male	58	1	2%	57	98%	1	2%	11	19%	28	49%	17	30%	45	79%
General Education Students	102	2	2%	100	98%	1	1%	28	28%	47	47%	24	24%	71	71%
Students with Disabilities	13	2	15%	11	85%	1	9%	4	36%	4	36%	2	18%	6	55%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	1	4%	23	96%	1	4%	10	43%	10	43%	2	9%	12	52%
White	77	3	4%	74	96%	0	0%	19	26%	36	49%	19	26%	55	74%
Multiracial	7	0	0%	7	100%	0	0%	3	43%	2	29%	2	29%	4	57%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	0	0%	3	43%	3	43%	6	86%
Economically Disadvantaged	15	1	7%	14	93%	1	7%	9	64%	4	29%	0	0%	4	29%
Not Economically Disadvantaged	100	3	3%	97	97%	1	1%	23	24%	47	48%	26	27%	73	75%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	111	4	4%	107	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%
Not Homeless	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%
Parent Not in Armed Forces	115	4	3%	111	97%	2	2%	32	29%	51	46%	26	23%	77	69%

GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	110	10	9%	100	91%	11	11%	16	16%	50	50%	23	23%	73	73%
Female	63	7	11%	56	89%	6	11%	10	18%	27	48%	13	23%	40	71%
Male	47	3	6%	44	94%	5	11%	6	14%	23	52%	10	23%	33	75%
General Education Students	95	4	4%	91	96%	6	7%	13	14%	49	54%	23	25%	72	79%
Students with Disabilities	15	6	40%	9	60%	5	56%	3	33%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	3	13%	20	87%	8	40%	2	10%	8	40%	2	10%	10	50%
White	77	6	8%	71	92%	3	4%	12	17%	38	54%	18	25%	56	79%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	2	22%	4	44%	3	33%	7	78%
Economically Disadvantaged	22	3	14%	19	86%	6	32%	6	32%	6	32%	1	5%	7	37%
Not Economically Disadvantaged	88	7	8%	81	92%	5	6%	10	12%	44	54%	22	27%	66	81%
English Language Learner	7	2	29%	5	71%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	103	8	8%	95	92%	7	7%	15	16%	50	53%	23	24%	73	77%
Not in Foster Care	110	10	9%	100	91%	11	11%	16	16%	50	50%	23	23%	73	73%
Not Homeless	110	10	9%	100	91%	11	11%	16	16%	50	50%	23	23%	73	73%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	110	10	9%	100	91%	11	11%	16	16%	50	50%	23	23%	73	73%
Parent Not in Armed Forces	110	10	9%	100	91%	11	11%	16	16%	50	50%	23	23%	73	73%

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%	2	22%	0	0%	4	44%	2	22%	1	11%
Grade 1	5	0	0%	5	100%	0	0%	2	40%	3	60%	0	0%	0	0%
Grade 2	5	0	0%	5	100%	3	60%	0	0%	1	20%	1	20%	0	0%
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	6	0	0%	6	100%	2	33%	1	17%	3	50%	0	0%	0	0%

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	479	39	8.1%
Asian or Native Hawaiian/Other Pacific Islander	22	1	4.5%
Black or African American	6	—	—
Hispanic or Latino	98	13	13.3%
Multiracial	31	2	6.5%
White	322	20	6.2%
English Language Learner	26	2	7.7%
Students with Disabilities	89	12	13.5%
Economically Disadvantaged	82	19	23.2%

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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CROTON-HARMON UFSD

2023-24 School Year Financial Transparency Report

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

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

| Business Rules

Comparison: How do per pupil expenditures compare?

P-12 ENROLLMENT	THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION
▼	▼	▼
1,570	N/A	\$30,545.49

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	CROTON-HARMON UFSD
» 1. Instruction	\$17,430.96
» 2. Support Services, Pupils	\$1,380.71
» 3. Support Services, Instructional Staff	\$2,203.09

Current Operation Expenditures	CROTON-HARMON UFSD
» 4. Support Services, General Admin	\$440.07
» 5. Support Services, School Admin	\$1,074.13
» 6. Support Services, Operation and Maintenance of Plant	\$2,929.03
» 7. Support Services, Student Transportation	\$2,128.44
» 8. Business/Central/Other Support Services	\$1,466.48
» 9. Food services	\$634.28
» 10. Enterprise operations	\$0.00
» 11. Other	\$66.45
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$791.85
13. Total Expenditures	\$30,545.49

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	CROTON-HARMON UFSD
Special Education	\$23,960.15
General Education	\$26,714.92

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	CROTON-HARMON UFSD
1. Charter School Tuition	\$0.00
2. Debt Service	\$5,052,337.00
3. Other	\$7,303,234.48
Percent Excluded from Total	20%
Total Expenditures and Exclusions	\$60,311,989.96

CROTON-HARMON UFSD

2023-24 School Year Financial Transparency Report

CROTON-HARMON HIGH SCHOOL

Type: Senior High

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
▼	▼	
509	\$32,959.59	
		▼
		\$30,545.49

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	CROTON-HARMON UFSD	CROTON-HARMON HIGH SCHOOL
» 1. Instruction	\$17,430.96	\$19,150.95
» 2. Support Services, Pupils	\$1,380.71	\$1,917.62
» 3. Support Services, Instructional Staff	\$2,203.09	\$2,268.12
» 4. Support Services, General Admin	\$440.07	\$440.07
» 5. Support Services, School Admin	\$1,074.13	\$1,210.89
» 6. Support Services, Operation and Maintenance of Plant	\$2,929.03	\$2,929.03
» 7. Support Services, Student Transportation	\$2,128.44	\$2,128.44
» 8. Business/Central/Other Support Services	\$1,466.48	\$1,466.48
» 9. Food services	\$634.28	\$589.70
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$66.45	\$66.45
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$791.85	\$791.85
13. Total Expenditures	\$30,545.49	\$32,959.59

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	CROTON-HARMON UFSD
Special Education	\$23,960.15

School and District Level Expenditures	CROTON-HARMON UFSD
General Education	\$26,714.92

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	CROTON-HARMON UFSD
1. Charter School Tuition	\$0.00
2. Debt Service	\$5,052,337.00
3. Other	\$7,303,234.48
Percent Excluded from Total	20%
Total Expenditures and Exclusions	\$60,311,989.96

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CROTON-HARMON UFSD

2023-24 School Year Financial Transparency Report

PIERRE VAN CORTLANDT SCHOOL

Type: Middle

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
▼	▼	
473	\$31,547.88	
		▼
		\$30,545.49

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	CROTON-HARMON UFSD	PIERRE VAN CORTLANDT SCHOOL
» 1. Instruction	\$17,430.96	\$18,207.72
» 2. Support Services, Pupils	\$1,380.71	\$1,521.24
» 3. Support Services, Instructional Staff	\$2,203.09	\$2,252.89
» 4. Support Services, General Admin	\$440.07	\$440.07
» 5. Support Services, School Admin	\$1,074.13	\$1,114.76
» 6. Support Services, Operation and Maintenance of Plant	\$2,929.03	\$2,929.03
» 7. Support Services, Student Transportation	\$2,128.44	\$2,128.44
» 8. Business/Central/Other Support Services	\$1,466.48	\$1,466.48
» 9. Food services	\$634.28	\$628.95
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$66.45	\$66.45
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$791.85	\$791.85
13. Total Expenditures	\$30,545.49	\$31,547.88

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	CROTON-HARMON UFSD
Special Education	\$23,960.15

School and District Level Expenditures	CROTON-HARMON UFSD
General Education	\$26,714.92

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	CROTON-HARMON UFSD
1. Charter School Tuition	\$0.00
2. Debt Service	\$5,052,337.00
3. Other	\$7,303,234.48
Percent Excluded from Total	20%
Total Expenditures and Exclusions	\$60,311,989.96

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CROTON-HARMON UFSD

2023-24 School Year Financial Transparency Report

CARRIE E TOMPKINS SCHOOL

Type: Elementary

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
▼	▼	▼
588	\$27,649.39	\$30,545.49

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	CROTON-HARMON UFSD	CARRIE E TOMPKINS SCHOOL
» 1. Instruction	\$17,430.96	\$15,317.23
» 2. Support Services, Pupils	\$1,380.71	\$802.90
» 3. Support Services, Instructional Staff	\$2,203.09	\$2,106.73
» 4. Support Services, General Admin	\$440.07	\$440.07
» 5. Support Services, School Admin	\$1,074.13	\$923.05
» 6. Support Services, Operation and Maintenance of Plant	\$2,929.03	\$2,929.03
» 7. Support Services, Student Transportation	\$2,128.44	\$2,128.44
» 8. Business/Central/Other Support Services	\$1,466.48	\$1,466.48
» 9. Food services	\$634.28	\$677.16
» 10. Enterprise operations	\$0.00	\$0.00
» 11. Other	\$66.45	\$66.45
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	\$791.85	\$791.85
13. Total Expenditures	\$30,545.49	\$27,649.39

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	CROTON-HARMON UFSD
Special Education	\$23,960.15

School and District Level Expenditures	CROTON-HARMON UFSD
General Education	\$26,714.92

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	CROTON-HARMON UFSD
1. Charter School Tuition	\$0.00
2. Debt Service	\$5,052,337.00
3. Other	\$7,303,234.48
Percent Excluded from Total	20%
Total Expenditures and Exclusions	\$60,311,989.96

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Equalized Total Assessed Value 3,396,886,116

School District - 552202 CROTON CENTRAL

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	11	3,551,652	0.10
12360	NYS ENVIRON'L FACILITIES CORP	RPTL 412	4	9,355,372	0.28
13100	CO - GENERALLY	RPTL 406(1)	31	51,000,001	1.50
13360	AQUEDUCTS OF NYC WATER SUPPLY	RPTL 406(4)	1	413,223,140	12.16
13500	TOWN - GENERALLY	RPTL 406(1)	27	2,227,273	0.07
13650	VG - GENERALLY	RPTL 406(1)	90	35,085,620	1.03
13800	SCHOOL DISTRICT	RPTL 408	6	88,319,423	2.60
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	11	17,551,653	0.52
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	3,803,719	0.11
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	34	22,578,425	0.66
27200	RAILROAD - WHOLLY EXEMPT	RPTL 489-d&dd	2	4,702,480	0.14
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	438,017	0.01
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	76	910,708	0.03
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	7	83,881	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	55	1,100,000	0.03
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	6	120,000	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	23	887,768	0.03
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	80,000	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	15	3,336,529	0.10
41804	PERSONS AGE 65 OR OVER	RPTL 467	6	803,139	0.02
41805	PERSONS AGE 65 OR OVER	RPTL 467	2	505,207	0.01
41834	ENHANCED STAR	RPTL 425	252	55,166,951	1.62
41854	BASIC STAR 1999-2000	RPTL 425	575	45,112,995	1.33

Equalized Total Assessed Value 3,396,886,116

School District - 552202 CROTON CENTRAL

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	98,016	0.00
Total Exemptions Exclusive of System Exemptions:			1,242	760,041,969	22.37
Total System Exemptions:			0	0	0.00
Totals:			1,242	760,041,969	22.37

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

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

Exemption Impact Report

Assessment Year: 2025

County: Westchester
SWIS Code: 555400

School Value Report (552202)

Municipality: Yorktown
Total Assessed Val: 1,993,661
Uniform Percentage: 1.60

Equalized Total Assessed Value = 124,603,812

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
13100	CNTY OWNED	RPTL 406(1)	1	2,406,249	1.93
13500	TOWN OWNED	RPTL 406(1)	1	65,624	0.05
25120	EDUCATIONL	RPTL 420-a	25	12,506,249	10.04
41124	WAR VET S	RPTL 458-a	2	26,499	0.02
41134	COMBAT VET S	RPTL 458-a	1	22,124	0.02
41834	ENH STAR	RPTL 425	5	1,231,249	0.99
41854	BAS STAR	RPTL 425	6	502,499	0.40
	Total Exemptions (No System EX's)		41	16,760,493	13.45
	Total Exemptions (with System EX's)		41	16,760,493	13.45

Values have been equalized using the Uniform Percentage of Value.

The Exempt amounts do not take in to consideration payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: N/A

2026-27 School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2025-26 School Year	Budget Proposed for the 2026-27 School Year	Contingency Budget for the 2026-27 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 60,996,050	\$ 62,762,808	\$ 61,767,757
Increase/Decrease for the 2026-27 School Year		\$ 1,766,758	\$ 771,707
Percentage Increase/Decrease in Proposed Budget		2.90%	1.27%
Change in the Consumer Price Index		2.63%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 45,422,572	\$ 46,417,623	
B. Levy to Support Library Debt, if Applicable	\$ -	\$ -	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ -	\$ -	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ -	\$ -	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 45,422,572	\$ 46,417,623	\$ 45,422,572
F. Total Permissible Exclusions	\$ 2,836,262	\$ 2,794,710	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 42,586,310	\$ 43,622,913	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 42,586,310	\$ 43,622,913	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ -	\$ -	
Administrative Component	\$ 6,904,844	\$ 7,395,430	\$ 7,044,810
Program Component	\$ 42,153,184	\$ 43,324,237	\$ 43,034,806
Capital Component	\$ 11,938,022	\$ 12,043,141	\$ 11,688,141
If the proposed budget is defeated, and to meet the contingent budget level, the Croton-Harmon Union Fee School District would need to reduce the budget and tax levy by \$995,051 for the 2026-27 school year. Reductions would be made across the budget beginning with the non-contingent expenses. The reductions would include reductions of district projects and certain equipment purchases, supplies, extra-curricular activities, staffing, etc.			
Description			Amount
Vehicle Proposition: (1) 66-passenger diesel school bus, one (1) 20 to 30 passenger gas/diesel powered school buses and one (1) SUV hybrid vehicle, at the estimated aggregate cost of \$380,000; such aggregate cost to be funded from current appropriations available within the 2025-2026 general fund to pay for such vehicles.			\$ 380,000
This allocation has no impact on the levy or taxes because it is funded through current-year appropriations.			
Reserve Proposition: Allocation of \$300,000 in the Repair Reserve Fund from the 2025-2026 unassigned fund balance for repairs of capital improvements or equipment, which repairs are of a type not recurring annually or at shorter intervals.			\$ 300,000
This allocation has no impact on the levy or taxes because it is funded through current-year appropriations.			

	Under the Budget Proposed for the 2026-27 School Year
Estimated Basic STAR Exemption Savings ¹	\$ 1,274 Cortlandt \$ 1,198 Yorktown

The annual budget vote for the fiscal year 2026-27 by the qualified voters of the Croton-Harmon Union Free School District, Westchester County, New York, will be held at Croton-Harmon High School on Tuesday, May 19, 2026 between the hours of 6:00am and 9:00pm, at which time the polls will be opened to vote by voting ballot or machine.

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

Property Tax Report Card

660202 - CROTON-HARMON UFSD

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Official - as of 04/16/2026 01:48 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: emscmgt@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:

DENISE HARRINGTON-COHEN

Preparer's Telephone Number:

914-271-4713

<u>Shaded Fields Will Calculate</u>	Budgeted 2025-26 (A)	Proposed Budget 2026-27 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	60,996,050	62,762,808	2.90 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	45,422,572	46,417,623	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	45,422,572	46,417,623	2.19 %
F. Permissible Exclusions to the School Tax Levy Limit	2,836,262	2,794,710	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	42,586,310	43,622,913	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	42,586,310	43,622,913	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	1,538	1,519	-1.24 %
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	19,532,267	18,940,549
Assigned Appropriated Fund Balance	3,504,343	4,773,652
Adjusted Unrestricted Fund Balance	2,439,842	2,510,512
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	CAPITAL (TRANSPORTATION) 2022	For the cost of any object or purpose for which bonds may be issued.	1,766,735	1,784,493	It is our intention to pay the cost of vehicles or infrastructure costs related to transportation.
Capital	CAPITAL 2013	For the cost of any object or purpose for which bonds may be issued.	5,176,865	5,957,788	It is our intention to pay the cost of any object or purpose for which bonds may be issued.
Capital	CAPITAL 2016	For the cost of any object or purpose for which bonds may be issued.	3,050,668	3,068,783	It is our intention to pay the cost of any object or purpose for which bonds may be issued.
Repair	REPAIR RESERVE 2022	For the cost of repairs to capital improvements or equipment.	18,414	318,514	It is our intention to pay Capital and Equipment Repair Costs.
Workers Compensation	WORKERS' COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	419,594	323,562	It is our intention to pay Workers' compensation Claims.
Unemployment Insurance	UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	231,992	134,186	It is our intention to pay Unemployment Insurance Claims.
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		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability + (add)	LEGAL LIABILITY RESERVE	To cover incurred liability claims.	1,356,480	1,366,471	It is our intention to pay legal settlements related to special education costs or other legal liabilities.
Tax Certiorari	TAX CERTIORARI RESERVE	For tax certiorari settlements.	2,017,559	1,244,205	It is our intention to pay for our potential tax settlements.
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBALR – EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	561,915	567,190	It is our intention to pay contributions for sick/vacation payout to retired employees
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	1,902,467	1,918,567	It is our intention to pay contributions to the pension system.
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	To fund employer retirement contributions to the State and Local Teachers' Retirement System.	2,456,789	2,256,789	It is our intention to pay contributions to the pension system.

* **NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgt/serv/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.**

Salary: Administrative Compensation Information
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Official - as of 05/07/2026 01:31 PM
Form Due May 12, 2026
2026-2027 Salary Threshold =
\$179,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	287,640	59,170	0

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

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

2.	ASSISTANT SUPERINTENDENT FOR BUSINESS	264,180	68,794	0
3.	ASSISTANT SUPERINTENDENT	238,000	66,257	0
4.	ASSISTANT SUPERINTENDENT FOR PPS	238,170	49,704	0
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Salary: Administrative Compensation Information
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	Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
660202 - CROTON-HARMON UFSD**2025-2026 Claim Year - Page 3**
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Other Supervisory and Administrative Employees Scheduled to Receive \$179,000 or More in Salary

71.	DIRECTOR OF TECHNOLOGY	203,669
72.	HIGH SCHOOL ASSISTANT PRINCIPAL	200,402
73.	ELEMENTARY SCHOOL PRINCIPAL	199,785
74.	MIDDLE SCHOOL PRINCIPAL	190,000
75.	HIGH SCHOOL PRINCIPAL	190,000
76.	DIRECTOR OF FACILITIES I	186,660
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Glossary of School Business Terminology

Administrative Budget Component: One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: office and administrative costs; salaries and benefits for certified school administrators who spend 50 percent or more of their time performing supervisory duties; data processing; supplies; legal fees; property insurance; and school board expenses.

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

Allowable Tax Levy (ATL): The maximum tax levy permissible under the "Tax Cap" legislation requiring a simple majority (50% +1) voter approval for passage.

Annual Meeting and Budget Vote: The purpose of the Annual Meeting is to conduct the annual election of board of education members and votes involving the budget and expenditures of money, and to authorize the levy of taxes. School districts must hold their vote (Annual Meeting) on the third Tuesday in May.

Appropriated Fund Balance: A portion of a district's total fund balance from the previous fiscal year that is applied as revenue to the following year's budget. This equates to a budgeted loss in revenue which is offset by contingency in the expenditure-side of the budget. It can also be used to reduce the tax levy.

Approved Budget: A budget approved by voters at the Annual Meeting and Budget Vote. If voters do not approve the Board of Education's adopted budget, a district may present the same budget or a revised budget for a re-vote. After two defeated proposals, the Board of Education must adopt a contingency budget.

Assessed Value: The value of a property as determined by the local property assessor, measured in units of assessment (not dollars). This value can change annually (or more frequently) based on changes made by the assessor, relative to changes in market value.

Assessment Roll: A list of all properties and their assessed value in the municipality. Since the assessment roll is not typically finalized until August, tax rates cannot be established until the assessment roll is complete.

Board of Cooperative Educational Services (BOCES): A collaborative group of component school districts in a region that share instructional, administrative, and technology services.

BOCES Aid: State Aid received as a reimbursement for participating in cooperative services, or Coser's, related to instructional, administrative, and technology expenditures.

Bond: A long-term debt instrument used to finance construction or other obligations over a specified period of time at a specified interest rate. Terms typically range from 5-30 years, depending on the nature of the construction or other obligation.

Bond Anticipation Note (BAN): A short-term debt instrument used to finance construction or other obligations over a specified period of time (less than one year in duration) at a specified interest rate. BANs can be renewed annually for up to 5 years before General Municipal Law requires the issuance of a bond.

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

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

Building Aid: State Aid provided to offset principal and interest obligations on debt incurred to construct and/or renovate school buildings.

Capital Budget Component: One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: all transportation capital, debt service, and lease expenditures; legal judgments and settled claims; custodial costs and all facility costs, including service contracts, supplies, utilities, maintenance, repairs, construction, renovation, debt and leasing costs.

Capital Fund: The fund used to account for capital improvement and acquisitions. Capital projects are budgeted on an individual project basis since legal and contractual requirements will vary from one project to another. The initiation and implementation of a capital project generally requires voter authorization of the funding which may take the form of either obligations (debt) or interfund transfer (fund balance).

Capital Reserve: The purpose of this reserve account is to pay expenses associated, transportation and facility projects. Any use of funds from the capital reserve requires voter authorization.

Consumer Price Index (CPI): An index of prices used to measure the change in the cost of basic goods and services in comparison with a fixed base period. It can be used as a factor in calculating the Allowable Tax Levy ("Tax Cap"), which stipulates 2% or the change in CPI, whichever is less.

Contingent Budget: Under NYS law, school boards can submit a budget to voters a maximum of two times. If the proposed budget is defeated twice, the Board of Education must adopt a contingency budget which places a cap on new spending. Under a contingent budget, the tax levy is limited to a 0% increase from the prior year. Items exempt from a contingent budget include: tax certiorari settlements, debt service (mortgage payments), and costs associated with ensuring the health and safety of students, staff, and property.

Contractual Services: agreements with outside organizations for providing instructional, administrative, maintenance, financial, and other services.

Debt Service Fund: The fund used to record payments of principal and interest on capital debt. The use of this fund by school districts is optional except where a mandatory reserve for debt service is required as a result of having sold school property on which there is outstanding debt, or where unexpended proceeds of

borrowings, earned interest, bond premium, or accrued interest are being retained to offset future payments on principal and interest. Most school districts pay debt service on capital debt directly from the General Fund.

Employee Benefits: Amounts paid by the district on behalf of employees, subject to provisions of collective bargaining agreements and the Constitution of the State of New York. These amounts are not included in the gross salary. They are fringe benefits, and while not paid directly to an employee, are part of the total cost of the employee. Employee benefits include the district cost for health insurance premiums, dental insurance, life and disability insurance, Medicare, pensions, social security, and tuition reimbursement.

Employee Benefits Accrued Liability Reserve: The purpose of this account is to reserve funds for the payment of any accrued employee benefit (ie: unused sick and/or personal days) due an employee upon termination of the employee's service. This reserve fund may be established by a majority vote of the board of education and is funded by budgetary appropriations and such other reserves and funds that may be legally appropriated (General Municipal Law, §6-p).

Employee Retirement System (ERS): The State-operated pension systems eligible for participation among non-certificated staff (ie: bus drivers, cleaners, aides, office staff, etc.). ERS operates on an April 1 to March 31 plan year, consistent with the State's fiscal year.

Encumbrance Reserve: This reserve allows a school district to pay for items ordered in the current fiscal year, but not yet received until the subsequent year, using funds budgeted in the current fiscal year without affecting the subsequent year's budget.

Equalization Rate: A ratio determined by New York State used for determining the market value of a property in one municipality as compared to that of another when assessed value is not representative of market value. For school districts, the equalization rate helps determine how the tax levy will be allocated among the municipalities located within the school district's boundaries. A municipality that has an equalization rate of 100% means that the municipality is assessing property at market value. A municipality that has an equalization rate of less than 100% means that the municipality is assessing property below market value.

Equipment: Assets with an initial, individual cost of more than \$10,000 and an estimated useful life in excess of one year.

Every Student Succeeds Act (ESSA) Grant: Federal grant program to supplement professional learning and improve student performance among high-need students.

Expenditure: Payment of cash or transfer of property or services for the purpose of acquiring an asset or service.

Federal Insurance Contribution Act (FICA): The application of Social Security tax (6.2% [subject to income ceilings]) and Medicare tax (1.45%) on employee salaries.

Fiscal Year: The accounting period on which a budget is based. The New York State government operates on an April 1 to March 31 fiscal year. All school districts in New York State operate on a July 1 to June 30 fiscal year.

Foundation Aid: State Aid provided to offset expenditures incurred in providing a Free Appropriate Public Education. Foundation Aid represents the largest component of total State Aid provided to school districts.

Full-Time Equivalent (FTE): A unit of measure which is equal to one full-time annualized position. An employee assigned to work 80% of the time would have an FTE of 0.8.

Fund Balance: A fund balance is created when a school district has money left over at the end of its fiscal year from either under-spending the expenditure budget and/or receiving additional revenue above the revenue budget. Part of the fund balance (appropriated fund balance) may be applied as a budgeted loss in revenue in the following year's budget. A portion may also be set aside (unreserved/unappropriated fund balance) to pay for emergencies or other unforeseen expenses. Under NYS law, the amount unreserved/unappropriated may not exceed 4% of the following year's budget.

General Fund: The major operating fund of a school district. It receives all income not specified for a particular program or activity and not specified by law to be deposited in another fund. The annual spending plan must be approved by voters at the Annual Meeting and Budget Vote.

Individuals with Disabilities Education Act (IDEA) Grant: Federal grant program to supplement programs for students with disabilities.

Program Budget Component: One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: salaries and benefits of teachers and supervisors who spend the majority of their time teaching; instructional costs such as supplies, equipment, contractual costs, and textbooks; also transportation operating costs.

Proposed Budget: The spending plan developed by school administrators prior to adoption by the Board of Education. School districts are required by New York State to show their proposed budgets in three component categories: administrative, program, and capital.

Repair Reserve: The purpose of this account is to reserve funds for the payment of any repairs to equipment.

Retirement Systems Contribution Reserve: The purpose of this account is to fund employer retirement contributions i.e., any portion of the amount(s) payable by an eligible school district to the New York State and Local Employees' Retirement System (ERS) and Teachers' Retirement System (TRS), pursuant to Sections 17 or 317 of the Retirement and Social Security Law. A referendum is not required to either create or expend moneys from the reserve.

Note – Each year, this amount is substantiated by reviewing the projected bill due to the New York State and Local Employees' Retirement System in the following December.

Revenue: Sources of income financing the operation of the school district.

Rollover Budget: a budget projection which accounts for the same staffing and programs as the current year, adjusted for required contractual increases in salaries and other mandated expenditures.

Salaries: The total amount paid to an individual, before deductions, for services rendered while on the payroll of a school district.

School Lunch Fund: The fund used to account for revenues and expenditures in connection with the school district's food service program. The estimated expenditures must balance with the estimated revenues, interfund transfers, if any, and fund balance.

School Tax Relief (STAR) Program: A State program which provides an exemption for school taxes paid for all owner-occupied, primary residences, subject to income limitations. An enhanced exemption is provided to senior citizens, subject to income limitations.

Special Aid Fund: The fund used to account for revenues and expenditures in connection with Federal and State funded grants operated by the school district. Budgets are determined when specific grants are awarded by the funding agency. The board of education should approve each program/grant budget and should appropriate the funds by resolution. For grants which extend beyond June 30, budgets may be re-established in the next fiscal year without additional board of education approval.

State Aid: Funds allocated by wealth and demographic need to school districts to support various functions of operation. Until the State budget is enacted, the school district's State Aid is not finalized and estimates must be used. The State deadline for enacting its budget is April 1st; however, it is not uncommon for the State to miss that deadline. Nevertheless, school districts must estimate State Aid and present their budgets to voters by the third Tuesday in May.

State Education Department (SED): The New York administration department that oversees public elementary and secondary education.

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

Tax Base: The combined assessed value of all properties within a school district's boundaries subject to levying the necessary taxes to fund annual operations.

“Tax Cap”: See Allowable Tax Levy (ATL).

Tax Certiorari: The legal process by which a property owner can challenge the assessed value assigned to a property in attempt to reduce the property's assessment and real estate taxes.

Tax Certiorari Reserve: Chapter 588 of the Laws of 1988 amended Section 3651 of the Education Law to permit the establishment of a reserve fund for tax certiorari and to expend from the fund without voter approval of the qualified voters of the school district. This reserve is used to pay consent judgments on tax refunds dating back up to four years prior.

Tax Levy: The total sum of taxes to be raised by the school district after subtracting all other revenues and State Aid. The tax levy is used to determine the tax rate for property owners in each of the municipalities located within the school district's boundaries. Each municipality within the school district is assigned a share of the total tax levy. Equalization rates are applied to take into account for differences in assessment practices among the municipalities.

Tax Rate: The amount of tax paid for each increment (usually \$1,000) of assessed value of property.

Teachers Retirement System (TRS): The State-operated pension systems eligible for participation among certificated staff (ie:, teachers and administrators). TRS operates on a July 1 to June 30 plan year, consistent with the school district's fiscal year.

Transportation Aid: State Aid provided to offset expenditures incurred in providing transportation services to students. Additional transportation aid is received when purchasing transportation capital equipment, such as vehicles or garage equipment.

Unemployment Benefits Reserve: This reserve fund is used to pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants where the school district or BOCES has elected to use the benefit reimbursement method, in lieu of contributions under Article 18 of the Labor Law. The reserve may be established by board action and is funded by budgetary appropriations or funds from other reserves.

Unreserved/Unappropriated Fund Balance: A school district is permitted to retain up to 4% of its total fund balance unreserved and unappropriated. These funds are available for emergency repairs and other unforeseen occurrence.

Reserve Funds

Education Law authorizes school districts to establish any of the following reserve funds:

- Capital Reserve Fund
- Liability Reserve Fund
- Property Loss Reserve Fund – only available if the district is self-insured
- Tax Certiorari Reserve Fund
- Tax Reduction Reserve Fund – only available if a school building is sold.
- Uncollected Taxes Reserve Fund – only available to small city school districts

The General Municipal Law authorizes school districts to establish any of the following reserve funds:

- Employee Benefit Accrued Liability Reserve Fund
- Insurance Reserve Fund
- Mandatory Debt Service Reserve Fund - only available if a school building is sold.
- Repair Reserve Fund
- Retirement Contribution Reserve Fund
- Unemployment Insurance Reserve Fund
- Worker's Compensation Reserve Fund – only available if self-insured

Basic Characteristics of school district reserve funds:

Capital Reserve Fund:

- Available to cover, in whole or in part, the cost of any object or purpose for which a school district may issue bonds pursuant to the Local Finance Law. Districts must maintain the separate identity of each such fund.
- May be established only with voter approval of a proposition that states the purpose of the fund, the ultimate amount thereof, its probable term, and the source from which the fund would be obtained.
- Funds may be expended only with voter approval, and only for the specific purpose for which the fund was established.

Liability Reserve Fund:

- May be established without voter approval, but once established the funds may not be reduced below the amounts estimated necessary to cover incurred but unsettled claims or suits (other than by payments for losses for which such amount were established).
- Funds may be expended without voter approval, unless the expenditure is for a purpose other than the one for which the fund was established.

Note – Each year, the amount in this reserve is substantiated with a letter from the district's counsel to the district's auditor. In the letter, counsel details all outstanding litigation and possible settlements.

Tax Certiorari Reserve Fund:

- Available to pay for judgments and claims resulting from tax certiorari proceedings under Article 7 of the Real Property Tax Law.
- May be established without voter approval, provided that the funds do not exceed the amount which might reasonably be deemed necessary to anticipated judgments and claims arising out of tax certiorari proceedings.
- Funds may be expended without voter approval.

Note – Each year, the amount in this reserve is substantiated with a spreadsheet prepared by the Assistant Superintendent for Business which details all tax cert proceedings received by the district.

Employee Benefits Accrued Liabilities Reserve Fund:

- Available for the cash payment of accrued and accumulated but unused sick leave, personal leave, holiday leave, vacation time, and other benefits earned by employees and payable upon termination, that are not covered by another existing reserve fund.
- May be established without voter approval.
- Funds may be expended without voter approval. However, it is a misdemeanor to withdraw or expend funds except as permitted by law.

Note – Each year, this amount is substantiated with a spreadsheet prepared by the District Treasurer indicating all accrued employee time that would need to be paid out upon retirement.

Insurance Reserve Fund:

- Available for the payment of any loss, claim, action or judgment for which a school district is authorized or required to purchase insurance, except those already covered by another existing reserve fund and except as otherwise specified in law.
- May be established without voter approval.
- Funds may be expended without voter approval. However, judicial approval is necessary to pay settled or compromised claims exceeding \$25,000.

Repair Reserve Fund:

- Available to pay for repairs to capital improvements or equipment of a type that does not recur annually or at shorter intervals.
- May be established without voter approval.
- Funds may be expended without voter approval in cases of emergency pursuant to approval by two-thirds of the school board. Otherwise, a public hearing must be held in accordance with the procedures set forth in law. One-half of the funds expended in an emergency case must be repaid to the fund during the next fiscal year, and the remainder by the end of the second fiscal year following the fiscal year in which the funds were expended. In addition, it is a misdemeanor to withdraw or expend funds from a repair reserve fund except as permitted by law.

Retirement Systems Contribution Reserve (ERS & TRS):

- The purpose of this account is to fund employer retirement contributions i.e., any portion of the amount(s) payable by an eligible school district to the New York State and Local Employees' Retirement System (ERS) and Teachers' Retirement System (TRS), pursuant to Sections 17 or 317 of the Retirement and Social Security Law. A referendum is not required either to create or expend moneys from the reserve.
- Note – Each year, this amount is substantiated by reviewing the projected bill due to the New York State and Local Employees' Retirement System in the following December.

Unemployment Insurance Payment Reserve Fund:

- Available to pay for the cost of reimbursing the State Unemployment Insurance Fund for payments made to claimants under article 18 of the Labor Law.
- May be established without voter approval.
- Funds may be expended without voter approval, but only as required by law to pay the State Unemployment Insurance Fund the amount of benefits paid to claimants and charged to the district.



Understanding the Equalization Rate

A guide for property owners

In New York State, the property tax is a local tax, raised and spent locally to finance local governments and public schools. While the state does not collect or receive any direct benefit from the property tax, this tax is still of major importance as the largest single revenue source for the support of municipal and school district services. More than \$26 billion is raised in local property taxes across the state annually.

The New York State Office of Real Property Tax Services (ORPTS) is statutorily obligated to administer an equalization program in order to assure equitable property tax allocation among nearly 4,000 taxing jurisdictions in New York State, and to insure the proper allocation of state aid to education funds, among other purposes. Equalization seeks to measure the relationship of locally assessed values to an ever-changing real estate market. Each year, ORPTS calculates equalization rates for each of the state's more than 1,200 assessing units.

Why is equalization necessary?

Equalization is necessary in New York State because: (1) there is no fixed percentage at which property must be assessed; (2) not all municipalities assess property at the same percentage of market value; and (3) taxing jurisdictions, such as most school districts, do not share the same taxing boundaries as the cities and towns that are responsible for assessing properties. Most of the state's more than 700 school districts distribute their taxes among segments of several municipalities, many of which have different levels of assessment. The number of municipal segments in a school district can range from one to fifteen or more.

What is an equalization rate?

At its simplest, an equalization rate is the state's measure of a municipality's level of assessment (LOA). This is the ratio of total assessed value (AV) to the municipality's total market value (MV). The municipality determines the AV; the MV is estimated by the state. The equalization rate formula is:

$$\frac{\text{Total assessed value (AV)}}{\text{Total market value (MV)}} = \text{Equalization rate}$$

Equalization rates do not indicate the degree of uniformity among assessments within a municipality. (More information regarding uniformity is available in the pamphlet, Publication 1112, *Fair Assessments – A Guide for Property Owners*.)

What does your equalization rate mean?

- An equalization rate of 100 means that the municipality is assessing property at 100 percent of market value.
- An equalization rate of less than 100 means that the municipality's total market value is greater than its assessed value.
- An equalization rate of greater than 100 means that the total assessed value for the municipality is greater than its total market value.

There would be no need for equalization if all municipalities assessed all property at 100 percent of market value every year.

What is the relationship between the state's equalization rate and the municipality's level of assessment?

In New York State, each municipality is authorized to assess at market value or some fraction of market value. A level of assessment (LOA) of 50 percent means that assessments are at half of market value; an LOA of 100 percent means a community is assessing at 100 percent of market value. Regardless of the LOA chosen by a municipality, all of the assessments in the municipality are required by law to be at a uniform percentage of market value.

Equalization rates are the state's measure of each municipality's LOA. Each local assessor is required by law to state the municipal LOA on each year's assessment roll. The state determines the equalization rate by analyzing the locally stated LOA. In accordance with national standards, ORPTS reviews the work of the assessor and determines whether the stated LOA is within adequate tolerances to be used as the equalization rate. If certain criteria are met, the LOA becomes the rate. In municipalities where ORPTS cannot accept or confirm the LOA, ORPTS uses its own independent estimate of total market value to compare to the total assessed value.

What is the benefit of having the locally determined LOA accepted as the equalization rate?

Where assessors are accurately stating the LOA on the tentative assessment roll, they will be indicating the equalization rate upon which school taxes are distributed. When municipalities keep assessments up to date each year, they will be adjusting assessed values to reflect market changes, resulting in a consistent LOA and equalization rate from year to year.

What does it mean when your municipality's equalization rate decreases?

A falling equalization rate means that market values are rising faster than assessed values. Keeping assessments up to date annually can result in consistent equalization rates each year.

Why do equalization rates need to be established each year?

The Real Property Tax Law requires that annual State equalization rates be established for each county, city, town, and village. Equalization rates are calculated each year to reflect that year's assessment roll and current market values for each assessing unit.

What are equalization rates used for?

Aside from apportionment of taxes among municipal segments of school districts and counties, and distribution of state aid for education, some of the less recognized uses of equalization rates include:

- establishment of tax and debt limits;
- allocation of costs, such as for jointly-operated hospitals among participating localities or an injury to a volunteer firefighter, among others;
- determination of state assessments (special franchise) or approval of local assessments (state-owned land);
- determination of ceilings (railroad and agricultural values) and exemptions;
- determination of level of STAR exemptions;
- apportionment of sales tax revenues and joint indebtedness; and
- as evidence in court proceedings on the issue of assessment inequity and small claims assessment review hearings.

May the equalization rate be used in an assessment appeal?

Yes. Property owners in New York State (except in Nassau County and New York City) may use the equalization rate as one piece of evidence in assessment grievance cases before the Board of Assessment Review and in State Supreme Court. Residential property owners also may use the state equalization rate in assessment cases brought under the provisions of Small Claims Assessment Review. More information on assessment challenges is available in ORPTS's publication entitled Publication 1114, *Contesting your assessment in New York State*.

How do equalization rates relate to school property taxes?

The equalization rate is used to estimate the total market value of an entire taxing jurisdiction and/or segments of jurisdictions. The following formula is used to estimate a municipality's total market value:

$$\frac{\text{Current total assessed value}}{\text{Current total market value}} = \frac{\text{Total market value estimate}}{\text{(or equalized full value)}}$$

In order for a school district to fairly distribute its property tax levy (the total amount of school taxes to be collected), the levy needs to be divided in proportion to the total market value of each municipal segment. This allows for an equitable distribution of taxes based upon the market value of each municipality or segment.

For example School District AB needs to raise \$1 million through property taxes (thus, a levy of \$1 million). The district contains all of Town A and all of Town B. Each town has a total assessed value of \$10 million. If the \$1 million tax levy simply were allocated on the basis of the assessed values, the taxpayers in both towns would evenly split the levy, with each town paying \$500,000.

However, through the equalization process, the state determines that that the two towns have different levels of assessment. Town A has an equalization rate of 33.33 and Town B has an equalization rate of 50.00.

Towns A and B can be compared for the purpose of dividing the \$1 million school district tax levy between them:

	Town A	Town B
Assessed value (AV) of each town	\$10 million	\$10 million
Equalization rate of each town	33.33	50.00
Market value of each town	\$30 million	\$20 million
Market value of school district AB = \$50 million		
Percent of market value (and, therefore, percent of levy) for each town	60%	40%
Tax levy to be raised from each town	\$600,000	\$400,000
Tax rate for each town (tax levy ÷ assessed value) x 1000	\$60 per \$1000 AV	\$40 per \$1000 AV

You can see that Town A is responsible for 60 percent (\$30 million ÷ \$50 million) of the full value in School District AB, and Town B is responsible for 40 percent (\$20 million ÷ \$50 million) of the full value. This means that the taxpayers in Town A will have to pay a total of \$600,000 (60% of the \$1 million tax levy) and those in Town B will have to pay \$400,000 (40% of the \$1 million tax levy).

It is the change in a town's total market value, as reflected in the equalization rate, relative to the change in the market value of other municipalities in a taxing jurisdiction, such as a school district, that may cause a particular town's share of the tax levy to increase or decrease. If one municipality's market value increases, but all the other municipalities in the taxing jurisdiction increase to a larger degree, then the first municipality's share of the tax levy will decline.

For more information

To learn more about equalization, assessments, and other aspects of property tax administration, you may wish to talk with your assessor or county director of real property tax services. More detailed information also is available on the ORPTS website at www.tax.ny.gov.



If you would like further information regarding Assessment and Equalization rates, you can contact:

Assessments:

Town of Cortlandt	914-734-1040
Town of Yorktown	914-962-5722

Equalization Rates:

Westchester County Tax Commission	914-285-4325
New York State Real Property Services	518-474-5666

If you would like further information regarding this proposed budget, you can contact the following administrators:

Mr. Stephen Walker, Superintendent of Schools	271-4793
Ms. Denise Harrington-Cohen, Assistant Superintendent for Business	271-5022
Mr. John Griffiths, Assistant Superintendent	271-6510
Ms. Rachel DePaul, Assistant Superintendent of Pupil Personnel Services	271-4793
Ms. Kerri Bianchi, Principal, Carrie E. Tompkins Elem. School	271-5184
Ms. Nichole Kelly, Acting Principal, Pierre Van Cortlandt Middle School	271-2191
Dr. Laura Dubak, Principal, Croton-Harmon High School	271-2147

Please visit our website at www.chufsd.org for more information



Thank you for taking the time to review our budget documents. Please contact our District Office at 914-271-4713 or email us at Budget.Questions@chufsd.org, if you would like any further information or have any questions.